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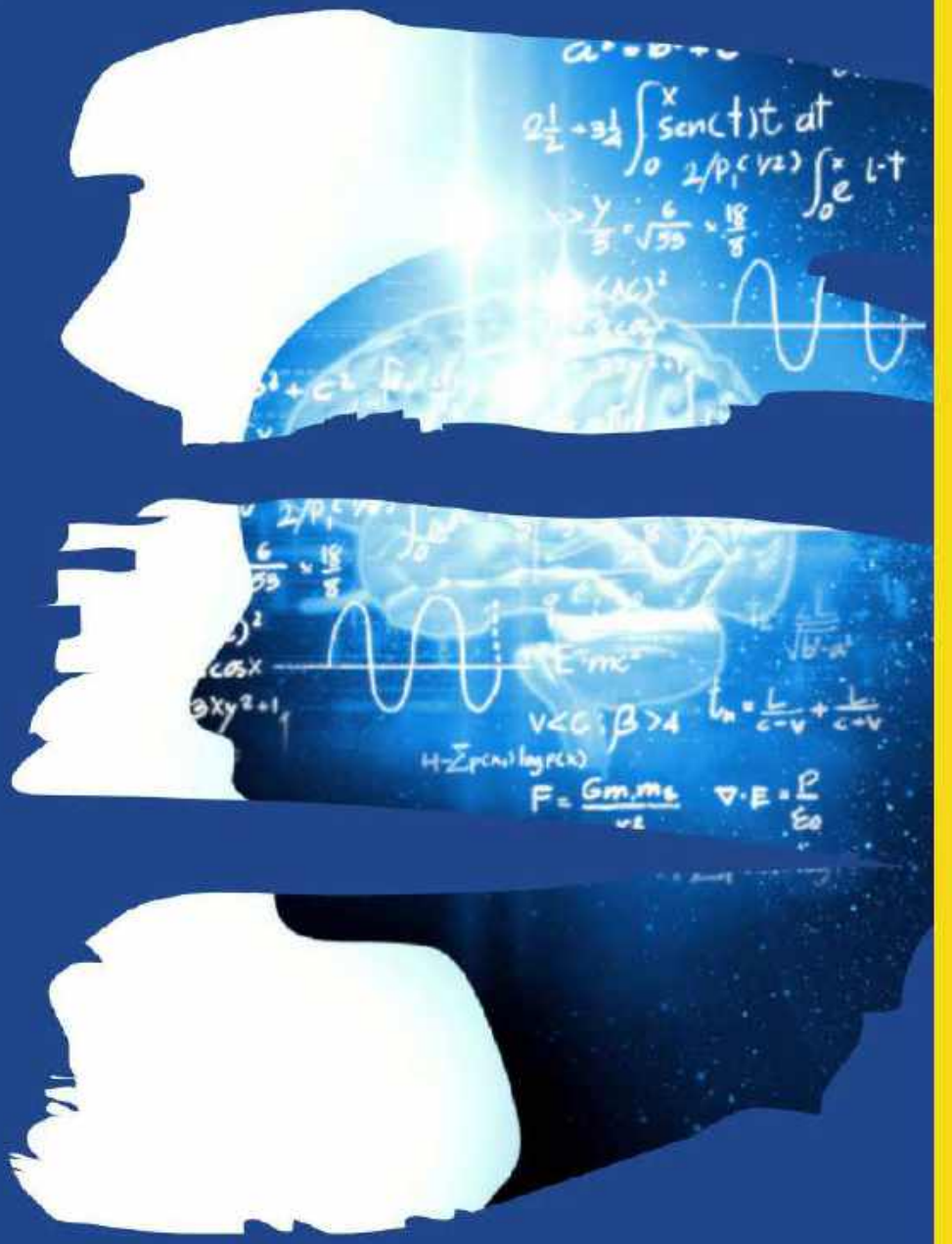

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Видання відзначається багатогранністю відтворення змістового компоненту і значним інформаційним наповненням із питань: обґрунтування нейрокорекції як інноваційного напряму подолання мовленнєвих розладів у дітей та визначення її значення у системі комплексної корекційної допомоги; дослідження та порівняльного аналізу передового світового досвіду і сучасної української практики рейтингування науково-педагогічних і наукових працівників у наукових установах для обґрунтування напрямів модернізації вітчизняної системи оцінювання наукових кадрів та підвищення її об'єктивності; реалізації навчальних додатків англійською мовою для іншомовної компетентності у фізичному вихованні та спорті та ін.

Щоденних перемог нам, друзі, задля спільної Перемоги!

Дякуємо ЗСУ за кожен день нашого життя!

З повагою,
директор Видавничої групи
«Наукові перспективи»,
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WHAT IS ROMANTICISM?

Abstract. The article examines Romanticism as a complex and multi-faceted cultural and artistic phenomenon that emerged in Europe at the end of the eighteenth and the first half of the nineteenth century under the influence of profound socio-historical transformations, particularly the French Revolution of 1789. It is emphasized that Romanticism did not arise as an abrupt break with the Enlightenment but rather gradually evolved from within it through the transitional stage of Pre-Romanticism. Special attention is given to the aesthetic category of cordocentrism, understood as the "heart-centred" principle, which redefines the human being as a spiritual-emotional unity and becomes one of the fundamental bases of Romantic worldview.

The study analyses the main stages and branches of Romanticism: early, folkloric, Byronic, and late Romanticism. It highlights the shift from classical rationality to the affirmation of individuality, imagination, emotional depth, and symbolic thinking. Particular focus is placed on the role of folk culture in the folkloric branch and on the formation of the Byronic hero as an embodiment of tragic rebellion against society and existential isolation.

Considerable attention is devoted to Late Romanticism and the works of Gérard de Nerval, whose writing demonstrates features of the grotesque-fantastic and historical tendencies, as well as increased textual hermeticism and semantic ambiguity. The article also traces Romanticism's connection with Symbolism and the Neoplatonic tradition, which contributed to the perception of the world as a system of signs reflecting a higher transcendent reality.

The study concludes that, despite its internal diversity, Romanticism constitutes a coherent cultural system that fundamentally transformed conceptions

of humanity, art, and spirituality, laying the groundwork for subsequent modern artistic movements.

Special attention is also paid to the relationship between Romanticism and the emergence of modern artistic thinking as well as new principles of literary interpretation. The study demonstrates that Romantic aesthetics redefined the role of the artist as a spiritual mediator and creator of an individual imaginative reality. It is further emphasized that Romanticism exerted a profound influence on the subsequent development of European literature, philosophy, and culture by shaping the intellectual and aesthetic foundations of Symbolism, Modernism, and other artistic movements of the late nineteenth and early twentieth centuries.

Keywords: Romanticism, Pre-Romanticism, cordocentrism, symbolism, spirituality, individuality, imagination.

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ЩО ТАКЕ РОМАНТИЗМ?

Анотація. У статті розглянуто феномен романтизму як складного й багатовимірного культурно-мистецького явища, що сформувався в Європі наприкінці XVIII — у першій половині XIX століття під впливом глибоких суспільно-історичних трансформацій, зокрема Французької революції 1789 року. Наголошено, що романтизм не є раптовим розривом із добою Просвітництва, а поступово визріває в її надрах через перехідний етап передромантизму. Особливу увагу приділено естетичній категорії кордоцентризму як концепту «центру серця», що визначає нове розуміння людини як духовно-емоційної цілісності та стає одним із базових принципів романтичного світогляду.

У роботі проаналізовано основні етапи та напрями розвитку романтизму: ранній, фольклорний, байронічний і пізній романтизм. Висвітлено зміну художньої парадигми від класицистичної раціональності до утвердження індивідуальності, уяви, емоційності та символічного мислення. Окремо розглянуто роль народної культури у фольклорному романтизмі, а також формування образу «байронічного героя» як втілення трагічного бунту особистості проти суспільства.

Значну увагу приділено пізньому романтизму і творчості Жерара де Нерваля, в якого простежуються риси гротескно-фантастичної та історичної тенденцій, а також посилена герметичність і багатозначність художнього

тексту. Підкреслено зв'язок романтизму із пізнішим символізмом і неоплатонічною традицією, що формує уявлення про світ як систему знаків і відображень вищої реальності.

Зроблено висновок, що романтизм, попри внутрішню неоднорідність, становить цілісну культурну систему, яка змінила уявлення про людину, мистецтво та духовність, заклавши підґрунтя для подальшого розвитку модерних художніх напрямів.

Особливу увагу в дослідженні приділено взаємозв'язку романтизму з формуванням модерного художнього мислення та нових принципів інтерпретації мистецького тексту. Показано, що романтична естетика започаткувала переосмислення ролі митця як духовного провідника й творця індивідуальної художньої реальності. Акцентовано також на тому, що романтизм суттєво вплинув на подальший розвиток європейської літератури, філософії та культури, сформувавши передумови для виникнення символізму, модернізму й інших мистецьких напрямів кінця XIX — початку XX століття.

Ключові слова: романтизм, передромантизм, кордоцентризм, символізм, духовність, індивідуальність, уява.

Introduction. The Romantic era emerged as the result of tectonic shifts in the European spirit. The event that brought this spirit to a new level was the French Revolution of 1789. The historian de Tocqueville A. believed that it marked the final end of feudalism and the definitive triumph of capitalism. A similar observation can be made about art: the previous Age of Enlightenment was fading into the past, while a new era was steadily gaining strength. However, according to Nalyvaiko D., "over time Romanticism acquired the character of a reaction, primarily to the consequences of those grandiose upheavals and transformations that occurred at the turn of the 19th century — and an opposition to the new bourgeois society. Another important point is that Romanticism began to form long before the French Revolution, emerging from the womb of the Enlightenment, around the mid-18th century, which casts doubt on the thesis that this revolution was its prerequisite and primary impetus" [1, p. 10].

Theoretical framework and literature review. The theoretical framework for this study is grounded in the works of contemporary literary theorists and cultural critics, including scholars such as Nalyvaiko D., Shakhova K. who investigated the era of Romanticism in Europe in the XIX century, Bovsunivska T. who focused on the evolution of Ukrainian aesthetics of the Romantic literary period, Ihnatenko M. who analysed the genesis of contemporary literary thinking, Tritsmans B., who explored the literary heritage of the famous

French writer Gerard de Nerval. Gerard de Nerval's poetry is an outstanding contribution to the genesis of French Romantic literature, famous for its lyrical depth and haunting visions.

Research design and methods. In the course of the research, historical, structural, psychological, comparative, temporal, compositional-plot methods of investigating the development of Romanticism were used.

Results. The main chronological boundaries of the Romantic movement stretch from 1794 to 1848, when it was the dominant cultural force in Europe. The most common classification divides it into the following branches: early, folkloric, Byronic, and late Romanticism. Let us briefly consider each of them, starting with the current that directly preceded Romanticism.

In modern literary studies, Pre-Romanticism refers to an intermediate stage in the development of European culture during the second half of the 18th century, which marked the transition from the Enlightenment to a new era. A key feature of this bridge between two worldviews and artistic paradigms is the fact that the Enlightenment's total rejection of everything irrational and "uncivilized" was first reconsidered — and eventually rejected. Under the influence of Jean-Jacques Rousseau, thinkers began to exalt nature and emotion. Additionally, the Pre-Romantic era developed the aesthetic concept of cordocentrism (the "centrality of the heart"), which would become foundational for Romanticism. This idea, first conceived in the classical era with its striving for universality, was, according to scholar T. Bovsunivska, based on the presence of a "spiritual center, as classical universalism is characterized by a hierarchical structure" [2, p. 192]. During Pre-Romanticism, the heart as an aesthetic category rose to a higher level of reflection than in Classicism. Viewing the human being as a microcosm, Pre-Romantics considered the heart — both ethically and aesthetically — to be its center. Along with the notion of a "dual-worlds," musicality, and imagination, this idea would later become a central philosophical and aesthetic pillar of Romanticism, which "restored to art its essential emotionality and transcendence, both of which had been dispersed by Enlightenment scholasticism. The first Romantic aesthetic treatises sought to revive the concept of the heart in its full richness of meaning; the category of the heart regains its natural place as a constant esoteric substance" [2, pp. 198–199]. The concept of cordocentrism would remain active throughout almost the entire history of German and Slavic Romanticism.

These tendencies were further developed in early Romanticism, which was characterized by two major traits: universality and the absence of opposition between reality and dream (or "spleen and ideal"), a dichotomy that would become typical of later Romanticism. According to scholars, early Romanticism

began on an optimistic, triumphant note, advancing grand, inspired visions of a future in which poetry and life would merge, achieving universal cosmic harmony. Among its greatest achievements was a fundamental rethinking of how the lyrical hero was portrayed. While classicist writers built their characters around external circumstances and impersonal forces (such as fate), Romantic writers made the individual the center of their narratives, constantly interacting with their environment. The Romantic era also shifted the genre focus: whereas Classicism favored drama and poetry, the Romantics advanced the Enlightenment's interest in prose. They moved from the domestic realism typical of Enlightenment novels to a new form of storytelling centered on contemplation and inner experience. Early Romanticism also introduced an aesthetic affinity for everything new, as if "newness" itself were a synonym for beauty. Key figures of this branch include Friedrich Hölderlin and the Jena circle in Germany, William Blake in England, and the writers of American Transcendentalism. Formed under the direct impact of the French Revolution, they had not yet become disillusioned with its ideals — something that largely explains the cohesive nature of their work.

The folkloric branch of Romanticism emerged slightly later, in the 19th century, and is associated with the Heidelberg circle. As the name suggests, this movement placed its foundations in folk culture and oral traditions. It coincided with a major shift in how the French Revolution was perceived — no longer as a harbinger of utopia but as a failed promise. Artists began to seek an antidote to the disenchanted present in ancient traditions. They admired the simplicity, naturalness, and musicality of folklore and made great efforts to collect and preserve ethnographic materials. Central figures in this movement included Achim von Arnim and Clemens Brentano. However, the most widely beloved figures remain the Brothers Grimm — Jacob and Wilhelm — whose retellings of fairy tales became cultural milestones. Thanks to them, world literature was enriched not only with countless fairy tales, but with archetypal plots now considered timeless. These include Snow White, The Bremen Town Musicians, Tom Thumb, Hansel and Gretel, and many more, all of which live on in endless reinterpretations across artistic genres.

The Byronic variant of Romanticism, the third major branch, is named after its founder, George Gordon Byron — one of the most influential artists of the 19th century. Byron and his art became symbols of the era, personifying the Romantic hero: a passionate rebel, a powerful and unconventional figure who protests against a spiritually hollow society. His work is grounded in the aestheticization of negation and the idea of the titanic individual who stands above others and wages a Promethean struggle against God. This "super-individual" experiences ordinary emotions, but in heightened form: sadness becomes melancholy, and

melancholy turns into Weltschmerz — "world sorrow." One of the defining traits of the Byronic hero is an extreme opposition between "spleen and ideal," which leads scholars to place Heinrich Heine, Alfred de Vigny, Alfred de Musset, and Giacomo Leopardi in this tradition alongside Byron himself.

Late Romanticism refers to a set of styles that emerged during the movement's decline. Scholars D. Nalyvaiko and K. Shakhova identify three dominant trends within it: the grotesque-fantastic (Ernst Theodor Amadeus Hoffmann, Edgar Allan Poe, and the Gothic novel), characterized by the blending of the ordinary and the fantastic; the utopian (George Sand and Percy Bysshe Shelley), which retained Romantic idealism and optimism about humanity's future; and the "Walter Scott" branch, which focused on historical (or pseudo-historical) themes and had a lasting influence on the development of historiography. The ideological and stylistic fragmentation of this stage can be explained by the gradual loss of Romanticism's cultural centrality. The work of the French writer Gérard de Nerval is associated with this final phase. His texts exhibit traits of both the grotesque-fantastic and the historical branches. We find mystic-fantastic motifs as well as historical elements — of a kind that would later typify 20th-century literature. His prose and poetry, marked by a tragic and pessimistic tone, resonate with the late Romantic sensibility. Another salient feature of Nerval's work is its hermeticism: from a certain point of view, his novella Aurélia and especially the poems in the Les Chimères cycle defy conventional interpretation. Their opacity makes every reading an exercise in inventing or extrapolating meaning: some symbols and allusions can be decoded, while others remain elusive. Scholars who see Nerval's texts as part of a coherent mythological-religious or esoteric system may well be mistaken. A more plausible explanation is that he used reminiscences in a somewhat chaotic — or deliberately playful, "laboratory" — fashion. Nerval was among the first in world literature to decide that a writer's task is to avoid univocal meaning.

From all of the above, it becomes clear that one of the essential features of Romanticism is its fundamentally new attitude toward reality and the individual. At its core lies the philosophy of German Idealism, which posited the primacy of consciousness (spirit) over life (matter): "The new Romantic sensibility arises from a revolution in thought and worldview. Every new literary-artistic movement is founded on a new sensibility in comparison with what has been canonized. By discovering the origins of this new feeling, we simultaneously arrive at an understanding of new literary forms. The Romantic aesthetic system was the product of a newer form of experience, which called for new artistic forms and their interpretation" [2, p. 192]. This novelty consists, on one hand, in a revitalization of the external world — freeing it from the mechanical rigidity characteristic of Classicism and the Enlightenment — and, on the other, in a

qualitatively different approach to portraying the human being. In Romantic art, the person once again appears in all their complexity, as an inseparable unity of immortal soul and material body. This radically new understanding must be the starting point for analyzing the works of Romantic artists.

A modern approach to depicting the complexity of the human being also left its mark on the artists themselves, who "enjoyed the full brilliance of freedom and the full misery of loneliness." From this loneliness stems the fragmentation and inner contradiction of Romanticism. Indeed, there is still an opinion that no single stylistic movement under this name ever existed, and that it is therefore more appropriate to speak not of Romanticism but of Romanticisms. Yet no other cultural-artistic movement was so monolithic that the work of all its representatives remained within clearly defined ideological and stylistic boundaries. Therefore, despite stylistic contradictions between individual Romantic artists, their works should be viewed as part of a unified whole.

Among the fundamental features of Romantic aesthetics identified above, perhaps the most well-known is the concept of "dual-worlds," which was typically expressed through a division in worldview and artistic practice between reality and dream. However, it must be noted that such a division was not characteristic of the Romantic era's culture at all stages of its development. Moreover, the generalizations that arise when analysing the rupture between ideal and reality in that period's artists are not always accurate or appropriate. Nevertheless, researcher A. Kovalenko is correct in stating that the antinomical opposition of two worlds — This World and the Other — is one of the basic elements of Romanticism's aesthetic system. The Romantic poet, for various reasons, is never satisfied with the laws and realities of earthly existence, and he imbues his characters with his own discontent, his striving for dreams and ideals. These characters search, suffer, and struggle.

This kind of opposition, similar to the Romantic one, first arose in the Middle Ages, with the emergence of Christian theology. In different periods of cultural and artistic development, it would either fade or reemerge with renewed intensity. Romanticism, probably, unjustifiably intensified the desire for separation. The only means which, in the Romantic view, could help a person at least temporarily free themselves from dependence on the everyday world was art — especially music. It was art that could change life, since ideas cannot exist in the material world without a mortal shell. Therefore, when embedded in a work of art, they take on material form and affirm themselves in reality.

It is evident that the early Romantics — particularly the German Romantics of the Jena circle — viewed reality through the lens of evangelical optimism, which explains the powerful vitality of their works. The most likely reason for this state of mind was, as has already been noted, their high hopes for the French

Revolution. The subsequent evolution of the "dual-worlds" theory was clearly shaped by the disillusionment that followed when those hopes were not fulfilled.

Discussion. A significant result of this evolution was the emergence of Symbolist elements. One of the first works where these appear is Novalis's novel Heinrich von Ofterdingen [4], which became perhaps the most precise reflection of the prevailing state of mind at the end of the 18th century — a mood characterized by a sense of renewal and future change leading to something better. The lyrical protagonist, a young singer and poet, stands at the threshold of a new chapter in life, symbolized by the mysterious blue flower. This flower represents both Sehnsucht — a yearning for the infinite — and the hero's poetic vocation and special mission. The young man dreams a dream in which, as will later be revealed, all the events of his future life are foretold. Saturated with mythological reminiscences, the novel stands as a symbolic work — the Romantic era deeply developed the nature of Symbolist tendencies [5, pp. 9–11].

These tendencies manifested themselves in the revival of allegory [6, pp. 121–122], eventually taking shape as a distinct artistic movement — Symbolism — which has its roots in Romanticism. From Romanticism, it drew its core idea: the notion that all things in the visible world are merely projections or hints of things existing in the invisible, transcendent realm. The Romantics, in turn, borrowed this understanding from Christian Neoplatonism. The most prominent representative of this philosophical tradition, Pseudo-Dionysius the Areopagite, who developed the concept of amimeton mimema ("non-imitative imitation"), insisted that "our sensible nature must by no means be allowed to settle permanently upon lowly images, but through the very unlikeness of the images, our mind must be awakened and elevated so that it would seem improper and untrue to suppose that higher and divine beings are truly like such base images" [quoted in 6, p. 127]. These intentions later became formative for the Slavic variants of Romanticism and Symbolism.

Conclusion. Thus, despite its internal heterogeneity, Romanticism fully emerged as a distinct, unique cultural phenomenon. Its fundamental aesthetic concepts were those of "dual-worlds" and "cordocentrism," along with imagination and musicality. Among the great artistic and cultural shifts accomplished by authors of that time were: constructing a philosophical foundation based on idealism; expanding the depiction of the human soul, which once again became a central subject of artistic interest; a principled rejection of Classicist hierarchies that divided literature into "high" and "low" genres; the interpenetration of various art forms (hence Romanticism's eclecticism); the emergence of several creative principles — symbolism, contrast, blending of the

everyday and the fantastical, visionary and imaginative modes — which would later underpin future art movements; the revival of traits characteristic of Western culture such as emotionality, sensuality, and lyricism; and the return of interest in folklore. Furthermore, we must highlight the key role this era played in engaging with humanity's mythological heritage, as well as its contributions to the understanding of oneirism. Romanticism did not vanish in the second half of the 19th century, continuing to exist, in altered forms, both in European countries and in the United States.

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NATIVE LANGUAGE INFLUENCE ON FOREIGN LANGUAGE DEVELOPMENT

Abstract. The role of the native language in the development of a foreign language remains one of the key issues in the modern research of foreign language acquisition. The present study deals with the first language in the process of learning English as a foreign language, specifically with Hungarian learners of English. The research is concentrated on the native language influence on grammatical production, vocabulary acquisition, pronunciation, and overall interlanguage development. The main focus is on the differences in Hungarian and English from the point of view of typology as the two languages are from different language families and differ greatly in syntax, morphology, phonology, and lexical organization. The first part of the study deals with recent international and Hungarian research concerning cross-linguistic influence, language transfer, bilingual cognition, and interlanguage theory. Modern studies show that native language influence is not only a source of errors but a dynamic cognitive mechanism that affects all levels of language processing. Recent psycholinguistic and neurocognitive research also suggests that both linguistic systems remain interconnected even at advanced stages of foreign language proficiency. The research focuses on the three main aspects of native language influence: grammatical transfer, lexical transfer, and phonological transfer. The findings reveal that Hungarian learners of English often transfer native-language structures into their English sentence production, vocabulary use, and pronunciation patterns. Difficulties mainly appear in word order, tense-aspect structures,

prepositions, phrasal verbs, collocations, stress placement, and vowel production. However, the research also shows that native language influence may provide language learning through positive transfer, especially when learners use familiar cognitive strategies or rely on international vocabulary. The results of the study confirm that native language influence is a persistent and multidimensional phenomenon that continues to shape foreign language acquisition throughout all stages of learning. The current study also highlights the pedagogical importance of understanding cross-linguistic influence in language teaching practice. The findings may contribute to a deeper understanding of bilingual cognition, interlanguage development, and more efficient pedagogical methods for foreign language teaching.

Keywords: native language influence, foreign language, cross-linguistic influence, language transfer, interlanguage, grammatical transfer, lexical transfer, phonological transfer

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ВПЛИВ РІДНОЇ МОВИ НА ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

Анотація. Роль рідної мови у процесі вивчення іноземної мови залишається одним із ключових питань у сучасних дослідженнях з вивчення іноземних мов. Дане дослідження присвячене ролі рідної мови у процесі вивчення англійської мови як іноземної, зокрема у випадку угорських студентів, які вивчають англійську. Дослідження зосереджується на впливі рідної мови на процес свідомого використання граматичних правил, засвоєння лексики, вимову та загальний розвиток інтерлінгвістичної системи. Основна увага приділяється відмінностям угорської та англійської мов з точки зору типології, оскільки ці дві мови належать до різних мовних

сімей і значно відрізняються за синтаксисом, морфологією, фонологією та лексичною структурою. У першій частині дослідження аналізуються сучасні міжнародні та угорські праці, присвячені міжмовному впливу, мовному перенесенню, білінгвальному пізнанню та теорії міжмовного розвитку. Сучасні дослідження показують, що вплив рідної мови є не лише джерелом помилок, а й динамічним когнітивним механізмом, який впливає на всі рівні мовної обробки. Нещодавні психолінгвістичні та нейро-когнітивні дослідження також свідчать про те, що обидві мовні системи залишаються взаємопов'язаними навіть на високих рівнях володіння іноземною мовою. Дослідження зосереджується на трьох основних аспектах впливу рідної мови: граматичному перенесенні, лексичному перенесенні та фонологічному перенесенні. Результати дослідження показують, що угорські студенти, які вивчають англійську мову, часто переносять структури рідної мови при формуванні речень, використанні лексики та вимові. Проблеми найчастіше виникають у таких напрямах, як порядок слів, часово-аспектні конструкції, вживання прийменників, фразових дієслів і словосполучень, а також постановка наголосу та вимова голосних звуків. Водночас дослідження також демонструє, що вплив рідної мови може сприяти вивченню мови завдяки позитивному перенесенню, особливо коли студенти використовують звичні когнітивні стратегії або спираються на міжнародну лексику. Результати дослідження підтверджують, що вплив рідної мови є стійким та багатовимірним явищем, яке продовжує формувати процес засвоєння іноземної мови на всіх етапах навчання. Це дослідження також підкреслює педагогічну важливість розуміння міжмовного впливу у практиці викладання мов. Результати можуть сприяти глибшому розумінню двомовного мислення, розвитку інтермови та розробці більш ефективних педагогічних методів викладання іноземних мов.

Ключові слова: вплив рідної мови, іноземна мова, міжмовний вплив, мовний перенос, інтермова, граматичний перенос, лексичний перенос, фонологічний перенос

Introduction. The role of the native language in the development of a foreign language has been one of the main issues in the research on foreign language acquisition. Theories in foreign language learning in the past were either neglecting the influence of the first language (L1), or, on the contrary, were exaggerating its role. The present-day research, however, tends to be more balanced and integrative in its outlook. The native language is no longer considered a system that the learners have to move away from, but rather a living and interacting system that complements the foreign language development. The influence of the first language is regarded as a changeable process that affects the

interlanguage of the foreign language at all levels of linguistics, such as grammar, vocabulary, pronunciation, discourse organization, and even pragmatic competence. Learners do not acquire a foreign language in isolation. They interpret and process new linguistic input through the cognitive and structural framework of their first language. In this sense, the L1 functions as a reference point for the formation of hypotheses, for constructing meanings, and for having linguistic choices in communication. The most recent research views the phenomenon of L1 influence from two sides. On the one hand, it may certainly have a positive impact on language learning, as the source of facilitative transfer when the two languages share common ground and the learner is able to transfer skills or knowledge from one to another. On the other hand it might also lead to negative transfer or interference, particularly when the differences between the two languages are significant that the learner is not able to separate the two. Under some circumstances, learners are capable of making systematic mistakes that reveal their original L1 patterns rather than conforming to the norms of the target language.

The level and nature of the L1 impact differ across individuals. The studies point out that a number of elements come into play such as language distance, language proficiency, cognitive level, and learning conditions. Put simply, to take an example, the structural differences between Hungarian and English, totally unrelated from each other typologically, are more likely to result in serious interference especially in areas like word order, tense usage, and phonological realization. As learners improve their skills in the target language and have increased exposure to it, the effect of their mother tongue is generally reduced; however, it never completely disappears. New empirical evidence reveals that L1 transfer happens also in later stages of language learning. Processing speed, syntactic decision making, lexical selection, and phonological production are examples of areas where L1 influence may be seen, sometimes in very subtle but quantifiable ways. It also means that L1 is so well embedded in the bilingual language processing cognitive system that it is not simply left aside when the foreign language system is introduced.

For that reason, the existing models of foreign language acquisition describe language development as a multifaceted interaction between several language systems and not just a straightforward substitution of L1 by a foreing language.

Problem statement. Native language influence on foreign language acquisition is still one of the most debated topics in foreign language learning research. Although a number of studies have been conducted on cross-linguistic influence and language transfer, many aspects of the relationship between the first language (L1) and foreign language acquisition are still largely unexplored,

especially in the case of typologically distant language pairs such as Hungarian-English.

Modern foreign language research considers that native language influence manifests itself in grammatical constructions, vocabulary learning, pronunciation, and cognitive processing. Nevertheless, the size and character of these effects are very much dependent on learner proficiency, the teaching context, and linguistic distance. Even though the number of abroad language transfer studies is increasing, Hungarian learners of English and the particular transfer patterns stemming from the structural differences of the two languages have received very little attention. Hungarian differs notably from English in syntax, morphology, phonology, and lexical organization, which will most probably cause continual interference phenomena in acquiring the English language. However, there are some components of native language influence that may play a role in learning by means of positive transfer and existing cognitive strategies. Contemporary language teaching frequently ignores the role of the native language in the learning process. In fact, L1 influence has traditionally been regarded mainly as a source of errors rather than a potential cognitive source that can support language development. Thus, more work needs to be done to identify both the positive and negative sides of native language influence in real learning situations.

Analysis of recent publications. Native language acquisition typically starts with early childhood, and it is through continuous exposure to the environment that the language is acquired naturally. Language acquisition hinges on interaction with parents, siblings, and community because children learn mother tongue from day-to-day communication rather than formal lessons. Kuhl states that it is through the listening of speech sounds, rhythm, and intonation patterns that infants become more receptive to, before they are able to produce words [14]. This implies that language acquisition is initiated by auditory perception and leading to meaningful speech production in a stepwise manner.

There are several concepts of native languages have been discussed so far. Skutnabb-Kangas suggests that native language is not only the language first learned in childhood but also the language by which people identify themselves and their social group [20]. Other researchers, such as Gogolin describes the native language is the language in which individuals think, communicate emotions, and learn the cultural elements of their group. Moreover, she sees the mother tongue as something more than a communication tool, language, in her view, as well as a symbol that belongs to a community [7]. Based on other studies, native language is fundamental to bilingualism; it impacts thinking, communication, and cultural identity. The ongoing foreign language acquisition research clearly shows that the native language influence is still a major factor in foreign language development. New series of studies have realized that

L1 transfer should not be considered a fleeting or surface level event but it is rather an inherent and systematic element of interlanguage development that can affect various linguistic aspects, such as grammar, lexicon, phonology, and real-time processing. Jarvis and Pavlenko are considered to be among the most influential contributors to the development of the theory of foreign language learning [10]. They define cross-linguistic influence (CLI) as an interaction between linguistic systems and cognitive processes. They hold that the influence of L1 is far from being just the production of errors; it reaches conceptualization and discourse organization as well, which means that learners use their native language to form meaning and interpret linguistic input. Odlin also shares this wider perspective of language transfer, pointing out that it is systematic and takes place at every level of linguistic analysis, including syntax, semantics, and morphology. Transfer is a reflection of the cognitive strategies employed by learners to make sense of new linguistic input, and is therefore not random interference. This broader view is also supported by Odlin who emphasizes that language transfer is systematic and occurs across all levels of linguistic analysis, including syntax, semantics, and morphology [18]. Rather than being random interference, transfer reflects underlying cognitive strategies used by learners to process new linguistic input. Empirical studies further confirm that L1 influence is present even in advanced stages of language learning. Montrul demonstrates that bilingual systems remain interconnected, showing that L1 and foreign language may mutually influence each other over time. Similarly, neurocognitive evidence provided by Elston-Güttler, Paulmann, and Kotz indicates that native language representations are automatically activated during foreign language processing, suggesting that both languages share overlapping cognitive resources [5; 15]. This supports the idea that L1 is continuously active in the mental processing system of bilingual individuals, even when they are operating in the foreignlanguage.

A significant line of research focuses on syntactic and grammatical transfer. Juffs argues that the processing of complex syntactic constructions in a foreign language is affected by L1 structures, especially in the case of wh-movement and sentence interpretation [11]. This evidence points to the fact that grammatical transfer is so ingrained in the learners' cognitive system that even a thorough instruction cannot get rid of it completely. Turning to phonology, Baker and Trofimovich point out that foreign language pronunciation patterns are largely influenced by L1 vowel systems, which could explain why accent features persist for a long time [1]. Kartushina et al. extend this view by showing that phonological transfer is bidirectional and may even affect L1 production in highly proficient bilinguals [12]. These results indicate that phonological systems remain flexible and continuously interact across languages, rather than functioning as separate systems.

Another important dimension of recent foreign language research concerns lexical transfer and vocabulary acquisition. Recent studies demonstrate that lexical similarity between L1 and foreign language can facilitate vocabulary learning, while false cognates and semantic mismatches may lead to interference and inaccurate lexical choices [9; 17]. However, Rabinovich, Tsvetkov, and Wintner show that lexical transfer can also lead to systematic errors when learners rely on false cognates or inappropriate semantic mappings [19]. This dual effect confirms that lexical development is strongly shaped by L1-based cognitive strategies.

Recent computational and typological studies further highlight the importance of linguistic distance in transfer processes. Berzak, Reichart, and Katz show that learner language contains measurable traces of native language typology, suggesting that L1 influence can be detected even through computational analysis [3]. Recent research has shown that the lexical similarity between one's native language and a foreign language can help learners pick up new words, however, false cognates and semantic mismatches are sources of interference and incorrect lexical choices [9; 17]. In contrast, Rabinovich, Tsvetkov, and Wintner reveal that learners relying on false cognates or on the misuse of semantic mappings still continue to make errors in a systematic manner due to lexical transfer. Such double effects indicate that lexical growth is highly influenced by L1-based cognitive strategies [19]. More recently, computational and typological research has emphasized the role of linguistic distance in transfer mechanisms. Berzak, Reichart, and Katz demonstrate that the language used by learners reflects the typology of their native languages to such an extent that the influence of L1 might even be recognized through computational analysis [3].

To sum up, recent studies agree that L1 influence is a long-term effect, multidimensional, and an ultimately cognitive phenomenon. It might be observed at all levels of language processing and throughout the proficiency of the speakers. Moreover, linguistic distance, task type, and learning context, play a role in the manifestation of the L1 influence making it a complex and dynamic field of foreign language aquisition research.

Purpose of the article. The aim of this study is to investigate the role of native language influence in foreign language development and to examine how the first language affects grammar, vocabulary acquisition, and speaking skills in English language learning. The study also aims to analyze both positive and negative transfer effects that occur during the learning process and to explore how the linguistic distance between Hungarian as the native language and English as the target language shapes acquisition patterns. Furthermore, the research seeks to contribute to a better understanding of interlanguage development and cross-linguistic influence within the framework of foreign language acquisition theory.

Presentation of the primary material. The core of the present research explores the impact of the mother tongue on the acquisition of a foreign language along three main aspects: grammatical transfer, lexical influence, and phonological transfer**.** Particular attention is devoted to the relationship between Hungarian as the first language (L1) and English as the target language, since these two languages belong to different language families and differ considerably in their grammatical, lexical, and phonological systems. Because of these differences in language typology, Hungarian learners of English often resort to their native language structures and patterns while they are reading and writing English, which consequently leads to transfer effects [10; 18].

Grammatical transfer

One of the most visible signs of the influence of the native language on the performance of the foreign language is the topic of grammar and sentence structure. Hungarian and English differ considerably in grammar and sentence structure. Hungarian is an agglutinative language with rich inflectional morphology and relatively flexible word order, while English is an analytic language that mainly uses fixed word order and auxiliary structures. Due to these differences, Hungarian learners of English are often inclined to transfer native-language structures into English sentence production. For instance, Hungarian has more flexibility in sentence order because grammatical relations are often indicated by suffixes rather than position in the sentence. On the other hand, English is heavily reliant on Subject, Verb, Object order. Consequently, Hungarian learners of English may influence Hungarian syntactic patterns and produce grammatically unusual English sentences. The issues also occur frequently in the use of articles, tense forms, prepositions, and auxiliary verbs since these categories differ in the two languages. Hungarian does not use articles in quite the same way as English, which is the main reason for article omission or incorrect article selection. Learners may omit “a” or “the” in a place where English grammar is required or may use definite articles more than necessary because of the direct translation from Hungarian structures.

One of the biggest issues with Hungarian learners is prepositions. Hungarian places spatial and temporal relations in the suffix, whereas English uses separate prepositions. Learners may struggle to select appropriate English prepositions or may even directly transfer Hungarian patterns into English expressions. A typical mistake caused by differences between the English and Hungarian grammar system is the usage of English tense and aspect. The English tense system is very distinct, in that simple, continuous, perfect, and perfect continuous forms are separated clearly whilst in Hungarian time relations are expressed differently and more heavily rely on context. Hence, Hungarian learners may confuse English tense forms, especially Present Perfect and Past

Simple, or may have trouble with progressive structures. Subject-verb agreement and auxiliary verb usage can be problematic as well, especially in interrogative and negative sentence formation. Word order transfer is noticeable in written production. Hungarian learners might place adverbials or sentence elements in positions that are acceptable in Hungarian but are unnatural in English. This kind of transfer may not always result in grammatically incorrect sentences, but it might be considered as a problem if it reduces fluence and communicative authenticity. In spoken communication, learners may also, under communicative pressure, rely on Hungarian sentence-building strategies which is a clear indication that native-language influence is still there even at relatively advanced proficiency levels. Based on Kiss, Hungarian syntax is not only a system of rules but also a means of expressing the flow of discourse, that is, through word order, the speaker conveys the structure of information and even highlights [13]. This feature leads to a major difference with English syntax that is more fixed in terms of grammatical structure. Varga, for instance, points out that Hungarian learners of English often find it challenging to understand tense-aspect structures in English as a result of the fact that Hungarian expresses temporal relations in a way that is quite different from English [21]. These results are further supported by international foreign language learning research studies. Juffs points out that structures of the first language are very influential in the processing of complex syntactic constructions in English as a foreign language, a study that he supports with his own research [11]. In the same way, Gass and Selinker maintain that the phenomenon of grammatical transfer is quite dominant in the development of interlanguage, especially when native-language rules are being used by learners to solve problems that result from structures of the target language which are significantly different from their L1 [6].

These grammatical differences are the cause for negative transfer, especially manifested in written production and spontaneous speaking. Nevertheless, sustained exposure to authentic English input and communicative practice can effectively help in gradually reducing these errors over time.

Lexical influence

Lexical transfer is another key area where it might be noticed that the effect of Hungarian on English learning. The acquisition of vocabulary is largely influenced by the learners' habit of connecting new English words with already existing concepts and lexical structures in Hungarian. Learners frequently employ direct translation methods, especially at the beginner and intermediate levels, which may result in improper word choice or semantic misunderstanding. False friends and conceptual mismatches quite often create obstacles in the use of English vocabulary. While Hungarian and English have fewer cognates in common than related Indo-European languages, learners still try to find semantic

equivalents between the two systems. This may lead to literal translations that are unnatural or less accurate in English communication. According to Bárdosi, semantic and phraseological differences between Hungarian and English are a typical source of problem in foreign language production since learners are inclined to transfer native conceptual structures into English expressions [2]. Moreover, Hungarian learners are often confronted with English phrasal verbs, idiomatic expressions, and collocations because these are either less frequent or have different functions in Hungarian. As follows from the international research, the mentioned issues are not limited to Hungary only. Sayuri Hayakawa, Bartolotti, and Viorica Marian find out that lexical similarity between L1 and the foreign language may help vocabulary learning by positive transfer, especially in the case of cognates [9]. On the other hand, Rabinovich, Tsvetkov, and Wintner reveal that learners quite often use native-language semantic associations [19], which may result in lexical interference and incorrect word usage.

Lexical transfer is most obvious in idiomatic and phraseological language. Hungarian learners are inclined to translate expressions word-for-word from Hungarian to English, even if the target language has completely different lexical constructions. Such literal translations may be sufficient for the intended meaning to be understood, but the translations will still sound not quite right to native English speakers. Thus, the point is that learners tend to resort to the conceptual and semantic structures familiar from their mother tongue when they are not sure they lack confidence or vocabulary knowledge in the target language. Another important issue concerns collocational competence. English vocabulary relies heavily on fixed lexical combinations, such as “make a decision,” “take responsibility,” or “pay attention.” In Hungarian, these combinations may use entirely different verbs or structures, which frequently leads to incorrect word combinations in English production. Learners may understand the individual meaning of words correctly but still produce non-native-like combinations because of L1 influence. Such collocational errors are especially common in spontaneous speaking and academic writing. Hungarian learners also experience difficulties with English phrasal verbs because Hungarian expresses similar meanings through prefixes or entirely different lexical constructions. Phrasal verbs such as “give up,” “look after,” or “carry out” are often problematic since their meanings cannot always be interpreted literally. As a result, learners may avoid using them altogether or replace them with more formal single-word alternatives. This avoidance strategy may reduce communicative naturalness and lexical variety in language production.

Another significant aspect of lexical transfer involves conceptual organization. Lexical transfer might be a major contributing factor when it comes to changes in the language and the way people think about concepts. The way,

which is one aspect of communication, target languages define and interpret object also varies, and thus, in those cases, one language does not have direct equivalents to other language concepts. Therefore, learners are sometimes found transferring Hungarian ways of thinking and conceptual patterns to English communication. That factor might affect the use of metaphors, how people express their feelings and also the use of culturally-specific vocabulary. In accordance with their view, Jarvis and Pavlenko [10] state that lexical transfer is not limited to individual words, but it is a reflection of deeper cognitive and conceptual processes that are related to bilingual language organization. On the other hand, lexical transfer may be beneficial and yield positive effects. International words, loanwords, and the use of familiar academic vocabulary may facilitate understanding and learning of new words easier. Most of the time learners are able to guess the meanings of English scientific or technical terms as they are very close to international vocabulary which is already existing in Hungarian. So positive transfer can be a major factor in what ways to increase vocabulary acqusition and will also help in improving reading comprehension, especially in academic environments. At present, intellectual associations, frequency of exposure, and the use of language in context are some of the major factors stressed in vocabulary acquisition by modern foreign language learning research. As a result, the success or failure of vocabulary learning directly links to how learners mentally associate new lexical units with their existing linguistic knowledge. Even after all, stages of the language development native language influence is still an important part of this process.

In general, lexical transfer might be considered as support or interference based on the degree of linguistic similarity, learner awareness, and nature or context of communication. Although some transfer effects lead to errors and misunderstandings, the mother tongue at the same time functions as a very important cognitive tool that helps learners in acquiring vocabulary and language processing during the foreign language learning process.

Phonological transfer

Phonological transfer has a great impact on Hungarian learners of English as Hungarian and English differ significantly in their sound systems, stress patterns and intonation. Hungarian pronunciation is marked by a regular stress always on the first syllable of words, while English stress placement is variable and linguistically significant. As a result, Hungarian learners sometimes stress syllables wrongly in English words which may impact their intelligibility and fluency. Another difficulty is with vowel production. English has more and complicated vowel sounds whereas Hungarian does not have the same way of distinguishing between long and short vowels. So English learners often use the nearest Hungarian sounds when they are making English ones that are unfamiliar

to them. Besides, assimilation of consonant clusters and usage of reduced vowels are likely to lead to difficulties as they deviate from Hungarian phonological patterns.

As noted in Nádasdy [16], even advanced-level Hungarian speakers learning English may show strong native language pronunciation patterns persistence, especially in areas such as the placement of stress and vowel articulation. Gósy [8] also points out similar issues and underlines the significance of native phonological habits in determining second-language pronunciation. This corresponds well with general phonological second language acquisition research. For instance, Baker and Trofimovich [1] point out the native vowel systems are the major factor determining the foreign language pronunciation and they explain that the foreign accent is a result of this influence. Kartushina et al. [12] show that phonological transfer is not only unidirectional to the extent that it can even manifest itself in the first-language pronunciation of highly proficient bilingual speakers.

Despite these difficulties, phonological transfer may gradually decrease through intensive listening practice, pronunciation training, and regular interaction with authentic English speech. Research, moreover, points to the fact that the total removal of the foreign accent is quite an uncommon outcome and it therefore aids the concept that phonological systems remain interrelated during the entire language development process. Therefore, when studying grammatical, lexical, and phonological transfer, the role of native language influence in the process of learning English is unveiled as a complex and multi-faceted phenomenon.

The considerable linguistic distance between English and Hungarian contribute to have a negative transfer especially when there are structural differences between the two languages. However, native language influence is not always a source of errors. In fact, learners sometimes treat their first language as a cognitive tool which enables them to arrange, understand, and deal with new linguistic input. Interlanguage development theories in foreign language learning today consider a learner's linguistic knowledge as a set of structures and its changes as a consequence of the dynamic interaction with new linguistic input [4; 10]. Therefore, understanding the role of Hungarian language influence in English learning contribute to foreign language learning theories, at the same time, English teachers will be able to show a better understanding of their teaching subjects and language pedagogy.

Conclusions. The present research has established that the native language influence on foreign language development is a complex and a significant factor. The results have shown that the first language is not a mere repository from which the learner 'draws' the resources that are 'not in the target language', rather it is an

active and dynamic subject that ‘lives’ and ‘works’ simultaneously in the target language territory.

Recent research in foreign language acquisition has come to the conclusion L1 influence is present in and affects all the major areas of language use grammar, vocabulary, pronunciation and cognitive processing.

The differences between Hungarian and English, in this case, help understand how typological features of two different languages may lead to transfer.

The structural distance between Hungarian and English is so large that Hungarian learners of English usually struggle with word order, verb tense and aspect, prepositions, collocations, and pronunciation patterns. These linguistic differences often result in negative transfer and thereby interlanguage errors, which become particularly apparent in spontaneous speaking and writing. On the other hand, the research also shows that the native language influence might be a facilitator of learning through positive transfer, especially when the learners using their previously acquired linguistic knowledge, international words, or familiar cognitive strategies.

The analysis of recent publications also reveals that cross-linguistic influence is a dynamic and grounded in cognition process rather than a temporary stage of language learning. Modern psycholinguistic and neurocognitive studies show that both linguistic systems remain interconnected even in advanced bilingual speakers, which explains native language influence may persist throughout the entire foreign language acquisition process. Consequently, language learning should not be seen as the replacement of one linguistic system by another, but rather as the continuous interaction of multiple language systems within bilingual cognition.

The current study also contains a lot of valuable pedagogical implications. Modern language teaching practice should not be p? completely from the native language in the classroom. Instead, L1 may serve as a useful cognitive tool that supports comprehension, vocabulary acquisition, and grammatical awareness when used properly. Knowing the mechanisms of the native language influence may help teachers create more effective instructional strategies and predict the most common learner difficulties caused by cross-linguistic differences.

Overall, the research confirms that the influence of the source language remains an essential factor in foreign language learning. The case of Hungarian and English shows how linguistic distance, learner proficiency, and cognitive processing jointly determine the patterns of language acquisition. Further studies may contribute to a deeper understanding of interlanguage development, bilingual cognition, and the practical application of transfer theory in foreign language teaching.

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MULTIMEDIAL REPRESENTATION IN SUZANNE COLLINS' THE HUNGER GAMES: A COMPARATIVE STUDY OF THEMES IN THE LITERARY TRILOGY AND ITS CINEMATIC ADAPTATION

Abstract. The article investigates the phenomenon of multimediality in Suzanne Collins' The Hunger Games trilogy and its film adaptation. The study focuses on the transformation of thematic content from literary to cinematic discourse and examines how different media forms influence the perception of central ideas. Particular attention is paid to the representation of power, survival, social inequality, violence, resistance, and identity in both the novels and the films. The research applies comparative, intermedial, and cultural approaches in order to identify similarities and differences in the verbal and visual realization of themes.

The analysis demonstrates that the literary trilogy provides deeper psychological insight into the protagonist's internal conflicts through narrative techniques such as first-person narration and symbolic imagery. In contrast, the film adaptation enhances emotional engagement through audiovisual elements, including cinematography, music, costume design, and visual symbolism. The article argues that cinematic interpretation does not merely reproduce the original text but creates an independent artistic product that reshapes thematic emphases for a broader audience.

The study also explores the role of multimodality in contemporary popular culture and highlights the increasing interaction between literature and cinema in

the digital era. It is concluded that both media complement one another while offering distinct mechanisms of storytelling and audience influence. The findings contribute to adaptation studies, media studies, and contemporary literary criticism by demonstrating how themes evolve through intermedial transformation.

The results of the study demonstrate that the cinematic adaptation preserves the main ideological and thematic components of the literary source, while changing individual plot accents and artistic details in accordance with the specifics of visual art and the expectations of the mass audience. The analysis confirms the relevance of the work for the modern cultural space and emphasizes the importance of the interaction of literature and cinema in the formation of new interpretations of the dystopian genre.

Keywords: multimediality, adaptation, comparative analysis, Suzanne Collins, The Hunger Games, film adaptation, themes, literary discourse, cinematic discourse

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МУЛЬТИМЕДІЙНА РЕПРЕЗЕНТАЦІЯ РОМАНУ СУЗАННИ КОЛЛІНС «ГОЛОДНІ ІГРИ»: ПОРІВНЯЛЬНИЙ АНАЛІЗ ТЕМ ЛІТЕРАТУРНОЇ ТРИЛОГІЇ ТА ЇЇ КІНЕМАТОГРАФІЧНОЇ ПОСТАНОВКИ

Анотація. У статті досліджується феномен мультимедійності у трилогії Сюзанни Коллінз «Голодні ігри» та її екранізації. Основна увага приділяється трансформації тематичного змісту з літературного у кінематографічний дискурс, а також впливу різних медіаформ на сприйняття ключових ідей твору. Аналізуються репрезентації влади, виживання, соціальної нерівності, насильства, спротиву та ідентичності в романах і

фільмах. Для дослідження використано порівняльний, інтермедіальний та культурологічний підходи, що дозволяють виявити спільні та відмінні риси вербального й візуального втілення тематики.

У результаті дослідження встановлено, що літературна трилогія забезпечує глибше розкриття внутрішнього світу героїні завдяки використанню оповіді від першої особи та символічної образності. Водночас кіноадаптація посилює емоційний вплив через аудіовізуальні засоби, зокрема операторську роботу, музичний супровід, костюми та візуальні символи. Доведено, що екранізація не лише відтворює оригінальний текст, а й формує самостійний мистецький продукт, який переосмислює тематичні акценти для ширшої аудиторії.

Також у статті розглядається роль мультимедіальності в сучасній популярній культурі та підкреслюється взаємодія літератури й кінематографа в цифрову епоху. Зроблено висновок, що обидва медіа доповнюють одне одного, пропонуючи різні механізми оповіді та впливу на аудиторію.

Результати дослідження можуть бути використані у сфері адаптаційних студій, медіазнавства та сучасного літературознавства.

Результати дослідження демонструють, що кінематографічна адаптація зберігає основні ідейно-тематичні компоненти літературного першоджерела, водночас змінюючи окремі сюжетні акценти та художні деталі відповідно до специфіки візуального мистецтва й очікувань масової аудиторії. Проведений аналіз підтверджує актуальність твору для сучасного культурного простору та підкреслює важливість взаємодії літератури й кіно у формуванні нових інтерпретацій антиутопічного жанру.

Ключові слова: мультимедійність, екранізація, порівняльний аналіз, Сюзанна Коллінз, «Голодні ігри», тематика, літературний дискурс, кінематографічний дискурс.

Problem Statement. The growing interaction between literature and cinema in contemporary culture has intensified scholarly interest in intermediality and adaptation studies. Literary works increasingly become the basis for film productions, resulting in transformations of narrative structure, thematic representation, and audience perception. Suzanne Collins' The Hunger Games trilogy and its cinematic adaptation represent a significant example of multimedial storytelling that combines literary and audiovisual techniques. However, insufficient attention has been paid to the comparative analysis of thematic realization across both media formats. Therefore, there is a need to examine how central themes are preserved, modified, or reinterpreted in the process of adaptation and how multimodality influences the reception of the narrative.

Aim. The aim of the article is to investigate the manifestation of multimediality in Suzanne Collins' The Hunger Games trilogy and its film adaptation through a comparative analysis of their thematic representation, as well as to identify the influence of literary and cinematic media on the interpretation of central ideas. It also aims to examine how the novels and films treat the core themes and note similarities and differences in emphasis, tone, and character development.

Analysis of Recent Studies and Publications. Recent studies in adaptation theory and intermediality emphasize the growing importance of multimedia narratives in contemporary culture. Researchers such as Linda Hutcheon [1] analyze adaptation as both a product and a process of reinterpretation. Theoretical contributions by Robert Stam [2] focus on the dialogic relationship between literature and cinema, while Henry Jenkins [3,4] explores transmedia storytelling and audience participation in digital culture.

Scholars studying The Hunger Games frequently examine dystopian motifs, political symbolism, gender representation, and media manipulation within the trilogy. Particular attention has been devoted to the image of Katniss Everdeen as a symbol of resistance and social transformation.

At the same time, researchers investigating the film adaptation emphasize the role of visual aesthetics, sound design, and cinematic symbolism in shaping audience interpretation. Nevertheless, comparative studies dedicated specifically to thematic transformation between the literary trilogy and its film adaptation remain limited, which determines the relevance of this research.The research draws on critical sources to support the analysis: B. Handy [5], T. Price [6], A. Francis-Crow [7]. Methods of comparative, contextual and empirical analysis were used.

Presentation of the main material of the research. Suzanne Collins's *The Hunger Games* trilogy (2008–2010) depicts a dystopian future where the oppressive Capitol forces impoverished districts to send child tributes to fight to the death. Major themes – including authoritarian oppression, rebellion, survival, propaganda, and the forging of identity – underpin both the novels and their film adaptations.

The series "explores class division, resource control, and systemic oppression" in Panem, framing a critique of power and inequality.

At the same time, it highlights how individuals confront such tyranny: the heroine Katniss Everdeen "becomes the face of rebellion", and every act of resistance carries symbolic weight. In adapting the novels for screen (2012–2015), filmmakers retained the central plot and characters, but shifted narrative perspective and tone. The films expanded beyond Katniss's limited narration (the books' exclusive first-person viewpoint) to dramatize events elsewhere in Panem.

"The first quarter of the twenty-first century seems to have been an especially confusing time to be a teenager, which is quite the achievement. But look at the century's most successful teen franchise, the Hunger Games novels and movies, a relentlessly grim series that expanded this spring to add a second prequel novel to Suzanne Collins' original set of three books. That trilogy was turned into four movies between 2012 and 2015, followed in 2023 by an adaptation of the first prequel" [5, p.1].

"The books are told in first person, exclusively from Katniss's point of view. As a result, readers can only know what Katniss knows. But in the movies, the audience is allowed into scenes where Katniss isn't present. This is most obvious in the movies where there are added scenes involving President Snow and the Gamemaker, and when the movie shows the audience scenes of people back home reacting to what's happening in the arena. These changes give the viewer a hint about what this world is like, and what's happening beyond Katniss" [6, p.2]

The Theme of Oppression and Power

In Panem, the Capitol maintains control through brutality and spectacle. In the novels, Collins vividly conveys the oppressiveness of an authoritarian regime: District 12's poverty and the Capitol's excess are detailed through Katniss's eyes. The Hunger Games themselves are "a pillar of suffering, where the hopes and dreams of the tributes are crushed beneath the Capitol's relentless desire for control and dominance". "So now the Capitol will act as if they've been in control the whole time. As if they orchestrated the whole event, right down to the double suicide. But that will only work if I play along with them" [8, p. 142].

This dynamic is inherently Marxist. "By examining the film through a Marxist lens, this analysis will demonstrate how contemporary popular culture both reflects and potentially perpetuates the social class and class struggle. Marx identified over a century ago, providing insight into the enduring relevance of his theoretical framework in modern society" [9, p. 104]. Panem's structure mirrors a dual-class society in which "the Capitol elite exploit the labor and resources of the districts," making the trilogy an "exemplary case study for Marxist analysis". "The reaping is a good opportunity for the Capitol to keep tabs on the population as well" [8, p.14]. "After the war, the Capitol destroyed all the nests surrounding their city, but the ones near the districts were left untouched. Another reminder of our weakness, I suppose, just like the Hunger Games" [8, p.177].

Thus, oppression is central to both book and film – for example, President Snow's regime enforces draconian laws, maintains forced labor in the districts, and uses the Games to remind citizens of a failed past rebellion. The films faithfully illustrate this tyranny with visual flair: the Capitol's citizens and Peacekeepers appear grotesquely garish, and scenes of inequality (starved families, harsh living conditions) are rendered starkly.

However, some brutality is softened for a PG-13 (Parental Guidance Suggested) audience. For instance, after Peeta is bitten by the genetically enhanced hounds, the novel describes a serious leg infection requiring amputation – a grim detail omitted from the film. Such changes slightly temper the visceral horror while keeping the theme of oppression intact.

Both mediums emphasize the psychological and political stranglehold of the Capitol, but in different ways. The novels dwell on Katniss's internal reaction to oppression – her fear, rage, and growing defiance – whereas the movies often externalize power through propaganda imagery and spectacle (elaborate public executions, televised Games broadcasts, and Snow's monologues).

For example, Snow's justification of the Hunger Games as a "pageant of honor, courage, and sacrifice… 'How we remember our past… how we safeguard our future,'" rings hollowly in the books and is echoed on screen as absurd propaganda. "Whatever words they use, the real message is clear. "Look how we take your children and sacrifice them and there's nothing you can do. If you lift a finger, we will destroy every last one of you. Just as we did in District Thirteen" [8, p. 17].

In both book and film, Collins's Capitol is an omnipresent force: the novels describe its atrocities in detail through Katniss's narration, while the films use color, costume, and score to reinforce the Capitol's oppressive nature. Critics note that the series repeatedly asks readers/viewers to consider "the ethical implications of authority and the consequences of societal divisions" – a theme conveyed in each medium's own style.

The Theme of Rebellion and Resistance

Oppression naturally breeds rebellion. In the novels, Katniss's unauthorized defiance (e.g. hunting illegally, caring for Rue) plants the seeds of insurrection.

Her pivotal act of giving Rue a respectful burial becomes a silent protest that inspires the District 11 people to rebel; however, Katniss does not initially grasp its significance. The Audible adaptation analysis highlights this narrative difference: in the **book** Katniss "isn't aware of the effect her actions have on the rest of the country," whereas the **film** explicitly shows District 11's revolt following Rue's death.

This change foregrounds rebellion visually. Likewise, Katniss's "girl on fire" persona – first cultivated as a publicity stunt – transforms into a genuine rebel symbol. "Truly," says Cinna. He leans down and kisses me on the forehead. "Good luck, girl on fire." [8, p. 139] In both media, Katniss evolves into "a symbol of defiance against the Capitol's oppressive regime" (as one commentator notes). Her final public act in the arena – threatening mutual suicide with Peeta – sparks widespread uprising.

Compared side-by-side, the novels and films emphasize rebellion at different points. The novels detail the slow build-up: by *Catching Fire* and *Mockingjay* readers see the clandestine organizing and the psychological toll on Katniss as she becomes the Mockingjay. The films, meanwhile, often accelerate or highlight action sequences: early in *Catching Fire* a violent Quarter Quell ceremony (omitted from the book) immediately signals Capital ruthlessness, and *Mockingjay* Parts 1–2 showcase battle scenes and public demonstrations. "The death toll of the tributes is now available. I count the shots, each representing one dead victor. Eight. Not as many as last year. But it seems like more since I know most of their names" [10, p.131]

Tone also shifts: the books portray rebellion with nuance and sometimes cynicism (Katniss distrusts all sides), while the movies present rebellion with blockbuster urgency and clear spectacle. For example, *Mockingjay – Part 2* climaxes with the physical assault on the Capitol, a scene more drawn-out and cinematic than in the book. Character-wise, secondary rebels like Gale and Snow's granddaughter receive more face-time in film (to illustrate the rebellion's breadth), whereas the books kept focus largely on Katniss's view.

Despite these differences, both versions align on the core message: the oppressed will not remain passive. The novels have the luxury of Katniss's internal doubts and fear, which the films sacrifice in part for visual drama. Yet this trade-off often clarifies the narrative: the rebellion's momentum is undeniable to viewers (who see riots and propaganda victories) even as Katniss grapples with her complicity and trauma behind the scenes.

The Theme of Survival and Sacrifice

Survival is both the literal and metaphorical undercurrent of the trilogy. In the arena, tributes literally fight to survive; outside it, Katniss fights to keep her family alive. The novels dwell on survival strategy: first-person descriptions of foraging, tricking opponents, and raw emotional survival (fear, loneliness). The films depict those same events, but rely on visual suspense. For example, Katniss and Peeta's alliance – and her hunger and illness in the cave – are shown in both mediums, but the novels detail her internal hunger pangs and moral calculations, whereas the film emphasizes the eerie quiet and tight framing of their hiding place. One instructive comment on this theme comes from director Gary Ross [11], who observes that modern audiences relate to the story because "this generation feels they are fighting for their survival all the time… From climate change to authoritarianism, their generation feels a real sense of dread and jeopardy". In both novel and film, survival therefore resonates beyond fiction as a universal adolescent anxiety.

The film adaptations do adjust gritty survival details. As mentioned, Peeta's near-amputation and other forms of brutality (burns, injuries) are downplayed to

maintain a PG-13 rating. The audible guide notes, for instance, that in the **movie** Peeta's leg injury is treated medically without showing the infection or amputation that occur in the book. Also, some tributes' deaths and monstrous mutated animals (like the "tracker jackers" attack or certain creature-hybrids) are depicted with less gore on screen.

These choices slightly soften the horror of survival. Nevertheless, the essential stakes remain clear: every victory for Katniss is tinged with loss. The narrative emphasis shifts somewhat: the novels often highlight Katniss's internal sacrifices (her guilt, loss of innocence), while the films highlight external ones (graphic dangers in the arena).

The Theme of Propaganda and Media Manipulation

The use of propaganda is a unifying theme across book and film. The Capitol exploits media and spectacle to control the populace – a motif Collins herself envisioned by fusing reality-TV and wartime images. In the novels, Collins repeatedly shows Katniss watching Capitol broadcasts (the opening ceremonies, interviews on Caesar Flickerman's show) and reflecting on their manipulation. In the films, these moments are actual cinematic set-pieces: the Opening Ceremony costumes, Caesar's flashy interviews, and President Snow's public addresses all underscore the Capitol's control of narrative. For example, Katniss is coached to present a certain romantic image (the "star-crossed lovers") to garner sympathy, and both book and film depict this strategy. "You're all they're talking about. The star-crossed lovers from District Twelve!" [8, p.128]

The official message ("This is how we remember our past… how we safeguard our future") serves as obvious Capitol propaganda in both media. Yet the mediums treat it slightly differently. The films can literally *show* Snow smiling while children die, heightening the hypocrisy; the novels present this through Katniss's cynical eye. In practice, film audiences see the dystopia's visual signifiers (fireworks, banners, Capitol logos) immediately, whereas novel readers learn the power of imagery through descriptions and Katniss's understanding. Still, critics agree that propaganda is explicitly critiqued: as Bruce Handy notes, the series concerns "politics, propaganda, media manipulation, and power" [5]. Both versions reveal how controlling information reinforces oppression (for instance, the Capitol censors news of dissent), but the film can juxtapose triumphant music and cheer (propaganda) with grieving District faces, making the contrast visceral.

The comparative analysis of The Hunger Games by Suzanne Collins and its cinematic adaptation demonstrates that both versions effectively communicate the major themes of dystopian fiction while employing different artistic techniques. The results of the study reveal that the themes of power, social inequality, survival, violence, rebellion, and media manipulation remain central

in both the literary and cinematic narratives. However, their representation differs according to the specific features of each medium.

The literary trilogy provides a deeper psychological portrayal of the protagonist, Katniss Everdeen, mainly through internal monologue and first-person narration. Readers gain direct access to her emotions, fears, doubts, and moral conflicts, which allows for a more profound understanding of her personal transformation throughout the story. In contrast, the film adaptation emphasizes visual storytelling, symbolism, camera techniques, sound effects, and acting performance to convey emotional intensity and dramatic tension. These cinematic devices create a more immediate emotional response and make the dystopian atmosphere more visually realistic for the audience

Conclusions. Collins's *The Hunger Games* novels and their film adaptations consistently present themes of oppression, rebellion, survival, propaganda, and identity. Both media depict the Capitol's tyranny and the districts' struggle, though the novels can linger on subtle psychological details while the films exploit visual spectacle. In both book and film, Katniss Everdeen's character arc – from struggling provider to rebellious icon – carries the narrative.

Critical observers note that the series is "about war for adolescents" and in particular "the politics, propaganda, and media manipulation" of dystopia. The movies stay largely faithful to these ideas but reframe them: shifting perspective to show political machinations, softening some violence for tone, and emphasizing action in scenes of revolt. Ultimately, the core messages align. The novels invite readers into Katniss's private doubts, while the films make the societal stakes crystal-clear. Both conclude that oppressive power will provoke resistance, and that even in the fight for survival young people must choose who they truly are and stand for something.

The conducted comparative analysis of The Hunger Games by Suzanne Collins and its cinematic adaptation demonstrates that both literary and film versions successfully convey the central ideas of dystopian fiction while using different artistic methods and expressive means. The study confirms that the trilogy addresses a wide range of socially significant issues, including political oppression, social inequality, violence, media manipulation, moral responsibility, and the struggle for individual freedom.

The analysis reveals that the literary text provides deeper psychological insight into the characters, especially through Katniss Everdeen's first-person narration, which allows readers to better understand her inner conflicts, fears, and moral dilemmas. In contrast, the cinematic adaptation relies on visual imagery, sound effects, symbolism, and acting performance to create emotional impact and communicate the atmosphere of tension and resistance. As a result, the films make the story more dynamic and visually accessible to a broader audience while preserving the essential ideological message of the original work.

Particular attention was paid to the representation of power and media influence in the dystopian society of Panem. Both the novels and the films illustrate how entertainment and propaganda are used as instruments of political control. The Hunger Games themselves symbolize the dehumanization of society and the transformation of violence into spectacle. At the same time, the protagonist's evolution from an ordinary teenager into a symbol of rebellion demonstrates the importance of personal courage, moral choice, and collective resistance against injustice.

The research also shows that the cinematic adaptation introduces certain modifications to the narrative structure and characterization in order to meet the demands of visual storytelling and contemporary mass culture. Nevertheless, these transformations do not fundamentally alter the thematic core of the trilogy. Instead, they contribute to new interpretations of the story and strengthen its cultural relevance for modern audiences.

In conclusion, the interaction between literature and cinema in The Hunger Games proves the enduring significance of dystopian narratives in contemporary culture. The comparative study highlights the ability of both media forms to address universal social and ethical problems and to encourage critical reflection on authority, freedom, and human values. The popularity of the trilogy and its film adaptation confirms the continuing relevance of dystopian fiction as a means of understanding modern society and its challenges.

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DIACHRONIC DIMENSION OF WAR DISCOURSE AND THE SPECIFICS OF MILITARY TRANSLATION PRAXIS IN THE CONTEMPORARY UKRAINIAN CONTEXT

Abstract. This paper examines the diachronic transformation of war discourse through a comparative linguistic analysis of two distinct narrative paradigms: the experiential realism of Erich Maria Remarque's *All Quiet on the Western Front* (1929) and its 2022 film adaptation (dir. Berger), and the techno-operational discourse of *Outside the Wire* (2021). The study explores the shift from corporeal, fatalistic, and existential representations of warfare toward a system-oriented, bureaucratised, and technologically mediated military lexicon.

Adopting a qualitative discourse-analytic and contrastive translation framework, the paper focuses on English and Ukrainian versions of the selected audiovisual texts. Attention is paid to lexical, syntactic, stylistic, and rhetorical transformations, as well as their implications for military translation. The research demonstrates that contemporary war discourse operates through two dominant models, experiential and operational, each requiring distinct translation strategies.

The paper contextualises these findings within the developing praxis of military translation in Ukraine under conditions of full-scale war. It examines the impact of NATO standardisation (STANAG) and the integration of modern

tactical terminology (e.g., “the wire,” “NDA,” “hearts and minds”), which contribute to the emergence of a hybrid discourse that connects historical “trench reality” with contemporary forms of cross-system coordination in the 21st century.

Furthermore, the study explores the social dimension of language from a translation studies perspective, focusing on the ideological significance of the definite article in “[the] Ukraine.” In English–Ukrainian translation, this distinction is neutralised due to the absence of articles in Ukrainian, as both forms are rendered as «Україна». This asymmetry highlights the translator’s role in compensating for implicit meanings and reinforces the translator’s function as an agent shaping trauma-informed communication, professional resilience, and national identity in wartime discourse.

Keywords: audiovisual translation, discourse analysis, military translation, NATO communication, Ukrainian translation, war discourse, war linguistics.

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ДІАХРОНІЧНИЙ ВИМІР ВОЄННОГО ДИСКУРСУ ТА ОСОБЛИВОСТІ ВІЙСЬКОВОЇ ПЕРЕКЛАДАЦЬКОЇ ПРАКТИКИ В СУЧАСНОМУ УКРАЇНСЬКОМУ КОНТЕКСТІ

Анотація. У цій статті розглянуто діахронічну трансформацію воєнного дискурсу через порівняльний лінгвістичний аналіз двох різних наративних парадигм: експериментального реалізму роману Еріха Марії Ремарка «На Західному фронті без змін» (1929) та його екранізації 2022-го

року (реж. Бергер), а також техно-операційного дискурсу фільму 2021-го року «Смертельна зона» (*Outside the Wire*). Дослідження виявляє зміщення від тілесних, фаталістичних та екзистенційних репрезентацій війни до системно орієнтованого, бюрократизованого та технологічно опосередкованого військового лексикону.

Застосовуючи якісний дискурс-аналіз у поєднанні з контрастивним підходом, автори зосереджуються на англомовних та україномовних версіях досліджуваних аудіовізуальних текстів. Особливу увагу приділено лексичним, синтаксичним, стилістичним і риторичним трансформаціям, а також їхнім імплікаціям для військового перекладу. Аналіз дозволяє стверджувати, що сучасний військовий дискурс функціонує у межах двох домінантних моделей — експериментальної та операційної, — кожна з яких потребує специфічних перекладацьких стратегій.

Отримані результати інтерпретовано в контексті формування практики військового перекладу в Україні в умовах повномасштабної війни. Розглянуто вплив стандартизації НАТО (STANAG) та інтеграції сучасної тактичної термінології (наприклад, “the wire”, “NDA”, “hearts and minds”), що сприяє виникненню гібридного дискурсу, який поєднує історичну «траншейну реальність» із сучасними формами міжсистемної координації XXI століття.

У дослідженні розглянуто соціальний вимір мови з позицій перекладознавства з акцентом на ідеологічному значенні означеного артикля у власній назві “[the] Ukraine.” В англо-українському перекладі ця відмінність нівелюється через відсутність артиклів в українській мові, оскільки обидві форми передаються як «Україна». Така асиметрія підкреслює роль перекладача у компенсації прихованих значень і позиціонує його як агента формування травмо-орієнтованої комунікації, професійної стійкості та національної ідентичності в умовах війни.

Ключові слова: аудіовізуальний переклад, дискурс-аналіз, військовий переклад, комунікація НАТО, український переклад, військовий дискурс, лінгвістика війни.

1. Introduction

Contemporary conflict, characterised by its network-centric digitisation and decentralised execution, marks a distinct discursive departure from the state-led, mass industrial mobilisations that dominated early twentieth-century war narratives. As the ontological nature of conflict shifts, so too does the linguistic framework used to describe, manage, and mediate it. This paper examines the diachronic evolution of military discourse, analysing the transition from the experiential realism characteristic of early twentieth-century trench warfare

towards a techno-operational paradigm governed by network-centric systems and algorithmic logic.

The study is grounded on a comparative linguistic analysis of two narrative models represented in audiovisual media: the psychological realism of Erich Maria Remarque's *All Quiet on the Western Front* [1], Berger's film adaptation [2], and Håfström's techno-centric discourse of *Outside the Wire* [3]. By examining these texts, the research traces a shift from a fatalistic military lexicon rooted in human suffering and existential reflection toward a bureaucratised, system-oriented discourse where combatants are linguistically reframed as "units" or "assets," and battlefields as "networked perimeters."

Within a qualitative discourse-analytic and contrastive translation framework, this paper analyses both the English originals and their official Ukrainian translations. The focus lies on the lexical, syntactic, and rhetorical transformations that occur when moving between these two paradigms, analysing how they influence military translation. The study demonstrates that contemporary war discourse operates through two dominant models: the experiential and the operational, each necessitating distinct translation strategies to maintain communicative intent and ethical calibration.

The research contextualises these linguistic shifts within the time-sensitive praxis of military translation in contemporary Ukraine. Under the conditions of full-scale war, the integration of NATO standards [4; 5] and modern tactical terminology, such as "the wire," "interoperability," and "hearts and minds," has led to the emergence of a hybridised discourse that bridges the historical "trench reality" currently experienced on the front lines of Ukraine with the technological interoperability required for the 21st-century defence.

Furthermore, the study addresses the sociolinguistic politics of knowledge production and asserts that in the modern conflict environment, the translator acts as more than a mere linguistic bridge, serving as a critical agent in shaping professional resilience, trauma-informed communication, and national identity in the face of existential threat.

2. Literature Review

2.1. War Discourse, Linguistics of War, and Ideology

The study of war discourse has evolved into a distinct interdisciplinary domain that integrates linguistics, philosophy, and socio-political analysis. Contemporary scholarship conceptualises war not merely as a material or military event but as a discursively constructed and ideologically mediated reality. Demyanchuk [6, p. 82–89] defines war linguistics as a linguosynergetic system shaped by the interaction of language, cognition, and geopolitical dynamics, thereby foregrounding the role of language in structuring both perception and communication of conflict.

This perspective aligns with the ontological framework proposed by Parakhonskyi and Yavorska [7], who conceptualise war as a multidimensional phenomenon encompassing security, strategy, and meaning. Importantly, this model enables a diachronic interpretation of war discourse, tracing its evolution from existentially grounded, experiential narratives to strategically organised and institutionalised forms of communication. Bilaniuk [8, p. 139–160] further emphasises the ideological dimension of wartime language, demonstrating how linguistic practices encode competing value systems and shape public understanding of conflict.

Within the Ukrainian context, war language is conceptualised by Demyanchuk as a linguopolitical system, reflecting ongoing processes of identity formation and resistance [9]. From a translation perspective, this implies that military translation is not a neutral transfer of meaning but a mediated act of ideological and epistemic negotiation, especially under conditions of active conflict.

2.2. Military Vocabulary, Terminology, and Lexicography

Military terminology has traditionally been treated as a stable and standardised subsystem of language, essential for ensuring clarity and precision in operational contexts. Foundational lexicographic resources such as the *DOD Dictionary of Military and Associated Terms* [10] and bilingual glossaries by Karakat & Karakat [11] and Nahorna & Nahornyi [12], provide structured equivalents that facilitate interoperability and consistency in translation.

However, recent research challenges the assumption of terminological stability by highlighting processes of determinologisation and semantic expansion. Polishchuk demonstrates how military vocabulary extends beyond professional usage into media and everyday discourse, acquiring new meanings shaped by social and political contexts [13, p. 290–293]. Babii and Kuchvara further reveal structural asymmetries between English and Ukrainian military terms [14, p. 7–13], which necessitate adaptive translation strategies rather than direct equivalence.

From a diachronic perspective, this shift reflects a broader transformation from closed professional terminology to open and hybrid lexical systems. In contemporary Ukraine, where war discourse permeates public life, translators must navigate the coexistence of standardised military terminology, and dynamically evolving public discourse. This duality increases the complexity of military translation praxis, requiring both terminological precision and contextual sensitivity.

2.3. Metaphor, Discourse Analysis, and Language Use in War

Metaphor and figurative language constitute a central dimension of war discourse across historical periods. Rather than functioning as purely stylistic

elements, metaphors operate as cognitive and ideological frameworks that shape how war is conceptualised and communicated. Davenport and Lloyd [15] demonstrate the persistence of war metaphors in public policy, while Amer [16] shows how metaphorical framing influences media representations and, consequently, translation practices.

At the experiential level, Croft [17, p. 32–53] and Cook [18, p. 323–344] document how soldiers employ metaphor and slang to encode lived experience, producing meanings that are contextually bound and resistant to literal translation. Ukrainian research confirms these tendencies: Basaraba [19, p. 64–69] and Basaraba & Lemeshko [20, p. 137–142] highlight the productivity of metaphorised phraseological units in military discourse. Demyanchuk further shows how metaphor undergoes determinologisation, entering even official communication [21, p. 178–180].

Diachronically, the function of metaphor shifts from existential reflection in early war literature (e.g., Remarque [1]) to instrumental and media-driven framing in contemporary discourse. For military translation, this creates a critical challenge: balancing the preservation of semantic nuance and emotional resonance with the need for clarity and communicative efficiency.

2.4. Military English and NATO Standards

The institutionalisation of military communication has led to the development of standardised linguistic frameworks, particularly within NATO. STANAG 6001 and related guidelines emphasise clarity, brevity, precision, and unambiguity as core principles of effective communication [4; 5]. These standards promote the use of controlled vocabulary, simplified syntactic structures, and directive, performative speech acts, reflecting an operational model of war discourse in which language functions as an instrument for command execution and coordination.

In the context of contemporary Ukraine, the adoption of NATO standards forms part of a broader process of military, political, and linguistic alignment with Euro-Atlantic institutions. This development has significant implications for translation praxis, as translators are required to ensure terminological consistency, functional equivalence, and interoperability across languages. At the same time, these requirements generate tension when applied to non-standardised and emotionally charged forms of discourse, particularly in media and narrative contexts, which highlights the hybrid nature of modern military translation, which must reconcile institutional norms with discursive variability across communicative settings.

2.5. War Communication, Media, and Conflict Studies

Discourse-oriented research underscores the central role of media in shaping and disseminating representations of war. As observed by Yatsymirska

[22, p. 280–290], the emergence of new lexical formations in Ukrainian media reflects evolving strategic narratives and patterns of public engagement with conflict.

Amer further demonstrates that translation functions as a mediating mechanism of ideological positioning in international reporting, thereby contributing to the construction of global perceptions of war [16].

The significance of translation in crisis communication is observed by Chernysh et al., who point out that linguistic choices may directly influence diplomatic processes and conflict outcomes [23]. These observations are supported by scholars studying communication technologies and historical war discourse, such as Bruton [24] and Declercq [25, p. 94–107], demonstrating that communicative practices evolve in parallel with military and technological developments.

From a diachronic perspective, media discourse can be understood as a transitional space in which experiential and operational models of war intersect. This hybridity is especially pronounced in audiovisual texts, which integrate narrative, institutional, and affective dimensions, thereby rendering them particularly significant for translation studies.

2.6. Terminology Classification and Specialised Studies

Research on terminology classification contributes to the systematic understanding of military discourse. A thematic classification of military-political terminology by Yaremenko & Labezna [26] demonstrates the complexity and diversity of lexical domains within war discourse. Nevertheless, such models often remain static and do not fully capture the diachronic evolution of terminology, particularly in contexts where discourse is rapidly transforming. This limitation is significant for translation studies, as it highlights the need to move beyond static classification toward dynamic, discourse-oriented approaches.

2.7. Research Gap and Positioning of the Present Study

Despite extensive research across these domains, several gaps remain. Notably, there is a lack of studies that integrate diachronic analysis of war discourse with translation studies, particularly in relation to audiovisual texts. In addition, prior research tends to treat terminology, metaphor, and discourse as discrete phenomena, without developing a unified analytical framework that accounts for their interaction. The relationship between NATO-driven standardisation and Ukrainian translation praxis also remains insufficiently examined, especially in the context of full-scale war. Furthermore, limited attention has been paid to English–Ukrainian military translation in contemporary media discourse, where institutional, narrative, and ideological dimensions intersect.

In response to these gaps, the present study proposes a diachronic, discourse-oriented framework for the analysis of military translation, integrating terminology, metaphor, and discourse analysis. By focusing on English–Ukrainian audiovisual texts within the context of contemporary Ukraine, the study seeks to bridge the divide between theoretical models of war linguistics and the practical realities of military translation praxis.

3. Theoretical Framework

3.1. War Ontology: War as Experience vs. System

The theoretical foundation of this study is grounded in the ontological model of war proposed by Parakhonskyi and Yavorska [7], who conceptualise war as a multidimensional phenomenon encompassing both experiential and systemic dimensions.

Within this framework, war may be understood either as a lived human experience, characterised by disorientation, trauma, and existential disruption, or as a strategic and institutional system, governed by principles of organisation, control, and efficiency.

The experiential dimension of war is typically reflected in narrative and literary discourse, where language encodes subjective perception, emotional intensity, and embodied reality. By contrast, the systemic dimension manifests in institutional and operational communication, where language functions as an instrument of coordination, planning, and execution. From a diachronic perspective, this distinction allows for the analysis of how war discourse evolves from human-centred representations to increasingly technologised and bureaucratised forms.

For translation studies, this ontological duality implies that military translation must operate across fundamentally different conceptual domains. Translators are required to mediate between existential meaning structures and procedural communication systems, particularly in contexts such as contemporary Ukraine, where both dimensions coexist and interact.

3.2. War Linguistics: Discourse Dynamics

Building on this ontological foundation, the study adopts the framework of war linguistics as developed by Demyanchuk [6], which conceptualises war-related language as a dynamic and adaptive system shaped by social, political, and communicative conditions. Within this perspective, war discourse is understood as inherently non-static, evolving in response to technological developments, media mediation, and processes of institutional standardisation.

This approach foregrounds the role of discourse dynamics, including shifts in lexical composition from embodied to technical vocabulary, transformations in syntactic structure from narrative complexity to procedural clarity, and changes in rhetorical strategies from reflective to directive modes of communication.

Central to this framework is the interaction between linguistic form and communicative function, which enables a diachronic analysis of how discourse adapts to different modes of warfare and representation. In audiovisual contexts, these dynamics are particularly pronounced, as linguistic meaning is co-constructed with visual and auditory elements, resulting in semantic compression and multimodal integration.

Thus, translation is conceptualised as an integral component of discourse dynamics, actively contributing to the reconstruction and transformation of war narratives across languages and cultural contexts.

3.3. Translation Frameworks: Functional and Discourse-Oriented Approaches

To address the complexity of military translation, the study integrates two complementary approaches: functional equivalence and discourse-oriented translation.

Functional equivalence emphasises the preservation of the communicative function of the source text, particularly in operational contexts where clarity, precision, and unambiguity are essential. This approach aligns with standardised military communication frameworks, including NATO protocols [4; 5], which prioritise interoperability and procedural efficiency.

However, functional equivalence alone is insufficient for addressing experiential and narrative discourse, where meaning is frequently implicit, metaphorical, and context-dependent. Accordingly, the study adopts a discourse-oriented perspective that prioritises the preservation of pragmatic meaning, stylistic features, and ideological positioning. Within this framework, translation is conceptualised as an interpretive act situated within a broader communicative and cultural context. In the case of audiovisual texts, this entails accounting for multimodality, emotional resonance, and narrative coherence, which extend beyond purely linguistic considerations.

The integration of these approaches reflects the dual nature of military translation, which requires a dynamic balance between standardisation and interpretation depending on the discourse type.

3.4. Experiential vs. Operational War Discourse: Key Analytical Model

Based on the preceding frameworks, the study introduces a central analytical distinction between experiential and operational war discourse, which serves as the core model for the analysis. Experiential war discourse is grounded in individual perception and lived experience. It is typically marked by metaphor and figurative language, fragmented or narrative-driven syntax, and emotional or existential semantics. This type of discourse is most often associated with literary texts, such as those of Remarque, as well as immersive audiovisual narratives. In contrast, operational war discourse is rooted in institutional communication and

strategic logic. It is characterised by standardised terminology, procedural syntax, and explicit, directive rhetoric, and is commonly linked to military communication systems, NATO-aligned discourse, and technologically mediated warfare.

From a diachronic perspective, these two models reflect different stages in the evolution of war discourse rather than mutually exclusive categories. In contemporary contexts, particularly in Ukraine, they coexist and interact, producing hybrid forms that combine elements of both experiential and operational modes. For translation studies, this model provides a framework for analysing how different types of discourse necessitate distinct translation strategies, ranging from interpretive adaptation to strict standardisation.

3.5. Conceptual Framework: Diachronic Model of Military Translation Praxis

The theoretical considerations outlined above are synthesised in the conceptual framework presented in Figure 1. The framework develops along a diachronic axis, illustrating the evolution of war discourse from experiential to operational forms.

Figure 1 presents the conceptual framework underpinning the study, structured as a multi-level model organised along a diachronic axis. At the macro level, war ontology outlined by Parakhonskyi & Yavorska [7] provides the foundational understanding of war as a multidimensional phenomenon encompassing experiential and strategic dimensions. This ontological basis reveals the development of war discourse and ideology discussed by Bilaniuk [8], Demyanchuk [6], as well as its representation in media and audiovisual texts described by Amer [16] and Yatsymirska [22].

At the meso level, war discourse is structured through key linguistic components, including terminology and lexicography (Polishchuk [13]; Babii & Kuchvara [14]), metaphor and figurative language (Basaraba [19]; Croft [17]), and institutionalised communication norms reflected in NATO standards [4; 5].

These components interact dynamically, reflecting the tension between expressive and standardised language practices.

The framework is organised along a diachronic continuum extending from experiential to operational war discourse. At the left end, experiential discourse is associated with embodied lexicon, metaphorical expression, and narrative immersion, characteristic of literary and human-centred representations of war. At the right end, operational discourse reflects standardised communication, terminological precision, and procedural clarity, shaped by contemporary military practices and NATO norms. Between these poles, war discourse and ideology function as a mediating layer that connects linguistic structures with broader socio-political meanings.

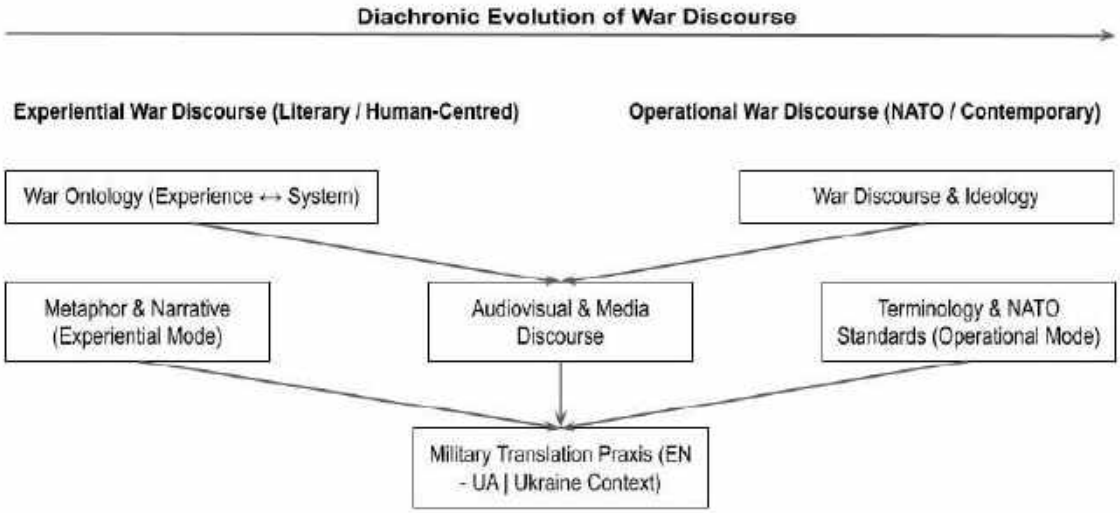

Fig. 1. Conceptual framework of the diachronic evolution of war discourse and its implications for military translation praxis in the Ukrainian context. Image created by the authors.

At the micro level, these interacting dimensions converge in military translation praxis, particularly in the English–Ukrainian context of contemporary Ukraine. Translation is conceptualised as a dynamic site of interaction and negotiation, where diachronically distinct discourse forms intersect. In this context, translators must navigate between historical and contemporary representations of war, narrative and institutional communication modes, and global standards and local linguistic realities. Under conditions of ongoing war, this mediating role acquires particular significance, as translation contributes to the development of professional communication systems, the articulation of national identity, and the assertion of epistemic sovereignty.

4. Materials and Methods

4.1. Materials

The empirical basis of this study consists of diachronically and discursively diverse literary and audiovisual texts, selected to represent different stages in the evolution of war discourse. The primary materials include Erich Maria Remarque's novel *All Quiet on the Western Front* [1] as a canonical representation of experiential war discourse characterised by existential reflection and embodied perception, Berger's film adaptation [2], which recontextualises this discourse within contemporary audiovisual conventions, and Håfström' film *Outside the Wire* [3], which exemplifies a technologically mediated and operational model of war discourse shaped by modern military communication practices.

The empirical data for this study were obtained from publicly available sources and licensed audiovisual materials. The analysed films (*All Quiet on the*

Western Front [2] and *Outside the Wire* [3]) were accessed via legally obtained copies through a subscription-based streaming service (Netflix). The use of these materials complies with applicable copyright and licensing regulations and is limited to scholarly analysis.

For each audiovisual work, the analysis is based on English-language scripts and/or transcripts reflecting the original verbal component, as well as official Ukrainian translations in dubbed or subtitled form produced within professional translation frameworks. The selection of these materials enables a diachronic comparison across historical literary discourse, contemporary cinematic representation of historical war, and contemporary techno-operational war discourse. At the same time, the inclusion of English–Ukrainian translation pairs allows for an examination of military translation praxis within the current Ukrainian linguistic and socio-political context.

4.2. Methods

The study adopts a qualitative, discourse-oriented methodological frame=work, combining several complementary approaches.

Qualitative discourse analysis serves as the primary methodological framework, enabling the examination of how war is linguistically constructed across diverse textual and audiovisual contexts. The analysis focuses on the representation of war as both experience and system, the interaction between language, ideology, and communication, and the diachronic transformation of discourse patterns. This approach facilitates the identification of shifts between experiential and operational models of war discourse, allowing for a nuanced understanding of their linguistic realisation.

A *contrastive linguistic* approach is employed to compare English source texts, including printed texts, scripts, and transcripts, with their official Ukrainian translations. The analysis focuses on identifying similarities and divergences in linguistic structure, shifts in meaning and communicative function, and the influence of cultural and institutional factors on translation choices. This approach enables a systematic examination of how war discourse is reconfigured across languages, with particular attention to its transformation within the Ukrainian translation context.

The *translation analysis* is conducted across four interrelated linguistic levels, encompassing lexical, syntactic, stylistic, and rhetorical dimensions. At the lexical level, the analysis focuses on the use of military terminology, including the distinction between standardised and non-standardised forms, processes of determinologisation and semantic shift, and the rendering of culturally specific vocabulary. At the syntactic level, attention is paid to sentence structure, particularly the contrast between fragmentation and procedural clarity, the use of imperatives and directive constructions, and the degree of syntactic compression

or expansion. The stylistic level addresses variation in register, ranging from narrative to operational modes, as well as differences in formalisation and emotional intensity, including adaptation to the constraints of audiovisual discourse.

Finally, at the rhetorical level, the analysis examines metaphor and figurative language, the balance between implicit and explicit meaning, and patterns of ideological and evaluative framing. Taken together, this multi-level approach enables a comprehensive understanding of how translation mediates between different types of war discourse.

4.3. Methodological Substantiation

The study adopts a qualitative, interpretive approach, which is particularly suited to the analysis of audiovisual and narrative discourse in the selected materials. This methodological choice is determined the multimodal nature of audiovisual texts, where linguistic meaning is constructed through the interaction of verbal, visual, and auditory elements. In addition, war discourse in film is inherently context-dependent and often semantically compressed, which limits the effectiveness of large-scale corpus-based approaches for capturing its discursive complexity. The research, therefore, prioritises the analysis of discourse dynamics and translation strategies rather than quantitative patterns.

Accordingly, the study is based on close reading of selected examples, contextual interpretation, and functional analysis of translation solutions. This approach enables a detailed examination of military translation as a situated communicative practice. In the context of contemporary Ukraine, such an approach is particularly relevant, as translation operates under conditions of urgency, ideological significance, and discursive hybridity, requiring both interpretive sensitivity and pragmatic precision.

The Use of Generative AI: The authors incorporated automated tools (Google Translate v.10.7, M365 Copilot, Gemini 3 Flash, and Grammarly v.14.1282) into their writing workflow to support linguistic editing and stylistic refinement. Following this assistance, the authors performed thorough quality control and revision of the content as required, and retained full responsibility for all aspects of the research, including the conceptualisation, research design, data analysis, and conclusions presented in this study.

5. Analysis

5.1. Diachronic Reconfiguration of War Discourse: Remarque vs. the 2022 Film Adaptation

The transition from Erich Maria Remarque's *All Quiet on the Western Front* [1] to its film adaptation [2] represents a notable diachronic transformation of war discourse, reflecting the shift from literary realism toward contemporary audiovisual representation.

Earlier adaptations of 1930 and 1979 largely preserved the author's philosophical introspection and narrative fidelity, especially in depicting the psychological alienation of the protagonist.

In contrast, the 2022 film by Berger [2] introduces significant narrative innovations, most notably the armistice negotiation subplot, which reorients the narrative from individual experience to institutional decision-making and political power.

This shift corresponds to a movement from war as lived experience toward war as a system, aligning with the ontological distinction outlined by Parakhonskyi and Yavorska [7]. The film thus reframes war discourse as a mechanism of command, logistics, and political abstraction.

5.2. Lexical and Stylistic Transformation: From Literary Realism to Visceral Minimalism

Remarque's prose is characterised by metaphorical density and introspective narration:

"The front is a cage in which we must wait nervously for whatever happens" [1, p. 101].

Here, war is conceptualised as a psychological and existential condition.

By contrast, Berger's film [2] adopts compressed, imperative-driven language, oriented toward immediate action or survival:

EN: "Attack!" / UA: «В атаку!» [2, 00:03:07].

EN: "Gas! Gas! Gas!"/ «Гази! Гази! Гази!» [2, 00:16:58].

EN: "Gas masks on!" / «Одягнути протигази!» [2, 00:17:07].

EN: "Into the bunkers!" / UA: «У бункери!» [2, 00:24:49].

EN: "If the French could aim better, you could scrape us all off the road with a spoon and bury us in a saucepan." / UA: «Якби французи краще цілили, від вас і мокрого місця зараз не залишилось» [2, 00:17:13].

This shift reflects lexical simplification, syntactic compression, and the transition from description to action.

An important feature of Berger's film [2] is the departure from Remarque's relatively "pure" literary style toward colloquial, emotionally charged, and occasionally coarse or obscene language. Battlefield dialogue demonstrates fragmented syntax, exclamatory structures, and low-register vocabulary.

EN: "Quick, quick, quick! Move it!" / UA: «Тікаймо!» [2, 01:12:13].

EN: "Both you and that useless pig." / UA: «Разом з цим придуркуватим» [2, 00:18:12].

EN: Fall in line! March! Fall in line! Stay together and keep moving! / UA: «Шикуйся! Марш! Не відриватися! Ворушіться!» [2, 00:18:18]

This reflects embodied communication under stress, where language becomes immediate and reactive rather than reflective. In Ukrainian translation,

this creates a tension between preserving authentic battlefield speech and maintaining stylistic appropriateness for the target audience.

The "uniform conveyor" exemplifies the mechanisation of language, where speech becomes procedural:

EN: "Next! Next! Next! Next! Next!" / UA: «Наступний! Наступний! Наступний! Наступний! Наступний!» [2, 00:11:52]

EN: "It was probably too small for the fellow. Happens all the time."/ UA: «Мабуть, форма була йому замала. Таке часто буває» [2, 00:12:39].

These utterances reduce human life to a logistical function, reflecting the transformation of war into a system of resource management. Language here is no longer expressive but instrumental and repetitive, reinforcing the dehumanisation inherent in institutional discourse. This is especially significant in a culture where the fallen (полеглі) are associated with sacralised discourse.

5.3. Rhetorical Stratification: Propaganda and Command

The schoolmaster's speech exemplifies propagandistic rhetoric, employing high-register expressions such as:

EN: "You stand here on the threshold of existence." / UA: «Ви зараз стоїте на порозі буття» [2, 00:09:48].

EN: "The iron youth of Germany" / UA: «Залізна молодь Німеччини» [2, 00:10:03].

These constructions produce a heroising discourse, transforming individuals into abstract symbols. In Ukrainian, the adjective *залізна* is strongly associated with military equipment, creating an unintended semantic overlap that reinforces the metaphor of soldiers as tools or instruments, thereby intensifying the ideological critique.

The film establishes a clear division between frontline speech — fragmented, emotionally charged, reaction-driven, and command discourse — abstract, procedural, detached.

EN: "Go! Come on! Faster!" / UA: «Нумо, ворушіться!» [2, 00:03:12].

EN: "On my command! Forwards!" / UA: «Слухай мою команду! Вперед!» [2, 00:03:24].

This contrast reflects a hierarchical linguistic structure, where language encodes power relations and the distance between experience and decision-making.

5.4. Translation Challenges in the Ukrainian Wartime Context

The translation of dehumanising expressions requires particular sensitivity in the Ukrainian context.

EN: "Do you like dirty girls, Kropp? [...] So why do you sleep with one then? Report for guard duty at three o'clock. Gentlemen, you'll be fighting in a godforsaken shithole. And you'll kindly do so with a clean G98." / UA: «Любиш

у бруді жити? У бруді жити любиш, я питаю? [...] Чому ж тоді гвинтівка така? Станеш на вахту о третій. Шановні, вам доведеться воювати... у брудній дірі, але завжди з вичищеною зброєю» [2, 00:14:41 – 00:14:59].

This scene demonstrates a sophisticated form of institutional dehumanisation where the officer uses a sexualised, low-register metaphor ("dirty girls" / "sleep with one") to describe a neglected rifle. By conflating the soldier's personal morality and hygiene with the state of his equipment, the command discourse erases the boundary between the individual's humanity and his function as a weapons carrier.

In the Ukrainian translation, the ethical calibration is particularly sharp:

- *De-sexualisation for discipline*: the translation shifts from the English "dirty girls" to the broader «Любиш у бруді жити?» (Do you like living in the mud?), focusing the dehumanisation on the soldier's physical environment rather than a sexual metaphor.
- *The weapon as an extension of self*: the officer's final directive, to fight in a "shithole" (*брудній дірі*) with a "clean G98" (*вичищеною зброєю*), highlights the industrialisation of the body. The soldier is expected to absorb the filth of the environment so that the machine (the rifle) remains pristine.
- *Sacralisation vs. utility*: while modern Ukrainian military discourse often sacralises the soldier's sacrifice, this command discourse intentionally desacralises the soldier, reducing him to a custodian of "clean metal" in a "dirty hole". This reflects the cold, procedural detachment of the command hierarchy, where the functional state of the "asset" (the rifle) takes precedence over the dignity of the human operator.

Battlefield communication in the film reflects patterns consistent with modern military brevity codes:

EN: "Move! Move!" / UA: «Рухайся! Рухайся!» [2, 00:47:10].

EN: "Gas!" / UA: «Гази!» [2, 00:34:05].

These structures align with contemporary Ukrainian military communication, which prioritises brevity, clarity, and phonetic sharpness.

Table 1

Diachronic Terminology Adaptation

1929 Novel / 2022 Film Term	Context	Ukrainian Equivalent	Translation Strategy
Feuerwalze	artillery fire	Вогневий вал / Обстріл	modernisation

1929 Novel / 2022 Film Term	Context	Ukrainian Equivalent	Translation Strategy
Gasmasken	gas attack	протигаз (ЗІЗОД)	NATO alignment
Wache	guard duty	Варта / Чатовий	contextual variation
Schanzen	trench work	Самоокопування	doctrinal adaptation

Table 1 represents military terminology evolving across different eras and media formats, specifically comparing the source text of *All Quiet on the Western Front* [1] with its 2022 film adaptation [2], and how these terms transfer into modern Ukrainian.

● *Doctrinal and technical evolution*: The shift from *Gasmasken* (gas masks) to *протигази* (*ЗІЗОД — Засоби індивідуального захисту органів дихання*, Personal Respiratory Protection Equipment) illustrates the modernisation of military language and transition from descriptive, colloquial wartime terms to standardised, NATO-aligned acronymic terminology used by the modern Armed Forces of Ukraine.

● *Modernisation vs context:* Terms such as *Feuerwalze* (creeping barrage/rolling artillery fire) translated as *вогневий вал* show how historically specific tactical concepts are updated or simplified — *обстріл* — to remain accessible to a modern viewing audience without losing the strategic context.

● *Precision in role and action*: The translation of *Wache* to *варта/вартовий* highlights the contextual variation in military discourse, distinguishing between the duty itself and the person performing it. Additionally, translating *Schanzen* as *самоокопування* reflects doctrinal adaptation, turning a general term for trench labour into a specific, modern tactical action (entrenchment/self-digging).

Overall, the table highlights that translating historical military discourse transcends beyond finding equivalent words, adapting the language to fit contemporary military doctrines, technological realities, and the stylistic demands of modern media.

5.5. Diachronic Shift to Techno-Military Discourse: Outside the Wire

Historically, war discourse in translation relies on experiential realism, using raw, visceral language to convey human suffering and trench conditions (as seen in Remarque). Contemporary cinematic discourse, however, increasingly

employs an operational paradigm. This shift is clear in the techno-military dialogue of *Outside the Wire* [3], where combat is stripped of human directness and translated into cold, bureaucratic, and data-driven terminology. As a result, this tech-mediated, non-linear battlefield discourse dehumanises both perpetrators and victims, transforming the narrative of warfare from a tragedy of human loss into a detached exercise in resource management and algorithmic optimisation.

The conceptualisation of combat geography undergoes a fundamental shift when moving from traditional territorial warfare to modern networked conflicts. This spatial reconfiguration is reflected in the evolution of military terminology, presenting specific challenges for the translator.

In classic war discourse, as seen in *All Quiet on the Western Front* [1], the battlefield is defined by "the front": a fixed, linear, and highly geographic boundary separating two opposing armies. However, in contemporary military discourse, this linear reality is replaced by a perimeter-based paradigm represented by the term "the wire."

The transition from a defined frontline to a decentralised, hostile environment is highly evident in the operational military jargon of *Outside the Wire* [3], providing key linguistic evidence for analysing translation strategies in modern military discourse:

"Beyond the wire" [3, 00:12:45]; "Twenty klicks outside the wire" [3, 00:15:57].

Unlike "the front," which dictates a clear forward direction, "the wire" denotes a secured hub or localised perimeter surrounded by a non-linear, unpredictable combat zone.

When translating this shift into Ukrainian, the translator faces a choice between literal technical equivalence and military reality:

- «За периметром» (literal/technical): preserves the localised, asset-protection undertones of Western techno-military discourse.
- «За нулем» (functional/experiential): bridges the gap between Western terminology and domestic frontline reality. While "the wire" implies a fortress-centric, high-tech containment, translating it as «за нулем» infuses the text with the raw, immediate danger associated with modern Ukrainian trench and position warfare, aligning the modern Western operational paradigm with local military discourse.

The Ukrainian title «Смертельна зона» represents a case of conceptual (non-literal) translation, where semantic equivalence is prioritised over formal correspondence. The original title *Outside the Wire* is idiomatic and context-dependent, referring to military space beyond secured perimeters (i.e., outside protective infrastructure such as bases or defensive lines). This meaning is culturally and operationally specific, and lacks a direct, transparent equivalent in Ukrainian.

The chosen Ukrainian rendering shifts from metonymic military jargon to a more explicit, semantically intensified formulation, foregrounding danger through the adjective «смертельна». While this results in the loss of the original's technical nuance and insider military perspective, it enhances communicative accessibility and affective impact for a broader audience.

From a translation-studies perspective, this strategy can be interpreted as pragmatic adaptation and modulation, where the implicit spatial-military reference (outside the wire) is reinterpreted as an explicit zone of lethal risk. Such a shift reflects target-culture orientation and genre conventions in film localisation, prioritising immediacy and audience engagement over terminological precision. At the same time, it illustrates a trade-off between authentic military discourse and market-driven readability, a recurrent practice in audiovisual translation.

The linguistic mechanisms of dehumanisation in military discourse have evolved from raw biological degradation to cold computational abstraction. This shift significantly alters how human loss is processed and translated.

In the classic war narrative of *All Quiet on the Western Front* [2], dehumanisation relies on flesh-based imagery and organic degradation. Soldiers are either reduced to "vermin" or elevated by state propaganda into a mechanical but still biological "iron youth."

Conversely, in the contemporary techno-military discourse of *Outside the Wire* [3], the human element is obscured within a technological system of abstraction, where lives are merged with material hardware determined by data-driven logistics.

Linguistically, this digitalised worldview treats human casualties not as moral events, but as mathematical variables and expendable hardware. The operational jargon of combat replaces human immediacy with purely administrative terminology:

EN: "One US Army Gump destroyed" / UA: «Піхотинця знищено» [3, 00:07:08].

In this context, a "Gump" (shorthand for infantry personnel) is "destroyed" rather than "killed," using a verb reserved for inanimate machinery. It strips the individual of humanity, transforming a casualty into a mere line item on a logistical ledger, preserving the corporate-military synthesis of the original text.

When a drone pilot justifies civilian deaths as being "consistent with mission goals," the discourse becomes algorithmically abstract: human loss is translated into an acceptable statistical deviation within resource management:

EN: "My numbers are consistent with mission goals and flight hours, sir. / UA: «Мої показники відповідають цілям місії та налітаним годинам, сер» [3, 00:14:34].

For the Ukrainian military translator, rendering this formal, bureaucratic language of reporting the violence requires maintaining this absolute procedural detachment without lapsing into conventional, emotionally charged war vocabulary.

The choice of *нейтралізувати* (neutralise/eliminate) over more visceral verbs like *вбити / ліквідувати* (kill/liquidate) reinforces the dispassionate, data-driven nature of modern target acquisition, where human beings are reduced to coordinates on a screen:

EN: “It's our job to identify, neutralize.” / UA: «Наш обов'язок вистежити і нейтралізувати» [3, 00:32:23].

By observing such precise equivalence, the translation of modern techno-military discourse exposes how contemporary warfare justifies state-sanctioned violence, converting the tragedy of human slaughter into a detached exercise in algorithmic optimisation.

Agency in military discourse has shifted from existential fatalism to systemic calculation. This transition redefines the soldier’s role from a passive victim of chance to an active operator of a techno-bureaucratic apparatus, introducing sociolinguistic divides and precise demands for the military translator.

In the war narrative of *All Quiet on the Western Front* [2], the soldier's reality is governed by blind chance and cosmic fatalism. This worldview is encapsulated in the classic trench idiom: “The shell has my name on it” — a metaphor meaning “*I feel like I’m destined to be hit by that incoming shell*.” Here, survival is entirely outside human control.

Conversely, the contemporary discourse in *Outside the Wire* [3] reframes warfare as a series of calculated inputs, data management, and algorithmic optimisation. The battlefield is no longer a theatre of fate, but a computational system where human agency is subsumed by technological protocols.

The transition from war-as-fate to war-as-calculation is embedded in the highly structured, procedural language of modern operators. Decisions are detached from individual morality and strictly tied to data feeds and authorisation hierarchies:

EN: “I made the call that felt most correct given the intel available.” / UA: «Я прийняв рішення, яке було єдиним доцільним з огляду на всі отримані дані» [3, 00:07:16].

The soldier operates based on a real-time data "feed" [3, 00:05:13]. If an operation fails, it is never attributed to bad luck or the fog of war; instead, it is diagnosed as a systemic failure of “discipline” or an underperforming “performance record” (*успішність*) [3, 00:14:02]. Conflict is linguistically transformed into an exercise in statistical risk mitigation.

Translating this modern operational paradigm into Ukrainian requires managing the tension between impersonal Western military terminology and the raw, localised realities of the field. This manifests in two primary translation challenges: tactical brevity and the rendering of military slang. Modern combat communication demands rapid, monosyllabic clarity to maintain channel discipline. Standardised English radio procedures must be translated not via literal dictionary definitions, but through functional equivalents that possess the same "phonetic sharpness" used in active combat zones:

EN: “Copy.” / UA: «Плюс» (or «Прийняв») [3, 00:00:46].

EN: “Negative.” / UA: «Відставити» (or «Не дозволено») [3, 00:01:50].

Choosing these localised, functional equivalents bridges the gap between the professionalised "clean" English of the script and the high-stakes, low-register reality of tactical operations.

The divide between traditional, experiential warfare and modern, automated combat is often expressed through military pejoratives. A key example occurs when Colonel Eckhart disparages remote drone operators:

EN: “...fly-by-wire assholes” / UA: «...кнопкодави» [3, 00:10:57].

The English term “fly-by-wire” technically refers to semi-automatic, computer-regulated flight control systems, using it metaphorically to strip the remote pilots of true airmanship.

The Ukrainian translation «кнопкодави» (button-mashers) is an idiomatic adaptation. It perfectly captures the sociolinguistic divide between the "experiential" soldier on the ground who faces physical trauma, and the "operational" technician who participates in violence exclusively through a screen. By bypassing a literal technical translation in favour of this pejorative, the target text preserves the underlying critique of algorithmic warfare, exposing the deep-seated resentment toward those who manage combat from a safe, digitised distance.

6. Discussion

6.1. Key Linguistic Nodes of Diachronic Transformation of Military Discourse

The comparative analysis of classic and contemporary war narratives reveals that the evolution of military discourse is not merely a change in vocabulary, but a cardinal shift in how political violence is conceptualised, experienced, and rendered through language. By cross-examining the linguistic nodes of *All Quiet on the Western Front* [2] and *Outside the Wire* [3], we can examine a diachronic trajectory moving from human-centric suffering toward a tech-mediated operational paradigm.

This diachronic transformation manifests across three primary linguistic dimensions:

● *The diachronic shift in subjectivity* ("iron youth" / "assets"):

In traditional war discourse, the state relies on ideological heroisation, transforming citizens into the collective, biological "iron youth." In modern techno-military discourse, this romanticised imagery is replaced with professionalised, corporate-logistical terminology. Humans and autonomous machines are flattened into "assets." The translation challenge here lies in shifting from emotionally charged, ideological rhetoric to a detached register that deprives the combatant of individual humanity.

● *Spatial reconfiguration* ("front" / "wire"):

The geography of combat has evolved from a linear, fixed geographic boundary (the "Front") to a perimeter-based, non-linear network (the "wire"). While "the front" implies a collective physical presence facing a visible adversary, "the wire" denotes a localised, high-tech hub of containment surrounded by a decentralised threat environment. Translating these spatial markers requires balancing literal geographic precision with localised tactical realities.

● *Sociolinguistic framing of geopolitical discourse and translation ethics:*

The study examines the social dimension of language from a translation-studies perspective, demonstrating how seemingly minor grammatical features acquire ideological weight across languages. A salient example is the English definite article in the collocation “the Ukraine,” whose omission in contemporary usage indexes the country’s political and linguistic sovereignty. In contemporary military and strategic communication, this omission is not a matter of stylistic variation but a standardised linguistic norm, aligned with the recognition of Ukraine as a sovereign actor in international law and conflict reporting. Accordingly, professional military translation practice requires the use of “Ukraine” without the definite article in operational, analytical, and doctrinal English texts to ensure terminological accuracy and to avoid unintended ideological framing.

In the film, however, the marked form is retained:

“The Krasny wanna make the Ukraine a part of Russia” [3, 00:17:09].

This usage can be interpreted as an ideologically loaded choice, reflecting a discursive residue of imperial era naming conventions, in which Ukraine is conceptualised as a territory rather than a sovereign state. The presence of the article thus functions as an index of geopolitical positioning, signalling either adherence to outdated linguistic norms or alignment with a Russian-influenced perspective. Within the narrative, this contributes to characterisation and reinforces the ideological framing of the conflict.

In English–Ukrainian translation, this opposition is structurally neutralised, as Ukrainian lacks an article system; consequently, both “the Ukraine” and “Ukraine” are rendered as «Україна». This asymmetry foregrounds the

translator's interpretive responsibility: the ideological distinction encoded in the source text cannot be reproduced through direct grammatical means and must instead be mediated through contextual, lexical, or paratextual strategies. From a translation perspective, this constitutes a case of zero correspondence, in which a grammatically marked contrast in the English language has no formal correlate in the Ukrainian language, necessitating compensatory strategies at the discursive level.

The paper therefore argues that in contemporary wartime communication, the translator operates not merely as a linguistic mediator but as an agent who negotiates ideological meaning, professional resilience, trauma-informed discourse, and the symbolic articulation of national identity.

- *The institutionalisation of NATO standards*:

Modern operational discourse is governed by standardised, systemic protocols designed for multi-national interoperability. Codified acronyms and terms, such as Sector, ETA (Estimated Time of Arrival), and ROE (Rules of Engagement), dictate the pacing of the text, creating a sharp linguistic contrast with historical commands signifying emergency (e.g., "Masks on!" of WWI trench warfare). The modern paradigm demands extreme brevity and phonetic sharpness, forcing the translator to prioritise split-second procedural accuracy over descriptive syntax.

Table 2 illustrates the diachronic reconfiguration of war discourse from the experiential and metaphorical paradigms of the 20th century toward a 21st-century operational model characterised by algorithmic abstraction, non-linear spatiality, and the dehumanisation of combatants into logistical assets, requiring a hybrid translation strategy that balances technical NATO-standard precision with the sociolinguistic preservation of national identity.

Table 2

Linguistic Markers of Techno-Military Discourse and their Ukrainian Equivalents

English Term	Context/Meaning	Ukrainian Strategy	Discourse Category
"The Wire"	The perimeter of a secured hub / safe zone	За нулем / за периметром	Spatial / Networked
"Asset"	A human soldier or autonomous combat robot	Ресурс / одиниця	Dehumanised / Logistics

English Term	Context/Meaning	Ukrainian Strategy	Discourse Category
"Collateral"	Unintended civilian casualties or property damage	Втрати	Algorithmic Abstraction
"Intel"	Actionable intelligence data or information feeds	Розвіддані	Informational / Systemic
"Gump"	Infantry unit / ground combat bot	Піхота / робокоп / салага	Low-register / Hierarchical

6.2. Implications for Military Translation Praxis

The diachronic and structural shifts outlined above demonstrate that contemporary military translation operates not as a monolithic linguistic conversion, but across two distinct, interrelated discursive modes (Fig. 2).

1. *Experiential Discourse*: Characterised by metaphorical, organic, and highly emotional language rooted in the physical trauma of combat. This regime requires interpretive translation strategies capable of conveying psychological depth, socio-cultural nuance, and the raw immediacy of human suffering.

2. *Operational Discourse*: Characterised by standardised, technical, and procedurally rigid syntax. This regime demands absolute terminological consistency, speed, and precision, where literal variations can compromise tactical comprehension.

In the contemporary Ukrainian context, translation praxis must uniquely bridge these two regimes, evolving into a highly hybrid and adaptive process. This synthesis is actively shaped by three converging pressures: the institutional push for NATO-driven professionalization and terminological alignment; the immediate, high-stakes requirements of real-time wartime communication on the ground; and the profound ethical and cultural considerations involved in rendering violence and national trauma into the target language.

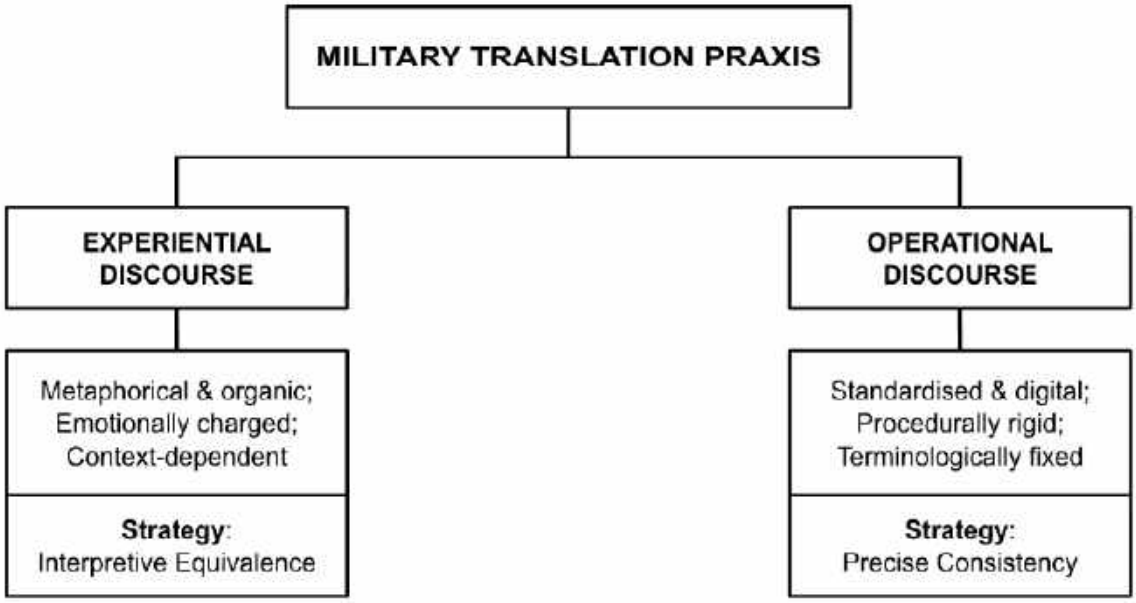

Fig. 2. Models of war discourse: experiential vs. operational. Image created by the authors.

Ultimately, military translation functions as a critical mechanism of discursive mediation. It does not merely exchange words between source and target texts; rather, it sits squarely at the intersection of historical memory, technological transformation, and national identity, negotiated through the evolving language of war.

7. Conclusion

This study has demonstrated a clear diachronic transformation of war discourse, moving from the experiential, human-centred paradigm characteristic of early twentieth-century representations to the operational, system-oriented model of the twenty-first century. The analysis shows that contemporary techno-military discourse increasingly abstracts and reorganises the linguistic representation of conflict.

Specifically, the findings indicate a shift:

- from embodied and narrative representations of war to procedural and standardised communication;
- from individual experience and existential reflection to institutional, strategic, and algorithmic framing;
- from linear spatial conceptualisations (e.g., “the front”) to networked and decentralised operational spaces (e.g., “the wire”).

Furthermore, the study demonstrates that modern military discourse tends to reduce human agency and subjectivity, reconfiguring individuals as functional units within broader systems of coordination and control. This transformation is reflected linguistically in the increasing prevalence of terminological

standardisation, syntactic compression, and pragmatic efficiency, often aligned with NATO communication protocols.

Theoretical contribution of the study lies in proposing a Dual Discourse Model, distinguishing between two analytically relevant regimes of war discourse:

- Experiential discourse, characterised by metaphorical richness, emotional intensity, and narrative structure, requiring interpretive and context-sensitive translation strategies;
- Operational discourse, characterised by standardisation, procedural clarity, and terminological precision, requiring functional equivalence and adherence to institutional norms.

This model contributes to translation studies by offering an integrated framework that links war ontology, discourse dynamics, and translation practice. It also provides a diachronic perspective on how linguistic representations of war evolve in response to technological, institutional, and ideological changes.

From a *practical perspective* in the Ukrainian context, the findings highlight the need to reconceptualise translator training in military contexts. Rather than focusing solely on terminological competence, training programmes should develop discursive flexibility, enabling translators to operate across both experiential and operational modes of communication.

In the context of contemporary Ukraine, military translation praxis is shaped by a specific combination of real-time wartime communication demands, ongoing integration with NATO standards, and a socio-cultural environment marked by high emotional and symbolic stakes.

Translators must therefore manage a complex relationship between the precision and procedural neutrality required by operational discourse, and the ethical, cultural, and affective dimensions of communication within a society directly affected by conflict.

This emphasises the role of the translator as not only a linguistic mediator but also a discursive agent operating within a highly sensitive communicative environment.

This study has several *limitations*. First, the analysis is based on a limited corpus of audiovisual materials, which restricts the generalisability of the findings. While these texts were selected for their representativeness within a diachronic framework, a broader dataset would allow for more comprehensive conclusions.

Second, the focus on audiovisual discourse introduces specific constraints, including scripted dialogue, subtitle limitations, and multimodal meaning distribution, all of which may influence linguistic form and reduce lexical complexity compared to written texts.

Finally, the study adopts a qualitative methodology, which prioritises interpretive depth over statistical generalisation. While this approach is appropriate for discourse analysis, it is limited in terms of quantitative validation of the observed patterns.

Future research should expand both the scope and methodological diversity of studies on military translation and war discourse. In particular, further work could incorporate broader and more diverse datasets, including memoirs, journalistic texts, and military documentation; analyse authentic, unscripted communication, such as declassified radio transmissions or operational briefings, to capture real-time discourse practices; explore multimodal translation, focusing on the interaction between linguistic elements and visual or technical interfaces (e.g., drone feeds, digital command systems); investigate the ongoing development of hybrid war discourse in Ukraine, including the interaction between local linguistic practices, legacy terminology, and NATO-standardised communication.

Such research would contribute to a more comprehensive understanding of how war discourse continues to evolve and how translation practices adapt within rapidly changing communicative and geopolitical environments.

Declaration on the Use of Generative AI

This research was proofread and stylistically refined using automated tools (Google Translate v.10.7, M365 Copilot, Gemini 3 Flash, ChatGPT GPT-5.4, and Grammarly v.14.1282) to ensure linguistic clarity and consistency. These tools were used solely for language editing. The authors retain full responsibility for the conceptualisation, research design, data analysis, and conclusions presented in this study.

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COMMUNICATIVE EFFECTIVENESS AND AUTHENTICITY IN BUSINESS ENGLISH EMAIL WRITING: A STUDY OF AI INFLUENCE

Abstract. This study investigates the pragmatic differences between human-written and AI-generated emails in Business English as a Lingua Franca (BELF) communication, with a focus on directness, politeness, hedging, and communicative effectiveness. Using a qualitative contrastive case study design, the research analyses paired email samples derived from identical communicative scenarios in a university student–instructor context.

The findings reveal a systematic asymmetry between the two modes of writing. Human-written emails tend to display a high degree of directness and efficiency but frequently lack appropriate politeness strategies and mitigation, which can result in face-threatening acts and reduced pragmatic adequacy. In contrast, AI-generated emails demonstrate extensive use of politeness markers and hedging devices, producing messages that are formally appropriate but often overly indirect, verbose, and formulaic. This imbalance leads to reduced communicative efficiency and diminished authenticity.

The analysis identifies a trade-off between key communicative dimensions, suggesting the existence of an optimal pragmatic zone characterised by moderate directness, context-sensitive politeness, and minimal but strategic hedging. Neither human nor AI-generated texts consistently achieve this balance, indicating a gap between actual communicative practices and optimal performance in BELF contexts.

The study contributes to research in pragmatics and AI-mediated communication by demonstrating that politeness, while traditionally associated

with communicative success, can become counterproductive when overextended. Practically, the findings highlight the need to develop pragmatic competence in EFL and professional communication training, particularly in the effective integration of AI tools. AI should be viewed not as a replacement for human communication, but as an assistive resource requiring critical adaptation. Effective email communication, therefore, depends on the user's ability to balance clarity, politeness, and brevity in context-sensitive ways.

Keywords: AI-mediated communication; Business English as a Lingua Franca (BELF): Email discourse; Hedging; Politeness strategies; Pragmatics

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ЕФЕКТИВНІСТЬ КОМУНІКАЦІЇ ТА АВТЕНТИЧНІСТЬ У ДІЛОВОМУ АНГЛОМОВНОМУ ЕЛЕКТРОННОМУ ЛИСТУВАННІ: ДОСЛІДЖЕННЯ ВПЛИВУ ШІ

Анотація. У цьому дослідженні розглядаються прагматичні відмінності між електронними листами, написаними людьми, та згенерованими штучним інтелектом у контексті ділової англійської мови (Business English as a Lingua Franca, BELF) із фокусом на прямоті, ввічливості, хеджуванні та ефективності комунікації. Використовуючи якісний контрастивний дизайн аналізу ситуацій, автори аналізують парні електронні листи, створені людьми та ШІ на основі ідентичних комунікативних ситуацій у контексті взаємодії «студент–викладач».

Результати демонструють системну асиметрію між двома моделями письма. Листи, написані людьми, зазвичай характеризуються високим рівнем прямоти та ефективності, проте часто не містять належних стратегій ввічливості та пом'якшення, що може призводити до відчуття загрози та зниження прагматичної адекватності. Натомість листи, згенеровані ШІ, широко використовують маркери ввічливості та хеджування, формуючи формально доречні повідомлення, які водночас є надмірно непрямими,

багатослівними та формальними. Такий дисбаланс призводить до втрати автентичності та зниження ефективності комунікації.

Аналіз виявляє компроміс між ключовими комунікативними параметрами та вказує на існування оптимальної прагматичної зони, яка характеризується помірною прямотою, контекстно чутливою ввічливістю та мінімальним, але стратегічним використанням хеджування. Ні тексти, написані людьми, ні тексти, створені ШІ, не досягають цього балансу послідовно, що свідчить про розрив між реальними комунікативними практиками та оптимальною моделлю BELF-комунікації.

Дослідження робить внесок у прагматику та дослідження комунікації, опосередкованої ШІ, демонструючи, що ввічливість, традиційно пов'язана з комунікативним успіхом, може ставати контрпродуктивною у випадку її надмірного використання. З практичного погляду результати підкреслюють необхідність розвитку прагматичної компетентності в навчанні англійської мови та в професійній комунікації, зокрема в плані ефективної інтеграції інструментів ШІ. ШІ слід розглядати не як заміну людської комунікації, а як допоміжний ресурс, що потребує критичної адаптації. Відтак ефективна електронна комунікація залежить від здатності користувача збалансувати чіткість, ввічливість і лаконічність відповідно до контексту.

Ключові слова: комунікація, опосередкована ШІ; Business English as a Lingua Franca (BELF); електронний дискурс; хеджування; стратегії ввічливості; прагматика.

1. Introduction

Research Problem. Contemporary professional communication takes place in Business English as a Lingua Franca (BELF), where effectiveness depends on clarity, efficiency, and pragmatic adequacy rather than adherence to native-speaker norms. As Kankaanranta and Louhiala-Salminen [1] observe, in contemporary professional communication effectiveness depends on clarity, efficiency, and pragmatic adequacy rather than strict adherence to native-speaker norms. However, global communication practices are currently being transformed by the widespread use of AI-assisted writing tools, most notably in routine genres such as emails, presenting a shift that introduces a notable communicative issue. On one hand, Economidou-Kogetsidis [2] demonstrates that non-native users of English often produce emails that are overly direct and insufficiently mitigated, which frequently results in pragmatic failure within hierarchical contexts. At the same time, AI-assisted writing tools are increasingly used to generate or refine professional emails. Floridi and Chiriatti [3], alongside Bender et al. [4], caution that AI-generated writing tends to maximize politeness and employ extensive hedging, ultimately producing texts that are overly verbose, formal, and

standardized. Excessive mitigation and formulaic politeness may undermine authenticity and obscure communicative intent.

Thus, written communication in business English contexts is characterized by two opposing tendencies: under-politeness in human writing and over-politeness in AI-generated writing. Despite vast research on AI writing, there remains a lack of studies examining how these contrasting tendencies affect communicative effectiveness and authenticity in everyday workplace interactions. Additionally, in contexts where large-scale corpora are unavailable (e.g., Ukrainian university workplace communication), this issue remains underexplored, particularly through qualitative, philological case studies.

The aim of this study is to investigate how directness, politeness strategies, and hedging influence communicative effectiveness and authenticity in email communication, and to evaluate the impact of AI-assisted writing on these dimensions.

Research Questions. The study addresses how directness and politeness are realized in human-written Business English emails, how AI-generated alternatives differ in terms of hedging and mitigation, how these differences affect communicative effectiveness, efficiency, and authenticity, and whether AI-assisted writing ultimately enhances or diminishes pragmatic appropriateness.

Theoretical Framework. This study integrates three interconnected theoretical dimensions: Business English as a Lingua Franca (BELF), pragmatics, and the role of artificial intelligence in language authenticity. At its foundation, the BELF framework shifts the analytical focus toward functionality, clarity, and goal-oriented communication, validating the use of simplified, direct language norms in professional contexts.

Grounded in the work of Louhiala-Salminen and Kankaanranta [5] as well as Nickerson [6], Business English as a Lingua Franca research conceptualises professional communication as an inherently goal-oriented and efficiency-driven practice that prioritises functional clarity over mere linguistic correctness. Crucially, this framework emphasises that while BELF prioritises directness, it mainly operates within the boundaries of pragmatic appropriateness. To evaluate these dynamics, the present study draws upon the foundational Politeness Theory established by Brown and Levinson [7] and expanded by Leech [8], alongside the insights on hedging and mitigation advanced by Holmes [9] and Hyland [10]. Recent research also suggests that AI-generated language is characterised by standardisation and formulaicity, risk avoidance through over-politeness, and reduced authorial voice (Sanz-Tejeda et al. [11]). This raises concerns about authenticity and contextual sensitivity in AI-mediated communication.

These frameworks emphasise the need to balance directness (efficiency) and mitigation (interpersonal appropriateness). Thus, this paper examines the

inherent tension between efficiency and hyper-formality, the risk of standardisation at the expense of individual style, and the overall perception of "human-like" versus "generated" discourse.

Methods. The study adopts a qualitative contrastive case study design, comparing authentic human-written student emails and AI-generated emails based on identical communicative scenarios. The analysis focuses on directness, politeness strategies, hedging, efficiency, and authenticity.

The study is limited to the university EFL context (student–instructor email interaction) that represents a BELF environment with hierarchical dynamics, making it relevant to workplace communication. However, the research limitations include a small sample size, context-specific data, and the absence of large corpus analysis. Despite this, the study provides detailed pragmatic insights not accessible through large-scale quantitative research.

2. Literature Review

Research on Business English as a Lingua Franca (BELF) provides the conceptual foundation for understanding workplace email communication as primarily goal-oriented and efficiency-driven. Rather than adhering to native-speaker norms, BELF users prioritise clarity, pragmatic success, and task completion [1]. In international business contexts, English functions as a “neutral working tool”, where communicative success is measured by effectiveness rather than formal linguistic accuracy [5]. This perspective reframes formality and politeness as context-sensitive communicative resources rather than fixed or normative requirements. Supporting this view, Nickerson [6] demonstrates through corpus-based analysis that workplace communication often relies on simplified structures and reduced linguistic complexity, reinforcing the centrality of efficiency in professional discourse. As Kankaanranta and Louhiala-Salminen [1] note, BELF communication is “not about correctness but about getting the job done.” At the same time, however, research indicates that even in efficiency-oriented environments, pragmatic appropriateness remains essential, particularly in hierarchical interactions such as student–instructor email communication.

This need for pragmatic balance is addressed within the broader framework of pragmatics, particularly theories of politeness, directness, and hedging. Brown and Levinson [7] conceptualise communication in terms of face management, distinguishing between positive politeness, which serves to build interpersonal rapport, and negative politeness, which mitigates imposition. Leech [8] further develops this model by emphasising that politeness operates along a continuum and is subject to context-dependent variation. In BELF contexts, politeness is therefore not maximised but calibrated, as communicative effectiveness depends on pragmatic competence and context-sensitive adjustment rather than strict

adherence to formal politeness norms. In this sense, politeness is best understood as a matter of degree rather than an absolute category, requiring careful adjustment to the communicative situation.

A number of studies have demonstrated that non-native users of English frequently struggle with this calibration, particularly in email communication. Economidou-Kogetsidis [2] shows that learner emails often exhibit pragmatic imbalance, characterised by excessive directness and insufficient mitigation. Requests such as “Send me the file” or “Answer as soon as possible” may be grammatically acceptable but function as face-threatening acts in hierarchical contexts due to their lack of politeness marking. Similarly, Bjørge [12] highlights the role of power distance in shaping expectations of politeness, showing that asymmetrical relationships typically require a greater degree of mitigation. These findings suggest that student-written emails often prioritise efficiency at the expense of interpersonal appropriateness, leading to communicative tension and potential pragmatic failure.

Hedging and mitigation play a central role in addressing this tension by allowing speakers to soften their communicative intent and reduce imposition. Holmes [9] emphasises the function of hedging in modifying illocutionary force, whereas Hyland [10] defines it as a strategic means for speakers to withhold full commitment to their propositions. In professional email communication, hedging is typically realised through modal verbs such as '*could*', '*would*', and '*might*', as well as lexical devices including '*perhaps*', '*possibly*', and '*I think*'. Although such devices contribute to politeness and interpersonal sensitivity, their excessive use may result in verbosity and reduced clarity, especially in contexts where efficiency is a primary communicative goal. As Hyland [10] observes, hedging functions simultaneously as a marker of politeness and a form of strategic ambiguity, underscoring its dual role in professional discourse.

The specific characteristics of email communication further complicate this balance. Email has been described by Gains as a hybrid genre that combines features of spoken and written discourse [13]. It is typically characterised by immediacy, reduced structural formalities, and a tendency towards brevity, yet it must also accommodate relational work, including the maintenance of appropriate tone and politeness. Gains argues that email represents a distinct communicative style rather than merely a new medium, requiring users to negotiate between clarity and interpersonal sensitivity. Empirical studies indicate that this balance is often unstable: some writers produce overly concise and direct messages, while others rely heavily on formulaic politeness routines, leading to redundancy and excessive length.

Recent developments in AI-generated language introduce an additional layer of complexity to professional communication. Bender et al. [4] argue that

large language models generate text through statistical pattern recognition, a process described as "stochastic parroting", which prioritises fluency over genuine communicative intent. Similarly, Floridi and Chiriatti [3] suggest that AI-generated discourse tends toward standardisation and risk avoidance, resulting in structurally uniform and highly polite texts. While such features may enhance formal correctness, they can also reduce contextual sensitivity and authenticity, leading to communication that appears fluent but lacks depth or adaptability.

More recent research by Sanz-Tejeda et al. confirms that generative AI significantly improves surface-level aspects of writing, including coherence, lexical richness, and discourse organisation [11]. Khampusaen [14] similarly reports improvements in the structure and argumentative quality of AI-assisted writing, particularly among EFL students. These findings are consistent with Lin's [15] argument that AI facilitates writing through cognitive offloading, enabling users to focus on higher-level content generation. However, these benefits are accompanied by notable drawbacks. AI-generated texts often display stylistic homogeneity and a diminished authorial voice, suggesting a shift towards standardised discourse practices, as Geng and Trotta observe [16].

Concerns about authenticity and credibility have also increased. Tufts et al. indicate that distinguishing between human-written and AI-generated texts is becoming more difficult, raising questions about authorship and trust [17]. At the same time, Jindal [18] observes that the widespread production of synthetic content introduces challenges related to originality and reliability, potentially undermining confidence in written communication. In the context of email communication, these issues showcase the tendency of AI systems to generate texts that are structurally appropriate but often excessively elaborate. Jovic and Mnasri [19] show that AI-generated emails frequently struggle with conciseness and tonal consistency, resulting in messages that are longer than necessary and less efficient.

Recent studies on human–AI interaction also highlight the importance of pragmatic calibration. Yin et al. [20] demonstrate that both insufficient and excessive politeness can negatively affect communicative outcomes, suggesting the existence of an optimal level of politeness. Similarly, Zhao and Ming [21] emphasise the role of politeness as a mechanism of social efficiency, even in interactions with AI systems. Dobariya and Kumar [22] add that overly polite or heavily mitigated language does not necessarily improve communicative clarity and may, in some cases, hinder it. These findings reinforce the view that politeness is not a maximal value but a variable that must be carefully adjusted to context.

The reviewed literature points to a fundamental asymmetry in contemporary communication practices. On the one hand, AI-generated writing

enhances structural coherence, lexical sophistication, and formal correctness, but introduces verbosity, over-politeness, and reduced authenticity. On the other hand, human BELF users typically maintain efficiency and clarity but risk pragmatic failure due to excessive directness and insufficient mitigation. As a result, both human and AI-generated writing deviate from an optimal communicative balance in opposite directions: human writing tends towards pragmatic underperformance, while AI-generated discourse exhibits pragmatic overcompensation.

3. Methodology

Research Design. This study employs a qualitative contrastive case study design to examine differences between human-written and AI-generated emails in a university EFL context. The approach enables a systematic comparison of communicative and pragmatic features across two parallel datasets constructed around identical scenarios.

The **data** include two comparable sets. The first set consists of student–instructor emails representing typical academic interactions such as announcements, requests for extensions, clarifications, complaints, and follow-ups. These texts are analysed with a focus on directness (including imperative structures), the absence or reduction of mitigation, and limited use of politeness markers. All emails are selected for representativeness of recurrent communicative tasks and anonymized to protect personal data.

A parallel dataset consists of AI-generated emails produced in response to the same communicative prompts. These texts are examined for their politeness formulae, hedging (e.g., combinations of modal verbs and softeners), and structurally expanded, longer message formats. AI-generated texts are used strictly for research comparison.

The study uses purposive sampling, selecting approximately 10–15 email pairs (human vs AI) covering a range of communicative functions. This sample size is sufficient for identifying recurring patterns, conducting qualitative comparison, and ensuring analytical relevance.

Analytical procedures include three stages. The first stage is focused on directness, which is examined through the **contrast** between imperative constructions and modalised requests, alongside the presence or absence of softening devices. At the second stage, politeness strategies are analysed within the framework of positive politeness (rapport-building, friendliness) and negative politeness (indirectness, mitigation of imposition). Third, hedging is investigated through both modal verbs (e.g., *could, would, might*) and lexical markers (e.g., *perhaps, kindly, just*) for an assessment of how uncertainty and politeness are linguistically realised.

The **comparison** focuses on the level of directness, degree of politeness, message length, pragmatic adequacy, and perceived authenticity (Table 1). Human emails tend to display higher levels of directness, often excessive, combined with a lack of politeness strategies and relatively concise structures. In contrast, AI-generated emails typically exhibit lower directness due to heavy overextended politeness, mitigation, increased verbosity, and a more standardised, template-like character.

Table 1

Comparative Dimensions of Human/AI Business Emails

Feature	**Human Emails**	**AI Emails**
Directness	High (often excessive)	Low (heavily mitigated)
Politeness	Underused	Overused
Length	Short, efficient	Long, verbose
Pragmatic adequacy	Sometimes insufficient	Sometimes exaggerated
Authenticity	Contextually real	Standardized, less personal

Evaluation Criteria. The analysis is based on four evaluative parameters. Communicative effectiveness is assessed through clarity of the request and ease of interpretation. Efficiency is evaluated in terms of brevity and the absence of redundancy. Pragmatic appropriateness relates to the balance between politeness and directness, while authenticity is examined through naturalness of expression and contextual fit.

The **limitations** of this study are conditioned by several factors. First, due to the fast-evolving nature of the field, where emerging findings often appear in preprint form prior to journal publication, part of the analytical framework is informed by recent conference papers and preprints, such as research on AI-mediated communication and politeness in large language models. Relying on such sources ensures consideration of current developments, although it may involve work that has not yet undergone full peer review. Second, AI-generated texts are produced under controlled conditions using identical prompts, which enhances comparability but may not fully reflect real-world usage where users

edit or adapt outputs with AI tools. Third, the human email selection is restricted to student–instructor communication in an academic setting, which limits the possibility to generalise findings to broader professional or intercultural contexts.

Despite these limitations, this research design makes it possible to closely study the differences in politeness and the communication compromises between human and AI-written emails.

4. Results: Comparative Analysis of Email Samples

The methodological design described above enables a detailed comparison of human and AI-generated email communication. The analysis compares human and AI-generated email samples across directness, politeness, and hedging, focusing on their impact on communicative effectiveness and authenticity.

Tables 2-5 illustrate sample annotated human and AI-generated email pairs.

Table 2

Deadline Extension Request

Human Email (Student)	**AI Email**
Hello, I cannot submit the assignment today. I need another deadline because I was sick. Thanks.	Dear Professor, I hope this message finds you well. I am writing to kindly request an extension for the assignment deadline, as I have recently been unwell. I would greatly appreciate it if you could consider granting me additional time to complete the task. Thank you very much for your understanding. Kind regards, [Name]
Pragmatic features	
Directness: very high → "I need another deadline" (demanding) *Politeness*: minimal → no mitigation, no polite request form *Hedging*: absent *Efficiency*: high (very short) *Pragmatic issue*: high imposition, risks face-threatening act	*Directness*: low → indirect request ("I am writing to kindly request…") *Politeness*: high → multiple markers (kindly, greatly appreciate) *Hedging*: strong (could consider) *Efficiency*: reduced → long message for simple request *Authenticity*: formulaic structure

Table 3

Asking for Feedback

Human Email (Student)	**AI Email**
Hi, Check my essay and tell me my mistakes. Thanks.	Dear Professor [Name], I hope you are doing well. I would like to kindly ask if you could review my essay and provide feedback at your convenience. Your guidance would be greatly appreciated, as it would help me improve my work. Thank you in advance for your time and support. Sincerely, [Name]
Pragmatic features	
Directness: very high → imperative verbs (check, tell) *Politeness*: minimal *Hedging*: none *Tone*: abrupt *Effectiveness*: clear but pragmatically weak	*Directness*: low *Politeness*: very high *Hedging*: moderate-high (would like, could) *Efficiency*: moderate-low (repetition of gratitude) *Authenticity*: predictable phrasing

Table 4

Clarification Request

Human Email (Student)	**AI Email**
Hello, I don’t understand task 2. Explain what to do.	Dear Professor, I hope this message finds you well. I am writing to ask if you could please clarify the instructions for Task 2, as I am not entirely sure how to approach it. I would be very grateful for your guidance. Thank you for your time and assistance. Best regards, [Name]

Human Email (Student)	AI Email
Pragmatic features	
Directness: high *Politeness*: lacking *Hedging*: none *Clarity*: high but blunt *Pragmatic adequacy*: insufficient mitigation	*Directness*: low *Politeness*: high *Hedging*: present (not entirely sure) *Efficiency*: reduced by repetition *Authenticity*: generalized phrasing

Table 5

Follow-up Email

Human Email (Student)	AI Email
Hi, You didn't reply to my previous message. Answer my question.	Dear Professor, I hope you are doing well. I am writing to kindly follow up on my previous email, as I wanted to check if you had an opportunity to review it. I would greatly appreciate any update at your convenience. Thank you very much for your time. Kind regards, [Name]
Pragmatic features	
Directness: extremely high *Politeness*: absent *Tone*: potentially confrontational *Pragmatic failure*: high risk	*Directness*: very low *Politeness*: high *Hedging*: strong *Efficiency*: low (indirect and lengthy) *Tone*: overly cautious

5. Overview of Findings

The comparative analysis of paired email samples reveals a systematic contrast between human-written and AI-generated texts across the key dimensions of directness, politeness, hedging, and communicative efficiency. Human-written emails tend to exhibit a high degree of directness combined with

minimal politeness marking, whereas AI-generated emails display reduced directness alongside extensive politeness strategies and hedging. These opposing tendencies confirm the initial hypothesis of a pragmatic imbalance manifesting in two different directions.

5.1. Directness and Communicative Efficiency

Human-written emails are characterised by a prominent level of directness, frequently realised through imperative constructions and the absence of mitigating devices. This linguistic economy contributes to clarity of intent and facilitates rapid interpretation, which is particularly compatible with Business English as a Lingua Franca (BELF) norms, where efficiency and explicitness are prioritised. However, excessive directness often results in face-threatening acts and may lead to pragmatic breakdown, especially in hierarchical contexts such as student–instructor communication.

In contrast, AI-generated emails systematically avoid directness by employing indirect requests, modal constructions, and syntactically embedded clauses. While this reduces the perceived level of imposition, it increases cognitive processing effort and diminishes communicative immediacy. These findings indicate that communicative efficiency is not simply a function of directness or politeness alone, but rather of their balance. Both excessive directness and excessive indirectness negatively affect effectiveness.

5.2. Politeness Strategies and Pragmatic Calibration

The analysis reveals a clear divergence in the deployment of politeness strategies. Human emails generally demonstrate minimal politeness marking and limited sensitivity to hierarchical norms, which suggests underdeveloped pragmatic competence. By contrast, AI-generated emails rely heavily on formulaic politeness expressions, including recurrent phrases such as “I would greatly appreciate…” and “I hope this message finds you well.”

This pattern supports the view that AI systems function as politeness-maximisation mechanisms, prioritising safety, non-imposition, and generalised appropriateness. However, this tendency leads to redundancy and stylistic predictability, which can reduce the communicative impact of the message. The findings demonstrate that politeness is most effective when contextually calibrated. When overextended, it becomes both inefficient and pragmatically marked.

5.3. Hedging and Mitigation

A key distinction between the two datasets lies in the distribution of hedging devices. Human-written emails typically contain little or no hedging, which contributes to their clarity but may intensify perceived directness. In contrast, AI-generated emails employ systematic hedging through modal verbs and lexical softeners.

This results in increased interpersonal sensitivity but also introduces a degree of vagueness and reduced decisiveness. In several instances, multiple hedging devices are layered within a single request, significantly weakening its illocutionary force. These observations suggest that while hedging serves an important politeness function, its excessive use leads to a dilution of communicative intent.

5.4. Authenticity and Formulaicity

One of the most significant findings concerns the issue of authenticity. Human-written emails, despite occasional pragmatic shortcomings, are contextually grounded and reflect genuine communicative pressure. Their variability contributes to a sense of naturalness and situational relevance.

By contrast, AI-generated emails, although structurally refined and grammatically accurate, display repetitive and predictable patterns, particularly in openings and closings. This results in stylistic homogenisation, where texts appear interchangeable and detached from specific communicative contexts. These findings suggest that authenticity in professional communication is not defined by formal correctness alone, but by contextual adequacy and variability.

5.5. Communicative Effectiveness: A Trade-off Model

The comparison indicates a systematic trade-off between key communicative dimensions. Human emails demonstrate high efficiency and authenticity but lack sufficient politeness and pragmatic calibration. AI-generated emails achieve high levels of politeness and mitigation but at the cost of efficiency and naturalness. In this sense, neither dataset fully satisfies the combined requirements of clarity, brevity, and pragmatic appropriateness.

6. Interpretation of Findings

The results support the broader argument that effective email communication in BELF contexts depends on achieving a balance between efficiency and politeness. Human writers tend to prioritise speed and task completion, often neglecting relational and pragmatic considerations. AI systems, conversely, compensate for this deficit by over-introducing politeness and mitigation, but this compensation becomes excessive and counterproductive.

These findings align with pragmatic theories of politeness (Brown & Levinson [7]) and recent research on AI-mediated discourse, suggesting that communicative effectiveness depends on balancing informational efficiency with relational appropriateness.

The data thus point to the existence of an optimal pragmatic zone characterised by moderate directness, selective politeness, and strategic, minimal hedging. Notably, neither human nor AI-generated emails consistently occupy this zone, highlighting a gap between current communicative practices and optimal performance.

The study demonstrates a clear asymmetry between the two modes of writing. Human emails are efficient but pragmatically underdeveloped, whereas AI-generated emails are pragmatically enriched but less efficient and less authentic. These findings lead to the conclusion that AI-assisted writing improves formal politeness but tends to overcorrect, resulting in decreased efficiency and reduced communicative authenticity.

Effective professional communication, therefore, does not lie in uncritical reliance on AI-generated output, but in its informed adaptation, ensuring an appropriate balance between clarity, politeness, and brevity. Within BELF contexts, this balance is particularly critical, as communication prioritises clarity and task orientation while maintaining functional interpersonal alignment.

7. Conclusion

This study demonstrates that effective email communication in Business English as a Lingua Franca (BELF) contexts depends on avoiding communicative extremes and maintaining a flexible balance between informational clarity and relational appropriateness. The findings show that both insufficient use of politeness, typical of human-written emails, and excessive politeness, characteristic of AI-generated texts, reduce communicative effectiveness in different ways. Rather than reinforcing either tendency, effective professional communication requires calibrated use of linguistic resources adapted to context.

From a scientific perspective, the study contributes to research in pragmatics, discourse analysis, and AI-mediated communication by empirically illustrating how imbalance in directness, politeness, and hedging influences communicative outcomes. It advances the understanding of politeness not as an inherently positive feature, but as a variable that must be contextually aligned with efficiency and clarity, particularly in institutional and hierarchical communication settings.

The study also has practical implications for language pedagogy and professional communication. It highlights the need to explicitly teach pragmatic competence in EFL and translation programmes, focusing on how to adjust levels of directness, politeness, and mitigation according to communicative goals. In workplace contexts, the findings indicate that effective email writing should prioritise clarity and brevity while maintaining a sufficient degree of interpersonal appropriateness.

In addition, the study reconceptualises the role of AI in writing practices. AI-generated text should not be adopted uncritically as a model of “correct” communication. Instead, it should be treated as a resource that requires active user intervention. Effective application of AI involves selectively adapting generated content, reducing redundancy, and ensuring alignment with context-specific communicative needs.

Further research may extend this study by examining larger and more diverse corpora, including workplace communication across professional domains and intercultural settings. Quantitative analyses could provide additional insight into the distribution of pragmatic features, while experimental studies may explore how different audiences perceive variations in politeness and directness. Moreover, future work should investigate how users interact with AI-generated texts in real writing practices, particularly in educational environments increasingly shaped by AI tools.

Overall, the study suggests that the effectiveness of AI-assisted communication lies not in substitution, but in informed and critical integration, where human judgement remains central to achieving clarity, appropriateness, and authenticity.

Declaration of AI Usage. The study represents the authors' original research, analysis, and conclusions. AI tools (M365 Copilot and Grammarly) were used solely for language editing to improve clarity and correct non-native inconsistencies. All ideas and interpretations are the authors' own.

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LINGUISTIC MODELING OF INTERCULTURAL COMMUNICATION IN THE GLOBALIZED WORLD. MULTICULTURALISM AND ITS TRENDS IN THE CONTEXT OF GLOBALIZATION

Abstract. The article is devoted to the study of linguistic modeling of intercultural communication in the context of global transformations in 2025-2026, which include the digitalization of the economy, the intensification of international contacts, and the growing role of artificial intelligence in language interaction. The study traces the evolution of communication approaches from classical linear models, viewed as one-way information transmission, to modern transactional models that take into account feedback, context, and the cultural codes of participants.

The cognitive-linguistic model CLIF (Cognitive-Linguistic Integration Framework) and its application for analyzing neural processing of linguistic stimuli in an intercultural context are examined, particularly in conditions of multilingualism and semantic ambiguity. It is shown that CLIF enables a more precise description of the interaction between linguistic structures, cognitive processes, and cultural attitudes in the formation of meaning.

Economic consequences of language barriers in international trade are also considered through the Language Barrier Index (LBI), which assesses losses in communication efficiency and their impact on transaction costs and decision-making. In this context, cultural localization is defined as a tool for adapting global brands to local markets while preserving their identity.

Attention is also given to the impact of artificial intelligence on intercultural discourse, particularly the problem of algorithmic bias and the risks of content distortion in automatic translation. Approaches to mitigating these risks through improved models and ethical development standards are outlined.

It is proven that companies with a high level of ethnic and cultural diversity demonstrate a financial advantage of up to 27%, emphasizing the importance of intercultural competence as an economic asset. It is also established that the projected 2.6% growth in global trade increases the need for business intercultural adaptability.

The role of universities as institutions for forming a multicultural linguistic personality and developing cognitive flexibility is substantiated. It is concluded that linguistic modeling is aimed at creating a communicative space in which cultural diversity serves as a source of innovation and cooperation.

Keywords: linguistic modeling, intercultural communication, globalization, multiculturalism, polycultural linguistic personality, international economic relations, cognitive linguistics, artificial intelligence, cultural localization, Language Barrier Index.

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ЛІНГВІСТИЧНЕ МОДЕЛЮВАННЯ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ В ГЛОБАЛІЗОВАНОМУ СВІТІ. МУЛЬТИКУЛЬТУРАЛІЗМ ТА ЙОГО ТЕНДЕНЦІЇ В КОНТЕКСТІ ГЛОБАЛІЗАЦІЇ

Анотація. Статтю присвячено дослідженню лінгвістичного моделювання міжкультурної комунікації в умовах глобальних трансформацій 2025-2026 років, що охоплюють цифровізацію економіки, інтенсифікацію міжнародних контактів і зростання ролі штучного інтелекту в мовній взаємодії. У роботі простежено еволюцію підходів до комунікації – від класичних лінійних моделей як односторонньої передачі інформації до сучасних транзакційних моделей, які враховують зворотний зв'язок, контекст і культурні коди учасників.

Досліджено когнітивно-лінгвістичну модель CLIF (Cognitive-Linguistic Integration Framework) та її застосування для аналізу нейронної обробки мовних стимулів у міжкультурному контексті, зокрема в умовах багатомовності та семантичної неоднозначності. Показано, що CLIF дозволяє точніше описувати взаємодію мовних структур, когнітивних процесів і культурних установок у формуванні смислу повідомлення.

Також розглянуто економічні наслідки мовних бар'єрів у міжнародній торгівлі через Індекс мовних бар'єрів (LBI), який оцінює втрати ефективності комунікації та вплив на трансакційні витрати і прийняття рішень. У цьому контексті культурна локалізація визначається як інструмент адаптації глобальних брендів до локальних ринків при збереженні їхньої ідентичності.

Також увагу приділено впливу штучного інтелекту на міжкультурний дискурс, зокрема проблемі алгоритмічної упередженості та ризикам

викривлення змісту при автоматичному перекладі. Окреслено підходи до зменшення цих ризиків через вдосконалення моделей і етичні стандарти розробки.

Доведено, що компанії з високим рівнем етнічного та культурного різноманіття демонструють фінансову перевагу до 27%, що підкреслює значення міжкультурної компетентності як економічного активу. Встановлено, що зростання світової торгівлі на 2,6% підсилює потребу в міжкультурній адаптивності бізнесу.

Обґрунтовано роль університету як інституту формування полікультурної мовної особистості та розвитку когнітивної гнучкості. Зроблено висновок, що лінгвістичне моделювання спрямоване на створення комунікативного простору, де культурне різноманіття є джерелом інновацій і співпраці.

Ключові слова: лінгвістичне моделювання, міжкультурна комунікація, глобалізація, мультикультуралізм, полікультурна мовна особистість, міжнародні економічні відносини, когнітивна лінгвістика, штучний інтелект, культурна локалізація, Індекс мовних бар'єрів.

Problem Statement. The global landscape of 2026 is shaped by an unprecedented convergence of geopolitical shifts, technological acceleration, and hyperconnectivity. International organizations record a transformation in the very nature of globalization: it is no longer exclusively an economic process but has become a systemic change in institutional governance that transcends national boundaries and gives rise to the phenomenon of a «superculture» — a supranational cultural space that simultaneously enriches and threatens local identities [1, p. 211].

Addressing this problem requires a shift from passive tolerance toward active «intercultural fluency». For students and practitioners in the field of international economic relations, this primarily means developing a «polycultural linguistic personality» — an individual who is not merely a carrier of professional knowledge but a mediator between diverse cultural systems. This capacity is becoming decisive in an era when digital transformation demands that leaders engage with equal effectiveness in both AI-mediated and direct human contacts [2, p. 73].

Analysis of Recent Research and Publications. The scientific understanding of intercultural communication has evolved from simplified linear schemes to complex transactional models. Early cybernetic approaches, notably the Shannon–Weaver model [9], laid a mathematical foundation for the analysis of information transfer but were criticized for overlooking the dynamic feedback loops inherent in living human communication. Subsequent development

integrated sociological, psychological, and anthropological perspectives [4, p. 2]. In contemporary scholarship, the dominant framework remains Michael Byram's model of Intercultural Communicative Competence (ICC), which synthesizes linguistic and cultural dimensions into a single construct. Byram argues that linguistic competence must be organically integrated with intercultural competence, the latter comprising five key «savoirs»: attitudes (openness and curiosity), knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness [2, p. 73].

Modern adaptations of ICC models increasingly incorporate digital literacy and multilingual identity. Statistical approaches are applied to validate these hybrid frameworks [3, p. 5]. Research published in Frontiers in Education (2025) demonstrates that ICC competence is a statistically significant predictor of academic and professional success in international environments [4, p. 2].

At the intersection of theory and practice, an important role belongs to Geert Hofstede's cultural dimensions, whose comparative methodology for analyzing values, behaviors, institutions, and organizations across countries remains an indispensable tool for applied research in international management [8, p. 55]. However, researchers rightly point to the static character of these dimensions, which do not always capture dynamic cultural shifts under accelerated globalization [13, p. 12].

Despite extensive research, the quantitative measurement of linguistic modeling's impact on international trade efficiency, as well as the mechanisms for integrating AI tools into the formation of a polycultural linguistic personality within Ukrainian higher education, remain insufficiently explored. These are precisely the questions to which this article is devoted.

Research Objective. The aim of this article is a comprehensive analysis of linguistic modeling as a scientific instrument for managing intercultural communication in the globalized world, as well as an examination of the key trends in multiculturalism for 2025–2026.

To achieve this aim, the following objectives have been defined: 1) to analyze the evolution of theoretical approaches to the linguistic modeling of intercultural communication; 2) to examine the Cognitive-Linguistic Integration Framework (CLIF) and its heuristic potential; 3) to quantitatively assess the economic dimension of language barriers through the LBI; 4) to identify the key trends in multiculturalism for 2025–2026; 5) to reveal the role of AI in intercultural discourse.

Main Research Material.

Linguistic Modeling: From Theory to Cognitive Integration. Linguistic modeling in 2026 is understood as a systematic and formally structured

representation of language functions aimed at explaining, simulating, and predicting communicative outcomes across different linguistic and cultural environments.

In contrast to earlier descriptive traditions in linguistics, contemporary modeling approaches emphasize computational operability, empirical validation, and interdisciplinary integration.

This means that language is no longer studied only as a static system of rules, but as a dynamic, data-driven process that interacts continuously with cognition, social context, and technological mediation.

A key development of recent years is the emergence of the Cognitive-Linguistic Integration Framework (CLIF), which links linguistic stimuli to real-time neural responses. This framework represents a shift toward neurocognitively grounded linguistics, where language processing is examined not only through behavioral outcomes (such as comprehension or translation accuracy), but also through measurable brain activity. By leveraging deep learning technologies together with neuroimaging methods such as fMRI and EEG, researchers are able to identify how specific lexical choices, syntactic constructions, or discourse patterns influence activation in brain regions associated with attention, memory encoding, emotional evaluation, and decision-making processes [3, p. 5].

CLIF is a direct response to the limitations of earlier linguistic and communication models that treated language primarily as an autonomous system of signs, largely separated from the cognitive architecture of its users. Traditional structuralist and information-theoretic approaches, while methodologically important, often failed to account for variability in interpretation, emotional resonance, and cultural framing. In contrast, CLIF is premised on the idea that linguistic comprehension is simultaneously a linguistic, cognitive, emotional, and neurobiological phenomenon. This integrated perspective allows researchers to move beyond binary distinctions such as “correct/incorrect interpretation” and instead focus on probabilistic models of meaning construction that vary depending on context, prior knowledge, and cultural conditioning.

The applied significance of CLIF lies in its provision of a scientific toolkit for optimizing “linguistic framing” — that is, the strategic selection and organization of linguistic means in order to align communication with the cognitive expectations and interpretive schemas of a target audience. In practical terms, this includes adapting terminology, metaphorical structures, argumentation patterns, and even syntactic complexity to maximize clarity, persuasive effect, or emotional engagement. Within international communication, marketing, diplomacy, and education, such optimization becomes a critical factor in reducing misunderstandings and increasing communicative efficiency across cultural boundaries [3, p. 1].

A central analytical component of CLIF is the study of semantic networks – complex, multidimensional structures of relationships among lexical units within and across languages. In cognitive-linguistic terms, words do not function as isolated units of meaning; rather, they exist as nodes within interconnected networks shaped by frequency of use, cultural salience, contextual associations, and experiential grounding. These networks vary significantly between cultures, meaning that even seemingly equivalent terms may activate different conceptual associations in different linguistic communities. This phenomenon is particularly relevant in translation studies and intercultural negotiation, where semantic asymmetry can lead to subtle but consequential distortions in meaning.

Language itself is an extraordinarily layered phenomenon: every utterance simultaneously exists as a sequence of phonemes, morphological units, syntactic structures, pragmatic intentions, and discourse-level strategies. In intercultural communication contexts, this complexity is further amplified by differences in cultural scripts, communicative norms, and implicit assumptions about politeness, authority, and emotional expression. Therefore, modeling such variability requires a neuropsychologically grounded and computationally supported approach capable of capturing both micro-level linguistic structures and macro-level cultural patterns.

The integration of semantic network analysis within CLIF opens new possibilities for the preparation of intercultural mediators, translators, and international communication specialists. Rather than focusing solely on lexical equivalence or grammatical accuracy, training can be oriented toward the transmission of holistic meaning systems, including cultural connotations, pragmatic intent, and emotional tone. In this sense, the task of the mediator shifts from literal translation to cognitive and cultural reconstruction of meaning across systems.

The Economic Dimension of Language Barriers: The Language Barrier Index (LBI). The economic dimension of intercultural communication finds quantitative expression in the Language Barrier Index (LBI). Empirical research consistently demonstrates that linguistic obstacles significantly increase trade costs and heighten the probability of commercial disputes. Gravity models of international trade regularly reveal that countries sharing an official language trade with each other far more intensively — the «language premium» in some studies reaches 20–30% of total trade volume [5, p. 12].

A shared official language or high proficiency in English functions as «linguistic capital», facilitating negotiations and building trust between trading partners. According to UNCTAD data (2026), projected global trade growth stands at approximately 2.6%, and in this subdued environment the ability to relocate production closer to key markets — a process requiring a high level of

intercultural fluency — becomes critically important for building supply-chain resilience [5, p. 12].

The LBI is a composite indicator that aggregates several dimensions of linguistic distance: the genealogical distance between languages, the proficiency of business elites in international lingua francas, and the availability of quality translation and legal services. Companies that systematically invest in reducing their own LBI through the hiring of multilingual specialists and cultural-linguistic training demonstrate better results when entering new markets [6].

Multiculturalism Trends 2025–2026: Cultural Localization and Adaptive Messaging. The trends in multiculturalism for 2025–2026 are increasingly defined by the concept of "cultural localization," which reflects a broader shift in global communication strategies from standardized messaging toward culturally adaptive and context-sensitive approaches. In a highly interconnected digital environment, consumers are no longer passive recipients of global content; instead, they actively expect brands and organizations to reflect their local values, aesthetic preferences, and linguistic identities. This expectation is especially pronounced among Generation Z (81%), who demonstrate a strong preference for culturally relevant and locally grounded communication.

Empirical data illustrates this transformation clearly. In the United Kingdom, the consumption of non-English-language content on platforms such as Netflix increased by 90% between 2020 and 2023. This growth indicates not only rising linguistic diversity in media consumption but also a broader cultural shift toward openness, hybridity, and cross-cultural engagement. As a result, cultural boundaries are becoming increasingly porous, and global communication is evolving into a complex ecosystem of overlapping linguistic and cultural spaces [6].

Cultural localization, however, is far more complex than straightforward translation. It involves a multidimensional process of adapting content across several layers, including visual design, color symbolism, humor, narrative framing, and culturally specific references. Even argumentation styles and persuasive strategies may vary significantly across cultures, requiring careful adjustment to ensure that messages are both understandable and culturally appropriate. Companies that systematically invest in analyzing these cultural dimensions gain a sustainable competitive advantage, as their communication becomes more authentic, emotionally resonant, and contextually accurate [7, p. 45].

Another key trend is the increasing importance of "intercultural literacy in AI and design." As artificial intelligence systems take on a growing role in content

generation, personalization, and automated interaction, the risk of cultural bias and misinterpretation also increases. AI models trained on limited or culturally unbalanced datasets may unintentionally reproduce stereotypes, distort meanings, or fail to recognize culturally specific norms of communication. These algorithmic "blind spots" are becoming a serious challenge for global organizations, as they directly affect user trust and communication effectiveness.

In parallel, the concept of "adaptive messaging" is gaining prominence as a more advanced form of cultural communication. Adaptive messaging involves not only translating language but also dynamically adjusting tone, visual elements, layout, symbolism, and interaction style according to regional cultural expectations. At the same time, it requires maintaining a balance between localization and authenticity, ensuring that cultural adaptation does not turn into oversimplification or distortion of meaning. This approach reflects a broader evolution in global communication toward greater flexibility, cultural sensitivity, and strategic personalization [5, p. 12; 7].

Artificial Intelligence and the Future of Intercultural Discourse. Artificial intelligence is radically transforming the nature of intercultural discourse in two opposing directions simultaneously. On the one hand, machine translation systems are rapidly increasing the accessibility of intercultural communication, lowering language barriers for billions of people. On the other hand, these same systems are capable of reproducing and amplifying cultural biases embedded in training data, thereby creating new forms of cultural inequality [3, p. 5].

The problem of algorithmic bias has become particularly acute with the widespread adoption of generative AI systems. When large language models are trained predominantly on texts reflecting certain cultural perspectives, they inadvertently impose those perspectives in their interactions with users from other cultural contexts. This is not merely a technical but also a deeply ethical problem [4, p. 2].

The response to this challenge lies in developing the practice of «culturally inclusive AI». This entails: diversifying training datasets to represent a broad spectrum of languages and cultural perspectives; involving cross-cultural teams in the development and evaluation of AI systems; and implementing feedback mechanisms from representatives of diverse cultural groups [3, p. 5].

Conclusions and Prospects for Further Research. Linguistic modeling provides a comprehensive analytical apparatus for navigating the complex globalized world of 2025–2026. The integration of cognitive-linguistic integration models such as CLIF with traditional ICC-based approaches enables a deeper understanding of how language and culture interact simultaneously at the

neural and social levels. The documented trends unambiguously indicate that intercultural fluency has ceased to be a privilege and has become a strategic necessity for brands, governments, and educational institutions [1, p. 211; 3, p. 1].

Artificial intelligence opens unprecedented opportunities for scaling intercultural communication, but simultaneously carries the risk of reproducing cultural biases. The answer lies in the conscious design of culturally inclusive AI systems with the involvement of cross-cultural expertise at every stage [3, p. 5; 4, p. 2].

Prospects for further research include: the development and validation of domestic methodologies for assessing the LBI level of Ukrainian companies in international markets; investigation of the effectiveness of digital technologies in forming the polycultural linguistic personality of KNEU students; and a comparative analysis of ICC models in the context of regional markets that represent a priority for Ukrainian business in conditions of post-war recovery and European integration.

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LEXICO-SEMANTIC FEATURES AND TRANSLATION OF U.S. NAVY RANK TITLES IN THE NATO OF/OR FRAMEWORK: ENGLISH, POLISH AND UKRAINIAN

Abstract. The article examines the lexico-semantic structure and translation of U.S. Navy rank titles within the NATO OF/OR framework into Polish and Ukrainian. The study is motivated by the growing importance of naval interoperability, defence terminology standardisation, and precise multilingual communication in NATO-related contexts. In contemporary multinational military cooperation, rank terminology functions not only as a lexical category but also as an operational instrument that ensures clarity of hierarchy, authority, and institutional role. The research demonstrates that NATO rank codes facilitate cross-national comparison, yet they do not eliminate semantic asymmetry between national rank systems, since these systems remain embedded in distinct military traditions, legal frameworks, and historical naming conventions. The article analyses the semantic composition of English naval rank titles, paying particular attention to their hierarchical, functional, and institutional components. English titles often contain explicit markers of rank progression and authority, such as petty officer, chief, senior chief, commander, and admiral, whose meanings are not always directly transferable into other languages. Through comparative analysis, the study reveals that Polish and Ukrainian equivalents display different degrees of terminological correspondence. Polish tends to preserve nationally institutionalised naval titles rooted in its own military tradition, whereas Ukrainian translation frequently relies on functional equivalence, contextual specification, or descriptive rendering in order to bridge structural gaps between systems. Special emphasis is placed on intermediate and

senior enlisted ranks, where the internal U.S. grading model does not fully correspond to either Polish or Ukrainian naval hierarchies. This creates challenges of partial equivalence, requiring translators to consider not only lexical form but also institutional status, NATO code, and communicative purpose. The study argues that translation of naval ranks should be based on a combined analysis of semantic structure, comparative hierarchy, and target-language military norms rather than on literal lexical similarity. The findings confirm that the dominant translation strategies are functional equivalence, descriptive rendering, contextual specification, and terminological substitution. The article proposes a three-level model of professional translation that preserves the original English title, supplements it with the NATO OF/OR code, and provides a target-language equivalent or explanatory note when necessary. The research highlights that accurate rendering of military terminology is essential for ensuring interoperability within multinational defence structures, avoiding misinterpretation in operational communication, and supporting effective academic and institutional discourse in the field of military linguistics.

Keywords: naval ranks; U.S. Navy; NATO rank codes; OF/OR system; military terminology; Polish; Ukrainian; translation equivalence; functional equivalent; descriptive translation.

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ЛЕКСИКО-СЕМАНТИЧНІ ОСОБЛИВОСТІ ТА ПЕРЕКЛАД НАЗВ ВІЙСЬКОВИХ ЗВАНЬ ВІЙСЬКОВО-МОРСЬКИХ СИЛ США У МЕЖАХ СИСТЕМИ НАТО OF/OR: АНГЛІЙСЬКА, ПОЛЬСЬКА ТА УКРАЇНСЬКА

Анотація. У статті досліджується лексико-семантична структура та переклад назв військових звань Військово-морських сил США у межах системи НАТО OF/OR польською та українською мовами. Дослідження

зумовлене зростаючою важливістю військово-морської взаємосумісності, стандартизації оборонної термінології та точної багатомовної комунікації у контекстах, пов'язаних із НАТО. У сучасній багатонаціональній військовій співпраці термінологія військових звань функціонує не лише як лексична категорія, а й як операційний інструмент, що забезпечує чіткість ієрархії, повноважень та інституційної ролі. Дослідження демонструє, що коди військових звань НАТО полегшують міжнаціональне порівняння, однак не усувають семантичної асиметрії між національними системами звань, оскільки ці системи залишаються вкоріненими у різних військових традиціях, правових рамках та історичних номінаційних практиках. У статті аналізується семантичний склад англійських назв військово-морських звань із особливою увагою до їхніх ієрархічних, функціональних та інституційних компонентів. Англійські назви часто містять виразні маркери просування за рангом і влади, такі як petty officer, chief, senior chief, commander та admiral, значення яких не завжди можуть бути безпосередньо передані іншими мовами. Завдяки порівняльному аналізу дослідження виявляє, що польські та українські відповідники демонструють різний ступінь термінологічної відповідності. Польська мова схильна зберігати національно інституціоналізовані військово-морські назви, укорінені у власній військовій традиції, тоді як український переклад часто спирається на функціональну еквівалентність, контекстуальну конкретизацію або описовий переклад для подолання структурних розбіжностей між системами. Особлива увага приділяється проміжним і старшим званням рядового та сержантського складу, де внутрішня модель градації США не повністю відповідає ані польській, ані українській військово-морській ієрархії. Це створює труднощі часткової еквівалентності, що вимагає від перекладача врахування не лише лексичної форми, а й інституційного статусу, коду НАТО та комунікативної мети. У статті обґрунтовується, що переклад військово-морських звань має ґрунтуватися на поєднаному аналізі семантичної структури, порівняльної ієрархії та військових норм мови перекладу, а не на буквальній лексичній подібності. Результати підтверджують, що домінантними перекладацькими стратегіями є функціональна еквівалентність, описовий переклад, контекстуальна конкретизація та термінологічна заміна. У статті пропонується трирівнева модель професійного перекладу, яка передбачає збереження оригінальної англійської назви, доповнення її кодом НАТО OF/OR та надання відповідника мовою перекладу або пояснювальної примітки за потреби. Дослідження підкреслює, що точне відтворення військової термінології є необхідною умовою забезпечення взаємосумісності у багатонаціональних оборонних структурах, уникнення непорозумінь в оперативній комунікації та підтримки ефективного академічного й інституційного дискурсу у сфері військової лінгвістики.

Ключові слова: військово-морські звання; ВМС США; коди військових звань НАТО; система OF/OR; військова термінологія; польська мова; українська мова; перекладацька еквівалентність; функціональний еквівалент; описовий переклад.

Problem Statement. The development of multinational naval cooperation has made military rank terminology a practical issue of interoperability rather than a purely lexicographic problem. In NATO-related communication, the OF/OR system is used to compare personnel categories across national armed forces; however, the system correlates rank levels rather than replacing national naming traditions.

Analysis of recent research and publications. NATO documents refer to STANAG 2116/APersP-01 as the basis for military rank indicators and their cross-national use [1]. Consequently, naval ranks should be interpreted simultaneously as institutional terms, hierarchical markers and culture-bound linguistic units.

The problem is especially visible when U.S. Navy rank titles are transferred into Polish and Ukrainian. English rank titles such as Petty Officer Third Class, Chief Petty Officer or Lieutenant Commander are structurally transparent in English but do not always have one-to-one equivalents in target naval systems. Polish law lists the ranks of the Polish Navy as a national sequence that includes marynarz, mat, bosman, chorąży marynarki, podporucznik marynarki, komandor and admiral [2]. Ukrainian legislation, in turn, has introduced reforms intended to harmonise senior military ranks with NATO-compatible categories, including naval analogues such as commodore and admiral ranks. These parallel systems create a field of partial equivalence, where code-based comparison must be supplemented by semantic and functional analysis.

The purpose of the article. The aim of this article is to identify the major lexico-semantic features of U.S. Navy rank titles and to determine the dominant translation strategies used for their rendering into Polish and Ukrainian. The article focuses on three questions: (1) how the meanings of English naval rank titles are structured; (2) how Polish and Ukrainian equivalents correspond to these meanings; and (3) which translation strategies are most appropriate for ranks that lack direct target-language equivalents.

Presentation of the main research material. The research material consists of U.S. Navy enlisted and officer rank titles, their NATO OF/OR correlation, and their Polish and Ukrainian functional equivalents. The original Ukrainian draft of the article served as the basis for selecting the core set of examples, but the revised version verifies terminology against open official sources. U.S. Navy sources were used to check the English rank sequence, pay-

grade logic and insignia terminology, including official Navy personnel and uniform-regulation materials [3]. Polish equivalents were checked against the Act on Defence of the Homeland, which codifies ranks in the Polish Navy [2]. Ukrainian equivalents were compared with current Ukrainian military-rank legislation and NATO-oriented rank reform materials [4].

The methodology combines lexico-semantic analysis, componential analysis and comparative translation analysis. Each rank title is treated as a specialised term whose meaning is built from several components: service branch, hierarchy, function, seniority and institutional status. Translation strategies are classified as normative equivalent, functional equivalent, generalisation, specification, borrowing/calque and descriptive rendering. This classification is consistent with open studies of military terminology translation, which stress that military terms require accuracy, consistency and contextual adaptation when direct equivalence is absent [5, 6].

The NATO OF/OR framework is designed to facilitate comparison between national rank systems. OF codes refer to officers, whereas OR codes refer to other ranks, including enlisted personnel and non-commissioned officers. Yet NATO codes do not create identical semantic content across languages. They indicate relative level and interoperability category, while the national rank title remains embedded in the institutional history of a particular navy. For this reason, translation based only on code equivalence may be misleading.

For example, the *English Petty Officer* series reflects an internal U.S. Navy structure in which the sequence third class, second class and first class marks a graded non-commissioned hierarchy. Polish uses terms such as *mat, starszy mat, bosmanmat, bosman and starszy bosman,* which belong to a different national naming tradition. Ukrainian uses *матрос, старший матрос, старшина* and higher senior enlisted titles, but the internal distribution does not coincide fully with the U.S. model. Thus, code-based correlation must be interpreted as functional proximity rather than lexical identity.

English naval rank titles may be divided into simple and composite terms. Simple terms include *Seaman, Commander, Captain and Admiral*. Composite terms include *Seaman Apprentice, Petty Officer Third Class, Senior Chief Petty Officer and Lieutenant Commander.* Composite titles are especially important because their meaning is distributed across several components. In *Seaman Apprentice,* the element *seaman* indicates the maritime domain, whereas apprentice denotes an early stage of professional training. In *Petty Officer Third Class, petty officer* identifies a non-commissioned naval authority, while third class specifies the lower grade within that subgroup. In *Senior Chief Petty Officer and Master Chief Petty Officer, senior and master* intensify the hierarchy and mark advanced professional authority.

Officer titles also reveal compositional meaning. *Lieutenant* historically denotes an officer acting in the place of a superior; junior grade specifies the lower level within the lieutenant category. *Lieutenant Commander* combines two command-related markers and refers to an intermediate officer level between lieutenant and commander. *Rear Admiral and Vice Admiral* preserve historical naval positional semantics: rear and vice indicate differentiated levels within the admiralty hierarchy. Such semantic layering explains why literal translation is insufficient. The translator must determine whether the target language has an institutional equivalent or whether the title should be rendered descriptively.

The comparative material is presented below in a continuous analytical form rather than as a table. This format makes it possible to explain not only the formal OF/OR correlation but also the semantic motivation of each rendering, the degree of institutional equivalence, and the translation procedure used in Polish and Ukrainian.

At the enlisted level, *Seaman Recruit* (OR-1) is best rendered in Ukrainian by a generalised descriptive equivalent such as *новобранець or матрос початкового рівня*, whereas Polish uses *marynarz*. The English title combines the *maritime component seaman* with the institutional status component recruit; therefore, the Ukrainian translation tends to generalise the initial service status, while the Polish term foregrounds branch affiliation. *Seaman Apprentice* (OR-2) is translated through functional equivalence: Ukrainian *матрос* or *матрос-курсант* and Polish *starszy marynarz* convey an early stage of professional naval training rather than the literal meaning of apprenticeship. *Seaman* (OR-3) requires contextual specification in Ukrainian as *старший матрос*, while Polish *mat* functions as a stable naval equivalent.

The Petty Officer group illustrates the limits of direct equivalence most clearly. *Petty Officer Third Class* (OR-4) has no full direct Ukrainian equivalent because the U.S. class-based system does not coincide with the Ukrainian hierarchy of naval enlisted and non-commissioned ranks. In academic translation, a descriptive equivalent such as *старшина нижчого рангу* level is preferable. Polish offers functional alternatives, including *starszy mat and bosmanmat*, depending on the institutional table used. *Petty Officer Second Class (OR-5) and Petty Officer First Class (OR-6)* can be rendered more consistently as *старшина 2 статті and старшина 1 статті* in Ukrainian explanatory contexts, while Polish *bosman and starszy bosman* serve as functional equivalents.

The senior enlisted ranks require an even more cautious strategy. *Chief Petty Officer (OR-7), Senior Chief Petty Officer (OR-8) and Master Chief Petty Officer (OR-9)* form a coherent U.S. Navy sequence, but their hierarchy is not reproduced structurally in Polish or Ukrainian. Ukrainian translation should therefore combine the original title, the NATO code and a descriptive-functional

rendering, especially for training and analytical texts. Polish uses *młodszy chorąży marynarki, chorąży marynarki and starszy chorąży marynarki,* which are institutionally valid but do not reproduce the internal metaphor of chiefness and mastery embedded in the English titles. Thus, this group demonstrates that NATO codes are comparative tools, not automatic lexical equivalents.

At the officer level, translation is generally more stable, although not free from ambiguity. *Lieutenant Junior Grade (OF-1)* is rendered by Ukrainian *лейтенант молодшого рангу* and Polish *podporucznik marynarki*; Lieutenant is context-sensitive because the OF code and national hierarchy may differ across systems. *Lieutenant Commander* corresponds functionally to Ukrainian *капітан-лейтенант* and Polish *kapitan marynarki*, while *Commander* is associated with Ukrainian *капітан 2-го рангу* and Polish *komandor podporucznik*. *Captain* is particularly problematic because the naval title differs from the land-force title: in Ukrainian it corresponds to *капітан 1-го рангу* whereas in Polish it may be compared with komandor-level ranks depending on the relevant national table.

Flag-officer ranks show a higher degree of terminological transparency because many European languages share cognate forms. Commodore can be rendered by borrowing in Ukrainian *комодор* and by a functional comparison with Polish *komandor* or admiral-level categories. *Rear Admiral*, *Vice Admiral and Admiral* are relatively stable: Ukrainian *контрадмірал, віцеадмірал, and адмірал* correspond to Polish *kontradmirał, wiceadmirał and admirał* or *admirał floty* in specific national contexts. *Fleet Admiral* (OF-10), however, has no current direct Ukrainian or regular Polish equivalent; it is therefore best treated through historical and descriptive rendering, with explicit reference to the absence of an active national counterpart.

Naval ranks are not only administrative labels; many of them preserve metaphorical and metonymic traces of earlier maritime practice. These figurative elements should not be translated mechanically, because their historical imagery has usually become conventionalised within the rank system. The translator must therefore distinguish between a living metaphor that requires explanation and a lexicalised metaphor that functions as a technical term. This distinction corresponds to a general principle of military terminology translation: institutional meaning has priority over etymological transparency, but etymology may help clarify why direct calquing is misleading [5, 6].

The title *Rear Admiral* is a clear example of spatial metaphor. The component rear originally evokes the back part of a naval formation, where one of the flag officers commanded a section of the fleet. In Ukrainian, *контрадмірал* and in Polish *kontradmirał* do not reproduce the English spatial image literally; instead, they use established terminological equivalents. A literal translation such as «*задній адмірал*» would be semantically transparent but professionally

incorrect. The same principle applies to *Vice Admiral*: *vice* historically means "in place of" or "deputy," but Ukrainian *віцеадмірал* and Polish *wiceadmirał* preserve the conventional rank title rather than translating the underlying substitution metaphor [7].

The titles *Captain and Lieutenant* also contain metaphorical or metonymic motivation. Captain is historically connected with the idea of the "head" or leader, while *Lieutenant* denotes a person who holds the place of another. In translation, however, these internal meanings are subordinated to rank equivalence. Thus, *Navy Captain* should be rendered as Ukrainian *капітан 1 рангу* rather than simply *капітан*, because the latter may activate a land-force association. *Lieutenant Commander* combines the idea of deputised authority with command; its Ukrainian equivalent *капітан 3 рангу* and Polish *kapitan marynarki* translate the institutional level, not the inner metaphor of command replacement [7, 8].

The senior enlisted sequence *Chief Petty Officer, Senior Chief Petty Officer and Master Chief Petty Officer* contains a metaphor of professional mastery and hierarchical seniority. *Chief* marks leadership within the enlisted community, senior intensifies position in the hierarchy, and master suggests the highest level of expertise and authority. Ukrainian and Polish equivalents usually neutralise this metaphor and replace it with functional hierarchy: *головний старшина* or descriptive OR-7/OR-9 renderings in Ukrainian, and *chorąży marynarki*-type equivalents in Polish.

These examples show that metaphor in rank titles is often translated through functional demetaphorisation: the image is reduced, while institutional rank value is preserved.

Conclusions. Consequently, examples of metaphor translation in naval ranks demonstrate three basic procedures: terminological substitution, as in *Rear Admiral — контрадмірал / kontradmirał*; functional demetaphorisation, as in *Master Chief Petty Officer* — descriptive Ukrainian OR-9 rendering; and contextual specification, as in *Captain — капітан 1 рангу* in naval texts. These procedures help avoid false literalness and ensure that the translated rank performs the same classificatory function in the target military discourse.

The comparative analysis shows that U.S. Navy rank titles are not translated adequately by word-for-word substitution. Their semantic structure is hierarchical and institutional. The element *petty officer*, for example, should not be translated as a literal combination of petty and officer; it denotes a specific category of naval non-commissioned personnel. Similarly, chief, senior chief and master chief are not merely adjectives of intensity but formal markers of senior enlisted authority in the U.S. Navy. Official U.S. Navy documents define rates and paygrades as linked to training, experience, knowledge and skill, which confirms the functional nature of these terms [8].

Polish translation shows a relatively high degree of terminological autonomy. Rather than reproducing the English morphology, Polish uses historically established naval titles such as *mat, bosman, chorąży marynarki, komandor and admirał.* This makes Polish equivalents institutionally precise but sometimes less transparent for readers unfamiliar with the Polish Navy. Ukrainian translation, by contrast, often requires functional explanation because modern rank reform, NATO alignment and national naval tradition intersect. In such cases, the translator should preserve the NATO code in parentheses and, where necessary, add a short explanatory phrase.

The most problematic group is the senior enlisted category OR-7 to OR-9. The English sequence *Chief Petty Officer, Senior Chief Petty Officer and Master Chief Petty Officer* is internally coherent in the U.S. Navy, but Polish and Ukrainian systems distribute comparable responsibilities through different rank titles. Therefore, descriptive-functional translation is preferable in academic, training and analytical texts. In official documents, the safest solution is to keep the source title, provide the NATO code and add the national comparative equivalent only when required.

Officer ranks demonstrate greater stability because many European languages share cognate or historically related terms: *admiral, vice admiral, rear admiral, captain and lieutenant.* Nevertheless, even these terms may mislead if they are interpreted without service-branch context. Captain in the Navy is not equivalent to captain in land forces; in Ukrainian it normally corresponds to *капітан 1 рангу* in naval usage, while in Polish it may be compared with komandor-level ranks depending on the table used. Hence, rank translation must be branch-sensitive.

The analysis confirms that U.S. Navy rank titles constitute a specialised lexico-semantic subsystem with a high degree of compositionality, hierarchy and institutional embeddedness. NATO OF/OR codes provide an essential framework for comparison, but they do not guarantee full semantic equivalence between English, Polish and Ukrainian. The codes should therefore be used as comparative indicators rather than as automatic translation equivalents.

The dominant translation strategies are functional equivalence, contextual specification and descriptive rendering. Terminological equivalents are possible mainly for higher officer ranks such as *rear admiral, vice admiral and admiral.* Composite enlisted ranks, especially in the *Petty Officer and Chief Petty Officer* groups, require more cautious treatment because their internal U.S. grading logic has no exact structural counterpart in Polish or Ukrainian.

For professional translation practice, the recommended model is three-level rendering: (1) preserve the original English rank title when required by institutional context; (2) provide the NATO code; and (3) add the Polish or

Ukrainian functional equivalent or explanatory rendering. This model ensures accuracy, preserves interoperability and reduces the risk of semantic distortion in military, academic and defence-communication contexts.

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INTEGRATION OF AI TOOLS INTO THE PROCESS OF TEACHING ACADEMIC WRITING TO STUDENTS: ADVANTAGES, RISKS, AND METHODOLOGICAL ASPECTS (BASED ON THE DigiFLEd PROJECT)

Abstract. The article examines the peculiarities of integrating artificial intelligence tools into the process of teaching academic writing to students of higher education institutions in the context of the digitalization of the modern educational environment. The study analyzes current trends in the use of generative artificial intelligence, particularly ChatGPT, Grammarly, QuillBot, Gemini, and other digital platforms, in the development of academic writing skills, language competence, and academic communication among students. It has been determined that the use of AI technologies contributes to the individualization of learning, provides quick access to automated feedback, helps optimize the process of creating and editing academic texts, and increases students’ motivation to learn. The research highlights the main advantages of AI tools in teaching academic writing, including the personalization of the educational process, the development of learner autonomy, the formation of digital and AI literacy, support for students in idea generation, text structuring, and improvement of grammatical accuracy. It is emphasized that generative artificial intelligence can serve as an additional educational resource and an intelligent assistant in the preparation of essays, abstracts, research articles, and research projects. Particular attention is paid to the risks associated with the use of AI in higher education. The major challenges include threats to academic integrity, the possibility of plagiarism and submitting AI-generated texts as original work, the development of dependence on digital services, the reduction of critical thinking skills, and the risks of spreading inaccurate information. The article also outlines methodological aspects of integrating AI technologies into the educational process, namely the principles of ethical use of generative

artificial intelligence, the development of AI literacy among students, and the transformation of the teacher's role in AI-supported learning environments. The analysis of contemporary scientific publications proves that the use of AI tools in teaching academic writing has considerable potential provided that their application is pedagogically justified and responsibly implemented.

Keywords: academic writing, artificial intelligence, ChatGPT, higher education, AI tools, digital educational technologies, academic integrity, generative artificial intelligence.

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ІНТЕГРАЦІЯ AI-ІНСТРУМЕНТІВ У ПРОЦЕСІ НАВЧАННЯ АКАДЕМІЧНОГО ПИСЬМА ЗДОБУВАЧІВ ОСВІТИ: ПЕРЕВАГИ, РИЗИКИ ТА МЕТОДИЧНІ АСПЕКТИ (НА МАТЕРІАЛІ ПРОЄКТУ DigiFLEd)

Анотація. У статті досліджено особливості інтеграції інструментів штучного інтелекту в процес навчання академічного письма студентів закладів вищої освіти в умовах цифровізації сучасного освітнього середовища. Проаналізовано новітні тенденції використання генеративного штучного інтелекту, зокрема ChatGPT, Grammarly, QuillBot, Gemini та інших цифрових платформ, у розвитку навичок академічного письма, формуванні мовної компетентності та вдосконаленні академічної комунікації студентів. Визначено, що використання AI-технологій сприяє індивідуалізації навчання, забезпечує швидкий доступ до автоматизованого зворотного зв'язку, допомагає оптимізувати процес створення й редагування академічних текстів, а також підвищує мотивацію студентів до навчання. У дослідженні розкрито основні переваги AI-інструментів у навчанні академічного письма, серед яких персоналізація освітнього процесу, розвиток автономності навчання, формування цифрової та AI-грамотності, підтримка студентів у процесі генерації ідей, структурування тексту та вдосконалення граматичної точності. Наголошено, що

генеративний штучний інтелект може виконувати функцію додаткового освітнього ресурсу та інтелектуального асистента під час підготовки есе, анотацій, наукових статей і дослідницьких проєктів. Окрему увагу приділено ризикам використання AI у галузі вищої освіти. Серед основних проблем визначено загрози академічній доброчесності, можливість плагіату та подання AI-згенерованих текстів як власних, формування залежності від цифрових сервісів, зниження рівня критичного мислення та ризики поширення недостовірної інформації. У статті також окреслено методичні аспекти інтеграції AI-технологій у навчальний процес, а саме принципи етичного використання генеративного штучного інтелекту, розвиток AI literacy у студентів, а також трансформацію ролі викладача в умовах навчання з використанням ШІ. Аналіз сучасних наукових публікацій доводить, що використання AI-інструментів в освоєнні матеріалу з академічного письма має значний потенціал за умови їхнього педагогічно обґрунтованого та відповідального застосування.

Ключові слова: академічне письмо, штучний інтелект, ChatGPT, вища освіта, AI-інструменти, цифрові освітні технології, академічна доброчесність, генеративний штучний інтелект.

Problem statement. The rapid development of artificial intelligence (AI) technologies has significantly transformed modern education, particularly in the field of language learning and academic writing. Over the past few years, generative AI systems such as ChatGPT, Gemini, Grammarly, QuillBot, DeepSeek, and other intelligent platforms have become widely accessible to students, educators, and researchers across different educational contexts. These tools are capable of generating coherent academic texts, correcting grammatical and stylistic errors, paraphrasing sentences, summarizing complex information, and providing immediate feedback on writing quality and coherence. As a result, AI technologies are increasingly integrated into both formal instruction and independent student learning practices.

The growing use of AI-powered systems has initiated extensive academic and pedagogical discussions regarding their role in higher education. On the one hand, artificial intelligence offers significant opportunities for improving the quality of academic writing instruction by supporting individualized learning, enhancing accessibility to feedback, and facilitating the development of linguistic and organizational skills. AI tools can function as supplementary cognitive assistants that help students generate ideas, structure arguments, and refine their writing through iterative revision. On the other hand, educators and researchers raise serious concerns regarding the potential negative consequences of AI integration, including academic dishonesty, plagiarism, unauthorized substitution

of authorship, and excessive reliance on machine-generated content. In addition, there is growing concern that overuse of AI tools may contribute to the reduction of students' independent analytical thinking, creativity, and problem-solving abilities.

Academic writing is widely recognized as one of the most complex components of university education, as it requires the integration of multiple competencies, including advanced linguistic proficiency, critical thinking, analytical reasoning, logical structuring of arguments, and strict adherence to academic integrity principles. Unlike routine language tasks, academic writing involves the production of original knowledge and the ability to engage critically with existing scholarly discourse. Therefore, the integration of AI tools into academic writing instruction cannot be approached solely as a technological innovation; it requires a comprehensive pedagogical framework that ensures the preservation of students' intellectual independence and academic responsibility [1].

Furthermore, the widespread availability of generative AI systems has fundamentally changed students' writing behaviors and learning strategies. In many cases, students increasingly rely on AI tools not only for language correction but also for idea generation, text formulation, and even complete drafting of assignments. This shift raises important methodological questions about the boundaries between acceptable AI assistance and unacceptable academic misconduct. It also challenges traditional assessment models, which were originally designed under conditions where written output was assumed to be entirely student-generated.

The relevance of this study is therefore determined by the urgent need to develop pedagogically sound, ethically responsible, and methodologically justified strategies for integrating AI technologies into academic writing instruction. Such strategies must ensure that AI tools enhance, rather than replace, students' cognitive engagement, while maintaining academic quality, transparency, and integrity within higher education systems that are rapidly evolving under the influence of digital transformation.

Analysis of recent research and publications. The emergence of generative artificial intelligence has become one of the central topics in contemporary educational research. Numerous scholars have investigated the influence of AI-powered technologies on academic writing, student performance, and higher education practices.

One of the earliest comprehensive studies on AI-assisted writing was conducted by Željana Bašić, Ana Banovac, Ivana Kružić, and Ivan Jerković in the article "ChatGPT-3.5 as Writing Assistance in Students' Essays" (2023). The researchers emphasized that ChatGPT can effectively support idea generation,

text structuring, summarization, and language correction. However, they also highlighted ethical challenges related to authorship, originality, and academic honesty. According to the authors, students may become overly dependent on AI-generated content, which can negatively influence the development of authentic academic writing skills [1].

A significant contribution to the field was made by Santosh Mahapatra in the study "Impact of ChatGPT on ESL Students' Academic Writing Skills: A Mixed Methods Intervention Study" (2024). The researcher investigated the use of ChatGPT as a formative feedback tool for undergraduate ESL students. The results demonstrated that AI-assisted feedback positively influenced students' grammar, vocabulary usage, and text organization. Moreover, many participants reported increased confidence in academic writing tasks. Nevertheless, the study also revealed that students occasionally accepted AI-generated suggestions without critical evaluation [2].

Another important study, "AI-Generated Feedback on Writing: Insights into Efficacy and ENL Student Preference" (2023) by Juan Escalante, Austin Pack, and Alex Barrett, focused on automated writing feedback systems. The researchers concluded that AI-generated feedback can improve students' revision practices and increase learner autonomy. However, they emphasized that AI feedback should supplement rather than replace teacher guidance [3].

Xin Zhao, Andrew Cox, and Liang Cai in their article "ChatGPT and the Digitisation of Writing" (2024) analyzed how generative AI changes writing practices in higher education. The authors argued that academic writing has become increasingly digitized, and students now rely on multiple technological tools during the writing process. The researchers noted that the integration of AI technologies requires universities to reconsider traditional approaches to assessment and academic integrity policies [4].

The scoping review "Appliances of Generative AI-Powered Language Tools in Academic Writing" (2024) by Lilia Raitskaya and Elena Tikhonova provided a broad overview of recent studies related to AI in academic communication. The review demonstrated that researchers generally recognize the educational potential of AI tools while simultaneously expressing concerns about ethical regulation and transparency [5].

Andy Nguyen, Yvonne Hong, Belle Dang, and Xiaoshan Huang in the article "Human-AI Collaboration Patterns in AI-Assisted Academic Writing" (2024) explored different models of cooperation between students and AI systems. The scholars identified several patterns of AI use, including brainstorming, paraphrasing, language correction, and text expansion. Their findings confirmed that students increasingly perceive AI tools as collaborative writing assistants [6].

At the same time, contemporary studies emphasize the risks associated with generative AI. Research conducted by Heather Desaire and colleagues in "ChatGPT or Academic Scientist? Distinguishing Authorship with Over 99% Accuracy Using Off-the-Shelf Machine Learning Tools" (2023) demonstrated that AI-generated academic texts can often be distinguished from human writing through machine learning techniques. However, the authors acknowledged that the rapid development of language models complicates reliable AI detection [7].

Recent educational discussions also focus on the limitations of AI detectors. Several researchers argue that AI-detection systems may produce false positive results, especially in texts written by non-native English speakers. Consequently, many scholars recommend prioritizing ethical AI literacy over punitive detection strategies.

Overall, the analysis of recent publications demonstrates that AI technologies possess both substantial educational potential and serious ethical challenges. Contemporary researchers agree that AI tools should not replace human intellectual activity but rather function as supportive instruments within a carefully designed pedagogical framework.

The purpose of the article is to provide a comprehensive theoretical and analytical examination of the advantages, risks, and methodological aspects associated with the integration of artificial intelligence tools into the process of teaching academic writing to university students. In particular, the study aims to investigate how generative AI systems and language-support technologies influence the development of students' academic writing skills, linguistic competence, and overall academic communication in higher education settings. It also seeks to identify the pedagogical potential of AI tools in enhancing personalized learning, improving feedback quality, supporting idea generation and text structuring, and increasing learner autonomy.

At the same time, the article aims to critically assess the potential risks and challenges arising from the widespread use of AI in academic writing instruction, including threats to academic integrity, issues of plagiarism and authorship authenticity, overreliance on automated systems, and possible negative effects on students' critical thinking and independent analytical abilities. Special attention is given to ethical concerns, such as data privacy, transparency, and algorithmic bias, which may influence the reliability and fairness of AI-supported educational practices.

Furthermore, the purpose of the study includes the development of methodological guidelines for the effective and responsible integration of AI tools into academic writing pedagogy. This involves defining the role of the teacher in AI-enhanced learning environments, proposing strategies for fostering AI literacy among students, and outlining instructional approaches that ensure the balanced

use of AI as a supportive rather than substitutive educational resource. Ultimately, the article seeks to contribute to the development of pedagogically grounded frameworks that ensure the effective, ethical, and academically responsible use of artificial intelligence in higher education.

Presentation of the Main Research Material. Artificial intelligence (AI) technologies have rapidly become an integral component of contemporary educational environments, significantly transforming teaching and learning practices in higher education. Processes of digitalization and the expansion of online learning have accelerated the adoption of AI-based systems for adaptive instruction, automated assessment, personalized feedback, content generation, and language support. In particular, numerous higher education institutions in Europe, the United Kingdom, the United States, and Asia have introduced institutional frameworks regulating the use of generative AI. For example, the University of Oxford, the University of Cambridge, Harvard University, and the University of Sydney have published academic integrity guidelines that generally permit AI use for brainstorming, outlining, and language editing, while explicitly requiring disclosure of AI-generated content and prohibiting full AI-authored submissions as student work [1].

Generative AI systems based on large language models have substantially influenced academic writing instruction. Tools such as ChatGPT, Grammarly, QuillBot, Gemini, and DeepSeek are widely used in academic contexts to support different stages of the writing process. Empirical observations from writing centers in European and North American universities indicate that Grammarly is primarily employed for real-time detection and correction of grammatical, syntactic, and stylistic errors, often accompanied by explanations that support learning. ChatGPT is frequently used for generating research questions (e.g., “What are the effects of social media on student academic performance?”), structuring essays, and simplifying complex academic readings into more accessible summaries. QuillBot is commonly applied in paraphrasing academic sources, particularly in literature review sections, where lexical variation and adherence to academic tone are required. In some universities in Germany, the Netherlands, and Finland, AI-based writing support tools are integrated into writing centers, where students submit drafts and receive both automated AI feedback and instructor-led consultations [1].

A concrete example of AI integration can be observed in English for Academic Purposes (EAP) courses, where students are assigned iterative writing tasks supported by AI tools. For instance, students may first generate an essay outline using ChatGPT, then refine it with instructor feedback, and finally use Grammarly to improve linguistic accuracy. In some Scandinavian universities, students are required to submit “AI interaction logs,” documenting how they used

AI tools during the writing process. This practice is designed to promote transparency and critical reflection on AI-assisted writing.

The accessibility of AI technologies has led to observable changes in students' academic writing behavior. Research indicates that students increasingly perceive AI systems as supplementary cognitive tools or virtual assistants supporting independent learning processes. This tendency is particularly evident among international students in English-medium instruction (EMI) contexts, where AI tools are used to enhance linguistic accuracy and coherence. For example, studies conducted in UK universities show that non-native English-speaking students frequently use ChatGPT to check argumentative coherence and paraphrase complex theoretical concepts in disciplines such as sociology, education, and political science. Similarly, in Australian universities, students report using AI tools to compare multiple versions of a paragraph in order to understand how academic tone and cohesion can be improved. However, documented cases in the United States, United Kingdom, and Australia of unauthorized AI-generated essay submissions have led to the introduction of stricter academic integrity policies, including mandatory AI-use declarations and oral defenses of written assignments.

One of the principal advantages of AI technologies in academic writing instruction lies in their capacity to provide individualized and adaptive feedback. Traditional instructional models are often constrained by limited teacher-student interaction due to large class sizes. AI-based systems partially mitigate this limitation by offering immediate, context-sensitive feedback on linguistic accuracy, coherence, structure, and lexical choice. For example, Grammarly provides sentence-level correction and explanation, while ChatGPT can suggest alternative argument structures or improve logical flow across paragraphs. In practice, students in EAP programs at European universities often engage in multiple revision cycles using AI tools before submitting final drafts, which contributes to improved writing fluency and reduced error frequency.

Another significant pedagogical benefit concerns affective factors in learning. Empirical studies suggest that academic writing is frequently associated with heightened anxiety, particularly among non-native speakers of English. AI-supported environments have been shown to reduce writing-related anxiety by providing immediate linguistic assistance and promoting learner confidence. For instance, international students in UK universities report using ChatGPT before submission to verify whether their academic arguments sound "natural" or "logically structured," which reduces fear of linguistic mistakes. AI tools are also widely used for ideation processes, including topic generation and brainstorming. A common example includes students entering prompts such as "sustainable development and education" or "digital transformation in higher education" to generate subtopics and research directions [1].

The integration of AI tools also contributes to the development of digital literacy and AI literacy, which are increasingly recognized as essential competencies in higher education. These competencies include the ability to critically evaluate AI-generated outputs, identify hallucinated or fabricated references, and assess the reliability of generated content. For example, in some universities in Finland and Singapore, students are given assignments in which they must identify factual inaccuracies in AI-generated academic summaries or detect non-existent citations produced by language models. Such tasks aim to strengthen critical thinking and source verification skills.

Despite these advantages, the use of AI in academic writing instruction presents substantial risks. One of the most significant concerns relates to academic integrity. Generative AI systems are capable of producing coherent and contextually appropriate texts within seconds, which increases the risk of unauthorized authorship substitution. Empirical reports from universities in the United States, United Kingdom, and Australia describe cases where students submitted AI-generated essays without disclosure, resulting in disciplinary procedures and revised assessment policies. In addition, studies have shown that large language models may generate plausible but non-existent academic references, which has already been documented in multiple academic integrity investigations.

Another critical issue concerns the potential erosion of students' higher-order cognitive skills. Academic writing is inherently associated with processes of critical reasoning, synthesis, and argument construction. Overreliance on AI-generated suggestions may result in reduced cognitive engagement and diminished development of independent analytical skills. For example, instructors in European universities have observed that students who heavily rely on AI tools often produce structurally correct but conceptually shallow arguments, lacking original analysis or critical engagement with sources [12].

Additionally, increased dependence on AI systems may lead to technological reliance, whereby students become less capable of performing writing tasks independently. Ethical and data privacy considerations also represent significant challenges, as many AI platforms process and store user-generated content. Some universities in Germany and Canada have issued official warnings discouraging the upload of confidential research data or unpublished manuscripts into external AI systems. Moreover, algorithmic bias embedded in training data may result in the reproduction of stereotypes or culturally insensitive outputs, necessitating critical evaluation of AI-generated content by both students and educators.

From a methodological perspective, AI technologies should be integrated as auxiliary pedagogical instruments within a constructivist learning framework.

Instructional design should prioritize tasks that promote critical engagement with AI-generated content, such as comparative analysis of human and AI-produced texts, error detection in machine-generated outputs, and reflective revision activities. For example, students may be asked to compare an AI-generated essay with a human-written academic text and identify differences in argumentation depth, coherence, and originality. Such approaches are already implemented in writing courses in Scandinavian universities and selected U.S. institutions.

The development of AI literacy constitutes a fundamental requirement for contemporary higher education. This includes understanding the operational principles of generative models, evaluating output reliability, identifying misinformation, and adhering to ethical standards of academic conduct. Accordingly, teacher roles are also undergoing transformation, with educators increasingly acting as facilitators of critical thinking, mentors, and supervisors of AI-integrated learning processes. In practice, teachers often require students to verbally defend AI-assisted written work in oral examinations to verify understanding and authorship.

Furthermore, the emergence of generative AI necessitates the transformation of assessment practices in higher education. Traditional take-home essay formats are increasingly supplemented or replaced by oral examinations, in-class writing tasks, reflective portfolios, and project-based assessments in order to ensure the authenticity of student performance. Many institutions now require explicit disclosure of AI usage as part of academic integrity policies. For example, some universities require an “AI usage statement” detailing which tools were used, for what purpose, and at which stage of writing [10].

Ethical integration of AI in academic writing requires clear institutional regulation grounded in transparency, accountability, and pedagogical responsibility. Rather than relying solely on detection mechanisms, universities are increasingly adopting educational approaches that emphasize ethical awareness and responsible AI usage. This includes workshops, AI literacy modules, and training sessions aimed at both students and faculty to ensure informed and critical engagement with AI technologies.

Conclusions. The integration of artificial intelligence tools into academic writing instruction represents a fundamental transformation in contemporary higher education, reshaping both pedagogical practices and students’ approaches to writing. The analysis conducted in this study demonstrates that AI-based systems, including generative models and advanced language support tools such as ChatGPT, Grammarly, and similar platforms, significantly enhance the learning process by providing immediate and personalized feedback, improving linguistic accuracy, supporting text organization, and facilitating the development of academic writing competence. In practical terms, AI tools enable iterative

writing practices, where students can continuously revise and improve their work, which contributes to more efficient skill acquisition and greater learner autonomy.

At the same time, the study confirms that the use of AI technologies introduces a set of serious and multidimensional challenges. The most critical among them are risks to academic integrity, including potential plagiarism, unauthorized authorship substitution, and the submission of AI-generated texts as original student work. Equally important is the problem of fabricated or unreliable AI-generated content, such as incorrect data, misleading interpretations, or non-existent references, which may negatively affect the quality of academic output. Additional concerns include the possible decline of students' critical thinking and analytical skills due to overreliance on automated assistance, increased dependence on technological tools in the writing process, and ethical issues related to data privacy, transparency, and algorithmic bias embedded in AI systems.

The findings indicate that the effectiveness of AI integration in academic writing instruction largely depends on pedagogically grounded and well-structured implementation strategies. AI tools should be conceptualized and applied as auxiliary instruments that support, but do not replace, human cognitive activity and intellectual effort. Their educational value is maximized when they are embedded in tasks that require analysis, reflection, comparison, and revision rather than passive acceptance of AI-generated outputs. In this context, the role of the teacher becomes increasingly significant, shifting from a traditional knowledge transmitter to a facilitator of critical thinking, evaluator of information reliability, and designer of learning environments that encourage reflective and analytical engagement with AI-generated content.

Moreover, the study emphasizes the necessity of developing AI literacy as a core transversal competency in modern higher education. Students must acquire not only technical skills for using AI tools but also the ability to critically evaluate their outputs, recognize limitations such as hallucinations or bias, and apply ethical principles in academic practice. This includes awareness of responsible usage, transparent disclosure of AI assistance in academic assignments, proper verification of generated information using credible academic sources, and strict adherence to institutional academic integrity standards. In addition, educators also require continuous professional development to effectively integrate AI tools into teaching practice.

In conclusion, artificial intelligence should not be viewed as a replacement for traditional academic writing instruction, but rather as a complementary educational resource that can enhance learning outcomes when used responsibly. Its successful integration requires a balanced and systematic approach that combines technological innovation with established pedagogical principles. Such

an approach ensures that the development of students' academic writing competence remains firmly aligned with critical thinking, originality, ethical awareness, and academic responsibility in the context of an evolving digital educational landscape.

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THE USE OF DECOMPRESSION AND COMPRESSION IN TRANSLATION FROM ENGLISH INTO UKRAINIAN

Abstract. In the context of globalization and the intensification of intercultural communication, professional translation requires not only an equivalent rendering of content but also the preservation of stylistic and emotional authenticity. A key challenge for the translator is overcoming the structural and lexical differences between English (analytic) and Ukrainian (synthetic) languages. One of the most effective tools for addressing this issue is the use of compression and decompression techniques. Despite the long history of studying linguistic economy, the question of the practical application of these methods within the modern translation paradigm remains under-researched and requires a comprehensive analysis.

The aim of this study is to identify and systematize the characteristics of the use of decompression and compression in translation from English into Ukrainian, as well as to analyze the factors that determine the choice of one strategy or another. The work is based on a comprehensive approach that combines linguistic, functional-stylistic, cognitive, and pragmatic analyses. The study draws on the works of renowned domestic and foreign scholars (V. Matezius, A. Schweitzer, K. Reitz, and others).

The article establishes that compression serves as a means of realizing the principle of linguistic economy, allowing the text to be condensed without losing its semantic integrity. It is realized through ellipsis, syntactic reduction, and substitution. Particular attention is paid to English non-verbal forms (infinitive, gerund, participle) as powerful means of compression.

Decompression, on the other hand, is understood as the process of linearly or vertically expanding a linguistic unit to fill gaps in genetically unrelated languages. The author demonstrates that decompression is necessary when translating non-equivalent vocabulary, concise authorial definitions, and morphological constructions (e.g., converted forms or suffixal derivations such as "-ish"). The primary techniques of decompression identified are addition and descriptive translation.

The study confirms that compression and decompression are interdependent phenomena that ensure the harmonious functioning of the linguistic mechanism in translation. The effectiveness of translation directly depends on the translator's ability to balance these strategies, taking into account cultural characteristics, stylistic register, and the expectations of the target audience.

Keywords: compression, decompression, translation transformations, linguistic economy, non-equivalent vocabulary, linguistic lacuna, translation adequacy.

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ЗАСТОСУВАННЯ ДЕКОМПРЕСІЇ ТА КОМПРЕСІЇ ПРИ ПЕРЕКЛАДІ З АНГЛІЙСЬКОЇ МОВИ НА УКРАЇНСЬКУ

Анотація. У контексті глобалізації та інтенсифікації міжкультурної комунікації професійний переклад вимагає не лише еквівалентної передачі змісту, а й збереження стилістичної та емоційної автентичності. Ключовим викликом для перекладача стає подолання структурних та лексичних розбіжностей між англійською (аналітичною) та українською (синтетичною) мовами. Одним із найефективніших інструментів вирішення цієї проблеми є застосування технік компресії та декомпресії. Попри тривалу історію вивчення лінгвістичної економії, питання практичного застосування цих методів у сучасній перекладацькій парадигмі залишається недостатньо вивченим і потребує комплексного аналізу.

Метою дослідження є виявлення та систематизація особливостей застосування декомпресії та компресії під час перекладу з англійської мови на українську, а також аналіз чинників, що зумовлюють вибір тієї чи іншої стратегії. Робота ґрунтується на комплексному підході, що поєднує лінгвістичний, функціонально-стилістичний, когнітивний та прагматичний аналізи.

Дослідження базується на працях відомих вітчизняних та зарубіжних науковців (В. Матезіуса, А. Швейцера, К. Райц та інших).

У статті встановлено, що компресія виступає як засіб реалізації принципу мовної економії, дозволяючи ущільнювати текст без втрати змістової цілісності. Вона реалізується через еліпсис, синтаксичну редукцію та заміну. Особливу увагу приділено англійським віддієслівним формам (інфінітив, герундій, дієприкметник) як потужним засобам компресії.

Декомпресія, навпаки, трактується як процес лінійного або вертикального розширення мовної одиниці для заповнення лакун у генетично неспоріднених мовах. Автором доведено, що декомпресія є необхідною при перекладі безеквівалентної лексики, стислих авторських визначень та морфологічних конструкцій (наприклад, конвертованих форм або суфіксальних утворень типу «-ish»). Основними прийомами декомпресії визначено додавання та описовий переклад.

Дослідження підтверджує, що компресія та декомпресія є взаємозалежними явищами, що забезпечують гармонійне функціонування мовного механізму в перекладі. Ефективність перекладу безпосередньо залежить від здатності перекладача балансувати між цими стратегіями, враховуючи культурні особливості, стилістичний реєстр та очікування цільової аудиторії.

Ключові слова: компресія, декомпресія, перекладацькі трансформації, мовна економія, безеквівалентна лексика, мовна лакуна, адекватність перекладу.

Problem statement. The Relevance of the Research Topic. In today's world, where globalization and intercultural exchange are becoming increasingly prevalent, translation has become an integral part of communication between different cultures and languages. However, the translation process requires not only the ability to convey meaning but also to preserve style, emotional tone, and so on. In this context, the use of techniques such as decompression and compression deserves special attention, as they allow for the preservation of the informational and emotional richness of the text when translating from English into Ukrainian.

The phenomenon of linguistic economy, which is studied by linguists, remains relevant today. This term refers to various phenomena related to the "naturalness" of language and economical means of expression. Studying the relationship between the naturalness of language and economical means at various levels of language allows for a better understanding of this phenomenon.

The term "compression" is rarely found in philological literature, but it reflects an important process in translation. Compression refers to the condensation of text by merging parts of a construction while preserving meaning. Decompression, conversely, is the process of increasing the volume of text in the target language and can arise due to differences in grammatical structure, vocabulary, linguistic clichés, and traditions.

The development of the internet and new technologies has made the world even more connected and open. The need for translation has grown exponentially, as people constantly communicate and receive information from various sources. The translator's task is not simply to transfer words from one language to another,

but to do so in a way that ensures the resulting text is understandable, appropriate, and effective for the audience. The issue of the specific features of using compression and decompression in the process of translating from English into Ukrainian has not been sufficiently studied and requires further clarification.

The aim of this study is to examine the specific features of applying decompression and compression during translation from English into Ukrainian.

The object of the study is the process of translation from English into Ukrainian using decompression and compression. The subject of the study is the methods and strategies for applying compression and decompression in translation.

The scientific novelty of the study lies in a comprehensive approach to the study of the translation process, taking into account decompression and compression techniques, which contributes to the development of translation studies and the improvement of translation practice.

Historically, the development of humanity would have been impossible without constant interaction between representatives of different cultures, and translation serves as a vital tool for facilitating this interaction. It not only conveys meaning but also contributes to the development of languages and cultures. In today's environment of intensifying international contacts, the need for accurate and flexible translation is growing, leading to increased attention to strategies of linguistic economy and expansion. Culture, traditions, and language develop along their own unique trajectories, depending on geography, perceptions of the surrounding environment, and the internal dynamics of relationships. Translation serves as an important tool for achieving a full understanding of external interactions and acts as a supporting element in the process of communication, the conclusion of contracts and agreements, and so on [6].

The concept of translation is historical, and each era has made its own unique contribution to it, corresponding to the characteristics of a particular language. Translation not only serves the function of mastering and understanding the foreign, but also contributes to the development of one's own language and culture [6].

Scholars did not begin to systematically study the specifics of translating foreign-language texts until the early 20th century. Today, the world is witnessing a multitude of international events—such as conferences, business meetings, briefings, and negotiations—linked to increased military activity. Large-scale international campaigns and joint research programs are being conducted, and the volume of international trade, diplomatic relations, and international correspondence is growing. All of this requires translators to adapt quickly to the situation and be flexible in choosing the right translation strategies. The first ideas about the processes of compression and decompression emerged as part of the concept

of linguistic economy and linguistic expansion [8]. Studies of the interrelationships between language and thought confirm the idea that such laws exist in language.

Perception itself has such characteristics that any thought is not necessarily tied to a single linguistic expression, but exists to convey various thoughts and meanings using a minimal linguistic form that "brings to life" or expresses the general idea [10].

In physiological and cognitive terms, the principle of economy manifests as a person's tendency to minimize energy expenditure while achieving a result. In speech, this is reflected in the use of such devices as ellipsis, substitution, and syntactic reduction. In the linguistic system, economy is realized at all levels: phonetic (reduction, assimilation), morphological (polysemy of morphemes), and syntactic (condensed constructions).

The issue of understanding compression and decompression in translation has interested many scholars. Katharina Reiss is a German linguist who has devoted her research to translation issues, including aspects of compression and decompression, Georgi Schmid is an Austrian translator and scholar who developed Reiss's ideas and proposed his own approaches to analyzing compression and decompression in translation; François Maniez is a French translation researcher who studies methods and strategies for shortening or expanding text during translation; Juan Carlos Hinojosa – a Spanish translator and scholar who analyzes various aspects of translation, including issues of compression and decompression 6]. The scientific works of V.I. Karaban, L.L. Nelyubina, T.A. Kazakova, O.V. Breus, Yu.I. Kaminsky, V.V. Miroshnichenko, and others are devoted to the study of the specifics and application of decompression in the translation process.

Compression and decompression coexist and complement each other, ensuring communicative adequacy. The term "compression" is used with various nuances of meaning, such as the ability of a single morpheme to convey multiple meanings within a word, the use of concise syntactic constructions, the simplicity of syntactic relationships, and so on [10]. Compression is an important translation transformation and is viewed as a system of techniques aimed at shortening a text without losing meaning. According to Nigel Armstrong, it occurs when a text contains redundant information or culturally complex elements. The causes of compression can be grammatical, lexical, stylistic, and pragmatic factors. If compression is aimed at shortening, then decompression involves expanding the text for the purpose of clarification or explanation.

The dictionary definition of "decompression" highlights several aspects:

1) expanding the original text, thereby enriching its communicative value with new elements—the scope of the text increases;

2) introducing additional words and even sentences in the translation;

3) increasing the volume of information in the source text.

This definition alone reveals the ambiguity and contradictions in the understanding of decompression, leading to two distinct viewpoints among scholars. Some interpret decompression as the expansion of linguistic units within a broader context, while others view it exclusively as a grammatical phenomenon—an increase in the length of the target-language sentence compared to the original. Translation studies literature also proposes the term "expansion" as a synonym for decompression [13].

Decompression involves the deliberate introduction of additional elements into the text for the purpose of clarification, elaboration, and the use of translation transformations and techniques that allow for "recreating the full spectrum of meaning without an equivalent linguistic unit" [10].

The main techniques of decompression are addition and expanded description, where words are added to the text to explain or clarify cultural realities and non-equivalent vocabulary.

Decompression is defined as the linear or vertical expansion of a linguistic unit that occurs to fill lexical, grammatical, or cultural gaps. It is necessary when translating non-equivalent vocabulary or concise structures characteristic of the English language. The main techniques of decompression are addition and descriptive translation. In the academic literature, there are various approaches to interpreting decompression: some researchers view it as a general expansion of the text, while others see it as a purely grammatical phenomenon. The term "unfolding" is also used as a synonym for decompression. The causes of this phenomenon include differences in linguistic systems, norms, and cultural contexts.

An overview of theoretical approaches to understanding compression and decompression in translation is an important aspect of research in translation theory. For a better understanding of these concepts, we should examine some of the main theoretical approaches.

The linguistic approach focuses on the linguistic aspects of the source language and the target language. It examines which linguistic units can be compressed or decompressed in the translation process, based on differences in structure and expressiveness between languages.

The functional-stylistic approach focuses on the functional and stylistic features of language. It examines which expressive devices are used in various linguistic contexts and how these devices can be translated while taking into account their scope and intensity.

The cognitive approach investigates how humans perceive and understand information. It examines which cognitive processes occur in the brain during

reading and text comprehension, and how these processes influence the translation process, taking into account compression and decompression.

The pragmatic approach examines the interaction between textual elements and the communicative context. It investigates which nuances of meaning may be lost or preserved in the translation process, taking into account the specifics of the communicative situation. These approaches help to understand various aspects of compression and decompression in translation and contribute to the development of effective translation methods that account for the characteristics of languages and contexts [7].

All types of human activity have a goal and a program that guide them, and they are realized through movements or mental operations. These movements and operations serve as means of achieving goals, allowing for the conservation of human energy [1].

From a physiological perspective, motor skills and mental activity are the areas in which humans demonstrate the principle of economy. Therefore, humans strive to master movements that require minimal energy expenditure without compromising the outcome [3].

The principle of economy in language manifests itself in various forms. For example, in pronunciation, this involves the compression of a word's phonetic structure through reduction, assimilation, and so on. In morphology, it is the ability of a morpheme to express several meanings simultaneously, and in syntax, it is the tendency to use fewer linguistic units when conveying a specific meaning [4]. For example: "When water boils it changes into steam" compared to "Boiling water changes into steam."

The use of verbal forms in modern English, such as the infinitive, gerund, and participle, as well as the nominalization of other linguistic phenomena, can be explained by the influence of the principle of economy [5].

The principle of economy manifests itself both in the linguistic system and in linguistic activity. Therefore, it is important to distinguish between economy in language and in speech, since the ways they are realized differ. In speech, economy is expressed through ellipsis, substitution, and syntactic reduction [6]. These phenomena are determined by context or extralinguistic situations. For example, ellipsis is frequently used in spoken language, where sentences function within a linguistic unit, conveying information about time, place, actions, and new data [7].

Syntactic reduction manifests itself in specific functional styles, such as the language of newspaper headlines and telegrams, where elements that do not convey key information in the communication are subject to abbreviation [1].

Every language has its own unique system of collocation norms. In English, a creative approach yields many new combinations that are economical and

figurative, yet understandable to the reader, by utilizing syntactic and semantic patterns [2].

Next, we will examine the translation of various types of definitions, where compression is particularly evident. This raises the question of the compatibility between the definition and the defined term, which is represented by a noun. Every language has its own typical systems of compatibility norms. The creativity of native English speakers generates a multitude of new combinations that express ideas economically, are rich in content, and are stylistically expressive. At the same time, they are understandable to English-speaking readers, even in their brevity, since they are constructed in accordance with accepted syntactic and semantic compatibility models.

However, their translation may pose certain difficulties for Ukrainian-speaking readers. Let's look at an example: "Pakistan is faced with the need to provide both rapid and effective disaster aid" (Newsweek) – Pakistan urgently needs to provide effective aid to flood victims. The translation is based on the broader context, specifying the noun "disaster" [7].

Decompression is necessary when translating definitions that are expressed very concisely. Such definitions contain a significant amount of information. This is achieved by expanding the scope of collocation for the units used. A broad scope of collocation helps to increase semantic richness and expressiveness. Consider the following example: "These French found him lean and tight. In well–tailored clothes, elegant and dry, his good Western skin, pale eyes, strong nose, handsome mouth, and virile creases" (Bellow) – The French considered him lean and fit.

In well-tailored clothes, elegant and dry, with his fair Western complexion, pale eyes, prominent nose, attractive mouth, and distinctive wrinkles. The phrase "Western skin" carries additional connotations that must be conveyed in translation [11].

Simple sentences used as definitions are less common than phrases, but examples do exist: "She smiled a long God-knows-what smile" (Murdoch). This sentence can be translated as a phrase or as a subordinate clause: She smiled a long smile, as if to say, God knows all [12].

Much of this compression is achieved through the use of non-finite verb forms, such as the infinitive, participles, and gerunds, which have no direct equivalent in Ukrainian.

The infinitive, as one of the impersonal non-finite verb forms, proves to be a very effective means of creating compact structures that require expansion during translation. For example: "The only class in Britain never to lose an election is the ruling class" (The Morning Star) – The only class in Britain that never loses an election is the ruling class.

The infinitive can be in the verb form, as in: “He searched for the one word to be spelled correctly” (Archer) – He was looking for just one word that had to be spelled correctly.

The infinitive is also used with verbs of motion and physical action, as in the following examples: “She came to find him sitting at the table” (Brown) – She came and saw that he was sitting at the table; “Adam went out to kill the dog” (O’Hara) – Adam went outside to kill the dog.

The infinitive is also frequently used as a secondary predicate, particularly in newspaper writing: “The expedition was reported to have landed safely” (The Guardian) – It is reported that the expedition landed safely [10].

In addition, the gerund is another form of compression in modern English that also requires expansion in translation: “I regret marrying you, Lucy” (Shaw) – Lucy, I regret marrying you.

In modern English, compression manifests itself at all levels of the language system and is considered an important tool for linguistic economy. When translating such constructions into Ukrainian, it is often necessary to use expansion, substitution, or the introduction of additional parts of speech and syntactic structures [9].

Comparing and analyzing methods of compression and decompression in translation is important for understanding their effectiveness and impact on the translation process (Chart 1).

Compression and decompression methods in translation are important tools that allow translators to effectively convey the content and intentions of the source text while taking various factors into account. The choice of method depends on the purpose and characteristics of the target audience. Compression helps maintain conciseness in technical texts, while decompression allows for the enrichment of literary texts with emotional details.

It is important to consider the style and purpose of the original text. In scientific or technical texts, compression can help avoid unnecessary detail, whereas in literary works, decompression can enrich the text with elements of emotional expressiveness.

Each language has its own grammatical features that influence the possibilities for compression and decompression. Some languages may be more prone to compression due to their conciseness, while others may require decompression to preserve meaning [7].

When using compression and decompression methods, it is important to consider cultural characteristics and audience expectations. Some cultural expressions may require additional explanations or adaptations for proper understanding.

Chart 1

Comparison of Compression and Decompression in Translation from English to Ukrainian

Comparison aspect	Compression method	Decompression method
Target audience and context	In technical manuals, abbreviated phrasing may be used to reduce text length and maintain clarity.	In fiction, additional explanations or details may be added to convey nuances or emotional impact.
Nature of the text	In scientific articles, abbreviations or acronyms may be used to shorten sentences and maintain precision.	In fiction, additional descriptions or metaphors may be added to enrich the text and create a more vivid image.
Structural features of languages	In languages with richer grammar, abbreviated constructions may be used to convey the same meaning.	In languages with less grammatical flexibility, additional words or sentences may be added to maintain the accuracy and completeness of the translation.
Cultural aspects	When translating culture-specific terms or expressions, adaptations may be used to reflect the characteristics of the target culture.	In cases where the source text contains cultural analogies or allegories, additional explanations may be added to aid the reader's understanding.
Style and Register	In formal texts, abbreviated phrases may be used to maintain a professional tone.	In lyrical poems, additional lines or imagery may be added to enhance poetic quality and emotional intensity.

In short, compression is effective at reducing the length of a text while preserving its essence. This is particularly useful for short texts where brevity is important, such as in news articles or instructions. However, the compression method can result in the loss of certain details or nuances, which may affect the

completeness of the information conveyed. When translating words that have semantic redundancy in their meaning, compression or simplification often occurs. One example of redundancy is the use of so-called "pair synonyms," which are characteristic of all styles of written English. This is completely atypical for the Ukrainian language; therefore, when translating such instances, it is necessary to use ellipsis (i.e., not to repeat the synonym—to replace two words with one). Decompression allows you to enrich the text with additional details and context, making it more emotionally charged and expressive. This is particularly useful in literary works or fiction, where emotional intensity is important. However, decompression can lead to an increase in text volume, which may be unacceptable in some cases, especially when precision and conciseness are important. Both methods have their advantages and limitations. The choice between compression and decompression depends on the characteristics of the text, its purpose, and the target audience. It is important to carefully analyze the context and purpose of the text to select the appropriate method that will ensure maximum translation effectiveness. Comparing these methods allows for a better understanding of their effectiveness across different genres and text types, as well as their impact on the quality and conveyance of meaning in the translation.

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GENDER ASPECTS IN THE CONTEXT OF MEDIA DISCOURSE

Abstract. Language is a crucial instrument of society, since communication ensures the effective functioning and development of social structures. Therefore, the relationship between language and society has become one of the key areas of sociolinguistic research.

Another important aspect of social interaction is gender, which significantly influences communication patterns, linguistic behavior, and the formation of cultural norms.

The article examines gender features in the context of modern media discourse and analyzes the relationship between language, gender, and mass media. Particular attention is paid to the representation of gender stereotypes in English-language media discourse and to the ways they are reproduced through journalism, advertising, television, cinema, and digital media. The study highlights the role of gender as a sociocultural factor that shapes linguistic practices, communication strategies, and public perceptions of masculinity and femininity.

The paper explores the development of gender-inclusive language and analyzes the transformation of linguistic norms under the influence of feminist and sociolinguistic approaches. It is emphasized that media not only reflect social tendencies but also actively participate in constructing gender roles and behavioral models. The study demonstrates that media discourse often reproduces stereotypical portrayals of women and men, where men are associated with authority and activity, while women are more frequently connected with emotional or domestic roles.

The article also investigates gender differences in communication styles, including variations in politeness, formality, lexical choice, and sentence structure. Special attention is devoted to advertising discourse and linguistic strategies aimed at different gender groups. The research confirms that gender stereotypes in media discourse influence public consciousness, cultural values, and social behavior.

The findings may be useful for further studies in sociolinguistics, gender linguistics, media communication, translation studies, and intercultural communication.

Keywords: gender, media discourse, gender stereotypes, gender linguistics, mass media, gender-inclusive language, communication, advertising, sociolinguistics.

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ГЕНДЕРНІ ОСОБЛИВОСТІ В КОНТЕКСТІ МЕДІА ДИСКУРСУ

Анотація. У статті досліджено гендерні особливості в контексті сучасного медіадискурсу та проаналізовано взаємозв'язок мови, гендеру й засобів масової інформації. Розглянуто роль гендеру як соціокультурного чинника, що впливає на мовні практики, комунікативну поведінку, формування суспільних норм та мовних моделей у сучасному інформаційному просторі. Особливу увагу приділено аналізу гендерних стереотипів у сучасному англомовному медіапросторі, а також способам їх репрезентації через засоби масової інформації, рекламу, телебачення, кіноіндустрію, соціальні мережі та цифрові медіа.

У роботі висвітлено особливості функціонування гендерно маркованої та гендерно-інклюзивної мови, а також окреслено основні тенденції розвитку гендерної лінгвістики у сучасному суспільстві. Проаналізовано вплив феміністичних і соціолінгвістичних підходів на трансформацію мовних норм, зокрема на використання нейтральних мовних форм, фемінітивів та інклюзивної лексики. Зазначено, що мова медіа не лише відображає суспільні процеси, а й активно формує уявлення про гендерні ролі, соціальні статуси та моделі поведінки чоловіків і жінок. Доведено, що медіа є одним із ключових механізмів поширення як традиційних, так і новітніх уявлень про гендер у сучасному суспільстві.

У статті розглянуто особливості репрезентації жінок і чоловіків у масмедіа, а також проблему недостатнього представництва жінок у політичному, професійному та експертному дискурсах. Проаналізовано мовні особливості реклами та комунікативні стратегії, орієнтовані на різні гендерні групи, а також вплив гендерних стереотипів на маркетингові підходи та споживчу поведінку аудиторії. Окрему увагу приділено дослідженню відмінностей між чоловічими та жіночими мовними стилями,

особливостям використання формальної та неформальної лексики, а також впливу соціального статусу й культурних очікувань на мовну поведінку представників різних гендерів.

Визначено, що сучасний медіадискурс часто відтворює традиційні гендерні моделі та стереотипи, хоча водночас простежуються тенденції до посилення гендерної рівності, переосмислення усталених соціальних ролей та формування більш інклюзивного мовного середовища. Наголошено, що гендерні стереотипи у медіа можуть мати негативний вплив на суспільну свідомість, самооцінку, професійні амбіції та соціальну поведінку людей. Водночас сучасні зміни у сфері медіакомунікації сприяють поступовій трансформації гендерних уявлень і розширенню репрезентації різних соціальних груп у медіапросторі.

Підкреслено, що вивчення гендерних аспектів медіадискурсу є важливим для розуміння механізмів формування суспільної думки, мовної поведінки та культурних норм. Отримані результати можуть бути використані у подальших дослідженнях гендерної лінгвістики, медіакомунікації, соціолінгвістики, міжкультурної комунікації та перекладознавства.

Ключові слова: гендер, медіадискурс, гендерні стереотипи, гендерна лінгвістика, засоби масової інформації, гендерно-інклюзивна мова, реклама, комунікація, соціолінгвістика, масмедіа.

Problem statement. Language is a vital tool in society, for without proper communication, the very phenomenon of a society—united by certain sociocultural criteria and motivations—would be impossible. It is precisely communication that ensures the proper functioning of society and helps civilizations develop and flourish. Therefore, it can be confidently stated that there is a close connection between linguistics and society, which is confirmed by the existence of sociolinguistics—a branch of linguistics that studies the function of language in society, examines issues related to the social nature of language, and also addresses other questions falling within the scope of this scientific field.

Another important aspect of society is the concept of gender. Research into the various interrelationships and mutual influences of language and gender has been conducted since the 20th century, but today the issues of gender and linguistics remain relevant and, like all aspects of society, shift over time in their focus regarding research and analysis within their respective fields. The academic field of gender theory research plays a significant role in the lives of contemporary scholars who have dedicated themselves to studying these issues.

Gender is a key factor in the functioning of society: its impact on society is reflected not only in the biological and social differences between men and women, but also in how society interacts with individuals based on their gender

and sex. Gender also influences the social norms and expectations that people face depending on their gender. In the context of the modern social environment, the concept of gender and its manifestations tend to transform and change. Therefore, the relationship between gender and language is also subject to transformation depending on changes and trends in a given society. And these societal trends, in turn, can be observed through an analysis of various media in a given language, since it is the media that largely reflects generally accepted trends regarding various issues within a particular society.

An analysis of the impact of gender on linguistics and language as a means of communication in society is a crucial issue that has been the focus of various studies and academic works on the subject. Due to the close connection between these two academic fields, it is possible to investigate how gender and linguistics influence each other, as well as to examine changes in the research methods used in these areas of study.

The relevance of this topic lies in gender, which has a significant impact on language and determines not only different behaviors between people of different genders but also different linguistic patterns, which is an important phenomenon in translation.

The object of the study is gender as a factor in linguistic changes in certain linguistic features of English-language media discourse.

The subject of the study is linguistic features in the context of gender within English-language media.

One of the most important functions of the media is to provide information to a specific audience—usually a broad segment of a country's population. It is well known that words and language, especially in the media, have a significant influence on public opinion. Regardless of whether society is aware of the influence of these phenomena and institutions or not, the use of unbiased and inclusive terms leads to greater tolerance and acceptance of minority groups in attitudes and actions.

Official language usage rules have a long tradition of strict prescriptivism—that is, the attempt to define and control the precise use of grammatical forms and words—which can extend to the imposition of archaic language in progressive social and cultural spheres. In the modern context of editing, this practice is increasingly being replaced by descriptivist values, which aim to describe language as it is used and to account for the natural, ongoing changes and evolution of the English language.

One area of public life that has come under close scrutiny is the intersection of gender and linguistics. Although the legitimacy of these linguistic norms is now being questioned by researchers, the masculine forms of pronouns and nouns have a long history of use in modern literary English and in journalism. The use of

masculine forms by default to refer to subjects of unknown gender or mixed-gender groups was prescribed by grammarians as early as in the oldest grammar manuals.

However, with growing opposition to this grammatical form from feminist and linguistic groups in the 1980s, variants of gender-inclusive language began to emerge as a way to counterbalance this linguistic asymmetry.

Sexism tends to affect both genders, and although most instances of sexism in the language used by individuals and institutions are primarily directed against women, stereotypes about both genders are harmful. The binary "male-female" system implied in phrases like "both genders" tacitly excludes those who do not identify with either.

To address these issues, gender-inclusive language recommends using feminine forms or gender-neutral word forms to reduce gender stereotypes, avoid perpetuating discrimination, and be inclusive of people of all genders and sexual orientations.

We often talk about "the media" as some kind of amorphous social institution that is imposed on us. To a certain extent, this applies to all institutions, and the media is no exception. But on the other hand, this perspective overlooks the real people and social processes that constitute one of the most significant factors shaping our worldview and outlook on life. That is why it is important to pay attention to who exactly creates the media content we all consume. Perhaps this is no longer surprising, but, especially behind the scenes, most cultural gatekeepers, producers, directors, and screenwriters are men. This creates a distortion of reality when it comes to whose stories are told and become part of the culture.

A study conducted by sociologist Stacey Smith analyzed 11,927 speaking roles in prime-time television programs aired in the spring of 2012, children's television programs aired in 2011, and family films (rated G, PG, or PG-13) released between 2006 and 2011. Smith's team focused on the professions, clothing, body size, and body shapes of female characters, as well as how often they spoke and how many lines they had. Their analysis showed that from 1998 to 2012, women held only 18% of key positions in film production. The study also found similar results for prime-time television. Although progress has begun, it has been very slow. Another study of G-rated films from 1990 to 2005 showed that only 28% of speaking characters (both animated and live-action) were women, while more than four out of five speakers were men [5].

A significant part of children's socialization occurs indirectly, through observation in real life and through the media. Television, movies, video games, social media, and other forms play a role in selecting, constructing, and representing "reality."

At the same time, the media generally emphasize and reinforce the values and images of those who create media content and control the means of distribution. Thus, the media play a major role in shaping social norms and public opinion, as various forms of media are present almost everywhere in modern culture. In addition, owners of media outlets also take commercial considerations into account. As a result, other people's perspectives and experiences are often overlooked or portrayed in a negative light.

The lack of representation of women has a twofold effect: the underrepresentation of women in public life leads society to perpetuate the belief that there are far more men than women in the world and in positions of power, and it also leads society to believe that men are the cultural norm. In general, the media continues to portray women and men in stereotypical ways that limit our perceptions of human capabilities and behavior. Men are typically portrayed as active, adventurous, strong, and largely emotionless. Women are often portrayed as typically young, thin, passive, dependent, and frequently incompetent or silent [1].

The vast majority of media consumed in the United States portray women from a male perspective. In order to create a form of media that is universal, understandable, and acceptable to a diverse audience, authors very often use stereotypes that permeate public life and evoke certain associations. But stereotypes are not accurate, and sometimes are not even approximate reflections of reality.

Concepts such as "feminine speech" and "masculine speech" imply differences between how men and women speak, often linked to stereotypes. When people of either gender are in a social interaction, men and women often demonstrate different communication styles. Women, in particular, tend to use implicit language, especially when expressing their desires or affections. This tendency aligns with what linguists have found: women often use subtle communication strategies to convey their thoughts [2].

Previous studies have shown that women tend to be more polite and formal in most conversations, whereas men's speech exhibits a lower level of formality. Currently, the choice of linguistic forms by men and women in the context of social interaction also varies. In addition to word choice, differences in pronunciation and sentence structure are also noted. Researchers cite several possible factors that may lead to such differences in conversational styles between people of different genders. One such factor cited by scientists is social status. Women tend to be more deeply and clearly aware of their status in society than men. They tend to use a more formal style of communication than is necessary. It is the belief that language can help determine class and status within a group that leads to the choice of standard forms. Today, the choice of linguistic forms by

men and women is also diverse. In addition to word choice, pronunciation and sentence structure are also highlighted.

In most cultures, women are regarded as moral and role models who can serve as a good reflection of cultural and traditional values for the next generation. As a result, girls have to work harder than boys on language practice and their speaking styles during childhood to ensure their speech is flawless, and young women go to great lengths to meet the many standard behavioral expectations for women in their society. In a hierarchical environment, women always have a weaker voice compared to men, who are considered more important, powerful, and persuasive. Women must show respect and politeness toward men and the people around them.

Another difference between the speech styles of people of different genders is the use of colloquial forms. These linguistic structures convey an implicit image associated with masculinity, strength, and toughness. In the context of using these forms, women's attitudes toward men's positions are highlighted in a positive light.

The language of advertising has many distinctive features, some of which are highlighted as important points to consider. While most researchers focus on the visual aspects of gender, some linguists draw attention to the linguistic strategies used in advertising targeted at specific consumer groups.

Images, colors, and other visual elements that influence consumer psychology are crucial components of any advertising campaign. However, they are only effective when backed up by words. Brand names, banners, and—especially—the benefits and features a product offers its users are always of great interest to most consumers. To target a specific group of buyers, manufacturers pay close attention not only to design but also to how to make their "goals" visible and clear, in order to show consumers what they need or what they can get when they purchase these items. Researchers have noted that in advertisements targeting female shoppers, the most common words in clothing ads are positive adjectives such as "new," "beautiful," "soft," "warm," and "loose." The use of "appealing" adjectives (such as "eye-catching," "cute," "delicate," etc.) was also observed in cosmetics advertising. Since every sentence in advertising language must convey or emphasize specific information, it must be effective in achieving the goals set by the brand [4].

Researchers argue that the media symbolically erases and demeans women and their interests—meaning that the media ridicules and trivializes women.

The "Global Media Monitoring" project provides some useful data on this topic. A recent study showed that women account for only 24% of the people heard, read, or seen in newspaper, television, and radio news, while men account for 76% of news subjects. This figure has risen from 17% of women as news

subjects and 83% of men as news subjects in 1995. The study also found that women most often appear as news sources in stories about science and health (35%), and least often in stories about politics and government (16%). Women's role in news stories most often involves sharing personal experiences (38%), and least often involves serving as experts (19%). In 16% of the analyzed stories, women were portrayed as victims, while men were portrayed as victims in only 8% of the stories. Women were more often identified by their marital status (19%) than men (5%), and were also more frequently shown in newspaper photographs (30%) than men (23%). The study found that only 10% of the materials were dedicated to women, and only 4% of the materials challenged gender stereotypes [31].

By creating gender-specific advertisements and products, companies adapt to a changing market to increase the impact of their marketing campaigns. Despite the practical importance of gender in determining consumer behavior, there is a lack of research on gender differences. Using gender as a market segmentation strategy has the following advantages: it is easy to identify, gender segments are accessible (since most media outlets provide this information), gender segments are measurable, and gender segments are large enough to be profitable. There are also few meta-analyses that provide comprehensive, generalized information on the importance of gender differences in advertising, which would allow for a new understanding of marketing challenges. Researchers have found evidence of some clear differences between men and women that must be taken into account when developing marketing campaigns. The general conclusion is that men and women have different perspectives on advertising, and it can be assumed that men and women derive different meanings from the advertisements they see. As a result of these differences, men are often described as more analytical and logical in their orientation and processing of information, while women are characterized as more subjective, emotional, interpretive, and evaluative. In addition, women are more sensitive to inconsistencies in marketing messages and are more likely to react to advertisements that contradict their experience with the product. Gender differences are also observed in groups of people with special educational needs [7].

Gender stereotypes are flexible and respond quickly to changes in the social environment: societal beliefs about masculine and feminine traits have shifted over the decades, reflecting changes in women's participation in the workforce and higher education. Perceptions of gender equality in competence and intelligence began to rise sharply, and stereotypical views of women have undergone significant changes: perceptions of women's competence and intelligence have surpassed those of men, while perceptions regarding communication seem to have shifted toward greater polarization regarding what is considered typical

for women. Other aspects, such as the perception of certain activities as more typical of men, remained stable.

Despite these fairly significant changes, gender representation in the media is often skewed toward men and is marked by pronounced gender stereotypes. Globally, men are predominantly featured in the news, particularly when it comes to representation as experts, where women remain underrepresented (24%), despite an increase in coverage over the past five years. A lack of women's representation has also been documented in many regional and national contexts. In several studies, experts have concluded that men generally tend to receive a much higher percentage of representation in the media than women [3].

Several studies analyzing television programming have also shown that portrayals of men and women very often conform to gender stereotypes. Girls are often depicted as being more concerned with their appearance, as well as being judged primarily on their looks. The same emphasis on visual aesthetics was observed in sports news coverage, which differed sharply by gender and tended to focus on female athletes' appearances, using overly simplistic descriptions (compared to the technical terms used in coverage of male athletes). Furthermore, coverage of female athletes was more likely in sports considered feminine or gender-appropriate. Similarly, women in video games are underrepresented and appear less frequently as playable characters, and are often portrayed through sets of stereotypes and tropes that depict women as those who need to be rescued, love interests, or cute and innocent characters.

In advertising, gender stereotypes are also frequently used as a primary technique to create credibility, but their use can have negative effects on product marketing. Representation in advertising clearly illustrates gender stereotypes. For example, men are depicted in professional roles more often than women, while women are depicted in non-professional, domestic roles, especially in countries with high levels of gender inequality. A recent analysis of print advertising confirmed that some stereotypes are still prevalent and, in some cases, are even resurging. For example, the portrayal of women as the queen of the home. Studies have also shown that the trend of depicting women in professional, competent roles and positions has increased somewhat in recent years. Public support, combined with market logic, appears to be successfully promoting more progressive portrayals in this area [2].

It has been found that both distorted representation and the presence of stereotypes lead to a number of negative consequences. It has been established that gender-unequal representation stifles political and career ambitions and contributes to organizational discrimination. Intensive use of the media can contribute to the spread of gender stereotypes and, as it turns out, is associated with strong endorsement of traditional gender roles and norms, which can have

various negative health consequences for entire groups of people. Adherence to and internalization of traditional gender roles among women are associated with more pronounced symptoms of depression and anxiety, a higher likelihood of developing eating disorders, as well as lower self-esteem and executive functioning. Among men, adherence to traditional masculine norms is also associated with negative mental health consequences, such as depression, psychological stress, and substance abuse, as well as an increase in risky behavior and a tendency toward domestic violence [7].

Another very important issue is the study of gender stereotypes in the media, particularly in films, television shows, and series. This is because not only the mass media but also various fictional media influence the formation of public opinion regarding different gender groups.

Studying gender stereotypes in the language of the mass media is an important step toward understanding the impact of language on the formation of gender perceptions and cultural norms. This helps reveal how linguistic structures contribute to either reinforcing or dismantling stereotypes about men and women.

Researchers often argue that stereotypes are highly persistent; they tend to become deeply ingrained in public perceptions and thinking, which is reinforced by cognitive biases. However, the persistence of stereotypes is not only a result of the inflexibility of human beliefs but also a consequence of the social roles performed by women and men. Thus, the persistence of traditional gender stereotypes is fueled by a skewed gender distribution of social roles. While there has been recent progress toward gender equality in employment, and the clear separation of women and men in long-established gender roles has weakened, some researchers have begun to question whether attitudes toward these stereotypes have changed alongside shifts in public opinion regarding them.

Gender stereotypes can manifest themselves even in the choice of linguistic expressions used in written and spoken communication. Researchers have found that categorical terms used to refer to a particular population group automatically trigger associative characteristics stereotypically linked to that group, even in individuals who do not endorse these associative stereotypes and are supposedly considered unbiased. This phenomenon also applies to cases where the categorical term refers to gender [1].

Language stereotypes can be identified using gender dictionaries—pre-compiled lists of words that describe the social traits and behaviors that distinguish men from women. Historically, gender dictionaries have been compiled based on self-reports of various characteristics using questionnaires distributed to college students to measure their concept of self and assess feminine and masculine characteristics. The Personality Attributes Questionnaire (PAQ) and Bem's Gender Role Inventory (BSRI) were among the most well-known

representative questionnaires in early research. The items selected for the BSRI and PAQ typically associate women with more communicative attributes and men with more aggressive ones, which aligns very well with society's traditional notions of gender stereotypes. Other studies have generalized these terms into expressive and instrumental traits.

As a result of combining these terms, and based on previous research, generalized lists of masculine and feminine characteristics were compiled, in particular through the analysis and documentation of gendered language in job advertisements [4].

These gender questionnaires have traditionally been used to measure gender role self-perception—that is, whether people consider themselves masculine or feminine. Among them, the BSRI is considered the gold standard for assessing gender roles and has been used in thousands of studies over the more than 40 years since its development. However, in recent years, the perceptions captured by the BSRI have been less supported by women. The researchers analyzed a large collection of studies using the BSRI and observed how respondents' answers have changed over a long period of time. Women's ratings of femininity have declined significantly over the years, suggesting that societal gender norms may require an update to masculine and feminine stereotypical characteristics.

There are few tools or algorithms available to determine whether a given text perpetuates contemporary gender stereotypes. One class of tools, for example, is used to identify gender-biased language in job postings. These tools operate using pre-compiled lists of gender-biased words, gathered from previous psychological studies, that may influence job applicants' decisions, and calculate the gender bias of a job posting based on the frequency of these words. Although the detection of gender stereotypes in natural language remains an under-researched area, the community is strongly focused on issues of fairness and bias in these text analysis models. A large number of projects focus on identifying and eliminating biases in algorithms, such as in word embedding, since word embedding involves sorting words into vectors based on their meaning and semantics. However, neural network systems that analyze text or images may exhibit a certain degree of bias in their analysis results, as neural networks are trained solely on the data fed into them and lack the level of understanding that a human possesses, even when analyzing the same material. Such biases can be mitigated by creating an expanded dataset that accounts for gender bias in the original training dataset, or by adding constraints during model training to ensure gender-neutral prediction [2].

To detect gender stereotypes in articles, for instance, two approaches can be applied: a traditional lexicographical method that operates on individual words,

and an end-to-end method that operates directly on text paragraphs. Both approaches are data-driven and employ neural network learning models.

Both the lexical and end-to-end approaches require datasets that illustrate gender stereotypes at the word or paragraph level. Currently, there are no such databases that reflect contemporary perspectives on gender stereotypes in the English language. Therefore, these types of databases are often created by researchers using crowdsourcing techniques. Crowdsourcing in this context involves creating the required database of gender-stereotypical expressions and sentences using proposed expressions and words that can be provided by anyone interested. This method can help researchers create datasets that reflect current language use with minimal bias and can be easily scaled as additional resources become available. Of course, such a method can result in a database that needs to be filtered for compliance with the criteria required for the study and for obtaining proper results. There are also cases where, to collect the data needed for training neural networks, researchers use large arrays of existing text samples to reflect typical language use. Additionally, researchers can utilize volunteer labeling of selected text samples through the crowdsourcing method. Such techniques help researchers collect, sort, label, and expand their databases to further improve existing machine learning models and train new ones. These methodologies provide a wide scope of data libraries that can be used in subsequent research [4].

Researchers often argue that stereotypes are highly persistent; they tend to become deeply ingrained in public perceptions and thinking, a phenomenon reinforced by cognitive biases. However, the persistence of stereotypes is not only a result of the inflexibility of human beliefs but also a consequence of the social roles performed by women and men. Thus, the persistence of traditional gender stereotypes is fueled by a skewed gender distribution of social roles. While there has been recent progress toward gender equality in employment, and the clear separation of women and men in long-established gender roles has weakened, some researchers have begun to question whether attitudes toward these stereotypes have changed alongside shifts in public opinion regarding them.

It is important to note that gender-based occupational segregation has not disappeared, although it has decreased significantly compared to previous decades. Despite the increase in the number of women in the labor market, they are still largely concentrated in occupations that require communicative rather than executive skills. For example, the three most common occupations for women in the U.S. involve caring for others (elementary and secondary school teacher, nurse, secretary, and administrative assistant), while men are more likely to work in professions that require agency (for example, in senior management positions, construction, or engineering). Sociological studies show that women are underrepresented in professions that are highly competitive, inflexible, and

require a high level of physical skills, while they are overrepresented in professions that emphasize social contribution and require interpersonal communication skills. Furthermore, although men's domestic and family responsibilities have increased, women continue to perform a disproportionately large share of housework, have more childcare responsibilities, and are still expected to do so.

Thus, it is impossible to say with certainty whether traditional gender stereotypes will continue to dominate contemporary perceptions of women and men. The results of relevant studies are quite contradictory.

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CHALLENGES IN TEACHING PROFESSIONALLY ORIENTED FOREIGN LANGUAGES AT NON-LANGUAGE UNIVERSITIES

Abstract. This article analyzes the characteristics of the modern approach to studying a foreign language (English) as a professional language. It emphasizes that in today's globalized world, the goal of students' educational activities is not only to study linguistic issues as such, but also to use language to solve various professional problems. Solving such problems encourages students to use the English language and, thus, to master it. In this situation, professional communication serves as both the goal and the means of learning. The primary condition for a specialist's foreign-language professionalization is the creation of a linguo-professional learning environment that allows for the simulation of various types of professional activities. It is clarified that the reproduction in classroom settings and in the language of scientific concepts of the conditions and dynamics of typical professional communication is most fully realized in a business game, an organic component of which is a professional discussion or a discussion with an academic component. The relevance of the problem-solving tasks is linked to overcoming certain difficulties, the mobilization of cognitive activity and mental processes, and the incorporation of elements of creative thinking and speech activity, which ensures not only the acquisition of new knowledge and methods of obtaining it, but also the mental development of students, in particular the development of their creative abilities and the formation of decision-making skills (development of soft skills).

Since modern society is undergoing a phase of sociocultural transformation and modernization, changes in its organizational structure are taking place, giving rise to a new cultural reality characterized by new relationships between people in all spheres of human existence, new conditions for development, a distinct system of values, norms, and principles, cultural needs, and the means to satisfy

them, then in the context of such active intercultural communication, the urgent issue is the intercultural communicative competence of future professionals as actors on the international stage. Examples are provided to demonstrate how knowledge of etiquette norms, cultural characteristics, and communication norms contributes to effective professional interaction between representatives of different cultures.

The place and role of communication and interaction which, as an important part of human life, are part of culture, are established. The authors emphasize that when discussing the cultural specificity of communication, one cannot ignore discursive strategies in various linguistic and cultural contexts, as well as diverse speech acts as culturally conditioned phenomena.

Keywords: globalization space, linguo-professional environment, lexical competence, language skills, intercultural communication.

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ПРОБЛЕМИ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ З ПРОФЕСІЙНОЮ ОРІЄНТАЦІЄЮ У НЕМОВНИХ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

Анотація. У статті проаналізовано особливості сучасного підходу до вивчення іноземної мови (англійської) як мови спеціальності. Наголошується на тому, що у сучасному глобалізаційному просторі метою навчальної діяльності студентів є не тільки вивчення мовних проблем як таких, а й вирішення за допомогою мови різних проблем професійного характеру. Вирішення таких проблеми спонукає студентів використовувати англійську мову і, таким чином, опановувати її. У цій ситуації професійна комунікація є як метою, так і засобом навчання. Основною умовою іномовної професіоналізації фахівця є формування лінгвопрофесійного навчального середовища, що дозволяє моделювати різні види професійної діяльності. Уточнено, що відтворення в аудиторних умовах і мовою наукових понять умов та динаміки типової професійної комунікації найбільш повно реалізується в діловій грі, органічним компонентом якої є професійна дискусія або дискусія з академічним компонентом.

Актуальність ситуації проблемних завдань пов'язана з подоланням певних труднощів, мобілізацією пізнавальної активності та психічних процесів, залученням елементів творчої мисленнєво-мовленнєвої діяльності, що забезпечує не тільки оволодіння новими знаннями та способами їх здобуття, а й психічний розвиток студентів, зокрема розвиток їхніх творчих здібностей та формування навичок прийняття рішень (розвиток soft skills).

Так як сучасне суспільство перебуває на етапі соціо-культурної трансформації й модернізації, зміни типу своєї організації, відповідно до чого формується нова культурна реальність, що характеризується новими відносинами між людьми в усіх галузях людського буття, новими умовами розвитку, особливою системою цінностей, норм і принципів, культурних потреб і засобів їх задоволення, то в умовах такої активної міжкультурної комунікації нагальною проблемою виступає міжкультурна комунікативна компетентність майбутніх спеціалістів як гравців на міжнародній арені. Показано на прикладах як знання норм етикету, культурних особливостей, норм спілкування сприяє ефективній професійній взаємодії між представниками різних культур.

Установлено місце і роль комунікації і спілкування, які виступаючи важливою частиною людського життя, є частиною культури. Авторами підкреслюється, що коли йдеться про культурну специфіку комунікації, не можна не брати до уваги дискурсивні стратегії в різних лінгвокультурах, так як і різноманітні мовні акти як культурно обумовлені явища.

Ключові слова: глобалізаційний простір, лінгвопрофесійне середовище, лексична компетентність, мовні навички, міжкультурна комунікація.

A general formulation of the problem. With the development of new international business contacts and the effective maintenance of existing ones, the adoption of innovative foreign technologies, and the expansion of professional cooperation with foreign specialists, the demand for professionals who are proficient in at least one foreign language has risen sharply. Proficiency in a foreign language is an indispensable component of the education of all successful people. And today, the main task facing a foreign language teacher at a non-language university or any other educational establishment is to prepare a specialist who is proficient in a foreign language, even within a short timeframe. The limited number of teaching hours allocated to foreign language study presents a serious problem. Therefore, from the outset, foreign language teaching must incorporate professional and communicative approaches alongside clearly defined objectives. The main aim of foreign language study in non-language universities is practical proficiency, the specifics of which are determined by future professional activities; that is, the main emphasis in the teaching process is

placed both on the principle of communicativeness itself and on the design of the teaching aids and materials used. After all, «non-language students» interest in the subject increases when they envisage the prospects for applying the knowledge they have acquired. In the future, this knowledge and these skills will enhance their chances of success both in their future professional careers and in any other activity.

An analysis of recent studies and publications. The importance of the relationship between languages and its cultural competence in the process of intercultural communication is studied in the works of E. Hall, John Sueller, Robert Müller, L. Taylor. The works of such Ukrainian researchers as T.G. Hrushevitska, V.D. Popkova, A.P. Sadokhin are also significant in this context. Besides, the method of role-playing simulations as a highly effective tool for teaching English is considered in works of Jerman BA, Arh T., Whicker ML, Lee S.,Louisa Kotliarova, Olha Ihnatieva and others.

The aim of the article. To analyse the characteristics of the modern approach to the study of a foreign language (English) which involves creating a language-based professional learning environment that enables the simulation of various types of professional activities where the linguistic competence, intercultural communicative competence is becoming particularly important.

Presentation of the main research material. Scientific and technological progress, the globalisation of the information sphere and the development of digital technologies have led to a veritable «information explosion», which in turn has fostered active international collaboration among specialists in various fields. Knowledge of English not only allows one to join the global scientific community, but also to navigate information flows with ease, and to access the latest research, professional literature, online courses and learning platforms [1].

To ensure that the professional skills and competences of graduates from technical and technological faculties meet contemporary requirements and correspond to the educational and qualification specifications of the relevant specialisms, they must be taught to translate scientific and technical literature of various genres, taking into account their stylistic features, and to develop students' lexical competence in the field of terminology, including skills in translating complex nouns and abbreviations.

Furthermore the modern approach to teaching a foreign language as a language for professional purposes assumes that the aim of students' learning activities is not to study linguistic issues for their own sake, but to use the language to solve various professional problems. Solving these problems encourages students to use the foreign language and, in this way, to master it. Hence, professional communication serves as both the aim and the means of learning. The key prerequisite for a specialist's professional development in a foreign

language is the creation of a lingo-professional learning environment that enables the simulation of various types of quasi-professional activity. The recreation, within a classroom setting and in the language of academic concepts, of the conditions and dynamics of typical professional communication is most fully realised in a business simulation. An integral component of a business game is a professional discussion or a discussion with an academic component. This discussion is conducted by specialists with the aim of discussing various points of view and finding the optimal solution to a common problem, enabling further fruitful cooperation among all members of the professional team. The occasion for such a discussion may be either a report or presentation, or a task set for the working group, but the aim is always to develop a constructive solution by a group of specialists united by a common interest in the topic and professional competence in the matter under discussion. Unlike an informal discussion, a formal discussion has a clearly defined purpose and is constructive in nature. The academic context of such a discussion is determined not only by the subject matter and terminology, but also by the methodology. It is particularly important for participants to formulate their opinions clearly, support them with sound arguments, and convince their opponents of their opinion. A business discussion requires preparation and certain skills. When assessing the discussion, it is not the level of knowledge acquisition that is evaluated, but the course and outcome of professional actions carried out on the basis of acquired knowledge and skills, which are, in turn, supplemented and refined during the discussion itself.

The next method worthy of special attention is the «problem-solving method». This method involves the teacher presenting a problem and the students working independently and actively to find ways of solving it. The problem-solving situation itself involves overcoming certain difficulties, the mobilisation of cognitive activity and mental processes, and the incorporation of elements of creative thinking and speech, which ensures not only the acquisition of new knowledge and methods of obtaining it, but also the mental development of learners, in particular the development of their creative abilities and the formation of decision-making skills.

But we cannot but highlight the fact that in addition to linguistic competence, intercultural communicative competence is becoming particularly important. The ability to interact effectively with people from other cultures, and an understanding of their mindset, etiquette and communication styles, are essential components of professional success in a globalised world. Learning a language within the context of the culture, history and traditions of the country where it is the official language helps to overcome intercultural barriers and foster tolerance. Numerous studies on the issue of cultural interaction indicate that achieving positive outcomes depends on the ability of those involved in

communication to understand one another, and this process is influenced by many factors, among which the ethnic culture of each interlocutor, the psychology of peoples, and the cultural values prevailing in a particular country.

The present day, characterised by constant interaction between countries, peoples, ethnic groups and cultures, raises questions about cultural identity and cultural differences. As international and intercultural interactions increase, so too does the importance and role of the ability to identify the cultural characteristics of different peoples, treat them with respect, and find common ground. This is precisely why intercultural communication is becoming a recurring theme in the philosophical, cultural and sociological analyses of researchers. The theory and practice of intercultural communication as a linguistic and cultural phenomenon is attracting the interest of an ever-growing number of scholars from various academic disciplines. Having emerged in the 1960s, the theory of intercultural communication has undergone a turbulent path of formation and development and has now acquired independent status, its own set of issues and terminological apparatus, and strengthened links with other fields of knowledge. Entire fields of research into intercultural communication have emerged, and various academic schools have taken shape. These reflect new approaches to understanding the entire complex of social disciplines, such as the idea of the interdependence of individual fields of knowledge and their interdisciplinary nature.

Although intercultural communication has always been an integral part of social life, it was not until the late 1980s that it began to develop as a field of specialised study in Western Europe and the United States, in particular, research was initiated into issues relating to acculturation, the migration of foreign workers, and relations between foreign and ‘native’ workers. Ukrainian social scientists have only recently turned their attention to this subject.

«A child born today will, as an adult, face global interdependent issues almost every day, be it peace, food, quality of life, inflation or resource shortages. He or she … may rightly ask: «Why wasn’t I warned? Why wasn’t I taught better? Why didn’t my teachers tell me about these problems and point out that my behaviour is that of a member of an interdependent human race? » – Robert Müller [2]. This quote from Robert Müller, known as the «father of global education», is just as relevant today as it was 30 years ago, and highlights the importance of understanding our interconnected world. In addition to the issues of peace, food, the economy and quality of life identified by Müller, problems such as climate change, terrorism and conflicts around the world also require us to bridge cultural differences in order to be successfully resolved.

It should be noted that the economy has been and remains one of the key, though not the only, driving forces behind intercultural communication. Alongside the economy, communication technologies are also coming to the fore.

Thanks to technology, we stay connected to events in the most remote parts of the world, as well as to people we may never meet face-to-face. The level of global connectivity and communication via social media sites is staggering. The influence of social media platforms such as Instagram, Facebook and Twitter has far-reaching consequences, and it is important to understand that these technologies can have both positive and negative effects on intercultural communication. Digital translation apps, such as Google Translate, Universal Translator and iTranslate, can facilitate communication for travellers and businesspeople during everyday cross-cultural encounters. In addition to language and translation, other challenges arise in the process of cross-cultural online communication. For example, some forms of online communication (such as email, text messages and tweets) filter out certain important non-verbal cues. When talking to people, we use non-verbal cues that help us interpret what we are actually hearing – tone of voice, facial expressions, gestures, and so on. The absence of such 'cues' in online communication complicates interaction and can lead to misunderstandings, particularly when people from different cultures are communicating [3].

In his work «Psychology of the digital age: humans become electric», John Suler highlights yet another feature of virtual communication. He writes that it is so unlike the virtual world and seems so strange – in cyberspace, you can always have at your fingertips (at the touch of a key) a permanent record of what you said, to whom, and when. Since all online interactions are based solely on documents – that is, they take place in a written form – we may become bold enough to claim that relationships between people are essentially documented and that reality can be recorded in its entirety at any moment… And although there is a great temptation, the researcher continues, to cherish the idea of a preserved text as an objective record of a fragment of living emotions, no less 'awe-inspiring' is the realisation of the vast gulf between emotional reactions to the same text when reread under different circumstances. Depending on our state of mind, we imbue the written word with all manner of intellectual meanings and intentions [4].

Communication and interaction, being an integral part of human life, form part of culture. According to the renowned American specialist in intercultural communication, E. Hall, culture is communication, and communication is culture. Based on this very perspective, culture can be symbolically represented as an iceberg, the base of which consists of cultural values and norms, whilst its tip is the individual behaviour of a person, which is determined by these values and norms and manifests itself primarily in communication with other people [5].

This view has found support among other researchers exploring the nature of intercultural communication. For example, the American researcher O. Taylor, in his book «Intercultural Communication: An Essential Dimension of Effective

Education», argues that communication is a product of culture. The way in which people communicate is determined by their culture. A person may be familiar with more than one culture, or be an expert in several cultures, but one thing remains indisputable: communication is a product and creation of culture [5].

When discussing the cultural specifics of communication, one cannot fail to take into account the discursive strategies employed in different linguistic and cultural contexts, as well as the various speech acts as culturally conditioned phenomena. For example, during business negotiations between representatives of French and German firms, participants often begin the conversation with a joke or a witty comment regarding the situation, context and topic of the meeting. Most German partners consider such linguistic behaviour on the part of the French to be inappropriate: «Das ist jetzt nicht an der Zeit, Witze zu machen». However, this is not a matter of a complete rejection of humour as such, but merely of the inappropriateness of humour within the structure of the discourse at that particular moment. From the French perspective, the Germans' explanations are too detailed and contain an excess of detail, whilst the arguments of their French colleagues, from the Germans' point of view, are based on constant digressions, associations and allusions [6].

Conclusions. Authentic materials thus enable learners of English to gain a better understanding of the culture of the target language country; they serve as a catalyst for subsequent discussion, provide a foundation for developing speaking skills, foster both monologue and dialogue skills, and offer exceptional opportunities for developing English reading skills. Working with authentic materials involves both classroom-based and out-of-class educational activities for students.

It should be noted that contemporary society is undergoing a phase of socio-cultural transformation and modernisation, with changes in the way it is organised; accordingly, a new cultural reality is taking shape, characterised by new relationships between people in the cultural sphere, new conditions for development, a distinct system of values, norms and principles, cultural needs and the means of satisfying them.

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DIE NUTZUNG VON INTERNETRESSOURCEN IM FREMDSPRACHENUNTERRICHT

Abstract. Der Einsatz von Informationstechnologien ist eine der Voraussetzungen für das erfolgreiche Erlernen einer Fremdsprache. Eine Fremdsprachenlehrkraft sollte neben einer fundierten fachlichen Ausbildung auch über moderne kommunikative Unterrichtsmethoden verfügen und Informationstechnologien in allen Phasen des Lernprozesses einsetzen. Moderne Informationstechnologien sollen ein wirksames Instrument sein, das den Wissenserwerb erleichtert und den Unterricht interaktiv, kommunikativ ausgerichtet, interessant, anschaulich und individualisiert gestaltet. Es wurde festgestellt, dass die Nutzung von Internetressourcen eine Reihe von Vorteilen bietet. Dazu gehören insbesondere die Zugänglichkeit, da das Internet den Studierenden jederzeit und überall Zugang zu Lernmaterialien ermöglicht, sowie die Flexibilität des Lernens: Studierende können ihr Lerntempo und ihren Lernstil entsprechend ihren individuellen Bedürfnissen wählen. Darüber hinaus ermöglicht die Nutzung von Internetressourcen eine Individualisierung des Lernprozesses, indem der Unterricht an den Wissensstand jedes einzelnen Studierenden angepasst werden kann. Dazu gehört auch die Vielfalt der Lernmaterialien: Videos, Audioaufnahmen, interaktive Übungen und Tests ermöglichen die Entwicklung aller Aspekte der sprachlichen Tätigkeit. Außerdem trägt die Möglichkeit der Kommunikation mit Muttersprachlern über verschiedene Plattformen und mobile Anwendungen zur Verbesserung der kommunikativen Fähigkeiten bei. Trotz der zahlreichen Vorteile der Nutzung von Internetressourcen im Bildungsprozess bestehen auch bestimmte Herausforderungen und Einschränkungen. Es können Probleme mit der Motivation und Selbstdisziplin auftreten, da Online-Lernen ein hohes Maß an Selbstständigkeit und Selbstkontrolle erfordert, was für einige Studierende schwierig sein kann. Zudem kann das Internet zu einer Informationsüberlastung führen, da eine enorme Menge an Materialien zur Verfügung steht, wodurch die Auswahl geeigneter Quellen erschwert wird. Darüber hinaus können auch technische Probleme

auftreten: eine instabile Internetverbindung oder das Fehlen notwendiger technischer Ausstattung kann ein Hindernis für effektives Lernen darstellen. Internetressourcen erweitern erheblich die Möglichkeiten des Fremdsprachenlernens. Sie bieten den Lernenden die Möglichkeit, zu einem für sie passenden Zeitpunkt zu lernen, Feedback zu erhalten, mit Muttersprachlern zu kommunizieren und eine Vielzahl vielfältiger Materialien zur Verbesserung ihrer Sprachkompetenzen zu nutzen. Die Verwendung solcher Ressourcen in Kombination mit traditionellen Lehrmethoden ermöglicht es, hohe Ergebnisse beim Erlernen von Fremdsprachen zu erzielen.

Schlüsselwörter: Informationstechnologien, Fremdsprache, kommunikative Methode, Internet, lernerzentrierter Ansatz.

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ВИКОРИСТАННЯ ІНТЕРНЕТ-РЕСУРСІВ НА ЗАНЯТТІ З ІНОЗЕМНОЇ МОВИ

Анотація. Використання інформаційних технологій – одна з умов успішного вивчення іноземної мови. Викладач іноземної мови повинен, окрім ґрунтовної фахової підготовки, володіти сучасною комунікативною методикою, використовувати інформаційні технології на усіх етапах навчання. Сучасні інформаційні технології мають бути ефективним інструментом, який полегшить засвоєння знань, зробить навчання інтерактивним, комунікативно спрямованим, цікавим, наочним, індивідуальним. З'ясовано, що використання Інтернет-ресурсів має ряд переваг, зокрема, доступність**:** Інтернет дає студентам доступ до матеріалів будь-де і в будь-який час, гнучкість навчання**:** студенти можуть вибирати темп та стиль навчання, адаптуючи їх до власних потреб, індивідуалізація**:** завдяки використанню Інтернет-ресурсів, можна адаптувати навчання під кожного студента, враховуючи його рівень знань. Сюди належить також різноманітність навчальних матеріалів**:** відео, аудіо, інтерактивні вправи, тести дозволяють розвивати всі аспекти мовної діяльності, практика мовлення з носіями мови**:** можливість спілкування з носіями мови через платформи та мобільні додатки допомагає вдосконалювати комунікативні навички. Попри великі переваги використання інтернет-ресурсів у навчальному процесі має також певні виклики та обмеження. Можуть виникати проблеми з мотивацією та самодисципліною, адже **о**нлайн-навчання вимагає високого рівня

самостійності і самоконтролю, що може бути складно для деяких студентів. Інтернет перевантажує інформацією**,** пропонуючи величезну кількість матеріалів, що може бути складно для вибору відповідних джерел. Часто можуть виникати також технічні проблеми**:** нестабільний інтернет-зв'язок або відсутність необхідного технічного обладнання може стати перешкодою для ефективного навчання. Інтернет-ресурси значно розширюють можливості вивчення іноземних мов. Вони надають учням можливість навчатися у зручний час, отримувати зворотний зв'язок, спілкуватися з носіями мови та користуватися багатими і різноманітними матеріалами для вдосконалення мовних навичок. Використання таких ресурсів у поєднанні з традиційними методами навчання дозволяє досягати високих результатів у вивченні іноземних мов.

Ключові слова: інформаційні технології, іноземна мова, комунікативна методика, мережа Інтернет, особистісно-орієнтований підхід.

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USING INTERNET RESOURCES IN FOREIGN LANQUAGE CLASSES

Abstract. The use of information technology is one of the conditions for successful foreign language learning. A foreign language teacher must possess not only profound professional training but also use modern communicative methodology and information technology techniques at all stages of the learning process. Modern information technologies should be an effective tool that facilitates the acquisition of knowledge, makes learning interactive, communicatively focused, engaging, visual, and personalized. It has been found that the use of Internet resources has a number of advantages, including accessibility: the Internet gives students access to materials anywhere and anytime; flexibility of learning: students can choose the pace and style of learning, adapting them to their own needs; individualization: through the use of Internet resources, learning can be tailored to each student, considering their level of knowledge. This also includes the variety of learning materials: videos, audios, interactive exercises, and tests that help develop all aspects of language skills, speaking practice with native speakers: the ability to communicate with native speakers using educational platforms and mobile applications helps improve communicative skills. Despite the great advantages of using online resources in

the educational process, there are also certain challenges and limitations. Problems with motivation and self-discipline can arise since online learning requires a high level of independence and self-control, which may be difficult for some students. The Internet overloads users with information, offering a vast amount of materials, which can make it difficult to choose the right sources. Technical problems may also arise: unstable internet connections or lack of necessary technical equipment may become obstacles to effective learning. Internet resources greatly expand the possibilities of foreign language learning. They provide students with the opportunity to study at a convenient time, receive feedback, communicate with native speakers, and access rich and diverse materials to enhance language skills. The use of such resources, combined with traditional teaching methods, allows achieving high results in foreign language learning.

Keywords: information technology, foreign language, communication methods, the Internet, student-centered approach.

Problemstellung. In den letzten Jahren wird die Frage nach der Anwendung neuer Informationstechnologien im Fremdsprachenunterricht zunehmend thematisiert. In der modernen Welt ist das Internet zu einem integralen Bestandteil des Bildungsprozesses geworden, und seine Rolle beim Erlernen von Fremdsprachen gewinnt immer mehr an Bedeutung. Mithilfe verschiedener Online-Ressourcen und Plattformen können Lehrkräfte und Lernende den Lernprozess erheblich bereichern und ihn interaktiver, zugänglicher und interessanter gestalten. Das Erlernen von Fremdsprachen über das Internet eröffnet neue Möglichkeiten zur Entwicklung sprachlicher Kompetenzen, zur Steigerung der Lernmotivation sowie zur Vorbereitung auf reale Kommunikationssituationen. Dabei handelt es sich nicht nur um neue technische Mittel, sondern auch um neue Formen und Methoden des Unterrichts sowie um einen neuen Ansatz im Lernprozess. Das Hauptziel des Fremdsprachenunterrichts besteht darin, eine kommunikative Kultur zu entwickeln und die praktische Beherrschung einer Fremdsprache zu fördern.

Das Internet bietet eine große Vielfalt an Materialien zum Fremdsprachenlernen: Online-Kurse, mobile Anwendungen, Videolektionen, Audiodateien, Texte usw. Die Nutzung solcher Ressourcen ermöglicht es Lernenden mit unterschiedlichen Sprachkenntnissen, geeignete Materialien zum Üben und zur Verbesserung ihrer Sprachkompetenz zu finden.

Analyse der neuesten Forschungen und Veröffentlichungen. Die Frage der Nutzung des Internets beim Fremdsprachenlernen wurde im Ausland bereits Anfang der 1990er-Jahre diskutiert. In der Ukraine erschienen die ersten wissenschaftlichen Veröffentlichungen zu diesem Thema ab dem Jahr 2000.

Insbesondere wurde dieses Problem von I. Aman, L. Breslow, I. Hontarenko, O. Lytvynenko, T. Nosenko, G. Siemens, Y. Zhao und anderen Forschern untersucht. Das Interesse an diesem Thema bleibt auch heute hoch, da die intensive Computerisierung der Bildungseinrichtungen sowie deren Anschluss an leistungsfähige Internetverbindungen weiterhin fortschreiten.

Moderne pädagogische Technologien wie kooperatives Lernen, projektorientierte Methoden sowie der Einsatz neuer Informationstechnologien und Internetressourcen tragen zur Umsetzung eines lernerzentrierten Ansatzes im Bildungsprozess bei. Sie ermöglichen die Individualisierung und Differenzierung des Lernens unter Berücksichtigung der Fähigkeiten der Lernenden und ihres Sprachniveaus. Zu den Formen der Arbeit mit computerbasierten Lernprogrammen im Fremdsprachenunterricht gehören: Wortschatzarbeit, Aussprachetraining, die Entwicklung dialogischer und monologischer Sprechfertigkeiten, Schreibtraining sowie das Üben grammatischer Strukturen.

Ziel des Artikels ist die Untersuchung innovativer pädagogischer Technologien im Fremdsprachenunterricht.

Die Aufgaben des Artikels bestehen darin, die theoretischen Aspekte des Einsatzes innovativer pädagogischer Technologien im Fremdsprachenunterricht zu analysieren sowie Möglichkeiten zur Implementierung neuer Informationstechnologien im Prozess des Fremdsprachenlernens zu untersuchen.

Die methodologische Grundlage der vorliegenden Studie bildet ein komplexer Ansatz zur Untersuchung des Einsatzes von Informations- und Kommunikationstechnologien im Fremdsprachenunterricht. Die Forschung stützt sich auf grundlegende Prinzipien der modernen Pädagogik, der Fremdsprachendidaktik sowie der Theorie des digitalen Lernens. Dabei wird besonderes Augenmerk auf den lernerzentrierten Ansatz gelegt, der die aktive Rolle der Lernenden im Bildungsprozess betont und die Entwicklung ihrer kommunikativen Kompetenzen fördert.

Im Rahmen der Untersuchung wurden sowohl theoretische als auch empirische Forschungsmethoden eingesetzt. Zu den theoretischen Methoden gehören die Analyse, Synthese und Systematisierung wissenschaftlicher Literatur zu Fragen des Einsatzes von Internetressourcen und digitalen Technologien im Fremdsprachenunterricht. Darüber hinaus wurde eine vergleichende Analyse wissenschaftlicher Ansätze nationaler und internationaler Forscher durchgeführt, um die wichtigsten Konzepte und Modelle der Integration moderner Informationstechnologien in den Bildungsprozess zu bestimmen.

Zu den empirischen Forschungsmethoden gehören die Beobachtung des Bildungsprozesses, die Analyse pädagogischer Erfahrungen sowie die Untersuchung der praktischen Anwendung digitaler Technologien im Fremdsprachenunterricht. Diese Methoden ermöglichten es, die Effektivität verschiedener

Online-Ressourcen, interaktiver Plattformen und multimedialer Materialien bei der Entwicklung sprachlicher Kompetenzen der Lernenden zu bewerten.

Darüber hinaus wurden Methoden der pädagogischen Analyse und Verallgemeinerung eingesetzt, um die Ergebnisse der Untersuchung zu interpretieren und Schlussfolgerungen über die Möglichkeiten der effektiven Integration von Internetressourcen in den Fremdsprachenunterricht zu ziehen.

Die Kombination der genannten Methoden ermöglichte eine umfassende Untersuchung des Forschungsgegenstandes sowie die Bestimmung der wichtigsten Vorteile und Herausforderungen beim Einsatz moderner Informationstechnologien im Prozess des Fremdsprachenlernens.

Darstellung des Hauptmaterials der Forschung. Eine der aktuellen Aufgaben der modernen Methodik des Fremdsprachenunterrichts besteht darin, den gesamten Bildungsprozess auf die aktive und selbstständige Arbeit der Lernenden auszurichten und Bedingungen für ihre Selbstverwirklichung und Selbstentwicklung zu schaffen. Der Computer bestimmt dabei nicht den Inhalt des Lernens – er dient lediglich als effektives Instrument im Fremdsprachenunterricht. Daher sollte die Entwicklung methodischer Grundlagen für den Einsatz von Computern im Fremdsprachenunterricht auf einer gründlichen Analyse ihrer didaktischen und methodischen Möglichkeiten beruhen, die zur Erreichung des Hauptziels des Fremdsprachenlernens beitragen – der Entwicklung kommunikativer Kompetenz.

Computer ermöglichen die Simulation kommunikativer Situationen, fördern den Erwerb lexikalischer und grammatischer Fähigkeiten, unterstützen die Individualisierung und Differenzierung des Lernprozesses, steigern die Motivation der Lernenden, erweitern den Umfang der sprachlichen Ausbildung und tragen zur Entwicklung der Selbstbewertungskompetenz der Lernenden bei.

Gegenwärtig existieren unterschiedliche Auffassungen über den Einsatz von Computern im Fremdsprachenunterricht. Einige Wissenschaftler vertreten die Ansicht, dass Computer den Lehrer ersetzen könnten, während andere der Meinung sind, dass Computer nicht in der Lage sind, Lernmaterial auf dieselbe Weise zu präsentieren wie eine Lehrkraft [1].

Unserer Ansicht nach sollte der Computer als unterstützendes Mittel eingesetzt werden, ähnlich wie andere technische Lehrmittel oder Lehrbücher. Dabei ist zu berücksichtigen, dass der Computer mehrere Vorteile bietet: Er vereint Video-, Audio- und Textinformationen und ermöglicht es den Lernenden, ihre eigene Stimme aufzunehmen und anschließend ihre Aussprache zu korrigieren. Darüber hinaus bietet der Computer umfangreiche Möglichkeiten zur Überprüfung des Sprachniveaus oder der Kenntnisse zu einem bestimmten Thema unter Beteiligung der Lehrkraft, wodurch der Zeitaufwand für die Auswertung der Ergebnisse reduziert wird.

Die Tests können unterschiedliche Formen annehmen: Multiple-Choice-Aufgaben, Wahr-/Falsch-Aufgaben, Zuordnungsaufgaben usw. Lehrkräfte können Computer nutzen, um den Lernprozess zu optimieren, die Effektivität und Objektivität der Bewertung zu erhöhen, Zeit zu sparen sowie Gruppenarbeit und die Arbeit mit Unterrichtsmaterialien zu organisieren. Als technisches Hilfsmittel eröffnet der Computer neue Perspektiven für eine effektivere Organisation des Unterrichts. Darüber hinaus sind einige organisatorische Formen des Unterrichts ohne den Einsatz von Computern kaum realisierbar, beispielsweise die gemeinsame kreative Arbeit an Projekten.

Die Arbeit mit Computern steigert nicht nur das Interesse am Lernen, sondern ermöglicht auch eine Anpassung der Lernaufgaben an unterschiedliche Schwierigkeitsgrade. Außerdem beseitigt der Computer einen der häufigsten Gründe für eine negative Einstellung zum Lernen – Misserfolge aufgrund unzureichenden Verständnisses des Lernmaterials. Viele computerbasierte Lernprogramme sind speziell darauf ausgerichtet, dieses Problem zu lösen. Lernende können während der Arbeit mit dem Computer verschiedene Nachschlagewerke und Wörterbücher nutzen, die mit einem Mausklick aufgerufen werden können.

Die rasante Entwicklung von Personalcomputern und Informationstechnologien führt zu bedeutenden Veränderungen im Prozess des Fremdsprachenlernens. Der angemessene Einsatz von Computern im Fremdsprachenunterricht ist daher sowohl möglich als auch sinnvoll, wenn die Besonderheiten des jeweiligen Fachs berücksichtigt werden. Ein zentraler Bestandteil des Fremdsprachenunterrichts ist die Entwicklung verschiedener sprachlicher Fertigkeiten: Sprechen, Hören, Lesen und Schreiben. Beim Hörverstehen haben Lernende die Möglichkeit, authentische fremdsprachige Materialien zu hören. Beim Sprechen können sie Sätze in ein Mikrofon sprechen und ihre Aussprache trainieren. Beim Erlernen grammatischer Strukturen können sie interaktive Übungen durchführen, Kreuzworträtsel lösen oder an Lernspielen teilnehmen [2].

Ein wichtiges Merkmal des Computers im Bildungsprozess besteht darin, dass er als eine Art „Gesprächspartner“ für Lernende fungieren kann. Das bedeutet, dass er im dialogischen Kommunikationsmodus arbeitet und in gewisser Weise einen natürlichen Gesprächspartner ersetzt, indem er dessen sprachliches Verhalten modelliert und imitiert.

Darüber hinaus ermöglicht der Einsatz von Computern die Darstellung kultureller Aspekte, Umweltmerkmale und verschiedener Situationen auf dem Bildschirm, die als Hintergrund für die Entwicklung fremdsprachlicher Aktivitäten der Lernenden dienen können.

Der Computer bietet außerdem umfangreiche Möglichkeiten zur Erstellung visueller und multimedialer Inhalte [3].

Das Internet stellt eine Vielzahl von Webseiten zur Verfügung, die speziell für Fremdsprachenlernende entwickelt wurden. Die dort bereitgestellten Materialien können sowohl im Unterricht als auch für das selbstständige Lernen zu Hause genutzt werden.

Das Internet ermöglicht außerdem die Gestaltung interaktiver Unterrichtseinheiten mit Spielen, Quizfragen, Kreuzworträtseln und Grammatikübungen. Ein interaktiver Lernansatz unterstützt eine effektivere Aufnahme des Lernmaterials, da die Lernenden aktiv am Lernprozess beteiligt sind.

Die Informationsressourcen des Internets umfassen textuelle und audiovisuelle Materialien zu unterschiedlichen Themen in verschiedenen Sprachen. Bildungsbezogene Internetressourcen werden speziell für Lernzwecke entwickelt.

Aus didaktischer Sicht besteht das Internet aus zwei Hauptkomponenten: Telekommunikationsformen und Informationsressourcen.

Zu den häufigsten Formen der Telekommunikation gehören E-Mail, Chats, Foren, Videokonferenzen, Webkonferenzen und andere Kommunikationsmittel. Ursprünglich wurden diese Technologien für die Kommunikation zwischen räumlich voneinander entfernten Personen entwickelt, heute werden sie jedoch zunehmend auch im Bildungsbereich eingesetzt.

Das Internet schafft Bedingungen für eine möglichst realitätsnahe Sprachverwendung. So können Lernende beispielsweise an Videokonferenzen mit Muttersprachlern teilnehmen oder an Webinaren in einer Fremdsprache teilnehmen. Diese Form des Lernens ermöglicht es ihnen, sich an reale Kommunikationssituationen zu gewöhnen und ihre Fähigkeit zu entwickeln, schnell zu reagieren und Gedanken korrekt zu formulieren.

Das Internet stellt ein leistungsfähiges Instrument zum Erlernen von Fremdsprachen dar. Die Nutzung von Online-Ressourcen, interaktiven Plattformen und die Kommunikation mit Muttersprachlern ermöglichen es Lernenden, ihre Sprachkompetenzen erheblich zu verbessern und den Lernprozess interessanter und effektiver zu gestalten. Dank seiner Zugänglichkeit und Flexibilität bietet das Internet jedem Lernenden die Möglichkeit, geeignete Wege zur Weiterentwicklung seiner sprachlichen Fähigkeiten zu finden.

Das Internet besitzt ein enormes Potenzial zur Verbesserung des Lernprozesses, indem es ihn zugänglicher, flexibler und vielfältiger gestaltet. Für eine effektive Nutzung der Online-Ressourcen ist es jedoch notwendig, sowohl die Vorteile als auch die möglichen Nachteile dieses Ansatzes zu berücksichtigen. Lehrkräfte und Lernende sollten traditionelle Unterrichtsmethoden mit den neuen Möglichkeiten des Internets kombinieren, um eine möglichst effektive Lernumgebung zu schaffen.

Fazit. Zusammenfassend lässt sich feststellen, dass der Einsatz moderner Informationstechnologien und Internetressourcen im Fremdsprachenunterricht eine wichtige Rolle bei der Verbesserung der Qualität des Bildungsprozesses spielt. Die Analyse wissenschaftlicher Literatur sowie die Untersuchung praktischer Erfahrungen zeigen, dass digitale Technologien neue Möglichkeiten für die Entwicklung sprachlicher Kompetenzen der Lernenden eröffnen und zur Steigerung ihrer Lernmotivation beitragen.

Die Nutzung von Online-Plattformen, multimedialen Materialien und interaktiven Aufgaben ermöglicht es, den Unterricht abwechslungsreicher, dynamischer und effektiver zu gestalten. Darüber hinaus fördert der Einsatz digitaler Technologien die Individualisierung des Lernprozesses, da Lernende die Möglichkeit haben, in ihrem eigenen Tempo zu arbeiten und Materialien entsprechend ihrem Sprachniveau auszuwählen.

Ein weiterer wichtiger Vorteil der Nutzung des Internets im Fremdsprachenunterricht besteht in der Möglichkeit der authentischen Kommunikation mit Muttersprachlern sowie im Zugang zu einer großen Menge an aktuellen Informations- und Lernressourcen. Dies trägt nicht nur zur Entwicklung sprachlicher Fähigkeiten bei, sondern auch zur Erweiterung des kulturellen Wissens der Lernenden.

Gleichzeitig sollte berücksichtigt werden, dass die effektive Nutzung digitaler Technologien im Bildungsprozess eine angemessene pädagogische Organisation sowie eine Kombination traditioneller und innovativer Lehrmethoden erfordert. Die Rolle der Lehrkraft bleibt dabei entscheidend, da sie den Lernprozess koordiniert, geeignete Ressourcen auswählt und die Lernenden bei der Entwicklung ihrer Kompetenzen unterstützt.

Somit kann festgestellt werden, dass die Integration von Internetressourcen und modernen Informationstechnologien in den Fremdsprachenunterricht ein wichtiger Schritt zur Modernisierung des Bildungssystems ist und zur Verbesserung der Effektivität des Lernprozesses beiträgt.

Perspektiven für weitere Forschungen können in der Untersuchung neuer digitaler Lernplattformen sowie in der Analyse ihrer Wirksamkeit bei der Entwicklung verschiedener sprachlicher Kompetenzen der Lernenden liegen.

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RETHINKING THE ROLE OF VOCABULARY BREADTH AND DEPTH IN EFL INSTRUCTION

Abstract Vocabulary development has long been regarded as fundamental element of successful English as a Foreign Language (EFL) instruction. Vocabulary knowledge underpins all four language skills—listening, speaking, reading, and writing and plays a decisive role in learners' ability to comprehend input and produce meaningful output.

In EFL settings, where learners often have little or no exposure to the target language beyond the classroom, systematic and purposeful vocabulary instruction becomes particularly important. Studies indicate that insufficient vocabulary knowledge can negatively affect academic achievement, communicative competence, and overall language proficiency.

Therefore, the present study investigates the role of vocabulary development in EFL instruction, analyses factors that contribute to language proficiency while also considering both established and emerging influences that may shape successful vocabulary acquisition. Furthermore, it explores the importance of vocabulary depth development in EFL instruction highlighting the need to foster it in EFL teaching and emphasizing that aligning foreign language learning more closely with the processes that underly natural language acquisition, can enhance more advanced lexical competence.

This article argues that effective vocabulary instruction should not be treated as an addition to grammar-focused instruction, but rather as a central mechanism of language development in EFL/ESL contexts. Moreover, instead of

viewing vocabulary as a fixed list of words to be learned, the research views lexical knowledge as a constantly developing system formed through exposure, use, repetition and rich contextual input.

In today's multilingual world, without a well-developed active vocabulary, students are unlikely to engage effectively in communication, whether within native-speaking communities or in the academic setting of higher education institutions.

Keywords: EFL teaching, vocabulary knowledge, vocabulary breadth and depth, developing speaking, reading, writing and listening skills.

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ПЕРЕОСМИСЛЕННЯ РОЛІ ОБСЯГУ ТА ПОВНОТИ СЛОВНИКОГО ЗАПАСУ В НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

Анотація. Розвиток словникового запасу вважається фундаментальним елементом успішного викладання англійської мови як іноземної (EFL). Знання лексики є основою всіх чотирьох мовних навичок — аудіювання, говоріння, читання та письма — і відіграє вирішальну роль у здатності студентів розуміти мовленнєвий матеріал та формулювати змістовні висловлювання. В умовах викладання англійської як іноземної (EFL), де студенти часто мають обмежений або відсутній контакт із цільовою мовою поза аудиторією, систематичне та цілеспрямоване викладання лексики стає особливо важливим. Дослідження показують, що недостатнє знання лексики може негативно впливати на академічну успішність, комунікативну компетентність та загальний рівень володіння мовою.

Отже, у межах цього дослідження розглядається роль розвитку словникового запасу у викладанні англійської мови як іноземної, аналізуються чинники, що сприяють формуванню мовної компетентності, а також враховуються як традиційні, так і новітні фактори, які можуть

впливати на успішність засвоєння лексики. Крім того, досліджується значення розвитку глибини словникового запасу у навчанні англійської мови як іноземної (EFL), наголошується на необхідності цілеспрямованого формування глибоких лексичних знань та підкреслюється, що наближення процесу вивчення іноземної мови до механізмів природного засвоєння мови може сприяти розвитку більш високого рівня лексичної компетентності.

У статті стверджується, що ефективне викладання лексики не слід розглядати як доповнення до граматично-орієнтованого навчання, а радше як центральний механізм мовного розвитку в контекстах EFL/ESL. Замість того, щоб розглядати лексику як фіксований список слів для вивчення, дослідження розглядає лексичні знання як постійно розвиваючу систему, сформовану через вплив, використання, повторення та багатий контекстуальний вхід.

У сучасному багатомовному світі без добре розвиненого активного словникового запасу студенти навряд чи зможуть ефективно брати участь у спілкуванні — як у спільнотах носіїв мови, так і в академічному середовищі вищих навчальних закладів.

Ключові слова: Навчання англійської мови як іноземної, словниковий запас, обсяг і глибина словникового запасу, розвиток навичок говоріння, читання, письма та аудіювання.

Problem statement On Ukraine's path to globalization, English is acknowledged as a key competency in the context of economic integration and globalization, a tool for international communication, and a means of joining the European educational, scientific, and professional space. The importance of English for expanding educational and professional opportunities is recognized by Ukraine and is reflected in a number of national strategies and initiatives. On June 6, 2024 the Verkhovna Rada adopted the law "On the use of the English language in Ukraine," which establishes the status of English as an official language of international communication in Ukraine [1]. The main purpose of this law is to promote the use of the English language in public spheres of social life and to create favorable conditions to further *advance* the *English language* proficiency of Ukrainian tertiary education. According to the law, the English language becomes compulsory for study in all secondary schools. It is also provided that the teaching of some subjects in higher educational institutions can be carried out in English [2]. This contributes to increasing the level of language proficiency among young people and training specialists who will be able to work effectively in an international environment.

The Ministry of Education and Science of Ukraine, in accordance with the Conceptual Framework for State Policy on the Development of English in Higher Education has worked out Methodological Recommendations for Ensuring

Quality Learning, Teaching, and Use of English in Higher Education Institutions of Ukraine. The document provides recommendations for the management of higher education institutions in Ukraine, teachers of English for professional purposes and English for academic purposes, teachers of professional disciplines in English, and other employees of higher education institutions [3]. According to it, the integrative goal of teaching English at all levels of education (in addition to academic, educational, and developmental goals) is to develop communicative competence, the ability and readiness to engage in interpersonal and intercultural communication with native speakers of the language. However, this goal cannot be achieved without a systematic development of English vocabulary, the methods for which do not always lie within the realm of classical foreign language teaching—a classroom or academic system with sequentially completed exercises from a textbook.

Looking back over the past few decades, we can see that different methods have often replaced one another in the EFL classroom in Ukraine. However, although a wide range of methods existed in foreign language teaching from a methodological perspective, none produced outstanding results or a true breakthrough; therefore, this can be regarded as a relative failure in the field [4, p.69]. This view seems to be supported by by the 2025 findings from the EF English Proficiency Index (EF EPI), an online survey that annually ranks countries and regions based on adult English proficiency levels, from very high to very low. According to this ranking, Ukraine demonstrates a moderate level of English proficiency [5]. Ukraine has been within this band for several years with slight variations in its index over time.

In order to improve the teaching of English as a foreign language, Ukrainian scholars have dealt with the issue of EFL instruction investigating different aspects of foreign language acquisition [6;7;8;9;10;11]. However, these studies are restricted mainly to issues like methods of teaching EFL, developing professionally oriented lexical competence, the use of information and communication technologies in foreign language teaching.

In English as a Foreign Language (EFL) instruction, vocabulary development is frequently measured in terms of size, with progress defined by the number of words learners can recall or recognise. However, classroom experience and empirical research suggest that surface knowledge of vocabulary offers limited communicative value. What enables learners to participate confidently in spoken interaction, interpret authentic texts, and produce accurate and natural language is not merely how many words they know, but how well they know them. The importance of vocabulary depth becomes particularly evident in EFL contexts, where learners have restricted exposure to natural language use beyond the classroom.

This study approaches vocabulary not as a static list to be memorised, but as a dynamic network that must be explored, expanded, and activated. By focusing on vocabulary depth development in EFL instruction, the research seeks to highlight why deep lexical knowledge is essential for meaningful communication and how it can be effectively fostered in the language classroom. Depth of vocabulary knowledge encompasses semantic nuances, collocational patterns, grammatical behaviour, register, and frequency of use—elements that transform isolated lexical items into functional linguistic resources.

Consequently, vocabulary development remains a key objective of EFL pedagogy. Without a rich "active" vocabulary, students will not be able to truly socialize not only in the community of native speakers, but also in the academic environment of a higher education institution.

Analysis of recent research Teaching vocabulary in English as a foreign language (EFL) context is rather challenging due to several factors. Given its importance, it is not surprising that recently vocabulary knowledge has been widely recognized as a central component of second and foreign language proficiency. Research in international publications on vocabulary acquisition has emphasized that EFL and ESL methodologies primarily address issues such as selecting vocabulary for building both active and passive lexicons, and finding effective teaching strategies intended to enhance vocabulary use across different types of communicative activity. Furthermore, a substantial number of studies within the Anglo-Saxon academic tradition have examined the issue of vocabulary breadth and depth. However, an examination of Ukrainian academic literature conducted by the authors revealed a lack of comparable research on this topic. Therefore, when investigating the problem of vocabulary breadth and depth, the present study relies primarily on international scholarly sources.

At the same time, the formation and development of essential vocabulary in EFL instruction have raised many questions among methodologists in Ukraine. A considerable number of studies have emerged that address vocabulary development in higher education, both for students majoring in English and for non-specialists. However, these studies are restricted mainly to issues such as EFL teaching methodologies aimed at exploring effective strategies for building lexical competence, developing professionally oriented lexical competence taking into account learners' professional needs, academic contexts, and varying levels of language proficiency, as well as the integration of information and communication technologies into foreign language instruction. As a result, the issue is not only theoretically significant but also practically relevant, reflecting ongoing efforts to optimize vocabulary instruction across different fields of study. For instance, Ivanshchuk, Malyk, Trubenko, Varha, and Zhalinska offer a general overview of current trends in English language teaching in Ukraine. Ivanchuk, A.;

Malyk, V.; Trubenko, I.; Varha, N.; Zhalinska, I.[6] provided a general analysis of current trends in teaching English in Ukraine. Meanwhile, others emphasize the primary importance of lexical content in foreign language acquisition. Among them are academics such as T. Zubenko and S. Bielinska [7], U. Shostak and O. Samokhval [8], Lukianenko L.M. [9] and Petrovska, N. (10) who dealt with problems of implementing different methods in teaching English vocabulary to students majoring in philology. In particular, T. Zubenko and S. Bielinska [7] highlighted the practice of implementing the spaced method in teaching English vocabulary to students majoring in philology U. Shostak and O. Samokhval [8] devoted their studies to the issue of forming English lexical competence in students of philological specialties; Lukianenko L.M. [9] dealt with problems of teaching vocabulary to students majoring in English within the framework of communicative methodology, Petrovska N. [10] and Myroshnyk, S. [11] substantiate the role and importance of effective use of communicative role-playing games in preparing students for a foreign language communication. Meanwhile, in discussing the necessity of vocabulary depth instruction in EFL contexts, Lizak K. [4,12], in studies published in 2004 and 2014 respectively, emphasises the crucial role of vocabulary depth development in foreign language learning. In their paper Zabolotna, O., Zagoruiko, L., Panchenko, I., & Plotnikov, Y. [13] present research on teaching vocabulary online.

In addition to the aforementioned, numerous publications including studies of Aliseienko O. M. Mudrenko H. A. [14] , N. I. Yelahina, N. O. Fedchyshyn [15], Babaievska L. (16), Habelko O. M. [17] and Mosiy, I.M. [18] have been devoted to the main methodical approaches of foreign language (English) instruction to students of higher education of non-philological professions which focus on the teaching of foreign language professionally oriented vocabulary.

In English as a Foreign Language (EFL) instruction, vocabulary development is frequently measured in terms of size, with progress defined by the number of words learners can recall or recognise. However, classroom experience and empirical research suggest that surface knowledge of vocabulary offers limited communicative value. What enables learners to participate confidently in spoken interaction, interpret authentic texts, and produce accurate and natural language is not merely how many words they know, but how well they know them. A learner may know hundreds of English words yet still be unable to use them effectively. Simply recognising a word on a vocabulary list does not guarantee understanding of how it functions in real communication—how it collocates with other words, shifts meaning across contexts, or conveys pragmatic and cultural nuances. This gap between knowing a word and knowing how to use it draws attention to an often overlooked aspect of lexical competence: the depth of vocabulary knowledge. Depth of vocabulary knowledge encompasses semantic

nuances, collocational patterns, grammatical behaviour, register, and frequency of use—elements that transform isolated lexical items into functional linguistic resources.

Previous studies on vocabulary acquisition in second and foreign language learning have emphasized that lexical knowledge is a complex multifaceted construct. Nation (2012) defines vocabulary knowledge as comprising form, meaning, and use, thereby stressing that depth of vocabulary knowledge is just as important as vocabvulary size [19;20]. Empirical studies have shown that learners with deeper vocabulary knowledge demonstrate higher levels of reading comprehension, listening comprehension, and overall communicative competence [21].

In EFL contexts, where exposure to natural input is limited, studies increasingly advocate for instructional practices that prioritise input richness, recycling, and meaningful engagement with vocabulary to foster depth of lexical knowledge rather than superficial retention.

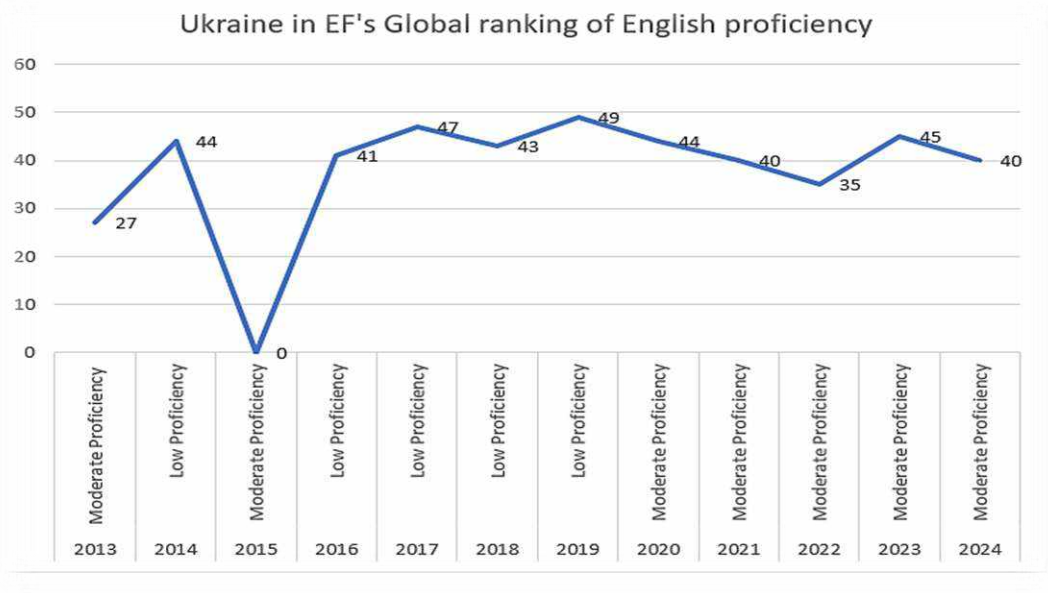
Aim Lexical knowledge serves as a strong indicator of second language proficiency, as both the number of words a learner knows (breadth) and the richness of their understanding of those words (depth) play a crucial role in both comprehension and language production. In Ukraine, learners encounter English primarily through formal instruction, augmented by digital media and exam-driven curricula. Yet, empirical mapping of how breadth and depth co-develop—and how they support key outcomes like reading, listening, and writing—remains sparse.

The aim of this research is to reiterate and substantiate the central role of both vocabulary breadth and vocabulary depth in English as a Foreign Language (EFL) instruction, with a particular focus on their complementary contribution to learners' communicative competence, academic language proficiency, and overall language development. The study seeks to demonstrate that effective EFL instruction in the Ukrainian educational context requires a balanced and systematic integration of vocabulary size expansion and deep lexical knowledge development, rather than prioritising one at the expense of the other.

Presentation of basic material of the research Recently, our shrinking world has become increasingly globalized, making relations and interactions between people and nations much easier. With it, the English language is gaining popularity, it has become a truly international language, permeating all spheres of life. However, despite numerous efforts to promote teaching of English in Ukraine and improve English language proficiency, no significant results have been achieved. This fact may be evidenced by EF English Proficiency Index (EF EPI) online survey according to which, Ukraine has a moderate level of proficiency in the English language [5].

Table 1

Ukraine in the English proficiency ranking



Ukraine's position in the English proficiency ranking has varied between 40th and 49th place over the years. Ukraine has been in this band with minimal variations except for the years 2013 and 2022. Based on these data analysts rated the level of language skills in the country as moderate.

Currently, modern society places increased demands on university graduates, both in terms of their main professional activities and in terms of possible additional professional competencies. For example, in the context of international cooperation, this is the ability to perform professional activities in a foreign language. Above all, this requires specialists to possess a sufficient level of foreign-language communication skills within their professional field. Such communication competence is a complex concept that encompasses, among other aspects, a strong command of specialised foreign-language vocabulary.

Thus, vocabulary acquisition is a fundamental requirement for learning a foreign language, as an insufficient lexical repertoire makes it impossible to effectively develop any form of speech activity, including speaking, reading, writing, and listening. Therefore, the development of the lexical component of communicative competence in a foreign language can be considered one of the primary objectives of language instruction. In this regard, one of the central issues explored by researchers is the number of words a learner needs in order to communicate successfully.

Vocabulary size has traditionally received far more attention than the quality of vocabulary knowledge. Accordingly, most researchers and language teaching specialists have focused primarily on the quantity of words learners

know rather than on the depth and quality of their lexical competence [4, p.19]. For over years reports of systematic attempts to measure the vocabulary size of native speakers of English have been published. There have been various motivations for such studies but behind most of them lies the idea that vocabulary size is a reflection of how educated, intelligent, or well read a person is. A large vocabulary size is seen as being something valuable. Vocabulary size has been found to correlate with reading comprehension as well as with writing ability [22, 23]. Qian (2002) argues [22] that both breadth (and depth of vocabulary are strong predictors of reading success. In addition, previous studies have demonstrated that vocabulary has connections with listening [24]. Finally, vocabulary has been recognised as one of the essential and fundamental components of communication [25, 26].

Nation and Waring (1997) estimate that native speakers typically learn an average of 1000 word families a year in their early life. According to them, this goes on up to the vocabulary size of around 20000 word families; thus, a child beginning school at the age of five has a vocabulary of about 4000 to 5000 words and a 20-year-old knows approximately 17000 to 20000 words. The vocabularies of L2 learners are generally substantially smaller than those of native speakers [19]. As Nation [20] states the number of words that educated native speakers of English know is around 20,000 word families and for each year of their early life they add on average 1,000 word families. Studies of word frequency counts reveal that knowledge of the 2,000 most frequent word families constitutes a threshold of the words required for basic oral communication. These 2,000 word families make up about 87% of written texts and about 80% of typical academic texts [21].

The question then arises: what vocabulary size can foreign language learners of English be expected to achieve? A small study of the vocabulary growth of non-native speakers in an English medium primary school (Jamieson, 1976) suggests that in such a situation non-native speakers' vocabulary grows at the same rate as native speakers' but that the initial gap that existed between them is not closed. For adult learners of English as a foreign language, the gap between their vocabulary size and that of native speakers is usually very large, with many adult foreign learners of English having a vocabulary size of much less than 5000 word families in spite of having studied English for several years [27].

In 2006, a survey to measure the students' vocabulary size was carried out at the then Transcarpathian Hungarian Institute [28]. To assess the lexical proficiency of English major students, the study employed the Vocabulary Levels Test designed by Nation and Laufer. The survey findings indicated that students possessed an average vocabulary size of approximately 3,700–4,000 words, which is generally considered sufficient for understanding most texts, including some academic materials. Although students possessed a relatively extensive

vocabulary, they still encountered notable challenges in effective communication. This fact seems to justify the view that merely knowing a large number of words does not automatically translate into the ability to use them appropriately in real-life contexts. For instance, learners often struggled with selecting the right words for specific situations, which negatively affected both the accuracy and clarity of their speech and writing.

Furthermore, limitations in fluency became evident, as students hesitated, paused frequently, or relied on simplified expressions despite having a broader lexical repertoire. This indicates that their knowledge of vocabulary may have been largely passive rather than actively accessible. In many cases, insufficient understanding of collocations, register, and contextual nuances prevented them from using words naturally and efficiently. The assumption is that students lack components of vocabulary depth, collocation competence, in particular. Beyond doubt vocabulary size is a significant contributor to proficiency in speaking for both ESL and EFL learners whereas vocabulary depth can be considered decisive for EFL learners [12].

Overall, these difficulties highlight the importance of developing not only the breadth but also the depth of vocabulary knowledge, ensuring that learners can integrate lexical items smoothly into communication with both accuracy and fluency.

With regard to Ukraine, if we consider only the last few decades, we can see that different methods have changed quite frequently. Recently, the development of speaking skills came to the foreground in several subsequent methods, the best known and most frequently used of which is the so-called communicative method. One method followed another, but in fact, none of them produced the desired results [4].

The limited success achieved through the application of numerous teaching methods suggests that no single method can be regarded as decisive in foreign language instruction, nor as the only one, since the effectiveness of any particular approach depends on a variety of factors. Among the essential ones are the learner's first language and, above all, the teacher's professional competence and personal qualities. In this context, teacher competence, refers to the extent to which the educator has internalised the target language and can employ it fluently and appropriately in pedagogical practice. Moreover, a number of additional factors widely acknowledged in linguistic research—such as class size, learners' age, and their level of prior preparation—also shape the outcomes of foreign language teaching. Indeed, the very notion of a distinct method becomes questionable when its effectiveness is dependent upon such a wide range of variables. Consequently, it may be argued that the content of instruction is of greater significance than the particular method through which it is delivered.

In light of the aforementioned, it is important to examine whether any changes have occured since the 2004 survey that assessed students' vocabulary size and, if so, to identify the nature of these changes. These developments can be identified through the findings of a pilot survey on vocabulary knowledge conducted among first-year students of English at Ferenc Rakoczi II Transcarpathian Hungarian University (former Transcarpathian Hungarian Institute), as well as through classroom observations made during practical language lessons. These changes appear to be linked to a number of interrelated factors, including the vocabulary size of first-year students; changing learning habits and the resulting shift in the role of textbooks; students' attitudes toward autonomous learning; the frequently overlooked limitations of the communicative approach when implemented without sufficient lexical support; prevailing approaches to grammar instruction.

Regarding the vocabulary size of first-year students, the survey conducted in 2004 at the former Transcarpathian Hungarian Institute indicated a relatively balanced level of English proficiency among students, with no significant differences in vocabulary size; overall, their results reflected a satisfactory average level of performance. Although a large-scale survey is currently underway at the same institution and preliminary findings suggest no substantial change in overall vocabulary size, the score distribution has altered markedly. Over time, the gap in English proficiency has widened considerably: the proportion of students achieving very high scores on the vocabulary test has increased, while a distinct group of low-scoring students has also emerged. At the same time, the number of learners clustered around the average has declined. In fact, an emrging trend is beginning to emerge which points to a growing polarization, characterised by more students with excellent vocabulary knowledge, an increasing group with limited proficiency, and a gradually declining proportion of learners with average score.

Another factor contributing to the need to reconsider prevailing perspectives on EFL teaching relates to the changing learning habits of students and the consequent transformation in the role of textbooks. These changing attitudes of todays young generation, may stem from broader psychological and behavioral changes including an increasing tendency among learners to express their individuality. In the context of foreign-language vocabulary instruction, particular attention should be given to learners' needs, understood as a driving force and prerequisite for action. Without such needs, learners are less likely to engage actively in the learning process; consequently, motives may fail to develop and learning objectives may remain undefined. Therefore, instructors should primarily focus on learners' need for new experiences and to their cognitive needs. This gives rise to cognitive motivation, a form of motivation in which the process

of acquiring new knowledge is aligned with the goals of learning activity. Cognitive needs and motives constitute the foundation of learning activities, and their development can increase the effectiveness of both learning and cognitive processes while also fostering creativity and the expression of creative thinking. As a result, it may be argued that although textbooks continue to play an unquestionable role as a fundamental instructional resource, a new tendency is gradually emerging. Students appear to be more willing to undertake independent assignments that are both personally interesting and, to some extent, connected to their own experiences, even though it involves searching for additional information and is much more time-consuming than traditional textbook-based learning.

What is meant here is not the traditional use of individual assignments and classroom exercises, but a shift in instructional practice where textbooks are no longer viewed as the sole source of learning but instead are used as a tool for expanding basic knowledge. On the other hand, we take advantage of students' changing preferences by giving them the freedom to decide both on the choice of a particular issue to present in classroom and the format of their presentation. This enables learners to express their individuality based on their own experiences and interests once they have mastered the essential vocabulary related to a specific topic through the textbook material.

With regard to the next factor the effectiveness of the communicative approach, it has shown uneven results. The authors of the present study consider that this may be accounted for by the premature introduction of the communicative method. In particular, learners are often required to produce dialogues without having first acquired sufficient command of relevant lexical items and grammatical patterns. Consequently, students resort to literal, word-for-word translation from their native language and rely on first-language syntactic structures, which results in the production of inaccurate and, at times, semantically incoherent utterances.

Similarly, in language instruction vocabulary cannot be separated from grammar teaching, as language functions as an integrated system in which lexis and grammar are inseparably linked. Given the structural characteristics of the English language, the authors of this article believe, that rather than relying on traditional grammar instruction that attempts to confine language use within rigid rules and frameworks, a more effective approach would be to rely on language patterns.

By automating these patterns, learners can later apply them independently in appropriate communicative contexts. Although both components are fundamental, for learners of English as a foreign language the instructional focus should increasingly shift towards systematic vocabulary development.

Finally, rather than treating vocabulary as a finite set of items to be mastered, the research views lexical knowledge as an evolving network shaped by exposure, use, and contextual richness.

Conclusions Developing lexical competence among students is an important aspect of the educational process at higher education institutions. It is an integral part of communicative competence and a requirement for effective communication.

The findings suggest that both vocabulary breadth and vocabulary depth play complementary roles in language development and should be systematically integrated into instructional practice. At the same time, changes in learner profiles, educational contexts, and language learning habits require reconsideration of traditional approaches to EFL instruction. Growing disparities in student proficiency, increased learner autonomy, and changing motivational patterns suggest that vocabulary teaching can no longer rely solely on textbook-based instruction or isolated lexical exercises. In general, the study supports a broader pedagogical shift: successful language teaching depends not simply on increasing the number of words learners know, but on developing learners' ability to understand, connect, and use vocabulary as part of an integrated communicative system.

Finally, it should be noted that the present article is based on a study conducted at a single university in Ukraine with a relatively small sample of undergraduate students enrolled in an English program. These characteristics limit the generalizability of the findings to other learner populations, age groups, and instructional settings.

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AUTHENTIC VIDEO MATERIALS FOR DEVELOPING FOREIGN LANGUAGE COMPETENCE

Abstract. The article explores the scientific, methodological, and practical foundations of utilizing authentic video materials as an effective didactic tool for developing the foreign language communicative competence of higher education learners majoring in non-linguistic fields. The relevance of the research is driven by modern globalization processes, Ukraine's integration into the global educational space, and the pressing need to enhance distance language learning within digital environments during current crises. The paper analyzes the theoretical definition and classification of video resources, highlighting the psychological, pedagogical, cognitive, and motivational benefits of combining visual, auditory, and emotional channels. Special attention is dedicated to a critical analysis of specific challenges and digital limitations encountered by instructors and students when working with original media content online, such as linguistic and phonetic complexity (rapid speech rates, diverse regional accents) and the digital divide.

The study proposes and substantiates comprehensive methodological recommendations for optimizing the integration of authentic audiovisual content. A structured workflow is designed and categorized into three explicit instructional phases: Pre-Viewing (Preparatory), While-Viewing (Main), and Post-Viewing (Final) stages. For each phase, the paper outlines universal, practical task templates aimed at activating background knowledge, sharpening selective listening comprehension, expanding professional vocabulary via interactive platforms (Quizlet, Kahoot, Miro), and driving critical thinking through virtual breakout room debates, role-plays, and collaborative problem-solving projects. The author establishes a rigorous framework of didactic and psycho-pedagogical requirements essential for ensuring the efficacy of professionally oriented language acquisition. It is concluded that systematic methodological scaffolding and innovative technologies successfully transform passive media consumption into a conscious, autonomous educational instrument, preparing future specialists for long-term career success.

Keywords: foreign language communicative competence, authentic video materials, non-linguistic majors, distance learning, digital tools, critical thinking, vocational orientation.

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АВТЕНТИЧНІ ВІДЕОМАТЕРІАЛИ ЯК ЗАСІБ РОЗВИТКУ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ

Анотація. Стаття присвячена дослідженню науково-методичних та практичних засад використання автентичних відеоматеріалів як ефективного дидактичного інструменту для формування іншомовної комунікативної компетентності студентів немовних спеціальностей у закладах вищої освіти. Актуальність теми зумовлена процесами глобалізації, інтеграції України у світовий освітній простір та необхідністю вдосконалення дистанційного навчання в умовах сучасних викликів. У роботі проаналізовано сутність та класифікацію відеоматеріалів, а також детально висвітлено психолого-педагогічні, когнітивні та мотиваційні переваги поєднання аудіовізуальних каналів сприйняття інформації. Особливу увагу приділено комплексному розгляду труднощів та бар'єрів, з якими стикаються учасники освітнього процесу під час роботи з оригінальним медіаконтентом в онлайн-середовищі, зокрема лінгвістичній складності (швидкість мовлення, акценти) та технічним обмеженням.

У статті запропоновано та детально обґрунтовано авторські методичні рекомендації щодо оптимізації процесу впровадження автентичного контенту. Розроблено та структуровано цілісну систему вправ для трьох обов'язкових етапів роботи з відео: допереглядового (Pre-Viewing), переглядового (While-Viewing) та післяпереглядового (Post-Viewing). Для кожного етапу наведено універсальні практичні завдання, спрямовані на активізацію фонових знань, розвиток навичок селективного та глобального аудіювання, розширення професійного словникового запасу за допомогою інтерактивних цифрових платформ (Quizlet, Kahoot, Miro), а також стимулювання критичного мислення через дебати в Breakout Rooms, рольові ігри та аналітичні проєкти. Визначено комплекс дидактичних, методичних та психолого-педагогічних вимог, дотримання яких забезпечує результативність професійно орієнтованого навчання іноземної мови. Зроблено висновок, що систематичний методичний супровід та впровадження

інноваційних технологій дозволяють трансформувати пасивний перегляд у свідомий автономний інструмент підготовки майбутніх фахівців до успішної кар'єри.

Ключові сллова: іншомовна комунікативна компетентність, автентичні відеоматеріали, немовні спеціальності, дистанційне навчання, цифрові інструменти, критичне мислення, професійна орієнтація.

Problem statement. In modern conditions of globalization and integration into the global educational and professional space, there is a growing need to develop a high level of foreign language communicative competence, not only for philologists but also for specialists in non-linguistic fields. Knowledge of a foreign language, particularly English, is becoming an essential component of professional mobility, competitiveness, and successful career realization in many fields of activity. However, traditional forms of education do not always ensure an adequate level of language proficiency oriented toward real communication in an authentic environment.

Against this background, the use of video materials as a comprehensive didactic tool gains particular relevance. By combining visual, auditory, and contextual elements, they enhance listening skills, enrich vocabulary, build sociocultural awareness, and increase student motivation. The significant sociocultural, linguistic, and communicative potential of authentic video recordings makes them an indispensable tool for teaching foreign language communication Furthermore, video materials allow for modeling real-life communication scenarios, demonstrating authentic speech patterns, incorporating non-verbal elements, and fostering critical thinking.

Analysis of recent research and publications. The integration of audiovisual resources into foreign language pedagogy has been a focal point of scholarly inquiry for several decades. Theoretical and methodological foundations for utilizing media content in the classroom have been extensively explored by both domestic and international researchers. Specifically, the foundational roles of communicative language teaching and student engagement via media were established in the works of Harmer and Scrivener.In the context of language acquisition dynamics, J. Brinton and C. Canning-Wilson contributed significantly to analyzing the cognitive advantages of combining visual and auditory channels, demonstrating that multimodal input accelerates vocabulary retention and context comprehension. Furthermore, the technical and structural classification of educational video resources was thoroughly investigated by Shrosbree, while the integration of modern digital media tools into distance frameworks has been addressed in contemporary studies by domestic researchers such as Kravchenko, Morska, and Zhuchenko.

However, despite the extensive coverage of video-based instruction in traditional classrooms, the strategic deployment of authentic video materials within distance learning environments requires a fresh, critical reassessment. The rapid transition to digital education during the pandemic and the ongoing challenges within the Ukrainian educational system during the war have fundamentally altered instructional delivery. Most previous studies focus either on general philological students or purely classroom-based tasks, leaving a significant gap regarding the specific needs of higher education learners in non-linguistic fields (non-linguistic majors) within virtual learning management systems. As Mostepan rightly points out, the methodology of working with video in higher education is frequently reduced to passive viewing, followed merely by mechanical summaries or short essays, which severely limits its pedagogical and communicative potential. Therefore, developing a comprehensive, structured system of interactive online tasks distributed across explicit instructional stages remains a highly relevant and unresolved dimension of this educational problem.

The aim of this study is to analyze the features of using authentic video materials to develop intercultural English communicative competence, identify their positive and negative aspects, and develop recommendations for optimizing their use in teaching and learning English.

Presentation of the main material. Developing the foreign language communicative competence of non-linguistic majors is a complex process that encompasses not only linguistic skills but also the sociocultural, strategic, and discursive abilities necessary for effective intercultural interaction. Within this framework, audiovisual tools serve as a powerful didactic instrument that models an authentic speech environment. Due to the natural discourse found in feature films, television programs, video blogs, and educational series, learners experience live speech in context. This fosters not only listening comprehension but also an understanding of communicative strategies, intonational patterns, rhythm, and non-verbal components of communication [1].

The effective development of foreign language communicative competence relies heavily on the integration of authentic content, with audiovisual tools holding a leading position. In scholarly literature, video materials are defined as any screen-based resource (films, television programs, specialized video courses, or media clips) demonstrated for educational purposes through digital technologies. Within this framework, authentic video materials serve as a core element of language instruction because they offer real, live language practice. The defining characteristic of authentic video materials lies in their origin: they are original linguistic resources created specifically for communication among native speakers, rather than being artificially adapted for pedagogical purposes [2].

In examining this toolkit, J. Harmer notes [3] that video materials stimulate students' cognitive activity by simultaneously combining visual, auditory, and emotional information. Furthermore, multimedia content plays a vital role in fostering learning motivation; authentic storylines, realistic scenarios, and engaging characters encourage learners to immerse themselves in the target language environment. Compared to traditional text-based materials, video evokes a stronger emotional response and ensures higher levels of engagement. This, in turn, optimizes the retention and long-term recall of lexical units, idioms, and grammatical structures, significantly increasing the overall efficiency of language acquisition.

In addition to analyzing these cognitive and motivational benefits, J. Harmer proposes the following classification of video materials:

a) off-air programs: content recorded from television channels. Some of these programs can be quite challenging for students to comprehend, particularly due to the use of various regional accents;

b) real-world videos: feature films or documentaries used in the educational process, which require careful selection regarding topic and complexity to ensure their instructional appropriateness;

c) language learning videos: materials specifically designed for educational purposes. Their primary advantage is that they are tailored to students' particular language proficiency levels, though they may occasionally lack quality or authenticity, which necessitates a rigorous selection process.

Let us consider the primary advantages of utilizing authentic video materials. First and foremost, they reflect a wide variety of communicative situations, employing up-to-date vocabulary, idioms, phrasal verbs, and real-world language realities. Such materials help future specialists familiarize themselves with various accents and speech variants, which is an essential aspect of foreign language communicative competence.

A significant advantage of video resources lies in the seamless integration of audio and visual channels. In this regard, C. Canning-Wilson notes [4] that the opportunity to see the speakers and their body language provides a tremendous benefit for listeners. Video ensures not only auditory perception but also visual representation, making it easier to acquire new vocabulary by observing the speaker’s body language, gestures, or facial expressions.

Furthermore, authentic video materials possess a profound cultural context that expands linguistic knowledge and enhances the understanding of language-specific cultural nuances. They offer students a unique opportunity to explore the culture, traditions, customs, and lifestyle of native speakers. This allows learners not only to refine their language skills but also to broaden their worldview and deepen their grasp of the cultural context embedding the language.

Finally, the use of authentic video materials significantly enhances listening comprehension skills. Learners are provided with the opportunity to engage with real-life speech rates, identify core ideas, grasp the overall context, and extract additional information from situational cues, gestures, and facial expressions.

Equally important is the role of video in developing students' sociocultural competence. As D. Crystal emphasizes [5], video materials serve as a means of both linguistic and cultural learning. By viewing video content that reflects the realities of life in the target language countries, students become familiar with cultural norms, traditions, and behavioral models. M. Byram [6] further highlights this intercultural orientation of audiovisual tools, noting that intercultural competence is an integral component of communicative competence. Its development should occur through the analysis of cultural phenomena presented in the video, comparison with the native culture, and the cultivation of empathy and tolerance, thereby fostering deeper cross-cultural understanding.

Another significant advantage of utilizing video materials is the development of critical thinking and analytical skills through content-based discussion. Working with video resources frequently involves collaborative pair or group tasks, such as discussing what was viewed, analyzing complex situations, simulating dialogues, or conducting role-plays. This approach not only stimulates cognitive analysis but also enhances interpersonal interaction skills, leading to a better understanding of the cultural nuances inherent in the linguistic behavior of native speakers [7].

Based on the comprehensive theoretical insights and pedagogical evidence discussed above, the practical application of authentic video materials can be systematically categorized into specific functional impacts on the linguistic competence of future specialists [8]. Namely, it actively drives progress in the following key dimensions:

1) *Speech and pronunciation:* video materials provide an opportunity to observe real-life communication and practice oral skills. They can model various regional accents and phonetic patterns, helping learners improve their pronunciation through natural imitation;

2) *Listening comprehension:* authentic videos help students develop their auditory skills, allowing them to distinguish nuances in pronunciation, intonation, and speech tempos, which enhances listening skills under real-world conditions;

3) *Grammar and vocabulary:* these resources serve as an excellent tool for expanding linguistic repertoires, as they offer contextualized examples of authentic grammatical structures, contemporary idioms, and vocabulary in action;

4) *Cultural competence:* authentic video materials significantly broaden students' knowledge regarding the lifestyle and history of English-speaking countries. By providing a visual representation of cultural aspects – such as

customs, traditions, and everyday routines – videos help learners grasp the cultural context of the language, ultimately fostering tolerance and cross-cultural empathy.

Utilizing authentic video materials in the context of distance foreign language learning involves distinct practical aspects that must be considered for its successful implementation [8]. Below are several key recommendations for leveraging authentic video resources as a means of developing the foreign language communicative competence of future specialists within digital learning environments:

1) *Selection of video materials:* It is essential to select video content that strictly aligns with the age group, cognitive maturity, and language proficiency level of higher education learners. The materials must be engaging, highly relevant, and directly support the primary professional learning objectives. Furthermore, instructors should actively diversify the content to allow future specialists to familiarize themselves with various genres, functional styles, and communicative contexts.

Practical examples include:

- Genre Diversification: Incorporating a balanced mix of short documentaries, TED Talks, corporate interviews, product pitches, and industry-specific news reports rather than relying solely on feature films.

- Authentic Language Exposure: Selecting video resources that feature speakers with various regional and international accents, preparing students for real-world global communication.

- Thematic Filtering: Curating media content where the vocabulary directly mirrors the professional field of the students (e.g., agricultural, economic, or technological topics for non-linguistic majors).

2) *Instructional stages (Pre-viewing, While-viewing, and Post-viewing):* The effective utilization of video materials is heavily contingent upon proper methodological scaffolding; without systematic didactic processing, video content may have a limited impact on language proficiency development. Therefore, it is critical to ensure a structured workflow across three key instructional stages, mapping out explicit tasks for higher education learners at each phase:

A) Pre-Viewing (Preparatory) Stage: This phase aims to activate students' background knowledge, introduce essential vocabulary, complete preparatory exercises, and set the thematic context. Examples of practical tasks for this stage include:

- *Predict the topic:* Look at the title of the video. What do you think it will be about?*Brainstorm vocabulary:* In pairs, list as many words related to the topic of the video as you can.

- *Discuss a question related to the theme:* Based on the title, what do you think is the main problem discussed here, and how does it relate to your field of study?
- *Vocabulary matching task:* Match the terms with their definitions before watching the video.

B) While-Viewing (Main) Stage: This phase involves watching the video while simultaneously performing targeted tasks. The objective is to develop listening comprehension skills and keep students focused on grasping both the general content and specific information. Tasks that can be implemented during this stage include:

- *True/False or Multiple Choice questions:* Answer the following questions while watching the video. Choose the correct variant or say if the statement is true or false.
- *Complete the gaps:* While watching the video, fill in the blanks in the transcript.
- *Note-taking:* Take brief notes on key facts, figures or arguments mentioned in the video.
- *Identify specific information:* What are the three main causes or factors behind the central issue mentioned by the speaker in the video?

C) Post-Viewing (Final) Stage: This phase focuses on verifying comprehension, consolidating newly acquired vocabulary, developing students' oral and written speech, and stimulating critical thinking [9]. Examples of assignments for this stage include:

- *Group discussion:* Do you agree with the points made in the video? Why or why not?
- *Role-play or debate:* Role-play a situation where you are presenting the video's topic to an international conference.
- *Summarize the video:* Write or present a short summary of the video in your own words.
- *Problem-solving task:* Based on the issue presented in the video, suggest a solution or create an action plan.

3) *Vocabulary integration:* Active dictionary and lexical work should be systematically embedded into video-based assignments to ensure long-term retention. Instead of passive memorization, future specialists should engage in contextualized and interactive vocabulary tasks using digital platforms (e.g., Quizlet, Kahoot, or Miro).

Practical examples include:

- *Word Mapping:* Create a digital mind-map grouping new professional terms by sub-topics found in the video.

- *Contextual Guessing:* Watch a short clip, isolate three professional jargon units, and deduce their meanings from the situational context before checking a dictionary.
- *Collocation Hunt:* Identify and list verbs or adjectives that naturally combine with the core keywords used by the speaker.

4) *Development of post-viewing tasks:* Following the video, it is crucial to introduce creative, production-oriented tasks aimed at enhancing communication skills and professional reasoning. These tasks must simulate real-world professional scenarios rather than abstract exercises.

Practical examples include:

- *The "Silent Movie" Technique (Voice-over):* Students watch a 1-minute video clip with the sound muted and work in pairs to dub the video, applying newly acquired professional vocabulary.
- *Professional Video Review:* Write a brief 150-word analytical commentary or review evaluating the core thesis of the video for a digital corporate blog.
- *The Mock Interview:* One student acts as a journalist or HR manager, while another plays the role of the expert from the video, discussing the practical solutions to the highlighted issue.

5) *Interactivity and collaboration:* The utilization of authentic video materials in distance learning must be supported by active collaborative frameworks. Instructors should actively leverage virtual breakout rooms and shared online documents to facilitate cooperative learning and peer interaction.

Practical examples include:

- *Breakout Room Debates:* Divide the class into two opposing teams to debate a controversial issue raised in the video (e.g., Team A supports the speaker's view, Team B opposes it).
- *Jigsaw Viewing:* Different student groups watch different short segments of a video and then gather in a main virtual room to piece the full story together through oral sharing.
- *Collaborative Action Plans:* Working in groups of three on Google Docs, students synthesize the video data to outline a 5-step strategic action plan for a hypothetical company.

6) *Reflection and self-assessment:* Upon completing work with an audiovisual resource, dedicating structured time to student reflection is vital for developing metacognitive skills and learning autonomy. This helps learners transform passive viewing into a conscious educational tool.

Practical examples include:

- The "3-2-1" Reflection Framework: Students fill out a quick digital form or write in the chat: *3 new professional words they learned, 2 interesting facts they discovered, and 1 question they still have.*

- Self-Assessment Checklists: Learners complete a short rubric evaluating their own listening comprehension progress (e.g., *"I understood 80% without subtitles," "I need to work on fast speech rates"*).
- Digital Learning Logs: Keep a shared cloud journal where students track their linguistic growth, notes on various regional accents, and personal difficulties encountered during autonomous video viewing.

However, implementing authentic video materials within distance English language learning environments does not solely offer pedagogical advantages; it also requires a profound understanding of specific challenges and limitations [9], namely:

1) *Linguistic and phonetic complexity:* Authentic videos often feature rapid speech rates, diverse regional accents, complex grammatical structures, and culture-specific idioms that pose a significant barrier for higher education learners across varying proficiency levels. Furthermore, the frequent absence of subtitles requires instructors to provide additional scaffolding. Instructors must be prepared to actively support students in decoding these elements by designing pre-viewing and while-viewing tasks that facilitate vocabulary and structural acquisition.

2) *Technical limitations and content accessibility*: A prominent challenge in digital environments involves the digital divide, including unstable internet connectivity and restricted access to necessary hardware or specialized platforms. Additionally, since authentic media content is dynamic and constantly updated, instructors face the continuous task of filtering digital resources. This requires monitoring contemporary web platforms, social networks, and streaming databases to source relevant, high-quality material that stimulates active student engagement.

3) *Demands on instructor preparation and professional development:* Leveraging authentic audiovisual tools successfully necessitates meticulous pre-class planning. Instructors must thoroughly analyze the video content beforehand, anticipate potential comprehension bottlenecks, and develop targeted tasks for each instructional stage. Consequently, this methodology demands ongoing professional development. Instructors must continuously refine their digital and pedagogical competencies by participating in professional webinars, training workshops, and peer networks to exchange digital resources and innovative teaching strategies. Continuous self-reflection and professional self-assessment are equally critical to identifying the strengths and weaknesses of one's instructional delivery and making timely pedagogical adjustments [10].

Given these practical aspects, authentic video materials can serve as an effective instrument for developing the foreign language communicative competence of future specialists [11]. Engaging with such resources encourages learners to cultivate autonomy, unleash creativity, and actively apply the language

across diverse contexts – all of which are vital components for success in their future careers [12].

Summarizing the aforementioned arguments, it is evident that the overall efficacy of utilizing audiovisual resources to develop the foreign language communicative competence of higher education learners depends heavily on the strict adherence to a set of interconnected didactic, psychological, pedagogical, and methodological requirements:

1) *Authenticity of media content:* Audiovisual resources must accurately reflect real-world language situations characteristic of intercultural professional interaction. Presented primarily by native speakers and embedded with diverse sociocultural contexts, such content facilitates natural auditory perception, helps students adapt to fluent speech rates, and broadens their linguacultural repertoire.

2) *Alignment with language proficiency levels:* Video content must carefully match the current language proficiency of the learners, ensuring a gradual increase in lexical, grammatical, and phonetic complexity. This structured progression prevents cognitive overload and sustains positive academic motivation.

3) *Professional and vocational orientation:* It is critical that the selected media resources directly correspond to the future professional activities of the students. This interdisciplinary link enhances learner engagement, positioning the foreign language as a functional tool for professional realization.

4) *Systematic methodological support:* Video integration must be accompanied by explicit tasks distributed across the pre-viewing, while-viewing, and post-viewing stages. This systematic scaffolding ensures the development of all communicative competence components: linguistic, sociolinguistic, discursive, and strategic. Leveraging subtitle management, dialogue reproduction exercises, and role-plays significantly amplifies this effect.

5) *Integration of interactive technologies*: Deploying modern digital tools (such as YouTube, Quizlet, and specialized learning apps) helps establish a multimodal learning environment. This framework activates student engagement, stimulates autonomous learning, and drives critical thinking.

6) *Assessment and continuous feedback:* Every video-centric instructional loop must culminate in student reflection, collaborative discussions, and structured self-assessment. This allows instructors to evaluate the development of communicative skills and accurately calibrate subsequent educational trajectories.

Thus, the effective utilization of video materials in foreign language instruction for non-linguistic majors relies on a comprehensive synthesis of content, methodology, and psycho-pedagogical factors [13]. Properly organized pedagogical workflows with digital multimedia not only improve overall language proficiency but also foster a robust, professionally oriented foreign language communicative competence among future specialists [14].

Conclusions. In conclusion, the integration of authentic video materials serves as a highly effective and valuable instrument for developing the foreign language communicative competence of future specialists. These audiovisual tools create substantial opportunities to construct immersive communication environments and refine core linguistic skills, including listening, speaking, reading, and writing. Furthermore, they expand the cultural competence of higher education learners by contextualizing various dimensions of the global English-speaking world.

However, maximizing the pedagogical value of authentic content necessitates careful consideration of critical implementation variables. These include alignment with students' language proficiency levels and professional needs, the strategic scaffolding of subtitles, structured post-viewing discussions, and student-led reflection. Assessing the development of learners' foreign language communicative competence within video-centric frameworks can be systematically achieved through diversified evaluation methods. These encompass written and oral assessments, collaborative project work, digital portfolios, instructor observation, and student self-assessment rubrics.

Ultimately, leveraging authentic video materials in higher education marks a decisive step toward fostering comprehensive communicative capabilities. These resources drive active learning paradigms, empowering future specialists to deploy the English language fluidly across diverse professional settings. By reinforcing linguistic proficiency and intercultural empathy, authentic multimedia content prepares students for innovative digital workflows and ensures long-term success in their respective careers.

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DISCURSIVE STRATEGIES OF GENDER-BASED DISCRIMINATION AND MARGINALIZATION IN SCREEN MEDIA: A CASE STUDY OF THE EUPHORIA PILOT SCRIPT

Abstract. This article provides a comprehensive textual and sociolinguistic examination of the discursive strategies of gender-based discrimination, oppression, and marginalization as they are explicitly and implicitly represented in the pilot script of the HBO television series *Euphoria* (2019), written by Sam Levinson. Drawing on the multidimensional frameworks of Critical Discourse Analysis (CDA), specifically developed by Norman Fairclough and Teun van Dijk, alongside contemporary feminist and queer linguistic theories, this study identifies, deconstructs, and categorizes the principal linguistic, stylistic, and rhetorical mechanisms through which structural inequality is normalized or contested within the screenplay text. The analytical focus is directed toward the intersection of language, power dynamics, and ideology within contemporary youth culture as mirrored in media texts.

Through a meticulous close-reading and qualitative linguistic analysis of three distinct dimensions (the lexical-semantic, rhetorical-pragmatic, and narrative-structural levels), the study reveals a systematic deployment of sexist slurs and asymmetrical naming practices that enforce traditional patriarchal hierarchies by reducing female characters to sexualized categories. Concurrently, the paper investigates the structural representation of toxic masculinity and the aggressive mechanisms of trans-marking, hypersexualization, and linguistic "othering" directed at the transgender character, Jules.

Crucially, by shifting the analytical lens from the final broadcast visual product to the foundational written text, this article argues that Levinson's script functions as a deeply contested and ambivalent discursive space. It simultaneously reproduces the harmful ideological structures and toxic linguistic environments it depicts, while actively offering a raw, subversive critique of these very phenomena. The narrator Rue's voiceover plays a pivotal role, employing interdiscursivity, ironic listing, and direct second-person audience address to

execute a strategic resignification of derogatory terms, establish a collaborative narrative contract, and dismantle the conventional hierarchy between the text and the reader. Ultimately, the findings contribute to the broader philological exploration of screen media, illustrating how screenplays serve as rich cultural artifacts that reflect, refract, and challenge modern societal anxieties surrounding gender identity, trauma, and power relations.

Keywords: critical discourse analysis, gender discrimination, marginalization, feminist linguistics, screen media, Euphoria, sexist language, transgender representation.

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ДИСКУРСИВНІ СТРАТЕГІЇ ГЕНДЕРНОЇ ДИСКРИМІНАЦІЇ ТА МАРГІНАЛІЗАЦІЇ В ЕКРАННИХ МЕДІА: АНАЛІЗ КЕЙСУ СЦЕНАРІЮ ПІЛОТНОЇ СЕРІЇ «ЕЙФОРІЇ»

Анотація. У цій статті представлено комплексне текстове та соціо-лінгвістичне дослідження дискурсивних стратегій гендерної дискримінації, пригнічення та маргіналізації, як вони експліцитно (явно) та імпліцитно (приховано) репрезентовані в сценарії пілотної серії телесеріалу виробництва HBO «Ейфорія» (2019), написаного Семом Левінсоном. Спираючись на багатовимірні методологічні засади критичного дискурс-аналізу (КДА), зокрема на засадничі праці Нормана Фейркло та Тьойна ван Дейка, а також на сучасні феміністичні та квір-лінгвістичні теорії, це дослідження виявляє, деконструює та категоризує ключові лінгвістичні, стилістичні та риторичні механізми, за допомогою яких структурна нерівність конструюється, нормалізується або оскаржується в межах тексту кіносценарію.

Аналітичний фокус дослідження спрямований на перетин мови, динаміки влади та ідеології в межах сучасної молодіжної культури, яка віддзеркалюється в медіатекстах.

Завдяки контекстуальному читанню та лінгвістичному аналізу трьох виокремлених вимірів (лексико-семантичного, риторико-прагматичного та наративно-структурного рівнів), робота унаочнює систематичне використання сексистських образ та асиметричних практик найменування персонажів, які утверджують традиційні патріархальні ієрархії, редукуючи жіночих персонажів до сексуалізованих категорій. Водночас у статті досліджується структурна репрезентація токсичної маскулінності та

агресивних механізмів транс-маркування, гіперсексуалізації та лінгвістичного «іншування» (othering), спрямованих на трансгендерного персонажа – Джулс.

Зміщуючи аналітичний фокус із фінального візуального медіапродукту (телевізійної трансляції) на базовий письмовий текст, автор статті стверджує, що сценарій Левінсона функціонує як глибоко суперечливий та амбівалентний дискурсивний простір. Він одночасно відтворює шкідливі ідеологічні структури та токсичні мовні середовища, які описує, і водночас пропонує відверту, субверсивну критику цих самих феноменів. Закадровий голос оповідачки Ру відіграє в цьому процесі ключову роль: використання інтердискурсивності, іронічного переліку та прямого звернення до глядача у формі другої особи дозволяє здійснити стратегічну ресигніфікацію (переосмислення) принизливих термінів, укласти когнітивний договір про співпрацю з аудиторією та зруйнувати традиційну ієрархію між текстом і читачем. Зрештою, результати цього дослідження збагачують ширший філологічний аналіз екранних медіа, унаочнюючи, як кіносценарії слугують місткими культурними артефактами, що відображають, заломлюють і переосмислюють соціальну напругу навколо гендерної ідентичності, психологічної травми та владних взаємин.

Ключові слова: критичний дискурс-аналіз, гендерна дискримінація, маргіналізація, феміністична лінгвістика, екранні медіа, Ейфорія, сексистська мова, репрезентація трансгендерів.

Problem Statement. Contemporary screen media constitutes one of the most powerful and pervasive sites for the production, dissemination, and naturalization of gendered ideologies. Television drama scripts, as the foundational textual and ideational layer of audio-visual media, encode complex discursive patterns that subtly shape audience perceptions of gender roles, sexual norms, and social hierarchies. Despite growing scholarly attention to gender representation in film and television studies, the rigorous linguistic and philological analysis of gender-based discrimination as a structured, textual phenomenon within contemporary screenplay texts remains significantly underexplored. Most existing paradigms focus predominantly on visual aesthetics, leaving a critical gap in understanding how structural inequalities are rooted within the script's very fabric.

The pilot script of the HBO series *Euphoria* (2019), written by Sam Levinson, presents an unusually dense, explicit, and self-conscious site for such inquiry. The text depicts the highly volatile social world of American teenagers with raw attention to drug addiction, hypersexuality, systemic violence, and shifting gender identities. Crucially, it does so through a female narrator (Rue)

whose pervasive voiceover commentary itself constitutes a sophisticated layer of metalinguistic and metapragmatic reflection on the events described. The script therefore offers dual analytical layers: the discriminatory, oppressive, and marginalizing discourse generated by the characters within the diegetic world, and the narrator's own discursive negotiation, ironic subversion, or internal replication of that world.

Furthermore, a critical dimension of this linguistic landscape involves the structural marginalization of transgender identity, embodied in the character of Jules. The script serves as an ideological battleground where traditional patriarchal hegemony intersects with contemporary queer realities, manifested through specific linguistic mechanisms of "othering," trans-marking, and hypersexualization. This creates a textually hostile environment that coexists with modern liberal discourses, demanding a precise, multi-tiered linguistic deconstruction to map how modern media navigates identity crises.

The central problem this article addresses concerns the specific, multi-dimensional discursive strategies employed in the *Euphoria* pilot script to construct, normalize, or contest gender-based discrimination and marginalization. Specifically, the study investigates the operation of these strategies at three distinct but interconnected levels: the lexical-semantic level (focusing on the deployment of sexist slurs and asymmetrical naming practices), the rhetorical-pragmatic level (examining toxic masculinity and verbal aggression), and the narrative-structural level (analyzing the subversive role of the narrator's voiceover).

By addressing this problem, the paper ultimately aims to resolve a broader theoretical paradox: determining the extent to which Levinson's script functions as an ambivalent discursive space that simultaneously replicates the harmful ideological structures it depicts, while actively offering a raw, subversive critique of these very phenomena. These focus areas are of direct, urgent relevance to modern philology, critical discourse studies, and media linguistics, given the unprecedented cultural reach of prestige television and its fundamental role in shifting contemporary gendered discourse.

The analysis of recent research and publications. The theoretical and methodological framework for this study draws on several intersecting scholarly traditions. The foundational approach is critical discourse analysis (CDA), particularly as formulated by Norman Fairclough, whose tripartite model treats discourse as simultaneously text, discursive practice, and social practice [11; 12]. CDA holds that language is not merely descriptive of social reality but actively constitutive of power relations, including those organized around gender. This framework has been productively applied to media texts by scholars including Richardson [20] and Machin and Mayr [16], who demonstrate how press and

television discourse construct and reinforce ideological positions through specific linguistic choices.

Teun van Dijk's work on ideological discourse and the discursive reproduction of social inequality is equally central to the present study. Van Dijk [22; 23] develops the concept of discourse as a site for the reproduction of dominance, arguing that elite groups – including those defined by gender – maintain power partly through control of discursive resources. His model of "ideological square" (positive self-presentation and negative other-presentation) is directly applicable to the gendered naming and categorization strategies visible in the Euphoria pilot.

Feminist linguistic scholarship provides a complementary lens. Robin Lakoff`s foundational work [14] on language and woman's place identified systematic asymmetries in the lexical treatment of women, including the prevalence of derogatory gendered terms with no male equivalent. This tradition was extended by scholars such as Cameron [7: 8], who examines the relationship between gendered language use and social power, and Mills [17], whose work on gender and politeness theory illuminates how gendered discourse norms are imposed and resisted. More recent contributions by Baxter [3] and Motschenbacher [18] apply post-structuralist and queer-linguistic frameworks to analyze how gendered identities are constructed and contested in discourse.

On the specific question of transgender and gender-nonconforming representation in media discourse, work by Billard [4], Capuzza and Spencer [9], and Siebler [21] has examined how trans subjects are constructed through media language – often through othering, pathologizing, or hypersexualizing strategies. These studies provide directly relevant context for analyzing the treatment of the character Jules in the Euphoria pilot.

Within screen media studies, the linguistic dimension of gender representation has been examined by researchers including Baker [2], whose corpus-based approach to media discourse identifies recurrent collocational patterns associated with gendered representation, and Coates [10], whose work on narrative and gender illuminates how storytelling structures encode gendered assumptions. The concept of the male gaze, theorized by Mulvey [19] within film studies, has been productively transposed into discourse-analytic frameworks by scholars including Caldas-Coulthard [6], who examines the linguistic construction of the gendered gaze in media narratives.

The *Euphoria* series offers a compelling subject for academic inquiry, particularly within the realms of media studies, contemporary aesthetics, and the television representation of youth trauma and addiction. While existing literature extensively explores the show's visual style, cultural impact, and thematic depictions of mental health, no study to date has subjected the pilot screenplay to

a systematic critical discourse analysis focused specifically on the linguistic and rhetorical mechanisms of gender-based discrimination and marginalization. The present article addresses this gap by shifting the analytical focus from visual aesthetics to the textual structure of the script.

The purpose of this article is to identify, describe, and interpret the principal discursive strategies through which gender-based discrimination and marginalization are constructed in the pilot script of *Euphoria* [15]. Specifically, the article aims to systematically catalogue the lexical strategies of gendered othering and derogation operative in the text, including the use of slurs, asymmetric naming, and sexualized labeling, while analyzing the rhetorical and narrative strategies – such as focalization, irony, and metalinguistic commentary – through which the narrator's voice negotiates and contests the discriminatory discourse of the diegetic world. Furthermore, it examines the specific mechanisms of marginalization directed at the transgender character Jules, including linguistic othering, hypersexualization, and the construction of vulnerability, in order to ultimately assess the extent to which the text's discursive strategies constitute a reproduction, a critique, or an ambivalent negotiation of hegemonic gender ideologies.

Presentation of the Main Material.

Theoretical and Methodological Framework. The analysis proceeds from the position that the screenplay text, as a distinct written genre, constitutes a form of discourse subject to the same critical scrutiny applicable to other media and institutional texts [11; 20]. Three analytical levels are distinguished: the lexical-semantic level (word choice, naming, categorization), the rhetorical-pragmatic level (speech acts, address forms, implicature), and the narrative-structural level (focalization, narrative voice, plot organization). The interdependence of these levels is emphasized throughout.

The operative definition of gender-based discrimination follows van Dijk [23]: the discursive construction of negative cognitive models of social groups based on gender, instantiated in text through specific semantic, syntactic, and rhetorical choices. Marginalization is understood as a process by which certain subjects are discursively positioned as deviant, peripheral, or threatening relative to an assumed gender norm [5; 18].

Lexical Strategies: Slurs, Derogatory Naming, and Asymmetric Categorization. The most immediately visible discursive strategy in the pilot script is the systematic deployment of derogatory gendered terminology directed at female characters and at Jules. The term "whore" appears as a repeated categorical designation for female characters, deployed by the character Nate and, reflexively, by Rue's narrator voiceover. Fairclough [11] notes that lexical choice is never ideologically neutral; the selection of a term encodes a particular model

of the categorized subject. The word "whore," as a gendered slur with a long history analyzed by Lakoff [14] and Cameron [7], collapses a woman's social identity into a single attribute of sexual availability or promiscuity, functioning what van Dijk [23] calls a "semantic macro-strategy" of negative other-presentation.

What distinguishes the Euphoria pilot's handling of this lexical field is its self-conscious doubling: Rue's voiceover cites and explicitly metacommentates on such language. Rue identifies herself as 'the same misanthropic whore you've always known,' a self-application of the slur that, following Cameron's [8] analysis of reclaimed language, operates as strategic resignification – a performance of self-labeling that empties the term of its othering force while simultaneously foregrounding its social currency. This mirrors what Butler [5] describes as the subversive potential of parodic reiteration within gendered discourse.

The term "faggot," deployed by Nate against Jules, belongs to a distinct subcategory of gendered-sexual slur that targets gender nonconformity. Linguistically, the slur performs what Motschenbacher [18] terms a "heteronormative disciplining" function: it invokes an assumed gender binary and marks the target as deviant from it. The pragmatic force of the term in context is coercive – it is delivered in a public setting with the explicit threat of physical violence, constituting what Austin [1] would classify as a perlocutionary act of intimidation. Importantly, the script frames this speech act as an act of power rather than mere verbal aggression: no other party at the party contradicts Nate, instantiating what van Dijk [22] identifies as the "silence of bystanders" as a form of discursive complicity in discrimination.

Asymmetric naming practices are also structurally significant. Male characters are typically referred to by surname (Nate Jacobs, McKay) or by first name (Nate, Fezco), forms that carry connotations of social individuation and autonomy. Female characters are frequently categorized by sexual designation – "whore," "thottie," "bitch," "slut" – rather than by name. This asymmetry, extensively documented in corpus-based media discourse studies [2; 16], constitutes a systematic denial of social personhood to female characters: they are defined by their relation to male sexuality rather than as autonomous social agents. The script's narrator, Rue, names this pattern explicitly in her direct address to the audience, functioning as an embedded critical linguist within the text.

Rhetorical Strategies: Focalization, Irony, and Metalinguistic Commentary. The pilot script's most distinctive rhetorical feature is its use of an unreliable first-person narrator whose voiceover occupies a continuous metalinguistic relationship to the diegetic discourse she describes. Rue's commentary regularly functions as what Fairclough [12] terms "interdiscursivity"

– the explicit citation and recontextualization of one discourse within another. When Rue describes Nate as "a part time alcoholic, part time groper, full time fucking asshole," the list structure performs a rhetorical reclassification of a character whom the social world of the script positions as powerful (star quarterback, socially dominant) into a morally debased subject. This reversal of ideological positioning through ironic listing constitutes a form of discursive resistance.

The rhetorical strategy of direct audience address – Rue's frequent second-person formulations such as "I know a lot of you probably hate me right now" [15] and "Here's the fucking thing that pisses me off about the world" [15] – establishes what Coates [10] identifies as a collaborative narrative contract. The narrator positions herself and the audience as co-witnesses to the gendered social order she describes, rather than passive recipients of its norms. This address strategy is linguistically significant: it disrupts the conventional hierarchy between narrative voice and audience, constructing the audience as capable of critical evaluation rather than ideological absorption.

The script's treatment of pornography and sexual coercion in the McKay-Cassie sequence illustrates a more complex rhetorical strategy. Rue's voiceover interrupts the scene to address the audience directly with a commentary on pornography's normalization of violence against women, followed by an ironic acknowledgment – "I'm not trying to be sex negative or anything" [15] – that simultaneously performs and parodies the discourse of sex-positivity. This rhetorical maneuver can be identified as a dilemmatic formulation, foregrounds the ideological contradictions embedded in contemporary gendered discourse: the simultaneous pressure on women to be sexually available and on discourse about sexuality to be non-judgmental.

Marginalizing Strategies and the Discursive Construction of Jules. The treatment of Jules constitutes the most structurally elaborated instance of gender-based marginalization in the pilot script. At the lexical level, the first reference to Jules in the text – reported through the character Fezco – introduces her as "some new, like edgy transgirl," a formulation that foregrounds her transgender identity as the defining feature of her social existence, consistent with what Billard [4] identifies as the "trans-marking" strategy in media discourse: the insistence on naming trans identity as a departure from an unmarked cisgender norm.

Nate's confrontation with Jules escalates this marking into explicit othering. His speech act sequence – "You wanna tell me who the fuck you are?" [15] followed by the refusal to accept her self-identification and culminating in the slur "faggot" – constitutes a discursive denial of Jules's right to self-naming, which Siebler [21] identifies as a fundamental mechanism of trans marginalization. Van Dijk's [22] model of ideological discourse is directly

applicable here: Nate's address performs what van Dijk terms "negative other-presentation" through a combination of question (challenging the legitimacy of Jules's social presence), imperative (commanding collective complicity), and slur (lexically marking Jules as deviant).

The scene in which Jules meets an older man at a motel presents a more structurally complex marginalizing discourse. The man's language combines apparent validation – "You're beautiful," "I'm envious of your generation" [15] – with a possessive and controlling discourse of intimacy. His commands – "Wider... Wider..." [15] – construct Jules as a passive object of male sexuality, instantiating what Caldas-Coulthard [6] identifies as the linguistic mechanisms of the gendered gaze: the narrative construction of the female (or feminized) body as a site of male inscription. The revelation at the script's close that this man is Nate's father completes a structural irony: Jules is positioned between two generations of the same masculinist discourse, both of which deny her autonomous subjectivity.

Significantly, Jules's response to Nate's aggression – seizing a knife and cutting her own arm – is accompanied by the declaration "I'm fuckin' invincible!" [15]. This speech act performs what Butler [5] describes as the subversive appropriation of a subordinate position: Jules transforms the scene of her marginalization into a site of self-assertion. The linguistic form of this assertion – hyperbole, profanity, self-injury as rhetorical spectacle – is extreme precisely because the normative resources of self-expression have been foreclosed by the preceding discourse of the party. Rue's evaluative response – "I mean, right?" [15] – validates this subversive act through understatement, a rhetorical choice that implicitly positions the audience as co-recognizers of Jules's discursive achievement.

The Discourse of the Male Gaze and Non-Consensual Representation. The script's extended treatment of the "slut pages" – a fictionalized online repository of non-consensually shared intimate images – constitutes a metatextual commentary on gendered digital discourse. Rue's direct-address commentary on this practice – "stop shaming us. Shame the assholes who create password protected online directories of naked underage girls" [15] – performs a pragmatic inversion of the normative responsibility assignment operative in rape culture discourse [13]: rather than placing the burden of protection on women, the text linguistically reassigns moral culpability to the male perpetrators.

The Cassie sequence, in which her non-consensually shared intimate images are viewed and commented upon by Nate and other male characters, illustrates what Machin and Mayr [16] describe as the discourse of sexual reputation management: the use of sexual language not merely to describe but to regulate female behavior through social sanction. The categorization of Cassie as

"a whore through and through" by Nate – following viewing of the images – instantiates what van Dijk [22] terms a "prejudicial inference": the transformation of a descriptive proposition (she has shared intimate images) into an evaluative categorization (she is a whore) through an unstated ideological premise (women who share intimate images are of inferior social worth).

Conclusions. The comprehensive critical discourse analysis (CDA) of the *Euphoria* pilot script by Sam Levinson reveals a complex, multi-layered, and highly sophisticated discursive architecture within which strategies of gender-based discrimination, systematic oppression, and social marginalization are simultaneously produced, textually re-enacted, and fiercely contested. By shifting the analytical lens to the foundational screenplay text, this study uncovers how deeply embedded ideological assumptions operate across the lexical, rhetorical, and narrative structures of contemporary screen media. At the lexical-semantic level, the script deploys a dense, highly polarized field of gendered slurs and asymmetric naming practices that systematically construct female and gender-nonconforming characters as sexually defined objects rather than autonomous social agents. The pervasive repetition of derogatory terms like "whore," "bitch," and "slut" by dominant male characters like Nate Jacobs serves as a classic semantic macro-strategy of negative other-presentation, which effectively collapses a female character's multifaceted social identity into a single attribute of sexual availability. Crucially, this field is defined by structural asymmetry: while male characters are granted social individuation and autonomy through the consistent use of surnames or individual first names, female characters are frequently denied this basic social personhood, being reduced to derogatory categories. This alignment matches broader patterns of gendered media discourse but is uniquely distinguished here by a self-conscious doubling. Through the narrator Rue's voiceover, the text explicitly cites and metacommentates on this language, executing a strategic resignification and parodic reiteration that exposes the oppressive weight of these slurs while attempting to empty them of their othering force.

At the rhetorical-pragmatic level, the script's deployment of an ironic, metalinguistically aware, and unreliable first-person narrator constitutes a systematic strategy of discursive distancing from the ideological content of the diegetic world. Rue's voiceover does not merely report or passive-neutrally transmit the toxic gendered discourse of her environment; she actively reframes, deconstructs, and ridicules it. By utilizing interdiscursivity, Rue's narrative voice cites, disrupts, and recontextualizes dominant patriarchal assumptions, turning a socially insulated figure into a morally debased subject through ironic listing and rhetorical reclassification. Furthermore, the rhetorical strategy of direct second-person audience address establishes a collaborative narrative contract that shatters

the conventional hierarchy between the text and the reader, transforming the audience from passive consumers of ideological norms into active co-witnesses and critical evaluators who are structurally forced to denaturalize the misogynistic status quo.

The marginalizing discourse directed at the character of Jules operates through overlapping, aggressive mechanisms of trans-marking, the denial of self-naming rights, sexual objectification, and enforced structural isolation. From her introduction via Fezco as an "edgy transgirl," Jules's identity is immediately marked as a departure from a cisgender norm, culminating in Nate's coercive speech acts and the deployment of the homophobic and transphobic slur "faggot," which functions as a form of heteronormative disciplining backed by the silent complicity of bystanders. Even within the structurally predatory space of the motel sequence – where the linguistic male gaze is manifest through controlling commands that reduce her body to a site of male inscription – the script maintains an undercurrent of resistance. Jules's climactic, hyperbolic declaration represents a radical, subversive appropriation of a subordinate position, a linguistic and physical act of self-assertion that the narrative explicitly validates through Rue's understated commentary. Thus, the text positions transgender subjectivity not as a site of pathological deviance, but as a source of acute social wisdom and resistance.

Most broadly, the analysis supports a reading of the *Euphoria* pilot script as a profoundly "ambivalent discursive space" – a text that cannot be simplistically categorized as either purely reproducing or cleanly transcending the gendered ideologies it depicts. It is deeply complicit in those ideologies insofar as it gives vivid, explicit voice to discriminatory, harmful, and non-consensual digital discourses, such as the "slut pages" and the public destruction of Cassie's sexual reputation through prejudicial inferences. However, it directly contests them by structurally reassigning moral culpability from the female victims to the male perpetrators, thereby challenging the linguistic pivots of rape culture. This inherent ideological ambivalence is not a structural flaw or a limitation of the script; rather, it is the defining, constitutive feature of its cultural and artistic work. These findings have significant, far-reaching implications for both the philological and linguistic analysis of modern screen media, as well as for the broader sociological study of gendered communication in contemporary digital culture. The written screenplay text emerges from this study as an incredibly rich, productive, yet severely underexplored site for Critical Discourse Analysis, offering a unique layer of linguistic intentionality – the deliberate, textually encoded choices of the writer – that complements but remains analytically distinct from the final audio-visual broadcast series. Future research in this domain should expand along distinct paths, including extending this rigorous CDA methodology

to subsequent episodes and seasons of *Euphoria* to track the linguistic evolution, reclamation, or further degradation of these characters' idiolects over time, conducting comparative linguistic studies between Levinson's work and other contemporary prestige television dramas to determine if these specific lexical and rhetorical strategies of gendered "othering" and subversion constitute a broader generic trend in Gen-Z media texts, and bridging text-centric linguistics with empirical reception studies to investigate how diverse real-world audiences linguistically decode, process, and evaluate these hyper-realistic, explicit, and highly contested gendered discourses in their own everyday conversations.

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THE IMPACT OF DIGITAL LANGUAGE TECHNOLOGIES ON THE DEVELOPMENT OF TEXT-CREATION COMPETENCE OF ECONOMICS STUDENTS IN NON-LINGUISTIC UNIVERSITIES

Abstract. The article examines the peculiarities of developing text-creation competence in students of economic specialties through the use of digital language technologies in the modern educational environment. The relevance of the issue is determined by the need to train competitive specialists capable of carrying out professionally oriented foreign language communication and producing semantically accurate, logically structured, and stylistically appropriate texts. It is emphasized that the professional activity of a modern economist is directly connected with the preparation of analytical materials, business correspondence, financial reports, presentations, and professional comments, which requires a high level of text-creation skills. The study analyzes scholarly works devoted to the issues of text-creation competence, foreign language communicative training, and the use of digital technologies in professionally oriented education. It is determined that text-creation competence serves as an important indicator of the formation of an individual’s professional competence, as it ensures the ability to engage in effective language interaction within a professional environment. The research substantiates the expediency of using digital platforms, interactive services, and language resources in the professional training of students of economic specialties. It is found that the use of Moodle, Google Classroom, Microsoft Teams, Grammarly, DeepL Write, QuillBot, and other digital tools contributes to the development of skills in logical text structuring, editing, self-monitoring, and reasoned presentation of ideas. Considerable attention is paid to interactive teaching methods, situational tasks, case-study methods, web quests, and collaborative forms of work that ensure the integration of language activity with real professional situations. The article highlights the peculiarities of using authentic media texts and digital analytical platforms in the development of analytical reading and professionally oriented writing skills. It is proved that digital language technologies increase students’ motivation for learning, intensify speech activity, develop critical thinking, and

form the ability to adapt a text to a specific communicative situation. The study establishes that, under modern conditions, text-creation competence acquires the features of an integrative professional quality that combines language literacy, digital culture, communicative adaptability, and the readiness of future economists for effective intercultural interaction.

Keywords: text-creation competence, digital language technologies, professional communication, students of economic specialties, foreign language training, interactive learning, digital educational environment, professionally oriented text creation, media texts, communicative competence.

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ВПЛИВ ЦИФРОВИХ МОВНИХ ТЕХНОЛОГІЙ НА ФОРМУВАННЯ ТЕКСТОТВОРЧОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ ЕКОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ У НЕМОВНИХ УНІВЕРСИТЕТАХ

Анотація. У статті досліджено особливості формування текстотворчої компетентності студентів економічних спеціальностей засобами цифрових мовних технологій у сучасному освітньому середовищі. Актуальність проблеми зумовлена потребою підготовки конкурентоспроможного фахівця, здатного здійснювати професійно орієнтовану іншомовну комунікацію та створювати змістово точні, логічно організовані й стилістично доцільні тексти. Наголошено, що професійна діяльність сучасного економіста безпосередньо пов’язана з підготовкою аналітичних матеріалів, ділового листування, фінансових звітів, презентацій і професійних коментарів, що потребує високого рівня текстотворчих умінь. Проаналізовано наукові праці, присвячені проблемам текстотворчої компетентності, іншомовної комунікативної підготовки та використання цифрових технологій у професійно орієнтованому навчанні. Визначено, що текстотворча компетентність виступає важливим показником сформованості професійної компетентності особистості, оскільки забезпечує здатність до ефективної мовної взаємодії у фаховому середовищі. У дослідженні обґрунтовано доцільність використання цифрових платформ, інтерактивних сервісів і мовних ресурсів у процесі професійної підготовки студентів економічних спеціальностей. З’ясовано, що застосування Moodle, Google Classroom, Microsoft Teams, Grammarly, DeepL Write, QuillBot та

інших цифрових інструментів сприяє розвитку навичок логічного структурування тексту, редагування, самоконтролю й аргументованого викладу думки. Значну увагу приділено інтерактивним методам навчання, ситуаційно орієнтованим завданням, кейс-методам, вебквестам і колаборативним формам роботи, які забезпечують інтеграцію мовної діяльності з реальними професійними ситуаціями. Висвітлено особливості використання автентичних медіатекстів та цифрових аналітичних платформ у процесі розвитку навичок аналітичного читання й професійно орієнтованого письма. Доведено, що цифрові мовні технології підвищують мотивацію студентів до навчання, активізують мовленнєву діяльність, розвивають критичне мислення та формують здатність адаптувати текст до конкретної комунікативної ситуації. Установлено, що текстотворча компетентність у сучасних умовах набуває ознак інтегративної професійної якості, яка поєднує мовну грамотність, цифрову культуру, комунікативну адаптивність і готовність майбутнього економіста до ефективної міжкультурної взаємодії.

Ключові слова: текстотворча компетентність, цифрові мовні технології, професійна комунікація, студенти економічних спеціальностей, іншомовна підготовка, інтерактивне навчання, цифрове освітнє середовище, професійно орієнтоване текстотворення, медіатексти, комунікативна компетентність.

Problem statement. Text-writing competence occupies an important place in the system of professional training of students of economic specialties, as it provides the ability to content-accurate, rationally ordered and stylistically appropriate design of professional information. The professional activity of a modern economist is directly related to the preparation of analytical materials, business correspondence, reports and presentations, which, in turn, requires a high level of linguistic text organization. In such conditions, the use of digital language technologies is important, which allow to optimize the work with professionally oriented texts and increase the efficiency of language training. Working with interactive platforms, electronic resources and authentic media texts contributes to the development of skills in information analysis, content structuring and reasoned presentation of ideas, and also forms the ability to adapt the text to a specific communicative situation. Therefore, the relevance of the problem raised is enhanced by the need to train a competitive specialist who is able to carry out professional communication effectively in the conditions of a modern digital environment.

The analysis of recent studies and publications reflects the increased attention of researchers to the problem of developing text-creation and foreign

language communicative competence in the context of the transformation of the educational environment. Thus, Gulchuk T. considers text-creation competence as a complex scientific concept, substantiating its structural components and emphasizing the importance of the ability of an individual to create a logically organized and communicatively appropriate text [1]. Skrypnyk N., Lebed Yu., Turlyuk S. and Kasiyanenko O. define the text as the main form of language-professional activity implementation, focusing on its role in the formation of professional communication and the development of speech skills [2]. Krushinska N. analyzes modern pedagogical approaches and innovative technologies for the formation of foreign language communicative competence of students of non-linguistic specialties, emphasizing the need to integrate interactive teaching methods [3]. Kyrychenko T. and Riedel T. investigate the features of teaching students of economic majors the English language for professional purposes, justifying the importance of professionally oriented teaching content for increasing motivation and practical effectiveness of the educational process [4]. Karasyova O. considers digital tools as an effective tool for developing foreign language communicative competence of students of non-linguistic majors, emphasizing their impact on activating educational activity and improving the quality of teaching [5]. Dovgopolova G. and Reshitko A. justify the expediency of using smart technologies in the process of teaching foreign languages as a means of personalizing and optimizing the educational process [6]. Besarab O. focuses on the application of digital technologies in teaching a foreign language and translation to students of the humanities, proving their effectiveness in developing professional and communicative competences of students [7].

Despite a significant number of scientific works, the problem of forming text-writing competence of students of economic specialties by means of digital language technologies in the conditions of a modern educational environment requires further scientific understanding and practical improvement.

The purpose of the article is to study the peculiarities of the formation of text-creation competence of students of economic specialties by means of digital language technologies, as well as to identify effective interactive methods and digital resources that ensure the development of professionally oriented foreign language text-creation in the conditions of a modern educational environment.

Presentation of the main material. Text-writing competence is one of the important indicators of the formation of a person's professional competence, since its structural components directly correlate with the requirements of a specialist's professiogram. It is important in professional training of future specialists, because the level of mastery of text-writing skills determines the ability to high-quality professional communication. Accordingly, the ability to build logically complete, meaningfully accurate and stylistically appropriate statements is of a

great priority. Therefore, the choice of an adequate communicative code ensures the correct perception of information and its accurate transmission, since errors in such conditions are unacceptable [1].

Therefore, the formation of the ability to create professional texts is significantly enhanced through the using of digital language technologies. Electronic platforms, interactive modules and language services contribute to the rapid processing of information and form the skills of structured presentation of ideas. The development of the ability to work with economic texts of various genres also deserves attention, since, it is this activity that provides a combination of linguistic accuracy with professional expediency. The use of digital resources also allows to do prompt editing, carry out self-control and correction of speech errors, which significantly improves the quality of education seekers training.

In view of the above, the development of text-creation competence has to be considered as a necessary condition for the formation of a professional linguistic personality, since it is through the text that the professional self-expression of the future specialist is realized. As a result, working with texts acquires priority importance in the system of professional language training. Text-creation competence, in turn, acts as an important criterion for the level of formation of professional competence, and its structural elements are consistent with the requirements defined for representatives of a particular profession. In the conditions of modern higher education, where future professional activity involves active interaction with representatives of different language communities, the ability to effective and correct intercultural communication becomes especially significant. That is why the formation of text-creation skills ensures linguistic literacy and professional mobility of the future specialist [2, p. 150].

The integration of speech activity with professional situations of real communication remains an important aspect of students of economic specialties training. The creation of analytical reports, business letters, presentation materials and professional comments requires knowledge of terminology and the ability to make a text logically consistent. Under such conditions, digital tools act as the main means of learning, since they provide modeling of a professional communicative environment. The mentioned above makes it possible to combine speech practice with the development of critical thinking, analytical skills and argumentation of the presentation.

The introduction of digital tools into the language training system is a determining condition for the effective formation of foreign language communicative competence of students of non-language specialties in a modern technological educational environment. Thus, the training of future specialists acquires new content guidelines, since the assimilation of language material and

the ability to use it productively in professional activities is becoming important. Accordingly, for the applicants for economic specialties, the priority is the development of a strategic component that ensures overcoming the shortage of language resources by the use of intelligent digital tools. This convincingly demonstrates the transformation from a reproductive model of learning to a competency-based approach, where the ability to create independently professionally oriented texts and adapt them to specific communicative situations takes center stage [5, p. 193].

During the professional training of students of economic specialties, digital language technologies expand significantly the possibilities of text-creation activities. For example, the use of platforms such as Moodle, Google Classroom, Microsoft Teams allows you to systematize your work with analytical texts, business correspondence, financial reports and presentation materials. Such educational environment contributes to the accumulation of professional vocabulary and forms the skills for properly structuring speech. The use of platforms such as Grammarly, DeepL Write, QuillBot and other language services that help edit text, eliminate stylistic inaccuracies and improve argumentation is especially productive. Due to this, students can gradually move from mechanical reproduction of samples to conscious text creation.

In the practice of teaching economists, it is also important to model real professional situations, where the text is the main tool of professional interaction. Writing business letters, compiling marketing descriptions, preparing economic forecasts and presentations require linguistic correctness and accuracy of the content.

It is digital resources that provide the possibility of multi-stage editing, peer reviewing and operational feedback. This significantly increases the level of self-control, and develops the ability to evaluate one's own text critically. As a result, text-making competence is developed as an integrative quality that combines linguistic literacy, professional expediency and communicative adaptability.

It is worth noting that the leading principles of digitalization of language education include personalization of learning, interactivity and visualization of content, development of digital literacy, creation of an open educational environment and support of collaborative learning [7, p. 199]. Each of the above aspects directly affects the formation of students' text-creation competence, as it ensures individualization of the educational trajectory and increases the level of involvement in the educational process. Personalization allows you to select tasks in accordance with the professional needs of the future economist, and interactivity activates speech activity through the practical implementation of communicative tasks. Visualization of the content, with the help of mind maps in particular, infographics and digital diagrams, contributes to a better understanding

of the structure of the text and the correctness of the material presentation.

The development of digital literacy is also important, since a modern specialist works in conditions of constant information flow and they must quickly select, analyze and interpret professionally significant information. Working with electronic text corpora, specialized dictionaries, financial databases and digital analytical platforms forms the ability to accurately language design professional content. At the same time, collaborative learning through joint editing of documents in Google Docs or creation of group projects in Canva and Notion increases responsibility for the quality of the text and teaches effective professional interaction. Accordingly, under such conditions, text creation ceases to be an isolated language exercise and acquires the features of real professional practice.

It is also advisable to organize teaching a foreign language in accordance with the professional direction with the involvement of modern Internet technologies, since they significantly increase the motivation and cognitive activity of higher education applicants. In such conditions, the process of language training becomes applied, and the use of a foreign language gradually moves from the educational plane to the sphere of professional communication. For students of economic specialties, this is of particular importance, because future professional activity involves constant work with business texts, analytical materials and international professional interaction. Thanks to the digital educational environment, the psychological barrier to using a foreign language is noticeably reduced, and speech practice becomes functionally justified [6, p. 143].

The formation of text-writing competence in such conditions is much more effective, since students work with holistic professionally oriented texts. Working with electronic learning platforms, digital cases, interactive documents and analytical resources contributes to the development of skills in logical structuring of thought. The ability to adapt the text to a specific communicative situation, to select appropriate terminology and to ensure the argumentation of the statement is important here. Accordingly, under such conditions, the text becomes a tool for professional self-expression.

The practical implementation of this aspect is possible by the use of situation-oriented tasks that integrate professional content with digital learning tools. An example of such a method is the task on the topic “Preparing an International Business Report”. Thus, students are offered a simulated situation in which a company is going to enter a new international market, but it faces a decrease in consumer demand and instability of the product supply system. The task involves processing spreadsheets with financial indicators, analytical charts, marketing reports and statistical materials posted on the educational platform. After analyzing the data obtained, students should prepare an English-language

business report of 200-250 words, in the structure of which it is necessary to clearly define the problem, propose an appropriate investment strategy and forecast business development prospects.

At the first stage, students must analyze digital materials, identify important economic indicators and form the content basis of the future text. Next, they must create a joint document in which they should gradually build the structure of the report: introduction, analytical part and conclusions. Considerable attention is paid to the correct use of professional vocabulary, logical presentation and cause-and-effect relationships between economic phenomena. The next step is independent editing of the text using language services to check grammar and stylistic accuracy, which allows students to improve the quality of their written product.

This is followed by peer review in small groups, where each student analyzes the text of their colleague and provides recommendations for improving its content, structure, and argumentation. This kind of work activates critical thinking and develops responsibility for the linguistic presentation of professional information. The final stage is a short multimedia presentation of the results, during which the student argues the proposed company development strategy and explains the possibilities of increasing its competitive advantage. Thus, written activity is combined with oral professional communication, which significantly enhances the text-forming effect of learning.

It is also worth noting that for the formation of communicative knowledge, skills and abilities, foreign language teachers actively use innovative teaching methods that combine communicative and cognitive goals. A prominent place belongs to interactive methods aimed at developing the student's personality, their creative potential and professional thinking. Interactive learning includes the involvement of almost all participants in the educational process in active joint activities, which significantly changes the traditional perception of learning as a passive assimilation of knowledge. Thus, each student makes their own contribution to the common result, exchanges experience, methods of solving problems and new ideas [3, p. 105].

The effectiveness of the above method is especially noticeable when performing webquests, role-playing negotiations, case methods and online discussions, where text creation is the basis of professional interaction. For example, in the process of completing the task “Negotiating with Foreign Investors”, students must distribute the roles of company representatives, investors and financial analysts, and then prepare English-language cooperation proposals, official letters and short analytical conclusions. This activity allows you to combine linguistic correctness with professional expediency, and along with this, it develops readiness for real business communication. It is the

integration of digital technologies and interactive methods that provides a qualitatively new level of development of text-creation competence of future economists in non-language universities.

When studying a foreign language for professional purposes, it is advisable to use different learning styles as differentiated ways of organizing the educational process, ensuring its individualization and efficiency. Therefore, at this point, educational activities should take into account the peculiarities of the perception of information by different categories of students. It is also important to use visual aids that provide better cognitive processing of new information and contribute to the formation of stable language skills [4, p. 4].

In this context, the need to integrate different channels of information perception is becoming more relevant, since the effectiveness of learning largely depends on the combination of visual, auditory and practically oriented methods that ensure multidimensional assimilation of language material. Under such conditions, various cognitive mechanisms of information processing interact in the educational process, namely: visual perception, auditory understanding and practical reproduction of language units in communicative situations. That is why the use of such technologies as Quizlet, YouTube Education and Spotify Podcasts quite optimally ensures the proper perception of language material, since each of these platforms realizes a separate didactic potential in the process of forming language skills.

Quizlet, in particular, promotes systematization and repeated professional vocabulary usage through digital cards, which activate long-term memory and ensure the automation of speech structures. YouTube Education, in turn, creates conditions for visualization of educational material, allowing students to observe real communicative situations, analyze examples of professional speech and assimilate lexical units in context.

Spotify Podcasts complements this process with the development of auditory perception, forming skills in understanding authentic speech and intonation-semantic features of professional communication.

Accordingly, it becomes obvious that interactive vocabulary processing through digital cards, audio explanations and thematic videos dramatically increases the level of mastering professional terminology, as it ensures its multi-channel perception and contextualization.

Although traditional methods remain relevant and perform an important didactic function, it is digital services that provide significantly greater variability of educational impact, flexibility in organizing educational activities and individualization of the process of mastering language material, which ultimately contributes to the formation of sustainable professionally oriented language competencies.

Therefore, the issue of integrating different types of learning activities into the process of forming language competence of students of economic specialties is important, since their professional activity requires rapid processing of information and creation of texts of various genres. In this case, the use of Google Classroom, Microsoft Teams and Padlet platforms by students allows them to organize joint work on texts, which significantly improves the quality of the educational result. At the same time, the use of cloud documents provides constant access to materials and the ability to edit them in real time, so it is important to combine individual and group work. Of course, such an organization of learning contributes to the development of text-creation skills, because the student is constantly in conditions of active language interaction.

In view of the above, students can be offered to complete the task "Creating a Visual Financial Report with Digital Support Tools", within which they are invited to work on the lexemes "profit margin", "investment strategy", "market demand", "budget allocation", "revenue growth". The task involves creating an analytical text in English based on visual data generated in Google Data Studio, which reflect the company's financial performance. The task progress includes analyzing interactive graphs, identifying important economic trends, creating text in Google Docs with further editing using Grammarly and presenting the results in Canva. This algorithm ensures the transformation of visual information into professionally oriented text, which is an important element of text-creation competence.

To form the text-making competence of students of economic specialties, it is advisable to involve authentic media texts, since they provide the development of analytical reading skills and professionally oriented writing. For example, students are offered to process some material from the BBC News media resource [8] using digital educational technologies such as Google Scholar, Pocket and Notion, which provide the initial structuring of the content, single out important semantic phrases and their subsequent analytical interpretation. During the task progress, it is important to highlight the content elements of the text, in particular phrases such as "Living things are all chemistry labs" and "molecules that can twist their shape, storing energy in the process", which are used as analytical units to build their own professional text using digital platforms.

Therefore, the use of Pocket and Notion will allow students to capture important fragments of a media text and immediately structure them in the form of thematic blocks for further analysis. Accordingly, citation elements function as semantic landmarks, around which analytical understanding of the content is built. It is especially important that, with the help of Google Scholar, students can correlate the selected fragments with scientific sources, which provides a deepening of interpretation and the transition from the media to the scientific and economic level of analysis.

The task requires students, using Notion, to create an interactive map of important fragments of the article, where each content block is accompanied by a short analytical commentary reflecting its semantic load and possible interpretative connections with economic phenomena. The condition is to create a text in English of 180-200 words, in which the used fragments of the media text are integrated as the basis for argumentation and further economic analysis, which ensures the transformation from information reproduction to analytical generalization of the content. Therefore, the task progress includes fixing the fragments in Pocket, their thematic organization in Notion, clarification of terminology through Google Scholar and writing the final text in Google Docs, which creates a consistent complex-level algorithm for processing authentic material.

At each stage of the task progress, a separate component of text-creation activity is created: namely, Pocket provides the initial accumulation and storage of relevant fragments, Notion acts as a tool for their structuring and logical grouping, Google Scholar performs the function of scientific and terminological clarification, and Google Docs provides the final language implementation of the text with the possibility of editing and improvement. In the process of performing such a task, it becomes obvious that digital educational technologies are radically changing the way of working with media texts, as they provide a transformation from simple highliting of fragments to their deep analytical structuring, interpretation and further professional adaptation within the framework of economic discourse. Of course, this contributes to the development of text-creation competence of students, as they gradually acquire the ability to integrate authentic media elements into coherent analytical statements, build logical connections between them and create professionally oriented texts that meet the requirements of modern foreign language communication.

Also, to develop text-writing competence, students can be offered to study economic material that highlights inflationary processes in the USA [9], where attention is focused on the fact that “prices are also reaccelerating in these other areas”, and it is also emphasized that “Inflation pressure isn’t just at the pump, it’s showing up across the household budget”. These fragments act as semantic markers that allow students to trace the expansion of inflationary pressure beyond the energy sector and move on to its comprehensive economic analysis.

Given this, the use of digital tools such as Hypothes.is and Liner for analysis will significantly change the nature of working with media texts, as it will provide the possibility of interactive commenting and highlighting important fragments directly in the text. In this format, students will read the material and immediately carry out its analytical marking, which, in turn, contributes to a deeper understanding of the economic content. It is especially important that with

the help of the digital platform Readwise Reader they will form a personal database of fragments that can be used for further text creation.

Thus, the task involves step-by-step work with the article: first, in Hypothes.is students highlight content fragments and add short analytical comments to them, which allows them to fix key semantic accents and immediately carry out the initial interpretation of the text in the digital environment. Next, they create a logical map of inflation processes in Mindomo, where they group data by sectors (energy, shelter, insurance), which provides visualization of economic relationships and contributes to a systematic understanding of cause-and-effect relationships. After that, they form a structured summary in Evernote with the selection of important economic trends, key terms and generalized analytical conclusions, which strengthens the ability to logically generalize and select relevant information. The final stage is writing an English-language analytical text based on systematized materials, in which students integrate selected fragments, analytical observations and economic interpretations into a holistic professionally oriented product.

When performing such a task, it becomes obvious that modern digital tools change the very way of processing media texts and directly the logic of their interpretation, as students move from linear reading to multi-level analysis of information, its structuring and further synthesis. In such a context, the role of analytical thinking increases significantly, since students must reproduce the content and highlight economically significant patterns, correlate them with the context and form their own interpretative position. Of course, this contributes to the development of text-creation competence, as it forms the ability to structure economic data, integrate text fragments, establish logical connections between them and create coherent, reasoned and professionally motivated analytical statements that meet the requirements of modern professional communication.

Conclusions and prospects for further research. Thus, the results of the study confirm that text-creation competence occupies an important place in the structure of professional training of students of economic specialties, as it provides the ability to create correctly organized, semantically accurate and stylistically appropriate professional texts. During the scientific analysis, significant attention was focused on the role of digital language technologies, which contribute to the activation of speech activity, the development of analytical thinking and the improvement of professional communication skills. The use of interactive platforms, language services, digital analytical resources and authentic media texts creates conditions for combining language training with real professional situations. The study emphasizes that interactive teaching methods, collaborative work and situation-oriented tasks enhance motivation of students and form their ability to create texts on their own in conditions of

professional interaction. Thus, text-writing competence acquires the characteristics of an integrative professional quality, which combines language literacy, digital culture, communicative adaptability and the readiness of the future specialist for effective intercultural communication. Prospects for further research lie in an in-depth study of the effectiveness of implementing artificial intelligence, adaptive digital platforms and interactive educational technologies in the process of forming foreign language competence of students of economic specialties in the conditions of dynamic development of the digital educational environment.

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AI TOOLS AND DIPLOMATIC GENRE NORMS: EVIDENCE FROM AN ENGLISH FOR INTERNATIONAL DOCUMENTS ESP COURSE

Abstract. The rapid integration of AI writing tools into higher education has prompted urgent questions about their pedagogical value in specialised language instruction. While existing research documents the general benefits and risks of AI-assisted writing, empirical evidence concerning AI compliance with the genre norms of highly institutionalised professional discourse remains scarce. This study addresses that gap by investigating the effect of AI-assisted drafting on genre norm compliance in two canonical diplomatic genres – the Note Verbale and the Code Cable – as produced by Ukrainian undergraduate students of diplomacy and international economics enrolled in an English for International Documents ESP course.

Drawing on genre moves analysis, stylistic norm assessment, and Kaplan’s contrastive rhetoric framework, the study employs a within-participant quasi-experimental design in which each participant drafts both target genres under two conditions: without AI assistance and with ChatGPT as a drafting support tool. Texts are evaluated against five operationalised criteria: genre move compliance, formulaic language use, stylistic balance, active voice proportion, and Anglo-linear rhetorical organisation. Findings indicate that AI assistance produces consistent and substantial gains in macro-structural and formulaic dimensions, with mean compliance improvements of 20–21 percentage points across both genres. However, gains in rhetorical organisation remain modest, as learners’ L1-influenced prompt structures transfer digressive rhetorical patterns into AI-generated output – a finding that extends Kaplan’s contrastive rhetoric model into the domain of AI-mediated writing. The study concludes that AI tools function most effectively as genre scaffolds rather than genre authorities, and that their productive integration into diplomatic ESP instruction requires explicit development of both genre awareness and critical AI literacy.

Keywords: artificial intelligence, ChatGPT, English for Specific Purposes, diplomatic discourse, genre analysis, Note Verbale, Code Cable, contrastive rhetoric, genre scaffold, ESP instruction.

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ШІ-ІНСТРУМЕНТИ У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ ДЛЯ СПЕЦІАЛЬНИХ ЦІЛЕЙ: ДОТРИМАННЯ ЖАНРОВИХ НОРМ ДИПЛОМАТИЧНОГО ДИСКУРСУ

Анотація. Стрімка інтеграція інструментів штучного інтелекту у вищу освіту актуалізує питання про їхню педагогічну цінність у викладанні мови для спеціальних цілей. Попри зростаючий масив досліджень, присвячених загальним перевагам і ризикам письма з підтримкою ШІ, емпіричні дані щодо відповідності ШІ-генерованих текстів жанровим нормам високоінституціоналізованого професійного дискурсу залишаються вкрай обмеженими. Дане дослідження заповнює цю прогалину, вивчаючи вплив ШІ-асистованого написання на дотримання жанрових норм у двох канонічних жанрах дипломатичного дискурсу – вербальній ноті та кодовій депеші – у текстах, створених українськими студентами спеціальностей «Міжнародні відносини» та «Міжнародна економіка» в межах курсу «Англійська мова для міжнародних документів». Теоретичну основу дослідження складають аналіз жанрових ходів, оцінювання стилістичних норм та модель контрастивної риторики Каплана. Застосовується квазіекспериментальний дизайн із повторними вимірюваннями: кожен учасник складає обидва цільові жанри за двох умов – без ШІ-підтримки та з використанням ChatGPT як інструменту написання. Тексти оцінюються за п'ятьма операціоналізованими критеріями: дотримання послідовності жанрових ходів, використання формульної мови, стилістичний паралелізм, частка активного стану та лінійна англомовна риторична організація за Капланом. Результати свідчать про стабільне і суттєве покращення показників у макроструктурному та формульному вимірах – середнє зростання відповідності жанровим нормам становить 20–21 відсотковий пункт для обох жанрів. Водночас покращення у сфері риторичної організації залишається скромним: структура промптів, сформована під впливом рідномовних риторичних конвенцій студентів, відтворює відступний риторичний патерн у ШІ-генерованому аутпуті – знахідка, що розширює модель контрастивної риторики Каплана на царину письма, опосередкованого штучним інтелектом. Дослідження доходить висновку, що інструменти ШІ функціонують найефективніше як жанрові опори (scaffolds), а не як жанрові авторитети, а їхня продуктивна інтеграція у викладання дипломатичної англійської мови потребує цілеспрямованого формування жанрової обізнаності та критичної ШІ-грамотності.

Ключові слова: штучний інтелект, ChatGPT, англійська мова для спеціальних цілей, дипломатичний дискурс, жанровий аналіз, вербальна нота, кодова депеша, контрастивна риторика, жанровий scaffold, викладання іноземної за професійним спрямуванням.

Statement of the Problem and Its Relevance. The proliferation of AI writing tools – most notably ChatGPT, DeepL Write, and Grammarly – has transformed the landscape of academic and professional writing instruction. In ESP (English for Specific Purposes) contexts, this transformation raises a fundamental question: do AI-generated texts conform to the genre norms of highly institutionalised discourse, or do they introduce systematic deviations that may mislead learners? Diplomatic discourse constitutes one of the most genre-constrained forms of institutional communication. Documents such as the Note Verbale and the Code Cable follow rigid structural conventions, prescribed formulaic language, and strict stylistic norms [3; 6]. Learners who uncritically adopt AI-generated drafts risk internalising genre deviations rather than target norms. This study addresses this gap by examining how AI-assisted drafting affects genre norm compliance in learner-produced diplomatic texts within a Ukrainian university ESP course – specifically, English for International Documents, designed for students of diplomacy and international economics.

Genre theory [2; 9] posits that genres are socially recognised communicative actions structured by identifiable moves – purposeful rhetorical steps that accomplish the genre's communicative goal. Diplomatic discourse has been analysed as a form of institutional genre characterised by high formulaicity, impersonality, and precision [1; 6].

A complementary framework is provided by Kaplan's [5] contrastive rhetoric, which argues that different cultures organise written information according to distinct rhetorical patterns. Anglo-English writing follows a strictly linear structure – the main point is stated at the outset, with supporting information following in a direct sequence. Ukrainian academic and professional writing, by contrast, tends towards digressive or circular organisation, a tendency confirmed in L2 writing research [5]. This cultural-rhetorical dimension adds a critical layer to the analysis of Ukrainian learner texts.

The intersection of AI tools and ESP writing has attracted growing scholarly attention. Researchers have documented both potential benefits – scaffolding, vocabulary support, error reduction – and risks, including genre inaccuracy, register inconsistency, and the perpetuation of L1-influenced rhetorical patterns [4; 5; 10]. However, empirical studies specifically examining AI compliance with diplomatic genre norms remain absent from the literature. This study addresses that gap directly.

The *purpose of the study* is to assess the extent to which AI-assisted drafting (using ChatGPT) improves genre norm compliance in Note Verbale and Code Cable texts produced by Ukrainian diplomacy students, in comparison with texts drafted without AI assistance. The analytical framework draws on genre move analysis [9], stylistic norm criteria derived from course materials, and Kaplan's [5] contrastive rhetoric model.

Main Research Findings. The following section presents the findings of the study across four interconnected components: a contrastive overview of the two target diplomatic genres, the theoretical framework guiding the analysis, the methodological design, and the empirical results with illustrative qualitative evidence. Together, these components address the central question of whether AI-assisted drafting brings learner-produced diplomatic texts closer to established genre norms – and, if so, to what extent and in which dimensions of compliance.

An initial comparison of the two target genres revealed that the Note Verbale and the Code Cable diverge significantly not only in their communicative purposes but also in their structural logic, formulaic repertoire, and stylistic requirements. This divergence was analytically productive for the study: by selecting two genres that differ maximally in their move inventories – particularly in the presence versus absence of relational opening and closing moves – it was possible to test whether AI-generated drafts comply with genre-specific norms rather than defaulting to a generic formal-English template. The key contrastive features are summarised in Table 1.

Table 1

Structural and Stylistic Features of Note Verbale and Code Cable

Feature	***Note Verbale***	***Code Cable***
Grammatical person	Third person (impersonal)	Second / third person
Structure	Formulaic opening & closing; unnumbered paragraphs	Header → Subject → Summary → Numbered body → Action required
Tone	Highly formal; polite distancing	Formal; direct; urgent
Length	Concise; 1–3 paragraphs	Very concise; brevity is obligatory
Voice	Passive acceptable but limited	Active strongly preferred
Key moves	Compliments → Purpose → Request / Statement → Compliments	Classification → Addressee → Subject → Summary → Body → Action required

The analysis of genre norm compliance proved most productive when approached across three complementary levels, each capturing a distinct dimension of diplomatic writing that AI tools may support or fail to reproduce. These levels – macro-structural move organisation, meso-structural stylistic norms, and micro-structural rhetorical patterning – together formed an integrated

analytical framework capable of distinguishing surface-level textual correctness from deeper genre socialisation (Figure 1).

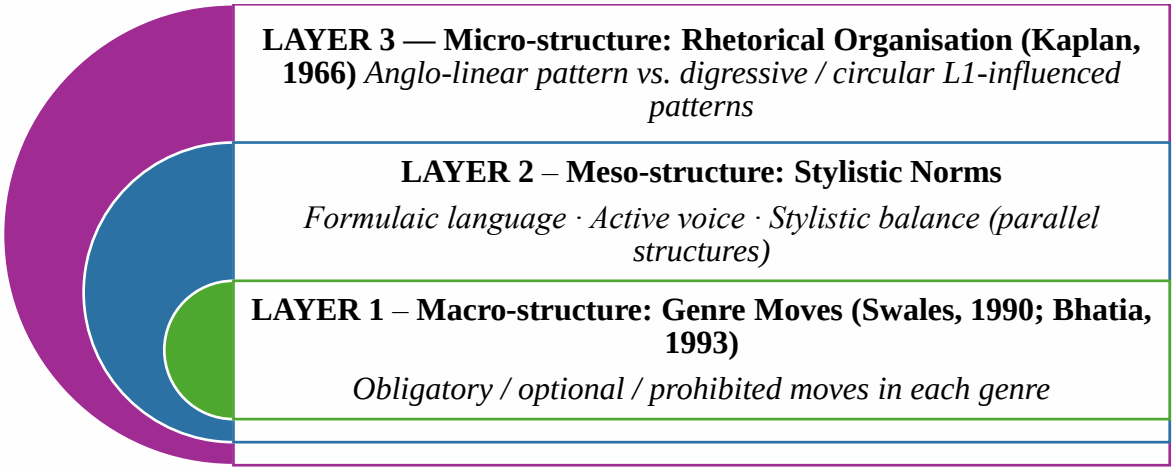

Figure 1. Three-Layer Analytical Framework

At the macro-structural level, the move inventory established for each genre (Table 2) formed the primary reference point for compliance assessment. Rather than applying a generic genre template, the inventory was grounded in two complementary sources – analysis of authentic diplomatic documents and the instructional materials developed specifically for the course – ensuring that the compliance criteria reflected actual professional practice rather than idealised textbook norms.

Table 2

Move Inventory for Note Verbale and Code Cable

Move	***Communicative purpose***	***Note Verbale***	***Code Cable***
M1: Opening	Establish sender–recipient relation	"[Embassy] presents its compliments to [MFA]…" [OBLIGATORY]	Classification header + date + addressee [OBLIGATORY]
M2: Subject / Summary	State topic or summarise content	Implied in M3 [OPTIONAL]	Subject line + 1–3 sentence summary [OBLIGATORY]
M3: Core statement	Deliver the message / request	"…has the honour to inform / request…" [OBLIGATORY]	Numbered paragraphs [OBLIGATORY]
M4: Action required	Specify expected response	Implied or explicit [OPTIONAL]	"Action required by:" [OBLIGATORY]
M5: Closing	Restore relational stance	"avails itself of this opportunity…" [OBLIGATORY]	Absent [PROHIBITED]

The move inventory reveals a fundamental asymmetry between the two genres: the Note Verbale is defined by relational opening and closing moves (M1, M5) that are entirely absent from the Code Cable, which instead foregrounds information management moves (M2, M4). This asymmetry makes the two genres an effective contrastive pair for studying AI genre compliance.

Participants were undergraduate diplomacy and international economics students ($n = 16$) enrolled in the English for International Documents ESP course at a State University of Trade and Economics. Each participant completed two drafting tasks: (1) a Note Verbale and (2) a Code Cable, both based on the same diplomatic scenario (a bilateral water-pollution dispute). Each task was performed twice – once without AI assistance (condition: No-AI) and once using ChatGPT as a drafting support tool (condition: AI). Task order was counterbalanced across participants to control for sequence effects. In the AI condition, participants were instructed to use the following standardised prompt template to ensure comparability.

Standardised ChatGPT prompt (translated from Ukrainian instruction):

"Draft a [Note Verbale / Code Cable] on behalf of the Embassy of Ukraine to the Ministry of Foreign Affairs of [Country X] regarding [topic]. The document must follow standard diplomatic conventions. Use formal English. Be concise."

Each text was assessed against five criteria (Table 3) by the course instructor using a 0–3 rubric (Table 4). Scores were converted to percentages and averaged across participants per condition. Where criterion C1, C2, and C5 required interpretive judgement, a second rater independently scored 25% of the corpus ($n = 7$ texts per genre per condition); inter-rater agreement was calculated using Cohen's κ.

Table 3

Analytical Matrix: Five Genre Compliance Criteria

Criterion	Operational definition	Note Verbale	Code Cable
C1: Genre moves	Presence and correct sequence of obligatory moves (M1–M5)	M1 + M3 + M5 obligatory	M1 + M2 + M3 + M4 obligatory
C2: Formulaic language	Use of genre-specific fixed phrases and register markers	"avails itself…"; "has the honour to…"	Classification markers; "Action required"
C3: Stylistic balance	Parallel grammatical structures in all multi-item lists or series	Checked per paragraph	Checked per numbered item
C4: Active voice	Proportion of passive constructions per 100 words	Target: < 30% passive	Target: < 20% passive
C5: Kaplan linearity	Linear Anglo-style organisation; main point stated first; no digressions	Scored 0–3 per move	Scored 0–3 per move

Table 4

Scoring Rubric (0–3 scale, selected criteria)

Score	***C1: Genre moves***	***C3: Stylistic balance***	***C5: Kaplan linearity***
3 (Full)	All obligatory moves present and correctly sequenced	All multi-item structures are parallel	Main point stated first; linear development throughout
2 (Partial)	All obligatory moves present; minor sequencing error	1–2 parallelism errors per text	Main point stated first; 1 digressive passage
1 (Minimal)	1 obligatory move absent or substantially misplaced	3+ parallelism errors per text	Main point delayed; circular or digressive organisation
0 (Absent)	2+ obligatory moves absent; genre unrecognisable	No parallel structures attempted	Fully Oriental/Romance rhetorical pattern

Table 5 presents mean compliance scores across the four conditions.

Table 5

Mean Genre Compliance Scores by Condition and Criterion (%)

Criterion	***NV – no AI (%)***	***NV – AI (%)***	***CC – no AI (%)***	***CC – AI (%)***
C1: Genre moves	54	82	61	89
C2: Formulaic language	48	76	55	84
C3: Stylistic balance	51	69	58	72
C4: Active voice	43	61	52	78
C5: Kaplan linearity	57	65	60	68
Mean	**50.6**	**70.6**	**57.2**	**78.2**

As shown in Table 5, AI-assisted drafting produced consistent gains in genre norm compliance across all five criteria and both genres. Overall mean compliance improved by 20 percentage points for the Note Verbale (from 50.6% to 70.6%) and by 21 percentage points for the Code Cable (from 57.2% to 78.2%), indicating a comparable effect of AI assistance irrespective of genre type.

The most substantial improvements were observed in the macro-structural and formulaic dimensions. Criterion C1 (Genre moves) increased by 28 percentage points in both genres (NV: 54% → 82%; CC: 61% → 89%), and C2 (Formulaic language) showed near-identical gains (NV: +28 pp; CC: +29 pp). These results suggest that ChatGPT draws on sufficient diplomatic register data to reproduce obligatory move sequences and genre-specific formulaic expressions with reasonable reliability.

By contrast, C5 (Kaplan linearity) yielded the most modest improvement across both conditions (+8 pp), remaining below 70% even with AI assistance. This pattern points to the persistence of L1-influenced rhetorical organisation in

AI-mediated writing – a finding that carries implications for how AI scaffolding is conceptualise

The quantitative patterns identified in Table 5 are further illuminated by qualitative analysis of selected text pairs, which reveal the specific nature of AI-induced improvements and residual genre deviations at the level of individual learner production.

The following examples illustrate the nature of AI-induced improvements and residual deviations in Note Verbale drafting (C1 and C5):

Example 1a – Note Verbale opening, No-AI condition (C1 violation):

The Embassy of Ukraine wants to inform the Ministry of Foreign Affairs about the recent environmental incident in the Drevka River basin and asks for cooperation in resolving this issue.

This draft fails to comply with three fundamental Note Verbale conventions simultaneously: the obligatory M1 opening compliment move is entirely absent, depriving the text of its genre-defining relational frame; the overall register falls below the threshold of diplomatic formality; and the verb wants – a direct volitional construction – violates the impersonal third-person convention that governs all NV predication.

Example 1b – Same task, AI condition (C1 compliant):

The Embassy of Ukraine presents its compliments to the Ministry of Foreign Affairs of Terrana and has the honour to bring to its attention the environmental situation arising from the contamination of the Drevka River. The Embassy requests that the Ministry consider joint measures to address this matter and avails itself of this opportunity to renew to the Ministry the assurances of its highest consideration.

In contrast to Example 1a, the AI-assisted draft successfully realises all three obligatory Note Verbale moves in their canonical sequence: the M1 opening compliment establishes the relational frame between the two diplomatic missions; M3 delivers the core communicative act through the genre-conventional construction has the honour to bring to its attention, followed by an explicit request; and M5 reinstates the relational stance through the closing formulaic expression.

Register is consistently maintained at the level of high diplomatic formality, and the formulaic repertoire – including presents its compliments, has the honour to, and avails itself of this opportunity – corresponds precisely to the genre-specific lexical inventory targeted in the course materials.

However, AI assistance does not guarantee C5 compliance. The following Code Cable example illustrates a persistent Kaplan-linearity deviation:

Example 2a – Code Cable body, AI condition (C5 partial – digressive opening):

1. The situation in the Drevka River basin has been developing for some time. Since the 1990s, environmental regulations in both countries have undergone significant revision. The current incident, which occurred on 14 March, must be seen against this broader background. 2. The Embassy requests an urgent bilateral meeting.

Despite overall structural compliance at the move level, the internal rhetorical organisation of the draft reveals a significant C5 deviation. The actionable main point – the request for an urgent bilateral meeting – is deferred to paragraph 2, while paragraph 1 opens with contextual and historical background material.

This sequencing reflects an Oriental/digressive rhetorical pattern [5], in which the communicative purpose is approached indirectly through scene-setting rather than stated at the outset as Anglo-linear norms require. Notably, this deviation was not generated autonomously by the AI tool but was reproduced from the learner's prompt, which itself followed a background-first organisational logic. The example thus demonstrates that AI assistance does not neutralise L1 rhetorical transfer; rather, it faithfully amplifies whatever discourse architecture the learner encodes in the input prompt.

Taken together, the three examples above illustrate two distinct trajectories of AI influence on learner genre production. In Examples 1a and 1b, AI assistance produces a qualitative shift from a register-inappropriate, move-deficient draft to a fully compliant Note Verbale in which all three obligatory moves are present, correctly sequenced, and realised through genre-conventional formulaic language. This improvement is consistent with the quantitative gains observed in C1 and C2 (Table 5) and suggests that, at the macro-structural level, ChatGPT functions as an effective genre model for learners who have not yet internalised the formulaic conventions of diplomatic correspondence.

Example 2a, however, reveals a qualitatively different dynamic. Despite AI assistance, the Code Cable body opens with contextual background rather than the actionable main point – a structural choice that reflects the digressive rhetorical pattern characteristic of Ukrainian L1 writing [5] rather than the Anglo-linear norm required by the genre. Crucially, this deviation was not introduced by the AI tool itself but was transmitted through the learner's prompt, which followed an Oriental rhetorical logic. This finding has a significant theoretical implication: in AI-mediated writing, the rhetorical architecture of the prompt acts as a transfer mechanism, embedding L1 discourse patterns into the target-language output. Genre-compliant AI-assisted writing therefore presupposes not only knowledge of target genre conventions but also explicit awareness of cross-cultural rhetorical differences – an awareness that cannot be assumed and must be developed through dedicated instructional intervention.

The findings suggest that AI tools function most effectively as a genre scaffold – providing learners with structural templates and register vocabulary that partially approximate target norms – rather than as a genre authority. This positioning aligns with Nation and Newton's [7] concept of supported output: scaffolded production that must be critically evaluated rather than uncritically adopted.

The strong gains in C1 and C2 confirm that ChatGPT has been trained on sufficient diplomatic corpus data to reproduce obligatory moves and formulaic phrases reliably. This makes it a genuinely useful tool for learners who lack exposure to authentic diplomatic texts – a common limitation in Ukrainian ESP contexts.

The limited improvement in C5 (Kaplan linearity) warrants detailed discussion. Example 2a above demonstrates a pattern observed across multiple AI-condition Code Cable texts: learners who composed their prompts in Ukrainian, or who structured their prompts following Ukrainian rhetorical conventions (background → then main point), effectively transferred their L1 rhetorical logic into the AI output. This finding extends Kaplan's [5] original insight into a new domain: in AI-mediated writing, the rhetorical pattern of the prompt determines the rhetorical pattern of the output. Explicit instruction in Anglo-linear organisation – such as the Kaplan diagram-based activities in the course materials used in this study – is therefore not merely a stylistic refinement but a prerequisite for effective AI-assisted diplomatic drafting.

The differential performance across genres – Code Cable showing higher AI compliance than Note Verbale across most criteria – likely reflects the greater frequency of cable-like documents in AI training data relative to the highly conventionalised third-person NV format. The NV's obligatory M5 closing compliment ("avails itself of this opportunity to renew to the Ministry the assurances of its highest consideration") was the single most frequently omitted feature in AI-generated drafts, suggesting this formula is underrepresented in training corpora.

From a pedagogical standpoint, these results suggest a two-stage instructional model: (1) explicit genre instruction using move analysis and authentic document exemplars, followed by (2) AI-assisted drafting with critical AI literacy tasks – specifically, prompting learners to identify and correct genre deviations in AI-generated output before submission.

Conclusions. This study demonstrates that AI-assisted drafting, when integrated into an ESP course on diplomatic English, can meaningfully improve genre norm compliance in learner-produced Note Verbale and Code Cable texts. Gains are most robust in macro-structural (genre moves) and register dimensions (+28–29 percentage points), and more modest in rhetorical organisation (+8 pp).

A key finding is that AI tools amplify, rather than correct, L1-influenced rhetorical patterns when learners structure prompts according to their native rhetorical conventions – underscoring the continued centrality of explicit contrastive rhetoric instruction [5] in AI-integrated ESP teaching. These findings support the integration of AI tools as a supplementary drafting resource in diplomatic ESP instruction, provided that learners develop critical AI literacy – the ability to systematically identify and correct genre deviations in AI-generated output – alongside explicit genre awareness. The study's limitations include its single-institution design and the indicative nature of the current data. Future research should expand the sample, incorporate longitudinal data to assess whether AI-supported practice leads to durable genre internalisation, and examine additional diplomatic genres (memoranda, demarches, aide-mémoires). A corpus-based comparison of learner texts, AI-generated texts, and authentic diplomatic documents would further illuminate the nature and extent of genre compliance and provide a more robust empirical foundation for AI-integrated ESP curriculum design.

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ETYMOLOGICAL FOUNDATIONS AND WORD-FORMATION STRATEGIES IN J.K. ROWLING'S LITERARY DISCOURSE

Abstract. The present study presents the results of investigation of the etymology and word-formation mechanisms of neologisms in the fantasy works of J. K. Rowling, with a particular focus on the *Harry Potter* series. In contemporary linguistics, authorial neologisms are increasingly recognised as a significant component of literary discourse, especially in fantasy literature, where lexical innovation is essential for constructing fictional worlds. Despite the popularity of Rowling's works and the existence of relevant studies, the etymological sources, structural patterns, and semantic motivation of her invented lexicon remain insufficiently systematised.

The aim of this study is to analyse the meaning of fictional words and classify Rowling's neologisms, identify their etymological origins, and analyse the word-formation strategies underlying their creation. The research employs methods of critical literature review, etymological analysis, and lexical classification, drawing on dictionaries, scholarly sources, and textual data from the original novels.

The findings demonstrate that Rowling's neologisms can be grouped into three major categories, including Latin-based formations, compounds, and blends (portmanteaus). A significant proportion of lexical items, in particular spell, are derived from Latin roots, contributing to semantic transparency and stylistic authenticity. Other neologisms rely on compounding and blending, combining familiar lexical elements into innovative forms that remain accessible to readers.

The present study highlights that Rowling's lexical creativity is not arbitrary but follows systematic linguistic principles, integrating classical languages, phonetic symbolism, and semantic motivation. These strategies enhance world-building, deepen characterisation, and strengthen reader

immersion. The results contribute to the broader understanding of neologism formation in literary texts and demonstrate the importance of etymological analysis in interpreting contemporary fantasy discourse.

Keywords: neologisms, etymology, fantasy discourse, word-building, word-formation.

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ЕТИМОЛОГІЧНІ ОСНОВИ ТА СЛОВОТВІРНІ СТРАТЕГІЇ В ХУДОЖНЬОМУ ДИСКУРСІ ДЖОАН РОУЛІНГ

Анотація. У цьому дослідженні представлено результати аналізу етимології та словотвірних механізмів неологізмів у творах жанру фентезі Джоан Роулінг, представлених зокрема в серії романів про Гаррі Поттера. У сучасному мовознавстві авторські неологізми дедалі частіше розглядаються як важливий складник художнього дискурсу, особливо у фентезійній літературі, де лексична інновація є необхідною умовою створення вигаданих світів. Попри значну популярність творів Роулінг і наявність відповідних досліджень, етимологічні джерела, структурні моделі та семантична мотивація її вигаданої лексики залишаються недостатньо систематизованими.

Метою цього дослідження є аналіз значення вигаданих слів, класифікація неологізмів Роулінг, визначення їхніх етимологічних джерел, а також дослідження словотвірних стратегій, що лежать в основі їх створення. У роботі використано методи критичного аналізу наукової літератури, етимологічного аналізу та лексичної класифікації з опорою на словники, наукові джерела та текстовий матеріал оригінальних романів.

Результати дослідження свідчать, що неологізми Роулінг можуть бути згруповані у кілька основних категорій, зокрема: латинізовані утворення, стягнення або телескопія та складання (основоскладання, словоскладання). Значна частина лексики, зокрема заклинання, походить від латинських коренів, що забезпечує семантичну прозорість і стилістичну автентичність.

Інші неологізми формуються шляхом словоскладання та стягнення, поєднуючи знайомі мовні елементи у нові форми, доступні для сприйняття читачем.

Дослідження підкреслює, що лексична творчість Роулінг не є випадковою, а ґрунтується на системних лінгвістичних принципах, поєднуючи класичні мови, фонетичну символіку та семантичну мотивацію. Такі стратегії сприяють побудові художнього світу, поглиблюють характеристику персонажів і підсилюють занурення читача. Отримані результати розширюють розуміння процесів творення неологізмів у художніх текстах та підтверджують важливість етимологічного аналізу для інтерпретації сучасного фентезійного дискурсу.

Ключові слова: неологізми, етимологія, фантазійний дискурс, словотворення.

Problem Statement. In contemporary linguistics, considerable scholarly attention is devoted to the study of authorial neologisms as a significant component of literary discourse. Particular interest is generated by word-formation practices in fantasy literature, where the creation of new lexical items constitutes a fundamental mechanism for the construction of fictional worlds. The works of J. K. Rowling, particularly the *Harry Potter* series, represent a prominent example of the extensive and systematic use of individual authorial neologisms. Her linguistic creativity extends beyond mere invention of novel forms, as it is grounded in the structural and semantic frameworks of historically established languages.

Despite the global popularity of these works and the existence of a growing body of scholarship, the etymological origins of invented lexical items, the mechanisms underlying their formation, and their semantic motivation remain insufficiently systematised.

In particular, further investigation is required into the relationship between authorial neologisms and authentic linguistic resources (including Latin, English, and other languages), as well as their role in shaping the fictional universe and influencing reader perception and interpretation.

Accordingly, the relevance of this study is determined by the need for a comprehensive and systematic analysis of the etymological sources and word-formation models underlying neologisms in the works of J. K. Rowling, viewed as an important domain within contemporary literary linguistics.

It can be argued that Rowling did not merely produce a series of literary works, but rather constructed a distinct linguistic system. A substantial proportion of her lexical innovations demonstrate clear connections to Latin and Old English [7], [11], thereby offering a fertile ground for etymological and linguistic analysis.

The analysis of Rowling's neologisms demonstrates that they can be classified into several major groups, including Latin-based formations, compounds, and blends (portmanteaus). This classification highlights the systematic nature of the author's word-formation strategies.

Analysis of research and publications. J. K. Rowling is widely regarded as one of the most influential contemporary writers, and her works have attracted significant scholarly attention. In particular, researchers such as A. Blake [3], G. L. Anatol [2], and J. Algeo [1] have made substantial contributions to the study of stylistic features, the functions of neologisms, and the analysis of invented lexical items in her texts. An important contribution to the study of Rowling's vocabulary is the work of librarian Steve Vander Ark [15], who compiled an extensive database of lexical items from the Harry Potter series and developed the online encyclopaedia *The Harry Potter Lexicon*. Despite legal disputes with the author, this resource has become widely used by both scholars and readers as a reference tool for analysing Rowling's linguistic creativity [13].

Among the most frequently cited studies is *"Harry Potter's Names: Polysemy, Etymology, and Onomastic Wordplay"* by Don L. F. Nilsen and Alleen Pace Nilsen [13]. This work provides a detailed analysis of Rowling's use of polysemy and wordplay, demonstrating how multiple layers of meaning are embedded in character names and other lexical units, thereby enriching the narrative and enhancing reader engagement.

Another significant contribution is *"The names in Harry Potter"* by Anja Brøndsted and Cay Dollerup [4]. This study is particularly valuable for translation studies, as it examines how Rowling's invented words are adapted across different languages and cultural contexts. The authors highlight the challenges translators face in preserving semantic, stylistic, and phonetic features of neologisms while ensuring their accessibility to target audiences.

Furthermore, *"The Onomastics of Harry Potter"* by John Algeo [1] offers an in-depth analysis of proper names in the series. Algeo, a prominent scholar in onomastics, interprets many of Rowling's names as **charactonyms**, that is, meaningful names that reflect the personality, role, or traits of the characters. His research underscores the importance of naming as a stylistic and semantic device in the construction of the fictional world.

The present study aims at classifying neologisms created by J. K. Rowling into categories, the analysis of their etymology, word formation methods and their meaning in *Harry Potter series*, which can form a particular structure and basis for creation new words in future.

Methods. The present research was conducted using methods of critical literature analysis, in particular databases and dictionaries [5], [7], [8], [16], [17], based on *Harry Potter* series in order to examine existing scholarly research

related to literary neologisms, fantasy discourse, etymology, and word-formation processes. Academic publications in the fields of linguistics, stylistics, and onomastics were analysed to establish the theoretical basis of the study. Etymological dictionaries and lexicographic resources were used to determine the semantic and morphological motivation of lexical items.

Also, qualitative linguistic approach was used, aimed at identifying and analysing the etymological foundations and word-formation strategies underlying neologisms in the literary discourse of J. K. Rowling.

In addition, the study utilised methods of lexical and morphological classification in order to categorise the selected neologisms according to their dominant word-formation strategies.

Results and discussion. The selected examples of neologisms were classified into major groups and presented in the tables below.

The analysis reveals that one of the dominant word-formation strategies employed in the works of J. K. Rowling involves the integration of classical borrowings, primarily from Latin, combined with processes such as derivation, compounding, and blending.

Table 1 illustrates this strategy in detail, demonstrating how Latin lexical elements serve as a productive foundation for the creation of neologisms, particularly in the domain of spells, charms, and curses. These lexical items reflect not only the author's familiarity with classical languages but also a deliberate effort to construct linguistically motivated forms that enhance semantic transparency and stylistic authenticity. Rather than being arbitrary inventions, such neologisms are structured in accordance with recognisable morphological patterns, which contributes to their intelligibility and memorability for the reader.

Furthermore, the use of Latin-based formations introduces a sense of historical depth and pseudo-academic authority, reinforcing the internal logic of the fictional world. The combination of classical roots with phonetic expressiveness results in lexemes that are both semantically meaningful and acoustically evocative. This interplay between etymological grounding and phonetic design allows the author to achieve a balance between realism and creativity, which is a defining feature of linguistic world-building in fantasy literature.

Table 1

Word	Etymology	Function
Expelliarmus	Lat. *expellere* (drive out) + *arma* (weapon)	The Disarming Charm: Forces whatever an opponent is holding to fly out of their hand.

Word	Etymology	Function
Lumos	Lat. *lumen* (light)	The Wand-Lighting Charm: Illuminates the tip of the caster's wand.
Nox	Lat. *nox* (night)	The Wand-Extinguishing Charm: The counter-spell to Lumos; it puts out the light.
Expecto Patronum	Lat. *expecto* (await) + *patronus* (protector)	The Patronus Charm: Conjures a spirit guardian to repel Dementors. Symbolic protection.
Petrificus Totalus	Lat. *petra* (stone), *fieri* (to become), *totalis* (total/complete).	Literally: "To become totally like stone." The Full Body-Bind Curse: Paralyzes the victim's entire body, making them as stiff as a board.
Accio	Lat. *accio* (summon, send for)	The Summoning Charm): Causes an object at a distance to fly to the caster.
Protego	Lat. *protegere* (protect)	The Shield Charm: Creates an invisible barrier to deflect spells and physical entities.
Incendio	Lat. *incendere* (ignite)	The Fire-Making Spell: Produces a burst of flames.
Aguamenti	Lat. *aqua* (water), *mentis* (mind) or the suffix *-mentum*, suggesting "water by the mind."	The Water-Making Spell): Produces a jet of clean, drinkable water from the wand tip.
Obliviate	Lat. *oblivion (*forgetfulness)	The Memory Charm: Erases specific memories from the victim’s mind.
Crucio	Lat. *crucifixion* (I torture)	The Cruciatus Curse): Inflicts excruciating physical pain on the victim.
Imperio	Latin *imperare*, meaning "to command" or "to exert authority."	The Imperius Curse: Places the victim under the absolute control of the caster.

As we can see, the names of the spells did not come out of nothing, it was a meticulous work of linguistic art conducted by the author, the search of meaningful roots, which makes Rowling's books even more value from the linguistic perspective.

Overall, this word-formation strategy demonstrates that the creation of neologisms in the *Harry Potter* series is governed by systematic linguistic principles, where borrowing, derivation, and blending function as complementary mechanisms in the construction of a coherent and immersive lexical system.

A substantial proportion of the neologisms identified in the *Harry Potter* series consists of compounds. Compounding is a productive word-formation process based on the combination of two or more lexical elements into a single unit, often resulting in semantically transparent and structurally motivated forms [6]. This process plays a significant role in the construction of Rowling's fictional lexicon, as it enables the creation of new terms that remain accessible and intuitively understandable to readers.

The compounds found in the works of J. K. Rowling frequently combine familiar English words, thereby facilitating comprehension while simultaneously contributing to the richness of the fictional world. Such formations often serve to name magical objects, locations, or concepts (e.g., *Time-Turner*, *Foe-glass*, *Rememberall* [8]), where the meaning can be inferred from the constituent elements. This semantic transparency enhances reader engagement and supports the internal coherence of the narrative.

Moreover, compounding in Rowling's texts is not merely a mechanical process but a stylistically motivated strategy that often incorporates elements of wordplay, metaphor, and cultural reference. In some cases, compounds exhibit humorous or expressive connotations (e.g., *Hogwarts*), while in others they reinforce the functional or descriptive nature of the referent. The examples of such compounds identified in the present study are presented in *Table 2*.

Table 2.

Word	Etymology	Meaning
Hogwarts	hog +warts	the name of the school for wizards, which has humorous and memorable setting
Butterbeer	butter + beer	a "warming" drink served hot in tankards or cold in bottles, holds significant cultural meaning within the *Harry Potter* universe and in the real-world fandom, acting as a symbol of comfort, maturation, and magical immersion

Word	Etymology	Meaning
Rememberall	remember + all	a transparent magical object, which helps to recall the past events
Sneakoscope	sneak + scope	a magical Dark Detector
Death Eater	death + eater	a member of Lord Voldemort's inner circle of followers, who do not actually "eat" death; rather, they seek to conquer or consume mortality itself
Mudblood	mud+blood	a member of wizard world whose parents are not wizards. In contemporary English this word is abusive name to discriminate people

Also, a very interesting compound of an archaic root and a modern noun, the word *parseltongue*, the language of snakes, often associated with Dark Magic [14]. Although some informal sources suggest that the element "Parsel" may be linked to archaic terms describing speech irregularities, there is no confirmed statement by J. K. Rowling supporting this interpretation. More plausibly, the term "*Parseltongue*" represents a creative formation combining phonetic symbolism and associations with language and speech.

The next group of neologisms identified in the present study comprises blends (portmanteaus), which represent another productive word-formation strategy employed in the works of J. K. Rowling. Blending is a morphological process that involves combining parts of two (or more) lexical units, typically the beginning of one word and the end of another, into a single new form that integrates both phonological and semantic features of the source elements [15].

In Rowling's fictional lexicon, blends serve as an effective means of creating expressive, memorable, and semantically rich lexical items. Unlike compounds, which tend to preserve the full form of their components, blends often compress lexical material, resulting in more compact and stylistically marked units. This compression contributes to their novelty and enhances their impact within the narrative.

Examples such as *Animagus* (*animal* + *magus*) and *Dementor* (*dement* + agentive suffix *-or*, with blending-like semantic fusion) illustrate how blending interacts with classical elements and derivational morphology [7]. These formations frequently convey complex meanings while maintaining a degree of semantic transparency, allowing readers to infer their function within the fictional world.

Furthermore, blending in Rowling's works often combines linguistic creativity with phonetic symbolism, producing lexemes that are not only

meaningful but also acoustically evocative. This contributes to the overall aesthetic of the narrative and reinforces the immersive quality of the fictional universe. *Table 3* illustrates some of the examples of such blended formations identified in this study.

Table 3.

Word	Etymology	Meaning
Animagus	"Animal" with the Latin *magus*	meaning wizard, sorcerer, or learned person, in Harry Potter series it has a meaning of a witch or wizard who can transform into a specific animal at will through a long, complex process
Metamorphmagus	Greek-rooted *metamorphosis* (change of form) and the Latin *magus*,	which means a wizard born with the ability to change their physical appearance at will
Horcrux	horror + crux	Central dark concept
Auror	aura + Lat. influence	Prestige role
Dementor	dement + mentor	Fear, psychological effect

Also, blends like *Animagus* and *Metamorphmagus* serve a mnemonic function [13]. By using the "Magus" suffix across multiple terms J. K. Rawling creates a linguistic family of "specialized wizards," making the terminology feel like a structured, scientific system of magic.

Conclusion. The present study has demonstrated that the neologisms in the works of J. K. Rowling are not arbitrary inventions, but rather the result of systematic and linguistically motivated word-formation processes. Through the analysis and classification of lexical items, it has been established that Rowling employs a range of strategies, including borrowing from classical languages, compounding, blending, onomastic construction, and semantic transformation. These mechanisms collectively contribute to the creation of a coherent and internally consistent fictional lexicon.

Importantly, the findings indicate that an understanding of the etymological foundations and structural principles underlying such neologisms has practical implications for linguistic creativity. By identifying and systematizing these patterns, it becomes possible to apply similar strategies in the creation of new

lexical items, whether in literary, academic, or technological contexts. In this sense, Rowling's approach can be viewed as a model of productive word-formation that bridges creativity and linguistic logic.

Furthermore, the study underscores that the author's lexical innovations transcend mere functional naming and can be regarded as a form of linguistic artistry. The deliberate combination of semantic transparency, phonetic expressiveness, and cultural references transforms these neologisms into integral elements of the narrative aesthetic. Consequently, Rowling's linguistic constructions not only facilitate world-building but also enrich the reader's interpretative experience. In conclusion, the neologisms examined in this study represent not only effective tools of fictional discourse but also a unique manifestation of linguistic art, demonstrating the creative potential of language when grounded in systematic principles and etymological awareness.

Future research may focus on corpus-based analyses of neologism frequency and distribution, cross-linguistic comparisons of translation strategies, and the application of computational linguistic methods to model and generate authorial neologisms in contemporary digital discourse.

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DEVELOPING ENGLISH COMMUNICATION SKILLS IN FUTURE PROFESSIONALS IN SOCIAL WORK, MANAGEMENT, AND ADMINISTRATION

Abstract. The article examines the problem of developing English communication skills among students of social work, management, and administration in the context of modern globalized society. The relevance of professionally oriented English language teaching as an important component of training future specialists capable of functioning effectively in the international professional environment, participating in intercultural communication, international educational programs, digital cooperation, and professional mobility is substantiated. It is emphasized that the modern labor market places high demands on English language proficiency since the professional activities of social workers, managers, and administrators are increasingly connected with international interaction, the use of digital platforms, business correspondence, participation in online negotiations, conferences, and work in multicultural environments.

The article analyzes modern scientific approaches to the formation of students' communicative competence and identifies the main components of professional English-language training. Special attention is paid to the development of oral and written professional communication skills, critical thinking, negotiation abilities, presentation skills, intercultural competence, emotional intelligence, and soft skills. The importance of the communicative approach in English language teaching is highlighted, as it contributes to the

formation of practical language abilities through the simulation of real professional situations.

The effectiveness of modern teaching methods and technologies is investigated, including blended learning, role-play, case-study, simulation activities, project-based learning, collaborative learning, interactive platforms, and AI-based communication practice. It is determined that the integration of digital technologies and artificial intelligence significantly increases students' motivation to learn English and contributes to the creation of an authentic communicative environment. Examples of the use of online tools, video conferencing, chatbots, virtual simulations, and distance learning platforms for the development of professional English communication are provided.

The article also highlights practical aspects of English language use in the professional activities of specialists in social work, management, and administration. It is shown that for social workers English serves as an important means of interaction with international humanitarian organizations, migrants, refugees, and foreign partners. For managers and administrators, English proficiency ensures effective participation in international negotiations, management of international teams, involvement in global projects, and professional growth.

It is concluded that the development of English communicative competence is a necessary condition for training competitive specialists of a new generation. The study proves that the combination of the communicative approach, professionally oriented learning, digital technologies, and interactive methods contributes to students' readiness for effective professional activity in the conditions of international cooperation and digital society. Prospects for further research are associated with the implementation of innovative AI technologies, virtual communicative environments, and modern digital platforms in professionally oriented English language teaching.

Keywords: English language, communication skills, professional communication, social work, management, administration, soft skills, ESP, blended learning, digital technologies, artificial intelligence, intercultural communication, professional competence.

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РОЗВИТОК АНГЛОМОВНИХ КОМУНІКАТИВНИХ НАВИЧОК У МАЙБУТНІХ ФАХІВЦІВ ІЗ СОЦІАЛЬНОЇ РОБОТИ, МЕНЕДЖМЕНТУ ТА АДМІНІСТРУВАННЯ

Анотація. У статті розглядається проблема розвитку англомовних комунікативних навичок у студентів спеціальностей соціальної роботи, менеджменту та адміністрування в умовах сучасного глобалізованого суспільства. Обґрунтовується актуальність професійно орієнтованого навчання англійської мови як важливого компонента підготовки майбутніх фахівців, здатних ефективно функціонувати в міжнародному професійному середовищі, брати участь у міжкультурній комунікації, міжнародних освітніх програмах, цифровій співпраці та професійній мобільності. Наголошується, що сучасний ринок праці висуває високі вимоги до рівня володіння англійською мовою, оскільки професійна діяльність соціальних працівників, менеджерів і адміністраторів дедалі частіше пов'язана з міжнародною взаємодією, використанням цифрових платформ, веденням ділового листування, участю в онлайн-переговорах, конференціях та роботі в мультикультурному середовищі.

У статті проаналізовано сучасні наукові підходи до формування комунікативної компетентності студентів та визначено основні складові професійної англомовної підготовки. Особливу увагу приділено розвитку навичок усного й писемного професійного спілкування, критичного мислення, ведення переговорів, презентаційних умінь, міжкультурної компетентності, емоційного інтелекту та soft skills. Розкрито значення комунікативного підходу у викладанні англійської мови, який сприяє формуванню практичних мовленнєвих умінь через моделювання реальних професійних ситуацій.

Досліджено ефективність сучасних методів і технологій навчання, серед яких blended learning, role-play, case-study, simulation activities, project-based learning, collaborative learning, інтерактивні платформи та AI-based communication practice. Визначено, що інтеграція цифрових технологій та елементів штучного інтелекту значно підвищує мотивацію студентів до вивчення англійської мови та сприяє створенню автентичного комунікативного середовища. Наведено приклади використання онлайн-інструментів, відеоконференцій, чат-ботів, віртуальних симуляцій і платформ дистанційного навчання для розвитку професійної англомовної комунікації.

У статті також висвітлено практичні аспекти використання англійської мови у професійній діяльності фахівців соціальної роботи, менеджменту та адміністрування. Показано, що для соціальних працівників англійська мова є важливим засобом взаємодії з міжнародними гуманітарними організаціями, мігрантами, біженцями та іноземними партнерами. Для менеджерів і адміністраторів володіння англійською мовою забезпечує ефективне ведення міжнародних переговорів, управління міжнародними командами, участь у глобальних проєктах та професійне зростання.

Зроблено висновок, що розвиток англомовної комунікативної компетентності є необхідною умовою підготовки конкурентоспроможних фахівців нового покоління. Встановлено, що поєднання комунікативного підходу, професійно орієнтованого навчання, цифрових технологій та інтерактивних методів сприяє формуванню готовності студентів до ефективної професійної діяльності в умовах міжнародного співробітництва та цифрового суспільства. Перспективи подальших досліджень вбачаються у впровадженні інноваційних AI-технологій, віртуальних комунікативних середовищ та сучасних цифрових платформ у процес професійно орієнтованого навчання англійської мови.

Ключові слова: англійська мова, комунікативні навички, професійна комунікація, соціальна робота, менеджмент, адміністрування, soft skills, ESP, blended learning, цифрові технології, штучний інтелект, міжкультурна комунікація, професійна компетентність.

Problem statement. In the modern globalized world, English has become an essential tool of professional communication in almost every sphere of human activity. Specialists in social work, management, and administration increasingly participate in international projects, intercultural communication, online conferences, foreign internships, and digital cooperation. Consequently, higher education institutions face the urgent task of preparing students for effective professional interaction in English.

The importance of communication skills has significantly increased due to rapid technological development, digital transformation, and the growth of international mobility. Modern employers expect graduates not only to possess professional knowledge but also to demonstrate strong communicative competence, flexibility, teamwork abilities, emotional intelligence, and intercultural awareness. Communication skills are now considered one of the key soft skills necessary for successful professional activity.

Students of social work require English communication skills to interact with international organizations, migrants, refugees, vulnerable social groups, and

foreign partners. Future managers and administrators need English for conducting negotiations, writing business correspondence, preparing presentations, managing international teams, and participating in global business communication.

However, many students still experience difficulties in speaking English fluently in professional situations. Traditional grammar-oriented approaches often fail to develop real communicative competence. Students may know grammatical rules but struggle with practical communication, public speaking, or spontaneous interaction. Therefore, modern higher education should focus on communicative, interactive, and professionally oriented approaches to teaching English.

Analysis of recent research and publications. The issue of developing communication skills in higher education has attracted considerable attention from researchers worldwide. Modern studies emphasize the importance of communicative competence as a key component of professional training.

Emma Reith-Hall and Paul Montgomery investigated the teaching and learning of communication skills in social work education and concluded that systematic communication training positively influences students' empathy, interviewing skills, and professional interaction abilities. The researchers highlighted the effectiveness of role-play, simulation, and reflective learning in social work education [7].

Recent studies in English for Specific Purposes (ESP) also demonstrate that professional communication skills should be integrated into educational programs for management and administration students. Researchers emphasize the importance of practical tasks such as presentations, negotiations, report writing, teamwork activities, and case-based learning.

Daniel Dauber and Helen Spencer-Oatey explored the development of global communication skills in internationalized higher education institutions. They found that intercultural communication, collaborative learning, and digital interaction significantly improve students' communicative competence and readiness for global professional environments [9].

Modern Ukrainian researchers also focus on sociocommunicative competence as an important component of professional training for future social workers and administrators. Special attention is paid to communication strategies, emotional intelligence, and interactive teaching methods.

Furthermore, recent studies underline the growing role of artificial intelligence and digital technologies in language learning. AI-based simulations, chatbots, online speaking platforms, and virtual role-play environments create authentic communication situations and help students develop confidence in professional interaction.

Despite significant scientific achievements, the problem of integrating professional English communication into the educational process of social work,

management, and administration students remains актуальною and requires further investigation.

Purpose of the Article. The purpose of the article is to analyze effective approaches, methods, and technologies for developing English communication skills among students of social work, management, and administration, as well as to identify the role of professionally oriented communication in modern higher education.

Presentation of the Main Research Material. Communication skills represent one of the most important components of professional competence in the 21st century. In the context of globalization, rapid technological progress, digital transformation, and international mobility, English communication has become a necessary instrument for professional growth, academic development, and international cooperation. Today, specialists in social work, management, and administration are expected not only to possess professional knowledge but also to communicate effectively in multicultural and multilingual environments. Consequently, higher education institutions must ensure the formation of strong English communicative competence among future professionals.

Modern students belong to a digital generation that actively uses smartphones, social media, online platforms, video conferencing tools, and artificial intelligence in everyday life. Therefore, English language teaching should correspond to modern educational and technological realities. Traditional methods focused mainly on grammar translation are no longer sufficient because they do not fully prepare students for authentic professional communication. Modern educational approaches emphasize interaction, collaboration, problem-solving, creativity, and practical application of language skills [3].

One of the most effective approaches in modern language education is Communicative Language Teaching (CLT), which focuses on meaningful interaction rather than isolated grammar exercises. Within this approach, students learn to use English as a real communication tool in professional situations. For example, social work students may conduct simulated interviews with clients experiencing emotional distress, discuss social inequality problems, or participate in conflict-resolution activities. Management students can practice business negotiations, strategic planning meetings, team briefings, and startup presentations in English.

For instance, during one classroom activity students may simulate a meeting between a social worker and a refugee family seeking humanitarian assistance. One student acts as a social worker, another as a translator, and others as family members describing their problems. Such tasks not only improve speaking skills but also develop empathy, emotional intelligence, and professional vocabulary.

Management students may participate in simulations where they negotiate international contracts, discuss marketing strategies, or solve workplace conflicts between employees from different cultural backgrounds. Administration students can practice writing official emails, preparing reports, conducting online meetings, or presenting organizational development plans in English.

Role-play activities significantly improve communicative competence because they imitate authentic professional situations. Students become more confident in spontaneous speaking and learn how to react appropriately in unpredictable communication contexts. For example, students may simulate:

- communication between a social worker and a refugee family;
- a consultation with a person experiencing domestic violence;
- an online psychological support session;
- a business negotiation between company managers;
- a meeting between administrators and international partners;
- crisis management discussions;
- public presentations of social projects;
- job interviews in international companies;
- communication with dissatisfied clients;
- negotiations about humanitarian aid distribution.

Such activities develop speaking fluency, teamwork abilities, leadership skills, creativity, and critical thinking simultaneously. Students learn to express opinions, defend arguments, solve problems collaboratively, and adapt communication strategies depending on professional situations [4].

Case-study methodology also demonstrates high effectiveness in professional English teaching. This method is based on analyzing real or simulated professional situations that require practical solutions. Students discuss problems, analyze alternative strategies, and present decisions in English. Such activities imitate real workplace communication and increase professional readiness. For example, management students may analyze a case involving communication failure within an international company. They discuss how cultural misunderstandings affected teamwork and propose strategies for improving communication efficiency. Social work students may examine cases related to child protection, migration crises, homelessness, or mental health support.

One practical case-study example involves a humanitarian organization coordinating assistance for internally displaced people. Students discuss logistical problems, communication barriers, emotional challenges, and ethical issues while using professional English terminology. Another example may involve resolving conflict between employees in a multinational corporation where students must negotiate and find compromise solutions in English.

Blended learning has become especially popular after the COVID-19 pandemic because it combines traditional classroom instruction with online educational environments. Modern universities increasingly integrate digital tools into the learning process. Platforms such as Zoom, Google Classroom, Moodle, Microsoft Teams, Canva, Padlet, Kahoot, and Quizlet provide flexible opportunities for communication practice and collaborative learning. For example, students may participate in international virtual exchange projects where Ukrainian students collaborate online with students from other countries. During these projects they discuss social issues, management strategies, cultural differences, and global challenges in English. Such interaction creates authentic communication situations and significantly increases motivation.

Modern digital technologies create new possibilities for language learning and professional communication development. Students may use:

- AI chatbots for conversation practice;
- speech recognition applications for pronunciation improvement;
- online discussion forums;
- podcasts and professional webinars;
- video conferencing tools;
- virtual simulations;
- collaborative online projects;
- digital storytelling platforms;
- interactive mobile applications;
- virtual reality communication environments.

Artificial intelligence is increasingly integrated into language education. AI-based communication simulators can imitate professional conversations and provide immediate feedback regarding pronunciation, grammar, fluency, and vocabulary usage. For example, future social workers may communicate with virtual clients experiencing emotional stress, while management students may practice interviews or negotiations in simulated business environments.

ChatGPT-like AI systems are now actively used for language learning. Students can practice professional dialogues, receive instant corrections, generate business correspondence, or prepare presentations. For instance, a management student may ask AI to simulate a negotiation with an international investor, while a social work student may practice communication with a vulnerable client seeking social support.

Virtual reality technologies are also becoming increasingly relevant in modern education. VR simulations allow students to immerse themselves in realistic professional environments. For example, students may participate in virtual international conferences, humanitarian missions, or intercultural communication scenarios entirely in English [5].

Another important aspect of professional communication training is intercultural competence. Professionals in social work, management, and administration frequently interact with people from different cultural, linguistic, and social backgrounds. Therefore, students should learn not only grammar and vocabulary but also communication etiquette, cultural sensitivity, tolerance, and international professional standards.

Communication styles differ significantly across cultures. In some countries direct communication is valued, while in others indirect communication and politeness strategies are preferred. For example, American business communication often emphasizes openness and self-confidence, whereas Japanese professional communication focuses more on politeness, hierarchy, and indirect expression. Understanding these cultural differences helps future specialists avoid misunderstandings and communicate effectively in international contexts.

Intercultural training activities may include:

- discussions about cultural stereotypes;
- analysis of communication misunderstandings;
- comparison of business etiquette in different countries;
- international online teamwork;
- multicultural debates and presentations.

Soft skills development is also closely connected with English communication training. Modern employers highly value:

- teamwork;
- leadership;
- adaptability;
- emotional intelligence;
- public speaking;
- negotiation skills;
- creativity;
- decision-making abilities;
- conflict management;
- critical thinking [6].

English classes can effectively integrate these competencies through collaborative tasks, project-based learning, debates, presentations, brainstorming sessions, and professional simulations.

Public speaking activities are especially important for future managers and administrators. Students may prepare presentations on topics such as sustainable development, digital transformation, social inclusion, or international business strategies. Social work students may present community support projects, mental health awareness campaigns, or volunteer initiatives.

One bright modern example is the growing participation of Ukrainian students in international academic mobility programs such as Erasmus+, international internships, and global volunteer initiatives. Students who possess strong English communication skills adapt more successfully to foreign educational environments and demonstrate better professional integration. For example, Ukrainian students participating in Erasmus+ programs often attend lectures in English, collaborate with international teams, prepare academic presentations, and participate in intercultural projects. Those with developed communication skills usually demonstrate higher academic confidence and professional mobility.

Another example is the increasing role of international humanitarian organizations in Ukraine. Future social workers frequently cooperate with organizations such as the United Nations, UNICEF, Red Cross, and International Organization for Migration. Communication with international experts, preparation of reports, participation in training programs, and coordination of humanitarian projects require advanced English proficiency.

Management and administration specialists also increasingly work in multinational companies and international digital environments. Online teamwork across different countries requires clear communication, intercultural awareness, and professional English proficiency. Employees often participate in Zoom meetings with colleagues from Europe, Asia, or North America, prepare presentations for international partners, and communicate through digital collaboration platforms.

Project-based learning represents another highly effective educational strategy. Students collaboratively work on practical projects, conduct research, prepare presentations, and communicate in English throughout the learning process. For example, students may develop:

- social support projects for vulnerable populations;
- international marketing campaigns;
- community development initiatives;
- digital administration systems;
- volunteer programs;
- environmental awareness campaigns;
- startup business models;
- intercultural communication workshops.

Such projects combine professional training with language learning and significantly increase student motivation because students clearly understand the practical value of communication skills.

Motivation plays a crucial role in language acquisition. Students learn more effectively when they see direct connections between English proficiency and

career opportunities. Therefore, teachers should integrate authentic materials, professional terminology, real-life scenarios, TED Talks, podcasts, international case studies, and modern communication technologies into the educational process.

Modern English classes should create supportive communicative environments where students feel comfortable expressing opinions, making mistakes, and experimenting with language. Psychological comfort and positive interaction significantly influence students' communicative confidence and willingness to participate in discussions [8].

Consequently, the development of English communication skills should become an integral and strategically important component of professional education for students of social work, management, and administration. Effective integration of communicative approaches, digital technologies, intercultural education, and professionally oriented learning contributes to preparing competitive specialists capable of successful professional activity in the globalized world.

Conclusions. The study demonstrates that the development of English communication skills is an essential component of professional training for students of social work, management, and administration. In the conditions of globalization, digital transformation, and increasing international cooperation, modern professional environments require specialists who can communicate effectively in multicultural and intercultural contexts. English language proficiency has become not only an academic requirement but also a practical necessity for successful professional activity, career development, and participation in global professional communities.

The research confirms that traditional language teaching methods focused mainly on grammar memorization and translation exercises are no longer sufficient for developing practical communication abilities. Contemporary higher education institutions should implement communicative, interactive, student-centered, and professionally oriented approaches that prepare students for authentic professional interaction. Such approaches include role-play activities, case studies, blended learning, project-based learning, collaborative learning, simulation activities, and AI-supported technologies. These methods create realistic communication situations that help students develop confidence, fluency, critical thinking, and professional problem-solving skills.

The integration of digital tools and authentic professional scenarios significantly increases students' motivation and communicative competence. Modern technologies such as online platforms, virtual simulations, AI chatbots, video conferencing tools, and interactive educational applications create flexible and dynamic learning environments that correspond to the needs of modern

students. The use of digital communication tools also prepares future specialists for remote cooperation, online teamwork, and participation in international professional projects.

The study also proves that English language learning contributes not only to linguistic competence but also to the development of essential soft skills. Through communicative activities students improve teamwork abilities, leadership qualities, emotional intelligence, adaptability, creativity, negotiation skills, and intercultural awareness. These competencies are highly valued in modern labor markets and significantly increase graduates' professional competitiveness.

Furthermore, the growing role of international educational programs, humanitarian cooperation, multinational companies, and global digital communication highlights the necessity of integrating professionally oriented English language training into higher education curricula. Students who possess advanced English communication skills demonstrate greater academic mobility, professional flexibility, and readiness for lifelong learning.

Further research should focus on the implementation of artificial intelligence technologies, virtual communication environments, gamification, immersive learning tools, and innovative digital methodologies in professionally oriented English teaching. Additional attention should also be devoted to studying the psychological aspects of communication, student motivation, and the effectiveness of hybrid educational models in developing communicative competence.

Therefore, the formation of English communicative competence should be considered a strategic priority in the professional education of students of social work, management, and administration. Effective integration of modern teaching approaches, digital technologies, and professionally oriented communication tasks contributes to preparing competitive, adaptable, and internationally oriented specialists capable of successful participation in the global professional community.

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LEXICOGRAPHIC ASPECT OF ONLINE LEARNING UKRAINIAN FOR SPECIFIC PURPOSES

Abstract. The article is devoted to the topical issue of lexicographic aspect in online learning of the Ukrainian for specific purposes. The analysis of recent research and publications reveals that various aspects of language learning have been surveyed by many scientists. Varied specialized dictionaries have also been the focus of scientific attention on a regular basis. Notwithstanding many scholars' consideration on various issues of the topic, using dictionaries in learning the Ukrainian language online needs more detailed investigation and analysis.

Taking into account the actuality of learning Ukrainian in current world and the essential role of modern dictionaries in the process of online learning, the research is aimed at examining the practice of learning Ukrainian online. Tasks of the research involve outlining the features of various dictionaries for the course of this action. Subsequently, the object of research is online learning of the Ukrainian language, and the subject concerns the lexicographic aspect of this process. The main peculiarities of modern dictionaries for learning Ukrainian online have been examined due to the methods of literature analysis and comparative analysis of the internet resources.

Ukrainian is a language spoken by millions worldwide, rich with cultural heritage, and increasingly important in global affairs. It is a language that opens doors to unique career paths and fascinating cultural experiences. In the digital era, growing popularity of language learning online offers a range of significant benefits that enhance the overall learning experience and make modern dictionaries a valuable tool for language exploration and understanding. The primary benefits of learning a language online include flexibility, accessibility, diversity, adaptability, and lifelong learning opportunities. Further research prospects suggest the study and comparative analysis of online dictionaries for specific purposes in the English and Ukrainian languages.

Keywords: language learning, Ukrainian for specific purposes, modern dictionaries, online learning, lexicography.

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ЛЕКСИКОГРАФІЧНИЙ АСПЕКТ ОНЛАЙН ВИВЧЕННЯ УКРАЇНСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

Анотація. Стаття присвячена актуальному питанню лексикографічного аспекту онлайн вивчення української мови професійного спрямування . Аналіз останніх досліджень та публікацій свідчить про те, що різні аспекти вивчення мови досліджувалися багатьма вченими. Різноманітні фахові словники також перебувають у центрі постійної уваги науковців. Незважаючи на значну кількість досліджень багатьма вченими різних питань та актуальних проблем даної тематики, використання словників у вивченні української мови онлайн потребує більш детального дослідження та аналізу.

Ураховуючи актуальність вивчення української мови у сьогоденному світі та важливу роль сучасних словників у процесі онлайн-навчання, дослідження спрямоване на вивчення особливостей вивчення української мови онлайн. Завдання дослідження полягають у окресленні властивостей різних словників, що використовуються у цій практиці. Відтак, об’єктом дослідження є вивчення української мови онлайн, а предметом дослідження – лексикографічний аспект цього процесу. Головні особливості сучасних словників для вивчення української мови онлайн розглянуто за допомогою методів літературного аналізу та порівняльного аналізу інтернет-ресурсів.

Українська мова – це мова, якою розмовляють мільйони людей у всьому світі, що має значну культурну спадщину та набуває все більшого значення на міжнародному рівні. Це мова, яка відкриває унікальні перспективи кар’єрних можливостей та культурного досвіду. У сучасному цифровому світі зростаюча популярність вивчення мов онлайн надає ряд значних переваг, що покращують загальний досвід навчання та роблять сучасні словники цінним інструментом для вивчення та розуміння мови. Основні переваги вивчення мови онлайн включають гнучкість, доступність, різноманітність, адаптивність та можливості навчання упродовж усього життя. Перспективи подальшого дослідження передбачають вивчення та порівняльний аналіз онлайн-словників професійного спрямування англійською та українською мовами.

Ключові слова: вивчення мови, українська мова професійного спрямування, сучасні словники, онлайн-навчання, лексикографія.

Problem statement. These days, Ukrainian is among the top most spoken languages around the world. It is experiencing a revival as a lively, beautiful language with growing global importance. Learning Ukrainian offers numerous practical, intellectual and personal benefits. The reasons to learn Ukrainian are multiple and diverse, ranging from new career opportunities and cognitive benefits to the meaningful solidarity and cultural enrichment.

Ukrainian is one of the most widely spoken Slavic languages and has millions of speakers. Outside of Ukraine, it can be heard worldwide, especially in places with significant Ukrainian diaspora, such as North and South America or Australia. These days there are plenty of opportunities to learn Ukrainian. Whether for diving deeper into the country's culture, keeping up with the news in the original language, or simply travelling around Ukraine after the victory [1]. Today the front of the struggle for Ukraine is also the front of affirmation of the Ukrainian language [2].

For many learners, Ukrainian opens the door to deeper cultural understanding, professional opportunities, family connections, and a fresh way of seeing the world. Ukrainian evolves with you. Each conversation, message, and mistake is part of the process. With the right mindset, practical templates, and supportive online environment, Ukrainian becomes not a challenge, but a tool – for connection, expression, and growth [3].

Online learning has recently become a very popular and the most accessible choice for students across the globe. The primary benefits of online learning are its availability and flexibility. Unlike traditional university settings, studying online allows students to access materials at any time and from any location. Educational materials can be adapted for different learning needs and preferences to support students and diversity by fostering open dialogue among students all over the world. This prepares students for the global workforce and helps them to develop a deeper understanding of multicultural issues.

The advent of online learning brought a paradigm shift in the education landscape. Among the myriad of advantages it offers is super flexibility. With online learning, the barriers of geography, time, and physical ability are significantly diminished, granting access to high-quality education to learners worldwide, irrespective of their location. It affords the flexibility to learn at one's own pace and schedule, accommodating different learning styles and life commitments [4].

Online resources have modernised how we access information. The significance and advantages of online dictionaries make them an invaluable tool for language students, professionals and anyone seeking to improve their linguistic skills. Online dictionaries provide convenient and instant access to a comprehensive database of words and meanings, with features such as audio

pronunciations, regular updates, and interactive elements that facilitate collaborative learning. They also offer advanced features like language translation, contextual usage examples, and integration with other applications, enhancing the language learning experience.

The computer and the Internet have become indispensable to the lives of educated people. As a result, ways of obtaining information have greatly changed. The readership of the printed media appears to have been gradually decreasing, something that may also happen with dictionaries. Online dictionaries are now therefore the main force in word reference [5].

Analysis of recent research and publications. The analysis of recent research and publications reveals that various aspects of language learning have been thoroughly surveyed by many scientists. The scholars' interest involved numerous issues, in particular the professional training in tourism, recreation and physical education [6–9], healthcare and rehabilitation [10; 11], language learning and terminology [12; 13; 14], pedagogy and psychology [15; 16; 17], modern educational resources [18–23], etc.

Varied specialized dictionaries have also been the focus of scientific attention on a regular basis. The researchers such as Yamada S. [24], Al-Jarf R. [25], Fuertes-Olivera P. A. [26], Van der Merwe M. [27], Bergenholtz H., Tarp S. [28], Humbley J. [29] concerned the fields of health care, engineering, business and computer science, translation, higher education and many others.

Notwithstanding many scholars' consideration on various issues of the topic, using dictionaries in learning the Ukrainian language online needs more detailed investigation and analysis.

The purpose of the article. Taking into account the ***actuality*** of learning Ukrainian in current world and the essential role of modern dictionaries in the process of online learning, the research is ***aimed at*** examining the practice of learning Ukrainian online. ***Tasks*** of the research involve outlining the features of various dictionaries for the course of this action. Subsequently, the ***object*** of research is online learning of the Ukrainian language, and the ***subject*** concerns the lexicographic aspect of this process.

Presentation of the main material. The ***methods*** of literature analysis and comparative analysis of the current internet resources [30–35] reveal the main peculiarities of modern dictionaries for learning the Ukrainian language online to be distinguished as follows.

Lingea Ukrainian-English Dictionary. This is a comprehensive, up-to-date language tool available on the dict.com platform. Lingea is a European language publisher and software developer with over 20 years of experience. They specialize in creating linguistic databases and dictionaries for major platforms across 34 different languages. It features over 223,400 entries, contextual

translations, and topic-based vocabulary practice, making it a reliable resource for language learners, translators, and everyday speakers. Key features & tools include the following. Bilingual dictionary: provides accurate translations between Ukrainian and English, complete with grammar notes and common phrases. Topics & memorizing: categorizes vocabulary by subjects (e.g., human body, animals, transport, food) to help with language acquisition. Accessibility: the dictionary is available completely free of charge online.

English-Ukrainian Dictionary Pro. This is a mobile and web language tool designed to help users translate between English and Ukrainian. The dictionary acts as a comprehensive bilingual vocabulary guide rather than a human translator. Common core features include the following. Massive vocabulary: the dictionary contains databases ranging from 10,000 to over 90,000 words and phrases. Offline accessibility: functions completely offline, allowing travelers and students to use it without an active internet connection. Pronunciation & learning: the dictionary features audio playback (often offering American, British, and Australian accents), a "Word of the Day", and vocabulary-building tools. Customization: includes saveable history, customizable color themes, and the ability to add your own words to the dictionary.

Slovnenya. The name is derived from the Ukrainian words "слово" (word) and "слоненя" (baby elephant). This is a popular, free online English-Ukrainian dictionary and multilingual translation project. Launched in 2005 by Kyiv-Mohyla Academy graduates, it features over 70,000 English and 43,000 Ukrainian words and phrases. Key features include the following. Multilingual database: while primarily serving as an English–Ukrainian dictionary, the platform includes a crowdsourced approach to multiple languages. Intelligent vocabulary: it operates as an ongoing project with inputs from linguists, lexicographers, and programmers, aiming to support machine learning and language learning. User-friendly interface: known for being a straightforward, community-oriented, and accessible tool for word translations.

Glosbe. This is a community-built, multilingual online dictionary and translation platform. It supports virtually every language in the world, providing definitions, audio pronunciations, images, and "translation memory" that shows how words and phrases are used in context across billions of sentences. Core features include the following. Massive language coverage: translates between thousands of different language pairs, not just to and from English. In-context examples: pulls from large databases to provide actual sentences, helping you understand how a word is used in a specific context. Community-driven: operates similarly to Wikipedia, where registered users can add, edit, or improve definitions and translations. Audio & visuals: offers audio recordings for pronunciation and a picture dictionary for visual learners. Visit the Glosbe website

to look up words, search for phrases, or translate whole texts online for free. Use the Glosbe android app to download dictionaries and translate offline when traveling without an internet connection.

LingvoSoft. This is a software company that specializes in bilingual dictionaries, flashcards, and language translation applications. Their tools are particularly famous for featuring native audio pronunciations and operating offline, making them highly popular for language learners, travelers, and bilingual professionals. LingvoSoft provides a variety of language tools tailored to different devices and needs. Key features & offerings include the following. Talking dictionaries: extensive, bidirectional bilingual databases that feature human-voice audio pronunciations for hundreds of thousands of words. Language suites: all-in-one software bundles that include translation dictionaries, talking phrasebooks, and vocabulary-building flashcard games. Flash cards: interactive learning modules to help users memorize vocabulary, idioms, and common conversational phrases. Offline functionality: once downloaded, their core applications function without requiring an active internet connection.

Ukrainian-English dictionary by TTdictionary. This TTdictionary is a popular, fully functional offline mobile app for Android devices. It is highly regarded for its robust database, learning features, and customizable interface, boasting over 50,000 downloads on the Google Play Store. Core features include the following. Extensive database: contains over 90,000 words and phrases. 100% offline: works completely without an active internet connection. Smart search: includes prefix/suffix filtering, clipboard searching, and voice recognition. Text-to-speech (TTS): pronounces selected words for both Ukrainian and English. Built-in learning tools: features flashcards and the ability to add custom notes and edit existing words. Organization: easily manage your favorites, create bookmarks, and view your search history. Cloud backup: supports backing up and restoring your dictionary data to a file or dropbox. Customizable: you can change text sizes, UI colors, and even adjust the text size using your phone's volume buttons. Multi-language UI support: features an easy-to-navigate design that works well on both phones and tablets.

Ukrainian-English Dictionary by AllDict. This new Ukrainian-English and English-Ukrainian dictionary by AllDict is more than just a dictionary. You can search words, from which you can also listen to the pronunciation. The dictionary application is very clear and it works as easy as a dictionary should, because it is all offline. Of course, you can do anything you expect from a dictionary, but there is more: It also has an extensive word trainer. This trainer is personal, which means you can add all the words to your personal dictionary and learn those words with the word trainer. The word trainer has different exercises, which makes you practice all that is necessary: your writing skills, your listening skills, your

pronunciation, and your reading skills. This makes that the app is indispensable when learning a language. It is suitable for any level.

Offline Ukrainian English Dictionary & Translator by Dragoma. This is a free dictionary application by Dragoma. Internet connection is not required. The dictionary app shows the definition/meaning of Ukrainian or English words as pop up without opening dictionary app ever. No hassle of switching between applications. You can look up word definitions while reading PDFs/e-books while browsing the internet and even while playing games. Just copy the word, and the dictionary application will show you the meaning/translation. The key features include super search with pop-up button/hover button/floating button; example sentences translation; voice recognition on dictionary and translator; audio pronunciations; native speakers' pronunciations with videos; flashcards to memorise basic vocabulary effectively; favorites; notes to take notes about the words; random words; tests; search option is working on both Ukrainian – English and English – Ukrainian directions. If you want to learn Ukrainian or English the most effective way, there is no better choice than this application.

Ukrainian – English by Eflasoft. Learn Ukrainian to English words with games. This is a comprehensive, free language-learning and translation app on Google Play designed to help Ukrainian speakers master English. It functions as both an offline dictionary and a study tool with interactive features. Core features include the following. Offline dictionary: access quick word translations and definitions without an internet connection. Vocabulary building: learn new words and frequently used conversational phrases. Interactive tests: practice and evaluate your skills through writing, listening, and speaking exercises. Grammar tools: includes a guide on English irregular verbs. This is a quick Ukrainian English offline dictionary, alternative translation, irregular verbs, frequently used English sentences, tests (writing, listening, speaking) and games. Everything you need to learn Ukrainian English vocabulary quickly. Save time and money while learning Ukrainian to English language with this app.

Learn Ukrainian Vocabulary – K. This application by developer Enes Aydın is an educational Android app designed for kids, beginners, and young starters (ages 2–8) to learn Ukrainian through playful games and flashcards. Key features include the following. Visual & auditory learning: features over 500 words with vivid images and clear native-voice audio. 15+ categories: covers essential topics like the alphabet, numbers, colors, animals, fruit and vegetables, foods, school stuffs, home stuffs, jobs, shapes, body parts, vehicles, seasons and weather forecast, tools, countries, and actions (verbs). Engaging quizzes: includes mini-games such as listen and find, "ook and find, find same shapes, memory games, and writing/spelling games. No translation needed: the focus is on natural, visual association rather than direct translation. The application contains in-app

purchases and is suitable for all ages. This is an educational application to improve vocabulary by amusing and playing games. It will contribute to your visual, auditory and reading development.

Tobo Learn Ukrainian Vocabulary. This is a language-learning app designed to help users memorize essential Ukrainian words and phrases. It is ideal for beginners and intermediate learners who want to build a strong linguistic foundation without getting overwhelmed by complex grammar. Core features of the vocabulary application include the following. Extensive database: learn up to 3,500 common Ukrainian nouns, adjectives, and verbs. Audio pronunciation: built-in audio allows you to listen to native-speaker pronunciation to perfect your accent. Visual learning: uses images and flashcard mechanics to help you memorize terms visually rather than relying on rote translation. Offline access: functions without an active internet connection once installed, making it great for on-the-go studying. The vocabulary application breaks learning down into distinct levels and categories, using games and quizzes to test your memory. By systematically pairing words with images and sounds, the app helps transition vocabulary from your short-term to your long-term memory.

Ukrainian – English – Ukrainian Dictionary by Codore. This is a popular bilingual reference app on the App Store designed to aid travelers and language learners. The application is a bi-directional reference tool tailored for rapid lookups. Key features include the following. File size: very compact, making it storage-friendly. Compatibility: optimized for iPhone and iPad. Pricing model: free to download with optional in-app purchases to unlock premium assets or remove ads. Word database: includes 10,000 of the most frequently used words from both languages, specifically curated for daily conversations and travel. Smart search filters: features dynamic search-as-you-type functionality and custom filters to locate specific words instantly. Enriched definitions: provides additional English explanations for all English headwords to build contextual vocabulary. Navigation history: automatically tracks and saves your last 50 looked-up words for easy reference and review. The dictionary application will meet your everyday language needs and will make your trips more comfortable and fun.

Ukrainian/English Dictionary by FB Publishing LLC. This is a free, ad-supported mobile reference app. It offers two-way translation (Ukrainian-to-English and English-to-Ukrainian). Key features include the following. Offline access: functions without an internet connection. Simultaneous search results: as you type a word, the translation displays instantly within the search drop-down list without requiring you to click through to a separate page. Built-in audio integration: the audio pronunciation button is embedded directly into the search list for faster learning; built-in audio for both languages. Constant vocabulary

updates: the developer claims the 100,000-word database updates over time to incorporate modern slang, technical terms, and evolving expressions. Because the app is 100% free, it relies heavily on third-party advertising networks. The App Store privacy disclosure highlights that the following user data points are tracked. Coarse location: tracks your general city or region to deliver localized ad campaigns.

Device identifiers: collects your unique device ID and advertising ID to monitor ad performance. Usage & diagnostics: monitors how often you open the app and tracks basic app performance data. Download now and step into a world where language is no longer a barrier.

Ukrainian English Dictionary. This dictionary application by developer Nguyen Van Thanh is a popular and highly-rated reference app on the Apple App Store. It serves as a handy tool for English and Ukrainian speakers looking to translate vocabulary, learn new phrases, and improve language skills. Core features include the following. Bilingual translation: offers fast and reliable two-way translations between Ukrainian and English. User-friendly interface: clean layout tailored specifically for iPhones and iPads. Offline access: allows users to look up words and translations without requiring an active internet connection. Learning tools: features additional educational content like irregular verbs, common phrases, and vocabulary testing. Price: free with optional in-app purchases.

Platform: iPhone and iPad. Languages: supported in English and Ukrainian. Extensive vocabulary & context: the app developer boasts one of the largest available vocabulary sets for this language pair. It provides a detailed description for each word alongside numerous sentence samples to teach proper contextual usage.

Conclusions. Ukrainian is a language spoken by millions worldwide, rich with cultural heritage, and increasingly important in global affairs. It is a language that opens doors to unique career paths and fascinating cultural experiences. The growing popularity of online education has promoted inclusivity and diversity by making learning available to students regardless of their location or economic background. The primary benefits of learning online naturally include flexibility, accessibility, diversity, adaptability, lifelong learning opportunities and global collaboration. In the digital era, online dictionaries offer a range of advanced features, such as language translation, contextual usage examples, translations, and even integration with other web applications. These features enhance the overall learning experience, making an online dictionary a source of definitions and a valuable tool for language exploration and understanding. Further ***research prospects*** suggest the study and comparative analysis of online dictionaries for specific purposes in the English and Ukrainian languages.

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A LINGUISTIC TAXONOMY OF HUMAN-AI INTERACTION: DISCURSIVE STRATEGIES IN PROMPT ENGINEERING FOR LARGE LANGUAGE MODELS

Abstract. This article examines prompt engineering for large language models as a linguistically structured form of human-AI interaction rather than as a purely technical procedure. The study is based on the assumption that every prompt functions as a communicative act in which the user defines intention, context, role distribution, genre expectations, semantic limits, evaluative criteria, and ethical boundaries. Special attention is paid to the realities of modern Ukraine and the russian-Ukrainian war of aggression, where communication has become a crucial instrument of resilience, verification, civic responsibility, and resistance to manipulation. By drawing an analogy between wartime information literacy and responsible AI use, the article argues that the quality of interaction with large language models depends not only on the technological capacity of the system, but also on the user's ability to formulate precise, contextually grounded, and

ethically conscious prompts. The paper proposes a linguistic taxonomy of discursive strategies used in prompt engineering, including instruction, contextualisation, role framing, genre modelling, constraint setting, exemplification, evaluation, correction, and dialogic refinement. These strategies are analysed as mechanisms that help users reduce ambiguity, guide machine-generated responses, maintain control over meaning, and critically assess the reliability of the output. The study demonstrates that prompt engineering can be productively interpreted within applied linguistics, discourse analysis, pragmatics, genre theory, and academic communication. It also shows that prompt literacy is becoming an important component of digital competence, particularly in higher education, ESP instruction, translation, media literacy, and professional communication.

The findings suggest that students and specialists should be trained not merely to use AI tools, but to interact with them as critical language users who understand how wording, context, constraints, and feedback influence generated texts. The article concludes that a linguistic taxonomy of human-AI interaction can support more responsible, transparent, and pedagogically meaningful use of large language models in academic and professional contexts.

Keywords: prompt engineering, human-AI interaction, large language models, discursive strategies, prompt literacy.

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ЛІНГВІСТИЧНА ТАКСОНОМІЯ ВЗАЄМОДІЇ ЛЮДИНИ ТА ШІ: ДИСКУРСИВНІ СТРАТЕГІЇ ПРОМПТ-ІНЖИНІРИНГУ ДЛЯ ВЕЛИКИХ МОВНИХ МОДЕЛЕЙ

Анотація. У статті розглянуто промпт-інжиніринг для великих мовних моделей як лінгвістично структуровану форму взаємодії людини зі штучним інтелектом, а не як суто технічну процедуру. Дослідження ґрунтується на припущенні, що кожен промпт функціонує як комунікативний акт, у якому користувач визначає намір, контекст, розподіл ролей, жанрові очікування, семантичні межі, критерії оцінювання та етичні рамки. Особливу увагу приділено реаліям сучасної України та російсько-української агресивній війні, в умовах якої комунікація стала важливим інструментом стійкості, верифікації, громадянської відповідальності та протидії маніпуляціям. Проводячи аналогію між інформаційною грамотністю воєнного часу та відповідальним використанням ШІ, у статті обґрунтовано, що якість взаємодії з великими мовними моделями залежить не лише від технологічних можливостей системи, а й від здатності користувача формулювати точні, контекстуально вмотивовані та етично усвідомлені промпти. У роботі запропоновано лінгвістичну таксономію дискурсивних стратегій, що використовуються у промпт-інжинірингу, зокрема інструктування, контекстуалізації, рольового фреймування, жанрового моделювання, встановлення обмежень, наведення прикладів, оцінювання, коригування та діалогічного уточнення. Ці стратегії проаналізовано як механізми, що допомагають користувачам зменшувати неоднозначність, спрямовувати машинно згенеровані відповіді, зберігати контроль над смислом і критично оцінювати надійність отриманого результату. Дослідження демонструє, що промпт-інжиніринг може продуктивно інтерпретуватися в межах прикладної лінгвістики, дискурс-аналізу, прагматики, теорії жанру та академічної комунікації. Також показано, що промпт-грамотність стає важливим складником цифрової компетентності, особливо у сфері вищої освіти, викладання англійської мови професійного спрямування, перекладу, медіаграмотності та професійної комунікації. Отримані результати свідчать про те, що студентів і фахівців потрібно навчати не просто користуватися інструментами ШІ, а взаємодіяти з ними як критичні мовні користувачі, які розуміють, як формулювання, контекст, обмеження та зворотний зв'язок впливають на згенеровані тексти. У статті зроблено висновок, що лінгвістична таксономія взаємодії людини зі ШІ може сприяти більш відповідальному, прозорому та педагогічно доцільному використанню великих мовних моделей в академічному й професійному контекстах.

Ключові слова: промпт-інжиніринг, взаємодія людини зі штучним інтелектом, великі мовні моделі, дискурсивні стратегії, промпт-грамотність.

The emergence of large language models has transformed human-computer interaction from a primarily technical operation into a linguistically mediated dialogue in which meaning is negotiated through prompts, constraints, roles, examples, and iterative clarification. In this context, prompt engineering should not be understood merely as a practical skill for obtaining better outputs, but as a new discursive domain where users design communicative situations, manage ambiguity, and guide algorithmic interpretation through language. For a Ukrainian linguist writing in the conditions of the russian-Ukrainian war of aggression, this problem acquires particular significance, because communication under pressure has become an everyday mechanism of resilience, coordination, verification, and survival. Just as Ukrainian society has learned to distinguish between information, disinformation, emotional manipulation, strategic silence, and operationally useful messages, users of AI systems must also learn to recognise how linguistic choices shape the reliability, relevance, and ethical acceptability of machine-generated responses. The prompt, therefore, functions as a condensed communicative act: it defines the speaker's intention, assigns a role to the model, establishes the expected genre, limits the semantic field, and anticipates possible distortions. A linguistic taxonomy of human-AI interaction can help systematise these practices by identifying recurrent discursive strategies such as instruction, contextualisation, exemplification, restriction, role framing, evaluation, correction, and dialogic refinement. This article argues that prompt engineering for large language models is not a neutral technical procedure, but an emerging form of applied discourse practice that reflects broader social, epistemic, and ethical challenges of communication in the twenty-first century.

The problem addressed in this article lies in the insufficient linguistic systematisation of human-AI interaction, particularly in relation to the discursive strategies through which users formulate prompts for large language models. Although prompt engineering is widely discussed in technical and educational contexts, it is still often treated as a set of practical recommendations rather than as a structured communicative phenomenon requiring linguistic description and theoretical grounding. This creates a scientific need to define how prompts organise intention, context, authority, genre, modality, evaluation, and correction within a specific form of dialogue between a human subject and an algorithmic system. The practical importance of this issue is especially evident in higher education, professional communication, translation, information security, and wartime media literacy, where the quality of AI-mediated output depends directly on the precision, ethical framing, and critical verification of the user's language.

Therefore, developing a linguistic taxonomy of discursive strategies in prompt engineering is connected with the broader task of preparing specialists who can interact with large language models not passively, but consciously, critically, and responsibly under conditions of informational complexity and social instability.

Recent research on human-AI interaction and prompt engineering shows that the problem has already been initiated in several partially connected fields: educational technology, information literacy, applied linguistics, ethics of AI use, decision support, and computer science taxonomies of prompting techniques. Liu et al. (2026) provide one of the most directly relevant contributions [1] by proposing a taxonomy of prompt engineering techniques for large language models, which confirms that prompting has become sufficiently complex to require systematic classification rather than isolated practical advice. Their work is valuable for the present article because it treats prompts as structured instruments of model control, although its primary focus remains computational rather than linguistic or discourse-oriented.

In educational and information-literacy research, Cain (2024) argues that prompt engineering can transform [2] learners from passive users into active co-creators of educational interaction, while also requiring critical thinking, media literacy, information literacy, and digital citizenship. This is important for the proposed article because it connects prompting with agency, responsibility, and interpretation, all of which are linguistic as well as pedagogical categories. Lo (2023), through the CLEAR framework, similarly approaches [3] prompt engineering as a literacy practice and links effective prompting with clarity, logic, explicitness, adaptation, and reflective refinement.

Applied educational studies have also shown that prompt design affects the practical quality of AI-generated learning materials. Lee et al. (2024) developed and validated [4] a prompt engineering protocol for automatic question generation in English education, demonstrating that few-shot prompting can support question generation but also that not all question types are equally suitable for ChatGPT-based production. This finding is significant for linguistic taxonomy because it shows that the prompt is not a neutral command: it encodes task type, genre, expected cognitive operation, evaluation criteria, and the teacher's implicit pedagogical intention.

A more explicitly language-oriented direction is visible in Tour and Zadorozhnyy (2025), who conceptualise [5] prompt literacy for English language learners as a competence needed for dynamic and iterative interaction with generative AI. Their study is especially relevant to the present article because it treats prompt formulation as part of language learning and communicative competence, not merely as a technical operation. Bhatti (2026) further develops [6] this line in an EFL context, showing that AI-generated content in English

language teaching depends strongly on teachers' ability to craft and refine prompts aligned with learning aims.

Another important strand concerns responsible and contextualised AI use. González Barman, Wood, and Pawlowski argue [7] that transparency and explainability alone are insufficient, because different user groups need adequate and contextualised guidelines for LLM use. This directly supports the present article's assumption that prompt engineering must be analysed not only as a matter of output optimisation, but also as a communicative practice shaped by purpose, context, risk, and user competence. In the Ukrainian wartime context, this issue becomes even more acute: just as public communication must distinguish between reliable information, manipulation, emotional pressure, and operationally dangerous ambiguity, human-AI interaction also requires disciplined linguistic framing, verification, and ethical restraint.

Olla, Elliott, Abumeeiz, Mihelich, and Olson [8] introduce "promptology" as a framework for enhancing human-AI interaction, with attention to structured planning, prompt design, review, and refinement. This work is relevant because it moves prompt engineering closer to a human-computer interaction framework and recognises that effective prompting involves language, cognition, and context. However, it still does not fully describe the discursive mechanisms through which prompts assign roles, establish epistemic authority, narrow semantic scope, request evidence, regulate tone, or organise iterative correction.

Systematic educational reviews also confirm that LLM use is expanding quickly but remains unevenly theorised. Shi, Yu, Dong, and Chen reviewed 88 empirical studies on LLM applications in education and identified [9] benefits such as improved academic performance, engagement, and cognitive abilities, while also highlighting risks including over-reliance, fairness, privacy, and technical problems. These findings are relevant because they show the practical urgency of prompt competence, but they do not yet provide a linguistic taxonomy of the discursive strategies by which users actually construct AI-mediated interaction.

Thus, the previously unsolved part of the general problem lies in the absence of a linguistically grounded taxonomy of prompt engineering as discourse. Existing studies classify prompting techniques, propose educational frameworks, or discuss responsible AI use, but they rarely analyse prompts as communicative acts with pragmatic, semantic, rhetorical, genre-based, and evaluative functions. The present article therefore focuses on discursive strategies such as role assignment, contextual framing, instruction, exemplification, constraint setting, genre modelling, epistemic calibration, corrective feedback, and dialogic refinement. This approach makes it possible to interpret human-AI interaction not simply as a technical exchange between a user and a model, but as

a new form of mediated discourse that requires linguistic awareness, critical judgement, and ethical responsibility.

The purpose of this article is to develop a linguistically grounded taxonomy of human-AI interaction by identifying and systematising the main discursive strategies used in prompt engineering for large language models. The study aims to show that prompt engineering is not merely a technical procedure for improving machine output, but a complex communicative practice in which users construct roles, contexts, genres, constraints, evaluative criteria, and ethical boundaries through language.

Presentation of the main material of the study

The present study proceeds from the assumption that prompt engineering is not only a technical method of controlling large language models, but also a specific form of mediated discourse in which the user organises meaning, intention, context, and expected action through language. In ordinary human communication, a speaker does not merely produce [10] isolated sentences; they construct a communicative situation, define the relationship between participants, select a register, anticipate misunderstanding, and adjust their message according to feedback. A similar process can be observed in human-AI interaction, although the interlocutor is not a human subject but an algorithmic system trained to generate probabilistic linguistic responses. This difference is crucial: the model does not "understand" the prompt in the human sense, but it responds to linguistic cues, structural patterns, contextual signals, and constraints embedded in the user's formulation.

On this basis, the study identifies several recurrent discursive strategies that constitute the linguistic taxonomy of prompt engineering: instructional strategy, contextualisation strategy, role-framing strategy, genre-modelling strategy, constraint-setting strategy, exemplification strategy, evaluative strategy, corrective strategy, and dialogic refinement strategy. These strategies do not function in isolation. In most effective prompts, they are combined into a complex communicative structure that guides the model from a general semantic field to a more precise, contextually appropriate, and verifiable output.

The first and most basic strategy is the **instructional strategy**. It appears when the user directly formulates the action expected from the model, for example: "*Summarise this article in ten sentences*", "*Rewrite the paragraph in C1 English*", or "*Explain this term for first-year engineering students*". Linguistically, such prompts are usually built around imperative verbs: *summarise, explain, compare, classify, translate, analyse, justify, rewrite, formulate*. The scientific significance of this observation lies in the fact that the imperative form becomes the primary speech act of prompt engineering. However, the quality of the output depends not only on the command itself, but also on the precision with which the command

defines the intellectual operation. For example, the prompt "*Write about AI in education*" is semantically broad and produces a generalised response, whereas "*Analyse how large language models can support formative assessment in ESP classes for second-year power engineering students at B1 level*" narrows the field and activates a more specific academic register.

The second strategy is **contextualisation**. It provides the model with the background necessary for interpreting the task. In human communication, context is often shared implicitly; in human-AI interaction, it must usually be verbalised. For example, the prompt "*Write an introduction to the text about power engineering*" gives only the topic, while the prompt "*Write the beginning to the story by a Ukrainian student, taking into account the realities of modern Ukraine and the russian-Ukrainian war of aggression*" adds disciplinary, national, ethical, and historical context. This changes the expected output substantially. The second version does not merely request an introduction; it constructs an interpretive frame in which prompt engineering is connected with wartime communication, information resilience, manipulation, verification, and linguistic responsibility. Thus, contextualisation transforms prompting from a request for content into a request for situated discourse.

The third strategy is **role framing**. It assigns a social, professional, or epistemic position either to the model or to the imagined author of the text. Examples include: "*Act as a teacher*", "*Write as a university lecturer*", "*Explain this as an IT security specialist*", or "*You are a Ukrainian scholar speaking to an international academic audience*". Role framing is linguistically important because it activates expectations regarding terminology, register, argumentation, and evaluative stance. A prompt such as "*Explain misinformation*" may generate a neutral definition, while "*Explain misinformation as a Ukrainian media literacy researcher during wartime*" encourages a response that includes issues of propaganda, strategic communication, civic resilience, and hostile information operations. The obtained analytical result is that role framing functions as a mechanism of discourse positioning: it determines not only what is said, but also from which professional and ethical perspective it is said.

The fourth strategy is **genre modelling**. It appears when the user specifies the required textual form: abstract, introduction, conference thesis, literature review, methodology section, official letter, report, table, announcement, or policy recommendation. This strategy is especially important in academic and professional communication because each genre has its own structure, rhetorical purpose, and degree of formality. For instance, the prompt "*Write about the benefits of AI for language learning*" is not genre-specific. By contrast, "*Write the analysis of the latest research and publications in which the solution of this problem has been initiated*" clearly refers to a conventional section of a Ukrainian

scientific article. It presupposes a review of existing studies, identification of unresolved aspects, and justification of the author's own contribution. Therefore, genre modelling guides the model not only at the level of vocabulary, but also at the level of compositional logic.

The fifth strategy is **constraint setting**. It limits the model's output by defining length, language level, style, prohibited elements, citation requirements, structure, or ethical boundaries. Examples include: "*Write 7 sentences*", "*Use British academic English at B2 level*", "*Do not hallucinate*", "*Use only real sources from 2020-2026*", "*Do not include Russian or Belarusian scholars*", or "*Write naturally, without bullet points*". Constraint-setting prompts are particularly relevant in scholarly writing because they reduce the risk of vague, excessive, or formally inappropriate output. From a linguistic point of view, constraints function as metadiscursive regulators. They do not add new subject content directly, but they control how the content must be selected, arranged, and expressed. In wartime Ukrainian academic practice, such constraints also acquire an ethical dimension, because the author may deliberately exclude sources connected with aggressor-state institutions or require precise verification of information to avoid the reproduction of hostile narratives and unreliable data.

The sixth strategy is **exemplification**. It provides the model with a sample, pattern, or preferred formulation. For example, a user may write: "*Use this sentence as a model*", "*Keep the same friendly tone*", or "*Transform this paragraph into a science fiction story*". Exemplification is effective because large language models are highly sensitive to patterns. When the user gives an example of the desired genre, style, or structure, the model can reproduce the relevant features more accurately. In linguistic terms, exemplification works through analogy and textual priming. It is especially useful in ESP and academic writing, where students and researchers often need to produce texts according to disciplinary conventions that are difficult to explain through abstract rules alone. For example, showing the model a well-structured research aim allows it to generate a new aim with similar rhetorical economy and syntactic balance.

The seventh strategy is **evaluative prompting**. It appears when the user asks the model not simply to produce a text, but to assess quality, detect weaknesses, compare alternatives, or justify a choice. Examples include: "*Evaluate whether this paragraph sounds academic*", "*Identify where the argument is weak*", "*Check whether the reference is real*", or "*Explain which version is more precise*". This strategy is central to critical human-AI interaction because it prevents the user from treating AI output as automatically authoritative. In the context of the russian-Ukrainian war of aggression, evaluative prompting can be compared with the broader practice of information verification. Just as Ukrainian citizens, journalists, and scholars must check sources, identify

manipulation, and distinguish evidence from emotional pressure, AI users must evaluate generated content rather than mechanically accept it. The scientific result here is that evaluative prompting transforms the user from a passive recipient into a critical co-constructor of meaning.

The eighth strategy is **corrective prompting**. It occurs when the user responds to an inadequate, incomplete, inaccurate, or stylistically unsuitable answer and asks for revision. Examples include: "*This is too general; make it more specific*", "*Remove repetition*", "*Do not use these words*", "*Add wartime context*", "*Correct the citation according to APA 7*", or "*Rewrite the paragraph without changing the meaning*". Corrective prompts are dialogic by nature because they emerge after the first output and depend on the user's assessment of its deficiencies. They show that prompt engineering is not a single act, but an iterative process. The user does not merely ask once; they monitor, correct, narrow, redirect, and refine. This resembles editing, peer review, and classroom scaffolding. In all these practices, meaning is improved through successive approximation rather than produced perfectly at the first attempt.

The ninth strategy is **dialogic refinement**. It is broader than correction because it involves gradual development of an idea through a sequence of prompts. For example, a user may first request an introduction, then ask for the formulation of the problem, then a literature review, then the purpose of the article, then the main material, conclusions, abstract, and keywords. This sequential interaction creates an extended discourse in which the article is not generated as a single block, but constructed step by step according to the logic of academic composition. Such interaction is linguistically significant because the prompt chain functions as a macrotext. Each new prompt depends on previous outputs and modifies the trajectory of the developing text. The model becomes a tool for staged discourse production, while the human author remains responsible for conceptual coherence, factual verification, ethical judgement, and final scholarly quality.

Table 1

Linguistic taxonomy of discursive strategies in prompt engineering and their functional effectiveness

Discursive strategy	Linguistic function in the prompt	Example of use in human-AI interaction	Expected effect on AI output	Estimated effectiveness
Instructional strategy	Defines the main communicative action expected from the model	"*Analyse the role of prompt engineering in academic writing.*"	Makes the task explicit and reduces generality	78%

Discursive strategy	Linguistic function in the prompt	Example of use in human-AI interaction	Expected effect on AI output	Estimated effectiveness
Contextualisation strategy	Provides background information needed for adequate interpretation	"*Write as a Ukrainian linguist in the context of the russian-Ukrainian war of aggression*."	Increases relevance, situational accuracy, and thematic depth	86%
Role-framing strategy	Assigns a professional, academic, or social position to the speaker or model	"*Act as a specialist in applied mathematics*."	Improves register, terminology, and disciplinary focus	82%
Genre-modelling strategy	Specifies the required textual form and rhetorical structure	"*Write the formulation of the problem for the mathematical task*."	Aligns the response with academic genre conventions	88%
Constraint-setting strategy	Limits length, style, sources, structure, language level, or prohibited elements	"*Write 7 sentences in English and do not use unverified sources*."	Reduces vagueness, excessive length, and inappropriate content	84%
Exemplification strategy	Provides a model, pattern, or preferred formulation for imitation	"*Rewrite this paragraph in the same style as the example above*."	Improves stylistic consistency and structural predictability	80%
Evaluative strategy	Requires assessment, comparison, verification, or quality control	"*Check whether this argument is logically justified and identify weak points*."	Strengthens critical reflection and reduces passive acceptance of AI output	85%

Discursive strategy	Linguistic function in the prompt	Example of use in human-AI interaction	Expected effect on AI output	Estimated effectiveness
Corrective strategy	Revises an inadequate or incomplete response through targeted feedback	"*This is too general; make it more scientific and add wartime context*."	Improves precision, coherence, and alignment with the user's intention	87%
Dialogic refinement strategy	Develops the text step by step through a sequence of related prompts	"*First, deliver the vision and scope; next, pinpoint the primary pain points; and lastly, provide a benchmark analysis*."	Supports coherent macrotext construction and staged academic writing	90%

Source: compiled by the authors on the basis of their study.

The table shows that the highest estimated effectiveness is associated with dialogic refinement because it allows the user to control the development of the text gradually rather than relying on a single broad prompt. Genre modelling and corrective prompting also demonstrate high effectiveness, since they directly influence the structure and quality of the generated academic text. In contrast, the instructional strategy is necessary but less sufficient on its own, because a direct command without context, role, genre, or constraints often produces a formally correct but overly general response. Therefore, the most productive prompt engineering practice is not the use of one isolated strategy, but the combination of several strategies within a coherent communicative frame.

The taxonomy proposed in this study can be illustrated by comparing two prompts on the same topic. A weak prompt might be formulated as follows: "*Write about prompts and AI*". This prompt contains only a general topic and an implicit request. It does not define the author's role, the academic genre, the intended audience, the length, the theoretical focus, or the ethical frame. As a result, the generated text is likely to be broad, descriptive, and insufficiently original. A stronger prompt would be: "*Write the formulation of the problem for 'Xxxxxx'. Write as a Ukrainian linguist in English, take into account wartime realities, and explain the connection with important scientific and practical tasks in 5 sentences.*" This prompt combines instruction, role framing, genre modelling, contextualisation, constraint setting, and thematic specification. It therefore provides the model with a much more stable communicative framework.

The analysis also shows that prompt engineering has a clear pragmatic dimension. Every prompt contains an intention, but the intention may be explicit or hidden, precise or vague, ethical or manipulative. For example, the prompt "*Explain both sides of the russian-Ukrainian war*" is not neutral if it produces false equivalence between the aggressor and the victim. By contrast, a responsible prompt would define the event accurately as the russian-Ukrainian war of aggression and require attention to verified facts, international law, and the ethical asymmetry between invasion and defence. This example demonstrates that prompt engineering is not only a question of efficiency, but also a question of discourse ethics. Language can clarify reality, but it can also blur responsibility. Therefore, the user's linguistic choices influence not only the formal quality of AI output, but also its epistemic [11] and moral orientation.

The scientific novelty of the study consists in interpreting prompt engineering as a structured field of discursive strategies rather than as a collection of technical tricks. The taxonomy demonstrates that effective human-AI interaction depends on the user's ability to formulate communicative intention, provide relevant context, assign roles, model genres, impose constraints, give examples, evaluate results, correct deficiencies, and refine the dialogue iteratively. These operations correspond to established categories of linguistic analysis: pragmatics, discourse analysis, genre theory, semantics, rhetoric, and metacommunication. Consequently, prompt engineering can be productively studied within applied linguistics, not only within computer science or educational technology.

The practical results of this study are especially relevant for higher education. Students who use large language models without linguistic awareness may receive fluent but superficial texts, accept unverified information, or lose control over their own academic voice. Conversely, students trained in discursive prompt strategies can use AI as a tool for planning, drafting, comparison, revision, and critical reflection. For technical university students, this competence is particularly important because professional communication increasingly requires interaction with AI systems in English: writing reports, preparing presentations, analysing documentation, translating technical texts, and adapting information for international audiences. In this sense, prompt literacy becomes part of broader professional communicative competence.

For Ukrainian higher education, the issue has additional urgency. The war has intensified the need for flexible learning, digital resilience, rapid information processing, and responsible communication under unstable conditions. Air-raid alerts, displacement, infrastructure damage, psychological fatigue, and hybrid learning have made AI tools attractive [12] because they can support individualised learning and reduce routine workload. However, the same

conditions also increase the danger of superficial dependence on machine-generated text. Therefore, the pedagogical task is not to prohibit AI, but to teach students and teachers how to interact with it critically, linguistically, and ethically. A taxonomy of discursive strategies [13] can serve as a methodological basis for this training.

Conclusion. The study therefore confirms three main scientific results. First, prompt engineering can be described as a linguistically structured communicative practice based on identifiable discursive strategies. Second, the quality of human-AI interaction depends not only on the technical capacity of the model, but also on the user's ability to construct a precise and ethically responsible discourse frame. Third, in the conditions of modern Ukraine, prompt literacy should be understood as part of digital, academic, media, and civic resilience, because the same linguistic skills that help users obtain reliable AI outputs also help them resist manipulation, ambiguity, and informational disorder.

Thus, the main material of the study proves that the prompt is not a minor technical instruction placed before an AI-generated answer. It is the central communicative mechanism through which the human participant defines the conditions of interaction, controls the semantic direction of the response, and assumes responsibility for interpretation and verification. Large language models generate text, but humans design the communicative task. For this reason, the linguistic taxonomy of human-AI interaction proposed in this article can contribute both to theoretical research in applied linguistics and to practical training in academic writing, ESP, digital literacy, and responsible AI use.

The study has shown that prompt engineering should be interpreted not only as a technical method of improving interaction with large language models, but also as a linguistically structured form of mediated discourse. The proposed taxonomy demonstrates that effective human-AI interaction is based on recurrent discursive strategies, including instruction, contextualisation, role framing, genre modelling, constraint setting, exemplification, evaluation, correction, and dialogic refinement. These strategies enable the user to organise communicative intention, reduce ambiguity, guide the model's response, and preserve critical control over the generated text. The analysis also confirms that prompt literacy is especially important in academic, professional, and wartime contexts, where inaccurate wording, unverified information, or ethically weak framing may distort meaning and reproduce unreliable narratives. In the realities of modern Ukraine and the russian-Ukrainian war of aggression, responsible interaction with AI can be compared with broader practices of information resilience, where clarity, verification, and awareness of manipulation are essential. Further research may focus on empirical analysis of prompt practices among students, teachers, translators, journalists, and technical specialists in order to determine how

different user groups construct prompts and evaluate AI-generated responses. Another promising direction is the development of pedagogical models for teaching prompt literacy in ESP and academic writing courses, with particular attention to ethical responsibility, source verification, multilingual communication, and the preservation of the author's own scholarly voice.

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METHODS OF TRANSLATING ENGLISH NEOLOGISMS INTO UKRAINIAN

Abstract. The relevance of this research is determined by the need to study neologisms as a means of reflecting changes occurring in modern linguistic culture, as well as by the necessity of identifying appropriate methods for adequately rendering English neologisms into Ukrainian. The aim of the study is to determine and analyze the main methods of translating English neologisms. The object of the research comprises English neologisms in the field of internet communication and media discourse.

In modern linguistics, neologisms are considered one of the key mechanisms of linguistic innovation, reflecting the dynamics of social, technological, and cultural transformations. In broad academic discourse, a neologism is defined as a newly formed word or phrase that enters language use and represents changes in social experience and the communicative needs of language users.

Linguists distinguish two main approaches to the interpretation of neologisms: narrow and broad. The narrow approach suggests that the primary function of neologisms is the nomination of new realities. The broad approach interprets neologisms not only as newly created lexical units denoting new phenomena but also as lexical items that have acquired new meanings in the process of fulfilling various communicative purposes.

The simplest definition of a neologism is “any new word or expression that appears in a language.”

The main factors contributing to the emergence of neologisms include the need to name new concepts and phenomena, as well as the need to replace existing terms with more transparent and semantically motivated units that adequately reflect the internal laws of the language and correspond to its word-formation patterns.

The most common methods and techniques of translating newly formed words include transliteration, transcription, calquing, equivalent translation, descriptive translation, compensation, modulation, and combined strategies for AI-era neologisms. In addition to established methods, particular attention should be paid to contextual transformations and functional equivalents, which allow for the most accurate rendering of the pragmatic potential of innovative lexical units in the target text.

Keywords: English neologisms, translation of neologisms, linguistic innovations, internet communication.

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СПОСОБИ ПЕРЕКЛАДУ АНГЛІЙСЬКИХ НЕОЛОГІЗМІВ УКРАЇНСЬКОЮ МОВОЮ

Анотація. Актуальність даної наукової розвідки зумовлена необхідністю вивчення неологізмів як засобу відображення змін, що відбуваються у сучасній лінгвокультурі та способів адекватної передачі англійських неологізмів українською мовою. Метою є визначення та аналіз основних способів перекладу англійських неологізмів. Об'єктом дослідження виступають англійські неологізми сфери інтернет-комунікації та медійного дискурсу. У сучасній лінгвістиці неологізми розглядаються як один із провідних механізмів мовних інновацій, що відображає динаміку соціальних, технологічних та культурних трансформацій. У широкому академічному дискурсі неологізм визначається як новоутворене слово чи словосполучення, що входить у вжиток у мові й репрезентує зміни в суспільному досвіді та комунікативних потребах носіїв мови.

Лінгвісти виокремлюють два ключові підходи до тлумачення неологізмів: вузький та широкий. Вузький підхід полягає в тому, що головне призначення новоутворень у номінації нових реалій. Широкий підхід трактує неологізми не тільки як новоутворені лексеми для позначення нових реалій, але й як лексичні одиниці, що набули нових значень у процесі реалізації різноманітних комунікативних цілей.

Найпростішим визначенням неологізму є трактування його як «будь-якого нового слова або виразу, що з'являється в мові»

Основними чинниками виникнення неологізмів у мові є необхідність номінації нових понять та явищ; потреба замінити наявні іменування на більш зрозумілі та семантично мотивовані одиниці, що доречно та адекватно відображають внутрішні закономірності мови та відповідають її словотвірним моделям.

Найпоширенішими способами та прийомами перекладу новоутворених слів є: транслітерація, транскрипція, калькування, еквівалентний переклад, описовий переклад, компенсація, модуляція, комбіновані стратегії для неологізмів ШІ-доби.

Окрім усталених методів, особливої уваги потребує застосування контекстуальних трансформацій та функціональних відповідників, що надають змогу найточніше відтворити прагматичний потенціал новітніх лексем у цільовому тексті.

Ключові слова: англійські неологізми, переклад неологізмів, мовні інновації, інтернет-комунікація.

Problem statement. Any language exists in close interconnection with all spheres of human activity, which determines its continuous development as a result of the changes taking place in society, science, economy, politics, and culture. Among all components of language, vocabulary undergoes the most significant changes, constantly being enriched with new words against the background of substantial transformations in the social sphere, the intensification of globalization processes, and the development of information and communication technologies.

Relevance of the research. The necessity to investigate neologisms as a means of reflecting ongoing changes in contemporary linguoculture and the ways of adequately rendering English neologisms into Ukrainian.

In modern linguistics, neologisms are considered one of the leading mechanisms of linguistic innovation, reflecting the dynamics of social, technological, and cultural transformations. In a broad academic discourse, a neologism is defined as a newly coined word or phrase that enters language use and represents changes in social experience and communicative needs of language users.

Review of recent research and publications. The problem of neologisms in linguistics has been addressed by such prominent scholars as L. Barkhudarov, Yu. Zatsnyi, V. Karaban, V. Komissarov, M. Tsvilling, and many others. Among contemporary researchers, special attention should be paid to O. Dziubina and M. Shutova, who examined theories of neologism formation and their classifications, as well as T. Dankevych and I. Kozachenko, who studied the peculiarities of translating English neologisms into Ukrainian.

The analysis of scholarly works has shown that currently there are well-established methods and techniques for translating neologisms; however, the rapid expansion of vocabulary in the English language requires a more detailed study of the ways of their adequate rendering.

The aim of the article is to identify and analyze the main methods of translating English neologisms.

The object of the study is English neologisms in the sphere of Internet communication and media discourse.

Main Content. The enrichment of the vocabulary of both English and any other language is a continuous process. Language is the most complex social phenomenon that serves as an instrument of human communication. The rapid development of the modern world, political, social and cultural ties with foreign countries, the influence of scientific and technological progress, as well as significant changes in the socio-economic environment lead to the constant modification of the vocabulary of contemporary English. Words that are no longer used in the language become obsolete and, as a result, disappear from active vocabulary. At the same time, the lexical stock of a modern individual is replenished due to the emergence of a large number of new words and their combinations. The renewal of vocabulary can occur in various ways. For instance, nowadays borrowing has become a frequent phenomenon. In addition, vocabulary expansion takes place through the creation of new units on the basis of native language resources.

By using various means of word formation from already existing units, new words emerge, which are called neologisms. In recent years, a considerable number of new words have appeared in the English language, while at the same time many lexical units have fallen out of use. In fact, today English is experiencing a real boom in neology.

In modern linguistics, neologisms are regarded as one of the key mechanisms of linguistic innovation, reflecting the dynamics of social, technological, and cultural transformations. In a broad academic sense, a neologism is defined as a newly formed word or phrase that enters usage and represents changes in social experience and communicative needs of language users. Researchers argue that neologisms are not only new lexical units but also significant indicators of the evolution of the language system, opening up opportunities for understanding the latest cultural and technological realities of modern society. Thus, neologisms are viewed as units that are new to a language or its users and reflect a new meaning or concept [8].

Today, linguists distinguish two key approaches to the interpretation of neologisms: narrow and broad. The narrow approach posits that the primary purpose of new coinages lies in the nomination of new realities. Conversely, the

broad approach treats neologisms not only as newly formed lexemes designating new realities, but also as lexical units that have acquired new meanings in the course of pursuing various communicative goals [5].

The simplest definition of a neologism is its interpretation as "any new word or expression that appears in a language" [2].

The primary factors driving the emergence of neologisms in a language are:

1. the necessity to nominate new concepts and phenomena;

2. the need to replace existing names with clearer and more semantically motivated units that appropriately and adequately reflect the internal regularities of the language and correspond to its word-formation patterns.

In linguistics, the issue of newly formed lexemes is actively discussed in the works of both Ukrainian and foreign scholars. This scholarly interest justifies observations regarding the high "neogenic" capacity of the 21st century and the "neological boom" [10] sweeping through languages.

One of the key characteristics of the vocabulary is its capacity for unlimited development through new words and new meanings, which are formed predominantly in two ways [2]. Firstly, through foreign borrowings. Secondly, replenishment is realized via the language's own resources, such as the emergence of new linguistic units and meanings within the vocabulary (the direct formation of new lexemes) or, conversely, through the reduction of words or their shades of meaning.

Linguists propose various approaches to the classification of neologisms. Central for many researchers is the classification based on the method of neologism formation formulated by V. Zabotkina, namely: phonological neologisms, borrowings, semantic neologisms, and syntactic neologisms [1].

Phonological neologisms are newly coined words that emerge from individual sounds. They can also be formed from words derived from interjections. Borrowing constitutes a method of neologism formation by replenishing the English language with lexical units from other languages [4].

Semantic neologisms are words in which a new meaning is expressed by a form already existing in the language [9]. The first two types of neologisms represent lexemes that possess a new form not previously fixed in the language, featuring a new sound sequence and a new morphemic composition.

The syntactic method of neologism formation involves creating units through the combination of existing linguistic signs (word-formation and phrasing). This variety of neologisms is defined as morphological [7]. Such coinages are formed from morphemes already present in the language, arranged according to specific patterns.

In the process of analyzing the ways neologisms are formed, it is important to take into account Louis Guilbert’s classification of neologisms. He identifies

the following groups of neologisms according to their word-formation method [6]:

Phonological neologisms. These are created from individual sounds or specific sound configurations. They carry a certain degree of artificiality. Such sound combinations are often grouped with morphemes of Greek or Latin origin. Examples of such words include names of chemical substances: *antiozonant, humectant, propellant*.

These neologisms are referred to as proper phonological neologisms. This group also includes words formed from interjections, such as *zizz, tobuzz, snap*. It also conditionally includes new interjections such as *bazinga, yippee, whammo, yowza* [6].

Borrowings. These newly formed lexical units belong to strong neologisms. A general tendency for them is their ability to exhibit phonetic distribution that is not typical for the English language as a whole. Borrowings are divided into four subgroups:

1. **Proper borrowings.** The main source of these innovations is the French language. A new tendency is the increasing number of borrowings from African and Asian languages, especially Japanese. Neologisms in this category most often convey concepts in the fields of culture, socio-political life, and everyday life.

2. **Barbarisms** – non-assimilated or weakly assimilated units in the English language, characterized by the highest degree of novelty, for example: *voilà, balalaika, vendetta*.

3. **Xenisms** – neologisms that reflect realities and specific cultural features of a country, for example: *kung-fu, ninja, burrito*. Xenisms account for 14% of all borrowings and have a higher degree of novelty than barbarisms.

4. **Calques** form the fourth group.

Morphological neologisms are created according to patterns existing within the language system and from morphemes available in that system. The following groups of neologisms are considered in detail.

Affixal neologisms. The number of affixes used in the formation of new words is currently quite high.

The highest degree of novelty is found in units created using new affixes and semi-affixes. Their number is small. The most frequently used affixes include: *-on, -ase, -sd, -nik, -manship, eco-, mini-, maxi-, mega-, cine-, -oholic, -gate, –natcher, a-, flexi-, -ment, -ity*.

A characteristic feature of modern affixes is that they are strictly specialized and fixed to a particular scientific or technical field. For example: *accompaniment, acetylcholine, serendipity*. Many word-formation models result from the extraction of derivational elements from neologisms; thus, affixes expand their meaning or change it.

Compounding. In recent decades, the role of compounding has significantly increased, while the number of models, with rare exceptions, has remained unchanged. The most common models are:

- N (noun) + N (noun) → N (noun) or A (adjective) + N (noun) → N (noun). For example: *crowdsourcing, rickwad, moon-basing* [9].

Another model with a high degree of productivity is:

- Part II (past participle) + A (adverb). Words such as *laid-back, belled-wide* belong to this model. These words are most often found in informal communication.

A large group consists of words formed according to the following model: V (verb) + PP (preposition). The use of words built according to this model is also limited to everyday conversational situations (colloquial vocabulary). For example: *be-in, awrite-off, liein, a pay out*.

In modern English, new word-formation models have also appeared. The most productive among them are:

1. Abbr (abbreviation) + N (noun) → N (noun). For example: *e-commerce, i-phone*.
2. Participle + N (noun) → A (adjective): *off-the-shelf*.
3. N (noun) + Particle → A (adjective): *hands-on*.

More complex models can also be found, for example: N (noun) + Prepositional Phrase + N (noun) → N (noun): *right-to-work law*.

It is evident that all components of word-formation models can change their positions, thereby forming a different model.

Converted Neologisms. The models of converted neologisms, specifically $N \text{ (noun)} \rightarrow V \text{ (verb)}$ and $V \text{ (verb)} \rightarrow N \text{ (noun)}$, have significantly decreased in activity. This decline is attributed to the fact that in the English language, nouns are easily formed from verbs via affixation.

This trend is also characteristic of verbs; for instance, downloads from the verb to download, or jetting from the noun jet. Converted neologisms, much like those formed through affixation and compounding, exhibit a tendency toward creating multi-component structures, such as work-to-rule (a form of industrial action where employees do no more than the minimum required by the rules of their contract). Consequently, conversion leads to the enrichment of a concept's meaning through the addition of new semes.

Shortening. The fourth group of morphological neologisms comprises shortenings. In recent decades, this has emerged as the most productive and regular method of forming morphological neologisms. It serves as a clear illustration of the tendency toward language rationalization and the economy of linguistic effort.

Four types of shortenings are distinguished:

1. **Abbreviation neologisms:** Technical terms are most frequently subjected to abbreviation. Generally, abbreviations are used more often than the full terms themselves and are typically pronounced letter by letter. Examples include: E.T.A. (estimated time of arrival), R.N. (registered nurse).

2. **Acronym neologisms:** SEC (Security and Exchange Commission), SEATO (Southeast Asia Treaty Organization).

3. **Clipping neologisms:** This constitutes the largest group, for example: grad (graduated), fl. (flourished).

4. **Blend neologisms (blending):** Among the neologisms of recent decades, there is a growing trend toward an increase in units of this type, such as staycation ($stay + vacation$) and chillax ($chill + relax$) [3]. The vast majority of these words are employed in mass media and advertising. Due to their freshness and novelty, they catch the eye and produce a specific effect on the reader.

The emergence of new lexical units in a language inevitably raises the issue of their adequate translation. In our scholarly study, we focus on identifying the primary methods and techniques for translating newly coined words.

1. **Transliteration:** This translation technique can be defined as rendering the graphic composition of a word using symbols of another alphabet. Transliteration as a translation method is used to borrow a foreign word, thereby turning it into an internationalism. The following neologisms and their translations illustrate the use of transliteration: queerbaiting – квірбейтинг, folx – фолкс, fan service – фан сервіс, padawan – падаван, passkey – паскей.

Apart from this method, descriptive translation can be employed to achieve maximum explicitness. In this way, interpretation becomes an integral element in grasping a neological unit. For instance, fan service – фан сервіс (Noun: material added to a fictional work with the perceived or actual purpose of appealing to the audience, particularly material of a risqué or sexual nature).

2. **Transcription:** This is a fairly common method of rendering foreign words when a precise equivalent is lacking in the target language. Difficulties in achieving a successful interpretation arise quite frequently. Among them, the following should be highlighted: comprehending the meaning of the lexical innovation; the absence of a corresponding concept in the target language; and a lack of adequate expressive means to translate the new coinage.

3. **Calque (Loan Translation):** This technique involves replacing a lexical unit with another lexical equivalent in the target language. For example: nearlywed – майже одружений, northpaw – північна лапа, trauma dumping – травматичний демпінг, family office – сімейний офіс.

4. **Equivalent Translation:** When an equivalent exists in the target language, neological units pose no difficulties, as equivalents are context-

independent and are translated in the same manner on a regular basis. The following Ukrainian lexical units exemplify the selection of equivalents for English neologisms: naloxone – налоксон, antifragile – антикрихкий, Southern Ocean – Південний океан, native language – рідна мова, heritage language – мова спадщини, anti-fat – антижировий, tifo – тифозі, ecofascism – екофашизм, forever chemicals – вічні хімікати, microtransaction – мікротранзакція, subvariant – підваріант, microdosing – мікродозування.

5. **Descriptive Translation:** The opposite of equivalent translation is descriptive translation, which is applied in the absence of equivalents in the target language. Fitting examples include hellscape – пекельний пейзаж, x-card – різдвяна листівка, crate-dig – копатися в ящиках.

6. **Approximate Translation:** As the name implies, the meaning of the target word is not identical to the source word. Approximate translation consists in using a word that is close in role and meaning. Notable examples include: digital nomad – цифровий кочівник, liminal space – лімінальний простір, tiny house – модульний крихітний будинок.

7. **Compensation:** When it is impossible to find an exact translation, the compensation technique is applied, which offsets the lost meaning or form through specific target language means. In the absence of absolute equivalents, compensation serves as a highly appropriate translation technique. For example: WOC (Woman of color) – ТЖ/НЖ (темношкіра жінка; небіла жінка), Ngl (Нзб – не збираюся брехати), TFW (that feeling when) – ЦВК (це відчуття, коли).

8. **Modulation (Logical Development):** This translation method is no less common than others, as its primary goal is to preserve the meaning of a lexical unit through the logical development of the word's initial meaning. For example: latine (латін) – латиноамериканський, burn pit – яма для спалювання.

9. **Combined Strategy for AI-Era Neologisms:** Newly formed words generated by generative artificial intelligence technologies and related digital practices present a significant challenge for translators. These units mostly require the simultaneous application of several techniques—transcription, descriptive translation, and direct borrowing (direct insertion)—to adequately convey both their form and conceptual content. For instance: prompt engineering – промпт-інжиніринг (the practice of structuring text inputs for large language models); vibe coding – вайб-кодинг (programming by describing a task in natural language to an LLM that generates the code); AI slop – ШІ-слоп / ШІ-мотлох (low-quality content generated by artificial intelligence); hallucination – галюцинація (a false perception or fiction created by a language model); jailbreak – джейлбрейк (the bypassing of LLM safety settings); agentic AI – агентний ШІ (AI systems capable of autonomously planning and executing sequential actions); RAG (Retrieval-Augmented Generation) – RAG (генерація з доповненим

пошуком); context window – контекстне вікно; fine-tuning – тонке налаштування; alignment – узгодження (aligning AI behavior with human values); token – токен.

Such neologisms demand not only linguistic but also technological competence from the translator, alongside a keen sense of stylistic appropriateness on the verge of technical accuracy and communicative accessibility. Their integration into the Ukrainian lexicon attests to the formation of a new terminological layer characteristic of professional and popular-science communication in the field of artificial intelligence.

Conclusions. Having considered each translation technique separately, it should be emphasized that there is no single universal means of conveying the meaning of a newly formed word while preserving its form. Therefore, the use of several transformations simultaneously is an effective method for achieving adequate and equivalent translation.

Examples of applying multiple techniques may include the following: *petfluencer – petfluencer* (a pet enthusiast/influencer); *talmbout – talmbout*, to chat/to talk informally; *deadass – deadass* (seriously, very); *bedwetting – bedwetting* ("bed" refers to a bed, and "to wet" means to urinate), figuratively: "may the devil strike you"; *self-coup – self-coup* (self-coup d'état); *woke – woke* (awakened/conscious); *cakeism – cakeism* ("you can't have it both ways"); *superdodger – superdodger* (super evader); *rizz – rizz*, a shortened form of "charisma"; *street date – street date*, release date; *queerbaiting – queerbaiting*, "queer baiting"; *rage farming – rage farming*, "cultivating outrage".

Thus, the lexical system of the English language is constantly enriched with newly formed words, and the task of translators is to analyze and understand how to render such linguistic units into Ukrainian. The main techniques for translating English neologisms into Ukrainian include transcription/transliteration, calquing, descriptive translation, direct borrowing, and approximate translation, which are used to achieve equivalence and adequacy of translation, conciseness, and unambiguous interpretation.

For successful interpretation of neologisms, the following translation methods and transformations are applied: transliteration, transcription, calquing, equivalent translation, descriptive translation, approximate translation, compensation, and modulation (logical development).

Thus, the translation of neologisms requires careful contextual analysis, a flexible approach, and consideration of linguistic trends in order to ensure accuracy, naturalness, and clarity of the target text.

Further research in this field may be connected with studying approaches to translating new lexical units in contemporary media discourse.

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AI TOOLS AND DIGITAL COMPETENCE DEVELOPMENT IN FOREIGN LANGUAGE TEACHING WITHIN THE DigiFLEd PROJECT

Abstract. The rapid development of digital technologies and artificial intelligence (AI) has significantly transformed higher education and foreign language teaching. Universities increasingly integrate digital tools into educational practices to improve communication, student engagement, academic writing, and digital competence development. In this context, international educational initiatives play an important role in supporting innovation and modernising university curricula. One such initiative is the Erasmus+ project *Modernisation of University Education Programmes in Foreign Languages by Integrating Information Technologies (DigiFLEd)*, which focuses on the integration of digital technologies into foreign language teaching.

This paper explores the role of AI tools and digital technologies in the development of digital competences within foreign language teaching through the DigiFLEd project. The study examines how AI-powered tools, online platforms, webinars and digital learning environments contribute to enhancing teaching practices, teacher training, intercultural communication and student engagement.

The research is based on a qualitative analysis of project activities, webinars, training sessions, educational materials and reflective observations related to the implementation of digital technologies in language education. Particular attention is paid to the integration of AI tools into academic writing, classroom communication, assessment and collaborative learning.

The findings demonstrate that AI tools and digital technologies can significantly support the development of digital competences, increase motivation, facilitate intercultural interaction, and create more flexible and student-centred learning environments. At the same time, the study identifies several challenges related to academic integrity, limited digital skills, overuse of AI tools, and the need for continuous teacher training.

The paper emphasises that international collaboration projects such as DigiFLEd play a crucial role in supporting digital transformation in higher education and preparing foreign language teachers for the demands of contemporary digital society.

Keywords: Artificial intelligence, digital competences, foreign language teaching, DigiFLEd, higher education, digital transformation, AI tools.

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ІНСТРУМЕНТИ ШТУЧНОГО ІНТЕЛЕКТУ ТА РОЗВИТОК ЦИФРОВИХ КОМПЕТЕНТНОСТЕЙ У ВИКЛАДАННІ ІНОЗЕМНИХ МОВ У МЕЖАХ ПРОЄКТУ DigiFLEd

Анотація. Стрімкий розвиток цифрових технологій та штучного інтелекту (ШІ) суттєво трансформував вищу освіту та викладання іноземних мов. Університети дедалі активніше інтегрують цифрові інструменти у викладацькі практики задля покращення комунікації, залучення здобувачів та розвитку цифрових компетентностей. У цьому контексті міжнародна освітня діяльність відіграє важливу роль у підтримці інновацій та модернізації університетських навчальних програм. Одним із прикладів такої співпраці є Erasmus+ проєкт «Модернізація університетських освітніх програм з іноземних мов на основі інтеграції з інформаційними технологіями» (DigiFLEd), який зосереджується на інтеграції цифрових технологій у викладання іноземних мов.

У статті досліджується роль ШІ-інструментів і цифрових технологій у розвитку цифрових компетентностей у викладанні іноземних мов у межах проєкту DigiFLEd.

Дослідження аналізує, як ШІ-інструменти, онлайн-платформи, вебінари та цифрові навчальні середовища сприяють удосконаленню викладацьких практик, підготовці викладачів, міжкультурній комунікації та залученню студентів.

Методологічною основою дослідження є якісний аналіз проєктної діяльності, вебінарів, тренінгів, навчальних матеріалів та узагальнення практичного досвіду, пов’язаних із диджиталізацією мовної освіти.

Результати демонструють, що ШІ-інструменти та цифрові технології можуть суттєво підтримувати розвиток цифрових компетентностей, підвищувати мотивацію, сприяти міжкультурній взаємодії та створювати гнучкіші й студентоорієнтовані навчальні середовища.

Водночас дослідження визначає низку питань, пов’язаних з академічною доброчесністю, недостатнім рівнем цифрових навичок, надмірним використанням ШІ-інструментів та потребою розвитку цифрових компетентностей викладачів.

У статті розглядається важливість міжнародних проєктів, таких як DigiFLEd, які відіграють значну роль у підтримці цифрової трансформації у вищій освіті та підготовці викладачів іноземних мов до вимог сучасного диджиталізованого суспільства.

Ключові слова: штучний інтелект, цифрові компетентності, викладання іноземних мов, DigiFLEd, вища освіта, цифрова трансформація, ШІ-інструменти.

Introduction

The digital transformation of higher education has become one of the defining educational trends of the twenty-first century. Technological innovation and the rapid development of AI technologies have drastically changed teaching methodologies, communication practices, and learning environments. Foreign language teaching, in particular, has experienced substantial changes due to the increasing availability of digital tools, online communication platforms, interactive educational applications, and AI-powered systems.

The COVID-19 pandemic accelerated the integration of digital technologies into educational systems worldwide and demonstrated the necessity of developing digital competences among both teachers and students. Universities were forced to transition rapidly to online and hybrid learning environments, often without sufficient preparation or digital infrastructure. As a result, digital competence became not only an additional professional skill but also an essential requirement for effective teaching and learning.

Foreign language education occupies a special position within the process of digital transformation. Language learning involves communication, collaboration, interaction and intercultural exchange, all of which can be effectively supported through digital technologies. Online platforms and digital tools provide learners with access to authentic materials, opportunities for international communication, flexible learning environments, and enhanced academic writing support.

At the same time, the growing use of AI tools in education raises important questions related to academic integrity, overreliance on technology, data privacy, AI bias, and the changing role of the teacher. Therefore, the integration of AI technologies into foreign language teaching requires careful consideration, critical reflection, and systematic teacher training.

The purpose of this paper is to investigate the role of AI tools and digital technologies in developing digital competences within foreign language teaching through the DigiFLEd project. The objectives of the study are also to analyse the role of AI tools in foreign language teaching, and to examine the development of digital competences within the DigiFLEd project.

Methodology

The study employs a qualitative research approach focused on analysing educational practices related to AI integration and digital competence development within the DigiFLEd project. The research is based on the analysis of: DigiFLEd project activities; webinars and training sessions; educational materials; digital teaching practices; project documentation and professional discussions related to the implementation of digital technologies in foreign language teaching.

The qualitative methodology allows for a comprehensive understanding of how digital technologies and AI tools are integrated into foreign language teaching and how they influence teaching practices in higher education.

The participants included university teachers, researchers, students, webinar attendees, and all those interested in improving teaching practices in contemporary educational environments who were involved in DigiFLEd activities across partner institutions. The international nature of the project contributed to the intercultural dimension of the study and created opportunities for cross-cultural communication and professional exchange of experience.

The findings demonstrate that participants actively explored and discussed a variety of AI-powered and digital tools during DigiFLEd activities. The most frequently used and presented tools included ChatGPT, Canva AI features, Padlet, Miro, Vevox, Vocaroo, VoiceThread, Genially, Trados Studio, MemoQ, Wordfast, ARLOOPA, ASSEMBLR, LessonUp, Twee, Brisk Teaching, Chalkie, Google Gemini, and Microsoft Copilot.

Recent Research

Digital transformation has become a central concept in contemporary educational research. According to the European Commission, digital transformation includes not only technological innovation but also teaching, organisational and cultural changes [2]. Researchers emphasise that digital competence includes the ability to use technologies critically, responsibly and effectively for communication, collaboration, information management, content creation and problem-solving.

The development of digital education has accelerated due to technological advancement and the growing demand for flexible learning environments. Universities increasingly use learning management systems (LMS), online collaboration platforms, video conferencing tools, multimedia resources and interactive educational applications. Researchers emphasise that digital transformation requires the development of digital competences among educators and students.

The DigCompEdu framework developed by the European Commission identifies several key areas of educators' digital competence: professional engagement, digital resources, teaching and learning, assessment, empowering learners, and facilitating learners' digital competence [2].

Within foreign language education, digital transformation enables teachers to use multimedia content, authentic materials, online collaboration, interactive tasks, and virtual communication environments to support language acquisition and intercultural communication.

Artificial intelligence has emerged as one of the most influential technologies in modern education. AI-powered tools such as Canva AI features, Padlet, Miro, Vevox, Vocaroo, VoiceThread, Genially, and automated feedback systems provide opportunities for personalised learning, language support, content generation, translation and writing assistance.

Researchers highlight that AI technologies should support rather than replace teachers. Teachers continue to play an essential role in developing critical thinking, cross-cultural communication skills, ethical awareness and emotional support.

The DigiFLEd project represents an example of international cooperation focused on digital transformation in foreign language education [1]. The project supports teacher training, webinar organisation, curriculum modernisation, digital content development, international collaboration, and AI integration in language education.

The Influence of AI

AI has emerged as one of the most influential technologies in contemporary education. It refers to computer systems capable of performing tasks that usually require human intelligence, including language processing, content generation, problem-solving, translation and data analysis.

In educational contexts, AI technologies are increasingly used for: automated feedback; personalised learning; writing assistance; translation; adaptive learning; assessment and academic support.

AI-powered tools such as Padlet, Miro, Vevox, Vocaroo, VoiceThread, Genially, Trados Studio, MemoQ, Wordfast, Google Translate and Canva have become widely used by both students and teachers. These tools can support language learners by helping them improve grammar, vocabulary, coherence, pronunciation and writing. Researchers argue that AI technologies should not replace teachers but rather support pedagogical processes. Teachers continue to play an essential role in developing critical thinking, intercultural communication skills, ethical awareness, and emotional support [5].

One of the most actively discussed issues concerning AI integration in education is academic integrity. Critics argue that AI-generated texts may

contribute to plagiarism, superficial learning, and reduced student autonomy [4, 8]. Others suggest that AI literacy should become an essential component of modern education [3].

AI literacy includes: understanding how AI systems function; evaluating AI-generated content critically; recognising ethical implications; using AI responsibly and transparently. Therefore, integrating AI tools into foreign language teaching requires balanced teaching approaches and clear ethical guidelines.

Digital Competences in Foreign Language Teaching

Digital competence development has become a central objective of contemporary foreign language education. Language teachers are expected not only to possess linguistic and teaching expertise but also to integrate digital technologies effectively into educational practices. Digital tools can support various aspects of language learning, including: vocabulary acquisition; listening comprehension; pronunciation practice; writing and intercultural communication.

Digital technologies can increase student motivation, engagement, autonomy, and participation. Interactive platforms, multimedia content, gamification, and collaborative activities help create more dynamic and flexible learning environments. The integration of AI technologies further expands these opportunities. AI-assisted writing tools can provide instant feedback, suggest corrections, generate ideas, and support studying development.

Erasmus+ Projects and Educational Innovation

Erasmus+ projects play an important role in promoting educational innovation, intercultural collaboration, and digital modernization across Europe. These projects create opportunities for universities to exchange expertise, develop innovative methodologies, and implement new educational practices.

The DigiFLEd project represents an example of international cooperation focused on digital transformation in foreign language education. The project supports: teacher training; webinar organisation; curriculum modernisation; digital content development; international collaboration; AI integration in language education. The project contributes to the development of digital competences among teachers and students through practical workshops, online training sessions, webinars, collaborative activities and the implementation of innovative teaching practices.

DigiFLEd Areas

Digital Competence

The DigiFLEd project contributed to the development of several areas of digital competence among participants. For example, professional engagement:

teachers reported increased confidence in using digital communication platforms, organising webinars, participating in international collaboration, and sharing digital educational resources. The project supported networking between educators from different countries and facilitated professional communication in digital environments [1].

Teaching and Learning

DigiFLEd promoted student-centred approaches, collaborative learning activities, and the integration of multimedia content. Teachers increasingly used online discussions, interactive tasks, breakout rooms, collaborative documents, and AI-supported writing activities. Learner Empowerment: students experienced more flexible and autonomous learning opportunities through online resources, AI-supported activities, and digital communication platforms. Digital environments allowed students to access materials independently and develop self-directed learning strategies.

Particular attention during webinars and training sessions was devoted to the use of AI tools in academic writing, lesson preparation, content creation, classroom communication and assessment. AI-supported writing tools were discussed as instruments that can help students improve, for example, academic writing organisation, coherence, grammar accuracy, vocabulary usage and idea generation.

Projects

Teachers improved their ability to use digital communication platforms, organise webinars, create online educational materials, and participate in international academic collaboration. Project activities also promoted the integration of authentic digital content and multimedia resources into foreign language teaching.

Participants explored opportunities for creating interactive educational materials using H5P, Canva, Moodle activities, and other digital tools that support student engagement and digitally enhanced learning environments.

Intercultural Collaboration

One of the strongest aspects of the DigiFLEd project was its international and intercultural dimension. Participants from different countries exchanged experiences, discussed educational practices, shared digital teaching strategies, and collaborated on innovative teaching approaches. International webinars and training sessions promoted cross-cultural communication, collaborative problem-solving, professional networking, and the exchange of digital teaching practices. These activities contributed not only to digital competence development but also to broader academic cooperation. The project demonstrated how international educational collaboration can support innovation, professional growth and digital transformation in education.

Benefits and Challenges

The study identified several significant benefits associated with AI integration into foreign language education, including increased accessibility to educational resources, support for personalised learning, increased student motivation, and broader opportunities for cross-cultural communication and collaboration. At the same time, the analysis revealed several challenges related to AI integration. The discussions during webinars and training sessions highlighted concerns about plagiarism, superficial learning, overreliance on AI-generated content, data privacy, AI bias, copyright issues, and the responsible use of digital technologies in education.

The findings also suggest that the role of the foreign language teacher is gradually changing in digitally enhanced educational environments. Teachers increasingly act as facilitators, digital mentors, moderators of communication, and guides who help students critically evaluate digital content and use AI technologies responsibly.

Conclusion

The integration of AI tools and digital technologies has become an essential component of contemporary foreign language teaching. The DigiFLEd project demonstrates how international educational collaboration can support digital transformation, curriculum modernisation, and competence development in higher education.

The findings of this study indicate that AI tools can significantly enhance foreign language education by improving accessibility, supporting personalised learning, increasing student engagement, and facilitating academic writing development. At the same time, the study highlights the importance of ethical reflection, digital literacy, and continuous teacher training. AI technologies should be integrated thoughtfully and responsibly in order to support meaningful learning experiences.

The role of the teacher remains central in digitally enhanced educational environments. Rather than replacing educators, AI tools redefine teaching practices and require new pedagogical approaches focused on facilitation, critical thinking, communication, and digital guidance.

Future research may further explore long-term effects of AI integration on language acquisition, intercultural competence development, student autonomy, academic integrity practices, and teacher identity in digitally enhanced educational environments.

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ROBIN HOBB'S «THE WORLD OF THE ELDERING» ONOMASTICON: THE STRUCTURAL AND FUNCTIONAL SIGNIFICANCE OF CHARACTONYMS

Abstract. The article is devoted to a comprehensive functional and semantic analysis of charactonyms within the literary universe created by the prominent American fantasy writer Robin Hobb in her renowned series The World of the Elderlings. In literary texts, proper names lose their purely identifying real-world function and transform into multi-layered linguistic tools intentionally designed by authors to encode deep narrative meanings, establish socio-cultural contexts, outline psychological profiles, and steer readers' aesthetic perception. This study addresses a notable gap in contemporary literary onomastics, as Hobb's intricate onomastic space has remained largely unexplored despite its profound semantic and structural complexity.

The structural and functional analysis conducted in the article reveals that the onymic space of the Six Duchies is meticulously constructed upon the fundamental principle of national-cultural contrast. This artistic device serves as a primary marker of cultural differentiation: evocative, transparent, and semantically dense English-derived names function exclusively within the dominant culture of the Six Duchies, closely aligning with the diegetic concept of the magical potency embedded in a name. Conversely, representatives of neighboring nations, such as the Mountain Kingdom or Kalsid, are assigned names characterized by phonetic foreignness and an absolute lack of transparent semantics for the reader (e.g., Eyod, Rurisk, Kettricken), which strongly reinforces their cultural "otherness" and alien status within the narrative fabric.

Researcher L. Belei proposed a rigorous classification of the anthroponyms, dividing them into distinct functional-semantic subgroups: names of national or

regional significance, socially significant charactonyms, and informational-evaluative names. The study demonstrates that socially significant anthroponyms represent the most dominant and structurally diverse group, which perfectly mirrors the early medieval setting of the fantasy universe where a person's social mask, status, and destiny are inextricably linked. Key examples such as Chivalry, Regal, Fitz, and The Fool are analyzed to illustrate how names indicate royal legitimacy, political ambitions, or severe societal stigma. Furthermore, informational-evaluative charactonyms, including Shrewd, Desire, and Patience, are investigated as tools of direct psychological characterization that explicitly encapsulate the core inner nature, behavioral patterns, and moral capacities of the characters. The paper concludes that Hobb's charactonyms transcend basic nomenclature, serving as a vital mechanism of character development and world-building. Prospective areas for further scholarly scientific inquiry are identified, including expanding the linguistic analysis to other cycles of the universe and examining the translated variants of these proper names.

Keywords: literary onomastics, charactonym, anthroponym, Robin Hobb, The World of the Elderlings, fantasy literature, functional-semantic analysis.

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ОНОМАСТИКОН «СВІТУ ЕЛДЕРЛІНГІВ» РОБІН ГОББ: СТРУКТУРНО-ФУНКЦІОНАЛЬНЕ ЗНАЧЕННЯ ХАРАКТЕРОНІМІВ

Анотація. Стаття присвячена комплексному функціонально-семантичному аналізу характеронімів у літературному всесвіті відомої американської письменниці Робін Гобб «Світ Елдерлінгів». У художньому тексті власна назва втрачає свою виключно ідентифікаційну функцію, притаманну реальному світу, і трансформується у багатовимірний лінгвістичний інструмент, свідомо обраний автором для кодування глибинних наративних змістів, окреслення психологічного профілю персонажів та моделювання читацького сприйняття. Актуальність дослідження зумовлена стрімким розвитком фентезійної літератури та недостатнім

ступенем вивченості ономастичного простору творів Робін Гобб у сучасній вітчизняній та світовій літературній ономастиці, попри значну семантичну та структурну складність цього матеріалу.

У результаті дослідження з'ясовано, що ономастичний простір Шести Герцогств вибудуваний за фундаментальним принципом національно-культурного контрасту. Цей художній прийом виступає основним маркером культурної диференціації у творах письменниці: промовисті, семантично прозорі та насичені назви, що мають чітку внутрішню форму в англійській мові, використовуються виключно в межах панівної культури Шести Герцогств. Це безпосередньо пов'язано з центральним сюжетотворчим концептом магічної сили імені в досліджуваному фентезійному всесвіті. Натомість представники інших етносів (наприклад, жителі Гірського Королівства чи Калсиди) наділені іменами, що характеризуються фонетичною чужорідністю та повною відсутністю прозорої семантики для читача (наприклад, *Ейод*, *Руріск*, *Кеттрікен*), що підкреслює їхню «інакшість» та статус чужинців у наративній тканині романів.

Антропоніми в романах класифіковано за функціонально-семантичними підгрупами на підставі типології, розробленої дослідником Л. Белей: імена національно-регіонального значення, соціально марковані характероніми та інформативно-оцінні ономастичні одиниці. Доведено, що соціально значущі антропоніми становлять найбільш репрезентативну та структурно різноманітну групу, що ідеально відображає ранньосередньовічний сетинг фентезійного всесвіту, де соціальна маска, статус та доля людини є нерозривно пов'язаними. На прикладі аналізу таких знакових імен, як *Чівелрі*, *Регал*, *Фітц* та *Блазень*, продемонстровано, як характероніми кодують монаршу легітимність, політичні амбіції чи, навпаки, суспільне тавро позашлюбного походження. Крім того, інформативно-оцінні характероніми (зокрема, *Шрюд*, *Дезайр*, *Пейшенс*) досліджено як засіб прямої психологічної характеристики, який експліцитно акумулює внутрішню сутність, домінантні риси характеру, паттерни поведінки та моральний потенціал персонажів. Проведений аналіз дозволяє зробити висновок, що власні імена у творчості Робін Гобб виходять за межі номінації, слугуючи ключовим механізмом текстотворення та моделювання вигаданого світу. Перспективним напрямком подальших наукових розвідок може бути розширення матеріалу дослідження на інші цикли всесвіту та порівняльний аналіз оригінальних власних назв з їхніми перекладними варіантами.

Ключові слова: *літературна ономастика, характеронім, антропонім, Робін Гобб, Світ Елдерлінгів, фентезі, функціонально-семантичний аналіз.*

Statement of the problem. Fiction is a unique space in which proper names take on a special functional and semantic significance. Unlike real-world proper names, which primarily serve an identifying function, charactonyms – proper names in a literary work – are linguistic units deliberately chosen by the author to shape a character's image, set the tone of the work and influence the reader's perception.

This issue is particularly relevant in the context of fantasy literature, where the author constructs not only characters and a plot, but also a complete fictional universe with its own culture, social hierarchy and onomastic space. The novels of the American writer Robin Hobb, which make up the literary universe of 'The Elderlings', are a striking example of such construction: every name in this universe carries semantic weight, reflecting the cultural, social and psychological dimensions of the society depicted.

The study of charactonyms in Robin Hobb's novels has not only a purely linguistic but also a literary significance, as it allows us to uncover the mechanisms of the author's artistic thinking and to trace how linguistic means serve as a tool for character development and the construction of the works' imagery.

Analysis of recent studies and publications. Literary onomastics has emerged as a distinct discipline at the intersection of linguistics and literary studies. The domestic tradition of literary-onomastic studies is represented by the works of Yu. O. Karpenko, who introduced the term 'poetonym' into academic discourse and defined it as a proper name in a literary text characterised by a particular connotative potential [1].

L. Beley, founder of the Uzhhorod School of Literary Onomastics, defines this as the proper names of characters that appear in literary and artistic texts [2]. M. M. Torchynskyi proposed a comprehensive classification of the onymic field based on the following criteria: the nature of the named objects, the characteristics of proper name formation, the stylistic features of proper names, and the scope and form of their usage [3].

Foreign researchers refer to proper names in literary texts as 'names in literature', which coincides with the name of the discipline that studies these names. The terminological group of the International Council of Onomastic Sciences (ICOS) refers to them as charactonym [4], indicating that the emphasis is placed on anthroponyms rather than on all other categories of onyms in a literary work [5, p. 94].

At the same time, the onomastics of Robin Hobb's novels remain largely unexplored in both domestic and international linguistics. Isolated references to this material can be found in fan communities and online forums dedicated to discussing 'The Elderlings', yet no scholarly studies have been identified that

systematically analyse Hobb's charactonyms from the perspective of literary onomastics. It is precisely this gap that the present article seeks to fill.

Aim of the article. The aim of this article is to conduct a functional-semantic analysis of charactonyms in Robin Hobb's novels from the 'World of the Elderlings' series, to identify typological groups of charactonyms, to establish their main functions, and to determine their role in character development and the construction of the works' imagery.

To achieve this aim, the following tasks are to be addressed: 1) to define the concept of a charactonym and clarify its characteristics in relation to the material of the analysed novels; 2) to describe the principles of constructing the onymic space of the 'World of the Elderlings'; 3) to classify the identified charactonyms into functional subgroups and carry out their semantic analysis.

Presentation of the main research material. A charactonym is a proper name (most often an anthroponym or toponym) in a literary work that creates and portrays a character, shapes the perception of that character, and influences the reader's attitude towards them. Unlike real proper names, a charactonym is always the result of the author's choice and therefore conveys certain information about the bearer: their social status, ethnic origin, character traits or role in the plot.

'The Elderlings' is a literary universe invented by the American writer Robin Hobb and described in several trilogies. This world is at the developmental stage of the early Middle Ages. All proper names of characters and geographical features belonging to the culture of the Six Duchies carry semantic meaning; that is, they are charactonyms in the full sense of the word.

A fundamentally important feature of the onymic space in the novels is its construction based on the principle of national-cultural contrast. Evocative, semantically charged names are used exclusively within the culture of the Six Duchies, which is linked to the concept of the magical power of a name, a central theme in Hobb's fictional world. In contrast, representatives of other peoples (mountain folk, outlanders, etc.) bear names with an unusual sound, which carry no semantic weight for the reader and emphasise the characters' cultural 'otherness'.

Researcher L. Belei [2] proposed a rigorous classification of the anthroponyms, dividing them into distinct functional-semantic subgroups: names of national or regional significance, socially significant charactonyms, and informational-evaluative names. Charactonyms of national (or regional) significance primarily serve to create the national flavour the author seeks in a work. In Hobb's novels, this subgroup is represented by the names of characters who do not belong to the culture of the Six Duchies. Their distinctive feature lies in the absence of semantic meaning coupled with phonetic 'foreignness', which in itself serves as a marker of foreign origin.

An example is the name Eyod – the reigning king of the Mountain Kingdom:

«Our Sacrifice, er, ah, you say, King Eyod will welcome you. And he will show to you all his daughter, to be your Sacrifice, hem, ah, Queen. And his son, who will rule for her here». She stumbled through this explanation, with many a pause, and many encouraging nods from me [6].

The name Eyod has no literal meaning, yet it stands out from the names of characters in the culture of the Six Duchies due to its phonetic unusualness. At the same time, the epithet shared by all members of the ruling dynasty is significant: Sacrifice – The Sacrificial One – which points to the symbolic role of the ruler in the culture of the mountain people.

The names of Prince Rurisk and Princess Kettricken are constructed in a similar way. The unusual nature of the name Kettricken is even emphasised in the characters' dialogue – King Shrewd cannot remember how it sounds, which is a telling detail:

«Almost I forgot to tell you why I had called you here. It is, of course, the mountain princess. Ketkin, I think her name was...» «Kettricken. I at least remember that much. A skinny little child, the last time I saw her. So, she is the one you have selected?» [6].

The case of a character named Burrich – a stablehand at the royal court, originally from Kalsid – is somewhat unusual. His name is also perceived as phonetically 'foreign', which emphasises his foreign origins. At the same time, researchers allow for partial semantic interpretation: the name may contain an allusion to the English word 'burr' (a thorn or bur), which correlates with the character's complex nature. This is the only instance in the novels where a 'foreign' name may have a hidden connotation.

Standard English names are almost entirely absent from the novels, and when they do appear, they belong mainly to members of the working class (Gill, Hod). The exception is the name Molly – the protagonist's beloved. Dictionaries record 'molly' as a colloquial/slang term for a girl or young woman, which gives grounds to regard this name as a charactonym with a tender, affectionate connotation, aptly characterising this woman's role in the protagonist's life.

Chronologically significant charactonyms are intended to situate a work within a specific time period. However, no examples with this function were found in the analysed novels. This is explained by the very nature of the work: the novels are based on entirely fictional events and characters in a fictional universe, so any reference to a real historical period would be incomprehensible to the reader and not perceived as significant.

Socially significant anthroponyms reflect the characters' social status, their origins and their role in society. It is this subgroup that is most prominently featured in Hobb's novels and most diverse in its manifestations.

One of the key examples is the name Chivalry – the eldest son of King Shrewd, heir to the throne of the Six Duchies:

And didn't Verity, after all, make a much better king-in-waiting than had Chivalry? So rigorously noble was Chivalry that he made all others feel slatternly and stingy in his presence; he'd never allowed himself a moment's respite from what was right, and while he was too chivalrous to sneer at those who did, one always had the feeling that his perfect behavior was a silent reproach to those with less self-discipline [6].

The word 'chivalry' is defined as 'the combination of qualities expected of an ideal knight, namely courage, honour, courtesy, justice, and a readiness to help the weak' (chivalry, nobility, bravery). The name Chivalry is not merely a description of a person, but also a social marker: it points to the ideal qualities of a knight-ruler and, at the same time, to the burden borne by a person who must live up to their own name.

A telling example in the context of social connotations is the name Regal – the king's younger son:

«When you talk about rogues who stay in bed all morning and do nothing except fuss about hair and garments, you mean how Regal is» [6].

The word 'regal' means 'of, resembling, or fit for a monarch, especially in being magnificent or dignified'. Regal is the third son and has little chance of inheriting the throne; however, his mother deliberately gave him a name that emphasises royal dignity, seeking to legitimise her son's claim to the throne. Thus, this name encodes not only the character's traits (arrogance, haughtiness) but also a social intention linked to the struggle for power.

A special place in the social onomastics of the novels is occupied by the name Fitz – the illegitimate son of Prince Chivalry, who is the main character:

Regal looked perplexed. «Him? It's the Fitz. Chivalry's bastard. Sneaking and thieving as always» [6].

The Urban Dictionary [7] defines 'Fitz' as 'means "son of"... but can also refer to an illegitimate child, a bastard, someone born out of wedlock'. Historically, the prefix 'Fitz' was used by the British monarchy to denote illegitimate offspring who were granted official recognition. In Hobb's work, this name functions as a social marker of dual nature: it simultaneously signifies recognition and disgrace, status and stigma. The choice of this charactonym for the protagonist is of fundamental importance to the entire plot and thematic structure of the novels.

Another significant social charactonym is The Fool – King Shrewd's court fool. This character's real name, origins and even gender remain a mystery throughout the entire cycle. His sole name in the eyes of the reader and most of the characters is his social function or role: The Fool. This is a charactonym where the social mask becomes the character's sole visible identity.

The names of the ancient kings are also socially motivated: Taker and Ruler, reflecting the nature of each monarch's reign. The author even specifically points out the nature of such naming:

A more ancient tradition attributes such names to accident, at least initially... But for the purposes of royalty, it is better to have the common folk believe that a boy given a noble name must grow to have a noble nature [6].

Descriptive-evaluative charactonyms serve to provide an emotional and expressive assessment of the characters. Hobb's novels feature exclusively informative-evaluative charactonyms, whilst no expressive-evaluative ones (where the evaluation is an end in itself) have been identified. This is consistent with the overall stylistic approach of the novels: the author strives for psychological depth rather than an external evaluative effect.

The most telling informational-evaluative charactonym is the name of King Shrewd. The characters repeatedly point out the correspondence between the name and the character:

«He is the King!» Molly protested. «And named Shrewd to be shrewd».

But our father the King is not a hasty man, as well we know. Shrewd is as Shrewd does, as the common folk say [6].

The word 'shrewd' means 'having or showing sharp powers of judgement; astute' (practical, intelligent, cunning). Shrewd is indeed an extremely pragmatic, and at times ruthless, ruler who views even his own grandson primarily as a pawn in the political game.

Lady Desire – the king's second wife – bears a name that encapsulates her defining trait: 'a strong feeling of wanting to have something or wishing for something to happen' (desire, passion, ambition). As queen, she was never satisfied with what she had achieved and always strove for more – power, recognition, and privileges for her son.

Patience – the wife of Prince Chivalry – is one of the novel's most profound characters. The word 'patience' means 'the capacity to accept or tolerate delay, problems, or suffering without becoming annoyed or anxious' (forbearance, tolerance). A woman who was unable to bear a child and had to endure the public revelation of her husband's bastard son, she eventually accepted Fitz and raised him as her own son. It is precisely her patience and capacity for forgiveness that are her defining traits, accurately reflected in her name.

Conclusions. The character names in Robin Hobb's novels form an integral part of the fictional world of 'The Elderlings'. They serve not only a nominative function, but also play a role in character development, social identification and cultural differentiation. The onymic space of the novels is constructed on the principle of national-cultural contrast: evocative, semantically rich names function exclusively within the culture of the Six Duchies, whilst characters from

other nations bear phonetically ‘foreign’ names without transparent semantics. The most prevalent are socially significant charactonyms (Chivalry, Regal, Fitz, The Fool, Taker, Ruler), which reflect the characters’ social status, origin and role within the social hierarchy. This corresponds to the medieval setting of the novels, where name and status are inextricably linked. Informational and evaluative charactonyms (Shrewd, Desire, Patience, Chivalry) serve as psychological characterisations, revealing the inner essence of the character through the semantics of the name.

In most cases, the correspondence between name and character is not a coincidence but a conscious authorial device, emphasised by direct references in the text. Chronologically significant and expressive-evaluative charactonyms are absent from the novels, which is a natural consequence of the nature of a fantasy text with a completely fictional universe and a psychologically realistic approach to characterisation.

Areas for further research include extending the analysis to other cycles of “The World of the Elderlings”, a comparative analysis of charactonyms in the original and in translations, and an examination of the toponymic level of the onomasticon in Hobb’s novels.

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TYPES AND SPECIFIC FEATURES OF ABBREVIATIONS IN DIGITAL COMMUNICATION

Abstract. The article examines the types and peculiarities of the functioning of English abbreviations in digital communication. The relevance of the study is determined by the rapid development of information technologies, social media and online communication, which contribute to the active spread of abbreviated lexical units in modern language. In contemporary digital discourse, abbreviations perform not only a communicative function but also reflect sociocultural and pragmatic aspects of interaction between users.

The study analyzes the main structural types of abbreviations used in English digital communication, including acronyms, initialisms, graphical abbreviations, clippings, blends, phonetic and hybrid shortenings. Particular attention is paid to the functional characteristics of abbreviations in social networks, messengers, online forums and text messaging. It has been established that abbreviations contribute to linguistic economy, accelerate information exchange, simplify communication, and create an informal style of interaction. In addition, abbreviations often function as markers of group identity and elements of internet culture.

The article also investigates the factors influencing the formation and dissemination of abbreviations in the digital environment. Among the key factors

are character limitations in messages, the need for rapid communication, globalization and the growing influence of English as the language of international online interaction. The research demonstrates that many English abbreviations have become universal and are actively integrated into other languages, including Ukrainian.

Special attention is devoted to the issue of translating English abbreviations into Ukrainian. The study reveals that the translation process is complicated by polysemy, contextual dependence, and the absence of direct lexical equivalents. Therefore, adequate translation requires consideration of semantic, stylistic, and sociocultural features of communication.

The research confirms that abbreviations represent a dynamic and multifunctional linguistic phenomenon reflecting current tendencies in language development in the digital age.

Keywords: abbreviation, acronym, digital communication, internet discourse, online communication, linguistic economy, social media, English language, translation, lexical innovation.

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ВИДИ ТА ОСОБЛИВОСТІ ФУНКЦІОНУВАННЯ СКОРОЧЕНЬ У ЦИФРОВІЙ КОМУНІКАЦІЇ

Анотація. У цій статті розглядаються типи та особливості англійських абревіатур у цифровій комунікації. Актуальність даного дослідження зумовлена стрімким розвитком інформаційних технологій, соціальних мереж та онлайн-комунікації, що сприяє широкому вживанню

скорочених лексичних одиниць у сучасній мові. У сучасному цифровому дискурсі абревіатури не лише виконують комунікативну функцію, а й відображають соціокультурні та прагматичні аспекти взаємодії між користувачами.

У дослідженні проаналізовано основні структурні типи абревіатур, що використовуються в англійській цифровій комунікації, зокрема акроніми, ініціалізми, графічні абревіатури, скорочення слів, бленди, фонетичні та гібридні скорочення. Особливу увагу приділено функціональним характеристикам абревіатур у соціальних мережах, месенджерах, онлайн-форумах та текстових повідомленнях. Встановлено, що абревіатури сприяють лінгвістичній економії, прискорюють обмін інформацією, спрощують комунікацію та створюють неформальний стиль взаємодії. Крім того, абревіатури часто слугують маркерами групової ідентичності та елементами інтернет-культури. У статті також досліджуються чинники, що впливають на утворення та поширення абревіатур у цифровому середовищі. Серед ключових чинників — обмеження кількості символів у повідомленнях, потреба у швидкому спілкуванні, глобалізація та зростаючий вплив англійської мови як мови міжнародної онлайн-комунікації. Дослідження показує, що багато англійських абревіатур набули універсального характеру та активно інтегруються в інші мови, зокрема в українську.

Особлива увага приділяється питанню перекладу англійських абревіатур на українську мову. Дослідження показує, що процес перекладу ускладнюється полісемією, контекстуальною залежністю та відсутністю прямих лексичних еквівалентів. Тому адекватний переклад вимагає врахування семантичних, стилістичних та соціокультурних особливостей комунікації.

Дослідження підтверджує, що абревіатури є динамічним та багатофункціональним лінгвістичним явищем, яке відображає сучасні тенденції розвитку мови в цифрову епоху.

Ключові слова: абревіатура, акронім, цифрова комунікація, інтернет-дискурс, онлайн-комунікація, лінгвістична економія, соціальні медіа, англійська мова, переклад, лексична інновація.

Problem statement. In today's world, linguistic communication is undergoing significant transformations under the influence of digital technologies, globalisation and the development of social media. Language has become not only a means of conveying information, but also a key element of an ever-changing digital culture. In the context of intensive information exchange, there is a need to create short, convenient and universal linguistic forms capable of conveying meaning as quickly as possible. This is precisely why abbreviations

– as a linguistic phenomenon – have become particularly widespread in the 21st century, especially in the English-speaking online space. [1]

Abbreviations play an extremely important role in modern speech. They allow a large amount of information to be conveyed using a minimal number of characters, which is particularly valuable in digital communication where there are character limits (for example, on Twitter, in text messages or in chat rooms). Furthermore, abbreviations serve not only a communicative but also a social function – they help express membership of a particular user group, create the effect of informal communication, and reflect the cultural characteristics of the environment in which they are used.

English, as the global language of international communication, serves as the primary source of new abbreviations, acronyms and initialisms, which subsequently find their way into other languages around the world. It is the English-speaking segment of the internet that has spawned a vast number of abbreviations widely used in everyday communication – both online and offline. Abbreviations such as LOL (laugh out loud), BRB (be right back), OMG (oh my God) and IDK (I don't know) have become not merely elements of digital communication, but part of youth slang that is actively spreading among users worldwide. [4]

However, translating English abbreviations into Ukrainian presents a number of challenges. These stem both from the lack of direct equivalents in the target language and from differences in cultural contexts, in how communicative cues are perceived, and in levels of formality. Furthermore, abbreviations often have multiple meanings depending on the context – for example, AFK can mean 'away from keyboard', but in another situation, it can jokingly refer to someone who is temporarily unresponsive in a chat. Such ambiguity complicates the translator's work and requires analysis not only of lexical meaning but also of pragmatic and sociolinguistic aspects. [1]

Thus, the study of English-language abbreviations is important not only from a linguistic perspective but also within the field of translation studies, as it is translation that allows us to trace how new linguistic phenomena are integrated into other cultures. A theoretical analysis of this issue enables us to understand the patterns of abbreviation formation, the principles of their functioning, and the peculiarities of their rendering in other languages. Furthermore, an awareness of the specific nature of English-language abbreviations helps to improve the quality of translations of texts related to modern technologies, online communication and the media landscape.

An overview of recent studies and publications. In contemporary Ukrainian linguistics, considerable attention has been devoted to the study of abbreviations and shortened lexical forms within digital communication. Scholars

investigate this phenomenon from different perspectives, including internet discourse analysis, sociolinguistics, media communication, and modern word-formation processes. The growing influence of online interaction has stimulated research into the ways abbreviations function in social networks, messengers, and other forms of computer-mediated communication.

Among Ukrainian researchers, M. Malysheva examined electronic and network discourse as specific communicative environments characterized by informality, rapid information exchange, and language economy. Her research emphasizes that abbreviations and acronyms have become essential linguistic tools that facilitate concise and efficient interaction in online spaces. Similar issues were addressed by O. Riba-Hrynyshyn and Yu. Kotous, who analysed lexical innovations in English-language internet discourse. Their studies focused on the communicative role of acronyms, memes, and shortened lexical units in social media communication, highlighting their contribution to the transformation of modern language norms and online interaction patterns.

The functioning of abbreviations in technological discourse has also attracted scholarly interest. A. Lebedieva explored English abbreviations in the sphere of computer technologies and investigated the challenges related to their translation into Ukrainian. According to her findings, abbreviation has become one of the most productive mechanisms of lexical formation in digital and technological communication due to the need for brevity and efficiency.

Research conducted by M. Chernyk and A. Yeremenko addressed the use of abbreviations in scientific and technical discourse. The scholars emphasized that shortened forms perform not only a nominative function but also contribute to linguistic compression, allowing speakers and writers to optimize communication in professional and digital contexts.

Another important contribution belongs to M. Lymar, who investigated abbreviations from a historical and sociolinguistic perspective. Her work traces the evolution of shortened lexical units and demonstrates how social and political changes influence the development of abbreviation systems in contemporary language.

The impact of digitalization on lexical innovation was also examined by T. Bykova, who analysed changes in internet vocabulary and the emergence of new abbreviated forms in online communication. The researcher points out that digital communication accelerates language transformation and promotes the active spread of non-standard lexical units among users.

In addition, O. Vorobets studied the linguistic characteristics of Ukrainian and Polish social media discourse, paying particular attention to the use of English-language acronyms and graphic shortenings among young people. His research demonstrates that abbreviations in digital communication often function

as markers of group identity, informality, and integration into global online culture.

Therefore, Ukrainian linguistic studies interpret abbreviations in digital communication as a dynamic and multifunctional phenomenon closely connected with language economy, technological development, internet discourse, and the ongoing transformation of communication practices in the digital age.

The aim of this article is to identify the characteristics of English abbreviations in digital communication, to classify their structural and functional types, and to analyze the specific features.

Main Body. In modern English, abbreviations play an extremely important role, as they reflect speakers' desire to economise on linguistic resources and communicate quickly. In the age of digital technology, this phenomenon has become particularly relevant, as it is precisely abbreviations that allow the content of a message to be conveyed as concisely as possible without losing key information. The use of abbreviations is a sign not only of linguistic progress, but also of socio-communicative changes in society. [9]

In the broadest sense, an abbreviation is a linguistic unit formed by truncating or combining elements of the full form of a word or phrase for the purpose of simplification, or to save time or space in writing. By their very nature, abbreviations are a means of word formation and reflect a tendency towards compression, that is, shortening the form whilst preserving the meaning. [5]

Abbreviations in the English language take various forms and serve various functions. They can be classified according to several criteria – by method of formation, by sphere of usage, by phonetic features, and so on. The most common is structural classification, according to which abbreviations are divided into the following main types: 1. Abbreviations – short forms formed from the initial letters or parts of several words. They can be pronounced as a sequence of letters or as a word. For example:

• *BBC* (*British Broadcasting Corporation*) – Британська телерадіомовна корпорація;

• *UN* (*United Nations*) – Організація Об'єднаних Націй;

• *IT* (*Information Technology*) – інформаційні технології.

• *DIY* (*do it yourself*) – «зроби сам»;

• *ETA* (*estimated time of arrival*) – «орієнтовний час прибуття»;

• *FAQ* (*frequently asked questions*) – «поширені запитання». [2; 7]

2. Acronyms are abbreviations that are pronounced as ordinary words rather than as a sequence of letters. They often take on a meaning of their own and may not even be recognised as abbreviations. For example:

• *NATO* (*North Atlantic Treaty Organization*) – НАТО;

• *NASA* (*National Aeronautics and Space Administration*) – НАСА;

• *AIDS* (*Acquired Immune Deficiency Syndrome*) – СНІД;
• *RADAR* (*radio detection and ranging*) – радар;
• *LASER* (*light amplification by stimulated emission of radiation*) – лазер;
• *SCUBA* (*self-contained underwater breathing apparatus*) – акваланг. [11]

Over time, such units become part of the general vocabulary and function as ordinary words.

3. Initial abbreviations – abbreviations formed from the first letters of words, but pronounced letter by letter rather than as a single word. For example:
• *USA* (*United States of America*) – США;
• *FBI* (*Federal Bureau of Investigation*) – Федеральне бюро розслідувань;
• *EU* (*European Union*) – Європейський Союз. [7]

Such abbreviations are commonly found in business, political and formal communication.

4. Graphical abbreviations – these are used mainly in writing to save space or time. Examples:
• *Dr.* (*Doctor*) – доктор;
• *Mr.*, *Mrs.*, *Ms.* – пан, пані, міс;
• *etc.* (*et cetera*) – тощо;
• *dept.* (*department*) – відділ.

In the digital environment, such abbreviations often take on new forms, such as pls (please) or thx (thanks). [14]

5. Clipping – abbreviations formed by cutting off part of a word. These are particularly common in colloquial and informal styles. For example:
• *ad* (*advertisement*) – реклама;
• *lab* (*laboratory*) – лабораторія;
• *exam* (*examination*) – іспит;
• *info* (*information*) – інформація;
• *fridge* (*refrigerator*) – холодильник;
• *vet* (*veterinarian*) – ветеринар;
• *flu* (*influenza*) – грип. [12]

6. Blends – combinations of parts of two or more words that form a new linguistic unit. This phenomenon is particularly common in modern English. For example:
• *brunch (breakfast + lunch)* – пізній сніданок;
• *smog (smoke + fog)* – смог;
• *motel (motor + hotel)* – мотель.
• *blog (web + log)* – блог;
• *bromance (brother + romance)* – тісна чоловіча дружба;

• *hangry (hungry + angry)* – «злий через голод». [10]

Such words demonstrate the great flexibility of the English language and its ability to adapt to new circumstances.

In addition to structural classification, abbreviations can also be examined in terms of the **functional contexts in which they are used**. In this case, a distinction is made between formal business abbreviations (CEO, Ltd, UN), scientific and technical (AI, DNA, HTML), military (AWOL, SOS), medical (ICU, MRI, ADHD) and everyday or colloquial (OMG, LOL, BTW, IDK). [13]

The modern digital age has fundamentally transformed the ways in which people communicate, giving language new forms and functions. In the virtual environment – on the internet, social media, messaging apps, emails or text messages – communication has become faster, more dynamic and less formal. These characteristics have led to the widespread use of abbreviations, which have become not only a convenient means of conveying information, but also an important element of digital culture. [6]

The formation and spread of abbreviations in the digital space is driven by a number of factors: character limits in messages, a desire to save time, and users' wish to convey emotions or reactions as concisely as possible. Furthermore, the use of abbreviations creates a sense of belonging to a particular online community, as they often take the form of 'linguistic codes' understood only by participants in that communicative environment. [6]

In digital communication, several main types of abbreviations are distinguished, each with its own functions, methods of formation and scope of use:

1. ***Letter abbreviations*** (initials or acronyms) are the most common type of abbreviation used in online communication. They consist of the first letters of several words and are pronounced either as single words or letter by letter. For example:

• *LOL* (*laugh out loud*) – сміятися вголос;
• *OMG* (*oh my God*) – о Боже!;
• *BRB* (*be right back*) – зараз повернуся;
• *TTYL* (*talk to you later*) – поговоримо пізніше;
• *BTW* (*by the way*) – між іншим. [8]

Such abbreviations first appeared in chat rooms and forums as early as the late 1990s and have since become an integral part of digital communication.

2. ***Phonetic abbreviations*** (or 'sound-based' abbreviations) – formed by replacing words or parts of words with numbers or letters that convey a similar sound. For example:

• *U – you* (ти);
• *R – are* (є, бути);

• *4U – for you* (для тебе);
• *L8R – later* (пізніше);
• *GR8 – great* (чудово). [9]

Such abbreviations are convenient for typing and are frequently used in text messages and mobile chats, particularly among young people.

3. ***Hybrid abbreviations*** (mixed forms) – combine letters, numbers and symbols to create new, non-standard forms of expressions. For example:

• *B4N* (*bye for now*) – бувай, до зустрічі;
• *CUL8R* (*see you later*) – побачимося пізніше;
• *G2G* (*got to go*) – мушу йти.

Such forms are characteristic of informal, emotional communication and reflect users' creativity in constructing their own 'digital language'. [9]

4. ***Emotional abbreviations and internationalisms*** – these express the speaker's emotional state, attitude or reaction. These include abbreviations such as:

• *IDK* (*I don't know*) – не знаю;
• *IMO / IMHO* (*in my opinion / in my humble opinion*) – на мою думку;
• *ROFL* (*rolling on the floor laughing*) – сміюся до сліз;
• *SMH* (*shaking my head*) – хитаю головою (вираження розчарування або осуду);
• *TBH* (*to be honest*) – чесно кажучи. [8]

These elements serve an emotional function similar to gestures or intonation in spoken language, making digital communication more expressive.

5. ***Abbreviations of social media platforms and digital services*** – these are formed from popular brand names or app names. For example:

• *YT* (*YouTube*);
• *IG* (*Instagram*);
• *FB* (*Facebook*);
• *DM* (*Direct Message* – особисте повідомлення);
• *PM* (*Private Message* – приватне повідомлення). [8]

These abbreviations have become so commonplace that they are now seen as part of users' everyday vocabulary.

Special attention should be paid to ***abbreviations in mobile text messages*** (SMS). In the early 2000s, when the cost of each character mattered, users actively shortened words by omitting vowels or replacing them with letters and numbers. For example:

• *txt – text* (повідомлення);
• *msg – message* (повідомлення);
• *pls – please* (будь ласка);
• *thx – thanks* (дякую). [5]

These abbreviations have become so commonplace that they are now seen as part of users' everyday vocabulary.

Although the technical limitations have now disappeared, such abbreviations remain a familiar feature of quick communication.

On social media and messaging apps, abbreviations serve another function – that of ***identification***. By using certain acronyms or abbreviations, a user signals their affiliation with a particular online community or cultural circle.

For example, in the gaming community, specific abbreviations such as AFK (away from keyboard – відійшов від клавіатури), GG (good game гарна гра) and NPC (non-player character – неігровий персонаж) are used. In the context of fan communities or online groups discussing music or films, unique 'in-house' abbreviations may emerge that are understood only by their members.

A defining feature of digital abbreviations is their extraordinary dynamism. New ones appear almost daily, gain popularity, and then disappear or change their meaning. For example, LOL originally stood for "laugh out loud"(сміюся вголос), but over time it has simply become a marker of a friendly reaction, even without any actual laughter. The same applies to the abbreviation OMG, which is now often used not as a religious invocation, but as an emotional exclamation, similar to the Ukrainian "ого!" or "нічого собі!". [3]

Thus, abbreviations in the digital space have become an independent linguistic phenomenon, characterised by a high degree of dynamism, variability and cross-linguistic interaction. They not only simplify communication but also shape a new type of written language – concise, emotional and universal.

Conclusions. The conducted research demonstrates that abbreviations have become an integral component of modern digital communication and one of the most productive mechanisms of linguistic economy in contemporary English. The rapid development of information technologies, social media platforms and online interaction has significantly intensified the processes of abbreviation formation and dissemination, transforming shortened lexical units into an essential element of everyday communication.

The research has shown that English abbreviations are characterized by considerable structural diversity and multifunctionality. The most common types include acronyms, initialisms, graphical abbreviations, clippings, blends, and phonetic shortenings. Each of these types performs specific communicative functions, including the compression of information, acceleration of communication, expression of emotions and identification with particular online communities.

It has been established that abbreviations in digital discourse are distinguished by a high degree of dynamism and variability. Their meanings and functions often depend on the communicative context, the sphere of usage and the

social environment of users. In many cases, abbreviations extend beyond their original meanings and gradually become independent lexical units actively used both in online and offline communication.

The analysis also confirms that abbreviations perform not only linguistic but also sociocultural and pragmatic functions. They contribute to the creation of informal communication, reflect users' emotional states, and serve as markers of group identity in virtual communities. Furthermore, abbreviations represent an important feature of contemporary internet culture and demonstrate the influence of globalization on language development.

Particular attention has been paid to the issue of translating English abbreviations into Ukrainian. The research indicates that the translation process is often complicated by the absence of direct lexical equivalents, polysemy, contextual dependence, and cultural differences between communicative environments. Therefore, adequate translation requires consideration not only of semantic meaning but also of pragmatic, stylistic and sociolinguistic factors.

Thus, abbreviations in digital communication should be regarded as a dynamic and multifunctional linguistic phenomenon reflecting current tendencies in language evolution under conditions of technological and social transformation. Further research may focus on the comparative analysis of abbreviations in different languages, the adaptation of English digital abbreviations in Ukrainian discourse, and the influence of online communication on the development of modern lexical systems.

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INTEGRATION OF EAP AND ESP IN THE FORMATION OF ACADEMIC AND PROFESSIONAL ENGLISH-LANGUAGE COMPETENCE OF INTERNATIONAL RELATIONS STUDENTS

Abstract. The English for Academic Purposes (EAP) module has increasingly become a central component in the design and implementation of contemporary English-language curricula, ranging from undergraduate and postgraduate university programmes delivered in English to preparatory courses for internationally recognized language examinations. The present study substantiates the pedagogical potential of both English for Academic Purposes (EAP) and English for Specific Purposes (ESP) within the higher education system of Ukraine under the conditions of globalization, digital transformation, and the internationalization of scientific communication.

The research demonstrates that EAP and ESP approaches are aimed at the comprehensive development of academic and professional competencies required in the field of international relations. These approaches facilitate the advancement of academic writing, academic integrity, critical thinking, professional intercultural communication, and the organization of educational activities through modern digital and information technologies. Particular emphasis is placed on the integration of automated feedback mechanisms, digital assessment systems, and innovative learning platforms that enhance the effectiveness of foreign-language instruction and contribute to the expansion of academic mobility.

The study also identifies several challenges that complicate the effective integration of EAP and ESP methodologies into the process of teaching English

to students specializing in international relations. Among the most significant obstacles are the insufficient clarity of regulatory frameworks, the limited interdisciplinary preparedness of teaching staff, the disparity in students' initial language competencies, and the absence of sustainable models of interdisciplinary interaction within higher education institutions.

Special attention is devoted to the development of academic competencies among future specialists in international relations through English-language instruction, including academic writing, academic listening, public speaking and presentation skills, analytical reading of scientific texts, as well as the acquisition of specialized terminology related to diplomacy, international cooperation, and geopolitical processes. Within the framework of the study, the pedagogical effectiveness of an integrated EAP–ESP approach is substantiated. Such an approach ensures the coherence of all components of the educational process, promotes the formation of professional and academic competencies, and enables students to engage with authentic academic and professional materials in multilingual and multicultural contexts.

Keywords: English for Academic Purposes (EAP), English for Specific Purposes (ESP), international relations students, academic writing, professional communicative competence, interdisciplinary integration, higher education, academic integrity, digital learning technologies, academic mobility, intercultural communication, professionally oriented foreign-language instruction.

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ІНТЕГРАЦІЯ EAP ТА ESP У ПРОЦЕСІ ФОРМУВАННЯ АКАДЕМІЧНОЇ Й ПРОФЕСІЙНОЇ АНГЛОМОВНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ-МІЖНАРОДНИКІВ

Анотація. У сучасному освітньому просторі англійська мова для академічних цілей (English for Academic Purposes – EAP) перетворилася на

один із ключових компонентів іншомовної підготовки, охоплюючи як університетські освітні програми, що викладаються англійською мовою, так і спеціалізовані курси підготовки до міжнародних мовних сертифікацій. У дослідженні розглянуто значення та практичний потенціал англійської мови для академічних цілей (EAP) і англійської мови для спеціальних професійних цілей (English for Specific Purposes – ESP) у системі вищої освіти України в умовах глобалізації, цифрової трансформації та посилення міжнародної академічної комунікації.

Результати дослідження підтверджують, що інтеграція підходів EAP та ESP сприяє комплексному формуванню академічних і професійно орієнтованих компетентностей, необхідних у сфері міжнародних відносин. Особлива увага приділяється розвитку академічної грамотності, принципів академічної доброчесності, критичного та аналітичного мислення, а також організації навчальної діяльності із застосуванням сучасних цифрових технологій та інформаційних систем. Окремо акцентується роль автоматизованих механізмів зворотного зв'язку, систем оцінювання й моніторингу, а також цифрових освітніх платформ, що підвищують ефективність іншомовної підготовки та сприяють розширенню академічної мобільності студентів.

Водночас у дослідженні окреслено низку чинників, які ускладнюють ефективне впровадження зазначених підходів у процес викладання англійської мови студентам-міжнародникам. До основних викликів належать недостатня визначеність нормативно-методичної бази, обмежена міждисциплінарна підготовленість викладацького складу, суттєва різнорівневість початкової мовної підготовки студентів, а також недостатній рівень інтеграції міждисциплінарних підходів у середовищі вищої школи.

Окремий акцент зроблено на недостатньо дослідженій проблематиці розвитку академічних комунікативних навичок майбутніх фахівців міжнародних відносин у процесі вивчення англійської мови. До таких компетентностей належать академічне письмо, аудіювання в академічному середовищі, навички публічного виступу та презентації, аналітичне читання наукових текстів, а також опанування професійної термінології у сфері дипломатії, міжнародної співпраці та геополітичних процесів.

У дослідженні обґрунтовано ефективність інтегрованої моделі EAP–ESP, яка забезпечує взаємозв'язок усіх компонентів освітнього процесу та сприяє формуванню широкого спектра професійних компетентностей. Такий підхід створює сприятливі умови для залучення студентів до роботи з автентичними академічними й професійними матеріалами та водночас підсилює їхню здатність ефективно функціонувати у міжнародному академічному та мультикультурному професійному середовищі.

Важливим аспектом інтеграції EAP та ESP є також формування навичок міжкультурної комунікації, що мають вирішальне значення для майбутніх фахівців міжнародних відносин. Використання автентичних професійних кейсів та симуляцій дипломатичних ситуацій дозволяє студентам адаптуватися до реальних умов міжнародної взаємодії. Крім того, інтегрований підхід сприяє підвищенню мотивації здобувачів освіти через практичну спрямованість іншомовної підготовки. Важливу роль у модернізації навчального процесу відіграють технології дистанційного та змішаного навчання, які забезпечують гнучкість і доступність освіти. Використання цифрових ресурсів та інтерактивних платформ також сприяє розвитку автономності студентів і вдосконаленню навичок самоосвіти. У перспективі інтеграція EAP та ESP може стати основою для створення інноваційних моделей професійно орієнтованого іншомовного навчання у закладах вищої освіти України.

Ключові слова: англійська мова для академічних цілей (EAP), англійська мова для спеціальних професійних цілей (ESP), студенти спеціальності «міжнародні відносини», академічне письмо, професійна комунікативна компетентність, міждисциплінарна інтеграція, вища освіта, академічна доброчесність, цифрові технології навчання, академічна мобільність, міжкультурна комунікація, професійно орієнтоване іншомовне навчання.

Problem Statement. In the contemporary academic environment, English has become the principal medium of international scientific communication, the dissemination of research outcomes, and the development of international academic mobility programmes. Ensuring the quality of professionally oriented foreign-language instruction and fostering academic competencies among students specializing in international relations require a comprehensive and systematically organized pedagogical approach capable of facilitating the consistent development of essential academic and professional skills. Alongside English for Specific Purposes (ESP), increasing importance is attached to English for Academic Purposes (EAP), which represents a specialized educational framework aimed at strengthening competencies in academic reading, scholarly writing, oral presentation, listening comprehension, and professional communication.

Mastery of EAP provides students with access to global scientific knowledge, enhances their competitiveness in the international labour market, and broadens opportunities for academic and professional self-realization. Furthermore, EAP contributes to the development of critical thinking, analytical

abilities, and academic integrity, all of which constitute indispensable components of modern higher education. Under conditions of educational digitalization and the rapid expansion of international cooperation, the integration of innovative learning technologies and authentic academic materials becomes particularly significant for effective foreign-language instruction.

Consequently, there is a growing need for the effective integration of ESP and EAP approaches in order to establish a professionally oriented English-language teaching framework that ensures the high-quality preparation of future specialists in international relations. Such an integrated model enables the formation of both academic and professional communicative competencies while simultaneously strengthening students' adaptability to multilingual and multicultural professional environments. Moreover, the interdisciplinary combination of EAP and ESP promotes deeper engagement with professional discourse and supports students' active participation in international academic and diplomatic communication.

Analysis of Recent Research and Publications. An important approach to the modernization of foreign-language education in higher education institutions has become interdisciplinary integration, which involves ensuring the unity and interconnection of educational objectives, content, instructional forms, teaching methodologies, and the development of students' professional competencies. This position is supported by numerous scholars [3; 7; 10]. Contemporary studies devoted to English for Academic Purposes and English for Specific Purposes [5; 9] conceptualize EAP and ESP as systems of context-based communicative practices that enable students to integrate effectively into professional environments and the international academic community.

Specific aspects of academic integrity and academic ethics are examined by researchers [8], who emphasize the genre-related dimensions of EAP and interpret the development of academic competencies as a complex system of social practices. Their research also addresses the prevention of plagiarism and the cultivation of responsible attitudes toward academic writing and scholarly communication among students. In addition, the scholars underline the importance of developing students' awareness of citation standards, ethical research conduct, and responsible use of academic sources in multilingual educational environments.

Particular attention has been devoted by researchers [12] to the potential of digital technologies in enhancing the effectiveness of EAP and ESP approaches through increased engagement with authentic educational and professional materials. Scholars emphasize the effectiveness of project-based learning, artificial intelligence, virtual reality technologies, and contemporary learning management systems in improving academic writing, critical thinking, oral

communication, and presentation skills. At the same time, researchers stress the necessity of the ethical and pedagogically responsible use of artificial intelligence within higher education.

Furthermore, the integration of innovative digital tools into professionally oriented language instruction contributes to the creation of interactive and student-centered learning environments that promote autonomy, collaboration, and continuous professional development. Modern educational technologies also facilitate greater flexibility in foreign-language learning by supporting blended and дистанційне навчання formats, thereby increasing accessibility to high-quality educational resources. Consequently, the interdisciplinary combination of EAP, ESP, and digital pedagogical practices may be regarded as one of the key directions for the modernization of higher education and the preparation of internationally competitive specialists in the field of international relations.

Researchers [6] substantiate that EAP and ESP approaches significantly enhance students' academic motivation, improve the overall quality of the educational process, and contribute to the systematic and holistic development of professional foreign-language competencies. According to the scholars, the integration of academically and professionally oriented English-language instruction enables students to acquire not only linguistic knowledge, but also analytical, communicative, and intercultural skills essential for effective participation in international professional environments. Such approaches promote the consistent formation of specialized communicative competence and strengthen students' readiness for academic and professional interaction in multilingual contexts.

Despite the substantial contributions of contemporary researchers, a number of issues remain insufficiently explored. In particular, unresolved questions concern the ways in which the development of academic and professional English-language skills can be effectively integrated within the modern digitalized educational environment designed for students specializing in international relations. Equally important is the problem of constructing an instructional framework oriented toward English for professional purposes while simultaneously maintaining a strong academic component within foreign-language training.

Another significant issue involves determining the actual pedagogical effectiveness of the synergy between EAP and ESP approaches and identifying the most productive models of their interdisciplinary integration. In the context of rapidly evolving digital technologies and the internationalization of higher education, there is an increasing need for innovative methodologies capable of combining academic literacy, professional communication, and digital competence within a unified educational system. Furthermore, the successful

implementation of integrated EAP–ESP models requires the adaptation of curricula to contemporary labour-market demands, international academic standards, and the communicative realities of global professional interaction.

Purpose of the Article. The aim of the study is to substantiate the necessity of integrating the development of academic and professional English-language skills in the process of foreign-language instruction for students specializing in international relations, as well as to identify the principal advantages and related challenges of the proposed approach. The research is also intended to examine the pedagogical effectiveness of combining EAP and ESP methodologies within a modern digitalized educational environment. Particular attention is devoted to the role of interdisciplinary integration, academic communication, and professionally oriented language training in the formation of internationally competitive specialists. Furthermore, the study seeks to determine the potential of innovative educational technologies and authentic learning materials in enhancing students' academic mobility, professional adaptability, and intercultural communicative competence.

Presentation of the main material. When considering the possibilities for the synergistic development of professional and academic English-language skills among students specializing in international relations, it is necessary to clarify the core functional characteristics of ESP and EAP approaches.

English for Academic Purposes (EAP) represents an educational approach aimed at the formation and enhancement of discourse-related and linguistic competencies required for participation in academic discussions, the production and analytical processing of scientific texts, and the preparation of academic presentations. Within the global higher education environment, two principal EAP models are generally distinguished: the autonomous Stand-alone Model, which provides general academic language training, and the integrated Embedded Model, professionally oriented and closely connected with the content of a specific academic discipline [4].

Traditional Stand-alone courses are primarily intended for students with insufficient levels of foreign-language proficiency and serve as a foundational stage for further integration into the academic environment. Such courses focus mainly on the development of general academic literacy, grammatical competence, and essential communicative skills necessary for successful participation in higher education. At the same time, these models often remain relatively detached from the professional specialization of students and therefore may not fully address the communicative demands of future professional activity.

In contrast, the integrated Embedded Model demonstrates considerably greater effectiveness in the preparation of students specializing in international relations, since it ensures language acquisition within a professional and

interdisciplinary context. This approach facilitates the development of academic communicative competence necessary for successful self-realization within the English-speaking academic environment, while simultaneously strengthening students' critical thinking, analytical abilities, and professional communication skills. Moreover, the integration of academic and professionally oriented content enables students to engage more actively with authentic disciplinary materials, case studies, and international academic discourse.

An additional advantage of the Embedded Model lies in its capacity to combine language learning with the acquisition of professional knowledge and intercultural competencies. Through interaction with authentic academic and diplomatic materials, students develop the ability to analyze complex international issues, formulate evidence-based arguments, and participate effectively in professional discussions and negotiations. Consequently, the synergistic integration of EAP and ESP approaches may be regarded as an essential component of modern professionally oriented foreign-language education aimed at preparing competitive specialists capable of functioning successfully within global academic and professional environments.

High-quality educational outcomes can be achieved through active engagement with authentic academic materials, comparative analysis of theoretical concepts, and the development of students' abilities to conduct evidence-based discussions and substantiate their own viewpoints. Such an approach fully corresponds to the contemporary requirements of academic education, which emphasize the inseparability of language instruction from cognitive development and analytical thinking [2]. Through interaction with authentic scholarly discourse, students acquire not only linguistic competence but also the intellectual flexibility necessary for effective participation in international academic and professional communication.

Furthermore, EAP serves as an important instrument for strengthening academic integrity and expanding students' academic mobility while simultaneously contributing to the professionalization of the educational process. The approach enables the successful adaptation of language training to the requirements of a specific academic specialization, increases the practical relevance of acquired knowledge, and promotes interdisciplinary integration. In addition, EAP facilitates students' integration into the global academic community by developing competencies related to research communication, scholarly collaboration, and participation in international educational programmes and scientific projects.

The content of professionally oriented foreign-language programmes (ESP) for students specializing in international relations extends far beyond the simple acquisition of grammatical structures. Such programmes incorporate specialized

terminology related to the students' field of study and provide familiarity with genre-specific features characteristic of professional and academic discourse [1]. Considerable attention is also devoted to the development of key professional competencies required in the sphere of international relations, including negotiation strategies and tactics in a foreign language, persuasive communication techniques, diplomatic rhetoric, and the construction of logically coherent and argument-based statements necessary for international interaction and diplomatic practice.

Moreover, ESP-oriented instruction contributes to the formation of intercultural communicative competence, which is essential for successful professional activity in multilingual and multicultural environments. The use of authentic diplomatic documents, international case studies, simulations, and professional communication scenarios enables students to develop practical skills applicable to real-world international contexts. Consequently, the integration of EAP and ESP creates a comprehensive educational framework that combines academic literacy, professional communication, critical thinking, and intercultural awareness within a unified system of foreign-language training.

The principal practical objective of teaching English for Specific Purposes (ESP) is the formation of foreign-language communicative competence necessary for the effective use of English in professional activity on the international stage, cognitive and research-oriented activities, as well as interpersonal communication. Within ESP-oriented instruction, grammar teaching is generally integrated with vocabulary acquisition in a communicative context and is organized according to the principle of progression from meaning to form. Foundational grammatical knowledge is developed through the study of morphology, syntax, and word formation based on authentic linguistic models and professionally oriented texts.

Considerable attention is devoted to grammatical and lexical transformations as instruments for expressing specific communicative intentions and professional tasks. Such an approach enables not only the development of grammatical competence, including grammatical knowledge, abilities, and practical skills, but also the formation of students' understanding of language registers, stylistic variation, and the distinctions between written and spoken communication. In addition, students acquire the ability to navigate communicative situations flexibly and to select linguistic means appropriate for expressing a particular communicative purpose within academic and professional discourse.

Educational material is presented in a manner that encourages students to construct knowledge independently through analytical and cognitive activity rather than receiving information in a fully prepared form. As a result, language

acquisition becomes an active intellectual process involving comparison, interpretation, and problem-solving activities implemented through tables, схеми, interactive boards, digital platforms, and case-based tasks. Such pedagogical strategies significantly enhance students' analytical thinking and contribute to the long-term retention and practical application of linguistic knowledge.

Furthermore, the communicative orientation of ESP instruction facilitates the integration of language learning with professional training and interdisciplinary content. The use of authentic professional materials, diplomatic documents, negotiation scenarios, and simulation-based activities allows students to develop practical communication skills directly applicable to international professional contexts. This approach also contributes to the formation of intercultural communicative competence, strategic thinking, and adaptability, all of which are essential for future specialists in international relations and diplomacy.

In the context of digital transformation in higher education, ESP methodologies increasingly incorporate innovative educational technologies, including online learning platforms, interactive multimedia resources, and automated assessment systems. The integration of such technologies creates more flexible, student-centered, and practice-oriented learning environments that support autonomous learning and continuous professional development. Consequently, ESP instruction may be regarded as an important component of modern higher education aimed at preparing competitive specialists capable of functioning effectively within multilingual and multicultural professional environments.

Such an approach to introducing new material ensures not only its comprehension, but also its long-term retention through analytical processing, while simultaneously developing analytical competencies essential for the further improvement of English-language proficiency [3; 10]. The process of independent analysis, comparison, and interpretation of linguistic phenomena contributes to deeper cognitive engagement and encourages students to apply acquired knowledge in diverse academic and professional communicative contexts. As a result, language learning becomes closely interconnected with intellectual development and the formation of higher-order thinking skills.

Academic or study skills include a broad range of competencies, such as goal setting and task planning; information retrieval and processing; note-taking and data organization; organizational and time-management abilities; the capacity to work effectively with academic literature, including bibliography compilation and citation practices; the selection of appropriate formats for written assignments and presentations; effective use of textbooks and dictionaries; the application of information and communication technologies; and reflective practices involving analysis and self-assessment. These competencies form the foundation of

successful academic activity and are regarded as integral components of professionally oriented foreign-language education.

At the initial stages of course implementation, students primarily develop fundamental academic skills associated with the use of textbooks, dictionaries, and reflective learning strategies. However, due to the specific methods of presenting educational material, higher-order cognitive and analytical competencies are simultaneously formed. In particular, the learning process actively stimulates the development of critical, logical, reflective, metacognitive, and creative thinking, all of which are essential for successful academic and professional communication in international environments.

Moreover, the development of study skills significantly enhances students' autonomy and responsibility within the educational process. The ability to analyze information independently, synthesize academic sources, and evaluate alternative perspectives enables students to participate more effectively in scholarly discussions and interdisciplinary collaboration. Such competencies are especially important for future specialists in international relations, whose professional activity requires continuous engagement with complex analytical materials, diplomatic communication, and international information flows.

The integration of study skills into EAP and ESP instruction also contributes to the formation of lifelong learning competencies, which are increasingly important under conditions of rapid technological and social transformation. Through the use of digital educational resources, interactive platforms, and research-oriented tasks, students acquire the ability to adapt to evolving professional demands and maintain continuous professional self-development. Consequently, the systematic development of academic skills may be regarded as a crucial component of modern professionally oriented foreign-language education in higher education institutions [8].

For example, by employing description, evaluation, illustration, and explanation, a teacher may introduce any grammatical category through identifying similarities and differences between the target structure and its equivalent in the students' native language. Such an approach facilitates deeper comprehension of linguistic phenomena and encourages students to engage in analytical comparison rather than passive memorization of grammatical rules. As a result, the learning process becomes more cognitively oriented and contributes to the formation of sustainable language competencies.

These academic and study-related skills are activated when students encounter unfamiliar questions, communicative situations, or problem-solving tasks during the learning process. The necessity to interpret new information, formulate arguments, and identify appropriate linguistic strategies stimulates intellectual engagement and promotes independent analytical activity. The

successful application of higher-order cognitive skills ensures not only the resolution of specific communicative and academic tasks through logical reasoning, but also contributes to the stable development of thinking skills and the enhancement of students' overall intellectual capacity [6].

Within the context of developing academic and professional English-language competencies, a particularly important role is assigned to the integration of authentic professional case studies into the instructional process. The use of authentic materials related to diplomacy, international communication, geopolitical analysis, and professional interaction enables students to connect theoretical linguistic knowledge with practical professional application. Such an approach significantly increases students' motivation, strengthens intercultural awareness, and prepares them for real communicative situations in international professional environments.

In this regard, several key didactic principles should be distinguished. These include adaptability, which ensures the flexibility of instruction according to students' professional needs and language proficiency levels; interdisciplinarity, aimed at integrating language instruction with subject-specific content; communicative orientation, focused on practical language use in authentic contexts; and cognitive engagement, which promotes critical thinking, analytical reasoning, and reflective learning. Equally important are the principles of student-centered learning, continuous feedback, collaborative interaction, and the active use of digital educational technologies that support individualized and practice-oriented instruction [11].

Furthermore, the integration of authentic professional cases into EAP and ESP instruction contributes to the formation of strategic communicative competence and decision-making abilities. Through simulations, negotiations, debates, and case-analysis activities, students develop the capacity to respond effectively to complex professional challenges and multicultural communication scenarios. Consequently, professionally oriented case-based instruction may be regarded as one of the most effective pedagogical instruments for preparing future specialists in international relations for successful participation in global academic and professional discourse:

- Adaptability: flexible and dynamic instruction oriented toward practical and professionally relevant content, allowing educational materials and teaching methods to be adjusted according to students' academic needs, language proficiency levels, and future professional specialization.
- Content integration: the combination of language and subject-specific content, as well as the integration of theoretical knowledge with practical application, ensuring the interconnected development of linguistic, academic, and professional competencies.

- Cognitive orientation: fostering deeper contextual understanding, stimulating critical and analytical thinking, and promoting a problem-based learning approach aimed at the independent interpretation and evaluation of information.
- Personalization: a student-centered educational model focused on individual learning trajectories, encouraging learners to assume responsibility for their own academic progress, self-development, and professional growth.
- Authentic context: the use of real-life communicative situations and authentic academic or professional materials in which language functions as a meaningful instrument of interaction within academic, diplomatic, and intercultural environments.
- Feedback: the implementation of systematic reflection, continuous assessment, and constructive feedback mechanisms designed to monitor learning outcomes and support the improvement of students' communicative and academic performance.
- Activity and participation: emphasis on active learner engagement in the educational process, collaborative interaction, and practical communicative tasks, with assessment grounded in the principles of equality, accessibility, objectivity, and accuracy.

An important role in the educational process should be assigned to the creation of an emotionally supportive and psychologically favorable learning environment, as well as to the incorporation of factors that stimulate cognitive development.

Teachers are expected to provide effective feedback and maintain a strong atmosphere of collaboration and academic interaction, which significantly enhances the formation of intercultural competence among students [11]. A supportive educational environment contributes not only to more effective language acquisition, but also to the development of students' confidence, communicative flexibility, and readiness for participation in multicultural academic and professional contexts.

Cognitive aspects of learning make it possible to recognize the individual characteristics and educational needs of each student while simultaneously increasing motivation, engagement, and academic involvement [7; 10]. Contemporary pedagogical research considers memory and attention to be among the principal cognitive factors influencing the acquisition of grammatical and lexical foreign-language structures [4; 5]. Consequently, within the framework of EAP and ESP methodologies, it is advisable to implement instructional strategies aimed at activating both short-term and long-term memory, including associative techniques, systematic repetition, mnemonic methods, and contextual learning practices [3; 10].

Particular importance is attached to students' engagement and motivation, which are directly connected with cognitive processes and the effectiveness of educational outcomes [12]. High levels of motivation encourage learners to participate more actively in communicative tasks, interdisciplinary projects, and analytical activities, thereby strengthening the development of academic and professional competencies. In addition, the use of cognitively oriented teaching methods contributes to the formation of autonomous learning skills and promotes students' ability to process, interpret, and apply information independently [5; 7].

The integration of cognitive-developmental approaches into professionally oriented foreign-language instruction also enhances students' critical thinking, reflective abilities, and problem-solving skills [1; 10]. Through participation in authentic communicative situations, collaborative discussions, and analytical exercises, students acquire the capacity to adapt to complex international environments and multicultural interaction. Therefore, the cognitive dimension of EAP and ESP instruction should be regarded as one of the essential components of contemporary higher education aimed at preparing competitive and intellectually flexible specialists in the field of international relations.

Thus, the synergy of ESP and EAP should be regarded as an integrated educational environment aimed at the formation and development of both academic and subject-specific competencies through knowledge acquisition, cognitive development, and awareness of intercultural and professional contexts [4; 5]. Such an approach creates favorable conditions for combining linguistic training with analytical thinking, interdisciplinary interaction, and the development of communicative flexibility necessary for successful participation in international academic and professional environments. In this context, foreign-language instruction becomes not merely a linguistic discipline, but an important instrument for the comprehensive professional formation of future specialists in international relations.

The integrated EAP–ESP model also enables the effective implementation of innovative educational technologies, including distance-learning platforms, automated assessment systems, digital corpora, multimedia resources, and interactive communication environments [6; 9; 12]. Among the principal advantages of digital technologies within the synergistic structure of EAP and ESP are the increased accessibility of e-learning through the elimination of spatial and temporal barriers, the potential for greater personalization of the learning experience, and the support of interactive and modular instructional formats. Furthermore, digital communication tools such as chats, forums, blogs, instant messaging systems, and social media integration significantly enhance academic interaction, collaborative learning, and professional communication among students [7; 11].

An additional benefit of integrating digital technologies into professionally oriented language instruction lies in the possibility of organizing flexible and student-centered educational trajectories. Through online platforms and adaptive learning systems, students can access authentic academic and professional materials, participate in international virtual collaboration, and develop autonomous learning strategies. The incorporation of digital tools also facilitates continuous monitoring of academic progress, individualized feedback, and the implementation of competency-based assessment methods aimed at improving both academic and professional communicative performance.

At the same time, several significant challenges associated with the implementation of the integrated EAP–ESP approach should be highlighted. Among the most critical issues are the ambiguity of course objectives and content, the absence of unified standards for curriculum structure, the predominance of formalized teaching approaches, insufficient student motivation, limited professional and interdisciplinary competence among instructors, and considerable linguistic and academic diversity among students [5; 11]. These factors substantially complicate the development of universal instructional models and necessitate the application of differentiated and adaptive teaching strategies.

Another important challenge concerns the insufficient level of interdisciplinary integration within higher education institutions, which prevents the comprehensive formation of professional and specialized academic competencies among students [3; 10]. Without effective cooperation between language instructors and subject specialists, foreign-language instruction risks becoming detached from the real communicative demands of professional activity in the field of international relations. Consequently, there is a growing need for the development of interdisciplinary educational frameworks that combine academic literacy, professional communication, digital competence, and intercultural awareness within a unified pedagogical system.

Moreover, the rapid digital transformation of higher education requires continuous modernization of teaching methodologies and professional development of academic staff [6; 7; 9]. Teachers must possess not only advanced linguistic and pedagogical competencies, but also digital literacy and the ability to integrate innovative educational technologies into professionally oriented foreign-language instruction. Therefore, the successful implementation of EAP and ESP synergy largely depends on institutional support, curriculum flexibility, technological infrastructure, and the establishment of sustainable interdisciplinary cooperation within the academic environment.

Given the potential effectiveness of the proposed approach in the English-language training of students specializing in international relations, it is possible to emphasize the necessity of implementing an interdisciplinary approach to

teaching ESP and EAP [4; 5]. Such an approach would allow foreign-language instruction to be maximally adapted to the demands of both professional and academic environments while ensuring the integrated development of linguistic, communicative, analytical, and intercultural competencies. In the context of contemporary higher education, interdisciplinary integration should be regarded as one of the key conditions for improving the quality and practical orientation of professionally focused foreign-language training.

The implementation of this approach presupposes the modeling of the most effective forms of integration with consideration of disciplinary specificity, the active use of digital educational platforms, the incorporation of international teaching experience, and the development of effective practical resources for differentiated instruction in academic and professional English. Particular importance is attached to the adaptation of educational content to the communicative realities of diplomacy, international cooperation, and global professional interaction. Such instructional models enable students to combine theoretical knowledge with practical communicative experience and to develop competencies directly applicable in real professional contexts [6; 7; 12].

Moreover, the integration of innovative educational technologies into EAP and ESP instruction significantly expands opportunities for interactive, flexible, and student-centered learning. Digital platforms, virtual learning environments, multimedia resources, and automated assessment systems facilitate individualized educational trajectories and support continuous academic interaction beyond the traditional classroom environment. These technologies also contribute to increasing students' autonomy, motivation, and engagement in professionally oriented communicative activities.

An important aspect of interdisciplinary integration is the establishment of sustainable cooperation between language instructors and specialists in professional disciplines. Such collaboration enables the creation of authentic educational materials, case studies, simulations, and research-oriented tasks closely connected with the future professional activities of students specializing in international relations. As a result, language learning becomes more practice-oriented, professionally relevant, and cognitively meaningful.

Furthermore, the integration of international pedagogical experience into ESP and EAP instruction contributes to the modernization of higher education and supports the implementation of globally recognized educational standards [10; 11]. The use of international methodologies and authentic communicative practices enhances students' readiness for participation in academic mobility programmes, international scientific cooperation, and multicultural professional communication. Consequently, the interdisciplinary synergy of EAP and ESP may be regarded as a strategically important direction in the modernization of

professionally oriented foreign-language education within higher education institutions.

The proposed approach also creates favorable conditions for the formation of lifelong learning competencies, adaptability, and continuous professional self-development [3; 7]. Under conditions of rapid globalization and digital transformation, future specialists in international relations must possess not only advanced language proficiency, but also the ability to think critically, communicate effectively, and function successfully in complex multicultural environments. Therefore, the interdisciplinary integration of EAP and ESP should be considered an essential pedagogical foundation for preparing internationally competitive professionals capable of responding effectively to contemporary academic and professional challenges.

Conclusions. The formation of academically and professionally oriented foreign-language competencies among students specializing in international relations through the integration of ESP and EAP approaches makes it possible to establish an educational framework focused on the development of foreign-language communicative competence together with a broad range of soft skills. Such competencies include critical thinking, intercultural communication, analytical reasoning, adaptability, teamwork, and professional interaction, all of which are essential for successful participation in contemporary international academic and professional environments. The integrated approach ensures the balanced combination of linguistic preparation with cognitive, communicative, and professionally oriented training.

The implementation of this approach through the active use of digital technologies significantly modernizes the process of foreign-language instruction and prepares future specialists for effective professional communication in multilingual and multicultural contexts. The incorporation of online educational platforms, multimedia resources, automated assessment systems, and interactive communication tools enhances the flexibility, accessibility, and practical orientation of language learning. In addition, digital technologies create favorable conditions for individualized instruction, autonomous learning, and continuous academic interaction beyond the traditional classroom environment.

Among the principal advantages of integration are the application of foreign-language skills in authentic communicative contexts, the development of sustainable competencies for solving professional tasks, the promotion of interdisciplinary understanding of academic subjects, and the strengthening of students' engagement and motivation. The use of authentic diplomatic, academic, and professional materials allows students to connect theoretical knowledge with real communicative practice and to develop professional readiness for participation in international cooperation and global academic discourse.

Furthermore, the synergy of ESP and EAP contributes to the formation of a holistic educational model in which language learning functions as an instrument of professional self-development and academic integration. Through professionally oriented communicative activities, case studies, project-based learning, and interdisciplinary interaction, students acquire the ability to analyze information critically, formulate persuasive arguments, and participate effectively in academic and diplomatic communication. Such competencies are particularly important under conditions of globalization, rapid technological change, and increasing internationalization of higher education.

A promising direction for further research may involve analyzing the impact of the synergy between ESP and EAP courses on students' academic achievement, motivation, communicative competence, and academic mobility. Additional research attention should also be devoted to the effectiveness of digital educational technologies, interdisciplinary instructional models, and innovative pedagogical methodologies within professionally oriented foreign-language education. Moreover, future studies may focus on identifying the most effective strategies for integrating academic literacy, professional communication, and intercultural competence within the preparation of future specialists in international relations.

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MAIN APPROACHES AND CHALLENGES IN TRANSLATING MODALITY FROM ENGLISH INTO UKRAINIAN

Abstract. One of the important directions of modern linguistics is the study of the text as a product of human speech activity. Along with the text, textual categories are also studied, the least explored of which is the category of modality. This issue still lacks comprehensive consideration and continues to be supplemented by new research. First of all, this is due to the specificity not only of linguistic expression, but also to the multidimensional nature of translation and perception, which in turn allows for the existence of more than several interpretations and continues to generate new and increasingly interesting versions of understanding this concept.

The realization of the category of modality in political discourse is of particular interest, as language serves as the main instrument and a powerful means of influencing the audience.

Political activity is an integral part of society. The increase in political awareness and the growing interest in contemporary political realia give rise to a number of scientific problems that cover a wide range of academic disciplines. Since an important part of political processes in a democratic society is the voting of the people during elections, issues related to creating an effective image and strategies for influencing the electorate become a priority. Linguistic studies of political speeches, which serve as a method of self-presentation, play a significant role in this regard. Oratorical skills are most vividly manifested during speeches that include not only prepared remarks but also spontaneous speech, which is particularly interesting from the perspective of linguistic characteristics at all language levels. The "phenomenon of modality" is becoming an increasingly actively studied topic, as it is one of the most complex and controversial areas of modern linguistics.

Keywords: modality, political discourse, translation, modal verbs, pragmatics, basic ways of translation.

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ОСНОВНІ ПІДХОДИ ТА ТРУДНОЩІ ПЕРЕДАЧІ МОДАЛЬНОСТІ В ПОЛІТИЧНОМУ ДИСКУРСІ З АНГЛІЙСЬКОЇ НА УКРАЇНСЬКУ МОВУ

Анотація. Одним з важливих напрямків сучасної лінгвістики є вивчення тексту як продукту мовленнєвої діяльності людини. Разом з текстом вивчаються і текстові категорії, найменш вивченою з яких є категорія модальності. Досі зазначене питання не має повного розгляду та постійно доповнюється новими дослідженнями. Перш за все, це пов'язано зі специфічністю не лише мовного вираження, але і багатоплановістю перекладів та сприйняття, що дає можливість існуванню кількох варіантів трактування та продовжує породження нових більш цікавих версій трактування досліджуваного поняття.

Інтерес викликає реалізація категорії модальності в політичному дискурсі, так як мова є в ньому головним інструментом і потужним засобом впливу на аудиторію.

Політична діяльність є невід'ємною складовою частиною суспільства. Підвищення рівня політичної свідомості та пожвавлення цікавості до політичних реалій сучасності спричиняє низку наукових проблем, що охоплюють широкий спектр наукових дисциплін. Оскільки важливою частиною політичних процесів у демократичному суспільстві є голосування народу під час виборчих змагань, пріоритетними є питання створення ефективного іміджу і стратегій впливу на електорат. Велику роль у цьому відіграють лінгвістичні дослідження політичних промов, що є методом самопрезентації. Найбільш яскраво ораторські здібності проявляються під час виступів, які містять не лише підготовлені заздалегідь промови, а й спонтанне мовлення, що є особливо цікавим з погляду лінгвістичних характеристик на всіх мовних рівнях. «Феномен модальності» стає все

більш жваво досліджуваною темою, оскільки вона є однією з найскладніших і спірних сфер сучасного мовознавства.

Ключові слова: модальність, політичний дискурс, переклад, модальні дієслова, прагматика, основні способи перекладу.

Statement of the problem. In the field of translation, there are rather complex and multifaceted categories that attract the attention of scholars. However, perhaps the most controversial phenomenon is the category of modality, which, due to its multifaceted nature, still leaves scope for further study.

Scholars have been studying the concept of "modality" since the early 20th century. Recently, the concept of "modality" has become one of the most pressing issues of our time. In today's world, and particularly in political linguistics, this issue remains highly relevant, given the specificities of language translation and the differences not only in how the speaker presents the material but also in how the listener perceives it.

When translating political speeches, the specific characteristics of nationality and social culture also become relevant, so a direct rendering of the speech's content will not be entirely accurate.

Despite the significant number of academic works devoted to this issue, there is still no single approach in linguistics to defining the essence of modality, its structure, typology and means of expression. The issue is particularly relevant in the sphere of political discourse, where modality performs an important pragmatic function – it reflects the speaker's position, their assessment of events and their intentions to influence the audience. Political discourse is characterised by a high degree of manipulativeness, interpretative variability and context-dependence, which complicates the analysis of modal meanings. Furthermore, significant difficulties arise in the process of translating modality, particularly from English into Ukrainian. This is due to differences in linguistic systems, variations in the ways of expressing modal meanings, as well as the influence of cultural and pragmatic factors. As a result, the translator is often forced to resort to transformations, which can lead to a partial loss or alteration of the modal content. The problem of studying the peculiarities of the expression and transmission of modality in political discourse, as well as the search for effective ways to translate it adequately, remains relevant and requires further comprehensive study.

Analysis of recent studies and publications. The issue of modality and its manifestation in various types of discourse is a focus of attention for both international and domestic scholars. Significant contributions to the study of the category of modality have been made by researchers such as S. Bally, O. Jespersen, F. Palmer and J. Lyons, who viewed modality as a complex

semantic-pragmatic category linked to the expression of the speaker's attitude towards what is being said.

The issue of modality was also investigated by Vykhovanets, K. G. Horodenska and A. P. Zagnitko, who analysed the grammatical and functional features of modal meanings in language.

Issues of political discourse and linguistic influence were actively explored by scholars such as T. A. van Dijk, N. Fairclough and R. Wodak, who laid the foundations of critical discourse analysis and investigated the interrelationship between language, power and ideology.

The issue of translating modality, particularly in the English-Ukrainian context, is reflected in the works of V. Karaban, I. Korunets and T. Nekryach, who investigated the difficulties of conveying modal meanings and pragmatic nuances in the translation process.

The results of contemporary research into modality indicate a significant broadening of approaches to its study and a re-evaluation of its role in speech and communication. First and foremost, contemporary scholars view modality as an interdisciplinary phenomenon that brings together linguistics, pragmatics, cognitive science and the philosophy of language. It has been established that modality is not limited solely to grammatical means (such as modal verbs), but encompasses a wide range of linguistic means – lexical, intonational, syntactic and even discursive.

Another outcome is the development of communicative and discursive approaches, according to which modality is regarded as a means of expressing the speaker's stance in a specific context. It has been demonstrated that modality is closely linked to the author's intentions, the pragmatics of the utterance, and the characteristics of the discourse.

In the field of translation studies, contemporary research shows that the rendering of modality is a complex process, as it depends not only on grammatical equivalents but also on cultural, pragmatic and contextual factors. It has been established that achieving equivalence often requires the transformation and adaptation of modal meanings in the target language.

Furthermore, contemporary linguistics is generally moving towards an integrative approach, which also influences research into modality: it is studied in relation to psychology, sociology and cultural studies, allowing for a deeper understanding of its functioning in communication. The results of contemporary research show that modality is regarded as a multidimensional category which functions at various linguistic levels and plays a key role in shaping the content, evaluation and impact of an utterance.

The aim of the article is to analyse the main approaches and challenges involved in conveying modality in political discourse when translating from

English into Ukrainian. Achieving this aim involves identifying the main types of modality, determining the linguistic means of expressing them, and establishing the translation transformations used to adequately render modal meanings, taking into account pragmatic and cultural factors.

Main part. The rapid development of political linguistics has led to a surge in new research and a range of issues that require further investigation. Among these, we can highlight the comparative analysis of the linguistic means of political discourse used by English-speaking politicians, the systematization of the linguistic features of election speeches and political debates, and the influence of verbal strategy choices on the creation of effective image traits.

The foundation of political discourse, speeches and persuasion is none other than language. To influence the audience, politicians deliberately utilize such properties of language as: "…the fluidity of a word's semantic structure, the difficulty of distinguishing connotation from direct denotative meanings, the variability of denotative and connotative meanings of the same linguistic signs under the influence of social factors, the multi-component nature of lexical and pragmatic meaning, the existence of cognitive and communicative, objective and subjective aspects in meaning, synonymous and associative links between words, the modality of utterances and the evaluative nature of semantics".[1]

Modal verbs play an important role in the English language, particularly in political discourse and literature in general. Their primary function lies not only in their lexical and grammatical role, but also in their semantic one.

Modal verbs have a wide range of interpretations in translation, in addition to their basic ones. At the same time, each sentence is imbued with a particular emotion, which the speaker reinforces through intonation.

In academic research, "modality" is regarded as a functional-semantic category that manifests itself in the core categories of language. As an important linguistic category, this element of communication expresses the speaker's attitude towards the utterance, which reflects the author's relationship to reality and constitutes a key component of the text's pragmatic aspect. In the modern context, modality helps the speaker convey their own opinion and personal attitude towards what is being communicated, which is an integral part of presenting information.[1]

When translating English-language texts, pragmatic translation issues frequently arise, stemming from the translator's misunderstanding of the author's intention to elicit a specific response from the listener. The translator, as an individual unit in the translation of linguistic units (sentences) containing modal components, is capable of evoking a certain attitude in the addressee of the utterance, taking into account not only linguistic features and clearly conveying the speaker's position, but also colouring it with their own attitude towards the

object of reality from the standpoint of independent understanding and reaction to the speech heard. Therefore, the approach to translation has not only a purely theoretical but also a practical significance for the grammar of the Ukrainian and English languages and the characteristics of translation practice and theory. The pragmatic aspect of sentences with modal verbs is closely linked to the grammatical structure of the sentence, which cannot be expressed by other linguistic means. [2]

This is precisely why language must be studied in terms of how it reflects spiritual and material culture, analyzing its internal structure, functioning and development, and drawing on social phenomena within the culture of the language's native-speaking community.

Therefore, the main task of translation is not only to provide an accurate, word-for-word translation in accordance with the language of the original, but also to convey the essence of the text whilst taking into account all stylistic features; for example, political texts and literary works will require different approaches to interpretation, and the translator will employ different stylistic techniques whilst adhering as closely as possible to the form and style of the original. A translation must convey not only what is expressed in the original, but also how it is expressed.

The translator's primary focus is on conveying the ideological content of the text whilst adhering to the requirements of conveying the meaning clearly and accurately, and understanding the text being translated. In this regard, English and Ukrainian are examples of analytical and synthetic languages respectively, which in turn complicates translation, as in languages with an analytical structure, the logic of the native speaker's thinking is most clearly manifested in the external form of utterances, in the grammatical load of individual elements that create a coherent panorama of the message. In synthetic languages, by contrast, logic is most often revealed in the internal structure of the word. [3]

One of the key issues of our time is addressing the problem of translational equivalence, which involves conveying both the meaning and the linguistic devices used in the source text. A particularly interesting aspect is the question of conveying the syntactic structures that underpin the sentences of the source language and the structure of sentence transformation during translation. I. Neshumaev believed that whilst the preservation of syntactic meanings constitutes a fundamental tendency in the source language, it is not the translator's primary task. The translator may disregard the syntactic meaning of the source sentence structure, but must nevertheless preserve the deep meaning of the source content and the surface structure. Thus, syntactic transformations in translation can be divided into three main groups, namely: internal, external and inter-phrasal.

If we generalise the translation of sentences, we can identify four main translation features: sentences requiring syntactic and lexical restructuring or modification; complex sentences; sentences requiring a change in word order; sentences translated literally.

Political texts can generally be divided into categories such as speeches, statements, addresses, and so on. When comparing texts across different traditions, one can observe symmetry and asymmetry within a single text, with symmetry indicating that the translator is engaging in translation, whilst asymmetry points to adaptation. This means that the translator adapts the text to the language and nationality of the target text. When discussing the structural features of asymmetry, the adaptation of a text refers to the reproduction of structural changes.

Furthermore, the translator must focus on ensuring the text is appropriately received within their own culture, whilst also preserving its specific characteristics and reproducing it for a different audience; the nature of the translation – whether it is a translation or an adaptation – will depend on this. Therefore, depending on the definition of the translation zone, the translation is oriented towards one's own or a foreign culture and determines the zone of adaptation within the structural components of a specific text type. [3]

If we consider the language of political speeches and the stylistics of political linguistics, the emotional tone often brings it closer to literary fiction. This is precisely why figurative comparisons, idioms, metaphors, humour, sarcasm, and sometimes even irony can be found in political texts. These features infuse the speech with soul and, when combined with modal verbs, inspire the addressee to take a specific action with an emotional undertone.

A comprehensive translation of, for example, political campaign material must not only accurately convey the meaning of the text but also convey to the listener all the emotional nuances inherent in the original speech delivered by a native speaker, as well as its political orientation.

In this respect, political texts differ markedly from academic works and scientific and technical publications.

If we focus on **the means of translation** and the adequate rendering of the original text's content, including linguistic devices such as the use of modal verbs, it is necessary to employ the following translation techniques: transcoding, calquing and descriptive translation. Let us examine each of these in detail.

The technique of transcoding consists of transliteration and transcription. Most cultural references in political discourse are widely known, but there are also those that have no equivalents. These relate to cultural traditions, for example, of the American people, and therefore cannot be understood by the Ukrainian people and require descriptive translation. [3]

If we look at examples of modal verbs in English and focus on translation, we see that when used in their secondary function, modal verbs express the speaker's direct modal attitude towards the entire sentence.

Here are some examples of how this is translated: *"This party contains the largest core of unreconstructed apparatchiks of any". – «У цій партії, як у кожній іншій, існує потужне ядро непоправних апаратників».*

Here, the translator employs a transcode technique and also adds a plural ending in the English translation in order to convey an extralinguistic aspect.

Let us consider an example of a descriptive yet very concise and apt translation, in which the meaning and communicative intent of the phrase are fully conveyed: *"We began the battle against entrenched corruption, imposed the rule of law on Ukraine's robber barons, and encouraged the birth of a vital society". – Ми почали боротьбу з укоріненою корупцією, встановили верховенство закону розбійницьким вельможам України і заохотили народженню здорового суспільства.* [4]

The distinctive nature of the semantics of modal verbs, their structural features and their functionality have been a subject of great interest to linguists for many years. Recently, considerable attention has been paid to the means of expressing modality in the English language.

English modal verbs are considered one of the most complex means of expressing modality, with the characteristic property of conveying two semantic meanings: objective (deontic) and subjective (epistemic) modality.

An interesting perspective on the communicative aspect of modality and modal verbs in the English language is offered by researcher E. Switser, who proposed the theory of 'speech-act modality'. The scholar examines modality through the prism of linguistic polysemy, proceeding from the assertion that polysemy is a kind of motivated superimposition of the concrete external world of socio-physical experience onto the abstract internal world of human mental processes. It is argued that modal verbs also reflect such a superimposition.

In any work dealing with translation, the issue of modality arises in one form or another, but terminologically this issue may be referred to as 'connotative load', 'functional perspective', 'pragmatic orientation', 'point of view', and so on. Meanwhile, all these terms are merely an attempt to develop and specify one of the older terms in logic and linguistics: modality.

We have thus established that the clearest picture of modal meanings in the English language is provided by the section of grammar dealing with modal verbs, which include: can, could, may, might, shall, should, will, would, must. Alongside the core verbs, the semi-modal verbs ought to, need (to), dare (to), used (to), as well as certain idiomatic expressions with modal functions (had) better, have to, (have) got to, be supposed to, be going to. [4]

Modal verbs, with their numerous meanings, uses and translations, constitute a substantial section of English grammar. The greatest difficulty in learning modal verbs lies in the fact that these verbs do not denote an action, but rather the relationship of an object or person to the action. They do not answer the questions 'What to do? What should be done? and function as auxiliary verbs in a sentence.

So let us consider some of the difficulties that may arise when translating modal verbs.

The first verb we will look at is the modal verb 'should'. When translating sentences containing 'should', the difficulty arises from the variety of its meanings in different functions.

When used as a modal verb, 'should' expresses an obligation in the form of advice or a suggestion. It is usually translated as: *слідувало б, треба, не завадило б, повинен* і т. п.

"He said that the status of the Greek minority should be viewed in the light of political balance". – «Він сказав, що статут меншості грецького населення слід розглядати у світлі рівноваги політичних сил».

It serves an emotionally intensifying function, that is, it emphasises the speaker's emotion (surprise, regret, suspicion, disapproval, etc.). It is used in this sense mainly in subordinate clauses, following phrases such as 'it is strange that…', 'it is natural…' and so on, which express the speaker's attitude towards the statement. It is also used in interrogative sentences beginning with 'why', 'how' and so on. In this case, in Ukrainian, the combination of 'should' followed by the infinitive is translated as the personal form of the verb in the present or past tense.

"It is good that the Government should have recognized the opportunity and the obligations so clearly". – «Дуже добре, що уряд так ясно усвідомив (наявність) можливості і свої зобов'язання». [4]

The verb 'can'. In addition to its primary meaning—the ability or objective possibility to perform an action—the verb 'can' (in the affirmative form) expresses conjecture and is translated as *може бути, можливо, міг etc., or doubt (in interrogative and negative forms), and is rendered as* невже, *не може бути, щоб* and the like. *The form 'could' conveys a less certain assumption or doubt. The past participle form following 'can' and 'could' places the action in the past.*

"It could be true but it is advisable to find out first what has really happened there". – «Можливо, це і правда (що сумнівно), але рекомендується спочатку з'ясувати, що ж насправді там сталося».

The verb 'may'. In newspaper articles, the verb 'may' is most often used to express a highly probable assumption and is translated as *може бути, можливо.*

The form ‘might’ indicates a less certain assumption, or doubt. The past participle following ‘may’ places the action in the past.

“The Chancellor’s measures might help towards an agreement on an incomes policy. But this still has to be proved”. – «Заходи, запропоновані міністром фінансів, можливо, і допоможуть досягти угоди з політики прибутків. Але це ще треба довести». [4]

The verb ‘must’. The primary meaning of the verb ‘must’ is obligation. Furthermore, the verb ‘must’ (in the affirmative form) is often used to express an assumption made with a high degree of certainty and is translated as *повинно бути, ймовірно* and the like.

The use of the past infinitive after ‘must’ indicates that the assumption refers to the past.

“They must have known about it for a certain time”. – «Вони, мабуть, вже впродовж деякого часу знали про це».

The verb ‘to be’, when used with the infinitive, has a modal meaning and can express:

– an obligation arising from an agreement or plan; this is usually translated using the word *повинен* or the verb in the future.

“The Prime Minister will go to Paris next week”. – «Наступного тижня прем’єр-міністр повинен поїхати (поїде) в Париж».

– possibility (in this case, the verb ‘to be’ is usually followed by the passive form of the infinitive). [4]

“Responsibilities and obligations possessed by the trade unions are to be envied”. – «Можна позаздрити тій відповідальності і тим обов’язкам, котрими володіють профспілки».

– intention, desire – in conditional clauses; when translating into Ukrainian, it is sometimes necessary to insert the pronoun ‘we’ in an indefinite personal sense.

“Mass struggle is vital if the elimination of the evils of racial hatred is to be guaranteed”. – «Абсолютно потрібні масові виступи, якщо ми хочемо, щоб було знищено те зло, яке викликається расовою дискримінацією (якщо ми хочемо добитися знищення.., для знищення (ліквідації) того зла .. потрібні..)».

The verb ‘to have’ followed by an infinitive expresses an obligation arising from circumstances or necessity. In Ukrainian, it is usually translated as *як довелося, доведеться*. [4]

“The negotiations might fail. In that event the Government would have to decide what to do”. – «Переговори можуть закінчитися і невдачею. У такому разі уряду довелося б вирішувати, що робити (зробити»).

The verb ‘to have’ followed by a complex object (a noun, an impersonal verb form or an adverb) conveys:

– causativity (prompting or facilitating the performance of an action). In Ukrainian, this is expressed using words such as ‘to make someone do’, ‘to arrange’, ‘to ensure that’ and other lexical means.

“We had them beaten this time”. – «Цього разу ми їх здолали». (contributed to their defeat, arranged things so that they lost, etc., depending on the context)

– an action carried out on the initiative or at the instigation of the person referred to by the subject.

“The town council has had three houses built”. – «Міський муніципалітет побудував три будинки».

– an action performed independently of (regardless of) the will or intention of the person referred to by the subject, and directed at that person.

“We had a note handed to us”. – «Нам вручили записку».

Translating the verb ‘to have’ presents a considerable difficulty, as the Ukrainian language lacks equivalent grammatical means to convey these meanings. Furthermore, the precise meaning is sometimes derived from the broader context. When translating, one must employ various lexical means that most accurately convey the meaning of the English sentence. [5]

It should be noted that English modal verbs, in their basic meanings, do not pose difficulties in translation. Difficulties arise when these verbs are used to express ‘non-native’ modal meanings in a sentence, and, above all, the meaning of an assumption regarding the degree of probability of the occurrence of an event denoted by the infinitive of the main verb. [6]

Conclusions. It is therefore necessary to draw conclusions regarding modal verbs and their translation. As we can see, this aspect of grammar is not straightforward, and difficulties arise both when using modal verbs in speech and when translating them. One must be very careful, as the same meaning in Ukrainian can be conveyed by different modal verbs in English. For example, in English, obligation is conveyed not only by the modal verb ‘must’, but also by modal verbs such as ‘should’ and ‘to be’ in a modal sense. Therefore, one must pay attention not only to the rules governing the use of particular modal verbs, but also to the preceding context.

Modal verbs are of considerable importance in the English language, in political speeches, and in fiction in general. Their primary significance lies not only in their lexical and grammatical function, but also in their semantic meaning.

As noted, modal verbs have a wide range of interpretations in translation, in addition to their basic meanings. At the same time, each sentence is imbued with a particular emotion, which the speaker reinforces through intonation.

The sections provide a detailed classification of modal verbs and illustrate, with examples, the differences in their translation and usage in the English language.

Thus, based on the material examined, it was established that modal verbs are the most common means of expressing modality in English across all genres. The corpus of material examined identified methods for translating means of expressing modality in modern English into Ukrainian. They can be translated using phonetic means (logical and phonetic stress), lexical means (modal words and compounds) and lexical-grammatical means of expressing modality (modal words), or they may not have a clear expression at all.

Furthermore, modality is often conveyed through intonation and stress; however, in writing, it is most commonly expressed using modal verbs. This does not mean, however, that this linguistic category is straightforward or that it presents no difficulties, as modality is a multifaceted concept with a number of distinctive features.

For a translator, the key is the ability to identify in the source text precisely what the author is seeking to convey, and then to reproduce this using appropriate means.

When translating English-language texts, pragmatic translation issues frequently arise, stemming from the translator's misinterpretation of the author's intention to elicit a specific reaction from the reader. The main task of translation is not only to provide an accurate, word-for-word rendering in accordance with the original language, but also to convey the essence of the text whilst taking into account all stylistic features; for example, political texts and literary works will require different approaches to interpretation, and the translator will employ different stylistic techniques whilst adhering as closely as possible to the form and style of the original.

It should be noted that English modal verbs, in their basic meanings, do not pose difficulties in translation. Difficulties arise when these verbs are used to express 'non-native' modal meanings in a sentence, and, above all, the meaning of an assumption regarding the degree of probability of the occurrence of an event denoted by the infinitive of the main verb.

This aspect of grammar is not straightforward, and difficulties arise both when using modal verbs in speech and when translating them. Contemporary research focuses directly on the individual as a participant in the communicative act, as well as on discourse – the product of communication. Discourse is currently a central concept in modern linguistics, which confirms the relevance of this work.

As we can see from the above, modal verbs require further study. At present, scholars are devoting more and more attention to this issue, as this area is truly important both in the study and in the use of the English language.

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EXPLICITATION AS A MAJOR UNIVERSAL IN TRANSLATION OF LITERARY TEXT

Abstract. The article deals with such translation universal as explicitation and its use in prose translation. The investigation of translation universals was caused by the research of linguistic universals in the twentieth century. The fundamentals of the theory of translation universals were laid out by such scientists as Gedeon Toury, Mona Baker, Sara Laviosa and more recently by Andrew Chesterman. Translation universals are defined as linguistic phenomena that typically characterize translations rather than original texts, and do not emerge in the translated text as the result of interference between the different language systems. The majority of scholars single out such translation universals: 1. lexical simplification; 2. explicitation; 3. adaptation; 4. equalizing. Besides, some scientists include interference suggested by G. Toury. One of the major universals, explicitation, is characterized as a translation technique for making implicit information of the source text explicit and clear to the reader of the target text. Explicitation should be distinguished from specification and explication as it is a wider term. Our investigation included the analysis of this technique in 10 short stories of the flash fiction and microfiction types and two novels of the contemporary writers Gary Braver and Nicholas Sparks. On the basis of the above definition, we suggest the division of this technique into two types: explicitation in rendering implicit allusions and explicitation in translating different means of stylistic device of foregrounding, in particular extended metaphor. Rendering implicit allusions requires certain redundancy in the target text : inserting explication of proper names and/or using footnotes. Translating the means of foregrounding, especially stylistic convergence and extended metaphor, is a more complex and challenging task. Firstly, interpretation of the extended metaphor was necessary (the stories "The Enemies", "A Bird Has Grown Inside My Throat"); secondly, recreating all elements of convergence, in particular alliteration; thirdly, creativity in translation was required for reproducing lexical deviations ("Zoo", "Whispers"). Thus, explicitation as a translation universal has

certain differences in prose fiction depending on its genre and the author's style. At the same time, explicitation has dual nature – it demands detailed interpretation of the source text in order to understand the author's pragmatic intention, while, on the other hand, it facilitates understanding and perception of the target text.

Keywords: translation universal, explicitation, source text, target text, foregrounding, stylistic convergence, extended metaphor, deviation, implicit allusion.

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ЕКСПЛІЦИТАЦІЯ ЯК ОСНОВНА УНІВЕРСАЛІЯ У ПЕРЕКЛАДІ ХУДОЖНЬОГО ТЕКСТУ

Анотація. У статті розглядається така перекладацька універсалія, як експліцитація, та її використання у перекладі прози. Дослідження перекладацьких універсалій було спричинено вивченням лінгвістичних універсалій у двадцятому столітті. Основи теорії перекладацьких універсалій були закладені такими вченими, як Гедеон Турі, Мона Бейкер, Сара Лавіоза і пізніше Ендрю Честерманом. Перекладацькі універсалії визначаються як перекладацькі явища, що більшою мірою характеризують переклади, а не оригінальні тексти, і не виникають у перекладеному тексті як результат інтерференції між двома мовними системами. Більшість вчених виділяють такі універсалії: 1. лексичне спрощення; 2. експліцитація; 3. адаптація; 4. вирівнювання. Крім того, деякі вчені включають у цей список інтерференцію, запропоновану Г. Турі. Одна з основних універсалій, експліцитація, характеризується як перекладацький прийом, призначений для того, щоб зробити імпліцитну інформацію у вихідному тексті експліцитною та зрозумілою читачам цільового тексту. Експліцитацію слід відрізняти від конкретизації та експлікації, оскільки це більш широкий термін. Наше дослідження включало аналіз цього прийому у 10 коротких оповіданнях flash fiction та microfiction та у романах сучасних письменників Гері Брейвера та Ніколаса Спаркса. На основі наведеного визначення експліцитації ми пропонуємо поділ цього прийому на два типи: експліцитація у відтворенні імпліцитних алюзій та експліцитація у перекладі мовних засобів стилістичного прийому висунення, зокрема розгорнутої метафори. Передача імпліцитних алюзій у перекладі вимагає певної надмірності у цільовому тексті: внесення експлікації власних назв

та/або виносок. Переклад засобів висунення, насамперед стилістичної конвергенції та розгорнутої метафори, більш складне та творче завдання. По-перше, необхідна інтерпретація розгорнутої метафори (оповідання “The Enemies”, “A Bird Has Grown Inside My Throat”); по-друге, відтворення всіх елементів конвергенції, зокрема алітерації; по-третє, необхідна була креативність у перекладі лексичної девіації (оповідання “Zoo”, “Whispers”). Таким чином, експліцитація як перекладацька універсалія має подвійну природу: вона вимагає детальної інтерпретації вихідного тексту для розуміння авторської прагматичної інтенції, а з іншого боку, вона полегшує розуміння і сприйняття цільового тексту.

Ключові слова: перекладацька універсалія, експліцитація, вихідний текст, цільовий текст. висунення, стилістична конвергенція, розгорнута метафора, девіація, імпліцитна алюзія.

Formulation of the problem. In the twentieth century the scientists who conducted typological investigations of different languages determined some common features present in all or nearly all languages: the existence of the category of number in nouns, degrees of comparisons in adjectives, etc. Such features were called **linguistic universals**. If we state that all languages have pronouns we deal with absolute universals. However, the existence of absolute universals is not so widespread. Stephen Ullmann, in his turn, concentrated on semantic universals and singled out synonymy, antonymy, polysemy. One of the major semantic universals, in his opinion, is metaphor, in particular anthropomorphic metaphor [11].

When we deal with translation, the formulation of universals presents certain difficulties. The research in this field was inspired by the investigation of linguistic universals. Gedeon Toury was the first to formulate “universals of translation behavior” in 1980s [10]. Since then, in late twentieth – early twenty-first century scientists differed in the number and types of translation universals. The definition of translation universals by Anthony Pym is short and concise: “It is a feature that is found in translations and not in other kinds of texts” [7, p.78]. A. Pym points out that a linguistic phenomenon in translation can be considered universal if it occurs exclusively in translations.

Analysis of the recent researches. The majority of scientists, among them Mona Baker, Sara Laviosa, Ewa Kraskowska, keep to the following definition of translation universals: “Translation universals are linguistic phenomena that typically characterize translations rather than original texts, and do not emerge in the translated text as the result of interference between the different language systems” [3, p. 243]. The definition stresses that such features are inherent only in the translated texts.

It should be noted that Gedeon Toury used the term "laws" instead of "universals" referring to the typical features of translation. In his works (1985; 2012) he formulated two laws. 1. The law of growing standardization, which means that the target language (TL) texts are simpler and less structured than the source language (SL) texts. 2. The law of interference, which consists in the fact that translators bring structures from the source text (ST) to the target text (TT), e.g. on the macrolevel it is reflected in the whole text organization or paragraphing [10]. In technical translation, interference is less frequent than in literary translation.

Translationally, most translation scientists agree on the following translation universals. 1) **Lexical simplification**. It involves a higher proportion of high-frequency lexical units and a more narrow range of these units. So, simpler words, not so stylistically colored words are used in the target texts. 2) **Explicitation**. It consists in making implicit features of the source text more explicit, more evident in the target text. In such case the TT can be more redundant, i.e. have more words that the ST. 3) **Adaptation** which includes adapting the ST language units to the target culture. 4) **Equalizing**, which is observed in simultaneous interpreting. In this case the translator reduces literary or colloquial features in the ST and tries to produce a TT equal in lexical and stylistic effect [5, p. 75]. Besides, many scholars include interference and standardization suggested by Gedeon Toury in the list of universals.

Despite certain differences in classification, the majority of translation scientists agree that **explicitation** is the major translation universal.

Mona Baker, one of the leading scientists in the field of translation, besides simplification and explicitation, singles out avoidance of repetitions. Such repetitions, typical for the ST, can be observed in English where the word *said* is used too often. In Ukrainian target texts such multiple repetitions of this verb can be replaced by synonyms: *промовив; відповів; запитав*.

Andrew Chesterman explains the factors which cause the existence of universals: 1) any translation has common features with other translations; 2) the influence of linguistics and the research in the field of linguistic universals as well as the progress of corpus linguistics. Chesterman suggested the original classification of universals into two categories depending on the basis of comparison. The first category includes S-universals which are based on the difference between translations and their source texts. The second group contains T-universals based on the difference between the translated texts and comparable non-translated texts [3: p. 43-44]. However, the scientist does not specify the universals.

Among the significant recent researches of translation universals we should single out the works of Edina Robin (2016; 2025), Ewa Kraskowska (2018),

Anthony Pym (2014). In Ukraine, deep investigations of psycholinguistic universals of translation have been done by Sergiy Zasekin (2012; 2020). Different aspects of explicitation in the French-Ukrainian literary translation are described in the article by Olena Stefurak and Nataliya Yakubovska (2021). The theoretical framework of explicitation were explored by Lyudmila Abdrashitova, Gulhara Sadykova and Natasha Anthony [1].

The aim of this paper consists in determining the major manifestations of explicitation as a translation universal in the contemporary literary prose.

Statement of the basic material. Explicitation is defined as "a translation technique for making implicit information of the source text explicit and clear to the reader of the target text" [5, p. 75]. Implicit information is understood as such linguistic material which is not clearly stated and which requires explanation, i.e. explicitation. Certain remarks should be made regarding this term. First, it is not similar to specification, especially when we deal with stylistic aspects of explicitation, because in stylistic context this technique can lead to text redundancy, i.e. the increase of information and greater stylistic effect. This notion is not equal to explication, though some scientists translate the term as "експлікація". The fact is, explicitation is a wider notion and can include several interpretation, not one single equivalent.

Some scientists try to distinguish between explicitation connected with the differences in the language systems of the source and target languages, and explicitation related to stylistic and text-related aspects [2; 4]. So, all in all, three types of explicitation can be singled out: 1) it is something that is expressed in the target text, which was not expressed in the source text; i.e. simple addition according to Kinga Klaudy; 2) something which is explicitly expressed in the target text, which was only understood in the source text, i.e. semantic explicitation; 3) it is something which is given a greater importance in the target text, i.e. explicitation through emphasis [4, p. 70].

On the basis of this classification we can suggest a shorter division, i.e. 1) explicitation in rendering implicit allusions, and 2) explicitation in translation of different means of foregrounding, in particular extended metaphor.

Let us illustrate the first type with an implicit allusion and its rendering into Ukrainian in a humorous story.

At a Library

A gentleman wishing to know some points on art, approached the information desk at a public library. He asked: "Where can I find something on Correggio and his "Flight into Egypt"? The librarian responded: "Everything about aviation is in Room 121".

In this text the punchline is based on homonymy of the words *flight* as the trip by air (formed from the verb *to fly*) and the escape (formed from the verb *to*

flee). This case of full homonymy may be implicit even in the source language. In the Ukrainian translation it is impossible to recreate this play of words, so it can be compensated by lexical replacement. The question of the visitor can be translated literally: "*Де я можу знайти щось про Корреджо та його "Втечу в Єгипет*"? In the librarian's answer we can replace the word *aviation* by another noun: "Все про пригоди знаходиться в кімнаті 121". Of course, the insertion of additional information is necessary in the footnotes: "*Корреджо, італійський художник 16-го століття, автор картини з біблійної тематики*". The addition of this information directly into the target text would be possible but it would ruin the humorous punchline.

In printed text such redundancy in the translation of allusions is possible which will help to avoid overloading the target text with footnotes.

Actually, explicitation is relevant when we deal with titles. Thus, the allusive title of the well-known novel "11.22.63" by Stephen King can embarrass the Ukrainian readers because the order of figures is unusual. Unfortunately, the translators retained this order in the target text. Therefore, to make the title relevant to our readers it is necessary to use domestication which will fulfil the function of explicitation: "22.11.63". In this case, the implicit information about the assassination of President John Kennedy will become more explicit in this strong position.

There is certain difference in the use of explicitation for translating proper name allusions and phrase allusions. The examples of the former type can be found in a popular adventure thriller "Elixir" by Gary Braver. The name of the detective novels writer Dorothy Seyers is not very familiar to the Ukrainian readers. However, the context facilitates understanding the allusion: *Think how many books you could write if you had another fifty or hundred years. You could be the Dorothy Seyers of the twenty-first century* [14, p.122]. In the target text, explicitation can involve the insertion of explanation in the sentence: *Ви могли б стати такою ж відомою письменницею двадцять першого століття якою була Дороті Сайєрс* (our translation).

Translators can face a more challenging task when a prose text or a film contains a fragment of poetry. Even for an educated native speaker it is not easy to recognize the original if it is not emphasized graphically. But it is especially difficult and, at the same time, important to understand the intertextual reference lest its pragmatic and stylistic effect should be lost. In the same novel by Gary Braver, one of the main characters wants to live a long and healthy life. The author describes his thoughts using an implicit allusion from the poem by Dylan Thomas: *At sixty-one he would not go gently into that long night. So, he maintained a vigorous workout schedule and abandoned all eating habits for a miracle Hawaiian diet* [14, p. 277]. In this case, explicitation can be realized in two ways.

Firstly, from the methodological viewpoint, it is necessary to find the existing translations of these lines by Thomas which originally sound as: *Do not go gentle into that good night*. The poet addresses his father who is seriously ill. The existing translation by Zoya Bedylo runs: *Не говори смиренно прощавай*. As we can see, the translator omits the metaphor from the ST, thus losing the emotional coloring. In our opinion, it would be better to suggest such variant: *Не йди покірно у цю добру ніч*. Therefore, the translation should be based on the explicit rendering of the allusion: *У віці 61 року він не хотів, говорячи словами Ділана Томаса, йти покірно у цю довгу ніч* (our translation). The footnote with the information about this poem can be relevant as well.

The allusions with attribution can also be rendered with the help of explicitation in case the original phrase is changed. A well-known American writer Nicholas Sparks makes use of the Biblical allusion with attribution for humorous purpose*: Like Jesus said, 'Blessed are the lazy who live in boats, for they shall inherit the suntan* [16, p.]. The main characters of the novel "The Choice" are having a picnic near the lake, and one man attributes these words to Jesus Christ. The real phrase from Mathew's Gospel run as follows: *Blessed are the meek, for they shall inherit the Earth*. From the methodological viewpoint, the translator should find the existing translation of the Biblical phrase and adapt it, according to the target text: *Блаженні ледарі, які живуть у лодках, вони успадковують засмагу* (our translation). And another technique of explicitation – footnotes – should also be applied.

Foregrounding is one of the major devices in stylistics. Its function, emphasizing the most important language units, both semantically and pragmatically, is very appropriate in such translation universal as explicitation.

Most often, in the contemporary prose fiction and poetry, the techniques of foregrounding include metaphors, antithesis and allusions. For example, the story "A Bird Has Grown Inside My Throat" by Mileva Anastasiodu, published in the collection of microfiction (2024), metaphorically describes a difficult situation of a woman in her family. She suffers from violence by her husband. It seems to her that a parrot has grown in her throat and prevents her from speaking, from expressing her thoughts. The author's compares the woman's position with a cage: *I try to beat the bird that caged me, but it's a strange battle, we're used to birds in cages but not to birds as cages* [13, p. 12]. The fragment contains antithesis *birds in cages – people caged* and alliteration which creates the semantic unity *(beat – bird - battle)*. To foreground the pragmatic intention and the paradoxical idea we also used alliterations with a similar voiceless sound [n.], which is traditionally referred to as loose alliteration. Besides, we emphasized the antithesis by repeating the verb *cage (ув'язнити): Я намагаюсь перемогти птаха, який ув'язнив мене. Проте це дивний поєдинок. Ми звикли до того,*

що птахи знаходяться у клітках, а не до того, що птахи ув'язнюють нас у клітках (our translation). In our opinion, in this variant, the author's idea looks more explicit.

Explicitation is especially effective when we deal with extended metaphors and stylistic convergence. These stylistic techniques often include many components, both lexical, semasiological and even phonetic, and rendering these devices so that we could transfer the main idea explicitly is a challenging tasks. As an example, we can analyze a flash fiction story "Whispers" by David Newkirk. It will be no exaggeration to regard this text as a masterpiece of the contemporary short fiction. The story is multilayered and involves philosophical as well psychological aspects. The narrator meditates on the eternity of nature, of the waves which are timeless and seem to talk with people and tell them about everlasting things. Stylistic convergences in this text are not big in size but rich in imagery, parallel structures and alliterations: *The waves will whisper until the bloated sun scorches the earth in billions of years. They will call to generation upon generation, just as once they did to Bogart and Bacoll, just as they once did to me. They will beckon the listener to simply be. They call to silence the self* [15, p. 2]. Explicitation consisted in explication of the names *Bogart* and *Bacoll* and rendering the metaphor: *Хвилі шепотітимуть, доки розпечене сонце не спалить землю через мільярди років. Вони кликатимуть покоління за поколінням, як кликали колись відомих акторів Богарта і Беколл, як кликали мене. Вони манитимуть слухачів просто бути. Вони закликатимуть пригальмувати власне "я"* (our translation).

However, another fragment in the story requires deeper understanding and, consequently, more complex type of explicitation. Describing the sound of waves, their eternal whisper, the writer makes use of **deviation** as a type of foregrounding. In Stylistics, it is referred to as transposition, the transfer of a grammar form into an unusual context, in this case the use of conjunctions *where when, who, why* as nouns: *All too often, I realize, I have not listened to the waves, I know that they are still whispering. They have never stopped. They are telling stories. They whisper of a where without a when, a when without a who, a who without a why* [15, p. 3]. Our interpretation of this type of deviation in the context of the story results in the conclusion that the author implies the endless and timeless existence of nature, of the waves, even without people. At the same time, this stylistic transposition is impossible to translate literally because it would sound unclear and awkward. So, in order to make this implicit fragment more explicit, we used specification as a technique of explicitation, replacing the conjunctions with nouns: *Вони шепочуть про місце без часу, про час без людини, про людину без пояснення причини* (our translation).

In the analyzed flash fiction and microfiction stories the device of foregrounding is realized by means of **stylistic convergence**. The short story of Dylan Thomas, especially his early prose, is distinguished by the wide use of extended metaphors. Metaphors are often extended in the framework of one or two sentences, and their precise form makes the interpretation more difficult. In the story "The Enemies" Thomas describes quite traditional activity – the main character Mr. Owen tidies his vegetable garden from the weeds. However, the weeds are shown as having human properties: *the wind blew back the heads of the nearby grasses and made an oracle of each green mouth* [17, p. 64]. Translators should be familiar with the style and imagery in Thomas's poems and stories, because the metaphoric idea, in case of literal translation, will remain implicit and incomprehensible.

Thomas's style is characterized by the use of anthropomorphic metaphors, when nature is ascribed the properties of human beings. Explicitation here should be done by two stages: 1) the interpretation of the metaphoric word *oracle*; 2) the explication of the implicit metaphor *green mouth*. In the process of its interpretation, we tried to imagine the picture of the nature in the valley in the way the author describes it. It looks like that: the wind is blowing, the grasses are bent to the earth, and the impression is created as if each grass prays like a priest bending the head as low as possible. Therefore the metaphoric word *oracle* may signify a priest who whispers some prophesy. Thus, using the technique of explicitation, we translated the extended anthropomorphic metaphor in such way: *Вітер схиляв головки травинок до землі, і, здавалось, вони як жреці шепотіли якісь пророцтва*. This explicitation corresponds to Dylan Thomas's picture of the world and his perception of nature as something divine. In translation, we applied the technique of modulation (*green mouth – шепотіли*) and the change of image (oracle = priest) with conceptually similar semantics.

In the same story by Dylan Thomas an extended metaphor is based on allusion or a legend connected with such plant as mandrake. The writer's metaphoric vision of nature results in such extended metaphoric simile: *Not only a mandrake screams; torn roots have their cries; each weed Mr. Owen pulled out of the ground screamed like a baby* [17, p. 64]. It is known that the mandrake root resembles a human shape. That is why, according to the legend, the mandrake root screams and cries when it is pulled out of the ground. In one superstition, people who pull up this root are condemned to hell. Dylan Thomas spreads this legend on all roots. In this case, explicitation should involve the direct translation of the metaphoric phrase and the footnote: *Не лише мандрагора кричить; репетують вирвані корені; кожний бур'ян, який містер Оуен виривав із землі, репетував як дитина* (our translation). The footnote should contain the abovementioned explication.

A more difficult and challenging task faces the translator when such strong position of the text as the title has symbolic meaning. A very touching flash fiction story "Bullhead" by Leigh Wilson tells about a woman who remembers her first love and every year goes to the lake to drop a penny. The first meaning of the title word is "a stupid person". However, it is not correct to apply this characteristic to that woman. The analysis of cohesion in the text helps to interpret the meaning of the title in the context of the whole story. This word is repeated in the middle of the text and denotes a small fish (сомик) which the woman startles while dropping a coin. At the same time, using such word as a title would be implicit for the target audience. In the last paragraph, the strong position of this story, Leigh Wilson makes a conclusion with semantically important words*: Every story is true and a lie. The true part of this one is: love and the memory of love can't be drowned* [15, p. 100]. That is why we used exactly these words as a title in the target text: *Пам'ять про кохання*. Such transformation can be called conceptual replacement; it clearly foregrounds the pragmatic intention of the story. The repetition of the words *memory of love* in two strong positions creates both cohesion and semantic coherence. Thus, explicitation is realized by using the context of the whole text.

Conclusions. The investigation of such translation universal as explicitation in literary texts of different genres revealed a complex character of this device. Two main applications of explicitation can be singled out. First, in translation of implicit allusions. In this case, explicitation is realized by means of short explication in the text (for example, proper name allusions) and /or footnotes. Second application is more varied and results in foregrounding the main idea of the story ("Bullhead", "Zoo") or a complex stylistic device like extended metaphor and stylistic convergence ("The Enemies", "A bird Has Grown Inside My Throat"). Also, on the one hand, interpretation of the original metaphor ("The Enemies") precedes explicitation. On the other hand, explicitation makes it easier for the target reader to understand the text.

The prospects of further research consist in the analysis of explicitation in publicist texts and in poetry.

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FOREIGN LANGUAGE PROFICIENCY IN PHYSICAL EDUCATION AND SPORT: THE ENGLISH LEARNING APPS

Abstract. The article deals with the English learning applications for foreign language proficiency in physical education and sport. The current body of recent research and publications provides clear evidence of much attention being paid to various aspects of professional training. Much research has also been focused on educational resources in different spheres. Despite the distinct evidence of many scholars attention being paid to various aspects of the topic, the English learning apps for language proficiency in physical education and sport require more detailed analysis.

Considering the actuality of foreign language proficiency in the growing sphere of physical education and sport and the essential role of English learning apps in this process, the research is aimed at examining the foreign educational resources in this field. Tasks of the research involve defining and comparing the peculiarities of English learning apps for this sphere. Consequently, the object of research is foreign language proficiency in physical education and sport, and the subject concerns the English learning apps for this field. The English learning apps for foreign language proficiency in physical education and sport have been examined due to the methods of literature analysis and comparative analysis of the internet resources.

Physical education and sport play a significant role in people's life. Along with developing physical and mental health, they also enhance a person's capabilities to acquire important social and personal skills. The importance of English proficiency in today's global market cannot be understated due to the international nature of the language in most professional settings. Thus, the English learning apps are the crucial tools for foreign language proficiency in most professional fields. Further research prospects suggest the study and comparative analysis of other educational resources for the increasingly growing sphere of physical education and sport.

Keywords: foreign language, physical education, sports, English, language proficiency, learning applications.

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ІНШОМОВНА КОМПЕТЕНТНІСТЬ У ГАЛУЗІ ФІЗИЧНОГО ВИХОВАННЯ ТА СПОРТУ: НАВЧАЛЬНІ ДОДАТКИ АНГЛІЙСЬКОЮ МОВОЮ

Анотація. У статті розглянуто навчальні додатки англійською мовою для іншомовної компетентності у фізичному вихованні та спорті. Сучасний корпус досліджень та публікацій чітко свідчить про значну увагу, яка приділяється різним аспектам професійної підготовки. Багато досліджень також було зосереджено на навчальних ресурсах у різних сферах. Незважаючи на очевидне свідчення того, що багато вчених приділяють значну увагу різним аспектам цієї тематики, навчальні додатки англійською мовою для іншомовної компетентності у фізичному вихованні та спорті потребують більш детального аналізу.

Враховуючи актуальність володіння іноземною мовою у сфері фізичного виховання та спорту та важливу роль навчальних додатків англійською мовою в цьому процесі, дослідження спрямоване на вивчення іншомовних навчальних ресурсів у цій галузі. Завдання дослідження полягають у визначенні та порівнянні особливостей навчальних додатків англійською мовою для цієї сфери. Отже, об'єктом дослідження є іншомовна компетентність у фізичному вихованні та спорті, а предметом дослідження є навчальні додатки англійською мовою для цієї галузі. Навчальні додатки англійською мовою для іншомовної компетентності у фізичному вихованні та спорті досліджено методами літературного аналізу і порівняльного аналізу інтернет-ресурсів.

Фізичне виховання та спорт відіграють значну роль у житті людей. Поряд із розвитком фізичного та психічного здоров'я, вони також покращують можливості людини набувати важливих соціальних та особистісних навичок. Важливість володіння англійською мовою на сучасному світовому ринку праці неможливо недооцінити через міжнародний характер цієї мови у більшості професійних сфер. Тому, навчальні додатки англійською мовою є важливим інструментом іншомовної компетентності у більшості професійних галузей. Перспективи подальших досліджень передбачають вивчення та порівняльний аналіз інших навчальних ресурсів у сфері фізичного виховання та спорту.

Ключові слова: іноземна мова, фізичне виховання, спорт, англійська мова, мовна компетентність, навчальні додатки.

Problem statement. Sport and physical education are widely recognised to be a crucial part of personal growth and development. First and foremost, they contribute essentially to the development of mental health and physical fitness of the body. Through participation in sports and games, people also acquire many various skills, life experience and necessary confidence that are helpful for developing and adding values to their personality.

Pierre de Coubertin, the founder of the modern Olympic Movement, believed that sport contributed to the harmonious and well-balanced development of the body, personality and mind. As such, interaction between sport, education and culture is encouraged by the IOC [1]. As a universal language that transcends cultural, social, and boundaries, sport serves as a powerful catalyst for social transformation. Sport connects communities across borders and generations, and creating spaces for dialogue, solidarity and mutual respect [2].

In the modern interconnected world, where international communication and cultural fluency are highly valued, learning a foreign language not only improves your prospects but also expands your cultural awareness. Understanding diverse cultures promotes tolerance, empathy, and respect, ultimately contributing to a more harmonious global society. Furthermore, a greater understanding of different cultures can also positively influence your personal and professional relationships.

In a world increasingly connected by global networks, the ability to communicate across cultural and linguistic boundaries has become indispensable. Learning a foreign language is not just a practical skill; it is an intellectual pursuit that can deepen our understanding of the world, enhance our cognitive abilities, and foster a sense of empathy toward others. As per the ancient philosophers and the contemporary thinkers, learning a new language allows us to add new layers to our identity and enrich our perception of the world [3].

With advancements in technology and innovative teaching methods, learning a new language has become more accessible and efficient. Modern approaches emphasize interactive and immersive language learning experiences. Language learning apps and online platforms provide interactive lessons, immersive language experiences that enhance comprehension and retention of the foreign language. These tools simulate real-life scenarios, allowing learners to practice their foreign language skills in practical contexts.

English has become a critical tool for success in the 21st century. Its dominance in communication underscores the importance of learning the language for anyone seeking to compete in the global arena. As the world continues to evolve, the ability to communicate in English will remain a key factor in unlocking personal and professional potential. By learning English, people gain the ability to communicate across cultures, participate in international markets,

access cutting-edge research, and unlock new educational and professional opportunities [4]. Therefore, the English learning apps are essential for foreign language proficiency in most career fields.

Analysis of recent research and publications. The current body of recent research and publications provides clear evidence of much attention being paid to various aspects of professional training. The scholars such as Caulfield A., Vatansever D., Lambert G., Van Bortel T., Romanchuk O., Danylevych M., KholiavkaV., Khudoba V., Kalymon Yu., Vorobel M., Yurko N., Styfanyshyn I., Protsenko U., and others concerned this issue in the fields of healthcare [5; 6], fitness, recreation and tourism [7; 8; 9], physical education and sport [10; 11], foreign languages [12; 13], pedagogy and psychology [14; 15; 16], etc.

Much research has also been focused on educational resources in the spheres of Ukrainian and foreign languages [17–22], education and sport [23; 24], tourism, recreation and fitness [25], healthcare [26; 27; 28], etc. Despite the distinct evidence of many scholars attention being paid to various aspects of the topic, the English learning applications for language proficiency in physical education and sport require more detailed analysis.

The purpose of the article. Considering the ***actuality*** of foreign language proficiency in the growing sphere of physical education and sport and the essential role of English learning apps in this process, the research is ***aimed at*** examining the foreign educational resources in this field. ***Tasks*** of the research involve defining and comparing the peculiarities of English learning applications for this sphere. Consequently, the ***object*** of research is foreign language proficiency in physical education and sport, and the ***subject*** concerns the English learning apps for this field.

Presentation of the main material. Due to the ***methods*** of literature analysis and comparative analysis of the internet resources [29–35], the English learning applications for foreign language proficiency in physical education and sport appear to be distinguished as follows.

Learn Popular Sports. This app is engineered to learn about most popular sports played around the world easily and effectively. This application will help you memorize all those sports as every sport is associated with clear depiction of folks playing it. For the sake of user engagement and arouse their curiosity, this app is created in the form of flashcards. The key top features of the application include 100 most popular sports flashcards, custom flashcards with and without images, organization of flashcards, quizzes, study mode, bookmarking flashcards and quiz questions. The app is divided into 10 different sections. Every section of the application has 10 popular sports played in the world. In every section, sport's image will be shown on one side of the flashcard and sport's name will be shown on the other side of flashcard.

LearnEnglish Sports World. This is an educational app by the British Council designed to help kids and teens master sports vocabulary. In this beautifully illustrated app, players need to find and spell sports events and technical moves. A range of activities will help players learn the spelling and definitions of hundreds of Olympic and Paralympic sports words. This fun app will help kids and teens: learn vocabulary about their favourite sports, including sports events and technical moves; learn to spell sports words related to over 100 Olympic and Paralympic sports; remember new vocabulary by seeing words in English and in their own language side-by-side. Key features: vocabulary expansion; multilingual support – helps users remember new words by displaying terms in English and their native language side-by-side; interactive gameplay. It is very good app for children to identify directly sport's names and equipment at the same time.

Learn Language with Emma App – Theme Sport. Sports theme is one of the 39 themes of the app Learn Languages with Emma. The app uses a playful approach to teach toddlers and young children vocabulary and pronunciation across dozens of interactive themes, including Sports. The Sports theme introduces children to sports-related words in a highly visual and interactive way. Children learn through four engaging game types. Slideshow: introduces new words with vibrant visuals and clear pronunciation; children simply tap to repeat the word. Memory game: reinforces vocabulary by matching picture pairs; words and their articles are pronounced as the cards turn over. Puzzle game: a modern twist on traditional wooden puzzles; when a child correctly places a piece, the app speaks the word and its corresponding article. Testing module: designed for parents and educators to track a child's vocabulary knowledge through word recognition.

Sworkit Kids. This is a fun and engaging app that provides customizable workouts for children. It includes exercises like stretching, yoga, strength training, and sports drills, all of which can be used to get students moving in the classroom. Teachers can integrate Sworkit into lessons by instructing students to follow the workout routines and describe the movements they are doing. The Sworkit app offers a dedicated "Kids Workouts" section that is fully available in English, featuring guided bodyweight exercises, stretching, and agility routines. It is highly accessible for children as it requires no gym equipment and is designed specifically to make fitness engaging for younger users. Because the exercises are shown visually through real-time video, it is highly effective for visual learners and English language learners. It is frequently used by classroom/PE teachers for quick movement breaks, as well as by parents at home.

Coach's Eye. This app allows users to record sports performances and provide feedback on the movements. TESOL teachers can use Coach's Eye to

film students performing sports drills or exercises, and then watch the recordings to discuss what happened. This practice can help students learn vocabulary related to sports movements, such as “jump,” “throw,” “bend,” and “stretch.” The Coach's Eye app, known for frame-by-frame sports video analysis, features a fully English-language interface with drawing and slow-motion tools. Core tools: voice-overs, slo-mo scrubbing, angle measurements, and video overlaying. Language support: English, Spanish, German, French, and Italian. Status: discontinued and no longer receiving updates. If you need a replacement, highly rated, English-supported alternatives include Onform and VisualEyes.

PE Shake. This is an app that provides over 100 different physical education activities and games with clear instructions. The app generates random warm-up games or exercises that can be used for English lessons involving movement. Teachers can incorporate English tasks, such as describing each activity, naming the equipment, or giving directions. The PE Shake app is a popular physical education tool featuring over 200 warm-up games, icebreakers, and name games. By simply shaking your phone, you get instant, random activities with video tutorials, timers, and equipment filters. Key features: extensive library – over 240 different PE games and activities, categorized for quick browsing; video tutorials – watch quick video guides so you and your students can learn the games in seconds; lesson planning – build custom session plans, save your favorite games, and use auto-advancing timers. Available in full English, it is an excellent resource for PE teachers and coaches.

GoNoodle. The app offers movement-based videos designed to get students active while also having fun. The app includes dance routines, sports-themed exercises, and mindfulness activities. The GoNoodle – kids videos app is an excellent, free tool designed to get kids moving and learning through interactive English videos. Featuring hundreds of dance routines, yoga exercises, and mindfulness activities, the app operates entirely in English with a few Spanish options available. The vast majority of the app’s content is conducted and sung in English. It is widely used in classrooms for active learning and English vocabulary reinforcement. It can be a great tool for teaching sports vocabulary, action verbs, and following instructions in English.

Fitbound. The app provides short physical activity breaks that are easy to do in a classroom setting. The app includes a variety of workouts suitable for different fitness levels and ages. Teachers can use Fitbound activities to practice English phrases like “stretch your arms,” “take a deep breath,” and “jump up.” Fitbound does not refer to a single, standalone English-language fitness app. Depending on your goals, the term usually points to one of the following fitness resources. Fitbound Coaching (web & community): a female-focused fitness and strength program that provides guided workouts, nutrition tracking, and challenge

leaderboards. You can find their coaching programs and app access on the Fitbound Official Platform. Fit Bound Fitness (mobile app): a studio and gym companion app developed by Apex Global Solutions that lets users book classes, manage sessions, and purchase merchandise. You can download this English-supported app via the Google Play Store or the App Store.

Zombies, Run! (Kids Version). The kids' version of the popular running game "Zombies, Run!" turns physical exercise into an adventurous game where students complete missions while running or walking. The application is an immersive, English-language audio fitness game that transforms your real-world runs into post-apocalyptic adventures. You play collecting supplies and evading zombie hordes while your story seamlessly integrates with your own music playlists. The app features hundreds of missions, interval training chases, and base-building elements. Hear radio transmissions and story segments interspersed between preferred music tracks. This application is a fun way to encourage physical activity and language learning, as students can follow instructions in English to complete the challenges.

Team Shake. This app is perfect for organizing group sports activities and dividing students into teams fairly. Teachers can set up team-based English tasks, where students compete in language challenges involving sports terminology or perform specific actions to earn points. Key features include as follows. Customized grouping – automatically balance teams by skill level, gender, or specific user preferences. No arguing – proves to students or teammates that group assignments are generated entirely by the app. Easy importing – quickly load names from your device's contacts or import spreadsheets directly into the app. Cross-device support – fully supports both phones and tablets, automatically saving your lists for future use. Team Shake is a popular app designed to create random or balanced groups for games, sports, and classrooms. It serves as a digital "hat" where you enter names and shake your phone or tablet to generate color-coded teams instantly.

Strava. This is a global fitness tracking app for recording and analyzing running, cycling, walking, and over 40 other sports. Strava makes fitness tracking social. Record everything – runs, rides, hikes, yoga and over 50+ other sport types. Think of Strava as the homebase of your movement. Use your favorite device or strength app and your exercises, sets, reps, weights and a muscle map show up automatically. Start your strength journey today and see how quickly strength workouts become a key part of your active life. Discover anywhere – the routes tool uses de-identified Strava data to intelligently recommend popular routes based on your preferences. You can also build your own. Train smarter – get data insights to understand your progress and see how you improve. Your Training Log is the record of all your workouts. It connects with your favorite wearables

to track GPS, steps, and performance. It functions in English and automatically detects your phone or device system language.

The Athletic. This is a premier subscription-based sports news app offering ad-free, in-depth journalism, live scores, and expert analysis in English. It provides global and localized coverage of major leagues like the Premier League, NFL, NBA, and more. Keep up with the teams you care about with The Athletic app. Review sports news, scores and stats with expert insights and analysis for each league. Turn on notifications to get real-time updates for football, tennis, F1, cricket and more. Get in-depth sports coverage when you listen to exclusive podcasts and read breaking news stories on your favourite athletes and teams in the UK and around the world. The Athletic app has every major league covered by award-winning talent. The newsroom of 400+ full-time staff delivers in-depth coverage of hundreds of professional and college teams. Seamlessly access the latest scores, stats, breaking news, long-form features and audio offerings all in one place. Download The Athletic today to stay up to date on your daily sports news.

Eurosport. The official Eurosport app is your go-to mobile hub for daily sports news, scores, and video highlights. However, depending on where you live, the way you watch live events has changed significantly. The app provides free access to breaking news, daily original articles, live scores, results, and on-demand video highlights for football, cycling, tennis, and more. Available in English and multiple other languages on both Google Play and the App Store. Get free access to breaking news and hours of on-demand videos from the world of sport, as well as scores of original articles daily. Get all the top stories, interviews, video highlights and insights across football, tennis, cycling, rugby, snooker, boxing, winter sports and more. Keep up with all the action while you are on the go with free scores, tables, rankings and calendars. Get personalised alerts for stories related to your favourite sports. The app is your go-to place to enjoy free clips and get daily news, scores and results.

My Sport Live. This is an Australian-based digital content platform and streaming app dedicated to broadcasting a massive variety of sporting events, from grassroots and club levels to world championships. It provides live streams, on-demand replays, highlights, and interviews. The app features over 10,000 hours of content across a multitude of sports, both mainstream and niche. Content is offered through a mix of free viewing, pay-per-view, event rentals, and subscription models. The app allows users to access past games, highlights, and interviews in a dedicated digital library. It gives access to local and international sporting action that might not be broadcast on major commercial television networks. The app acts as a complete end-to-end service for sporting organizations to produce, distribute, and monetize their own events. It offers easy ways to stay connected with everything that is happening in the world of sport.

BBC Sport. The official BBC Sport app offers the latest sports news, scores, live sport and highlights. It is the best way to follow all the latest sporting action. BBC Sport brings you some of the world's biggest sports events. The BBC Sport app brings you all the breaking news across the world of sport. Read all of the latest headlines, football gossip, transfer rumours and league action as the stories unfold. You can even share news stories and sports results with your friends and followers across your social channels. Never again do you have to miss any of the latest action. The BBC Sport app offers in-depth results, analysis, live scores, match stats and text commentaries – keeping you up-to-date with all the action when you are on the go. Create a personalised "My Sport" page to bring together the stories, results and fixtures for the sports you love. Choose from over 300 different topics to follow including your favourite team or sports.

Conclusions. Sport and physical education play a significant role in people's life. Along with developing physical and mental health, they also enhance a person's capabilities to acquire important social and personal skills. Connecting with people on a deeper level, fostering meaningful interactions and building relationships, and equipping with intercultural competence makes foreign language proficiency an invaluable gateway to exploring the world. By incorporating modern approaches, interactive language learning apps and platforms into language learning, individuals can optimize their cognitive growth and harness the full benefits of learning a foreign language. The importance of English proficiency in today's global market cannot be understated due to the international nature of the language in most professional settings. Thus, the English learning applications are the crucial tools for foreign language proficiency in most professional fields. Further ***research prospects*** suggest the study and comparative analysis of other educational resources for the increasingly growing sphere of physical education and sport.

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INTERACTION OF LEXICAL, SYNTACTIC AND STATISTICAL CHARACTERISTICS OF THE WORD 'TEMPERATURE' (ON THE BASIS OF SCIENTIFIC AND TECHNICAL DISCOURSE TEXTS)

Abstract. The article considers the results of an experiment conducted within the survey of three text corpora referred to scientific and technical discourse: "Automation of Thermal Power Processes", "Chemical Engineering", and "Acoustics". Two of these corpora ("Automation of Thermal Power Processes" and "Chemical Engineering") describe technical fields dealing with industrial production, while the third ("Acoustics") relates to the means of communications and shares virtually no thematic issues with the other two specialties. This choice of scientific and technical discourse texts allows for definite generalizing conclusions. The text units used with the highest frequency are selected as the object of study. According to their lexical and semantic features, all of them belong to the general scientific lexical layer, which is considered common to all technical specialties. From the list of words with general scientific lexis, the noun 'temperature' is distinguished. The word 'temperature' functions in the texts in eight syntactic models (combinations of parts of speech). It appears in all three text corpora, but with varying frequencies, and with a minimum frequency of 20 tokens in the acoustics texts. The question arises as to whether, with such frequency, the word 'temperature' retains its lexical nature, i.e., remains a unit of the general scientific layer. At the first stage, the models in each text corpus and the activeness of the word 'temperature' (i.e., its use in the models) are examined. Not only absolute frequencies but also the

proportions — percentage participation — of the word in each model are calculated. At this stage, the influence of several factors—lexical, syntactic, and statistical—on the use of ‘temperature’ in models in the texts of three specialties is determined and their interactions are analyzed. Next, the percentage participation of the word ‘temperature’ in each of the models across the three corpora is compared. The results of the experiment showed that the word ‘temperature’ retains its lexical characteristics in texts of any technical specialty, though not to the same extent in texts on acoustics (or other similar fields) as in those describing production processes.

Key words: thematic problems, value, lexeme, token, technical field.

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ВЗАЄМОДІЯ ЛЕКСИЧНИХ, СИНТАКСИЧНИХ ТА СТАТИСТИЧНИХ ХАРАКТЕРИСТИК СЛОВА ‘TEMPERATURE’ (НА МАТЕРІАЛІ ТЕКСТІВ НАУКОВО-ТЕХНІЧНОГО ДИСКУРСУ)

Анотація. У статті розглядаються результати експерименту, проведеного в рамках дослідження трьох текстових корпусів, що відносяться до науково-технічного дискурсу: «Автоматизація теплоенергетичних процесів», «Хімічна інженерія» та «Акустика». Два з цих корпусів («Автоматизація теплоенергетичних процесів» та «Хімічна інженерія») відносяться до технічних галузей, пов'язані з промисловим виробництвом, тоді як третій («Акустика») має справу з комунікаційними приладами та практично не має спільних тематичних проблем з двома іншими спеціальностями. Такий вибір текстів науково-технічного дискурсу дозволяє зробити певні узагальнюючі висновки. Як об'єкт дослідження обрано текстові одиниці, що використовуються з найвищою частотою. За своїми лексико-семантичними особливостями всі вони належать до загальнонаукового лексичного шару, який вважається спільним для всіх технічних спеціальностей. Зі списку слів

із загальнонауковою лексикою виділяється іменник «температура». Слово «температура» функціонує в текстах у восьми синтаксичних моделях (сполученнях частин мови). Воно зустрічається в усіх трьох текстових корпусах, але з різною частотою, і з мінімальною частотою 20 токенів в текстах з акустики. Виникає питання, чи зберігає слово «температура» за такої частоти свою лексичну природу, тобто залишається одиницею загальнонаукового шару. На першому етапі досліджуються моделі в кожному текстовому корпусі та активність слова «температура» (тобто його використання в моделях). Розраховуються не лише абсолютні частоти, але й пропорції— відсоткова участь — слова в кожній моделі. На цьому етапі визначається вплив кількох факторів – лексичних, синтаксичних та статистичних – на використання слова «температура» в моделях текстів трьох спеціальностей та аналізується їхня взаємодія. Далі порівнюється відсоткова участь слова «температура» в кожній моделі в трьох корпусах. Результати експерименту показали, що слово «температура» зберігає свої лексичні характеристики в текстах будь-якої технічної спеціальності, хоча й не в такій самій мірі в текстах з акустики (або інших подібних галузей), як у тих, що описують виробничі процеси.

Ключові слова: тематичні проблеми, значення, лексема, слово-використання, технічна галузь.

Introduction. Latest literature review. To conduct experimental studies describing the lexical and semantic characteristics of units functioning text corpora with high-frequency, we selected several nouns (including the noun 'temperature') belonging to the general scientificlexical layer. Such lexemes are typically quite frequent and are found in virtually all text corpora referred to scientific and technical discourse [1, P.175].

This choice makes it possible to solve certain problems that may be of interest for the study of not only the lexical features of words in texts, but also their dependence on other characteristics: for example, to confirm the lexical nature of a word, i.e., whether a given word is truly a unit of general scientific lexical layer; to determine the extent to which a word’s belonging to the aforementioned lexical layer is confirmed; to identify the compatibility of texts from various technical fields and the possibility of attributing them to a common scientific and technical discourse, etc.

As already mentioned, since it is believed that the lexemes of the general scientific layer are common to many (almost all) technical specialties [2, P. 60; 3, P. 269], then to confirm the results of the analysis and for future general conclusions, the text corpora of several areas of technology referred to scientific and technical discourse were used.

The authors of this article deemed it necessary to utilize the texts of the following specialties: “Automation of Heating Processes” (AHP), “Chemical Engineering” (CE), and “Acoustics” (Ac). The first two relate to industrial fields and are somewhat similar, while the latter, although a technical specialty, primarily addresses theoretical and applied communications issues and is completely unrelated to industry. The texts researched have been taken from American and UK scientific journals of the corresponding engineering areas. For Acoustics: Journal of Acoustic Society of America, Journal of the Audio Engineering Society, Applied Acoustics, IEEE Transactions of Antennae and Propagation, The Journal of the Society of America; for Chemical Engineering Chemical Engineering: Progress, Chemical and Process Engineering; for Automation of Heating Processes: Power, Power Engineering, Process Engineering.

For a complete statistical picture, we would like to add that the size of all text corpora is identical, equaling 200,000 tokens. Therefore, the total volume of 600,000 tokens can be considered quite representative from a statistical position [4; 5; 6, P.93].

The author’s hypothesis is as follows: since the set of thematic problems of the technical fields ATP, HM and Acoustics differ significantly, this affects the implementation of quantitative (statistical) characteristics of lexemes of the general scientific layer in texts [7; 8]. However, their quantitative (statistical) characteristics do not affect the qualitative (lexical and syntactic) features of such lexemes, since, as already mentioned, they are units common to texts of all specialties of scientific and technical discourse.

This article presents the results of an experiment that examined the hypothesis put forward above.

Among the nouns in the list of general scientific words with the highest frequency of use, the word 'temperature' was chosen for study as it functions in all the syntactic models found in the presented text corpora. (The noun 'temperature' has already been examined in the article [9] devoted to the implementation of the semantic structure of this word, as recorded in normative dictionaries, in technical texts.).

Goal of the article. The purpose of this article is to describe the interdependence of the syntactic, lexical, and statistical features of the noun 'temperature' functioning in scientific and technical discourse texts.

Basic material. The contextual analysis of the texts demonstrates that the noun 'temperature' is indeed quite frequent in the texts “Automation of Heating Processes” (AHP) and “Chemical Engineering” (CE), with F = 565 and F = 635, respectively. In the “Acoustics” (Ac) texts, the absolute frequency of this word is only 20 tokens. The reason for this discrepancy in quantitative indicators is most

likely the lexical and semantic properties of this word, as well as the set of problems studied by these three engineering areas. Thus, while the specialties “Automation of Heating Processes" and “Chemical Engineering” examine processes that are truly connected to temperature characteristics, i.e., the degree of heat or cold, their measurement and impact on production processes (especially in the field of “Automation of Heating Processes,” as even the name suggests), for acoustics this parameter is of no significant importance, since this specialty does not deal directly with this physical phenomenon.

However, while statistical analysis revealed differences in frequency of use and a clear predominance in texts describing industrial processes, a qualitative analysis of lexical characteristics proved completely unexpected. At first glance, the law of dialectics would seem to dictate that quantity should translate into quality, and the word with the highest frequency of use should encompass the greatest number of meanings in its semantic structure. But a text experiment has shown that the word 'temperature' in the specialties “Automation of Heating Processes” (AHP) and “Chemical Engineering” (CE) possesses only two dictionary definitions, while in the texts on acoustics it possesses three (Почтарук Г.Я., Лєбєдєва Є.В., Гвоздь О.В., 2018: 102).

Let’s examine the syntactic characteristics of the word 'temperature' and present data on the syntactic models in which this word appears. Quantitative data is presented both in absolute values and as percentages, as it is of interest not only to measure the frequency of occurrence of an exact combination in the texts but also to determine its place within the overall set of units studied in the three technical fields. The percentage ratio was calculated as follows: the absolute frequency of occurrence of the word 'temperature' in the texts of each of the three specialties studied was taken as 100 percent, and then the percentage ratio was calculated based on the number of times the word appears in a given model.

First, let’s present a list of syntactic models found in the texts of the aforementioned specialties that include the word 'temperature': AN – “adjective + noun”;

a) NN – “noun + noun,” where the word ‘temperature’ is used here as the noun it modifies, i.e., it appears in second place;

b) NN – “noun + noun,” where the word ‘temperature’ appears first as an attribute;

a) NprepN – “noun + preposition + noun,” where the word ‘temperature’ appears second (after the preposition);

b) NprepN – “noun + preposition + noun,” where the word ‘temperature’ appears first, before the preposition;

NV – “noun + verb”; VN – “verb + noun”;

prepN – “preposition + noun.”

First, the numerical values of the models containing the word 'temperature' were calculated for each individual specialty, then the quantitative indicators for all three specialties were compared.

During the analysis, all models were presented in descending order of frequency of use of the word 'temperature' in each model.

"Automation of Heating Processes," absolute frequency F = 565.

The AN – "adjective + noun" model functions with frequency 163, accounting for 28.8% of all occurrences of this word, i.e., almost 30% of all occurrences, a very significant result, e.g., total temperature, high temperature, initial temperature).

The a) NN – "noun + noun" model, with the word 'temperature' in second place, accounts for 133 occurrences, or 23.7%, i.e., almost a quarter of the word 'temperature' occurrences in the texts, e.g., process temperature, combustion temperature).

Model b) NN – "noun + noun," where the word 'temperature' functions as an attribute. The number of occurrences is 105 units (18.6%), i.e., almost a fifth of all occurrences in the specialized texts, e.g., temperature registration, temperature control, and temperature mood.

Model VN – "verb + noun," with a frequency of occurrence F = 88 (15.6%), e.g., remove the temperature, decrease the temperature, and keep the temperature.

Model a) NprepN – "noun + preposition + noun," in which the word 'temperature' appears after the preposition only 24 times, or 4.2%, in this combination, e.g., list of temperatures, increase in temperature.

Model b) NprepN – "noun + preposition + noun," in which the word 'temperature' appears as the first noun only 20 times, or 3.5%, in this combination, e.g., temperature in the furnace, temperature for processes.

Model NV – "noun + verb," in which the word 'temperature' appears 18 times, or 3.1%, in this combination, e.g., temperature rises.

The prepN model – "preposition + noun," with 14 occurrences and 2.5% of all word usage in the texts, e.g., for temperature, within the temperature.

The last four models yield rather modest data on the word 'temperature' use. Of course, such insignificant values could be ignored. However, they will be important for future comparisons with quantitative characteristics of the word 'temperature' in models realized in the texts of other specialties.

"Chemical Engineering" (CE), absolute frequency F = 635.

Model AN – "adjective + noun," frequency F = 242, accounting for 38.1%, or more than a third, of all occurrences of the word 'temperature' in the texts on this specialty, e.g., low temperature, original temperature.

Model a) NN – "noun + noun," the word 'temperature' appears in the place of the attributed noun, 139 times, or 21.9% (a fifth of all occurrences of the word

'temperature' in the text corpus), it is used in this combination, e.g., process temperature, reaction temperature.

Model b) NN – "noun + noun," the word 'temperature' functions as an attribute, with 112 occurrences in this function and 17.7% (almost a quarter of all occurrences), e.g., temperature level, temperature drop, temperature source.

Model VN – "verb + noun," with the word 'temperature' used in this combination 50 times (7.8%), e.g., state the temperature, identify the temperature.

Model prepN – "preposition + noun," with 31 occurrences (4.9%), e.g., at the temperature, from the temperature, to the temperature.

Model NV – "noun + verb," with 26 occurrences and 4.1%, e.g., the temperature demonstrates.

Model a) NprepN – "noun + preposition + noun," where the word 'temperature' comes after the preposition, 19 occurrences (3.0%), e.g., difference of temperature.

Model b) NprepN – "noun + preposition + noun," where the word 'temperature' comes first, before the preposition, where the word 'temperature' is used in this combination 16 times (2.5%), e.g., temperature for reaction.

"Acoustics," absolute frequency of occurrence in texts F = 20.

Model b) NN – in this combination, the word 'temperature' is used 12 times (60%), i.e., it has a very significant frequency in texts in this specialty, e.g., temperature level, temperature limits, temperature range.

Model a) NN (in which the word 'temperature' is attributed) – is used 5 times (25%) in this model, e.g., case temperature, wiring temperature.

Model AN – 2 occurrences, 10% of all uses in this model, e.g., relative temperature, absolute temperature.

Model prepN – the noun 'temperature' is used in this model 1 time (5%), e.g., at the temperature.

Model a) NprepN – the noun 'temperature' is not used in this model in the "Acoustics" corpus.

Model NV – the noun 'temperature' is not used in this model in the "Acoustics" corpus.

Model VN – the noun 'temperature' is not used in this model in the "Acoustics corpus".

Model b) NprepN – the noun 'temperature' is not used in this model in the "Acoustics" corpus.

Having examined the implementation of the word 'temperature' in eight syntactic models in the text corpora of three specialties that refer to scientific and technical discourse, we can carry out a comparative analysis of the obtained data.

The undisputed leader in the texts of the AHP and CE specialties is the AN "adjective + noun" model, accounting for 28.8% and 38.1%, respectively. In the

texts on acoustics, it accounts for only 10%, i.e., three times less. The reason of such a gap in quantitative indicators may be the influence of the lexical and semantic compatibility of the word ‘temperature.’ Thus, according to the examples given, the adjective defining ‘temperature’ in the AHP and CE texts typically includes words that can belong to a lexical group that specifies the dimensional and quantitative characteristics of an object (or phenomenon), e.g., high temperature, low temperature; or stages of the production process, e.g., total temperature, initial temperature, original temperature. But if we examine the adjectives in the examples from the specialty “Acoustics” (relative temperature, absolute temperature), we see that they primarily refer to evaluative semantics used to describe certain processes or phenomena. Apparently, in the texts on this specialty, this particular semantics is not preferred for words that have a defining function in the “adjective + noun” combination.

Further, the combination a) NN “noun + noun” (the noun 'temperature' is attributed) is also noted as one of the most frequent in AHP – 23.6%, CE – 21.9%; Ac – 17.6%. As we can see, although in terms of frequency of use in absolute values in the texts on acoustics the word 'temperature' in this model is significantly inferior, in percentage terms it is almost equal to the relative values of the other two specialties.

b) NN – “noun + noun” (the word ‘temperature’ comes first in the attributive function): AHP – 18.6%; CE – 17.7%; Ac – 58.8%. This model demonstrates an absolute preference for using the word ‘temperature’ in the attributive function in texts on acoustics – more than half of all occurrences of this word, a share exceeding the percentage value for AHP and CE combined.

Further we will present models with prepositions that are absent in the texts on acoustics and are found only in AHP and CE texts. The frequencies of their use are quite small.

However, they are completely absent from texts on acoustics. Presumably, there is a certain tendency for prepositions to be displaced from noun phrases with the word ‘temperature’, which maintain in technical fields dealing with objects that require more precise, detailed descriptions.

Combination a) NprepN “noun + preposition + noun”: AHP – 3.6%; CE – 2.2%. No combinations of this type with the word 'temperature' are observed in texts on the “Acoustics” specialty. However, the proportions demonstrating the use of this model (including the word 'temperature') in AHP and CE texts are so small that they can be neglected when describing the overall functioning of this word in texts. Thus, the absence of this model with the word 'temperature' in the texts on acoustics does not indicate that the topic of this specialty significantly influences the lexical characteristics of the word 'temperature', i.e., its inclusion in the general scientific lexical layer.

Model b) NprepN – “noun + preposition + noun,” in which the word 'temperature' comes first, before the preposition: AHP – 3.5%; CE – 1.9%. Such models were not found in the texts on acoustics. Again, we believe that the frequency of this model in AHP and CE texts is so low that, as already stated, the absence of this phrase with the word 'temperature' in the texts on acoustics cannot serve as an argument for excluding it from the general scientific lexical layer.

The NV – “noun ('temperature') + verb” model: AHP – 3.1%; CE – 3.9%. This combination was not found in the Acoustics corpus. Here, we can again repeat the argument made above about the low frequency of this model’s use to justify excluding the word 'temperature' from the general scientific lexical layer.

The VN – “verb + noun” model was found in three text corpora with the following percentages: AHP – 15.1%; CE – 6.8%. Such a model with the noun ‘temperature’ was not found in the texts on acoustics. As we can see, the percentage of this model’s use in CE texts is very low. If we convert 15.1% into absolute numbers, we get only 10 tokens of the lexeme ‘temperature’ being used in this model in AHP texts. So, we can repeat that that the absence of this model with the word ‘temperature’ in the “Acoustics” does not testify that the lexeme ‘temperature’ has lost its lexical characteristics as the unit of general scientific layer.

The prepN model “preposition + noun” is represented in the following percentage ratio in all three corpora: AHP – 1.6%; CE – 4.9%; Ac – 5.9%. The shares of the use of the word ‘temperature’ in this combination are almost identical in the texts of the three specialties.

Conclusions. Based on the above, the following conclusions can be drawn.

1.The study presented can be considered fairly representative, as it uses the text corpora not only from related fields, which can be referred to the ones dealing with production — “Automation of Heating Processes (AHP) and “Chemical Engineering” (CE), but also from a technical field unrelated to production processes — “Acoustics”.

2. Having examined the interaction of lexical-semantic, syntactic and statistical characteristics, we can come to the conclusion that the author’s hypothesis about the influence of extralinguistic factors in the form of thematic problems of each of the represented areas of technology on the frequency of use of units of the general scientific layer is confirmed, since in the texts that describe production processes (AHP and CE), the occurrence values of the word ‘temperature’ in texts are much higher (F = 565 and F = 635) than in the texts of specialty not related to production (Acoustics, F = 20).

3. The noun 'temperature' can be considered a unit of general scientific vocabulary with a high probability because: a) it is found in the text corpora across all three specialties studied; b) despite differences in the absolute frequencies of

the word 'temperature' in the texts of different specialties, and in two cases, in the proportions of its use in models (models AN and b)NN), its statistical activity is quite high – 'temperature' is included in the four most frequent models in all three corpora. It is absent from the remaining four models in the texts on acoustics. However, the proportion of 'temperature' in these four models and in the other two corpora is also extremely low, and such numerical values can be neglected.

4. Based on the results of the analysis, the authors conclude that to obtain more reliable data when studying text corpora, the specialties included in scientific and technical discourse and taken for study must be strictly grouped by their subject problems. The degree of compatibility of lexical units and syntactic phenomena operating in corpora must be verified using statistical methods.

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EUPHEMISM TREADMILL IN MODERN CORPORATE AND SOCIAL DISCOURSE

Abstract. The modern state of English lexicology is undergoing a rapid and profound transformation, caused by the demands of social justice, corporate ethics, and digital interconnectivity. The phenomenon of euphemism, that is the substitution of an offensive or unpleasant term with a milder, less direct alternative, plays special role in this process. In the 21st century, these linguistic substitutions have become more dynamic and entered a cycle of constant acceleration known as the "euphemism treadmill". This concept, first introduced by cognitive scientist Steven Pinker, is examined as a cyclical process in which newly introduced neutral or polite terms gradually acquire negative connotations due to their association with stigmatized realities, thus necessitating further lexical replacement.

The research aims to conduct a comprehensive linguistic analysis of euphemistic transformations and to identify socio-cognitive factors that accelerate semantic pejoration. Particular attention is paid to the strategic role of euphemisms in corporate discourse, where language functions as a tool for managing perception, mitigating reputational risks, and maintaining stakeholder confidence.

In the sphere of social discourse, the euphemism treadmill is analyzed as a mechanism driven by the pursuit of inclusivity and the destigmatization of marginalized groups. The article traces the evolution of terminology related to social identity, including shifts toward person-first and identity-first language, as well as the emergence of concepts such as "neurodiversity".

Furthermore, the article investigates the impact of digital media and artificial intelligence, particularly large language models, on the acceleration and global synchronization of euphemistic change. It is argued that AI technologies not only reflect but also actively shape linguistic trends, potentially leading to "semantic flattening," where communication becomes increasingly neutral but less expressive.

The findings indicate that while euphemistic renewal reflects evolving social values and contributes to more inclusive communication, it also poses significant risks, including loss of clarity, semantic vagueness, and reduced communicative effectiveness. The study concludes that maintaining a balance between linguistic sensitivity and transparency is essential for preserving the functional integrity of language in global communication.

Keywords: euphemism treadmill, semantic pejoration, corporate discourse, social discourse, political correctness, inclusive language, AI-driven linguistics.

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«ЕВФЕМІСТИЧНА БІГОВА ДОРІЖКА» В СУЧАСНОМУ КОРПОРАТИВНОМУ ТА СУСПІЛЬНОМУ ДИСКУРСІ

Анотація. Сучасний стан англійської лексикології зазнає швидкої та глибокої трансформації, спричиненої вимогами соціальної справедливості, корпоративної етики та цифрової взаємопов'язаності. Особливу роль в цьому процесі відіграє феномен евфемізму, який полягає в заміні неприємного, образливого терміну менш прямолінійною альтернативою. У XXI столітті ці лінгвістичні заміни стають ще більш динамічними та зазнають постійного прискорення, відомого як «евфемістична бігова доріжка». Ця концепція, вперше введена когнітивістом Стівеном Пінкером, розглядається як циклічний процес, у межах якого нові нейтральні або коректні мовні одиниці поступово набувають негативних конотацій через зв'язок із соціально чутливими реаліями, що зумовлює необхідність їх подальшої заміни.

Метою дослідження є комплексний лінгвістичний аналіз евфемістичних трансформацій та виявлення соціокогнітивних чинників, що прискорюють процес семантичної пейорації. Особливу увагу приділено стратегічній ролі евфемізмів у корпоративному дискурсі, де мова виступає інструментом управління сприйняттям, мінімізації репутаційних ризиків та підтримання довіри зацікавлених сторін.

У соціальному дискурсі «евфемістична бігова доріжка» розглядається як механізм, зумовлений прагненням до інклюзії та дестигматизації вразливих груп. У статті простежується еволюція термінології, пов'язаної з соціальною ідентичністю, зокрема перехід до персоно-орієнтованих підходів, а також поширення концепції «нейровідмінності».

Окремо проаналізовано вплив цифрових медіа та штучного інтелекту, зокрема великих мовних моделей, на прискорення та глобальну синхронізацію мовних змін. Обґрунтовано, що сучасні технології не лише відображають, а й активно формують мовні тенденції, що може призводити до явища «семантичного вирівнювання», коли комунікація стає максимально нейтральною, але менш виразною.

У результаті дослідження встановлено, що оновлення евфемістичної лексики відображає еволюцію соціальних цінностей і сприяє інклюзивності, проте водночас створює ризики втрати точності, семантичної визначеності та ефективності комунікації. Зроблено висновок про необхідність збереження балансу між мовною чутливістю та прозорістю як ключової умови ефективного функціонування мови в глобальному комунікативному просторі.

Ключові слова: «евфемістична бігова доріжка», семантична пейоративність, корпоративний дискурс, соціальний дискурс, політична коректність, інклюзивна мова, ШІ-лінгвістика.

Setting of the problem. The landscape of modern English lexicology is undergoing a rapid and profound transformation, driven by the intensifying demands of social justice, corporate ethics, and digital interconnectivity. At the heart of this evolution lies the phenomenon of euphemism, which is the substitution of an offensive or unpleasant term with a milder, less direct alternative. However, in the 21st century, these linguistic substitutions are no longer static. They have entered a cycle of constant acceleration known as the "euphemism treadmill". The concept of the "euphemism treadmill", first introduced by cognitive scientist Steven Pinker, states that the process of euphemism is inherently unstable. Pinker argues that a name does not carry a negative connotation in its phonemes, but rather in the concept it represents. Consequently, even when a new, "clean" term is introduced to replace a stigmatized one, the negative associations of the underlying reality eventually "bleed" into the new word, tainting it and necessitating another replacement [11, p. 213]. This creates a perpetual cycle of lexical substitution where terms that were once considered progressive or polite such as *handicapped* or *retarded* eventually become slurs or pejoratives, requiring the birth of new iterations like *disabled, challenged,* or *neurodivergent* [10, p. 8]. The relevance of researching this treadmill in 2026 cannot be overstated. In the corporate sector, the linguistic shift has moved beyond simple "doublespeak". As companies strive to align with Environmental, Social, and Governance (ESG) frameworks, the language of management has become a primary tool for "face-saving" and reputation management. When a firm undergoes a "reduction in force" or "strategic

rightsizing" instead of "mass firing", it is not merely being polite; it is attempting to manipulate the semantic field to mitigate negative stakeholder reactions [7, p. 42]. Analyzing these shifts allows linguists to map the tension between organizational transparency and the strategic use of ambiguity. Furthermore, in the social sphere, the treadmill has reached a point of unprecedented velocity. Digital platforms act as catalysts, where a term can rise to prominence and fall into disrepute within a single calendar year. This creates a "linguistic minefield" for speakers, where staying "current" requires constant lexical recalibration. The study of this phenomenon is crucial for understanding how language reflects and shapes social hierarchy, power dynamics, and the boundaries of political correctness [5, p. 88]. By examining the euphemism treadmill within corporate and social discourses, this research aims to identify the specific triggers that accelerate lexical pejoration in the modern era. It seeks to answer whether these substitutions genuinely foster inclusion and ethical clarity or whether they merely create a "semantic fog" that obscures social and economic realities [13, p. 12].

Analysis of the latest research and publications. The study of euphemisms has transitioned from a purely descriptive linguistic endeavour to a complex, multi-layered analysis of power, social ethics, and corporate strategy. Modern scholarship, both globally and within Ukraine, increasingly treats the "euphemism treadmill" as a dynamic reflection of social transformation rather than a mere stylistic device. In the international academic arena, recent research focuses on the cognitive and pragmatic impacts of euphemistic substitutions. Walker et al. (2021) demonstrated that euphemistic language effectively shifts public judgment of controversial actions without necessarily evoking perceptions of dishonesty, a finding that explains why the corporate treadmill remains so productive [15, p. 104]. Further comparative studies have highlighted how cultural dimensions influence the velocity of the treadmill. For instance, research into job termination language shows that in cultures with high power distance, the cycle of replacing terms like *layoff* with *personnel flow* or *structural necessity* is notably more frequent, as these terms serve to detach organizational actions from individual consequences [16, p. 169]. Additionally, Burridge continues to explore the "seven ages" of euphemisms, noting that the "contamination" phase where a word becomes tainted by its referent is accelerating due to digital media's reach [4, p. 67].

Ukrainian linguistics has also made significant attempts in analyzing euphemisms through the prism of political and social crisis. Modern Ukrainian scholars, such as Nazarenko and Kozel, emphasize the role of euphemisms in mass media discourse during high-stakes events like the 2024 USA elections, arguing that these units are essential for maintaining "linguistic tolerance" while simultaneously acting as tools for subtle influence [9, p. 9]. The pragmatic

function of euphemisms in political leadership is a focal point for Poluzhyn and Yurychko, who examined the speeches of leaders like Volodymyr Zelenskyi and Joe Biden. Their research indicates that in the context of the Russian-Ukrainian war, euphemisms are strategically deployed not just to soften harsh realities, but to construct a specific socio-political narrative that aligns with international diplomatic standards [12, p. 72]. Moreover, the "eco-linguistic" and translational aspects of euphemization have been explored by Sieriakova (2024), who argues that the translation of English euphemisms into Ukrainian requires a deep understanding of the "semantic treadmill" to avoid unintended dysphemization where a polite English term might sound unpleasantly blunt if translated literally [3, p. 143]. This aligns with the work of Khairulina and Borzova, who track the "strong tendency" of English media to adopt politically correct vocabulary in areas of gender and disability while noting a slower shift in racial and ethnic identifiers [6, p. 225]. Thus, the current literature suggests that the euphemism treadmill is no longer a slow evolutionary process but a rapid, technologically mediated cycle. While foreign researchers focus on the cognitive "blind spots" created by euphemisms, Ukrainian scholars are increasingly concerned with their role in navigating the complex ethical landscape of modern warfare and global integration.

The purpose of this article is to conduct a comprehensive linguistic analysis of the "euphemism treadmill" within the specific contexts of modern corporate communication and social discourse. By tracking the life cycle of key lexical units, the study aims to identify the socio-cognitive triggers that accelerate the transition of words from neutral euphemisms to stigmatized pejoratives. Furthermore, the research seeks to evaluate the pragmatic effectiveness of these substitutions, determining whether they facilitate genuine ethical progress or merely serve as tools for hiding the meaning. Ultimately, the article intends to provide a theoretical framework for predicting future shifts in the English lexicon under the influence of global digital integration.

Presentation of the main research material. The conceptual foundation of this study rests on the tripartite relationship between the linguistic nature of euphemism, the psychological mechanism of pejoration, and the sociolinguistic implications of political correctness. Understanding these elements is essential for explaining why the "euphemism treadmill" is an inescapable cycle in human communication.

Historically, euphemisms emerged as a linguistic shield against religious or cultural taboos, primarily death, disease, and the supernatural phenomena. In ancient contexts, the primary function was to avoid "summoning" evil by naming it directly. However, in modern discourse, the focus has shifted toward interpersonal pragmatics and the maintenance of "face". Modern euphemisms

serve as instruments of politeness, designed to protect the dignity of the listener or the reputation of the speaker. As noted by Rawson, a euphemism is a "linguistic deodorizer" used to mask realities that a society finds unpleasant or embarrassing [13, p. 1]. Consequently, the modern nature of euphemism is deeply rooted in social etiquette rather than mystical fear.

The core driver of the treadmill is *pejoration* (semantic degradation), the process by which a word's meaning moves from a positive or neutral state to a negative one. The primary reason new terms lose their neutrality is that they are mere "containers" for concepts. If the underlying reality (e.g., poverty, mental illness, or corporate layoffs) remains stigmatized or painful, that stigma eventually saturates the new word. Pinker explains that the "taint" of the concept inevitably outruns the "freshness" of the new term; the negative associations "leak" from the concept to the label [11, p. 213]. This creates a recursive loop: a word is introduced to be polite, it becomes associated with the negative reality, it acquires a derogatory connotation, and it must be replaced to maintain the original level of politeness [4, p. 67].

The "Political Correctness" (PC) movement is built upon a modern, practical application of the Sapir-Whorf hypothesis, or linguistic relativity. This theory suggests that the language we use influences, or even determines, the way we perceive the world. Proponents of the euphemism treadmill in social discourse believe that by changing the label (e.g., from *janitor* to *custodial engineer*), they can alter the social status of the individual and the public's perception of the role.

However, the efficacy of this approach is often debated. If language strictly dictated thought, the treadmill would stop once a perfectly "neutral" term was found. The fact that the treadmill continues suggests a "soft" version of linguistic relativity: while changing words might temporarily adjust social attitudes, it cannot permanently erase the underlying social hierarchies or prejudices [10, p. 57]. Thus, the PC movement represents a constant struggle to reshape social reality through lexical engineering, even as social reality continues to "corrupt" the very language intended to fix it.

Let us consider euphemisms in corporate discourse. In the high-stakes environment of global business, language is rarely just a medium for information; it is a strategic asset used to manage perceptions, mitigate legal risks, and maintain shareholder confidence. The corporate sector has become one of the most prolific engines for the "euphemism treadmill", particularly in the realms of human resources and financial reporting. In this context, euphemisms function as a "semantic anesthetic", numbing the impact of harsh economic realities.

The transformation of terminology related to the termination of employment offers the most striking example of the euphemism treadmill in action. The journey begins with the blunt, monosyllabic "firing", a term that

implies agency, fault, and a definitive end. As corporate culture sought to distance itself from the perceived cruelty of this term, it shifted toward "layoff". Originally, a layoff implied a temporary suspension of work due to economic conditions, but as the term became synonymous with permanent job loss, it lost its neutral veneer [13, p. 118].

To counter the growing stigma of "layoffs", the 1990s introduced "downsizing", a term borrowed from engineering and architecture. It reframed the loss of human livelihoods as a structural necessity for efficiency. However, as "downsizing" became a punchline for corporate greed, it was replaced by "rightsizing". This term added a moral dimension, suggesting that the company was not getting smaller, but simply reaching its "correct" or "optimal" size. By the 2020s, the treadmill moved toward even more clinical and process-oriented language. Today, we see terms like "reduction in force" (RIF) or "organizational restructuring". The most recent iteration, "offboarding", completes the transformation by turning a traumatic life event into a routine administrative procedure. By mirroring the term "onboarding", companies create a semantic symmetry that masks the inherent power imbalance of termination. As Lutz notes, these "doublespeak" terms are designed not to facilitate communication, but to bypass the emotional and ethical implications of the act [7, p. 24].

Beyond personnel management, the treadmill is equally active in financial reporting and investor relations. When a company faces a fiscal crisis, the language used in annual reports is carefully calibrated to avoid panic. Negative growth is rarely called "loss"; instead, it is referred to as "negative contribution" or "earnings at the lower end of expectations**".** During periods of market volatility, corporations often describe their struggles as "headwinds" or "market challenges", externalizing the cause of failure. Conversely, internal failures are cloaked in the language of transition: a failing product line is not "discontinued" but is undergoing a "strategic pivot" or a "portfolio optimization". These terms serve to maintain the illusion of control. By the time investors realize that "non-core asset divestiture" actually means "selling off parts of the company to pay debt", the treadmill has often moved on to a new set of jargon. This semantic fog allows management to report failure in the vocabulary of progress [5, p. 112].

At its core, the use of euphemisms in corporate discourse serves a profound "face-saving" function. According to politeness theory, both the speaker (the corporation) and the hearer (the employee or shareholder) have a "face", that is a public self-image they wish to maintain. When a CEO announces "resource reallocation" instead of "budget cuts", they are protecting the company's "positive face" by appearing proactive and strategic rather than desperate.

Furthermore, these terms protect the "face" of the dismissed employee. Telling a professional they are being "transitioned out of the organization"

provides a thin veil of dignity that "you're fired" does not. However, this is where the treadmill's irony is most apparent. Because the underlying reality of job loss remains devastating, even the most sophisticated "face-saving" terms eventually become perceived as condescending or dishonest. As Pinker observes, once the listener "sees through" the euphemism, the term becomes a source of irritation rather than comfort [11, p. 214].

In the modern corporate world, the constant need to stay ahead of this irritation ensures that the treadmill will never stop turning.

In the social sphere, the euphemism treadmill operates with a velocity and emotional intensity far exceeding that of the corporate world. Here, the primary driver is not financial gain or reputation management, but the pursuit of social justice and the destigmatization of vulnerable groups. However, this sector also faces the most significant friction between ideological goals and the practical limits of human communication.

The lexical landscape regarding marginalized populations has undergone a radical shift toward "person-first" and "identity-first" language. This transformation is rooted in the desire to strip away the historical "baggage" of terms that have become saturated with negative social judgment. For instance, the evolution from "the poor" to "low-income individuals" and eventually to "economically disadvantaged" or "underserved communities" reflects an attempt to move the focus from an inherent quality of the person to the external systemic conditions they face.

Similarly, in the context of homelessness, we have seen a rapid transition from "the homeless" to "people experiencing homelessness" and, more recently in urban policy discourse, to "unhoused neighbours". Each step on the treadmill is intended to re-humanize the subject, yet as Pinker notes, the treadmill is relentless: as long as the social condition of having no home remains a crisis, any new term will eventually inherit the stigma of the old one [11, p. 213].

One of the most profound shifts in modern English lexicology is the migration of terms from the clinical/medical domain to the social/identity domain. Historically, terms like "crippled", "handicapped", "disabled", and "challenged" followed a classic treadmill pattern. What began as a precise medical descriptor often became a playground slur, necessitating a linguistic "reset".

Today, the "Social Model of Disability" has pushed the treadmill toward descriptors that emphasize societal barriers rather than physical or mental "deficits". The rise of "neurodiversity" is a prime example. Instead of using medicalized labels like "disorder" (as in ADHD or Autism Spectrum Disorder), the discourse now favors "neurodivergent", which frames the condition as a natural variation in human wiring rather than a biological "error". This shift from diagnosis to descriptor aims to empower the individual, but it also creates a

complex linguistic environment where the "correct" term can change within a few years, leaving the general public in a state of constant lexical catch-up [4, p. 73].

The transition from clinical diagnosis to social identity is not merely a change in labels, but a fundamental shift in the locus of "the problem". In the traditional medical model, the focus was on the "impairment" within the individual, leading to terms that emphasized deficiency. As these terms entered the vernacular, they almost inevitably underwent a process of semantic bleaching and subsequent pejoration. For example, the term *idiot* was once a neutral technical classification in 19th-century psychology, only to be replaced by *retarded*, which in turn fell victim to the treadmill as it became a common playground insult [11, p. 213].

A crucial modern development in this stage of the treadmill is the debate between Person-First Language (PFL) and Identity-First Language (IFL). PFL (e.g., *person with autism*) was designed to emphasize the humanity of the individual over their diagnosis, serving as a classic euphemistic shield against the "totalizing" effect of a medical label. However, we are now witnessing a "counter-treadmill" movement where many communities (notably the Autistic and Deaf communities) are reclaiming labels as a source of pride, preferring IFL (e.g., *autistic person*).

They argue that the euphemistic attempt to "separate" the person from the condition implies that the condition is inherently shameful [4, p. 71].

Furthermore, the introduction of terms like "differently-abled" or "special needs" represents the extreme end of the treadmill, where the language becomes so vague that it loses its descriptive utility. Research suggests that such "hyper-euphemisms" can sometimes be perceived as more stigmatizing than the direct terms they replaced, as they signal a profound discomfort with the reality of the condition [15, p. 112]. This illustrates a key paradox of the treadmill: the more a term tries to "soften" a reality, the more it may inadvertently highlight the very stigma it seeks to hide.

The rapid acceleration of the treadmill in social discourse has created a tension between ideological expediency (the need to use precise, inclusive language to reflect progressive values) and linguistic economy (the natural tendency of speakers to use the shortest, most efficient terms available).

Social justice discourse often favors longer, more complex phrases to ensure maximum sensitivity, for example, replacing the word "ex-con" with "justice-impacted individual". While ideologically sound, these multi-word expressions often violate the principle of least effort in linguistics. This creates a "clash of registers":

1. The Academic/Activist Register: Uses highly specific, multi-syllabic euphemisms to signal ideological alignment and "wokeness".

2. The Vernacular Register: Tends toward brevity, often reverting to older, "tainted" terms simply because they are easier to use in daily speech.

This conflict often results in a "semantic divide". When the treadmill moves too fast for the general population to follow, the new terminology can be perceived as "elitist" or "performative" [8, p. 45]. Furthermore, the push for "person-first language" (e.g., "person with substance use disorder" vs. "addict") often requires significant cognitive load, leading to a phenomenon where the treadmill's goal of inclusion is undermined by the sheer complexity of the required vocabulary. As Fairclough argues, when language becomes too heavily engineered, it risks losing its communicative power and becoming a gatekeeping mechanism rather than a bridge to understanding [5, p. 92].

The persistent rotation of the euphemism treadmill raises a fundamental question for linguists and sociologists alike: does the constant renewal of the lexicon actually facilitate social progress, or is it merely a superficial exercise in "linguistic window dressing"? This section evaluates the cognitive efficacy of the treadmill and the communicative risks associated with its acceleration.

The core ambition of the "treadmill" in social discourse is rooted in the "weak" version of the Sapir-Whorf hypothesis, the belief that by sanitizing language, we can gradually sanitize thought. There is evidence to suggest that in the short term, new euphemisms do provide a "grace period" of neutrality. When a new term like "neurodivergent" or "unhoused" is introduced, it lacks the historical weight of accumulated prejudice, allowing for more empathetic public discourse.

However, as Pinker famously argued, "the problem is that the treadmill is a symptom, not a cure". If the underlying social reality such as the material hardship of poverty or the physical limitations of a disability remains unchanged, the new word will eventually be "re-contaminated" by the concept [11, p. 214]. For instance, research in corporate psychology suggests that calling a mass firing "rightsizing" does not make the affected employees feel any less traumatized; rather, it often breeds secondary resentment toward the perceived dishonesty of the management [7, p. 55]. Thus, while changing words can provide a temporary shift in tone, it rarely alters deep-seated social attitudes without concurrent structural changes in reality.

One of the primary dangers of an accelerating treadmill is the distortion of communicative clarity. As terms become increasingly abstract to avoid offense, they often suffer from semantic overload where a single phrase becomes so vague it ceases to convey specific information. We can distinguish the following issues here:

1. Vagueness as a Barrier: In corporate reports, using phrases like "evolving our human capital landscape" to describe layoffs creates a "semantic fog". This

prevents stakeholders from accurately assessing the company's health and creates a barrier to transparent communication [5, p. 115].

2. Cognitive Load: For the general public, the rapid turnover of "correct" terms can lead to communicative anxiety or "PC fatigue". When the linguistic rules change too quickly, individuals may withdraw from public discourse altogether to avoid the social "minefield" of using an outdated term.

3. Loss of Emotional Weight: Some critics argue that by excessively softening language, we lose the ability to describe the gravity of certain situations. If every crisis is a "challenge" and every failure is a "growth opportunity", the language loses its capacity for moral urgency and accountability.

While the euphemism treadmill is a testament to the human desire for empathy and face-saving, its effectiveness is limited by the "gravity" of the concepts it tries to escape. The risk for modern English is a shift toward a "technocratic" or "clinical" dialect that is technically inoffensive but functionally opaque, leading to a breakdown in the very social cohesion it seeks to promote.

As we look toward the late 2020s, the integration of Large Language Models (LLMs) and real-time AI writing assistants is poised to act as a massive catalyst for the euphemism treadmill. AI does not merely observe linguistic shifts; it codifies and enforces them at scale.

Firstly, algorithmic "correctness" will likely synchronize the treadmill across global networks.

AI-driven tools like Grammarly or corporate-wide "inclusive language" plugins will offer real-time "nudges", automatically replacing "outdated" terms with the newest euphemisms. This reduces the time it takes for a new term to move from academic circles to the general public, effectively shortening the life cycle of a word from years to months.

Secondly, there is the risk of "semantic flattening". Since AI models are trained to avoid "unsafe" or "offensive" content, they tend to default to the most neutral, clinical, and often vague euphemisms available. This could lead to a future where corporate and social communication becomes hyper-sanitized but emotionally hollow. As AI generates more of our daily text, the "semantic fog" discussed earlier may become the default setting of human interaction.

Conclusion. The "euphemism treadmill" remains one of the most compelling proofs of the dynamic relationship between language, thought, and social reality. This study has demonstrated that in both corporate and social discourses, the drive to replace stigmatized terms is a constant process.

In the corporate sector, euphemisms serve a pragmatic, "face-saving" function, attempting to rebrand economic hardship as strategic progress. However, the treadmill in business often risks eroding trust by creating a disconnect between language and employee experience.

In the social sphere, the treadmill is a tool for empathy and inclusion. While it successfully moves the needle from medical "deficits" to social "identities", it faces a persistent challenge: the "taint" of social reality. No matter how progressive a term may be, it cannot remain neutral if the underlying social conditions like stigma, poverty, or exclusion remain unchanged.

The research concludes that while the treadmill is a necessary manifestation of a society's evolving ethics, its current acceleration fueled by digital media and AI presents significant risks. Semantic overload and the loss of communicative clarity are the "costs" of this rapid lexical turnover. For English to remain a functional tool for global communication, speakers and institutions must balance the need for sensitive, inclusive language with the fundamental requirement for honesty and clarity. The treadmill will continue to turn, but its value lies not in the words it produces, but in the social conversations it forces us to have.

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ЛІНГВОКУЛЬТУРНІ ОСОБЛИВОСТІ СУЧАСНОГО ПЕРСЬКОГО ПОЛІТИЧНОГО ДИСКУРСУ

Анотація. Політична мова є важливим інструментом впливу на суспільство, що використовується для пропаганди певних політичних ідей та цінностей, а також формування громадської думки. Лінгвокультурні особливості політичного дискурсу відображають культурні та історичні особливості країни.

Політичний дискурс в перській культурі має важливе значення, як відображення суспільних та політичних процесів, так і культурних особливостей давньої цивілізації. Лінгвокультурні аспекти цього дискурсу становлять ключовий об’єкт вивчення, оскільки вони відображають глибокі традиції, цінності та специфічні особливості комунікації.

Іран був однією з наймогутніших держав у світі, центром Перської цивілізації, а також важливим торговим центром, що зв’язував Схід та Захід. Ці історичні реалії знайшли своє відображення в перській культурі та відіграють важливу роль у сучасному політичному дискурсі Ірану.

Перський політичний дискурс перетворився на своєрідну історичну призму, яка є віддзеркаленням політичних, соціальних та культурних змін, що відбувалися в Ірані протягом багатьох століть, а також актуальних тектонічних геополітичних змін в усьому глобалізованому світі.

Актуальність дослідження зумовлена необхідністю виявлення та аналізу лінгвокультурних особливостей сучасного перського політичного дискурсу, що отримав новий етап розвитку у результаті інтенсифікації конфлікту Ірану із США та Ізраїлем.

Наукову та практичну цінність становить вивчення лінгвокультурних особливостей сучасного перського політичного дискурсу, які одночасно слугують засобами ідеологічного впливу, апелюючи до глибинних пластів колективної пам’яті, культурного коду та національної ідентичності. Їх аналіз дозволяє краще зрозуміти не лише мовну структуру текстів, а й глибинні механізми формування ідеологічних настанов, маніпулятивних впливів та суспільного відношення до конфлікту.

Ключові слова: лінгвокультурні особливості, перський політичний дискурс.

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LINGUOCULTURAL FEATURES OF MODERN PERSIAN POLITICAL DISCOURSE

Abstract. Political language is an important tool of influence on society, used to promote certain political ideas and values, as well as to shape public opinion. Linguistic and cultural features of political discourse reflect the cultural and historical characteristics of the country.

Political discourse in Persian culture is of great importance, both as a reflection of social and political processes and as a cultural feature of the ancient civilization.

Linguistic and cultural aspects of this discourse constitute a key object of study, after which they reflect deep traditions, values, and specific features of communication.

Iran was one of the most powerful states in the world, the center of Persian civilization, and an important trading center connecting East and West.

These historical realities are reflected in Persian culture and play an important role in contemporary Iranian political discourse.

Persian political discourse has become a kind of historical prism, reflecting the political, social, and cultural changes that have taken place in Iran over many centuries, and the current tectonic geopolitical shifts throughout the globalized world.

The relevance of the study is due to the need to identify and analyze the linguistic and cultural features of modern Persian political discourse, which has reached a new stage of development as a result of the intensification of the conflict between Iran and the USA and Israel.

The study of the linguistic and cultural features of contemporary Persian political discourse, which simultaneously serve as means of ideological influence, appealing to the deep layers of collective memory, cultural code, and national identity, is of scientific and practical value. Their analysis allows us to better understand not only the linguistic structure of the texts, but also the deep mechanisms of the formation of ideological guidelines and public attitudes towards the conflict.

Keywords: linguistic and cultural features, Persian political discourse.

Постановка проблеми. У сучасному глобалізованому світі, де слово є не лише засобом комунікації, а й інструментом впливу, особливого значення набуває дослідження мови як засобу формування громадської думки. У зв'язку із активним розвитком медіа та зростанням їхньої ролі у соціальному, політичному й культурному житті суспільства спостерігається зростаючий інтерес до вивчення лінгвістичних засобів, які використовуються у політичному дискурсі з метою здійснення маніпуляції свідомістю адресата.

Особливо це питання актуалізується в умовах збройних, політичних та ідеологічних конфліктів, коли мова стає інструментом боротьби за вплив, нав'язування цінностей та формування образу «свій-чужий».

На особливу увагу заслуговує *сучасний перський політичний дискурс (далі – СППД)*, у якому лінгвокультурні особливості набувають особливої виразності та ефективності.

Перський політичний дискурс перетворився на своєрідну історичну призму, яка є віддзеркаленням політичних, соціальних та культурних змін, що відбувалися в Ірані протягом багатьох століть, а також актуальних тектонічних геополітичних змін в усьому глобалізованому світі.

Актуальність дослідження зумовлена необхідністю виявлення та аналізу лінгвокультурних особливостей СППД, що отримав новий етап розвитку у результаті інтенсифікації конфлікту Ірану із США та Ізраїлем.

Наукову та практичну цінність становить вивчення лінгвокультурних особливостей СППД, які одночасно слугують засобами ідеологічного впливу, апелюючи до глибинних пластів колективної пам'яті, культурного коду та національної ідентичності. Їх аналіз дозволяє краще зрозуміти не лише мовну структуру текстів, а й глибинні механізми формування ідеологічних настанов та суспільного відношення до конфлікту.

Аналіз останніх досліджень і публікацій. Важливим внеском у розуміння іранської політичної культури є дослідження СППД, оскільки дозволяє краще зрозуміти політичне життя Ірану, його вплив на близькосхідний регіон та світ у цілому. Вивчення феномену СППД, зокрема, пошук лінгвістичних засобів, здатних впливати на підсвідоме та формувати національну ідентичність/код людини, є надзвичайно актуальним.

У різні періоди питання політичного дискурсу вивчали такі науковці: Г. Заболотня, С. Наумкіна, В. Стоцький, Т. Ващук , О. Зарецький, В. Лук'янець та інші.

Аналіз перськомовної літератури дозволяє виокремити основних іранських дослідників, які вивчають перський політичний дискурс, зокрема: А. Хоссейні (у своїх працях науковець вивчав особливості використання мови в іранський пресі для досягнення політичних цілей), іранський лінгвіст та

соціолог М. Гамзаєі (у своїх працях використовує дискурсивний аналіз для вивчення політичного дискурсу), професор Тегеранського університету М. Есмаїлі (виокремив концепцію політичного дискурсу та його застосування в перській мові), А. Амірі (розглядає політичний дискурс як систему взаємопов'язаних мовних одиниць, що використовуються у політичному спілкуванні), іранський лінгвіст М. Таджі (досліджував перський політичний дискурс як культурний феномен, що відображає особливості політичної системи та культури Ірану).

Питанням вивчення перського політичного дискурсу також опікується «Академія перської мови та літератури» (فرهنگستان زبان و ادب فارسی جمهوری اسلامی ایران).

Мета статті – дослідження особливостей СППД в лінгвокультурних аспектах.

Політична мова є важливим інструментом впливу на суспільство, що використовується для пропаганди певних політичних ідей та цінностей, а також формування громадської думки. Лінгвокультурні особливості політичного дискурсу відображають культурні та історичні особливості країни.

Політичний дискурс в перській культурі має важливе значення, як відображення суспільних та політичних процесів, так і культурних особливостей давньої цивілізації. Лінгвокультурні аспекти цього дискурсу становлять ключовий об'єкт вивчення, оскільки вони відображають глибокі традиції, цінності та специфічні особливості комунікації.

Виклад основного матеріалу. Іран був однією з наймогутніших держав у світі, центром Перської цивілізації, а також важливим торговим центром, що зв'язував Схід та Захід. Ці історичні реалії знайшли своє відображення в перській культурі та відіграють важливу роль у сучасному політичному дискурсі Ірану. Ключові іранські політики та військові часто підкреслюють і поєднують ісламську ідентичність із перською культурною спадщиною з метою підвищення національної самосвідомості і консолідації суспільства.

Ця лінгвокультурна особливість є своєрідним наріжним каменем, що одночасно сприяє формуванню позитивного образу Ірану у світі та є причиною конфліктів із іншими країнами, які не згодні з іранською експансіоністською політикою.

Однією із особливостей політичного дискурсу в Ірані (особливо після Ісламської революції) є *акценти на патріотичних цінностях, особливій, стратегічній та натхненній ролі Ірану в близькосхідному регіоні та світі*. Ці акценти широко відображені у промовах високопосадовців, текстах чинних нормативно-правових актів та офіційних ЗМІ.

Важливість ролі Ірану у світі відображається у таких акцентах СППД:

- акцент на «новому світовому порядку» та центральній ролі Ірану:

«نظم نوین جهانی در راه است و ایران در مرکز آن ایستاده است» («Наближається новий світовий порядок і Іран стоїть у його центрі») [2];

ایران در متن قدرت نظم نوین جهانی است" ، "ایران در سمت درست تاریخ ایستاده و قصد دارد نظم جهانی ادعای غرب را به چالش بکشد." («Іран знаходиться в контексті могутності нового світового порядку», «Іран стоїть на правильному боці історії та має намір оскаржити претензії Заходу на світовий порядок»);

- акцент «стратегічної глибини» та вісь опору:

« جایگاه ممتاز و شایسته ایران در منطقه و جهان... در عراق، سوریه، لبنان، یمن... ایران یک چهره‌ی درخشان است» («Видатне та гідне становище Ірану в регіоні та світі... в Іраку, Сирії, Лівані, Ємені... Іран – яскрава фігура») [2].

Використання таких інтерпретацій як " دیپلماسی مقاومت"، "نفوذ منطقه‌ای"، "حمایت از جنبش‌های آزادی‌بخش"" «дипломатія опору», «регіональний вплив», «підтримка визвольних рухів»:

ایران تنها یک کشور در مرزهای جغرافیایی نیست، بلکه به دلیل ایده مقاومت، دارای نفوذ و عمق استراتژیک در منطقه است که معادلات را تغییر می‌دهد. «Іран – це не просто країна в межах географічних кордонів, а, завдяки ідеї опору, має вплив та стратегічну глибину в регіоні, що змінює рівняння»;

- акцент підкреслення ролі Ірану як «натхненної» для інших:

«... جمهوری اسلامی ایران بایستی الهام بخش، فعال و مؤثر در جهان اسلام با تحکیم الگوی مردم سالاری دینی...» («...Ісламська Республіка Іран повинна бути натхненною, активною та ефективною в ісламському світі, зміцнюючи модель релігійної демократії...»),

ایران اسلامی به عنوان الگو برای سایر مسلمانان و ملت‌های مستضعف برای مقابله با سلطه جهانی شناخته می‌شود («Ісламський Іран визнається моделлю для інших мусульман та пригноблених країн у протистоянні глобальному пануванню»).

«ایران کشوری بزرگ با پیشینه ای است که به هزاران سال پیش بازمی گردد. ما یکی از قدرتمندترین تمدن های جهان بودیم و این پتانسیل را داریم که دوباره به یکی از قدرتمندترین کشورهای جهان تبدیل شویم. ما چیزهای زیادی برای ارائه به جهان داریم و می خواهیم نقش فعالی در امور جهانی ایفا کنیم» .

(«Іран – це велика країна з історією, що сягає тисячоліть. Ми були однією з наймогутніших цивілізацій у світі, і ми маємо потенціал, щоб стати однією з наймогутніших країн у світі знову. Ми маємо багато чого запропонувати світові, і ми хочемо грати активну роль у глобальних справах»);

... دیگر قدرت یك کشور در داشتن سلاحهای پیشرفته و یا به عبارتی قدرت فیزیکی خلاصه نمی شود،بلکه گفتمان سیاسی و دیپلماسی توانمند و یا قدرت نرم است که می تواند کشوری را پیروز میدان کند و ایران اسلامی صاحب این قدرت ارزشمند است.جمهوری اسلامی از این قدرت بهره مند

بوده و این واقعیت برای دنیا ثابت شده است و حتی سلطه گران نیز به این حقیقت اعتراف می کنند.

(«… сила країни більше не обмежується наявністю передової зброї або, іншими словами, фізичної сили, а задіює політичний дискурс та потужну дипломатію або «м'яку силу», що може зробити країну переможною на полі бою, і ісламський Іран є власником цієї цінної сили. Ісламська Республіка отримала вигоду від цієї сили, і цей факт був доведений усьому світу, навіть гнобителі визнають цей факт»).

Тенденції іранських політиків до акценту на патріотичних цінностях у СППД є однією з його найпомітніших рис. Ця особливість відображає зміцнення національної єдності та солідарності серед громадян, підвищення авторитету влади та підвищення почуття гордості за країну. Іранські політики підкреслюють важливість ролі Ірану у світі шляхом використання історичних, релігійних та геополітичних аргументів з метою демонстрації Ірану як важливого гравця на міжнародній арені.

Теократична легітимізація діяльності влади (постійні посилання на Коран, ісламську революцію та цінності ісламу) є ще однією ключовою рисою СППД:

جمهوری اسلامی از بدو تشکیل با هدف گسترش فرهنگ اسلامی و اجرایی شدن احکام الهی پا به عرصه جهانی گذارده و قصدش متجلی کردن نور خدا در جامعه‌ی اسلامی است و برای تحقق این هدف راستین، راهی جز بازگشت به سرچشمه‌ی هدایت الهی یعنی قرآن و سنت نیست [3].

(«З моменту свого заснування Ісламська Республіка вийшла на світову арену з метою поширення ісламської культури та впровадження божественних законів. Її метою є проявлення світла Бога в ісламському суспільстві. Для досягнення цієї справжньої мети немає іншого шляху, окрім як повернутися до джерела божественного керівництва, а саме до Корану та Сунни»).

جدیترین دفاع را از فلسطین، انقلاب اسلامی کرد. هیچ‌کس، هیچ کشوری، هیچ دولتی و هیچ مردمی، از فلسطین و مبارزات فلسطینیها و انتفاضه‌ی فلسطین، مثل ملت ایران و دولت ایران و نظام اسلامی دفاع نکردند. کمک معنوی، کمک مادی؛ ما هر چه توانستیم، کرده‌ایم. [4].

(«Найсерйозніший захист Палестини здійснила Ісламська революція. Ніхто, жодна країна, жоден уряд і жоден народ не захищали Палестину, палестинську боротьбу та палестинську інтифаду так, як іранська нація, іранський уряд та ісламський режим. Духовна допомога, матеріальна допомога – ми зробили все, що могли»).

Жорстка критика політики США, Ізраїлю та Заходу загалом є складовою промов іранських політиків, гаслами на щорічних військових парадах тощо.

Наприклад, гасло مرگ بر آمریکا – «Смерть Америці» стало одним із символів ідентичності та стовпів зовнішньої політики Ісламської Республіки Іран з часів революції 1979 року:

خامنه‌ای: مرگ بر آمریکا یعنی مرگ بر حاکمان آمریکا («Хаменеї: Смерть для Америки означає смерть для американських правителів»).

گله میکنند که چرا ملّت ایران میگویند «مرگ بر آمریکا»؛ اوّلاً بنده این را برای حضراتِ بزرگان آمریکایی روشن کنم؛ مرگ بر آمریکا یعنی مرگ بر ترامپ و جان بولتون و پمپئو! مرگ بر اینها یعنی مرگ بر سردمداران؛ ما به مردم آمریکا کاری نداریم؛ مرگ بر آمریکا یعنی مرگ بر شما چند نفر و آن گروهی که دارید اداره میکنید کشورتان را، مراد این است[5].

(«Вони дивуються, чому іранська нація каже «Смерть Америці». По-перше, дозвольте мені пояснити це американським високопосадовцям: смерть Америці означає смерть Трампа, Джона Болтона та Помпео! Смерть їм означає смерть лідерам; це не має ніякого відношення до американського народу; смерть Америці означає смерть вам, небагатьом людям, та групі, яка керує вашою країною, ось що мається на увазі» [5]).

У відповідь на військові загрози США іранський лідер неодноразово використовував такі терміни як «жорстока відповідь» та описував політику Вашингтона як спробу «підкорити іранську націю» за допомогою ядерного та ракетного тиску:

آیت‌الله علی خامنه‌ای، رهبر ایران، درباره رویارویی نظامی با اسرائیل و آمریکا گفته است که دشمنان «پاسخ دندان‌شکنی» خواهند گرفت[6].

(«Верховний лідер Ірану аятола Алі Хаменеї заявив, що вороги отримають «нищівну відповідь» у військовому протистоянні з Ізраїлем та США»).

В офіційному іранському політичному дискурсі та ЗМІ Ізраїль часто маркується такими словосполученнями як «сіоністський режим» або «ракова пухлина» і щодо нього прослідковуються такі акценти:

- військова критика та критика безпеки: у внутрішніх дебатах та аналізах ефективність протиповітряної оборони Ізраїлю, тобто «Залізного куполу», а саме здатність протидіяти іранським ракетним ударам були поставлені під сумнів, як і його непереможність:

شگفت‌آور نیست که ایران نتوانست حریم هوایی خود را در مقابل F-35 حفظ کند، شگفت‌آور این است که اسرائیل با ۷ لایه از پیشرفته‌ترین سامانه‌های پدافندی جهان نتوانست جلوی موشک‌های ایرانی را بگیرد. ایران تحت شدیدترین تحریم‌هاست و قادر به خرید آزادانه سلاح نیست اما موشک‌هایش را خود می‌سازد و توانست پیشرفته‌ترین سامانه‌های پدافندی جهان را پشت سر بگذارد [7].

(«Не дивно, що Іран не зміг захистити свій повітряний простір від F-35. Дивно те, що Ізраїль, маючи 7 рівнів найсучасніших у світі систем оборони, не зміг зупинити іранські ракети. Іран перебуває під найсуворішими санкціями і не може вільно купувати зброю, але він виробляє власні ракети та зміг подолати найсучасніші у світі системи оборони»).

- звинувачення у державному тероризмі: Ізраїль був рішуче засуджений за вбивство військових командирів та «полювання на лідерів незалежних країн», а його дії були описані як «відверта агресія»:

سپاه پاسداران انقلاب ایران با متهم کردن اسرائیل در حمله هوایی بر یک ساختمان قونسلگری ایران در دمشق پایتخت سوریه، از کشته شدن هفت عضواش سخن گفته است. حسین امیر عبدالهیان، وزیر خارجه ایران در یک بیانیه از جامعه بین‌المللی خواستار یک «واکنش جدی» در برابر «اعمال جرمی» اسرائیل شد [8].

(«Іранський Корпус вартових ісламської революції звинуватив Ізраїль у вбивстві семи своїх членів внаслідок авіаудару по будівлі іранського консульства в столиці Сирії Дамаску. Міністр закордонних справ Ірану у своїй заяві закликав міжнародну спільноту вжити «серйозних заходів»
щодо «злочинних дій» Ізраїлю»).

- тиск на Америку: Іранські аналітики вважають, що Ізраїль є головним фактором початку військових конфліктів у близькосхідному регіоні та каталізатором застосування американської військової міці проти Ірану:

مقام‌های آمریکایی همچنان گرفتار همین خطاها می‌شوند و تا این اندازه تحت تأثیر اسرائیل قرار می‌گیرند [9].

(«американські чиновники продовжують робити ті самі помилки та перебувають під таким впливом Ізраїлю»).

Використання фраз-ярликів на позначення ворога (встановлення інакшості). Ці фрази використовуються для визначення спільного ворога та об'єднання сил задля спільної мети:

- «رژیم صهیونیستی/غاصب» «сіоністський режим/узурпатор» замість «Ізраїль» – для заперечення його екзистенційної легітимності;
- «استکبار جهانی» / «شیطان بزرگ» «глобальна зарозумілість»/«Великий Сатана» – стосовно США як головного ворога та першопричини напруженості в регіоні;
- «تکفیری‌ها» / «داعش» «такфірі»/«ІДІЛ» – стосовно опозиційних груп у Сирії та Іраку, що представлені як «інструменти Заходу»;
- «جریان سازش» «потік примирення» – стосовно арабських країн, що нормалізували відносини із Ізраїлем для викриття «зрадників».

Формування спільної ідентичності та єдності. Використання термінології для консолідації союзників на Близькому Сході є ще однією ключовою рисою СППД. Основні терміни формування спільної ідентичності та єдності:

- «جبهه مقاومت» / «محور مقاومت» фронт опору/вісь опору. Політичний дискурс «осі опору» перською мовою – це набір специфічних і метафоричних термінів, що використовуються Ісламською Республікою Іран та її союзниками на Близькому Сході (Ліван, Ірак, Сирія, Ємен, Палестина) для легітимізації військових/політичних дій і зміцнення солідарності. Цей дискурс ґрунтується на поляризації «пригноблений-гнобитель»;

• «امت اسلامی» / «امت مقاومت» «нація опору»/«ісламська нація» використовуються для подолання географічних та релігійних кордонів (шиїтів та сунітів) і створення відчуття братерства й спільної солідарності;

• «امپراتوری مقاومت» «імперія опору» – використовують цю назву з метою акцентування на ступені впливу коаліції.

Спільна ідентичність мусульман (ісламська умма) у промовах іранських лідерів та офіційних осіб є одним із наріжних каменів ідеології Ісламської Республіки Іран. Цей дискурс використовується для об'єднання мусульманського світу, просування інтересів Ірану та протидії західному впливу.

Використання військових термінів та понять мучеництва (для підняття морального духу) є ще однією особливістю СППД. Ці слова використовуються для піднесення бойового духу та заохочення іранської нації до продовження боротьби:

• «شهید/شهدای مقاومت» «мученик/мученики опору» (наприклад генерал Касем Сулеймані) – номінація вбитих лідерів «натхненними взірцями» для продовження боротьби;

• «فرماندهان میدانی» / «دیپلماسی میدان» «польові командири»/«польова дипломатія» – підкреслення оперативної ролі військових над політичною дипломатією;

• «دفاع مشروع» «законна оборона» – виправдання військових атак проти Ізраїлю та США на основі міжнародного права;

• «نبرد ۳۳ روزه» / «جنگ‌های ۵۵ روزه» «33-денна битва»/«55-денні війни» – згадування нібито минулих перемог для підвищення морального духу;

• «دفاع میهنی» «патріотичний захист» від ізраїльської та американської колоніальної агресії.

Використання військових термінів та понять мучеництва є фундаментальним елементом іранського політичного та релігійного дискурсу, особливо після Ісламської революції 1979 року та ірано-іракської війни. Ця термінологія використовується для мобілізації населення, легітимізації влади та формування ідеології спротиву.

В офіційному іранському політичному дискурсі колишній Верховний лідер Ірану Алі Хаменеї протягом останнього десятиліття використовував свої промови як основний метод комунікації для передачі *дискурсу економічного опору*. Він прагнув не лише виправдовувати труднощі санкційного тиску та пропонувати альтернативні стратегії економічного виживання режиму, але й проєктувати власну владу як «валі є-факіх» у рамках політичної та ідеологічної структури країни [1].

Результати аналізу його виступів свідчать, що, спираючись на свою позицію «валі є-факіх», Хаменеї прагнув також реалізувати своє бачення стратегічної автономії та економічної могутності Ірану в глобальній геополітичній системі світу. У цьому баченні лише ті, хто дотримується

його релігійної філософії, є зрештою праведними переможцями. Це ті, хто виконує його заклик до економічного джихаду та готовий впровадити бажану ним модель джихадистського управління.

با هدف تأمین رشد پویا و بهبود شاخص‌های مقاومت اقتصادی و دستیابی به اهداف سند چشم‌انداز بیست‌ساله، سیاست‌های کلی اقتصاد مقاومتی با رویکردی جهادی، …[10].

(«з метою забезпечення динамічного зростання та покращення показників економічної стійкості, а також досягнення цілей Документу двадцятирічної стратегії, загальна політика економіки опору з джихадистським підходом…»).

У своїх заявах Алі Хаменеї наголошував на «економіці опору», «відродженні національного виробництва» та «соціальній справедливості» як основних шляхах вирішення економічних проблем Ірану. Підкреслюючи, що економічні проблеми спричинені не лише санкціями, і що національне виробництво є головним ключем до зниження інфляції та ліквідації безробіття, він наполягав на необхідності зменшити залежність країни від нафти, зміцнити національну валюту та покращити бізнес-середовище:

. بهترین راهِ عدالت‌بنیان کردنِ اقتصاد همین است. اینکه ما روی مسئله‌ی عدالت که اساس کار اقتصاد در اسلام عدالت است [10].

(«це найкращий спосіб встановити справедливість в економіці. Ми повинні зосередитися на питанні справедливості, яке є основою економіки в ісламі»).

Він намагався виправдати труднощі країни як частину битви між «чистим народом» та «злою західною елітою» та стверджував, що, дотримуючись його принципів, благочестиві іранські шиїти, шляхом самопожертви та джихаду, зрештою переможуть Захід.

Ще однією особливістю СППД є *використання риторичних питань* – різновиду риторичних фігур та питань, які не потребують відповіді, оскільки вона міститься у самому питанні чи розуміється з контексту.

Основними функціями риторичних питань вважаються: підвищення емоційного тону мовлення, посилення прагматичного ефекту висловлювання, емоційне ствердження чи заперечення, привертання уваги до певного явища, відтворення роздумів мовця, вираження подиву, іронії чи сарказму, демонстрація загального тону мовлення.

اگر این حادثه‌ای که در آمریکا اتّفاق افتاد، در هر نقطه‌ی دیگر دنیا، بخصوص در کشورهایی که با آمریکا خیلی میانه‌ای ندارند اتّفاق می‌افتاد، مگر به این زودی رها میکردند؟ [11].

(«Якби ці події, що трапилися в США, сталися у будь-якій іншій точці світу, особливо в тих країнах, які не мають багато спільного із США, хіба вони так швидко забулись би?»)

" در مقابل مردم، در مقابل حرکت مردم چه کار میتوانستند بکنند؟ " [12].

(«Перед народом, що вони могли зробити проти руху народу?»)

"دشمنی که این جملات را می‌شنود، چه تصمیمی می‌گیرد و چه ذهنیتی از ایران در او ساخته می‌شود؟ [13].

(«Яке рішення прийме ворог, коли почує ці речення, і який спосіб мислення щодо Ірану сформується в нього?»).

مگر ندیدیم آمریکا چگونه عهدشکنی کرد؟.[14] («Хіба ми не бачили як Америка порушила свої обіцянки?») – використовується для підкреслення ненадійності США, особливо після виходу з ядерної угоди.

Як бачимо, риторичні запитання виконують цілий спектр різноманітних функцій, а що найголовніше – надають конотативного відтінку нейтральному викладу думок. Для реципієнта інформації не залишається вибору, окрім як погодитися із нав'язаною думкою.

Висновки. Отже, СППД – це унікальне поєднання глибоких культурних традицій, релігійної риторики та сучасних дипломатичних стратегій. Його лінгвокультурні особливості відображають складну ідентичність Ірану, де переплітаються доісламська спадщина, шиїтський іслам та антиколоніальний пафос. Ключові лінгвокультурні характеристики цього дискурсу: акценти на патріотичних цінностях, особливій, стратегічній та натхненній ролі Ірану у близькосхідному регіоні та світі у цілому, теократична легітимізація діяльності влади (постійні посилання на Коран, ісламську революцію та цінності ісламу), жорстка критика політики США, Ізраїлю та Заходу, застосування фраз-ярликів для позначення ворога (встановлення інакшості), формування спільної ідентичності та єдності, вживання термінології для консолідації союзників на Близькому Сході, використання військових термінів, понять мучеництва, дискурсу економічного опору та риторичних запитань.

СППД – це не просто обмін інформацією, а ритуалізоване дійство, де мова служить інструментом збереження культурної автономії, релігійної ідентичності, маніпулятивних впливів на цільову аудиторію.

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РОЗВИТОК ВИМОВИ СТУДЕНТІВ ЯК ОСНОВА УСПІШНОЇ КОМУНІКАЦІЇ АНГЛІЙСЬКОЮ

Анотація. У статті розглянуто роль вимови як ключового чинника у процесі навчання англійської мови в сучасних умовах міжнародної комунікації. Вимова розглядається як стратегічний чинник формування іншомовної комунікативної компетентності, що забезпечує зрозумілість мовлення, сприяє ефективності міжкультурної взаємодії та підвищує рівень практичного володіння мовою. На основі аналізу праць вітчизняних і зарубіжних дослідників показано, що фонетична компетентність має бути інтегрована з лексичним і граматичним рівнями, а надсегментні характеристики – мелодика, фразовий наголос, гучність, темп, паузи, ритм та тембр – істотно впливають на якість комунікації. Окреслено артикуляційні відмінності між англійською та українською мовами, які зумовлюють типові труднощі студентів: вимова голосних і приголосних, перенесення наголосу, порушення ритму та інтонаційних моделей. Висвітлено найпоширеніші помилки, що негативно позначаються на зрозумілості мовлення, й підкреслено необхідність комплексної роботи зі сегментними й надсегментними компонентами. Окремо розглянуто сучасні методичні стратегії формування вимови: використання мінімальних пар для розвитку фонематичного слуху, застосування Міжнародної фонетичної абетки як інструмента самоконтролю, роботу з автентичними аудіо- та відеоматеріалами, інтеграцію мобільних додатків і онлайн-платформ для щоденної практики, а також хорове повторення, імітацію, читання вголос і заучування напам’ять. Наголошено на важливості поєднання теоретичних моделей, практичних вправ та технологічних інновацій, що відкриває нові можливості для індивідуалізації навчання й підвищення мотивації студентів. Зроблено висновок, що розвиток вимови є фундаментом успішної комунікації англійською мовою, сприяє підвищенню впевненості студентів, забезпечує ефективне формування англомовної комунікативної компетентності та створює передумови для професійної й академічної реалізації у глобальному освітньому просторі.

Ключові слова: фонетична компетентність, артикуляційні особливості, органи мовлення, англійська вимова, типові похибки та помилки, методичні стратегії навчання, практична фонетика.

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DEVELOPING STUDENTS' PRONUNCIATION AS THE FOUNDATION FOR SUCCESSFUL COMMUNICATION IN ENGLISH

Abstract. The paper examines the role of pronunciation as a key factor in the process of learning English in the context of modern international communication. Pronunciation is considered a strategic component in the development of foreign language communicative competence, ensuring speech intelligibility, enhancing the effectiveness of intercultural interaction, and raising the level of practical language proficiency. Based on the analysis of works by Ukrainian and foreign scholars, it is demonstrated that phonetic competence must be integrated with lexical and grammatical levels, while suprasegmental features, such as melody, sentence stress, loudness, tempo, pauses, rhythm, and timbre, significantly influence the quality of communication. Articulatory differences between English and Ukrainian are outlined, which cause typical student difficulties, such as vowel and consonant production, stress placement, rhythm, and intonation patterns.

The work highlights the most common errors that negatively affect intelligibility, and it emphasizes the necessity of comprehensive work on both segmental and suprasegmental levels. It discusses modern methodological strategies for pronunciation development, including the use of minimal pairs to foster phonemic awareness, application of the International Phonetic Alphabet as a tool for self-monitoring, practice with authentic audio and video materials, integration of mobile applications and online platforms for daily training, as well as choral repetition, imitation, reading aloud, etc. The research stresses the importance of combining theoretical models, practical exercises, and technological innovations, as this opens new opportunities for individualized learning and increased student motivation. It is concluded that pronunciation development forms the foundation of successful communication in English, enhances learner confidence, ensures effective acquisition of communicative competence, and creates prerequisites for professional and academic achievement in the global educational space.

Keywords: phonetic competence, articulatory features, speech organs, English pronunciation, typical errors and mistakes, methodological teaching strategies, practical phonetics.

Постановка проблеми. Сучасні умови міжнародної комунікації посилюють культурні контакти з англомовними спільнотами і висувають на перший план проблему навчання студентів ефективному й коректному використанню англійської мови у реальному спілкуванні загалом, а також правильному фонетичному оформленню мовлення, зокрема.

Як відомо, вимова відіграє важливу роль у процесі вивчення іноземних мов, адже саме вона забезпечує зрозумілість мовлення, сприяє формуванню комунікативної компетентності та підвищує рівень міжкультурної взаємодії.

Попри значний обсяг теоретичних та емпіричних досліджень з проблематики викладання англійської фонетики, розвиток вимови українських студентів досі залишається недостатньо вивченим. Це зумовлює потребу у подальшому науковому пошуку, спрямованому на уточнення низки вже наявних провідних теоретичних положень щодо методичних стратегій навчання з метою вдосконалення вимови.

Аналіз останніх досліджень і публікацій показує, що вимова є основним чинником у процесі засвоєння англійської мови. Сучасні наукові студії у сфері викладання вимови показали, що розмовну частину мови можна опанувати завдяки ефективному засвоєнню фонетики. Фонетична компетентність на початковому етапі вивчення іноземної мови є предметом дослідження у працях багатьох сучасних вітчизняних і зарубіжних учених: А.Калита та Л.Тараненко пропонують комплексний підхід до викладання англійської вимови студентам з акцентом на взаємозв'язку між фонетичним, лексичним та граматичним рівнями мови як засіб розвитку англійської вимови, що має першочергове значення для оволодіння англійською мовою [1-2]; Дж.Левіс та С.Маккроклін [3], М.О'Брієн [4], В.Сарденья та А.Ярош [5] наголошують на необхідності розглядати вимову як базовий компонент комунікативної компетентності; Т.Дервінг та М.Манро [6], Пікерінг [7] та ін. доводять, що зрозумілість мовлення важливіша за досягнення вимови носія, а надсегментні ознаки (мелодика, ритм, паузи) мають вирішальний вплив на розуміння мовлення. Окремий напрям нині становлять технологічні інновації [8], які демонструють ефективність мобільних додатків у формуванні вимови та позитивне ставлення студентів до мобільного навчання.

Таким чином, вимова постає не лише як фонетичний аспект, а як багатовимірний феномен, що поєднує теоретичні, практичні та технологічні

підходи, що підкреслює актуальність її системного дослідження та інтеграції у методику викладання. Вона є важливим чинником у формуванні англомовної комунікативної компетентності, а сучасні дослідження пропонують теоретичні моделі і практичні інструменти для її вдосконалення. Проте вимова залишається недостатньо опрацьованим аспектом у багатьох програмах вивчення англійської мови, хоча, ще раз підкреслимо, саме вона визначає зрозумілість та ефективність комунікації.

Мета статті полягає у визначенні ролі та значення вимови у процесі навчання англійської мови, окресленні основних труднощів, з якими стикаються студенти, та практичних рекомендаціях ефективних методичних стратегій її формування.

Виклад основного матеріалу. Як відомо, усна комунікація є гнучкою, швидкою і, водночас, надзвичайно ефективною в більшості аспектів комунікації. Взаємна зрозумілість мовлення, безперечно, залежить, серед іншого, від спільних лексико-граматичних норм та структури розмови, а також фонетико-фонологічних форм. Знання фонології та фонетики дозволяють мовцям і слухачам використовувати свої неявні знання про фонематичні категорії та алофонічні варіації, а також надсегментені ознаки, щоб передавати різні рівні значення, інтерпретувати інформаційну структуру дискурсу, передавати прагматичні повідомлення, висловлювати ставлення, а також встановлювати та виражати індивідуальну та групову ідентичність [9, p. 9].

У сучасному викладанні вимови основна увага зосереджується на забезпеченні зрозумілості мовлення (*intelligibility*), інтеграції надсегментних аспектів та формуванні якісних голосових характеристик. Провідною тенденцією є відхід від прагнення до вимови носія й орієнтація на ефективну комунікацію у глобальному контексті. У цьому вимірі у науково-методичній літературі з викладання вимови виділяються кілька взаємопов’язаних підходів, кожен з яких підкреслює різні аспекти того, що робить мовлення ефективним у міжмовній комунікації. Зокрема, наголошується на функційній ролі зрозумілості як головного орієнтира навчання, де пріоритет надається виявленню й корекції тих фонетичних особливостей, які безпосередньо перешкоджають розумінню, а не імітації акценту носія, що змінює фокус навчальних практик до забезпечення ефективної передачі змісту між співрозмовниками [10]. Комунікативний підхід розглядає вимову як невід’ємний компонент комунікативної компетенції, тому робота над артикуляцією та інтонацією інтегрується в завдання, орієнтовані на реальні комунікативні цілі, що вимагає від викладача збалансувати формальну фонетичну роботу з контекстуальними вправами для розвитку інтерактивних навичок [9, p. 9; 10]. Особлива увага приділяється також надсегментним

характеристикам, оскільки порушення просодичних структур може призводити до комунікативних непорозумінь навіть за відносно коректної сегментної артикуляції. Тому навчання має охоплювати цілеспрямовану роботу з просодії в межах фрази й дискурсу, поєднуючи сприйняттєві вправи з продуктивними завданнями [11]. Крім цього, враховується вплив тембральних особливостей на сприйняття вимови, що обґрунтовує залучення вправ з контролю голосу й голосової гігієни як доповнення до артикуляційних й інтонаційних практик [10, с. 2]. У контексті підходу «англійська як міжнародна мова», стратегії викладання орієнтуються на забезпечення взаєморозуміння між носіями й неносіями мови, визнаючи варіативність акцентів як комунікативно прийнятну і зосереджуючись на формуванні стратегій, що підвищують зрозумілість у глобальному міжкультурному спілкуванні [12, с. 329]. Сучасні методики поєднують прагматичний фокус на зрозумілості, інтеграцію інтонаційних і голосових аспектів та комунікативно орієнтовані вправи, спрямовані на підготовку до реальних міжмовних взаємодій.

Продовжуючи виклад теми, на основі аналізу попередніх досліджень можемо виокремити пріоритетні аспекти навчання вимови англійської мови. Зокрема, на підставі типових мовленнєвих варіантів носіїв Дж. Дженкінз зазначає, що навчання вимови зазвичай охоплює будь-які або всі з таких елементів: приголосні та голосні звуки, зміни цих звуків у потоці зв'язного мовлення, правила наголосу, ритм та інтонація – те, що можна назвати «основами» вимови [13, с.109]. Значення наголосу на рівні слова й речення, інтонації, плавності та швидкості мовлення, а також модифікацій звуків підкреслюється у праці [10, с.100-125]. Дж. Морлі [14] систематизує низку важливих питань, серед яких відповідності між голосними та їхнім графічним позначенням, реалізація кінцевих приголосних, супрасегментні ознаки (сильні й слабкі склади, словесний наголос, ритм, інтонація), а також явища злиття й редукції. Синтез цих та інших наявних підходів вказує на необхідність комплексної роботи з сегментними й надсегментними компонентами вимови в навчальному процесі. Водночас, на основі емпіричних досліджень [2, p. 63-64] виокремлюються спільні риси й розбіжності між артикуляційними базами англійської та української мов, які вимагають підвищеної уваги у навчанні вимови.

Англійська артикуляційна база відрізняється від української низкою системних особливостей, що має враховуватися при навчанні вимови українських студентів. *По-перше,* англійська характеризується більшою напруженістю та масивністю положення язика і його відтягнутістю при утворенні більшості фонем, тоді як українська демонструє більш релаксовану артикуляцію; губи в англійській зазвичай напруженіші й менш

рухливі, переважно розтягнуті або нейтральні, при цьому нижні зуби часто залишаються відкритими. *По-друге,* фонетичний інвентар обох мов відрізняється: 24 приголосних і 20 голосних (англійська), 32 приголосні й 6 голосних (українська), що зумовлює численні відповідні помилки через відсутність прямих відповідників. Зокрема, варто звернути увагу на передньоязикові апікальні англійські приголосні /t, d, s, z, n, l/ (артикуляція кінчиком язика проти альвеол) і зубні /θ, ð/ (кінчик язика проти зубів), які в українській часто реалізуються дорсально (спинкою язика проти зубів). Також англійські тверді приголосні (за винятком /ʃ, ʒ/) не утворюють палаталізованих опозицій, тоді як українські відповідники можуть бути палаталізованими; надмірна палаталізація в українських студентів, особливо щодо /ʃ, ʒ/, ускладнює розуміння. *Третє*, дзвінкі приголосні в кінці слова в обох мовах не повинні оглушуватися (англ. *cab, dog*; укр. *дуб, плід*). *Четверте*, англійські глухі вибухові /p, t, k/ зазвичай супроводжуються придихом у позиції на початку слова перед голосним (*kite, take, place*), причому аспірація найсильніша перед довгими монофтонгами або дифтонгами (*pass, tall; pair, tear, care*) і слабша перед короткими монофтонгами (*pin, top, kit*); якщо ж ці приголосні стоять після /s/ на початку слова чи складу, придих відсутній (*spin, stop, skate*). *П'яте*, англійські сонорні /m, n, l/ зазвичай напруженіші й довші, вони можуть бути складотворчими у післянаголошеній позиції після приголосного (*garden* /ˈgɑːdn/ → /ˈgɑːd.n/, *cycle* /ˈsaɪkl/ → /ˈsaɪ.kl/), а також вставляння /ə/ між вибуховим і сонорним є небажаним, хоча в RP можливі варіанти /ˈbɒtᵊl/ або /ˈbʌtᵊn/. *Шосте*, англійські приголосні /θ, ð, ŋ/ не мають прямих відповідників в українській, а фонема /w/ хоча і присутня в обох мовах, в українській переважно зустрічається у кінцевій позиції (*читав* [tʃytɑw]). *Нарешті*, англійська допускає складні консонантні поєднання (кластери) у різних позиціях слова, що відрізняється від фонотактики української мови.

Окрему увагу слід приділити англійським голосним. Вони відрізняються за довжиною і реалізуються в позиційних варіантах – найдовші в кінці слова (*sea* /siː/), коротші перед дзвінким приголосним (*seed* /siːd/) і найкоротші перед глухим приголосним (*seat* /siːt/); найчастіший і найслабший голосний /ə/, який не має відповідника в українській і ніколи не трапляється під наголосом.

Усвідомлена й цілеспрямована робота з переліченими відмінностями, а саме: артикуляційними положеннями язика й губ, аспірацією, тривалістю голосних, просодією та кластерною структурою – є ключовими для успішного оволодіння англійською вимовою українськими студентами.

Як показує практика викладання, найпоширеніші помилки під час спілкування та мовлення, яких припускаються студенти, що вивчають

англійську мову: послаблення розрізнення у вимові довгих і коротких голосних; недостатня чіткість у вимові дифтонгів; спотворення артикуляції приголосних звуків; помилки у наголосі, зокрема, перенесення наголосу на ненаголошені склади; неправильний ритм мовлення; неправильна інтонація.

Зокрема, на сегментному рівні найчастіше плутають такі групи звуків:

1. Голосні: /e–æ/, /i–ɪ/, /ɑ–ʌ/, /ɒ–əʊ/. Проблема полягає в подібності артикуляційних позицій та відмінностях у довжині й ступені відкритості звуків.

2. Приголосні:

Парні дзвінкі/глухі: /p–b/, /t–d/, /k–g/, /f–v/, /θ–ð/.

Сонорні: /l–r/, /n–ŋ/, /w–v/.

Шиплячі й африкати: /s–ʃ/, /ʃ–ʒ/, /tʃ–dʒ/.

Для кожної групи характерні свої артикуляційні та акустичні труднощі, що зумовлюють типові помилки: змішування фонем через близькість артикуляційних позицій, заміна дзвінких на глухі або навпаки, а також неправильна реалізація шиплячих і африкат.

Результати досліджень щодо впливу наголосу на розвиток вимови та зрозумілість є переконливими: неправильне розміщення наголосу може призводити до втрати зрозумілості [10, с.100-103]. Помилки в наголосі погіршують сприйняття мовлення, хоча їхній вплив не завжди перевищує вплив сегментних помилок. Водночас, поєднання помилок у наголосі та звуках спричиняє значно більшу втрату зрозумілості, ніж кожен із цих типів помилок окремо. Встановлено [10, с.115], що носії мови при декодуванні мовлення з акцентом звертають увагу на інтонаційні структури, і що наголос може слугувати більш надійним маркером для розпізнавання слів, ніж звукове оформлення. Необхідно також враховувати взаємодію сегментних і просодичних ознак, оскільки їхній спільний вплив визначає кінцевий рівень зрозумілості.

Важливо відзначити, що ритмічні відмінності між мовами створюють труднощі для студентів у розвитку вимови, оскільки однією з проблем у вивченні впливу ритму на розуміння є приховане припущення про існування «рідного» та «нерідного» ритмів. Проте, ритм відіграє ключову роль у тому, як мовці і слухачі декодують мовлення та сегментують мовний потік на розпізнавані слова і повідомлення. Це вказує на те, що ритм має вирішальне значення для розвитку вимови і зрозумілості, хоча його роль перетинається з іншими характеристиками мовлення. Ритм визначає організацію мовленнєвого потоку і впливає на реалізацію голосних і приголосних у різних фонетичних середовищах, а різні ритмічні структури в різних мовах майже гарантовано впливають на взаєморозуміння між слухачем і мовцем [10, с.129; 15, с.120-124].

Інтонація також суттєво впливає на формування вимови: вона може ускладнювати розбірливість, сприйняття смислу мовлення або інтерпретацію наміру висловлення [10, с.150]. Інтонація виступає прагматичним ресурсом фрази, оскільки її сприйняття залежить від наміру мовця та інтерпретації слухача [15-16]. Несподівані інтонаційні моделі можуть ускладнювати розуміння повідомлень або намірів, впливаючи на те, як інформація зв'язується між фразами, і, отже, на загальну зрозумілість тексту [10, с. 171]. Підкреслимо, що інтонація функціонує на початку, у середині та в кінці висловлення, і її роль полягає в маркуванні меж фраз та поєднанні значень окремих фраз у єдину дискурсивну структуру [17].

Сучасні підходи навчання інтонації зазвичай описують її на рівні висловлення й часто подають як спрощену систему порівняно з теоретичними моделями. Багато інтонаційних контурів, детально задокументованих у дослідженнях [10, с. 150; 15-16; 18-19 та ін.], мають обмежене практичне значення для більшості студентів; у навчальних матеріалах основна увага здебільшого зосереджена на спадному та висхідному термінальних тонах. Незважаючи на такі спрощення, опанування англійської інтонації залишається складним завданням, частково через розбіжності в термінології супрасегментних явищ: один й той самий феномен може мати різні назви в різних підходах, а вітчизняні й зарубіжні традиції використовують відмінну термінологію, що ускладнює інтерпретацію та порівняння результатів досліджень. На відміну від сегментних одиниць, інтонацію рідко оцінюють як «правильну» чи «неправильну», а її несподіване використання частіше розглядають як соціальний недолік, ніж як фонетичну помилку [10, с. 180]. Проте, це не зменшує її важливості у розвитку вимови, а навпаки ставить до ряду найважливіших проблем питання навчання студентів ефективного та коректного оформлення мовлення у реальних ситуаціях спілкування.

Вимову слід розглядати як невід'ємну складову навчального процесу. Викладання вимови традиційно охоплює дві взаємопов'язані сфери – формування рецептивних і продуктивних навичок. У межах розвитку рецептивних умінь студентам пропонується уважно фіксувати зміни та відмінності у фонемному складі й звуковій структурі слів, поданих у зразках або аудіотекстах; інтенсивне занурення в автентичну мову полегшує перенесення цих спостережень у продуктивну сферу. Розвиток продуктивних умінь передбачає систематичне виконання різноманітних вправ і тренувальних завдань, спрямованих на вдосконалення артикуляційних навичок та забезпечення точності й природності мовлення.

Проаналізувавши та інтерпретувавши труднощі з вимовою й інтонаційною організацією, характерні для українських студентів, а також узагальнивши результати досліджень основних аспектів артикуляції [2; 20-

21], визначимо низку ефективних засобів формування й розвитку вимови. До них належать: використання мінімальних пар для розвитку фонематичного слуху; застосування Міжнародної фонетичної абетки (IPA) як інструмента самоконтролю; регулярне використання автентичних аудіо- та відеоматеріалів; прослуховування й читання текстів різних стилів і жанрів; хорове повторення, імітація, читання вголос і заучування напам'ять з подальшим застосуванням набутих навичок у реальних комунікативних ситуаціях; інтеграція мобільних додатків та онлайн-платформ для щоденної практики. Застосування цих методик сприятиме формуванню інтонаційно адекватного та артикуляційно точного усного англійського мовлення.

Суттєвим аспектом є застосування сучасних фонетичних програм та мобільних додатків для самостійного вдосконалення вимови здобувачами освіти. Прикладом можуть слугувати ELSA Speak [22], що використовує штучний інтелект для покращення англійської артикуляції, та Sounds: The Pronunciation App [23], орієнтований на опанування фонетики англійської мови (у британському й американському варіантах) та підвищення точності звукової реалізації.

Рівень розвитку вимови безпосередньо визначає ефективність міжкультурної комунікації. Як зазначалося, фонетична організація мовлення відіграє ключову роль у забезпеченні успішної вербальної взаємодії. Чітка й нормативна вимова сприяє точному сприйняттю інформації слухачем, знижує комунікативну напруженість та мінімізує ризик непорозумінь. Вимова виступає важливим показником мовної компетентності особистості, формуючи перше враження під час спілкування. Навіть за наявності граматичних чи лексичних неточностей правильна артикуляція забезпечує адекватне розуміння, тоді як значні фонетичні помилки можуть істотно ускладнити або навіть повністю порушити комунікацію.

Висновки. Розвиток вимови забезпечує зрозумілість мовлення, підвищує впевненість студентів і сприяє формуванню іншомовної комунікативної компетентності. Інтеграція фонетичних вправ у навчальний процес та використання сучасних технологій відкривають нові можливості для індивідуалізації навчання.

Вимова є фундаментом успішної комунікації англійською мовою. Її формування потребує комплексного підходу, що поєднує теоретичні моделі, практичні стратегії та технологічні інновації. Для українських студентів особливо важливим є подолання сегментних і надсегментних труднощів, а також психологічних бар'єрів, які можуть перешкоджати ефективному спілкуванню.

Подальшим напрямом вивчення є розробка інтерактивних навчальних програм, спрямованих на вдосконалення вимови і формування

фонетичного усвідомлення. Застосування мультимедійних технологій, мобільних додатків й автентичних матеріалів робить процес навчання ефективнішим, динамічнішим і наближеним до реальних комунікативних ситуацій. Такий підхід дозволяє студентам засвоїти мовні норми, розвинути здатність самостійно аналізувати та коригувати власну вимову, а також бути зрозумілими.

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СПЕЦИФІКА ВИКОРИСТАННЯ ВЛАСНИХ НАЗВ У ЗАГОЛОВКАХ НОВИННИХ МЕДІАТЕКСТІВ ТЕРНОПІЛЬЩИНИ

Анотація. Статтю присвячено дослідженню специфіки використання власних назв у заголовках новинних медіатекстів Тернопільщини. У роботі здійснено функціонально-стилістичний аналіз онімів у заголовках регіональних онлайн-видань Тернопільщини, зокрема «Тернополяни», «20 хвилин Тернопіль», «Газета номер один», «Тернопільська Липа», «Терен», «Терміново», «Свобода». Основну увагу зосереджено на дослідженні антропонімів, топонімів та інших типах власних назв, що активно функціонують у сучасному регіональному медіадискурсі. Проаналізовано структурно-семантичні особливості заголовків, визначено основні функції онімів та охарактеризовано їхній вплив на читача.

У статті встановлено, що найбільш продуктивними у заголовках новинних медіатекстів Тернопільщини є антропоніми та топоніми. Антропоніми забезпечують персоніфікацію новини, конкретизують суб'єкта повідомлення, формують емоційний зв'язок із аудиторією та підсилюють суспільну значущість події. У регіональних онлайн-медіа активно використовують імена політиків, військових, волонтерів, громадських діячів, митців та інших публічних осіб. Використання антропонімів у заголовках сприяє створенню ефекту наближеності інформації до читача, активізує фонові знання аудиторії та забезпечує високий рівень атрактивності новинного контенту.

Особливо продуктивними є антропоніми у воєнному медіадискурсі, де вони виконують меморіальну, емоційно-експресивну та консолідаційну функції.

У статті наголошено, що в умовах інтернет-дискурсу власні назви стають важливими елементами пошукової оптимізації медіатекстів. Оніми функціонують як ключові слова-маркери, за допомогою яких користувачі та пошукові системи ідентифікують релевантність інформації

Результати дослідження засвідчили, що власні назви є одним із ключових структурно-семантичних компонентів заголовків новинних медіатекстів Тернопільщини.

Оніми забезпечують точність, інформативність і прагматичну виразність заголовків, формують локальний медіапростір та сприяють ефективній взаємодії між медіа й аудиторією. Перспективу подальших наукових студій убачено у дослідженні маніпулятивного потенціалу власних назв у сучасному медіадискурсі, а також у зіставному аналізі функціонування онімів у регіональних та загальноукраїнських онлайн-медіа.

Ключові слова: медіадискурс, медіатекст, заголовок, власна назва, онім, антропонім, топонім, регіональні медіа, Тернопільщина, онлайн-медіа.

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CHARACTERISTICS OF USING PROPER NAMES IN HEADLINES OF NEWS MEDIA TEXTS FROM THE TERNOPIL REGION

Abstract. The article is devoted to the study of the specific features of the use of proper names in the headlines of news media texts of the Ternopil region. The paper presents a functional and stylistic analysis of onyms in the headlines of news media texts published in regional online media outlets of Ternopil region, including “Ternopoliany”, “20 Khvylyn Ternopil”, “Hazeta Number One”, “Ternopilska Lypa”, “Teren”, “Terminovo”, and “Svoboda”. The main attention is focused on the study of anthroponyms, toponyms, and other types of proper names actively functioning in the modern regional media discourse. The structural and semantic features of headlines are analyzed, the main functions of onyms are determined, and their influence on the reader is characterized.

The article establishes that anthroponyms and toponyms are the most productive types of proper names in the headlines of news media texts of the Ternopil region. Anthroponyms ensure the personalization of news, specify the subject of the message, create an emotional connection with the audience, and enhance the social significance of events. Regional online media actively use the names of politicians, military personnel, volunteers, public figures, artists, and other public personalities. The use of anthroponyms in headlines contributes to creating the effect of proximity between the reader and the news event, activates the audience's background knowledge, and ensures a high level of attractiveness of news content. Anthroponyms are especially productive in wartime media discourse, where they perform memorial, emotional-expressive, and consolidating functions.

The article emphasizes that under the conditions of Internet discourse, proper names become important elements of search engine optimization of media texts. Onyms function as keyword markers through which users and search engines identify the relevance of information.

The results of the study demonstrate that proper names are one of the key structural and semantic components of headlines in news media texts of the Ternopil region. Onyms ensure the accuracy, informativeness, and pragmatic expressiveness of headlines, shape the local media space, and contribute to effective interaction between media and audience. The prospect for further scientific research is seen in the study of the manipulative potential of proper names in modern media discourse, as well as in a comparative analysis of the functioning of onyms in regional and nationwide online media.

Keywords: media discourse, media text, headline, proper name, onym, anthroponym, toponym, regional media, Ternopil region, online media.

Постановка проблеми: Дослідження та інтерпретація медіадискурсу уможливлюють не лише експлікацію суспільних трансформацій і ціннісних орієнтирів соціуму, а й вивчення динамічних процесів у сучасній мовній системі. Невід'ємним складником медійного дискурсу є інформаційно-новинні тексти, ключова функція яких полягає в інформуванні аудиторії про соціально значущі події та факти внутрішньодержавного й міжнародного масштабів. Особливий статус у медійній картині світу мають заголовки новинних матеріалів, оскільки вони функціонують як відносно самостійні текстові одиниці.

У журналістському дискурсі заголовковий комплекс трактують як систему структурно-семантичних компонентів, які, з одного боку, тісно пов'язані з контентом публікації та репрезентують її сутність, а з іншого – виступають позатекстовими елементами, здатними інтегрувати кілька медіатекстів, концептуалізуючи їхній загальний зміст.

Центральним елементом окресленої структури є власне заголовок. Номінація статті забезпечує візуальне членування текстового масиву на шпальті. Заголовки медіатекстів істотно відрізняються від назв художніх творів, оскільки виконують розширений спектр функцій: номінативну, атрактивну, орієнтаційну, інформативну та прагматичну [1, с. 220]. У системі друкованих та інтернет-ЗМІ роль заголовка є визначальною, адже він безпосередньо детермінує ймовірність подальшого читання публікації. Процес сприйняття тексту починається з автоматичної фіксації графічно (розмір шрифту) або колористично виділених лексем, якими традиційно маркують заголовки. Якщо ці елементи не активізують пізнавальний інтерес читача, матеріал залишається поза увагою, незважаючи на його потенційну інформативність чи корисність.

Важливим інструментом реалізації зазначених функцій та основним смисловим ядром медіазаголовка виступає пропріальна лексика (власні назви). Оніми в структурі заголовка виконують роль своєрідних когнітивно-інформаційних маркерів, які миттєво конкретизують повідомлення, прив'язуючи його до реального емпіричного простору. Особливе навантаження тут несуть антропоніми та топоніми, які не просто номінують суб’єктів чи локації, а конденсують у собі величезний масив фонових знань аудиторії.

Антропоніми (імена, прізвища, прізвиська, псевдоніми та ін.) у структурі заголовка є головним засобом персоналізації новинного контенту. Поява відомого прізвища у назві матеріалу автоматично приваблює читача Медіатекст апелює до інтересу суспільства до конкретної особистості, перетворюючи хроніку подій у персоналізовану історію. При цьому вибір моделі антропономінації (лише прізвище, ім'я та прізвище, офіційне найменування чи розмовне прізвисько) безпосередньо задає тональність сприйняття матеріалу, виражає авторську оцінку та маркує ідеологічну позицію видання.

Не менш значущу роль відіграють топоніми (географічні назви, назви міст, держав, регіонів). У медіазаголовках вони виступають не просто просторовими орієнтирами, а потужними геополітичними та соціокультурними концептами. Топоніми здатні актуалізувати складні асоціативні зв’язки: наприклад, назви столиць (Вашингтон, Брюссель, Київ) у заголовках часто функціонують як метонімічні заміщення інститутів влади чи цілих держав, символізуючи вектори міжнародної політики. Крім того, топоніми у медійному тексті можуть набувати прецедентного характеру, коли назва локації (як-от Чорнобиль, Буча чи Крим) транслюється у свідомості як символ трагедії, воєнного злочину чи, навпаки, глобального економічного співробітництва, кардинально змінюючи когнітивний фокус сприйняття новини.

Окрім антропонімічного та топонімічного простору, вагоме функціональне навантаження в медіаназвах мають інші класи власних назв, зокрема, ергоніми (назви установ, партій, організацій), прагматоніми (назви товарів, брендів, військової техніки) та хрематоніми (назви офіційних документів, законів, міжнародних угод). Їхня інтеграція в заголовок ущільнює інформативну структуру тексту, дозволяючи автору через мінімум мовних засобів досягти максимального ефекту інформаційного насичення.

Ще більшого значення заголовки набувають в інтернет-дискурсі, де присутність власних назв стає критично важливою для пошукової оптимізації. Оніми перетворюються на ключові слова-маркери, за якими алгоритми та користувачі ідентифікують релевантність інформації. У новинній стрічці користувачі позбавлені можливості первинно оцінити обсяг публікації чи візуальний супровід (ілюстрації), відтак маркером навігації слугує виключно назва тексту. Таким чином, заголовок безпосередньо зумовлює комунікативну ефективність і прагматичну дієвість матеріалів у пресі та виступає домінантним смисловим фокусом у стрічках електронних видань. Заголовок прямо впливає на те, наскільки успішним і переконливим буде матеріал у пресі, а в електронних медіа він стає головним смисловим центром. Назва статті – це не просто прикраса чи стилістичний прийом, а важлива частина спілкування з читачем. Детальний аналіз заголовків (особливо того, які власні назви в них використовуються) допомагає зрозуміти їхні функції, мовні та культурні особливості, а також те, як саме вони можуть маніпулювати аудиторією [1, с. 222].

Аналіз останніх досліджень і публікацій. У сфері медіалінгвістики науковцями було проаналізовано різні аспекти функціонування назв медіатекстів: стилістичні, граматико-синтаксичні, функціональні, семантичні та ін. Наприклад, дослідниця Н. Шульська у своїх напрацюваннях аналізує комунікативно-логічні стратегії творення заголовків у локальних медіа, виокремлюючи низку найбільш типових ознак клікабельних заголовків, якими послуговуються журналісти [2, с. 252]. К. Головенко досліджувала заголовки українських новинних текстів з метою класифікувати їх, визначити функції та маніпулятивні техніки впливу на аудиторію [3, с. 94]. Кайдаш А. і Хомич В. аналізували заголовкові комплекси через призму структурного та семантико-функціонального аспекті [4, с. 65-67]. Серед дослідників, які у своїх працях торкалися теми лінгвістичного аналізу заголовків також варто згадати О. Гусак [5], Х. Дацишин [6], О. Ільченко [7], Д. Коритнік [8], Л. Павлюк [9] та ін.

Мета статті - здійснити функціонально-стилістичний аналіз власних назв у заголовках новинних медіа текстів, спираючись на матеріали інтернет-видань Тернопільщини («Тернополяни» [10], «20 хвилин

Тернопіль» [11], «Газета номер один» [12], «Тернопільська Липа» [13], «Терен» [14], «Терміново» [15]).

Основний виклад матеріалу. У сучасному мовознавстві власні назви є важливим складником мовної картини світу, що виконує не лише номінативну, а й культурну, когнітивну та прагматичну функції. Оніми є носіями соціальної пам'яті, відображають особливості історичного розвитку суспільства та формують інформаційний простір певної спільноти.

У медіалінгвістиці власні назви посідають особливе місце, оскільки вони забезпечують точність повідомлення та водночас слугують засобом емоційного впливу на аудиторію. Заголовок медіатексту концентрує основний зміст повідомлення й виконує функцію привернення уваги читача.

Сучасні новинні медіа Тернопільщини активно використовують антропоніми, топоніми та інші типи онімів для створення інформаційно насичених заголовків. Особливо помітною є тенденція до персоніфікації новин через використання імен публічних осіб або локалізації подій через географічні назви.

Регіональні онлайн-медіа Тернопільщини демонструють високу частотність використання власних назв у заголовках, що пов'язано зі специфікою локального інформаційного середовища. Новини регіонального характеру потребують чіткої територіальної прив'язки, тому топоніми стають домінантним компонентом заголовкових конструкцій.

У сучасному медіапросторі Тернопільщини власні назви також виконують функцію маркерів актуальності. Наприклад, заголовки типу *«Тернопіль прокинувся під звуки сирен»* [11] або *«Тернопіль зустрічає День міста»* [11] одразу актуалізують конкретну подію та формують інформаційне поле новини.

Аналізуючи заголовки тернопільських онлайн-видань, можна виокремити наявність великої кількості антропомонімів. Вони є складовою онімічного простору мови та належать до найдавніших пластів власних назв. Вони дають змогу конкретизувати інформацію, персоніфікувати певну подію, підвищувати рівень довіри до повідомлення, забезпечувати емоційний вплив, створювати асоціативний контекст.

Заголовок новинного тексту є ключовим елементом структури медіатексту, адже саме він формує первинне враження читача. У сучасних онлайн-медіа заголовки орієнтовані не лише на інформування, а й на забезпечення клікабельності матеріалу. Тому використання антропонімів у заголовках стало одним із найефективніших засобів привернення уваги аудиторії, зокрема поширеним є використання імен публічних осіб, прізвищ посадовців, імен військових та волонтерів, імен культурних діячів. Такі антропоніми виконують інформативну та прагматичну функції.

У заголовках видань Тернопільщини можна прослідкувати використання великої кількості антропонімів: *«Василь Шкляр зустрівся з читачами у Тернопіль»* [16], *«Не витримало серце: загинув захисник із Шумщини Олександр Зарічний»* [10], *«Перший удар по м'ячу: боєць 35-го батальйону Сергій Жонца відкрив футбольний матч у Тернополі»* [11], *«Уродженця Збаражчини нагороджено орденом Ярослава Мудрого»* [14], *«Брати Грудецькі гідно представили Лановеччину»* [13]. Використані антропоніми у онлайн-виданнях Тернопільщини виконують не лише номінативну функцію, а й виступають важливим засобом емоційного, прагматичного та інформаційного впливу на читача. Використання власних імен у регіональному медіадискурсі сприяє персоніфікації новини, конкретизації події та формуванню локальної ідентичності.

Заголовок *«Василь Шкляр зустрівся з читачами у Тернопіль»* [16] є репрезентативним прикладом використання онімів у новинних медіатекстах Тернопільщини. У його структурі функціонують два типи власних назв – антропонім і топонім, які виконують важливі інформативні та прагматичні функції.

Антропонім *«Василь Шкляр»* виступає ключовим смисловим центром заголовка. Використання імені відомого українського письменника підвищує атрактивність медіатексту, адже власна назва одразу викликає в читача асоціації з сучасною українською літературою, історичною тематикою та національно-патріотичним дискурсом. Антропонім у цьому випадку реалізує ідентифікаційну функцію – називає конкретну публічну особу; атрактивну функцію – привертає увагу аудиторії завдяки відомості носія імені; оцінно-експресивну функцію – формує позитивний культурний контекст повідомлення. Топонім *«Тернопіль»* локалізує подію у регіональному медіапросторі та підсилює зв'язок новини з місцевою аудиторією. Назва міста виконує: локалізаційну функцію – конкретизує місце події; маркер регіональної ідентичності – актуалізує приналежність новини до інформаційного простору Тернопільщини; інформаційну функцію – забезпечує фактологічну точність заголовка. Синтаксична структура заголовка є лаконічною та типовою для новинного стилю: підмет, виражений антропонімом, поєднується з дієслівним присудком «зустрівся» та обставиною місця, вираженою топонімом. Така конструкція забезпечує динамічність і швидке сприйняття інформації читачем.

Антропонім «Сергій Жонца» у заголовку *«Перший удар по м'ячу: боєць 35-го батальйону Сергій Жонца відкрив футбольний матч у Тернополі»* [11] використано для створення позитивного героїчного образу військового. Ім'я виконує інформативну та атрактивну функції, оскільки привертає увагу читача через персоніфікацію події. Важливим є поєднання

антропоніма з військовою характеристикою «боєць 35-го батальйону», що актуалізує патріотичний контекст повідомлення. Антропонім у цьому заголовку формує асоціацію із мужністю, стійкістю та суспільною значущістю особи.

У заголовку *«Уродженця Збаражчини нагороджено орденом Ярослава Мудрого»* [11] антропонім представлений опосередковано через назву державної нагороди – «орден Ярослава Мудрого». Ім'я історичної постаті виконує символічну та культурно-асоціативну функції. Антропонім *«Ярослав Мудрий»* актуалізує історичну пам'ять, державницькі традиції та національні цінності. У заголовку він підсилює урочистість повідомлення та надає йому офіційного звучання.

Заголовок *«Брати Грудецькі гідно представили Лановеччину»* [12] містить антропонім «Грудецькі», що виконує функцію родинної ідентифікації та репрезентації локальної спільноти. Використання прізвища у множині акцентує увагу на колективному суб'єкті дії, підкреслює єдність та спільний успіх. Антропонім поєднується з топонімом «Лановеччина», що формує виразний регіональний контекст і посилює локально-патріотичний характер заголовка.

Антропомоніми найчастіше використовуються для персоніфікації новини, формування емоційного зв'язку з аудиторією та посилення локальної ідентичності регіонального медіапростору, наприклад: *«Сергій Надал прокоментував ситуацію в місті»* [10], *«Понад 30 звернень про пошкодження: Сергій Надал розповів, як місто долає наслідки масованої атаки»* [10].

У заголовках такого типу антропоніми конкретизує суб'єкта повідомлення, забезпечує суспільну значущість новини. Імена посадовців часто виносяться на початок заголовка, що сприяє швидкому привернення уваги аудиторії.

Після початку повномасштабної війни особливої продуктивності набули антропоніми, пов'язані з військовими, ветеранами та волонтерами, наприклад: *«Михайло Дианов одружився у Тернополі»* [10], *«Захисник Роман повернувся з полону»* [10]. Такі заголовки виконують як емоційно-експресивну функцію, так і функцію національної консолідації.

У заголовку *«Не витримало серце: загинув захисник із Шумщини Олександр Зарічний»* [10] антропонім «Олександр Зарічний» виконує насамперед емоційно-експресивну функцію. Ім'я та прізвище загиблого захисника персоніфікують трагічну подію, роблять її близькою та конкретною для читача. Поєднання антропоніма з топонімом «Шумщина» підсилює локальний характер новини та створює ефект причетності громади до події. У цьому випадку антропонім також реалізує меморіальну функцію,

адже увиразнює образ героя та сприяє суспільному вшануванню полеглого військового.

Антропоніми у воєнному медіадискурсі сприяють формуванню позитивного образу захисника та посиленню емоційного впливу на аудиторію. У заголовках культурної тематики часто використовують імена митців, художників, письменників, музикантів, наприклад: *«У Тернополі відкриють виставку ікон майстрині та волонтерки Наталії Війтович»* [14], *«Тарас Петриненко виступив у Тернополі»* [14]. У заголовках такого типу антропоніми актуалізують культурний контекст, підсилюють актуальність події, створюють асоціативне поле.

Антропоніми є важливим структурним і прагматичним компонентом заголовків інтернет-видань Тернопільщини. Найчастіше в заголовках використовують: імена політиків, військових, волонтерів, митців, громадських діячів. Для інтернет-медіа Тернопільщини характерними є персоніфікація новин, емоційність заголовків, активне використання прецедентних імен, поєднання антропонімів із експресивною лексикою. Дослідження показали, що антропоніми в заголовках регіональних онлайн-медіа є не лише засобом номінації, а й важливим інструментом впливу на аудиторію та формування суспільної думки.

У структурі заголовків сучасних інтернет-видань Тернопільщини важливе місце займають топоніми – власні назви географічних об’єктів. Їх найчастіше використовують для локалізації подій, адже саме вони називають назви географічних об’єктів. Топоніми привертають увагу читача, підвищують інформативність, вказують на місце події – роблять заголовок більш конкретним. Для онлайн-медіа Тернопільщини характерне активне використання назв міст, сіл, районів, громад, історичних місцевостей у заголовках новинних повідомлень.

У заголовках регіонального онлайн-видання «Тернополяни» простежується активне використання різних типів онімів, що забезпечують локалізацію події, конкретизацію інформації та посилення емоційного впливу на читача. Власні назви у таких медіатекстах виконують не лише номінативну, а й прагматичну, атрактивну та ідентифікаційну функції.

Мікротопонім *«Кутківці»* у заголовку «*У Кутківцях чоловік на вулиці погрожував зброєю»* [10и] виконує локалізаційну функцію. Використання локальної географічної назви конкретизує місце події та орієнтує текст на регіональну аудиторію. Онім посилює ефект наближеності інформації до читача, оскільки мешканці Тернопільщини легко ідентифікують цей населений пункт або мікрорайон. Крім інформаційної функції, топонім реалізує маркер локальної ідентичності медіа, демонструючи зв’язок новини з конкретним територіальним простором.

У заголовку *«ДТП у центрі Тернополя: поблизу готелю «Тернопіль» збили мотоцикліста та пасажирку»* [10] використано два оніми – топонім «Тернопіль» та ергонім «готель “Тернопіль”». Топонім окреслює просторові межі події та виконує інформаційно-локалізаційну функцію. Ергонім «готель “Тернопіль”» конкретизує місце дорожньо-транспортної пригоди, поєднання двох власних назв створює ефект максимальної фактологічної точності, що є характерною ознакою новинного медіатексту.

У заголовковому комплексі *«Сотні учасників та мільйон гривень для ЗСУ: на Бучаччині відбувся забіг «Квітучий сад»»* [10] функціонують топонім «Бучаччина», абревіатурний онім «ЗСУ» та хрематонім «Квітучий сад». Топонім актуалізує регіональний простір події та підкреслює її суспільну значущість для місцевої громади. Абревіатура «ЗСУ» є прецедентним онімом сучасного українського медіадискурсу й виконує потужну емоційно-консолідаційну функцію, асоціюючись із підтримкою української армії. Назва заходу «Квітучий сад» реалізує атрактивну функцію, надає заголовкові образності та позитивної емоційної конотації. У цьому прикладі спостерігається поєднання інформативності та експресивності, характерне для сучасних регіональних медіа.

У заголовку *«Війна забрала життя сержанта Леоніда Макуха зі Збаразької громади»* [15] ключову роль відіграє антропонім «Леонід Макух». Власне ім’я та прізвище персоніфікують трагічну подію, переводячи повідомлення з абстрактного рівня у площину конкретної людської долі. Антропонім виконує ідентифікаційну та емоційно-експресивну функції, посилюючи емпатійний вплив на читача. Додатково використано топонімічний компонент «Збаразька громада», який локалізує героя у межах регіонального соціального простору та підкреслює належність загиблого до місцевої спільноти. Така модель заголовка є типовою для воєнного медіадискурсу, де власні назви слугують засобом персоналізації втрат і формування колективної пам’яті.

У проаналізованих заголовках оніми виконують комплекс функцій: локалізаційну, інформативну, атрактивну, емоційно-експресивну та ідентифікаційну. Найчастіше в новинних медіатекстах Тернопільщини використовуються топоніми й антропоніми, що зумовлено прагненням регіональних медіа максимально конкретизувати подію та підсилити зв’язок інформації з локальною аудиторією.

Проведений аналіз заголовків новинних медіатекстів Тернопільщини засвідчив, що власні назви є одним із ключових структурно-семантичних компонентів сучасного регіонального медіадискурсу. Оніми забезпечують не лише точність і конкретизацію повідомлення, а й виконують важливі прагматичні, атрактивні, емоційно-експресивні та ідентифікаційні функції.

Саме завдяки власним назвам заголовки набувають високого рівня інформативності та здатності оперативно привертати увагу аудиторії.

Отже, у результаті дослідження встановлено, що найчастотнішими в заголовках новинних інтернет-видань Тернопільщини є антропоніми та топоніми. Антропоніми сприяють персоніфікації новинного контенту, формують емоційний зв'язок між медіатекстом і читачем, увиразнюють суспільну значущість події. Використання прецедентних імен у заголовках створює асоціативний та культурний контекст повідомлення.

Топоніми у заголовках регіональних онлайн-медіа насамперед реалізують локалізаційну функцію, конкретизуючи місце події та забезпечуючи її територіальну прив'язку. Водночас географічні назви виступають маркерами локальної ідентичності й формують регіональну картину світу читача.

Аналіз матеріалів інтернет-видань «Тернополяни», «20 хвилин Тернопіль», «Газета номер один», «Тернопільська Липа», «Терен», «Терміново» засвідчив, що використання онімів у заголовках є характерною ознакою регіонального медіадискурсу. Власні назви виступають не лише мовними одиницями номінації, а й важливими засобами впливу на масову свідомість, формування суспільних оцінок, локальної пам'яті та регіональної самоідентифікації.

Власні назви в заголовках новинних медіатекстів Тернопільщини є важливим інструментом організації медійної комунікації. Вони забезпечують поєднання інформативності, експресивності та прагматичної ефективності, а також формують особливий регіональний інформаційний простір. Перспективу подальших досліджень убачаємо у вивченні маніпулятивного потенціалу онімів у заголовках онлайн-медіа, а також у зіставному аналізі функціонування власних назв у регіональному та загальноукраїнському медіадискурсі.

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ГІБРИДНІ ГРАДАЦІЇ СУБ'ЄКТНО-НАРАТИВНОЇ ФІКЦІОНАЛЬНОСТІ В ТРАНСМЕДІАЛЬНИХ РЕПРЕЗЕНТАЦІЯХ "ТРУ КРАЙМУ"

Анотація. Дане дослідження присвячене комплексному теоретико-літературному та медіафілософському аналізу глибоких трансформацій, яких зазнають жанрові моделі класичного детективного дискурсу, архітектура наративних інтриг та суб'єктна організація оповіді в умовах сучасного трансмедійного поля тру крайму (true crime). У роботі обґрунтовано, що традиційні жанрові координати детективної прози – класичний інтелектуальний детектив-головоломка (clue-puzzle) епохи «Золотого віку» та «крутий» детектив (hardboiled) американської традиції – вступають у складні гібридні взаємодії з документальними жанрами, такими як журналістське розслідування, мемуари, судова хроніка та автобіографія. Ця жанрова мутація розглядається у контексті концепції «культури ран» (wound culture) Марка Зельтцера, де публічне споживання реальної колективної травми стає основою для формування нової епістемологічної практики – «свідчення інфотейнменту» (infotainment witnessing), що замінює традиційний ескапізм детективного фікшну.

Особливий фокус дослідження спрямований на реконфігурацію наративної інтриги. Якщо класична детективна структура базується на взаємодії двох лінійних стратегій – фрагментації та поєднання інформації на екстрадієгетичному, дієгетичному та метадієгетичному рівнях з метою досягнення остаточного закриття наративу (narrative closure), то трансмедійний тру крайм підпорядковується нелінійній «логіці бази даних» Льва Мановича. Наратив перетворюється на один із методів навігації у

відкритому інформаційному масиві, де парадигматичний вимір вибору елементів домінує над синтагматичним.

Проаналізовано ключові навігаційні патерни (лінійний, нелінійний, кумулятивний та зв'язаний) у структурі трансмедійної інтриги, ступінь інтегрованості яких формалізується за допомогою математичного індексу мережевої щільності. Показано, як ефект «трансмедійної топології» (на прикладі документальних проектів на кшталт Making a Murderer та The Staircase) перетворює первинний медіатекст на «портал» (trailhead), що спонукає аудиторію до активної кумулятивної реінтерпретації фактів, створення «орієнтувальних паратекстів» та самостійного розслідування у мережевому просторі за допомогою емоційних «маркерів-підказок» (hint markers).

У сфері суб'єктної організації оповіді зафіксовано радикальний відхід від позиції нейтрального всезнаючого автора-наратора чи професійного детектива. Суб'єктивність у тру краймі реконфігурується у трьох ключових площинах: по-перше, через акустичний ефект «вокальної інтимності» у форматі аудіоподкастів (на прикладі Serial), де фізичний досвід прослуховування створює ілюзію дружнього супроводу та формує парасоціальний зв'язок, що діє за принципом «одностороннього дзеркала»; по-друге, через посилення автобіографізму та обсесії залученого розслідувача (на прикладі роману Мішель Макнамари I'll Be Gone in the Dark), де об'єктивність замінюється радикальною емпатією до жертв; по-третє, через залучення колективного децентралізованого суб'єкта в особі інтернет-спільнот аматорів (вебслеутингу / websleuthing). Досліджено серйозні етичні колізії цієї партисипативної практики, зокрема явище цифрового вігілантизму (digilantism) та доксингу невинних людей, які виникають через прагнення мережевих детективів штучно нав'язати реальним подіям закони художнього фіналу.

Ключові слова: тру крайм, детективний дискурс, трансмедійність, логіка бази даних, вокальна інтимність, вебслеутинг, цифровий вігілантизм, паратекст, наративна інтрига, культура ран.

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HYBRID GRADATIONS OF SUBJECTIVE-NARRATIVE FICTIONALITY IN TRANSMEDIA REPRESENTATIONS OF A "TRUE CRIME"

Abstract. This study presents a comprehensive theoretical, literary, and media-philosophical analysis of the profound transformations undergone by classical detective discourse models, the architecture of narrative intrigue, and the subjective organization of narration within the contemporary transmedia field of true crime. The paper establishes that the traditional genre coordinates of detective fiction – the classic intellectual clue-puzzle of the "Golden Age" and the American hardboiled detective fiction – enter into complex hybrid interactions with non-fictional and documentary genres, such as investigative journalism, memoirs, court chronicles, and autobiography. This generic mutation is examined through Mark Seltzer's concept of "wound culture", where the public consumption of real collective trauma becomes the foundation for a new epistemological practice of "infotainment witnessing", effectively displacing the traditional escapism of crime fiction.

A special focus of the study is directed toward the reconfiguration of narrative intrigue. While the classical detective structure relies on the interplay of two linear strategies – fragmentation and linking of information across extradiegetic, diegetic, and metadiegetic levels to achieve ultimate narrative closure – transmedia true crime conforms to Lev Manovich's non-linear "database logic". The narrative becomes merely one of many access and navigation methods within an open information array, privileging the paradigmatic dimension of selecting elements over the syntagmatic dimension of their linear sequence. The paper analyzes key navigational patterns (linear, non-linear, cumulative, and connected) within the structure of transmedia intrigue, the integration of which is formalized using the mathematical network density index. It demonstrates how the effect of "transmedia topology" (exemplified by documentary projects like Making a Murderer and The Staircase) transforms the core media text into a "trailhead". This setup prompts the audience to engage in active, cumulative reinterpretation of facts, generate "orienting paratexts", and conduct independent investigations in network environments, driven by emotionally resonant "hint markers".

Regarding the subjective organization of narration, the study documents a radical departure from the position of the neutral, omniscient author-narrator or institutional detective. Subjectivity in true crime is reconfigured across three main dimensions: first, through the acoustic effect of "vocal intimacy" in audio podcasts (such as Serial), where the physical experience of listening via headphones creates an illusion of personal companionship and fosters a parasocial

bond operating as a “one-sided mirror”; second, through the heightened autobiographical reflection and obsession of the engaged investigator (exemplified by Michelle McNamara’s I’ll Be Gone in the Dark), where traditional detachment is replaced by radical empathy for the victims; and third, through the emergence of a collective, decentralized subject represented by online amateur communities (websleuthing). The paper examines the severe ethical conflicts of this participatory practice, particularly digital vigilantism (digilantism) and the doxxing of innocent individuals, which occur when online sleuths attempt to artificially impose the structural conventions of fictional closure onto unresolved real-world tragedies.

Keywords: true crime, detective discourse, transmediality, database logic, vocal intimacy, websleuthing, digilantism, paratext, narrative intrigue, wound culture.

Постановка проблеми. Сучасний літературознавчий та медіафілософський дискурс фіксує радикальні трансформації традиційних детективних моделей під впливом трансмедіації та стрімкого розвитку індустрії тру крайму (true crime) [1]. Детектив як класичний літературний жанр, що понад століття спирався на жорсткі структурні канони, раціональну епістемологію та стабільну фігуру всезнаючого автора-наратора, переформатовується в умовах цифрової партисипативної культури [2]. Трансмедійне поле тру крайму не просто адаптує кримінальні сюжети для різних медіаплатформ, а змінює саму онтологію детективного тексту, перетворюючи його на динамічну, відкриту та інтерактивну мережеву систему [3].

Аналіз останніх досліджень і публікацій. Еволюція літературного детективного дискурсу історично визначалася динамічним суперництвом і взаємодоповненням двох фундаментальних канонів: класичного інтелектуального детективу-головоломки (clue-puzzle), яскраво представленого спадщиною Агати Крісті, та «крутого» детективу (hardboiled), кодифікованого Раймондом Чандлером і Дашиллом Хемметтом [4]. Класична модель спиралася на ідею відновлення соціального порядку через тріумф раціонального аналізу та наукової епістемології, де детектив діяв як репрезентант чистого розуму, що ідентифікує та усуває деструктивний елемент із консервативної спільноти [5]. Натомість «крутий» детектив привніс у жанр фрагментованість, моральну амбівалентність та бачення злочину як продукту системної корупції й соціальної несправедливості [5].

У трансмедійному просторі тру крайму ці жанрові координати зазнають глибокої гібридизації, вступаючи у складні зв’язки, які дослідники описують як «родинне суперництво» (sibling rivalry) між фікцією та

документом [6]. Тру крайм демонструє здатність асимілювати традиційні літературні прийоми, одночасно розмиваючи кордони між ними. Жанрова специфіка сучасного тру крайму базується на його внутрішній гібридності: тексти часто балансують на межі кримінального роману, журналістського розслідування, мемуару, автобіографії та історичної хроніки [6]. Ця особливість дозволяє залучати ширшу аудиторію, яка споживає кримінальний контент під різними жанровими маркерами [6].

Культурне та психологічне підґрунтя цієї жанрової мутації корініться в концепції «культури ран» (wound culture) Марка Зельтцера, де публічне споживання реальної травми стає формою колективного інфотейнменту [2]. Замість абстрактного задоволення від розгадування вигаданого інтелектуального пазла, реципієнт трансмедійного тру крайму шукає безпосереднього зіткнення з реальним досвідом небезпеки [7]. Це зумовлює перехід від класичного ескапізму до «свідчення інфотейнменту» (infotainment witnessing), де аудиторія прагне безпосередньої близькості до подій та емоційного занурення [7].

У контексті екранних та аудіовізуальних адаптацій ця гібридизація призводить до появи серіальних франшиз (наприклад, австралійської серії Underbelly), які повністю спираються на наративні конвенції традиційного художнього детективу – несподівані сюжетні повороти (twists), «хибні сліди» (red herrings) та обов'язкове фінальне вирішення конфлікту [8]. Отже, реальний кримінальний подійний ряд підпорядковується законам художньої драми, що маркує остаточне розмивання кордонів між фактуальністю та фікціональністю у сучасній культурі [6].

Мета роботи – концептуалізувати та систематизувати структурні, жанрові, наративні та суб'єктні модифікації, яких зазнає класичний літературний детективний дискурс під впливом трансмедіації в сучасному культурному полі тру крайму (true crime).

Виклад основного матеріалу. Класична детективна інтрига будується на взаємодії двох наративних стратегій: фрагментації (fragmentation) та поєднання (linking) [9]. На початку художнього твору читачеві представлено розділені на фрагменти докази, які детектив має зв'язати в цілісну логічну історію [9].

Цей процес розгортається на трьох наративних рівнях, виділених Жераром Женеттом:

1) Екстрадієгетичний рівень (extradiegetic): безпосередній акт розповіді автора-наратора; 2) Дієгетичний рівень (diegetic): події самого розслідування, що відбуваються в теперішньому часі сюжету; 3) Метадієгетичний рівень (metadiegetic): вставні історії, які зазвичай деталізують приховані обставини самого моменту вчинення злочину [9].

У класичній моделі метадієгетичний рівень виконує функцію відновлення відсутньої, прихованої історії, що дозволяє усунути наративні пропуски (gaps) та досягти повного закриття інтриги (narrative closure) [9].

Трансмедійне поле тру крайму руйнує цю лінійну телеологію, підпорядковуючи наративну інтригу «логіці бази даних», описаній Львом Мановичем [10]. Комп'ютерна епоха висуває базу даних як альтернативу традиційному лінійному оповіданню: замість послідовного розвитку сюжету від початку до кінця, споживач взаємодіє з колекцією індивідуальних інформаційних одиниць, кожна з яких має однакову значущість [10]. Наратив стає лише одним із методів доступу до бази даних, де користувач самостійно здійснює операції пошуку, навігації та комбінування елементів [10]. Це призводить до домінування парадигматичного виміру (вибору елементів із системи збереження) над синтагматичним (їхнього лінійного розташування в часі) [11].

У таких умовах трансмедійний наратив структурується через складні навігаційні патерни, що визначають архітектуру інтриги поперек різних медіаплатформ [1].

Таблиця 1

Структурування інтриги за навігаційними патернами

Навігаційний патерн	Механізм структурування інтриги	Спрямованість користувацького досвіду
Лінійний (Linear)	Послідовний перехід від однієї медійної платформи до іншої без можливості повернення до попередніх вузлів.	Керований автором рух уздовж фіксованого синтагматичного ланцюга.
Нелінійний (Non-linear)	Одночасне існування розрізнених сюжетних елементів на кількох ресурсах із можливістю вільного вибору траєкторії.	Децентралізоване блукання користувача, самостійне конструювання хронології.
Кумулятивний (Cumulative)	Лінійне постачання нового контенту з одночасною можливістю повернення до старих інформаційних блоків.	Постійна реінтерпретація вже відомих фактів у світлі нових виявлених даних.

Навігаційний патерн	Механізм структурування інтриги	Спрямованість користувацького досвіду
Зв'язаний (Connected)	Максимальна інтеграція всіх задіяних платформ через систему взаємних лінків та посилань.	Створення мережевого ефекту, де кожен елемент відсилає до інших частин бази даних.

Для кількісної оцінки інтегрованості та зв'язності трансмедійного простору, що складається з N медіа-платформ та L унікальних спрямованих зв'язків між ними, застосовується індекс мережевої щільності D [1]:

$$D = \frac{L}{N(N-1)}$$

При значенні $D \to 1$ інтрига остаточно втрачає лінійну визначеність, перетворюючись на ризоматичну структуру, де кожен новий перехід змінює сприйняття загальної картини злочину [1].

Це явище безпосередньо пов'язане з концепцією «міграційної адаптації» (migratory adaptation), коли кримінальна історія вільно мігрує між жанрами, медіа та пристроями [12]. У процесі такої міграції докази та факти не можуть бути закриті в межах одного тексту; вони існують як взаємопов'язаний дискурс навколо наративного поля [12]. Наприклад, у справі Майкла Пітерсона (*The Staircase*) документальний серіал, художній міні-серіал, подкасти та книги не конкурують між собою, а перебувають у симбіотичних відносинах. Жоден із цих текстів не усуває невизначеність повністю. Замість цього вони використовують «маркери-підказки» (hint markers) – акценти на специфічних деталях доказів, які стимулюють аудиторію до подальшого самостійного пошуку в базі даних, перетворюючи розслідування на нескінченний процес [12].

У випадку серіалу *Making a Murderer* виникає феномен «транс-медійної топології», де перший епізод функціонує як наративний «портал» (trailhead), що запускає процес активного співтворення тексту аудиторією [13]. Серіал вибудовує структуру, подібну до ігор альтернативної реальності (ARG), заповнюючи простір наративними лакунами. Це спонукає глядачів виходити в цифрове середовище (Reddit, спеціалізовані блоги) та створювати власні «орієнтувальні паратексти» – карти, списки персонажів, аналітичні таблиці доказів [13]. Інтрига більше не завершується титрами; вона розгортається у реальному часі через колективну роботу аудиторії з першоджерелами.

Суб'єктна реконфігурація детективного наративу у трансмедійному полі тру крайму розгортається у трьох ключових вимірах: через акустичну

трансформацію наративного голосу, посилення автобіографічної рефлексії автора-розслідувача та вихід на арену колективного суб'єкта розслідування в особі інтернет-спільноти [2].

У класичному літературному детективі голос оповідача відокремлений від реципієнта друкованою сторінкою [4]. Перехід тру крайму в аудіоформат подкастів (наприклад, *Serial*) створює унікальний тип суб'єктивності, заснований на «вокальній інтимності» [14]. Фізичний досвід прослуховування через навушники, коли голос ведучого звучить безпосередньо в голові слухача під час виконання рутинних побутових дій, радикально змінює характер сприйняття. Наратор перетворюється з абстрактного джерела інформації на близького компаньйона. Саспенс в аудіоформаті будується не лише на сюжетній динаміці, а й на еволюції особистих стосунків між слухачем та голосом, який його веде [14].

Голос стає інструментом емоційної синхронізації: слухач починає вловлювати найменші інтонаційні коливання, мікропаузи, ознаки втоми чи стримуваних сліз ведучого. Це породжує сильний парасоціальний зв'язок та «рефлекс лояльності», коли аудиторія відчуває особисту відповідальність перед наратором та готовність захищати його позицію. Проте такий формат оповіді містить у собі епістемологічну пастку «одностороннього дзеркала» (one-sided mirror) [14]. Мікрофон створює ілюзію абсолютного доступу до внутрішнього світу оповідача, тоді як трансльований образ залишається ретельно відібраним, змонтованим та цензурованим продуктом.

Сучасний тру крайм остаточно відмовляється від позиції нейтрального, об'єктивного спостерігача [8]. Постать журналіста або цивільного детектива висувається у самісінький центр наративу, стаючи його головним суб'єктом та об'єктом дослідження. Робота Мішель Макнамари *I'll Be Gone in the Dark* демонструє, як розслідування серійних злочинів переплітається з автобіографічними рефлексіями письменниці [15].

Оповідь рухається не лише за хронологією злочинів «Вбивці з Золотого штату», а й за внутрішньою траєкторією обсесії самої авторки, яка аналізує власні безсонні ночі, вплив розслідування на її шлюб та стосунки з донькою [15].

Цей тип суб'єктивності характеризується глибокою емпатією до жертв, яка протиставляється традиційній детективній об'єктивності. Трагедія процесу створення цієї книги – раптова смерть Макнамари від випадкового передозування ліків, спричиненого виснаженням та тривогою, – додає тексту додаткового метанаративного виміру. Завершенння рукопису її чоловіком Паттоном Освальтом, журналістом Біллі Дженсеном та детективом Полом Гоулзом перетворює саму книгу на трансмедійний пам'ятник колективній відданості справі [16].

Трансмедійне середовище децентралізує суб'єкт розслідування, залучаючи до нього широкі маси аматорів. Феномен вебслейтингу (websleuthing) та функціонування платформ на кшталт Reddit або Websleuths демонструють перехід від індивідуального розгадування до краудсорсингового накопичення знань [7]. Будь-який громадянин із доступом до мережі може приміряти роль детектива, беручи участь у вивченні відкритих баз даних судової медицини, оцифрованих архівів та супутникових знімків [2].

Ці процеси детально відтворюються в сучасних медійних форматах, таких як документальні серіали про повсякденних громадян, що розкривають вбивства (*True Crime Story: Citizen Detective*), або тижневі подкасти (*Love Trapped*), які інтегрують знахідки цивільних детективів, цифрові трансляції із судових засідань та викриття інтернет-шахрайства у реальному часі [17].

Таблиця 2

Порівняльна характеристика суб'єктів розслідування

Характеристика суб'єкта	**Класичний детективний наратор**	**Подкаст-наратор (на прикладі Serial)**	**Мережевий детектив (Вебслеут)**
Епістемологічний статус	Монополіст знання, що володіє унікальним аналітичним методом.	Провідник крізь хаос інформації, що відкрито визнає власні сумніви.	Колективний розум спільноти, який формується через мережеву взаємодію.
Характер зв'язку з реципієнтом	Текстуальна дистанція, інтелектуальне протистояння.	Парасоціальна вокальна інтимність, ілюзія дружнього спілкування.	Спільна діяльність у партисипативному полі, стирання меж між автором та аудиторією.
Методологічний інструментарій	Логічна дедукція, опитування свідків у дієгетичному просторі.	Наративний монтаж аудіозаписів, інтерв'ю, особиста рефлексія.	Крос-референс відкритих даних, аналіз соцмереж, геолокація зображень.

Характеристика суб'єкта	Класичний детективний наратор	Подкаст-наратор (на прикладі Serial)	Мережевий детектив (Вебслеут)
Етична відповідальність	Обмежена рамками фікціонального світу та художнього завдання.	Визначається професійними стандартами журналістики та емпатією.	Послаблена анонімністю; ризик переходу в цифровий вігілантизм (digilantism).

Однак діяльність мережевого суб'єкта неминуче стикається з етичними колізіями [18]. Прагнення вебслеутів знайти «ідеальний фінал», притаманний художній літературі, часто змушує їх ігнорувати презумпцію невинуватості та таємницю слідства [2]. Це призводить до цифрового вігілантизму (digilantism), коли під впливом емоційного залучення інтернет-спільнота починає «полювання на відьом», здійснює доксинг невинних людей та втручається в роботу офіційних правоохоронних органів, руйнуючи долі реальних осіб заради підтримання наративної напруги штучно створеного детективного сюжету [7].

Висновки. Аналіз трансформацій детективного дискурсу в трансмедіальному просторі тру крайму дозволяє зафіксувати системний перехід від закритих, ієрархічних та лінійних літературних форм до відкритих, мережевих та інтерактивних медійних практик. Жанрова гібридизація руйнує традиційні конвенції художнього детективу, об'єднуючи епістемологічні інструменти розслідування з терапевтичним споживанням реальної травми в межах «культури ран».

Наративна інтрига втрачає свою лінійну спрямованість, підпорядковуючись логіці бази даних та трансмедійній топології, де кожен фрагмент інформації вимагає від споживача активної кумулятивної реінтерпретації.

Нарешті, суб'єктна організація оповіді зазнає глибокої децентралізації: монополія автора-наратора та інституційного детектива замінюється феноменом вокальної інтимності подкастів, суб'єктивним автобіографізмом залученого розслідувача та колективною діяльністю мережевих вебслеутів. Ці зміни свідчать про те, що сучасний детектив остаточно перестав бути просто літературним жанром, перетворившись на партисипативний культурний інструмент осмислення реальності, який балансує між пошуком соціальної справедливості та деструктивними ефектами цифрового вігілантизму.

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ВІДОКРЕМЛЕНІ ЧЛЕНИ РЕЧЕННЯ В ХУДОЖНЬОМУ ДИСКУРСІ: ГРАМАТИКО-ФУНКЦІЙНИЙ АСПЕКТ

Анотація. Стаття присвячена розгляду лінгвістичної природи, типології та вживання відокремлених членів речення в художньому дискурсі. Дослідження здійснено на матеріалі прозових творів сучасних українських письменників: Макса Кідрука, Володимира Лиса та Андрія Кириченка. Актуальність дослідження полягає у здійсненні комплексного лінгвістичного аналізу відокремлених членів речення в художньому дискурсі та розгляді їх вживання у різних письменницьких ідіостилях. Крім того, мовостиль сучасних прозаїків Макса Кідрука, Володимира Лиса та Андрія Кириченка поки що ґрунтовно ще не досліджено.

Мета статті – здійснити структурно-граматичний аналіз відокремлених членів речення у прозовій мові, охарактеризувати особливості їх уживання та функції в художніх текстах. Для реалізації зазначеної мети поставлено такі завдання: 1) виявити відокремлені члени речення у прозових творах Макса Кідрука, Володимира Лиса та Андрія Кириченка; 2) описати структурно-граматичну типологію зафіксованих відокремлень; 3) з’ясувати умови відокремлень виявлених відокремлених конструкцій; 4) розглянути стилістичні навантаження відокремлень та особливості їх уживання різними авторами.

У результаті здійсненого дослідження виявлено, що відокремлення є поширеним ускладнювальним компонентом реченнєвих структур у

прозовій мові. Помічено, що письменники вживають різні види відокремлених членів речення: означення, прикладки, додатки, обставини, уточнювальні члени. З'ясовано, що відокремлені означення, обставини, уточнювальні члени речення широко представлені у прозовій мові; додатки і прикладки – рідко. Як засвідчив здійснений аналіз, письменники вживають відокремлені конструкції з метою уточнення, конкретизації описуваних явищ, обставин, ситуацій. Із застосуванням кількісного підходу до аналізу вживання відокремлених другорядних членів речення зафіксовано, що письменники не однаково вживають ці компоненти. Так, Макс Кідрук найчастіше вживає відокремлені обставини; у творах Володимира Лиса виявлено велику кількість відокремлених обставин, означень і прикладок; широкий спектр відокремлених означень, обставин, уточнювальних членів речення представлено у прозі Андрія Кириченка. У художньому дискурсі відокремлені другорядні члени речення містять додаткове смислове навантаження; як правило, вони виконують доповнювальну та уточнювальну роль.

Ключові слова: відокремлення, відокремлені члени речення, відокремлене означення, відокремлена прикладка, відокремлений додаток, відокремлена обставина, уточнювальні члени речення.

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SEPARATE MEMBERS OF A SENTENCE IN ARTISTIC DISCOURSE: GRAMMATICAL-FUNCTIONAL ASPECT

Abstract. The article is devoted to the consideration of the linguistic nature, typology and use of single members of a sentence in artistic discourse. The research was carried out on the material of prose works of modern Ukrainian writers: Max Kidruk, Volodymyr Lys and Andriy Kyrychenko. The relevance of the research lies in the implementation of a comprehensive linguistic analysis of

single members of a sentence in artistic discourse and the consideration of their use in various writing idiostyles. In addition, the speech style of modern prose writers Max Kidruk, Volodymyr Lys and Andriy Kyrychenko has not yet been thoroughly studied.

The purpose of the article is to carry out a structural and grammatical analysis of single members of a sentence in prose, to characterize the features of their use and function in artistic texts. To achieve this goal, the following tasks were set: 1) to identify isolated sentence members in the prose works of Max Kidruk, Volodymyr Lys and Andriy Kyrychenko; 2) to describe the structural and grammatical typology of the recorded isolations; 3) to clarify the conditions of isolation of the identified isolated constructions; 4) to consider the stylistic loads of isolations and the features of their use by different authors.

As a result of the research, it was found that isolation is a common complicating component of sentence structures in prose. It was noted that writers use different types of isolated sentence members: definitions, adverbs, adverbs, circumstances, and qualifying members. It was found that isolated definitions, circumstances, and qualifying members of the sentence are widely represented in prose; adverbs and adverbs are rare. As the analysis has shown, writers use separate constructions in order to clarify and specify the described phenomena, circumstances, and situations. Using a quantitative approach to the analysis of the use of separate secondary members of a sentence, it was noted that writers do not use these components equally. Thus, Max Kidruk most often uses separate circumstances; a large number of separate circumstances, definitions, and examples have been identified in the works of Volodymyr Lys; a wide range of separate definitions, circumstances, and specifying members of a sentence is presented in the prose of Andriy Kyrychenko. In artistic discourse, separate secondary members of a sentence contain an additional semantic load; as a rule, they perform a complementary and specifying role.

Keywords: separation, separated members of a sentence, separated definition, separated adverb, separated adverb, separated circumstance, qualifying members of a sentence.

Постановка проблеми. В останні десятиліття аналіз структурно-граматичної організації художньої оповіді є важливим аспектом дослідження письменницького ідіостилю. Вагомим семантико-стилістичним компонентом різних реченнєвих структур виступають відокремлені члени речення, які, крім описової, уточнювальної функції, в художньому дискурсі можуть виконувати оцінну та емоційно-експресивну роль. Такі функції чітко простежуються у прозовій мові. Предметом нашого дослідження будуть умови відокремлення, семантика та функції відокремлених членів

речення у прозовій мові сучасних українських письменників: Макса Кідрука, Володимира Лиса та Андрія Кириченка.

Актуальність дослідження. Актуальність дослідження вбачаємо у здійсненні комплексного лінгвістичного аналізу відокремлених членів речення в художньому дискурсі та розгляді вживання цих ускладнювальних компонентів у різних письменницьких ідіостилях. Крім того, мовостиль сучасних прозаїків Макса Кідрука, Володимира Лиса та Андрія Кириченка поки що ґрунтовно ще не досліджено.

Аналіз останніх досліджень і публікацій. У сучасному мовознавстві є чимало наукових розвідок, присвячених розгляду лінгвістичної природи відокремлених членів речення. Детально описано граматичну структуру, умови відокремлення таких членів речення у працях К.Ф. Шульжука, А.П. Загнітка, І.Р. Вихованця, І.І. Слинька, Н.В. Гуйванюк, М.Ф. Кобилянської, С.П. Бевзенка, Л.П. Литвин, Г.В. Семеренко, П.С. Дудика, Л.В. Прокопчук та ін. Ґрунтовно розглянуто відокремлені члени речення у працях: К.Ф. Шульжука «Синтаксис української мови» [1]; П.С. Дудика, Л.В. Прокопчук «Синтаксис української мови» [2] та ін.

Мета статті – здійснити структурно-граматичний аналіз відокремлених членів речення у прозовій мові, охарактеризувати особливості вживання та функції відокремлень у художніх текстах.

Для реалізації зазначеної мети необхідно розв’язати такі **завдання**: 1) виявити відокремлені члени речення у прозових творах Макса Кідрука, Володимира Лиса та Андрія Кириченка; 2) описати структурно-граматичну типологію зафіксованих відокремлень; 3) з’ясувати умови відокремлень виявлених відокремлених конструкцій; 4) розглянути стилістичні навантаження відокремлень та особливості їх уживання різними авторами.

Виклад основного матеріалу дослідження. Відокремлені члени речення є ускладнювальним компонентом речення, які містять додаткову інформацію та стилістичну виразність. Відокремленням називають «смислове й інтонаційне виділення у реченні непоширеного чи поширеного другорядного члена речення, який унаслідок цього набуває більшої самостійності» [1, С. 161]. Відокремленими можуть бути різні другорядні члени речення.

1. Відокремлені означення

У прозових текстах активністю вживання та багатством семантичного наповнення характеризуються відокремлені означення. Як засвідчили наші спостереження, більш поширені відокремлені *узгоджені* означення, ніж неузгоджені. «Відокремлення узгоджених означень залежить від ступеня, міри їх поширеності, позиції щодо пояснюваного (означуваного) слова-іменника, від його морфологічної природи. Відокремлюватися можуть

узгоджені означення, виражені як одиничними прикметниками і дієприкметниками, так і прикметниковими і дієприкметниковими зворотами» [3, С. 134].

У сучасній граматиці науковці традиційно виділяють 4 групи відокремлених означень: узгоджені прикметникові означення; неузгоджені прикметникові означення; прикметникові звороти; означення, виражені дієприкметником і дієприкметниковим зворотом. У проаналізованих художніх текстах представлено всі чотири зазначені групи.

Відокремлені узгоджені прикметникові означення

Такі відокремлення виявлено у текстах М. Кідрука, В. Лиса та А. Кириченка в таких позиціях:

а) коли прикметникове означення означує чи характеризує особовий займенник, розміщений перед ним або після нього: «*Спокійне,* загострене, *воно* попливло над людськими головами» [4, С. 61]; «Дурні *ми* тоді були, *самовпевнені,* але без досвіду» [5, С. 139];

б) коли одне або декілька узгоджених прикметникових означень розміщені після пояснюваного слова, але перед ним обов'язково має бути інше узгоджене означення: «Такий же *професійний* військовий, *сухий, лисуватий та спітнілий*» [5, С. 72];

в) коли прикметникове означення розміщене не безпосередньо після пояснюваного слова, а розірване іншим одним або кількома іншими словами (дуже часто присудком): «Вітине *дитинство* пливло, посміхалося, цвіло – *легке, світле, радісне, приємне,* наче сонечко…» [4, С. 42]; «На сусідньому тапчані, *малий та беззахисний,* як дитина, солодко похропуючи, спав *Олег*» [5, С. 110];

г) коли прикметникові означення стоять відразу після пояснюваного слова: «Воно спочатку зацікавило, потім стало частиною вечорів – *тихих і задумливих*, іноді сповнених шуму вітрів…» [4, С. 42]; «Осінь прийшла самотнім босим листком, опустилася на мою стежку, *брудну,* зачовгану ногами » [4, С. 44]; «…але, судячи з усього, ця війна надовго, і, можливо, я ще зустріну людей, *сміливіших, впевненіших,* кращих за мене» [5, С. 159]. Тут автор надає семантико-стилістичної ваги описуваному, закцентувавши на певних ознаках зображуваної природи чи рисах персонажів.

Відокремлені неузгоджені прикметникові означення

Цю групу відокремлених означень менш представлено у проаналізованих текстах, як і в художній мові загалом. «Неузгоджені означення поєднуються з означуваним словом (членом речення) підрядним зв'язком керування або прилягання. Найчастіше неузгодженим означенням є змінюваний іменник (субстантивоване слово) в непрямому відмінку або непрямий відмінок незмінюваного повнозначного слова; рідше цю функцію

виконує інфінітив. У писемному мовленні неузгоджене означення, як і узгоджене, виділяється комою, іноді тире» [2, С. 209].

У проаналізованих художніх текстах виявлено відокремлені неузгоджені прикметникові означення в таких випадках:

1) коли неузгоджене прикметникове означення стосується власної назви або особового займенника: «Час не панькався з Сашком. Змарнілий, *худий, із запалими почервонілими очима, явним тремором та багатоденним перегаром*» [5, С. 47]; «І виходять *вони* без лихого в душі й серці, у чисте вдягнені, *з чистим у думках*» [5, С. 62];

2) коли неузгоджене прикметникове означення розміщено після пояснюваного слова: «Колір сірий, *з ледь помітним переливом,* який мовби кудись тікав» [4, С. 14]; «Хіба що, оте одвічне, куркульське, *без змісту та сенсу*» [5, С. 103].

Відокремлені прикметникові звороти

Прикметник разом із залежними словами становить прикметниковий зворот. Такі звороти переважно створюють якісні прикметники, які означують, характеризують риси людей, певні ознаки предметів, явищ, понять. Ці ознаки чи риси, як правило, виявляються з більшою чи меншою інтенсивністю. Наведемо приклади з проаналізованих текстів: «Хлопця з сусіднього будинку, *старшого на десять років*» [4, С. 17]; «Щедре сонце весняного дня золотило бані церков і шпиль кірхи, *найвищий у Старому місті*, увінчаний хрестом, що мовби тулив промені до себе» [4, С. 35].

Зазначимо, що відокремлені прикметникові звороти можна легко переробити на підрядні означальні речення, синонімічні за семантикою, як наприклад, у реченні «Бійці, *вільні від чергування,* набилися у невеличкий бліндаж» [5, С. 90] відокремлений прикметниковий зворот *вільні від чергування* можна переробити на підрядне означальне *«бійці, які були вільні від чергування,* набилися у невеличкий бліндаж».

Відокремлені означення, виражені дієприкметником і дієприкметниковим зворотом

Відокремлені означення, побудовані на застосуванні дієприкметників, мають різну активність уживання. У художньому дискурсі, як і в мовленні загалом, відокремлені означення, виражені дієприкметником, є рідко вживані, на відміну від відокремлених означень, виражених дієприкметниковим зворотом. Це «зумовлено закладеним у них значенням – енергією дії, а звідси й частою наявністю при дієприкметнику залежного слова (слів), яке трансформує його у дієприкметниковий зворот. Одиничний дієприкметник відокремлюється, якщо він контекстно відірваний від пояснюваного слова. Обов'язкове відокремлення й тоді, коли дієприкметник пояснює займенник» [2, С. 211].

Саме такі пропорції вживання дієприкметникових відокремлених означень простежуємо у проаналізованих художніх текстах М. Кідрука, В. Лиса та А. Кириченка. Так, виявлено вживання кількох відокремлених означень, виражених дієприкметником: «Ми спимо. *Стомлені та виснажені,* грішні і по-злочинному довірливі, непереможні у єдності та до останнього впевнені у правоті своєї справи» [5, С. 104].

У проаналізованих художніх текстах М. Кідрука, В. Лиса та А. Кириченка зафіксовано значно більшу групу відокремлених означень, виражених дієприкметниковим зворотом. Таке відокремлення відбувається у випадках:

1) коли дієприкметниковий зворот стосується особового займенника і розміщений перед ним чи після нього, наприклад: «Слова зависли в повітрі, а *ми, сповнені інформації,* розійшлися по табору» [5, С. 143]; «І виходять *вони* без лихого в душі й серці, *у чисте вдягнені,* з чистим у думках» [5, С. 62];

2) коли дієприкметниковий зворот розміщений після пояснюваного слова:

«Раптом Віта подумала, що боїться слів, *привезених з собою*» [4, С. 55]; «Як безліч телефонних дзвінків, *помножених на нерви та небайдужість людей,* перетворювалися на гривні [5, С. 101];

3) дієприкметниковий зворот знаходиться перед пояснюваним словом і містить додаткове обставинне значення (причину, умову тощо), наприклад: «На станції було гаряче. Волонтери саме привезли воду, і, *зморені від безділля та похмілля,* до нас потяглися люди» [5, С. 47].

«Практично кожен дієприкметниковий зворот може бути перетворений на підрядне речення, внаслідок чого постають синонімічні синтаксичні конструкції, кожна з неповторною індивідуалізованою стилістичною функцією» [2, С. 213]. Так, легко можна переробити відокремлені означення, виражені дієприкметниковим зворотом, на підрядні атрибутивні частини складнопідрядного речення, як наприклад, у реченні «Хоча «там» теж були такі ж люди, *зірвані з місця,* необстріляні, з певними поглядами, амбіціями та сталим світоглядом, якому залишилося існувати кілька останніх днів» [5, С. 7] відокремлене означення *зірвані з місця* можна переробити на підрядне «*які зірвалися з місця*»; зміст речення залишається той самий;

4) дієприкметникове означення поширене і віддалене від пояснювального слова іншими словами: «Воно спочатку зацікавило,потім стало частиною вечорів – тихих і задумливих, *іноді сповнених шуму вітрів,* крізь який усе одно прориває́ться цей бренькіт…» [4, С. 42]; «На долівці, *уже розкладені в рядочок,* лежали знайдені боєприпаси» [5, С. 103].

2. Відокремлені прикладки

Різновидом означення є прикладка. Зауважимо, що в художніх текстах відокремлені прикладки значно рідше вжиті, ніж відокремлені означення. «В одних випадках відокремлені прикладки мають тільки атрибутивне значення, в інших до нього приєднуються різні обставинні відтінки, що пов'язано з лексичним обсягом відокремлюваної конструкції, а також місцем її щодо означуваного (пояснюваного) слова, його морфологічною природою. Відокремлюватися можуть і препозитивні, і постпозитивні прикладки, як поширені, так і непоширені, що виражені іменником чи субстантивовано або словосполученням. Основне (атрибутивне) значення відокремленої прикладки нерідко ускладнюється додатковим обставинним значенням» [3, С. 136].

У проаналізованих художніх текстах М. Кідрука, В. Лиса та А. Кириченка відокремлені прикладки вжито в таких випадках:

1) поширені прикладки, які стоять після власної назви, наприклад: «Марта Іванівна, *дружина Зиновія,* покликала сусідів…» [6, С. 130]; «Концерт потішив Левіна, лавнього фаната британців, чи не більше за власну презентацію» [6, С. 21]; «Крумпля – *молодший сержант Картошкін, теж з мобілізованих*, винувато виглядав з-за плечей Івана» [5, С. 117];

2) поширені прикладки, які стоять після означуваного слова, наприклад: «…а перед тим на ринку, *Старому базарі,* пошукають босоніжки для неї, Олесі, й поясок та блузку для мами» [4, С. 30]; «Людчин батько, *передовик виробництва, слюсар вищого розряду, винахідник, раціоналізатор,* кілька місяців тому купив «запорожця»…» [4, С. 40]; «Ротний – *молодий чоловік років двадцяти восьми*, неголений, зі сплутаним козацьким чубом, серед якого проглядало біле пасмо, похмуро спостерігав за прибулим…» [5, С. 123]; «– Два бліндажі накрилися… – командир взводу, *кремезний дядько років під п'ятдесят,* призваний по мобілізації десь із Закарпаття, тупцював на порозі штабного бліндажа та намагався обчухати з щільно обліплених ніг кілограми багна» [5, С. 117] ;

3) непоширені прикладки, які стоять після означуваного слова, наприклад: «Колеги по кафедрі, *приятельки,* не більше…» [6, С. 17];

3) пре- і постпозитивні прикладки, які стосуються особового займенника, наприклад: «Коли Віта зрозуміла, що таки напише йому, *Едику-Еміру,* зі страху…» [4, С. 42]; «Проте *вони, ці «чорні листоноші»,* стали останніми, хто віддавав шану та супроводжував загиблих хлопців» [5, С. 56]; «Дехто мав гроші – а *ми, звичайні люди,* мали лише можливості…» [5, С. 44];

4) прикладки, які приєднуються до означуваного слова (іменника) за допомогою сполучників *або, чи, тобто, цебто, як* та інших уточнювальних

слів, зокрема часток, прислівників, різних прийменниково-іменникових конструкцій (*як-от, а саме, зокрема, особливо, навіть, переважно, родом, на імення, на прізвище* тощо): «До кінця ротації, *цебто днів п'ять-сім,* – тиша» [5, С. 12].

3. Відокремлені додатки

Відокремленими додатками називають «виділені інтонаційно (а на письмі за допомогою пунктуації) відмінкові форми іменників з прийменниками чи прислівниковими сполученнями (*крім, опріч, за винятком, замість, на відміну від, включаючи* тощо), які мають значення включення, винятку, заміни» [3, С. 139-140]. У художньому дискурсі письменники значно рідше вживають відокремлені додатки, ніж означення чи обставини.

У проаналізованих творах М. Кідрука, В. Лиса та А. Кириченка зафіксовано дуже мало прикладів відокремлених додатків. Найчастіше вони вжиті з такими прийменниками та прийменниковими сполученнями:

1) *крім, окрім, опріч, за винятком*, наприклад: «*Окрім того*, Тенгіз не сумнівався» [6, С. 21]; «*Окрім Андрія,* в підрозділі було ще два офіцери» [5, С. 3]; «*Окрім власної зброї,* узяли пускову установку та дві керовані ракети» [5, С. 39]; «*…окрім війни,* є інше життя» [5, С. 53]; «І немає правди, *окрім накритої віком домовини»* [5, С. 54] ;

2) *замість* (додатки з цим прийменником означають осіб або предмети, які можуть заміщатися): «На голе тіло, *замість комбінашки,* як радила Зіна» [4, С. 60];

Найчастіше письменники вживають відокремлені додатки з прийменниками *крім, окрім.*

«Відокремлення додатків пов'язане з їх семантичним навантаженням, мірою близькості до головної частини речення, обсягом конструкції, бажанням мовця зосередити увагу на їх ролі в реченні, стилістичним завданням» [3, С. 140].

4. Відокремлені обставини

Відокремлені обставини – «це виділені за допомогою інтонації і пунктуації члени речення, що виступають у функції різних обставин» [3, С. 138]. Вони найчастіше виражені: дієприслівниками або дієприслівниковими зворотами; прислівниками; прийменниково-відмінковими формами іменників. Найпоширенішим різновидом відокремлених обставин є дієприслівниковий зворот.

У проаналізованих художніх текстах М. Кідрука, В. Лиса та А. Кириченка зафіксовано презентативну групу відокремлених обставин, виражених дієприслівниковим зворотом, наприклад: «Там, *проходячи коридорчиком*, солдат відчинив одні з дверей» [4, С. 60]; «*Облизавши сухі губи,* він похитав худою, схожою на пташину головою і, *притлумлюючи*

страх, пошкутильгав до другого якоря» [6, С. 143]; «Андрій щось пояснював, *жестикулюючи однією рукою,* а другу тримала жінка» [5, С. 34].

За значенням і функцією виявлені відокремлені обставини можна розподілити на такі різновиди:

- обставини способу дії:

«*Облизавши сухі губи,* він похитав худою, схожою на пташину головою і, притлумлюючи страх, пошкутильгав до другого якоря» [6, С. 143]; «Мар'янчик задер голову, *зазираючи в обличчя свого товариша*, але тут-таки скулився й опустив погляд» [6, С. 128]; «Ніч. Тиша. Тільки чути гудіння завантаженого тралу, що, *розчиняючись у темряві,* уперто прямує в тил» [5, С. 14]; «Розмовляли, *надворі сьорбаючи каву та дихаючи теплим повітрям навпіл з димом синього Ротмансу*» [5, С. 27];

- обставини часу:

«Я допиваю молоко, *спочатку зібравши з нього прошарок застиглого масла*» [5, С. 19]; «І тепер, *чуючи в розмові чи по новинах назву «Вир»,* перед очима завжди ставав усміхнений Андрій» [5, С. 38];

- обставини причини:

«*Спостерігаючи за псом,* я ледь не прогавив людину» [5, С. 17]; «*Усвідомивши почуте*, хлопці позадкували» [5, С. 24];

- обставини умови:

«І от, *проконтролювавши зранку виконання лікувальних процедур*, дорослі розходяться по роботах» [5, С. 18];

- обставини місця:

«Отож, *їдучи через Старогнатівку,* спостерігає він, як тягне якесь замурзане чудо каністру в бік села» [5, С. 27]; «Я відкочуюся в глибину кімнати, *ховаючись за стіною*» [5, С. 20];

- обставини наслідку:

«Тенгіз не відповів, *лише міцніше стиснув губи*» [6, С. 27]; «Стеля зникає, *перетворюючись на яскраві засніжені городи*» [5, С. 21]; «*Глянувши на результат*, батько ствердно гмикнув, вказав, де ще треба попрацювати наждачною…» [5, С. 18];

- обставини допусту:

«…і, *притлумлюючи страх*, пошкутильгав до другого якоря» [6, С. 143]; «Набрані звідусіль, *не маючи майже ніякого досвіду та практичних навичок,* ці люди довіряли свої життя командиру» [5, С. 36];

- обставини порівняння:

«І от так, вписуючи звання й прізвища в порожні клітинки штатного розпису зведеного підрозділу, *наче вбиваючи набої в стрічку,* була скомплектована та направлена на лінію зіткнення зони АТО спочатку третя, потім перша, а вже за нею друга зведена батальйонна група» [5, С. 36];

- обставини мети:

«Віта спочатку вслухалася в мовчанку Зіни, *сподіваючись вловити там щось таємниче, безшелесне, але таке,* що призначене їй» [4, С. 50]; «…гірко смакувала крихтами ворона, *викликаючи з-за обрію весну,* цвіли перші кульбаби…» [4, С. 44].

У художній мові письменники нерідко вживають поруч кілька відокремлених обставин, виражених дієприслівниковим зворотом, для більш точного, ширшого опису ситуацій, обставин. Наведемо приклади: «*Облизавши сухі губи,* він похитав худою, схожою на пташину головою і, *притлумлюючи страх*, пошкутильгав до другого якоря» [6, С. 143]; *«Отримуючи майно на БК, знайомлячись іноді за день-два,* а іноді вже під час маршруту, готувалася до виходу на лінію зіткнення» [5, С. 36].

Інколи два дієприслівникові звороти поєднані єднальними сполучниками *і, та,* наприклад: «Собака лежав на спині, *розчепіривши на всі сторони компаса короткі лапи та з насолодою підставляючи під Мар'янчикові руки гладеньке рожево-сіре черево*» [6, С. 127]; «Розмовляли, *надворі сьорбаючи каву та дихаючи теплим повітрям навпіл з димом синього Ротмансу*» [5, С. 27].

Відокремлюватися можуть також обставини, виражені ***одиничними дієприслівниками***. У проаналізованих творах зафіксовано кількісно меншу групу таких обставин, ніж тих обставин, які виражені дієприслівниковими зворотами.

Наведемо приклади: «*Розвернувшись*, неквапом повів автомобіль назад, у напрямку Батурина» [6, С. 37]; «Декотрі з перехожих теж оглядалися, інші здивовано дивилися, *оминаючи*» [4, С. 27]; «*Захопившись,* Тихон упевнено продовжував» [6, С. 137].

Відокремлені обставини, виражені одиничним дієприслівником, можуть знаходитися і перед дієсловом, як наприклад, у реченнях: «*Відхекавшись,* обережно займаю позицію знову» [5, С. 15]; і після дієслова, наприклад: «Тіні подовжуються, *розпливаючись,* та поєднуються у суцільний сутінковий килим» [5, С. 19].

Розглянувши семантику відокремлених обставин, виражених одиничним дієприслівником, виділимо кілька різновидів, а саме:

1) обставини способу дії:

«Декотрі з перехожих теж оглядалися, інші здивовано дивилися, *оминаючи*» [4, С. 27]; «*Скрипнувши,* відчинилися ліві задні дверцята «ланоса»…» [6, С. 11]; «Тенгіз, *не дивлячись*, намацав потрібну кнопку, білий шум…»[6, С. 26];

2) обставини причини:

«*Захопившись,* Тихон упевнено продовжував» [6, С. 137];

3) обставини часу:

«*Відхекавшись,* обережно займаю позицію знову» [5, С. 15];

4) обставини наслідку:

«*Зметикувавши* – поділився думкою з ротним» [5, С. 61];

5) обставини мети: «Левін утупився в товариша, *сподіваючись,* що той усміхнеться…» [6, С. 13].

У проаналізованих художніх текстах М. Кідрука, В. Лиса та А. Кириченка зафіксовано речення, де вжито поруч дієприслівниковий зворот і дієприслівник, наприклад: «*Перевівши подих та усвідомивши*, що героїчна загибель відкладається на невизначений час, хлопці згадали слова замполіта в учебці, який розповідав про повні жмені пільг…» [5, С. 24]; «Як, *впавши знову навколішки*, тицяв пальцем у планшет «Армії SOS», щось *вишукуючи та наближуючи*…» [5, С. 76].

Відокремленими можуть бути обставини, виражені **прислівниками.** Як правило, такі прислівники уточнюють значення обставини, яка розміщена перед цим прислівником, наприклад: «Віта плаче, *тихо й безшелесно,* гасить той плач у собі…» [4, С. 50]; «Аби згодом, *іноді*, несподівано виринути, нагадуючи про колись давно пройдені шляхи…» [5, С. 51].

Відокремлюються також обставини, ***виражені іменником.*** «Обставини, виражені іменниками в непрямих відмінках з прийменниками, відокремлюються тоді, коли їх треба виділити серед інших членів речення, надавши їм більшого семантичного навантаження. В усному мовленні відокремлення здійснюється за допомогою пауз та підсилення логічного наголосу, а на письмі – комами» [3, С.139].

Місце обставин, оформлених як іменники, можуть займати позицію на початку речення, в середині і в кінці. За семантикою виявлені обставини, які виражені іменником із прийменником, можна поділити на такі групи:

1) допусту:

«З рішучим настроєм захисники попрямували до стройової – отримати заслужені, *попри всі їх спроби,* папірці» [5, С. 24]; «*Попри потік автівок на шляху,* поруч, на посту, тихо й майже порожньо, двоє патрульних визирнули, коли зупинявся наш «Урал», але, роздивившись мене, так само швидко заховалися» [5, С. 31];

2) місця:

«Розвернувшись, неквапом повів автомобіль назад, *у напрямку Батурина*» [6, С. 37]; «Звичайно, їм не повірили відразу – ставили нарізно, *у різні зміни, на різні напрямки*» [5, С. 28]; «І от через кілька днів військова доля знову зібрала тих самих офіцерів у знайомому бліндажі, *посеред лісосмуги, десь між Богданівкоюта Старогнатівкою*» [5, С. 28];

3) часу:

«Восени, *під час затяжних дощів,* її всуціль заливало водою, проте нині, *у розпал літа*, чистину встеляв шар невисокої чіпкої трави» [6, С. 141]; «Щопонеділка, *на ранковому шикуванні інституту,* стало майже традицією почути про нові його походеньки» [5, С. 44];

4) причини:

«І виходять вони без лихого в душі й серці, у чисте вдягнені, *з чистим у думках*» [5, С. 62].

У проаналізованих художніх текстах зафіксовано речення, у яких поряд ужито кілька відокремлених обставин, виражених іменником із прийменником, які містять різні значення. Наприклад, у романі А. Кириченка «Мисливці за градами» в реченні «Колись, *в іншому житті, у Волновасі,* Сашко Глущенко, на прізвисько «Глуха», що заміняло його позивний, дав мені телефон своєї матері» [5, С. 50] вжито дві обставини: часу і місця.

5. Відокремлені уточнювальні члени речення

Другорядні члени речення можуть бути відокремленими уточнювальними (пояснювально-уточнювальними зворотами). Такі члени речення пояснюють, уточнюють, конкретизують поняття, ознаку. Уточнювальні члени речення бувають поширеними і непоширеними.

У проаналізованих художніх текстах М. Кідрука, В. Лиса та А. Кириченка зафіксовано досить чисельну групу відокремлених уточнювальних членів речення. Серед них можна виділити поширені і непоширені, а саме:

- поширені: «*Пізніше, посеред приморського міста, серед непривітних,обдурених людей,* він уперше відчув відповідальність за неї» [5, С. 8];
- непоширені: «Попри потік автівок на шляху, поруч, *на посту,* тихо й майже порожньо…» [5, С. 31].

Уточнювальними можуть бути всі члени речення, крім підмета. У проаналізованих творах найчастіше вжито такі відокремлені уточнювальні члени речення:

– обставини, виражені прислівниками та іменниками в непрямих відмінках із прийменниками або без них, наприклад: «Майже добу, *навколішки і повзком, уздовж і впоперек,* крізь сухі соняхи та по-зимовому голі лісосмуги вони таки впоралися…» [5, С. 114]; «*Пізніше, посеред приморського міста, серед непривітних,обдурених людей,* він уперше відчув відповідальність за неї» [5, С. 8]. Велику групу становлять відокремлені уточнювальні обставини місця, наприклад: «і от через кілька днів військова доля знову зібрала тих самих офіцерів у знайомому бліндажі, *посеред*

лісосмуги, десь між Богданівкою та Старогнатівкою» [5, С. 28]. Чисельну групу складають також відокремлені уточнювальні обставини часу, наприклад: «Уже потім, *після відбиття позиції,* я привів хлопців на посилення» [5, С. 90];

– уточнювальні означення до додатків, обставин місця, часу, неузгоджених означень, наприклад: «Тенгіз і Катя розписалися місяць тому, *за тиждень до весілля,* тоді ж улаштували для найближчих друзів скромну вечірку…» [6, С. 12]; «Командир дозволяє собі усмішку. Скупу, *легеньку, кутиками губ*» [5, С. 74].

Виявлено також речення, в яких відокремлені обставини, виражені іменником із прийменником, пояснюють , уточнюють прислівники *тут, там,* наприклад: «Він десь тут, *на цих аркушах*» [5, С. 50] (зі значенням місця).

У реченнях відокремлені уточнювальні члени часто виконують уточнювальну, конкретизуючу, зображальну роль, водночас у романі А. Кириченка «Мисливці за градами» знаходимо їх образну, оцінну функцію, наприклад: «Десь глибоко в серці, *під зашкарублою скоринкою цинізму та мізантропії,* заворушилося щось живе» [5, С. 43].

Висновки. Здійснений аналіз уживання відокремлених другорядних членів речення в художньому дискурсі дозволяє констатувати, що відокремлення є поширеним ускладнювальним компонентом реченнєвих структур у прозовій мові. Встановлено, що відокремлені означення, обставини, уточнювальні члени речення широко представлені у проаналізованих художніх текстах, додатки і прикладки – рідко. Письменники вживають відокремлені конструкції з метою уточнення, конкретизації зображуваних явищ, обставин, ситуацій. Крім інформативної, уточнювальної функції, відокремлені члени речення можуть виражати оцінку описуваних явищ, предметів. Із застосуванням кількісного підходу до аналізу вживання відокремлених другорядних членів речення зафіксовано, що письменники не однаково вживають ці компоненти. Так, М. Кідрук найчастіше вживає відокремлені обставини; у творах В. Лиса виявлено велику кількість відокремлених обставин, означень і прикладок; широкий спектр відокремлених означень, обставин, уточнювальних членів речення представлено у прозі А. Кириченка. У художньому дискурсі відокремлені другорядні члени речення, як правило, виконують характеризувальну, доповнювальну, уточнювальну роль.

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ОСОБЛИВОСТІ ФОРМУВАННЯ ЛІНГВОКУЛЬТУРНОЇ КОМПЕТЕНЦІЇ У ПОЛОНІСТИЧНІЙ ЛІНГВОДИДАКТИЦІ

Анотація. Стаття присвячена комплексному висвітленню теоретичних і практичних аспектів формування лінгвокультурної компетенції в процесі вивчення польської мови як іноземної в українському студентському аудиторному середовищі. Досліджено специфіку психолінгвістичних чинників і когнітивних схем, які безпосередньо впливають на реконструювання польської національної картини світу. Детально розглянуто етнокультурні маркери, поширені лінгвокультуреми, базову фонову лексику, стійкі фразеологічні одиниці, міфи та стереотипи, що визначають специфіку польського мовного простору та складають основу лінгводидактичного матеріалу. Особливу увагу приділено порівняльному аналізу української та польської комунікативних моделей, мовленнєвому етикету та дидактичному потенціалу національного гумору й польської кабаретової традиції. Виявлено закономірності транслінгвальних впливів і бар'єрів у міжкультурній комунікації, детермінованих сучасним геополітичним і соціокультурним контекстом, зокрема кризовими явищами у двосторонньому діалозі. Запропоновано оптимізовану систему інтерактивних вправ й залучення автентичного мовного корпусу, що здійснює позитивний вплив на подолання когнітивних бар'єрів і розвиток мовної особистості як медіатора культур. Обґрунтовано необхідність інтеграції лінгвокультурного компонента на всіх етапах і рівнях вивчення польської мови як іноземної. Доведено, що системне використання автентичних текстів, медіаматеріалів, гумористичного дискурсу, фразеологічних одиниць і міжмовних омонімів активізує когнітивні механізми засвоєння іншомовної картини світу та мінімізує ризик соціокультурних девіацій у процесі міжкультурної комунікації.

Додатково актуалізовано дидактичну цінність компаративного моделювання мовних систем в умовах перетину двох близькоспоріднених слов'янських лінгвокультур, що дозволяє превентивно нівелювати явища

міжмовної інтерференції. Окреслено методологічні засади трансформації індивідуального ментального лексикону студентів через призму когнітивно-дискурсивного підходу, який сприяє деконструкції застарілих етностереотипів і формуванню коректної комунікативної поведінки мовця.

Наголошено, що залучення актуального сучасного медіадискурсу до процесу вивчення польської мови як іноземної сприяє формуванню комунікативної та лінгвокультурної компетентностей, розвитку навичок критичного осмислення інформації, актуалізації фонових знань, а також забезпечує інтеріоризацію сучасних мовленнєвих моделей і соціокультурних кодів польського лінгвокультурного середовища.

Ключові слова: лінгвокультурна компетенція, когнітивні схеми, лінгводидактика, мовна картина світу, полоністика, лінгвокультурема, міжкультурна комунікація, етностереотипи.

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PECULIARITIES OF DEVELOPING LINGUISTIC AND CULTURAL COMPETENCE IN POLISH LANGUAGE PEDAGOGY.

Abstract. The article investigates the complex theoretical and practical dimensions of developing linguistic and cultural competence in the process of learning Polish as a foreign language within the Ukrainian educational context. The study explores the specific psycholinguistic factors and cognitive structures that directly influence the reconstruction of the Polish national picture of the world. Particular emphasis is placed on ethnocultural markers, linguoculturemes, background vocabulary, phraseological units, myths, and stereotypes that shape the Polish linguistic landscape. The paper provides a rigorous comparative analysis of Ukrainian and Polish communicative patterns, linguistic etiquette, and the didactic potential of national humor and the cabaret tradition. It identifies the regularities of translinguistic influences and socio-cognitive barriers in intercultural dialogue, intensified by contemporary geopolitical shifts and recent bilateral crises. Furthermore, the author outlines an optimized system of interactive exercises and authentic cultural resources designed to overcome learning anxieties and successfully cultivate the student's identity as an effective intercultural mediator.

The article substantiates the necessity of integrating the linguocultural components at all stages and levels of learning Polish as a foreign language is

substantiated. It is proved that the systematic use of authentic texts, media materials, humorous discourse, phraseological units, and interlingual homonyms activates cognitive mechanisms involved in acquiring a foreign linguistic worldview and minimizes sociocultural deviations in intercultural communication. Additionally, the paper implicates the pedagogical value of comparative conceptual modeling within closely related bilingual environments, offering proactive solutions to attenuate interlingual interference. It establishes a methodological framework for restructuring the individual mental lexicon of students via a cognitive-discursive approach, which enhances the deconstruction of persistent ethno-stereotypes and fosters adaptive communicative behavior.

The didactic value of comparative modeling of linguistic systems under conditions of closely related bilingualism has been further actualized, enabling the preventive neutralization of interlingual interference phenomena. The methodological foundations for the transformation of students' individual mental lexicon through the prism of the cognitive-discursive approach have been outlined; this approach facilitates the deconstruction of outdated ethnic stereotypes and the formation of appropriate communicative behavior. It is emphasized that the incorporation of contemporary media discourse into the process of teaching Polish as a foreign language contributes to the development of communicative and linguocultural competences, the enhancement of critical information processing skills, the actualization of background knowledge, and the internalization of modern speech patterns and sociocultural codes characteristic of the Polish linguocultural environment. It has been established that the systematic analysis of authentic media texts increases students' level of pragmatic adaptation to real communicative contexts, activates the mechanisms of language reception and production, and develops the ability to adequately interpret culturally marked meanings within intercultural interaction.

Keywords: linguocultural competence, cognitive schemas, linguo-didactics, linguistic worldview, Polish studies, linguocultureme, intercultural communication, ethnic stereotypes.

Постановка проблеми. У сучасному глобалізованому світі парадигма навчання іноземних мов зазнала корінних трансформацій. Вивчення мовної системи виключно як сукупності фонетичних, граматичних та лексичних правил більше не забезпечує досягнення головної мети знайомства з іншою лінгвокультурою — формування мовної особистості, здатної до успішної міжкультурної комунікації. В основі ефективного вивчення іноземних мов лежить обов'язкове засвоєння разом із граматичними категоріями, фонетичною специфікою та лексичним корпусом соціокультурного контексту нового мовного простору — його

унікального культурного коду, ментальних особливостей, традицій і соціальних норм конкретного лінгвокультурного середовища.

Формування лінгвокультурної компетенції сприяє глибокому засвоєнню структур на всіх рівнях мовної системи. Воно відкриває доступ до історичної пам'яті народу, допомагає вибудувати стійкі асоціативні зв'язки між мовними одиницями і глибинними культурними концептами, а також адаптувати індивідуальні мовленнєві стратегії відповідно до соціокультурних норм мови реципієнта. Такий лінгводидактичний підхід дозволяє студенту не просто механічно кодувати думку, а розпізнавати й засвоювати первинне джерело культурного змісту в кожній конкретній мовній одиниці, яка є безпосереднім предметом вивчення.

Актуальність цієї проблеми в контексті української полоністики зумовлена географічною близькістю, інтенсифікацією міграційних процесів і стратегічним вектором європейської інтеграції України. Проте оманлива спорідненість української та польської мов часто приховує глибокі ментальні, історичні та комунікативні розбіжності. Незнання національно-культурного контексту призводить до так званих соціокультурних девіацій, коли граматично правильне мовлення стає причиною комунікативної невдачі або навіть латентного конфлікту.

Аналіз останніх досліджень і публікацій. Проблема психолінгвістичних і когнітивних аспектів формування лінгвокультурної компетенції має солідну методологічну базу і є предметом прискіпливого дослідження у працях багатьох вітчизняних і закордонних науковців. Витоки цього підходу сягають генеративної лінгвістики Ноама Хомського (у контексті розмежування мовної спроможності та мовленнєвої діяльності), а також фундаментальних етнолінгвістичних праць В. Телії, А. Арутюнової, В. Маслової та Ю. Лотмана.

Особливо цінними в дослідженні даної проблематики є наукові концепції Анни Вежбицької, чиї праці у сфері крос-культурної семантики та «ключових слів» довели, що ментальний лексикон кожного народу відображає унікальну когнітивну модель світу. В українському науковому просторі вагомий внесок у розробку лінгвокультурологічних засад вивчення мови здійснили О. Селіванова у царині когнітивної лінгвістики та лінгвокультурного моделювання, В. Кононенко та І. Кононенко, які детально дослідили інтерференційні та контрастивні явища на рівні українсько-польського мовного діалогу. Питання трансляції культурних смислів у перекладацькій та дидактичній практиці ґрунтовно висвітлено у дослідженнях О. Матузкової.

Серед польських дослідників, які безпосередньо формують сучасне обличчя полоністичної лінгводидактики у сфері викладання польської мови

як іноземної, варто відзначити праці С. Табола та Г. Зажицької. Вони зосереджують увагу на подоланні етнічних стереотипів і бар'єрів під час формування соціолінгвістичної та лінгвокультурної компетенцій іноземних студентів.

Попри наявність значної кількості публікацій, психолінгвістичні чинники формування лінгвокультурної компетенції з урахуванням сучасних кризових явищ і появи нових лексичних пластів потребують додаткового комплексного наукового переосмислення.

Метою статті є комплексний опис, систематизація та теоретико-методичне обґрунтування психолінгвістичних й когнітивно-дидактичних чинників формування лінгвокультурної компетенції студентів під час вивчення полоністичних дисциплін у закладах вищої освіти. Досягнення поставленої мети передбачає вирішення таких завдань:

- Визначити сутність мовної картини світу та специфіку польських лінгвокультурем порівняно з українськими.
- Проаналізувати вплив історичної пам'яті та етностереотипів на когнітивні схеми носіїв польської мови.
- Охарактеризувати розбіжності в українсько-польських комунікативних моделях і мовленнєвому етикеті.
- Обґрунтувати лінгводидактичний потенціал національного гумору, фразеологічних одиниць і міжмовної омонімії.
- Запропонувати практичні рекомендації та типи вправ для оптимізації засвоєння лінгвокультурного матеріалу в процесі вивчення польської мови як іноземної.

Виклад основного матеріалу. Безсумнівним є факт, що в процесі міжкультурної комунікації вирішальним є не лише володіння мовним кодом (знання фонем, морфем, синтагм), а й володіння культурним кодом, який є єдиним надійним ключем до глибокого вивчення іноземної мови. У процесі вивчення польської мови сучасна лінгводидактика обов'язково враховує психолінгвістичну структуру різних рівнів мови. Виокремлення і засвоєння явищ і концептів, що репрезентують культуру мови, яка вивчається, закарбовану в мовних знаках, що складає основу лінгвокультурної компетенції.

Як слушно зазначає професор Віталій Кононенко у своїй фундаментальній монографії "Мова у контексті кудьтури" : «Мова не є частиною культури, але протягом історії вона акумулює в собі культурні смисли; мова служить матеріалом культури й водночас вона є метамовою культури, що закріплює у вербальних формах смисли, мотиви та трактовки, оцінки й когнітивні моделі концептуалізації світу. Поряд із фольклорними текстами, обрядами, народним мистецтвом, мову правомірно вважати одним із культурних кодів, однією з форм вираження культурної традиції і

тим самим – одним із джерел вивчення культури й реконструкції її давніх станів» [1, с. 14–15].

Здатність коректно і доречно вживати мовні одиниці з урахуванням польського контексту, вміння вільно орієнтуватися в проявах картини світу поляків і співвідносити її з власною розвиває міжкультурну комунікативну компетенцію. Це призводить до трансформації ролі мовця з простого «технічного» користувача на свідомого посередника культур. Мовна картина світу сформована з комплексу взаємопов'язаних понять — міфів, стереотипів, етносимволів, що презентують лінгвокультурні та психо-емоційні характеристики носіїв конкретної етноспільноти.

У конкретному лінгвокультурному просторі викристалізовуються властиві лише йому одиниці — носії унікального культурного змісту — лінгвокультуреми. Це можуть бути назви історичних подій, постатей чи специфічних предметів побуту, властиві лише для певної лінгвокультурної традиції. Проведемо компаративний аналіз таких маркерів:

Таблиця 1

Зіставна матриця етнокультурних маркерів та лінгвокультурем

Польські лінгвокультуреми та фонова лексика	**Українські лінгвокультуреми та соціокультурні маркери**
Pan, szlachta, orzeł biały, bigos, żurek, mazurek, oscypek, Mickiewicz	*Калина, тризуб, Шевченко, Байда, Леся, вишиванка, трембіта, борщ, козак*
Wigilia, opłatek, Andrzejki, zaduszki, śmigus-dyngus (релігійно-побутові реалії)	*Різдвяний дідух, вертеп, кутя, щедрівка, писанка, Трійця*
Sarmatyzm, PRL, Solidarność (соціально-історичні поняття)	*Запорізька Січ, Віче, Гетьманщина, чумаки, Голодомор, Дисидентський рух*
Majówka, kiosk Ruchu, bar mleczny, żabka, biedronka , studniówka, matura (етнопобутові реалії)	*НМТ, Дія, маршрутка, Сільпо, донат, ОСББ, блекаут*

Ці етносимволи слугують мовним ключем до пізнання культурного коду народу, мова якого вивчається. І хоча польська та українська лінгвокультури мають спільні історичні джерела, слов’янську типологію та

базову загальноєвропейську ціннісну матрицю, вони водночас мають відмінності у своїх культурологічних проявах.

Сучасний українсько-польський лінгвокультурний діалог має тривалу історію, сповнену як трагічних сторінок і екзистенційних непорозумінь, так і періодів єднання і конструктивної співпраці. Сьогодні він знову переживає певні кризові явища, що відзначається появою нового динамічного пласта лексики, пов'язаного з викликами сучасності та новими соціально-політичними реаліями: *зернова криза (kryzys zbożowy), українські біженці (uchodźcy z Ukrainy), протести польських перевізників на кордоні (protesty przewoźników na granicy)*. Лінгвокультурний простір миттєво реагує на тенденції до загострення фонових дискусійних питань, які викликають розбіжності у сприйнятті обох сторін. Саме тому вибір викладачем навчальних матеріалів повинен враховувати дидактичні принципи об'єктивності, правдивості та соціокультурної відповідності викликам часу.

Лексичний фонд безпосередньо віддзеркалює когнітивну карту народу, тому лексеми з національною семантикою вимагають ретельного ставлення до їхнього використання та трактування. Їх незнання або неадекватне використання в мовленні неминуче призводить до мовних девіацій, можливих комунікативних невдач і конфліктів. Науково доведено, що на відміну від суто граматичних чи лексичних помилок, помилки на рівні культурних розбіжностей сприймаються носіями мови значно болючіше, викликають психологічну напругу, стан фрустрації та створюють бар'єри, які важко долати з плином часу. Тому порівняльний аналіз у міжкультурному діалозі навчає зіставленню когнітивних моделей і враховує прагматичний контекст у використанні культурно значущих мовних одиниць.

Аналіз мовної картини світу вимагає її розгляду не лише як статичного набору номінативних одиниць і лінгвокультурем, а як динамічного ментального феномену, що закорінений у багатовіковій колективній пам'яті народу. Мовна картина світу не формується у вакуумі - вона є безпосереднім результатом історичного досвіду соціуму. Відтак, семантичне наповнення та емоційне забарвлення лінгвокультурем, розглянутих вище, безпосередньо зумовлені когнітивними схемами, історичними травмами та етностереотипами, які визначають специфіку сприйняття дійсності носіями мови. Це зумовлює необхідність детального переходу до вивчення соціокультурних тригерів польської ментальності.

Когнітивні схеми поляків є надзвичайно чутливими та включають у себе тригерні точки тривалої історичної трагедії. До них належать: три поділи Речі Посполитої (*rozbiory Polski*), болючий досвід Другої світової війни та період тоталітарного комуністичного впливу 1944–1989 років

(ортодоксальний топос PRL). Такі історичні феномени, як відчуття особливої історичної місії польського народу — месіанізм (візія Польщі як «Христа народів»), глибокий патріотизм і ретельна, майже сакральна увага до історичної пам'яті, суттєво детермінували формування сучасної мовної картини світу поляків.

Стереотипи, упередження та взаємна критика у сучасному дискурсі часто пов'язані з гострою та трагічною проблематикою. Це відомі історичні події на Волині 1943 року, визвольна діяльність ОУН-УПА, а також діаметральні різночитання ролі постаті Степана Бандери в обох культурно-історичних традиціях. Ці розбіжності часто ведуть до непорозумінь через неготовність однієї чи обох сторін сприйняти альтернаватне трактування зазначених вище історичних подій і загальну нетолерантність до протилежної точки зору.

Для ілюстрації гостроти цієї проблеми в медіадискурсі варто звернутися до публічних джерел. Так, в ефірі польської медіакомпанії Президент Анджей Дуда заявив, що для нього Бандера і ОУН-УПА — це «*звичайні військові злочинці, вбивці, геноцидники, і так ми завжди будемо їх називати*» [7]. Польський високопосадовець також зазначив: «*Коли я приїжджаю в Україну, а мене обіймають люди, у яких на руках пов'язки в кольорах бандерівського прапора — це абсурд. Польща ніколи не погодиться із законами України, які вважають ОУН-УПА борцями за свободу України*» [7].

Натомість у сучасному українському соціокультурному просторі образ Степана Бандери як героїчного борця за незалежність уже практично не викликає тих внутрішніх розбіжностей, про які можна було говорити ще в недалекій ретроспективі.

Різночитання причин, перебігу і наслідків Волинської трагедії виступає потужним когнітивним бар'єром у міжкультурній комунікації поляків і українців на різних рівнях взаємодії. Про це, зокрема, свідчать і резонансні вимоги представників польського уряду змінити зміст підручників з історії України, які висвітлюють події на Волині 1943–1947 років. Так само польська та українська інтерпретації в трактуванні операції «Вісла» 1947 року демонструють складність трансформації встановлених і укорінених в картинах світу українців та поляків схем сприйняття зазначених подій. Це кидає серйозний виклик викладачеві полоністики: він має транслювати об'єктивний стан трактування цих подій у текстах різних жанрів (медіа, публіцистика, історичні першоджерела), виступаючи як незаангажований медіатор, адже висвітлювати, вивчати і тлумачити викристалізувані міфи і стереотипи є ознако високого професійного рівня викладача.

Термін «стереотип», вперше введений у науковий обіг Волтером Ліппманом, визначається як упорядковані, схематичні, детерміновані культурою «картинки світу» в свідомості людини, які суттєво економять зусилля при осмисленні та категоризації складної дійсності. Серед найрозповсюдженіших польських висловів, в основі яких лежить автостереотип і критика власних вад, варто виділити такі:

• *Polskie piekiełko (Польське пеклечко):* популярна ідіома на позначення негативних рис, притаманних польському менталітету — заздрості, схильності до інтриг, використання гасел «патріотизму» для власної користі, несприйняття конструктивної дискусії та постійних внутрішніх сварок.

• *«Скільки поляків, стільки поглядів» (Gdzie dwóch Polaków, tam trzy zdania)* — відображення гіпертрофованого індивідуалізму.

• *Słoń a sprawa polska (Слон і польська справа):* іронічний синдром вишукування «польського сліду» чи польського інтересу в найдрібніших, абсолютно не пов'язаних із Польщею проявах глобального буття [6, s. 112].

Внутрішні ментальні когнітивні схеми, сформовані під впливом історичної пам'яті та етнічних стереотипів, не залишаються ізольованими ментальними конструктами — вони безпосередньо екстраполюються у сферу реальної прагматичної взаємодії. Глибинний психологічний травматизм, національний гонор і специфічні автостереотипи (на кшталт «polskiego piekiełka») безпосередньо диктують вибір поведінкових ліній і формують унікальну національну модель комунікації. Для того, щоб зрозуміти, як саме ці внутрішні когнітивні настанови реалізуються у повсякденному спілкуванні та офіційному дискурсі, необхідно здійснити перехід від концептуального аналізу мислення до компаративного дослідження безпосередніх комунікативних стилів і правил мовленнєвого етикету обох народів.

Національно-культурна специфіка безпосередньо формує комунікативний стиль конкретного лінгвокультурного простору. Особливості польських та українських комунікативних схем лежать у площині тривалої тяглості традицій і відмінностей історичного підґрунтя.

Комунікативні схеми поляків вирізняються такими рисами:

• Сталі, імперативні форми ввічливості та суворе дотримання норм мовного етикету;

• Збереження чіткої соціальної дистанції між співрозмовниками та підкреслена повага до статусу й ієрархії (*система звертань Pan/Pani /Państwo*);

• Схильність до непрямої критики, завуальованості, використання контекстуальних натяків та максимальне уникання прямого протистояння й відкритих конфліктів [3, с. 240].

Базові моделі польського мовного етикету репрезентовані у більшості сучасних підручників з польської мови як іноземної (*«Hurra!!! Po polsku», «Krok po kroku», «Polski z kulturą»*). На противагу польській моделі, українські форми спілкування є більш прямолінійним, експресивним та безпосереднім. Українці в повсякденному дискурсі значно частіше нехтують усталеними етикетними формулами міжособистісної комунікації.

Вітаючись чи знайомлячись, поляки суворо зберігають офіційні звороти, тоді як для українців властива схильність до швидкого скорочення особистої дистанції, імпульсивних реакцій, активної жестикуляції та яскравого емоційного реагування. Загалом, використання поляками сталих етикетних формул є значно традиційнішим, ніж у сучасних українців [2, с. 88].

Проте молодіжні форми вітання в обох лінгвокультурах демонструють подібну соціолінгвістичну тенденцію до інтернетизації та деформалізації: молодь активно відходить від офіційних канонів, надаючи перевагу коротким, емоційно насиченим реплікам. Порівняємо цей пласт лексики:

- У польському молодіжному сленгу: *Siema, Siemka, Hejka, Elo*.
- В українському молодіжному сленгу: *Здоров, Йо, Хай, Привітоси, Привітики, Ку!*
- В обох культурах масово поширені англіцизми *Hi, Hello,* які витісняють традиційні формули.

До етнокультурних відмінностей, що суттєво впливають на комунікацію, належить і різне сприйняття темпоральних характеристик. Пунктуальність поляків є жорсткішою, соціально детермінованою категорією, тоді як сприйняття часу українцями вирізняється вищою когнітивною гнучкістю, що екстраполюється і на трактування та дотримання інших соціально усталених норм і правил.

Аналіз зовнішніх етикетних форм і вербальних стандартів комунікативної поведінки логічно підводить до питання внутрішніх засобів мовної системи, які забезпечують гнучкість, експресію та життєздатність цього етикету в повсякденному мовленні. Мовленнєвий етикет і комунікативні стилі — це не просто сухі формули ввічливості, а динамічний простір, де етнічна ідентичність виражається через гру смислів, іронію та специфічні мовні коди. Найбільш рельєфно і концентровано національний дух, іронічність щодо власних стереотипів та унікальні особливості національного світобачення виявляються у внутрішньосистемних ресурсах мови: міжмовній омонімії, стійких ідіомах та національному гуморі. Це зумовлює перехід до аналізу дидактичного потенціалу цих мовних інструментів як вищої форми прояву лінгвокультурної специфіки.

Ефективним інструментом розвитку лінгвокультурної компетенції є вивчення міжмовних омонімів («фальшивих друзів перекладача»). Вони полегшують запам'ятовування та формують когнітивні асоціації, оскільки зовнішня подібність форм слів викликає первинні позитивні зв'язки. Водночас польсько-українські омоніми створюють небезпечну видимість автоматичної зрозумілості тексту, що в реальних ситуаціях призводить до серйозних непорозумінь. Класичним прикладом є дихотомія лексем *sklep* (у польській — магазин, в українській — склеп/поховання) та *magazyn* (у польській — склад або журнал, в українській — магазин як торговельна точка чи елемент зброї) [2]. Для розвитку міжкультурної свідомості необхідне глибоке порівняння значень таких слів у контекстуальних вправах. *Pieczywo* (пол. хлібобулочні вироби — укр. печиво); *Świetlica* (пол. кімната відпочинку/продовженого дня — укр. світлиця як парадна кімната); *Rychły* (пол. швидкий/близький — укр. рихлий/крихкий) [2].

Особливим носієм глибинного культурологічного змісту є фразеологія, яка традиційно поєднує в собі лінгвальну та екстралінгвальну складові. На просунутих рівнях вивчення мови роль цього чинника стрімко зростає. Фразеологія виступає справжньої берегинею національних стереотипів, традицій та історичних сенсів. Завдяки їй студенти пізнають ментальність народу. Фразеологічні лінгвокультуреми слугують ключем до розуміння національної свідомості, оскільки вони закріплені в мові через метафори та символи [4, с. 94].

Особливий інтерес становлять випадки, коли в мові перекладу аналог абсолютно відсутній. Часто відповідники для передачі одного й того самого поняття в українській та польській мовах базуються на абсолютно різних концептах.

Таблиця 2

Концептуальні розбіжності у фразеологічних системах

Поняття	**Український фразеологізм**	**Пол. відповідник (інший концепт)**
Впливова особа	*Велика шишка*	*Gruba ryba (Товста риба)*
Дуже здоровий	*Здоровий як бик*	*Zdrowy jak ryba (Здоровий як риба)*
Перебільшувати	*Робити з мухи слона*	*Robić z igły widły (Робити з голки вила)*

Поняття	Український фразеологізм	Пол. відповідник (інший концепт)
Прощальна чарка	*На коня!* (історичний топос козацтва)	*Na koń! (має значення наказу)*

Такі мовні конструкції відображають національну образність. Вони часто пов'язані з народними звичаями (*дати гарбуза — czarna juszka*), гастрономічними вподобаннями, релігійними уявленнями або історичними подіями (*Piłsudski, Wałęsa, Solidarność, Sarmatyzm, Kresy*)[2].

Психолінгвістичні характеристики польського народу яскраво репрезентовані у приказках: *Mądry Polak po szkodzie, Polak potrafi, Co Polak, to szlachcic*. Концепт *Święty spokój* відтворює християнські цінності та прагнення до внутрішньої гармонії. Натомість українські фразеологізми демонструють інші ментальні домінанти: *Козацькому роду нема переводу* (незламність та мужність української нації) та *Моя хата скраю* (тяжіння до збереження приватності та індивідуалізм як ментальну домінанту українців).

Міжмовне зіставлення виявляє також процеси сакралізації лінгвокультурних концептів. Таким священним, націєтворчим концептом для українців є *хліб, зерно, пшениця*, що підкріплено генетичною пам'яттю про Голодомор (*«Хліб — усьому голова»*). Саме тому деструктивні акції на українсько-польському кордоні з висипанням українського зерна з вантажних фур сприймаються в українському соціумі не просто як економічний протест, а як свідома, болюча атака на національно-історичну пам'ять. Для поляків аналогічними за силою сакральними маркерами ідентичності виступають константи *Polak-katolik, matka-polka* та концепт *opłatek*, які відображають фундаментальні християнські цінності.

Невід'ємним компонентом польської комунікативної культури виступають гумор, іронія та мовна гра. Адекватна інтерпретація й лінгвокультурне осмислення польського гумористичного дискурсу забезпечують органічне, комунікативно доцільне та прагматично вмотивоване використання лексичних одиниць у процесі вивчення польської мови як іноземної. Серед ключових особливостей польського гумору виокремлюють: витончену словесну гру, іронію та самоіронію, глибокий історично-соціальний підтекст і ситуативність. Впровадження елементів гумору в освітній процес знімає психологічний комплекс «чужинця», полегшує сприйняття граматики та вчить бачити ментальні розбіжності. Розглянемо анекдот, який є класичним дидактичним матеріалом для крос-культурного аналізу: *«Поляк та українець вивчають інструкцію до нових меблів з IKEA.*

Поляк уважно вчитується і каже: «Тут написано, що треба сорок хвилин на складання». Українець посміхається і відповіає: «А я зроблю за двадять, і без інструкції» [9].

У цьому короткому тексті яскраво змальовано ментальну дихотомію: раціональності, системності та повазі до правил поляків протиставлено креативність, імпровізація та винахідливість українців. Використання таких матеріалів знайомить студентів із традиційними концептами - *Polak potrafi, szlachta nie pracuje, із сокири кашу зварить, козак журби не має* - розвиває розуміння культурних алюзій ідолає мовні бар'єри завдяки ефекту несподіванки та розкриттю етнопсихологічної сутності польського лінгвокультурного простору.

Велике значення має також багата кабаретова традиція Польщі, яка синтезує гумор, гостру сатиру, музику та театр. Тексти цього жанру насичені живою розмовною мовою, грою слів (*placek-plecak, niema lipy*) та актуальним соціополітичним контекстом. Аудіювання з використанням відеофрагментів відомих колективів (наприклад, *Kabaret Ani Mru-Mru, Kabaret Moralnego Niepokoju, Kabaret Neo-Nówka*) створює невимушену атмосферу та активізує мовленнєву діяльність.

До ефективних механізмів формування лінгвокультурної компетенції у вищій школі належить адекватне, системне та поступове інтегрування культурних елементів на всіх мовних рівнях [5, с. 112]. Запропонована викладачем система вправ повинна містити, окрім суто граматичних категорій, сповнені сучасного прагматичного контексту приклади. Сучасний освітній процес широко впроваджує у свою структуру автентичні лінгвокультурні матеріали: художні тексти, історичні першоджерела, мультимедійні матеріали, реклами, фільми ріхних жанрів, пісенну творчість, що відтворюють актуальний сучасний контент і динамізують процес навчання. Завдяки інтеріоризації культурних знань через мову, студенти залучаються до активної мовленнєвої діяльності в реальних комунікативних ситуаціях.

Методичний комплекс має спиратися на такі базові блоки:

- Поєднання аудіоматеріалів із візуальною презентацією: використання текстів, що містять чіткі культурні маркери (наприклад, при вивченні теми польських різдвяних традицій аналізується лексема *opłatek, Wigilia*).
- Крос-культурний аналіз текстів і дискурсів: викладач виступає в ролі міжкультурного медіатора, від стратегії якого залежить успішність студента.
- Вправи з когнітивними опорами: активне використання схем, малюнків, таблиць, ментальних мап та інтерактивних посилань із сучасних

платформ типу *Polski z Kulturą, Polski na wynos, Biblioteka podkastów Hello Polish.*

● Подолання психоемоційних бар'єрів: комплекс завдання має мінімізувати страх помилки, мінімізувати інтерференційний український акцент та подолати упередження щодо «формальної схожості мов».

Важливо враховувати також і процеси транслінгвального впливу польської мови на українську, які історично зафіксовані на лексичному, фонетичному та стилістичному рівнях. У соціально-культурній сфері польська культура тривалий час виступала провідником європейських реалій в освіті, політиці та побуті, що також має стати предметом дидактичного аналізу.

Висновки. Узагальнюючи результати дослідження, варто зазначити, що врахування психолінгвістичного аспекту безпосередньо активізує механізми формування лінгвокультурної компетенції студентів-полоністів. Це забезпечує високу ефективність засвоєння когнітивних схем і етносимволічних образів, притаманних польському культурному середовищу, що дозволяє майбутнім фахівцям не просто механічно застосовувати набуті знання мовних правил, а вільно використовувати їх у реальному спілкуванні відповідно до мінливого соціокультурного контексту.

Здатність особистості ефективно взаємодіяти з іншими культурами, повністю зберігаючи при цьому автентичність та ідентичність власної національної традиції, є основним і найважливішим завданням викладача іноземної мови. Знайомство з новою лінгвокультурою має бути просякнуте спільним інтересом та глибокою взаємоповагою. Вивчаючи мовні ключі до польської культури, українці отримують можливість глибше пізнати ті смисли, які об'єднують і збагачують обидві близькі, але самобутні лінгвокультурні традиції, що попри історичні труднощі та тимчасові кризи продовжують успішно шукати точки дотику, сприяючи гармонізації міжкультурного діалогу та європейської інтеграції.

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ВИКОРИСТАННЯ ХУДОЖНЬОГО ФІЛЬМУ ЯК ОСНОВИ РОЗМОВНОГО СЕМІНАРУ З АНГЛІЙСЬКОЇ МОВИ (Аналіз заняття на матеріалі кінострічки Heretic)

Анотація. У статті проаналізовано проведення розмовних семінарів із англійської мови, побудованих на матеріалі художнього фільму Heretic, у межах курсу рівня B2. Дослідження ґрунтується на конкретних заняттях, проведених зі студентами першого курсу, і відтворює їхню структуру, зміст та динаміку мовленнєвої взаємодії. Особливу увагу приділено системі запитань, що організовують поступовий перехід від відтворення сюжету до інтерпретації ідей. Показано, що початковий етап (запитання на зразок «What do you remember about the film?», «Who are the main characters?») знижує психологічний бар’єр і запускає мовлення, тоді як наступні блоки («What moment was the most shocking?», «Do you think Mr. Reed is intelligent or manipulative?») переводять студентів до оцінювання й аналізу. Окремо розглянуто обговорення персонажів (Mr. Reed, Sister Barnes, Sister Paxton), у якому студенти зіставляли інтелект, віру, нещирість і здатність до критичного мислення. Зафіксовано, що інтерпретація образу Paxton як єдиного персонажа, який виживає завдяки уважності та інтелекту, виникала в дискусії як результат самостійного аналізу. Кульмінацією семінарів стало формулювання двох узагальнюючих висновків: перший (про необхідність зберігати віру) був самостійно сформульований студентами в усіх групах, тоді як другий (про знання як єдиний механізм захисту людини від світу) потребував втручання викладача. Це дає змогу зробити висновок про різний рівень доступності ідей та про роль викладача в завершенні інтерпретаційного процесу. Доведено, що така модель заняття забезпечує активізацію мовлення, розвиток критичного мислення та глибше залучення

студентів до обговорення складних світоглядних проблем. У статті також наголошено, що використання художнього фільму як основи розмовного семінару створює сприятливі умови для поєднання мовної практики з емоційним та інтелектуальним залученням студентів. Доведено, що поетапна побудова дискусії, орієнтована на поступовий перехід від переказу сюжету до аналізу мотивів і світоглядних проблем, забезпечує природне розгортання усного мовлення та підвищує рівень комунікативної активності. Підкреслено, що обговорення суперечливих персонажів і моральних дилем стимулює формування аргументованої позиції, розвиток аналітичного мислення та здатності студентів до самостійної інтерпретації художнього твору в академічному середовищі.

Ключові слова: англійська мова, розмовний семінар, фільм, критичне мислення, персонаж, інтерпретація, усне мовлення.

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USING A FEATURE FILM AS A BASIS FOR A SPEAKING SEMINAR IN ENGLISH (An Analysis of a Lesson Based on the Movie Heretic)

Abstract. The article analyses a speaking seminar in English based on the feature film Heretic, conducted within a B2-level university course. The study is grounded in an actual classroom session with first-year students and reconstructs its structure, content, and communicative dynamics. Particular attention is paid to the system of guiding questions that organize a gradual transition from basic recall to deeper interpretation. It is shown that the initial stage (questions such as “What do you remember about the film?” and “Who are the main characters?”) lowers psychological barriers and initiates speech production, while subsequent stages (“What moment was the most shocking?”, “Do you think Mr. Reed is intelligent or manipulative?”) move students toward evaluation and analysis. Special emphasis is placed on the discussion of the three main characters (Mr. Reed, Sister Barnes, Sister Paxton), during which students explored the relationship between intelligence, belief, hypocrisy, and attentiveness. It is observed that the

interpretation of Paxton as the only surviving character due to her awareness and critical thinking emerged naturally in student discussions. The culmination of the seminar consisted in formulating two key conclusions: the first one (the necessity of maintaining belief despite adversity) was independently articulated by all student groups, whereas the second one (knowledge as the only reliable protection) required explicit teacher intervention. This contrast reveals differences in the accessibility of thematic layers and highlights the role of the teacher in guiding interpretation. The study demonstrates that such a seminar format enhances speaking activity, fosters critical thinking, and engages students in meaningful discussion of some philosophical issues. The article also emphasizes that the use of a feature film as the basis of a speaking seminar creates favourable conditions for combining language practice with emotional and intellectual engagement. It is demonstrated that the gradual structure of discussion, organized as a transition from plot reconstruction to the analysis of motives and philosophical issues, encourages the natural development of oral communication and increases students' communicative activity. The study further highlights that discussion of controversial characters and moral dilemmas stimulates the formation of argumentative skills, analytical thinking, and students' ability to produce independent interpretations of an artistic work within the academic environment.

Keywords: English language, speaking seminar, film-based learning, interpretation, characters, critical thinking, oral communication.

Постановка проблеми. Усне мовлення студентів часто лишається недостатньо розвиненим навіть за наявності відповідного мовного рівня. Причиною цього є не лише лінгвістичні труднощі, а й досить розповсюджена відсутність змістовних стимулів до висловлювання.

У цьому контексті особливого значення набувають заняття, які не лише тренують мовлення, а й створюють інтелектуальне напруження, що змушує студента говорити.

Мета статті. Метою статті є аналіз конкретних розмовних семінарів, проведених на матеріалі фільму Heretic («Єретик», 2024) [1], із фокусом на змістову організацію, систему запитань та результати обговорення зі студентами-філологами першого курсу [2].

Аналіз досвіду використання кінофільму в мовному навчанні. У сучасній методиці [3] викладання іноземних мов використання телевізійних стрічок розглядається як один із перспективних напрямів організації комунікативного навчання. Як показують дослідження, кіно поєднує

мовний матеріал із візуальним контекстом, що значно полегшує сприйняття та стимулює мовленнєву активність студентів [4].

У низці емпіричних робіт доведено, що робота зі стрічкою позитивно впливає на розвиток усного мовлення. Зокрема, встановлено, що використання фільмів у навчальному процесі сприяє покращенню інтонації, ритму мовлення та загальної комунікативної впевненості студентів, хоча вплив на вимову є менш вираженим. Водночас інші дослідження підкреслюють зростання мотивації та залученості студентів у процес навчання, що безпосередньо корелює з підвищенням мовленнєвої активності.

Окрему увагу дослідники приділяють саме формату обговорення кінострічки, а не його пасивного перегляду. Так, на практиці доведено, що спільне обговорення фільму в групах створює умови для так званої «гуртової мовленнєвої діяльності», коли студенти разом відновлюють зміст, уточнюють висловлювання один одного та колективно формують інтерпретацію. У цьому процесі виникають ситуації пошуку слів, взаємних виправлень і уточнень, що має безпосередній навчальний ефект.

Подібні результати отримано й у дослідженнях, присвячених організації структурованих дискусій на основі кіно: доведено, що саме наявність чіткої системи запитань і поетапної побудови обговорення є вирішальним чинником ефективності заняття. Без такої структури фільм залишається лише ілюстративним матеріалом і не забезпечує глибокого мовленнєвого залучення.

Водночас систематичний огляд сучасних досліджень засвідчує, що, попри значну кількість робіт про використання фільмів, у багатьох із них бракує детального опису конкретного заняття та його внутрішньої логіки. Це ускладнює практичне впровадження відповідних підходів та підсилює потребу в описі реальних навчальних кейсів.

У цьому контексті аналіз конкретного семінару, побудованого на матеріалі кінострічки Heretic, дозволяє не лише підтвердити загальні висновки попередніх досліджень, а й конкретизувати механізми організації обговорення, які забезпечують його ефективність.

Теоретичні засади використання художнього фільму в розвитку усного мовлення. Однією з центральних проблем сучасної методики викладання іноземних мов є пошук таких форм організації навчального процесу, які забезпечують не лише формальне відтворення мовних конструкцій, а й виникнення реальної потреби у висловлюванні. Особливо гостро ця проблема постає на рівні B2, де студенти вже володіють достатнім словниковим запасом і граматичними навичками, однак нерідко демонструють мовленнєву пасивність або схильність до шаблонних

відповідей. У таких умовах особливого значення набувають методики, здатні створювати ситуацію змістового напруження, коли мовлення стає інструментом не виконання вправи, а способом осмислення побаченого та висловлення власної позиції.

Художній фільм має низку характеристик, які роблять його особливо придатним для такого типу роботи. На відміну від традиційних навчальних текстів, він поєднує вербальний матеріал із візуальним, емоційним та сюжетним рівнями сприйняття. Студент отримує не лише мовний матеріал, а й ситуацію, контекст, невербальну поведінку персонажів, інтонацію, ритм мовлення, паузи, атмосферу сцени. Це значно полегшує розуміння навіть у випадках складнішої лексики та створює ефект безпосередньої присутності в комунікативній ситуації.

Важливо й те, що художній фільм майже завжди містить конфлікт — моральний, психологічний або світоглядний. Саме конфлікт є тим чинником, який запускає справжню дискусію. Якщо звичайне навчальне завдання часто передбачає відтворення вже відомої інформації, то обговорення кінострічки змушує студента формулювати оцінки, сумніви, припущення та аргументи. У результаті мовлення перестає бути механічним і набуває рис спонтанної комунікації.

У методичному аспекті особливо важливою є проблема організації обговорення. Практика показує, що сам по собі перегляд фільму не гарантує мовленнєвої активності. Без продуманої системи запитань студенти часто обмежуються короткими емоційними реакціями або переказом сюжету. Саме тому ключовим елементом семінару стає структура дискусії, яка повинна забезпечувати поступове ускладнення мисленнєвих операцій.

На початковому етапі доцільними є прості репродуктивні запитання, спрямовані на реконструкцію сюжету. Їхня функція полягає не в перевірці пам’яті, а у створенні ситуації мовленнєвої безпеки. Коли студент відповідає на питання на зразок «Who are the main characters?» або «What happened in the house?», він входить у комунікативний процес без страху складної інтерпретації. Надалі структура запитань змінюється: викладач переходить від фактів до оцінок, від опису до аналізу мотивації персонажів і прихованих смислів твору.

Саме на цьому етапі проявляється одна з головних переваг фільму як навчального матеріалу — його інтерпретаційна відкритість. На відміну від більшості традиційних вправ, художній твір не має однієї «правильної» відповіді. Студенти можуть по-різному оцінювати персонажів, інтерпретувати мотиви їхніх дій або визначати головну ідею фільму. Така багатозначність створює природну потребу в аргументації, уточненні та захисті власної позиції.

Особливого значення набуває також психологічний аспект роботи з фільмом. Для багатьох студентів висловлювання власної думки іноземною мовою є значно складнішим завданням, ніж виконання граматичних вправ. Обговорення ж кінострічки частково знімає цей бар'єр, оскільки увага студентів концентрується не на самій мові, а на змісті дискусії. Іншими словами, мова починає функціонувати як природний інструмент комунікації, а не як об'єкт постійного самоконтролю.

Не менш важливою є й колективна природа такого обговорення. У процесі дискусії студенти не лише формулюють власні думки, а й реагують на репліки інших учасників, уточнюють, погоджуються або заперечують. Це створює ситуацію справжньої взаємодії, максимально наближеної до природної комунікації. У багатьох випадках саме реакція групи стимулює студента продовжувати висловлювання та розгортати аргументацію.

У контексті сучасної гуманітарної освіти важливим є також розвиток критичного мислення. Робота з художнім фільмом дає змогу аналізувати не лише сюжет, а й механізми впливу на глядача: маніпуляцію, побудову напруження, символіку, приховані ідеологічні акценти. Це особливо актуально для студентів-філологів, оскільки формує навички інтерпретації тексту та вміння працювати з багаторівневими смислами.

Таким чином, використання художнього фільму в структурі розмовного семінару дозволяє поєднати розвиток мовленнєвих навичок із формуванням аналітичного мислення, інтерпретаційної компетентності та здатності до аргументованої дискусії. Саме тому аналіз конкретних моделей організації такого семінару є важливим не лише з практичного, а й з методологічного погляду.

Виклад основного матеріалу

1. Початковий етап: запуск мовлення через реконструкцію

Семінар розпочинався з максимально простих запитань:

— What do you remember about the film?

— Who are the main characters?

— What happens in the house? [2]

Цей етап мав принципове значення: студенти не переказували кінострічку «правильно», а разом відновлювали її, що знімало страх помилки.

2. Емоційна реакція як перехід до аналізу

Наступний блок питань:

— What moment was the most shocking?

— What made you feel uncomfortable? [2]

переводив розмову з рівня фактів на рівень переживання.

Саме тут мовлення ставало більш природним: студенти починали говорити довше й вільніше.

3. Аналіз персонажів як центральний етап

Ключовою частиною семінару було обговорення персонажів:

— Is Mr. Reed intelligent or manipulative?

— Why did the girls stay in the house?

— At what moment would you try to escape? [2]

У подальшій дискусії використовувався розгорнутий опис героїв [2], що задавав рамку інтерпретації:

— Mr. Reed: інтелект, спрямований у деструктивний бік;

— Sister Barnes: внутрішня суперечливість;

— Sister Paxton: уважність та інтелект як умова виживання.

Студенти самостійно доходили висновку, що саме здатність помічати деталі відрізняє Paxton від інших.

4. Кульмінація: формулювання висновків

Фінальний етап будувався навколо запитання:

— What are the main messages of this film? [2]

Емпірично зафіксовано:

Перший висновок

У всіх групах незалежно один від одного студенти формулювали ідею: якщо людина у щось вірить, вона повинна зберігати цю віру попри будь-які обставини.

Цей умовивід виникав природно й не потребував втручання.

Другий висновок

Ідея про те, що єдиним реальним захистом людини від світу є знання (уважність, критичне мислення), жодного разу не була сформульована студентами самостійно і вводилася викладачем.

Після цього студенти оцінювали обидві ідеї та визначали, яка з них є для них важливішою [2].

5. Інтерпретаційний ефект

Це розходження методично значуще:

— перший висновок є екзистенційно очевидним;

— другий потребує аналітичного мислення.

Отже, семінар дає змогу не лише активізувати мовлення, а й виявити рівень глибини інтерпретації.

Роль викладача в організації інтерпретації. Проведені семінари показали, що викладач у такому форматі заняття виконує значно складнішу функцію, ніж просто модерація дискусії. Адже його завдання полягає не лише у підтриманні мовленнєвої активності, а й у поступовому спрямуванні

студентів до глибших рівнів інтерпретації. Особливо це помітно в тих моментах, коли група зупиняється на емоційній реакції або поверховій моральній оцінці персонажів.

У процесі обговорення фільму Heretic стало очевидно, що студенти досить легко формулюють висновки, пов'язані з вірою, певним моральним вибором, вони логічно інтерпретують психологічне напруження персонажів. Натомість ідеї, які потребують абстрактнішого аналізу — наприклад, осмислення знання як механізму захисту людини від маніпуляції — виникають значно рідше й потребують додаткових навідних запитань.

У цьому контексті важливою є здатність викладача підтримувати баланс між свободою інтерпретації та керованістю дискусії. Надмірне втручання руйнує природність мовлення й перетворює семінар на відтворення «правильних» відповідей. Водночас повна відсутність керування часто призводить до хаотичності (навіть беззмістовності) обговорення або до його зупинки на рівні загальних емоційних реакцій.

Практика показала, що найбільш ефективною є модель, у якій викладач не пропонує готової інтерпретації, а поступово підводить студентів до неї через уточнювальні питання, порівняння персонажів та акцентування окремих деталей сюжету. У такому випадку студенти зберігають відчуття самостійності мислення, а сам процес обговорення набуває характеру колективного пошуку смислу.

Саме тому ефективність подібного семінару значною мірою залежить не лише від вдало обраного фільму, а й від здатності викладача керувати інтелектуальною динамікою групи та підтримувати баланс між мовною практикою й аналітичним осмисленням художнього матеріалу.

Висновки. Проведення семінарів наочно показало, що ефективність заняття визначається не самим фактом використання кінофільму, а конкретною організацією обговорення.

Ключовими чинниками стали:

— система запитань;

— поетапне ускладнення;

— робота з персонажами;

— контрольована викладачем кульмінація у вигляді висновків.

Особливо показовим є розходження між двома фінальними ідеями, що демонструє роль викладача у завершенні інтерпретаційного процесу.

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ТРАНСФОРМАЦІЯ СТАНДАРТНОГО КУРСУ АНГЛІЙСЬКОЇ МОВИ РІВНЯ B2 У ТВОРЧУ ОСВІТНЮ СИСТЕМУ: ДОСВІД ПРОГРАМИ VERBA

Анотація. У статті здійснено комплексний аналіз можливостей творчого переосмислення стандартного підручникового курсу англійської мови рівня B2 в умовах сучасної вищої освіти. Дослідження присвячене англомовному блоку програми Verba, який сформувався як авторська педагогічна трансформація міжнародного курсу Upstream B2. Основна увага зосереджена на проблемі обмеженості традиційного підручникового навчання, що нерідко характеризується надмірною формалізацією, одноманітністю вправ, недостатньою мотиваційною насиченістю та слабким зв’язком із реальними інтелектуальними інтересами студентів. Обґрунтовано доцільність використання селективного підходу до навчального матеріалу, за якого частину стандартних завдань вилучено або скорочено, а зміст курсу переорієнтовано на розвиток мовленнєвої активності, самостійного мислення та культурної компетентності. У межах програми Verba впроваджено низку авторських компонентів: розширений блок творчих завдань, систематичний перегляд мультфільмів англійською мовою як засобу розвитку аудіювання та зниження психологічного бар’єру, спеціально організований перекладацький конкурс, а також чотири експериментальні семінари, побудовані на основі відомих художніх творів. Показано, що такі форми роботи сприяють підвищенню внутрішньої мотивації студентів, розвитку критичного мислення, формуванню навичок інтерпретації тексту та активізації усного мовлення. Доведено, що програма Verba дозволяє поєднати структурні переваги міжнародного курсу з гнучкістю авторської методики та гуманітарною спрямованістю навчання.

Особливе значення має також формування стійкого позитивного ставлення студентів до вивчення англійської мови як до засобу особистісного та професійного розвитку. Запропонований підхід може бути ефективно використаний у закладах вищої освіти з різним профілем підготовки. Окреслено перспективи подальшого вдосконалення моделі, її цифрової модернізації та можливості використання в інших мовних курсах.

Ключові слова: англійська мова, рівень B2, Upstream, авторська методика, Verba, творче навчання, переклад, мультфільми, семінарська модель.

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TRANSFORMATION OF A STANDARD B2 ENGLISH COURSE INTO A CREATIVE EDUCATIONAL SYSTEM: THE EXPERIENCE OF THE VERBA PROGRAM

Abstract. The article provides a comprehensive analysis of the possibilities of creatively rethinking a standard textbook-based B2 English language course in the context of modern higher education. The study focuses on the English-language block of the Verba program, which emerged as an authorial pedagogical transformation of the international Upstream B2 course. Particular attention is paid to the limitations of traditional textbook instruction, which is often characterized by excessive formalization, repetitive exercises, insufficient motivational impact, and a weak connection with students' genuine intellectual interests. The article substantiates the expediency of a selective approach to teaching materials, according to which part of the standard tasks was removed or reduced, while the content of the course was reoriented toward the development of speaking activity, independent thinking, and cultural competence. Within the Verba program, several original components were introduced: an expanded block of creative tasks, systematic viewing of cartoons in English as a means of developing listening skills and reducing psychological barriers, a specially organized translation competition, and four experimental seminars based on well-known literary works. It is shown that such forms of work contribute to higher

intrinsic motivation, the development of critical thinking, the formation of text interpretation skills, and the activation of oral communication. It is demonstrated that the Verba program makes it possible to combine the structural advantages of an international course with the flexibility of an authorial methodology and the humanistic orientation of language education. Of particular importance is also the formation of a stable positive attitude among students toward learning English as a means of personal and professional development. The proposed approach can be applied in higher education institutions of various academic profiles. Prospects for further improvement of the model, its digital modernization, and its application in other language courses are outlined.

Keywords: English language, B2 level, Upstream, authorial methodology, Verba, creative learning, translation, cartoons, seminar model.

Постановка проблеми. У сучасній мовній освіті міжнародні підручники з англійської мови посідають важливе місце завдяки структурованості, рівневій системі та методичній відпрацьованості. Проте практичний досвід показує, що навіть якісний підручник не завжди здатний забезпечити повноцінне інтелектуальне й мотиваційне залучення студентів.

Стандартний курс часто орієнтується на засвоєння мовного матеріалу, але не завжди створює атмосферу внутрішньої зацікавленості, творчості, культурного переживання мови та особистісного зростання. Унаслідок цього навчання може набувати механічного характеру.

Проблема полягає в тому, як зберегти структурні переваги міжнародного курсу, але водночас перетворити його на живу освітню систему.

Мета статті. Метою статті є аналіз англомовного блоку програми Verba [1] як прикладу творчої трансформації міжнародного курсу Upstream B2 [2] у багатовимірну гуманітарно орієнтовану модель навчання.

Аналіз останніх досліджень. Сучасна методика викладання іноземних мов [3, 4] дедалі більше орієнтується на комунікативний підхід, автономію студента, використання автентичних матеріалів та міждисциплінарність. Водночас проблема переосмислення самого підручника як форми організації навчання залишається недостатньо розробленою.

У багатьох випадках викладач адаптує окремі завдання, однак рідше йдеться про повну реконструкцію курсу, коли підручник стає лише каркасом для створення нової освітньої моделі.

Проблема творчої адаптації міжнародних мовних курсів особливо актуалізувалася в умовах сучасної вищої освіти, де традиційні методики дедалі частіше стикаються з кризою мотивації студентів. Значна частина

здобувачів освіти сприймає стандартний мовний курс як систему формальних вправ, орієнтованих переважно на контроль знань, а не на реальне мовне самовираження. Унаслідок цього навіть комунікативно спрямовані підручники не завжди забезпечують достатній рівень емоційної та інтелектуальної залученості.

Сучасна методична практика показує, що ефективність навчання іноземної мови значною мірою залежить від здатності викладача створити динамічне освітнє середовище, у якому мова функціонує не ізольовано, а в широкому культурному та гуманітарному контексті. Саме тому дедалі більшого значення набувають авторські освітні моделі, що поєднують класичну структуру міжнародного курсу з творчими формами роботи, елементами міждисциплінарності та індивідуалізованим підходом до навчання.

Водночас у сучасних дослідженнях недостатньо уваги приділяється саме системній трансформації підручникового курсу як цілісної освітньої моделі. У більшості випадків ідеться лише про фрагментарне використання додаткових матеріалів або окремих інтерактивних методів. Натомість значно рідше аналізується можливість глибокої реконструкції курсу, коли традиційний підручник перестає бути домінантною формою організації навчання й інтегрується у ширшу гуманітарно орієнтовану систему.

У цьому контексті особливий інтерес становлять педагогічні моделі, спрямовані на поєднання мовної підготовки з розвитком творчого мислення, культурної компетентності та навичок інтерпретації. Такий підхід дозволяє розглядати вивчення англійської мови не лише як засвоєння лексико-граматичного матеріалу, а як процес формування активної мовної особистості, здатної до повноцінної інтелектуальної комунікації.

Теоретико-методологічні засади творчої трансформації мовного курсу. Переосмислення традиційного підручникового курсу англійської мови пов’язане не лише з окремими методичними змінами, а й із ширшим переглядом самої концепції мовної освіти. Сучасна гуманітарна педагогіка дедалі більше орієнтується на особистісно-центрований підхід, у межах якого студент розглядається не як пасивний споживач навчального матеріалу, а як активний учасник освітнього процесу.

У контексті викладання іноземних мов це означає зміщення акценту з механічного засвоєння граматичних структур на формування цілісної мовної особистості, здатної до інтерпретації, комунікації та творчого використання мови. Саме тому дедалі більшого значення набувають методики, що поєднують мовне навчання з культурним, емоційним та інтелектуальним розвитком студента.

Традиційний міжнародний підручник, навіть високоякісний, часто функціонує як закрита система з чітко визначеною логікою проходження матеріалу.

Така модель забезпечує структурованість навчання, однак водночас може обмежувати педагогічну гнучкість і знижувати рівень внутрішньої мотивації студентів. Особливо це помітно в гуманітарному середовищі, де значна частина навчальної ефективності залежить від емоційного залучення, інтелектуального інтересу та можливості творчого самовираження.

У зв'язку з цим виникає потреба у створенні відкритої освітньої моделі, у якій підручник виконує функцію базового орієнтира, але не визначає повністю структуру навчального процесу. Такий підхід дозволяє адаптувати курс до конкретної академічної аудиторії, враховувати рівень підготовки студентів, їхні культурні інтереси, психологічні особливості та професійні потреби.

Важливу роль у цій трансформації відіграє поняття творчого навчання. Його сутність полягає у переході від репродуктивної моделі освіти до продуктивної, коли студент не лише повторює готові мовні конструкції, а й створює власні висловлювання, інтерпретації та смисли. У такій системі викладач перестає бути виключно контролером засвоєння матеріалу й набуває ролі організатора інтелектуального середовища.

Не менш важливим є і міждисциплінарний характер сучасної мовної освіти. Англійська мова дедалі частіше розглядається як засіб входження у ширший культурний і професійний простір.

Саме тому ефективне навчання потребує інтеграції елементів літератури, перекладу, медіакультури, дискусійної практики та творчих форм діяльності.

У межах програми Verba ці теоретичні принципи стали основою для побудови авторської освітньої моделі, у якій міжнародний курс Upstream B2 було не просто адаптовано, а переосмислено як платформу для створення більш гнучкого, гуманітарно орієнтованого та мотиваційно насиченого навчального середовища.

Виклад основного матеріалу

1. Вихідна база: курс Upstream B2

За основу англомовної частини Verba було взято курс Upstream B2 як один із відомих міжнародних навчальних комплексів. Його перевагами є:

— логічна структура;
— відповідність рівню B2;
— системне поєднання мовних навичок;
— достатній обсяг матеріалу.

Однак у процесі практичної роботи виявилося, що курс потребує творчого втручання, оскільки частина матеріалу не завжди забезпечує належний рівень зацікавлення або не відповідає реальним потребам конкретної аудиторії.

2. Принцип селективної реконструкції

У межах програми Verba курс не використовувався механічно. Було застосовано принцип селективної реконструкції:

— частину матеріалу вилучено;
— деякі теми скорочено;
— окремі вправи замінено авторськими;
— змінено акценти проходження курсу.

Таким чином, підручник перестав бути центром навчання й перетворився на один із інструментів.

3. Посилення творчого виміру навчання

Однією з головних новацій стало системне введення творчих завдань. Студенти не лише виконували вправи, а створювали власний мовний продукт:

— альтернативні версії текстів;
— дискусійні виступи;
— рольові сцени;
— авторські письмові роботи;
— імпровізаційні мовленнєві ситуації.

Це змінювало сам характер навчання: від відтворення — до творення.

4. Мультфільми як методичний ресурс

Особливим компонентом програми став регулярний перегляд мультфільмів англійською мовою. На відміну від традиційного використання випадкового відео, цей елемент був системним.

Мультфільми виконували кілька функцій [5]:

— природне аудіювання;
— засвоєння живої інтонації;
— розширення словника;
— зниження психологічного бар'єру;
— емоційне залучення студентів.

Використання цього ресурсу особливо ефективне, оскільки анімаційний фільм поєднує простоту мовлення з сюжетною привабливістю.

5. Перекладацький конкурс як інтелектуальний виклик

До структури курсу було введено окремий перекладацький конкурс. Це виводило студентів за межі стандартної ролі виконавців вправ.

Конкурс формував:

— мовну уважність;

— відчуття стилю;
— здатність до вибору мовних відповідників;
— творче мислення;
— здорову академічну конкуренцію.

Переклад у цьому випадку виступав не допоміжним інструментом, а окремою формою високого мовного розвитку.

6. Чотири експериментальні семінари

Найбільш оригінальним компонентом програми стали чотири спеціальні семінари, побудовані на основі відомих творів. Такі заняття виходили за межі стандартного мовного курсу й переносили студентів у простір культури, ідей та інтерпретації.

Їх функції:
— розвиток абстрактного мислення англійською мовою;
— дискусійна практика;
— робота зі складнішими смислами;
— інтеграція мови й культури;
— формування інтелектуальної поваги до предмета.

Саме ці семінари перетворювали мовний курс на гуманітарну подію.

7. Гуманітаризація мовного навчання

Програма Verba виходить із принципу, що англійська мова — це не лише граматика й лексика, а й спосіб входження у світ культури. Тому курс було свідомо звільнено від надмірної технічності та наповнено смисловим змістом.

У результаті студент сприймав англійську не як обов'язковий предмет, а як інструмент інтелектуального розширення.

Формування мотиваційного середовища навчання. Однією з ключових проблем сучасного викладання іноземних мов є поступове зниження внутрішньої мотивації студентів у процесі тривалого навчання.

Навіть добре структурований курс може втрачати ефективність, якщо навчальна діяльність сприймається як монотонна або надмірно стандартизована. Саме тому в програмі Verba особлива увага приділялася створенню мотиваційного освітнього середовища, у якому англійська мова функціонувала не лише як академічна дисципліна, а як простір інтелектуальної взаємодії та творчого розвитку.

Важливим принципом стало поєднання дисципліни й свободи. З одного боку, студенти працювали в межах чіткої мовної системи рівня B2, а з іншого — отримували можливість для індивідуального висловлення, дискусії, творчої інтерпретації та мовного експерименту. Такий баланс дозволяв уникати як хаотичності навчання, так і надмірної формалізації.

Особливе значення мало емоційне залучення студентів. Практика показала, що навчання стає значно ефективнішим тоді, коли мовний матеріал викликає інтерес, подив або особистісний відгук. Саме тому до курсу вводилися нестандартні елементи: перекладацькі виклики, творчі семінари, дискусії навколо художніх сюжетів, аналіз персонажів і культурних ситуацій. У результаті англійська мова переставала бути абстрактною системою правил і ставала інструментом мислення та комунікації.

Не менш важливим чинником була зміна психологічної атмосфери заняття. У традиційній мовній моделі студенти часто бояться помилок, що блокує природне мовлення. У межах програми Verba акцент переносився з формального контролю на активність і смислову участь у процесі спілкування. Це сприяло поступовому подоланню мовного бар'єру та формуванню впевненості у власних комунікативних можливостях.

Крім того, мотиваційний ефект посилювався завдяки відчуттю нестандартності самого курсу: студенти сприймали урок не як повторення типової університетської схеми, а як окремий гуманітарний простір із власною атмосферою та логікою. Саме це створювало додаткову внутрішню зацікавленість і підтримувало стабільну навчальну активність протягом усього періоду роботи з курсом.

Висновки. Англомовний блок програми Verba демонструє можливість глибокої педагогічної трансформації стандартного міжнародного курсу без втрати його структурних переваг.

На базі Upstream B2 було створено нову модель, у якій поєднано:

— системність підручника;
— свободу викладацького втручання;
— творчі форми роботи;
— перекладацький компонент;
— аудіовізуальне навчання;
— гуманітарно-культурний вимір.

Такий підхід підвищує мотивацію студентів і робить мовну освіту глибшою та змістовнішою.

Перспективи подальших досліджень полягають у поширенні подібної моделі на інші мовні курси та рівні підготовки.

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МОТИВ БОЛЮ У РОМАНІ-ФЕНТЕЗІ ВІТАЛІЯ КЛИМЧУКА «РУТЕНІЯ»

Анотація. У статті розглянуто мотив болю у романі-фентезі Віталія Климчука «Рутенія». Сприймаючи існування через власну сенсорну систему, синхронізуючись із загальними процесами світовідчуття, кожен письменник по-своєму відтворює таку особливість буття як біль, проєктуючи його у власному творі на персонажів, які живуть, діють, функціонують, змінюються. Проблема болю досить широко висвітлена у романі-фентезі В. Климчука «Рутенія», адже персонажі проходять через страх, страждання у своїй подорожі, спрямованій на подолання великого зла задля спасіння рідної землі, утвердження ідеї свободи. У творі біль повертає персонажів у власну тілесність, наче призма робить проєкцію на фізичний стан та усвідомлення того, що саме в цей момент переживає міфічна істота, завдяки чому виникає спорідненість із психоемоційним станом читача, який теж мав досвід відчуття фізичного страждання, що, безперечно, пов'язане з образою, смутком, кривдою. Біль є мірилом усвідомлення персонажем меж реального для нього світу, побудови буття та визначення власного місця у ньому. Страждання встановлюють кордони цілісності особистості, її тілесності, зокрема, через муку. У В. Климчука біль є категорією сили особистості, витривалості, здатності долати внутрішній і зовнішній супротив не лише фізичного, але й психологічного походження. Саме тому мотив болю у романі-фентезі «Рутенія» має ще й трансформаційний характер. Долаючи випробування, персонаж вивищується. Мотив болю у романі-фентезі «Рутенія» В. Климчука представлено засобами кодування станів, емоцій, пов'язаних із ним, та залученням метафоричного апарату. Аналіз ключових слів, конструкцій допомагають визначити характер, специфіку, смислове та емоційне навантаження категорії болю, його ролі у побудові та розгортанні сюжету, характеристиці персонажів, взаємодії між ними, розкритті філософії тексту. Мотив болю репрезентований у художньому творі через події та образи, які мають фізичний чи

психологічний травматичний досвід. Ця категорія є трансформаційним компонентом для персонажів, що має важливе значення для читача, особливо нинішнього, який живе в умовах російсько-української війни у стані страждання, агресії, болю.

Ключові слова: біль, трансформація, роман-фентезі, Віталій Климчук, «Рутенія».

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THE MOTIVE OF PAIN IN VITALIY KLYMCHUK'S FANTASY NOVEL "RUTHENIA"

Abstract. The article examines the motif of pain in Vitaliy Klymchuk's fantasy novel "Ruthenia". Perceiving existence through his own sensory system, synchronizing with the general processes of worldview, each writer in his own way recreates such a feature of existence as pain, projecting it in his own work onto characters who live, act, function, and change. The problem of pain is quite widely covered in V. Klymchuk's fantasy novel "Ruthenia", because the characters go through fear and suffering in their journey aimed at overcoming great evil in order to save their native land and affirm the idea of freedom. In the work, pain returns the characters to their own physicality, as if a prism makes a projection onto the physical state and awareness of what the mythical creature is experiencing at that very moment, due to which a kinship arises with the psycho-emotional state of the reader, who also had the experience of feeling physical suffering, which is undoubtedly associated with insult, sadness, and injustice. Pain is a measure of the character's awareness of the boundaries of the world that is real to him, of constructing existence and determining his own place in it. Suffering sets the boundaries of the integrity of the personality, its physicality, in particular, through torment. In V. Klymchuk, pain is a category of personal strength, endurance, and the ability to overcome internal and external resistance of not only physical but also psychological origin. That is why the motif of pain in the fantasy novel "Ruthenia" also has a transformative character. Overcoming trials, the character rises. The motif of pain in the fantasy novel "Ruthenia" by V. Klymchuk is presented by means of coding states, emotions associated with it, and involving a metaphorical apparatus. Analysis of keywords, constructions helps to determine the nature, specificity, semantic and emotional load of the category of pain, its role in the construction and development of the plot, the

characterization of the characters, the interaction between them, and the disclosure of the philosophy of the text. The motif of pain is represented in the work of art through events and images that have a physical or psychological traumatic experience. This category is a transformational component for the characters, which is important for the reader, especially the current one, who lives in the conditions of the Russian-Ukrainian war in a state of suffering, aggression, pain.

Keywords: pain, transformation, fantasy novel, Vitaliy Klymchuk, "Ruthenia".

Постановка проблеми. Сприймаючи існування через власну сенсорну систему, синхронізуючись із загальними процесами світовідчуття, кожен письменник по-своєму відтворює таку особливість буття як біль, проєктуючи його у власному творі на персонажів, які живуть, діють, функціонують, змінюються. Мотив фізичного і душевного страждання присутній у доробку Тараса Шевченка (поетична збірка «Кобзар», 1840), Лесі Українки (поезія **«Contra spem spero!», 1890; «Хотіла б я піснею стати...», 1899**), Осипа Турянського (повість-поема «Поза межами болю», 1917), Анатолія Дімарова (роман «Біль і гнів», Ч. 1, 1974; Ч. 2, 1980), Василя Стуса (поезія «Як добре те, що смерті не боюсь я…», 1972), Сергія Жадана (романи «Ворошиловград», 2010; «Інтернат», 2017), Оксани Забужко (роман «Музей покинутих секретів», 2009), Віталія Климчука (роман-фентезі «Рутенія», 2011), Олександра Михеда (поєднання документальної прози (non-fiction), есеїстики та репортажу «Позивний для Йова», 2023) тощо.

Дослідженню мотиву болю в українському і зарубіжному дискурсі присвячено чимало праць. Активно вивчався цей концепт у творчості О. Турянського, В. Стуса, Лесі Українки, В. Стуса, Є. Гуцала, М. Біденка, проте не розглядався він у доробку В. Климчука. Тому вважаємо актуальним дослідження мотиву болю у романі-фентезі В. Климчука «Рутенія» (2011) [1].

Аналіз останніх досліджень і публікацій. Спостерігаємо особливий інтерес до категорії болю не лише у фахівців медицини, але й дослідників мови, літератури. Н. М. Остратюк зазначає: «аналіз семантичної структури дієслів відчуття болю дає підстави констатувати, по-перше, що вони виявляють неоднорідний набір диференційних семантичних ознак («частини тіла», «інтенсивність», «характер болю» тощо); по-друге, створюють своєрідну функціонально-семантичну мікросистему, що характеризується певними семантичними валентностями, які ведуть до формування парадигматичних і синтагматичних відношень і зв’язків; по-третє, інваріантні одиниці дієслів відчуття болю мають окремі синонімічні

варіанти, включаючи і фразеологічні еквіваленти» [2, С. 58]. І. Колесник зосереджує увагу на дослідженні літературного мотиву болю [3; 4]. З. С. Шевчук осмислює лінгвокультуральний аспект цієї категорії в сучасній українській прозі [5]. О. О. Тєлєжкіна звертає увагу на мовно-виражальні засоби відтворення мотиву болю за долю рідної землі у збірці Д. Павличка «Три строфи» [6].

В. М. Циба розглядає «амбівалентний характер болю, який унеможливлює його розуміння лише як найпростішого відчуття» [7, С. 34].

Дотепер немає жодної праці щодо концепту болю у романі-фентезі В. Климчука «Рутенія», хоча інтерес до творчості митця спостерігаємо у доробку А. Соколової [8]; С. Барабаш [9]; С. Барабаш, Н. Осьмак [10].

Мета статті – дослідження мотиву болю у романі-фентезі Віталія Климчука «Рутенія».

Виклад основного матеріалу. Проблема болю досить широко висвітлена у романі-фентезі В. Климчука «Рутенія», адже персонажі проходять через страх, страждання у своїй подорожі, спрямованій на подолання великого зла задля спасіння рідної землі, утвердження ідеї свободи. Академік НАМН України М. Головенко стверджує, що ми «вибираємо біль як мірило реальності з усіх наявних людських почуттів. Парадоксальним є те, що біль не є об'єктивним відчуттям, адже не спрямований на жодний об'єкт у зовнішньому світі. Його відмінність від решти таких почуттів, як зір, слух, смак, дотик, нюх, які свідчать про те, що відбувається поза нами самими, біль змушує нас зосередитися на своєму тілі. І чим він стає інтенсивнішим, тим швидше стаємо ним, з одночасною втратою інтересу до іншого світу, а в деяких випадках навіть уявлення про нього» [11]. Усі ці аспекти можна повністю застосувати щодо дійових осіб «Рутенії» В. Климчука, адже біль повертає персонажів у власну тілесність, наче призма робить проєкцію на фізичний стан та усвідомлення того, що саме в цей момент переживає міфічна істота, завдяки чому виникає спорідненість із психоемоційним станом читача, який теж мав досвід відчуття фізичного страждання, що, безперечно, пов'язане з образою, смутком, кривдою: «До тями приходила важко. Спочатку – *нестерпний головний біль*. <…>. Вона підвелася, і, долаючи біль і нудоту, озирнулася» *(Виділення в цитатах наше – С. Б.)* [1, С. 10–11]. Характеризуючи персонажів через страждання автор дає ключ до розуміння внутрішнього світу героя, істинності та силі його переконань, намірів.

М. Головенко зазначає, що «слово "біль" в англійській Pain походить від "Poena", римського духу покарання. У стародавніх греків була в міфології богиня кари та відплати, яку послали покарати смертних, які посміли прогнівати богів. У середньоанглійській мові, яка існувала у

вигляді діалекту у середньовічній Англії, слово "peine", що означає покарання, катування, біль, походить від старовинного французького слова "peyn". Згідно з давніми єгиптянами, вважалося, що кілька демонів і богів викликають біль. Сехмет – у староєгипетській міфології богиня війни, володарка епідемій та цілительства, асоціювалася із заподіянням болю невіруючим.

Іншим богом, що викликає хворобливі розлади, був Сет – бог пустелі, плутанини та зла. Стародавні індійці приписували біль Індре, який в індуїзмі є богом війни, грому та блискавок. Китайська концепція болю включає дві протилежні об'єднувальні сили: "Інь" – негативну пасивну силу та "Ян" – позитивну активну силу. Біль виникає через їх дисбаланс [11].

Біль є мірилом усвідомлення персонажем меж реального для нього світу, побудови буття та визначення власного місця у просторі. Страждання встановлюють кордони цілісності особистості, її тілесності, зокрема, через муку: «*Голова розколювалася* від болю» [1, С. 8]; «біль *розривав її на тисячі дрібних скалок*» [1, С. 11]; «Гострий біль <…> *проколов її наскрізь*» [1, С. 46]; «*Різкий біль розрізав навпіл, неначе хтось рубонув мечем*» [1, С. 158].

У В. Климчука біль є категорією сили особистості, витривалості, здатності долати внутрішній і зовнішній супротив не лише фізичного, але й психологічного походження. Саме тому мотив болю у романі-фентезі «Рутенія» має ще й трансформаційний характер. Долаючи випробування, персонаж вивищується: «Та я знаю одне… Ваші злодіяння… не зійдуть… вам… просто так… Є вища сила… є доля… вона покарає вас… і ваші темні діла… і ваші цілі… Не буде вам спокою… ні в Яві, ні в Наві… І ще одне… Хто й зна, звідки у нього з'явилися сили, та він раптом випростався, *забувши про біль*, і на повен голос виголосив прокляття» [1, С. 153], або, навпаки, опускається в ієрархії власного розвитку. Перемогти тілесність, завдану їй шкоду може лише високоорганізована особистість із потужними душевними вібраціями, як Борислав: «настільки сильний духом» [1, С. 154], «чиста душа навіки лишиться чистою, у яке багно б її не втоптувала чужа лиха доля. Чиста душа завжди знайде силу повернутися до світла, якщо в ній житиме любов» [1, С. 154]. І ця ознака є не лише індивідуальною, але й типовою.

Мотив болю у творі пов'язаний із такими категоріями як страх і страждання. В. Климчук порушує у цьому контексті ще й пам'ять, яка здатна фіксувати травматичні моменти. Про взаємодію з Ахруманом Діва розповідала: «Пам'ять не знає межі між теперішнім і минулим, особливо *пам'ять на біль*. Щоразу, коли я згадую ті роки, мені стає так само *боляче і страшно*. Він знущався наді мною, як тільки міг. Бив, палив, топив… він кидав мене до діжки з павуками, морив голодом, потім годував гусінню… І

все це заради вивільнення моєї ненависті, моєї сили. І я не витримувала» [1, С. 169].

А. Коваленко зазначає: «Дослідження показали, що "спогади" про біль у ранньому віці зберігаються в макрофагах – одних із основних елементів імунної системи. Раніше вчені встановили, що людське тіло здатне "пам'ятати" біль від травм, пережитих у віці новонародженого, аж до підліткового періоду. Дослідження показали, що система реакцій на біль розвивається на генетичному рівні. <…>. Цікаво, що більш інтенсивні реакції відбуваються серед жінок» [12].

У романі-фентезі «Рутенія» протилежністю жаху і болю, коли неможливо контролювати власний стан, є здатність регулювати власні емоції, думки, дії залежно від намірів. У муках завдяки силі волі, внутрішній мобілізації заради мети виживання включаються внутрішні резерви саморегуляції неприборканих диких емоцій: «В мене є сила, Добровіне, але ця сила – страшна. Її не можна контролювати. Вона Дика. І єдине, за що я вдячна Воронові, – це за те, що саме у нього *я навчилася зв'язувати цю силу, не давати їй розірвати, захопити*. Але це єдине ніколи не переважить того жаху, *того болю*, яких він мені завдав!» [1, С. 169]. Отже, спостерігаємо потужну трансформацію особистості Діви через біль.

Мотив страждання присутній у всіх філософських та культурних традиціях. Кожен народ виявляв власне потрактування цього стану та його уникнення. У творі учитель Гопак стверджує: «*Болю немає*! *Він існує в нас самих*! І *тому ми можемо його контролювати*!» [1, С. 174], він радить Рутенії протистояти тілесному дискомфорту відьомськими силами, адже «В бою зі злом немає часу на роздуми і чистоту мистецтва! Запам'ятай! Використовуй усі можливі засоби!» [1, С. 174]. Освітній портал для лікарів «Manage Pain» на доповнення терміна «лікувати біль» використовує інший – «керувати болем», підкреслюючи, що «для досягнення успіху необхідно впливати не лише на фізіологічні процеси, які, безумовно, є дуже важливими, але й на когнітивні, емоційні та поведінкові порушення» [11]. Саме на цьому й зосереджує увагу Гопак на здивування відьми: «Це ж тілесний бій… – Їй навіть на думку не спало, що *болю і синців можна уникнути чарами*: це здавалося їй нечесним» [1, С. 174]. Про філософію страждання розмірковує відьмак Добровін: «Примножуючи пізнання, ми *примножуємо біль*. <…>. – Мені *не боляче*! Мені страшно від усвідомлення: все, я роблю, вже наперед кимось і для чогось сплановано» [1, С. 149]. Цій детерміністичній концепції світосприйняття, коли усі події, вчинки, рішення наперед зумовлені попередніми явищами, законами природи: «все, що я роблю, вже наперед кимось і для чогось сплановано. Ще мене лютить, що десь там, на горі, чи ще де, сидить хтось і тягне за мотузки, прив'язані

до моїх рук. Хоче – позбавить мене пам'яті, хоче – кине у бік проти Ахрумана, хоче пробудить у мені сили, а хоче – забере їх! Я нічого не вирішую – вони ведуть мене заздалегідь означеним шляхом до своєї заздалегідь визначеної мети… І я в цій грі – простий пішак!» [1, С. 149] – протистоїть екзистенціалізм персонажа, який зосереджується на особистій свободі та відповідальності за творення власної сутності, спростовуючи наперед визначену кимось долю: «Я не хочу бути інструментом у чиїхось руках, хай навіть у руках богів» [1, С. 149], «Богам байдуже, буду я жити, чи ні!» [1, С. 149], «Це дає тобі ще більше свободи, ніж іншим людям! Я можу вирішувати, йти мені снідати чи не йти, та якщо зачую бойові сурми, піду в бій. Ти можеш вирішувати, йти тобі в бій, чи краще поснідати…» [1, С. 150], «А це вже твій вибір!» [1, С. 150].

Завдяки сенсорним здатностям відчуття одним одного персонажі В. Климчука здатні комунікувати між собою на відстані. Біль як повідомлення пов'язує між собою дійових осіб, він передається потрібному адресатові, застерігає, спонукає до співчуття та дії: «Раптом густа темінь навалилась на Рутенію. Судома звела руки… Хтось поруч кричав! *Біль пронизав тіло, спалахнула перед очима блискавка і зникла у напрямку Бугомира… Морок зник. – Дзеванна! Вона у небезпеці!* – скоромовив Золота» [1, С. 247]. Так персонажі усвідомлюють загрозу, взаємодіють між собою, відбувається процес соціалізації, адже розуміючи біль іншого, персонаж здатний до співчуття та допомоги. Існує думка, «що біль є найінтенсивнішим та найнестерпнішим з людських відчуттів і може бути засобом для контакту з надприродним (теза середньовічної філософії болю)» [11].

Біль є наслідком фізичного чи психологічного впливу. Саме через біль відбувається усвідомлення себе, власного призначення. Ця філософська категорія представлена у романі-фентезі у різних аспектах.

Автор фіксує фізіологічний вплив болю на тіло персонажа: «Вона поклала руки на пута, заплющила очі… І *мало не знепритомніла від болю*. Руки *ніби різало ножем, тупим та іржавим*» [1, С. 14]. В. Климчук вводить метафору «іржавий ніж» як уособлення «гострого болю» [1, С. 46], який свідчить про повільне руйнування, що супроводжується інфікуванням, це спогади, події, які не дають загоїтися душевним ранам. Ця ж метафора вживається автором, коли біль набуває ознак персоніфікації, адже він «*Дірявив іржавою залізякою тіло, копирсався коло серця*» [1, С. 261].

Причинами болю можуть бути як фізичні фактори: «*Скалки болячи увіп'ялися* в руку» [1, С. 35]; «стало *боляче від ударів по щоках*» [1, С. 50]; «Чугайстер підхопив Бося, і підніс *до стелі*. Той *приклав руку*, і відразу ж заволав: "*Ой, пече!*"» [1, С. 60]; тварюка – «за ногу *вхопилося те саме*

холодне і слизьке. І стиснуло так, що Віт закричав» [1, С. 81]; «Внизу нічого не змінилося – вир, страх, міць, паніка, *біль* – все змішувалося *при одному погляді на річку*» [1, С. 104]; «*вода* вже *не так боляче* сікла тіло» [1, С. 105]; «Червоні полум'яні язики виривалися з неї і болюче палили шкіру» [1, С. 239]; «Кілька разів Рутенія пробувала дістати різні *гілки* – всі вони вихилялися, мов змії, вислизали з рук, натомість *насилаючи в них біль*, який, однак, минав, варто було забрати руки *від дерева*» [1, С. 230]; «А потім спалахнуло світло. Воно немилосердно кололо у вічі» [1, С. 213]; чарівні предмети: «Рутенія стисла *гілку* обома руками. *Гострий біль іржавим ножем проколов їх наскрізь*. Вона закричала. *Боліли не лише руки, біль перейшов у плечі, тоді підібрався до серця, дотягнувся до голови і опустився в ноги*. *Крапки болю, пульсуючи ширяли перед нею*, мов летючі зорі у темряві. *Біль гарячішав*. *Кипляча смола лилася на тіло Рутенії, випалюючи шкіру, запалюючи м'язи й кістки*» [1, С. 46–47]; «Рута *відчула* холод, потім *різкий біль*: це *пляма накрила її з головою й оповила зеленим світлом*» [1, С. 61]; так і психологічні чинники: «йому *було боляче після смерті її матері*» [1, С. 146].

Не лише наявність болю свідчить про негативні фактори впливу на тілесність або душевні прояви персонажа. Його відсутність теж є важливою характеристикою. Брак чутливості виникає у найвищому прояві фізичних страждань та одночасній концентрації на внутрішніх емоційних налаштуваннях: «*Болю він не відчував*» [1, С. 35].

Відсутність болю у творі може свідчити про безпеку або відсутність загрози у певний період, адаптацію до обставин: «Мені *вже зовсім не боляче*» [1, С. 78].

Біль анатомічно присутній у різних частинах тіла: «самі *очі болять*» [1, С. 105]; «кров линула *до спраглих судин, і ті з болем розширювалися*, знеохочу пускаючи в себе життєдайні соки» [1, С. 105]; «Щось *боляче увіп'ялося в спину* і не відпускало. Кігті з кожним поривом вітру сильніше і сильніше стискали *плоть*. Хрускіт. "Ламають *ребра*", – подумала байдуже» [1, С. 107]; «*Страшений біль прийшов зі спини і розчахнув мозок навпіл. Блискавка вдарила в очі, а хрускіт кісток пролунав громом*» [1, С. 107]; «Судома скрутила відьмине *тіло* раніше, ніж *з горла вирвався крик*. *Руки* випростались вперед і з неймовірною силою стислися *кулаки*. *Нігті* уп'ялися *в долоні*. <…>. Щомиті *м'язи* напружувалися ще сильніше. "Все, зараз порвуться!" – майнула думка» [1, С. 109]; «*Нога боліла*» [1, С. 214]; «*Буде боліти живіт*» [1, С. 216]; «*тіло пронизав гострий біль*» [1, С. 229]; «*Біль краяв серце*» [1, С. 318]; «*Голова паморочилась і боліла*» [1, С. 120].

Біль у романі-фентезі «Рутенія» набуває певної візуалізації, створюючи ефект зримості, адже ототожнюється із блискавкою [1, С. 107],

яскравим спалахом [1, С. 82], покривалом [1, С. 115], маревом [1, С. 170], пеленою [1, С. 246].

Онтологічні метафори, які тлумачать біль як блискавку, спалах, вказують на раптовість, інтенсивність і несподіваність його прояву, тобто він вражає миттєво, несе смертельну небезпеку. Свідомість фокусується на больовому центрі. Біль-марево є всеохоплюючим, адже заважає сприймати реальність чітко, він, наче туман, застилає свідомість.

Глибоке емоційне потрясіння від ідентифікації когось із минулого у творі автор передає через метафору «вона впізнала *до болю знайомий Вітів голос*» [1, С. 116]. Цей вислів вживається, коли звук голосу викликає такі сильні спогади, скорботу, жаль за минулим, подіями, часом, що це відчувається фізично, як біль у грудях, серці. Через цю метафору В. Климчук вказує на інтенсивність переживань Рутенії до певного персонажа та психоемоційний зв'язок між ними.

У Фармацевтичному словнику подано таке визначення болю: – це «своєрідний психофізіологічний стан людини, що виникає внаслідок впливу надвеликих подразників, які викликають органічні або функціональні порушення в організмі. Загальноприйнятим стало визначення Б. як відчуття. Виникнення Б. супроводжується цілою ланкою об'єктивних змін в організмі, які стосуються усіх функціональних систем (дихання, кровообігу, забезпечення статики і кінетики організму тощо)» [13]. Проте у романі-фентезі В. Климчука цією ознакою характеризується й неживі предмети: «*Книзі боліло*. Книга вросла в цю кімнату, у цю підставку, пустила коріння у замку. І це *коріння зараз напиналося, мов струни, тяглося, тяглося, тяглося й … рвалося, видзенькуючи спалахами болі*. Та *Книга не хотіла сама терпіти біль і передавала його* Рутенії. *Потоки болю полилися пальцями, руками до серця, мозку*…» [1, С. 318]; «Західний вітер приніс чорну хмару й гострий, *болючий сніг*» [1, С. 323].

Автор на стільки пройняв увесь твір стражданням, що цей стан характеризував не лише відчуття, які переживає персонаж, але й сили природи: «*Туман відчув біль*» [1, С. 248]; він пов'язаний із віщуванням: «*Передчуття болю* і судом» [1, С. 348]; супроводжує фізіологічні реакції: «*сповнений болю* і відчаю *крик*» [1, С. 186]; «Спробував підвестися, *скрикнув від болю* й знепритомнів» [1, С. 259]; «*Болить*. Навіть *дихати боляче*» [1, С. 260].

Навколишню дійсність автор теж описує крізь біль: «почулося те *болісне*, стражденне *виття*» [1, С. 63].

Біль спостерігається у романі-фентезі в динаміці: «Лишень зараз, лежачи на підстилці з сухого листя, насолоджуючись теплом і просто їжею, відчував легкі лагідні доторки, від яких *ущухав біль*» [1, С. 261]; «Щойно

Радмила покидала його, *біль вертався*» [1, С. 261]; «Почулися тихі кроки, після чого прохолодні руки почали метеликами торкатися її тіла, і *біль зникав*» [1, С. 116]; «*Біль угамувався*» [1, С. 43].

Біль – це мірило витривалості: «*До тями відьма прийшла непомітно, без звичного болю* й нудоти. Просто відчула, що лежить на м'якому ліжку, вкрита ковдрою. Їй тепло і *нічого не болить*» [1, С. 136]; «*Мені не боляче*!» [1, С. 149]; розплата за неправедність життєвих діянь перед обличчям смерті: «*У муках помирали вбивці, кричали страшно і болісно*! А Борислав радів! Радів, слухаючи їхні благання, і питав: "Чи не так я благав? Чи не так благала вона?"» [1, С. 147].

Висновки. Отже, мотив болю у романі-фентезі «Рутенія» В. Климчука представлено засобами кодування станів, емоцій, пов'язаних із ним, та залученням метафоричного апарату. Аналіз ключових слів, конструкцій допомагають визначити характер, специфіку, смислове та емоційне навантаження категорії болю, його ролі у побудові та розгортанні сюжету, характеристиці персонажів, взаємодії між ними, розкритті філософії тексту. Мотив болю репрезентований у художньому творі через події та образи, які мають фізичний чи психологічний травматичний досвід. Ця категорія є трансформаційним компонентом для персонажів, що має важливе значення для читача, особливо нинішнього, який живе в умовах російсько-української війни у стані страждання, агресії, болю.

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ОСНОВНІ АСПЕКТИ ПЕРЕКЛАДУ КИТАЙСЬКИХ ЧЕН ЮЙ, ЯК НАЙПОШИРЕНІШОГО ВИДУ ФРАЗЕОЛОГІЗМІВ В КИТАЙСЬКІЙ МОВІ

Анотація. Між Україною та Китаєм налічується безліч відмінностей. Велика різниця мов, культур, релігії, історії, політики, менталітету відбивається і в функціонально-стилістичних особливостях функціонування фразеологічних одиниць української та китайської мов. Порівняння фразеологізмів (в китайській мові Чен Юй) – важливий крок до розуміння культури, традицій звичаїв іншого народу. Оскільки кожна китайська ідіома пройшла випробування часом і поширилася з вуст в уста серед великої кількості людей, вона дозволяє краще зрозуміти історію Китаю і культурні принципи країни.

У цих образних виразах також міститься погляд китайців на життя і суспільство. Через те, що фразеологізм неможливо перекласти дослівно (втрачається сенс), часто виникають труднощі перекладу та розуміння. З іншого боку, фразеологізми надають мові яскраве емоційне забарвлення. Смислова близькість оригіналу і перекладу позначається поняттям перекладацької еквівалентності, досягнення якої становить головне завдання комунікативного аспекту перекладу. Китайська мова відрізняється від української мови за лексичною і граматичною будовою. Існує кілька думок з приводу рівнів, на яких здійснюється перекладацька еквівалентність, коли ми маємо справу з фразеологією. Для того, щоб відобразити всю повноту значення фразеологізму і передати атмосферу оригіналу, не завжди доцільно використовувати українське прислів'я або фразеологізм еквівалент. Порівняння тих чи інших утворень до фразеологічним явищ або, навпаки, виведення їх за межі фразеологічних зворотів обумовлюється не тим, номінативні це одиниці або комунікативні, а тим, витягуються вони з пам'яті цілком або будуються в процесі спілкування. Таке визначення обсягу фразеології як мовного явища і, отже, предмета фразеології як лінгвістичної дисципліни розділяється в даний час переважною більшістю мовознавців.

Основне завдання, яке стоїть перед фразеологією, - пізнання фразеологічної системи мови в її теперішньому і історії, в її зв'язках і взаєминах з лексикою і словотвором, з одного боку, і граматикою - з іншого. Так як фразеологія, як мовне явище, являє собою не просту суму фразеологічних зворотів, а певну систему співвідносних і взаємозалежних зі словами і один одним одиниць, то у відповідному розділі науки про мову фразеологічні звороти повинні вивчатися з найрізноманітніших сторін. В даний час найкраще вони вивчені з точки зору їх семантичної неподільності і стилістичного використання в художній і громадсько-публіцистичній літературі. Не менш важливим є вивчення фразеологічних зворотів і в інших аспектах, а саме з точки зору специфічних властивостей наряду з іншими значущими одиницями мови, лексичного складу, структури, значення, морфологічних властивостей складових частин, походження, сфери вживання і експресивно-стилістичного забарвлення, а також в порівняльному і порівняльно-історичному планах. Фразеологічним зворотом, або фразеологізмом, або ФЕ (так як в це поняття входять слова, словосполучення і пропозиції) називаються семантично неподільні, стійкі поєднання, яким властиво сталість особливого цілісного значення, компонентного складу, і вони закріплені в пам'яті мовця.

Ключові слова. Чен юй, китайська фразеологія, вид фразеологізму, фразеологічна одиниця, фукціонально-стилістичні особливості перекладу.

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THE MAIN ASPECTS OF TRANSLATION OF CHINESE CHEN YU, AS THE MOST COMMON TYPE OF PHRASEOLOGY IN THE CHINESE LANGUAGE

Abstract. The are a lot of differences between Ukraine and China The difference in languages, cultures, religions, history, politics and mentality is also reflected in the functional and stylistic features of the phraseological units of Ukrainian and Chinese languages. The comparison of idioms (Chen Yu in Chinese language) is one of the important step to understanding the culture, traditions and customs of another nation. So as each Chinese idiom has passed the time testing and spread among a large number of people, it allows us to understand the history of China and the cultural principles of the country much better. These figurative expressions also contain the Chinese style of life and society. The phraseological units cant be translated literally (the meaning is lost), translation

and understanding difficulties often arise. On the other hand, phraseological units make the language brighter. The semantic proximity of the original text and the translation is indicated by the concept of translation equivalence, the achievement of which is the main task of the communicative aspect of translation. The Chinese language differs from the Ukrainian language in terms of its lexical and grammatical structure. There are several opinions about the levels at which translational equivalence takes place when we speak about phraseology. In order to reflect the meaning of the phraseology and convey the atmosphere of the original text, it is not always appropriate to use Ukrainian proverb or an equivalent phraseology. The comparison of certain formations with phraseological phenomena or, on the contrary, their derivation beyond the limits of phraseological phrases is determined not by whether they are nominative units or communicative ones, but by whether they are extracted from memory in their entirety or built in the process of communication. This definition of the scope of phraseology as a linguistic phenomenon and, therefore, the subject of phraseology as a linguistic discipline is currently shared by the majority of linguists.

The main task facing phraseology is the knowledge of the phraseological system of the language in its present and historical context, in its connections and relationships with vocabulary and word formation, on the one hand, and grammar, on the other. So as phraseology as linguistic phenomenon, is not a simple sum of phraseological turns or phrases, but a fixed system of correlated and interdependent units with words, and each other, phraseological turns should be analyzed from a wide variety in the relevant section of the science of language. At present, they are best analyzed from the point of view of their semantic indivisibility and stylistic usage in fiction and social and journalistic literature. No less important is the exploring of phraseological turns in other aspects, namely from the point of view of specific properties along with other significant units of language, lexical composition, structure, meaning, morphological properties of constituent parts, origin, the brunch of use and, its expressive, emotional and stylistic coloring, as well as in comparative and comparative-historical approaches. A phraseological turn, or phraseology, or FE (since this concept includes words, phrases, and sentences) are semantically indivisible, stable combinations that are characterized by the stability of a special integral meaning, component structure, and they are fixed in the memory of the speaker.

Keywords: Chen Yu, Chinese phraseology, type of phraseology, phraseological unit, functional stylistic features of the translation.

Постановка проблеми. Напротязі останніх років науковці (які вивчають китайську мову та досліджують закономірності її будови та функціонування) України широко обговорюють та цікавляться проблемами

перекладу китайської фразеології, використання тих чи інших методів та підходів, враховуючи специфіку китайської мови, з усіма її особливостями. На сучасному етапі розвитку перекладу китайської фразеології існує дві основних проблеми.

Це проблема еквівалентності і проблема використання перекладацьких трансформацій. У статті детально розглянуто на прикладах труднощі відтворення та особливості перекладу китайської фразеології, яка являє собою цікаву, але все ж таки ще мало досліджену частину в перекладацькій науці.

Аналіз останніх досліджень і публікацій. Важливі аспекти перекладу китайських Чен Юй та проблеми практичного їх використання досліджуються та демонструються в їхніх роботах такими науковцями як Войцехович І. В., Донченко А. В., Тихонова Є. В., Однак, проблеми пекладу китайських Чен Юй з плином часу набувають все більшої актуальності, тому що китайські фразеологізми — це великий пласт китайської мови, який ще мало досліджений та систематизований в повному обсязі.

Мета статті – дослідити основні аспекти перекладу та функціонування китайських Чен Юй, а також теоретичні та практичі функціонально-стилістичні особливостей їхнього перекладу на українську мову. Проаналізувати можливі варіанти відтворення Чен Юй та використання в українській мові.

Виклад основного матеріалу. Чітке розуміння, що собою являє фразеологізм та фразеологія – це основний ключ в дослідження та розуміння китайських Чен Юй. Фразеологізм – це стійкі слова та словосполучення, які завжди розуміютьс, як єдине ціле, і вживаються для надання повноти мовлення, та для надання образності, виразності, особливості та інше. Щодо фразеології, то вона являє собою наступне: (гр. phrasis "вираз" і logos "вчення") являє собою розділ науки про мову, що вивчає фразеологічну систему в її сучасному стані та історичному розвитку. Фразеологією також називається вся сукупність складних за складом стійких поєднань - фразеологізмів. Об'єктом вивчення фразеології є фразеологічні звороти, тобто стійкі поєднання слів, що відтворюються в такому вигляді, в якому вони закріпилися в мові, якими їх утримує наша пам'ять. У фразеології вивчаються як стійкі поєднання слів, семантично еквівалентні слову, так і стійкі сполучення слів, в семантичному і структурному відношенні представляють собою пропозиції, тобто всі відтворювані одиниці без винятку [4, с.270].

Ставлення тих чи інших утворень до фразеологічних явищ або, навпаки, виведення їх за межі фразеологічних зворотів обумовлюється не тим, номінативні це одиниці або комунікативні, а тим, витягуються вони з

пам'яті цілком або створюються в процесі спілкування. Таке визначення обсягу фразеології як мовного явища і, отже, предмета фразеології як лінгвістичної дисципліни розділяється в даний час переважною більшістю мовознавців. [1, с.132].

Аналізуючи велику кількість різних китайських фразеологізмів можна прийти висновку, усі фразеологізми в китайській мові можна розділити на п’ять типів: **成**语 chéngyǔ – ченьюй (ідіома, стійке фразеологічне сполучення); **敬句**语 jìngjùyǔ – цзінцзююй (крилата фраза, афоризм); **歇后**语 xiēhòuyǔ – сєхоуюй (народне вислів); 谚语 yànyǔ – яньюй (прислів'я і приказка); **俗**语 súyǔ – суюй (приказка). [3].

З точки зору функціонально-стилістичного використання прийнято виділяти наступні види Чен Юй:

1. Фразеологізми *офіційно-ділового стилю*:

Чен Юй даної групи характеризуються саме ясністю окремих положень і формулювань, а отже мають власні типові мовні вирази. Наприклад: **扳部** 批准 ban bu pizhun - внести на затвердження міністерства, 提交 首长 批示 - передати на резолюцію керівництва, 按 受 任命 – призначити на роботу, взяти в роботу, 具有 约束力 – мати обов'язкову перевагу, силу, бути кращим у чомусь.

2. Фразеологізми *розмовного стилю*:

Розмовна мова як форма розмовного стилю літературної мови виділяється трафаретними формами словесного вираження, серед яких важливе місце належить мовним штампам. Мовні штампи - це фразеологічні одиниці, які мають різну структуру, зміст, функціональні особливості, а деяким з них властива висока ступінь виразності. Фразеологізми даного (*розмовного стилю)* типу діляться на ***2 підтипи:***

-До першого відносяться мовні форми, які використовуються в побуті та мають трафаретні фразеологічні сполучення. Наприклад: 一般地说, 一般说来 - взагалі кажучи, 一般 所谓 - так би мовити, 按 我 的 意见 - на мою думку, 没有 办法 - нічого не поробиш, 一句 说 - одним словом, 有的是 有 - хоч відбавляй, занадто багато(багато-багато), 不成 说 - ні на що не схоже, нікуди не годиться, 等着**瞧 吧** - поживемо – побачимо [2]. 可不是 吗? - А хіба ні? **哪里** 的 话 - З чого ви взяли?

-До другого підтипу відносяться мовні форми, які використовуються в етикеті спілкування – це, як правило, стаціонарні фрази діалогової мови. Наприклад: 如果 不 反对 的 话 - Якщо не заперечуєте, 等 一会儿 - почекайте хвилиночку, 感谢 不尽 - щиро вдячний і так далі.

Фразеологізми *публіцистичного стилю*:

До таких Чен Юй відносять фразеологізми, утворені виключно за нормами китайської мови. Напариклад: 保持 中立 - дотримуватися нейтралітету, 本来面目 - справжнє обличчя, 保持 现状 - зберігати статус-кво, 共同 理想 - загальний ідеал, 文言: 无所不为 - робити все, що заманеться, 安于现状 - задовольнятися досягнутим, 无济于事 - виявитися марним. [3]

3. Фразеологізми *науково-технічного стилю*:

За формами мовного вираження істотно відрізняються від розмовного та публіцистичного стилів. Для даної групи характерна чіткість формулювань. Наприклад: 举例 如下 - нижче наведений приклад, 不可否认 - не можна заперечувати, 不乏 先例 - чимало аналогічних прикладів, 综上所述- резюмуючи вищесказане, 应当 着重 指出 - слід підкреслити і так далі. [3].

Зіставлення фразеологічних одиниць української та китайської мов дозволяє виділити кілька груп фразеологізмів, що розрізняються за рівнем та ступенем схожості: від повного збігу семантики, стилістичного забарвлення і вихідного образу (внутрішньої форми) до абсолютної безеквівалентності фразеологічних одиниць.

1) Першу групу фразеологізмів утворюють повні еквіваленти.

2) Культури України і Китаю розвивалися різними шляхами, але, тим не менш, в них можна знайти і щось спільне. Так, в українській і китайській мовах можна побачити фразеологізми, що мають однаковий зміст і вживаються в однакових ситуаціях.

3) До другої групи фразеологічних одиниць відносяться часткові еквіваленти. У китайській і українській мові можна знайти фразеологізми, які мають однаковий сенс, але різну образність, що говорить про відмінність двох культур. Зазвичай такі фразеологічні одиниці мають однакове значення, але різняться складом лексичних компонентів, а отже, і внутрішньою формою.

4) До третьої групи відносяться фразеологічні одиниці, які не мають еквівалентів в іншій мові. У українській мові, як і у будь- якому іншому, є велика кількість фразеологічних одиниць, які не мають в інших мовах відповідностей на рівні сенсу. Такі фразеологізми найчастіше залишаються за рамками двомовних фразеологічних словників саме з цієї причини: як відповідностей їм нічого привести, їх можна тільки перевести і пояснити значення.

Серед фразеологізмів в українській і китайській мовах лише деякі повністю еквівалентні. Вони описують ситуації, які зустрічаються в житті

будь-якого народу Китайські фразеологізми написані в більш високому стилі, ніж українські.

Основна частина українських і китайських фразеологічних зворотів не має еквівалентів в іншій мові, що говорить про незалежність розвитку українського і китайського народів. [4, с.313].

Еквівалентність китайської фразеології при перекладі на українську мову може здійснюватися на наступних рівнях:

1. Рівень фонем. Фонеми несуть лише функцію розрізнення сенсу, однак в практиці перекладу мають місце випадки, коли одиницями перекладу є безпосередньо фонеми. Такий вид перекладу часто використовується при перекладі власних назв, географічних назв і так далі (при перекладі реалій цей тип перекладу часто є найбільш вдалим). Якщо передаються слова і назви цілком, то такий переклад називається перекладацької транскрипцією.

Оскільки китайська фразеологія виключно образна і пов'язана з китайською культурою та реаліями (які перекладачу вкрай необхідно знати), такий тип перекладу використовується для передачі саме атмосфери оригіналу, паралельно існує також описовий варіант перекладу. Наприклад:

名落孙山 [míngluòsūnshān] опинитися в списку після Сунь Шаню (останнього в списку витримали іспити на одній із сесій при династії Сун; образ в значенні: провалитися на іспитах) [2]; Наприклад:

有 眼 不 识 泰山 [yǒu yǎn bù shí tài shān] мати очі і не розгледіти гори Тайшань (образ в значенні: пройти повз найголовнішого; не помітити найважливішого).

Варто також відзначити, що такий тип перекладу використовується не завжди. Наприклад:

说到 曹操,曹操 就 到 [Shuōdàocáocāo, cáocāojiùdào] легкий на помині.

Тут 曹操 (українською Цао Цао) – це ім'я китайського письменника, військового діяча, першого міністра династії Хань. Дослівно прислів'я можна перекласти як “Сказав Цао Цао”, або “Цао Цао прибув”, але такий переклад занадто екзотичний і для носія української мови, не знайомого з китайською культурою, не несе потрібного сенсу, який укладено в українському аналогу “легкий на помині” [2].

2. Рівень слів. Якщо певні слова в реченні мають дослівні відповідності, вони відносяться до даного типу еквівалентності, проте такий переклад рідко застосовується на практиці (його обмежують синтаксичні особливості, а також відсутність повних еквівалентів).

Аналізуючи фразеологію, можна виявити таку закономірність, що переклад схожий з транскрипцією частини поєднання по цілі, він покликаний передавати образність, атмосферу вихідного тексту.

Наприклад:

山 高 水 长 [Shāngāoshuǐcháng] високий, як гора, і довгий, як річка (образ в значенні: безсмертний, безкінечний, вічний, пам'ятний, тощо. Якщо розбити фразеологізм на окремі слова, то вийде наступне:

山 -гора, гори, 高-високий, 水-вода, річка, 长 -довжина, довгий

Таким чином, тут має місце еквівалентність на рівні слів. Наприклад:

开门见山 [Kāiménjiànshān] відкрити двері і (відразу ж) побачити гори, або ясно демонструвати, прямо викладати; відверто говорити, відкрито заявляти.

Розбиваємо фразеологізм на окремі частини, щоб краще його зрозуміти:

开 -відчиняти, відкривати , 门 -двері, 见 -побачити, прояснити, зрозуміти

山 -гора, гори. Отож, даний фразеологізм також являється для нас яскравим прикладом еквівалентності саме на рівні слів.

3. Рівень словосполучень. Переклад на рівні словосполучень є найбільш актуальним щодо фразеології, оскільки часто значення подібних словосполучень не обмежене лише прямим значенням, а є сумою декількох значень (зазвичай це сума переносного, образного значень слів, що входять в ідіому) що унеможливлює переведення на рівні слів, таким чином, одиницею перекладу є словосполучення [3]. Наприклад:

心甘情愿 [xīngānqíngyuàn] – охоче погоджуватись (на що-небудь); відчувати готовність; з готовністю, бути готовим, з задоволенням, охоче, тощо.

明目张胆 [Míngmùzhāngdǎn] – відкритий, відвертий, неприхований, безсоромний, шалений, цинічний, нахабний, демонстративний, тощо.

Однак, у випадках, коли з тих чи інших причин внутрішня форма фразеологізмів на двох мовах збігається, можливий дослівний переклад. Наприклад: 自掘坟墓 [Zìjuéfénmù] самому рити собі могилу (образ в значенні: самому шукати своєї загибелі). Як бачимо, тут пряме і переносне значення збігаються, тому дослівний переклад допустимо.

事 怕 行家 [Shìpàhángjiā] справа майстра боїться. Тут ми маємо справу з повною відповідністю на рівні дослівного перекладу.

4. Рівень пропозицій. Іноді еквівалентності на рівні словосполучень мало для перекладу, тоді з'являється необхідність в даному рівні. Говорячи про даний тип еквівалентності на рівні китайських і українських фразеологічних одиниць, мається на увазі перш за все Чен Юй.

Наприклад:

入境 问 俗, 人 乡 随俗.

При в'їзді в чужу країну слід познайомитися з її звичаями. Або еквівалент у вигляді українського прислів'я: У чужий монастир зі своїм статутом не ходять. 只要 工夫 深, 铁杵磨成针. Ось як приклад візьмемо українське прислів'я-еквівалент: Терпіння і праця все перетруть. Дослівна відповідність: було б старання, і залізний цвях можна виточити, і перетворити в голку.

При перекладі наступної групи фразеологічних одиниць - приказок, Ян Юй – використовуються три способи: дослівний переклад, описовий переклад і функціональна заміна (функціональний аналог). Варто також відзначити, що, як і Чен Юй, Ян Юй діляться на Ян Юй паралельної і непараллельной конструкції.

Дослівний переклад Ян Юй, як паралельної конструкції 不 经 一事, 不 长 一 智 [2] «немає досвіду, не буде і мудрості».

Описовий переклад Ян Юй непаралельної конструкції 不知 天高地厚 «не знати висоту неба і товщину землі», тобто бути неосвіченим і перебільшувати свої здібності, не розуміти.

Функціональна заміна 不入 虎穴, 焉得 虎子 «не забравшись (тобто не влізши в лігво тигра, не впіймаєш тигреня», що відповідає українському прислів'ю «вовків боятися - в ліс не ходити». Найбільш вдалим варіантом перекладу китайського Ян Юй є 饱 汉 不知 饿 汉 饥 є українське прислів'я «ситий голодного не розуміє» і «ситий голодному не товариш».

Гуан Юй або фразеологічні сполучення – це такі сполучення слів в китайській мові, які завжди складаються з трьох ієрогліфів. Крім цього, варто відзначити, що більшість Гуан Юй будуються за схемою «дієслово + об'єкт» і дослівно мають один переклад, а інтерпретація буде іншою: Наприклад: 绊脚石 [2] «камінь спотикання», дослівно 绊 脚 «заважати йти» + 石 «камінь» або 抱佛脚 «обхопити ноги (статуї) Будди» в значенні «пізно схаменутися» [4, с.243].

Нечисленну групу складають Гуан Юй з атрибутивною структурою. Наприклад: 顶梁柱, дослівно «головна балка, стовп», вживається в значенні «кістяк, головна сила, опора»; або 耳旁风 «пролітає повз вуха вітер», тобто що-небудь, не варте уваги.

Функціональна заміна. 燕雀 安 知 鸿鹄之志 哉! «Дрібним пташкам не понять устремління величного лебедя» [4] у значенні «простій людині не збагнути мети великої людини», український еквівалент «гусак свині не товариш». (陈涉 Чень Ше ватажок першого в низці повстань, що призвели до падіння династії Цинь).

5. Рівень тексту. В якості одиниці перекладу в дуже рідкісних випадках може виступати і весь текст в цілому. Так може статися,

наприклад, якщо весь текст складається з прислів'їв або якщо об'єктом перекладу є вірш. Оскільки цей випадок рідкісний і не стосується фразеології безпосередньо, в нашій роботі ми не будемо його розглядати.

Друга проблема, про яку згадувалося вище – це необхідність перекладацьких трансформацій. Перекладацькі трансформації – це міжмовні перетворення, перебудова елементів вихідного тексту, операції перефразування сенсу з метою досягнення перекладацького еквівалента. [1, с.132].

Висновки. Отже, незважаючи на те, що фразеологізми та афоризми прийшли з давніх літературних творів, та передавалися з покоління в покоління, в даний час вони набули особливого поширення та використання, а також дуже часто вживаються як в письмовій формі, так і в усному мовленні в своєму первісному вигляді. У зв'язку з чим, в даному виді мовних одиниць спостерігається значна кількість граматичних структур, характерних саме для Чен Юй, чим їх і характеризує.

Переклад фразеологізмів здійснюється декількома способами. Найбільш поширеними є застосування вищезгаданих, які довершено проаналізовані на конкретних прикладах. А саме, переклад здійснюється на рівні фонем, слів, словосполучень, пропозицій та тексту. (Усі ці рівні були докладно описані і проаналізовані також). Таким чином, можна вважати, що для якісного перекладу фразеологічних одиниць (Чен Юй) з китайської мови на українську необхідно знання не лише двох мов: китайської та української, але й знання реалій країни, культури, історії, літератури, традицій та особливостей мислення двох народів. Однак, жоден перекладач не може якісно здійснювати переклад без сформованих умінь і навичок, що входять в професійну компетентність філолога. Знання теоретичних основ перекладознавства і фразеології, а також вміння їх використовувати на практиці дозволяють визначити основні рівні перекладу фразеологічних одиниць при роботі з китайською та українською мовами. Отже, враховуючи вищезазначені визначення, можна сказати, що фразеологія - особливий розділ науки про мову, що вивчає фразеологічні систему в її сучасному стані та історичному розвитку.

Фразеологія (в українському мовознавстві) являє собою стрункy систему. Володіє автономністю, оскільки фразеологізми принципово відрізняються, з одного боку, від окремих слів, з іншого - від вільних словосполучень, і в той же час входить в більш складну систему загальнонаціональної мови, перебуваючи в певних відносинах з різними його рівнями. Фразеологізми по-різному співвідносяться з різними частинами мови, що характеризує їх системні зв'язки на морфологічному рівні. Виконуючи певні функції в реченні, фразеологізми перебувають в

системних відносинах з іншими мовними одиницями на синтаксичному рівні.

Отож, у фразеології вивчаються як стійкі поєднання слів, семантично еквівалентні слову, так і стійкі поєднанні слів, в семантичному і структурному відношенні представляють собою пропозиції, тобто всі відтворювані одиниці без винятку. Китайські ідіоми - одна з найглибших спадщин традиційної культури Китаю. Вони надають китайської мови глибину, гнучкість і чарівність. Ідіоми передають мудрість народу, зібрану за весь період історії. Ідіоми в китайській мові - це стійкі вирази з образним і глибоким значенням, які використовуються в повсякденній мові.Під час дослідження відбулося ознайомлення із літературою, яка присвячена характеру китайських фразеологізмів, її особливостям та структурі; було проаналізовано феномени функціонування паремій і наявність різних методів їх вивчення.

В українській і китайській мовах можна виявити фразеологічні одиниці, що мають однаковий або схожий зміст і вживаються в однакових ситуаціях.

При вивченні таких фразеологізмів також доцільно використовувати зіставлення досліджуваного, щоб встановити спільність, схожість і відмінність порівнюваних лексем, а також ступінь цієї схожості та відмінності . Хотілось би ще раз підкреслити, що важливо розуміти при перекладі тексту реалії країн, мови яких перекладаються.

Проблема вивчення національної специфіки української мови в дидактичних цілях базується на фундаментальному положенні про те, що все ж таки процес засвоєння фразеологічної системи повинен починатися з оволодіння міжмовних фразеологічних еквівалентів, які виникають на основі життєвого досвіду, універсальності законів мислення, і збіги деяких форм образного бачення у різних народів.

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ЛІНГВІСТИЧНА АКСІОЛОГІЯ В СИСТЕМІ МОВОЗНАВЧИХ НАУК

Анотація. У статті систематизовано відомості щодо місця й ролі аксіологічної лінгвістики в системі мовознавчих наук. Доведено, що ця галузь має тісні зв’язки з багатьма лінгвістичними дисциплінами, а проблеми оцінки й оцінної маркованості віддавна стали предметом наукових зацікавлень учених та філософів.

Окреслено основні підходи до визначення ролі категорії оцінки в мовному дискурсі та розглянуто її класифікації, що дає підстави говорити про такі типи оцінок, як інструментальну, технічну, оцінку благосприйняття, етичну, утилітарну, медичну, гедоністичну, а також психологічну, естетичну, нормативну, теологічну, антропоцентричну, національно-етнографічну, філософську, сексуальну, ідеологічну тощо, які виявляють себе на всіх мовних рівнях.

Досліджено основні способи репрезентації категорії оцінки на різних мовних рівнях, зокрема розглянуто багатоаспектну природу категорії оцінки крізь призму лексики, фразеології, граматики, синтаксису, стилістики та прагматики. Окреслено аксіологічний потенціал мовних одиниць різних рівнів з опертям на концепції українських мовознавців (Т. Космеди, О. Халіман, В. Кононенка, Ж. Краснобаєвої-Чорної та інших). Підтверджено вагому роль антропоцентричної та культурно-естетичної оцінки в об’єктивації картини світу. На матеріалі досліджень багатьох науковців систематизовано відомості про оцінно виражальні можливості мовних одиниць, граматичних категорій, зокрема роду (оцінне маркування опозиції «чоловіче – жіноче», де семантика знецінення часто пов’язується з жіночим родом, а також експресивні можливості середнього та спільного родів), числа (розглянуто випадки вживання множини замість однини для вираження пошани, зневаги або гіперболізації), відмінка (підтверджено його обмежений, але наявний потенціал у контексті мовної гри). На синтаксичному рівні описано типи оцінних речень (загальнооцінні та частковооцінні), що залежать від позиції суб’єкта та об’єкта оцінювання.

Окреслено структуру оцінної ситуації з виокремленням таких компонентів, як суб'єкт, об'єкт, предикат та засоби вираження. Підтверджено, що оцінка є цілісною текстовою категорією, яка відображає ціннісні орієнтації та бере участь у формуванні концептів.

Ключові слова: лінгвоаксіологія, оцінна маркованість, оцінка, вербалізація, концепт, картина світу, мовні одиниці.

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LINGUISTIC AXIOLOGY IN THE SYSTEM OF LINGUISTIC SCIENCES

Abstract. The article systematizes information on the place and role of axiological linguistics in the system of linguistic sciences. It is proven that this branch has close ties with many linguistic disciplines, and the problems of evaluation and values have long been the subject of scientific interest of scientists and philosophers.

The main approaches to determining the role of the category of evaluation in linguistic discourse are outlined and a number of its classifications are considered, which give grounds to talk about such types of evaluations as instrumental, technical, evaluation of well-being, ethical, utilitarian, medical, hedonistic, as well as psychological, aesthetic, normative, theological, anthropocentric, national-ethnographic, philosophical, sexual, ideological, etc., which manifest themselves at all linguistic levels.

The main ways of representing the category of evaluation at different linguistic levels are considered, in particular, the multifaceted nature of the category of evaluation is confirmed through the prism of vocabulary, phraseology, grammar, syntax, stylistics and pragmatics. The axiological potential of language units of different levels is outlined, based on the concepts of Ukrainian linguists (T. Kosmeda, O. Khaliman, V. Kononenko, Zh. Krasnobaeva-Chorna and others). It is confirmed that a significant role in expressing anthropocentric and cultural-aesthetic evaluation belongs to phraseological units. Based on the research of many scholars, information on the evaluative-expressive capabilities of grammatical categories has been systematized, in particular gender (evaluative marking of the opposition «masculine – feminine», where the semantics of devaluation is often associated with the feminine gender, as well as the expressive capabilities of the neuter and common genders), number (cases of using the plural

instead of the singular to express respect, contempt or hyperbolization have been considered), case (its limited, but existing potential in the context of a language game has been confirmed). At the syntactic level, types of evaluative sentences (generally evaluative and partially evaluative) that depend on the position of the subject and object of evaluation are described.

The structure of the evaluative situation is outlined, with the identification of such components as subject, object, predicate, and means of expression. It is confirmed that evaluation is a holistic text category that reflects the value orientations and stereotypes of the individual's linguistic consciousness.

Keywords: linguo-axiology, evaluative marking, evaluation, verbalization, concept, worldview, linguistic units.

Постановка проблеми. Здійснення лінгвістичних досліджень у сфері антропоцентричної парадигми зумовили виникнення низки мовознавчих дисциплін, ядром яких постає пізнавальна діяльність людини, її когнітивні та перцептивні властивості. Такими є засади формування термінологічного апарату та проблематики аксіологічної лінгвістики – мовознавчого напряму, виникнення якого об’єктивовано необхідністю ґрунтовного вивчення системи ціннісних орієнтирів мовної особистості.

Лінгвістична аксіологія тісно пов’язана з прагмалінгвістикою, лінгвістикою тексту, когнітивною лінгвістикою, лінгвоконцептологією, психолінгвістикою, етнолінгвістикою, соціолінгвістикою тощо. За словами Т. Космеди, «світ, що пізнається, завжди оцінюється, оцінка – свідчення ступеня пізнаності світу» [1, С. 89]. Антропоцентричний вектор сучасної лінгвістики розглядає мову не лише як систему знаків, а як простір формування та трансляції гуманістичних цінностей. Лінгвоаксіологія дозволяє дослідити механізми того, як об’єктивна дійсність транслюється через призму суб’єктивного й вербалізується за допомогою різних мовних засобів. Без розуміння ціннісних маркерів неможливо повноцінно реконструювати мовну картину картину світу людини чи цілого етносу. З огляду на це, постає необхідність ґрунтовного дослідження категорії оцінки в межах мовознавчих наук, аналізу й уточнення її термінологічного апарату, систематизації результатів попередніх наукових розвиток із проблем лінгвоаксіології та дотичних до неї дисциплін, що й визначає актуальність запропонованої теми.

Аналіз останніх досліджень і публікацій. В українському мовознавстві питання, що лежать у межах лінгвістичної аксіології, були предметом дослідження багатьох учених, зокрема їм присвячували наукові розвідки такі лінгвісти: Т. Космеда (досліджувала аксіологічні параметри прагмалінгвістики), Т. Коць (схарактеризувала оцінність як лінгвістичну

категорію), М. Степаненко, Л. Дейна (проаналізували суб'єктивну та об'єктивну оцінки в українському щоденниковому дискурсі). Особливості вияву категорії оцінки науковці розглядали на різних мовних рівнях, зокрема фразеологічному (Ж. Краснобаєва-Чорна), граматичному (О. Халіман, Т. Космеда), синтаксичному (С. Проскуркіна, І. Чобот), стилістичному (В. Кононенко).

Мета статті – систематизувати відомості щодо понятєвого апарату аксіологічної лінгвістики, її ключових категорій та обґрунтувати специфіку вивчення ціннісних параметрів у межах лінгвістичної семантики.

Виклад основного матеріалу. На становлення лінгвоаксіології як науки мали значний вплив праці М. Шелера і Х. Ортега-і-Гассета (досліджували проблеми лінгвістичної аксіології в межах феноменологічного підходу); Р. Ле Сенна і Л. Лавеля (розглядали питання лінгвоаксіології в контексті реалістичного підходу); М. Рокича (досліджував лінгвістичну аксіологію із психосоціальної перспективи). У західній науковій традиції значний інтерес до лінгвістичної площини аксіології почав зароджуватися лише в останній третині XX століття, а доти розвідки з проблематики лінгвоаксіології траплялися спорадично. О. Ковтун підкреслює, що в першій і другій третині двадцятого століття «вербалізацію оцінки розглядали насамперед у фокусі теорії конотації чи лінгвоемоціології (вербалізації емоцій)» [2, С. 277]. Серед науковців, з-під пера яких у той період епізодично виходили праці з лінгвоаксіології (або з дотичних дисциплін, зокрема когнітивної психології), варто відзначити Ш. Баллі (простежив вплив оцінки, здійснюваної людиною, на розвиток мови і мовлення); П. Гіро (досліджував особливості оцінного значення); С. Ульман (поділив лексеми на слова з оцінним компонентом і слова-оцінки); Ч. Осгуд, Дж. Сусі, П. Танненбаум (розробили концепцію «семантичного диференціалу», у якій важливу роль відіграє оцінне значення); Є. Кошеріу (досліджував категорію оцінки на прикладі «позитивних» і «негативних» класів прикметників); Б. Потьє (розглядав оцінний чинник як модальність, яку було б доцільно віднести до ключових понять лінгвоконцептології і семантико-граматичних категорій); Р. Трухільо (аналізував у діахронному аспекті соціально-етичну та інтелектуальну оцінку в аспекті протиставлення *позитивне – негативне*).

В останній третині двадцятого століття фокус наукових досліджень, пов'язаних із питаннями лінгвістичної аксіології, змістився в площину соціолінгвістики (В. Лабов, М. Гої, М. Джордан), когнітивної (Дж. Лакофф, Т. П. Кшешовський) й дискурсної лінгвістики (С. Ганстон, Дж. Томпсон, Дж. Мартін, М. Галідей, К. Метьєсен, П. Вайт, Р. Енглберстон, М. Беднарек, Б. Бара, Е. Котос, Р. Бріз, І. Олза) [2, С. 282-292].

Категорії оцінки, репрезентовані в тексті, за О. Селіваною, мають «багатошарову структуру (авторської, адресатної оцінки й персонажної – у художньому тексті), представлені оцінними й емоціогенними одиницями, текстовою імплікацією» [3, С. 19]. Категорію оцінки в мовознавстві Т. Космеда пропонує розглядати як «структурно-семантичну (із семантичною домінантою) і функціональну, прагмасемантичну, що містить такі концепти, як *схвалення, осуд, згода, незгода, критика, симпатія, антипатія*» [1, С. 92], «з огляду семантики, оцінка – це категорія, що об'єднує всі засоби, які має сучасна мова у своєму розпорядженні для категоризації й позначування розмаїття оцінних значень, що мотивовані зв'язками між мовцем і дійсністю» [1, С. 305].

О. Халіман під лінгвоаксіологією розуміє «лінгвістичну теорію цінностей, що займається вивченням відображення в мові ціннісних аспектів буття» [6, С. 8]. О. Ковтун визначає лінгвоаксіологію як «сферу лінгвістичних досліджень, що скеровані на системне вивчення оцінки та оцінних категорій, вербалізованих чи граматикалізованих у мові» [2, С. 274]. Т. Коць наголошує на тому, що «оцінність як термін лінгвістики охоплює різнорівневі мовні одиниці з оцінною семантикою та передає позитивне або негативне ставлення мовця до названого предмета, явища, поняття» [4, С. 18]. Ж. Краснобаєва-Чорна підкреслює, що «в лінгвістиці оцінку здебільшого визначають як закріплену в семантиці слова позитивну чи негативну кваліфікацію об'єкта за ознакою «добре / погано» з боку мовця-суб'єкта» [5, С. 40].

Важливою особливістю категорії оцінки є її суб'єктивний, контекстуально зумовлений характер. Навіть так звані оцінні слова, позитивно чи негативно марковані, можуть реалізуватися в конкретному тексті чи ситуації мовлення нетипово. З цим тісно пов'язане питання вербалізації концептів, які можуть набувати несподіваних, часто суперечливих лексико-семантичних смислів.

Т. Космеда наголошує на важливості виведення формули оцінки, за допомогою якої можна охарактеризувати те чи інше явище, порівняти його оцінку з оцінкою інших схожих явищ. Дослідниця виокремлює п'ять основних формул оцінки. До першої вона відносить числові показники оцінки від одного до п'яти, а також еквівалентні їм оцінні судження, на кшталт «незадовільно», «задовільно», «добре», «відмінно». Друга формула є «оцінкою якості при тестуванні» і передбачає числові показники значно ширшого діапазону (10, 15, 20 балів тощо). Третя формула включає такі оцінні слова, як «критичний», «важкий», «середньої складності…», і є оцінкою «стану здоров'я людини». Четверта формула – це «оцінка естетичної діяльності людини», яка може виражатися лексемами, на кшталт

«талановито», «сіро», «безталанно» тощо. П'ята формула оцінки передбачає відсотковий показник, і сфера її використання дуже широка [1, С. 90].

Важливим питанням аксіології залишається проблема класифікації типів оцінки. Логіко-семантичні класифікації «відображають сферу поширення категорії оцінки в польовій структурі мови», а функціональні «фіксують функції оцінних засобів у висловлюванні (тексті)» [1, С. 308]. Серед науковців, які розробили ґрунтовні класифікації цієї категорії, Т. Космеда виокремлює фінського логіка фон-Врігта, який виділив такі типи оцінки: «інструментальну (*хороший ніж, хороший дослідник*); технічну (*хороший адміністратор, поганий спеціаліст*); оцінку благосприйняття (*поганий чи шкідливий для здоров'я*; похідну від цієї форми етичну оцінку – *добра воля, поганий вчинок*); утилітарну (*добра порада, поганий план*); медичну (*добре серце, погана пам'ять*); гедоністичну (*хороший смак, хороший обід*)» [1, С. 106].

Варто зауважити, що в межах лінгвоаксіології розглядають загальнооцінні значення (до них можна застосувати категорії на кшталт *добрий, поганий* тощо) та частковооцінні. Для останніх характерні такі категорії оцінки: сенсорно-смакові, або гедоністичні; психологічні (поділяються на інтелектуальні та емоційні); естетичні; етичні; утилітарні; нормативні; телеологічні. Ці категорії можна об'єднати в три групи, перша з яких репрезентована сенсорними оцінками – фізичними і психологічними; друга – сублімованими оцінками (етичною і естетичною); третя – раціоналістичними оцінками, «які пов'язані з практичною діяльністю, практичними зацікавленнями і повсякденним досвідом людини» [1, С. 107-108].

З огляду на виокремлення абсолютних і відносних цінностей науковці пропонують розмежовувати такі ж форми оцінок [7, С. 67]. Складність виокремлення критеріїв абсолютної оцінки обґрунтовує В. Кононенко: «Як наслідок відносності кількісної міри ознаки (в тому числі оцінної) виникає ідея її градування. Такий підхід передбачає порівняння, визначення точки відліку, кінцевого показника, межі, стосовно яких і встановлюється місце тієї чи іншої ознаки на шкалі оцінювання. За цих обставин незмінною, абсолютною залишається лише оцінка, що відповідає поняттю істинності, але й у такому разі не виключається той чи той ступінь вірогідності висновку. Навіть у разі вказівки на крайню межу і норму ознаки *(досконалий)* виникають можливості щодо градування *(більш досконалий, менш досконалий)*» [7, С. 67-68].

Т. Космеда виокремлює такі форми оцінки: антропоцентричну, християнсько-оцінну, культурно-естетичну, національно-етнографічну, соціальну, раціональну, морально-етичну, емоційно-чуттєву, прагматичну,

філософську, психологічну, фізіологічну, сексуальну, ідеологічну [1, С. 98-104].

Крім того, науковці виділяють оцінки логічні (раціональні) та емоційні (ірраціональні), експліцитні та імпліцитні, із власне оцінним значенням і значенням контекстуальним, константнооцінні й хронооцінні тощо [4, С. 18-19; 7, С. 54-56].

Характерно, що навіть слова із закладеною в них позитивною чи негативною семантикою не завжди репрезентують відповідне оцінне значення. В. Кононенко ілюструє це на прикладі вживання словосполучення «добрі люди» у творчості Т. Шевченка [7, С. 69]. Схожу неоднозначну семантику, а відповідно й оцінку, ретранслює звертання «шановний» в українській мові.

Слова з позитивною або негативною оцінною семантикою можуть набувати протилежної оцінки ситуативно, за умови наділення їх особливою експресією. Приклад такого явища – створення ефекту позитивної оцінки від негативно маркованих слів – В. Кононенко фіксує в поетичних рядках П. Тичини: «Нікого так я не люблю, як вітра вітровіння. *Чортів* вітер! *Проклятий* вітер!» Протилежне – ефект негативної оцінки від слів із позитивною семантикою – спостерігаємо в рядках поеми «Сон» Т. Шевченка: «А той, *тихий* та *тверезий*, / *Богобоязливий*, / Як кішечка підкрадеться, / Вижде нещасливий / У тебе час та й запустить / Пазури в печінки, – / І не благай: не вимолять / Ні діти, ні жінка» [6, С. 70]. Саме на такій ситуативній трансформації оцінки слова нерідко базуються іронія та сарказм. Позитивне або негативне оцінне маркування часто підсилюють прислівники на кшталт *занадто, дуже, надміру, особливо, недостатньо* тощо [7, С. 72].

Засобами вираження оцінного значення постають фразеологізми, адже ці сталі сполуки «відображають поняття, які є на рівні логіки формою вираження категорії оцінки» [1, С. 229]. Вони можуть репрезентувати різні типи оцінки, зокрема антропоцентричну, християнсько-релігійну, культурно-естетичну, національно-етнографічну, соціальну тощо [1, С. 229-230]. Аналіз аксіологічного компонента фразем Ж. Краснобаєва-Чорна пропонує здійснювати з урахуванням «фразеосемантичних груп (ФСГ) семантичного діапазону» і виділяє п’ять таких діапазонів: «*добре – погано* (ФСГ «Позитивна оцінка», «Негативна оцінка»), *схвалювати – не схвалювати* (ФСГ «Схвалювати», «Не схвалювати»), *задовольняти – не задовольняти* (ФСГ «Задовольняти», «Не задовольняти»), *цінний – нецінний* (ФСГ «Цінний», «Нецінний»), *цікавити – не цікавити* (ФСГ «Виявляти інтерес», «Не виявляти інтересу»)» [5, С. 41-50]. Оцінне значення, а також емоційність і стилістична маркованість властива більшості фразем.

У монографії «Мовна гра в парадигмі інтерпретативної лінгвістики. Граматика оцінки. Граматична ігрема (теоретичне осмислення дискурсивної практики)» Т. Космеда й О. Халіман окреслюють роль таких граматичних категорій, як рід, число, відмінок у формуванні оцінного значення. Науковиці зазначають: «Граматичні значення роду, числа й відмінка, аплікуючись на інші засоби, беруть участь у породженні ігрем, що формують аксіологічні смисли в сучасному мовному просторі» [9, С. 120]. Так, в опозиції *чоловік – жінка* і похідних від неї на кшталт *активність – пасивність, розум – почуття, сонце – місяць, логос – пафос, день – ніч, голова – серце, батько – матір* перші компоненти нерідко набувають позитивного оцінного маркування, а другі – негативного, зневажливого або ж трактуються як нижчі за ієрархією. Такі сполуки, як *чоловіча розмова, чоловіча натура* марковані позитивним оцінним значенням, а висловлювання *жіноча робота, жіноча логіка, бабські розмови* тощо позначені семантикою знецінення. У мові стереотипно сформувалося уявлення про позитивний образ жінки, яку порівнюють із чоловіком, і, навпаки, негативний образ чоловіка, якого порівнюють із жінкою [9, С. 121-129]. Автори монографії наголошують на тому, що «вплив екстралінгвальних, зокрема соціолінгвальних чинників, сприяв виникненню відповідних нормативних уявлень, що, незважаючи на зміни в соціумі, зберігаються в мовній свідомості українців й виражаються в мові» [9, С. 123]. Т. Космеда підкреслює, що окремі іменники, які мають формальні ознаки чоловічого або жіночого роду, вживаючись у переносному значенні, можуть застосовуватися і до назв осіб протилежної статі, наприклад, слова *єзуїт, фіскал, кат* – для жіночого роду, а *шмата, дзиґа, акула* – для чоловічого. У такому випадку найчастіше вони ретранслюють негативну оцінку [1, С. 251-252].

Значний аксіологічний потенціал має також середній рід, особливо якщо його вживають щодо осіб чоловічої чи жіночої статі. У таких випадках форма середнього роду може передавати різне оцінне значення: і позитивне (наприклад, зменшувально-пестливе), і негативне (зневагу, образу, натяк на недосвідченість людини). На власне морфологічному рівні високий потенціал оцінного значення має низка слів середнього роду: деякі займенники, зокрема особовий займенник *воно*, прикметники й дієприкметники (в тому числі субстантивовані), дієслова минулого часу, авторські неологізми, зменшувально-пестливі форми імен тощо, численні приклади яких можна знайти у згаданій вище монографії [9, С. 130-144].

Не підлягає сумніву аксіологічна маркованість іменників спільного роду, які дослідники «кваліфікують як оцінні слова, що характеризуються негативним відтінком значення і дають якісну оцінку особі за характером її діяльності» [10, С. 169].

Категорія числа найчастіше ретранслює оцінне значення тоді, коли множина вживається замість однини й навпаки. Так, негативного забарвлення висловленому в окремих випадках надає використання множини щодо одиничного предмета. Автори монографії «Мовна гра…» наводять дуже промовистий приклад цього явища із твору М. Куліша «Мина Мазайло»: «Це він [Мокій] тобі памороки ногами та *антропологіями* забив» [9, С. 147]. Відтінок негативного значення в таких випадках з'являється через те, що «множина принижує значимість одиничного об'єкта», і останній позбавляється індивідуальності [9, С. 148].

Оцінне значення властиве таким формам множини, «що співвідносяться з множинністю предметів, проте множинністю неоднорідною («узагальнювальна множинність»)» [9, С. 148]. Вважаємо за доцільне проілюструвати цю тезу прикладами, які наводять автори монографії: «Вимикай ти всі ці *приймачі* (телевізор, магнітофон, транзисторний приймач); …цілий набір цих як їх серцевих. – Усякі-всякі. *Корвалоли* безкінечні» [9, С. 149]. Науковиці зазначають, що за такого вживання категорії множини буває важко визначити, чи справді висловлювання позначене «негативною оцінкою гіперболічного характеру», чи йдеться лише про узагальнення [9, С. 150-151].

Буває, що форма множини вживається замість однини. У такому випадку вона може мати і позитивне, і негативне аксіологічне маркування. Позитивна оцінка виникає тоді, коли форму множини застосовують, звертаючись до однієї людини, щоб висловити повагу. Наприклад, у формі другої особи множини в давнину українці зверталися до батьків (така традиція зберігається й сьогодні в деяких родинах). Навіть тоді, коли про батьків говорили в третій особі, вживали форму множини (*мама ходили, тато кажуть* тощо). Негативну оцінку форма множини, що вживається замість однини, передає тоді, коли людина говорить про когось з удаваною пошаною, якою прикрита зневага, або ж застосовує множину щодо себе, несвідомо підкреслюючи цим власну чванькуватість, задавакуватість або ж свідомо пишаючись собою (найчастіше такий прийом застосовують письменники в художній літературі) [9, С. 152]. Прізвища відомих людей у формі множини можуть підкреслити позитивні чи негативні тенденції, які панують у суспільстві (*Колумби, гітлери* тощо), і відповідну їхню оцінку.

Аксіологічні можливості категорії відмінка, порівняно з родом і числом, незначні. О. Безпояско пояснює це тим, що «кожен відмінковий афікс протиставлений усім іншим тільки формально» [11, С. 9], тому реалізація оцінного значення за допомогою відмінкових форм можлива лише за умови їхнього неправильного вживання, наприклад, під час спроби відмінювання невідмінюваних іменників [9, С. 173].

Оцінні значення морфемного й словотвірного мовних рівнів зазвчиай вивчають у межах граматичного рівня у взаємозв'язку з морфологічними та синтаксичними одиницями, хоч поки що їхні аксіологічні можливості досліджені недостатньо.

Категорія оцінки нерідко реалізується на семантико-синтаксичному рівні, і виражати її можуть різні типи речень, як-от: просте речення, у якому об'єктом оцінки є підмет, а присудок виступає оцінним предикатом; складнопідрядне речення, у якому підрядна частина – це об'єкт оцінки, а оцінним предикатом є головна частина; складносурядне або безсполучникове речення, у якому об'єкт і предикат оцінки синтаксично незалежні; мікротекст, у якому одне або кілька речень репрезентують об'єкт оцінки, а сама оцінка виражається в окремому реченні [12, С. 23]. Крім того, у вербалізації категорії оцінки нерідко беруть участь вставні і вставлені конструкції, звертання, діалогічні репліки, які часто містять емоційно-експресивну оцінку повідомлюваного [13, С. 156]. Як і власне оцінні значення, оцінні речення поділяють на загальнооцінні (оцінка об'єкта в цілому) та частковооцінні (оцінка окремих ознак об'єкта) [14, С. 70]. Залежно від спрямування оцінки виділяють речення, орієнтовані на об'єкт або суб'єкт оцінювання. У конструкціях першого типу оцінюються безпосередньо ознаки адресата, «мовними засобами виражається думка про них мовця» [14, С. 70]. У реченнях другого типу «йдеться не про ознаки об'єкта, а про почуття і стан мовця, викликані адресатом» [14, С. 70]. З огляду на засоби вираження оцінки виокремлюють синтаксичні конструкції з прямою та опосередкованою оцінкою [12, С. 23). Крім того, оцінні речення поділяють на експліцитні та імпліцитні залежно від наявності або відсутності в їхній структурі «онтологічно оцінних одиниць мови» [14, С. 70]. Залежно від характеру мовленнєвого акту оцінка в структурі речення може виражатися семантичним, семантико-прагматичним або прагматичним способом. Два останні застосовуються тоді, коли у висловлюванні більшою чи меншою мірою реалізуються непрямі мовленнєві акти [14, С. 70-72].

Т. Космеда підкреслює, що оцінка є «текстовою категорією і має функціонально-комунікативну спрямованість», а також «створює інтенсіональний контекст, "текст у тексті"» [1, С. 289]. Важливу роль в оцінній характеристиці відіграє компаратив, який зазвичай виявляється в текстових конструкціях, «в яких переважає розмірковування – що краще, що гірше» [7, С. 72). В. Кононенко зазначає, що в таких випадках «позитивна оцінка протиставляється не негативу, а «зниженому» позитиву, що наближується до оцінювання «мінусом», але не зливається з ним; щоправда, і позитив у цьому разі стає дещо послабленим» [7, С. 72]. Мовознавець вважає, що

найкраще роль компаратива у формуванні оцінного значення ілюструють характеристики історичних постатей, особливо, якщо метою досліджень постає виявлення й пояснення суперечностей їхньої поведінки, мотивів різних учинків тощо. Як приклад науковець наводить оцінку В. Липинським Б. Хмельницького: «Великий Гетьман знав краще психологію свого народу, чим його вороги» (краще, але не найкраще) [7, С. 72-73].

В. Кононенко звертає увагу на те, що «в системі аксіологічних тверджень можливі ситуації виділення більш доброго (серед доброго) або більш поганого (серед поганого)» [7, С. 73]. Участь у формуванні оцінки тут найчастіше беруть частки *ще, навіть* тощо. Це можна спостерігати в низці висловлювань, наприклад, у добре відомому прислів'ї: «Одна голова добре, дві – ще краще». Розмірковуючи про роль часток у творенні категорії оцінки, учений зауважує: «За їх участю порівняння сприяє виділенню якихось особливих достоїнств або вад; при цьому відносний характер позитиву і негативу зберігається, але яскравіше підкреслюється перевага одних перед одними, ціннісні орієнтації ускладнюються, виникають відтінки, нюанси оцінювання» [7, С. 73].

В оцінній ситуації можна виокремити суб'єкт, об'єкт, мотиви оцінки, оцінні предикати, засоби оцінки [1, С. 270; 12, С. 21-23). Обов'язковою є наявність об'єкта і засобів оцінки, інші складники можуть мати імпліцитне вираження. Суб'єкт оцінки – це певна особа, група осіб або соціум [1, С. 270]. Суб'єкт «може давати різні оцінки одному й тому ж об'єктові, виражати оцінку не прямо» [1, С. 271). До найважливіших аксіологічних компонентів Т. Космеда відносить оцінний предикат. Загальнооцінними предикатами можуть виступати такі мовні одиниці: «прислівники – ***Добре***, *що ти з нами*; модальні слова і вирази – ***На жаль***, *ти так і не прийшла*; дієслова ментальної діяльності – *думати, вважати*; їх згорнуті аналоги – *по-моєму, по-твоєму*; дієслова відчуття і сприйняття – *здаватися, почувати*» [1, С. 276]. Іноді при емотивному висловлюванні виникає потреба в мотивації оцінки суб'єктом, проте окремі види оцінки, як-от емоційна, гедоністична, її не потребують, «оскільки вони розуміються, а не пояснюються» [1, С. 277-278].

Висновки. Отже, оцінність є важливою лінгвістичною категорією, що реалізується на різних мовних рівнях за допомогою різноманітних мовних одиниць та перебуває у прагматичній площині мови. Лінгвістична аксіологія вивчає особливості втілення й вираження в мові важливих культурних домінант, цінностей і оцінок, їхній вплив на формування комунікативної особистості. Щодо оцінки, то вона є цілісною текстовою категорією, яка відображає ціннісні орієнтації та бере участь у формуванні концептів.

Перспективними в галузі лінгвоаксіології є вивчення впливу оцінних суджень на мовну й концептуальну картини світу, аналіз аксіологічних концептів, дослідження індивідуально-авторських аксіосфер.

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ПОЕТИЧНІ МІНІ ЦИКЛИ У ЗБІРЦІ «ПІСНІ ДОСВІДУ» ВІЛЬЯМА БЛЕЙКА ТА ЇХ ВІДТВОРЕННЯ В УКРАЇНСЬКИХ ПЕРЕКЛАДАХ

Анотація. У статті досліджено особливості поетичних міні-циклів у збірці Вільям Блейк «Пісні досвіду» та специфіку їх відтворення в українських перекладах Валерії Богуславської. Наголошено на актуальності Blake Studies у сучасному українському літературознавстві та окреслено основні напрями вітчизняних і зарубіжних досліджень творчості митця. Проаналізовано концептуальні відмінності між циклами «Пісні невинності» та «Пісні досвіду», які репрезентують еволюцію світоглядної та естетичної системи поета. Особливу увагу приділено внутрішній структурі «Пісень досвіду», де виокремлено міні-цикли як самостійні тематичні комплекси, об'єднані спільними мотивами, образами та символікою.

У центрі дослідження перебуває міні-цикл, присвячений образам квітів і комах, до якого належать вірші «My Pretty Rose Tree», «Ah! Sun-flower!», «The Lilly», «The Sick Rose» та «The Fly». Простежено, як через символіку троянди, лілії, соняха та метелика Блейк розкриває мотиви кохання, ревнощів, руйнації, духовної самопожертви й трагічної минущості людського буття. Визначено, що ці тексти формують окрему смислову єдність у межах збірки та репрезентують філософський протест поета проти жорстокості земної реальності.

У роботі здійснено порівняльний аналіз оригінальних текстів і українських перекладів Валерії Богуславської. Встановлено, що перекладачка активно використовує творчі трансформації, діалектизми, контекстуальні відповідники, зміну синтаксичних конструкцій та ритміки задля відтворення емоційної й символічної насиченості оригіналу. Доведено, що переклад поезії Блейка потребує врахування не лише мовних, а й філософських та композиційних особливостей міні-циклів, які формують цілісну художню систему збірки. Окреслено перспективи подальших досліджень перекладацької рецепції творчості Блейка в українському культурному просторі.

Ключові слова: поезія, література, Вільям Блейк, «Пісні досвіду», поетичний міні-цикл, художній переклад, символізм, українська перекладна література, Валерія Богуславська.

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POETIC MINI-CYCLES IN WILLIAM BLAKE'S *SONGS OF EXPERIENCE* AND THEIR REPRODUCTION IN UKRAINIAN TRANSLATIONS

Abstract. The article examines the peculiarities of poetic mini-cycles in William Blake's collection Songs of Experience and the specific features of their reproduction in the Ukrainian translations by Valeriia Bohuslavska. The study emphasizes the relevance of Blake Studies in contemporary Ukrainian literary criticism and outlines the main directions of both domestic and foreign research devoted to the poet's works. The conceptual differences between the cycles Songs of Innocence and Songs of Experience are analyzed as representations of the evolution of Blake's philosophical and aesthetic system. Particular attention is paid to the internal structure of Songs of Experience, in which mini-cycles are distinguished as independent thematic complexes united by common motifs, images, and symbolism.The focus of the research is a mini-cycle devoted to the images of flowers and insects, including the poems "My Pretty Rose Tree," "Ah! Sun-flower!," "The Lilly," "The Sick Rose," and "The Fly." The paper traces how Blake employs the symbolism of the rose, lily, sunflower, and butterfly to reveal motifs of love, jealousy, destruction, spiritual self-sacrifice, and the tragic transience of human existence. It is determined that these texts form a separate semantic unity within the collection and represent the poet's philosophical protest against the cruelty of earthly reality.The article provides a comparative analysis of the original poems and their Ukrainian translations by Valeriia Bohuslavska. It is established that the translator actively employs creative transformations, dialectisms, contextual equivalents, and changes in syntactic structures and rhythm in order to reproduce the emotional and symbolic richness of the originals. The study proves that translating Blake's poetry requires consideration not only of linguistic aspects but also of the philosophical and compositional features of the mini-cycles that shape the integral artistic system of the collection. The paper also outlines the prospects for further research into the translation reception of Blake's works in the Ukrainian cultural space.

Key words: poetry, literature, William Blake, Songs of Experience, poetic mini-cycle, literary translation, symbolism, Ukrainian translated literature, Valeriia Bohuslavska.

Творчість Вільяма Блейка, англійського поета-філософа, гравера та художника є невичерпним джерелом для студій різного спрямування. Знаний широко за кордоном, митець дуже спорадично появляється в українському науково-дослідному континуумі. Не можна сказати, що доробок поета тотально ігнорується - в літературно-критичному просторі з кінця XX ст. пробиваються наукові розвідки, які стають поступово платформою для формування Blake Studies в Україні. Уваги заслуговують доробки Д. Дроздовського В. Кейса, І.Широкової. Закордонна спільнота «блейкістів» вагоміша – перелік всіх дослідників об'ємний та з огляду на заявлену тему, наголошуємо, що сьогодні у зарубіжному літературознавстві спостерігаються дуже неординарні підходи до творчості Блейка, які виражені у різних доробках, представлених різними науковцями. З новіших вартими уваги є праця А. Вайтгед, де здійснено аналіз невідомих досі листів поета [1], в руслі нашої теми цікавими є роботи Р. Аткінсон, до розглядаються елементи буддистської філософії в творчості поета [2]. Н. Білінгслі – описує предвісницькі ідеї Блейка [3], Р. Давідсон – розвідка компаративного характеру у якій опрацьовуються типологічні риси В. Блейка та В.Вітмена [4], спільна робота С. Ерл та М. Пейл присвячена рецепції Вільяма Блейка у Європі [5], Фрідман в свою чергу зосереджується на рецепції митця у американському літературному просторі [6] та багато інших зарубіжних авторів, аналіз робіт яких, відобразиться в окремому дослідженні.

Любителів англійської поезії, безумовно, потішив вихід збірки перекладних поезій В.Блейка у виконанні Валерії Богуславської котра представила українському читачу збірку «Предковічне», куди ввійшло майже 250 творів.

«Пісні невинності» та «Пісні досвіду» розглядаються як окремі цикли, написані в різні періоди життя поета та відображають систему його філософських та естетичних поглядів на момент їх творення. «Пісні Невинності» являли собою філософську систему Блейка (якою вона була на час їхнього створення), коли він твердо дотримувався біблійних уявлень, і його книга – «свого роду гімн справедливому та милосердному християнському Богу, що постійно дбає про дітей своїх та страждає поруч з ними, щоби наставити їх на шлях істинний». Характерними для збірки є двоплановість кожного з віршів, що підтвердрджує прихильність поета до ідей Сведенборга, а саме – про співвіднесення земного та небесного світів:

якщо з зовнішнього боку це цикл прозорих за змістом віршів, побудованих на образах, зрозумілих і дитині, то з внутрішнього – це надзвичайно глибокодумні вірші з розгалуженою системою багатозначних символів. «Пісні Невинності» демонструють світлу, сонячну, безневинну сторону існування й таку ж радісну, усміхнену реакцію на неї людини. Це по-дитячому безгрішний, наївний, сповнений оптимізму, щирий, відкритий світ природи і юних істот в ньому, відтак і мова, і структура є простими і зрозумілими, схожими на дитячі віршики із «прозорими» образами, не обтяжені складними синтаксичними одиницями чи зарозумілою лексикою. Проте за зовнішньою простотою форми тут «ховаються плоди болісних духовних пошуків поета-філософа».

У «Піснях Досвіду» ця концепція виглядає «натуралістичною», і центром для поета стає саме земна реальність, яка викликає такий палкий протест. У збірці відчувається усвідомлення жорсткої та несправедливої реальності, в якій перебуває людина, яка створена для радості, але перебуває під тягарем свого буття. В критичній думці склалася загальна тенденція розглядати «Пісні досвіду» як «сплавлений», єдиний блок, проте при ретельнішому занурюванні ці «Пісні» можна поділити на серію міні циклів, пов’язаних в межах однієї збірки. І якщо у Блейківських студіях в українському культурно-освітньому просторі є два варіанти, а саме - дослідницький та перекладацький, то перекладач має враховувати і цю особливість.

Міні-цикли це невеликі поетичні підбірки (зазвичай по 2-5 віршів), об'єднані спільною темою, образом, наріжним мотивом або наскрізним сюжетом, які виступають як самостійні структурні одиниці всередині однієї ширшої авторської збірки. Вони дозволяють авторам поглибити фокус на певній проблематиці.

Такий феномен є у Шарля Бодлера, «Квіти зла»: збірка складається з макроциклів, проте всередині деяких із них поет вибудовує компактні тематичні мініцикли (наприклад, низка віршів, присвячених Жанні Дюваль: «Лет», «Волосся», «Змія танцює»). В українській літературі тенденція до міні-циклів прослідковується у Івана Франка – міні цикли у збірці «Зів'яле листя», Богдана-Ігоря Антонича – мініцикли про Львів, Лесі Українки - цикл «Сім струн» тощо. Такий поділ в межах однієї збірки дає можливість читачу глибше проникнутися ідеєю твору, зрозуміти авторський посил, його відношення.

З цього погляду у рамках «Пісень досвіду» варто приділити особливу увагу міні-циклу , присвяченому мініатюрним і прекрасним проявам вітальності, які були улюбленими об’єктами зображення в рокайльно-сентименталістській поезії. Це вірші «My pretty rose tree» («Мій прекрасний

рожевий кущ), «Ah! Sun-flower!» («О! Соняшнику!»), «The Lilly» («Лілія»), «The sick Rose» («Змарніла Троянда») та «The Fly» («Метелик»).

Три вірші про квітки мають автобіографічну основу, й були надруковані разом з гравюрами автора на одній пластині. У цьому міні-циклі розгорнуто ідею абсурдності й приреченості найбільш світлого й людяного почуття любові. Втілення в сферу флори суто людських почуттів не тільки не «олюднює» й не підносить Природу, а, навпаки, робить людину її частиною, прирікаючи на томління сліпої пристрасті, розчарування й нерозуміння: тут діє жорстокий і абсурдний закон загальної невірності й зради.

У вірші ««My pretty rose tree» Поет відкидає любов невідомої Квітки, бо закоханий лише в Троянду, але отримує від останньої замість любовної винагороди лише колючі ревнощі:

A flower was offerd to me:
Such a flower as May never bore.
But I said I've a Pretty Rose-tree,
And I passed the sweet flower o'er.
Then I went to me Pretty Rose-tree:
To tend her by day and by night.
But my Rose turnd away with jealousy:
And her thorns were my only delight.
[7 , 264]

В. Богуславська пропонує своє українське бачення: «Мій малий ружовий кущ»

Квітка прагне до рук моїх –
Кращих травень повік не зроджував,
Але в мене є ружа гожа,
Й оминути спокусу я зміг.

Ружу квапивсь навідати я,
Ту, якій день і ніч належу я.
Та ревнивиця ружа моя,
То й самі шпичаки одержую.
[7, 58]

Творча компонента відчувається уже у заголовку вірша замість гарненький *pretty* – малий, замість *rose* трояндовий – авторка використовує діалектичний прикметник *ружовий*, що може розглядатися як контекстуальний еквівалент застарілого *offerd*, та замість дерева перекладачка обирає кущ – саме так демонструється творче бачення та поетична інтерпретація. Уникає вона й точного відтворення видо-часової форми, не використовуючи пасивний стан. Лише зітхання співчуття викликає у поета юнак, асоційований з Соняшником, з вірша «Ah! Sun-flower!», який прагне у «time, Who countest the steps of the Sun» («час, де завжди крокує Сонце» –

міфічний край вірної любові); адже настане пора, коли Юність змарніє і втратить бажання, а бліда Діва покриється сніжним саваном:

Ah Sun-flower! weary of time,
Who countest the steps of the Sun:
Seeking after that sweet golden clime,
Where the travellers journey is done.
Where the Youth pined away with desire,
And the pale Virgin shrouded in snow:
Arise from their graves and aspire,
Where my Sun-flower wishes to go. [7, 264]

В українській версії бачимо наступне:

О,Соняху!
О,Соняху! Часом наморений
Рахівничий сонячних кроків,
Шукач золотого пракореня,
Мети мандрівного неспокою, –

Де виходять з могил незаймані
Діви горді, а поряд – юначі
Від жаги кволі постаті. «Дай мені,-
Кажеш, – край той самому побачити»
[7 , 58]

Перекладачка опрацювавши складний, метафоричний матеріал, пропонує своє прочитання Блейківського посилу. У відтворенні першого рядка є чіткий еквівалент – і звернення в окличній формі до соняха та його опис, з другого рядка *Who countest the steps of the Sun.* – який відсилає нас до «Метаморфоз» Овідія, де німфа Клітія, яка відкинула кохання бога сонця Гіперіона, була перетворена в покарання у квітку, що протягом дня повертала голову за сонцем, перекладачка використовує дієприкметник, а *sweet golden clime* – місце, символізує ідеалізоване, вічне місце спочинку – як рай, Едем або досконалий стан існування, вдало обіграла слово-сполученням *золотого пракореня,* що відносить читача до первісної основи, найдавнішого джерела. У другій строфі для підсилення ідеї застосована пряма мова, що вказує на широку амплітуду засобів перекладацької техніки. Образи молодих юнаків та дівчат, що виходять з могил, постають у читацькій уяві страшними та реалістичними, котрі у своєму прагненні досягнути до фінального поступу соняха, де завершується його земна подорож, викликають моторошні відчуття як при читанні оригіналу, так і перекладу.

І, нарешті, у вірші «The Lilly» висловлено гіркий скепсис щодо таких наївних, традиційних для християнського церковного мистецтва алегорій краси й сумирності, як Троянда та Агнець, які в реальності є цілком агресивні – колючі («puts forth a thorn») та бодливі («threatening horn»):

The modest Rose puts forth a thorn:
The humble Sheep, a threatening horn. [7, 264]

В троянди тендітної зброя –шипи.
В барана є роги – тож не підступи. [7, 58]

Їм протиставлено втілену в образі Лілії відкриту, зрілу любов, яка нічим не погрожує й справді втішає, бо вже цілком позбавлена егоїзму:

While the Lilly white, shall in Love delight,
Nor a thorn nor a threat stain her beauty bright.[7, 264]

А в лілії – шат білизна бездоганна,
І вся вона – самопожертва кохання.
[7, 58]

Перекладацька версія тотально відходить від синтаксичного формату оригіналу. В українському варіанті майже відсутні дієслова, весь корпус вірша в перекладі побудований на рясному використанні іменників та прикметників, проте питома вага ідеї передана у повному обсязі.

Вочевидь, що тут Блейк виходить не лише з досвіду власного серця, а й з християнської традиції критичного погляду на жагучу пристрасть як щось химерне й демонічне. Водночас саме безвихідь і приреченість любовного томління породжує й гнів, розчарування та протест проти Творця (останнє також було особисто пережитим досвідом: у цей період Блейк захоплювався постаттю сатани-богоборця).

До цього тематично цілісного триптиху органічно долучаються вірші про зачахлу Троянду («The sick Rose») та Метелика, який щасливий лише доки кружляє над квіткою («The Fly»). Тут розвинуто мотив тимчасовості любовного цвітіння, кінець якого символізує наближення невідворотного панування смерті.

В образі зів'ялої Троянди акцентовано мотив руйнації, гниття, занепаду. Непомітний хробак («invisible worm»), втілення сумнівів та тяжіння до деструкції, який відчуває до прекрасної квітки «dark secret love» (морочне таємне кохання»), підточив її цвітіння:

O Rose thou art sick.
The invisible worm,
That flies in the night
In the howling storm;

Has found out thy bed
Of crimson joy:
And his dark secret love
Does thy life destroy. [7, 264]

Недужа ружа
О ружо. Кепський твій талан!
Хробак невидний, гострий ніс,

Тебе гнітить. Злий ураган,
Його вночі сюди приніс.

У малинове ложе сну
Вкладає, сласних справ знавець,
Любов таємну, навісну. –
Й тебе зведе він нанівець. [7, 58]

Й тут В.Богуславська в заголовку використовує *ружа*. А замість *sick* – *недужа.* «*Недужа ружа*» – саме прочитання назви формує ритмічну словосполуку, яка може й напочатку налаштовує на веселий лад, та меседж, поданий у строфах зовсім інший – така гра словами, на нашу думку, доповнює філософію самого Блейка.

Не виключено, що пафос цього твору полягає не лише у співчутті загубленій Троянді, а й у «зрозумінні» *Хробака, який майорить у безодні*, – образ, що йде від Данте й символізує диявола. В української перекладачки він *гнітить* і є *сласних справ знавець* – надзвичайно влучний опис, обрамлений в еротичний контекст: сласний – схильний до надмірної почуттєвої насолоди; хтивий.

Вірш «The Fly» є одним з найпопулярнішим. У В. Богуславської назва «Комаха». Проте у XXVIII «fly» англійською – це не лише «муха», а будь-яка дво- або багато крила комаха, що літає і має яскраве забарвлення, то й і назва вірша перекладається по-різному: «Муха», «Мушка», «Комаха». Дж. Кінс пише: «В коротких, трепетних рядках цього вірша Блейк імітує політ комашки, яка метається із боку в бік» [4]. Впадає в око і наявність великої кількості слів із диграфом th, що створює фонему /θ/ , яка не має аналогу чи схожості в українській мові, які на думку певних дослідників, імітують дзижчання комахи чи мухи, то такий переклад назви вірша є цілком оправданим. Проте, зважаючи на філософську амплітуду В.Блейка та його прив'язаність до рокайльно-барокової традиції, то і назва «Метелик» теж відповідає оригіналу і має право на існування – інші джерела вказують на існування гравюри до цього вірша, яка зображає дерево, з якого облетіло все листя, білого метелика та фігури людей на фоні темного неба.

У «Метелику» поетизується не лише «прекрасна мить» кружляння над квіткою любові, а й сатанинська втіха від того, що політ закоханого Метелика безжально обриває людська рука ззовні:

Little Fly
Thy summers play,
My thoughtless hand
Has brush'd away.[7, 266]

Комахо, грай

Із літом ти.
Змету – і край?
Ні, геть лети. [7 , 58]

Але, в свою чергу, хіба ж не тій само долі підлягає й людина, яка, навіть усвідомлюючи трагізм ситуації, усе ж таки охоче привласнює собі владу над чужим життям і щастям?

Am not I
A fly like thee?
Or art not thou
A man like me? [7, 266]

Я б зміг незле,
Як ти, увись?
Людині злет
Чом не скорився? [7, 58]

Цікаві міркування над цим віршем містяться в одному із західних досліджень – а саме у Джона Біра. Тут проводиться аналогія між даним твором та віршем Грея «Ода весні», і зазначається, що, на відміну від достатньо простого й очікуваного смислу вірша Грея, у Блейка ми знаходимо дивну й неочікувану переміну теми. Дослідник цілком слушно стверджує, що за своєю мораллю вірш Блейка скоріше нагадує рядки «Короля Ліра» про те, що всі ми є іграшками для богів, які розважаються нашою смертю [8, 21-22].

Очевидний взаємозв'язок мушки і людини як творінь Божих у всесвіті, які обоє смертні, прослідковується у другій строфі і виражається двома питаннями, які відтворені в української перекладачки. Детальний аналіз даного вірша поданий у нашій попередній розвідці.

Отож, можна констатувати, що навіть у межах однієї збірки, яка тематично спрямована в одному керунку, замість монолітного поетичного «сплаву», можна виокремити міні цикли, які утворюють внутрішню систему та мають свій оригінальний підтекст та несуть філософське навантаження, що має бути обов'язково врахованим при перекладі.

Абсолютного еквіваленту в трансляції поезії навряд чи комусь вдається досягнути – лексичний корпус, структура, ритміка, синтаксис разом вибудовують цілісний механізм, який пробуджує в поціновувача літератури емоції, що впливають на формування його культурного смаку. Завдання перекладеної літератури – звернення до оригіналу, долучення то автентичності, бо Вільям Блейк на захист свого каталогу заявив: «No one can finish so high as the author himself» – Лише автор знає, де сонце найкраще сяє (*переклад наш*).

Збірки, поеми, епіграми – корпус літературної спадщини великого англійського поета, який чекає на подальші опрацювання.

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ВІДТВОРЕННЯ ГЕНДЕРНО МАРКОВАНОЇ ЛЕКСИКИ В ПЕРЕКЛАДІ ПУБЛІЦИСТИЧНОГО ДИСКУРСУ

Анотація. У статті доведено, що гендерні стереотипи в сучасному суспільстві зазнають значних змін. Відчутна трансформація стосується, зокрема, стереотипів, пов'язаних із фемінністю. Традиційно жінкам приписувалися якості ласкавості, пасивності та залежності. Однак сучасний образ жінки, сформований, наприклад, в дискурсі глянцевих журналів, презентується інакше: вона постає як розумна, енергійна та ініціативна особистість, що включає риси, традиційно асоційовані з маскулінністю. Аналогічну трансформацію зазнає й стереотип маскулінності. Аналіз текстів українськомовних та англомовних глянсових журналів демонструє, що формування гендерно маркованих мовних одиниць у рамках сучасних моделей маскулінності та фемінності здебільшого продовжує відтворювати традиційні гендерні уявлення в українському соціокультурному контексті. Водночас презентоване в даній роботі дослідження вказує лише на окремі тенденції у визначеній проблематиці та потребує подальшого детального аналізу. Розглянуто гендерно марковані одиниці, представлені в номінативній системі мови. Одним із головних лінгвістичних прийомів, зафіксованих у дискурсі глянцевих видань, є використання гендерного маркера як відображення статевої приналежності у номінативній та семантичній структурах мови. Спираючись на думку вчених, гендерний

маркер можна визначити як сукупність засобів, що беруть участь у конструюванні гендеру в тексті. Ба більше, він позначає номінативну систему різних мов, яка апробує концепти «мужності» і «жіночності» не лише по-різному, але й зі специфічним значеннєвим навантаженням. Зроблено висновок, що українській та англійській мовах гендерний маркер реалізується через такі номінативні системи: іменники, субстантивовані прикметники, а також різноманітні словосполучення іменника з прикметником. Проаналізувавши корпус текстів з ґендерно-маркованою лексикою, відзначено, що певні слова та фрази асоціюються з тією чи іншою статтю.

Ключові слова: ґендер, ґендерні стереотипи, публіцистичний дискурс, журналістський текст, стилістика, ґендерно-маркована лексика.

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REPRODUCTION OF GENDER-MARKED VOCABULA IN TRANSLATION OF PUBLICIST DISCOURSE

Abstract. The article proves that gender stereotypes in modern society are undergoing significant changes. A noticeable transformation concerns, in particular, stereotypes related to femininity. Traditionally, women were attributed the qualities of gentleness, passivity and dependence. However, the modern image of a woman, formed, for example, in the discourse of glossy magazines, is presented differently: she appears as an intelligent, energetic and proactive personality, which includes traits traditionally associated with masculinity. The stereotype of masculinity is also undergoing a similar transformation. An analysis of the texts of Ukrainian-language and English-language glossy magazines demonstrates that the formation of gender-marked language units within the

framework of modern models of masculinity and femininity for the most part continues to reproduce traditional gender representations in the Ukrainian socio-cultural context. At the same time, the research presented in this work indicates only individual trends in the identified issues and requires further detailed analysis. Gender-marked units presented in the nominative system of the language are considered. One of the main linguistic techniques recorded in the discourse of glossy publications is the use of a gender marker as a reflection of gender in the nominative and semantic structures of the language. Based on the opinion of scientists, a gender marker can be defined as a set of means that participate in the construction of gender in the text. Moreover, it denotes the nominative system of different languages, which approves the concepts of "masculinity" and "femininity" not only differently, but also with a specific semantic load. It is concluded that in Ukrainian and English the gender marker is implemented through the following nominative systems: nouns, substantivized adjectives, as well as various combinations of nouns with adjectives. After analyzing the corpus of texts with gender-marked vocabulary, it was noted that certain words and phrases are associated with one gender or another.

Keywords: gender, gender stereotypes, journalistic discourse, journalistic text, stylistics, gender-marked vocabulary.

Постановка проблеми. Актуальність дослідження обумовлена тим, що в другій половині XX століття наука приділяє особливу увагу дослідженню мови та статі, що дозволяє говорити про новий напрямок у мовознавстві – ґендерну лінгвістику. Засобам масової інформації (ЗМІ) належить провідна роль процесі змін у соціально-культурних відносинах сучасного суспільства. При всьому різноманітті різних тематик як зарубіжних, і вітчизняних видань значна частина журнальних текстів як жанрів публіцистики представляє гендерно орієнтовані дискурсивні утворення, які визначають рольові позиції учасників спілкування. Особливе місце серед них займає глянсовий журнальний дискурс, що відображає рекламний, інформаційно-розважальний та освітній характер, а також представляє персональні судження під загальноприйняті норми. Автори зазначених журналів намагаються показати життя чоловіків та жінок у суспільстві з різних тематичних зон: зовнішність, стиль одягу; емоційна сторона та особливості норм поведінки; кар'єрне зростання; ставлення до шлюбу; дружба; сімейні стосунки; спосіб життя. Також, нарівні з поширенням гендерних досліджень у мовознавстві, популярність набуває дискурс як теоретичний статус. Багато вчених у своїх працях дають трактування даного поняття, яке зводиться до загального визначення дискурсу як «мова», «текст», «діалог», «стиль».

Мета дискурсу глянцевих журналів - формування у читача прагнення до образу і стилю, характерного для «гламурного» стилю життя. В Україні серед глянцевих журналів у категорії гендерних першими були жіночі, а дискурс чоловічого глянцю виступав як наслідування жіночого. До мовного конструювання категорій гендерних ролей у дискурсі українських журналів, що мають конкретні цілі та завдання, відносяться лінгвістичні прийоми, що містять:

- найменування особи;
- ад'єктивну лексику;
- займенники;
- дієслівні форми;
- синтаксичні конструкції;
- уявлення про чоловічу та жіночу мову на лексичному та синтаксичному рівнях;
- використання семантичних категорій модальності та емотивності.

Глянцевий журнал став невід'ємною частиною сучасного життя, будучи ілюстрованим періодичним друкованим виданням високого поліграфічної якості та найрізноманітнішої тематики, так звані «гламурні» стандарти життя, де поняття «глянець» і «гламур» виступають як взаємозамінні. Тут отримують більш-менш повне уявлення. про стиль життя тієї соціальної групи, до якої належать або хочуть належати їхні читачки, вбираючи її стиль життя, спосіб мислення, способи комунікації та мову.

Особливу роль у глянцевому журналі відіграє ілюстрація, візуальний код, що вибудовує систему символічних цінностей: естетичних, моральних, соціальних, ґендерних та інших, присвячених найчастіше моді, покупкам, відпочинку, здоровому способу життя, кар'єрі, захопленням і відносинам, де можна дізнатися про найяскравіші та найцікавіші події світського життя, кінопрем'єри, модні покази, вручення премій у різних сферах – все те, що привертає увагу зірок, є цікавим, на думку творців, та аудиторії. Реклама є основним доходом таких журналів. Інформації, так чи інакше, є рекламним матеріалом, перетворюючи весь журнал у своєрідний рекламний каталог споживчих товарів, де вся рекламна продукція - це світ розкоші.

Аналіз останніх досліджень і публікацій. Дослідженнями підтверджено, що у суспільстві гендерні стереотипи змінюються. Змінився стереотип фемінності. Традиційно жінка має бути ласкавою, пасивною та залежною, а портрет, запропонований у глянцевих журналах, інший. Жінці треба бути розумною, енергійною, заповзятливою, тобто володіти чоловічими якостями. Змінився стереотип маскулінності. Традиційно до нього входили фізична сила, придушення ніжності, функціональне ставлення до жінки і одночасно нестримність у виразі гніву та пристрасті.

Інтелект цінується вище за фізичну силу, водночас допускається прояв душевної тонкощі. Внаслідок спільної трудової діяльності від ієрархічного співпідпорядкування до рівності, відбувається ламання традиційної статевої стратифікації, змінюються культурні стереотипи маскулінності-фемінінності [1], [2]. Аналіз україномовного та англомовного дискурсу глянсових журналів показує, що конструювання гендерно маркованих одиниць сучасних моделей маскулінності та фемінності у номінативній системі мови відбиває традиційні тендерні уявлення українського суспільства. Дане дослідження лише намічає деякі тенденції у розглянутій проблемі. Надалі вони вимагають детальнішої розробки. Розглянемо докладніше гендерно-марковані одиниці у номінативній системі мови. Як основний лінгвістичний прийом у дискурсі глянсових журналів використовується гендерний маркер як відображення статі в номінативній та семантичній системах мови. За науковцями визначаємо ґендерний маркер як «засоби, що беруть участь у конструюванні ґендера в тексті», а також як «номінативну систему різних мов, яка неоднаково маніфестує концепти «мужність» і «жіночність» і надає їм неоднакове значення» [4]. В українській та англійській мовах ґендерний маркер представляє такі номінативні системи: іменники, субстантивовані прикметники, словосполучення іменників із прикметниками [3].

Мета статті – дослідити особливості та стратегії відтворення гендерно маркованої лексики в англійсько-українському перекладі публіцистичного дискурсу.

Виклад основного матеріалу. Аналіз гендерної лексики у публіцистичному дискурсі може дати цінну інформацію про те, як мову використовують для посилення гендерних стереотипів. Однак для проведення такого аналізу необхідно скласти корпус релевантних текстів, що точно представляють мову, що використовується в публіцистичному дискурсі. У дослідженні буде розглянуто процес складання корпусу для аналізу гендерно-маркованої лексики у публіцистичному дискурсі, кроки, необхідні для складання репрезентативного корпусу, а також, безпосередньо, складання корпусу для подальшого перекладацького аналізу [1], [2].

Текстові одиниці з корпусу для аналізу гендерної лексики англомовних публіцистичних текстів, пов’язаних із косметикою, повинні відповідати ряду вимог, до яких відносимо:

• Релевантність: текстові одиниці повинні мати стосунок до досліджуваного питання дослідження, а це означає, що вони повинні містити гендерно-марковану лексику, що належить до публіцистичного дискурсу.

• Різноманітність: корпус повинен включати різноманітні текстові блоки.

• Узгодженість: текстові одиниці повинні відповідати мові та стилістичним особливостям публіцистики.

• Необхідний обсяг вибірки: корпус має включати достатній розмір вибірки текстових одиниць для результатів були репрезентативними та статистично значущими [5], [6].

Аналіз гендерно-маркованої лексики у публіцистичних текстах та стратегій їх перекладу або адаптації українською мовою важливий з кількох причин. По-перше, такий аналіз може дати уявлення про те, як гендерні стереотипи можуть зміцнитися за допомогою мови, і як можна використовувати мову для просування більш інклюзивного та рівноправного підходу.

По-друге, аналізуючи таку лексику та визначаючи ефективні стратегії перекладу або адаптації, можна сприяти просуванню міжкультурного взаєморозуміння та ефективної міжмовної комунікації. Зрештою, таке дослідження може розкрити складність використання мови в публіцистиці, і навіть те що, як мову формує соціальні і сприйняття [7], [8].

Важливо відзначити, що в цьому дослідженні за основу ми взяли класичну класифікацію перекладацьких трансформацій. Далі розберемо приклади з ґендерно маркованою лексикою на кожен ґендер.

(1) Our new leather production line is conducive to modern woman who wants to feel confident and radiant. /

(2) Наша нова лінія продуктів по догляду за шкірою ідеально підійде сучасній жінці, яка хоче почуватися впевненою та сяючою.

У цьому прикладі можна побачити три випадки використання гендерно- маркованої лексики. Розберемо кожен випадок, звертаючись до тлумачних словників. Кембриджський словник англійської (Cambridge Advanced Learner's Dictionary) дає таке визначення слову «modern» – «relating to the present time and not to the past» (що стосується теперішнього часу, а не минулого). У тлумачному словнику української можна знайти наступне визначення прикметника «сучасний»: «що стосується сьогодення, нашої ери».

Тут варто зазначити, що використання прикметника належить до зміни ґендерного стереотипа. Говорячи конкретніше, зараз жінки стали очолювати великі компанії, як чоловіки, стають впевнені та мужні.

Наступне слово «confident»: англійський словник (далі АС) подає як: «certain about your ability to do things well»; український словник (далі УС): «впевнений – той, що не сумнівається у своїх силах, у своїх можливостях тощо». Останнє слово з цього прикладу, яке можна розглядати в рамках гендерно- маркованих одиниць, це «radiant».

АС: «showing that you are very happy»;

УС: «Наповнений радістю, щастям; що висловлює своїм виглядом цей стан».

Таким чином, можна зробити висновок, що в даному конкретному разі слова «confident» (впевнена), «modern woman» (сучасна жінка) та «radiant» (сяюча) мають гендерне маркування, оскільки вони пов'язані з якостями, які зазвичай асоціюються із жінками. Уся лексика була збережена під час перекладу і була передана дослівно.

Розберемо ще один текст, але з використанням чоловічих гендерних стереотипів:

(1) Our grooming essentials provide a complete and easy-to-use skincare routine for the modern man.

(2)Наші основні продукти для чоловічого догляду за собою надають повний і простий догляд шкіри для сучасного чоловіка.

АС: easy-to-use – straightforward and simple to use; skincare routine – the steps you take to care for your skin regularly; modern (див. приклад 1).

УС: простий - нескладний, неважкий, легко доступний для розуміння, виконання, дозволи тощо; догляд за шкірою – щоденна сукупність доглядових заходів, спрямованих на очищення, харчування, зволоження шкіри.

Означені два випадки представляють слово «easy-to-use» (простий) у контексті про догляд за собою, а також опущення слова «routine» в українському варіанті.

Використання слова «easy-to-use» (простий) припускає, що чоловіки не часто проводять будь-які процедури догляду за своєю шкірою, а значить процес використання косметичного засобу має бути простим у використанні. Українською мовою цей прикметник був перекладений за допомогою перекладацького прийому генералізації, оскільки «easy-to-use» (досл. простий у використанні) має більш конкретні відтінки значення на відміну від загального прикметника «простий».

Щодо слова «routine», яке було перекладено за допомогою прийому опущення при перекладі українською мовою, можна підтвердити стереотип про те, що чоловіки щоденно не використовують доглядові засоби для шкіри.

Останнє словосполучення «modern man» було перекладено буквально як «сучасний чоловік», тим самим перекладач зберіг і передав значення гендерно- маркованої лексики.

(1) Give your man gift of smooth and youthful-looking skin with our Men's grooming essentials.

(2) Подаруйте своєму чоловікові гладку і молоду шкіру з нашими основними продуктами для чоловічого догляду.

Проаналізуємо фразу «Give your man the gift» (досл. подаруйте своєму чоловікові подарунок). Тобто відбувається маніпуляція жіночою аудиторією чоловічої. Ця частина тексту вказує на стереотип про те, що жінці необхідно дбати про оточуючих, у тому числі брати на себе відповідальність за купівлю доглядових засобів для «свого чоловіка».

Ця фраза була перекладена за допомогою перекладацького прийому опущення, оскільки в українському варіанті було опущено слово «gift» з метою уникнення тавтології. Розберемо ще один випадок гендерно-маркованої лексики у даному прикладі.

AC: grooming – the practice of keeping a neat and tidy appearance.

УС: догляд - доглядати; обслуговування, турбота про будь-кого або чим-небудь.

У цьому випадку можна простежити перекладацьку трансформацію генералізації, оскільки в українського слова «догляд» немає дефініцій, що вказують на охайність або доглянуту зовнішність, як у випадку з англійське слово «grooming».

(3) Strong men choose Old Spice.

(4) Сильні чоловіки обирають Old Spice.

AC: Strong – a strong person or animal is physically powerful.

УС: сильний - той, хто володіє великою фізичною силою.

У цьому тексті зміцнюється стереотип у тому, що сильні чоловіки використовують продукцію Old Spice. Це означає, що використання Old Spice є символом мужності та сили, що може сподобатися деяким чоловікам, які цінують ці якості. Гендерний стереотип був повністю переданий українською мовою і перекладено дослівно.

(5) Strong enough for a man, made for a woman.

Тут можна побачити ще один приклад зі словом «strong», який перекладається як «сильний», що зміцнює стереотип про те, що жінки повинні використовувати продукти, спеціально розроблені для того, щоб вони відчували себе сильними, при цьому проводячи паралель з чоловіком як проявом міксу стереотипів у використанні прикметника «сильний».

З цього можна дійти невтішного висновку, що соціальна роль жінок змінюється у наше час, а гендерні стереотипи слабшають. Гендерно-маркована лексика була дослівно передана українською мовою.

(5) Indulge in our premium fragrances for women that exude sophistication and elegance.

(6) Пориньте в аромат наших преміум парфумів для жінок, які випромінюють вишуканість та елегантність.

Sophistication – having, revealing, або involving a great deal of worldly experience and knowledge of fashion and culture; elegance – the quality of being stylish or attractive in appearance or behaviour.

Вишуканість – це особлива елегантність манер, вміння звернути на себе увагу; елегантність - етико-естетична категорія, що виражає цивілізовану красу з консервативним відсиланням до класики XVIII-XIX століття.

З погляду ґендерних стереотипів, цей текст зміцнює ідею про те, що жінки повинні цінувати вишуканість та елегантність при виборі свого особистого аромату. Використання фрази «for women» (для жінок) має на увазі, що продукт призначений тільки для жінок, що зміцнює стереотип про тому, що жінки є основними споживачами парфумерної продукції. Крім того, описи «вишуканості» та «елегантності» можна використати як посилення традиційних гендерних ролей, оскільки вони є якостями, які часто асоціюються з жіночністю і можуть використовуватися для обмеження жінок з певними соціальними очікуваннями.

(7) our shaving products are for people to provide pleasant and comfortable shave, leaving skin feeling soft and refreshed.

(8) Наші засоби для гоління чоловіків забезпечують гладке та комфортне гоління, роблячи шкіру м’якою та освіженою.

AC: comfortable – providing physical ease and relaxation; shave – to cut hair off your face or body; soft – not hard, and easy to press; refreshed – having regained strength or energy.

УС: комфортний – такий, який сприятливо відбивається на самопочутті, завдає приємного відчуття; гоління – один із способів видалення волосся чи депіляції; м’який - приємний на дотик; освіжений – оновлений.

Загалом дефініція всіх слів збігається, проте єдина невелика різниця полягає в тому, що англійське визначення підкреслює фізичну легкість та розслаблення, а українське визначення наголошує на приємних відчуттях від продукту. Що стосується ґендерних стереотипів, ця зазначений текст зміцнює ідею про те, що гоління - чоловіче заняття і що чоловіки повинні віддавати перевагу фізичному комфорту та функціональності, а не естетики. Мова, яка використовується в проаналізованому тексті, проста та підкреслює практичні переваги продукту, такі як гладке і комфортне гоління, а не будь-яку розкіш чи задоволення. Це зміцнює стереотип про те, що чоловіки більше дбають про практичність та функціональність у своїх процедурах догляду за собою. Уся гендерно-маркована лексика була перекладена дослівно і повністю передана мовою перекладу.

(9) our grooming tools are designed for precision and performance, ensuring a perfectly groomed look every time.

(10) Наш інструментарій для чоловічого догляду створений для точності та продуктивності, завжди забезпечуючи ідеально доглянутий вигляд.

AC: precision – the quality of being very exact and accurate; performance – action or process performing a task or function.

УС: точність – ступінь істинної відповідності чому-небудь; продуктивність – показник, що характеризує результативність праці. У зазначеному випадку як англійські, так і українські визначення зосереджені на функціональних перевагах продукту, підкреслюючи точність та продуктивність. Зазначений текст зміцнює стереотип про те, що догляд за собою важливий для чоловіків, але тільки в тій мірі, як вони сприяють бездоганному професійному зовнішньому вигляду. Мова, що використовується в зазначеному тексті, підкреслює точність, продуктивність у процесі досягнення ідеального зовнішнього вигляду (perfectly groomed look).

У процесі перекладу всі складові ґендерно-маркованої лексики були передані дослівно. Тут також слід дати декілька коментарів щодо таких перекладацьких трансформацій як опущення та додавання. В українській мові іменники, прикметники та дієслова мають певний рід на відміну від англійської мови. Іншими словами, родові закінчення додаються до прикметників та дієслів у процесі перекладу з англійської на українську. Крім того, відмінкові закінчення також можна розглядати у межах перекладацького прийому додавання. Однак слід відзначити, що в даному випадку при перекладі задіяні не стратегії перекладача, а особливості мовної системи. Це також стосується перекладацького прийому опущення, при якому ми можемо спостерігати відсутність артиклів та допоміжних дієслів у тексті перекладу. Тут також варто зазначити, що в українській мові немає таких понять у граматичному ладі як допоміжні дієслова та артиклі рівно в тією ж мірою, як в англійській відсутні родові та відмінкові закінчення.

Висновки. Таким чином, складання корпусу для подальшого дослідження гендерно-маркованої лексики у перекладацькому аспекті необхідне з декількох причин:

1. Розуміння використання гендерної мови: аналіз використання гендерної мови в публіцистичних текстах може дати уявлення про те, як гендерні стереотипи зберігаються та зміцнюються за допомогою мови.

2. Виявлення тенденцій та патернів. Складаючи корпус та аналізуючи дані, дослідники можуть виявити тенденції та патерни в гендерно-орієнтованому використанні мови, які можуть бути непомітними в окремих текстах.

3. Крос-культурний аналіз: перекладаючи англомовні тексти українською мовою та аналізуючи дані, можна порівнювати і протиставляти використання гендерної мови в різних культурних та мовних контекстах.

4. Боротьба з гендерною нерівністю: виявляючи та аналізуючи використання мови з урахуванням гендерних факторів у публіцистиці, можна внести деякі зусилля щодо вирішення проблеми ґендерної нерівності та сприяти більш інклюзивному використанню мови.

Проаналізувавши корпус текстів з ґендерно-маркованою лексикою, можна відзначити, що певні слова та фрази асоціюються з тією чи іншою статтю. Ці стереотипи можуть посилювати гендерні ролі та очікування, що може мати негативні наслідки для окремих осіб та суспільства в цілому. При перекладі обраних англомовних текстів практично вся знайдена гендерно-маркована лексика була відтворена українською мовою. Так перекладачам важливо усвідомлювати вплив цих проблем та намагатися використовувати гендерно-нейтральну мову, щоб уникнути зміцнення шкідливих стереотипів. Це може сприяти просуванню гендерної рівності та створення більш інклюзивного суспільства. Щодо передачі гендерно-маркованої лексики з англійської мови на українську, слід зазначити, що лексика передавалася чи дослівно (калькуванням), або з використанням інших перекладацьких трансформацій. У деяких випадках було відзначено поєднання відразу кількох перекладацьких трансформацій при перекладі однієї ґендерно-маркованої лексичної одиниці.

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МУЛЬТИМОДАЛЬНА РЕПРЕЗЕНТАЦІЯ ЕМОЦІЙ У АНІМАЦІЙНОМУ КІНОДИСКУРСІ (на матеріалі мультфільмів *«Думками навиворіт»*)

Анотація Стаття аналізує мультимодальну репрезентацію емоцій в анімаційному кінодискурсі на матеріалі анімаційних фільмів «Думками навиворіт» (Inside Out та Inside Out 2) виробництва кіностудії Pixar. Дослідження ґрунтується на поєднанні лінгвістичного, семіотичного та когнітивного підходів, що дозволяє розглядати емоції як результат взаємодії вербальних, візуальних і аудіальних засобів.

Актуальність дослідження зумовлена необхідністю комплексного вивчення мультимодальної репрезентації емоцій у сучасному кінодискурсі. Наукові дослідження, що присвячено кінодискурсу, мультимодальності та емоційній лінгвістиці, недостатньо глибоко розглядають проблему інтеграції вербальних і візуальних засобів у межах анімаційного дискурсу. У роботі визначено основні вербальні засоби вираження емоцій, зокрема емоційно марковану лексику, ідіоматичні вирази, синтаксичні конструкції та прагматичні особливості мовлення персонажів. Проаналізовано роль кольорової символіки як ключового візуального ресурсу, що виконує семіотичну та емоційно-експресивну функції. Встановлено кореляцію між кольоровими кодами та мовною репрезентацією емоцій, що пояснюється дією концептуальних метафор. Наукова новизна дослідження полягає в комплексному аналізі взаємодії мовних і кольорових засобів у репрезентації емоцій, та у застосуванні мультимодального підходу до інтерпретації анімаційного кінодискурсу.

У своєму дослідженні ми спиралися на роботи сучасних вітчизняних та зарубіжних авторів, що розкривали поняття мультимодальності як взаємодію мови, зображення, звуку і кольору для створення значення.

Стаття демонструє, що мультимодальна репрезентація емоцій у досліджуваних фільмах має системний характер і ґрунтується на взаємодії різних семіотичних ресурсів. Виявлено як випадки повної відповідності між вербальними та візуальними засобами, так і ситуації часткової або

відсутньої кореляції, що зумовлено поєднанням культурних моделей та авторських художніх рішень.

Результати дослідження підтверджують ефективність мультимодального підходу для аналізу кінодискурсу та поглиблюють розуміння механізмів репрезентації емоцій у сучасному аудіовізуальному мистецтві.

Ключові слова: мультимодальність, кінодискурс, емоції, вербальні засоби, кольорова символіка, концептуальна метафора, анімаційний фільм

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MULTIMODAL REPRESENTATION OF EMOTIONS IN ANIMATED FILM DISCOURSE (based on the animated films *Inside Out*)

The article examines the multimodal representation of emotions in animated film discourse, drawing on the animated films Inside Out and Inside Out 2, produced by Pixar Animation Studios. The study is based on a combination of linguistic, semiotic, and cognitive approaches, which makes it possible to interpret emotions as the result of the interaction between verbal, visual, and auditory resources.

The relevance of the research is determined by the need for a comprehensive analysis of the multimodal representation of emotions in contemporary film discourse. Previous studies on film discourse, multimodality, and the linguistics of emotion have not sufficiently addressed the issue of integrating verbal and visual means within animated discourse. Our research identifies the main verbal means of expressing emotions, including emotionally marked vocabulary, idiomatic expressions, syntactic constructions, and pragmatic features of characters' speech. It also analyses the role of colour symbolism as a key visual resource performing both semiotic and expressive functions. A correlation between colour codes and the linguistic representation of emotions is established and explained through the mechanism of conceptual metaphors.

The scientific novelty of the study lies in a comprehensive analysis of the interaction between linguistic and colour-based means in the representation of emotions, as well as in the application of a multimodal approach to the interpretation of animated film discourse.

The research is grounded in the works of contemporary Ukrainian and international scholars who conceptualize multimodality as the interaction of language, image, sound, and colour in meaning-making. The article demonstrates that the multimodal representation of emotions in the analysed films has a

systemic nature and is based on the interaction of various semiotic resources. Both cases of full correspondence between verbal and visual means and instances of partial or absent correlation are identified, which can be explained by the interplay of cultural models and artistic choices.

The results of the study confirm the effectiveness of the multimodal approach for analyzing film discourse and contribute to a deeper understanding of the mechanisms of emotion representation in contemporary audiovisual art.

Keywords: multimodality, film discourse, emotions, verbal means, colour symbolism, conceptual metaphor, animated film

Постановка проблеми. У сучасній лінгвістиці та медіадослідженнях спостерігається зростання інтересу до проблеми репрезентації емоцій як складного когнітивного та комунікативного феномена у різних типах дискурсу. Особливої актуальності набуває аналіз способів їх репрезентації в умовах мультимодальної комунікації, де значення конструюється через взаємодію різних семіотичних систем. У цьому контексті кінодискурс постає як синтетичне утворення, що поєднує вербальні, візуальні та аудіальні ресурси, забезпечуючи багатовимірне відображення емоційного досвіду людини.

Анімаційні фільми «Думками навиворіт» (Inside Out та Inside Out - 2) виробництва студії Pixar (2015; 2024) є показовим матеріалом для дослідження, оскільки у ньому емоції та психічні стани людини показані крізь призму персоніфікованих образів базових емоцій, кожна із яких має власний набір мовних характеристик (лексика, інтонація) і візуальних ознак (колір).

Це дозволяє здійснити комплексний аналіз засобів їхньої репрезентації та виявити закономірності взаємодії різних модусів у процесі смислотворення.

Проблема полягає в тому, що попри наявність наукових досліджень, присвячених кінодискурсу, мультимодальності та відображення емоційних станів у лінгвістиці, проблема інтеграції вербальних і візуальних засобів у межах анімаційного дискурсу залишається недостатньо розробленою.

Аналіз останніх досліджень та публікацій. Цю проблематику досліджували такі українські вчені як А.А. Шнайдер, О. Щербак, О. Островський, О. Маріна, О. Шатило, І. Шило, І.С. Шевченко, М. Р. Івасишин, та закордонні дослідники такі як Гюнтер Кресс, Тео ван Леувен, Джон Бейтман, К.Л. О'Хеллоран та ін.

Постановка завдання. Метою нашої статті став комплексний аналіз вербальних і візуальних засобів репрезентації емоцій у мультимодальному кінодискурсі (на матеріалі анімаційних фільмів «Думками навиворіт» та

«Думками навиворіт-2»), та визначити їхню роль у формуванні мультикультурного змісту у кінематографі.

Основні завдання дослідження полягали в тому, щоб окреслити теоретичні засади дослідження мультимодальності та кінодискурсу; визначити основні вербальні засоби вираження емоцій; проаналізувати кольорову символіку як візуальний засіб репрезентації емоцій; встановити взаємозв'язок між вербальними та візуальними компонентами; виявити особливості мультимодальної репрезентації емоцій у досліджуваних анімаційних фільмах.

Об'єктом дослідження є мультимодальний кінодискурс анімаційного фільму.

Предметом дослідження ми обрали вербальні (лексичні, фразеологічні, синтаксичні та стилістичні) та візуальні (кольорові) засоби репрезентації емоцій.

Матеріалом дослідження слугує анімаційні фільми виробництва студії Pixar 2015 та 2024 років «Думками навиворіт» та «Думками навиворіт-2» («Inside Out» та «Inside Out- 2»).

Наукова новизна полягає в комплексному аналізі взаємодії мовних і візуальних (кольорових) засобів у репрезентації емоцій, а також у застосуванні мультимодального підходу до інтерпретації анімаційного кінодискурсу.

Виклад основного матеріалу. Проблематика мультимодальної репрезентації емоцій у кінодискурсі перебуває в центрі уваги сучасних лінгвістичних і медіадослідницьких студій. У межах українського наукового дискурсу це питання розглядається переважно через призму аналізу кінодискурсу, мультимодальності та вербальних і невербальних засобів комунікації.

Сучасні дослідження комунікації дедалі частіше ґрунтуються на положенні про те, що значення не обмежується виключно мовною формою, а конструюється через взаємодію різних семіотичних ресурсів [2; 3]. У цьому контексті ключове значення має теорія мультимодального дискурсу, яку розробляли Гюнтер Кресс та Тео Леувен. В своїх дослідженнях автори обґрунтовують, що комунікація є принципово мультимодальною, оскільки включає різні модуси — мовлення, зображення, колір, звук, просторову організацію [2]. Кожен із цих модусів має власний потенціал значення (meaning potential), а їхня взаємодія формує комплексний семіотичний ефект. Також де дослідники пропонують модель візуальної граматики [3], в межах якої виділяються ключові категорії: інформаційна цінність, салієнтність і фреймування. Застосування цих категорій дозволяє аналізувати, яким чином візуальні елементи беруть участь у створенні значення. В контексті

нашого дослідження анімаційного фільму «Думками наіворіт» це особливо доцільно, оскільки кольорова диференціація персонажів виконує семіотичну функцію.

Теоретичною основою аналізу вербальних засобів є системно-функціональна лінгвістика, розроблена Майклом Халідеєм [1]. У межах цього підходу мова розглядається як соціально зумовлена система. Центральним положенням системно-функціональна лінгвістика є концепція трьох метафункцій мови: ідеаційної, інтерперсональної та текстуальної [1]. У контексті дослідження емоцій ключовою є інтерперсональна метафункція, яка відповідає за вираження емоцій, оцінок та ставленнь, і надає ефективний інструментарій для аналізу вербальної репрезентації емоцій.

Окрему групу становлять дослідження, присвячені мультимодальному аналізу емоцій в аннімаційному фільмі *«Думками навиворіт»* [11]. Зокрема, дослідники підкреслюють опозицію між персонажами Радість (Joy) і Сум (Sadness), яка реалізується через контраст кольорів, що ще раз демонструє: емоції репрезентуються через взаємодію вербальних і візуальних засобів [11].

Дослідження українських вчених зазначається, що кінодискурс трактується як складне семіотичне утворення, яке поєднує різні канали передачі інформації. У дослідженні А.А. Шнайдера щодо особливостей та диференційних ознак кінодискурсу підкреслюється, що кінодискурс є синтетичною системою, яка інтегрує вербальні, невербальні та паравербальні компоненти, що функціонують у тісній взаємодії [27, с. 47]. Автор наголошує, що смисл у кінематографі формується не лише через мовлення персонажів, але й за рахунок візуальних образів, інтонації, музичного супроводу та монтажу [27, с. 49].

Такий підхід є принципово важливим для дослідження емоцій, оскільки останні реалізуються комплексно — через поєднання кількох модусів.

Ідею про кінодискурс як багаторівнева структуру представлено у роботі О. Щербака, який зазначає, що ця структура включає як лінгвістичний (вербальний), так і позамовний (візуально-аудіальний) рівні [28, с. 113]. Це дає підстави аналізувати емоції не лише як мовні явища, а як результат взаємодії різних знакових систем.

Розвиток мультимодального підходу в український теорії мистецтвознавства здійснено у роботах О. Островського, де мультимодальність визначається як ключовий інструмент інтерпретації кінотексту [24, с. 72]. Автор обґрунтовує доцільність аналізу кіно через взаємодію різних модусів — вербального, візуального та аудіального — і підкреслює, що кожен із них виконує специфічну функцію у створенні загального смислу [24, с. 75].

Такий підхід дозволяє глибше дослідити механізми репрезентації емоцій у кіно, зокрема через колір, міміку персонажів і звукове оформлення.

В дослідженні Г. Кузнецової про засоби мультимодального впливу в кінодискурсі увага зосереджується на когнітивному та емоційному впливі кінотексту на глядача. Дослідники зазначають, що мультимодальні ресурси — зокрема візуальні образи, музика та мовлення — формують цілісний емоційний ефект, який неможливо пояснити лише на основі вербального компоненту [22, с. 158]. Це положення є особливо релевантним для аналізу анімаційних фільмів.

Окрему увагу варто приділити дослідженню О. Маріної, Д. Шатило, П. Шило з мультимодальності в художньому дискурсі, у якому розглядається інтеграція різних семіотичних ресурсів у створенні художнього тексту, включаючи анімаційні твори [23, с. 34]. Автори вивчають безпосередньо візуальний модус конструйоаних мультимодульних форм, реппрезентованого палітрою кольорів, на прикладі музичного шоу та анімаційного фільму, та підкреслюють, що мультимодальність забезпечує цілісність сприйняття та сприяє глибшому емоційному залученню реципієнта [23, с. 36].

В свою чергу роботи І. С. Шевченко розглядають когнітивні механізми формування смислу, зокрема через взаємодію різних модальностей. Автор доводить, що емоційний ефект у медіадискурсі виникає внаслідок синергії вербальних і невербальних засобів [26, с. 92].

Доречним є згадування роботи Івасишина М. Р. як дослідження мультимодальності в коміксах, де аналізується взаємодія тексту та зображення, що може бути екстрапольовано на анімаційний дискурс [21, с. 15].

Отже, аналіз українських наукових джерел засвідчує, що проблема мультимодальності та репрезентації емоцій у медіадискурсі є актуальною. Водночас вивчення мультимодальної репрезентації емоцій саме в анімаційних фільмах залишається недостатньо розробленим, що зумовлює перспективність нашого дослідження через зростання ролі використання сучасних технологій для передачі інформації та збільшення варіативності модусів.

У межах мультимодального аналізу кінодискурсу особливого значення набуває взаємодія різних семіотичних ресурсів у процесі конструювання емоцій. До таких ресурсів належать, зокрема, **візуальний модус** (колір, мізансцена, дизайн персонажів) та **вербальний модус** (лексика, фразеологія, інтонація). Їхня інтеграція забезпечує цілісність емоційного впливу на реципієнта та формує складну систему смислотворення.

У мультфільмі *«Думками навиворіт»* емоції концептуалізуються через персоніфіковані образи (Joy, Sadness, Anger, Fear, Disgust), кожен із яких має чітко закріплену кольорову домінанту. Така колористична організація виступає візуальною метафорою, що корелює з усталеними культурними асоціаціями. Водночас у системі англійської мови емоції подаються через ідіоматичні вирази, які також відображають метафоричне осмислення емоційних станів. Таким чином, можливим є встановлення міжмодальної відповідності між кольором як візуальним знаком і ідіомою як вербальним репрезентантом емоції.

Емоційні стани персонажів анімаційного фільму (Райлі, одинадцятирічної головної героїні, її мами і тата) втілюються через зовнішні відображення, наприклад, відсутність забарвлення навколо героїні в моменти суму, розчарування, та внутрішнє розмаїття кольорів в їхніх думках. Треба звернути особливу увагу на те, що набір основних емоцій у першій частині («Думками навиворіт») відрізняється від другої частини («Думками навиворіт-2») цього анімаційного фільму. В першому фільмі ми спостерігаємо за такими емоціями дівчинки як Радість (Joy), Сум (Sadness), Гнів (Anger), Огида (Disgust). Ці емоції представлені і як головні емоції її батьків, причому материнські психічні стани показані крізь збалансовані та узгоджені дії всіх п'яти емоцій, якими керує Сум (Sadness), у той час як у батька емоціями керує Гнів (Anger).

Персонаж Радість (Joy) маркований жовтим кольором, який у культурному та психологічному вимірі асоціюється зі світлом, теплом і позитивною емоційною активацією. У межах концептуальної метафори це відповідає моделі HAPPINESS IS LIGHT / BRIGHTNESS [10, с. 18]. Українські дослідження підкреслюють, що жовтий колір має високий емоційний потенціал і використовується для передачі оптимістичних та енергійних станів [25, с. 20]. У візуальній комунікації він виконує функцію підсилення позитивного афекту [25, с. 19].

У мовній площині аналогічні значення реалізуються через ідіоми *a ray of sunshine, be full of sunshine, brighten up*, що демонструє міжмодальну конвергенцію семантики.

Емоція Суму втілена в персонажі Sadness, що характеризується домінуванням синього кольору. У межах концептуальної метафори це відповідає моделі **SADNESS IS BLUE**, що має культурно закріплений характер [10, с. 12]. З позиції теорії кольору, синій традиційно асоціюється зі спокоєм, меланхолією та зниженням емоційної активності, що підтверджується дослідженнями візуальної культури. У межах культурно-лінгвістичної традиції англійської мови синій колір стійко асоціюється з негативним емоційним станом, що підтверджується низкою ідіоматичних

виразів: *feel blue, be in a blue mood, blue Monday*. У цьому випадку спостерігається високий ступінь ізоморфізму між візуальним і вербальним кодами: колірна символіка безпосередньо відображає ті самі концептуальні асоціації, що й мовні одиниці. Ми можемо безпосередньо спостерігати за метафоричними діями персонажа Суму (Sadness) в той час, коли вона торкається спогадів Райлі (memories touched by sadness).

Червоний колір, закріплений за персонажем Гнів (Anger), відповідає концептуальній метафорі ANGER IS HEAT / REDNESS [8, с. 22]. У мовній площині це відображається в ідіомах *see red, be red with anger*.

З точки зору теорії кольору, червоний у візуальній культурі розглядається як найбільш інтенсивний спектральний колір, що асоціюється з фізіологічним збудженням і підвищенням емоційної напруги та підкреслює його експресивну та динамічну природу [25, с. 19].

Зелений колір персонажа Огида (Disgust) демонструє більш складну семантичну організацію. Як метафора він частково пов'язаний із заздрістю (*green with envy*), однак в анімаційному фільмі функціонує як маркер відрази та неприйняття.

Дослідження підкреслюють амбівалентність зеленого кольору у візуальній культурі, де він може позначати як негативні, так і нейтрально-позитивні значення залежно від контексту [25, с. 19]. Це свідчить про полісемантичний характер кольорової символіки.

Фіолетовий колір персонажа Острах (Fear) не має чіткої відповідності у фразеологічній системі англійської мови, що свідчить про відсутність усталеної концептуальної метафори типу FEAR IS PURPLE. Ідіоми на позначення страху (*shake with fear, scared stiff*) не містять кольорового компонента.

Дослідження кольорознавства демонструють, що фіолетовий характеризується як складний, перехідний колір, що часто пов'язується з психологічною напругою та невизначеністю, однак не має універсальної емоційної прив'язки [25, с. 19]. Отже, у цьому випадку домінує авторська візуальна стратегія Pixar, а не культурно закріплена мовна модель.

Таким чином, аналіз засвідчує, що в анімаційному фільмі «Думками навиворіт» кольорова символіка емоцій функціонує як ключовий елемент мультимодального дискурсу. У більшості випадків спостерігається узгодженість між візуальними та вербальними засобами репрезентації емоцій, що підтверджується як положеннями теорії концептуальної метафори Джорджа Лакоффа та Марка Джонсона, так і дослідженнями кольору як семіотичного ресурсу [10, с. 5].

Найбільш чітка відповідність виявляється у випадках Радості, Суму та Гніву, тоді як емоції Остраху та Огиди демонструють часткову або

опосередковану кореляцію. Це свідчить про варіативність мультимодальної репрезентації емоцій та поєднання універсальних і культурно-специфічних механізмів смислотворення.

У в анімаційному фільмі «Думками навиворіт« вербальна репрезентація емоцій є системною та корелює з функціональною роллю персонажів-емоцій Радість, Сум, Гнів, Острах, Огида (Joy, Sadness, Anger, Fear, Disgust). Кожна з них реалізується також через специфічний набір вербальних засобів, що формують багаторівневу систему, яка охоплює лексичні, фразеологічні, синтаксичні та прагматичні компоненти. Ця система створює для кожної емоції власний комунікативний профіль, що відображає її функціональну специфіку в дискурсі. Взаємодія цих засобів із візуальними елементами підтверджує мультимодальний характер кінодискурсу та забезпечує комплексну репрезентацію емоційного досвіду.

На лексичному рівні домінує використання емоційно маркованої лексики, яка безпосередньо номінує або оцінює емоційний стан. Така оціночна лексика точніше передає ставлення персонажу до ситуації та формує емоційний стан сцени. Це узгоджується з положенням про те, що мовлення персонажів у кінодискурсі виконує функцію експлікації внутрішнього стану [27, с. 49].

Для персонажа Радість (Joy) характерне використання позитивно конотованих одиниць (*great, fun, amazing, positive*), тоді як мовлення Суму (Sadness) насичене лексемами з негативною семантикою (*tired, sad, alone, hopeless, crying, feeling droopy*).

На *фразеологічному рівні* важливу роль відіграють ідіоматичні вирази, які відображають культурно зумовлені моделі концептуалізації емоцій. Наприклад, feel blue - сумувати, lose it - втратити контроль, freak out - запанікувати. Вони виступають засобом узагальнення емоційного досвіду та забезпечують зв'язок між індивідуальним мовленням і колективною мовною картиною світу [26, с. 92].

Синтаксичний рівень характеризується активним використанням: окличних речень (*This is amazing!*), що сигналізують високий рівень емоційної інтенсивності; повторів (*No, no, no!*), які підсилюють експресивність мовлення, відображаючи стан тривоги або паніки; неповних конструкцій (*I just… can't…*), що відображають стан емоційної напруги, дезорієнтації або розгубленості та емоційного зриву, які, в свою чергу, відповідають характеристикам емоційно забарвленого мовлення у кінодискурсі [28, с. 114].

На *стилістичному рівні* використовуються гіперболи (*This is a disaster!, My life is over!*), що передають суб'єктивну інтенсивність переживань і підсилюють емоційний ефект висловлювання [22, с. 158].

З позицій *прагматики*, мовлення персонажів реалізує різні типи мовленнєвих актів — оцінювання (*get all smelly; Something wrong with me!*), протест (*No way!*), підтримку, звинувачення (*It's your fault!*), що дозволяє інтерпретувати емоції як комунікативно спрямовані дії [24, с. 74]. Це свідчить про функціональну інтеграцію емоцій у процес комунікації.

Отже, у фільмі «Думками навиворіт« вербальні засоби вираження емоцій формують багаторівневу систему, яка охоплює лексичні, фразеологічні, синтаксичні та прагматичні компоненти. Кожна емоція має власний мовний профіль, що відображає її функціональну специфіку в дискурсі. Взаємодія цих засобів із візуальними елементами підтверджує мультимодальний характер кінодискурсу та забезпечує комплексну репрезентацію емоційного досвіду головних героїв фільму.

Висновки. Результати дослідження мультимодальної репрезентації емоцій у анімаційному кінодискурсі (на матеріалі анімаційного фільму «Думками навиворіт«) показали, що мультимодальність є ключовим принципом сучасної комунікації, відповідно до якого значення формується через взаємодію різних семіотичних модусів. Сучасні дослідження дозволяють інтерпретувати кінодискурс як інтегративну систему, у межах якої вербальні, візуальні та аудіальні ресурси функціонують у тісному взаємозв'язку. Системно-функціональна лінгвістика, в свою чергу, є ефективним інструментом для аналізу мовних засобів вираження емоцій, оскільки її інтерперсональна метафункція забезпечує опис механізмів вербалізації емоційних станів, оцінок і ставлень.

В анімаційних фільмах «Думками навиворіт» (Inside Out та Inside Out 2) емоції репрезентуються через комплексну систему взаємопов'язаних засобів. На вербальному рівні це проявляється у використанні емоційно маркованої лексики, ідіоматичних виразів, синтаксичних конструкцій підвищеної експресивності та прагматичних стратегій мовлення. Сукупність цих засобів формує індивідуальні мовні профілі персонажів-емоцій (Joy, Sadness, Anger, Fear, Disgust), які відображають специфіку емоційного стану та комунікативної поведінки головних героїв. Кожен мовний профіль персонажу-емоції відображає його функціональну роль у дискурсі.

І саме візуальні засоби, зокрема колір, виконують ключову роль у репрезентації емоцій та виступають самостійним семіотичним ресурсом. Кольорова символіка персонажів у поєднанні з їхніми емоційними характеристиками відповідає як універсальним психологічним асоціаціям, так і культурно зумовленим моделям концептуалізації. Ефективність репрезентації емоцій забезпечується взаємодією вербальних і візуальних компонентів: мовлення конкретизує та структурує емоційний зміст, тоді як

візуальні засоби (колір, міміка, композиція) підсилюють його чуттєве сприйняття. Таким чином, емоції постають як мультимодальний конструкт, що формується у процесі інтеграції різних знакових систем.

Перспективи подальших досліджень вбачаються у розширенні матеріалу аналізу за рахунок інших анімаційних і художніх фільмів, а також у дослідженні перекладацьких стратегій відтворення мультимодальних засобів вираження емоцій у різних мовах.

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ЛЕКСИКО-СТИЛІСТИЧНІ МАРКЕРИ ТОКСИЧНОСТІ В АНГЛОМОВНОМУ СОЦІОМЕРЕЖЕВОМУ ДИСКУРСІ: КОРПУСНЕ ДОСЛІДЖЕННЯ

Анотація. Статтю присвячено корпусному дослідженню лексико-стилістичних маркерів токсичності в англомовному соціомережевому дискурсі. Актуальність роботи зумовлена активним поширенням токсичної комунікації в цифровому середовищі та необхідністю системного аналізу мовних засобів реалізації вербальної агресії в соціальних мережах. Метою дослідження є виявлення, систематизація та кількісний аналіз лексичних, стилістичних і мультимодальних маркерів токсичності в англомовному онлайн-мовленні. Матеріалом дослідження став пілотний корпус із 200 англомовних коментарів, відібраних із відкритих публічних обговорень у соціальних мережах X / Twitter, Reddit, YouTube, Instagram і TikTok упродовж січня – березня 2026 року. У роботі використано корпусний, кількісний, лексико-семантичний, лінгвостилістичний, контекстуальний і прагматичний методи аналізу. У результаті дослідження було виявлено 286 маркерів токсичності та визначено їхню частотність. Найпоширенішими виявилися інвективна та пейоративна лексика, саркастичні й іронічні конструкції, агресивні імперативи, тролінгові формули, гіперболізація негативної оцінки, риторичні запитання, дегуманізаційні номінації та мультимодальні елементи. Дослідження показало, що токсичність у соціомережевому дискурсі реалізується як через прямі форми мовленнєвої агресії, так і через непрямі стилістичні механізми – сарказм, іронію, меметичні формули, емоджі та хештеги. Токсичні висловлювання виконують дискредитаційну, провокативну, домінувальну та емоційно-експресивну функції. Особливу увагу приділено поєднанню вербальних і мультимодальних засобів, а також стандартизації токсичних конструкцій у сучасній англомовній онлайн-комунікації. Наукова новизна дослідження полягає у формуванні спеціалізованого корпусу англомовних соціомережевих коментарів та комплексному аналізі лексико-стилістичних

механізмів реалізації токсичності в цифровому дискурсі. Перспективи подальших досліджень пов'язані з розширенням корпусу матеріалу та вивченням жанрової специфіки токсичної комунікації в різних типах соціальних мереж.

Ключові слова: токсичність; соціомережевий дискурс; англомовний онлайн-дискурс; лексико-стилістичні маркери; вербальна агресія; сарказм; тролінг; мультимодальність; корпусний аналіз; цифрова комунікація.

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LEXICAL AND STYLISTIC MARKERS OF TOXICITY IN ENGLISH SOCIAL MEDIA DISCOURSE: A CORPUS-BASED STUDY

Abstract. The article focuses on a corpus-based study of lexical and stylistic markers of toxicity in English-language social media discourse. The relevance of the research is determined by the growing spread of toxic communication in digital environments and the necessity of a systematic analysis of linguistic means used to realize verbal aggression in social networks. The aim of the study is to identify, classify, and quantitatively analyse lexical, stylistic, and multimodal markers of toxicity in English online communication. The research material consists of a corpus of 200 English comments selected from public discussions on X / Twitter, Reddit, YouTube, Instagram, and TikTok during the period from January to March 2026. The study employs corpus analysis, quantitative analysis, lexical-semantic analysis, linguostylistic analysis, contextual analysis, and elements of pragmatic analysis. The research identified 286 occurrences of toxicity markers and determined their frequency. The most common markers include invective and pejorative vocabulary, sarcastic and ironic constructions, aggressive imperatives, trolling formulas, hyperbolization of negative evaluation, rhetorical questions, dehumanizing nominations, and multimodal elements. The study demonstrates that toxicity in social media discourse is realized both through direct forms of verbal aggression and through indirect stylistic mechanisms such as sarcasm, irony, meme-based formulas, emojis, and hashtags. Toxic utterances were found to perform discrediting, provocative, dominant, and emotionally expressive functions. Particular attention is paid to the combination of verbal and multimodal means, as well as to the standardization of toxic constructions in contemporary English online communication. The scientific novelty of the research lies in the formation of a specialized corpus of English social media

comments and the comprehensive analysis of lexical and stylistic mechanisms of toxicity realization in digital discourse. Prospects for further research include expanding the corpus material and studying the genre-specific features of toxic communication across different types of social media platforms.

Keywords: toxicity; social media discourse; English online discourse; lexical and stylistic markers; verbal aggression; sarcasm; trolling; multimodality; corpus analysis; digital communication.

Постановка проблеми. Стрімкий розвиток цифрових технологій та активне поширення соціальних мереж суттєво трансформували сучасний комунікативний простір. Англомовний соціомережевий дискурс функціонує як динамічне середовище публічного обговорення, у якому поєднуються оперативність, емоційність, мультимодальність, анонімність або напіванонімність учасників комунікації. Саме ці чинники сприяють активному поширенню конфліктних форм мовленнєвої поведінки, зокрема токсичного мовлення.

Токсичність у соціальних мережах виявляється через вербальну агресію, приниження, дискредитацію, сарказм, тролінг, негативну оцінність, інвективну й пейоративну лексику, дегуманізаційні номінації та інші засоби мовленнєвого впливу. У сучасному англомовному онлайн-середовищі токсичні висловлювання часто маскуються під гумор, меметичні конструкції, іронію або емоційно-експресивну реакцію, що ускладнює їхню ідентифікацію.

Актуальність дослідження зумовлена потребою не лише описати токсичність як дискурсивне явище, а й виявити її конкретні лексико-стилістичні маркери на матеріалі реальних англомовних коментарів із соціальних мереж. Саме корпусний підхід дає змогу перейти від загальних спостережень до кількісно підтвердженого аналізу частотності, типології та прагматичних функцій токсичних мовних одиниць.

Аналіз останніх досліджень і публікацій. Проблема токсичності в онлайн-комунікації перебуває на перетині дискурсології, інтернет-лінгвістики, лінгвопрагматики, стилістики та досліджень конфліктної комунікації. У сучасному мовознавстві дискурс розглядається як форма соціальної взаємодії, у межах якої мовні засоби виконують не лише інформативну, а й оцінну, впливову та ідентифікаційну функції [2].

Дослідження цифрового та мережевого дискурсу засвідчують, що соціальні мережі формують особливий тип комунікації, для якого характерні фрагментарність, інтерактивність, полікодовість, швидкість реагування та високий рівень емоційної експресії [3; 4; 5]. У таких умовах мовленнєва агресія набуває стислих, часто шаблонізованих форм: коротких

коментарів, меметичних фраз, іронічних відповідей, хештегів, емоджі та реплік тролінгового характеру.

У працях із лінгвістики конфлікту та патогенного дискурсу токсичне мовлення розглядається як форма деструктивного комунікативного впливу, спрямованого на дискредитацію, приниження або емоційний вплив на адресата [1; 6]. Важливими для цього дослідження є також положення інтернет-лінгвістики про гібридність цифрового мовлення, яке поєднує риси усної та писемної комунікації [7; 8].

У сучасній лінгвістиці неввічлива та агресивна комунікативна поведінка розглядається як порушення норм мовленнєвої взаємодії, спрямоване на завдання шкоди соціальному іміджу адресата [9]. Тролінг трактується як специфічна форма онлайн-агресії, що реалізується через провокацію, навмисне загострення конфлікту та порушення очікуваних моделей комунікативної взаємодії [10]. У працях із комп'ютерно-опосередкованої комунікації також наголошується на важливості дискурс-аналізу цифрового мовлення для вивчення мовних практик, комунікативних стратегій та конфліктної взаємодії в онлайн-середовищі [11].

Попри наявність значної кількості праць із цифрової комунікації, проблема лексико-стилістичних маркерів токсичності саме в англомовному соціомережевому дискурсі потребує подальшого корпусного вивчення. Недостатньо описаними залишаються частотність окремих маркерів, їхня типологія та співвідношення лексичних і стилістичних засобів у реальних онлайн-коментарях.

Метою статті є виявлення, систематизація та кількісний аналіз лексико-стилістичних маркерів токсичності в англомовному соціомережевому дискурсі.

Для досягнення мети поставлено такі завдання: сформувати корпус англомовних соціомережевих коментарів із ознаками токсичності; класифікувати основні лексичні та стилістичні маркери токсичного мовлення; визначити частотність уживання виявлених маркерів; описати їхні прагматичні функції в онлайн-комунікації.

Матеріалом дослідження став пілотний корпус із 200 англомовних коментарів, відібраних із відкритих публічних обговорень у соціальних мережах X / Twitter, Reddit, YouTube, Instagram і TikTok. Часові межі добору матеріалу: січень – березень 2026 року. Для відбору аналізувалися коментарі до публічних дописів на теми політики, попкультури, освіти, технологій, соціальних конфліктів і повсякденного життя.

Пошук здійснювався за ключовими словами та конструкціями, типовими для англомовної токсичної комунікації: *idiot, clown, loser, trash, shut up, nobody asked, touch grass, cope, cringe, pathetic, stupid, brain-dead, L*

+ *ratio* тощо. До корпусу не включалися приватні повідомлення, коментарі з персональними даними, а також висловлювання, що містять прямі заклики до фізичної шкоди. Натомість, було проаналізовано коментарі, що містили ознаки вербальної агресії, приниження, дискредитації адресата або провокування конфліктної взаємодії.

Усі приклади було анонімізовано. Орфографію, пунктуацію та регістр збережено, оскільки вони є важливими маркерами цифрової експресії. Слід зазначити, що сформований корпус має певні обмеження. Дослідження охоплює лише публічні англомовні коментарі із відкритих соціомережевих платформ, що не дозволяє врахувати особливості приватної або напівзакритої онлайн-комунікації. Крім того, корпус із 200 коментарів не претендує на повне репрезентування всіх різновидів токсичного мовлення в англомовному цифровому середовищі, однак дає змогу простежити найбільш типові та частотні лексико-стилістичні моделі токсичної комунікації. Результати дослідження слід розглядати як репрезентативні для окремих тенденцій сучасного англомовного соціомережевого дискурсу.

У роботі застосовано комплекс взаємопов'язаних методів дослідження, що дозволило здійснити системний аналіз лексико-стилістичних маркерів токсичності в англомовному соціомережевому дискурсі. Основним методом став корпусний аналіз, який було використано для формування та опрацювання корпусу англомовних онлайн-коментарів із соціальних мереж X / Twitter, Reddit, YouTube, Instagram і TikTok. Корпусний підхід уможливив відбір автентичного мовного матеріалу, простеження функціонування токсичних мовних одиниць у реальному цифровому середовищі, а також виявлення повторюваних моделей токсичної комунікації.

Кількісний аналіз засвідчив частотність вживання окремих типів токсичних маркерів та сприяв установленню співвідношення між різними лексичними та стилістичними засобами. За допомогою цього методу було здійснено підрахунок уживання інвективної лексики, саркастичних конструкцій, агресивних імперативів, тролінгових формул, риторичних запитань, дегуманізаційних номінацій та мультимодальних елементів, що сприяло виявленню найбільш продуктивних моделей токсичного мовлення в англомовному соціомережевому дискурсі.

Лексико-семантичний аналіз використано для дослідження значеннєвих особливостей токсичних мовних одиниць, їхньої негативної оцінності, емоційно-експресивного потенціалу та семантики приниження, дискредитації або агресії. У межах цього аналізу було визначено основні тематичні групи токсичної лексики, зокрема інвективи, пейоративи, дискримінаційні номінації та дегуманізаційні метафори.

Лінгвостилістичний аналіз уможливив виявлення стилістичних механізмів реалізації токсичності в онлайн-комунікації. Особливу увагу було приділено сарказму, іронії, гіперболі, риторичним запитанням, експресивним повторам, імперативним конструкціям і меметичним формулам як засобам підсилення конфліктного прагматичного ефекту повідомлень.

Контекстуальний аналіз виявив залежність між мовними маркерами токсичності та тематикою обговорення, реакціями учасників комунікації, а також особливостями соціомережевого середовища. Контекстуальний підхід був особливо важливим у випадках прихованої або непрямої токсичності, реалізованої через сарказм, іронію чи меметичні конструкції.

Елементи прагматичного аналізу використано для визначення комунікативних функцій токсичних висловлювань та їхнього впливу на адресата. У межах прагматичного підходу токсичне мовлення розглядалося як інструмент дискредитації, провокації конфлікту, демонстрації домінування, групового протиставлення та емоційного впливу. Це дало підстави стверджувати, що токсичність у соціомережевому дискурсі виконує не лише оцінну, а й маніпулятивну та соціально-ідентифікаційну функції.

Наукова новизна дослідження полягає в тому, що токсичність в англомовному соціомережевому дискурсі розглянуто на основі спеціально сформованого корпусу реальних онлайн-коментарів; запропоновано типологію лексико-стилістичних маркерів токсичності; визначено їхню частотність і прагматичні функції в сучасній цифровій комунікації.

Виклад основного матеріалу. За результатами аналізу 200 англомовних коментарів було виявлено 286 маркерів токсичності. В одному коментарі могло функціонувати кілька маркерів одночасно, наприклад інвективна лексика, сарказм і агресивний імператив.

Таблиця 1

Частотність лексико-стилістичних маркерів токсичності в корпусі

Тип маркера	Кількість уживань	Частка
Інвективна та пейоративна лексика	64	22,4%
Сарказм та іронія	48	16,8%
Агресивні імперативи	39	13,6%
Тролінгові конструкції	35	12,2%
Гіпербола негативної оцінки	31	10,8%
Риторичні запитання	27	9,4%

Тип маркера	Кількість уживань	Частка
Дегуманізаційні номінації	21	7,3%
Мультимодальні маркери: емоджі, хештеги, меметичні формули	21	7,3%
Усього	**286**	**100%**

Джерело: розроблено автором

Найчастотнішою групою виявилися інвективні та пейоративні одиниці. Вони становлять 22,4% усіх зафіксованих маркерів. До цієї групи належать лексеми, спрямовані на приниження інтелектуальних, моральних або соціальних характеристик адресата: *idiot, loser, clown, trash, pathetic, stupid*. Наприклад: *"You sound completely stupid"*, *"This is such a clown take"*, *"Nobody wants your trash opinion"*. Такі одиниці реалізують пряму негативну оцінку та переводять комунікацію з рівня обговорення змісту на рівень персональної атаки. Висока частотність інвективної та пейоративної лексики свідчить про тенденцію до персоналізації конфлікту в англомовному соціомережевому дискурсі. У більшості випадків адресанти не прагнуть аргументовано спростувати позицію співрозмовника, а зосереджуються на дискредитації його особистості, інтелектуальних або соціальних характеристик. Це демонструє зміщення комунікативного акценту з предмета обговорення на емоційно-оцінне протистояння між учасниками дискусії.

Другою за частотністю групою є саркастичні та іронічні конструкції – 16,8%. Вони часто мають форму удаваної похвали або перебільшеної позитивної оцінки: *"Wow, genius logic"*, *"Amazing argument, truly brilliant"*, *"Sure, because that worked perfectly before"*. У таких випадках токсичність виражається не прямо, а опосередковано через контраст між буквальним і прагматичним значенням висловлювання. Значна кількість саркастичних і меметичних конструкцій також свідчить про непряму форму реалізації токсичності. У сучасному цифровому середовищі агресія часто маскується під гумор, іронію або колективно впізнавані меметичні шаблони, що сприяє зниженню рівня прямої відповідальності за агресивне висловлювання та водночас посилює його прагматичний ефект.

Агресивні імперативи становлять 13,6% корпусу. До них належать конструкції типу *"Shut up"*, *"Delete your account"*, *"Go outside"*, *"Learn basic facts first"*. Вони виконують функцію домінування, оскільки адресант намагається контролювати поведінку адресата або позбавити його права на участь у дискусії.

Тролінгові конструкції становлять 12,2%. Типовими є короткі формули: *"Nobody asked"*, *"Stay mad"*, *"Cope harder"*, *"L + ratio"*, *"Cry more"*. Їхня функція полягає не в аргументації, а в провокуванні емоційної реакції та ескалації конфлікту.

Гіпербола негативної оцінки зафіксована у 10,8% випадків. Вона реалізується через перебільшення: *"This is the dumbest thing I've read today"*, *"Worst opinion on the internet"*, *"Absolutely pathetic behavior"*. Гіпербола посилює категоричність оцінки та створює ефект безальтернативного засудження.

Риторичні запитання становлять 9,4% маркерів. Наприклад: *"Do you even understand what you wrote?"*, *"Are you serious right now?"*, *"How can someone be this wrong?"*. Такі питання не передбачають відповіді, а виконують функцію приниження та демонстрації інтелектуальної переваги адресанта.

Дегуманізаційні номінації становлять 7,3%. До них належать метафоричні або узагальнювальні позначення: *NPC, sheep, bot, rat, animals*. Наприклад: *"You people are sheep"*, *"Another bot comment"*. Такі одиниці позбавляють адресата індивідуальності та сприяють формуванню негативного образу опонента.

Мультимодальні маркери також становлять 7,3%. Найчастіше траплялися емоджі 🤡, 💀, хештеги типу *#cringe, #cancelled*, а також меметичні формули *"this ain't it"*, *"touch grass"*, *"average Twitter moment"*. Вони виконують функцію стислого емоційного маркування та часто замінюють розгорнуту вербальну оцінку. Спостерігається тенденція до зростання ролі мультимодальних елементів у реалізації токсичності. Емоджі, меми та хештеги не лише підсилюють емоційну експресію повідомлення, а й забезпечують передачу негативної оцінки у стислому, непрямому та соціально впізнаваному форматі. У багатьох випадках саме мультимодальні засоби стають основним носієм іронічного або принизливого змісту, тоді як вербальний компонент виконує допоміжну функцію.

Таблиця 2

Прагматичні функції токсичних маркерів

Прагматична функція	Основні маркери	Комунікативний ефект
Дискредитація адресата	інвективи, пейоративи, риторичні запитання	зниження статусу співрозмовника
Провокування конфлікту	тролінгові формули, сарказм	емоційна ескалація
Демонстрація домінування	імперативи, наказові конструкції	контроль комунікативної позиції

Прагматична функція	Основні маркери	Комунікативний ефект
Групове протиставлення	узагальнення, дегуманізаційні номінації	поділ на “своїх” і “чужих”
Емоційно-експресивний вплив	інвективна, експресивна лексика	вираження роздратування або фрустрації
Публічне висміювання	емоджі, меми, іронія	приниження в очах аудиторії

Джерело: розроблено автором

Аналіз корпусного матеріалу засвідчує, що токсичність у соціомережевому дискурсі рідко реалізується через один ізольований мовний засіб. У більшості випадків токсичний ефект формується завдяки поєднанню кількох лексичних, стилістичних і мультимодальних маркерів, які взаємно підсилюють прагматичний вплив повідомлення. Саме комбінування різних засобів уможливлює посилення експресивності та прагматичного впливу висловлювання. Наприклад, у коментарі *“Wow, another genius take from a clown* 🤣*”* одночасно функціонують сарказм, пейоративна номінація *clown* та емоджі 🤡 як мультимодальний засіб публічного висміювання адресата. У таких конструкціях саркастична удавана похвала поєднується з прямою негативною оцінкою та візуальним елементом, що підсилює комічно-принизливий ефект повідомлення.

У багатьох випадках токсичні коментарі містять одразу кілька типів агресивних стратегій: інвективну лексику, гіперболізацію, риторичні запитання, імперативні конструкції та меметичні формули. Наприклад, репліка *“Are you seriously this stupid? Go outside and learn basic facts”* поєднує риторичне запитання, інвективу та агресивний імператив. Подібні комбінації свідчать про те, що токсичне мовлення в онлайн-середовищі має комплексний характер і спрямоване не лише на вираження негативної оцінки, а й на приниження співрозмовника, дискредитацію його позиції та провокування конфліктної взаємодії.

Характерною рисою англомовного соціомережевого дискурсу є також поєднання вербальних і мультимодальних засобів токсичності. Емоджі, GIF-зображення, меми, хештеги та графічні елементи нерідко виконують функцію емоційного інтенсифікатора або прихованого висміювання. Наприклад, використання емоджі 💀 у сучасному англомовному онлайн-мовленні часто сигналізує реакцію на «настільки абсурдний або невдалий» коментар, що він викликає глузування. Емоджі 🤡, своєю чергою, асоціюється з демонстрацією некомпетентності або смішності адресата. У багатьох випадках саме мультимодальні елементи допомагають реалізувати токсичність у непрямій або завуальованій формі.

Важливою особливістю англомовного соціомережевого дискурсу є стандартизація токсичних висловлювань. Значна частина коментарів будується за повторюваними структурними моделями: *“Imagine being…”, “Tell me you don’t know…”, “Average X moment”, “Nobody asked”, “This ain’t it”, “Cope harder”, “Touch grass”*. Подібні формули функціонують як стандартизовані комунікативні шаблони, які користувачі активно відтворюють у різних контекстах. Їхнє регулярне використання сприяє стандартизації токсичного мовлення та формуванню впізнаваних моделей агресивної онлайн-комунікації.

Такі конструкції швидко поширюються в цифровому середовищі та набувають статусу меметичних одиниць. Їхня популярність зумовлена лаконічністю, високою експресивністю та здатністю швидко передавати негативну оцінку без розгорнутої аргументації. Меметичні токсичні формули виконують не лише конфліктну, а й соціально-ідентифікаційну функцію, оскільки сигналізують про належність користувача до певної онлайн-спільноти або комунікативної культури. Унаслідок цього токсичність у соціомережевому дискурсі набуває рис колективно відтворюваної мовленнєвої практики, у якій агресивні шаблони стають елементом повсякденної цифрової комунікації.

Отже, корпусний аналіз підтверджує, що токсичність в англомовних соціальних мережах має системний характер. Вона реалізується через поєднання лексичних, стилістичних і мультимодальних засобів, які виконують дискредитаційну, провокативну, домінувальну та емоційно-експресивну функції. Аналіз матеріалу демонструє, що токсичність у цифровому дискурсі часто виконує не лише агресивну, а й соціально-сигнальну функцію, оскільки використання типових меметичних конструкцій допомагає користувачам позначати групову належність та підтримувати комунікативні моделі певних онлайн-спільнот.

Висновки. Корпусний аналіз 200 англомовних коментарів із соціальних мереж X/Twitter, Reddit, YouTube, Instagram і TikTok виявив 286 лексико-стилістичних маркерів токсичності. Найчастотнішими виявилися інвективна та пейоративна лексика, сарказм, агресивні імперативи, тролінгові конструкції, гіпербола, риторичні запитання, дегуманізаційні номінації та мультимодальні засоби. Результати аналізу свідчать, що токсичність в англомовному соціомережевому дискурсі реалізується як через прямі образи, так і через непрямі стилістичні механізми – іронію, сарказм, меметичні формули, емоджі та хештеги. Найчастіше токсичні маркери виконують функції дискредитації адресата, провокування конфлікту, демонстрації комунікативного домінування, групового протиставлення та публічного висміювання.

Результати дослідження засвідчують, що токсичність в англомовному соціомережевому дискурсі має системний і шаблонізований характер. Найбільш продуктивними виявилися лексичні та стилістичні засоби, спрямовані на дискредитацію адресата, демонстрацію домінування та провокування конфліктної взаємодії. Водночас спостерігається тенденція до непрямої реалізації агресії через сарказм, меметичні формули та мультимодальні елементи.

Особливу роль у формуванні токсичного ефекту відіграють мультимодальні засоби – емоджі, хештеги, меметичні шаблони та графічні елементи, які підсилюють прагматичний вплив повідомлення та дозволяють реалізувати приховану або іронічно замасковану агресію. Це свідчить про трансформацію сучасної цифрової комунікації, у якій токсичність у цифровому дискурсі постає не лише як форма вербальної агресії, а і як усталена комунікативна практика, інтегрована в механізми онлайн-взаємодії.

Водночас дослідження має певні обмеження, пов'язані з відносно невеликим обсягом корпусу та аналізом виключно публічних англомовних коментарів із відкритих соціомережевих платформ. Подальші дослідження доцільно спрямувати на розширення корпусного матеріалу, порівняльний аналіз різних платформ, а також на вивчення взаємодії вербальних і мультимодальних механізмів токсичності в цифровому дискурсі.

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ЛЕКСИКО-СТИЛІСТИЧНІ ХАРАКТЕРИСТИКИ АНГЛОМОВНОГО ЮРИДИЧНОГО ДИСКУРСУ

Анотація. У статті досліджено лексико-стилістичні характеристики англомовного юридичного дискурсу та особливості функціонування *legal English* у професійній юридичній комунікації. Актуальність теми зумовлена зростанням ролі юридичного перекладу, міжнародного права та міжкультурної комунікації в сучасному глобалізованому суспільстві.

Проаналізовано поняття юридичного дискурсу та визначено його основні структурно-функціональні особливості. Встановлено, що *legal English* характеризується використанням спеціалізованої юридичної термінології, архаїчної лексики, латинізмів, мовних кліше та юридичних дублетів. Значну увагу приділено стилістичним особливостям юридичних текстів, зокрема формальному стилю, складним синтаксичним конструкціям, пасивним формам і вживанню модальних дієслів *shall, must, may*, які виконують не лише граматичну, але й інтерпретаційну функцію. Англомовна юридична термінологія вирізняється великою кількістю латинських елементів і французьких запозичень, що зумовлено історичними особливостями становлення англійської правової системи. У роботі наведено приклади англомовних юридичних конструкцій, які демонструють специфіку функціонування юридичної мови.

Проаналізовано, що в юридичному англомовному дискурсі широко вживаються юридичні дублети та синонімічні конструкції. Оскільки юридичним текстам притаманний формальний стиль, у статті досліджено ознаки та характеристики цього стилю, зокрема складну синтаксичну організацію речень.

У результаті дослідження визначено, що лексичні та стилістичні засоби *legal English* забезпечують точність, стандартизованість і однозначність юридичної комунікації. Дослідження ґрунтується на описових, порівняльних та контекстуальних методах лінгвістичного аналізу. Отримані результати можуть бути використані у сфері юридичної лінгвістики, перекладознавства, дискурс-аналізу та практики юридичного перекладу.

Ключові слова: юридичний дискурс, *legal English*, юридична термінологія, стилістичні особливості, модальні дієслова, юридичний переклад.

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LEXICAL AND STYLISTIC FEATURES OF ENGLISH-LANGUAGE DISCOURSE

Abstract. The article examines lexical and stylistic characteristics of English legal discourse and the peculiarities of *legal English* in professional legal communication. The relevance of the study is determined by the growing role of legal translation, international law, and intercultural communication in modern globalized society.

The paper analyzes the concept of legal discourse and identifies its main features. It has been established that *legal English* is characterized by specialized legal terminology, archaic vocabulary, Latin expressions, legal clichés, and legal doublets. Particular attention is paid to stylistic features of legal texts, including formal style, complex syntactic structures, passive constructions, and modal verbs such as *shall*, *must*, and *may*, which perform not only a grammatical, but also an interpretive function. The terminology in English law, characterized by numerous Latin and French terms, stems from the historical development of the English legal system. The paper also provides examples of English legal constructions illustrating the specific functioning of legal language. It is analyzed that legal doublets and synonymous constructions are widely used in legal English-language discourse. Because legal texts are characterized by a formal style, the article examines the features and characteristics of this style, in particular, the complex syntactic structure of sentences.

The study demonstrates that lexical and stylistic means of *legal English* ensure precision, standardization, and unambiguity in legal communication. The research is based on descriptive, comparative, and contextual methods of linguistic analysis. The results may be applied in legal linguistics, translation studies, discourse analysis, and the practice of legal translation.

Keywords: legal discourse, *legal English*, legal terminology, stylistic features, modal verbs, legal translation.

Постановка проблеми. Юридичний дискурс посідає важливе місце в сучасній англомовній комунікації, оскільки забезпечує функціонування

правової системи та регулювання суспільних відносин [5]. Англійська мова права характеризується високим рівнем стандартизованості, термінологічною точністю та специфічними стилістичними особливостями [2]. Саме тому дослідження лексико-стилістичних характеристик англомовного юридичного дискурсу є актуальним напрямом сучасної лінгвістики та перекладознавства.

Особливий інтерес до юридичного дискурсу зумовлений розвитком міжнародного права, міжкультурної комунікації та юридичного перекладу [3].

Юридичні тексти повинні бути точними, логічними та однозначними, оскільки навіть незначна мовна помилка може призвести до неправильного тлумачення правових положень [10].

Англомовний юридичний дискурс характеризується використанням спеціальної термінології, архаїчної лексики, складних синтаксичних конструкцій, модальних дієслів та мовних кліше [14]. Наприклад, у юридичних документах часто використовуються конструкції *hereby*, *thereof*, *shall*, *null and void*, *cease and desist*, які забезпечують формальність та нормативність викладу [12].

Дослідження юридичного дискурсу є важливим також для перекладознавства, оскільки переклад правових текстів потребує не лише знання юридичної термінології, а й розуміння функціонально-стилістичних особливостей *legal English* [9].

Аналіз останніх досліджень і публікацій. Проблематика юридичного дискурсу та особливостей юридичної мови привертає увагу багатьох українських і зарубіжних дослідників. Значний внесок у вивчення юридичної мови зробили D. Mellinkoff, P. Tiersma та V. Bhatia, які досліджували структуру *legal English*, специфіку юридичної термінології та функціонування юридичних текстів у професійній комунікації [8; 12; 14].

Серед українських науковців питання юридичного дискурсу досліджували Л. Коротєєва, О. Горбань, С. Матвєєва, О. Нагорна та К. Георгієвська [2; 3; 4; 5]. У своїх працях вони аналізують функціонально-стилістичні особливості юридичних текстів, юридичну термінологію та проблеми перекладу *legal English*.

О. Нагорна зазначає, що юридичний дискурс характеризується високим рівнем формалізації, нормативністю та стандартизованістю мовних конструкцій [5]. К. Георгієвська акцентує увагу на використанні архаїзмів, латинізмів, модальних дієслів та складних синтаксичних структур у юридичних текстах [2].

Проблему модальності в юридичних текстах досліджували В. Цимбалюк та інші науковці [6; 13]. Особливу увагу вони приділяли

функціонуванню модальних дієслів *shall*, *must*, *may*, які використовуються для вираження обов'язку, дозволу чи заборони.

Окрему увагу сучасні дослідники приділяють питанням юридичного перекладу. Зокрема, A. Cherniuk та T. Voytko аналізують англомовний юридичний дискурс у перекладацькому аспекті та підкреслюють важливість адекватного відтворення термінології й стилістичних особливостей правових текстів [9].

Попри значну кількість наукових праць, проблема комплексного аналізу лексико-стилістичних характеристик англомовного юридичного дискурсу залишається актуальною та потребує подальшого дослідження.

Мета та завдання статті. Мета статті полягає у дослідженні лексико-стилістичних характеристик англомовного юридичного дискурсу та визначенні особливостей функціонування мовних засобів у юридичних текстах.

Для досягнення поставленої мети необхідно виконати такі завдання:

- охарактеризувати поняття юридичного дискурсу;
- визначити особливості англомовного legal English;
- проаналізувати основні лексичні характеристики юридичних текстів;
- дослідити функціонування юридичної термінології, архаїзмів та кліше;
- визначити стилістичні особливості англомовного юридичного дискурсу;
- проаналізувати використання модальних дієслів у юридичних текстах;
- розглянути англомовні приклади юридичної комунікації.

Виклад основного матеріалу.

Поняття юридичного дискурсу

Юридичний дискурс є різновидом інституційного дискурсу, який функціонує у сфері права та пов'язаний із професійною юридичною комунікацією [5]. Його основною метою є регулювання суспільних відносин і забезпечення реалізації правових норм. Для юридичного дискурсу характерні формалізованість, стандартизованість та використання спеціалізованої термінології [2].

Юридичні тексти охоплюють закони, договори, судові рішення, нормативно-правові акти та інші офіційні документи. Важливою особливістю такого дискурсу є прагнення до максимальної точності й однозначності формулювань [10]. Саме тому в юридичній мові активно використовуються терміни *plaintiff*, *defendant*, *affidavit*, *liability*, які мають чітко визначене значення [7].

Крім того, юридичний дискурс характеризується використанням складних синтаксичних конструкцій і модальних дієслів. Наприклад: *The tenant shall pay the rent within thirty days* або *The parties may terminate the agreement upon written notice* [6]. Таким чином, юридичний дискурс є особливою формою професійної комунікації, для якої характерні точність, стандартизованість та нормативність.

Особливості англомовного *legal English*

Англомовна юридична мова, або *legal English*, є спеціалізованим різновидом англійської мови, що використовується у сфері права [12]. Вона характеризується високим рівнем формальності, використанням професійної термінології, архаїчної лексики та складних синтаксичних конструкцій [14].

У юридичних документах широко використовуються стандартизовані мовні кліше:

- *This Agreement is made between…*
- *The parties agree as follows…*
- *In witness whereof…* [3]

Для *legal English* також характерне використання архаїзмів *hereby, thereof, whereas, hereinafter*, які забезпечують точність юридичних формулювань [2]. Наприклад:

- *The parties hereby agree to the following conditions.*

Важливу роль у юридичних текстах відіграють модальні дієслова *shall, must, may*, що виражають обов'язок, дозвіл або заборону [6]. Наприклад:

- *The employee shall comply with all company regulations.*

Отже, *legal English* є складною мовною системою, для якої характерні формальність, стандартизованість та термінологічна точність.

Юридична термінологія

Однією з найважливіших характеристик англомовного юридичного дискурсу є використання спеціалізованої юридичної термінології. Терміни забезпечують точність правових формулювань, уніфікацію юридичних текстів та однозначність тлумачення правових норм [7]. Юридична термінологія формується протягом тривалого історичного розвитку правової системи та відображає специфіку професійної юридичної комунікації.

У *legal English* функціонує значна кількість вузькоспеціальних термінів, які мають чітко визначене значення та використовуються виключно у правовій сфері. Наприклад:

- *plaintiff* – позивач;
- *defendant* – відповідач;
- *affidavit* – письмове свідчення під присягою;

- *tort* – цивільне правопорушення;
- *liability* – юридична відповідальність.

Такі терміни забезпечують точність юридичної комунікації та унеможливлюють подвійне трактування правових положень [1].

Юридична термінологія англійської мови також характеризується значною кількістю латинізмів та запозичень із французької мови, що пояснюється історичним розвитком англійської правової системи [14]. У юридичних текстах часто використовуються терміни *prima facie, habeas corpus, de jure, de facto, inter alia*. Наприклад:

- *The evidence constitutes a prima facie case.*
- *The court issued a writ of habeas corpus.*

Такі мовні одиниці виконують не лише номінативну, а й стилістичну функцію, підкреслюючи офіційний характер юридичного тексту.

Дослідники зазначають, що юридичні терміни повинні характеризуватися стабільністю, точністю та системністю [7]. Саме тому в юридичному дискурсі уникають емоційно-забарвленої лексики або багатозначних слів, які можуть ускладнювати інтерпретацію правових документів.

Архаїзми та традиційна юридична лексика

Важливою особливістю англомовного юридичного дискурсу є використання архаїчної лексики, яка майже не функціонує у сучасному повсякденному мовленні [2].

Збереження таких мовних одиниць пояснюється консервативністю юридичної мови та прагненням до стабільності правових формулювань.

У юридичних текстах часто використовуються слова *hereby, thereof, whereas, hereinafter, thereunder, hereto*. Наприклад:

- *The parties hereby agree to the following conditions.*
- *The obligations set forth herein shall remain valid.*

Подібні конструкції допомагають уникати повторів, забезпечують логічну зв’язність тексту та підвищують точність юридичних документів [12].

Архаїчні елементи є характерною рисою *legal English*, оскільки багато юридичних формулювань сформувалися ще в період середньоанглійської мови та збереглися в юридичній практиці до сьогодні [14]. Водночас сучасні тенденції розвитку юридичної мови демонструють прагнення до спрощення юридичних текстів та використання принципів *plain English*. C. Williams зазначає, що сучасна юридична мова поступово орієнтується на спрощення правових текстів і підвищення їх зрозумілості для широкого кола читачів [15].

Кліше та стереотипні конструкції

Англомовний юридичний дискурс характеризується широким використанням мовних кліше та стандартизованих конструкцій [3]. Їх

застосування забезпечує уніфікацію правових документів, логічність викладу та спрощує процес тлумачення юридичних текстів.

До найпоширеніших юридичних кліше належать:

- *This Agreement is made between…*
- *The parties agree as follows…*
- *In witness whereof…*
- *Pursuant to the provisions of…*

Такі конструкції є типовими для договорів, судових рішень та офіційних правових документів. Наприклад:

- *This Agreement is made between the Employer and the Employee.*
- *The parties agree as follows and undertake to comply with all obligations.*

Юридичні кліше виконують важливу прагматичну функцію, оскільки забезпечують стандартизованість юридичної комунікації та сприяють точному передаванню правової інформації [5].

Юридичні дублети та синонімічні ряди

Однією з характерних рис англомовного юридичного дискурсу є використання юридичних дублетів і синонімічних конструкцій [12]. Вони виникли під впливом англійської, французької та латинської мов, які тривалий час функціонували паралельно в юридичній сфері.

Найпоширенішими прикладами юридичних дублетів є:

- *null and void*;
- *cease and desist*;
- *aid and abet*;
- *terms and conditions*.

Наприклад:

- *The contract shall be considered null and void.*
- *The defendant was ordered to cease and desist from further actions.*

Такі конструкції використовуються для посилення юридичної точності та уникнення неоднозначного трактування правових положень [14]. У багатьох випадках обидва компоненти дублета мають близьке значення, однак їх паралельне використання історично закріпилося в юридичній практиці.

Таким чином, лексичні особливості англомовного юридичного дискурсу формують складну систему мовних засобів, спрямованих на забезпечення точності, стандартизованості та однозначності юридичної комунікації.

Формальний стиль юридичних текстів

Однією з ключових характеристик англомовного юридичного дискурсу є його формальний стиль. Юридичні тексти створюються

відповідно до суворих мовних норм і мають офіційний характер [5]. Для них характерні нейтральність викладу, відсутність емоційно-експресивної лексики та прагнення до максимальної об'єктивності.

Формальність юридичних текстів проявляється у використанні спеціалізованої термінології, складних мовних конструкцій та стандартизованих формулювань [8]. Наприклад:

- *The parties hereby agree to comply with the provisions of this Agreement.*
- *Any dispute arising under this contract shall be settled by arbitration.*

Такі конструкції забезпечують точність викладу та сприяють уніфікації правових документів.

Важливою ознакою юридичного стилю є також безособовість викладу. У правових текстах переважають конструкції, які акцентують увагу не на виконавцеві дії, а на самій правовій нормі або юридичному факті [12]. Наприклад:

- *The application shall be submitted within thirty days.*
- *The agreement is deemed valid upon signature.*

Подібний стиль сприяє об'єктивності та офіційності юридичного мовлення.

Синтаксична складність юридичних текстів

Англомовний юридичний дискурс характеризується складною синтаксичною організацією [2]. Юридичні речення часто є довгими, багатокомпонентними та містять значну кількість уточнень, вставних конструкцій і підрядних частин.

Основною метою таких конструкцій є максимальна деталізація правових положень та уникнення неоднозначного тлумачення. Наприклад:

If either party fails to perform any obligation under this Agreement, the other party shall have the right to terminate the contract upon written notice.

У наведеному прикладі складнопідрядна конструкція дозволяє чітко визначити умови припинення договору та права сторін.

Для юридичних текстів також характерне використання пасивного стану, який забезпечує формальність та безособовість викладу [14]. Наприклад:

- *The contract was signed by both parties.*
- *The documents shall be submitted before the deadline.*

Пасивні конструкції допомагають зосередити увагу на юридичній дії або її результаті, а не на виконавцеві.

Крім того, юридичні речення часто містять перелічення та уточнювальні елементи, які деталізують правові норми. Це сприяє точності юридичної комунікації, хоча іноді ускладнює сприйняття тексту.

Модальні дієслова в юридичному дискурсі

Важливу роль у юридичному дискурсі відіграють модальні дієслова, які використовуються для вираження обов'язку, дозволу, заборони або рекомендації [6]. Найчастіше у правових текстах вживаються модальні дієслова *shall, must, may* та *should*. Дослідники юридичної мови також підкреслюють важливу роль модальних конструкцій у забезпеченні нормативності та точності юридичних текстів [11].

Особливе місце посідає дієслово *shall*, яке традиційно використовується для позначення юридичного обов'язку:

- *The tenant shall pay the rent on time.*
- *The employee shall comply with company regulations.*

Модальне дієслово *must* виражає категоричний обов'язок або необхідність:

- *All applicants must provide valid identification documents.*

Натомість *may* використовується для вираження дозволу або можливості:

- *The parties may terminate the agreement upon written notice.*

Дослідники зазначають, що модальні конструкції виконують регулятивну функцію та забезпечують нормативність юридичних текстів [6]. Саме за допомогою модальних дієслів формуються права, обов'язки та юридичні обмеження учасників правових відносин.

Засоби точності та повтору

Однією з головних ознак англомовного юридичного дискурсу є прагнення до максимальної точності викладу [5]. Для уникнення неоднозначності юридичні тексти часто містять повтори слів, термінів та мовних конструкцій.

У загальномовному стилі повтор може вважатися небажаним явищем, однак у юридичному дискурсі він виконує важливу функцію конкретизації та забезпечення однозначності правового тлумачення [12]. Наприклад:

- *The Buyer shall deliver the goods to the Seller, and the Seller shall accept the goods in accordance with the terms of this Agreement.*

У наведеному прикладі повтор лексеми *goods* допомагає уникнути можливих непорозумінь щодо предмета договору.

Для юридичних текстів також характерне використання уточнювальних конструкцій, деталізації та паралельних синтаксичних структур. Наприклад:

- *Any loss, damage, expense, or liability arising from the breach of this Agreement shall be compensated.*

Такі мовні засоби забезпечують точність правових положень та сприяють правильному тлумаченню юридичного документа.

Отже, стилістичні особливості англомовного юридичного дискурсу визначаються високим рівнем формальності, складною синтаксичною організацією, активним використанням модальних дієслів та прагненням до максимальної точності юридичного викладу.

Висновки

У результаті дослідження було встановлено, що англомовний юридичний дискурс є особливою формою професійної комунікації, для якої характерні формальність, стандартизованість і термінологічна точність. Юридичні тексти спрямовані на чітке регулювання правових відносин, тому їхньою основною рисою є прагнення до однозначності та логічності викладу.

Було визначено, що важливими лексичними особливостями *legal English* є використання спеціалізованої юридичної термінології, архаїчної лексики, латинізмів, мовних кліше та юридичних дублетів. Такі мовні засоби забезпечують точність юридичних формулювань і сприяють уніфікації правових текстів.

Стилістичні особливості англомовного юридичного дискурсу проявляються у використанні формального стилю, складних синтаксичних конструкцій, пасивного стану та модальних дієслів *shall, must, may*. Особливу роль відіграють повтори й уточнювальні конструкції, які допомагають уникати неоднозначного тлумачення правових положень.

Отже, англомовний юридичний дискурс є складною мовною системою, що поєднує лексичні та стилістичні засоби для забезпечення точності, нормативності та ефективності юридичної комунікації. Перспективи подальших досліджень полягають у вивченні особливостей перекладу юридичних текстів та адаптації *legal English* у міжкультурній комунікації.

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ОСОБЛИВОСТІ ПЕРЕКЛАДУ ГАСТРОНОМІЧНОЇ ТЕРМІНОЛОГІЇ УКРАЇНСЬКОЮ МОВОЮ (НА МАТЕРІАЛІ КНИГИ АМАНДИ Ї «ОФІЦІЙНА КУЛІНАРНА КНИГА»)

Анотація. У статті розглядаються особливості перекладу гастрономічної лексики українською мовою в межах кулінарного дискурсу на матеріалі книги Аманди Ї «Офіційна кулінарна книга» [1], [17].

Актуальність дослідження зумовлена постійним розширенням і трансформацією гастрономічної лексики в сучасному мовному просторі, що вимагає детального лінгвістичного аналізу та застосування адекватних способів перекладу.

У дослідженні розглядаються перекладацькі стратегії відповідно до класифікації, запропонованої А. Г. Гудманяном [4], [5]. Кожен прийом було проаналізовано з огляду на його функцію.

Одержані дані свідчать, що калькування застосовується переважно тоді, коли іноземний гастрономічний термін має прозору морфологічну структуру. Транскрипція та транслітерація вживаються до культурно маркованих назв страв, які не мають усталених українських відповідників. Описовий переклад слугує для уточнення складу, способу приготування або функції кулінарного продукту, тоді як підбір лексичних еквівалентів застосовується, коли обидві мовні культури мають подібне гастрономічне поняття. Конкретизація та узагальнення дають змогу здійснювати семантичне пристосування залежно від ступеня еквівалентності, наявної в

мові перекладу. Прийом компресії, відповідно, усуває зайві лексичні елементи, а інверсія пристосовує синтаксичну структуру до норм української мови.

Отримані результати підтверджують різноманітність і складність перекладацьких стратегій у кулінарному дискурсі, підкреслюючи необхідність збереження семантичної точності та лінгвокультурної специфіки оригіналу. Вибір конкретного методу перекладу визначається структурними характеристиками терміна, його семантичним навантаженням та комунікативною функцією в тексті. Отже, переклад гастрономічної лексики можна розглядати як багатогранний, творчий і систематичний процес, що вимагає балансу між лінгвістичною точністю та культурною адаптацією.

Ключові слова: гастрономічна лексика, кулінарний дискурс, гастрономічна термінологія, стратегії перекладу, калькування, описовий переклад, лексичний еквівалент, компресія, конкретизація, узагальнення.

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TRANSLATION PECULIARITIES OF GASTRONOMIC TERMINOLOGY INTO UKRAINIAN (BASED ON AMANDA YEE'S BOOK "FRIENDS: THE OFFICIAL COOKBOOK")

Abstract. The paper focuses on the study of the peculiarities of translating gastronomic vocabulary into Ukrainian within the framework of culinary discourse, based on Amanda Yee's work "*Friends: The Official Cookbook"[1], [17]*. The relevance of the research is determined by the continuous expansion and transformation of gastronomic vocabulary in the contemporary linguistic space, which necessitates detailed linguistic analysis and the application of adequate translation strategies.

The study examines translation strategies in accordance with the classification proposed by A. H. Hudmanyan. Each strategy was analysed with regard to its functional applicability.

The results prove that calquing is primarily used when a foreign gastronomic term possesses a transparent morphological structure. Transcription and transliteration are applied to culturally marked dish names lacking established Ukrainian counterparts. Descriptive translation serves to clarify the composition, preparation method, or function of a culinary item, whereas lexical equivalents are employed when both linguistic cultures share a comparable gastronomic concept. Concretisation and generalisation enable semantic adjustment depending on the degree of equivalence available in the target language. Compression, in turn, eliminates redundant lexical elements, while inversion adapts syntactic structure to the norms of the Ukrainian language.

The results of the research demonstrate the diversity and complexity of translation strategies within culinary discourse, emphasising the necessity of preserving both semantic precision and linguocultural specificity. The selection of a particular translation method is determined by the structural characteristics of the term, its semantic load, and communicative function within the text. Consequently, the translation of gastronomic vocabulary may be regarded as a multifaceted, creative, and systematic process that requires balancing linguistic accuracy with cultural adaptation.

Keywords: gastronomic vocabulary, culinary discourse, gastronomic terminology, translation strategies, calquing, descriptive translation, lexical equivalents, generalisation, concretisation, compression.

Постановка проблеми. Кулінарія, як відомо, відображає культуру народу, а кулінарна лексика – особливості номінації процесів, предметів, страв, смаків, традицій та побуту, пов’язаних із приготуванням та споживанням їжі. Саме тому лінгвістичний кулінарний пласт є надзвичайно цінним і актуальним матеріалом для вивчення мови, історії, лінгвокультурології, літератури, перекладознавства та інших гуманітарних наук, які розглядають слово як об’єкт наукового аналізу.

Сучасні глобалізаційні процеси сприяють популяризації інтерпретації кулінарної лексики та виокремленню кулінарного дискурсу з-поміж інших текстів. Так, поява спеціальних тематичних кулінарних програм, фільмів на телебаченні, блогів, відеоканалів у соціальних мережах та публікації кулінарних книг різних жанрів сприяє доступності, популярності та поширенню гастрономічного контенту у сучасному інформаційному просторі. Саме тому представлена наукова розвідка є своєчасною та *актуальною* з огляду на лакунарність і фрагментарність узагальнених даних щодо нюансів перекладу кулінарних термінів, дібраних із твору художньої літератури, де формально технічна термінологія набуває авторського художнього осмислення та репрезентує лінгвокультурологічні фонові

знання культури й мови, з якої здійснюється переклад. Відповідно, **метою** статті є визначити особливості перекладу англомовних гастрономічних термінів українською мовою на матеріалі книги *Аманди Ї «Офіційна кулінарна книга»* [17], котру було перекладено українською компанією «*SBT LOCALIZATION*» у 2023 році. А над перекладом працювали фахівці С. Шуль, І. Маковська, К. Корнієнко, Т. Непипенко, Б. Вознюк, Р. Гардашук, А. Рантюк, К. Волошина, Б. Передрій, І.Андрєєва, Є.Бабчинецька [1].

Аналіз останніх досліджень і публікацій. Значне зацікавлення порушеного питання також спричинила відсутність уніфікованої термінології, у наслідок чого паралельно вживається низка суміжних термінів, зокрема: *глютоніми* (І. Державецька) [7], *гастроніми* (І. Пахомова, Н. Головицька, Я. Браницька [3], П. Буркова та інші), *кулінарна лексика* (Ю. Чернова [9]), *лексико-семантичне поле «їжа»* (З. Козирєва), *цибоніми* (Л. Рябов). У цій роботі ми використовуватимемо найзагальнішу з поданих вище термінів –кулінарна лексика.

Крім того, гастрономічний лексикон включає в себе естетичні та культурні значення, соматичні характеристики, культурне тло. Всі ці номінації можуть вимагати від перекладача широкої обізнаності, мовного чуття та певної креативності. Проблему перекладацьких рішень при перекладі таких текстів розглядали Т. В. Стоянова [9], Н. Бігунова, Т. Геращенко, О. А. Остроушко, О. Гусейнова [6], Л. Шевченко, В. Шутяк [8] та інші. Серед іноземних науковців ґрунтовний внесок у розвиток перекладознавства зробили: Стефан Дімер, Мін Ян, Канокпорн Нумтонг, Ісабель Пеньюелас Гіль, Марія-Тереза Ортего Антон, Севда Пеккошкун Гюнер, Йоанна Щек, Марцеліна Калашнік, Анті Віденмайер.

Виклад основного матеріалу. Переклад гастрономічної лексики становить особливу проблему для перекладача, адже кулінарний дискурс поєднує не лише назви продуктів та страв, але й культурні реалії, традиції та специфічні терміни, що відображають багатовіковий досвід різних кухонь світу. Книга Аманди Ї *«Офіційна кулінарна книга»* [1], [17] є показовим прикладом такого багатошарового тексту, що охоплює назви інгредієнтів, способи приготування, сенсорні характеристики, кухонне приладдя та навіть емоційно забарвлені вирази, які неабияк увиразнюють фрагменти кулінарних описів.

Показово, що художня праця Аманди Ї вирізняється багатою лексикою іншомовного походження: французькі, італійські, іспанські, японські тощо кулінарні номінації вражають читача різноманіттям. Це акцентує на мультикультурному характері сучасної гастрономії, проте водночас

ускладнює роботу перекладача, який має вирішити: залишити автентичну форму чи адаптувати її до українського контексту.

Проаналізувавши гастрономічні терміни у книзі Аманди Ї, та способи їх перекладу за допомогою класифікації А. Г. Гудманяна [4], [5], було виявлено, що терміни здебільшого перекладаються за допомогою *калькування, транскрибування, транслітерування, описового перекладу, прийому лексичного еквівалента, конкретизації, генералізації, компресії та інверсії*.

У процесі аналізу виявлено 306 випадків перекладу гастрономічних термінів. Ймовірно, одним із найбільш уживаних способів перекладу є *калькування*, що полягає у прямій заміні частини слова еквівалентами.

Наприклад, назву страви "*chicken breasts with creamy polenta*" [17] було перекладено як «*курячі грудки з вершковою полентою*» [1]. У цьому випадку калькування використовується для відтворення багатокомпонентного словосполучення структури *N+with+Adj+N*[1]. Фактично, відбувається повне відтворення синтаксичної структури назви страви.

Іншу цікаву номінацію – "*olive tapenade*" [17] було перекладено «*оливкова тапенада*» [1]. Очевидно, що цей випадок унаочнює застосування калькування з транскодуванням: *olive – оливкова* – прямий відповідник, а *tapenade* залишено у транскрибованій формі «*тапенада*». Подібний шлях перекладу є вдалим, оскільки представлена назва страви не має українського еквівалента через екзотичність компонентів.

За допомогою *транскрибування* вдається зберегти оригінальну звукову форму лексем. Логічно, що цей прийом часто використовують для перекладу унікальних страв або інгредієнтів, що не мають усталених українських відповідників. Зокрема, "*sriracha*" [17] було перекладено як «*сірача*» [1] (гострий тайський соус – відомий кулінарний бренд).

Розглянемо термін мексикансько-іспанського походження "*chilaquiles*" [17] – «*чілакіли*» [1]. Зауважимо, в мові оригіналу ця лексема використана у формі множини (закінчення *-es*), проте українською мовою природніше передати *«чілакіли» (*з типовим для української множини закінченням *–и)*. Така адаптація робить термін більш органічним в цільовій мові перекладу, адже номінація *«чілакілес»* звучала б штучно й ускладнювала сприйняття.

Показо, що "*falafel*" [17] – «*фалафель*» [1], кулінарна назва близькосхідного походження, має стійку гастрономічну асоціацію (різновид шаурми)[2] в українській мові. Представлений приклад вказує на те, що подекуди використання тих чи інших прийомів перекладу потребує

[1] Тут і далі: *N* – іменник, *Adj*. – прикметник.

[2] В українському гастрономічному дискурсі вже є схожа страва з аналогічною назвою, що може спричинити семантичну неточність, плутанину.

додаткового контексту чи роз'яснення для адекватного сприйняття реципієнтом.

Транслітерація застосовується для перекладу оригінальних подекуди унікальних номінацій, котрі не мають відповідного еквівалента у цільовій мові. Зокрема, "*rapini pesto*" [17] – «*рапіні-песто*[3]»[1], італійського походження. Очевидно, що в українській мові не знайти типовий відповідник до цієї назви, а отже самої транслітерації може бути недостатньо для повноцінної репрезентації автентичної страви У таких випадках варто використати пояснення чи описовий переклад для уточнення.

Доволі неоднозначною постає також дібрана лексична одиниця "*broccoli rabe*" [17] – «*броколі-рабе*»[1]. Знову термін, запозичений з італійської лінгвокультури, котрий було трансформовано у складну номінацію при перекладі. Зважаючи на відсутність прямого лексичного відповідника в українській мові, назву передають засобами графіки цільової мови шляхом транслітерації.

Дивно, але в англомовному кулінарному дискурсі цю назву часто співставляють із "*rapini*" [17], що може свідчити про типову проблему інтеграції схожої лексики іншомовного походження. Як наслідок, фонетична та семантична близькість сприяє термінологічній непослідовності в мові, на яку здійснюється переклад. Отже, описовий переклад іноді може забезпечити більшу точність та зрозумілість екзотичного гастрономічного терміна, проте на практиці саме контекст визначає доцільність використання тої чи іншої перекладацької стратегії.

Гастрономічний термін "*salsa*[4] *verde*" [17] – «*сальса верде*» [1], іспанського походження, що у дослівному перекладі – «*зелений соус*». Проте саме транслітерація цієї назви є доцільною, адже вона зберігає автентичність іспаномовної номінації та допомагає реципієнтам відразу відносити її до відповідної національної кухні світу. Натомість калькування "*verde"* – «*зелений*», що формально можливо застосувати, не дало б змоги повністю зберегти національний колорит назви.

Інший доцільний прийом, що часто використовується перекладачами для пояснення незрозумілих реалій, *описовий.* Подекуди саме він є пріоритетним, тому що має на меті пояснити, уточнити смак, зовнішній вигляд чи інші особливості, зображеної лексичної одиниці. До прикладу:

[3]Рапіні-песто – це різновид популярного італійського соусу, де замість традиційного базиліку використовується рапіні (також відомий як броколі-рабе). Овоч (схожий на броколі) бланшують та поєднують з іншими інгредієнтами, отримуючи густу пасту з глибоким, пікантним смаком, який має приємну легку гірчинку.

[4] Лексема "*salsa"–«сальса*» в українському мовному просторі ще асоціюється із музичним стилем і танцем, що створює семантичну «поліфонію» терміна.

“*pancetta”*[17] – *«сиров’ялена жирна свинина з товстими прожилками сала, що в українській кулінарії часто уподібнюється до шпека*[5] *чи шовдаря*[6]» [1]; “*nutty chocolatey cakey French toast thing”* [17] – *«горішково-шоколадненький французький тостик (французький тост із начинкою»* [1]; “*old bay seasoning*” [17] – «*приправа до риби та морепродуктів*»[1]; “*turkey pastrami”* [17] – *«пастрама*[7] *з індички (можна використати копчене індиче філе, але смак буде трохи інший»* [1]; “*loaves challah*[8] *bread*” [17] – «*хлібини Хали або здобна плетінка*» [1].

Застосування описового перекладу у поданих вище прикладах зумовлене релігійно-культурною значущістю окремих номінацій (зокрема, *хала* як єврейський святковий хліб) чи потребою відтворення експресивної просторічної назви (*горіхово-шоколадненький французький тостик* [1]). Водночас такий перекладацький підхід можна пояснити також прагненням надати більш зрозумілі локальні гастрономічні еквіваленти для реципієнта цільової культури.

Застосування *лексичних відповідників* забезпечує точність та його релевантність нормам мови, на яку здійснюється переклад. Такий спосіб є ефективним за умови, що спільний кулінарний предмет чи явище притаманні обом лінгвокультурам.

Дібраний термін “*to-die-for chicken pot pie*”[1] −«*курячий пиріг, від якого можна втратити голову*»[17] є яскравим прикладом подібної трансформації. Цікаво, що переклад зберігає експресивність оригінальної номінації страви. Перекладач не використовує калькування, натомість послуговується стійким фразеологічним еквівалентом *(to-die-for – втратити голову),* що найповніше передає експресивність цієї назви.

Інший приклад: “*pigs in a blanket*” [17] −«*сосиски в тісті*» [1]. Відома американська закуска (сосиски запечені в листковому тісті). Очевидно, що пряме калькування «*свинки в ковдрі*» є стилістично недоречним та навіть смішним варіантом перекладу, саме тому лексично усталений відповідник «*сосиски в тісті»* здається найбільш функціональною та зрозумілою назвою для українського гастрономічного дискурсу.

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[5] **Шпек** (також *спек* або *шпик*) −це традиційний м’ясний делікатес (сиров’ялена та злегка підкопчена свиняча шинка), який походить з Північної Італії (регіон Південний Тіроль) та Австрії. У побуті також може означати спеціально оброблене свиняче сало із прянощами.

[6] **Шовдарь** −це традиційний закарпатський делікатес, що є в’ялено-копченим свинячим окостом (стегном). Завдяки особливій технології засолювання, копчення та витримки, цей продукт за текстурою та смаком часто порівнюють з іспанським хамоном або італійським прошутто.

[7] *Пастрама* (також відома як *пастрома*) −це соковитий м’ясний делікатес румунського чи молдовського походження, який спочатку вимочують у маринаді чи розсолі, а потім щедро обвалюють у спеціях, запікають або коптять.

[8] **Хала** −це традиційний єврейський святковий хліб із багатого здобного дріжджового тіста, який зазвичай готують у формі пишної коси. За традицією, халу подають на святковий стіл у шабат (суботу) та під час великих іудейських свят.

Цікава номінація “*the moist maker*” [17]– «*слиногін*» [1], авторський неологізм із серіалу «Друзі» на позначення соусу, яким збагачують смак сендвічів головні герої шоу. Поданий лексичний еквівалент є семантично точним, адже повною мірою відтворює зміст оригіналу, а також зберігає його комічний підтекст.

Інший спосіб перекладу гастрономічних термінів – *конкретизація:* одиниці з більш широким значенням у мові оригіналу подаються з вужчим, більш конкретним значенням з метою збереження особливостей, наприклад рецепту страви, чи необхідністю уточнення даних для кращого сприйняття інформації читачем.

Так, термін “*baked breads*” [17] – «*свіжоспечений хліб*» [1] номінує загальну категорію свіжої випічки. Перекладач доречно конкретизує, обираючи не буквальний варіант *«випечені хліби»,* а *«свіжоспечений хліб»,* що є більш натуральною і зрозумілою назвою для українського реципієнта.

“*Olive bread*” [17] – «*чіабата з оливками*» [1] є вдалим прикладом культурної конкретизації, адже назва хліба «*чіабата*[9]» доволі поширена в українському гастрономічному просторі, а тому такий варіант зберігає культурне тло лексеми та сприяє її природному використанню.

Інший не менш репрезентативний приклад конкретизації – “*pita breads*” [17] було перекладено як «*паляничка піта*[10]» [1]. Оригінальна назва номінує плаский хлібець, проте вдало дібраний варіант перекладачем «*паляничка піта*» створює певний емоційний зв’язок з українською гастрономічною культурою та «наближає» це поняття до реципієнта, пояснюючи його.

Англомовний термін “*molasses*” [17] було перекладено як «*чорна патока*» [1]. Представлений приклад номінує густий сироп з цукрової тростини. Проте український переклад «*чорна патока*» [1] семантично конкретизує це поняття, оскільки існують різні види патоки. Очевидно, перекладач має бути обізнаним в гастрономічній термінології, щоб правильно відтворити номінацію у перекладі.

Прийом *генералізації* застосовують у випадках відсутності конкретної культурної реалії або точного відповідника в цільовій мові. Тож перекладач може замінити вузьке поняття на більш узагальнене для збереження зрозумілості контексту. Наприклад, назва продукту “*crème fraîche*[11]” [17] в

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[9] **Чіабата** (італ. *ciabatta*) –це традиційний італійський білий хліб, який відомий хрусткою скоринкою та дуже пористим, повітряним м’якушем.

[10] *Піта* (грец. πίτα; італ. *pitta*) – круглий, плаский пісний хліб, який готується з тонкого білого або коричневого борошна. Надзвичайно популярний продукт у країнах Середземномор’я та Близького Сходу.

[11] **Крем-фреш** (фр. *crème fraîche* – буквально «свіжі вершки») – це традиційний французький кисломолочний продукт, який отримують шляхом заквашування пастеризованих вершків спеціальними бактеріальними культурами. За консистенцією та смаком він нагадує густу ніжну сметану, але має більш вершковий, менш кислий і тонший смак.

українському перекладі подано –«*сметана*» [1]. Використання генералізації у цьому випадку наближує оригінальну французьку гастрономічну одиницю із найбільш зрозумілим аналогом із української кухні. Водночас сметана за своїми смаковими характеристиками дещо відрізняється від більш вишуканого продукту "*crème fraîche*" (крем-фреш).

Подібне спостерігаємо із узагальненим перекладом французького терміну "*charcuterie*[12]" [17], що було подано як «*будь-які ковбаси*» [1]. Представлений український відповідник є функціонально вмотивованим, адже він адаптує термін до локального контексту сприйняття.

Інший ілюстративний приклад "*duck rillettes*[13]" [17] або українською «*паштет з качки*» [1]. Більш вузький термін представлено узагальненим і знайомим словом «*паштет*». Очевидно, що генералізація, хоча дещо не зберігає відтінки значення про технологію приготування страв, проте сприяє розумінню іншомовних культурних реалій українськомовною аудиторією.

Функціонально вмотивованим постає також прийом *компресії*, що полягає у випущенні зайвих, надмірних елементів при перекладі. Це допомагає зробити перекладене більш компактним, природним і відповідним до норм цільової мови. Розглянемо кілька назв.

Наприклад, номінації "*soft cow cheese like Brie*" [17]– «*м'який коров'ячий брі*» [1] або "*breakfast sausage and gravy*" [17]– «*ковбаски з підливою*» [1] ілюструють такі перекладацькі трансформації. Зрозумілим є вилучення пояснювальних слів «сир» та «сніданок», котрі є очевидними контекстуально, адже культурна чи темпоральна специфіка в межах поданого ілюстративного матеріалу не відграє ключової ролі.

Інший термін "*eggs with the bread, with the hole in the middle*" [17] було перекладено як «*яйця на хлібі з діркою посередині*» [1]. Оригінальну надмірно розгорнуту назву, що містить повторення та уточнення, було оптимально скорочено в українському варіанті перекладу. Поданий варіант відповідає нормам узусу цільової мови.

Показово, що оригінальну номінацію "*hard, aged cheese like aged goat Gouda*" [17] було подано як «*тверда зріла козяча гауда*» [1], що є прикладом використання компресії та конкретизації водночас. Перекладач вилучає текстурні характеристики сиру, його походження та особливості

[12] **Charcuterie** (від фр. *chair* –м'ясо та *cuit* –приготоване) –це французьке мистецтво приготування та подачі різноманітних виробів з м'яса, або заклад, де їх продають. Термін охоплює м'ясні продукти і популярний спосіб їх сервірування.

[13] **Duck rillettes** (або ріет з качки) –традиційна французька м'ясна намазка (схожа на паштет), приготована з качиного м'яса. За рецептом м'ясо довго томиться у власному жиру зі спеціями та духмяними травами, доки не набуває ніжної, пастоподібної консистенції.

приготування, а також надає один варіант номінації – гауда[14], який часто асоціюють із коров'ячим молочним продуктом.

У ході аналізу ілюстративного матеріалу було проаналізовано випадки використання *інверсії* при перекладі з англійської на українську мову. Відомо, що цей спосіб застосовується тоді, коли необхідно змінити порядок розташування слів у реченні чи словосполученні для природного унормованого функціонування перекладеного контексту у цільовій мові. Так, в англійській мові структура термінів часто будується за умовною моделлю «*визначення + ядро*» (наприклад, *chicken soup*), натомість в українській – «*ядро + визначення*» (*суп з курки*). Зокрема, назву продукту "*celery stalks*" [17] було перекладено як «*стебла селери*» [1]. Подібним чином здійснюється переклад страви "*granola parfait*[15]" [17] – «*парфе з граноли*» [1], де оригінально структура словосполучення побудована за моделлю «*ingredient + dish*», натомість україномовні переклади типових випадків характеризується переважним уживанням – «*страва з інгредієнта*». Унаочнимо отримані результати таблицею зібраних даних (Див. Таблиця 1. *Кількісні результати аналізу*), де подаємо кількісне та відсоткове співвідношення використання перекладацьких прийомів для перекладу одиниць, що пов'язані із кулінарією на матеріалі книги Аманди Ї «*Офіційна кулінарна книга*» [17], [1]. Представимо інформацію також у вигляді діаграми (Див. Рис. 1. «*Аналіз способів перекладу*»).

Таблиця 1

Кількісні результати аналізу

Спосіб перекладу	**Кількість проаналізованих одиниць**	**Відсотокове співвідношення**
Калькування	99	32,3%
Транскрибування	26	8,4%
Транслітерація	16	5,2%
Описовий переклад	40	13%
Лексичний еквівалент	65	21,2%
Конкретизація	15	4,9%
Генералізація	7	2,2%
Компресія	18	5,8%
Інверсія	42	13,7%

Джерело: укладено авторами.

[14] *Гауда* – голландський твердий чи напівтвердий сир з коров'ячого молока. Також це загальна назва для сирів, вироблених за голландською традицією. Названий на честь міста Гауда (провінція Південної Голландії), що славилось сирним ринком у XIII столітті.

[15] *Granola parfait (франц. парфе з граноли)* – швидкий поживний десерт, що готується шляхом викладання шарів йогурту, свіжих ягід та граноли (запечених пластівців з горіхами та медом).



Рис. 1 «Аналіз способів перекладу»

Джерело: укладено авторами.

Висновки. Підбиваючи підсумки цієї наукової розвідки, зазначимо, що в умовах глобалізаційних процесів кулінарна лексика стає багатошаровим і ще малодослідженим об'єктом вивчення, який акумулює лінгвістичні елементи різних національних кухонь світу та активно залучає екзотичні номінації, притаманні локальним лінгвокультурам. Цілком закономірно, що англійська мова як *lingua franca відображає подібну тенденцію, активно засвоюючи номінації французького, італійського, американського, китайського, арабського та іншого походження.*

Отже питання доцільних перекладацьких рішень постає актуальним у цьому контексті. Так, проаналізувавши ілюстративний матеріал, дібраний із книги Аманди Ї [17] та українського перекладу [1], опираючись на теоретичні праці А. Г.Гудманяна [4], [5], виявлено домінуючий прийом перекладу лексичних одиниць – *калькування* (32,3%), що застосовується при наявності усталених відповідників у цільовій мові. *Транскрибування* (8,4%) та *транслітерація* (5,8%) – навпаки, коли такі еквіваленти відсутні. *Описовий переклад* (13%) сприяє функціональності та зрозумілості перекладеного елементу реципієнтами іншої мови. *Лексичні еквіваленти* (21,2%) є раціональними для пояснення відомої культурної реалії, притаманної обом лінгвокультурам. *Конкретизація* (4,9 %) та *генералізація (узагальнення*) (2,2 %) застосовуються у протилежних випадках, проте виконують значну роль, пояснюючи значення термінів та понять нетипових

до мови, на яку перекладають. Прийом *компресії* (5,8 %) оптимізує значення номінацій, а *інверсія* (13,7 %) – структурує та натуралізує перекладені назви до синтаксичних норм цільової мови.

Представлена варіативність перекладацьких рішень свідчить про складність та «багатовимірність» кулінарного дискурсу, в якому важливо не лише правильно відтворити зміст, а й зберегти лінгвокультурну та семантичну специфіку лексики. Водночас результати наукової розвідки вказують на те, що вибір конкретної стратегії перекладу залежить від структурних особливостей матеріалу, його семантичного значення, а також жанрової належності та комунікативної мети тексту. Саме це робить переклад гастрономічної лексики творчим, багатогранним та логічно вмотивованим процесом.

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ЦИФРОВА БЕЗПЕКА ЯК СКЛАДОВА ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ У НАУКОВІЙ ЖУРНАЛІСТИЦІ

Анотація. У статті досліджено цифрову безпеку як важливу складову професійної діяльності наукового журналіста в умовах стрімкої цифровізації сучасного медіапростору. Проаналізовано вплив цифрових технологій, соціальних мереж, алгоритмічних платформ та штучного інтелекту на трансформацію наукової журналістики й особливості поширення наукового контенту в онлайн-середовищі. Встановлено, що розвиток цифрових медіа суттєво розширив можливості комунікації між науковою спільнотою та суспільством, однак одночасно посилив ризики дезінформації, інформаційних маніпуляцій, кібератак і втрати довіри до медіа. Особливу увагу приділено проблемі поширення псевдонаукової інформації, deepfake-технологій, автоматизованих інформаційних кампаній та використанню генеративного штучного інтелекту для створення маніпулятивного контенту. Доведено, що сучасні цифрові платформи та алгоритми соціальних мереж здатні посилювати поширення недостовірної інформації через механізми вірусності та емоційного впливу. Визначено основні цифрові загрози для журналістів, серед яких фішингові атаки, цифрове стеження, викрадення акаунтів, витік конфіденційної інформації та маніпуляції цифровими матеріалами.

У роботі обґрунтовано важливість кібергігієни, фактчекінгу, цифрової верифікації контенту та критичного мислення як необхідних складових професійної компетентності сучасного журналіста. Наголошено на ролі медіаграмотності та цифрової компетентності у забезпеченні достовірності

наукової інформації та протидії дезінформації. Проаналізовано діяльність міжнародних організацій і платформ, спрямовану на підтримку цифрової безпеки журналістів та розвиток навичок безпечної роботи у цифровому середовищі. Зроблено висновок, що в умовах активного розвитку цифрових технологій цифрова безпека стає невід'ємною складовою професійної діяльності наукового журналіста. Поєднання журналістських стандартів, медіаграмотності, навичок цифрового захисту та критичного аналізу інформації є необхідною умовою формування якісного й достовірного наукового контенту в сучасному медіапросторі.

Ключові слова: наукова журналістика, цифрова безпека, медіаграмотність, дезінформація, цифрова компетентність.

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DIGITAL SECURITY AS A COMPONENT OF THE PROFESSIONAL ACTIVITY OF A SCIENCE JOURNALIST

Abstract. The article examines digital security as an important component of professional scientific journalism in the context of the rapid digitalization of the modern media space. The impact of digital technologies, social networks, algorithmic platforms, and artificial intelligence on the transformation of scientific journalism and the peculiarities of the dissemination of scientific content in the online environment is analyzed. It is established that the development of digital media has significantly expanded the possibilities of communication between the scientific community and society, but at the same time has increased the risks of disinformation, information manipulation, cyberattacks, and loss of trust in the media. Particular attention is paid to the problems of the dissemination of pseudoscientific information, deepfake technologies, automated information problems, and the use of generative artificial intelligence to create manipulative content. It is proven that modern digital platforms and algorithms of social networks are capable of enhancing the

dissemination of unreliable information through mechanisms of virality and emotional impact. The main digital threats to journalists are identified, including phishing attacks, digital surveillance, account hijacking, the age of confidential information, and manipulation of digital materials.

The paper substantiates the importance of cyber hygiene, fact-checking, digital verification of content, and critical thinking as more complex professional competencies of modern journalism. The role of media literacy and digital competence in ensuring the reliability of scientific information and countering disinformation is emphasized. The activities of international organizations and platforms aimed at supporting digital journalists and developing skills for safe work in a digital security environment are analyzed. It is concluded that in the context of the active development of digital technologies, digital security is becoming an integral part of the professional activities of scientific journalism. The combination of journalistic standards, media literacy, digital security skills, and critical analysis of information are necessary conditions for the formation of high-quality and reliable scientific content in the modern media space.

Keywords: science journalism, digital security, media literacy, disinformation, digital competence.

Постановка проблеми. Стрімка цифровізація сучасного медіапростору суттєво трансформувала діяльність журналістів, зокрема у сфері наукової журналістики. Активне використання цифрових платформ, соціальних мереж, алгоритмічних систем та технологій штучного інтелекту значно розширило можливості поширення наукової інформації, однак водночас посилило ризики дезінформації, інформаційних маніпуляцій, кібератак і втрати довіри до медіа. Особливої актуальності проблема набуває в умовах поширення deepfake-технологій, автоматизованого створення контенту та інформаційного перевантаження аудиторії, коли межа між достовірною науковою інформацією та маніпулятивним контентом стає дедалі менш помітною. У таких умовах виникає необхідність дослідження цифрової безпеки як важливої складової професійної діяльності наукового журналіста, а також визначення ролі медіаграмотності, фактчекінгу та цифрової компетентності у забезпеченні якості наукової комунікації та протидії дезінформації.

Аналіз останніх досліджень і публікацій. Проблематика цифрової безпеки журналістів, дезінформації та трансформації наукової комунікації активно досліджується у сучасному науковому дискурсі. Зокрема, A. de Jong, A. M. Dijkstra, M. A. J. MacLeod та M. D. T. de Jong аналізують виклики наукової комунікації під час пандемії COVID-19. Питання цифрової дезінформації та маніпуляцій розглядають D. Called і J. M. Silva.

Ризики використання штучного інтелекту в журналістиці досліджують U. Peña-Alonso, S. Peña-Fernández та K. Meso-Ayerdi. Практичні аспекти цифрової безпеки журналістів висвітлено у рекомендаціях UNESCO, CPJ, Prometheus, а також у працях Н. Л. Дащенко, О. В. Кушнір і Т. В. Решетухи. Водночас потребує подальшого осмислення саме поєднання наукової журналістики, цифрової безпеки, медіаграмотності та фактчекінгу в умовах поширення штучного інтелекту й цифрових маніпуляцій.

Мета статті – дослідити цифрову безпеку як складову професійної діяльності наукового журналіста, визначити основні цифрові загрози та роль медіаграмотності, фактчекінгу й цифрової компетентності у забезпеченні достовірності наукового контенту.

Виклад основного матеріалу. Наукова журналістика сьогодні відіграє значно ширшу роль, ніж просто передача інформації про нові дослідження чи технології. Вона стала важливим інструментом суспільної комунікації, який допомагає людям орієнтуватися у складних наукових процесах, розуміти глобальні виклики та формувати критичне ставлення до інформації. Саме через наукову журналістику суспільство отримує пояснення щодо змін клімату, розвитку штучного інтелекту, біотехнологій, медичних відкриттів або кіберзагроз. У цифрову епоху діяльність журналіста суттєво змінилася. Якщо раніше основними каналами поширення наукової інформації були друковані видання, телебачення чи радіо, то сьогодні головними платформами стали соціальні мережі, онлайн-медіа, відеохостинги та цифрові сервіси. Це значно пришвидшило обіг інформації та зробило науковий контент доступнішим для широкої аудиторії. Водночас цифровізація створила нові ризики, пов’язані з маніпуляціями, дезінформацією та втратою довіри до медіа.

Однією з ключових проблем сучасного медіасередовища є інформаційне перевантаження. Користувачі щодня стикаються з величезною кількістю новин, серед яких дедалі складніше відрізнити достовірні матеріали від маніпулятивних або псевдонаукових. Особливо небезпечно це у сфері науки, адже навіть незначне викривлення фактів може формувати хибні уявлення про медицину, вакцинацію, екологічні проблеми чи технологічні інновації. Проблема дезінформації у сфері науки особливо загострилася під час пандемії COVID-19. Саме тоді соціальні мережі стали основним каналом поширення як перевіреної інформації, так і численних фейків. Дослідники зазначають, що цифрові платформи значно прискорили поширення наукової дезінформації та конспірологічних теорій [1; 2].

Важливою проблемою є також алгоритмізація інформаційного простору. Соціальні платформи працюють за принципом максимального залучення аудиторії, тому алгоритми нерідко просувають емоційний,

конфліктний або сенсаційний контент, навіть якщо він не є достовірним. Через це якісна наукова журналістика часто програє у видимості маніпулятивним матеріалам або псевдонауковим повідомленням. Подібні тенденції дедалі частіше стають предметом міжнародних досліджень у сфері медіа та цифрової комунікації [3; 4]. Окрему небезпеку становить використання технологій штучного інтелекту. Сучасні генеративні системи можуть створювати тексти, аудіо та відео, які складно відрізнити від реальних матеріалів. Для журналістики це створює серйозні виклики, оскільки deepfake-контент та автоматично згенеровані повідомлення можуть використовуватися для маніпуляцій громадською думкою.

Дослідження свідчать, що більшість журналістів вважають штучний інтелект одним із факторів посилення дезінформаційних ризиків [5].

У таких умовах особливого значення набуває професійна відповідальність журналіста. Науковий журналіст сьогодні повинен не лише зрозуміло пояснювати складні теми, а й володіти навичками цифрової безпеки, фактчекінгу та верифікації інформації. Саме тому міжнародні організації дедалі активніше акцентують увагу на поєднанні журналістських стандартів із цифровою грамотністю та кібербезпекою. Зокрема, UNESCO наголошує, що дезінформація стала глобальним викликом для сучасної журналістики та демократичного суспільства загалом [6]. Суттєву роль у забезпеченні цифрової безпеки журналістів відіграють освітні ініціативи. Наприклад, українська платформа Prometheus реалізує спеціальний курс «Цифрова безпека журналістів та інших працівників медіа», який навчає основам кібергігієни, захисту акаунтів, протидії фішинговим атакам та безпечній роботі з цифровими джерелами [7]. Крім того, професійні медійні організації створюють практичні інструменти для захисту журналістів у цифровому середовищі. Наприклад, Committee to Protect Journalists (CPJ) публікує рекомендації щодо цифрової безпеки та захисту персональних даних журналістів, які працюють у кризових або воєнних умовах [8].

У сучасному медіасередовищі наукова журналістика дедалі більше поєднується з цифровою безпекою, адже якість наукового контенту напряму залежить від захищеності інформації, достовірності джерел та професійної відповідальності журналіста. Саме тому формування навичок критичного мислення, медіаграмотності та цифрової компетентності стає необхідною умовою ефективної журналістської діяльності у XXI ст. Цифрове середовище сьогодення виносить питання безпеки як одне із ключових аспектів професійної діяльності журналіста. Якщо раніше основні ризики для представників медіа були пов’язані переважно з фізичною безпекою або цензурою, то сьогодні дедалі більшого значення набувають саме цифрові загрози. Робота з електронними документами, онлайн-архівами,

соціальними мережами, хмарними сервісами та месенджерами значно полегшує журналістську діяльність, однак водночас робить журналістів більш уразливими до кібератак, цифрового стеження та інформаційних маніпуляцій.

Особливо актуальною ця проблема є для наукової журналістики. Журналісти, які працюють із науковими матеріалами, часто взаємодіють із конфіденційними джерелами інформації, дослідницькими лабораторіями, медичними установами, міжнародними організаціями або державними структурами. У багатьох випадках йдеться про доступ до ще не оприлюднених результатів досліджень, персональних даних, медичної статистики або матеріалів, що можуть мати суспільний резонанс. Саме тому будь-який витік інформації або несанкціонований доступ до цифрових ресурсів може мати серйозні наслідки як для самого журналіста, так і для його джерел. Серед основних цифрових загроз, з якими стикаються сучасні журналісти, дослідники виділяють фішингові атаки, викрадення акаунтів, кібершпигунство, цифрове стеження, втручання у роботу електронних ресурсів та маніпуляції цифровими матеріалами. Окрему небезпеку становлять deepfake-технології, які дозволяють створювати фальшиві відео, аудіо чи зображення, що візуально майже неможливо відрізнити від справжніх. Такі технології можуть використовуватися для дискредитації журналістів, поширення дезінформації або маніпулювання громадською думкою.

У сучасних умовах важливим елементом професійної безпеки журналіста стає кібергігієна. Вона охоплює комплекс практичних навичок і правил, спрямованих на захист цифрової інформації та мінімізацію ризиків кібератак. До основних заходів кібергігієни належать:

- використання складних і унікальних паролів;
- двофакторна автентифікація;
- регулярне оновлення програмного забезпечення;
- шифрування файлів і повідомлень;
- використання VPN-сервісів;
- безпечне зберігання резервних копій;
- перевірка підозрілих посилань і вкладень.

Особливої уваги потребує безпечна комунікація з джерелами інформації. Для цього журналісти дедалі частіше використовують захищені месенджери, зокрема Signal Messenger, який вважається одним із найбезпечніших сервісів для конфіденційного спілкування. Також популярними є інструменти шифрування електронної пошти та захищеного обміну файлами. Крім технічних навичок, сучасний журналіст повинен уміти перевіряти достовірність цифрових матеріалів. У роботі з фото та відео

важливими є аналіз метаданих, перевірка геолокації, виявлення монтажу та ознак маніпуляції контентом. Для цього використовуються спеціальні інструменти цифрової верифікації, зокрема платформи фактчекінгу та сервіси аналізу зображень. Одним із відомих міжнародних ресурсів є First Draft News [9], який спеціалізується на перевірці цифрової інформації та боротьбі з дезінформацією. Фактично, цифрова безпека сьогодні є не додатковою навичкою, а необхідною складовою професійної компетентності журналіста. В умовах стрімкого розвитку цифрових технологій, поширення дезінформації та зростання кіберзагроз саме поєднання журналістських стандартів, медіаграмотності та навичок цифрового захисту дозволяє забезпечити якісну та безпечну професійну діяльність у сучасному інформаційному просторі.

Дезінформація у сфері науки сьогодні стала однією з найнебезпечніших форм інформаційного впливу в цифровому середовищі. Її особливість полягає в тому, що маніпулятивний контент часто маскується під наукові факти, експертні висновки або аналітичні матеріали. Для пересічної аудиторії такі повідомлення можуть виглядати переконливо, оскільки вони нерідко супроводжуються псевдонауковою термінологією, статистикою чи посиланнями на нібито «дослідження». Саме це значно ускладнює процес розпізнавання неправдивої інформації. Сучасне цифрове середовище сприяє швидкому поширенню маніпулятивного контенту через механізми вірусності та емоційного впливу. Інформація, яка викликає страх, тривогу або обурення, поширюється значно швидше, ніж виважені аналітичні матеріали. Через це псевдонаукові твердження часто отримують ширше охоплення, ніж професійна наукова журналістика.

Дослідники Оксфордського інтернет-інституту зазначають, що алгоритми соціальних платформ нерідко посилюють поляризацію та сприяють формуванню інформаційних «бульбашок», у яких користувачі бачать лише контент, що підтверджує їхні переконання [10].

Особливу небезпеку становить поширення так званої «науковоподібної» інформації. Йдеться про матеріали, які зовні нагадують професійні наукові публікації, однак не мають реальної доказової бази. Часто для цього використовуються підроблені графіки, маніпулятивна статистика або вирвані з контексту цитати науковців. Такі методи активно застосовуються у темах медицини, вакцинації, генетики, кліматичних змін та новітніх технологій. Суттєвим викликом для сучасної журналістики стало також явище інформаційних кампаній, створених за допомогою автоматизованих систем та бот-мереж. За даними World Economic Forum, цифрові маніпуляції та штучно створені інформаційні хвилі входять до переліку ключових глобальних ризиків сучасного інформаційного суспільства. Автоматизовані

акаунти здатні масово поширювати неправдиві повідомлення, створюючи ілюзію суспільної підтримки певної позиції або «масової думки» [11]. Окремою проблемою стає розвиток генеративного штучного інтелекту. Сучасні AI-системи здатні створювати тексти, зображення та відео, які зовні виглядають професійно та достовірно. У сфері наукової журналістики це створює ризик появи фальшивих інтерв'ю, підроблених коментарів експертів або навіть вигаданих наукових досліджень. У 2023–2025 роках міжнародні дослідницькі центри неодноразово наголошували, що генеративний ШІ може використовуватися для масштабування дезінформації та автоматичного створення маніпулятивного контенту. У таких умовах особливої ваги набуває фактчекінг як один із базових професійних стандартів сучасної журналістики. Перевірка інформації вже не обмежується лише аналізом джерела. Журналіст повинен уміти перевіряти цифрове походження матеріалу, аналізувати дату створення контенту, шукати першоджерела та зіставляти інформацію з офіційними науковими даними.

Важливим інструментом у цій роботі є міжнародні наукові бази даних, зокрема Google Scholar, PubMed та Scopus.

Крім технічної перевірки інформації, важливим елементом якісної наукової журналістики є співпраця з фахівцями та експертними спільнотами. Саме консультації з науковцями дозволяють уникнути спрощення складних тем або неправильного трактування результатів досліджень. У багатьох випадках журналіст виступає своєрідним посередником між науковою спільнотою та суспільством, тому рівень його відповідальності значно зростає. Проблема протидії дезінформації сьогодні активно розглядається і на рівні міжнародних організацій. Зокрема, European Digital Media Observatory (EDMO) об'єднує дослідників, журналістів та фактчекерів для боротьби з цифровими маніпуляціями та поширенням неправдивої інформації в європейському медіапросторі. Таким чином, розвиток цифрових технологій та штучного інтелекту суттєво ускладнив процес роботи з науковою інформацією. У сучасних умовах журналіст повинен не лише володіти професійними навичками створення контенту, а й уміти працювати з цифровими інструментами перевірки інформації, аналізувати ризики маніпуляцій та критично оцінювати достовірність джерел. Саме це стає необхідною умовою збереження довіри до науки та професійної журналістики в цифрову епоху.

Важливим аспектом цифрової компетентності є вміння працювати з сучасними інформаційними технологіями. Для журналіста це означає не лише використання цифрових платформ чи мультимедійних інструментів, а й здатність безпечно працювати з даними, перевіряти цифрові джерела та

захищати власну інформацію. У сучасних умовах цифрова компетентність включає:

- навички роботи з інформаційними технологіями;
- знання основ кібербезпеки;
- уміння захищати персональні дані;
- використання інструментів цифрової верифікації;
- здатність розпізнавати маніпулятивний контент;
- критичне оцінювання джерел інформації;
- розуміння принципів функціонування алгоритмів соціальних мереж і штучного інтелекту.

Особливо актуальною проблема цифрової грамотності стала після активного розвитку генеративного штучного інтелекту. UNESCO у своїх аналітичних матеріалах підкреслює, що штучний інтелект одночасно створює нові можливості та нові ризики для інформаційного простору.

Організація зазначає, що AI може сприяти швидкому поширенню дезінформації через deepfake-технології, автоматизоване створення контенту та алгоритмічне посилення маніпулятивних повідомлень [12]. У зв'язку з цим особливого значення набуває розвиток критичного мислення. Дослідники наголошують, що сучасний користувач цифрового середовища повинен уміти не лише споживати інформацію, а й аналізувати її походження, мету створення та потенційний вплив. Саме критичне мислення допомагає журналісту відрізняти достовірні джерела від маніпулятивних ресурсів, а також уникати поширення неперевірених матеріалів.

Проблема медіаграмотності активно досліджується і в контексті боротьби з дезінформацією. У 2026 році міжнародна група науковців представила дослідження Building Resilience to Misinformation: A Cross-National Development of the Digital Media and Information Literacy Scale (DMILS), у якому доведено, що рівень цифрової медіаграмотності безпосередньо впливає на здатність людини протидіяти дезінформації та критично оцінювати онлайн-контент [13]. Цікавими є також результати дослідження The Illusion of Competence: Self-Perceived Digital Literacy and AI Readiness Among European Secondary Students, у якому виявлено, що значна частина молоді переоцінює власну здатність розпізнавати deepfake-контент та алгоритмічні маніпуляції. Автори називають це «ілюзією цифрової компетентності», коли користувачі впевнені у власній медіаграмотності, але на практиці не володіють достатніми навичками цифрової перевірки інформації [14].

Для журналістів важливим стає також уміння працювати з фактчекінговими інструментами. Сучасна наукова журналістика дедалі

більше базується на використанні міжнародних наукових баз даних, цифрових архівів, платформ перевірки фото та відео. Саме тому професійна діяльність журналіста сьогодні поєднує творчі, аналітичні та технічні компетентності. Крім професійних навичок, важливим аспектом медіаграмотності є формування інформаційної відповідальності. Журналіст у цифрову епоху стає не лише автором матеріалу, а й посередником між складним інформаційним середовищем та аудиторією. Саме від рівня його цифрової компетентності значною мірою залежить якість суспільної комунікації та рівень довіри до медіа. Таким чином, медіаграмотність і цифрова компетентність сьогодні є необхідною умовою професійної діяльності сучасного журналіста. Вони дозволяють ефективно працювати з інформацією, протидіяти дезінформації, критично оцінювати цифровий контент та забезпечувати аудиторію якісною й достовірною інформацією в умовах стрімкої цифровізації медіапростору.

Висновки. У результаті дослідження встановлено, що цифрова безпека є важливою складовою професійної діяльності сучасного наукового журналіста. Розвиток цифрових технологій суттєво змінив процес створення та поширення наукової інформації, водночас посиливши ризики дезінформації, кібератак і маніпуляцій медіаконтентом. Доведено, що основними загрозами для журналістів є фішингові атаки, цифрове стеження, викрадення акаунтів, deepfake-технології та витік конфіденційної інформації. У таких умовах особливого значення набувають кібергігієна, фактчекінг, цифрова верифікація контенту та критичне мислення. Встановлено, що медіаграмотність і цифрова компетентність дозволяють журналістам ефективно працювати з інформацією, протидіяти дезінформації та забезпечувати аудиторію достовірним науковим контентом. Перспективи подальших досліджень пов’язані з аналізом впливу штучного інтелекту на журналістику, вивченням алгоритмів поширення дезінформації, а також розробленням сучасних моделей цифрового захисту журналістів у медіасередовищі.

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КОНЦЕПТ ANIMAL (ТВАРИНА) ЯК РЕПРЕЗЕНТАНТ ПРОФЕСІЙНОГО ЗНАННЯ В АНГЛІЙСЬКІЙ ФАХОВІЙ МОВІ ТВАРИННИЦТВА

Анотація. У статті досліджено концепт ANIMAL (ТВАРИНА) як репрезентант професійного знання в англійській фаховій мові тваринництва. Актуальність дослідження зумовлена посиленням уваги сучасного термінознавства до лінгвокогнітивних аспектів функціонування галузевих терміносистем, а також необхідністю подальшого вивчення концепту як базової ментальної одиниці професійної картини світу. У роботі акцентовано увагу на тому, що концепт виступає не лише засобом категоризації та осмислення дійсності, а й інструментом структурування, збереження та передачі фахового знання. Проаналізовано основні теоретичні підходи до трактування поняття «концепт» у сучасній когнітивній лінгвістиці, термінознавстві та теорії фахових мов. Було визначено, що в межах фахової мови концепт характеризується високим рівнем системності, точності, логічної впорядкованості та значною мірою позбавлений емоційно-експресивної конотації. Особливу увагу приділено структурній організації концепту, який розглядається як багатовимірне ментальне утворення, що включає ядро, приядерну зону та периферію. Встановлено, що концепт ANIMAL є одним із центральних концептів англійської фахової мови тваринництва та формує основу професійного знання цієї галузі. На основі аналізу етимологічних, лексикографічних і фахових джерел визначено основні ядерні ознаки концепту. Простежено зв’язок між загальновживаним і термінологічним значенням лексеми animal, а також виявлено особливості її функціонування в англійській фаховій мові тваринництва. Доведено, що термін animal у професійному дискурсі набуває точнішого значення, втрачаючи при цьому стилістично марковану периферію, характерну для загальновживаної мови. Окрему увагу було приділено аналізу мовної репрезентації концепту ANIMAL у термінологічних одиницях галузі. У результаті дослідження зроблено

висновок, що концепт ANIMAL виступає не лише центральною термінологічною одиницею, а й когнітивною основою професійної картини світу фахівців галузі тваринництва. Отримані результати підтверджують важливість концептуального підходу для вивчення сучасних галузевих терміносистем і механізмів формування професійного знання.

Ключові слова: концепт, термінознавство, фахова мова, професійне знання, англійська фахова мова тваринництва, терміносистема, лексема, фахова комунікація, мовна репрезентація, концепт ANIMAL (ТВАРИНА).

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THE CONCEPT ANIMAL AS A REPRESENTATIVE OF PROFESSIONAL KNOWLEDGE IN THE ENGLISH SPECIALIZED LANGUAGE OF ANIMAL HUSBANDRY

Abstract. The article deals with the concept ANIMAL as a representative of professional knowledge within the English specialized language of animal husbandry. The relevance of the research is determined by the growing attention of modern terminology studies to the linguo-cognitive aspects of the functioning of specialized terminological systems, as well as by the necessity for further investigation of the concept as a basic mental unit of the professional worldview. The study emphasizes that the concept functions not only as a means of categorizing and interpreting reality, but also as an instrument for structuring, preserving, and transmitting specialized knowledge. The main theoretical approaches to the interpretation of the notion “concept” in modern cognitive linguistics, terminology studies, and the theory of specialized languages are analyzed. It has been determined that within a specialized language the concept is characterized by a high degree of systemacity, precision, logical organization, and is largely devoid of emotional and expressive connotations. Particular attention is paid to the structural organization of the concept, which is viewed as a multidimensional mental formation consisting of a core, near-core zone, and periphery. The study establishes that the concept ANIMAL is one of the central concepts within the English specialized language of animal husbandry and forms the basis of professional knowledge in this field. On the basis of the analysis of etymological, lexicographic, and specialized sources, the main core features of the concept have been identified. The relationship between the common-language and terminological meanings of the lexeme animal has been traced, and the

peculiarities of its functioning in the English specialized language of animal husbandry have been revealed. It has been proved that in professional discourse the term animal acquires a more precise meaning while losing the stylistically marked periphery characteristic of common-language usage. Special attention has also been paid to the analysis of the linguistic representation of the concept ANIMAL in the terminological units of the field. As a result of the research, it has been concluded that the concept ANIMAL functions not only as a central terminological unit, but also as the cognitive basis of the professional worldview of specialists in the field of animal husbandry. The obtained results confirm the importance of the conceptual approach for the study of modern specialized terminological systems and the mechanisms of professional knowledge formation.

Keywords: concept, terminology studies, specialized language, professional knowledge, the English specialized language of animal husbandry, terminological system, lexeme, professional communication, linguistic representation, the concept ANIMAL.

Постановка проблеми. Сучасний етап розвитку термінознавства характеризується посиленням уваги до лінгвокогнітивних аспектів функціонування терміносистем різних галузей знань. У центрі таких досліджень перебуває концепт як базова одиниця репрезентації професійного знання, що забезпечує осмислення, структурування та вербалізацію професійного досвіду. Саме через концепти формується фахова картина світу, у рамах якої відображаються результати наукової діяльності, фахової комунікації та когнітивної інтерпретації дійсності. Попри значну кількість наукових праць, присвячених проблемам когнітивної лінгвістики, поняття «концепт» і досі не має однозначного трактування. У сучасному мовознавстві воно розглядається з різних позицій: культурологічної, лінгвокультурологічної, логічної, семантико-когнітивної, філософсько-семіотичної та термінознавчої. Така багатовекторність підходів свідчить не лише про складність самого феномену, а й про його міждисциплінарний характер. Особливої актуальності набуває дослідження концепту в межах термінознавства та теорії фахових мов, де він виступає не лише ментальною одиницею, а й засобом категоризації професійного знання.

Аналіз останніх досліджень і публікацій. Значний внесок у дослідження сутності концепту, його структури та особливостей мовної репрезентації зробили такі науковці, як А. Д. Бєлова, В. Л. Іващенко, Л. П. Науменко та інші. У працях дослідників концепт розглядається як базова одиниця мисленнєвого коду людини, носій структурованого знання та складник концептуальної картини світу. Водночас низка питань,

пов'язаних зі специфікою функціонування концептів у межах фахових мов, зокрема в англійській фаховій мові тваринництва, потребує подальшого вивчення.

Мета дослідження полягає у з'ясуванні специфіки концепту ANIMAL (ТВАРИНА) як репрезентанта професійного знання в англійській фаховій мові тваринництва, а також у визначенні особливостей його мовної репрезентації та функціонування в галузевій терміносистемі.

Поставлена мета вимагає розв'язання таких головних **завдань**: 1) уточнити теоретичні засади поняття «концепт» у межах сучасного термінознавства та теорії фахових мов; 2) охарактеризувати основні структурні та семантичні особливості фахового концепту; 3) проаналізувати етимологічні та дефініційні характеристики лексеми *animal* у фахових лексикографічних джерелах; 4) визначити ядерні семантичні ознаки концепту ANIMAL в англійській фаховій мові тваринництва; 5) дослідити специфіку вербалізації концепту ANIMAL у термінологічних одиницях галузі; 6)простежити взаємозв'язок між загальновживаним і термінологічним значенням лексеми *animal*; 7) з'ясувати роль концепту ANIMAL у формуванні професійної картини світу фахівців галузі тваринництва.

Виклад основного матеріалу. Англійська фахова мова тваринництва є продуктивним матеріалом для вивчення концептуальної організації галузевої терміносистеми, оскільки відображає специфіку професійного мислення, наукового опису та практичного функціонування цієї сільськогосподарської сфери. Одним із центральних концептів цієї фахової мови є концепт ANIMAL (ТВАРИНА), який репрезентує базове поняття галузі та виступає основою формування значної кількості термінологічних одиниць. Його дослідження дозволяє простежити взаємозв'язок між загальновживаним і термінологічним значенням, виявити особливості понятєвої структури та специфіку мовної репрезентації у вузькофаховому дискурсі. Актуальність дослідження зумовлена необхідністю подальшого уточнення теоретичних засад поняття «концепт» у межах сучасного термінознавства, а також потребою комплексного аналізу галузевих концептів як носіїв фахового знання. Вивчення концепту ANIMAL сприяє глибшому розумінню механізмів формування терміносистеми англійської фахової мови тваринництва та дозволяє окреслити специфіку концептуалізації професійної картини світу в аграрній сфері.

У сучасному термінознавстві поняття «концепт» посідає центральне місце, оскільки саме через нього здійснюється осмислення, систематизація та вербалізація галузевого знання. Концепт розглядається як базова ментальна одиниця, що відображає результати пізнавальної діяльності людини та фіксує професійний досвід певної наукової спільноти.

Незважаючи на значну кількість досліджень, присвячених цій проблематиці, у сучасній лінгвістиці не існує єдиного загальноприйнятого визначення поняття «концепт», що пояснюється багатогранністю самого явища та різними підходами до його інтерпретації. У когнітивній лінгвістиці концепт визначають як дискретне ментальне утворення, що є базовою одиницею мисленнєвого коду людини. Переважна більшість науковців трактують концепт як «квант структурованого знання», який формується у свідомості індивіда на основі перцептивного досвіду, мисленнєвих операцій і мовної діяльності; як своєрідний «пакет» інформації, що репрезентується в одиницях мови та мовлення й формується не лише через індивідуальний досвід, а й у процесі комунікації та засвоєння значень мовних одиниць. У межах термінознавства концепт набуває особливого значення, оскільки виступає основою професійної картини світу та відображає специфіку наукового пізнання певної галузі. Він формується насамперед у процесі професійної діяльності, спирається на наукові знання та характеризується високим рівнем системності, точності й логічної впорядкованості. Його зміст значною мірою позбавлений емоційно-експресивного забарвлення, оскільки головною функцією є точна передача фахової інформації. Важливою ознакою концепту є його багатовимірна структура. Дослідники розглядають концепт як польову модель, що складається з ядра, приядерної зони та периферії. Ядро становить сутність наукового поняття, яка реалізується через словникові дефініції та базові значення слова-вербалізатора. Приядерна зона охоплює поняття, що уточнюють і розкривають зміст концепту через синонімічні, антонімічні та асоціативні зв’язки. Периферія включає образні, символічні, оцінні та фреймові компоненти, які відображають індивідуальні й культурні особливості сприйняття [1; 2].

У межах англійської фахової мови тваринництва одним із центральних концептів виступає концепт ANIMAL (ТВАРИНА), який є базовим для всієї галузевої терміносистеми. Саме він формує основу професійного знання у сфері тваринництва та репрезентує ключовий об’єкт наукового опису й практичної діяльності. У цьому значенні концепт ANIMAL можна вважати «макроконцептом» або «суперконцептом», навколо якого вибудовується значна кількість похідних термінів і професійних понять. Етимологічний аналіз лексеми *animal* свідчить про її походження від латинського *animale* – «жива істота», «те, що має душу», «те, що дихає». Латинські основи *animus* і *anima* пов’язані зі значеннями «душа», «життя», «подих», «дух», що підкреслює первинне уявлення про тварину як живий організм, здатний до руху, дихання та існування. Отже, уже на етимологічному рівні простежується тісний зв’язок між словом

animal і поняттям живого організму. Аналіз фахових лексикографічних джерел дозволяє встановити, що ядро концепту ANIMAL репрезентують такі семантичні ознаки: «живий організм», «багатоклітинний», «не є рослиною», «дихає», «рухається», «має розвинену нервову систему», «розмножується», «потребує їжі та кисню», «використовується людиною з практичною метою». Особливого значення у фаховій мові тваринництва набуває також значення «одиниця обліку худоби», тобто *head of stock*, що відображає економічний та виробничий аспект галузі. Крім того, концепт ANIMAL вербалізується низкою синонімічних термінів: *beast, creature, living being, fauna, organism, stock/livestock* і таке інше. Кожен із них актуалізує окремий аспект поняття. Так, наприклад, *beast* акцентує увагу на великій свійській худобі або стаді; *creature* підкреслює загальне значення живої істоти; *fauna* репрезентує тваринний світ певного середовища; *organism* вказує на біологічний аспект функціонування живої системи; *stock/livestock* відображає поголів'я, домашню худобу. Проте саме термін *animal* залишається найбільш продуктивним і частотним у процесах термінотворення, реалізуючись у таких словосполученнях, як *animal breeding, animal husbandry, animal feed, animal farm, market animal, store animal, draft animals, teaser animal, animal by-products* тощо. Практичний аналіз функціонування концепту ANIMAL показує, що він є основою не лише для термінотворення, а й для професійної організації знання. Через нього структуруються такі понятєві сфери, як селекція, ветеринарія, утримання тварин, кормовиробництво, зоотехнія, репродуктивні технології та аграрна економіка. Наприклад, термін *animal breeding* репрезентує селекційну діяльність, *animal health* – ветеринарний аспект, *animal husbandry* – всю систему утримання, розведення й догляду, *animal transport* – логістику перевезення тварин, а *animal welfare* – етичні та правові аспекти забезпечення добробуту тварин. Більше того, порівняння загальновживаного та термінологічного значення слова *animal* демонструє суттєві відмінності. У загальновживаній мові під *animal* зазвичай розуміють ссавця або будь-яку живу істоту, відмінну від людини, рослини чи комахи. У фаховій мові тваринництва це поняття значно ширше: воно охоплює будь-які живі організми тваринного царства, включаючи свійських тварин, риб, комах, молюсків, а в окремих наукових контекстах навіть людину як представника царства *Animalia*. Водночас термін втрачає стилістично марковану периферію, властиву загальновживаному слову, і набуває чітко визначеного професійного змісту [3; 4; 5; 6; 7; 8; 9; 10; 11].

Висновки. Відтак, проведена розвідка засвідчує, що у контексті термінознавства концепт має низку специфічних характеристик. По-перше, він відображає фахове наукове знання, яке було отримане в результаті

дослідницької діяльності та закріплене в науковому дискурсі. По-друге, такий концепт значною мірою позбавлений двозначності, експресивності та емоційної конотації, оскільки точність і однозначність є обов'язковими умовами професійного спілкування. По-третє, він обмежений свідомістю носіїв певної галузі знання, тобто відображає специфічні риси професійного мислення фахівців. По-четверте, концепт ґрунтується на наукових знаннях, що формуються й закріплюються в результаті мисленнєвої діяльності та професійної комунікації представників наукової спільноти. По-п'яте, він є певною мірою регульованим, оскільки створюється, уточнюється та використовується вченими для опису явищ, процесів і об'єктів певної галузі науки.

Отже, концепт ANIMAL у фаховій мові тваринництва виступає не лише центральною термінологічною одиницею, а й когнітивною основою галузевої картини світу. Його структура відображає взаємозв'язок наукового знання, професійного досвіду та мовної репрезентації, що підтверджує важливість концептуального підходу для дослідження сучасних терміносистем. Саме через аналіз таких базових концептів можна глибше зрозуміти механізми формування фахового знання, закономірності розвитку термінологічних систем і специфіку професійного мислення фахівців певної галузі.

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ГЕНДЕРНИЙ ПРИНЦИП У СПОРТИВНОМУ МОВНОМУ ПРОСТОРІ

Анотація. Статтю присвячено опису особливостей функціонування та вживання фемінітивів у сучасному українському спортивному мовному просторі. У результаті аналізу наукової та науково-популярної літератури з цього питання з'ясовано, що погляди дослідників та носіїв мови неоднозначні, адже у різних галузях суспільної діяльності фемінітиви вживають неоднаково.

Встановлено, що в сучасному словнику зафіксовано понад сто фемінітивів, пов'язаних зі спортом та фізичною культурою. Лексичне значення більшої кількості слів витлумачено як спортсменка, яка займається / грає, значно менше лексем – як жінка, яка займається певним видом спорту / певною спортивною діяльністю / бере участь у спортивній грі, а 13 слів-фемінітивів мають по два-три різних значеннях, використання яких залежить від професії, роду діяльності, посад, звань, соціального статусу тощо. Виявлено, що публіцистика та офіційна спортивна література найактивніше відображають реалії сучасного суспільного життя, адже, відтворюючи щоденне мовлення українців, представляють досить широку варіантність фемінізованих позначень жінки, зумовлені передусім комунікативними намірами мовця, його світоглядом, ідеологією й навіть гендерною приналежністю, порушуючи / не порушуючи при цьому мовну норму.

Вживання фемінітивів у сфері фізичної культури та спорту засвідчує чітке і свідоме, спричинене не соціальною престижністю, а внутрішньо-професійною необхідністю розмежування осіб чоловічої та жіночої статі за гендерним принципом у всіх напрямках та видах діяльності. Часто такі слова супроводжують лексеми, що вказують на національність або місце проживання, офіційне звання, статус або титул людини, утворюючи способом нанизування цілий ряд спортивних найменувань згідно з встановленими на сьогодні правописними нормами.

Ключові слова: фемінітив, маскулінітив, спортивний мовний простір, гендерний принцип, словотворення, мовна норма.

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GENDER PRINCIPLE IN THE SPORTS LINGUISTIC SPACE

Abstract. The article is devoted to describing the specifics of the functioning and usage of feminitives (feminine nouns) in the modern Ukrainian sports linguistic space. As a result of the analysis of scientific and popular science literature on this issue, it was found that the views of researchers and native speakers are ambiguous, as feminitives are used differently in various fields of social activity.

It has been established that modern dictionaries contain over one hundred feminitives related to sports and physical education. The lexical meaning of the majority of these words is interpreted as *a female athlete who practices/plays*; significantly fewer lexemes are defined as *a woman engaged in a certain type of sports/specific sports activity/participates in a sports game*; and 13 feminitives have two or three different meanings, the use of which depends on profession, type of activity, positions, titles, social status, etc. It was found that journalism and official sports literature most actively reflect the realities of modern social life, because, by reproducing the everyday speech of Ukrainians, they present a fairly wide variation of feminized designations of a woman. These are determined primarily by the speaker's communicative intentions, his ideology, and even gender identity, violating / not violating the linguistic norms.

The use of feminitives in the field of physical culture and sports demonstrates a clear and conscious distinction between males and females based on the gender principle across all areas and types of activity, driven not by social prestige but by intra-professional necessity. Often, such words are accompanied by lexemes indicating nationality or place of residence, official titles, status, or honors, creating–through a method of stringing – a whole series of sports designations in accordance with currently established orthographic norms.

Keywords: feminitive, masculinitiv, sports linguistic space, gender principle, word formation, linguistic norm.

Постановка проблеми. На межі тисячоліть сучасний українських мовний простір заполонило активне вживання слів на позначення осіб

жіночої статі за професією, родом діяльності та соціальним статусом. Зміни, внесені до правопису у 2019 році, визначили особливості словотворення фемінітивів в українській мові за допомогою чотирьох суфіксів, зумовивши таким способом їх офіційне використання в різних стилях мовлення, навіть професійному [9, с. 27]. Як результат, на сторінках науково-популярної літератури, засобів масової інформації та соціальних мереж з'явилося чимало фемінітивів-неологізмів, поява яких викликала низку запитань та дискусій передусім до прихильників гендерної рівності й до мовознавців як до фахівців-дослідників мовних явищ.

Аналіз останніх досліджень і публікацій. Думки науковців та носіїв мови стосовно утворення, вживання й поширення фемінітивів у різних галузях суспільної діяльності є неоднозначними. Так, А. Архангельська стверджує: „Новітня фемінізація жіночого лексикону є безумовним проявом мовної динаміки, й цілком логічно, що її результат – фемінатив – є свого роду новотвором" [1, с. 88], а також додає, що „фемінізація жіночого лексикону перебуває вочевидь у царині суспільно значущих сфер свідомості сучасного українця" [1, с. 88]. М. Колодій висловлює таке міркування: „У межах процесу соціалізації людини фемінітиви є дуже корисними у сенсі набуття соціальної видимості жінок. Наша мова впливає на образність нашого мислення, мовленнєві конструкції формують наші цінності, принципи і загалом світогляд" [6].

Натомість Т. Хомич запевняє, що „утворення фемінітива призводить до звуження семантики лексеми, до обмеження його значеннєвого функціонування, бо багато маскулізмів номінують не лише професію, а й людину взагалі" [11, С. 44].

Переконливим вважаємо обґрунтування доречності / недоречності використання окремих фемінітивів висловлене А. Акуленко: „У нас є пункт в правописі, який визначає суфікси для утворення фемінітивів, але він не наводить приклади, як це правильно вживати. І мовці починають творити форми, які дуже складно вимовляються. Мова таке відкидає – в ній працює закон економії мовних зусиль" [5].

Одностайними є погляди згаданих мовознавиць про вживання фемінітивів у офіційно-діловому функціональному стилі мовлення, оскільки „публічний мовець не має вживати неофемінітивних утворень у науковій, офіційній, діловій, публічній комунікації" [11, с. 44]; „вагомим обмежувальним чинником був і залишається вплив офіційно-ділового стилю, де стать особи-фахівця не має актуального значення" [1, с. 57].

Однак у праці М. Сулими „Українська фраза" натрапляємо на протилежне до вищесказаного твердження, зокрема: „Професійні й інші подібні до них назви в українській мові бувають здебільшого осібні для

чоловіків і особні для жінок. Українська мова взагалі уникає вживати в спільному роді тих слів, що означають посаду, професію, звання, рангу тощо, й надавати тим словам ознак граматичного (формального) чоловічого роду без огляду на стать.

У російській мові, як відомо, такі слова, як от *автор, композитор, писатель*, а так само, напр., *товариш, приятель*, однаково можуть стосуватися до осіб жіночої статі, як і чоловічої. В українській фразі буває інакше: *він – автор, вона – авторка*; *він – композитор, вона – композиторка*; *він – письменник, вона – письменниця*; *він – лікар, вона – лікарка*; *він – професор, вона – професорка* й т. інш.” [7].

Мета статті – описати особливості функціонування та вживання фемінітивів у сучасному українському спортивному мовному просторі.

Виклад основного матеріалу дослідження. Сучасний спортивний дискурс охоплює різноманітні жанри: коментар, інтерв’ю, репортаж, новини, замітки, пресконференції, огляди, інструктажі тощо, спрямовані на представлення подій та результатів сфери спорту. Основною ознакою цих жанрів є наявність спортивної лексики, яка включає термінологію, назви видів спорту, стилів, ігор, фізичних вправ, споруд, правил, а також найменування посад та осіб. Аналізуючи мову шпальт засобів масової інформації, одразу помітними є те, що при називанні осіб, причетних до сфери фізичної культури та спорту, розмежовують за статтю на маскулінітиви та фемінативи, напр.: *Форман був найстарішим* ***чемпіоном*** *світу у важкій вазі; Олімпійську* ***чемпіонку*** *Кірсті Ковентрі було обрано новим президентом Міжнародного олімпійського комітету; Мілан швидко оголосив ім’я нового головного* ***тренера;*** *Срібний* ***призер*** *Олімпійських ігор-2024 у Парижі в спортивній гімнастиці Ілля Ковтун і його* ***тренерка*** *Ірина; Горбачова хотіли змінити спортивне громадянство*; *На третю сходинку п’єдесталу пошани зійшла бронзова* ***призерка*** *Олімпіади-2020 Ірина Коляденко; Режим сербського* ***тенісиста*** *включає сувору дієту без глютену та молочних продуктів, ранкову йогу; Українська* ***тенісистка*** *Еліна Світоліна вийшла в 1/16 фіналу Відкритого чемпіонату Австралії 2025; Юні* ***футзалісти*** *та* ***футзалістки****!* [10].

Словник, укладений М. Брус у 2019 р. [3], містить понад сто фемінітивів, пов’язаних зі спортом та фізичною культурою. Лексичне значення значної кількості зафіксованих слів витлумачено як *спортсменка, яка займається / грає*: атлетка (с. 32), багатоборка (с. 37), бадмінтоністка, байдарочниця (с. 38), бар’єристка, баскетболістка, батерфляїстка (с. 42), батуристка (с. 43), бейсболістка (с. 46), біатлоністка (с. 48), бобслеїстка (с. 55), брасистка (с. 62), важкоатлетка (с. 69), вейкбордистка (с. 74), велоакробатка, велоболістка, велогонниця, велогонщиця, велоперегонниця

(с. 76), віндсерфінгістка (с. 92), віце-чемпіонка (с. 95), волейболістка (с. 101), гірськолижниця (с. 116), дельтапланеристка (с. 139), дзюдоїстка (с. 142), дискоболка (с. 145), еспадроністка (с. 176), жердинниця (с. 181), змагунка (с. 204), каратистка (с. 226), кікбоксерка (с. 234), конкуристка (с. 250), кролістка (с. 266), легкоатлетка (с. 280), марафонка (с. 310), метальниця (с. 323), могулістка (с. 333), мотогонниця, мотоперегонниця, мотоспортсменка (с. 343), парашутистка (с. 396), першокатегорниця (с. 406), першорозрядниця (с. 406), плавчиня (с. 415), рапіристка (с. 466), рекордсменка (с. 469), розрядниця (с. 479), самбістка (с. 486), серфінгістка (с. 497), списометальниця (с. 518), тенісистка (с. 541), третьорозрядниця (с. 549), фехтувальниця (с. 563), фігуристка (с. 564), штангістка (с. 604), юніорка (с. 607) [3].

У другу групу входять називання *жінки, яка займається певним видом спорту / певною спортивною діяльністю / бере участь у спортивній грі*: автомобілістка, автомоделістка, автомотолюбителька, автомототуристка (с. 20), аквалангістка (с. 22), альпіністка (с. 24), більярдистка (с. 51), велотуристка (с. 76), веслувальниця (с. 79), водолижниця (с. 99), гольфістка (с. 119), гравчиня (с. 125), ексчемпіонка (с. 174), культуристка (с. 269), лижниця (с. 283), мототуристка (с. 343), переможиця (с. 404), підводниця (с. 411), спортсменка (с. 522), учасниця, участниця (*заст.*) (с. 558), фізкультурниця (с. 564), футболістка (с. 570), шахістка (с. 596), шашкістка (с. 597) [3].

Третя група найменувань охоплює слова-фемінітиви, дотичні до сфери спорту та фізичної культури на зразок: гонщиця (с. 120) – учасниця гонок; легіонерка (с. 280) – учасниця спортивної команди, яка виступає за іншу команду; півфіналістка (с. 410) – учасниця півфінальних спортивних та інших змагань; планеристка (с. 416) – пілотка пленера; тренерка (с. 549) – спеціалістка, яка тренує спортсменів із певного виду спорту; фіналістка (с. 566) – учасниця фіналу; чемпіонка (с. 588) – переможиця змагань на першість з якогось виду спорту [3].

Четверту групу становлять 13 слів-фемінітивів, що мають по два-три різних значеннях: одне з них стосується безпосередньо спорту, а інше використовують залежно від професії, роду діяльності, посад, звань, соціального статусу тощо:

1) акробатка (с. 23) 2 знач. – 1. гімнастка, виконавиця складних гімнастичних номерів у цирку; 2. спортсменка, яка займається акробатикою;

2) бігунка (с. 49) 2 знач. – 1. спортсменка, яка займається бігом, володіє технікою бігу 2. Дівчинка, яка починає ходити;

3) велосипедистка (с. 76) – 1. спортсменка, яка займається велосипедним спортом; 2. жінка, яка їздить на велосипеді;

4) висотниця (с. 85) 3 знач. – 1. Будівельниця, яка працює на великій висоті; 2. спортсменка, яка займається стрибками у висоту; 3. Альпіністка, яка піднімається високо в гори;

5) вольтижерка (с. 102) – 1. Вершниця, яка майстерно виконує складні гімнастичні вправи під час кінного; 2. спортсменка, яка займається вольтижуванням;

6) гандболістка (с. 110) – 1. жінка, яка грає у гандбол; 2. спортсменка, яка займається гандболом;

7) гімнастка (с. 116) – 1. жінка, яка займається гімнастикою; 2. спортсменка з гімнастики;

8) лучниця (с. 291-292) – 1. спортсменка, яка займається стрільбою з лука. 2. воїнка, озброєна луком;

9) нападниця (с. 354) – 1. Жінка, яка нападає, пристає до когось, щоб скривдити, зневажити; кривдниця 2. спортсменка, яка грає з боку нападу

10) плавальниця (с. 415) – 2 знач. 1. Жінка, яка плаває, вміє плавати; 2. спортсменка, яка займається плаванням

11) плигунка (с. 417) – жінка, яка любить стрибати; спортсменка, яка займається стрибками;

12) плигуха (с. 417) – жінка, яка любить стрибати; спортсменка, яка займається стрибками;

13) уболівальниця, вболівальниця (с. 552) – 1. Жінка, яка непокоїться, турбується про когось, щось; любителька спортивних змагань[3].

У словнику М. Брус зафіксовано найуживаніші фемінітиви, однак в сучасному спортивному мовленні функціонує набагато більше слів, які були запозичені або виникли протягом декількох останніх десятиліть водночас з розвитком нових олімпійських дисциплін та аматорських видів спорту, напр.: *Титулована українська* ***шаблістка*** *відреагувала на російську агресію;* ***Хокеїстка*** *з США на Олімпіаді-2022 ключкою розсікла обличчя арбітру матчу. Нідерландська* ***ковзанярка*** *Ірен Вюст стала першою спортсменкою в історії. Черкаські* ***футзалістки*** *вийшли до фінальної частини Першої ліги. Українські* ***шпажистки*** *на старті сезону здобули командне "срібло" на Кубку світу в Таллінні. Вперше в історії одразу дві українські* ***фристайлістки*** *на п'єдесталі Кубка світу з лижної акробатики. Українські* ***синхроністки*** *здобули "золото" на Чемпіонаті Європи з водних видів спорту. Перший в історії старт у рамках Кубка світу відбувся серед* ***жінок-одиночниць*** *у технічній програмі, де за медалі змагалися 10 спортсменок* [10].

Як бачимо, зазначені вище найменування титулів, посад і звань жінок як у словнику М. Бурс, так і в науково-популярній літературі та публіцистиці не мають варіативності на кшталт: *фотографка – фотографиня,*

водійка – водійчиня. Хоча можна натрапити на вживання фемінітивів, які мають стилістично знижений тон звучання і утворені переважно за зразком розмовно-побутової мови, напр.: *Американська* ***плавчиха*** *Аніта Альварес знепритомніла в кінці свого виступу в довільній програмі серед жінок і опустилася на дно басейну; Міжнародна федерація футбольної історії і статистики визнала кращою у світі* ***жінкою-арбітром*** *2015 року українку Катерину Монзуль; Її кар'єра як* ***жінки-тренера*** *розпочалася з молодіжної збірної* [10].

Відсутність варіативності А. Ангельська пояснює так: „Стійкою тенденцією є фемінізація статусних і професійних найменувань жінки, назв посад, спортивних титулів: *докторка геологічних наук, професорка екології; докторка медичних наук, членкиня асоціації педіатрів України; докторка філософських наук, релігієзнавиця; фітотерпевтка, гештальт-терапевтка, екскурсоводка, рятувальниця спеціального підрозділу, депутатка сільради, секретарка сільради, секретарка церкви, членкиня правління заводу, експертка з питань цифрової безпеки, кандидатка у майстри спорту, майстриня спорту з танців на візках* та ін.” [1, С. 301-302].

Особливістю використання фемінітивів у спортивному мовному просторі є також те, що такі слова, як правило, супроводжують лексеми, які вказують на національність або місце проживання, офіційне звання, статус або титул людини, утворюючи способом нанизування цілий ряд спортивних найменувань, що відповідають встановленим на сьогодні правописними нормами, напр.: ***Шведська лижниця*** *Ебба Андерссон здобула золото чемпіонату світу-2023 у скіатлоні;* ***Українська тенісистка*** *Марта Костюк разом зі своєю* ***напарницею, румункою*** *Оленою-Габріелою Русе, програла в півфіналі парного розряду турніру;* ***Дніпрянка*** *Надія Кіченок поступилася у півфіналі тенісного турніру у США; 41-річна Ковентрі,* ***дворазова олімпійська чемпіонка*** *з плавання, стала першою жінкою і першою* ***африканкою****, призначеною президентом МОК;* ***Тайванська боксерка****, яка потрапила у гендерний скандал, виборола "золото" на Олімпіаді; На шляху до фіналу* ***українка*** *перемогла* ***борчинь з Німеччини, Бразилії та Китаю****;* ***Ольга Харлан – олімпійська чемпіонка, шестиразова володарка кубка*** *світової першості з фехтування та* ***найтитулованіша шаблістка України****;* ***Українська велосипедистка*** *Олена Старікова стала* ***віцечемпіонкою*** *Європи у дисципліні кейрін, здобувши срібну медаль в останній день чемпіонату Європи з велотреку;* ***Українська стрибунка*** *у висоту Ярослава Магучіх, яка також є* ***молодшою сержанткою Збройних сил України****, заявила […] на прохання* ***польської легкоатлетки*** *Каміли Ліцвінко* [10].

Сучасний спортивний мовний простір, окрім активного словотворення фемінітивів, містить також певні заклики для вдосконалення навичок їх використання, зокрема: „Якщо чоловік – стрибун, то жінка – стрибунка. Спортсмен – стрілець, а спортсменка – стрільчиня. Такі форми абсолютно відповідають нормам української, до них варто звикнути” [8].

О. Синчак, українська науковиця, рекомендує звернути нашу увагу на частинку „-мен”: „У спорті ми маємо багато слів на „-мен”, і вони фемінізуються. „Яхтсменка” – гарне слово. Так, „мен” з англійської – це чоловік, але ми для себе вже не асоціюємо ці частинки слова. Тож мені здається, що фемінізувати такі назви з суфіксом „-ка” – це нормально” [2]. Далі додає мовознавиця: „Щодо слова «спортсмен», то в Україні є своя давня українська назва – «спортовець». Відповідно, якщо ми хочемо оминути оце «-мен», можемо казати «спортовиця»” [2].

Висновки. Як бачимо, у сфері фізичної культури та спорту при найменуванні осіб гендерний принцип спрацьовує дуже чітко, свідомо адаптовуючи фемінітиви-неологізми не за соціальною престижністю, а за внутрішньопрофесійною необхідністю. Вищезгадані фемінітиви становлять лише частину тих лексем, які зараз активно вживають у спортивному мовному просторі. Наведені для зразку приклади, а також спостереження та міркування сучасних мовознавців засвідчують, що їх кількість значно більша. Однак вагому роль у цьому процесі відіграє вправність та обізнаність самих мовців як творців і популяризаторів не лише нових лексем, а й установлювачів нових мовних норм. Перспективи подальшого дослідження вбачаємо у з’ясуванні особливостей та умов функціонування фемінітивів сфери фізичної культури та спорту в офіційно-діловому стилі мовлення.

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ЗМІНА СТАВЛЕННЯ ДО СОЦІАЛЬНИХ ВИГНАНЦІВ У ЯПОНСЬКІЙ ЛІТЕРАТУРІ: ВІД РАННЬОЇ ПРОЗИ МЕЙДЖІ ДО "ПОРУШЕНОГО ЗАПОВІТУ" ШІМАДЗАКІ ТОСОНА.

Анотація. У статті детально проаналізовано еволюцію художнього зображення та соціального сприйняття вигнанців (відомих як «ета» або «буракумін») у японській літературі періоду Мейджі (1868–1912). Дослідження підкреслює, як глибокі соціокультурні трансформації цієї епохи, зокрема номінальне скасування станової системи «Указом про звільнення» 1871 року, вимагали концептуально нових літературних підходів для об’єктивного відображення соціальної маргінальності. У центрі уваги роботи перебуває зміщення парадигми в художній характеристиці цих дискримінованих груп, простеження їхнього розвитку від суто об'єктивізованих другорядних фігур до повноцінних головних героїв із глибокою психологією.

Категоризуючи літературу раннього, дореалістичного етапу прози Мейджі, зокрема аналізуючи жанр соціального репортажу на прикладі Мацубари Іваґоро, доходимо висновку, що соціальні вигнанці спочатку виступали об'єктами відчуженого соціологічного спостереження, позбавленими власної внутрішньої історії. Згодом, у текстах трагічної тематики, таких як твори Огурі Фуйо, відбувається поступовий перехід до психології вигнанця. У цих творах фокус зміщується на глибоку психологічну травму особистості, де розкривається болісна тема прихованої ідентичності, кастової та гендерної стигматизації.

Переломним моментом у цій літературній еволюції визначається класичний роман Шімадзакі Тосона «Порушений заповіт». Дослідження виокремлює основні етапи становлення психологічного реалізму в контексті репрезентації маргіналізованих суспільних груп. Надавши вигнанцю роль головного героя, Тосон радикально змінив наративний фокус, перемістивши

суспільну стигму у внутрішній простір свідомості. У статті, з опорою на теоретичні підходи провідних японських літературознавців К. Каратані та Х. Камеї, доводиться специфічна роль маркерів «ета» та «буракумін» не просто як соціально-історичних термінів, а як складних художніх інструментів для конструювання глибокого внутрішнього конфлікту. Страх соціального викриття та фатальна таємниця походження створюють нездоланний розрив між видимою та внутрішньою сферами суб'єкта. Це болісне зіткнення з ідентичністю та суспільними упередженнями стало ключовим фактором у формуванні сучасного рефлексивного японського героя та заклало фундаментальне підґрунтя для сучасної психологічної прози.

Ключові слова: епоха Мейджі, реалізм, Шімадзакі Тосон, буракумін, ета, соціальна маргінальність.

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SHIFTING PERSPECTIVES ON SOCIAL OUTCASTS IN JAPANESE LITERATURE: FROM EARLY MEIJI FICTION TO SHIMAZAKI TOSON'S "THE BROKEN COMMANDMENT"

Abstract. The article thoroughly analyzes the evolution of the artistic representation and societal perception of social outcasts ("eta" / "burakumin") in Meiji-era (1868–1912) Japanese literature. It highlights how the profound sociocultural transformations of this period, specifically the nominal abolition of the class system via the 1871 Emancipation Edict, necessitated entirely new literary approaches to realistically depict social marginality. Central to this study is the detailed examination of the paradigm shift in characterizing these marginalized groups, tracing their development from mere secondary figures to complex main characters endowed with profound psychological depth.

By categorizing the literature of the early pre-realist stage of Meiji fiction, the research establishes a baseline for outcast representation, providing a comprehensive analysis of texts by authors such as M. Iwagoro and F. Oguri. The article notes that in earlier works, specifically in the genre of social reportage, outcasts predominantly functioned as externalized types rather than fully realized individuals, utilized primarily to illustrate broader societal poverty lacking deep

psychological dimensions. The research demonstrates how this historically externalized and alienated view gradually gave way to a nuanced exploration of human consciousness through "tragic fiction," where the psychological trauma of hidden identity and intersectional stigmatization emerged.

A pivotal moment in this literary evolution is identified in Shimazaki Toson's seminal novel "The Broken Commandment". The study singles out the main stages of the development of psychological realism in the context of representing discriminated social groups. By elevating an outcast to the role of the main character, Toson radically transformed the narrative focus and challenged existing conventions, moving the societal stigma entirely into the internal space of the protagonist's mind. Furthermore, drawing on the theories of prominent Japanese thinkers K. Karatani and H. Kamei, the article determines the specific role of the "eta" and "burakumin" markers not merely as socio-historical labels, but as sophisticated artistic tools for constructing the character's deep internal conflict. The protagonist's agonizing struggle with identity, the constant fear of societal exposure, and the heavy psychological burden of a hidden heritage create an insurmountable gap between the visible and internal spheres of the subject. This conflict exemplifies the pinnacle of psychological realism and actively forms the foundation of modern, reflexive Japanese subjectivity.

Keywords: Meiji-era, realism, Shimazaki Toson, burakumin, eta, social marginality.

Постановка проблеми. Сучасне літературознавство все частіше відходить від традиційного сприйняття класичних художніх творів як відірваного естетичного феномену, переводячи фокус на його соціальну та історичну складову. Період Мейджі (1868–1912) став саме тою рушійною силою, яка дозволила суспільству перейти до рішучих і радикальних змін, від закритого феодального суспільства шьоґунату Токуґава до сучасної індустріальної імперії, побудованої за західними зразками. Так званий «Указ про звільнення» (Кайхорей) офіційно ухвалений у 1871 році, формально ліквідував статуси соціальних вигнанців "ета" та «хінін» [1, С. 3]. Тим не менш ці заходи виявилися лише юридичними і декларативними, тоді як на практиці упередження, які глибоко викорінилися, спираючись на традиційні синтоїські та буддійські концепції ритуальної нечистоти, продовжували ізолювати ці групи людей, що зрештою привело до нового терміна, який використовували для їх опису – «буракумін» [2, С. 55].

Враховуючи складний національний і соціальний контекст, саме література стала тим місцем, де маргіналізовані групи могли виразити себе. Поступовий процес відмови від зовнішнього соціального та етнографічного спостереження за життям пригноблених на користь глибокого психо-

логічного реалізму та розкриття внутрішнього конфлікту суб'єкта є одним з найважливіших напрямів розвитку японської модерної прози [3, С. 9-10]. Як зазначає Коджін Каратані, формування цього фокусу на індивіді відбулося через утвердження літературної «сповіді» — системи, яка сама створила те глибоко особисте внутрішнє життя, що відчувалося як відокремлене від зовнішнього світу та приховане від нього [4, С. 77].

Трансформація ставлення до соціальних вигнанців у літературі відображає ширший процес формування японського літературного суб'єкта. Ця зміна простежується в поступовому зміщенні фокусу від «дивних людських видів» у репортажі Мацубари Іваґоро, через соціальних вигнанців, які фізично приховували свою ідентичність не тільки через своє походження, а й інші соціальні норми, яким вони не відповідали, в творі Оґурі Фуйо. До глибокого психологічного реалізму в романі «Порушений заповіт» Шімадзакі Тосона.

Дослідження цього напряму дозволяє глибоко зрозуміти не лише еволюцію соціальної свідомості щодо проблеми буракумін, а й фундаментальні механізми становлення японського психологічного роману як такого, розкриваючи взаємозв'язок між соціальною дискримінацією та формуванням модерної суб'єктивності.

Аналіз останніх досліджень і публікацій. Проблема репрезентації «буракумін» у японській літературі привертала увагу багатьох науковців. Проте часто розглядалася фрагментарно. Дослідник Едвард Фаулер слушно зауважує, що у сучасній японській літературі тема «бураку» тривалий час залишалася невидимою та позбавленою власного голосу. Оскільки про них писали здебільшого письменники з інших верств суспільства. Для них соціальна маргінальність цієї групи перетворилася на зручний екзотичний сюжетний мотив [5, С. 2-7].

Підхід до літератури як до способу відображення людської свідомості та сприйняття ґрунтовно розкривається в працях Камея Хідео та Коджіна Каратані. Каратані пов'язує появу фігури маргінала зі становленням «системи сповіді» (літературного правила, яке вимагає від героя розкриття таємниць, тим самим штучно створюючи ілюзію його глибокого, прихованого «справжнього Я») та епістемологічним відкриттям «внутрішнього пейзажу» (нового способу мислення, за якого зовнішній світ стає віддзеркаленням психології та емоцій персонажа) [4, С. 11, 76-77]. Зі свого боку, Камей Хідео аналізує «приховані метафори» (неусвідомлені художні штампи) та те, як культурний досвід суспільства заздалегідь формує та спрямовує погляд автора. Такий аналіз доводить, що навіть об'єктивні письменники-реалісти часто дивилися на героїв своїх творів крізь призму підсвідомих упереджень [3, С. 232, 248].

Рене Андерссон у своєму ґрунтовному дослідженні проаналізував понад 40 ранніх текстів епохи Мейджі, довівши, що Шімадзакі Тосон у своєму класичному романі спирався на вже існуючий фундамент протореалістичної літератури, а саме на твори Оґурі Фуйо, Токуди Шюсея, Шімідзу Шікіна та ін. [6, С. 69-101].

Дослідження того, як соціальні конфлікти впливають на літературні твори та змушують авторів їх змінювати, було значно збагачене працею Саюрі Оями. Вона проаналізувала еволюцію авторських редакцій роману «Порушений заповіт», показавши, як текст трансформувався під тиском правозахисних рухів [7, С. 63-69].

Незважаючи на значущість цих розвідок, у сучасному літературознавстві відчувається брак праць, які б аналізували літературну репрезентацію «буракумін» як цілісного феномену. Більшість існуючих досліджень фокусуються або на ідеологічному підґрунті правозахисних рухів, або на вузькому текстологічному аналізі окремих творів. Натомість поза увагою дослідників лишається питання трансформації самої художньої системи та наративних стратегій, що використовуються для відображення маргіналізованого суб'єкта під час періоду Мейджі. Саме вивченню теоретичних аспектів еволюції цих механізмів і присвячена ця стаття.

Метою статті є детальне розкриття та обґрунтування специфіки еволюції літературної репрезентації соціальних вигнанців у японській літературі періоду Мейджі.

Виклад основного матеріалу. Щоб повною мірою осягнути масштаби літературного зсуву в репрезентації соціальних низів, необхідно звернутися до історичних реалій та структурних протиріч ранньої епохи Мейджі. Жорстка станова система суспільства шьоґунату Токуґава базувалася на суворій неоконфуціанській ієрархії чотирьох класів: самураїв, селян, ремісників та торговців. Поза цією легітимною структурою опинилися так звані «сенмін» (賤民, нечисті люди), які утворювали соціальне дно і поділялися на дві основні підгрупи: «ета» (穢多, дослівно — «повнота бруду») та «хінін» (非人, дослівно «нелюди») [2, С. 52]. Якщо статус «хінін» часто був набутим, як от через кримінальні злочини, бродяжництво або екстремальну бідність і теоретично міг бути знятий, то статус ета був спадковим, онтологічним і невідворотним [2, С. 53]. «Едикт про звільнення» 1871 року, прийнятий новим урядом Мейджі в рамках політики модернізації («фукоку кьохей», 富国強兵 багата країна, сильна армія), скасував ці принизливі назви, офіційно запровадивши термін «шінхеймін» (新平民, нові простолюдини), і проголосив формальну рівність усіх підданих імператора [2, С. 52, 55]. Однак цей акт мав парадоксальні наслідки. Втративши монополію на певні ремесла (наприклад, шкіряне

виробництво), які раніше захищали їх економічно, колишні «ета» зіткнулися з відкритою ворожістю та економічною конкуренцією. Водночас у суспільній свідомості та соціальній практиці жорстка дискримінація не лише збереглася, але й набула нових, більш підступних форм. Етикетки «кеґаре» (穢れ, брудні), «ябан» (野蛮, варварські), «фукецу» (不潔, нечистоплотні) та «футей» (不逞, неблагонадійні) продовжували стигматизувати ці групи [2, С. 50, 54].

Історія виникнення «буракумін» у Японії не має єдиного загальноприйнятого пояснення, проте сучасні вчені схиляються до того, що вона базується не на етнічному походженні, а на соціальному статусі та професіях. Хоча ранні теорії припускали, що предками «буракумін» були корейські переселенці, народ айнів або інша маргіналізована група, пізніші дослідження спростували це, довівши, що дискримінація виникла через спосіб життя та заняття, які вважалися «нечистими» [2, С. 52-53]. Коріння цього явища сягає стародавніх часів, коли людей, які не могли платити податки, виганяли на околиці міст, де вони з часом сформували окремі спільноти. Під час епідемій та криз цих вигнанців залучали до «брудних» робіт, як-от прибирання тіл померлих, що в поєднанні з буддистськими та синтоїстськими уявленнями про огиду до смерті закріпило за ними статус «забруднених» людей.

Необхідно зауважити, що японське суспільство Мейджі маргіналізувало не лише «буракумін», але й інші групи, зокрема корейців. Дослідники зазначають, що обидві групи таврувалися однаковими епітетами: брудні, ледачі, варвари, і часто описувалися через анімалістичні метафори [2, С. 51-61]. Незалежно від економічного успіху чи особистих якостей, ці люди вважалися ритуально нечистими через їхній зв'язок із професіями, що порушували буддійські та синтоїстські табу на кров і смерть: забоєм тварин, чинбарством, виконанням страт, виробництвом шкіряних виробів та прибиранням трупів після епідемій [2, С. 53-54].

Перші появи соціальних вигнанців у літературі Мейджі носили винятково сенсаційний характер, наслідуючи традиції розважальної прози «ґесаку». Наприклад, Кубота Хікосаку у творі «Легенда про Торіоі Омацу в океані» (1877) експлуатув образ жінки з маргіналізованого класу, яка сама є «отруйною» і приносить загибель чесним громадянам [6, С. 69-70]. Згодом, із розвитком журналістики, з'явився жанр соціального репортажу. Найбільш яскравим і показовим представником цього напряму є Мацубара Іваґоро. Його відома праця «Найтемніший Токіо» (Saiankoku no Tokyo, 1893) є першою в японській літературі спробою систематичного і реалістичного опису життя, побуту і домівок міських вигнанців [8, С. 26-27]. Проте в цей період виникла певна плутанина, а саме автори почали ототожнювати

історичні поселення «буракумінів» зі звичайними урбаністичними нетрями, породженими бідністю раннього капіталізму. Як зазначає Е. Фаулер, література про маргіналів писалася виключно авторами, що не належали до «буракумінів» через, що дивилися на стан справ згори вниз, перетворюючи людську трагедію на інструмент для емоційного залучення читача [5, С. 2-7].

У своєму творі Мацубара зосереджений на таких районах, як Манненчьо (萬年町), Шітая (下谷) та Ямабуші-чьо (山伏町), які він описує як «найнижчий рівень землі» для тисяч бідняків та жахливі «печери голоду і холоду» (飢寒窟) [Matsubara, с. 3,7,10-11]. Він обирає радикальний для свого часу метод безпосереднього занурення для їх опису, переодягаючись у лахміття (забруднені кімоно, старий розірваний бамбуковий капелюх) і свідомо приймає персону «мандрівного шінхейміна» (天涯の一漂泊的新平民), щоб непомітно проникнути в «найбільш темні глибини» (最暗黒裡) токійських нетрів [8, С. 5-7].

Тим не менш, у тексті Мацубари репрезентація маргіналів маєпідкреслено зовнішній, соціологічний характер. Він описує цю групу населення відчужено, конструюючи їх як «інших», відмінних від звичайних людей. Вони постають на сторінках його репортажів як «незліченні дивні людські види» (無数の怪人種等) або «монструозні істоти темряви» [8, С. 7]. Увага автора зосереджена на бідності та матеріальній деградації: він детально, з натуралістичною безжальністю описує, як перманентний голод і спрага спотворюють обличчя людей, роблячи їх схожими на висушений, пожмаканий папір, ніби вони були приречені долею зростати в цьому ізольованому «світі бідності» (貧天地) [8, С. 7].

У своєму творі автор ретельно групує соціальних вигнанців за їхнім родом занять, створюючи детальну класифікацію суспільного дна. Серед них він виокремлює поденних робітників, збирачів паперового брухту та порожніх пляшок, виснажених рикш, дрібних вуличних артистів (зокрема тих, хто виконує традиційний танець лева), а також жебраків, які збираються на цвинтарі Янака [8, С. 7-8]. Мацубара скрупульозно документує економіку виживання: нічліжки за 1 сен (木賃宿), споживання залишків їжі з ресторанів (残飯 — занпан), гнилі фрукти як розкіш [8, С. 28].

Хоча праця Мацубари має колосальне значення як історичний та соціологічний документ епохи, його літературний підхід має суттєві обмеження з точки зору формування особистості героїв. Автор залишається зовнішнім спостерігачем, який дивиться на ситуацію «згори вниз». Як зазначає Хідео Камеї у своєму аналізі еволюції наративних структур ранньої літератури Мейджі, така наративна позиція характеризується абсолютним домінуванням неособистісного оповідача, який ретельно фіксує об'єкт без

жодного внутрішнього співпереживання чи психологічної ідентифікації з ним [3, С. 9]. Вигнанці для Мацуба — це соціальний симптом, об'єкт етнографічного інтересу та буржуазного жалю, але ще не повноцінні суб'єкти з власною складною внутрішньою історією.

Наступним важливим кроком у наближенні японської літератури до внутрішнього світу соціального вигнанця стала творчість письменників так званої трагічної або жалісливої тематики — «хісан шьосецу» (悲惨小説). Одним із ключових текстів цього періоду є оповідання Оґурі Фуйо «Неошірої» (『寝白粉』, 1896) [9, С. 1]. На відміну від пізніших творів, де тема дискримінації часто завуальована, Оґурі Фуйо відкрито висловлює прямі дефініції дискромінованих верств населення. Автор прямо використовує терміни «ета» (穢多) та «шінхеймін» (新平民), описуючи не лише зовнішню стигматизацію героїв через соціальні норми, а й їхню власну болісну ідентифікацію зі своїм родоводом [9, С. 19, 28]. Таким чином, твір постає не просто метафорою, а прямою соціальною критикою, що передвіщала появу повноцінного японського реалізму.

У центрі сюжету перебуває тридцятирічна Окацу (також відома як Океї), донька власника тютюнової крамниці , яка за описом автора на вигляд здається 25–26-річною [9, С. 1]. За строгими патріархальними мірками суспільства Мейджі вона вже сприймається як стара діва, проте героїня відчайдушно продовжує носити молодіжну зачіску та одягатися в яскравому стилі [9, С. 1]. Суспільство безжально маргіналізує її, причому ця стигматизація має подвійну природу: гендерну та кастову. Родина Окацу належить до категорії «шінхеймін», тобто колишніх «ета», чий статус залишається тавром навіть після офіційного скасування станів. У ключовій сцені в публічній лазні, яка виступає своєрідним паноптикумом соціального контролю, відвідувачки жорстоко пліткують про неї. Вони дегуманізують Окацу, називаючи її «вічною дівою» та зневажливо порівнюючи її густий макіяж із штучним гіпсовим покриттям, що лише підкреслює глибокі зморшки, в які забивається біла пудра [9, С. 3].

Окацу стає соціальним вигнанцем у середовищі дрібної міської буржуазії, де її походження є прихованою, але постійною загрозою. Вона змушена накладати товстий шар пудри навіть на ніч, аби зберегти ілюзію молодості та чистоти перед самою собою та світом [9, С. 6]. Адже в суспільстві, де легітимність жінки визначається її шлюбним статусом, її справжній вік — тридцять один рік — та природна зовнішність фактично дорівнюють соціальній смерті. Проте найбільший страх героїні пов’язаний із викриттям її ідентичності як доньки «ета» [9, С. 21]. Під час драматичної конфронтації брат Сотаро жорстко соромить її за марні спроби «відбілити» себе макіяжем, викрикуючи болісну правду про їхній «брудний родовід» (血

統の汚れた) [9, С. 28]. О-кацу зізнається, що її маска — це не марнославство, а захисна реакція: вона усвідомлює, що без цієї штучної білизни суспільство побачить у ній лише представницю зневаженої касти і остаточно її відкине [9, С. 19–21].

Дослідники вказують на глибокий структурний та семантичний зв'язок цього тексту з темою «буракумін» [6, С. 103]. Метафора макіяжу, який Окацу використовує для відчайдушного приховування своєї істинної природи, дзеркально відображає соціологічний концепт намагання «буракумін» приховати своє стигматизоване походження за допомогою зміни імені, місця проживання чи способу життя, інтегруючись у суспільство під фальшивою маскою.

Оґурі робить важливий крок від зовнішньої соціології Іваґоро до психології вигнанця: ми стаємо свідками психологічного розпаду Окацу. Після конфлікту з братом вона закривається в темній кімнаті, повністю ізолюється від суспільства і швидко фізично деградує, втрачаючи останні залишки свого «ілюзорного світіння» [9, С. 32-33]. Така самоізоляція постає прямим руйнівним наслідком нещадного тиску соціальних нормативів. У цьому тексті акцент зміщується з площини суто економічної бідності в площину глибокої психологічної травми відторгненої особистості.

Опублікований у 1906 році роман Шімадзакі Тосона «Порушений заповіт» (Hakai) традиційно і цілком заслужено вважається вершиною японського реалізму та першим повноцінним сучасним японським романом, у якому проблема соціального стереотипу «буракумін» набула справді глибокого психологічного та екзистенційного виміру [6, С. 13]. Головний герой роману, молодий та ідеалістичний вчитель Сеґава Ушімацу, є вихідцем з касти «ета». Весь сюжет твору обертається навколо суворої заповіді його батька: ніколи, за жодних обставин, не розкривати свого справжнього походження, оскільки це означатиме соціальну смерть.

Твір Тосона кардинально відрізняється від усіх попередніх спроб зображення вигнанців. Якщо Іваґоро фокусувався на зовнішньому бруді та матеріальних злиднях, а Оґурі — на соціальній поведінці і бажанні індивіда влитися в суспільство, то Тосон безпрецедентно переносить читача всередину свідомості героя. Ушімацу не живе в жахливих нетрях; він є освіченим, шанованим членом суспільства, педагогом. Його маргінальність є абсолютно невидимою для оточуючих, але тотальною та нищівною для нього самого. Страх раптового викриття перетворює його повсякденне життя на постійне психологічне катування, де кожен погляд Іншогосприймається як загроза.

Каталізатором екзистенційного розриву стає постать Іноко Рентаро — харизматичного письменника і соціального реформатора, який відкрито

заявляє про своє походження з «буракумін» і сміливо бореться за їхні права [6, С. 129-131]. Ушімацу болісно розривається між синівським обов'язком (дотримуватися захисної заповіді батька) та моральним імперативом чесності перед самим собою та суспільством. Після трагічного вбивства Іноко, Ушімацу здійснює акт публічної та катарсичної сповіді: він стає на коліна перед своїми учнями, зізнається у своєму походженні з «ета» та просить вибачення за багаторічну брехню. Роман завершується його вигнанням — Ушімацу змушений емігрувати до Техасу, щоб почати нове життя, вільне від японської станової дискримінації.

Щоб повною мірою осягнути революційність переходу, здійсненого в романі Тосона, необхідно застосувати теоретичний інструментарій, розроблений провідними японськими літературознавцямиКоджіном Каратані та Хідео Камеї.

Каратані у своїй праці постулює концепцію «відкриття внутрішнього світу» [4, С. 45]. За його глибокою теорією, внутрішній психологічний світ суб'єкта не існував апріорі як природна даність; він був відкритий або, точніше, сконструйований у літературі Мейджі паралельно з рухом уніфікації розмовної та писемної мови. Шляхом відкидання зовнішньої фігуративності китайських ієрогліфів та традиційних наративних структур виникла ілюзія прозорості мови [4, С. 57]. У цей час, аналізуючи театральні реформи, Каратані виділяє появу концепту «голого обличчя» (naked face). Обличчя більше не розглядається як набір соціальних знаків чи масок, а стає своєрідним екраном, за яким нібито ховається глибока та непізнавана внутрішня сутність [4, С. 56–57]. Ця теоретична рамка ідеально накладається на трагедію О-кацу з твору Оґурі Фуйо: її товстий шар макіяжу є саме такою традиційною соціальною маскою, зривання якої суспільством Мейджі оголює її травмовану внутрішню суб'єктність.

У романі «Порушений заповіт» статус «буракумін» функціонує саме як ця прихована, невидима сутність. Ушімацу виглядає як звичайний, респектабельний японець – його обличчя не видає його походження. Тому стигма повністю переміщується у внутрішній простір, створюючи сучасну психологічну глибину через параною, рефлексію та відчуження. Таємниця походження стає тим самим концептуальним ядром, навколо якого кристалізується сучасний японський літературний суб'єкт. Без цієї таємниці, що вимагає приховування та подальшої сповіді, психологічний реалізм був би неможливим.

З іншого боку, феноменолог Хідео Камеї підкреслює, що ця суб'єктивність є складним історичним конструктом [3, С. 9]. Він ретельно аналізує текстуальні процеси, які уможливили перехід від відчуженого, безособового оповідача, характерного для ранніх текстів на кшталт праці

Іваґоро(де бідняки описуються як відсторонені об'єкти) до наратора, здатного на емпатію та проникнення у свідомість героя [3, С. 10]. Згідно з Камеєм, маркер «ета» у Тосона слугує не лише для відображення актуальної соціальної проблеми, а й як потужний структурний інструмент створення внутрішнього конфлікту. [3, С. 7].

Пейзаж у Тосона більше не є об'єктивним, нейтральним тлом; він сприймається виключно через деформовану, травмовану чуттєвість вигнанця. Постійний, всепоглинаючий страх Ушімацу бути викритим трансформує сам процес спостереження: погляд Іншого стає інструментом потенційного насильства, а суспільство перетворюється на безжальний паноптикум. Завдяки цьому епістемологічному зсуву література отримує можливість відображати світ не таким, яким він є об'єктивно, а таким, яким його переживає маргіналізований суб'єкт.

Висновки. Еволюція ставлення до соціальних вигнанців у японській літературі Мейджі відображає надзвичайно складний і багатовимірний процес становлення модерної японської суб'єктивності та народження психологічного роману. Дослідження літературного ланцюга від Мацубари Іваґоро та Оґурі Фуйо до Шімазакі Тосона дозволяє сформулювати ключові висновки.

По-перше, літературна репрезентація вигнанців пройшла радикальний шлях від об'єктивізації до глибокої суб'єктивізації. Рання документальна проза (І. Мацубари) фіксувала переважно фізичні страждання та зовнішні атрибути бідності, використовуючи позицію стороннього, часто відчуженого спостерігача. Згодом література почала проникати в психологію пригнічених верств населення, де вигнанець перетворився з монстра чи інструмент для привернення уваги читача до складного героя, що бореться з власною ідентичністю.

По-друге, вирішальним етапом у формуванні літературного образу маргінала стало усвідомлення структурної подібності різних видів дискримінації. Твір Оґурі Фуйо продемонстрував, як кастова дискримінація перетинається з гендерним та віковим вигнанням. Використання соціального табу та мотиву прихованої ідентичності стало необхідним мостом між фізіологічним натуралізмом і витонченою психологічною прозою.

По-третє, створення психологічного простору відбулося саме через стереотипи. Як доводять дослідження К. Каратані та Х. Камеї, саме маркер «ета» у романі Ш. Тосона став тим, що підштовхнуло автора до заглиблення у внутрішній світ персонажа. Необхідність приховувати фатальну таємницю створила нездоланний розрив між видимою та внутрішньою сферами суб'єкта. Страх викриття сформував сучасний тип рефлексивного, невротичного героя, який є основою психологічного реалізму.

Підсумовуючи, можна впевнено стверджувати, що література епохи Мейджі не просто пасивно відображала соціальну дискримінацію «ета» а згодом і «буракумін», але й активно використовувала трагедію соціального вигнанця як основне структурне та світоглядне підґрунтя для побудови сучасної японської психологічної прози. Боротьба за права, ідентичність і людську гідність цих маргіналізованих груп стала центральною парадигмою для пошуку себе в жорстких умовах швидкої, але болісної модернізації Японії.

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ПАТЕНТНИЙ ПЕРЕКЛАД ЯК РІЗНОВИД НАУКОВО-ТЕХНІЧНОГО ПЕРЕКЛАДУ: ПРОБЛЕМИ ТЕРМІНОЛОГІЧНОЇ ТА ГРАМАТИЧНОЇ АДАПТАЦІЇ

Анотація. У статті досліджуються особливості перекладу абревіатур, скорочень та граматичних трансформацій у сучасній англомовній патентній документації. Актуальність дослідження зумовлена активним розвитком міжнародної науково-технічної співпраці, розширенням сфери патенту-вання технологічних рішень та необхідністю забезпечення максимальної точності перекладу патентних текстів. Патентна документація поєднує ознаки юридичного, науково-технічного та офіційно-ділового стилів, що значно ускладнює процес перекладу та вимагає від перекладача високого рівня термінологічної, лінгвістичної й галузевої компетентності. Особливу складність становлять міжнародні абревіатури, вузькоспеціалізовані скорочення, багатокомпонентні синтаксичні конструкції та стандартизовані мовні моделі, характерні для патентних формул і технічних описів.

У роботі проаналізовано основні стратегії перекладу абревіатур у патентних текстах. Серед них виокремлено транскодування без змін, створення еквівалентного скорочення в мові перекладу та розгортання

абревіатури з подальшим формуванням адаптованого скорочення відповідно до норм української науково-технічної термінології. Досліджено специфіку функціонування міжнародно-стандартизованих скорочень у сфері інтелектуальної власності, електроніки, інформаційних технологій, телекомунікацій та інженерії. Встановлено, що збереження міжнародних абревіатур забезпечує уніфікацію технічної документації та сприяє ефективній міжкультурній науковій комунікації.

Окрему увагу приділено граматичним трансформаціям як необхідному інструменту адаптації англомовних патентних конструкцій до норм української мови. Проаналізовано особливості застосування перестановок, замін частин мови, додавань, вилучень та членування речень у процесі перекладу складних синтаксичних структур. Визначено, що такі трансформації дозволяють забезпечити логічну послідовність викладу, зберегти юридичну точність формулювань та уникнути неоднозначного тлумачення технічної інформації.

У результаті дослідження встановлено, що адекватний переклад патентної документації можливий лише за умови комплексного поєднання термінологічної точності, граматичної адаптації та дотримання міжнародних стандартів технічної комунікації. Практичне значення роботи полягає у можливості використання її результатів у сфері науково-технічного та патентного перекладу, а також у підготовці майбутніх перекладачів і фахівців із технічної комунікації.

Ключові слова: патентний переклад, абревіатури, скорочення, граматичні трансформації, науково-технічний переклад.

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PATENT TRANSLATION AS A TYPE OF SCIENTIFIC AND TECHNICAL TRANSLATION: ISSUES OF TERMINOLOGICAL AND GRAMMATICAL ADAPTATION

Abstract. The article investigates the peculiarities of translating abbreviations, acronyms, and grammatical transformations in modern English-language patent documentation. The relevance of the study is determined by the rapid development of international scientific and technical cooperation, the expansion of patenting activities in the field of technological innovation, and the necessity of ensuring maximum translation accuracy in patent texts. Patent documentation combines the features of legal, scientific-technical, and official business styles, which significantly complicates the translation process and requires translators to possess a high level of terminological, linguistic, and domain-specific competence. Particular difficulties arise from the use of international abbreviations, highly specialised acronyms, multicomponent syntactic constructions, and standardised linguistic patterns characteristic of patent claims and technical descriptions.

The paper analyses the principal strategies for translating abbreviations in patent texts. These include transcoding without modification, creating equivalent abbreviations in the target language, and expanding abbreviations followed by the formation of adapted shortened forms in accordance with the norms of Ukrainian scientific and technical terminology. The study examines the specific functioning of internationally standardised abbreviations in the fields of intellectual property, electronics, information technology, telecommunications, and engineering. It has been established that preserving international abbreviations contributes to the unification of technical documentation and facilitates effective intercultural scientific communication.

Special attention is devoted to grammatical transformations as an essential instrument for adapting English patent constructions to the norms of the Ukrainian language. The research analyses the application of transpositions, substitutions of parts of speech, additions, omissions, and sentence partitioning in the translation of complex syntactic structures. It has been determined that such transformations ensure logical coherence, preserve the legal precision of formulations, and prevent ambiguous interpretation of technical information.

The study concludes that adequate translation of patent documentation is possible only through the comprehensive combination of terminological accuracy, grammatical adaptation, and adherence to international standards of technical communication. The practical significance of the research lies in the possibility of applying its results in the fields of scientific, technical, and patent translation, as well as in the professional training of future translators and technical communication specialists.

Keywords: patent translation, abbreviations, acronyms, grammatical transformations, scientific and technical translation.

Постановка проблеми. У сучасних умовах розвитку міжнародного науково-технічного співробітництва та активізації патентної діяльності особливого значення набуває проблема адекватного перекладу патентної документації. Патентні тексти характеризуються високим рівнем термінологічної насиченості, значною кількістю абревіатур, символічних позначень, складних синтаксичних конструкцій та юридично детермінованих формулювань. Неправильний переклад абревіатур або некоректне застосування граматичних трансформацій може призвести до спотворення технічної інформації, втрати юридичної точності та неоднозначного тлумачення змісту винаходу.

Особливу складність становить переклад англомовних абревіатур, оскільки частина з них функціонує як міжнародно-стандартизовані одиниці, тоді як інші потребують адаптації відповідно до норм української науково-технічної термінології. Крім того, структурні відмінності між англійською та українською мовами зумовлюють необхідність застосування різних видів граматичних трансформацій, серед яких перестановки, додавання, вилучення, членування речень та заміна частин мови. У зв'язку з цим дослідження перекладацьких стратегій у патентній документації є актуальним як для перекладознавства, так і для практики науково-технічного перекладу.

Аналіз останніх досліджень і публікацій. У контексті сучасних досліджень перекладу науково-технічної та патентної документації вагомий внесок у розвиток українського перекладознавства зробили такі вітчизняні науковці, як Л.Верба, В.Карабан та І.Корунець. Їхні праці присвячені теоретичним і практичним аспектам перекладу, зокрема проблемам передачі термінологічної лексики, граматичних трансформацій, міжмовної еквівалентності та особливостям перекладу науково-технічних текстів.

У дослідженнях В.Карабана значна увага приділяється перекладу англомовної наукової, технічної та юридичної літератури українською мовою, а також аналізу перекладацьких трансформацій, способів передачі безеквівалентної термінології, інтернаціоналізмів і складних граматичних конструкцій. Особливе місце у його працях займають питання перекладу герундіальних конструкцій, пасивних форм та спеціалізованої термінології у фахових текстах.

І.Корунець розробляв теоретичні засади перекладознавства, проблеми еквівалентності перекладу, класифікацію перекладацьких трансформацій та методику підготовки перекладачів. У своїх працях дослідник аналізував способи відтворення граматичних і лексичних особливостей англомовних

текстів українською мовою, а також проблеми перекладу інтернаціональної та термінологічної лексики.

Праці Л.Верби присвячені питанням контрастивної лінгвістики, перекладознавства та відтворення граматичних форм у міжмовному перекладі. Дослідниця розглядала особливості передачі герундіальних конструкцій, інтернаціоналізмів та граматичних відповідників у процесі перекладу з англійської мови українською.

Сучасні дослідження зарубіжних дослідників зосереджуються переважно на питаннях термінологічної точності, особливостях перекладу юридично значущих конструкцій, синтаксичній організації патентних текстів, а також на оцінці ефективності систем нейронного машинного перекладу у сфері патентування.

У працях Г. Гок (H. Hock), Д. Б. Джозеф (D. Brian Joseph), Ф. Дуркін (Ph. Durkin) та Я. Матрас (Y. Matras) досліджуються загальні механізми мовних контактів, лексичних запозичень та адаптації термінологічних одиниць, що становить теоретичне підґрунтя для аналізу спеціалізованого перекладу, зокрема патентної документації. Значну увагу проблемам перекладу науково-технічних текстів приділяють також сучасні перекладознавчі студії, у яких наголошується на необхідності поєднання лінгвістичної, технічної та юридичної компетентностей перекладача.

Упродовж останніх років особливо актуальними стали дослідження, пов’язані з використанням нейронного машинного перекладу у сфері патентної документації. Так, у роботах корейських дослідників аналізується якість перекладу, виконаного спеціалізованими системами Patent Translate та WIPO Translate, зокрема досліджуються синтаксичні помилки, пропуски інформації та рівень точності передачі термінології. У статті Г. Чен (G. Chen) розглядаються юридичні, технічні та лінгвістичні аспекти перекладу патентів в англо-китайському контексті, де особлива увага приділяється проблемам термінологічної еквівалентності та юридичної точності перекладу.

Окремий напрям сучасних досліджень пов’язаний із вивченням синтаксичних і лексичних особливостей патентних текстів. Зокрема, І. Цай (Y. Tsai) аналізує діахронічні зміни лексичних і синтаксичних моделей у перекладах тайванських патентів англійською мовою, підкреслюючи вплив стандартизації та автоматизованих перекладацьких технологій на структуру патентних текстів. Крім того, сучасні дослідження дедалі частіше акцентують увагу на проблемах використання штучного інтелекту та великих мовних моделей у перекладі патентної документації, зокрема щодо ризиків втрати юридичної точності та необхідності постредагування машинного перекладу фахівцями.

Отже, наукові праці зазначених українських лінгвістів сформували теоретичне підґрунтя для дослідження перекладу спеціалізованих текстів, зокрема патентної документації, та сприяли розвитку методології аналізу лексико-семантичних, морфологічних і синтаксичних трансформацій у сучасному українському перекладознавстві.

Попри значну кількість наукових праць, присвячених технічному та юридичному перекладу, питання комплексного аналізу граматичних трансформацій під час перекладу англомовної патентної документації українською мовою залишаються недостатньо дослідженими. Недостатньо уваги приділяється також систематизації абревіатур та перекладацьких трансформацій у контексті міжгалузевої патентної термінології та адаптації англомовних граматичних конструкцій до норм української науково-технічної мови, що й зумовлює актуальність подальших досліджень у цьому напрямі.

Метою статті є дослідження основних стратегій перекладу абревіатур і скорочень в англомовній патентній документації, а також аналіз граматичних трансформацій, що застосовуються при перекладі патентних текстів українською мовою для забезпечення їхньої технічної точності, термінологічної однозначності та юридичної адекватності.

Виклад основного матеріалу. Абревіатури та скорочення становлять невід'ємну частину патентної документації, забезпечуючи компактність викладу технічної інформації. Проте їх переклад потребує ретельного аналізу, оскільки пряме перенесення скорочень з вихідної мови може призвести до непорозумінь або юридичних неточностей. Дослідження виділяє три основні стратегії перекладу абревіатур: транскодування без змін, створення еквівалентного скорочення в цільовій мові та розгортання абревіатури з наступним створенням власного скорочення.

Перша стратегія застосовується до міжнародно-визнаних абревіатур, які функціонують в однаковій формі в різних мовах. Перша стратегія застосовується до міжнародно-визнаних абревіатур, які функціонують в однаковій або майже незмінній формі в різних мовах. У патентній документації до таких скорочень належать насамперед назви міжнародних організацій, технічних стандартів, одиниць вимірювання та загально-вживаних технологічних термінів. Наприклад, абревіатура WIPO (World Intellectual Property Organization — Всесвітня організація інтелектуальної власності) у більшості випадків не перекладається, а зберігається в оригінальній англомовній формі через її міжнародне визнання у сфері патентного права. Аналогічно функціонують скорочення PCT (Patent Cooperation Treaty), EPO (European Patent Office) та USPTO (United States Patent and Trademark Office), які широко використовуються в міжнародній патентній практиці без адаптації до національних мовних систем.

У технічних описах патентів часто зустрічаються абревіатури, пов'язані з інформаційними технологіями, електронікою, телекомунікаціями та інженерією. Наприклад, скорочення CPU, LED, LCD, GPS або AI зазвичай зберігають оригінальну форму навіть у перекладених патентних текстах, оскільки вони стали частиною міжнародної науково-технічної термінології. Подібна практика забезпечує уніфікацію технічної документації та полегшує її міжнародне використання.

Аналогічними прикладами є: *AC – lternating current – Змінний струм;*

ACA – Accessory Charging Adapters – Адаптери для зарядки аксесуарів (від порту USB);

ADAC – Allgemeiner Deutscher Automobil-Club – Загальнонімецький автомобільний клуб;

AEDLC – Asymmetric Electrochemical Double Layer Capacito – Асиметричний електрохімічний двошаровий конденсатор;

AFC – Alkaline fuel cell – Лужний паливний елемент;

AGM – Absorbent Glass Mat (battery) – Акумулятор з абсорбуючим скловолокном;

AGV – Automatic Guided Vehicle – Автоматично керований транспортний засіб;

Ah – Ampere-hour – Ампер-година (одиниця ємності акумулятора);

ALPA – Air Line Pilots Association – Асоціація пілотів авіаліній;

ANSI – American National Standards institute – Американський національний інститут стандартів [12].

Друга стратегія перекладу передбачає створення еквівалентного скорочення в мові перекладу. Вона застосовується у випадках, коли в цільовій мові вже існує усталений відповідник абревіатури. Наприклад, англійське скорочення R&D (Research and Development) в українській науково-технічній документації може передаватися як «НДДКР» (науково-дослідні та дослідно-конструкторські роботи). Аналогічно HVAC (Heating, Ventilation and Air Conditioning) може перекладатися як «ОВК» (опалення, вентиляція та кондиціювання). Такий підхід забезпечує зрозумілість тексту для фахівців цільової мовної спільноти та сприяє термінологічній стандартизації. Наприклад:

1. CAD → САПР (Computer-Aided Design – Система автоматизованого проєктування)

САПР-система для 3D моделювання;

2. CPU → ЦП (Central Processing Unit – Центральний процесор)

продуктивність ЦП визначає швидкодію пристрою;

3. GPU → ГП (Graphics Processing Unit – Графічний процесор)

обчислення виконуються на ГП ;

4. RAM → ОЗП (Random Access Memory – оперативно-запам'ятовуючий пристрій)

обсяг ОЗП становить 16 GB ;

5. AI → ШІ (Artificial Intelligence – Штучний інтелект)

алгоритми ШІ застосовуються в обробці даних [3].

Третя стратегія полягає у розгортанні абревіатури з подальшим створенням нового скорочення відповідно до норм мови перекладу. Вона є особливо актуальною для вузькоспеціалізованих або новітніх технічних термінів, які ще не мають усталеного еквівалента. Наприклад, абревіатура MEMS (Microelectromechanical Systems) у перекладі може спочатку передаватися повною формою «мікроелектромеханічні системи», після чого допускається використання адаптованого скорочення «МЕМС». Подібний підхід дозволяє уникнути неоднозначності та забезпечує поступову інтеграцію нових термінів у національну термінологічну систему.

Наприклад, "HEMT" (High Electron Mobility Transistor) може бути передано як "транзистор з високою рухливістю електронів (ТРВЕ)" з подальшим використанням української абревіатури в тексті патенту. Аналогічними прикладами є:

1. *FPGA → програмована вентильна матриця (ПВМ);*
2. *OLED → органічний світлодіод (ОСД);*
3. *LiDAR → лазерна система вимірювання відстаней (ЛСВВ);*
4. *MEMS → мікроелектромеханічна система (МЕМС);*
5. *CMOS → комплементарна структура метал-оксид-напівпровідник (КМОП);*
6. *NLP → обробка природної мови (ОПМ);*
7. *IoT → інтернет речей (ІР);*
8. *Wi-Fi → бездротовий зв'язок (БЗ);*
9. *VoIP → передача голосу через інтернет (ПГІ)(передача голосу через інтернет (ПГІ) використовується в телефонії);*
10. *ASIC → спеціалізована інтегральна схема (СІС)* [3].

Символьні позначення в патентах включають математичні та хімічні формули, фізичні величини та креслярські позначення. Їх переклад регулюється міжнародними стандартами та національними нормативними документами. Відповідно до практики [13], хімічні формули залишаються незмінними, оскільки базуються на міжнародній номенклатурі IUPAC [9]. Проте супровідний текстовий опис цих формул потребує адаптації відповідно до норм української хімічної термінології: *H_2O (вода); NaCl (хлорид натрію); H_2SO_4 (сірчана кислота); F = ma (другий закон Ньютона); E = mc^2 (формула Ейнштейна); PV = nRT (рівняння стану газу); V = IR (закон Ома); m/s^2 (прискорення); C_6H_6 (бензен)* [9].

Граматичні трансформації становлять необхідний інструментарій перекладача патентної документації, оскільки структурні відмінності між англійською та українською мовами вимагають системних змін граматичного оформлення тексту при збереженні його семантичного наповнення. Основними видами граматичних трансформацій є перестановки, заміни, додавання та вилучення граматичних елементів, які застосовуються комплексно для досягнення адекватності перекладу. Специфіка патентних текстів полягає в необхідності поєднання граматичних трансформацій з дотриманням юридичної точності формулювань та технічної однозначності, що вимагає особливої перекладацької майстерності та глибокого розуміння обох мов.

Перестановки як вид граматичної трансформації є найбільш поширеними при перекладі патентів через принципово різний порядок слів в англійській та українській мовах. Англійська мова характеризується фіксованим порядком слів із препозицією означення, тоді як українська мова допускає більшу варіативність словопорядку з тенденцією до постпозиції означальних конструкцій. Англійська фраза "an improved magnetic sensor" при перекладі трансформується у "удосконалений магнітний датчик" або "магнітний датчик покращеної конструкції" залежно від контексту та необхідності наголосити на конкретній характеристиці пристрою.

Розглянемо аналогічні приклади:

an improved magnetic sensor → удосконалений магнітний датчик. Тут означення *improved* переноситься перед іменником*;*

a plurality of processing steps → сукупність етапів обробки. Англійське іменникове ядро з ланцюжком означень в українській розгортається через прийменникову конструкцію*;*

the at least one rule comprises a predetermined bit-map → принаймні одне правило містить заздалегідь визначену карту бітів. У перекладі переставляється позиція прикметника та уточнення ;

the at least one sensor in the form of a thermal imaging camera or an optical camera → принаймні один датчик у вигляді тепловізійної або оптичної камери. Англійське постпозиційне уточнення передається українською через прийменниковий зворот*;*

the at least one database is a distributed database → принаймні одна база даних є розподіленою. В українській мові більш натуральним є предикативне оформлення з перестановкою ознаки [7].

Граматична заміна частин мови (табл. 1) також широко застосовується при перекладі патентів, особливо заміна іменників на дієслова та навпаки, що дозволяє адаптувати текст до синтаксичних норм цільової мови.

1. *to patent the invention* → запатентувати винахід (дієслово → дієслово, але часто іменник “patent” стає дієслівною конструкцією в укр. перекладі)

2. *grant of a patent* → надання патенту / видати патент (іменник → дієслівна конструкція “видати”)

3. *patent protection* → захищати патент / патентний захист забезпечує захист (іменник → дієслово “захищати”)

4. *the application of the method* → застосовують метод (іменник “application” → дієслово) [4].

Додавання граматичних елементів (табл. 1) при перекладі українською мовою обумовлено необхідністю експлікації імпліцитної інформації англійського оригіналу та вимогами граматичної повноти українського речення. Артиклі англійської мови, які не мають еквівалентів в українській, часто вимагають компенсації через додавання вказівних займенників або прикметників. Англійське "the device" може перекладатися як "цей пристрій", "даний пристрій" або "зазначений пристрій" залежно від того, чи йдеться про раніше згаданий об'єкт чи про новий елемент опису. Таке додавання забезпечує логічну зв'язність тексту та полегшує розуміння технічного змісту українськомовним читачем: *the device* → цей пристрій / даний пристрій (додавання вказівного займенника для конкретизації); *a device* → пристрій (будь-який) / один із пристроїв (додається числово-уточнювальний елемент для передачі невизначеності артикля)**;** *the method is applie* → цей метод застосовується (додавання займенника “цей” для передачі означеності); *a method for processing data* → спосіб обробки даних / один із способів обробки даних (експлікація невизначеності через додавання “один із”); *the system comprises a module* → ця система містить модуль (додавання займенника “ця” для конкретизації об’єкта) [7].

Вилучення (табл. 1) граматичних елементів як трансформація застосовується для усунення надлишковості та адаптації тексту до норм української мови. Англійські патенти часто містять плеонастичні конструкції та службові слова, які не потребують перекладу українською мовою для збереження змісту повідомлення [1]. Англійський зворот "in order to" може просто перекладатися як "для" без розгорнутої конструкції, що робить українське речення більш лаконічним та природним: *in order to improve efficiency* → для підвищення ефективності (вилучено “in order to”); *in order to provide a signal* → для подання сигналу (скорочення причинно-цільової конструкції); *the method is used in order to achieve accuracy* → метод використовується для досягнення точності (вилучено розгорнуту конструкцію “in order to achieve”)**;** *for the purpose of detecting errors* → для виявлення помилок (вилучено “the purpose of” як надлишковий елемент)**;** *the*

system is capable of performing calculation → система виконує обчислення (вилучено модальну конструкцію “is capable of”) [7].

Проте перекладач має бути обережним при вилученні елементів, щоб не втратити юридично важливі нюанси значення, які можуть бути критичними для правильного тлумачення обсягу правової охорони винаходу.

Членування (див. табл.1) також відіграє важливу роль у перекладі патентів. Воно має кілька важливих функцій:

Членування виконує кілька важливих функцій:

1. *Підвищення ясності*. Англійські патенти часто містять довгі багатокомпонентні речення з великою кількістю підрядних конструкцій. Український текст потребує більшої структурної чіткості.

2. *Адаптація до норм української мови*. Українська науково-технічна традиція тяжіє до коротших, логічно розчленованих речень.

3. *Уникнення перевантаження інформацією*. Один англійський патентний період може містити кілька технічних операцій або умов.

4. *Покращення юридичної точності***.** Розділення допомагає уникнути двозначності в трактуванні формулювань винаходу [7].

Таблиця 1.

Види граматичних трансформацій при перекладі патентів

Вид трансформації	**Англійський текст**	**Український переклад**	**Граматична зміна**
перестановка	a newly developed coating material	нещодавно розроблений матеріал покриття	зміна порядку означень
заміна частин мови	during the operation of the device	під час роботи пристрою	іменник → дієслово
додавання	The substrate has a surface	Підкладка має зовнішню поверхню	додавання прикметника
вилучення	in order to ensure proper functioning	для забезпечення належного функціонування	скорочення конструкції
членування речення	A device comprising elements which are arranged to provide improved performance	Пристрій містить елементи. Вони розташовані для забезпечення покращених характеристик	розділення складного речення

Комплексні граматичні трансформації передбачають одночасне застосування кількох видів перетворень для досягнення адекватності перекладу складних синтаксичних конструкцій [7].

1. *A system comprising a processor configured to receive input data and to generate an output signal. – Система містить процесор. Він приймає вхідні дані та формує вихідний сигнал*. (членування + заміна пасиву на актив + перестановка)

2. *The method includes heating the mixture to a predetermined temperature, thereby causing a chemical reaction. – Спосіб включає нагрівання суміші до заданої температури. Це призводить до хімічної реакції.* (членування + трансформація причинно-наслідкового зв'язку);

3. *Пристрій має корпус. Корпус захищає внутрішні компоненти від впливу середовища*. (членування + заміна атрибутивної конструкції на предикативну);

4. *The composition is applied to the surface and allowed to cure under ambient conditions. – Склад наносять на поверхню. Йому дають затвердіти за звичайних умов*. (пасив → актив + членування + лексична заміна) [7].

Патентні формули винаходу часто містять багаторівневі структури з множинними підрядними реченнями та вставними конструкціями, які потребують глибокої граматичної перебудови при перекладі. Перекладач має аналізувати граматичну структуру оригіналу, виділяти ключові семантичні компоненти та конструювати українське речення з урахуванням норм української граматики та стилістики технічних текстів. Такий підхід забезпечує створення перекладу, який є не лише граматично правильним, але й функціонально еквівалентним оригіналу, зберігаючи юридичну силу та технічну точність патентного документа. Успішне застосування граматичних трансформацій вимагає від перекладача не лише глибоких знань граматики обох мов, але й розуміння специфіки патентної документації як особливого жанру технічно-юридичних текстів.

Отже, переклад патентної документації є складним багаторівневим процесом, що потребує поєднання лінгвістичної, технічної та юридичної компетентності перекладача. Проведений аналіз показав, що абревіатури та скорочення становлять важливий структурний компонент патентних текстів і можуть передаватися за допомогою трьох основних стратегій: транскодування без змін, створення еквівалентного скорочення в цільовій мові та розгортання абревіатури з подальшим формуванням нового скорочення.

Встановлено, що вибір перекладацької стратегії залежить від ступеня міжнародної стандартизації терміна, рівня його усталеності в українській науково-технічній термінології та специфіки галузі застосування. Міжнародно- визнані скорочення, пов'язані з патентними організаціями, інформаційними технологіями та технічними стандартами, переважно зберігають оригінальну форму, що сприяє уніфікації науково-технічної комунікації.

Дослідження також засвідчило важливу роль граматичних трансформацій у забезпеченні адекватності перекладу патентних текстів. Перестановки, заміни частин мови, додавання, вилучення та членування речень дозволяють адаптувати англомовні синтаксичні конструкції до норм української мови без втрати змісту та юридичної точності. Особливого значення такі трансформації набувають при перекладі складних багатокомпонентних конструкцій, характерних для патентних формул винаходу.

Таким чином, адекватний переклад патентної документації можливий лише за умови комплексного застосування термінологічних і граматичних перекладацьких стратегій, що забезпечують точність передачі технічної інформації, стилістичну відповідність та юридичну однозначність патентного тексту.

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ЦИФРОВІ НИТКИ У СУЧАСНІЙ ТЕХНОЛОГІЇ ТРАНСФОРМАЦІЙ (КОРОТКИЙ ОГЛЯД У РАМКАХ ПРОЕКТУ DNU DIGIFLED)

Анотація. Стаття присвячена дослідженню цифрових ниток як ключового елемента сучасної технології трансформацій в умовах глобального інформаційного суспільства. Розглядаються особливості розвитку інтернету та Всесвітньої павутини як фундаментального середовища для обміну інформацією, комунікації та інтеграції цифрових процесів у різні сфери людської діяльності. Аналізується вплив мережевих технологій на формування нової моделі взаємодії між людиною, суспільством і цифровою інфраструктурою. Особливу увагу приділено процесам диджиталізації науки, бізнесу та промисловості, які стають основою економічного й технологічного розвитку XXI століття.

У роботі показано, що цифрова трансформація науки сприяє прискоренню обміну знаннями, розвитку дистанційної співпраці, використанню хмарних платформ і великих даних для проведення досліджень. У бізнес-середовищі цифровізація забезпечує автоматизацію процесів, розвиток електронної комерції, онлайн-комунікацій і нових моделей управління. Промисловість розглядається через концепцію, що передбачає впровадження роботизації, інтернету речей та інтелектуального виробництва.

Окремий розділ статті присвячено мовним і комунікативним змінам, що виникають у цифровому просторі. Досліджується сленг інтернет-користувачів, який формується під впливом соціальних мереж, форумів і месенджерів. Підкреслюється, що інтернет-сленг виконує не лише функцію спрощення комунікації, а й слугує засобом самоідентифікації користувачів у віртуальній спільноті. Аналізується популярність скорочень і гібридних мовних конструкцій.

Розглядається роль емотиконів у сучасній цифровій комунікації. Емотикони виступають інструментом передавання емоцій, інтонації та емоційного контексту тексту за умов відсутності живого спілкування.

Візуальні елементи спілкування стають невід'ємною частиною цифрової культури та впливають на розвиток мови й способів міжособистісної взаємодії.

Зроблено висновок, що цифрові нитки об'єднують технологічні, соціальні та культурні процеси в єдину систему глобальних трансформацій, визначаючи подальший розвиток суспільства та комунікації в цифрову епоху.

Ключові слова: інтернет, всесвітня павутина, диджиталізація науки, бізнесу, промисловості, сленг інтернет-користувачів, емотикони.

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DIGITAL THREADS IN MODERN TRANSFORMATION TECHNOLOGY (A BRIEF OVERVIEW WITHIN THE FRAMEWORK OF THE DNU DIGIFLED PROJECT)

Abstract. The article is devoted to the study of digital threads as a key element of modern transformation technologies in the context of the global information society. The article examines the development of features of the Internet and the World Wide Web as a fundamental environment for information exchange, communication, and the integration of digital processes into various spheres of human activity. The influence of network technologies on the formation of a new model of interaction between individuals, society, and digital infrastructure is analyzed. Particular attention is paid to the processes of digitalization in science, business, and industry, which are becoming the foundation of economic and technological development in the 21-st century.

The study demonstrates that the digital transformation of science contributes to the acceleration of knowledge exchange, the development of remote cooperation, and the use of cloud platforms and big data for research purposes. In the business environment, digitalization ensures the process of automation, the development of e-commerce, online communications, and new management models. Industry is considered through a concept involving the implementation of robotics, the Internet of Things, and intelligent manufacturing.

A separate section of the article is devoted to linguistic and communicative changes emerging in the digital space. The slang of Internet users formed under the influence of social networks, forums, and messengers is examined. It is emphasized that the Internet slang performs not only the function of simplifying

communication but also serves as a means of users' self-identification within the virtual community. The popularity of abbreviations and hybrid linguistic constructions are analyzed.

The role of emoticons in modern digital communication is also considered. Emoticons function as a tool for conveying emotions, intonation, and the emotional context of a text in the absence of face-to-face communication. Visual elements of communication are becoming an integral part of digital culture and influence the development of language and methods of interpersonal interaction.

The article concludes that digital threads unite the technological, social, and cultural processes into a single system of global transformations, determining the further development of society and communication in the digital era.

Keywords: Internet, World Wide Web, digitalization of science, business and industry, Internet users' slang, emoticons.

Постановка проблеми. . Наприкінці XX – на початку XXI століть інтернет, всесвітня павутина та цифрові технології настільки глибоко вплелися у тканину сучасного життя, що їхня присутність стає помітною лише тоді, коли вони зникають. Від високопродуктивних генетичних секвенаторів, що працюють у науково-дослідних інститутах, до панелей моніторингу ланцюгів постачання в режимі реального часу, які керують міжнародною логістикою, цифрові інструменти розширюють можливості людей спостерігати, аналізувати, прогнозувати та діяти.

Здавалося б, широке поширення цифрових технологій у житті сучасної людини має передбачати принаймні добре знання історії їхнього виникнення та хоча б основних етапів їхнього розвитку; на жаль, на практиці можна зіткнутися з ситуацією, коли студенти перших курсів вишу недостатньо обізнані з такою інформацією, що свідчить про наявність певних прогалин у їхній освіті. Тому ми спробуємо описати деякі аспекти, що пов'язані з процесами цифровізації, у якості просвітницької діяльності в рамках проєкту DNU DigiFLEd. У зв'язку з цим наведемо коротке пояснення того, що DigiFLEd – це трирічний проєкт Erasmus+ CBHE, спрямований на поліпшення якості вищої освіти та підвищення потенціалу українських університетів за рахунок цифровізації навчальних програм з іноземних мов за допомогою інформаційно-комунікаційних технологій (ІКТ).

Аналіз останніх досліджень і публікацій. Існує величезна кількість публікацій на тему нашої роботи – від простих популяризаторських заміток ([1; 2; 3; 4] та ін.) і статей (C. Dewey [5], S. McPherson [6], N. Couldry [7], B. McCullough [8], P. Palazzi [9], J. Markoff [10], R. Radu [11] та ін.) у засобах масової інформації до серйозних праць експертів і розробників, у яких викладено історію появи та розвитку інтернету та всесвітньої павутини:

T. Berners-Lee [12], J. Söderberg [13], S. Muylle, R. Moenaert, M/ Despont [14], D. Chadha [15], J. Abbate [16] та ін. Ми спробували узагальнити іноді вельми строкатий і суперечливий матеріал у стислому вигляді в нашому дослідженні.

Мета статті. ***Метою*** нашої статті є представлення певних інформаційних пластів матеріалу в рамках чинного проєкту DNU DigiFLEd, який сприяє як розвитку цифровізації сучасних методів освіти, так і популяризації величезного масиву інформації, пов'язаного із зародженням та еволюцією ІТ-технологій. ***Завданням*** нашої статті є висвітлення специфічної інформації про Інтернет, Всесвітню павутину, особливий словник інтернет-творців та інтернет-користувачів, а також про емодзі не лише як зовнішні форми прояву технічного прогресу, а й як про культурний феномен, який істотно змінив способи передачі інформації, емоцій, соціальних відтінків сенсу в текстових повідомленнях і навіть саму мову цих повідомлень.

Виклад основного матеріалу дослідження.. Загальновідомо, що інтернет виник як науково-дослідний та оборонний проект у середині XX століття завдяки зусиллям вчених та інженерів, які поставили собі за мету створити об'єднану комп'ютерну мережу і досягли реалізації цієї мети. Наведемо імена деяких піонерів у цій галузі, а також звернемо увагу на особливу мову технічних термінів і понять, значна частина яких використовується у специфічній формі абревіатур, які важко запам'ятати через те, що їх можна логічно розшифрувати лише на основі англійської мови; як наслідок, такого роду скорочення становлять абсолютно невідому terra incognita для багатьох непрофесійних користувачів інтернету. Тому, щоб заощадити місце в нашій статті, ми наводимо, здебільшого, повне розшифрування термінологічних скорочень українською мовою та паралельно вказуємо загальноприйняту англійську абревіатуру.

Перш за все, слід зазначити, що ідея універсальної мережі була сформульована Дж. Ліклайдером з Управління методів обробки інформації (IPTO), яке входило до складу Агентства перспективних дослідницьких проектів Міністерства оборони США (ARPA). На початку 1960-х років П. Беран із корпорації RAND запропонував – незалежно від Дж. Ліклайдера – ідею мережі, засновану на передачі даних у вигляді блоків повідомлень, а в 1965 р. Д. Девіс із Національної фізичної лабораторії Великої Британії (NPL) розробив концепцію пакетної комутації, яка мала сприяти створенню національної комерційної мережі передачі даних у Сполученому Королівстві.

У 1969 р. ARPA об'єднала зусилля розробників у єдиному проєкті ARPANET під керівництвом Р. Тейлора та Л. Робертса. У проєкті ARPANET

використовувалася технологія пакетної комутації, запропонована Д. Девісом, але з урахуванням ідей П. Берана. Мережа інтерфейсних процесорів повідомлень (IMP) була створена командою дослідників з компанії Bolt, Beranek і Newman під керівництвом Б. Кена. Протокол взаємодії між хостами був розроблений, головним чином, аспірантами під керівництвом С. Крокера, Дж. Постела та деяких інших дослідників. Спочатку проект ARPANET швидко поширився у США, а згодом – на території Великої Британії та Норвегії. (До речі, зазначимо, що інтернет-протоколи – або набори правил, що використовуються для зв'язку між мережами та пристроями в інтернеті – з'явилися в результаті досліджень американських розробників та у співпраці з їхніми англійськими та французькими колегами).

Основні технічні та інституційні етапи розвитку інтернету включають: 1) концепцію пакетної передачі даних у 1960-х роках, запропоновану П. Бераном і Д. Девісом; ця концепція дозволила ефективно та надійно передавати інформацію, розбиваючи повідомлення на окремі пакети; 2) мережу Агентства перспективних дослідницьких проектів Міністерства оборони США (або ARPANET), створену в 1969 р.; ця мережа об’єднала університетські та дослідницькі комп’ютери за допомогою пакетної передачі даних і встановила протоколи для віддаленого обміну ресурсами; 3) розробку базових протоколів у 1970–1980-х роках – насамперед TCP (протокол управління передачею) та IP (інтернет-протокол), створених В. Серфом і Б. Кеном; набір протоколів TCP/IP стандартизував способи адресації, маршрутизації та надійної передачі даних між різними мережами, що дозволило об’єднати їх у єдину «мережу мереж»; 4) розширення використання інтернету за межі академічної та військової сфер у 1980-х роках; при цьому американський Національний науковий фонд (NSF) фінансував магістральні мережі, що забезпечили ширший зв’язок між науковими установами, а згодом – і комерційними мережами.

Ці етапи показують, як технічні обмеження та інституційне фінансування сформували багаторівневу структуру інтернету: фізичні з’єднання, протоколи адресації та маршрутизації, а також прикладні сервіси.

Всесвітня павутина: протоколи та початковий розвиток. Всесвітня павутина (WWW) – це додаток, що працює через інтернет, але при цьому не є самим інтернетом. Всесвітня павутина була створена Т. Бернерс-Лі у 1989–1990 роках у CERN (Лабораторії фізики високих енергій Європейської організації з ядерних досліджень у Швейцарії) для спрощення обміну науковими документами, пов'язаними гіперпосиланнями.

Основні елементи, запропоновані Т. Бернерсом-Лі, включають насамперед (1) HTML (мова гіпертекстової розмітки) як засіб

структурування та відображення тексту й мультимедіа; далі (2) URI / URL (уніфікований ідентифікатор / локатор ресурсу) як адресу, що дозволяє знаходити ресурси в мережі; і нарешті (3) HTTP (протокол передачі гіпертексту): цей протокол представляє форму «запит-відповідь», за допомогою якої браузери отримують дані з веб-серверів. Безперечно, позитивними сторонами концепції Т. Бернерса-Лі є її простота та універсальність, що ґрунтується на децентралізованій публікації, обміні та отриманні інформації.

Розвиток всесвітньої павутини у 1990-х роках прискорився завдяки графічним браузерам (особливо Mosaic, випущеному в 1993 р.), які зробили мережу доступною для нефахівців, оскільки дозволили поєднати текст та зображення у надзвичайно простій формі.

Архітектура Web – це HTTP (HyperText Transfer Protocol або протокол передачі гіпертексту), що представляє модель «клієнт–сервер» та гіпертекстові посилання – у дуже успішній формі сприяла швидкому розвитку, оскільки гіперпосилання створили новий спосіб навігації та асоціативного читання, URL забезпечили можливість постійного цитування, тоді як HTML (HyperText Markup Language або базова мова розмітки документів, що використовується для створення структури веб-сторінок) надав базову розширювану структуру контенту

Комерціалізація, стандартизація та масштабування. У середині та наприкінці 1990-х років всесвітня павутина стала комерційною, а інтернет перетворився на засіб масової комунікації. На цьому етапі можна виділити деякі події як особливо важливі. По-перше, приватизація та комерціалізація мережевих магістралей дали змогу інтернет-провайдерам і компаніям надавати доступ широкому колу споживачів. По-друге, так звана «дотком-бульбашка» та її подальший крах продемонстрували спекулятивний характер інвестицій в інтернет-бізнес, але водночас забезпечили фінансування розвитку інфраструктури та нових сервісів. По-третє, створення Консорціуму Всесвітньої павутини (W3C) Т. Бернерсом-Лі у 1994 р. дозволило цій організації зайнятися стандартизацією HTML, CSS та інших веб-технологій, що було вкрай необхідним кроком, спрямованим на забезпечення сумісності між браузерами та платформами. По-четверте, розвиток браузерів та пошукових систем (особливо Google, заснованої у 1998 р.) змінив способи пошуку та навігації для користувачів.

У міру зростання та «дозрівання» мережі виникали певні архітектурні (але цілком очікувані) проблеми, пов’язані з централізацією платформ, складністю модерації контенту, обмеженням швидкості та пропускної здатності, необхідністю використання захищених протоколів, таких як протокол захищених сокетів (Secure Sockets Layer або SSL), а також

протокол транспортної безпеки (Transport Layer Security або TLS) для HTTPS. Пошук шляхів вирішення зазначених проблем зрештою призвів до появи нових рівнів інфраструктури – мереж доставки контенту (Content Delivery Network або CDN), стандартів шифрування та систем захисту конфіденційності.

Від статичних сторінок до соціального та мобільного інтернету. У період з 2000-х до 2010-х років відбулися досить серйозні зміни у використанні мережі; наведемо найпомітніші з них. Перш за все, це Web 2.0 – концепція переходу до користувацького контенту, соціальних мереж та інтерактивних веб-додатків.

Технології, подібні до AJAX, зробили інтерфейси більш динамічними, а платформи Facebook, YouTube та Twitter створили нові соціальні структури масового масштабу.

Звісно, варто відзначити появу мобільного інтернету, адже поширення смартфонів (наприклад, iPhone) та мобільних мереж перенесло значну частину інтернет-активності на портативні пристрої, що вплинуло на дизайн веб-сайтів та повсякденні звички користувачів.

Без сумніву, хмарні обчислення та API (Application Programming Interface – програмний інтерфейс, набір правил і протоколів, що дозволяє одній програмі взаємодіяти з іншою, обмінюючись даними та функціоналом) дозволили розвивати розподілені сервіси, мікросервісну архітектуру та масштабовані серверні системи, що обслуговують мільярди користувачів у реальному часі.

І, нарешті, зростання великих платформних компаній призвело до виникнення проблем, пов'язаних із мережевими ефектами та управлінням платформами; модерація, алгоритмічна фільтрація, конфіденційність даних та ринкова концентрація стали важливими політичними питаннями.

Незважаючи на це, технічна основа інтернету залишалася незмінною: протоколи, адресація та пакетна маршрутизація продовжували підтримувати дедалі складніші рівні додатків.

Мова мережі: як Інтернет впливає на лексику. Паралельно з технічним розвитком Інтернет сформував нові мовні практики та спеціалізовану лексику. Ця лексика існує на кількох рівнях: технічна термінологія інженерів, практичні скорочення користувачів та культурний сленг, що відображає приналежність до спільнот.

При використанні технічних та інфраструктурних термінів слід зосередити увагу на таких професійних лексичних одиницях, пов'язаних із використанням:

- протоколів та передачі даних: TCP/IP, HTTP/HTTPS, DNS, SSL/TLS та ін.;

- адресації та маршрутизації: IP-адреса, IPv4 / IPv6, порт, маршрутизатор, NAT (Network Address Translation або перетворення мережевих адрес) та ін.;

- продуктивністю та надійністю: затримка (latency), пропускна здатність (bandwidth, throughput), втрата пакетів (packet loss), мережа доставки контенту (Content Delivery Network або CDN) та ін.

Наступна група термінів дає змогу обговорювати роботу мережевих систем та причини збоїв:

- інтерфейс та додатки: браузер, сервер, клієнт, API, front-end / back-end (при описі різних рівнів додатка), full stack (фулстек-розробник здатний створити додаток від початку до кінця – від користувацького інтерфейсу до бази даних), stack trace (трасування стека – звіт про послідовність викликів методів (кадрів стека) у програмі);

- веб-специфіка: HTML, CSS, JavaScript (високорівнева мова програмування), cookies (невеликі фрагменти даних), session (відкритий анонімний децентралізований месенджер).

Наведені нижче поняття описують взаємодію між користувачами, сервісами та контентом; при цьому можуть використовуватися як звичні терміни, так і спеціальні слова; наприклад:

- соціальні та поведінкові терміни: Netizen («інтернет-користувач»), troll («троль»), moderation («модерація»), ban («бан»), shadowban («тіньовий бан»), meme («мем»), viral («вірусний»);

- дії на платформах: like, retweet, share, follow, subscribe, block, mute (подобається, ретвіт, поділитися, слідкувати, підписатися, заблокувати, вимкнути звук).

Наступна група слів відображає соціальні норми та механізми управління онлайн-спільнотами, до них належать:

- маркери спільноти та ідентичності: username / handle, avatar, alt account, throwaway, stan, ship (ім’я користувача / нікнейм, аватар, альтернативний акаунт, тимчасовий акаунт, фанат, шипер);

- емодзі та смайлики як засоби передачі емоцій та інтонації.

Ще одна група елементів допомагає позначити приналежність до певної спільноти та виразити індивідуальність:

- абревіатури та інтернет-скорочення: LOL, IMO / IMHO, TL (ха-ха, на мій погляд / на мою думку, занадто довго);

- DR, CR, NSFW, FWIW (DR – Debit – дебіт, CR – Credit – кредит, не для перегляду на роботі, до відома);

- brb, afaik, ftw (скоро повернуся, наскільки я знаю, це круто).

Ці форми економлять час і формують стиль швидкого мережевого спілкування:

- нова лексика платформ і мемів: upvote / downvote, karma, clout, cancel culture («лайк» / «дизлайк», карма, авторитет, культура скасування);

- мем, ratio + skill issue, noob / n00b, rizz, rizz up (мем [будь-яка ідея, символ, манера, ситуація]; погана відповідь [поширена, образлива інтернет-фраза, що використовується для того, щоб відмахнутися від чиєїсь думки]; новачок; харизма [наявність у людини стилю, шарму, харизми, привабливості, чарівності]; справляти непереборне враження, зокрема вміння спокушати та приваблювати романтичних партнерів).

Вищезазначені та подібні до них слова набувають широкого поширення на різних платформах і поступово входять у повсякденну мову.

Мова, прагматика та особливості інтернету. Навряд чи може викликати сумнів той факт, що Інтернет змінює комунікацію між людьми, зсуваючи межі обмежень і розширюючи можливості спілкування; для такого впевненого твердження є вагомі підстави у вигляді:

- асинхронності та постійності: цифрові повідомлення зберігаються, їх можна шукати та архівувати;

- відсутності невербальних сигналів: користувачі компенсують це за допомогою емодзі, пунктуації та особливостей написання;

- швидкості та стислості: використання певних символів та їхнє введення з мобільних пристроїв сприяють поширенню скорочень та креативному написанню вже звичних слів;

- виникнення специфічних норм спільнот: субкультури створюють власний словник, що зміцнює почуття приналежності до певних субкультур.

Динаміка змін: розвиток інтернет-лексики. Вважаємо, що на сьогодні недостатньо вивченою є дуже специфічна сфера інтернет-лексики, яка розвивається завдяки інноваціям, наслідуванню та стандартизації; коротко зазначимо такі тенденції в цій сфері:

- створення нових виразів для опису технологій та поведінки;

- поширення термінів через соціальні мережі;

- закріплення слів у словниках та посібниках зі стилю;

- зміна значень слів із плином часу.

Дослідники, безсумнівно, вивчають ці процеси за допомогою корпусної лінгвістики, аналізу соціальних мереж та етнографічних методів, однак на вчених чекає ще багато малодосліджених «білих плям», щоб сподіватися на якнайшвидше завершення роботи.

Цифрова грамотність, доступ та етичні питання. З огляду на вищевикладену інформацію стає очевидним, що розуміння історії Інтернету та його мови є важливим не лише з академічної точки зору, а й із соціальної, оскільки:

- цифрова нерівність впливає на участь людей у мережевій культурі;

- часті випадки дезінформації вимагають різнорівневої технічної та мовної грамотності;

- управління платформами нерозривно пов'язане з питаннями відповідальності та демократичного контролю;

- інтернет-мова може як підтримувати маргіналізовані групи, так і відтворювати практики, що ведуть до їхнього виключення.

Загалом сучасна інтернет-лексика включає як точні технічні терміни, необхідні інженерам, так і гнучкий сленг, що відображає ідентичність та соціальні практики. Для дослідників та активних громадян важливо поєднувати технічну грамотність із критичним розумінням мови, щоб впевнено орієнтуватися в цифровому середовищі та впливати на його розвиток.

Цифрові технології в науці. Розвиток приладів, обчислювальних систем та мережевих технологій породив нові форми наукових досліджень. Наприклад, у геноміці платформи секвенування нового покоління генерують терабайти необроблених даних за один запуск. Без хмарних обчислень та складних біоінформаційних систем обробка таких даних була б неможливою. Цифрові інструменти дозволяють збирати, анотувати та порівнювати геноми в масштабах, які ще двадцять років тому здавалися немислимими.

Так само кліматологія сьогодні залежить від глобальних мереж датчиків та обчислювальних моделей петафлопсного рівня, які використовують супутникові спостереження, океанічні буї та атмосферні вимірювання для моделювання складних систем Землі. Методи машинного навчання допомагають виявляти закономірності в області мінливих і багатовимірних даних – від пошуку потенційних ліків до класифікації галактик і прогнозування властивостей матеріалів.

Особливо помітними є дві характеристики цифровізації науки. По-перше, автоматизація прискорює виконання рутинних, але досить трудомістких завдань: обробку зображень, статистичний аналіз та роботу лабораторних роботів. Це зменшує навантаження на дослідників і звільняє час для концептуальної роботи. По-друге, відтворюваність та відкритість досліджень посилюються завдяки спільному використанню обчислювальних процесів, контейнеризації та архівуванню даних. Програмне забезпечення з відкритим кодом, системи контролю версій та публічні набори даних роблять доступ до інформації більш доступним і сприяють міжнародній співпраці.

Однак цифровізація несе з собою й нові виклики: управління даними, алгоритмічна упередженість та криза відтворюваності обчислювальних досліджень є не лише технічними, а й етичними та інституційними

проблемами. Хто володіє великими масивами даних? Які моделі можна вважати справедливими та універсальними? Як перевіряти алгоритми «чорної скриньки», що впливають на медичні чи політичні рішення? Для вирішення цих питань необхідно поєднувати цифрову грамотність з етичним осмисленням у науковій освіті.

Цифрові технології в промисловому виробництві. Промислове виробництво вступило в етап, який часто називають «Індустрією 4.0», де кіберфізичні системи, Інтернет речей (Internet of Things або IoT: мережа фізичних об'єктів, які без участі людини обмінюються даними через Інтернет лише за допомогою датчиків, програмного забезпечення та модулів зв'язку) та штучний інтелект координують виробництво з безпрецедентною точністю. «Розумні» фабрики оснащують обладнання спеціальними приладами, що відстежують вібрацію, температуру та продуктивність; аналітика в режимі реального часу передбачає поломки ще до їх виникнення, забезпечуючи профілактичне обслуговування та знижуючи витрати.

Роботи та колаборативні роботи (коботи) виконують повторювані, небезпечні або надточні завдання, тоді як люди контролюють, програмують та адаптують робочі процеси.

Цифрові двійники – віртуальні копії фізичних об'єктів – дають змогу інженерам моделювати зміни у виробництві до їхнього впровадження в реальному середовищі. Це зменшує ризики під час оптимізації процесів та запуску нових продуктів. Адитивне виробництво (3D-друк) скорочує час створення прототипів і робить можливою масову кастомізацію, змінюючи підходи до дизайну продукції та ланцюгів поставок.

З економічної точки зору цифровізація підвищує продуктивність та сприяє появі нових бізнес-моделей. Однак вона також змінює ринок праці: попит на фахівців з даних, системних інтеграторів та інженерів з обслуговування зростає, тоді як потреба в рутинній праці зменшується. Серед соціальних наслідків– необхідність перекваліфікації працівників, зміни структури зайнятості та дискусії щодо справедливого розподілу вигод від автоматизації. Особливого значення набувають питання безпеки, кіберзахисту та сумісності систем.

Цифрова трансформація бізнесу. У сфері сучасного бізнесу цифрові технології змінили стратегію, операційну діяльність та взаємодію з клієнтами. Аналітика даних та бізнес-інтелект перетворюють журнали транзакцій, взаємодії з клієнтами та потоки сенсорних даних на стратегічні інсайти. Компанії, що використовують аналітику в реальному часі, можуть персоналізувати послуги, динамічно змінювати ціни та точніше прогнозувати попит.

Вже зараз реальністю є той факт, що платформи електронної комерції використовують алгоритми рекомендацій для персоналізації користувацького досвіду, а системи управління ланцюгами поставок координують запаси по всьому світу, скорочуючи терміни поставок.

Використання хмарних обчислень, що стали типовими, знижує бар'єри для виходу бізнес-структур на ринок: стартапи отримують доступ до інфраструктури, інструментів машинного навчання та глобальних каналів розповсюдження без значних початкових інвестицій. Платформна економіка, що об'єднує виробників і споживачів, використовує мережеві ефекти для швидкого масштабування.

На організаційному рівні цифрова трансформація часто вимагає культурних та структурних змін. Гнучкі методи управління, міжфункціональні команди та безперервне впровадження замінюють жорсткі ієрархії та річні цикли планування. Однак трансформація відбувається нерівномірно: застарілі системи, розрізнені дані, регуляторні обмеження та людський опір гальмують поступальний рух. Крім того, питання конфіденційності, довгострокового спостереження та етичного використання інформації з баз даних клієнтів стають ключовими для суспільної довіри.

Конвергенція та вплив на суспільство. Зближення цифрових технологій у науці, промисловості та бізнесі породжує нові ефекти. Технології, розроблені для однієї галузі – наприклад, глибоке навчання для розпізнавання зображень, – знаходять застосування в інших сферах, зокрема в медичній діагностиці та автоматичному контролі якості на виробництві.

Міжгалузева співпраця прискорює інновації, але водночас збільшує ризики через вразливість баз даних із загальних програмних бібліотек або хмарних платформ; сумні наслідки таких ризиків можуть набувати масштабів катастроф.

Але загалом слід визнати, що для суспільства цифровізація змінює ринок праці, освітні потреби та форми управління. Вона здатна демократизувати доступ до знань і послуг, але також може посилювати нерівність у разі нерівномірного доступу до технологій. При цьому важливою проблемою стає й екологічний слід цифрової інфраструктури – дата-центрів та енерговитрат на обчислення.

Емодзі: маленькі символи з великим ефектом. На тлі масштабних інфраструктурних змін емодзі є більш скромним, але не менш значущим прикладом того, як цифрове спілкування адаптується до людської потреби виражати емоції.

Емотикони – текстові або графічні символи, що зображують вирази обличчя та емоційні стани – з'явилися як спосіб уточнити тон письмового повідомлення.

Класичні ASCII-смайлики (American Standard Code for Information Interchange або Американський стандартний код обміну інформацією) :-) і :-(допомагали позначати іронію, привітність або сарказм у ранніх інтернет-форумах та електронній пошті.

З розвитком месенджерів і соціальних мереж емотикони перетворилися на яскраві набори емодзі, що позначають не тільки емоції, а й предмети, дії та культурні символи.

Існує кілька причин зростання популярності емотиконів серед користувачів інтернету; розглянемо найважливіші з них. Перш за все, стимулом для популяризації емотиконів стала недостатня виразність тексту. Як наслідок, текстове спілкування позбавлене інтонації, міміки та жестів, а для компенсації такого емоційного дефіциту використовуються емотикони, які якраз і допомагають передавати емоції, уникаючи непорозумінь.

Ще однією причиною поширеності емотиконів є простота їхнього використання та впізнаваність серед інтернет-користувачів різних країн і національностей. Емотикони легко вводити, а їхня візуальна простота робить їх зрозумілими навіть людям, які розмовляють різними мовами. Крім того, один емодзі може передати іронію, симпатію, гумор або підтримку, скорочуючи необхідність довгих пояснень, що, безумовно, свідчить про економію когнітивних та емоційних зусиль партнерів по інтернет-спілкуванню.

Ще одна причина для використання емотиконів лежить у сфері соціальної ідентифікації. Оскільки емотикони можуть виражати дружність, приналежність до онлайн-спільноти або дотримання певних норм спілкування, то вони стають незамінними у різного роду інтернет-групах для визначення можливих партнерів при встановленні такого важливого контакту і, можливо, довгострокового спілкування. .

Важливо також відзначити інтеграцію емотиконів на базі спеціальних платформ з їх подальшою стандартизацією. Включення емодзі до стандарту Unicode забезпечило їх однакове відображення на різних пристроях, що стало важливим чинником масового поширення. І водночас емотикони взаємодіють з текстом, пунктуацією, GIF-зображеннями та мемами, створюючи багатошарове значення, що є точним відображенням мультимодальності цього засобу комунікації.

Емотикони та практика цифрового спілкування. Хоча емотикони можуть здаватися незначними, їхнє вивчення показує, як людське спілкування адаптується до нових засобів масової інформації. Дослідження в галузі соціолінгвістики та взаємодії людини з комп'ютером демонструють, що використання емотиконів залежить від контексту: у діловому листуванні емодзі застосовуються рідше, а в дружніх повідомленнях – регулярно.

Вік, стать та культурний контекст впливають на частоту та стиль використання емодзі. Розробники платформ активно використовують ці закономірності, впроваджуючи автоматичні пропозиції емодзі, кнопки реакцій та набори стікерів для підвищення залученості інтернет-користувачів до широких хвиль спілкування.

Однак слід також зазначити, що успіх емодзі, безперечно, порушує питання норм та етики в процесі комунікації. У професійному середовищі межа між дружньою виразністю та непрофесіоналізмом залишається неоднозначною. Для автоматичних систем інтерпретація емодзі ускладнює аналіз тональності тексту, особливо у випадках сарказму.

Людський фактор і технологічне посередництво. Широке поширення цифрових технологій та повсякденне використання емодзі підкреслюють одну важливу думку: технології опосередковують людські наміри, але не визначають їхній зміст у односторонньому порядку. Інженери створюють датчики, алгоритми та інтерфейси, що розширюють можливості людини, проте користувачі та культура формують свої методи та способи застосування цих інструментів.

На макрорівні цифрові технології справді трансформують науку, промисловість і бізнес, прискорюючи інновації та водночас концентруючи технічну й економічну владу. Для справедливого розподілу вигод необхідні етичне управління, міждисциплінарна освіта та інклюзивна політика.

На мікрорівні емодзі нагадують, що людське спілкування залишається гнучким та адаптивним. Люди використовують доступні засоби для передачі інтонації, створення довіри та формування ідентичності.

Висновки. Інтернет та Всесвітня павутина демонструють спільний розвиток технологій та комунікації: технічні архітектури створили нові форми спілкування, а самі практики спілкування вплинули на розвиток технологій та бізнес-моделей. Для студентів – у якості майбутніх фахівців – важливо розуміти як інфраструктурний, так і особистісний рівень цифрових змін, які сьогодні спостерігаються повсюдно. Створення стійких технологічних систем, звісно, вимагає глибоких технічних знань; водночас ці системи, безсумнівно, орієнтовані на людину як користувача та на розуміння поведінки цього користувача. Як наслідок, широке поширення цифрових технологій у науці, промисловому виробництві та бізнесі несподівано (а може, й неминуче) спричиняє популярність емотиконів як результат впливу технологічних, економічних і соціальних чинників, що призвели до їхнього успіху. На наш погляд, це два взаємопов'язані явища.

Цифрові технології надають надзвичайно потужні інструменти, а емодзі сприймаються скоріше як компактні засоби передачі емоцій та іронії, ніж як специфічний прояв етичної системи. Разом вони формують простір,

де технічне та повсякденне тісно переплітаються. Здатність критично розуміти цей простір – його можливості, обмеження та соціальні наслідки – допомагає створювати технології, що відповідають людським цінностям і сприяють більш чіткому та зрозумілому, а не заплутаному спілкуванню. Тому просте прийняття рішення про додавання або видалення будь-якого емодзі у повідомленні, насправді, є певним алгоритмом впливу на одержувача повідомлення та прихованого впливу (на людину) використаного цифрового вибору. І причини, і наслідки вибору цих алгоритмів на даний час ще недостатньо вивчені.

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ТРАНСФОРМАЦІЯ МОВНОСТИЛІСТИЧНИХ НОРМ ЖУРНАЛІСТСЬКОГО ТЕКСТУ ПІД ВПЛИВОМ ГЕНЕРАТИВНОГО ШТУЧНОГО ІНТЕЛЕКТУ

Анотація. У статті досліджено трансформацію мовностилістичних норм журналістського тексту під впливом генеративного штучного інтелекту. Актуальність теми зумовлена стрімким упровадженням ШІ-інструментів у редакційні практики, що змінює не лише технологію підготовки медіаконтенту, а й характер мовної, стильової та редакторської організації журналістського письма. Активне використання генеративних моделей у процесах створення новин, редагування текстів, автоматизованої обробки інформації та адаптації контенту до різних платформ формує нові підходи до виробництва журналістських матеріалів і водночас актуалізує проблему збереження професійних стандартів журналістики. У сучасному медіапросторі генеративний штучний інтелект дедалі частіше використовується як інструмент оптимізації редакційної роботи, однак його вплив на мовну структуру журналістського тексту потребує комплексного наукового осмислення.

Метою статті є виявлення, систематизація та наукова інтерпретація змін мовностилістичних норм сучасного журналістського тексту, спричинених використанням генеративного ШІ. Для досягнення поставленої мети використано методи аналізу наукової літератури, порівняльного аналізу журналістських текстів, описовий метод, а також елементи дискурс-аналізу для виявлення характерних ознак ШІ-згенерованого медіаконтенту. У роботі уточнено зміст понять мовної та стильової норми в контексті журналістики, окреслено напрями використання ШІ в українських і зарубіжних редакціях, а також проаналізовано основні лексичні, синтаксичні та стилістичні ознаки текстів, створених або відредагованих із використанням генеративного штучного інтелекту.

З’ясовано, що генеративний ШІ сприяє формальній коректності, композиційній впорядкованості, логічній структурованості та підвищенню читабельності журналістського тексту. Водночас використання таких технологій посилює тенденції до лексичної уніфікації, синтаксичної

регуляризації, деперсоналізації авторського голосу, стандартизації мовлення та шаблонізації журналістського письма. Виявлено, що ШІ-системи тяжіють до використання нейтральних конструкцій, повторюваних мовних моделей і передбачуваних композиційних схем, що може знижувати рівень індивідуалізації тексту та послаблювати його емоційно-експресивний потенціал.

Особливу увагу приділено ризикам імітації балансу думок, непрозорості джерел інформації, розмитості авторства, можливості фактологічних помилок, відтворенню упереджень, закладених у тренувальних даних, а також зниженню рівня редакторського контролю за змістом медіатекстів. Наголошено, що автоматизоване генерування тексту не забезпечує повноцінного дотримання журналістських стандартів без участі людини-редактора. Зроблено висновок, що лінгвістична правильність і стилістична узгодженість ШІ-згенерованого тексту не можуть вважатися достатніми ознаками його журналістської якості без фактологічної перевірки, джерельної прозорості, етичної відповідальності та професійного редакторського нагляду. Отримані результати можуть бути використані у подальших дослідженнях медіалінгвістики, журналістикознавства та проблематики цифрової трансформації сучасного медіапростору.

Ключові слова: журналістський текст, генеративний штучний інтелект, мовна норма, стильова норма, медіадискурс, ШІ-згенерований текст, редакторська відповідальність, журналістські стандарти.

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THE TRANSFORMATION OF LINGUISTIC AND STYLISTIC NORMS IN JOURNALISTIC TEXTS UNDER THE INFLUENCE OF GENERATIVE ARTIFICIAL INTELLIGENCE

Abstract. This article examines the transformation of linguistic and stylistic norms in journalistic texts under the influence of generative artificial intelligence. The relevance of this topic stems from the rapid integration of AI tools into editorial practices, which is changing not only the technology used to produce media content, but also the nature of the linguistic, stylistic and editorial organisation of journalistic writing. The active use of generative models in news creation, text editing, automated information processing and the adaptation of content to various platforms is shaping new approaches to the production of journalistic materials and, at the same time, highlights the issue of maintaining professional standards in journalism. In today's media landscape, generative

artificial intelligence is increasingly being used as a tool to optimise editorial work; however, its impact on the linguistic structure of journalistic texts requires comprehensive academic analysis.

The aim of this article is to identify, systematise and provide a scholarly interpretation of changes in the linguistic and stylistic norms of contemporary journalistic texts resulting from the use of generative AI. To achieve this aim, methods of scientific literature analysis, comparative analysis of journalistic texts, the descriptive method, and elements of discourse analysis were employed to identify the characteristic features of AI-generated media content. The study clarifies the meaning of the concepts of linguistic and stylistic norms in the context of journalism, outlines the areas of AI use in Ukrainian and foreign newsrooms, and analyses the main lexical, syntactic and stylistic features of texts created or edited using generative artificial intelligence.

It has been established that generative AI contributes to formal correctness, compositional coherence, logical structure and improved readability in journalistic texts. At the same time, the use of such technologies reinforces trends towards lexical unification, syntactic regularisation, depersonalisation of the author's voice, standardisation of language and the use of templates in journalistic writing. It has been found that AI systems tend to use neutral constructions, repetitive linguistic patterns and predictable compositional schemes, which may reduce the level of individualisation of the text and weaken its emotional and expressive potential.

Particular attention is paid to the risks of imitating a balance of views, the opacity of information sources, the blurring of authorship, the possibility of factual errors, the reproduction of biases embedded in training data, and the reduction in the level of editorial control over the content of media texts. It is emphasised that automated text generation does not ensure full compliance with journalistic standards without the involvement of a human editor. It is concluded that the linguistic correctness and stylistic consistency of AI-generated text cannot be considered sufficient indicators of its journalistic quality without fact-checking, source transparency, ethical responsibility, and professional editorial oversight. The results obtained can be used in further research in media linguistics, journalism studies and issues relating to the digital transformation of the contemporary media landscape.

Keywords: journalistic text, generative artificial intelligence, linguistic norms, stylistic norms, media discourse, AI-generated text, editorial responsibility, journalistic standards.

Постановка проблеми. Стрімке входження генеративного штучного інтелекту в редакційні практики істотно трансформує не лише технологію

підготовки медіаконтенту, а й засади мовностилістичної організації журналістського тексту. Якщо публіцистичний стиль традиційно поєднує інформативність, переконливість, суспільну значущість, оцінність і виразну авторську позицію, то алгоритмічне продукування текстів дедалі частіше зміщує акценти в бік стандартизованості, шаблонізації, нейтралізації оцінних елементів, формальної зв'язності та високої поверхневої читабельності. Унаслідок цього в сучасному медіадискурсі посилюються тенденції до уніфікації лексичного складу, передбачуваності синтаксичної організації, послаблення індивідуально-авторського тону та підміни редакторського аналізу технічно коректним, однак комунікативно збідненим текстом [2].

В українському контексті зазначена проблема набуває особливої ваги з огляду на одночасну дію кількох чинників: цифрову трансформацію медіа, воєнний інформаційний тиск, потребу в оперативному виробництві новинного контенту, дефіцит людських ресурсів у редакціях, а також необхідність збереження нормативності української літературної мови як професійного інструменту журналіста. Водночас наявні дослідження переважно зосереджені на технологічних, етичних або організаційних аспектах упровадження штучного інтелекту в медіасферу, тоді як власне мовностилістичний вимір трансформацій журналістського тексту під впливом генеративних систем висвітлено фрагментарно. Це дає підстави констатувати наукову прогалину, пов'язану з відсутністю цілісної моделі оцінювання ШІ-згенерованих журналістських текстів крізь призму мовної норми, стильової норми, редакторської відповідальності та комунікативної ефективності [8].

Таким чином, об'єктом дослідження є журналістський текст у сучасному українському медіадискурсі, а предметом – трансформація його мовностилістичних норм під впливом генеративного штучного інтелекту.

Аналіз останніх досліджень і публікацій. Взаємодія журналістики та генеративного штучного інтелекту розглядається у працях Фіялки [8], Черемних [9], Тяпкіної та Кисельової [6], Літвінчук [4], Загорулько [25], а також Cools H., Diakopoulos N. [14], D'haeseleer та ін. [16], Baptista [19], які досліджують можливості використання ШІ в редакційній діяльності, трансформацію новинного виробництва, автоматизоване генерування й редагування текстів, ризики фактологічних помилок, алгоритмічної упередженості, розмитості авторства та зниження журналістських стандартів. Окрему увагу проблемам редакційної відповідальності, прозорості використання ШІ-контенту, перевірки фактів і збереження людського контролю приділено в рекомендаціях Комісії з журналістської етики [12], Ради Європи [15], Associated Press [23], та дослідженнях Reuters

Institute [21, 22, 24]. Лінгвостилістичний аспект ШІ-згенерованих текстів висвітлено у працях, де наголошено на їхній формальності, безособовості, лексичній щільності, композиційній повторюваності та ефекті поверхневої стилістичної «гладкості».

Метою цієї статті комплексне виявлення, систематизація та наукова інтерпретація змін мовностилістичних норм журналістського тексту, зумовлених використанням генеративного штучного інтелекту, а також визначення характеру й масштабів їхнього впливу на нормативність, якість, виразність і комунікативну ефективність сучасного медіатексту.

Досягнення поставленої мети передбачає розв'язання таких завдань: уточнити теоретичні засади понять мовної та стильової норми в контексті журналістського письма; окреслити основні напрями використання генеративного штучного інтелекту в редакційній практиці; узагальнити мовностилістичні ознаки ШІ-згенерованих журналістських текстів на лексичному, синтаксичному та стилістичному рівнях; зіставити виявлені характеристики з вимогами до сучасного українського журналістського тексту; визначити практичні наслідки таких трансформацій для журналістської освіти, редакторської діяльності та медійної саморегуляції.

Виклад основного матеріалу. У сучасному мовознавстві мовна норма розглядається як сукупність мовних засобів, що відповідають системі мови й сприймаються її носіями як зразок правильного суспільного спілкування в певний історичний період [4]. Водночас стильова норма не є механічним продовженням загальномовної правильності, а становить особливий рівень мовної регуляції, що визначає доречність використання певних мовних одиниць, їхніх комбінацій і функцій у межах конкретного функціонального стилю [5]. Інакше кажучи, навіть граматично бездоганний текст може не відповідати стильовим вимогам, якщо в ньому порушено жанрову логіку, комунікативну мету, тональність або характер адресації. Для журналістики це має особливе значення, оскільки медіатекст функціонує на перетині інформаційної точності, соціальної відповідальності та впливу на суспільну думку [4].

Публіцистичний стиль, до якого належить значна частина журналістських матеріалів, є функціональним різновидом літературної мови, зорієнтованим не лише на передавання суспільно значущої інформації, а й на формування громадської думки. Його визначальними ознаками є тематична актуальність, комунікативно-прагматична спрямованість, поєднання інформативності з переконливістю, доступність викладу, виразність авторської позиції та впливовість висловлення [1]. Водночас дотримання чинного «Українського правопису» та кодифікованих норм сучасної української літературної мови становить необхідну передумову професійної

якості журналістського письма [7]. Таким чином, мовностилістична норма журналістського тексту охоплює не лише орфографічну, лексичну, граматичну й синтаксичну правильність, а й жанрову доречність, стилістичну точність, логічну послідовність, композиційну економність, а також здатність тексту зберігати індивідуальний голос автора в межах редакційних стандартів.

У цифрову епоху критерії якості журналістського тексту закономірно розширюються. До традиційних вимог нормативності, ясності, точності й виразності додаються контекстуальна повнота, верифіковане джерельне забезпечення, прозорість редакційного процесу, чітке розмежування факту й оцінки, баланс представлених позицій, а також підзвітність автора або редакції перед аудиторією. Саме тому сучасний якісний журналістський текст доцільно розуміти як такий, що є водночас мовно правильним, стилістично адекватним, фактологічно перевіреним, джерельно прозорим і редакційно відповідальним.

Практика українських редакцій засвідчує, що генеративний штучний інтелект уже став помітним чинником сучасного новинного виробництва, хоча масштаби, глибина та форми його інтеграції залишаються неоднорідними. За даними опитування Інституту масової інформації 2024 року, 22% українських редакцій використовували інструменти ШІ на постійній основі, ще 30% – епізодично; водночас уже на цьому етапі наголошувалося на необхідності збереження людського контролю над результатами автоматизованої обробки й генерування контенту [13]. У 2025 році, за даними Національної ради, 41,86% українських медіа активно застосовували ШІ-інструменти у своїй діяльності [11]. Паралельно річне опитування ІМІ за 2025 рік зафіксувало диференційовану картину використання генеративного ШІ: 56% редакцій застосовували його помірно, переважно для допоміжних завдань; 13% – дуже активно, зокрема для створення контенту; 20% – мінімально; тоді як 9% редакцій узагалі не використовували такі інструменти [10].

Наведені дані дають підстави стверджувати, що генеративний штучний інтелект перестав бути для українських медіа суто експериментальною технологічною новинкою й поступово інтегрується в повсякденні редакційні процеси. Водночас характер його використання свідчить про обережну й переважно інструментальну модель упровадження: ШІ найчастіше застосовується для допоміжних операцій – підготовки чернеток, скорочення або розгортання текстів, структурування інформації, адаптації матеріалів до різних форматів, пошуку формулювань, перекладу, підготовки заголовків чи технічного редагування. Отже, в українському медіасередовищі генеративний ШІ наразі функціонує радше як засіб

підтримки редакційної праці, ніж як повноцінний замінник журналіста, редактора або професійного авторського судження.

У той же час міжнародні спостереження теж підтверджують окреслену тенденцію. У редакційній практиці генеративні моделі використовуються для підготовки заголовків, створення стислих резюме, транскрибування, перекладу, пошуку й попереднього структурування даних, допоміжного редагування, адаптації матеріалів до різних платформ, а також підтримки процесів дистрибуції контенту [14; 16]. За прогнозом Reuters Institute на 2025 рік, найбільшу практичну цінність для редакцій мають два напрями використання генеративного ШІ: автоматизація внутрішніх редакційних процесів – тегування, транскрибування, копіедитингу, систематизації великих масивів інформації, та створення контенту за умови людського нагляду, зокрема підготовка сумаризацій, заголовків, графіки, відео й інших допоміжних форматів [21].

Водночас міжнародні редакційні настанови послідовно наголошують на тому, що впровадження генеративного ШІ не скасовує центральної ролі журналіста й редактора. Зокрема, Associated Press, допускаючи експериментальне використання ШІ-перекладів, автоматичних анотацій та підказок для заголовків, водночас чітко фіксує незмінність людської відповідальності: журналістський матеріал має починатися з роботи людини, а будь-який ШІ-згенерований або ШІ-модифікований елемент повинен проходити редакторську перевірку, фактологічну верифікацію та професійне оцінювання [23].

Звідси випливає принципова для цього дослідження теза: трансформація мовностилістичних норм журналістського тексту відбувається не в «чистому» ШІ-середовищі, а в гібридному режимі взаємодії людини й алгоритмічної моделі. Саме в цьому режимі формуються нові мовні та стильові компроміси між оперативністю, автоматизованою структурованістю, поверхневою читабельністю й потребою зберегти авторську інтонацію, жанрову доречність, фактологічну точність і редакційну відповідальність. Відтак вирішальним чинником є не сам факт використання генеративного ШІ, а характер редакційної політики: саме вона визначає, чи залишиться технологічна допомога інструментом підвищення ефективності журналістської праці, чи перетвориться на джерело стилістичної уніфікації, шаблонізації та комунікативного збіднення медіатексту.

Суспільне сприйняття цих процесів має виразно амбівалентний характер. Reuters Institute у 2024 році зафіксував, що в середньому лише 5% опитаних у шести країнах використовували генеративний ШІ для отримання найсвіжіших новин [24]. У 2025 році цей показник зріс до 6%, причому найбільша частка таких користувачів спостерігається серед молоді [21]. У

спеціальному огляді молодих аудиторій Reuters Institute зазначено, що близько 15% осіб віком 18–24 роки вже щотижня використовують ШІ для доступу до новин, тоді як серед респондентів віком 55+ цей показник становить лише 3% [22]. Водночас зростання рівня використання не є тотожним зростанню довіри: на думку респондентів, генеративний ШІ здатний зробити новини дешевшими та оперативнішими, однак водночас – менш прозорими, менш точними й менш надійними. Отже, мовна гладкість ШІ-згенерованого тексту може позитивно впливати на сприйняття його форми, проте не усуває питань редакційної відповідальності, авторства та верифікованості інформації.

На лексичному рівні міжнародні лінгвістичні дослідження фіксують низку повторюваних ознак ШІ-генерованого письма. За спостереженнями G. P. Georgiou, тексти, створені штучним інтелектом, характеризуються вищою лексичною щільністю, активнішим використанням номіналізованих конструкцій та експліцитних засобів зв'язку, тоді як людське письмо частіше виявляє референційну насиченість, займенникову динаміку й природні маркери залученості автора до висловлення [18]. Для ШІ-текстів нерідко характерні формальний і безособовий стиль, нижча лексична різноманітність, обмеженіший словниковий діапазон і повторюваність мовних конструкцій [20]. На підставі цих спостережень можна сформулювати орієнтовний аналітичний висновок щодо українського журналістського дискурсу: генеративний ШІ зміщує текст у бік формально коректної, проте стилістично «безпечної» лексики, зменшуючи експресивно-оцінний потенціал, послаблюючи жанрову фактуру й підмінюючи живе слововживання службово-нейтральними формулами. Це припущення потребує окремої корпусної перевірки на матеріалі україномовних новин, однак загалом воно узгоджується з уже описаними міжнародними тенденціями [18; 20].

На синтаксичному рівні трансформація полягає не стільки у спрощенні тексту, скільки в його структурній регуляризації – тяжінні до передбачуваної, впорядкованої та ритмічно вирівняної побудови. Для ШІ-текстів характерне активніше використання сполучникових зв'язків і тяжіння до сегментованої, експліцитно структурованої організації речень, тоді як людське письмо частіше вирізняється контекстуальною вбудованістю та меншою лінійною розгорнутістю [18]. Стилометричне дослідження V. H. Tran серед найпомітніших маркерів ШІ-новин виокремлює діапазон довжини речень, варіативність довжини абзаців, частку дієслів і показники синтаксичної складності [17]. Це дає підстави стверджувати, що генеративний ШІ формує не обов'язково примітивний, а радше передбачуваний синтаксис: структурно рівний, ритмічно вирівняний, менш

інтонаційно насичений і зорієнтований на швидке машинне конструювання та не менш швидке сприйняття. Для новинної журналістики така властивість може бути функціонально зручною, однак саме вона стає одним із чинників стилістичної уніфікації медіатексту.

На рівні загальної стилістичної організації генеративний ШІ посилює тенденцію до деперсоналізації письма. Якщо публіцистичний текст традиційно передбачає не лише повідомлення фактів, а й розпізнавану авторську інтенцію, індивідуальну манеру добору деталей, акцентів і смислових переходів [1], то ШІ-модель схильна продукувати стилістично «усереднений» варіант тексту, у якому майже відсутні специфічні мовні сигнали авторської присутності. У лінгвостилістичному аспекті це означає зміщення від залученого, референційно насиченого й інтонаційно варіативного письма до інформативно щільного, проте менш персоналізованого регістру [18]. Для журналістики така трансформація має подвійний наслідок: з одного боку, вона полегшує стандартизацію редакційного потоку, а з іншого – послаблює ту частину медіатексту, яка забезпечує довіру через індивідуальність, контекстуальну точність і стилістичну впізнаваність автора.

Особливо показовою є проблема імітації балансу. Д. Загорулько доводить, що ChatGPT здатний імітувати баланс думок за допомогою формально нейтральних мовних конструкцій, однак така риторична стратегія не завжди забезпечує реальну повноту й неупередженість викладу. У проведеному експерименті модель зберігала збалансованість у 60% випадків за нейтрального тону запиту і в 60% – за негативного, тоді як за позитивного тону лише 25% відповідей відповідали стандарту балансу; загалом стандарт було дотримано у 48% відповідей [25]. Отже, йдеться не про стабільне відтворення журналістської норми, а про ситуативне імітування збалансованості, яке може створювати враження неупередженого викладу без реального забезпечення повноти, контекстуальності та представлення альтернативних позицій. Саме тому Комісія з журналістської етики та Рада Європи наголошують, що фінальну відповідальність за баланс, точність, контекст і розмежування факту та оцінки несе редакція, а не модель [12; 15].

Не менш суттєвим є розрив між поверхневою текстовою якістю та реальною журналістською цінністю. У дослідженні J. P. Baptista 444 студенти-журналісти з Португалії та Іспанії загалом оцінили новини, створені ChatGPT-3, як якісніші порівняно з текстами, написаними журналістами; зокрема, ШІ-матеріали отримали вищі оцінки за читабельністю, інформативністю, мовною організацією та навіть презентацією джерел [19]. Однак це не суперечить зафіксованій суспільній недовірі до ШІ-новин, а

радше пояснює її: генеративна модель може продукувати текст, який виглядає впорядкованим і компетентним, але водночас не гарантує правдивості посилань, повноти контексту або коректного походження фактів [25; 12; 19]. Отже, одна з головних змін мовностилістичної норми полягає в тому, що критерій «добре написаного» тексту вже не може зводитися до синтаксичної гладкості, читабельності чи композиційної логіки. У добу генеративного ШІ ці ознаки становлять лише поверхневий рівень якості, який потребує додаткової перевірки на джерельну, фактологічну та етичну валідність.

Із цього випливають практичні наслідки для журналістської освіти та редакторської роботи. Підготовка журналіста вже не може обмежуватися традиційними курсами культури мови, стилістики й редагування; вона має включати ШІ-грамотність, навички критичної роботи з промптами, верифікації ШІ-відповідей, виявлення псевдопосилань, стилістичного «олюднення» машинних чернеток і чіткого маркування ступеня участі ШІ в підготовці матеріалу. Саме на цьому рівні професійна українська мова журналіста постає вже не лише як система нормативних вимог, а як інструмент опору алгоритмічній уніфікації. Журналіст має володіти не лише навичками створення нормативного тексту, а й здатністю редагувати технічно коректний, проте стилістично уніфікований і контекстуально вразливий ШІ-матеріал, доводячи його до рівня повноцінного професійного медіатексту.

Висновки. Проведений аналіз дає підстави стверджувати, що генеративний штучний інтелект стає чинником не лише технологічної, а й нормативно-стилістичної перебудови сучасного журналістського письма. Його вплив виявляється у зміщенні журналістського тексту в бік формально коректної, композиційно впорядкованої та високо читабельної, проте нерідко деперсоналізованої, уніфікованої й шаблонізованої мовної форми. На лексичному рівні це простежується у формалізації слововживання, нейтралізації експресивності, повторюваності мовних одиниць і зниженні стилістичної варіативності; на синтаксичному – у регуляризації, прогнозованості, надмірній експліцитності зв'язків і ритмічному вирівнюванні речень; на стилістичному – у послабленні авторської індивідуальності та посиленні алгоритмічної уніфікованості.

Водночас генеративний ШІ не слід розглядати винятково як негативне явище. Українські та зарубіжні дослідження засвідчують, що він істотно підвищує швидкість оброблення інформації, підтримує транскрибування, переклад, стисле узагальнення змісту, підготовку попередніх текстових версій, структурування матеріалу й аналітичну роботу з даними, а отже, може оптимізувати окремі редакційні процеси. Однак ці переваги не

компенсують ризиків у разі, якщо якість тексту оцінюється лише за зовнішньою гладкістю, композиційною впорядкованістю чи поверхневою читабельністю. Найсуттєвішими загрозами залишаються симуляція балансу, неповнота контексту, непрозорість джерел, можливість генерування вигаданих фактів, розмитість авторства, послаблення редакторського контролю та потенційне зниження довіри аудиторії. У цьому сенсі головна трансформація мовностилістичної норми полягає не лише в появі нових мовних шаблонів, а й у зміні самого способу оцінювання журналістського тексту: лінгвістична правильність без редакційної підзвітності вже не може вважатися достатньою ознакою його якості.

Перспективи подальших досліджень убачаються насамперед у створенні корпусу україномовних ШІ-згенерованих і авторських журналістських текстів різних жанрів, що дало б змогу емпірично виміряти зміни словникового складу, синтаксичної архітектоніки, жанрових маркерів та індивідуально-стильових параметрів. Практичне значення отриманих висновків полягає в можливості оновлення змісту курсів «Українська мова за професійним спрямуванням», «Стилістика», «Редагування журналістських текстів», а також у розробленні редакційних протоколів використання ШІ, які поєднуватимуть мовну норму, журналістські стандарти, прозорість і людську відповідальність. Саме така інтегрована модель видається найбільш релевантною для сучасного етапу розвитку українського медіадискурсу, оскільки поєднує мовну нормативність, журналістські стандарти, редакційну прозорість і людську відповідальність.

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ФУНКЦІОНУВАННЯ ЛАТИНСЬКИХ ЗАПОЗИЧЕНЬ У СУЧАСНОМУ АНГЛОМОВНОМУ ДИСКУРСІ

Анотація. У статті досліджено особливості функціонування латинських запозичень у сучасному англомовному дискурсі на матеріалі медіатекстів BBC та CNN. Актуальність дослідження зумовлена активними процесами мовної глобалізації, інтенсивним розвитком англомовного інформаційного простору та значною роллю латинських елементів у формуванні сучасної англійської лексики.

Латинські запозичення становлять важливий пласт словникового складу англійської мови, оскільки забезпечують точність, офіційність, універсальність і термінологічну чіткість комунікації в різних сферах суспільного життя.

У роботі проаналізовано основні способи проникнення латинізмів в англійську мову, серед яких виокремлено прямі запозичення, гібридні

утворення, калькування та семантичні запозичення. Особливу увагу приділено ступеням адаптації латинських одиниць, що дало змогу поділити їх на повністю адаптовані, частково адаптовані та неадаптовані. Встановлено, що більшість латинських запозичень уже інтегровані в мовну систему англійської мови та активно функціонують у медійному, науковому, юридичному й суспільно-політичному дискурсах.

Здійснено класифікацію латинських запозичень за сферою використання, шляхами проникнення та мовними рівнями. Доведено, що найбільш уживаними є загальновживані латинізми, тоді як спеціалізовані одиниці переважно функціонують у науковій, медичній та юридичній термінології. Результати дослідження свідчать про те, що латинські запозичення не лише зберігають історико-культурну спадщину, а й залишаються продуктивним джерелом розвитку сучасної англійської мови та важливим засобом забезпечення міжнародної комунікації.

Ключові слова: латинські запозичення, англомовний дискурс, медіатекст, латинізми, адаптація запозичень, англійська мова, лексичні запозичення, мовна глобалізація.

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THE FUNCTIONING OF LATIN BORROWINGS IN MODERN ENGLISH DISCOURSE

Abstract. The article examines the peculiarities of the functioning of Latin borrowings in modern English discourse based on media texts from BBC and CNN. The relevance of the research is determined by the active processes of linguistic globalization, the rapid development of the English-language information space, and the significant role of Latin elements in the formation of modern English vocabulary. Latin borrowings constitute an important layer of the English lexical system, as they ensure precision, formality, universality, and terminological clarity in various spheres of social communication.

The study analyzes the main ways of Latin borrowings entering the English language, including direct borrowings, hybrid formations, calques, and semantic borrowings. Special attention is paid to the degrees of adaptation of Latin lexical units, which made it possible to classify them into fully adapted, partially adapted, and non-adapted borrowings. It has been established that the majority of Latin borrowings have already become integrated into the English language system and actively function in media, scientific, legal, and socio-political discourse.

The article also presents a classification of Latin borrowings according to their spheres of usage, ways of penetration, and language levels. It has been proved that commonly used Latinisms are the most widespread, whereas specialized units mainly function within scientific, medical, and legal terminology. The results of the research demonstrate that Latin borrowings not only preserve historical and cultural heritage but also remain a productive source for the development of the modern English language and an important means of ensuring international communication.

Keywords: Latin borrowings, English discourse, media text, Latinisms, adaptation of borrowings, English language, lexical borrowings, linguistic globalization.

Постановка проблеми. Сучасна англійська мова характеризується високим рівнем відкритості до іншомовних елементів, серед яких особливе місце посідають латинські запозичення. Вони становлять вагомий пласт англійської лексики та активно функціонують у різних типах дискурсу, зокрема в медійному, науковому, юридичному й суспільно-політичному. Латинізми забезпечують точність висловлення, термінологічну однозначність і стилістичну виразність мовлення, що зумовлює їхню актуальність у сучасному комунікативному просторі.

Попри значну кількість наукових праць, присвячених проблемам мовних запозичень, питання функціонування латинських елементів у

сучасному англомовному дискурсі потребує подальшого комплексного дослідження. Особливої уваги заслуговують способи проникнення латинських одиниць в англійську мову, особливості їхньої адаптації та сфери використання в сучасних медіатекстах. Необхідність такого аналізу зумовлена активними процесами глобалізації, розвитком інформаційного простору та постійним оновленням англомовної лексики.

Аналіз останніх досліджень і публікацій. Фундаментальні аспекти міжмовних запозичень як джерел поповнення словникового складу висвітлено у працях класиків лінгвістів U. Weinreich, E. Haugen, L. Bloomfield, A. Martinet. Вагомий внесок у дослідження цієї проблематики внесли і провідні українські науковці Ю. Жлуктенко, І. Білодід, Л. Булаховський та С. Єрмоленко. В їхніх дослідженнях акцентується, що запозичення є результатом міжмовних контактів та одним із ключових джерел поповнення словникового складу мов. У свою чергу, аналіз латинських запозичень в українській мові проводили Ю. Жлуктенко, І. Білодід, Л. Булаховський, О. Пономарів і С. Єрмоленко, акцентуючи увагу на їхньому значенні для формування наукової термінології.

Мета статті полягає у дослідженні особливостей функціонування латинських запозичень у сучасному англомовному дискурсі, визначенні способів їх проникнення в англійську мову, ступенів адаптації та сфер уживання на матеріалі сучасних медіатекстів.

Виклад основного матеріалу. В англійських медіа, наприклад в BBC та CNN, латинські запозичення відіграють важливу роль, бо роблять мову точнішою, зрозумілішою і більш офіційною. У той же час, ці запозичення відрізняються не лише за походженням, а й за тим, як вони потрапляють у мову. Це дає змогу краще зрозуміти, як вони функціонують.

Найбільш поширеним способом запозичення є прямі, це коли слово переходить з мови в мову майже без змін. Наприклад: «*Microsoft has been given the go-ahead to build a major **data** center complex at the site of a former power station*» [2]. Слово «data», що походить від латинського слова «datum», в англійській зберегло форму, але змінило значення і стало загальним іменником. Інший приклад: «*Helen Edwards could never have imagined a **virus** she may have had since childhood would leave her with brain damage*» [2]. Слово «virus» також пряме запозичення, але його значення звузилось.

Прикладами прямих запозичень також є: *status* (від лат. status), *media* (від лат. medium), *index* (від лат. index), *formula* (від лат. formula), *minimum* (від лат. minimum), *maximum* (від лат. maximum), *nation* (від лат. nation), *information* (від лат. information), *legal* (від лат. legalis), *radius* (від лат. radius), *video* (від лат. video), *audio* (від лат. audio), *editor* (від лат. editor),

document (від лат. documentum), *public* (від лат. publicus), *digital* (від лат. digitus), *communication* (від лат. communicatio), *internet* (на основі лат. inter), *audience* (від лат. audientia), *press* (через французьку, від лат. pressare), *report* (через французьку, від лат. reportare), *editorial* (від лат. editorialis), *journal* (через французьку, від лат. diurnalis), *publicity* (від лат. publicitas), *corporation* (від лат. corporatio).

Другий спосіб – гібриди, тобто слова, що утворились внаслідок з'єднання латинської основи та іншомовними афіксами. Наприклад: «*Baines picked up the phone to BBC Radio 4 to tell them that the first Sunday of May was an* ***international*** *event*» [2]. Слово «international» складається з латинського префікса «inter-» (між), кореня «nation» (від латинського «natio») та англійського суфікса «-al», що вказує на прикметникову форму.

Наступний приклад: «*The atrium of the Colosseo-Fori Imperiali station is free to visit and features* ***multimedia*** *exhibits about the history of the area*» [2]. «Multimedia» утворене від латинського префікса «multi-» (багато) та слова «media». Аналогічно: *information* (inform- + -ation), *cooperation* (co- + operate + - ion), *unemployment* (un- +employ + -ment), *subheading* (sub- + heading), *interaction* (inter- +action), *instability* (in- + stable + -ity), *communication* (communic- + -ation), *production* (product- + -ion), *subscription* (sub- + script- + -ion), *globalization* (global + -ization), *digitalization* (digital + -ization), *telecommunication* (tele- + communic + -ation), *misinformation* (mis- + inform+ -ation), *transnational* (trans- + national), *biotechnology* (bio- + technology), *postproduction* (post- + production), *microprocessor* (micro- + processor), *antivirus* (anti- + virus), *hyperactive* (hyper- + active), де видно поєднання як латинських, так і англійських морфем.

Третій спосіб – калькування. Це коли структура слова або виразу перекладається буквально. «*Barnett said losing the race was a* ***turning point***» [2]. Вираз «turning point» відтворює ідею латинського «punctum» (точка, момент) і уявлення про зміну стану, яке притаманне латинській науці. Так само: *high school* (лат. schola - «школа»), *world view* (лат. mundus + videre), *manpower* (лат. manus + potentia), *headline* (лат. caput), *greenhouse* (лат. domus + viridis), *watchdog* (лат. canis), *landmark* (лат. terra + marca), *lifestyle* (лат. vita), *feedback* (лат. retro + nutrire), *superman* (лат. super + homo), *brain drain* (лат. cerebrum + trahere), *sky scraper* (лат. caelum + radere), *birth control* (лат. natalis + control), *free trade* (лат. liber + commercium), *common sense* (лат. sensus communis) .

Ще один спосіб – семантичні запозичення. Тобто слово вже існувало в мові, але під впливом латини отримало нове значення: «*Vincent understood my anxiety about the long wait before arriving on* ***campus***» [4]. Слово «**campus**» у латинські мові спочатку означало «поле», але в англійській мові отримало

нове значення – «територія університету». Аналогічно: *agenda, focus, project, issue, address, culture, subject, operate, director, discuss, formula, media, vision, mission, platform.*

Якщо розглядати за ступенем адаптації, то тут теж кілька груп. Найпростіша група – повністю адаптовані слова. Вони наскільки прижились, що не сприймаються як іншомовні: «*The US government has a formal system of protecting* ***information*** *that, if disclosed, could hurt national security*» [4]. Слово «information» походить від латинського «informatio», але в англійській мові воно повністю адаптоване, тому не викликає відчуття «чужорідності».

Так само: *nation, legal, system, process, factor, culture, issue, address, subject, service, public, communication, document, media, education, student, director, operation, production, discussion*.

Другою групою є частково адаптовані. Ці слова зберігають деякі ознаки латинського походження, наприклад нестандартні форми множини але загалом уже використовуються в англійській мові: «*One of these* ***criteria*** *relates to clubs having a girls' section*» [2]. Слово «criteria» є формою множини від латинського «criterion», але в англійській воно часто використовується як звичайна форма множини. Аналогічно: *index* (indices), *formula* (formulae), *radius* (radii), *focus* (foci), *phenomenon* (phenomena), *criterion* (criteria), *basis* (bases), *analysis* (analyses), *thesis* (theses), *axis* (axes), *medium* (media), *memorandum* (memoranda), *curriculum* (curricula), *datum* (data).

Остання група – неадаптовані запозичення. Це латинські вирази, які використовуються без змін: «*She felt they had been forced to live a "legal fiction", despite the fact their "****de facto*** *parent" was again their birth mother*» [2]. Вираз «de facto» зберігає латинську форму і не змінюється. До цієї групи також належать: *per se, in vitro, in vivo, ex officio, vice versa, et cetera (etc.), a priori, a posteriori, status quo, ad hoc, bona fide, per capita, mea culpa, curriculum vitae.*

Якщо розглядати за сферою вживання, то існує 2 групи лексики: загальновживана та обмежена у сфері використання. До загальновживаної належать слова, які використовуються скрізь і не мають стилістичних обмежень: «*Not only can extreme weather events result in costly repairs to damaged property, but elevated temperatures can also* ***impact*** *agriculture, labor productivity, and even cognitive ability in some cases*» [4]. Слово «impact» від латинського «impactus» є прикладом загальновживаної лексики, адже використовується в різних контекстах. Так само і наступні слова: *result, problem, system, method, form, public, region, element, balance, moment, service, culture, information, process, communication, nation, education, operation, factor, document*.

Натомість обмежені у сфері використання запозичення використовуються в спеціалізованих сферах – науці, медицині або право. Вони зрозумілі лише в певному професійному контексті і не використовуються в повсякденному житті: «*Willocks says that the not proven verdict was a "pure historical accident" rather than a "manifestation of the genius of Scottish criminal* ***jurisprudence***» [2].

Слово «jurisprudence» використовується лише в юридичній сфері. Також до спеціалізовано обмежених належать: *virus, vaccine, constitution, flora, fauna, substance, matter, species, formula, index, criterion, phenomenon, nucleus, stimulus, radius, diagnosis, laboratory, curriculum, legislation, prosecutor*

Якщо розглядати англійські запозичення за шляхом проникнення, то їх можна поділити на прямі та опосередковані – ті, що потрапили через іншу мову. До прямих запозичень належать слова, які перейшли з латинської без змін форми або значення. Найчастіше такі слова вживаються в науці, праві або медицині: «*A second independence* ***referendum*** *would need to be signed off by the UK government*» [2]. Слово «referendum» має латинське походження і активно використовується в медіа текстах. Аналогічно: *agenda, auditorium, memorandum, curriculum, ultimatum, specimen, consortium, tribunal, aquarium, momentum, sanction, forum, status, dictum, maximum, minimum, radius, medium, bonus, quota*.

До опосередкованих відносять слова, які потрапили в англійську через інші мови, найбільше через французьку, а вони у свою чергу з латинської. Через це вони зазнали більшої фонетичної та граматичної адаптації: «*But in its its purest form, it's the attitude behind a new newsletter – CNN's weekly dispatch, Big Style, a portal into the world where clothing meets* ***culture***» [4]. Слово «culture» походить від латинського «cultura» (обробіток, розвиток), але потрапило в англійську через французьке слово «culture». Приклади таких запозичень також є: *victory, language, justice, mercy, poverty, beauty, religion, honour, courage, dignity, government, parliament, court, prison, army, royal, justice system, treasure, debate, council.* Але також є запозиченні слова з італійської мови. вони часто повязані з мистецтвом, музикою, архітектурою та кулінарією: «*Venice's prestigious La Fenice* ***opera*** *house has sacked its incoming music director Beatrice Venezi, months before she was supposed to take up the position*» [2]. Слово «opera» походить від італійського слова «opera» (твір, праця) і повністю зберегло форму та значення, і стало міжнародним терміном у музиці. Так само: *violin, soprano, balcony, studio, pizza, pasta, casino, graffiti, volcano, opera, piano, concerto, sonata, tenor, alto, bravo, fresco, villa, macaroni.* Крім французької та італійської в англійській мові також є запозичення з німецької та іспанської.

За мовним рівнем виділяють три групи запозичень. Найпростіша група – лексичні запозичення. Це слова, що перейшли з латинської мови в англійську як готові мовні одиниці: «*In 2002, London had about 421 homes per 1,000 people, a figure that dipped slightly after the financial* ***crisis*** *but has returned to a similar level in recent years*» [2]. Слово «crisis» походить від латинського і сьогодні активно використовується в новинах, наукових текстах без іншомовності. Аналогічними прикладами є: *arena, census, diploma, genius, legion, minister, orbit, peninsula, stimulus, vocabulary, agenda, audience, document, forum, lecture, media, nation, policy, public, region*.

Другою групою є словотвірні запозичення, коли в мову входять латинські афікси, які використовуються для створення нових слів: «*The* ***unemployment*** *rate is expected to remain at 4.3%, FactSet estimates show*» [4]. Слово «unemployment» складається з англійського префікса «un-», латинського корення «employ» і суфікса «-ment». Так само: *postgraduate* (post- + graduate), *transcontinental* (trans- + continental), *coexistence* (co- + existence), *reconstruction* (re- + construction), *substandard* (sub- + standard), *multilingual* (multi- + lingual), *reactivation* (re- + activation), *subdivision* (sub- + division), *transnational* (trans- + national), *interactional* (inter- + actional), *internationalization* (inter- + nation + -al + -ization), *decentralization* (de- + central + -ization), *misinformation* (mis- + information), *overproduction* (over- + production), *subculture* (sub- + culture), *prehistory* (pre- + history), *microstructure* (micro- + structure), *hyperactivity* (hyper- + activity), *noncommercial* (non- + commercial), i*nterdisciplinary* (inter- + disciplinary).

Наступною групою є семантичні запозичення, тобто, коли слово вже є в мові, але під впливом латини отримало нове значення: «*Sánchez was one of the few representatives of a leftist government speaking at the* ***forum***» [4]. Слово «forum» у латинській означало «ринкову площу», але в сучасній англійській отримало нове значення «місце для обговорення». До таких слів також належать: *circulation, faculty, discipline, minister, mission, vision, administration, document, volume, lecture, culture, project, agenda, media, issue, focus, position, structure, concept, system*.

Аналіз показує, що латинські запозичення відіграють важливу роль в англійській мові, особливо в медіатекстах. Якщо подивитись на способи утворення, то найчастіше використовуються прямі запозичення, адже поповнюють лексику та легко інтегруються в мовну систему. Рідше зустрічаються кальки. Та наймеш вживаними є семантичні запозичення, хоча вони цікаві тим, що змінюють значення вже наявних слів.

За ступенем адаптації більшість латинських слів уже повністю адаптовано. Частково адаптовані зустрічаються рідше і зазвичай зберігають латинські форми множини. У той же час неадаптовані латинські вирази зустрічаються в офіційному, науковому або юридичному стилі.

У сфері вживання використовується загальновживана лексика. Вона є в медіа та зрозуміла для широкої аудиторії. Спеціалізовані терміни використовуються рідко, але вони важливі для науки, медицини та права.

За шляхом проникнення переважають прямі, тоді як опосередковані становлять значний культурно-історичний пласт.

Висновки. Проведене дослідження засвідчило, що латинські запозичення займають важливе місце в сучасному англомовному дискурсі та активно функціонують у медійній, науковій, юридичній і суспільно-політичній сферах. Найпоширенішими способами проникнення латинізмів є прямі запозичення та гібридні утворення, тоді як калькування й семантичні запозичення трапляються рідше. Встановлено, що більшість латинських одиниць у сучасній англійській мові є повністю адаптованими, хоча частина з них зберігає окремі ознаки латинського походження, зокрема специфічні граматичні форми.

Аналіз матеріалу показав, що латинські запозичення виконують не лише номінативну, а й стилістичну функцію, забезпечуючи точність, офіційність і міжнародний характер англомовної комунікації. Водночас вони демонструють високий рівень інтеграції в сучасну мовну систему та залишаються важливим джерелом поповнення англійської лексики. Перспективу подальших досліджень вбачаємо у вивченні функціонування латинських запозичень у спеціалізованих видах дискурсу та аналізі їхньої ролі в процесах сучасної мовної глобалізації.

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СОЦІАЛЬНА РЕКЛАМА ЯК ЗАСІБ АКТУАЛІЗАЦІЇ СУСПІЛЬНО-ПОЛІТИЧНОЇ ПРОБЛЕМАТИКИ В УКРАЇНСЬКОМУ ОНЛАЙН-МЕДІАПРОСТОРІ: ЛІНГВОПРАГМАТИЧНИЙ АСПЕКТ ВПЛИВУ НА ГРОМАДСЬКУ ДУМКУ

Анотація. *Мета статті* – здійснити аналіз соціальної реклами як засобу актуалізації суспільно-політичної проблематики в українському онлайн-медіапросторі та визначити лінгвопрагматичні засоби, за допомогою яких соціорекламне повідомлення впливає на громадську думку, формує ставлення адресата до суспільно важливих проблем і спонукає до відповідальної громадянської поведінки. *Результати дослідження*. Встановлено, що соціальна реклама в українському онлайн-медіапросторі є важливим засобом актуалізації суспільно-політичної проблематики. Вона не обмежується інформуванням адресата, а спрямована на формування оцінного ставлення до соціально значущих проблем, посилення громадянської відповідальності та спонукання до конкретної дії. Установлено, що в умовах російсько-української війни соціальна реклама набуває особливого ціннісного й консолідаційного значення. Її тематичне поле охоплює підтримку Збройних сил України, волонтерство, допомогу постраждалим, інформаційну безпеку, збереження української мови, культури, національної ідентичності, протидію насильству та підтримку вразливих груп населення. Через це соціальна реклама стає одним із механізмів підтримки суспільної стійкості та громадянської солідарності. Доведено, що

лінгвопрагматичний потенціал соціальної реклами реалізується через добір мовних засобів, які мають впливову силу. До них належать тематично маркована й оцінна лексика, займенникові форми, імперативні конструкції, звертання, лаконічні слогани, повтори, риторичні питання, контраст, метафоричні вислови та емоційно забарвлені мовні одиниці. Ці засоби допомагають скоротити дистанцію між адресантом і адресатом, посилити довіру до повідомлення, надати проблемі особистісного значення та перевести адресата з позиції спостерігача в позицію учасника суспільно важливої дії. Водночас результативність соціальної реклами залежить не тільки від сили мовного впливу, а й від дотримання етичних меж. Особливо це важливо для реклами воєнного часу, де надмірна емоційність, апеляція до страху, провини чи травматичного досвіду може набувати маніпулятивного характеру. Тому соціальна реклама має поєднувати переконливість, емоційну виразність, зрозумілість і відповідальність перед адресатом. *Перспективами подальших розвідок* визначається в аналізі конкретних соціорекламних кампаній українського онлайн-медіапростору.

Ключові слова: соціальна реклама; український онлайн-медіа-простір; суспільно-політична проблема; лінгвопрагматика; громадська думка; мовний вплив; громадянська відповідальність; етика рекламної комунікації.

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SOCIAL ADVERTISING AS A MEANS OF FOREGROUNDING SOCIO-POLITICAL ISSUES IN THE UKRAINIAN ONLINE MEDIA ENVIRONMENT: THE LINGUOPRAGMATIC ASPECT OF INFLUENCE ON PUBLIC OPINION

Abstract. *The purpose of the article* is to analyse social advertising as a means of foregrounding socio-political issues in the Ukrainian online media

environment and to identify the linguopragmatic means through which a social advertising message influences public opinion, shapes the addressee's attitude towards socially significant problems, and encourages responsible civic behaviour. *Research results*. The study establishes that social advertising in the Ukrainian online media environment is an important means of bringing socio-political issues into public focus. It is not limited to informing the addressee but is aimed at shaping an evaluative attitude towards socially significant problems, strengthening civic responsibility, and encouraging concrete action. It has been found that, in the context of the Russian-Ukrainian war, social advertising acquires particular value-based and consolidating significance. Its thematic scope includes support for the Armed Forces of Ukraine, volunteering, assistance to victims, information security, the preservation of the Ukrainian language, culture, and national identity, counteraction to violence, and support for vulnerable groups of the population. Therefore, social advertising becomes one of the mechanisms for maintaining social resilience and civic solidarity. The article proves that the linguopragmatic potential of social advertising is realised through the selection of linguistic means that possess persuasive force. These include thematically marked and evaluative vocabulary, pronoun forms, imperative constructions, forms of address, concise slogans, repetitions, rhetorical questions, contrast, metaphorical expressions, and emotionally coloured linguistic units. These means help reduce the distance between the sender and the addressee, strengthen trust in the message, give the problem personal significance, and move the addressee from the position of an observer to that of a participant in socially important action. At the same time, the effectiveness of social advertising depends not only on the strength of linguistic influence but also on adherence to ethical boundaries. This is especially important for wartime advertising, where excessive emotionality and appeals to fear, guilt, or traumatic experience may acquire a manipulative character. Therefore, social advertising should combine persuasiveness, emotional expressiveness, clarity, and responsibility towards the addressee. *The prospects for further research* lie in the analysis of specific social advertising campaigns within the Ukrainian online media environment.

Keywords: social advertising; Ukrainian online media environment; socio-political issues; linguopragmatics; public opinion; linguistic influence; civic responsibility; ethics of advertising communication.

Постановка проблеми. На сьогодні соціальна реклама в українському онлайн-медіапросторі виконує важливу роль у привернені уваги до суспільно-політичних і соціально значущих проблем, актуалізації громадянської позиції, поширенні соціально важливої інформації та спонуканні адресата до певних патернів поведінки. Тематичне поле сучасної соціальної

реклами охоплює низку проблем, зокрема питання національної безпеки, підтримки Збройних сил України, волонтерства, інформаційної протидії, громадянської солідарності, збереження національної ідентичності, здоров'я, підтримки вразливих груп населення, екологічної свідомості, захисту дітей, протидії насильству, інформаційної безпеки та інших суспільних викликів, загострених в умовах російсько-української війни.

Однак результативність соціальної реклами залежить від мовної організації рекламного повідомлення, добору та застосуванні лексичних, стилістичних, синтаксичних та комунікативних засобів. Адже саме через слово, заклик, звернення, емоційний посил, оцінну лексику, риторичне питання, контраст реклама не просто здатна проінформувати, а впливає на громадську думку, актуалізовує суспільно-політичну проблематику, формує ставлення до неї та спонукає до відповідальної дії. Попри значну присутність соціальної реклами у медіапросторі, на сьогодні потребує ґрунтовного переосмислення її лінгвопрагматичної специфіки.

Аналіз останніх досліджень і публікацій показує, що проблематика соціальної реклами наразі активно розглядається у гуманітарних дослідженнях. Так, соціальну рекламу як засіб медійного впливу, актуалізації суспільно-політичної проблематики та формування громадської думки в онлайн-комунікації досліджується у працях: О.Дячук, що розглядає соціальну рекламу як форму впливової комунікації, яка орієнтована на актуалізацію соціальної проблеми, зміну ставлення до неї та спонукання адресата до соціально значимої дії [1, с. 73; 2]; Л.Павлова, Т.Полякова та В.Самаріна, які розглядають соціальну рекламу як «різновид рекламного дискурсу, тип когнітивно-комунікативної діяльності, спрямованої на привернення уваги до соціально значущих явищ та проблем, коригування або зміну соціальної поведінки, популяризацію загальнокорисних цінностей та формування соціально важливих навичок» [3, с. 40]; О.Бугайова, що аналізує соціальну рекламу як складову масової комунікації, що має на меті – формування громадської думки у сфері суспільних питань, а також подальше коригування соціальної поведінки [4, с. 123-124].

Соціальну рекламу як полікодове повідомлення досліджують вчені: О.Дячук, яка наголошує, що вербальний текст виконує смислорегулювальну функцію, адже допомагає адресатові інтерпретувати повідомлення, а невербальні засоби при цьому – посилюють запам'ятовування шляхом емоційного сприйняття [1, с. 78]; І.Цідило, що розглядає соціальну рекламу з позицій стилістичного, семантичного, семіотичного і соціокультурного аспектів [5]. Для теми нашого дослідження полікодовість соціальної реклами є важливою тому, що суспільно-політичні смисли в онлайн-медіапросторі передаються не тільки словесним текстом, а й візуальними

символами, кольором, композицією, образами державності, війська, волонтерства, національної пам'яті та громадянської єдності.

Прагматичний вплив мовних засобів у рекламі присвячені праці: О.Бугайової, що доводить ефективність соціореклами з позицій лаконічності, змістової ємності, зрозумілості, ясності, відповідності тексту лінгвоментальності та психоемоційного досвіду адресатів [4, с. 123-125]. Вчена виділяє такі мовні засоби, що оптимізовують прагматичний вплив соціальної реклами, як «тематично марковану лексику, родинну лексику, синоніми, антоніми, споріднені слова, займенники, прикметники, прислівники, заперечні частки, метафори, порівняння, повтори й гру слів» [4, с. 126-127]. Відтак, з позиції авторки особливої вагомості набуває те, що займенники зменшують психологічну дистанцію між адресантом і адресатом, наближають повідомлення до особистого досвіду реципієнта та посилюють довіру до адресанта [4, с. 127]. А ось В.Ліпич та Н.Павлик розкривають питання прагматичної організації реклами, де мовні засоби добираються відповідно до конкретної соціокомунікативної ситуації [6, с. 34-35]. У межах нашої теми ці положення дають змогу розглядати мовні засоби соціальної реклами як інструмент впливу на громадську думку. Оскільки саме через лексичний добір, звертання, імперативні конструкції, оцінні вислови та емоційні маркери формується ставлення адресата до суспільно-політичної проблеми.

У низці праць розкривається питання соціальної реклами через призму специфіки українського онлайн-медіапростору та воєнного контексту. Так, Л.Павлова, Т.Полякова та В.Самаріна наголошують, що з початком повномасштабної війни соціальна реклама зазнала змін. Адже її зміст зосередився на підтримці Збройних сил України, допомозі постраждалим, ветеранам, волонтерам, підтримці ментальному здоров'ю, дітям війни, інформаційній безпеці, і загалом розвитку української культури та мови [3, с. 39-44]. Розкриваючи лінгвопрагматичний аспект, вчені наголошують на зміні концентрованих фраз, слоганів, мотиваційних висловлювань, застосування метафоричності, діалогічності [3, с. 39-44]. Подібне підтвердження знаходимо у праці О.Бучинської, яка наголошує, що після 2022 року реклама в Україна дедалі частіше стала платформою для підтримки національної єдності, благодійних ініціатив, популяризації української мови, культури, інклюзивності, ментального здоров'я, екологічної відповідальності та протидії насильству [7, с. 543-545]. Це дає підстави розглядати соціальну рекламу воєнного часу як засіб актуалізації суспільно-політичної проблематики, оскільки її мовна організація спрямована на консолідацію суспільства, підтримку громадянської відповідальності, посилення довіри, солідарності та готовності адресата до дії.

У контексті дослідження соціальної реклами в українському онлайн-медіапросторі важливими є праці Т.Гиріної, де розкрито ширший соціо-комунікативний вимір медійного впливу. Так, вчена аналізує корпоративний подкастинг як інструмент стратегічних комунікацій у креативних індустріях і наголошує на значенні персоналізованого стилю ведення, сторітелінгу, регулярності комунікації та мультиплатформного поширення контенту [8, с. 186-191]. Окрему увагу Т.Гиріна приділяє комунікативному супроводу благодійних ініціатив журналістськими колективами в умовах війни [9, с. 46-55], зокрема наголошує на потребі спрощення професійних понять, уникнення надмірно складної термінології, використання конкретних прикладів, інфографіки, соціальних платформ, Stories, Reels, блогів, подкастів та інших доступних цифрових форматів [10, с. 9-20].

Отже, аналіз наукових доробків засвідчує, що соціальна реклама досліджується як засіб медійного впливу, актуалізації суспільно-політичної проблематики та формування громадської думки в онлайн-комунікації, як полікодове повідомлення, через призму специфіки українського онлайн-медіапростору та воєнного контексту. Водночас потребує подальшого уточнення саме як засіб актуалізації суспільно-політичної проблематики в українському онлайн-медіапросторі з позиції лінгвопрагматичного аспекту впливу соціальної реклами на громадську думку.

Мета статті – здійснити аналіз соціальної реклами як засобу актуалізації суспільно-політичної проблематики в українському онлайн-медіапросторі та визначити лінгвопрагматичні засоби, за допомогою яких соціорекламне повідомлення впливає на громадську думку, формує ставлення адресата до суспільно важливих проблем і спонукає до відповідальної громадянської поведінки.

Цілями статті визначено: 1) уточнити сутність «соціальна реклама» як типу медійної комунікації та засобу актуалізації суспільно-політичної проблематики; 2) окреслити специфіку лінгвопрагматичного підходу до аналізу соціорекламних повідомлень в онлайн-медіапросторі; 3) визначити та охарактеризувати мовні засоби соціальної реклами, визначити її прагматичні функції та вплив на громадську думку; 4) виявити особливості впливу соціальної реклами на адресата в межах українського онлайн-медіапростору в умовах суспільно-політичних викликів та російсько-української війни.

Виклад основного матеріалу. На основі проаналізованих джерел (О.Дячук [1; 2]; Л.Павлова, Т.Полякова та В.Самаріна [3]; О.Бугайова [4]; В.Ліпич та Н.Павлик [6]; О.Бучинська [7]) соціальну рекламу ми розглядаємо як особливий тип медійної комунікації, який спрямований на привернення уваги до суспільно значимих проблем, формування оцінного

ставлення до цих проблем та, як наслідок, спонукання адресата до соціально відповідальної дії. Основна мета соціальної реклами полягає в актуалізації проблематики, коригуванні поведінки, поширення цінностей та формування певної громадянської позиції.

У цьому аспекті продуктивним є тлумачення «соціальна реклама» Л.Павловою, Т.Поляковою, В.Самаріною як різновиду рекламного дискурсу та типу когнітивно-комунікативної діяльності, що спрямована на привернення уваги до соціально значущих явищ і проблем, зміну соціальної поведінки, популяризацію загальнокорисних цінностей і формування соціально важливих навичок [3, с. 40]. Відтак, з цієї позиції соціальна реклама виступає самостійною формою медійного впливу, що обумовлює поєднання інформування, оцінювання, переконання та спонукання.

Ми розуміємо, що така функція для українського онлайн-медіа-простору на сьогодні набуває особливої уваги. Соціальна реклама часто привертає увагу та звертається до проблем, які мають, зокрема, й суспільно-політичний аспект. Зокрема йдеться мова про тему війни, волонтерства, національної та інформаційної безпеки, підтримки ЗСУ, допомога постраждалим, збереження української мови, ідентичності та культури. В таких умовах соціальна реклама уводить у поле громадського обговорення проблему, надає їй ціннісного звучання та формує уявлення про модель поведінки.

Відтак, можна вийти висновку, що соціальна реклама діє у межах змістового, емоційного та поведінкового впливів. Так, вчена О.Дячук наголошує, що соціальна реклама «орієнтована на актуалізацію соціальної проблеми, зміну ставлення до неї та спонукання адресата до соціально значущої дії» [1, с. 73]. За таким трактування бачимо прагматичну природу, де рекламне повідомлення розраховане на очікувану реакцію адресата.

Якщо говорити про соціальну рекламу як засобу актуалізації суспільно-політичної проблеми то вона охоплює кілька функцій. Розглянемо їх детальніше (рис. 1).

Ми розуміємо, що в онлайн-медіапросторі такі функції посилюються завдяки швидкості, мультимедійності, а також залученню різних каналів комунікації. Як уважають Д.Сизонов, А.Бабенко соціальна реклама функціонує у різних варіаціях. Зокрема у форматі банера чи відеоролика, допису в соціальних мережах чи цифрового плаката, інтерактивної кампанії або ж короткого слогану, адаптованого до конкретної платформи [11, с. 12-14]. А відтак, можна дійти висновки, що цим вона наближається до ширшого поля цифрової рекламної комунікації, що обумовлює кореляцію таких компонентів – інформаційного, мовного, візуального, правового та соціального.

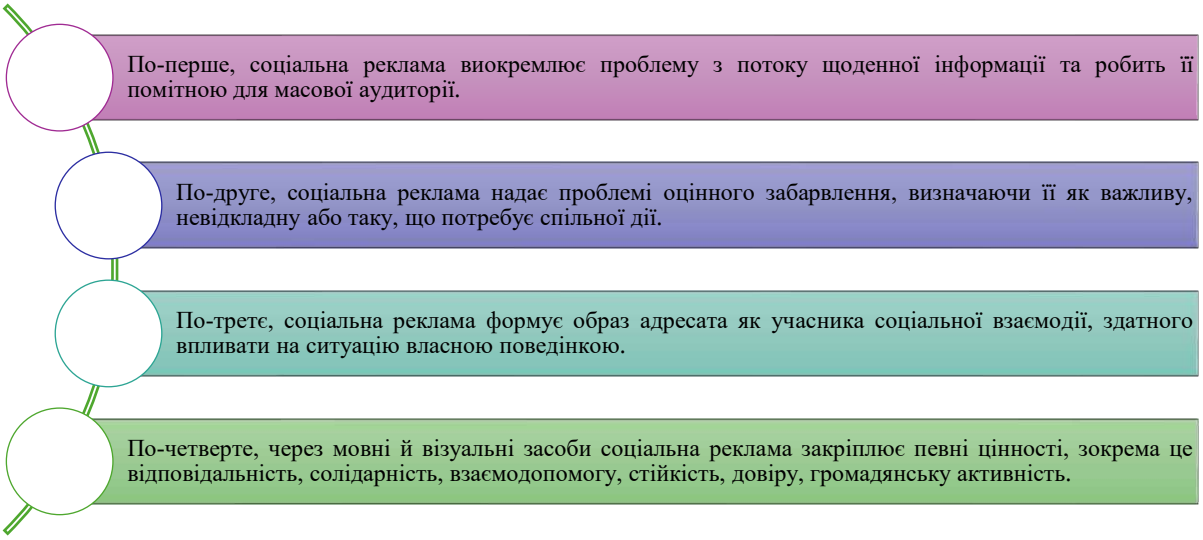

Рис. 1. **Функції соціальної реклами як засобу актуалізації суспільно-політичної проблематики**

Отже, соціальну рекламу в українському онлайн-медіапросторі слід розглядати з позиції інструменту актуалізації суспільно-політичної проблеми з виразною лінгвопрагматичною спрямованістю, де мовна формат, комунікативний намір, адресат та соціальний контекст безпосередньо працюють над досягненням впливу.

Розглянемо детальніше лінгвопрагматичний підхід. У межах соціальної реклами такий підхід передбачає аналіз процесу, коли мовні засоби працюють у конкретному комунікативному вимірі. У цьому аспекту слушною у думка вчених В.Ліпич і Н.Павлик, які уточнюють, що комунікативно-прагматичний аналіз дискурсу обумовлений вивченням добору мовних засобів у відповідності до соціокомунікативної ситуації та соціальної орієнтації адресата [6, с. 34-35].

Відтак, можна дійти висновку, що специфіка лінгвопрагматичного підходу полягає у тому, що у центрі уваги перебуває зв'язок між мовною формою та прагматичною метою. А тому, для соціальної реклами вагомим є встановлення мети певного заклику, звертання, займенникової форми, застосування метафори чи емоційно забарвленої лексики, повторення чи риторичного питання.

Наприклад, у соціорекламних повідомленнях воєнного часу може зустріти такі конструкції, як *«Підтримай», «Долучайся», «Допоможи», «Не мовчи»* переводять суспільну проблему з площини інформування у площину особистої відповідальності адресата.

А ось О.Бугайова наголошує на лаконічності, змістовій єдності, зрозумілості, відповідності лінгвоментальності й психоемоційному досвіду

адресатів [4, с. 123-125]. Відтак, робимо висновок, що лінгвопрагматичний аналіз має ураховувати відповідність досвіду, очікуванням, емоційному стану та загалом ціннісній орієнтації цільової аудиторії. Однак, в межах онлайн-медіапростору такий аналіз є ускладнений. Адже соціальна реклама функціонує як полікодове повідомлення, а відтак – її вплив формується на основі поєднання тексту, кольору, зображення, шрифту, композиції, звуку, інтерактивності елементів чи відеоряду. У цьому аспекті О.Дячук наголошує на вербальному компонентів соціальної реклами, за яким виконується смислорегулювальна функція. Це уможливлює правильну інтерпретацію повідомлення. Натомість невербальні засоби – посилюватимуть емоційне сприйняття та запам'ятовування [1, с. 73]. Отже, у межах цього підходу словесний текст слід аналізувати у зв'язку з візуальними й аудіальними засобами, адже саме їх взаємодія забезпечує прагматичний ефект в цілому.

Наприклад, соціорекламне повідомлення *про підтримку Збройних сил України може поєднувати короткий вербальний заклик, зображення військового або волонтера, національну кольористику, QR-код для допомоги та візуальний акцент на словах «підтримка», «захист», «разом».*

Якщо аналізувати специфіку онлайн-середовища, то ми розуміємо, що соціорекламне повідомлення поширюється дуже швидко, при цьому адаптується до різних платформ, здійснює конкуренцію з великим обсягом інформації. У цьому аспекті вчені Д.Сизонов, А.Бабенко наголошують на специфічному типі цифрової комунікації, що трактують як рекламну комунікацію в інтернеті та поєднує у собі кілька компонентів – маркетингові, інформаційні, лінгвістичні, правові [11, с. 12-14]. Тому можна зробити висновок, що слід ураховувати не тільки текст повідомлення, але й умови його поширення у вигляді формату, платформи, візуального оточення, швидкості сприйняття, адресності та потенціалу повторного поширення. Так формується зв'язок із громадською думкою, а це вже – соціопрагматичний вимір.

У соціальних мережах така соціальна реклама часто має зумовленість до максимально коротких повідомлень: одне ключове слово, один заклик, один візуальний образ. До прикладу, формула *«Здай кров – врятуй життя»* є дієвою саме через поєднання лаконічності, прямої дії та зрозумілого суспільного результату.

Так, вчена Ю.Грушевська зазначає, що сучасна українська рекламна комунікація відображає суспільні настрої, реакції на політичні, культурні й соціальні події. Її соціопрагматичний аспект пов'язаний із використанням мовних ресурсів для досягнення соціальних і прагматичних цілей [12, с. 230-233]. Відповідно, мовні засоби у соціальній рекламі, що актуалізовують

суспільно-політичну проблематику мають бути спрямовані на формування оцінки події, підтримку солідарності, посилення довіри та загалом утвердження громадянської відповідальності.

У цьому контексті соціальна реклама може актуалізувати такі суспільно-політичні сенси, як *підтримка війська, інформаційна пильність, громадянська єдність, відповідальне використання української мови, допомога постраждалим і протидія байдужості.*

Отже, лінгвопрагматичний підхід зумовлює аналіз соціальної реклами через взаємодію чотирьох компонентів – мовної форми, комунікативного наміру, адресата та соціального контексту.

О.Бугайова серед мовних засобів, які посилюють прагматичний вплив соціальної реклами, виокремлює такі: тематично марковану лексику, родинну лексику, синоніми, антоніми, споріднені слова, займенники, прикметники, прислівники, заперечні частки, метафори, порівняння, повтори й гру слів [4, с. 126-127].

Наприклад, тематично маркована лексика *«війна», «безпека», «захист», «волонтерство», «підтримка», «єдність», «відповідальність»* одразу задає проблемне поле повідомлення, а слова з позитивною ціннісною семантикою, до прикладу *«разом», «свої», «допомога», «довіра», «стійкість»* дозволяють сформувати бажане оцінне ставлення до дії.

Окрему роль відіграють займенникові форми. Звернення до адресата через *«ти», «ви», «ми», «наш», «свій»* створює ефект наближення повідомлення до особистого досвіду людини. На цьому ж наголошує О.Бугайова, що займенники зменшують психологічну дистанцію між адресантом і адресатом, посилюючи довіру до повідомлення [4, с. 127]. У контексті соціальної реклами воєнного часу це особливо помітно у висловах, які будуються навколо ідей спільності, взаємної підтримки, відповідальності й причетності до загальнонаціональної справи.

Наприклад, конструкції *«ми вистоїмо», «наша сила – в єдності», «твій внесок важливий», «своїх не залишають»* створюють ефект спільної участі й переводять адресата з позиції спостерігача в позицію співучасника суспільно важливої дії.

Ще одним важливим засобом впливу є лаконічний слоган. Його сила полягає в стислості, смисловій завершеності та здатності швидко закріплюватися в пам’яті. Так, Л.Павлова, Т.Полякова та В.Самаріна підкреслюють значення лаконічних слоганів, концентрованих фраз, мотиваційних висловлювань, метафоричності й діалогічності в українськомовній соціальній рекламі воєнного часу [3, с. 39-43]. Через такі мовні форми соціальна реклама подає проблему в максимально сконцентрованому вигляді.

Прикладами таких концентрованих мовних структур можуть бути: *«Допомога поруч», «Не мовчи», «Підтримай тих, хто захищає», «Безпека починається з тебе», «Разом до перемоги».* Їх прагматична сила полягає у стислості, емоційній виразності та чіткій орієнтації на дію.

Розглянемо лінгвопрагматичні засоби актуалізації суспільно-політичної проблематики в соціальній рекламі (рис. 2).

Наведені засоби не функціонують ізольовано. У реальному соціо-рекламному повідомленні вони зазвичай поєднуються. Наприклад, слоган *«Твоя допомога важлива»* містить займенникову форму, оцінний компонент і приховану спонукальність, а тому одночасно скорочує дистанцію з адресатом, актуалізує проблему й підсилює готовність до дії.

Так, у контексті українського онлайн-медіапростору особливої уваги слід приділити функції впливу на громадську думку. Ми розуміємо, що соціальна реклама не реагує на суспільні події, а саме бере участь у формуванні ставлення до них. На цьому ж наголошує Ю.Грушевська [12, с. 230-234].



Рис. 2. **Лінгвопрагматичні засоби актуалізації суспільно-політичної проблематики в соціальній рекламі**

Отже, соціальна реклама формує громадську думку не прямим поясненням, а через повторювані мовні формули, які закріплюють у масовій свідомості певні оцінки. Так, *допомагати – правильно, мовчати про*

насильство – небезпечно, підтримувати військо – громадянсько-відповідально, дбати про інформаційну безпеку – необхідно.

В сьогоденні російсько-української війни особливого значення набуває мобілізаційний і консолідаційний вплив соціальної реклами. Адже вона апелює до спільного досвіду, почуття причетності, відповідальності, стійкості та солідарності. О.Бучинська зауважує, що після 2022 року українська реклама дедалі частіше стала платформою для підтримки національної єдності, благодійних ініціатив, популяризації української мови, культури, ментального здоров'я, інклюзивності, екологічної відповідальності та протидії насильству [7, с. 543-545]. Це дає підстави розглядати соціальну рекламу як засіб підтримки суспільної стійкості в умовах тривалих кризових викликів.

Однак, вплив соціальної реклами не можливий без урахування етичних меж. Це підтверджується позицією вченої О.Лелеки, яка наголошує, що соціальна реклама здатна сформувати суспільну свідомість, поведінку, норми. Проте її вплив не повинен переходити у маніпуляцію, моральний тиск або ж на експлуатацію провини, страху або ж вразливого емоційного стану адресата [13, с. 126-130]. Такого ж погляду дотримують Я.Яненко [14], А.Лященко [15], О.Бондаренко [16], М.Докторович [17]. На наш погляд, у сьогоденні це вкрай важливо, оскільки воєнна тематика є емоційно чутливою та потребує відповідального мовного та візуально-стилістичного оформлення.

Висновки. Отже, вплив соціальної реклами в українському онлайн-медіапросторі на адресата виявляється у привернення уваги до суспільно-політичної проблематики, зокрема у формуванні оцінного ставлення до неї, посиленні громадянської відповідальності, мобілізації до дій та підтримці солідарності. А відтак – у період російсько-української війни соціальна реклама набуває ціннісного, консолідаційного та поведінково-регулятивного значення.

Перспективами подальших розвідок визначається в аналізі конкретних соціорекламних кампаній українського онлайн-медіапростору.

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ЕТИКЕТ ЯК СКЛАДНИК КУЛЬТУРИ СПІЛКУВАННЯ

Анотація. У статті проаналізовано роль етикету як важливого складника культури спілкування та його значення у формуванні комунікативної культури особистості. Наголошено, що в умовах сучасного суспільства культура спілкування є необхідною передумовою ефективної міжособистісної взаємодії, а етикет виконує функцію соціального регулятора, який забезпечує впорядкування комунікативної поведінки, сприяє взаєморозумінню, формуванню позитивного психологічного клімату та запобіганню конфліктним ситуаціям.

Розкрито сутність понять *етикет, мовний етикет, мовленнєвий етикет*, окреслено їхні основні функції та особливості реалізації в сучасному комунікативному просторі. Акцентовано увагу на тому, що мовний етикет відображає національні культурні традиції та моральні цінності суспільства, а його формули – це важливий засіб вираження ввічливості, поваги й доброзичливого ставлення до співрозмовника. Простежено історичні особливості формування українського мовного етикету, його зв'язок із духовними традиціями українського народу та національною культурою спілкування.

У статті схарактеризовано основні етикетні формули українського народу: привітання, подяки, вибачення, побажання, звертання та прощання. Наголошено на важливості невербальних компонентів комунікації – жестів, міміки, інтонації, зорового контакту – у процесі міжособистісної взаємодії. Окрему увагу приділено сучасним тенденціям розвитку мовленнєвого етикету молоді.

На основі аналізу праці М. Баган та О. Скляренка визначено характерні риси молодіжного мовлення: емоційність, схильність до мовної гри, активне використання сленгу, іншомовних запозичень і неологізмів. Водночас підкреслено, що сучасна молодь сприймає етикет не як формальність, а як засіб підтримання комфортного і толерантного спілкування.

Зроблено висновок, що формування культури спілкування та дотримання норм етикету є важливим завданням сучасної освіти, оскільки вони визначають рівень соціальної й духовної культури особистості та сприяють її успішній соціалізації.

Ключові слова: культура спілкування, етикет, мовленнєвий етикет, комунікативна культура, педагогічне спілкування, невербальна комунікація.

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ETIQUETTE AS A COMPONENT OF COMMUNICATION CULTURE

Abstract. This article analyzes the role of etiquette as an important component of communication culture and its significance in shaping an individual's communicative culture. It is emphasized that in modern society, communication culture is a necessary prerequisite for effective interpersonal interaction, and etiquette serves as a social regulator that ensures the organization of communicative behavior, promotes mutual understanding, fosters a positive psychological climate, and prevents conflict situations.

The essence of the concepts of «etiquette», «linguistic etiquette» and «speech etiquette» is revealed, and their main functions and characteristics of implementation in the modern communicative space are outlined. Emphasis is placed on the fact that linguistic etiquette reflects national cultural traditions and the moral values of society, and its forms are an important means of expressing politeness, respect, and a friendly attitude toward the interlocutor. The article traces the historical features of the formation of Ukrainian linguistic etiquette, its connection to the spiritual traditions of the Ukrainian people, and the national culture of communication.

This article describes the main etiquette formulas of the Ukrainian people: greetings, expressions of gratitude, apologies, well-wishes, forms of address, and farewells. It emphasizes the importance of nonverbal components of communication–gestures, facial expressions, intonation, and eye contact–in the process of interpersonal interaction.

Special attention is given to contemporary trends in the development of speech etiquette among young people. Based on an analysis of the works by M. Bahan and O. Sklyarenko, the characteristic features of youth speech are

identified: emotionality, a tendency toward wordplay, and the active use of slang, foreign loanwords, and neologisms.

At the same time, it is emphasized that today's youth perceive etiquette not as a formality, but as a means of maintaining comfortable and tolerant communication.

It is concluded that the formation of a culture of communication and adherence to the norms of etiquette is an important task of modern education, as they determine the level of an individual's social and spiritual culture and contribute to their successful socialization.

Keywords: culture of communication, etiquette, speech etiquette, communicative culture, pedagogical communication, nonverbal communication.

Постановка проблеми. У сучасному суспільстві культура спілкування – це важлива умова ефективної взаємодії між людьми. Швидкий розвиток соціальних комунікацій, зростання ролі міжособистісних контактів і потреба в конструктивної співпраці зумовлюють потребу у формуванні високого рівня комунікативної культури особистості. Одним із ключових елементів цієї культури є етикет (мовленнєвий і невербальний), який дає змогу упорядкувати комунікацію і зміцнити людські взаємини, оскільки встановлює правила ввічливої поведінки та регулює стосунки між людьми в різних ситуаціях.

Дотримання етикетних норм сприяє формуванню сприятливого психологічного клімату, розвитку взаємоповаги й ефективній комунікації. Саме тому дослідження ролі етикету у структурі культури спілкування – це важливе завданням сучасної філологічної науки.

Аналіз останніх досліджень і публікацій. Проблеми культури спілкування, комунікативної поведінки та розвитку особистості висвітлювалися в працях зарубіжних науковців, серед яких А. Маслоу, В. Франкл, Е. Фромм, Дж. Гілфорд, Е. Торренс. Учені акцентували увагу на гуманістичних аспектах взаємодії людини з соціальним оточенням і підкреслювали значення міжособистісних комунікативних зв'язків у формуванні людської свідомості та самореалізації.

Питанням етикету та культури спілкування, педагогічної етики тощо, приурочені розвідки українських дослідників, зокрема В. Барвінського, О. Дзеровича, А. Шептицького, І. Ющишина, В. Огієнака, А. Богуш, Ф. Бацевича, Г. Васяновича, Л. Мацько, М. Пентилюк, Я. Радевича-Винницького й інших.

Мета статті – проаналізувати роль етикету як складника культури спілкування і визначити його значення у формуванні комунікативної культури особистості.

Виклад основного матеріалу. Культура спілкування – це важливий елемент загальної культури особистості, оскільки відображає рівень загальної культури людини, зокрема рівень її вихованості, моральних орієнтирів і здатності до конструктивної взаємодії з іншими. Поняття *культура спілкування* включає систему норм, цінностей і правил поведінки, яка регулює процеси комунікації між членами суспільства, сприяє їхньому взаєморозумінню та гармонійній співпраці. Одним із ключових компонентів культури спілкування є етикет. У СУМ-11 зазначено: «**Етике́т**, *у, ч.* – Установлені норми поведінки і правила ввічливості в якому-небудь товаристві» [11, Т. 2, С. 490]. Отож під етикетом розуміють сукупність правил ввічливої поведінки, які регулюють зовнішні прояви взаємин між людьми. Етикет формувався поступово під впливом історичних процесів, відображаючи морально-етичні норми, культурні традиції та соціальні особливості того чи того суспільства. Його функціональне навантаження полягає в забезпеченні регуляції комунікативної поведінки, що сприяє підтримці взаємоповаги між людьми, формуванню позитивної атмосфери спілкування та запобіганню конфліктним ситуаціям.

У сучасному світі культура спілкування безпосередньо впливає на ефективність комунікації. Вона охоплює не тільки норми і правила взаємодії, але й моделі поведінки, які сприяють гармонійним міжособистісним стосункам. Культура спілкування відображає рівень суспільного і особистісного розвитку індивіда: його здатність дотримуватися моральних принципів, ефективно вести діалог і відповідати встановленим соціальним стандартам (прийнятим нормам поведінки).

Мовний етикет українців сформувався з живої мовної практики, яка була невід'ємною частиною життя українського народу. Впродовж тисячоліть він еволюціонував, набуваючи рис, які відображають культурні традиції української нації та узгоджуються з її духовними основами. Беззаперечно, фундаментом національних традицій спілкування слугують універсальні морально-етичні цінності, такі як доброзичливість, взаємоповага, привітність і ґречність. Важливий внесок у дослідження цих аспектів зробив Яків Головацький, видатний діяч національного відродження та один із засновників «Руської трійці». У своїй праці «Слова вітання, благословенства, чемності і обичайності у русинів» він писав: «Єго [народу] вітання, прощання, просьби, перепроси, понука, благословення дихають одним духом доброти, сердечності, обичайності – всі они прості, щирі ніжні, бог обойні, а заєдно чесні та годні чоловіка» [7].

Українські народні вітання відзначаються великою різноманітністю та багатофункціональністю, наприклад: *Доброго ранку! Добрий день! Добрий вечір! Дай, Боже! Доброї ночі! Здоровенькі були! Моє шанування!* Водночас

існує низка сакральних вітань, наприклад: *Христос воскрес! Христос рождається! Дай Боже здоров'я! Слава Ісусу Христу! – Навіки слава!*

В українській діловій мові формул привітань небагато, однак завжди можна підібрати доречне висловлювання з огляду на обставини і контекст спілкування задля того, щоб виразити повагу до співрозмовника. Так, найпопулярнішим, найуживанішим і стилістично нейтральним є вітання *Добрий день!*

У сучасному світі значення активного міжособистісного спілкування невпинно зростає, навіть якщо цей факт викликає скептичну реакцію в окремих людей. Сьогодення можна схарактеризувати як епоху комунікацій, причому не тільки електронних чи комп'ютерних, адже основним споживачем будь-якої продукції залишається людина. У такій реальності спілкування передбачає дотримання певних норм і принципів, про які необхідно пам'ятати. Більше того, життєві обставини іноді вимагають не тільки знання цих правил, але й їх активного засвоєння для ефективної взаємодії.

Етикет важливий і специфічний компонент культури спілкування виступає своєрідним посередником у процесі встановлення соціальних зв'язків. Він сформувався історично і відображає моральні цінності, традиції та культурні особливості суспільства. Як соціальний регулятор, етикет допомагає впорядковувати взаємини між людьми, створювати сприятливу атмосферу спілкування та запобігати конфліктам, зокрема завдяки своїй здатності стабілізувати взаємини, гарантувати ввічливість й уникати потенційно конфліктних ситуацій.

В електронному філософському словнику В. Нестеренко подає таке визначення: «**Етикет** – (від флам. steeken – встромляти) – система правил поведінки і відповідних ритуалізованих дій, призначення якої – зовнішньо впорядковувати людські взаємини через суворе узгодження форм поведінки з тією чи іншою ситуацією спілкування. Термін етикет виник у XVII ст. при франц. королівському дворі, коли було запроваджено спеціальні картки для придворних із переліком обов'язкових правил поведінки. Певну цілісність сукупності правил і прийомів етикету надає їх зв'язок із формами моральних стосунків (повага, шанобливість, тактовність, делікатність, ґречність тощо), а через них – із засадничими моральними цінностями (людська гідність, загальне порозуміння та ін.). Це робить етикет підсистемою моральної культури суспільства. У різних формах свій етикет мають усі культури і прошарки населення; пріоритетними сферами його поширення і побутування є світське життя, дипломатія, судочинство, військова служба» [9].

Етикет виконує важливу соціальну функцію, а дотримання його норм відображає рівень загальної культури людини, її поваги до інших і

готовності до конструктивної взаємодії. У процесі спілкування етикет виконує роль своєрідного регулятора поведінки, який допомагає визначити доречність певних мовленнєвих і поведінкових форм.

Особливу роль у структурі етикету відіграє мовний етикет. С. Єрмоленко подає таке визначення: «Мовний етикет – усталені мовні звороти, типові формули, які використовуються у певних ситуаціях спілкування і відповідають національним культурним традиціям суспільства або окремому соціуму. В широкому розумінні мовний етикет – це узвичаєні правила, норми поведінки людей в обставинах безпосереднього контактування. Серед виражальних засобів української мови – типові формули звертання, вітання, прощання, побажання, подяки, поздоровлення, прохання, вибачення, співчуття тощо. Мовний етикет визначаться загальною культурою спілкування, а також соціальним статусом мовців їхньої освіти й виховання, віком, статтю, емоційністю ситуації» [8, С. 362].

Мовний етикет виконує численні функції:

– *контактну* (встановлення і підтримання комунікативного контакту),

– *регуляторну* (налагодження відносин між співрозмовниками),

– *етичну* (демонстрація поваги до співрозмовника)

– *культурну* (відображення національних традицій та норм поведінки). Наприклад, у повсякденному спілкуванні широко використовуються такі мовні формули як: *добрий день, добрий вечір, будь ласка, дякую, перепрошую, до побачення*. Саме їх уживання створює доброзичливу комунікативну атмосферу та покращує взаємодію між співрозмовниками.

«Мовленнєвий етикет являє собою застосування мовного етикету в конкретних актах спілкування. <…> відмінність між мовним і мовленнєвим етикетом можна зрозуміти за допомогою порівняння, відомого ще з часів великого теоретика мови Фердинанда де Соссюра: одна річ ноти музичного твору, інша – його виконання. У другому випадку важливим є і вибір самого твору, і манера його виконання, і майстерність виконавця», – наголошує Я. Радевич-Винницький [10, С. 34]. Отож мовленнєвий етикет – це важливий інструмент для налагодження ефективної комунікації. Він виступає ключовим складником культури спілкування та охоплює набір мовних формул ввічливості, які застосовуються в різних мовленнєвих ситуаціях. До основних елементів мовленнєвого етикету належать:

– *формули привітання,*

– *слова подяки,*

– *вибачення,*

– *прохання,*

– *побажання,*

– *форми звертання та прощання* тощо.

Їх правильне використання сприяє встановленню позитивного контакту між співрозмовниками та виражає повагу до особистості іншої людини. «Реалізація мовного етикету в мовленні, комунікативна поведінка назагал завше несе інформацію про мовця – з його знаннями, вміннями, орієнтаціями тощо», – зазначає Я. Радевич-Винницький [10, С. 35].

Культура спілкування виходить за межі мовних складників, оскільки в процесі міжособистісної взаємодії важливу роль відіграють невербальні засоби поза, відстань між співрозмовниками та інші позамовні засоби. Невербальні засоби комунікації здатні не тільки посилювати або уточнювати зміст сказаного, але й передавати емоції співрозмовника, створювати враження про нього. Наприклад, привітна усмішка, доброзичлива інтонація та відкрита поза сприяють довірливій атмосфері під час спілкування.

Особливо важливим є формування культури спілкування в освітньому процесі, оскільки саме в закладах освіти закладаються основи комунікативної поведінки особистості, формуються навички ввічливого спілкування, толерантності, взаємоповаги і культури мовлення.

Педагог відіграє ключову роль у цьому процесі, оскільки його форми взаємодії з іншими людьми стають прикладом дотримання етикетних норм у спілкуванні зі здобувачами освіти. У межах щоденної педагогічної взаємодії він навчає учнів / студентів культури спілкування, розвиває вміння уважно слухати співрозмовника, аргументовано й коректно висловлювати свої думки, а також зважати на почуття і погляди інших. Через щоденну педагогічну взаємодію учитель /викладач формує у здобувачів освіти навички культурного спілкування, уміння слухати співрозмовника, висловлювати власну думку коректно та поважати позицію інших. Відомий український учений Г. Ващенко вважав, що «саме педагог повинен навчити молодь взірцево служити Богові й Батьківщині. В основу педагогічної етики він покладає християнський ідеал» [4, С. 35].

Дослідники М. Баган й О. Скляренко в розвідці «Мовленнєвий етикет сучасної української молоді: динаміка комунікативних орієнтирів» [1] схарактеризували ставлення сучасної молоді до мовленнєвого етикету, а також проаналізували зміни у стратегіях і мовних засобах його дотримання в порівнянні з традиційними нормами ввічливого спілкування, характерними для української культури. Автори статті слушно зауважують, що сучасна українська молодь переосмислює традиційні етикетні норми під впливом демократизації суспільства, глобалізації, соціальних мереж і нових комунікативних практик.

Молодіжне мовлення характеризується:

– *емоційністю;*

– *схильністю до мовної гри;*
– *активним використанням сленгу;*
– *значною кількістю запозичень і неологізмів;*
– *прагненням до нестандартного самовираження.*

Водночас дослідники відзначають суперечливі тенденції: з одного боку – пошук питомо українських виражальних засобів, а з другого – посилення англізації молодіжного мовлення.

Знаково, що молодь сприймає етикет не як формальність, а як:

– *спосіб уникнення конфліктів;*
– *основу комфортного спілкування;*
– *вияв поваги і толерантності;*
– *засіб підтримання людської гідності.*

Для сучасної молоді етикет – це передусім психологічно комфортна комунікативна стратегія, а не суворе дотримання мовних кліше.

М. Баган й О. Скляренко вважають, що важлива роль у формуванні мовленнєвого етикету належить закладам освіти, які мають:

– *розвивати культуру спілкування;*
– *формувати комунікативну компетентність;*
– *навчати гнучкої та етичної взаємодії в реальних і віртуальних ситуаціях.*

Дослідники зазначають, що ефективними засобами формування мовленнєвого етикету є:

– *комунікативно-прагматичний аналіз ситуацій;*
– *творчі завдання;*
– *тренінги спілкування;*
– *моделювання реальних мовленнєвих ситуацій* [1].

Отож сучасна українська молодь загалом дотримується гуманістичних принципів спілкування – поваги, щирості, підтримки, толерантності, однак дедалі більше відходить від традиційних формалізованих мовленнєвих моделей. Тоді як одне з базових завдань сучасної освіти – формування комунікативної компетентності здобувачів освіти, а це передбачає не тільки володіння мовними засобами, але й уміння застосовувати їх відповідно до етикетних норм і конкретних ситуацій спілкування.

Розвиток культури спілкування сприяє становленню комунікативних навичок учнів, які є основою їхньої соціалізації та успішної взаємодії в суспільстві.

Висновки. Етикет – це невід'ємний складник культури спілкування, оскільки забезпечує дотримання загальноприйнятих соціальних норм поведінки та сприяє ефективній комунікації між людьми. Він охоплює як

мовленнєві, так і невербальні аспекти взаємодії та відіграє важливу роль у формуванні гармонійних міжособистісних відносин.

Формування культури спілкування та дотримання норм етикету – важливе завдання сучасного суспільства, зокрема системи освіти, адже саме ці якості визначають рівень соціальної та духовної культури особистості. Сучасне суспільство, а особливо заклади освіти, мають важливе завдання – розвивати культуру спілкування і виховувати звички дотримання етикетних норм. Ці якості визначають рівень соціального та духовного розвитку людини, сприяючи її гармонійному включенню в суспільство.

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ОСВІТНІЙ ПОТЕНЦІАЛ МАСОВОЇ ЛІТЕРАТУРИ У ФОРМУВАННІ КУЛЬТУРНОЇ САМОІДЕНТИФІКАЦІЇ ЗДОБУВАЧІВ ОСВІТИ

Анотація. Актуальність проблеми зумовлена посиленням впливу масової культури на світоглядні, ціннісні та ідентифікаційні процеси молоді, а також недостатнім рівнем її теоретико-методичного осмислення в гуманітарному та педагогічному дискурсі. Мета дослідження полягає у з'ясуванні ролі масової літератури у формуванні національної свідомості, культурної пам'яті та громадянської позиції учнівської й студентської молоді. У статті проаналізовано сучасні наукові підходи до розуміння культурної ідентичності як динамічного процесу взаємодії особистості з культурним і медійним середовищем. Встановлено, що масова література функціонує як ефективний інструмент культурної комунікації, здатний актуалізувати архетипні образи, моделі морального вибору та національно-історичні наративи, зрозумілі молодіжній аудиторії. Доведено, що через механізми емоційної ідентифікації з художніми персонажами та занурення в сюжетні структури відбувається інтеріоризація культурних кодів і формування ціннісних орієнтирів особистості. Окрему увагу приділено аналізу творів сучасної української масової літератури, які репрезентують проблематику війни, національної пам'яті та культурної стійкості. Обґрунтовано, що такі тексти сприяють консолідації молодого покоління, розвитку критичного мислення, емоційного інтелекту та громадянської відповідальності. Підкреслено значення інтеграції масової літератури в освітній процес як засобу мотивації до читання та формування читацької компетентності. У результаті дослідження встановлено, що масова література є не лише явищем популярної культури, а й важливим інструментом гуманітарного виховання та національно-культурної консолідації молоді. Перспективи подальших студій пов'язані з розробкою методик її використання в освіті та вивченням міждисциплінарних аспектів взаємодії літератури з іншими медіаформами.

Ключові слова: масова література, культурна самоідентифікація, здобувачі освіти, національна ідентичність, освітній потенціал, популярна література, гуманітарна освіта, культурна пам'ять.

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THE EDUCATIONAL POTENTIAL OF MASS LITERATURE IN THE FORMATION OF CULTURAL SELF-IDENTITY OF LEARNERS

Abstract. The relevance of the issue is determined by the growing influence of mass culture on the worldview, value orientations, and identity formation processes of young people, as well as the insufficient theoretical and methodological development of this problem within humanitarian and pedagogical studies. The aim of the article is to examine the role of mass literature in shaping national consciousness, cultural memory, and civic engagement among school and university students. The study explores contemporary approaches to cultural identity as a dynamic interaction between the individual and the cultural-media environment. It is shown that mass literature serves as an effective form of cultural communication, capable of activating archetypal images, moral value patterns, and historically grounded national narratives accessible to young audiences. Through emotional identification with literary characters and immersion in narrative structures, readers internalize cultural codes and develop value orientations. Particular attention is paid to contemporary Ukrainian mass literature addressing war, national memory, and cultural resilience. Such texts are found to contribute to youth consolidation, the development of critical thinking, emotional intelligence, and civic responsibility. The integration of mass literature into the educational process is highlighted as an important means of motivating reading and enhancing reading competence. The study concludes that mass literature is not only a phenomenon of popular culture but also a significant instrument of humanitarian education and national-cultural consolidation of youth. Further research perspectives include developing methodologies for its educational use and examining its interdisciplinary interaction with other media forms.

Keywords: mass literature, cultural self-identity, learners, national identity, educational potential, popular literature, humanitarian education, cultural memory.

Постановка проблеми. У сучасному гуманітарному просторі проблема культурної самоідентифікації учнівської та студентської молоді набуває особливої значущості в умовах глобалізаційних процесів, інформаційної перенасиченості, цифровізації освітнього середовища та трансформації традиційних моделей культурної комунікації. Формування ціннісних орієнтирів здобувачів освіти сьогодні відбувається не лише через академічний канон, а й через феномени масової культури, зокрема масової літератури, яка стала одним із найвпливовіших чинників конструювання світоглядних, етичних та культурних моделей сучасної молоді [6].

Масова література завдяки доступності, емоційній залученості, жанровій мобільності та здатності оперативно реагувати на суспільні виклики активно впливає на процеси самоусвідомлення особистості, формування уявлень про національну, культурну й соціальну належність. Особливої ваги ця проблема набуває в українському соціокультурному контексті, позначеному війною, кризою ідентичностей, міграційними процесами та необхідністю утвердження національно-культурних цінностей у молодіжному середовищі [13].

Освітній потенціал масової літератури полягає у її здатності актуалізувати культурну пам’ять, репрезентувати моделі національної поведінки, транслювати архетипні образи, морально-етичні орієнтири та культурні коди, зрозумілі молодому поколінню. Через механізми емоційної ідентифікації з персонажами, занурення у художні світи та співпереживання читач засвоює певні моделі культурної поведінки й ціннісні домінанти. У зв’язку з цим масова література перестає сприйматися винятково як явище розважальної культури і дедалі активніше осмислюється як ефективний інструмент освітнього та виховного впливу.

Актуальність теми посилюється також суперечністю між значним впливом масової літератури на молодіжну аудиторію та недостатнім рівнем її наукового осмислення у педагогічному й літературознавчому дискурсах якраз в аспекті формування культурної самоідентифікації здобувачів освіти. Це зумовлює необхідність комплексного дослідження освітнього потенціалу масової літератури як чинника культурної соціалізації, національної самоідентифікації та формування гуманітарних цінностей сучасної молоді.

Аналіз останніх досліджень і публікацій. Означена проблема останніми роками досліджується в українському гуманітарному дискурсі. Науковці розглядають масову літературу як важливий чинник формування національної свідомості, культурної пам’яті, ціннісних орієнтирів та соціокультурних моделей поведінки молоді.

О. Скнар у статті, присвяченій регіональним особливостям культурної ідентифікації молоді, визначила вплив суспільно-політичних трансформацій та освітнього середовища на процеси культурного самовизначення молодого покоління. Нею було визначено ключові чинники, які формують регіональну специфіку культурної ідентифікації учнівської та студентської молоді: 1) ступінь пов'язаності з українською народною культурою; 2) ставлення до культурної спадщини та традицій власного народу, що виявляється через їхнє цінування або знецінення; 3) характер емоційно-світоглядного ставлення до своєї національної спільноти. Вона радить під час розроблення освітніх програм культурологічного спрямування враховувати регіональні відмінності у способах культурної самоідентифікації молоді. Дослідницею було зроблено висновок, що для представників Центрального, Східного та Західного регіонів провідним виступає емоційно-ціннісний вимір зв'язку з культурними традиціями народу, тоді як для молоді Північного та Південного регіонів більш значущим є поведінковий компонент, що реалізується через практичне залучення до культурних практик [13, с. 74–76].

С. Герегова та М. Іванчук проаналізували культурний вимір формування національної ідентичності сучасної української молоді. Ними окреслено ключові засади становлення ідентичності молодого покоління, серед яких визначальними постають історична правда, національні ідеали, почуття гідності, усвідомлення національної самобутності та толерантне ставлення до інших культур. Важливим науковим здобутком є обґрунтування ролі колективної пам'яті та практик комеморації як дієвих механізмів формування національно-культурної ідентичності молоді, впливу сучасних суспільних викликів – глобалізаційних процесів і збройної агресії рф проти України – на посилення потреби у кристалізації національно-культурної ідентичності, яка має спиратися на духовні цінності українського народу та принципи міжкультурної комунікації [1]. І. Гурова у дослідженні глобальних трендів сучасної популярної культури в українському контексті простежила трансформацію масової культури після 2022 року та визначила її роль у формуванні національної ідентичності, цифрового культурного спротиву та нових моделей культурної комунікації молоді в сучасному українському соціокультурному просторі. Важливим науковим результатом дослідниці стало виявлення терапевтичного потенціалу популярної культури, зокрема ролі гумору, карнавалізації, візуалізації вітальності та агресивної музичної естетики у формуванні специфічних емоційних режимів, що забезпечують трансформацію колективної травми й страху в соціальну солідарність та мобілізаційну енергію. Особливу цінність становить висновок про становлення в Україні унікальної культури

співучасті, яка інтегрує глобальні технологічні інструменти з національними наративами та функціонує як децентралізований механізм інформаційної і психологічної безпеки [4].

Л. Чикур дослідила проблему формування національної ідентичності молоді південних регіонів України. Науковиця акцентує увагу на значенні гуманітарної освіти, художньої літератури та культурного контенту у процесах самоусвідомлення молоді в умовах суспільних трансформацій [19]. І. Остапенко у методичному посібнику «Стратегії та технології активізації самоідентифікування молоді» розкрила потенціал комунікації, медіа й культурних текстів як чинників національного та громадянського самоусвідомлення здобувачів освіти. Авторка проаналізувала бар'єри в різних сферах соціальної взаємодії та запропонувала практичний інструментарій, зокрема програму соціально-психологічного тренінгу для активізації самоідентифікації молоді [10].

А. Янюк проаналізувала вплив російсько-української війни на трансформацію національної ідентичності молоді. Результати емпіричних досліджень відобразили сучасні тенденції формування національної свідомості молодого покоління, засвідчивши посилення громадянської ідентичності, зростання патріотичних настроїв і активізацію мовно-культурної самоідентифікації, зокрема через свідоме утвердження української мови в повсякденному житті. Дослідниця довела, що художні тексти, популярна культура й освітні практики стали важливими інструментами консолідації молодого покоління та формування патріотичних цінностей [20, с. 48–60].

О. Пойда у літературознавчому дослідженні концепції національної ідентичності в художньому світопросторі Олекси Стороженка розкрила роль художнього тексту у формуванні культурної пам'яті, національного світогляду та історичної самосвідомості читача. Дослідницею на матеріалі творчості Олекси Стороженка розкрито роль мови, побуту, історичної пам'яті, ментальності та світоглядних особливостей у репрезентації української нації, а також простежено авторську самоідентифікацію як вияв свідомого українства [11]. М.-С. Смолинець дослідила формування ідентичності української молоді через креативні індустрії – моду, музику, мистецтво та популярний культурний контент. Авторка доводить, що сучасна молодь активно формує власну культурну ідентичність через продукти масової культури та медіапростору. Вона також зазначає, що вплив цих продуктів не тільки позитивний, а й негативний, тому дуже важливо вивчати, який вид інформації молодь відслідковує [15].

І. Томпсон, Л. Нерс і М. Фазел дослідили проблему культурної ідентичності українських підлітків в умовах вимушеного переміщення дітей і підлітків із Донбасу до інших регіонів України внаслідок збройного

конфлікту 2014 року та пандемії Covid-19. Довели, що травматичний досвід конфлікту й переселення спричиняє низку соціальних, освітніх і психічних викликів, водночас сприяючи відносно швидкій адаптації молоді до нових соціокультурних умов, що освітнє та культурне середовище суттєво впливають на відчуття культурної належності молоді [18].

Водночас освітній потенціал масової літератури як засобу формування культурної самоідентифікації здобувачів освіти ще не достатньо досліджений, що й зумовлює актуальність нашого дослідження.

Мета статті полягає у дослідженні освітнього потенціалу масової літератури у процесі формування культурної самоідентифікації здобувачів освіти, з'ясуванні її впливу на розвиток національної свідомості, ціннісних орієнтирів, історичної пам'яті та громадянської позиції учнівської й студентської молоді, а також визначенні ролі сучасної української масової літератури у формуванні культурної компетентності особистості в умовах глобалізаційних та соціокультурних трансформацій.

Виклад основного матеріалу. Функціонування масової літератури набуває особливої значущості в умовах глобалізаційних трансформацій, цифровізації комунікативного середовища та посилення ролі медіакультури у формуванні суспільної свідомості. Як зазначає С. Дудніков, сучасна масова культура активно впливає на процеси колективної ідентифікації, формуючи нові моделі культурного самосприйняття та соціальної взаємодії. Він наголошує, що попри критику масмедіа як чинника стандартизації та втрати культурної автентичності, сучасні дослідження доводять їхню важливу роль у формуванні, підтримці й осмисленні колективної ідентичності, оскільки аудиторія активно інтерпретує медіаконтент відповідно до власного соціокультурного досвіду [6, с. 391].

Культурна самоідентифікація особистості є складним багаторівневим процесом, що охоплює усвідомлення людиною власної належності до певної культурної спільноти, прийняття системи національних, мовних, історичних та духовних координат, а також вироблення індивідуальної моделі культурної поведінки. У сучасному науковому дискурсі ідентичність осмислюється як динамічна категорія, що формується внаслідок взаємодії особистості з культурним середовищем, інформаційним простором та художніми текстами [14, с. 76].

Л. Нагорна визначає національну ідентичність як комплекс зв'язків і історичних уявлень, що забезпечують самоототожнення людей із нацією як самобутньою спільнотою зі спільною територією, мовою, пам'яттю та культурою, підкреслюючи особливу символічну солідарність і здатність нації до самозбереження [9]. І. Лисий наголошує, що сучасні західні дослідження переважно розглядають націю й етнос як культурний проєкт, а

осмислення національної ідентичності потребує врахування критеріїв культурної тяглості, самобутності та традиційності [7, с. 50–51].

Особливого значення проблема культурної самоідентифікації молоді набуває в умовах російсько-української війни, коли гуманітарний простір стає одним із ключових чинників національної консолідації. На думку Ж. Денисюк, саме українська культурна ідентичність у сучасних умовах виступає основою національної стійкості та духовного спротиву, а література і мистецтво, культурна спадщина забезпечують трансляцію цінностей, історичної пам'яті та культурних кодів. Вона доводить, що культурна політика є важливим чинником національної консолідації, протидії інформаційним загрозам і повоєнного відновлення України [5, с. 310].

Масова література в цьому контексті функціонує як особливий тип культурної комунікації, здатний оперативно реагувати на суспільні виклики, моделювати актуальні соціальні ситуації та транслювати зрозумілі молодіжній аудиторії смисли. На відміну від елітарної літератури, рецепція якої потребує значної інтерпретаційної підготовки, тексти масової літератури орієнтовані на емоційну доступність, динамічність сюжету та впізнаваність життєвих моделей. Саме тому вони мають значний потенціал впливу на світоглядну сферу здобувачів освіти [17, с. 724].

Показовими у цьому контексті є твори сучасної української масової літератури, які поєднують популярну жанрову форму з актуальною національною проблематикою. Зокрема, у романі «Доця» Тамари Горіха Зерні [2], присвяченому подіям російсько-української війни 2014 року на сході України, репрезентовано процес внутрішнього національного самоусвідомлення героїні в умовах війни. У цьому романі процес формування культурної ідентичності розгортається в умовах глибокої суспільної кризи та воєнного досвіду. Ідентичність у творі постає не як статична спадщина традицій, а як динамічний процес переосмислення себе через зіткнення з руйнуванням усталеного світу, втратою безпеки та переглядом цінностей. Війна стає каталізатором актуалізації культурної пам'яті, національних смислів і духовних орієнтирів, через які особистість вибудовує нове відчуття належності до власної культури та спільноти.

Оповідь у романі розгортається від першої особи й належить безіменній героїні родом із Дубровиці на Рівненщині, відомій як Ельф або Доця. Після від'їзду батька вона оселяється в бабусі в Донецьку, де поступово проходить шлях від внутрішньої дистанційованості до прийняття міста як власного життєвого простору. Переломним моментом у цьому процесі стає аварія на шахті ім. Засядька, що спричиняє глибоке особистісне переосмислення та посилює її відчуття належності до місцевої спільноти. Доця утверджується як талановита художниця-вітражистка, проте початок

війни докорінно змінює її світосприйняття: «Але щось змінилося. Дім, у якому ти плакала, уже ніколи не буде зовсім чужим» [2, с. 50]. Попри небезпеку, героїня вирішує залишитися в Донецьку разом із бабусею, чия прив'язаність до рідної землі та пам'яті предків увиразнюється словами: «…Ви ж не просто так воюєте, а за свою землю. А своя земля тільки тоді своя, коли її наші знизу підпирають» [2, с. 238–239], що актуалізує проблему культурної й територіальної належності особистості. Через художній текст читач засвоює моделі національної стійкості, громадянської відповідальності та культурної самоідентифікації.

У своїх інтерв'ю письменниця та волонтерка Тамара Горіха Зерня окреслює важливе завдання для українського суспільства, насамперед для освітян, у сфері збереження й укріплення культурної ідентичності. Вона наголошує, що після перемоги у війні необхідно послідовно й наполегливо розвивати українську культурну політику та зміцнювати національну самосвідомість. Особливу увагу авторка звертає на потребу цілеспрямованого подолання російських культурних впливів як умови формування стійкої української ідентичності [3].

Сучасна українська масова література дедалі активніше виходить за межі виключно розважальної функції та стає інструментом формування громадянської позиції, національної свідомості й культурної солідарності. Через систему художніх образів, сюжетних моделей та символічних кодів читач засвоює певні аксіологічні орієнтири, моделі патріотичної поведінки й уявлення про національну спільноту. А. Янюк наголошує, що в умовах війни художній і культурний контент стає важливим чинником консолідації молодого покоління та формування патріотичних цінностей [20, с. 54].

Важливу роль у цьому процесі відіграє механізм емоційної ідентифікації читача з персонажами художнього тексту. Взаємодіючи з літературним наративом, здобувач освіти співвідносить художню ситуацію з власним життєвим досвідом, що сприяє розвитку емпатії, моральної рефлексії та культурного самоусвідомлення.

Завдяки цьому масова література здатна виступати не лише джерелом інформації, а й засобом моделювання ціннісних та поведінкових практик молоді [10, с. 41].

Особливо ефективно цей механізм реалізується у жанрах підліткової, пригодницької, детективної та воєнної прози, які користуються значною популярністю серед молодіжної аудиторії. Такі тексти інтегрують історичні, етнокультурні та національно-патріотичні смисли у доступну художню форму, сприяючи формуванню внутрішньо пережитого усвідомлення належності до українського культурного простору. Н. Солодюк, аналізуючи творчість Андрія Кокотюхи, підкреслює, що сучасна українська масова

література дедалі активніше репрезентує проблематику історичної пам'яті, національної гідності та громадянської відповідальності [16, с. 55].

Проза Андрія Кокотюхи вирізняється зверненням до історичних і соціокультурних тем, у яких осмислюються боротьба за незалежність і проблема суспільної справедливості. У романі «Червоний» автор звертається до подій різних періодів української історії, акцентує увагу на питаннях збереження національної пам'яті, боротьби за свободу та утвердження соціальної справедливості: «– Не ліпи мені тут горбатого, Червоний! Ти воював проти Радянського Союзу, проти своєї батьківщини… – А ваш Радянський Союз, Вікторе, не моя батьківщина! – різко перебив мене Червоний … [8]. В уривку зображено конфлікт різних історичних позицій та утверджується ідея несумісності тоталітарного досвіду з українською ідентичністю, що підкреслює важливість усвідомлення власної історії у процесі формування національної свідомості.

Творчість Тараса Прохаська, зокрема роман «FM Галичина», зосереджена на осмисленні культури, природи та локальної ідентичності, де Карпати постають як ключовий елемент культурного коду регіону. У тексті гірський простір функціонує не лише як тло, а як чинник формування світогляду, цінностей і способу життя персонажів, що підкреслює тісний зв'язок людини з середовищем і традицією: «Карпати для нас – це щось таке, що відібрати неможливо. Це знання про надійний сховок, про найпростіше полегшення, про найдовершенішу можливість втечі у випадку необхідності. Гори – наш власний занедбаний сад за оселею» [12].

У контексті сучасної гуманітарної освіти особливого значення набуває проблема інтеграції масової літератури в освітній процес. Тривалий час популярна література перебувала поза межами академічного літературного канону та сприймалася переважно як явище вторинної культури. Проте сучасні педагогічні підходи засвідчують доцільність використання масової літератури як ефективного засобу мотивації до читання, розвитку критичного мислення та формування читацької компетентності учнів і студентів [4, с. 42].

Освітній потенціал масової літератури реалізується через її здатність актуалізувати проблеми морального вибору, соціальної відповідальності, національної пам'яті та культурної спадкоємності. У процесі аналізу художніх текстів здобувачі освіти навчаються інтерпретувати культурні символи, осмислювати суспільні процеси та співвідносити історичний досвід із сучасністю.

Водночас масова література активно репрезентує проблему збереження національної культурної пам'яті в умовах війни та інформаційного протистояння. Через художні наративи відбувається реконструкція

колективного досвіду, осмислення травматичних подій, актуалізація історичних архетипів та символів української культури. На думку О. Семенової та М. Герасько, саме національно-культурна ідентичність сьогодні є одним із ключових чинників духовної консолідації українського суспільства [13, с. 131].

Висновки. Отже, масова література в сучасному гуманітарному просторі є важливим чинником формування культурної самоідентифікації здобувачів освіти. Її освітній потенціал реалізується через механізми емоційної ідентифікації, трансляцію культурних кодів, актуалізацію національної пам'яті, формування ціннісних орієнтирів та залучення молоді до осмислення власної культурної належності. У сучасних умовах масова література стає не лише феноменом популярної культури, а й важливим інструментом гуманітарного виховання та національно-культурної консолідації молодого покоління. Доведено, що сучасна українська масова література дедалі активніше виконує функції гуманітарного виховання, розвитку морально-етичної свідомості та національно-культурної консолідації молоді. Через механізми емоційної ідентифікації з героями художніх текстів у здобувачів освіти формується усвідомлення власної культурної належності, відповідальності за національний простір та значення історичної пам'яті. Встановлено, що твори сучасної української масової літератури сприяють розвитку читацької компетентності, критичного мислення, емоційного інтелекту та громадянської свідомості учнівської й студентської молоді. Особливе значення у цьому процесі мають тексти, присвячені проблемам війни, історичної пам'яті, морального вибору, родинної традиції та національної стійкості. З'ясовано, що ефективність реалізації освітнього потенціалу масової літератури значною мірою залежить від методичного забезпечення її інтеграції в освітній процес та сформованості навичок критичного аналізу художнього тексту. У сучасних умовах війни, цифровізації та глобалізаційних трансформацій масова література постає не лише феноменом популярної культури, а й важливим інструментом духовної консолідації українського суспільства.

Перспективними напрямами подальших наукових студій є дослідження методичних аспектів використання масової літератури у шкільній та університетській освіті, аналіз жанрової специфіки сучасної української популярної літератури у формуванні культурної самоідентифікації молоді, а також вивчення рецепції художніх текстів здобувачами освіти в умовах цифрового медіапростору. Особливої актуальності потребують міждисциплінарні дослідження взаємодії літератури з іншими сегментами популярної культури – кінематографом, музикою, соціальними мережами та цифровими платформами – у процесі формування ціннісних орієнтирів

молодого покоління. Важливим напрямом подальших досліджень є також аналіз репрезентації воєнного досвіду, колективної пам'яті та національної стійкості у сучасній українській масовій літературі для дітей, підлітків і студентської молоді.

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АКАДЕМІЧНИЙ НЕПОТИЗМ ЯК ДЕСТРУКТИВНИЙ ЧИННИК ОСВІТНЬОГО СЕРЕДОВИЩА: ТЕОРЕТИЧНИЙ ВИМІР ТА СТРАТЕГІЇ ПОДОЛАННЯ

Анотація. У статті здійснено комплексне теоретичне обґрунтування деструктивного впливу академічного непотизму на освітньо-наукове середовище закладів вищої освіти України та визначено прикладні стратегії його подолання. Досліджено сутність непотизму як специфічної інституційної патології та прихованої форми фаворитизму, що базується на родинних чи кланових зв'язках. Таке явище суперечить принципам меритократії, справедливості та вимогам, затвердженим у статті 42 Закону України «Про освіту» щодо академічної доброчесності. На основі аналізу практичних кейсів («Кар'єрний ліфт для аспіранта», «Адміністративна монополія», «Тандем у виданні та оцінюванні») детально диференційовано дві основні форми прояву цього явища у вищій школі: спадковий (*cross-generational*) та подружній (*paired employees*) непотизм.

Доведено, що деструктивний вплив кумівства розгортається у трьох взаємопов'язаних площинах. По-перше, відбувається тотальна руйнація меритократичного принципу, коли оцінка досягнень заміщується лояльністю, що блокує соціальні ліфти для талановитих дослідників. По-друге, спостерігаються процеси формування штучних «цитаційних синдикатів» (картелів) та системної імітації науки (продукування псевдонаукових і «сміттєвих» публікацій без належного сліпого рецензування). По-третє, обґрунтовано глибоку психологічну деградацію колективу, яка виражається через ерозію довіри, виникнення хронічного цинізму, формування атмосфери страху та розвиток стану «навченої безпорадності» серед молодих науковців, що знищує головний рушій науки — інтелектуальний ентузіазм.

Запропоновано трирівневу модель протидії академічному непотизму, яка має інтегрований характер: *інституційний рівень* (нормативне кодування термінології у статутах ЗВО, імперативна заборона прямого

підпорядкування родичів, реформа алгоритмів голосування вчених рад), *технологічний рівень* (децентралізація через платформу Open Journal Systems, обов'язкове подвійне сліпе рецензування (Double-Blind Peer Review) із залученням не менше 50% зовнішніх експертів, екстерналізація аудіювання захистів дипломів та цифрова ШІ-ідентифікація аномалій цитування), а також *культурний рівень* (аксіологічне розмежування понять «наукова династія» та «непотизм», створення інституту незалежних омбудсменів і зашифрованих «гарячих ліній», упровадження меритократичного студентського оцінювання «Викладач очима студентів»).

Обґрунтовано перспективи подальших розвідок, пов’язаних з розробкою методики вимірювання індексу непотизму у вітчизняних ЗВО та розв’язанням правових колізій між трудовим і антикорупційним законодавством.

Ключові слова: академічний непотизм, фаворитизм, кумівство, академічна доброчесність, меритократія, цитаційні синдикати, імітація науки, навчена безпорадність, подвійне сліпе рецензування.

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ACADEMIC NEPOTISM AS A DESTRUCTIVE FACTOR OF THE EDUCATIONAL ENVIRONMENT: THEORETICAL DIMENSION AND OVERCOMING STRATEGIES

Abstract. The article provides a comprehensive theoretical substantiation of the destructive impact of academic nepotism on the educational and scientific environment of higher education institutions in Ukraine and defines applied strategies for its overcoming. The essence of nepotism is investigated as a specific institutional pathology and a latent form of favoritism based on family, friendship, or clan ties, which directly violates the core principles of meritocracy, justice, and the requirements of Article 42 of the Law of Ukraine "On Education" regarding academic integrity. Based on the analysis of practical cases ("Career Elevator for a Post-graduate Student", "Administrative Monopoly", "Tandem in Publishing and Evaluation"), two main forms of this phenomenon manifested in higher education are thoroughly differentiated: cross-generational nepotism and paired employees (spouse) nepotism.

It is proved that the destructive influence of favoritism unfolds in three interconnected dimensions. Firstly, there is a total destruction of the meritocratic

principle, where the evaluation of objective achievements is substituted by loyalty and family status, which blocks social mobility for talented young researchers. Secondly, the processes of forming artificial "citation syndicates" (citation cartels) and the systemic imitation of science (the production of pseudo-scientific and "junk" publications without proper blind peer review) are captured. Thirdly, the deep psychological degradation of the academic community is substantiated, which expresses itself through the erosion of mutual trust, the emergence of chronic cynicism, the formation of an atmosphere of fear, and the development of a state of "learned helplessness" among young scientists, which completely eradicates the main driver of science — intellectual enthusiasm.

A three-tier model for countering academic nepotism is proposed, which possesses an integrated character: *the institutional level* (strict normative coding of terminology in university statutes, an imperative ban on the direct subordination of relatives, and the reform of voting algorithms in academic councils), *the technological level* (decentralization via the Open Journal Systems platform, mandatory Double-Blind Peer Review involving at least 50% of external independent experts, external auditing of thesis defenses, and digital AI-monitoring of citation anomalies), and *the cultural level* (axiological separation of the concepts of "scientific dynasty" and "nepotism", the creation of an independent ombudsman institute and encrypted "hotlines", and the implementation of student evaluation "The Teacher through the Eyes of Students"). The prospects for further research are outlined, which are associated with the development of a methodology for measuring the nepotism index in domestic universities and resolving legal conflicts between Ukrainian labor law and anti-corruption requirements in education.

Keywords: academic nepotism, favoritism, cronyism, academic integrity, meritocracy, citation syndicates, imitation of science, learned helplessness, double-blind peer review.

Постановка проблеми. На сучасному етапі розвитку вищої освіти в Україні особливої актуальності набуває розбудова якісного, прозорого та конкурентоспроможного освітньо-наукового простору. Однією з головних завад на цьому шляху є внутрішні інституційні патології, серед яких чільне місце посідає академічний непотизм, тобто «кумівство». Як специфічна форма фаворитизму, що базується на родинних, дружніх або кланових зв’язках, непотизм безпосередньо порушує базові принципи меритократії, справедливості та рівності можливостей. У контексті запровадження Закону України «Про вищу освіту» та Стандартів і рекомендацій щодо забезпечення якості в Європейському просторі вищої освіти (ESG), академічний непотизм кваліфікується як деструктивний чинник, що

системно руйнує академічну доброчесність, знижує мотивацію учасників освітнього процесу та девальвує цінність наукових ступенів і звань.

Аналіз останніх досліджень і публікацій. Теоретичні засади дослідження різних форм конфлікту інтересів, зокрема фаворитизму та непотизму, детально проаналізовано у праці М. Титко [1]. Специфіку сприйняття кумівства та його деструктивні наслідки на професійну діяльність розкрито у дослідженні М. Педджетт та К. Морріс [2]. Водночас соціокультурні та етичні виміри порушення академічної доброчесності в умовах трансформації закладів вищої школи вивчали С. Курбатов [3] та Т. Пархоменко [4]. Дослідники розглядають непотизм переважно крізь призму конфлікту інтересів. Проте, попри наявність загальних праць з академічної етики, теоретичний вимір непотизму саме як специфічної форми системного порушення академічної доброчесності в межах вітчизняного освітнього середовища все ще потребує глибокого аналізу та розробки прикладних стратегій протидії.

Мета статті полягає у теоретичному обґрунтуванні деструктивного впливу академічного непотизму на освітнє середовище у закладах вищої освіти як форми порушення академічної доброчесності та у визначенні комплексних стратегій і практичних інструментів його подолання.

Виклад основного матеріалу. Теоретичне осмислення феномену непотизму полягає у з'ясуванні його сутності. Так, політологічний енциклопедичний словник трактує: «непотизм (лат. *nepos (nepotis)* – онук, нащадок, племінник) – 1) фаворитизм (наприклад, при наймі на роботу, отриманні статусної посади), що надається родичам або друзям, незалежно від їх професійних якостей; кумівство; 2) у вужчому сенсі – роздача римськими папами заради зміцнення своєї влади дохідних посад, вищих церковних звань чи земель близьким родичам, насамперед племінникам (звідси й назва)» [5, С. 478]. Зокрема, словник «Business dictionary» репрезентує поняття «непотизму» як «патронаж, що наданий з урахуванням сімейних стосунків, а не заслуг» [6, С. 13]. Л. Дорош та О. Івасечко у своєму дослідженні зосереджують увагу на умовах виникнення непотизму або кумівства і вважають, що основною причиною появи є соціальний контакт між тим, кого призначають і особою, яка призначає. Крім того, є більша ймовірність, що «патронажна» особа «не підриватиме авторитету керівника або не висловлюватиме протилежну до нього позицію [7]. Проте непотизм стосується надання переваг та пільг при працевлаштуванні своїх родичів або близьких осіб на посади як в публічному, так і в приватному секторі, що призводить до виникнення конфлікту інтересів.

В академічному середовищі цей конфлікт інтересів набуває специфічних деструктивних рис. М. Педджетт та К. Морріс класифікують

прояви цього явища на робочому місці, виокремлюючи дві ключові форми: «...є дві форми непотизму на робочому місці: спадковий (cross-generational nepotism) та подружній непотизм (paired employees)» [2, С. 34].

В освітньому середовищі закладів вищої освіти **спадковий непотизм** проявляється у штучному створенні умов для стрімкого кар'єрного зростання дітей професорів чи керівництва (швидкий захист дисертацій, отримання грантів без реального наукового внеску тощо). Для прикладу, кейс «Кар'єрний ліфт для аспіранта» демонструє як: син/донька завідувача кафедри чи декана вступає до аспірантури на ту ж саму кафедру; його/її науковим керівником призначають викладача, який працює на цій кафедрі; одразу після захисту сина/доньку оформлюють на вакантну посаду доцента, оминаючи інших, талановитіших кандидатів. Інший приклад кейсу «Управління фінансами та грантами» є відображенням ситуації, коли: син/донька ректора, проректора чи будь-якої особи, яка працює на адміністративній посаді, викладає разом з іншими працівниками, проте, під час розподілу міжнародних грантів, дефіцитних закордонних стажувань чи внутрішнього фінансування наукових проєктів, саме його/її ім'я систематично опиняється у списках першочергових кандидатів. При цьому реальні результати наукової діяльності (індекс Гірша, публікації) є значно нижчими, ніж у колег по факультету.

Форма **подружнього непотизму** стосується кар'єрного просування або концентрації адміністративного впливу на рівні факультету чи кафедри в межах одного покоління родини – між чоловіком та дружиною (або особами, що перебувають у цивільному шлюбі). Яскравим прикладом подружнього непотизму є кейс «Адміністративна монополія», при якому: чоловік обіймає посаду декана факультету, а його дружина є завідувачкою однієї з кафедр на цьому ж факультеті, що створює прямий конфлікт інтересів; дружина отримує можливість розподіляти максимальну кількість годин (навантаження) на свою кафедру; декан не звертає увагу на будь-які порушення трудової дисципліни чи скарги студентів щодо якості викладання на цій кафедрі. Кейс «Тандем у виданні та оцінюванні» описує ситуацію: чоловік є головним редактором наукового фахового журналу університету, а дружина – авторкою, якій терміново потрібні публікації для отримання звання і, відповідно, статті дружини публікуються у кожному номері журналу без проходження процедури незалежного рецензування, або ж рецензентом виступає сам чоловік. Крім того, вони можуть призначати один одного опонентами на захистах дисертацій своїх здобувачів, гарантуючи «взаємну підтримку».

На прикладі кейсів бачимо, що непотизм демонструє «привілейоване відношення до родичів (за кров'ю та шлюбом)» [1, С. 85]. У загальному

значенні це поняття є формою патронажу, де критерієм надання певних переваг тій чи іншій особі є не її професійні якості, а сімейна чи кланова приналежність. Основні аспекти непотизму проявляються у: 1) фаворитизмі щодо родичів та членів сім'ї з метою призначення на посади та успішного стимулювання проходження кар'єрними сходинками; 2) призначенні без оцінки компетенцій, досвіду, знань та вмінь для виконання завдань в освітній сфері діяльності.

Таким чином, проблема непотизму у ЗВО полягає в тому, що оцінка результатів праці заміщується лояльністю та родинними зв'язками. Це демотивує сторонніх працівників, призводить до втрати професійних компетентних науковців та створює закриту, кланову екосистему, де нівелюється якість освіти та науки.

Деструктивний вплив академічного непотизму на освітнє середовище розгортається у кількох **площинах**, а саме відбувається: **1) руйнація меритократичного принципу; 2) формування «цитаційних синдикатів» та імітація науки; 3) психологічна деградація освітнього середовища.**

Руйнація меритократичного принципу через академічний непотизм є одним із найглибших деструктивних процесів у вищій освіті. Меритократія (від лат. *meritus* – заслужений та грец. *kratos* – влада) – це система, за якої керівні посади, наукові ступені, нагороди та фінансове заохочення розподіляються виключно на основі реальних досягнень, здібностей та праці людини. І коли в цю систему «втручається» поняття «непотизм», критерій «заслуг» повністю заміщується критерієм «кровної або кланової приналежності», що суперечить правилам академічної доброчесності. Розподіл за принципом родинної спорідненості посад, премій, наукових звань чи високих оцінок нівелює саму сутність академічної конкуренції. Як підкреслено у міжнародних нормативних документах, зокрема у Рекомендаціях № 428 (2019): «...непотизм може перешкоджати кваліфікованим, мотивованим та компетентним кандидатам подавати заявки на певні посади, спотворювати належне функціонування, дозволяючи приватним інтересам переважати над суспільним» [8, С. 1].

Площина **«Формування «цитаційних синдикатів» та імітація науки»** ілюструє, як академічний непотизм руйнує не просто кадровий склад, а саму сутність наукового знання – його об'єктивність, верифікованість та цінність. У межах дисципліни «Основи академічного письма» цей аспект є найбільш критичним, оскільки він безпосередньо стосується спотворення культури цитування, академічного тексту та публікаційної етики.

Коли наукове середовище базується на кумівстві та родинно-кланових зв'язках, оцінка якості наукового тексту (статті, дисертації) заміщується

круговою порукою. Це призводить до появи двох взаємопов'язаних деструктивних феноменів: «цитаційних синдикатів (або цитаційних картелей)» та «імітації науки (псевдонауки та «сміттєвих» публікацій)».

Власне термін «цитаційні картелі» (citation cartels), який в українському науковому дискурсі часто перекладають також як «цитаційні синдикати», вперше запропонував і теоретично обґрунтував німецький економіст, фахівець із сучасної економіки науки Георг Франк (Georg Franck) у 1999 році. Він описав це явище у своєму відомому есе для журналу «Science», де проаналізував науку як ринок, на якому валютою є увага, а способом конвертації цієї уваги цитування. Автор визначив цей феномен як змовницькі групи авторів, редакторів або журналів, які маніпулюють посиланнями задля штучного підвищення наукометричних показників [9].

Цитаційні синдикати (або цитаційні картелі) – це штучно створені групи дослідників (часто пов'язаних родинними зв'язками, роботою на одній кафедрі чи спільними бізнес-інтересами), які взаємно і масово цитують праці один одного. Мета такого непотичного явища полягає, не у посиланні на авторитетне джерело, а штучне накручування наукометричних показників (індексу Гірша, індексу цитованості в Scopus / Web of Science / Google Scholar).

При непотизмі спостерігається явище імітації науки (псевдонауки та «сміттєвих» публікацій), коли штучно відтворюються зовнішні ознаки дослідження без реального наукового результату, оскільки родичі або «свої» люди в редакційних колегіях журналів гарантують публікацію будь-якого матеріалу, зникає потреба проводити реальні дослідження. Або наукові статті членів клану приймаються до фахових видань без належного сліпого рецензування. Окрім того, поширеним явищем є «гостьове співавторство», коли керівника-родича включають у список авторів дослідження без реального виконання ним наукової роботи. У результаті такої форми непотизму науковий текст перетворюється на компіляцію, рерайт або маскування плагіату, що є прямим порушенням статті 42 Закону України «Про освіту» щодо дотримання принципів академічної доброчесності [10].

Площина **«Психологічна деградація освітнього середовища»** відображає невидимі на перший погляд, але найбільш руйнівні наслідки академічного непотизму. Якщо нормативні порушення чи маніпуляції з текстами можна зафіксувати юридично, то психологічна деградація руйнує саму екосистему взаємин, мотивацію та ментальне здоров'я учасників освітнього процесу. З погляду академічного письма та культури досліджень, цей аспект є критичним, тому що у токсичному та несправедливому середовищі зникає сенс створювати якісний інтелектуальний продукт.

Психологічна деградація середовища у закладах вищої освіти внаслідок кумівства проявляється у ***трьох головних вимірах***, а саме в: *а) ерозії довіри та виникненні хронічного цинізму; б) феномені «навченої безпорадності» (Learned Helplessness); в) формуванні атмосфери страху та пасивної агресії.*

Непотизм спричиняє *ерозію довіри та виникнення хронічного цинізму*. Звісно, заклади вищої освіти мають бути простором, де панує довіра між учасниками освітнього процесу, де чітко простежується дотримання принципів об'єктивності, прозорості, честі та відповідальності у навчальній та науковій роботі. Але коли студенти та молоді викладачі стикаються з непотизмом, виникає когнітивний дисонанс: задекларовані цінності (чесність, праця) суперечать реальності (просування «своїх»). Це породжує глибокий цинізм: зневіру в доцільності чесної праці та формує переконання, що «все вирішують зв'язки».

Феномен «навченої безпорадності» (Learned Helplessness) – це психологічний стан, за якого людина не робить нічого для покращення свого становища, бо має попередній досвід, що її зусилля ні на що не впливають. Молоді науковці перестають подавати заявки на внутрішні гранти, не пропонують інноваційні ідеї та не намагаються покращити свої наукові результати, втрачають стимул до самостійної творчої та дослідницької діяльності, оскільки знають, що переможцем «конкурсу» все одно заздалегідь визначено родича керівника.

При непотизмі *формується атмосфера страху та пасивної агресії*, оскільки у такому академічно недоброчесному середовищі створюється недоторканна каста «наближених». Колектив кафедри змушений постійно контролювати свої висловлювання, критику чи навіть міміку, адже будь-яке зауваження на адресу некомпетентного родича може призвести до санкцій з боку керівника у вигляді зменшення навантаження, невиплати премій, психологічного тиску або навіть звільнення.

Непотизм в освітньому середовищі викликає негативні психологічні наслідки як для студентів та викладачів, так і для закладів вищої освіти загалом. Таке викривлене академічне середовище формує зі студентів не чесних професіоналів, а конформістів. У них формується викривлена психологічна установка, що знання не мають жодної цінності, а найголовніше – це кумівство, і таким чином формується толерантність до корупційних проявів. Для викладачів здорове професійне спілкування замінюється на «кулуарні плітки» та інтриги. Замість обговорення наукових концепцій викладачі витрачають психологічний ресурс на те, як маневрувати між інтересами професорського клану, щоб зберегти робоче місце. Проте, одним з найбільш руйнівних наслідків явища непотизму є те,

що академічне середовище втрачає свій головний психологічний рушій — інтелектуальний ентузіазм. А на зміну йому приходить апатична імітація та повна деградація етосу науки.

З огляду на вищеописане, **стратегії подолання академічного непотизму** в освітньому середовищі не можуть обмежуватися лише конкретними видами покарань, адже кумівство є системною деформацією. Для його подолання необхідний комплексний підхід, який одночасно трансформує правила та нормативну базу на ***інституційному***, інструменти на ***технологічному*** та мислення на ***культурному рівнях.***

На ***інституційному рівні*** насамперед потрібно встановити *чітке нормативне кодування*, оскільки це створює правовий фундамент, який робить непотизм юридично неможливим або таким, за що є прописане покарання. Тобто у кодексі академічної доброчесності та Статуті ЗВО має бути подано детальне юридичне визначення «академічного непотизму», «кронізму» (протекціонізму друзів) та «конфлікту інтересів». Наступним кроком подолання непотизму на інституційному рівні є *заборона прямого підпорядкування*: запровадити імперативні правила, аналогічні до антикорупційного законодавства у сфері державної служби, за якими родичі (дружина, чоловік, діти, батьки, рідні брати/сестри) не мають права перебувати у відносинах прямого підпорядкування (наприклад, декан і завідувач кафедри, науковий керівник та аспірант-родич). Також дієвим рішенням на рівні інституції варто відзначити проведення *реформи Вчених рад та конкурсних комісій*. Слід змінити алгоритм голосування за кадрові призначення. Наприклад, якщо на засіданні розглядається питання родича одного з членів Вченої ради, то цей член ради автоматично позбавляється права голосу на цей час і зобов'язаний публічно заявити про конфлікт інтересів.

Технологічний рівень передбачає упровадження прозорих інструментів і виключає людський фактор та суб'єктивність керівництва, замінюючи їх автоматизованими та анонімними процедурами. Одним із таких інструментів є *децентралізація та анонімізація рецензування (Double-Blind Peer Review).* Ефективність методу подвійного сліпого рецензування як інструмента усунення інституційної упередженості була класично доведена у дослідженні Д. Пітерса та С. Цечі [11, С. 187], а вимоги щодо залучення зовнішніх незалежних експертів відповідають Європейським стандартам якості освіти ESG [12, С. 11]. Для протидії «цитаційним синдикатам» університетські наукові журнали мають повністю перейти на цифрові платформи (наприклад, *Open Journal Systems*). Рецензент не повинен бачити імені автора статті (і навпаки). Окрім того, щонайменше

50% рецензентів мають бути зовнішніми — з інших університетів чи з-за кордону, що унеможливлює «родинний договір».

Наступним технічним інструментом для подолання непотизму є *екстерналізація, тобто зовнішній аудит оцінювання та захистів,* що передбачає запровадження практики, коли дипломні роботи магістрів або дисертації аспірантів оцінюють екзаменаційні комісії, що складаються переважно із запрошених незалежних експертів.

А також як дієвий інструмент варто виокремити *цифровий моніторинг аномалій цитування,* тобто використання алгоритмів штучного інтелекту та наукометричних баз для автоматичного виявлення «цитаційних картелів». Якщо система фіксує, що 80% цитувань автора X походять від автора Y (який є його родичем чи колегою по кафедрі), наукометричний рейтинг таких праць має автоматично анулюватися, а журнал — маркуватися як «ненадійний».

Культурний рівень є найскладнішим, оскільки він передбачає зміну цінностей та мислення, який в реаліях нашого часу спрямований на руйнацію радянського менталітету «кумівства» та формування нульової толерантності до фаворитизму.

Насамперед необхідно вміти *розмежовувати поняття «наукова династія» та «непотизм».* З цією метою проводяться бесіди, просвітницькі заходи, щоб донести розуміння того, що, наприклад, бути дитиною професора і працювати в науці — не злочин, якщо така людина демонструє унікальні результати. Культурний зсув полягає в тому, що суспільство має чітко розуміти: наукова династія — це спадковість таланту та праці, а непотизм — це спадковість посад і привілеїв за відсутності таланту.

Також важливою стратегією подолання академічного непотизму на культурному рівні є створення у закладах вищої освіти *інституту незалежних омбудсменів та «гарячих ліній»,* тобто безпечних зашифрованих каналів для анонімних повідомлень про факти фаворитизму, за допомогою яких студенти та молоді викладачі матимуть захист від переслідувань, якщо вони відкрито заявлятимуть про утиски з боку «професорських кланів».

А такий інструмент як *виховання етосу меритократії через студентське самоврядування* сприятиме активному залученню студентів до оцінювання якості викладання (через анонімні семестрові анкетування «Викладач очима студентів»). Якщо викладач-родич демонструє некомпетентність під час викладання чи у процесі наукової роботи, то низький рейтинг в анкеті має ставати реальною підставою для непродовження з ним контракту, незалежно від авторитету його батьків.

Висновки. Академічний непотизм є однією з найбільш латентних і водночас небезпечних форм порушення академічної доброчесності. На відміну від явного хабарництва, він маскується під поняття «наукових династій» чи «наступності поколінь», проте за своєю суттю є деструктивним чинником, що підриває довіру до вищої школи. Він спотворює функціонування ЗВО, блокує соціальні ліфти для талановитої молоді та заміщує реальні наукові здобутки приватними інтересами. Подолання цього явища можливе лише за умови переходу від декларативної доброчесності до практичного застосування технологій прозорості (зовнішній аудит, сліпе рецензування) та жорсткого нормативного регулювання конфлікту інтересів.

Перспективи подальших досліджень. Подальші наукові пошуки у цьому напрямі доцільно пов'язати з розробкою методики моніторингу та оцінювання індексу академічного непотизму в українських ЗВО (на основі аналізу кадрового складу кафедральних структур та мереж співавторства у наукових публікаціях), а також із дослідженням правових колізій між трудовим законодавством України та антикорупційними вимогами у сфері освіти.

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КОНЦЕПТИ «САМОТНІСТЬ» І «СУМ» У СТРУКТУРІ ЖІНОЧИХ ТА ЧОЛОВІЧИХ ОБРАЗІВ РОМАНУ ЯНУША ВИШНЕВСЬКОГО «САМОТНІСТЬ У МЕРЕЖІ»

Анотація. У статті здійснено комплексний аналіз лінгвостилістичних особливостей та концептуальних моделей жіночих і чоловічих образів у романі «Самотність у мережі» Януш Вишневський. Дослідження зосереджене на вивченні мовних засобів репрезентації гендерних образів, специфіки художнього моделювання емоційного стану персонажів та особливостей функціонування концептів «самотність», «сум», «чоловік» і «жінка» у структурі твору. Проаналізовано роль ідіолектних порівнянь, метафоричних конструкцій, емоційно забарвленої лексики та психологічних описів у формуванні індивідуального стилю автора. Встановлено, що концептуальний рівень роману ґрунтується на поєднанні екзистенційних переживань людини з проблемами міжособистісної комунікації в умовах цифрового суспільства.

З'ясовано, що концепт «самотність» у романі має амбівалентний характер: він одночасно асоціюється зі стражданням, духовною порожнечею, депресією та емоційною ізоляцією і постає як простір внутрішнього осмислення, самопізнання та особистісної гармонії. Концепт «сум» у творі тісно пов'язаний із мотивами втрати, відчуження й психологічної нестабільності, проте в окремих контекстах набуває філософського та навіть естетичного звучання. Особливу увагу приділено аналізу повторюваних мовних конструкцій, за допомогою яких автор підсилює емоційну напруженість тексту та акцентує внутрішні переживання персонажів.

Доведено, що чоловічі образи у романі репрезентовані через поєднання традиційних маскулінних характеристик із чутливістю,

емоційністю та психологічною вразливістю. Автор створює багатовимірний образ героя, здатного до глибоких почуттів, рефлексії та емоційної залежності. Жіночі образи характеризуються емоційною глибиною, прагненням до свободи, внутрішньої незалежності та самореалізації. Простежено, що у творі жіночі персонажі часто репрезентуються через природну красу, психологічну чутливість, здатність до співпереживання та внутрішню силу.

Дослідження засвідчує, що Януш Вишневський переосмислює традиційні гендерні моделі та формує нові концептуальні уявлення про чоловічу й жіночу ідентичність у контексті сучасної культури. Визначено, що мовностилістична організація роману сприяє розкриттю філософсько-психологічної проблематики твору та відображає кризу комунікації людини в епоху віртуального спілкування.

Ключові слова: Януш Вишневський, роман, портрет, психологізм, жіночий образ, чоловічий образ, лінгвостилістика, концепт, гендер, самотність, сум, художній дискурс.

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CONCEPTS OF «LONELINESS» AND «SADNESS» IN THE STRUCTURE OF FEMALE AND MALE IMAGES IN JANUSZ WIŚNIEWSKI'S NOVEL «SAMOTNIST U MEREZHI»

Abstract. The article presents a comprehensive analysis of the linguistic and stylistic features as well as the conceptual models of female and male images in the novel «Samotnist u merezhi» by Janusz Wiśniewski. The research focuses on the study of linguistic means used to represent gender images, the specifics of the artistic modeling of the emotional states of the characters, and the peculiarities of the functioning of the concepts of "loneliness," "sadness," "man," and "woman" within the structure of the work. The role of idiolect comparisons, metaphorical constructions, emotionally colored vocabulary, and psychological descriptions in shaping the author's individual style is analyzed. It has been

established that the conceptual level of the novel is based on the combination of existential human experiences with the problems of interpersonal communication in the conditions of digital society.

It has been found that the concept of "loneliness" in the novel possesses an ambivalent character: it is simultaneously associated with suffering, spiritual emptiness, depression, and emotional isolation, while also appearing as a space for inner reflection, self-discovery, and personal harmony. The concept of "sadness" in the work is closely connected with the motifs of loss, alienation, and psychological instability; however, in certain contexts it acquires philosophical and even aesthetic significance. Particular attention is paid to the analysis of repetitive linguistic constructions through which the author intensifies the emotional tension of the text and emphasizes the inner experiences of the characters.

It is proved that male images in the novel are represented through a combination of traditional masculine characteristics with sensitivity, emotionality, and psychological vulnerability. The author creates a multidimensional image of a hero capable of deep feelings, reflection, and emotional dependence. Female images are characterized by emotional depth, the desire for freedom, inner independence, and self-realization. It is traced that female characters in the work are often represented through natural beauty, psychological sensitivity, empathy, and inner strength.

The research demonstrates that Janusz Wiśniewski reinterprets traditional gender models and forms new conceptual ideas about male and female identity in the context of contemporary culture. It is determined that the linguistic and stylistic organization of the novel contributes to revealing its philosophical and psychological issues and reflects the crisis of human communication in the era of virtual interaction.

Keywords: Janusz Wiśniewski, novel, portrait, psychologism, female image, male image, linguistic stylistics, concept, gender, loneliness, sadness, artistic discourse.

Постановка проблеми. В умовах сучасного літературного процесу проблема художньої репрезентації емоційного світу людини набуває особливої актуальності, оскільки література початку XXI століття дедалі частіше зосереджується на внутрішніх переживаннях особистості, кризі комунікації та пошуках ідентичності. Одним із письменників, чия творчість глибоко осмислює психологічні та екзистенційні проблеми сучасної людини, є Януш Вишневський. Його роман Самотність у мережі став знаковим явищем сучасної польської прози, оскільки порушує проблеми самотності, емоційного відчуження, віртуальної комунікації та міжособистісних взаємин у цифрову епоху.

Особливе місце у художній структурі твору посідають концепти «самотність» і «сум», які формують психологічне підґрунтя роману та визначають специфіку моделювання чоловічих і жіночих образів. Через систему емоційно забарвленої лексики, метафоричних конструкцій, психологічних описів та ідіолектних порівнянь автор створює багатовимірний внутрішній світ персонажів, репрезентуючи складність людських почуттів і суперечливість міжособистісних стосунків. У романі самотність постає не лише як емоційний стан, а і як філософська категорія, що відображає кризу духовної комунікації сучасної людини. Водночас концепт «сум» функціонує як важливий елемент емоційної організації тексту, пов'язаний із переживаннями втрати, відчуження, психологічної нестабільності та внутрішньої порожнечі.

Актуальність дослідження зумовлена необхідністю комплексного аналізу мовностилістичних засобів репрезентації гендерних образів у сучасній польській прозі, а також потребою осмислення особливостей функціонування емоційних концептів у художньому дискурсі. Незважаючи на значну увагу літературознавців до творчості Януша Вишневського, питання концептуалізації самотності та суму у структурі чоловічих і жіночих образів потребує подальшого наукового осмислення.

Аналіз останніх джерел. Творчість Я. Вишневського активно досліджується в сучасному літературознавстві з позицій різних наукових підходів. Значна частина праць присвячена аналізу мовної репрезентації персонажів і гендерних особливостей художніх образів, зокрема структурно-семантичним характеристикам жіночого портрета та специфіці реалізації концепту «чоловік» у прозі письменника (Ю. Васейко [1; 2]). Окремий напрям становлять дослідження жанрової організації та тематичної своєрідності романів автора (Л. Олійник, В. Папушина, І. Приймак [5; 6]). Важливе місце у науковому дискурсі займає також осмислення екзистенційної проблематики, насамперед концепту самотності, який розглядається як ключовий елемент філософського змісту творів (О. Родний, О. Чаплінська], О. Юрчук [8; 10]). Водночас питання взаємодії емоційних концептів із системою жіночих і чоловічих образів у романі «Самотність у мережі» залишається н

едостатньо висвітленим і потребує подальшого аналізу.

Мета статті – аналіз концептів «самотність» і «сум» у структурі жіночих та чоловічих образів роману «Самотність у мережі» Януша Вишневського, визначення особливостей їхньої художньо-мовної репрезентації та ролі у розкритті психологічної проблематики твору.

Виклад основного матеріалу. Емоційна сфера людини є однією з найважливіших складових художнього тексту, оскільки саме через почуття

й переживання персонажів автор розкриває їхній внутрішній світ та світоглядні орієнтири. У сучасному літературознавстві особливу увагу приділяють дослідженню емоційних концептів, які формують психологічну й смислову основу твору.

Художній світ роману формується через систему ключових концептів, які визначають не лише тематичний рівень твору, а й його приховані смислові акценти. У системі таких знакових одиниць виразно постає образ індивідуально-авторської картини світу [7, с. 141]. З-поміж великої кількості концептів автор обирає ті, що на його думку мають більшу вартість. Для Януша Вишневського цінними є насамперед почуття.

У психології емоції та почуття зазвичай розглядають як різні психічні явища. Почуття можуть мати як простий характер (гнів, страх, сум, радість), так і складний, пов'язаний із тривалими емоційними переживаннями.

З іншого боку, у лінгвістиці терміни «почуття» та «емоції» вважаються синонімами. Польська дослідниця Івона Новаковська-Кемпа поділяє почуття на кілька груп: миттєві емоційні реакції, довготривалі емоційні стани та почуття-ставлення, пов'язані з оцінкою інших людей або явищ [12, с. 167].

У психологічному аспекті сум переважно трактують як негативний емоційний стан, пов'язаний із внутрішнім дискомфортом, пригніченістю та переживанням втрати. На противагу цьому існує твердження, що сум є на межі позитивних і негативних емоцій, тому що «niekoniecznie musi być odczuwany jako emocja negatywna; jest raczej uczuciem ambiwalentnym» [11, с. 417].

Януша Вишневського часто звинувачують у перебільшенні, зокрема це помітно при описі емоцій героїв. Роман «Самотність у мережі» наповнений почуттями, персонажі кохають, страждають від самотності, нерозділеної любові, смерті, втрати близьких.

У тексті термін «smutek» з'являється 27 разів, так що безумовно може бути одним з домінуючих понять. Крім того, нерідко трапляються різні похідні – *smucić się, smutny, smutno*.

Сум, на нашу думку, у романі – поняття досить інтенсивне, головний герой Якуб говорить: «*Nigdy nie mówił o smutku, a wiedziałam, że przeżył smutek ostateczny*» [13, с. 23]. Януш Вишневський надає цьому почуттю процесуальності, тривання в часі, а іноді і безмежності: «*Jest delikatny, wrażliwy, wpatruje się w moje oczy z takim smutkiem*» [13, с. 28].

Звісно, для героїв ця емоція не завжди бажана, вони всіляко намагалися її позбутися: «*Zaraz rozgoniłby ten cholerny smutek*» [13, с. 169]. Сум у Януша Вишневського – це і ознака страждання, і один із симптомів хвороби: «*Nie umiał […] nie wpaść w depresję. Ze wszystkimi symptomami:*

smutkiem, lękiem, uciskiem w klatce piersiowej, ociężałością przechodzącą chwilami w odrętwienie, poczuciem bezsensu i nastrojem mszy za zmarłych» [13, с. 35].

У романі сум, біль, страждання – поняття рівноцінні за своєю конотацією: «*Ile smutku i bólu można opowiedzieć w ciągu niespełna dwóch minut? – myślał*» [13, с. 158]. Часто ці емоції відображаються і на зовнішньому вигляді героїв: «*Ja myślę, że on mnie kocha. Jest delikatny, wrażliwy, wpatruje się w moje oczy z takim smutkiem* [13, с. 28]; *Jego twarz wyrażała smutek. Nieomal ból*» [13, с. 30].

Причини появи цього почуття письменник подає зовсім різні: це і особисті переживання, втрата близької людини, але водночас спогади і асоціації. Наприклад, коли Якуб і Наталія слухають блюз, то для них обох він асоціюється з мінорним настроєм: «*To jest tak cholernie smutne, że szczerze mówiąc, płaczę, gdy Ci o tym piszę. To pewnie przez to wino i B. B. Kinga, którego słucham. „Three o'clock blues”. To na pewno przez to. Chyba nie ma nic smutniejszego u B. B. Kinga niż ten blues. Ale ja przecież chcę być teraz smutny. Blues komponuje się ze smutku*» [13, с. 62].

Творчість польської виконавиці співаної поезії Едити Гепперт для головної героїні також асоціюється з сумом: «*Dzisiaj mogła słuchać tylko Geppert. Chciała całkowicie zapaść się w smutek. Geppert była na to najlepsza. Wybrała „Zamiast”*» [13, с. 92].

Однак варто зазначити, що у романі «Самотність у мережі» сум проявляється разом з іншими емоціями, до того ж не завжди негативними, проте найчастіше сум супроводжують негативні емоції: «*Ta strona była pełna smutku. Smutku i tęsknoty. Cały smutek i rozpacz tego aktu mogła wyrazić takim jednym krótkim zdaniem tylko Asia. Ile smutku i bólu można opowiedzieć w ciągu niespełna dwóch minut? – myślał*» [13, с. 49].

Але водночас Я. Вишневський показує, що семантика поняття «сум» не виключає поєднання цієї лексеми з іншими, позитивно забарвленими: «*Teraz jest dopiero 17.15 w Warszawie, a zdążyłeś już wywołać we mnie podziw, zdumienie, ciekawość, zazdrość, wzruszenie, smutek i radość; ...odczuwał na przemian smutek i dumę*» [13, с. 45].

Оскільки смуток функціонує також серед інших почуттів з позитивною конотацією, герої прагнуть поринути внього, то можна зробити висновок, що у романі це почуття має амбівалентний характер. В «Самотності у мережі» характерним є те, що слова «сумний», «смуток», «сумно» часто повторювані в якомусь фрагменті. Можна припускати, що автор таким чином хоче підкреслити значимість, інтенсивність переживання почуття: «*Drugie, jakie nasuwało się zaraz po wrażliwości, to „smutek”. Ta strona była pełna smutku. Smutku i tęsknoty. To jest tak cholernie smutne, że*

szczerze mówiąc, płaczę, gdy Ci o tym piszę. To pewnie przez to wino i B. B. Kinga, którego słucham. „Three o'clock blues". To na pewno przez to. Chyba nie ma nic smutniejszego u B. B. Kinga niż ten blues. Ale ja przecież chcę być teraz smutny. Blues komponuje się ze smutku» [13, с. 62].

У творі найчастіше причиною суму є втрата близьких, поняття суму у такий спосіб має більш емоційне наповнення, близьке до депресії та нервового розладу. Наприклад, Дженніфер переживає розставання з Еліотом: «*Po pewnym czasie smutek był tak wielki, że nie mogłam sobie poradzić ze wstawaniem rano. Miałam endogenną depresję*» [13, с. 26]. Схожі емоції переживає і Якуб після смерті Наталії: «*Nie umiał […] nie wpaść w depresję*» [13, с. 35].

Почуття суму у романі неодмінно пов'язане з самотністю, якій автор надає ключового значення. Лексема «самотність» присутня у заголовку твору, на сторінках роману трапляється близько 18 разів. Перш ніж аналізувати її семантичне наповнення та функції у романі скористаємося таким визначенням самотності: 1) odczuwany stan braku towarzystwa bliskiej osoby, opuszczenia przez innych; 2) życie w odosobnieniu, z dala od ludzi; samotnictwo, samotnikostwo, mizantropia [12, с. 267]. Синонімами цього поняття є: *alienacja, bezdomność, bezpańskość, brak towarzystwa, introwersja, introwertyzm, izolacja, oddzielenie, oderwanie, odizolowanie, odłączenie, odosobnienie, odseparowanie, opuszczenie, osamotnienie, porzucenie, rozłączenie, rozłąka, rozstanie, separacja, sieroctwo, odosobnienia, wdowieństwo, zamknięcie się* [12, с. 267].

Лексема «самотність» у романі Януша Вишневського має лише негативну конотацію. Для героїв роману це почуття прирівнюється до страждання. Зокрема, підтвердженням цього можуть слугувати слова головного персонажа Якуба: «*Tutaj, na tym szarym, opuszczonym dworcu, skazany na bezczynność, nie mógł zająć się niczym innym, by zapomnieć, i samotność pojawiła się jak atak astmy. W Nowym Jorku tak samo jak na Nowej Gwinei ludzie truchleją ze strachu przed samotnością i opuszczeniem*» [13, с. 74].

За Янушом Вишневським, самотність – це те саме, що й горе, втрати, духовна порожнеча, а також це універсальна категорія, умова існування Всесвіту: «*Gdy zniknęła na tym swoim wózku za drzwiami samolotu, poczuł nagłą pustkę, smutek i* samotność» [13, с. 139].

Почуття самотності впливає на героїв, спонукає їх змінюватися, шукати вихід, наприклад, одну з героїнь роману – Аліцію, навіть змусило змінитись зовнішньо: «*Gdy była bezgranicznie nieszczęśliwa z powodu swojej samotności, jej spódniczki stawały siękrótsze*» [13, с. 172].

Самотність породжує психічний розлад – депресію, автор асоціює цю емоцію з темними кольорами «*Znikając, oddalał się od bliskich mu ludzi i nie*

dając sobie rady z samotnością, wpadał w tę swoją czarną dziurę depresji» [13, с. 198].

Лексема «самотність» також амбівалентна. Іноді це можливість для героя роздумувати над своїм життям: «*Uwielbiała tę samotność w biurze, odkąd go sobie znalazła* [13, с. 141]*; W takich momentach właśnie Alicja przyłapywała się na mrożącej krew w żyłach myśli, że tak naprawdę to ten facet leżący obok w łóżku zakłóca jej to, co ona lubi najbardziej:harmonijną, wypielęgnowaną i ustabilizowaną samotność*» [13, с. 173]. Позитивна конотація самотності у Януша Вишневського реалізована за допомогою поєднання з іншими лексемами з позитивним значенням – з дієсловом *lubi* та з прислівником у найвищому ступені порівняння – *najbardziej*.

Опираючись на ці приклади, ми можемо зробити висновок, що у романі лексема «самотність» має як негативну, так і позитивну конотацію. Це доводить, що людині притаманно почуватися комусь потрібним, але іноді свідомо ми вибираємо самотність, як єдиний правильний вихід із ситуації. Це загальна тенденція вибору способу життя в сучасному світі.

Отже, концепти «сум» і «самотність» у романі Януш Вишневський формують емоційно-психологічний простір твору та визначають особливості внутрішнього світу персонажів. Саме через переживання, емоційні стани, спосіб мислення й поведінку героїв автор розкриває специфіку жіночих і чоловічих образів. У зв'язку з цим доцільним є звернення до концептів «жінка» та «чоловік», які у художньому тексті репрезентуються через систему мовних характеристик, психологічних ознак і поведінкових моделей.

У романі «Самотність у мережі» концепти «жінка» та «чоловік» реалізуються насамперед через психологічні характеристики персонажів, особливості їхнього мовлення, емоційні реакції та поведінкові моделі. Автор приділяє значну увагу внутрішньому світові героїв, акцентуючи на їхній емоційній вразливості, здатності до рефлексії та переживання самотності. Саме тому аналіз чоловічих і жіночих образів у творі доцільно здійснювати крізь призму лінгвостилістичних засобів та концептуальних моделей, які формують індивідуально-авторське бачення гендерної ідентичності.

Лінгвісти, які вивчали концепти «жінка» та «чоловік», створили власні класифікації. Дослідниця Л. Ставицька, аналізуючи концепт «чоловік» у концептосфері фразеології, виділила кілька груп фразеологічних одиниць: ідентифікуючі ФО; зовнішній вигляд, фізичні характеристики; розумові здібності; психоемоційні, вольові характеристики; статусні, емоційно-психологічні, психо-сексуальні характеристики, які виявляються у стосунках із жінками [9, с. 120–126]. Схожою є класифікація Т. Сукаленко,

щоправда дослідниця розглядає концепт «жінка» і виокремлює в його структурі п'ять мікроконцептів: «зовнішні характеристики»; «внутрішні характеристики»; «фізичні характеристики»; «біологічні характеристики»; «соціальні характеристики» [9, с. 151]. Ми беремо за основу такий розподіл складників для концепту «чоловік». До цієї систематики додаємо ще й мікроконцепт «дії», уважаючи, що така структура дає змогу якнайкраще розглянути всі аспекти концепту, виражені ідіолектними порівняннями.

Близько 15 ідіолектних порівнянь входить до мікроконцепту «зовнішні характеритики», які ми розподілили за ознакою порівняння на два концептуальні аспекти: «зовнішність», «одяг». У межах концептуального аспекту «зовнішність» виділяємо кілька тематичних груп. Сюди входять близько10 ідіолектних порівнянь на позначення узагальненого зовнішнього вигляду чоловіка, обличчя, зубів, волосся, голови, шиї, шкіри, рук, ніг, росту, фігури, краси: «*Trudno by było określić jego wiek. Około trzydziestu siedmiu, czterdziestu lat. Opalony, pachnący drogą wodą kolońską, w czarnej wełnianej marynarce, jasnych markowych spodniach, rozpiętej oliwkowej koszuli i zielonym krawacie*» [13, с. 173].

За допомогою тематичної групи узагальненого зовнішнього вигляду Януш Вишневський подає привабливий образ ідеально чоловіка. Якуб – виняток серед чоловіків, таких, як він, не буває. Певною мірою це правда. Якуб – це мрія, яка може існувати лише в Інтернеті. Тому головний герой роману – солодка ілюзія, що залишає відбиток на все життя. Це представник сильної половини людства, що зійшов із глянцевих обкладинок журналів, а скоріше невибагливий простий персонаж польського художнього дискурсу. Він відповідає сучасним стереотипам про міцного, красивого, доглянутого та успішного чоловіка. Така відповідність стирає рамки маскулінності. При цьому, варто зауважити, що ідіолектні порівняння на позначення узагальненої зовнішності фіксують ознаки фемінності, яка могла б накластися на чоловічий образ або й повністю витіснити маскулінну ознаку: «*Nie piję wódki, jestem punktualny, dotrzymuję słowa i nie organizuję powstań. Ale psychoterapeutę miałem już nawet w Polsce* [13, с. 40]; *Był taki delikatny. W zagadkowy sposób wyczuwał, prawie nieomylnie, jej nastroje. Nigdy nie próbował jej rozbawić dowcipem, gdy podejrzewał, że jej smutek nie jest akurat odwrotnością śmiechu*» [13, с. 54].

Таким чином, ми стикаємося із природними чоловічими персонажами, який наче виходить із реального середовища. Це дає можливість Янушу Вишневському наблизити художній світ літературного вимислу до дійсності.

До мікроконцепту «внутрішні характеритики» входить близько 30 ідіолектних порівнянь, які поділено за ознакою порівняння на три

концептуальні аспекти: «інтелектуальні якості», «емоційно-психологічні характеристики» та «морально-етичні якості». У межах концептуального аспекту «інтелектуальні якості» за ознакою порівняння ми виділяємо кілька тематичних груп. Сюди входять порівняльні конструкції на позначення процесу мислення, пам'яті тощо: «*spokojny, pogodzony z sobą. Niemal radosny*; *On był jednym z tych, którzy ten wzór próbowali stworzyć.*

Drobny doktorant z Polski, z wyrobionym przez socjalistyczną rzeczywistość i skrywanym troskliwie i głęboko przed światem kompleksem naukowca z drugiej ligi, nagle znalazł się w zespole, który zabierał go na absolutnie finałowy mecz superligi światowej» [13, с. 173].

У межах концептуального аспекту «інтелектуальні якості» ми виокремлюємо тематичну групу світоглядних позицій чоловіка, яка складається із шести порівнянь. Наприклад, одна ідіолектна порівняльна конструкція характеризує здатність чоловіка долати життєві перешкоди: «*Nagle poczuł się także silny, błyskotliwy i wyjątkowo bystry. Wydawało mu się, że gdyby teraz zaczął programować, napisałby najlepszy program swojego życia.I wcale nie miał uczucia, że nie jest sobą. Jak najbardziej czuł, że to właśnie on, ten sam Jakub, tyle tylko że nabrał niezwykłego znaczenia. Już nie miał lęków i obaw, żadnych wątpliwości i rozterek.* [13, с. 175].

Це порівняння побудовано на гендерних стереотипах, згідно з якими чоловік має бути незалежним та рішучим у складних ситуаціях. Концептуальний аспект «емоційно-психологічні характеристики» ми розподілили за ознакою порівняння на тематичні групи: характер, поведінка, емоції, мовлення, погляд, сміх, бажання, почуття, психологічні відчуття, звички, уподобання, здібності. Сюди входить близько 15 порівнянь: «*Podziwiał go od początku. Za ten jego mózg i tę wytrwałość. W zasadzie wszyscy go podziwiali, ale oczywiście nikt mu tego nigdy nie powiedział. Mózg nie był w tej szkole właściwym mięśniem do podziwiania, przynajmniej otwarcie, a on innych mięśni nie miał i na dodatek był najmniejszy w szkole. Zawsze jakiś taki zamyślony, trochę smutny. I wciąż dostawał te listy od matki*» [13, с. 111]; *On był jednym z tych, którzy ten wzór próbowali stworzyć. Drobny doktorant z Polski, z wyrobionym przez socjalistyczną rzeczywistość i skrywanym troskliwie i głęboko przed światem kompleksem naukowca z drugiej ligi, nagle znalazł się w zespole, który zabierał go na absolutnie finałowy mecz superligi światowej*» [13, с. 122]

Порівняльні конструкції описують різні риси характеру чоловіка. На жаль, погляди людства на життя часто бувають помилковими. Доказом цього є формування низки стереотипів, що відображають зафіксовані нами порівняння. У межах тематичної групи «характер» виділяємо ідіолетні порівняльні конструкції, що відповідають стереотипним уявленням

суспільства про постать чоловіка: люблячого, мудрого, відповідального: «*Był moim kochankiem i najlepszą przyjaciółką jednocześnie. Takie coś zdarza się tylko w filmach i tylko tych z Kalifornii. Mnie zdarzyło się naprawdę w deszczowym Dublinie. Dawał mi to wszystko i nic nie chciał w zamian. Nic zupełnie. Żadnych obietnic, żadnych przyrzeczeń, żadnych przysiąg, że „tylko on i nigdy nikt inny". Po prostu nic* [13, с. 25]; *Dał mi na przykład ten optymizm. Nigdy nie mówił o smutku, a wiedziałam, że przeżył smutek ostateczny. Zarażał optymizmem. U niego deszcz był tylko krótką fazą przed nadejściem słońca; Dał mi na przykład to uczucie, gdy wydaje ci się, że za chwilę oszalejesz z pożądania, l wiesz przy tym na pewno, że się spełni*» [13, с. 23].

У традиційній гендерній парадигмі чоловік асоціюється з особистістю, яка легко приймає рішення, володіє діловими навичками, є самодостатньою, сильною, незалежною, схильною до ризику, неемоційною. Однак художній світ роману Януша Вишневського демонструє іншу модель чоловічої поведінки, у якій важливого значення набувають чутливість, внутрішня вразливість і психологічна невпевненість [3, с. 141].

Порівняння, використані письменником, репрезентують не лише традиційні уявлення про маскулінність, а й формують альтернативний образ чоловіка, здатного переживати емоційні кризи, виявляти слабкість або потребу в підтримці. Більшість авторських порівнянь відходить від усталених гендерних шаблонів і ґрунтується на реальних психологічних рисах персонажів. Це свідчить про прагнення автора переосмислити традиційні моделі чоловічої ідентичності та неупереджено відобразити внутрішній світ сучасної людини.

У структурі концепту «жінка» виокремимо чотири мікроконцепти (за класифікацією Т. Сукаленко).

Першим є мікроконцепт «зовнішні характеристики», в межах якого виоремлюємо «зовнішність» та «одяг». За кількісними показниками у романі найповніше репрезентовані лексеми на позначення зовнішніх характеристик жінки: «*Tak, na tym zdjęciu wyglądała okay. Opalona po pobycie nad Bala-tonem, wychudzona po zatruciu lodami w Sopocie i uczesana z fantazją przez Iwonę jak rzadko kiedy. Wszyscy jej mówili, że wygląda rewelacyjnie*» [13, с. 107]. Описи на позначення *вродливої* жінки вдвічі перевищують відповідні номінації на позначення *невродливої* жінки. У романі увага акцентується на жіночій зовнішності, зокрема на гармонійності та привабливості постаті: «*Była piękna. Zadarty lekko nosek, wiśniowe usta, zielone oczy. Włosy spięte w kok lub rozpuszczone; Duże piersi. Uwielbiałem patrzeć na jej pośladki, gdy szła w butach na obcasach*» [13, с. 61]. Через опис одягу Януш Вишневський підкреслює жіночу елегантність і хороший смак: «*Gdziekolwiek szła, zawsze w towarzystwie tej eleganckiej kobiety; Zawsze w*

spódnicy do ziemi. W ciemnych bluzkach lub sweterkach. Często z apaszką na szyi. Małe kolczyki» [13, с. 61]. Натомість образ негарної жінки у романі майже не представлений.

Мікроконцепт «фізичні характеристики» репрезентує особливості «здоров'я» та «фізичної сили». У межах цього мікроконцепту переважають описи фізично здорової, сильної та повної життєвих сил жінки. Водночас у романі трапляються й характеристики жінок із фізичними або фізіологічними проблемами здоров'я: «*Jest głuchoniema* [13, с. 62]; *Płakała. Uklękła przede mną i płakała. Klęczała* [13, с. 64]; *Skąd wiedział, że miała i że bolało ją strasznie?! W takie dni nie prowadził z nią żadnych dyskusji, doskonale wiedząc, że kobiety mogą być wtedy nieprzewidywalne* [13, с. 54];».

Мікроконцепт «біологічні характеристики» пов'язаний насамперед із віком жінки. У романі найчастіше представлені образи молодих жінок, а також жінок середнього віку: «*Mam 29 lat, mieszkam w Warszawie, od 5 lat razem z mężczyzną, który jest moim mężem, mam długie czarne włosy i oczy, których kolor zależy od mojego nastroju* [13, с. 45]; *Mam już przecież 35 lat. Poza tym chcę mieć coś swojego. Coś, co będę kochać* [13, с. 45]».

Мікроконцепт «внутрішні характеристики» представлено через «морально-етичні якості», «емоційно-психологічні характеристики» та «інтелектуальні якості». У романі простежуються стереотипні риси жіночої поведінки, зокрема настирливість, відвертість і щирість. Серед «емоційно-психологічних характеристик» найчастіше актуалізуються такі: стереотипні жіночі якостій, як-от доброзичлива, приязна, самотня, скромна, терпляча, жінка, яка мало їсть («*tak czułam się samotna; po pewnym czasie smutek byt tak wielki, że nie mogłam sobie poradzić ze wstawaniem rano*»); психічні стани, які атрибуються жінці: сумна, знервована, безтурботна, весела, спокійна, безпомічна, безпорадна («*Miałam endogenną depresję*»); ситуативні емоційно-психологічниі характеристики, що фіксують активне вольове начало в жіночій натурі: енергійна, активна, діяльна жінка; прагнення до волі, незалежності, самодостатня жінка, жінка, яка здатна розв'язувати проблеми: «*Potrzebowałam to tylko uwolnić z siebie i komuś po prostu powiedzieć. Teraz wiem nawet, że najmniej ze wszystkich chcę to powiedzieć Tobie. Poza tym to stało się nagle zbyt banalne, aby tracić na to Twój czas*» [13, с. 45]. Водночас метафоричні фемінітиви відображають уявлення про жінку як особистість, схильну піддаватися впливу оточення та суспільних норм. У романі простежується акцент на жіночій поступливості, залежності від думки інших і здатності пристосовуватися до обставин. Серед негативних психологічних характеристик домінують: зла, сварлива, агресивна; підла, підступна, хитра, хижа, небезпечна; недбала, жінка, яка дратує своєю поведінкою, вчинками, легковажна, набридлива: «*Młoda dziewczyna z*

Rumunii - dowiedział się tego wszystkiego od policjanta w skórzanej kurtce, który przesłuchiwał go później w policyjnym bmw - jest prostytutką. Ma 18 lat. Żeby dorobić na boku, ucieka czasami ze swojego stałego miejsca na ulicy w centrum Monachium i przychodzi tutaj, pod wiadukt» [13, с. 33]. Концептуальний аспект «Морально-етичні якості» у романі представлений нечасто.

Найпомітнішими є образи пихатої жінки, схильної до помсти, тоді як серед позитивних рис актуалізуються сумлінність, гідна поведінка та здатність викликати довіру. Водночас у творі не простежується приниження інтелектуальних здібностей жінки, що свідчить про відсутність упередженого трактування жіночого розуму.

Мікроконцепт «соціальні характеристики» охоплює «сімейний стан», «реляційні характеристики, що виявляються у ставленні до чоловіка», «реляційні характеристики, що виявляються у ставленні до родини», «реляційні характеристики, що виявляються у ставленні до дітей», «реляційні характеристики, що виявляються у ставленні до інших людей», «соціально-сексуальні характеристики». У структурі мікроконцепту «соціальні характеристики» найчастіше актуалізуються образи *жінки легкої поведінки*, *повії*, *жінки – матері*, що можна пояснити архетипністю образів; рідко зустрічаються – *вдова*; *наречена*; *незаміжня жінка*, *сестра*. Частотні ознаки на позначення жінки, які виявляються в сімейному житті: *жінка – берегиня сім'ї*; об'єктом метафоричної концептуалізації також є й *негативні ознаки жінки*.

Жінка як об'єкт емоційного ставлення з боку чоловіка характеризується як: *кохана*; *жінка, яку цінують, якою захоплюються*; *жінка, без якої не може існувати чоловік*; *жінка, яка захищає родину, чоловіка*; *покинута чоловіком жінка*; *жінка, яка є забавкою для чоловіка*: «*Dowiedziała się, że jest rozpuszczoną żoną, która nie ma zielonego pojęcia, na jakiego dobrego i pracowitego męża trafiła* [13, с. 46]; *mimo to czuła się urażona i zdradzona*» [13, с. 47]. Як суб'єкт емоційного волевиявлення в стосунках з чоловіком – *закохана*; *віддана*; *жінка, над якою має владу чоловік*: «*Zaczynała niepokojąco zbliżać się do stanu, w którym mężczyzna znowu wypełni jej cały świat. Nie chciała tego. To ma być przyjaźń. Nie miłość! Użyła dzisiaj po raz pierwszy tego słowa, myśląc o Jakubie. Nie chciała żadnej miłości. Miłość ma wpisane w siebie cierpienie*» [13, с. 81]. У межах аспекту «соціально-сексуальні характеристики» актуалізації зазнають жіночі концептуальні ознаки: *жінка як об'єкт чоловічого сексуального інтересу, розпусна, легкодоступна, хтива, зручна, приємна в спілкуванні, суперниця*: «*Oprócz szminki na wargach nie miała żadnego makijażu. Czytała, co rusz dotykając palcami ucha. Jej dłonie były fascynujące. Gdy odwracała strony książki, wydawało się, że muska je tylko długimi palcami*» [13, с. 21].

Приписувані Я. Вишневським героїням концептуальні ознаки відповідають традиційним уявленням про жіночність, про позитивне й негативне в зовнішньому портреті жінки.

Висновки. концепти «сум» і «самотність» є ключовими смисло-творчими елементами роману Януша Вишневського «Самотність у мережі» та формують його емоційно-психологічний простір. Їхня мовна реалізація здійснюється через лексичні повтори, описові конструкції та порівняння, що посилює експресивність зображення внутрішніх переживань персонажів.

Концепт «сум» має амбівалентний характер, поєднуючи значення страждання, втрати та емоційного осмислення досвіду, тоді як «самотність» переважно характеризується негативною конотацією, хоча в окремих контекстах набуває значення внутрішньої рефлексії. Через ці концепти автор моделює жіночі та чоловічі образи, поєднуючи традиційні гендерні уявлення з їх частковим переосмисленням, що в цілому визначає художню своєрідність і психологічну глибину твору.

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НЕЙРОЛІНГВІСТИЧНІ АСПЕКТИ НАВЧАННЯ ІНОЗЕМНИХ МОВ У ЦИФРОВОМУ СЕРЕДОВИЩІ

Анотація. Стрімке поширення цифрових технологій в освіті, зумовлене дистанційним навчанням в умовах пандемії та повномасштабного вторгнення в Україну, загострило суперечність між технологічною доступністю платформ і відсутністю науково обґрунтованих критеріїв їх добору для навчання іноземних мов. Метою статті є обґрунтування методичних принципів використання цифрових технологій у навчанні романо-германських мов на основі нейролінгвістичних закономірностей мовного засвоєння. У процесі дослідження використано загальнонаукові методи: аналіз і синтез наукових джерел із нейролінгвістики, когнітивної психології та методики навчання іноземних мов; систематизацію й узагальнення емпіричних даних; порівняння результатів досліджень, виконаних із застосуванням електроенцефалографії, функціональної ближньої інфрачервоної спектроскопії, функціональної магнітно-резонансної томографії та айтрекінгу, а також систематичних оглядів і мета-аналізів. Теоретичну основу статті становлять теорія декларативно-процедурної пам’яті, теорія подвійного кодування та теорія когнітивного навантаження. Положення цих теорій зіставлено з результатами емпіричних досліджень. Зокрема встановлено, що інцидентальне засвоєння граматики є ефективним лише для глобальних структурних закономірностей, тоді як морфологічно марковані явища романо-германських мов потребують експліцитного навчання. Доведено, що здобувачі освіти докладають значно більших когнітивних зусиль для обробки редукованих розмовних форм порівняно з носіями мови, що обґрунтовує необхідність цілеспрямованого включення автентичного аудіоматеріалу в цифрові платформи. Підтверджено ефективність систем автоматичного розпізнавання мовлення за умови їх поєднання

з коригувальним зворотним зв'язком, а також доцільність іммерсивних тривимірних середовищ для формування прагматичної компетентності за умови дозованого когнітивного навантаження. Встановлено, що інтерфейс платформи сам по собі виступає важливим методичним чинником. Надмірно складний і перевантажений дизайн збільшує когнітивне навантаження та фактично зводить нанівець усі переваги платформи, якими б сильними не були її педагогічні можливості.

Ключові слова: нейрокогнітивний, цифрове навчання, романо-германські мови, декларативно-процедурна пам'ять, подвійне кодування, когнітивне навантаження, автоматизація мовлення.

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NEUROLINGUISTIC ASPECTS OF FOREIGN LANGUAGE LEARNING IN A DIGITAL ENVIRONMENT

Abstract. The rapid spread of digital technologies in education, driven by distance learning amid the pandemic and the full-scale invasion of Ukraine, has highlighted the contradiction between the technological accessibility of platforms and the lack of scientifically grounded criteria for selecting them for foreign language instruction. This article aims to substantiate the methodological principles for using digital technologies in the teaching of Romance and Germanic languages, grounded in neurolinguistic patterns of language acquisition. The study employed general scientific methods: analysis and synthesis of scientific sources in neurolinguistics, cognitive psychology, and foreign language teaching methodology; systematization and generalization of empirical data; comparison of research results obtained using electroencephalography, functional near-infrared spectroscopy, functional magnetic resonance imaging, and eye-tracking, as well as systematic reviews and meta-analyses. The theoretical basis of the article comprises the theories of declarative and procedural memory, the dual-coding theory, and the cognitive load theory. The provisions of these theories are compared with the results of empirical studies. In particular, it has been established that incidental grammar acquisition is effective only for global structural patterns, whereas morphologically marked phenomena in Romance and

Germanic languages require explicit instruction. It has been demonstrated that students exert significantly greater cognitive effort when processing reduced colloquial forms than native speakers do, which justifies the targeted inclusion of authentic audio material on digital platforms. The effectiveness of automatic speech recognition systems has been confirmed when combined with corrective feedback, and the appropriateness of immersive three-dimensional environments for developing pragmatic competence under conditions of controlled cognitive load. It has been established that the platform interface itself acts as an important methodological factor. An overly complex, overloaded design increases cognitive load and effectively nullifies the platform's advantages, regardless of how strong its pedagogical capabilities are.

Keywords: neurocognitive, digital learning, Romance and Germanic languages, declarative and procedural memory, dual coding, cognitive load, speech automation.

Постановка проблеми. Під час пандемії COVID-19 в Україні дистанційні та змішані форми навчання стали важливими інструментами організації освітнього процесу в умовах карантинних обмежень. У 2020/21 навчальному році система загальної середньої освіти охоплювала близько 4,2 млн учнів, а у закладах вищої освіти (ЗВО) навчалося близько 1,2 млн студентів [1; 2].

Ці виклики були додатково ускладнені повномасштабною війною. За даними ЮНІСЕФ, у 2022–2023 рр. близько 5,3 млн українських дітей зіткнулися з порушенням доступу до освіти, а значна частина з них продовжувала навчатися дистанційно або у змішаному форматі [3]. Вимушений перехід виявив суперечність, коли цифрові інструменти стали доступнішими, але ефективність їх використання у вивченні іноземних мов залишається вкрай нерівномірною.

Не всі платформи, застосунки чи онлайн-курси однаково придатні для формування іншомовної комунікативної компетентності, і далеко не завжди рішення про їх запровадження ухвалюються на основі розуміння нейрокогнітивних процесів, задіяних у мовному навчанні.

Тим часом нейронаука накопичила достатньо знань про те, як мозок опрацьовує нову лінгвістичну інформацію, формує та зберігає лексичні і граматичні патерни, реагує на цифрові стимули. Результати досліджень [4; 5] в галузі нейропедагогіки, когнітивної лінгвістики та нейролінгвістики доводять, що ефективне навчання мови відбувається тоді, коли педагогічні стратегії узгоджені з біологічними механізмами мозкової діяльності (увагою, робочою пам’яттю, нейропластичністю, процесами консолідації знань).

Для фахівців у галузі романо-германської філології і методики викладання іноземних мов це становить конкретну практичну проблему, оскільки актуальним залишається визначення цифрових технологій і педагогічних умов, які справді сприяють розвитку іншомовних навичок, а не лише створюють видимість навчальної активності. Вирішення зазначеної проблеми неможливе без звернення до нейролінгвістичної основи процесу засвоєння іноземної мови в умовах цифрового середовища.

Аналіз останніх досліджень і публікацій. Теоретичне підґрунтя для дослідження нейролінгвістичних аспектів навчання іноземних мов закладене насамперед у нейронаукових студіях, присвячених механізмам засвоєння мови в дорослому віці. У цьому контексті особливого значення набуває дослідження С. Стебер і С. Россі, проведене із застосуванням мультиметодологічного підходу, а саме одночасним використанням електроенцефалографії (ЕЕГ) і функціональної ближньої інфрачервоної спектроскопії (ФНІРС). Науковці досліджували початкові стадії іншомовного навчання у дорослих учасників через імпліцитний асоціативний семантичний тренінг. Результати переконливо продемонстрували, що навіть після короткотривалого тренінгу тривалістю лише 18 хвилин мозок дорослої людини здатен сформувати стійкі асоціативні зв'язки між новими псевдословами та знайомими об'єктами. При цьому на рівні ЕЕГ фіксувався так званий ефект «старе/нове», що свідчить про впізнавання раніше засвоєної інформації, а ФНІРС-дані вказували на активацію лівої лобової кори – зони, пов'язаної із мовним контролем та асоціативною пам'яттю. Важливим висновком стало те, що дорослі активно послуговуються мнемонічними стратегіями, спираючись на рідну мову як посередника при засвоєнні нових слів. Така інформація є принципово важливою для методики, адже вказує на необхідність враховувати при конструюванні цифрових навчальних матеріалів вже наявний мовний досвід здобувачів освіти [6].

Проблему когнітивних здобутків від навчання іноземних мов у цифровому середовищі систематично опрацьовано в роботі Б. Клімової і М. Піхарта, де застосовано методологію PRISMA для аналізу дев'яти емпіричних досліджень. Автори виявили доволі неоднозначні результати. По-перше, робота з друкованими текстами демонструє кращий результат для довготривалого запам'ятовування порівняно з електронними аналогами. Це пояснюється кінестетичними особливостями письма від руки та глибшим когнітивним залученням. По-друге, цифрове навчання виявляється ефективнішим за умови задіяння кількох каналів сприйняття одночасно. Зокрема, ігрові формати навчання та перевернутий клас показали позитивний вплив на розвиток як писемного, так і усного мовлення. Автори

підкреслюють, що ефективність цифрового навчання залежить не від самого факту використання технологій, а від педагогічної стратегії, яка за ними стоїть, і від рівня мотиваційної підтримки здобувача [7]. Такий висновок перегукується з когнітивною теорією навчання та постулатами нейропедагогіки про роль емоційного залучення в процесах консолідації знань.

Нейролінгвістичний вимір індивідуалізованого підходу до вивчення іноземних мов розкрито у статті С. Гужви, де проаналізовано можливості нейролінгвістичного програмування (НЛП) як методичного інструменту. Дослідниця розглядає субмодальності – домінуючі канали сприйняття інформації (візуальний, аудіальний, кінестетичний), як основу для конструювання персоналізованих навчальних завдань. Наведені рекомендації радять візуалам використовувати письмові та схематичні завдання, аудіалам – аудіоматеріали і дискусії, кінестетикам – рольові ігри та картки. Особливо цінним є акцент на понятті «ресурсного стану» як психологічної передумови ефективного навчання та на необхідності долати обмежуючі переконання, що блокують мовленнєву активність [8]. Хоча концепція НЛП викликає певні дискусії, її ідеї загалом узгоджуються з нейронауковими уявленнями про важливу роль дофаміну та мотивації у процесі вивчення мови.

Безпосередньо нейропедагогічний підхід до організації іншомовного навчання в цифровому форматі теоретично обґрунтовано у праці В. Лучкевич. Авторка запропонувала концептуальну трирівневу нейропедагогічну модель мікронавчання, що охоплює нейрокогнітивні основи (зони Брока та Верніке, префронтальна кора, нейропластичність), педагогічні стратегії (мікронавчання, інтервальне повторення, гейміфікація) та комунікативні результати. Модель спирається на когнітивну теорію навчального навантаження, де поділ матеріалу на короткі модулі тривалістю 3–10 хвилин відповідає обмеженням робочої пам’яті та сприяє ефективнішому переходу інформації із короткотривалої до довготривалої пам’яті через гіпокамп. Принципово важливим є акцент на тому, що мікронавчання задіює не лише когнітивний, але й емоційний і соціальний компоненти, тобто гейміфікація активізує гормон дофамін, а групові онлайн-взаємодії – дзеркальні нейрони. Разом з тим було наголошено, що теоретична модель потребує подальшої емпіричної верифікації [9].

Нарешті, в найширшому освітньо-практичному контексті, з урахуванням специфіки українських ЗВО в умовах воєнного часу, нейродидактичний потенціал цифрових сервісів розглядається Н. Ночовною та ін. Дослідники проаналізували функції цифрових технологій у навчанні іноземних мов (навчальну, виховну, розвивальну, мотиваційну, когнітивну), детально описали методичний потенціал електронних словників, а також

Google Ngram Viewer і Talk to Books для формування лексичної компетентності здобувачів. У висновках підкреслено, що цифрові інструменти мають стати не технічними замінниками традиційних методів, а засобами реалізації нейропедагогічного підходу через організацію навчання, що враховує когнітивне навантаження, рівень уваги та мотивацію. Водночас дослідники зафіксували об'єктивні труднощі, як-от: обмежена технічна інфраструктура в окремих регіонах, відсутність живого контакту між викладачем і здобувачем, складність миттєвого зворотного зв'язку в онлайн-форматі [10].

Відтак поза увагою залишається питання про те, яким чином нейролінгвістичні закономірності засвоєння іноземної мови можуть бути конкретизовані у вигляді конкретних методичних принципів добору й організації цифрових інструментів у ЗВО, зокрема в умовах поєднання фахового іншомовного навчання з викладанням мов романо-германської групи.

Метою статті є обґрунтування методичних принципів використання цифрових технологій у навчанні романо-германських мов на основі нейролінгвістичних закономірностей мовного засвоєння.

Виклад основного матеріалу. Романо-германські мови становлять основний масив іноземних мов, що вивчаються в українських ЗВО. Попри типологічну спорідненість, кожна іноземна мова цієї групи висуває до нейрокогнітивних ресурсів здобувача освіти специфічні вимоги, а саме: флективна морфологія німецької мови, фонологічні процеси злиття у французькій, складна система приголосних звуків в англійській та особливості вживання часів в іспанській мові. Це робить нейролінгвістично обґрунтоване цифрове навчання не теоретичною розкішшю, а методичною необхідністю. Тому виклад основного матеріалу доцільно розпочати не з технологічних аспектів, а з аналізу механізмів засвоєння граматичних структур у процесі навчання іноземних мов і чинників, що зумовлюють виникнення систематичних труднощів.

Проблема інцидентального засвоєння граматики. У статті П. Кенанідіс та ін. наведено результати двох онлайн-експериментів із носіями англійської і німецької мов. Учасники читали та слухали речення вигаданою мовою, але не знали жодних правил. Ідея полягала в тому, щоб перевірити, чи може мозок дорослої людини сам зрозуміти граматику, якщо достатньо довго з нею контактує. Результати виявились неоднорідними, адже все залежало від типу граматичного явища. Те, як ця вигадана мова будує порядок слів у реченні, учасники поступово відчули. А от відмінкові закінчення – маленькі суфікси, які показують, що в реченні підмет, а що додаток, мозок просто ігнорував, навіть після тривалої практики. Цікаво, що

носії німецької впоралися трохи краще, оскільки в їхній рідній мові відмінки вже є, тож мозок мав мовний досвід [11]. Такий результат має пряме прикладне значення для навчання романо-германських мов. Перегляд серіалів, читання автентичних текстів і прослуховування подкастів є дієвими робочими інструментами, але тільки для певного типу мовних явищ. Відчуття ритму речення, типової структури висловлювання, найчастотніших конструкцій засвоюється через контакт із мовою. Натомість граматичний рід іменника у французькій (*le* чи *la*?), відмінкове закінчення у німецькій (*dem* чи *den*?), система артиклів у англійській – всі ці явища мозок сам «не підхоплює». Вони надто дрібні та надто непомітні на тлі змісту, тому їх треба вчити за правилами, з прикладами і зі зворотним зв'язком. Цифрова платформа, яка обмежується лише «зануренням», цього завдання не виконує.

Отже, емпіричні дані свідчать, що інцидентальне засвоєння граматики має вибірковий характер, тому що мозок ефективніше опановує глобальні структурні закономірності, ніж малопомітні морфологічні маркери.

Нейрокогнітивний механізм цього розмежування пояснює теорія декларативно-процедурної пам'яті. Так, дослідження Д. Пілі-Мосс показало, що на початкових етапах засвоєння нових граматичних структур провідну роль відіграє декларативна пам'ять. Вона відповідальна за усвідомлене запам'ятовування фактів і правил. Мірою накопичення практики обробка цих структур поступово переходить до процедурної системи, що забезпечує автоматизоване неусвідомлене використання мови. Однак такий перехід не є рівномірним для всіх граматичних явищ [12].

Конструкції, в яких граматична форма нерозривно пов'язана з прагматичним значенням, зокрема французький *subjonctif*, що виражає суб'єктивне ставлення, сумнів, бажання чи емоційну оцінку дії, а також німецький *Konjunktiv II*, який передає умовність, нереальність або гіпотетичність ситуації, вимагають одночасної активації обох систем пам'яті. Декларативна пам'ять забезпечує усвідомлення правил, а процедурна – їх ситуативне застосування. Така кооперативна взаємодія не формується стихійно, оскільки вона потребує цілеспрямованої методично структурованої практики, яку цифрова платформа має забезпечувати системно, а не лише через пасивне занурення в мовний матеріал. Додатково Я. Чен та ін. встановили, що статистичне навчання (імпліцитна процедурна складова) стає провідним механізмом лише після певного порогу практики. До цього порогу когнітивний контроль і метамовна обізнаність відіграють ключову роль [13].

Ефективна цифрова платформа для вивчення романо-германських мов має поєднувати два взаємопов'язані етапи навчання. Спочатку

граматичне явище потрібно пояснити, тобто подати правило, показати типові приклади та, за потреби, порівняти його з рідною мовою здобувача.

Після цього він має багаторазово відпрацьовувати нову конструкцію у вправах, поступово перехлдячи від простих тренувальних завдань до використання в реальних комунікативних ситуаціях. Водночас платформа має враховувати індивідуальні помилки й адаптувати кількість і тип вправ під конкретного користувача, а не пропонувати однаковий матеріал усім. Якщо пропустити етап пояснення, здобувач не сформує правильного розуміння граматичної структури. Якщо ж не буде достатньої практики, знання також не автоматизуються. Отже, ефективне цифрове навчання має ґрунтуватися не лише на «зануренні» в мову або лише на вивченні правил, а на поєднанні обох підходів в єдиній адаптивній системі.

Фонологічний компонент і специфіка романо-германських мов. Саме тут типологічні особливості романо-германських мов мов набувають найбільшого значення. У дослідженні К. Малдер та ін. бу застосований підхід зі спільною реєстрацією рухів очей та ЕЕГ. Автори вивчали когнітивні процеси при сприйнятті редукованих форм слів – явища, характерного саме для французької (*t'as* замість *tu as, j'suis* замість *je suis*). У носіїв мови та в просунутих здобувачів-нерезидентів вплив редукції на фонетичну обробку та семантичну інтеграцію був вимірним за ЕЕГ-сигналами. При цьому у звичайних здобувачів ефект виявився значно сильнішим, адже мозок «докладав більше зусиль» для впізнавання редукованих форм, а у носіїв мови мозок обробляв такі форми майже автоматично, бо вони звичні в повсякденному мовленні [14]. Це пряма нейрофізіологічна аргументація на користь того, що навчання французької не може обмежуватися студійним мовленням. Цифрові платформи для французької мають цілеспрямовано включати автентичний розмовний матеріал (подкасти, інтерв'ю, кінодіалоги) з методичним акцентом на найбільш частотні редукційні моделі.

Окремим нейролінгвістичним пластом стало дослідження А. С. Іхара, виконане на вибірці з 205 японців, які вивчали англійську мову. Науковці сформулювали гіпотезу, що ЕЕГ-сигнали під час слухання англійської мови можуть точніше показати рівень фонологічних навичок здобувача, ніж звичайні мовні тести. Під час експерименту учасники слухали англійське мовлення, а ЕЕГ фіксувала, як швидко й ефективно мозок реагує на звуки мови. Особливу увагу звертали на ранні мозкові реакції: компоненти N1 і P2. Виявилося, що чим швидше та точніше мозок реагував на мовні звуки, тим кращими були результати аудіювання в англійській мові [15]. Тобто, здатність розрізняти звукову структуру іноземної мови має конкретні нейронні показники, які можна виміряти, а формуються такі навички насамперед через регулярне аудіювання.

Дослідження В. Суна, проведене в змішаному експериментальному дизайні на вибірці з 61 китайського EFL-здобувача, показало, що інтеграція технології автоматичного розпізнавання мовлення (ASR) із практикою взаємної корекції забезпечує статистично значуще покращення показників вимови, зокрема ступеня акцентованості (*accentedness*) та зрозумілості мовлення (*comprehensibility*), порівняно з традиційним викладанням із викладацьким фідбеком [16]. Учасники експериментальної групи також продемонстрували вищі результати в глобальних тестах усного мовлення, що підтверджує ефективність ASR як інструмента оперативного фонетичного зворотного зв'язку. Водночас результати Т. Нго свідчать, що середній ефект технології є помірним ($g \approx 0.69$) і суттєво варіює залежно від умов навчання [17]. Найбільш виражені результати спостерігаються під час поєднання ASR із коригувальним фідбеком і практикою у взаємодії з іншими здобувачами, тоді як індивідуальне використання систем або непрямий зворотний зв'язок демонструють значно слабший ефект [17].

У романо-германських мовах наведені вище обмеження особливо помітні через складні особливості вимови в кожній мові. У французькій мові ASR найчастіше помиляється в результаті зв'язування звуків між словами (*liaison*), випадіння звуків (*L'élision*) і носові голосні, які мають важливе значення для розрізнення слів. У німецькій мові труднощі виникають через скорочення звуків у швидкому мовленні та зміну вимови в ненаголошених складах. В англійській мові основною проблемою є велика кількість різних акцентів і сильне скорочення голосних у ненаголошених позиціях. У результаті ASR-системи гірше розпізнають саме ті фонетичні особливості, які є ключовими для правильної вимови в цих мовах.

Нейровізуалізація і процес автоматизації. Як встановили А. Волна та ін., під час використання іноземної мови мозок працює активніше, ніж під час мовлення рідною мовою. Навіть у досвідчених білінгвів залишаються підвищено задіяними ділянки мозку, пов'язані з мовленням і контролем мовних процесів, оскільки здобувач постійно перемикається між двома мовними системами та стримує вплив рідної мови [18]. Для навчання романо-германських мов це особливо важливо, адже здобувачі часто несвідомо переносять граматичні моделі рідної мови в іноземну, наприклад під час уживання артиклів або роду у французькій чи іспанській мовах. Тому цифрове мовне середовище має як забезпечувати повторення матеріалу, так і цілеспрямовано акцентувати увагу на відмінностях між рідною та іноземною мовами.

Мультимодальність і принцип подвійного кодування. У дослідженні В. Лі та ін. була сформована вибірка учнів, які вивчали англійську мову, а його методологічну базу становили теорія подвійного кодування та

теорія когнітивного навантаження. У результатах було наголошено, що мультимодальне введення лексики (текст + зображення + аудіо) дає значущий ефект порівняно з мономодальним. Але разом із тим було виявлено ефект надлишку. Коли модальностей забагато або вони конкурують між собою, когнітивне навантаження зростає, а ефект засвоєння знижується. На практиці для романо-германських мов це означає, що навчальне відео з субтитрами є нейробіологічно обґрунтованим інструментом [19]. Окремий огляд Р. Вей та Л. Фан, присвячений типам субтитрів при засвоєнні іноземної лексики, підтверджує, що субтитри мовою мішені (*captions*) сприяють фонологічному кодуванню, тоді як двомовні субтитри (*dual subtitles*) можуть провокувати надмірне навантаження, особливо у здобувачів просунутого рівня [20].

Інтервальне повторення та мобільні платформи. Цифрові флеш-карти з алгоритмами Spaced Repetition System (Anki, Quizlet) перевищують традиційні методи як за негайним відтворенням, так і за відстроченим утриманням [21]. Мета-аналіз, проведений М. Михайловой та ін. фіксує середній ефект d=0.51–0.67 на користь мобільних платформ порівняно з традиційними підходами [22]. Принципово важливий момент для романо-германських мов підкреслив К. Окумус Дагделер – перевантажений інтерфейс зводить нанівець цей ефект. Для мов із розвиненою морфологічною системою (зокрема, для запам’ятовування парадигм відмінювання у французькій або дієвідмінювання в іспанській) мінімалістичний дизайн із одним чітким фокусом на сесію є не естетичним, а нейродидактичним вибором [23].

Ситуаційне занурення та прагматична компетентність. Систематичний огляд К. Хуа та Ц. Ван, що охопив 38 емпіричних досліджень VR-асистованого навчання мов (2018–2022 рр.), зафіксував зниження мовленнєвої тривожності та покращення прагматичної компетентності в умовах іммерсивних VR-сценаріїв порівняно з традиційними підходами [24]. У свою чергу, Р. Каплан-Раковскі довела, що VR-середовище є ефективним саме для розвитку прагматичних умінь: мовленнєвих актів, формул ввічливості та непрямих стратегій. Це особливо актуально для французької мови, де прагматичні регістри (*tu*/*vous*) та формули ввічливості засвоюються лише через контекстуальну практику [25]. Водночас авторка застерігає, що надмірна насиченість VR-сценарію може провокувати зайве когнітивне навантаження [25].

Отже, ефективність цифрового навчання романо-германських мов залежить не лише від самих технологій, але і від того, які нейрокогнітивні механізми вони активують. Різні цифрові інструменти по-різному впливають на формування фонологічної, граматичної, лексичної і прагматичної компетентностей. Узагальнення цього взаємозв’язку подано в таблиці 1.

Таблиця 1

Нейрокогнітивні механізми та відповідні цифрові інструменти у навчанні романо-германських мов

Механізм	Цифрові інструменти	Методична функція
Фонологічна обробка й аудіальна чутливість	ELSA Speak, Language Reactor, Forvo, подкасти (Slow German, Coffee Break French) ASR, двомовні субтитри, автентичні записи носіїв	Формування вимови; розпізнавання редукованих форм у зв'язному мовленні
Автоматизація мовлення	Duolingo, Babbel, Clozemaster Адаптивні алгоритми, контрастивні вправи на встановлення мінімальних пар	Перехід від свідомого контролю до автоматизованого вживання структур
Подвійне кодування	Anki (зображення + аудіо), Quizlet Image Match, Netflix + Language Reactor Мультимодальні картки, відео із субтитрами	Підсилення запам'ятовування через одночасне задіяння візуального й аудіального каналів
Довготривале утримання	Anki (алгоритм SuperMemo 2), Quizlet, SuperMemo Spaced Repetition System-платформи з інтервалами 1 → 4 → 10 → 25 днів	Інтервальне повторення та стабілізація пам'яті
Прагматична компетентність	Mondly VR, ImmerseMe, Duolingo Stories, Large Language Model-рольові симуляції, VR-сценарії, діалогові симуляції із штучним інтелектом	Засвоєння мовленнєвих актів і соціокультурних норм у змодельованому контексті

Джерело: власна розробка авторів.

Отже, розгляд нейрокогнітивних механізмів засвоєння іноземної мови крізь призму можливостей цифрового середовища засвідчує, що технології самі по собі не визначають якість навчання. Вирішальним є те, наскільки точно вони відповідають нейролінгвістичним закономірностям, на яких ґрунтується мовне засвоєння. Фонологічна чутливість, автоматизація мовленнєвих операцій, подвійне кодування, інтервальна стабілізація пам'яті та прагматична адаптація утворюють системну основу, що має слугувати вихідним критерієм добору цифрових інструментів.

Висновки. Проведений аналіз нейролінгвістичних досліджень дозволяє зробити такі узагальнення.

Пасивний контакт із мовою через автентичні аудіо- та відеоматеріали формує загальне відчуття структури висловлювання, проте є недостатнім для засвоєння морфологічно складних явищ. Відмінкові парадигми

німецької, система часів французької та артиклі англійської потребують усвідомленого пояснення з подальшим багаторазовим тренуванням аж до автоматизованого вживання.

Кожен цифровий інструмент має обмежену та конкретну методичну функцію. Системи автоматичного розпізнавання мовлення покращують вимову, але погано справляються із редукованими формами, характерними для розмовної французької і німецької. Імерсивні тривимірні середовища знижують мовленнєву тривожність і розвивають прагматичні вміння, однак не замінюють граматичної практики. Мультимодальні картки з аудіо та зображенням підсилюють запам'ятовування лексики, але лише за умови, що модальності не конкурують між собою.

Інтерфейс платформи є самостійним методичним чинником, тому перевантажений дизайн підвищує когнітивне навантаження та нівелює переваги будь-якого інструменту, незалежно від його педагогічного потенціалу.

Отже, нейролінгвістичні закономірності мовного засвоєння мають слугувати основним критерієм добору цифрових технологій, а не технологічна доступність чи популярність платформи.

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ГЕНДЕРНІ СТЕРЕОТИПИ ПРО ЖІНОК У ПЕРСЬКИХ ПРИСЛІВ'ЯХ І ПРИКАЗКАХ: ЛІНГВОКУЛЬТУРОЛОГІЧНИЙ АСПЕКТ

Анотація. У статті досліджено особливості репрезентації гендерних стереотипів про жінку в перських прислів'ях і приказках крізь призму лінгвокультурологічного підходу. Актуальність роботи зумовлена тим, що паремійний фонд мови є одним із найстійкіших носіїв культурної пам'яті, у якому закріплюються традиційні уявлення про соціальні ролі, моральні норми та моделі поведінки. Матеріалом дослідження стали 150 перських паремій, відібраних зі збірки іранського лексикографа Алі Акбара Дехходи «امثال و حکم» («Amsal va Hekam») за критерієм прямої або опосередкованої репрезентації жіночого образу. Мета статті полягає у виявленні основних гендерних стереотипів, представлених у перському паремійному фонді, та визначенні мовних і культурних механізмів їхньої вербалізації. Встановлено, що у перських прислів'ях і приказках домінують стереотипи жінки як матері, дружини, берегині дому, залежної від чоловіка особи, а також надмірно емоційної, непостійної, потенційно небезпечної постаті. Особливу увагу у статті приділено метафоричним моделям «жінка – квітка», «жінка – корона», «жінка – море», «жінка – пастка», «жінка – ворог».

Установлено, що паремії не лише репрезентують історично сформовану патріархальну картину світу, а й сприяють її відтворенню через повторювані оцінні конструкції. Водночас образ жінки у перських пареміях є амбівалентним: поряд із негативними стереотипами функціонують позитивні моделі матері, мудрої дружини та господині. Наукова новизна дослідження полягає в систематизації гендерних стереотипів про жінок у перських прислів'ях і приказках у межах української іраністики, а також визначенні лінгвокультурних чинників їх формування.

Ключові слова: гендерний стереотип, паремія, прислів'я, приказка, перська мова, лінгвокультурологія, образ жінки.

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GENDER STEREOTYPES ABOUT WOMEN IN PERSIAN PROVERBS AND SAYINGS: A LINGUOCULTURAL PERSPECTIVE

Abstract. This article explores the representation of gender stereotypes of women in Persian proverbs and sayings from a linguocultural perspective. The relevance of the study lies in the fact that the paremial corpus of a language is one of the most stable carriers of cultural memory, preserving traditional ideas about social roles, moral values, and patterns of behaviour. The research material comprises 150 Persian paremias selected from Ali Akbar Dehkhoda's collection *Amsal va Hekam* (امثال و حکم) according to the criterion of direct or indirect representation of female images.

The aim of the article is to identify the main gender stereotypes represented in the Persian paremial corpus and to determine the linguistic and cultural mechanisms of their verbalisation. The analysis demonstrates that Persian proverbs and sayings are dominated by stereotypes portraying women as mothers, wives, guardians of the home, and persons dependent on men, as well as overly emotional, inconsistent, and potentially dangerous figures. Particular attention is paid to the metaphorical models "woman as a flower", "woman as a crown", "woman as the sea", "woman as a trap", and "woman as an enemy". It is established that paremias not only represent a historically shaped patriarchal worldview but also contribute to their reproduction through recurring evaluative patterns.

At the same time, the image of women in Persian paremias is ambivalent: alongside negative stereotypes, positive models of the mother, the wise wife, and the housekeeper are also attested. The scientific novelty of the study lies in the systematization of gender stereotypes about women in Persian proverbs and sayings within the framework of Ukrainian Iranian studies, as well as in identifying the linguocultural factors underlying their formation.

Keywords: gender stereotype, paremia, proverb, saying, Persian language, linguoculturology, representation of women.

Постановка проблеми. У сучасному мовознавстві дедалі більшої актуальності набувають наукові дослідження, зосереджені на вивченні взаємозв'язку мови й культури певного народу. Особливе місце серед них посідають гендерні студії, що розглядають мовні механізми формування, трансляції та закріплення уявлень про соціальні ролі чоловіка і жінки. Мова не лише віддзеркалює суспільну дійсність, а й бере участь у її побудові: вона фіксує певні моделі поведінки, легітимізує цінності та робить культурні стереотипи звичними для носіїв мови [1].

Одним із найбільш інформативних джерел дослідження гендерних уявлень є паремійний фонд. Прислів'я та приказки відтворюють колективний досвід носіїв мови, набутий протягом багатьох століть, відображають моральні норми суспільства й фіксують традиційні уявлення про належну поведінку людини. Паремія, на відміну від нейтрального висловлення, часто має нормативний характер: вона не лише описує певне явище, але й пропонує готову оцінку, яка сприймається як узагальнена народна мудрість. Саме тому прислів'я та приказки становлять цінний матеріал для вербалізації мовної картини світу народу та виявлення культурно зумовлених стереотипів [2].

Перська мова має одну з найдавніших паремійних традицій. Її прислів'я та приказки формувалися під впливом доісламської іранської культури, класичної перської літератури, а також арабських і тюркських культурних та мовних контактів. Упродовж формування культурного простору образ жінки набуває особливої складності: поєднує пошану до матері й господині з патріархальними уявленнями про слухняність і контроль жіночої поведінки. Незважаючи на посилення інтересу до гендерної проблематики в сучасній лінгвістиці, питання репрезентації гендерних стереотипів у перських прислів'ях і приказках в українській іраністиці залишається недостатньо вивченим, що й зумовлює актуальність цієї статті.

Аналіз останніх досліджень і публікацій. Теоретичну основу дослідження становлять праці з гендерної лінгвістики, лінгвокультурології, когнітивної семантики та пареміології. Однією з ключових дослідниць української гендерної лінгвістики є Л. Ставицька, яка розглядає зв'язки між мовою, статтю, свідомістю, комунікацією, а також гендерні стереотипи в українській мовній картині світу [2]. У контексті перської мови особливо значущою є праця А. Даббага та Е. Бабаї, у якій зафіксовано 124 англійські та 186 перських прислів'їв про жінок із позиції культурної лінгвістики [3]. У своїй праці автори акцентують свою увагу на тому, що інтерпретація паремій вимагає врахування багатьох чинників, зокрема культурно специфічних метафор, прихованих у їхній семантичній структурі.

Матеріальну основу досліджень перської пареміографії становить збірка іранського лексикографа Алі Акбара Дехходи «حکم و امثال», яка є одним із найбагатших джерел перських прислів'їв і приказок [4].

Методологічно важливим для проведення цього дослідження є положення теорії концептуальної метафори, згідно з якою метафора є не лише стилістичним прийомом, а й засобом мислення [5]. Саме через це у перськомовній картині світу жінка осмислюється метафорично як квітка, корона, море, вогонь, пастка чи ворог. Сучасні дослідження з цієї теми підтверджують актуальність аналізу жіночих образів у пареміях різних мов. Польські вчені Р. Кєлтика та Б. Кохман-Галадий досліджують зміну репрезентації жінок в англо-американській пареміології й демонструють, що традиційні патріархальні прислів'я можуть переосмислюватися через сучасні антиприслів'я [6]. Серед українських мовознавиць варто згадати І. Шкіцьку, яка здійснює порівняльний аналіз стереотипних уявлень про жінок у польських та українських пареміях [7], а також О. Язловицьку, яка досліджує гендер на матеріалі англійської й української народної мудрості та підкреслює значущість образів матері, господині, дружини і жіночої краси [8]. Проте комплексний аналіз гендерних стереотипів саме у перських прислів'ях і приказках у межах української іраністики потребує подальшого опрацювання.

Мета статті. Метою статті є виявлення та характеристика гендерних стереотипів, репрезентованих у перських прислів'ях і приказках, а також визначення їхньої ролі у формуванні мовної картини світу носіїв перської мови.

Виклад основного матеріалу. Матеріалом дослідження стали 150 перських прислів'їв і приказок, відібраних методом суцільної вибірки зі збірки Алі Акбара Дехходи «]4[» حکم و امثال. Критерієм добору була наявність прямої номінації жінки або опосередкованої репрезентації жіночого образу через ролі матері, дружини, доньки, господині, красуні, порадниці або джерела небезпеки. У роботі застосовано описовий, семантичний, концептуальний, лінгвокультурологічний методи, а також кількісний аналіз. Кожна паремія розглядалася в трьох аспектах: тематичному, оцінному та метафоричному.

Першою й однією з найрепрезентативніших груп є паремії про ***жінку як берегиню домашнього простору***. У традиційній перській культурі дім постає не лише фізичним місцем проживання, а й моральним центром родини. Жінка в межах цієї моделі осмислюється як та, хто підтримує внутрішній порядок, створює атмосферу злагоди й забезпечує тяглість сімейного життя. У прислів'ях цього типу її цінність визначається через здатність «оживляти» дім, наповнювати його змістом і підтримувати

гармонію між членами родини. Такий стереотип має позитивне оцінне забарвлення, однак водночас він закріплює жінку переважно у приватній сфері.

Лінгвокультурологічно важливо, що домашній простір у перських пареміях часто протиставляється зовнішньому світові. Якщо чоловік асоціюється з публічною діяльністю, захистом і матеріальним забезпеченням, то жінка пов'язується з внутрішнім світом родини. Подібна опозиція «дім – суспільство» є типовою для патріархальних культур, однак у перській традиції вона набуває особливої поетичної й метафоричної форми. Жінка не просто «перебуває» в домі, вона символічно ототожнюється з його душею.

Показовим є прислів'я **خانه بی زن دل بی ایمان است** (дім без жінки – серце без віри). У ньому жіноча присутність осмислюється як необхідна умова духовної повноти та гармонії домашнього простору.

Другою важливою групою є паремії, у яких ***жінка зображується через шлюбні відносини***. Образ дружини в перських прислів'ях є амбівалентним: «добра» дружина репрезентується як благодать, корона або щастя чоловіка, тоді як «погана» дружина постає ворогом дому, джерелом страждань або причиною руйнування сімейної гармонії. Така бінарність засвідчує високий рівень соціальних очікувань щодо жіночої поведінки в шлюбі.

Позитивну оцінку демонструють вислови **زن خوب تاج سر مرد است** (хороша жінка – корона на голові чоловіка) або **زن خوب نعمت خداست** (хороша жінка – Божа благодать). Натомість прислів'я **زن بد دشمن خانه است** (погана жінка ворог дому) репрезентує негативний образ дружини.

Серед цих прикладів показовою є метафора «жінка – корона», яка на перший погляд має виразно позитивний зміст. Однак у цій моделі жінка постає не як самодостатня цінність, а як ознака престижу чоловіка. Подібна особливість засвідчує: навіть позитивна оцінка може бути пов'язана з патріархальною логікою, у якій жінка розглядається передусім у відношенні до чоловіка.

Окремий пласт становлять ***прислів'я про матір***. На відміну від образу дружини, образ матері майже завжди має позитивну спрямованість. Мати асоціюється з турботою, жертовністю, вихованням і моральною основою особистості. У пареміях цієї групи жінка набуває особливо високого статусу, оскільки материнство осмислюється як найважливіша соціальна й духовна функція. Саме в материнському образі позитивний потенціал жіночності виявляється найповніше. Такий результат узгоджується з матеріалами інших паремійних традицій, де образ матері зазвичай має сакралізований характер [8].

Показовим є прислів'я **مادر مدرسه اول فرزند است** (мати – це перша школа для дитини). Метафоричне ототожнення матері зі школою підкреслює її роль як першого вихователя.

Водночас позитивність образу матері не скасовує обмежувального характеру загальної гендерної моделі. Навпаки, вона може посилювати уявлення про те, що головне призначення жінки пов'язане з народженням і вихованням дітей. Отже, навіть висока оцінка материнства в паремійному фонді підтримує традиційний розподіл соціальних ролей. У цьому полягає одна з головних особливостей гендерних стереотипів: вони можуть мати позитивну форму, але водночас закріплювати нормативні очікування й обмежувати спектр прийнятних моделей поведінки.

Четвертою групою є паремії ***про жіночу красу***. Перська культура загалом відзначається розвиненою естетичною традицією, у якій жіноча краса часто ідеалізується. Однак у прислів'ях ставлення до краси не є однозначним. Вона може постати як цінність, ознака привабливості й гармонії, але водночас як джерело спокуси або небезпеки. У цьому випадку спрацьовує стереотип, згідно з яким жіноча краса має потребувати контролю, оскільки здатна впливати на чоловіка і порушувати соціальний порядок.

Амбівалентне ставлення до краси відображають паремії **زیبایی زن چون دام است**(краса жінки мов пастка), **زن زیبا بلای مرد است** (гарна жінка – лихо чоловіка). Ці вислови демонструють співіснування естетичного захоплення жіночою красою та перестороги щодо її впливу.

У перській мові часто використовується порівняння жінки з квіткою. Ця метафора передає ніжність, привабливість і потребу в турботі. Проте така метафора містить семантику пасивності: квітка є об'єктом милування, догляду й захисту, а не активним суб'єктом дії. Про це свідчить перське прислів'я
زن چون گل است، باید نگهداری کرد (жінка – це квітка, яку потрібно доглядати). Отже, навіть у позитивному образі закладено уявлення про залежність жінки від зовнішнього контролю. Це підтверджує тезу когнітивної лінгвістики про те, що метафори не лише прикрашають мовлення, а й структурують спосіб мислення про соціальні явища [5].

П'ята група охоплює прислів'я про ***жінку як джерело емоцій***, у якому найбільший акцент на негативній оцінці жіночого характеру. Для вербалізації емоційних станів жінки перська паремійна традиція використовує образи моря, води, вогню, язика, пастки. Море й вода символізують мінливість і непередбачуваність; вогонь – небезпеку й руйнівну силу; пастка – приховану загрозу; язик – надмірну балакучість. Усі ці образи формують стереотип жінки як особи, яку потрібно контролювати або від якої слід остерігатися.

Стереотип непостійності простежується у вислові **زن و دریا هر دو بی وفا** (жінка і море обидва ненадійні), а прислів'я **عقل زن در چشمان اوست** (розум жінки в її очах) відображає традиційне протиставлення жіночої емоційності та чоловічої раціональності. Чоловік у таких моделях постає стабільним і здатним до контролю, тоді як жінка асоціюється з почуттями, непередбачуваністю й імпульсивністю. Подібне протиставлення широко представлене в різних мовах і культурах, зокрема в українській.

Шостою тематичною групою є паремії ***про доньку і виховання***. У них відображено уявлення про честь родини, репутацію та необхідність контролю жіночої поведінки від раннього віку. Донька часто постає як цінність, яка потребує охорони, але водночас і як потенційне джерело родинної тривоги, оскільки її поведінка може вплинути на честь сім'ї. У цьому сегменті особливо помітний зв'язок гендерних стереотипів із соціальними нормами контролю, сорому й репутації. Для зіставлення варто згадати поширений у різних культурах вислів про те, що чоловік має посадити дерево, здубувати дім і виростити сина. Він демонструє універсальний патріархальний сценарій, у межах якого народження сина символічно пов'язується з продовженням роду й соціальною повноцінністю чоловіка. У традиційних перських пареміях також простежується пріоритетність сина.

Цю групу ілюструють вислови **دختر رحمت پسر دولت است** (донька – милість, син – достаток) та **دختر نگه داشتن سخت از آب نگه داشتن است** (уберегти доньку важче, ніж утримати воду).

Сьома група стосується стереотипу ***залежності жінки від чоловіка***. У низці перських прислів'їв шлюб зображується як необхідна умова соціальної повноцінності жінки. Незаміжня або самостійна жінка може метафорично порівнюватися з будинком без опори чи деревом без коріння. Ці образи не просто описують соціальний стан, а закріплюють норму: жінка має бути заміжня, а чоловік виконує функцію її опори.

Цю групу ілюструють такі перські вирази: **زن بی مرد چون درخت بی ریشه است** (жінка без чоловіка – це дерево без коріння); **زن بی شوهر مثل خانه بی ستون است** (жінка без чоловіка як дім без стовпа).

Разом із тим у перському паремійному фонді трапляються прислів'я, у яких жінка має виключно позитивний образ, постає мудрою, винахідливою або здатною керувати домом. Такі приклади не є домінантними, але вони важливі для розуміння неоднорідності традиції. Вони свідчать, що перська мовна картина світу не зводиться до однозначно негативного або виключно патріархального образу жінки: у ній співіснують різні моделі, серед яких є як обмежувальні, так і такі, що визнають жіночу силу, розум і моральний авторитет.

Кількісний аналіз засвідчив, що найчисленнішою тематичною групою є паремії про дружину – 35 одиниць, що становить 23,3% від загальної кількості матеріалу. Друге місце посідають паремії про матір – 30 одиниць (20,0%). Далі йдуть прислів'я про характер і розум жінки – 25 одиниць (16,7%), паремії про жінку і дім – 22 одиниці (14,7%), прислів'я про жіночу красу – 20 одиниць (13,3%). Менш представленими є паремії про шлюб – 12 одиниць (8,0%), та про доньку і виховання – 6 одиниць (4,0%). Такий розподіл підтверджує домінування родинно-побутової проблематики у вербалізації жіночого образу в перському паремійному фонді.

Наведена класифікація засвідчує, що образ жінки у перських прислів'ях і приказках формується не як цілісний індивідуальний портрет, а як сукупність соціально очікуваних ролей. Найчастіше жінка осмислюється через родину: як мати, дружина, господиня або донька. Значно рідше вона представлена як автономна особистість, професійний суб'єкт або учасниця публічного простору. Це дає підстави говорити про те, що жіночий образ в традиційній перській паремійній картині світу зосереджений на родині.

Мовні засоби репрезентації гендерних стереотипів у досліджуваному матеріалі можна поділити на лексичні, стилістичні та синтаксичні. До лексичних належать номінації **زن** – жінка; **مادر** – мати, **دختر** – донька, **همسر** / **زن** – дружина, а також оцінні слова, що позначають доброту, хитрість, красу, мовчазність, небезпеку або благодать.

Стилістичні засоби представлені насамперед метафорами, порівняннями та антитезами. Метафора є основним механізмом концептуалізації жіночого образу. Через неї жінка переноситься у сферу природних явищ, предметів або небезпек. Порівняння конкретизує цю метафоричну модель і робить її зрозумілою для мовця. Антитеза натомість створює різке протиставлення: добра / погана жінка, дім із жінкою / дім без жінки, жіноча емоційність / чоловіка раціональність.

Синтаксично для перських прислів'їв характерні конструкції: «жінка – це Х», «жінка як Х», «добра жінка – благо», «погана жінка – небезпека». Такі формули перетворюють індивідуальний образ як узагальнену категорію. Жінка постає не як конкретна особа, а як носій певної ознаки, що поширюється на всю групу. Саме цей механізм і є основою формування стереотипів.

Лінгвокультурологічна інтерпретація результатів дає підстави стверджувати, що гендерні стереотипи в перських прислів'ях є складовою ширшої системи культурних цінностей. Вони сформувалися під впливом історичних, релігійних та соціальних чинників, які протягом століть визначали місце жінки у суспільстві. Ісламська традиція посилила високий

статус матері та сім'ї, тоді як патріархальна організація соціального життя закріпила уявлення про залежність жінки від чоловіка і її належність до домашнього простору.

Водночас паремії не можуть розглядатися як безпосереднє відображення сучасного стану іранського або ширшого перськомовного суспільства. Паремійний фонд здебільшого зберігає історичні уявлення. У цьому сенсі прислів'я і приказки є радше архівом культурної пам'яті, ніж актуальним описом сучасних гендерних відносин.

Висновки. Проведене дослідження дало змогу виявити особливості репрезентації гендерних стереотипів у перських прислів'ях і приказках та визначити їхню роль у формуванні мовної картини носіїв перської мови. Аналіз паремійного матеріалу засвідчив, що прислів'я та приказки є не лише засобом передачі народної мудрості, а й важливим механізмом збереження та трансляції соціальних норм і культурних уявлень про місце жінки в суспільстві.

Установлено, що образ жінки у перських пареміях формується через систему стійких гендерних стереотипів, які відображають традиційну модель суспільних відносин. Кількісний розподіл матеріалу засвідчив, що найбільшу частку становлять паремії про дружину та матір, що підтверджує родиноцентричний характер репрезентації жіночого образу в перській паремійній традиції.

З'ясовано, що поряд із позитивними характеристиками жіночого образу в перській паремійній традиції широко представлені негативні оцінки, пов'язані з уявленням про жіночу емоційність, балакучість або схильність до хитрощів. Такі характеристики реалізуються через систему образних порівнянь, метафор та оцінної лексики, що закріплюють традиційні уявлення про відмінності між чоловіками та жінками.

Особливу увагу привертає амбівалентність образу жінки. З одного боку, жінка постає джерелом моральної підтримки, сімейного благополуччя та життєвої мудрості. З іншого боку, вона нерідко асоціюється з небезпекою, спокусою або потенційною загрозою. Така подвійність свідчить про складність культурного сприйняття жіночої ролі та відображає суперечливий характер традиційних гендерних уявлень.

Аналіз мовних засобів показав, що ключову роль у формуванні гендерних стереотипів відіграють метафоричні моделі. Найпоширенішими є образи жінки як корони, моря, вогню, пастки або ворога. Кожна з цих моделей репрезентує певний набір культурно значущих характеристик та відображає специфіку осмислення жіночності в перській мовній свідомості.

Наукова новизна дослідження полягає в комплексному аналізі гендерних стереотипів у перських прислів'ях і приказках із позиції

лінгвокультурології, а також у систематизації основних моделей репрезентації жіночого образу в перській паремійній традиції. Перспективним напрямом подальших досліджень є порівняльний аналіз гендерних стереотипів у паремійних фондах перської та інших східних мов, а також вивчення трансформації традиційних гендерних уявлень у сучасному перськомовному дискурсі.

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РЕМОТИВАЦІЯ УРБАНОНІМІВ ЯК ФОРМА СТИХІЙНОЇ УКРАЇНІЗАЦІЇ (НА МАТЕРІАЛІ УРБАНОНІМІЇ МІСТА КИЄВА XX–XXI СТОЛІТЬ)

Анотація. У статті розглянуто явище ремотивації урбанонімів у контексті процесів стихійної українізації топонімічних одиниць, які успадковано від російсько-імперської та радянської епох. Метою дослідження є виявлення мовно-когнітивного підґрунтя явища ремотивації урбанонімів в аспекті дії стихійних механізмів українізації одиниць урбанонімікону, умотивованих чужомовними основами.

Для досягнення поставленої мети було застосовано такі методи: метод вивчення джерел – для ознайомлення з наявними науковими працями за темою статті та аналізу їх; методи дедукції та індукції – з метою формулювання дефініцій основних понять дослідження; методи мотиваційного (словотвірного) і етимологічного аналізу – задля визначення мотивації урбанонімів міста Києва та виокремлення серед них тих, що вмотивовані неукраїнськими коренями чи основами; порівняльно-історичний метод – для виявлення випадків ремотивації урбанонімів; описовий метод, методи кількісного аналізу й системного аналізу – для встановлення структурних характеристик, кількісних параметрів і питомої ваги групи урбанонімів Києва, котрі зазнали ремотивації як однієї з форм стихійної українізації онімів.

У ході роботи було проаналізовано всю номенклатуру урбанонімів міста Києва за період з 1901 по 2025 роки та встановлено, що українізація форми київських урбанонімів у XX та на початку XXI ст. здебільшого мала стихійний характер, хоча результати цих стихійних трансформацій у більшості випадків було згодом закріплено в нормативно-правових документах як офіційні.

Досліджувані видозміни стосуються переважно назв, умотивованих неукраїнськими прізвищами, носії яких є маловідомими особами, а отже,

етимологія цих урбанонімів виявилася неясною, затемненою для широкого загалу. Мовці приписували таким урбанонімам несправжню мотивацію, переосмислюючи їх як похідні від позірних українських антропонімів і таким чином стихійно українізуючи їх. У відантропонімних урбанонімах найчастіше відбувалася трансформація в частині суфіксів російських прізвищ ***-ев*** (***-єв***) і ***-ов***, які замінювано на ***-ів***, що виступає суфіксом присвійности і словотвірним суфіксом для творення українських прізвищ. Значно рідше модифікації зазнавали кореневі морфеми мотивувальних антропонімів, зокрема у формі заміни російських особових імен в основах прізвищ на відповідні їм українські. Поодинокими серед досліджених випадків є приклади часткової українізації урбанонімів, умотивованих єврейськими, чеськими, норвезькими прізвищами.

Явище стихійної українізації форми урбанонімів у XX – першій чверті XXI ст. може свідчити про тенденцію не лише до з'ясування етимології малозрозумілих назв за принципом дії механізму «народної етимології», а й до мовного й мовленнєвого освоєння чужомовних елементів урбанонімікону як одного зі способів адаптації міського неймінг-простору до нових суспільно-історичних обставин.

Ключові слова: топонімія, урбаноніми, мотивація, ремотивація, внутрішня форма слова.

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REMOTIVATION OF URBANONYMS AS A FORM OF SPONTANEOUS UKRAINIZATION (BASED ON THE KYIV URBANONYMY OF XXth–XXIst CENTURIES)

Abstract. The article examines the phenomenon of remotivation of urbanonyms in the context of the processes of spontaneous Ukrainization of toponymic units inherited from the Russian-imperial and Soviet eras. The aim of the study is to identify the linguistic and cognitive basis of the phenomenon of remotivation of urbanonyms in terms of the action of spontaneous Ukrainization mechanisms of the urbanonymicon units motivated by foreign language bases.

To achieve the set goal, the following methods were used: the method of studying sources – to familiarize yourself with the existing scientific works on the topic of the article and analyze them; methods of deduction and induction – to

formulate definitions of the main concepts of the study; methods of motivational (word-forming) and etymological analysis – to determine the motivation of urbanonyms of Kyiv and to distinguish among them those that are motivated by non-Ukrainian roots or bases; comparative-historical method – to identify cases of remotivation of urbanonyms; descriptive method, methods of quantitative analysis and system analysis – to establish the structural characteristics, quantitative parameters and specific weight of the group of urbanonyms of Kyiv, which underwent remotivation as one of the forms of spontaneous Ukrainization of onyms.

In the course of the work, the entire nomenclature of Kyiv urbanonyms for the period from 1901 to 2025 was analyzed, and it was established that the Ukrainization of the form of Kyiv urbanonyms in the 20th and early 21st centuries was mostly of a spontaneous nature. The results of these spontaneous transformations in most cases were later fixed in regulatory and legal documents as official.

The studied modifications concern mainly names motivated by non-Ukrainian surnames, the bearers of which are little-known persons, and therefore, the etymology of these urbanonyms turned out to be unclear, obscured for the general public. Speakers attributed such urbanonyms to false motivation, rethinking them as derivatives of apparent Ukrainian anthroponyms and thus spontaneously Ukrainizing them. In anthroponymic urbanonyms, the most frequent transformation occurred in the suffixes of Russian surnames ***-ev (-yev)*** and ***-ov***, which were replaced by ***-iv***, which acts as a possessive suffix and a word-forming suffix for the creation of Ukrainian surnames. The root morphemes of motivating anthroponyms underwent modification much less frequently, in particular in the form of replacing Russian personal names in the bases of surnames with corresponding Ukrainian ones. Among the studied cases, there are isolated examples of partial Ukrainization of urbanonyms motivated by Jewish, Czech, and Norwegian surnames.

The phenomenon of spontaneous Ukrainization of the form of urbanonyms in the 20th – first quarter of the 21st century may indicate a tendency not only to clarify the etymology of obscure names according to the principle of “folk etymology”, but also to the linguistic and speech development of foreign language elements of the urbanonymicon as one of the ways to adapt the urban naming space to new socio-historical circumstances.

Keywords: toponymy, urbanonyms, motivation, remotivation, internal form of the word.

Постановка проблеми. Декомунізація урбанонімічного простору містить у собі кілька складників. Ключовим із них, без сумніву, є очищення

його від символічних нашарувань російсько-імперського й радянського періодів та маркування урбанонімікону українськими символами, відповідними духові й цінностям нового часу. Водночас із цими семантичними та символічними трансформаціями відбуваються й зміни на рівні форми урбанонімів. До цієї категорії належать, зокрема, уточнення написань власних назв згідно з нормами сучасної української літературної мови в тих випадках, коли поточні назви об'єктів міської топонімії утворені всупереч нормам і традиціям українського словотвору, містять чужомовні (російські) морфеми (те, що публіцистично можна визначити як «топонімічний суржик»). Однак трансформації такого роду, зумовлені очевидною потребою узгодження урбанонімічної номенклатури з мовними нормами (як-от уточнення назв вулиць *Вавилових* замість *Вавілових*, *Добруська* замість *Добрузька*, *Лейпцизька* замість *Лейпцігська* і под.) залишаються за межами цього дослідження. Натомість у його центрі – українізація одиниць урбанонімікону міста Києва в XX – першій чверті XXI століть на рівні внутрішньої форми онімів.

Під українізацією в контексті топонімії розуміємо комплексний, системний і цілеспрямований процес реформування неймінг-простору з метою очищення його від постколоніального символічного спадку (деколонізація) й уведення до топонімікону ціннісно-українських символічних маркерів. При цьому, як показує практика, українізаційні зміни, особливо щодо форми урбанонімів, можуть і не мати комплексного, системного й цілеспрямованого характеру, відбуваючись у багатьох випадках стихійно, непослідовно, на ґрунті розмовного повсякденного мовлення. Частина таких стихійних трансформацій за якийсь час усталюється в мовленнєвій практиці й набуває кодифікації та формального внормування з боку органів місцевої влади.

Українізувальне переосмислення внутрішньої форми топонімів, зокрема урбанонімів, у мовній свідомості користувачів у багатьох випадках відбувається шляхом ***деетимологізації*** (втрати словом морфологічної вмотивованости [1, с. 49]) та ***реетимологізації*** (переосмислення деетимологізованого слова, пов'язування його з новими, зрозумілими коренем або іншою морфемою). Шляхом вторинного осмислення мовці зближують слово з гніздом співзвучних слів, унаслідок чого слово отримує мотивацію на основі зіставлення між словами, які не були пов'язані (або були пов'язані в далекому минулому) етимологічно [2, с. 238; 3, с. 27]. Як і щодо загальних назв, ці динамічні процеси в лексичній системі мови найчастіше стосуються онімів із неясною, непрозорою (реально чи позірно – лише для широкого загалу мовців) етимологією та із затемненою внаслідок цього внутрішньою формою та/або до слів, що їх фонетична система мови не повністю асимілювала.

Деетимологізацію слів як лінгвістичне явище вперше описав Л. Булаховський: слово деетимологізується, коли воно – як «певний звуковий комплекс і соціально приналежне йому значення як продукт психологічної обробки ряду значеннєвих елементів, що стали єдиним цілим, – перестає нагадувати інше слово або слова, з якими воно було раніше пов'язане, втрачає здатність осмислення разом з ними у складі одного гнізда, стає в лексичній системі мови більш ізольованим» [4, с. 148]. Деетимологізація, за словами академіка Булаховського, є наслідком того, що значення певного слова з часом утрачає здатність вступати у свідомості мовців в «значеннєвий зв'язок» з етимологічно спорідненими словами «як своїми безпосередніми родичами».

Загалом явище деетимологізації як затемнення первісного морфологічного складу слова, втрати смислового зв'язку або споріднення між однокореневими словами [5, с. 153] тісно пов'язане з поняттям внутрішньої форми слова, що його, спираючись на вчення В. фон Гумбольдта про внутрішню форму мови, ґрунтовно розробив О. О. Потебня, зокрема в праці 1862 р. «Думка і мова» [6; див. також: 7; 8]. Звичайно, лише частина онімів – переважно відапелятивні топоніми на зразок *Гора*, *Кривий Ріг*, *Горішні Плавні* – явно містять у собі «ознаку реалії, покладену в основу її мовної назви» [9, с. 196]. І все ж те, що оніми вмотивовані апелятивами або іншими онімами, означає, що вони вказують на характерну рису, походження або власника об'єкта-денотата, тому в урбанонімів на кшталт *Пріорка*, *Караваєві Дачі*, *Садова* вулиця і под. цілком можна встановити внутрішню форму майже в класичному, потебнянському її розумінні. Складніше з назвами-меморативами: вони мають найбільший серед топонімів ступінь вияву символічности й довільности в найменуванні і зазвичай є найменш інформативними щодо об'єкту номінації, тому в цьому випадку деетимологізація і реетимологізація безпосередньо зорієнтовані на реальну мотивацію топоніма, позірно видозмінюючи, «коригуючи» її, зокрема в напрямі українізації форми.

Стосовно топонімів, зокрема урбанонімів як одного з їх різновидів, надалі будемо послуговуватись термінами ***демотивація*** і ***ремотивація*** замість відповідно *деетимологізація* і *реетимологізація*, загалом цілковито синонімічних їм у метамові сучасної лінгвістики (пор. наведені вище дефініції термінів *деетимологізація* і *реетимологізація* з визначеннями демотивації і ремотивації, що їх подають Н. Цимбал [10, с. 90, 91] та Н. Валуєва [11, с. 15]). Водночас поняття ***мотивації*** в топоніміці має дещо інше, більш спеціалізоване розуміння, ніж загалом у мовознавстві, становлячи сукупність причин, принципів та ознак, що спонукали людей дати конкретну назву географічному об'єктові: це причиново-наслідковий

зв'язок між назвою географічного об'єкта (топонімом) та його реальною ознакою (фізичною, історичною, соціальною), яка стала основою для виникнення цієї назви [12, с. 106]. Інакше кажучи, з'ясування мотивації дозволяє відповісти не лише на запитання «Як утворилася ця назва?» (етимологія топоніма), а й на інше: «Чому об'єкт названо саме так?».

Актуальність дослідження зумовлена підвищенням суспільного інтересу до української топонімії як частини символічного простору країни в контексті деколонізації останнього на тлі російсько-української війни, що триває, і протидії інформаційному тискові з боку країни-агресора. З'ясування механізмів взаємодії урбанонімів, умотивованих чужомовними основами, з українським мовним середовищем уможливить вироблення науково обґрунтованих підходів до реформування неймінг-простору, зокрема в частині критеріїв визначення належности урбанонімів до імперської та радянської топонімічної спадщини.

Частина урбанонімів міста Києва, що існували в XX столітті та/або існують на цей час, вмотивовані неукраїнськими власними назвами: прізвищами (характеризувально-посесивними назвами на кшталт: *Байкова* гора, *Бегичевська* гора, *Чоколівка*, *Червиновський* провулок; меморативами, як-от *Левашовська* вулиця, вулиця *Боткіна*, *Грибоєдова*, *Полковника Затєвахіна*, площа *Калініна,* парк *імені Примакова*); топонімами Російської Федерації (*Астраханська*, *Кемеровська*, *Тагільська* вулиці, *Московський* проспект, *Тверський* тупик); ергонімами, похідними від російських антропонімів і топонімів (вулиці *Панфіловців*, *Сєдовців*, *Челюскінців*) тощо.

Щодо згаданих вище груп урбанонімів відбувалися українізаційні зміни, переважно – стихійні, під упливом суспільно-політичних (насамперед, Української революції 1917–1921 рр., впровадження політики українізації, відновлення державної незалежности в 1991 р.), соціально-економічних та демографічних (зміни в національному складі населення міста Києва) чинників. У багатьох випадках результати таких змін, як уже було сказано, з часом набували легалізації в офіційних документах.

Мета цієї статті полягає у виявленні мовно-когнітивного підґрунтя явища ремотивації урбанонімів в аспекті дії стихійних механізмів українізації одиниць урбанонімікону, вмотивованих чужомовними основами. Для досягнення цієї мети необхідно виконати такі **завдання**:

1) проаналізувати наявні наукові праці за темою дослідження;

2) сформулювати дефініції основних понять дослідження, увівши їх у контекст українізації урбанонімікону;

3) виявити у загальній структурі урбанонімікону міста Києва XX–XXI століть урбаноніми, умотивовані неукраїнськими коренями чи основами, а

серед них – ті, що зазнали стихійної ремотивації українізаційного характеру;

4) визначити внутрішню структуру цієї групи урбанонімів, класифікувати їх з погляду морфологічної будови та джерел мотивації;

5) встановити кількісні параметри названої групи урбанонімів та її питому вагу у відсотковому відношенні до загальної маси урбанонімів Києва;

6) описати екстралінгвальні чинники, які впливали на еволюцію цього сегмента урбанонімікону на різних етапах його розвитку.

Матеріалом для дослідження послужили реєстри: офіційного довідника «Вулиці міста Києва» [13] (актуальний перелік назв проїздів і майданів Києва), довідників «Вулиці Києва» 1979 р.[14] і 1995 р. видання [15] (назви проїздів і майданів Києва радянського періоду), топонімічного довідника «Київ» Л. Пономаренко і О. Різника [16] (інші урбаноніми Києва, крім годонімів та агоронімів), із залученням додаткових довідкових джерел (легенда карти-схеми Києва 1911 р. (http://www.kiev-maps.com/images/old_maps/map_of_Kiev_1911.jpg), список зниклих вулиць Києва у Вікіпедії та ін.). З метою вивчення трансформацій внутрішньої форми урбанонімів в мові офіційних документів XX–XXI століть було використано оцифровані нормативно-правові акти міської влади з питань найменувань і перейменувань вулиць і майданів міста Києва, викладені на інтернет-ресурсі http://81412.livejournal.com/ (акаунт користувача AMY).

У процесі роботи було застосовано такі **методи**:

1) метод вивчення джерел – для ознайомлення з наявними науковими працями за темою статті та аналізу їх;

2) методи дедукції та індукції – з метою формулювання дефініцій основних понять дослідження;

3) методи мотиваційного (словотвірного) і етимологічного аналізу – задля визначення мотивації урбанонімів міста Києва та виокремлення серед них тих, що вмотивовані неукраїнськими коренями чи основами;

4) порівняльно-історичний метод – для виявлення випадків ремотивації урбанонімів;

5) описовий метод, методи кількісного аналізу й системного аналізу – для встановлення структурних характеристик, кількісних параметрів і питомої ваги групи урбанонімів Києва, котрі зазнали ремотивації як однієї з форм стихійної українізації онімів.

Аналіз останніх досліджень та публікацій. У XX ст. вагомий внесок у дослідження явищ деетимологізації (демотивації, опрощення) та пов'язаної з ним реетимологізації (ремотивації) зробили Л. Булаховський, Р. Якобсон, Г. Цихун, Т. Аркадьєва, Н. Крилов, В. Яровенко. Окремі

аспекти деетимологізації/демотивації залишаються в центрі уваги сучасних українських науковців. Так, Н. Дьячок вивчає явище деетимологізації на прикладі конкретних номінатем [17], О. Балалаєва проаналізувала фонетичні, словотворчі та семантичні чинники, що сприяють розриву етимологічних зв'язків слів та перетворенню дериватів на етимоніми [18], Н. Цимбал у межах розгляду методології мотивологічних досліджень подає системне бачення динамічних лексичних явищ – таких, як демотивація, ремотивація, неомотивація, – у структурі мотиваційних відношень [10], О. Самойленко зосереджує увагу на реетимологізаційних процесах як одному з чинників словотвору [3; 19].

Когнітивно-ономасіологічний підхід до мотивації знайшов відображення у працях О. Селіванової, ономасіологічний – у Т. Кияка, О. Снітко, деривaційний – у Р. Бачкура, Є. Карпіловської, Н. Клименко, етимологічний – у Й. Дзендзелівського, Т. Черниш, стилістично-функціональний – у Н. Савчук та ін.

У сучасній зарубіжній лінгвістиці варто виокремити кілька праць: білоруська мовознавиця В. Лящинська відстежує процеси деетимологізації на матеріалі фразеологізмів [20], фінська дослідниця А. Кіегеля (Alina Kiehelä) розглядає взаємопов'язаність явищ демотивації і ремотивації слова у процесі викладання іноземних мов [21].

На матеріалі вітчизняної топонімії та ергонімії проблему мотивації власних назв досліджували, зокрема, Ю. Дідур [22], Н. Савчук [12], Н. Сарган [23], щоправда, у цих працях не висвітлено аспекту ремотивації (реетимологізації) власних назв. Безпосередньо на демотиваційно-ремотиваційних процесах в ономастиці зупиняє свою увагу Г. Сеник, досліджуючи вмотивовані діалектизмами прізвиська [24].

Таким чином, на сьогодні тема ремотивації топонімічних одиниць залишається вкрай мало розробленою в українському мовознавстві: питання ремотивації епізодично торкались як лінгвісти, так і історики-краєзнавці у зв'язку з окремими топонімами неясної етимології, зокрема й на київському матеріалі (як-от, приміром, І. Желєзняк стосовно київських назв *Видубичі*, *Голосіїв*, *Желянь*, *Мишалівка/Мишоловка*, *Неводичі/Наводничі*, *Угорське*, *Ширма*, див. [25]), однак спеціалізованого й системного аналізу цього аспекту явища ремотивації в лексичній системі мови дотепер не здійснено.

Виклад основного матеріалу дослідження. В урбаноніміконі міста Києва XX – XXI століть налічується щонайменше 58 назв (актуальних та колишніх), які достеменно можна визначити як результати українізаційних змін топонімів шляхом ремотивації останніх за типом «народної етимології». Більшу частину цих урбанонімів (46, або 79 %) легалізовано, тобто закріплено в зукраїнізованій формі в нормативно-правових

документах та офіційних довідкових джерелах (для сучасних годонімів і агоронімів таким джерелом є згаданий вище довідник «Назви вулиць міста Києва», який фактично виконує функцію офіційного реєстру проїздів і майданів столиці України).

Менша ж частина їх (12, або 21 %) функціонує в альтернативному неймінг-просторі – як розмовні або сленгові варіанти офіційно затверджених назв [детальніше про це див.: 26], хоча й ці варіанти урбанонімів періодично з'являються на сторінках преси та в інтернет-просторі й навіть в офіційних і довідкових текстах.

На прикладі українізаційних змін форми урбанонімів міста Києва спостерігаємо один з проявів добре й давно відомої «народної (наївної, несправжньої) етимології», яка характерна для сприймання малозрозумілих слів, зокрема іншомовних і застарілих. Під «народною етимологією» (альтернативні, більш сучасні терміни – квазіетимологія, паретимологія) розуміють «факти хибного розуміння походження або значення мовної одиниці, коли їй на основі випадкової формальної подібности або тотожности з іншою одиницею, знайомішою мовцеві, помилково приписуються і значення чи мотивація, аналогічні цій останній» [27, с. 402].

Стосовно топонімії цей мовно-когнітивний механізм виявляє себе двояко: 1) у творенні легендарних пояснень походження топонімів (як-от псевдоетимологія хороніма *Дарниця* від словосполучення *(кидати, класти) дари ниць* та відповідна легенда про посланців, які приносили дари київським князям);

2) у контамінаційних трансформаціях топонімів на основі співзвучности з відомими мовцям словами, тобто так само, як і у випадку із загальними назвами, видозмінюваними під дією «народної етимології» (*спинжак* замість *піджак*, *радиво* замість *радіо*, *куркулятор* замість *калькулятор* та ін.).

Процеси першого типу (без модифікації самого оніма) можна визначити як пасивну ремотивацію, другого типу – як активну. У літературі для них застосовують визначення ***семантична ремотивація*** і ***формально-семантична ремотивація*** відповідно [28, с. 15; 29, с. 78], хоча в контексті переосмислення внутрішньої форми слова навряд чи взагалі можливо чітко розмежувати зміни на рівні форми і семантики: відрізняється головним чином характер вираження їх результатів.

Модифікація топонімів із затемненою внутрішньою формою, тобто активна (формально-семантична) ремотивація їх (як-от перетворення астіоніма *Солеванськ* на *Слов'янськ*), може передбачати водночас і наявність легенди чи переказу «для обґрунтування» псевдоетимологічної версії, хоча в більшості випадків дослідник має справу лише з результатом

стихійної мовотворчости й може хіба що реконструювати логіку мовців. Утім, варто зауважити, що неясність мотивації урбаноніма для звичайного містянина, спричинена необізнаністю останнього з передумовами найменування чи перейменування та з джерелом мотивації, майже завжди породжує псевдоетимологічні версії (адже людина підсвідомо завжди прагне якось пояснити для себе щось незрозуміле), однак тільки незначна частина таких пояснень стає надбанням широкого загалу й залишається зафіксованою в джерелах.

Серед офіційно закріплених (легалізованих) зукраїнізованих форм урбанонімів міста Києва, умотивованих іншомовними лексемами, більшість, а саме – 34 із 48 назв, походить від неукраїнських прізвищ, переважно російських: чинні назви – *Бутишів* провулок (від прізвища домовласника *Бутишева*), *Дегтярівська* вулиця (від прізвища купця й мецената Михайла *Дегтерьова (Дехтерьова)*), *Дмитрівська* вулиця (від прізвища домовласника купця Івана *Дмитрієва*), *Назарівська* вулиця (від прізвища домовласника *Назар'єва*), *Пилипівські* вулиця й провулок (від прізвища домовласника *Філіппова* [30]), місцевість *Протасів яр* і прокладена в ній вулиця *Протасів Яр* (від прізвища землевласника генерала *Протасова*; на деяких картосхемах початку XX ст. вулиця позначена як «вулиця Протасова»), хоронім *Чоколівка* (від прізвища купця Миколи *Чоколова*); також колишні офіційні назви – *Бехтерівський* провулок (від прізвища вченого-медика Володимира *Бехтерева* [30; 31]), *Болсунівські* вулиця й провулок (від прізвища домовласників купців *Болсунових* [32]; проте назви колишньої вулиці С. Струтинського відновлено 2015 р. у формі *Болсуновська*, а колишнього провулка Мічуріна в 2023-му – у формі *Болсуновський*), *Велика і Мала Шиянівські* вулиці (від прізвища домовласника Миколи *Шиянова* [33]; проте назву вулиці Немировича-Данченка відновлено 2023 р. у формі *Мала Шияновська*, тобто без українізації), *Драгомирівська* вулиця (від прізвища генерал-губернатора Михайла *Драгомирова*), *Дяківська* (або *Дьяківська*) вулиця (від прізвища міського голови Іполита *Дьякова*), *Некрасівська* вулиця (на честь поета Миколи *Некрасова*) та інші.

Щодо офіційної форми останнього зі згаданих урбанонімів, то вона змінювалася в різні періоди: у 1930-ті – 40-ві рр. в офіційних документах українською мовою паралельно вживали форми *Некрасовська* [34, с. 32] і *Некрасівська* (так подано на картах-схемах міста 1935 і 1947 рр.), у 1944 годонім підтверджено у формі *Некрасівська* [32], у 1958 написання увідповіднено до чинного правопису (*Некрасовська*), але 2015 знову легалізовано зукраїнізовану форму *Некрасівська* [13, с. 172].

Ще 11 урбанонімів, умотивованих неукраїнськими прізвищами, зазнали стихійної українізації форми лише в розмовному мовленні: *Антифіївка* (від прізвища околоткового наглядача *Антифєєва*), *Богоутівська* (*Богоутська*, *Боговутівська*) вулиця (офіційно – *Багговутівська*, від прізвища генерала Олександра *Багговута*), вулиця *Жаданівського* (так у путівнику Федора Ернст «Київ» 1930 р. подано назву вулиці *Жадановського*), *Караваївські*, *Ново-Караваївська* і дві *Печерсько-Караваївські* вулиці та *Караваївська* площа (від прізвища хірурга Володимира *Караваєва*), вулиця *Панфілівців* (годонім умотивований збірним іменником *панфіловці*, похідним від прізвища генерал-майора Івана *Панфілова*), *Тургенівська* вулиця (від прізвища письменника Івана *Тургенєва*), вулиця *Вікентія Хвойка* (офіційно – «вул. В. Хвойки»; розглядаємо цей випадок як приклад українізації, оскільки прізвище археолога – *Хвойка* – чеське з походження (*Čeněk Chvojka*), і зміна його на *Хвойко* може свідчити про реетимологізаційне переосмислення за подібністю до українських прізвищ на ***-ко***), *Червинівський* провулок (від прізвища генерал-майора Костянтина *Червинова*), *Чехівський* провулок (офіційно – *Чеховський*).

Як бачимо, у відантропонімних урбанонімах найчастіше відбувається трансформація в частині суфіксів російських прізвищ ***-ев*** (***-єв***) і ***-ов***, які замінювано на ***-ів***, що виступає суфіксом присвійности і словотвірним суфіксом для творення українських прізвищ на зразок *Петрів*, *Стахів*, *Тимківський* і под. Значно рідше модифікації зазнавали кореневі морфеми мотивувальних антропонімів, зокрема у формі заміни російських особових імен в основах прізвищ на відповідні їм українські (наприклад, *Пилипівські* вулиця й провулок замість первісних *Філіпповських* (російське *Филипповские*), за прізвищем домовласника *Філіппова*). Таким чином, має місце реетимологізація урбанонімів шляхом приписування їм позірної мотивації українськими, а не російськими прізвищами – як один з варіантів стихійної українізації міських назв.

Крім того, зафіксовано два випадки українізувальної трансформації урбанонімів, умотивованих єврейськими (ашкеназькими) прізвищами: вулиця *Горовиця* і вулиця *Петра Каркоця*. В обох випадках пом'якшено твердий ***ц***, на який закінчуються основи оригінальних прізвищ *Горвіц* і *Каркоц*, – за аналогією до українських іменників-апелятивів типу *горобець*, *кравець*, а в першому з годонімів ще й відбулася фонетична зміна [і]>[и], що так само може тлумачитись як спроба наближення іншомовного оніма до українських вимовних традицій. Щоправда, часткова українізація форми тут найімовірніше спочатку торкнулася прізвищ, які набули варіантів – *Горвіц* /*Горвиць* / *Горовиць* і *Каркоц* /*Каркоць*, і вже потім зукраїнізовані

варіанти антропонімів було зафіксовано в урбанонімах-меморативах (причому в різних документах 1920-х – 30-х рр. назву теперішньої Великої Житомирської подають то як «вулиця Горвиця», то як «вулиця Горовиця»).

На особливу увагу заслуговує випадок Багговутівської вулиці (з 2023 – Загорівська), у трансформації назви якої повною мірою відобразився механізм «народної етимології» щодо переосмислення та реетимологізації малозрозумілих слів іншомовного походження. Урбанонім походить від норвезького прізвища *Baggehufwudt*, форма якого в російській мові еволюціонувала до *Баттовут* (рід шведсько-німецьких дворян, частина якого осіла в Росії). Незрозуміле й важке для вимови пересічних киян *Багговутівська* набуло розмовних варіантів – *Боговутівська*, *Богоутівська*, *Богоутська*. Очевидно, що подібно до хрестоматійних прикладів трансформування іншомовних запозичень під упливом псевдоетимології (*некрут*, *спинжак, мазелін* і под.) тут так само мовці намагалися зблизити звучання урбаноніма з відомими їм словами чи коренями, а саме – з лексемою *бог*, як у назвах на кшталт *Богоявленська* (вулиця, церква).

Київські урбаноніми, умотивовані іншими, ніж прізвища, лексемами неукраїнського походження, становлять виразну меншість (13 із 58, або близько 22 %) серед тих, що зазнали українізації їхньої внутрішньої форми. До таких належать зокрема назви вулиць *Білгородської* (початково, з 1955 – *Бєлгородська*, за російським топонімом), *Загородньої*, *Золотоустівської*, *Кемерівської*, *Світлогорської* (офіційна протягом 1957–2022 рр. форма годоніма, вмотивованого назвою міста *Свєтлогорськ*; у рішенні про найменування форма була ще більш зукраїнізованою – *Світлогірська* [35]), *Яснопільської* (початково – *Яснополянська*, від астіоніма *Ясна Поляна*) та *Цукрового* провулка.

Сюди ж належать і шість умотивованих російськими лексемами урбанонімів, які було офіційно уточнено в межах деколонізації столичної топонімії. Так, у 2018 році *Огуречну* вулиця перейменовано на *Огіркову*, *Охотські* вулиця і провулок стали *Мисливськими*, *Лагерна* вулиця – *Табірною,* а назву *Овражного* провулку уточнено на *Яровий*; у 2021 році годонім *Річна* (вулиця) уточнено на *Річкова*. Цікаво, що в обґрунтуванні відповідних рішень Київської міської ради йдеться про «приведення назв вулиць та провулків у місті Києві до вимог українського правопису» [36], хоча насправді ці українізувальні уточнення назв мали на меті усунути наслідки лексичного калькування в мотивації урбанонімів. Слід проте зауважити, що прикметник *річний* у значенні *річковий* існує в сучасній українській мові, хоча й має статус рідковживаного, а джерелом мотивації первісної назви Мисливських вулиці й провулка найімовірніше був не апелятив *охота* (мисливство, полювання), а топонім *Охотське* (море). Деякі

з цих уточнень фіксували вже наявні в неофіційному обігу зукраїнізовані форми топонімів (*Мисливська* вулиця, *Мисливський* провулок, *Табірна* вулиця).

Звичайно, стихійна українізація/ реетимологізація внутрішньої форми торкнулась у XX – на початку XXI ст. далеко не всіх урбанонімів міста Києва, умотивованих неукраїнськими власними або загальними назвами. Це явище мало нерегулярний вияв і в переважній більшості випадків не стосувалося радянських меморативів, утворених за моделлю «родова назва об'єкта + (ім'я) прізвище в Gen.» – за винятком згаданих вище назв вулиць *Горовиця*, *Каркоця*, *Мельникова*. Серед урбанонімів, що зазнали такої трансформації, кількісно переважають назви, відомі ще з XIX ст. або принаймні з першої чверти XX ст.

Урбаноніми радянської доби, особливо вмотивовані прізвищами діячів, що входили до умовного топонімічного пантеону радянського тоталітарного режиму (таких, як *Ленін*, *Сталін*, *Кіров*, *Калінін*, *Фрунзе*, *Горький* та ін.), найменшою мірою зазнавали стихійних українізаційних змін. Причини цього вбачаємо, по-перше, у відносно більшій поінформованості населення про персоналії, прізвища яких масово глорифікували в топонімії на всій території Радянського Союзі, оскільки радянська пропагандистська машина забезпечувала достатній інформаційний (насправді – ідеологічно-пропагандистський) супровід такій глорифікації, і мовці принаймні в загальних рисах, хай і у вкрай мітологізованому вигляді, мали уявлення про них. Таким чином, мотивація таких меморативних урбанонімів аж ніяк не було неясною чи затемненою для широкого загалу мовців, що не давало ґрунту для реетимологізаційних трансформацій. По-друге, перекручення прізвищ «вождів» та інших знакових осіб радянського мітопантеону могло потягти за собою цивільну, а в деякі періоди радянської історії – навіть кримінальну відповідальність.

Висновки. Підсумовуючи, варто зазначити, що українізація форми київських урбанонімів у XX та на початку XXI ст. здебільшого мала стихійний характер, хоча результати цих стихійних трансформацій у більшості випадків, після певного періоду апробування їх практикою мовлення, було закріплено в нормативно-правових документах як офіційні.

Досліджувані видозміни форми міських топонімів стосуються переважно назв, умотивованих неукраїнськими прізвищами, носії яких є маловідомими особами (місцеві домо- і землевласники, першопоселенці тощо), а отже, етимологія цих урбанонімів виявилася неясною, затемненою для широкого загалу мовців. Це створило сприятливі умови для дії механізму «народної етимології» та реетимологізації власних назв: мовці приписували таким урбанонімам несправжню мотивацію, переосмислюючи

їх як похідні від позірних українських антропонімів і таким чином стихійно українізуючи їх. У відантропонімних урбанонімах найчастіше відбувалася трансформація в частині суфіксів російських прізвищ ***-ев*** (***-єв***) і ***-ов***, які замінювано на ***-ів***, що виступає суфіксом присвійности і словотвірним суфіксом для творення українських прізвищ. Значно рідше модифікації зазнавали кореневі морфеми мотивувальних антропонімів, зокрема у формі заміни російських особових імен в основах прізвищ на відповідні їм українські. Поодинокими серед досліджених випадків є приклади часткової українізації урбанонімів, умотивованих єврейськими, чеськими, норвезькими прізвищами.

Явище стихійної українізації форми урбанонімів у ХХ – першій чверті ХХІ ст. може свідчити про тенденцію не лише до з'ясування етимології малозрозумілих назв (що вписується у загальну картину дії «народної етимології» стосовно етимологічно затемнених, деетимологізованих лексем,слів іншомовного походження тощо), а й до мовного й мовленнєвого освоєння чужомовних елементів урбанонімікону як одного зі способів адаптації міського неймінг-простору до нових суспільно-історичних обставин. Можна розглядати прояви стихійної українізації успадкованих урбанонімів як своєрідний пролог до завершеної нещодавно масштабної деколонізації урбанонімікону столиці України.

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ВПЛИВ ЦИФРОВОЇ КУЛЬТУРИ НА СУЧАСНИЙ ЛІТЕРАТУРНИЙ ПРОЦЕС

Анотація. У статті досліджено вплив цифрової культури на сучасний літературний процес та проаналізовано основні зміни, що відбуваються у сфері літературної творчості в умовах цифровізації суспільства. Розглянуто сутність цифрової культури як важливого чинника розвитку сучасного інформаційного простору та її роль у зміні традиційних моделей функціонування літератури. Визначено, що розвиток цифрових технологій сприяв появі нових форм художнього тексту, зокрема електронної літератури, гіпертекстових творів, інтерактивної прози, мультимедійних форматів і мережевої творчості. З'ясовано, що завдяки цифровізації видозмінилися способи створення, поширення та сприйняття літературних творів.

Особливу увагу приділено новим моделям взаємодії автора й читача у цифровому середовищі. Доведено, що сучасний читач не є пасивним реципієнтом художнього тексту, а бере участь у літературній комунікації через соціальні мережі, онлайн-платформи, читацькі спільноти й фанфікшн-культуру. Проаналізовано вплив цифрових платформ на популяризацію літератури та формування читацьких уподобань. Встановлено, що соціальні мережі й цифрові алгоритми суттєво впливають на сучасний книжковий ринок і процес літературної рецепції.

У статті також окреслено основні переваги та виклики цифрової культури для літератури. До позитивних аспектів віднесено демократизацію літературного простору, доступність художніх текстів, розширення читацької аудиторії та розвиток нових форм творчості. Водночас визначено низку проблем, пов'язаних із поверхневим читанням, інформаційним перевантаженням, комерціалізацією літератури, трансформацією авторства та порушенням авторських прав у цифровому середовищі. Окремо проаналізовано вплив штучного інтелекту на сучасний літературний процес і його роль у формуванні нових підходів до творчості.

У висновку зазначено, що цифрова культура суттєво впливає на сучасний літературний процес, формуючи нові способи літературної комунікації та художнього самовираження. Перспективи подальших досліджень пов'язані з вивченням впливу штучного інтелекту на літературу, особливостей функціонування електронних текстів і трансформації читацьких практик у цифровому середовищі.

Ключові слова: цифрова культура, літературний процес, електронна література, цифровізація, літературна комунікація, інтерактивність.

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THE IMPACT OF DIGITAL CULTURE ON THE MODERN LITERARY PROCESS

Abstract. The article examines the influence of digital culture on the contemporary literary process and analyzes the main transformations taking place in the field of literary creativity under the conditions of social digitalization. The essence of digital culture as an important factor in the development of the modern information space and its role in changing traditional models of literature functioning are considered. It is determined that the development of digital technologies has contributed to the emergence of new forms of literary texts, including electronic literature, hypertext works, interactive prose, multimedia formats, and network creativity. The study proves that digitalization has significantly transformed the ways of creating, distributing, and perceiving literary works.

Special attention is paid to new models of interaction between the author and the reader in the digital environment. It is emphasized that the modern reader is no longer only a passive recipient of a literary text but increasingly becomes an active participant in literary communication through social networks, online platforms, reading communities, and fanfiction culture. The influence of digital platforms on literature promotion and the formation of readers' preferences is analyzed. It is established that social media and digital algorithms considerably affect the contemporary book market and the process of literary reception.

The article also outlines the main advantages and challenges of digital culture for literature. The positive aspects include the democratization of the literary space, accessibility of literary texts, expansion of the readership, and development of new creative forms. At the same time, several problems are

identified, including superficial reading, information overload, commercialization of literature, transformation of authorship, and copyright violations in the digital environment. Particular attention is paid to the impact of artificial intelligence on the modern literary process and its role in shaping new approaches to creativity.

It is concluded that digital culture significantly transforms the contemporary literary process by creating new forms of literary communication and artistic self-expression. Prospects for further research are associated with studying the impact of artificial intelligence on literature, the peculiarities of electronic texts functioning, and the transformation of reading practices in the digital environment.

Keywords: digital culture, literary process, electronic literature, digitalization, literary communication, interactivity.

Постановка проблеми. Сучасний літературний процес формується під впливом активного розвитку цифрових технологій та глобального інформаційного простору. Поширення електронних книг, аудіокниг, онлайн-бібліотек, соціальних мереж і літературних платформ спричинило суттєві зміни у способах створення, поширення та сприйняття художніх текстів. Література поступово виходить за межі традиційного друкованого формату й адаптується до нових умов цифрової культури. Унаслідок цього змінюються читацькі практики, комунікація між автором і читачем, а також функціонування літератури загалом. Актуальність теми полягає в необхідності дослідження впливу цифровізації на сучасний літературний процес та визначення її позитивних і негативних наслідків.

Аналіз останніх досліджень і публікацій. Проблема взаємодії літератури й цифрових технологій є предметом дослідження багатьох сучасних науковців у галузі літературознавства, культурології та медіадосліджень. Значний внесок у вивчення впливу медіа на культуру зробив Маршалл Мак'юен [7], який розглядав засоби комунікації як чинники суспільних змін. Важливими для дослідження цифрової культури є праці Жана Бодрійяра [3], присвячені проблемам віртуалізації та симуляції сучасного світу. Значну увагу питанням трансформації тексту й комунікації в умовах розвитку новітніх технологій приділяв Умберто Еко [5]. Однак проблема впливу цифрової культури на сучасний літературний процес потребує подальшого комплексного аналізу, оскільки цифрові технології постійно змінюють форми функціонування літератури.

Метою дослідження є визначення особливостей впливу цифрової культури на сучасний літературний процес, аналіз основних форм взаємодії літератури й цифрових технологій, а також окреслення перспектив розвитку літератури в умовах цифровізації суспільства.

Виклад основного матеріалу дослідження. Цифрова культура суттєво впливає на сучасну літературу, змінюючи способи створення, поширення та сприйняття художніх творів. Одним із найпомітніших проявів цифровізації є поширення електронних книг та аудіокниг, які забезпечують швидкий доступ до літератури та розширюють читацьку аудиторію. Значну роль у сучасному літературному процесі відіграють також соціальні мережі та онлайн-платформи, де автори мають можливість безпосередньо взаємодіяти з читачами, популяризувати власну творчість і публікувати тексти без участі традиційних видавництв.

Водночас цифровізація літератури має не лише позитивні наслідки. Постійний потік інформації та швидке споживання контенту нерідко спричиняють поверхневе читання, зниження концентрації уваги й втрату інтересу до складних форм художніх текстів. Крім того, комерціалізація цифрового простору впливає на літературний процес, орієнтуючи авторів на популярність і швидке поширення контенту.

Попри це, цифрова культура відкриває нові перспективи для розвитку літератури. Інтернет-простір сприяє поширенню сучасної української та світової літератури, забезпечує доступ до культурної спадщини та створює умови для появи нових жанрів і форм художньої творчості. Отже, цифровізація є важливим чинником трансформації сучасного літературного процесу, що визначає особливості розвитку літератури у XXI столітті.

Цифрова культура є одним із основних феноменів сучасного інформаційного суспільства, що виник унаслідок активного розвитку цифрових технологій, мережевої комунікації та глобалізації інформаційного простору. Вона охоплює сукупність способів створення, поширення, збереження та сприйняття інформації за допомогою електронних засобів і цифрових медіа. У сучасному світі цифрова культура впливає практично на всі сфери людської діяльності – освіту, науку, мистецтво, літературу, медіа та міжособистісне спілкування. Широке використання інтернету, соціальних мереж, електронних платформ і мультимедійних технологій сприяє формуванню нового типу культурної взаємодії, у якій інформація стає головним ресурсом суспільства.

Одним із перших дослідників впливу медіа на суспільство був Маршалл Мак’юен [7]. У своїх працях він наголошував, що засоби комунікації змінюють спосіб мислення людини та структуру суспільства. Учений сформулював концепцію «глобального села», відповідно до якої розвиток електронних медіа об’єднує людство в єдиний інформаційний простір. Ідеї М. Мак’юена набули особливої актуальності в епоху цифровізації, коли комунікація здійснюється переважно через інтернет і цифрові платформи.

Важливий внесок у дослідження цифрової культури зробив Мануель Кастельс [6], який розробив теорію мережевого суспільства. Науковець вважав, що сучасний світ функціонує на основі інформаційних мереж, які визначають економічні, культурні та соціальні процеси. На думку дослідника, саме інформаційні технології стали головним чинником формування нової моделі суспільства, у якому цифрова комунікація забезпечує швидке поширення інформації та створює глобальні культурні зв'язки.

Проблему трансформації культури під впливом цифрових технологій досліджував також Лев Манович [8]. У праці «Мова нових медіа» він аналізував особливості функціонування цифрових медіа та їхній вплив на мистецтво й культуру. Учений наголошував, що цифрова культура характеризується інтерактивністю, мультимедійністю та можливістю постійної взаємодії користувача з інформаційним середовищем. Завдяки цьому змінюються не лише способи споживання інформації, а й форми творчості та культурної діяльності.

Значну увагу проблемам віртуалізації сучасного суспільства приділяв Жан Бодрійяр [3]. Дослідник стверджував, що сучасна людина взаємодіє не з реальною дійсністю, а з її цифровими образами та симуляціями, створеними медіа. Це спричиняє зміну способів сприйняття культури та мистецтва, оскільки цифровий простір формує нову інформаційну реальність, у якій межа між реальним і віртуальним поступово стирається.

Вивченням впливу медіа на свідомість людини займався також Ніл Постман [9], який звертав увагу на те, що масове поширення цифрових технологій та розважального контенту може призводити до спрощення мислення та зниження рівня критичного сприйняття інформації. На його думку, сучасна культура більше орієнтується на швидке споживання інформації, що негативно впливає на глибину читання та аналітичне мислення.

Особливу роль у розвитку цифрової культури відіграють соціальні мережі та онлайн-комунікація. Генрі Дженкінс [12] у своїй концепції культури конвергенції наголошував, що сучасний користувач цифрового простору перестає бути лише пасивним споживачем інформації та стає активним учасником створення контенту. Завдяки цифровим платформам люди мають можливість брати участь у культурному процесі, коментувати, поширювати й створювати власний медіапродукт.

Цифрова культура суттєво змінює характер сучасної комунікації та доступ до інформації. Інтернет забезпечує швидке поширення знань, сприяє розвитку дистанційної освіти, електронних бібліотек та онлайн-платформ. Завдяки цьому сучасна культура стає більш відкритою, інтерактивною та

доступною для широкої аудиторії. Водночас цифровізація має й негативні наслідки, серед яких інформаційне перевантаження, залежність від соціальних мереж, поверхневе сприйняття інформації та зниження концентрації уваги.

Отже, цифрова культура є важливою складовою частиною сучасного суспільства, що визначає нові форми комунікації, функціонування культури та взаємодії людини з інформаційним середовищем. Розвиток цифрових технологій суттєво змінює культурний простір, створюючи нові можливості для творчості, освіти та поширення знань, водночас породжуючи нові виклики для сучасної культури й суспільства.

Цифровізація сучасного суспільства істотно вплинула на розвиток літературного процесу, змінивши не лише способи створення й поширення художніх текстів, а й саму природу літературної комунікації. Література XXI століття функціонує в умовах активної взаємодії з цифровими технологіями, медіаплатформами та глобальними інформаційними мережами. Це сприяє формуванню нових жанрових моделей, трансформації читацьких практик та переосмисленню ролі автора й читача в культурному просторі. На думку Оксани Пухонської, цифрова культура перетворює традиційний художній дискурс, сприяючи появі нових моделей взаємодії автора, тексту й читача [10, с. 37].

Сучасний літературний процес переходить у цифрове середовище, де текст існує не лише у традиційній друкованій формі, але й у форматі електронних книг, блогів, мультимедійних проєктів, інтерактивної прози та мережевої літератури. На думку Генрі Дженкінса [12], сучасна культура характеризується феноменом конвергенції, коли різні форми медіа взаємодіють між собою, а споживач інформації стає активним учасником культурного процесу. У літературі це проявляється у виникненні інтерактивних форм тексту, де читач може впливати на розвиток сюжету, коментувати твір або навіть долучатися до його створення.

Однією з характерних рис цифрової доби стало поширення електронної літератури. Електронні тексти не тільки дублюють друковані видання, проте і сприяють утворенню нових форм художнього письма, що поєднують текст, звук, відео та гіперпосилання. Такі твори часто мають нелінійну структуру та передбачають активну взаємодію читача з текстом. Дослідниця Н. Кетрін Гейлс [4] зазначає, що цифрова література формує новий тип текстуальності, у якому важливу роль відіграє технологічне середовище функціонування твору.

Розвиток цифрових платформ значно змінив механізми літературної комунікації. Якщо раніше основними посередниками між автором і читачем були видавництва, критики та літературні журнали, то сьогодні

письменники отримали можливість безпосередньо взаємодіяти з аудиторією через соціальні мережі, блоги та онлайн-платформи. Особливої популярності набули сервіси самвидаву, які дозволяють авторам публікувати власні тексти без участі традиційних видавництв. Це сприяє демократизації літературного простору та розширенню можливостей для молодих авторів.

Соціальні мережі також стали важливим середовищем функціонування сучасної літератури. Платформи Instagram, TikTok, Facebook та Telegram активно використовують для популяризації книжок, літературних оглядів і творчої комунікації. Значного поширення набув феномен «BookTok» – літературного сегмента TikTok, де користувачі створюють короткі відеоогляди книг, формуючи нові читацькі тенденції та впливаючи на книжковий ринок. Завдяки цьому окремі твори здобувають світову популярність саме через цифрові платформи. Наприклад, роман «Пісня Ахілла» американської письменниці Медлін Міллер пережив нову хвилю популярності через рекомендації користувачів TikTok, хоча був опублікований значно раніше.

Цифровізація також сприяла розвитку фанфікшну як особливої форми мережевої творчості. Фанфікшн передбачає створення нових сюжетів на основі вже наявних художніх світів і персонажів. Такі тексти публікують на спеціалізованих онлайн-платформах та демонструють зміну традиційного уявлення про авторство. У цифровій культурі читач стає співтворцем тексту, а межа між автором і читачем поступово стирається. Цей процес відповідає концепції «смерті автора», сформульованій Роланом Бартом [1], однак у цифрову епоху вона набуває нового практичного втілення.

Водночас цифровізація літературного процесу має і суперечливі наслідки. Постійний потік інформації та швидке споживання контенту нерідко призводять до поверхневого читання й зниження рівня концентрації уваги. Ніколас Карр [11] наголошує, що цифрове середовище змінює способи сприйняття інформації та впливає на когнітивні процеси людини. У контексті літератури це проявляється у скороченні часу глибокого читання та перевазі коротких текстових форматів. Шеррі Теркл зазначає, що сучасні технології створюють ілюзію постійної близькості між людьми, однак водночас посилюють відчуття самотності та емоційної ізоляції [13, с. 41].

Крім того, сучасний літературний процес починає залежати від алгоритмів цифрових платформ. Онлайн-магазини, соціальні мережі та електронні сервіси формують персоналізовані рекомендації, які впливають на читацький вибір. Відтак, популярність літературного твору часто

визначається не лише його художньою цінністю, а й особливостями цифрового просування.

Окремої уваги заслуговує вплив штучного інтелекту на сучасну літературу. Системи генерації текстів уже використовуються для створення художніх фрагментів, перекладів, сценаріїв та літературних експериментів. Це породжує дискусії щодо меж авторства, оригінальності та ролі людини у творчому процесі. Деякі дослідники вважають, що штучний інтелект стане новим інструментом літературної творчості, тоді як інші наголошують на ризиках стандартизації художнього мислення.

Отже, цифровізація істотно трансформувала сучасний літературний процес, змінивши способи створення, поширення та сприйняття художніх текстів. Література більш активно функціонує в інтерактивному медіа-середовищі, де читач стає учасником культурної комунікації. Попри певні виклики, цифрова культура відкриває нові можливості для розвитку літератури, розширення читацької аудиторії та формування інноваційних форм художньої творчості.

Цифрова культура суттєво змінила характер взаємодії між автором і читачем, перебудувавши традиційну модель літературної комунікації. Якщо в межах класичної літературної системи автор виступав основним творцем тексту, а читач – переважно його інтерпретатором, то в умовах цифровізації ці межі поступово зникають. Сучасний читач стає активним учасником літературного процесу, впливаючи на популяризацію твору, його інтерпретацію та навіть подальший розвиток тексту.

Однією з найважливіших особливостей цифрової літературної комунікації є інтерактивність. Соціальні мережі, блоги, форуми та літературні онлайн-платформи створили умови для безпосереднього спілкування автора з аудиторією. Письменники мають можливість миттєво отримувати реакцію читачів через коментарі, рецензії, обговорення та повідомлення. Така форма комунікації суттєво відрізняється від традиційної моделі, у якій взаємодія між автором і читачем була опосередкована видавництвами, критиками чи літературними журналами.

Сучасний цифровий простір сприяє формуванню так званої культури участі, поняття якої активно розробляв Генрі Дженкінс [12]. Дослідник наголошував, що в умовах цифрової культури користувачі вже не пасивні споживачі інформації, а стають активними учасниками творення медіа-контенту. У літературному процесі це проявляється у створенні фанфікшну, читацьких спільнот, літературних блогів та колективних творчих проєктів.

Особливого поширення набув феномен фанфікшну – текстів, створених шанувальниками на основі вже наявних художніх світів і персонажів. Фанфікшн демонструє принципово нову модель взаємодії

автора й читача, у межах якої читач стає співтворцем художньої реальності. Такі тексти активно публікуються на цифрових платформах і часто формують окремі творчі спільноти. У цьому контексті змінюється традиційне розуміння авторства, адже художній текст перестає бути повністю закритою та завершеною структурою.

Схожі процеси співвідносяться з концепцією «смерті автора», запропонованою Роланом Бартом [1]. Науковець стверджував, що головну роль у творенні смислу відіграє не автор, а читач, який інтерпретує текст відповідно до власного досвіду та культурного контексту. У цифрову епоху ця ідея набуває практичного втілення, оскільки читачі не лише тлумачать текст, а й активно впливають на його функціонування у культурному просторі.

Важливу роль у трансформації взаємодії автора й читача відіграють соціальні мережі. Платформи Instagram, TikTok, Facebook, X та Telegram стали не лише засобом популяризації літератури, а і простором формування читацьких спільнот. Автори регулярно ведуть особисті сторінки, де публікують уривки творів, діляться творчими планами та комунікують із читачами. Це створює ефект відкритості й доступності письменника, що значно змінює традиційний образ автора.

Новою формою літературної взаємодії стали також онлайн-читацькі спільноти та книжкові блоги. Користувачі цифрових платформ обмінюються рекомендаціями, створюють рецензії та формують читацькі рейтинги. Значного впливу на сучасний літературний процес набув феномен «BookTok», у межах якого користувачі TikTok популяризують книги через короткі відеоогляди. Саме завдяки цифровим читацьким спільнотам багато художніх творів отримують нову хвилю популярності серед молодіжної аудиторії.

Наприклад, роман «Покинь, якщо кохаєш» американської письменниці Коллін Гувер став світовим бестселером значною мірою завдяки популярності у BookTok-спільноті. Читачі активно поширювали емоційні відгуки, цитати та відеорекомендації, що суттєво вплинуло на продажі книги та її медійну впізнаваність.

Цифрова культура також сприяє виникненню інтерактивної літератури, де читач може безпосередньо впливати на розвиток сюжету. У таких текстах використовуються гіперпосилання, альтернативні сюжетні лінії та мультимедійні елементи. Такі форми літератури демонструють перехід від лінійного способу читання до нелінійної моделі сприйняття тексту. Тетяна Бовсунівська вважає, що література не лише відображає культурні процеси епохи, а й активно формує нові моделі світосприйняття читача [2, с. 112].

Водночас нові моделі взаємодії автора й читача мають і суперечливі аспекти. Постійна орієнтація на реакцію аудиторії може впливати на творчий процес і стимулювати авторів адаптувати тексти до популярних цифрових трендів. Проте цифрова комунікація змінює способи людської взаємодії, поступово витісняючи глибоке особистісне спілкування швидкими формами онлайн-контакту (13, с. 96). Крім того, швидкість інформаційного обміну нерідко сприяє поверхневому сприйняттю художніх творів, коли емоційна реакція переважає над глибоким аналізом тексту.

Окремою тенденцією сучасної цифрової культури є використання алгоритмів рекомендацій. Онлайн-платформи аналізують читацькі вподобання та формують персоналізовані списки книжок. Відтак, цифрові технології більш активно впливають на читацький вибір і механізми популяризації літератури.

Отже, цифровізація суттєво змінила взаємодію автора й читача, перетворивши її на відкритий та інтерактивний процес. Сучасний читач є активним учасником літературної комунікації. Соціальні мережі, цифрові платформи та онлайн-спільноти створюють нові форми культурної взаємодії, що впливають на розвиток сучасного літературного процесу та формування нових моделей творчості.

Цифрова культура стала одним із основних чинників змін у сучасній літературі, суттєво вплинула на способи створення, поширення та сприйняття художніх текстів. У сучасному літературознавстві художній текст розглядається як відкрита система, здатна змінюватися залежно від культурного та технологічного контексту [2, с. 205]. Розвиток цифрових технологій відкрив перед літературним процесом нові можливості, проте водночас спричинив низку проблем і суперечностей. У сучасному культурному просторі література функціонує в умовах постійного інформаційного потоку, інтерактивної комунікації та глобалізації цифрового середовища, що визначає як позитивні, так і негативні наслідки цифровізації.

Однією з головних переваг цифрової культури є демократизація літературного простору. Сучасні цифрові платформи дозволяють авторам публікувати власні твори без посередництва традиційних видавництв, редакцій чи літературних інституцій. Це значно розширює можливості для молодих письменників, які можуть презентувати свою творчість широкій аудиторії через електронні бібліотеки, блоги, соціальні мережі та сервіси самвидаву. Завдяки цифровим технологіям літературний процес стає більш відкритим і доступним для різних категорій авторів та читачів.

Важливим позитивним аспектом цифрової культури є доступність літератури. Електронні книги, аудіокниги та онлайн-бібліотеки дають

можливість отримати доступ до художніх текстів практично з будь-якої точки світу. Це особливо актуально в умовах глобалізації та розвитку мобільних технологій. Читачі можуть зберігати великі обсяги літератури на цифрових пристроях, користуватися електронними каталогами та швидко знаходити необхідні тексти. Значну роль у популяризації читання відіграють також міжнародні цифрові бібліотеки та платформи для електронного книговидання.

Цифрове середовище сприяє й розвитку нових форм літературної творчості. У сучасній культурі активно поширюються інтерактивна література, гіпертекстові твори, мультимедійна проза та електронна поезія. Такі форми поєднують текст із графікою, музикою, відео та анімацією, створюючи нові способи художнього вираження. На думку Льва Мановича [8], цифрові технології змінюють саму логіку культурного виробництва, формуючи нові принципи організації тексту та взаємодії з інформацією.

Однією з переваг цифрової культури є також активізація читацької комунікації. Соціальні мережі та онлайн-платформи сприяють формуванню читацьких спільнот, де користувачі обговорюють книги, публікують рецензії та обмінюються рекомендаціями. Особливого значення набули цифрові літературні спільноти у TikTok, Instagram та Goodreads. Наприклад, завдяки BookTok значної популярності набули твори Тейлор Дженкінс Рід та Коллін Гувер, книги яких стали міжнародними бестселерами саме через активне поширення у соціальних мережах.

Водночас цифровізація літератури породжує низку проблем. Однією з таких є поверхневе сприйняття тексту. Сучасне цифрове середовище характеризується швидким темпом споживання інформації, через що читачі часто віддають перевагу коротким повідомленням, візуальному контенту та фрагментарному читанню. Ніколас Карр у праці «Мілководдя: як Інтернет впливає на наш мозок» наголошує, що постійне перебування в цифровому інформаційному просторі змінює когнітивні процеси людини, знижуючи здатність до тривалого зосередження та глибокого аналізу тексту [11].

Проблемою сучасної цифрової культури є також інформаційне перевантаження. Величезна кількість контенту, яка щоденно з’являється у мережі, ускладнює процес відбору якісної літератури. У цифровому середовищі популярність твору нерідко визначається не його художньою цінністю, а ефективністю маркетингового просування та алгоритмами соціальних платформ. У результаті комерційний успіх часто переважає над естетичними критеріями оцінювання літератури.

Суттєвим викликом є проблема авторського права. Поширення електронних текстів значно полегшує нелегальне копіювання та розповсюдження літературних творів. Піратські електронні бібліотеки та

несанкціоноване використання текстів створюють загрозу для інтелектуальної власності авторів і видавництв. Цифрове середовище ускладнює контроль за дотриманням авторських прав, що залишається однією з актуальних проблем сучасного літературного ринку.

Окремої уваги потребує вплив штучного інтелекту на літературу. Системи генерації текстів здатні створювати художні фрагменти, вірші, сценарії та переклади, що породжує дискусії щодо природи творчості та меж авторства. Одні дослідники розглядають штучний інтелект як новий інструмент для розвитку літератури, інші ж наголошують на ризику втрати індивідуального авторського стилю та стандартизації художнього мислення. У сучасному літературному процесі виникають питання щодо співвідношення людської творчості й автоматизованого генерування тексту.

Крім того, цифровізація впливає на сам статус книги як культурного об'єкта. Традиційне друковане видання поступово співіснує з електронними форматами, що змінює читацькі практики та ставлення до літератури. Деякі дослідники вважають, що цифрові технології сприяють зменшенню значення книги як матеріального носія культури, тоді як інші наголошують на здатності літератури адаптуватися до нових медіаумов.

Отже, цифрова культура має неоднозначний вплив на сучасну літературу. З одного боку, вона відкриває нові можливості для творчості, поширення текстів і розвитку літературної комунікації. З іншого боку, цифровізація породжує проблеми поверхневого читання, інформаційного перевантаження, комерціалізації літератури та питання щодо авторства. У сучасному культурному просторі література змушена адаптуватися до нових цифрових умов, зберігаючи при цьому свою художню та гуманістичну цінність.

Отже, цифрова культура стала одним із визначальних чинників змін у сучасному літературному процесі. Розвиток цифрових технологій суттєво змінив способи створення, поширення та сприйняття художніх текстів, сформувавши нові моделі літературної комунікації. У сучасному культурному просторі література активно функціонує в межах цифрового середовища, де важливу роль відіграють соціальні мережі, електронні платформи, інтерактивні медіа та глобальні інформаційні ресурси.

Висновки. Під час дослідження з'ясовано, що цифровізація сприяла появі нових форм літературної творчості, зокрема електронної літератури, гіпертекстових творів, інтерактивної прози, фанфікшну та мультимедійних текстів. Водночас трансформувалася й сама модель взаємодії автора та читача: сучасний читач виступає активним учасником літературної комунікації. Соціальні мережі та цифрові спільноти формують нові механізми популяризації літератури, впливаючи на читацькі вподобання та розвиток книжкового ринку.

Доведено, що цифрова культура має як позитивний, так і суперечливий вплив на літературний процес. До основних переваг цифровізації належать демократизація літературного простору, доступність художніх текстів, розширення читацької аудиторії та розвиток нових творчих форм. Водночас цифрове середовище породжує низку питань, серед яких поверхневе сприйняття тексту, інформаційне перевантаження, комерціалізація літератури, проблема авторського права та вплив алгоритмів цифрових платформ на читацький вибір.

Особливо актуальним у сучасних умовах є питання впливу штучного інтелекту на літературну творчість. Використання систем генерації текстів змінює уявлення про авторство, оригінальність і межі художньої творчості, що потребує подальшого наукового осмислення. Незважаючи на активний розвиток цифрових технологій, література продовжує зберігати свою гуманістичну та культуротворчу функцію, адаптуючись до нових умов функціонування.

Перспективи подальших досліджень вбачаємо у вивченні впливу штучного інтелекту на сучасний літературний процес, особливості функціонування електронної літератури, модифікацію читацьких практик у цифровому середовищі, а також на роль соціальних мереж у формуванні сучасного літературного канону. Окремої уваги потребує дослідження українського літературного простору в умовах цифровізації та аналіз новітніх форм мережевої творчості у контексті розвитку цифрової культури.

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ДРАМАТИЧНІ ПОЕМИ ЛЕСІ УКРАЇНКИ ТА ЛІНИ КОСТЕНКО «СНІГ У ФЛОРЕНЦІЇ»: ІНТЕРТЕКСТУАЛЬНИЙ ДІАЛОГ НА ТЛІ ІСТОРИЧНОЇ ЕПОХИ

Анотація: У статті розглянуто інтертекстуальні зв'язки та паралелі між драматичною творчістю Лесі Українки та Ліни Костенко на різних смислових, жанрових та формальних рівнях з використанням компаративного аналізу. Обидві поетеси становлять вершинні точки жіночого дискурсу нової української літератури. З'ясовано, що для філософської поезії Лесі Українки та Ліни Костенко характерним є осмислення авторської рецепції сучасності за допомогою використання двох функцій інтертекстуальних відношень: 1) до тексту історії; 2) до досвіду автора та читачів. Найпродуктивнішим літературним жанром для реалізації такого завдання для обох авторок виявилася драма ідей. Характерною рисою цього жанру є діалогічність й полемічність, де слово домінує над дією. Своїм формальним корінням драма ідей тяжить до класичного грецького агону, або ж драматичного діалогу.

Леся Українка та Ліна Костенко використовують драму ідей для розроблення у своїй творчості теми інтеракції митця і часу, а також митця та історії. Така спільність зумовлена перебуванням обох авторок саме у дискурсі «заблокованої культури», коли доля митця є невіддільною від долі його народу. Для української літератури ця тема є однією з центральних. Українці митці неодноразово поставали перед вибором або служіння своєму колонізованому народові, або роллю митця на службі імперії. Обидва вибори мають свою трагічну ціну: бути приреченим на несвободу творчості, або ж забуття для власної культури. У своїй філософській рецепції долі митця в історії Ліна Костенко виводить ще один аспект творчого вибору – відповідальність перед собою, народом і вічністю. Ключовою тезою, яку поетеса переймає й далі розвиває від філософії Лесі Українки є невід'ємність особистої свободи митця від свободи свого народу. Філософську рецепцію позиції митця на тлі історичної епохи

проаналізовано на прикладі двох драматичних поем Лесі Українки «У пущі» й «Оргія», а також у драматичній поемі Ліни Костенко «Сніг у Флоренції».

Ключові слова: Ліна Костенко, Леся Українка, філософська поезія, інтертекстуальність, драма ідей, рецепція, сюжет.

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"THE DRAMATIC POEMS OF LESIA UKRAINKA AND LINA KOSTENKO'S «SNOW IN FLORENCE»: AN INTERTEXTUAL DIALOGUE WITHIN THE HISTORICAL EPOCH"

Abstract. The article examines the intertextual connections and parallels between the dramatic works of Lesia Ukrainka and Lina Kostenko at various semantic, generic, and formal levels, employing a comparative analytical approach. Both poets represent the culminating points of the female discourse in modern Ukrainian literature. It has been established that the philosophical poetry of Lesia Ukrainka and Lina Kostenko is characterized by an interpretation of contemporary reality through two key functions of intertextual relations: 1) engagement with the text of history, and 2) engagement with the experiential horizon of the author and the readers. The most productive literary genre for the realization of this task for both authors proved to be the drama of ideas. A defining feature of this genre is its dialogic and polemical nature, in which the word prevails over action. In its formal lineage, the drama of ideas gravitates toward the classical Greek *agon*, or the dramatic dialogue.

Lesia Ukrainka and Lina Kostenko employ the drama of ideas to explore in their works the theme of the interaction between the artist and their time, as well as between the artist and history. This shared approach is conditioned by the fact that both authors operate within the discourse of a 'blocked culture,' in which the fate of the artist is inseparable from the fate of their people. Within Ukrainian literature, this theme constitutes one of the central and enduring concerns. Ukrainian artists have repeatedly faced the choice between serving their colonized people or assuming the role of an artist in the service of the empire. Both choices carry their own tragic cost: either being condemned to the unfreedom of creative expression, or being consigned to oblivion within one's own culture. In her philosophical interpretation of the artist's fate within history, Lina Kostenko introduces yet another dimension of creative choice—responsibility before oneself, one's people, and eternity. The key premise that the poet adopts and

further develops from Lesia Ukrainka's philosophical thought is the inseparability of the artist's personal freedom from the freedom of their nation. The philosophical interpretation of the artist's position against the backdrop of a historical epoch is examined through Lesia Ukrainka's dramatic poems "In the Wilderness" and "The Orgy", as well as through Lina Kostenko's dramatic poem "Snow in Florence".

Keywords: Lina Kostenko, Lesia Ukrainka, philosophical poetry, intertextuality, drama of ideas, reception, plot.

Постановка проблеми. До здобутків академічної літературознавства безсумнівно можна віднести ґрунтовний аналіз творчості шістдесятників. Серед них – постать Ліни Костенко. Ліна Костенко займає одне з головних місць на тлі усієї епохи. Водночас попри аналіз багатьох новаторських тенденцій письменниці, її роль і місце в літературному каноні, зв'язки з іншими літературними традиціями різних епох подано недостатньо. Особливо, якщо врахувати, що Ліна Костенко є центральною постаттю сучасного дискурсу жіночого письма української літератури. Такі культурні зв'язки пов'язуємо не лише з різними епохами, але й з історією жіночих текстів української літератури.

З огляду на схильність працювати у жанрі філософської поезії особливо викликає зацікавлення зіставлення творчості Ліни Костенко та Лесі Українки. У своїх інтерв'ю, літературній критиці Ліна Костенко неодноразово зазначала, що вбачає символічні паралелі культурно-історичної ситуації свого покоління із поколінням Лесі Українки, і сама воно у своїй поетичній творчості вона продовжує філософські й культурні традиції великої попередниці. Чи не найбільш об'єднавчою темою для творчості обох поетес виступає проблема митця у просторі «заблокованої культури».

Леся Українка присвячує різним аспектам цієї проблеми низку своїх віршів, а найбільшого й повнішого тлумачення ця тема знаходить в її драматичних поемах «У пущі» та «Оргія». Ліна Костенко також часто звертається до теми митця, протистояння обов'язку й творчості. Вершинним її текстом, з цього погляду, можна вважати драматичну поему «Сніг у Флоренції». Незважаючи на часову дистанцію, що пролягає між текстами Лесі Українки й Ліни Костенко, можемо бачити виразні паралелі між ними, як на філософському, так і на жанровому рівні. З'ясування цих паралелей у контексті національної літературної традиції становить ***актуальність*** нашого дослідження. Це дасть можливість не лише розширити розуміння філософського світогляду Ліни Костенки, а й показати його закоріненість в літературну традиції української філософської поезії.

Аналіз останніх досліджень і публікацій. Філософська поезія Ліни Костенка перебуває у полі зору українських літературознавців з перших днів відновлення української незалежності. Саме тоді з'явилася можливість уповні познайомитися з її текстами й запропонувати широкий спектр інтерпретацій та вільне вписування творчості поетеси в національний та світовий літературний канон. Українські літературознавці систематично звертаються до аналізу філософського світогляду Ліни Костенки, філософської проблематика її творчості та інтертекстуальних зв'язків на ґрунті філософсько-культурних ідей. Першим концептуальним дослідженням філософії поетичної творчості Ліни Костенко, її ролі в національній традиції можна вважати монографії П. Іванишина «Національний спосіб розуміння в поезії Т. Шевченка, Є. Маланюка, Л. Костенко» (2008). Автор акцентує на генетичних зв'язках між філософією та поезію, а також вказує на таку спільну рису як інтерпретативність та інтертекстуальність. П. Іванишин розглядає поезію як спосіб філософської інтерпретації світу. Важливою працею, у якій розглянуто філософських світогляд Ліни Костенко та вираження його у жанрі філософської поезії є також дослідження Л. Тарнашинської «Українське шістдесятництво. Профілі на тлі покоління» (2010) та «Сюжет доби: дискурс шістдесятництва в українській літературі ХХ століття»(2013). Дослідниця детально розглядає рецепцію Ліною Костенко часу як філософську категорію. Вважає його чи не центральним у дискурсі філософської поезії поетеси. І саме через категорію часу досліджує тематику поезії Ліни Костенко, її центральну метафору «генія в умовах заблокованої культури». Найновішим фундаментальним виданням присвяченим комплексному аналізу поетичної творчості Ліни Костенко є монографія В. Саєнко «Поезія Ліни Костенко: традиція, контекст, художня своєрідність» (2020). Це чи не вперше в українському літературознавстві маємо дослідження поетичної традиції Ліни Костенко. Авторка з'ясовує джерела творчості поетеси, культурні контексти та інтертекстуальні зв'язки. Серед попередників, чия творчість максимально вплинула на художній метод та філософський світогляд Ліни Костенко, зазначена Леся Українка. Також окремим аспектам філософської поезії Ліни Костенко присвячені дослідження О. Рарицького, Н. Криловець, Семиног О., а також дисертаційне дослідження О. Дячок «Інтертекст у поезії Ліни Костенко» (2019). У дисертації дослідниця прямо називає Григорія Сковороду, Тараса Шевченка, Лесю Українку як письменників, з якими Ліна Костенко «найбільш послідовно співвідносить свою життєву філософію» [4, 99].

Мета статті. Компаративний аналіз творчості Лесі Українки та Ліни Костенко сфокусований, як правило, на встановлені концептуальних та

світоглядних паралелей обох поетес. Вказують на спільність проблематики, світоглядних концептів, трактування національної історії. Ліну Костенко, з цього погляду, головно розглядаються як послідовницю Лесі Українки, що є слушно. Водночас поза увагою більшості дослідників залишаються вивчення художнього методу та інструментарію формування простору філософської поезії авторок. Погляд на авторський метод ставить Лесю Українку й Ліну Костенко не в ієрархічну позицію, а дискурсивну. Ліна Костенко не просто «спирається на плечі» великої попередниці, але й іде далі, розвиваючи її ідеї та жанрові форми. Таким чином, ***мета роботи*** у тому, щоб з'ясувати спільність і своєрідність художнього методу обох письменниць, а також ідейну еволюцію української жіночої філософської поезії від Лесі Українки до Ліни Костенко.

Виклад основного матеріалу. У другій половині XIX ст. можемо фіксувати появу «жіночого тексту» в українській літературі. Воно розпочинається ще з поодиноких імен, представлених творчістю Марко Вовчок, Олени Пчілки, Наталі Кобринської. Ці письменниці були першими в історії нової української літератури, хто наважився говорити від імені жінок та правдиво свідчити про жіночий досвід. Буквально через десятиліття, вже можемо помітити народження цілісного «жіночого дискурсу» української літератури. Жіночий текст, його мова, теми, образи, проблематика привертають увагу широкої літературної критики, а літературні практики жінок-письменниць стають частиною літературного побуту. Появу «жіночого дискурсу» пов'язуємо з явищем раннього європейського модернізму, який захопив європейський світ у другій половині XIX століття. Ранній український модернізм знаменувався не лише зміною мистецької парадигми, а й визволенням жіночого голосу з тенет патріархального світогляду. Що більше, імена Лесі Українки та О. Кобилянської, стають ключовими у процесі формування концепту нової, модерної жінки, суттєво впливаючи на розвиток усієї національної культури.

Під терміном «жіночий текст» розуміємо художній твір (прозу, поезію, драматургію), автор якого жінка, і який є сукупністю «[…] мовних та поетичних засобів та прийомів, які покликані артикулювати на письмі специфічно жіночий досвід, який був маргіналізований або зігнорований в літературі» [17, 364]. Термін «жіночий текст» не ототожнюємо з поняттям «жіночого письма». Термін «жіноча література» запозичуємо у Елізабет Грош, що передбачає акцент на біологічній статі автора та сформованому текстами жінками-письменницями літературному дискурсі [19, 10].

Починаючи з середини XIX ст. виділяємо кілька хвиль жіночого письма в історії української літератури. Перше покоління відкривають постаті Марка Вовчка, Олени Пчілки, Наталі Кобринської. У своїй творчості

перші письменниці головно піднімали соціальні теми, як от місця жінки в спільноті, впливу соціальних обставин на формування характеру і долі жінок, домагання права на жіночу суб'єктність. Друга хвиля українських письменниць помітно входить у літературу на зламі XIX–XX століть. Це час розквіту, а подекуди вже й занепаду раннього модернізму. Зрештою, саме модернізм відкриває світові жіночий голос. Модерні жінки, здійснюючи деконструкцію попередніх жіночих ідентичностей, витворювали нові, суголосні своєму часові, бажанням і потребам, характери. У праці «Дискурс модернізму в українській літературі» (1999) Соломія Павличко запропонувала тезу, що знаковим для епохи українського fin de siècle був виклик, кинутий жінками-письменницями, передусім О. Кобилянською та Лесею Українкою, тодішній патріархальній чоловічій традиції [15, 42].

Смерть Лесі Українки у 1913 р., напередодні Першої світової війни та російського більшовицького перевороту 1917 р. стала символічним відліком для жіночого дискурсу Центральної України. У Західній Україні стильові традиції модернізму існували практично до початку Другої світової війни. Покоління українських жінок-письменниць Радянської України 1920-х років. ставило під сумнів усталені в соціумі жіночі ролі, сприяло критичному переосмисленню традиційних цінностей, підштовхувало до суспільних змін. Їхнім гаслом було соціальне визволення жінки [2], що можемо спостерігати на рівні жіночих текстів та літературної критики.

На початку 1920-х рр. найпомітнішими в культурі були модерністські течії та впливи, які продовжували естетичні й формальні шукання української літератури початку XX ст. Як відголосок модерністської чуттєвості, відлунює жіноча еротична поезія ранніх 1920-х років авторства Наталі Забіли, Р. Троянкер, Л. Піонтек, а також лірика Л. Могилянської та В. Черняхівської. Слідом за Лесею Українкою традицію драматичної поеми продовжує Л. Старицька-Черняхівська. Її історичні поеми «Гетьман Дорошенко Петро» (1918), «На передодні» (1926), «Іван Мазепа» (1927) органічно вписуються у специфічно модерний жанр драми-ідеї, що його свого часу запровадив в українській літературі П. Куліш, а ґрунтовно розробляли Іван Франко та Леся Українка.

Жіночий дискурс української літератури 1920-х – 1930-х років, з одного боку, був органічним продовженням модерної традиції жіночого тексту, а з другого, – явищем першого масового покоління жінок-письменниць радянської доби. До цього покоління належали авторки різних соціальних груп і культурних впливів, однак усі вони входять у літературу саме як українські письменниці. Із модерністської традиції авторки запозичують образ емансипованої жінки, психологізм, інтерес до коротких

прозових жанрів (новела, нарис, оповідання), хоча маємо й низку романів та повістей. З моменту проголошення соцреалістичного методу як основного та єдиного, в радянській і, відповідно, українській літературі жіночі голоси поволі стихають.

Творчість Ліни Костенко зароджується у надрах третьої хвилі жіночого дискурсу в історії української літератури. Поруч із нею в тогочасну українську літературу входять І. Жиленко, Г. Турелик, М. Лівицька. У пошуках суголосної літературної традиції Ліна Костенко звертається до покоління літературного модернізму зламу XIX-XX ст. Саме в естетиці модернізму на перше місце виходить людина із усім складним комплексом моральних та етичних ідей. Найближчою для поетеси виявляється спадщина Лесі Українки, особливо її національно-культурна позиція. Спорідненість цих двох імен в історії української літератури помічали не раз. Більшість дослідників вказують на близькість тематики й проблематики їхньої поетичної спадщини, схильність до філософської лірики, близькість художнього методу та громадянської позиції: «Дивовижне співзвуччя творчості Лесі Українки і Ліни Костенко, наче й немає між ними часової відстані, особлива духовна спорідненість і водночас незалежність власного художнього світу говорять про європейський тип митця, який укоренився в українській літературі як зразок універсального письменника, що, виходячи зі світової традиції, ставав самобутньою мистецькою школою, а своїми відкриттями – нетанучими скульптурами – вписувався у подальший культурний рух» [16, 241].

У дослідженні «Геній в умовах заблокованої культури» Ліна Костенко рефлексує над долею власного покоління. Над долею митця-генія, який з народження приречений перебувати в умовах національної й культурної заблокованості. Серед таких небагатьох геніальних митців вона називає і Лесю Українку: «Геній, як і негеній, автоматично одержує у спадок цілий комплекс проблем, в які він запрягається і його запрягають. Отже, вже є відразу комплекс запряженості. І вже в цьому він неоригінальний, наш замучений обставинами геній[…]» [7, 3]. Авторка слушно пише, що у заблокованій культурі не з'являються повноцінні мистецькі імена, а літературний процес розвивається ненормально, постійно буксуючи. Сучасне молоде покоління приречене на заблокованість, часто так і не має змоги вповні реалізувати власний талант. Найбільше приречення, яке постійно нависає над українським митцем, це ототожнення власної долі з долею свого народу [7, 6]. Таке позиціювання письменника щодо громадського обов'язку має глибокі коріння в українській національній традиції. Народ, позбавлений політичної держави, намагався створити таку політичну спільноту в оригінальній національній культурі, яка б своїм

існуванням, громадянською позицією утримувала ідею української державності. Письменник стає «обраним» і «покликаним» очолювати свій народ, бути його проводирем. Відтак громадський обов'язок тяжить і придушує індивідуальне творче «Я», а сама художня література часто стає великим політичним проєктом.

Тема митця є однією з наскрізних для філософської поезії Лесі Українки та Ліни Костенко. Така спільність зумовлена перебуванням обох авторок саме у дискурсі «заблокованої культури». Авторки присвячують цій темі центральні драматичні поеми. У Лесі Українки: «У пущі» (1910) й «Оргія» (1913). У Ліни Костенко – частково «Маруся Чурай» (1979) і «Сніг у Флоренції» (1987). Текстуальні перегукування в обох авторок максимальні. Починаючи від інтертекстуального підґрунтя драматичних поем, образів та метафор, і закінчуючи жанром драми ідей. Ліна Костенко виявилася чи не єдиною після українських письменників зламу XIX-XX століть, хто у своїй творчості звернувся до суто модерного жанру – драми ідей.

Драму ідей вважають філософсько-психологічним різновидом «нової драми» кінця XIX – початку XX ст. В основі конфлікту є зіткнення протилежних світоглядів та ідеологій. Головний акцент робиться на інтелектуальній дискусії, психологічному аналізі та підтексті, а не зовнішні дії. Як стверджує М. Кудрявцев: «В історії "драми ідей" лежить завжди світоглядна, філософська проблема, слово тут домінує над дією, у більшості своїй автори цього драматичного різновиду тяжіють до умовностей, алегорій, символіки, філософських абстракцій» [9, 35]. Її естетичне коріння вбачають у естетиці символізму. Символісти були першими, хто наприкінці XIX століття запровадили у художній творчості *принцип ідейності світу*. Цей принцип зустрічаємо ще в Платона, – відома теорія розуміння видимого світу, як світу тіней, відображення невидимої істини. Від Платонівських діалог у філософську драму ідей приходить принцип полемічності. Свого часу Ю. Бойко вказував на те, що полемічність є однією з характерних рис драматичних творів Лесі Українки: «Драматург свідомо звертається до прийому античної поетики – агону, тобто – до полеміки, словесного турніру між двома антагоністами; все в їхніх словах поставлене на службу окреслення протилежних становищ, жодного повнозначного слова немає, що випадало б із цього завдання» [1, 71].

В українську літературу явище драми ідей уперше запровадив Пантелеймон Куліш у процесі дослідження й перекладу драматургії В. Шекспіра. У її структурі персонажі не стільки втілюють індивідуальний характер, як символічні образи екзистенційного порядку, що всім своїм існуванням демонструють ту чи іншу систему цінностей та світобачення.

Дослідник Є. Нахлік зазначив: «Якщо Шекспір створив передусім драми характерів [...], то Куліш — драми ідей; у його трилогії дійові особи виступають не стільки психологічно переконливими образами, скільки символічними носіями певних суспільних поглядів та історичних тенденцій» [14, 306]. У цьому ж напрямку рухалися й інші українські драматурги XIX ст., зокрема К. Устиянович, С. Воробкевич, О. Огоновський, І. Франко. На думку дослідників, саме у драматичному піджанрі драми ідей найбільш повно розкрився талант Лесі Українки.

Дві драматичні поеми Лесі Українки об'єднані ідеєю митця, таланту і відповідальності перед своїм народом і часом. Перша драматична поема про призначення митця «У пущі» з'явилася 1910 року. На ідею створити цей твір авторку наштовхнула книжка А. Стерна «Milton und seine Zeit» («Мільтон та його час»), яку передав Лесі Українці її дядько Михайло Драгоманов для написання біографії Мільтона. Проте, як пізніше зізналася сама авторка у листі до матері: «[...] з біографією не вийшло та з'явилася драма про скульптора серед пуритан» [11, 141]. На образ скульптора також вплинула постать Івана Франка[1].

В основі сюжету опозиція «митець – середовище», або ж «мистецтво – ремісництво». Один полюс драматичного конфлікту представлено в образі скульптора Річарда Айрона, який дістав блискучу мистецьку освіту в Італії, а другий – громади пуритан, що не визнає творчості, котра не має прикладного значення. Суперечка між скульптором й громадою обертається довкола ідеї місця та завдання мистецтва. Головний герой, Річард Айрон, намагається відстояти своє етичне право вільно обирати свій шлях у мистецтві. Цей постійний тиск на внутрішню свободу митця призводить не до покори, а до відкритого бунту. Для Річарда Айрона відмовитися від свободи творчості тотожне відмові від власної душі, життя, і він приймає те рішення, яке надиктовує йому відчуття внутрішньої свободи і вірності своєму призначенню. Остаточно відкинутий громадою, для якої він «*негідна паросль, якої ніхто не сміє боронити»*, скульптор йде у добровільне вигнання [3. 165]. Разом із собою він забирає невеличку фігурку надзвичайної краси, яку колись створив у юності в часи навчання у Венеції.

Тему свободи творчості і відповідальності перед спільнотою Леся Українка продовжує у драматичній поемі «Оргія». На початку XX ст. в українському літературному середовищі актуалізується питання вибору

[1] В одному із своїх листів до Івана Франка Леся Українка писала: «Я не знаю, що вийшло з плану Вашого роману, бо, не знаючи теми, не можу її пізнати. І часто я думала про ті «скручені голови», і про ті дописи, і про ту полеміку. Думала і тоді, коли писала свою драму про скульптора серед пуритан в диких пущах перших американських колоній». Леся Українка [10, 14].

митця між «імперією» і «колонією». Частина українських письменників, прагнучи визнання, звертаються у своїй творчості до російської мови, як мови усієї російської імперії. Логіку такого вибору вони мотивовували тим, що у просторі російської мови їм легше буде боронити національних і культурних прав українців. Для Лесі Українки така позиція буда однозначно неприйнятною. Невипадково за канву твору обрано ставлення окупанта до мистецтва й митців окупованого народу. Тема на той час цілковито неопрацьована в українській літературі.

Події відбуваються в окупованій Римом Греції. За канву ж твору обрано ставлення окупанта до мистецтва й митців окупованого народу. Три головно герої драматичної поеми як три шляхи, якими може слідувати митець. Ціна кожного вибору трагічна. Перший – співець Антей. Як патріот Греції він відмовляється бути митцем на службі в окупанта. У персональній етиці Антея найвища цінність – це Батьківщина. За словами А. Криловця, «[…] якщо скульптор Річард (драматична поема «У пущі» – Л. Д.-Б.), обстоюючи право на мрію і високу творчість, перебуває в опозиції до пуританського, а згодом і меркантильно-прагматичного духу свого ж таки народу і боронить власне особистісні та групові (інших братів по хисту) права і свободи, то співець Антей, підкоривши в своїй душі митця громадянинові, творчу свободу – національному обов'язкову, не може собі дозволити розкіш Річардової боротьби» [8, 19].

Другий – друг Антея, скульптор Федон. Він вирішує вступити до школи Мецената, римського можновладця, який збирає таланти по колоніях Римської імперії. Федон вірить, що хист стоїть понад політикою, а митець служить лише мистецтву своєї батьківщини. Щоб довести це, він ліпить скульптуру богині танцю Терпсіхори з дружини Антея. Федон продає скульптуру Меценатові, щоб, як йому здається, показати загарбникові велич грецького мистецтва. Однак, з погляду Антея, це не так, адже такий жест, швидше свідчить про духовне упокорення фізичного підкореного народу:

Антей:

Неславу дозволяють нам носити,
а славу Рим бере, немов податок.
І тая Терпсіхора, що продав ти,
прославить не Елладу й не тебе,
а той багатий Рим, що стяг всі скарби
з усіх країн руками Меценатів.
Його колекцію твій твір прославить,
а не тебе, ти тільки раб отой,
що хистом оргію панам скрашає [12, 188].

Третя постать в «Оргії» – Неріса, колишня рабиня-танцівниця, тепер дружина Антея. Ситуація Неріси вже цілком протилежна до ситуацій двох попередніх героїв. Вона зросла донькою рабині й сама довший час була рабою, усі її бажання сягали лишень задоволення власних бажань. Неріса навіть шкодує, що тепер, як вільна, не може танцювати для римлян, фактичних окупантів її народу.

Незважаючи на фізичну свободу, подаровану їй Антеєм, надалі залишається рабинею за своїм світоглядом. Яскравим символом цієї постаті виступає кам'яна скульптурка богині танцю Терпсіхори, для якої позувала Неріса, й яка була продана Меценату.

Загальним мотто драматичної поеми «Оргія» звучить думка, що не може бути свободи творчості там, де твій народ перебуває у рабстві. Лише йому може служити геній національного митця. Цю думку продовжує, і водночас переосмислює Ліна Костенко у драматичній поемі «Сніг у Флоренції». Цей текст також можемо сміливо віднести до драми ідей. Ліна Костенко також звертається до античного агону, що надає текстові виразної полемічності. У сюжеті твору й філософських рефлексіях над долею митця, маємо чіткі інтертекстуальні перегукування із двома попередніми драматичними поемами Лесі Українки. Інтертекстуальність проявляється передовсім у мотивах та сюжетах зазначених текстів. Можемо простежити кілька типів структур та функцій інтертекстуальних відношень, зокрема до свідомості автора і до свідомості читача та до тексту історії [5, 109].

Як і Леся Українка, Ліна Костенко переносить розмову про українські реалії в історичний контекст, звертається до тексту історії. Фабулою драматичної поеми «Сніг у Флоренції» є життя реальної особи, флорентійського скульптора Джованні Франческо Рустічі. З його біографією Ліна Костенко познайомилася завдяки праці одного з перших істориків мистецтва нового часу Д. Вазарі «Le Vite de'piu eccelenti Pittori, Scultori e Architetti» (1550) («Життєписи найславетніших живописців, скульпторів та архітекторів», українське видання 1970 р.). Джовані Рустічі відомий скульптор кінця XV ст., який навчався у майстерні художника і скульптора Андреа дель Вероккіо разом з Леонардом да Вінчі. Згодом творив у першій в Європі Академії мистецтв заснованій герцогом Медичі у Флоренції, так званих «Садах муз». Серед друзів його молодості по Академії був Мікеланджело Буонарроті. Рустічі, користуючись підтримкою герцога, доволі рано здобув собі гучно славу, популярність серед флорентійських вельмож-замовників і великі статки. Після смерті Медичі він добровільно залишає Флоренцію і їде у Францію на запрошення короля Франциска I. Після смерті Франциска рустічі остаточно втрачає підтримку. Його останні дні минули у цілковитому забутті у монастирі французького містечка Тур.

Історія майстра, який мав усе і втратив, надихнула Ліну Костенко. У його долі вона побачила, як свого часу Леся Українка у долі Мільтона та українських інтелектуалів, шляхи, які може обирати митець, а також й ціну кожного вибору. В основі драми класичний сюжет літератури доби романтизму – зустріч людини із своєю молодістю. Драматична поема Ліни Костенко «Сніг у Флоренції» розпочинається практичного з того місця, на якому закінчує Леся Українка драматичну поему «У пущі». Річард Айрон («У пущі») на заході дня зустрічає друга молодості, з яким разом працювали у творили у Венеції. Усе, що в нього залишилося з того часу, – маленька фігурка, прекрасний витвір мистецтва. Фігурка стає уособленням душі митця, його творчої свободи, почуття прекрасного, відчуття доторку до вічності. Річард Айрон вибирає добровільне вигнання, ніж життя серед людей, для яких ціна хисту лише в утилітарності. Він не прагне слави і не працює на замовлення. Життєве кредо митця: «*Хай згине світ, а хист хай буде*!» [13, 47], створює для нього межову ситуацію вибору між світом і хистом. Світ пуритан, його закони – це однозначне скам'яніння душі, духовний полон. Справжнє мистецтво вимагає життя, воно невід'ємне від свободи [3, 164]. Зрештою, таким є й Антей з драматичної поеми «Оргія», для якого мистецтво невід'ємне від свободи.

Герой Ліни Костенко, Джованні Рустіччі, виявляється цілковитою протилежністю до героїв Лесі Українки. Якщо Річард та Антей стояли на службіи мистецтва й культури свого народу, то Рустічі поставив мистецтво на службу собі. Виконуючи сотні замовлень, він так і не спромігся створити шедевр, який зміг би пережити час. Поетеса вводить у твір метафору Саду Скульптур. Розповідає притчу про гігантську статую зі снігу, яку герцог Медичі звелів виліпити Мікеланджело. Геній створив таку статую, однак наступного дня вона розтала. Молодий Рустічі не розуміє, трагічності ситуації, однак Старий добре розуміє, куди завів його шлях виконувати забаганки вельмож.

Старий:

А я все мусив славити когось.
Чиюсь творить подобу гонористу.
Ліпити сніг у мармурі… І ось –
гіркий фінал приборканого хисту! [6, 144]

Через увесь твір тінню проходять шляхи інших митців, які вони собі добровільно вибрали і заплатили свою ціну. Рустічі згадує долю Данте, який змушений був втікати з Флоренції, жити і померти в іншому місті. Попри те, великий поет просить на своїй могильній плиті назвати рідне місто «матір'ю». Молодий Рустічі ставить собі у старості запитання: ким для нього була рідна Флоренція? Чи варто було її залишати слідуючи за голосом

іншого покровителя, потураючи власним слабкощам й гордині? Цей вибір добровільного вигнання й служіння своїм хистом чужинцям, стає інтертекстуальною реплікою на громадянську позицію Антея (драматична поема Лесі Українки «Оргія»), який вибрав смерть у рідній землі, ніж славу на чужині. Реплікою на позицію Антея звучить у драматичній поемі Ліни Костенко й згадка про Мікеланджело. Великий майстер вибрав залишитися у рідній Флоренції, боронив республіку й залишався вільним у своєму таланті. Щоправда ціна тої свободи була надто висока: «*Усе хтось ляпне брудом з-під копит. / Бо хто не має власного таланту, / того присутність генія гнітить*» [6, 160].

Ці рядки авторка звертає не лише до молодого Рустічі, але й наче до самої себе, до свого покоління. Як зазначила Л. Тарнашинська про філософську поезію Ліни Костенко: «Вирізняючись особливою експресивністю, пластичністю, виваженістю як думки, так і слова, її поезія, як правило, несе потужний полемічний та емоційний заряд, нерідко врівноважуваний виразною афористичністю, яка йде не тільки від культурологічних напрацювань, а й не меншою мірою від пережитого, відчутого, осмисленого» [18, 35].

Ліна Костенко повертає нас до сучасності, нагадуючи, що митцем важко бути у всі часи. На ньому потрійна відповідальність: перед своїм талантом, перед своїм народом і перед вічністю. Рустічі зраджує тричі: спершу свій талант, поставивши його на службу примхам замовників. Вдруге, рідну Флоренції, залишаючи її у важкі для неї часи. Востаннє – себе, промінявши кохання до Маріелли на двір французького короля. Усе його життя – гонитва за славою і грошима. Навіть його найкращі творіння, бронзові скульптури Івана Хрестителя, Левіта й Фарисея на церкві Сан-Джованні у Флоренції, втратили ім’я свого майстра. Адже мало хто може його тепер пригадати. Однак усі знають, що Мікеланджело, чиє життя і творчість виявилися цілковитою протилежністю до життєвого шляху Рустічі, – творець «Мойсея».

Інтертекстуальні перегукування між драматичними текстами Лесі Українки й Ліни Костенко численні: від глобального закрою до дрібних сцен. Особливо примітною є сцена, у якій монахи грають в заборонені церквою шахи. Інтелектуальна гра, яка стимулює думку, в очах церкви видається небезпечною. Там де є свобода думки, з’являється свобода особистості. Аналогічну за семантикою сцену зустрічаємо і в Лесі Українки в драматичній поемі «У пущі». Гіркий досвід змушує скульптора застерегти від долі митця й свого небожа Деві, який також пробує творити у глині. Річард не бачить іншого шляху для справжнього митця як свобода духу, а цей шлях у всіх часи є трагічним. Це доля Данте й Мікеланджело.

Висновки. Обидві поетеси, Леся Українка і Ліна Костенко, обираючи тему митця і часу, змушені вдаватися до авторефлексії над власною долею і часом. Дві жінки-письменниці, які найповніше розкривають в історії української літератури тему драми митця на тлі історичної епохи. Філософська поезія є чи не найкращим способом для такої практики. Невипадково обоє звертаються до жанру драми ідей, у якій, за допомогою прийому античного агону, викладають власну рецепцію інтеракції митця й часу. Свобода вибору для їхніх героїв-митців водночас стає питання персональної відповідальності перед власним народом і вічністю. У метафоричних шляхах Данте, Мікеланджело, Рустічі, Антея, Мільтона, Річарада Айрона обидві поетеси бачать долі своїх українських сучасників часто приречених бути «запряженими у служіння» своєму народові. Для українських митців свобода творчості майже завжди недосяжна. За неї часто платять життям. Хоча обидві письменниці у своїм творах звертаються до інших часів та народів, у них яскраво присутній тип інтертекстуальних відношень, до свідомості автора і читача, а також до тексту історії. У їхній творчості жанр драми ідей набуває символічного значення: від звичайного літературного жанру, до життєвої позиції, коли ідеї мають інтенцію перетворювати долю особистості у драму. В історії української культурі ця драма набирає особливої глибини, подвійної заблокованості митця у часі та просторі.

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ІНТЕРАКТИВНІ ПІДХОДИ ДО ВИВЧЕННЯ ОРФОГРАФІЇ: ФОРМУВАННЯ НАВИЧОК УЖИВАННЯ ВЕЛИКОЇ ЛІТЕРИ

Анотація. У статті ґрунтовно досліджено проблему модернізації освітнього процесу на уроках української мови через упровадження інтерактивних підходів під час вивчення орфографії. Наголошено на тому, що в умовах сучасного стрімкого наукового прогресу та колосального інформаційного тиску традиційна модель навчання, що ґрунтується на пасивному засвоєнні «готових» знань, втрачає свою привабливість для здобувачів освіти. Актуальність дослідження зумовлена необхідністю пошуку нових шляхів активізації пізнавальної діяльності учнів, формування в них ініціативності, самостійності та творчого мислення.

Особливу увагу в роботі приділено аналізу психологічного портрета та когнітивних особливостей сучасних школярів, які належать до поколінь «зет» та «альфа». Констатовано, що для цих підлітків характерним є «кліпове мислення», специфічний візуально-аудіальний тип сприйняття інформації та потреба в постійній динаміці. У статті обґрунтовано, що в умовах дистанційно-змішаного навчання єдиним ефективним засобом порозуміння між педагогом і учнем стає «мова гаджетів».

Проблема формування орфографічної грамотності, зокрема навичок уживання великої літери, розглядається в контексті концепції проблемно-орієнтованого навчання. Замість так званої «банківської освіти», де учні інертно отримують матеріал, який швидко забувається, запропоновано інтерактивну технологію як організацію навчання через постійний діалог і полілог. Описано методику застосування таких інтерактивних методів, як мікрофон, мозковий штурм, мозаїка та акваріум, що сприяють створенню комфортного середовища для кожного школяра.

Окремий акцент зроблено на ролі інформаційно-комунікаційних технологій (ІКТ). Описано практичний досвід використання онлайн-платформ Google Презентації, LearningApps, GoogleForms тощо для відпрацювання складних випадків правопису власних назв. Доведено, що ігрові елементи та дух здорової конкуренції дозволяють зробити процес засвоєння орфограм цікавим та емоційно насиченим. Окрім того, у статті висвітлено переваги практико-орієнтованого підходу, зокрема методу редагування реальних повідомлень у соціальних мережах, що допомагає учням усвідомити соціальну значущість грамотного письма як показника їхньої інтелектуальної спроможності.

Підкреслено, що використання інтерактиву докорінно змінює роль учителя, перетворюючи його на модератора та партнера, що є вимогою часу і необхідною умовою формування національно свідомої мовної особистості в умовах сучасної українізації та діджиталізації суспільства.

Ключові слова: орфографія, велика літера, інтерактивні методи, інформаційно-комунікаційні технології (ІКТ), покоління «зет» та «альфа», пізнавальна активність, мовна особистість.

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INTERACTIVE APPROACHES TO STUDYING ORTHOGRAPHY FORMATION OF CAPITALIZATION SKILLS

Abstract. The article thoroughly investigates the problem of modernizing the educational process in Ukrainian language lessons through the implementation of interactive approaches during the study of orthography. It is emphasized that under the conditions of modern rapid scientific progress and colossal information pressure, the traditional teaching model, based on the passive acquisition of «ready-made» knowledge, is losing its relevance and appeal for students. The relevance of the study is driven by the need to find new ways to activate students' cognitive activity, and to foster initiative, independence, and creative thinking.

Particular attention is paid to the analysis of the psychological portrait and cognitive features of modern schoolchildren belonging to generations «Z» and «Alpha». It is stated that these teenagers are characterized by «clip thinking», a specific visual-auditory type of information perception, and a need for constant dynamics. The article substantiates that in the conditions of distance and blended learning, the «language of gadgets» becomes the only effective means of communication between the teacher and the student.

The problem of developing orthographic literacy, specifically capitalization skills, is considered within the framework of the concept of problem-based learning. Instead of so-called «banking education», where students inertly receive material that is quickly forgotten, interactive technology is proposed as an organization of learning through constant dialogue and polylogue. The methodology for applying such interactive methods as microphone, brainstorming, mosaic and aquarium, which contribute to creating a comfortable environment for every student, is described.

A special emphasis is placed on the role of information and communication technologies (ICT). The practical experience of using online platforms such as Google Slides, LearningApps, Google Forms, etc., for practicing complex cases of proper name spelling is described.

It is proven that game elements and the spirit of healthy competition make the process of mastering orthograms interesting and emotionally engaging. Furthermore, the article highlights the advantages of a practice-oriented approach, particularly the method of editing real social media messages, which helps students realize the social significance of literate writing as an indicator of their intellectual capability. It is underscored that the use of interactivity fundamentally changes the role of the teacher, transforming them into a moderator and a partner, which is a requirement of the times and a necessary condition for forming a nationally conscious language personality in the conditions of modern Ukrainization and society's digitalization.

Key words: orthography, capital letter, interactive methods, information and communication technologies (ICT), generations «Z» and «Alpha», cognitive activity, language personality.

Постановка проблеми. Стрімкий розвиток науки та збільшення обсягу нової інформації вимагають від сучасних педагогів формування в учнів активності, наполегливості, самостійності, ініціативності та творчості. Практична цінність і привабливість традиційної моделі організації навчального процесу з кожним днем зменшується, а передання «готових» знань учням від учителя перестає бути провідною метою освітнього процесу сьогодні. Зараз надзвичайно важливо зацікавити учнів процесом навчання,

викликавши пізнавальний інтерес, щоб вони перетворилися з пасивних слухачів і спостерігачів на активних учасників навчальної діяльності.

На сьогодні аналіз методики навчання української мови в сучасній школі засвідчує, що вчителі все частіше звертаються до інтерактивних методів, поєднуючи традиційні та новітні підходи, щоб зробити сприйняття матеріалу цікавішим, а засвоєння школярами інформації – швидшим та ґрунтовнішим. В умовах дистанційно-змішаного навчання використання виключно традиційних методів навчання є неможливим, тому важливою є оптимізація сил і знань вчителів для ефективного навчання школярів.

Сучасна освіта потребує нових рішень, свіжих ідей та активної комунікаційної складової, адже підлітки наразі є цифровим поколінням, що спілкується та навчається за допомогою гаджетів. Представники поколінь «зет» та «альфа» мають кліпове мислення, доступ до різних джерел інформації та шалену цікавість. Для них характерна імпульсивність, складність у тривалому фокусуванні на одній справі та візуально-аудіальний тип сприйняття інформації, за якого яскраві зображення сприяють кращому засвоєнню матеріалу.

Уроки української мови – це чудовий простір для розвитку комунікативних, соціальних і психологічних компетентностей. Формування навичок уживання великої літери є важливою складовою подальшої грамотності учнів, оскільки грамотність – це показник розумових здібностей, старанності та наполегливості людини. Проте за «банківської освіти» [17] школярі інертно отримують певний об’єм матеріалу, який вони часто не розуміють або забувають після отримання оцінки. Навчання здійснюватиметься набагато ефективніше, якщо школярі будуть самостійно визначати завдання та розв’язувати їх, орієнтуючись на свій життєвий досвід.

Використання інтерактивних підходів дозволяє створити комфортні умови навчання, за яких кожен учень відчуває свою успішність та інтелектуальну спроможність [14, с. 7]. Інформаційно-комунікаційні технології (ІКТ) мають стати не перепоною, а дієвим інструментом, що дозволить учителям говорити з учнями спільною «мовою гаджетів». Застосування інтерактивних методів, таких як робота в групах, проєктне навчання та завдання в онлайн-додатках, сприяє більшій емоційній залученості школярів, оскільки позитивні емоції та досвід допомагають ефективніше засвоювати інформацію з теми. Таким чином, саме інтерактивні підходи повинні стати основою формування сучасного уроку орфографії, що відповідатиме потребам сьогодення та вимогам часу.

Аналіз останніх досліджень і публікацій. Аналіз психолого-педагогічної, навчально-методичної та наукової літератури дає змогу

стверджувати, що за останні десятиріччя зросла увага науковців і методистів до проблеми використання інтерактивних методів навчання в школі. Цьому питанню присвячені численні наукові праці, у яких ґрунтовно викладено теоретичні та методичні основи навчання, а також ефективність його впливу на формування особистості учня.

Теоретичний аспект інтерактивного навчання досліджували Н. Волкова, Ю. Гільбух, І. Дичківська, М. Дробноход, А. Підласий та І. Підласий. Зокрема, І. Дичківська розглядає інтерактивне навчання як зорієнтовану на динамічні зміни в навколишньому світі діяльність, яка ґрунтується на розвитку різноманітних форм мислення та творчих здібностей особистості [6, с. 9]. О. Пєхота та М. Фіцула приділяли увагу характеристиці освітніх технологій і системі методів і прийомів, спрямованих на загальний розвиток учнів.

Особливе місце в сучасній методиці посідають інтерактивні технології навчання. Термін «інтерактивні методи» був запроваджений О. Пометун, яка визначає їх як спеціальну форму організації пізнавальної діяльності, що має на меті створення комфортних умов, за яких кожен учень відчуває свою успішність та інтелектуальну спроможність [14, с. 7]. Питаннями впровадження інтерактиву та створення сучасного уроку займалися Л. Пироженко та І. Сущенко.

У контексті навчання мови (що є релевантним і для орфографічної грамотності) значний внесок зробила О. Горошкіна, яка трактує інтерактивну технологію як організацію навчання, що забезпечує здобуття знань засобами спільної діяльності через діалог та полілог учнів між собою і вчителем. Використання конкретних інтерактивних методів, таких як мікрофон, мозковий штурм та гронування на уроках української мови, описує Т. Кушнір [9, с. 86]. Питаннями інтерактивного навчання пунктуації та правопису, зокрема використанням методу мозаїка, займалася Н. Ковальчук [8, с. 100]. Педагог В. Кизенко обґрунтовує ефективність методу акваріум для розвитку комунікативних навичок та вміння висловлювати власну думку [7, с. 80].

Важливим аспектом сучасних досліджень є вивчення психологічних особливостей здобувачів освіти. Н. Шиліна окреслює характеристики поколінь «зет» та «альфа», акцентуючи увагу на їхньому «кліповому мисленні», імпульсивності та візуально-аудіальному типі сприйняття інформації [12, с. 37]. Це зумовлює необхідність використання інформаційно-комунікаційних технологій (ІКТ), які, як зазначають дослідники, дозволяють учителям говорити з учнями спільною «мовою гаджетів».

Попри наявність ґрунтовних праць, проблема методичного забезпечення формування орфографічних навичок, зокрема вживання великої

літери, за допомогою саме інтерактивних підходів у поєднанні з онлайн-платформами (Google Презентації, LearningApps, GoogleForms тощо), потребує подальшого практичного викладення та систематизації.

Мета статті – теоретичне обґрунтування та практичне розкриття особливостей використання інтерактивних методів навчання на уроках української мови під час вивчення теми «Уживання великої літери».

Досягнення поставленої мети передбачає розв'язання таких основних завдань:

- вивчити та проаналізувати стан досліджуваної проблеми в психолого-педагогічній, навчально-методичній, науковій літературі та в безпосередній практиці сучасної школи;
- висвітлити теоретичний аспект методів інтерактивного навчання, уточнивши його сутнісну та змістову конкретизацію відповідно до потреб навчання орфографії;
- проаналізувати психологічні та когнітивні особливості сучасних підлітків поколінь «зет» та «альфа», зокрема вплив «кліпового мислення» на сприйняття навчальної інформації;
- дослідити користь та шкоду інформаційно-комунікаційних технологій (ІКТ) у сучасній освіті, визначивши роль «мови гаджетів» як засобу порозуміння між учителем та учнем;
- описати особливості та методику застосування інтерактивних методів з теми «Уживання великої літери», обґрунтувавши доцільність використання конкретних цифрових форматів для формування орфографічної грамотності.

Об'єктом дослідження виступають інтерактивні методи і прийоми навчання на уроках української мови, а предметом – педагогічні умови ефективного застосування інтерактивного інструментарію під час формування навичок уживання великої літери. Виконання цих завдань доводить, що використання інтерактивних підходів є потребою сьогодення та вимогою часу, що робить процес здобуття знань цікавим та усвідомленим.

Виклад основного матеріалу. Інтерактивна технологія – це організація навчання, що забезпечує здобуття знань засобами спільної діяльності через діалог, полілог учнів між собою і вчителем [4, с. 2]. Соціальна взаємодія під час виконання завдань сприяє не лише кращому засвоєнню матеріалу, а й розвитку необхідних компетентностей: соціальних, громадянських та загальнокультурної грамотності [15]. Використання інтерактивних методів дозволяє створити комфортні умови навчання, за яких кожен учень відчуває свою успішність та інтелектуальну спроможність [14, с. 7].

Для глибшого розуміння доречних підходів до навчання орфографії варто зосередитись на психологічних особливостях сучасних підлітків поколінь «зет» та «альфа». Сучасні учні мають кліпове мислення, доступ до різних джерел інформації та шалену цікавість. Для них характерна імпульсивність, складність у тривалому фокусуванні на одній справі, хаотичність мислення та візуально-аудіальний тип сприйняття інформації. Задовольнити потребу в зміні діяльності дозволяють інформаційно-комунікаційні технології (ІКТ), що дають змогу вчителям говорити з учнями спільною «мовою гаджетів».

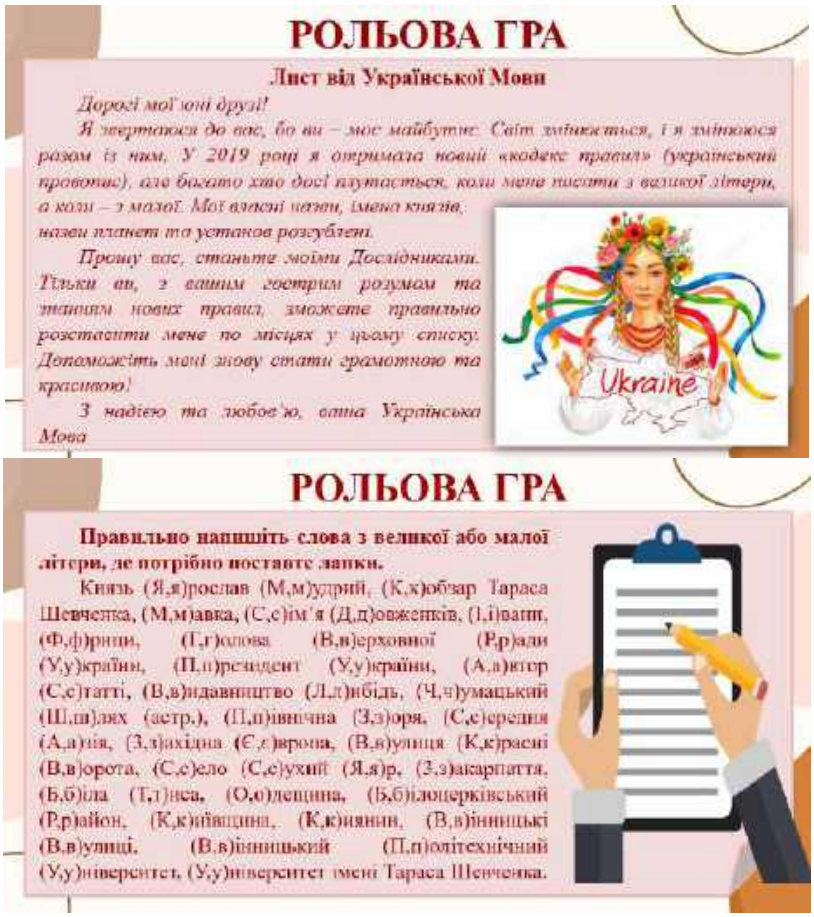
Загалом для формування навичок уживання великої літери доцільно використовувати такі інтерактивні методи: відпрацювання навичок, робота у групах, мозкові штурми, рольові ігри, аналіз ситуацій, проєктне навчання та завдання в онлайн-додатках [1]. Зокрема, метод мікрофон доречно застосовувати на етапі закріплення матеріалу, щоб учні відчули практичне застосування теми уроку в житті [9, с. 86]. Метод мозаїка можна вдало використати під час опанування знань з правопису власних назв, поділивши учнів на групи (наприклад, «адвокати» великої літери, «журналісти», «письменники»), де кожен має завдання щодо обґрунтування орфограм [8, с. 100]. Метод акваріум сприятиме розвитку вміння слухати, чути та висловлювати власну думку під час обговорення складних випадків написання слів [7, с. 80].

Важливою складовою частиною сучасного уроку орфографії є використання онлайн-платформ, таких як Google Презентації, LearningApps, GoogleForms тощо. Ці ресурси дають простір для креативності: учні можуть виконувати вправи самостійно за допомогою гаджетів або в групах.

Приклад використання інтерактивного методу навчання рольова гра у поєднанні з ІКТН у програмі Google Презентації на уроках української мови при вивченні теми «Вживання великої літери»:

Знімки екранів 1-3





Приклад використання інтерактивного методу навчання (у поєднанні з ІКТН у програмі LearningApps на уроках української мови при вивченні теми «Вживання великої літери»):

Знімки екранів 4-5

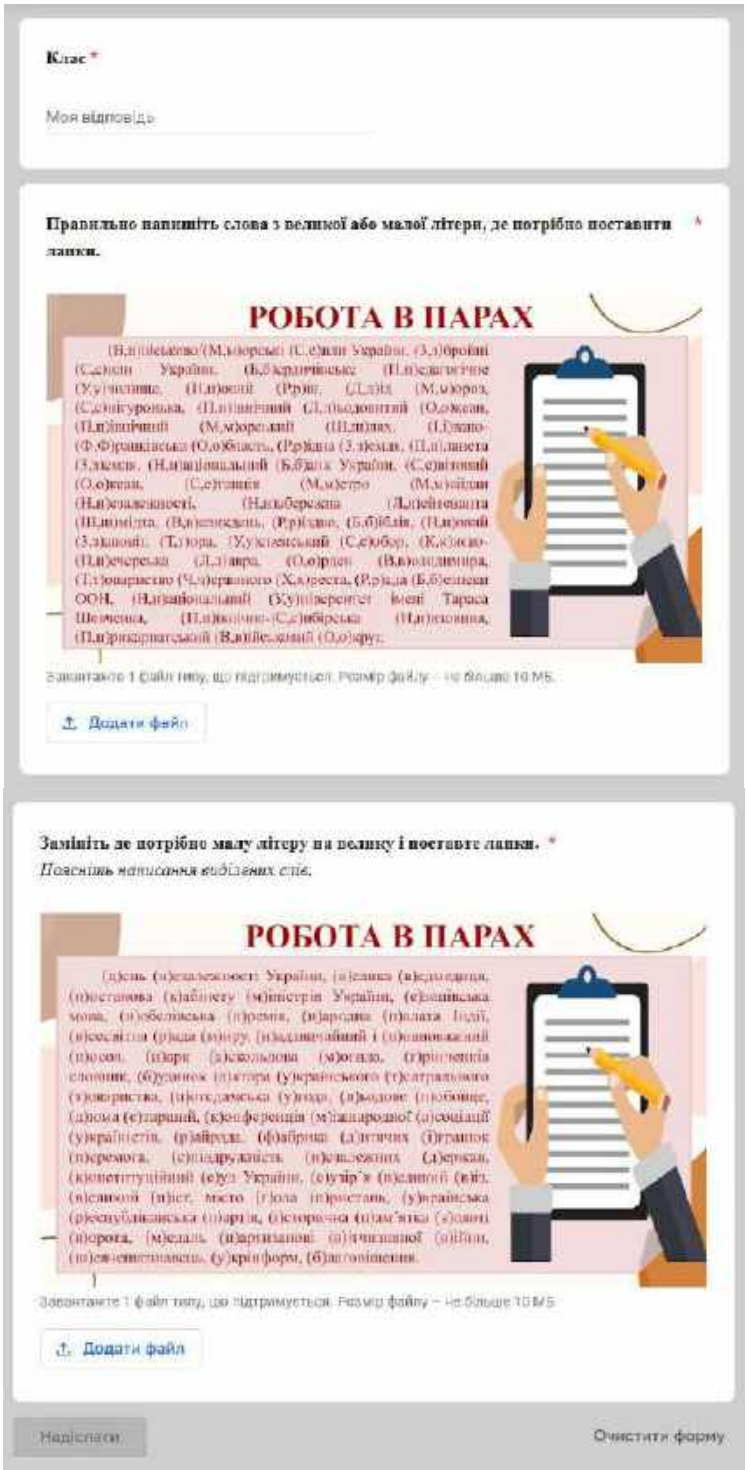




Приклад використання інтерактивного методу навчання робота в парах у поєднанні з ІКТН у програмі GoogleForms на уроках української мови при вивченні теми «Вживання великої літери»:

Знімки екранів 6-8





Окрему увагу потрібно приділити практичному застосуванню теми у реальному житті. Учням можна запропонувати у групах відредагувати повідомлення в соціальних мережах або месенджерах, де часто натрапляємо на помилки в уживанні великої літери. Наприклад, редагування повідомлення до вчителя або майбутнього роботодавця допомагає зрозуміти, що

грамотність – це показник розумових здібностей, старанності та наполегливості людини. Другий етап завдання може включати написання власного повідомлення в діловому стилі з дотриманням синтаксичних та орфографічних норм.

Проєктна діяльність також є надзвичайно ефективною, оскільки під час виконання досліджень підлітки відчувають значимість своєї роботи. Темами проєктів з орфографії можуть бути: «Велика літера на афішах нашого міста», «Складні випадки вживання великої літери у сучасних українських піснях» або «Орфографічні помилки в культурному просторі». Це творче завдання «оживляє» мову та дає учням відчуття приналежності до сучасної українізації та мовної культури.

Отже, використання інтерактивних підходів та ІКТ на уроках української мови змінює роль учителя: він припиняє бути головним на уроці, а стає модератором, консультантом та партнером, який лише регулює навчальний процес та створює умови для успіху кожного школяра. Поєднання інноваційних технологій із традиційними методами підвищує мотивацію та пізнавальну активність учнів, роблячи процес засвоєння правил правопису усвідомленим та цікавим.

Висновки. У статті вивчено та проаналізовано стан використання інтерактивних методів навчання в психолого-педагогічній, науковій літературі та в безпосередній практиці сучасної школи. Встановлено, що в умовах сьогодення та постійних трансформацій у житті суспільства дедалі більшої популярності у сфері мовної освіти набувають інтерактивні підходи, що виступають одним із головних знарядь пізнання наукового світу учнями.

Теоретичний аналіз проблеми засвідчив, що інтерактивним навчанням є діяльність, зорієнтована на динамічні зміни в навколишньому світі, яка ґрунтується на розвитку різноманітних форм мислення, творчих здібностей та високих соціально-адаптаційних можливостях особистості [6, с. 9]. Визначено, що інтерактивна технологія – це така організація навчання, що забезпечує здобуття знань засобами спільної діяльності через діалог та полілог учнів між собою і вчителем [3, с. 2].

З'ясовано, що сучасні школярі, як представники поколінь «зет» та «альфа», мають специфічні психологічні та когнітивні особливості: кліпове мислення, візуально-аудіальний тип сприйняття інформації, імпульсивність та складність у тривалому фокусуванні на одній справі. Ці особливості зумовлюють необхідність використання інформаційно-комунікаційних технологій (ІКТ), що дозволяють учителям говорити з учнями спільною «мовою гаджетів» та перетворювати телефони й ноутбуки на дієві інструменти навчання.

Доведено, що під час навчання орфографії, зокрема при формуванні навичок уживання великої літери, використання інтерактивних методів (мікрофон, мозковий штурм, мозаїка, робота в групах та парах) надзвичайно активізує пізнавальну діяльність школярів та робить процес засвоєння правописних норм цікавим і усвідомленим. Результати роботи підтверджують, що застосування онлайн-платформ (Google Презентації, Learning Apps, GoogleForms тощо) забезпечує яскраву наочність, сприяє емоційному залученню учнів та дозволяє ефективно відпрацьовувати складні випадки правопису через гру та здорову конкуренцію.

Особливу цінність має практико-орієнтований підхід, зокрема метод редагування реальних повідомлень у соціальних мережах, що допомагає учням усвідомити: грамотність – це показник розумових здібностей, старанності та наполегливості людини в реальному житті. Проєктна діяльність («Велика літера на афішах міста», «Правопис у піснях») дає підліткам відчуття власного внеску у розвиток мовної культури та сучасної українізації.

Встановлено, що впровадження інтерактивних підходів докорінно змінює роль учителя: він перестає бути єдиним джерелом інформації, а стає модератором, консультантом та партнером, який лише регулює навчальний процес та створює умови для успіху кожного школяра. Проте важливо дотримуватися методичного балансу, щоб інформаційно-комунікаційні технології (ІКТ) та ігрові елементи виступали доречним доповненням, а не повною заміною класичних форм навчання.

Отже, використання інтерактивних підходів у процесі вивчення орфографії є вимогою часу, що сприяє формуванню національно свідомої, духовно багатої та компетентної мовної особистості, здатної до успішної самореалізації в сучасному світі.

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КАТОЙКОНІМИ ПРИКАРПАТТЯ (СЛОВОТВІРНИЙ АСПЕКТ)

Анотація. У статті здійснено комплексний аналіз катойконімів Прикарпаття в структурно-словотвірному аспекті. Дослідження присвячене виявленню основних закономірностей творення назв жителів від ойконімів Івано-Франківської області, визначенню найпродуктивніших словотвірних моделей, аналізу взаємодії твірних основ і катойконімних формантів, а також опису морфонологічних процесів, що супроводжують словотвір катойконімів. Матеріалом дослідження стали відтопонімні похідні, утворені від назв населених пунктів Прикарпаття різної структури та морфемної організації.

У роботі проаналізовано катойконіми, утворені від топонімів із фіналями *-ів (-ов), -ин, -к-а, -к-и, -ок, -ик, -ськ, -цьк, -иц-я, -ц-і, -ач, -яч*, а також від односкладних і безформантних ойконімів. Встановлено, що найпродуктивнішими у творенні множинних форм катойконімів є суфікси *-ц-і, -ан-и (-ян-и), -чан-и*, тоді як сингулятивні форми найчастіше реалізуються за допомогою суфіксів *-ець, -ин, -к-а, -анк-а*. З'ясовано, що вибір словотвірної моделі значною мірою залежить від морфонологічної структури твірної основи, характеру її фіналі, а також від місцевої мовної традиції.

Особливу увагу приділено явищу словотвірної варіантності катойконімів, зокрема паралельному функціонуванню форм із різними суфіксами в межах одного словотвірного ряду. Простежено випадки елізії формантів, заміни твірної основи та взаємодії іменникових і прикметникових основ у процесі словотворення. У статті наголошено, що значна частина катойконімів Прикарпаття утворюється за структурно зумовленими моделями, однак у багатьох випадках словотвір визначається історичною та локальною традицією, що спричиняє виникнення морфологічних варіантів.

Результати дослідження підтверджують складний і багаторівневий характер відтопонімного словотвору української мови та демонструють

важливість регіонального матеріалу для вивчення словотвірної системи українських катойконімів. Отримані висновки можуть бути використані у подальших дослідженнях української ономастики, діалектології, морфонології та відтопонімного словотвору.

Ключові слова: катойконім, відтопонімний словотвір, ойконім, словотвірна модель, суфікс, морфонологія, Прикарпаття, українська ономастика.

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THE KATOIKONYMS OF PRYKARPATTIA (WORD-FORMATION ASPECT)

Abstract. The article presents a comprehensive structural and word-formational analysis of the katoikonyms of Prykarpattia. The study focuses on identifying the main patterns in the formation of inhabitants' names derived from the oikonyms of the Ivano-Frankivsk region, determining the most productive word-formational models, analyzing the interaction between derivational stems and katoikonymic formants, as well as describing the morphonological processes accompanying katoikonym formation. The research material consists of de-toponymic derivatives formed from the names of settlements in Prykarpattia characterized by different structural and morphemic organization.

The paper analyzes katoikonyms derived from toponyms ending in *-iv (-ov), -yn, -k-a, -k-y, -ok, -yk, -sk, -tsk, -yts-ia, -ts-i, -ach, and -iach*, as well as those formed from monosyllabic and non-formant oikonyms. The study establishes that the most productive suffixes used in the formation of plural katoikonymic forms are *-ts-i, -an-y (-ian-y), and -chan-y*, whereas singular forms are most frequently realized through the suffixes *-ets, -yn, -k-a, and -ank-a*. It has been determined that the choice of a word-formational model largely depends on the morphonological structure of the derivational stem, the nature of its final segment, and the local linguistic tradition.

Particular attention is paid to the phenomenon of word-formational variation in katoikonyms, specifically to the parallel functioning of forms with different suffixes within the same derivational series. The study traces cases of formant

elision, replacement of the derivational stem, and the interaction of nominal and adjectival stems in the process of word formation. The article emphasizes that a considerable number of katoikonyms in Prykarpattia are formed according to structurally determined models; however, in many cases, word formation is shaped by historical and local linguistic traditions, which results in the emergence of morphological variants.

The results of the study confirm the complex and multi-layered nature of de-toponymic word formation in the Ukrainian language and demonstrate the importance of regional material for the investigation of the derivational system of Ukrainian katoikonyms. The findings may be applied in further research on Ukrainian onomastics, dialectology, morphonology, and de-toponymic word formation.

Keywords: katoikonym, de-toponymic word formation, oikonym, word-formational model, suffix, morphonology, Prykarpattia, Ukrainian onomastics.

Постановка проблеми. Людська спільнота з найдавніших часів була завжди визначена територіально, адже жили окремими поселеннями, що поступово набували власних назв. Саме тому характеристика людини за належністю до певного населеного пункту стала одним із найдавніших способів її ідентифікації. У мовній свідомості різних народів сформувалися універсальні семантичні моделі для найменування того чи того жителя певного поселення, тоді як засоби їхнього мовного вираження в кожній мові мають індивідуальний характер.

У сучасному мовознавстві назви жителів населених пунктів – катойконіми – належать до важливих об’єктів ономастичних і дериватологійних студій. Вони формують окрему групу відтопонімних похідних, тісно пов’язану з ойконімами – назвами населених пунктів. Виникнення та функціонування катойконімів віддзеркалює не лише словотвірні закономірності мови, а й історичні, територіальні, діалектні та соціокультурні процеси.

На особливу увагу, на наш погляд, заслуговують катойконіми Прикарпаття – регіону з виразною мовною та етнокультурною специфікою. Зокрема, територія Івано-Франківської області охоплює ареали поширення наддністрянського, покутсько-буковинського, гуцульського та бойківського говорів південно-західного наріччя української мови, що зумовлює значну варіативність словотвірних моделей назв жителів. Історико-політичні умови розвитку регіону, тривале перебування різних його частин у складі інших держав, взаємодія діалектного й літературного мовлення, а також вплив офіційно-ділового стилю на формування сучасних назв жителів спричинили багатство й неоднорідність катойконімної системи загалом.

Актуальність дослідження зумовлена необхідністю системного аналізу словотвірних моделей катойконімів Прикарпаття, визначення закономірностей їхнього творення, виявлення взаємозв'язку між структурою твірної основи та вибором словотвірного форманта, а також потребою уточнення регіональних особливостей відтопонімного словотвору в українській мові. Крім того, важливість дослідження посилюється тим, що значна частина регіональних назв жителів недостатньо репрезентована в сучасних нормативних словниках, а окремі катойконіми функціонують переважно в усному мовленні та локальних комунікативних практиках.

Аналіз останніх досліджень і публікацій. Проблеми відтопонімного словотвору та назв жителів неодноразово ставали предметом наукових студій українських мовознавців. Вагомий внесок у розвиток теорії словотвору здійснив Іван Ковалик [1, 2], який досліджував словотвір назв жителів у слов'янських мовах, порівнював словотвірні системи східнослов'янських і західнослов'янських мов, визначав основні словотвірні типи та їхні структурно-семантичні особливості.

Фундаментальними для української катойконімії є праці Володимира Горпинича [3, 4], присвячені теоретичним питанням відтопонімного словотвору, словотвірній дериватології та системі назв жителів української мови.

Дослідник розробив принципи укладання словників відтопонімних прикметників і назв жителів, проаналізував словотвірні моделі катойконімів та охарактеризував основні способи їхнього творення.

Фундаментальним колективним дослідженням словотвору залишається колективна монографія «Словотвір сучасної української літературної мови» [5], присвячена загальнотеоретичним питанням словотвірного аналізу української мови загалом. Автори розділів ґрунтовно проаналізували способи та типи словотвору української мови, визначили її словотворчі ресурси та словотвірне значення і його місце в смисловій структурі слова зокрема. Регіональні та діалектні особливості ономастичної системи української мови загалом висвітлено в працях Юрія Карпенка [6, 7, 8], Павла Чучки [9-12], Ганни Аркушин [13, 14], Ніни Хобзей [15, 16, 17], Левка Полюги [18] та інших українських ономастів і діалектологів. Їхні дослідження дозволяють простежити взаємозв'язок між територіальними різновидами української мови та функціонуванням локальних словотвірних моделей.

Важливе значення для дослідження мають також праці, присвячені українській діалектології, ареальній лінгвістиці та південно-західному наріччю української мови [19, 20, 15]. Зокрема, наддністрянський говір, який істотно вплинув на мовну систему Прикарпаття, розглядають як один із найважливіших і найвпливовіших говорів південно-західного наріччя.

Попри значний науковий доробок, проблема відтопонімного словотвору Прикарпаття залишається актуальною. Недостатньо дослідженими є питання продуктивності окремих словотвірних формантів, територіального поширення словотвірних моделей, морфологійного варіювання катойконімів, а також впливу фономорфемної структури твірної основи на вибір способу словотворення.

Метою дослідження є виявлення основних закономірностей творення катойконімів Івано-Франківської області на матеріалі відповідних словотвірних моделей, а також визначення особливостей відтопонімного словотвору Прикарпаття.

Для досягнення поставленої мети передбачено виконання таких завдань:

– охарактеризувати основні словотвірні моделі катойконімів Прикарпаття;

– визначити залежність вибору словотвірних формантів від структури твірної основи;

– дослідити фонетичні та морфологійні особливості творення катойконімів;

– виявити випадки варіантності назв жителів і з'ясувати чинники їхнього виникнення.

Об'єктом дослідження є катойконіми Прикарпаття як різновид відтопонімних дериватів української мови. *Предметом дослідження* є словотвірні особливості катойконімів Івано-Франківської області, зокрема взаємодія твірної основи та словотворчого форманта в процесі деривації.

Методи та методики дослідження. Теоретико-методологійною основою дослідження стали праці українських мовознавців у галузі ономастики, дериватології, діалектології та словотвору, зокрема дослідження Івана Ковалика [1, 2], Володимира Горпинича [3, 4] , Юрія Карпенка [6], Павла Чучки [10], та інших.

Матеріалом дослідження слугували катойконіми та відтопонімні прикметники, зафіксовані у «Словнику відтопонімних прикметників і назв жителів України» Володимира Горпинича [21], а також назви жителів населених пунктів Івано-Франківської області, поширені в сучасному мовленні.

У дослідженні використано комплекс загальнонаукових і спеціальних лінгвістичних методів.

Основним став описовий метод, який дав змогу систематизувати та класифікувати словотвірні моделі катойконімів. За допомогою індуктивного методу здійснювалося узагальнення конкретних мовних фактів і закономірностей відтопонімного словотвору.

Для аналізу структури катойконімів застосовано елементи морфемного та словотвірного аналізу, що дозволило визначити особливості взаємодії твірної основи й словотворчого форманта. Компонентний аналіз використано для ідентифікації структурних елементів похідних одиниць, а порівняльний метод – для зіставлення словотвірних моделей і виявлення регіональних особливостей їхнього функціонування.

У процесі дослідження також використано елементи статистичного аналізу, що дали можливість визначити продуктивність окремих словотвірних формантів і частотність їхнього уживання.

Методика дослідження ґрунтується на структурно-словотвірному підході до аналізу словотвірних одиниць. На відміну від семантикоцентричного та формантноцентричного підходів, у центрі уваги перебуває фономорфемна структура твірної основи та її взаємодія зі словотворчим формантом. Такий підхід дає змогу простежити, як структура ойконіма впливає на вибір словотвірної моделі, які фонетичні зміни відбуваються на межі морфем і якими є механізми формування нових катойконімів.

У дослідженні враховано також вплив діалектного середовища, історичних умов розвитку регіону та взаємодії літературної мови з локальними мовними практиками на формування та функціонування системи назв жителів Прикарпаття.

Виклад основного матеріалу. Аналіз катойконімів Прикарпаття засвідчує значну варіативність словотвірних моделей і формантів, за допомогою яких утворюються назви жителів населених пунктів. У більшості випадків катойконімні парадигми репрезентовані множинними формами, тоді як форми чоловічого та жіночого роду виявляють різний ступінь продуктивності й регулярності.

Поширеним явищем у системі катойконімів Прикарпаття є паралельне функціонування кількох назв жителів, утворених від одного ойконіма, наприклад: *Войнилів – войнилівці, войнилівчани; Герасимів – герасимівці, герасимівчани; Грабів – грабівці, грабівчани; Джурків – джурківчани, джурківці; Довгопілля – довгопільці, довгопільчани; Долиня – долинці, долиняни; Дорогів – дорогівці, дорогівчани*. Подібна варіантність зумовлена як особливостями локальної словотвірної традиції, так і взаємодією різних словотвірних моделей.

Форми жіночого роду в катойконімній системі Прикарпаття виявляються менш послідовно, ніж форми чоловічого роду та множини. Це пояснюється як позамовними чинниками, зокрема особливостями мовної практики й комунікативних потреб, так і власне словотвірними закономірностями, оскільки жіночі назви жителів найчастіше утворюються від відповідних форм чоловічого роду.

У дослідженні словотвірних моделей катойконімів застосовано структурно-словотвірний підхід, за якого увагу зосереджено не лише на словотворчому форманті, а й на фономорфемній структурі твірної основи. Такий підхід дає змогу простежити залежність вибору словотвірної моделі від структури ойконіма, а також виявити фонетичні та морфологійні процеси, що виникають на межі твірної основи й форманта в процесі деривації.

Катойконіми, утворені від ойконімів на -ів (-ов). Однією з найпродуктивніших груп у системі катойконімів Прикарпаття є назви жителів, утворені від ойконімів із основами на *-ів (-ов)*. Для цієї групи характерна розгалужена словотвірна парадигма, представлена множинними формами, а також формами чоловічого й жіночого роду. Значна частина таких ойконімів утворює повний набір катойконімних форм, наприклад: *Болехів (Болехівський район) – болехівці, болехівець, болехівка; Братишів (Тлумацький район) – братишівці, братишівець, братишівка, братишанка; Войнилів (Калуський район) – войнилівці, войниловець, войнилівчани, войнилівчанин, войнилівчанка; Герасимів (Тлумацький район) – герасимівці, герасимівка, герасимівчани, герасимівчанин, герасимівчанка; Гостів (Тлумацький район) – гостівчани, гостівчанин, гостівчанка; Джурків (Коломийський район) – джурківчани, джурківчанин, джурківчанка, джурківці; Дорогів (Галицький район) – дорогівці, дорогівець, дорогівчани, дорогівчанин, дорогівчанка; Заболотів (Снятинський район) – заболотівці, заболотівець, заболотівчани, заболотівчанин, заболотівчанка; Комарів (Галицький район) – комарівці, комарівець, комарівчани, комарівчанин, комарівчанка; Назавизів (Надвірнянський район) – назавизівці, назавизівець, назавизівчани, назавизівчанин, назавизівчанка; Олешків (Снятинський район) – олешківці, олешківець, олешківка; Чернів (Рогатинський район) – чернівці, чернівець, чернівка; Яворів (Косівський район) – яворівці, яворовець, яворівчани, яворівчанин, яворівчанка* тощо.

Презентовані ілюстрації засвідчують, що для ойконімів із основами на *-ів (-ов)* характерною є словотвірна варіантність. Вона виявляється у паралельному функціонуванні кількох форм катойконімів, насамперед назв чоловічого роду та множинних форм. Так, від одного ойконіма можуть утворюватися паралельні моделі із суфіксами *-ець, -к-а* та *-чанин, -чанк-а, -чан-и*, наприклад: *Яворів – яворівці, яворовець, яворівчани, яворівчанин, яворівчанка; Чагрів – чагрівці, чагрівець, чагрівчани, чагрівчанин, чагрівчанка; Тюдів – тюдівці, тюдовець, тюдівчани, тюдівчанка* тощо.

Множинні катойконіми цієї групи найчастіше демонструють моделі творення за допомогою суфікса *-ц-і*, наприклад: *Джурів (Снятинський район) – джурівці; Яблунів (Косівський район) – яблунівці, яблунівець; Стопчатів (Косівський район) – стопчатівці, стопчатовець; Гончарів (Тлумацький*

район) – гончарівці; Олешів (Тлумацький район) – олешівці, олешівець тощо. Форми чоловічого роду здебільшого утворюються за допомогою суфікса *-ець*, а жіночого – за допомогою суфікса *-к-а*. Така продуктивність пояснюється тим, що суфікси *-ець* і *-к-а* формують традиційну для української мови корелятивну модель назв жителів.

Поряд із цим значна частина ойконімів утворює паралельні форми із суфіксами *-чан-и, -чан-ин, -чанк-а*, наприклад: *Яворів (Косівський район) – яворівці, яворовець, яворівчани, яворівчанин, яворівчанка; Чагрів (Рогатинський район) – чагрівці, чагрівець, чагрівчани, чагрівчанин, чагрівчанка; Тюдів (Косівський район) – тюдівці, тюдовець, тюдівчани, тюдівчанка* тощо. В окремих випадках саме моделі із суфіксами *-чан-и, -чан-ин, -чанк-а* формують повну катойконімну парадигму, наприклад: *Гостів (Тлумацький район) – гостівчани, гостівчанин, гостівчанка; Петрів (Тлумацький район) – петрівчани, петрівчанин, петрівчанка; Рожнів (Косівський район) – рожнівчани, рожнівчанин, рожнівчанка; Жуків (Тлумацький район) – жуківчани, жуківчанин* тощо.

Спостерігаються також окремі випадки варіантності жіночих форм. Зокрема, у словотвірному ряді *Братишів (Тлумацький район) – братишівці, братишівець, братишівка, братишан*ка функціонують паралельні форми жіночого роду із суфіксами *-к-а* та *-анк-а*. Водночас загалом для цієї групи ойконімів форми на *-чанк-а* виявляють вищу продуктивність, ніж форми на *-к-а*.

Розгалуженість словотвірної парадигми катойконімів, утворених від ойконімів на *-ів (-ов)*, пояснюється здатністю твірних основ поєднуватися з кількома словотворчими формантами. Саме взаємодія різних суфіксальних моделей забезпечує варіантність катойконімних утворень і формує складну систему назв жителів. Варіантність катойконімів має історичне підґрунтя й простежується ще в пам'ятках давньоруського періоду, де паралельно функціонували різні словотвірні моделі назв жителів.

Важливою особливістю цієї групи є також різний ступінь активності варіантних форм. У мовній практиці одна з паралельних форм зазвичай виявляється продуктивнішою й уживанішою, тоді як інша функціонує обмежено або локально. У сучасній літературній мові це має важливе значення для унормування катойконімів і формування культури усного й писемного мовлення.

Переважна більшість назв жителів від ойконімів на *-ів (-ов)* утворюється суфіксальним способом. Водночас окремі моделі мають історичне походження й пов'язані з давнішими словотвірними типами, відомими ще в давньоруській мові. Семантично ця група ойконімів виявляє певну спорідненість із назвами на *-ин*, що також характеризуються активним творенням катойконімів і розгалуженою системою словотвірних варіантів.

Катойконіми, утворені від ойконімів на -ин. Серед катойконімів Прикарпаття помітне місце посідають назви жителів, утворені від ойконімів із основами на *-ин*. Для цієї групи характерною є відносна типовість словотвірних моделей, оскільки більшість похідних утворюється за допомогою суфіксів *-ц-і, -ець, -к-а*, наприклад: *Бабин (Косівський район) – бабинці, бабинець; Жукотин (Коломийський район) – жукотинці, жукотинець; Ланчин (Надвірнянський район) – ланчинці, ланчинець; Мишин (Косівський район) – мишинці, мишинець; Обертин (Тлумацький район) – обертинці, обертинець, обертинка; Печеніжин (Коломийський район) – печеніжинці, печеніжинець; Рогатин (Рогатинський район) – рогатинці, рогатинець, рогатинка; Снятин (Снятинський район) – снятинці, снятинець, снятинка; Стратин (Рогатинський район) – стратинці, стратинець, стратинка* тощо.

Лише окремі ойконіми цієї групи виявляють словотвірну варіантність і вступають у зв'язки з іншими формантами. Так, ойконім *Химчин (Косівський район)* утворює паралельні форми з суфіксами *-ан-и, -анин, -анк-а*, наприклад: *химчинці, химчинець, химчани, химчанин, химчанка*. Проте такі випадки є поодинокими й не формують продуктивної словотвірної моделі.

Отже, для ойконімів на *-ин* найтиповішими є катойконімні утворення із суфіксами *-ц-і, -ець, -к-а*. Використання інших формантів має несистемний характер і трапляється лише в окремих словотвірних рядах.

Варто зазначити, що значна частина ойконімів із компонентом *-ин, -ів* історично пов'язана з присвійно-відносними назвами, які характеризували зокрема ім'я або прізвисько засновника поселення чи його власника: *Микуличин, Савчин, Павлів, Яремків, Романів, Сенів, Глібів* та ін. Проте присвійно-відносна семантика твірної основи не визначає вибір словотворчого форманта під час творення катойконімів. Це підтверджують і назви на *-ів (-ов)*, які, попри виразне присвійне значення, активно взаємодіють із різними словотвірними моделями, наприклад: *Герасимів (Тлумацький район) – герасимівці, герасимівка, герасимівчани, герасимівчанин, герасимівчанка; Грабів (Рожнятівський район) – грабівці, грабовець, грабівчани, грабівчанин; Гриньків (Рожнятівський район) – гриньківці, гриньківець, гриньківчани, гриньківчанин* тощо.

Окремі назви поселень відображають також історичні особливості заселення території. Зокрема, у XIV–XV ст. новозасновані поселення нерідко отримували назви, пов'язані з різними формами пільгового заселення, що зумовило появу ойконімів типу *Воля, Волиця, Слобода, Слобідка* тощо.

Для більшості ойконімів на *-ин* характерною є неповна катойконімна парадигма. Найчастіше відсутні форми жіночого роду, наприклад: *Бабин (Косівський район) – бабинці, бабинець; Ділятин (Надвірнянський район) –*

ділятинці, ділятинець; Жукотин (Коломийський район) – жукотинці, жукотинець; Ланчин (Надвірнянський район) – ланчинці, ланчинець; Мишин (Косівський район) – мишинці, мишинець; Печеніжин (Коломийський район) – печеніжинці, печеніжинець. Така тенденція може пояснюватися як словотвірними особливостями відповідних моделей, так і меншою функційною потребою у вживанні жіночих катойконімів.

Суфікси *-ц-і, -ець, -к-а* в катойконімному словотворі взаємодіють із різними типами твірних основ. Вони можуть поєднуватися як з іменниковими основами: *Богородчани (Богородчанський район) – богородчанський, богородчанці, богородчанець, богородчанка; Гончарів (Тлумацький район) – гончарівський, гончарівці*, так і з прикметниковими: *Багни (Верховинський район) – багнянський, багнянці; Берлоги (Рожнятівський район) – берлогівський, берлогівці, берложани, берложанин, берложанка; Вовчки (Галицький район) – вовчківський, вовчківці; Ріпне (Рожнятівський район) – ріпнянський, ріпнянці*. Це свідчить про високу адаптивність зазначених формантів у системі відтопонімного словотвору.

Катойконіми, утворені від ойконімів із фіналями -к-а, -к-и, -ок, -ик-, -ськ, -цьк. Окрему групу в системі катойконімів Прикарпаття становлять назви жителів, утворені від ойконімів із фіналями *-к-а, -к-и, -ок, -ик-, -ськ, -цьк*. Ці ойконіми характеризуються різноманітністю словотвірних моделей і складними морфонологійними процесами, що виникають на межі твірної основи та форманта. Найчисельнішою серед них є підгрупа ойконімів на *-івка*: *Ганнусівка, Гонoратівка, Грабівка, Гуцулівка, Князівка, Ковалівка, Яківка* тощо.

Ойконіми з фіналлю *-івка* найчастіше утворюють катойконіми за допомогою суфіксів *-ц-і, -ець*, наприклад: *Глибівка (Богородчанський район) – глибівці, глибівець; Гуцулівка (Косівський район) – гуцулівці, гуцулівець; Князівка (Рожнятівський район) – князівці, князівець*. Для цієї групи характерною є неповна словотвірна парадигма: значна частина ойконімів не утворює форм жіночого роду.

Особливістю словотворення катойконімів від основ на *-к-а, -к-и, -ок, -ик-* є те, що суфікс *-ц-і* безпосередньо не поєднується з фінальним приголосним [к], оскільки така сполука створює артикуляційні труднощі. Унаслідок цього в системі словотворення спостерігаються різні способи морфемної адаптації.

По-перше, творення катойконімів може відбуватися шляхом елізії топоформанта, наприклад: *Гонoратівка (Рогатинський район) – гонoратівський, гонoратівці, гонoратівець; Слобідка (Івано-Франківський район) – слобідський, слобідці; Глибівка (Богородчанський район) – глибівський, глибівці, глибівець* тощо.

По-друге, спостерігається зміна словотвірної моделі через використання паралельних суфіксів, наприклад: *Ковалівка (Коломийський район) – ковалівський, ковалівці, ковалівець, ковалівчани, ковалівчанин, ковалівчанка; Новомарківка (Коломийський район) – новомарківський, марківський, новомарківці, новомарківець, новомарківчани, новомарківчанин, новомарківчанка, місц. марківці; Яківка (Тлумацький район) – яківський, яківчани, яківчанин, яківчанка* тощо.

По-третє, у процесі словотворення можлива зміна твірної основи, наприклад: *Кричка (Богородчанський район) – кричківський, кричківці, кричани; Вовчки (Галицький район) – вовчківський, вовчківці; Завадка (Калуський район) – завадківський, місц. завадецький, завадківці, завадківець, завадчани, завадчанин, завадчанка; Конюшки (Рогатинський район) – конюшківський, місц. конюшецький, конюшківці, конюшківець, конюшани, конюшанин, конюшанка; Ліски (Коломийський район) – лісківський, лісківці, лісківець, лісківчани, лісківчанин, лісківчанка; Полик (Богородчанський район) – поліківський, поліків чани* тощо.

Поряд із моделями на *-ц-і* та *-ець* у цій групі активно функціонують також форми із суфіксами *-чан-и, -чан-ин, -чанк-а*, наприклад: *Задубрівка (Снятинський район) – задубрівський, задубрівчани, задубрівчанин; Ковалівка (Коломийський район) – ковалівський, ковалівці, ковалівець, ковалівчани, ковалівчанин, ковалівчанка; Новомарківка (Коломийський район) – новомарківський, марківський, новомарківці, новомарківець, новомарківчани, новомарківчанин, новомарківчанка; Соколівка (Косівський район) – соколівський, соколівці, соколовець, соколівчани, соколівчанин, соколівчанка; Черганівка (Косівський район) – черганівський, черганівці, черганівець, черганівчани, черганівчанин, черганівчанка* тощо.

У низці випадків під час творення катойконімів від основ на *-к-* відбувається чергування приголосних, зокрема перехід [к] у [ч], наприклад: *Завадка (Калуський район) – завадчани, завадчанин, завадчанка; Снідавка (Косівський район) – снідавський, снідавці, снідавець, снідавчани, снідавчанин, снідавчанка; Лука (Городенківський район) – луківський, луцький, луків'яни, луків'янин, луків'янка, лучани, лучанин, лучанка* тощо. Такі чергування засвідчують активну взаємодію морфемних і фонетичних процесів у катойконімному словотворенні.

Окрему підгрупу становлять ойконіми з фіналлю *-ка*, наприклад: *Кричка (Богородчанський район) – кричківський, кричківці, кричани; Річка (Косівський район) – річківський, річанський, річківці, річанці, річківець, річанець; Слобідка (Косівський район) – слобідський, слободяни, слободянин, слободянка*. Для них характерне поєднання кількох словотвірних моделей, а також варіативність катойконімних форм.

Отже, ойконіми з фіналями *-к-а, -к-и, -ок, -ик-, -ськ, -цьк* демонструють високий ступінь словотвірної варіативності. У процесі творення катойконімів відбуваються елізія топоформантів, чергування приголосних, зміна словотвірної моделі та варіювання твірної основи. Це свідчить про складний характер взаємодії фонетичних і словотвірних чинників у системі відтопонімної деривації Прикарпаття.

Катойконіми, утворені від ойконімів на -иц-я, -ц-і, -ець. Помітну групу в системі катойконімів Прикарпаття становлять назви жителів, утворені від ойконімів із фіналями *-иц-я, -ц-і, -ець*. Для цієї групи характерною є відносна одноманітність словотвірної моделі, оскільки більшість катойконімів утворюється за допомогою суфіксів *-ан-и, -ан-ин, -анк-а*.

Серед аналізованих одиниць виділяються ойконіми з основами на *-иц-я*: *Бережниця, Городниця, Луквиця, Новоселиця, Тисмениця, Ямниця* тощо, а також ойконіми на *-ці*: *Волинці, Більшівці, Брашківці, Вовчківці, Дубівці, Копачинці, Кулачківці, Марківці, Пужники, Семаківці, Чорнолізці* тощо. Загалом ця група охоплює значну кількість словотвірних рядів, що демонструють подібні моделі творення назв жителів.

Катойконіми від таких ойконімів найчастіше утворюються за допомогою суфіксів *-ан-и, -ан-ин, -анк-а*, наприклад: *Бережниця (Верховинський район) – бережницький, бережничани, бережничанин, бережничанка; Тисмениця (Тисменицький район) – тисменицький, тисменчани, тисменчанин, тисменчанка; Ямниця (Івано-Франківський район) – ямницький, ямничани, ямничанин, ямничанка; Семаківці (Городенківський район) – семаківський, семаківчани, семаківчанин, семаківчанка; Станківці (Долинський район) – станківський, станковецький, станківчани, станківчанин, станківчанка; Марківці (Івано-Франківський район) – марковецький, марківчани, марківчанин, марківчанка; Дубівці (Галицький район) – дубівецький, дубівчани, дубівчанин, дубівчанка; Крихівці (Івано-Франківський район) – криховецький, крихівчани, крихівчанин, крихівчанка*.

Особливістю цієї групи є активне функціонування формантів *-чан-и, -чан-ин, -чанк-а*, які фактично слугують основною словотвірною моделлю для творення назв жителів. Це пояснюється насамперед морфонологічними особливостями твірних основ: фіналі на *-иц-я* та *-ці* створюють сприятливі умови для приєднання суфіксів із компонентом *-чан-*. У процесі словотворення нерідко відбуваються фонетичні зміни, зокрема усічення фінальної частини основи та чергування приголосних, наприклад: *Тисмениця – тисменчани, Ямниця – ямничани*.

Для цієї групи характерним є також паралельне функціонування ад'єктонімів: *бережницький, тисменицький, ямницький, семаківський, марковецький, дубівецький* тощо. Це свідчить про тісний взаємозв'язок між

системою відтопонімних прикметників і катойконімів у межах одного словотвірного ряду.

Отже, ойконіми з фіналями *-иц-я, -ц-і, -ець* формують відносно стабільну словотвірну модель творення назв жителів. Найпродуктивнішими в цій групі є суфікси *-чан-и, -чан-ин, -чанк-а*, які забезпечують регулярність і системність катойконімного словотворення.

Катойконіми, утворені від ойконімів із фіналями -ач, -яч. Малочисельну групу становлять ойконіми з кінцевими формантами *-ач, -яч*. У досліджуваному матеріалі зафіксовано лише чотири такі одиниці: *Дзвиняч, Космач, Росохач, Тлумач*. Незначна кількість подібних назв пояснюється низькою продуктивністю зазначених топонімних основ у системі відтопонімного словотвору.

Катойконіми від ойконімів цієї групи утворюються переважно за допомогою суфіксів *-ан-и, -ан-ин, -анк-а*, наприклад: *Дзвиняч (Богородчанський район) – дзвиняцький, дзвинячани, дзвинячанин, дзвинячанка; Космач (Косівський район) – космацький, космачани, космачанин, космачанка; Росохач (Городенківський район) – росохацький, росохани, росоханин, росохачанка, росохачці; Тлумач (Тлумацький район) – тлумацький, тлумачани, тлумачанин, тлумачанка*.

Для цієї групи характерною є відносна стабільність словотвірної моделі. Основи на *-ч* найчастіше вступають у словотвірні зв'язки саме із суфіксом *-ан-*, що підтверджується як сучасним мовним матеріалом, так і історичними пам'ятками. Подібний словотвірний процес був властивий ще давньоруській мові: *Галич – галичане*, *Углич – угличане*, *Заволчье – заволчане*, *Заречье – заречане*. У таких утвореннях варіантність практично відсутня, що свідчить про давню усталеність цієї словотвірної моделі.

Окрему підгрупу становлять складні ойконіми з компонентами *-піль, -пілля, -поле*. У досліджуваному матеріалі виявлено чотири такі назви: *Бабинопілля, Довгопілля, Кривопілля, Маринопіль*. Незалежно від походження твірної основи, катойконіми від цих ойконімів утворюються переважно за допомогою суфіксів *-ц-і, -ець*: *Бабинопілля (Косівський район) – бабинопільський, бабинопільці, бабинополець; Довгопілля (Верховинський район) – довгопільський, довгопільці, довгополець; Кривопілля (Верховинський район) – кривопільський, кривопільці; Маринопіль,* місц. *Маріамполь (Галицький район) – маринопільський,* місц. *маріампольський, маринопільці,* місц. *маріампольці*.

У поодиноких випадках топоніми з кінцевим компонентом *-к* можуть поєднуватися зі складними катойконімними суфіксами *-івчани, -ільняни*, однак така модель не є продуктивною: *Світанок,* кол. *Свистільники (Рогатинський район) – світанківський,* кол. *свистільницький, світанківці, світанківець,* місц. *свистільняни*.

Варто зазначити, що деякі словотвірні типи мають давнє історичне підґрунтя. Так, український історик-географ Мирон Кордуба [22] відзначав архаїчність слов'янських форм на *-ичі, -иці*, пов'язуючи їх із добою родової організації. На думку дослідника, особливо давніми є ойконіми, утворені від особових назв: *Бояничі, Судковичі, Мишлятичі, Вишатичі, Первятичі, Гориславичі*. До архаїчних належать також окремі давні слов'янські ойконіми та утворення прикметникового походження, зокрема *Перемишль, Борислав, Самбір, Пораж* тощо.

Отже, ойконіми з фіналями *-ач, -яч* репрезентують порівняно невелику, але структурно стійку групу в системі катойконімного словотвору Прикарпаття. Найпродуктивнішою моделлю для них є творення назв жителів за допомогою суфіксів *-ан-и, -анин, -анк-а*, що засвідчує як історичну тяглість, так і сучасну стабільність цієї словотвірної традиції.

Катойконіми, утворені від односкладних ойконімів. Серед ойконімів Прикарпаття односкладні назви репрезентовані нечисленно. У досліджуваному матеріалі зафіксовано лише три такі одиниці: *Гвізд (Надвірнянський район) – гвіздський, місц. гроздецький, гвіздяни, гвіздянин, гвіздянка; Пнів (Надвірнянський район) – пнівський, пнівчани, пнівчанин, пнівчанка, місц. пнівцаки, місц. пнівцак, місц. пнівцачка; Спас (Рожнятівський район) – спаський, спасівчани, спасівчанин, спасівчанка, спасці, спасець, спащанка*.

Невелика кількість таких ойконімів не дає можливості виявити чіткі закономірності або сформувати окрему словотвірну модель для творення катойконімів від односкладних основ. Водночас наведений матеріал засвідчує значну варіативність словотворчих засобів. Зокрема, у межах одного словотвірного ряду можуть функціонувати паралельні форми, утворені за допомогою різних суфіксі, наприклад: *Спас – спасівчани, спасці, спасець; Пнів – пнівчани, пнівцаки*.

Для односкладних ойконімів характерним є поєднання як загальновживаних, так і локальних словотвірних моделей. Поряд із нормативними катойконімами функціонують місцеві варіанти, що свідчить про активний вплив діалектного мовлення на процес творення назв жителів. Особливо це помітно у формах *пнівцаки, пнівцак, пнівцачка*, що мають виразне локальне забарвлення.

Отже, катойконіми, утворені від односкладних ойконімів, не формують окремої продуктивної словотвірної системи, однак демонструють багатство локальних словотвірних варіантів і взаємодію літературних і діалектних моделей у межах катойконімного словотвору.

Утворення катойконімів від ойконімів із фіналями -ани, -яни, -чани. Окрему групу становлять ойконіми з фінальними компонентами *-ани, -*

яни, -чани. У досліджуваному матеріалі таких назв зафіксовано небагато, однак вони демонструють доволі послідовну словотвірну модель. Катойконіми від подібних ойконімів утворюються переважно за допомогою *суфіксів -ц-і, -ець, -к-а*: *Богородчани (Богородчанський район) – богородчанський, богородчанці, богородчанець, богородчанка*.

Особливістю цієї групи є те, що твірна основа вже містить компонент із семантикою множинності або колективності, тому під час творення назв жителів словотвірна система тяжіє до використання корелятивних суфіксів *-ц-і, -ець, -к-а*. Такі моделі є продуктивними в сучасній українській мові та широко функціонують у системі катойконімного словотвору.

У сучасній українській мові існує значна кількість словотвірних моделей творення назв жителів. Дослідники виокремлюють близько п'ятдесяти моделей для утворення множинних катойконімів, а також чотирнадцять моделей чоловічих і одинадцять моделей жіночих назв жителів. Це свідчить про складність і розгалуженість системи відтопонімного словотвору.

Оскільки катойконіми можуть виникати як на ґрунті топонімів, так і на ґрунті відтопонімних прикметників (ад'єктонімів), у словотворчій системі розрізняють моделі з іменниковою та прикметниковою твірною основою. Така взаємодія різних типів основ забезпечує багатоваріантність і структурну гнучкість катойконімного словотворення.

Словотворення катойконімів від атематичних ойконімів. Катойконімні моделі з іменниковою твірною основою є найчисельнішими та найпродуктивнішими у системі відтопонімного словотвору Прикарпаття. Найпоширенішою серед них виступає модель «неелізована основа + суфікс *-ц-і*». За цією моделлю катойконіми утворюються переважно від ойконімів на *-н-е, -ин-, -ан-*: *Насташине (Галицький район) – насташинський, насташинці, насташинець, насташани, насташинин, насташинка; Бабин (Косівський район) – бабинський, бабинці, бабинець; Бурштин (Галицький район) – бурштинський, бурштинці; Ділятин (Надвірнянський район) – ділятинський, ділятинці, ділятинець; Жукотин (Коломийський район) – жукотинський, жукотинці, жукотинець; Мишин (Косівський район) – мишинський, мишинці, мишинець; Снятин (Снятинський район) – снятинський, снятинці, снятинець, снятинка; Солотвин (Богородчанський район) – солотвинський, солотвинці; Стратин (Рогатинський район) – стратинський, стратинці, стратинець, стратинка*.

Ця модель не реалізується від ойконімів на *-к-а, -к-и, -ок, -ик, -ук-и, -ець, -ц-і, -ськ, -цьк, -ищ-е, -енк-о, -иц-я, -ич-і*, що пояснюється особливостями кінцевого приголосного твірної основи. Звуки *к, ч, ц* не вступають у морфонологічні зв'язки із суфіксом *-ц-і*, тому подібні поєднання виявляються

непродуктивними, наприклад, у словотвірному ряді *Гонoратівка (Рогатинський район) – гонoратівський, гонoратівці, гонoратівець* для творення катойконіма відбувається елізія топоформанта *-к-а*. Найактивніше ця модель функціонує у творенні катойконімів від ойконімів на *-ин-, -ов-, -ан-и, -поль-*.

Другою за продуктивністю є модель «елізована основа + суфікс *-ц-і*». Вона має дещо меншу кількість реалізацій порівняно з першою моделлю, проте залишається доволі поширеною. Найчастіше ця модель використовується при творенні катойконімів від ойконімів на *-ки, -ок, -ик, -ець, -ськ, -н-е, -ищ-я, -ич-і*. У таких випадках елізія топоформанта є необхідною умовою поєднання твірної основи із суфіксом *-ц-і*. Найвищу активність модель виявляє при основах на *-к-а* та *-ськ*: *Білоберізка (Верховинський район) – білоберізький, білоберізці*.

Третя модель – «неелізована основа + суфікс *-ан-и*» – характеризується високою продуктивністю завдяки значній сполучуваності суфікса *-ан-и* з голосним звуком у препозиції. Найчастіше ця модель реалізується при основах на *-ець, -ц-і, -ищ-я, -ич-і, -ик, -ак-и*: *Більшівці (Галицький район) – більшовецький, більшівчани, більшівчанин, більшівчанка; Микитинці (Косівський район) – микитинецький, микитинчани, микитинчанин, микитинчанка; Корнич (Коломийський район) – корницький, корничани, корничанин, корничанка*. Водночас подібні утворення не засвідчені від ойконімів на *-к-а, -ук-и, -цьк, -поль*.

Четверта модель – «елізована основа + суфікси *-ан-, -ин-*» – найбільш продуктивна при основах на *-цьк* та *-щин-а*. Однак такі ойконіми не були зафіксовані, тому ця модель фактично не була предметом нашої уваги.

Досить продуктивними є також моделі зі словотворчим суфіксом *-чан-и*. Хоча їх уживаність поступається першим трьом моделям, вони активно функціонують у сучасному катойконімному словотворі. Інші моделі є малопродуктивними та репрезентовані незначною кількістю реалізацій.

Попри високу продуктивність найуживаніших моделей, навіть у сукупності вони не забезпечують творення катойконімів від усіх типів ойконімів. Зокрема, не зафіксовано відповідних утворень від назв на *-ук-и*, а від ойконімів на *-н-е, -ищ-е, -енк-о* та безформантних основ катойконіми творяться порівняно рідко.

Це можна пояснити особливостями морфемної структури окремих топонімних фіналей. Деякі основи не можуть безпосередньо поєднуватися з катойконімними суфіксами й водночас не піддаються елізії. У таких випадках словотвірний процес реалізується шляхом переходу до прикметникової твірної основи. Саме тому моделям з іменниковою основою протиставляються моделі з прикметниковою основою.

Катойконімних моделей із прикметниковою основою виявлено декілька. Вони формуються на базі відтопонімних прикметників зі складними суфіксами *-івськ-*, *-анськ-*, *-енськ-*, *-инськ-*, наприклад: *Низи – низівський – низівчани*.

Найпоширенішими на території Івано-Франківської області є моделі з прикметниковою основою на *-івськ-* та катойконімним суфіксом *-ц-і*, що пояснюється високою продуктивністю прикметникового форманта *-івськ-* та суфікса *-ц-і* в сучасній українській мові.

Прикметникові основи із простим суфіксом *-ськ-* виявити значно складніше, оскільки після елізії цього суфікса твірна основа збігається з основою топоніма: *русівський → русів-*.

У процесі словотворення катойконімів суфікс *-ськ-* зазвичай елімінується: *Жураки (Богородчанський район) – жураківський, жураківчани, жураківчанин, жураківчанка*. Лише поодинокі утворення зберігають прикметникову основу із суфіксом *-ськ-*, що простежується, наприклад, у деяких похідних від ойконімів на *-их-а*.

Найчастіше катойконімні моделі з прикметниковою основою реалізуються при ойконімах на *-ук-и, -ак-и, -н-е*, однак у межах досліджуваного матеріалу вони репрезентовані непродуктивними ілюстраціями.

Якщо відтопонімний прикметник закінчується на *-цьк-ий*, то назви жителів зазвичай утворюються за допомогою суфіксів *-ан-и, -ян-и*, наприклад: *Галич – галицький – галичани*. Якщо ж ойконім містить фіналі *-ан-и, -ян-и, -чан-и*, то катойконіми утворюються переважно за допомогою суфіксів *-ц-і, -ець*, наприклад: *Богородчани – богородчанці; Бережани – бережанці*. Від прикметників на *-анськ-ий, -янськ-ий* назви жителів також утворюються за допомогою суфіксів *-ц-і, -ець*, наприклад: *Надвірна – надвірнянський – надвірняни*.

Однак зазначені закономірності не охоплюють усього різноманіття структурних типів українських ойконімів. Основи на *-к-а, -к-и* (Жураки, Кабаки), *-ин, -ськ, -ич-і* (Гурбине, Івано-Франківськ), а також безформантні ойконіми (Вигода, Ворохта, Завій, Збора, Калуш, Острів) не утворюють чітко структурованих словотвірних моделей, оскільки можуть поєднуватися з різними катойконімними суфіксами: *-ц-і, -ан-и, -ян-и, -чан-и, -щан-и*. Наприклад: *Мединя (Галицький район) – мединський, мединці, мединець, мединчани, мединчанин, мединчанка; Ілемня (Рожнятівський район) – ілемнянський, ілемський, ілеменський, ілемняни, ілемнянець, ілемнянка, ілемці, ілемець, ілемка, ілеменці*.

Подібні коливання у виборі словотворчих суфіксів залежать від кількох чинників, серед яких особливу роль відіграє місцева традиція. Статистичні спостереження свідчать, що на різних територіях неоднаковою

є частота вживання форм на *-ан-и, -ян-и, -ц-і, -чан-и*. Тому навіть від однієї й тієї самої основи в різних регіонах можуть утворюватися різні катойконіми: *Слобідка (Івано-Франківський район) – слобідці; Слобідка (Косівський район) – слободяни, слободянин, слободянка*.

Варіативність катойконімних форм значною мірою зумовлена також історичною традицією, аналогією та взаємодією різних словотвірних моделей. Під впливом мовних і позамовних чинників одні моделі поступово втрачають продуктивність, натомість інші активізуються. Наслідком цих процесів є морфологічне варіювання, яке не порушує словотвірної системи мови, а, навпаки, засвідчує її динамічний розвиток.

Причинами варіювання катойконімних суфіксів можуть бути місцеві та історичні традиції, аналогія, взаємодія різних мовних стилів, контакти споріднених мовних систем, а також співіснування форм різного хронологічного походження.

Водночас наявність значної кількості варіантних форм ускладнює нормалізацію та кодифікацію назв жителів. Саме тому особливого значення набувають словники катойконімів, що дають можливість встановити літературну норму та уніфікувати слововживання.

У сучасній українській мові значна частина катойконімів утворюється за структурно зумовленими моделями, що дозволяє на основі певних закономірностей прогнозувати можливі словотвірні форми. Водночас існує чимало структурно незумовлених моделей, у межах яких твірні основи доволі вільно поєднуються з суфіксами *-ак, -ук, -ун, -щан-и, -ан-и, -ян-и, -ц-і, -ець*. Саме це зумовлює появу численних словотвірних варіантів.

У сучасній українській мові виокремлюють чотирнадцять моделей чоловічих катойконімів. Характерною їхньою ознакою є те, що твірною основою виступає множинна форма назв жителів незалежно від її словотворчого форманта. У катойконімах на *-ц-і, -ан-и, -чан-и, -ук-и, -ач-і, -ак-и, -чак-и, -ит-и, -ун-и* виділяється основа множинної форми, від якої твориться чоловічий сингулятив, наприклад: *Бистриця – бистричани – бистричанин*.

Найпоширенішими формантами чоловічих катойконімів у сучасній українській мові є суфікси *-ець, -ин, -иця*. Останній у досліджуваному матеріалі не зафіксований. Суфікс *-ець* переважно функціонує в катойконімах на *-ц-і*: *івановранківці – івановранківець*. Суфікс *-ин* найчастіше виступає після множинного форманта *-ан-*.

Жіночі катойконіми утворюються за допомогою суфіксів *-к-а, -анк-а, -чанк-а, -их-а*. Найпродуктивнішим серед них є суфікс *-к-а*. Характерно, що подібні форми здебільшого творяться від чоловічих катойконімів шляхом елізії суфіксів *-ець, -ин*.

Висновки. Отже, аналіз катойконімних моделей Прикарпаття дає підстави для таких висновків:

– за однією моделлю катойконіми утворюються переважно від топонімів на *-ук-и, -поль, -город*;

– обмежена кількість моделей характерна для топонімів на *-ець, -цьк, -ан-и*;

– елізовані та неелізовані основи можуть функціонувати при одному словотворчому суфіксі, однак обидві форми не бувають одночасно високочастотними;

– жіночі сингулятивні форми здебільшого утворюються від чоловічих катойконімів;

– найпродуктивніші суфікси *-ець, -ин, -к-а* є морфемно зумовленими.

Найтиповішими для сучасної української мови є поєднання основ на *-н-, -ин-, -щин-, -ів-, -ов-* із суфіксами *-ц-і та -чан-и*: *Зелене – зеленці; Русів – русівці; Глухів – глухівчани*.

Для місцевих катойконімів характерна значна варіативність: *Космач – космачець, космачанин; Снідавка – снідавець, снідавчанин; Яворів – яворівець, яворівчанин*.

Отже, система катойконімного словотвору Прикарпаття характеризується значною структурною різноманітністю, варіативністю та взаємодією кількох словотвірних моделей. Дослідження відтопонімного словотвору відкриває широкі можливості для аналізу мовної картини світу, механізмів словотворення та історичного розвитку української топонімії.

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ВПЛИВ ЦИФРОВОЇ КОМУНІКАЦІЇ НА ТРАНСФОРМАЦІЮ ЛЕКСИКО-СТИЛІСТИЧНИХ НОРМ УКРАЇНСЬКОЇ ДІЛОВОЇ МОВИ В УМОВАХ ЄВРОІНТЕГРАЦІЇ

Анотація. Активне використання електронних засобів обміну інформацією в поєднанні з розширенням співпраці з європейськими інституціями зумовлює зміни у сфері офіційного спілкування. Поширення цифрових платформ, автоматизованих систем опрацювання даних і мережевих форматів взаємодії сприяє оновленню лексичного складу й стилістичної організації професійного мовлення. Відбуваються адаптація термінологічного апарату, зміна структури текстів і переорієнтація комунікативних стратегій відповідно до нових умов функціонування.

Мета дослідження полягає у визначенні напрямів трансформації лексико-стилістичних характеристик українського офіційного мовлення під впливом цифровізації та євроінтеграційних процесів, а також у встановленні закономірностей розвитку професійної комунікації.

Методи дослідження охоплюють аналіз наукових джерел, узагальнення теоретичних положень, зіставлення мовленнєвих явищ, контент-аналіз електронної документації, а також застосування дискурсивного підходу для вивчення функціонування одиниць у мережевому середовищі.

Результати дослідження засвідчують активізацію іншомовних запозичень, передусім англомовних одиниць, що активно вживаються в

професійній сфері. Виявлено скорочення складних синтаксичних конструкцій, підвищення рівня стандартизації текстів та уніфікацію термінології відповідно до європейських вимог. Зафіксовано поширення гібридних форм вираження, а також послаблення традиційних норм формалізації в електронному середовищі.

У висновках зазначено, що цифровізація комунікативних процесів та євроінтеграційні зміни суттєво впливають на розвиток української ділової мови, сприяючи уніфікації професійного дискурсу, оновленню термінології та посиленню вимог до точності й лаконічності мовлення. Встановлено, що сучасне ділове мовлення поступово адаптується до цифрового середовища та міжнародних стандартів комунікації, зберігаючи при цьому потребу в нормативній стабільності й чіткій стилістичній організації текстів.

Ключові слова: цифрові технології, офіційне мовлення, мовні трансформації, професійне спілкування, іншомовні запозичення, уніфікація, електронна взаємодія.

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THE IMPACT OF DIGITAL COMMUNICATION ON THE TRANSFORMATION OF LEXICAL AND STYLISTIC NORMS OF THE UKRAINIAN BUSINESS LANGUAGE IN THE CONTEXT OF EUROPEAN INTEGRATION

Abstract. Active use of electronic means of information exchange, combined with expanding cooperation with European institutions, leads to transformations in the sphere of formal communication. The spread of digital platforms, automated data processing systems, and network-based interaction formats drives the renewal of lexical resources and the stylistic organization of professional discourse. This process involves the adaptation of terminological

systems, modification of text structures, and reorientation of communicative strategies in accordance with new functional conditions.

Purpose. The aim of the study is to identify the main directions of transformation in the lexical and stylistic characteristics of Ukrainian formal communication under the influence of digitalization and integration processes, as well as to determine patterns in the development of professional interaction.

Methods. The research methodology includes analysis of scholarly sources, generalization of theoretical frameworks, comparison of speech phenomena, content analysis of electronic documentation, and the application of a discourse-based approach to examine the functioning of language units in a networked environment.

Results. The findings indicate an intensification of borrowings of foreign origin, primarily English-language units actively used in professional contexts. A reduction in complex syntactic constructions has been identified, along with an increased level of text standardization and the unification of terminology in line with European requirements. The study also reveals the spread of hybrid forms of expression and a weakening of traditional formalization norms within electronic interaction.

The conclusions state that the digitalization of communicative processes and European integration changes significantly influence the development of the Ukrainian business language, contributing to the unification of professional discourse, the updating of terminology, and the strengthening of requirements for accuracy and conciseness of speech. It has been established that modern business speech is gradually adapting to the digital environment and international communication standards, while maintaining the need for normative stability and clear stylistic organization of texts.

Keywords: digital technologies, formal communication, linguistic transformations, professional interaction, foreign borrowings, standardization, electronic interaction.

Постановка проблеми. Інтенсивна цифровізація комунікативних процесів і поглиблення євроінтеграційних перетворень зумовлюють істотні зміни у функціонуванні української ділової мови. Активне використання електронних каналів взаємодії, стандартизованих платформ документообігу й міжнародних форматів обміну інформацією зумовлює оновлення лексичного складу, модифікацію стилістичних моделей і перегляд усталених норм офіційного мовлення. Унаслідок цього формується новий тип професійного дискурсу, у якому поєднуються національні традиції та вимоги глобалізованого інформаційного середовища.

Попри наявність окремих наукових розвідок, проблема системного осмислення трансформацій лексико-стилістичних характеристик у контексті цифрових змін і європейської інтеграції залишається недостатньо дослідженою. Виникає потреба в комплексному дослідженні впливу технологічних та інституційних чинників на розвиток ділового мовлення з урахуванням нових форматів комунікації, термінологічних зрушень та уніфікаційних процесів.

Зв'язок окресленої проблематики з науковими й практичними завданнями полягає в необхідності вдосконалення мовних стандартів професійної взаємодії, гармонізації термінологічних систем відповідно до європейських норм, а також підвищення ефективності офіційного спілкування в умовах цифрового середовища. Отримані результати можуть бути використані для оптимізації діловодства, розроблення нормативних рекомендацій і вдосконалення підготовки фахівців відповідно до актуальних вимог суспільного розвитку.

Аналіз останніх досліджень і публікацій. Проблема трансформації лексико-стилістичних норм української ділової мови в умовах цифрової комунікації та євроінтеграційних процесів є об'єктом активного наукового осмислення як у вітчизняному, так і в міжнародному мовознавстві. Теоретичні засади цифрової трансформації комунікаційних стратегій у сфері освіти та управління розкриває А. Рамський, акцентуючи на зміні моделей професійної взаємодії під впливом технологічних чинників [1]. Питання управління комунікаціями в освітніх організаціях досліджує В. Ковальчук, який підкреслює значення структурованості мовленнєвих практик у професійному середовищі [2].

Дослідження цифровізації освітніх інституцій та впливу електронних технологій на мовленнєву організацію управлінських процесів представляють О. Буйніцька й колеги [3], а також А. Малахова та О. Хмельна [4]. Науковці окреслюють роль цифрових платформ у стандартизації комунікативних форматів. Розвиток цифрової економіки та платформних моделей комунікації аналізують О. Мунтян, Ч. Ван, що дає змогу простежити лінгвістичні особливості функціонування української ділової мови в умовах євроінтеграційних процесів та трансформацію лексико-термінологічної системи професійного дискурсу [5].

Лінгвістичні аспекти цифрової комунікації досліджують Д. Пірдаус та співавтори (D. Pirdaus et al.), підкреслюючи трансформацію мовних структур у мережевому середовищі [6]. Роль англійської мови як глобального комунікативного коду в бізнес-дискурсі розглядає Р. Мішра (R. Mishra), наголошуючи на процесах інтернаціоналізації ділового мовлення [7].

Особливості функціонування офіційно-ділових текстів у кризових та воєнних умовах аналізують Б. Ємець і Л. Бєлєхова [8]. Вплив генеративного штучного інтелекту на глобальну бізнес-комунікацію досліджують І. Рудік і М. Тер-Григорьян, демонструючи трансформацію ролі мовних стандартів у цифровій взаємодії [9]. Комплексні підходи до цифрових змін комунікації представляють М. Егодавеле та співавтори (M. Egodawele et al.). Дослідники систематизують теоретичні моделі цифрових трансформацій у професійних середовищах [10]. Аналіз особливостей мережевого дискурсу як форми електронної комунікації здійснює М. Малишева, що дає підстави окреслити специфіку мовних трансформацій у цифровому просторі [11].

Проблеми міжкультурної бізнес-комунікації та адаптації мовних кодів у міжнародному середовищі розглядають З. Вен та колеги (Z. Wen et al.), підкреслюючи роль англійської мови як lingua franca у професійній взаємодії [12]. Вплив цифрової трансформації на управлінську комунікацію досліджують Л. Янг та співавтори (L. Yang et al.), звертаючи увагу на зміну дискурсивних стратегій корпоративного мовлення [13]. Роль англомовної бізнес-комунікації в умовах глобалізації розкривають Л. Раджпрасіт та колеги (L. Rajprasit et al.), наголошуючи на уніфікації мовних засобів у міжнародному професійному середовищі. [14] Натомість особливості функціонування офіційно-ділових текстів у кризових та воєнних умовах аналізує колектив авторів на чолі з С. Опацькою (S. Opatska et al.), висвітлюючи адаптацію комунікативних стратегій до нестабільного середовища [15].

Попри значний обсяг наукових напрацювань, недостатньо дослідженим залишається питання системної трансформації лексико-стилістичних норм української ділової мови в умовах поєднання цифровізації та євроінтеграційних процесів.

Механізми взаємодії традиційних мовних стандартів із цифровими комунікативними форматами, а також вплив мережевих технологій на стабілізацію або зміну нормативних моделей професійного мовлення залишаються недостатньо визначеними.

Окреслена проблема потребує подальшого теоретичного осмислення з позицій інтеграції лінгвістичного, комунікативного та цифрового підходів, оскільки немає узагальнених моделей, що пояснюють системну еволюцію ділового мовлення в умовах цифрового середовища й міжнародної комунікативної стандартизації.

Наукова новизна статті полягає в узагальненні впливу цифрової комунікації на лексико-стилістичні норми української ділової мови, визначенні основних напрямів їхньої трансформації та визначенні тенденцій стандартизації професійного мовлення в умовах євроінтеграції.

Метою дослідження є комплексний аналіз трансформацій лексико-стилістичних норм української ділової мови під впливом цифрової комунікації та євроінтеграційних процесів, а також виокремлення основних тенденцій їхнього розвитку.

Для досягнення поставленої мети визначено такі завдання:

1) окреслити теоретичні засади функціонування ділового мовлення в цифровому середовищі та з'ясувати вплив електронних форматів комунікації на оновлення лексичного складу та стилістичної організації професійного дискурсу;

2) виявити особливості адаптації термінології відповідно до європейських стандартів;

3) обґрунтувати напрями подальшого розвитку ділового мовлення з урахуванням сучасних комунікативних практик і цифрових форматів взаємодії.

Реалізація поставлених завдань сприятиме поглибленню наукових уявлень про розвиток ділового мовлення та забезпечить підґрунтя для вдосконалення практики офіційної комунікації відповідно до сучасних вимог.

Виклад основного матеріалу. Функціонування української ділової мови зазнає системних змін під впливом поширення цифрових каналів взаємодії та інтеграції в європейський комунікативний простір.

Упровадження електронного документообігу, корпоративних платформ і мережевих сервісів зумовлює трансформацію традиційних підходів до створення текстів офіційного призначення, що виявляється в зміні лексичного наповнення, структурної організації текстів та способів подання інформації. Зростає кількість термінологічних одиниць іншомовного походження, відбувається переорієнтація на стандартизовані мовні моделі, а також посилюється тенденція до лаконізації викладу, що відповідає вимогам оперативної та ефективної професійної комунікації.

Зокрема, формулювання «повідомляємо Вас про те, що…» в службових листах замінюється на «інформуємо, що…» або «повідомляємо: …», а конструкція «надсилаємо на Ваш розгляд» трансформується в «надсилаємо для розгляду», що відображає тенденцію до скорочення та усунення надлишкових компонентів. Зростає частка термінологічних одиниць іншомовного походження, наприклад: «управління персоналом» → «HR-менеджмент», «дотримання вимог» → «комплаєнс (*compliance*)», «оцифрування процесів» → «диджиталізація (*digitalization*)». Відбувається переорієнтація на стандартизовані мовні моделі, а також посилюється тенденція до лаконізації викладу, що відповідає вимогам оперативності та ефективності професійної комунікації.

Теоретичні засади функціонування ділового мовлення в умовах цифрового середовища ґрунтуються на взаємодії лінгвістичних, комунікативних та соціокультурних чинників, що визначають специфіку професійної взаємодії в електронному форматі. У центрі уваги перебувають процеси адаптації мовних одиниць до нових каналів передавання інформації, які характеризуються високою оперативністю обміну даними, мультимодальністю й інтертекстуальністю повідомлень [1]. У практиці електронного листування спостерігається поєднання стандартизованих конструкцій з елементами розмовного мовлення: «Просимо надати звіт» доповнюється формулою «дякуємо», «будемо вдячні», що раніше не було типовим для офіційних текстів.

Не менш важливим є врахування впливу глобалізаційних процесів на професійне мовлення, що сприяє уніфікації термінологічних систем і посиленню ролі англомовних запозичень у фаховому дискурсі. Унаслідок перекладацьких практик фіксуються кальковані конструкції: «ухвалити рішення» замінюється варіантом «прийняти рішення» (за зразком *make a decision*), «перебуває в процесі виконання» – «знаходиться у процесі виконання», що свідчить про трансформацію синтаксичних норм.

У межах зазначених умов формуються нові принципи організації офіційного тексту, орієнтовані на структурну чіткість, семантичну однозначність і функціональну доцільність мовних засобів, зокрема термінологічної лексики, усталених синтаксичних конструкцій офіційно-ділового характеру, кліше та стандартизованих мовних формул, що забезпечують нормативність, точність та однозначність викладу в електронному діловому дискурсі [2, с. 46]. Паралельно поширюються гібридні форми, утворені шляхом поєднання іншомовної основи з українськими афіксами: «апрувити документ», «запланувати зустріч» → «запланити зустріч», що демонструє відхилення від усталених мовних норм і посилення варіативності професійного мовлення.

Електронні формати взаємодії істотно впливають на оновлення лексичного складу та стилістичної організації професійного дискурсу, зумовлюючи активне впровадження нових лексичних одиниць, переважно іншомовного походження, пов’язаних із цифровими технологіями, управлінням даними та мережевими сервісами [3, с. 71]. Євроінтеграційний вектор посилює уніфікацію термінології: поряд із «договір», «угода» активно функціонує «контракт (*contract*)», закріплюються «менеджмент (*management*)», «аутсорсинг (*outsourcing*)», що відображає практики міжнародного документообігу та професійної комунікації.

Водночас відбувається витіснення частини традиційних мовних одиниць або їхнє функціональне звуження. Надмірне вживання запозичень

сприяє англіцизації професійного мовлення («затвердити» → «апрувити»), що призводить до розмивання стилістичних норм і неможливості вироблення уніфікованих рекомендацій щодо електронного ділового спілкування. Стилістична організація текстів набуває ознак лаконічності, структурної спрощеності та підвищеної стандартизації, що виявляється в активнішому використанні уніфікованих формул, скорочених конструкцій та шаблонізованих висловів, орієнтованих на оперативне сприйняття й однозначне трактування інформації в умовах цифрового обміну.

При цьому спостерігається активізація гібридних мовних утворень, зокрема: «менеджерити проєкт» (від *manage*), «логінитися в систему» (від *log in*), «апдейтити дані» (від *update*), що поєднують елементи національної мовної системи з іншомовними компонентами, насамперед англомовними [4, с. 402].

Такі одиниці поступово входять до професійного мовлення, особливо в галузях управління, економіки та інформаційних технологій. Змінюється також характер синтаксичної організації текстів: перевагу надано коротким і структурно чітким конструкціям із мінімальною кількістю підрядних зв'язків, наприклад: «Просимо надати звіт, який містить результати аналізу, що був проведений у І кварталі» трансформується у «Просимо надати звіт за І квартал із результатами аналізу», що відповідає вимогам оперативного електронного обміну інформацією.

Стилістичні трансформації виявляються в зниженні рівня формальної ускладненості висловлювань та посиленні прагматичної спрямованості повідомлень.

У текстах переважають нейтральні й стандартизовані мовні формули, які забезпечують швидке кодування й декодування змісту. Водночас зростає роль графічних маркерів структурування тексту, таких як нумерація, абзацне членування та марковані списки, що посилює візуальну впорядкованість інформації в цифровому середовищі.

В умовах електронної взаємодії посилюється тенденція до термінологічної уніфікації, що забезпечується шляхом узгодження мовних одиниць із міжнародними стандартами ділової комунікації, зокрема: «договір / угода» поступово заміщується варіантом «контракт (*contract*)» у зовнішньоекономічній діяльності; «виконання вимог» – «комплаєнс (*compliance*)»; «керування» – «менеджмент (*management*)»; «зовнішнє передання функцій» – «аутсорсинг (*outsourcing*)»; «просування товарів» – «маркетинг (*marketing*)». Це простежується у витісненні дублетних найменувань, закріпленні одного нормативного варіанта та активному вживанні англомовних терміноелементів у сфері управління, фінансів і цифрових технологій.

Паралельно змінюється семантичне наповнення окремих термінів, наприклад: «контракт» уживається переважно для позначення юридично формалізованих міжнародних домовленостей, тоді як «угода» зберігає ширше значення; «менеджмент» позначає не лише процес управління, а й систему організаційних практик; «комплаєнс» має значення внутрішнього контролю за дотриманням нормативних вимог, що набувають вузької функціонально спеціалізованої інтерпретації залежно від контексту професійного використання [5, с. 638].

У таблиці 1 узагальнено результати аналізу впливу цифрових платформ на процеси стандартизації ділового листування та схарактеризовано зміни у структурі типових мовних конструкцій, пов'язані з тенденціями до їх скорочення, спрощення та часткової неформалізації. На основі цього обґрунтовано доцільність систематизації найуживаніших шаблонних мовних формул електронної комунікації з визначенням їх структурної організації та функціонального навантаження.

Таблиця 1

Типові шаблони ділового електронного листування

Структурний елемент	Нормативні мовні кліше офіційно-ділового стилю	Функціональне призначення
Звертання	Шановний(а)…, Шановні колеги…, Добрий день	Установлення контакту та комунікативне налаштування
Вступна частина	Повідомляємо, що…, Доводимо до Вашого відома…, У відповідь на Ваш лист → У відповідь на лист / Щодо Вашого запиту	Позначення мети або контексту повідомлення
Основний зміст	Просимо надати…, Інформуємо про…, Просимо звернути увагу на…, Надсилаємо на Ваш розгляд → Надсилаємо для розгляду	Передача основної інформації або запиту
Уточнення / аргументація	У зв'язку з цим…, З огляду на викладене…, Ураховуючи зазначене…, У зв'язку з вищезазначеним → Тому / Відповідно	Логічне обґрунтування або деталізація
Завершальна частина	З повагою – Сподіваємося на співпрацю…, Будемо вдячні за відповідь…, Заздалегідь вдячні → Дякуємо / Дякуємо за відповідь	Завершення комунікації, підтримка ділового тону

Джерело: створено авторами на основі [6, с. 53]

Узагальнені результати аналізу свідчать про поступову стабілізацію структурної організації електронного ділового листування. Уніфікаційні процеси найвиразніше виявляються в упорядкуванні звертань, вступних формул, основних інформаційних блоків і завершальних конструкцій, що забезпечує однозначність сприйняття комунікативного змісту. Нормативні кліше виконують організаційну та регулятивну функції, оскільки визначають логічну послідовність викладу й обмежують варіативність індивідуального оформлення тексту.

Крім того, фіксується зміна способів реалізації кліше: «доводимо до Вашого відома» замінюється на «повідомляємо», «надсилаємо на Ваш розгляд» – на «надсилаємо для розгляду», «у зв'язку з вищезазначеним» – на «відповідно» або «тому», що відображає редукцію формально ускладнених конструкцій. Виявлені зміни сприяють підвищенню ефективності опрацювання повідомлень у цифрових системах документообігу, де особливого значення набувають швидкість інтерпретації та структурна передбачуваність.

У завершальних формулах простежується зміщення від розгорнутих етикетних конструкцій до стислих варіантів: «заздалегідь вдячні за відповідь» → «дякуємо за відповідь», що демонструє часткове наближення до нейтрально-розмовного вжитку без втрати ділового тону. Паралельно посилюється стандартизація моделей професійної взаємодії, що зумовлює скорочення авторських мовленнєвих рішень і закріплення типізованих конструкцій як провідного засобу офіційної комунікації в електронному середовищі.

Адаптація термінологічного апарату відповідно до європейських стандартів характеризується системним узгодженням лексичних одиниць з уніфікованими міжнародними класифікаціями та нормативними документами. У межах цього процесу відбувається заміщення національно маркованих найменувань еквівалентами, що відповідають загальноєвропейським мовним моделям, а також уточнення семантичних меж спеціальних понять для забезпечення однозначності їх уживання в професійній комунікації [7].

Поступово утверджується тенденція до гармонізації термінологічних систем у різних сферах ділової взаємодії, зокрема в управлінні, економіці та цифрових технологіях, що сприяє підвищенню інтероперабельності документів та спрощенню міжмовної комунікації.

До того ж посилюється роль англомовних терміноелементів як джерела нових лексичних одиниць. Вони інтегруються в національну мовну систему з урахуванням її граматичних і словотвірних особливостей, прикладом чого є такі форми, як-от: «комплаєнс-контроль», «HR-відділ» та «IT-інфраструктура».

Для систематизації виявлених особливостей адаптації термінологічного апарату відповідно до європейських стандартів доцільно подати основні напрями трансформацій, їхні мовні вияви та функціональне значення в професійній комунікації. Узагальнені результати наведено в табл. 2.

Таблиця 2

Особливості адаптації термінології до європейських стандартів

Напрям адаптації	Мовні вияви	Функціональне значення
Гармонізація термінів	Узгодження національних найменувань із міжнародними відповідниками, наприклад: «угода» → «контракт»	Забезпечення уніфікованого розуміння в міждержавній комунікації
Запозичення англомовних одиниць	Використання англомовних терміноелементів (back office, front office, outsourcing, startup)	Оновлення лексичного ресурсу професійної сфери
Семантичне уточнення	Звуження або конкретизація значення термінів, наприклад: «контракт» як юридично формалізована міжнародна домовленість	Усунення багатозначності та підвищення точності
Стандартизація в документах	Вживання уніфікованих формул у нормативних текстах, зокрема: «Звіт подається до…», «Просимо надати інформацію до…»	Підвищення сумісності документів у європейському просторі
Інтеграція термінологічних моделей	Поєднання національних і міжнародних словотвірних елементів, наприклад: «апрувити», «логінитися», «HR-менеджмент»	Формування гібридної професійної лексики

Джерело: створено авторами

Аналіз даних, наведених у табл. 2, засвідчує багатовекторний характер трансформації термінологічного простору, що формується під впливом європейських нормативних орієнтирів. Провідне місце посідає процес гармонізації, який забезпечує узгодження національних найменувань із міжнародними еквівалентами та підвищує рівень взаєморозуміння в міждержавному професійному обміні. Значну роль відіграє активне залучення англомовних терміноелементів, що є джерелом оновлення лексичного ресурсу та відображає глобальні тенденції розвитку фахової комунікації.

Важливим аспектом постає семантична конкретизація спеціальних одиниць, спрямована на усунення багатозначності та підвищення точності вживання понять у нормативних документах. Наприклад, «менеджмент» вживається для позначення системи управлінських практик, тоді як «управління» зберігає ширше значення; «комплаєнс» функціонує як термін внутрішнього контролю за дотриманням норм. Паралельно відбувається стандартизація мовного оформлення офіційних текстів, що забезпечує їхню сумісність у межах європейського інформаційного простору. Інтеграційні процеси також зумовлюють формування змішаних словотвірних моделей, у межах яких поєднуються національні та міжнародні елементи, що сприяє виникненню гібридних лексичних одиниць у професійній лексиці.

Структурні трансформації текстів офіційного призначення під впливом цифрових платформ виявляються в переорієнтації від розгорнутих, багаторівневих викладів до компактних і чітко сегментованих форм подання інформації. Посилюється роль модульної організації змісту, за якої текст поділяється на функціонально завершені блоки, що забезпечує оперативне сприйняття й оброблення даних в електронному середовищі.

Помітною є тенденція до уніфікації композиційної побудови документів, де закріплюються типові схеми розташування реквізитів, стандартні послідовності викладу та фіксовані логічні переходи між частинами. Це зумовлено впровадженням цифрових платформ, які автоматизують процес створення та обробки офіційних повідомлень і вимагають структурної передбачуваності тексту.

Водночас відбувається скорочення обсягу пояснювальних фрагментів і зменшення кількості складнопідрядних конструкцій, що замінюються простішими синтаксичними моделями, наприклад: «У разі виникнення необхідності здійснити уточнення» → «Уточнити за потреби», «У зв’язку з необхідністю забезпечення виконання» → «Для виконання». Посилюється візуалізація структури через абзацний поділ, нумерацію, маркування та графічне виділення основних елементів. У сукупності ці зміни формують новий тип офіційного тексту, орієнтований на оперативність, стандартизованість і функціональну однозначність.

Зокрема, замість традиційних розгорнутих пояснень на кшталт: «У зв’язку з необхідністю забезпечення своєчасного виконання зобов’язань та враховуючи встановлені терміни, просимо Вас…» у цифровій комунікації використовується лаконічна форма: «Просимо виконати до…» або «Надати до…». Аналогічно складнопідрядні конструкції із численними причинно-наслідковими зв’язками замінюються простими предикативними структурами: «У разі необхідності здійснити уточнення» → «Уточнити за потреби».

Візуалізація тексту також набуває практичного характеру через упровадження нумерованих переліків та маркованих структур, наприклад:

- предмет звернення;
- необхідна дія;
- строк виконання [8].

У межах електронних систем документообігу активно застосовуються графічно виділені елементи, зокрема напівжирне оформлення основних параметрів (термін виконання, відповідальна особа, результат), що забезпечує швидке виокремлення інформаційних акцентів. Такі трансформації сприяють формуванню компактнішої, структурно прозорої та функціонально оптимізованої моделі офіційного тексту, адаптованої до вимог цифрового середовища [9, с. 204].

Тенденції уніфікації та стандартизації мовних засобів у контексті інтеграційних процесів виявляються в поступовому зближенні національної ділової комунікації з європейськими нормативними моделями через закріплення єдиних термінологічних відповідників і стабільних мовних формул.

У сфері ділового листування дедалі частіше використовується уніфікована вступна формула: «У відповідь на Ваш запит повідомляємо…», яка витісняє розширені індивідуальні варіанти на кшталт «Доводимо до Вашого відома таку інформацію… у зв’язку з отриманим зверненням…».

У термінологічній системі простежується активне закріплення міжнародних лексичних одиниць, зокрема «аутсорсинг (outsourcing)», «краудфандинг (crowdfunding)», «бенчмаркінг (benchmarking)», «нетворкінг (networking)», що забезпечує уніфікацію професійної комунікації та підвищує взаємну зрозумілість термінів у різних мовних середовищах.

На рівні синтаксичної організації спостерігається поширення стандартизованих конструкцій, що характеризуються лаконічністю й чіткою імперативно-інформативною структурою, наприклад: «Надіслати документи до…», «Інформацію подати у визначений термін», «Повідомити про результати виконання». Такі моделі поступово витісняють розгорнуті формулювання з ускладненою синтаксичною будовою, забезпечуючи більш оперативне та однозначне сприйняття службових повідомлень [10].

Загалом ці трансформації засвідчують формування уніфікованого мовного простору, у межах якого стандартизовані терміни, типові мовні конструкції та міжнародні відповідники сприяють ефективній міжкультурній професійній комунікації й узгодженості офіційної документації в контексті європейської інтеграції.

Подальший розвиток ділового мовлення зумовлюється трансформаціями комунікативного середовища, пов’язаними з цифровізацією,

автоматизацією документообігу та розширенням міжкультурної професійної взаємодії.

У цих умовах посилюється потреба в підвищенні структурної впорядкованості текстів, забезпеченні семантичної однозначності текстів та оптимізації способів подання інформації.

Одним з основних напрямів розвитку ділового мовлення є подальша стандартизація мовних засобів, що передбачає закріплення уніфікованих моделей ділових повідомлень, типових синтаксичних конструкцій і стабільних комунікативних формул. Це дає змогу зменшити варіативність оформлення документів та підвищити ефективність їхньої обробки в електронних системах.

Важливим є також поглиблення інтеграції міжнародної термінології, що забезпечує сумісність професійної комунікації в межах європейського простору. Такий процес супроводжується гармонізацією національних мовних одиниць із загальноприйнятими стандартами та поступовим упровадженням усталених іншомовних терміноелементів у фаховий обіг.

Окремого значення набуває розвиток мультимодальних форматів комунікації, де текстова інформація поєднується з візуальними елементами структурування, що підвищує наочність і пришвидшує сприйняття змісту.

У сукупності зазначені напрями забезпечують адаптацію ділового мовлення до вимог сучасних цифрових практик, підвищення його функціональної ефективності та відповідність міжнародним стандартам професійної взаємодії.

Висновки. У результаті дослідження встановлено, що цифрова комунікація та євроінтеграційні процеси визначають істотні трансформації лексико-стилістичних норм української ділової мови, формуючи нові принципи організації професійного дискурсу в електронному середовищі. Ділове мовлення поступово набуває ознак стандартизованості, лаконічності та структурної уніфікації, що зумовлено вимогами цифрових форматів взаємодії та необхідністю швидкої обробки інформації.

Теоретичне осмислення функціонування ділового мовлення в умовах цифрового середовища та аналіз впливу електронних комунікацій засвідчили, що цифровізація змінює характер мовленнєвих практик, посилює роль типізованих мовних конструкцій та сприяє скороченню стилістичної варіативності. Професійний дискурс набуває більш формалізованого характеру, орієнтованого на однозначність та функціональну точність.

Дослідження адаптації термінології відповідно до європейських стандартів показало, що відбувається активне залучення іншомовних запозичень, формування гібридних терміносистем та поступова гармонізація лексичного складу з міжнародними нормами ділової комунікації. Ці

процеси забезпечують уніфікацію термінологічного апарату та підвищують інтероперабельність професійного мовлення в умовах євроінтеграції.

Отримані результати підтверджують, що цифрова комунікація та євроінтеграційні процеси є основними чинниками трансформації української ділової мови, зумовлюючи оновлення її лексико-стилістичної системи, термінологічну модернізацію та структурну стандартизацію.

Перспективи подальших досліджень пов'язані з поглибленим аналізом впливу штучного інтелекту та автоматизованих систем генерації текстів на розвиток ділового мовлення, зокрема в аспекті зміни комунікативних стратегій і норм мовної стандартизації. Окремого вивчення потребують механізми гармонізації української термінології з європейськими та глобальними стандартами, а також формування адаптивних моделей професійного дискурсу, здатних забезпечувати баланс між уніфікацією мовних засобів і збереженням функціональної точності в цифровому середовищі.

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ІНТЕРПРЕТАЦІЙНІ МОДЕЛІ МІФОЛОГЕМ ВОГНЮ ТА СОНЦЯ В ПОЕЗІЇ ЛІНИ КОСТЕНКО

Анотація. У статті цілісно проаналізовано поезію Ліни Костенко з яскраво вираженою вогняною та солярною символікою. Предметом осмислення стало художнє втілення міфологем вогню та сонця в ліричних і філософських поезіях авторки збірок «Неповторність», «Сад нетанучих скульптур», «Вибране» та інших як ідентифікація українських світоглядних принципів.

Із урахуванням сучасних літературознавчих концепцій про специфіку міфології, символіки та архетипів поняття «міфологеми» потрактовано як «найменший елемент, фундаментальний складник міфу». В українській культурі міфологеми ідентифікують своє вираження саме через сукупність народних традицій, вірувань і уявлень про світ, віддзеркалену в міфології, символіці та архетипах.

Встановлено, що у поетичному світі Ліни Костенко міфологеми вогню та сонця є фундаментальними образами, що втілюють філософські роздуми авторки про час, пам'ять та духовне буття людини. Обидві міфологеми працюють на створення інтелектуально-філософського підтексту, характерного для індивідуального стилю Ліни Костенко, де звичні природні явища набувають статусу культурних універсалій.

Визначено також основні інтерпретаційні моделі міфологем вогню (Вогонь як вияв творчої енергії та любові; Вогняна естетизація руйнації; Вогняна парадигма історичної пам'яті) та сонця (Сонце-творець і мистецтво; Естетика «світлого сонету»; Сонце як міфологічний «дім»). Спільним для міфологем вогню та сонця у творчості Ліни Костенко є їхнє підпорядкування концепту «мудрості душі» та «примату душі над раціо», де вогонь і сонце – це інструменти пізнання світу через сердечні пориви.

У результаті проведеного дослідження зроблено висновок про те, що міфологеми вогню та сонця в ліричній творчості Ліни Костенко відіграють провідну роль у створенні філософсько-естетичного світу поетеси, реінтерпретуючи архетипні образи крізь призму екзистенціального досвіду,

історичної пам’яті й громадянської позиції мисткині. Вони функціонують як моделі творчої енергії, духовної стійкості, краси та вічного плину часу. І вогонь, і сонце у ліричній творчості поетеси ідентифікують не тільки природну, а й символічну, філософську та емоційну конотацію.

Ключові слова: Ліна Костенко, міфологеми вогню і сонця, рецепція, філософська поезія, філософія мови, міф, символ.

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INTERPRETIVE MODELS OF FIRE AND SUN MYTHOLOGEMES IN LINA KOSTENKO’S POETRY

Abstract. The article offers a holistic analysis of Lina Kostenko’s poetry featuring prominent fiery and solar symbolism. The study focuses on the artistic embodiment of fire and sun mythologems in the lyrical and philosophical poems from the author’s collections "Uniqueness" (“Nepovtornist”), "The Garden of Unmelting Sculptures" (“Sad Netanuchykh Skulptur”), "Selected Works" (“Vybrane”), and others, serving as an identification of Ukrainian worldview principles.

Taking into account modern literary theories on the specifics of mythology, symbolism, and archetypes, the concept of a "mythologem" is interpreted as "the smallest element, a fundamental component of a myth." In Ukrainian culture, mythologems find expression precisely through a complex of folk traditions, beliefs, and perceptions of the world, reflected in mythology, symbolism, and archetypes.

It is established that in Lina Kostenko’s poetic world, the mythologems of fire and sun are fundamental images embodying the author’s philosophical reflections on time, memory, and human spiritual existence. Both mythologems contribute to creating an intellectual and philosophical subtext characteristic of Lina Kostenko’s individual style, where familiar natural phenomena acquire the status of cultural universals.

The study also identifies the main interpretative models of the fire mythologems (Fire as a manifestation of creative energy and love; Fiery aestheticization of destruction; Fiery paradigm of historical memory) and the sun mythologems (The Sun-creator and art; Aesthetics of the "bright sonnet"; The Sun as a mythological "home"). A common feature of both the fire and sun mythologems in Lina Kostenko’s work is their subordination to the concepts of the "wisdom of the soul" and the "primacy of the soul over the rationale," where fire and sun act as tools for understanding the world through emotional impulses.

As a result of the research, it is concluded that the mythologems of fire and sun in Lina Kostenko's lyrical poetry play a leading role in shaping the poet's philosophical and aesthetic world, reinterpreting archetypal images through the prism of the artist's existential experience, historical memory, and civic stance. They function as models of creative energy, spiritual resilience, beauty, and the eternal flow of time. In the poet's lyrical work, both fire and sun carry not only a natural connotation but also a symbolic, philosophical, and emotional one.

Keywords: Lina Kostenko, mythologems of fire and sun, reception, philosophical poetry, philosophical thinking, myth, symbol.

Постановка проблеми. Питання духовних витоків українського етносу перебували на вістрі наукових зацікавлень українських дослідників із моменту їхньої самоідентифікації зі своїм родоводом. Українці вже понад тисячу років живуть у християнському світі, однак уявлення вогне-поклонства (сонцепоклонства) глибоко закорінені у їхній підсвідомості. Наші пращури боготворили Сонце. Не випадково арабський письменник X ст. аль-Масуді називав слов'ян-язичників «сонцепоклонниками». Головні герої давньоукраїнської поеми «Слово про Ігорів похід» Ігор та Олег вважали себе внуками бога Сонця. Нащадками Дажбога (сонячного божества) називає автор поеми й увесь народ Київської Русі. Праукраїнці вбачали в Сонці могутнього носія тепла і світла, уявляли його розпеченим вогненним колом, від якого залежали життя та благополуччя роду. Зміни пору року пояснювали смертю і народженням небесного бога. Про Сонце говорили як про живу істоту: воно прокидається після сну, сідає, встає, ховається за хмари. Часто Сонцем скріплювали клятви, мирні угоди, заклинання виголошували, повернувшись у бік Сонця. «Красному» сонечку були присвячені найголовніші, найпоетичніші народні свята – Івана Купала, Коляди. Вважалося, наприклад, що весняне сонце приносить молодість, що на свято Купала воно виїжджає на небо в золотій колісниці.

Наші пращури-язичники шанували силу вогню й світла і вже на ранніх етапах свого розвитку розуміли їхню важливу роль у житті людини.

Отже, архетипні образи вогню та сонця (світла) як символи духовності чітко були окреслені вже у язичницьких віруваннях, а їхній розвиток продовжувався у християнському світогляді, у творчості українських письменників давньої, класичної нової та новітньої вітчизняної літератури.

Публікацій, присвячених безпосередньо символіці вогню та сонця у творчості того чи іншого українського письменника, зокрема й у поезії Ліни Костенко, обмаль, що й спричинило появу пропонованої студії. Варто зауважити, що і в добу радянського тоталітаризму, і нині кожна збірка чи поетична книга Ліни Костенко ставала знаковою подією в культурному й політичному просторі України.

Аналіз останніх досліджень і публікацій. Спроби пізнати й осмислити специфіку ментальності українців мають давню історію. Вони зафіксовані уже на початках вітчизняної історіографії. Чужоземні мандрівники – від Геродота й до нашого часу – чимало розповідали про український етнос та його духовність. Перші систематизації стародавніх відомостей про наших пращурів здійснили М. Грушевський, М. Костомаров, М. Шлемкевич та інші.

У добу радянського тоталітаризму ґрунтовні студії про міфологію та народну символіку стародавніх українців – оригінальну, відмінну від інших етносів, були оприлюднені в нашій діаспорі Є. Маланюком («Нариси з історії нашої культури»), Д. Чижевським («Українська філософія») та іншими письменниками і вченими. Публікації помежів'я XX – XXI ст. В. Давидюка («Первісна міфологія в українському фольклорі»), Т. Мейзерської («Проблеми індивідуальної міфології та міфотворчість»), Т. Федотової («Міфологеми вогню та сонця в українській літературі: інтерпретаційні моделі»), М. Ткача, Н. Данилевської («Клечальний міст. Джерела української міфології», «Українська звичаєва культура») стали певним підмурком у розбудові системи знань про духовні цінності українського народу.

Натомість самобутня творчість Ліни Костенко, поетеси непростої долі, безкомпромісної та сміливої, напрочуд ліричної з яскраво вираженою українською спрямованістю, що пише «вогнем душі і слова», упродовж багатьох десятиліть перебуває на вістрі дослідницьких студій критиків і літературознавців. З-поміж численних публікацій В. Базилевського, В. Брюховецького, О. Галича, І. Дзюби, В. Дончика, М. Жулинського, М. Ільницького, Г. Клочека, Михайлини Коцюбинської, В. Кузьменка, В. Панченка та багатьох інших і нині залишається «в активі» синтетична праця В. Брюховецького «Ліна Костенко. Нарис творчості» [1], у якій розкрито етапи становлення та еволюція поетичного таланту Ліни Костенко. Стосовно студій, присвячених осмисленню солярних образів у творчості поетеси, маємо лише поодинокі публікації [2].

Отже, актуальність дослідження зумовлена відсутністю системного аналізу поетичних творів Ліни Костенко з яскраво вираженою вогняною та солярною образною палітрою.

Метою статті є осмислення формотворів та інтерпретацій міфологем вогню й сонця у поезії Ліни Костенко.

Реалізація поставленої мети передбачає вирішення таких **завдань**: з'ясування стану вивчення проблеми міфології та символіки вогню і сонця в українській літературі; висвітлення ретроспективного процесу художнього втілення образів вогню та сонця у поезії Ліни Костенко.

Виклад основного матеріалу. У вітчизняному літературознавстві за терміном «міф» утвердилося розуміння «витвору наївної віри, який складає філософсько-естетичний комплекс давньої епохи, що базується на заміні об'єктивності сприймання суб'єктивним апріорним переконанням» [3, с. 54]. В українській міфології знайшли художньо-образне втілення і поєднання, реальне уявлення і знання з фантастично-релігійними образами та повір'ями. Отже, міф виступає спочатку певним індивідуальним, а потім і колективним осмисленням реалій навколишньої картини світу, у якій зазначені компоненти реалізуються у вигляді антропоморфних істот, що первісною людиною усвідомлювались цілком реальними персонажами довкілля. Проте для сучасного світу такі міфічні істоти виступають винятково персоніфікованими художніми образами. Відповідно, залежно від аспекту аналізу міфу, літературознавці виокремлюють у його структурі такі поняття, як міфема, або ж складник міфу та міфологема – «найменший елемент, фундаментальний складник міфу», «уламок міфу», що втратив «свої автохтонні характеристику та функції», залучений «до фольклорного тексту, в якому сприймається як вигадка, образна оздоба чи сюжетна схема, що вже стала традиційною» [3, с. 54]. Міфологеми, зокрема й міфологеми вогню та сонця, поширені і в поезії Ліни Костенко «на рівні образів-асоціацій із міфічними претекстами, алюзій, ремінісценцій, цитат тощо» [4, с. 379].

«Символ» у сучасній науці про літературу – це умовне позначення будь-якого предмета, поняття або явища з метою стисло і яскраво передати певну ідею» [5, с. 227]. Символами бувають речові, образні, графічні, засновані на кольорі умовні знаки, причому українська традиція відображення явищ дійсності у символах має (за О. Братком-Кутинським) «три виразні аспекти: народний, виражений в образах, піснях, звичаях, орнаментах тощо; релігійний, виражений в абстрактній символіці, у священних текстах, міфах, обрядах, ритуалах тощо; державний, виражений переважно в геральдиці та вексилології (науці про прапори). Всі ці аспекти взаємопов'язані – релігійні символи стають народними й державними, і навпаки» [6, с. 135].

Українська народна символіка відображає основні віхи в житті людини, позначає у переважній більшості щось добре, світле, життєстверджувальне.

«Архетипи», на думку дослідників літератури, – це «своєрідний міст між минулим і майбутнім, що вибудовується в кожній національній культурі, відображаючи її ідентичність. Вони не обмежені, безумовно, тільки традиційними народними рамками, скоріше дають змогу трансформувати минуле в символ, який прокладає шлях до майбуття. З

плином часу в культурі формуються нові символи, що уособлюють основні цінності розвитку цивілізації, і саме вони стають архетипами» [7].

Можемо стверджувати, що архетипи – це наскрізні символічні структури культури, які асоціюють певний тематичний матеріал свідомого й підсвідомого функціонування людських цінностей. В українській культурі архетипи ідентифікують своє вираження через символи, міфи та міфологеми.

Образно-художнє втілення міфологем вогню та сонця в ліричну канву поетичних творів Ліни Костенко сприятиме глибшому сприйняттю особистості поетеси та культурних архетипів, які вона репрезентує в своїх збірках і книгах.

Вогонь (Огонь) – за найдавнішими космогонічними уявленнями слов'ян, це первісна матерія чоловічої статі, що, поєднавшись із водою і світлом, утворила все на землі: божество давніх слов'ян; атрибут української обрядовості; персонаж фольклору.

В уявленні первісної людини вогонь – стихія могутня й незрозуміла: то вона світить і гріє, підтримує життя, відганяє хижаків, то сама наступає, все нищить, спопеляє. Лише жертвами, танцями, піснями її можна задобрити й умилостивити. Так вогонь став богом, і йому почали поклонятися в різних країнах.

Обожнювали цю стихію і слов'яни. Вогонь вважався живою, вічно голодною і очищувальною силою. За народними віруваннями повір'ями, вогонь – це багатство, тому не можна було віддавати його з дому, щоб не зубожіти.

Служителі язичницького культу в спеціальних храмах-капищах утримували вічний вогонь як знак постійного доброго зв'язку з богами та безперервності життя й добробуту роду, племені.

За даними О. Афанасьєва, слов'яни застосовували вогонь під час весільного обряду: молоді переступали підпалені снопи пшениці й жита або перестрибували через вогонь, щоб іти в життя чистими й багатими [Цит. за: 5, с. 87]. Вогню приписували цілющу силу і, коли боліла голова, мили її водою, в яку кидали жаринки. Колись в Україні, як тільки народжувалася дитина, господарі запалювали лампади, доки не охрестять немовля. Вважали, що «нечисть» боїться вогню і тому не зашкодить дитині. Також було неприйнятним нешанобливе ставлення до хліба: якщо після обіду на столі залишалися крихти хліба, їх збирали й кидали у вогонь. Після жнив спалювали солом'яну постіль і старі личаки (взуття), скакали через розведене полум'я, окурювали одяг від хвороб і чарів. Переходячи в нове житло, переносили із старого й вогонь, інакше міг щезнути колишній затишок.

У IX–X ст. у слов'ян існував звичай спалювати померлих. За віруваннями, вогонь очищав грішних покійників, і вони відкривали царство світла і вічного спокою. Вогонь нібито і переносив померлих у рай. Очистившись у вогні, покійник стає невразливим для злих сил. Серед українців побутували повір'я, що Святий Вогонь дав Іллі-пророку, а той передав його людям. Божественне походження вогню зумовлювало й віру в священну суть домашнього вогнища. Його заборонялося осквернять, називати лайливими словами, гратися з ним.

Досліджуючи поетичну картину світу ліричної героїні Ліни Костенко, можемо стверджувати, що однією з основних міфологем, експлікованих відповідними мовними одиницями, є міфологема вогню як певний мотив, пов'язаний із космологічними й космогонічними уявленнями героїні.

Так, у вірші «Гуде вогонь – веселий сатана…» міфологема вогню постає то як *«червоний регіт»*, що вихоплюється з печі, поєднуючи затишок із відтінком *«дикої»* свободи та небезпеки, то як неконтрольована стихія, що відображає уособлену непокору:

І відпливаю поночі одна
на кризі шибки у холодний вечір.
І спить в печі веселий сатана,
уткнувся жаром в лапи головешок [11, с. 293].

З огляду на етнонаціональний контекст, у який лірична героїня поетеси занурена, такий світоглядний наголос видається закономірним і прогнозованим, оскільки, за спостереженнями Тетяни Федотової, «в українській міфології при початку світотворення стоять вогонь і вода, як чоловік і жінка при народженні мікрокосмосу-людини <…>. З архетипними образами вогню й сонця пов'язані численні символи: хрест, сварга, кров, коло, колесо, вінок, хліб, калина, терен, символіка кольорів тощо» [8, с. 35].

У поезії Ліни Костенко міфологема вогню є однією із ключових, вона втілює духовну енергію, незнищенність душі, творче горіння та очищення. Цей символ відображає як життєдайну силу, так і руйнівний біль чи пристрасть.

Зокрема, у поемі-баладі «Скіфська одіссея» Ліна Костенко змальовує такий очисний вогонь на Святі Івана Купала у «краю Дажбога і Перуна»:

Вогонь купальський розвели на вигоні.
Було там крику, сміху і забав.
Сандалії поспалювати невигідно,
то він роззувся босий і стрибав.

Крізь той вогонь проводили худобу.
І не стирали попіл з підошов.

Хто мав яку жалобу чи хворобу,
крізь все очисне полум'я пройшов.

Вогонь святий. Співали півні треті.
Під ранок там робилося таке!
Там парубки на бриючому злеті
ішли, штаньми палаючи, в піке!

Дівчата верещали, огиналась.
Мабуть, хотіли, щоб за ними гнались.
Вогонь жахтів, угору як сахнувся!
Один дідок там ледь не розчахнувся.
Стрибали всі… [9, с. 108].

На думку фольклористів, «Свято Івана Купала – одне з найшановніших на розгалуженому древі буття українців з найдавніших давен, що знаменує його вершину ‹…› уособлюючи час літнього сонцевороту» [10, с. 428].

На основі проведеного аналізу можемо виділити основні грані міфологеми вогню у творах поетеси :

Прометеїзм та жертовність. Вогонь символізує служіння високій меті, творчий неспокій та духовну силу. Через міфологему вогню авторка осмислює подвиг митця, який згорає заради просвітлення інших *(«І якби на те моя воля, написала б я скрізь : / "Люди – це вогонь! Люди – це крила!"»* [11, с. 135]).

Очищення та пристрасть. Стихія вогню в ліриці виступає засобом катарсису. Вона часто супроводжує мотиви кохання та душевних потрясінь. Вогонь руйнує буденність, змушує душу «горіти» й переродзуватися.

Пам'ять та вічність. У творах, присвячених історії (наприклад, у романі у віршах «Маруся Чурай»), вогонь є уособленням вічної пам'яті, що живиться історичним болем та здобутками. Це також символ живого серця, яке зберігає тепло наперекір холоду забуття.

Духовна нетлінність. Вогонь тісно пов'язаний із міфологемою душі. Поетеса підкреслює, що справжня сутність людини, виткана з духовного вогню, є безсмертною і не піддається знищенню.

Аналіз цих міфологем яскраво демонструє глибоку філософічність мислення авторки, де вогонь виступає мірилом людяності, сили духу та жаги до свободи.

Інтерпретаційні моделі міфологеми вогню:

Вогонь у Ліни Костенко рідко є лише руйнівною стихією; це амбівалентний образ, що поєднує творчі та нищівні сили.

Вогонь як вияв творчої енергії («навіженості») та любові. Вогонь асоціюється з пристрастю, творчим поривом та силою духу. Поетеса трактує його як внутрішнє горіння, необхідне для мистецтва та життя (*«Я – навіжена. Я – дитя любові»* [11, с. 201]).

Вогняна естетизація руйнації. У поезії «Гуде вогонь – веселий сатана…» вогонь постає як *«червоний регіт»*, що вихоплюється з печі, поєднуючи затишок із відтінком «дикої» свободи та небезпеки.

Вогняна парадигма історичної пам'яті. Вогонь виступає символом безсмертя (спалення як очищення, проростання пісень крізь *«блюзнірський камуфляж»*).

Поділяємо також і спостереження Ольги Манойлової: «Образи вогню та сонця завжди мали більший семіотичний статус порівняно з іншими явищами природи. Це образи-архетипи, знаки, в яких закладені й міфологічні уявлення про будову Всесвіту, і культурні коди цілої нації» [2, с. 180].

Обидві міфологеми – вогню та сонця – працюють на створення інтелектуально-філософського підтексту, характерного для індивідуального стилю Ліни Костенко, де звичні природні явища набувають статусу культурних універсалій.

Міфологема сонця в поезії Ліни Костенко постає не лише як астрономічний об'єкт, а як сакральний символ життя, влади та божественної енергії. Воно насамперед уособлює життєдайну силу, що пробуджує світ.

Скажімо, у вірші «Вечірнє сонце, дякую за день…» сонце набуває рис молитви-вдячності ліричної героїні за прожитий час, «*за волошку в житі золотому*», за *«небо в небі, за дитячий сміх»* і за можливість жити й творити:

Вечірнє сонце, дякую за всіх,
котрі нічим не осквернили душу.
За те, що завтра жде своїх натхнень.
Що десь у світі кров ще не пролито.
Вечірнє сонце, дякую за день,
за цю потребу слова, як молитви [11, с. 9].

Цей твір демонструє своєрідне «сонцепоклонництво», де сонце набуває рис мудрого Творця, якому лірична героїня висловлює вдячність за кожен прожитий момент. Міфологема сонця у згаданій поезії постає символом вічності й пам'яті: *«вечірнє сонце»* – це не просто пейзажна деталь, а образ вдячності за прожитий день, символ просвітлення та прийняття життєвого шляху.

У поезії Ліни Костенко сонце, поряд із місяцем та зорями, часто входить у структуру космічних образів – *«астральної тріади»*, що вказує на глибокий зв'язок із давніми слов'янськими культами природи:

Бог літнього сонцестояння
тоді брав шлюб з богинею води.

Не визнають тут Зевса і Паллади.
Тут сповідають люди на Дніпрі
високий культ астральної тріади –
культ Місяця, культ Сонця, культ Зорі.

Звуть молодого місяцем і князем.
У них дівчина сходить, як зоря.
Шанують предків. А зберуться разом –
у них тут пам'ять замість вівтаря.

Згадають рід до сьомого коліна.
В них рід як бог, у нього сонця лик.
Вони з вогню, у них душа нетлінна.
У них і серп – як місяць молодик [9, с. 106–107].

Щойно наведені рядки «*Вони з вогню, у них душа нетлінна…*» ідентифікують також і міфологему вогню (Космічного Вогню), який, за О. Знойком, «був частиною зодіаку і втілювався в тріаді світил» [12, с. 227].

Міфологема сонця в поезії Ліни Костенко – це багатогранний символ, що уособлює джерело життя, духовне світло, творчу енергію та історичну пам'ять. Поетеса органічно пов'язує сонце як із язичницькими (астральними) віруваннями, так і з християнськими мотивами, перетворюючи його на філософський маркер буття.

1**. Сонце як символ творчості та поетичного слова.**

У ліриці Ліни Костенко сонце тісно пов'язане з натхненням та одкровенням. Поетичне слово, що народжується в душі мисткині, часто порівнюється із сонячним промінням: *«Слова як сонце сходили в мені. / Несказане лишилось несказанним»* [11, с. 169].

Сонце символізує божественну іскру та безсмертя таланту. Воно протиставляється буденності й темряві, виступаючи мірилом духовної висоти.

2. **Філософія вдячності.**

У цьому контексті сонце – це **символ гармонії (**примирення людини з плином часу), **уособлення світла душі (**здатність бачити красу світу навіть крізь призму випробувань та *«обпечених зенітів»*).

3. **Міфопоетичний та історичний вимір.** Ліна Костенко часто використовує сонце як архетипний образ для зв'язку поколінь, що базується на глибинних міфах та українському фольклорі. Наприклад, в інтимній

ліриці коханий може порівнюватися із сонцем, а в історичних творах цей образ стає уособленням княжої сили, державної величі та незламності духу.

Крізь призму сонячного світла поетеса аналізує історію України, закликаючи народ пам'ятати своє коріння й нести в собі світло свободи та гідності.

Ключові аспекти міфологеми сонця:

Символ світла, тепла та радості. Сонце часто з'являється у пейзажній ліриці поетеси як джерело енергії та позитивних емоцій. Наприклад, «*Медове сонце вигріло дублянки / у жовтих лапах суто злотих лип*» або «*Сонце радісно пряжить, сонце – як ананас…*» [11, с. 90].

Символ кохання та близькості. У народній традиції, яку успадкувала Ліна Костенко, сонце уособлює кохану людину. Лірична героїня звертається до коханого: «*Сонце моє, оченята карі, / синя криниця в моїй Сахарі…*» [11, с. 157].

Символ відповідальності та влади. Сонце постає як величний, навіть важкий образ, що пов'язується з духовною відповідальністю: «*Даруй мені над шляхом тополиним / важкого сонця древню булаву*…» [11, с. 78].

Містичний та зловісний аспект. У поезії «Тебе спалить сонце» актуалізовано міфологічне табу на полуденне сонце, пов'язане з образом полудниць – «*втіленням сонячного удару*». Сонце тут виступає силою, що може знищити або володіти простором у *«час духів»*.

Отже, міфологема сонця в поезії Ліни Костенко трансформується від романтично-чуттєвого образу до філософського символу вічності та духовної вищості.

Інтерпретаційні моделі міфологеми сонця:

Образ сонця у Ліни Костенко більш ліричний, семіотично пов'язаний з ідеями життя, пам'яті, краси та філософського прийняття минущості.

Сонце-творець і мистецтво. Сонце часто асоціюється з художнім світом (*«золоте жито», «обпечені зеніти»*). Воно є джерелом світла, яке укорочує *«тінь сумнівів»*.

Естетика «світлого сонету». Сонце виступає свідком краси, дівочості та внутрішнього світу людини («Сходить сонце, ясний обагрянок…»).

Сонце як міфологічний «дім». У поезії «Вирлооке сонце сідає на чорну скелю...» сонце формує образ гармонійного простору, поєднаного з небом, горами та особистою свободою ліричної героїні.

Спільним для обох міфологем – вогню та сонця – у творчості Ліни Костенко є їхнє підпорядкування концепту «мудрості душі» та «примату душі над раціо», де вогонь і сонце – це інструменти пізнання світу через сердечні пориви.

Висновки. У результаті проведеного дослідження можна зробити такі узагальнення: аналіз вогняних і солярних образів у поезії Ліни Костенко вказує на те, що в житті й світогляді праукраїнців наявний синкретизм староукраїнської, дохристиянської та християнської культур. А тому образи українського духовного світу (міфологеми вогню та сонця) варто розглядати з погляду синкретизму та універсалізму.

Міфологеми вогню й сонця в ліричній творчості Ліни Костенко відіграють провідну роль у створенні філософсько-естетичного світу поетеси, реінтерпретуючи архетипні образи крізь призму екзистенціального досвіду, історичної пам'яті й громадянської позиції мисткині. Вони функціонують як моделі творчої енергії, духовної стійкості, краси та вічного плину часу. І вогонь, і сонце у ліричній творчості Ліни Костенко ідентифікують не тільки природну, а й символічну, філософську та емоційну конотацію.

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КОМУНІКАТИВНІ СТРАТЕГІЇ АДАПТАЦІЇ АМЕРИКАНСЬКОГО ГУМОРУ В ПРОЦЕСІ ПЕРЕКЛАДУ УКРАЇНСЬКОЮ МОВОЮ (НА МАТЕРІАЛІ СЕРІАЛУ «ДВІ ДІВЧИНИ БЕЗ КОПІЙЧИНИ»)

Анотація. Статтю присвячено дослідженню комунікативних стратегій адаптації американського гумору в процесі перекладу українською мовою на матеріалі американського ситкому "2 Broke Girls" («Дві дівчини без копійчини»). Актуальність роботи зумовлена зростанням популярності аудіовізуального контенту та необхідністю забезпечення адекватного перекладу гумористичних елементів, які є культурно зумовленими й тісно пов'язаними з мовними та прагматичними чинниками.

У центрі дослідження перебуває проблема відтворення комічного ефекту в умовах міжкультурної комунікації з урахуванням категорії адресованості та орієнтації на цільову аудиторію. Теоретичне підґрунтя роботи становлять положення функціональної лінгвістики, зокрема підходи

до аналізу мовних одиниць у контексті їх комунікативного призначення. Особлива увага приділяється ролі імпліцитного адресата у формуванні перекладацьких рішень.

Метою статті є виявлення та аналіз комунікативних стратегій адаптації американського гумору в українському перекладі, а також визначення особливостей передачі комічного ефекту в аудіовізуальному дискурсі. Для досягнення поставленої мети використано методи класифікації, порівняльного та контекстуального аналізу, а також елементи кількісного підходу.

У результаті дослідження встановлено, що в серіалі широко представлені різні засоби комічного, зокрема гра слів, сленг, іронія, сарказм, парадокс, гіпербола, оказіоналізми, антитеза, перифраз, повтори, порівняння та чорний гумор. Доведено, що найбільші труднощі для перекладу становлять мовні явища, пов'язані з формальною організацією висловлювання (гра слів, сленг), тоді як універсальні засоби комічного відтворюються з меншими втратами.

З'ясовано, що ефективна передача гумору досягається шляхом використання перекладацьких трансформацій, зокрема адаптації, заміни, компенсації та прагматичного переосмислення. Важливу роль відіграє також урахування аудіовізуального контексту, який доповнює вербальну складову та впливає на інтерпретацію комічного.

У статті доведено, що переклад гумору є не лише лінгвістичним, а й культурно-комунікативним процесом, орієнтованим на адресата. Отримані результати можуть бути використані у подальших дослідженнях аудіовізуального перекладу, а також у практиці перекладацької діяльності.

Ключові слова: гумор, комічне, аудіовізуальний переклад, комунікативні стратегії, адаптація, адресованість, американський ситком.

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COMMUNICATIVE STRATEGIES OF ADAPTATION OF AMERICAN HUMOR IN THE PROCESS OF TRANSLATION INTO UKRAINIAN (BASED ON THE MATERIAL OF THE SITCOM "2 BROKE GIRLS ")

Abstract. The article is devoted to the study of communicative strategies for adapting American humor in the process of translation into Ukrainian, based on the material of the American sitcom ("2 Broke Girls"). The relevance of the research is determined by the growing popularity of audiovisual content and the need to ensure an adequate translation of humorous elements, which are culturally determined and closely connected with linguistic and pragmatic factors.

The focus of the study is the problem of reproducing the comic effect in the context of intercultural communication, taking into account the category of addressability and orientation toward the target audience. The theoretical framework is based on the principles of functional linguistics, particularly approaches to analyzing language units within their communicative function. Special attention is paid to the role of the implied recipient in shaping translation decisions.

The aim of the article is to identify and analyze communicative strategies for adapting American humor in Ukrainian translation, as well as to determine the peculiarities of rendering the comic effect in audiovisual discourse. To achieve this aim, the methods of classification, comparative and contextual analysis, as well as elements of quantitative analysis, were employed.

The results of the study demonstrate that the sitcom widely employs various means of creating humor, including wordplay, slang, irony, sarcasm, paradox, hyperbole, occasionalisms, antithesis, paraphrase, repetition, comparison, and black humor. It has been established that the most challenging elements for translation are those related to the formal structure of language (such as wordplay and slang), whereas more universal means of humor are reproduced with fewer losses.

It has been found that effective rendering of humor is achieved through the use of translation transformations, including adaptation, substitution,

compensation, and pragmatic reinterpretation. The audiovisual context also plays a significant role, complementing the verbal component and influencing the interpretation of the comic effect.

The article proves that the translation of humor is not only linguistic but also a cultural and communicative process oriented toward the recipient. The findings can be applied in further research on audiovisual translation as well as in translation practice.

Keywords: humor, the comic, audiovisual translation, communicative strategies, adaptation, addressability, American sitcom.

Постановка проблеми. У сучасній лінгвістиці одним із пріоритетних напрямів дослідження є вивчення функціонально-комунікативних характеристик мовних одиниць у структурі текстів. Особливої актуальності набуває аналіз механізмів реалізації комунікативних намірів автора, що виявляються через систему мовних засобів, організованих відповідно до прагматичної спрямованості тексту.

Функціональний підхід до аналізу мовних явищ передбачає розгляд мовних одиниць не ізольовано, а в контексті їх використання з урахуванням комунікативної мети, умов породження мовлення та очікуваного ефекту. У цьому аспекті визначальною є орієнтація на адресата як ключовий чинник, що зумовлює відбір, структуризацію та інтерпретацію мовного матеріалу. Таким чином, у центрі дослідження перебуває так званий “людський фактор у мові”, який акцентує увагу на взаємодії мовної особистості автора та потенційного реципієнта, що розглянуто в [1, с. 88].

Базовим поняттям дослідження є адресованість, що трактується як інтегральна властивість мовлення, яка відображає його спрямованість на певну модель адресата. Адресованість передбачає врахування когнітивних, соціокультурних і психологічних характеристик реципієнта, що, своєю чергою, визначає специфіку мовної репрезентації змісту. У широкому розумінні вона постає як універсальна ознака комунікації, тоді як у вузькому – як одна з конститутивних категорій тексту, що впливає на його семантичну та прагматичну організацію.

Необхідною складовою аналізу тексту є реконструкція образу імпліцитного читача, який закладений у його структурі. Такий читач характеризується рівнем інтерпретативної компетенції, типом рецепції (наївною або критичною), а також здатністю до декодування багаторівневих смислів тексту. У цьому контексті виокремлюються дві базові інтерпретативні позиції, які розглянуті в роботах [2, с. 107] та [3, с. 82]: наївна, що передбачає лінійне, цілісне та переважно некритичне сприйняття тексту, та критична, яка характеризується багатовимірністю інтерпретації, аналітичністю та здатністю до виявлення імпліцитних смислових структур.

Отже, адресованість виступає визначальним чинником організації тексту, оскільки саме вона детермінує вибір мовних засобів, способи подання інформації та стратегії реалізації комунікативних намірів автора. У цьому зв'язку дослідження специфіки адресованості та її ролі у формуванні текстової семантики є важливим для глибшого розуміння механізмів комунікації.

Матеріалом дослідження слугує американський телесеріал в жанрі ситком ("комедія ситуацій") "2 Broke Girls" (2011-2017 pp., створений Майклом Патриком Кінгом та Вітні Каммінгс для Warner Bros. Television, трансляція відбувалася на телеканалі CBS), що для українського глядача було адаптовано як «Дві дівчини без копійчини» (перекладений українською мовою телеканалом «Новий Канал»). Серіал нараховує 6 сезонів, 138 епізодов.

Ааудіовізуальний контент займає важливе місце у культурному просторі суспільства. Зростання популярності іноземних серіалів, зокрема американських ситкомів, зумовлює необхідність якісного перекладу, який забезпечує адекватне сприйняття іншомовного продукту. Особливо складним завданням у цьому процесі є передача гумору, оскільки він є культурно зумовленим і залежить від мовних, соціальних та когнітивних чинників. Таким чином, зростає необхідність вивчення комунікативних стратегій, що застосовуються під час перекладу гумору, з метою досягнення максимальної еквівалентності між оригіналом і перекладом. Як зазначено у дослідженні, перекладач має враховувати не лише текст реплік, а й візуальний компонент, оскільки саме їх поєднання формує комічний ефект.

Аналіз останніх досліджень і публікацій. Поняття комічного в різні історичні епохи привертало увагу філософів, ораторів і науковців та слугувало важливим об'єктом дослідження. І сьогодні проблема походження й розвитку комічного не втрачає своєї актуальності.

Одними з перших, хто звернувся до осмислення природи сміху, були античні мислителі – Платон, Аристотель, Демокріт, Аристофан, Епіктет та інші.

Комічне проявляється у різних формах, які складно чітко класифікувати через їхню багатогранність і чисельність. Водночас зазвичай виокремлюють чотири основні взаємопов'язані форми: гумор, сатиру, іронію та сарказм [4 с.246-247].

На думку Джеррі Палмера [5], гумор охоплює все, що є або може бути смішним, а також дії, що викликають сміх. Згідно з визначенням «Енциклопедії сучасної України» [6], гумор – це форма комічного, що відображає кумедне у життєвих ситуаціях і рисах характеру людини; це також здатність викликати сміх і важливий засіб комунікації, який

допомагає знижувати напруження, долати стрес і сприяє виникненню позитивних емоцій».

Американський гумор відрізняється значною різноманітністю, що зумовлено впливом численних етнічних груп, сформованих із переселенців різного походження. Водночас існує поширена думка про відсутність у американців почуття гумору – зокрема, так вважав Чарльз Діккенс.

Насправді ж американський гумор може мати різні прояви: від різкого, прямолінійного й навіть грубого до доброзичливого, іронічного чи витонченого, хоча частіше переважають більш зухвалі жарти.

Серед характерних рис американського гумору можна виділити такі:

1. Відсутність прихованого змісту та схильність до прямої іронії.
2. Потреба у чіткості й поясненні жарту – абстрактність зазвичай сприймається складно.
3. Орієнтація на висміювання людської недалекості, помилок і аморальних вчинків.
4. Доведення ситуацій до абсурду.
5. Активне використання перебільшень, несподіваних порівнянь і гри слів .

Тематика жартів загалом універсальна: це національні особливості, політика, відомі особистості, історичні події тощо. Водночас існують певні обмеження: жарти, що можуть зачепити етнічні, релігійні, расові чи соціальні почуття, а також пов’язані з війнами або трагедіями, вважаються недоречними [7].

Американцям притаманний діяльнісний тип комунікативної поведінки, що поєднується з такими рисами, як відкритість, прямолінійність і прагнення до спрощення.

Отже, американський гумор, який історично розвинувся на основі британської традиції, має свої специфічні особливості: прямоту, відсутність підтексту, схильність до гри слів і абсурду. Його унікальність полягає у різноманітті форм і тем, а також у наявності певних соціальних табу.

Мета статті. Мета цього дослідження полягає у вивченні комунікативних стратегій адаптації американського гумору в процесі його перекладу українською мовою, а також у аналізі особливостей відтворення комічного ефекту в аудіовізуальному перекладі на матеріалі серіалу “2 Broke Girls” («Дві дівчини без копійчини»).

У рамках дослідження було поставлено такі завдання:

- уточнити сутність поняття комічного;
- дослідити ключові прийоми передачі гумору;
- визначити комунікативні стратегії адаптації американського гумору в процесі перекладу українською мовою;

- ідентифікувати образ адресата, для якого створено ситком “2 Broke Girls” («Дві дівчини без копійчини»).

У дослідженні було застосовано такі методи:

- метод класифікації – для групування прикладів гумору;
- елементи кількісного аналізу – з метою визначення найуживаніших типів комічного та способів їх перекладу;
- порівняльний метод – для зіставлення оригінальних і перекладених кінодіалогів;
- контекстуальний аналіз – для виявлення контекстів, необхідних для адекватної передачі комічного в ситкомі “2 Broke Girls” («Дві дівчини без копійчини»).

Виклад основного матеріалу. У межах дослідницької частини, спираючись на теоретичні положення, викладені в попередньому розділі, здійснено аналіз особливостей реалізації комунікативних стратегій адаптації американського гумору в процесі його перекладу українською мовою. Матеріалом дослідження слугував американський ситком “2 Broke Girls” («Дві дівчини без копійчини»). Сюжет серіалу розгортається навколо двох головних героїнь, прагматичної й саркастичної Макс та колишньої заможної спадкоємиці Керолайн, які працюють у закусочній і мріють заснувати власний бізнес. Попри відмінності у характерах, життєвому досвіді та соціальному походженні, героїнь об’єднує спільна мета, що змушує їх долати щоденні труднощі й працювати разом із іншими працівниками закладу. Комічний ефект у серіалі створюється завдяки контрасту між персонажами, іронічним діалогам, ситуаційним непорозумінням та перебільшено кумедним образам другорядних героїв (Ерл, Олег, Софі, Рубі та ін.) [8]. Аналіз обраного матеріалу дозволив простежити специфіку відтворення комічного ефекту в аудіовізуальному перекладі [9]. Під час аналізу матеріалу дослідження було використано підходи мультимодальності та аудіовізуальних кодів, запропоновані в роботі “Basic Concepts in the Theory of Audiovisual Translation” («Основні поняття теорії аудіовізуального перекладу») [10], що дає змогу розглядати комічний ефект у ситкомі “2 Broke Girls” як результат взаємодії вербального, візуального та акустичного каналів комунікації в процесі аналізу ролі мовних, інтонаційних і кінематографічних елементів у створенні та відтворенні гумору в українськомовному перекладі.

У ході аналізу встановлено, що творці серіалу активно використовують широкий спектр засобів комічного, однак у дослідженні зосереджено увагу на найбільш репрезентативних із них, зокрема: грі слів, сленгу, сарказмі, іронії, парадоксі, гіперболі, перифразі, повторах, оказіоналізмах, антитезі, чорному гуморі та порівняннях.

Аналіз прикладів засвідчив, що одним із найскладніших для перекладу є відтворення гри слів, оскільки вона безпосередньо пов'язана з формальною структурою мови. У таких випадках перекладач вдається до комунікативної адаптації, підбираючи функціонально близькі відповідники. Це дозволяє зберегти комічний ефект навіть за умови зміни лексичного наповнення висловлювання. Наприклад:

Оригінал	***Переклад***
Max: We are turning down a real paying job to go to the crap fair? Caroline: Yes, it's important that we focus on the cupcake business. And you can't ***spell "focus" without "us"***. Max: Or ***FU***.	Макс: Ми відмовляємося від грошей, заради якогось клятого ярмарку? Керолайн: Так! Ми маємо задуматися про своє майбутнє. І зі ***слова "задуматися" вийде "ми"***. Макс: А також "***зад***".

Як видно, Керолайн, намагаючись підбадьорити Макс і посилити відчуття командної єдності, вдається до гри слів. Лексема "*focus*" (*«фокусуватися»*) містить елемент "*us*" (*«ми»*), а також співзвучна з вигуком "fu", що виражає зневагу. Саме ця особливість створює труднощі для перекладу, адже в українському відповіднику *«фокусуватися»* відсутня літера *«м»*, що унеможливлює відтворення аналогічної гри слів. Крім того, виникає потреба знайти таку одиницю, яка дозволила б передати і відтінок негативної експресії.

З огляду на це, перекладач обрав найближчий за змістом варіант – *«задуматися»*, який містить літери *«м»* та *«и»*. У результаті вдалося частково зберегти гру слів і не втратити комічний ефект. Більше того, використання слова *«зад»* як відповідника до "*fu*" навіть підсилює експресивність і додає діалогу додаткового гумористичного забарвлення.

Оказіоналізми, утворені шляхом поєднання лексичних одиниць, у більшості випадків успішно відтворюються в українському перекладі завдяки наявності аналогічних словотвірних можливостей. Це забезпечує збереження як змісту, так і форми комічного елементу.

Оригінал	***Переклад***
Caroline: Why is this rag with my father on it there? Max: Don't look at me. Chestnut bought it. He likes it when I read him his daily ***horse-oscope***.	Керолайн: А що тут робить газета з фото мого батька? Макс: Не дивись на мене. Її купив Гнідий. Він любить, коли я читаю йому ***кіньоскоп***.

У наведеному прикладі автор використовує оказіоналізм "*horse-oscope*", утворений шляхом поєднання двох іменників – "*horse*" і "*horoscope*". Даний випадок не становив значних труднощів для

перекладача, оскільки в українській мові існують відповідні лексеми *«кінь»* і *«гороскоп»*, які є семантично й етимологічно співвідносними з англійськими одиницями. Таким чином, у перекладі вдалося повною мірою відтворити як зміст, так і форму оказіоналізму, що забезпечило збереження комічного ефекту.

Сарказм та іронія, як правило, не викликають значних труднощів у перекладі, оскільки їхня інтерпретація значною мірою залежить від контексту та інтонації. Водночас важливу роль відіграє аудіовізуальний компонент, який допомагає реципієнту правильно декодувати прихований зміст висловлювання.

Як приклад розглянемо діалог між Керолайн та Рубі. Керолайн намагається отримати можливість виступити в джаз-клубі, підкреслюючи свій досвід участі у шкільному джазовому хорі. Рубі, демонструючи скептичне ставлення, реагує на її пропозицію з очевидною іронічністю. Завдяки саркастичному висловлюванню вона непрямо дає зрозуміти, що вокальні здібності Керолайн є доволі слабкими, хоча прямо озвучити це було б недоречно.

Оригінал	***Переклад***
Caroline: Ruby, just putting it out there... if you need someone to warm up the crowd, ***I was in my high school's jazz choir. I sang "God Bless the Child."***	Керолайн: Рубі, може тобі потрібен хтось для розігріву публіки? ***У школі я співала у джазовому хорі. Я співала «Боже, благослови Дитя».***
Ruby: ***Well, God bless the children that had to listen to that.***	Рубі: ***Сподіваюся, Бог благословив дітей, яким довелося це чути.***

Отже, сарказм виступає ефективним засобом вираження критики у завуальованій формі та є потужним інструментом комунікації.

Передача сленгу є більш проблематичною, оскільки він має культурно зумовлений характер і часто немає прямих відповідників. У таких випадках перекладач застосовує трансформації, спрямовані на передачу загального змісту та прагматичного ефекту висловлювання, навіть ціною втрати буквального значення.

Розглянемо механізм створення комічного ефекту через використання сленгу на прикладі репліки Софі.

Оригінал	***Переклад***
Sophie: Love? Come on, don't ruin my ***cupcake buzz.***	Софі: Любов? Не псуйте мені ***апетиту.***

Друзі намагаються донести їй, що Олег відчуває до неї не просто симпатію, а справжнє кохання. Однак Софі, зайнята поїданням кексу, емоційно реагує фразою "*don't ruin my cupcake buzz*". Лексема "*buzz*" у

прямому значенні означає *«дзижчання»*, проте в сленговому вжитку передає стан ейфорії або *«кайфу»*. Таким чином, вислів можна інтерпретувати як прохання не псувати її «*кексовий кайф*». У перекладі замість буквального відтворення слова "*buzz*", що вживається у поєднанні з "*cupcake*", перекладач обрав смисловий відповідник, більш зрозумілий для українського реципієнта, зберігши при цьому комунікативний ефект висловлювання.

Менш складними для відтворення виявилися такі засоби, як повтори, порівняння та гіпербола, оскільки вони здебільшого зберігають свою структуру при перекладі. Водночас у випадках культурно маркованих елементів (наприклад, реалій) перекладач змушений вдаватися до заміни з метою забезпечення зрозумілості для українського глядача.

Наведений нижче приклад яскраво ілюструє це явище. Керолайн – розпещена дівчина, батько якої збанкрутував і опинився у в'язниці, залишивши її без статків. Вона періодично скаржиться на втрату багатства та з ностальгією згадує своє колишнє заможне життя. Макс, яка виросла в складних умовах і звикла самостійно долати життєві труднощі, реагує на такі скарги з іронією та саркастичним підтекстом.

Оригінал	***Переклад***
Caroline: God, I love money.	Керолайн: Як я люблю гроші.
Max: I know, ***I'm so sorry it broke up with you.***	Макс: Знаю. ***Мені шкода, що вони кинули тебе.***

На перший погляд може здатися, що Макс щиро співчуває Керолайн, однак інтонація та вислів "*it broke up with you*" (де мовна одиниця "*break up with smb*" означає «*розривати/закінчувати романтичні стосунки*»), вимовлений із виразним іронічним підтекстом, не залишають сумнівів у протилежному значенні її слів.

Таким чином, стає очевидним, що в окремих випадках аудіовізуальні компоненти відіграють важливу роль у правильному розумінні та інтерпретації іронії.

Парадокс і чорний гумор демонструють тісний зв'язок із культурним контекстом, що іноді потребує часткової або повної трансформації висловлювання. Проте в окремих випадках дослівний переклад є достатнім для збереження комічного ефекту, якщо ситуація є універсально зрозумілою.

Розглянемо механізм створення комічного ефекту за допомогою парадоксу на поданому прикладі: Макс прощається зі своїм другом Ерлом, який опинився в лікарні через серцевий напад. Він сприймається нею як батьківська фігура, тому вона щиро хвилюється за його стан і боїться втратити його, адже чоловік уже перебуває в похилому віці. Репліка "*don't*

die, or I'll kill you" (*«помреш – я тебе вб'ю»*) використовується для підсилення емоційної виразності висловлювання.

Комічний ефект у цьому випадку ґрунтується на логічному протиріччі: неможливо «вбити» людину, яка вже померла, що й створює парадоксальність ситуації.

Оригінал	***Переклад***
Max: I'll see you later. ***Don't die, or I'll kill you.***	Макс: До зустрічі! ***Помреш – я тебе вб'ю.***

Перекладач успішно впорався із завданням, оскільки буквальний переклад репліки є повністю зрозумілим для українського реципієнта та забезпечує збереження комічного ефекту на рівні оригіналу.

Окрему увагу привертає використання перифразу та антитези, які виконують не лише стилістичну, а й прагматичну функцію, посилюючи експресивність мовлення персонажів. Їх відтворення в перекладі зазвичай не викликає значних труднощів за умови збереження логічної структури висловлювання.

Розглянемо використання антитези на прикладі наступної репліки: Елейн, яка є лідеркою секти, до якої випадково потрапляють Макс і Керолайн, ознайомлює їх із правилами перебування в будинку, де збираються члени спільноти. Антитеза у цьому випадку проявляється через протиставлення лексем "*love*" – *«любити»* та "*hate*" – *«ненавидіти»*. Спочатку вона закликає до взаємної любові між учасниками, однак згодом заявляє про свою неприязнь до сусідів, чим фактично суперечить власним словам.

Оригінал	***Переклад***
Elaine: There are only two rules in this house: ***love one another and don't talk to the neighbors. I hate them.***	Елейн: У цьому будинку є лише два правила: ***любити один одного і не розмовляти з сусідами. Я їх ненавиджу.***

Отже, проведений аналіз свідчить, що ефективна адаптація американського гумору в українському перекладі досягається завдяки комплексному застосуванню різних перекладацьких стратегій і трансформацій. Ключовим завданням перекладача є не буквальне відтворення тексту, а передача комунікативного наміру та комічного ефекту з урахуванням культурних особливостей цільової аудиторії. Важливу роль у декодуванні гумору також відіграють аудіовізуальні компоненти, зокрема інтонація, міміка та контекст ситуації.

Проаналізувавши комунікативні стратегії, використані при перекладі серіалу "2 Broke Girls" («Дві дівчини без копійчини») можна зробити висновок про те, що він адресований широкому колу глядачів, зокрема це

представники молодіжної та дорослої аудиторії, які здатні сприймати саркастичний, ситуативний і провокативний гумор. Це підтверджується фактом використання вищезазначених стратегій адаптації американського гумору в процесі його перекладу українською мовою.

Висновки. У результаті проведеного дослідження встановлено, що комунікативні стратегії адаптації американського гумору в процесі перекладу українською мовою є комплексним і багаторівневим явищем, що залежить від мовних, культурних та прагматичних чинників. Аналіз матеріалу американського ситкому "2 Broke Girls" («Дві дівчини без копійчини») засвідчив, що переклад гумору потребує не лише відтворення змісту, а передусім передачі комічного ефекту з урахуванням особливостей цільової аудиторії.

З'ясовано, що найскладнішими для перекладу є такі засоби комічного, як гра слів і сленг, оскільки вони безпосередньо пов'язані зі структурою мови та культурним контекстом. У цих випадках перекладач найчастіше вдається до комунікативної адаптації, трансформацій і підбору функціональних відповідників, що дозволяє зберегти прагматичний ефект висловлювання. Водночас оказіоналізми, порівняння, гіпербола та повтори здебільшого відтворюються без значних труднощів завдяки універсальності їхніх структурних і семантичних характеристик.

Дослідження також показало, що сарказм, іронія та чорний гумор значною мірою залежать від контексту та аудіовізуальних компонентів, які відіграють важливу роль у процесі інтерпретації. У таких випадках переклад передбачає збереження не лише вербального, а й невербального аспекту комунікації.

Парадокс, антитеза та перифраз виконують важливу експресивну функцію та, як правило, успішно передаються за умови збереження логічної структури висловлювання.

Окрему увагу приділено категорії адресованості, яка визначає вибір перекладацьких стратегій. Встановлено, що переклад серіалу орієнтований на широке коло українських глядачів, що зумовлює використання доступних, зрозумілих і культурно адаптованих мовних засобів. Це підтверджує важливість урахування образу імпліцитного адресата під час перекладу аудіовізуального продукту.

Таким чином, ефективність перекладу гумору досягається завдяки гнучкому поєднанню різних комунікативних стратегій, серед яких провідними є адаптація, трансформація та прагматичне переосмислення. Перспективи подальших досліджень вбачаємо у розширенні матеріалу аналізу та поглибленому вивченні взаємодії мовних і позамовних чинників у процесі перекладу комічного в аудіовізуальному дискурсі.

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ГУМАНІТАРНА VS ГУМАНІСТИЧНА ОПТИКА ПОЛІТИЧНОГО ТЕАТРУ (НА МАТЕРІАЛІ П'ЄС «СЕМЕРО ЄВРЕЙСЬКИХ ДІТЕЙ» К. ЧЕРЧІЛЛ ТА «СЕМЕРО ІНШИХ ДІТЕЙ» Р. СТІРЛІНГА)

Анотація. У статті здійснено аналіз проблемного поля політичного театру на матеріалі п'єс Керіл Черчілл «Семеро єврейських дітей» та Річарда Стірлінга «Семеро інших дітей». Розвідка вписується у контекст дослідження розвитку сучасної британської драматургії, що продовжує традиції політичного театру, започатковані такими класиками західно-європейської драматургії ХХ ст. як Бертольд Брехт та Ервін Піскатор.

Особливу увагу приділено інтервенціоністським стратегіям, які передбачають активне залучення глядача до критичного осмислення соціально-політичної реальності у світлі збройних конфліктів сучасності. Дослідження фокусується на особливостях рецепції у художньому просторі постдраматичного театру чергового етапу арабо-ізраїльського конфлікту початку ХХІ ст.

У п'єсі К. Черчілл домінує гуманітарна оптика, спрямована на співчуття до жертв і актуалізацію теми відповідальності через інтимну форму звертання до дитини з єврейської родини. Натомість Р. Стірлінг пропонує гуманістичну перспективу, що розширює етичний горизонт, інверсуючи наратив і репрезентуючи досвід палестинської сторони. Порівняльний аналіз фінальних сцен обох творів демонструє радикалізацію емоційного впливу та використання шокової естетики як інструменту політичного висловлювання.

У статті доведено, що обидва тексти функціонують у парадигмі постдрами, де відбувається відхід від традиційної сюжетності на користь фрагментарності, риторичності та перформативності. Підкреслено, що полеміка довкола цих п'єс виходить за межі театру, формуючи ширший соціокультурний дискурс. Зроблено висновок, що політичний театр виступає механізмом протидії моральній індиферентності, актуалізуючи дискусії про цінності в умовах сучасних глобальних конфліктів.

Ключові слова: сучасна британська драматургія, політичний театр, постдрама, гуманітарна проблематика, гуманістична місія мистецтва.

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HUMANITARIAN VS HUMANISTIC OPTICS OF POLITICAL THEATER (BASED ON THE PLAY «SEVEN JEWISH CHILDREN» BY C. CHURCHILL AND «SEVEN OTHER CHILDREN» BY R. STIRLING)

Abstract. The article analyzes the problematic field of political theater based on the material of the plays «Seven Jewish Children» by Caryl Churchill and «Seven Other Children» by Richard Stirling.

The investigation fits into the context of a study of the development of modern British drama, which continues the tradition of political theater started by Berthold Brecht and Erwin Piscator. Special attention is paid to interventionist strategies, which involve the active involvement of the viewer in a critical understanding of the socio-political reality in the light of the modern armed conflicts.

The study focuses on the features of reception in the artistic space of the post-dramatic theater of the Arab-Israeli conflict at the beginning of the 21st century.

The play by C. Churchill is dominated by humanitarian optics, aimed at the sympathy for the victims and the actualization of the theme of responsibility through an intimate form of addressing the child from a Jewish family. In turn, R. Stirling offers a humanistic perspective that expands the ethical horizon, inverting the narrative and representing the experience of the Palestinian side. A comparative analysis of the final scenes of both plays demonstrates the radicalization of emotional impact and the use of shock aesthetics as a tool of political expression.

It is proven in the article that both texts function in the post-drama paradigm, in which there is a departure from the traditional plot in favor of fragmentation, rhetoric, and performativity.

It is emphasized that the controversy surrounding these plays goes beyond the theater, forming a wider socio-cultural discourse. It is concluded that the political theater acts as an mechanism for counteracting moral indifference, actualizing the discussions about values in the conditions of modern global conflicts.

Keywords: modern British drama, political theater, post-drama, humanitarian issues, humanistic mission of art.

Постановка проблеми. Західноєвропейська розбудова політичного театру, яка була започаткована ще в першій половині ХХ ст. і розвивалася в різні періоди творчості таких драматургів і режисерів-постановників як Бертольд Брехт, Ервін Піскатор, Даріо Фо, має продовження і в британській драматургії другої половини ХХ – поч. ХХІ ст. Політичні процеси, збройні конфлікти та породжені ними соціальні потрясіння знаходять своє віддзеркалення у творчості суспільно активних драматургів, серед яких особливе місце займає британська мисткиня Керіл Черчілл. Її драматургічний спадок налічує ряд п'єс, які є прикладом своєрідного мистецького висловлювання щодо суспільно-політичних проблем сьогодення. Безумовно, суперечка, що виникла навколо п'єси «Семеро єврейських дітей» (2009) [1], створила своєрідну соціальну драму як у театрі, так і за його межами. Зокрема, п'єса-відповідь британського драматурга Річарда Стірлінга «Семеро інших дітей» (2009), яка з'явилася через лічені тижні після резонансної постановки п'єси К. Черчілл є тому свідченням [2]. Тож осмислення феномена мистецької дискусії по-між драматургами, що мають різні стратегії окреслення проблемного поля політичної драми, видається продуктивним для літературознавчого аналізу.

Аналіз останніх досліджень і публікацій. Фундаментальні дослідження феномена британського крила політичного театру знаходимо у працях таких зарубіжних науковців як Майкл Петерсон та Лара Стівенс [3; 4]. Натомість літературознавча рефлексія вітчизняних авторів дещо фрагментарно торкається проблематики політичного театру як такого [5]. Зокрема, Євген Васильєв у монографії «Сучасна драматургія: жанрові трансформації, модифікації, новації» (2017) приділяє увагу п'єсам, що постають на ґрунті політичної проблематики у творчості таких класиків як Б. Шоу (жанр «політичної екстраваганци») [5, С. 134]; висвітлює полеміку навколо брехтівського «політично заангажованого» епічного театру у сприйнятті драматургів-абсурдистів [5, С. 229]. Творчість Керіл Черчілл цей науковець згадує здебільшого у річищі розвитку жанру метадрами, не зосереджуючись на проблематиці художніх текстів [5, С. 129]. Серед вітчизняних розвідок, які присвячені певним аспектам творчого експерименту британської авторки, назвемо аналіз прийомів брехтівського епічного театру у статті А. Ничипорук та статті І. Дмитрієвої, яка віднаходить спільну риси драматургії Керіл Черчіл, «просякнутої атмосферою різкої політичної рефлексії та феміністичних студій» та провокативного театру Сари Кейн [6; 7, С. 44].

Назагал, окреслює специфіку політичної драматургії Британії початку XXIст. дослідниця О.Камишникова, спираючись на аналіз творчого експерименту Марка Рейвенхілла [8].

Виклад основного матеріалу дослідження. У своїй монографії «Антивоєнний театр після Брехта» Лара Стівенс окреслює питому зацікавленість політичною тематикою британської авторки: «драматургиня Керіл Черчілл найбільш відома як соціалістична феміністка, яка у своїх п'єсах розглядає філософські та теоретичні ідеї. Черчілл розпочала свою кар'єру з написання радіоп'єс у 1960-х роках, у політичному кліматі холодної війни. Її особливо цікавило передавання атмосфери страху та параної, що були характерними для історичного моменту холодної війни на Заході. З відродженням поширеної тривоги під час «Війни з терором» Черчілл нещодавно повернулася до створення п'єс, що зображують глобалізований конфлікт та повсюдну загрозу терору, на яку такі конфлікти реагують та яку породжують» [4].

Актуальність даного дослідження продиктована необхідністю аналізу засад політичного театру, як інструменту порушення суспільної дискусії на болючі теми сьогодення, зокрема й на загострення тривалих військових конфліктів, на вирішення яких, на палке переконання творців, має повпливати драма. **Мета** даної розвідки полягає в дослідженні мистецького дискусійного поля, породженого резонансними подіями на світовій політичній арені: йдеться про ізраїльську операцію «Литий свинець», що тривала взимку 2008-2009 рр., в результаті проведення якої мали місце значні жертви серед цивільного населення Гази. Окреслення гуманітарного підходу, який мав на меті реалізацію конкретних кроків щодо вирішення нагальних проблем постраждалих, зіставлено з гуманістичним підходом, який мав посприяти вирішенню усього спектру проблем, включно з розробкою стратегії усунення причин конфлікту на політичному рівні і припинення збройного протистояння як такого.

П'єса К. Черчілл «Семеро єврейських дітей», написана як палка відповідь драматургині на відмову Британської телерадіомовної корпорації (BBC) транслювати заклик, підтриманий міжнародною спільнотою, про допомогу постраждалим цивільним палестинцям. Відтак, п'єса стала одним із найсуперечливіших творів політичного театру, що з'явилися у Великій Британії напочатку 2009 року. Театральна постановка на сцені «Роял-Корт» викликала широкі дискусії навколо політики балансу, об'єктивності, проблеми репрезентації сторін конфлікту. Безумовно, К. Черчілл є тією авторкою, яка демонструвала ефективність політичного театру як форми соціального коментаря, де гуманітарний «заклик» допомогти постраждалим у секторі Газа, винесений за рамки власне театральної постановки, знайшов

миттєву «відповідь» у п'єсі Річарда Стірлінга «Семеро інших дітей», п'єсі, що імітувала форму, стиль і зміст художнього тексту К. Черчілл, але спиралася на дзеркальну перспективу.

Назагал, декларованe напочатку сценічної постановки прагнення Р. Стірлінга вирішити в такий спосіб проблеми балансу в політичному театрі, гостро поставило питання про мету політичного театру і драматичної форми, яка сама по собі не претендує на баланс [2]. Неповний, на думку Р. Стірлінга, наратив про заявлену К. Черчилль політичну подію, був використаний ним, неєвреєм (як він підкреслював в інтерв'ю на театральній платформі WhatsOnStage), як такий, що вимагає відповіді, особливо з огляду на заяву художнього керівника «Роял-Корт» Домініка Кука про те, що баланс у цьому випадку не потрібен. Побіжно зазначимо, що, йдучи второваним шляхом К.Черчілл, яка співпрацювала з пропалестинською благодійною організацією, в кінці кожної вистави п'єси «Семеро інших дітей» проводився збір коштів на підтримку OneVoice, міжнародного руху, який чинив тиск на політиків ворогуючих сторін, щоб вони уклали угоду про створення двох держав. На момент появи п'єс така стратегія на думку активістів, змогла б гарантувати припинення окупації сектору Газа та мала покласти край насильству [2].

У монографії Майкла Петерсона «Стратегії політичного театру» (2003) знаходимо чітке розмежування театру рефлексіоністського та театру інтервенціоністського.

Відповідно, інтервенціоністська стратегія перед-бачає: використання ненатуралістичних, поетичних та часто брехтівських прийомів, щоб спровокувати активну критику аудиторії, а не пасивне емоційне споживання. «Такий театр відходить від традиційного реалізму, щоб порушити, а не просто відобразити суспільні норми», адже «інтервенціоністські стратегії спрямовані на залучення, оскарження та трансформацію перспектив, часто шляхом порушення очікувань аудиторії» [3].

Відтак, з огляду на те, що політичний театр мав на меті стати інструментом суспільних змін, п'єса Керіл Черчілл стала провокативним мистецьким висловлюванням [9]. Окреслена в тексті авторки гуманітарна лінія допомоги постраждалим була доповнена і розширена гуманістичною лінією п'єси-відповіді «Семеро інших дітей». Гостра реакція в театральному середовищі та в пресі загалом на появу «П'єси для Гази» К. Черчілл в якій вона продемонструвала пропалестинську позицію, спонукала Р. Стірлінга довести до межі радикалізації суспільну дискусію через те, що на переконання драматурга, зміст п'єси «Семеро єврейських дітей» був «небезпечно однобоким для будь-кого, хто не переконаний у своїй політичній чи гуманітарній позиції» [2].

П’єса К. Черчілл ретроспективно охоплює сім знакових епізодів в історії єврейського народу впродовж XX ст., включаючи погроми, Голокост, створення держави Ізраїль у травні 1948 року, події Шестиденної війни 1967 року, першу інтифаду та контроль водопостачання у період з 1987 року, і завершується згадкою про наступ на сектор Газа, контрольований ХАМАС, в січні 2009 року [1]. Авторка зосереджує свою увагу на сімейних історіях єврейських родин, яким довелося пережити страшні випробування, а згодом, коли Ізраїль мав закріпити свій статус незалежної держави, взяти до рук зброю, яка з плином часу і розвитком технологій неуникно привела до можливості дати відсіч у збройному протистоянні з ХАМАС. У підсумку К. Черчілл зупиняється на моменті чергового загострення арабо-ізраїльського конфлікту із застосуванням ракетних бомбардувань Гази ізраїльською стороною.

Авторка обирає в якості адресата звертання дитину, а точніше, маленьку дівчинку. Саме їй хтось із дорослих має сказати/чи не сказати щось надважливе, бо ж йдеться про виживання, особливо напочатку п’єси:

– *«Скажи їй, що це гра*
– *Скажи їй, що це серйозно*
– *Але не лякай її*
– *Не кажи їй, що її вб’ють*
– *Скажи їй, що важливо зачаїтися*
– *Скажи їй, що вона з’їсть тістечко, якщо буде добре поводитись*
– *Скажи їй згорнутися калачиком, ніби вона в ліжку*
– *Але не співати.*
– *Скажи їй не виходити*
– *Скажи їй не виходити, навіть якщо вона почує крики*
– *Не лякай її»* [1].

Використовуючи ту саму форму особистої наратії-звертання до дитини, яка лишається поза сценою, п’єса Р. Стірлінга «Семеро інших дітей» моделює необхідний контекст для дискусії, одразу радикально зміщуючи оптику з гуманітарної на гуманістичну, яку не враховує п’єса його опонентки: автор змальовує увесь спектр проблем хлопчика з палестинської родини біженців, які пережили Накбу [2]. Відтак, коли йдеться про зіставлення національних катастроф, то поруч із Голокостом єврейського народу, з’являється палестинська Накба. В контексті нашого дослідження варто зазначити, що у текстовій версії п’єси Р. Стірлінга згадано саме Накбу, дослівно «катастрофу», як день проголошення держави Ізраїль. Як відомо, ця подія вважається палестинцями національною трагедією, що призвела до втрати домівок, майна та появи діаспори як

результату масового витіснення та втечі понад семисот тисяч палестинських арабів у розпал Арабо-ізраїльського конфлікту 1948 року.

На відміну від загального благального тону у п'єсі К. Черчілл, де адресатом звертання є єврейська дівчинка, п'єса «Семеро інших дітей» витримана в тональності палкої інвективи, що втягує глядача у політичну полеміку за рахунок інверсії позиції автора. Відтак благальне *«tell her»* п'єси для Гази змінюється у п'єсі-відповіді Р. Стірлінга на безнастанне *«ask him»* і перелічує як найбільш кричущі наслідки збройного конфлікту, добре відомі зі ЗМІ: *«запитай, чому з басейнів зникла вода?»*, так і стереотипні для антисемітського дискурсу питання: *«запитай його про те, чому їх так ненавидять», «запитай його про дитячу кров», «запитай про гроші з Нью-Йорка»*, тощо [2].

Як бачимо, вартують докладного аналізу авторські інтенції К. Черчілл і Р. Стірлінга, адже досліджувані п'єси, як властиво політичній драмі, потребували негайного сценічного втілення і якомога ширшого розголосу, відповідної реакції преси, що докотилася би хвилею до рівня політиків, орієнтованих в умовах електоральної демократії на думку своїх виборців. Хоча інтенція Керіл Черчілл очевидна, бо втілюється в заклику жертвувати на гуманітарні потреби постраждалим від обстрілів мешканцям Гази, такий творчий імпульс не завжди тотожний кінцевому значенню твору для читачів/глядачів, бо ми маємо справу з інтерпретацією.

Щодо політичної позиції К.Черчілл, звернімося до Ханни Вулф, рецензентки п'єси «Семеро єврейських дітей», яка у травні 2009 року на сторінках часопису «Соціалістичний робітник» наголосила на послідовній громадянській позиції К. Черчілл зазначаючи, що «Черчілл давно є відвертою феміністкою, антиімперіалісткою та учасницею кампанії солідарності з Палестиною. «Семеро єврейських дітей» аж ніяк не є її першою спробою в політичному театрі. У 2001 році вистава п'єси «Там вдалині», підтримана театром «Королівський двір», дозволила зібрати кошти для двох палестинських театрів» [9].

Одразу після прем'єрних постановок п'єси «Семеро єврейських дітей» в Британії і США найперше, чим задавалися оглядачі в полеміці поміж собою, режисерами-постановниками та авторкою, це неприпустимість маніпулювання темою Голокосту. У К. Черчілл, під певним кутом зору, чітко окреслюється лінія перетворення гноблених/постраждалих в минулому на гнобителів і агресорів у сьогоденні. Тож необхідність дійти до суті авторського задуму зрозуміла. Відтак, на сторінках літературних часописів з'явилися провокативні заголовки. До порівняння статтю «Скажи їй правду» драматурга Тоні Кушера в співавторстві з критикинею Алісою Соломон, де в заголовок винесено звертання саме до дівчинки, чого свідомо

прагнула авторка, можна зіставити з кричущим заголовком Джефрі Голдберга «К. Черчілл – Шекспір Гази чи смердюча антисемітка?» в літературному часописі США «Атлантік» за 25 березня 2009 року [10; 11]. Намагалася прояснити свою позицію і драматургиня, яка зазначила, що її п'єса не антисемітська, а антиізраїльська. І саме в цьому коментарі, як найочевидніше проявляється мета політичного театру – спонукати глядача проявити діяльну громадянську позицію, не дозволити бути осторонь.

Керіл Черчілл, так само як і Річард Стріплінг намагалися зачепити за живе глядача: замість відстороненості, яку передбачав епічний театр Б. Брехта, інтервенціоністський політичний театр одразу ж мав шокувати. За влучним спостереженням Тоні Кушера: «п'єса про кризу на Близькому сході, яка не викликала гніву та страждань, не досягає суті» [10]. Відповідно, якщо емоційний градус за принципом градації поступово зростає в п'єсі «Семеро єврейських дітей», то голоси дорослих в п'єсі Річарда Стірлінга одразу переходять на крик. Варто зауважити, що К. Черчілл потрібно 7-м сторінок і 15-ть хвилин сценічного часу, а Річард Стірлінг вкладається у 8-м хвилин і, відповідно, коротший текст.

Безперечно, приголомшлива кінцівка п'єси «Семеро єврейських дітей» задає ту емоційну планку з якої стартує Річард Стірлінг і йому вдається шокувати глядача останньою реплікою театральної постановки [2].

Читач має можливість зіставити дві фінальні сцени. Розпачливий зойк єврейської матері показує руйнування етичних меж в момент усвідомлення того, що на місці вбитої палестинської дитини могла опинитися її власна донька:

– *Скажи їй, що я дивлюся на їхню дитину, залиту кров'ю, і що я відчуваю? Скажи їй, що все, що я відчуваю, це щастя, що це не вона.*

– *Не кажи їй цього.*

– *Скажи їй, що ми її любимо.*

– *Не лякай її* [1].

Так само в стані афекту, палестинська жінка, якій загрожує втрата дитини, задається неможливим в етичних рамках питанням:

– *Запитай його, чи ж не правий був Гітлер?* [2].

Висновки. Вочевидь, на думку Річарда Стірлінга, який чітко декларував свою гуманістичну позицію, пам'ять про страждання єврейського народу має мобілізуватися на службу політиці, яка мала би зменшити страждання будь якої нації будь-де в світі, незалежно від того, де і між якими країнами відбувається протистояння. Але в часи політичної турбулентності, в які нам із вами випало жити, можемо констатувати згортання таких мирних ініціатив. Організація OneVoice, яка докладала чимало зусиль на рівні виховання нової генерації суспільних діячів і

майбутніх політиків, згорнула свою діяльність впродовж 2024-го року, а в 2025-му припинила своє існування. Вочевидь це сталося на тлі війни 7 жовтня 2023 року в рамках арабо-ізраїльського конфлікту.

Попри складність мистецької дискусії і порушеного кола питань, що торкаються як суто гуманітарних проєктів так і гуманістичної місії мистецтва, можемо констатувати, що інтервенціоністське крило політичної драми лишається інструментом для того, щоб суспільство не занедужало на моральну глухоту. У підсумку, зіставлення п'єс К. Черчілл і Р. Стірлінга засвідчує, що політичний театр постає не лише формою художнього висловлювання, а й інструментом активного втручання у суспільний дискурс. Обидва тексти актуалізують моральні дилеми війни, проте через різні оптики – гуманітарну й гуманістичну – провокують глядача до критичного осмислення конфлікту та власної громадянської позиції.

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ІСТОРИЧНИЙ ЕКСКУРС ЕВОЛЮЦІЇ АМЕРИКАНСЬКОГО СУСПІЛЬНО-ПОЛІТИЧНОГО ТЕРМІНА

Анотація. Стаття присвячена аналізу суспільно-політичного терміна, який перебуває у стані перманентного формування та еволюції, тому комплексний аналіз його сучасних тенденцій, розвитку в американському суспільно-політичному дискурсі є актуальним як з теоретичного так і практичного поглядів. Сучасна англомовна суспільно-політична термінологія адекватно реагує на ті корінні зміни в соціальному, політичному та культурному житті суспільства, що позначились на розвитку його термінного фонду, що спонукало появу та поповнення суттєвої кількості нових термінів. У зв’язку з цим виникла нагальна потреба належним чином узагальнити накопичений досвід процесів термінотвірності та охарактеризувати сучасний стан еволюції англомовної суспільно-політичної термінології.

Окреслена суспільно-політична термінологія – це відносно стабільна й закріплена традицією лексико-семантична система, що перебуває у стані перманентного руху й динамічного розвитку. СПТ, що набув нового значення, часто, крім нової функції, наповнення новим семантичним змістом, супроводжується стилістичною емоційно-експресивною конотацією. Відтак, суспільно-політичний термін характеризується втратою асоціативних зв’язків із поняттями певної терміносистеми, розвитком нового вторинного значення, розширенням можливості поєднуватися з іншими терміно-лексемами та трансфером в іншу галузь науки.

Аргументовано, що семантична сутність терміна є одним із суттєвих завдань семасіологічного термінознавства на всіх етапах його розвитку. Воно полягає у відстеженні в його структурі узагальненогокомпонента інваріанта у парадигматиці мови та з’ясування його змінних смислів у синтагматиці мовлення.

Зроблено висновок про те, що слово-термін відображається, не в його «цілісному безпосередньому» вигляді, а внаслідок процесу розкладання певного узагальнення на окрем і смислові фрагменти.

Процес виокремлення таких фрагментів, як окремих смислів, здійснюється шляхом пояснення закономірностей одного й того самого смислового компонента у позначенні різних об'єктів, понять.

Ключові слова: суспільно-політична термінологія, узагальнений інваріант, еволюція терміна, вторинне значення, смисл, наносмисли, диференційна ознака.

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A HISTORICAL OVERVIEW OF AN AMERICAN SOCIO-POLITICAL TERM EVOLUTION

Abstract. The article is devoted to the analysis of a socio-political term that is in a state of permanent formation and evolution, therefore a comprehensive analysis of its current trends and development in American socio-political discourse is relevant from both a theoretical and practical point of view. Contemporary English-language socio-political terminology adequately responds to the fundamental changes in the social, political and cultural life of society that have influenced the development of its terminology, prompting the emergence and addition of a significant number of new terms. In this regard, there is an urgent need to properly summarise the accumulated experience of term formation processes and to characterise the current state of evolution of English-language socio-political terminology.

The outlined socio-political terminology is a relatively stable and tradition-based lexical-semantic system that is in a state of permanent motion and dynamic development. SPT that has acquired a new meaning is often accompanied by a new function, new semantic content, and stylistic emotional and expressive connotations. Thus, a socio-political term is characterised by the loss of associative links with the concepts of a particular terminology system, the development of a new secondary meaning, the expansion of the possibility of combining with other terminological lexemes, and transfer to another branch of science.

It is argued that the semantic essence of a term is one of the essential tasks of semasiological terminology at all stages of its development. It consists in tracing the generalised component of an invariant in the paradigmatics of language in its structure and clarifying its variable meanings in the syntagmatics of speech.

It is concluded that a word-term is reflected not in its 'holistic immediate' form, but as a result of the process of decomposing a certain generalization into separate and meaningful fragments. The process of isolating such fragments as separate meanings is carried out by explaining the patterns of the same semantic component in the designation of different objects and concepts.

Keywords: socio-political terminology, generalised invariant, evolution of the term, secondary meaning, sense, nanosense, differential feature.

Постановка проблеми. У ході розвитку цивілізації, у межах різноманітних наук, формувалися різні уявлення про саме поняття «термін». За етимологією слово «термін» – лат. *terminus*, спершу мало міфологічне позначення як давньоримське божество меж та кордонів, що уособлювалось у вигляді межового каменя між територіями різних племен. Сьогодні, загальноприйнятим у термінознавстві є твердження, що в основі будь-якої конкретної фахової мови є особлива картина світу, тобто впорядкована сукупність спеціальних знань про реальну дійсність яка сформувалась у суспільній свідомості носія мови.

Термінний фонд фахової мови – багате джерело для вивчення розуміння спеціальних текстів та інтелектуального досягнення цивілізації загалом. Завдяки усебічного аналізу досліджуваної термінології черпаємо інформацію про минулу матеріальну та духовну культуру суспільства. Термінологічна суспільно-політична система постійно перебуває у процесі розвитку, проте один із внутрішніх механізмів її еволюції – це стабільність й інваріантність у фаховому формативі. Саме стабільність виконує роль центру змінних процесів і одночасно є тим чинником, що підтримує *гомеостаз* терміносистеми.

З'ясування семантичної суті узагальненого компонента терміна – одне із завдань семасіології на всіх етапах її розвитку, скерованого на емпіричні індуктивні пошуки даних. Щоб відстежити узагальнений інваріант, необхідно з'ясувати максимально можливу його валентність та смислові нюанси терміна, проаналізувати мінімальну його низку диференційних сем.

Аналіз останніх досліджень і публікацій. У сучасних термінологічних студіях проблеми еволюції терміна у руслі його семантики й функціонування досліджують: (І. К. Білодід, М. В. Бондар, С. Я. Самоленко, Н. М. Сологуб, Л. О. Савицька). Зокрема процеси функціонування терміна є у площині зацікавлення: (К. В. Ленець, Д. В. Мазурик, Л. І. Мацько, О. А. Сербенська, О. А. Стишов, О. О. Тараненко та інші. Також, у руслі окресленої тематики активано працюють дослідники: (О. Боровська, А. Д'яков, Т. Кияк, О. Лисенко, А. Олійник, Г. Онуфрієнко, В. Пілецький.

Також у цьому напрямку є наукові напрацювання: (Андрусяк І. В., Бялик В. Д., Воробйова О. І., Павлуцька В. О., Семенюк А. А., та інші).

Суспільно-політична лексика (далі СПЛ) як продуктивний і динамічний термінологічний пласт лексико-семантичної системи мови є предметом наукової дискусії таких дослідників як: О. А. Стишов, О. А. Семенко, С. Й. Караванський, Ж. В. Колоїз, С. С. Лук'яненко (новотвори, неологічні словосполучення): А. А. Бурячок, В. В. Жайворонок, О. О. Мороз, І. В. Холявко, І. М. Кочан: (тематичні групи суспільно-політичної лексики): Ю. А. Костюк, Я. І. Снісаренко, О. Н. Поліщук (термінологічність суспільно-політичної лексики): О. М. Чадюк, О. О. Чорна (тропеїчні особливості суспільно-політичної лексики): Л. Л. Михайленко (розвиток суспільно-політичної лексики) тощо.

У спектрі досліджуваної наукової проблематики, що характеризує розвиток сучасної СПТ, ключове місце обіймає різноаспектне її дослідження. Інтерес до цього пласту термінолексики активізувався ще у 70-80-х роках ХХ ст. про що свідчить, зокрема монографія А. Бурячка, 1983 [2]. Проте, на сьогодні ця проблематика не достатнього досліджена. власне у структурно-семантичному та лінгвопрагматичному аспектах.

Мета статті – семантичні процеси, що виникають у досліджуваній СПТ, менш досліджені, тому з'ясування закономірностей структурно-семантичних модифікацій досліджуваних термінологічних одиниць у процесі функціонування визначають актуальність проблеми, розв'язання яких уможливить простеження тенденції семантичної еволюції терміна від його статики (лексикографічних джерел) до динаміки (функціювання у спеціальних текстах).

Інтенсивний та динамічний розвиток науково-технічного прогресу, потреба в уніфікації та стандартизації термінології за останнє десятиліття набули гострої актуальності. Одне з актуальних завдань сучасного термінознавства є усебічний аналіз термінології передусім як системи, визначення її місця у структурі, семантиці та функціюванні фахової мови. З метою осягнути глибинну сутність терміна, звернімося до ще аристотелівського його розуміння, де давньогрецький мислитель тлумачить термін (лат. *terminus)*, як поняття, що фіксує стабільні, інгерентні аспекти реальності, тобто за Аристотелем, поняття «термін» набуває категорійного, детермінуючого сенсу. У цьому сенсі, геніальний вислів Аристотеля актуальний і сьогодні: *«кількість слів – обмежена, а кількість предметів / понять навколишньої дійсності необмежена, тому одне і те саме слово позначає багато»* [1].

Етимологічно в понятті «термін» закладено семантику чіткості, визначеності, граничності, конечності тощо скажімо: *election тлумачиться*

як 'the process of choosing somebody for some management body or of being chosen by vote'.

Виклад основного матеріалу дослідження. Ідея суті значення слова-терміна була висловлена ще Платоном, на думку якого, крім значення (тобто позначеного предмета) та звукової форми, слово має ще одну властивість, яку древній філософ назвав ідеєю, образом, зауваживши, що «*зовсім не потрібно відтворювати всі риси, властиві предметові, щоб створити образ*» [7]. У цій геніальній здогадці доволі чітко, як на ті часи, виражена узагальнювальна природа слова, узагальнена й абстрагована сутність його значення, на відміну від співвіднесених конкретних предметів і понять.

Думку щодо узагальненості значення слова згодом висловив Г. Пауль (1846–1921). Він зауважуав, що «значення, якого набуває слово в кожному акті мовлення, може не збігатися із значенням, властивим слову як такому згідно з узусом». У своїй фундаментальній праці «Принципи історії мови» (Prinzipien der Sprachgeschichte, 1880), у розділі про смислові зміни, учений наводить розмежування узагальнених (тобто позаконтекстових) і оказіональних (конкретизованих в індивідуальному мовленнєвому акті) значень слів, тобто докладно описує засоби індивідуалізації слова [6, С. 93-94].

У сенсі трактування значення терміна як структурно-семантичного утворення, доцільно згадати наукові ідеї Львівсько-Варшавської логіко-філософської школи Казімежа Твардовського, що діяла у 20–30-х роках у Львові, Варшаві і Кракові та акцентувала на тісному зв'язку між мисленням і мовою. Вчені цієї школи стверджували: «що тісніший зв'язок між мисленням і мовою, то абстрактніша думка. Людська мова це не система умовних знаків, що робить можливим абстрактне мислення, адже, розмірковуючи, ми оперуємо словами, а не мовою, оскільки абстрактна думка з'являється у словесній формі й тісно пов'язана з висловленням мови» [13, С. 98].

На користь зацікавлення проблемою значення у Львівському університеті, свідчить філософська доктрина – логіко-семантична концепція яку, найповніше виклав у своїй теоретичній праці 'Język i poznanie' Є. Айдукевич стверджуючи, що смисл мають усі слова та вислови, які можуть називати один і той самий предмет [11, С. 309-348].

На той час, Львівсько-Варшавська школа у поглядах на мову збігалася з поглядами учених наукового Віденського кола, які вважали, що мова є визначальним чинником у процесі мислення і вибір мови має ключове значення для пізнання навколишньої дійсності. Розвиваючи думку щодо концепції логічного синтаксису мови, К. Айдукевич вважав, що варто враховувати аналіз значень висловів, тобто їх смислового наповнення. Учений ратував за раціоналізм, специфічною рисою якого став логіко-

семантичний аналіз мови, стверджуючи: «коли ми говоримо про «смислові висловлення», ми маємо на увазі дещо інтерсуб'єктивне, властиве конкретному звукові стосовно мови, а не з погляду людської особистості» [цит. пр.].

З огляду на висловленні ідеї, можемо стверджувавти, що суть слова-терміна відображається, не в його *«цілісному безпосередньому вигляді»,* а внаслідок процесу розкладання певного узагальнення на окремі смислові фрагменти. Процес виокремлення таких фрагментів, як окремих смислів, здійснюється шляхом пояснення закономірностей одного й того самого смислового компонента у позначенні різних об'єктів, понять.

Скажімо, ідея внутрішньої форми слова, сформульована ще у працях античних філософів, так само дає зрозуміти, чому у мові існують численні слова для позначення одного і того самого предмета і, навпаки, чому воно може позначати різні предмети, поняття. На наш погляд, внутрішня форма слова це абстрагована семантична ознака елементів, яка виконує функцію *інваріантного значення.* Саме ця ознака, перебуває в основі внутрішньої форми слова, форму є інтенсіонал його значення.

Так, відомий український мовознавець О. Потебня, оперуючи поняттям «внутрішньої форми», запропонував концепцію «ближчого і дальшого значення», вважаючи, що нове значення формується та позначається через смислові зв'язки: а) до попередньої думки, яка служить його «смисловим знаком» або внутрішньою формою і б) до її позначення, яка виступає у новому слові як «знак знака» або зовнішня форма [8, С. 96]. Отже, внутрішня форма – це позначення слова за допомогою нового змісту, і саме завдяки їй формуються нові слова і відповідно їх значення.

На наш погляд, окреслений мовний механізм завжди спрацьовує, коли треба зрозуміти та закріпити в індивідуальному позначенні нове явище, тобто висловити словом «*новий смисл*». Отже, внутрішню форму розуміємо як об'єктивний матеріальний елемент подібно формі зовнішній, бо в ній есплікується спільна інтегральна ознака (інваріант). Тобто, в основі ідеї внутрішньої форми є узагальнене значення, інваріанта (Р. Дудок [3, С. 82-89] та ін.), щодо якого усі інші смисли є його варіантами. Процес узагальнення відіграє важливу роль у переході від окремого поодинокого до загального, від менш загального до більш загального *(generalisation)*.

У процесі розвитку та становлення термінознавчих студій висловлювались також думки щодо можливості сконструюватизагальне, абстраговане значення з його компонентів. Оскільки у мові є тільки «загальне», то її семантичній структурі і функціюванні належить лише та абстрагована і спільна ознака, яка закріплена у слові, а решта ознак співвіднесених понять залишаються недієвими, тобто не є комунікативно релевантними.

Варто акцентувати на тому, що один із ключових універсальних напрямів лінгвістики, це аналіз зв'язку мовних і соціально-політичних явищ, інтерпретація мовних фактів з погляду суспільних відносин між людьми. В умовах кардинальних змін в усіх сферах людської діяльності, значно зросли темпи поповнення словникового коропусу багатьох фахових мов, сучасної американської СПТ зокрема, яка сьогодні переживає справжній «неологічний бум» у своєму розвитку як ***lingua franca.***

Такий, динамічний розвиток СПТ породжує необхідність її аналізу, який би дав змогу виявити усі його структурно-семантичні та лінгвопрагматичні компоненти. Загальноприйнятим у сучасній лінгвістиці є твердження про те, що в основі будь-якої конкретної фахової мови перебуває особлива картина світу, тобто впорядкована сукупність знань про навколишню дійсність яка сформувалась у суспільній свідомості носія мови. Сукупність знань у кожній із фахових мов має як специфічні так і загальні риси.

Термін як базова одиниця термінології розглядається з точки зору різних наукових підходів що пропонуються авторитетними вченими та мовознавцями, які можна звести до наступного це – *слово або словосполучення, одне або декілька значень яких є спеціальними* [9; 10]. Щодо визначення терміна та вимог до нього, то в лінгвістичній літературі існують різні, інколи протилежні точки зору. Традиційно терміном називають *слово, словосполучення, або просто мовний знак, що репрезентує наукове поняття спеціальної, професійної сфери знань.*

Таке розуміння терміна ґрунтуємо на його полісемності, де в одному зі своїх значень термін належить загальновживаній нормі, а в іншому одній або декільком терміносистемам: *expansion 'the increase of a country', size by the acquisition of new territory' («розширення території держави шляхом захоплення нових земель»); constituent – виборець, особа яка живе у виборчому окрузі та має право голосу.*

Сучасна американська СПТ є невід'ємним складником загальної англомовної терміносистеми пов'язаної з мовною і концептуальною картиною світу. СПТ є ієрархічно організованим конгломератом термінологічних одиниць на позначення специфічних професійних понять у сфері суспільно-політичної сфери. Тобто *термін постає як особливе слово чи словосполучення, що номінує поняття певної галузі знання і/або діяльності та відрізняється від інших номінативних одиниць однозначністю, точністю, системністю, стислістю і незалежністю від контекстуального оточення* [4, С. 134-139].

Отже, акцентуємо на тому, що будь який «термін» набуває генералізованого значення, есплікується його номінативною функцією та ототожнюється з будь-якою іншою терміноодиницею. Зазначимо, що

поняття «термін» не може розглядатися виключно у межах термінолінгвістики, адже має інтердисциплінарний статус. Такі фундаментальні гуманітарні галузі, як філософія, логіка та психологія, залучають поняття «термін» у межах своїх терміносистем. *Терміном на наш погляд вважається мовний знак, який входить в одну і лише одну терміносистему і відноситься з одним і тільки одним спеціальним поняттям* [розрядка наша].

У свою чергу, «термінологія – це сукупність термінів певної галузі науки, техніки, мистецтва або всіх термінів мови» [5, С. 36-40]. Аналогічні визначення термінології знаходимо і в зарубіжних словниках лінгвістичних термінів. Так, у словнику О. Селіванової «термінологія» визначається як «система термінів, які використовуються для вираження понять притаманних даній науці» [10]. У словнику The Oxford Dictionary, (1993) знаходимо таке визначення: *'Terminology. The sum total of terms used in a particular subject and contained in special glossary and dictionaries'* [12, P. 855].

Як засвідчує опрацьований теоретичний матеріал дослідження, термінологічні одиниці суспільно-політичної сфери включають структурні, лексичні та функціональні аспекти сучасного американського варіанту англійської фахової мови. Увага до тематики дослідження СПТ допомагає підвищити рівень фахової комунікативної компетенції у суспільстві. А такі особливості як: динамічність, необхідність постійного вдосконалення цієї мови робить її важливою компонентою сучасного суспільства.

Проблема значення терміна в теоретичному плані залишається центральною для сучасної термінолінгвістики, досі немає загальновизнаної його теорії, яка б була однозначною і сприймалася усіма дослідниками. Сьогодні в галузевому термінознавстві можна натрапити на сотні визначень терміна, а короткий екскурс в історію мовознавства свідчить про три незалежні мовознавчі традиції через призму яких трактувалось і значення терміна.

Висновки. Вище викладене дає можливість дійти таких висновків. Існування внутрішнього зв'язку у слові-терміні учені помітили ще у давні часи, а згодом у процесі зародження мовознавства як науки, однак виокремлення структурного стабільного сегмента значення терміна як узагальненого інваріанта з різних його вживаннях виявилося надзвичайно складним і довготривалим процесом. З'ясування семантичної суті терміна є одним із суттєвих завдань семасіологічного термінознавства на всіх етапах його розвитку. Воно полягає у відстеженні в його структурі *узагальненого компонента інваріанта у парадигматиці мови* та з'ясування його *змінних смислів у синтагматиці мовлення.*

Відтак, здійснюючи критичний огляд концепцій, ідей дослідження значення слова-терміна, від класичного традиційного мовознавства до

структуралізму, дослідники намагалися збагнути сутність семантичного інваріанта, що призвело до «вічної» проблеми зв'язку одного слова-терміна з кількомарізними предметами і поняттями. Таким чином, досліджувана СПТ у широкому спектрі потребує у перспективі подальшого аналізу концептуальних питань його еволюції в суспільстві, виявлення внутрішнього потенціалу смислотворення, що окреслює подальші перспективи проблематики дослідження.

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ГРАМАТИЧНА ІНТЕРФЕРЕНЦІЯ У ВИВЧЕННІ НІМЕЦЬКОЇ МОВИ ЯК ДРУГОЇ ІНОЗЕМНОЇ ТА ШЛЯХИ ЇЇ ПОДОЛАННЯ

Анотація. У роботі розглянуто проблему міжмовної інтерференції у лінгвістиці, що дозволяє розглядати її як результат міжмовного переносу, який може мати як негативний, так і частково позитивний вплив на процес оволодіння іноземними мовами. Проаналізовано сучасні наукові розвідки щодо явища лінгвістичної інтерференції, що створює теоретичне підґрунтя для розроблення ефективних методів її подолання у процесі навчання іноземних мов.

Особливу увагу приділено граматичному рівню інтерференції англійської мови у процесі вивчення німецької як другої іноземної. Зазначено, що обидві мови належать до західногерманської групи, що зумовлює наявність спільних рис у фонетичній, лексичній та граматичній системах і сприяє позитивному міжмовному переносу. Водночас наголошується, що поряд із подібними рисами існують значні відмінності, які стають причиною виникнення граматичної інтерференції та типових помилок у мовленні здобувачів освіти.

Розглянуто приклади позитивної трансференції, зокрема у засвоєнні форм сильних і слабких дієслів, а також у вживанні дієслова sein за аналогією з англійським to be. Водночас визначено основні труднощі, що пов’язані з розбіжностями у граматичних системах мов, зокрема у відповідності особових займенників іменникам та порядку слів у реченні. Особливу увагу приділено інтерференції у вживанні займенників третьої особи однини, що зумовлена відмінностями у категорії роду, числа а також переносу англійської моделі порядку слів на німецьке речення.

У роботі запропоновано систему вправ, які спрямовані на подолання граматичної інтерференції, а саме вправи на вибір правильного займенника, трансформаційні завдання та умовно-комунікативні вправи, що сприяють автоматизації граматичних навичок. Наголошено на ефективності контрастивного підходу як засобу усвідомлення відмінностей між мовами та попередження помилок.

Практична значущість дослідження полягає у можливості використання запропонованих вправ у навчальному процесі з метою підвищення рівня граматичної компетентності та мінімізації впливу міжмовної інтерференції.

Ключові слова: трансференція, граматична інтерференція, міжмовний перенос, контрастивний підхід, граматичні навички.

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GRAMMATICAL INTERFERENCE IN THE STUDY OF GERMAN AS A SECOND FOREIGN LANGUAGE AND WAYS OF OVERCOMING IT

Abstract. This paper examines the issue of cross-linguistic interference in linguistics, treating it as a result of cross-linguistic transfer, which can have both a negative and, to some extent, a positive impact on the process of foreign language acquisition.

Contemporary research on the phenomenon of linguistic interference is analysed, providing a theoretical basis for the development of effective methods to overcome it in the process of foreign language learning.

Particular attention is paid to the grammatical level of English interference in the process of learning German as a second foreign language. It is noted that both languages belong to the West Germanic group, which accounts for the presence of common features in their phonetic, lexical and grammatical systems and facilitates positive cross-linguistic transfer. At the same time, it is emphasised that alongside these similarities, there are significant differences which give rise to grammatical interference and typical errors in learners' speech.

Examples of positive transfer are examined, particularly in the acquisition of strong and weak verb forms, as well as in the use of the verb ‘sein’ by analogy with the English ‘to be’. At the same time, the main difficulties associated with differences in the grammatical systems of the languages are identified, particularly regarding the agreement of personal pronouns with nouns and word order in a sentence. Particular attention is paid to interference in the use of third-person singular pronouns, which is caused by differences in the categories of gender and number, as well as the transfer of the English word order model to German sentences.

This paper proposes a system of exercises designed to overcome grammatical interference, specifically exercises involving the selection of the correct pronoun, transformation tasks, and simulated communicative exercises that facilitate the automatisation of grammatical skills. The effectiveness of the contrastive approach is highlighted as a means of raising awareness of differences between languages and preventing errors.

The practical significance of the study lies in the possibility of using the proposed exercises in the teaching process to improve grammatical competence and minimise the impact of cross-linguistic interference.

Keywords: transfer, grammatical interference, cross-linguistic transfer, contrastive approach, grammatical skills.

Постановка проблеми. Питанню мовної інтерференції як явищу, що виникає при вивченні однієї чи більше іноземних мов, приділяється сьогодні значна увага. І для цього існують певні причини. Значна зацікавленність проблемами двомовності виникла з інтенсивним розвитком міжнародних відносин, процесами глобалізації, що мають прояви не лише в економічній, соціальній сферах, а й на тлі самих мовних систем. Проте, вплив однієї мови на іншу під час двомовності не є новим, а супроводжує мовні контакти протягом усієї історії людства. Головною ідеєю І. А. Бодуена де Куртене було те, що в результаті взаємного впливу однієї мови на іншу відбувається не тільки запозичення окремих мовних одиниць, але також і зближення мов в цілому. [1].

Сам термін *інтерференція* походить від від латинського *interferentia* (від *inter* — «між» та *ferio* — торкаюсь, ударяю) і позначає взаємне проникнення в мовлення білінгвів елементів різних рівнів двох мов, якими він володіє [2, С. 211].

Більшість науковців розглядають інтерференцію передусім як негативний результат міжмовного переносу, що ускладнює процес оволодіння іноземними мовами. Визначення інтерференції як мовної зміни, що є результатом контакту двох мов, наведено у лінгвістичній енциклопедії,

де розуміння інтерференції зазначається як відхилення від стандартів мови і, отже, є мовленнєвою помилкою [2, С. 211].

На сьогоднішній день одним із пріоритетних напрямків вищої освіти вважається іноземна філологія. Це зумовлено активним використанням іноземних мов у бізнесі, науці та культурі. Студенти цього напрямку вивчають декілька іноземних мов і під час одночасного вивчення відбувається їх тісна взаємодія і взаємовплив. Актуальність наголошеної теми обумовлена необхідністю пошуків шляхів подолання явища інтерференції у процесі вивчення другої іноземної мови, що сприятиме запобіганню помилок серед тих, хто вивчає цю мову.

У статті надано спробу проаналізувати явище інтерференції, що виявляється у порушенні норм другої іноземної мови під впливом мовних явищ першої мови, що вивчається, і наводяться приклади вправ для студентів.

Аналіз останніх досліджень і публікацій. Вивчення явищ інтерференції, яка безпосередньо впливає на процес формування іншомовної комунікативної компетентності студентів, є важливим завданням сучасної лінгвістики, психолінгвістики, методики навчання іноземних мов та культур. В лінгвістиці У. Вайнрайха вважають одним із перших, хто ввів поняття “лінгвістична інтерференція” і розглянув прояви міжмовної інтерференції на фонетичному, граматичному і лексичному рівнях [3, С. 256]. Дослідник зазначив, що інтерференція супроводжується переглядом всієї системи мови у процесі збагачення або спрощення мовних відмінностей і визначив її “статус” у мові та мовленні [4].

На сучасному етапі розвитку вітчизнянної науки існує чимало напрацювань з означеної проблематики. Н. Глушковецька звернулась до підгрунтя питання міжмовної інтерференції і розкрила внесок американського вченого-мовознавця Уріеля Вайнрайха у дослідження цієї проблеми [5]. У роботі І. Гамерській зазначено, що необхідними умовами виявлення інтерференції є двомовність і мовний контакт, а механізмами - ототожнення і перенесення елементів і функцій контактуючих мов, лінгвістичними причинами якої є розбіжність і подібність в мовних системах [1, С. 21].

У контексті міжкультурної комунікації з’ясовано особливості прояву лінгвістичної інтерференції в умовах підвищення ступеня білінгвальності мовного середовища [6], а основні вияви лексичної інтерференції та поєднаня її з інтерференцією на інших мовних рівнях української та польської мов знаходяться у колі досліджень О. Козаченко [7].

Міжмовна інтерференція розглядається Т. Єфименко як засіб для досягнення адекватності перекладу. Інтерференція виконує певну функцію

у процесі перекладу, що передбачає порівняльний аналіз різних граматичних структур, максимально ефективне використання рідної мови. Процес міжкультурної комунікації та перекладу є мовним контактом і вплив однієї мови на іншу обов'язково матиме наслідки, які виражаються у результаті перекладу [8, С. 8].

Як свідчить аналіз останніх досліджень, поняття інтерференції трактується науковцями як складний процес міжмовної взаємодії, що має як негативні, так і позитивні наслідки, а її подолання зосереджується на всебічному екстралінгвальному й інтралінгвальному вивченні іноземної мови.

Метою нашої наукової розвідки є розгляд міжмовної граматичної інтерференції та особливостей її прояву при вивченні німецької мови як другої іноземної. У статті пропонуються вправи, що сприяють найбільш ефективному подоланню міжмовної інтерференції.

Виклад основного матеріалу. Німецька та англійська належать до однієї мовної групи германських мов — західногерманської і дещо тісніше пов'язані між собою ніж інші. Вони мають низку схожих рис у фонетичних, лексичних і граматичних системах, що допомагає глибшому розумінню мовних явищ і процесів у цих мовах. Вивчення двох іноземних мов у зіставному аспекті сприяє розвитку лінгвістичної інтуїції, розширенню кругозору та підвищенню мотивації у студентів.

Під час вивчення німецької мови, як другої іноземної на основі першої англійської, джерелом трансференції як і інтерференції, зазвичай, є перша іноземна мова.

З огляду на мету нашого дослідження, слід наголосити, що граматична інтерференція полягає у перенесенні граматичних правил однієї мови на іншу, що також є наслідком контакту граматичних структур двох мов. У нашому випадку мова йде про граматичну систему німецької та англійської мов. Студенти досить легко можуть запам'ятати форми сильних та слабких дієслів в німецькій мові за аналогією правильних і неправильних англійських дієслів. Наприклад, німецьким дієсловам haben – hatte – gehabt (мати, володіти чимось), kommen – kam – gekommen (приходити, прибувати), trinken – trank – getrunken (пити), beginnen – begann – begonnen (починати) відповідають англійські дієслова to have – had – had, to come – came – come, to drink – drank – drunk, to begin – began –begun, які мають схожі значення.

Ще одним прикладом граматичної трансференції є англійське дієслово to be і німецьке sein (бути, являтися, знаходитися). Оскільки в українській мові це дієслово відсутнє у реченнях типу «Я студент. Мені 18 років. Я з України», порівняння з англійською не складе труднощів

студентам запам'ятати форми, зрозуміти значення цього дієслова та його функції в німецькій мові.

Важливим аспектом міжмовної взаємодії у процесі вивчення німецької мови як другої іноземної після англійської є особливості функціонування присвійних займенників, які, на відміну від українського універсального займенника *свій*, мають розгалужену систему відповідників. Як в англійській, так і в німецькій мові кожному особовому займеннику належить відповідний присвійний займенник, що забезпечує чітке вираження відношення належності та сприяє узгодженості мовленнєвих структур. Але в англійській мові присвійні займенники є незмінними по відношенню до іменника, з яким вживаються, у німецькій ж мові вони узгоджуються за родом, числом і відмінком іменника, що ускладнює їх засвоєння. Це призводить до типових помилок, пов'язаних із неправильним вибором форми займенника, особливо на початковому етапі навчання. З огляду на це доцільним є використання контрастивного підходу, який сприяє усвідомленню відмінностей між мовами та запобіганню інтерференції.

Проте у граматичній будові цих мов, поряд із низкою схожих рис, спостерігаються значні розбіжності. Вони і є головною причиною труднощів у засвоєнні не тільки морфології, а й синтаксису німецької мови, появи в мовленні здобувачів філологічної освіти різних помилок у узгодженні за родом, відмінком, а також порушення синтаксичних правил під впливом синтаксису англійської мови. Врахування знань граматичних норм англійської мови під час вивчення німецької є основою для прогнозування труднощів у засвоєнні того чи іншого граматичного явища німецької мови, а також сприяє пошуку найбільш ефективних шляхів запобігання та виправлення таких помилок.

Інтерференцію можуть спричиняти, насамперед, розбіжності та схожості граматичних структур в німецькій і англійських мовах, що є причиною некоректного міжмовного переносу з однієї мови в іншу, і призводить до виникнення типових помилок у мовленні. Звернімось до деяких з них.

Для уникнення повторів та покращення стилістики речень використовуються в обох мовах особові займенники. Інтерференції може підлягати третя особа однини. Займенник it в англійській мові вказує на всі неживі предмети, події, явища, поняття та вживається для позначення тварин. У німецькій мові ця заміна є складнішою, оскільки іменники мають три роди (чоловічий, жіночий, середній) і для такої заміни треба чітко знати рід іменника. На початковому етапі вивчення німецької мови на подолання інтерференції можна запропонувати такі вправи:

Вправа 1. Оберіть правильний займенник.

Der Computer ist neu. ___ ist teuer.

Die Bluse ist schön. ___ ist blau.

Der Roman ist spannend. ___ lockt die Leser.

Das Mädchen lacht. ___ ist glücklich.

Перевагою таких вправ є можливість використання поточної лексики, що сприяє не лише засвоєнню граматичних навичок, але й слугує розвитку лексичної компетентності у реальному контексті. Для формування практичних навичок ефективно вживати займенник у мовленнєвій діяльності можна запропонувати таку вправу:

Вправа 2. Змініть іменники займенниками, зберігаючи граматично правильний зв'язок:

1. Die Verkäuferin zeigt dem Kunden den Computer. - _____ zeigt _____ _____.

2. Die Mutter kauft dem Kind ein Geschenk. - _____ kauft _____ _____.

3. Die Bibliothekarin zeigt dem Leser den Roman. - _____ zeigt _____ _____.

4. Das Mädchen erklärt der Freundin die Regel. - _____ erklärt _____ ___

Для автоматизації роду іменника і правильного визначення відповідного займенника студентам можна запропонувати картку з іменниками (за будь-якою поточною темою). Викладач характеризує іменники, а студенти повинні вибрати іменник, визначити його рід і побудувати власні речення. Наприклад: Tasse, Tante, Tanne, Tasche, Satz, Salz, Schal, Stadt, …

Викладач: … ist bunt und aus Porzellan.

Студент: die Tasse. Sie ist weiß und aus Porzellan

Викладач: … ist 42 Jahre alt und arbeitet als Kellnerin.

Студент: die Tante. Sie ist 35 Jahre alt und arbeitet als Englischlehrerin.

Такі вправи сприяють закріпленню лексичних одиниць за темою, допомагають пов'язати нову лексику з реальними діями, образами. Завдання націлено на вибір потрібного особового займенника та його комбінування з іншими лексичними одиницями.

Для подальшого відпрацювання та закріплення цих граматичних навичок доцільними, на нашу думку, стануть умовно-комунікативні і комунікативні вправи, де займенники використовуються вже не ізольовано, а в мовленні. Вони будуть гарною основою для більшості тем, що вивчаються.

Під час вивчення німецької мови, як другої іноземної, одним з найпоширеніших явищ є ототожнення на рівні синтаксису, а саме ототожнення моделей порядку слів в англійській та німецькій мовах. У

студентів, які вже володіють англійською мовою, фіксований порядок слів у німецькому реченні зі стабільною позицією членів нерідко викликає труднощі.

Базова структура стверджувального речення в англійській мові (Subjekt-Verb-Objekt) автоматично переноситься на структуру речення в німецькій мові з зворотнім порядком слів. На етапі ознайомлення з граматичним матеріалом і його первинним закріпленням в мовних вправах доречним, на нашу думку, є використання зіставного підходу, який сприятиме нівелюванню інтерференції.

З метою усвідомлення порядку слів в простих реченнях в німецькій мові пропонуємо такі вправи:

Вправа 1. а) Знайдіть відповідні речення в англійській та німецькій мовах. Визначте головні члени речення.

- Ich lerne Deutsch.
- Wir besuchen Verwandte.
- Ich gehe wandern.
- Meine Freundin spielt ein Musikinstrument.
- Mein Bruder spielt Computer.
- I go hiking.
- I study German.
- My brother plays on the computer.
- We visit relatives.
- My friend plays a musical instrument.

б) Змініть порядок слів у реченнях, додавши на перше місце слова, що подані у дужках. Порівняйте структуру речення в англійській мові.

- Ich lerne Deutsch (jeden Tag)
- Wir besuchen Verwandte (oft).
- Ich gehe wandern (im Sommer).
- Meine Freundin spielt ein Musikinstrument (am Wochenende).
- Mein Bruder spielt Computer (in den Ferien).

Вправи на порівняння і зіставлення мовних явищ в англійській та німецькій мовах полегшують процес запам’ятовування, прискорюють вивчення запланованого навчального матеріалу та сприяють розвитку мовної

інтуїції. Забезпечуючи перехід від теорії до практичного володіння, доцільними на нашу думку, стануть умовно-комунікативні та комунікативні вправи, які сприятимуть формуванню готовності до спілкування в усній та письмовій формах внаслідок комплексного використовування мовних навичок, мовленнєвих умінь і набутого іншомовного навчального досвіду,

що забезпечує становлення мовленнєвого динамічного стереотипу» [9, С. 303].

Пропонуємо вправи умовно-комунікативних завдань за темою «Вільний час» з метою усвідомлення порядку слів в німецькій мові.

Вправа 2. Was machst du in deiner Freizeit? / Що ти робиш у свій вільний час? Дайте відповіді на питання, використовуючи таку структуру речень.

- Oft ...
- Manchmal ...
- Ab und zu ...
- Jeden Tag ...
- Am Wochenende ...
- In den Ferien ...
- Abends ...
- Bei schönem Wetter ...
- Bei schlechtem Wetter ...

У процесі виконання вправи студенти усвідомлюють, що присудок у німецькому реченні завжди займає другу позицію, і це є принципово важливою синтаксичною особливістю, незалежно від того, який член речення займає першу позицію. Це сприяє подоланню інтерференції англійської мови та формує граматично правильні мовленнєві стереотипи. Структуровану мовну модель речення поєднано із елементами особистісно значущого змісту (тема «Вільний час»), що сприяє переходу від контрольованого відпрацювання до вільного мовлення. Крім того, використання лексики, що пов’язана з повсякденним життям студентів, забезпечує природність мовленнєвої ситуації та полегшує інтеграцію граматичних знань у практичну діяльність.

Під час вивчення відмінності порядку слів у головному та підрядному реченнях в німецькій мові, де дієслово переміщується в кінцеву позицію у підрядних реченнях, пропонуємо таку вправу:

Вправа 3. Warum bist du ein Partyfreund?/Чому ти любиш вечірки? Дайте відповіді на питання, використовуючи надану структуру речень (враховуйте узгодження підмета і присудка).

Weil ich ….

- bei der Vorbereitung einer Party helfen
- allein ein Fest organisieren
- auf eine Faschingsparty gehen
- auf eine Abschiedsfeier gehen
- Musik für eine Party auswählen

- Getränke für eine Party einkaufen
- DJ auf einer Party sein
- über 30 Gäste zu einer Party einladen
- Einladungen für eine Party schreiben

У процесі виконання вправи студенти трансформують подані словосполучення у повноцінні речення, дотримуючись правил узгодження підмета і присудка, а також правильної позиції дієслова. Це сприяє розвитку граматичної компетентності на більш високому рівні та запобігає інтерференції, пов'язаній із перенесенням англійських синтаксичних моделей.

Висновки. Для подолання граматичної інтерференції необхідно виявляти подібності граматичних явищ у іноземних мовах, що вивчаються, встановлювати міжмовні еквіваленти для їх успішного засвоєння та демонструвати відмінності, щоб запобігти негативному впливу однієї мови на іншу. У звязку з цим, виникає потреба у використанні порівняльного аналізу з лінгводідактичною метою і створення системи вправ, що засновані на міжмовних порівняннях як методі вивчення іноземної мови. До перспектив подальших досліджень слід віднести вияв механізму інтерференції на лексичному рівні, а також оцінити ступінь впливу екстралінгвістичних факторів на процеси лінгвістичної інтерференції.

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ГАСТРОНОМІЧНИЙ КОД «М'ЯСО» У ПАРЕМІЯХ: ТУРЕЦЬКО-ФРАНЦУЗЬКО-УКРАЇНСЬКИЙ МІЖКУЛЬТУРНИЙ ВИМІР

Анотація. М'ясо є одним із головних продуктів першої необхідності для людства і життя взагалі. У статті проаналізовано більше 35 турецьких приказок, прислів'їв та фразеологізмів з компонентами-гастронімами «м'ясо» і «кебаб».

Зіставний аналіз турецьких, французьких та українських паремій дає підстави стверджувати, що ця лексема функціонує як багатозначний культурний символ, тісно пов'язаний із уявленнями етносів про достаток, базові потреби людини, фізичну силу, життєву енергію та соціальний статус.

Виявлено особливості та розбіжності кулінарних вподобань та менталітету східної, східноєвропейської та західноєвропейської культур. Майже до усіх турецьких паремій та ідіом було підібрано повні або часткові змістові та часткові лексичні аналоги в українській і у французькій мовах**.**

Завдяки структурному аналізу нам вдалося виокремити характерні синтаксичні особливості та художні прийоми. Як правило, у турецькій мові прислів'я та приказки – це повні і неповні розповідні стверджувальні речення. Однак було знайдено два риторичні запитання, які мають високий рівень філософської узагальненості. Інтерогативна форма спонукає слухача до рефлексії і надає виразу додаткової експресії.

Народна мудрість активно використовує метафори та метонімії, паралелізми, фонетичні повтори, іронію, парономазію (співзвучання) заради створення каламбурів, а також антоніми, які лежать в основі антитези. Рима підсилює ритмізацію та сприяє легкому запам'ятовуванню. У декількох пареміях спостерігаємо зооморфну метафору, яка завжди додає алегоричності та дотепності висловлюванню, а також яскраво передає емоційно-образне мислення етносу. В одній із французьких паремій було виявлено вульгаризм, вживання якого пояснюється бажанням підвищити експресивність вислову.

Найбільшу варіативність, багатство та цікавість підбору лексичного матеріалу демонструють турецька і українська мови. Українській мові належить перевага по різноманіттю змістових аналогів та використанню рими. Французькі паремії тяжіють до афористичної лаконічності.

Порівняльний аналіз паремій в котрий раз доводить тонкий філософський погляд турецького народу на життя: більшість приказок та прислів'їв можуть тлумачитися як в прямому, так і в переносному сенсах.

Ключові слова: усна народна творчість, паремії, турецька мова, українська мова, французька мова, міжкультурна комунікація, гастрономічна тематика, компонент-гастронім «м'ясо».

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THE GASTRONOMIC CODE OF "MEAT" IN TURKISH, FRENCH, AND UKRAINIAN PAREMIAS: AN INTERCULTURAL PERSPECTIVE

Abstract. Meat is one of the primary essential food products for humanity and for life in general. The article analyzes more than 35 Turkish proverbs, sayings, and phraseological units containing the gastronomic components "meat" and "kebab".

A comparative analysis of Turkish, French, and Ukrainian paremias suggests that this lexeme functions as a polysemantic cultural symbol closely associated with ethnic perceptions of prosperity, basic human needs, physical strength, жизненная энергия, and social status.

The study reveals both similarities and differences in culinary preferences and mentalities across Eastern, Eastern European, and Western European cultures. For nearly all Turkish paremias and idioms, full or partial semantic equivalents, as well as partial lexical correspondences, have been identified in Ukrainian and French.

Through structural analysis, characteristic syntactic features and stylistic devices have been identified. As a rule, Turkish proverbs and sayings are expressed as complete or elliptical declarative sentences. However, two rhetorical questions were also found, distinguished by a high degree of philosophical generalization. The interrogative form encourages reflection and adds expressive force to the utterance.

Folk wisdom actively employs metaphors and metonymy, parallelism, phonetic repetitions, irony, and paronomasia (sound play) to create wordplay, as

well as antonyms that form the basis of antithesis. Rhyme enhances rhythm and facilitates memorization. Several paremias feature zoomorphic metaphors, which add allegorical depth and wit while vividly reflecting the figurative thinking of the ethnos. One of the French paremias contains a vulgarism, the use of which can be explained by the intention to increase the expressiveness of the statement.

The greatest lexical diversity, richness, and creativity are demonstrated by the Turkish and Ukrainian languages. Ukrainian shows a particular advantage in the variety of semantic analogues and the use of rhyme, whereas French paremias tend toward aphoristic conciseness.

The comparative analysis once again highlights the subtle philosophical worldview of the Turkish people: most proverbs and sayings can be interpreted both literally and figuratively.

Keywords: folklore, paremias, Turkish language, Ukrainian language, French language, intercultural communication, gastronomic theme, gastronomic component “meat”.

Постановка проблеми. Вживання їжі постає не лише як біологічна потреба людини, а й як складний культурний феномен, що перебуває в полі дослідження різних наукових дисциплін, зокрема лінгвокультурології. Гастрономія, яку можна визначити як систему знань про кулінарні традиції, смаки та способи приготування їжі, відображає глибинні особливості національної культури та знаходить своє мовне втілення у різноманітних вербальних формах. Особливо репрезентативним у цьому контексті є фольклорний пласт культури – прислів’я, приказки, афоризми та фразеологізми, що акумулюють колективний досвід і ціннісні орієнтири народу.

Турецька кухня вирізняється самобутністю, багатовіковими традиціями та високим ступенем символічної насиченості. Вона репрезентує цілий комплекс національних страв, серед яких особливе місце посідають м’ясні страви, що виконують не лише гастрономічну, а й культурно-символічну функцію.

У наших попередніх дослідженнях ми неодноразово зверталися до аналізу компонентів-гастронімів у народній творчості, зокрема прислів’ях, приказках та ідіомах [1; 2; 3; 4; 5; 6]. Ми аналізували турецькі паремії з національно маркованими гастрономічними кодами «східні солодощі» [2, С. 382-388], «айран» [3, С. 215-220], «йогурт» [4, С. 194-200], «кава» [5, С. 166-171], «молоко» [6, С. 67-72].

Аналіз останніх досліджень і публікацій. Проблематика фразеології та пареміології має тривалу традицію дослідження у різних наукових школах. В українському мовознавстві значний внесок у вивчення прислів’їв

і приказок зробили такі дослідники, як О. О. Потебня, Л. Б. Авксентьєв, Б. Д. Антоненко-Давидович, Ф. С. Арват, Н. Н. Арват, Д. Х. Баранник, І. К. Білодід, Л. А. Булаховський, П. Г. Житецький, М. А. Жовтобрюх, Р. П. Зорівчак, Г. П. Їжакевич, Ж. В. Колоїз, В. М. Северинюк, П. П. Плющ, Ю. В. Шевельов, Л. А. Юрчук.

У французькій традиції питання фразеології розглядалися в працях Шарля Баллі, який заклав основи стилістики та дослідження стійких виразів, а також у сучасних студіях із фразеології та пареміології, що акцентують увагу на семантиці та прагматиці сталих зворотів.

У турецькому мовознавстві вагомий внесок у дослідження прислів'їв і приказок здійснив видатний лінгвіст і мовознавець Омер Асим Аксой, який уклав фундаментальні збірки турецьких паремій. Порівняльні дослідження паремій у різних мовах сьогодні активно розвиваються в межах лінгвокультурології та когнітивної лінгвістики, де прислів'я розглядаються як носії культурної пам'яті та засоби концептуалізації досвіду.

Мета статті – виявлення семантичних, стилістичних та лінгвокультурологічних особливостей турецьких паремій із гастрономічним компонентом «м'ясо», а також здійснення їхнього порівняльного аналізу з українськими та французькими відповідниками.

Для досягнення поставленої мети передбачено розв'язання таких завдань: визначити роль лексеми *et* («м'ясо») як культурного концепту у турецькій мовній картині світу; проаналізувати семантику та образну структуру турецьких прислів'їв і приказок із цим компонентом; виявити основні стилістичні засоби, що формують їхню виразність; здійснити зіставний аналіз із українськими та французькими пареміями, встановивши повні, часткові та змістові відповідники; окреслити універсальні та національно-специфічні риси у відображенні гастрономічного коду в різних мовах; показати роль паремій як засобу репрезентації культурних цінностей і ментальних установок народу.

Об'єкт дослідження – прислів'я та приказки (паремії) з компонентом-гастронімом «м'ясо» як носії національно-культурної семантики.

При аналізі матеріалу використовувалися наступні методи: метод суцільного відбору паремій як досліджуваного матеріалу; метод лінгвістичного опису для систематизації та класифікації матеріалу; аналіз словникових тлумачень для опису значення паремій і фразеологізмів; семантичний і лексикографічний.

Виклад основного матеріалу дослідження. Прислів'я та приказки – один із найяскравіших носіїв культурної пам'яті мови. Звернення до фольклорного матеріалу дозволяє краще зрозуміти спосіб мислення іншого народу, а отже — сприяє більш ефективному міжкультурному спілкуванню.

Такі дослідження розширюють наш світогляд, допомагають стати відкритішими до інших культур, традицій і ментальностей, формують повагу до різноманіття світу. Особливо сьогодні, коли світ переживає складні й тривожні часи, здатність розуміти іншого, проявляти емпатію та толерантність набуває особливої ваги.

У турецьких прислів'ях та приказках м'ясо та м'ясні страви виступають як багатозначний культурний код: вони символізують багатство, достаток, фізичну силу, статус, життєву енергію, а також відображають соціальні відносини, слугують моделлю для опису людської поведінки. Традиційні страви типу дьонер-кебаб чи шиш-кебаб виходять за межі суто гастрономічної сфери, набуваючи культурної ідентичності і глибокого символічного значення для турок.

Турецькі прислів'я **Et alırsan koldan, kız alırsan soydan.** (досл. *Якщо береш м'ясо, бери його з руки; якщо береш дівчину, бери її з роду. = М'ясо купуй від плеча, а дружину – з роду.*) / **Anasına bak kızını al, kenarına bak bezini al.** (досл. *Подивись на матір – бери дівчину, подивись на край – обирай тканину.*) / **Etin iyisi dağdan, yiğidin iyisi soydan.** (досл. *Добре м'ясо з гір, добрий юнак – з роду.*) актуалізують принцип якісного відбору як універсальну життєву стратегію. У трьох зазначених пареміях висловлюється думка, що від життя (як в їжі, в речах, так і в стосунках) треба брати найкраще, найбільш ласий та привабливий шматочок. Також тут підкреслюється важливість людського походження і якість продукту. Ми спостерігаємо синтаксичний паралелізм двох семантичних площин (харчової і соціальної), повтори (*alırsan – alırsan, bak – bak, al – al, iyisi – iyisi*) і риму (*koldan – soydan, anasına – kenarına, dağdan – soydan*), які підсилюють ритмізацію, дидактичний ефект і сприяють легкому запам'ятовуванню. Українські змістові відповідники (**На матір дивись, а з дочкою женись. = Яке коріння, таке й насіння. = Які батьки, такі і діти. = Які мамка й татко, таке й дитятко. = Який батько, такий і син. = Яке дерево – такий клин, який батько – такий син. = Який дід, такий його й плід. = Яка хатка, така й пані-матка. = За горами мала хмаронька, яка мати, така й донька. = Яка вода, такий млин, яка мати, такий син. = Яка клепка – така й бочка, яка мати – така й дочка.**) широко демонструють варіативність рими і ритмізації, що є відмінною рисою народного фольклору. Французькі еквіваленти тяжіють до афористичної лаконічності: **Bon sang ne saurait mentir.** (досл. *Гарна кров не зуміє збрехати.*) **= Bon sang ne peut mentir.** (досл. *Гарна кров не може брехати.*).

У прислів'ї **Et giren yere dert girmez.** (досл. *Куди входить м'ясо, туди не входить біда. = Де є м'ясо, там немає проблем.*) «м'ясо» виступає знаком ситості й добробуту. Тут простежується причинно-наслідкова модель

мислення: матеріальне забезпечення → відсутність проблем в родині. Схоже за змістом турецьке прислів'я: **Et varsa dert yoktur**. (досл. *Є м'ясо – нема біди.*). Українські аналоги: **Де хліб-сіль, там і радість. = Де хліб. сіль, каша, там домівка наша.** та французький відповідник узагальнюють цю ідею: **L'abondance chasse les soucis.** (досл. *Статок проганяє турботи.*).

Et kanlı gerek, yiğit canlı. (досл. *М'ясо має бути з кров'ю, а герой / юнак – живим.*). Прислів'я про природній порядок речей, природню відповідність (натуральність), а також про цінність сили та енергії, якої надає м'ясо. В ньому відображаються архаїчні уявлення про зв'язок їжі та життєвої енергії. Український змістовий віддалений відповідник: **Сміливого куля боїться.** Французький приблизний аналог: **À cœur vaillant rien d'impossible.**

Et lokması, can sefası. (досл. *Шматочок м'яса – насолода для душі.*) демонструє метафоризацію фізичного задоволення як емоційного стану: споживання їжі інтерпретується як насолода для душі. Тут відбувається семантичне зближення тілесного й духовного, характерне для традиційної культури. Український еквівалент: **Смачно поїв – душа радіє.** Французький варіант: **Bien manger, c'est le bonheur.** (досл. *Добре поїсти – це щастя.*).

У прислів'ї про два найважливіші для життя людини продукти **Et vezir, ekmek padişah.** (досл. *М'ясо – це візир, хліб – падішах / султан.*) використано ієрархічну метафору, в якій продукти харчування розташовуються за принципом соціальної стратифікації (візир – султан). Така модель відображає ціннісну ієрархію харчових продуктів: попри важливість м'яса, хліб постає як базовий, фундаментальний елемент. Стилістично це реалізується через антитезу та символізацію. Український відповідник: **Хліб усьому голова.** Французькі аналоги, найближчі за змістом, що підкреслюють життєву важливість і цінність хліба: **Où il y a du pain, tout s'oublie.** (досл. *Де є хліб, про все забувається.*) / **Le pain est le roi de la table.** (досл. *Хліб – король столу.*).

Особливу увагу привертає прислів'я **Et ye su iç bal gibi; bal ye su iç yal gibi.** (досл. *Їжте м'ясо та пийте воду, як мед; їжте мед та пийте воду, буде як корм для тварин (помиї).*), яке базується на контрасті та гіперболізації наслідків. В ньому простежується чіткий дидактичний принцип: це прислів'я має повчальний характер про правильне харчування та сумісність продуктів. Турки вважають, що жирну їжу, зокрема м'ясо, можна завжди запивати водою, тоді як солодощі, ні – це шкодить організму і заважає правильному засвоєнню цукру, викликаючи важкість у шлунку. Часто вживаний аналогічний варіант: **Ye tatlıyı içme suyu, yanarsa yansın; ye yağlıyı iç suyu, donarsa donsun.** (досл. *Їж солодке – воду не пий, якщо горло пече, нехай пече; їж жирне – воду пий, якщо жирне твердіє, нехай*

твердіє.) у значенні «усе має свою міру і наслідки». Український аналог: **Що занадто – те не здорово.** Французький еквівалент: **Trop est l'ennemi du bien.** (досл. *Краще – ворог хорошого.*).

Паремія **Etin ala kanlısı, yiğidin delikanlısı.** (досл. *Найкраще м'ясо – з червоною кров'ю, найкращий хлопець – молодий.*) підкреслює цінність свіжості продуктів і молодість людини. М'ясо вкотре ототожнюється з силою та енергією. У французькій мові є відповідна максима: **La jeunesse est une force.** (досл. *Молодість – це сила.*). Спостерігаємо явище параномазії (звукової гри), що підсилює експресивність вислову: *ala kanlısı – delikanlısı*. Лексеми *kanlısı* та *delikanlısı* створюють фонетичну симетрію, яка сприяє кращому запам'ятовуванню. Семантично ж тут поєднується ідея свіжості (м'яса) та молодості (людини) як найвищої цінності.

Вислів **Etin çiği et getirir, ekmeğin çiği dert getirir.** (досл. *Сире м'ясо приносить м'ясо, сирий хліб – біду.*) демонструє чітку причинно-наслідкову структуру та антитезу («м'ясо – хліб», «позитив – негатив»): неправильні дії призводять до поганих наслідків. Український відповідник: **Що посієш – те й пожнеш.** Французькі еквіваленти: **On récolte ce que l'on sème.** (досл. *Ми пожинаємо те, що посіяли.*) / **Qui sème le vent récolte la tempête.** (досл. *Хто сіє вітер, пожинає бурю.*).

Приказка **Etle deri, yemekle diri.** (досл. *Шкіра з м'ясом, а життя з їжею.*) відображає базову антропологічну істину про залежність життя від харчування. Це лаконічна дидактична формула, що побудована на римі і парономазії (*deri – diri*) та внутрішній симетрії. Український еквівалент: **Без їжі нема життя.** Французький варіант: **On mange pour vivre.** (досл. *Ми їмо, щоб жити.*).

Група паремій **Ucuz etin yahnisi kara olur.** (досл. *З дешевого м'яса страва чорна.*) = **Ucuz etin yahnisi yavan olur.** (досл. *З дешевого м'яса страва прісна.*) = **Ucuz etin yalınisi iyi olmaz.** (досл. *З дешевого м'яса гарної страви не вийде.*) реалізує універсальний концепт «дешеве = неякісне». Тут використано метафоричне узагальнення через конкретний кулінарний образ. Українська народна мудрість пропонує аналоги: **Скупий платить двічі. / Дешева рибка – погана юшка. / Яка грушка, така й юшка.** Французькі відповідники: **Le bon marché coûte cher.** (досл. *Дешеве коштує дорого.*) / **La qualité a un prix.** (досл. *Якість має свою ціну.*).

Приказка **Ne şiş yansın, ne kebab.** (досл. *Нехай ні шампур, ні кебаб не згорять.*) є яскравим прикладом метафоричної моделі компромісу. Українські відповідники: **І вовки ситі, і вівці цілі. / І кози ситі, і сіно ціле. / І нашим, і вашим. / Намагатися всидіти на двох стільцях.** Французькі еквіваленти: **Ménager la chèvre et le chou.** (досл. *Зберігти і вівцю, і капусту.*) / **Vouloir le beurre et l'argent du beurre.** (досл. *Хотіти і масло, і*

гроші за масло.) / **Jouer sur les deux tableaux.** (досл. *Грати на двох досках.*) / **Nager entre deux eaux.** (досл. *Плавати поміж двох вод.*) / **Satisfaire tout le monde et son père.** (досл. *Задовольнити усіх, в тому числі і свого батька*.). Усі зазначені у трьох порівнювальних мовах паремії передають складну соціальну стратегію уникнення конфлікту через образ приготування їжі. Подібні паремії демонструють високий рівень узагальнення через побутову ситуацію.

Група паремій **Et tırnaktan ayrılmaz.** (досл. *М'ясо від нігтя не відділяється.*) = **Etle tırnak olmak.** (досл. *Бути нігтем з м'ясом*.) = **Kan bağı her şeyden kuvvetlidir.** (досл. *Кровні зв'язки міцніше за все*.) = **Etle tırnak arasına girilmez.** (досл. *Між нігтем і м'ясом не пролізеш*.) формують концепт родинної єдності через тілесну метафору («м'ясо – ніготь»), що підкреслює природність і нерозривність зв'язків.

Остання приказка наголошує на забороні втручання у сімейні відносини. Українські еквіваленти: **Рідна кров не водиця. / Свій свого за версту впізнає.**

Особливої уваги заслуговує риторичне запитання **Et kokarsa tuz basılır, ya tuz kokarsa?** (досл. *Якщо м'ясо погано пахне / зіпсувалося – його солять, а якщо сіль зіпсувалася (що робити)*?), яке має високий ступінь філософської узагальненості. Воно базується на логічному парадоксі: якщо псується основа (сіль), система втрачає здатність до саморегуляції. Подібні вирази створюють ефект когнітивного дисонансу і змушують слухача до рефлексії. Французьке прислів'я наголошує на іншій мудрості: **Il est trop tard de mettre du sel, quand la viande sent déjà mauvais.** (досл. *Пізно солити, коли м'ясо вже смердить*.). Українські аналоги про невчасну або запізнілу допомогу: **Дороге яєчко (крашанка) до Великодня. / До обіда ложка, а після – не треба. / Пізно пити Боржомі, коли нирки відпали. / Після бійки кулаками не махають. / Запізніла допомога – як мертвому кадило. / Як задзвонять, то вже пізно.**

В прислів'ї **Hatır için çiğ tavuk yenir.** (досл. *Заради пам'яті / дружби можна й сире куряче м'ясо з'їсти.*) через навмисну гіперболізацію підкреслюється цінність дружби і готовність до самопожертви. Український аналог: **Для друга і камінь піднімеш. / Для щирого друга і коня віддам.** Французький відповідник: **Passer sur son dégoût par amitié.** (досл. *Подолати відразу заради дружби.*).

Et kokusu komşuya gider. (досл. *Запах м'яса доходить до сусіда*.) реалізує метонімічний перенос: запах м'яса стає знаком достатку. Тут матеріальне благополуччя інтерпретується як соціально помітне явище. Український еквівалент: **Добро видно здалеку.** Французький відповідник: **La richesse se remarque.** (досл. *Багатство помітно*.).

В турецькій паремії **Kebap kokusu sabrı bozar.** (досл. *Запах кебабу руйнує терпіння*.) запах виступає тригером фізіологічної реакції, який метафорично переноситься на психологічний стан людини. В основі вислову лежить метафора сенсорного впливу, де нюхове відчуття трансформується у втрату самоконтролю. Український аналог **Слинки течуть.** та французький відповідник: **Mettre l'eau à la bouche.** (досл. *Викликати слину у роті.*) демонструють подібну модель концептуалізації, в обох мовах образ конкретизується через фізіологічну реакцію (слиновиділення), що підсилює експресивність вислову.

Прислів'я **Et kesilir, söz kesilmez.** (досл. *М'ясо можна різати, слово не обріжеш.*) побудовано на антитезі матеріального й нематеріального, де фізична дія (різання м'яса) протиставляється незворотності мовленнєвого акту. Вона актуалізує ідею відповідальності за сказане слово. Український аналог: **Слово не горобець – вилітить, не спіймаєш.** Французький еквівалент: **La parole jetée prend sa volée.** (досл. *Слово, що вилетіло, набуває свій політ*.). Метафора польоту підсилює динамічність і незворотність дії.

У вислові **Kebap ateşten geçmeden olmaz.** (досл. *Кебаб не буває без вогню*.) простежується універсальна модель «результат через випробування», де кулінарний процес термічної обробки метафорично репрезентує життєві труднощі. Близьке за значенням: **Emek olmadan yemek olmaz.** (досл. *Не доклавши зусиль, їжі не буває.*). В цьому прислів'ї спостерігаємо паронімічну гру *emek – yemek* та морфологічний паралелізм *olmadan – olmaz*, що створюють ритмічну організацію вислову. У французькій мові знаходимо: **On ne fait pas d'omelette sans casser des œufs.** (досл. *Не зробиш омлет, не розбивши яєць.*) = **Nul pain sans peine.** (досл. *Без праці немає хліба.*) = **Pas de pain sans peine.** (досл. *Без праці немає хліба.*) = **On n'a rien sans rien.** (досл. *Без нічого немає нічого.*). Українські відповідники: **Без труда нема плода. = Лежачого хліба ніде нема. = Не побігаєш – не пообідаєш.** І французькі, і українські вислови демонструють подібну дидактичну настанову. Особливо показовими є фонетичні повтори та римування (*pain – peine; труда – плода; побігаєш – пообідаєш*). Рима, повтори, близькі за вимовою слова (пароніми) сприяють збереженню ритму у пареміях та їх швидкому запам'ятовуванню.

Et yiyen dişine göre yer. (досл. *Кожен їсть м'ясо за своїми зубами*.) репрезентує економічний вимір гастрономічної символіки. М'ясо виступає тут як маркер достатку, розкоші й високої якості життя, тоді як зуби – метафора індивідуальних можливостей. Основна ідея – співвідношення бажань і можливостей, що має універсальний характер. В турецькому фразеологічному фонді існують ще подібні прислів'я на гастрономічну

тематику: **Bal ile kaymak yenir ama her keseye göre değil.** (досл. *Вершки можна їсти з медом, але не на кожен гаманець*.). = **Bal ile kaymak isteyen, akçesine kıymak gerek.** (досл. *Той, хто хоче їсти мед і вершки, повинен не жаліти на це грошей.*). Українські еквіваленти: **По своєму ліжку простягай ніжки. / По достатках ноги простягай. / Так кравець крає, як йому матерії стає.** Французькі відповідники: **Il faut étendre ses pieds selon ses draps.** (досл. *Треба простягати ноги по ковдрі*.) / **Gouverne la bouche selon ta bourse.** (досл. *Керуй своїм ротом згідно зі своїм гаманцем*.). Стилістично ці вислови побудовані на антитезі (бажане – доступне) та містять імпліцитний причинно-наслідковий зв'язок (хочеш – плати). Вони також демонструють узагальнюючу модальність, характерну для дидактичних паремій.

Французька й українська традиції частково відтворюють цю ідею абстрактно, тоді як турецькі варіанти вирізняються більшою конкретикою гастрономічного образу.

Прислів'я **Et yiyen köpek kemiği aramaz.** (досл. *Собака, що їсть м'ясо, не шукає кісток.*) ґрунтується на ієрархії цінностей, де м'ясо символізує вищий рівень блага. Тут реалізується принцип достатності: досягнувши кращого, людина не прагне гіршого. Як ми вже знаємо, образи тварин у народній творчості замінюють людину. Зооморфна метафора завжди додає алегоричності та дотепності висловлюванню, а також яскраво передає емоційно-образне мислення етносу. Українські аналоги: **Від добра добра не шукають. / У раю раю не шукають. / Добра добувши, кращого не шукай. / До добра швидко звикають**. відтворюють універсальний етичний принцип раціональної задоволеності. Французькі еквіваленти теж наголошують на ідеї, що не треба ускладнювати те, що вже добре: **Quand on a le meilleur, on ne cherche pas le pire.** (досл. *Коли є краще, гіршого не шукають.*) / **Il ne faut pas chercher midi à quatorze heures**. (досл. *Не треба шукати полудень о другій годині.*).

Приказка **Eti senin kemiği benim.** (досл. *М'ясо твоє, кістка моя.*) має культурно маркований характер і відображає традиційні соціальні практики виховання. Це гіперболізована формула делегування повноважень: використовується, коли дитину віддають на навчання. Можна перефразувати як «бий, скільки хочеш, аби кістки залишилися цілими».

Роздивимося турецькі ідіоми з «м'ясними» образами: **kebap gibi yaşamak** (досл. *жити як кебаб*) – жити розкішно. Українські аналоги: **жити як вареник у маслі, плавати як вареник у сметані, кататися (купатися) як сир у маслі, жити як у бога за пазухою, як попів кіт на печі.** Французькі відповідники: **vivre comme un coq en pâte** (досл. *жити як півень у тісті*), **vivre (être) comme un rat en paille** (досл. *жити як пацюк у соломі*),

vivre (être) comme le porc à l'auge (досл. *жити як свиня біля корита*) з загальним значенням «жити у розкоші, безтурботно».

Вираз **ciğeri kebap olmak** (досл. *мати смажену печінку*) часто описує внутрішній біль, який відчувається після втрати або великої трагедії. Тоді як **kebap olmak** (досл. *стати кебабом*) означає потрапити в дуже вигідну ситуацію.

Турецький інтерогативний вислів **Eti ne budu ne?** (досл. *Що це за м'ясо, що це за бараняча ніжка?*) вживається у значенні *Ні риба, ні м'ясо! Який від нього толк?* Українські аналоги: **ні риба, ні м'ясо / ні се, ні те / ні пава, ні ґава / ні рак, ні риба / ні пес, ні баран,** як і французькі відповідники демонструють заперечні конструкції: **ni chair ni poisson / ni viande, ni poisson.**

Ідіома **etle tırnak gibi** (досл. *як ніготь з м'ясом*) має значення *бути нерозлучними, неподільними* і здебільше використовується, коли мова йде про людей. Українські відповідники: **не розлий вода / куда голка, туди і нитка**. Французький найрозповсюджений варіант про близьких друзів та близькі відносини – **comme cul et chemise** (досл. *як зад і сорочка*) містить вульгарізм *cul*, вживання якого пояснюється бажанням підвищити експресивність вислову, а також семантичні варіації із різним ступенем стилістичного забарвлення: **être comme les deux doigts de la main** (досл. *як два пальці на руці*) або **comme larrons en foire** (досл. *як крадії на ярмарку*).

Цікаві приклади народної мудрості, що демонструють гастрономічні культурні звичаї та ментальні особливості, знаходимо у французькій мові: **Après la viande vient le fromage.** (досл. *Сир подають після м'яса*.) / **Vieille viande fait bonne soupe.** (досл. *Старе м'ясо робить суп смачним.*) / **Mieux vaut tirer viande dure que sentir viande pourrie.** (досл. *Краще витягти м'ясо ще сирим, ніж відчути, що воно вже зіпсувалося.*) / **Viande bien mâchée est à demi digérée.** (досл. *Добре пережоване м'ясо вже наполовину перетравлене*.) / **Bonne viande ne veut point de sauce.** (досл. *Гарне м'ясо не потребує соусів.*) / **Le ciel envoie la viande, mais le diable envoie les cuisiniers.** (досл. *Небо надіслало м'ясо, але диявол надіслав кухарів.*) / **Ce n'est pas la viande prête.** (досл. *Це ще готове м'ясо*.) у значенні «це ще довга пісня» / **Ne pas attacher ses chiens avec des saucisses.** (досл. *Не прив'язувати своїх собак сосисками.*) у значенні «бути дуже жадібним» / la viande creuse (досл. *пісне м'ясо*) як синонім скудної їжі або марних сподівань.

Висновки. В даній роботі нами було розглянуто 30 турецьких приказок і прислів'їв, а також 5 ідіоматичних виразів на гастрономічну тематику з кодом «м'ясо» та «кебаб».

Зіставний аналіз турецьких, французьких та українських паремій дає підстави стверджувати, що ця лексема функціонує як багатозначний

культурний символ, тісно пов'язаний із уявленнями етносів про достаток, базові потреби людини, фізичну силу, життєву енергію та соціальний статус.

Нам вдалося виявити певні відмінні риси кухонь країн, кулінарні вподобання народів, звичаї, а також особливості та розбіжності їхнього менталітету та культур (східної, східноєвропейської та західноєвропейської). Як встановлено, не було знайдено жодного повного лексичного аналога до вище зазначених турецьких паремій, проте українська і французька мова демонстрували сто відсоткові аналогії (*ні риба, ні м'ясо*). Але до майже усіх турецьких паремій та ідіом було підібрано повні або часткові змістові аналоги і в українській, і у французькій мовах**.**

Завдяки структурному аналізу нам вдалося виокремити характерні синтаксичні особливості та художні прийоми, які використовуються у досліджених пареміях. Проаналізовані приклади народної творчості продемонстрували різну граматичну і лексичну реалізацію близьких або ідентичних за змістом висловів. Як правило, у турецькій мові прислів'я та приказки – це повні і неповні розповідні стверджувальні речення. Однак було знайдено два риторичні запитання, які мали високий рівень філософської узагальненості. Інтерогативна форма спонукає слухача до рефлексії і надає виразу додаткової експресії, особливого стилістичного окрасу.

Майже усі паремії свідчать про вживання метафори або метонімії. Народна мудрість активно використовує паралелізми, фонетичні повтори, іронію, парономазію (співзвучання), яка лежить в основі каламбурів.

Кожна мова демонструє приклади рими, яка підсилює ритмізацію та сприяє легкому запам'ятовуванню.

Для створення контрастних образів використовуються антоніми, які лежать в основі антитези.

У декількох пареміях спостерігаємо зооморфну метафору. Через образи тварин і птахів (*собака, кіт, свиня, півень, пацюк*) розкриваються вчинки, поведінка та характери людей. Зооморфна метафора завжди додає алегоричності та дотепності висловлюванню, а також яскраво передає емоційно-образне мислення етносу. Іносказання на мовленнєвому рівні реалізує сатиричний код: людину з негативними рисами представляють у вигляді тварини.

В одній із французьких паремій було виявлено вульгаризм, вживання якого пояснюється бажанням підвищити експресивність вислову.

Хочеться зазначити, що у цьому дослідженні варіативність, багатство та цікавість підбору лексичного матеріалу демонструють усі три мови. Українській мові належить перевага по різноманіттю змістових аналогів та

використанню рими. Французькі паремії хоч і тяжіють здебільше до афористичної лаконічності, але теж виявилися досить цікавими і різноплановими.

Порівняльний аналіз паремій в котрий раз доводить тонкий філософський погляд турецького народу на життя: більшість приказок та прислів'їв можуть тлумачитися як в прямому, так і в переносному сенсах.

Порівняльне вивчення паремій у трьох генетично неспоріднених мовах – тюркській, слов'янській і романській – виявляється плідним і перспективним напрямом дослідження. Воно дозволяє одночасно побачити як універсальні риси людського мислення, так і національно-культурну специфіку їхнього мовного вираження. У подальшому планується продовжити роботу в цьому напрямку, розширюючи матеріал і поглиблюючи зіставний аналіз.

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ФРЕЙМУВАННЯ У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ У СФЕРІ ПУБЛІЧНОГО УПРАВЛІННЯ ТА АДМІНІСТРУВАННЯ

Анотація. У науковій статті здійснено комплексне теоретико-методологічне дослідження концепції викладання англійської мови (English Language Teaching — ELT) як складного, багатовимірного та гетерогенного явища через призму сучасної теорії фреймів. Автором детально проаналізовано історичне становлення системи ELT, відстежено її еволюцію від класичних лінгводидактичних підходів до трансформації у глобальну гібридну екосистему, яка сьогодні синергетично поєднує в собі освітні, професійні, корпоративно-ділові та соціокультурні виміри.

Особлива увага у роботі приділяється феномену «фреймування» (framing) як когнітивному та управлінському методу структурування, інтерпретації та концептуалізації практик викладання в умовах інтенсифікації сучасних глобалізаційних процесів і цифрової трансформації суспільства. У статті запропоновано та детально описано авторську класифікацію базових фреймів ELT. Зокрема, виокремлено та схарактеризовано ключові матриці й рамки сприйняття зазначеної галузі: академічно-освітню,

професійно-кваліфікаційну, комерційно-ділову, соціокультурну та вузько-дисциплінарну.

У межах дослідження всебічно вивчається функціональна роль фрейм-мінгу в освітньому менеджменті. Продемонстровано, як саме ментальні фрейми дозволяють суб'єктам процесу оперативно ідентифікувати деструктивні проблеми, верифікувати першопричини їх виникнення, а також моделювати й пропонувати ефективні нормативно-правові та практичні рішення в межах сучасного життєвого простору та системи публічного управління.

Науково обґрунтовано специфіку та дидактичні особливості застосування інструментарію англійської мови для цілей профільної підготовки фахівців із публічного управління та адміністрування.

Визначено та доведено стратегічну роль специфічного політико-адміністративного фрейму у контексті підвищення рівня прозорості, інклюзивності та загальної ефективності комунікації органів державної влади та місцевого самоврядування.

Паралельно розглянуто процеси інституціоналізації та самоорганізації автономних професійних спільнот викладачів, модераторів та освітніх адміністраторів, які формують власну унікальну систему корпоративних цінностей, етичних кодексів та неформальних управлінських практик.

У висновках підсумовано, що чітке когнітивне усвідомлення та диференціація різних типів фреймів безпосередньо сприяє вдосконаленню стратегічного планування, оптимізації освітніх критеріїв та успішній інтеграції передових міжнародних стандартів у вітчизняний державний сектор.

Резюмується, що фреймінг постає фундаментальним архітектурним інструментом для впровадження адаптивного управління, реформування системи підвищення кваліфікації та якісної професійної підготовки управлінських кадрів у динамічному та непередбачуваному соціально-освітньому середовищі.

Ключові слова: викладання англійської мови (ELT), фрейм, фреймування, публічне управління, освітній фрейм, професійний фрейм, діловий фрейм, соціокультурний фрейм, дисциплінарний фрейм, політико-адміністративний фрейм, комунікативна компетентність

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FRAMING ENGLISH LANGUAGE TEACHING IN PUBLIC MANAGEMENT AND ADMINISTRATION

Abstract

The scientific article delivers a comprehensive theoretical and methodological study of the concept of English Language Teaching (ELT) as a complex, multidimensional, and heterogeneous phenomenon viewed through the prism of modern frame theory. The author provides a detailed analysis of the historical background of the ELT system, tracing its evolution from classical linguodidactic approaches to its transformation into a global hybrid ecosystem that synergistically combines educational, professional, corporate-business, and socio-cultural dimensions today.

Special attention is paid to the phenomenon of "framing" as a cognitive and managerial method for structuring, interpreting, and conceptualizing teaching practices amid intensifying modern globalization processes and the digital transformation of society. The article proposes and details the author's own classification of basic ELT frames. In particular, it identifies and characterizes key matrices and perceptual frameworks of the field: academic-educational, professional-qualification, commercial-business, socio-cultural, and narrow-disciplinary.

Within the scope of the study, the functional role of framing in educational management is thoroughly examined. It demonstrates precisely how mental frames allow stakeholders to promptly identify destructive issues, verify the root causes of their occurrence, and model as well as propose effective regulatory, legal, and practical solutions within the contemporary living space and the public administration system.

The study provides a scientific justification for the specifics and didactic features of utilizing English language tools for the professional training of

specialists in public administration. It defines and proves the strategic role of a specific political-administrative frame in the context of increasing transparency, inclusiveness, and the overall efficiency of communication within state authorities and local government bodies. Parallelly, the processes of institutionalization and self-organization of autonomous professional communities of teachers, moderators, and educational administrators—who form their own unique system of corporate values, ethical codes, and informal managerial practices—are examined.

The paper concludes that a clear cognitive awareness and differentiation of various types of frames directly contributes to the improvement of strategic planning, the optimization of educational criteria, and the successful integration of advanced international standards into the domestic public sector. It is summarized that framing emerges as a fundamental architectural tool for implementing adaptive management, reforming the professional development system, and ensuring high-quality professional training for managerial personnel in a dynamic and unpredictable socio-educational environment.

Keywords: English language teaching (ELT), frame, framing, public administration, educational frame, professional frame, business frame, socio-cultural frame, disciplinary frame, political and administrative frame, communicative competence.

Постановка проблеми. У сучасному глобалізованому світі викладання англійської мови (English language teaching, ELT) перестало бути суто лінгвістичним завданням і перетворилося на складну екосистему, що охоплює освітні, професійні, економічні та соціокультурні виміри. Проте, попри довгу історію розвитку галузі, у системі публічного управління та адміністрування спостерігається певна фрагментарність у розумінні ролі та функцій ELT. Складність проблеми обумовлена кількома чинниками. Перше, гібридність сфери ELT, так як викладання англійської мови одночасно функціонує як навчальна діяльність, академічна дисципліна, професія та глобальний бізнес-сервіс, що створює внутрішні суперечності між різними цілями та пріоритетами. Друге, необхідність адаптації до соціокультурного контексту, так як практика ELT формується під впливом як внутрішніх факторів (ролі викладачів та студентів), так і зовнішніх інституційних та політичних сил, що вимагає постійного балансування між національними потребами та глобальними стандартами. Третє, відсутність єдиної рамки сприйняття в публічному секторі, оскільки у сфері публічного управління бракує чіткого структурування того, як саме викладання мови має інтегруватися в державні структури для підвищення прозорості та ефективності міжнародної взаємодії. У результаті, виникає гостра потреба у

застосуванні підходу «фреймування» (framing), який дозволив би осмислити ELT як багатовимірну систему. Традиційні методи викладання вже не повною мірою відповідають запитам динамічного соціально-освітнього середовища, особливо в контексті підготовки кадрів публічної служби.

Відтак, актуалізується необхідність теоретичного обґрунтування та практичного визначення основних «рамок» (фреймів) викладання англійської мови, що дозволить структурувати навчальні програми, розставити пріоритети в управлінській діяльності та забезпечити ефективну комунікацію в державному секторі.

Виклад основного матеріалу.

Викладання англійської мови - ELT (English language teaching) має унікальні характеристики, що відрізняють його загалом від інших академічних напрямів, діяльність у сфері ELT від інших видів професійної діяльності, структурні одиниці ELT від інших академічних підрозділів. Постійна еволюція ELT та його різних рамкових підходів впливає як на позиціонування фахівців, які працюють у цій сфері, так і на студентів, які вивчають англійську мову. Різноманітність знань і навичок, які складають основу ELT, а також багатофакторність, що визначає його практику, обумовлюють, у той же час, його складність, гібридність й надзвичайну актуальність в сучасному світі. Усе це свідчить про необхідність зміцнення ролі ELT та актуалізації його у системі вищої освіти. Складність ELT і освітніх підрозділів, де воно здійснюється, посилюється під впливом таких чинників, як-от зміни у складі студентів, трансформація мовного і культурного контекстів, політичні події та оновлення навчальних програм.

Викладання англійської мови має довгу історію, що перетинається з іншими напрямами викладання мов. Галузь, яку називають ELT (English language teaching) або іноді TESOL (teaching English to speakers of other languages), в основному сформувалася у XX столітті, особливо після 1940-х років, під впливом таких чинників, як масові міграційні процеси, інтернаціоналізація освіти, а пізніше - глобалізація, розвиток Інтернету та поширення англійської мови у світі [12, с. 3]. Починаючи з 1960-х років, викладання англійської мови стало, по-перше, одним із ключових напрямів навчання на всіх рівнях освіти, по-друге, важливою складовою глобалізаційних процесів, третє, галуззю, тісно пов’язаною з використанням англійської як мови міжнародного спілкування (lingua franca).

Сучасний стан і сутність викладання англійської мови можна розглядати як результат освітньої підготовки, що була сформована як навчальна діяльність, як академічна дисципліна, як професія, бізнес і сервіс.

ELT як навчальна діяльність є організованою педагогічною діяльністю, спрямованою на формування у здобувачів освіти мовних

компетентностей з англійської мови. Як навчальна діяльність ELT охоплює, по-перше, цілі навчання (розвиток комунікативної компетентності (говоріння, аудіювання, читання, письмо); формування лінгвістичної компетентності (лексика, граматика, фонетика); розвиток соціокультурної та міжкультурної компетентності; уміння використовувати англійську мову у професійних контекстах. По-друге, зміст навчання (мовні структури, функції та моделі спілкування; автентичні та навчальні тексти; лексичні теми й граматичні явища; ситуативні мовленнєві завдання). По-третє, методи та підходи.

Так, ELT інтегрує різні педагогічні технології: викладання мови комунікації - communicative language teaching (CLT) з акцентом на реальному спілкуванні; викладання на основі виконання завдань - task-based learning teaching (TBLT), що передбачає виконання завдань як основи навчання; навчання на основі змісту та мовної інтеграції - content and language integrated learning (CLIL) як вивчення предметного змісту англійською мовою; змішане навчання - blended learning та використання SMART-технологій; студенто-центричний підхід - learner-centered approach з орієнтацією на потреби студентів. При цьому ефективною щодо організації навчальної діяльності є робота в групах, парах, індивідуальні завдання; інтерактивні вправи, рольові ігри, проєкти; використання цифрових ресурсів (**система управління навчанням - learning management system,** LMS), мобільні додатки, онлайн-платформи; формувальне й підсумкове оцінювання. Результатами навчальної діяльності є підвищення рівня володіння англійською (A1 - C2); здатність застосовувати мову в академічному, професійному або повсякденному середовищі; розвиток автономії студента та навичок самооцінювання.

Водночас на розвиток ELT суттєво впливають соціокультурні чинники. По-перше, суб’єкти ELT, тобто ті, хто безпосередньо залучені до нього - студенти, викладачі, науковці та адміністратори. По-друге, у ширшому контексті, інституції, суспільства, а також культурні й політичні сили, які впливають на сферу ELT.

Сфера ELT утворює численні спільноти практиків (communities of practice. До них належать, наприклад, викладачі англійської мови в різних країнах або на різних освітніх рівнях (бакалавратури, магістратури, підготовки аспірантів); фахівці, які працюють у системі ELT (викладачі, наукові працівники, адміністратори чи допоміжний персонал); а також різноманітні центри, програми чи кафедри, які функціонують як автономні або самофінансовані підрозділи (порівняно з тими, які входять до складу більших структур і не мають власного бюджету чи управлінської самостійності).

ELT також може здійснюватися в інтегрованих класах/групах, в яких навчається значна кількість мігрантів або іноземних студентів. Більше того, на сьогодні подібний підхід дедалі частіше розглядається як бажаний для будь-якого освітнього середовища, що характеризується різноманіттям (у сучасних умовах це, по суті, є нормою). У межах підходу «спільноти практиків» ELT має власну унікальну систему цінностей і практик, що охоплюють як формальні, так і неформальні аспекти взаємодії між викладачами, адміністраторами та допоміжним персоналом.

Викладання англійської мови (ELT) можна охарактеризувати різними способами, кожен із яких відображає певну рамку (frame) або підхід до розуміння цієї сфери [11]. Фрейм тлумачиться як сформовані у певний спосіб інформаційні дані, які відтворюють набуті у результаті досвіду знання про певну стереотипну ситуацію (поняття “ситуація” має узагальнений зміст, оскільки може позначати дію, образ, розповідь тощо) [3, с. 139]. Застосування поняття «рамки» або «фрейму» до опису й аналізу діяльності у сфері ELT дає змогу аналізувати його з точки зору різних аспектів і складових, а також тенденцій (почасти досить суперечливих), які вони породжують, і розглядати їхній різноманітний вплив і взаємодію у межах галузі ELT. Різні тлумачення поняття «фрейм» дають Попова О. та Савалюк І. [4].

Якщо розглядати ELT крізь зазначену призму, воно постає як складна, гібридна сфера, що поєднує різні (часом суперечливі) цілі та пріоритети. Багатогранний характер ELT і численні контекстуальні фактори вимагають збалансування пріоритетів, постійного оновлення та інновацій у межах динамічного соціально-освітнього середовища. Цю складність можна досліджувати у межах завдань, орієнтованих на практику, які допомагають зрозуміти, як фахівці ELT долають виклики своєї діяльності.

Поняття «фреймування» у викладанні англійської мови (ELT) означає спосіб осмислення, структурування та презентування цієї сфери суспільного життя як соціально-професійного, культурного й освітнього явища. Іншими словами, це рамка сприйняття, через яку визначається, що таке ELT, які цілі воно переслідує, хто є його учасниками, які цінності й підходи формують практику викладання.

Зокрема, ELT формується під впливом соціокультурного контексту, який має як внутрішній, так і зовнішній вимір: внутрішній фрейм визначається характеристиками та ролями тих, хто залучений до практики викладання англійської мови, тоді як зовнішній фрейм є більш широкою інституційною та соціальною структурою. Остання включає динамічну взаємодію глобальних і локальних чинників, що впливають на ELT та його реалізацію.

«Framing English language teaching» є підхом, який дозволяє побачити ELT як багатовимірну, гібридну систему, в якій освітні, професійні, ділові, соціо-культурні й дисциплінарні виміри взаємодіють, іноді конфліктуючи, але спільно формуючи складну екосистему сучасного викладання англійської мови. Фрейм може включати будь-який епізод знання яким би химерним він не видавався, аби його поділяла достатня кількість людей [1, с. 157].

Коли людина намагається пізнати та осягнути нову для себе ситуацію або прагне подивитися на звичні для неї речі по-новому, вона вибирає певну схему даних зі своєї пам'яті (називаємо це фреймами), щоб мати змогу шляхом певних змін окремих частин у ній зробити її вживаною та придатною для осягнення ширшого класу процесів та явищ [2, с. 136].

Фрейми можна класифікувати за такими параметрами: походження, концептуальне наповнення, принцип репрезентації знань, тип репрезентованої інформації, ієрархічна організація [3, с. 143].

У результаті, можна визначити такі фрейми ELT.

1. Освітній фрейм (instruction frame). ELT розглядається як процес навчання і вивчення мови, у якому головна увага приділяється методам викладання, розвитку комунікативної компетентності, створенню навчальних програм, оцінюванню результатів тощо.

2. Професійний фрейм (professional frame). У цьому контексті ELT виступає як професія з власними стандартами, кваліфікаційними вимогами, етичними нормами. Викладачі позиціонуються як фахівці, які володіють специфічними знаннями й уміннями.

3. Діловий фрейм (business frame). ELT також функціонує як глобальна індустрія, з приватними мовними школами, онлайн-платформами, сертифікаційними системами (IELTS, TOEFL тощо), навчальними матеріалами та послугами, які приносять значний економічний прибуток.

4. Соціокультурний фрейм (social and cultural frame). Цей підхід підкреслює, що ELT є не лише освітнім, а й культурним процесом, який пов'язаний із глобалізацією, міжнародною мобільністю, міжкультурною комунікацією. У його межах англійська мова розглядається як мова глобального спілкування, а її викладання тлумачиться як простір взаємодії локальних і глобальних цінностей.

5. Дисциплінарний фрейм (disciplinary frame). ELT може бути осмислене як наукова дисципліна, що має власну теорію, дослідницькі традиції, методологію та академічний статус у системі вищої освіти.

Оскільки **фрейми виконують багато різних функцій**, дослідники з різних наукових дисциплін намагалися класифікувати їх за різними **«рівнями абстракції» [7]**.

Фрейми можна класифікувати залежно від того, чи вони визначають, діагностують, оцінюють або пропонують рішення [6]. Аналогічно науковці вважають, що діагностичні, прогностичні та мотиваційні колективні фрейми дій є необхідними для виникнення та мобілізації соціальних рухів [14].

Деякі дослідники (Дж.Друкман) розрізняють комунікативні та когнітивні фрейми, які, у свою чергу, можна поділити на фрейми акцентування уваги (emphasis) та фрейми еквівалентності (equivalency) [5]. У свою чергу, фрейми еквівалентності можна додатково класифікувати на фрейми ризикованого вибору, атрибутивні фрейми та фрейми цілей.

Інші автори (М.Райен, Д.Шьон [13]), розрізняють риторичні та політичні фрейми дій, які, надалі, поділяються на метакультурні, інституційні та політичні фрейми. Цей підхід можна порівняти з лінгвістичною класифікацією, що ґрунтується на глибині фрейму: ціннісні фрейми (глибинні), фрейми широких тематичних доменів (середні), детальні описові фрейми (поверхневі), персональне повідомлення [19].

Деякі лінгвісти (Пан З., Козінскі М. [10]) поділяють компоненти фреймів на чотири структурні виміри дискурсу: синтаксичний, сценарний, тематичний і риторичний.

Фрейми виконують різні функції. Так, у концепції Е. Ґофмана фрейми забезпечують рівновагу між структурою та дією, адже, з одного боку, наш світ формується подіями та досвідом, а з іншого ми самі активно надаємо цим подіям і досвіду певних рамок. Дослідник зазначає, що фрейми дають змогу розмістити, сприймати, ідентифікувати та позначити події або обставини в межах власного життєвого простору або і світу в цілому [8, с. 21].. Фрейми (як явно, так і приховано) виокремлюють певні аспекти проблемної ситуації, водночас приховуючи інші, щоб визначити суть проблеми, встановити її причини, зробити моральну оцінку й запропонувати шляхи розв’язання [6].

У сфері публічного управління це має особливе значення, адже фрейми визначають, що саме вважатимуть «фактами» учасники публічно-управлінської спільноти, а також те, як різні способи визначення проблеми породжують нормативні рамки дій [15].

Фреймінг у публічному управлінні означає спосіб, у який проблеми, політики, процеси та рішення структуруються, інтерпретуються і комунікуються різними учасниками. Він дозволяє визначати, що вважається проблемою, які її причини, які пріоритети у вирішенні та хто є легітимними акторами у процесі управління. Якщо розглядати сферу публічного управління, основними аспектами фреймінгу виокремлюються: визначення проблеми (problem definition), діагностика причин (diagnostic framing), пропозиція рішень (prognostic framing), мотиваційне фреймування

(motivational framing). Самі по собі фрейми у публічному управлінні **в**изначають, що вважається фактом, а що суб'єктивним поглядом. Вони формують норми, пріоритети та політичні рішення у державних інституціях, мобілізують коаліції, визначають легітимних учасників і обмежують недоречні дії.

Фрейми можуть трансформувати проблеми під час їх обговорення, відкриваючи нові шляхи для ухвалення рішень. Відтак, у сфері публічного управління можна виділити такі типи фреймів, як-от:

- комунікативні **(**орієнтовані на дискурс, комунікацію з громадськістю та ЗМІ**)** та когнітивні (структурують мислення та уявлення про політику);
- риторичні **(**впливають на сприйняття проблем через мову та аргументацію) та політичні дії **(**визначають дії державних органів, процедури та регламенти);
- структурні (синтаксис, сценарії, тематика, риторика) **та змістові** (цінності, цілі, пріоритети, механізми впливу).

Загалом, фреймінг у публічному управлінні є ключовим інструментом структурування проблем, формування політики та комунікації з громадськістю, надаючи можливість усвідомлювати, як різні актори взаємодіють і впливають на ухвалення рішень, та підкреслює важливість трансформаційного дискурсу для адаптивного управління. Усвідомлення різних типів фреймів допомагає покращити стратегічне планування, ефективність політики та прозорість публічного управління.

У зв'язку із цим актуальним є питання фреймування викладання англійської мови (ELT) у сфері публічного управління**.** Фреймінг дозволяє розглянути, як ELT інтегрується у державні та адміністративні структури**,** визначає його цілі, пріоритети та вплив на підготовку кадрів публічної служби, а також формує практики комунікації, документування та міжнародної взаємодії.

Аналогічно до виділеного вище, у сфері публічного управління та адміністрування виділяють такі основні фрейми ELT.

Освітній фрейм ELT використовується для професійної підготовки публічних службовців. Він спрямований на розвиток мовної компетенції для ефективної комунікації в державних та міжнародних структурах.

Професійний фрейм, у контексті якого викладачі та тренери з ELT виступають як експерти з освітніх і комунікативних стандартів у сфері публічного управління, забезпечує інтеграцію мовних навичок у професійні компетенції публічних службовців.

Соціокультурний фрейм є основою використання англійської мови як інструменту міжкультурної взаємодії у міжнародних проектах та програмах

співробітництва, підкреслює роль ELT у глобалізації публічного управління та адаптації до міжнародних стандартів.

Дисциплінарний фрейм визначає ELT як академічну дисципліну, що підтримує професійний розвиток публічних службовців, інтегруючи методологію, практичні кейси та теорію публічного управління.

Специфічним для сфери публічного управління є політичний й адміністративний фрейм (policy and administrative frame), який сприяє використанню ELT для підвищення прозорості, ефективності та стандартів комунікації у владних органах. Фреймування визначає пріоритети навчальних програм, стандарти звітності та комунікації з громадськістю та міжнародними партнерами.

Висновки. ELT сформувалося як глобальна спільнота зі своїми власними практиками, що постали в результаті історичного розвитку цієї сфери навчання та багатьох аспектів діяльності, кожен з яких акцентує певні риси ELT та пов'язані з ними цінності, що еволюціонували у взаємодії з контекстом. Через багатогранність роботи у сфері ELT як сама сфера, так і окремі прояви її реалізації, є надзвичайно складними системами.

ELT у публічному управлінні є гібридною системою, в якій взаємодіють освіта, професійна підготовка та політика. Фреймінг допомагає структурувати навчальні програми, розставити пріоритети у підготовці управлінського персоналу і забезпечити ефективну комунікацію у державному секторі. Усвідомлення різних рамок ELT сприяє покращенню професійної підготовки, інтеграції міжнародних практик і підвищенню ефективності публічного управління.

У сукупності цей широкий спектр фреймів, процесів фреймінгу та підходів до їх аналізу створює інтелектуальне підґрунтя для отримання нових знань і формування аналітичних підходів у тих сферах політики та публічного управління, які раніше залишалися недостатньо дослідженими.

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ДІАЛОГ КУЛЬТУР У ФІЛОСОФСЬКІЙ ПОЕЗІЇ XX СТОЛІТТЯ: УКРАЇНСЬКИЙ ТА АМЕРИКАНСЬКИЙ КОНТЕКСТИ

Анотація. У статті здійснено компаративний аналіз діалогу культур у філософській поезії XX століття на матеріалі української та американської літературних традицій. Дослідження ґрунтується на міжкультурному підході та поєднує концепції культурної пам'яті й інтертекстуальності. У роботі проаналізовано специфіку філософського осмислення буття у творчості українських поетів – Ліни Костенко, Василя Стуса, Івана Драча – та американських авторів – Томаса Еліота, Сильвії Плат, Луїзи Глюк. Виявлено, що в обох традиціях поезія функціонує як форма реакції на кризові явища XX століття – війни, тоталітаризм, екзистенційні злами, – а також як простір інтеграції індивідуального й колективного досвіду. Доведено, що інтертекстуальність виступає ключовим механізмом діалогу культур, забезпечуючи взаємодію різних символічних систем і культурних кодів. Встановлено, що українська філософська лірика тяжіє до історіософічної моделі, орієнтованої на національну пам'ять, моральний імператив та колективний історичний досвід, тоді як американська поезія зосереджується на психологічній рефлексії, індивідуалізмі та універсалізації особистого переживання. Простежено, що поетичний текст у межах обох традицій виконує функцію культурного медіатора, поєднуючи інтимний досвід із філософським осмисленням історії, часу, пам'яті та людського існування. Особливу увагу приділено ролі біблійних, античних та літературних алюзій, які формують багаторівневий інтертекстуальний простір і забезпечують безперервність культурної традиції. Обґрунтовано, що діалог культур реалізується через різні моделі осмислення буття, а поетичний текст функціонує як форма міжкультурної комунікації та інтерпретації традиції. Стаття акцентує увагу на ролі поетичного слова у формуванні міжкультурного гуманітарного простору та збереженні культурної ідентичності. Перспективи подальших досліджень пов'язані з аналізом перекладацьких стратегій, рецепції філософської поезії у

глобальному культурному контексті та вивченням механізмів трансформації культурної пам'яті у сучасному літературному процесі.

Ключові слова: діалог культур, міжкультурна комунікація, філософська поезія, інтертекстуальність, культурна пам'ять, компаративістика.

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DIALOGUE OF CULTURES IN PHILOSOPHICAL POETRY OF 20TH CENTURY: UKRAINIAN AND AMERICAN CONTEXTS

Abstract. The article presents a comparative analysis of the dialogue of cultures in the philosophical poetry of the twentieth century based on Ukrainian and American literary traditions. The research is grounded in an intercultural approach and combines the concepts of cultural memory and intertextuality. The paper examines the specificity of the philosophical interpretation of human existence in the works of Lina Kostenko, Vasyl Stus, and Ivan Drach, as well as American authors T. S. Eliot, Sylvia Plath, and Louise Glück. It has been established that in both literary traditions poetry functions as a response to the crises of the twentieth century – wars, totalitarianism, and existential ruptures – while also serving as a space for the integration of individual and collective experience.

The study demonstrates that intertextuality acts as a key mechanism of cultural dialogue, ensuring the interaction of different symbolic systems and cultural codes. It has been determined that Ukrainian philosophical poetry tends toward a historiosophical model focused on national memory, moral imperative, and collective historical experience, whereas American poetry emphasizes psychological reflection, individualism, and the universalization of personal experience. The article traces how poetic texts within both traditions perform the function of cultural mediation, combining intimate experience with philosophical reflections on history, time, memory, and human existence.

Special attention is paid to the role of biblical, classical, and literary allusions that shape a multilayered intertextual space and ensure the continuity of cultural tradition. The research substantiates that the dialogue of cultures is realized through different models of interpreting being, while the poetic text functions as a form of intercultural communication and interpretation of tradition. The article emphasizes the role of poetic language in shaping an intercultural humanitarian space and preserving cultural identity. Prospects for further research

are connected with the analysis of translation strategies, the reception of philosophical poetry in the global cultural context, and the study of the transformation of cultural memory in contemporary literary processes.

Keywords: dialog of cultures, intercultural communication, philosophic poetry, intertextuality, cultural memory, comparative literature.

Постановка проблеми. Друга половина XX століття стала періодом глибоких соціокультурних трансформацій, що суттєво вплинули на характер художнього мислення та способи репрезентації людського досвіду в літературі. Світові війни, тоталітарні режими, криза традиційних цінностей і водночас інтенсифікація міжкультурних контактів спричинили формування нових моделей осмислення буття, у яких поезія посіла особливе місце як форма філософської рефлексії. У цьому контексті філософська поезія XX століття постає не лише як естетичний феномен, а як простір діалогу культур, у якому відбувається взаємодія різних традицій, ціннісних систем і світоглядних парадигм.

Актуальність дослідження зумовлена необхідністю осмислення поетичного тексту як форми міжкультурної комунікації, що виходить за межі національних літературних канонів. Українська та американська поетичні традиції, попри відмінність історичних умов і культурних контекстів, демонструють типологічно споріднені тенденції у розвитку філософської лірики. В обох випадках поезія стає засобом осмислення екзистенційних проблем – життя і смерті, свободи й відповідальності, індивідуального та колективного досвіду, – а також формою реагування на кризові явища XX століття.

Особливого значення набуває проблема діалогу культур як внутрішньої характеристики поетичного мислення. У сучасному літературознавстві діалог культур розглядається не лише як результат безпосередніх контактів між літературами, а як структурний принцип тексту, що виявляється через інтертекстуальні зв'язки, алюзії, ремінісценції та запозичення культурних кодів. Філософська поезія, насичена символами та універсальними образами, особливо чутлива до таких форм взаємодії, оскільки вона апелює до загальнолюдського досвіду, водночас зберігаючи національну специфіку.

Аналіз попередніх досліджень. Ідея діалогу як основоположного принципу культури була розвинена в герменевтичній традиції (Г.-Г. Гадамер), де розуміння постає як процес взаємодії інтерпретатора з текстом, що належить до іншого історичного й культурного горизонту. У цьому контексті діалог культур осмислюється не як механічне зіставлення різних традицій, а як складний процес інтерпретації та взаємопроникнення смислів.

Важливу роль у дослідженні міжкультурної взаємодії відіграє теорія інтертекстуальності, започаткована Ю. Крістєвою та розвинена в працях Р. Барта і Ж. Женетта. Інтертекст у цьому підході розглядається як мережа відсилань до інших текстів і культурних кодів, що формує багатовимірний семантичний простір художнього твору. Саме інтертекстуальність дозволяє розглядати поезію як форму культурного діалогу, у якій поєднуються національні та універсальні смисли. У поетичному дискурсі ХХ століття цей принцип набуває особливої ваги, оскільки поети активно переосмислюють традицію, інтегруючи її в нові історичні та екзистенційні контексти.

Окремий напрям досліджень пов'язаний із концепцією культурної пам'яті (Я. Ассман, А. Ассман), відповідно до якої література розглядається як один із ключових механізмів збереження та трансляції колективного досвіду.

У цьому контексті поезія постає не лише як форма індивідуального висловлювання, а як засіб конструювання культурної ідентичності, що особливо актуально для літератур, сформованих в умовах історичних травм і політичного тиску [1, 2].

У межах українського літературознавства значну увагу приділено дослідженню філософської поезії другої половини ХХ століття. Праці В. Панченка, М. Жулинського, Т. Салиги та інших дослідників висвітлюють інтелектуальну глибину, історіософічний характер і морально-етичну проблематику творчості поетів-шістдесятників. Зокрема, у дослідженнях, присвячених Ліні Костенко, акцентується роль культурної пам'яті, інтертекстуальності та філософського осмислення національного досвіду. Водночас ці роботи здебільшого зосереджені на внутрішньоукраїнському контексті й рідко виходять на рівень міжкультурного зіставлення.

Попри значний обсяг наукових праць, присвячених як українській, так і американській поезії, проблема їхнього зіставного аналізу в аспекті діалогу культур залишається недостатньо розробленою. Існуючі дослідження переважно зосереджуються на національних літературних традиціях або ж розглядають міжкультурні зв'язки фрагментарно, без системного підходу. Таким чином, актуальним є комплексне дослідження філософської поезії ХХ століття як простору взаємодії культур, у якому інтертекстуальність виступає ключовим механізмом формування смислів.

Мета статті – виявлення специфіки діалогу культур у філософській поезії ХХ століття на матеріалі української та американської літературних традицій.

Завдання дослідження:

1. Окреслити теоретичні засади дослідження діалогу культур у поетичному дискурсі;

2. Проаналізувати особливості філософської проблематики у творчості обраних авторів;

3. Виявити інтертекстуальні та культурні коди, що формують поетичний текст;

4. Здійснити порівняльний аналіз української та американської поетичних моделей; визначити роль поезії як простору міжкультурної комунікації.

Виклад основного матеріалу. Філософська поезія XX століття формується в умовах глибоких історичних і світоглядних зламів, що визначили специфіку художнього мислення цієї епохи. Дві світові війни, досвід тоталітарних режимів, криза раціоналістичної картини світу та розчарування в ідеях прогресу спричинили радикальну переоцінку цінностей і поставили перед митцями питання про сенс людського існування. У цих умовах поезія перестає бути лише сферою естетичного самовираження й набуває статусу простору філософської рефлексії, де відбувається осмислення фундаментальних екзистенційних проблем.

Реакція поезії на травматичний досвід XX століття виявляється передусім у зміні її тематичних і стильових орієнтирів. Війни та тоталітаризм зумовлюють звернення до теми історичної катастрофи, руйнування гуманістичних ідеалів і втрати цілісності світу. У поетичному дискурсі це проявляється у фрагментарності образів, напруженій символіці та відмові від однозначних смислів. Поезія стає формою свідчення, в якій індивідуальний голос відображає колективний досвід травми, водночас прагнучи його осмислення.

Важливою тенденцією розвитку філософської поезії цього періоду є інтимізація філософського дискурсу. Якщо у попередні епохи філософські ідеї часто подавалися в абстрактно-раціональній формі, то у XX столітті вони набувають особистісного виміру. Поетичний текст перетворюється на простір внутрішнього монологу, де філософські категорії – життя і смерть, свобода і необхідність, самотність і відповідальність – осмислюються через призму індивідуального досвіду. Така трансформація зумовлює зближення поезії з екзистенціалізмом, у межах якого людина розглядається як істота, що перебуває в ситуації вибору й несе відповідальність за власне існування.

Водночас інтимізація не означає ізоляції поетичного «я» від ширшого культурного контексту. Навпаки, особистий досвід у філософській поезії XX століття постає як точка перетину індивідуального й колективного, приватного й історичного. Поетичне висловлювання вбирає в себе культурну пам’ять, інтертекстуальні відсилання та символічні структури, що належать різним традиціям. Саме через цю багатошаровість поезія стає простором діалогу культур, у якому взаємодіють різні історичні епохи, національні контексти й філософські системи [4].

Поєднання особистого досвіду і культурної традиції є однією з ключових ознак філософської поезії XX століття. Поети активно звертаються до біблійних, античних і літературних сюжетів, переосмислюючи їх у світлі сучасних проблем. Інтертекстуальність у цьому випадку виконує не лише естетичну, а й пізнавальну функцію: вона дозволяє інтегрувати індивідуальний досвід у ширший культурний контекст, надаючи йому універсального значення. Таким чином, поетичний текст функціонує як своєрідний «медіатор» між культурами, забезпечуючи взаємопроникнення смислів і створюючи умови для міжкультурної комунікації.

У цьому аспекті філософська поезія постає як форма діалогу не лише між різними культурами, а й між минулим і сучасністю, традицією і новаторством. Поети XX століття не просто відтворюють культурну спадщину, а вступають із нею в активну взаємодію, трансформуючи її відповідно до власного досвіду й історичних обставин. Саме ця динаміка взаємодії визначає поезію як відкриту систему, здатну до постійного переосмислення й оновлення.

Українська філософська поезія другої половини XX століття формується в умовах складного історичного досвіду, позначеного тоталітарним тиском, цензурними обмеженнями та кризою національної ідентичності. У цьому контексті поетичне слово набуває особливої ваги як простір збереження культурної пам'яті та форма духовного опору. Творчість Ліни Костенко, Василя Стуса та Івана Драча репрезентує різні моделі філософського осмислення дійсності, однак об'єднується спільною настановою на поєднання індивідуального досвіду з національно-історичним виміром [5].

Однією з ключових рис української філософської поезії цього періоду є історіософічність. Історія в поетичних текстах постає не як сукупність фактів, а як процес морального самовизначення народу, що переживає травматичні події та шукає шляхи збереження власної ідентичності. У поезії Ліни Костенко історичні мотиви набувають узагальненого філософського звучання: минуле осмислюється як простір повторюваних екзистенційних ситуацій, у яких людина змушена робити вибір між правдою і компромісом, свободою і підпорядкуванням. Такий підхід дозволяє поетесі інтегрувати національний досвід у ширший універсальний контекст [7].

У творчості Василя Стуса історіософічний вимір поєднується з глибокою екзистенційною рефлексією. Його поезія відзначається високим рівнем внутрішньої напруги, що зумовлена особистим досвідом протистояння тоталітарній системі. Історія постає як простір випробування людської гідності, а поетичне слово – як засіб збереження внутрішньої свободи. У цьому сенсі поезія Стуса виходить за межі суто літературного явища, набуваючи етичного та філософського значення [8].

Іван Драч, у свою чергу, репрезентує іншу модель взаємодії з культурною пам'яттю, поєднуючи філософську проблематику з елементами модерністської образності та метафоричної експресії. Його поезія відзначається прагненням осмислити місце людини у світі, співвіднести індивідуальний досвід із космічними та історичними вимірами буття. У творчості Драча культурна пам'ять часто набуває символічної форми, де національні мотиви поєднуються з універсальними образами [9].

Важливою характеристикою української філософської поезії є наявність виразного морального імперативу. Поет виступає не лише як спостерігач, а як носій етичної позиції, що передбачає відповідальність за слово й за збереження правди. У поезії Костенко, Стуса й Драча моральний вимір невіддільний від філософського: осмислення буття супроводжується оцінкою людських вчинків, історичних процесів і культурних явищ. Саме ця етична спрямованість визначає поезію як форму духовного спротиву.

Національна пам'ять у творчості цих поетів функціонує як основа ідентичності, що протистоїть процесам уніфікації та ідеологічного контролю. Звернення до історичних подій, культурних символів і традицій дозволяє зберегти тяглість культурного розвитку, навіть у ситуації політичного тиску. Поезія стає своєрідним «архівом» пам'яті, у якому фіксуються не лише факти, а й емоційно-ціннісний досвід поколінь [2].

Інтертекстуальність відіграє ключову роль у формуванні цього культурного простору. Біблійні алюзії, що часто з'являються у поезії Костенко та Стуса, надають текстам універсального виміру, вводячи національний досвід у ширший контекст світової культури. Образи жертви, страждання, відродження та морального вибору функціонують як архетипні моделі, через які осмислюється сучасність.

Звернення до української класичної літератури – передусім до творчості Тараса Шевченка, Лесі Українки, Івана Франка – формує ще один важливий рівень інтертексту. Ці відсилання не є прямим цитуванням, а інтегруються в сучасний поетичний дискурс, створюючи ефект діалогу між епохами.

Таким чином, поети не лише зберігають традицію, а й переосмислюють її, адаптуючи до нових історичних умов.

Античні мотиви також займають важливе місце в інтертекстуальній системі української філософської поезії. Вони дозволяють універсалізувати національний досвід, співвіднести його з загальнолюдськими проблемами та включити українську культуру в ширший європейський контекст. Через античні алюзії поети підкреслюють тяглість культурного розвитку й водночас демонструють здатність сучасної поезії до переосмислення класичної спадщини [4].

Філософська поезія США XX століття формується в умовах принципово іншого соціокультурного середовища, ніж українська, проте демонструє подібну інтенсивність осмислення екзистенційних проблем. Якщо українська поезія значною мірою зосереджена на колективному історичному досвіді та національній пам'яті, то американська традиція тяжіє до індивідуалізму, психологічної рефлексії та універсалізації особистого досвіду. У цьому контексті творчість Томаса Стернза Еліота, Сильвії Плат і Луїзи Глюк репрезентує різні моделі філософського осмислення буття, які, попри відмінності, об'єднані спільною тенденцією до інтертекстуального діалогу з культурною традицією.

Однією з ключових постатей американської філософської поезії є Т. С. Еліот, чия творчість визначила основні параметри модерністського поетичного мислення. Його поезія відзначається високим рівнем інтертекстуальності, що виявляється у широкому використанні біблійних, античних і літературних алюзій. У поемах Еліота сучасний світ постає як простір духовної кризи та втрати цілісності, що потребує відновлення через звернення до культурної традиції. Інтертекст у його творчості виконує функцію своєрідного «культурного каркасу», який дозволяє структурувати хаотичну реальність і надати їй смислової глибини. Таким чином, поезія Еліота демонструє, що діалог культур може бути способом подолання духовної фрагментації модерного світу [10].

Іншу модель філософської поезії репрезентує Сильвія Плат, чия творчість належить до так званої конфесійної поезії. У її текстах філософська проблематика набуває глибоко особистісного характеру, пов'язаного з досвідом внутрішньої кризи, самотності та пошуку ідентичності. Інтимізація поетичного висловлювання поєднується з використанням символів і образів, що мають ширші культурні конотації. Біблійні та міфологічні мотиви в поезії Плат не лише підсилюють емоційну напругу тексту, а й дозволяють універсалізувати індивідуальний досвід, перетворюючи його на частину загальнолюдського дискурсу. У цьому сенсі її поезія демонструє, як особисте переживання може стати формою культурного висловлювання [11].

Творчість Луїзи Глюк продовжує і водночас трансформує традицію філософської лірики, поєднуючи інтимність із високим рівнем інтертекстуальної насиченості. Її поезія характеризується стриманістю, лаконічністю та глибокою символічністю. Глюк активно звертається до античної міфології, зокрема до образів грецького міфу, які переосмислює в контексті сучасного досвіду. Міфологічні сюжети в її поезії виконують функцію універсальних моделей, через які осмислюються теми втрати, любові, смерті та відродження. Таким чином, інтертекст у творчості Глюк

стає засобом діалогу між індивідуальним досвідом і культурною традицією [12].

Спільною рисою американської філософської поезії є прагнення до універсалізації особистого досвіду. Індивідуальне «я» у цих текстах не ізолюється від культурного контексту, а, навпаки, виступає як точка входу в ширший простір смислів. Через інтертекстуальні відсилання до біблійних, античних і літературних джерел поети інтегрують власні переживання у світову культурну традицію, створюючи багатовимірний поетичний дискурс.

Водночас для американської поезії характерна відсутність виразного національно-історичного домінування, що відрізняє її від української традиції. Культурна пам'ять тут функціонує переважно як універсальний, а не національно специфічний феномен. Це зумовлює іншу модель діалогу культур, у якій акцент переноситься з колективного досвіду на індивідуальне переживання, що набуває загальнолюдського значення.

Порівняльний аналіз української та американської філософської поезії XX століття дозволяє виявити як типологічну спорідненість, так і принципові відмінності, зумовлені різними культурно-історичними контекстами. Незважаючи на відсутність безпосередніх контактів між цими літературними традиціями, вони демонструють спільні тенденції розвитку, що свідчить про універсальний характер поетичного осмислення кризового досвіду XX століття.

Передусім, обидві традиції характеризуються високим рівнем філософської глибини. Поезія постає як форма рефлексії над фундаментальними питаннями буття – сенсом життя, природою страждання, проблемою свободи та відповідальності. У творчості як українських, так і американських поетів філософські категорії не подаються в абстрактному вигляді, а інтегруються в художню тканину тексту, набуваючи емоційно-екзистенційного звучання. Це зумовлює особливу напруженість поетичного дискурсу, де кожен образ стає носієм глибших смислів.

Другою важливою спільною рисою є інтертекстуальність як структурний принцип поетичного мислення. І українські, і американські поети активно звертаються до культурної спадщини – біблійних текстів, античної міфології, класичної літератури – інтегруючи ці елементи у власні художні системи. Інтертекст виконує функцію зв'язку між різними культурними рівнями, забезпечуючи безперервність традиції та водночас відкриваючи можливість її переосмислення. Саме через інтертекстуальність поезія набуває здатності до діалогу з іншими культурами.

Третьою спільною характеристикою є реакція на кризові явища XX століття. Поезія в обох традиціях виступає як форма осмислення

травматичного досвіду – війни, насильства, втрати духовних орієнтирів. Вона фіксує стан розламу між людиною і світом, водночас прагнучи віднайти нові смислові опори. У цьому контексті філософська поезія виконує не лише естетичну, а й терапевтичну функцію, сприяючи переосмисленню історичного досвіду.

Водночас між українською та американською поетичними традиціями існують суттєві відмінності, що визначають специфіку їхнього розвитку. Українська філософська поезія тяжіє до колективного виміру пам'яті та історії. Вона зосереджується на проблемах національної ідентичності, історичної травми та моральної відповідальності перед минулим. Поетичне «я» у цій традиції часто виступає як репрезентант колективного досвіду, що відображає долю народу. Історія стає не лише тематичним тлом, а визначальним чинником формування смислу.

Натомість американська поезія демонструє переважно індивідуалістичну модель осмислення буття. У центрі уваги перебуває внутрішній світ особистості, її психологічні стани, екзистенційні переживання. Індивідуальний досвід набуває універсального значення через інтертекстуальні зв'язки, однак він не пов'язується безпосередньо з конкретною національною історією. Така модель зумовлює іншу конфігурацію діалогу культур, у якій особисте стає основою для виходу на загальнолюдський рівень [11].

У філософській поезії XX століття діалог культур постає не лише як результат історичних чи літературних контактів, а як свідомо вибудувана поетична стратегія. Поетичний текст функціонує як простір взаємодії різних культурних кодів, де відбувається переклад, інтерпретація та трансформація традиції. У цьому сенсі поезія виступає своєрідним «медіатором» між культурами, забезпечуючи їхнє взаємопроникнення.

По-перше, поезію можна розглядати як форму перекладу культури. Йдеться не лише про міжмовний переклад, а про ширше явище – перенесення смислів із одного культурного контексту в інший. Інтертекстуальні відсилання до біблійних, античних чи літературних джерел функціонують як механізми такого перекладу, дозволяючи поетові інтегрувати різні культурні традиції у власний текст. У результаті поезія стає місцем зустрічі різних культурних систем, де відбувається їхня взаємна інтерпретація.

По-друге, поетичний текст є формою інтерпретації традиції. Поети XX століття не просто відтворюють культурну спадщину, а активно її переосмислюють, адаптуючи до нових історичних і екзистенційних умов. Традиція в цьому випадку постає не як статичний канон, а як динамічна система, що постійно оновлюється через взаємодію з сучасністю. Інтертекстуальність забезпечує цю динаміку, створюючи простір для діалогу між минулим і теперішнім.

По-третє, поезія функціонує як форма міжкультурної комунікації. Завдяки універсальності символів і образів вона здатна долати мовні та культурні бар'єри, створюючи спільне поле смислів. Водночас ця комунікація не є однозначною: вона передбачає множинність інтерпретацій і залежить від культурної компетенції читача [4].

У цьому контексті особливого значення набуває роль читача як співтворця смислу. Інтерпретація поетичного тексту передбачає активну участь реципієнта, який має реконструювати інтертекстуальні зв'язки та культурні коди. Читач вступає в діалог не лише з текстом, а й із культурами, що стоять за ним. Таким чином, процес читання перетворюється на акт міжкультурної комунікації, у якому смисл не задається однозначно, а формується в процесі взаємодії.

Висновки. Проведене дослідження дозволяє стверджувати, що філософська поезія ХХ століття є одним із ключових просторів реалізації діалогу культур, у якому поєднуються індивідуальний досвід, культурна пам'ять та інтертекстуальні зв'язки. У межах як української, так і американської літературних традицій поезія виконує функцію осмислення кризового досвіду епохи, зокрема наслідків воєн, тоталітаризму та екзистенційних зламів, що визначили духовний ландшафт ХХ століття.

Встановлено, що спільними рисами обох поетичних систем є філософська глибина, інтертекстуальність та спрямованість на переосмислення культурної традиції. Інтертекст виступає універсальним механізмом включення поетичного тексту в ширший культурний контекст, забезпечуючи зв'язок між різними епохами та традиціями. Саме через інтертекстуальні стратегії відбувається актуалізація культурної пам'яті та формування багатовимірного смислового простору.

Водночас виявлено принципові відмінності у способах реалізації філософського дискурсу. Українська поезія другої половини ХХ століття тяжіє до історіософічного осмислення дійсності, зосереджуючись на проблемах національної пам'яті, колективного досвіду та моральної відповідальності. Поетичне слово в цьому контексті виступає формою опору та засобом збереження ідентичності. Натомість американська філософська поезія орієнтується на індивідуальний досвід, психологічну рефлексію та універсалізацію особистого переживання. Індивідуальне «я» стає основою для виходу на загальнолюдський рівень смислів.

Доведено, що діалог культур у філософській поезії ХХ століття відбувається не через уніфікацію художніх моделей, а через співіснування різних способів осмислення буття. Українська та американська традиції демонструють альтернативні, проте взаємодоповнювальні підходи до співвідношення індивідуального й колективного, історичного й

універсального. Саме ця множинність моделей забезпечує продуктивність міжкультурного діалогу.

Окрему увагу приділено ролі поезії як форми міжкультурної комунікації. Поетичний текст функціонує як простір перекладу культури, інтерпретації традиції та взаємодії різних символічних систем. У цьому процесі важливу роль відіграє читач, який виступає співтворцем смислу, здійснюючи реконструкцію інтертекстуальних зв'язків і культурних кодів.

Отже, філософська поезія XX століття постає як відкрита система, у якій діалог культур реалізується через складну взаємодію тексту, традиції та рецепції. Перспективи подальших досліджень пов'язані з поглибленим аналізом перекладацьких стратегій, рецепції поетичних текстів у різних культурних середовищах, а також розширенням компаративного підходу шляхом залучення інших літературних традицій.

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ЗАСТОСУВАННЯ ЗАДАЧНО-ОРІЄНТОВАНОГО ПІДХОДУ В МЕТОДИЦІ ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ СТУДЕНТАМ ТУРИСТИЧНИХ СПЕЦІАЛЬНОСТЕЙ

Анотація. Стаття присвячена комплексному розгляду задачно-орієнтованого підходу (Task-Based Language Teaching, TBLT) як методичного інструменту формування іншомовної комунікативної компетентності у студентів туристичних спеціальностей закладів вищої освіти України. Актуальність обраної теми зумовлена тим, що сучасна індустрія гостинності та туризму висуває до випускників вимоги, які суттєво відрізняються від традиційних уявлень про мовну підготовку: фахівець повинен не просто знати граматику чи лексику, а вміти розв'язувати комунікативні задачі в реальних професійних ситуаціях – від бронювання готелів до врегулювання конфліктних ситуацій із клієнтами. У роботі проаналізовано теоретичні засади TBLT у контексті професійно орієнтованого навчання іноземних мов, зокрема концепції Р. Елліса, Д. Нюнана та Дж. Вілліса. Практичну складову дослідження становить аналіз навчальних планів та робочих програм дисциплін «Іноземна мова за професійним спрямуванням» у провідних українських ЗВО, що здійснюють підготовку за спеціальністю 242 «Туризм і рекреація». На основі статистичних даних Державної служби статистики України за 2023–2025 рр. щодо обсягів туристичних потоків, а також результатів моніторингу працевлаштування випускників подано кількісні характеристики стану іншомовної підготовки майбутніх фахівців галузі. У статті запропоновано авторську класифікацію типів задач (tasks),

адаптованих до потреб туристичної сфери, наведено конкретні приклади завдань для кожного етапу TBLT-заняття (pre-task, task cycle, language focus) із вказівкою на професійний контекст. Подано порівняльну характеристику задачно-орієнтованого та граматико-перекладного підходів за низкою дидактичних критеріїв. Окрему увагу приділено інтеграції цифрових інструментів у TBLT-практику – платформам Padlet, Kahoot!, Quizlet та симуляторам бронювання. Результати аналізу подано у вигляді таблиць, діаграм та схем. Зроблено висновок про те, що задачно-орієнтований підхід забезпечує формування саме тих компетентностей, які є найбільш затребуваними на ринку праці у сфері туризму.

Ключові слова: задачно-орієнтоване навчання, іноземна мова професійного спрямування, туристичні спеціальності, комунікативна компетентність, професійна підготовка, English for Specific Purposes

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APPLICATION OF TASK-BASED APPROACH IN FOREIGN LANGUAGE TEACHING METHODOLOGY FOR TOURISM STUDENTS

Abstract. The article provides a comprehensive examination of Task-Based Language Teaching (TBLT) as a methodological tool for developing foreign language communicative competence among students majoring in tourism at higher education institutions in Ukraine. The relevance of the chosen topic is determined by the fact that the modern hospitality and tourism industry imposes requirements on graduates that significantly differ from traditional notions of language training: a specialist must not only know grammar or vocabulary but be able to solve communicative tasks in real professional situations – from hotel bookings to resolving conflict situations with clients. The study analyses the theoretical foundations of TBLT in the context of professionally oriented foreign

language teaching, in particular the concepts of R. Ellis, D. Nunan, and J. Willis. The practical component of the research involves an analysis of curricula and working programmes of the discipline "Foreign Language for Professional Purposes" at leading Ukrainian HEIs providing training in specialty 242 "Tourism and Recreation". Based on statistical data from the State Statistics Service of Ukraine for 2023–2025 regarding tourist flows, as well as graduate employment monitoring results, quantitative characteristics of the state of foreign language training of future industry professionals are presented. The article proposes an original classification of task types adapted to the needs of the tourism sector, provides specific task examples for each stage of a TBLT lesson (pre-task, task cycle, language focus) with reference to the professional context. A comparative characterisation of the task-based and grammar-translation approaches across a range of didactic criteria is provided. Special attention is given to the integration of digital tools in TBLT practice – platforms such as Padlet, Kahoot!, Quizlet, and booking simulators. The analysis results are presented in the form of tables, diagrams, and schemes. It is concluded that the task-based approach ensures the formation of precisely those competencies that are most in demand in the tourism labour market.

Keywords: task-based language teaching, foreign language for specific purposes, tourism specialties, communicative competence, professional training, English for Specific Purposes

Вступ. Глобалізація туристичної індустрії та інтенсифікація міжнародних подорожей ставлять перед системою вищої освіти України нові виклики, пов’язані з якістю іншомовної підготовки фахівців туристичної галузі. За даними Всесвітньої туристичної організації (UNWTO), у 2024 році кількість міжнародних туристичних прибуттів у світі досягла 1,4 млрд осіб, що на 11 % перевищує показники допандемічного 2019 року [17, с. 6]. Україна, попри складні безпекові умови, поступово відновлює внутрішній туристичний потенціал: за даними Державної служби статистики, у 2024 році кількість обслугованих туристів ліцензованими туроператорами та турагентами становила понад 1,8 млн осіб, що вдвічі більше за показник 2022 року [2].

У цих умовах володіння іноземною мовою для фахівця з туризму перетворюється із бажаної навички на обов’язкову професійну компетентність. Однак практика засвідчує, що традиційні підходи до навчання іноземної мови – передусім граматико-перекладний метод, який досі домінує у значній частині вітчизняних ЗВО, – не забезпечують формування тих комунікативних умінь, яких потребує реальне професійне середовище. Студент може бездоганно відмінювати дієслова, але губиться, коли

потрібно пояснити іноземному туристу маршрут екскурсії або відповісти на скаргу клієнта готелю. Саме цей розрив між академічними знаннями та практичними вміннями й зумовлює інтерес до задачно-орієнтованого підходу (Task-Based Language Teaching, TBLT), який ставить у центр навчального процесу не граматичну структуру, а комунікативну задачу, що моделює реальну професійну ситуацію [16, с. 73].

Водночас запровадження TBLT у практику підготовки студентів-туристів в Україні стикається з низкою об'єктивних труднощів. Серед них – недостатня методична забезпеченість, брак адаптованих до вітчизняного контексту навчальних матеріалів, а також інерція викладацького корпусу, значна частина якого отримала фахову підготовку в парадигмі структурного підходу до мови. Додаткову складність створює той факт, що стандарт вищої освіти за спеціальністю 242 «Туризм і рекреація» [4], хоча й передбачає формування комунікативної компетентності іноземною мовою серед загальних компетентностей, не конкретизує методичних механізмів її досягнення, залишаючи це на розсуд конкретних ЗВО.

Огляд літератури. Теоретичне підґрунтя задачно-орієнтованого навчання мов закладено у працях M. East, який здійснив аналіз розвитку комунікативного та задачно-орієнтованого підходів за останнє десятиліття, констатувавши, що TBLT перетворився із експериментальної методики на мейнстрім мовної освіти [5]. Це розмежування є принципово важливим для розуміння того, як саме задачі можуть інтегруватися у навчальний процес на туристичних спеціальностях.

М. Подоляк здійснив порівняльний аналіз поняття «іншомовна професійна комунікативна компетентність» у вітчизняному та зарубіжному науковому просторі й дійшов висновку, що в українській педагогічній традиції це поняття поки що не набуло однозначного тлумачення результату» [11, с. 37]. Ця дефініція стала відправною точкою для численних адаптацій TBLT до потреб професійно орієнтованого навчання.

Серед вітчизняних дослідників проблематику професійно орієнтованого навчання іноземних мов активно розробляли Н. Мукан, Т. Горохівська, О. Ієвлєв, Н. Чубінська та В. Кобрин здійснили ґрунтовний понятєво-категорійний аналіз іншомовної комунікативної компетентності, систематизувавши підходи до її визначення та виокремивши ключові структурні компетентності [9]. В. Кожевнікова та М. Шепель проаналізували іноземну мову професійних комунікацій як елемент підготовки фахівців готельно-ресторанного бізнесу, наголосивши на необхідності інтеграції автентичних матеріалів у навчальний процес [8].

Н. Івасів у дослідженні організаційного компоненту формування комунікативної компетентності майбутніх фахівців із туризмознавства

встановила, що понад 78 % роботодавців у сфері туризму вважають вільне володіння англійською мовою обов'язковою вимогою при прийомі на роботу, тоді як лише 34 % випускників оцінюють власний рівень як достатній для професійної діяльності [5, с. 147]. Ці цифри наочно ілюструють той розрив, який покликаний подолати задачно-орієнтований підхід. Зарубіжні дослідження останніх років підтверджують ефективність TBLT у контексті навчання мов для сфери гостинності. Зокрема, О. Карасьова дослідила засоби формування іншомовної комунікативної компетентності студентів немовних спеціальностей і зробила акцент на тому, що інтерактивні методи навчання, зокрема задачно-орієнтовані, демонструють вищу ефективність (з 72,08 до 82,88) [6, с. 73]. Б. Валуйо дослідив поєднання TBLT із тематичними рольовими іграми для розвитку комунікативної компетентності студентів-туристів і встановив, що такий підхід забезпечує вищу мотивацію та кращі результати порівняно з традиційним навчанням [7, с. 107].

С. Соколовська дослідила проблему подолання страху помилок у студентів першого курсу нефілологічних спеціальностей і довела, що задачно-орієнтований формат занять суттєво знижує рівень мовленнєвої тривожності та підвищує залученість студентів [13, с. 34]. С. Шандрук та Ю. Аркушина проаналізували формування іншомовної комунікативної компетентності майбутніх фахівців на немовних факультетах і запропонували модель, що поєднує комунікативний та компетентнісний підходи [14, с. 71].

Т. Тандіпаюк та співавтори у 2023 році досліджували розвиток навичок говоріння на основі рольових ігор у студентів туристичного вишу й зафіксували зростання показників вільності мовлення (fluency) на 23 % та зрозумілості (comprehensibility) на 19 % після курсу, побудованого на задачно-орієнтованій методиці [15, с. 114].

Загальноєвропейські Рекомендації з мовної освіти (CEFR), оновлена версія яких вийшла у 2020 році із додатковим томом (Companion Volume), експліцитно визнають задачно-орієнтований підхід як такий, що найбільш повно відповідає компетентнісній парадигмі мовної освіти [1].

Виділення невирішених раніше частин загальної проблеми. Попри значний обсяг досліджень, присвячених як TBLT загалом, так і навчанню іноземних мов у туристичній галузі зокрема, залишається низка аспектів, що потребують додаткового наукового опрацювання. По-перше, абсолютна більшість наявних розвідок зосереджена на зарубіжному досвіді – азійському (Індонезія, Таїланд, Китай) або європейському, – тоді як специфіка українського освітнього контексту з його нормативними, кадровими та ресурсними особливостями залишається практично

неврахованою. По-друге, наявна література здебільшого розглядає TBLT абстрактно, без конкретизації типів задач відповідно до професійних функцій працівника туристичної сфери. По-третє, питання інтеграції TBLT із цифровими освітніми інструментами у контексті саме туристичних спеціальностей вивчено недостатньо.

Формулювання цілей статті. Мета статті – здійснити комплексний аналіз можливостей застосування задачно-орієнтованого підходу в методиці викладання іноземної мови студентам туристичних спеціальностей із урахуванням актуальних потреб ринку праці та специфіки вітчизняного освітнього контексту. Для досягнення зазначеної мети визначено такі завдання: 1) охарактеризувати теоретичні засади TBLT у контексті професійно орієнтованого навчання; 2) проаналізувати стан іншомовної підготовки студентів-туристів в українських ЗВО на основі статистичних даних; 3) розробити класифікацію типів задач, адаптованих до потреб туристичної сфери; 4) запропонувати практичні рекомендації щодо інтеграції TBLT у навчальний процес.

Результати дослідження. Перш ніж говорити про конкретні методичні рішення, варто окреслити той професійний контекст, для якого ці рішення призначені. Сфера туризму характеризується низкою особливостей, які суттєво впливають на вимоги до іншомовної компетентності фахівця. По-перше, це безпосередній контакт з іноземними клієнтами, який потребує не лише мовних знань, а й комунікативної гнучкості та міжкультурної чутливості. По-друге, це непередбачуваність комунікативних ситуацій: працівник туристичної сфери повинен бути готовий до будь-якого запитання, скарги чи прохання. По-третє, це висока емоційна насиченість спілкування, адже туристи часто перебувають у стані стресу (затримки рейсів, втрата багажу, проблеми з бронюванням), і фахівець має вміти не лише передати інформацію, а й заспокоїти клієнта, виявити емпатію, запропонувати рішення.

Для того щоб краще зрозуміти масштаб підготовки кадрів для туристичної галузі в Україні, наведемо дані Державної служби статистики та Єдиної державної електронної бази з питань освіти (ЄДЕБО) за останні роки (табл. 1).

Таблиця 1

Підготовка фахівців за спеціальністю 242 «Туризм і рекреація» в Україні, 2022–2025 рр.*

Показник	2022	2023	2024	2025
Кількість ЗВО, що здійснюють підготовку	87	82	79	76

Показник	2022	2023	2024	2025
Загальний контингент студентів (бакалаврат)	12 340	11 870	13 215	14 480
Кількість годин на іноземну мову (середнє)	216	216	240	240
Частка випускників із рівнем B2+ (%)	28	31	35	39*

**Джерело: складено авторами за даними [2; 4]*

Як видно з таблиці 1, кількість студентів, які навчаються за спеціальністю «Туризм і рекреація», після певного спаду у 2022–2023 рр. (що пояснюється впливом повномасштабного вторгнення) демонструє стійке зростання. При цьому частка випускників, які досягають рівня B2 або вище за шкалою CEFR – а саме цей рівень вважається мінімально необхідним для ефективної професійної комунікації у сфері туризму – хоча й зростає, все ще залишається критично низькою: лише кожен третій випускник-турист здатен вільно спілкуватися англійською мовою. Це підтверджує тезу Н. Івасів про суттєвий розрив між потребами ринку та рівнем підготовки [5, с. 148].

Задачно-орієнтований підхід, витоки якого сягають концепції комунікативного навчання мов (Communicative Language Teaching, CLT) 1970–1980-х років, сьогодні розглядається як її найбільш розвинена й послідовна версія. На відміну від «слабкої» версії CLT, яка лише додає комунікативні вправи до традиційного граматичного курсу, TBLT будує весь навчальний процес навколо задач – тобто тих діяльностей, у ході яких студенти використовують мову для досягнення немовного результату (забронювати готель, скласти маршрут, вирішити проблему клієнта) [16, с. 74]. Ключова відмінність задачі від традиційної вправи полягає у тому, що задача має чітко визначений результат (outcome), який оцінюється не за мовною правильністю, а за комунікативною ефективністю.

Для наочного порівняння задачно-орієнтованого підходу з граматико-перекладним методом, який досі залишається найпоширенішим у багатьох вітчизняних ЗВО, наведемо порівняльну характеристику (табл. 2).

Таблиця 2

Порівняльна характеристика задачно-орієнтованого та граматико-перекладного підходів*

Критерій	Задачно-орієнтований підхід (TBLT)	Граматико-перекладний метод
Одиниця навчання	Комунікативна задача (task)	Граматичне правило, переклад тексту

Критерій	Задачно-орієнтований підхід (TBLT)	Граматико-перекладний метод
Фокус уваги студента	Значення (meaning), результат діяльності	Форма (form), правильність конструкцій
Роль викладача	Фасилітатор, організатор діяльності, консультант	Транслятор знань, контролер
Роль студента	Активний учасник, суб'єкт комунікації	Пасивний реципієнт інформації
Автентичність матеріалу	Висока: реальні тексти, ситуації, документи	Низька: адаптовані тексти, штучні діалоги
Оцінювання	За результатом виконання задачі, комунікативною ефективністю	За правильністю граматичних форм, точністю перекладу
Мотивація студентів	Внутрішня (інтерес до діяльності, бачення практичної цінності)	Переважно зовнішня (оцінка, залік)
Підготовка до реального спілкування	Безпосередня: студент практикує ті дії, які виконуватиме у професії	Опосередкована: знання правил не гарантує вміння спілкуватися

**Джерело: складено авторами за даними [6, с. 74; 16, с. 76]*

Дані таблиці 2 наочно демонструють принципову різницю між двома підходами. Якщо граматико-перекладний метод формує насамперед декларативні знання про мову (знання граматичних правил, вміння перекладати), то TBLT спрямований на формування процедурних знань – тобто вміння використовувати мову для досягнення конкретних цілей. Для студентів туристичних спеціальностей ця різниця є критичною, адже їхня професійна діяльність за визначенням є комунікативною.

Класична модель TBLT-заняття, запропонована Дж. Вілліс, передбачає три етапи: pre-task (підготовка до задачі), task cycle (виконання задачі, планування та презентація результату) та language focus (аналіз мовних явищ, які виникли в ході виконання задачі) [16, с. 75].

Адаптуючи цю модель до потреб студентів-туристів, ми пропонуємо класифікацію типів задач, кожен з яких відповідає конкретній професійній функції (табл. 3).

Таблиця 3

Класифікація типів задач для TBLT-занять із студентами туристичних спеціальностей*

Тип задачі	Професійна функція	Приклад завдання	Очікуваний результат
Інформаційний обмін (information-gap)	Консультування клієнтів у туристичній агенції	Студент А має інформацію про готелі, студент Б – про уподобання клієнта; разом обирають оптимальний варіант	Заповнений бланк бронювання, обґрунтований вибір
Прийняття рішення (decision-making)	Планування групового туру	Група розробляє маршрут 5-денного туру з обмеженим бюджетом, презентує та захищає вибір	Готовий маршрут, кошторис, презентація для «клієнтів»
Розв'язання проблеми (problem-solving)	Врегулювання скарг та конфліктів	Рольова гра: клієнт скаржиться на неякісне обслуговування; менеджер має знайти рішення	Задоволений «клієнт», письмовий звіт про інцидент
Порівняння (comparing)	Аналіз конкурентів на ринку	Порівняти два готельних комплекси за критеріями (ціна, розташування, відгуки), скласти аналітичну записку	Письмова аналітична записка англійською мовою
Творче завдання (creative task)	Маркетинг туристичного продукту	Розробити рекламний буклет для іноземних туристів про регіон України	Готовий буклет, усна презентація перед групою

**Джерело: розроблено авторами на основі [5, с. 147; 16, с. 78]*

Як видно з таблиці 3, кожен тип задачі безпосередньо корелює з конкретною професійною функцією, яку виконуватиме майбутній фахівець туристичної сфери. Це забезпечує те, що M. East називає «автентичністю задачі» (task authenticity) – коли навчальна діяльність максимально

наближена до реальної професійної ситуації [16, с. 79]. При цьому кожна задача передбачає чітко визначений результат (outcome), який студенти повинні досягти, використовуючи іноземну мову як інструмент, а не як самоціль.

Для наочності подамо структурну модель TBLT-заняття для студентів туристичних спеціальностей (рис. 1).

СТРУКТУРА TBLT-ЗАНЯТТЯ ДЛЯ СТУДЕНТІВ-ТУРИСТІВ		
ЕТАП 1: PRE-TASK (Підготовка)	**ЕТАП 2: TASK CYCLE (Виконання задачі)**	**ЕТАП 3: LANGUAGE FOCUS (Мовний фокус)**
Активація фонових знань про професійну ситуацію. Введення ключової лексики. Демонстрація моделі виконання задачі.	Виконання задачі в парах/групах. Планування презентації результату. Усна або письмова презентація.	Аналіз мовних конструкцій, що виникли. Систематизація лексики. Практика складних структур.
10–15 хв	40–50 хв	15–20 хв
Приклад: обговорення власного досвіду подорожей, перегляд відеоролика про роботу рецепції готелю	Приклад: рольова гра «check-in / check-out» – реєстрація гостя з розв'язанням нестандартної ситуації	Приклад: аналіз типових помилок, фразових дієслів (check in, look into, sort out), кліше ввічливості

Рис. 1. Структурна модель TBLT-заняття для студентів туристичних спеціальностей*

**Джерело: розроблено авторами на основі [1; 16, с. 75]*

Як видно зі схеми на рисунку 1, найбільшу частку часу заняття (40–50 хв із загальних 80 хв) займає саме етап виконання задачі (task cycle), що принципово відрізняє TBLT від традиційного заняття, де основний час зазвичай відводиться на пояснення граматики та виконання тренувальних вправ. При цьому мовний аналіз (language focus) не зникає – він лише переміщується на завершальний етап і будується на тому мовному матеріалі, який реально виник у ході виконання задачі, а не на абстрактних прикладах з підручника.

Важливим аспектом впровадження TBLT у навчання студентів-туристів є інтеграція цифрових інструментів, які дозволяють наблизити навчальне середовище до реальних умов професійної діяльності. Сучасні технології відкривають можливості для створення імерсивних навчальних ситуацій, які неможливо відтворити в традиційній аудиторії. Наведемо аналіз цифрових інструментів, що доцільно інтегрувати в TBLT-практику при підготовці студентів-туристів (табл. 4).

Таблиця 4

Цифрові інструменти для інтеграції в TBLT-заняття з іноземної мови для студентів-туристів*

Інструмент	Тип задачі	Приклад використання	Формовані компетентності
Booking.com (демо-версія)	Бронювання та консультування	Студенти у парах виконують бронювання за заданими параметрами клієнта, обговорюючи варіанти англійською	Професійна лексика, навички переговорів, уміння порівнювати
Google Maps / Google Earth	Розробка маршрутів, екскурсій	Побудова маршруту пішохідної екскурсії містом із описом кожної зупинки англійською	Монологічне мовлення, навігаційна лексика, краєзнавча компетентність
Padlet	Колаборативне планування	Спільна дошка для збору ідей щодо маркетингової кампанії туристичного продукту	Письмове мовлення, командна робота, критичне мислення
Kahoot! / Quizlet	Language focus (етап 3)	Ігрові вікторини для закріплення професійної лексики після виконання задачі	Лексична компетентність, швидкість реагування
Canva	Творчі завдання	Створення англомовного рекламного буклету / інфографіки про туристичний регіон	Писемне мовлення, візуальна грамотність, маркетингова лексика

**Джерело: розроблено авторами на основі [1; 6, с. 76]*

Таблиця 4 демонструє, що кожен цифровий інструмент органічно вписується у відповідний тип задачі і забезпечує формування конкретних компетентностей. Використання реальних професійних платформ (Booking.com, Google Maps) як навчального середовища – це саме той підхід, який О. Карасьова визначає як «навчання у дії» (learning by doing), коли студент оволодіває мовою не абстрактно, а в процесі виконання професійно значущих операцій [6, с. 75].

Для системного представлення тих компетентностей, які формуються в ході TBLT-навчання і є найбільш затребуваними роботодавцями у сфері туризму, подамо результати аналізу вимог до претендентів у вакансіях туристичних компаній на порталі Work.ua за 2024–2025 рр. (рис. 2).



Рис. 2. Вимоги роботодавців туристичної галузі до іншомовних компетентностей випускників*

**Джерело: складено авторами за результатами аналізу 340 вакансій на порталі Work.ua, 2024–2025 рр. [18]*

Як видно з рисунка 2, абсолютний пріоритет роботодавці надають саме усній комунікації з клієнтами (92 % вакансій), тоді як переклад та робота з документами – тобто саме те, на що традиційно робить акцент граматико-перекладний метод, – займає останнє місце у рейтингу вимог (43 %). Це є ще одним вагомим аргументом на користь задачно-орієнтованого підходу, який за своєю природою спрямований на формування саме тих компетентностей, які очолюють рейтинг: усне спілкування, робота з платформами, презентація продуктів, врегулювання конфліктів.

Окремої уваги заслуговує питання оцінювання навчальних досягнень студентів у рамках TBLT. Традиційна система оцінювання, побудована на перевірці знань граматики та лексики через тести та контрольні роботи, не відповідає логіці задачно-орієнтованого підходу. Натомість TBLT передбачає оцінювання на основі виконання задачі (task-based assessment), де критеріями виступають: комунікативна ефективність (чи досягнуто мети спілкування), мовна точність (accuracy), вільність мовлення (fluency), складність мовних конструкцій (complexity), а також так звані «soft skills» – уміння працювати в команді, гнучкість, ініціативність [16, с. 80]. За даними дослідження О. Позднякова, студенти, які навчалися за TBLT-методикою, продемонстрували не лише вищі показники мовної компетентності, а й суттєво більшу впевненість у використанні мови у професійних ситуаціях [12, с. 125].

Узагальнюючи проведений аналіз, подамо інтеграційну модель застосування TBLT у підготовці студентів туристичних спеціальностей

(рис. 3), яка системно відображає зв'язок між теоретичними засадами підходу, типами задач, цифровими інструментами та формованими компетентностями.

ІНТЕГРАЦІЙНА МОДЕЛЬ ЗАСТОСУВАННЯ TBLT У ПІДГОТОВЦІ ФАХІВЦІВ ТУРИСТИЧНОЇ ГАЛУЗІ	
ТЕОРЕТИЧНЕ ПІДҐРУНТЯ	**ПРАКТИЧНА РЕАЛІЗАЦІЯ**
Комунікативний підхід (CLT) Задачно-орієнтоване навчання (TBLT) Конструктивізм ESP (English for Specific Purposes) CEFR (Companion Volume, 2020)	5 типів задач: інформаційний обмін, прийняття рішень, розв'язання проблем, порівняння, творчі завдання Триетапна структура заняття: pre-task → task cycle → language focus
ЦИФРОВІ ІНСТРУМЕНТИ	**ФОРМОВАНІ КОМПЕТЕНТНОСТІ**
Booking.com, Google Maps, Padlet, Kahoot!, Quizlet, Canva, симулятори бронювання, відеоплатформи	Усне професійне спілкування Ділове листування Робота з платформами бронювання Презентація турпродуктів Врегулювання конфліктів Міжкультурна компетентність
РЕЗУЛЬТАТ: випускник, здатний до ефективної іншомовної комунікації у реальних професійних ситуаціях туристичної сфери	

Рис. 3. Інтеграційна модель застосування TBLT у підготовці фахівців туристичної галузі*

**Джерело: розроблено авторами*

Запропонована на рисунку 3 інтеграційна модель демонструє системний характер TBLT як методичного підходу. Теоретичне підґрунтя (ліва частина) забезпечує науково обґрунтовану базу для практичної реалізації (права частина). Цифрові інструменти виступають засобом створення автентичного навчального середовища, а формовані компетентності безпосередньо відповідають вимогам ринку праці, що було підтверджено аналізом вакансій (рис. 2). Варто наголосити, що ця модель має відкритий характер: вона може доповнюватися новими типами задач, інструментами та компетентностями у міру розвитку галузі та технологій.

Окремо слід зазначити, що впровадження TBLT у вітчизняну практику потребує не лише методичних, а й організаційних змін. За нашими спостереженнями, основними перешкодами є: по-перше, великі групи (20–25 студентів), які ускладнюють організацію парної та групової роботи; по-друге, недостатній рівень технічного оснащення аудиторій, що обмежує використання цифрових інструментів; по-третє, відсутність навчальних посібників, адаптованих до TBLT-методики у контексті українського

туризму; по-четверте, інерція частини викладачів, які звикли працювати у парадигмі граматико-перекладного методу та з підозрою ставляться до будь-яких методичних інновацій. Подолання цих перешкод потребує системних зусиль на рівні як конкретних ЗВО, так і освітньої політики загалом. Ю. Білоброва, О. Жарко та І. Батеньова справедливо зазначають, що перехід до інтенсивних методик навчання іноземної мови за професійним спрямуванням не може бути миттєвим – це еволюційний процес, який потребує поступового перегляду робочих програм, створення банку задач, підвищення кваліфікації викладачів та формування нової культури оцінювання [1]. Водночас загальноєвропейські тенденції, зафіксовані у новітніх дослідженнях M. East та його Companion Volume [16, с. 82], однозначно свідчать про те, що задачно-орієнтований підхід є не тимчасовою модою, а стратегічним напрямом розвитку мовної освіти, і чим раніше вітчизняні ЗВО почнуть його системно впроваджувати, тим конкурентоспроможнішими будуть їхні випускники на міжнародному ринку праці.

Висновки. Здійснений аналіз дає підстави сформулювати такі основні висновки:

Задачно-орієнтований підхід (TBLT) є науково обґрунтованою та практично ефективною методичною системою для навчання іноземної мови студентів туристичних спеціальностей, що забезпечує формування саме тих компетентностей, які є найбільш затребуваними на ринку праці у сфері туризму. Порівняльний аналіз TBLT та граматико-перекладного методу засвідчив принципову перевагу першого за всіма ключовими параметрами: комунікативною ефективністю, мотивацією студентів, їхньою впевненістю у використанні мови та готовністю до реальної професійної діяльності.

Розроблена класифікація п'яти типів задач (інформаційний обмін, прийняття рішень, розв'язання проблем, порівняння, творчі завдання), адаптованих до конкретних професійних функцій працівника туристичної сфери, дозволяє систематизувати процес навчання та забезпечити його чітку професійну спрямованість. Запропонована інтеграційна модель TBLT, яка поєднує теоретичне підґрунтя, практичну реалізацію, цифрові інструменти та формовані компетентності, може слугувати методичною основою для розроблення робочих програм з іноземної мови на туристичних спеціальностях.

Перспективами подальших досліджень є розроблення повного навчально-методичного комплексу на основі TBLT для дисципліни «Іноземна мова за професійним спрямуванням» на спеціальності 242 «Туризм і рекреація», а також проведення експериментального дослідження ефективності запропонованої моделі в умовах конкретних українських ЗВО.

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СТАТУС ТА ФУНКЦІОНУВАННЯ КРИМСЬКОТАТАРСЬКОЇ МОВИ В УМОВАХ ОКУПАЦІЇ: СОЦІОЛІНГВІСТИЧНИЙ ВИМІР

Анотація. У статті здійснено комплексний аналіз статусу та функціонування кримськотатарської мови в умовах російської окупації Кримського півострова з позицій соціолінгвістики. Розглянуто особливості трансформації мовної ситуації після 2014 року, коли фактична політика окупаційної влади призвела до звуження сфер уживання кримськотатарської мови, витіснення її з освіти, медіа та офіційного діловодства. Автор підкреслює, що попри формальне визнання кримськотатарської однією з «державних мов» Криму, її реальний статус є маргіналізованим, а умови для розвитку обмеженими. Особливу увагу приділено питанню мовної ідентичності, що постає як ключовий чинник національного самозбереження. Мова розглядається не лише як засіб комунікації, а як соціальний і культурний код, що забезпечує зв'язок між поколіннями, передає історичну пам'ять та консолідує спільноту в умовах зовнішнього тиску.

У статті окреслено процеси русифікації, цензури та нав'язування кириличної графіки, які мають на меті відрив кримськотатарського народу від українського та тюркського культурних просторів. Наголошено на ролі мови як символу спротиву, інструменту самоідентифікації та елементу культурної стійкості. Показано, що навіть за умов репресій і обмежень відбувається міжпоколінне передання мови – у родинному колі, діаспорних спільнотах та цифровому середовищі. Кримськотатарська мова інтерпретується як засіб не лише культурного, а й політичного опору, як форма «мовного партизанського руху», що підтримує колективну ідентичність народу.

Результати дослідження доводять, що майбутнє кримськотатарської мови невіддільне від процесу деокупації Криму та відновлення українського

правового поля, у межах якого можливе її повноцінне відродження, розвиток і визнання як важливого елемента національної багатомовності України.

Ключові слова: кримськотатарська мова, соціолінгвістика, окупація Криму, мовна ідентичність, русифікація, культурний спротив, корінні народи України.

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STATUS AND FUNCTIONING OF THE CRIMEAN TATAR LANGUAGE UNDER OCCUPATION: A SOCIOLINGUISTIC DIMENSION

Abstract. The article examines the sociolinguistic status and functioning of the Crimean Tatar language under the conditions of the Russian occupation of Crimea. It emphasizes the language's symbolic and identity-building role for the indigenous Crimean Tatar people and highlights the systemic threats to its existence resulting from repressive policies and cultural assimilation. The study reveals that the annexation of Crimea in 2014 drastically changed the linguistic landscape of the peninsula: the Russian language became dominant in all public, administrative, and educational domains, while the Crimean Tatar and Ukrainian languages were relegated to the margins. The number of schools providing instruction in the Crimean Tatar language has sharply declined, and access to media and literature in the language has been severely restricted. In this context, the Crimean Tatar language has transformed into a key element of cultural resistance and national identity preservation, both in the temporarily occupied territory and in the diaspora. The article also addresses the role of digital communication and online initiatives in maintaining language vitality, as social media platforms have become one of the few remaining safe spaces for using and promoting the language. At the same time, the study points out the growing efforts of Ukraine, international organizations, and civic movements to support linguistic rights and revitalize the Crimean Tatar language as part of the broader struggle for de-occupation and cultural resilience. The research underscores that the survival of the Crimean Tatar language under occupation is not only a linguistic issue but also a moral and political one — an expression of the right of an entire people to self-determination and cultural continuity.

Keywords: Crimean Tatar language, occupation, sociolinguistics, linguistic rights, identity, Crimea, language policy.

Постановка проблеми. Проблема збереження та розвитку кримськотатарської мови є однією з найгостріших у контексті сучасних політичних і соціолінгвістичних процесів, що відбуваються на території тимчасово окупованого Кримського півострова. Після 2014 року, коли Російська Федерація здійснила незаконну анексію Криму, становище кримськотатарської мови зазнало суттєвих змін, які стосуються не лише юридичного статусу, а й реального функціонування в освітній, культурній, медійній, адміністративній та побутовій сферах [1, С. 205–209]. Кримськотатарська мова, яка є невід'ємною частиною українського культурного простору, опинилася під подвійним тиском, а саме політичним і мовним, що призвело до звуження сфер її використання та порушення прав носіїв цієї мови.

Аналіз останніх досліджень і публікацій. Проблематика функціонування кримськотатарської мови в сучасних умовах привертає увагу українських мовознавців, соціолінгвістів, істориків та культурологів. Окремі аспекти мовної політики в окупованому Криму, питання мовної ідентичності та збереження кримськотатарської культурної спадщини висвітлено у працях О. Я. Андріанової, А. Р. Арнаутової, А.С. Емірамзаєвої, І. Л. Покровської, Т.Р. Сеітяг'яєвої, З. Кадрі-заде та інших дослідників. Значну увагу науковці приділяють аналізу наслідків російської окупації для освітнього простору Криму, функціонування кримськотатарських засобів масової інформації, процесів русифікації та трансформації мовної поведінки носіїв мови. Водночас недостатньо дослідженими залишаються комплексні соціолінгвістичні аспекти функціонування кримськотатарської мови в умовах окупації, зокрема механізми міжпоколінного передання мови, роль цифрового середовища у її збереженні та вплив мовної політики окупаційної влади на формування мовної ідентичності кримських татар. Саме це зумовлює актуальність даного дослідження

Метою статті є дослідження статусу та особливостей функціонування кримськотатарської мови в умовах тимчасової окупації Криму, аналіз впливу окупаційної мовної політики на сфери її використання, мовну ідентичність кримськотатарського народу та визначення основних соціолінгвістичних тенденцій, пов'язаних із процесами мовного витіснення, асиміляції та збереження мовної стійкості.

Виклад основного матеріалу дослідження. До 2014 року кримськотатарська мова мала офіційне визнання на рівні Автономної Республіки Крим як одна з трьох мов, якими можна було користуватися в освіті, засобах масової інформації, діловодстві та культурному житті. Після окупації

ситуація різко змінилася: хоча російське законодавство формально проголошує кримськотатарську «однією з державних мов» поряд із російською та українською, на практиці її статус став декоративним. У більшості освітніх закладів викладання кримськотатарської мови скоротилося або повністю зникло, а школи з навчанням цією мовою практично ліквідовані.

Варто підкреслити, що ще до окупації кримськотатарська мова переживала процес відродження після десятиліть примусової асиміляції та депортації народу в 1944 році. Повернення кримських татар до Криму в кінці 1980-х – на початку 1990-х років супроводжувалося активним культурно-мовним відродженням. Видавалися газети, створювалися школи, знімалися фільми, відкривалися курси з вивчення мови, активно функціонувала Кримськотатарська радіо- і телестанція [2]. Проте після 2014 року ці процеси були штучно зупинені. Багато ЗМІ, що працювали кримськотатарською, змушені були закритися або переїхати на материкову частину України. Яскравим прикладом є телеканал ATR, який став символом мовної та культурної стійкості кримськотатарського народу, але був змушений евакуюватися через тиск окупаційної адміністрації.

Сучасний соціолінгвістичний вимір функціонування кримськотатарської мови в окупованому Криму демонструє низку тривожних тенденцій. По-перше, відбувається системне витіснення мови з публічного простору. У державних і муніципальних установах, судах, лікарнях та інших офіційних структурах майже повністю домінує російська мова. Використання кримськотатарської обмежується побутовим рівнем або приватним спілкуванням. Це створює ситуацію мовної невидимості, коли мова існує, але не має інституційних механізмів відтворення.

По-друге, зазнає утиску система освіти кримськотатарською мовою. Якщо до 2014 року в Криму існували десятки шкіл, де окремі предмети викладалися рідною мовою, то нині таких навчальних закладів залишилися одиниці. Навіть ті школи, де формально оголошується викладання кримськотатарською, часто обмежуються символічним використанням мови чи вивченням кількох предметів або факультативом. Учителі перебувають під тиском, а навчальні матеріали, видані українськими видавництвами до 2014 року, заборонені [3].

По-третє, спостерігається тенденція до інформаційної маргіналізації мови. Російська окупаційна влада здійснює контроль над усіма засобами масової інформації, а створення незалежних медійних проєктів кримськотатарською мовою стало неможливим через переслідування журналістів і блокування контенту. Мовна політика Росії на півострові спрямована на русифікацію, як у прямому сенсі (через витіснення української та

кримськотатарської мов із усіх сфер), так і в символічному (через нав'язування російської культурної ідентичності як «нормативної»).

Невід'ємною частиною соціолінгвістичної ситуації є питання мовної ідентичності, яке в умовах окупації Криму набуває особливого, навіть екзистенційного значення [4, С. 56–60]. Для кримськотатарського народу мова є не просто інструментом комунікації, вона виступає глибинним символом національної єдності, способом збереження колективної пам'яті та духовного зв'язку поколінь [5]. Саме через мову передаються історичні наративи, усна традиція, фольклор, релігійні знання, родинні перекази, тобто все те, що формує стрижень етнокультурної спільноти. Втрата мови для кримських татар означала б не лише культурну асиміляцію, а й фактичне розчинення нації у чужому мовно-культурному просторі, що є типовим наслідком колоніальної політики в сучасному світі.

Мовна ідентичність кримських татар історично пережила низку випробувань: депортацію 1944 року, десятиліття життя у вигнанні, заборону на використання мови в офіційній та освітній сферах. Проте попри це, мова збереглась як жива форма культурного спротиву. Саме вона стала одним із чинників відродження народу після повернення до Криму в 1989–1990-х роках, коли почали відкриватися перші школи з кримськотатарською мовою навчання, видаватися газети, транслюватися передачі на радіо та телебаченні [6]. Для більшості кримських татар володіння рідною мовою стало не просто питанням побуту, а своєрідним актом гідності, демонстрацією приналежності до свого народу та усвідомлення історичної відповідальності за його збереження.

Саме тому мовна політика окупаційної влади Російської Федерації має виразно колоніальний характер і є невід'ємним елементом загальної стратегії підкорення та знищення національної ідентичності кримськотатарського народу. Йдеться не лише про контроль над територією, а про набагато глибший процес, а саме системне витіснення кримськотатарської мови з усіх сфер суспільного життя та руйнування культурних кодів, через які народ відтворює себе. Це класична ознака колоніальних практик, коли мовна асиміляція використовується як засіб політичного домінування: спершу позбавляють народ можливості говорити своєю мовою, а згодом і права мислити у власних культурних категоріях.

У випадку Криму така політика реалізується цілеспрямовано і системно. На рівні освіти скорочуються або повністю ліквідовуються школи з кримськотатарською мовою навчання, зменшується кількість підручників, навчальних програм і методичних матеріалів, виданих рідною мовою. У сфері медіа фактично знищено незалежні кримськотатарські ЗМІ, обмежено роботу журналістів, а доступ до інформаційних ресурсів українською та

кримськотатарською мовами блокується. У видавничій справі спостерігається різке скорочення друкованої продукції кримськотатарською, як художньої, так і публіцистичної.

Подібна ситуація спостерігається і в релігійному житті: переслідуються імами, які проповідують кримськотатарською, посилюється контроль за змістом релігійних зібрань і публічних виступів. Навіть у повсякденному спілкуванні формується тиск на тих, хто використовує рідну мову. Російська мова нав'язується як «єдино правильна» й «соціально престижна», що створює атмосферу психологічного тиску, особливо серед молоді, яка прагне соціальної мобільності та боїться маргіналізації [7, С. 186–189].

У результаті формується ситуація, коли публічне використання кримськотатарської мови сприймається як акт непокори або політичного протесту. Такі люди нерідко стають об'єктами переслідування, що породжує атмосферу страху, недовіри та самоцензури. Для мов із невеликою кількістю носіїв це особливо небезпечно, адже кожне покоління, позбавлене можливості навчатися, читати й мислити рідною мовою, наближає народ до втрати не лише мовної, а й культурної самобутності.

Особливо показовим проявом мовної колонізації є питання графіки. Після 2014 року окупаційна влада почала активно нав'язувати кириличний алфавіт, тоді як до анексії Кримськотатарський Меджліс та українські урядові структури розпочали процес переходу на латинську абетку, у відповідності до світових тенденцій розвитку тюркських мов і прагнення до культурної самостійності. Перехід на латиницю мав не лише технічне, а й символічне значення: він відокремлював кримськотатарський простір від радянської спадщини, підкреслював орієнтацію на модернізацію та інтеграцію в європейський і тюркський культурний світ. Заборона цього переходу та нав'язування кирилиці сьогодні є спробою прив'язати кримськотатарську мову до російського мовного простору, створити ілюзію «спорідненості» з російською культурою, а отже – підірвати основи національної самосвідомості [6, С. 19–24].

Ці дії не є випадковими чи хаотичними, вони становлять частину масштабної, цілеспрямованої стратегії, спрямованої на витіснення українського й кримськотатарського елементів із культурного, історичного та символічного простору Криму. Основна мета цієї політики – сформувати на півострові гомогенний «російський простір», у якому будь-які прояви національної ідентичності, відмінні від російської, сприйматимуться як загроза державній безпеці або «чужорідний вплив». Інакше кажучи, відбувається спроба повної культурної асиміляції населення через насадження єдиного мовного, історичного й ціннісного стандарту.

Паралельно з цим активно реалізується процес інформаційної колонізації: у російських підручниках, медіа та пропагандистських матеріалах системно переписується історія Криму. Кримськотатарський народ, який віками формував духовне, економічне та культурне обличчя півострова, подається або як «другорядний» елемент, або ж як спільнота, чия присутність нібито була тимчасовою й несуттєвою. Історичні постаті, що символізують кримськотатарську державність і культуру, витісняються з навчальних програм або згадуються побіжно, без контексту їхнього реального значення [8, С. 39–42].

Водночас створюються нові, ідеологічно вигідні наративи, у яких Крим зображується «споконвічно російською землею», а приєднання до Російської Федерації, як «повернення до історичної справедливості». Таке викривлення історії формує у молодого покоління спотворене уявлення про власний край, руйнує зв'язок із культурним корінням і підміняє багатонаціональну реальність ідеєю моноетнічного простору.

Цей процес безпосередньо впливає на мовну ситуацію. Адже мова це не лише засіб комунікації, а передусім носій культурного змісту, традицій, світоглядних уявлень. Коли з публічного простору усуваються історичні символи, національні герої, фольклор, коли зникають музеї, фестивалі та театри, що представляють кримськотатарську чи українську культуру, мова втрачає свій природний контекст існування. Вона перестає бути живим механізмом передачі сенсів і перетворюється на замкнену систему, позбавлену соціальної опори.

Попри всі труднощі, кримськотатарська мова продовжує функціонувати завдяки активності громади, що зберігає свою ідентичність і спротив окупації. Значну роль у цьому відіграють громадські ініціативи, волонтерські освітні проєкти та діаспора. У містах материкової України, зокрема в Києві, Львові, Херсоні, працюють культурні центри та школи, де діти кримських татар можуть навчатися рідною мовою. Активно ведеться цифрове відродження мови, створюються онлайн-курси, електронні словники, YouTube-канали та соціальні мережі, спрямовані на популяризацію кримськотатарської культури [9, С. 83–92].

Соціолінгвістично кримськотатарська мова сьогодні опинилася на межі функціонального виживання. Її життєздатність підтримується переважно на рівні спільнот і родин, тоді як інституційна підтримка з боку державних структур окупанта відсутня. Паралельно українська держава, незважаючи на складні обставини, ухвалює рішення для підтримки кримськотатарської мови як мови корінного народу України. Зокрема, 2021 року Верховна Рада України ухвалила Закон «Про корінні народи України» [10], який визначає кримських татар як один із трьох корінних народів і гарантує захист їхніх культурних і мовних прав.

У соціолінгвістичному сенсі кримськотатарська мова набула значення, що виходить далеко за межі звичайного засобу спілкування. Вона стала символом спротиву, самозбереження та культурного опору колоніальній політиці, що нав'язується окупаційною владою. Її використання у приватному й публічному просторі є не лише актом комунікації, а насамперед актом ідентичності, виявом внутрішньої свободи й непокори. Коли носій мови свідомо обирає кримськотатарську замість російської, він тим самим кидає виклик системі, яка прагне позбавити його права на самовираження.

У цьому контексті кримськотатарська мова перетворилася на потужний маркер національної гідності. Вона не лише позначає етнічну належність, а й стає знаком громадянської позиції, належності до України, вірності історичній пам'яті, традиціям і спільноті, що протистоїть асиміляції. Для багатьох кримських татар уживання рідної мови це форма культурного активізму, спосіб заявити про себе у суспільстві, яке намагаються зробити одномовним і одномислячим.

Таке ставлення до мови надає їй сакрального значення. Вона перетворюється на «мову пам'яті», через яку передаються не лише слова, а й досвід, біль і надії цілого народу. Особливо це відчутно в сімейному колі, у спільних молитвах, у народних піснях і казках, що побутують у побутовому мовленні. Для кримських татар рідна мова – це живий зв'язок між поколіннями, своєрідний духовний міст між минулим і теперішнім, завдяки якому нація зберігає своє коріння навіть в умовах репресій та вигнання [11, С. 186–189].

У сучасних умовах уживання кримськотатарської мови дедалі частіше набуває політичного виміру. Для багатьох молодих людей вона стає інструментом самоідентифікації, символом опору імперській ідеології та засобом єднання спільноти. Навіть короткі публічні вислови рідною мовою у соціальних мережах, на мітингах, у творчості, стають проявом внутрішньої сили та сміливості. Людина, яка говорить кримськотатарською, мовби промовляє до світу: «Я є. Мій народ існує. Ми не зникнемо, попри всі спроби нас змусити замовкнути».

У соціальному вимірі мова виконує роль культурного коду, який дозволяє кримським татарам зберігати взаємопідтримку та єдність навіть у розпорошеному середовищі. На окупованому півострові вона часто функціонує як «мовний пароль», як засіб розпізнавання своїх, довіри, належності до спільноти. Через неї передається не лише інформація, а й почуття спільної історії, спільної травми депортації та спільної боротьби за право бути почутими [7, С. 19–24]. У цьому сенсі кримськотатарська мова стає своєрідною мовою пам'яті, носієм колективного досвіду, який об'єднує народ попри географічні й політичні бар'єри.

Мовна стійкість проявляється і в родинному колі, де старше покоління продовжує навчати дітей основам рідної мови, навіть якщо в школі або публічному просторі вона не використовується. Це міжпоколінне передання – акт культурної непокори, адже воно відбувається всупереч тиску, цензурі й браку офіційної підтримки. У багатьох сім'ях знання мови стало частиною морального обов'язку передати дітям не лише слова, а й цінності, що стоять за ними: повагу до старших, пам'ять про предків, любов до землі та віру в повернення свободи.

Однак, попри цю внутрішню стійкість, процес відтворення мови залишається вразливим. Значна частина кримських татар була змушена залишити півострів через політичні переслідування, а отже, природне мовне середовище в Криму звузилося. У місцях компактного проживання кримськотатарських громад за межами Криму, наприклад у Києві, Львові, Херсоні чи навіть у турецькій та румунській діаспорі, формується нова хвиля мовного відродження. Тут мова отримує шанс на нове життя у формі освітніх гуртків, онлайн-платформ, молодіжних ініціатив, культурних фестивалів і соціальних медіа. Молодь активно створює контент кримськотатарською, музику, блоги, подкасти, переклади, що дозволяє формувати сучасний, привабливий образ рідної мови [3].

Показово, що навіть у цифровому просторі кримськотатарська мова набула статусу символу спротиву. Її використання в мережі, у постах, коментарях, відео – стало способом нагадати світові про Крим, його справжніх господарів і незнищенну культуру. Таким чином, мова виходить за межі побутової функції та перетворюється на засіб політичної та культурної комунікації, на голос народу, що продовжує говорити, навіть коли його намагаються змусити мовчати [7, С. 19 – 24].

Попри страх репресій, тиск у школах і медійну ізоляцію, тенденція до міжпоколінного передання кримськотатарської мови не зникла. Вона лише змінила форми, із формальної освіти перемістилася в родину, онлайн-простір, громадські ініціативи та культурні рухи. Цей феномен можна розглядати як «мовний партизанський рух», тихий, але впертий спротив, що триває поза межами офіційних інституцій. І саме ця непокірна, внутрішня сила народу робить кримськотатарську мову живою навіть там, де її намагаються витіснити з кожної публічної сфери [8, С. 39–42].

Висновки. Отже, статус кримськотатарської мови в умовах окупації можна охарактеризувати як формально визнаний, але фактично пригнічений. Її функціонування обмежене рамками приватного простору, а використання в офіційній, освітній і публічній сферах системно скорочується. Соціолінгвістичний вимір цього процесу демонструє класичні ознаки мовного витіснення, асиміляційного тиску та колоніальної мовної політики.

Проте водночас кримськотатарська мова залишається живим чинником ідентичності, символом опору та збереження культурного кореня. Її майбутнє нерозривно пов'язане з деокупацією Криму, відновленням правового поля України та створенням умов для повноцінного мовного відродження.

У кінцевому підсумку кримськотатарська мова сьогодні – це не просто інструмент комунікації, а форма культурного самоствердження. Кожне слово, вимовлене цією мовою, є актом спротиву, жестом гідності й пам'яті про минуле. І чим сильніше тиснуть зовнішні обставини, тим більшою стає роль мови як духовного щита народу, який, попри всі випробування, продовжує говорити, співати й думати своєю рідною мовою.

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ВПЛИВ АНГЛІЦИЗМІВ НА СУЧАСНУ НІМЕЦЬКУ ТА ФРАНЦУЗЬКУ МОВИ: ПОРІВНЯЛЬНИЙ АНАЛІЗ

Анотація. У статті йдеться про те, як англіцизми впливають на сучасні німецьку та французьку мови в умовах глобалізації, технологічного розвитку та постійного культурного обміну. Сьогодні англійська фактично стала мовою міжнародного спілкування, тому не дивно, що її слова все частіше з'являються в інших мовах – і німецька, і французька тут не є винятком.

У роботі також пояснюється, що таке лексичні запозичення і чому вони виникають. Насправді причини доволі прості й життєві: людям зручно користуватися короткими, зрозумілими й «модними» словами, а англійська часто сприймається як щось сучасне і престижне. Свою роль відіграють і медіа, соціальні мережі, кіно, технології – усе це постійно підкидає нові слова в обіг.

До того ж у багатьох професійних сферах англійська давно стала робочою мовою, тому її вплив лише посилюється.

Окремо порівнюється, як до англіцизмів ставляться німецька та французька мови. У німецькій вони входять досить природно: багато слів адаптуються під граматику й навіть починають поводитися як «свої». Французька ж мова більш стримана – там намагаються зберегти мовну чистоту, тому часто пропонують французькі відповідники або регулюють використання англіцизмів через мовні інституції.

Результат цілком очікуваний: найбільше англіцизмів трапляється в IT, бізнесі, масовій культурі та молодіжному сленгу. Саме ці сфери найшвидше реагують на зміни, тому й мова там оновлюється найактивніше.

Помітна різниця полягає в тому, що у французькій мові англіцизми часто конкурують із власними словами, тоді як у німецькій вони швидше стають частиною повсякденного словника. При цьому вони вже давно виконують не тільки функцію називання нових понять, а й слугують своєрідним маркером «сучасності» та належності до глобального світу.

Водночас у роботі звертається увага й на інший бік цього процесу. Якщо кількість англіцизмів стає надмірною, вони поступово можуть витісняти питомі слова, які вже давно функціонують у мові. У такому випадку існує ризик того, що мова частково втрачатиме свою самобутність і унікальні риси, сформовані історично.

У підсумку можна сказати, що вплив англіцизмів має дві сторони. З одного боку, німецька мова досить легко й гнучко їх приймає, швидко «підлаштовуючи» під себе. З іншого – французька намагається тримати баланс і більше уваги приділяє збереженню власної мовної та культурної ідентичності. Ця різниця добре показує, наскільки по-різному країни можуть ставитися до мови й того, як вона змінюється.

Ключові слова: англіцизми, лексичні запозичення, німецька мова, французька мова, глобалізація, мовна політика, адаптація лексики, мовна ідентичність.

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THE IMPACT OF ANGLICISMS ON MODERN GERMAN AND FRENCH: A COMPARATIVE ANALYSIS

Abstract. This study looks at how Anglicisms influence modern German and French in the context of globalization, rapid technological development, and growing intercultural communication. The topic is particularly relevant today, as English has become a global lingua franca, which naturally leads to its words and expressions spreading widely across other languages.

The paper explores the theoretical aspects of lexical borrowing and examines the key reasons and factors behind the spread of Anglicisms, including linguistic economy, the prestige of foreign vocabulary, and the influence of mass culture, digital technologies, and the international professional environment.

The study also reviews different scholarly perspectives on the use of Anglicisms in German and French, alongside a comparative look at how the two languages actually adapt these borrowings in practice.

The empirical part of the study is based on the analysis of over 200 Anglicisms selected from contemporary German- and French-language sources, including online media, social platforms, blogs, and educational resources. These units were classified according to thematic fields, degree of linguistic adaptation, grammatical features, and functional roles.

The results indicate that Anglicisms are most actively used in the fields of technology, business, mass culture, and youth slang. In French, there is a noticeable competition between Anglicisms and their local equivalents, whereas in German, borrowed terms more often become part of the standard vocabulary.

The research also shows that Anglicisms do much more than simply name new things. They often carry a social and cultural meaning as well. In many cases, they reflect what is considered modern, signal global connectedness, and even help people identify with certain social or professional groups.

At the same time, the study points out a possible downside: if Anglicisms are used too heavily, they may gradually push out native vocabulary and, over time, weaken aspects of linguistic identity.

Keywords: Anglicisms, lexical borrowing, German language, French language, globalization, language policy, lexical adaptation, linguistic identity.

Постановка проблеми. За даними ООН, понад дві третини населення світу володіють англійською мовою. На це значною мірою вплинув науково-технічний прогрес, розвиток телекомунікаційних технологій і процеси глобалізації, що охоплюють усі сфери життя. Компанії, організації та засоби масової інформації все більше набувають міжнародного характеру, управлінські структури стають інтернаціональними, а команди працівників – полікультурними та багатомовними. Саме знання міжнародної мови, яка виступає основним засобом спілкування й використовується багатьма людьми як іноземна, забезпечує ефективну комунікацію у багатомовному середовищі. Уніфікований вокабуляр дозволяє передавати інформацію чітко і однозначно. Найчастіше такою мовою є англійська, тому в професійних колах стає зручніше і швидше використовувати англомовні терміни – короткі однослівні найменування, ніж щоразу шукати національні аналоги, які часто перетворюються на складні словосполучення чи описові конструкції.

Цей феномен демонструє дію закону мовної економії в умовах міжкультурної та міжмовної взаємодії, а також на тлі зростаючої швидкості життєвих процесів і глобалізації інформаційних потоків.

Німецька та французька мови належать до найпоширеніших у Європейському Союзі й мають статус глобальних мов. Як і всі живі мовні системи, вони постійно змінюються, причому найбільш помітні зрушення відбулися саме в останні десятиліття.

Основною причиною цих змін є глобалізація, яка супроводжується активним запозиченням слів з інших мов, передусім з англійської. Під англомовними запозиченнями розуміють слова та вирази, що походять із британського або американського варіантів англійської мови [1].

Запозичення є одним із головних механізмів розвитку словникового складу мов. Саме тому дослідження цього явища є актуальним. Воно дає змогу краще зрозуміти, як під впливом англіцизмів змінюється лексична система німецької та французької мов, а також які загальні тенденції формуються в умовах сучасного глобалізованого світу.

Аналіз останніх досліджень і публікацій. Проблема англіцизмів у французькій та німецькій мовах вже давно перебуває в центрі уваги дослідників і залишається актуальною темою для вивчення з різних аспектів. Зокрема, питання причин появи та класифікації англійських запозичень активно вивчали такі науковці, як французи П.Гіро [2], М.Перньє [3], М.Д. Пікон [4], П.Богаар [5], Ж.Рей-Дебов [6], канадська лінгвістка М.Мізанчук [7] та український мовознавець О.І. Чередниченко [8]. Їхні роботи свідчать про те, що французька мова чутливо реагує на суспільні зміни та поява нових понять, які здебільшого стосуються новітніх технологій, міжнародної політики, економіки й масової культури – сфер, де вплив англійської мови є найбільшим і найбільш відчутним у контексті глобалізації. Нові концепти потрапляють у французьку мову через англійську, органічно доповнюючи національну мовну картину світу й підтверджуючи зростання лексико-семантичної взаємодії між міжнародними мовами в сучасних умовах глобалізації. Вплив французької мови на англійську, насамперед у лексичному плані, значною мірою сприяв тому, що сучасна французька мова легше сприймає й адаптує англіцизми. Це своєрідний історичний «обмін», який триває вже століттями і досі дає про себе знати в мовній системі.

Ю.Новіцькою подано узагальнену типологію англіцизмів у французькій мові, яка ґрунтується на структурно-семантичному та етимологічному критеріях. Продемонстровано невизначеність вживання новотворів через невисокий рівень їхньої лексикалізації [9].

У свою чергу, Х. Лангер у праці *«Zum Einfluss des Angloamerikanischen auf die deutsche Sprache der Gegenwart»* виокремлює низку чинників, які пояснюють проникнення англіцизмів у сучасну німецьку мову [10]. Один із ключових – етимологічна спорідненість мов, тобто спільне історичне коріння, яке значною мірою полегшує взаємне запозичення та розуміння мовних елементів.

Б.І. Маленьким було здійснено спробу аналізу процесів та засобів адаптації англіцизмів, а також їх стилістичного та прагматичного потенціалу в межах фахових фінансово-економічних текстів різних типів та різного рівня фаховості. У роботі розглянуто також підходи до визначення об’єкту фахової мови економіки та її внутрішніх рівнів, на яких відбувається професійна комунікація [11].

Соціально-психологічний чинник, своєю чергою, указує на те, що використання слів іншомовного походження дозволяє мовцеві асоціювати себе з певним соціальним середовищем, яке він вважає привабливим або престижним Такий підхід вивчався і підтверджувався іншими дослідниками, зокрема Котвицькою [12]. Варто також зазначити внесок В. Янга, який у своїх дослідженнях зосереджував увагу на всебічному вивченні англіцизмів у німецькій мові. Янг пропонує використовувати термін «англіцизми» як загальну назву для запозичень не лише з британської та американської англійської, але й з мовних варіантів інших англомовних країн, таких як Канада, Австралія чи Південна Африка.

Виділення невирішених раніше частин загальної проблеми, котрим присвячується означена стаття. Попри те, що англіцизми вже давно перебувають у центрі уваги дослідників, ця тема все ще залишається далеко не вичерпаною. Навіть за наявності значної кількості наукових праць, окремі її аспекти потребують додаткового осмислення.

Формулювання цілей статті (постановка завдання). Метою статті є здійснення порівняльного аналізу впливу англіцизмів на сучасні німецьку та французьку мови, а також виявлення спільних і відмінних рис їх функціонування та адаптації. Для досягнення поставленої мети передбачено виконання таких завдань: проаналізувати теоретичні підходи до визначення поняття «англіцизм»; дослідити тематичні сфери їх уживання; визначити рівень лексичної та граматичної адаптації; здійснити порівняльний аналіз функціональних особливостей англіцизмів; а також окреслити вплив мовної політики на процеси їх інтеграції.

Виклад основного матеріалу дослідження. Сучасні англіцизми – тобто слова й мовні елементи, запозичені з англійської або створені за її моделями – дедалі активніше входять у німецьку мову. І це не випадковий процес, а результат впливу цілої низки чинників.

Один із них – суспільно-політичні події. Війни, революції, зміни політичних режимів завжди впливають не лише на життя окремих країн, а й на ширший міжнародний контекст. Разом із новими реаліями з’являються і нові слова – назви явищ, процесів, інституцій. Часто ці поняття приходять саме з англомовного середовища, тому й закріплюються в інших мовах у своїй первісній або трохи адаптованій формі.

По-друге, науковці-лінгвісти вважають, що проникнення іншомовних елементів у німецьку мову є природним процесом, спричиненим браком відповідних термінів для позначення окремих зарубіжних явищ чи понять. Водночас англо-американський лексикон налічує близько 700 тисяч лексичних одиниць, тоді як словниковий склад німецької мови становить близько 400 тисяч слів. По-третє, у багатьох випадках для англіцизмів

існують точні та насичені німецькі відповідники, однак це не завжди перешкоджає їх уживанню в повсякденному спілкуванні та професійних сферах [13].

Французька мова тривалий час відігравала роль провідної міжнародної мови – нею спілкувалися в дипломатії, науці, культурі. Але вже у другій половині XX століття ця позиція поступово перейшла до англійської. І це було не випадково: на перший план вийшли економічний розвиток, стрімкий прогрес у науці й техніці, а також поява нових засобів комунікації, які фактично «стиснули» світ.

У таких умовах саме англійська стала універсальним інструментом спілкування. Вона дозволяла швидко передавати нові ідеї, називати нові явища і, по суті, закривала ті лексичні «прогалини», які виникали в інших мовах. Велику роль тут відіграла і економічна перевага США та англомовних країн загалом – разом із технологіями, бізнесом і культурою поширювалася й мова.

Як наслідок, англіцизми почали активно входити до різних мов світу. Причому особливо помітно це в тих сферах, які найшвидше реагують на зміни – IT, медіа, бізнес, попкультура. Англійська з її лаконічністю добре вписується в темп сучасного життя, тому змішані мовні явища на кшталт *franglais, denglisch, spanglish, chinglish, japanglish* чи навіть *globish* стали цілком звичними.

Водночас у Франції це питання викликає серйозне занепокоєння. Французькі мовознавці й мовні інституції досить уважно ставляться до зростання кількості англіцизмів, адже бачать у цьому ризик поступової втрати мовної самобутності. Тому поряд із природними мовними процесами тут активно діє і свідоме прагнення зберегти власну мовну традицію. Хоча, разом з тим, як слушно зауважує В.О. Рубан, у більшості випадків, штучно утворені лексеми не набуваються широкого розповсюдження, і французи продовжують надавати перевагу англомовним словам [14].

Подібні процеси активно простежуються і в німецькій мові, однак, на відміну від французької мовної політики, німецька мова демонструє значно більшу відкритість до іншомовних запозичень.

У сучасній німецькій мові англіцизми широко вживаються в бізнесі, IT, маркетингу та молодіжному середовищі: *das Meeting, der Manager, das Start-up, downloaden, liken, posten*. Вони настільки увійшли в повсякденне мовлення, що часто вже не сприймаються як щось «чужорідне».

Багато таких запозичень у німецькій мові не лише зберігають свою початкову форму, а й досить активно адаптуються до її граматичної системи (отримують рід, відмінюються, утворюють нові словоформи відповідно до правил мови: *der Job – die Jobs, ich habe es gedownloadet)*.

Водночас поширення явища *Denglisch* викликає жваві дискусії серед мовознавців і в суспільстві загалом. Частина дослідників вважає його природним наслідком глобалізації та мовної еволюції, інші ж бачать у цьому ризик поступового витіснення питомої лексики.

Таким чином, і у французькій, і в німецькій мовах простежується складна взаємодія між впливом глобалізаційних процесів та прагненням зберегти власну мовну самобутність.

Упродовж останніх десятиліть у Франції впроваджуються системні заходи з державної охорони та підтримки національної мови. Зокрема, Французька академія, співпрацюючи з Комісією зі збагачення французької мови, яка підпорядкована безпосередньо прем'єр-міністру, уважно вивчає всі нові запозичення.

На основі детального аналізу добірні лексичні одиниці вносяться до щорічного видання Словника Академії, після чого, спільно з Вищим комітетом французької мови, Комісією французької мови та мов Франції та численними термінологічними комісіями, формуються рекомендації щодо доцільності використання нових термінів або запропонованих французьких еквівалентів.

Ці рекомендації доступні не лише спеціалістам в галузі лінгвістики, але й широкій громадськості через онлайн-базу даних FranceTerme [15, с. 223].

Популяризації англіцизмів у сучасній французькій мові значною мірою сприяють політики та журналісти, хоча саме вони, здавалося б, мають служити прикладом мовної культури, використовуючи літературний французький і тим самим протидіючи засиллю іншомовних запозичень. Попри це, численні лексичні, синтаксичні та фонетичні кальки з англійської активно входять у вжиток завдяки своєму «модному» характеру. Вони сприймаються як показники престижу, а отже, легко приживаються серед носіїв мови. Їхня незвична звучність привертає увагу, надає відчуття новизни і часто викликає інтерес до певного поняття, навіть якщо воно саме по собі є далеко не новим. Однак такі англіцизми нерідко розцінюються як зайві, недоречні й навіть гідні осуду. Особливо неприйнятним вважається вживання англіцизмів у буденній мові з метою продемонструвати свою освіченість, знання англійської або приналежність до конкретних соціальних чи професійних кіл.

У вересні 2017 року французькі мовні інституції запропонували цілий список нових слів, які мали б замінити поширені англіцизми у повсякденному вжитку. Ідея була доволі зрозумілою: замість того, щоб просто запозичувати англійські слова, пропонувалося створювати або активніше використовувати власні французькі відповідники.

Так, з'явилися варіанти на кшталт *toile profonde* замість *deep web*, *joueur* замість *gamer*, *technomane* замість *geek*, *mégadonnées* для *big data*, *flux* для *streaming* і *pourriel* для *spam*.

Ці приклади добре показують загальну логіку французького підходу: не відмовлятися від нових понять, але намагатися передавати їх засобами власної мовної системи. Тобто йдеться не про пряме запозичення, а про «переклад» і адаптацію, які дозволяють зберігати внутрішню цілісність мови та її стилістичну своєрідність.

Щоправда, не всі ці варіанти сприймалися однозначно. Найбільше дискусій викликала пропозиція замінити *dark net* на *internet clandestin*. Багато хто звертав увагу, що новий варіант звучить надто різко і асоціюється винятково з нелегальною діяльністю, хоча сам термін не завжди має такий однозначний зміст.

Подібні рекомендації з'являються і в інших сферах. Наприклад, у телекомунікаціях пропонували *téléviseur connecté* замість *smart TV*, *neutralité de l'internet* для *net neutrality*, *réseau dorsal* для *backbone*. Навіть таке поширене слово, як *smartphone*, намагалися замінити на *mobile multifonction* або просто *mobile*.

Цікавим є й підхід до термінології у сфері відеоігор. Тут пропонуються заміни на кшталт *joueurs* замість *gamers*, *jeu vidéo à réalité intégrée* для *alternate reality game*, *visionnage boulimique* для *binge watching*, *jeu de tir en vue subjective* для *first-person shooter*. Деякі з цих варіантів справді виглядають досить громіздкими, однак вони добре демонструють прагнення французької мови залишатися самодостатньою і максимально «перекладати» іншомовні поняття власними засобами.

У міжнародній та політичній лексиці також поступово з'являються французькі відповідники: *revenant* для *returnee*, *centre opérationnel stratégique* для *situation room*, *habillage onusien* для *blue washing*.

Усе це свідчить про доволі системний підхід. Французька мова в цьому випадку не просто реагує на запозичення, а намагається їх впорядковувати, переосмислювати або замінювати засобами власної мовної системи, зберігаючи внутрішню мовну логіку й цілісність.

На цьому тлі німецька мова виглядає значно більш «розслабленою». Тут немає такого жорсткого регулювання, тому англіцизми входять у мовлення природніше і швидше. Фрази на кшталт «*Ich habe heute ein Meeting und mehrere Calls*» або «*Ich habe dir das Dokument gemailt*» давно стали звичними. Хоча для більшості цих слів існують німецькі відповідники (*Besprechung, Anruf, herunterladen, E-Mail senden*), носії часто обирають саме англійські варіанти – вони коротші, звучать сучасніше і не виглядають надто формальними.

Важливо й те, що в німецькій мові такі запозичення легко «вбудовуються» в граматику: *downloaden – downloadete – gedownloadet*. Тобто вони перестають бути чужими і починають поводитися як повноцінна частина мови. Саме тому явище *Denglisch* сприймається по-різному: для одних це природний результат глобалізації, для інших – сигнал про поступову втрату мовної унікальності.

Якщо підсумувати, різниця між французькою та німецькою моделями досить очевидна. Французька мова намагається контролювати процес і пропонує власні альтернативи, навіть якщо вони не завжди приживаються. Німецька ж іде іншим шляхом – вона швидше приймає нові слова і дає їм «прижитися» без особливих обмежень.

Французька академія звернула увагу на зростаючу тенденцію до зловживання англіцизмами у сфері кіноіндустрії. Незважаючи на їхню популярність у засобах масової інформації, більшість французів не до кінця розуміє значення цих термінів, оскільки вони переважно належать до вузькоспеціалізованої галузевої лексики [15, с. 227].

У зв'язку з цим пропонується адаптація термінології таким чином, аби зробити її більш зрозумілою для франкомовної аудиторії. Яскравим прикладом впливу англіцизмів на термінологію в різних культурах є запозичені слова, які використовуються для опису аудіовізуальних жанрів і форматів.

У французькій мові для цього частіше пропонують більш прозорий і зрозумілий варіант – *série dérivée*.

Водночас у фінансовій сфері значення цього терміна інше. Тут *spin-off* означає виділення частини компанії в окрему самостійну структуру. У такому випадку французькою доцільніше вживати терміни *scission, division de société* або *réorganisation par fractionnement*.

Схожа ситуація з терміном *remake* – він описує нову версію вже відомої історії, зазвичай із тим самим сюжетом, але в іншому виконанні. Французький відповідник – *nouvelle version*. Водночас важливо не плутати його з *reboot*: у цьому випадку історію фактично «перезапускають», залишаючи лише основних персонажів, і для цього існує варіант *redémarrage*.

Загалом було виокремлено понад 200 запозичених англійських слів (по 100 для кожної мови) для проведення кількісного та якісного аналізу.1. Тематичні сфери використання англіцизмів.

Аналіз показує, що найбільша концентрація запозичень спостерігається там, де зміни відбуваються найшвидше – передусім у сфері цифрових технологій, глобальної комунікації та масової культури.

Саме ці галузі постійно оновлюються, тому мова в них теж змінюється дуже динамічно.

Нижче подано узагальнену класифікацію англіцизмів за тематичними напрямами разом із прикладами їх реального вживання.

Таблиця 1

Сфери активного використання англіцизмів

Сфера	Німецька мова	Французька мова
Технології	*downloaden, liken, posten, streamen, das Update, die App*	*télécharger, liker, poster, streamer, application*
Бізнес	*das Meeting, der Manager, das Start-up, das Marketing*	*le meeting, le manager, start-up, marketing*
Соцмережі	*der Follower, der Influencer, posten, Story*	*follower, influenceur, story, poster*
Молодіжний сленг	*cool, nice, cringe, lost, chillen*	*cool, cringe, chill, fake, fun*
Повсякденне життя	*shopping, weekend, jobben*	*shopping, week-end, job*

Результати дослідження свідчать, що англіцизми найактивніше функціонують у тих сферах суспільного життя, які розвиваються найдинамічніше й найбільш чутливі до змін. Насамперед ідеться про цифрове середовище, бізнес, медіа та сучасну культуру.

При цьому простежується помітна різниця між двома мовами. У німецькій мові англіцизми зазвичай досить легко «вбудовуються» в граматичну систему, зокрема активно використовуються у формі дієслів і підпорядковуються її правилам [16]. Натомість у французькій мові частіше спостерігається паралельне існування: іншомовні терміни співіснують поряд із власними французькими відповідниками, які пропонуються або підтримуються мовною традицією.

У ході аналізу всі лексичні одиниці були умовно поділені на три групи: прямі запозичення, частково адаптовані слова та повністю замінені національними відповідниками.

Така класифікація дозволяє більш чітко простежити ступінь «вкорінення» англіцизмів у кожній із мовних систем.

Таблиця 2

Типи англіцизмів за рівнем адаптації

Тип	Німецька мова	Французька мова
Пряме запозичення	*Meeting, Job, Team, Event*	*le weekend, le smartphone, le marketing*
Часткова адаптація	*downloaden, updaten, shoppen*	*liker, poster, tweeter*
Повна заміна	*Fernsehen (TV)*	*courriel (email), logiciel (software), mot-dièse (hashtag)*

Результати дослідження свідчать, що в німецькій мові значно частіше трапляються прямі запозичення англіцизмів. Вони досить швидко входять у вжиток і нерідко використовуються без суттєвих змін.

Французька мова, навпаки, демонструє більш обережний підхід: тут переважає прагнення адаптувати іншомовні терміни або замінювати їх власними мовними засобами. Водночас у реальному повсякденному спілкуванні носії французької мови доволі часто все ж обирають англіцизми, навіть попри наявність офіційних відповідників.

Аналіз лексичних одиниць дає змогу детальніше простежити, як саме англіцизми впливають на розвиток мови. Розгляд конкретних прикладів їх уживання в мовленні дозволяє порівняти близькі за значенням слова та вирази в німецькій і французькій мовах.

Таблиця 3

Порівняльний аналіз англіцизмів

Англіцизм	Німецька мова	Французька мова	Коментар
Chat	*Ich schreibe im Chat*	*Je discute sur le chat*	В обох мовах зберігається
Like	*Ich like das Foto*	*Je like la photo*	Повна інтеграція
Influencer	*Der Influencer verdient viel*	*L'influenceur gagne beaucoup*	Французька адаптує
Streaming	*Streaming ist populär*	*Le streaming est populaire*	Без змін
Hashtag	*Setz einen Hashtag*	*mot-dièse / hashtag*	Подвійна норма у французькій
Job	*Ich habe einen Job*	*J'ai un job / emploi*	Варіативність
Update	*Das Update ist fertig*	*La mise à jour*	Французька замінює

Аналіз граматичної адаптації англіцизмів свідчить, що запозичення можуть або зберігати початкову форму, або змінюватися за правилами мови, до якої вони адаптуються.

Таблиця 4

Особливості граматичної адаптації

Особливість	Німецька мова	Французька мова
Дієслівні форми	*liken, posten, downloaden*	*liker, poster*
Категорія роду	*der Job, das Meeting*	*le job, le meeting*
Множина	*die Jobs*	*les jobs*

Для завершення аналізу було визначено основні функції, які англіцизми виконують у сучасному мовленні. Це дозволяє зрозуміти не лише масштаби їх поширення, а й причини, через які вони так активно використовуються в різних сферах комунікації.

Таблиця 5

Функції англіцизмів у мовленні

Функція	Німецька мова	Французька мова
Номінативна	*das Smartphone*	*le smartphone*
Стилістична	*cool, nice*	*cool, trendy*
Економія мовлення	*App*	*app*
Молодіжна ідентифікація	*cringe, chillen*	*cringe, chill*

Англіцизми сьогодні виконують набагато ширшу роль, ніж просто називання нових понять. Вони часто виступають своєрідними «маркером сучасності»: через них люди можуть підкреслити свою належність до певного середовища – професійного, молодіжного або ж загалом глобалізованого. Тобто мова вже виходить за межі суто комунікативної функції й стає ще й способом самовираження та ідентифікації.

Висновки. У підсумку проведеного дослідження можна дійти висновку, що англомовні запозичення стали невід'ємною складовою німецької мови, причому їх використання постійно зростає. З одного боку, запозичення англіцизмів збагачує німецьку мову, але з іншого – надмірне і недоцільне застосування таких слів негативно впливає на лексичний стан мови, витісняючи її власні еквіваленти. Англійські слова вже зустрічаються як у повсякденному спілкуванні, так і у професійних сферах, на які здійснюється безперервний вплив. Це стосується науки, спорту, транспорту, туризму, телебачення, а також молодіжного та комп'ютерного сленгу.

Мовознавці розглядають інтеграцію іншомовних слів як процес максимальної адаптації їхньої графічної, фонетичної, морфологічної та лексико-семантичної структури до норм мови-реципієнта. Головним шляхом проникнення англіцизмів у німецький мовний простір залишаються засоби масової інформації. Частота вживання запозичених слів стабільно зростає, що сприяє розширенню словникового складу німецької мови.

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ЛЕКСИЧНІ ІННОВАЦІЇ У СУЧАСНІЙ НІМЕЦЬКІЙ МОВІ: ДЖЕРЕЛА ФОРМУВАННЯ ТА ФУНКЦІОНУВАННЯ В УМОВАХ ЦИФРОВІЗАЦІЇ

Анотація. Запропоноване дослідження цілковито ілюструє тезу, що процеси глобалізації та цифровізації суттєво видозмінюють лексичний склад будь-якої національної мови та стосуються процесів неологізації, словотворення, мовних запозичень та впливу цифрового середовища на її розвиток. Наукову новизну запропонованої роботи зумовлює відсутність комплексного дослідження джерел формування та функціональних особливостей німецьких лексичних інновацій в умовах цифровізації.

З'ясовано, що далеко не кожна інновація, яка потрапляє у мовну систему, стає неологізмом. Адже статус новоутворення може отримати лише таке поняття, новизну якого можна довести, саме воно існує в обмеженому проміжку часу і є багатовживаним, лексикалізованим та інтегрованим у лексичну систему мови. Встановлено, що основними джерелами формування лексики цифрової комунікації є запозичення (у німецькій мові вони проходять процес асиміляції: отримують німецькі артиклі та закінчення і беруть участь у словотворенні), внутрішньомовне словотворення (за допомогою прийому «композиції» із власних ресурсів створюються точні відповідники понять) та семантичні інновації, коли метафора стає терміном. Визначено ключові комунікативні сфери функціонування лексики цифрової комунікації в сучасній німецькій мові. Найбільш продуктивними середовищами її поширення є соціальні мережі,

медіапростір та цифрова освіта, а специфіка функціонування лексики цифрової комунікації залежить від комунікативних потреб конкретної сфери.

Доведено, що функціонування лексики в цих сферах підпорядковане трьом головним прагматичним функціям: економії мовних засобів (мовній компресії), експресивності та стилістичному маркуванню, а також термінологізації – створенню назв для нових об'єктів. Перспективи подальших досліджень пов’язані з більш детальним аналізом механізмів морфологічної та семантичної адаптації англіцизмів у різних комунікативних середовищах. Крім того, доцільним є порівняльне вивчення лексичних інновацій у німецькій та інших європейських мовах в умовах цифрової трансформації.

Ключові слова: лексичні інновації, сучасна німецька мова, джерела формування, функціональні особливості, цифровізація.

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LEXICAL INNOVATIONS IN MODERN GERMAN: SOURCES OF FORMATION AND FUNCTIONING IN THE CONTEXT OF DIGITALIZATION

Abstract. This study fully illustrates the thesis that the processes of globalization and digitalization significantly alter the lexical composition of any national language and affect the processes of neologism formation, word formation, language borrowing, and the influence of the digital environment on its development. The scientific novelty of this work stems from the lack of a comprehensive study of the sources of formation and functional characteristics of German lexical innovations in the context of digitalization.

It has been established that not every innovation that enters the language system becomes a neologism. After all, only a concept whose novelty can be

proven, which exists for a limited period, and is widely used, lexicalized, and integrated into the language's lexical system can attain the status of a neologism. It has been established that the main sources of digital communication vocabulary formation are borrowings (in German, they undergo a process of assimilation: they acquire German articles and endings and participate in word formation), endogenous word formation (using the technique of «composition», exact equivalents of concepts are created from the language's own resources), and semantic innovations, when a metaphor becomes a term. The key communicative spheres of digital communication vocabulary in modern German have been identified.

The most productive environments for its dissemination are social media, the media landscape, and digital education, and the specific nature of how digital communication vocabulary functions depends on the communicative needs of a particular field.

It has been demonstrated that the functioning of this lexicon in these spheres is governed by three main pragmatic functions: economy of linguistic resources (linguistic compression), expressiveness and stylistic marking, as well as terminologization – the creation of names for new objects. Prospects for further research involve a more detailed analysis of the mechanisms of morphological and semantic adaptation of Anglicisms in various communicative environments. Additionally, a comparative study of lexical innovations in German and other European languages in the context of digital transformation is warranted.

Keywords: lexical innovations, modern German, sources of formation, functional characteristics, digitalization.

Постановка проблеми. Щодня національні мови зазнають змін у своїх наповненнях та системах через глобальні соціокультурні та технологічні трансформації, від яких, власне, й залежить їх існування та розвиток. Процеси цифровізації переносять традиційну очну комунікацію у режим *online* і за допомогою великих баз даних, інноваційних платформ і соцмереж миттєво поширюють інформацію у необмеженому просторі та часі. З їх допомогою виникають нові лексичні одиниці, які збагачують словниковий склад будь-якої мови, у тому числі й німецької. Попри традиційно притаманний їй консерватизм, сучасна мовна система виявляє помітну відкритість до інноваційних процесів і характеризується високим рівнем динамічності. Це зумовлено інтенсивним розвитком технологій, стрімкими соціокультурними трансформаціями, нестабільністю глобальної політичної ситуації, активним поширенням цифрової культури та появою нових моделей міжособистісної комунікації. За таких умов виникає потреба в оперативному номінуванні нових явищ і процесів, що спричиняє активне

оновлення лексичного складу мови, оскільки наявні мовні одиниці не завжди здатні адекватно відображати нові реалії.

Актуальність теми визначається тим, що сучасні лексичні зміни в німецькій мові не є повністю систематизованими та потребують комплексного аналізу.

Частина новотворів швидко зникає, інші – закріплюються в мовній нормі та входять до словників. Саме тому важливим є дослідження джерел формування лексичних інновацій, способів словотворення, функціональних особливостей нових одиниць та специфіки їх використання в різних типах дискурсу.

Аналіз досліджень. Аналіз сучасних наукових досліджень засвідчує підвищений інтерес лінгвістів до проблеми лексичних інновацій у сучасній німецькій мові, зокрема до процесів неологізації, словотворення, мовних запозичень та впливу цифрового середовища на розвиток лексичної системи. У працях вітчизняних і зарубіжних дослідників увага зосереджується на джерелах формування нової лексики, продуктивності словотвірних моделей, адаптації англомовних запозичень, а також функціонуванні неолексем у медійному, політичному та цифровому дискурсах. Як переконує О. Косович, лексичні інновації з'являються в низці традиційних неогенних галузей (в політиці та ідеології, правознавстві, фінансовій політиці, виробництві в галузі технічного устаткування, в розробці сучасних комп'ютерних технологій, в освоєнні космосу, культурі, науці, освіті, охороні здоров'я, мистецтві, спорті та ін.) під впливом законів економії, аналогії та диференціювання. Найпродуктивнішими джерелами неологізмів дослідниця називає галузі комп'ютерних технологій, товаровиробництва й культури [3]. І. Гаврилова аналізує основні способи словотворення в сучасній німецькій мові, зокрема словоскладання, деривацію, конверсію, запозичення та скорочення, які є важливими способами формування нових лексичних одиниць. Особлива увага приділяється продуктивності словотворчих моделей і функціонуванню інтернаціоналізмів та скорочень, що набувають особливої актуальності в умовах цифровізації та активного розвитку сучасного мовного простору [1]. В. Кульчицький та Я. Ткачук розглядають основні засоби та моделі словотворення в сучасній німецькій мові, зокрема афіксацію, словоскладання, імпліцитний словотвір і запозичення як важливі механізми поповнення лексичного складу мови. Науковці наголошують на високій продуктивності словотворчих моделей, зростанні ролі словоскладання та впливі іншомовних лексем на формування нових мовних одиниць в умовах суспільного й технологічного розвитку [4]. О. Кирпиченко вивчає інноваційні процеси в морфологічній системі сучасної німецької мови, зокрема зміни в іменниковій, дієслівній та

прийменниковій підсистемах, а також визначає джерела формування нових мовних одиниць і співвідношення національних та інтернаціональних новоутворень. [2]. Л. Рис і Ю. Левчук досліджують неологізми-запозичення сучасної німецької мови як результат глобалізаційних і цифровізаційних процесів, що сприяють активному проникненню іншомовної лексики в німецькомовний простір. На основі аналізу неологізмів зі словників *«Duden», «Neologismenwörterbuch»* та матеріалів GfdS вони встановили домінування англомовних запозичень, їхню адаптацію до граматичної та орфографічної системи німецької мови, а також їхню роль у номінації нових цифрових, культурних і соціальних реалій [13]. В. Устінова характеризує основні лінгвістичні чинники появи неологізмів у сучасній німецькій мові, зокрема тенденцію до мовної економії, поліномінації та подолання мовного автоматизму. Її висновок – ключовими джерелами формування нової лексики є сфери масової комунікації, цифрових медіа, реклами, політики, техніки, фінансів і моди, які активно впливають на розвиток сучасного німецькомовного простору [8]. І. Кучеренко зосереджується на особливостях перекладу лексичних інновацій української та німецької мов у медійному дискурсі, зокрема неологізмів, запозичень і гібридних слів, що виникають під впливом суспільних, технологічних і цифрових змін. Визначає, що найактивніше нова лексика функціонує у сферах політики, економіки, науки й технологій, а її адекватний переклад потребує врахування словотвірної моделі, контексту та функціонального навантаження неолексеми [5].

Попри наявність окремих наукових розвідок, питання джерел формування та функціонування німецьких лексичних інновацій в умовах цифровізації залишається недостатньо висвітленим у сучасних дослідженнях, що й визначає наукову новизну запропонованого дослідження.

Мета статті – дослідити лексичні інновації в сучасній німецькій мові, визначити їхні основні джерела формування та схарактеризувати функціональні особливості в онлайн-комунікації, медіа, соціальних мережах, на цифрових платформах тощо. Для досягнення поставленої мети передбачено виконання таких завдань:

• з’ясувати сутність понять «лексична інновація» та «неологізм» у сучасному мовознавстві;

• визначити ключові джерела формування лексичних інновацій у сучасній німецькій мові в умовах цифровізації;

• дослідити роль іншомовних запозичень, словотворчих процесів та семантичних трансформацій у формуванні лексики цифрової комунікації;

• схарактеризувати особливості асиміляції запозиченої лексики цифрової комунікації у німецькій мовній системі;

• виокремити основні сфери функціонування лексики цифрової комунікації в сучасній німецькій мові та проаналізувати специфіку її використання;

Виклад основного матеріалу дослідження. Сучасне розуміння поняття «неологізм» значно розширилося, охоплюючи не лише інновації літературної мови, а й одиниці, що раніше функціонували на периферії мовної системи – терміни, професіоналізми, сленгізми та жаргонізми [8]. У процесі активного поширення й переходу до загальномовного вжитку такі лексеми починають сприйматися більшістю носіїв мови як нові слова, що сприяє оновленню словникового складу мови. Будь-яка їх поява починається з лексичної інновації – акту мовлення, що виникає як відповідь на потребу назвати нове явище. Далеко не кожна інновація стає неологізмом.

Як зазначає А. Клоза-Кюкельгаус, неологізм – це інновація, яка вже пройшла стадію соціалізації, закріпилася у свідомості певної мовної спільноти та почала фіксуватися в лексикографічних джерелах [12]. В епоху цифровізації цей перехід відбувається стрімко: якщо раніше слову потрібні були десятиліття для входження в словники, то сьогодні «цифрові» неологізми долають цей шлях за лічені місяці.

Процеси цифровізації також сприяють швидкому переходу до статусу неологізму таких одиниць, як *Fake News*, *Homeoffice* чи *Influencer*. Їхня популяризація зумовлена не лише мовними чинниками, а й глобальними соціальними змінами, розвитком цифрових платформ та інтенсивною міжкультурною комунікацією. На думку Г. Столярчук, кожен неологізм (лексичний, семантичний чи граматичний) у німецькій мові трактується як новоутворення, новизну якого можна довести; який існує в обмеженому проміжку часу; є багатовживаним, лексикалізованим та інтегрованим у лексичну систему мови [7].

Для розкриття основних шляхів оновлення німецького лексикону, систематизуємо джерела формування лексики цифрової комунікації, використовуючи ілюстративні приклади:

• Запозичення (англіцизми).

Це найпотужніше джерело, оскільки більшість технологічних інновацій походять з англомовного середовища. У німецькій мові ці одиниці проходять процес асиміляції: запозичені іменники отримують німецькі артиклі, закінчення та беруть участь у словотворенні.

- Прямі запозичення:

der Algorithmus – алгоритм;
der Browser – браузер;
das Interface – інтерфейс.

- Гібридні утворення (Denglish):

das Homeoffice – робота з дому (дистанційна робота);

die Cloud-Lösung – хмарне рішення;

der Fake-Account – фейковий (фальшивий) акаунт.

- Дієслівна адаптація:

googeln – шукати в Google;

posten – публікувати допис;

liken – ставити «лайк» (вподобайку);

scrollen – гортати (прокручувати) сторінку.

• Внутрішньомовне словотворення (Wortbildung).

За допомогою словоскладання в німецькій мові активно утворюються нові лексичні одиниці на основі власних мовних ресурсів, що забезпечує номінацію нових понять без залучення іншомовних запозичень.

- Складні іменники (Komposita):

die Datenautobahn – «інформаційна магістраль» (швидкісний інтернет);

der Netzauftritt – присутність у мережі (веб-представництво);

die Bildschirmzeit – екранний час.

- Створення нових термінів через деривацію:

vernetzen – об'єднувати в мережу;

entfolgen – відписатися (припинити стежити за кимось у мережі);

die Digitalisierung – цифровізація.

- Абревіація та скорочення:

die KI (Künstliche Intelligenz) – ШІ (штучний інтелект);

das WLAN (Wireless Local Area Network) – бездротова мережа (Wi-Fi).

• Ресемантизація (семантичні інновації).

Це процес надання «цифрового» значення словам, які вже давно існують у мові. Це найкращий спосіб адаптації, де метафора стає терміном. Узагальнення основних положень подано в таблиці 1.

Таблиця 1

Семантична трансформація лексичних одиниць німецької мови в умовах цифровізації

Слово	Традиційне значення	«Цифрове» значення
die Maus	миша (тварина)	комп'ютерна миша
das Fenster	вікно (в будинку)	вікно (програми або браузера)
die Wand	стіна	стіна / хроніка в соцмережах

Слово	Традиційне значення	«Цифрове» значення
speichern	накопичувати, запасати (зерно)	зберігати (дані на носії)
surfen	займатися серфінгом (на хвилях)	шукати інформацію в інтернеті
der Virus	вірус (біологічний)	комп'ютерний вірус
löschen	гасити (вогонь)	видаляти (файл або текст)

Джерело: [11].

Отже, функціонування німецької мови в умовах цифровізації супроводжується взаємодією різних механізмів мовного розвитку: запозичення забезпечують номінацію нових глобальних явищ, внутрішньомовне словотворення (наприклад, Datenschutz) сприяє адаптації та стабілізації мовної системи, а процеси ресемантизації забезпечують переосмислення вже наявних лексем у нових технологічних контекстах. Унаслідок цього зростає системна гнучкість німецької мови та її здатність інтегрувати іншомовні впливи, зберігаючи при цьому власні словотвірні моделі та структурну специфіку.

Подібні тенденції розвитку сучасної лексики німецької мови в умовах цифрових змін відзначає також А. Клоза-Кюкельхаус, яка розглядає неологізми як результат взаємодії внутрішньомовних ресурсів і зовнішніх мовних впливів у процесі цифрової комунікації [12].

Нижче проаналізовано ключові моделі творення інновацій, що домінують у сучасному цифровому дискурсі.

1. Композиція. Це найбільш продуктивна модель словотвору. У цифрову епоху вона дозволяє створювати складні поняття шляхом поєднання «традиційних» німецьких основ із «цифровими».

- **Nomen + Nomen (іменник + іменник):**
  - *der Digitalzwang* – «цифровий примус» (необхідність користуватися цифровими сервісами);
  - *die Netzkultur* – мережева культура;
  - *der Datenmüll* – «цифрове сміття» (непотрібні дані, що займають пам'ять).
- **Гібридні композити (англіцизм + німецьке слово):**
  - *der Podcast-Beitrag* – випуск подкасту;
  - *die Streaming-Plattform* – стрімінгова платформа;
  - *das Update-Intervall* – інтервал оновлення.

Особливістю сучасної композиції є поява так званих «слів-монстрів» для позначення складних юридично-технічних реалій, наприклад: *die*

Videochat-Verbindung (відеочат-з'єднання) або *die Nutzerkontoverwaltung* (керування обліковим записом користувача).

2. Деривація (афіксація): граматична адаптація.

Деривація забезпечує формування нових лексичних одиниць шляхом приєднання префіксів і суфіксів до основи слова, унаслідок чого виникають похідні слова, що відповідають потребам номінації нових понять.

- **Вербалізація (перехід іншої частини мови у дієслово або утворення дієслова від іншої основи):**
  - *entsperren* – розблокувати (екран, акаунт);
  - *verlinken* – посилатися (додавати гіперпосилання);
  - *zwischenspeichern* – зберігати у буфері обміну.
- **Суфіксація:**
  - *die Programmierbarkeit* – програмованість.
  - *cloudbasiert* – хмарний (базований на хмарних технологіях).
  - *rechnergestützt* – автоматизований (здійснюваний за допомогою комп'ютера).

3. Абревіація:

Швидкість цифрової комунікації вимагає стислості. Абревіація в сучасній німецькій мові еволюціонувала від офіційних скорочень до повсякденного вжитку.

- **Графічні та фонетичні скорочення:**
  - *die App* (від *Applikation*) – мобільний додаток;
  - *das Abo* (від *Abonnement*) – підписка;
  - *das Akronym «KI»* (від *Künstliche Intelligenz*) – ШІ.
- **Специфічні мережеві скорочення (Leetspeak та месенджер-сленг):**
  - *RO* (від *read-only*) – режим «тільки для читання»;
  - *MfG* (*Mit freundlichen Grüßen*) – з повагою (стандарт цифрового етикету в листах).

4. Роль англіцизмів як каталізаторів інновацій.

Англіцизми в умовах цифровізації виконують роль «будівельного матеріалу». Вони не просто заміщують німецькі слова, а стають основою для нових, суто німецьких конструкцій.

Науковці виділяють явище **«псевдоангліцизмів»** – слів, що звучать як англійські, але створені в німецькій мові для позначення цифрових реалій. Наприклад: *das Handy* (мобільний телефон) – слово, яке в англійській мові має інше значення, але в німецькій стало ключовим цифровим терміном.

Роль англіцизмів у лексичній системі проявляється у трьох аспектах:

- **номінативному:** заповнення лексичних лакун (*Blockchain, Token*);

- **стилістичному:** створення ефекту сучасності та приналежності до глобальної IT-спільноти (*hippe Start-ups*);

- **структурному:** інтеграція англіцизмів у словотвірну систему німецької мови, що виявляється у словоскладанні (Homeschooling, Cloud-service) та деривації з утворенням дієслівних форм (streamen, downloaden).

Нові лексичні одиниці в сучасній німецькій мові часто формуються шляхом прямого запозичення іншомовної лексики, передусім англіцизмів, що особливо помітно у сфері реклами та б'юті-індустрії (*Alien Goddess, Skin Cleanser, transformative make*). Поширеними є також гібридні багатокомпонентні номінації, які поєднують елементи різних мов: *Anti-Falten-Pads, Beauty-Produkt, Ultra Shiny Lip Gloss*. Окрему групу становлять інноваційні назви з числовими та буквеними компонентами (*2-Phasen Formel, Revitalift Laser x3, 3D Farbintensität*), що створюють ефект технологічності та підсилюють маркетингову привабливість продукту [6].

Зауважимо, що концентрація та характер використання неологізмів залежить від прагматичного запиту носія мови. Саме тому, доцільно говорити про сфери функціонування лексики цифрової комунікації в сучасній німецькій мові (Табл. 2):

Таблиця 2

Сфери функціонування лексики цифрової комунікації в сучасній німецькій мові та приклади її використання

Сфера функціонування	Особливості функціонування цифрової лексики	Приклади лексем
Соціальні мережі та онлайн-комунікація	Формування емоційно забарвленої, динамічної та розмовної лексики	*liken, posten, teilen, entfolgen, canceln, sharen*
IT-сфера та професійний цифровий дискурс	Використання стандартизованої термінології та англомовних запозичень	*Cloud-Computing, Cybersicherheit, Backend, Machine Learning, Software-Update*
Медіа та онлайн-журналістика	Поширення лексики, пов'язаної з цифровими загрозами та суспільними процесами	*Fake News, Filterblase, Datenmissbrauch, Cyberangriff, Hate Speech*

Сфера функціонування	Особливості функціонування цифрової лексики	Приклади лексем
Освітній цифровий простір	Активізація лексики дистанційного та змішаного навчання	*E-Learning, Onlineunterricht, Lernplattform, hybrides Lernen, Videokonferenz*
Геймерський та стримінговий дискурс	Формування молодіжного цифрового сленгу та ігрової термінології	*streamen, leveln, der Loot, der Skin, Gaming-Community*
Повсякденна цифрова комунікація	Інтеграція технічної лексики у щоденне мовлення	*downloaden, scrollen, screenshoten, entsperren, die App, der Akku*

Таким чином, лексика цифрової комунікації сучасної німецької мови функціонує у різних комунікативних сферах – від професійного IT-дискурсу до повсякденного мовлення. Найбільш продуктивними середовищами її поширення є соціальні мережі, медіапростір та цифрова освіта, оскільки саме вони забезпечують швидке продукування та популяризацію мовних інновацій. Водночас специфіка функціонування лексики цифрової комунікації залежить від комунікативних потреб конкретної сфери: у професійному середовищі переважає стандартизована термінологія, тоді як у соціальних мережах і геймерському дискурсі домінують емоційність, мовна економія та сленгізація.

Функціонування лексики в цих сферах підпорядковане трьом головним прагматичним функціям:

1. **Економії мовних засобів (Мовна компресія):** Цифрове середовище вимагає миттєвої передачі інформації, що призводить до заміни багатослівних німецьких описів короткими інноваціями. Замість конструкції *«eine Nachricht über WhatsApp schicken»* носії мови дедалі частіше використовують одне дієслово – *«whatsappen»*. Аналогічно складна описова конструкція *drahtloser Internetzugang* поступово витісняється більш лаконічною лексичною одиницею *das WLAN*, що забезпечує компресію мовного вираження та підвищує ефективність комунікації за рахунок мінімізації мовних засобів при збереженні повного обсягу змісту.

2. **Експресивності та стилістичному маркуванню,** коли неологізм осучаснює мовлення, звучить динамічно або іронічно: *«smart»* замість

«intelligent» у контексті побутових приладів (*Smart-Home, Smart-TV*) створює конотацію технологічного прогресу.

3. **Термінологізації –** створенні назв для нових об'єктів: *«die Blockchain-Technologie», «das Cloud-Computing», «der Cloud-Speicher» тощо*.

Процес асиміляції цифрових інновацій у німецькій мові є складним лінгвістичним явищем, у межах якого запозичені елементи інтегруються в систему мови та адаптуються до її граматичних і словотвірних норм. У результаті відбувається підпорядкування іншомовних одиниць структурним закономірностям німецької мови, що забезпечує їх функціональне включення до мовної системи та впливає на розвиток мовної норми.

• Морфологічна адаптація.

Прикладом асиміляції є вербалізація – створення дієслів від англійських основ. Запозичене англійське слово отримує морфологічні категорії німецького дієслова.

До процесів морфологічної асиміляції англіцизмів у німецькій мові належить утворення повноцінних дієслів на основі іншомовних запозичень із подальшим їх граматичним оформленням відповідно до німецької дієслівної системи. Так, запозичення *to zoom* адаптується у вигляді дієслова *zoomen*, яке відмінюється за стандартними моделями сильної/слабкої дієвідміни: *ich zoome, du zoomst*, а форма Partizip II – *gezoomt*.

Аналогічно дієслово *googeln* (від англ. *to google*) настільки повністю інтегрувалося в систему німецької мови, що було зафіксоване в лексикографічних джерелах, зокрема у словнику «Duden», і функціонує як нормативна одиниця сучасної мови. Наприклад: *Hast du das schon gegoogelt?* [11].

Інші приклади демонструють подібний процес деривaційної адаптації: *skypen* (спілкуватися через Skype), *tweeten* (публікувати повідомлення в X/Twitter), *downloaden* (завантажувати). Усі ці дієслова підпорядковуються німецькій граматичній системі відмінювання: *ich skyp(e), ich tweet(e), ich downloade*, а Partizip II утворюється за моделлю слабкої дієвідміни: *geskypt, getweetet, gedownloadet*. Форми на кшталт *downloadge…* є ненормативними та не відповідають системі німецького словотвору [11].

• Граматична інтеграція та категорія роду.

На відміну від морфологічної адаптації, що стосується словозмінних і словотвірних змін запозичених одиниць, граматична інтеграція передбачає їх включення до системи граматичних категорій німецької мови, насамперед категорії роду.

Для іменників одним із ключових етапів асиміляції є присвоєння граматичного роду та відповідного артикля. У німецькій мові вибір роду

запозичень часто здійснюється за принципом семантичної або формальної аналогії з уже наявними лексичними одиницями, що відповідає загальним закономірностям інтеграції іншомовної лексики в систему мови [12].

- **der Laptop:** чоловічий рід, бо німецьке *der Rechner* (комп'ютер) – чоловічого роду.
- **die E-Mail:** жіночий рід, бо німецьке *die Post / die Nachricht* – жіночого.
- **das Update:** середній рід, оскільки більшість запозичень на позначення абстрактних процесів у німецькій стають середнього роду (*das Training, das Management*).

Цікавим є приклад слова *«der/das Blog»*. Хоча Duden допускає обидва варіанти, тенденція йде до середнього роду (*das Blog*), що підкреслює його сприйняття як технічного об'єкта.

Висновки. Цифровізація та глобалізація є ключовими чинниками активізації лексичних інновацій у сучасній німецькій мові. Статус неологізму набувають лише ті інновації, які є соціалізованими, частотними та інтегрованими в мовну систему.

Основними джерелами формування лексики цифрової комунікації є запозичення, внутрішньомовне словотворення та семантичні трансформації. Запозичення характеризуються високим ступенем асиміляції, зокрема граматичною та словотвірною інтеграцією. Внутрішньомовне словотворення забезпечує номінацію нових понять через словоскладання та деривацію, тоді як семантичні інновації реалізуються через переосмислення наявних лексем.

Функціонування лексичних інновацій зосереджене у сферах соціальних мереж, медіа та цифрової освіти й підпорядковане функціям мовної компресії, експресивності та термінологізації. Загалом лексична система сучасної німецької мови демонструє високу адаптивність до умов цифрової трансформації.

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ОСОБЛИВОСТІ ВИКЛАДАННЯ ГАЛУЗЕВОГО ПЕРЕКЛАДУ У ВИЩІЙ ШКОЛІ В ЕПОХУ ШТУЧНОГО ІНТЕЛЕКТУ

Анотація: Метою дослідження є теоретичне обґрунтування трансформації методики викладання перекладу контрактів у закладах вищої освіти в умовах активного використання інструментів штучного інтелекту, а також розробка комплексу вправ і практичних рекомендацій, спрямованих на формування інтегрованої перекладацької компетентності, що поєднує мовно-юридичний, технологічний та аналітичний компоненти.

У дослідженні застосовано методи системного аналізу наукових джерел, порівняльного аналізу компетентнісних фреймворків в галузі перекладу 2017 та 2022 років, узагальнення педагогічного досвіду викладання юридичного перекладу, а також методологію компетентнісного підходу до підготовки перекладачів. Встановлено, що впровадження штучного інтелекту суттєво змінює структуру перекладацької діяльності, зокрема у сфері контрактного перекладу, де точність та юридична еквівалентність мають визначальне значення. Виявлено трансформацію ролі перекладача від міжмовного посередника до стратегічного постредактора та аналітика перекладацьких рішень. Показано, що оновлення компетентнісних рамок від 2022 року передбачає посилення технологічної грамотності, ролі постредагування машинного перекладу та мультимодальної компетентності. Запропоновано систему вправ, яка включає промпт-інжиніринг, зворотний переклад, термінологічну верифікацію, виявлення помилок ШІ, стилістичну адаптацію та проєктне моделювання перекладу контрактів. Обґрунтовано ефективність інтеграції фреймворку RISEN для структурованого формування запитів до ШІ. Встановлено, що поєднання традиційних і цифрових методів навчання підвищує рівень критичного мислення та професійної автономії студентів. Доведено, що сучасна підготовка перекладачів контрактів повинна базуватися на інтеграції мовно-юридичної підготовки, технологічної компетентності та критико-аналітичного мислення. Використання штучного інтелекту в

навчальному процесі є ефективним за умови його педагогічно контрольованої інтеграції та орієнтації на постредагування і перевірку результатів. Перспективним напрямом є подальша емпірична перевірка ефективності запропонованих дидактичних моделей та дослідження довгострокового впливу ШІ на формування професійної перекладацької компетентності.

Ключові слова: перекладацька компетентність, юридичний переклад, контрактний переклад, штучний інтелект, постредагування, промпт-інжиніринг.

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TEACHING SPECIALIZED TRANSLATION IN HIGHER EDUCATION IN THE AGE OF ARTIFICIAL INTELLIGENCE

Abstract: The study aims to provide a theoretical justification for the transformation of teaching methodologies for contract translation in higher education institutions under the conditions of intensive use of artificial intelligence tools, as well as to develop a set of exercises and practical recommendations aimed at forming an integrated translation competence that combines linguistic-legal, technological, and analytical components.The study applies methods of systemic analysis of scientific sources, comparative analysis of translation competence frameworks from 2017 and 2022, generalization of pedagogical experience in teaching legal translation, as well as the competence-based approach methodology to translator training. It has been established that the implementation of artificial intelligence significantly changes the structure of translation activity, particularly in the field of contract translation, where accuracy and legal equivalence are of decisive importance. A transformation in the translator's role has been identified, from an interlingual mediator to a strategic post-editor and analyst of translation decisions. It has been shown that the updated competence frameworks of 2022 involve strengthening technological literacy, the role of machine translation post-editing, and multimodal competence. A system of exercises has been proposed, including prompt engineering, reverse translation, terminological verification, AI error detection, stylistic adaptation, and project-based modeling of contract translation. The effectiveness of integrating the RISEN framework for structured AI prompting has been substantiated. It has been found that combining traditional and digital teaching methods enhances students'

critical thinking and professional autonomy. It has been proven that modern training of contract translators should be based on the integration of linguistic-legal preparation, technological competence, and critical analytical thinking. The use of artificial intelligence in the educational process is effective provided it is pedagogically controlled and oriented toward post-editing and result verification. A promising direction is further empirical validation of the effectiveness of the proposed didactic models and the study of the long-term impact of AI on the development of professional translation competence.

Keywords: translation competence, legal translation, contract translation, artificial intelligence, post-editing, prompt engineering.

Постановка проблеми. Сучасна епоха розвитку вищої освіти характеризується безпрецедентним впливом цифрових технологій, серед яких штучний інтелект (ШІ) посідає центральне місце. Для галузі перекладу поява великих мовних моделей (ВММ), таких як GPT-4, Gemini та Claude, стала викликом, що вимагає негайного переосмислення дидактичних підходів.

З одного боку, в епоху штучного інтелекту та динамічного розвитку «нейронного» машинного перекладу статус перекладача еволюціонує від «творця тексту» до «стратегічного постредактора», який повинен не лише володіти мовами, а й ефективно взаємодіяти з інтелектуальними алгоритмами. З іншого, стихійне використання інструментів на базі ВММ призводить до ситуації, коли перекладач, акцентиючи увагу на оптимізації робочого процесу, нехтує якістю.

У цьому контексті вища школа України продовжує активно адаптувати свої навчальні програми у сфері перекладу до нових стандартів, зокрема European Master's in Translation (EMT) Competence Framework, які включають технологічну компетентність як одну з ключових сфер підготовки [1]. Особливо гостро питання адаптації та перегляду навчальних програм постає у сфері галузевого перекладу, зокрема у сфері перекладу контрактів, де точність та термінологічна відповідність, а також розуміння розбіжностей у правових системах мають критичне значення. Додатковим фактором тут також виступають умови воєнного стану, що вимагають впровадження інструментів для оптимізації навантаження та підтримки якості освіти в дистанційному форматі.

Аналіз останніх досліджень і публікацій. Теоретичне підґрунтя та історичний контекст розвитку методики навчання спеціалізованого перекладу в Україні з акцентом на галузевий переклад проаналізовано у роботі Л.М. Черноватого [2]. Особливостям викладання галузевого (юридичного) перекладу з акцентом на адаптацію комплексу вправ для

формування інформаційної компетентності студентів присвячена робота Л. Томнюк та К Унгурян. Авторками запропоновано чітко структурований комплекс вправ для викладання письмового перекладу у галузі юриспруденції. Вправи поділено на чотири групи, кожна з яких розвиває у майбутнього фахівця компетенції, необхідні у подальшій професійній діяльності. Перша група вправ призначена для ознайомлення студентів зі сферою юриспруденції, її основними поняттями; вона спрямована на розвиток міжкультурної, лексичної та інформаційної компетентностей. Друга та третя групи вправ пов'язані з лексико-семантичним рівнем й допомагають розвинути лексичну, семантичну та інформаційну компетентності. Четверта група вправ слугує для вдосконалення набутих навичок і вмінь [3].

Особливості роботи з інструментами на базі штучного інтелекту на заняттях з перекладу розглядають В. Карабан та А. Карабан. Автори наголошують на недостатній інтеграції перекладацьких технологій у навчальний процес і на неналежній підготовці до виконання завдань із постредагування машинного перекладу [4]. Вони ж обґрунтовують доцільність поетапного впровадження спеціально кастомізованих GPT у програми підготовки перекладачів, розглядаючи штучний інтелект не як універсальний інструмент, а як сукупність профільних асистентів, що супроводжують етапи підготовки, безпосереднього перекладу та подальшого опрацювання тексту [5].

М.А. Хіменес-Креспо звертає увагу на можливість переорієнтації перекладацької освіти на ті сфери, де машини мають обмеження, пов'язані, зокрема, з креативністю, наративністю і контекстуалізацією, здатністю до судження з позицій здорового глузду, емпатією тощо. Дослідник у своїй роботі також пропонує навчальні активності, що передбачають взаємодію в тандемі «людина–машина», посилену можливостями ШІ, у межах яких здобувачі освіти можуть критично осмислювати власну агентність, автономію, процеси ухвалення рішень і свою ключову роль у створенні перекладів високої якості та цінності. [6].

Необхідність глибше та швидше адаптувати навчальні програми для перекладачів до викликів, пов'язаних з роботою з ШІ, аналізується в роботі І. Вана. Дослідник відзначає, що перекладачі (у тому числі й майбутні) мають бути готовими до нових навичок у сфері постредагування, машинного читання і міждисциплінарності [7].

Дж.С. Пенет із колективом співавторів аналізують, які нові навички та компетенції мають отримувати студенти, та розглядають нові підходи до викладання у добу домінування штучного інтелекту. Зокрема, автори зосереджуються на промпт-інжинірингу для перекладу, етичному

використанні ШІ при перекладі, підготовці професіоналів, які легко адаптуються до рехнологічних інновацій, тощо [8].

Г.О. Хацер аналізує сильні та слабкі сторони інтеграції ШІ у процес викладання, зазначаючи, що інтерактивність, персоналізованість навчання, адаптація до індивідуальних потреб часто ідуть рука об руку з розвитком технологічної залежності, зменшенням креативності, втратою навичок критичного мислення [9].

Виклики підготовки філологів-перекладачів та проблематика організації контролю сформованості перекладаціької компетентності розглядаються Т.Г. Король [10]. Проблематика, пов'язана з використанням прихованого машинного перекладу (МП) студентами-перекладачами, розглядається Л. Черноватим та Н. Ковальчук з метою визначення найбільш ефективних і доцільних методів виявлення випадків такого використання у перекладацьких завданнях та під час іспитів [11].

Водночас, беручи до уваги викладене вище, відзначаємо, що проблематика, пов'язана з начанням студентів юридичному перекладу, а саме перекладу контрактів, в епоху активного використання інструментів на базі штучного інтелекту лишається малодослідженою.

Метою цієї статті є теоретичне обґрунтування та розробка рекомендацій та вправ, які б могли використовуватися в процесі викладання перекладу контрактів у вищій школі в епоху активного використання інструментів на базі ШІ, у тому числі й в умовах дистанційного навчання.

Для досягнення поставленої мети необхідно реалізувати такі **завдання**:

1. Описати основні особливості юридичної мови та проблематику, яка пов'язана з цими особливостями в контексті перекладацької діяльності та навчання перекладу.

2. Охарактеризувати основні зміни наповнення професійних компетенцій перекладача, які пов'язані з розвитком технологій штучного інтелекту, великих мовних моделей та чат-ботів.

3. Запропонувати практичні рекомендації та вправи, які б можна було використати у навчанні студентів перекладу контрактів.

Виклад основного матеріалу. Юридичний переклад, як і його підвид переклад контрактів, вважається одним із найскладніших видів галузевого [12] перекладу. На відміну від таких спеціалізованих галузей як медицина чи сфера ІТ, юридична мова не є універсальною, оскільки вона ґрунтується на конкретній національній системі права. У зв'язку з цим перекладач повинен забезпечити максимально точне відтворення термінології вихідного тексту відповідно до правової системи іншої країни [13], а також дотримання норм цільової мови щодо стилістики й синтаксису.

Некоректний переклад може не лише викривити зміст документа, а й спричинити серйозні правові наслідки, зокрема невиконання договорів та угод, а також порушення прав людини [14].

Робота над перекладом юридичних текстів традиційно починалася з ознайомлення з відповідною галуззю права, її базовими поняттями та термінами як у мові оригіналу, так і в мові перекладу [3], включала також аналіз оригіналу, власне переклад, редагування, коректуру та оформлення. Поява нейронного машинного перекладу вносить корективи до цих етапів, адже ШІ генерує вихідний продукт швидше за перекладча, проте схильний до «галюцинацій» у юридичних тонкощах.

Ці зміни знайшли відображення в ***адаптації рамки професійних компетенцій перекладача*** [1; 15]. Порівняльний аналіз фреймворків перекладацьких компетенцій 2017 та 2022 років засвідчує збереження базової структури моделі за одночасного її суттєвого оновлення відповідно до вимог динамічного, цифровізованого та технологічно насиченого професійного середовища.

Загальні принципи, закладені у версії 2017 року, залишаються релевантними, однак у редакції 2022 року вони переосмислюються з урахуванням зростання ролі технологій, мультимодальності та соціальної відповідальності перекладача.

У межах ***компетенції «Мова та культура»*** збережено акцент на лінгвістичних, соціолінгвістичних і культурних знаннях як фундаменті перекладацької діяльності, а також вимогу високого рівня володіння мовами (не нижче С1). Водночас у 2022 році відбувається концептуальне розширення цієї сфери: підкреслюється конкурентна перевага людського фактора в умовах автоматизації, посилюється увага до інклюзивності та доступності багатомовного й мультимодального контенту, а також переглядається традиційний принцип обов'язкового перекладу на рідну мову з урахуванням домінування англійської як lingua franca.

У блоці ***«Переклад»*** у 2017 році компетенція охоплювала стратегічні, методологічні та тематичні аспекти перекладацького процесу, включно з контролем якості та базовою взаємодією з машинним перекладом. У версії 2022 року ця сфера суттєво розширюється за рахунок включення мультимодального перекладу, аудіовізуальної перекладацької діяльності та локалізації відеоігор. Окремого значення набуває компетентне використання засобів машинного перекладу, що передбачає не лише використання відповідних систем, а й розуміння їхніх обмежень та цілеспрямовану підготовку тексту до автоматичної обробки. Також чітко фіксується компетенція ***постредагування*** результатів машинного перекладу відповідно до професійних стандартів якості.

У ***технологічній компетенції*** 2017 року основна увага приділялася використанню цифрових інструментів, корпусів, CAT-систем та базових технологій машинного перекладу. У 2022 році відбувається якісний зсув у бік концепції ***data literacy***, тобто усвідомлення ролі та цінності перекладацьких і мовних даних. Перекладач розглядається не лише як користувач технологій, а й як консультант із їх впровадження у робочі процеси. Додатково посилюється вимога критичної оцінки нових інструментів і їхнього впливу на професійну практику.

У сфері особистісних та міжособистісних компетенцій у 2017 році акцент робився на тайм-менеджменті, управлінні стресом, командній роботі та відповідальній присутності в цифрових середовищах. У редакції 2022 року ці аспекти доповнюються поняттям когнітивного навантаження, управління яким стає важливим чинником ефективної професійної діяльності в умовах інформаційної насиченості. Крім того, посилюється значення безперервного навчання як ключового механізму професійного розвитку протягом усього кар'єрного циклу.

Нарешті, у компетенції ***«Надання послуг»*** у 2017 році визначалися навички взаємодії з клієнтами, управління проєктами та дотримання професійної етики. У 2022 році цей блок розширюється за рахунок включення соціальної та економічної відповідальності перекладача, здатності аналізувати мовні політики та перекладацькі послуги в ширшому суспільному контексті. Також посилюється значення професійної видимості через мережування, а переговорна компетенція деталізується з урахуванням правових і контрактних аспектів, зокрема специфікацій тендерних процедур.

Таким чином, оновлення фреймворку перекладацьких компетенцій 2022 року відображає перехід від класичної моделі перекладацьких компетенцій до інтегрованої, технологічно орієнтованої та соціально відповідальної професійної парадигми, у якій ключову роль відіграють мультимодальність, дані, штучний інтелект та безперервний розвиток фахівця.

Адаптації у системі вправ для навчання перекладу контрактів безпосередньо зумовлені трансформацією перекладацьких компетенцій, зокрема посиленням ролі технологічної грамотності, роботи з машинним перекладом, а також розвитком навичок критичного контролю результатів, отриманих за допомогою штучного інтелекту. У цьому контексті навчальний процес зміщується від суто мовної підготовки до інтегрованої моделі, що поєднує юридичну, технологічну та аналітичну складові.

Одним із важливих методичних підходів виступає метод ***зворотного перекладу*** із залученням ШІ, який використовується для перевірки того, чи

не зазнали зміни юридичні наслідки або зобов'язання сторін у процесі машинного перекладу. Такий підхід дозволяє виявляти смислові зсуви, які можуть мати критичне значення для юридичної сили документа.

Окремого значення набуває ***формування навичок промпт-інжинірингу*** як складової професійної грамотності перекладача контрактів. Вміння формулювати точні запити до ШІ розглядається як базова технічна компетенція, що безпосередньо впливає на якість перекладу. У цьому контексті ефективним інструментом виступає фреймворк RISEN (Role, Input, Steps, Expectation, Narrowing), який дозволяє структуровано формулювати завдання системі, зменшуючи ризик помилок уже на етапі постановки запиту. Наприклад, визначення ролі системи як «досвідченого юриста-лінгвіста» та поетапне інструктування щодо виділення зобов'язань сторін і подальшого перекладу з використанням термінології актуальних кодексів забезпечує більш контрольований і юридично точний результат.

Комплекс вправ для навчання перекладу контрактів структуровано за рівнями складності та функціонального призначення за Л.М. Черноватим [16]. До ***підготовчих вправ*** відносимо завдання на виявлення «галюцинацій» у текстах, згенерованих ШІ, зокрема ідентифікацію неіснуючих юридичних термінів у перекладах договорів про нерозголошення (NDA), а також вправи на термінологічну верифікацію, що передбачають використання ШІ для пошуку відповідних норм у законодавчих актах із подальшою людською перевіркою їх актуальності та релевантності.

Група вправ, спрямованих на ***формування навичок***, включає «промпт-лабораторію», де порівнюються результати перекладу одного й того самого фрагмента контракту, зокрема розділу «Force Majeure», при використанні базових і структурованих запитів за моделлю RISEN. Також застосовується вправа зі стилістичної адаптації, у межах якої умови використання (Terms of Service) перекладаються спочатку у формальному юридичному стилі для фахівців, а потім адаптуються для кінцевих користувачів у форматі *plain English* за допомогою ШІ-інструментів.

Для розвитку ***професійних умінь*** використовуються вправи типу «часовий батл», що передбачають порівняння швидкості та якості перекладу договорів, виконаного вручну та з використанням ШІ з подальшим постредагуванням. Додатково застосовується «юридичний аудит», спрямований на виявлення прихованих упереджень або неточностей у передачі модальності, які потенційно можуть вплинути на юридичні наслідки документа.

На рівні вдосконалення майстерності передбачено виконання комплексного «локалізаційного проєкту», що охоплює повний цикл перекладу та юридичної адаптації ліцензійної угоди на програмне забезпечення (EULA)

із використанням ШІ-асистентів. Такий підхід забезпечує формування інтегрованої професійної компетентності, що поєднує перекладацькі, юридичні та технологічні навички в умовах сучасного цифрового середовища.

Орієнтовний план практичного заняття з дисципліни «Практика галузевого перекладу (Переклад контрактів)» за темою «Постредагування машинного перекладу (MTPE) міжнародних комерційних контрактів: баланс юридичної точності та термінологічної стійкості» тривалістю 90 хвилин може виглядати таким чином:

1. Заняття розпочинається зі вступу та актуалізації, під час яких протягом 10 хвилин відбувається обговорення ризиків використання штучного інтелекту у сфері права, зокрема питань конфіденційності даних і вимог GDPR. Окрема увага приділяється концепції «human-in-the-loop», що передбачає обов'язкову участь людини у процесах, де застосовується ШІ. На цьому етапі використовуються презентаційні матеріали та платформи Zoom або Moodle.

2. Наступним етапом є промпт-сесія (20 хвилин), у межах якої студенти формують складні запити для перекладу специфікації договору купівлі-продажу. Робота здійснюється із застосуванням ChatGPT-4 та моделі RISEN, що дозволяє відпрацювати навички ефективної взаємодії з ШІ.

3. Упродовж 30 хвилин триває етап аналізу та постредагування: студенти працюють із згенерованими перекладами, ідентифікують та маркують помилки, зокрема у передачі прав та обов'язків сторін. Для цього використовуються текстові редактори та CAT-інструменти, що імітують професійне середовище перекладача.

3. Далі відбувається верифікація через зворотний переклад (20 хвилин). Студенти застосовують метод back-translation для перевірки точності передачі модальності, зокрема таких дієслів, як shall, may, must. На цьому етапі використовуються інструменти DeepL та Claude.

4. Завершальним етапом є рефлексія та формулювання висновків (10 хвилин). Студенти виконують метакогнітивну вправу, аналізуючи, чи сприяло використання ШІ пришвидшенню перекладацького процесу без втрати юридичної сили тексту. Для організації обговорення застосовуються онлайн-дошки, такі як Jamboard або Miro.

Академічна доброчесність та етичні виклики. Інтеграція ШІ вимагає навчання студентів етично декларувати його використання. Ключовою для перекладу контрактів є безпека даних: завантаження конфіденційних договорів у публічні моделі порушує професійну таємницю. Викладання має включати модуль з деідентифікації даних перед роботою з ШІ.

Висновки. Юридичний переклад, зокрема переклад контрактів, належить до найбільш складних видів галузевого перекладу через його тісний зв'язок із національними правовими системами. Це зумовлює необхідність не лише лінгвістичної точності, а й глибокого розуміння правових концептів обох систем права. Ключовими ризиками у перекладі юридичних документів є як лексичні помилки, так і зміщення правового змісту, що може призводити до юридично значущих наслідків.

Складність предметної області зумовлює важливість швидкої трансформації професійних компетенцій перекладача юридичних текстів в умовах розвитку великих мовних моделей і нейронного машинного перекладу. Сучасна модель перекладацької компетентності зміщується від традиційної мовної підготовки до інтегрованої системи, що поєднує технологічну грамотність, здатність до постредагування, критичну оцінку результатів машинного перекладу та розуміння ролі даних. Особливо важливим стає розвиток навичок взаємодії з ШІ як інструментом, а не заміною фахівця.

Оновлення компетентнісних рамок підготовки перекладачів відображає загальну цифрову трансформацію професії. Посилюється значення мультимодальності, роботи з перекладацькими даними, етичної відповідальності та безперервного професійного розвитку. Це свідчить про перехід до моделі перекладача як гнучкого фахівця, здатного працювати в умовах технологічно насиченого середовища та інформаційного перевантаження.

Одним зі значущих етапів розвитку навичок взаємодії з інструментами та сервісами на базі штучного інтелекту є адаптація навчальних завдань. Запропоновані адаптації до комплексу вправ з навчання студентів перекладу контрактів охоплюють усі етапи формування компетентності – від аналізу помилок машинного перекладу до складних проєктних завдань із локалізації юридичних документів. Окремо підкреслено значення вправ, спрямованих на розвиток критичного мислення, зокрема виявлення «галюцинацій» ШІ та перевірки юридичної коректності термінології.

Навчання перекладу контрактів у сучасних умовах має ґрунтуватися на інтеграції трьох компонентів: мовно-юридичної підготовки, технологічної компетентності та критико-аналітичного мислення. Такий підхід дозволяє зберегти якість перекладу в умовах автоматизації та підвищити професійну готовність майбутніх перекладачів.

Водночас подальшого вивчення потребують питання емпіричної перевірки ефективності запропонованих вправ у реальному навчальному процесі, а також довгостроковий вплив регулярного використання ШІ на формування перекладацької компетентності, зокрема на розвиток самостійного аналітичного мислення та професійної автономії студентів.

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ДО ПИТАННЯ ПРО ВІДТВОРЕННЯ АНГЛОМОВНИХ МІЖНАРОДНО- ПРАВОВИХ ТЕРМІНІВ У СУЧАСНІЙ УКРАЇНСЬКІЙ МОВІ

Анотація. У статті обґрунтовано способи відтворення міжнародної правничої термінології в українському перекладі в контексті євроінтеграції. Виділено лексичні, лексико-семантичні і лексико-граматичні прийоми. Лексичні прийоми перекладу міжнародної правничої термінології включають: транскодування – політерну чи пофонемну передачу вихідної лексичної одиниці за допомогою алфавіту мови перекладу; калькування – передачу не звукового, а комбінаторного складу слова, коли складові частини слова (морфеми) чи фрази (лексеми) перекладаються відповідними елементами мови перекладу; опис значення – при перекладі новітніх авторських термінів-неологізмів, які подаються зазвичай в лапках. Для виконання поставлених завдань використано комплексну методику перекладу міжнародно-правових термінів з англійської мови на українську, до складу якої увійшли аналітичний (комплексний перекладознавчий аналіз, лінгвістичний опис і контрастивний аналіз, контекстний і трансформаційний аналізи, лексикографічний і компонентний методи, критичний аналіз, співставлення точок зору, систематизації методик та авторських підходів) та статистичний методи (кількісні та відсоткові підрахунки тощо). Зроблено висновок, що переклад правничої термінології є актуальним в

контексті євроінтеграції нашої держави. Юридичний переклад правничої термінології має ряд особливостей, з якими повинен бути обізнаним перекладач юридичного тексту, оскільки помилки у перекладі можуть призвести до конфлікту між сторонами юридичного дискурсу, судових позовів чи припинення співпраці. Цей тип перекладу не може бути здійснено без використання спеціальних пізнань у відповідній галузі права, без знання специфіки конкретного виду правовідносин. Перекладач повинен орієнтуватися у чинному законодавстві, а також володіти спеціальною лексикою і знати особливості використання англомовної юридичної термінології в конкретному контексті.

Ключові слова: політичний дискурс, суспільно-політичний текст, політичний термін, мовознавство, синхронія, комунікація, комунікант.

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ON THE ISSUE OF REPRODUCING ENGLISH INTERNATIONAL LEGAL TERMS IN MODERN UKRAINIAN

Abstract. The article substantiates the methods of reproducing international legal terminology in Ukrainian translation in the context of European integration. Lexical, lexical-semantic and lexical-grammatical techniques are highlighted. Lexical techniques of translating international legal terminology include: transcoding - polyternic or phonemic transmission of the original lexical unit using the alphabet of the target language; tracing - transmission of not the sound, but the combinatorial composition of the word, when the components of a word (morphemes) or phrase (lexemes) are translated by the corresponding elements of the target language; description of meaning - when translating the latest author's terms-neologisms, which are usually given in quotation marks. To

accomplish the tasks set, a comprehensive methodology for translating international legal terms from English into Ukrainian was used, which included analytical (complex translation analysis, linguistic description and contrastive analysis, contextual and transformational analyses, lexicographic and component methods, critical analysis, comparison of points of view, systematization of methods and author's approaches) and statistical methods (quantitative and percentage calculations, etc.). It was concluded that the translation of legal terminology is relevant in the context of the European integration of our state. Legal translation of legal terminology has a number of features that a translator of a legal text must be aware of, since errors in translation can lead to conflict between the parties to the legal discourse, lawsuits or termination of cooperation. This type of translation cannot be carried out without the use of special knowledge in the relevant field of law, without knowledge of the specifics of a particular type of legal relationship. The translator must be familiar with current legislation, as well as possess special vocabulary and know the specifics of using English legal terminology in a specific context.

Keywords: political discourse, socio-political text, political term, linguistics, synchrony, communication, communicator.

Постановка проблеми. Останнім часом великої актуальності набули дослідження міжнародної правничої термінології в її взаємодії з культурою. Культурна відповідність правничої термінології у контексті перекладу означає таке положення, коли правничі терміни вихідного тексту перекладу адекватно відповідають правничим термінам перекладеного тексту і навпаки. Проте часто трапляється так, що в правовій системі однієї з сторін не має інститутів, концепції (доктрин) та відповідних їм термінів, які б адекватно передавали відповідну термінологію правової системи іншої країни. Такі явища спричинюють мовний бар'єр, який ще називають «лінгвоетнічним», оскільки він є не стільки мовним, скільки етнічним. Він ґрунтується на різниці національних культур, національній психології, інших етнічних особливостях тощо [1], [2].

Аналіз останніх досліджень і публікацій. Лінгвоетнічний бар'єр розділяє не тільки тих, хто спілкується різними мовами. Навіть між англійцями та американцями, для яких англійська мова є рідною, можуть виникати непорозуміння мовного характеру. Такі розбіжності набувалися століттями у процесі розвитку англійської й української мов у двох різних історико-культурних середовищах. Розбіжності лінгвоетнічного характеру між носіями іноземної мови і мови перекладеного тексту можуть бути як культурно-історичного, так і актуально-дійового характеру, які знаходять своє відображення у термінології.

Таким чином, ідентичні терміни можуть мати різне семантичне значення і навпаки: різні терміни – ідентичне значення. Серед найбільш типових прикладів багатозначності ідентичної термінології або ідентичності різнозначних термінів виступає саме правнича термінологія. Скажімо, для позначення одного й того самого правового інституту у Великій Британії та США можуть використовуватися різні терміни. Наприклад, британці використовують термін «компанія» (company), тоді як американці – «корпорація» (corporation), при цьому маючи на увазі те ж саме.

Науковці наводять приклад про етикет дипломатичного протоколу, який вимагає, щоб під час ведення переговорів із будь-якою державою була точно передана посада уповноваженого представника цієї держави. Так, при перекладі, термін «міністр закордонних справ» не завжди передається терміном «Minister for Foreign Affairs». Такий переклад у певних його варіаціях зустрічається у більшості англомовних видань України. Використання цього терміну для перекладу згаданої посади міністра в Україні цілком оправдане та не викликає заперечень. Цей термін також використовується щодо цієї ж посадової особи, наприклад, в Данії. Проте, в Канаді вживається термін «Minister for External Affairs», тоді як в США – «State Secretary», а в Сполученому Королівстві Великобританії і Північної Ірландії використовується термін «Secretary for Foreign and Commonwealth Office» [3, с. 276].

Ще більше уваги слід приділяти юридичним термінам, які набули широкого вжитку в англомовному світі. Наприклад, термін «attorney» може створити чимало проблем для перекладача. Так, «Attorney General» означає в Великій Британії посаду Генерального прокурора і посаду Міністра юстиції в США. Слід пам'ятати, що тоді як «Minister of Justice» широко використовується в англомовних виданнях України, цей термін не рекомендується використовувати по відношенню до міністрів юстиції США та Великобританії. Тоді як термін «attorney» вживається у більшості словосполучень у значенні «адвокат», в США цей термін у словосполученні «district attorney» слід перекладати як «окружний прокурор».

На думку науковців, переклад тексту – це не тільки заміна мови, але і функціональна заміна елементів культури. Така заміна не може бути повною, оскільки вимога щодо того, що переклад тексту повинен читатися як оригінал, навряд чи реальна, тому що вона має на увазі повну адаптацію тексту до норм іншої культури [4, с. 311]. Під час перекладу юридичного тексту досягнення такої адекватності можливо лише, коли сам перекладач володіє «юридичною грамотністю», причому як іноземною, так і рідною мовою. Влучність перекладу того чи іншого юридичного терміна часто залежить від знання політико-правової системи тієї чи іншої держави, елементів її владних структур та інститутів, а також її історії.

Мета статті – дослідити особливості та стратегії відтворення англомовних міжнародно- правових термінів у сучасній українській мові.

Виклад основного матеріалу. Відповідність правничої термінології у контексті перекладу означає таке положення, коли правничі терміни вихідного тексту перекладу адекватно відповідають правничим термінам перекладеного тексту і навпаки [5, с. 64]. Проте часто трапляється так, що в правовій системі однієї з сторін не має інститутів, концепції (доктрин) та відповідних їм термінів, які б адекватно передавали відповідну термінологію правової системи іншої країни. Такі явища спричинюють мовний бар'єр, який ще називають «лінгвоетнічним», оскільки він є не стільки мовним, скільки етнічним. Він ґрунтується на різниці культур, національній психології, інших етнічних особливостях тощо.

Наступна проблема, з якою може зіткнутися перекладач – це паралельно існуючі офіційні назви, що використовуються для позначення для одного і того ж явища соціально-економічного життя. Так, поряд із офіційною назвою держав та одиниць їх адміністративного поділу, морів і т.п. в повсякденному вжитку є і їхні синонімічні назви. Наприклад, в англо-американській літературі поряд з офіційно прийнятою назвою країни «Canada» використовується її синонімічна назва: «The Provinces» [5, с. 66].

Як відомо, багато проблем пов'язано з перекладом одиниць адміністративного поділу держави. В Україні такою одиницею територіального поділу є область. У більшості англомовних видань України зустрічається термін «oblast», що є цілком виправдано. Незважаючи на те, що багато перекладачів надають перевагу терміну «region», використання терміну «oblast» не виключається в англо-українському перекладі, так як він згадується в більшості англомовних тлумачних словників.

У цьому ж контексті виникає запитання про доцільність перекладу Закарпатської області України терміном «Transcarpathia». Пригадаємо, що загальноприйнятий переклад Придністров'я – «Transnistria». З огляду на це доцільніше було б транслітерувати Закарпаття – «Zakarpattya», що дозволить уникнути непорозумінь. «Приморський край» передається паралельно існуючими офіційними назвами «The Maritime Province» та «Maritime Territory».

Історично склалося так, що термін «Short Seas» використовується для позначення морів, окремо відомих під назвою «The Baltic Sea» (Балтійське море) та «The White Sea» (Біле море) [2].

Очевидно, що перекладачу не слід випускати з поля зору ще один, не менш важливий момент, а саме те, що уточнююче значення терміна нерідко пов'язане з його орфографічним оформленням. І. Саповський пояснює це на прикладах:

1) «dual monarchy» – «дуалістична монархія», «The Dual Monarchy» (іст.) – «Австро-Угорська Монархія».

2) «partition treaty» – «договір між корпораціями про розподіл прибутку чи ринку», «Partition Treaty» (іст.) – «договори про розподіл іспанського спадку».

3) «protectorate» – «опіка, захист», «Protectorate» (іст.) – «Протекторат (воєнна диктатура Олівера Кромвеля)».

4) «new order» – «нове замовлення, новий наказ», «New Order» (іст.) – «Новий порядок» – окупаційний режим гітлерівської Німеччини на захоплених нею територіях [2].

Правовий аспект лінгвоетнічного бар'єру долається у співпраці між правниками та перекладачами, котрі покликані вирішити комплекс предметно-понятійних та семантико-термінологічних питань стосовно змісту відповідного документа. Для подолання складної проблеми відповідності правничої термінології при перекладі текстів міжнародних документів правники та перекладачі мають у своєму розпорядженні кілька ефективних способів.

Так, при вирішенні таких питань, слід враховувати чинник нинішнього становлення української правничої мови та термінології. Варто згадати ідею «тонких шарів» М. Лукаша про те, що кожна культура має все, щоб заповнити будь-які культурні і мовні прогалини [цит. за 2]. Справжній перекладач мусить знайти в рідній мові відгуки великих загальноєвропейських, навіть загальносвітових культурних течій і дати їм життя у своїй власній мові.

Оскільки правова система будь-якої країни є унікальною і не може збігатися з іншою, перекладач може запропонувати влучний еквівалент для передачі певного факту чужоземної правової реальності, який з часом може бути використаний вітчизняними правниками як термін.

Існують труднощі перекладу міжнародної правничої термінології, пов'язані із сучасуим законотворчим процесом в Україні. Національне законодавство активно узгоджується з сучасними європейськими і світовими правовими стандартами.

Матеріали, пов'язані з правовою діяльністю, з обговоренням актуальних правових проблем, доступні як спеціалістам, так і пересічним громадянам на відповідних ділянках інтернету, в бібліотеках і в спеціальних інформаційних центрах [6]. Жвавий розвиток громадянського суспільства, а разом з ним відповідного законодавства, додає клопоту перекладачам. Доводиться перекладати все більше нової термінології, яку створюють правники як найважливіших міжнародних організацій ООН і Європейського Союзу, так і окремих держав в Європі і Америці.

Для перекладачів становище ускладнюється відсутністю чи нестачею сучасних перекладних, в першу чергу, англо-українських словників міжнародної правничої термінології. До того ж потрібно взяти до уваги різницю у значенні міжнародної правничої термінології в різних англомовних країнах. Наприклад: *Attorney General* означає в Великій Британії посаду *Генерального прокурора* і посаду *Міністра юстиції в США*. Жоден сучасний перекладний словник не повідомляє, якій посаді відповідає це термінологічне словосполучення в Канаді. Тож, хоча і теоретики, і практики перекладу загалом справедливо наполягають на тому, що розробка термінології це не справа перекладачів [8], проте вітчизняним перекладачам таки доводиться долучатися до творення окремих термінів. Це відбувається при перекладанні нової чужомовної міжнародної правничої термінології.

Наприклад, на початку 1990-х років в США було ухвалено закон відповідно до якого будь-який дорослий, який має повноваження «старшої людини» – лікар, медична сестра, священик, вчитель – можуть бути звинувачені в приставанні до дитини за *bad touch* до сідниць, стегон, грудей, фактично до будь-якої частини тіла дитини. Запропоноване в ЗМІ *сексуальне дотикання* видається адекватним перекладом цього юридичного терміну.

Тоді ж в США ввели в дію закон *Americans with Disabilities Act*. Цей закон полегшив життя багатьох американців з фізичними або ментальними вадами і став добрим прикладом уважного ставлення до таких людей для всього світу. Відповідно до закону було створено умови для відвідування інвалідами кінотеатрів, ресторанів, інших громадських місць, для користування громадським транспортом. *People with disabilities*, цю політкоректну заміну слову *інваліди*, перекладено українською мовою як люди *з обмеженими можливостями, з особливими потребами, з фізичними вадами, неповносправні* [7]. Пошук найвлучнішого відповідника триває. Цікаво, що останнє слово не зареєстроване ні в СУМі, ні в новіших словниках української мови, але до нього вже з'явився антонім *повносправні*. Тож, очевидно, що українська мова має досить власних внутрішніх засобів, щоб адаптувати іноземні запозичення, і багато в цій сфері залежить від вправності та підготовленості перекладачів.

Справжній перекладач мусить знайти в рідній мові відгуки великих загальноєвропейських, навіть загальносвітових культурних течій і дати їм життя у своїй власній мові. Прикладом перекладацької невдачі може слугувати назва міжнародного нормативно-правового акту *European Charter for Regional or Minority Languages*, що офіційно перекладена як *Європейська хартія регіональних або міноритарних мов* (мало би

бути *меншинних*, як пропонує проф. А. Погрібний), що, безперечно, звучить не по-українському.

Наведені приклади ілюструють процес творення міжнародної правничої термінології на рівні сучасних ЗМІ. Проте українські журналісти отримали таку можливість користуватися чужомовними джерелами лише останнім часом. За часів УРСР таку можливість мали перш за все перекладачі художньої літератури. Українські перекладачі, особливо в 1960-х роках, активно знайомлять українського читача із здобутками світової літератури. Поруч з вирішенням суто перекладацьких задач, пов'язаних з перекладом художньої літератури, їм доводиться повертати до вжитку, відновлювати або заново створювати різні пласти лексики української мови. Наприклад, за словами відомого перекладача В. Шовкуна, під час перекладу роману «Знедолені» В.Гюго, йому фактично довелося створити «мову» паризьких низів, відсутнє в українській мові арго [цит. за 2]. Видається корисним дослідити, яким чином за умов бездержавності українські перекладачі відтворювали українською сучасні англо-американські юридичні терміни, вжиті у творах художньої літератури.

Оскільки правова система будь-якої країни є унікальною і не може збігтися з іншою, художній перекладач може запропонувати влучний еквівалент для передачі певного факта чужоземної правової реальності, котрий з часом може бути використаний вітчизняними правниками як термін. Як приклад такої перекладацької роботи розглянемо виданий 1970 року переклад роману американського письменника Т.Капоте «З холодним серцем», виконаний В. Митрофановим, в якому йдеться про розслідування вбивства, суду над вбивцями і виконання смертного вироку. Загалом, в тексті-джерелі було зареєстровано 837 юридичних термінів, котрі українською мовою було перекладено за допомогою 1052 лексичних одиниць.

Таким чином, в перекладі з'явилося 215 нових слів – синонімів до вихідних одиниць юридичної термінологічної лексики, що в середньому становить 26% від кількості юридичних термінів оригіналу, тобто абсолютне значення синонімічного відхилення від оригіналу становить 26%. Цей показник свідчить про ступінь неможливості знайти точний відповідник американському юридичному терміну в українській радянській правничій терміносистемі.

Потрібно звернути увагу на влучне використання для перекладу англійського *office* слова *управа* (*sheriff's office – шерифова управа*), про яке тлумачний словник з позначкою *іст.* повідомляє, що *«управа* це *«1. Установа, яка займалася громадськими, становими та адміністративними справами // Будинок, в якому містилася така установа. 2. Керівний орган*

певної установи, організації, якогось підприємства і т.ін.; правління» [7]. Бачимо приклад повернення до активного вжитку вже дещо застарілого слова. Цей перекладацький досвід не був використаний на початку 1990-х років, коли в українській мові впевнено закріпився варваризм *офіс*. Добре було б для перекладу словосполученнь *Police Department, Police Headquarters – поліційна управа*, активізувати ще один історизм *відділок*, що вживається в сучасній українській мові як синонім до *райвідділ*.

Підраховано, що переклад художнього твору, насиченого міжнародною правничою термінологією, може слугувати також своєрідним «полігоном» для випробування дієздатності терміна. З 23 зареєстрованих у тексті оригіналу одиниць юридичної термінологічної лексики на позначення захисту обвинуваченого на суді, 12 перекладаються українською як ***оборона, оборонець****: advocate, attorney, defender, lawyer – оборонець, complete defence – передбачена законом оборона, counsel for defense – представник оборони, defendant's attorneys, defense counsel, defense team – оборона, formal plea – оборонне слово, legal counsel – судова оборона, оборонці, the defense – оборона; 3 –* ***адвокат****: Counsel – адвокат; county lawyer – провінційний адвокат; Kansas State Bar Association – Асоціація адвокатів Канзасу; і 2 –* як***оборонець***, так і ***адвокат****: defense attorney* та *lawyer*. Жодного разу не зустрічаються слова ***захист, захисник***, хоча в українській мові на позначення цієї сторони процесу з XIX ст. вживаються терміни *адвокат, захисник, оборонець* і з другої половини XX ст. *адвокат* є найвживанішим [7]. Проте перекладач віддав перевагу саме словам *оборона, оборонець*. Пам'ятаючи, що за часів СРСР судочинство в Україні провадилося російською, такий вибір перекладача можна трактувати як спробу запропонувати власний юридичний термін на позначення цієї сторони судового процесу.

Ще один темінологічний дублет виникає при перекладі прикметника *criminal – карний*та *кримінальний*. Словосполучення *people charged with criminal offenses* перекладається в романі як *карні*, так і *кримінальні злочинці*. Але *кримінальний інспектор (criminal investigator); карна справа* (протиставлення термінологічному словосполученню *цивільна справа (land deed)*. Потрібно відзначити, що і досі, незважаючи на існуючу офіційну назву відповідного збірника законів *Кримінальний кодекс*, зустрічаємо термінологічний дублет *Карний кодекс*. Також *карна справа – кримінальна справа, карний суд – кримінальний суд*; *кримінальна пригода, карний розшук*. Наведені приклади свідчать про певну неусталеність існуючої міжнародної правничої термінології.

Головними проблемами для перекладачів міжнародної правничої термінології, є, перш за все, неусталеність української юридичної

термінології і брак спеціальних українських і двомовних словників і довідників. Внаслідок цього, особливої ваги набуває досвід перекладу іноземної юридичної термінології українською мовою в нефахових текстах – ЗМІ та художній літературі. Такі тексті слугують, по-перше, джерелом термінологічної лексики і, по-друге, демонструють можливості української літературної мови в галузі термінотворення. Необхідно упорядкувати досвід перекладання юридичних термінів в нефахових текстах для чого потрібно дослідити відповідні перекладені тексти, які містять юридичні терміни.

Переклад міжнародної правничої термінології викликає багато труднощів, пов'язаних із своєрідністю юридичної мови, лінгвокультурними розбіжностями мови оригіналу й мови перекладу, різницею в законодавчих системах та лінгвістичних традиціях країн, особливостями оформлення документів різного типу. Існують вимоги щодо міжнародної правничої термінології, які викликують труднощі під час перекладу. Так, юридичний термін має: відповідати правилам і нормам відповідної мови; бути систематичним; відповідати конкретній дефініції, що орієнтована на відповідну концепцію; бути відносно незалежним від контексту; бути точним; бути лаконічним; бути виразно нейтральним. Важливо, щоб перекладач мав основні знання з права та юридичної мови, а також розумів, який вплив це може мати на майбутній переклад. При перекладі міжнародної правничої термінології важливе значення має взаємодія терміну з контекстом, завдяки чому виявляється значення слова. Визначено два етапи у процесі перекладу міжнародної правничої термінології: з'ясування значення терміну у контексті юридичного документа та переклад значення рідною мовою. Для міжнародної правничої термінології характерним є безперервний розвиток, тому доцільним є докладне вивчення аспектів перекладу міжнародної правничої термінології, що допоможе уникнути помилок під час перекладу юридичних текстів.

Слово, яке має кілька словникових відповідностей, варіантів, аналогічних йому за значенням, перекладається шляхом відбору варіанта-аналога, який найточніше передавав би значення терміну у залежності від слів, які знаходяться у тісному зв'язку з даним словом. Найбільш тісний зв'язок існує між підметом та присудком, присудком і прямим додатком, означенням і означувальним словом. Приклади: *notice in writing* – письмове попередження; *notice to admit* – вимога у зізнанні (з ціллю скорочення витрат по пред'явленню судових доказів); *to give notice to* – повідомляти когось про щось; *to have notice of* – знати про щось; *notice to plead* – вимога надати змагальний папір; *notice of alibi* – попередження про намір зави алібі. *Charge on the merits* – звинувачення по істотності діла; *on a false charge* – за помилковим звинуваченням; *detail a charge* – конкретизувати

обвинувачення; *dismiss a charge* – відклонити обвинувачення; *to drop a charge* – відмовитись від обвинувачення. *Account de computo* – позов з вимогою звіту; *bring to account* – залучати до відповідальності; *account guilty* – признати винним; *frozen account* – блокований рахунок; *account render* – позов з вимогою звіту.

Висновок. Отже, переклад правничої термінології є актуальним в контексті євроінтеграції нашої держави. Юридичний переклад правничої термінології має ряд особливостей, з якими повинен бути обізнаним перекладач юридичного тексту, оскільки помилки у перекладі можуть призвести до конфлікту між сторонами юридичного дискурсу, судових позовів чи припинення співпраці. Цей тип перекладу не може бути здійснено без використання спеціальних пізнань у відповідній галузі права, без знання специфіки конкретного виду правовідносин. Перекладач повинен орієнтуватися у чинному законодавстві, а також володіти спеціальною лексикою і знати особливості використання англомовної юридичної термінології в конкретному контексті.

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СТРАТЕГІЇ ПІДГОТОВКИ ПЕРЕКЛАДАЧІВ У ПАРІ АРАБСЬКА-УКРАЇНСЬКА: КОГНІТИВНО-ЦИФРОВИЙ ВИМІР

Анотація. У статті досліджено трансформацію методик підготовки перекладачів арабської мови в Україні у контексті геополітичних зрушень, викликаних повномасштабною війною, та нагальної потреби у формуванні нової генерації фахівців-арабістів. Особливу увагу приділено підготовці лінгвістів, здатних забезпечувати пряму стратегічну комунікацію та публічну дипломатію між Україною та країнами арабського світу без спотворювального впливу мов-посередників. Робота розкриває природу виникнення когнітивних перешкод у студентів-арабістів, спричинених асиметрією мовних рівнів, мовним розшаруванням (диглосією) та етноспецифічними параметрами східної культури. Теоретичний фундамент статті інтегрує концепції когнітивного моделювання – теорію когнітивного навантаження (CLT) та традиційну арабську концепцію «Назм» Аль-Джурджані – із перекладацькою моделлю субкомпетенцій PACTE та теорією функціональної еквівалентності К. Райс. Основну увагу авторів приділено подоланню прагматичних і синтаксичних девіацій, викликаних глибокою асиметрією між арабською дієслівною моделлю VSO та українською структурою речення SVO. Як дидактичне рішення запропоновано методику консонантного нотування (consonant-based note-taking technique), яка базується на фіксації трилітеральної консонантної основи арабського кореня, що дозволяє суттєво оптимізувати обмежений ресурс робочої пам'яті перекладача під час послідовного перекладу. Галузево-технологічний вимір роботи висвітлює практичний досвід цифровізації вітчизняного освітнього процесу: від використання двоспрямованих хмарних CAT-інструментів (Smartcat) до впровадження диференційованого промт-інжинірингу в межах постредагування машинного перекладу (MTPE)

за допомогою сучасних великих мовних моделей. У межах дослідження впроваджено гнучкий фреймворк DICE (Dangerous, Invisible, Counte-rintuitive, Expensive) як методологічну основу для створення безпечних цифрових симуляцій у підготовці перекладачів до роботи в зонах конфлікту. На основі практичного досвіду курсу «Дипломатія війни» обґрунтовано необхідність еволюції ролі перекладача: від технічного виконавця до інтелектуального посередника, що володіє інструментами роботи в зонах конфлікту та здатен нівелювати наслідки когнітивного навантаження в умовах воєнного стану.

Ключові слова: арабська мова, лінгводидактика, усний послідовний переклад, когнітивне навантаження, перекладацьке нотування, синтаксична асиметрія, постредагування машинного перекладу, кризовий переклад

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TRANSLATOR TRAINING STRATEGIES IN THE ARABIC-UKRAINIAN LANGUAGE PAIR: A COGNITIVE-DIGITAL DIMENSION

Abstract. This article examines the transformation of training methodologies for Arabic-to-Ukrainian translators and interpreters within the context of geopolitical shifts induced by the full-scale war and the pressing need to develop a new generation of Arabists. Particular emphasis is placed on cultivating linguists capable of facilitating direct strategic communication and public diplomacy between Ukraine and the Arab world, thereby circumventing the distorting mediation of pivot languages. The study elucidates the nature of cognitive constraints encountered by Arabist students, triggered by linguistic-level asymmetry, diglossia, and ethnospecific parameters of Oriental culture. The theoretical framework of the article integrates cognitive modeling concepts – namely, Cognitive Load Theory (CLT) and Al-Jurjani's traditional Arabic linguistic concept of Nazm – with the PACTE translation competence model and Katharina Reiss's functional equivalence theory. The authors focus primarily on mitigating pragmatic and syntactic deviations caused by the profound structural asymmetry between the Arabic verb-initial (VSO) predictive processing model

and the Ukrainian subject-initial (SVO) sentence structure. As a didactic solution, the paper proposes and evaluates an innovative consonant-based note-taking technique that captures the triliteral consonant root system, significantly optimizing the interpreter's finite working memory during consecutive interpreting. The sector-specific technological dimension of the study highlights the practical experience of digitalizing domestic educational processes, ranging from the deployment of bidirectional, cloud-based CAT tools (Smartcat) to the implementation of different prompt engineering within machine translation post-editing (MTPE) workflows powered by cutting-edge large language models. Furthermore, the study introduces the flexible DICE (Dangerous, Invisible, Counterintuitive, Expensive) framework as the methodological foundation for developing safe digital simulations for translator training in conflict zones. Drawing on the empirical evidence from the "Diplomacy of War" educational project, this study substantiates a paradigm shift in the translator's role: transitioning from a purely technical reproducer to a high-tech cognitive mediator. This evolution entails the acquisition of specialized competences for operating within conflict zones and the ability to effectively mitigate cognitive load during interpreting under the exigencies of martial law.

Keywords: Arabic language, linguodidactics, consecutive interpreting, cognitive load, interpreter note-taking, syntactic asymmetry, machine translation post-editing (MTPE), crisis translation.

Постановка проблеми. Сучасний стан арабо-українських відносин, що проходить крізь призму геополітичних зрушень та викликів повномасштабної війни, зумовлює потребу у новій генерації фахівців-арабістів. Розвиток вітчизняної арабістики вимагає прямої взаємодії з арабським світом, оминаючи посередництво третіх мов, які часто спотворюють зміст через ідеологічні фільтри. Переклад під час війни перетворюється на інструмент стратегічної комунікації та публічної дипломатії. Однак складність арабської мовної системи – її унікальна морфологія, диглосія та синтаксичні особливості – створює значні когнітивні бар'єри для молодих перекладчів. Традиційні методики викладання послідовного перекладу не встигають за динамікою ринку, де пріоритет надається швидкості, термінологічній точності та здатності працювати в цифрових екосистемах. Актуальним є переосмислення лінгводидактичних стратегій для інтеграції мовної підготовки з когнітивною стійкістю та технологічною грамотністю.

Аналіз останніх досліджень і публікацій. Дослідницький ландшафт арабського перекладознавства останнього десятиліття демонструє перехід від лінійних моделей до мультидисциплінарних конструктів, де чітко

окреслюються дві магістральні лінії. Українська школа (В. Рибалкін, О. Хамрай) зберігає вертикальну спадкоємність класичного сходознавства, фокусуючись на філологічній точності, герменевтиці сакральних текстів та розробці протоколів кризового перекладу (О. Сегеда, О. Мазніченко). Цей підхід еволюціонував від етнокультурної адаптації до комплексного лінгвокультурологічного моделювання, що втілилося у практичних проєктах на кшталт «Дипломатія Війни» [1]. Водночас світова наука пропонує соціологічну парадигму (А. Халіфа, М. Бейкер), яка інтерпретує переклад як політично ангажований інструмент «ре-наративації» та ідеологічного фреймінгу [2], що кидає виклик стратегіям доместикації та вимагає від українських фахівців розробки власних етичних стандартів репрезентації арабомовного контенту.

Паралельно з цим спостерігається дихотомія між естетичним підходом (М. Енані) [3], орієнтованим на збереження унікальної арабської метафорики, та прагматичним використанням корпусних даних (Х. Ель-Фахараті) [4] для досягнення денотативної точності перекладу. Сучасна методологія базується на моделі PACTE [5] та функціональній лінгвістиці К. Райс: де вибір стратегії диктується комунікативною функцією оригіналу [6]. В умовах стрімкої цифровізації особливої актуальності набуває концепція Мей Закі «людина-в-циклі» (Human-In-The-Loop) [7], яка зміщує фокус підготовки з механічного відтворення на професійну валідацію ШІ-контенту. Таким чином, сучасний перекладач-арабіст постає автономним агентом впливу, чия компетенція поєднує лінгвістичну глибину з високим рівнем цифрової грамотності та стратегічним управлінням процесом перекладу.

Мета статті – теоретично обґрунтувати та практично розробити комплексний лінгводидактичний підхід до підготовки перекладачів у парі арабська-українська, що інтегрує когнітивне моделювання (керування навантаженнями) із сучасними цифровими інструментами та технологіями штучного інтелекту для забезпечення ефективної комунікації в умовах безпекових та кризових викликів.

Виклад основного матеріалу. Центральне місце в нашому дослідженні посідає теорія когнітивного навантаження (CLT) Дж. Свеллера [8], що дозволяє інтерпретувати помилки послідовного перекладу з арабської мови як результат перевантаження робочої пам’яті під час одночасного виконання процесів декодування, морфо-синтаксичного аналізу, нотування та вербалізації.

Практичне втілення цієї теорії реалізовано в архітектурі модулів освітньої платформи learnarabic.in.ua, де когнітивний ресурс студента оптимізується через стратегію «мікронавчання» та поступове нарощування

складності завдань. Логічний місток між теорією та платформою базується на принципі мінімізації стороннього навантаження: замість хаотичного представлення лексики, модулі платформи структурують контент навколо інтерактивних схем, консонантних радикалів та аудіовізуальних маркерів. Таким чином, платформа виступає не просто репозиторієм матеріалів, а цифровим тренажером, що штучно регулює інтенсивність ментальних операцій згідно з психолінгвістичними здібностями студента.

Методологія дослідження базується на інтеграції арабської теорії «Назм» Абд Аль-Кахіра аль-Джурджані, згідно з якою структура речення розглядається як пряме відображення прагматичного наміру автора. Для арабсько-українського перекладу це означає відмову від лінійності на користь аналізу логічних зв'язків, що дозволяє зберігати комунікативний фокус повідомлення навіть під час кардинальної зміни порядку слів. У межах цифровізації ця концепція реалізується через інтерактивні схеми, які унаочнюють вплив синтаксичної архітектури на прагматику заяви [9].

Одним з найбільш енерговитратних аспектів перекладу в парі арабська-українська є фундаментальна розбіжність у синтаксичній структурі речення. Якщо для української мови базовим є лінійний порядок слів SVO (Підмет-Дієслово-Додаток), то класична арабська та MSA (Modern Standard Arabic) функціонують в межах моделі VSO (Присудок-Підмет-Додаток), де предикат ініціює речення, акцентуючи увагу на динаміці процесу [10].Така асиметрія вимагає від перекладача складної когнітивної перебудови архітектури думки під час декодування інформації. Для студентів-початківців цей розрив часто стає причиною мимовільної синтаксичної помилки мовної інтерференції, і прагнучи зменшити навантаження на робочу пам'ять, вони намагаються подати арабську структуру речення лінійно, ще до моменту появи підмета у вхідному повідомленні.

Важливо навчити студентів розпізнавати прагматичне навантаження при зміні синтаксичного ладу автором оригіналу. Перехід від нейтральної моделі VSO до іменної SVO [11, 12] актуалізує концепцію «Назм», де автор свідомо акцентує увагу на суб'єкті. Ігнорування цих зав'язків призводить до втрати емоційно-логічних акцентів: наприклад, у політичному дискурсі винесення підмета на перше місце позначає персональну відповідальність лідера, тоді як дієслівна структура фокусується лише на факті події.

Арабська мова схильна до побудови розгалуджених «нескінченних» речень, об'єднаних масдарами та специфічними частками (wa, fa), що зумовлює середню довжину речення (MLS) 20.43 слова проти 14.30 слів у якісному українському перекладі. Подолання цього розриву вимагає стратегії «деконструкції»: сегментацію тексту на мінімальні логічні блоки

(T-units), трансформацію віддієслівних іменників (масдарів) у динамічні українські дієслівні конструкції, а також фільтрацію технічних синтаксичних часток від сполучників із логічним чи причинно-наслідковим значенням. Результатом такого алгоритму є трансформація одного громіздкого арабського значення у 2–3 чітких українських еквіваленти [13].

Специфічним викликом при здійсненні перекладу з аркуша в арабсько-українській комбінації є відсутність вокалізації (харакатів) в оригінальних текстах, що змушує перекладача активно застосовувати механізми прогнозування на основі знання фіксованих морфологічних моделей (awzan).

Для мінімізації когнітивного навантаження в освітній процес доцільно впроваджувати вправи на сегментацію речень та дзеркальне читання, які розвивають у студентів навичку сприйняття тексту великими змістовними блоками замість окремих словоформ. Паралельно з цим за допомогою інтеграції методики “Arabic as One Language” оптимізується подолання диглосивної асиметрії [14]. В межах цього підходу майбутні фахівці вчаться оперативно розпізнавати кодові перемикання на рівні речень і слів. Базовим ментальним орієнтиром при цьому виступає трипригологосний корінь слова, який слугує семантичним містком між літературною мовою (fusha) та діалектами, забезпечуючи цілісність сприйняття тексту.

На відміну від лінійного запису, використання трилітеральної системи коренів (PCR – Phonetic Consonant Root) на цифрових планшетах в рамках методу консонантного нотування (consonant-based) та в умовах арабської графіки (RTL – написання справа наліво), де швидкість лінійного письма обмежена складністю в’язі, використання консонантного скоропису мінімізує фізичну амплітуду руху стилуса, вивільняючи когнітивний ресурс для оперативного аналізу тексту [15]. Наприклад, для фіксації фрази «міністр підписав», суб’єкт занотовується через лінійний консонантний каркас «M-N-S-T-R», тоді для нотування динамічної дії залучається стабільний арабський корінь дієслова «писати/фіксувати/підписувати»: К-Т-В. Для диференціації граматичних категорій (зокрема активного чи пасивного стану) додаються уніфіковані сучасні графічні символи (наприклад, векторизовані стрілки), які наочно вказують на напрямок дії.

Сьогодні цей підхід успішно інтегрується у цифрову екосистему перекладача: усний переклад занотовується на планшетах із використанням спеціалізованих застосунків (Notability, GoodNotes), а для верифікації термінології залучаються CAT-інструменти (Smartcat) та глосарії. Подібна синергія (використання ChatGPT для технічних доменів та Speechmatics для розпізнання діалектів) дозволяє заощадити до 60% робочого часу та запобігає когнітивному колапсу під час роботи з високою щільністю

інформації. Ефективність такої комбінованої стратегії підтверджується досвідом професійних університетів арабського світу та практикою майже половини фахівців галузі [16].

Головним результатом експериментального впровадження цієї техніки в освітній процес стало якісне перетворення та оптимізація структури перекладацьких девіацій. Систематизація та класифікація девіацій у мовній парі арабська-українська дозволяє виділити два основні рівні помилок, які потребують принципово відмінних методичних підходів до їх корекції: 1) лінгвістичні помилки: диглосія та когнітивна модель кореня, 2) перевантаження та структурна дистанція.

Перший рівень охоплює девіації, спричинені внутрішньоструктурною специфікою арабськомовної системи, зокрема інтерференцією регістрів та графічним кодуванням. Центральною є проблема диглосії – конфлікт між літературною арабською (MSA) та діалектами: змішування форм та вживання діалектизмів викривлюють прагматику перекладу і сприймаються як порушення дипломатичного етикету. Іншою проблемою є традиційна відсутність вокалізації (харакатів) в офіційних арабських текстах, що впливає на ідентифікацію конкретного граматичного та лексичного значення слова. Відтак, студент повинен володіти сформованою когнітивною моделлю кореня, що дозволить верифікувати семантичне гніздо слова до моменту повної вербалізації українською мовою.

Оптимальним варіантом вирішення проблеми лінгвістичних помилок є впровадження в освітній процес ESA (Educated Spoken Arabic) – інтеграція нормативної граматики літературної мови з панарабським лексичним ядром діалектів. Такі заняття мають супроводжуватися тренінгами з розпізнавання регіональних варіацій приголосних, регулярним виконанням вправ на Shadowing (прослуховування і повторення автентичного медіаматеріалу), що формує навичку гнучкого перемикання під час супроводу офіційних заходів тощо.

Другий рівень девіацій фіксує операційні збої в процесах ментальної обробки інформації, які виникають через брак знань, внаслідок екстремального тиску на пам’ять під час декодування складних кодів. Першопричиною таких проблем виступає висока морфологічна щільність арабського слова, яке здатне на рівні однієї графічної одиниці поєднувати префікс, суфікс та корінь, вимагаючи від реципієнта миттєвої декомпозиції. Когнітивне навантаження змушує студента йти шляхом вимушеного спрощення синтаксису мови перекладу або неконтрольованого пропуску другорядних, але граматично важливих членів речення.

Додатковою проблемою є помилки в узгодженні речення через значну структурну дистанцію між підметом і присудком в оригінальній моделі

VSO. Під час лінійної подачі перекладу українською SVO перекладач часто втрачає логіко-синтаксичний зв'язок між віддаленими членами речення, що призводить до девіацій у роді, числі, відмінку. Для перекладачів з арабської мови проблема перекладу слів-чисел у візуальні цифрові знаки полягає не в написанні цифр, а в перекодуванні складних систем, тому цей етап має найбільшу щільність фактичних помилок.

Окремим аспектом формування перекладацької компетенції є глибоке розуміння сучасних стратегій термінотворення в арабській мові. Студенти мають розрізняти чотири базові методи арабізації: фонетичну транскрипцію (تلفزيون (tilifizyūn) – телевізор), морфологічну натуралізацію (слово «фільм» (فيلم) отримало класичну арабську ламану множину أفلام (aflām – фільми) за моделлю afʿāl), калькування («хмарочос» (skyscraper) ناطحة سحاب (nāṭiḥat saḥāb), де nāṭiḥa – та, що бодає, а saḥāb – хмари) та деривацію на основі автохтонних моделей («літак» طائرة (ṭā'ira), від кореня ṭ-y-r (літати) за моделлю активного дієприкметника). У цьому контексті простежується концепт стратегії мовної ідентичності (пуризму), для прикладу, є штучно створений від семітського кореня рахувати ḥ-s-b (ح-س-ب) термін – «комп'ютер» حاسوب (ḥāsūb), побудований за класичною моделлю інструментальних імен як альтернатива запозиченню kambyūtar. Натомість в юридичній та військовій сферах домінує концепт лексичного традиціоналізму, зумовлений генетичним зв'язком з категоріями ісламського права (sharia) та класичною мовою (fusha). Подібні терміни мають глибоку історико-культурну конотацію, яка при лінійному перекладі втрачає свій автентичний статус.

У межах дослідження також було проаналізовано методичний інструментарій інноваційного освітнього проєкту learnarabic.in.ua, який на практиці впроваджує в українську вищу освіту парадигму «перекладача-аналітика». Зазначена цифрова платформа дозволяє трансформувати класичний підручник у динамічну операційну систему, де формування професійної компетентності відбувається через розв'язання реальних кейсів з дипломатичного та військово-політичного дискурсу. Центральним елементом платформи є трирівнева архітектура навчального модуля, побудована на принципі поступового нарощування когнітивної складності. Перекладацька взаємодія включає декілька послідовних етапів: 1) робота з оригінальними текстами паралельних корпусів МЗС України – українською та еталонними арабськими перекладами, специфічною арабською термінологією; 2) інтерактивний тренаженер (LMS) для виконання вправ на відтворення інверсійних синтаксичних конструкцій VSO та аудіювання автентичних матеріалів зі складними граматичними структурами дипломатичного та військово-політичного дискурсу; 3) практика роботи з ШІ-

асистентом для аналізу та оцінки первинного варіанту перекладу, в рамках розвитку навичок експертного редагування та етичного контролю за галюцинаціями ШІ.

Важливим є модуль з деконструювання новинних наративів з викривлення об'єктивної реальності, що дозволяє студентам практикувати створення нейтральних та маніпулятивних стратегій під час здійснення перекладу. Цей підхід спирається на принципи лінгвістики миру (Peace Linguistics) [17], згідно з якими військовий перекладач виступає не просто технічним ретранслятором, а й активним учасником процесу інформаційного стримування. У контексті роботи зі свідченнями біженців або під час опрацювання політичних заяв це виявляється у заміні емоційно заряджених, дегуманізуючих лексем на нейтральні дескриптивні відповідники.

Варто зазначити, що взаємодія з учасниками комунікації в зонах конфлікту також має свою специфіку: 1) для реципієнта характерні фрагментарність мовлення, використання діалектних форм; 2) державний представник може негативно сприйматися в арабомовному середовищі; 3) перекладач буде виконувати роль емоційного буфера, чия місія полягає не тільки в передачі денотативного змісту, а й у нейтралізації агресивної лексики, зберігаючи конструктивний простір діалогу між сторонами.

Наприклад, при перекладі арабських реплік, що містять інвективну лексику або релігійно марковані прокляття на адресу опонента, перекладач застосовує стратегію функціональної трансформації, перекладаючи їх як «ідеологічний компонент» чи «сторона конфлікту». Подібна медіація не є спотворенням істини, а виступає стратегічним інструментом стабілізації комунікації, перетворюючи перекладача з пасивного транслятора ворожнечі на активного архітектора безпечного діалогу.

В рамках роботи з вразливим населенням рекомендується уникати перенесення перекладачем інтонаційного малюнка та невербального супроводу до однієї з сторін конфлікту, для цього пропонується низка вправ: 1) навчання техніці емпатичного слухання, 2) тренінги з деконфронтації, 3) профілактика саморегуляції від емоційного вигорання, 4) опрацювання автеничних матеріалів, насичених емоційною напругою та специфічною просодією мовлення мовця для адаптації до здійснення перекладу у кризових умовах.

Аналізуючи живі виступи дипломатів та репортажі з місця подій, майбутні перекладачі адаптуються до різноманітності регіональних діалектів, фіксують специфіку невербальної комунікації (міміку), розширюють фонові знання, практикують роботу в реальних кризових умовах. Застосування такого проблемно-орієнтованого навчання підсилює мотиваційну складову: студент не просто вивчає мову, а виконує професійну місію – це

спростування фейку або підготовка дипломатичної зустрічі. Тому підготовка з використанням подібних платформ до рівня висококваліфікованого фахівця-медіатора може вважатися адекватною, особливо враховуючи швидкість прийняття рішень та точність термінології безпекового дискурсу.

Сучасна лінгводидактика послідовного перекладу вимагає системного впровадження освітньої концепції DICE (Dangerous, Invisible, Counterintuitive, Expensive), що обґрунтовує використання технологій розширеної реальності (XR) для симуляції середовищ, які є недоступними або небезпечними для реальної практики. У контексті підготовки військово-політичних перекладачів категорія «Dangerous» передбачає симуляцію роботи в зонах збройних конфліктів; категорія «Invisible» дозволяє візуалізувати приховані когнітивні процеси, зокрема динаміку розподілу ментального навантаження, мікрожесткуляції; категорія «Counterintuitive» спрямована на інтенсивне опанування просторової динаміки та нелінійного протоколу дипломатичних переговорів тощо [18].

Цифрова компетентність сучасного перекладача-арабіста виходить далеко за межі базового користування програмним забезпеченням. Вона охоплює здатність оперативного керування складними цифровими інтерфейсами безпосередньо під час фіксації інформації, здійснюючи вибір програмного забезпечення з мінімальними показниками затримки, демонструвати навички коректної роботи з двоспрямованим текстом у специфічному RTL-середовищі (справа наліво). Спираючись на прогресивні міжнародні освітні моделі, в освітній процес сьогодні вже впроваджується багатоетапний технологічний підхід. Цей підхід передбачає розшифрування, логічне структурування концептів, практику цифрового нотування з використанням планшетів та стилусів, а також оцінку та постредагування перекладу з завантаженням на цифрові платформи.

Останнє десятиліття роль перекладача-арабіста трансформується від безпосереднього репродуктора до експертного постредактора (MTPE – Machine Translation Post-Editing) та менеджера мовних даних [19]. Сучасні великі мовні моделі демонструють набагато вищу контекстуальну точність у парі арабська-англійська у порівнянні з класичними системами статистичного та нейронного машинного перекладу (NMT). Однак в українському контексті застосування таких моделей вимагає особливої уваги до методик контролю, оцінки та убезпечення від певних системних ризиків.

Ефективність запропонованого підходу «людина-в-циклі» (HITL) наочно демонструє переклад контекстуально залежних термінів. Типовою помилкою нейронних моделей є калькування арабського слова «عامل» (amil)

як «агент» (за посередництва англійської мови), що викривляє прагматичне значення у військовому дискурсі. Застосування морфо-семантичного промпту дозволяє вийти за межі «англійської логіки». Без корекції: «Агент впливу повідомив про переміщення техніки». Після введення промпту з морфологічним розбором кореня: «Представник надав дані щодо дислокації підрозділів». Такий метод мінімізує «подвійну інтерференцію», що може також становити величезний фактор ризику для точності передачі чутливих даних, та забезпечує термінологічну точність, критичну для умов воєнного стану.

Враховуючи специфіку роботи в зонах конфлікту, підготовка фахівців інтегрує жорсткі протоколи безпеки даних. Оскільки відкриті нейромережеві системи (ChatGPT, Gemini, Claude) використовують вхідні дані для подальшого навчання, завантаження документів, що становлять державну таємницю, є неприпустимим через ризик витоку розвідувальної інформації. Пріоритетним вектором цифрової компетентності є перехід до використання локальних LLM-моделей з політикою «нульового збереження» даних, що дозволяє здійснювати постредагування без загрози національній безпеці.

Висновки. Проведений комплексний аналіз науково-методичного та емпіричного підґрунтя арабсько-українського перекладознавства за останнє десятиліття підтверджує незворотну трансформацію професії у бік мультипрофесійності.

Результати дослідження свідчать, що подолання когнітивних бар'єрів, зумовлених морфосинтаксичною асиметрією та диглосією, потребує впровадження інноваційних дидактичних стратегій, зокрема методики консонантного нотування та когнітивного моделювання на основі теорії «Назм»[11].

Перспективними векторами розвитку галузі визначено створення спеціалізованих паралельних корпусів для тонкого налаштування мовних моделей, а також розробку адаптивних навчальних програм із кризового та травма-інформованого перекладу.

Застосування цифрового фреймворку DICE у поєднанні з моделлю «людина-в-циклі» (HITL) дозволяє підготувати фахівця до роботи в екстремальних умовах, мінімізуючи ризики технологічних галюцинацій.

У сучасній архітектурі військово-політичного дискурсу роль арабіста-перекладача еволюціонує від технічного посередника до високоетичного когнітивного медіатора.

Саме розвинена інтуїція, здатність до культурної медіації та володіння принципами лінгвістики миру [17] залишаються тими унікальними компетенціями, що забезпечують верифікацію ШІ-контенту та стратегічну точність комунікації в умовах воєнних викликів.

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ДО ПИТАННЯ ПРО СТИЛІСТИЧНІ ОСОБЛИВОСТІ РЕКЛАМНОГО СЛОГАНА ЯК ОБ’ЄКТА ДОСЛІДЖЕННЯ НА СТИКУ МОВОЗНАВЧИХ ТА ПЕРЕКЛАДОЗНАВЧИХ ДИСЦИПЛІН

Анотація. У статті простежено проблему стилістичних особливостей рекламного слогана як об’єкт дослідження на стику мовознавчих та перекладознавчих дисциплін. Мета статті полягає в аналізі стилістичних прийомів відтворення рекламних слоганів у перекладі. Вказано, що слоган є різновидом рекламного тексту, який зазвичай складається з одного речення. Ситуація із визначенням слогана схожа ситуацію з визначенням рекламного тексту. Незважаючи на їхню популярність, у наукових статтях все ще немає єдиної дефініції. Слоган виконує безліч функцій, які багато в чому збігаються з функціями рекламних текстів, що вкотре доводить, що слоган - особливий жанр рекламного тексту. Виокремлено функції рекламного слогана, а саме: привернення уваги потенційних покупців до компанії, товару чи послуги; формування певного емоційного образу, створення іміджу та підтримка репутації товару чи підприємства; збільшення запам'ятовування рекламного тексту. Слоган відбиває суть самого товару, що рекламується. Зрештою споживачі мають справу саме зі слоганом; виокремлення переваг товару чи послуг; сполучна ланка між окремими повідомленнями загальної рекламної компанії слоган має резюмуючу роль. Зроблено висновок, що мова реклами має бути яскравою, тому автори рекламних текстів використовують величезне багатство лексики та фразеології, експресивні можливості словотвору, граматичні

особливості частин мови, різноманіття тропів, синтаксичних фігур. Мову реклами можна назвати особливим підстилем, сформованим на стику офіційно-ділового та публіцистичного стилів, затребуваним і таким, що швидко розвивається. Зазначено, що слоган є різновидом рекламного тексту, який зазвичай складається з одного речення. Після аналізу деяких визначень слогана запропоновано власну дефініцію, а саме: слоган - це короткий рекламний текст, своєрідний девіз, що виражає саму суть рекламного речення.

Ключові слова: цифровий дискурс, цифрова комунікація, лінгвостилістика, концепт, когнітивна структура, цифрове середовище, міжкультурна рекламна комунікація, рекламний дискурс, рекламна комунікація, лінгвостилістика, переклад, перекладацька стратегія.

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ON THE ISSUE OF THE STYLISTIC FEATURES OF AN ADVERTISING SLOGAN AS AN OBJECT OF RESEARCH AT THE INTERSECTION OF LINGUISTICS AND TRANSLATION STUDIES

Abstract. The article traces the problem of stylistic features of the advertising slogan as an object of research at the junction of linguistics and translation studies. The purpose of the article is to analyze stylistic techniques for reproducing advertising slogans in translation. It is indicated that a slogan is a type of advertising text, which usually consists of one sentence. The situation with the definition of a slogan is similar to the situation with the definition of an advertising text. Despite their popularity, there is still no single definition in scientific articles. A slogan performs many functions that largely coincide with the functions of advertising texts, which once again proves that a slogan is a special genre of advertising text. The functions of an advertising slogan are identified, namely: attracting the attention of potential buyers to a company,

product or service; forming a certain emotional image, creating an image and supporting the reputation of a product or enterprise; increasing the memorization of the advertising text. The slogan reflects the essence of the advertised product itself. Ultimately, consumers deal with the slogan; highlighting the advantages of a product or service; a connecting link between individual messages of a general advertising campaign, the slogan has a summarizing role. It is concluded that the language of advertising should be vivid, therefore the authors of advertising texts use a huge wealth of vocabulary and phraseology, expressive possibilities of word formation, grammatical features of parts of speech, a variety of tropes, syntactic figures. The language of advertising can be called a special substyle, formed at the junction of official-business and journalistic styles, in demand and rapidly developing.

It is noted that the slogan is a type of advertising text, which usually consists of one sentence. After analyzing some definitions of the slogan, its own definition was proposed, namely: a slogan is a short advertising text, a kind of motto that expresses the very essence of the advertising sentence.

Keywords: digital discourse, digital communication, linguistic stylistics, concept, cognitive structure, digital environment, intercultural advertising communication, advertising discourse, advertising communication, linguosty-listics, translation, translation strategy.

Постановка проблеми. Над рекламними текстами працює значна кількість фахівців: філологи та лінгвісти, копірайтери та психологи [1], [2], [3]. У мінімальному обсязі рекламного тексту має бути максимальна кількість переконливої інформації, викладеної, безумовно, відповідно до етичних, граматичних правил і норм. Структура рекламного тексту заслуговує на особливу увагу. Вона складається з ктематоніма (словесного компонента торговельного знака), слогана, коментуючої частини та реквізитів (адреси та телефони виробника чи розповсюджувача товару). Слоган є різновидом рекламного тексту, який зазвичай складається з одного речення. Ситуація із визначенням слогана схожа ситуацію з визначенням рекламного тексту. Незважаючи на їхню популярність, у наукових статтях все ще немає єдиної дефініції. Слоган виконує безліч функцій, які багато в чому збігаються з функціями рекламних текстів, що вкотре доводить, що слоган - особливий жанр рекламного тексту. Серед функцій слогана наведемо наступні:

- Привернення уваги потенційних покупців до компанії, товару чи послуги;
- Формування певного емоційного образу, створення іміджу та підтримка репутації товару чи підприємства;

- Збільшення запам'ятовування рекламного тексту. Слоган відбиває суть самого товару, що рекламується. Зрештою споживачі мають справу саме зі слоганом;
- Виокремлення переваг товару чи послуг;
- Сполучна ланка між окремими повідомленнями загальної рекламної компанії
- Слоган має резюмуючу роль.

Таким чином, головною метою рекламного тексту є інформування потенційних покупців про переваги певного рекламованого продукту чи послуги. У рекламних цілях застосовуються багато публіцистичних жанрів. Їх можливо розділити за трьома групами:

- інформаційні,
- аналітичні,
- публіцистичні.

До основних особливостей рекламних текстів можна віднести:

- конкретика,
- зверненість до читача,
- одна основна ідея,
- лаконічність та спрощення синтаксису,
- оригінальність,
- простота лексики,
- навмисне порушення граматичних норм,
- образність,
- відповідність духу продукту або компанії,
- використання порівняльного ступеня без порівняння,
- наказовий спосіб,
- певний тон рекламного тексту.

Слоган є різновидом рекламного тексту, який зазвичай складається з одного речення. Після аналізу деяких визначень слогана запропонуємо свою: Слоган - це короткий рекламний текст, своєрідний девіз, що виражає саму суть рекламного речення.

Аналіз останніх досліджень і публікацій. У лінгвістичній та перекладознавчій науці існує безліч визначень рекламного тексту, в кожному з яких є особливе раціональне зерно. Тим не менш, комплексного визначення означеного феномену так і не зроблено, оскільки кожне визначення базується на певному підході. На основі необхідного каналу впливу інформації виділяють чотири типи рекламного тексту:

- вербальний,
- вербально - візуальний,

- аудіо – вербальний
- мультимедійний (аудіо - вербально-візуальний) комунікативні типи.

Особливо дієвим засобом впливу на споживача є газетно-журнальна реклама, жанри якої дуже різноманітні. У рекламних цілях застосовуються багато публіцистичних жанрів [5]. Їх можна розділити за трьома групами:

- Інформаційні, такі як: інтерв'ю, звіт, репортаж, мала реклама та замітка;
- Аналітичні, такі як: стаття, огляд, рецензія, коментар;
- Публіцистичні, такі як замальовка та нарис.

До основних особливостей рекламних текстів можна віднести наступні:

- Конкретика;
- Звернення до читача;
- Одна основна ідея;
- Лаконічність та спрощення синтаксису;
- Оригінальність;
- Простота лексики;
- Навмисне порушення граматичних норм;
- Образність;
- Відповідність духу товару чи підприємства;
- Використання порівняльного ступеня без порівняння;
- Наказовий спосіб;
- Певний тон рекламного тексту [4], [6], [7].

Мета статті полягає в аналізі стилістичних прийомів відтворення рекламних слоганів у перекладі.

Виклад основного матеріалу. Головною метою рекламного тексту є інформування потенційних покупців про переваги певного рекламованого продукту чи послуги. Саме ціль рекламного тексту і можна назвати його основною відмінною рисою від інших текстів.

Також, одним з основних психологічних прийомів, який допомагає вплинути на споживача, це використання різних жанрів у рекламі. Вони виконують декілька функцій:

- виокремлююча,
- розважальна,
- маскувальна
- доповню вальна функції.

Розглянемо конкретні приклади [8]:

1. *Optimism wakes up with Nescafé.*

Заряджайся оптимізмом з Nescafé.

У прикладі використано трансформацію структурного перебудування, оскільки дослівний переклад (*Оптимізм пробуджується з Nescafé*) не відповідає українським стилістичним нормам. Перекладач замінив пасивну конструкцію активним імперативом заряджайся, що надає слогану енергійності, динаміки та мотиваційного звучання, підсилюючи рекламний вплив.

2. *Be the smartest person in every room.*

Будь найрозумнішим де б ти не знаходився.

Тут реалізовано трансформацію структурного перебудування, адже зміщено синтаксичні акценти та переформатовано речення для створення природного, плавного перекладу. Перекладач адаптував структуру, щоб зробити вислів коротшим, чіткішим і ближчим до української мови, водночас зберігаючи мотиваційний зміст.

3. *Taking it easy won't take you anywhere.*

Легкий шлях нікуди не приведе.

У цьому прикладі застосовано трансформацію структурного перебудування, адже оригінальний слоган було скорочено та відредаговано для лаконічності й емоційного впливу. Дослівний переклад був би важким для сприйняття, тому перекладач створив більш узагальнену, афористичну форму, зберігаючи основний сенс – досягнення потребує зусиль.

4. *If no one thinks you can then you have to.*

Якщо всі вважають, що ти не зможеш – доведи протилежне.

Приклад демонструє трансформацію структурного перебудування, оскільки структура оригіналу була змінена задля підвищення мотиваційності та стислості. Перекладач переформулював складнопідрядне речення в більш динамічну й афористичну форму, що відповідає психології рекламного впливу.

5. *If we didn’t have stupid thoughts we’d have no interesting thoughts at all.*

Якби не дурні думки, ніяких цікавих не було б взагалі.

Фрагмент ілюструє трансформацію структурного перебудування, адже структура речення була значно спрощена. Дослівний переклад звучав би важко й громіздко, тому перекладач зберіг ключовий зміст, але зробив фразу коротшою, ритмічнішою й емоційно виразною. Такий підхід забезпечує легкість сприйняття й афористичність – необхідні характеристики для рекламного гасла.

1. Модуляція:

6. *Travel agents with* ***cheap*** *flights.*

Найкращі *турагенти –* ***найдешевші*** *рейси*

При перекладі слогану, експресивність якого було сфокусовано навколо епітету ***cheap***, було застосовано трансформацію модуляції, так як сенс слогану було значно розвинено, а експресивність засновано на градації ***Найкращі – найдешевші.***

7. *Spreading smiles across the globe.*

Наше покликання *– дарувати посмішки всьому світу*

В прикладі, сенс слогану було розвинено засобами конструкції ***наше покликання***, що свідчить про застосування трансформації модуляції.

8. ***Low-cost*** *travel.*

Подорож може бути ***доступною***

У цьому випадку, при перекладі також було застосовано трансформацію модуляції, з огляду на те, що сенс слогану перекладу було розвинено. Також, при перекладі, лексему було замінено ***low-cost*** евфемізмом ***доступною***, з огляду на те, що дослівний переклад ***low-cost*** асоціюється в українській мові з «неякісним, поганим». З метою досягнення позитивного ефекту реклами, було застосовано евфемізм.

9. *We'll help you leave yesterday behind and find what's ahead.*

Ми допоможемо вам залишити вчорашній день позаду і знайти те, що ***чекає вас*** *попереду*

У зазначеному прикладі, сенс слогану було значно розвинуто при перекладі, що дозволяє зробити висновок про застосування трансформації модуляції.

10. *Failure's not an* ***option****. It's a step.*

Провал – це не ***кінець****. Це лише крок вперед*

У цьому прикладі застосовано трансформацію модуляції, оскільки лексичну одиницю *option* було замінено словом кінець, що розширює і конкретизує зміст оригінального вислову.

В англійській мові *option* має абстрактне значення, тоді як український варіант набуває мотиваційного відтінку – невдача сприймається як етап, а не як завершення. Додатково використано трансформацію додавання, адже введено слово *вперед*, що підсилює динаміку й оптимістичний тон перекладу.

11. ***Let's Make*** *Things Better.*

Змінимо *життя на краще.*

Фрагмент ілюструє трансформацію модуляції, оскільки лексичну одиницю *things* передано словом життя, що конкретизує загальне значення та робить вислів ближчим до українського ментального контексту. Також застосовано трансформацію граматичної заміни, оскільки словосполучення *let's make* перекладено дієсловом змінимо. Така перебудова зберігає мотивуючий характер слогану й додає йому природності.

12. *Share **something** special.*

*Розділи особливі **моменти**.*

У цьому прикладі використано трансформацію модуляції, оскільки узагальнене слово *something* було замінено більш конкретним моменти, що передає ідею близькості, емоційності та теплих спогадів. Додатково застосовано трансформацію транспозиції, адже змінено порядок слів у перекладі задля милозвучності та ритмічності, властивих українському рекламному дискурсу.

13. *The ultimate **code** of seduction for men.*

*Неперевершений **аромат** спокуси для чоловіків.*

У цьому прикладі спостерігається трансформація модуляції, оскільки лексему *code* замінено словом аромат, що створює новий сенсовий акцент. Перекладач передає не буквальне значення, а імпліцитну ідею – секрет привабливості. Така зміна підсилює емоційність і відповідає культурним очікуванням цільової аудиторії.

14. *Enjoy his **skin** as much as he enjoys yours.*

*Насолоджуйся його **дотиком** так само, як він насолоджується твоїм.*

У запропонованому прикладі реалізовано трансформацію модуляції, адже лексичну одиницю *skin* замінено словом *дотик*. У такий спосіб перекладач передає не буквальне, а образно-емоційне значення, роблячи вислів делікатнішим і природнішим для українського культурного простору. Завдяки цьому переклад зберігає еротичний підтекст, але звучить витончено.

15. *Where is a kid can **be** a kid.*

*Місце, де дитина може **залишатись** дитиною.*

У наведеному прикладі також використано трансформацію модуляції, оскільки дієслово *be* передано через *залишатись*. Такий вибір підкреслює ідею збереження дитячості та щирості, що глибше розкриває зміст слогану. Зміна формулювання сприяє природності вислову та кращому емоційному сприйняттю українським адресатом.

2. Описовий переклад

16. *Say **aloha** to this summer with a free round-trip flight to Hawaii Скажи «Привіт» літу з безкоштовним перельотом на Гаваї*

У прикладі було застосовано реалію – ***aloha*** – гавайське слово, що позначає «привіт / пока». При перекладі, колорит реалії було опущено, а її значення передано засобами описового перекладу.

3. Антонімічний переклад:

17. *Be strong and **continue** .*

Будь сильним, не здавайся.

У цьому прикладі використано трансформацію антонімічного перекладу, оскільки лексичну одиницю *continue* передано через вислів із протилежним за формою, але рівнозначним за змістом значенням – *не здавайся.* Така заміна дозволяє зберегти мотиваційний характер слогану, зробити його емоційно виразним і більш природним для українського рекламного контексту.

18. *If there is* ***no planet****, where will you drive?.*

Якщо ***планета зникне****, куди ти вирушиш далі?*

У зазначеному випадку також застосовано трансформацію антонімічного перекладу, адже словосполучення *no planet* було замінене на дієслово *зникне*, що передає протилежну граматичну форму, зберігаючи при цьому зміст оригінального вислову. Такий підхід дозволяє зробити переклад більш динамічним і стилістично природним, водночас посилюючи емоційно-екологічний меседж.

19. *More Fanta.* ***Less serious****.*

Більше Fanta. ***Більше веселощів****.*

У цьому прикладі реалізовано трансформацію антонімічного перекладу, оскільки лексему *less serious* перекладено через протилежне за значенням висловлювання *більше веселощів*. Така зміна не лише зберігає основну ідею – легкість, радість і грайливість, – а й робить слоган ритмічним, позитивним та емоційно привабливим для українського читача.

20. *Like nothing else on earth.*

Аналогу просто не існує.

У наявному прикладі також реалізовано трансформацію структурного перебудування, адже оригінальний слоган був повністю переформатований. Дослівний переклад (*Як ніщо інше на землі*) не мав би достатньої експресивності, тоді як варіант *Аналогу просто не існує* звучить більш переконливо, ритмічно й виразно.

Перебудова дозволила адаптувати зміст до українського мовного середовища та зберегти емоційний вплив.

21. *We* ***bring good things to life****.*

Втілюємо ***гарні ідеї у життя****.*

Слоган демонструє трансформацію структурного перебудування, зокрема переформатування ідіоми *bring good things to life*. Перекладач не лише змінив граматичну структуру, а й адаптував значення, замінивши узагальнене *good things* конкретнішим гарні ідеї. Завдяки цьому переклад звучить природно, передає творчий і позитивний настрій, зберігаючи при цьому рекламну енергетику.

22. *Fulfilling the Power of Dreams.*

Втілення мрії в життя.

У прикладі спостерігається трансформація структурного перебудування, адже дослівний переклад (*Виконуючи силу мрії*) був би громіздким і малозрозумілим. Перекладач повністю перебудував структуру, утворивши лаконічний, милозвучний і мотивуючий вислів, який легко запам'ятовується. Така перебудова дозволила зберегти емоційно-ціннісний зміст слогану.

23. *Ideas Worth Spreading.*

Ідеї, які має почути світ.

У цьому прикладі застосовано трансформацію структурного перебудування, оскільки структура оригіналу та перекладу є суттєво різною. Дослівний варіант (*Ідеї, які варті поширення*) виглядав би надто нейтрально, тому перекладач змінив побудову, надавши перекладу динамічності та універсального меседжу – поширюй ідеї, що змінюють світ. Завдяки цьому переклад краще виконує рекламно-комунікативну функцію.

24. *Watching Skittles disappear isn't sad when I'm the one making them disappear.*

Зовсім не шкода спостерігати за тим як зникає Skittles, якщо я той, хто насолоджується ними.

Фрагмент демонструє трансформацію структурного перебудування, адже вихідна структура була надто довгою й складною для української реклами. Перекладач скоротив і відредагував синтаксис, зробивши текст більш розмовним і привабливим. При цьому смисловий зміст – насолода процесом – збережено.

25. *The best a man can get.*

Найкраще, що може мати чоловік

Означений приклад ілюструє трансформацію транспозиції, оскільки у перекладі змінено порядок головних компонентів речення. В англійському слогані підкреслюється *best* як центральне поняття, а в українському – фраза набуває більш природного синтаксичного ритму (найкраще, що може мати чоловік). Такий порядок передає ідею винятковості та досконалості продукту, зберігаючи при цьому логічну послідовність.

26. *There are some things money can't buy. For everything else, there's MasterCard.*

Є речі, які не можна купити. Для всього іншого є MasterCard

У даному прикладі використано трансформацію транспозиції, адже змінено порядок розміщення синтаксичних частин речення. Переклад зберігає послідовність думок, проте адаптує структуру до природного для української мови порядку слів. Такий варіант звучить лаконічно, динамічно та підтримує впізнавану логіку бренду MasterCard – «дещо важливіше за гроші».

27. *I'm lovin' it.*

Я це люблю.

Тут спостерігаємо трансформацію транспозиції, оскільки у перекладі змінено порядок слів порівняно з англійським оригіналом. В англійській версії фраза починається з підмета, тоді як в українській дієслово люблю розташоване наприкінці, що відповідає типовому українському порядку слів і забезпечує природність інтонації.

28. *More than a thousand words.*

Замість тисячі слів

Фрагмент демонструє трансформацію перестановки, адже у перекладі змінено синтаксичну структуру та порядок компонентів. В українському варіанті зміщення наголосу з порівняльного звороту (*more than*) на прийменникову конструкцію (*замість*) надає вислову виразності та лаконічності, характерної для рекламних гасел.

29. *There is a smile in every Hershey Bar.*

Посмішка у кожному шоколадному батончику Hershey

У цьому прикладі також реалізовано трансформацію транспозиції, оскільки змінено порядок членів речення. Англійська конструкція з безособовим *there is* трансформована в українське речення з прямим підметом *посмішка*, що робить вислів більш природним і мелодійним. Такий підхід дозволяє акцентувати увагу на позитивному емоційному образі, який несе бренд.

30. *Only those who dare, truly live.*

Тільки ті, хто ризикує, живуть по-справжньому.

У цьому прикладі використано трансформацію транспозиції, адже змінено порядок слів для досягнення природності синтаксичного ритму української мови. Така зміна зберігає антонімічний контраст між ризиком і життям, водночас підсилюючи мотиваційний та емоційний ефект слогану.

31. *When you care enough to send the very best.*

Тільки найкраще від нас, адже ми піклуємося про вас.

Фрагмент ілюструє трансформацію транспозиції, оскільки змінено порядок синтаксичних компонентів речення. В англійському варіанті наголос робиться на умові (*when you care enough*), а в українському – на результаті (*найкраще від нас*), що є типовою адаптацією для українського рекламного дискурсу. Така зміна підсилює переконливість та емоційну привабливість повідомлення.

Проаналізуємо також і приклади застосування лексико-граматичних трансформацій. Серед таких трансформацій було виокремлено наступні:

4. Структурне перебудування:

32. *No matter where you're going from, we take you there.*

Доставимо вас до мрії, незалежно від того, куди ви прямуєте

В наведеному прикладі було застосовано трансформацію структурного перебудування з огляду на те, що слоган перекладу передає думку слогану оригіналу, проте його було повністю перебудовано.

33. *We are professional planners for your vacations.*

Професійно сплануємо вашу відпустку

В цьому випадку також було застосовано трансформацію структурного перебудування, так як слоган було перебудовано.

34. *We're the ultimate trip planner.*

Сплануємо подорож досконало

Як демонструє приклад, при перекладі було застосовано трансформацію структурного перебудування, з огляду на те, що слоган було повністю перебудовано.

35. *Make your Hassle-Free travel plans now!*

План подорожі прямо зараз? Без проблем!

При перекладі слогану, його структуру було повністю перебудовано, окличне речення було перебудовано в питальне та окличне, що свідчить про застосування трансформації структурного перебудування.

36. *The world is a book and those who do not travel read only one page.*
Світ – це книга, сторінки якої не перегортають лише ті, хто не подорожує

В цьому випадку, слоган перекладу повністю відтворює сутність слогану оригіналу, проте при перекладі його було перебудовано, що дає змогу зробити висновок про застосування трансформації структурного перебудування.

37. *Travel the world one place at a time.*

Весь світ як на долоні

У наведеному прикладі було застосовано трансформацію структурного перебудування з огляду на те, що слоган перекладу передає думку слогану оригіналу, проте його було повністю перебудовано.

38. *Live your travel dreams.*

Відтвори мрію у подорожі

39. *Travel is giving a new dimension to your dreams.*

Подорожі – новий вимір твоєї мрії

У прикладах також було застосовано трансформацію структурного перебудування, так як слоган було перебудовано.

40. *Empowering every person and every organization on the planet to achieve more.*

Разом з нами кожен може досягти більшого.

У цьому прикладі застосовано трансформацію структурного перебудування, оскільки оригінальний слоган був повністю змінений на рівні

граматичної та синтаксичної структури. Дослівний переклад (*Розширення можливостей кожної людини і кожної організації на планеті для досягнення більшого*) звучав би надмірно довго й неприродно. Перекладач скоротив і переформатував речення, надавши йому мотиваційного характеру та динаміки, що відповідає українському рекламному стилю.

Висновки. Таким чином, мова реклами має бути яскравою, тому автори рекламних текстів використовують величезне багатство лексики та фразеології, експресивні можливості словотвору, граматичні особливості частин мови, різноманіття тропів, синтаксичних фігур. Мову реклами можна назвати особливим підстилем, сформованим на стику офіційно-ділового та публіцистичного стилів, затребуваним і таким, що швидко розвивається.

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ІННОВАЦІЙНІ ПІДХОДИ ДО ВИКЛАДАННЯ ФІЛОЛОГІЧНИХ ДИСЦИПЛІН: ІНТЕРПРЕТАЦІЯ ЖІНОЧИХ ОБРАЗІВ У ТВОРЧОСТІ ОЛЬГИ КОБИЛЯНСЬКОЇ В КОНТЕКСТІ СУЧАСНОЇ ОСВІТИ

Анотація. У статті здійснено комплексний аналіз метафоричних моделей концепту «жінка» у творчості Ольги Кобилянської крізь призму сучасної когнітивної лінгвістики та лінгвокультурології. Актуальність дослідження зумовлена посиленням уваги сучасної гуманітаристики до гендерно маркованих концептів, особливостей їх мовної репрезентації та функціонування в художньому дискурсі. Метою роботи є виявлення, класифікація та характеристика метафоричних моделей концепту «жінка» у творах письменниці, а також визначення їхньої ролі у формуванні індивідуально-авторської мовної картини світу.

У дослідженні використано методи концептуального, лексико-семантичного, контекстуального та лінгвокультурологічного аналізу. Матеріалом слугували тексти повістей Ольги Кобилянської «Царівна», «Земля» та «Людина». На основі опрацювання мовного матеріалу систематизовано основні метафоричні моделі репрезентації жіночого образу, серед яких виокремлено моделі «Жінка – природа», «Жінка – тварина», «Жінка – птах», «Жінка – рослинний світ», «Жінка – предметний світ», «Жінка – міфічна істота» та «Жінка – абстракція».

Установлено, що домінантними у творчості Ольги Кобилянської є натуроморфні моделі, передусім «Жінка – тварина» та «Жінка – рослинний світ», через які актуалізуються семи краси, ніжності, життєдайності, емоційності, сили, незалежності й духовної глибини. Доведено, що метафоричні номінації письменниці поєднують загальномовні асоціативні моделі з українською етнокультурною символікою, міфологічними архетипами та фольклорними уявленнями. Метафора у художньому світі Ольги Кобилянської постає не лише стилістичним засобом, а й важливим механізмом концептуалізації дійсності та моделювання авторської картини світу.

Наукова новизна дослідження полягає у системному описі метафоричних моделей концепту «жінка» у творчості письменниці з позицій сучасної когнітивної парадигми та визначенні їх функціонально-семантичної специфіки. Практичне значення результатів полягає у можливості їх використання у викладанні курсів стилістики, когнітивної лінгвістики, лінгвокультурології та аналізу художнього тексту.

Ключові слова: концепт «жінка»; метафорична модель; когнітивна лінгвістика; лінгвокультурологія; художній дискурс; мовна картина світу; гендерна проблематика; Ольга Кобилянська; образна номінація; концептуальна метафора.

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INNOVATIVE APPROACHES TO TEACHING LANGUAGE AND LITERATURE DISCIPLINES: INTERPRETATION OF FEMALE IMAGES IN THE WORKS OF OLGA KOBYLIANSKA IN THE CONTEXT OF CONTEMPORARY EDUCATION

Abstract. This article provides a comprehensive analysis of metaphorical models of the concept of "woman" in the works of Olha Kobylianska through the lens of contemporary cognitive linguistics and linguoculturology. The relevance of the study stems from the increased focus of contemporary humanities on gender-marked concepts, the peculiarities of their linguistic representation, and their functioning in literary discourse. The aim of this study is to identify, classify, and characterize metaphorical models of the concept of "woman" in the writer's works, as well as to determine their role in shaping the author's individual linguistic worldview.

The study employs methods of conceptual, lexical-semantic, contextual, and linguocultural analysis. The material consisted of texts from Olga Kobylianska's novellas "The Princess," "The Land," and "The Human Being." Based on the analysis of the linguistic material, the main metaphorical models of the representation of the female image were systematized, among which the following models were identified: "Woman – Nature," "Woman – Animal," "Woman – Bird," "Woman – Plant World," "Woman – Material World," "Woman – Mythical Creature," and "Woman – Abstraction."

It has been established that nature-based models – primarily "Woman as Animal" and "Woman as the Plant World" – dominate Olga Kobylianska's work,

through which the themes of beauty, tenderness, vitality, emotionality, strength, independence, and spiritual depth are brought to the fore. It has been demonstrated that the writer's metaphorical formulations combine general linguistic associative models with Ukrainian ethnocultural symbolism, mythological archetypes, and folkloric concepts. In Olga Kobylianska's literary world, metaphor serves not only as a stylistic device but also as a crucial mechanism for conceptualizing reality and shaping the author's worldview.

The scientific novelty of the study lies in a systematic description of metaphorical models of the concept of "woman" in the writer's works from the perspective of the modern cognitive paradigm and the identification of their functional and semantic specifics. The practical significance of the results lies in the possibility of their use in teaching courses in stylistics, cognitive linguistics, linguoculturology, and literary text analysis.

Keywords: concept of "woman"; metaphorical model; cognitive linguistics; linguoculturology; literary discourse; linguistic worldview; gender issues; Olha Kobylianska; figurative nomination; conceptual metaphor.

Постановка проблеми. У сучасному мовознавстві зростає інтерес до вивчення концептів як складних ментально-мовних структур, що відтворюють особливості національної картини світу. Серед них особливої ваги набуває концепт «жінка», який характеризується багатовимірністю та відображає як культурні, так і соціальні уявлення про жіночність. У межах художнього дискурсу цей феномен реалізується передусім через образні засоби, зокрема систему метафоричних моделей.

Творчість О. Кобилянської є показовою в цьому контексті, адже письменниця глибоко розкриває внутрішній світ жінки, її психологічні, емоційні й соціальні характеристики.

Образні номінації слугують важливим інструментом формування індивідуально-авторського бачення світу та дають змогу простежити специфіку мовного відтворення жіночого образу.

Актуальність дослідження зумовлена потребою цілісного аналізу метафоричних моделей концепту «жінка» у художньому тексті, що сприяє розв'язанню ключових завдань сучасної лінгвістики, зокрема когнітивної лінгвістики, лінгвокультурології та гендерних студій. Практична цінність роботи полягає у можливості застосування її результатів у викладанні курсів зі стилістики, аналізу художнього тексту й теорії концептів.

Аналіз останніх досліджень і публікацій. Новітні наукові розвідки у сфері когнітивної лінгвістики засвідчують посилення уваги до вивчення концептуальних моделей як засобу репрезентації культурно значущих смислів, зокрема гендерно маркованих утворень.

Так, у праці Морозової М. В. Роль метафор і метонімій в організації мислення і мови в українському та зарубіжному філологічному полі на сучасному етапі [1] наголошено, що метафора функціонує не лише як стилістичний прийом, а й як когнітивний механізм структурування знань і формування мовної картини світу.

Дослідниця підкреслює, що такі моделі акумулюють колективний досвід і культурні стереотипи, що є особливо важливим для осмислення гендерних концептів.

У дослідженні Колісник О. Метафоричні моделі в українському політичному дискурсі акцент зроблено на міждисциплінарному характері вивчення метафоричних процесів та їх зв'язку з ментальними структурами й тілесним досвідом людини. Такий підхід дає змогу розглядати образні моделі як результат когнітивної категоризації дійсності, що формує стійкі уявлення, зокрема гендерні [2].

Білоус А. В. та Стройкова С. В. у праці Вивчення метафори у когнітивній лінгвістиці підкреслюють, що метафора відображає соціокультурні норми й цінності та забезпечує осмислення абстрактних понять через конкретні образи. Це положення є важливим для аналізу художнього мовлення, де жіночий образ формується завдяки системі асоціативних перенесень [3].

У роботі Молчанової К. і Лупаренка С. Когнітивна лінгвістика та концептуальні метафори» підкреслено культуротворчу функцію метафори, яка відображає історичні та національні особливості мислення. Відтак дослідження образних моделей дає змогу виявити специфіку мовної картини світу певного народу [4].

Крім того, Жулавська О. О. у статті Привнесення синестезійних метафор в англо-український переклад художнього тексту доводить, що метафоризація є результатом складних когнітивних процесів, пов'язаних із творчою інтерпретацією реальності, що розширює можливості аналізу індивідуально-авторських мовних засобів[5].

Незважаючи на значну кількість праць у галузі когнітивної лінгвістики та теорії метафори, окремі аспекти залишаються недостатньо розробленими.

По-перше, у сучасних дослідженнях переважає загальнотеоретичний підхід до аналізу концептуальної метафори без детального вивчення конкретних художніх концептів, зокрема образу жінки у творчості окремих письменників.

По-друге, бракує системного опису образних моделей у межах одного ідіостилю, що ускладнює цілісне осмислення авторської концептосфери.

По-третє, потребує подальшого уточнення співвідношення універсальних і національно-специфічних рис у мовній репрезентації жіночого образу, зокрема в українському художньому дискурсі.

По-четверте, недостатньо досліджено функціонально-семантичну ієрархію таких моделей (їхню продуктивність, частотність і домінантність) у межах конкретного текстового корпусу.

Отже, актуальність запропонованого дослідження зумовлена необхідністю комплексного аналізу метафоричних моделей концепту «жінка» у творчості О. Кобилянської з урахуванням сучасних когнітивно-лінгвістичних підходів.

Метою статті є виявлення та опис системи метафоричних моделей концепту «жінка» у творах О. Кобилянської, їх класифікація за лексико-семантичними ознаками, а також визначення їхньої ролі у формуванні мовної картини світу письменниці.

Виклад основного матеріалу дослідження. Систему метафоричних моделей на позначення жінки в роботі структуровано за принципом, запропонованим Сукаленко Т. М. [6]. Для розкриття образного складника концепту „жінка'' важливо визначити типізовані образні парадигми, у структурі яких жінці атрибуються ті чи інші ознаки та оцінки. Отже, можна виділити такі метафоричні моделі концепту ЖІНКА.

Одним із продуктивних способів вербалізації концепту «жінка» у художньому дискурсі є метафоризація, що ґрунтується на перенесенні ознак із різних сфер пізнання на образ людини. У цьому процесі особливу роль відіграють природні образи, які мають глибоке символічне навантаження та пов'язані з архаїчними уявленнями про світобудову. Залучення елементів природного середовища до характеристики жіночого образу зумовлене як універсальними когнітивними механізмами, так і національно-культурною специфікою, у межах якої жінка часто осмислюється через категорії життєдайності, мінливості, емоційності та гармонії.

Природні реалії у функції образних корелятів дають змогу актуалізувати широкий спектр семантичних ознак – від фізичних характеристик до психологічних і поведінкових рис. Таке осмислення сприяє формуванню багатовимірного уявлення про жіночий образ, який постає не лише як соціальний чи біологічний феномен, а як складна концептуальна структура, репрезентована через систему асоціативних зв'язків.

У цьому контексті доцільним є виокремлення метафоричної моделі «Жінка – природа», у межах якої відбувається інтерпретація жіночого образу через образи природного світу. У досліджених текстах фіксуємо вираження концепту «жінка» в таких метафорах, напр. : *павутинка, хмара, земля, крапелька, небо, вогонь.*

ПАВУТИНКА. У творі О. Кобилянської «Царівна» метафорично переосмислена зменшено-пестлива назва *павутинка* («легка сітка з тонких волокон, утворених з клейкої рідини, яку виділяють павуки та деякі інші членистоногі тварини, а також окрема нитка такої сітки» [7, с. 874]), образне значення якої базується на актуалізації семи «дуже худа, хвороблива», пор. : *Їй і так не було багато потрібно, вона була ніжна* ***павутинка*** [8, с. 64].

ХМАРА. МН *хмара*, («густа темна хмара, яка приносить дощ, град, сніг») [8, с. 1487]), що вживається на позначення «огрядної жінки», пор. : *Ходить* ***хмара****, але на те не дивиться, ніхто її балакань не слухає. На те вона жінка, аби язик у неї не стояв за зубами* [9, с. 10].

ЗЕМЛЯ. МН *земля* у досліджуваних текстах актуалізується у значенні «жінка – годувальниця», пор.: *Се була Докія, яка з жалю, що донька покидала так вчасно її хату, стала на лиці* ***землею*** [9, с. 19].

КРАПЕЛЬКА. Генетично жіноче начало пов'язане з архетипом вода. «Води, за первісними уявленнями, поділяються на чоловічі та жіночі. Чоловічі це дощові й снігові, «небесні» води, а жіночі – «земні», води криниць, колодязів, джерел» [10, с. 83]. Метафора крапелька уособлюється у вживанні за значенням тендітної, привабливої жінки, пор: *Вона була подібна до моєї,одна* ***крапелька*** *води до другої, і лучча лиш тим, що він яко мужчина мав вартість, а я яко женщина – ні!* [8, с. 59].

НЕБО. В.Войтович зауважує, що «найархаїчнішим космогонічним протиставленням було протиставлення «Небо – Земля». На якихось дуже ранніх стадіях існував культ Неба і його дружини – матері – Землі [10, с. 331]. Слово небо вживається на позначення жінки складного характеру, у якої все залежить від настрою. Вона може бути похмурою, ясною, сонячною, пор.: *Івоніка любив у ній* ***небо****, це дівчина його життя. Сьогодні вона добра і ніжна,а завтра інша* [9, с. 30].

ВОГОНЬ. Метафорична номінація *вогонь* базується на загальномовному переносному значенні «пристрасть, запал; про того, хто має дуже енергійну, запальну вдачу» [7, с. 197]. Вживається на позначення пристрасної, запальної жінки, пор.: *Бо ж вона не була конем, а просто* ***вогнем****, фурією* [9, с. 8].

Метафорична модель «Жінка – тварина» ґрунтується на перенесенні ознак представників фауни на характеристику жіночого образу, що дає змогу відобразити як зовнішні, так і внутрішні риси. У межах цієї моделі актуалізуються різні семантичні відтінки – від позитивно-оцінних до зневажливих, що свідчить про багатогранність мовної репрезентації жіночності.

У досліджених текстах виокремлено лексико-семантичну групу метафор на позначення *свійських тварин*, напр. : *кішка, кінь, собака*.

КІШКА. Фемінна конотованість слова *кішка* з набором стереотипних жіночих ознак, таких як «молода, гарна, лагідна, добра, ніжна, зваблива» послідовно актуалізується в народній пареміології, сучасних художніх дискурсах: жонка, як кошка лащиться. У творі О. Кобилянської «Земля» вживається метафорична назва **кішка** на позначення ніжної, ласкавої жінки, яка любить тепло, затишок», пор. : *Рахіра притиснулася до нього* ***кішкою*** *і зосередила свій погляд на його очах* [9, с. 87].

КІНЬ. Зоонім *кінь* групує навколо себе лексико-семантичне мікрополе одиниць з інших мовних страт на позначення відповідної свійської сільськогосподарської тварини, що постають метафорами жінки: лошиця [11, с. 206]; хабета [11, с. 271]. Слово *кінь* фігурує як метафора на позначення працьовитої жінки, яка при цьому зберігає свою привабливість, пор. : *Бо ж вона не була* ***конем****, а просто вогнем, фурією* [9, с. 8].

СОБАКА. Собака - домашня тварина сімейства собачих. У контекстах метафора *собака* вживається на позначення капосної жінки, пор. : *Саме в тій хвилі підвела і Наталка голову. – Ви її любите? – спитала. – Ах, адже вона прегарна* ***собака****!* [8, с. 286]

Виділяємо лексико-семантичну групу *дикі хижі тварини*, наприклад, метафоричні номінації: *вовчиця, левиця, ласиця, ведмідь*.

ВОВЧИЦЯ. У сленгу зафіксовано слово *вовчиця* («самиця вовка» [7, с. 196]) – «приваблива, незалежна жінка (переважно з поведінкою, що викликає осуд)» [12, с. 118] , пор. : *Чи це так має бути? Що я «спокійна», я писала колись тут. Ха-ха-ха! така спокійна прикована голодна* ***вовчиця*** [8, с. 94].

ЛЕВИЦЯ. Номінація *левиця* (самиця лева – великого хижого звіра родини котячих жовтогарячого забарвлення) в розмовному мовленні розвинула переносне значення «про жінку, що своєю поведінкою, рисами характеру нагадує цього звіра» [7, с. 1449], пор. : *Нею запанувала якась дика веселість, і вона чулася сильною* ***левицею*** [8, с. 297].

ЛАСИЦЯ. Номінація *ласиця* в розмовному мовленні розвинула переносне значення «про хитру, ласкаву, ніжну, тендітну, турботливу жінку», пор. : *Ніякий хлопець не просив її на танечнім місці до танцю, вона лізла від одного до другого* ***ласицею*** [9, с. 83].

ВЕДМІДЬ. Номінація *ведмідь* розвиває метафоричне значення з відтінком зневажливості. Вербалізується в значенні грубої, здорової, могутньої, потужної, сильної жінки, пор.: *Стала вона здоровим ведмедем.*

Виокремлено окрему лексико-семантичну групу тварин *ПЛАЗУНИ.* До цієї групи відносимо метафоричні номінації: *змія, гадюка*.

ГАДЮКА. Лексема *гадюка* виступає в українській міфології «уособленням злості, люті» [13, с. 125]. Звернімо увагу на те, що

загальномовне переносне значення слова *гадюка* будується на асоціюванні плазуна зі злою, підступною людиною [7, с. 216]; це слово як фемінітив є семантично ізоморфним слову змія. Слово *гадюка* у метафоричному значенні виступає в ролі апелятива з відтінком зневажливості, вживається як лайливе слово на позначення жінки:

– Прокляття на тебе, невдячна ***гадюко****! – засичав радник. Вона збиралась до відходу, однак на ті його слова задержалася.* [14, с. 39].

Лексико-семантична група *ВОДНІ ТВАРИНИ* репрезентована однією метафоричною номінацією *рибчина.*

РИБОНЬКА, РИБЧИНА, РИБКА, РИБОЧКА. В. Жайворонок до народнопоетичних пестливих звертань, адресованих коханій дівчині, жінці, відносить одиниці *рибонька, рибчина*. Це, на його думку, дає право дослідникам кваліфікувати ці лексеми як символ коханої людини [13, с. 498-499], пор. :

– Люблю,- сказала вона, майже сміючись.

– З першої хвилини? – питав він.

– Так, Стефане, з першої хвилини.

– А з третьої, ***рибчино****?*

– З третьої … коли переконалась…ах, що! [14, с. 23]

Метафорична модель «Жінка – птах» базується на перенесенні орнітологічних ознак на характеристику жіночого образу, що дозволяє актуалізувати уявлення про легкість, ніжність, рухливість і духовність. У межах цієї моделі простежується використання як загальновживаних, так і фольклорно маркованих образів, які відображають різні аспекти жіночої природи.

У досліджених текстах фіксуємо вираження концепту «жінка» в таких метафорах, напр. : *птиця.*

ПТИЦЯ, ПТАШКА. Спостережено, що для втілення зовнішності, морально-психологічних рис характеру використовується семантико-прагматичний потенціал родової назви жінка – *пташка*, що є своєрідною семантичною універсалією. Слово *пташка* вживається на позначення жінки, образне значення номінації базується на актуалізації семи «жінка, яка швидко рухається та пересувається», пор. : *Я стала* ***птицею****, як деревина в лісі. Маю сама право йти за собою або проти себе* [14, с. 39].

Виокремлюємо метафори, побудовані на семантичному перенесені назв перелітних птахів*, напр.: зозулька.*

ЗОЗУЛЬКА. У народнопоетичній мові лексема *зозулька* [7, с. 475] вживається як «пестливе звертання до дівчини, жінки, зокрема й матері» [13, с.252].

– Любиш мене,Михайле?Я нічого не маю…Я не маю поля.

– Я не питаю за поле, ***зозулько****…*
– Але я тебе ловлю…знаєш?
– Хотів знати [9, с. 69].

Виокремлюємо метафори, побудовані на семантичному перенесенні назв *осілих птахів*, напр. : *голубка.*

ГОЛУБКА, ГОЛУБОНЬКА. Загальновідомо, *голуб* – «Божа птиця, жертовний птах, символ чистоти, очищення» [10, с. 402]. МН *голубка* («самка голуба») слугує для «вираження любові й ніжності; виступає також як символ доброти, чистоти, незлобивості» [13, с. 143]. Відлуння фольклорної семантики слова *голубка* прочитується у народнорозмовному стійкому порівнянні мила, як *голубка*, пор. :

– Я знаю, що й ти не боїшся. Тому й вірю тобі, ***голубко****, однак мені досадно, коли згадаю, що твоя родина мене не терпить* [14, с. 23].

Виокремлюємо лексико-семантичну групу *свійські птахи*, яка репрезентована однією метафоричною номінацією *курка*.

КУРКА. Метафора *курка* («свійська птиця, яку розводять на м'ясо і для одержання яєць; самка півня» [7, с. 598]) типова для багатьох мов і уособлює «прекрасні материнські якості, ніжну і турботливу вдачу; розсудливість та мудрість вихователькі». У пареміології фіксуємо порівняння: красива, як мокра *курица* – невродлива жінка. Гендерний аспект метафоричної семантики будується на потенційній семи «жінка, яка погано виглядає, тобто має жалюгідний вигляд»: *Стала ж вона* ***куркою*** [9, с. 87].

Виокремлюємо метафори, побудовані на семантичному перенесенні назв хижих птахів, напр. : *орлиця.*

ОРЛИЦЯ. Оригінальну лексему *орлиця*, що розвиває загальномовне значення «про сильну, мужню людину» [7, с. 855], яке базується на актуалізації семи: «войовничість, здатність захистити», підтвердженням слугує такий контекст: ***Орлицею*** *побивалась вона у в'язниці* [14, с. 52].

Метафорична модель **«Жінка – комаха»**, представлена однією метафоричною номінацією *бджола*. Оскільки в нашому дослідженні вона є малопродуктивною, відносимо її до складу метафоричної моделі **«Жінка – птах».**

БДЖОЛА. Здавна добре відомо, що *бджола* «медоносна комаха, що збирає квітковий нектар і переробляє його на мед» [7, с. 65]. *Бджола* виступає багатогранним символом, бо «уособлює мудрість, родючість, працьовитість, ощадливість, порядок, чистоту та цнотливість». Фемінну маркованість символу *бджола* відзначають дослідники фольклору: «у фольклорних текстах *бджола* виступає як жіночий образ. У народних уявленнях *бджолам* приписується вогняна символіка» [10, с. 23-24], пор.: *Працювала вона* ***бджолою****, не покладаючи рук* [8, с. 130].

Метафорична модель «Жінка – рослинний світ» ґрунтується на перенесенні ознак рослинної сфери на характеристику жіночого образу, що дозволяє відобразити його естетичні, емоційні та життєтворчі властивості. У межах цієї моделі актуалізуються уявлення про красу, ніжність, плодючість і внутрішню гармонію, закріплені у культурній традиції. Рослинні образи слугують важливим засобом символізації жіночності, оскільки поєднують у собі природну циклічність, здатність до розвитку та відтворення життя. Така образність сприяє глибшому розкриттю як зовнішніх, так і внутрішніх характеристик жінки в художньому дискурсі.

У межах метафоричної моделі «Жінка-рослинний світ» виокремлюємо метафори, побудовані на семантичному перенесенні назв квітів, напр.: *квітка, рожа, фіалка, лотос, соняшник.*

КВІТКА, КВІТОЧКА. У фразеосистемі української, як і інших мов, *квітка* («частина рослини, що виростає на кінці стебла або гілки й складається з маточки, тичинки й пелюсток навколо них; має різне забарвлення та приємний запах» [7, с. 533]). Уособлюється на позначення : «бездоганної, ніжної, тендітної жінки», пор.: *Я вас люблю, як свою рідну сестру. Ви виростали* ***квіткою****, мов у прикритій склянці* [8, с. 257].

РОЖА (РУЖА). Ще з української міфології відомо, що слово троянда –квітка жіночих божеств, краси. За визначенням В. Войтовича, «рожа – троянда – квітка, що нагадує собою сонце, квітка богині кохання Лади та її доньки – богині весни Лелі. Вона лідирує серед квітів і є символом доброзичливості, достатку. Червона рожа – дівоча краса та чистота». Троянда панує над усіма, її зелень – це радість, колючки – печаль, квіти – слава [10, с. 442]. Відомо, що *ружа* («народнопоетична назва троянди» [7, с. 1278]) є «символом дівочої краси, молодості, привабливості; уживається як порівняння» [13, с. 510]. Метафора *троянда* вживається на позначення вродливої жінки, пор.: *Я змінилася, стала холодна, замкнена в собі. Я віддалася тепер цілком писанню одної довшої повісті. Так, в ній хочу розцвістись* ***рожею*** [8, с. 214].

ФІАЛКА. *Фіалка* виступає як уособлення скромності жінки. Ця жінка потребує особливої уваги, догляду й турботи. («Маленькі багаторічні рослини, які зазвичай мають серцеподібне листя і несиметричні квітки»), пор.: *Ваші жінки то сором'язливі* ***фіалки****, але на* ***фіалки*** *не дивиться жоден мужчина* [8, с. 251].

ЛОТОС. Квітка *лотосу* є єдиним представником сімейства лотосове. Поверхня листя *лотоса* усіяна тисячами дрібних воскових грудочок і жолобків. Щовечора *лотос* закриває свою квітку і ховається під воду, а вранці з'являється знову. Але незважаючи на брудну домівку, квітка його завждизалишається сухою, випромінює чистоту і свіжість. Метафорична

номінація *лотос* характеризую жінку за ознакою недосяжності, ніжності та тендітності, пор.: *Мені не вистачає* ***лотосу*** *– моєї коханої* [8, с. 203].

СОНЯШНИК. Соняшник відноситься до роду рослин родини айстрових. Це теплолюбна і посухостійка рослина, має високі стебла здебільшого з губчастою серцевиною, великі, овально-серцевидні листки здебільшого жовтого кольору. Метафора *соняшник* уособлює образ сонячної жінки, яка любить тепло, випромінює позитивну енергію, пор.: *Я хотіла про нього думати, я була* ***соняшником*** [Ц : 200].

Виокремлюємо метафори, побудовані на семантичному перенесенні назв дерев: *яблуня, сосна, смерека, пальма.*

ЯБЛУНЯ. У слов'янській традиції *яблуня* («садове й лісове фруктове дерево родини розоцвітих з плодами кулястої форми» [7, с. 1645]), за визначенням В. Войтовича, «за свою плодючість (одне дерево своїми кореневими відростками і насінням може породити цілий яблуневий гай) стала символом кохання, віддання нареченої за любого» [10, с. 139]. У метафорі *яблуня* в цвіту збережено народну основу порівняння: гарна, як *яблуня* в цвіту – вродлива жінка, пор.: *Яблуко ніколи не відкотиться далеко від* ***яблуньки*** [8, с. 68].

СОСНА. У слові *сосна* («вічнозелене хвойне дерево, з прямим високим стовбуром, довгою хвоєю і невеликими шишками» [7, с. 1359]) закладена фемінна семантика. Зауважимо, що *сосна* «символізує покірність» [10, с. 138], а також «зажурену жінку або дівчину» [13, с. 571], пор.: *Її висока стать держалася прямо* ***сосною***. *Її очі дивилися майже все понурим, зажуреним поглядом, а коло уст зарисувалася глибока лінія* [9, с. 7].

СМЕРЕКА. Зі слов'янської міфології відомо, що *смереці* властиві природні властивості як вічнозеленого, пахучого, колючого, «жіночого» і безплідного дерева. Існує легенда, що нібито з жіночою символікою *смерека* пов'язана тим, що не можна біля оселі саджати *смереку*, бо вона виживає чоловіків. Дослідники висловлюють припущення щодо цієї заборони, мотивуючи тим, що вона належить до неплодових дерев. Фемінна маркованість слова – образу *смерека* («високе хвойне вічнозелене дерево родини соснових» [7, с. 1647]), яке уособлює красиву жінку, на нашу думку, виникла на ґрунті диференційної семи «вічнозелене дерево»: пишна, як *смерека* – вродлива жінка, пор.: *Стояла перед ним темнява, пряма, замкнена високим житом* ***смерека*** [9, с. 68].

Фіксуємо у творах О. Кобилянської метафоричні номінації *екзотичних назв дерев*.

ПАЛЬМА. «*Пальма* – рослина родини *пальмових*, яка має довгі темно-зелені листя. Висока, повільно зростаюча, висотою 25 – 34 м. листя

розташовані віялоподібно». Зауважимо, що *пальма* символізую стрункy, витончену жінку, пор.: *Восени мала Парасинка закінчила шістнадцятий рік. Походила ростом на матір, вибуяла* ***пальмою*** *вгору, але зрештою була ще нерозвинена!* [9, с. 11].

До лексико-семантичної групи *дерева* відносимо метафори на позначення плодів, оскільки в нашому дослідженні вони є малопродуктивними. Виділяємо метафоричну номінацію *яблуко.*

ЯБЛУКО. За визначенням В. Войтовича, *яблуко* – «символ життя, безсмертя. Означає плодючість, любов, радість, мудрість» [10, с. 611]. Для метафоричного перенесення *жінка – яблуко* («плід яблуні кулястої форми» [7, с. 1645]) служить фольклорна семантика (*яблуко* – символ здоров'я), що і зумовила появу метафори на позначення здорової, вродливої, свіжої жінки, пор.: *Я тебе не вчила саме тоді спускати очі, коли мужчина при тобі.* ***Яблуко*** *ніколи не відкотиться далеко від яблуньки* [8, с. 68]. Також лексема яблуко виступає своєрідною емблемою шлюбного зв'язку, здорового потомства.

У межах художнього дискурсу образ жінки нерідко осмислюється через предметний світ, що відображає результати людської діяльності. Такий підхід дає змогу актуалізувати уявлення про естетичну довершеність, цінність, стійкість і функціональність, які проєктуються на жіночий образ. Використання артефактних метафор сприяє розкриттю жінки як об’єкта естетичного сприйняття, джерела підтримки або втілення внутрішньої сили, формуючи багатовимірну систему її мовної репрезентації.

У досліджених текстах фіксуємо вираження концепту «жінка» в таких метафорах, напр. : *картина, підпора, золотко, камінь, статуя*.

КАРТИНА, КАРТИНКА. Номінації *картина і картинка* («твір живопису, намальований переважно фарбами на полотні, картоні, дошці тощо» [7, с. 526]) розвивають фразеологічно зв'язані значення у словосполуках як картина – хто-небудь дуже гарний, вродливий [15, с. 365]; гарна, як картинка – дуже гарна жінка. Граматичне значення жіночого роду слова-метафори *картина* робить його фемінно маркованим; жінки, як художні картини, пор.: *Вдивляючись в ту гарну, як в казці, дівчину –* ***картину****, я забула на хвильку ціле оточення* [8, с. 75].

ПІДПОРА. Підпора – це довга палиця, жердина для підтримування витких рослин, підпирання гілок плодових дерев і т. ін.» [7, с. 1453]). Слово-метафора *підпора* уособлює жінку як надійну супутницю в житті, пор.: *щодо моїх відносин до пані Марко. Вона мене все однаково любить, а хоч і впадає частіше в недугу…Вона одна мені справдішня щира дорадниця,* ***підпора*** *в житті* [8, с. 212].

ЗОЛОТКО. Відомо, що слово золото є символом «сонця, величі, багатства, життєдайності, безсмертя, мудрості» [10, с. 202]. На позначення жінки вживається слово *золотко*, що із загальномовним значенням використовується як «пестливе звертання до кого-небудь» [10, с. 475], пор.: *– Бабусенько, моє **золотко!*** [8, с. 10].

КАМІНЬ. МН Камінь у значенні мінерал або коштовне каміння уособлює метафору на позначення яскравої, доглянутої, шикарної, впевненої у собі жінки, пор.:

*– Бабуню, бабуню…я стала **каменем**! Бабусенько моя дорога, я одна з тих, над котрими добрі люди мусять і без любові мати милосердя* [8, с. 10].

СТАТУЯ. Слово статуя позначає споруду, що може бути вироблена з заліза, мармуру, бронзи, граніту для позначення якоїсь духовної цінності». Статуя є символом сильної, вільної жінки, пор.: *Анна, панська наймичка, робітниця в покоях, та бронзова **статуя*** [9, с. 19].

У сучасних лінгвокогнітивних студіях метафоричне моделювання постає як один із ключових механізмів концептуалізації дійсності. Особливо продуктивною є сфера осмислення жіночого образу через призму міфологічних та сакральних уявлень, що відображає архаїчні пласти культурної свідомості. Такі номінації не лише характеризують зовнішні чи поведінкові риси, а й наділяють концепт «жінка» символічно-ціннісними смислами. У межах метафоричної моделі «Жінка – міфічна істота» простежується актуалізація образів, пов'язаних із надприродним та ідеалізованим. Це підтверджується матеріалом досліджуваних текстів, у яких фіксуються відповідні метафоричні репрезентації.

У досліджених текстах фіксуємо вираження концепту «жінка» в таких метафорах, напр.: *ангел, княгиня, царівна.*

АНГЕЛ (ЯНГОЛ). Номінація *ангел* («у релігійному культі – надприродна істота, посланець, вісник Бога; зображується у вигляді юнака з крилами» [10, с. 29]), в переносному значенні вживається на позначення жінки, що «відзначається красою чи добрістю, лагідністю або зробила чи робить для когось щось гарне, приємне» [15, с. 13]. Метафоричне ототожнення жінки з ангелом відбувається завдяки семантичному переосмисленню на основі семи «захищати когось», пор.:

*– Ти називала мене своїм **янголом**, ти оповідала, що дівчата мають бути чисті, як цвіт лелії, всидливі, мов голуби* [8, с. 26].

КНЯГИНЯ. *Княгиня* є універсальною для багатьох країн і культур. Слово *княгиня* («титул монарха, а також особи, що має цей титул» [10, с. 576]) у загальномовному значенні вживається на позначення жінки, що вирізняється з-поміж *інших красою, поставою, владою, пор.: Вона стала моєю **княгинею** і всі ставилися до неї з повагою* [9, с. 91].

ЦАРІВНА. Метафора *царівна* у загальномовному словнику супроводжується ремаркою розм.: «про вродливу, гарно вбрану дівчину» [ВТССУМ : 1578]: *Ні, нема на цілім світі гидкого з'явиська, як жінка без чуття, без тонкості, а я прегарна русалка його,* ***царівна*** *його* [8, с. 64].

У межах сучасних лінгвокогнітивних досліджень значна увага приділяється способам осмислення абстрактних понять через метафоричні перенесення.

Концепт «жінка» у такому ракурсі нерідко інтерпретується через нематеріальні категорії, що відображають внутрішній світ і емоційно-психологічні стани людини. Подібні образні номінації формують культурно зумовлені уявлення про жіночність як носійку почуттів, долі та духовної сутності. Модель «Жінка – абстракція» репрезентує різноманітні семантичні трансформації, пов'язані з емоційністю, символічністю та життєвими смислами. Її функціонування засвідчується аналізованими мовними прикладами.

У досліджених текстах фіксуємо такі метафори на позначення абстрактних понять, напр.: *серце, душа, загадка, сила, доля.*

СЕРЦЕ,СЕРДЕНЬКО. Слова *серце, серденько* є типовими формами звертання, виступають у ролі метафоричних вокативів, часто вживаються ; із займенником моє, а також зі словами козаче, дівчинонько і т. ін. Слова серце, серденько є загальномовними метафорами людини, тому що можуть вживатися на позначення жінки, чоловіка, коханого, коханої:

– Вони, може пречінь скоро проминуть, ті два роки, Стефане?.. – Її голос краяв його серце.

– І для чого б ні, ***серденько****?* [14, с. 25].

ДУША. У слові *душа* закладена фемінна семантика, тобто чоловікові приписуються інтелект, розум, голова, а жінці – втілення почуттєво-емоційного, психічного світу: чоловік у домі – голова, а жінка – *душа. Душа* виступає загальномовною метафорою людини, має такі словникові значення: «людина як носій тих чи інших рис, якостей», «про людину з прекрасними рисами характеру», проте відзначаємо фемінну маркованість цього значення – «жінка з прекрасними рисами характеру», яке концептуалізується у вислові добра *душа: Одна – то молода малярка, прехороша поетична* ***душа****, а друга – молода заміжня й дуже інтелігентна жінка* [8, с. 161].

ЗАГАДКА. Номінація *загадка* в усних чоловічих дискурсах актуалізується як метафора на позначення жінки з значеннями таємничості, пор.: *Ні, лише один нехай би відгадав –* ***загадку*** [8, с. 23].

СИЛА. МН *сила* вживається на позначення душевно піднесеної, сильної духом жінки: *– Вона була буденною* ***силою*** [8, с. 103*]*.

ДОЛЯ, ДОЛЕНЬКА. Слов'янська міфологія засвідчує той факт, що білоруси уявляли долю у вигляді красивої, оголеної дівчини, яка скрізь супроводжувала людину. Лексема *доля* («перебіг подій, збіг обставин, напрям життєвого шляху, що ніби не залежать від бажання, волі людини» [10, с. 315]) у розмовній практиці часто вживається на позначення жінки або чоловіка як супутників життя для осіб протилежної статі; виникнення цього значення мотивоване фразеологізмом зв'язувати свою долю з кимсь – одружуватись [15, с. 329], пор.:

– Ох, ***доленько*** *моя! – застогнав радник. - Як же ти мене навістила* [14, с. 31].

Висновки. У статті здійснено комплексний аналіз метафоричних моделей концепту «ЖІНКА» у творчості Ольга Кобилянська з позицій сучасної когнітивної лінгвістики та лінгвокультурології. Проведене дослідження дало змогу встановити, що вербалізація зазначеного концепту в художньому дискурсі письменниці має системний характер і реалізується через розгалужену мережу образних номінацій, які репрезентують зовнішні, психологічні, емоційні та соціокультурні параметри жіночого образу.

У результаті аналізу виокремлено основні метафоричні моделі концепту «жінка»: «Жінка – тварина», «Жінка – рослинний світ», «Жінка – природа», «Жінка – птах», «Жінка – предметний світ», «Жінка – міфічна істота», «Жінка – абстракція». Встановлено, що найбільш продуктивними є моделі «Жінка – тварина» та «Жінка – рослинний світ», що свідчить про домінування натуроморфного способу осмислення жіночності у мовній картині світу авторки.

Саме через такі образи актуалізуються семи краси, життєдайності, емоційності, сили, незалежності, працьовитості, а також суперечливості жіночої натури.

З’ясовано, що метафоричні номінації у творах Ольга Кобилянська ґрунтуються на поєднанні загальномовних асоціативних моделей із національно-культурною символікою, фольклорними уявленнями та міфологічними архетипами. Це забезпечує багаторівневу репрезентацію жіночого образу, у якій поєднуються традиційні уявлення про жінку з модерним авторським баченням її внутрішньої свободи, духовної сили та індивідуальності.

Доведено, що метафора у художньому світі письменниці виконує не лише стилістичну, а й концептуалізаційну функцію, виступаючи важливим механізмом моделювання індивідуально-авторської картини світу. Через систему метафоричних перенесень формується складний і багатовимірний концепт жінки як носійки краси, емоційної глибини, соціальної активності та духовного потенціалу.

Перспективи подальших досліджень убачаємо у зіставному вивченні концепту «жінка» у творчості українських і зарубіжних письменників, у дослідженні гендерно маркованих концептів у діахронному аспекті, а також у застосуванні корпусних і цифрових методів аналізу для встановлення частотності, функціональної специфіки та контекстуальної варіативності метафоричних моделей у художньому дискурсі.

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АНГЛІЙСЬКІ ДІЄСЛОВА РУХУ ФРАНЦУЗЬКОГО ПОХОДЖЕННЯ: СТРУКТУРНО-СЕМАНТИЧНІ, ЕТИМОЛОГІЧНІ ТА ФУНКЦІОНАЛЬНІ ОСОБЛИВОСТІ

Анотація. Статтю присвячено комплексному дослідженню англійських дієслів руху французького походження у структурно-семантичному, етимологічному та функціональному аспектах. Актуальність теми зумовлена посиленням уваги сучасної лінгвістики до динаміки міжмовних контактів, процесів лексичного запозичення та впливу романського елементу на формування англійської мовної системи. Особливе місце у цьому процесі посідають дієслова руху французького походження, які в XI столітті після нормандського завоювання Англії стали важливим компонентом англійського словникового складу та суттєво вплинули на розвиток дієслівної семантики.

У роботі встановлено, що англійські дієслова руху французького походження формують окремий лексико-семантичний пласт, у якому поєднуються ознаки романської етимології та германської граматичної адаптації. З'ясовано, що більшість таких дієслів функціонують як стилістично марковані або книжні відповідники питомо англійських одиниць руху. Визначено, що французькі запозичення розширили англійську систему дієслів руху за рахунок деталізації способу пересування, соціального статусу суб'єкта руху, просторової спрямованості, прагматичного забарвлення тощо.

Проаналізовано основні тематичні групи англійських дієслів руху французького походження, зокрема дієслова на позначення переміщення людини, руху у просторі, військового пересування, урочистого або церемоніального руху, а також дієслова, що позначають хаотичне чи швидке пересування. Встановлено, що значна частина цих одиниць характеризується високим рівнем полісемії та здатністю до метафоризації.

Доведено, що процес інтеграції французьких дієслів руху в англійську мову супроводжувався фонетичною, граматичною та семантичною

адаптацією. Визначено, що англійська мова активно пристосовувала романські запозичення до власної словотвірної системи, утворюючи похідні форми, фразові конструкції та нові семантичні відтінки.

Зроблено висновок, що англійські дієслова руху французького походження є важливим результатом історичних мовних контактів між англійською та французькою мовами, а їх функціонування демонструє взаємодію етимологічного походження, семантичної еволюції та прагматичної адаптації у сучасній англійській мові. Перспективним напрямом подальших досліджень визначено аналіз французьких запозичень у сучасному англомовному цифровому та медійному дискурсі.

Ключові слова: дієслова руху, французькі запозичення, англійська мова, французька мова, метафоризація, етимологія, лексико-семантична група, романський елемент, семантична адаптація, полісемія.

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ENGLISH VERBS OF MOTION OF FRENCH ORIGIN: STRUCTURAL-SEMANTIC, ETYMOLOGICAL AND FUNCTIONAL FEATURES

Abstract. The article is devoted to a comprehensive study of English verbs of motion of French origin in their structural-semantic, etymological, and functional aspects. The relevance of the topic is determined by the growing interest in modern linguistics in the dynamics of interlingual contacts, processes of lexical borrowing, and the influence of the Romance element on the formation of the English language system. Verbs of motion of French origin occupy a special place in this process; after the Norman Conquest of England in the 11th century, they became an important component of the English vocabulary and significantly influenced the development of verbal semantics.

The study establishes that English verbs of motion of French origin form a distinct lexical-semantic layer combining features of Romance etymology with Germanic grammatical adaptation. It has been found that most of these verbs function as stylistically marked or literary equivalents of native English motion verbs. French borrowings have expanded the English system of motion verbs by adding distinctions related to the manner of movement, social status of the subject, spatial directionality, and pragmatic connotations.

The main thematic groups of English verbs of motion of French origin are analyzed, including verbs denoting human movement, spatial motion, military

movement, ceremonial or formal motion, as well as verbs expressing rapid or chaotic movement. It has been established that a considerable number of these units are characterized by a high degree of polysemy and metaphorical extension.

It is demonstrated that the integration of French motion verbs into English was accompanied by phonetic, grammatical, and semantic adaptation. The English language actively incorporated Romance borrowings into its word-formation system, creating derived forms, phrasal constructions, and new semantic nuances.

It is concluded that English verbs of motion of French origin represent an important outcome of historical language contact between English and French, and their functioning demonstrates the interaction of etymological origin, semantic evolution, and pragmatic adaptation in Modern English. A перспективний direction for further research is the analysis of French borrowings in contemporary English digital and media discourse.

Keywords: verbs of motion, French borrowings, English language, French language, metaphorization, etymology, lexical-semantic group, Romance element, semantic adaptation, polysemy.

Постановка проблеми. У сучасному мовознавстві дедалі більшої актуальності набувають дослідження, пов’язані з історичною динамікою словникового складу мови, міжмовними контактами та механізмами лексичних запозичень. Особливий інтерес становлять ті лексичні групи, які не лише поповнили словниковий склад мови-реципієнта, а й істотно вплинули на розвиток її семантичної та функціональної систем. До таких груп належать англійські дієслова руху французького походження. Після нормандського завоювання Англії 1066 року французька мова протягом кількох століть залишалася мовою аристократії, адміністрації, судочинства, військової справи, культури тощо. Унаслідок цього англійська мова опинилася під впливом романської культури, що особливо позначилося на її лексичній системі. Значна кількість французьких дієслів була інтегрована до англійської мови, зокрема й дієслова руху, які поступово стали активною частиною англомовної комунікації. Дієслова руху є однією з базових лексико-семантичних груп у будь-якій мові, оскільки вони безпосередньо пов’язані з репрезентацією просторового досвіду людини. Водночас саме ця група демонструє високий рівень семантичної варіативності, метафоризації та стилістичної диференціації. Французькі запозичення значно розширили англійську систему дієслів руху, додавши нові відтінки, стилістичні регістри та моделі мовної репрезентації пересування. Особливість англійських дієслів руху французького походження полягає в тому, що вони функціонують паралельно з питомо германськими відповідниками.

Наприклад, поряд із питомо англійським дієсловом *go* активно вживаються французькі за походженням *proceed*, *advance*, *approach*, *march*, *return*, *arrive* тощо. У багатьох випадках такі одиниці набувають стилістично маркованого характеру, що зумовлює їхню функціональну специфіку. Проблематика ускладнюється тим, що французькі дієслова руху в англійській мові пройшли складний процес адаптації. Вони зазнали фонетичних, граматичних і семантичних змін, інтегрувалися в англійську словотвірну систему та набули нових контекстуальних значень. У результаті сучасне функціонування таких одиниць не завжди дозволяє безпосередньо співвіднести їх із французькими етимонами, тобто їхніми первісними формами.

Отже, необхідність комплексного аналізу англійських дієслів руху французького походження зумовлюється важливістю вивчення історичних мовних контактів, еволюції лексичної системи англійської мови та особливостей функціонування романських запозичень у сучасному англомовному дискурсі.

Аналіз останніх досліджень і публікацій. Проблематика мовних контактів між англійською та французькою мовами тривалий час перебуває у центрі уваги як зарубіжних, так і українських лінгвістів. Особливу увагу дослідники приділяють процесам лексичного запозичення, семантичної адаптації та функціонування романського елементу в англійській мові. Теоретичне підґрунтя для вивчення мовних контактів закладено у працях У. Вайнрайха, Е. Гаугена, Л. Блумфілда та Д. Крістала. У. Вайнрайх розглядав лексичні запозичення як результат тривалого міжмовного контакту та наголошував на важливості соціального чинника у процесі інтеграції іншомовної лексики [1]. Е. Гауген досліджував механізми адаптації іншомовних одиниць у мові-реципієнті та виділяв фонетичний, морфологічний і семантичний рівні інтеграції [2]. У сучасній англійській філології значну увагу проблемі французьких запозичень приділяли Д. Крістал, Т. Макартур, О. Есперсен та ін. Д. Крістал зазначає, що французька мова після нормандського завоювання стала одним із головних джерел поповнення англійського словникового складу, особливо в адміністративній, юридичній, культурній і військовій сферах [3]. Особливу роль у дослідженні дієслів руху відіграють праці Л. Талмі, який розробив теорію концептуалізації руху у мові. Учений доводить, що різні мови по-різному кодують траєкторію, спосіб і напрям руху [4]. Праці Л. Талмі є важливими для аналізу семантичної структури англійських дієслів руху французького походження. У сучасному мовознавстві значна увага приділяється також когнітивному аспекту дієслів руху. Дж. Лакофф та М. Джонсон розглядали рух як одну з базових концептуальних моделей людського мислення, що активно бере

участь у формуванні метафоричних структур [5]. Це пояснює високу здатність дієслів руху до семантичного розширення та метафоризації. В українському мовознавстві проблеми лексичних запозичень і семантичної адаптації досліджували О. Селіванова, В. Карабан, О. Потебня, І. Арнольд, Ю. Жлуктенко та ін. О. Селіванова розглядала процеси вторинної номінації та семантичної еволюції іншомовної лексики [6]. В. Карабан аналізував функціонування романських запозичень у сучасній англійській мові та особливості їх перекладу [7].

Попри значну кількість праць, присвячених французьким запозиченням в англійській мові, англійські дієслова руху французького походження залишаються недостатньо дослідженими саме у структурно-семантичному та функціональному аспектах. Недостатньо висвітленими є питання їх тематичної класифікації, прагматичної диференціації та особливостей сучасного функціонування.

Метою статті є дослідження структурно-семантичних, етимологічних та функціональних особливостей англійських дієслів руху французького походження.

Для досягнення поставленої мети передбачено виконання таких завдань:

- охарактеризувати історичні передумови проникнення французьких дієслів руху в англійську мову;
- визначити структурно-семантичні особливості англійських дієслів руху французького походження;
- здійснити тематичну класифікацію досліджуваних одиниць;
- проаналізувати процеси фонетичної, граматичної та семантичної адаптації;
- з’ясувати особливості функціонування французьких дієслів руху в сучасній англійській мові.

Виклад основного матеріалу. Історичні передумови проникнення французьких дієслів руху в англійську мову є одним із найяскравіших прикладів того, як масштабні геополітичні катастрофи назавжди змінюють лінгвістичний ландшафт цілих націй. Цей процес не був звичайним запозиченням слів через культурний обмін, він став результатом тривалого та глибокого соціально-політичного зближення двох абсолютно різних світів після Нормандського завоювання 1066 року. Коли війська нормандського герцога Вільгельма Завойовника розбили англосаксів у битві при Гастінгсі, стара германомовна еліта Англії була практично повністю знищена, а її місце зайняли франкомовні барони, лицарі та духовенство. У країні виникла унікальна мовна ієрархія, де давньоанглійська мова корінного населення перестала фігурувати серед багатьох верств населення,

залишившись лише у побуті, тоді як англо-нормандський діалект старофранцузької мови став єдиним інструментом влади, суду, закону та армії.

Протягом наступних століть нова аристократія мала керувати державою, будувати фортеці, збирати податки та організовувати військові походи, що вимагало постійної комунікації з англомовними підданими. Саме у цих сферах виникла гостра потреба у нових, чітких лексемах для опису переміщення та просторової навігації. Військова стратегія лицарів принесла в англійську мову дієслово *to march* (від старофранцузького *marcher* – укр. *крокувати*, що спочатку означало «*топтати*»), яке витіснило чи доповнило простіші германські назви ходьби під час пересування військ, а також дієслово *to advance* (фр. *avancer* – укр. *рухатися вперед*), що використовувалося на позначення тактичного маневру на полі бою. Потреба описувати тривалі мандрівки, які у середньовіччі завжди супроводжувалися труднощами, призвела до появи дієслова англ. *to travel*, яке походить від старофранцузького *travailler* – укр. *важко працювати*, що ідеально передавало тогочасні реалії небезпечних доріг. Своєю чергою, поняття офіційного денного переходу чи подорожі оформилося у дієслово *to journey* (від фр. *journée* – укр. *день*, *денна праця* або *шлях*).

Коли на початку XIII століття король Іоанн Безземельний втратив контроль над континентальною Нормандією, нормандська знать в Англії була змушена остаточно відрізати свої французькі корені та ідентифікувати себе як «англійці», щоб зберегти свої володіння. Вони почали активно переходити на місцеву англійську мову, проте, прагнучи підкреслити свій високий статус, витонченість та освіченість, вони свідомо насичували своє мовлення французькими словами. На той час центральний діалект французької мови з Парижа став символом європейської моди та дипломатії. Багата еліта більше не хотіла використовувати прості германські вирази, тому для кожної фізичної дії вони інтегрували французький відповідник, який мав більш офіційний або абстрактний відтінок. Замість базової конструкції англ. *to go in* з'явилося вишукане дієслово англ. *to enter* (від старофранцузького *entrer*), а замість англ. *to go away* чи *to leave* – дієслово англ. *to depart* (від фр. *départir*), яке використовувалося для маркування урочистого від'їзду чи початку дипломатичної місії.

Цей тривалий мовний контакт призвів не до знищення англійської мови, а до її колосального збагачення, створивши унікальну систему синонімів, де германські дієслова залишилися відповідальними за конкретний, щоденний і приземлений рух, а французькі запозичення взяли на себе функцію опису елітарних, дипломатичних, юридичних, військових процесів. Яскравим прикладом є дієслово англ. *to arrive*, яке прийшло зі

старофранцузької мови *arriver* – спочатку «причалити до берега», від латинського кореня *ripa* – укр. *берег*) і замінило германське *to come*, надавши події значення офіційного прибуття до пункту призначення. Поняття несподіваного порятунку чи втечі отримало французьке забарвлення у вигляді дієслова *to escape* (від фр. *eschaper* – буквально «вирватися з плаща, залишивши його в руках переслідувача»), що звучало значно динамічніше за давньоанглійські відповідники. Навіть ідея циклічного руху або повернення закріпилася через сучасне англ. *to return*, що походило від фр. *retorner* (укр. *повертатися*, *крутитися*), витіснивши складні германські конструкції. Зрештою, проникнення французьких дієслів руху в англійську мову продемонструвало, як мова завойовників, адаптуючись до місцевого середовища, перетворила англійську на гнучку, гібридну систему, де кожне переміщення в просторі отримало свій особливий стилістичний та соціальний статус.

Важливо зазначити, що багато з цих дієслів поступово втратили вузьку сферу функціонування та стали загальновживаними одиницями англійської мови.

Структурно-семантичні особливості англійських дієслів руху французького походження демонструють, як лінгвістична адаптація трансформувала запозичену лексику в потужний інструмент абстрактного мислення та офіційного дискурсу. На відміну від питомих германських дієслів, які тяжіють до конкретизації фізичного способу переміщення в просторі, романські запозичення сформували особливий пласт, що відрізняється вищим рівнем узагальнення, розвиненою полісемією та специфічною словотвірною моделлю. Ця диференціація є основою стилістичного багатства сучасної англійської мови.

У семантичному плані головна відмінність між германським субстратом і французьким суперстратом полягає в опозиції «конкретність – абстрактність». Германські дієслова детально описують біомеханіку руху або його безпосереднє фізичне середовище. Наприклад, дієслово англ. *to walk* вказує на пересування пішки у звичайному темпі, англ. *to run* – на швидкий біг, англ. *to go* – на нейтральну зміну локації, а англ. *to come* – на наближення. Натомість французькі запозичення деконструюють фізичні деталі, наголошуючи на соціальному контексті, цілеспрямованості або офіційному статусі дії. Французьке *marcher* позначає не просто прогулянку пішки, а суворо організоване, ритмічне пересування групи людей. Дієслово англ. *to proceed* переводить нейтральний рух англ. *to go* у площину офіційно регламентованої дії, а англ. *to arrive* надає факту прибуття значення завершеності важливого етапу або формального візиту, контрастуючи зі звичайним англ. *to come*. Саме через цю внутрішню денотативну

абстрактність французькі дієслова руху стали домінантними в офіційно-діловому стилі, науковому дискурсі, дипломатичному мовленні та військовій термінології. Вони маркують не індивідуальну поведінку людини, а процеси, підпорядковані протоколу чи стратегії.

У межах дослідження проаналізовано 72 англійські дієслова руху французького походження.

Л. Талмі поділяв дієслова руху відповідно до:

- способу руху (manner of motion);
- напряму руху (path of motion);
- інтенсивності руху;
- просторової орієнтації;
- прагматичної характеристики руху.

На основі цієї класифікації та аналізу французьких етимологічних словників було систематизовано англійські дієслова руху французького походження, які активно функціонують у сучасній англійській мові.

Аналіз засвідчив, що найбільшу групу становлять дієслова нейтрального просторового переміщення, які репрезентують базовий рух без конкретизації способу пересування. До цієї групи належать дієслова *to arrive, to enter, to return, to proceed, to pass, to depart, to approach, to reach, to transfer, to traverse, to exit, to migrate* та інші. Загалом було виявлено 18 одиниць, що становить приблизно 25% від загальної кількості досліджуваних дієслів.

Другу за чисельністю групу формують дієслова організованого, військового або контрольованого руху. У межах цієї категорії зафіксовано 12 дієслів, що становить близько 17% загального матеріалу. До неї належать *to march, to advance, to patrol, to manoeuvre, to retreat, to invade, to pursue, to deploy* та інші. Значна частина цих дієслів активно функціонувала у військовому дискурсі середньоанглійського періоду, що безпосередньо пов’язано з французьким впливом на військову лексику Англії.

Важливе місце посідають дієслова швидкого, інтенсивного або хаотичного руху. Було виявлено 10 одиниць, що становить приблизно 14% досліджуваного матеріалу. До цієї групи належать *to rush, to dart, to flee, to escape, to plunge, to burst, to scatter* та інші. Такі дієслова характеризуються підвищеною експресивністю та динамічністю. Вони часто передають емоційне напруження, небезпеку або неконтрольованість ситуації: Висока частотність цієї групи пояснюється прагненням англійської мови до деталізації інтенсивності руху та його емоційного компоненту.

Окрему структурно-семантичну групу становлять дієслова вертикального руху, кількість яких у дослідженні становить 6 одиниць, або приблизно 8%. До них належать *to ascend, to descend, to mount, to elevate, to*

rise та *to plunge*. Ці дієслова характеризуються чітко вираженим просторовим вектором руху — угору або вниз. Особливістю цієї групи є високий ступінь метафоризації. Вертикальний рух у багатьох випадках переосмислюється як соціальне або економічне зростання.

Під час аналізу також було виокремлено групу соціально або церемоніально маркованого руху, до якої належать *to promenade, to parade, to process, to escort* та *to circulate*. Загалом ця група охоплює 5 дієслів, що становить приблизно 7% від загальної кількості.

Особливістю таких одиниць полягає у поєднанні руху із соціальними факторами. Такі дієслова активно функціонують у художньому та публіцистичному дискурсі, де рух набуває символічного або статусного характеру.

Суттєву роль у структурі досліджуваної групи відіграють дієслова метафоричного або абстрактного руху. Було зафіксовано 8 одиниць, що становить приблизно 11% матеріалу. До цієї категорії належать *to progress, to evolve, to proceed, to transform, to shift, to develop* та *to advance*. Відповідно до теорії Л. Талмі, рух у подібних випадках передається не як фізичне переміщення, а як розвиток, зміна стану або процес трансформації. Такі одиниці демонструють високий рівень когнітивної продуктивності та активно функціонують у політичному, економічному й науковому дискурсах.

Останню групу становлять дієслова просторової орієнтації. У межах дослідження було виявлено 7 таких дієслів, що становить близько 10% загального матеріалу. До них належать *to traverse, to penetrate, to navigate, to invade, to cross, to circulate* та *to pass*. Ці одиниці характеризуються наявністю чіткої просторової траєкторії та подоланням певного середовища або перешкоди. У сучасному англомовному дискурсі більшість цих дієслів активно переосмислюються у сфері цифрової комунікації, де рух уже не є фізичним, а пов'язується з передачею інформації та віртуальною взаємодією.

Отже, проведений аналіз свідчить про те, що англійські дієслова руху французького походження характеризуються складною структурно-семантичною організацією та високим рівнем функціональної диференціації.

Найпродуктивнішою виявилася група нейтрального просторового переміщення (25%), що пояснюється базовою роллю таких одиниць у повсякденній та офіційній комунікації. Значну частку також становлять дієслова організованого руху (17%) і дієслова інтенсивного руху (14%), що свідчить про вагомий вплив військового та експресивного дискурсу на розвиток англійської дієслівної системи. Водночас високий показник метафоричних дієслів руху (11%) підтверджує когнітивну теорію Л. Талмі

щодо здатності просторових моделей репрезентувати абстрактні процеси та концептуальні зміни.

Процеси фонетичної, граматичної та семантичної адаптації англійських дієслів руху французького походження відображають складний шлях лінгвістичної асиміляції, під час якої запозичена романська лексика повністю підпорядкувався законам германської мовної системи. Фонетична інтеграція цих дієслів відбувалася під тиском закономірностей германської вимови, де ключову роль відіграв зсув наголосу за принципом германського рецесивного наголосу, при якому наголос у словах зафіксувався на початковому складі або на корені слова. Це чітко простежується на прикладі трансформації старофранцузького дієслова *avancér* в англійське *to advánce* або фр. *arriver* в англ. *to arríve*. Така зміна неминуче призвела до редукції та подальшого зникнення кінцевих голосних у дієслівних закінченнях, таких як -er або -ir. Внаслідок цього старофранцузькі форми на кшталт *passer* та *entrer* втратили свої фінальні звуки, перетворившись на англійські *to pass* та *to enter*. Окрім того, відбувалася фонетична адаптація приголосних звуків: специфічний французький шиплячий у слові *chasser* затвердів і трансформувався в англ. *to chase*, а початковий звук у слові *eschaper* зазнав повного випадіння, що зрештою дало англійській мові дієслово *to escape*.

Не менш радикальних змін зазнала й граматична структура запозичених одиниць, оскільки французьким дієсловам руху довелося входити в англійську морфологічну систему, яка на межі середньовіччя стрімко втрачала свої флексії. Першим етапом цієї адаптації стало повне відкидання романських інфінітивних закінчень, замість яких запозичені основи перейняли англійський аналітичний маркер інфінітива, а саме частку «to», як-от у конструкціях *to depart*, *to return* чи *to march*. Оскільки англійська мова на той час уже втратила здатність формувати нові дієслова із чергуванням голосних у корені, всі запозичені французькі лексеми адаптувалися та почали приймати стандартний германський суфікс -ed для утворення форм минулого часу (Past Simple) та дієприкметника (Past Participle). Наприклад, *arrive – arrived* або *proceed – proceeded*. Крім того, багато французьких дієслів руху, які в оригіналі були зворотними й вимагали «se» перед дієсловом (наприклад, фр. *se retirer* – укр. *відступати*, фр. *se déplacer* – укр. *переміщатися*), в англійській мові повністю позбулися цієї граматичної залежності й стали самостійними неперехідними дієсловами: англ. *to retire, to displace*.

Семантична асиміляція цих дієслів відбувалася в умовах жорсткої конкуренції з питомими германськими відповідниками. Потрапляючи в нове лінгвістичне середовище, французькі дієслова часто звужували своє первинне широке значення до конкретної офіційної чи термінологічної

сфери. Наприклад, якщо французьке дієслово *marcher* в оригіналі означає будь-яку ходьбу чи навіть роботу механізму, то в англійській мові *to march* звузилося до позначення виключно організованого пересування. Водночас відбувався й протилежний процес розширення значення через глибоку метафоризацію, коли первинний фізичний вектор руху ставав основою для абстрактних понять людської діяльності. Яскравим прикладом є дієслово *to pass* (від фр. *passer*, укр. *проходити повз*), яке в англійській мові розвинуло десятки переносних значень, таких як «проходити», якщо мова йде про час, «здавати іспит», «ухвалювати закон» чи «передавати предмет». Завдяки цим переосмисленням французькі дієслова руху автоматично посіли вищий щабель у соціолінгвістичній ієрархії, перетворившись на маркери літературного стилю та офіційного спілкування. Там, де германська лексика виражала побутовий чи емоційний факт, як-от англ. *to run away*, французькі запозичення пропонували дієслова на зразок *to abscond* (таємно втекти від правосуддя) чи *to elope* (таємно втекти з коханим під вінець), що зрештою забезпечило англійській мові її гнучкість та синонімічне різноманіття.

Щодо функціонування англійських дієслів руху французького походження у сучасній англійській мові, то воно визначається їхньою історично сформованою семантичною багатошаровістю та високою прагматичною варіативністю. У межах сучасного англомовного дискурсу ці одиниці демонструють тривалий процес інтеграції в германську мовну систему.

Передусім слід зазначити, що французькі дієслова руху в сучасній англійській мові виконують переважно функцію стилістично маркованих або формально-нейтральних еквівалентів питомо англійських дієслів. Відповідно до спостережень у корпусній лінгвістиці, такі одиниці значно частіше зустрічаються в офіційно-діловому, академічному та публіцистичному стилях, ніж у повсякденному мовленні. Це пояснюється їхньою історичною прив'язаністю до адміністративно-правового та військового дискурсу середньоанглійського періоду. У теоретичному плані доцільно спиратися на концепцію Л. Талмі, відповідно до якої рух у мові організується через співвідношення path-manner-ground. Французькі дієслова руху в англійській мові переважно реалізують компонент *path* (траєкторію руху), тоді як германські дієслова частіше кодують *manner* (спосіб руху). Саме це протиставлення визначає їх сучасне функціональне розмежування.

У сучасному офіційно-діловому та академічному дискурсі французькі дієслова руху виконують функцію підвищення рівня формальності висловлювання. Наприклад, дієслово англ. *to proceed* використовується для позначення організованого переходу до наступного етапу діяльності. Воно

замінює більш нейтральне англ. *to go on*, забезпечуючи об'єктивність конструкції. Аналогічно дієслово англ. *to advance* у сучасній англійській мові часто функціонує не лише як позначення фізичного руху вперед, а як прогрес в соціальній, технологічній або науковій сферах.

Важливою особливістю є також висока здатність французьких дієслів руху до метафоризації у сучасному медійному та політичному дискурсі. Такі дієслова як англ. *to progress, to transform* активно використовуються для опису економічних змін, політичних реформ тощо. Ще однією характерною рисою є тенденція до перетворення французьких дієслів руху у терміни. У сучасній англійській мові вони часто входять до складу наукової та професійної термінології. Наприклад, англ. *to migrate* використовується не лише у значенні фізичного переміщення людей, але й у сфері інформаційних технологій: англ. *data migrate, system migration*. Це свідчить про розширення семантичного потенціалу та вихід за межі первинної просторової семантики.

У художньому дискурсі французькі дієслова руху виконують іншу функцію, вони слугують для стилістичного забарвлення. Наприклад, дієслово англ. *to promenade* використовується для опису повільного, витонченого руху, що підкреслює соціальний статус або атмосферу сцени. У таких випадках рух набуває символічного та культурного значення.

Слід також зазначити, що у сучасній англійській мові французькі дієслова руху активно функціонують у цифровому дискурсі, де вони зазнають подальшої семантичної трансформації. Дієслова англ. *to circulate, to navigate* дедалі частіше використовуються для опису руху даних, інформації та користувацької взаємодії в цифрових середовищах. У прагматичному аспекті французькі дієслова руху виконують функцію нейтралізації емоційного забарвлення. Вони дозволяють уникати надмірної експресивності, характерної для розмовної мови, і забезпечують більш об'єктивну та структуровану подачу інформації.

Отже, функціонування французьких дієслів руху у сучасній англійській мові характеризується багаторівневістю: стилістичною, семантичною та дискурсивною (офіційний, науковий, медійний, цифровий простори). Їхня сучасна роль значною мірою визначається когнітивними механізмами концептуалізації руху, а також історично сформованою взаємодією германського та романського компонентів англійської мовної системи.

Висновки. У результаті проведеного дослідження встановлено, що англійські дієслова руху французького походження становлять окремий лексико-семантичний пласт сучасної англійської мови, який сформувався внаслідок тривалого історичного мовного контакту після нормандського

завоювання Англії. Їх поява та подальша еволюція є наслідком складної взаємодії романського та германського мовних компонентів, що зумовлено специфічним характером їхньої інтеграції в англійську мовну систему.

З'ясовано, що досліджувані одиниці характеризуються високим рівнем семантичної узагальненості, розвиненою полісемією та тенденцією до метафоричного переосмислення. На відміну від питомо англійських дієслів руху, французькі запозичення переважно кодують траєкторію руху та його соціально-прагматичні параметри, тоді як спосіб пересування часто залишається імпліцитним.

Встановлено, що в межах досліджуваного матеріалу найбільш репрезентативною є група дієслів нейтрального просторового переміщення, що свідчить про їхню базову комунікативну значущість. Водночас вагомими є також групи організованого (зокрема військового), інтенсивного руху, що підтверджує функціональне розширення категорії руху в англійській мові та її вихід за межі суто фізичної семантики.

Проаналізовано процеси фонетичної, граматичної та семантичної адаптації французьких дієслів руху, які засвідчили їх повну інтеграцію в англійську морфологічну систему. Зокрема, відбулося підпорядкування германським акцентним моделям, редукція флексій, уніфікація словозміни та включення запозичень у словотвірні процеси англійської мови. Семантична адаптація проявилася як у звуженні значень у певних контекстах, так і в їх подальшому метафоричному розширенні.

Встановлено, що у сучасному англомовному дискурсі французькі дієслова руху виконують переважно функцію стилістично маркованих або нейтрально-формальних одиниць, які забезпечують точність, об'єктивність та структурованість висловлювання. Вони активно функціонують у науковій, політичній, медійній та цифровій комунікації, демонструючи високу когнітивну продуктивність і здатність до термінологізації.

Отже, англійські дієслова руху французького походження є результатом складного історико-лінгвістичного процесу, у межах якого відбулося поєднання етимологічної спадщини, семантичної еволюції та функціональної адаптації. Перспективи подальших досліджень пов'язані з аналізом динаміки французьких запозичень у сучасному цифровому, медійному та корпусному англомовному дискурсі, а також із вивченням їх когнітивної репрезентації у процесах концептуалізації руху.

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СОМАТИЧНИЙ КОМПОНЕНТ 尻 («СІДНИЦІ») У СКЛАДІ ЯПОНСЬКИХ ФРАЗЕОЛОГІЧНИХ ОДИНИЦЬ: ЛЕКСИКО-СЕМАНТИЧНИЙ АНАЛІЗ

Анотація. Статтю присвячено лексико-семантичному аналізу японських фразеологічних одиниць із соматичним компонентом 尻 («сідниці»), що посідає специфічне місце в мовній картині світу японців. Актуальність дослідження зумовлена тим, що, попри значну частотність цього соматизму в японській фразеології, він залишається поза увагою системних досліджень. У роботі проаналізовано графічну та семантичну структуру ієрогліфа: встановлено його фоносемантичний характер, де елемент 尸 відображає архаїчний образ сидячого тіла, а 九 виконує фонетичну роль. Такий підхід дозволив простежити безпосередній зв'язок між первинними значеннями ієрогліфа та подальшим формуванням складних фразеологічних образів у процесі історичного розвитку мови. Окрему увагу приділено культурному контексту: доведено, що в японській традиції, порівняно з багатьма іншими світовими культурами, сідниці сприймаються підкреслено нейтрально й практично не табуюються в повсякденному мовленні. Ця відсутність соціальних та етичних обмежень сприяє їхній активній і різноплановій участі у процесах фразеологічного моделювання.

На основі аналізу масиву конкретних фразеологічних одиниць здійснено їхню класифікацію за трьома семантичними групами. Зокрема, виділено пласти лексики, в яких компонент 尻 виступає маркером прихованого недоліку особистості або є об'єктом публічного викриття таємниці. Через метафору сидіння характеризує поведінкову активність людини, охоплюючи такі стани, як пасивність, зволікання, імпульсивність або ж, навпаки, високу зосередженість та психологічну стійкість у складних

обставинах. Також розглянуто випадки, де цей соматизм не є самостійним носієм образності, а функціонує лише в межах цілісної конструкції, значення якої виникає внаслідок переосмислення всієї структури. З'ясовано, що ключовим механізмом семантичної деривації є метафоризація, пов'язана з тілесним досвідом і просторовими уявленнями про «задній план» або «завершення» чого-небудь. Зіставлення з українськими фразеологізмами засвідчує наявність функціональних відповідників, однак повна образна та семантична еквівалентність відсутня внаслідок міжкультурних відмінностей у сприйнятті тілесності.

Ключові слова: японська фразеологія, соматична фразеологія, лексико-семантичний аналіз, зіставний аналіз, соматизм, 尻.

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THE SOMATIC COMPONENT 尻 («BUTTOCKS») IN JAPANESE PHRASEOLOGICAL UNITS: A LEXICO-SEMANTIC ANALYSIS

Abstract. The paper focuses on the comprehensive lexical-semantic analysis of Japanese phraseological units containing the somatic component 尻 ("buttocks"), which occupies a specific place in the Japanese linguistic image of the world. The relevance of the study is primarily due to the fact that, despite the extremely high frequency of this somatism in the Japanese language, it has remained outside the scope of scholarly works and specialized linguistic research. The study examines the graphic and semantic structure of the character and establishes its phono-semantic nature, whereby the element 尸 conveys the image of a sitting body and 九 serves a phonetic function; the connection between the character's original meanings and the formation of phraseological imagery is also traced. The cultural context is addressed: in Japanese tradition, compared to many other cultures, the buttocks are perceived neutrally and are not subject to taboo, which facilitates their active involvement in phraseological formation.

Based on the analysis of specific phraseological units, a classification into three semantic groups is proposed. These include cases in which 尻 functions as a marker of a hidden flaw or an object of exposure; characterizes human behaviour through the metaphor of sitting (passivity, procrastination, impulsiveness,

concentration, steadiness); or does not act as an independent carrier of figurative meaning but operates as part of an idiomatic construction. The analysis reveals that the key mechanism of semantic derivation is metaphorization grounded in bodily experience and spatial conceptualizations ("behind", "end"). A contrastive analysis with Ukrainian phraseology identifies functional equivalents; however, full figurative and semantic correspondence is absent due to cross-cultural differences in the perception of the body.

Keywords: Japanese phraseology, somatic phraseology, lexical-semantic analysis, contrastive analysis, somatism, 尻.

Постановка проблеми. В сучасному мовознавстві фразеологія є одним із ключових рівнів мовного відтворення культурно обумовлених способів мислення. Особливо цікавою є соматична фразеологія, що безпосередньо пов'язана з тілесним досвідом людини та активно залучається до процесів метафоризації. Семантична гнучкість соматичних компонентів, що можуть одночасно виступати як у прямому значенні, так і формувати складні переносні та оцінні смисли, робить їх продуктивними і проблемними компонентами водночас, оскільки значення таких фразеологізмів не завжди піддаються однозначній класифікації. Так, інтерес становить соматизм 尻 */ɯipi/* («сідниці»), який вирізняється високою частотністю в японській фразеології та широким спектром семантичних реалізацій, проте механізми формування його переносних значень і принципи їхньої внутрішньої організації залишаються недостатньо дослідженими.

Додаткову складність становить міжкультурна різниця у сприйнятті цього соматичного компонента. У японській мовній картині світу 尻 функціонує відносно нейтрально та активно використовується у фразеологічному моделюванні різних значень. Натомість в українській культурі відповідний тілесний образ має більш обмежене, переважно стилістично знижене або табуйоване сприйняття, що впливає на інтуїтивне розуміння відповідних образів. Унаслідок цього мотивація японських фразеологізмів із компонентом 尻 не завжди є очевидною для носіїв іншої культурної традиції, що ускладнює їхню інтерпретацію та пошук адекватних перекладацьких відповідників.

Аналіз останніх досліджень і публікацій. До питання фразеології загалом та соматичної зокрема зверталася велика кількість як українських, так і зарубіжних дослідників. У праці українських лінгвістів В. Ужченка, Л. Скрипник, М. Алефіренка та ін. розглянуто різні аспекти функціювання та класифікації українських фразеологічних одиниць. Окремий напрям становлять дослідження японської фразеології, у межах яких вчені

розглядають питання її класифікації та функціювання (зокрема, Т. Комарницька), а також інтерпретацію фразеологізмів як носіїв національно-культурної специфіки (зокрема, Г. Саніна). Вивчення соматичної фразеології представлене у працях, присвячених ролі назв частин тіла у формуванні фразеологічних значень. Зокрема, О. Горошкевич акцентує увагу на їхньому функціюванні в процесі вивчення японської мови як іноземної. Г. Тазабекова пропонує лінгвокогнітивний підхід до аналізу фразеологізмів, однак його застосовано лише до окремих соматизмів. Водночас більшість праць зосереджена на найбільш уживаних компонентах, як-от 手 («рука»), 目 («око») чи 頭 («голова»), тоді як компонент 尻 розглядається побіжно – як ілюстративний матеріал або в межах словникових описів без системного аналізу.

У зв'язку з цим, **метою статті** є лексико-семантичний аналіз фразеологічних одиниць японської мови із соматичним компонентом 尻 та визначення культурних і семантичних чинників, що зумовлюють його функціювання. Зокрема передбачається дослідити графічну та семантичну структуру ієрогліфа 尻; проаналізувати культурний контекст сприйняття сідниць у японській культурі та його вплив на формування мовних образів; класифікувати фразеологічні одиниці із компонентом 尻 за семантичними групами; визначити особливості його вжитку у фразеологічних конструкціях в переносному й оцінному значеннях.

Виклад основного матеріалу. Ієрогліф 尻 складається з двох графічних компонентів: 尸 та 九. Таке поєднання може видаватися нелогічним, оскільки компонент 尸 у сучасному сприйнятті асоціюється з поняттям «труп», однак у давньокитайській писемній традиції він первісно позначав не мертве тіло, а тіло людини загалом або людину, яка сидить із зігнутими колінами. Загалом існує три основні тлумачення: (1) людина, що сидить високо (наприклад, на підставці); (2) людина, що сидить на землі, підібгавши ноги; (3) людина в позі навпочіпки. У давнину «сидіння» означало позу, подібну до сучасного стояння на колінах. Порівняно з такою позою або присіданням, сидіння сідницями на землі було зручнішим. У давніх жертовних обрядах живі, які були не в змозі винести смерть своїх близьких, використовували живу людину, яку називали 尸 /*ші*/, щоб та представляла померлого та отримувала жертвоприношення. Тому *ші* користувався пошаною і міг сидіти на підвищенні або на землі, що зумовило виникнення асоціації між роллю людини і її позою. Отже, значення ієрогліфа 尸 сформувалося під упливом ритуальної практики [1]. Компонент 九, в свою чергу, є числівником «дев'ять», який було обрано фонетично, а не семантично, щоб передати звучання знака в давньокитайській мові. При

запозиченні ієрогліфа 尻 в японську мову фактичне читання змінилося: японське 尻 читається як /*шірі*/, хоча фонетична роль 九 у китайському оригіналі залишилася. Отже, ієрогліф 尻 є прикладом фонетично-семантичного знака, де елемент 尸 виконує семантичну роль, вказуючи на тіло людини або сидячу позу, а 九 – фонетичну (в китайській мові). Поєднання цих компонентів відображає давнє уявлення про людське тіло, яке сидить, та нижню його частину, зокрема сідниці [2].

Частотність соматичного компонента 尻 у складі японських фразеологізмів зумовлена не лише особливостями його лексичного значення, але й специфікою культурного осмислення відповідної частини тіла в японському суспільстві. На відміну від багатьох західних культур, де сідниці часто мають виразно сексуалізований або табуйований характер, у традиційній японській культурі вони сприймаються значно більш нейтрально та повсякденно. Так, у неформальному опитуванні серед японських молодих чоловіків, опублікованому на платформі YouTube, більшість опитаних не висловлювали конкретних побажань щодо форми чи розміру сідниць своєї майбутньої партнерки [3], що свідчить про те, що навіть у сучасному культурному контексті сідниці здебільшого не сприймаються як центральний об’єкт об’єктивації чи еротизації. Таке ставлення пов’язане з історично сформованими нормами тілесності. Зокрема, практика спільного купання в гарячих джерелах (*онсен*), де перебування в одязі не є прийнятним, і всі відвідувачі купаються оголеними, а також поширена традиція спільного купання батьків із малими дітьми, сприяла формуванню неконфліктного й несексуалізованого сприйняття оголеного тіла в побуті [4, с. 194]. Японський традиційний одяг – кімоно – так само не підкреслює анатомічні форми, а формує узагальнений рівний силует [5]. Результати сучасних міжкультурних досліджень додатково підтверджують відсутність виразної естетичної або еротичної акцентуації сідниць у японському суспільстві. Зокрема, японські жінки демонструють найнижчий рівень задоволеності власними сідницями (2,23 за шкалою від 0 до 5, де 5 означає найбільшу задоволеність), однак при цьому виявляють найменше прагнення до їхньої хірургічної корекції (лише 4,3%). Крім того, сідниці як найбільш привабливу частину жіночого тіла обирає лише близько 5% респонденток у Японії, що істотно нижче порівняно з іншими культурами (наприклад, у США – 57%) [6, с. 5–11]. Така невідповідність між рівнем задоволеності та відсутністю прагнення до естетичного втручання може свідчити про те, що сідниці не займають центрального місця в японській системі тілесної привабливості.

Нейтральне сприйняття сідниць у японській культурі створює сприятливі умови для їхнього активного й вільного використання у

фразеології. У складі сталих висловів 尻, зокрема, легко піддається переосмисленню та часто набуває оцінного характеру. Аналіз фразеологічних одиниць із цим компонентом дає підстави класифікувати їх за характером семантичної реалізації соматизму. Отже, в межах досліджуваного матеріалу можемо виокремити такі групи: (1) 尻 як маркер недоліків, що підлягають приховуванню; (2) 尻 як символ внутрішніх мотивів і сутності дії; (3) фразеологізми, в яких компонент 尻 втрачає виразне образне навантаження.

У межах **першої групи** компонент 尻 пов'язаний із семантикою викриття, коли приховане стає очевидним через неповноту або недосконалість дії.

Так, вислів 「頭隠して尻隠さず」 /*атама какушіте шірі какусазу*/ («*Сховав голову, та не сховав дупу*») використовується для глузування з того, хто намагається приховати лише частину своєї провини чи недоліків, проте вважає, що приховав усе [7]. Вислів походить від образу фазана, який ховає голову в траві, але хвіст залишається на видноті [8]. Простежується чітке протиставлення: «голова» як центр свідомого контролю та «зад» як частина тіла, що залишається поза полем зору та контролю суб'єкта і є певним недоліком, який хочеться сховати, що, втім, є неефективним. Близьким українським відповідником до цього вислову є фразеологізм «*Шила в мішку не сховаєш*», який також виражає ідею неможливості повного приховування істини [8]. Однак суттєва семантична відмінність між цими одиницями полягає в тому, що український вислів акцентує на об'єктивній неминучості викриття, тоді як японський – на незграбності та частковості самого акту приховування.

Подібний принцип реалізується й у вислові 「尻が割れる」 /*шірі та вареру*/ («*Зад розкривається*»), що в сучасній японській мові описує викриття таємниці, прихованих фактів або злочину (часто через незграбність того, хто ховав) [7]. Попри комічну буквальність, соматизм уживається переносно на позначення прихованої або замаскованої інформації та, водночас, може означати «кінець, завершення», що пов'язує вислів із ідеєю розкриття фіналу [9]. Близькими українськими відповідниками за значенням є фразеологізми «*Таємне стає явним*» та «*Розкрити карти*». Вони передають ідею викриття прихованого, однак не відтворюють специфічну образність японського вислову, адже другий відповідник походить із європейської картярської традиції, де відкриття карт у грі символізує викриття намірів, а перший – з Євангелія: «*Нема нічого таємного, що не стало б явним*» (Марка 4:22; Луки 8:17) і в культурі використовується як узагальнене твердження про неминучість викриття таємниці [8].

Інший приклад 「言葉尻を捕らえる」 /*котоба-джірі о тораеру*/ («*Схопити зад слова*») означає чіплятися до дрібних деталей висловлювання [10]. Тут соматизм ужитий у значенні не фізичної частини тіла, а фіналі, кінця слова чи висловлювання. Образ базується на просторовій метафорі «заду» як залишкової частини, через яку виявляють помилки, неточності або прихований сенс. Український зворот «*Чіплятися до слів*» передає ту саму ідею надмірної уваги до формулювання вислову з метою виявити невідповідності або таємниці.

Вислів 「尻拭いをする」 /*шірінуґуї о суру*/ у японській мові буквально означає «*Підтирати зад*», але в переносному значенні описує виправлення чужих помилок, розгрібання наслідків чиєїсь необачності або халатності [7]. В українській мові серед подібних зворотів можемо пригадати «*Підтирати за кимось*», «*Розгрібати за кимось*» чи передати описово як «*Виправляти чужі помилки*», що, як і японський оригінал, підкреслює те, як суб'єкт бере на себе наслідки дій іншої особи, часто вимушено.

До цієї групи можна віднести й вислів 「頭でっかち尻つぼみ」 /*атама деккачі шірі цубомі*/ («*Велика голова – звужений зад*»), що описує ситуацію, коли щось починається з великим розмахом, але завершується слабко чи безрезультатно [7]. Компонент 尻 тут позначає фінал дії, який виявляє невідповідність між початковими намірами та результатом. На відміну від інших прикладів, він не прямо викриває приховане, а функціонує як показник невдалого завершення, що опосередковано засвідчує неспроможність початкового задуму. Український аналог «*Почав з живими, скінчив зі святими*» передає загальне значення, однак не відтворює образності оригіналу [8].

В усіх розглянутих випадках компонент 尻 репрезентує слабке місце, аспект, який важко приховати, або те, що потребує виправлення. Ця частина тіла перебуває поза полем зору суб'єкта, що створює когнітивну метафору: те, що «залишається позаду», легко вислизає з-під контролю, але може стати помітним для інших. У перших трьох випадках 尻 символізує недолік або те, що легко викривається. У четвертому – виступає як помилка чи наслідок чужої дії, що потребує усунення. Тобто в усіх випадках соматизм репрезентує певний недолік, але з різних боків: як слабке місце, щось приховане або щось недосконале.

Друга група фразеологізмів демонструє зв'язок компонента 尻 із позицією сидіння, яка метафорично осмислюється як показник поведінкової активності – від інертності та зволікання до надмірної імпульсивності та легковажності.

Так, 「尻が重い」 */шірі та омої/* («*Важкий зад*») позначає нездатність діяти через те, що це створює труднощі, або повільність у діях [11]. Це одна з прямих тілесних метафор: пасивність пояснюється «вагою» частини тіла, на якій людина сидить. Українським відповідником до вислову може бути «*Важкий на підйом*», що описує особу, яка неохоче береться за що-небудь, не любить виходити, переїздити куди-небудь [8], та він є лише частковим: передає загальний образ повільності або небажання діяти, однак не має конкретного тілесного акценту.

Фразеологізм 「軽い返事に重い尻」 */каруї хенджі ні омої шірі/* («*На легку відповідь – важкий зад*») описує людину, яка дає негайну ствердну відповідь, але потім не береться за виконання обіцянки [7]. Вислів має виразно критичне забарвлення, оскільки в японському суспільстві велике значення надається відповідальності за власні слова, пунктуальності та надійності у виконанні обіцянок. Соціальні норми передбачають, що сказане слово має бути підтверджене дією, тому подібна поведінка сприймається негативно [12]. Близькими українськими варіантами є «*Годувати обіцянками*» або «*Годувати жданиками*» [13], які збігаються з японськими в контексті пустої швидкої згоди, однак підкреслюють багаторазовість і регулярність такої поведінки, тоді як японський аналог більше акцентує на загальній невідповідності між швидкою відповіддю та повільним переходом до дії, без наголосу на повторюваності.

Вислів 「尻が軽い」 */шірі та каруї/* («*Легкий зад*») є антонімом до 「尻が重い」 та дає оцінну характеристику людини, яка виявляє легковажність і схильність діяти імпульсивно, без належного обдумування наслідків. У деяких контекстах, зокрема щодо жінок, фразеологізм може набувати додаткового оцінного відтінку: схильність до непостійності або легковажності у стосунках [7]. «Легкість» тут має здебільшого негативну конотацію, оскільки підкреслює надмірну імпульсивність і відсутність стриманості. В українській мові близьким за значенням можна вважати вислів «*Вітер у голові свище*», що також характеризує імпульсивну поведінку без достатнього планування та обдумування наслідків [8].

Поєднання із іншим прикметником – 「尻が長い」 */шірі та нагаї/* («*Дупа довга*») – несе легкий іронічний або критичний відтінок і використовується для характеристики людини, яка має звичку надто довго залишатися в одному місці, засиджується довше, ніж це прийнято за етикетними нормами, не поспішає завершувати візит або розмову [7]. Найчастіше вислів уживається в побутовому мовленні, коли йдеться про ситуації тривалого перебування у гостях, у кафе, на роботі або під час дружніх зустрічей. У японській комунікативній культурі, де значна увага приділяється соціальній гармонії та дотриманню неписаних правил

поведінки, затримування співрозмовника може сприйматися як порушення етикету [14]. Влучним українським відповідником є просторічне слово «*засиджуватися*» [8], що так само передає стан людини, яка втратила відчуття часу, зловживає гостинністю господарів і не поспішає йти додому.

Вислів 「尻が暖まる」 /*шірі ґа ататамару*/ («*Зад нагрівається*») позначає стан, коли людина довгий час перебуває на одному місці та поступово звикає до нього, після певного періоду адаптації починає почуватися комфортно в новому середовищі, наприклад, на роботі, в колективі чи в новому домі [7]. Водночас іноді фразеологізм може натякати на небажання покидати зону комфорту. Його образна основа пов'язана з тілесним досвідом сидіння, а прикметник 暖まる/*ататамару*/ («*нагріватися*», «*ставати теплим*») відсилає до фізичного відчуття тепла, яке виникає після тривалого перебування на одному місці. Для кращого розуміння ролі «тепла» в японській мові варто згадати вислів 「席の暖まる暇もない」 /*секі но ататамару хіма мо наї*/ («*Не мати часу навіть сидіння нагріти*»), що описує надзвичайну зайнятість, коли людина ніде надовго не затримується [15]. Це протиставлення підтверджує, що в деяких випадках фізичне нагрівання місця є в японській культурі мірилом стабільності. В українській мові повним відповідником є фразеологізм «*Нагріти місце*», що так само передає процес адаптації через метафору фізичного тепла [8].

Вислів 「尻を据える」 /*шірі о суеру*/ («*Міцно сісти*» або «*Влаштуватися сидячи*») позначає ситуацію, коли людина серйозно береться за справу і налаштована працювати над нею тривалий час без відволікання і зміни діяльності [16], підкреслює зосередженість, наполегливість і готовність залишатися на одному місці доти, доки завдання не буде виконано. Українським аналогом цього можна вважати вислів «*Закочувати рукава*», який передає налаштованість людини активно, серйозно й наполегливо взятися за роботу [8]. На відміну від іронічно-критичного «*довгого заду*», вислів «*міцно сісти*» несе переважно позитивну оцінку, оскільки тривале сидіння метафорично пов'язується не з пасивністю, а з серйозним ставленням до справи та прагненням довести її до завершення. Таким чином, соматизм 尻 функціонує як образний показник стабільності та зосередженості, що відображає готовність людини «осісти» чи «не сходити з місця» задля виконання конкретного завдання.

Фразеологізмом 「尻を落ち着ける」 /*шірі о очі-цукеру*/ («*Заспокоїти свій зад*») коментують людину, яка раніше часто змінювала місце роботи, житло або інші обставини і в результаті приходить до стабільності, тривалий час перебуває у певному середовищі [10]. Українським функціональним відповідником можна вважати зворот «*Пустити коріння*», який передає

ідею осідання та поступового звикання до нового місця проживання чи роботи [17]. Вислів 「尻を落ち着ける」 семантично схожий на 「尻が暖まる」, оскільки обидва підкреслюють тривале перебування на одному місці та адаптацію до нього, та різниця полягає в нюансі оцінки: «*нагрітий зад*» більше описує звикання та комфорт у новому середовищі, тоді як «*спокійний зад*» підкреслює завершення періоду нестабільності.

Таким чином, соматичний компонент 尻 у японських фразеологізмах також служить універсальним маркером поведінкової активності або пасивності. Через метафору сидіння він дозволяє передавати різні оцінки: від лінощів і легковажності до зосередженості та наполегливості, а варіації прикметників чи дієслів і контексту використання створюють багатошарову систему значень, що відображає поведінкові характеристики людини.

Крім того, розглянемо **третю групу** фразеологічних одиниць, де компонент 尻 не виконує самостійної образної функції, а зберігає своє пряме значення. У таких випадках переносний зміст формується в межах усієї фразеологічної конструкції через поєднання з іншими компонентами.

Так, фразеологізм 「尻馬に乗る」 */шірі ума ні нору/* («*Сісти на зад коня*») означає діяти за прикладом іншого, слідувати чужій ініціативі або підтримувати когось без власної активної позиції [7]. Образ «заду» тут не має прямого тілесного сенсу: людина, що «сідає на зад коня», фактично просто їде туди, куди їде вершник, не керуючи ситуацією. Історично цей вислів пов’язаний із побутовою практикою пересування на конях, коли другорядна особа могла приєднуватися до вершника, рухаючись за його маршрутом. Частковий український аналог «*Іти у фарватері*» означає слідувати вже прокладеним шляхом, часто з часовою дистанцією [17] , тоді як японський вислів підкреслює миттєве, ситуативне приєднання до чужої дії – «рух разом у той самий момент». У цьому сенсі ближчим є фразеологізм «*Плисти за течією*», який підкреслює пасивне підкорення зовнішньому рухові без власної ініціативи [8], проте й він є лише частковим, оскільки описує радше підкорення обставинам, ніж наслідування іншої особи.

Вислів 「尻が青い」 */шірі га аої/* («*Дупа синя*») означає незрілість, життєву чи професіональну недосвідченість та походить від спостереження, що у маленьких дітей на сідницях часто з’являються синці або синюваті плями [7]. Таке порівняння часто вживається щодо молоді або тих, хто робить помилки через брак практики. Близьким до цього звороту за змістом є фразеологізм «*Ще молоко на губах не висохло*», який також передає уявлення про молодість, відсутність життєвого досвіду та незрілість людини, а образність пов’язана з немовлям. Серед «кольорових» аналогів пригадаймо слово «*Зелений*», що також асоціюється із молодими незрілими

плодами рослин. Як і японський аналог, ці вислови часто несуть легкий іронічний або зневажливий відтінок щодо тих, кому бракує досвіду або «зрілості мислення» [8].

Фразеологізм 「尻に目薬」 /*шірі ні мегусурі*/ («*Краплі для очей в зад*») описує ситуацію, коли дії є повністю недоречними, неефективними, беззмістовними або марними, а результат від них відсутній [18], й виник із уявлення про абсурдність ситуації, коли краплі для лікування очей застосовують не за призначенням, через що вони не можуть мати жодного ефекту. Серед близьких українських фразеологізмів пригадаємо «*Як мертвому кадило*», образність якого походить із уявлення про марність медичної допомоги, яка вже не може вплинути на стан мертвого, і тому будь-які зусилля є безрезультатними [8]. Обидва приклади глузливо підкреслюють невідповідність між безглуздою дією в надії щось виправити та очікуваним ефектом.

Вислів 「猿の尻笑い」 /*сару но шірі вараї*/ («*Сміятися з мавп'ячої дупи*») описує ситуацію, коли людина зосереджується на слабкостях інших, не усвідомлюючи власних. Образна основа фразеологізму пов'язана зі спостереженням за мавпами: у деяких видів сідниці мають яскраве забарвлення, і коли одна мавпа сміється з іншої, вона не помічає, що її власний зад виглядає так само [9]. Вислів перегукується з іншими, де компонент 尻 пов'язаний із семантикою слабкого місця або викриття. Найближчим українським відповідником є фразеологізм «*У чужому оці порошинку бачить, а у своєму колоди не помічає*», що має біблійне походження (Матвія 7:3-4) і передає ідею зосередження на чужих недоліках при ігноруванні власних.

На додачу пригадаємо приклад 「酒買って尻切られる」 /*саке катте шірі кірареру*/ («*Купити саке й мати порізану дупу*»), що означає відповідь злом за добро, невдячність за зроблену послугу [7]. Тут формується метафора несправедливої відплати: добрий вчинок (пригостити саке) призводить до небажаного результату. Серед українських аналогів можемо пригадати вислів «*Змію на грудях пригріти*», що також передає ідею негативної реакції на позитивну дію (аж до завдання фізичної шкоди) [8].

Таким чином, у цій групі фразеологізмів соматизм 尻 зберігає пряме значення, тоді як образність формується на рівні всієї фразеологічної одиниці через поєднання з іншими словами та контекст. Це дозволяє оцінювати соціальні аспекти, поведінку та моральні якості людини без індивідуальної метафоризації самого компонента.

Отже, можемо стверджувати, що соматичний елемент 尻 в японській фразеології характеризується різноманітністю ролей, функціонує як у прямому, так і в переносному значенні, де останнє формується на основі

тілесного досвіду людини, зокрема, уявлень про положення тіла та фізичні характеристики. Зіставний аналіз з українською мовою демонструє наявність функціональних відповідників, повна семантична й образна еквівалентність яких водночас є обмеженою, що зумовлено відмінностями у культурних моделях тілесності та механізмах метафоризації. Таким чином, соматизм 尻 відіграє важливу роль у формуванні значення фразеологічних одиниць, що зумовлює необхідність подальшого аналізу особливостей його переносного та оцінного вживання.

Висновки. На підставі етимологічного, лексико-семантичного, контекстуального та зіставного аналізу з'ясовано особливості функціювання соматичного компонента 尻 у японській фразеології. Встановлено, що графічна структура цього ієрогліфа має фонетично-семантичний характер. Аналіз культурного контексту демонструє більш нейтральне і менш табуйоване сприйняття сідниць у японському суспільстві, ніж у багатьох інших, тому компонент 尻 активно бере участь у метафоризації. Класифікація досліджуваного матеріалу дала змогу виокремити три основні семантичні групи фразеологізмів, у яких 尻: позначає слабке місце, прихований недолік або об'єкт викриття; виступає маркером поведінкової активності через метафору сидіння; не є основним носієм образності, а входить до складу цілісної ідіоматичної моделі. Також часто цей соматизм несе додаткове просторове значення: кінець, фінал, край. З'ясовано, що ключовим механізмом семантичної деривації є метафоризація, заснована на тілесному досвіді. В переносному й оцінному вжитку 尻 часто актуалізує іронічні, критичні та негативно-оцінні конотації, пов'язані з нерішучістю, легковажністю, викриттям недоліків або необхідністю усунення наслідків чужих дій, хоча в окремих випадках може маркувати зосередженість і стійкість. Перспективними є подальші зіставні дослідження японських соматичних фразеологізмів, а також уточнення перекладацьких стратегій для одиниць із частковою або відсутньою образною еквівалентністю.

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ЛІНГВОСТИЛІСТИКА ХУДОЖНЬОГО ПЕРЕКЛАДУ ФЕНТЕЗІ: ВІД ЖАНРОВОЇ МАТРИЦІ ДО ІНДИВІДУАЛЬНОГО СТИЛЮ ПЕРЕКЛАДАЧА

Анотація. Статтю присвячено дослідженню лінгвостилістичних особливостей жанру фентезі та специфіки їх відтворення українською мовою. Розглянуто основні теоретичні підходи до осмислення фентезі як жанру художньої літератури, зокрема концепції «фантастичного» та «чудесного», а також підходи до аналізу жанрово-стильових домінант фентезійного тексту.

Проаналізовано основні перекладацькі стратегії, що застосовуються під час передачі специфічних елементів фентезійного дискурсу. Особливу увагу приділено відтворенню власних назв, неологізмів, культурно маркованих одиниць і реалій вигаданого світу, які виконують не лише номінативну, а й стилістичну та смислотворчу функції. Установлено, що вибір перекладацьких рішень детермінується низкою чинників, серед яких провідними є необхідність збереження жанрової цілісності тексту, відтворення його стилістичної тональності, відповідність нормам цільової мови та забезпечення адекватного прагматичного впливу на реципієнта.

Обґрунтовано тезу про активну роль перекладача як інтерпретатора, який не лише відтворює зміст, а й бере участь у реконструкції та конструюванні художнього світу перекладеного тексту, що особливо актуально у випадку дитячої та підліткової літератури. Такий підхід передбачає врахування когнітивних і культурних аспектів сприйняття, а також індивідуального стилю автора. У результаті переклад постає як складний творчий процес, у межах якого формуються нові смислові зв’язки та забезпечується функціонування тексту в іншомовному й іншокультурному середовищі.

Зроблено висновок, що переклад фентезі є складним процесом, який потребує комплексного підходу з урахуванням лінгвістичних, когнітивних і культурних чинників. Отримані результати можуть бути використані в подальших дослідженнях перекладу художніх текстів, а також у практиці підготовки перекладачів.

Ключові слова: інтертекстуальність, лінгвостилістика, неологізми, ономастика, переклад, фентезі, художній текст.

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LINGUOSTYLISTICS OF FANTASY LITERARY TRANSLATION: FROM GENRE MATRIX TO THE TRANSLATOR'S INDIVIDUAL STYLE

Abstract. The article is devoted to the study of the linguostylistic features of the fantasy genre and the specifics of their rendering in Ukrainian. The main theoretical approaches to understanding fantasy as a genre of fiction are considered, in particular the concepts of the "fantastic" and the "marvelous," as well as approaches to analyzing the genre-stylistic dominants of a fantasy text.

The main translation strategies used in conveying specific elements of fantasy discourse are analyzed. Particular attention is paid to the rendering of proper names, neologisms, culturally marked units, and the realities of the fictional world, which perform not only nominative but also stylistic and meaning-making functions. It is established that the choice of translation solutions is determined by a range of factors, among which the most significant are the need to preserve the genre integrity of the text, to reproduce its stylistic tone, to comply with the norms of the target language, and to ensure an adequate pragmatic effect on the recipient.

The thesis about the active role of the translator as an interpreter is substantiated, emphasizing that the translator not only conveys meaning but also participates in the reconstruction and construction of the artistic world of the translated text, which is particularly relevant in the case of children's and young adult literature. This approach involves consideration of cognitive and cultural aspects of perception, as well as the author's individual style. As a result, translation is viewed as a complex creative process in which new semantic

connections are formed and the functioning of the text in a different linguistic and cultural environment is ensured.

It is concluded that fantasy translation is a complex process that requires a comprehensive approach, taking into account linguistic, cognitive, and cultural factors. The findings can be applied in further research on literary translation as well as in translator training practice.

Keywords: intertextuality, linguostylistics, neologisms, onomastics, translation, fantasy, literary text.

Постановка проблеми. У сучасному перекладознавстві проблема відтворення лінгвостилістичних особливостей художніх текстів, зокрема жанру фентезі, набуває особливої актуальності. Це зумовлено специфікою фентезійного дискурсу, який поєднує елементи вигаданого світу, складну ономастичну систему, неологізми, жанрово зумовлені стилістичні маркери та інтертекстуальні зв'язки. Водночас переклад таких текстів виходить за межі простого відтворення змісту і передбачає реконструкцію цілісної жанрової моделі, що функціонує відповідно до власних наративних і стилістичних конвенцій.

Попри значну кількість досліджень, присвячених проблемам перекладу художньої літератури, питання адекватного відтворення жанрово-стильових домінант фентезі залишається недостатньо розробленим.

Зокрема, дискусійними є аспекти перекладу власних назв, неологізмів, культурно маркованих елементів, а також збереження жанрової атмосфери та ефекту «прийнятності неможливого». Відсутність універсальних перекладацьких стратегій у цій сфері зумовлює необхідність комплексного аналізу перекладацьких рішень з урахуванням лінгвістичних, когнітивних і культурних чинників.

Отже, постає проблема визначення ефективних стратегій відтворення лінгвостилістичних особливостей фентезійного тексту в перекладі, які б забезпечували збереження його жанрової специфіки, семантичної цілісності та прагматичного впливу на реципієнта.

Аналіз останніх досліджень. Проблематика перекладу фентезійної літератури та відтворення її лінгвостилістичних особливостей активно досліджується як в українському, так і в зарубіжному перекладознавстві. У працях українських науковців (К. Вороніна, П. Ткач, О. Шапошник) основну увагу зосереджено на перекладі власних назв, поетонімів, хронотопних маркерів і жанрово специфічних елементів фентезі. Дослідження В. Гури акцентує на тексто-типологічних і наративних характеристиках фентезі як жанру дитячої літератури, тоді як М.-А. Г. Лисович та С. М. Альбона, а також В. Попелюк аналізують проблеми відтворення авторського ідіостилю

в перекладі. Зарубіжні дослідження (Р. Чачія, М. Маркович; Д. Гуттфельд; Е. Яленяускене) зосереджені на стратегіях перекладу неологізмів і власних назв, що становлять важливий компонент фентезійного тексту. Концепція Т. Тодорова та есе Дж. Р. Р. Толкіна закладають теоретичне підґрунтя для розмежування форм фантастичного й осмислення природи вигаданого світу. Окремі дослідження (О. Лека-Пауль) звертаються до когнітивних і поведінкових аспектів перекладацької діяльності.

Попри значну кількість праць, низка питань залишається недостатньо розробленою, зокрема комплексне відтворення лінгвостилістичних домінант фентезійного тексту в перекладі з урахуванням ідіостилю перекладача, що зумовлює актуальність подальших досліджень у цьому напрямі.

Мета статті. Метою статті є комплексний аналіз лінгвостилістичних особливостей жанру фентезі та визначення ефективних перекладацьких стратегій їх відтворення українською мовою з урахуванням жанрово-стильових домінант, ономастичних структур, неологізмів і культурно маркованих елементів, що забезпечують цілісність художнього світу та адекватне сприйняття тексту реципієнтом.

Виклад основного матеріалу дослідження. Фентезі як жанр художньої прози характеризується унікальною моделлю світу та специфічними методами створення тексту: воно оформлює «неможливе» як внутрішньо логічне, що, у свою чергу, вимагає від автора і реципієнта особливих стратегій для спільного творення сенсу. В аспекті перекладу це вказує на те, що відтворювати слід не лише фабулу, а й жанрово-стильову структуру: наративні конвенції, регістрову організацію, образність, ономастику, неологізм, інтертекстуальні сигнали та риторику «чарівного світу».

У теоретичних дослідженнях «нереального» в літературі важливо відокремлювати фентезі від більш широкого спектра фантастичного або фантастики. Класичний поділ пропонує Ц. Тодоров. Незважаючи на те, що праця цього автора вийшла у 1973 році, вона все ще залишається одним із основоположних і концептуально ключових досліджень у теорії фантастики. Її значущість обумовлена тим, що запропонована автором типологія набула класичного статусу і широко використовується в сучасних дослідженнях літературознавства та перекладознавства. Тодоров визначає фантастичне як окремий літературний жанр, розташований між «дивним» і «чудесним». Це сфера неоднозначності, вагання щодо «природного» чи «надприродного» характеру описаних подій: невпевненість читача у статусі зображених подій є необхідною умовою фантастичного. Якщо події зрештою пояснюються природними причинами, ми опиняємося у сфері дивного; якщо ж підтверджується їхній надприродний характер – у сфері

чудесного. Таким чином, фантастичне є перехідним жанром, заснованим на нерозв'язаних структурних напруженнях. Серед структурних елементів фентезі він виділяє: побудову світу: створення детально розроблених фантастичних світів із власними законами; наративні елементи: квестові структури, шлях героя; теми: боротьба добра і зла, технологічний прогрес, людська ідентичність; мовні особливості: вигадані мови, технічна термінологія. [**1, с. 75**].

Есе Дж. Р. Р. Толкіна «Про казкові історії» має важливе значення для розуміння жанру фентезі. У ньому пояснюється, як створюється переконливий чарівний світ і чому читач готовий приймати його правила [2]. Це відбувається тоді, коли світ твору логічно побудований і внутрішньо послідовний – у такому разі читач починає вірити в нього. У перекладі цей принцип є ключовим, адже будь-які стилістичні неточності – невдалий мовний регістр, випадкове оновлення лексики або порушення синтаксису – можуть зруйнувати цю довіру і послабити відчуття реальності вигаданого світу.

Водночас перекладач має враховувати специфіку авторської мово-творчості, яка у фентезі часто базується на архаїзації, символізації та стилізації мовлення. Особливу роль відіграє відтворення індивідуального стилю автора, оскільки він забезпечує цілісність художнього світу та емоційний вплив на реципієнта. Для жанру фентезі також характерне активне використання неологізмів і культурно маркованих елементів, що ускладнює процес міжмовної передачі. У таких випадках перекладачеві необхідно поєднувати точність відтворення змісту з адаптацією тексту до мовних і культурних норм цільової аудиторії. У цьому контексті переклад фентезі постає не лише як мовне відтворення тексту, а як процес реконструкції цілісної жанрово-стилістичної системи твору.

Сучасні дослідження жанру пропонують типології, які допомагають пов'язати наративну структуру з мовною риторикою. Фарах Мендельсон, зокрема, характеризує фентезі через стосунки героя зі світом фантастичного та виділяє портально-квестове фентезі (герой потрапляє в інший світ через портал і виконує місію), занурювальне фентезі (світ подається як уже наявний, читач одразу опиняється в ньому), фентезі вторгнення (магія з'являється у звичайному житті) та порогове фентезі (межа між реальним і фантастичним розмита і не до кінця зрозуміло, що реальне) [**3**]. Це методологічно важливо, оскільки різні підтипи фентезі мають схильність до різних стилістичних домінант. Наприклад, портально-квестове фентезі часто загострює контраст між «нашим» і «іншим» світом через реєстр і лексику (звичайна реальність проти урочисто-міфологічного опису), а занурювальне фентезі зазвичай з самого початку нормалізує магічне і

вимагає стійкої внутрішньої термінології, ономастики та системи культурних маркерів.

Зі свого боку, Б. Аттебері підкреслює, що «фентезі ґрунтується на системі стратегій, які дозволяють створити ефект правдоподібного неможливого, а також на здатності читача розпізнавати характерні жанрові сигнали» [4, с. 37]. Ідеться про те, що читач сприймає вигаданий світ як переконливий не лише завдяки сюжету, а й через сукупність мовних і стилістичних елементів, які формують уявлення про жанр фентезі. До таких сигналів належать особливості опису магії, типові моделі побудови художнього світу, специфічна лексика, архаїзовані елементи мовлення, символічні образи та система власних назв. Ці одиниці створюють у реципієнтів очікування певного типу оповіді й допомагають розпізнати жанрову природу тексту.

Все це необхідно враховувати у процесі перекладу, оскільки перекладач має не лише передати зміст твору, а й зберегти жанрові ознаки. Втрата або спрощення жанрових індикаторів може послабити атмосферу фентезі та змінити спосіб сприйняття тексту цільовою аудиторією. Наприклад, надмірна модернізація лексики або нейтралізація стилю здатні зруйнувати відчуття чарівного світу та порушити внутрішню логіку твору.

Для аналізу перекладу фентезі важливо визначити ті елементи тексту, які мають системний характер і регулярно повторюються в різних творах жанру, формуючи своєрідну жанрову матрицю. Йдеться не лише про окремі мовні засоби, а про цілісну модель художнього світу, яка створює впізнавану атмосферу фентезі.

Погоджуючись із поглядами Дж. Р. Р. Толкіна, дослідники лінгвостилістики насамперед акцентують увагу на світобудові твору та концептуальній лексиці, що забезпечує функціонування вигаданого світу. Ці компоненти визначають внутрішню логіку тексту та формують у читача відчуття цілісності й достовірності художньої реальності.

Фентезі створює так званий вторинний світ – окремий художній простір із власною історією, культурою, географією, соціальними структурами та системою цінностей. У межах такого світу функціонують вигадані держави, магічні інституції, міфологічні істоти, особливі предмети, ритуали та правила магії. Для їхнього опису автори використовують специфічну лексику, яка формує окремі лексико-семантичні поля: назви рас і фантастичних істот, географічні назви, позначення соціальних ролей, артефактів, зброї, магічних явищ тощо. У процесі перекладу всі ці елементи повинні залишатися внутрішньо узгодженими, оскільки навіть незначна термінологічна непослідовність може порушити цілісність вигаданого світу та ускладнити його сприйняття читачем [2]. Особливого значення це

набуває у зв'язку з концепцією «вторинного переконання», запропонованою Толкіном. Її сутність полягає в тому, що читач готовий повірити у вигаданий світ лише за умови його логічної послідовності та внутрішньої достовірності. Якщо мовне оформлення тексту суперечить законам цього світу, містить стилістичні невідповідності або випадкові модернізації, ефект занурення руйнується. Тому перекладач має відтворювати не лише зміст окремих одиниць, а й загальну систему жанрових маркерів, які забезпечують довіру до художньої реальності та підтримують жанрову цілісність твору.

Іншою важливою складовою жанрової матриці фентезі є ономастика. Для цього жанру характерні складні системи власних назв, які виконують не лише номінативну, а й смислотворчу та стилістичну функції. Імена персонажів, назви держав, міст, магічних артефактів або фантастичних істот часто містять етимологічні алюзії, приховані значення, звукові асоціації чи культурні натяки [5, с. 60]. Завдяки цьому власні назви стають важливим елементом побудови художнього світу та допомагають формувати його структуру. У багатьох випадках через ономастичну систему автор передає особливості культури вигаданого світу, соціальну ієрархію персонажів або їхні характерологічні риси.

У перекладі такі одиниці становлять один із найскладніших жанрових викликів, оскільки перекладач має враховувати не лише звучання імені, а й його семантичне та стилістичне навантаження. Дослідження перекладу власних назв у дитячій та підлітковій літературі, зокрема у фентезі, демонструють широкий спектр перекладацьких стратегій – від прямого копіювання й транскрипції до калькування, семантичного перекладу та культурної адаптації [6, с. 34]. Вибір конкретної стратегії залежить від функції назви у тексті, ступеня його смислового навантаження. Труднощі виникають, коли власна назва є «промовистою», тобто містить додаткову характеристику персонажа або вказує на певні риси або функції. У таких текстах ономастика стає частиною авторського стилю та важливим елементом жанрової риторики. Тому перекладачеві необхідно зберегти баланс між точністю відтворення, природністю звучання та стилістичним ефектом, щоб цільова аудиторія могла сприймати текст у межах тієї самої жанрової моделі, що й читач оригіналу.

Третім важливим компонентом жанрової матриці фентезі є неологізація, тобто активне створення нових слів, яке виступає однією зі стильових домінант жанру [7, с. 79]. У фентезійних текстах автори часто формують власну систему лексики для позначення вигаданих істот, магічних практик, артефактів, соціальних інституцій або реалій вторинного світу. Такі одиниці можуть створюватися шляхом словотворення,

калькування, поєднання різних мовних елементів або модифікації вже наявних слів. У результаті виникають авторські неологізми та гібридні утворення, які формують мовну своєрідність художнього світу та підсилюють ефект його унікальності.

Для жанру фентезі неологізми мають не лише номінативне значення. Вони виконують художню, стилістичну та жанротвірну функції, оскільки допомагають читачеві відчути відмінність між реальним і вигаданим світами. Через систему новотворів автор створює враження іншої культури, незнайомої цивілізації або альтернативної історичної реальності. Тому неологізація у фентезі є не випадковим мовним явищем, а важливим інструментом художнього конструювання світу.

Дослідження перекладу неологізмів і власних назв у фентезі свідчать, що перекладач постійно перебуває між кількома стратегіями: збереженням іншомовного звучання та адаптацією до норм цільової мови, точністю передачі змісту та збереженням жанрової атмосфери [8, с. 201]. Надмірне спрощення або нейтралізація новотворів може призвести до втрати стилістичної своєрідності тексту, тоді як буквальне відтворення не завжди є зрозумілим для читача. У зв'язку з цим перекладачеві необхідно враховувати не лише семантику неологізму, а й його функцію в жанровій системі твору. У багатьох випадках новотвір виступає не просто окремою лексичною одиницею, а маркером фентезійної естетики та важливим елементом побудови художньої реальності.

Фахівці у галузі перекладознавства виокремлюють регістрову поліфонію як ще один важливий компонент жанрової матриці фентезі. Йдеться про поєднання в одному тексті різних мовних регістрів – високого, урочистого, епічного стилю та живого розмовного мовлення. Така зміна тональностей є характерною рисою багатьох фентезійних творів і значною мірою формує їхню стилістичну своєрідність. У межах одного тексту можуть співіснувати піднесені описи битв, магічних ритуалів або давніх пророцтв і водночас прості, емоційні чи навіть іронічні діалоги персонажів.

У фентезі часто використовуються архаїзми або псевдоархаїчні конструкції, які створюють враження давнини та наближають художній світ до міфологічної чи середньовічної традиції. Особливо помітно це у мовленні правителів, мудреців, жерців або інших персонажів, пов'язаних із владою, магією або сакральним знанням. Водночас діалоги звичайних персонажів можуть бути побудовані на сучасному розмовному мовленні, містити гумор, іронію, емоційні вигуки або навіть елементи неофіційної лексики. На нашу думку, контраст між високим стилем і побутовою мовою нерідко створює комічний ефект, допомагає розкрити характери персонажів і робить художній світ більш живим та динамічним. Б. Аттебері, аналізуючи

стратегії фентезі, наголошує на важливості наративних структур і стилістичних режимів, які читач сприймає як частину жанрової гри [4, с. 85].

Це означає, що читач очікує від фентезі певної стилістичної багатошаровості. Така взаємодія стилів підтримує атмосферу жанру та створює відчуття повноцінного художнього світу.

Для перекладача регістрова поліфонія становить окрему складність, адже необхідно не лише передати зміст тексту, а й зберегти баланс між різними мовними рівнями. Надмірне спрощення високого стилю або, навпаки, нейтралізація розмовних елементів може призвести до втрати жанрової виразності. Тому перекладачеві важливо відтворити як епічну тональність і стилізовану урочистість, так і природність живого мовлення персонажів, оскільки ця взаємодія формує стилістичну динаміку фентезійного тексту.

Ключовим елементом жанрової матриці фентезі є інтертекстуальність і система міфопоетичних символів. Жанр фентезі активно взаємодіє з різними культурними та літературними традиціями, зокрема з міфологією, народною казкою, лицарським романом, біблійними сюжетами та фольклорними мотивами. Такі інтертекстуальні зв'язки можуть реалізовуватися через алюзії, символічні образи, повторювані сюжетні схеми, стилізовані мовні формули або архаїзовані конструкції [9, с. 59]. Важливу роль відіграють також жанрові топоси – образи стародавнього лісу, покинутих замків, пророчих текстів, мудрих наставників чи обраного героя. Ці елементи допомагають читачеві впізнати жанрову природу тексту та зануритися у його художній простір.

Концепція чарівного світу у Толкіна передбачає сприйняття подібних елементів як частини спільної жанрової традиції [2]. Вони не є випадковими деталями, а виконують важливу смислотвірну функцію, пов'язуючи окремий твір із ширшим культурним і літературним контекстом. Неправильне або надмірно спрощене відтворення таких елементів може послабити культурні зв'язки тексту та знизити рівень жанрової впізнаваності. Водночас точне стилістичне налаштування інтертекстуальних компонентів дозволяє зберегти атмосферу фентезі та підтримати відчуття належності твору до великої традиції чарівної літератури.

Науковці також акцентують увагу на такій складовій жанрової матриці фентезі, як «адресатність (діти/підлітки) та нормативний вплив системи дитячої літератури» **[6,** с. 34**].** Велика частина сучасного фентезі орієнтована на перетині дитячої або підліткової та дорослої аудиторії. Дослідження перекладу дитячої літератури в межах полісистемної теорії демонструють, що норми цільової літературної системи можуть «підштовхувати до спрощення, зростання літературності або адаптації

культурних маркерів» [7, с. 80]. Цей аспект є значущим для перекладознавчого аналізу, оскільки зміни стилю в перекладі можуть виникати не через помилки, а через системні очікування щодо читача дитячої або підліткової літератури.

Враховуючи вказані аспекти, можна визначити коло звичайних проблем перекладу фентезі. По-перше, це адаптація власних назв і семантично мотивованих імен, тобто баланс між збереженням іноземності, семантичною ясністю та естетикою звучання [8; 10]. Інша проблема, яку визначають експерти, стосується відтворення неологізмів та моделей словотворення (калькування, деривація, описовий переклад, створення неологізмів мовою перекладу) [10; 12]. Б. Аттебері акцентує на важливості збереження регістрів і тональностей, аби не зіпсувати жанрову риторику [4].

Зі свого боку, Дж.Р.Р. Толкін [2] та деякі українські дослідники [5; 9] акцентують увагу на узгодженості термінології вторинного світу (постійні відповідники для реалій, артефактів, назв істот), яка сприяє вторинному прийняттю [9, с. 17]. Науковці також студіюють виклики культурної адаптації для молодшої аудиторії, підкреслюючи «необхідність обережності із реаліями, алюзіями, рівнем темряви та натуралізму, що можуть спричинити стильову нейтралізацію або пом’якшення» [7, с. 80]. Усе це сприяє високій чутливості фентезі до перекладацького стилістичного налаштування. Іншими словами, невдало обраний регістр, а також непослідовні назви можуть змінити жанрове сприйняття твору та перетворити фентезі на дитячу казку або на надмірно формальну прозу.

Фентезі як предмет художнього перекладу визначається сукупністю жанрово-стильових характеристик: моделлю вторинного світу, системною ономастикою, неологізмами, різноманітністю регістрів, інтертекстуальністю та адресною зумовленістю. Теоретичні підходи забезпечують можливість зв’язати жанрову модель з мовними домінантами, тоді як перекладознавчі дослідження власних назв і неологізмів показують, що ці сфери найчастіше слугують джерелами перекладацьких трансформацій.

Питання ідіостилю перекладача нині відкрите до дискусії, що «зумовлено як історичними, так і методологічними чинниками розвитку цієї галузі» [13, с. 207]. Певний час переклад вважався переважно вторинною, похідною діяльністю, головною метою якої є найбільш точне відображення змісту оригіналу засобами іншої мови. У межах цього підходу перекладач виступає не як незалежний суб’єкт творчості, а як посередник, що має на меті зменшити власну присутність у тексті. Таким чином, індивідуальні прояви перекладацької мови розглядалися не як закономірний наслідок інтерпретації, а як відхилення від стандарту. Це призвело до панування підходу, відповідно до якого дослідницька увага зосереджена в основному

на механізмах передачі стилістичних рис оригінального тексту у перекладі фентезі [4; 12].

В основі аналізу лежить точність перекладу лексичних та синтаксичних структур, відповідність відтворення образності, а також збереження жанрових аспектів. Навіть при визнанні активної ролі перекладача як інтерпретатора, його стиль зазвичай вважається похідним від стилю оригіналу. Перекладач у цій моделі обирає мовні засоби в межах системи координат, заданої оригіналом, в той час як основна увага спрямована на збереження або трансформацію ключових рис авторського стилю – індивідуальних лексичних елементів, синтаксичних структур, ритміко-інтонаційних та образних особливостей фентазійного тексту. Однак такий підхід не враховує достатньою мірою, що переклад є не лише репродуктивним, а й продуктивним процесом, в якому неминуче проявляються індивідуальні стратегії перекладача [12, с. 85]. Недостатня сформованість єдиної концепції для аналізу його індивідуального стилю зумовлена тим, що важко виокремити власний перекладацький внесок з-поміж впливів оригіналу, норм цільової мови та культурного контексту. Внаслідок цього сучасний стан вивчення проблеми відзначається наявністю різних підходів, однак жоден з них не вважався універсальною моделлю.

Антропоцентричний підхід змінив дослідження: тепер вивчають не лише текст, а й перекладача. За цим підходом переклад – це складний процес, де важливі особисті риси перекладача, який сам вибирає слова, вирішує, наскільки текст має бути схожим на оригінал, підбирає способи відтворення реалій, створює стиль цільового тексту. Іншими словами, індивідуальний стиль перекладача слід розглядати як багатовимірний феномен, що складається з перетину мовних, когнітивних, професійних і соціокультурних факторів. Його мовний рівень виявляється у виборі лексики, синтаксичних структур і стилістичних засобів, у повторюваності перекладацьких рішень. Це можуть бути прагнення до спрощення або ускладнення синтаксису, вибір між дослівним і вільним перекладом, перевага конкретизації чи узагальнення, а також певні методи передачі експресивності в текстах жанру фентезі.

Ці характеристики демонструють мовну компетентність перекладача, його культурний досвід та професійні навички, які були розвинуті під час практичної діяльності. Когнітивний компонент пов'язаний із методами інтерпретації значень та характером обробки інформації, зокрема, зі схильністю до загальних висновків або детального підходу. Прагматичний аспект визначає спрямування перекладача на комунікативну мету, реципієнта та культурний контекст використання тексту. Однак індивідуальний стиль перекладача розвивається під впливом ряду об’єктивних чинників,

зокрема норм цільової мови, жанрових вимог, комунікативного контексту та очікувань аудиторії. Це визначає його різноманітний характер: стиль може адаптуватися в залежності від виду тексту або умов перекладу, однак залишає певне ядро незмінних рис [12, с. 93].

У межах сучасного перекладознавства ідіостиль перекладача виступає як динамічне явище, яке утворюється внаслідок взаємодії суб'єктивних і об'єктивних факторів та визначає характер інтерпретації та репрезентації оригінального тексту у чужомовному контексті. Однак не менш значущим є культурний досвід перекладача, що забезпечує можливість правильно інтерпретувати культурний контекст. Перекладач слугує містком між культурами, тому його особиста культурна обізнаність і чутливість безпосередньо впливають на характер змін, яких текст зазнає в процесі перекладу. У цьому контексті індивідуальний стиль виявляється, зокрема, у виборі способів відтворення реалій у художньому перекладі фентезі.

Професійні вміння перекладача також мають вирішальне значення для розвитку його стилю. Мова йде не тільки про технічну майстерність, але й про вміння до рефлексії, редагування тексту, про досвід роботи з різними дискурсами. Постійна практика сприяє формуванню певних моделей мовної поведінки, що стають системними і набувають характеру впізнаваних рис особистого стилю. Особистісні установки перекладача вимагають особливої уваги – його цінності, естетичні смаки, ставлення до оригіналу та до власної участі в перекладацькому процесі. Вони визначають рівень свободи, яку перекладач може собі дозволити при роботі з текстом, а також на співвідношення між буквальним змістом і творчим сприйняттям. У цих установках закладено можливість для різноманітності перекладацьких рішень навіть за однакових умов [14, с. 225].

Дослідники особливо акцентують увагу на проблемі «невидимості» перекладача – бажанні зменшити його вплив на оригінальний текст. Однак абсолютна нейтральність перекладача вважається недосяжною, оскільки кожен переклад містить інтерпретацію та вибір мовних засобів [13; 14]. Це обумовлює потребу вивчення індивідуальних стратегій перекладача як одного з основних аспектів перекладознавчих досліджень у сфері перекладу фентезійної літератури.

Висновки. Проведене дослідження засвідчило, що відтворення фентезійного тексту є багаторівневим процесом, який передбачає не лише передачу змісту, а й реконструкцію жанрової моделі. Фентезі вирізняється специфічними лінгвостилістичними домінантами, що забезпечують ефект прийнятності неможливого. Відтворення фентезі постає як інтерпретаційна діяльність, у межах якої перекладач активно конструює художній світ цільового тексту, що зумовлює потребу подальшого узагальнення й систематизації відповідних стратегій.

Перспективи подальших досліджень полягають у поглибленому вивченні перекладу окремих компонентів жанрової матриці фентезі, зокрема неологізмів, власних назв та інтертекстуальних елементів у різних мовних парах.

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АВТОМАТИЗАЦІЯ ПЕРЕКЛАДУ ВІЙСЬКОВИХ ТЕКСТІВ: МОЖЛИВОСТІ ТА ОБМЕЖЕННЯ

Анотація. У статті розглянуто особливості автоматизації перекладу військових текстів у контексті розвитку сучасних систем машинного перекладу та посилення ролі військової термінології в міжнародному спілкуванні. Актуальність теми пояснюється тим, що такі тексти відзначаються високою насиченістю спеціальною лексикою, чіткою структурою та використанням вузькопрофесійних мовних одиниць, які часто складно коректно передати автоматичними засобами. У результаті навіть незначні помилки можуть впливати на зміст інформації, що є особливо важливим у сфері безпеки та міжнародної взаємодії.

У роботі проаналізовано особливості військової лексики, зокрема терміни, скорочення, кодові позначення та сталі вислови. Вони нерідко не мають прямих відповідників або потребують уточнення залежно від контексту. Окремо звертається увага на труднощі, які виникають під час автоматичного розпізнавання таких одиниць у системах машинного перекладу. Показано, що проблеми часто пов’язані зі швидкою появою нових термінів і скорочень, які не завжди встигають потрапити до перекладацьких баз або навчальних корпусів.

Також розглянуто основні підходи до машинного перекладу – статистичний, правиловий і нейронний. Відзначено, що кожен із них має свої сильні та слабкі сторони. Окремо наголошено на ролі штучного інтелекту в розвитку перекладацьких технологій. Разом із тим підкреслюється, що навіть сучасні системи не можуть повністю замінити людину, особливо у складних текстах. Тому важливим етапом залишається постредагування, під час якого перекладач уточнює терміни, виправляє неточності та адаптує текст до професійного контексту.

У підсумку встановлено, що автоматизація перекладу військових текстів є важливим напрямом розвитку сучасної лінгвістики, проте її ефективність значною мірою залежить від поєднання можливостей машинних систем і роботи перекладача. Найбільш доцільним підходом є

гібридна модель, яка поєднує автоматичний переклад і подальше людське редагування, що дозволяє досягти більшої точності, природності та термінологічної узгодженості. Отже, цей напрям у сфері автоматизованого перекладу військових текстів потребує подальшого вдосконалення та практичного осмислення.

Ключові слова: військовий переклад, машинний переклад, автоматизація перекладу, військова термінологія, штучний інтелект, постредагування.

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AUTOMATION OF MILITARY TEXT TRANSLATION: OPPORTUNITIES AND LIMITATIONS

Abstract. The article examines the features of automated translation of military texts in the context of the development of modern machine translation systems and the growing role of military terminology in international communication. The relevance of the topic is explained by the fact that such texts are characterized by a high density of specialized vocabulary, a clear structure, and the use of narrowly professional language units, which are often difficult to accurately render by automatic means. As a result, even minor errors can affect the content of the information, which is especially important in the field of security and international interaction.

This study examines the features of military vocabulary, in particular terms, abbreviations, code names, and set expressions. They often lack direct equivalents or require clarification depending on the context. Special attention is paid to the difficulties that arise during the automatic recognition of such units in machine translation systems. It is shown that these problems are often associated with the rapid emergence of new terms and abbreviations, which do not always have time to be included in translation databases or training corpora.

The main approaches to machine translation are also considered – statistical, rule-based, and neural. Each of them has its own strengths and weaknesses. The role of artificial intelligence in the development of translation technologies is particularly emphasized. At the same time, it is stressed that even modern systems cannot fully replace human involvement, especially in complex texts. Therefore, an important stage remains post-editing, during which the translator clarifies terminology, corrects inaccuracies, and adapts the text to the professional context.

As a result, it was established that the automation of military text translation is an important direction in the development of contemporary linguistics; however, its effectiveness largely depends on a combination of machine translation systems and human work. The most appropriate approach is a hybrid model that combines automatic translation with subsequent human post-editing, which allows for greater accuracy, naturalness, and terminological consistency. Therefore, this area of automated military text translation requires further improvement and practical refinement.

Keywords: military translation, machine translation, translation automation, military terminology, artificial intelligence, post-editing.

Постановка проблеми. Сьогодні автоматизовані системи перекладу дедалі активніше використовуються у різних сферах, зокрема й у роботі з військовими текстами. Це пов’язано з необхідністю швидкої обробки великого обсягу інформації та оперативного обміну даними між фахівцями різних країн. Водночас практика показує, що такі системи не завжди здатні забезпечити достатній рівень точності, особливо коли йдеться про спеціалізовану військову термінологію, абревіатури та сталі професійні вирази.

Проблема полягає в тому, що військові тексти характеризуються високим рівнем термінологічної насиченості та чіткою структурованістю, де кожен елемент має конкретне значення. У таких умовах навіть невелика помилка або неточність у перекладі може призвести до спотворення змісту. Крім того, складність для автоматизованих систем становить швидка поява нових термінів і скорочень, які не завжди встигають потрапити до навчальних корпусів або словникових баз.

У зв’язку з цим виникає потреба в більш детальному дослідженні того, наскільки ефективно сучасні технології машинного перекладу можуть працювати з військовими текстами, а також які саме обмеження вони мають у реальних умовах використання. Це питання є важливим не лише з теоретичної точки зору, оскільки дозволяє глибше зрозуміти особливості функціонування перекладацьких систем, але й має практичне значення, адже від якості перекладу залежить точність і надійність передачі інформації у сфері міжнародної військової комунікації.

Аналіз останніх досліджень і публікацій. Проблематика військового перекладу та автоматизації перекладацьких процесів є досить активно досліджуваною у сучасному мовознавстві та перекладознавстві. У наукових працях увага зосереджується як на специфіці військової термінології, так і на особливостях її відтворення в умовах використання машинного перекладу.

Зокрема, М. В. Нагач [1] розглядає особливості військового перекладу, підкреслюючи його складність і потребу глибокого розуміння термінології та контексту. Подібної думки дотримуються Ю. П. Бойко та Є. В. Долинський [2], які звертають увагу на труднощі перекладу англійської військової термінології та важливість точного добору відповідників.

Військово-політичний переклад аналізує А. Коберник [3], акцентуючи на специфіці офіційних документів, зокрема матеріалів «Білої книги» Міністерства оборони України. І. О. Лисичкіна [4] досліджує термінологію НАТО як важливий елемент міжнародної військової комунікації. У контексті автоматизації перекладу варто відзначити роботу Г. С. Яроцької [5], яка розглядає труднощі розпізнавання спеціальних символів і термінів у системах машинного перекладу. М. П. Дужа-Задорожна [10] зосереджується на використанні багатомовних корпусів для підвищення якості перекладу.

Питання штучного інтелекту у перекладі висвітлюють M. Tymchyk та N. Drabov [6], наголошуючи на його можливостях у роботі зі спеціалізованою термінологією. Г. В. Веселовська та С. В. Радецька [7] подають загальну характеристику машинного перекладу, його переваг і недоліків.

Сучасні проблеми автоматизованого перекладу описує P. Naveen [8], підкреслюючи складність досягнення контекстної точності. Також Н. О. Рябокінь та С. В. Пашко [9] аналізують переклад військової термінології українською мовою. Окремо Т. Л. Щеголєва [11] розглядає відтворення військових реалій в офіційних документах, а О. В. Подвойська, І. С. Козоріз та Н. В. Гончаренко [12] – використання інтернет-ресурсів у машинному перекладі.

Мета статті – дослідження особливостей автоматизації перекладу військових текстів, а також визначення його основних можливостей і обмежень в умовах розвитку сучасних систем машинного перекладу та зростання ролі військової термінології в міжнародній комунікації.

Виклад основного матеріалу дослідження. Військовий переклад є особливим видом перекладацької діяльності, який потребує не лише знання мови, а й глибокого розуміння військової термінології та суміжних сфер, зокрема політики й економіки. Важливими є також знання військових звань, процедур, організації армій, озброєння та сучасних питань глобальної безпеки.

У цьому контексті особливого значення набувають особливості військової лексики, які безпосередньо впливають на роботу систем автоматизованого перекладу. Саме термінологічний рівень найчастіше створює труднощі під час опрацювання текстів. Військова мова вирізняється точністю, значною кількістю спеціалізованих одиниць і усталеними мовними конструкціями, які забезпечують чітке та однозначне передавання інформації між фахівцями [1, с. 568].

До основних лексичних груп належать терміни різних напрямів військової діяльності, наприклад: infantry (піхота), artillery (артилерія), intelligence (розвідка), division (дивізія), defence position (оборонна позиція). У машинному перекладі такі одиниці важливо передавати максимально точно, адже навіть невелике відхилення у значенні може змінити зміст речення або всього документа.

Окремої уваги потребують військові абревіатури, які нерідко викликають труднощі в автоматичних системах. У перекладацькій практиці вони інколи залишаються без змін або передаються частково, оскільки повна адаптація може призвести до втрати первинного змісту. Це пов'язано з тим, що системи машинного перекладу не завжди коректно розпізнають скорочення та правильно інтерпретують їх у контексті [2, с. 18].

У перекладі військових текстів важливо враховувати абревіатури та скорочення, адже вони є невід'ємною частиною професійної військової комунікації. Наприклад, «АТО» (Антитерористична операція) має не лише функцію скорочення, а й виразний історико-культурний контекст. У перекладацькій практиці його часто залишають без змін, щоб зберегти автентичність і передати українську специфіку. Водночас в англомовних текстах існують варіанти «Counter-Terrorism Operation» або «CTO», але вони не завжди повністю відтворюють локальне значення.

Подібна ситуація спостерігається і з іншими скороченнями. Так, «РЕБ» (радіоелектронна боротьба) зазвичай передається як «EW» (Electronic Warfare), а «БпЛА» відповідає «UAV» (Unmanned Aerial Vehicle). Тут зазвичай використовують усталені міжнародні відповідники, оскільки це забезпечує точність і зрозумілість у фаховому середовищі.

Окрему складність становлять військові кодові позначення та сленг, зокрема «ЕВАКУАЦІЯ 200». Воно може перекладатися як «evacuation 200» або «cargo-200» залежно від контексту. В англомовній військовій практиці частіше використовується «cargo-200», оскільки цей варіант точніше передає зміст, пов'язаний із транспортуванням тіл загиблих. Водночас інколи зберігають і оригінальну назву, якщо важливо підкреслити українське походження терміна [3, с. 133].

Підбір відповідників для військової термінології, особливо у сфері силових структур, потребує максимальної точності. Важливо також враховувати різницю смислового навантаження термінів в англійській та українській мовах, адже повна еквівалентність трапляється не завжди. Тому автоматизовані системи часто обирають не прямий відповідник, а найближчий за змістом варіант.

Аналіз «NATO Glossary of Defence and Security Policy Terms» показує, що військова термінологія є досить об'ємною та структурно складною. У

глосарії представлено велику кількість термінів із визначеннями та варіантами перекладу. Це ще раз підтверджує, що універсальних відповідників між мовами не існує, тому переклад часто потребує уточнення або адаптації. Для машинних систем це створює додаткові труднощі, оскільки вони не завжди правильно визначають функціональне значення терміна.

У перекладі використовуються різні прийоми: лексико-семантичні заміни, калькування, експлікація, граматичні трансформації, а також транскрипція і транслітерація. В автоматизованих системах найкраще стабільно працює калькування та буквальне відтворення термінів, тоді як інші способи часто потребують подальшого редагування людиною. Наприклад, infantry squad або defence position зазвичай перекладаються доволі точно, однак складніші конструкції можуть вимагати уточнення [4, с. 100].

Автоматизація перекладу військових текстів пов'язана із застосуванням систем машинного перекладу, які здійснюють переклад з однієї мови на іншу за допомогою комп'ютерних технологій. Під час роботи такі системи аналізують вихідний текст, враховуючи його граматичні та змістові особливості, після чого формують переклад відповідно до норм мови перекладу. Водночас повністю автономними вони поки що не є – на практиці майже завжди потрібна участь людини, особливо на етапі перевірки та редагування результату [5, с. 32].

Ефективність автоматизованого перекладу значною мірою визначається обраним технологічним підходом, оскільки різні моделі по-різному обробляють мовні одиниці та термінологічні конструкції. У сучасній практиці машинного перекладу виокремлюють три основні підходи: статистичний (SMT), правиловий (RBMT) і нейронний (NMT).

Статистичний підхід базується на аналізі великих масивів паралельних текстів і використанні ймовірнісних моделей, які допомагають визначити найбільш імовірний варіант перекладу. Система працює не лише зі словами, а й із фразами, що дозволяє краще передавати сталі словосполучення та терміни. Для військових текстів це особливо важливо, адже там часто трапляються усталені конструкції.

Правиловий підхід ґрунтується на чітко визначених мовних правилах і двомовних словниках. Він може забезпечувати стабільний переклад термінів, однак якість залежить від актуальності та повноти правил. У сферах, де термінологія швидко змінюється, як-от військова, це іноді є обмеженням.

Основою нейронного підходу є архітектура encoder–decoder, де енкодер формує контекстне представлення тексту, а декодер поступово

генерує переклад. Важливу роль відіграє механізм уваги, який дозволяє враховувати різні частини речення під час перекладу та підвищує точність результату.

Нейронний машинний переклад використовує глибокі нейронні мережі для обробки цілих речень із урахуванням контексту. Це забезпечує більш природний переклад і кращу роботу з багатозначними словами, однак помилки можливі при роботі з новою або вузькоспеціалізованою термінологією [6, с. 25-26].

У зв'язку з цим у сучасній практиці все частіше використовують комбіновані підходи до перекладу. Застосовуються різні типи систем – від повністю автоматичних до тих, що передбачають участь людини. Важливе місце займають системи пам'яті перекладів (Translation Memory), які накопичують уже перекладені фрагменти та дозволяють повторно їх використовувати.

Для військових текстів це особливо зручно, адже там часто повторюються стандартні формулювання. Це допомагає забезпечити єдність термінології та пришвидшує роботу.

Ефективність таких систем залежить від їх принципу роботи. Системи на основі правил (RBMT) дають більш передбачуваний результат, але складніші в оновленні. Статистичні системи (SMT), навпаки, краще працюють з великими обсягами даних, але можуть помилятися через недостатнє врахування контексту [7, с. 25].

Попри це, усі підходи мають спільну проблему – вони не завжди забезпечують достатню точність, особливо у складних спеціалізованих текстах. У військовій сфері це особливо критично, оскільки навіть невелика помилка може змінити зміст.

Розвиток машинного перекладу сьогодні безпосередньо пов'язаний із впровадженням технологій штучного інтелекту. Нейронні моделі суттєво покращили якість перекладу, зробивши його більш природним і наближеним до людського, однак повністю усунути помилки їм поки що не вдається. Найчастіше труднощі виникають під час роботи зі спеціалізованою термінологією або за умов недостатньої кількості навчальних даних [8, с. 4].

Окремою проблемою залишається швидке оновлення військової лексики, що особливо помітно в умовах сучасних воєнних конфліктів і стрімкого технологічного розвитку. Нові терміни, скорочення та кодові позначення з'являються значно швидше, ніж їх встигають інтегрувати до навчальних корпусів і словникових баз автоматизованих систем. Унаслідок цього виникає певний розрив між реальною мовною практикою та можливостями машинного перекладу.

З огляду на це, сучасні підходи до перекладу дедалі частіше враховують різні мовні рівні – від морфологічного до семантичного, що свідчить про поступовий розвиток технологій і розширення їхніх можливостей. Водночас навіть за таких умов машинний переклад залишається недосконалим: у текстах вузької спеціалізації можуть виникати як лексичні, так і граматичні неточності, особливо коли йдеться про складні або контекстно залежні конструкції.

У перекладознавстві поняття еквівалентності та адекватності займають важливе місце, оскільки саме вони допомагають оцінити, наскільки точно передано зміст тексту під час перекладу. Для автоматизованого перекладу військових матеріалів це має особливе значення, адже система повинна не лише замінити слова іншомовними відповідниками, а й зберегти комунікативну мету повідомлення, його зміст і контекст. У теорії перекладу виділяють кілька рівнів еквівалентності – від передачі загального задуму тексту до максимально точного відтворення мовних одиниць і синтаксичних конструкцій. Саме ступінь збереження цих компонентів часто визначає якість машинного перекладу.

У військовій сфері проблема точності перекладу є особливо важливою, оскільки навіть незначна зміна значення може вплинути на правильність сприйняття інформації. Автоматизовані системи нерідко стикаються з труднощами під час передачі контексту, спеціалізованої термінології та усталених мовних конструкцій. Особливу складність становлять стійкі термінологічні поєднання, які мають чітко закріплене значення і не допускають довільного трактування. Наприклад, вирази *to hold a position* або *to shift fire* потребують точного відтворення, оскільки використовуються у професійній військовій комунікації та мають конкретне функціональне значення [9, с. 320].

Під час оцінювання якості перекладу еквівалентність зазвичай розглядають як наближеність перекладу до оригіналу за змістом і структурою, тоді як адекватність пов’язана з відповідністю перекладу його меті та умовам використання. У військових текстах це має особливе значення, оскільки навіть граматично правильний переклад не завжди гарантує точне передавання змісту.

Сьогодні не існує універсальних критеріїв оцінювання якості машинного перекладу, оскільки мова є динамічною системою і значною мірою залежить від контексту. Саме тому автоматизовані системи поки що не можуть повністю замінити людину та потребують постредагування. Важливу роль у підвищенні точності перекладу відіграють паралельні багатомовні корпуси, які дозволяють системам навчатися на реальних прикладах текстів. Для військової сфери це особливо важливо, адже

стабільність термінології та точність формулювань мають вирішальне значення [10, с. 110].

Поряд із цим варто звернути увагу і на практичні переваги автоматизованого перекладу військових текстів. Такі системи сьогодні широко використовуються для швидкої обробки інформації, перекладу аналітичних матеріалів, службових звітів і міжнародних документів, зокрема у співпраці з організаціями на кшталт НАТО. Це дає змогу суттєво прискорити обмін даними між спеціалістами різних країн і зробити комунікацію більш оперативною, особливо в ситуаціях, де час має вирішальне значення.

Разом із тим якість машинного перекладу напряму залежить від того, наскільки повними та якісними є навчальні дані, на яких працює система. Якщо у мовних корпусах недостатньо представлена військова термінологія, це може призводити до помилок, особливо коли йдеться про нові або маловживані поняття. Саме тому зараз важливим напрямом розвитку вважається формування спеціалізованих корпусів і термінологічних глосаріїв військової лексики.

Що стосується перспектив, то розвиток машинного перекладу пов'язують насамперед із вдосконаленням нейронних моделей і більш глибоким використанням штучного інтелекту разом із галузевими базами даних. Окремо відзначається тенденція до створення гібридних систем, які поєднують автоматичну обробку з участю людини. Такий підхід дозволяє підвищити точність і стабільність перекладу, особливо коли йдеться про складні військові тексти [11, с. 7].

У цьому контексті особливо важливою залишається участь людини в перекладацькому процесі, насамперед на етапі постредагування машинного перекладу. Навіть найсучасніші автоматизовані системи не завжди здатні повністю врахувати всі смислові нюанси тексту, тому саме перекладач виконує роль того, хто «вирівнює» результат і наближає його до природного мовного звучання. Він не просто замінює слова, а переосмислює їх у межах конкретної ситуації, звертаючи увагу на контекст, логіку викладу та приховані смислові зв'язки між реченнями.

Окремо варто враховувати, що перекладач працює не лише з мовою як системою, а й із культурними та професійними особливостями тексту. У спеціалізованих матеріалах, зокрема військових, навіть одне слово може мати вузьке термінологічне значення, яке не завжди коректно розпізнається автоматичною системою.

Тому фахівець повинен уміти швидко оцінити, чи відповідає запропонований машинний варіант реальному змісту, і за потреби замінити його більш точним відповідником.

Важливо також те, що постредагування часто передбачає не тільки виправлення помилок, а й перебудову окремих фрагментів тексту, якщо це потрібно для збереження природності викладу. У результаті перекладач фактично поєднує технічну точність із мовною інтуїцією, чого поки що не можуть забезпечити автоматизовані системи в повному обсязі. Саме тому людський переклад і надалі залишається ключовим елементом у роботі зі складними або спеціалізованими текстами, оскільки він гарантує не лише формальну правильність, а й змістову адекватність кінцевого результату [12, с. 69].

Висновки. Військовий переклад належить до найбільш складних видів перекладацької діяльності. Це пояснюється тим, що перекладачеві недостатньо лише добре знати мову – важливо також орієнтуватися у військовій термінології, розуміти специфіку професійного середовища та враховувати контекст використання окремих понять. У таких текстах значення має не лише правильний переклад окремих слів, а й точне передавання змісту загалом.

Під час аналізу стало помітно, що найбільше труднощів виникає саме при роботі зі спеціалізованою лексикою, скороченнями та сталими виразами. Такі мовні одиниці часто мають вузьке значення, яке не завжди можна правильно зрозуміти без урахування ситуації або професійного контексту. Через це автоматизовані системи інколи пропонують неточні варіанти перекладу.

Сучасні технології машинного перекладу значно полегшують роботу з великими обсягами інформації та допомагають швидше опрацьовувати тексти. Проте їх можливості залишаються обмеженими, особливо коли йдеться про складні спеціалізовані матеріали. На практиці автоматичний переклад часто потребує додаткової перевірки, адже навіть невелика неточність може вплинути на зміст повідомлення.

Важливо також враховувати, що людина в перекладацькому процесі виконує не лише функцію виправлення помилок. Перекладач оцінює доречність термінів, узгоджує стилістику тексту та адаптує його відповідно до професійних вимог.

Саме тому поєднання технічних можливостей машинного перекладу з досвідом людини сьогодні вважається найбільш ефективним підходом у роботі зі спеціалізованими текстами.

Перспективи подальших досліджень можуть бути пов’язані з удосконаленням автоматизованих систем перекладу для роботи з військовою термінологією. Особливу увагу доцільно приділити створенню спеціалізованих термінологічних баз і розширенню мовних корпусів, які допоможуть підвищити точність перекладу в цій сфері.

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СПОЛУЧУВАНІСТЬ ДІЄСЛІВ МОВЛЕННЯ ТА ПРИСЛІВНИКІВ У СУЧАСНІЙ АНГЛІЙСЬКІЙ МОВІ (На матеріалі БНК)

Анотація. Стаття присвячена дослідженню сполучення ядерних комунікативних дієслів та прислівників у Британському національному корпусі (БНК). Матеріалом дослідження слугували дієслова *to say, to tell, to talk* та *to ask* вибрані методом суцільної вибірки у їх сполучуваності з прислівниками у науковому, художньому, газетному та розмовному дискурсах із текстів БНК у моделі **S + V$_{com}$ + Adv**. Комунікативне дієслово може описувати, яким способом відбувся той чи інший мовленнєвий акт, що доповнюється вживанням прислівників, які вказують, яким чином відбувається той чи інший комунікативний акт

Українські лінгвісти досліджували проблеми сполучуваності прислівників та інших частин мови, зокрема М. Балко, А. Грачова, О. Данилович, Г. Дидик-Меуш, Г. Лейцюсь та Н. Шеверун, О. Калиновська та С. Ковалів досліджували різні аспекти вживання дієслів та прислівників в українській та інших мовах, а також у різних стилях. Із зарубіжних лінгвістів цю проблему вивчали Карін Аймер, Р. Дірвен та ін., Д. Байбер, та ін, Р. Кверк та ін., С. Ханстон та Г. Франсіс, та А. Вежбицька.

Прислівники вживаються з комунікативними дієсловами тільки у моделі **S + V$_{com}$ + Adv** або її варіанті **S + V$_{com}$ + pron$_{pers}$ + Adv** для дієслова *to tell*. Найповніше дієслова мовлення у сполученні з прислівниками представлені у художній літературі, найменше – у науковій літературі, зокрема точних та прикладних науках. Із дієслів, що досліджувалися, *to tell*

вживається найменше у вище вказаній моделі. Дієслово *to ask* вживається із прислівниками у три рази частіше в художньому дискурсі, ніж у науковому, газетному та розмовному разом. Дієслово *to talk* вживається у сполученні із прислівниками менше ніж *to say* та *to ask*, його вживання майже рівномірно розподілене у різних регістрах із переважанням вживання у художній літературі.

Щодо прислівників, то найчастотнішим за вживанням прислівником є *yesterday*, який 1464 слововживання. Навступним за частотністю є прислівник *so*, який вжито 198 раз; *today*, що вживається 158 разів, *later* – 136 разів; *here*, який вживається 110 разів; *earlier* із частотністю 90 разів.

Ключові слова: граматика, семантика, модель, словосполучення, комунікативне дієслово, прислівник

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COMBINABILITY OF COMMUNICATION VERBS AND ADVERBS IN MODERN ENGLISH (Based on BNC)

Abstract. The present paper is devoted to the study of combinability of nuclear communication verbs and adverebs in the British National Corpus (BNC). The material of the study were the verbs *to say, to tell, to talk* and *to ask* selected by a comprehensive sampling method in their combination with adverbs in academic, newspaper, and spoken discourses and fiction from BNC texts in the pattern **S + V_{com} + Adv**. Communicative verb can describe in which way a speech act takes place that is additionally described by the use of adverbs which specify how this or that speech act occurs.

Ukrainian linguists studied the issues of combinability of adverbs and other parts of speech, in partiular M. Balko, A. Hrachova, O. Danylovych, H. Dydyk-Meush, H. Leitsius and N. Sheverun, O. Kalynovska and S. Kovaliv studied different aspects of the use of verbs and adverbs in Ukrainian and other languages,

and in different styles. Among foreign linguists this problem was studied by K. Aijmer, R. Dirven et al., D. Biber et al., R. Quirk et al., S. Hunston and G. Francis, and A. Wierzbicka and others.

Adverbs are used with communicative verbs only in the pattern **S + V_{com} + Adv** or its variant **S + V_{com} + $pron_{pers}$ + Adv** for the verb *to tell*. Communication verbs are most widely used in fiction, and less used in sciences, in particular exact and applied sciences. The verb *to tell* is least used in the model among other verbs that we study. The verb *to ask* is used with adverbs three times more often in fiction than in academic, newspaper or spoken discourse combined. The verb *to talk* is used in combination with adverbs less than *to say* and *to ask*, its use is almost equally distributed in different registers with more frequent use in fiction.

As for adverbs, the most frequent adverb is *yesterday* which is used 1464 times. The next adverb is *so* – 198 times; *today* – 158 times; *later – 136* times; *here* – 110 times; *earlier* – 90 times.

Keywords: grammar, semantics, pattern, word combination, communicative verb, adverb

Постановка проблеми. Дієслово є елементом комунікації, відображаючи діяльнісний підхід у функціонуванні мовних явищ. Мовна комунікація розглядається як форма взаємодії співрозмовників у процесі пізнавальної діяльності. У мовознавчих розвідках цей клас дієслів розглядається як дієслова мовлення (speech verbs), комунікативні дієслова (communication verbs), дієслова мовленнєвих актів (speech act verbs), дієслова повідомлення (reporting verbs), дієслова говоріння (verbs of speaking, verbs of saying). Р. Кверк, С. Грінбаум, Д. Ліч та Д. Свартвік у своїй «Граматиці…» дають наступне визначення комунікативних дієслів: «комунікативні дієслова можна вважати особливу підкатегорією дієслів дії, що включають комунікативну діяльність (говоріння та письмо). Типові комунікативні дієслова включають *ask, announce, call, discuss, explain, say, shout, speak, state, suggest, talk, tell, write*[1]» [22, с. 362].

Анна Вербицька зазначає, що «значення слова може часто бути роз'яснене за допомогою інших слів, з якими воно сполучається. Наприклад, якщо ми порівняємо прислівники, з якими сполучаються троє споріднених дієслів *rebuke*, *reprimand* та *reprove*, ми отримаємо важливі ключі до семантичних відмінностей між ними. Якщо ми будемо звертати увагу в процесі пояснення на такі ключі, ми зможемо їх використати для утворення семантичних формул. Таким чином *rebuking* вживається з *sharply*, *reprimanding* – з *severely*; проте ні *rebuking* ні *reprimanding* не вживається із прислівником *gently*» [24, с. 21].

[1] тут і далі – переклад наш

У нашій розвідці ми розглядаємо сполучуваність між дієсловами мовлення та прислівниками. Комунікативні дієслова можуть характеризуватися способом висловлення, тобто, комунікативне дієслово може описувати, яким способом відбувся той чи інший мовленнєвий акт. Цю характеристику доповнюють прислівники, вказуючи яким чином відбувається той чи інший комунікативний акт. О. Федурко вказує на типи предикатів (дієслів), з якими сполучуються прислівники: «а саме: а) мовленнєвої діяльності – *відповісти, відповідати, співати, шептати, прошепотіти, молитися, хмикнути, бубоніти* тощо» [12, с. 191].

М. Балко звертає увагу на те, що «словосполучення виділяється тільки в мовленні (вичленовується з речення, а не існує до речення), то можна говорити, що ним репрезентовано сполучувальні властивості слів-складників. При цьому слід наголосити, що поняття сполучуваності охоплює властивості слів поєднуватися не тільки граматично (сполучення форм), а й семантично (сполучення семем)» [1, с. 6]. М. П. Кочерган пропонує таке трактування сполучуваності: «правила сполучуваності слів визначаються трьома чинниками: логічною вмотивованістю, граматичною структурою мови й мовною традицією. Це насамперед означає, що сполучатись одне з одним можуть лише ті слова, які називають предмети, явища, дії, ознаки, що перебувають у певних зв'язках. Наприклад, можна сказати *біла стіна, співати пісню, розв'язати задачу* тощо, і навпаки — не сполучаються *білий відмінок, підсмажувати пісню, проціджувати задачу*, бо такі вирази позбавлені будь-якої логіки.

Ось чому, оцінюючи певний вираз з погляду його сприйнятливості чи несприйнятливості, розглядають його в першу чергу в плані логічної вмотивованості» [7, с. 1].

Сполучуваність представляють у вигляді моделей, які демонструють елементи, що входять до словосполучення чи речення. М. Лукач подає таке визначення поняття моделі: «… властива даній мові парадигматична схема елементів (складових) її структури; компактне символічне зображення цієї схеми (або будь-яких її частин чи елементів)» [10, с. 144].

Аналіз останніх досліджень і публікацій. Ціла низка українських лінгвістів досліджували проблеми сполучуваності прислівників та інших частин мови. Зокрема, М. Балко [1] досліджувала граматичну та семантичну сполучуваність компонентів на рівні словосполучення; А. Грачова [2] порівнює вживання прислівника в українській та італійській мовах; О. Данилович [3] вивчала сполучуваність прикметників із іменниками у художньому стилі; Г. Дидик-Меуш [4] розглядає створення історичного комбінаторного словника української мови; Г. Лейцюс та Н. Шеверун [8;

9] досліджували сполучуваність прислівників у німецькій мові, О. Калиновська [5] зупинилась на лексичній сполучуваності у компартійних документах за тоталітарного режиму; С. Ковалів [6] розглядала сполучуваність прислівників в англійській мові. Із зарубіжних лінгвістів Карін Аймер [14] (Aijmer, 1986) досліджувала прислівник *actually*; Р. Дірвен, Л. Гусенс, І. Путсейс та Е. Ворлат [16] досліджували комунікативні дієслова *say, tell, speak* та *talk* та їх граматичну сполучуваність із іншими частинами мови включно із прислівниками; Д. Байбер, С. Йохансон, Д. Ліч, С. Конрад та Е. Фінеґан [17] а також Р. Кверк, С. Грінбаум, Д. Ліч та Я. Свартвік [22] розглядають граматичну сполучуваність у відповідних граматиках; С. Йохансон [19] аналізував колокації дієслів з прислівниками у англійській мові; С. Ханстон та Г. Франсіс [18] досліджували моделі сполучуваності; А. Вежбицька [24] описала семантичні характеристики дієслів мовлення, зокрема і їх сполучуваність.

Мета статті – встановлення сполучуваності ядерних комунікативних дієслів (*to say, to tell, to talk* та *to ask*) та прислівників у різних регістрах Британського національного корпусу (БНК) (British National Corpus, 2001) [15], зокрема, у науковому, художньому, газетному та у розмовному дискурсах.

Модель сполучуваності комунікативних дієслів та прислівників є наступною: **S + V_{com} + Adv**. Для збору даних нашої розвідки слугували сполучуваність дієслів мовлення з прислівниками відібрані методом суцільної вибірки із БНК.

Виклад основного матеріалу. Найчастотнішим дієсловом мовлення є дієслово *to say* (див. Рис. 1), воно вживається у БНК 237729 раз, коли наступне дієслово *to tell* – 46435 раз, тобто вживання дієслова *to say* дорівнює кількості вживання наступних 14 дієслів мовлення. Вживання у різних регістрах розподіляється наступним чином: 108242 слововживань дієслова *to say*, що становить 45,5% вживання – у художній літературі, 62664 слововживань дієслова *to say*, що становить 26,4% – у розмовному дискурсі, 53428 слововживань дієслова *to say*, що становить 22,5% – у газетному дискурсі, та 13395 слововживань дієслова *to say*, що становить 5,6% – у науковому дискурсі (див. Рис. 2):

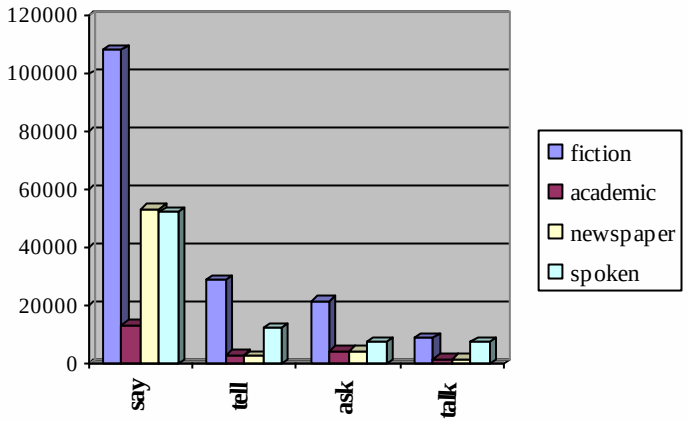

Рис. 1. Частотність ядерних дієслів мовлення у БНК.

Оскільки дієслово мовлення *to say* є найуживанішим, то воно найповніше передає почуття, емоційний стан героя твору у художній літературі, найчастотнішою групою прислівників, які сполучаються із комунікативними дієсловами є прислівники способу дії (96% усіх прислівників) (див. Рис. 2). Т. Цепеснюк у своїй розвідці відзначає, що «найбагатший і стилістично яскравий клас інтенсифікаторів утворюють підсилювальні прислівники, оскільки їм притаманна необмежена сполучуваність в тексті і мовленні, і вони найемоційніше передають ставлення людини до того чи іншого явища, предмета, дії» [13, с. 47-48).

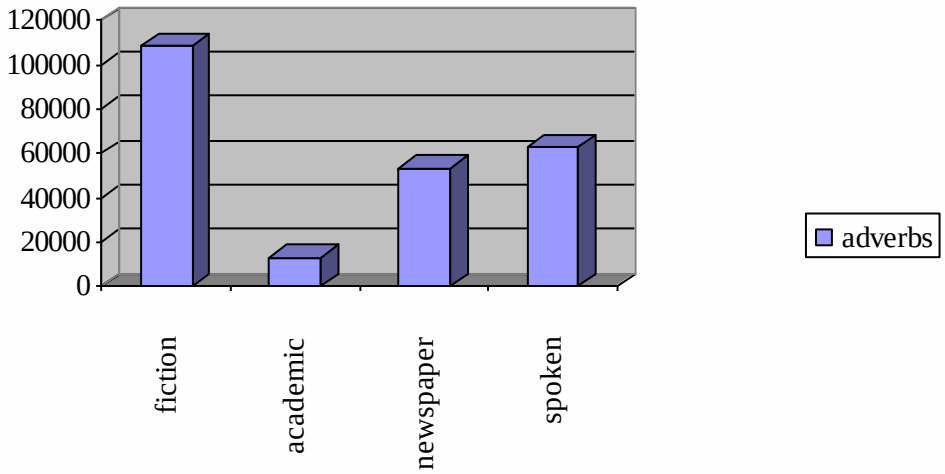

Рис. 2. Частотність вживання дієслова *to say* у БНК.

У нашому дослідженні у сполученні дієслова *to say* із прислівниками зафіксовано 281 прислівник у художньому дискурсі (див. Рис. 3). С. Ковалів стверджує, що «сполучуваність того чи іншого адвербіального

інтенсифікатора з дієсловами різних лексико-семантичних груп залежить від семантики самого інтенсифікатора» [6, с. 92]. Оскільки дієслово *to say* має найширшу гаму значень дієслів мовлення, то воно може вступати у словосполучення із різними прислівниками. Л. Макнелі та К. Кенеді вказують на те, що «прислівники способу дії вживаються як присудки події під виглядом модифікаторів предикатів (з предикативним значенням, по суті, ідентичним значенням, ідентичним значенню відповідного прислівника)» [21, с. 220]. У досліджуваних художніх текстах найчастотнішими є наступні прислівники: *so*, який вжито 198 раз; *quietly* – 32 рази; *slowly* – 22 рази; *firmly, softly, sharply* – 18 раз; *gently* – 17 раз; *calmly* – 16 раз; *crossly* – 13 раз; *suddenly* – 12 раз, *briskly* – 10 раз; наприклад:

'Well,' Annie says ***calmly****, 'if that is the real reason, Kate, why can't you admit it?* BP8

Roger appeared, paused, said ***quietly*** *to Maggie, 'So glad to see you two have got together,' and then took off again* A0R

...everyone says ***so****, and your uncle at Weatherbury has a large farm, I've heard* FRE

...he said ***firmly****, 'partly because of the water; it all flows downwards, the whole garden works its way downwards* A6J

Alex said ***slowly****, his grey eyes wide with thought* APU

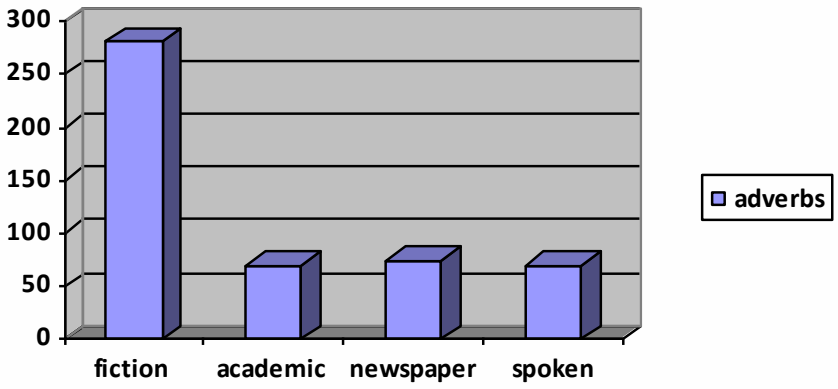

Рис. 3. Частотність вживання прислівників
з дієсловом мовлення *to say* у різних регістрах БНК.

У переважній більшості прислівники вживалися 1 раз, іноді 2: *accusingly, pleasantly, politely, affectionately, briefly, brusquely, categorically, complacently, curtly, derisively, dolefully, drily, eagerly, menacingly, nervously, obstinately, passionately, placatingly, querulously, quizzically, rashly, resentfully, solemnly, tensely, uneasily, unemotionally, vaguely, weakly*, та інші, наприклад:

'Good,' I say ***gratefully*** HGL*;*

She could hear her mother's distant laughter and her voice saying ***faintly****, 'Rachel, do stop showing off.'* A6J

У науковому дискурсі частотність вживання дієслова *to say* є значно меншою порівняно з іншими регістрами, і отже, кількість прислівників є також значно нижчою, що становить всього 70 прислівників: *already, austerely, basically, before, below, briefly, brutally, clearly, comfortably, completely, correctly, distantly, earlier, elsewhere, enough, exactly, explicitly, fairly, finally, firmly, first, forcibly, further, gravely, here, kindly, loosely, many times, modestly, much, much more, next, once, only, originally, plainly, precisely, previously, quickly, recently, reflectively, shortly, simply, so, sombrely, strikingly, today, too little, too much, unequivocally* та інші. Слід зазначити, що переважно прислівники вживаються у гуманітарних науках, та значно рідше у точних та прикладних науках. Так, найчастотнішими прислівниками, що вживаються у вищенаведеній моделі є: *so*, яке вжито у науковій літературі 23 рази; *earlier* – 17 раз; прислівник *before* – 16 раз; прислівники *little, much* – 6 раз; *simply* – 3 рази; *briefly* – 2 рази, інші вживаються по 1 разу:

…and said ***so*** *on many occasions during the writing of the new book EWW*

However, in light of what has been said ***earlier****, it should not be thought that data materials, to call them that, are always restricted to one study…*HPU

Since these said ***little*** *about Greece, the ultimatum which the Turks received dealt with their treatment of Romanians and Yugoslavs* HY7

Eisenhower himself said ***much*** *the same a year later* HY8

Furthermore: 'The ideals of the person and of social cooperation…are not ideals that, at some moment in life, citizens are said ***simply*** *to choose* ANH

…nevertheless, something must be said ***briefly*** *about the factors which complicate the curriculum-employment nexus* FA3

Інші прислівники вживаються всього один раз:

At this point Mrs Singh said ***comfortably****, 'They have learnt, that's nice.'* CRS

Lord Mansfield said ***further*** *in Moses v. Macferlan , 2 Burr.* FCL

Denning LJ said ***so*** *in the civil case of Bravery v Bravery [1954]…* HXE

About a third said ***unequivocally*** *that they would not support the repeal* HY9

У газетному дискурсі у моделі **S + V_{com} + Adv** вживаються 74 прислівники. Зокрема це *afterwards, again, before, bitterly, calmly, candidly, clearly, confidently, earlier, exactly, excitedly, firmly, impatiently, later, little, modestly, much, only, proudly, quietly, recently, resolutely, ruefully, sadly, severely, simply, slowly, so, softly, strangely, surely, today, tonight, unblushingly, unwittingly, yesterday* та інші. О. Федурко підкреслює, що «прислівники з

кількісним значенням … *extremely, frightfully, perfectly, terribly, pretty, greatly, deeply, utterly, badly, bitterly, heartily, thoroughly, completely* указують на максимальний чи надзвичайно високий ступінь ознаки» [11, с. 105]. У цьому регістрі вживається досить частотний прислівник *yesterday*, який вживається 1259 разів у тексті; у нашій моделі – це найчастотніший прислівник. Це пояснюється тим фактом, що автори газетних статей, як правило, повідомляють про події, що сталися напередодні. Наступними прислівниками за частотністю вживання є також темпоральні, У. Рьомер у своєму дослідженні зазначає, що «у конкордансах БНК у розмовному регістрі темпоральні прислівники складають 23,63%» [23, с. 75]. У нашій розвідці вони складають 19%, це такі як *today*, що вживається 158 разів; *later* – 136 разів; *afterwards* – 73 рази; прислівник *only* – 27 раз; *earlier* – 23 рази; прислівники *so, before* по 22 вживання; *recently* – 14 раз; *bitterly* – 8 раз; *little* – 5 раз; *much* – 4 рази; *tonight, softly* – 3 рази; *calmly, modestly, clearly, defiantly* по 2 рази; всі інші вживаються по 1 разу:

BANGKOK — Cambodian guerrillas are staging raids from Thailand on government positions in the northwest of the country but are not trying to hold territory, a guerrilla spokesman said ***yesterday****, Reuter reports.* A1V

Yesterday, two of them told The Northern Dr Clarke had not mentioned he was standing for the BNP, and that they would not have signed had he said ***so****.* K55

It has been said ***before*** *but we must go on saying it until it happens: call a referundum and give us a vote.* CBC

She said ***bitterly****: 'I was going to come up here and bitch about never getting an award, even though mine is the best comedy show with the best writers and best ratings, but I thought that inappropriate.'* CH2

Morrison said ***later*** *he felt Border had edged the ball, but he agreed that television replays appeared to show the 'woody' sound was probably the ball touching the stump.* K5J

'I'm a biking fanatic,' he said ***today****.* HJ4

Значна кількість прислівників із дієсловом *to say* вживаються 1 раз у газетному дискурсі:

Marina, aged 11, said ***quietly****: 'We just want to stay alive.'* CH5

'That incident is now closed,' Kendall said ***firmly*** *today.* K97

'No, no, no,' he said ***impatiently****.* A89

У розмовному дискурсі у нашій моделі вживаються 70 прислівників, це такі як *afterwards, again, already, before, briefly, clearly, completely, earlier, exactly, happily, hopefully, how, much, necessarily, never, now, only, particularly, perhaps, pointedly, precisely, previously, quickly, quietly, repeatedly, simply, so, specifically, today, tonight, yesterday* та ін.

Найчастотнішим прислівником є *here*, який вживається 110 разів у тексті, наступним за частотністю є *earlier* із частотністю 90 раз; *now* – 69 разів; *before, so* по 51 разу; *last year* – 47 раз; *yesterday* – 27 разів; *right* – 23 рази; *how* – 21 раз; *clearly* – 14 разів; *again* – 12 раз; *afterwards* – 5 разів, решта вживається по 1 разу, наприклад:

*…and say **now** you know, go in and fill that in* G4T

*If I say **so** myself that weren't bad.* KBF

*…er God says **here** do you not know, have you not heard the Lord is the everlasting God, the creator of the ends of the earth.* FYP

*…said **last year** that they wouldn't take on any wounded soldiers…* G4H

*… er, which is the Methodist Church, although it has been said **already** here this afternoon* KB0

Наступним дієсловом мовлення є дієслово *to tell*. Воно вживається у художньому дискурсі в значно меншій кількості порівняно із дієсловом *to say*. Дієслово *to tell* у своїй семантиці в англійській мові служить для повідомлення комусь якоїсь інформації, і переважно воно вживається у колокації *tell somebody something*, тобто, вживається у моделі **S + V_{com} + $pron_{pers}$ + adv** (див. Рис. 4). Комунікативне дієслово *to tell* часто вживається як перформативне, і тому в досліджуваних текстах воно рідше вживається з прислівниками, ніж інші ядерні дієслова мовлення. Е. Лопес зазначає, що «є ряд прислівників, які модифікують перформативні дієслова … (1) *I tell you frankly you're a swine*» [20, с. 693-694].

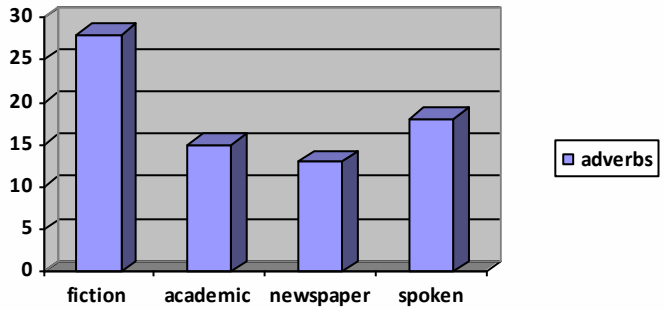

Рис. 4. Частотність вживання прислівників з комунікативним дієсловом *to tell* у різних регістрах БНК.

У художньому дискурсі зафіксовано вживання таких прислівників із комунікативним дієсловом *to tell*: *angrily, anxiously, calmly, carefully, carelessly, desperately, eagerly, exactly, excitedly, enough, firmly, flatly, how, innocently, irritably, more, nervously, nicely, now, never, politely, proudly, quickly, quietly, sadly, seriously, softly, sternly, unequivocally, unexpectedly, urgently, why, weakly, yesterday, so, where, last night, every time* та інші.

Зокрема, прислівник *how* вжито 9 раз; прислівник *so* – 7 разів; *where* – 5 разів; прислівники *exactly, now, why, never* по 3 рази; прислівники *last night, every time, even, more*, по 2 рази, решту – по 1 разу, наприклад:

But it was impossible to tell ***now*** *who had been speaking or even to be sure at which of the small crowded tables the speaker sat* CEB

Why do you need telling ***every time****?* H9G

Your police cannot be told ***why*** *we need this information* CML

I've told him ***how*** *you did it, and how still and brave you were* B0B

The boy had been told ***unequivocally*** *not to let her off the lead …*AB9

He had been told ***very little****, and even that he had difficulty in remembering because he was so filled with excitement and anticipation* CEC

У науковому дискурсі зафіксовано вживання таких прислівників: *again, backwards, before, directly, erroneously, exactly, how, how many, little, more, originally, otherwise, painfully, rather, quickly, strongly, unequivocally* та ін. Зокрема, *how* вжито 12 разів; *against* – 4 рази; *more* – 2 рази, інші – по 1 разу, наприклад:

It is hard enough to tell how characteristic these figures were in the twelfth century; impossible to tell ***how*** *they compared with earlier centuries.* BMW

Obviously, if the alternative offer had involved a considerably or prohibitively higher price, that would tell ***against*** *the seller*

When is it appropriate to tell ***rather*** *than ask?* G1F

As a result they are merely measures of the degree of indentation of the coast, and 'tell ***little*** *which a good map does not tell* ***much better****' Johnson,* GV0

У газетному дискурсі вживаються такі прислівники: *categorically, exactly, how, how many, later, more often, only, sympathetically, today, tomorrow, tonight, unofficially, yesterday* та ін. Найчастотніші із них є *yesterday*, який вживається 167 разів; *how* – 94 раз; *today* – 51 раз; *last night* – 15 раз, решта – по одному разу, наприклад:

Miss Jeanette … told ***how*** *a week after the attack they were stopped at a police road block* K55

Woody Allen told ***last night*** *how his affair with Mia Farrow's 'lovely' young daughter had changed his life* CH6

Nick Yin, 29, told ***today*** CEN

…wife as his son dialled 999, told ***yesterday*** *how she taunted him that the boy was another man's child* CEN

Prince Charles almost certainly told her ***personally*** *about his intentions. CBF*

And he told her so. CEK

У розмовному дискурсі вживаються з комунікативним дієсловом *to tell* наступні прислівники: *actually, almost, always, before, constantly,*

continually, early, even more, exactly, fairly quickly, how, how much, last night, many times, nearly, now, yesterday та ін. Вони вживаються рідко, зокрема *how* вжито в тексті 4 рази; *when, yesterday* по 3 рази, решта – по 1 разу, наприклад:

*And nobody had told her **how** to stop you know. KC0*
*…well he told me **when** I claimed KB7*
*I told you **yesterday**. KCN*
*Anyway, apparently, he was told **exactly** the same thing as I was told KB9*
*And we got told **now** I didn't know this. KBE*

Наступним комунікативним дієсловом є дієслово *to ask*, яке частіше вживається у художньому та розмовному дискурсах (див. Рис. 1 та 5). У художньому дискурсі воно більш поширене і ми бачимо із Рис. 5, що із ним сполучуваність прислівників вища (що складає 217 лексичних одиниць) ніж у інших типах дискурсу.

Дієслово *to ask* має два основних значення: питати та просити, і тому прислівники вживаються частіше, ніж із дієсловом *to tell*. Ці прислівники виражають частіше всього обставину способу дії, тобто доповнюють ознаку, як було висловлене питання чи прохання, напр. *coldly, formally, gently* та ін. Зокрема це такі прислівники як *abruptly, acidly, admiringly, angrily, anxiously, awkwardly, before, calmly, carefully, carelessly, casually, coldly, desperately, drily, eagerly, earlier, earnestly, exactly, excitedly, firmly, flatly, formally, gently, hastily, hopefully, how, hurriedly, indignantly, innocently, irritably, kindly, nervously, nicely, patiently, politely, proudly, quickly, quietly, sadly, seriously, sharply, silently, slowly, softly, suddenly, sympathetically, timidly, uneasily, unexpectedly, urgently, vaguely, warily, weakly, wearily, wildly, wistfully, yesterday* та інші.

Найчастотнішим із них є прислівник *anxiously*, що вживається 42 рази; *quietly* – 34 раз; *how* – 33 рази; *again* – 30 раз; *why* – 21 разів; *quickly* – 19 разів; *curiously* – 17 разів; прислівники *politely* та *gently* по 16 раз; *hollowly* – 14 раз; *sharply* – 13 разів; *innocently, coldly* – 11 раз; *eventually* – 10 раз; прислівники *only, much, directly, outright* по 2 рази, наприклад:

*Ace asked **curiously*** FSR
*Christina asked **eventually*** FRS
*Alyssia asked **hollowly*** AB9
*Hari asked **softly** and when the boy shook his head, Hari sighed* CKD
*So Yeremi would hardly even be likely to climb a spire within Trazior itself to ask **humbly** of Lord Spinoza, 'Why are we thus?'* CJJ
*Browning, resolved to ask **outright** if Ferdinando was to go to France and if so to plead her case.* ADS

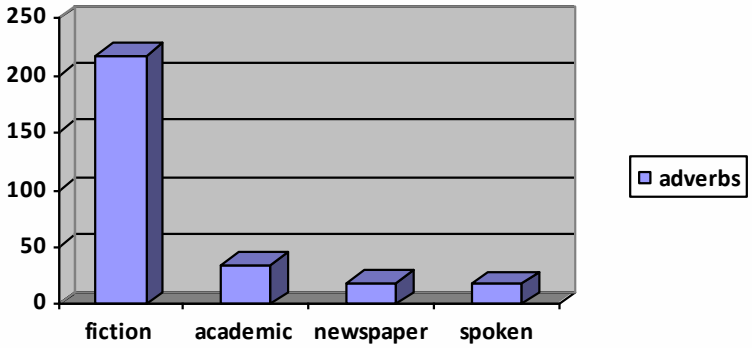

Рис. 5. Частотність вживання прислівників з комунікативним дієсловом *to ask* у різних регістрах БНК.

У науковому дискурсі із дієсловом *to ask* зафіксовано вживання 35 прислівників: *again, angrily, before, constantly, directly, early, explicitly, frequently, gently, how, little, more, next, nicely, now, officially, only, openly, point-blank, politely, quickly, quietly, rhetorically, seriously, simply, sincerely, specifically, systematically, when,* та ін. Вони вживаються з такою частотністю: *why* – 97 раз; *how* – 46 раз; *when* – 6 рази; *again* – 5 разів; *rhetorically* – 2 рази, решта – по одному разу, наприклад:

Naipaul's readers could well have become inclined to ask ***why*** *it is that his novels seem to say that there is nothing to be done in, or with, the countries of their concern.* A05

To include all of the family members it may be necessary to ask ***explicitly*** *for one member's opinion.* CGT

Equally, we could ask ***how*** *a fallible belief could be indubitable.* F9K

I ask ***innocently****.* FSY

… one may ask ***rhetorically*** *what possible objection of substance there can be to the existing practice.* EC8

When? need to be asked ***constantly*** *by the learner.* B33

У газетному дискурсі із дієсловом *to ask* зафіксовано вживання із такими прислівниками (19 лексичних одиниць) як *again, anxiously, before, bluntly, coversationally, despairingly, firmly, hopefully, immediately, innocently, more, much, nicely, pointedly, pointedly, sheepishly, sweetly* та іншими. Найчастотнішим прислівником виступає *how* – 30 слововживань, *why* вжито 28 разів; *yesterday* – 4 рази; *once, repeatedly* по 2 рази, решту – по одному разу. Прикладами вживання є наступні речення:

His colleague, Lord Beloff, asked ***why*** *the Government had brought forward a bill without support in either House for a scheme the vice-chancellors had repeatedly told them was impossible. AAL*

When he asked ***once*** *for a volunteer bugler, a particularly blackguardly fellow stepped forward. AHX*

Where, I asked ***coversationally****, did you get that done? AAF*

Admiral Stansfield Turner, the former CIA director, asked ***yesterday****. AAK*

'I do enjoy my job serving the customers because of the way some of them ask ***sheepishly*** *for a jokey item,' says Jenny. K3X*

When he asked ***once*** *for a volunteer bugler, a particularly blackguardly fellow stepped forward. CBF*

У розмовному дискурсі із дієсловом *to ask* зафіксовано вживання 18 прислівників: *again, already, before, earlier, gently, impatiently, initially, last night, nicely, now, really, regularly, shyly, softly, today* та інші. Всі вони вживаються порівняно рідко, тобто частота їх вживання становить від 6 до 1 слововживання, зокрема *first, how* вжито 6 разів; *when, how much* – 5 разів; *now, where, yesterday* – по 4; *before* – по 3 рази; решта – по одному разу. Приклади вживання у тексті:

I asked ***first****!* KSV

You not going to ask her ***now*** *are you?* KBE

So then about a week later I was going to the open evening and he said oh ask him ***how*** *he remembers* KBF

Cos she asked ***last night****, I was supposed to be taking Jenny and then when Fay came she asked me …* KC3

He asked ***shyly*** KCH

…ask him ***tonight*** KBC

Наступним комунікативним дієсловом є дієслово *to talk*, яке частіше вживається у художньому та розмовному дискурсах (див. Рис. 1 та 6). У художньому дискурсі воно більш поширене і ми бачимо із Рис. 6, що із ним сполучуваність прислівників вища (що складає 94 лексичні одиниці) ніж у інших типах дискурсу. Зокрема це такі прислівники як *again, already, amiably, anxiously, cheerfully, confidentially, darkly, eagerly, earnestly, easily, endlessly, enough, enthusiastically, excitedly, fluently, freely, funny, gently, happily, instantly, knowledgeably, literally, little, loudly, much, nicely, normally, now, occasionally, only, pleasantly, politely, properly, quickly, quietly, sensibly, softly, straight, too much, tomorrow, vaguely, vainly, well, wildly, yesterday* та інші. Найчастотнішими є такі прислівники: *much* (включно із *too much*) вжито в тексті 48 разів; *quietly* – 23 рази; *again* – 14 разів; *animatedly* – 11 разів; *now* – 8 разів; *enough* – 7 раз; *better, here* по – 5 раз; *freely* – 4 рази; *again, fast, straight, tomorrow, sensibly* по – 3 рази; *easily, endlessly, enthusiastically* по – 2 рази, решта – по одному разу.

Приклади вживання:

What's it like, talking ***again****?'* G0S

…talking ***quietly*** *meanwhile with Jane Postlethwaite, who stole a glance at her from time to time, sympathetic and concerned but also slightly at a loss* HTX

They did talk ***again*** *that evening* C8S

Let's talk ***sensibly*** BP1

We'll talk ***tomorrow*** CEY

Larsen talked ***enthusiastically*** *about his small team of volunteer divers, about their finds, about his plans for the museum* AEA

And he construed from exchanges with others that though they might talk ***confidently*** *about their childhood and adolescence* CRE

Also as usual, they began to talk ***differently*** *as Mrs Bouverie approached, louder, more self-consciously* CMJ

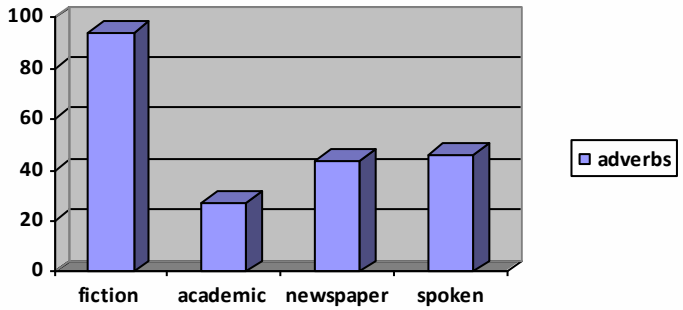

Рис. 6. Частотність вживання прислівників з комунікативним дієсловом *to talk* у різних регістрах БНК.

У науковому дискурсі дієслово *to talk* вживається найрідше і ми бачимо із Рис. 6, що із ним сполучуваність прислівників нижча (що складає 27 лексичних одиниць) ніж у інших типах дискурсу. Зокрема це такі прислівники як *bravely, carelessly, continuously, endlessly, excessively, extensively, freely, here, honestly, incessantly, later, lightly, loudly, precisely, quietly, sadly, straight, strictly, too much* та інші. Прислівники із дієсловом *to talk* переважно вживаються у гуманітарних науках, проте їх частотність дуже низька і в текстах зафіксовано вживання по одному прислівнику:

Bartlett talked ***extensively*** *of the great evolutionary movement to spirituality through passion…* G0D

Miss Pamela Lyall, who sat beside him and talked ***carelessly****, represented the modern school of thought …* FRL

At the actual meetings it was noted that Truman seemed deliberately impervious to Churchill's oratory, especially when he talked ***grandiloquently*** *of Anglo-American co-operation.* HY8

In manic periods, which seemed the most common, she was grossly overactive and reckless in behaviour, rarely slept, talked ***incessantly*** *…*CFX

*He sat down and talked very **naturally** and **freely**…* CAW

У газетному дискурсі дієслово *to talk* також вживається рідко, проте частотність вживання прислівників вища, ніж у науковому дискурсі, що складає 46 лексичних одиниць. Зокрема це такі прислівники як *abundantly, again, amiably, animatedly, constantly, earnestly, effectively, eloquently, enthusiastically, excitedly, exclusively, frankly, gratefully, here, immediately, inanely, last night, long enough, mainly, more modestly, more often, nostalgically, now, often, openly, piously, proudly, quickly, quietly, reassuringly, recently, relentlessly, ruefully, separately, so seriously, today, too long, too much, tough, very little, yesterday* та інші. Проте, як і в попередньому дискурсі, частотність прислівників низька, наприклад, *exclusively* та *non-stop* вжито в тексті по 3 рази, решта – по одному:

*Brian, 27, talked **exclusively** to today CBF*

*Alerting police, he explained his missus, 24, normally sat in the back and talked **non-stop** CH6*

*Predictably, it shot to the top of the dinner party list of mandatory topics and was talked **relentlessly** into the ground … A4M*

*We talked **yesterday** in his cabin CH7*

*Mr Major talked **abundantly**, often **tediously**, about tax AK9*

*The playwright John Mortimer, a Labour supporter, talked **earnestly** to Sue Lawley, television presenter AJU*

*And he talked **effectively** about Britain's place in Europe and the world. AK9*

*He talked **eloquently** about how the NHS failed in its provision for women CBC*

У розмовному дискурсі його частотність вища, та кількість сполучників також складає 46 лексем, зокрема це такі як *again, also, briefly, deliberately, directly, earlier, endlessly, generally, here, last night, later, mainly, much, nearly, normally, now, obviously, only, previously, purely, quite, really, sensibly, seriously, so, specifically, then, today, too, too much, totally, yesterday* та інші. Найчастіше вживаються наступні: *now* – 22 рази; *here* – 20 раз; *a lot* – 12 разів; normally – 4 рази; *loudly, more, nicely* по 2 рази, решта по одному разу:

*I'm talking **here** cos his name's just slipped out of my mind* HV0

*I'm talking **now** as a consumer* KRL

*Yeah but don't talk **bad** you've just gotta have a normal conversation* KP4

*All you have to do is talk **normally**, just ignore it* KCG

*You can talk **personally** better than on the phone* KCN

*If people are naughty then you shout but if people are not naughty then you don't shout, you talk **politely*** KNW

*You only have to talk **quietly**, it comes out so well doesn't it?* KCU

Дієслово *to talk* виражає говоріння, розмову із кимось, дискусію із співрозмовником, і тому вживається рідше у текстах БНК, ніж інші дієслова мовлення, які досліджуємо у цій статті. Як бачимо, вживання прислівників із цим дієсловом наближається до сполучуваності із дієсловом *to tell*.

Висновки. Прислівники вживаються з комунікативними дієсловами тільки у моделі **S + V_{com} + Adv** або її варіанті **S + V_{com} + $pron_{pers}$ + Adv** для дієслова *to tell*. Найповніше дієслова мовлення у сполученні з прислівниками представлені у художній літературі, найменше – у науковій літературі, зокрема точних та прикладних науках. Точні та прикладні науки оперують формулами та законами природи, і тому використання говоріння, а отже, і комунікативних дієслів там мінімальне. Прислівники у сполученні із дієсловом *to say* передають час, причину, спосіб дії, ступінь дії тощо, найповніше вони представлені у художньому дискурсі, найменше – у науковому. газетному та розмовному, де перелік прислівників налічує 281 лексеми, у розмовному, науковому та газетному текстах це 70, 74 та 70 відповідно.

Із дієслів, що досліджувалися, *to tell* вживається найменше у вище вказаній моделі. Ми бачимо, що дієслово *to tell* майже однаково вживається у комбінації із прислівниками у різних типах дискурсу з невеликим переважанням у художніх текстах. Дієслово *to ask* вживається із прислівниками у три рази частіше в художньому дискурсі, ніж у науковому, газетному та розмовному разом. На нашу думку, це зумовлено тим фактом, що це дієслово має два основні значення (запитувати та просити), і в художній літературі автору доводиться представляти ці мовленнєві акти відповідними дієсловами, тоді коли у науковому тексті фокусуються на наукових фактах, у газетному – на новинах, та у розмовному не потрібно уточнювати, який мовленнєвий акт відбувається, співрозмовники є присутніми при розмові. Дієслово *to talk* вживається у сполученні із прислівниками менше ніж *to say* та *to ask,* його вживання майже рівномірно розподілене у різних регістрах із переважанням вживання у художній літературі.

Щодо прислівників, то найчастотнішим за вживанням прислівником є *yesterday*, який вживається 1259 разів у газетному тексті у сполучуваності із дієсловом *to say*, у розмовному зустрічається у 27 словосполученнях, зокрема вживається у газетному тексті із дієсловом *to tell* 167 разів, а в цілому складає 1464 слововживання. Навступним за частотністю є прислівник *so*, який вжито 198 раз у художньому тексті у сполучуваності із дієсловом *to say*; *today*, що вживається 158 разів, *later* – 136 разів; у художньому тексті у сполучуваності із дієсловом *to say*; *here*, який

вживається 110 разів у розмовному тексті, наступним за частотністю є *earlier* із частотністю 90 разів.

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ФУНКЦІЇ ПАМ'ЯТІ В НАРАТИВНІЙ СТРУКТУРІ РОМАНУ ДОННИ ТАРТТ «МАЛЕНЬКИЙ ДРУГ»

Анотація. У статті досліджено функцію пам'яті в наративній організації роману Донни Тартт «Маленький друг». Увагу зосереджено на тому, що в сучасному романі пам'ять постає не лише тематичним компонентом, а й одним із визначальних чинників побудови оповіді, моделювання минулого та формування способів інтерпретації подій. Особливого значення це явище набуває в літературі дорослішання, де пізнання реальності підлітком відбувається через поєднання власних вражень, чужих розповідей, візуальних образів, уяви та готових культурних моделей.

Пам'ять у межах дослідження розглянуто як амбівалентне явище: як суб'єктивне переживання минулого його свідками і як художньо опосередковану конструкцію, сформовану індивідуальними спогадами, родинними наративами та уявою. З'ясовано, що пам'ять про Робіна від самого початку репрезентується в романі як нестабільний комплекс чужих свідчень, який у свідомості головної героїні поступово переростає у складну модель осмислення минулого. Доведено, що пам'ять у творі виконує композиційну, герменевтичну, міфотворчу та ініціаційну функції. Саме через неї минуле дістає наративну форму, образ Робіна переходить у площину сімейного й частково колективного міфу, а досвід Гаррієт набуває виразного ініціаційного змісту. Окрему увагу приділено ролі символічних образів і речей, що зберігають слід втраченого та стають носіями пам'яті.

Такий підхід дає підстави залучити до інтерпретації механізми постпам'яті, оскільки зв'язок героїні з трагедією є не безпосереднім, а успадкованим, афективно навантаженим і наративно сконструйованим. Отже, роман Тартт показує пам'ять як спосіб художнього впорядкування травматичного досвіду, що водночас постійно зберігає його внутрішню неповноту.

Ключові слова: сучасний американський роман, постпам'ять, література дорослішання, наратив, символічний образ, сімейний міф.

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FUNCTIONS OF MEMORY IN THE NARRATIVE STRUCTURE OF DONNA TARTT'S NOVEL *THE LITTLE FRIEND*

Abstract. The article explores the function of memory in the narrative organization of Donna Tartt's novel *The Little Friend*. A particular attention is paid to the fact that, in the contemporary novel, memory appears as a thematic component as well as one of the determining factors in the construction of narrative, the modelling of the past, and the formation of ways of interpreting events. This phenomenon acquires special emphasis in young adult fiction, where the perception of reality develops through a combination of personal impressions, other people's stories, visual images, imagination, and ready-made cultural models.

Within the scope of the study, memory is regarded as an ambivalent phenomenon: both as the subjective experience of the past by its witnesses and as an artistically mediated construct shaped by individual recollections, family narratives, and imagination. It is argued that the memory of Robin is represented in the novel from the very beginning as an unstable complex of other people's testimonies which gradually develops in the mind of the protagonist into a complicated model for understanding the past. The article demonstrates that memory in the novel performs compositional, hermeneutic, myth-making, and initiatory functions. It is through memory that the past acquires narrative form, Robin's image moves into the sphere of family and partially collective myth, and Harriet's experience gains a distinct initiatory meaning. Special attention is given to the role of symbolic images and objects that preserve the trace of what has been lost and become carriers of memory. Such an approach makes it possible to invoke the mechanisms of postmemory in the interpretation of the novel, since the heroine's connection to the tragedy is not direct but inherited, affectively charged, and narratively constructed. Thus, Tartt's novel presents memory as a mode of artistically ordering traumatic experience while at the same time preserving its inner incompleteness.

Keywords: contemporary American novel, postmemory, young adult fiction, narrative, symbolic image, family myth.

Постановка проблеми. У сучасному літературознавстві пам'ять дедалі частіше осмислюється як один із важливих чинників наративної

організації тексту. Через різні форми пам'яті – індивідуальну, сімейну, колективну – сучасний роман моделює проєкції минулого, вибудовує причинно-наслідкові зв'язки та формує способи інтерпретації подій. Особливого значення це набуває в підлітковій літературі, де пам'ять постає динамічним, почасти фрагментарним механізмом відбору, переосмислення й добудовування власного досвіду, оскільки протагоніст пізнає реальність або через вже засвоєні, готові моделі, або через поступове відкриття невідомого, спираючись на різнорідні джерела – власні спогади, розповіді інших, візуальні образи, літературні приклади, емоційні враження, уяву. Дослідження пам'яті як джерела конструювання наративу дає змогу точніше окреслити механізми художньої репрезентації минулого, способи формування суб'єктивної картини світу та специфіку сучасних романів про дорослішання. У цьому контексті роман Донни Тартт «Маленький друг» (2002) становить особливий інтерес, оскільки залучає саме такі наративні моделі для осмислення травматичної події, свідком якої головна героїня Гаррієт Клів Дюфрен безпосередньо не була.

Аналіз останніх досліджень і публікацій. В українському академічному полі рецепція Д. Тартт загалом значно більше пов'язується з романом «Щиголь» (2013), тоді як дослідницький фокус роману «Маленький друг» представлений порівняно небагатьма працями. Зокрема, дослідження А. Мунтян та І. Шпак зосереджено на репрезентації жіночих образів роману в контексті постмодерної естетики [1]. Т. Бандура аналізує наративні ознаки трилера, зосібна техніки жаху, напруги й своєрідність текстотворення [2]. Коло міжнародних інтерпретацій роману значно ширше, однак дослідницькі акценти лише частково перетинаються з проблематикою пам'яті. Ю. Корріган розглядає роман передусім у перспективі травми як кризи свідчення, наголошуючи на внутрішньо приреченій спробі юної героїні розкрити вбивство, яке давно переслідує її родину [3]. Е. Клаф зосереджується на проблемі оповідності в романі [4]. А. Твідді аналізує роман з позиції конструювання «наративу хибного шляху», тобто спотвореного сприйняття реальності Гаррієт та її версії смерті Робіна [5]. Л. Радічкова у своїй магістерській роботі досліджує теми самотності, відчуження й екзистенційного досвіду героїні [6]. Отже, проблема особистої, сімейної, частково колективної пам'яті та її функціонування в романі потребує окремого цілісного аналізу.

Мета статті – проаналізувати функцію пам'яті в наративній організації роману Донни Тартт «Маленький друг».

Виклад основного матеріалу. Пам'ять у межах цієї статті розглядається як амбівалентне поняття, що водночас представлене як суб'єктивне переживання минулого свідками подій, а також як художньо опосеред-

кована конструкція, що формується через індивідуальні спогади, родинні наративи, замовчування та символічні образи. За спостереженням У. Мілевські та Л. Ветенкамп, індивідуальні й колективні спогади постають у межах складного простору, де переплітаються культурні наративи, несвідомі механізми та конкретні події. Тому художнє осмислення пам'яті дає авторові змогу вільно репрезентувати різні зв'язки, що формують цей простір, а також увиразнювати взаємозалежності, які в реальному житті часто залишаються непомітними [7, с. 199]. Такий підхід, на нашу думку, дає змогу простежити основні механізми наративної організації тексту, де пам'ять виступає провідним елементом.

Подія, що лежить в основі роману, відкривається читачеві як своєрідний пазл, складений із недостовірних спогадів та фантазій головної героїні Гаррієт Клів Дюфрен, який, попри постійне переосмислення та варіативність, не набуває остаточної завершеності. Дівчинка не пам'ятає ту неділю в травні, коли за загадкових обставин гине її старший брат Робін. На момент події їй було лише пів року. Детальна розповідь на початку роману про той день в травні – останній день життя Робіна, сповнений символів і натяків, не дає остаточного розуміння того, що сталося.

Невипадково одним з епіграфів до роману є слова Святого Томи Аквінського: «Наймізерніше знання, яке можна здобути про найвищі речі, є жаданішим, ніж найпевніше знання про речі дрібніші» [8, с. 7]. Сенс висловлювання полягає в тому, що цінність знання залежить не тільки від його точності, але й від того, про що саме це знання. У цьому контексті йдеться не лише про ступінь точності пізнання, а й про гідність самого предмета. Для Гаррієт таким предметом стає смерть Робіна – подія, що визначає внутрішню логіку існування всієї родини. Тобто навіть дуже неповне, сумнівне знання про вбивцю, який зруйнував спокій та щастя, виявляється для неї ціннішим за будь-яку достовірність буденного життя. Пам'ять про Робіна в романі від самого початку репрезентується як сукупність недостовірних свідчень про минуле, що поступово трансформується в уяві Гаррієт у складну й фрагментарну конструкцію, яка виходить за межі родинного простору. Особливо виразно процес колективної міфологізації образу Робіна виявляється в епізоді з меморіальним вітражем у церкві, де його постать з'являється поруч з образом Ісуса. У такому контексті приватна трагедія виходить за межі родинної пам'яті й набуває колективно-символічного виміру. Для спільноти померлий хлопчик постає як сакралізований образ невинності та втрати. Його смерть не отримує остаточного пояснення, повільно обростає спотвореними спогадами, домислами, знаковими збігами, які символічно нашаровуються, перетворюючи її на міф. Саме тому для Гаррієт минуле є

відкритим, незавершеним. Накопичення ваги цієї лімінальної події в житті родини змушує Гаррієт знайти та покарати вбивцю, помстившись раз і назавжди за всі нещастя її родини. Для Гаррієт на цьому етапі не є визначальним, наскільки обґрунтованими є її підозри щодо вбивці Робіна. Завзята любителька читання, Гаррієт, осмислює дійсність через літературні пригодницькі й детективні моделі, де зло має бути персоніфіковане, тож не сумнівається в провині Денні. Підлітка з легкістю вирушає до будинку братів Ретліффів, щоб знайти підтвердження своїм здогадкам, розпочинаючи шалений квест у пошуках вбивці. Для Гаррієт це був не стільки пошук доказу, скільки пошук форми для хаотичного минулого. У такій ситуації їй потрібен не весь ланцюг істини, а конкретний винуватець, на якого можна спрямувати цю напругу. Тому вона йде не стільки з'ясувати, чи це він, скільки знайти підтвердження тому, у що вже повірила.

Д. Тартт розбудовує наратив поступово, то розмотуючи, то знову намотуючи факти дійсності й ненадійні спогади про минуле, якими всі члени родини щедро діляться з Гаррієт. Письменниця робить її образ неординарним: на відміну від сестри Еллісон, Гаррієт не вирізняється традиційною жіночністю, красою чи грацією, натомість постає допитливою, розумною, охочою до пізнання. Це виявляється в її зацікавленні минулим – археологією, динозаврами, дослідженнями Антарктики, історією родини Клівів і маєтку Напасті. Її увага до родинної історії пов'язана з прагненням знати славетне родинне минуле, з тяжінням до південного культурного середовища, в якому пам'ять про походження, локальна значущість та статус роду набуває особливої ваги. Трагедія Робіна входить до історії родини як її новий травматичний сюжет. Тому знати правду про смерть брата для Гаррієт означає долучитися до пам'яті роду.

Показово, що зацікавлення Гаррієт минулим майже відразу поєднується з темою смерті. Першим матеріалізованим досвідом небуття для неї стає смерть улюбленого Робінового кота Нюні. В ті моменти, коли Гаррієт потребує уявної, фікціоналізованої опори для осмислення складних і травматичних епізодів реальності, в романі щоразу, чи то уві сні, чи то у маренні, виринає постать капітана Скотта та його команди, загиблої під час експедиції.

Застигле тіло кота стає для дівчинки своєрідним об'єктом пізнання, її першою безпосередньою зустріччю зі смертю – холодом тіла, скуйовдженим хутром, скляними очима. У своїй уяві вона проводить паралелі між мертвим котом і закам'янілими від морозу тілами полярних дослідників, тими, хто вже пізнав смерть. Отже, доторк до мертвого тіла стає для неї першим досвідом пізнання смерті на дотик і набуває виразного ініціаційного значення. Дорослішання Гаррієт відбувається доволі незалежно: вона здатна

самостійно ухвалювати рішення й не схильна беззастережно коритися авторитетам чи загальноприйнятим нормам.

Наступний епізод із дроздом ускладнює цей досвід, вводячи в нього мотив власної причетності. Поранена пташка, що набуває подвійної символізації, бо ім'я Робін англійською означає «мандрівний дрозд», помирає в руці Гаррієт й вже не може сприйматися лише як об'єкт спостереження, адже її смерть настає внаслідок насильницького жесту. Відтак пізнання тут поєднується з моральним потрясінням. На нашу думку, цей епізод увиразнює риси, важливі для роману дорослішання: допитливість, жорстокість, провину, перший досвід відповідальності за завдану шкоду. Епізоди зі смертю тварин готують важливий зсув у свідомості Гаррієт, де смерть поступово перестає бути для неї винятковою межею й входить у логіку пізнання та дії. В її розслідуванні ця нечутливість до наслідків переноситься на людей. Гаррієт майже відразу приймає версію провини Денні Ретліффа, не потребуючи доказів. Для неї достатньо зневажливої характеристики, успадкованої від Іди, чи не єдиної людини в житті Гаррієт, до якої вона відчуває справжню прив'язаність. Факт ініціації полягає не тільки в зустрічі зі смертю, а й в тому, що Гаррієт майже переходить межу, дозволяючи власній уявній версії світу виправдати можливу смерть іншого.

Почасти це пов'язано з тим, що зі смертю Робіна життя всієї родини ніби зупиняється. Занепадає родинний маєток, руйнується сім'я Гаррієт, мати впадає в депресію, Еллісон ховається від життя за допомогою сну. Тітки Гаррієт по-своєму переживають втрату Робіна. Авторка поступово показує, як жорстока незрозуміла смерть роз'єднує родину зсередини. Відтак кожен у родині так чи інакше відчуває свою причетність та провину за смерть хлопчика. Тому дії Гаррієт можна інтерпретувати екзистенційною потребою доторкнутися до правди, хоч би якою фрагментарною й недосяжною вона була.

Гаррієт через свій вік не могла бути свідомим свідком попри присутність в той час на місці події. Усі знання про той сумний день вона створює за допомогою історій, які чує від своїх близьких, а переповідати бувальщину про Робіна в родині любили. Численні спогади про його дитинство, милі й смішні випадки з життя, «що він говорив чи робив <…> які він мав іграшки, який одяг носив, які вчительки йому подобались, а які ні, у які ігри він бавився, які сновидіння пригадував. <…> Були там правдиві речі; були й не дуже; багато чого взагалі ніхто не міг знати, проте коли Кліви вирішували зійтися в якомусь суб'єктивному питанні, то згода – автоматично й доконечно – ставала істиною, хоч ніхто з них і не усвідомлював колективної алхімії, яка до цього спонукала» [8, с. 23]. Те,

яким чином родина будувала посмертний образ Робіна, авторка порівнює з химерною невиразністю житіїв святих. Здебільшого гіперболізовані та вигадані чесноти хлопчика, який за життя був просто «дитиною жевжиком з непостійною натурою, часом безрадісним, а часом майже істериком» [8, с. 23], ставали настільки правдоподібними, ідеалізованими, що почасти його образ набував сакральних рис, уподібнюючись до янгола.

Вважаємо, що роман дає змогу осмислити досвід Гаррієт крізь оптику постпам'яті, оскільки її зв'язок із трагедією є опосередкованим, афективним і міфологізованим, хоча й не цілком відповідає класичній схемі «покоління після» за визначенням М. Гірш [9]. Так, постпам'ять розглядається як зв'язок наступного покоління з особистою, колективною чи культурною травмою попередників; людина ніби «пам'ятає» те, чого сама безпосередньо не пережила, бо виросла серед чужих історій, образів, жестів і моделей поведінки. М. Гірш окремо наголошує, що цей зв'язок опосередкований не прямим пригадуванням, а уявною інвестицією, проєкцією та творчим добудовуванням. Вона також відрізняє постпам'ять від власне пам'яті поколіннєвою дистанцією, а від історії – глибокою особистою залученістю [9]. Саме це і відбувається з Гаррієт. Вона не є свідком трагедії в повному сенсі, не бачила самої події, не могла її усвідомити й не має власного надійного спогаду. Проте смерть брата визначає її життя так, ніби це її власна пам'ять. Отже, вона існує в режимі постпам'яті, тобто живе всередині події, яку не пережила свідомо, але яка передалася їй через сімейну атмосферу, повторювані оповіді, замовчування, емоції дорослих і символічно заряджені речі. Погоджуючись з думкою М. Гірш про те, що людину можуть формувати наративи, які передували її власній свідомості [10], наголосимо, що Гаррієт має справу не з «первинною» пам'яттю очевидця, а з пам'яттю другого чи навіть третього ступеня, де сам факт уже пройшов через багато шарів емоційної та наративної обробки. Сестри не могли пам'ятати його, проте виросли зі знанням, який колір він любив, якій улюбленій книжці або смаку морозива віддав би перевагу. Стосунки з мертвим братом набували ознак реальних, живих. Молодші сестри, Гаррієт та Еллісон, були виховані на прикладі Робіна. Він став рольовою моделлю, за якою зовнішність, характери, вдача дівчат піддавались постійній звірці, що зрештою не наблизило їх до створеного ідеалу, проте віддалило одну від одної. Спираючись на підхід дослідників М.Басселера та Д.Бірке, що інтерпретують літературний текст як простір художнього відтворення самого процесу пригадування [11, с. 222], таке напрочуд достовірне знання дівчат про Робіна можна пояснити не достовірністю пам'яті, а повторюваністю її наративного оформлення, коли багаторазово проговорюваний у

родинному колі образ хлопчика поступово набуває вигляду стійкого й майже безсумнівного знання.

Переповідки, які дівчатка знали напам'ять, могли бути з легкістю за потребою доповнені деталями, проте ці деталі не стосувалися правди. Якщо для Еллісон, яка майже не пам'ятала ту подію, приховуючи свою нездатність до реконструювання минулого, було життєво важливо уникнути додаткових приводів для пригадування, Гаррієт навпаки з легкістю видобувала якусь незнану до того інформацію, вражаючи цим оточуючих, бо прагнула стати частиною того минулого, яке було для неї недосяжним, розповідаючи «про свого мертвого брата, ще й із таким дивним, упертим завзяттям, наче не просто пам'ятає Робіна, а він досі живий» [8, с. 40]. Вештаючись будинком на самоті поночі дівчина відчувала присутність брата, але це її не лякало, напроти, вона уявляла, що там, де він зараз, завжди ніч, він «сам-один: самотньо крутиться, розмахує ногами в наповненій цокотом годинників почекальні» [8, с. 76].

П. Рікер зазначає, що пам'ять лежить в основі будь-якої розповіді, адже саме через оповідь людина надає власному досвідові зв'язності [12, с. 27]. Відтак життя набуває форми історії, осмисленої й вибудуваної в постпам'яті, що функціонує як система матеріальних і символічних опор. Саме тому важливого значення в романі набувають фотографії, речі та образи, у яких пам'ять про Робіна дістає додаткове закріплення. Символічно заряджені речі, як-то дитячий костюм чорного дрозда, який колись належав Робіну, його іграшки, фотографії, для Гаррієт мають певний ритуальний сенс. Так, вона обережно дістає з шухляди Еді альбом з фотографіями Робіна. Фото малого Робіна, якого Еді зафіксувала в русі на фоні дощового неба, темних хмар в останній день життя, набуває особливого значення не в момент створення, а ретроспективно. Після його смерті зафіксований рух хлопчика, розмитість силуету й тривожний пейзаж починають сприйматися вже не як випадкові деталі, а як елементи образу, що по-новому прочитується пам'яттю. У такий спосіб світлина перестає бути нейтральним родинним знімком і стає одним із візуальних носіїв пам'яті про втрату.

Останній родинний знімок, що спершу постає як звичайна інсценована сімейна світлина, де вони в трьох: Робін, Еллісон та Гаррієт у перший день вдома після її народження перед Різдвом, також ретроспективно набуває зовсім іншого сенсу. Діти позують так, як їм вказують дорослі, навряд чи надаючи цьому значення у той момент, коли робилось фото. Проте це єдине фото, де діти були разом, за певний час до того, як почався розпад родини: смерті дідуся, потім Робіна, депресії матері, рішення батька переїхати в інше місто. Фотографія як носій втраченої присутності за Р. Бартом [13] дає Гаррієт ілюзію, що вона має доступ до

самого Робіна, хоча насправді має доступ лише до його зафіксованого образу. Саме тому фотографії, які дівчинка потайки розглядає, сприймаються нею майже як доказ присутності людини. Фотографія засвідчує, що «це насправді було», тобто фіксує реальність уже втраченої родинної цілісності. Водночас окремі деталі знімка, те, з якою обережністю Робін тримає Гаррієт, його лагідна усмішка, котик Нюня, змінюють спосіб його спийняття, перетворюючи фото з документа на осередок пам'яті й подальшої міфологізації померлого.

Роман стає простором, у якому пам'ять як афективне успадкування організує сам спосіб оповіді, також інтертекстуально конструюючи реальність за рахунок знаків, літературних образів та історичних персоналій, що спочатку видаються випадковими або незначними, однак у подальшому виявляються суттєвими для загальної логіки подій. Серед постатей, які формували уявний світ Гаррієт, особливо показовою стає фігура Гаррі Гудіні. Хоч він не був єдиним об'єктом її захоплення, найвизначнішим вона вважала Шерлока Холмса поруч з Жанною д'Арк, Наполеоном та капітаном Скоттом, проте саме цей образ найвиразніше втілює мотиви витривалості й подолання меж, важливі для розуміння поведінки підліткової героїні. Захоплення Гудіні походило з його неймовірної здатності втікати від небезпеки та неприємностей, яких чимало було на його життєвому шляху. Вміння великого містифікатора «брати гору над панікою, страхом удушення, утоплення й темряви» [8, с. 91] робить його одним із тих культурних сценаріїв, через які Гаррієт уявляє свою місію – тренувати тіло й розум, пройти випробування, перехитрити небезпеку, дістатися прихованої істини, тобто знайти вбивцю брата. Символічне мислення Гаррієт спочатку маркується як прояв дитячої уяви й читацької вразливості, однак поступово виявляється співмірним самій структурі роману, де повторювані образи створюють приховану систему смислових перегуків. У такий спосіб індивідуальна схильність героїні до надінтерпретації переходить у рівень наративної закономірності. Тому Гаррієт, натхненна цією постаттю, наполегливо займається підводним плаванням, що зрештою рятує їй життя в кульмінаційній сутичці з Денні Ретліффом, коли вона підійшла впритул до межі між життям і смертю, якої весь роман намагалася торкнутися уявою. Попри близькість, яку Гаррієт відчуває до Робіна, смерть брата весь час була чужою подією, навколо якої вона вибудувала своє життя. Вона жила в полі цієї смерті, намагалася її уявити, пояснити, розгадати, відчути, проте це все одно залишалося опосередкованим досвідом. Епізод в старому резервуарі стає ключовим етапом її дорослішання. Гаррієт отримує тілесне знання про майже смерть: брак повітря, паніку, виснаження, воду в легенях, нудоту, слабкість, втрату

відчуття власного тіла. Дівчинка майже фізично доторкнулась до того, що для неї завжди було абстрактно-міфологізованим. Тому після порятунку вона відчуває дивну спорідненість із Робіном, бо тепер знає, що він пережив. Її місія умовно завершується, хоча вона не отримує повного знання про Робіна, зате має еквівалент того, що так довго намагалася зрозуміти – межовий досвід крихкості життя.

Справжній злам стається далі, коли вона спочатку по-дитячому тріумфує від думки, що «покінчила» з Денні, а потім дізнається від батька, що той нещасний був тим самим «маленьким другом» Робіна і відчуває справжнє полегшення від того, що не стала вбивцею невинного, що не замкнула себе в хибній історії остаточно. Їй вдалося виплутатись з кайданів власної помилкової версії минулого.

Висновки. Отже, пам'ять у романі, поряд з композиційною функцією, визначає герменевтичну перспективу твору. Саме через пам'ять минуле набуває наративної форми, образ Робіна поступово переходить у площину сімейного та частково колективного міфу, досвід Гаррієт дістає виразний ініціаційний зміст. Пам'ять також працює як спосіб наративного впорядкування травматичного досвіду, але водночас постійно фіксує його неповноту. Минуле складається з родинних переповідок, уривків спогадів, уяви головної героїні, символічних образів і речей, що зберігають слід втраченого. Такий підхід дозволяє залучити інтерпретаційні механізми постпам'яті. Для свідомості героїні минуле стає внутрішньо засвоєним наративом, що визначає її спосіб світобачення. Важливо зазначити, що пам'ять у романі тісно пов'язана з лінією дорослішання головної героїні. Окреслена проблематика відкриває можливості для подальшого вивчення функцій пам'яті в наративній структурі сучасного роману.

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ПРОФЕСІЙНА ЛЕКСИКА ТА ОСОБЛИВОСТІ ЇЇ ПЕРЕКЛАДУ (НА МАТЕРІАЛІ КІНОФІЛЬМУ *«ФОРМУЛА 1»)*

Анотація. У статті розглядається явище професійної лексики та особливості її відтворення українською мовою. Професіоналізми є серед одиниць спеціальної лексики, що розповсюджена в аудіовізуальних текстах. Лексичне наповнення останніх залежить від їх жанрової специфіки. До інших різновидів спеціальної лексики, що характерна для аудіовізуальних текстів, належать терміни та номенклатурні позначення. У статті надаються визначення вищенаведених понять, зазначаються їх різновиди та особливості. Крім того, розмежовуються поняття «термін» та «професіоналізм». Зазначається, що терміни є абстрактними поняттями, що позначають поняття характерне для певної галузі. У той час, як професіоналізми є емоційно забарвленими одиницями, еквівалентами нейтральних слів-термінів. Професіоналізми можуть бути зрозумілими для представників однієї і тієї ж галузі, тому їх переклад може викликати труднощі, на відміну від термінів. Для роботи над останніми виділяють три основні етапи: пошук словникового відповідника, перевірка термінів на однозначність чи багатозначність та підбір еквівалента чи створення власного перекладу за відсутності необхідного варіанта. Крім того, у науковій літературі виділяють способи перекладу термінів на лексико-семантичному та лексико-граматичному рівнях. Переклад же професіоналізмів виконують за допомогою загального нейтрального терміна або шляхом підбору еквівалента-професіоналізма. Дане дослідження проводилось на матеріалі кінофільму «Формула 1», що містить численну кількість професіоналізмів сфери автоспорту. Аналізований твір містить справжні сцени перегонів за участі відомих гонщиків. За результатами аналізу професіоналізми використовувалися у ситуаціях професійного спілкування між пілотами болідів та членами команди під час тренувань до змагань та випробовувань болідів. Переклад професійної лексики у кінофільмі був виконаний за допомогою підбору емоційно забарвлених еквівалентів в

українській мові задля полегшення їх сприйняття глядачами. Варто зазначити, що більшість професіоналізмів із фільму є багатозначними лексемами в англійській мові, що ускладнює їх переклад українською мовою.

Ключові слова: професійна лексика, терміни, терміносистема, аудіовізуальні тексти, еквіваленти

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PROFESSIONAL VOCABULARY AND SPECIFICS OF ITS TRANSLATION (ON THE BASIS OF *F1: THE MOVIE)*

Abstract. The present article deals with the notion of professional vocabulary and specifics of its translation from English into Ukrainian. Professional words are widespread among those lexical units that are present in audiovisual texts. Lexical content of the latter depends on their genre peculiarities. Terms and nomenclature belong to the other types of special vocabulary that is peculiar to audiovisual texts. The definitions of the above mentioned phenomena are given, their types and peculiarities are enumerated. Moreover, such notions as “term” and “professional word” are differentiated. It is stated that terms are abstract notions designating phenomena peculiar to some certain sphere. Whereas professional words are emotionally coloured units that are equivalents to neutral terms. Professional words unlike terms are comprehensible to some group of professionals leading to challenges while translating them. There are three stages of translating terms: search of their dictionary equivalent, checking terms for monosemy or polysemy and selecting equivalent or translating them when there is no necessary variant. Besides that fact, scientists distinguish different ways of translating terms on the lexical and grammatical levels. On the contrast, professional words are translated using common neutral term or selecting equivalent professional word in the target text. The present research was based on the material of *F1: The Movie* that is full of professional words dealing with motorsport. The analysed material contains real scenes of races featuring famous drivers.

The results of the research show that professional words are used in the situations of professional communication between drivers and the teammates while training and testing cars. The translation of the professional vocabulary in the movie was conducted with the help of emotionally coloured equivalents in the

Ukrainian language to make them comprehensible to the audience. It should be mentioned that the biggest number of professional words from the movie are polysemantic and it makes them difficult to translate into the Ukrainian language.

Keywords: professional vocabulary, terms, terminological system, audiovisual texts, equivalents

Постановка проблеми. Лексичний склад мови та його класифікація посідають одне із перших місць у дослідженнях сучасних науковців. З розвитком науки та техніки виникає потреба називати спеціальні поняття, що обслуговують конкретну сферу знань чи діяльності. Відтак, виникає інтерес до галузевих терміносистем. Упродовж останніх десятиліть увагу лінгвістів привертають не тільки питання уніфікації термінологічних одиниць, а динаміка становлення терміносистем та сфери їх функціонування.

До останніх належать спеціальна література, засоби масової інформації, а також мова професіоналів. Через стрімке поширення кінопродукції, різноманіття жанрів, які пропонуються на вибір глядачеві, кінематограф є ще однією сферою поширення термінології.

Аналіз останніх досліджень і публікацій. Кіноперекладяк явище привертає увагу як вітчизняних, так і зарубіжних науковців [1; 2; 3; 4; 5]. Незважаючи на велику кількість праць з теорії кіноперекладу, недостатньою є кількість досліджень, що присвячені вивченню лексичного наповнення кінофільмів та особливостей їх перекладу. Крім того, важливим є дослідження лексичного наповнення кінофільмів відповідно до їх жанру.

Метою ж даної статті є вивчення особливостей функціонування та перекладу професійної лексики автоспортивної тематики в аудіовізуальному тексті.

Виклад основного матеріалу. Лексичне наповнення аудіовізуальних текстів зумовлене їх жанровою специфікою. Крім загальної лексики, аудіовізуальні тексти збагачені й спеціальною лексикою. Серед класів спеціальної лексики, що розповсюджена в аудіовізуальних текстах, можна виділити терміни, професіоналізми та номенклатурні позначення [6, с.49-51].

Термін визначають як емоційно-нейтральне слово або словосполучення, яке використовується для точного визначення понять або назв предметів [7, с. 255].

Терміном у традиційному розумінні є слово або словосполучення, яке спеціально використовується у певній галузі науки, техніки, торгівлі, права, спорту чи мистецтва для передачі поняття, характерного для цієї окремої галузі [8, с. 146].

Виділяють три основні групи термінів залежно від ступеня спеціалізації значення. Серед них: загальнонаукові терміни, міжгалузеві терміни та вузькогалузеві терміни [9, с. 33].

Загальнонаукові терміни вживаються практично в усіх галузевих термінологіях. До цієї категорії відносять і загальнотехнічну термінологію. Варто зазначити, що такі терміни в межах певної термінології можуть конкретизувати своє значення. Наприклад, *концепція, теорія.*

Міжгалузевими є терміни, які використовуються в кількох споріднених або й віддалених галузях. Наприклад, термінологія спільна з іншими соціальними та природничими науками (*звук*).

Вузькогалузеві терміни – це терміни, характерні лише для певної галузі. Наприклад, *префікс, дефолт.*

Терміни слід розмежовувати від професіоналізмів. Професіоналізм – це слово, або вислів, притаманні мові певної професійної групи. Професіоналізмом називають емоційно забарвлені елементи, що є розмовними синонімами-еквівалентами до стилістично індивідуальної професійної номенклатури чи слів-термінів і часто виходять за межі літературної мови [10, с. 88]. Терміни, зазвичай, є абстрактними поняттями, у той час, як професіоналізми – конкретними, оскільки детально диференціюють ті предмети, дії, якості, що безпосередньо пов'язані зі сферою діяльності відповідного фаху. Професіоналізми належать до ненормативної спеціальної лексики, їх значення майже не подають у термінологічних словниках, оскільки вони функціонують переважно в усному мовленні фахівців певної галузі [11, с. 146]. Виконуючи важливу номінативно-комунікативну функцію, вони точно називають деталь виробу, ланку технологічного процесу чи повне поняття, і в такий спосіб сприяють кращому взаєморозумінню представників однієї і тієї ж професії. У писемній мові професіоналізми вживають у виданнях призначених для фахівців (буклетах, інструкціях, порадах тощо) [12, с. 168].

Номенклатурними ж позначеннями, або номенами, є символічні умовні назви словесно-буквеної чи цифрової структури, які спеціально створюються на базі термінів денотативного типу. Відмінність між термінами та номенами полягає в тому, що в основі термінів закладено загальні поняття, а в основі номенклатурних назв – одиничні. До номенклатури можна віднести серійні марки транспортних засобів, верстатів, приладів, назви підприємств, організацій, установ, географічні назви. Наприклад, в автотранспортній термінології *кермо, важіль, глушник* – терміни, а марки транспортних засобів *«Фольксваген», «Форд», «Богдан»*, найменування емалей для зовнішніх покриттів кузовів транспортних засобів *МЛ-12, ПФ-115*, установок для ремонту – *SPM-200, EPS-150* є номенклатурними назвами (номенами) [13, с. 290].

Переклад термінів вимагає знання тієї галузі, якої стосується переклад, розуміння змісту термінів англійською мовою і знання термінології рідною мовою.

Говорячи про переклад термінів, особливо термінів певної сфери виробництва, виділяють три основні етапи роботи:

1) пошук словникового відповідника, який точно збігається зі значенням терміна;

2) перевірка термінів для виявлення їх однозначності або багатозначності;

3) створення власного перекладу у випадку відсутності еквівалента, або ж створення власного перекладу шляхом знаходження пояснення у тлумачних словниках чи спеціалізованій літературі [14, с.8].

У науковій літературі виділяють наступні способи перекладу термінів (на лексико-семантичному та лексико-граматичному рівнях):

1) транскодування;
2) калькування;
3) експлікація, або описовий переклад;
4) конкретизація;
5) генералізація;
6) компресія
7) інверсія [15, с. 126-127].

Додаткові труднощі при перекладі можуть становити професіоналізми, які виступають еквівалентами відповідних термінів у просторіччі. Професіоналізми є окремою групою спеціальної лексики через їх експресивні, ареальні та стилістичні особливості. Важливою у такому випадку є проблема відсутності відповідника у словнику з потрібним значенням. Крім того, професіоналізми мають чітко визначену сферу використання і/або взагалі не мають відповідника у мові перекладу, або мають переклад, заснований на іншому образі. Знання таких елементів приходить із досвідом [16, с. 9].

Професіоналізми часто є локальними одиницями, незрозумілим за межами певної професії. Через те, що їх значення рідко зафіксоване у словнику, то переклад таких одиниць виконують загальним нейтральним терміном або у разі наявності, еквівалентом-професіоналізмом.

Слід зазначити, що спеціальна лексика в цілому досить численна і неоднорідна. Обсяг і різноманітність спеціальної лексики зумовлені особливостями формування та функціонування відповідної терміносистеми.

Терміни автоспорту в першу чергу пов’язують із перегонами Формула-1. Формула-1 (англ. F1) – найпрестижніший клас міжнародних перегонів на болідах, який організовується Міжнародною автомобільною

федерацією (англ. FIA). З моменту свого заснування Формула-1 стала не лише символом швидкості й технічного прогресу, а й ареною для легендарних гонщиків та інженерних досягнень [17]. Крім того, перегони Формула-1 стали основою сюжету багатьох кінофільмів (Див. напр., «Сенна» (2024); «Браун: неймовірна історія Формули-1» (2023); «Formula 1: Жени, щоб вижити» (2019); «Гонка» (2013); «Гран Прі» (1966)) [18]. Одним із останніх кінофільмів, присвячених Формулі-1 є однойменна американська спортивна драма, що вийшла у прокат у червні 2025 року.

Слід зазначити, що фільм був створений у офіційній співпраці з Міжнародною автомобільною федерацією (англ. FIA) та містить справжні сцени з перегонів, в яких беруть участь найвідоміші водії-гонщики. Співпродюсером фільму виступив семиразовий чемпіон світу Льюїс Гамільтон.

Таким чином, вищезазначений кінофільм є вдалопідібраним матеріалом для дослідження, яке відбувалося у декілька етапів. На першому етапі відбулося порівняння тексту-оригіналу з текстом-перекладом. Для аналізу було обрано англомовну версію кінофільму та його україномовний професійний дубляж, виконаний студією Postmodern. Методом суцільної вибірки було обрано одиниці для аналізу. На наступному етапі відбувався пошук словникових відповідників обраних одиниць та перевірка на однозначність чи багатозначність. На завершальному етапі проводився аналіз підібраного еквівалента-професіоналізма або ж нейтрального відповідника. Розглянемо декілька прикладів із кінофільму.

Now ***we're dropped down*** *to seventh* [19]. – ***Ми скотилися*** *на сьому* [20]. Словосполучення ***we're dropped down*** перекладено за допомогою фрази ***ми скотилися,*** в якій власне дієслівна форма *скотилися* позначає зміну позиції команди в турнірній таблиці перегонів. Перекладачем вжито цей варіант замість словникових відповідників дієслова *drop down - опускатися, падати.* Лексема *скотилися* так само має негативне конотативне значення, проте є розмовним варіантом на позначення відповідного процесу у перегонах.

У наступному прикладі *I want you* ***on board,*** *Sonny* [19]. – *Я хочу* ***взяти тебе в команду****, Сонні* [20] словосполучення *on board* перекладено за допомогою словосполучення з прийменником *в команду.* При цьому, лексема *board* є багатозначною в англійській мові та застосовується у різних сферах. Тоді як вислів *on board* має буквальне значення *на борт/на борту.* Зазвичай ця фраза в англійській мові використовується у випадку посадки на літак, корабель чи потяг. У даному ж випадку йдеться про команду гонщиків Формули-1, а власне фраза *on board* позначає гоночний болід, за кермом якого має перебувати Сонні.

Наступний діалог між власником команди Рубеном Сервантесом та Сонні Гейсом демонструє вживання граматичної заміни дієслова *drove* на іменник *гонщиком,* що власне є професіоналізмом, адже вживається замість загальної лексеми *водій (автомобіля)* на позначення водія – учасника гонок:

*RUBEN: What**'d** your friend **do**?*
*SONNY: **Drove cars*** [19]**.**
*РУБЕН: Ким **був** Ваш друг?*
*СОННІ: **Гонщиком*** [20]**.**

***Number two's a rookie,** and **the season's** half over* [19]. – ***Другий пілот – новачок, а новий сезон** у розпалі* [20]. У вищенаведеному прикладі вживання професіоналізма *number two* перекладено за допомогою його еквівалента в українській мові *другий пілот.* Проте слід зазначити, що в українській мові даний професіоналізм стосується не лише сфери автоспорту, а й цивільної авіації, оскільки позначає особу, яка має свідоцтво пілота і виконує певні функції пілота на борту повітряного судна, крім функцій командира повітряного судна. У той же час іменник *a rookie,* що використовується на позначення особи, що вперше виконує свої професійні обов'язки, замінений його еквівалентом в українській мові *новачок.* Інший же іменник *the season* був перекладений за допомогою транскодування *сезон,* позначаючи період часу протягом року, у який відбувається певна подія. У даному випадку йдеться про перегони Формули 1.

*SONNY: How many **races** left?*
*RUBEN: Nine. If we don't turn it around, I lose **the team*** [19]**.**
*СОННІ: Скільки ще **гонок**?*
*РУБЕН: Дев'ять. Якщо нічого не зміню, то втрачу **команду*** [20].

Лексема *races* перекладена за допомогою еквівалента-професіоналізма *гонок.* Слід зазначити, що іменник *races* в англійській мові характеризується багатозначністю, та вживається на позначення різноманітних перегонів, зокрема і спортивних, як між людьми, так і між тваринами. Лексема *the team* була перекладена за допомогою еквівалента *команду,* що так само є багатозначним та може вживатися в різних сферах, як в англійській, так і в українській мовах.

Як видно із вищенаведених прикладів, професійна лексика у кінофільмі використовується персонажами здебільшого у ситуаціях професійного спілкування під час співбесід із пілотами, тренувань до змагань та випробовувань болідів. Перекладачем було підібрано еквіваленти до професіоналізмів з емоційним забарвленням в українській мові, оскільки вони мають бути зрозумілими для глядачів даного кінофільму.

Висновки. Отже, професіоналізми належать до окремої групи спеціальної лексики, що є зрозумілими лише для представників окремої

професії. Професіоналізми слід відрізняти від термінів, що є нормативними одиницями, значення яких закріплене у термінологічних словниках. Професіоналізми характерні для усного мовлення, тоді як терміни – для писемного. Проаналізована професійна лексика у кінофільмі «Формула 1» пов'язана із автоспортивною тематикою та позначає терміни і поняття, що застосовуються учасниками міжнародних перегонів на болідах. Персонажі кінофільму використовують професіоналізми під час особистого та ділового спілкування, власне під час тренувань та змагань. Професійна лексика у кінофільмі перекладена здебільшого за допомогою еквівалентів в українській мові, що мають на меті зробити їх зрозумілими для глядачів фільму різних вікових груп.

Перспективним у дослідженні є вивчення професійної лексики, що належить до інших сфер задля виявлення її особливостей та можливих способів відтворення українською мовою.

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ПОРІВНЯЛЬНЕ ВИВЧЕННЯ ТЕМАТИЧНИХ І СТИЛЬОВИХ ХАРАКТЕРИСТИК РОМАНУ В НІМЕЦЬКІЙ ТА ФРАНЦУЗЬКІЙ ЛІТЕРАТУРІ

Анотація. Специфіка розвитку жанру роману детермінує аспекти ідентичності та унікальні наративи літератури кожної країни. Ключовим проблемним питанням у сфері дослідження жанрових особливостей роману позиціонується образність, складність передання автентичного змісту та часто – невідповідність прямому смисловому аналогу в французькій та німецькій мовах. Зважаючи на це, для досягнення більшої ефективності галузевих досліджень та перекладацької практики необхідно більш глибоко провести порівняльне вивчення тематичних і стильових характеристик роману в німецькій та французькій літературі, що і є метою цього дослідження. У статті проведено компаративний аналіз автентичних особливостей, ключового фокусу тематики і стилістики, специфіки зображення головного героя та загального настрою твору. У дослідженні доведено, що німецький роман переважно зосереджується на внутрішніх аспектах особистості, містиці, духовному пошуку, водночас французький роман позиціонується засобом ретельного аналізу соціуму, людських уподобань та суспільних механізмів, що наділений виразною структурою. При цьому німецькому роману характерні філософська заглибленість,

внутрішній світ (метафізичні пошуки, розлогі роздуми, цікавість до таємниць мистецтва і людської душі), а французькому зразку – глибока психологічність, глибокий аналіз почуттів, внутрішніх істинних мотивів персонажів та соціуму. Спільним є те, що у центрі роману стоїть людина зі своєю долею, численними подіями та переживаннями. Обґрунтовано, що історико-культурний процес у обох країнах зазнав ідентичних етапів розвитку, а тому наділений не лише відмінностями, але й типологічними спільностями. Результати дослідження можуть слугувати основою для детальнішого усвідомлення міжкультурних зв'язків для вдосконалення літературних досліджень та перекладацької практики.

Ключові слова: роман, жанр, порівняльний аналіз, тематичні характеристики, стильові характеристики, німецька література, французька література.

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COMPARATIVE STUDY OF THEMATIC AND STYLE CHARACTERISTICS OF THE NOVEL IN GERMAN AND FRENCH LITERATURE

Abstract. The specifics of the development of the novel genre determine the aspects of identity and unique narratives of the literature of each country. The key problematic issues in the field of research into the genre features of the novel are imagery, the complexity of conveying authentic content, and often inconsistency with a direct semantic analogue in the French and German languages. Given this, in order to achieve greater efficiency in industry research and translation practice, it is necessary to conduct a more in-depth comparative study of the thematic and stylistic characteristics of the novel in German and French literature, which is the purpose of this study. The article provides a

comparative analysis of authentic features, the key focus of the theme and style, the specifics of the portrayal of the main character, and the general mood of the work. The study proves that the German novel mainly focuses on the internal aspects of the personality, mysticism, and spiritual search, while the French novel is positioned as a means of careful analysis of society, human preferences, and social mechanisms, endowed with an expressive structure. At the same time, the German novel is characterized by philosophical depth, inner world (metaphysical searches, extensive reflections, curiosity about the secrets of art and the human soul), and the French model is characterized by deep psychologicality, a deep analysis of feelings, internal true motives of characters and society. What is common is that at the center of the novel is a person with his fate, numerous events and experiences. It is substantiated that the historical and cultural process in both countries has undergone identical stages of development, and therefore is endowed not only with differences, but also with typological commonalities. The results of the study can serve as the basis for a more detailed understanding of intercultural relations for the improvement of literary research and translation practice.

Keywords: novel, genre, comparative analysis, thematic characteristics, style characteristics, German literature, French literature.

Постановка проблеми. Процес глобалізації впливає на ідеологічні, соціальні та культурні проблеми. Одним із основних напрямів розвитку цього процесу є питання інтеграції різних культур та літератур. В останні роки спостерігається зростання інтересу до вивчення різних літературно-художніх особливостей. Поняття «роман» означає велику форму епічного жанру літератури нового часу з наступними найбільш загальними рисами: зображення людини в складних формах життєвого процесу, багато-лінійність сюжету, що охоплює долі низки дійових осіб, багатоголосся. У центрі роману як нового жанру стоїть людина зі своєю долею, численними подіями та переживаннями.

Актуалізація проблематики дослідження порівняльних тематичних і стильових характеристик роману в німецькій та французькій літературі зумовлена необхідністю детальнішого усвідомлення міжкультурних зв’язків для вдосконалення літературних досліджень та перекладацької практики.

Розширене дослідження набуває особливої актуальності на тлі глобальних процесів інтеграції та міжмовного зближення: необхідно розглянути поняття роману як літературознавчого жанру, визначити основний метод його художньої концептуалізації, виявити лінгвістичні особливості та стилістичні прийоми, властиві жанру.

Аналіз останніх досліджень і публікацій. Дослідження специфіки тематичних і стильових характеристик роману в контексті німецької та французької літератури простежуються у публікаціях H. Gómez-Adorno та ін. [3], J. Hawthorn [4], J. Leerssen [6], де значна увага приділена стилістичним та культурним аспектам, граматичним трансформаціям, синтаксичній відповідності та інших репрезентативних індикаторах. D. Biber, S. Conrad [2], J. House [5] серед основних труднощів перекладу виділили складність еквівалентного ідентичного перекладу стильових нюансів роману, що пояснюється формуванням сукупних значень із контексту окремих слів. Також автори відзначають необхідність пошуку схожого смислового навантаження у процесі перекладу, що актуалізується на тлі належності різних мов до принципово різних окремих груп, наділених унікальними культурними та лексичними особливостями.

У публікаціях G. Mazzoni [7] та M. Riffaterre [9] базовою спрямованістю рішень щодо порівняння тематики і стилістики жанру роману позиціонується диференціація їх контексту, що формує необхідність додаткової культурної адаптації. У той же час I. Novakova, D. Siepmann [8] та F. Schleiermacher, S. Bernofsky [10] акцентують увагу на передачі емоційного смислу без втрати змісту – часткової чи повної. Розширені концептуальні межі цього питання висвітлені ученими Y. Terniievska [13], O. Yagiz, S. Izadpanah [14], котрі виявили спільні універсальні риси, а також унікальні культурно-стилістичні риси літературних жанрів у контекстах різних мов. Синергійний підхід, що поєднує обидва зазначені аспекти, на переконання авторів, дозволяє вповні усвідомити стильові та тематичні особливості.

Особливою варіативністю відрізняються наукові розробки французької версії проблематики. Зокрема, у публікаціях низки учених (D. Avison та ін. [1]) проаналізовано ключові аспекти, описано виклики та тонкощі перекладу. Німецькі дослідники (M. Swales [11]) розглядають культурні методи декодування та подання інформації у вигляді складного образу, який часто відтворює стилістичний контекст роману. Очевидно, що теоретико-практичні аспекти дослідження тематичних і стильових характеристик роману в французькій та німецькій літературі мають певні прогалини й недоліки, а відсутність комплексного дослідження зазначеної проблематики додає актуальності обраній темі.

Постановка завдання. Метою статті є порівняльне дослідження стильових і тематичних характеристик роману в німецькій та французькій літературі.

Виклад основного матеріалу. Національні картини світу, репрезентовані німецькою та французькою літературами, сформувались на основі

специфічних традицій, цінностей, життєустрою. Історико-культурний процес в обох країнах зазнав ідентичних етапів розвитку, а тому наділений не лише відмінностями, але й типологічними спільностями.

Першочергово, необхідно відзначити, що німецький романтизм володіє максимально умоглядним, філософським характером, тяжіє до фантастичної форми мислення. Німецькі романтики (Людвіг Тік, Новаліс, брати Шлегелі) формулювали ключові естетичні та світоглядні настанови, вбачаючи у митці носія божественної істини. Базуючись на ідеях німецьких філософів-ідеалістів Йоганна Фіхте та Фрідріха Шеллінга, естетичні погляди перших романтиків пропагували верховенство духовного над матеріальним, ставлячи понад усе духовну особистість, що заклало основу зародженню образа поета-пророка, поширеного у поезії XIX ст. Водночас специфіка німецького романтизму полягає у наявності двосвіття, активно пропагованого Ернстом Теодором Амадеєм Гофманом. Течія «гофманівського» романтизму, у творах представників якої людина втрачає власну самодостатність, охопила не лише німецькомовні країни, але й знайшла відображення у літературі Англії та Франції. Можна позиціонувати фактично виключно «німецьким» жанром особливий романтичний роман, зокрема, «роман про художника» (Künstlerroman) – у рамках подальшої динаміки цього різновиду роману на перший план вийшла пародія на «роман про митця», де образ генія трансформується на генія-чудовиська [12].

Розглядаючи романтизм у Франції, варто зазначити дещо повільніші темпи поступу течії – французький романтизм спирався на сучасність, а його герой більш «звичайний», ніж герої німецьких романтиків. Саме тут формується нова тема – історія молодої особистості, що надалі позиціонуватиметься провідною темою французької літератури. Проте не можна ігнорувати той факт, що значний імпульс її зародженню надав власне німецький роман виховання. Новий романтичний тип героя отримає у французькій літературі свою назву – «син століття» – за романом А. де Мюссе «Сповідь сина століття».

У XIX столітті на тлі інтенсивного розвитку міжнаціональних культурних зв'язків започатковується феномен порівняльних студій. Зокрема, у книзі «Про Німеччину» авторства Жермени де Сталь було проведено компаративний аналіз особливостей німецької та французької літератур. Авторка виділила ключові відмінності: стриманість у вираженні власних почуттів у французів, що не було властиво німецьким авторам; більший успіх у зображенні людських характерів французами; присутність національної характерної риси німецької літератури – метафізичність. Як наголошував романтик Жерар де Нерваль, у творчому процесі французів і

німців є суттєва відмінність: у перших людина керує уявою, а у других – навпаки, уява людиною.

Від початку 1830-х років значний вплив на літературне життя Франції та творчість романтиків (Жорж Санд, Альфред де Мюссе, Віктора Гюго) здійснював реалізм. Французький реалізм був тісно переплетений зі здобутками романтизму: в образі Жюльєна в романі Стендаля «Червоне і чорне» присутні ознаки романтичного психологічного роману, простежуються риси суперечливого героя із гострою потребою самоусвідомлення; надалі психологізм стає ключовим принципом напрацювань Гюстава Флобера, Оноре де Бальзака, Гі де Мопассана. Власне, самобутність французького реалістичного роману спричинена національним розумінням особистості як соціальної істоти [4].

Вплив реалізму на літературу в Німеччині простежується дещо слабше, хоча й виражені у творчості Генріха Гейне. Німецькі письменники-реалісти (Вільгельм Раабе, Теодор Шторм, Теодор Фонтане та інші) вдало синтезували реалістичні риси з романтичними, символістськими та імпресіоністичними. До часу прояву натуралізму в Німеччині в кінці XIX століття французька його версія вже біла вичерпана, проте у обох літературах базовою рисою вбачається заперечення раціоналізму філософії Просвітництва.

Доба модернізму характеризується особливо значущими трансформаціями жанру роману. Марсель Пруст започаткував феномен «роману-потоку», що репрезентував нову техніку оповіді – «потік свідомості». Водночас Андре Жид запропонував альтернативний варіант модерністичного роману – «чистий роман», «роман ідей». Творчість «потоку свідомості» у літературному полі Німеччини була представлена Альфредом Дебліном у романі «Берлін, Олександрплац». Також у німецькій літературі на базисі традиції виховного роману Томасом Манном засновується інтелектуальний роман. Нові принципи згодом проявляться у Германа Гессе, Гюнтера Ґрасса та інших авторів [11].

Щодо модерністичних тенденцій, у німецькомовних країнах розвивався літературний експресіонізм (Франц Кафка). Значущим впливом у повоєнний час був наділений французький екзистенціальний роман (Альбер Камю, Жан-Поль Сартр), паралельно якому в Німеччині активно розвивалась екзистенціальна філософія, спрямована на структурування знання, побудову систем, нехтування філософсько-моральною проблематикою. Зокрема, набуває актуальності діяльність Семюеля Бекета з його інтерпретацією абсурду як нонсенсу.

Відкриття модерністів також суттєво відзначились в особливостях характеру французького роману середини двадцятого століття, зокрема у

виникненні «нового роману» (Мішель Бютор, Алан Роб-Грійє, Наталі Саррот). Окремі нюанси поетики «нового роману» відстежуються у німецькомовній літературі дещо пізніших періодів (Ельфріда Еллінек, Гюнтер Ґрасс, Петера Хандке).

Розвиток жанру роману в часі постмодернізму був доволі відмінним у Франції та Німеччині. Своєрідність національних варіантів спричинювалась, серед іншого, забороною модернізму в гітлерівській Німеччині. Особлива значимість у німецькій літературній творчості завжди передбачала неабияку філософську вагу, а тому з початком поширення постмодернізму перші літературні спроби виглядали радше як філософські романи [7]. Загалом ключовою особливістю постмодерністської німецької літератури вбачається її звернення до романтизму як основної національної культурної традиції («Парфюмер» Патріка Зюскінда).

Щодо Франції, доцільно відзначити деяку непослідовність розвитку постмодернізму, зважаючи на домінантність пост-структуралістських теоретичних наративів. Йому була властива ідея пріоритетної трансформації традицій як основи процесу оновлення, що спостерігається у специфіці динаміки жанру роману в цей період.

Авторами останніх десятиліть XX століття були актуалізовані принципи бальзаківського роману, психологізм флоберівського та поетика стендалівського зразків. Виникають принципово нові «гібридні» форми жанру роману – зокрема, роман-есей Мілана Кундери. Естетичні особливості таких форм зумовлює виникнення інноваційної моделі роману як наслідку розмивання жанрових меж (роману, есе, поетичної прози, філософського дискурсу), застосування стереотипів і механізмів літератури масового призначення (жанрів фантастичної, пригодницької, детективної літератури). При цьому роман повертається до власної початкової функції – сторітеллінгу, проте з зауваженням інноваційних підходів до психології, мови, реальності, сформованих ідеями Ролана Барта, Мішеля Фуко, Жака Лакана, Жака Дерріди.

Водночас ключовою детермінантою французького постмодернізму позиціонується тенденція до синтезу модерністської традиції в рамках постмодернізму. Французький літературний процес кінця минулого століття ознаменувався переважно ідеологічними парадигмами домінанти постмодерністської ідеї «завершення», а також сприйняття історії, що поєднує обриси як майбутнього, так і минулого. Перебуваючи у безперервному діалозі з національною традицією, інтегруючи світовий досвід, сучасне французьке літературне поле постмодерну (Паскаль Кін'яр, Мішель Турн'є) укріплює ідею транскультурної естетики та інноваційної універсальності в часі глобалізації.

Можна стверджувати, що тематичні та стильові характеристики німецького та французького роману наділені суттєвими відмінностями, що є наслідком різних філософських та історико-культурних шляхів розвитку обох країн, зокрема, в епохи романтизму та реалізму. Результати порівняльного вивчення узагальнені у табл. 1.

Таблиця 1

Компаративний аналіз тематичних і стильових характеристик роману в німецькій та французькій літературі

Характеристика	***Німецький роман***	***Французький роман***
Ключовий фокус тематики і стилістики	Філософська заглибленість, внутрішній світ (метафізичні пошуки, розлогі роздуми, цікавість до таємниць мистецтва і людської душі)	Психологія, соціум, пристрасті (глибокий аналіз почуттів, внутрішніх істинних мотивів персонажів)
Жанрові особливості	«Роман виховання» (Bildungsroman) (фокусується на формуванні особистості, її духовному зростанні, самопізнанні та пошуку свого місця у світі) та роман-казка	Аналітичний, соціальний, історичний роман (детальні роздуми над соціальними взаєминами, кар'єризмом тощо), сюжет часто розгортається на тлі важливих історичних подій
Головний герой	Споглядальник: світ постає через призму суб'єктивного сприйняття збентеженого героя	Бунтар, активний діяч
Загальний настрій твору	Містика, «неясне томління» (Sehnsucht) (туга за ідеальною, недосяжною, гармонією між мистецтвом і життям), романтична символіка	Аналіз, драматизм, критицизм (бунтарський та соціальний контекст, а також аналітико-критичне дослідження дійсності)

Джерело – сформовано авторами

Результати дослідження можуть слугувати основою для детальнішого усвідомлення міжкультурних зв'язків для вдосконалення літературних досліджень та перекладацької практики.

Висновки. Аналіз порівняльних тематичних і стильових характеристик роману в німецькій та французькій літературі підтвердив їхню роль у збереженні лінгвістичної та культурної ідентичності кожної країни.

Дослідження виявило універсальні та культурно специфічні особливості жанру роману. Можна підсумувати, що німецький роман переважно зосереджується на внутрішніх аспектах особистості, містиці, духовному пошуку, водночас французький роман позиціонується засобом ретельного аналізу соціуму, людських уподобань та суспільних механізмів, що наділений виразною структурою. Обидві літератури досить активно вплинули на взаємний розвиток, проте німецький зразок роману зберіг інтровертно-інтелектуальний характер, в той час як французький залишився екстравертно-соціальним. Розуміння подібностей та відмінностей сприятиме ефективному перекладу, що забезпечує як точність, так і збереження культурного контексту.

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ФОРМУВАННЯ ПЕРЕКЛАДАЦЬКОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ БАКАЛАВРІВ ФІЛОЛОГІЇ У ПРОЦЕСІ НАВЧАННЯ ХУДОЖНЬОГО ПЕРЕКЛАДУ: МЕТОДИЧНИЙ АСПЕКТ

Анотація. У статті розглянуто особливості формування перекладацької компетентності майбутніх бакалаврів філології у процесі навчання художнього перекладу з французької мови на українську. Висвітлено методичний потенціал художнього тексту як ефективного матеріалу для розвитку лінгвостилістичної, інтерпретаційної, культурологічної, цифрової та рефлексивної складових перекладацької компетентності.

На матеріалі філософського оповідання французького письменника Мішеля Турньє «La fin de Robinson Crusoé» запропоновано комплексну дидактичну модель роботи над художнім твором. Окреслена модель охоплює кілька взаємопов’язаних типів завдань, кожен з яких спрямований на розвиток конкретних субкомпетентностей: аналітичні завдання розвивають двомовну, екстралінгвальну та стратегічну складові; лінгвостилістичні – двомовну та професійну; творчі завдання – стратегічну й психофізіологічну; редакторські – уміння критичного оцінювання та самоконтролю; цифрові (MT, LLM) забезпечують формування інструментальної та цифрової субкомпетентностей. Розроблена система завдань дозволяє ефективно змоделювати реальні умови професійної діяльності перекладача.

Окрему увагу приділено методиці навчання здобувачів освіти критичного аналізу машинного перекладу, постредагування та базових навичок промпт-інжинірингу. Наголошено, що запропонована дидактична модель передбачає використання сучасних інструментів ШІ для розвитку критичного мислення та професійної (перекладацької) рефлексії.

Визначено форми організації освітнього процесу, що охоплюють індивідуальну самостійну роботу студентів на етапах рецепції тексту, авдиторну роботу під керівництвом викладача під час опрацювання лінгвостилістичних особливостей оригіналу, а також інтерактивні форми – групові дискусії та колективне постредагування.

Ключові слова: перекладацька компетентність, філологія, бакалаври, художній переклад, французька мова, навчання перекладу, цифрова перекладацька компетентність, постредагування.

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DEVELOPING TRANSLATION COMPETENCE IN FUTURE BACHELORS OF PHILOLOGY THROUGH LITERARY TRANSLATION TRAINING: A METHODOLOGICAL PERSPECTIVE

Abstract. The article examines the specific features of developing translation competence in future bachelors of philology through literary translation training from French into Ukrainian. It highlights the methodological potential of literary texts as an effective resource for developing the linguostylistic, interpretative, culturological, digital, and reflexive components of translation competence.

Based on the philosophical short story «La fin de Robinson Crusoé» by the French writer Michel Tournier, a comprehensive didactic model for working with

a literary text is proposed. The model includes several interconnected types of tasks, aimed at developing specific sub-competences: analytical tasks develop bilingual, extralinguistic, and strategic components; linguostylistic tasks focus on bilingual and professional competences; creative tasks target strategic and psychophysiological components; editing tasks foster critical evaluation and self-control skills; while digital tasks (MT, LLM) ensure the formation of instrumental and digital sub-competences. The proposed system of tasks allows for the effective simulation of real conditions of professional translation activity.

Special attention is paid to the methodology of training students in the critical analysis of machine translation output, post-editing, and basic prompt engineering skills. It is emphasized that the proposed didactic model involves using modern AI tools to foster the development of students' critical thinking and professional (translational) reflection.

The study also identifies the main forms of organizing the educational process, including students' individual independent work at the stage of text reception, classroom activities guided by the teacher during the analysis of linguostylistic features of the source text, as well as interactive forms of learning such as group discussions and collective post-editing.

Keywords: translation competence, philology, bachelor students, literary translation, French language, translation training, digital translation competence, post-editing.

Постановка проблеми. Розвиток інформаційного суспільства зумовлює підвищення вимог до професійних компетентностей фахівців і, відповідно, до змісту підготовки філологів, який має відповідати сучасним суспільним та технологічним викликам. У Стандартах вищої освіти для першого (бакалаврського) та другого (магістерського) рівнів за спеціальністю «Філологія» філологічна та перекладацька складові професійної підготовки розглядаються у взаємозв'язку і «складають базис перекладацької компетентності здобувачів вищої освіти» [1, с. 386].

Цілями навчання на першому (бакалаврському) рівні вищої освіти є «підготовка фахівців, здатних розв'язувати складні спеціалізовані задачі та практичні проблеми в галузі філології, що характеризуються комплексністю та невизначеністю умов, а саме в діяльності, пов'язаній з аналізом, створенням (зокрема перекладом) і оцінюванням письмових та усних текстів різних жанрів і стилів, організацією успішної комунікації різними мовами» [2, с. 6]. Випускники освітніх програм спеціальності «Філологія» повинні володіти комплексом загальних та спеціальних (фахових) компетентностей, необхідних для успішного здійснення професійної діяльності, пов'язаної, зокрема, з інтерпретацією та перекладом текстів різних стилів та жанрів.

У цьому контексті особливої актуальності набуває проблема формування практичних навичок художнього перекладу, оскільки робота з літературним текстом потребує від здобувачів вищої освіти високого рівня мовної, інтерпретаційної та культурологічної компетентностей. Художній переклад є складним когнітивним процесом осмислення авторської інтенції, підтексту, образної системи та стилістичних особливостей літературного твору. У зв'язку з цим необхідним є розроблення ефективних методів і прийомів навчання художнього перекладу, спрямованих на формування інтерпретаційної, лінгвостилістичної, культурологічної, цифрової та рефлексивної складових перекладацької компетентності майбутніх бакалаврів філології.

Проблема підготовки до практичної перекладацької діяльності у сфері художнього перекладу набуває особливої значущості в умовах стрімкого розвитку і вдосконалення машинного перекладу та інструментів ШІ.

Існує нагальна потреба розвитку у здобувачів вищої освіти критичного аналізу машинного перекладу, навичок постредагування та свідомого використання нейромережевих перекладачів у процесі роботи з художнім текстом.

Аналіз останніх досліджень і публікацій. Аналіз наукової літератури засвідчує, що проблема формування перекладацької компетентності у здобувачів вищої освіти розглядається в різних аспектах. Зокрема, розкривається специфіка художнього перекладу (С. Засєкін; Л. Клименко; Т. Козак; О. Ребрій; A. Belkacem; P. Chambon), висвітлюються принципи та методи навчання перекладу у закладах вищої освіти (Л. Гончаренко; Л. Черноватий; J. Jabali), вивчаються підходи до навчання критиці художнього перекладу (Т. Ласінська) і стратегії навчання студентів постредагуванню (K. Morin-Hernandez; H. Mousavi), досліджуються питання використання генеративного штучного інтелекту (ШІ) в процесі навчання перекладу (G. Gentil, J. Séror; V. Karaban, A. Karaban; M. Kornacki), а також педагогічні стратегії адаптації навчання перекладу з французької мови до сучасних технологічних реалій (Д. Панченко, Л. Ануфрієва).

Попри значну кількість досліджень, присвячених формуванню перекладацької компетентності, проблема розроблення ефективної системи вправ для навчання письмового художнього перекладу з французької мови майбутніх бакалаврів філології, особливо в умовах інтеграції в перекладацьку діяльність інструментів штучного інтелекту, залишається у сучасній методиці викладання перекладу недостатньо висвітленою.

Мета наукової розвідки полягає у дослідженні особливостей формування перекладацької компетентності майбутніх бакалаврів філології у процесі навчання художнього перекладу.

Об'єктом дослідження є процес навчання художнього перекладу здобувачів першого (бакалаврського) рівня вищої освіти спеціальності «Філологія», а **предметом вивчення** – система завдань, спрямованих на формування перекладацької компетентності.

Для досягнення мети дослідження визначено такі завдання: з'ясувати методичний потенціал художнього тексту у формуванні перекладацької компетентності; схарактеризувати функції аналітичних, перекладацьких, творчих та редакторських завдань у навчанні художнього перекладу; визначити роль доперекладацького аналізу у розвитку інтерпретаційної та стилістичної компетенцій; проаналізувати можливості використання систем машинного перекладу та інструментів штучного інтелекту у процесі формування професійних перекладацьких вмінь та навичок майбутніх бакалаврів філології.

Виклад основного матеріалу. Науковці наголошують на тому, що «письмовий переклад є специфічним двомовним рецептивно-репродуктивним / продуктивним посередницьким видом мовленнєвої діяльності» [3, с. 25]. Перекладацька компетентність розуміється як «здатність приймати ефективні рішення у процесі здійснення перекладацької діяльності з опорою на знання, уміння, навички, а також особистісні якості, необхідні філологу для успішного виконання професійної діяльності» [4, с. 55]. У моделі перекладацької компетентності PACTE визначено комплекс взаємопов'язаних субкомпетентностей, необхідних для здійснення письмового перекладу, а саме: двомовну, екстралінгвальну, інструментальну, професійну, психофізіологічну та стратегічну [5]. У сфері художнього перекладу ці компоненти набувають специфічного змісту, оскільки завдання перекладача полягає не лише у точній передачі денотативної інформації, але й у відтворенні образності, стилістичних особливостей, емоційно-естетичного ефекту та прагматичного потенціалу літературного твору. Навчання художнього перекладу є важливою складовою професійної підготовки майбутніх філологів. Воно сприяє розвитку мовно-стилістичної компетентності, вмінь інтерпретації тексту, творчого мислення та здатності працювати з різними типами художнього дискурсу. Це зумовлює потребу у вдосконаленні методик навчання, спрямованих на розвиток навичок стилістичного аналізу тексту, міжкультурної медіації та творчого відтворення авторської інтенції.

У процесі підготовки майбутніх бакалаврів філології до професійної перекладацької діяльності особливої ваги набуває робота з художніми текстами високого рівня семантичної та стилістичної складності. Саме таким твором є філософське оповідання (притча) французького письменника Мішеля Турньє (1924–2016) «*La fin de Robinson Crusoé*» [6] (*«Кінець*

історії Робінзона Крузо»), опубліковане 1978 року у збірнику «*Le Coq de bruyère*». Текст вирізняється філософською символікою, психологічними деталями, інтертекстуальними зв'язками та розмаїттям граматичних і лексичних стилістичних засобів. Зауважимо, що опублікованого професійного перекладу цього тексту українською мовою наразі не існує.

Запропонована дидактична модель розрахована на студентів (рівень володіння французькою мовою B1-B2), які мають, ґрунтовні теоретичні знання з лексикології, стилістики, теоретичної граматики, перекладознавства, літературознавства, історії зарубіжної літератури, а також практичні навички комплексного аналізу літературного та лінгвостилістичного рівнів іншомовного художнього тексту.

З позицій дидактики ефективною видається послідовність виконання завдань, що відображає етапи роботи перекладача над художнім текстом та інтегрує цифрові технології:

Етап 1. Доперекладацький аналіз тексту оригіналу.

Етап 2. Здійснення власного («людського») перекладу.

Етап 3. Редагування перекладу.

Етап 4. Генерація машинного перекладу тексту.

Етап 5. Критичне порівняння та аналіз власного перекладу і перекладу, згенерованого машиною.

Етап 6. Промпт-інжиніринг та постредагування.

Початковий етап роботи з художнім текстом передбачає виконання завдань, спрямованих на актуалізацію фонових знань та формування навичок інтертекстуального аналізу. У межах самостійної роботи студентам пропонується дослідити постать Мішеля Турньє та визначити, як змінюється сприйняття тексту за умови знання класичного сюжету роману Даніеля Дефо «Робінзон Крузо». Аналізуючи зв'язок між класичним сюжетом і його сучасною інтерпретацією, студенти доходять висновку, що оповідання Мішеля Турньє порушує проблеми самотності, пам'яті та неможливості повернення до попереднього життєвого досвіду. Виконання подібних завдань забезпечує формування культурологічної складової перекладацької компетентності. Крім того, вони сприяють усвідомленню необхідності відтворення в художньому перекладі концептуальної структури оригіналу.

Важливою складовою доперекладацького аналізу є визначення жанрової специфіки тексту в межах завдання: «*Визначте жанр тексту. Обґрунтуйте вибір перекладацької стратегії (комунікативної чи семантичної). Які елементи тексту зумовлюють необхідність збереження філософського підтексту під час перекладу?*». Студенти досліджують також взаємодію когнітивної та емоційної інформації, виконуючи завдання:

«Текст поєднує когнітивну (географічні координати, опис подій) та емоційну інформацію. Визначте фрагменти тексту, в яких наратив переходить від описового до емоційно-напруженого. Яким чином це впливає на вибір лексики в українському перекладі?». Дидактична функція таких завдань полягає у формуванні вміння чітко співвідносити мовні засоби оригіналу з прагматичним ефектом художнього твору. Вони сприяють глибокому осмисленню підтексту та усвідомленню необхідності збереження концептуальної домінанти тексту у процесі перекладу.

Наступний етап роботи спрямований на розвиток навичок глибокого лінгвостилістичного аналізу художнього тексту, що передбачає виявлення граматичних, лексичних та стилістичних особливостей оригіналу. Система вправ орієнтована на дослідження функціонування часових форм (Plus-que-parfait, Imparfait) та способу (Conditionnel passé). Здобувачі освіти аналізують роль граматичних структур у створенні ефекту часової віддаленості, ретроспекції, непевності чи опосередкованої оповіді. Наприклад, досліджуючи граматичну форму «*serait resté*» в реченні: «*Unique survivant du naufrage de son bateau, il serait resté seul sur une île peuplée de chèvres et de perroquets, sans ce nègre qu'il avait, disait-il, sauvé d'une horde de cannibales*» [6], студенти визначають, що форма Conditionnel passé в цьому контексті не виражає реальну умову. Вона є маркером суб'єктивної модальності (сумніву) та дистанціювання наратора від вірогідності повідомлюваного. Виконання таких завдань забезпечує формування навичок функціонально-граматичного аналізу та розвиток здатності відтворювати тонкі прагматичні відтінки висловлення, виражені морфологічними категоріями, засобами української мови.

Засоби експресивного синтаксису оригіналу пропонується зокрема розглянути на прикладі синтаксичного повтору та емфази: «*Проаналізуйте синтаксичну структуру речення*: «*Et dis-moi si elle t'a reconnu, ton île, quand tu es passé devant* ?». *Яку стилістичну функцію виконує винесення іменника «ton île» в кінцеву позицію? Яким чином відтворити цю розмовну емфазу в українському перекладі, враховуючи, що калькування синтаксичної структури* («**чи вона тебе впізнала, твій острів*») *не є коректним*? *Оберіть варіант перекладу, що є найбільш адекватним з погляду синтаксису української мови та актуального членування речення*:

1. «*І скажи мені, чи твій острів упізнав тебе, коли ти пропливав повз?*».

2. «*І скажи-но мені, чи впізнав тебе твій острів, коли ти проходив повз?*».

3. «*І скажи мені, чи упізнав він тебе – твій острів, – коли ти проходив мимо?*».

Обґрунтуйте свій вибір перекладу. Яким чином зміна нормативного порядку слів сприяє актуалізації емоційної модальності у фіналі притчі?». Дидактична цінність такого аналізу полягає в тому, що він спонукає майбутніх фахівців виходити за межі суто семантичного перекладу й усвідомлювати роль синтаксичного експресивного засобу (наприклад, емфази чи інверсії), який у художньому дискурсі Мішеля Турньє є головним інструментом створення психологічної напруги.

Значне місце відведено роботі з художньою образністю. та стилістичними трансформаціями. Виокремлюються та аналізуються метафори, епітети, символічні образи, добираються перекладацькі відповідники, здатні максимально точно відтворити емоційний і філософський зміст твору. Зокрема, завдання передбачають аналіз метафоричних конструкцій «*parenthèse béante*», «*sourd ferment*», «*ville gluante*», а також градаційної метафори «*les fleurs deviennent fruits et les fruits deviennent bois…*». Студенти пропонують і оцінюють різні варіанти перекладу, визначають ступінь їхньої стилістичної відповідності оригіналу та аргументують власні перекладацькі рішення.

У межах завдання «*Проаналізуйте опозицію між островом і містом*» студенти досліджують функціонування просторової антитези як ключового елемента авторської картини світу. У процесі аналізу студенти визначають, що образ острова асоціюється з гармонією, внутрішньою свободою та справжнім буттям, натомість міський простір постає як ворожий, дегуманізований і духовно спустошений. Увагу здобувачів вищої освіти доцільно зосередити на перекладі метафор, наприклад образної номінації «*ville gluante*». Під час колективного обговорення студенти пропонують різні варіанти перекладу: «*липке місто*», «*задушливе місто*», «*місто-пастка*», усвідомлюючи залежність перекладацького рішення від прагматичної настанови та стилістичної домінанти тексту. Не менш важливим є аналіз підтексту; наприклад, у реченні «*Le double crime n'était-il pas signé?*» майбутні філологи визначають необхідність семантичної конкретизації прихованого змісту для адекватного відтворення авторської інтенції.

Особливу роль у формуванні стилістичної компетентності відіграють завдання на переклад експресивно маркованої лексики. Наприклад, здобувачам вищої освіти пропонується таке завдання: «*Надайте декілька варіантів перекладу епітетів «hirsute et véhément», «vieilli, brisé, à demi noyé dans l'alcool». Обґрунтуйте доцільність їхнього застосування*». У процесі такої роботи студенти зіставляють різні перекладацькі рішення, аналізують їхню стилістичну відповідність і прагматичний ефект. Зазначений формат навчальної діяльності сприяє усвідомленню варіантності художнього перекладу та розвитку навичок свідомого стилістичного вибору.

Важливе місце у системі вправ посідає робота з культурно маркованими одиницями, зокрема топонімами, історико-культурними реаліями, архаїзмами та термінологією. Наприклад, студентам пропонується визначити стратегію перекладу таких лексичних одиниць: «*La Trinité*», «*Les Caraïbes*», «*L'hospice du Saint-Esprit*». Здобувачі освіти обґрунтовують вибір калькування, експлікації, контекстуальної заміни або адаптації. Робота з такими одиницями формує навички міжкультурного посередництва та розвиває здатність глибоко аналізувати національно-культурний контекст художнього твору. Крім того, ці завдання сприяють усвідомленню необхідності враховувати фонові знання адресата перекладу для забезпечення лінгвокультурної адекватності тексту оригіналу.

Зауважимо, що аналіз лінгвостилістичних засобів вихідного тексту реалізується в авдиторних умовах під керівництвом викладача, який виконує роль модератора й координує хід навчально-дослідницької роботи студентів.

Важливим компонентом запропонованої дидактичної моделі є творчі завдання, спрямовані на розвиток професійної (перекладацької) рефлексії. Після виконання письмового перекладу тексту здобувачі освіти укладають перекладацький коментар, у якому обґрунтовують вибір конкретних перекладацьких трансформацій, а також способи відтворення метафор, часових форм та емоційно забарвленої лексики. Така форма роботи сприяє формуванню професійного мислення майбутніх фахівців та розвиває їхню здатність науково аргументувати власні перекладацькі рішення.

Наступний етап роботи з текстом спрямований на формування редакторської компетентності та навичок критичного аналізу перекладу. У процесі виконання відповідних завдань студенти аналізують доцільність використаних перекладацьких трансформацій. Крім того, вони оцінюють відповідність перекладу стилістичній домінанті оригіналу та визначають фрагменти, які містять надмірну формальну близькість до вихідного тексту. Зазначений вид діяльності сприяє розвитку професійної рефлексії, навичок самоконтролю та критичного оцінювання результату перекладацької праці. Студентам пропонуються фрагменти перекладу, що містять стилістичні неточності, буквалізми або втрату підтексту, які необхідно відредагувати та прокоментувати.

Наприклад, до твору Мішеля Турньє розроблено таке комплексне завдання: «*Проаналізуйте речення «il (Robinson) faisait partie du folklore local». Чи є доречним буквальний переклад* («*він був частиною місцевого фольклору*»)? *Яку перекладацьку трансформацію (експлікацію, заміну тощо) необхідно застосувати*? *Оцініть та прокоментуйте такі варіанти перекладу*: 1) «*Він став живою легендою порту*». 2) «*Він належав до*

тутешніх диваків, яких знає кожен». 3) «*Він був невіддільною рисою місцевого побуту*».

Виконання таких завдань формує навички професійного оцінювання перекладацьких рішень та здатність аналізувати стилістичну адекватність художнього перекладу. Робота з автентичними людськими перекладами дозволяє студентам осмислити варіативність перекладацьких стратегій, межі інтерпретаційної свободи та загалом творчий характер відтворення художньої прози.

Сучасний перекладач має володіти навичками постредагування машинного перекладу (Google Tranlate, DeepL тощо) та вміти використовувати інструменти ШІ (LLM моделями) зокрема ChatGPT, Gemini, Microsoft Copilot тощо). Як зазначають дослідники, за умов інтеграції інноваційних технологій в освітній процес, фокус навчання зміщується з механічного відтворення тексту на розвиток когнітивних навичок високого рівня: промпт-інжинірингу, стилістичного аудиту та логічного обґрунтування перекладацьких рішень [7; 8]. Запропонований нами комплекс завдань з постредагування машинного перекладу художнього тексту покликаний розвивати у здобувачів вищої освіти інструментальну та технологічну субкомпетентності (AI-assisted translation competence).

Слід зауважити, що під час взаємодії студентів із ШІ постає питання правильного формулювання запитів.

У зв'язку з цим виникає потреба у формуванні у студентів базових компетенцій в галузі Prompt-інжинірингу.

Завдання з постредагування та AI-асистованого аналізу сфокусовані на критичному аналізі результатів машинного перекладу та взаємодії зі ШІ як штучним колегою. Студентам пропонується написати професійний аналітичний промпт для ШІ, вказавши йому на помилки, щоб отримати варіанти адекватного перекладу. На основі цього здобувачі вищої освіти здійснюють фінальне постредагування тексту. Матеріалом для такого аналізу слугує, наприклад, машинний переклад речення: «*Il faisait partie du folklore local*» – «*Він був частиною місцевого фольклору*», в якому слово «фольклор» є проявом «хибних друзів» перекладача. Релевантним є також буквальний переклад: «*Sa jeune femme, qui possédait l'intelligence du cœur, fut la première à deviner son étrange et mortel chagrin*» – «*Його молода дружина, яка володіла розумом серця, першою вгадала його дивний і смертельний смуток*».

Варто наголосити, що студентам надаються рекомендації щодо контекстно-рольового моделювання перекладацького промпту, який повинен містити:

Роль: *Задайте ШІ чітку ідентичність, наприклад: «Ти – професійний редактор художнього перекладу з французької мови на українську»*.

Контекст: *Зазначте жанр твору та конкретну ситуацію, наприклад: «Йдеться про оповідання Мішеля Турньє, жанр тексту – філософська притча, головна ідея – деідеалізація міфу про Робінзона Крузо...», місце дії – портовий шинок*.

Завдання: *Чітко сформулюйте завдання, наприклад: «Запропонуй 5 контекстуальних синонімів, які відтворюють метафоричне значення...»*.

Обмеження: *Окресліть межі, наприклад: «Уникай калькованих конструкцій, русизмів, застарілих архаїзмів. Переклад має відповідати мовним і стилістичним нормам сучасної української мови, забезпечуючи його природне сприйняття читачем»*.

Під час виконання цього виду роботи здобувач вищої освіти усвідомлює, що штучний інтелект є лише інструментом, ефективність якого значною мірою залежить від кваліфікації перекладача. Крім того, у процесі формулювання якісного промпту студент актуалізує знання з теорії перекладу, жанрово-стилістичних особливостей тексту та набуває уявлення про потенційні перекладацькі труднощі.

Аналіз результатів виконання вправ із використанням систем машинного перекладу та генеративних моделей ШІ засвідчує, що художній текст є ефективним матеріалом для розвитку навичок критичного застосування цифрових перекладацьких інструментів.

Слід зауважити, що критичне зіставлення «людського» перекладу з варіантом, згенерованим штучним інтелектом, доцільно організувати у формі авдиторної дискусії, колективного обговорення та обміну думками. Такий формат інтерактивної взаємодії стимулює розвиток аналітичного мислення, рефлексивних навичок майбутніх фахівців, а також навичок роботи в команді..

Наголосимо, що використання систем машинного перекладу та інструментів ШІ нерозривно пов’язане із вимогами академічної доброчесності, засадничими принципами якої є прозорість, інтелектуальне лідерство людини та відповідальність за точність отриманого результату. Запропонований підхід до застосування ШІ у процес навчання художнього перекладу узгоджується із загальними трендами інституціоналізації генеративного ШІ у вищій освіті, які наголошують, що технології мають підсилювати, а не заміщувати когнітивну діяльність здобувача [9; 10].

Система завдань, розроблена на матеріалі філософського оповідання *«La fin de Robinson Crusoé»*, має комплексний характер і поєднує аналітичний, перекладацький, творчий та редакторський компоненти. Структура і зміст передбачених видів роботи відповідають сучасним

підходам до формування перекладацької компетентності, згідно з якими професійна підготовка перекладача повинна моделювати реальні ситуації перекладацької діяльності. Запропонована дидактична модель охоплює кілька взаємопов'язаних типів завдань, кожен з яких спрямований на формування конкретних субкомпетентностей: аналітичні завдання розвивають двомовну, екстралінгвальну та стратегічну субкомпетентності; лінгвостилістичні – двомовну та професійну; творчі вправи та коментарі – стратегічну та психофізіологічну (рефлексію); редакторські – уміння критичного оцінювання та самоконтролю; цифрові завдання (MT, LLM) забезпечують формування інструментальної та цифрової субкомпетентностей.

Зауважимо, що запропонована дидактична система поєднує різні форми організації освітнього процесу, а саме: індивідуальну самостійну роботу студентів (на етапах рецепції тексту та створення первинного перекладу), авдиторну роботу під керівництвом викладача (під час опрацювання стилістичних трансформацій), а також інтерактивні форми – групові дискусії та колективне постредагування (під час аудиту результатів машинного перекладу та взаємодії з ШІ).

Висновки. Формування перекладацької компетентності майбутніх бакалаврів філології у процесі навчання художнього перекладу потребує комплексного підходу. Воно передбачає поєднання лінгвістичної, культурологічної, інтерпретаційної та технологічної складових професійної підготовки. Запропонована система завдань на матеріалі оповідання Мішеля Турньє «*La fin de Robinson Crusoé*» доводить, що взаємодія традиційних аналітичних, перекладацьких, творчих і редакторських завдань та новітніх методів постредагування і елементів промпт-інжинірингу забезпечує формування цифрових компетентностей без втрати творчої та етичної складових професії перекладача. Використання ШІ у навчанні перекладу доцільно розглядати як засіб розвитку критичного мислення та професійної рефлексії майбутніх філологів.

Перспективним для подальших досліджень видається вивчення методичних аспектів формування перекладацької компетентності майбутніх філологів на матеріалі текстів наукового стилю, зокрема в контексті взаємодії з інструментами штучного інтелекту.

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CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING) У ВИКЛАДАННІ ІНОЗЕМНИХ МОВ ТА ЛІНГВОКРАЇНОЗНАВСТВА: ВПРОВАДЖЕННЯ НОВІТНІХ МЕТОДИК

Анотація. У статті проаналізовано особливості впровадження технології CLIL (Content and Language Integrated Learning) у процесі викладання іноземних мов та лінгвокраїнознавства в умовах сучасної освіти. Вивчено теоретичні основи цього підходу, уточнено зміст ключових понять, зокрема таких, як когнітивно-академічна мовна компетентність, що розглядається як інтегративна характеристика особистості. Описано концептуальні положення методу, заснованого на моделі «4C» (content, communication, cognition, culture), та висвітлено його дидактичний потенціал у формуванні міжкультурної та професійно орієнтованої комунікативної компетентності. У ході роботи було здійснено аналіз як зарубіжного, так і вітчизняного досвіду реалізації CLIL, визначено основні моделі його застосування у навчальному процесі та обґрунтовано необхідність інтеграції мовного та предметного компонентів освіти. Окрему увагу приділено особливостям використання цього підходу у викладанні англійської та німецької мов, зокрема у контексті формування академічної лексики, розвитку навичок професійної комунікації та опрацювання автентичних матеріалів різної тематичної спрямованості. Показано, що

інтеграція предметного змісту (історія, культура, географія) у процес навчання англійської та німецької мов сприяє більш глибокому засвоєнню як мовного матеріалу, так і соціокультурних знань.

Доведено, що використання CLIL у викладанні англійської та німецької мов створює умови для активізації пізнавальної діяльності студентів, стимулює їхню участь у міжкультурному діалозі та сприяє формуванню здатності використовувати іноземну мову як інструмент професійного та академічного спілкування. Показано, що інтегроване навчання сприяє розвитку критичного мислення, формуванню аналітичних здібностей і міжкультурної компетентності.

Зроблено висновок про ефективність застосування CLIL як потужного інструменту для модернізації іншомовної освіти в Україні. Виокремлено можливі напрями подальших досліджень, спрямованих на адаптацію цієї методики до національної освітньої системи з урахуванням специфіки викладання різних іноземних мов і потреб сучасного освітнього простору.

Ключові слова: CLIL, інтегроване навчання, іноземна мова, лінгвокраїнознавство, міжкультурна компетентність, когнітивно-академічна мовна компетентність, освітні технології, міждисциплінарні зв'язки, міждисциплінарний підхід вивчення іноземних мов.

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CLIL IN FOREIGN LANGUAGE AND CULTURAL STUDIES EDUCATION: ADVANCING INNOVATIVE TEACHING APPROACHES

Abstract. This article is about the benefits of using Content and Language Integrated Learning or CLIL in language and cultural studies teaching. It looks at

how CLIL's used in modern education. The article talks about what CLIL's based on including a very important skill called cognitive academic language competence, which is necessary for personal growth.

The article focuses on the "4Cs" model, which includes content, communication, cognition and culture. This model shows that CLIL is a way of teaching. The research shows that CLIL helps people understand cultures and communicate better which is very important in professional settings.

The article looks at how CLIL's used in different education systems around the world. One of the things about CLIL is that it combines language learning with subject-specific content especially when teaching English and German. CLIL helps students learn words communicate better and use real-life learning materials.

When subjects like history, culture and geography are taught with language it helps students learn more about the world and understand cultures. This way of teaching not helps students learn languages better but also helps them understand the world around them.

The article also talks about how CLIL's used in higher education including new ways of teaching like interactive exercises, project-based learning and using real-life materials. These methods help students learn languages better and understand the subject matter deeply.

Studies have shown that CLIL helps students learn languages understand cultures and become more motivated. It also helps students think critically reason better and become more aware of the world.

The article says that using CLIL in English and German language programs helps students learn better understand cultures and get the skills they need for academic and professional success.

Finally the article talks about the challenges of teaching foreign languages in schools today and how we can make multilingual education better in the future. CLIL is a way of teaching that can help make foreign language education better in Ukraine.

The article thinks that CLIL can help students learn languages in a better way and it can also help students become more aware of the world and its many cultures. This is very important in todays world, where people from countries need to work together and understand each other.

CLIL is a good way of teaching foreign languages and it can help students learn many important skills, including language skills, critical thinking and cultural awareness.

The article concludes that CLIL is a useful tool, for teaching foreign languages and it can help students succeed in their academic and professional lives.

Keywords: CLIL, integrated learning, foreign language, cultural studies, intercultural competence, cognitive academic language competence, educational technologies, interdisciplinary connections, interdisciplinary approach to studying foreign languages.

Постановка проблеми. Значення іноземних мов у сучасному контексті глобалізації стрімко зростає, що зумовлює необхідність переосмислення як цілей, так і методів їх викладання. У нинішніх умовах уже не видається достатнім обмежувати навчання іноземних мов лише підготовкою до участі в комунікативних ситуаціях повсякденного життя. Серед помітних тенденцій сьогодення особливу увагу привертає зростаюча орієнтація іншомовної освіти на професійну і академічну сферу. Ключовим орієнтиром змін у сучасній освіті є формування компетентності студентів та забезпечення їх необхідними інструментами для вирішення не лише повсякденних, але і професійних завдань. З цією метою здійснюється перегляд освітніх пріоритетів, оновлення змісту навчальних програм і підручників. У цьому процесі предмету «іноземні мови» відведено особливу роль у підготовці молодого покоління до інтеграції в інші культури та суспільства. Аналіз сучасної навчальної літератури показує, що основні трансформації відбуваються у підходах до організації вправ і завдань. Вони створюються з урахуванням інтересів студентів, їхнього особистого досвіду, а також акцентуються на пошуковій і творчій діяльності з подальшою презентацією результатів. Попри те, що дослідження технології CLIL у вітчизняній методиці ще недостатньо розроблене, міжнародний досвід її застосування свідчить про значний потенціал. Це дозволяє припустити перспективність адаптації цього підходу для ефективного викладання іноземних мов в Україні.

Аналіз досліджень і публікацій. Дослідження українського наукового дискурсу присвячені загальним аспектам методу CLIL (О. Ходаковська), описують досвід його застосування в інших країнах (Л. Мовчан), аналізують можливості впровадження цієї технології у вищій освіті О. Пасічник (Пасічник, 2023) та ін. У науковому дослідженні, виконаному В.Г. Редьком та Т.К. Полонською, детально аналізується значення іноземної мови в умовах сучасного полікультурного та багатомовного суспільства (Редько, Полонська, 2021).

Сьогодні активно проводяться різноманітні тренінги, спрямовані на підготовку викладачів до роботи, де однією з основних тем виступає зазначений підхід. Найбільш систематично у популяризації CLIL в Україні працюють British Council і Goethe Institut, які систематично проводять освітні заходи для педагогів, спрямовані на ознайомлення з дидактичним потенціалом запропонованої методики.

Постановка завдання. Мета статті – розглянути специфіку впровадження технології CLIL у викладанні англійської та німецької мов у поєднанні з лінгвокраїнознавчим компонентом, а також визначити її роль у розвитку когнітивних, комунікативних і міжкультурних компетентностей студентів.

Виклад основного матеріалу. Термін CLIL (Content and Language Integrated Learning) був уперше запропонований Девідом Маршем у 1994 році для позначення освітніх підходів, в яких предмети викладаються іноземною мовою (Marsh, 2001). Теоретична база CLIL опирається на таксономію когнітивних умінь Бенджаміна Блума (Bloom, 1994), а також на ранні концепції когнітивізму, викладені в роботах Ван Ліра, С.Крашена та Дж.Брунера. Головною метою цього підходу є розвиток у студентів когнітивно-академічної мовної компетенції (CALP) шляхом інтеграції їхнього попереднього досвіду та особистих інтересів у відповідній навчальній галузі. Аналіз літератури за темою дозволяє зробити висновок, що зазначена компетенція передбачає поєднання когнітивних навичок вищого рівня з можливістю їх вербалізації на іноземній мові.

CLIL має давню історію, а розвиток її сучасної версії розпочався з середини 90-х років XX століття. Це стало відповіддю на глобалізацію та зростаючу роль іноземних мов, що вимагало підвищення якості іншомовних навичок студентів у контексті загальної освіти (Mehisto, Marsch, 2008: 10).

На початку 2000-х років, за оцінками експертів, методика інтегрованого навчання змісту та мови була представлена лише у близько 3% навчальних закладів Європи (Marsh, 2002). Однак за останні десятиліття цей підхід істотно набув популярності. Метод CLIL має багато спільного з підходом до вивчення мов через інтеграцію з предметним змістом, утім, вирізняється особливою увагою до детального опрацювання окремих тематичних аспектів. CLIL забезпечує чітке визначення змісту та цілей навчального процесу, сприяючи його ефективності та спрямованості.

У світовій педагогічній теорії й практиці інтеграція CLIL як складника професійно орієнтованого навчання мови активно обґрунтовувалася D. Marsh (Marsh, 2001), D. Wolff (Wolff, 2003) та D. Coyle (Coyle, 2007). Ця методика базується на концептуальній моделі «чотирьох С» (content, cognition, communication, culture), яка охоплює такі аспекти (див. табл.1):

Таблиця 1

Концептуальна модель «чотирьох С»

№п/п	Опис	Аспект мовного навчання	Реалізація
1.	засвоєння змісту конкретної предметної галузі	content	інтеграція фахового матеріалу через іноземну мову: англ. *Modern Methods in Language Teaching* (CLIL, flipped classroom, task-based learning) – створення mind map; нім. *Innovative Methoden im Fremdsprachenunterricht* – порівняння CLIL і традиційного навчання, таблиця «переваги/недоліки».
2.	соціокультурний вимір, пов'язаний із цією галуззю	culture	аналіз відеоуроків, L2-навчання; зіставлення освітніх моделей Німеччини та України.
3.	активація когнітивних процесів студентів	cognition	розвиток аналітичного й критичного мислення: аналіз ефективності CLIL, проєктування уроку (англ.); створення порівняльної схеми «CLIL vs traditioneller Unterricht», формулювання висновків (нім.).
4.	стимулювання іншомовної комунікації у відповідних тематичних та предметних контекстах	communication	активне мовлення в професійних ситуаціях: англ. рольова конференція та дискусія *"Will CLIL replace traditional teaching?"*; нім. дебати *„Ist CLIL die Zukunft des Fremdsprachenunterrichts?"* і презентації мініпроєктів.

На підставі аналізу науково-педагогічної літератури виділяють різні моделі впровадження CLIL – від цілковитого занурення (total immersion), коли вся навчальна програма організовується за принципами CLIL, до часткової інтеграції цього підходу в загальноосвітні курси іншомовної підготовки.

Зокрема, другий підхід становить особливий інтерес, адже він дозволяє гнучко інтегрувати елементи CLIL у програму без суттєвої її модифікації чи зміни основних вимог.

Структура когнітивної (академічної) мовної компетенції включає три основні компоненти.

Перший – когнітивний компонент, який визначається рівнем розвитку високорівневих розумових навичок, таких як аналіз, синтез, оцінка, й особливо важливий у контексті досліджуваної дисципліни. Він проявляється через здатність чітко викладати думки, аргументувати, аналізувати отримані результати, будувати докази, формулювати судження, співвідносити частини цілого, знаходити взаємозв'язки між ними, узагальнювати інформацію, виділяти основне й другорядне, а також оцінювати й інтерпретувати явища.

Другий компонент – академічний. Він охоплює знання термінології та мовних стандартів, характерних для конкретної дисципліни. Сюди входить вміння давати визначення, коментувати рішення задач двома мовами, розуміти символіку, характерну для математики, працювати з графічними матеріалами, а також розвивати навчальні стратегії. Останні включають набір операцій і дій, спрямованих на оптимізацію процесу засвоєння та збереження лексичної інформації, її пригадування та застосування для вирішення мовленнєвих завдань.

Третій компонент – мовний. Мовна компетентність охоплює знання структури мови та здатність ефективно використовувати її лексико-граматичні й фонетичні особливості.

Сформована модель CLIL складається з таких компонентів:

– цільовий,
– змістовий,
– процесуальний,
– результативний.

Для успішного впровадження CLIL розроблено кілька пріоритетних напрямків міждисциплінарної інтеграції (див. табл.2):

Таблиця 2

Пріоритетні напрямки міждисциплінарної інтеграції

№ п/п	Напрям	Реалізація
1.	Створення педагогічних тандемів і кластерів для реалізації міждисциплінарної співпраці.	Інтегрований підхід забезпечує одночасне засвоєння предметного змісту та академічної мови. Наприклад, у модулі History + English студенти аналізують *"The Industrial Revolution"*, використовуючи аналітичні мовні структури (e.g., *industrialization, socio-economic transformation*). У німецькомовному контексті інтеграція Geschichte + Deutsch реалізується через тему *„Die deutsche Wiedervereinigung"*, де студенти аргументовано обговорюють політичні та соціальні наслідки подій німецькою мовою.
2.	Розробка системи підтримки мовного навчання на заняттях із професійно спрямованих дисциплін.	*Scaffolded learning* забезпечує поступове засвоєння фахової термінології та синтаксичних моделей. Наприклад, в Economics студенти опановують поняття *inflation, fiscal policy, market equilibrium* через кейс-аналіз та структуровані мовні шаблони.
3.	Запровадження системи підтримки предметного навчання в рамках занять іноземною мовою.	CLIL-модель передбачає домінування змісту над формою мови, що сприяє формуванню академічної комунікативної компетентності. У біології англійською мовою тема *"Human digestive system"* реалізується через опис фізіологічних процесів (*enzymatic breakdown, nutrient absorption*). У німецькій мові аналогічно тема *„Das Verdauungssystem des Menschen"* використовується для пояснення функцій органів із застосуванням наукової лексики.

№ п/п	Напрям	Реалізація
4.	Формування міждисциплінарних тем і проєктів для поглиблення знань у різних сферах.	Проєкт *"Climate Change and Sustainable Development"* поєднує географію, екологію та англійську мову через дослідницькі завдання та публічні презентації. У німецькомовному контексті проєкт *„Umweltschutz in Europa"* передбачає аналіз екологічних проблем і представлення результатів німецькою мовою.
5.	Створення профільних курсів іноземною мовою, інтегрованих у програму фахової освіти.	Викладання за моделлю ESP/EMI забезпечує професійну мовну соціалізацію студентів у реальних комунікативних ситуаціях. Наприклад, курс *"Business Communication in English"* включає моделювання переговорів, ділових зустрічей і написання професійної кореспонденції. У курсі *„Wirtschaftsdeutsch"* студенти німецькою мовою відпрацьовують навички ведення переговорів, презентацій та офіційного листування.

Досліджуючи доцільність впровадження CLIL, науковці нерідко задаються риторичним питанням: чи інтеграція предметного змісту та вивчення мови не є вже природною частиною традиційного освітнього процесу. Адже через семіотичну систему мови ми й так конструюємо певні уявлення про реальність. Проте, аналізуючи це питання, самі автори підкреслюють важливість розмежування між повсякденною мовою та мовою спеціалізованою, яка притаманна певній галузі знань. Таку думку зокрема висловлює Angel M.Y. Lin (Lin, 2016), акцентуючи увагу на особливостях цих мовних рівнів. Традиційна загальноосвітня мовна програма спрямована на засвоєння загальної мовної компетенції та її використання у стандартних повсякденних ситуаціях. Натомість CLIL зосереджується на оволодінні предметним змістом через застосування спеціалізованого наукового чи академічного термінологічного апарату, який не є характерним для буденного спілкування.

Як зазначають О.С. Пасічник і О.О. Пасічник (Пасічник, 2020), матеріали у рамках традиційного підходу зазвичай базуються на спрощених та класифікованих списках типових побутових ситуацій. Завдяки своїй

автентичності вони орієнтовані на розвиток комунікативних і лінгвістичних навичок студентів.

Пропонуючи студентам широкий спектр тем із практичним спрямуванням або таких, що пов'язані з їхньою майбутньою професійною діяльністю, подібний контент демонструє високий мотиваційний потенціал. Це зумовлено кількома ключовими факторами: – студенти знайомляться з предметною специфікою, яка розширює межі звичайного вивчення «побутової» мови та наближається до задоволення їхніх професійних потреб; – опанування нового предметного змісту сприяє реалізації лексичного підходу, завдяки чому студенти розширюють свій словниковий запас і вдосконалюють навички опису об'єктів та явищ навколишнього світу; – занурення у спеціалізоване мовне середовище не лише підвищує рівень володіння мовою, а й дозволяє усвідомити власний поступ у навчанні. Таким чином, методика CLIL є перспективним інструментом для мотивації студентів і розвитку їхніх як комунікативних, так і професійних компетенцій, забезпечуючи цілісний і практично спрямований підхід до опанування нових знань.

Запровадження технології CLIL (інтегроване навчання змісту та іноземної мови) у сучасній освіті є чудовим прикладом компетентнісного підходу до мовної освіти й активно підтримується низкою рекомендаційних документів Ради Європи. Практичний досвід та реалізовані за підтримки Ради Європи проєкти свідчать про те, що CLIL сприяє не лише розвитку предметних або професійних компетентностей студентів, але й значно посилює їхню соціокультурну обізнаність і компетенції. Це зумовлено тим, що зміст навчання будь-якої дисципліни чи галузі знань завжди містить у собі культурну специфіку, відображаючи характерні правила та норми. На сьогодні CLIL уже став невід'ємною складовою багатьох підручників з іноземних мов. Важливо зазначити, що це не окремий курс, а інтегративний підхід до організації навчального процесу, метою якого є розширення тематичних і змістовних меж уроків. Застосування цього підходу не лише розширює можливості для урізноманітнення навчальної діяльності студентів, але й значною мірою сприяє зростанню їхньої залученості у процес здобуття знань.

Головна особливість технології CLIL – це одночасне оволодіння студентами іноземною мовою та певним предметним матеріалом. Як зазначають дослідники, ця подвійна спрямованість визначає два основні підходи до розробки завдань і вправ. Перший – soft CLIL (або weak CLIL) – наголошує на перевірці засвоєння саме мовного та мовленнєвого матеріалу. Другий – strong CLIL (або hard CLIL) – акцентує на предметному змісті конкретної дисципліни. Проте незалежно від обраної моделі, обидва

підходи ефективно сприяють формуванню як мовленнєвих навичок, так і предметних знань, хоча пріоритети можуть змінюватися залежно від дидактичних цілей і задач, визначених авторами програми або підручника.

Матеріали CLIL, що подаються іноземною мовою, значною мірою сприяють реалізації лінгвокраїнознавчого аспекту іншомовної освіти. Під час ознайомлення з окремими елементами реальності студенти отримують можливість аналізувати мовні одиниці, зокрема спеціальну термінологію, безеквівалентну лексику, фразеологізми, властиві певній мові, а також особливості її використання в конкретному контексті. Водночас, аби CLIL-матеріали повноцінно відповідали соціокультурним вимогам, одного лише їх подання іноземною мовою недостатньо. Важливо, щоб вони були тісно пов'язані з реаліями країни, мова якої вивчається, і містили описи явищ, що є або були характерними для цієї культури.

З метою перевірки ефективності використання технології CLIL у викладанні іноземних мов та лінгвокраїнознавства було організовано педагогічне дослідження на базі закладу вищої освіти. У ньому взяли участь студенти другого курсу спеціальностей «Філологія» та «Міжнародні відносини» загальною кількістю 48 осіб. Для забезпечення об’єктивності результатів студентів було поділено на дві групи: контрольну (24 особи), у якій навчання здійснювалося за традиційною методикою, та експериментальну (24 особи), де системно впроваджувався CLIL-підхід.

Дослідження тривало шість тижнів і передбачало послідовну реалізацію трьох етапів. На констатувальному етапі було визначено початковий рівень сформованості мовної компетентності студентів, їхніх знань із лінгвокраїнознавства, а також рівень навчальної мотивації. Формувальний етап був спрямований на впровадження інтегрованого навчання, у межах якого поєднувалися мовні та змістові компоненти. На завершальному, контрольному етапі було проведено повторну діагностику з метою порівняння отриманих результатів.

Зміст навчання для експериментальної групи було організовано у форматі тематичних модулів, що відповідали принципам впровадження CLIL. У рамках програми були охоплені такі теми, як «Cultural Identity», «Education Systems in the UK and USA», «Intercultural Communication» та «British Cultural Symbols». Під час їх вивчення мова функціонувала не тільки як предмет засвоєння, але насамперед як інструмент для пізнання, аналізу й дискусій щодо змістовного матеріалу.

Застосування такої методики сприяло одночасному розвитку навичок критичного аналізу тексту, аналітичного мислення та монологічного мовлення. Інтеграція предметного змісту реалізовувалася також через використання візуальних матеріалів. Наприклад, у межах теми «Geography»

студентам пропонувалося описати карту Сполученого Королівства, використовуючи відповідну лексику (the UK consists of…, the capital is…, there are rivers such as…). Після цього вони виконували порівняльне завдання, у якому зіставляли географічні особливості Великої Британії та України. Таким чином забезпечувалося поєднання мовної практики з засвоєнням знань із географії.

Окремі елементи CLIL впроваджувалися і в процесі вивчення німецької мови. Наприклад, у рамках теми «Kultur und Traditionen» студентам пропонувалося опрацювати текст, присвячений святкуванню Різдва в Німеччині (In Deutschland feiert man Weihnachten am 24. Dezember…).

Після ознайомлення з матеріалом студенти виконували завдання, спрямовані на перевірку розуміння тексту та аналіз порівняльних аспектів святкових традицій Німеччини та України.

Важливим елементом навчання стала також проєктна діяльність. Студенти працювали в малих групах над підготовкою презентацій на теми «Education Systems in the UK and Ukraine» або «Typisch Deutsch?». У процесі виконання проєктів вони самостійно здійснювали пошук інформації, аналізували її та презентували результати іноземною мовою. Оцінювання здійснювалося комплексно та враховувало як змістову наповненість роботи, так і рівень мовної підготовки, логічність викладу та вміння аргументувати власну позицію.

Порівняльний аналіз результатів дослідження показав позитивну динаміку в обох групах. Проте, у експериментальній групі ці зміни були більш виразними. Зокрема, частка студентів із високим рівнем мовної компетентності в експериментальній групі зросла з 20% до 46%, тоді як у контрольній – лише з 21% до 29%. Одночасно кількість студентів із низьким рівнем у цій групі скоротилася втричі (з 25% до 8%), що свідчить про вирівнювання загального рівня підготовки. Схожа тенденція спостерігається й у рівні знань із лінгвокраїнознавства. На початку експерименту середні показники в обох групах були майже однаковими (57–58%), проте після завершення експерименту в експериментальній групі цей показник піднявся до 84%, тоді як у контрольній лише досяг 66%. Це свідчить про те, що інтеграція мовного та змістового компонентів значно сприяє глибшому засвоєнню навчального матеріалу. Особливо показовими стали результати дослідження мотивації студентів. У експериментальній групі кількість студентів із високим рівнем мотивації збільшилася з 35% до 72%, у той час як кількість студентів із низьким рівнем мотивації скоротилася до 4%.

Дослідження показало, що методика CLIL – це перспективний спосіб удосконалення викладання іноземних мов у сучасній освіті.

Висновки. Методика CLIL сприяє підтримці глобальної тенденції, спрямованої на задоволення пізнавальних потреб особистості, одночасно закладаючи основу для підготовки майбутніх фахівців. Освітні реформи в Україні, зокрема у сфері вивчення іноземних мов, за останні десятиліття здійснюються з урахуванням європейських та міжнародних стандартів. CLIL є однією з таких новацій і повністю відповідає принципам рівневого навчання, варіативному підходу до змісту освіти, міжпредметним зв'язкам та компетентнісній освітній парадигмі. Практичний досвід показує, що CLIL успішно інтегрується до курсу вивчення іноземних мов. Це не означає повного заміщення традиційного курсу, а передбачає часткове використання матеріалів методики для доповнення основної програми. CLIL дозволяє вводити більш складний навчальний матеріал, який включає нову термінологію, специфічний дискурс і складні концепції, що виходять за межі класичних предметних рамок програми. Дослідження дає підстави вважати, що найкращий час для інтеграції методики CLIL – це, коли студенти вже мають певний рівень володіння мовою і готові до роботи зі складними темами. У процесі реалізації необхідно враховувати когнітивні характеристики студентів, спираючись при цьому на сучасні тенденції в освіті та найкращі світові педагогічні практики. Зазначимо, що успішна імплементація підходу CLIL у навчальний процес потребуватиме не тільки створення інноваційних дидактичних матеріалів і методик оцінювання, але й ґрунтовного перегляду цілей викладання іноземних мов. Особливу увагу слід приділити формуванню навичок практичного використання іноземної мови у контексті міжпредметної інтеграції. Це стосується також визначення ролі CLIL у розвитку міжкультурної комунікативної компетентності студентів: чи має методика бути обов'язковим компонентом програми або ж факультативним курсом. Ці питання формують напрямок майбутніх дослідницьких пріоритетів щодо імплементації CLIL в освітню практику України. Лише після їх ґрунтовного аналізу й експериментальної перевірки стане можливим упровадження системного використання методики CLIL у сучасних закладах освіти країни.

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ПОРІВНЯЛЬНИЙ АНАЛІЗ СЕМАНТИКИ ЕМОЦІЙНОЇ ЛЕКСИКИ В УКРАЇНСЬКІЙ ТА АНГЛІЙСЬКІЙ МОВАХ (НА МАТЕРІАЛІ КОРПУСІВ SKETCH ENGINE)

Анотація. У статті здійснено порівняльний аналіз семантики емоційної лексики в українській та англійській мовах із залученням корпусного підходу та інструментів платформи Sketch Engine. Актуальність дослідження зумовлена тим, що емоційна лексика належить до найбільш культурно чутливих шарів словникового складу: вона відображає не лише психоемоційний стан людини, а й особливості мовної картини світу, способи оцінювання подій, моделі міжособистісної взаємодії та соціально прийнятні форми вираження почуттів. У сучасній лінгвістиці проблема зіставлення назв емоцій набуває особливої ваги у зв’язку з розвитком перекладознавства, міжкультурної комунікації, корпусної семантики та автоматизованого опрацювання текстів.

Метою статті є виявлення спільних і відмінних семантичних характеристик емоційної лексики в українській та англійській мовах на основі аналізу типових контекстів, колокаційних зв’язків, метафоричних моделей і перекладацьких відповідників. Теоретичною основою дослідження є праці з лексичної семантики, зіставного мовознавства, лінгвокультурології, теорії емоцій та корпусної лінгвістики. Методологічну базу становлять описовий, зіставний, компонентний, контекстуальний і корпусний методи, а також прийоми інтерпретації конкордансів, Word Sketch, Thesaurus і колокаційних профілів.

У статті розглянуто семантичні поля радості, суму, страху, гніву, любові, сорому та тривоги, які в обох мовах формують ядро емоційної номінації. З’ясовано, що українська емоційна лексика частіше тяжіє до образів внутрішнього простору, душі, серця, переживання як сили, що охоплює людину, тоді як англійська мова послідовніше актуалізує параметри суб’єктивного стану, контролю, поведінкової реакції та соціальної оцінки. Окрему увагу приділено проблемі міжмовної асиметрії:

не всі англійські одиниці мають повні українські відповідники, а українські слова нерідко передають ширший емоційно-оцінний спектр, ніж їхні формальні англійські еквіваленти.

Обґрунтовано, що корпусний аналіз дає змогу перевіряти інтуїтивні спостереження на матеріалі реальних текстів, виявляти типові синтагматичні зв'язки емоційних назв, простежувати семантичні зсуви та уточнювати перекладацькі рішення. Запропоновано модель порівняльного аналізу емоційної лексики, яка охоплює лексико–семантичний, колокаційний, метафоричний, прагматичний і перекладацький рівні. Практичне значення дослідження полягає у можливості використання його результатів у курсах лексикології, зіставного мовознавства, перекладознавства, корпусної лінгвістики та практики перекладу.

Ключові слова: емоційна лексика, семантика, українська мова, англійська мова, корпусна лінгвістика, Sketch Engine, колокація, міжмовна асиметрія.

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COMPARATIVE ANALYSIS OF THE SEMANTICS OF EMOTIONAL VOCABULARY IN UKRAINIAN AND ENGLISH (BASED ON SKETCH ENGINE CORPORA)

Abstract. The article presents a comparative analysis of the semantics of emotional vocabulary in Ukrainian and English with reference to the corpus approach and the analytical tools available in Sketch Engine. The relevance of the research is determined by the fact that emotional vocabulary belongs to the most culturally sensitive layers of the lexicon: it represents not only a person's emotional state but also the linguistic worldview, the ways of evaluating events, models of interpersonal interaction and socially accepted patterns of expressing feelings. In contemporary linguistics, the contrastive study of emotion terms is particularly important for translation studies, intercultural communication, corpus semantics and automated text processing.

The purpose of the article is to identify common and distinctive semantic features of emotional vocabulary in Ukrainian and English by analysing typical contexts, collocational relations, metaphorical models and translation equivalents. The theoretical background of the study includes works on lexical semantics, contrastive linguistics, linguoculturology, emotion theory and corpus linguistics.

The methodological framework combines descriptive, contrastive, componential, contextual and corpus–based methods, including the interpretation of concordances, Word Sketch, Thesaurus and collocational profiles.

The article focuses on the semantic fields of joy, sadness, fear, anger, love, shame and anxiety, which form the core of emotion nomination in both languages. It is argued that Ukrainian emotional vocabulary tends to actualize images of inner space, soul, heart and emotion as a force that embraces a person, whereas English more consistently foregrounds the parameters of subjective state, control, behavioural response and social evaluation. Special attention is paid to cross-linguistic asymmetry: not all English units have full Ukrainian equivalents, and Ukrainian words often convey a broader emotional and evaluative range than their formal English correspondences.

The study substantiates that corpus analysis makes it possible to test intuitive observations on real textual material, identify typical syntagmatic relations of emotion terms, trace semantic shifts and clarify translation solutions. A model of comparative analysis of emotional vocabulary is proposed; it includes lexical-semantic, collocational, metaphorical, pragmatic and translation levels. The practical value of the research lies in the possibility of using its results in courses of lexicology, contrastive linguistics, translation studies, corpus linguistics and translation practice.

Keywords: emotional vocabulary, semantics, Ukrainian, English, corpus linguistics, Sketch Engine, collocation, cross-linguistic asymmetry.

Постановка проблеми. Емоційна лексика є одним із найважливіших фрагментів мовної системи, оскільки вона безпосередньо пов’язана з людиною, її внутрішнім світом, оцінною діяльністю та соціальною поведінкою. Через назви емоцій мова фіксує не лише універсальні психічні стани, а й національно специфічні способи їх осмислення. Те, що в одній мові передається одним словом, в іншій може вимагати словосполучення, описового перекладу або уточнення контексту. Саме тому зіставне вивчення емоційної лексики української та англійської мов має як теоретичну, так і практичну значущість [20].

У сучасних умовах міжкультурної комунікації особливо важливо розуміти, що слова на позначення емоцій не завжди є повними відповідниками. Наприклад, українські лексеми радість, щастя, сум, журба, страх, тривога, гнів, сором, любов формують систему, у якій поєднуються психологічні, морально-оцінні, образні та культурні компоненти. В англійській мові їм можуть відповідати joy, happiness, sadness, sorrow, fear, anxiety, anger, shame, love, однак семантичні межі цих одиниць не збігаються повністю. Різниця виявляється у типових контекстах, словотвірних зв’язках,

сполучуваності, фразеології, метафорах та прагматичних умовах уживання [7; 20].

Традиційний лексико–семантичний аналіз, що ґрунтується на словникових дефініціях, дає змогу встановити основні значення слів, але не завжди показує реальну динаміку їх уживання. Для цього потрібні корпусні методи, які відкривають доступ до великої кількості автентичних текстів. Sketch Engine як корпусна платформа дає змогу працювати з конкордансами, частотними списками, тезаурусами, Word Sketch, колокаційними профілями та іншими інструментами, що істотно розширюють можливості семантичного аналізу [8; 10; 11; 13; 15; 16; 19].

Проблема полягає в тому, що в українському мовознавстві емоційна лексика досліджувалася переважно у межах лексикології, фразеології, стилістики та лінгвокультурології, тоді як корпусно орієнтовані зіставні праці української й англійської мов усе ще потребують поглиблення. Недостатньо описаними залишаються питання про те, які саме колокаційні моделі є типовими для українських і англійських назв емоцій, як у корпусах проявляється метафоризація емоцій, у яких випадках міжмовні відповідники є частковими, а в яких потребують функціонального перекладу [4; 8; 9; 13].

Аналіз останніх досліджень і публікацій. Теоретичне осмислення емоційної лексики має тривалу наукову традицію. У працях з лексичної семантики наголошується, що значення слова не зводиться до словникової дефініції, а охоплює систему сем, оцінних відтінків, асоціативних зв’язків і типових контекстів. Для назв емоцій це особливо важливо, оскільки вони позначають внутрішні стани, які не мають прямого матеріального вияву і тому часто концептуалізуються через метафори простору, сили, руху, ваги, світла, тепла, болю або фізичної реакції [1; 2; 3; 5; 12; 14].

У зіставному мовознавстві значний вплив мали дослідження А. Вежбицької, яка довела, що емоційні категорії не можуть бути повністю універсалізовані без урахування культурного контексту [20]. Дослідниця звертала увагу на те, що англійські emotion terms не слід автоматично переносити на інші мови, адже кожна мовна спільнота має власні сценарії переживання і вербалізації почуттів. Праці К. Годдарда, З. Кевечеша, Дж. Гаркінса й інших учених розвинули ідею про зв’язок емоційних назв із культурними моделями, метафорами та когнітивними сценаріями [6; 7; 12].

Корпусна лінгвістика запропонувала нові інструменти для дослідження лексичної семантики. Дж. Сінклер обґрунтував важливість колокаційного аналізу для розуміння значення слова, оскільки саме регулярні сполучення виявляють приховані семантичні та прагматичні властивості лексеми [15]. С. Ганстон, Т. Макенері, Е. Гарді та П. Бейкер

показали, що корпусні дані дають змогу поєднувати кількісні й якісні підходи до опису мовних явищ [4; 8; 13]. Розвиток Sketch Engine як спеціалізованої лексикографічної платформи пов'язують із працями А. Кілгарріффа та співавторів [10; 11].

У межах Sketch Engine особливе значення має інструмент Word Sketch, який відображає типові граматично організовані колокації слова та допомагає швидко побачити його синтагматичний профіль. Для зіставного аналізу української та англійської мов важливими є також корпуси сімейства TenTen, зокрема ukTenTen та enTenTen, оскільки вони побудовані на великих масивах вебтекстів і дають можливість порівнювати функціонування лексем у різних типах дискурсу [9; 17; 18]. Методично важливими для такого аналізу є Word Sketch і CQL-запити, що забезпечують точніше вилучення колокаційних та контекстуальних даних [16; 19].

Попри наявність значної кількості праць про емоції в мові, питання зіставної корпусної семантики українських і англійських назв емоцій потребує подальшої конкретизації. Зокрема, важливо не лише перелічити словникові відповідники, а й показати, як вони поводяться у реальних контекстах, з якими прикметниками, дієсловами та іменниками поєднуються, які оцінні конотації активують і які перекладацькі труднощі створюють [4; 6; 15; 20].

Метою статті є теоретико-практичне обґрунтування порівняльного аналізу семантики емоційної лексики в українській та англійській мовах на матеріалі корпусів Sketch Engine.

Для досягнення мети поставлено такі завдання: уточнити поняття емоційної лексики як об'єкта лексико-семантичного і корпусного аналізу; визначити основні семантичні групи назв емоцій в українській та англійській мовах; описати корпусну процедуру зіставлення лексем за допомогою інструментів Sketch Engine; виявити типові колокаційні, метафоричні та прагматичні особливості українських і англійських емоційних назв; окреслити проблеми перекладацької відповідності та міжмовної асиметрії.

Виклад основного матеріалу. Емоційна лексика охоплює слова й словосполучення, що називають, описують або оцінюють внутрішні переживання людини. До неї належать іменники на позначення емоційних станів (радість, сум, страх, гнів, любов, сором, тривога), прикметники (радісний, сумний, наляканий, сердитий, щасливий), дієслова (радіти, сумувати, боятися, гніватися, любити), прислівники та фразеологічні одиниці. У семантичному плані цей шар лексики є неоднорідним: одні одиниці називають базові емоції, інші – складні соціальні переживання, моральні оцінки, інтенсивність, тривалість або спосіб вияву почуття [5].

У зіставному аналізі важливо розмежовувати денотативний, конотативний і прагматичний компоненти значення. Денотативний компонент пов'язаний із загальним змістом емоції, конотативний – із додатковими оцінними, стилістичними й культурними відтінками, прагматичний – із ситуацією мовлення, ролями комунікантів і метою висловлення. Наприклад, sadness і сум можуть позначати стан пригніченості, однак українська лексема сум частіше включається в образно–поетичні контексти, пов'язані з душею, серцем, тишею, осінню, спогадами, тоді як англійське sadness часто описується через стан, причину, ступінь або реакцію: deep sadness, sadness about, sadness at, feel sadness [1].

Корпусний підхід дає змогу розглядати значення не ізольовано, а як результат повторюваних контекстів. У Sketch Engine для цього використовуються кілька інструментів. Concordance відображає рядки з уживанням потрібної леми, що дає змогу аналізувати безпосереднє оточення слова. Word Sketch показує типові колокації та граматичні відношення. Thesaurus допомагає виявити семантично близькі слова. CQL–запити дають можливість уточнювати пошук за лемою, частиною мови, словоформою або контекстним шаблоном [15; 16].

Для зіставного дослідження доцільно обирати не окремі словоформи, а леми та семантичні поля. Наприклад, поле радості в українській мові може охоплювати радість, щастя, втіха, захват, задоволення, насолода, а в англійській – joy, happiness, delight, pleasure, satisfaction, excitement. Уже на цьому рівні видно, що формальні відповідники не завжди збігаються за обсягом значення. Українське щастя може позначати і тривалий життєвий стан, і момент радості, тоді як англійські happiness і luck розмежовують внутрішнє переживання та випадкову сприятливість обставин. Українська радість ближча до joy, але в багатьох контекстах може передаватися як happiness, delight, pleasure або gladness [6].

Семантичне поле суму також демонструє міжмовну асиметрію. Українські одиниці сум, смуток, журба, печаль, туга мають різну стилістичну й емоційно-експресивну вагу. Англійські sadness, sorrow, grief, melancholy, longing не утворюють простої шкали відповідників. Grief зазвичай пов'язане з втратою, mourning або bereavement; sorrow має книжно-емоційний характер; sadness є нейтральнішою назвою стану; melancholy може передавати естетизований або тривалий настрій. Українська туга часто поєднує біль, віддаленість, бажання повернення, ностальгію й екзистенційну напруженість, тому її переклад потребує контекстуального вибору між longing, yearning, homesickness, anguish, sadness [12].

Поле страху в обох мовах має ядро, пов'язане з небезпекою, загрозою та реакцією уникнення. Українські страх, переляк, жах, тривога, неспокій

співвідносяться з англійськими fear, fright, terror, horror, anxiety, worry. Водночас страх і fear є найближчими міжмовними відповідниками, тоді як тривога й anxiety не завжди збігаються. Українська тривога може позначати і внутрішнє занепокоєння, і суспільну напругу, і сигнал небезпеки, тоді як anxiety у сучасній англійській часто має психологізований характер і може бути пов'язане з клінічним або напівклінічним дискурсом [14].

Поле гніву в українській мові охоплює гнів, злість, лють, обурення, роздратування. В англійській йому відповідають anger, rage, fury, irritation, indignation, resentment. Тут важливим є розмежування інтенсивності та соціальної оцінки. Anger є загальною назвою емоції, rage і fury вказують на високу інтенсивність і втрату контролю, irritation – на слабший або ситуативний стан, indignation – на моральне обурення. Українські гнів і злість теж розрізняються: гнів частіше має піднесений, морально або етично мотивований відтінок, тоді як злість є більш побутовою й безпосередньою реакцією [5; 12; 14].

Особливим є поле любові. Українське любов і англійське love формально збігаються, але їхні колокаційні й прагматичні профілі не тотожні. Love в англійській мові має надзвичайно широкий спектр уживання: від глибокого почуття до сильної прихильності до предметів, занять, їжі, музики, місць. Українське люблю теж може вживатися у побутових контекстах, однак слово любов у багатьох текстах зберігає піднесений, ціннісний, етичний або духовний компонент. Це впливає на переклад: love не завжди доцільно передавати як любов, інколи доречніші подобатися, захоплюватися, дуже любити, цінувати [1].

Сором і shame належать до соціальних емоцій, пов'язаних з оцінкою себе через погляд інших. Однак українська лексема сором охоплює як переживання провини або ніяковості, так і моральну оцінку вчинку чи поведінки. Англійське shame часто сильніше пов'язане з публічним осудом, внутрішнім самознеціненням або моральним тягарем. Для нейтральнішого стану незручності англійська використовує embarrassment. Відповідно, українське сором у різних контекстах може перекладатися як shame, embarrassment, disgrace, awkwardness, а іноді як pity у сталій конструкції shame! у значенні «шкода» [6; 7; 20].

Порівняння емоційної лексики має враховувати не лише словникові відповідники, а й типові колокації. Колокаційний профіль виявляє, які ознаки емоції вважаються типовими у мові. Наприклад, українська радість часто описується як велика, щира, дитяча, справжня, несподівана; англійське joy – як great, pure, sheer, real, unexpected. Подібність свідчить про універсальність оцінки інтенсивності й автентичності переживання. Проте українські словосполучення радість у серці, радість на душі, очі світяться

радістю мають виразну тілесно-духовну образність, тоді як англійські collocations частіше структуруються через дієслова experience, feel, bring, share, fill [19].

У полі суму важливими є моделі глибини, ваги та тривалості. Українські контексти типу глибокий сум, тихий сум, сум огортає, сум на душі демонструють просторову й тілесну метафори. Англійські deep sadness, overwhelming sadness, sadness filled him, a sense of sadness також мають схожі образні моделі, але частіше граматично оформлюють емоцію як стан або досвід суб'єкта. Це свідчить про часткову універсальність метафоризації емоцій, але водночас про різницю в способах синтаксичного вираження [19].

Для страху характерними є моделі сили, контролю та фізичної реакції. Українські страх охопив, страх скував, страх пройняв, від страху завмер передають емоцію як зовнішню силу, що діє на людину. Англійські fear gripped him, be paralyzed by fear, overcome by fear демонструють близьку метафоричну схему. Водночас англійська частіше використовує конструкції fear of, fear for, fear that, які чітко вказують на об'єкт або причину стану. Українська може передавати це прийменниково або описово: страх перед, страх за, боятися, що [5; 12; 14].

Гнів і anger формують колокації, пов'язані з вогнем, вибухом, підняттям температури, голосом, жестом і дією. Українські вибух гніву, спалах гніву, стримувати гнів, гнів кипить перегукуються з англійськими burst of anger, flash of anger, control anger, anger boiled inside. Однак український гнів у публіцистичних і художніх текстах може набувати морально-патетичного звучання, тоді як anger у багатьох англомовних контекстах зберігає психологічну нейтральність і функціонує як назва емоційної реакції [12; 15; 19].

Одним із результатів корпусного підходу є можливість встановити не лише наявність відповідника, а й ступінь його функціональної еквівалентності. Повний відповідник передає основне значення, стилістичний рівень і типову сполучуваність. Частковий відповідник збігається лише в певних контекстах. Функціональний відповідник передає прагматичний ефект, але може відрізнятися формально. Описовий переклад потрібний тоді, коли в мові перекладу немає компактної одиниці з таким самим семантичним обсягом [13].

Міжмовна асиметрія особливо помітна в словах, пов'язаних із культурно насиченими переживаннями. Українська туга не зводиться до sadness, бо може поєднувати ностальгію, внутрішній біль, потяг до відсутнього об'єкта, відчуття втрати та просторову віддаленість. Англійське anxiety не завжди дорівнює тривога, бо в одних контекстах воно ближче до

занепокоєння, у других – до психологічного стану, у третіх – до соціальної напруги. Такі випадки вимагають не механічного добору словника, а аналізу контексту й дискурсу [4].

Корпусні дані корисні також для виявлення семантичних зсувів. У сучасному англомовному дискурсі emotional vocabulary активно використовується у психологічних, медійних і мотиваційних текстах: anxiety, trauma, stress, empathy, toxic, emotional intelligence. В українській мові частина таких одиниць входить у вжиток через переклад, медіа й соціальні мережі: тривожність, токсичність, емпатія, емоційний інтелект. Запозичені або кальковані слова можуть змінювати традиційні семантичні межі наявних українських лексем [1].

Для перекладацької практики важливо, що корпусний аналіз допомагає перевіряти природність словосполучення. Навіть якщо словниковий відповідник правильний, колокація може звучати неприродно. Наприклад, буквальний переклад strong sadness як сильний сум можливий, але в багатьох українських контекстах природнішими є глибокий сум, великий сум, тяжкий сум. Англійське heavy heart може перекладатися не лише як важке серце, а й як з важким серцем, із болем у серці, з тривогою, залежно від контексту. Отже, корпус показує не лише значення слова, а й типову форму його мовної реалізації [4].

У методичному плані порівняльний аналіз емоційної лексики можна організувати в кілька етапів. Перший етап – добір лем і формування семантичних груп. Другий – пошук у корпусах ukTenTen та enTenTen або інших доступних корпусах Sketch Engine. Третій – аналіз конкордансів і вилучення типових контекстів. Четвертий – зіставлення колокаційних профілів за Word Sketch. П’ятий – інтерпретація метафоричних моделей і прагматичних функцій. Шостий – визначення перекладацьких відповідників і формулювання висновків [18].

Перевага такого підходу полягає в тому, що він поєднує емпіричність і лінгвістичну інтерпретацію. Корпус не замінює дослідника, але дає матеріал для перевірки гіпотез. Якщо словник фіксує потенційне значення, то корпус показує актуальне функціонування. Для емоційної лексики це особливо важливо, адже її значення часто розкривається саме у взаємодії з іншими словами: прикметниками інтенсивності, дієсловами переживання, іменниками причини, прийменниковими конструкціями, фразеологічними моделями [8; 13; 15].

Зіставлення української та англійської мов також демонструє різні центри семантичної організації. Українська система емоційної лексики помітно пов’язана з образами душі, серця, внутрішнього простору, морального переживання, долі й пам’яті. Англійська система частіше

акцентує на стані суб'єкта, причині емоції, контролі, поведінковій реакції, індивідуальному досвіді та соціальній комунікації. Таке розходження не є абсолютним, але воно виявляється в регулярних колокаційних тенденціях [6; 12; 15; 20].

Отже, семантика емоційної лексики є багаторівневою. Вона включає денотативний зміст, оцінність, інтенсивність, культурну маркованість, образність, граматичну сполучуваність і перекладацьку функцію. Порівняльний аналіз на матеріалі корпусів Sketch Engine дає змогу описати ці рівні не ізольовано, а в системі реального мовного вживання [10].

Таблиця 1

Основні семантичні групи емоційної лексики в українській та англійській мовах

Семантична група	**Українські лексеми**	**Англійські відповідники**	**Коментар до відповідності**
Радість / позитивне переживання	радість, щастя, втіха, захват, задоволення	joy, happiness, delight, pleasure, satisfaction	Відповідність переважно часткова; happiness не завжди дорівнює щастя, а pleasure часто має відтінок задоволення.
Сум / втрата / пригніченість	сум, смуток, журба, печаль, туга	sadness, sorrow, grief, melancholy, longing	Українська туга потребує контекстуального перекладу, бо поєднує біль, ностальгію і прагнення.
Страх / небезпека	страх, переляк, жах, тривога, неспокій	fear, fright, terror, horror, anxiety, worry	Fear і страх близькі, але anxiety часто має психологізований або соціальний відтінок.
Гнів / негативна реакція	гнів, злість, лють, обурення, роздратування	anger, rage, fury, indignation, irritation	Rage/fury відповідають високій інтенсивності; indignation ближче до морального обурення.
Любов / прихильність	любов, кохання, прихильність, симпатія	love, affection, attachment, sympathy	Love має ширший побутовий спектр уживання, ніж українське любов у багатьох книжних контекстах.
Сором / соціальна оцінка	сором, ніяковість, ганьба, провина	shame, embarrassment, disgrace, guilt	Сором може перекладатися різними англійськими одиницями залежно від ступеня публічності та провини.

Таблиця 2

Колокаційні параметри корпусного аналізу назв емоцій

Параметр	Українська мова	Англійська мова	Аналітичне значення
Атрибутивна сполучуваність	глибокий сум, щира радість, сильний страх, праведний гнів	deep sadness, pure joy, strong fear, righteous anger	Показує інтенсивність, оцінність і стилістичний профіль емоції.
Дієслівна сполучуваність	радість переповнює, страх охоплює, гнів кипить	joy fills, fear grips, anger boils	Виявляє метафори сили, наповнення, руху, фізичного впливу.
Прийменникові конструкції	страх перед, тривога за, радість від, сум за	fear of, anxiety about, joy at, sadness over	Допомагає встановити причину, об'єкт або спрямованість емоції.
Фразеологічні моделі	на душі радісно, серце стискається від болю, з важким серцем	with a heavy heart, my heart sank, be filled with joy	Фіксує культурні образи тілесності та внутрішнього простору.
Прагматична функція	вираження співчуття, осуду, підтримки, моральної оцінки	expressing sympathy, judgement, support, evaluation	Пояснює, як емоційна лексика діє в комунікативній ситуації.

Таблиця 3

Модель порівняльного аналізу емоційної лексики засобами Sketch Engine

Етап	Дія дослідника	Інструмент Sketch Engine	Очікуваний результат
1	Добір лексем і семантичних груп	Wordlist, Thesaurus	Формування зіставного списку українських та англійських назв емоцій.
2	Пошук типових контекстів	Concordance, CQL	Отримання прикладів реального вживання лем у різних текстах.
3	Виявлення колокацій	Word Sketch	Опис прикметникових, дієслівних, іменникових і прийменникових зв'язків.
4	Порівняння відповідників	Parallel concordance / контекстний аналіз	Визначення повних, часткових, функціональних та описових відповідників.
5	Інтерпретація результатів	Порівняльна таблиця, якісний аналіз	Формулювання висновків про семантичні збіги, розбіжності та перекладацькі труднощі.

Педагогічний і перекладознавчий потенціал результатів дослідження.

Результати зіставного аналізу емоційної лексики можуть бути використані не лише в теоретичному мовознавстві, а й у практиці викладання української та англійської мов. Для студентів-філологів та перекладачів важливо бачити, що словниковий еквівалент є лише початковим орієнтиром. Реальна перекладацька відповідність формується через контекст, жанр, стиль, інтенсивність емоції та культурну норму її вираження [15].

У навчальному процесі доцільно використовувати завдання на порівняння колокацій: підібрати природні українські відповідники до англійських словосполучень, пояснити різницю між sadness, sorrow і grief, розмежувати shame та embarrassment, визначити, коли love перекладається як любов, кохання, подобатися або захоплюватися. Такі вправи розвивають не лише словниковий запас, а й семантичну чутливість, уміння працювати з корпусом і навичку аргументованого перекладацького вибору [19].

Для дослідницької роботи корисним є створення малих тематичних корпусів емоційного дискурсу: художніх текстів, публіцистики, соціальних мереж, психологічних блогів, перекладних текстів. Порівняння таких підкорпусів із великими корпусами Sketch Engine дає змогу з'ясувати, які колокації є загальномовними, а які залежать від жанру чи комунікативної сфери [8; 9].

Практична цінність корпусного підходу полягає також у тому, що він формує навичку перевірки мовної інтуїції. Перекладач може не лише покладатися на словник, а й перевірити, які сполучення справді типові для мови перекладу. Це особливо важливо для емоційної лексики, де невдалий добір слова може змінити тон висловлення, послабити емоційний ефект або створити стилістичну неприродність [4; 15; 19].

Висновки. Порівняльний аналіз семантики емоційної лексики в українській та англійській мовах засвідчує, що назви емоцій мають складну багаторівневу організацію. Вони поєднують денотативне значення, оцінність, інтенсивність, образність, культурну маркованість, граматичну сполучуваність і прагматичну функцію. Тому зіставлення таких одиниць не може обмежуватися простим добором словникових еквівалентів.

Українська та англійська мови мають низку спільних семантичних полів: радість, сум, страх, гнів, любов, сором, тривога. Спільність пояснюється універсальністю базових людських переживань. Водночас кожна мова по-своєму структурує ці переживання. Українська емоційна лексика виразно актуалізує образи душі, серця, внутрішнього простору, морального стану й переживання як сили, що охоплює людину. Англійська

мова частіше акцентує на суб'єктивному стані, причині емоції, поведінковій реакції, контролі та соціальній оцінці.

Корпусні інструменти Sketch Engine дають змогу виявляти типові контексти, колокації, метафоричні моделі та дискурсивні особливості назв емоцій. Особливо продуктивними для такого аналізу є Concordance, Word Sketch, Thesaurus і CQL-запити. Вони допомагають уточнювати семантику лексем, бачити їхню реальну сполучуваність і перевіряти природність перекладацьких відповідників.

Міжмовна асиметрія проявляється в тому, що українські й англійські одиниці не завжди мають повну еквівалентність. Слова туга, журба, сором, тривога, кохання, з одного боку, та anxiety, embarrassment, grief, delight, love – з іншого, потребують контекстуального аналізу й функціонального перекладу. Саме тому корпусний підхід є важливим інструментом для перекладознавства, лексикографії та викладання мов.

Перспективи подальших досліджень убачаємо у проведенні кількісного аналізу частотності окремих емоційних лем у різних жанрах, створенні паралельної українсько-англійської бази емоційних колокацій, вивченні семантичних зсувів у медійному та соціально–мережевому дискурсі, а також у розробленні навчальних вправ із використанням Sketch Engine для студентів-філологів і перекладачів.

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СТРАТЕГІЇ ТА ТАКТИКИ ПЕРЕКЛАДУ АНГЛОМОВНОГО ЦИФРОВОГО КОНТЕНТУ В УМОВАХ ГЛОБАЛІЗАЦІЇ

Анотація. У статті досліджено особливості застосування перекладацьких стратегій і тактик у процесі відтворення цифрового контенту в сучасному медіакомунікативному середовищі. Актуальність теми зумовлена активним розвитком цифрових платформ, соціальних мереж та мультимодальної комунікації, що суттєво трансформує характер міжмовної взаємодії та розширює функції перекладу. Увагу зосереджено на проблемах лінгвокультурної адаптації, прагматичного моделювання та забезпечення комунікативної еквівалентності під час перекладу цифрових медіатекстів. З’ясовано, що сучасний переклад виходить за рамки традиційного міжмовного посередництва й охоплює передачу культурних смислів, емоційно-оцінних характеристик тексту та особливостей мовного впливу на аудиторію. Проаналізовано наукові засади до трактування перекладу як форми культурного посередництва в умовах глобалізованого цифрового простору. Визначено, що ефективність перекладацьких рішень значною мірою залежить від здатності перекладача враховувати специфіку цифрової платформи, прагматичну спрямованість повідомлення та особливості його сприйняття цільовою аудиторією. Значну увагу приділено транскреації як способу переосмислення цифрового контенту, що забезпечує досягнення прагматичної та соціокультурної відповідності повідомлення. Розглянуто особливості перекладу новітніх цифрових неологізмів, сленгових одиниць, рекламних повідомлень і новинних заголовків. Установлено, що в сучасному цифровому середовищі найбільш продуктивними стають тактики структурної адаптації, компресії, експлікації, конкретизації, генералізації та смислового уточнення. Аналіз англомовних політичних, економічних і новинних медіатекстів засвідчив, що перекладацькі рішення орієнтуються на відтворення фактичного змісту й збереження прагматичної тональності, ритму мовлення та індивідуального стилю мовця. Доведено, що буквальне відтворення мовних конструкцій не завжди забезпечує належний

комунікативний ефект, оскільки цифровий переклад потребує врахування культурного контексту та функціонального призначення тексту.

Наголошено, що перекладач у цифрову добу виконує важливу соціокомунікативну функцію, адже його мовні рішення впливають на формування суспільних оцінок і характер публічного дискурсу.

Ключові слова: перекладацькі стратегії, перекладацькі тактики, цифровий контент, медіатекст, лінгвокультурна адаптація, транскреація, прагматичний потенціал, медіадискурс, цифрова комунікація.

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STRATEGIES AND TACTICS FOR TRANSLATING ENGLISH-LANGUAGE DIGITAL CONTENT IN THE CONTEXT OF GLOBALIZATION

Abstract. The article examines the peculiarities of applying translation strategies and tactics in the process of reproducing digital content within the contemporary media-communicative environment. The relevance of the topic is determined by the rapid development of digital platforms, social networks, and multimodal communication, which significantly transform the nature of interlingual interaction and expand the functions of translation. Particular attention is focused on the issues of linguocultural adaptation, pragmatic modeling, and ensuring communicative equivalence in the translation of digital media texts. It has been established that modern translation extends beyond the boundaries of traditional interlingual mediation and encompasses the transfer of cultural meanings, emotional and evaluative characteristics of the text, and the peculiarities of linguistic influence on the audience. The scientific foundations for interpreting translation as a form of cultural mediation in the conditions of a globalized digital space are analyzed. It has been determined that the effectiveness of translation decisions largely depends on the translator's ability to consider the specificity of the digital platform, the pragmatic orientation of the message, and the peculiarities of its perception by the target audience. Considerable attention is paid to transcreation as a means of reinterpreting digital content, ensuring the achievement of pragmatic and sociocultural correspondence of the message. The study examines the peculiarities of translating the latest digital neologisms, slang units, advertising messages, and news headlines. It has been established that, in the contemporary digital environment, the most productive tactics are structural

adaptation, compression, explicitation, concretization, generalization, and semantic clarification. The analysis of English-language political, economic, and news media texts demonstrated that translation decisions are oriented toward reproducing factual content while preserving pragmatic tonality, speech rhythm, and the speaker's individual style. It has been proven that the literal reproduction of linguistic constructions does not always ensure an appropriate communicative effect, since digital translation requires consideration of the cultural context and the functional purpose of the text. It is emphasized that, in the digital era, the translator performs an important sociocommunicative function, as their linguistic decisions influence the formation of public evaluations and the nature of public discourse.

Key words: translation strategies, translation tactics, digital content, media text, linguocultural adaptation, transcreation, pragmatic potential, media discourse, digital communication.

Постановка проблеми. Цифрове комунікативне середовище істотно впливає на сучасну перекладацьку практику та змінює традиційні способи до відтворення медіатекстів. Переклад у таких умовах охоплює передачу інформаційного змісту, відтворення прагматичного потенціалу повідомлення, культурних смислів та особливостей мовного впливу на аудиторію. Відповідно активне поширення цифрових платформ і соціальних мереж супроводжується появою нових мовних одиниць, трансформацією комунікативних моделей і високою динамікою медіадискурсу, що, своєю чергою, ускладнює вибір перекладацьких стратегій і тактик. Тому на вирішення заслуговує проблема адаптації цифрового контенту до норм мови оригіналу, оскільки буквальне відтворення тексту при перекладі далеко не завжди забезпечує належний комунікативний ефект. Відтак перекладач змушений враховувати функціональне призначення повідомлення, специфіку цифрової платформи та особливості сприйняття інформації адресатом, зберігаючи при цьому змістову цілісність тексту. З огляду на те, актуальність дослідження визначається необхідністю комплексного аналізу перекладацьких тактик у цифровому медіапросторі.

Аналіз останніх досліджень та публікацій. Наукові розвідки у сфері перекладознавства останніх років засвідчують посилення уваги дослідників до проблем адаптації перекладу в умовах цифрової комунікації, медіадискурсу та міжкультурної взаємодії. Зокрема, І. Фролова та О. Кобзєва акцентують увагу на ролі перекладу як інструменту культурного посередництва в цифрових глобалізованих просторах, підкреслюючи його значення у формуванні міжкультурного діалогу та транснаціональної комунікації [1].

О. Гнєдкова та Д. Тен аналізують особливості лінгвокультурної адаптації дискурсу соціальних мереж і доводять необхідність врахування культурних, прагматичних та комунікативних чинників під час перекладу онлайн-контенту [2]. О. Білічак, Л. Шпільчак та О. Криницька досліджують способи перекладу англомовних неологізмів у медіа та соціальних мережах [3]. О. Рябчук, К. Разумна та О. Сіваєва розглядають перекладацькі стратегії як засоби маніпулятивного впливу на реципієнта через трансформацію змісту повідомлення [4]. І. Карпуша та Я. Рак зосереджують увагу на особливостях передачі мовного впливу на читача під час перекладу медіатекстів, акцентуючи увагу на відтворенні емоційно-оцінного компонента повідомлення [5]. В. Юшак, Н. Пожарська та О. Галапчук-Тарнавська досліджують специфіку перекладу новинних заголовків у сучасних англомовних медіатекстах і підкреслюють важливість лаконічності, інформативності та прагматичної виразності заголовкових конструкцій [6]. В. Ковальчук та В. Аккурт аналізують репрезентацію стратегії переконання під час перекладу англомовних рекламних текстів б'юті-індустрії українською мовою [7].

Незважаючи на значну кількість наукових досліджень, проблема застосування перекладацьких стратегій і тактик під час відтворення цифрового контенту в сучасному медіакомунікативному просторі все ще потребує ґрунтовного теоретичного узагальнення та комплексного аналізу.

Мета статті полягає у дослідженні перекладацьких стратегій і тактик у процесі відтворення цифрового контенту.

Виклад основного матеріалу дослідження. У цифровому просторі переклад виконує функцію культурного посередництва, тому що процес міжмовної взаємодії охоплює не тільки передачу змісту. Його функціональні межі поширюються на відтворення культурних смислів і комунікативних моделей. У структурі такого процесу виокремлюються реконфігурована роль перекладача, практики мультимодального посередництва та нові цифрові перекладацькі спільноти. Ці складові відображають значну трансформацію механізмів узгодження й передачі значень у цифровому середовищі [1, с. 53].

У цифрову добу діяльність перекладача уже не обмежується міжмовним посередництвом. Перекладач бере активну участь у формуванні нових мовних норм, зокрема в цифровому дискурсі. Вибір способу відтворення нових мовних одиниць впливає на їх подальше функціонування. Тому визначення прагматичного потенціалу інноваційних лексем стає важливим елементом перекладацького процесу [3, с. 190].

Відтак ефективність перекладу цифрового контенту значною мірою залежить від систематизації нових мовних ресурсів. Розроблення

інтерактивних глосаріїв і цифрових корпусів відповідно сприяє уніфікації перекладацьких рішень. Використання спеціалізованих баз даних допомагає уникати надмірної варіативності термінів, що, зрештою, забезпечує термінологічну узгодженість і стабільність цифрової комунікації. Особливо актуальним сьогодні залишається питання взаємозв'язку між перекладацькими тактиками та динамікою цифрового середовища. Мовні інновації поширюються значно швидше, тому перекладач змушений оперативно реагувати на зміни комунікативних моделей. Тактики перекладу у такому разі стають більш адаптивними та гнучкими, що дає змогу зберігати функціональну цілісність повідомлення в умовах глобалізованого цифрового простору.

У середовищі сучасних соціальних мереж переклад функціонує в умовах високої динаміки та мультимодальності комунікації. Лінгвокультурна адаптація відповідно набуває ознак транскреації як складного механізму переосмислення змісту, що передбачає передачу мовних одиниць та відтворення культурних смислів. Відтак процес перекладу орієнтується на досягнення прагматичної, емоційної та соціокультурної відповідності повідомлення [2, с. 130].

Зауважимо, що транскреація в цифровому середовищі щоразу частіше реалізується через гнучке поєднання перекладацьких стратегій і тактик. Перекладач адаптує зміст залежно від комунікативної ситуації та особливостей аудиторії. Тому під час перекладу англомовного цифрового контенту значущими стають мовні показники й безпосередньо характер цифрової платформи. Наприклад, повідомлення "Stay connected" у межах соціальної реклами може відтворюватися як «Будьте на зв'язку», а у контексті цифрових сервісів доцільним стає варіант «Залишайтеся онлайн». Вибір перекладацького рішення відтак визначається функціональним призначенням повідомлення.

Пріоритетним завданням перекладу цифрового контенту стає досягнення культурного резонансу між текстом і цільовою аудиторією. Лінгвістична точність не завжди забезпечує належний комунікативний результат. Значно важливішим стає збереження прагматичного ефекту та емоційного впливу тексту. Саме тому стратегія адаптації обирається з урахуванням інтенції повідомлення та особливостей його сприйняття [2, с. 130].

Під час перекладу цифрового контенту важливим є комбінування окремих перекладацьких тактик. Для відтворення сленгових одиниць ефективним може бути застосування конкретизації або генералізації. У процесі перекладу новітніх цифрових неологізмів продуктивним стає використання експлікації або створення нових мовних утворень. Наприклад,

лексична одиниця “doomscrolling” може передаватися як «безперервне перегортання негативних новин» або як «думскролінг». Перший варіант реалізує тактику пояснення, а другий відображає стратегію часткового запозичення.

Перекладацька практика засвідчує, що будь-який переклад супроводжується процесом культурної адаптації. Текст після входження в інше соціокультурне середовище починає функціонувати відповідно до нових комунікативних норм. У результаті перекладений твір поступово інтегрується в систему приймаючої культури та набуває нових змістових характеристик [4, с. 223].

Процес доместикації нині простежується в художньому перекладі й безпосередньо у цифровій комунікації. Наприклад, вислів “Black Friday Deals” у буквальному відтворенні не забезпечує повного прагматичного ефекту. Тому в українському цифровому просторі поширення набувають адаптовані варіанти на зразок «Грандіозні знижки Чорної п’ятниці» або «Масштабний розпродаж Чорної п’ятниці». Такі рішення, зрештою, демонструють орієнтацію перекладу на очікування та культурний досвід цільової аудиторії.

Під час перекладу цифрового контенту необхідно враховувати мовні та стилістичні параметри тексту. Визначальне значення мають прагматичні наміри автора та очікуваний комунікативний ефект. Наведене дає змогу відтворити інформаційний зміст повідомлення та його функціональне призначення. У цифровому просторі зміст тексту відповідно тісно пов’язаний зі способом його сприйняття цільовою аудиторією [6, с. 109].

Складність у перекладацькій практиці становить відтворення новинних заголовків. Причини цього, зокрема, зумовлені граматичними та семантичними розбіжностями між англійською й українською мовами. Тому дослідження таких особливостей стає необхідною умовою забезпечення перекладацької адекватності. Установлено, що традиційні еліптичні конструкції поступово поступаються повним синтаксичним моделям. Такі структури, своєю чергою, щоразу частіше виконують функцію стислої анотації основного матеріалу [6, с. 109].

У цифровому інформаційному середовищі переклад заголовків реалізується через поєднання декількох тактик. Відтак перекладач орієнтується на буквальне відтворення мовної форми. Значно продуктивнішим стає врахування особливостей медіаплатформи та специфіки сприйняття контенту. Наприклад, заголовок “Tech giants face new AI regulations” може відтворюватися як «Технологічні корпорації зіштовхуються з новими правилами щодо штучного інтелекту». Скорочений варіант «Нові правила для ШІ змінюють ринок технологій» також може використовуватися

залежно від комунікативного середовища. Вибір моделі перекладу у такому випадку підпорядковується прагматичній меті повідомлення.

Переклад медійних текстів різної тематичної спрямованості супроводжується численними лексичними та стилістичними труднощами. Досягнення адекватності перекладу відповідно потребує використання комплексу стратегій і трансформацій. Перекладач застосовує різні мовні механізми для максимально точного відтворення інформації з урахуванням норм цільової мови. Тому ефективність такого процесу залежить від здатності адаптувати текст до конкретного комунікативного середовища [5, с. 176].

Під час перекладу медіатекстів важливою також є соціальна відповідальність перекладача. Вибір перекладацьких стратегій відповідно впливає на формування суспільних оцінок і сприйняття інформації. Перекладач повинен усвідомлювати роль мовних рішень у процесі конструювання публічного дискурсу. Відтак стає очевидним, що перекладацька діяльність у цифрову добу виходить за рамки міжмовного посередництва та набуває ширших соціокомунікативних функцій [5, с. 176].

Серед перекладацьких тактик найбільш поширеними виявляються способи організації інформації, що забезпечують адекватне відтворення змісту повідомлення. До таких тактик, зокрема, належать коректне оформлення інформації, передача релевантного змісту та лінгвокультурна адаптація. Застосування зазначених прийомів зумовлюється специфікою комунікативної ситуації та особливостями цільової аудиторії. Передача релевантної інформації часто реалізується через резюмування, що дає змогу зберегти основний зміст повідомлення без надмірного інформаційного перевантаження [7, с. 225].

Лінгвокультурна адаптація також посідає важливе місце в перекладі цифрового середовища. Її застосування, своєю чергою, пов’язане з необхідністю усунення культурних бар’єрів між комунікантами.

Наприклад, вона стає важливою під час передачі елементів, зміст яких може бути незрозумілим для іншої аудиторії. Так, повідомлення “Join us for Thanksgiving specials” доцільно перекладати як «Скористайтеся святковими пропозиціями до Дня подяки». Наведений варіант забезпечує зрозумілість повідомлення та зберігає його прагматичну спрямованість.

Ефективність перекладацьких тактик у цифровому просторі визначається точністю передачі інформації. Тут важливу роль відіграє здатність зберігати комунікативний ефект повідомлення. Саме тому вибір тактики залежить від взаємодії мовних, культурних і прагматичних чинників, що дозволяє забезпечити функціональну адаптацію цифрового контенту в умовах глобалізованого інформаційного середовища [7, с. 225].

Практична реалізація зазначених вище перекладацьких тактик простежується у процесі відтворення політичного медіадискурсу, де важливим є збереження оцінного та прагматичного потенціалу висловлювання. Так, у статті “UK 'can't succeed', says Trump - read full transcript of his Sky News interview” наведено висловлювання: “You see, your energy prices are the highest in the world. And I think he's made a tragic mistake on immigration.” [8]. У перекладі подано: «Бачите, у вас найвищі ціни на енергоносії у світі. І я думаю, що він зробив трагічну помилку щодо імміграції» [9]. Перекладацьке рішення у цьому випадку орієнтується на збереження змістової точності та синтаксичної структури висловлювання. Лексична одиниця “tragic mistake” відтворюється через прямий відповідник «трагічна помилка». Наведений спосіб перекладу забезпечує передачу оцінного компонента висловлення. Комунікативний ефект висловлювання відповідно зберігає політичну категоричність оригіналу. Тактика буквального відтворення виявляється достатньо доцільною через відсутність культурно маркованих компонентів. Далі у статті наведено цитату: “And we gave them a good trade deal. Better than I had to. Which can always be changed.” [8]. Український переклад представлено у вигляді: «І ми запропонували їм гарну торговельну угоду. Кращу, ніж вона мала б бути.

Яку завжди можна змінити» [9]. Перекладач відтак зберігає нечітку синтаксичну організацію висловлювання, що дозволяє передати особливості індивідуального стилю мовця. Відтак короткі синтаксичні конструкції відтворюють характерну для усного політичного дискурсу динаміку. Стратегія структурного збереження виявляється виправданою, оскільки забезпечує прагматичну еквівалентність повідомлення.

Аналізований матеріал демонструє, що переклад цифрового новинного контенту щоразу частіше виходить за рамки мовної еквівалентності, де перекладач відтворює фактичний зміст повідомлення. Важливим стає також збереження ритму мовлення, інтонаційних характеристик і прагматичної тональності тексту. Тому у цифрових медіа швидкість сприйняття інформації стає важливою, оскільки тактики компресії, синтаксичного сегментування та стилістичної адаптації активно використовуються у перекладацькій практиці.

В іншій статті “European army can help fix NATO, says EU defense commissioner” наведено висловлювання: “The U.S. has an influence into how Europeans look at NATO.” [10]. У перекладі подано: «США мають вплив на те, як європейці сприймають НАТО» [11]. Перекладацьке рішення, у цьому прикладі, демонструє використання тактики структурної адаптації. Англомовна конструкція “look at NATO” передається через дієслівну форму «сприймають НАТО». Таке рішення дозволяє уникнути буквального

відтворення конструкції «дивляться на НАТО». Зміст висловлювання відповідно набуває більшої природності з огляду на норми української мови. Надалі стаття містить висловлювання: “trust of Europeans in themselves, in their capability, in what we can call independent capability is becoming quite high” [10]. У перекладі наведено: «довіра європейців до себе, до своїх можливостей, до того, що ми можемо назвати незалежним потенціалом, стає досить високою» [11]. Перекладач у цьому випадку застосовує тактику синтаксичного розгортання. Структура такого речення адаптується відповідно до мовних норм українського тексту. Відтворення словосполучення “independent capability” через варіант «незалежний потенціал» демонструє прагнення до семантичної точності. Тому наведене рішення забезпечує цілісність змістового сприйняття.

Зауважимо, що особливо виразно специфіка цифрового перекладу простежується під час передачі економічного та новинного контенту. Перекладач змушений оперативно реагувати на зміни інформаційного контексту та комунікативної ситуації. Унаслідок цього тактика лексичної адаптації поєднується з прагненням до інформаційної компресії. Подібний спосіб дозволяє зберігати рівновагу між швидкістю подання інформації та точністю її відтворення.

Ще в іншій статті подано цитату: “The oil companies are less concerned. They’re now saying there’s no risk to supply disruption up to the start or middle of June.” [12]. У перекладі зазначено: «Нафтові компанії менше переймаються цим. Зараз вони заявляють, що до початку або середини червня ризику перебоїв у постачанні немає» [13]. Відтак перекладач використовує тактику смислового уточнення. Конструкція “less concerned” передається через природний для української мови варіант «менше переймаються». Наведене рішення забезпечує стилістичну відповідність тексту та його комунікативну доступність. Наступне висловлювання: “We think there’s a lot of people waiting. They’re not sure yet.” [12] перекладено як: «Ми вважаємо, що багато людей чекають. Вони ще не впевнені» [13]. Тут переклад характеризується збереженням синтаксичної простоти оригіналу. Короткі речення, своєю чергою, відтворюють оперативний характер новинного повідомлення. Відтак стає очевидним, що використання тактики структурного відтворення сприяє збереженню інформаційної динаміки тексту, що забезпечує належний прагматичний вплив на аудиторію.

Висновки. Таким чином, переклад цифрового контенту в сучасному інформаційному середовищі поєднує міжмовне посередництво, культурну адаптацію та прагматичне моделювання комунікативного впливу. Результати дослідження свідчать, що ефективність перекладацьких стратегій і тактик безпосередньо залежить від здатності перекладача

враховувати динаміку цифрового дискурсу, специфіку медіаплатформи та особливості цільової аудиторії. Важливе місце у цьому процесі посідають транскреація, лінгвокультурна адаптація, компресія, структурне відтворення та тактики смислового уточнення, оскільки саме вони забезпечують збереження прагматичного потенціалу повідомлення і його комунікативної цілісності. Аналіз перекладу політичного, економічного й новинного медіаконтенту демонструє, що сучасна перекладацька практика орієнтується на передачу фактичної інформації й відтворення емоційно-оцінних, стилістичних та інтонаційних характеристик тексту. Буквальне відтворення мовних конструкцій не завжди гарантує належний комунікативний ефект, адже перекладацькі рішення потребують урахування культурного контексту та прагматичної спрямованості цифрового повідомлення. Значну увагу слід приділити ролі перекладача у цифрову добу, оскільки його мовні рішення впливають на формування суспільних оцінок, інтерпретацію інформації та характер публічного дискурсу. Відтак переклад цифрового контенту постає як адаптивний механізм міжкультурної взаємодії, спрямований на забезпечення функціональної еквівалентності, інформаційної доступності та культурного резонансу в умовах глобалізованого цифрового простору.

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ТЕОРЕТИЧНІ ЗАСАДИ АУДІОВІЗУАЛЬНОГО ПЕРЕКЛАДУ

Анотація. У роботі розглянуто теоретичні основи аудіовізуального перекладу як складного багатовимірного явища сучасної міжкультурної комунікації. Проаналізовано його специфіку як процесу передачі змісту кінематографічних творів з урахуванням взаємодії вербальних та невербальних компонентів у межах полісеміотичного тексту. Особлива увага приділяється проблемі відтворення гумору в аудіовізуальному дискурсі, який характеризується високим ступенем культурної та лінгвістичної обумовленості.

Аудіовізуальний переклад розглянуто як процес передачі змісту кінопродукту з однієї мови на іншу з урахуванням взаємодії вербальних та невербальних компонентів. На відміну від традиційного письмового перекладу, акцентовано, що він передбачає одночасну роботу кількох інформаційних каналів, зокрема, вербального, візуального та аудіо, що значно ускладнює процес перекладу та вимагає від перекладача врахування не лише лінгвістичних, а й екстралінгвістичних факторів.

У дослідженні систематизовано основні види аудіовізуального перекладу, включаючи субтитрування, дубляж, закадровий переклад, аудіодискрипцію та субтитри для людей з вадами слуху (SDH), з детальним аналізом їх функціональних особливостей, переваг та обмежень. Специфіка кожного виду перекладу висвітлена в контексті технічних, часових та просторових обмежень, а також вимог до збереження семантичної, стилістичної та прагматичної еквівалентності.

Окремо було розглянуто роль невербальних компонентів (міміки, жестів, інтонації, візуального контексту) у процесі перекладу та їх вплив на

формування значення аудіовізуального продукту. Обґрунтовано, що успіх перекладу залежить від здатності перекладача інтегрувати лінгвістичні, культурні та технічні аспекти в єдину стратегію відтворення оригіналу.

Ключові слова: аудіовізуальний переклад, кінодискурс, субтитри SDH, міжкультурна комунікація, невербальні компоненти.

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THEORETICAL ASPECTS OF AUDIOVISUAL TRANSLATION

Abstract. The paper examines the theoretical foundations of audiovisual translation as a complex multidimensional phenomenon of modern intercultural communication. Its specifics as a process of transmitting the content of cinematographic works are analyzed, taking into account the interaction of verbal and non-verbal components within the framework of a polysemiotic text. Particular attention is paid to the problem of reproducing humor in audiovisual discourse, which is characterized by a high degree of cultural and linguistic conditioning.

Audiovisual translation is considered as the process of transferring the content of a film product from one language to another, taking into account the interaction of verbal and non-verbal components. Unlike traditional written translation, it is emphasized that it involves the simultaneous operation of several information channels, in particular, verbal, visual and audio, which significantly complicates the translation process and requires the translator to take into account not only linguistic, but also extra-linguistic factors.

The study systematizes the main types of audiovisual translation, including subtitling, dubbing, voice-over translation, audio description and subtitles for the hearing impaired (SDH), with a detailed analysis of their functional features, advantages and limitations. The specifics of each type of translation are highlighted in the context of technical, temporal and spatial limitations, as well as requirements for maintaining semantic, stylistic and pragmatic equivalence.

The role of non-verbal components (facial expressions, gestures, intonation, visual context) in the translation process and their influence on the formation of the meaning of the audiovisual product were separately considered. It was substantiated that the success of translation depends on the translator's ability to integrate linguistic, cultural and technical aspects into a single strategy for reproducing the original.

Keywords: audiovisual translation, film discourse, SDH subtitles, intercultural communication, non-verbal components.

Постановка проблеми. Аудіовізуальний переклад є одним із найпоширеніших та найбільш затребуваних видів перекладацької діяльності у сучасному світі. Активний розвиток кіноіндустрії, поява нових жанрів, широке використання гумору, сленгу, культурних реалій та інших лінгвістичних та стилістичних особливостей у кіновиробництві зумовлюють необхідність ґрунтовного вивчення специфіки перекладу аудіовізуальних матеріалів [1]. У зв'язку з цим вивчення аудіовізуального перекладу як окремої галузі перекладознавства має особливу актуальність, що вимагає детального аналізу його сутності, основних видів, функцій та стратегій передачі змісту кінодискурсу іншою мовою.

Аудіовізуальний переклад розглядається як процес передачі змісту кінопродукту з однієї мови на іншу з урахуванням взаємодії вербальних та невербальних компонентів [2]. На відміну від традиційного письмового перекладу, він передбачає одночасну роботу кількох інформаційних каналів, зокрема, вербального, візуального та аудіо, що значно ускладнює процес перекладу та вимагає від перекладача врахування не лише лінгвістичних, а й екстралінгвістичних факторів.

Аналіз останніх досліджень і публікацій. Аналіз наукових джерел засвідчив, що аудіовізуальний переклад є предметом активних наукових розвідок як вітчизняних, так і зарубіжних вчених. Вивченню відносно нової галузі перекладознавства присвячені роботи М. Вербицької, В. Горшкової, Г. Готліб, Х. Діас Сінтас, Г. Люкен, Л. Перес-Гонсалес, П. Райх., А. Ремаель, Крістофер Тітфорд, С. Федоренко та ін.. Особливості аудіовізуального перекладу досліджували Т. Перванчук, В. Пушина, С. Радецька та ін.. Питанням навчання аудіовізуальному перекладу у процесі професійної підготовки майбутніх перекладачів займалися Н. Бідасюк, Д. Дмитрошкін, І. Кустовська, І. Кучман та ін.. Не дивлячись на підвищений інтерес до зазначеної теми та велику кількість наукових праць з теми дослідження, в наукових колах точаться жваві дискусії щодо щодо необхідності досягнення вербальної та невербальної еквівалентності з огляду на зростаючі вимоги до якості аудіовізуального перекладу як багатовимірного елементу міжмовної та міжкультурної комунікації.

Мета статті – проаналізувати теоретичні основи аудіовізуального перекладу.

Виклад основного матеріалу дослідження. У сучасному світі аудіовізуальна продукція займає важливе місце в процесах міжкультурної комунікації, оскільки фільми, телесеріали, мультфільми та інші медіапродукти активно розповсюджуються за межами країн їх створення, що створює потребу в якісному перекладі для іншомовної аудиторії. Дослідники аудіовізуального перекладу, зокрема Хорхе Діас-Сінтас та Ален Ремаель, визначають його як процес передачі лінгвістичної інформації в медіапродуктах, що поєднує звукові та візуальні елементи, забезпечуючи цілісне сприйняття тексту реципієнтом [1].

Водночас Крістофер Тітфорд розглядає аудіовізуальний переклад як особливий вид перекладацької діяльності, який визначається як «обмежений переклад». З огляду на це, науковці Х. Діас-Сінтас, А. Ремаель, Т. Перванчук[1; 3] поділяють думку, що такий підхід підкреслює специфіку цього виду перекладу, який характеризується часовими та просторовими обмеженнями, необхідністю синхронізації перекладеного тексту з відеопослідовністю, а також дотриманням ритму мовлення, артикуляції та загальної структури аудіовізуального твору. Саме ці особливості роблять аудіовізуальний переклад складним, багаторівневим процесом, що вимагає не лише високого рівня лінгвістичної компетенції, але й розуміння культурного контексту, жанрової специфіки та прагматичних особливостей кінодискурсу.

У контексті аудіовізуального перекладу мова кінодискурсу відіграє важливу роль, оскільки саме тема фільму, його жанрова специфіка, а також стиль мовлення персонажів визначають вибір перекладацьких стратегій та безпосередньо впливають на складність процесу перекладу. Мова персонажів часто містить розмовну лексику, сленг, ідіоматичні вирази, культурно зумовлені реалії, алюзії та гумористичні елементи, що вимагає від перекладача не лише точної передачі змісту, а й збереження прагматичного, стилістичного та емоційного ефекту оригіналу [4]. Особливістю кінодискурсу є те, що мова функціонує в тісній взаємодії з іншими семіотичними компонентами, зокрема, візуальним діапазоном, інтонацією акторів, мімікою, жестами, музичним супроводом та загальним звуковим оформленням. Саме тому перекладач повинен враховувати не лише вербальну складову висловлювання, а й його прагматичну складову, тобто контекст зображення, невербальні сигнали та емоційне навантаження сцени, які суттєво впливають на сприйняття перекладеного тексту глядачем. У таких умовах мова в аудіовізуальному перекладі виконує не лише комунікативну функцію, а й виступає важливим засобом формування

характерів персонажів, створення атмосфери фільму, передачі авторського задуму та відтворення культурної специфіки оригінального твору [1; 3]. Важливо також зазначити, що аудіовізуальний переклад, як і будь-який інший вид перекладацької діяльності, має різні форми реалізації, кожна з яких характеризується своїми особливостями та засобами впливу на аудиторію. Залежно від обраного типу перекладу змінюється спосіб передачі мовних, стилістичних та емоційних характеристик оригіналу, а також рівень збереження авторського задуму.

Науковець Х. Діас-Сінтас та А. Ремаель у своїй праці «Audiovisual Translation: Subtitling» виокремили наступні види аудіовізуального перекладу:

- субтитрування (Subtitling);
- дубляж (Dubbing);
- закадровий переклад (Voice-over);
- аудіодискрипція (Audiodescription);
- субтитри для людей із порушеннями слуху (Subtitles for the deaf and hard of hearing – SDH) [1].

Доцільно детальніше проаналізувати кожен з цих видів детально.

Х. Діас-Сінтас, А. Ремаель, П. Затлін поділяють думку, що субтитрування (Subtitling) визначається як представлення перекладу оригінальних діалогів аудіовізуальних матеріалів у письмовій формі, зазвичай відображаються внизу екрана. Цей вид аудіовізуального перекладу є одним з найпоширеніших завдяки своїй доступності, економічній ефективності та відносній простоті виконання. Субтитрування поділяється на два основні типи: внутрішньомовне, яке здійснюється однією мовою та використовується переважно для людей з вадами слуху, та міжмовне, яке передбачає перенесення діалогів з мови оригіналу на мову перекладу. Однією з головних переваг субтитрування є збереження оригінального саундтреку фільму, зокрема голосів акторів, інтонацій, емоційного забарвлення мовлення та загальної звукової атмосфери, що сприяє більш автентичному сприйняттю аудіовізуального твору. Крім того, порівняно з іншими видами аудіовізуального перекладу, субтитрування є менш витратним як у фінансовому, так і в часовому аспектах, оскільки його створення вимагає менше ресурсів та технічних засобів [1; 5]. Водночас цей вид перекладу має низку суттєвих обмежень, що ускладнюють процес його виконання. Це пов'язано, перш за все, з просторовими обмеженнями, пов'язаними з кількістю символів, які можна розмістити на екрані для кожного рядка діалогу. Х. Діас-Сінтас та А. Ремаель рекомендують використовувати в середньому до 37 символів на рядок субтитрів, що вимагає від перекладача значного скорочення тексту без втрати основного

змісту та прагматичного ефекту [1]. Крім того, субтитролог Ф. Карамітроглу зазначає, що середня швидкість читання субтитрів становить приблизно 150-180 слів за хвилину, що еквівалентно 2,5-3 словам за секунду. З огляду на це, повне речення, яке зазвичай містить 14-16 слів, має залишатися на екрані щонайменше 5,5 секунд, щоб забезпечити його комфортне сприйняття глядачем. Ще однією важливою проблемою субтитрування є складність передачі діалектів, ідіолектів, жаргону, мовних ігор та інших стилістично маркованих елементів, які часто втрачають свою виразність у письмовій формі. Крім того, необхідність одночасного читання субтитрів та сприйняття візуальної послідовності може відволікати глядача від зображення, що знижує повноту сприйняття аудіовізуального продукту. Обмеження часу та простору, з одного боку, та тенденція перекладеного тексту бути довшим за оригінал, з іншого, створюють численні труднощі для перекладача, який змушений скорочувати текст таким чином, щоб він помістився на екрані, не перекривав важливі візуальні елементи та водночас зберігав семантичну, стилістичну та прагматичну цілісність оригіналу [6].

Отже, субтитрування – це окремий вид дискурсу, який має свої норми, правила та стратегії перекладу. Це свідчить про те, що субтитрування не можна розглядати лише як механічне відтворення усного мовлення в письмовій формі, оскільки воно передбачає складний процес адаптації тексту з урахуванням специфічних вимог аудіовізуального середовища [1].

Однією з ключових особливостей субтитрування є **мультимодальність (multimodality)**, яка полягає в одночасній роботі перекладача з двома каналами сприйняття – аудіо та візуальним. Перекладач повинен враховувати не лише зміст мовлення персонажів, але й візуальний контекст, міміку, жести, інтонацію, темп мовлення та інші невербальні елементи, що формують загальне сприйняття сцени [2].

Важливу роль також відіграють **технічні обмеження**, оскільки текст субтитрів накладається безпосередньо на зображення, що накладає суворі вимоги до кількості символів, розміщення тексту та тривалості його експозиції на екрані. Субтитри зазвичай складаються з одного або двох рядків, причому верхній рядок не довший за нижній, а сам рядок достатньо лаконічний, щоб глядач міг читати, не втрачаючи фокусу на візуальній послідовності. Це зумовлює необхідність **компресії тексту**, тобто скорочення рядків зі збереженням змісту, стилістичних особливостей та прагматичного впливу оригіналу [2].

Ще однією важливою характеристикою є **синхронізація**, яка передбачає точне узгодження зовнішнього вигляду субтитрів з мовленням персонажів та розвитком подій на екрані, забезпечуючи комфортне сприйняття перекладеного матеріалу глядачем [2].

Іншим важливим видом аудіовізуального перекладу є **дубляж (dubbing)**, який передбачає повну заміну оригінальної звукової доріжки перекладеним текстом з обов'язковою синхронізацією рухів губ персонажів на екрані. Порівняно з субтитруванням, дубляж є набагато складнішим процесом, оскільки вимагає не лише точного перекладу змісту, але й фонетичної, часової та емоційної відповідності оригіналу. Ключовою проблемою в процесі дубляжу є лип-синхронізація, яка полягає у узгодженні артикуляційних рухів персонажа з фонетичними особливостями цільової мови. Складність цього аспекту зумовлена структурними та фонетичними відмінностями між мовами, які часто унеможливлюють безпосередній підбір еквівалентів, які б одночасно передавали значення та відповідали артикуляції оригіналу. Не менш важливим є принцип ізохронії, тобто часової відповідності між тривалістю оригінальних і перекладених реплік, що є необхідною умовою для досягнення природного звучання та цілісності сприйняття [6].

Серед визначальних рис дублювання як виду перекладу варто виділити наступні:

1.Домінування прагматичної адаптації над буквальною еквівалентністю. Пріоритетом є збереження комічного складника, адекватна трансформація діалектизмів та сленгових одиниць.

2.Акустична автентичність. Повне вилучення оригінального звукового ряду, внаслідок чого реципієнт позбавлений можливості чути вихідну мову твору.

3.Висока собівартість. Порівняно із субтитруванням , дубляж коштує дорожче, що зумовлено залученням професійних акторів озвучування, звукорежисерів та складним етапом постпродакшену.

Закадровий голос (voice-over) – один із найпоширеніших методів аудіовізуального перекладу, який особливо активно використовується на пострадянському просторі, а також у країнах Східної Європи, зокрема у Польщі та Литві. Його широке використання зумовлене відносною простотою реалізації та меншою вартістю порівняно з дубляжем, при цьому він забезпечує достатній рівень розбірливості для цільової аудиторії. Особливістю закадрового голосу є те, що оригінальний аудіоряд зберігається, але звучить на зниженому рівні гучності, тоді як перекладений варіант реплік накладається поверх нього. Завдяки цьому глядач має можливість одночасно сприймати як переклад, так і елементи оригінального мовлення, що допомагає зберегти певний рівень автентичності аудіовізуального продукту. На відміну від дубляжу, закадровий голос не має на меті створити повну ілюзію того, що персонажі розмовляють мовою перекладу, а виступає посередником або перекладачем між оригінальним

текстом та аудиторією. У науковій літературі цей вид перекладу часто визначається як «напівдублювання» або специфічна форма озвучування, яка поєднує елементи оригінального звучання та перекладеного тексту. Його головною характеристикою є одночасне озвучування двох звукових шарів – оригіналу, який залишається на задньому плані, та перекладу, який подається поверх нього з домінантною гучністю. Такий підхід дозволяє збалансувати доступність контенту для цільової аудиторії та збереження мовної та інтонаційної автентичності оригінального твору, хоча водночас поступається дубляжу за рівнем художньої інтеграції перекладу в аудіовізуальний продукт [7].

Щодо реалізації закадрового перекладу, варто розглянути ключові вимоги до його здійснення:

1.Принцип «сендвіча» (Acoustic overlap). Переклад зазвичай починається через 1-2 секунди після того як заговорив персонаж, і закінчується за 1-2 секунди після завершення оригінальної репліки. Це дозволяє глядачеві почути голос оригіналу та ідентифікувати емоційне забарвлення.

2.Синхронізація(synchrony). Хоча повна відповідність руху губ не потрібна, обов'язковою є ізохронія, переклад має вкладатися в часові межі оригінальної репліки, не «наповзаючи» на наступні.

3.Звукова ієрархія. Оригінальний звук приглушується (зазвичай до рівня 20-30%), а голос диктора виводиться на передній план [7].

Таким чином, між дубляжем і закадровою озвучкою спостерігається помітна функціональна та сприйняттєва різниця, оскільки характерна для закадрового перекладу «двоїстість мови» може певною мірою відволікати глядача та створювати специфічний дискомфорт під час перегляду кінотвору.

Водночас однією з ключових переваг закадрового перекладу є збереження автентичності оригінального аудіоряду, оскільки глядач має можливість одночасно чути вихідну звукову доріжку, що сприяє кращому сприйняттю емоційного забарвлення, інтонаційних особливостей та акторської гри персонажів. Однак варто зазначити, що у практиці закадрового перекладу часто спостерігається тенденція до нейтральної або монотонної подачі тексту диктором, який відтворює репліки без виразної емоційної інтонації, що, у свою чергу, призводить до часткової втрати модальної складової мовлення оригіналу.

Дослідники [1; 5; 7] вважають, що порівняно з дубляжем, закадровий переклад є більш економічно вигідним, оскільки не потребує залучення великої кількості професійних акторів озвучування, складного процесу синхронізації або тривалого постпродакшену, а також вимагає менших часових ресурсів для реалізації. Щодо точності відтворення змісту,

закадровий переклад зазвичай вважається більш наближеним до оригіналу, ніж дубляж, оскільки він не передбачає значних трансформацій тексту з метою досягнення артикуляційної відповідності руху губ персонажів.

Окрім розглянутих форм, у системі аудіовізуального перекладу також виділяють інші важливі види, зокрема аудіодискрипцію (audiodescription), що являє собою словесний опис візуальних елементів для осіб із порушеннями зору, а також субтитри для людей із порушеннями слуху, які забезпечують доступність аудіовізуального контенту для ширшої аудиторії та виконують важливу соціальну функцію інклюзивності (subtitles for the deaf and hard of hearing – SDH) [1].

У сучасній теорії аудіовізуального перекладу, зокрема в роботах Х. Діаса Сінтаса, А. Ремаеля, П. Ореро, такі види перекладу розглядаються в рамках концепції медіадоступності, оскільки вони спрямовані на створення умов для рівного доступу до аудіовізуальних матеріалів для аудиторії з різними типами обмежень [1; 2; 7].

У цьому контексті особливе місце займає аудіодискрипція, яка є додатковою звуковою доріжкою, призначеною для вербалізації візуальної інформації для реципієнтів з вадами зору. Головною метою аудіодискрипції є перетворення візуальних образів, таких як дії персонажів, міміка, жести, зміни сцен та інші важливі елементи зображення, на лінгвістичні одиниці, що забезпечують їх повне слухове сприйняття. Водночас важливо зберегти цілісність оригінального розвитку сюжету, не порушуючи художньої структури твору та не втручаючись в авторський задум, що робить аудіодискрипцію складним інтерпретаційним процесом на межі перекладу та медіаадаптації.

Ключовими особливостями аудіодискрипції є:

1.Принцип «пріорітету пауз». Опис має вкладатися в природні паузи між діалогами персонажів. Дискриптор не має права перекривати репліки або важливі звукові ефекти.

2.Об’єктивність та нейтральність. Згідно зі стандартами (наприклад ITC Guidence), автор аудіодискрипції повинен описувати все, що він бачить (дії, жести, вбрання, локації), а не інтерпретувати емоції чи наміри персонажів.

3.Пріоритетність інформації. З огляду на обмежені часові рамки, відбираються лише ті деталі, які є суттєвими для розвитку сюжету. Наприклад, колір стін важливий лише тоді, коли він має символічне значення або згадується пізніше.

4.Стилістична відповідність. Мова опису має відповідати жанру та атмосфері твору (наприклад, використання більш витонченої лексики в історичних драмах або гумористичних коментарів у комедіях) [1].

Субтитри для людей з вадами слуху (SDH) відрізняються від стандартних субтитрів тим, що вони передають не лише вербальну інформацію (діалоги), а й невербальні акустичні компоненти.

Основними особливостями SDH є:

1. Паралінгвістична інформація. Обов'язкове позначення звукових ефектів, наприклад: [тривожна музика], [скрип дверей], [гуркіт грому].

2. Ідентифікація мовлення. Якщо персонажа немає в кадрі або в сцені беруть участь кілька людей, використовуються різні методи ідентифікації: підписування імені, зміна кольору тексту для різних персонажів або розміщення тексту ближче до мовця.

3. Опис характеристик мовлення. Вказівка на манеру мовлення, наприклад: [шепіт], [крики здалеку], [іронічно].

4. Часові параметри. Швидкість читання в цьому типі перекладу зазвичай трохи повільніша, ніж у звичайних субтитрах (близько 12-15 символів за секунду), щоб дати глядачеві час прочитати невербальні маркери.

5. Вербалізація пісень. Тексти пісень передаються повністю, часто з нотним символом (♪), якщо вони мають смислове навантаження [2; 7].

Висновки. Отже, ознайомившись з основними видами аудіовізуального перекладу, можна зробити висновок, що кожен з них має свої переваги та недоліки, які перекладач обов'язково повинен враховувати, працюючи з конкретним видом перекладу. Водночас надзвичайно важливо враховувати невербальні компоненти аудіовізуального продукту, такі як жести, міміка, інтонація та загальний контекст сцени, оскільки вони суттєво впливають на формування змісту та його правильне відтворення в перекладі.

Підсумовуючи розгляд теоретичних основ та специфіки аудіовізуального перекладу, слід зазначити, що це складний та багатовимірний елемент міжмовної та міжкультурної комунікації, який функціонує в рамках полісеміотичного тексту. Його основна роль полягає в реалізації культурного та лінгвістичного трансферу, де успіх перекладу визначається не лише точністю вербальної еквівалентності, але й гармонійним поєднанням мовного ряду з візуальними та акустичними компонентами медіаматеріалу.

Однією з ключових характеристик аудіовізуального перекладу є його обмеження, що проявляється в різних формах залежно від типу перекладу: у субтитровуванні це, перш за все, стиснення тексту, тоді як у дубляжі – необхідність збереження фонетичної та часової синхронності, що змушує перекладача відходити від буквального відтворення на користь прагматичної адаптації. Вибір конкретного типу аудіовізуального перекладу визначається не лише економічними факторами, а й потребами цільової

аудиторії, включаючи аспекти доступності медіа, що визначає різні вимоги до трансформації тексту.

Встановлено, що в аудіовізуальному дискурсі контекст, зокрема міміка, жести та інтонація мовлення, виступають не лише як фонові елементи, а й як активні смислотворчі компоненти, які необхідно враховувати під час перекладу. Це, у свою чергу, вимагає від перекладача підвищеної уваги до вербальних маркерів, таких як культурні реалії, гумор та ідіоматичні вирази.

Таким чином, аудіовізуальний переклад постає як автономний та складний вид перекладацької діяльності, що поєднує лінгвістичний аналіз з технічною майстерністю та глибоким розумінням специфіки кінематографії, створюючи основу для подальших досліджень стратегій відтворення конкретних лінгвістичних явищ.

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ВПЛИВ МОВНОЇ АТТИТЮДИ НА ФОРМУВАННЯ МОВЛЕННЄВОЇ КОМПЕТЕНТНОСТІ В ЗАКАРПАТСЬКОМУ РЕГІОНІ

Анотація. Сучасний етап розбудови української державності та інтеграції в європейський простір вимагає високого рівня мовленнєвої компетентності громадян. Особливого значення це питання набуває в Закарпатському регіоні — унікальному полікультурному, прикордонному та багатомовному ареалі, де історично взаємодіють державна мова, закарпатські говори та мови національних меншин (угорська, румунська, словацька тощо). Формування мовленнєвої компетентності в такому середовищі залежить не лише від лінгводидактичних чинників, а й від психолінгвістичних факторів, центральним серед яких є мовна аттитюда — соціально-психологічна настанова та емоційно-раціональне ставлення індивіда до конкретної мови та її носіїв.

Феномен мовної аттитюди та його вплив на мовленнєву діяльність особистості перебуває на стику соціолінгвістики, психолінгвістики та лінгводидактики.

У статті досліджено особливості впливу мовної аттитюди на процес формування мовленнєвої компетентності в специфічних соціолінгвістичних умовах Закарпатського регіону. Проаналізовано структуру мовної аттитюди (когнітивний, афективний та конативний компоненти) та її роль як внутрішнього мотиваційного чинника в опануванні мовних норм. Наголошено на специфіці Закарпаття як полікультурного та прикордонного

простору, де взаємодіють державна мова, місцеві діалекти та мови національних меншин. Визначено, що позитивна настанова щодо української мови стимулює мовленнєву практику, тоді як діалектна інтерференція та етномовна ізоляція окремих громад можуть гальмувати розвиток офіційно-ділової компетентності. Обґрунтовано потребу врахування мовних аттитюд під час розробки сучасних лінгводидактичних методик для багатомовного середовища.

Ключові слова: мовна аттитюда, мовленнєва компетентність, Закарпатський регіон, полікультурне середовище, діалект, білінгвізм.

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THE INFLUENCE OF LANGUAGE ATTITUDE ON THE FORMATION OF LANGUAGE COMPETENCE IN THE TRANSCARPATHIAN REGION

Abstract. The current stage of building Ukrainian statehood and integration into the European space requires a high level of speech competence of citizens. This issue is of particular importance in the Transcarpathian region - a unique multicultural, border and multilingual area, where the state language, Transcarpathian dialects and languages of national minorities (Hungarian, Romanian, Slovak, etc.) historically interact. The formation of speech competence in such an environment depends not only on linguodidactic factors, but also on psycholinguistic factors, the central one among which is the speech attitude - a socio-psychological orientation and an individual's emotional and rational attitude towards a particular language and its speakers.

The phenomenon of speech attitude and its influence on the speech activity of an individual is at the junction of sociolinguistics, psycholinguistics and linguodidactics.

The article examines the peculiarities of the influence of language attitude on the process of forming speech competence in the specific sociolinguistic conditions of the Transcarpathian region. The structure of language attitude (cognitive, affective and conative components) and its role as an internal motivational factor in mastering language norms are analyzed. The specificity of Transcarpathia as a multicultural and border area where the state language, local dialects and languages of national minorities interact is emphasized. It is determined that a positive attitude towards the Ukrainian language stimulates speech practice, while dialect interference and ethnolinguistic isolation of individual communities can inhibit the development of official and business competence. The need to take into account language attitudes when developing modern linguodidactic methods for a multilingual environment is substantiated.

Keywords: language attitude, language competence, Transcarpathian region, multicultural environment, dialect, bilingualism.

Постановка проблеми. У сучасних умовах глобалізації, активного міжкультурного діалогу та зростаючої інтенсифікації міграційних процесів особливу значущість набуває вивчення механізмів співіснування та функціонування кількох мовних систем у межах одного соціокультурного простору. Ключовим елементом, який визначає напрями мовної політики, престиж мови, її трансформації та здатність зберігати життєздатність, виступає феномен мовної атитюди. Необхідність дослідження цього явища бере початок у фундаментальних роботах першої половини XX століття (Т. Пір, Л. Блумфілд) і продовжує отримувати значний розвиток у сучасних соціолінгвістичних дослідженнях (Г. Джайлз). Сьогодні ця тема стає ще більш актуальною, особливо в контексті аналізу регіонального білінгвізму.

Наукова складність вивчення мовної атитюди полягає в її прихованій сутності. Посилаючись на класичні визначення (Г. Олпорт, І. Айзен, Е. Іглі, С. Чайкен), цей феномен можна розглядати як латентний психічний стан готовності, внутрішню схильність або тенденцію індивіда до позитивної чи негативної оцінки мовного об’єкта. Позбавлена матеріальної конкретизації, мовна атитюда корениться у соціальній ідентичності мовця (Г. Таджфел, Д. Тьорнер, М. Гогг) і проявляється через опосередковані чинники, такі як вибір мови у повсякденній комунікації, освіті чи міжособистісних взаємодіях. Ця проблематика набуває особливого наукового значення в умовах Закарпаття — регіону з унікальним поєднанням поліетнічності, мультикультурності та прикордонного розташування, де історично

склалися сприятливі умови для природного білінгвізму (а часто й полілінгвізму). Співіснування української мови як державної з мовами національних меншин (зокрема угорською, румунською, словацькою), разом зі специфічними локальними говірками, утворює складне мовне середовище. У такому контексті мовні атитюди перестають бути винятково теоретичною психологічною категорією, перетворюючись на впливовий соціолінгвістичний чинник, що прямо формує мовну поведінку двомовних носіїв і спрямовує процес освоєння ними мовної компетентності.

Складність цієї проблеми полягає в неоднорідності мовних атитюд у закарпатському білінгвальному середовищі. Деструктивні упередження, асиміляційні процеси та стигматизація місцевих діалектів чи акцентів можуть серйозно гальмувати розвиток мовних навичок особистості. Це може проявлятися як у зниженні рівня володіння державною мовою, так і мовою національної меншини, провокуючи явища маргіналізації та мовних бар'єрів на шляху до інтеграції. Водночас позитивні мовні установки, етномовна толерантність і мовна лояльність стають потужним об’єднавчим фактором. Вони сприяють підвищенню престижу обох мовних систем у свідомості білінгва, що слугує стимулом для розвитку збалансованої двомовної компетенції. А позитивна мовна атитюда допомагає протидіяти занепаду мов і долати байдужість до них.

Таким чином, постає очевидна потреба у глибокому й всеосяжному дослідженні того, як приховані за своєю природою мовні атитюди трансформуються в реальні мовні практики та впливають на рівень і якість формування мовної компетентності в особливих умовах Закарпатського регіону природного білінгвізму. Саме це й стало основою для вибору теми даного дослідження.

Аналіз останніх досліджень і публікацій. У закордонній науці фундаментальні засади вивчення мовних настанов (аттитюд) та їхнього впливу на вивчення мов заклали такі дослідники, як Р. Гарднер (R. Gardner) та В. Ламберт (W. Lambert), які довели зв’язок між емоційним ставленням до мовної спільноти та успішністю опанування мови. У вітчизняному мовознавстві загальні теоретичні аспекти мовної свідомості, мовної поведінки та культури мовлення вивчали О. Сербенська, Л. Масенко, Я. Радевич-Винницький. Питання формування мовленнєвої компетентності як ключової освітньої та професійної характеристики особистості ґрунтовно розроблені в працях О. Глазової, М. Пентилюк, О. Горошкіної, С. Карамана. Специфіка соціолінгвістичної ситуації в Закарпатському регіоні, де процеси формування мовленнєвої компетентності мають унікальний характер через багатомовність та тривалу диглосію, відображена в роботах низки українських науковців. Діалектну систему регіону, явища інтерференції та

специфіку закарпатських говорів детально описали І. Сабадош, П. Чучка, Й. Дзендзелівський, О. Миголинець.

У їхніх працях акцентується увага на проблемі етномовної замкненості та важливості трансформації мовних настанов меншин для успішної інтеграції в українське суспільство.

Мета статті – теоретично обґрунтувати та проаналізувати механізми впливу мовної аттитюди на процес і якість формування мовленнєвої компетентності в специфічних умовах полікультурного та багатомовного простору Закарпатського регіону.

Виклад основного матеріалу. Науковий інтерес до вивчення мовних установок у контексті поведінкових, соціальних та гуманітарних дисциплін бере свій початок ще у 1930-х роках і ґрунтується на основоположних дослідженнях Т. Піра та Л. Блумфілда. Згодом ця концепція міцно закріпилася в межах соціолінгвістики, соціальної психології мови, прикладної лінгвістики та теорії комунікації. У працях дослідників XX–XXI століть спостерігається явна тенденція до розширення спектра аналізу мовних установок. В сучасну епоху глобалізації та масштабних міграційних процесів, коли взаємодія різносистемних мовних спільнот стає невід'ємною частиною суспільного життя, дослідження мовних установок набуває особливої актуальності. Це створює нові можливості для аналізу специфіки регіонального білінгвізму [4,11].

Вивчення мов – це навичка, яка ніколи не втрачає актуальності, і почати її опановувати ніколи не пізно. Відомий британський поліглот А. Ролінгс, який володіє 15 мовами, зазначає, що кожна нова мова відкриває двері до унікального способу мислення та додає свіжі відтінки розуміння світу. Він навіть порівнює це із захопленням, від якого важко відмовитися.

У своїх роботах вчений наголошує: хоча багато хто вважає, що вивчати мову дорослим важко, насправді після восьмирічного віку процес вивчення може стати навіть простішим. Якщо дитині потрібно близько трьох років для засвоєння основ мови, доросла людина може досягти значного прогресу всього за кілька місяців.

Знання мов є справді цінною інвестицією вашого часу. Двомовність стимулює мозкову активність, сприяє збереженню його функцій упродовж життя та навіть може позитивно вплинути на майбутнє освіти наших дітей. Більше того, володіння мовами змінює наше сприйняття світу та формує більш відкрите ставлення до людей у полікультурному середовищі

Різноманітні дослідження в різних країнах демонструють, що мовленнєвий розвиток дитини в умовах раннього білінгвізму має свої особливості. Загальновизнаним є той факт, що найчутливішим періодом для формування мовлення є ранній вік – від 1 до 3 років. У цей час відбувається

активне оволодіння мовою: якщо до року дитина сприймає близько 10–20 слів як певні звукокомплекси, до кінця цього періоду вона вже може вимовляти приблизно 75 різних фонем. У віці півтора року словниковий запас дитини сягає близько сотні слів, а до кінця третього року життя - поповнюється до 1500 слів. За цей час вона також опановує базові синтаксичні конструкції, граматичні форми слів та практичні аспекти фонетики. Розвиток активного мовлення в ранньому віці відіграє ключову роль у загальному психічному становленні дитини.

Білінгвом або *двомовною* вважається людина, яка постійно або більш-менш регулярно користується у своєму житті двома мовами. За останніми статистичними даними Євросоюзу, близько 70% європейців певним чином володіють двома чи більше мовами. Помітна частина населення світу також користується декількома мовами у повсякденному житті. Крім того, практично всі країни пострадянського простору, включаючи Україну, вирізняються етнічною та мовною різноманітністю. [1].

Базове розуміння природи мовних аттитюдів ґрунтується на класичних психологічних теоріях. Наприклад, Г. Олпорт визначає атитюд як психічний і нейронний стан готовності, сформований на основі досвіду, який впливає на спрямованість або динаміку реакцій індивіда. У соціоцентричному аспекті І. Айзен описує його як схильність реагувати позитивно або негативно на певний об’єкт чи явище, тоді як Е. Іглі та С. Чайкен бачать у ньому психологічну тенденцію, що проявляється в оцінці об’єкта зі ступенем схвалення чи несхвалення. Попри деякі розбіжності, ці визначення демонструють концептуальну єдність, що підкреслює складність соціолінгвістичного аналізу таких явищ. Мовні атитюди за своєю природою є імпліцитними ментальними установками або диспозиціями без очевидного матеріального вираження. Це ускладнює їхнє дослідження та потребує застосування спеціальних методологічних підходів для виявлення та підтвердження. З погляду соціолінгвістики, поняття ставлення до мови охоплює суб’єктивно зумовлені уявлення і думки про ту чи іншу мову або її варіант. Загалом, це ставлення розглядається як сукупність психологічних установок і суб’єктивних оцінок. У зв’язку з цим визначення поняття "ставлення до мови" може суттєво варіюватися. Зазвичай у психолінгвістичних дослідженнях його трактують як "почуття, які люди мають щодо своєї мови або мови інших" [2,3,5,6].

Апелювання до постаті мовця при визначенні мовної аттитюди обумовлене тісним зв’язком між мовним кодом та соціальною ідентичністю індивіда. Цей зв’язок відображає когнітивні й емоційні аспекти самовідчуття, які сформовані належністю до певних соціальних груп. Індивід завжди є частиною складної соціальної системи, що визначаються віковими,

гендерними, етнокультурними ознаками або рідною мовою, створюючи гнучкий набір множинних ідентичностей. При цьому ієрархія цих ідентичностей у структурі «Я-концепції» та їхня важливість для самосприйняття залежать від конкретного соціокультурного контексту. Ця варіативність є ключовим фактором для розуміння особливостей білінгвального середовища [7,12].

Феномен мовної аттитюди відіграє ключову роль у розумінні механізмів формування сфер уживання мов, їх видозмін і особливостей мовної політики. Цей концепт відображає суспільне ставлення до мови та її оцінювання, тож безпосередньо впливає на вибір людини у повсякденності, навчальному процесі та спілкуванні. Вивчення мовної аттітюди дозволяє з'ясувати її значення для визначення освітніх пріоритетів, соціокультурних установок і виникнення явищ мовної дискримінації. Позитивна атиттюда забезпечує високий статус і престиж мови. У противагу цьому деструктивні упередження (особливо щодо мов меншин) нерідко призводять до стигматизації локальних діалектів або акцентів. У довгостроковій перспективі такі процеси можуть спричинити мовну маргіналізацію, поступове занепадання, а в окремих випадках навіть зникнення мовних елементів. Це підкреслює необхідність проведення ретельного соціолінгвістичного контролю. Крім того, ставлення до мови тісно поєднується з поняттям мовної лояльності: саме вона слугує основою для стійкого позитивного сприйняття мови чи її варіантів та сприяє протистоянню небажаним зовнішнім впливам.

Попри значну кількість публікацій, присвячених окремо мовним аттитюдам або опису закарпатських діалектів, питання безпосереднього, взаємозалежного впливу внутрішніх мовних настанов (як позитивних, так і амбівалентних чи негативних) на якість та динаміку формування мовленнєвої компетентності мешканців Закарпаття залишається недостатньо висвітленим. Більшість досліджень фокусуються на суто дидактичних чинниках, залишаючи поза увагою психолінгвістичний механізм, за якого аттитюда виступає головним фільтром і стимулом мовленнєвої практики індивіда в багатомовному середовищі. Це й зумовлює доцільність та актуальність нашої роботи.

Мовна аттитюда (психологічна настановленість чи ставлення особистості до певної мови, її носіїв чи мовних норм) виступає ключовим внутрішнім чинником, який визначає швидкість, якість та глибину формування мовленнєвої компетентності (здатності ефективно користуватися мовою в різних життєвих ситуаціях).

На Закарпатті через його унікальний історичний та поліетнічний контекст цей зв'язок має виражену регіональну специфіку.

Закарпатська область характеризується багатомовністю, де співіснують:

- Державна мова (українська).
- Місцеві говори (архаїчний закарпатський говір, що виконує роль потужного маркера локальної ідентичності).
- Мови національних меншин (угорська, румунська, словацька, ромська), які у багатьох прикордонних громадах є домінантними в побуті.

Мовна аттитюда складається з трьох компонентів, кожен з яких безпосередньо формує мовленнєву компетенцію учня чи дорослого:

1. **Когнітивний (знання, усвідомлення):** Якщо носій мови меншини чи діалекту усвідомлює інструментальну цінність державної мови (для кар'єри, навчання, ЗНО/НМТ), його аттитюда стає прагматично позитивною. Це різко підвищує мотивацію до розширення лексичного запасу та засвоєння граматичних норм.

2. **Афективний (емоційне ставлення):** Емоційний зв'язок із рідним діалектом чи мовою меншини є надзвичайно сильним на Закарпатті. Якщо державна мова сприймається як «чужа» або «нав'язана» (негативна аттитюда), виникає психологічний бар'єр. Він блокує розвиток навичок аудіювання та говоріння, консервуючи мовленнєві помилки.

3. **Конативний (поведінковий):** Реальна готовність використовувати мову на практиці. Позитивна аттитюда веде до активного подолання «страху помилки» під час комунікації з носіями літературної мови. (Рис.1)



Рисунок 1

Також варто виділити типи мовних аттитюд на Закарпатті:

- ***Етноцентрична (позитивна до своєї мови/діалекту);***
- ***Прагматична (інструментальна);***
- ***Амбівалентна (подвійна) (табл. 1)***

Таблиця 1

Типи аттитюд на Закарпатті та їхні наслідки для компетентності

Тип мовної аттитюди	Сфера поширення / Суть	Вплив на формування компетентності
Етноцентрична (позитивна до своєї мови/діалекту)	Побутове спілкування, Берегівський/Виноградівський райони, гірські села.	Формує високу діалектну або іншомовну компетентність, але може гальмувати засвоєння норм української літературної мови через явище інтерференції.
Прагматична (інструментальна)	Молодь, студенти Закарпатського угорського університету імені Ференца Ракоці II.	Стимулює швидке формування білінгвальної компетентності. Мова вивчається як інструмент успіху.
Амбівалентна (подвійна)	Міське населення, білінгви (наприклад, Берегове, Хуст, Мукачево, Ужгород).	Приводить до активного використання суржику або «карпато-українського» міксу, що ускладнює формування чистих стилістичних навичок.

Мовна аттитюда як соціальна установка відображає суб'єктивну спрямованість мовців на певні соціально прийняті зразки поведінки. Вона охоплює як прагнення до вдосконалення власного мовлення, так і пристосування його до суспільних норм або навіть вплив на мовні практики інших членів мовної спільноти. Формування й усвідомлення правил літературної мови, свідчить про певну соціальну готовність і схильність мовця діяти відповідно до очікувань щодо конкретного об'єкта чи ситуації.

Це забезпечує цілеспрямованість у мовній діяльності, спрямованій на цей об’єкт. Сукупність реакцій мовної аттитюди (позитивних і негативних, сприятливих і несприятливих, а також специфічних і неспецифічних) формує комплекс ціннісних мовних елементів, таких як стійкі кліше, фразеологізми, марковані вислови тощо. Основними категоріями цих реакцій є когнітивні (відображення індивідуального сприйняття об’єкта і його вербальне вираження), афективні (ставлення до об’єкта та почуття, пов'язані з ним) і конотативні (цілеспрямовані дії, тенденції та поведінкові наміри у мовному відношенні до об’єкта). Всі ці класи реакцій завжди включають оцінний компонент. Яскравими прикладами мовних аттитюд є порушення норм транслітерації у написанні іншомовних власних назв, вживання діалектизмів або місцевих мовних явищ у мовленнєвих конструкціях.

Важливу роль у формуванні мовної компетентності та мовного ставлення виконує педагог, оскільки його висловлювання та підхід до використання мов суттєво впливають на мовну свідомість учнів і їхню систему мовних цінностей Саме від професійної позиції вчителя залежить, чи сприймуть учні білінгвізм як цінний ресурс або ж як проблему. Це стосується не лише викладачів угорської мови та літератури, а й педагогів в цілому, адже питання мови є невід'ємною частиною соціокультурної ідентичності закарпатських угорців [8,9,10].

Висновки. Мовна аттитюда є *модератором* формування мовленнєвої компетентності на Закарпатті. Негативне або індиферентне ставлення блокує розвиток комунікативних здібностей навіть за умови знання граматичних правил. І навпаки — формування позитивної соціокультурної настановленості автоматично знімає психологічні затискачі, стимулюючи мовленнєву активність та швидке опанування літературних норм. Формування мовленнєвої компетентності на Закарпатті неможливе без корекції та розвитку мовних аттитюд. Найвищі результати демонструє методика, яка не заперечує цінність місцевого діалекту чи мови меншини, а вибудовує *позитивний білінгвізм,* де українська мова сприймається як інструмент єднання та кар'єрного зростання.

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НОВІ ПІДХОДИ ДО АНАЛІЗУ ФОРМУВАННЯ ТА РЕДАГУВАННЯ ЖУРНАЛІСТСЬКОГО ТЕКСТУ В ЦИФРОВУ ЕПОХУ

Анотація. У статті досліджено сучасні підходи до формування та редагування журналістського тексту в умовах цифрової трансформації медіасередовища. Проаналізовано вплив розвитку Інтернету, соціальних мереж, онлайн-платформ та мультимедійних технологій на структуру, зміст і функціонування сучасного журналістського тексту. Встановлено, що цифровізація медіасфери суттєво змінила традиційні принципи журналістської комунікації, перетворивши журналістський текст із завершеної статичної конструкції на динамічний елемент мережевої взаємодії, що функціонує в умовах постійного оновлення контенту та інтерактивного спілкування з аудиторією. У дослідженні охарактеризовано основні тенденції розвитку сучасного медіатексту, серед яких особливого значення набувають мультимедійність, інтерактивність, персоналізація контенту та посилення авторської присутності у журналістських матеріалах. З'ясовано, що цифрові платформи та соціальні мережі суттєво вплинули на комунікативні стратегії журналістики, змінили способи подання інформації та механізми взаємодії між журналістом і аудиторією. Доведено, що сучасний журналіст дедалі частіше виступає не лише як інформатор, а й як аналітик, інтерпретатор подій та модератор суспільної дискусії.

Особливу увагу приділено проблемі редагування журналістського тексту у цифрову епоху. Визначено, що сучасний редактор повинен володіти не лише навичками мовного та стилістичного редагування, а й ураховувати логічні, композиційні, психолінгвістичні та комунікативні особливості функціонування тексту в онлайн-середовищі. Встановлено, що високий темп виробництва контенту, інформаційне перенасичення та

конкуренція за увагу аудиторії сприяють збільшенню кількості помилок, неточностей і маніпулятивних елементів у журналістських матеріалах. Обґрунтовано необхідність посилення професійної відповідальності журналістів і редакторів, дотримання стандартів журналістської етики, фактчекінгу та достовірності інформації.

Ключові слова: журналістський текст, цифрова журналістика, редагування, цифрові медіа, мережева комунікація, мультимедійність, медіатекст, соціальні мережі, редакторська діяльність.

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NEW APPROACHES TO THE ANALYSIS OF THE FORMATION AND EDITING OF JOURNALISTIC TEXT IN THE DIGITAL AGE

Abstract. The article examines modern approaches to the formation and editing of journalistic text in the context of the digital transformation of the media environment. The influence of the Internet, social networks, online platforms, and multimedia technologies on the structure, content, and functioning of contemporary journalistic texts is analyzed. It has been established that the digitalization of the media sphere has significantly changed the traditional principles of journalistic communication, transforming journalistic text from a completed static construction into a dynamic element of network interaction functioning under conditions of constant content updating and interactive communication with the audience. The study characterizes the main trends in the development of modern media texts, among which multimedia, interactivity, content personalization, and the strengthening of the author's presence in journalistic materials are of particular importance. It has been found that digital platforms and social networks have significantly influenced journalistic communication strategies, changing the ways information is presented and the mechanisms of interaction between journalists and audiences. It is proved that the modern journalist increasingly acts not only as an informer, but also as an analyst, interpreter of events, and moderator of public discussion.

Special attention is paid to the issue of editing journalistic text in the digital age. It is determined that a modern editor must possess not only language and stylistic editing skills, but also consider logical, compositional, psycholinguistic, and communicative features of text functioning in the online environment. The study establishes that the high pace of content production, information overload, and competition for audience attention contribute to an increase in mistakes, inaccuracies, and manipulative elements in journalistic materials. The necessity of strengthening the professional responsibility of journalists and editors, adherence to standards of journalistic ethics, factchecking, and information reliability is substantiated.

Keywords: journalistic text, digital journalism, editing, digital media, network communication, multimedia, media text, social networks, editorial activity.

Постановка проблеми. Інформаційне перенасичення нині є тенденцією світового контенту. Динамічна цифровізація, інноваційні формати висвітлення інформації, зростання безпекових ризиків стали причиною ускладнення редакційної роботи над журналістським матеріалом. Зараз найчастіше діяльність журналіста відбувається у жорстких часових рамках, піддається впливу редакційної політики чи сторонніх впливів, що сприяє зниженню якості контенту. Зокрема, за таких умов збільшується проникнення помилок до журналістського тексту, які носять різний характер – від порушення логіки та причинно-наслідкових зв'язків у викладі до непрямих маніпуляцій. Українське інформаційне середовище, особливо зараз, потерпає від внутрішніх і зовнішніх небезпек, тому додаткові маніпуляції некоректним контентом можуть сприяти посиленню дезінформаційного впливу та викривленої інформації. Певні категорії населення (старші люди, підлітки, люди з низьким рівнем критичного мислення тощо) незалежно від походження та репутації медіа продовжують надавати високий рівень довіри будь-яким медійним джерелам, що, відповідно, підвищує рівень відповідальності журналістів, а наповнення журналістських матеріалів стають критично важливими. Тому присутність помилок, недоліків у текстах може не тільки знижувати фаховий рівень певного ЗМК, але й сприяти тиражуванню некоректних уявлень і підвищувати безпідставну негативну динаміку суспільної напруги.

Сучасний інформаційний простір функціонує в умовах постійного оновлення контенту, коли новини поширюються практично миттєво через онлайн-платформи, соціальні мережі та месенджери. За таких обставин журналісти змушені працювати в режимі безперервного інформаційного потоку, що значно підвищує ризик появи фактологічних, логічних і

стилістичних помилок. Оперативність подання інформації дедалі частіше переважає над її якісною перевіркою, а це негативно впливає на достовірність та аналітичну глибину журналістських матеріалів. Особливо гостро ця проблема проявляється в умовах воєнного стану та інформаційного протистояння, коли медіапростір стає об'єктом активного впливу дезінформаційних кампаній, інформаційно-психологічних операцій та маніпулятивних технологій.

Важливою проблемою сучасної журналістики також є вплив алгоритмів цифрових платформ на зміст і спосіб подання інформації. Соціальні мережі та новинні сервіси орієнтуються насамперед на високий рівень переглядів, емоційного залучення аудиторії та швидкість поширення контенту. У результаті журналістські матеріали нерідко набувають ознак сенсаційності, емоційної загостреності або спрощення складних суспільних тем. Це створює додаткові ризики для дотримання професійних стандартів журналістики, оскільки боротьба за увагу аудиторії може сприяти поширенню поверхового або недостатньо перевіреного контенту. Крім того, цифровізація суттєво змінила характер взаємодії між журналістом та аудиторією. Якщо раніше комунікація мала переважно односторонній характер, то сьогодні аудиторія активно впливає на інформаційний порядок денний через коментарі, репости, обговорення та реакції у соціальних мережах. У таких умовах журналістський текст стає не лише джерелом інформування, а й інструментом суспільної взаємодії, що підсилює відповідальність журналіста за точність формулювань, коректність оцінок та можливі наслідки публічного висловлювання.

Особливого значення набуває проблема медіаграмотності аудиторії. Незважаючи на активний розвиток цифрових технологій, значна частина суспільства не володіє достатнім рівнем критичного мислення для самостійного розпізнавання маніпуляцій, фейків чи прихованого пропагандистського впливу. Це створює додаткові виклики для журналістів і редакторів, оскільки саме якісний журналістський контент повинен виконувати не лише інформаційну, а й просвітницьку функцію. У зв'язку з цим особливої актуальності набуває питання професійного редагування журналістських матеріалів, дотримання стандартів достовірності, балансу думок, фактчекінгу та етичної відповідальності медіа перед суспільством.

Аналіз останніх досліджень і публікацій. Проблеми, пов'язані з дослідженнями помилок у журналістських текстах, завжди привертали увагу дослідників-практиків та науковців. Зокрема, О. Ковальчук, Г. Марчук, Б. Потятиник, О. Холод та ін. працювали над питаннями логічної культури медійних текстів, використання маніпуляцій та виховання критичного мислення. Як вказує О. Ковальчук, що саме логічні помилки у

ЗМІ найчастіше стають інструментом маніпуляцій, тому що дають можливість формально підтримувати дискусію, але не пов'язані з нею по суті. Проте, незважаючи на наявність окремих ґрунтовних досліджень, тема помилок, неточностей та некоректних формулювань у журналістських текстах продовжує бути актуальною, оскільки не достатньо висвітлена саме у прикладному аспекті. Хоча останнім часом різноманітні курси, онлайн-платформи з медіаграмотності формують практичні рекомендації як для фахівців, так і для використання в освітніх програмах для нефахівців.

Мета статті – аналіз причин виникнення помилок у журналістських текстах, їх впливу на сприйняття інформації аудиторією та уникнення у професійній діяльності журналістів. А також дослідити роль освітніх програм та тренінгів у підвищенні медіаграмотності нефахівців.

Виклад основного матеріалу. На формування сучасного журналістського тексту дедалі більше впливає розвиток цифрових технологій та глобальне поширення Інтернету. Цифрові медіа не лише значно розширили канали поширення інформації, а й суттєво трансформували саму природу журналістського тексту, принципи його створення, редагування та сприйняття аудиторією. У сучасному медіапросторі текст перестає бути статичною завершеною конструкцією, характерною для традиційної друкованої журналістики, і перетворюється на динамічний елемент мережевої комунікації, що функціонує у режимі постійного оновлення та інтерактивної взаємодії з аудиторією [1]. Сучасні дослідники журналістики наголошують, що цифровізація медіасфери змінила не лише технічні аспекти виробництва контенту, а й саму модель комунікації між журналістом та аудиторією. Якщо традиційна журналістика передбачала одностороннюю передачу інформації від автора до читача, то цифрове середовище створило умови для інтерактивного діалогу, у якому аудиторія бере активну участь у поширенні, коментуванні та інтерпретації інформації [2]. Це сприяло формуванню нових жанрових моделей журналістського тексту, орієнтованих на швидкість подачі інформації, мультимедійність та персоналізацію контенту.

Важливим чинником трансформації журналістського тексту стала поява соціальних мереж та онлайн-платформ, які суттєво змінили інформаційні звички аудиторії. Сучасний читач дедалі частіше споживає інформацію фрагментарно, через короткі повідомлення, стрічки новин, відеоконтент та інтерактивні формати. У зв'язку з цим журналістський текст адаптується до нових умов функціонування: зростає роль заголовків, візуальних елементів, гіперпосилань, мультимедійних вставок та емоційної складової повідомлення [3]. Науковці також підкреслюють, що цифрові медіа сприяли посиленню авторської присутності у журналістському тексті.

Журналіст дедалі частіше виступає не лише як інформатор, а як інтерпретатор подій, аналітик та модератор суспільної дискусії. Це особливо помітно у блогах, авторських колонках, подкастах та мультимедійних спецпроєктах, де важливу роль відіграють індивідуальний стиль автора, його позиція та здатність формувати довіру аудиторії [4].

Водночас розвиток цифрових платформ сприяв суттєвому прискоренню інформаційних процесів. Новини сьогодні поширюються практично миттєво, а журналістський матеріал часто створюється та оновлюється у режимі реального часу. Така оперативність змінює традиційні підходи до побудови журналістського тексту, оскільки матеріал має бути не лише інформативним, а й максимально адаптованим до швидкого сприйняття аудиторією. У цифровому середовищі значно посилюється роль візуальної складової, емоційної виразності та структурної компактності тексту. Саме тому сучасна журналістика дедалі частіше використовує елементи сторителінгу, мультимедійної візуалізації та інтерактивного подання інформації. Крім того, цифрові платформи сприяли трансформації комунікаційної моделі взаємодії між журналістом та аудиторією. Якщо раніше журналіст виступав переважно як передавач інформації, то сьогодні він одночасно є учасником відкритої суспільної дискусії. Соціальні мережі створили умови для безпосереднього контакту між журналістом і читачем, що посилює роль авторської репутації, професійної відповідальності та довіри аудиторії до конкретного автора. У цих умовах особливого значення набуває не лише якість інформації, а й здатність журналіста підтримувати комунікацію з аудиторією, аргументовано пояснювати власну позицію та оперативно реагувати на суспільні запити.

Крім того, цифрове середовище суттєво вплинуло на редакторську діяльність. Сучасний редактор повинен володіти не лише навичками мовного та стилістичного редагування, а й розуміти принципи функціонування цифрових платформ, алгоритми поширення контенту та особливості мережевої комунікації. Як зазначає З. Партико, редагування в умовах цифрового середовища охоплює не лише мовні норми, а й логічні, композиційні, інформаційні та психолінгвістичні аспекти тексту [5]. Таким чином, розвиток цифрових технологій та Інтернету спричинив глибоку трансформацію журналістського тексту, змінивши його структуру, функції та способи взаємодії з аудиторією. Сучасний журналістський текст стає більш динамічним, інтерактивним і мультимедійним, а його ефективність значною мірою залежить від здатності автора адаптуватися до нових умов цифрової комунікації [1; 2]. Слід також зазначити, що сучасний редактор працює в умовах постійного інформаційного навантаження та необхідності швидкого прийняття рішень щодо перевірки, коригування та публікації

матеріалів. Це підвищує значення професійної редакторської компетентності, оскільки навіть незначні помилки чи неточності у цифровому середовищі можуть швидко поширюватися та впливати на формування громадської думки. У зв'язку з цим редакторська діяльність дедалі більше поєднує аналітичні, технологічні та комунікативні функції, а процес редагування виходить за межі традиційного мовного контролю й охоплює комплексну оцінку змісту, достовірності та комунікативної ефективності журналістського тексту.

Дослідники редакторської справи наголошують, що сучасний редакційно-видавничий процес суттєво модифікував як практичні, так і теоретичні засади редакторської діяльності, оскільки цифровізація змінила способи виробництва, поширення та споживання медіаконтенту. Відповідно, сучасний журналістський текст формується вже не лише як інформаційне повідомлення, а як складна комунікативна конструкція, зорієнтована на швидку реакцію аудиторії, мультимедійність та інтерактивність. Як зазначає З. Партико, сучасне редагування охоплює не лише лінгвістичний чи стилістичний контроль тексту, а й інформаційні, логічні, композиційні, психолінгвістичні та соціальні норми редагування [5]. Це особливо актуально для цифрової журналістики, де редактор повинен враховувати не тільки зміст матеріалу, а й особливості його функціонування в онлайн-середовищі, поведінку аудиторії, алгоритми платформ та специфіку мережевої комунікації. Цифрові медіа сприяли формуванню нової комунікативної моделі, у якій журналістський текст існує у режимі безперервного суспільного діалогу. Автор дедалі частіше вступає у пряме спілкування з аудиторією через коментарі, соціальні мережі, блоги та мультимедійні платформи. Така інтерактивність суттєво змінює роль журналіста, який перестає бути лише передавачем інформації та перетворюється на модератора суспільної дискусії.

У наукових дослідженнях мережевої комунікації підкреслюється, що розвиток Інтернету сформував новий тип соціальної взаємодії, у межах якої комунікація розглядається як цілісна система з унікальними структурними та функціональними зв'язками. Мережева комунікація стала окремою структурно-видовою одиницею соціальних комунікацій, а віртуальне середовище суттєво змінило способи журналістської діяльності та функціонування інформаційного контент. Саме тому сучасний журналістський текст дедалі більше орієнтується на швидкість поширення інформації, емоційність подачі та інтерактивність. Водночас мережева комунікація змінила не лише технічні умови поширення інформації, а й саму логіку функціонування журналістики. У цифровому середовищі журналістський матеріал більше не існує ізольовано, а стає частиною масштабного

комунікативного процесу, у якому інформація постійно доповнюється, коментується, поширюється та інтерпретується різними учасниками медіапростору. Це сприяє посиленню діалогічності журналістського тексту, оскільки аудиторія сьогодні не лише споживає інформацію, а й активно впливає на її подальше функціонування через соціальні мережі, коментарі, реакції та повторне поширення контенту. Крім того, цифрове середовище суттєво розширило межі журналістської діяльності. Сучасний журналіст працює одночасно у кількох інформаційних форматах: текстовому, аудіальному, візуальному та мультимедійному. Це вимагає не лише високого рівня професійної підготовки, а й здатності швидко адаптуватися до нових технологічних умов. Унаслідок цього журналістський текст дедалі частіше поєднує традиційні елементи публіцистики з інтерактивними інструментами цифрової комунікації, що сприяє посиленню емоційного впливу на аудиторію та підвищенню рівня залучення користувачів до інформаційного процесу.

Зазначені структурні зміни стали основою для формування нових публіцистичних форматів в онлайн-журналістиці. Цифрове середовище активно розвиває використання авторських колонок, блогів, аналітичних онлайн-матеріалів, подкастів, лонгрідів та мультимедійних спецпроєктів, які поєднують ознаки традиційної публіцистики з можливостями цифрових платформ. Блогосфера та авторські онлайн-проєкти відкрили простір для більш персоналізованого журналістського висловлювання, що сприяє оновленню публіцистичної традиції та посиленню авторської присутності в тексті. Особливого поширення у сучасному цифровому середовищі набули мультимедійні формати журналістики, у яких текст поєднується з відео, аудіо, інфографікою, інтерактивними картами та елементами візуалізації даних. Такі формати дозволяють більш комплексно висвітлювати суспільно важливі теми та адаптувати контент до особливостей сприйняття сучасної аудиторії. У результаті журналістський текст дедалі більше набуває ознак мультимедійного комунікативного продукту, де важливе значення мають не лише зміст і фактологічна точність, а й спосіб подання інформації. Водночас персоналізація журналістського контенту посилює значення авторського стилю та репутації журналіста. Аудиторія дедалі частіше орієнтується не лише на медіабренд, а й на конкретного автора, його професійну позицію, спосіб подання матеріалу та рівень довіри до нього. Це сприяє формуванню нової моделі взаємодії між журналістом і читачем, у якій особливого значення набувають відкритість комунікації, оперативність реагування та здатність автора підтримувати постійний контакт із аудиторією.

У матеріалах сучасних наукових досліджень наголошується, що цифрові трансформації суттєво впливають на журналістські стандарти,

комунікаційні стратегії та специфіку функціонування медіа загалом. У сучасному медіасередовищі журналісти повинні бути не лише авторами текстів, а й адаптивними комунікаторами, здатними швидко реагувати на інформаційні виклики та працювати у багатоплатформному середовищі.

Сучасний медіатекст потребує не лише мовної правильності, а й комунікативної доцільності, логічної цілісності та адаптації до особливостей сприйняття аудиторії. У цифровому середовищі редактор має враховувати швидкість читання інформації, кліпове мислення аудиторії та зростання ролі візуального компонента у структурі журналістського повідомлення. Саме тому редагування сучасного тексту дедалі більше орієнтується на забезпечення зрозумілості, лаконічності та ефективності комунікації [6].

Характерними тенденціями сучасної цифрової журналістики є посилення емоційності, персоналізації та суб'єктивізації медійного контенту. Це змінює механізми впливу на аудиторію та підсилює значення авторського стилю. Сучасний журналістський матеріал дедалі більше зміщує акцент із простого інформування на пояснювальну модель подання інформації, що передбачає глибший аналіз подій, розкриття причинно-наслідкових зв'язків та інтерпретацію суспільних процесів [3]. Публічний характер публіцистичного висловлювання передбачає відкриту позиційність автора, однак така позиційність повинна базуватися на логічній аргументації та дотриманні професійних стандартів. У цьому контексті стиль сучасного журналістського тексту характеризується поєднанням аналітичної глибини, логічної структурованості та оцінного компоненту. Інтерпретаційність стає не додатковою ознакою, а одним із ключових структурних принципів побудови тексту.

Дослідники сучасних медіа також наголошують, що цифрова трансформація змінила характер взаємодії між регіональними медіа та аудиторією. Онлайн-платформи забезпечують оперативний доступ до локальної інформації, створюють можливості для швидкого зворотного зв'язку та посилюють роль місцевих медіа у формуванні цифрової комунікації [7]. Це сприяє розвитку нових форматів журналістського контенту, орієнтованих на локальні потреби аудиторії та персоналізацію інформації. Переконливість журналістського матеріалу забезпечується продуманою аргументаційною стратегією. Сучасна журналістика спирається на фактологічну точність, чітку композиційну організацію та систему доказів, прикладів і логічних узагальнень. Саме це формує обґрунтовану авторську позицію та забезпечує інтелектуальну глибину матеріалу. Водночас відповідальна журналістика передбачає не лише достовірність фактів, а й чесне пояснення їхнього суспільного значення без

маніпуляцій, перекручень чи поширення фейкової інформації. Особливого значення у цифрову епоху набуває роль редактора. Сучасний редактор має не тільки володіти традиційними навичками літературного редагування, а й швидко адаптуватися до новітніх умов праці, тенденцій розвитку інформаційного простору та інноваційних технологій. Редакторська діяльність у цифровому середовищі дедалі більше поєднує аналітичні, технологічні та комунікативні функції, а редактор стає учасником комплексного процесу створення медіапродукту. Важливим елементом сучасної публіцистики залишається авторська позиція, яка виступає структуроутворювальним компонентом тексту. У журналістському матеріалі автор не лише повідомляє факти, а й здійснює їхній відбір, інтерпретацію та оцінку, формуючи цілісну концепцію події чи явища. Така суб'єктивність не суперечить професійним стандартам, якщо вона ґрунтується на принципах відповідальності, незалежності та служіння суспільному інтересу. Подальша трансформація журналістського тексту безпосередньо пов'язана з розвитком цифрового середовища та соціальних мереж, які змінюють стиль і комунікативні стратегії публіцистики. Аудиторія дедалі частіше орієнтується не лише на медіабренд, а й на конкретного автора, його стиль, репутацію та цінності. У цих умовах журналіст стає більш видимим і доступним для суспільства, а його індивідуальний стиль та професійна відповідальність набувають особливої ваги.

Висновки. Цифрова трансформація медіасередовища суттєво змінила принципи формування, функціонування та редагування журналістського тексту. Сучасний медіатекст перестав бути статичною інформаційною конструкцією та перетворився на динамічний елемент мережевої комунікації, що функціонує в умовах постійного оновлення контенту, мультимедійності та інтерактивної взаємодії з аудиторією. Розвиток цифрових технологій, соціальних мереж і онлайн-платформ сприяв появі нових жанрових моделей журналістики, посиленню авторської присутності у тексті та зміщенню акценту з простого інформування на аналітичне й інтерпретаційне подання матеріалу. У ході дослідження встановлено, що цифровізація значно ускладнила редакторську діяльність. Сучасний редактор повинен володіти не лише навичками мовного та стилістичного редагування, а й ураховувати логічні, композиційні, психолінгвістичні та комунікативні особливості функціонування тексту в онлайн-середовищі.

Водночас високий темп виробництва контенту, інформаційне перенасичення та конкуренція за увагу аудиторії сприяють збільшенню кількості помилок, неточностей і маніпулятивних елементів у журналістських матеріалах.

Доведено, що помилки у журналістських текстах можуть негативно впливати не лише на якість медіапродукту, а й на рівень суспільної довіри до медіа, формування громадської думки та інформаційну безпеку загалом. Особливо небезпечними є логічні помилки, викривлення фактів і порушення причинно-наслідкових зв'язків, які можуть ставати інструментом прихованої маніпуляції аудиторією. У зв'язку з цим зростає значення професійної відповідальності журналіста та редактора, дотримання стандартів журналістської етики, фактчекінгу та достовірності інформації. Встановлено також, що сучасна цифрова журналістика вимагає адаптації журналістів до нових умов комунікації, багатоплатформності та мультимедійності. Ефективність сучасного журналістського тексту значною мірою залежить від здатності автора поєднувати оперативність подання інформації з аналітичною глибиною, логічною структурованістю та зрозумілістю для аудиторії.

Перспективи подальших досліджень полягають у більш детальному вивченні впливу цифрових платформ і алгоритмів соціальних мереж на формування журналістського контенту, трансформацію редакторських практик, а також у розробленні практичних методик виявлення та запобігання помилкам і маніпуляціям у сучасному медіатексті.

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МОВНА ОСОБИСТІСТЬ СУЧАСНОГО ФАХІВЦЯ: КОГНІТИВНІ ПАРАМЕТРИ, КУЛЬТУРА ВИКЛАДУ ТА МЕТОДИКА ФІЛОЛОГІЧНОГО ОПИСУ

Анотація. У статті описано феномен мовної особистості сучасного фахівця крізь призму її когнітивних параметрів, культури викладу та методології філологічного опису. Проаналізовано праці науковців щодо особливостей функціонування мовної особистості та її значення в освітньому процесі. Охарактеризовано трансформацію професійного дискурсу в умовах глобалізації, цифровізації та інтеграції штучного інтелекту в освітній простір. У роботі відображено когнітивну структуру мовної особистості, зокрема механізми концептуалізації та категоріального структурування професійних знань, що визначають ефективність фахової комунікації.

Закцентовано на культурі викладу як виразникові інтелектуального та професійного цензу спеціаліста; проаналізовано типові помилки та стандарти академічного й професійного мовлення. Описано основні компетенції, яких має набути кожен майбутній філолог. Виявлено, що одними із найголовніших є мовленнєві та комунікативні компетенції.

Обґрунтовано та систематизовано сучасний методологічний інструментарій філологічного опису мовної особистості. Також запропоновано інтегровану методику аналізу, яка поєднує методи когнітивної лінгвістики, концептуального, компонентного та дискурс-аналізу. Це водночас дозволить відобразити лінгвокогнітивний профіль фахівця на трьох рівнях: вербально-семантичному, когнітивно-тезаурусному та прагматичному (мотиваційному).

Окреслено основні аспекти оптимізації підготовки майбутніх фахівців-філологів через впровадження інноваційних технологій (зокрема, інтерактивних та гейміфікованих платформ), які спрямовані на формування високої лінгвокультурологічної компетенції та текстової грамотності. Досліджено параметри мовної компетентності фахівця у контексті сучасних комунікативних викликів.

Ключові слова: мовна особистість, лінгвіст, когнітивні параметри, культура викладу, філологічний опис, концептуалізація, лінгводидактика.

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THE LINGUISTIC PROFILE OF THE MODERN SPECIALIST: COGNITIVE PARAMETERS, TEACHING CULTURE, AND METHODS OF PHILOLOGICAL DESCRIPTION

Abstract. This article describes the phenomenon of the linguistic personality of the modern specialist through the prism of its cognitive parameters, style of presentation, and the methodology of philological description. It analyzes the works of scholars on the characteristics of the functioning of the linguistic personality and its significance in the educational process. It characterizes the transformation of professional discourse in the context of globalization, digitalization, and the integration of artificial intelligence into the educational sphere. The work reflects the cognitive structure of the linguistic personality, in particular the mechanisms of conceptualization and categorical structuring of professional knowledge, which determine the effectiveness of professional communication. The focus is on the culture of presentation as an expression of a specialist's intellectual and professional competence; typical errors and standards of academic and professional speech are analyzed. The core competencies that every future philologist must acquire are described. It is found that language and communication competencies are among the most important.

This study provides a well-founded and systematic overview of the current methodological tools for the philological description of linguistic identity. It also proposes an integrated analytical methodology that combines methods from cognitive linguistics, conceptual analysis, component analysis, and discourse analysis. This will simultaneously allow for the representation of a specialist's linguo-cognitive profile on three levels: verbal-semantic, cognitive-thesauric, and pragmatic (motivational). The main aspects of optimizing the training of future philologists through the implementation of innovative technologies (in particular, interactive and gamified platforms) aimed at developing high linguistic and cultural competence and textual literacy are outlined. The parameters of a specialist's linguistic competence in the context of contemporary communicative challenges are examined.

Keywords: linguistic personality, linguist, cognitive parameters, culture of exposition, philological description, conceptualization, language didactics.

Постановка проблеми. У межах глобальних реформ освіти у закладах вищої освіти та цифрової трансформації наукового простору постає нагальна необхідність у переосмисленні складників професійної підготовки фахівців гуманітарного профілю. Одним із основних об'єктів сучасних міждисциплінарних студій є мовна особистість, яка розглядається не лише як носій мовного коду, а як складний когнітивно-комунікативний феномен. Актуальність дослідження зумовлена необхідністю адаптації теоретичних здобутків філології у практичну сферу професійного спілкування, що водночас дозволить забезпечити високий рівень культури мовлення та ефективність фахової комунікації в умовах українського державотворення.

Аналіз останніх досліджень і публікацій. Питання мовної особистості перебувають у центрі уваги багатьох мовознавців. Теоретичне підґрунтя дослідження становлять праці українських лінгвістів Ф. С. Бацевича [2], С. Я. Єрмоленко [3; 4], Л. І. Мацько [7], у яких описано рівневу структуру мовної компетентності.

Ф. С. Бацевич зауважує, що мовна особистість – це «індивід, який володіє сукупністю здатностей і характеристик, які зумовлюють створення й сприйняття ним текстів, що вирізняються рівнем структурно-мовної складності та глибиною й точністю відображення дійсності» [2, с. 188]. У «Словнику лінгвістичних термінів» за редакцією С. Єрмоленко подано таку дефініцію поняття *мовна особистість* – «поєднання в особі мовця його мовної компетенції, прагнення до творчого самовираження, вільного, автоматичного здійснення різнобічної мовної діяльності. Мовна особистість свідомо ставиться до своєї мовної практики, несе на собі відбиток суспільно-соціального, територіального середовища, традицій виховання в національній культурі. Творчий підхід і рівень мовної компетенції стимулюють мовну особистість до постійного відображення в мові світоглядносуспільних, національно-культурних джерел і пошуків індивідуально-стильових засобів мовної виразності» [4, с. 93].

У сучасному лінгвістичному дискурсі категорію мовної особистості нерідко експлікують через поняття мовної (лінгвістичної) компетенції, що насамперед передбачає системне володіння мовним кодом (С. Єрмоленко [3] та Л. Мацько [7]). Особливий акцент дослідники роблять на націоцентричному аспекті цього феномену та його впливі на ментальність мовця. Зокрема, Л. Мацько пропонує дефініцію «української мовної особистості», трактуючи її як інтегрований портрет автентичного носія, у свідомості якого зафіксована етнічна модель світу, сукупність мовленнєвих умінь, ціннісних орієнтирів, естетичного смаку, а також актуальних мовних тенденцій та традицій [7].

А. Загнітко наголошує на динамічній природі мовної особистості. Дослідниця зазначає, що «говорити про мовну особистість потрібно з урахуванням, що вона розвивається протягом усього життя, зазнаючи різних упливів, зумовлених територією, мовним соціумом, віком, етико-естетичним розвитком, суспільнонастановними цінностями, орієнтуванням на авдиторію та ін.» [5, с. 15].

Про особливості формування мовної особистості фахівця йдеться у працях Н. Г. Майбороди. Мовознавчиня зауважує, що формування мовної особистості відбувається під впливом екстралінгвістичних чинників, зокрема національно-культурних, психологічних та соціальних [6, с. 50]. Також авторка акцентує на необхідності правильно будувати усне та писемне спілкування, для того аби досягнути професійного успіху. Тобто кожен повинен мати певні навички мовної поведінки у відповідній професійній сфері [6, с. 49]. М. Пентилюк стверджує, що «мовна особистість – це людина, яка не тільки знає українську мову, а й постійно використовує її в повсякденному спілкуванні, а головне – любить, шанує і дбає про її збагачення й розвиток, людина, для якої стає престижним користуватися мовою, що має давню історію й належить до найрозвиненіших мов світу» [8, с. 2].

Водночас, попри наявність значного масиву напрацювань, механізми взаємодії когнітивних параметрів фахівця з методикою філологічного опису його мовної діяльності потребують подальшого детального вивчення, особливо в аспекті очищення професійного дискурсу від іншомовних інтерференцій та деструктивних впливів.

Мета статті – описати інтегративну модель мовної особистості сучасного фахівця, що поєднує нормативні аспекти, термінологічну компетентність та дослідницький інструментарій. Особливої ваги набуває питання мовної стійкості та очищення професійного дискурсу від наслідків тривалої лінгвоцидної політики, що робить використання виключно національних та провідних західних наукових джерел єдино можливим шляхом розвитку української філології.

Виклад основного матеріалу. Основна мета вищої філологічної освіти – виховання висококласного фахівця з розвиненою мовною рефлексією, спроможного демонструвати високий рівень культури професійного та наукового мовлення. Для реалізація цього завдання майбутнім філологам недостатньо мати обізнаність лише з термінологією того чи того професійного напряму. Вони насамперед повинні орієнтуватися в архітектоніці професійних текстів. Філологічний вектор передбачає опанування методик текстотворення, текстологічного аналізу, категоріального апарату лінгвістики та перекладознавства, а також

формування навичок глибокого стилістичного редагування та компаративного (порівняльного) опису мовних явищ.

Однією із важливих компетенцій, які має сформувати кожен філолог, є мовленнєва та комунікативна, зокрема набуття високого рівня мовної культури. Н. Г. Майборода пропонує такий шлях набуття цих компетенцій: 1) поглибити знання про функціонально-стилістичну систему української мови, засвоїти норми мовленнєвої поведінки в різних сферах і ситуаціях спілкування та вдосконалити вміння і навички спілкування у науковій та офіційно-діловій сферах; 2) розвивати вміння і навички переконливо викладати свої думки; 3) навчитися сприймати, аналізувати, зіставляти мовні явища й факти, коментувати та оцінювати з погляду нормативності, відповідності ситуації спілкування; 4) удосконалювати вміння і навички самостійної роботи з науковим текстом, різноманітними джерелами наукової інформації [6, с. 50].

Процес формування та вдосконалення мовленнєвих і комунікативних компетенцій майбутніх філологів є доволі системним і поетапним. Для здобувачів вищої освіти філологічного напряму мова є об'єктом дослідження й основним інструментом професійної діяльності, на відміну від фахівців інших галузей, для яких вона – лише засіб передачі інформації. На нашу думку, майбутнім фахівцям варто дотримуватися такого алгоритму задля набуття відповідних компетенцій:

1. **Системне вивчення та практичне засвоєння стилістичних ресурсів мови**. Цей критерій передбачає глибоке розуміння того, як функціонує стилістична система мови в сучасних умовах. Філолог має не просто знати основні функції та ознаки офіційно-ділового чи наукового стилів, а й відстежувати межі їхнього порушення, розуміти процеси взаємозв'язку стилів (наприклад, коли науковий стиль поєднується з публіцистичним в академічних блогах). Важливою є також цифрова культура – вміння втілювати класичні правила етикету в інтернет-простір, зокрема соціальні мережі.

У процесі підготовки майбутній філолог повинен навчитися піддавати трансформації той самий зміст залежно від того, на яку аудиторії він буде спрямований. Наприклад, усталене, кодифіковане наукове визначення того чи того лінгвістичного терміна (як-от *фразеологізм* чи*«метафора*) для академічної статті вимагає точності, дослівності та посилань на відповідні джерела. Проте під час ведення професійного мовного блогу або проведення заняття зам містом (наприклад, інтерактивного квесту з мови для школярів) той самий термін філолог має подати через певні когнітивні асоціації, які допоможуть адаптувати складну, суху теорію до сприйняття слухачів, але без втрати наукової точності.

2. **Розвиток культури аргументації та переконливого викладу думок**. Як показує практика, сучасний філолог – це не просто реєстратор мовних фактів, насамперед це людина, яка поєднує в собі три особи: активний учасник, експерт і промовець. Відповідна професійна підготовка свідчить про вміння логічно, чітко й експресивно висловлювати власну наукову позицію, обстоювати свої погляди під час дискусій та, безумовно, здійснювати правильний прагматичний вплив на слухача (реципієнта).

Яскравим прикладом описаного критерію є участь здобувачів вищої освіти у наукових дискусіях, дебатах, проєктах, захистах курсових чи кваліфікаційних робіт, або представленні результатів на різноманітних конкурсах тощо. Фахівець повинен не просто зачитати текст зі слайдів, а вибудувати певну стратегію успішної репрезентації: використати переконливі тези, доречні мовні засоби, передбачити можливі зауваження опонентів і чітко аргументувати, чому його трактування певного мовного явища є правильним.

3. Опанування навичок лінгвістичного моніторингу та експертизи. Цей етап сприяє формуванню дослідницької зрілості філолога. Він полягає у здатності критично аналізувати й оцінювати чужі тексти з погляду мовної норми, стилістичної доречності та чистоти мовлення, зокрема захисту від суржику, невиправданих запозичень чи мовного сміття. Філолог повинен бачити приховані смисли, маніпуляції та підтексти у будь-якому дискурсі.

Практичне втілення – філологічний та редакторських аналіз наявних текстів. Студенти-філологи долучаються до лінгвістичної експертизи сучасних текстів у медіапросторі, численних дописів у соціальних мережах або зразків сучасної художньої літератури. Наприклад, здійснення аналізу мови сучасних ЗМІ – майбутній фахівець виявляє випадки порушення лексичних норм (вживання калькованих, суржикових зворотів), оцінює доцільність використання новітніх іншомовних запозичень або аналізує, як за допомогою специфічних, нетипових конструкцій автор маніпулює думкою читача.

4. **Активізація самостійної науково-дослідницької діяльності**. Останній етап полягає у здатності здобувача самостійно працювати з великим масивом наукової інформації. Це передбачає вміння шукати джерела, критично їх оцінювати та аналізувати, виокремлювати основне, порівнювати погляди різних науковців та представників наукових шкіл та створювати власний науковий продукт. Основні сфери реалізації – написання студентами курсових робіт, підготовки тез для наукових конференцій чи укладання професійних словників/посібників. Наприклад, дослідження образу певного регіону (зокрема, топоніміки чи фразеології

Поділля) у художній літературі. Філолог повинен самостійно опрацьовути десятки художніх творів, виписати конотативні одиниці, здійснити їхню класифікацію за семантичними групами та дійти переконливих висновків щодо специфіки відображення простору у мовній картині світу письменника.

Не менш важливими є цифровий та мережевий вимір мовної осибистості філолога. Як відомо, стрімкий розвиток та трансформація інформаційного простору зумовила появу субдискурсу – професійного мережевого комунікативного середовища. Перед сучасним фахівцем-філологом постає чимало викликів сьогодення, зокрема це стосується і цифрового світу. Реалії щоразу вказують на те, що філолог уже не може працювати тільки у межах суто класичного паперового тексту чи аудиторного мовлення. Його мовна особистість активно експлікується у віртуальному просторі: на наукових платформах, в освітніх реєстрах, професійних спільнотах соціальних мереж та месенджерах.

Варто зауважити, що цифровий формат викладу в сучасних умовах вимагає від лінгвіста опанування мовної когніції, зокрема гіпертекстуальної.

Тобто текст має будуватися не лінійно (від початку до кінця), а блоками, із використанням активних посилань, тегів та візуальних акцентів, які допомагають реципієнту швидко орієнтуватися в потоці інформації. Культура викладу у цьому контексті виявляється у здатності репрезентації наукових досліджень без втрати їхнього глибинного змісту.

Моделювання мовної особистості викладача-філолога в умовах сучасних форматів навчання, дистанційного та змішаного зокрема, ставить вимогу обізнаності із жанром навчального мікротексту. Філолог повинен уміти демонструвати високий рівень лаконізму під час створення практичних завдань у системах дистанційного навчання (наприклад, Moodle) або під час формулювання експертних коментарів у робочих чатах Viber/Telegram. Тобто замість перевантажених конструкцій як-от «*Вам необхідно обов'язково звернути увагу на виконання нижчезазначених вказівок...*». Мовна особистість використовує усі елементи наукового стилю: чіткі дієслова наказового способу, марковані списки та виділення ключових термінів напівжирним шрифтом. Це оптимізує когнітивне навантаження на студентів і демонструє повагу до часу адресата.

Новітнім поняттям у сучасній лінгвістиці є *академічний блогінг* як інструмент популяризації філологічного знання. Коли фахівець веде професійну сторінку, його мовна особистість балансує на межі наукового, публіцистичного та розмовного стилів. Це вимагає надзвичайної стилістичної гнучкості.

В умовах сьогодення стрімкого розвитку цифрового світу, не менш важливою є взаємодія зі штучним інтелектом (далі – ШІ) як новим когнітивним параметром фахівця. Адже вміння комунікувати зі ШІ стає новим параметром мовної особистості філолога, який визначає його технологічну зрілість та конкурентоспроможність.

Насамперед ідеться про ***промпт-інжиніринг*** – здатність чітко, лінгвістично та граматично правильно, логічно та однозначно формулювати текстові запити для нейромереж. Промпт (запит до ШІ) є своєрідним віддзеркаленням когнітивного рівня мовної особистості: чим вища мовна культура та ширший тезаурус фахівця, тим влучніше він зможе поставити завдання алгоритму та отримає якісніший результат. Як зауважує О. І. Астапова-Вязьміна, «процес пошуку слова або словосполучення у будь-якій сучасній пошуковій системі у певний спосіб схожий до процесу пошуку слова у словнику, але при використанні промпту слово вже не описує реальність, а виступає інструментом контекст-інжинірингу і людина, суб'єкт пізнання, перетворюється на активного споживача смислів, який несе відповідальність за точність інтерпретації, яку видає машина, що призводить до зміни вербального сприйняття» [1, с. 8].

Мовна діяльність філолога у взаємодії зі ШІ ділиться на два рівні:

Когнітивно-пошуковий (етап генерації): визначення завдань, розроблення планів статей, добір синонімічних рядів, укладання тренувальних вправ для студентів.

Експертно-редакторський (етап верифікації): критичне оцінювання згенерованого тексту. ШІ часто припускається стилістичних помилок, використовує кальки з англійської чи російської мов, грішить тавтологією та «галюцинує» (вигадує неіснуючі факти чи джерела). Саме тут виявляється елітарна мовна культура філолога, який виступає найвищим суддею та редактором тексту.

Під час розробки навчально-методичних матеріалів філолог може використовувати ШІ для створення лекцій, різних інтерактивних вправ. Проте лінгвістична експертиза залишається за людиною. Філолог аналізує згенерований ШІ текст щодо дотримання норм українського правопису, усуває лексичний надмір (плеоназми, як-от *«пам'ятний сувенір»*, *«вперше дебютувати»*), виправляє синтаксичні неточності та адаптує текст до унормованих освітніх потреб. Це вкотре свідчить проте, що ШІ є лише когнітивним розширювачем, а не заміною мовної особистості фахівця.

Важливим є також дотримання одного із когнітивно-прагматичних параметрів мовної особистості – **лінгвоекології** – науки про чистоту, здоров'я та безпеку мовного середовища. Професійне мовлення філолога має бути певним еталоном проти тих руйнівних процесів, які відбуваються у сучасному стихійному комунікаційному просторі.

Сучасний виклад матеріалу часто страждає від двох протилежних, але водночас шкідливих тенденцій:

Надмірний академічний пуризм та канцеляризми: намагання сховати відсутність глибокої думки за численною кількістю абстрактних слів, пасивних конструкцій (*«науковцем було здійснено дослідження процесу написання...»* замість *«науковець дослідив...»*).

Мовна недбалість: неконтрольоване проникнення сленгу, суржику, невиправданих варваризмів (англіцизмів, які мають точні українські відповідники) у науковий та навчальний дискурси.

Культура викладу сучасного фахівця виявляється у здатності підтримувати баланс, зберігати багатство, образність та національну самобутність мови. Особливого значення це набуває під час дослідження регіонального мовного простору, де важливо вміти розрізняти нормативне мовлення від діалектного та використовувати кожне у відповідній комунікативній ситуації.

У своїй науковій діяльності філолог зобов'язаний демонструвати лінгвоекологічну культуру через свідому відмову від мовних штампів та кальок. Неодмінно уникати у діловому мовленні канцеляризмів, як-от «*приймати міри*», «*видавати підручник в розстрочку*», «*нанести візит*», фахівець впроваджує в аудиторну та наукову практику нормативні варіанти: *вживати заходів, видавати підручник частинами, завітати (здійснити візит)*. Щодо іншомовних інновацій, елітарна мовна особистість не зловживає словом *«івент»*, коли можна сказати *«подія»* або *«захід»*, але доречно використовує термін *«дискурс»*, оскільки він фіксує специфічне наукове поняття, яке важко замінити одним українським словом. Те саме стосується запозичених англіцизмівслів *лайк* (укр. 'вподобайка') чи *дедлайн* (укр. 'реченець').

Невід'ємним компонентом високого рівня мовної особистості сучасного фахівця-філолога є його фразеологічний тезаурус. Якщо філолог володіє широким фразеофондом мови – це свідчить не лише про його високу культуру мовлення, а й є підтвердженням глибинного засвоєння національно-культурних кодів. Для освітянина сталі вирази, ідіоми, паремії (прислів'я та приказки) і крилаті вислови (афоризми) є не лише засобами увиразнення, урізноманітнення тексту, а потужними інструментами когнітивного моделювання смислів.

У професійному дискурсі філолога фразеологізми виконують кілька важливих функцій: *експресивну* (дозволяє зробити науковий чи навчальний виклад матеріалу переконливішим, яскравішим, спрямованим на емоційний стан слухача); *компресивну* (стійкий зворот здатний замінити цілий абзац описового тексту, оскільки у свідомості носіїв мови він уже асоціюється із

певним текстом чи його фрагментом); *культурну* (свідчить про укоріненість мовця в національну традицію, що є досить важливим для формування елітарної мовної особистості)

Під час викладання лінгвістичних дисциплін філолог часто використовує сталі вислови чи крилаті фрази античного походження або класичної літератури для легшого розуміння складних наукових понять. Вживання метафор, як-от «*прокрустове ложе термінології*» (для опису ситуації, коли штучні межі обмежують живе мовне явище), «*сізіфова праця текстуального коментування*» (безрезультатна спроба відновити первісний зміст без урахування контексту) або «*гордіїв вузол лінгвістичних дискусій*» миттєво активізує у свідомості студентів глибокі культурні пласти. Це водночас дозволяє перебудувати сприйняття сухої теоретичної інформації на рівень живого образного мислення.

Окрему групу становить *професійна метафорика*, яка ґрунтується на фразеологізації наукових дефініцій. Наприклад, поняття «*мертві мови*», «*корінь слова*», «*мовне гніздо*», «*блукаючі сюжети*», фактично є стійкими метафоричними моделями. Мовна особистість філолога виявляється у вмінні деконструювати ці метафори, пояснювати студентам їхнє первинне образне коріння та унаочнювати внутрішню форму мовного знака.

Сучасний вимір філологічної освіти вимагає від фахівця полілінгвальності. Насамперед ідеться про здатність функціонувати в полікультурному та полімовному просторах. Особливо яскраво когнітивні параметри мовної особистості простежуються в умовах близькоспорідненого білінгвізму (наприклад, у контексті українсько-польських чи польсько-українських лінгвістичних взаємозв'язків). Саме контрастивний аналіз двох мовних систем містить найвищі вимоги до мовної культури фахівця.

Головним когнітивним викликом тут є подолання *міжмовної інтерференції* – явища, коли закони та норми однієї мови несвідомо переносяться на іншу. Особливо підступною вона є на лексико-семантичному рівні у вигляді так названих «фальшивих друзів перекладача» (або міжмовних омонімів). Мовна особистість філолога має володіти високим рівнем лінгвістичної пильності, щоб розрізняти подібні за формою, але абсолютно різні за змістом одиниці.

Коли філолог-компаративіст працює з науковими текстами, перед ним постає завдання правильного відтворення того чи того поняття. Наприклад, у польській мові стійкий зворот *kozioł ofiarny* не можна механічно перекладати як *жертовний козел*, оскільки в українській стилістичній традиції закріпився фразеологізм*«цап-відбувайло*. Як бачимо, мовна особистість фахівця виявляється у здатності миттєво віднаходити ці

етномовні відповідності, зберігати точність передачі образу та не порушувати законів милозвучності й нормативності рідної мови.

Усе зазначене вище вимагає від філолога формування *компаративного тезауруса*. Це вищий щабель когнітивного розвитку мовної особистості, коли в її свідомості паралельно існують і не змішуються дві чи більше мовні картини світу. Фахівець здатний не просто перекладати слова, а здійснювати *культурний трансфер* – переносити смисли з одного національного контексту в інший так, щоб вони залишалися зрозумілими для реципієнта.

Теоретичне моделювання параметрів мовної особистості фахівця-філолога вимагає відповідного дидактичного супроводу в освітньому процесі вищої школи. Традиційні методи навчання (лекція-монолог, практичні заняття чи конспектування словникових дефініцій) сьогодні демонструють низьку ефективність, оскільки вони не задіюють когнітивно-креативні ресурси студента і не готують його до викликів динамічного комунікативного середовища.

Формування елітарної мовної особистісної культури майбутнього лінгвіста, беззаперечно, має базуватися на принципах *інтерактивності, контекстного навчання та лінгвального креативу*. Розглянемо основні лінгводидактичні моделі, які дозволяють ефективно розвивати всі три рівні мовної особистості – вербальний, когнітивний та прагматичний:

1. Метод лінгвістичного кейса (Case-study) та комунікативного моделювання – спрямований на розвиток прагматичного рівня та культури викладу в умовах, максимально наближених до реальної професійної діяльності. Студентам пропонується не просто абстрактне теоретичне питання, а конкретна проблемна ситуація (кейс), яка вимагає комплексного філологічного вирішення.

Наприклад, студенти-філологи отримують таке завдання: «*Ви – редактор відомого науково-популярного інтернет-видання. Вам надіслали статтю про інноваційні методи лінгвістичного аналізу, яка написана надмірно перенавантаженою академічною мовою з численною кількістю канцеляризмів. Ваше завдання – здійснити стилістичний аналіз тексту, адаптувати його до інфостилю для широкої аудиторії соцмереж, але зберегти сувору наукову обґрунтованість термінології*». Робота над таким кейсом змушує майбутнього фахівця задіяти ментальний лексикон, продемонструвати стилістичну гнучкість та лінгвоекологічну культуру викладу.

2. Освітні квести як інструмент розширення мовленнєвих компетенцій.

Жанр освітнього квесту (зокрема, інтерактивних завдань поєднує в собі елементи гейміфікації (ігрофікації) та глибокого лінгвістичного

пошуку. Квест дозволяє активізувати фразеологічний тезаурус, перевірити швидкість мовної реакції та здатність працювати в команді.

Наприклад, під час проведення мовного квесту для майбутніх філологів або в межах профорієнтаційної роботи зі старшокласниками організовуються уявні станції лінгвістичного аналізу, на зразок станції *Контрастивна фразеологія*, де учасники за обмежений час мають знайти українські відповідники до близькоспоріднених (наприклад, польських) ідіом, уникаючи міжмовної інтерференції. Такий формат трансформує пасивні теоретичні знання у стійкі практичні навички (hard & soft skills), формуючи когнітивну гнучкість мовної особистості.

3. Технологія «Outdoor-learning» (навчання поза аудиторією) у просторі лінгвістичної топографії

Сучасний філолог повинен уміти розуміти, бачити та описувати мовну картину світу у її природному, живому контексті. Проведення занять в нетрадиційному освітньому просторі (наприклад, інтерактивні практичні заняття на базі ботанічного саду університету або історичних локацій міста) дозволяє розвивати образне мислення, навички експромтного мовлення та вміння здійснювати опис естетичних об’єктів.

Проведення практичного заняття з культури мовлення або стилістики на території ботанічного саду дає унікальні можливості для когнітивного картографування. Студенти отримують завдання укласти мікродискурс (наприклад, для аудіогіда або ботанічного етикетажу), де потрібно гармонійно поєднати унормовану наукову номенклатуру (польські та українські назви рослин, терміни) з образними метафорами та естетичним описом навколишнього простору. Це вчить філолога керувати емоційним та когнітивним навантаженням тексту, бездоганно володіти культурою викладу в нестандартних умовах.

Безумовно, розвиток дослідницької діяльності філолога сьогодні неможливий без залучення електронних мовних корпусів (наприклад, Генерального корпусу української мови – ГКУМ) та відповідних цифрових словникових баз. Навички роботи з цифровим гіпертекстом дозволяють фахівцю миттєво верифікувати норму, досліджувати частотність вживання слів та динаміку мовних змін.

Варто зауважити, що практичне значення отриманих результатів полягає в тому, що матеріали та висновки статті можуть бути безпосередньо інтегровані в освітній процес вищої школи під час викладання таких дисциплін, як-от: «Культура українського мовлення і професійного спілкування», «Українська мова (за професійним спрямуванням)», «Теорія і практика філологічних досліджень», а також «Польська мова», «Сучасна польська мова. Лексика. Фразеологія».

Висновки. Підсумовуючи, можна стверджувати, мовна особистість в умовах сьогодення – це не просто людина, яка знає правила мови та вміє грамотно писати, це насамперед фахівець, який володіє мовною гнучкістю – здатністю володіти різними стилями мовлення, а також вміє вести наукову дискусію, моделювати інтерактивний освітній квест чи створювати якісний, лаконічний контент для цифрового середовища, особливо зараз, у період стрімкого розвитку штучного інтелекту, який може миттєво згенерувати будь-який стандартний текст. Це означає, що освітянин повинен уміти глибоко розуміти підтекст, швидко перебудовувати свій стиль під різні завдання (від наукової статті до поста у соцмережах) та критично оцінювати інформацію.

Справжня культура мовлення філолога – це вміння грамотно, інтелігентно, чітко та логічно говорити й писати. Сучасний фахівець неодмінно зобов'язаний уникати запозичень, суржикових конструкцій, мовних штампів та важких канцеляризмів, які лише заплутують слухача. Культура викладу – це лінгвістична чистота, вміння тримати увагу аудиторії та тримати баланс між емоціями.

У сучасних умовах розвитку освіти проведення занять без інтерактивних інновацій уже не дає такого результату. Щоб випустити висококваліфікованого спеціаліста, навчання має бути насиченим новітніми елементами. Чудові результати дають мовні квести, кейс-методи, розбір проблемних ситуацій, заняття на свіжому повітрі (outdoor-learning) для опису природи, а також робота з сучасними електронними словниками та базами даних (корпусами мов).

Перспективи подальших досліджень вбачаємо в аналізі цифрових систем для відстеження мовного розвитку студентів протягом усього навчання. Майбутнє філології полягає не в боротьбі зі ШІ, а в умінні ним керувати. Лінгвіст має бути головним експертом, який редагує, стилістично шліфує та екологізує згенерований ШІ контент, адаптуючи його під конкретні соціокультурні потреби.

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ГІБРИДНА ПРИРОДА ДІЄПРИКМЕТНИКА: ГРАМАТИЧНА ОПОЗИЦІЯ ТА ВЕКТОРИ АД’ЄКТИВАЦІЇ В УКРАЇНСЬКІЙ МОВІ

Анотація. У статті *досліджено* гібридну природу дієприкметника в сучасній українській мові крізь призму взаємодії дієслівних та ад’єктивних ознак. ***Метою*** студії є комплексний аналіз граматичної природи дієприкметника, визначення специфіки граматичних опозицій та окреслення основних векторів ад’єктивації дієприкметникових форм у сучасній українській мові. *Реалізація поставленої мети передбачає* з’ясування теоретичних підходів до трактування дієприкметника, характеристику його синкретичних ознак, а також аналіз функційно-семантичних процесів переходу дієприкметника в розряд прикметників. *З’ясовано* основні теоретичні підходи до трактування дієприкметника в українському мовознавстві та *визначено* специфіку його граматичного статусу як синкретичної мовної одиниці. *Проаналізовано* систему граматичних опозицій, репрезентованих у структурі дієприкметника, зокрема взаємодію категорій виду, часу й стану з категоріями роду, числа та відмінка. У дослідженні *використано* описовий, структурно-семантичний, функційний і контекстуальний ***методи***, що дали змогу комплексно проаналізувати граматичні й семантичні особливості дієприкметникових форм. Особливу увагу *приділено* процесам ад’єктивації дієприкметникових форм у сучасному українському мовленні. *Встановлено,* що ад’єктивація супроводжується поступовою нейтралізацією процесуальної семантики та актуалізацією атрибутивного значення. *Доведено,* що ступінь переходу дієприкметника в розряд прикметників залежить від контекстуального функціювання, семантичного переосмислення та частотності вживання мовної одиниці. *Простежено* основні вектори ад’єктивації, що виявляються

у втраті залежних компонентів, послабленні дієслівних категорій і закріпленні за формою ознаки постійної характеристики предмета. У статті *схарактеризовано* функційно-семантичні особливості ад'єктивованих дієприкметників у художньому, публіцистичному та науковому дискурсах. *Наголошено,* що гібридність дієприкметника є виявом динамічності морфологійної системи української мови та свідчить про активні процеси міжкатегорійної взаємодії. Результати дослідження сприяють поглибленню уявлень про синкретизм граматичних форм і можуть бути використані в подальших студіях із морфології, функційної граматики та стилістики української мови.

Ключові слова: дієприкметник, ад'єктивація, граматичний синкретизм, граматична опозиція, транспозиція, морфологійна гібридність, функційна семантика, українська мова.

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THE HYBRID NATURE OF THE PARTICIPLE: GRAMMATICAL OPPOSITION AND VECTORS OF ADJECTIVIZATION IN THE UKRAINIAN LANGUAGE

Abstract. The article investigates the hybrid nature of the participle in the modern Ukrainian language through the interaction of verbal and adjectival features. The aim of the article is to provide a comprehensive analysis of the grammatical nature of the participle, to determine the specificity of grammatical oppositions, and to outline the main vectors of adjectivization of participial forms in the modern Ukrainian language. The objectives of the study include clarifying theoretical approaches to the interpretation of the participle, characterizing its syncretic features, and analyzing the functional-semantic processes of participial transition into the class of adjectives The study clarifies the main theoretical approaches to the interpretation of the participle in Ukrainian linguistics and determines the specificity of its grammatical status as a syncretic linguistic unit. The system of grammatical oppositions represented in the participial structure is

analyzed, particularly the interaction of the categories of aspect, tense, and voice with the categories of gender, number, and case. The research is based on descriptive, structural-semantic, functional, and contextual methods, which made it possible to comprehensively examine the grammatical and semantic characteristics of participial forms, Special attention is paid to the processes of adjectivization of participial forms in contemporary Ukrainian speech. It has been established that adjectivization is accompanied by the gradual neutralization of processual semantics and the actualization of attributive meaning. The research proves that the degree of transition of participles into the class of adjectives depends on contextual functioning, semantic reinterpretation, and freguency of usage. The main vectors of adjectivization are traced, manifested in the loss of dependent components, weakening of verbal categories, and consolidation of the meaning of a permanent attribute of an object. The article characterizes the functional and semantic peculiarities of adjectivized participles in literary, journalistic, and scientific discourse. It is emphasized that the hybridity of the participle is one of the manifestation of the dynamism of the morphological system of the Ukrainian language and festifies to active processes of intercategory interaction. The results of the research contribute to a deeper understanding of grammatical syncretism and may be used in further studies on morphology, functional grammar, and stylistics of the Ukrainian language.

Keywords: participle, adjectivization, grammatical syncretism, grammatical opposition, transposition, morphological hybridity, functional semantics, Ukrainian language.

Постановка проблеми. У сучасному українському мовознавстві проблема статусу дієприкметника залишається однією з найбільш дискусійних у системі частин мови. Попри тривалу традицію дослідження цієї форми, у науковому просторі й дотепер не вироблено однозначного підходу до визначення її граматичної природи, функційного потенціалу та місця в морфологійній системі української мови. Дієприкметник виявляє складну синкретичну організацію, поєднуючи ознаки дієслова й прикметника, що зумовлює його гібридний характер і спричиняє численні теоретичні суперечності щодо кваліфікації його мовного явища. **Актуальність** проблеми посилюється тим, що в сучасному мовленні, особливо в художньому, публіцистичному та науковому дискурсах, простежується активізація процесів ад'єктивації дієприкметникових форм. Частина з них поступово втрачає дієслівну семантику процесуальності та переходить у сферу якісної характеристики предмета, набуваючи ознак повноцінного прикметника. Унаслідок цього постає необхідність уточнення критеріїв розмежування власне дієприкметникових і ад'єктивованих

одиниць, а також визначення механізмів їхнього функційно-семантичного переходу. Особливої уваги потребує проблема граматичної опозиції в структурі дієприкметника, оскільки ця форма одночасно реалізує категорії виду, часу, стану, властиві дієслову, та категорії роду, числа й відмінка, характерні для дієприкметника. Така подвійність зумовлює неоднорідність синтаксичної поведінки дієприкметників і варіативність їхнього функціювання в мовленні. У цьому контексті важливим постає дослідження векторів ад'єктивації як динамічного процесу переходу від процесуальної ознаки до статичної атрибутивності. Незважаючи на значну кількість праць, присвячених дієприкметнику, питання його гібридної природи, механізмів граматичної взаємодії та ступенів ад'єктивації залишаються недостатньо систематизованими. Це зумовлює потребу комплексного аналізу дієприкметника як проміжної граматичної категорії, здатної репрезентувати перехідні явища між дієсловом і прикметником у сучасній українській мові.

Метою статті є комплексний аналіз гібридної природи дієприкметника в сучасній українській мові крізь призму граматичної опозиції дієслівних і ад'єктивних ознак, а також виявлення основних векторів ад'єктивації дієприкметникових форм у системі морфологійних та функційно-семантичних трансформацій.

Об'єктом дослідження є дієприкметникові форми сучасної української мови; **предметом** – граматична гібридність дієприкметника, механізми його ад'єктивації та функційно-семантичні особливості реалізації в мовленні.

Матеріалом дослідження слугували дієприкметникові конструкції, дібрані з художніх, публіцистичних і наукових текстів сучасної української мови. До аналізу залучено мовні одиниці, що репрезентують різні ступені взаємодії дієслівних та ад'єктивних ознак, зокрема власне дієприкметники й ад'єктивовані форми. Фактичний матеріал дослідження становлять приклади з творів сучасних українських письменників, текстів медіа, у яких простежуємо функціювання дієприкметників у різних синтаксичних позиціях і комунікативних умовах. Це дало змогу виявити закономірності граматичної трансформації дієприкметникових форм, визначити ступінь їхньої ад'єктивації та окреслити особливості реалізації гібридної природи в сучасному мовленні.

Методи дослідження. У статті використано комплекс загальнонаукових і спеціальних лінгвістичних методів, що забезпечують всебічний аналіз гібридної природи дієприкметника в сучасній українській мові.

Основним є *описовий метод,* застосований для характеристики граматичних, морфологійних і функційно-семантичних особливостей дієприкметникових форм. За допомогою *структурно-семантичного*

методу проаналізовано співвідношення дієслівних і ад'єктивних ознак у структурі дієприкметника та визначено специфіку їхньої взаємодії. *Метод компонентного аналізу* дав змогу виявити семантичні зміни, що супроводжують процес ад'єктивації дієприкметників, а також простежити трансформацію процесуальної ознаки в атрибутивну. Для встановлення ступеня переходу дієприкметникових форм у розряд прикметників використано *функційний метод,* який уможливив аналіз їхнього синтаксичного функціювання в різних типах текстів. Елементи *зіставного аналізу* застосовано для порівняння власне дієприкметникових і ад'єктивованих форм, визначення спільних та диференційних ознак між ними.

Метод контекстуального аналізу забезпечив виявлення особливостей реалізації значення дієприкметників у конкретному мовленнєвому середовищі. Сукупність використаних методів сприяла комплексному дослідженню граматичної опозиції та векторів ад'єктивації дієприкметника в сучасній українській мові

Аналіз останніх досліджень і публікацій. Проблема граматичного статусу дієприкметника посідає важливе місце в сучасній українській лінгвістиці й перебуває в центрі уваги багатьох мовознавців. Наукові студії, присвячені цій формі, здебільшого зосереджені на визначенні її морфологійної природи, функційно-семантичних характеристик, а також встановленні меж між дієслівними та прикметниковими ознаками. У працях українських граматистів дієприкметник традиційно розглядають як особливу дієслівну форму або як синкретичну одиницю проміжного типу.

Дослідники висловлюють різні погляди на багаточисельну групу морфологійних форм, здатних за певної мовленнєвої діяльності відтворювати різноманітні ознаки усвідомлених людиною предметів дійсності із притаманною їм семантикою й граматичними категоріями. До цієї категорії лексико-граматичних одиниць відносять дієприкметник, вбачаючи у ньому «перехідну морфологічну групу між дієсловом і прикметником» [7, с. 329], «синтаксичний і морфологічний ад'єктив» [1, с. 176], одним із докатегоріальних дієслівних утворень, «який передає ознаку, що виникає внаслідок якоїсь дії чи процесу» [4, с. 157 – 158], «віддієслівні ад'єктивні слова» [8, с. 441], «вербоїдну недієвідмінювану форму» [3, с. 213], «віддієслівний прикметник» [2, с. 150], «вербоїд» [12, с. 371], «відмінювану дієслівну форму» [4, с. 279]; «специфічне граматичне утворення, одна частина якого належить до прикметника, а інша – до дієслова» [2, с. 293] тощо.

Окремий напрям становлять дослідження процесів ад'єктивації дієприкметників. У сучасному мовознавстві ад'єктивацію трактують як поступову втрату дієслівних ознак і закріплення за формою якісно-

атрибутивного значення. Науковці звертають увагу на те, що ступінь ад'єктивації залежить від контекстуального оточення, частотності вживання та семантичного переосмислення дієприкметникової форми.

У мовознавчій практиці запропоновано різні дефініції, у змісті яких синтезують дієслівні і прикметникові морфологійні категорії, зокрема: дієприкметник – похідна дієслівна форма, що «передає ознаку предмета, пов'язану з певним процесом дії, означуваної відповідним дієсловом» [7, с. 329]; «виражає ознаку предмета за дією, яку виконує предмет або яка на нього спрямована» [6, с. 364]; «неособова, недієвідмінювана форма, в якій морфологічні значення часу, виду, і стану поєднуються з прикметниковими формами роду, числа й відмінка» [11, с. 440]; «вербоїдна недієвідмінювана форма, що означає дію як ознаку предмета, виражену морфологічними категоріями дієслова і прикметника» [3, с. 213]; «відмінювана дієслівна форма, що передає дію або стан як динамічну ознаку предмета, виявлену в категоріях виду і стану» [4, с. 279] та ін.

Крім того, взявши до уваги синтаксичні властивості дієприкметника, вважають, що він «являє собою дієслівно-прикметникове утворення, одна частина якого входить до складу прикметника, а інша – до складу дієслова» [1, с. 176]; «функційно, граматично роздвоєний, поділений на дієприкметникові синтетичні, або прикметникові, і дієприкметникові аналітичні, або дієслівні, форми» [2, с. 486] та ін.

Очевидним є суперечливий характер дієприкметника, зумовлений його семантичними і граматичними ознаками. У сучасних лінгвістичних студіях також актуалізовано проблему граматичної опозиції в структурі дієприкметника.

Дослідники аналізують взаємодію категорій виду, часу й стану з категоріями роду, числа та відмінка, що формує складну систему внутрішньої граматичної організації цієї форми. Проте попри значну кількість наукових праць, питання механізмів ад'єктивації, ступенів переходу дієприкметника в розряд прикметників та особливостей його функційного потенціалу залишаються недостатньо систематизованими. У деяких граматиках такий статус аргументують тим, що у ньому «збігається значення двох частин мови – дієслова і прикметника: як дієслову, дієприкметникові властиві категорії часу, виду, стану; як і прикметник, дієприкметник виражає ознаку предмета і відмінюється за родами числами і відмінками» [6, с. 364]; він «має специфічне категоріальне значення (дія як атрибутивна ознака в часі), своєрідні морфологічні категорії (єдність дієслівних і прикметникових ознак), спільну з прикметником синтаксичну функцію (означення), суфікси, яких не має жодна інша частина мови чи дієслівна форма» [3, с. 216]; «дієприкметник, входячи до складу

прикметника, займає тільки присубстантивну позицію», а «у сфері дієслова» йому властива присудкова позиція [1, с. 176] та ін.

Отже, сучасний стан дослідження проблеми засвідчує необхідність подальшого комплексного аналізу дієприкметника як гібридної граматичної одиниці, що функціює на межі дієслівної та ад'єктивної систем української мови.

Виклад основного матеріалу. Морфологійну систему української мови сформовано за певним комплексом критеріїв, але у ній не визначено чітких класифікаційних властивостей гібридних, вербоїдних утворень, тому важливо з'ясувати диференційні ознаки ад'єктивованих дієприкметників і розглядати їх у складі відповідної частини мови.

Актуальність дослідження зумовлена потребою схарактеризувати семантичні ознаки, морфологійні категорії, парадигматичні відношення, функційні властивості віддієслівних ад'єктивів у сучасній українській мові.

Сучасні мовознавці висловлюють думку про те, що «частиномовну належність дієприкметника потрібно встановлювати за характером співвідношення в ньому дієслівних і прикметникових граматичних категорій» [2, с. 293], урахувавши, що «у морфологічній структурі приіменникових дієприкметників прикметникові морфологічні категорії роду, числа та відмінка відображені, але вони зумовлені опорним іменником, через те мають неавтономний, синтаксично залежний характер» [2, с. 295],

Про спільність семантично споріднених дієслів і прикметників (*червоніла – червона; побілів – білий; синіла – синій* і под.) та семантично віддалених (*високий, дерев'яний; малює, говорить* і под.) говорив І. Кучеренко, зазначаючи, що «зіставлені дієслова та прикметники зі спільною основою, тобто спільною словотворчою підвалиною, яка й зумовлює їхню семантичну спорідненість», однак «обидві ці частини мови виражають відповідно дію і якість-властивість у віднесенні їх до предмета, у їх належності предметові» [8, с. 309 – 310].

Семантичні особливості дієприкметника вбачають у тому, що «в дієслові може виражатися статична, атрибутивна ознака, яка споріднює його з прикметником» [4, с. 158].

Виокремлюючи у дієприкметнику низку частиномовних ознак, зокрема, семантичну – «назва непроцесуальної ознаки», синтаксичну – «означення, іменна частина складеного присудка», морфологійну – «вид, рід, число, відмінок», парадигматичний тип – «родово-відмінково-числовий», Л. Алексієнко вважає, що дієприкметнику властиві «набуті від твірної основи деякі дієслівні ознаки (виду, перехідності / неперехідності)», «не характерна дієслівна парадигматика», тому «дієприкметники розглядаються у складі прикметника» [12, 371 – 373].

І. Вихованець переконливо доводить, що дієприкметники не належать до класу дієслів, оскільки «у морфологічній структурі дієприкметника нівельовано визначальні граматичні категорії часу і способу, а також категорію особи; категорію виду український мовознавець уважає не репрезентативною, тому що вона «транспонується від дієслова у всі недієслівні частини мови» [1, с. 178]. Окрім цього, присубстантивні дієприкметники дублюють усі морфологійні категорії прикметника, і «залежачи від опорних іменників, дієприкметник набуває ознак синтаксичного і морфологічного віддієслівного прикметника» [1, с. 180].

Умотивованою відповіддю на питання щодо семантичних і граматичних властивостей аналізованої граматичної форми вважаємо думку І. Кучеренка, який переконаний, що «прикметникові ознаки дієприкметника якісно однакові з відповідними ознаками прикметника», а «дієприкметникові властиве значення, яке не збігається з узагальненим значенням дієслова» [8, с. 443]. Важливо також зазначити, що «відсутність аналізу дієприкметника з точки зору наявних у ньому прикметникових ознак (як і належних ознак дієслівних) не може не викликати питання: чому кваліфікацію дієприкметника визначали лише окремі риси дієслівного характеру (та й то неістотні, оскільки не вони визначають граматичну природу дієслова), а не всі властиві йому ознаки прикметникові ?» [8, с. 443].

Думка сучасної української мовознавиці К. Городенської скеровує нас до того, що аналізовані граматичні форми варто диференціювати «за синтаксичними показниками», зокрема приіменниковій чи присудковій позиції. Так, «дієприкметник, що входить до складу прикметника, заступає тільки приіменникову позицію, втрачає визначальні дієслівні категорії і дублює наявні в опорному іменникові граматичні категорії роду, числа та відмінка. У сфері дієслова для дієприкметника характерна присудкова позиція, де він нейтралізує основну для прикметника категорію відмінка і послаблює – у зв'язку з їхньою наявністю в аналітичній синтаксичній морфемі-зв'язці *бути* – периферійні прикметникові категорії числа і роду» [2, с. 293].

І. Кучеренко акцентує, що у сучасній українській мові досить чітко окреслено слова, яким властива атрибутивна ознака, й лексеми, що мають динамічну, процесуальну ознаку, а «<дія>, яку виражає дієприкметник, виявляється особливою: власне дією, яка не є дією» [8, с. 444].

Отже, вищесказане засвідчує, що «ознака за дією» – щось суперечливе, гібридне, «явно не процесуальне».

К. Городенська поділила дієприкметникові утворення на два лексико-граматичні розряди: дієприкметник – «різновид віддієслівного прикметника

з нейтралізованими основними дієслівними категоріями часу, способу й особи та збереженою дієслівною категорією виду, який у морфологічному плані має диференційовану сукупність прикметникових граемних флексій категорій роду, числа й відмінка, виконує формально-синтаксичну функцію узгодженого приіменникового невалентно поєднаного другорядного члена речення»; аналітичне пасивне дієслово – «аналітична сполука вихідного пасивного дієприкметника з аналітичною синтаксичною морфемою-зв'язкою *бути*» [2, с. 297].

Характеризуючи «ад'єктивні слова», І. К. Кучеренко виділяє з-поміж них «так звані «дієприкметники» (*працюючий, писаний, митий* і под.)» зазначаючи, що вони мають усі ознаки «прикметниковості», зокрема «і зовнішні показники, і залежність їх від іменника, що ними пояснюється», однак вони «не включаються граматиками в клас прикметників» [8, с. 438].

На думку відомого українського мовознавця, дієприкметники у присубстантивній позиції «слід вилучити з частиномовного класу дієслів», оскільки «у морфологічній структурі дієприкметника нівельовано визначальні граматичні дієслівні категорії часу, способу, особи», а категорія виду «у плані дієслівності не репрезентативна» [1, с. 177 – 178].

Отже, різнобічна характеристика дієприкметника, а подекуди контроверсійна, не дозволяє встановити чіткі його парадигматичні межі, частиномовний статус, семантичні й граматичні ознаки, а також стверджувати про його граматичні категорії.

Важливим є переосмислення граматичної кваліфікації дієприкметників, визнання домінування у ньому прикметникових ознак і віднесення їх до розряду *віддієслівних відносних прикметників*.

Думку про те, що «означальний характер дієприкметника виявлений у ньому значно виразніше, ніж дієслівні ознаки, чим зумовлена його звичайна функція другорядного, атрибутивного члена речення (означення), типова для прикметників, при рідшому вживанні у складеному присудку» [7, с. 329 – 330], можна підтвердити багатьма прикладами з контексту, де дієприкметник активно функціює у приіменниковій позиції, що відображено в українській мовній свідомості як роль:

– відокремленого постпозитивного означення: «*Услід за піхотою їхали гармаші, що сиділи на лафетах і тряслися на вибоїнах разом із гарматами*, ***запряженими*** *у дві пари коней*» (13, с. 17): «*Колеса залишали на дорозі глибокі колії; товстелезні дула із чорними жерлами, темно-бурі сталеві щити*, ***подзьобані*** *кулями та осколками, наче віспою, не радували селян*» (13, с. 17); «*Після відправи вони розібрали кріси*, ***складені*** *в піраміду біля дзвіниці, але розходитися не поспішали, збиралися гуртами на царині, видивлялися дівчат, жартували й достоялися до того, що теж угледіли*

отаманський почет» (13, с. 21); «*Він тяг за собою довгого ланцюга, **прикріпленого** до кільця в ніздрях, крутив головою, подзенькуючи тим ланцюгом, рвав ратицями землю, і в його ревінні чувся такий відчай, від якого дрижав увесь світ*» (13, с. 41);

– відокремленого означення, що стосується особового займенника: «*Коли бомбардувальники відлетіли і я, **засипаний** землею, підвівся, то побачив, як у просякнутому смертю курищі блиснула срібна цятка*» (15, с. 20);

– неоднорідного означення: «*Та все це перевершували батькові вуса, схожі на добре **витіпане** конопляне прядиво, що двома пасмами звисало аж до грудей*» (13, с. 16); «*Ще тут є кілька прибудов… й особлива дивина для стороннього ока – старий **облущений** студебекер, що вріс спущеними шинами в землю*» (15, с. 8); «*… американська вантажівка і далі дивиться сліпими **запорошеними** фарами на озерце, найбільшу окрасу мого хутора*» (15, с. 8); «*Воно незмигно дивилося на мене своїм **затуманеним** оком, і тільки вряди-годи ворушився прибережний очерет, де шукав поживу линок*» (15, с. 9);

– препозитивного означення: «*Безладна, але гучна й напориста пальба справляла враження і на ворога, бо невдовзі галичани перейшли **покинуті** червоними окопи, за якими була ще одна лінія оборони*» (13, с. 19 – 20); «*Лише на підлозі був розгардіяш – **розкидані** папери, газети, недопалки, серед них валявся **роздертий** портрет чоловіка з характерною цапиною борідкою*» (13, с. 77); «*– Здорові були, козаки! – голосно привіталася юнка, на що **заскочені** такою чуднотою стрільці загули врізнобій кожен по-своєму…*» (13, с. 22) та ін.

Піддаючись процесу субстантивації, як віддієслівні прикметники, вони посідають позицію підмета («*Довкола стогнали й криком кричали **поранені,** горіли машини, амуніція, стриміли вгору колесами мотоцикли…*» (15, с. 21); «*Коли перейшли Збруч і, **змучені,** спраглі й голодні, маршували селами, люди, визираючи з-за тинів, називали їх австріяками, німцями й навіть англійцями*» (13, с. 17) або непрямого додатка («*Мирон нахилився над **пораненим**, і батько Шуліка його впізнав*» (13, с. 20); «*Стасіс привіз на хутір **замовлене**, і вже наступного дня ще до світанку я сів за стіл і зловтішно написав…*» (15, с. 7) та ін.

Значно рідше у художньому контексті фіксуємо дієприкметники у ролі іменної частини складеного іменного присудка («*Курки **зведені**, револьвери **відбезпечені,** тільки наказуй, батьку*» (13, с. 19); «*Це був добре **вирядженій** почет отамана Соколовського, якого вони виглядали, і попереду, видно, їхав сам отаман – білий кінь, відкинувши голову набік, ішов такою легкою граційною риссю, що вершник то виринав, то наче тонув за*

його гривою» (13, с. 21); « – *Ми* ***врятовані****, радів Юозас Лаврушас. – Війна закінчилася*» (15, с. 15); «*Вишневий жупан на Шуліці був* ***пошитий*** *із того гаптованого краму, яким обшивають сидіння у вагонах першої кляси і який батько-отаман чи його хлопці, вочевидь, здерли з дивану сальонки*» (13, с. 16) та ін., яку можуть виконувати і прикметники. Хоч у такій позиції, на думку української мовознавиці, прикметник «втрачає типові для нього граматичні ознаки й набуває відповідних ознак іншої частини мови» і «засвідчує синтаксичний ступінь переходу в дієслово» [2, с. 263 – 264].

Спроби схарактеризувати функційні властивості ознакових слів, спрямовують нас до визначення їхніх семантичних властивостей.

У сучасній українській мові дієприкметники і прикметники об'єднують як засоби вираження індивідуальних рис, ознак чи властивостей суб'єкта або об'єкта за певного контексту, кваліфікуючи їх епітетними означеннями [5].

У художньому тексті досліджувані мовні одиниці завжди взаємопов'язані з іншими словами, є виразниками індивідуально-авторської позиції й слововживання, засобом створення й усебічної характеристики певного образу.

Письменник вправно оперує у художньому дискурсі дієприкметниками для виокремлення деяких рис людей («*Бабуня Надя дивилася на світ* ***погаслими*** *очима, але ще вловила той Лізин погляд (що немає намиста), бо раптом тихо заплакала*» (13, с. 9), тварин *(А коли білий кінь з відливом тьмавого срібла став гопки, мовби вітаючи всіх красиво* ***вигнутими*** *передніми ногами, тоді не в одного стрільця тьохнуло серце* (13, с. 21); «*Від* ***розігрітих*** *на рисях коней терпко пахло потом і молодою травою – видно, недавно попаслися*» (13, с. 22)), предметів одягу і взуття («*До цього жупана цілком пасували широчезні сині шаровари з таким низьким напуском на халяви, що з-під холош визирали лише* ***задерті*** *носаки чобіт, від чого здавалося, що батько-отаман не йде, а пливе по землі*» (13, с. 16) та ін.), ситуації («*Буде нам з тобою що згадати Після довгих* ***збавлених*** *ночей*» (13, с. 5); «*Червоні кидалися до проти наступу* ***розгорнутим*** *фронтом, але знов і знов* ***змушені*** *були вертати до своїх окопів, залишаючи позад себе вбитих і тяжкопоранених*» (13, с. 69) та ін.) тощо.

Часто В. Шкляр вдається до всебічної характеристики особи, активно поєднує дієприкметникові й прикметникові означення. Деталізуючи деякі риси й ознаки предметів, автор вправно інтегрує семантичні й морфологійні ознаки переважно пасивних дієприкметників, відносних і якісних прикметників, що дозволяє значно підсилити різнопланову характеристику їх. Наприклад: «*Повернулася баба Надя з тюрми такою, що не впізнати, –* ***мовчазна****,* ***зіщулена****,* ***обстрижена*** *наголо (там її воші обсіли),*

поцяткована *зеленкою голова зробилася* ***манюньою,*** *мов у якого звіряти»* (13, с. 9); «***Зодягнута*** *була як парубок –* ***полотняні*** *штани,* ***шевронові*** *чобітки з острогами, туга* ***домоткана*** *сорочина,* ***підперезана шкіряним*** *паском, на якому щільно сиділа кобура з револьвером»* (13, с. 21 – 22); «*Решта вершників теж були на* ***добрих*** *конях,* ***зодягнуті*** *хто в чому – від* ***світло-зеленого*** *френча* ***англійського*** *крою до* ***сірої*** *свити, хто в папасі, хто* ***простоволосий****, але всі веселі й* ***усміхнені,*** *тільки зуби блищали на* ***засмалених*** *сонцем і нічними багаттями лицях*» (13, с. 22); «*Симеон звів* ***заплакані*** *очі й побачив* ***могутнього*** *молодця, зовсім* ***не схожого*** *на* ***тутешніх*** *прочан –* ***кармазиновий*** *каптан,* ***сап'янові*** *чоботи,* ***чорні*** *вуса, хвацько* ***підкручені*** *вгору*» (14, с. 49); «*Так само порухами щік, вилиць, губів, носа, брів, щелеп, підборіддя кожен навчився робити своє обличчя* ***пласким, круглим, довгобразим, рум'яним, блідим***, ***витонченим*** *чи* ***кострубатим***» (14, с. 64) та ін.

Дієприкметникові епітети подібно до прикметникових є важливим стилетвірним засобом формування й опису детальних ознак образу, значущим для оформлення індивідуальних рис особи або предмета, загального сприймання тощо. З цією метою В. Шкляр активно поєднує їх із різними іменниками, зокрема:

око («*Той* ***прискаленим*** *оком зміряв з ніг до голови сотника Станіміра, потім подивився на поручника Гірняка…*» (13, с. 17);

очі («*– Не вірите? – Маруся звузила свої східні, ніби трішки* ***підпухлі****, очі й подивилася на поручника Гірняка*» (13, с. 34); «*Кошовий чомусь подивився на гетьманського посланця Зуба, і його* ***колючі*** *очі в буршинову крапочку взялися лихим блиском – там затріпотіли крильцями золоті мушки*» (14, с. 30); «*У страху очі великі, і цими* ***настраханими*** *очима чоловік бачить світ не таким, як він є*» (14, с. 63);

вуса («*Чорна клинцювата борідка та невеличкі,* ***закручені*** *вгору вуса нагадували, що він ще недавно був червоним командиром…*» (13, с. 237);)

губи («*Хоча обличчям цей дебелий, статурний полководець скидався на перестарілого малюка, що досі ссе мамину цицьку: кругленькі рожеві щоки, губки* ***зав'язані*** *бантиком, маленьке підборіддя випнуте дулькою*» (14, с. 224); «*Облизавши кінчиком язика* ***пошерхлі*** *губи, він підняв мені підборіддя дулом пістолета…*» (15, с. 18); «*По-дівочому повні, виразно* ***окреслені*** *губи потріскалися від дурної звички облизувати їх на вітрі*» (15, с. 18);

вилиці («*Її синьо-сірі очі мали східну подобу через широкі, виразно* ***окреслені*** *вилиці*» (13, с. 23);

обличчя («*Тут-таки спішився й вершник у блідо-зеленому френчі, перехопив у неї поводи, відступив з конем убік, і на його* ***витягнутому***

обличчі застигла вся урочистість моменту» (13, с. 23); «*Його чорне, як земля, обличчя було чуже й* ***незворушне***» (13, с. 68); «*Ми були схожі на сажотрусів, що вилізли з комина, – з чорних* ***запилюжених*** *облич брудними патьоками стікав піт*» (15, с. 24);

серце («*Кирик висмикнув руку, затиснувши в п'ятірні* ***закривавлене*** *серце, і пожбурив його далеко в кущі*» (14, с. 149);

язик («*Нарешті сотник Чадуєв, ледве володаючи* ***пересохлим*** *язиком, спитав, чи цей ошуканець не боїться, що замість бояр по нього прийде ціле військо князя Ромодановського?*» (14, с. 90);

голова (« *– Диви, як треба воювати! – показував пальцем Матей* ***на закривавлену*** *голову, що лежала окремо від тулуба, – хтось із селян воював косою*» (13, с. 45); «*Той тихо, з* ***похиленою*** *головою пройшов у темний закутень за чорну завісу*» (14, с. 202); «*Ми довго переварювали ці слова у своїх* ***перегрітих*** *на сонці макітрах, а побожний Пятрас Юсас впав у цілковитий ступор*» (15, с. 26);

душа («*Адже, знищуючи одного головоріза, він мстив за* ***погублені*** *душі сотень, а то й тисяч людей*» (14, с. 275);

волосся («*Це вперше він побачив її без шапки, побачив гладенько* ***зачесане*** *на проділ волосся,* ***заплетене*** *в тугу золотисту косу, що спадала на груди через плече*» (13, с. 73);

нога («*Під цю пісню вже не один кавалерист завис на коні униз головою, котромусь кулеметна черга перебила путлицю від стремена, і він, сучий син, виявився таким здоровенним, що* ***вивільнена*** *зі стремена нога волочилася по землі*» (13, с. 55);

посмішка (« *– Звідки? – стенув плечима Євген Васильович, і та* ***непрохана*** *посмішка, яка навідала його знічев'я, тепер заворушилась у грудях тривожною радістю*» (13, с. 11);

хлопець «*Повернувся Санько Кулібаба – поїхали! – і тепер вони вже удвох з Мироном легким тропом погуцали до села, де біля одного двору їх зустрів міцний хлопець,* ***зодягнутий*** *гейби який пастух*» (13, с. 72);

стрільці («*Вони спідлоба дивилися на* ***запорошених*** *стрільців, що йшли та йшли нескінченною колоною, похилившись під вагою наплічників*» (13, с. 17);

козаки («***Озброєні*** *козаки розгорнулися в лаву*» (13, с. 50);

армія («*Задля цієї мети* ***об'єднану*** *армію було поділено на три групи*» (13, с. 14); «***Об'єднана*** *Українська армія прорвала Кам'янець-Подільський мішок і погнала червоних по всьому фронту, здобуваючи стратегічні міста й залізничні вузли…*» (13, с. 14)

хата («*Жила вона через дорогу від них у хатині,* ***зробленій*** *із повітки, але Лізі ніде не було так добре, як у бабуні Наді*» (13, с. 8);

стіл «*На столі, **застеленому** зеленою рипсовою скатеркою, стояла таця з горою вощано-жовтих яблук*» (13, с. 74);

вишні («*Над тинами звисали кетяги **стиглих** вишень, кожен стрілець тягнувся до них очима (Миронові здавалося, що всередині у нього все вигоріло), але ніхто не зірвав і ягідки*» (13, с. 17);

кофтина («*Йому здалося, що він півгодини намацує клямку й уже не знайде її ніколи, аж раптом двері відчинилися, і до хати його пропустила дівчина в білій кофтині, **вишитій** на грудях і рукавах червоним та чорним хрестиком*» (13, с. 73);

каптан («*Діди-райці примружили очі на його зелений каптан, **підбитий** лисячим хутром, і закивали вусами: так-таки- так*» (14, с. 51);

чоботи («*Дійшло до того, що Петро Гультайчук мав на одній нозі черевика, а на другій чобота **з відрізаною** «для симетрії» халявою*» (13, с. 86);

підлога «*Дерев'яна підлога була **застелена** зеленими домотканими доріжками*» (13, с. 73);

стілець (« – Прошу сідати, – м'яко вимовляючи «р», Маруся запросила його до столу й показала на чорний віденський стілець із жовтим ***плетеним*** сидінням» (13, с. 73);

екіпаж («*Саша помітила їх ще на станції, коли вони підкотили до перону на віденському екіпажі з **дутими** шинами, **запряженому** трійкою коней*» (13, с. 77);

поля («*Місцевість до наступу була незручною – багато лісів, поля **порізані** рівчаками та вибалками, у м'якому піщаному ґрунті в'язли ноги*» (13, с. 58);

місток-кладка («Він угледів її на моріжку біля містка-кладки, ***зробленого*** з дерева кругляка» (13, с. 86);

гасло («… *Мирон прочитав на шлику гасло, **написане** синім чорнилом: «СМЕРТЬ ВОРОГАМ УКРАЇНИ!»* (13, с. 22) та ін.

Як епітети, вони є важливим засобом вербалізації оцінної семантики внутрішнього стану особи (осіб). Деякі дослідники зазначають, що «лексеми-означення дієприкметникового типу актуалізують почуттєву сферу людської діяльності, а саме відбивають різноманітний внутрішньо-емоційний стан персонажів, переважно маркований відчуттями схвильованості, пересторог, психічної напруженості» [5, с. 19].

В. Шкляр часто поєднує їх у тексті з прислівником міри або ступеня, підсилюючи семантичний вияв відповідної якості : « – *Ви стояли на найвищій скелі. Темний з лиця і дуже **зажурений***» (13, с. 87); «*Сотник Осип Станімір покликав поручника Мирона Гірняка на коротку нараду, і той побачив, що сотник **знервований** вкрай – так посмикував куценького*

правого вуса, що міг його зовсім вискубти» (13, с.14); «***Здивовані*** *та* ***спантеличені****, Станімір з Гірняком, скрадаючись попід муром, вийшли на той бік цукроварні, звідки долинала стрілянина*» (13, с. 15 – 16); «*Петлюра був трохи* ***згорблений,*** *ходив, нахилившись уперед, як людина, що звикла більше до* ***сидячої*** *роботи*» (13, с. 78); «*Тож я написав цю першу фразу й безгучно зареготав сам до себе, як колись реготав мій трішки* ***схиблений*** *дядечко Міколас, мамин брат*» (15, с. 8); «*Широко* ***розплющеними*** *очима ми роззиралися на всі боки, і я ніби вперше побачив, яка ж вона чепурна, ця Чехословаччина…* » (15, с. 16); «***Виснажені*** *безнастанними боями, і галичани, і наддніпрянці були в катастрофічному стані – бракувало зброї, технічного виряду, амуніції, одягу, взуття, харчів, ліків…*» (13, с. 13 – 14);

Як ад'єктиви дієприкметники зазнають семантичного переосмислення у структурі фразеологічних одиниць: «… *у ревінні машин я почув, як* ***збілілий на крейду*** *унтер Штельмахер видихнув одне слово «kaput!» і зірвав з себе погони*» (15, с. 17); «*Ми всі дивимося на нього з* ***роззявленими ротами****, сподіваючись почути конкретний план, як перехитрити долю*» (15, с. 23) та ін.

Висновки. Проведене дослідження засвідчило, що дієприкметник у сучасній українській мові є складною гібридною граматичною одиницею, у структурі якої органічно поєднуються дієслівні та ад'єктивні ознаки. Його синкретична природа виявляється у взаємодії процесуальної семантики з атрибутивною функцією, що визначає особливий статус дієприкметника в системі частин мови та зумовлює дискусійність його граматичної кваліфікації. Установлено, що граматична організація дієприкметника ґрунтується на складній системі опозицій, де дієслівні категорії виду, часу й стану взаємодіють із прикметниковими категоріями роду, числа та відмінка. Саме ця подвійність формує функційну багатовекторність дієприкметникових одиниць і забезпечує їхню високу адаптивність у різних типах дискурсу. У процесі аналізу доведено, що ад'єктивація є одним із провідних напрямів функційно-семантичної трансформації дієприкметника. Перехід дієприкметникових форм у розряд прикметників супроводжується послабленням або повною нейтралізацією дієслівної семантики та закріпленням за мовною одиницею постійної атрибутивної ознаки. Ступінь ад'єктивації залежить від контекстуального оточення, частотності вживання, семантичного переосмислення та синтаксичної позиції дієприкметника.

Дослідження також показало, що ад'єктивовані дієприкметники активно функціюють у сучасному художньому, публіцистичному та науковому мовленні, демонструючи тенденцію до розширення сфери вживання. Це свідчить про динамічність морфологійної системи української

мови та активні процеси міжкатегорійної взаємодії в межах граматичного ладу.

Отже, гібридна природа дієприкметника репрезентує не периферійне, а закономірне явище мовної системи, у якому відображаються процеси граматичної транспозиції, функційного синкретизму та морфологійної еволюції. **Перспективу подальших досліджень** убачаємо у поглибленому вивченні ступенів ад'єктивації дієприкметникових форм, їхньої стилістичної диференціації та особливостей функціювання в різних типах дискурсу сучасної української мови.

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РОЗВИТОК КРИТИЧНОГО МИСЛЕННЯ НА ЗАНЯТТЯХ З ІНОЗЕМНОЇ МОВИ У СТУДЕНТІВ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Анотація. Статтю присвячено проблемі формування критичного мислення у студентів немовних спеціальностей у процесі вивчення іноземної мови в закладах вищої освіти. Стверджується, що основними методологічними підходами до розвитку критичного мислення є навчання на основі комунікативних завдань та адаптація структури заняття з іноземної мови.

Навчання на основі комунікативних завдань передбачає розігрування практико-орієнтованих рольових ігор, розв’язання професійних кейсів і виконання проєктів. Цей підхід спрямований на поєднання командної та індивідуальної роботи, а також розвиток гнучких навичок.

Адаптація структури заняття з іноземної мови здійснюється шляхом упровадження елементів проблемного навчання та інтеграції додаткових вправ на розвиток критичного мислення. Такий підхід передбачає використання трифазної моделі заняття й організацію навчальної діяльності з урахуванням таксономії Блума.

Зазначається, що описані стратегії розвитку критичного мислення не є універсальними, а методологія його формування потребує подальшого теоретичного й методичного опрацювання. Пропонується поєднати зазначені стратегії розвитку критичного мислення на заняттях з іноземної мови в межах педагогічного підходу, який розглядає критичне мислення як сукупність компетентностей та особистісних характеристик. Констатується, що поряд із педагогічним підходом існує філософський підхід, відповідно до якого критичне мислення є засобом пізнання істини та ґрунтується на дотриманні універсальних інтелектуальних стандартів.

У статті запропоновано переглянути методологічний підхід до розвитку критичного мислення з урахуванням філософського підходу. Обґрунтовано доцільність інтеграції у структуру заняття з іноземної мови

філософської концепції «метамислення», яка передбачає інтелектуальний контроль, самооцінювання, рефлексивність, дотримання критеріїв та самокорекцію, які пропонується інтегрувати у структуру заняття з іноземної мови.

Ключові слова: критичне мислення, методика викладання, іноземна мова, метамислення, навчання на основі комунікативних завдань, таксономія Блума.

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DEVELOPMENT OF CRITICAL THINKING IN FOREIGN LANGUAGE CLASSES FOR NON-LINGUISTIC MAJORS IN HIGHER EDUCATIONAL INSTITUTIONS

Abstract. The article is devoted to the problem of developing critical thinking of students not majoring in linguistics in the process of foreign language acquisition in higher education institutions. The paper argues that the main methodological approaches to the development of critical thinking are task-based learning and the adaptation of the structure of a foreign language class.

Task-based learning involves practice-oriented role plays, solving professional case studies, and completing projects. This approach is aimed at combining team and individual work, as well as developing soft skills.

The adaptation of the structure of a foreign language class is implemented through the introduction of problem-based learning elements and the integration of additional exercises aimed at developing critical thinking. Such an approach involves the use of a three-phase lesson model and the organization of learning activities in accordance with Bloom's taxonomy.

The article notes that the described strategies for developing critical thinking are not universal, and the methodology of its development requires further theoretical and methodological elaboration. The paper proposes combining the mentioned strategies for developing critical thinking in foreign language classes within the framework of the pedagogical approach, which considers critical thinking as a set of competencies and personal characteristics. It is stated that alongside the pedagogical approach, there is also a philosophical approach, according to which critical thinking serves as a means of seeking truth and is based on adherence to universal intellectual standards.

The article proposes reconsidering the methodological approach to the development of critical thinking with regard to the philosophical approach. The

paper substantiates the expediency of integrating the philosophical concept of "metathinking" into the structure of a foreign language class, involving intellectual control, self-assessment, reflexivity, adherence to criteria, and self-correction, which are proposed to be integrated into the structure of a foreign language class.

Keywords: critical thinking, teaching methodology, foreign language, metathinking, task-based learning, Bloom's taxonomy.

Постановка проблеми. Критичне мислення є однією з найбільш затребуваних навичок XXI століття, оскільки воно необхідне особистості для усвідомлення власної автономії, відповідальності за свій вибір, а також для забезпечення гнучкості й здатності адаптуватися до змін в умовах невизначеності, що є особливо актуальним у сучасному світі. Критичне мислення виступає ключовою компетентністю, яка стимулює самостійний пошук інформації, розвиває здатність до самоаналізу й самокорекції, сприяє формуванню ефективної комунікації та забезпечує готовність до навчання впродовж життя.

Із запровадженням в освіту штучного інтелекту (ШІ) освітяни дедалі частіше звертають увагу на падіння рівня критичного мислення. Зокрема, Л. Савицька, К. Ковальова та І. Безугла висловлюють занепокоєння, що через надмірну залежність від ШІ студенти втрачають навички працювати самостійно [14].

Вивчення іноземної мови має значний потенціал для формування критичного мислення у студентів закладів вищої освіти, оскільки його основною метою є розвиток іншомовної комунікативної компетентності, що передбачає активну аналітичну діяльність, рефлексію та врахування контексту спілкування.

Проте слід зазначити, що наразі не існує єдиної усталеної методики розвитку критичного мислення. Зокрема, О. Чепіль звертає увагу на наявність суттєвих суперечностей щодо застосування методичних прийомів і стратегій розвитку критичного мислення [15, с. 229]. У зв'язку з відсутністю чітко визначеної методики розвитку критичного мислення у процесі вивчення іноземної мови ця проблема набуває особливої актуальності та своєчасності.

Аналіз останніх досліджень і публікацій. Проблема розвитку критичного мислення як феномену привертає увагу дослідників упродовж тривалого історичного періоду. Її витоки сягають афінської філософської класики, зокрема праць Сократа, Платона й Аристотеля. У XVII–XVIII століттях питання природи мислення розглядали філософи Ф. Бекон, Р. Декарт, І. Кант. Однак безпосереднє формування поняття «критичне

мислення» відбулося у XX столітті. Зокрема, Дж. Дьюї запропонував концепцію рефлексивного мислення як мислення вищого порядку. Вагомий внесок у розвиток теорії критичного мислення здійснив К. Поппер, обґрунтувавши концепцію критичного раціоналізму. Подальшого розвитку поняття набуло у працях Е. Глейзера та Р. Енніса. Активізація досліджень у цій галузі припадає на 1970-ті роки. Слід згадати праці М. Ліпмана, П. Фрейре, Ж. Піаже, В. Штерна, А. Біне, Т. Чатфілда та ін. Серед сучасних українських науковців, які досліджують зазначену проблему, варто виокремити публікації О. Тягла, С. Терна, О. Пометун, Н. Козаченко та Г. Балути.

Серед лінгводидактів дослідження розвитку критичного мислення відбуваються у різних напрямах. Зокрема, С. Лобанова, В. Триндюк та А. Мартинюк пропонують формувати навички критичного мислення засобами навчання письма, зокрема на матеріалі ділового листування англійською мовою [10]. К. Новік, Н. Кушевська та С. Пильщик розглядають метод кейсів (*case study*) як ефективну педагогічну технологію розвитку вмінь ухвалювати рішення в умовах невизначеності [12]. С. Мудра акцентує увагу на використанні дебатів і рольових ігор у розвитку критичного мислення [11].

Мета статті – проаналізувати наявні методичні підходи до розвитку критичного мислення у студентів немовних спеціальностей під час вивчення іноземної мови в закладах вищої освіти й обґрунтувати доцільність розвитку критичного мислення з урахуванням філософського підходу до зазначеної проблеми.

Виклад основного матеріалу. У сучасній науковій літературі існує значна кількість підходів до визначення сутності критичного мислення. Зокрема, М. Ліпман визначає критичне мислення як рефлексивний процес, що чутливий до контексту, ґрунтується на критеріях і передбачає самокорекцію [17, с. 39]. С. Мудра підкреслює, що критичне мислення як мислення вищого порядку передбачає ефективну інтерпретацію інформації, здатність формулювати обґрунтовані висновки й ухвалювати рішення, перевіряти стандарти й творчо розв’язувати проблемні ситуації [11]. На нашу думку, одне з найбільш універсальних визначень було запропоноване експертами Американської психологічної асоціації, які розглядають критичне мислення як «цілеспрямоване, саморегульоване судження, результатом якого є інтерпретація, аналіз, оцінка й умовивід, так само як пояснення доказових, концептуальних, методологічних, критеріальних і контекстуальних підстав, на яких це судження ґрунтується» [16, с. 3].

Узагальнення поглядів щодо тлумачення зазначеного поняття дає змогу стверджувати, що критичне мислення належить до мислення вищого

порядку і характеризується логічністю, обґрунтованістю, рефлексивністю, креативністю, інноваційністю, діалогічністю та чутливістю до контексту.

Н. Козаченко пропонує називати панівний в українській вищий освіті підхід до тлумачення «критичне мислення» педагогічним, оскільки у його межах дослідники розглядають критичне мислення як сукупність компетентностей, що постають як готовність особистості діяти певним чином під час соціалізації [6, с. 256]. При цьому, крім когнітивних здібностей, критичне мислення залучає мотиваційну й емоційно-вольову сфери: критичне мислення є активним процесом, що передбачає самостійність і відповідальність у пізнанні світу [5, с. 166]. Тобто педагогічний підхід розглядає критичне мислення як прояв рис особистості, які необхідно цілеспрямовано формувати під час навчання та виховання.

Основна проблема розвитку критичного мислення на заняттях з іноземної мови полягає в тому, що наразі не існує єдиної усталеної методики розвитку критичного мислення. Ознайомившись із наявними методичними розвідками [4; 8; 9; 10; 11; 12; 13], ми виокремили два основних підходи до розвитку критичного мислення на заняттях з іноземної мови. Перший передбачає застосування навчання на основі комунікативних завдань (*Task-Based Learning* або *TBL*) для розвитку критичного мислення. Другий спирається на оптимізацію організаційної структури типового комбінованого заняття з іноземної мови та впровадження спеціальних завдань для формування критичного мислення у межах вправ на розвиток кожного виду мовних навичок.

Навчання на основі комунікативних завдань – це підхід до вивчення іноземної мови через виконання практико-орієнтованих комунікативних завдань, які є основною одиницею планування та навчання. Як зауважує В. Кочубей, завдання (*task*) є цілеспрямованим, автентичним, орієнтованим на зміст і таким, що передбачає конкретний практичний результат. Під час виконання завдання студенти повинні використовувати іноземну мову для досягнення певної мети у конкретних комунікативних ситуаціях, наприклад: забронювати квиток або готель, скласти бізнес-план або розв’язати іншу побутову проблему [8, с. 117].

Під час виконання завдання основна увага мовців зосереджується на передачі повідомлення та розумінні співрозмовника, а не на правильності використання граматичних структур, тобто зміст переважає над формою. Як зазначають Г. Левун, Є. Костик і Л. Петрик, для студентів нефілологічних спеціальностей іноземна мова виступає інструментом для вирішення життєвих і професійних завдань, а навчання на основі комунікативних завдань дозволяє студентам зосередитися на реальному спілкуванні ще до глибокого аналізу мовних структур [9, с. 483]. До навчання на основі

завдань (*TBL*) ми можемо віднести такі форми роботи, як-от: проєктний метод, метод кейсів (*case study*) і рольові ігри.

Проєктний метод є діяльнісно-орієнтованою технологією навчання, що включає розв'язання проблеми шляхом створення певного кінцевого продукту. О. Антонов вважає, що цей метод є базовим для розвитку критичного мислення, оскільки передбачає збір інформації з різних джерел, аналіз, визначення основних аргументів, синтез в єдину презентацію, рефлексія після виступу – усе це потребує критичного осмислення [1, с. 367]. Здобувачі освіти працюють у парах або мінігрупах самостійно чи під керівництвом викладача, що виховує чутливість до соціального контенту й розвиває гнучкі навички (*soft skills*).

Метод кейсів передбачає аналіз і розв'язання змодельованих життєвих або професійних ситуацій шляхом створення умовно реального професійного середовища, у якому студенти застосовують знання для прийняття рішень. К. Новік, Н. Кушевська та С. Пильщик пропонують класифікувати кейси за функцією (навчальні, тренувальні, дослідницькі тощо), за формою (практичні, навчальні, науково-дослідницькі), за сюжетом (завершені, відкриті, функціональні) та за обсягом (повні, стислі, мінікейси) [12, с. 1244]. Методика роботи над кейсом передбачає ознайомлення із ситуацією, визначення проблеми, розробку стратегій розв'язання та підсумкову рефлексію, що спонукає до як аналізу інформації кейсу, так і до самоаналізу, а отже розвиває критичне мислення [12, с. 1248].

Рольові ігри розглядаються як різновид завдань, у яких домінує змістова комунікація у змодельованих соціальних і професійних ситуаціях. Важливою ознакою є наявність комунікативної мети, однак рольові ігри можуть бути не лише професійними симуляціями, але й відбуватися у формі дебатів, дискусій або навчальних ігор. Зокрема, С. Мудра звертає увагу на значення рольових дебатів у формуванні критичного мислення студентів. За її словами, рольові ігри дозволяють не лише опанувати лексико-граматичний матеріал, але й зануритися у тему, аналізуючи її з різних позицій, що сприяє розвитку критичного мислення [11].

У структурі заняття, організованого у TBL-підході, виокремлюють підготовчий етап (*Pre-task*), етап виконання завдання (*Task cycle*) і етап мовного фокусу та рефлексії (*Language focus / Post-task*). На підготовчому етапі викладач представляє тему, окреслює ситуацію, вводить необхідну ключову лексику або фрази, щоб підготувати студентів до виконання діяльності. При цьому часто використовуються різні види наочності. На етапі виконання завдання студенти працюють в парах або групах, використовуючи наявні мовні ресурси. Викладач не виправляє помилки, даючи можливість студентам проявити себе у спонтанному спілкуванні.

Після цього студенти готуються до звіту й презентують результати розв'язання завдання перед аудиторією. Мовний фокус передбачає лексико-граматичний коментар з подальшими вправами щодо використання мовних структур. Викладач, як правило, звертає увагу на типові помилки та дає зворотній зв'язок студентам. На етапі рефлексії відбувається критичний перегляд виконаної роботи, аналіз отриманого досвіду й систематизація нових знань. Часто оцінювання результатів відбувається у формі взаємного оцінювання [9, с. 483-484].

Використання зазначеного підходу має суттєві переваги для студентів немовних спеціальностей. Зокрема, В. Кочубей підкреслює, що зазначений підхід спонукає здобувачів освіти до пошуку аргументації власної позиції та допомагає розвинути навички працювати як самостійно, так і в команді [8, с. 119]. Г. Левун, Є. Костик і Л. Петрик вважають, що навчання на основі комунікативних завдань розвиває комунікативну компетентність уже з першого заняття, оскільки зосереджує увагу на спілкуванні [9, с. 483]. Крім того, у TBL одне й те саме завдання може бути адаптоване для студентів різного рівня володіння іноземною мовою, хоча ступінь лінгвістичної точності їхніх відповідей відрізнятиметься. Це надає викладачеві можливість адаптувати складність певного завдання до рівня студентів і пропонувати диференційовані види вправ у його складі [9, с. 485].

Однак зауважимо, що підхід навчання на основі завдань (*TBL*) має також низку проблемних аспектів. Передусім слід назвати обмежену кількість навчальних годин у поєднанні з недостатнім рівнем мовної підготовки у студентів нефілологічних спеціальностей. Усе це перешкоджає веденню аргументованої дискусії іноземною мовою. Іншим вагомим недоліком є те, що організація навчання на основі завдань потребує від викладача підготовки якісного реалістичного і професійно-орієнтованого контенту, що потребує значних витрат часу та наявності апробованої бази навчальних матеріалів.

Нарешті, слід зазначити, що підготовка до виконання завдання часто пропонується як частина самостійної роботи. У свою чергу виникає ризик того, що студенти поставляться до виконання формально, концентруючись більше на візуальній презентації, а не на мовному матеріалі чи його осмисленні.

Інший спосіб розвивати критичне мислення на заняттях з англійської мови – адаптація структури заняття відповідно до принципів проблемного навчання з доповненням традиційних для комунікативного підходу видів діяльності завданнями, які спрямовані на розвиток критичного мислення. Зауважимо, що в такому підході немає методологічної єдності. Це скоріш набір стратегій, які використовуються, щоб доповнити основні види діяльності на занятті.

Одним із часто пропонованих способів включити розвиток критичного мислення є використання трифазної структури заняття з англійської мови, що включає етапи «Виклик» (*Evocation*), «Осмислення» (*Realization of Meaning*) і «Рефлексія» (*Reflection*). На першому етапі відбувається актуалізація наявних знань студентів, пробудження інтересу до теми та самостійне визначення цілей заняття шляхом постановки запитань. Етап «Осмислення» передбачає активну роботу з новою інформацією, що охоплює пошук відповідей на поставлені запитання, аналіз та інтерпретацію змісту. На завершальному етапі здійснюється рефлексія засвоєного матеріалу у формі діалогів, дебатів або проєктної діяльності, а також оцінювання виконаних завдань [4].

Ю. Панасюк пропонує використовувати таксономію Б. Блума для структурування навчального процесу за рівнями когнітивної складності з поступовим їх ускладненням. Відповідно до цієї моделі виокремлюють навички нижчого та вищого порядків. До навичок нижчого порядку належать знання, розуміння та застосування. У контексті навчання іноземної мови зазначені навички передбачають (1) засвоєння фонетичних явищ, лексики за темою та граматичних конструкцій; (2) розвиток уміння перефразовувати інформацію, перекладати її та пояснювати основну думку власними словами; (3) застосування граматичних правил і нових лексичних одиниць у нових ситуаціях без підказки викладача. Навички вищого порядку охоплюють аналіз, створення (синтез) та оцінювання. Рівень аналізу передбачає вміння встановлювати причинно-наслідкові зв'язки, порівнювати явища й інтерпретувати інформацію. Практичне втілення цього рівня простежується, зокрема, у процесі реферування текстів на заняттях з академічного письма. Етап створення (синтезу) пов'язаний із застосуванням проєктного методу навчання. Найвищий рівень – оцінювання – передбачає здатність критично аналізувати інформацію, аргументовано відстоювати власну позицію, а також здійснювати оцінювання результатів діяльності інших за визначеними критеріями [13, с. 25].

Таксономія Блума може бути використана як для організації структури заняття, так і окремого виду діяльності. Наприклад, конкретні методичні прийоми на основі таксономії «Ромашка Блума» і «Кубик Блума», які С. Бадер та М. Починкова відносять до логіко-аналітичних методів [2, с. 305]. Мета першого – структурувати пізнавальну активність здобувачів освіти через 6 типів запитань, кожний з яких презентує певний рівень мислення. Метод використовує графічний організатор у вигляді квітки, що спрощує його застосування. Подібним чином використовується «Кубик Блума», де кожна його грань відповідає когнітивному рівню.

«Ромашка Блума» знаходить своє застосування під час читання та інтерпретації текстів. Від запитань, які охоплюють факти і цифри з тексту, викладач переходить до питань на встановлення причино-наслідкових зв'язків, аргументації та оцінювання: *«How does... affect...?», «What would happen if...?», «Do you agree or disagree with this statement? Give your reasons»*.

Водночас поряд із педагогічним підходом до розвитку критичного мислення формується філософський підхід, відповідно до якого критичне мислення передбачає осмислення, аналіз і синтез інформації з подальшим її оцінюванням задля досягнення істини. Розвиток критичного мислення пов'язане з традиційними гносеологічними питання, зокрема щодо джерел знання, методів пізнання та розуміння істини. Г. Балута зауважує, що з позиції філософії критичне мислення передбачає володіння логічним інструментарієм і часто спирається на конструктивістську парадигму пізнання, згідно з якою процес пізнання розглядається не як відображення реальності у свідомості, а як її конструювання задля найбільш ефективної адаптації до середовища [3, с. 76-77].

Філософський підхід до критичного мислення відрізняється від педагогічного за своєю метою, орієнтацією, змістовим наповненням і рівнем реалізації. Він більшою мірою зосереджений на пошуку істини та досягненні стандартів мислення, а не на формуванні певних особистісних рис під час виховання й освіти. У межах філософського підходу критичне мислення розглядається як сукупність навичок аналізу й оцінювання інформації [6, с. 252-253].

Показниками сформованості критичного мислення з позицій філософського підходу є ясність, точність і логічність, тоді як для педагогічного підходу більш характерною є орієнтація на прагматичні цілі, зокрема здатність ухвалювати обґрунтовані рішення в реальному житті. Педагогічний підхід має більш виражений прикладний характер: у його межах методика розвитку критичного мислення спирається на використання ситуативно зумовлених методів, адаптованих до потреб здобувачів освіти в межах конкретної навчальної дисципліни. Натомість філософський підхід тяжіє до універсалізації принципів, що лежать в основі критичного мислення. Тому щоб побудувати цілісну методику розвитку критичного мислення на заняттях з іноземної мови доцільно звернутися до філософського підходу розвитку критичного мислення, поєднавши його з методикою викладання іноземної мови.

У межах філософського підходу ми пропонуємо розглянути модель критичного мислення як «метамислення» (або «мислення про мислення»), яку запропонувала українська дослідниця Н. Козаченко [5, с. 166]. На її

думку, розвинене критичне мислення можна витлумачити як мислення вищого рівня, для якого характерними є інтелектуальний контроль, оцінка та покращення процесу, рефлексивна природа, критеріальність і самокорекція [5, с. 175-176]. Під інтелектуальним контролем дослідниця розуміє усвідомлений і цілеспрямований контроль за перебігом пізнавальної діяльності, який проявляється в тому, що суб'єкт пізнання під час здійснення певних інтелектуальних операцій одночасно спостерігає за процесом мислення [5, с. 166].

Оцінювання передбачає аналіз логіки власних міркувань задля подальшого вдосконалення мислення. На основі оцінки своїх суджень суб'єкт пізнання приймає подальші рішення й робить висновки. Водночас метамислення має виразну рефлексивну природу, що виявляється у постійній самоперевірці, прагненні до самовдосконалення та здатності переглядати власні способи мислення й діяльності [5, с. 176]. Критеріальність критичного мислення полягає в наявності певних інтелектуальних стандартів, без яких воно перетворилося б на нескінченні розмисли та сумніви без прийняття остаточного рішення [7, с. 255]. У результаті дотримання усіх стандартів критичного мислення суб'єкт пізнання починає коригувати свою діяльність, розпізнає логічні помилки та когнітивні упередження у власних міркуваннях та виправляє їх.

На наш погляд, під час планування заняття з іноземної мови доцільно спиратися на запропоновану концепцію «метамислення» як на кожному етапі заняття, так і під час виконання кожного виду діяльності. Наприклад, на початку заняття викладач створює умови для інтелектуального контролю, що передбачає усвідомлення студентами власного мислення. Окрім традиційних методичних прийомів для введення в іншомовну атмосферу, викладач може пропонувати здобувачам освіти відстежувати хід власних міркувань через такі запитання: *«What do I know about the topic?», «What am I sure about?», «How do I usually approach solving similar tasks?»*. Це з самого початку задає заняттю рефлексивний характер і стимулює контроль за пізнавальними процесами. На нашу думку, доцільно ставити ці запитання також після кожного виду діяльності: виконання лексико-граматичних вправ, читання, аудіювання чи письма.

Крім того, доцільно звертати увагу на спосіб опрацювання матеріалу. Під час читання тексту важливо не лише знайти відповіді на запитання до нього чи перевірити наведені факти, а й з'ясувати позиції сторін, проаналізувати аргументи, визначити ступінь їхньої переконливості, спосіб аргументування та наведені приклади. Викладачу доцільно спрямовувати увагу студентів на процес мислення, стимулюючи пояснення, обґрунтування та порівняння альтернатив.

Наприкінці заняття здійснюється етап рефлексії, під час якого студенти аналізують не лише зміст навчальної діяльності, а й власні когнітивні дії: оцінюють, що було ефективним, які труднощі виникали, як змінювався їхній підхід до розв'язання завдань. У такому контексті рефлексія виступає ключовим механізмом переходу від звичайного мислення до метамислення.

Критеріальність пов'язана зі здатністю оцінювати й коригувати власну діяльність. Цей етап реалізується через ознайомлення студентів з інтелектуальними стандартами та їх застосуванням для оцінювання власних висловлювань. Варто залучати студентів до формування критеріїв оцінювання завдань, що сприяє їхньому активному включенню в навчальний процес.

Завершальним етапом є самокорекція, яка передбачає свідоме виправлення помилок і вдосконалення результатів діяльності: студенти повертаються до своїх відповідей, переосмислюють їх з урахуванням критеріїв і за потреби вносять необхідні зміни. Водночас слід зауважити, що самокорекція не обмежується завершальним етапом заняття: вона має здійснюватися постійно, оскільки фокус має бути на інтелектуальному контролі за процесами пізнання. Отже, такий підхід до заняття з іноземної мови спрямований на розвиток здатності до усвідомленого, рефлексивного та саморегульованого мислення.

Висновки. Два найпоширеніші методичні підходи для розвитку критичного мислення на заняттях з іноземної мови в закладах вищої освіти – це навчання на основі комунікативних завдань (Task-Based Learning) та інтеграція спеціальних стратегій щодо розвитку критичного мислення у структуру традиційного комбінованого заняття з іноземної мови.

Зазначені стратегії у розвитку критичного мислення можна об'єднати в межах так званого педагогічного підходу, за яким критичне мислення – це сукупність компетентностей та особистісних характеристик, необхідних для ефективної діяльності в суспільстві.

Водночас наявний філософський підхід, який розглядає критичне мислення як інструмент досягнення істини. Критичне мислення ґрунтується на дотриманні універсальних інтелектуальних стандартів, зокрема логічності, точності та послідовності. Видається доцільним використовувати елементи філософського підходу для розвитку критичного мислення на заняттях з іноземної мови, оскільки він є більш цілісним і універсальним.

Для застосування філософського підходу до розвитку критичного мислення на заняттях з іноземної мови перспективною є адаптація філософської концепції метамислення, яка включає інтелектуальний контроль, оцінювання процесу мислення, рефлексію, критеріальність і

самокорекцію. Застосування філософського підходу на прикладі інтеграції філософської концепції метамислення у заняття з іноземної мови забезпечуватиме формування у здобувачів освіти здатності до усвідомлення власних когнітивних процесів, їх аналізу та цілеспрямованого вдосконалення.

У перспективі подальшого дослідження – розробка конкретних методичних інструментів реалізації концепції метамислення для студентів різних рівнів володіння мовою. Окремої уваги потребує створення діагностичних засобів для оцінювання рівня сформованості критичного мислення на заняттях з іноземної мови.

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АНТИКОЛОНІАЛЬНИЙ ТА АНТИТОТАЛІТАРНИЙ ДИСКУРСИ В УКРАЇНСЬКІЙ ЛІТЕРАТУРІ XIX – ПЕРШОЇ ПОЛОВИНИ XX СТОЛІТТЯ: ТИПОЛОГІЧНІ ПАРАЛЕЛІ ТА ВІДМІННОСТІ

Анотація. Статтю присвячено дослідженню типологічних паралелей і відмінностей антиколоніального та антитоталітарного дискурсів в українській літературі XIX – першої половини XX століття як взаємопов'язаних моделей художнього осмислення історичного досвіду несвободи. У постановці проблеми наголошено, що українська література формувалася в умовах тривалого імперського та тоталітарного тиску, який зумовив появу стійких стратегій культурного спротиву. Колоніальний досвід спричинив складні процеси інтеріоризації імперських ієрархій, розщеплення ідентичності та самоколонізації, однак водночас став підґрунтям для формування потужного антиколоніального дискурсу, спрямованого на відновлення національної суб'єктності, історичної пам'яті та культурної автономії. У XX столітті цей досвід трансформувався в антитоталітарний дискурс, пов'язаний із травмою репресій, цензури, колективізації, ГУЛАГу та знищення інтелектуальної еліти. У статті здійснено огляд сучасних літературознавчих досліджень антиколоніальності й антитоталітарності, зокрема концепцій посттоталітарної свідомості, постколоніального читання і національно орієнтованого

постколоніалізму, представлених у працях українських дослідників. Підкреслено, що постколоніальний та посттоталітарний досвіди в українській культурі виявляють структурну спорідненість, оскільки обидва спрямовані на демістифікацію імперських метанаративів і деконструкцію механізмів влади, насильництва та підпорядкування. Обґрунтовано необхідність компаративного та типологічного підходу, який дозволяє розглядати ці дискурси не ізольовано, а як взаємодоповнювальні системи репрезентації історичної травми. Антиколоніальний дискурс інтерпретується як комплекс художніх і смислових практик, зорієнтованих на колективного суб'єкта, актуалізацію історичної пам'яті та символічне відновлення національної цілісності. Натомість антитоталітарний дискурс зосереджується на індивідуальному досвіді людини в умовах репресивної держави, акцентуючи проблеми морального вибору, екзистенційної межовості, психологічної травми й руйнування особистісної автономії. Показано, що в українській літературній традиції тоталітаризм часто постає як трансформована форма імперського панування, що зумовлює перетин і взаємопроникнення обох дискурсів. Типологічний аналіз здійснюється на матеріалі творів Тараса Шевченка, Лесі Українки, Миколи Хвильового, Івана Багряного та Тодося Осьмачки, у художніх світах яких репрезентовані різні історичні фази еволюції моделей спротиву – від романтичної національної пророчості до модерністської кризи суб'єкта та досвіду тоталітарної катастрофи. Українська література постає як простір фіксації травматичної пам'яті й водночас як форма культурного опору, що забезпечує безперервність національної самоідентифікації. Зроблено висновок, що антиколоніальний і антитоталітарний дискурси становлять єдине поле критичного знання про досвід історичної несвободи, формуючи специфічну модель українського літературного модерну та передумови сучасної постколоніальної свідомості.

Ключові слова: антиколоніальний дискурс, антитоталітарний дискурс, постколоніалізм, національна ідентичність, типологічний аналіз.

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ANTI-COLONIAL AND ANTI-TOTALITARIAN DISCOURSES IN UKRAINIAN LITERATURE OF THE 19TH – FIRST HALF OF THE 20TH CENTURY: TYPOLOGICAL PARALLELS AND DIFFERENCES

Abstract. In this article, we have examined the typological similarities and differences between anti-colonial and anti-totalitarian discourses in Ukrainian literature of the 19th and first half of the 20th centuries. We regard both discourses as interrelated modes of artistic reflection on the historical experience of bondage. Ukrainian literature developed under conditions of prolonged imperial and totalitarian pressure. This contributed to the emergence of enduring forms of cultural resistance.

It has been established that the colonial experience led to the interiorization of imperial hierarchies, an identity crisis and the phenomenon of self-colonisation. At the same time, it became the basis for the formation of an anti-colonial discourse aimed at restoring national subjectness, historical memory and cultural autonomy. In the 20th century, this experience transformed into an anti-totalitarian discourse. It is linked to the trauma of repression, censorship, collectivisation, the Gulag system and the destruction of the intellectual elite.

This article provides an overview of contemporary literary studies on anti-colonialism and anti-totalitarianism. It examines the concepts of post-totalitarian consciousness, postcolonial reading and nationally oriented postcolonialism as presented in the works of Ukrainian scholars. The article highlights the structural affinities between the postcolonial and post-totalitarian experiences of Ukrainian culture. Both discourses aim to demystify imperial narratives and critique the mechanisms of power, violence and subjugation.

The necessity of a comparative and typological approach is substantiated. Such an approach allows us to consider anti-colonial and anti-totalitarian discourses as complementary models of representing historical trauma. Anti-colonial discourse focuses primarily on collective experience, the actualisation of historical memory and the symbolic restoration of national integrity. In contrast, anti-totalitarian discourse focuses on the individual's experience within a repressive state. It emphasises moral choice, existential borderline situations, psychological trauma and the loss of personal autonomy.

It is demonstrated that in Ukrainian literature, totalitarianism often appears as a transformed form of imperial rule. This leads to the intersection and

interaction of both discourses. A typological analysis has been carried out using works by Taras Shevchenko, Lesia Ukrainka, Mykola Khvylovy, Ivan Bahrianyi and Todos Osmachka. Their texts present various stages in the development of models of resistance – from romantic national prophecy to the modernist crisis of the subject and the experience of totalitarian catastrophe.

Ukrainian literature emerges as a space for the preservation of traumatic memory and, at the same time, as a form of cultural resistance that sustains the continuity of national self-identification. The conclusions demonstrate that anti-colonial and anti-totalitarian discourses form a unified field for understanding historical oppression. They shape a specific model of Ukrainian literary modernism and lay the groundwork for contemporary post-colonial consciousness.

Keywords: anti-colonial discourse, anti-totalitarian discourse, postcolonialism, national identity, typological analysis.

Постановка проблеми. Українська література впродовж XIX-XX століть розвивається в умовах постійного тиску імперських та тоталітарних систем, що зумовлює формування стійких антиколоніальних та антитоталітарних наративів. Основою цих світоглядних установок став історико-культурний досвід після травми від перебування нашої літератури та культури під гнітом російської, австро-угорської, османської імперій та радянського тоталітарного панування. Парадоксально, що досвід колоніальної суб'єктивації української літератури (інтеріоризація колоніального дискурсу, розщеплення ідентичності, ієрархізація культури, самоколонізація) не лише інтеріоризував цінності, ієрархії метрополії, але й спричинив появу потужного антиколоніального дискурсу, який прагнув відновити національну суб'єктність, історичну пам'ять і культурну автономію. XX століття актуалізує антитоталітарний дискурс, пов'язаний із досвідом репресій, ГУЛАГу, колективізації, цензури та знищення інтелігенції. Репрезентаційна матриця та ідеологічні моделі літератури антитоталітарного спрямування зміщують акцент із колективного на індивідуальний вимір, досліджуючи внутрішній світ людини в умовах екстремального насильства. Відтак українська література постає як простір фіксації травматичного досвіду та одночасно – як форма опору цьому досвіду.

Варто підкреслити що ці дискурси, хоч і мають різну історичну природу, виявляють глибинну типологічну спорідненість, оскільки спрямовані на деконструкцію механізмів влади, насильства та підпорядкування. На думку Т. Гундорової, «постколоніалізм та посткомунізм об'єднуються, бо обидва демістифікують великі наративи минулого, колоніального та

радянського відповідно» [3, С. 29]; «постколоніальна чуттєвість на посттоталітарному просторі імпліцитно відображає боротьбу імперського та колоніального мислення» [3, С. 30]. Сьогодні особливої актуальності набуває проблема співвідношення антиколоніального та антитоталітарного дискурсів, оскільки вони часто функціонують не ізольовано, а в тісному взаємозв'язку. У багатьох текстах тоталітаризм постає як трансформована форма імперського панування, що дозволяє говорити про їхню структурну спорідненість. Це потребує застосування компаративного підходу. Ми прагнемо розглянути їх не як тотожні явища, а як історично взаємопов'язані форми культурного спротиву різним моделям домінування.

Аналіз останніх досліджень і публікацій. Короткий аналітичний огляд сучасних наукових публікацій за темою антиколоніального та антитоталітарного дискурсів в українській літературі демонструє кілька ключових напрямів осмислення, що формують цілісне дослідницьке поле. Передусім, важливою є спроба концептуалізації українського досвіду колоніальності та постколоніальності. У цьому контексті Тамара Гундорова вводить поняття «посттоталітарна свідомість» [3], яке акцентує на трансформації культурної та індивідуальної свідомості після розпаду радянської системи. Водночас Марко Павлишин пропонує концепт «постмодерного постколоніалізму» [12], що поєднує постколоніальні студії з естетикою постмодернізму, тоді як Петро Іванишин розвиває ідею «національно орієнтованого постколоніалізму» [5], наголошуючи на пріоритеті національної ідентичності як інтерпретаційної оптики. Досить ґрунтовним дослідженням колоніального, неоколоніального, антиколоніального та постколоніального художніх дискурсів є дисертація Олени Юрчук [19]. У межах ширшого інтелектуального дискурсу українські дослідники звертаються не лише до аналізу колоніального/антиколоніального досвіду, а й до прогнозування постколоніальної перспективи розвитку нації. Зокрема, у працях Миколи Рябчука та Марка Павлишина простежується увага до травматичних ментальних і культурних наслідків імперського домінування. Особливо впливовими є студії Григорія Грабовича, який запропонував своєрідну «історіографічну формулу» деконструкції національного канону. Водночас важливими є питання рецепції діаспорних постколоніальних студій. Їх інтерпретація в український науковий простір дещо ускладнена поглядом «ззовні», тому й не завжди іманентно вкорінюється у локальному культурному досвіді (праці Ольги Гнатюк [2], Мирослава Шкандрія [18]).

Вагомий корпус досліджень присвячено також антитоталітарному дискурсу, який у вітчизняному літературознавстві осмислюється крізь призму травматичного досвіду XX століття, репресій та механізмів

ідеологічного контролю (праці Юрія Шевельова, Івана Дзюби, Тамари Гундорової, Віри Агеєвої, Ярослава Поліщука).

Мета статті – дослідження типологічних паралелей і відмінностей антиколоніального та антитоталітарного дискурсів в українській літературі від XIX до початку середини XX століття.

Виклад основного матеріалу. Осмислення антиколоніального та антитоталітарного дискурсів у сучасному літературознавстві потребує виходу за межі їхнього суто тематичного трактування і передбачає розгляд цих явищ як складних репрезентаційних систем, що формують специфічні моделі суб'єктності, пам'яті та історичного досвіду. У цьому контексті поняття «дискурс» постає не лише як сукупність висловлювань про певну проблему, а як структурований спосіб конструювання реальності, в якому поєднуються ідеологічні, культурні та естетичні чинники. «Антиколоніалізм за своєю сутністю є опором колоніалізму, боротьбою за звільнення від колоніальної залежності з метою «реваншу» над імперією під час перебування нації в колоніальному стані» [4, С.19]. Антиколоніальний дискурс визначаємо як систему художніх і смислових практик, спрямованих на деконструкцію імперського наративу, відновлення національної ідентичності та репрезентацію досвіду колоніального підпорядкування. Його визначальними рисами є орієнтація на колективного суб'єкта (народ, націю), актуалізація історичної пам'яті як форми опору, символізація простору як носія культурної ідентичності та тенденція до міфологізації національного минулого. Водночас цей дискурс нерідко поєднує в собі патетичний пафос із критичною рефлексією щодо механізмів внутрішньої залежності, що дозволяє говорити про його амбівалентну природу.

Антиколоніальний дискурс в українській літературі постає не лише як тематичний пласт або історично зумовлена реакція на імперське панування, а як специфічний спосіб організації художнього мислення, що визначає саму структуру наративу, образу і суб'єкта. У цьому сенсі йдеться не просто про відображення колоніального досвіду, а про формування альтернативної моделі світу, в якій література виконує функцію символічного відновлення втраченої цілісності – культурної, історичної, онтологічної. У ширшому контексті світової літератури антиколоніальний дискурс пов'язаний із процесами деконструкції імперських наративів і переосмисленням категорій центру і периферії. Починаючи від текстів XIX століття і до постколоніальних романів XX-XXI століть, він функціонує як форма критичного знання, спрямованого на викриття механізмів культурної гегемонії. Водночас український варіант антиколоніальності має принципову відмінність: він формується не в ситуації класичної колоніальної експансії заокеанського типу, а в умовах «внутрішньої

колонізації», що зумовлює особливу інтенсивність взаємопроникнення «свого» і «чужого» в культурному коді. Така специфіка визначає і характер суб'єкта антиколоніального письма. Якщо в багатьох постколоніальних літературах суб'єкт протиставляє себе колонізаторові як чітко окресленому «іншому», то в українській традиції він часто існує в стані розщеплення, перебуваючи одночасно всередині імперського дискурсу і поза ним. Це породжує напружену динаміку між пам'яттю і забуттям, ідентифікацією і відчуженням, що знаходить відображення як у поетиці тексту, так і в його наративних стратегіях. Відтак антиколоніальний дискурс в українській літературі доцільно розглядати не лише як ідейний комплекс, а як багаторівневу репрезентаційну систему, в якій перетинаються історія, міф, травма і культурна пам'ять. Саме в цій площині він вступає у складну взаємодію з антитоталітарним дискурсом, утворюючи спільне поле осмислення досвіду несвободи. Проте на початкових етапах його розвитку домінує колективний вимір, що найбільш виразно виявляється у творчості Тараса Шевченка, де антиколоніальність набуває форми пророчого слова і водночас – національного метанаративу.

Антитоталітарний дискурс, у свою чергу, зосереджується на досвіді індивіда в умовах репресивної державної системи, де ключовими стають проблеми насильства, страху, втрати автономії та морального вибору. На відміну від антиколоніального, він тяжіє до психологізації наративу, зосереджується на внутрішньому світі героя і репрезентує тоталітарну систему, що прагне контролювати не лише поведінку, а й свідомість людини. Його характерними рисами є документалізація досвіду, екзистенційна напруженість, фрагментарність оповіді та акцент на травмі як базовій категорії осмислення реальності.

Попри відмінності, обидва дискурси виявляють спільну спрямованість на викривання структур насильства і відновлення порушеної цілісності людського та колективного буття. У цьому сенсі вони можуть розглядатися як взаємодоповнювальні форми критичного знання, що відображають різні аспекти одного історичного досвіду – досвіду несвободи. Особливо показовим є те, що в українській літературі ці дискурси часто перетинаються: тоталітаризм постає як радикалізована форма імперського панування, тоді як колоніальна залежність набуває внутрішніх, психологічних вимірів. У цьому дослідженні ми прагнемо перейти від ізольованого аналізу кожного з дискурсів до їхнього порівняльного осмислення, що відкриває можливість виявлення типологічних паралелей і структурних відмінностей на рівні мотивів, образів і наративних стратегій. Саме ця перспектива визначає подальшу логіку дослідження, у межах якого антиколоніальний та антитоталітарний

дискурси розглядатимуться нами як взаємопов'язані, але не тотожні моделі художнього освоєння історичної реальності. Аналіз української літературної традиції потребує типологічного підходу, який дозволяє простежити еволюцію моделей спротиву: від романтичної національної пророчості до модерністської кризи суб'єкта та подальшого досвіду тоталітарної катастрофи. У цьому сенсі, на нашу думку, показовими є художні світи Тараса Шевченка, Лесі Українки, Миколи Хвильового, Івана Багряного та Тодося Осьмачки, у творчості яких відбиваються різні історичні фази взаємодії колоніального та тоталітарного досвідів.

XIX століття в українській літературі позначене виразною антиколоніальною тематикою. Це зумовлено бездержавним становищем України в межах імперських утворень, системною політикою культурної асиміляції та мовних заборон, внаслідок чого художнє слово набуває функції національного самоствердження, збереження історичної пам'яті й формування модерної української ідентичності як форми інтелектуального та культурного спротиву колоніальній залежності. «Царській адміністрації вдалося державно і культурно асимілювати провідні шари населення України, а народні маси консервувати в стані національної пасивності та аморфності» [6, С. 180]. XIX століття – це час, коли «росія послідовно придушувала й винищувала всі прояви «українського сепаратизму», особливо у царинах політичної думки та «високої» культури. Щодо політики асиміляції, то вона була передусім асиміляцією на державній, або імперській площині. Асиміляція була спрямована не на народні маси, а на еліту» [7, С.473]. Мирослав Шкандрій відстоює думку, що «в царській росії існував антиімперіалістичний контрдискурс» [18]. Опираючись на праці Тердімена, науковець трактує це поняття як певну традицію в літературі, засадничими рисами якої є постійна боротьба, страждання від власних комплексів і залежностей та неспроможність вийти за межі тих кордонів, які вона прагне подолати [18]. «Активно насаджуваний комплекс неповноцінності літератури («література для домашнього вжитку», за висловом М. Костомарова), культурної маргінальності, розвиток виключно в системі координат «імперія/метрополія – колонія/провінція» – ось неповний список характеристик тогочасної української літератури» [16, С.91].

Творчість Тараса Шевченка становить ядро українського антиколоніального дискурсу, поет формує його як цілісну систему наративів з ознаками політичної теології та націєтворчого міфу. У його поемах «Кавказ», «Сон», вірші «Розрита могила», поемі-містерії «Великий льох» імперія постає як система насильства, що руйнує історичну пам'ять і духовну цілісність народу. Зокрема у творі «Кавказ» імперська експансія універсалізована і перетворена на модель глобального колоніалізму:

«*Просвітитись! Та ще й хочем / Других просвітити, / Сонце правди показати / Сліпим, бачиш, дітям!.../ Все покажем! Тілько дайте / Себе в руки взяти./ Як і тюрми муровати, / Кайдани кувати, Як і носить! .. і як плести / Кнути узловаті – / Всьому навчим; тілько дайте / Свої сині гори / Останнії... бо вже взяли / І поле і море*» [17, С.346]. Проблема колоніальної України тут включена у ширший контекст поневолених народів. Разом з тим бачимо певні риси антитоталітарного дискурсу, який проступає через ключовий механізм тоталітаризму – ідеологічне виправдання насильства. Імперія подає війну як просвітництво, загарбання чужих територій трактується як благо, росія використовує релігію для легітимізації тоталітарної влади: «*Ви ще темні / Святим хрестом не просвіщенні, / У нас навчіться!*» [17, С.345]. Імперська машина функціонує незалежно від моральності людей, що є типовою рисою тоталітарного режиму. Антитоталітарні акценти проступають в сценах нескінченного насильства, дегуманізації солдатів і підкорених народів, знецінення людського життя: «*Отам-то милостивії ми / Ненагодовану і голу / Застукали сердешну волю / Та й цькуємо. Лягаємо костьми / Людей муштрованих чимало / А сльоз, а крові? Напоїть / Всіх імператорів би стало / З дітьми і внуками, втопить / В сльозах удов'х*»[17, С.344].

У поемі «Сон («У всякого своя доля...»)» автор реалізував сатирично-деконструктивну модель імперського центру: Петербург як locus влади демістифікований через гротеск і карнавалізацію. Тут же можемо простежити елементи, які активно використовують письменники сучасності для постмодерного антиімперського письма (бачимо такий підхід у творах Юрія Андруховича, в романі «Московіада», наприклад). У містерії «Великий льох» та вірші «Розрита могила» актуалізовано категорію історичної пам'яті як ключового інструмента антиколоніального спротиву: колоніалізм мислиться як руйнування сакрального часу і простору.

Відтак Тарас Шевченко репрезентує колоніалізм як метафізичне зло, що зумовлює колективну травму, тоді як тоталітаризм у його текстах ще не структурований, але вже імпліцитно присутній як форма імперського насильства.

Антиколоніальний дискурс у творчості Лесі Українки є одним із найпослідовніших інтелектуальних проєктів українського модернізму. Його специфіка полягає у тому, що письменниця не створює прямої політичної публіцистики, а формує складну художньо-філософську модель колоніальної залежності через історичні, міфологічні та культурні сюжети. У її драматичних поемах «Кассандра», «Бояриня», «Оргія» фіксуємо дві взаємодоповнювальні форми відображення імперії. На зовнішньому рівні авторка розкриває тип колоніальної влади, яка діє через підкорення народу,

на внутрішньому – тип влади, для якої характерними є механізми контролю людини. Таким чином, письменниця моделює перехід від імперії до тоталітарної держави. Це явище історично стане очевидним лише у XX столітті.

У драматичній поемі «Кассандра» Леся Українка залучає читача до дискурсу поневоленого пророка. Тут народ сам сприяє власному поневоленню, відкидаючи голос правди, демонструючи колоніальну сліпоту всього суспільства: «*Кассандра: Глухий не чує – де ж тут перемога?»*[9, С.12]. Але разом з тим, у творі яскраво змальована репресія істини, що є ознакою антитоталітарного дискурсу: правда оголошується небезпечною: «*Андромаха: Та що, Кассандро доволі з нас уже твоєї правди, зловісної, згубливої, так дай же нам хоч неправдою пожить в надії*» [9, С.44]; суспільство відмовляється чути інтелектуала: *«Гелена: Геть від мене, люта! Неправда то! неправда! І ніколи того не буде»* [9, С. 14]; а знання не має політичної сили: «*Голос з юрби: Та геть її женіть. Зловісницю! Другий голос: Мовчи! Вона ж царівна! Перший голос: Дарма! Вже те її пророкування уїлось нам в печінки. Не доки ж терпіти се! Третій голос: Убить її!*» [9, С.53]. Ці механізми пізніше описуватиме фундаторка теорії тоталітаризму Ханна Арендт. У її працях основа тоталітарної влади буквально полягає в знищенні реальності через колективну брехню. Вчена виокремила специфічні аспекти еволюції тоталітаризму: спочатку розвивається свавілля еліт та політичних лідерів через впровадження маніпуляцій, нехтування прямими наслідками вчинків і презирливе ставлення до суспільного блага; потім політика стає непередбачуваною і врешті, тоталітарна доктрина націлюється на трансформацію людської природи [20].

Тип психологічної колонізації бачимо у поетичній драмі «Бояриня». Основні її ознаки постають через ідейно-проблематичну основу твору: внутрішнє прийняття норм імперії, руйнування національної ідентичності у представників колонізованої України, а головні герої проживають травму вигнання та ностальгію за втраченим політичним світом: «*Оксана (гостро). Як ти кажеш? Утихомирилось? Зломилась воля, Україна лягла Москві під ноги, се мир по-твоєму – ота руїна?*» [8, С. 150]. Перед читачем розгортається картина екзистенційного занепаду як наслідку колоніального підпорядкування: «*Оксана (з жалом). Степане, та куди ж се ми попались? Та се ж якась неволя бусурменська? Степан. Я й не казав тобі, що тута воля. Та якби ми не гнули тута спини, то на Україні либонь зігнули б у три погибелі родину нашу московські воєводи... Ось ти мліеш з огиди, що тебе якийсь там дід торкне губами, а як я повинен «холопом Стьопкою» себе взивати та руки цілувати як невільник, то се нічого?*» [8, С. 132]. Цей твір

є одним із перших літературних аналізів колоніальної психіки. Разом з тим авторка подає ознаки тоталітарності через знищення приватності, регламентований побут, страх перед владою, самоцензуру героїв та придворну культуру підлеглості. Образ Москви в драмі функціонує як прототип тоталітарного соціуму, де людина існує у стані тваринного страху: «*Оксана. А що ж? Хіба ж я тут не як татарка сиджу в неволі? Ти хіба не ходиш під ноги слатися своєму пану, мов ханові? Скрізь палі, канчуки... холопів продають... Чим не татари?*» [8, С.138].

Іншу, культурну модель колонізації відтворено у драматичній поемі «Оргія». Імперія тут виступає культурним асимілятором, переможений поглинає культуру переможця: Рим привласнює мистецтво Греції, митця Антея змушують служити чужій владі, культура перетворюється на інструмент легітимізації імперської влади, представники поневоленої еліти добровільно асимілюються з культурою Риму, що набагато небезпечніше за насильство. Фактично у творі описано механізм культурного колоніалізму, який у працях сучасних дослідників постколоніальної теорії називають soft power domination [21]. Твір має яскраві антитоталітарні риси: Меценат (відіграє роль тоталітарної влади) визначає межі допустимого мистецтва. Це ж йому тепер Феб і його музи панегірики співають: «*Префект. Звичайно, генієві Риму. Парнас, Олімп і всі святії гори тепер в його імперію дістались, і тільки тим богам живеться добре, що мають гідність римських громадян, або принаймні ласку Мецената всесвітнього, а той є – геній Риму. Котрі ж боги йому не покорились, ті вигнані були або й розп'яті.*» [10, С.153]. Митця Антея змушують розважати Мецената, який поневолив його Батьківщину: «*Меценат (голосно до Антея). Людською мовою ми наситились. Час обізватись мовою богів тобі, Антею*» [10, С. 153]. Незалежний митець завжди небезпечний для тоталітарного режиму, він не здатен прислуговувати і коритися, а навпаки, готовий до протистояння: «*Федон. Співай епіталаму! Се до речі! Антей. Ні, не до речі, – ми не на весіллі. Меценат. Чому ж? Ти уяви, що в сьому домі шлюб відбувається Еллади з Римом. Антей. Я бачу оргію перед собою, то й спів пригадується не весільний, скоріш вакхічний*» [10, С. 157-158]. Знову ж таки бачимо два рівні поневолення: зовнішній і внутрішній, колонізацію та тотальний контроль над простором.

У названих творах письменниці вдало розкрито принципові відмінності антиколоніального та антитоталітарного дискурсів. Якщо для першого об'єктом критики постає імперія, то для другого – система влади. Головною проблемою антиколоніального дискурсу є поневолення нації, натомість у центрі антитоталітарного дискурсу стоїть поневолення особистості. Простір у першому розкривається через історичні деталі, у

другому – через психологічні. Антиколоніальне насильство проступає через культуру, а тоталітарне завжди є екзистенційним, саме тому колонія асимілює, а тоталітарна система знищує свободу мислення. Можемо стверджувати, що в творах Лесі Українки колоніалізм є передумовою тоталітаризму, бо імперія спочатку підкорює народ, перебудовує його свідомість і, зрештою, створює систему тотального контролю. Спільними рисами обидвох дискурсів є те, що головні герої – Кассандра, Оксана, Антей – самотні носії свободи, яка, в свою чергу, ніколи не буває колективною, а завжди екзистенційною.

Одним із найпослідовніших інтелектуалів українського модернізму, чия проза стала осмисленням колоніального становища України в радянській імперії і становлення тоталітарної системи, є Микола Хвильовий. Антиколоніальний і антитоталітарний дискурси у нього існують не окремо, а формують єдину модель духовного спротиву. Справа у тому, що колоніалізм для Хвильового – це не лише політична залежність, а передусім стан свідомості. У творі «Повість про санаторійну зону» санаторій постає як велика метафора України 20-х років XX століття: це ізольований простір з атмосферою стагнації, вона пройнята відчуттями безвиході та духовної втоми інтелігенції, персонажі перебувають на лікуванні, яке фактично означає культурну паралізацію. Образ санаторію – це втілення колоніальної периферії, відірваної від справжнього історичного руху. Микола Хвильовий показує, що колоніалізм руйнує не лише державність, а волю до історичного існування. Герої твору втратили революційний ідеал, вони часто не спроможні діяти і переживають внутрішню еміграцію: «*Анарх теж не промовив жодного слова. Всі ці "історії" давно йому обридли, і він не буде втручатися в розмову*» [15, С.501]. Недарма Анарх саме так запевняє медсестру Катрю: «*Для нас, безґрунтовних романтиків (а до них належите і ви, і я, і Хлоня), для нас це, безперечно, боляче. Але, по правді кажучи, і землі, очевидно, боляче держати нас на своїх плечах*» [15, С.512]. А потім додає: «*Я хочу сказати тільки одне: ми не тільки зайві люди, але й шкідливі*» [15, С.512]. Ці висловлювання героя репрезентують екзистенційний стан колонізованої інтелігенції. «Безґрунтовність» тут не психологічна риса, а наслідок імперської модернізації, який руйнує культурну спадкоємність, маргіналізує український культурний суб'єкт, формує покоління, відірване від минулого, і від майбутнього. Відтак герой усвідомлює себе продуктом колоніальної травми. Крім того, образ землі тут має ще й символічне значення, оскільки виступає метафорою колонізованої батьківщини і активує архетип землі-матері, типовий для антиколоніального письма. Колоніальний конфлікт інвертується через страждання нації від імперії.

Фраза про зайвих людей взагалі вводить інтертекст російської імперської літературної традиції («маленька зайва людина»). Але у Хвильового відбувається деконструкція імперського архетипу: у класичній традиції «зайвий» – індивідуаліст, а в колоніальному контексті – народний провідник, який позбавлений історичної місії. Українська інтелігенція стає зайвою не через особисту драму, а через відсутність власної державної суб'єктності. Слова про те, що особистість Анарха може бути шкідливою для суспільства, стосуються тоталітарної самоінкримінації. Герой просто говорить категоріями системи: корисний – шкідливий, соціально необхідний – зайвий. Саме так формується антитоталітарний дискурс. Людина інтеріоризує репресивну лексику влади. Інтелігент сам визнає себе «шкідливим, ще до вироку держави». Саме тому Анарх не обурюється коли дізнається про шпигунську діяльність Майї, яка відверто заявила: «*Я просто звикла висліджувати, доносити. І, оскільки до інших справ була постійна індиферентність і оскільки я завжди пам'ятала, що охранці я віддала все, що могла, я не тільки полюбила цю справу, я просто – сто чортів! – не можу без неї жити!*» [15, С.574]. Ідею перетворення людини на бездушну істоту під впливом нової системи стверджує Хлоня: «*Скоро ми зовсім забудемо тиху задушевність і будемо не то машинізованими хижаками, не то хижими машинами*» [15, С.568]. Ми фіксуємо механізм тоталітарного нищення суб'єкта. Політична система у Хвильового набуває ознак тоталітарної: шпигунство, доноси, підозри, непевність становища кожного з героїв, часте самозаперечення особистості та втрата сенсу історичної місії. Тоталітаризм тут постає як антропологічна катастрофа, адже герої самі погоджуються зі своєю непотрібністю. Репліки Анарха практично пророкують майбутню долю української інтелігенції 20-х років: спочатку вони були романтиками революції, потім перейшли у категорію «шкідливих елементів», зрештою – це покоління, яке знищила та система, за яку воно боролося. Тобто, у тексті цього твору фіксуємо моменти, коли тоталітаризм ще не здійснив фізичного насильства, але вже переміг у свідомості героїв. Образ Анарха – це модель особистості, яка проходить екзистенційну саморефлексію колонізованого інтелігента в умовах раннього тоталітаризму.

Творчість Івана Багряного посідає особливе місце в українській літературі ХХ століття як художнє свідчення досвіду життя людини в умовах імперського та тоталітарного насильства. Антиколоніальні мотиви у його прозі пов'язані з осмисленням становища українця як національного суб'єкта, позбавленого державності й змушеного боротися за збереження власної ідентичності. Водночас антитоталітарний дискурс письменника зосереджується на викритті механізмів радянської репресивної системи, що

прагнула знищити свободу особистості, моральний вибір і людську гідність. Багряний поєднує національний і екзистенційний виміри спротиву, показуючи, що боротьба за внутрішню свободу нерозривно пов'язана з боротьбою за свободу народу. Саме тому його твори постають як художня модель духовної незламності людини й нації перед обличчям тоталітарної імперії. Роман «Сад Гетсиманський» відкриває антитоталітарний досвід як антиколоніальну драму. У тексті майстерно змодельовано простір тотального насильства, в який потрапляє головний герой. Фіксуємо типологічні ознаки антитоталітарного письма: дегуманізація особистості, вибиття зізнань будь-яким можливим способом, звинувачення без фактів, дії влади як інструмент терору тощо. Важливим елементом є відображення не тільки фізичного, а й психологічного катування, бо здебільшого тортури спрямовані на руйнування ідентичності особистості через безсоння, ізоляцію, моральний шантаж родиною, нелюдські умови утримання в'язнів. Тому тоталітаризм тут – це влада над свідомістю людини. Головний герой роману – Андрій Чумак сповідує свободу як внутрішній стан своєї душі. Він не ламається, бо відмовляється прийняти логіку цієї системи: «*Але всі дороги сходимі, й всі могили зчислимі, і кожна ніч – навіть полярна ніч! – кінчається ранком... І вони йдуть... Зціпивши зуби, вони йтимуть через ніч злоби й зненависті, не здаючись, доти, доки її не перейдуть*» [1, С.560]. Тобто, перед нами класичний тип антитоталітарного героя-стоїка. Вражає не лише реалістична, вважай натуралістична прискіпливість автора до відтворення сцен катувань і страждань героїв, але й глибока символіка окремих епізодів. Вже сама назва «Сад Гетсиманський» зумовлює переосмислення образу Христа перед стратою. Український народ (Андрій – один з кращих синів свого народу) постає як колективний мученик, Україна переживає власну Голгофу під імперською владою.

Проза Івана Багряного формує одну з найпослідовніших моделей українського антиколоніального й антитоталітарного наративів, оскільки описує тоталітаризм як форму імперського панування, переводить українського героя від позиції жертви до позиції свідомого спротиву і визначає свободу як незнищенну внутрішню категорію моральної свідомості українця.

Творчість Тодося Осьмачки є одним із найрадикальніших свідчень руйнування українського світу в добу сталінського тоталітаризму. Письменник осмислює радянську реальність не лише як політичний режим, а як форму імперської колонізації, спрямованої на фізичне й духовне винищення українського селянства та інтелігенції. Його проза поєднує апокаліптичну візійність, психологізм і символічну образність, через які розкривається досвід страху, переслідування та історичного безґрунтянства

людини. Антиколоніальний дискурс в Осьмачки виявляється через тему знищення традиційного українського світу, тоді як антитоталітарний – через показ держави як системи тотального контролю над тілом і свідомістю людини. Найповніше ця проблематика реалізується у романі «Ротонда душогубців», який постає художньою моделлю терору як цивілізаційної катастрофи. У творі тоталітаризм показаний не просто як політична влада, а як всеохоплююча система контролю, яка руйнує природні людські зв'язки: «*Сталін був такий диктатор, щоб говорити про речі. А його слухачі були тим, щоб речі, які цікавили диктатора, обробляти по своєму індивідуальному уподобанню і по своїх освідчених чи не освідчених зацікавленнях до Московщини. Сталін був вікном, у яке дивилися малі нації на той світ. А ті, що оточували Сталіна, були стінами, що підпирали те криваве вікно. Але це були живі стіни. Вони кожної хвилини могли розсунутися, щоб вікно провалилося у те місце, над яким воно трималося до пори, до часу...*»[11, С. 551]. Письменник відтворює хворе суспільство, в якому ніхто нікому не довіряє, де слово стає небезпечним і саме існування людини криміналізується. Герої існують в атмосфері постійного стеження. Це класична ознака антитоталітарного дискурсу: репресія переходить із зовнішнього примусу у внутрішній страх. Тоталітарна система, змальована у творі, прагне не лише покарати, а й «перекроїти» людину. Показовим є звернення Сталіна до душогубців: «*Я вам даю право над людьми цієї країни, яких я вважаю ворогами її. ... І ваше завдання буде в тім, щоб їх тепер з усією їх смердючою твар'ю вирвати зісподу на убійчий погляд нашої сили і здерти з них усе добро, яким вони обросли, і нагородити ним себе. А їх кості і шкіри по можливості впакувати так у небуття, щоб навіть мої і ваші приятелі, і прихильники не могли й догадатися, де їх кладовище*» [11, С.273]. Людина в романі втрачає не лише голос, але й свободу і власну ідентичність. Тут реалізується типологічна модель тоталітарної антропології страху – суспільство перетворюється на простір взаємної підозри. Власне сама назва роману – «ротонда» є ключем до його антитоталітарного змісту, оскільки вона символічно означає замкнений простір, архітектуру влади та центр знищення людини: «*Вся Есесерія знаходиться в руках однієї волі, яка в сотнях мільйонів голів живих людей убила терором думки і почуття, залишивши для життя одно, єдине наставлення викрутитися від жаху смерти в тюрмі, аби потім за тюремними стінами вести життя гада, який ховається у хмизі та в камінні*»[11, С.447]. Тобто, держава функціонує як ритуальна машина смерті. Тоталітаризм в Осьмачки – це насильство, яке прагне залишатися невидимим. Разом з тим, письменник прагнув також показати колективізацію як колоніальну війну проти українського села. Імперія атакує основу національного буття – селянина, який вирощує хліб.

Земля втрачала свого господаря, таким чином руйнувався зв'язок людини з Батьківщиною: «*Беруть, везуть, нищать господарства, обертаючи в руїну всю нашу Батьківщину*» [11, С.484]. Це типова антиколоніальна ситуація, в якій колонізатор відбирає землю, знищує економічну незалежність, ліквідує носія культури. Радянська влада діяла як імперський центр, що прагнув ліквідувати українську суб'єктність. Персонажі усвідомлюють безвихідь становища, слова Чуддєва до Олени Антонівни ще раз розкривають усю глибину невідворотнього: «*Адже ж ви в такому стані, як і вся наша нація. Ви приречені...*» [11, С.512-513]. Отже, у романі Тодося Осьмачки «Ротонда душогубців» антиколоніальний та антитоталітарний дискурси фактично нероздільні. Перший розкривається через мотиви знищення українського села, втрати землі та ліквідації нації, а другий – через відображення системи репресій, державного терору і психологічного ламання особистості. Антиколоніальний та антитоталітарний дискурси тут зливаються в єдине художнє свідчення про трагедію нації та боротьбу людини за збереження власної душі в умовах абсолютного насильства.

Висновки. Антиколоніальний та антитоталітарний дискурси в українській літературі утворюють єдину парадигму спротиву, що трансформується залежно від історичних умов. Від відкритого протесту у творчості Шевченка до складних психологічних і екзистенційних моделей у творах першої половини XX століття простежується еволюція форм, але незмінною залишається сутність: боротьба за свободу, ідентичність і людську гідність.

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АНТРОПОЦЕНТРИЧНИЙ АСПЕКТ МЕТАМОРФОЗИ В БАЛАДАХ Т. ШЕВЧЕНКА: ФОЛЬКЛОРНІ ВИТОКИ ТА ІСТОРИЧНИЙ КОНТЕКСТ

Анотація. У статті досліджується метаморфоза у баладах Тараса Шевченка крізь призму антропоцентричного підходу як важливий елемент авторської поетики та засіб художнього осмислення людини в системі фольклорних та історико-культурних координат XIX століття. Проаналізовано специфіку функціонування метаморфози у творах «Тополя», «Причинна» та «Лілея», визначено її роль у репрезентації внутрішнього світу людини, психологічних станів, екзистенційних переживань і соціальної зумовленості людського буття. Особливу увагу зосереджено на тому, що у баладах Шевченка метаморфоза виходить за межі традиційного фольклорного мотиву перетворення та набуває глибокого психологічного, соціального й символічного значення.

Встановлено, що джерелом художньої метаморфози є українська народна міфологія, у якій природа осмислюється як жива й сакральна сфера, тісно пов’язана з людиною та її долею. Водночас у шевченківській інтерпретації цей прийом набуває антропоцентричного виміру, оскільки спрямований насамперед на розкриття внутрішнього світу особистості, її моральних переживань, конфлікту із суспільством і духовної трансформації.

Показано, що поет переосмислює народнопоетичні мотиви відповідно до історичних реалій XIX століття, зокрема соціальної нерівності, патріархального устрою суспільства, залежного становища жінки та морального осуду.

У ході дослідження доведено, що метаморфоза в баладах Шевченка постає як форма духовної та психологічної трансформації героя, спосіб моделювання його внутрішнього світу та вираження конфлікту між особистістю й соціальними обставинами. У баладі «Тополя» перевтілення символізує незламність почуттів і протест проти примусового шлюбу, у «Причинній» – межовий стан між реальним і потойбічним світом, а у «Лілеї» – моральне очищення та духовне відродження героїні. Особливу увагу приділено взаємодії реального, історичного та міфологічного начал, які в межах антропоцентричної поетики підпорядковуються розкриттю людського досвіду.

Зроблено висновок, що метаморфоза є одним із ключових поетичних прийомів Шевченка-романтика, який через фольклорні та історичні коди формує антропоцентричну модель художнього світу, у центрі якої перебуває людина, її внутрішній стан, духовні пошуки та трагічний життєвий досвід.

Ключові слова: метаморфоза, балада, антропоцентризм, романтизм, фольклор, історичний контекст, психологізм, символіка, художній образ.

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ANTHROPOCENTRIC ASPECT OF METAMORPHOSIS IN THE BALLADS OF T. SHEVCHENKO: FOLKLORIC ORIGINS AND HISTORICAL CONTEXT

Abstract. Abstract. The article examines metamorphosis in the ballads of Taras Shevchenko through the prism of the anthropocentric approach as an important element of the author's poetics and a means of artistic interpretation of the individual within the system of folklore and historical-cultural coordinates of the nineteenth century. The study analyzes the peculiarities of the functioning of metamorphosis in the ballads «Topolia» («The Poplar»), «Prychynna» («The Bewitched»), and «Lileia» («The Lily»), defining its role in representing the inner

world of a person, psychological states, existential experiences, and the social conditioning of human existence. Particular attention is focused on the fact that in Shevchenko's ballads metamorphosis goes beyond the traditional folklore motif of transformation and acquires deep psychological, social, and symbolic significance.

It is established that the source of artistic metamorphosis lies in Ukrainian folk mythology, in which nature is perceived as a living and sacred sphere closely connected with human destiny. At the same time, in Shevchenko's interpretation this device acquires an anthropocentric dimension, since it is primarily aimed at revealing the inner world of the individual, moral experiences, conflict with society, and spiritual transformation. The article demonstrates that the poet reinterprets folk-poetic motifs in accordance with the historical realities of the nineteenth century, including social inequality, the patriarchal structure of society, the dependent position of women, and moral condemnation, which shaped tragic life scenarios.

The research proves that metamorphosis in Shevchenko's ballads appears as a form of spiritual and psychological transformation of the character, a way of modeling the inner world, and expressing the conflict between the individual and social circumstances. In the ballad «Topolia» transformation symbolizes the steadfastness of feelings and protest against forced marriage; in «Prychynna» it reflects a borderline state between the real and the supernatural world; while in «Lileia» it represents moral purification and the spiritual rebirth of the heroine. Special attention is paid to the interaction of the real, historical, and mythological principles, which within the framework of anthropocentric poetics are subordinated to the disclosure of human experience.

It is concluded that metamorphosis is one of the key poetic devices of Shevchenko the Romantic, which through folklore and historical codes forms an anthropocentric model of the artistic world, centered on the individual, inner state, spiritual quests, and tragic life experience.

Keywords: metamorphosis, ballad, anthropocentrism, romanticism, folklore, historical context, psychologism, symbolism, artistic image.

Постановка проблеми. Однією з характерних рис творчості Тараса Шевченка є глибоке залучення фольклорних мотивів до його поетичних творів, що в поєднанні з антропоцентричною спрямованістю його художнього мислення забезпечує зосередження уваги на людині, її внутрішньому світі та екзистенційних переживаннях. Найважливіший прийом, який він використовує у цих творах, є метаморфоза – перетворення однієї форми образу на іншу [6, С. 443]. Проте, незважаючи на значну кількість досліджень творчості Т. Шевченка, проблематика прийому метаморфози як

поетичного прийому залишається недостатньо опрацьованою в антропоцентричному аспекті, що акцентує на її ролі у розкритті людської особистості.

Попри значну кількість праць, присвячених сюжетним і тематичним особливостям балад, аналітичне дослідження метаморфози, її функціональних можливостей та художньої специфіки досі не набуло належного висвітлення в науковій літературі. Хоча, саме цей прийом є ключовим для розуміння того, як Т. Шевченко трансформує традиційні народні мотиви та створює авторську поетичну реальність.

Особливу складність становить виявлення зв'язку між фольклорними витоками і авторською інтерпретацією, що в антропоцентричному вимірі актуалізує проблему зосередження художнього зображення на людині як центральному об'єкті поетичного світу.

Народні уявлення про міфологічних істот, магічні перетворення, образи тварин та природних явищ у фольклорі часто мають алегоричне або моральне значення. Тарас Шевченко не просто запозичує ці мотиви, а переосмислює їх психологічно та символічно, підпорядковуючи розкриттю внутрішнього світу особистості.

Не менш важливою є проблема поєднання реального та надприродного через метаморфозу, яка в антропоцентричному контексті виконує функцію моделювання людського досвіду, емоцій і кризових станів. Т. Шевченко майстерно використовує цей прийом як засіб відображення внутрішніх переживань героя, створює містичну атмосферу і водночас посилює драматичну напругу, зосереджуючи увагу на людині та її екзистенційних переживаннях [4].

На нашу думку, зазначена проблема потребує поглибленого аналізу поетичного прийому метаморфози як засобу авторської трансформації, з'ясування особливостей взаємодії фольклорних витоків і авторської інтерпретації, виявлення новаторських рис у побудові художніх образів, а також осмислення ролі метаморфози у формуванні баладної атмосфери, що поєднує реальне й надприродне, історичне та символічне начала.

Аналіз останніх досліджень і публікацій. Окреслена тема досліджується відносно у невеликій кількості літературознавчих робіт. Виділяє жанр «метаморфозних» балад Т. Шевченка та детально аналізує їхні особливості О. Єременко. Специфічні риси метаморфози в баладах поета крізь призму новітніх інтерпретацій були **фрагментарно** розглянуті у працях Ю. П. Павловича, А. А. Певсе, Н. П. Башук та інших.

Мета дослідження – поглибити розуміння художньої індивідуальності Тараса Шевченка, виявити механізми, через які фольклорна традиція набуває нових сенсів у національній літературі XIX століття, а також

з'ясувати особливості її антропоцентричного переосмислення, у центрі якого перебуває людина, її внутрішній світ і духовні трансформації.

Виклад основного матеріалу. Для першої половини XIX століття характерним літературно-мистецьким напрямом був романтизм, який утвердив пріоритет емоційності, індивідуалізму, виняткової особистості та посиленого інтересу до фольклору й національної культури. Водночас розвиток романтизму в українській літературі XIX століття відбувався в умовах складної історичної дійсності, що включала соціальну нерівність, кріпосницькі пережитки та обмеження особистої свободи, що безпосередньо впливало на тематичний зміст художніх творів окресленого періоду.

Одним із найпоширеніших жанрів доби романтизму є балада, оскільки саме вона найбільш повно поєднує характерні для романтичної поетики ознаки: драматизм сюжету, винятковість обставин, загострену емоційність, поєднання реального й фантастичного, а також глибокий інтерес до внутрішнього світу людини та фольклорної традиції. Балада – це ліро-епічний твір, у якому покладено фольклорну основу з драматичним сюжетом, що поєднує розповідь про події та розкриття почуттів героїв [6, С. 75].

Балади Тараса Шевченка вирізняються органічним поєднанням романтичної поетики, соціальної проблематики та глибокого зв'язку з українською фольклорною традицією: «Поетичні якості поезій Шевченка без сумніву почасти зумовлені його глибинними зв'язками з народною поезією. Бо він не просто переспівує народні пісні, а творить пісні, в єстві своєму народні» [13, с. 455]. Крім того, у творах поета простежуються характерні для романтизму мотиви боротьби життя і смерті, конфлікту особистості з долею, поєднання реального й надприродного.

Варто зазначити, що історичним тлом для осмислення балад Тараса Шевченка є козацька доба, яка займає особливе місце в українській історичній пам'яті та художній традиції XIX століття. У ряді творів поета козацький світ постає як символ втраченої національної свободи, військової доблесті та духовної цілісності народу. Образи козаків, мотиви військової служби, походів і розлуки з рідним домом відображають історичну реальність, у якій життя людини часто було пов'язане з постійною небезпекою, служінням громаді та участю у воєнних подіях. Цей історичний контекст впливає на формування трагічного світовідчуття у баладах, де особисті драми героїв співвідносяться з ширшими процесами національної історії, а мотив втрати, самотності та розлуки набуває не лише приватного, а й історико-національного звучання.

Тарас Шевченко активно використовує народнопоетичні образи, міфологічні уявлення та демонологічні мотиви, що надає баладам особливої

символічності й емоційної виразності та водночас посилює їхню антропоцентричну спрямованість, оскільки в центрі художнього зображення перебуває людина, її внутрішній світ і екзистенційні переживання. Через звернення до фольклорних джерел письменник порушує важливі соціальні проблеми, зокрема трагедію жіночої долі в умовах суспільного безправ'я та морального осуду, що відображає історичні реалії XIX століття, зумовлені патріархальним устроєм суспільства та залежним становищем жінки, які формували типові трагічні життєві сценарії.

Важливою ознакою ранньої творчості Тараса Шевченка, зокрема його балад, є використання прийому метаморфози. «Метаморфоза – перетворення однієї форми образу на іншу, видозмінення тропа. Основа метаморфози – придієслівний орудний відмінок, що виконує додаткову семантичну роль при предикаті, коли суб'єкт мовлення зазнає постійних перевтілень» [5, С. 443]. Зазначений художній прийом походить із глибин української народної міфології, у якій природа показується живою, а людина – її невід'ємною частиною. У зв'язку з цим метаморфоза акумулює широкий спектр людинознавчих, естетичних і світоглядних смислів. Її активне функціонування в художній літературі зумовлене здатністю цього прийому поглиблено репрезентувати внутрішній світ персонажа, розкривати складність і суперечливість людської природи, а також моделювати психологічні та духовні трансформації особистості [2, С. 125]. Крім того, у народних легендах метаморфоза часто символізувала втечу від страждання, кару за гріх або духовне очищення, і саме у такому символічному сенсі цей мотив постає у баладах Кобзаря.

«В українській поезії балади Шевченка не є вже чимось новим. Спочатку він пише довші балади («Причинна», «Тополя», «Лілея», «Русалка», «Чого ти ходиш на могилу»). При цьому, Шевченко від звичайного типу балади-оповідання переходить до оригінально збудованих балад, де головна дійова особа розповідає про свою долю…» [13, С. 467]. Так, характерною у цьому плані є балада «Тополя», у центрі якої – трагічна історія дівчини, яка втратила коханого і не може змиритися з розлукою та самотністю. Її внутрішній відчай втілюється в метаморфозу – перетворення на тополю:

«Таку пісню чорнобрива
В степу заспівала.
Зілля дива наробило –
Тополею стала.
Не вернулася додому,
Не діждала пари...» [14, С. 21]. Ця трансформація має подвійне значення: з одного боку, вона уособлює трагедію жіночої долі, приреченої

на страждання через соціальні обмеження та нерозділене кохання, а з іншого – метаморфоза стає спасінням, переходом із болісного земного існування у духовне очищення, що в антропоцентричному вимірі підкреслює зосередженість художнього зображення на людині, її внутрішньому конфлікті та духовній еволюції.

Фольклорною основою аналізованого твору є поширений у міфах різних народів мотив. Наші предки вважали, що на деревах, а особливо великих чи незвичайних, жили боги, яким поклонялись люди. А вже пізніше виникло деревопоклонство – «…гаї та дерева вважалися священними» [12, С. 158-159]. Це давало людям поштовх для створення переказів, міфів та легенд. В Україні, у свою чергу, існують легенди про дівчат, які від туги перетворювалися на квіти, дерева чи птахів. Так, поширеною є пісня про дівчину, яка довго чекала свого нареченого, виходила на високу могилу і плакала доти, доки не стала тополею [12, С. 106].

У народнопоетичній традиції кожен вид дерева наділяється певним символічним значенням і пов'язується з численними міфологічними уявленнями, легендами та переказами, які відображають його роль у духовній культурі народу. У баладі «Тополя» Тарас Шевченко звертається саме до образу тополі, що в українській символіці асоціюється з жіночою самотністю, тугою, стражданням і нещасливою долею. Такий вибір образу поглиблює трагізм твору та посилює його фольклорно-символічне звучання:

«Ненько моя, зоре,
Зелена тополе,
Породила на світ білий на велике горе» (народна творчість) [11, С. 219].

У баладі простежується, що мотив перевтілення насамперед виконує психологічну функцію, відображаючи внутрішній стан головної героїні. Перетворення дівчини на тополю – це форма художньої трансформації її внутрішнього стану. Героїня опиняється у ситуації гострого внутрішнього роздвоєння: з одного боку – її почуття та вірність коханню, з іншого – воля матері та традиційний шлюбний порядок. Цей конфлікт не має розв'язання в межах реалістичного світу. Дівчина не здатна змінити соціальні обставини, але і не може зрадити себе. Саме тут метаморфоза стає єдиним можливим «виходом» – переходом у символічний вимір.

В інтерпретації Т. Шевченка перетворення не означає зникнення особистості, а має амбівалентний характер: фізичне існування героїні як людини припиняється, однак її духовна цілісність ідентичності зберігається. Дівчина перетворюється на тополю, яка стоїть самотньо, не гнеться перед чужою волею, тягнеться вгору – ці риси можна трактувати як символічне

продовження характеру героїні. Вона не погоджується на компроміс, не зраджує почуття, і саме тому її людське життя стає неможливим. Метаморфоза фіксує цю незламність у природному образі [4].

Також варто зазначити, що перетворення є матеріалізацією психологічного стану героїні. Туга, чекання, самотність перестають бути лише емоціями – вони реалізуються через образ степу, внутрішній біль героїні трансформується у пейзаж, тому природній простір стає продовженням її душі. Це характерний для романтичної поетики прийом, коли природа відображає внутрішній стан героя або вбирає в себе людські переживання.

У ширшому історичному контексті подібні сюжети відображають реалії традиційного українського сільського суспільства XIX століття, сформованого в умовах кріпосницької системи та патріархальних норм, де шлюб розглядався насамперед як соціально-економічний інститут, а не як акт особистого вибору. Подібні уявлення мають глибші історичні витоки, що сягають козацької доби, коли сімейні та родинні зв'язки часто визначалися потребами господарства, військової служби та соціальної організації громади.

Унаслідок цього індивідуальні почуття підпорядковувалися колективним інтересам, що й формувало типові трагічні життєві ситуації, відображені у фольклорі та літературі.

Доля головної героїні постає не як винятковий випадок, а як типове явище для відповідного соціокультурного середовища. Кобзар підкреслює безправність жінки, підпорядкованість її долі колективному рішенню, відсутність особистої автономії. Метаморфоза стає крайньою формою протесту проти такого порядку. Перехід дівчини до природного світу постає як наслідок неможливості самореалізації в межах людського соціального середовища.

У свою чергу, у баладі «Причинна» розгортається історія дівчини, яка внаслідок ворожіння втрачає свідомість, а її стан інтерпретується як форма містичного перетворення, адже «причинна – це жінка, яка втратила психічну рівновагу внаслідок того, що їй, за давніми народними уявленнями, щось пороблено, в даному разі – ворожкою» [14, С. 104]. З історико-культурного погляду образ «причинної» відображає народні уявлення XIX століття, у яких психічні стани людини інтерпретувалися крізь призму магічних, демонологічних та міфологічних пояснень, що було характерним для традиційного світогляду селянського середовища.

Такі уявлення сформувалися на основі давніх вірувань, які зберігалися ще з попередніх історичних епох і продовжували функціонувати в народній свідомості поряд із християнськими інтерпретаціями дійсності.

Мотив метаморфози в аналізованому творі простежується у двох площинах: у першій – це внутрішнє переродження героїні під впливом любовної туги та магічного впливу, у другій – це фактичне її залучення до кола міфічних істот – русалок, які уособлюють смерть, спокусу та природу. Її смерть, спричинена русалками, остаточно закріплює метаморфозу: дівчина стає частиною природного світу, де смерть постає не кінцем її екзистенції, а новою формою буття:

«…Щось біле блукає.
Може, вийшла русалонька
Матері шукати
А може, жде козаченька,
Щоб залоскотати.
Не русалонька блукає:
То дівчина ходить
Й сама не зна (бо причинна),
Що такеє робить.
Так ворожка поробила,
Щоб менше скучала…» [14, С. 7].

Образ русалки у фольклорі – один із найпопулярніших в українській міфології. Русалки – душі дівчат та дітей, які потонули або померли на Зелені свята [7, С. 22]. Русалки виходять із води, одні оселяються й бавляться в лісі, другі йдуть на ниви, а треті перебувають у воді й іноді виходять на берег, але тільки у весняні свята [8, С. 111]. Нинішні повір'я зображують русалок «…свавільними, жартівливими, вони колишуться на деревах, чешуть волосся при світлі місяця; іноді вчиняють напад на людей і залоскочують їх до смерті» [12, С. 102].

У народних уявленнях чіткої межі між русалками і людьми немає, саме тому цей образ реально-фантастичний, а найстрашнішими є ті обставини, що привели їх туди з людського середовища. З одного боку, русалки – образи, витворені уявою, з іншого – загублені життя сиріт [8, С. 112]. У баладі русалки постають не просто як істоти з водяного світу – це маленькі діти, нехрещені, покинуті, загублені ще за життя. Таким чином, фантастичне тут вкорінене в реальне: за демонологічною маскою стоїть соціальна трагедія сирітства, русалка втрачає суто міфічну функцію і перетворюється на образ земного страждання, перенесеного у фантастичний простір.

Особливо показовим є те, що в баладі поета русалки з'являються в момент найбільшої внутрішньої кризи героїні. Дівчина перебуває у стані душевного затьмарення, спричиненого тривалою розлукою з коханим. Її нічні блукання над Дніпром наближають її до межі між реальним і

потойбічним. Прийом метаморфози у баладі реалізується не у формі прямого фізичного перевтілення головної героїні, як, наприклад, у «Тополі», а, насамперед, через психологічну, символічну і просторову трансформацію – саме це є однією із художніх особливостей твору.

Передусім перевтілення виявляється у внутрішньому стані героїні, вона названа «причинною», тобто, якій «пороблено», тому вона втрачає розум:

«Така її доля... О боже мій милий!

За що ж ти караєш її, молоду?» [14, С. 8]. Дівчина ще фізично належить до світу живих, але психологічно вже перебуває на межі іншого виміру, стан проміжності – між розумом і безумством, між життям і смертю. Таким чином, відбувається внутрішня метаморфоза: зміна її психічного буття, трансформація особистості під тиском болю та самотності.

Варто також наголосити на межі між людським і потойбічним як формі метаморфози, що виявляється у переході між різними рівнями буття. Коли русалки залоскочують дівчину, її перехід у смерть можна трактувати як своєрідне перевтілення – не буквальне перетворення на русалку, але входження у той самий демонологічний світ. Вона з жертви соціальних обставин перетворюється на частину міфічного простору, який до цього лише споглядала.

Тому смерть у баладі є кульмінаційною трансформацією та остаточним переходом із одного стану буття в інший.

У центрі балади «Лілея» Т. Шевченка постає історія дівчини, незаконно народженої від пана й селянки, яку суспільство відкинуло та принизило. Її доля відображає історичні реалії XIX століття, зокрема наслідки кріпосницького устрою, соціальної нерівності та безправного становища селян, особливо жінок, які часто ставали жертвами панської сваволі. Загибель героїні від рук людей символізує моральну деградацію суспільства, у якому невинність приречена на страждання. Проте смерть дівчини не є кінцем її існування: вона перетворюється на білу лілею, що підкреслює ідею духовного очищення та морального осуду соціальної системи, характерної для тієї історичної епохи.

Квітка лілії (народнопоетичні – лілея, лелія) – символ цноти, чистоти, непорочної краси; ознака витонченого смаку, розкоші, вишуканості, багатства, але водночас вона – символізує смерть, відданість, помсту покійника, квітку Пресвятої Діви [1, С. 19]. Греки їй приписували божественне походження із краплин молока матері богів – Юнони, що годувала маленького Геркулеса. Лілію розхвалює сам Господь, що вважає її вище всього прекрасного одягу Соломона. А у Німеччині її називали квіткою смерті. Щоразу той, хто мав померти, знаходив за три дні до смерті

на своєму стільці у церкві білу лілію. Вона у німців, як і надгробна троянда, – свідчення то відданості, то помсти покійника [11, С. 136-137].

У прийомі метаморфози простежується чітке протиставлення: за життя героїня є приниженою та зневаженою громадою, оскільки в соціальних уявленнях постає як позашлюбна дитина і символ «ганьби». Натомість після смерті вона перетворюється на лілію – образ, що у символічному вимірі уособлює чистоту й духовну непорочність. «Створений Шевченком образ лілеї, квітки-снігоцвіту, символізує чистоту й безневинність дівчини, жертви селянської зненависті до її розпутного батька – пана-кріпосника» [14, С. 107]. Таким чином, відбувається переоцінка цінностей: те, що в межах суспільної моралі вважалося гріхом, у вищому етичному сенсі розкривається як невинність.

Важливо, що Тарас Шевченко не трактує образ дівчини як морально гріховний. Вона є жертвою обставин, чоловічої безвідповідальності, жорстокості соціальних норм. Проте суспільство не аналізує причини, воно карає:

«За що мене, як росла я,
Люде не любили?
За що мене, як виросла,
Молодую вбили?
За що вони тепер мене
В палатах вітають,
Царівною називають,
Очей не спускають
З мого цвіту?» [14, С. 107]. У цьому творі простежується закладений моральний суд над суспільством, Тарас Шевченко фактично стверджує: грішна не вона, а ті, хто її засудили, що в антропоцентричному вимірі підкреслює зосередженість авторської позиції на людині, її гідності та моральному праві на співчуття й справедливу оцінку.

Духовна трансформація відбувається глибше, ніж просто зміна образу. У творах періоду романтизму страждання часто осмислюється як шлях до істини. Героїня переживає самотність, приниження, внутрішню ізольованість, вони не знищують її духовно, а навпаки, вони її очищують. Смерть у «Лілеї» не постає як остаточне завершення існування героїні, а осмислюється як перехід в інший вимір буття, у якому зникають людський осуд і соціальна несправедливість. Тобто душа дівчини переходить із дисгармонійного людського світу у світ природної чистоти та гармонії, вона просто існує як краса.

Це духовна метаморфоза через біль, очищення та гармонію. У цьому виявляється християнський підтекст: страждання праведника не є

безглуздим. Т. Шевченко не просто так обирає саме лілію як «гарну квітку», вибір саме цього образу створює ефект моральної якості, коли читач одразу зчитує, що перед ним не грішниця, а чиста душа.

Висновки. Отже, метаморфоза у баладах Тараса Шевченка функціонує не лише як художній, а й як історично зумовлений феномен, що відображає реалії соціального життя XIX століття, особливості народного світогляду та довготривалі культурно-історичні традиції, сформовані ще в попередні епохи української історії, водночас набуваючи виразного антропоцентричного характеру, оскільки в центрі художнього зображення перебуває людина, її внутрішній світ, психологічні стани та духовні трансформації.

У баладах «Тополя», «Причинна», «Лілея» прийом метаморфози функціонує по-різному, але в кожному випадку виконує складну психологічну, символічну й соціальну роль. У «Тополі» фізичне перетворення дівчини на дерево стає формою художньої матеріалізації її внутрішнього стану. Метаморфоза тут постає як протест проти соціального примусу та безправ'я жінки, як спосіб зберегти духовну цілісність ситуації, коли людський світ не залишає простору для самореалізації. У «Причинній» перевтілення має переважно психологічний характер: героїня поступово переходить у стан між свідомістю і безумством, життям і смертю, а її загибель означає остаточне входження в міфологічний простір русалок. У цьому творі метаморфоза виявляється як внутрішня трансформація та як перехід із реального у демонологічний світ. У «Лілеї» фізичне перетворення на білу квітку набуває особливої символічної сили. Протиставлення «ганьба/святість», «людський осуд/божественна правда» виявляє глибоку етичну позицію поета й підносить метаморфозу до рівня морального суду над суспільством.

Отже, метаморфоза у баладах Тараса Шевченка функціонує не лише як художній, а й як історично зумовлений феномен, що відображає реалії соціального життя XIX століття, особливості народного світогляду та довготривалі культурно-історичні традиції, сформовані ще в попередні епохи української історії. У шевченківських баладах зазначений художній прийом поєднує реальне й надприродне, історичне й символічне, соціальне й міфологічне.

Він є засобом психологічного розкриття образів, формою драматизації внутрішнього конфлікту, способом створення містичної атмосфери та посилення емоційної напруги. Через метаморфозу поет демонструє романтичне світовідчуття, у якому людина перебуває в протистоянні з долею та суспільством, але водночас здатна духовно піднестися над трагічними обставинами.

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СЕМАНТИЧНІ ТА ПЕРЕКЛАДОЗНАВЧІ АСПЕКТИ ПОЛІСЕМІЇ В ТЕХНІЧНІЙ ТЕРМІНОЛОГІЇ

Анотація. Статтю присвячено аналізу проблематики полісемії у текстах технічного спрямування. Об’єктом дослідження є англомовні полісемічні терміни, взяті з інструкцій пожежної техніки австрійської компанії Rosenbauer, що дозволяє розглянути семантичні закономірності їх функціонування у професійному дискурсі. Дослідження спирається на теоретичні основи функцій терміну, який закріплює конкретне значення та поняття слова, формує системну структуру термінології та забезпечує когерентність семантичного ядра. У цьому контексті полісемія виступає як властивість терміну, що дозволяє йому набувати нових лексичних значень залежно від професійного та контекстуального середовища. У статті висвітлено основні семантичні механізми, що сприяють виникненню нових значень термінів, зокрема метафоричні та метонімічні функції, які забезпечують логічний зв’язок між первинними й похідними значеннями. Розглянуто різні моделі полісемічного розвитку, включно з радіальною, ланцюговою та радіально-ланцюговою полісемією, що відображають закономірності семантичної організації термінів у технічному дискурсі. Для досягнення поставленої мети застосовано комплексний методологічний підхід, який поєднує дескриптивний, семантичний, контекстуальний та порівняльний аналіз. Такий підхід дозволяє дослідити полісемію не лише на рівні лексичного значення, а й у межах функціонування термінів у

професійному контексті, виявляючи закономірності утворення нових значень та їх взаємозв'язок із вихідним семантичним ядром. Практичне значення статті полягає у створенні теоретичної та методологічної основи для подальших досліджень перекладу полісемічної термінології та розвитку наукових робіт із проблематики полісемії у технічній сфері. Отримані результати можуть бути використані як у лінгвістичних студіях, так і в практичній діяльності перекладачів та фахівців технічної комунікації для забезпечення точності й адекватності передавання професійної інформації у міжгалузевих та міжнародних проектах.

Ключові слова: полісемія, технічна термінологія, метафора, метонімія, семантичні механізми.

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SEMANTIC AND TRANSLATION ASPECTS OF POLYSEMY IN TECHNICAL TERMINOLOGY

Abstract. The article is devoted to the analysis of polysemy in technical texts. The object of the study is English polysemous terms taken from the instructions of firefighting equipment by the Austrian company Rosenbauer, which allows examining the semantic patterns of their functioning in professional discourse. The study is based on the theoretical foundations of the function of a term, which fixes a specific meaning and concept of a word, forms a systematic structure of terminology, and ensures the coherence of the semantic core. In this context, polysemy acts as a property of a term that allows it to acquire new lexical meanings depending on the professional and contextual environment. The article highlights the main semantic mechanisms that contribute to the emergence of new meanings of terms, namely metaphorical and metonymic functions, which ensure a logical connection between primary and derived meanings. Different models of polysemous development are considered, including radial, chain, and radial-chain

polysemy, reflecting the regularities of semantic organization of terms in technical discourse. To achieve the stated goal, a comprehensive methodological approach was applied, combining descriptive, semantic, contextual, and comparative analysis. This approach allows investigating polysemy not only at the level of lexical meaning but also within the functioning of terms in a professional context, revealing patterns of new meaning formation and their connection with the original semantic core. The practical significance of the article lies in creating a theoretical and methodological basis for further research on the translation of polysemous terminology and the development of scientific studies on polysemy in the technical field. The obtained results can be used both in linguistic studies and in the practical activities of translators and technical communication specialists to ensure accuracy and adequacy in conveying professional information in interdisciplinary and international projects.

Keywords: polysemy, technical terminology, metaphor, metonymy, semantic mechanisms

Постановка проблеми. Сучасний розвиток технічних процесів супроводжується активним оновленням спеціальних знань, що спричиняє розширення та ускладнення технічної термінології. У цьому контексті важливим є дослідження полісемії термінів, оскільки вона відображає динаміку семантичних змін і впливає на адекватність перекладу спеціалізованих текстів. Хоча традиційно термін вважають точною, однозначною і системною одиницею, на практиці він часто проявляє здатність до розвитку кількох взаємопов'язаних значень. Таке явище ускладнює інтерпретацію термінів і потребує врахування мовних та екстралінгвальних чинників. Особливо актуально це в Україні, де зростає потреба в перекладі технічної документації для міжнародної взаємодії та міжгалузевої співпраці. Вивчення полісемії технічних термінів є перспективним напрямом мовознавства з теоретичною та практичною цінністю для перекладу і фахової комунікації.

Аналіз останніх досліджень і публікацій. Проблематика терміну, термінології та полісемії посідає помітне місце в сучасних лінгвістичних студіях. Теоретичні засади дослідження термінологічних одиниць, їхніх дефініцій та функціонування в різних типах дискурсу висвітлено у працях – українських і зарубіжних науковців. Зокрема, питання загальної тлумачної лексикографії розглянуто у дослідженнях Л. М. Томіленко, особливості науково-дослідної термінології – у працях Т. В. Крашеніннікової, а специфіку науково-технічної перекладної термінології – у науковому доробку Л. З. Сливки. Когнітивно-прагматичний аспект полісемії став предметом аналізу Д. В. Ємельянової.

Полісемію як вияв мовної динаміки розглядала у своїх працях А. А. Таран. Полісемію в європейських мовах проаналізовано у працях Л. В. Соги, тоді як загальнотеоретичні питання термінології висвітлено у працях Д. В. Фурт і Л. А. Дмитрук. Теоретичне осмислення поняття *термін* у лінгвістиці представлено в дослідженнях О. Чайки та Я. Остапенка. Особливості термінологічної полісемії у перекладі науково-технічної літератури досліджувала І. М. Шлапак, а C.-S. Vâlcea зосереджував увагу на технічних полісемічних одиницях, перекладацьких труднощах та стратегіях їхнього відтворення. Явище багатозначності терміна в окремих термінносистемах, наприклад, розглядали у своїх працях Н. В. Нікуліна (транспортна термінологічна мегасистема) та Н. А. Цимбал (термінологія органічної хімії).

Узагальнення наукових праць із зазначеної проблематики дає підстави констатувати, що полісемія технічних термінів є складним і багатовимірним явищем, яке потребує подальшого системного аналізу. Наявні дослідження формують теоретичне підґрунтя для вивчення семантичних механізмів термінотворення, однак не вичерпують усіх аспектів функціонування багатозначних термінів у науково-технічному дискурсі. Це зумовлює необхідність подальших розвідок, спрямованих на уточнення природи технічної полісемії, виявлення чинників її виникнення та з'ясування специфіки її відтворення у перекладі.

Мета статті полягає в дослідженні явища полісемії технічної термінології англійської мови, з'ясуванні її мовних особливостей і функцій, а також у аналізі специфіки перекладу багатозначних термінів українською мовою.

Виклад основного матеріалу. У сучасному мовознавстві поняття *термін* посідає важливе місце, оскільки саме термінологічна лексика забезпечує передавання спеціальних знань. Наявність у мові розвиненої термінологічної системи є показником динамічного розвитку відповідної сфери знань.[7].

Терміни становлять не хаотичну сукупність мовних одиниць, а впорядковану систему, організовану за логічними, понятєвими й тематичними зв'язками між спеціальними поняттями. У науковій літературі термін визначають як слово або словосполучення, що позначає спеціальне поняття [2]. Його основними ознаками є системність, наявність чіткої дефініції та точність значення в межах певної галузі [8]. Ці риси відрізняють термін від загальновживаної лексики та визначають специфіку його функціонування у фаховому мовленні. Здебільшого термін використовується для номінації конкретних понять у вузькопрофесійних сферах, зокрема в медицині, науці й техніці [4].Однак у реальному функціонуванні

терміни не завжди зберігають однозначність, що зумовлює виникнення полісемії [11].

Нікуліна Н. В. багатозначність не як ваду термінології (традиційний погляд), а як природний наслідок розвитку наукового мислення [3].Тому, одна лексема може окреслювати різні поняття термінологічної і загальновживаної лексики [10].

А. А. Таран трактує полісемію прояв семантичної гнучкості мови, у здатності слова реалізовувати різні лексичні значення залежно від контексту [6]. У загальновживаній лексиці полісемія сприяє економії мовних засобів, тоді як у технічній термінології ускладнює процес перекладу, оскільки в межах спеціалізованої комунікації критично важливими залишаються точність, однозначність і відповідність терміну конкретному поняттю.

Полісемія виникає тоді, коли первинне значення терміну стає основою для формування похідних значень, які зберігають логічний зв'язок із вихідним [12]. За таких умов особливого значення набуває контекстуальний аналіз, оскільки саме він дає змогу встановити актуалізоване значення терміну й обрати найбільш адекватний варіант перекладу [5]. Для систематизації цього явища дослідники виокремлюють кілька основних типів полісемії, серед яких найпоширенішими є радіальна, ланцюгова та радіально-ланцюгова.

Радіальна полісемія характеризується тим, що всі похідні значення безпосередньо розвиваються від одного основного значення. Ланцюгова полісемія передбачає послідовне формування нових значень, за якого кожне наступне значення пов'язане з попереднім. Радіально-ланцюгова полісемія поєднує ознаки обох типів, зберігаючи як безпосередню залежність похідних значень від основного, так і послідовність їхнього розвитку [1]. Отже, тип полісемічної організації визначає характер взаємозв'язку між первинним і вторинними значеннями терміну та відображає закономірності його семантичного розвитку.

Вторинні значення термінів формуються на основі мотивації первинного значення, що уможливлює репрезентацію складних технічних концептів.

Завдяки такому семантичному зв'язку між первинним і похідними значеннями термінологічна одиниця зберігає смислову цілісність, навіть розширюючи сферу свого функціонування [9].

Мотивація полісемічних термінів реалізується через метафору та метонімію: метафора ґрунтується на подібності ознак або функцій, а метонімія – на суміжності чи функціональному зв'язку. Завдяки цим механізмам терміни зберігають зв'язок із вихідним значенням і гнучко відображають нові явища технічної сфери.

Таким чином, полісемія в технічній термінології, реалізована через метафору та метонімію, формує нові значень, виступає важливим ресурсом для подальшого аналізу багатозначних термінів у спеціалізованій технічній лексиці.

Показовими для аналізу полісемії в технічній термінології є лексеми pipe, *hose, spring, frame, shell, drill, elbow, nozzle, rescue, body, valve, saw, trolley, wood, headband, clutch, jacket, charge, tank, rear* та *cage*, семантична структура яких демонструє різні моделі розвитку багатозначності в спеціалізованому мовленні, а їхнє функціонування в технічних, пожежних, авіаційних, військових та інформаційних текстах засвідчує формування вторинних значень на основі спільного семантичного ядра, що забезпечує логічність і системність термінологічної одиниці.

Так, слово *pipe* первинно позначає *трубу* або *трубопровід*, семантичне ядро пов'язане з порожнистим каналом для транспортування речовин. У спеціалізованому вживанні значення конкретизується залежно від галузі, а в інформаційних технологіях *pipe* позначає канал передавання даних, що демонструє радіально-ланцюговий розвиток значень через метафоричне перенесення.

Подібні закономірності простежуються і в семантичній структурі слова *hose*, яке позначає *гнучкий шланг для подачі рідини або газу*. У спеціалізованому вживанні його значення конкретизується відповідно до галузевої сфери, проте всі такі реалізації безпосередньо пов'язані з базовим поняттям гнучкого трубчастого елемента, що підтверджує радіальний характер розвитку його значень.

Лексему *spring* технічні та пожежні тексти використовують його як *пружина, підйомний механізм* або *амортизатор*. Вторинні значення (енергія, стрибок, рушійний мотив) формуються через функціональне узагальнення та метафоричне перенесення, демонструючи радіально-ланцюгову організацію.

Аналогічний механізм спостерігаємо у слові *frame* – позначає раму або каркас. У технічній, авіаційній та інформаційній сферах значення розширюється на планер літака, кадр або блок даних. Центральне значення структурної основи формує систему похідних значень, що свідчить про радіально-ланцюгову полісемію.

Термін *shell* також репрезентує розвиток багатозначності. Центральним значенням є *зовнішня оболонка*, яке переноситься на різні об'єкти за подібністю форми та функції покриву. Саме тому в науково-технічному дискурсі це слово може вживатися на позначення *корпусу обладнання, снаряда, зовнішньої частини механізму* або іншого об'єкта, пов'язаного з ідеєю охоплення, захисту, покриття. Семантика розширення є на основі

функціональної та образної аналогії, тому формує радіально-ланцюгова структуру значень.

Drill первинне значення *свердло, бур* розширюється у військовій та загальновживаній лексиці до навчальної вправи або тренування. Вторинні значення зберігають функціональну основу, демонструючи радіально-ланцюгову полісемію.

Дещо іншу модель семантичної організації демонструє термін *elbow – вигин* поширюється на коліно трубопроводу, відвід або з'єднувальний елемент. Усі значення зберігають спільний семантичний компонент вигину, що характеризує радіальну полісемію.

Лексема *nozzle* позначає *пристрій, призначений для спрямування або регулювання потоку рідини чи газу*. Незалежно від сфери вживання, визначальною залишається функція контролю потоку, яка й формує семантичне ядро цієї лексеми. З огляду на це розвиток її значень має радіальний характер, оскільки всі похідні значення безпосередньо пов'язані з центральною функціональною ознакою.

Термін *rescue* означає *порятунок* або *рятувальні дії* в різних галузях професійної діяльності. Усі його значення об'єднані спільною ідеєю звільнення від небезпеки, тоді як відмінності між ними зумовлені переважно контекстом уживання. Це дає підстави характеризувати зазначену одиницю як приклад радіальної полісемії.

Лексема *body* у технічній термінології характеризується розгалуженою семантичною структурою, із значеннями *корпус, кожух, основна частина конструкції* або *фюзеляж*. Незважаючи на специфіку, усі значення об'єднані семантичним ядром цілісного об'єкта, що забезпечує внутрішню пов'язаність і радіальний розвиток в технічному дискурсі.

Термін *valve* позначає *пристрій для регулювання потоку рідини чи газу*. Водночас в анатомічній термінології це слово вживається на позначення клапанів, що є результатом метафоричного перенесення на основі спільної функції. Саме функціональна аналогія об'єднує всі значення цієї одиниці, що дає підстави розглядати її як приклад радіальної полісемії.

Лексична одиниця *saw* позначає *пилу* різного типу, що становить її первинне технічне значення як інструмента для різання. У межах технічної термінології ця лексема зберігає функціональну основу первинного значення, реалізуючись у різних видах інструментів і механізмів, призначених для обробки матеріалів. Унаслідок цього її семантичний розвиток можна тлумачити як ланцюгову полісемію, за якої похідні значення послідовно виникають на основі спільних функціональних ознак.

Термін *trolley* означає *візок* або *мобільну платформу для переміщення обладнання* – базову функцію. У спеціалізованих сферах: в медицині й

техніці, значення розвиваються послідовно через функціональну спеціалізацію: від пожежного візка до медичної каталки або технічної вагонетки. Похідні значення зберігають центральну семантичну основу, пов'язану з переміщенням або забезпеченням руху, що свідчить про ланцюговий тип полісемії.

Термін *wood* у пожежній і технічній термінології позначає *горючий* або *будівельний матеріал*, що становить його основне спеціалізоване значення. У загальновживаній та військовій лексиці значення розвиваються спеціалізовано послідовно: від позначення лісу й деревини до конкретних форм використання, таких як дрова, будівельні елементи або дерев'яні вироби. Усі похідні значення безпосередньо пов'язані з центральною семантичною основою *деревини як матеріалу*, що дає змогу простежити в цьому випадку ланцюгову полісемію.

Слово *headband* позначає елемент, що охоплює голову, а в технічному контексті – частину захисного шолома. Таке спеціалізоване значення виникло внаслідок метафоричного перенесення, заснованого на подібності форми та розташування. Отже, семантичний розвиток цієї одиниці відбувається через функціонально-образну аналогію.

Поняття *clutch* позначає *механізм зчеплення* поширюється на дії та об'єкти, пов'язані з утриманням, демонструючи ланцюгову полісемію з елементами метонімії.

Термінолексема *jacket*, активно вживане в технічній лексиці, розвивається на основі метафоричної полісемії, оскільки його значення послідовно формуються за аналогією із зовнішнім покривом, що огортає об'єкт. Такі значення, як *захисний чохол*, *оболонка*, *сорочка охолодження*, *обшивка*, відтворюють функцію *одягу* як шару, який ізолює, захищає або забезпечує стабільну роботу внутрішніх елементів. Отже, семантичне розширення цього терміна ґрунтується на функціональній і структурній аналогії, що підтверджує його метафоричний характер.

Лексема *charge* у технічній термінології позначає *фізичний* або *хімічний заряд* і дії пов'язані з підготовкою обладнання. У військовому контексті це слово розширює свою семантику на стрімку атаку, наступ або навантаження, тобто переносить значення від конкретного заряду до дії, що створює вплив або ініціює певний процес. Така послідовність значень демонструє, як первинне технічне ядро формує підґрунтя для образних і метафоричних значень у різних сферах, зберігаючи при цьому семантичну цілісність слова.

Термін *tank* означає *резервуар для зберігання рідини чи газу*. В окремих контекстах він може вживатися також на позначення його вмісту, що становить приклад метонімічного перенесення. У цьому разі назва

ємності переноситься на речовину, яка в ній міститься, що відображає типовий механізм семантичного розширення в спеціалізованій лексиці.

Лексична одиниця *rear* реалізує метонімічну полісемію, оскільки її базове значення *задня частина* переноситься на різні об'єкти на основі просторових і функціональних зв'язків. Наприклад, задня частина пожежного автомобіля, тилова лінія, хвостова частина літака, затилля. Семантика слова конкретизується залежно від функціональних характеристик об'єкта, зберігаючи спільну ідею заднього сегмента певної структури. Отже, термін *rear* об'єднує значення, пов'язані з просторовою локалізацією та структурною належністю, що забезпечує його семантичну цілісність у професійному мовленні.

Технічний термін *cage – клітка* формує семантичне ядро для спеціалізованих значень: *пожежна клітка, кабіна ліфта, сепаратор підшипника, корпус пристрою*; у розмовному мовленні – *в'язниця*. Семантична структура поєднує метафоричний базис із функціональною диференціацією значень.

Отже, аналіз англомовних технічних термінів засвідчує, що полісемія є закономірною та функціонально зумовленою ознакою спеціалізованої лексики. Семантичний розвиток термінів відбувається не хаотично, а на основі збереження спільного смислового ядра, що забезпечує мотивованість та цілісність похідних значень. Досліджені лексичні одиниці демонструють різні моделі полісемії – радіальну, ланцюгову, радіально-ланцюгову, а також метафоричну й метонімічну – де утворення нових значень ґрунтується на подібності форми, функції, структури, просторовій суміжності та функціональному перенесенні. Значна частина термінів зберігає тісний зв'язок із первинним значенням, яке виступає семантичним центром і слугує основою для розвитку похідних значень у різних професійних контекстах. Водночас полісемія ускладнює переклад, оскільки правильне відтворення терміну залежить від врахування галузевого, функціонального та контекстуального чинників.

Висновки. У статті проаналізовано особливості перекладу полісемічних термінів у технічній документації компанії. Дослідження засвідчило, що полісемія є закономірним явищем технічної термінологічної системи, оскільки розвиток техніки та технологій спричиняє розширення семантичної структури термінів і формування нових значень. Встановлено, що багатозначність термінів формується на основі радіальної, ланцюгової та радіально-ланцюгової полісемії. Механізми метафоричного та метонімічного перенесення забезпечують семантичний зв'язок між первинними й похідними значеннями, що дозволяє системно розвивати термінологічні одиниці в різних професійних контекстах. Адекватний переклад полісемічних термінів потребує врахування контексту, галузевої специфіки

та семантики конкретної одиниці. Це підкреслює необхідність комплексного підходу, який поєднує лінгвістичну компетентність перекладача, знання предметної сфери та здатність до точного семантичного аналізу. Отримані результати мають як теоретичне, так і практичне значення. Вони можуть бути використані в подальших дослідженнях технічної термінології, у перекладознавчих студіях, а також у практиці перекладу спеціалізованої технічної документації. **Перспективи подальших досліджень** убачаються в поглибленому вивченні полісемії технічних термінів у різних галузях спеціалізованої комунікації, зокрема в ІТ, машинобудуванні, енергетиці, телекомунікаціях та автоматизації, де семантична варіативність термінів постійно зростає під впливом технологічного розвитку. Актуальним є також зіставний аналіз особливостей перекладу полісемічних термінів у різних мовних парах, що дасть змогу виявити універсальні й специфічні механізми передавання багатозначності у фахових текстах.

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«СНІДАНОК У ТІФФАНІ» КРІЗЬ ПРИЗМУ ТВОРЧОСТІ Т. КАПОТЕ ТА КУЛЬТУРНОГО ФЕНОМЕНУ МЕРИЛІН МОНРО

Анотація. У цій статті творчість Трумена Капоте розглядається крізь призму культури часів «холодної війни»; автор доводить, що на його літературну репутацію вплинули критичні традиції, які деполітизують його твори. У статті висловлюється думка, що як біографічна критика, так і «нова критика» сприяли формуванню усталеного уявлення про Капоте як про письменника, відірваного від соціальних та політичних реалій. Зосереджуючись на його публічній персоні, знаменитих дружбах та приватному житті, науковці часто нехтували історичними та культурними вимірами його художньої літератури, зокрема її зв'язком із тривогами часів холодної війни, традицією південного готичного роману та післявоєнним американським суспільством. Значна частина статті присвячена поясненню того, чому Капоте посідає таке хитке місце в літературному каноні. Автор стверджує, що канонічна невизначеність підсилюється домінуванням біографічно-орієнтованих та іманентних тексту підходів, які зводить його художню прозу до особистої психології чи стилістичної поверхні. Водночас стаття вказує на корисність квір-теорії та південних літературознавчих досліджень, водночас зазначаючи, що ці галузі часто залишалися амбівалентними щодо Капоте через політичну складність його зображення сексуальності та його відмову від ярлика регіонального південного письменника. в статті висловлюється думка, що ранні художні твори Капоте слід переосмислити як літературу, що відбиває соціальні та культурні реалії, а не як суто естетичний чи психологічний наратив. Пов'язуючи його творчість із південним готичним стилем, культурою часів холодної війни та економікою слави в Америці середини століття, авторка показує, що

художня проза Капоте відображає ширші історичні напруження, зокрема щодо ідентичності, бажання, насильства та конструювання публічного образу. Обговорення роману «Сніданок у Тіффані» та постаті Мерилін Монро також підкріплює загальну тезу статті про те, що літературне та культурне значення Капоте полягає саме у перетині мистецтва, перформансу та історичного контексту.

Ключові слова. Американська література XX століття, культура Холодної війни, біографічна критика, нова критика, канонічний статус, літературна репутація, Southern Gothic, celebrity culture.

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"BREAKFAST AT TIFFANY'S" THROUGH THE PRISM OF T. CAPOTE'S CREATIVITY AND THE CULTURAL PHENOMENON OF MARILYN MONROE

Abstract. This article examines Truman Capote’s oeuvre through the lens of Cold War culture, arguing that his literary reputation has been shaped by critical traditions that depoliticize his work. It suggests that both biographical criticism and New Criticism have contributed to the long-standing view of Capote as a writer detached from social and political realities. By focusing on his celebrity persona, famous friendships, and private life, scholars have often neglected the historical and cultural dimensions of his fiction, including its relation to Cold War anxieties, Southern Gothic tradition, and postwar American society. A major part of the article is devoted to explaining why Capote occupies such an unstable place in the literary canon. The author argues that canonical uncertainty is reinforced by the dominance of biography-centered and text-immanent approaches, which reduce his fiction to personal psychology or stylistic surface. At the same time, the article points to the usefulness of queer theory and Southern literary studies, while also noting that these fields have often remained ambivalent toward Capote because of the political complexity of his representation of sexuality and his rejection of the label of a regional Southern writer. In this sense, Capote appears as a writer whose work is widely admired but not fully integrated into the

academic mainstream. The article further proposes that Capote's early fiction should be reread as socially and culturally engaged writing rather than as purely aesthetic or psychological narrative. By linking his work to Southern Gothic, Cold War culture, and the celebrity economy of mid-century America, the author shows that Capote's fiction reflects broader historical tensions, including identity, desire, violence, and the construction of public persona. The discussion of Breakfast at Tiffany's and Marilyn Monroe also reinforces the article's larger claim that Capote's literary and cultural significance lies precisely in the intersection of art, performance, and historical context.

Keywords: 20th-century American literature, Cold War culture, biographical criticism, New Criticism, canonical status, literary reputation, Southern Gothic, celebrity culture.

Постановка проблеми. Творчість Трумена Капоте посідає помітне місце в американській літературі XX століття, однак її академічне осмислення досі залишається неповним і фрагментарним. Попри значну популярність автора та культурний резонанс його творів, дослідники переважно розглядають Капоте крізь призму біографічного підходу або формального аналізу, недостатньо враховуючи історико-культурний контекст його письма. Унаслідок цього художня проза Капоте часто постає як естетично вишукана, але соціально й політично відсторонена, що звужує можливості її інтерпретації.

Особливо актуальною є проблема недостатнього прочитання творчості Капоте в контексті культури «холодної війни», післявоєнної американської ментальності, південної готичної традиції та формування культури знаменитості.

Аналіз останніх досліджень і публікацій. Останні дослідження творчості Трумена Капоте засвідчують стійкий інтерес науковців до його поетики, жанрової специфіки та особистості автора (Г. Блум, П. Крістенсен, Т. Годду, П. Крамер, Г. Кларк, С. Вассон), однак загалом ця проблематика й досі залишається нерівномірно опрацьованою.

Значна частина праць традиційно зосереджується на біографічному аспекті, сприймаючи Капоте передусім як яскраву культурну постать і лише частково як автора, чия проза потребує історико-культурного прочитання. Такий підхід представлений у дослідженнях, де акцент робиться на життєвому шляху письменника, його зв'язках із середовищем знаменитостей, а також на психологічних чинниках, що нібито визначали його стиль і тематику. Водночас подібна перспектива часто звужує інтерпретацію його текстів, відсуваючи на другий план соціально-політичний та культурний контексти.

Мета роботи полягає у виявленні специфіки творчості Трумена Капоте в контексті американської культури середини XX століття та переосмислення його художньої прози як явища, пов'язаного не лише з естетикою, а й із соціально-політичними, культурними та ідеологічними процесами епохи «холодної війни». У межах цієї мети важливо простежити, як біографічна критика, нова критика, південна готика та квір-теорія вплинули на рецепцію Капоте, а також пояснити, чому його творчість тривалий час залишалася на периферії академічного канону

Виклад основного матеріалу. Творчість Трумена Капоте рідко розглядається у контексті культури «холодної війни», і це упущення значною мірою можна пояснити схильністю науковців розглядати його твори поза історичним контекстом. Такий підхід також може пояснити, чому його художні твори рідко включають до антологій та викладають на університетських курсах. Навіть його найвідоміша книга, «Холоднокровне вбивство», займає досить неоднозначне місце в академічних колах. У 2009 році Гарольд Блум уклав нову антологію критики про Капоте, і у вступній записці він повторно висловлює свою стурбованість щодо «можливостей виживання творчості Капоте» [2]. Далі він ставить під сумнів, чи «заслуговує» «Холоднокровне вбивство» на «канонічний статус» [2, с. 36], і припускає, що порівняння Капоте з сучасними письменниками лише поглиблює проблему. Фланнері О'Коннор «затьмарює бідного Капоте», - жалкує Блум, і він наводить мою статтю про Капоте та Карсон Маккалерс як приклад такого ризику. Хоча дослідження перетину між різними літературними творами покращує наше розуміння їх (Капоте може збагатити читання О'Коннор так само, як вона може пролити світло на елементи його творчості), такий вид наукової роботи не вирішив проблему місця Капоте в академічному середовищі. З огляду на його статус (тоді й зараз) як відомої літературної та культурної постаті, як ми можемо пояснити його хитке становище в каноні? Два типи критики — біографічна та «нова критична» — продовжують формувати капотівську науку, сприяючи сприйняттю його творів як віддалених від соціально-політичних проблем. У біографічній школі Капоте, людина, залишається постаттю, більшою за життя. Психобіографія Капоте, написана Вільямом Тоддом Шульцем, «Крихітний терор: Чому Трумен Капоте (майже) написав «Вислухані молитви», є ще одним прикладом цієї тенденції надавати перевагу біографічним, а не соціально-політичним інтерпретаціям творчості автора. Коротко кажучи, люди, як і раніше, здаються набагато більше зацікавленими у стосунках Капоте з Жаклін Кеннеді, Гемфрі Богартом, Мерилін Монро та Енді Ворголом, наприклад, ніж у контекстуалізації його художньої літератури. Так само «Нова критика» сприяла подібному

баченню Капоте як відірваного від культурної політики. «Нова критика» була домінуючим напрямом літературознавства у 1940-х роках, коли Капоте вперше почав публікуватися. Більшість її представників, зокрема Роберт Пенн Уоррен, Джон Кроу Ренсом та Аллен Тейт, були поетами та літературними критиками, які у 1920-х та 1930-х роках вперше назвали себе «Втікачами» та «Південними аграріями». До 1940-х років ця група випустила кілька впливових книг - зокрема, збірку есе Ренсома «Нова критика» (1941) та «Розуміння художньої літератури» Кліанта Брукса (1943). Ці праці наголошували на важливості уважного читання та розгляду тексту як самодостатнього об'єкта, який можна зрозуміти поза ширшим культурним контекстом, авторським задумом та реакцією читача. Як стверджував Террі Іглтон, «Нові критики» намагалися «визволити текст від автора та читача... [та] відокремити його від будь-якого соціального чи історичного контексту» [3].

Ця школа думки сильно вплинула на ранні дослідження творчості Капоте, які намагалися поєднати готичні елементи його творів із моментами надії та чорного гумору. Зокрема, з'явилося уявлення про Капоте як про письменника, що коливається між двома стилями — «денним» та «нічним». Як пояснив Пол Левін у 1958 році, «денні оповідання» зосереджені на «поверхні, інтересі та гуморі, що випливають із ситуації та дії. . . . У нічних оповіданнях герой змушений зіткнутися з руйнівним елементом — силою темряви, що мешкає в кожному з нас. Конфронтація психіки призводить до викриття конструктивних і руйнівних елементів: бажання смерті та бажання життя» [8]. Критик Іхаб Х. Хассан використав ту саму термінологію два роки потому, Кларк підкріпив цю концепцію у своїй біографії 1988 року, стверджуючи, що «короткі оповідання Трумена чергували між темним і сонячним, жахливим і кумедним» [4]. Всебічне дослідження Хелен С. Гарсон, присвячене коротким оповіданням Капоте, також явно спирається на тезу Левіна, і книга Роберта Еммета Лонга «Трумен Капоте - Енфан Террібль» продовжує цю традицію, зосереджуючись майже виключно на нічних оповіданнях у своєму обговоренні ранньої кар'єри автора. Хоча підходи «нової критики» до Капоте, типовим представником яких є Левін, забезпечили корисну основу для інтерпретації, характеристика «денних» творів як поверхневих (що стосуються «поверхні») та «нічних» творів як психологічних (що стосуються внутрішніх конфліктів) сприяла сприйняттю його творів як таких, що не мають політичного та соціального змісту. Капоте вів життя, сповнене руйнівного егоїзму, що нагадувало описаний Ф. Скоттом Фіцджеральдом «безкомпромісний, шалений, відчайдушний спосіб життя». Він міг би стати одним із найвидатніших американських письменників, якби не дві речі: його прагнення до слави — як власної, так і

оточення себе знаменитостями — та його алкоголізм. Хоча Капоте й досяг слави, якої так відчайдушно прагнув, вона прийшла, як це часто буває, коли людина прагне «бути коханою та шанованою» ціною своєї людяності. Життя Капоте слугує застереженням про небезпеку укладення демонічної угоди зі своєю моральною цілісністю заради досягнення статусу знаменитості.

Американська письменниця Дороті Поттер Снайдер описала Трумена Капоте трьома словами: «великий, веселий і південний» [11]. За іронією долі, першою любов'ю Трумена було не письменництво. Капоте написав у передмові до «Музики для хамелеонів» (1980): «Потім одного дня я почав писати, не знаючи, що прикував себе на все життя до благородного, але безжального господаря. Коли Бог дарує тобі дар, він також дає тобі батіг; і цей батіг призначений виключно для самобичування». Капоте писав не заради самого письма; це був засіб для досягнення мети. Перш за все, Трумен любив пліткувати з «вищим світом», визнання та увагу, схожу на увагу до знаменитостей, яку йому давало його письмо. Капоте був не просто письменником, який привніс величезну літературну цінність в американську літературу.

Окрім його здатності поєднувати традиційну південну готику з сучасною чутливістю, екстравагантна натура Капоте мимоволі — завдяки появі телебачення та його широкому охопленню, яке він безсоромно використовував, навіть з'явившись у 1973 році в комедійному скетчі на шоу «The Sonny and Cher Comedy Hour» — сприяла сучасній культурі знаменитостей. Перш ніж Капоте знайшов свою тему, він опублікував ще один традиційний роман, «Сніданок у Тіффані», який пізніше був екранізований у популярний фільм із Одрі Хепберн і Джорджем Пеппардом у головних ролях. Захоплююча історія про манхеттенську світську левицю Холлі Голайтлі, «Сніданок у Тіффані», демонструє зрілість, якої бракувало раннім творам Капоте — принаймні на думку співробітника «New Republic» Стенлі Кауфмана, який написав: «Саме з «Сніданком у Тіффані»... Капоте почав бачити достатньо життя і кохання, щоб більше цікавитися своїм матеріалом, ніж собою, і розкривати гумор, який тепер здається для нього основним». Хоча квір-теорія та галузь південних літературознавчих досліджень забезпечують логічні підходи до аналізу творчості Капоте, вони й досі перебувають у суперечливих стосунках з його творчістю. Квір-теорія критично ставиться до сексуальної політики автора. Як пояснює Пітер Г. Крістенсен, «явна байдужість Капоте до визволення геїв... позбавила його потенційно прихильних критиків у дуже помітній галузі гей- та квір-досліджень» [3, с. 22]. Цей опір також випливає з того, як Капоте зображує гомосексуальність.

За словами Крістенсена, автор, здавалося, «навіть пізніше був нездатний уявити історію, в якій кохання двох дорослих чоловіків привело б до взаємного спасіння чи навіть допомоги» [3, с. 63]. Нещодавнє дослідження Гарі Річардса щодо гомосексуального бажання в романі «Інші голоси, інші кімнати» містить подібне зауваження щодо зображення фізичного сексу між чоловіками, і він відзначає проблемну схильність Капоте ототожнювати «гендерну транзитивність та гомосексуальність» [18, с. 33]. Тож цілком зрозуміло, що квір-теоретики переймаються цими елементами прози Капоте. Можна також стверджувати, що Капоте втратив потенційних союзників у південних літературознавчих колах через те, що дистанціювався від ярлика «Southern writer». Як він пояснив в інтерв'ю 1964 року: «Я, особисто, ніколи не вважав себе письменником з регіональною орієнтацією. . . . Зараз, звичайно, Південь настільки віддалився від мене, що перестав надавати мені матеріал для творів» [6, с. 42–43]. Це не завадило появі глибоких досліджень про стосунки Капоте з іншими південними сучасниками, але сприяло його маргіналізації в цій критичній спільноті.

Проте ранні твори Капоте плідно пов'язують із готичною традицією південної літератури, і це асоціація може стати ефективною відправною точкою для переосмислення його творчості як соціально, культурно та політично ангажованої. У Сполучених Штатах Вашингтон Ірвінг, Натаніель Готорн та Едгар Аллан По першими використали готичний жанр для дослідження тривожних аспектів американської культури, таких як спадщина пуританства та жахи рабства. Як стверджує Тереза А. Годду у праці «Готична Америка: наратив, історія та нація», готику слід розуміти як історично та соціально обумовлену: «Замість того, щоб бути воротами до інших, віддалених світів фантазії, . . . готичні оповідання тісно пов'язані з культурою, яка їх породжує. . . . Якщо готика формується під впливом свого історичного контексту, то жахи історії також висловлюються через готичний дискурс» [7]. Жахи історії турбували не лише цих ранніх американських авторів; вони також були головним предметом занепокоєння південних письменників, таких як Вільям Фолкнер, Трумен Капоте та Фланнері О'Коннор, які відродили готичну традицію у XX столітті. Хоча жах у новій готиці зазвичай випливає з «внутрішньої слабкості та вад характеру, а не з якоїсь зовнішньої сили» [6], його не слід відривати від культурного контексту. Натомість зображення Капоте жахів прихованого «я» можна повніше оцінити, якщо розглядати його у зв'язку із соціальними тривогами Америки 1940-х та 1950-х років. Трумен Капоте, впливова постать в американській літературі XX століття, відомий своєю різноманітною творчістю, що охоплює романи, оповідання, п'єси та есе. Ранні художні твори Капоте, такі як «Дерево ночі та інші оповідання»

(1949), часто приносили йому місце серед письменників південного готичного напряму.

Проте його творчість також поєднує гумор і сентиментальність, черпаючи натхнення від Едгара Аллана По до сучасних південних письменників, таких як Карсон Маккалерс і Фланнері О'Коннор. Його оповідання заглиблюються у теми ідентичності та двоїстості, як це досліджували такі критики, як Пол Левін. Особиста історія Капоте, включаючи нелегке дитинство та яскраву публічну персону, значною мірою вплинула на його творчість. Хоча його стиль письма еволюціонував з роками, проходячи, за власним визначенням Капоте, чотири різні фази, його поетичний голос був виразним від самого початку. «Трумен мав дивну й особисту перспективу на досвід, яку мають лише справжні письменники», — пояснив Джеймс Дікі в «Нью-Йорк Таймс». «Багато письменників пітніють і трудяться, щоб це здобути, але Трумен Капоте мав це від природи. Він, можливо, був трохи занадто схильний до південного готичного стилю, трохи навмисно перверсний... Але у своїх найкращих творах він мав надзвичайну чутливість і мовну оригінальність» [6]. У тій самій статті в «New York Times» Джон Ноулз висловив подібну думку, сказавши про стиль Капоте, що «він не був схожий на стиль нікого іншого — точний, чіткий, іноді химерний, ліричний, дотепний, витончений». Перш ніж Капоте знайшов свою тему, він опублікував ще один традиційний роман, «Сніданок у Тіффані», який пізніше був екранізований у популярний фільм із Одрі Хепберн і Джорджем Пеппардом у головних ролях. Захоплююча історія про манхеттенську світську левицю Холлі Голайтлі, «Сніданок у Тіффані», демонструє зрілість, якої бракувало раннім творам Капоте — принаймні на думку співробітника «New Republic» Стенлі Кауфмана, який написав: «Саме з «Сніданком у Тіффані»... Капоте почав бачити достатньо життя і кохання, щоб більше цікавитися своїм матеріалом, ніж собою, і розкривати гумор, який тепер здається для нього основним».

Якщо говорити про ікон Голлівуду, то мало хто досяг такого рівня слави та успіху, як Мерилін Монро. Навіть через стільки років Монро, без сумніву, залишається однією з найлегендарніших зірок сучасної культури. Народившись 1 червня 1926 року під ім’ям Норма Джин, акторка назавжди увійшла в ДНК поп-культури завдяки своїм екранним ролям комічних «блондинок-бомб», — терміна, що став синонімом самої Монро. Завдяки цьому вона стала одним із найпопулярніших секс-символів 1950-х та початку 1960-х років. У 1999 році Американський інститут кіно поставив її на шосте місце у своєму списку найвидатніших жіночих легенд екрану Золотої ери Голлівуду. Після її трагічної смерті кінокритики та ЗМІ висловили думку, що Монро слід вважати однією з найкращих актрис, які

ніколи не отримували номінації на премію «Оскар». По суті, спадщина Монро, можливо, ніколи не буде повторена.

Її називали секс-символом, але вона була набагато більшою. Мерилін Монро прийшла в Голлівуд, коли жіночі ролі поділялися на два типи: свята дружина та фатальна спокусниця. Вона ж створила щось нове — образ, у якому поєднувалися цнотливість дитини та чуттєвість жінки. За недовгі 36 років життя дівчина з притулку стала культурною іконою, вплив якої на уявлення про жіночу красу відчувається досі.

В Америці 50-х років жінок намагалися повернути з заводів до кухонних плит, а в кіно поділяли на «святих» і «занепалих». Монро ж викинула цей сценарій у кошик для сміття. Вона створила новий тип героїні — чуттєвої, але не розпусної; бажаної, але не поневоленої; наївної, але розсудливої.

«Я не цікавлюся грошима, я просто хочу бути чудовою», – муркотіла вона у «Джентльменах», а глядачки раптом розуміли: можна бути сексуальною і при цьому чарівною, а не затавруваною грішницею [1]. Революція зі смаком французьких парфумів – ось що творила Мерилін на екрані. Її «дурненькі» на перевірку виявлялися хитрішими за сенаторів. У «У джазі тільки дівчата» її Душечка, яка нібито не вміла відрізнити бостон від фокстроту, віртуозно крутила чоловіками, як хотіла. Фокус Монро полягав у магічному поєднанні беззахисності з внутрішнім стрижнем – коли героїня кліпає віями, але при цьому точно знає, чого хоче. В епоху корсетів і міні вона навчила жінок носити своє тіло з гідністю королеви. Платиновий блонд, червона помада, підкреслена талія – ця естетика вистрілила з екрану в життя мільйонів прихильниць, перетворивши Мерилін з актриси на культурний код.

За блискучою маскою посмішки Мерилін ховалася справжня бунтарка. Керівники студій бачили в ній курку, що несе золоті яйця, але сама вона прагнула більшого. Коли Fox запропонувала їй чергову роль красивої пустоголової красуні з жалюгідними крихтами діалогу, вона грюкнула дверима й поїхала до Нью-Йорка. «Я не товар на полиці магазину», — ці слова пролунали як ляпас голлівудській системі. У 1955-му, коли актрисам належало бути тихими й слухняними, Монро створила власну продюсерську компанію. Багато хто крутив пальцем біля скроні, але вона поставила Голлівуд на вуха, вибивши для себе захмарний гонорар і право затверджувати сценарії та режисерів. «Мерілін Монро Продакшнс» стала ляпасом патріархальним устоям кіноіндустрії [10].

Публіка бачила блондинку, що хихикала, а за лаштунками працювала жінка, яка зачитувала до дірок Достоєвського та Хемінгуея. Голлівуд сміявся, коли вона брала уроки акторської майстерності у Лі Страсберга —

мовляв, навіщо техніка тій, хто завойовує зовнішністю? Але Мерилін дотримувалася своєї лінії. У «Автобусній зупинці» та «Неприкаяних» вона довела: за красивою оболонкою ховається актриса з неабияким талантом. За маскою щасливої блондинки ховалася душа, змучена демонами минулого. Три невдалі шлюби, включаючи союз із бейсбольною зіркою Джо ДіМаджо та інтелектуалом Артуром Міллером, не принесли їй омріяного сімейного щастя. «Кар'єра – це чудово, але вона не зігріє вас вночі», – гірко жартувала Мерилін. Її смерть у серпні 1962-го від передозування барбітуратів породила лавину теорій змови – від вбивства, замовленого Кеннеді, до операції ЦРУ. Однак за цими димовими завісами губиться головне – пішла жінка, яка під маскою безтурботності ховала глибокий біль. Трагічний фінал перетворив Мерилін на міф. Сьогодні її обличчя прикрашає футболки та постери, а цитати розбирають на афоризми. Але за глянцевою обкладинкою важливо пам'ятати: Монро була не символом, а людиною – вразливою, складною та сміливою [12].

Участь Мерилін Монро в культурі можна назвати наративом — саме так її описують багато культурологів, істориків культури та журналістів. Знаменита блондинка була легендою частково через те, що вона конструювала свій імідж у відповідь на очікування публіки. У цей наратив по краплі збиралося все: образ, біографія, що більше нагадувала історію Попелюшки, любовні драми. Важливою складовою образу Мерилін є те, що вона одночасно уособлювала два ключові архетипи: сексуальну диву та «дівчину з сусідства». Зовнішня сексуальність поєднувалася з наївністю та прагненням до сімейного життя, кохання та уваги. Раніше ці дві крайності не могли уживатися разом: яскрава й підкреслена сексуальність довгий час асоціювалася з небезпекою й аморальністю, тоді як «дівчина з сусіднього двору» була образом американської мрії — сімейна, проста й розуміюча, вона просто кохає свого чоловіка й нічого не вимагає натомість, вона готова присвятити себе сім'ї та дітям, і під її чуйним керівництвом побут і домашнє вогнище набудуть того благопристойного блиску, який можна побачити лише в рекламі пластівців для сніданку. Візуально ж Мерилін запам'яталася насамперед завдяки чуттєвим образам. Єдиний стиль в одязі, якого Монро дотримувалася як на знімальному майданчику, так і в особистому житті, — підкреслена лінія талії та стегон. «Фірмовий» макіяж, колір волосся та зачіска також сприяли зміцненню образу діви. У результаті цього прийому сам образ тіла Монро (отриманий завдяки впізнаваним силуетам) став самостійним міфом, який сучасники так і називали: Monroe Myth.

Завдяки своєму значному впливу на поп-культуру вона й досі залишається важливим символом, навіть через багато років після своєї смерті. Монро була відома своєю магнетичною здатністю зачаровувати

суспільство своєю зовнішністю, але на неї також значний вплив мали її недооцінені таланти.

Хоча її широко шанують за красу, багато хто не знає, що Мерилін була дуже талановитою і була кращою актрисою, ніж більшість людей усвідомлювали. Вона не тільки старанно працювала над своєю кар'єрою, але й постійно розвивалася як актриса і артистка, навіть коли їй бракувало впевненості в собі. Людину, яка вміє розсмішити інших, завжди пам'ятають. З огляду на те, що Монро була природженою артисткою, не дивно, що деякі з її найкращих ролей були в комедіях. Актриса часто розсмішувала глядачів у таких фільмах, як «Джентльмени віддають перевагу блондинкам» (1953) та «Деякі люблять гаряче» (1959). Монро іноді доводилося грати ролі «дурнуватих блондинок» через високий попит у кіноіндустрії, незважаючи на те, що люди іноді применшували її таланти, спираючись на ролі, які їй давали — це була ситуація, яку вона завжди намагалася змінити, але не завжди їй це вдавалося [15]. Більше того, Монро, будучи безтурботною та вразливою («чарівна дитина»), давала змогу уникнути загрози, пов’язаної з жіночою сексуальністю [9, с. 39].

Прикметники, що повторювалися в описах Монро у фан-журналах, натхнених студією, були такими: чесна, проста, тепла, чарівна, чутлива, сором’язлива. «Найбільшим секс-символом свого часу» насправді була «хороша дівчинка», яка сумувала за власною родиною. Хоча гламурна дівчина за визначенням повинна бути незаміжньою і студія справедливо турбувалася про те, чи залишиться міс Монро сексуальною після перетворення на місіс Джо Ді Маджіо, шлюб зіграв на руку всім: він став можливістю підкреслити ніжний і домашній характер Монро.

Також варто зазначити, що попит на гламур і підкреслену жіночність, виражену сексуальність був широкою тенденцією 50-х років. Коли після жахів війни люди починали поступово повертатися до нормального життя зі старими знайомими соціальними ролями. І тут знову ж таки образ Монро ставав уособленням простого і веселого життя, в якому не треба оплакувати полеглих товаришів або згадувати, як важко жилося в роки Великої депресії, в якому є тільки веселощі і любов, за якими не слідує жорстокої розплати. Обставини її смерті залишилися загадковими: Мерилін Монро була знайдена мертвою своєю економкою Юніс Мюррей рано вранці 5 серпня 1962 року. У звіті зроблено висновок, що вона померла від передозування барбітуратів, що дало підстави говорити про самогубство зірки. Однак багато років ходили чутки, що Монро була вбита Кеннеді, мафією, кубинським урядом, ФБР, Мюрреєм або навіть психіатром доктором Ральфом Грінсоном, учнем Фрейда. Шанувальники іноді звинувачують і самого Зигмунда Фрейда та психоаналіз через помилки, допущені щодо

Мерилін Монро з боку Грінсона. Якби Монро погодилася на цю роль, фільм, ймовірно, мав би більшу емоційну вагу та став би гострішим коментарем щодо американських мрій, що перетворилися на порожнечу. Можливо, він би більше зачепив глядачів, затягнув їх у тіні, що ховаються за блискучою поверхнею Холлі. Але Гепберн надала персонажу чогось іншого — легкості, що маскувала меланхолію, та витонченості, що витала над болем. Вона подарувала нам Холлі, яка є втіленням прагнень та чарівності, що, по-своєму, теж ідеально передає характер персонажа.

У цьому альтернативному голлівудському всесвіті Монро попиває каву біля «Тіффані» і зачаровує втомленого письменника своєю трагічною красою.

Але в нашому всесвіті це робить Одрі з посмішкою, яка приховує все і нічого не розкриває. Фільм, який ми отримали, може не бути тим, чого хотів Капоте, але саме він перетворив Холлі Голайтлі на легенду.

ВИСНОВКИ. Уявлення Капоте про Холлі було ближчим до Монро не лише зовні — з тими світлими пасмами волосся, що відбивали світло, та очима, в яких відбивалися суперечливі емоції, — а й у душі. Поєднання чуттєвості, вразливості та якогось болісного гламуру, притаманне Монро, здавалося майже вписаним у ДНК Холлі. Не дивно, що між ними навіть існував особистий зв'язок. Капоте бачив у Монро дзеркало непевного танцю Голлі між блискучою поверхнею та самотньою правдою, що ховалася за нею.

У новелі Голлі більш природна та менш вишукана. Вона не та витончена постать, яку зобразила Гепберн, а втікачка з Півдня, яка перевтілюється серед вищого світу Манхеттена. Її ім'я навіть не Голлі, а Луламей Барнс — дівчина з сільської Техасу, яка вийшла заміж у 14 років і втекла, щоб шукати чогось блискучішого. Ця передісторія, сповнена перетворень та переосмислення, пасує Монро як шовкова рукавичка. Обидві жінки жили життям, сформованим виставою, стаючи тими, кого хотів бачити світ, навіть якщо це коштувало їм частини себе. Капоте доклав чимало зусиль, щоб Монро отримала цю роль, і, за чутками, навіть переписав деякі частини сценарію, щоб вони відповідали її інтонаціям та діапазону голосу. Вона, можливо, додала б цій ролі більшої драматичної ваги, збагативши її шарами життєвого досвіду та емоційної сили, що зробило б Холлі Голайтлі не стільки мрією, скільки глибоко розриваною внутрішніми конфліктами особистістю. Монро була не просто «блондинкою-бомбою», вона могла бути напрочуд ніжною та емоційно вразливою. І така версія Холлі, створена жінкою, яка постійно балансувала між славою та внутрішніми переживаннями, могла б перенести «Сніданок у Тіффані» у глибшу, можливо, темнішу площину.

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ПСИХОЛОГО-ПЕДАГОГІЧНІ ЗАСАДИ ФОРМУВАННЯ КОМУНІКАТИВНОЇ МАЙСТЕРНОСТІ ВЧИТЕЛЯ-ФІЛОЛОГА В ЦИФРОВОМУ ОСВІТНЬОМУ ПРОСТОРІ

Анотація. У статті здійснено теоретичне обґрунтування психолого-педагогічних засад формування комунікативної майстерності вчителя-філолога в цифровому освітньому просторі. Актуальність дослідження зумовлена активною цифровізацією сучасної освіти, що трансформує традиційні моделі педагогічної взаємодії, змінює характер професійного мовлення вчителя та висуває нові вимоги до організації освітньої комунікації.

Проаналізовано сучасні наукові підходи до розуміння цифрової компетентності педагога, комунікативної компетентності та особливостей педагогічного дискурсу в умовах онлайн-взаємодії.

Визначено, що комунікативну майстерність учителя-філолога доцільно розглядати як інтегративну професійну якість, яка охоплює мовно-риторичний, психологічний, педагогічний, стратегічний і цифрово-комунікаційний компоненти.

Окреслено специфіку педагогічної комунікації в цифровому середовищі, зокрема опосередкований характер взаємодії, обмеження невербальних каналів спілкування, ризики когнітивного перевантаження, цифрової тривожності та зниження емоційної залученості здобувачів освіти.

Обґрунтовано значення цифрової емпатії, емоційної саморегуляції, адаптивного комунікативного реагування та рефлексивної практики як важливих складників професійної підготовки майбутнього вчителя-філолога.

Визначено основні психолого-педагогічні умови формування комунікативної майстерності: інтеграцію цифрової педагогіки у систему професійної підготовки, розвиток цифрової риторики, формування навичок організації педагогічного діалогу в онлайн-середовищі, удосконалення здатності до рефлексії та психологічної підтримки здобувачів освіти.

Запропоновано авторську модель формування комунікативної майстерності майбутнього вчителя-філолога в цифровому освітньому середовищі, яка охоплює мотиваційно-ціннісний, когнітивний, операційно-комунікативний і рефлексивно-корекційний компоненти.

Практичне значення дослідження полягає у можливості використання його результатів для оновлення змісту професійної підготовки майбутніх учителів-філологів в умовах цифрової трансформації освіти.

Ключові слова: комунікативна майстерність, учитель-філолог, психолого-педагогічні засади, цифровий освітній простір, педагогічна комунікація, цифрова емпатія, професійна підготовка педагога.

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PSYCHOLOGICAL AND PEDAGOGICAL PRINCIPLES OF DEVELOPING COMMUNICATION SKILLS IN LANGUAGE TEACHERS IN THE DIGITAL EDUCATIONAL ENVIRONMENT

Abstract. The article provides a theoretical substantiation of the psychological and pedagogical foundations for the development of communicative mastery of a philology teacher within the digital educational space. The relevance of the study is обусловлена by the active digitalization of modern education, which transforms traditional models of pedagogical interaction, changes the nature of teachers' professional discourse, and imposes new requirements on the organization of educational communication.

The study analyzes contemporary scholarly approaches to understanding teachers' digital competence, communicative competence, and the specific features of pedagogical discourse in the context of online interaction. It has been determined that the communicative mastery of a philology teacher should be considered as an integrative professional quality encompassing linguistic-rhetorical, psychological, pedagogical, strategic, and digital-communicative components.

The specific features of pedagogical communication in the digital environment are outlined, including the mediated nature of interaction, limitations of nonverbal communication channels, risks of cognitive overload, digital anxiety, and reduced emotional engagement of learners. The significance of digital empathy, emotional self-regulation, adaptive communicative response, and reflective practice as essential components of the professional training of future philology teachers is substantiated.

The main psychological and pedagogical conditions for developing communicative mastery are identified, namely: the integration of digital pedagogy into the system of professional teacher training, the development of digital rhetoric, the formation of skills for organizing pedagogical dialogue in an online environment, and the enhancement of reflective abilities and psychological support for learners.

The author proposes a model for the development of communicative mastery of future philology teachers in the digital educational environment, comprising motivational-value, cognitive, operational-communicative, and reflective-corrective components.

The practical significance of the study lies in the possibility of applying its results to update the content of professional training for future philology teachers in the context of the digital transformation of education.

Keywords: communicative mastery, philology teacher, psychological and pedagogical foundations, digital educational space, pedagogical communication, digital empathy, professional teacher training.

Постановка проблеми. Цифровізація сучасної освіти суттєво змінює способи організації педагогічної взаємодії і переосмислює традиційні підходи до професійної комунікації вчителя. Освітній процес дедалі частіше реалізують в умовах цифрового середовища, де комунікація має опосередкований характер і здійснюється через різноманітні технічні платформи. Відповідно, виникає необхідність дослідження ефективного використання комунікативно-риторичних стратегій як інструменту організації продуктивного педагогічного дискурсу особливо для вчителя-філолога, адже його професійна діяльність безпосередньо пов'язана з мовою як основним засобом навчання, розвитку мовленнєвої особистості здобувачів освіти та формування їхньої комунікативної культури. Цифровий формат трансформує умови реалізації педагогічного мовлення, ускладнює встановлення емоційного контакту, знижує можливості невербального супроводу висловлювання та вимагає адаптації мовленнєвих стратегій до специфіки онлайн-комунікації. Це актуалізує необхідність дослідження психологічних і педагогічних чинників, що визначають ефективність комунікативно-риторичної поведінки вчителя у цифровому освітньому дискурсі.

І хоча сьогодні спостерігаємо значний науковий інтерес до проблем цифровізації освіти, педагогічної комунікації та професійного мовлення вчителя, недостатньо дослідженими залишаються питання теоретичного обґрунтування комунікативно-риторичних стратегій учителя-філолога в цифровому освітньому середовищі та визначення психолого-педагогічних

умов їхнього результативного застосування. Це й зумовлює необхідність комплексного осмислення окресленої проблеми в контексті сучасних викликів мовної освіти та трансформації професійного мовлення педагога.

Аналіз останніх досліджень і публікацій. Питання педагогічної комунікації в умовах цифровізації освіти активно досліджують українські та зарубіжні науковці. В українському науковому дискурсі проблеми формування цифрової компетентності педагога, трансформації професійної діяльності вчителя в умовах цифрового освітнього середовища, розвитку інформаційно-комунікаційної культури та адаптації освітнього процесу до нових технологічних реалій досліджують О. Овчарук, М. Андрос, Т. Ємчук, О. Сторонська, М. Воробель, Т. Гаврилишина та ін. Українські науковці О. Спірін, С. Іванова, Н. Франчук, А. Кільченко та ін. акцентують на структурних компонентах цифрової компетентності педагога, психолого-педагогічних умовах реалізації дистанційного навчання та специфіці професійної взаємодії в цифровому середовищі.

Значний доробок у цій царині мають і зарубіжні дослідники. Так, М. Дж. Келер, П. Мішра і В. Кейн довели, що для ефективної діяльності в цифровому освітньому просторі сучасний учитель повинен не лише володіти цифровими інструментами, а й уміти педагогічно доцільно їх інтегрувати в освітній процес. Адже взаємодія цих компонентів створює підґрунтя для формування нових моделей професійної комунікації вчителя, здатного ефективно організовувати освітню взаємодію в цифровому середовищі.

Базовою працею у галузі комунікативної лінгводидактики, яка фактично заклала теоретичне підґрунтя сучасного розуміння комунікативної компетентності, є стаття М. Канале і М. Свейн «Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing» [1].

Беручи за основу концепцію комунікативної компетентності, запропоновану М. Канале і М. Свейн, комунікативну майстерність учителя-філолога доцільно розглядати як інтегративне утворення, яке поєднує мовну правильність, соціально зумовлену доцільність мовлення та стратегічну здатність організовувати ефективну педагогічну взаємодію, зокрема в умовах цифрового освітнього середовища.

Важливими для осмислення особливостей цифрової педагогічної взаємодії є праця Д. Гаррісон, Т. Андерсона та В. Арчера [2], у якій автори розробили модель ***Community of Inquiry***. У межах цієї моделі ефективність онлайн-навчання визначають через взаємодію трьох складників: когнітивної присутності, соціальної присутності та педагогічної присутності. Дослідники доводять, що саме збалансоване поєднання цих компонентів забезпечує продуктивний освітній діалог і формує умови для осмисленої

комунікативної взаємодії в цифровому середовищі. Для дослідження комунікативної майстерності вчителя-філолога ця концепція є важливою, оскільки акцентує необхідність підтримання не лише інформаційного обміну, а й емоційного та когнітивного контакту зі здобувачами освіти.

Психолого-когнітивні механізми цифрової взаємодії ґрунтовно висвітлено у праці М. Скардамалії та К. Берайтера [3], де електронне навчальне середовище розглядають як простір колективного конструювання знань. Вагомими для аналізу цифрового освітнього дискурсу є також праці Г. Кресса, передусім монографія **«Мультимодальність: соціально-семіотичний підхід до сучасної комунікації»** [4], у якій обґрунтовано мультимодальний характер сучасної комунікації та необхідність адаптації мовленнєвих стратегій до поєднання текстуальних, візуальних і аудіальних кодів. Когнітивні аспекти сприйняття мультимедійного навчального повідомлення досліджує Р. Маєр і стверджує, що ефективність цифрового навчання значною мірою залежить від способу організації вербального й візуального матеріалу [5].

Сукупність цих праць створює теоретичне підґрунтя для осмислення специфіки комунікативно-риторичної діяльності вчителя-філолога в цифровому освітньому просторі.

Водночас аналіз наукових публікацій дає підстави стверджувати, що попри достатній рівень розробленості проблем цифрової компетентності педагога, педагогічного дискурсу та професійного мовлення вчителя, недостатньо дослідженим залишається питання комунікативно-риторичних стратегій учителя-філолога саме в умовах цифрового освітнього простору. Більшість праць зосереджують увагу переважно на технологічному або загальнопедагогічному аспектах цифровізації, тоді як психолого-педагогічні механізми реалізації мовленнєвого впливу, способи адаптації риторичних стратегій до онлайн-комунікації та специфіка професійного мовлення вчителя-філолога в умовах цифрової медіації не стали предметом комплексного наукового осмислення.

Мета статті – теоретично обґрунтувати психолого-педагогічні засади формування комунікативної майстерності вчителя-філолога в цифровому освітньому просторі та визначити основні напрями її розвитку в умовах сучасної цифровізації освіти.

Виклад основного матеріалу дослідження. Сучасна українська освіта функціонує у складних соціально-економічних та суспільно-політичних умовах, зумовлених наслідками пандемії COVID-19, повномасштабної війни в Україні та глобальної економічної нестабільності. Ці чинники спричинили суттєві втрати в освітній сфері, зокрема руйнування та пошкодження шкільної інфраструктури, порушення безперервності

освітнього процесу, обмежений доступ до навчання в окремих регіонах, а також виявили недостатній рівень сформованості цифрових компетентностей у частини учасників освітнього процесу [6]. Такі умови зумовлюють пошук ефективних моделей організації педагогічної взаємодії, здатних забезпечити якість освіти незалежно від зовнішніх обставин. Важливу роль тут відіграють цифрові технології, які відкривають нові можливості для підтримання безперервної комунікації між педагогом і здобувачами освіти, створення гнучкого, інтерактивного та персоналізованого освітнього середовища. Однак цифровізація освітнього процесу не зводиться лише до використання технічних засобів, а передбачає суттєву трансформацію самої природи педагогічного спілкування.

Нинішні освітні реалії зумовлюють необхідність переосмислення професійних характеристик педагога. Важливим складником цього процесу є комунікативна майстерність як основа продуктивного педагогічного дискурсу в медіатизованій комунікації. Для вчителя-філолога ця проблема є особливо значущою, оскільки його професійна діяльність безпосередньо пов’язана зі словом як інструментом навчального, виховного та культуротворчого впливу. Комунікативну майстерність учителя-словесника доцільно розглядати як інтегративну професійну якість, що охоплює здатність до мовленнєвої адаптації, стратегічного добору мовних і риторичних засобів, організації інтерпретаційного діалогу та підтримання культури академічного мовлення в різних форматах онлайн-комунікації. Вона передбачає не лише досконале володіння нормами літературної мови, а й уміння педагогічно доцільно структурувати навчальний дискурс відповідно до комунікативної ситуації, психологічних особливостей здобувачів освіти та цілей мовно-літературної підготовки.

На відміну від традиційної очної комунікації, цифрова педагогічна взаємодія має опосередкований характер і відбувається через технологічні канали передачі інформації. Це ускладнює інтерпретацію емоційного стану співрозмовника, послаблює невербальний компонент спілкування та потребує адаптації мовленнєвих стратегій до умов онлайн-взаємодії. За таких умов особливого значення набуває здатність педагога чітко структурувати навчальне повідомлення, підтримувати продуктивний зворотний зв’язок і забезпечувати психологічний контакт зі здобувачами освіти.

Комунікація вчителя-філолога в цифровому форматі зазнає суттєвих змін, зумовлених трансформацією способів передавання інформації та мультимодальним характером сучасного спілкування. Якщо в традиційному освітньому процесі провідну роль відігравала безпосередня вербальна й невербальна взаємодія, то онлайн-навчання поєднує текстові повідомлення,

відеозв'язок, інтерактивні платформи та цифрові ресурси. У цифровому освітньому середовищі вчитель-філолог є не лише транслятором знань, а й модератором цифрового діалогу, координатором мовленнєвої активності та фасилітатором інтерпретаційної взаємодії. Це вимагає лаконічного й структурованого викладу думки, оперативної адаптації мовленнєвих стратегій і використання нових форматів філологічної комунікації, зокрема онлайн-дискусій, цифрового сторітелінгу та мультимедійної інтерпретації художніх творів.

У контексті цифровізації освіти особливого значення набуває цифрова риторика, яку доцільно розглядати як складник професійної комунікативної майстерності сучасного вчителя-філолога. Вона передбачає адаптацію мовлення до мультимодального формату комунікації, поєднання вербальних, візуальних і аудіальних засобів впливу та побудову логічно й стилістично виваженого педагогічного дискурсу. Ефективність цифрової риторики значною мірою залежить від уміння педагога поєднувати мовно-риторичні засоби з можливостями цифрових платформ, підтримувати увагу авдиторії та забезпечувати інтерактивний характер освітньої взаємодії.

Дистанційний формат навчання змінює зміст комунікативної майстерності, додаючи до неї здатність забезпечувати результативний педагогічний діалог у цифровому середовищі. З позицій комунікативно-прагматичного підходу фахівець-філолог має розвивати здатність прогнозувати комунікативний ефект висловлювання, добирати мовні стратегії відповідно до конкретної ситуації спілкування та забезпечувати результативність педагогічного дискурсу, що передбачає формування мовленнєвої гнучкості, риторичної культури та здатності до рефлексії власної комунікативної діяльності [7]. Водночас якісне професійне спілкування в електронному навчальному середовищі значною мірою залежить від здатності вчителя розпізнавати емоційні сигнали учасників освітнього процесу, підтримувати психологічний контакт і створювати атмосферу комунікативної довіри. На думку Ю. Чебакової та Д. Наглої, ефективність дистанційного навчання значною мірою визначають рівнем партнерської взаємодії між педагогом і здобувачами освіти, що ґрунтується на довірі, відкритості комунікації та взаємній відповідальності учасників освітнього процесу [8].

Інтегративний характер комунікативної майстерності виявляється в єдності взаємопов'язаних компонентів: мовно-риторичного, психологічного, педагогічного, стратегічного та цифрово-комунікаційного. Мовно-риторичний компонент забезпечує точність, виразність і переконливість педагогічного мовлення; психологічний передбачає здатність до емпатійної взаємодії та розуміння емоційного стану здобувачів освіти; педагогічний

реалізований в умінні організовувати навчальний діалог і керувати освітньою взаємодією; стратегічний охоплює вибір комунікативних тактик залежно від ситуації спілкування; цифрово-комунікаційний виявлено у здатності адаптувати мовленнєві засоби до специфіки електронних платформ. Саме гармонійне поєднання цих складників формує професійну здатність учителя-філолога бути ефективним комунікатором і забезпечувати високу якість освітнього процесу в сучасному цифровому середовищі.

Хоча цифрові технології мають значний дидактичний потенціал, їхнє упровадження в освітній процес визначає низку психологічних викликів, пов'язаних зі зміною характеру педагогічної взаємодії. Дослідження засвідчують, що тривала соціальна ізоляція, спричинена пандемією COVID-19, а згодом посилена воєнними реаліями в Україні, суттєво вплинула на психоемоційний стан здобувачів освіти, зумовивши підвищення рівня тривожності, стресу, емоційного виснаження та зниження навчальної мотивації [9; 10]. Тому психологічний аспект педагогічної комунікації стає важливим чинником підтримання емоційної стійкості та залученості здобувачів освіти.

Психологічні труднощі дистанційної комунікації пов'язані насамперед із послабленням безпосереднього емоційного контакту та обмеженням невербальних засобів взаємодії. Це ускладнює інтерпретацію емоційних реакцій здобувачів освіти й потребує від педагога використання спеціальних мовленнєвих та цифрових засобів підтримання комунікативного контакту.

У сучасних дослідженнях наголошено, що дистанційний формат не нівелює суб'єкт-суб'єктної природи педагогічного спілкування, проте вимагає нових механізмів її реалізації через організацію діалогічної взаємодії та підтримання постійного комунікативного зворотного зв'язку [8].

Одним із ключових викликів цифрової педагогічної комунікації є когнітивне перевантаження, спричинене одночасним сприйманням вербальної, візуальної та технічної інформації. Це ускладнює концентрацію уваги, знижує ефективність засвоєння навчального матеріалу та послаблює оперативний зворотний зв'язок між учителем і здобувачами освіти. Відтак зростає ризик цифрової тривожності, що негативно впливає на мотивацію та академічну результативність. Подолання цих викликів потребує розвитку навичок саморегуляції, психологічної стійкості та критичного опрацювання інформаційних потоків, зокрема через практики так званої «інформаційної дієти».

У цифровому освітньому середовищі важливо, щоб педагог підтримував психологічне благополуччя здобувачів освіти, створював атмосферу емоційної безпеки та забезпечував ефект психологічної присутності в

дистанційній взаємодії. Це актуалізує розвиток цифрової емпатії, емоційної саморегуляції та адаптивного комунікативного реагування як важливих складників професійної компетентності педагога, що забезпечують збереження суб'єкт-суб'єктного характеру педагогічної комунікації й сприяють формуванню сприятливого освітнього середовища [11].

Мовно-риторична підготовка майбутнього вчителя у цифровому навчанні потребує створення комплексу педагогічних передумов, що забезпечують цілісний розвиток його професійно-комунікативної компетентності. Однією з ключових передумов є інтеграція цифрової педагогіки у систему професійної підготовки, яка передбачає не лише опанування цифрових платформ і сервісів, а й формування здатності проєктувати педагогічні сценарії їхнього доцільного використання відповідно до освітніх цілей та психологічних особливостей здобувачів освіти. Цифрове освітнє середовище доцільно розглядати не лише як технологічний ресурс, а як простір розвитку професійної готовності майбутнього педагога до ефективної комунікативної взаємодії [12]. Важливим складником такої підготовки є розвиток цифрової риторики, що охоплює вміння чітко структурувати онлайн-висловлювання, логічно вибудовувати навчальний дискурс, керувати увагою авдиторії та ефективно використовувати мультимодальні засоби комунікації. Водночас вагомого значення набувають формування цифрової емпатії та розвиток рефлексивної практики. В умовах опосередкованої взаємодії педагог має вміти розпізнавати психологічний стан здобувачів освіти через непрямі комунікативні сигнали, підтримувати сприятливий психологічний клімат і здійснювати оперативну корекцію власної комунікативної поведінки. У сучасних дослідженнях рефлексивність, партнерську взаємодію та здатність до самоаналізу визначено важливими чинниками розвитку професійної комунікативної компетентності майбутнього вчителя [13].

До провідних методів формування комунікативної майстерності належать проблемно-комунікативне навчання, кейс-метод, моделювання професійно-комунікативних ситуацій, метод педагогічного сторітелінгу, аналіз цифрових комунікативних кейсів, метод рефлексивного самоаналізу мовленнєвої діяльності та тренінгові вправи, спрямовані на розвиток цифрової емпатії й адаптивного комунікативного реагування. Особливої ефективності набувають методи ситуативного проєктування, що передбачають створення та розв'язання сценаріїв онлайн-взаємодії з урахуванням психологічних особливостей здобувачів освіти. Зазначені методи орієнтовані на моделювання реальних ситуацій професійної комунікації та розвиток здатності майбутнього вчителя-філолога до гнучкої мовленнєвої адаптації в умовах онлайн-комунікації.

Ефективними формами професійної підготовки є інтерактивні онлайн-семінари, мікровикладання, педагогічні воркшопи та проєктна діяльність, орієнтована на створення цифрових освітніх продуктів. Важливо залучати майбутніх учителів до симуляційних занять, що відтворюють реальні ситуації дистанційної педагогічної комунікації.

Як зазначають В. Коваль і К. Маслюк, ефективність професійної підготовки майбутніх учителів-словесників суттєво підвищується за умови використання інноваційних цифрових освітніх технологій, зокрема змішаного та інтерактивного навчання [14]. Тут важливу роль відіграє комплекс сучасних педагогічних технологій, серед яких blended learning, flipped learning, collaborative learning, цифровий сторітелінг, педагогічне фасилітування, адаптивне навчання та технології розвитку рефлексивної компетентності. Їхня інтеграція забезпечує формування у майбутнього вчителя-філолога здатності організовувати продуктивну професійну комунікацію в умовах цифрової медіації, поєднувати різні формати взаємодії та гнучко адаптувати комунікативні стратегії до освітньої ситуації.

Реалізація зазначених підходів передбачає використання відповідного інструментарію цифрової підготовки, який охоплює як навчальні платформи, так і сервіси комунікації та рефлексії. Зокрема, до таких інструментів належать системи управління навчанням (Moodle, Google Classroom), сервіси синхронної комунікації (Zoom, Microsoft Teams), інтерактивні сервіси візуалізації та спільної роботи (Padlet, Miro, Canva, Genially), а також засоби підтримки професійної рефлексії (електронні портфоліо, відеорефлексія, цифрові щоденники професійного розвитку, платформи колективного аналізу тексту). Їхнє застосування сприятиме формуванню цілісного цифрового освітнього середовища, орієнтованого на розвиток комунікативної та аналітичної компетентності майбутнього педагога. Як наголошує О. Сухомлин, інтеграція цифрових сервісів, онлайн-комунікації та мультимедійних технологій у систему фахової підготовки є важливою умовою формування цифрової компетентності майбутнього вчителя-філолога як основи ефективної професійної комунікації [15].

Важливим складником професійної підготовки майбутнього вчителя-філолога є формування мовно-комунікативної культури, що передбачає розвиток здатності до ефективної педагогічної взаємодії, рефлексивного осмислення мовленнєвої діяльності та адаптації комунікативної поведінки до умов професійного спілкування. На цьому акцентує увагу О. Біличенко, підкреслюючи значення комунікативно зорієнтованих методів навчання, інтерактивної взаємодії та створення освітнього середовища, яке стимулює професійне мовленнєве самовираження майбутнього вчителя-словесника [16].

Реалізація зазначених педагогічних засад забезпечує цілісну професійно-комунікативну підготовку вчителя-філолога, його готовність до ефективної професійної взаємодії та здатність адаптувати мовленнєві стратегії до специфіки цифрового освітнього простору.

Аналіз психолого-педагогічних і лінгводидактичних підходів щодо питання професійної комунікації в онлайн-навчанні дає підстави розглядати комунікативну майстерність учителя-філолога як багатокомпонентне утворення, що поєднує мотиваційні, когнітивні, мовно-риторичні та рефлексивні характеристики професійної діяльності. Узагальнення результатів дослідження дозволяє запропонувати авторську модель формування комунікативної майстерності майбутнього вчителя в умовах цифрового навчального простору, яка охоплює чотири взаємопов'язані компоненти: мотиваційно-ціннісний, когнітивний, операційно-комунікативний і рефлексивно-корекційний. Мотиваційно-ціннісний компонент відображає професійну установку на ефективну педагогічну комунікацію та усвідомлення її значущості; когнітивний охоплює систему знань про психологічні закономірності онлайн-взаємодії; операційно-комунікативний передбачає володіння цифровими комунікативними стратегіями; рефлексивно-корекційний забезпечує здатність до самоаналізу та вдосконалення власної комунікативної діяльності. Запропонована модель може слугувати концептуальною основою для оновлення змісту професійної підготовки майбутніх учителів в умовах цифрової трансформації освіти.

Висновки. Цифровізація освіти змінює зміст професійної підготовки вчителя-філолога та посилює потребу у формуванні його комунікативної майстерності як інтегративної професійної якості. Її важливими складниками є мовно-риторична компетентність, дискурсивна гнучкість, психологічна чутливість і здатність адаптувати педагогічне мовлення до мультимодальних форматів онлайн-комунікації. Ефективність професійного мовлення вчителя-філолога в цифровому освітньому середовищі значною мірою залежить від уміння поєднувати мовно-риторичну виразність, психологічну чутливість і цифрово-комунікативну адаптивність.

Психолого-педагогічними засадами мовно-риторичної підготовки майбутнього вчителя-філолога визначено інтеграцію цифрової педагогіки у систему професійної підготовки, розвиток цифрової риторики, цифрової емпатії, рефлексивної культури та навичок адаптивного комунікативного реагування. Запропонована авторська модель формування комунікативної майстерності охоплює мотиваційно-ціннісний, когнітивний, операційно-комунікативний і рефлексивно-корекційний компоненти та може бути концептуальною основою для вдосконалення професійної підготовки майбутніх учителів-філологів.

Перспективи подальших досліджень убачаємо в експериментальній перевірці ефективності запропонованої моделі та розробленні методичного інструментарію її впровадження у систему професійної підготовки майбутніх учителів-філологів.

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СОЦІАЛЬНІ МЕРЕЖІ В КОНТЕКСТІ ТРАНСФОРМАЦІЇ МОВНОКОМУНІКАТИВНИХ ПРАКТИК

Анотація. У статті досліджено особливості впливу соціальних мереж на трансформацію сучасних англомовних комунікативних практик у цифровому середовищі. Проаналізовано основні тенденції розвитку онлайн-комунікації, зумовлені активним поширенням соціальних платформ та цифрових технологій. З’ясовано, що соціальні мережі виступають не лише засобом обміну інформацією, а й окремим комунікативним простором, у межах якого формуються нові мовні моделі, способи взаємодії та форми мовленнєвої поведінки.

Особливу увагу приділено трансформації традиційної моделі комунікації, яка в умовах цифрового середовища набуває діалогічного та полілогічного характеру. Встановлено, що користувачі соціальних мереж одночасно виконують функції адресанта й адресата, що сприяє інтерактивності спілкування та формуванню багатостороннього комунікативного простору. Визначено, що важливою ознакою сучасних англомовних комунікативних практик є демократизація мовлення, посилення ролі неформального стилю, використання скорочень, інтернет-сленгу, емодзі та гібридних текстово-візуальних засобів комунікації.

У статті також розглянуто особливості міжособистісної комунікації в мережі та її вплив на мовленнєву поведінку користувачів. Доведено, що цифрове середовище створює умови для оперативного обміну інформацією,

самовираження та формування віртуальної комунікативної взаємодії, максимально наближеної до реального спілкування. Водночас акцентовано увагу на поширенні конфліктогенних моделей мовлення, що проявляються у використанні агресивної лексики, недоброзичливого стилю комунікації та мовних засобів, здатних провокувати конфлікти. Причинами таких явищ визначено анонімність, зниження рівня відповідальності та відчуття безкарності в онлайн-просторі.

Окремо висвітлено систему цінностей цифрового середовища, серед яких вільний обмін інформацією, самопрезентація, освіта, пізнання та розваги. Зазначено, що ці чинники впливають на динамічний розвиток англомовного цифрового дискурсу та сприяють появі нових мовних тенденцій у глобальному комунікативному просторі. У результаті дослідження зроблено висновок, що соціальні мережі є одним із ключових чинників трансформації англомовних комунікативних практик, оскільки вони змінюють структуру, стиль і функції сучасної мовної взаємодії.

Ключові слова: англомовні комунікативні практики, мовленнєва взаємодія, цифрове середовище, міжособистісна комунікація, полілогічна комунікація, інтернет-сленг, трансформація мовлення, соціальні мережі, онлайн-дискурс.

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SOCIAL NETWORKS IN THE CONTEXT OF TRANSFORMATION OF LANGUAGE-COMMUNICATIVE PRACTICES

Abstract. The article examines the peculiarities of the influence of social networks on the transformation of modern English-speaking communicative practices in the digital environment. The main trends in the development of online communication, caused by the active spread of social platforms and digital

technologies, are analyzed. It is found that social networks are not only a means of information exchange, but also a separate communicative space within which new language models, methods of interaction and forms of speech behavior are formed.

Particular attention is paid to the transformation of the traditional model of communication, which in the digital environment acquires a dialogical and polylogical character. It is established that users of social networks simultaneously perform the functions of the addresser and the addressee, which contributes to the interactivity of communication and the formation of a multilateral communicative space. It is determined that an important feature of modern English-speaking communicative practices is the democratization of speech, the strengthening of the role of informal style, the use of abbreviations, Internet slang, emojis and hybrid text-visual means of communication.

The article also examines the features of interpersonal communication in the network and its impact on the speech behavior of users. It is proven that the digital environment creates conditions for the prompt exchange of information, self-expression and the formation of virtual communicative interaction, which is as close as possible to real communication. At the same time, attention is focused on the spread of conflict-prone speech models, which are manifested in the use of aggressive vocabulary, an unfriendly communication style and language tools that can provoke conflicts. The reasons for such phenomena are identified as anonymity, a decrease in the level of responsibility and a sense of impunity in the online space.

The system of values of the digital environment is separately highlighted, including the free exchange of information, self-presentation, education, cognition and entertainment. It is noted that these factors influence the dynamic development of English-language digital discourse and contribute to the emergence of new language trends in the global communicative space. The study concludes that social networks are one of the key factors in the transformation of English-language communicative practices, as they change the structure, style and functions of modern linguistic interaction.

Keywords: English-language communicative practices, speech interaction, digital environment, interpersonal communication, polylogical communication, Internet slang, speech transformation, social networks, online discourse.

Постановка проблеми. Соціальні мережі стали нині не лише засобом обміну інформацією, а й окремим комунікативним простором, який формує нові мовні норми, стилі взаємодії та моделі поведінки.

Сучасні платформи, зокрема Instagram, Facebook, TikTok та Telegram, істотно впливають на мовну культуру та характер комунікації. Онлайн-

спілкування стає більш динамічним, емоційним і мультимедійним, а текст дедалі частіше поєднується з емодзі, мемами, відео й іншими візуальними елементами. У цифровому середовищі активно поширюються сленг, скорочення, англіцизми та нові мовні конструкції, що змінює традиційні форми усного й писемного мовлення.

Особливо помітним є вплив соціальних мереж на молодіжне середовище, де цифрова комунікація стала основним способом соціальної взаємодії. Водночас соціальні мережі відіграють важливу роль у формуванні суспільної думки, інформаційної культури та національної ідентичності. Для України ця проблема є особливо актуальною в умовах активного розвитку україномовного цифрового простору та інформаційного протистояння.

Трансформація мовнокомунікативних практик потребує ґрунтовного наукового осмислення з позицій лінгвістики, соціології, медіакомунікацій і культурології, оскільки дослідження цієї теми дозволяє визначити особливості сучасного цифрового дискурсу та оцінити вплив нових медіа на розвиток мови й комунікації в суспільстві.

Аналіз останніх досліджень і публікацій. Проблематика соціальних мереж у площині трансформації комунікативних практик англійської мови стала предметом наукових досліджень як українських, так і зарубіжних учених. У своїх працях дослідники зосереджують увагу на цифровому дискурсі, інтернет-комунікації, змінах в англійській мові під впливом онлайн-середовища, особливостях спілкування користувачів у соціальних мережах та виникненні нових мовних жанрів і комунікативних стратегій.

Вагомий внесок у дослідження мовних особливостей соціальних мереж зробила Н. Кондратенко. Науковиця розглядає специфіку комунікації у Facebook, аналізує мовленнєві жанри цифрового середовища, способи самопрезентації та комунікативну поведінку користувачів, підкреслює, що соціальні мережі формують нові моделі мовної взаємодії та сприяють становленню цифрової мовної особистості [6].

Проблему використання соціальних мереж у процесі розвитку англомовної компетентності студентів досліджує Т. Литвинська, акцентуючи увагу на зростаючій популярності соціальних платформ як інструменту вивчення англійської мови та наголошуючи на необхідності науково-методичного обґрунтування їх застосування в освітньому процесі. Окрему увагу приділено ролі соціальних мереж у забезпеченні ефективної взаємодії між викладачами й студентами як у традиційному, так і дистанційному форматах навчання [7].

Роль інтерактивних платформ і соціальних мереж у сучасному освітньому середовищі аналізує Н. Дубініна [4]. Дослідниця розглядає

соціальні мережі як важливий складник цифровізації освіти, підкреслюючи їх значення для створення освітнього контенту, організації освітнього процесу та підтримки комунікації між усіма учасниками освітнього середовища. Авторка зазначає, що сучасні цифрові ресурси сприяють більш ефективному засвоєнню навчального матеріалу та розвитку комунікативних умінь.

Феномен соціальних мереж у межах сучасного інформаційного простору вивчає В. Галудзіна-Горобець [2]. У своїй роботі авторка доводить, що однією з провідних характеристик сучасного суспільства є його інформаційно-комунікативна природа. Соціальні мережі забезпечують відкритий доступ до інформації, швидкий обмін повідомленнями, взаємодію культур та ідей, а також формують нові моделі глобальної комунікації, що не мають часових і територіальних обмежень.

Особливості соціальних мереж як окремого жанру інтернет-комунікації досліджує Х. Чорнопис [11]. У праці аналізуються структурні рівні організації соціальних мереж, а також підкреслюється, що цифрове спілкування, яке реалізується переважно через писемні тексти, за своїми характеристиками наближається до усного мовлення. Дослідниця зазначає, що соціальні мережі створюють сприятливі умови для мовного експериментування, поєднання різних мов і стилів, виникнення нових мовних форм та інновацій.

Серед зарубіжних учених важливе місце займає David Crystal, який вивчає вплив електронної комунікації, блогів, чатів і соціальних мереж на розвиток англійської мови. Науковець вводить поняття *Netspeak* і аналізує поширення скорочень, емодзі, нових графічних та стилістичних засобів онлайн-спілкування. Значну увагу David Crystal приділяє змінам у сфері орфографії, граматики й стилістики англійської мови в умовах цифрової комунікації [12; 13].

Таким чином, аналіз наукових праць засвідчує, що соціальні мережі розглядаються дослідниками як новітнє комунікативне середовище, яке суттєво впливає на розвиток англійської мови, трансформує мовні норми та способи взаємодії користувачів, а також сприяє формуванню нових мовнокомунікативних практик у цифровому просторі.

Мета статті - дослідити особливості функціонування соціальних мереж у сучасному цифровому середовищі та з’ясувати їх вплив на трансформацію англомовних комунікативних практик.

Виклад основного матеріалу. У сучасних умовах цифровізації суспільства соціальні мережі стали важливим середовищем комунікації, освіти та професійної взаємодії. Їх активне поширення суттєво вплинуло на трансформацію мовнокомунікативних практик, зокрема у сфері вивчення та використання англійської мови.

Як зазначає Т. Литвинська, основною метою навчання іноземної мови є розвиток іншомовної компетентності майбутнього фахівця, здатного до професійного спілкування у науково-технічній, виробничій та освітній сферах [7, с. 19]. У цьому контексті соціальні мережі стають важливим інструментом організації освітнього процесу та формування комунікативних навичок.

О. Катрич розглядає мережеві комунікації як універсальний спосіб структурування соціального простору. Дослідниця підкреслює, що соціальна мережа являє собою систему взаємопов'язаних вузлів, роль яких виконують індивіди як соціальні актори. Важливою ознакою такої системи є горизонтальний тип зв'язків, що забезпечує гнучку та одночасну взаємодію між усіма учасниками мережі [5, с. 79].

Подібної думки дотримується і К. Корсикова, яка визначає соціальні мережі як соціальні структури, утворені індивідами або організаціями, між якими існують різноманітні соціальні зв'язки. Науковиця наголошує, що головною метою соціальних мереж є передача актуальної інформації за допомогою сучасних інформаційних технологій у віртуальному просторі [8].

Відтак, соціальні мережі в сучасному цифровому суспільстві виступають не лише засобом обміну інформацією, а й важливим комунікативним середовищем, що впливає на трансформацію англокомунікативних практик. Вони забезпечують розвиток іншомовної компетентності, сприяють професійній та міжособистісній взаємодії, а також формують нові моделі комунікації, засновані на відкритості, інтерактивності та швидкому поширенні інформації.

Водночас соціальні мережі є не лише технічним засобом комунікації, а й середовищем формування мовної особистості. Н. Кондратенко доводить, що мовна особистість науковця та освітянина формується у процесі професійної діяльності й соціалізації, а її презентація у соціальних мережах реалізується через створення авторського контенту, участь у професійних спільнотах і взаємодію з колегами. Дослідниця зазначає, що основною формою професійного самовираження є персональна сторінка, яка поєднує вербальний і невербальний контент. Серед найпоширеніших мовленнєвих жанрів виокремлено звіт та анонс, що мають інформативний характер і спрямовані на висвітлення професійної діяльності автора. Значно рідше використовуються ритуальні та аналітичні жанри [6, с. 341].

Подальший розвиток цифрового середовища сприяв урізноманітненню можливостей соціальних платформ. Н. Дубініна зазначає, що сучасні соціальні мережі дозволяють користувачам створювати персональні сторінки, публікувати інформацію про себе, свої інтереси та професійну

діяльність, а також формувати спільноти за спільними цінностями й уподобаннями [4]. Дослідниця підкреслює, що соціальні мережі забезпечують комфортну комунікацію через листування, онлайн-спілкування, коментування та обмін контентом. Крім того, за функціональним призначенням вони поділяються на інформаційні, освітні, мультимедійні, соціальні та торговельні, а інтерактивні платформи класифікуються як освітні, комунікаційні та розважальні.

За словами Н. Дубініної [4], освітні соціальні мережі є онлайн-платформами, що забезпечують навчання, співпрацю та обмін досвідом між учасниками освітнього процесу. До найбільш поширених платформ належать Edmodo, Schoology, YouTube, LinkedIn, Wikipedia, а також Facebook та Instagram, які використовуються для створення освітніх спільнот, поширення навчальних матеріалів, відеоуроків і проведення онлайн-трансляцій. Авторка наголошує, що інтерактивні платформи сприяють розвитку всіх видів мовленнєвої діяльності: читання, письма, говоріння та аудіювання, що є важливим показником високого рівня володіння іноземною мовою.

Можемо стверджувати, що соціальні мережі та інтерактивні платформи стали важливим складником сучасного цифрового комунікативного простору, що впливає на трансформацію мовнокомунікативних практик, англомовних зокрема. Їх використання в освітньому середовищі сприяє активізації комунікації, розвитку іншомовних навичок і формуванню нових моделей взаємодії між учасниками освітнього процесу в умовах цифровізації освіти.

Значущими у контексті досліджуваної проблеми є ідеї конструктивістського підходу. Т. Литвинська зазначає, що прихильники конструктивістської теорії підтримують використання соціальних мереж у навчанні, оскільки вони стимулюють взаємодію студентів, сприяють реалізації особистісно орієнтованого підходу та забезпечують умови для соціального навчання. Соціальні мережі створюють можливості для колективного генерування ідей, поєднання індивідуальної та групової роботи, а також формування індивідуальних освітніх траєкторій. Високий рівень комунікації між учасниками освітнього процесу забезпечує безперервність навчання, що виходить за межі аудиторних занять [7, с. 20].

Разом із позитивними можливостями соціальні мережі мають і певні комунікативні ризики. О. Катрич підкреслює, що взаємодія у соціальних мережах характеризується підвищеною емоційністю та експресивністю. Анонімність, прагнення до самопрезентації та бажання бути почутим часто призводять до загострення комунікативної поведінки, унаслідок чого онлайн-спілкування набуває біполярного характеру, де поєднуються

толерантність та агресія [5, с. 83]. У зв'язку з цим особливого значення набувають механізми соціального контролю, саморегуляції та мережевого етикету, які забезпечують стабільне функціонування віртуальної спільноти.

Подібні аспекти комунікативної поведінки аналізує і В. Доній. Дослідниця зазначає, що спілкування у соціальних мережах часто відображає особливості реальної комунікації, тому в онлайн-середовищі нерідко виникають конфліктні ситуації, використовується недоброзичливий стиль спілкування та конфліктогенні мовні засоби. Водночас спостерігаються й прояви доброзичливої, невимушеної та комфортної комунікації. Причинами поширення конфліктогенної поведінки авторка вважає анонімність, безвідповідальність і відчуття безкарності у віртуальному просторі [3, с. 85].

Крім того, В. Доній звертає увагу на зміну форми комунікації у соціальних мережах: перехід від монологічного мовлення до діалогічного та полілогічного. Публікація дописів і коментарів орієнтована на потенційних адресатів, унаслідок чого формується багатостороння комунікація, до якої можуть долучатися численні користувачі. Особливістю такого полілогічного спілкування є рівноправність учасників, адже кожен користувач має можливість висловити власну думку та бути почутим [3, с. 86].

Відтак, комунікація в цифровому середовищі характеризується високим рівнем інтерактивності, емоційності та відкритості, що сприяє одночасному поширенню як конструктивних, так і конфліктних форм взаємодії. Віртуальний простір послаблює соціальні бар'єри та комунікативний контроль, через що мовлення часто стає більш експресивним, спонтанним і менш нормативним.

Однією з ключових змін є переорієнтація комунікації на багатосторонню взаємодію. Якщо традиційні форми спілкування передбачали чіткий поділ між адресантом і адресатом, то соціальні мережі створюють середовище колективного обговорення, у якому кожен учасник може одночасно бути і споживачем, і творцем контенту, що сприяє демократизації мовлення, формуванню нових моделей цифрового дискурсу та активному розвитку неформальних мовних засобів у сучасній англомовній комунікації.

Х.Чорнопис зауважує, що соціальна мережа як жанр інтернет-комунікації має власні комунікативні цілі, тематичну спрямованість і стилістичні особливості. Водночас усне мовлення, реалізоване у письмовій формі, проявляється на всіх рівнях мовної організації: фонетичному, лексичному, морфологічному, синтаксичному та графічному [11, с. 241]. А перехід від монологічного до діалогічного й полілогічного спілкування забезпечує активну участь користувачів у комунікативному процесі, сприяє інтерактивності та розширенню мовного середовища. Соціальні мережі та

мікроблоги створюють новий тип інтернет-дискурсу, у якому поєднуються ознаки усного й писемного мовлення, а мовні зміни проявляються на всіх рівнях мовної системи: від лексики до графічного оформлення тексту.

Т. Литвинська, своєю чергою, наголошує, що формуванню англомовної компетенції студентів у культурологічному, комунікативному та мовленнєвому аспектах сприяє також використання соціальних платформ у процесі вивчення англійської мови [7, с. 22–23]. Соціальні мережі забезпечують доступ до автентичного мовного середовища, популярної культури та безпосереднього спілкування з носіями мови, що поглиблює міжкультурну взаємодію та сприяє кращому розумінню особливостей англомовного суспільства.

Водночас інтерактивний характер соціальних мереж підсилює діалогічність і полілогічність комунікації, про які зазначає В. Доній, адже онлайн-дискусії, блоги та відеоблоги активізують мовленнєву діяльність студентів, розвивають навички самопрезентації та створюють умови для творчого використання англійської мови в реальному часі [3]. Таким чином, соціальні мережі не лише змінюють форми сучасної комунікації, а й стають важливим чинником розвитку нових мовнокомунікативних практик, поєднуючи освітню, культурну та інтерактивну функції цифрового середовища.

Водночас цифрова комунікація вирізняється підвищеною емоційністю, експресивністю та неофіційністю, що сприяє як розвитку доброзичливих форм взаємодії, так і поширенню конфліктної поведінки. Соціальні мережі та мікроблоги формують новий тип інтернет-дискурсу, у якому поєднуються ознаки усного й писемного мовлення.

Такі трансформації мовлення в цифровому середовищі тісно пов’язані з особливостями міжособистісної комунікації в мережі. О. Сусська підкреслює, що міжособистісна комунікація є невід’ємним елементом будь-яких комунікативних актів, які здійснюються за допомогою комп’ютерних засобів передачі інформації. Водночас сучасна інформатизація забезпечує можливість отримання віртуальних, але максимально наближених до реальних, даних про об’єкти комунікації [10]. У контексті трансформації англомовних мовнокомунікативних практик соціальні мережі стають простором формування нових способів самопрезентації, вираження емоцій та підтримання соціальних контактів. Завдяки технологічним можливостям онлайн-платформ користувачі можуть оперативно реагувати на повідомлення, брати участь у колективних обговореннях і створювати інтерактивний комунікативний простір, що змінює традиційні уявлення про мовленнєву взаємодію. Крім того, віртуалізація міжособистісної комунікації впливає на мовні норми англомовного спілкування, сприяючи поширенню спрощених конструкцій, скорочень, емодзі, гібридних форм

тексту та елементів розмовного стилю. Унаслідок цього цифрове середовище не лише відображає сучасні мовнокомунікативні процеси, а й активно формує нові тенденції розвитку англомовного дискурсу.

Упродовж розвитку інтернет-мережі сформувалися й специфічні цінності цифрового середовища, серед яких - вільний обмін інформацією, самовираження, пізнання, освіта, розваги та відпочинок [9], що безпосередньо впливає на трансформацію англомовних мовнокомунікативних практик у соціальних мережах. Цифровий простір створює умови для швидкого поширення інформації та активної взаємодії між користувачами з різних культурних і мовних середовищ, унаслідок чого англійська мова дедалі частіше функціонує як універсальний інструмент глобальної комунікації.

На думку Н. Костенко, поширення Інтернету сприяло виникненню нових форм комунікативної поведінки в умовах кіберкультури, де домінують горизонтальні зв'язки та відсутні територіальні, ієрархічні й часові обмеження. Дослідниця також зазначає, що різновиди мережевого спілкування відрізняються не лише за комунікативною спрямованістю та рівнем інтерактивності, а й за ступенем відкритості - приватністю чи публічністю [8, с. 20]. Водночас інтерактивний характер цифрового середовища стимулює постійне оновлення мовних засобів, виникнення нової лексики, інтернет-сленгу та комунікативних моделей, адаптованих до потреб онлайн-спілкування.

Висновки. Соціальні мережі стали важливим складником сучасного комунікативного простору, що суттєво впливає на трансформацію англомовних комунікативних практик. У цифровому середовищі поєднуються риси усного та писемного мовлення, що сприяє виникненню нових мовних форм, підвищенню емоційності, експресивності та динамічності спілкування. Мовні зміни проявляються на всіх рівнях мовної системи - лексичному, синтаксичному, морфологічному та графічному.

Встановлено, що соціальні мережі забезпечують інтерактивну міжособистісну комунікацію, формують нові моделі комунікативної поведінки та створюють умови для швидкого обміну інформацією незалежно від територіальних і часових меж. Водночас цифрове середовище сприяє розвитку цінностей відкритості, самовираження, пізнання та освіти, що посилює роль соціальних платформ у процесі вивчення англійської мови.

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ЕТАЛОНИ ЕСТЕТИЧНОГО СПРИЙНЯТТЯ З АКСІОЛОГІЧНИМ ПЛЮСОМ У НІМЕЦЬКІЙ МОВНІЙ КАРТИНІ СВІТУ

Анотація. У статті порушуєтеся питання вивчення еталонів естетичного сприйняття з аксіологічним плюсом у німецькій мовній картині світу. Представлений аналіз сконцентровано на виявленні мовних засобів, завдки яким відбувається актуалізація позитивно маркованих естетичних цінностей. Особливу увагу приділено взаємозв'язку між мовою, культурою та системою цінностей, що відображає специфіку німецького світосприйняття. У межах дослідження проаналізовано лексичні, фразеологічні одиниці, що репрезентують естетичні ідеали, пов'язані з категоріями краси, гармонії, порядку, автентичності, доцільності та виразності.

Методологічною основою аналізу є розробки когнітивної лінгвістики, аксіології, лінгвокультурології та теорії мовної картини світу. Використано методи семантичного аналізу, інтерпретації та контекстуального аналізу мовних одиниць. Доведено, що позитивно оцінні естетичні еталони не є статичними, а формуються під впливом історичних, соціокультурних, комунікативних і прагматичних чинників. Вони відображають як індивідуальний, так і колективний досвід носіїв мови та функціонують як регулятивні орієнтири у процесі оцінювання дійсності й формування естетичних уподобань.

Значна роль відводиться дискурсивній репрезентація естетичних цінностей, так, що позитивна оцінка виступає важливим інструментом концептуалізації дійсності. Визначено, що в німецькій мовній картині світу естетичні еталони з аксіологічним плюсом корелюють із ширшими культурними моделями раціональності, впорядкованості та етичної доцільності. Встановлено, що німецька мовна картина світу містить розгалужену систему вербалізації естетичних цінностей, яка поєднує традиційні уявлення про прекрасне з сучасними тенденціями переосмислення естетичного досвіду. Отримані результати можуть бути використані у подальших дослідженнях з когнітивної лінгвістики, лінгвокультурології, семантики та дискурс-аналізу.

Ключові слова: естетичне сприйняття, аксіологія, мовна картина світу, естетичний ідеал, цінності, культурний контекст, семантика.

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STANDARDS OF AESTHETIC PERCEPTION WITH AN AXIOLOGICAL PLUS IN THE GERMAN LINGUISTIC WORLDVIEW

Abstract. The article addresses the problem of standards of aesthetic perception with a positive axiological value in the German linguistic worldview. The study focuses on identifying linguistic means through which positively marked aesthetic values are actualized, as well as on determining their semantic and cognitive specificity.

Particular attention is paid to the interrelation between language, culture, and the system of values that reflects the specificity of the German perception of the world. The research analyzes lexical, phraseological, and discursive units that represent aesthetic ideals associated with the categories of beauty, harmony, order, authenticity, expediency, and expressiveness.

The methodological framework is based on the principles of cognitive linguistics, axiology, linguacultural studies, and the theory of the linguistic worldview. The study employs semantic analysis, discourse interpretation, and contextual analysis.

It is demonstrated that positively evaluated aesthetic standards are not static but are formed under the influence of historical, sociocultural, communicative, and pragmatic factors. They reflect both individual and collective experience of language speakers and function as regulatory frameworks in evaluating reality and shaping aesthetic preferences.

Special emphasis is placed on the discursive representation of aesthetic values, where positive evaluation serves as an important tool for conceptualizing reality. It is argued that in the German linguistic worldview, aesthetic standards with a positive axiological value correlate with broader cultural models of rationality, orderliness, and ethical expediency. The findings indicate that the German linguistic worldview contains a complex system of verbalization of aesthetic values, combining traditional ideas of beauty with modern tendencies of reinterpreting aesthetic experience. The results can be applied in further research in linguacultural studies, semantics, cognitive linguistics, and discourse analysis.

Keywords: aesthetic perception, axiology, linguistic worldview, aesthetic ideal, values, cultural context, semantics.

Постановка проблеми. Різноманітні аспекти людського досвіду знаходять відображення в культурних засадах оціночних значень, аналіз і пояснення яких є предметом вивчення лінгвістики. Процес оцінно-пізнавального освоєння світу відображається у мові як складне і багатовимірне явище. Для того, щоб оцінити те, що пізнається, людина повинна зіставити це з певним ціннісним масштабом, з позитивними та негативними характеристиками суб'єктивного та об'єктивного сприйняття та іншими елементами. Когнітивний та аксіологічний компоненти функціонують тут одночасно, а пізнавальне та ціннісне зливаються в єдиному акті номінації.

Виділяється п'ять спеціальних сфер існування цінностей, а саме, Істина, Етика, Естетика, Задоволення, Користь. Така систематизація є ієрархічною. Ідеал представляє цінність вищого порядку. Він завжди розуміється як належне, на відміну від цінностей нижчого порядку, пов'язаних зі сферою задоволення або користі. Ідеал вимагає зусиль для свого втілення (ідеали добра, любові та краси). Цінності нижчого порядку мають лише утилітарно-практичне або гедоністичне значення. Вичерпної класифікації цінностей сьогодні не існує. У деяких класифікаціях цінності за типом поділяються на матеріальні та ідеальні (духовні), а за змістом – на релігійні, моральні, естетичні, соціальні, економічні, політичні.

Аналіз останніх досліджень і публікацій свідчить про значний інтерес науковців до вивчення німецької мовної картині світу. Сучасні наукові розробки ґрунтуються на різних підходи до вивчення оцінності, еталонів, цінностей, ідеалів.в яких висвітлено результати теоретичних й емпіричних доробок (Кривенченко Д., Краснобаєва-Чорна Ж., Райтерер С-М.). Важливий науковий пошук присвячується аналізу основних аспектів цінностей (Штайнер Р.), еталонів краси (Новикова Є., Фоміна Д.) меліоративній та пейоративній оцінності (Стівен Ульман, Мішель Бреаль, Ніколаєв С., Доля А.).

Проте іноді не спостерігається розмежування понять оцінки та оцінності, а еталони естетичного сприйняття з аксіологічним плюсом у німецькомовному середовище залишаються недостатньо дослідженими. Аналіз наукових джерел дозволяє виявити певні суперечності у розумінні і інтерпретації основних понять та роз'яснені взаємодії еталонів та аксіологічних значень у формуванні німецької мовної картини світу, що зумовлює перспективність подальших наукових розробок.

Мета статті – дослідити основні еталони естетичного сприйняття з аксіологічним плюсом у німецькій мовній картині світу та показати як через мовні засоби в німецькомовному просторі відображаються естетичні цінності суспільства.

Виклад основного матеріалу. Визначення ступеня досконалості, естетичної значущості предметів і явищ дійсності відображається в естетичній оцінності, яка складається зі сприйняття естетичного об'єкта, його аналізу і, нарешті, судження про його переваги, про його позитивну значущість. Естетичній оцінці підлягають усі предмети та явища, доступні зоровому, слуховому сприйняттю або відтворювані уявою і такі, що викликають у людини специфічну емоційну реакцію (естетичне відчуття).

Естетична цінність є особливим класом цінностей, що існує поряд з утилітарними, моральними та іншими цінностями. Такий зв'язок зумовлений їхньою спільною аксіологічною природою: всі види цінностей (добро, користь, справедливість, краса/прекрасне, велич, тощо) характеризують значущість об'єкта для суб'єкта, яка визначається роллю даного об'єкта в життєдіяльності суспільства, класу, соціальної групи або окремої людини. Основним видом естетичної цінності є *Прекрасне,* яке має безліч варіації. *Прекрасне* характеризує явища з точки зору досконалості, як такі, що мають найвищу естетичну цінність. Явища вважаються прекрасними, коли вони у своїй цілісності виступають як суспільно-людські цінності. Під час сприйняття *Прекрасного* людина отримує інформацію не лише про природні якості явищ або предметів, а й про рівень розвитку своїх творчих можливостей та меж. *Прекрасне* є об'єктивним, оскільки воно є суспільно-людською цінністю, що утворюється в об'єктивному процесі суспільно-історичного пізнання. Оцінюється *Прекрасне* завдяки естетичному переживанню і має здебільш суб'єктивний характер. Естетична цінність є органічним поєднанням естетичних властивостей об'єкта та розвинених здібностей (естетичного потенціалу) людини. Площина естетичного пронизана аксіологічними зв'язками зі знаком плюс або мінус.

Найбільш загальне й цілісне уявлення людини про прекрасне в природі, суспільстві та самій людині є естетичним ідеалом, якому притаманні як зразково-нормативні ознаки, так і соціально-спонукальні. Такий ідеал формується протягом досить тривалого часу і не є остаточно сформованим утворенням. Він змінюється протягом усього життя людини, але в головних, концептуальних пріоритетах залишається досить послідовним [1]. Головна сутність естетичного ідеалу може виражати його гуманістичний і загальнолюдський аспект. За ставленням людини до світу, за її власними вчинками та реакцією на вчинки інших людей, поведінкою та діяльністю можна судити про те, яким ідеалом людина керується. Естетичні ідеали, що культивуються в суспільстві в різні часи й епохи, в різних культурах були і є вельми різними, а часом і протилежними. Проблеми естетики завжди були в центрі уваги кожного суспільства, починаючи з найраніших етапів його розвитку [2]. Саме в руслі філософсько-естетичних

пошуків романтизму була розроблена концепція, згідно з якою міф містить у собі базові парадигми національного менталітету, специфічний для даного народу первинний погляд на світ. Проблема національної своєрідності культури та культурних відмінностей між народами спочатку була поставлена просвітителями як проблема характерологічна. Йшлося про «характер народів», детермінований зовнішніми щодо нього обставинами, такими як клімат і форма правління.

Німецька мовна картина світу вирізняється особливо глибоким осмисленням естетичних цінностей та ідеалів. Вже у XVIII столітті в німецькомовній культурі сформувалися філософські, літературні та художні дискурси, які розглядали естетику не лише як науку про прекрасне, а й як фундаментальний вимір пізнання, моралі та суспільства. Німецька естетика традиційно характеризується глибиною, систематичністю та тісним зв'язком між мистецтвом, істиною та свободою. Беззаперечно, що важливим відправним пунктом німецьких естетичних ідеалів є філософія Іммануїла Канта, який визначає *Прекрасне* як *об'єкт безкорисливого задоволення*, чим відокремлює естетику від утилітарних або суто моральних критеріїв. Звідси випливає специфічний німецький ідеал естетичної автономії. Фрідріх Шиллер розширює цей підхід й естетика стає центральним засобом гуманізації: людина має досягти моральної зрілості через естетичну гру між розумом і чуттєвістю. Такий ідеал тісно пов'язує естетичну освіту з політично-етичною відповідальністю і діє донині. [3]

Веймарський класицизм, зокрема у творах Йогана Вольфганга фон Гете та Шиллера, формулює естетичні ідеали цього періоду, такі як гармонія, цілісність та міра. *Краса* тут розглядається як вираз збалансованих відносин між природою та духом. Ця концепція тісно пов'язана з німецьким ідеалом освіти (Bildung), який розглядає естетичний досвід як важливу складову розвитку особистості. Вільгельм фон Гумбольдт поширює поняття естетичного ідеалу на мову та культуру загалом: естетика розуміється як вираз осмислення людиною світу. [3,4]

На відміну від класицистичного наголосу на порядку та гармонії, німецький романтизм висуває на перший план суб'єктивний досвід, внутрішній світ та єдність з природою: іронія та символ стають центральними естетичними формами. Ліси, гори та руїни, постають як площини проекції екзистенційних питань і стають типовими для німецької картини світу. Поєднання естетики природи та метафізики забезпечують естетичний досвід, що суттєво відрізняється від раціоналістичних традицій інших європейських культур [1,5]. У 20 столітті німецька мовна картина світу зазнає фундаментального переосмислення завдяки критичній теорії, в першу чергу, Теодора В. Адорно. Тому центральним естетичним ідеалом

німецького модернізму є автономія, яка пов'язана з критичною функцією. Щось набуває естетичної цінності, якщо воно виявляє суспільні суперечності. Отже, естетичний ідеал постає як динамічне та багатовимірне явище, що поєднує ціннісні, пізнавальні й соціальні аспекти людського буття. Він формується історично та культурно, відображаючи національну специфіку світосприйняття.

Окрім високої культури, естетичні цінності відіграють важливу роль і в повсякденному житті. Порядок, функціональність та практичність, наприклад, вважаються в німецький культурі естетичними якостями [3]. Водночас сучасна німецька культура дедалі більше диференціюється – між мінімалістичною стриманістю та експресивною суб'єктивністю існують різні естетичні середовища.

Поняття «аксіологічного плюса» бере свій початок у філософії цінностей (аксіології) і позначає якісне підвищення цінності, яке виходить за межі суто фактичних, функціональних або інструментальних властивостей. Воно вказує на той вимір, у якому діють норми. Інституції або культурні практики вважаються не лише доцільними чи такими, що відповідають правилам, а й особливо цінними з етичної, моральної чи культурної точки зору. У філософській та культурній теорії аксіологічний плюс слугує для розробки нормативних критеріїв, за допомогою яких можна розрізнити дії, що є лише допустимими, та ті, що є позитивно бажаними [6]. Аксіологія досліджує природу, структуру та чинність цінностей. У такому розумінні аксіологічний плюс позначає: вищий рівень цінності в ієрархії цінностей, надлишок нормативної значущості порівняно з мінімальними моральними вимогами, або якісне підвищення цінності світлі етичних ідеалів [7]. Аксіологічний плюс виконує кілька функцій і, в першу чергу, він дозволяє розрізняти виконання обов'язку та етично досконалу дію. Аксіологічний плюс вказує також на нормативну вимогу культурного розвитку й пояснює, чому певні культурні діяльності — мистецтво, освіта чи громадянська активність — вважаються носіями особливих цінностей, хоча вони не є безпосередньо корисними.

У Німеччині вивчення цінності тісно пов'язано з ідеалом *обґрунтованості.* Традиційно розрізняють законні та моральні дії: лише мотивація, що випливає з поваги до морального закону, надає дії особливої моральної цінності — це один з перших прикладів аксіологічного плюсу. Пізніше Макс Шелер розвиває матеріальну етику цінностей, в якій цінності вважаються об'єктивно пізнаваними, але ієрархічно впорядкованими. Вищі цінності, такі як справедливість, істина або солідарність, мають при цьому більшу аксіологічну вагу, ніж прості корисні або гедоністичні цінності. На суспільному рівні аксіологічний плюс проявляється в тих цінностях, які не

тільки захищені законом, але й культурно вважаються особливо бажаними. До них, зокрема, належать: людська гідність та автономія є центральним нормативним фундаментом німецького суспільства. Її аксіологічний плюс полягає в тому, що вона є недоторканною і не може бути зрівноважена іншими благами. Автономія та самовизначення вважаються не лише правами, а й позитивними етичними ідеалами [8].

Справедливість розуміється у Німеччині не лише формально, а пов'язується із соціальною відповідальністю. Солідарність — наприклад, в системі охорони здоров'я — є аксіологічною перевагою, оскільки виходить за межі індивідуальної максимізації вигоди та спрямована на колективне благо. Ще однією ключовою цінністю є відповідальна поведінка. Відповідальність стосується як власних дій, так і їхніх соціальних та екологічних наслідків.

Таке розуміння відповідальності глибоко вкорінене в німецькій етиці та освітній традиції. Освіта (освіта в гумбольдтівському розумінні) має в Німеччині значний аксіологічний плюс. Вона вважається не лише засобом для досягнення мети, а й внутрішньою цінністю, що уможливлює зрілість, здатність до критики та демократичну участь. [9]

Цінності проявляють свою дію не ізольовано, а через норми, інституції та соціальні практики. У той час як норми встановлюють мінімальні стандарти поведінки, цінності – особливо ті, що мають аксіологічний плюс – визначають орієнтири для успішного життя та гармонійного співіснування. Сьогодні у Німеччині постматеріальні цінності, такі як рівність прав, захист навколишнього середовища, толерантність тощо, набувають дедалі більшого значення. [10]

Німецьке Просвітництво закріпило естетичний ідеал ясності, доцільності та обґрунтованості. Краса розумілася не стільки як чуттєва пишність, скільки як форма, структурована розумом [11]. Такий підхід і сьогодні визначає німецьку схильність аргументувати естетичні судження та уточнювати їх мовно, що відображається у таких лексем, як *klar, vernünftig, geordnet, maßvoll, zielgerichtet, Ordnung,* та фразеологізмах: *sich in Grenzen halten, mit Maß und Zweck.*

Веймарський класицизм (Ґете, Шіллер) поєднував естетичну красу з гуманістичними цінностями. Ідеал гармонії між чуттєвістю та розумом став провідним. Мовна картина світу німців в цей період відображає вдосконалення та моральне виховання як основні еталони естетичного сприйняття. Центральне місце займають абстрактні іменники, які відбивають в своєму значенні естетичні цінності: *Schönheit, Würde, Humanismus, Ganzheit/Integrität, Vollkommenheit der Form/Formvollendung, Ausgewogenheit/Ausgeglichenheit* та вирази *den Sinn für Ästhetik wecken, den*

Sinn für das Schöne schärfen, etwas in Einklang bringen. В цю епоху еталони естетичного сприйняття пов'язані з внутрішнім світом та емоціями.

Епоха індустріалізації та прогресу характеризується амбівалентністю естетичного сприйняття. Індустріалізація радикально змінила засоби сприйняття. Техніка, швидкість та функціональність стали новими цінностями, однак разом з рухом вперед виникле критичне протистояння [1]. У мовній картині світу ця напруга позначилася амбівалентними оцінними значеннями. Лексичними маркерами амбівалентного естетичного сприйняття індустріалізації є лексеми з позитивною семантикою – *rationell, modern, effektiv, fortschrittlich, leistungsfähig, Fortschritt, Modernität, Effizienz, Innovation, Dynamik, Funktionalität, Produktivität, Rationalisierung,* пейоративною оцінністю – *Mechanisierung des Lebens, Uniformität, Reizüberflutung, Beschleunigungsdruck, Anonymität, entmenschlich, stressig Entfremdung, Hektik, Künstlichkeit* та амбівалентні – *Verlustangst, Technikbegeisterung, Fortschrittseuphorie, Kulturkritik, Zukunftsoptimismus, faszinierend und bedrohlich,* які відображають суперечливе ставлення у німецькомовному просторі до технічного прогресу.

У 20 столітті естетичне «красиве» «прекрасне» стає дедалі більше проблематичним. Такі цінності, як розрив, роздратування та критика, набувають позитивного забарвлення [2]. Мова за таких умов служить не стільки для облагородження, скільки для викриття. Лексеми, що виражають цінності цієї епохи, виступають орієнтирами естетичних цінностей 20 століття – *Bruch, Irritation, Kritik, Zerfall, Entfremdung, Fragmentierung, Dekonstruktion, Widerspruch, Fragmentierung, Verfremdung.* Вони вербалізують відмову від класичного ідеалу гармонії та відображають переорієнтацію культури на критичне осмислення дійсності. Ці маркери міцно увійшли в інтелектуальні дискурси німецькомовної спільноти, символізуючи зміну естетичного ідеалу: від «прекрасного» до проблемного й критичного, від прикрашання до викриття реальності, від гармонії до дисгармонії; від цілісності до фрагментарності.

Висновки. Німецька мовна картина світу виступає не лише як засіб взаєморозуміння, а й як культурний архів естетичних та аксіологічних досвідів. Еталони естетичного сприйняття з аксіологічним плюсому у німецькій мовній картині світу характеризуються достатньо тісним зв'язком мистецтва, філософії і суспільного життя. Здатність до самокритики та трансформації є суттєвою рисою німецької естетичної традиції. Німецькомовний простір володіє вражаючим розмаїттям естетичних принципів, які вирізняються, в першу чергу, глибиною філософських роздумів. Одним із центральних естетичних ідеалів німецької культури є наголос на внутрішності та духовності; порядок, пропорції та композиційна

чіткість – це раціональні та моральні цінності; естетичний досвід рахується необхідним для морального та духовного вдосконалення людини. Еталони естетичного сприйняття не є статичними, вони зазнають важливих змін та диференціації й відбиваються у німецькій мовній картині світу через низьку мовних засобів.

Подальші дослідження еталонів естетичного сприйняття дозволять глибше простежити вербалізацію позитивно маркованих цінностей у німецькомовному просторі, з урахуванням трансформації сучасної культури, впливу медіа, цифрової комунікації та зміни естетичних стандартів у суспільстві.

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СЕМАНТИЧНЕ ПОЛЕ КОНЦЕПТУ «ЩАСТЯ» У ЛАТИНОМОВНОМУ ЕПІСТОЛЯРІЇ ГРИГОРІЯ СКОВОРОДИ

Анотація. У статті досліджується семантичне поле концепту «щастя» у латиномовному епістолярії Григорія Сковороди. Актуальність дослідження зумовлена зростанням наукового інтересу до інтелектуальної спадщини мислителя в контексті європейської неолатинської культури, а також недостатньою увагою до латиномовного корпусу його листів як джерела реконструкції авторської мовної картини світу. Наукова новизна роботи полягає в комплексному аналізі концепту «щастя» крізь призму теорії семантичного поля з виокремленням ядерних і периферійних лексем, що репрезентують морально-етичні, психологічні та духовні аспекти внутрішньої гармонії людини.

Метою статті є виявлення та системний опис семантичного поля концепту «щастя» у латиномовних листах Григорія Сковороди, визначення особливостей функціонування його ядерних і периферійних репрезентантів у контексті античної, стоїчної та християнської традицій. Матеріалом дослідження стали латиномовні листи мислителя. У роботі застосовано контекстуально-інтерпретаційний метод, метод семантичного поля, компонентний аналіз та елементи дискурс-аналізу.

Установлено, що ядро семантичного поля формують лексеми beatitudo / beatus, felicitas / felix, vita beata, які репрезентують щастя як стан внутрішнього духовного блаженства, моральної самодостатності та гармонії людини з власною природою і Богом. Доведено, що у творчості Сковороди felicitas поступово втрачає значення зовнішнього успіху й набуває етичного та духовного змісту, тоді як beatitudo співвідноситься з

християнським розумінням духовного блаженства. Виокремлено також периферійні репрезентанти концепту: virtus, laetitia, gaudium, cor, fortunatus, suavius animo, valetudo animi, bene conscia mens, pii, а також лексеми на позначення духовної невпорядкованості й нещастя (miseri, vitium, cupiditas). З'ясовано, що периферійна лексика конкретизує концепт «щастя» через категорії внутрішньої свободи, душевного спокою, моральної досконалості, духовного здоров'я та звільнення від пристрастей. Установлено, що латиномовний епістолярій Григорія Сковороди репрезентує цілісну філософсько-мовну модель, у якій щастя осмислюється не як матеріальний добробут чи випадкова удача, а як стан духовної гармонії, самопізнання та внутрішньої свободи.

Ключові слова: концепт «щастя», семантичне поле, ядерні лексеми, периферійні лексеми, латиномовний епістолярій.

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THE SEMANTIC FIELD OF THE CONCEPT OF "HAPPINESS" IN THE LATIN-LANGUAGE EPISTOLARY OF HRYHORII SKOVORODA

Abstract. The article examines the semantic field of the concept of happiness in the Latin-language epistolary heritage of Hryhorii Skovoroda. The relevance of the study is determined by the growing scholarly interest in the thinker's intellectual heritage within the context of European Neo-Latin culture, as well as by the insufficient attention paid to the Latin-language corpus of his letters as a source for reconstructing the author's linguistic worldview. The scientific novelty of the research lies in the comprehensive analysis of the concept of happiness through the prism of semantic-field theory with the distinction between nuclear and peripheral lexical units representing moral, psychological, and spiritual aspects of human inner harmony.

The purpose of the article is to identify and systematically describe the semantic field of the concept of happiness in Skovoroda's Latin-language letters and to determine the peculiarities of the functioning of its nuclear and peripheral representatives within the antique, Stoic, and Christian traditions. The material of the research consists of the philosopher's Latin-language letters. The study applies

contextual-interpretative, semantic-field, componential, and discourse-analysis methods.

The research establishes that the nucleus of the semantic field is formed by the lexical units beatitudo / beatus, felicitas / felix, and vita beata, which represent happiness as a state of inner spiritual blessedness, moral self-sufficiency, and harmony between the individual, one's own nature, and God. It is proved that in Skovoroda's works felicitas gradually loses the meaning of external success and acquires ethical and spiritual dimensions, whereas beatitudo correlates with the Christian understanding of spiritual blessedness. The study also distinguishes peripheral representatives of the concept, including virtus, laetitia, gaudium, cor, fortunatus, suavius animo, valetudo animi, bene conscia mens, and pii, as well as lexical units denoting spiritual disorder and unhappiness (miseri, vitium, cupiditas). It is demonstrated that peripheral vocabulary specifies the concept of happiness through the categories of inner freedom, spiritual peace, moral perfection, spiritual health, and liberation from passions. The study concludes that Skovoroda's Latin-language epistolary heritage represents an integral philosophical and linguistic model in which happiness is interpreted not as material prosperity or accidental fortune, but as a state of spiritual harmony, self-knowledge, and inner freedom.

Keywords: concept of happiness, semantic field, nuclear lexemes, peripheral lexemes, Latin-language epistolary.

Постановка проблеми. Інтерес до інтелектуальної спадщини Григорія Сковороди як мислителя європейського типу зумовлений його інтегрованістю в загальноєвропейський філософський і культурний контекст, зокрема через активне використання латинської мови як засобу інтелектуальної комунікації. Водночас у сучасних лінгвістичних студіях спостерігається недостатня увага саме до латиномовного корпусу його листів, який становить важливе джерело для реконструкції авторської картини світу. Особливо помітною є відсутність системного аналізу семантики концепту «щастя», що функціонує в цих текстах як ключова категорія, репрезентована через варіативний лексико-семантичний ряд (*felicitas, beatitudo, gaudium*) і потребує комплексного філологічного осмислення.

Сковородинське розуміння *щастя* формується в інтертекстуальному полі класичної латиномовної філософії, зокрема в діалозі з ідеями Сенеки, Цицерона та інших мислителів, однак не зводиться до їх прямого наслідування: воно трансформує стоїчну етику внутрішньої свободи, самодостатності та життя «згідно з природою» у християнсько-антропологічну перспективу «сродної праці» та духовної гармонії.

Водночас такі інтерпретації потребують опертя саме на латиномовний епістолярій мислителя як автентичний дискурсивний простір, у якому філософські ідеї не лише декларуються, а й функціонують у живій комунікативній практиці, виявляючи свою семантичну динаміку та контекстуальну варіативність.

Аналіз останніх досліджень і публікацій. Дослідження інтелектуальної спадщини Григорія Сковороди у сучасній гуманітаристиці характеризується міждисциплінарністю та варіативністю методологічних підходів. У цьому контексті мовознавчі та текстологічні студії формують окремий, хоча й недостатньо систематизований напрям, зосереджений на аналізі мовної організації текстів мислителя, їхньої семантичної структури та дискурсивних особливостей.

Творча спадщина Г. Сковороди широко представлена у сучасній лінгвістиці та літературознавстві. Значну увагу дослідники приділяють епістолярній спадщині мислителя як особливій формі інтелектуальної комунікації. Так, у науковій розвідці Г. Мазохи листування Сковороди розглядається в контексті європейської епістолярної традиції, що дозволяє простежити специфіку функціонування філософського дискурсу в межах приватного листування [1]. У працях П. Чаяла акцентовано увагу на суспільно-політичних поглядах мислителя, відображених у його текстах [2], тоді як Г. Бондаренко аналізує листування Сковороди крізь призму українського бароко, виокремлюючи домінантні тематичні комплекси та наголошуючи на виразному релігійному колориті його творчої спадщини [3].

Лінгвостилістичний і текстологічний підходи становлять один із провідних напрямів сучасного сковородинознавства. У межах цього напряму увага зосереджується на специфіці сковородинівського письма як складної синкретичної системи, що поєднує елементи книжної традиції, риторичної організації тексту, діалогічності та інтертекстуальності. Дослідження Л. Петрової-Озель акцентують на полемічності та жанровій гібридності творів Сковороди. Епістолярій у цьому аспекті постає не лише формою приватного спілкування, а й простором філософського самовираження та морально-етичної рефлексії [4]. Окрему групу становлять лексико-семантичні та когнітивні дослідження, спрямовані на реконструкцію мовної картини світу Сковороди: у працях О. Богомольця-Бараша продемонстровано продуктивність когнітивно-лінгвістичного підходу, зокрема у вивченні механізмів вербалізації абстрактних понять у текстах мислителя [5]. Важливий внесок у дослідження поетики та мовної організації творів Г. Сковороди здійснила Т. Шевчук: дослідниця проаналізувала особливості сковородинівського віршування, зокрема звернувши увагу на

поетичні фрагменти у латиномовних листах [6]. У працях О. Кудінової підкреслюється роль латини як мови інтелектуального дискурсу та засобу інтеграції мислителя в європейський культурний простір. Латиномовний епістолярій розглядається як важливе джерело для вивчення семантики морально-філософських понять, однак його потенціал у площині системного концептуального аналізу реалізований лише частково [7]. Окремий аспект мовної організації латиномовного епістолярію Г. Сковороди висвітлено у працях Н. Писаренко, де досліджено функціонування вокативів як засобів інтелектуальної комунікації [8], а також роль паратекстуальних елементів у процесі декодування авторських смислів [9]. Окремий напрям становлять лінгводидактичні студії, зокрема праці Г. Швець, у яких тексти Сковороди аналізуються як матеріал для формування інтерпретаційних і комунікативних компетентностей. У цих дослідженнях акцент переноситься із суто семантичного аналізу на функціональний потенціал тексту [10].

Отже, сучасні мовознавчі та текстологічні дослідження спадщини Григорія Сковороди окреслюють широке методологічне поле, що охоплює лінгвостилістичний, когнітивний, текстологічний, лінгводидактичний та культурологічний підходи. Водночас низка принципових аспектів залишається недостатньо опрацьованою. Передусім це стосується латиномовного корпусу творів Г. Сковороди, який досі не став об’єктом комплексного аналізу в аспекті системної реконструкції ключових концептів. Особливої уваги потребує концепт «щастя» як центральна категорія сковородинівської філософії, що реалізується через складну систему біблійних, античних і авторських семантичних моделей.

Мета статті – виявити та системно описати семантичне поле концепту «щастя» у латиномовному епістолярії Г. Сковороди, визначивши особливості функціонування ядерних і периферійних лексем у контексті стоїчної та християнської традицій, з якої формуємо з**авдання** дослідження: 1) виокремити ядерні та периферійні лексеми на позначення щастя у латиномовних листах Г. Сковороди; 2) проаналізувати їхні семантичні особливості та контекстуальне функціонування; 3) встановити основні семантичні мікрополя концепту «щастя»; 4) визначити специфіку авторського осмислення щастя в контексті античної, стоїчної та християнської традицій.

Матеріалом послугували латиномовні листи Григорія Сковороди. Були застосовані методи: контекстуально-інтерпретаційний, семантичного поля, компонентного аналізу**,** елементів дискурс-аналізу.

Виклад основного матеріалу дослідження. Становлення творчості й світогляду Григорій Сковорода ґрунтується на синтезі античних, стоїчних і

християнських ідей, тому й розуміння концепту «щастя» формується в межах цих традицій. У класичній латинській культурі *felicitas* означало щасливу долю, успіх і добробут, часто пов'язані з *fortuna* (доля, удача), тоді як *laetitia* позначала безпосередню радість, а *gaudium* – внутрішню втіху. У творах Цицерона та Горація *щастя* співвідноситься з поміркованістю та гармонійним життям [11]. У стоїчній філософії *щастя* переосмислюється як внутрішній стан, незалежний від зовнішніх благ. Для стоїків справжнє благо полягає в душевній рівновазі, тому *gaudium* у Сенеки трактується як духовна радість мудреця, протиставлена *voluptas* – чуттєвій насолоді. Саме стоїчна традиція сформувала опозицію між внутрішньою духовною радістю та зовнішньою тілесною насолодою [12]. У християнській латині центральним поняттям стає *beatitudo* – духовне блаженство, пов'язане зі спасінням і єдністю з Богом. Августин Аврелій наголошував, що справжнє щастя можливе лише в Богові, тому *beatitudo* і *gaudium* набувають значення внутрішньої радості віри, тоді як *voluptas* часто отримує негативну конотацію тілесної насолоди. У творчості Сковороди поєднуються антична етика, стоїчна ідея внутрішньої самодостатності та християнське вчення про духовне блаженство. Тому *beatitudo* у його текстах тяжіє до християнського розуміння блаженства, *gaudium* позначає духовну гармонію, *felicitas* – «щасливе життя», а *voluptas* протиставляється духовному щастю.

Зазначимо, що у латиномовному епістолярії Григорія Сковороди концепт щастя формується як складна семантична система, ядро якої становлять лексеми **beatitudo / beatus, felicitas / felix .** Їхнє функціонування у латиномовних епістолах мислителя демонструє не лише спадкоємність античної та християнської традицій, а й оригінальне переосмислення *щастя* як внутрішнього духовного стану. На відміну від класичної латинської культури, де **felicitas** часто пов'язувалася із зовнішнім успіхом, добробутом і прихильністю **fortuna** (удачі, долі), у Сковороди *щастя* дедалі виразніше переноситься у площину внутрішнього самовизначення людини.

Аналіз фактичного матеріалу епістолярної спадщини Григорія Сковороди дозволив засвідчити складну й багаторівневу структуру семантичного поля «щастя». Опрацьовані контексти / фрагменти епістол дали змогу виокремити як *ядерні* лексеми, безпосередньо пов'язані з поняттям щастя (*felicitas, beatitudo, vita beata*), так і широку систему *периферійних* одиниць, що конкретизують його психологічний, морально-етичний і духовний зміст:

1. Ядерні лексеми на позначення «щастя»

У латиномовному епістолярії Григорія Сковороди ядро семантичного поля «щастя» формують лексеми *beatitudo, beatus, vita beata, felicitas, felix*, які репрезентують основні філософсько-етичні моделі осмислення

внутрішнього блаженства. На відміну від периферійної лексики, що конкретизує окремі психологічні чи духовні стани, ядерні номінації безпосередньо позначають щастя як центральну світоглядну категорію.

1.1. Духовно-етичне мікрополе щастя: *beatitudo, beatus, vita beata*

Центральне місце у структурі концепту посідає номінація *beatitudo* та похідна від неї лексема *beatus*. Саме ці одиниці найпослідовніше репрезентують духовно-етичний вимір щастя у творчості Григорія Сковороди. Показовим у цьому аспекті є фрагмент епістоли до М. Ковалинського: *Beatus ille, qui fugit negotia, Ut prisca christiana gens! Qui pectus excolit suum virtutibus, Sanctisque purgat litteris. Amara cura tale pectus haud trahit, Nec horror ullus excitat* (Щасливий той, хто уникає суєтних справ, як давній християнський народ; хто серце удосконалює чеснотами й очищає читанням священних книг. Гірка турбота не охоплює такого серця, і ніякий страх не тривожить його) [13, с. 318]. Конструкція *beatus ille* актуалізує традиційну для християнської й стоїчної думки модель внутрішнього блаженства. Щастя тут не залежить від соціального статусу чи матеріального добробуту, а визначається дистанціюванням від «світу суєти». Семантика дієслова *fugit* («уникає», «віддаляється») підкреслює свідомий характер морального вибору, а словосполучення *fugit negotia* репрезентує характерну для Сковороди опозицію духовного й земного. Внутрішній зміст *beatitudo* конкретизується у вислові *Qui pectus excolit suum virtutibus, sanctisque purgat litteris*. Лексеми *virtutes* та *sanctae litterae* формують семантичне поле морального очищення й духовного вдосконалення. Щастя постає як результат внутрішньої праці людини над собою. Симптоматично, що наслідком такого стану стає відсутність страху й тривоги: *Amara cura tale pectus haud trahit*. У цьому випадку *beatitudo* співвідноситься зі стоїчним ідеалом душевної рівноваги, однак доповнюється християнською ідеєю духовного очищення через Святе Письмо.

У цитаті листа № 43: *... sola virtus beat beatumque servat* (… одна лише чеснота робить людину щасливою і зберігає її щастя) [13, с. 292] особливо виразно виявляється етичний характер *beatitudo*. Афористичність вислову надає йому статусу універсального морального принципу. Семантичний центр утворює дієслово *beat*, етимологічно пов’язане з *beatus* та *beatitudo*. Щастя осмислюється не як випадкова удача, а як наслідок чесноти. У цьому контексті філософ прямо протиставляє зовнішні критерії людської успішності внутрішньому духовному виміру особистості: *pauper vulgi judicio* не виключає справжнього блаженства. Подальше розгортання концепції щастя спостерігаємо у фрагменті: *Disce, quid est illud, quod vita beata vocatur… Felix, qui potuit vitam reperire beatam; sed magis is felix, qui valet hacce frui* (Ти питаєш: якщо щастя життя в кожному з нас, то чому його

досягає так мало людей… Щасливий той, кому вдалося знайти щасливе життя; але щасливіший той, хто вміє ним користуватися) [13, с. 238].

Центральними лексемами семантичного поля «щастя» виступають *vita beata*, *felix*, *beata*, які репрезентують стан істинного блаженного життя. Особливо важливою є градація *felix… magis felix*, де підкреслюється, що недостатньо лише знайти щасливе життя – необхідно ще й уміти ним користуватися (*valet hacce frui*). Таким чином, щастя осмислюється як результат духовного пізнання й внутрішнього вибору людини.

1.2. Антична модель щастя та її духовне переосмислення: *felicitas, felix, felicior*

Іншу семантичну площину репрезентує лексема *felicitas* і похідні від неї *felix, felicior*. У класичній латині ця номінація традиційно позначала щасливу долю, успіх або сприятливі життєві обставини. Проте в епістолярії Г. Сковороди вона зазнає помітного переосмислення. Так, у вислові *Qui valet arva colens, rege est felicior aegro* (Здоровий хлібороб щасливіший від хворого царя) [13, с. 236] *felicitas* уже не пов'язується із соціальною величчю чи владою. Образ землероба символізує природність, внутрішню рівновагу й гармонію життя. Семантично важливими є лексеми *valet* та *arva colens*. Дієслово *valet* означає не лише фізичне здоров'я, а й життєву силу, внутрішню стійкість людини. У поєднанні з образом праці на землі актуалізується античний ідеал *vita rustica* – простого гармонійного існування відповідно до природи. У такий спосіб *felicitas* набуває морально-філософського змісту й наближається до сковородинської концепції «сродної праці». Подібне переосмислення простежується і в листі № 2 до Михайла Ковалинського: *Existima autem hominibus pietatis amantibus iucundissimos esse adolescentulos et pueros candidos felicique ingenio natos…* (…особливо приємні чисті душею юнаки й отроки, від природи наділені щасливими здібностями) [13, с. 219]. Вислів *felici ingenio natos* характеризує людину не як «удачливу», а як внутрішньо гармонійно обдаровану. У поєднанні з лексемою *candidi* формується реляційно-етична модель щастя, пов'язана з моральною чистотою та духовною спорідненістю. Отже, у Сковороди *felix* означає не стільки «того, кому щастить», скільки людину, гармонійно влаштовану відповідно до божественного порядку.

Особливо показовим є фрагмент: *O felicitate ipsa fortunatiorem, quisquis haec sibi paravit! … Quid mente terrenis cogitationibus pura beatus, quae deum illum cernit?* (О, щасливіший навіть за саме щастя той, хто здобув це для себе! … Що є блаженнішим від розуму, очищеного від земних помислів, який бачить самого Бога?) [13, с. 291]. Тут митець використовує гіперболічну конструкцію *felicitate ipsa fortunatiorem* (щасливіший навіть за саме щастя), аби підкреслити винятковість духовного стану людини.

Первинно *felicitas* ще позначає земне благополуччя, однак подальший розвиток думки переводить семантику у сферу *beatitudo*. Ключовим стає образ очищеного розуму – *mente terrenis cogitationibus pura*, - здатного «споглядати Бога» (*Deum illum cernit*). У результаті *felicitas* фактично переходить у площину *beatitudo*, оскільки справжнє щастя виявляється духовним і трансцендентним.

1.3. Динамічна та статична модель щастя: *felix* і *beatus*

У низці контекстів Сковорода розмежовує два рівні щастя – процесуальний і завершений. Особливо виразно це простежується у фрагменті: *...tibi inquam, felicissimo christianae philosophiae candidato* («…тобі, найщасливішому прибічникові християнської філософії») [13, с. 221]. Контекст дозволяє інтерпретувати *felicissimo* не як позначення вже досягнутого блаженства, а як характеристику людини, яка перебуває на правильному духовному шляху. Згадка про Євагрія Понтійського й аскетико-містичну традицію задає семантичну рамку: щастя є наслідком духовної праці над собою. Названа автором *christiana philosophia* постає не абстрактною дисципліною, а способом життя й шляхом до істини. Таким чином, *felix* позначає людину, яка перебуває у стані духовного пошуку, тоді як *beatus* репрезентує стан досягнутого внутрішнього блаженства. Отже, у Сковороди простежуються дві моделі щастя:

- динамічна (*felix*) – «той, хто правильно прямує»;
- статична (*beatus*) – «той, хто досяг духовної гармонії».

1.4. Щастя як духовна повнота й дружба

Особливу аксіологічну модель щастя репрезентує фрагмент: *Trahit sua quemque voluptas… Mihi amici si adsint, non modo felix, sed beatissimus esse videor* (Кожного приваблює своє… Якщо ж маю друзів, то почуваюся не лише щасливим, а найщасливішим) [13, с. 267]. Сковорода послідовно відкидає традиційні зовнішні атрибути щастя – багатство (*Croesos*), владу (*Julii*), славу (*Demosthenes*) – після чого формулює власну аксіологічну модель, у центрі якої постає дружба. Конструкція *mihi amici si adsint* маркує умову досягнення найвищого ступеня щастя (*beatissimus*). У цьому контексті *amici* функціонують не як соціальний ресурс, а як форма духовної спільності. Саме тому вислів *non modo felix, sed beatissimus esse videor* репрезентує стан внутрішньої повноти й духовного блаженства, досягнутого через єдність із близькими за духом людьми.

Отже, аналіз ядерних лексем семантичного поля «щастя» у латиномовному епістолярії Григорія Сковороди дозволяє говорити про цілісну філософсько-мовну модель. Лексеми *beatitudo, beatus, vita beata* репрезентують духовне блаженство й моральну самодостатність; *felicitas, felix* – зберігаючи зв’язок із античною традицією – поступово етизуються й

духовізуються. Усі ці одиниці взаємодіють у межах єдиного концептуального простору, де справжнє *щастя* осмислюється як стан внутрішньої свободи, гармонії та наближеності людини до Бога.

2. Периферійні лексеми на позначення «щастя»

В епістолярній спадщині Григорія Сковороди семантичне поле «щастя» формується не лише ядерними лексемами *felicitas, beatitudo, vita beata*, а й широким колом периферійних одиниць, які конкретизують психологічний, морально-етичний та духовний аспекти авторського розуміння внутрішньої гармонії. Саме периферійна лексика дозволяє простежити, як концепт щастя розгортається у філософській системі мислителя через категорії душевного спокою, свободи від пристрастей, духовного здоров'я та моральної досконалості.

2.1. Психологічні репрезентанти щастя (*gaudium, laetitia, laetus*)

Однією з найвиразніших психологічно-етичних дефініцій щастя у листах Г. Сковороди є вислів: *Si vales, gaudeo; sin etiam laetus es, etiam magis gaudeo: est enim laetitia vera valetudo bene compositi animi. At vero esse laetu non potest animus, ubi vitii perpetratum est* (Якщо ти здоровий, радію (*gaudeo*); якщо ти до того веселий (*laetus*), радію ще більше, бо веселість – це здоров'я гармонійної душі. Душа, вражена яким-небудь пороком, не може бути веселою) [13, с. 249]. У цьому фрагменті репрезентовано складну систему периферійних лексем *gaudeo – laetus – laetitia vera – valetudo animi*, через які щастя осмислюється як стан внутрішньої духовної гармонії.

Дієслово *gaudeo* (радію) позначає емоційний прояв позитивного стану, однак у контексті листа воно виходить за межі звичайної емоції. Радість постає тут ознакою правильно впорядкованого духовного життя. Лексема *laetus* (внутрішньо радісний, умиротворений) уже означає не тимчасову емоцію, а стійкий душевний стан. Саме тому автор протиставляє фізичне здоров'я та внутрішню гармонію у конструкції *Si vales… sin etiam laetus es…*: тілесне благополуччя є важливим, однак не тотожним істинному щастю. Ключовою дефініцією виступає вислів *laetitia vera valetudo bene compositi animi* (справжня радість є здоров'ям добре впорядкованої душі). Лексема *laetitia vera* формує ядро психологічного мікрополя щастя та позначає стан духовної рівноваги й моральної гармонії. Словосполучення *valetudo animi* (здоров'я душі) переносить поняття здоров'я із фізичної площини у морально-етичну сферу. Водночас лексеми *vitii* та *non potest animus* формують периферію семантичного поля «нещастя», оскільки порок руйнує гармонію душі й унеможливлює справжню радість.

Психологічна семантика щастя простежується також у фрагменті: *O vitae via dulcis, ubi bene conscia mens est! Attica mella super nectar et ambrosiam! … Hinc sunt perpetuo gaudia tanta piis* (О, солодкий шлях життя,

коли совість чиста! Тоді аттічний мед кращий за нектар і амброзію! … тому в благочестивих завжди стільки радощів) [13, с. 248]. У наведеному контексті лексема *gaudia* функціонує як периферійний репрезентант концепту «щастя», оскільки позначає не короткочасну емоцію, а тривалий стан внутрішньої радості та душевної гармонії. Щастя осмислюється як наслідок морально впорядкованого духовного життя.

Отже, у психологічному мікрополі щастя простежується послідовний ланцюжок периферійних лексем: *gaudium* (емоційний прояв) → *laetus* (внутрішній стан) → *laetitia* (стійка духовна гармонія). Усі вони репрезентують стоїчне розуміння внутрішнього блаженства як гармонії душі.

2.2. Морально-етичні репрезентанти щастя (*virtus, fortunatus, miseri*)

Особливо виразно стоїчне осмислення щастя репрезентоване у фрагменті: *…hem no stulti et miseri indignamur, si quis nostrum aut pauper vulgi judicio aut humilis vivit ac sine ullo magistratu cum sola virtus…servat …* (…ми, дурні і нещасливі, обурюємось, якщо хто-небудь з нас живе в злиднях або скромно, не маючи ніякого чину, …доброчесність зберігає щастя…) [13, с. 292]. Семантична структура вислову вибудовується на антитезі зовнішнього та внутрішнього буття людини.Лексема *miseri* (нещасні) належить до семантичного поля «нещастя / духовна невпорядкованість». У стоїчному контексті вона позначає не матеріальну скруту, а внутрішній стан людини, залежної від суспільної думки та позбавленої духовної гармонії. Поєднання *stulti et miseri* підсилює думку про те, що нещастя є наслідком духовної сліпоти й хибного розуміння істинного блага. Периферійними щодо семантичного поля «щастя» виступають також лексеми *pauper* («бідний»), *humilis* («скромний», «низького становища») та словосполучення *sine ullo magistratu* («без жодної посади»). У звичайному суспільному сприйнятті вони асоціюються з відсутністю успіху чи благополуччя, проте у філософському контексті втрачають негативну оцінність. Автор навмисно протиставляє зовнішні критерії добробуту внутрішньому моральному стану людини. Саме тому ключового значення набуває лексема *virtus* («чеснота»), яка в римській філософській традиції означає моральну досконалість, мудрість і силу духу.

Виразне розширення морально-етичної семантики щастя спостерігаємо також у фрагменті: *O felicitate ipsa fortunatiorem, quisquis haec sibi paravit! Quid enim suavius animo spurcis vulgaribusque cupiditatibus non turbato?* (О щасливіший, ніж саме щастя, той, хто забезпечив собі це! Що є приємнішим від душі, яку не стривожать нечисті й брудні пристрасті?) [13, с. 253]. У цьому контексті функціонують лексеми *felicitate, fortunatiorem,*

suavius animo, які формують складну градацію внутрішнього блаженства. Лексема *fortunatiorem* переосмислює традиційне поняття *fortuna*. Якщо у класичній латинській традиції *fortuna* асоціювалася з мінливою удачею, то у Сковороди вона набуває духовного змісту. Словосполучення *suavius animo* (солодше для душі) позначає психологічне переживання внутрішнього миру та душевної легкості. Особливо важливим є протиставлення *suavius animo* і *spurcae vulgarisque cupiditates*. Саме свобода душі від «брудних і вульгарних пристрастей» постає найвищою формою щастя, значно вищою за зовнішню удачу чи матеріальне благополуччя.

Подібне переосмислення семантики спостерігаємо й у вислові: *... saepe apud latinos ira, timor, cupiditas caeterique affectus motus nominantur. Fortunatus ille, qui motibus his vacuus est* (…у латинян гнів, страх, бажання та інші афекти часто називаються зворушеннями. Щасливий той, хто вільний від цих афектів…) [13, с. 282]. Лексема *fortunatus* уживається тут на позначення людини, вільної від афектів – *ira, timor, cupiditas*. У цьому контексті *fortunatus* означає духовно врівноважений, внутрішньо вільний. Таким чином, лексема входить до морально-етичного мікрополя семантики щастя й репрезентує стоїчний ідеал душевного спокою.

Отже, морально-етичні периферійні лексеми (*virtus, fortunatus, miseri*) увиразнюють авторське розуміння щастя як моральної досконалості, свободи від пристрастей та незалежності від зовнішніх обставин.

2.3. Духовні репрезентанти щастя (*cor, bene conscia mens, pii*)

Духовний аспект концепту «щастя» у листах Г. Сковороди репрезентують лексеми *cor, bene conscia mens, pii*, через які осмислюється внутрішній зв'язок людини з Богом та власною природою. У фрагменті *O vitae via dulcis, ubi bene conscia mens est! ... Hinc sunt perpetuo gaudia tanta piis* [13, с. 248] словосполучення *bene conscia mens* («чиста совість», «добре усвідомлюючий розум») актуалізує семи внутрішнього спокою, моральної чистоти та духовної гармонії.

Лексема *pii* («благочестиві») підкреслює, що джерелом щастя є не зовнішні блага, а благочестиве й морально впорядковане життя. Саме тому «вічні радощі» (*perpetuo gaudia*) постають наслідком духовної чистоти людини.

Особливого значення набуває лексема *cor* (серце) у вислові: *Hoc age corde tuo toto, dicente deo sic…* (…зверни туди все своє серце, слухаючи Божі слова…) [13, с. 238]. У філософській системі Сковороди серце є духовним центром людини, локусом істинного життя та місцем богопізнання. Саме тому *cor* функціонує як периферійна лексема семантичного поля «щастя», позначаючи внутрішній простір, у якому досягається гармонія людини з Богом і власною природою.

Отже, духовні периферійні лексеми (*cor, bene conscia mens, pii*) репрезентують християнсько-стоїчне осмислення щастя як внутрішнього духовного стану, основаного на чистоті сумління, благочесті та єдності людини з Богом.

Таким чином, периферійна лексика у листах Г. Сковороди суттєво розширює й конкретизує авторську концепцію щастя. На відміну від ядерних лексем *felicitas, beatitudo, vita beata*, периферійні одиниці (*gaudium, laetitia, cor, suavius animo, fortunatus, virtus*) репрезентують психологічні, моральні та духовні аспекти внутрішнього блаженства. Через них щастя постає не як зовнішній успіх чи випадкова удача, а як гармонія душі, свобода від пристрастей, моральна досконалість і внутрішня єдність людини з Богом та власною природою.

Отже, аналіз латиномовного епістолярію Григорій Сковорода засвідчив, що концепт «щастя» у філософа репрезентований складною багаторівневою семантичною системою, сформованою взаємодією ядерних і периферійних лексем. Ядерні одиниці (*beatitudo, felicitas*) репрезентують базові смислові моделі щастя, тоді як периферійна лексика конкретизує його морально-етичні, психологічні та духовні аспекти. Установлено, що у Сковороди *щастя* осмислюється не як зовнішній успіх чи матеріальний добробут, а як внутрішня гармонія, свобода від пристрастей, духовне самопізнання та наближеність людини до Бога. Семантика досліджуваних лексем формується на перетині античної, стоїчної та християнської традицій, однак у межах авторської концепції набуває оригінального філософсько-антропологічного змісту. Проведений аналіз дозволяє стверджувати, що латиномовний епістолярій Г. Сковороди є цілісною мовно-філософською моделлю, у якій концепт «щастя» виступає однією з ключових світоглядних категорій.

Перспективу подальших досліджень убачаємо у вивченні системи перифрастичних, ситуаційних та афективних конструкцій у латиномовних листах Григорія Сковороди.

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ПЕРІОДИЗАЦІЯ СУЧАСНОЇ УКРАЇНСЬКОЇ ДИТЯЧОЇ ПОЕЗІЇ В ГЕНЕРАЦІЙНОМУ АСПЕКТІ ТА ОКРЕМІ ПАРАЛЕЛІ З АНГЛІЙСЬКОМОВНОЮ ТРАДИЦІЄЮ

«Поезія – це прекрасна мудрість»
Василь Симоненко
«Роки дитинства — це насамперед виховання серця»
Ліна Костенко

Анотація. Метою статті є окреслення основних етапів формування сучасної української дитячої поезії в генераційному аспекті, визначення характерних тенденцій розвитку сучасної української дитячої поезії в постколоніальний період, зіставлення окремих закономірностей її генезису з англійськомовною дитячою поетичною традицією.

Методологічну основу дослідження становить поєднання історико-літературного, генераційного, історико-хронологічного, порівняльного та фактографічного підходів. У роботі використано описовий метод для характеристики основних тенденцій розвитку сучасної української дитячої поезії, елементи порівняльного аналізу української та англійськомовної дитячої поетичної традиції, а також фактографічний пошук для систематизації хронологічних, персональних і бібліографічних відомостей.

У дослідженні запропоновано умовний поділ сучасної української дитячої поезії на три генерації: «корифеї української дитячої поезії», «сучасні дитячі класики» та «медіа покоління». Встановлено, що кожна генерація відображає відповідні історичні, культурні та технологічні зміни українського суспільства. Для першої генерації характерними є переосмислення радянського досвіду та формування нової культурної ідентичності; для другої – жанрово-тематичне оновлення, активне використання мовної гри та експериментів із формою; для третьої – посилення ролі цифрового простору, мультимедійності та інтернет-

комунікації. Порівняння української та англійськомовної дитячої поетичної традиції дозволило виявити типологічні риси розвитку дитячої поезії: дитиноцентризм, орієнтація на дитячу емоціосферу, гумор, мовна гра та мультимедійність.

Сучасна українська дитяча поезія формується в постколоніальних умовах і зосереджена на процесі національної самоідентифікації. Тенденції розвитку сучасної української дитячої поезії схарактеризовано в аспекті генераційного принципу. Перспективи подальших досліджень пов'язуємо з вивченням мовно-стилістичних особливостей сучасної української дитячої поезії та цифрових форм її репрезентації.

Ключові слова: сучасна українська дитяча поезія, англійськомовна дитяча поезія, генераційний підхід, мультимедійність, дитиноцентризм.

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PERIODIZATION OF CONTEMPORARY UKRAINIAN CHILDREN'S POETRY FROM A GENERATIONAL PERSPECTIVE AND CERTAIN PARALLELS WITH THE ENGLISH-LANGUAGE TRADITION

Abstract. The purpose of the article is to describe the main stages in the formation of contemporary Ukrainian children's poetry in the generational aspect, to determine the tendencies in the development of contemporary Ukrainian children's poetry in the postcolonial period, and to compare certain patterns of its genesis with the English-language children's poetic tradition.

The methodological framework of the study combines historical-literary, generational, historical-chronological, comparative, and factographic approaches. The descriptive method is applied to characterize the tendencies in the development of contemporary Ukrainian children's poetry; comparative analysis is used for examining Ukrainian and English-language children's poetic traditions; factographic search is employed to systematize chronological, personal, and bibliographic data.

The study considers the division of contemporary Ukrainian children's poetry into three generations: the "founders of Ukrainian children's poetry," the "contemporary children's classics," and the "media generation." It has been established that each generation reflects corresponding historical, cultural, and technological changes in Ukrainian society: from the reinterpretation of the Soviet

experience and the formation of a new cultural identity to the increasing role of language play, multimedia, and digital space. The comparison of Ukrainian and English-language children's poetic traditions made it possible to identify the typological features: child-centeredness, orientation to the child's emotional sphere, humor, language play, and multimedia.

Contemporary Ukrainian children's poetry is formed under postcolonial conditions and is focused on the national self-identification. The tendencies in the development of contemporary Ukrainian children's poetry have been characterized according to the generational principle. Further research is associated with the study of the features of contemporary Ukrainian children's poetry and the digital forms of its representation.

Keywords: contemporary Ukrainian children's poetry, English-language children's poetry, generational approach, multimedia, child-centeredness.

Постановка проблеми. Сучасна українська дитяча література формується в умовах активних соціокультурних трансформацій, пов'язаних із процесами постколоніального переосмислення, національної самоідентифікації, оновлення літературного канону та воєнних реалій сьогодення. Попри тривале маргіналізування дитячої літератури, нині вона посідає важливе місце в українському культурному просторі. В. Рутківський наголошує, що дитяча література «почала потроху вибиратися з безвісті» й нині «живе своїм повнокровним життям», відіграючи важливу роль у формуванні культурної та національної свідомості молодого покоління [17, с. 18-19].

Дитяча література розглядається не лише як художнє явище, а і як літературно-видавничий та соціокультурний феномен [13], інтегрований у сучасний культурний простір суспільства. У зв'язку з цим особливої актуальності набуває дослідження сучасної української дитячої поезії у царині літератури для дітей.

Суттєвий вплив на розвиток сучасної української літератури, зокрема дитячої, мали суспільно-історичні зміни кінця 1980-х – початку 1990-х років. У сучасному науковому дискурсі цей період визначається як переломний етап формування нової української культурної та літературної свідомості. Науковці визначають 1986 рік як межу між радянською та постмодерною українською літературою [3, с. 45], пов'язуючи цей період із процесом «реставрації пам'яті» та активними пошуками національної ідентичності [1, с. 336-337]. Дослідники наголошують, що література кінця 1980 х – початку 1990-х років стала якісно новим етапом розвитку української культури, сформованим поколінням авторів, які пережили крах радянської системи та перехід до нових соціокультурних реалій [4].

З цих позицій питання генераційної диференціації сучасної української дитячої поезії та її співвіднесення з англійськомовними літературними тенденціями, дозволить простежити зміну художніх моделей, світоглядних орієнтирів та способів репрезентації дійсності у творчості різних поколінь митців.

Актуальність дослідження. Попри значну кількість праць, присвячених українській дитячій літературі, питання науково обґрунтованої періодизації сучасної дитячої поезії та визначення кола її репрезентативних авторів досі залишається дискусійним.

Мета статті полягає у виявленні та характеристиці закономірностей генераційного розвитку сучасної української дитячої поезії, визначенні основних етапів її розвитку в постколоніальний період, окресленні кола репрезентативних авторів і характерних тенденцій кожної генерації, а також у зіставленні окремих закономірностей розвитку української дитячої поезії з англійськомовною літературною традицією.

Аналіз останніх досліджень і публікацій. Традиційно у виокремленні етапів розвитку української дитячої літератури послуговуються історико-хронологічним підходом. До недавнього часу канонізованою вважалася періодизація, що охоплювала такі етапи: народнопоетична творчість для дітей, українська дитяча література дожовтневого періоду, українська дитяча література радянського періоду, що в свою чергу поділялась на дитячу літературу довоєнних часів, 40-50-х років, 60-80-х років XX ст. [7].

Інша класифікація за історико-хронологічним принципом поділяє українську дитячу літературу на такі етапи: витоки і джерела дитячої літератури в Україні (XV-XVII ст.), зародження дитячої літератури (XVII-XVIII ст.), розвиток дитячої літератури (І половина XIX ст.), нова література (XIX ст.); новітня література (XX ст.) [19].

Відповідно до наступної періодизації здійснюється розмежування фольклору й авторської дитячої літератури. Саме класифікація авторської дитячої літератури пропонує хронологію з середини XIX ст. і до часів незалежності: перший етап охоплює середину XIX – кінець XIX ст., другий припадає на початок XX ст., третій – 30-ті – 50-ті рр. XX ст.. четвертий – 60-ті – 90-ті рр. XX ст., пятий період – це кінець 1990-х рр. – початок XXI ст. [2].

Пропонують також періоди української дитячої літератури XX ст. поділяти за десятиліттями [9]. Подібного історико-літературного підходу дотримуються науковці, які розглядають розвиток української дитячої літератури крізь призму основних історичних етапів та жанрово-тематичних трансформацій [13].

Застосовуючи історико-хронологічний підхід, пропонується систематизувати періоди української дитячої літератури наступним чином: передісторія української дитячої літератури, українська дитяча література XIX ст., дитяча література XX ст. і сучасна українська дитяча література (останнє десятиліття XX - поч. XXI ст.) [5]. Отже, пропоновані періодизації виокремлюють сучасну дитячу літературу відповідно до соціально-історичного аспекту, а саме – роки незалежності України.

Соціокультурний аспект сучасної української літератури для дітей висвітлено у працях Н. Марченко, яка розглядає літературу доби Незалежності в контексті постколоніальних трансформацій і поступового подолання імперського дискурсу. Дослідниця виокремлює три основні етапи розвитку української літератури для дітей і юнацтва доби Незалежності: «розшарування» (1991–2000), «ідентифікація» (2000–2013) та «розвиток» (2014 – дотепер) [12]. Запропонована соціокультурна періодизація української дитячої літератури може бути доповнена генераційним підходом, що дає змогу простежити зміну авторських поколінь та художніх моделей у межах окремих етапів розвитку.

У дослідженні сучасної української літератури має місце генераційний підхід. Зазначений науковий конструкт апробований і широко застосовується у науковій літературі. Так терміни окреслені генераційним підходом «шістдесятники», «вісімдесятники» та інші фігурують у науковому вжитку. В аспекті української літератури досліджується значення національної свідомості на шляху подолання досвіду тоталітарного минулого [15, с. 11]. У наукових працях доводиться значущість періоду становлення незалежної України у формування сучасної літератури [4]. Авторів, що творять цю літературу іноді називають як «покоління Забужко–Андруховича» [10]. Це покоління письменників, народжених і сформованих у радянській системі, які змушені були переходити до нових культурних форм, що зумовлене соціально-історичними змінами – руйнування тоталітарного режиму [4]. Українська література кінця 1980-х – початку 1990-х була захоплена самовизначенням та пошуком нових форм і змісту, а її автори – пошуками свого власного стилю [1, с. 336-337].

Перший етап цього процесу припадає на 1985–2000 рр., що визначається як часовий розрив, і характеризується деструкцією як способом переосмислення минулого й сучасності. У літературі це виявилося в домінуванні неоавангардних форм художнього мислення, репрезентованих угрупованнями «Бу-Ба-Бу», «Лугосад», «Нова дегенерація» та ін. [16, с. 114].

На зміну поколінню «бебі-буму» приходять «покоління X та Y – прагматичні ідеалісти, які прагнуть відмежуватися від попередників і

виробити власну художню поетику» [4, с. 54]. Відмінною рисою нового покоління стають самоідентифікація та пошук власного культурного й національного «Я». Події 2013–2014 рр. додатково активізували процеси формування української ідентичності та увиразнення її дистанціювання від пострадянського простору [4, с. 55; 16, с. 116]. Митці цього покоління репрезентують «молоде українське візуальне мистецтво» [11, с. 8].

На думку науковців, генераційний принцип у вивченні сучасної української літератури дозволяє простежити трансформацію художніх моделей та уявлень про національну ідентичність від покоління кінця 1980–1990-х років до покоління 2010-х. [4, с. 55].

Окрему увагу дослідники приділяють розвитку українського дитячого книговидання. Е. Огар аналізує трансформацію української дитячої книги кінця XX – початку XXI ст., акцентуючи увагу на необхідності «подолання «радянськості» і позбавлення («видуження») наслідків колоніальної залежності, ідентифікації у новому соціокультурному просторі та формуванні нової культурної ідентичності дитячої книги в умовах незалежної України» [14, с. 96]. Дослідниця також застосовує генераційний підхід до аналізу дитячих видавництв в постколоніальний період, поділяючи їх на три генерації: перші видавництва, створені на початку 1990-х років, до другої генерації належіть видавництва засновані наприкінці 1990-х – на початку 2000-х років, тоді як «видавництва третьої генерації вийшли на ринок із середини 2000-х років» [14, с. 97-98].

Пропонований вище огляд засвідчує значну кількість праць, присвячених сучасній українській дитячій літературі, періодизації літературного процесу та генераційним змінам у культурі, однак проблема генераційної диференціації саме сучасної української дитячої поезії та її зіставлення з англійськомовною дитячою літературною традицією не постає предметом окремого дослідження.

Виклад основного матеріалу.

Тенденції розвитку сучасної української дитячої поезії. У дослідженні сучасної української дитячої поезії послуговуємося генераційним підходом, який вважаємо релевантним для вивчення процесів зародження, розвитку, становлення та позиціонування сучасної української поезії для дитячої читацької аудиторії. Пропонуємо умовний поділ сучасної української дитячої поезії на три генерації, що загалом відповідають історичним, соціальним, культурним і технологічним трансформаціям українського суспільства від часу здобуття незалежності до сьогодення.

Перша генерація (1990-ті рр. – початок 2000-х рр.) охоплює митців, які розпочали творчу діяльність ще за радянських часів і продовжили її в умовах незалежної України (Дмитро Білоус, Анатолій Качан, Анатолій Костецький,

Василь Шаройко, Ганна Чубач та ін.), авторів, які активно заявили про себе наприкінці 1980-х – у 1990-х роках (Галина Кирпа, Галина Малик, Наталка Поклад та ін.), письменників, чия творчість для дітей сформувалася вже в пострадянський період, проте тяжіє до поетичних і світоглядних моделей попередньої доби (Надія Кір'ян, Володимир Нагорняк).

Друга генерація охоплює початок 2000-х рр. – 2015 р. У цей період українська дитяча поезія активно поповнюється новими іменами, зокрема Іван Андрусяк, Олександр Дерманський, Оксана Кротюк, Мар'яна Савка, Роман Скиба та інші автори. Для цього етапу характерними є активізація дитячого книговидання, тематичне й жанрове оновлення поезії, активне використання мовної гри, експериментів із ритмом, римою та графічною організацією тексту, а також розширення способів взаємодії з дитячою читацькою аудиторією.

Третя генерація умовно датується 2015 роком і до сьогодення. Гроно митців, яких можна вважати класиками сучасної української дитячої поезії, поповнюється новими письменницькими іменами, серед яких Олеся Мамчич, Катерина Міхаліцина, Юлія Смаль, Тетяна Строкач та ін. Водночас цифровий простір та соціальні мережі відкривають можливості для творчої самореалізації авторів-початківців і популяризації дитячої поезії в інтернет-середовищі (Ольга Науменко, Вікторія Стасів та ін.).

Узагальнені результати генезису, розвитку та становлення сучасної української дитячої поезії з моменту отримання статусу «постколоніальної» і до сьогодення представлено в таблиці 1. Таблиця містить результати фактографічного пошуку, зокрема хронологічні, персональні та бібліографічні відомості, що дозволяють окреслити генераційний підхід до вивчення сучасної української дитячої поезії, визначити коло авторів кожної генерації та виокремити збірки віршів, призначені для дитячої читацької аудиторії.

Таблиця 1

Українська дитяча поезія за часів постколоніальності

Роки	**Автор**	**Репрезентативні збірки**	**Тип творчості (фактографічна інформація)**
Перша генерація – «корифеї української дитячої поезії»			
1991-й-2000-й	*Поети, які творили за часів колоніального періоду і продовжили з початком незалежності України*		
	Дмитро Білоус	Диво калинове (1988) Чари барвінкові (1996)	звернення до дитячої читацької аудиторії

Роки	Автор	Репрезентативні збірки	Тип творчості (фактографічна інформація)
	Василь Голобородько	Соловейків теремок (1991) Віршів повна рукавичка (2010)	поетичні твори для дорослих і дітей
	Анатолій Григорук	Пухова сніговиця (1986) Автобус бабцю віз горою (2007)	поетичні і прозові твори для дітей
	Ігор Калинець	Книжечка для Дзвінки (1991) Небилиці про котика і кицю (2011)	початок - поетична творчість для дорослих, згодом поетичні і прозові твори для дітей
	Анатолій Качан	Джерельце (1975) Хвиля хвилю доганяє (2007)	поетичні і прозові твори для дітей
	Анатолій Костецький	Джміль про сонечко гуде (1972) Летючий жираф (2001)	поетичні і прозові твори для дітей
	Ганна Чубач	Йшла синичка до кринички (1983) Веселі хтосики (2017)	початок - поетична творчість для дорослих, згодом поетичні твори для дітей
	Василь Шаройко	Де сонечко ховається (1980) Книжка віршів для малят (2017)	поетичні твори для дітей
	Ігор Січовик	Бурундучок (1975) Я лічу до десяти (2004)	початок - поетична творчість для дорослих, згодом поетичні та прозові твори для дітей
	Віктор Терен (Таран)	Котилася горошина (1985) Риба, яка вміла грати на трембіті (2004)	початок - поезія для дорослих, згодом поетичні і прозові твори для дітей і дорослих
	Григорій Фалькович	Чудер-наський Zoo (2007) Розкажи мені казку про війну (2025)	початок - поезії для дорослих, згодом - вірші для дітей

Роки	Автор	Репрезентативні збірки	Тип творчості (фактографічна інформація)
	Поети, які увійшли з 1980-х років		
	Галина Кирпа	День народження грому (1984) Гостини (1984)	поетичні та прозові твори для дітей
	Галина Малик	Неслухняний дощик (1989) Бешкетні вірші (2011)	поетичні та прозові твори для дітей
	Наталка Поклад	Хрущикова наука (1993) На веселій вулиці (2014)	Початок творчості – поезія для дорослих, згодом – поетичні твори для дітей
	Нові імена		
	Надія Кир'ян	Чому вусатий колосок? (1991) Неслухняна абетка (2017)	початок творчості – поезія для дорослих, згодом – поетичні твори для дітей і дорослих
2000-й- 2015-й	**Друга генерація – «сучасні дитячі класики»**		
	Оксана Кротюк	Неслухняне левеня (2008) Купці, купці, гусочко! (2019)	прозові і поетичні тексти для дітей
	Іван Андрусяк	Абетка-прозивалка (2012) Чупакабра та інші зайчики (2014) Лякація (2016)	напочатку поезії для дорослих, потім –прозові і поетичні тексти для дітей
	Мар'яна Савка	Чи є в бабуїна бабуся? (2010) Казка про Старого Лева (2011) Босоніжки сороконіжки (2015)	Прозові і поетичні тексти для дітей
	Роман Скиба	Зайчик і дощик (2006) Кольоровинки (2008) Баламутинки (2011)	Початок діяльності – поезії для дорослої аудиторії, згодом – здебільше поезії для дітей

Роки	Автор	Репрезентативні збірки	Тип творчості (фактографічна інформація)
	Сашко Дерманський	Бигимоти не медмеді (2015) Чудернацькі вірші (2020)	прозові і поетичні тексти для дітей
	Любов Відута	Працьовита бджілка (2008) Усміхнулось сонечко (2010)	-
	Сергій Пантюк	Неслухняники (2010)	прозові і поетичні тексти для дорослих і для дітей
	Галина Крук	Раз овечка, два овечка (2018)	прозові і поетичні тексти для дорослих і для дітей
	Оксана Лущевська	Про кита (2014) Півонія, Аль і я (2019)	прозові і поетичні тексти для дітей
	Леся Вознюк	Чарівні літери (2005) Доброго ранку (2006)	-
	Наталія Погребняк	Веселковий світ (2012) Чарівна скриня (2019)	поезії для дорослої і дитячої аудиторії
	Галина Римар	Забавлянки для маляток (2013)	прозові і поетичні тексти для дітей
	Тетяна Винник	Сніговірші для малят (2018) Осінні віршики (2021)	прозові і поетичні тексти для дорослої і дитячої читацької аудиторії
	Марія Дем'янюк	Джерельце доброти (2021) Оберіг для татусів (2022)	прозові і поетичні тексти для дітей

Роки	Автор	Репрезентативні збірки	Тип творчості (фактографічна інформація)
Третя генерація – «медіа покоління» / net-generation			
2015-й-до нині	Катерина Бабкіна	Слова, від яких не болить/ аудіокнига (2024)	прозові і поетичні тексти для дорослих і дітей
	Олеся Мамчич	А на нас упав ананас (2013) Тиранозавр Оленка (2017)	прозові і поетичні тексти для дітей
	Катерина Міхаліцина	Бабусина господа (2013) Лугова лічилка (2015)	прозові і поетичні тексти для дорослих і дітей
	Тетяна Строкач	Веселковий дивосвіт (2019) Краплинки доброти (2021)	-
	Юлія Смаль	Лист до Миколая (2018)	поезії і прозові твори для дітей
	Вікторія Стасів	https://www.youtube.com/ Victoria Stasiv	
	Ксенія Бондаренко	https://www.youtube.com/@	-
	інші дитячі поети	https://mala.storinka.org	-

До першої генерації сучасної української дитячої поезії логічно віднести письменників, які розпочали літературну діяльність ще за радянських часів і продовжили її після здобуття Україною незалежності. Пошук фактографічної інформації дозволив встановити, що значна частина поетів починала свій шлях у творчості для дорослої аудиторії. Так, Григорій Фалькович і Ганна Чубач починали як автори поезії для дорослих, однак згодом активно звернулися до дитячої літератури. Деякі письменники, відомі передусім творами для дорослих, періодично зверталися до дитячої читацької аудиторії (Дмитро Білоус, Василь Голобородько, Марія Хоросницька), тоді як окремі митці фактично «мігрували» у простір дитячої поезії, уже маючи сформоване літературне ім'я. Водночас є автори, чия творчість охоплює переважно дорослу аудиторію, однак їх мовотворчість охоплює чудові зразки поетичного мовлення для дитячої читацької аудиторії, як-от Ліна Костенко.

Аналіз фактографічного матеріалу дозволяє простежити ще одну закономірність: більшість письменників першої генерації були пов'язані з педагогічною, перекладацькою, редакторською або філологічною діяльністю. Крім того, інформаційний пошук засвідчує, що частина авторів (Анатолій Григорук, Анатолій Качан, Ігор Січовик) поєднувала поетичну творчість із написанням прозових текстів для дітей. Водночас окремі митці (Ігор Калинець, Григорій Фалькович, Ганна Чубач, Василь Шаройко) реалізували себе переважно у сфері дитячої поезії.

Показовою є також мотивація звернення письменників до дитячої літератури. Так, Дмитро Білоус прагнув зацікавити дітей вивченням української мови [8]. Ігор Калинець розглядав дитячу поезію як простір творчої свободи в умовах радянської культурної дійсності [18], а Анатолій Костецький визначав дитячу літературу сенсом власного творчого існування [22]. Анатолій Качан пов'язував своє захоплення дитячою поезією з «хвилюючими враженнями власного дитинства» і досвідом вчителювання [6, с. 21].

Варто зауважити про умовність приналежності дитячих письменників до певної генерації, оскільки, наприклад Г. Фалькович почав творити дитячі поезії лише у 2000-х роках і досі створює захопливі дитячі вірші. Зокрема вийшли друком збірки віршів «Руді і Чумацький шлях» [20] і «Розкажи мені казку про війну» [21]. Зараз, коли Україна опинилась в умовах військової агресії, вірші автора є чудовим засобом, як пояснити дітям реалії війни. Поетичні тексти, вміщені у цих збірках, сповнені вірою в Україну, українських людей та їх майбутнє: «*Щоб добро перемогло,/ Щоб навіки зникло зло,/ Щоб сирени не звучали,/ Щоб лунала пісня а сміх,…*» [20, с. 10].

Таким чином, запропонована генераційна модель дозволяє систематизувати процес розвитку сучасної української дитячої поезії в постколоніальний період, простежити зміну авторських поколінь, тематичних домінант і моделей творчої взаємодії з дитячою читацькою аудиторією.

Етапи становлення та розвитку англійськомовної дитячої поезії. У західному науковому дискурсі розвиток англійськомовної дитячої літератури традиційно розглядають у тісному зв'язку зі зміною суспільних уявлень про дитинство, функції книги та специфіку дитячого читання. Дослідники наголошують, що дитяча література є культурним конструктом, який постійно змінюється відповідно до історичних, соціальних і педагогічних чинників [28, с. 214]. У дослідженнях дитячої літератури окрему увагу приділяють процесу її поступового відокремлення від літератури для дорослих, пов'язуючи формування дитячої літератури як окремої сфери читання зі зміною уявлень про роман і його аудиторію наприкінці XIX – на початку XX століття [25].

Науковці виокремлюють кілька історико-культурних етапів у становленні англійськомовної дитячої літератури: вікторіанський період дидактизму й морального виховання, раннє XX століття як добу пригодницької літератури та індивідуалізму, середину XX століття як етап емоційного реалізму, кінець XX століття – як період різноманіття та розширення репрезентації, а XXI століття пов'язують з цифровізацією та глобальною свідомістю [26].

Витоки англійськомовної дитячої літератури пов'язують з усною народною творчістю, що охоплювала колискові, балади, дитячі пісеньки (nursery rhymes), казки та інші фольклорні форми. Тривалий час література для дітей мала переважно релігійно-дидактичний характер. Як зазначають науковці «найперші книги, написані для дітей, були повністю релігійними, повчальними або спрямованими на покращення їхньої моралі та манер» [23, с. 11].

Важливим етапом у становленні англійськомовної дитячої літератури стало XVIII століття, коли відбувається поступовий перехід від виключно повчальної літератури та релігійно-дидактичних текстів до літератури, орієнтованої на естетичне та розважальне сприйняття дитини, де інструкції поєднуються з розвагами. Цей процес пов'язують насамперед із виданням Дж. Ньюбері (John Newbery) "*A Little Pretty Pocket-Book"* (1744), що започаткувало розвиток літератури, орієнтованої не лише на виховання, а й на задоволення від читання. У сучасних дослідженнях саме XVIII століття часто визначають як початок формування дитячої літератури як окремої сфери художнього читання [23, с. 12; 28, с. 215].

Переломним етапом в історії англійськомовної дитячої літератури вважають другу половину XIX століття, яку нерідко визначають як Golden Age of Children's Literature (Золотий вік дитячої літератури). Саме в цей період послаблюється дидактизм, активно розвиваються фентезі, нісенітниця, пригодницька проза та авторська казка. Провідну роль у формуванні модерної дитячої літератури відіграли такі імена як Льюїс Керолл (Lewis Carroll), Едвард Лір (Edward Lear), Роберт Луїс Стівенсон (Robert Louis Stevenson), Редьярд Кіплінг (Rudyard Kipling), Едіт Несбіт (Edith Nesbit) та інші автори. Зокрема, визначальною є публікація твору Льюіса Керола (Lewis Carroll) «Аліса в країні див» ("*Alice's Adventures in Wonderland*"), що називають «прототипом сучасної дитячої літератури», оскільки книга була створена насамперед для розваги дитини, без виразної дидактичної настанови. Цей твір вважають одним із перших зразків модерної дитячої літератури, орієнтованої на дитячу уяву, фантазію та естетичне сприйняття. Цей період вважається етапом активного розвитку англійськомовної дитячої літератури – поступове посилення орієнтації на

дитяче сприйняття, пригодницький сюжет, фантазію та психологію дитини, що підготувало підґрунтя для подальшого розвитку дитиноцентричної літератури XX століття [23, с. 14-15].

У XX столітті англійськомовна дитяча література суттєво урізноманітнюється тематично й жанрово. Посилюється орієнтація на психологію дитини, дитиноцентричну перспективу, емоційний реалізм, гумор і мовну гру. Наприкінці XX – на початку XXI століття розвиток дитячої літератури характеризується мультикультурністю, цифровізацією, мультимедійністю та активним використанням новітніх технологій [26].

Отже, у розвитку англійськомовної дитячої літератури простежується поступова еволюція: від дидактичної та релігійно-моралізаторської літератури до літератури, що поєднує навчальну й розважальну функції (John Newbery, "*A Little Pretty Pocket-Book"*, 1744); далі перехід до поезії нісенітниці та літератури мовної гри (Edward Lear, "*Book of Nonsense"*, 1846); згодом – модерна дитяча література, орієнтована на дитячу уяву та емоційне сприйняття; і нарешті, сучасна дитяча література, що тяжіє до гумору, мультимедійності та доступності для дитячого читача (Dr. Seuss, "*The Cat in the Hat"*, 1957) [28].

Розвиток англійськомовної дитячої поезії традиційно розглядають як складову загального історико-літературного процесу. Науковці виокремлюють періоди розвитку та становлення англійськомовної дитячої поезії, що накладаються на періодизацію дитячої літератури загалом: усна поезія / дитячі римівки (nursery rhymes); дидактична та релігійна поезія; перехід від дидактизму до розважальності (XVIII ст.); романтична уява та лірична поезія; поезія нісенітниці та модерна дитяча поезія; класика кінця XIX століття; жанрове й тематичне урізноманітнення у XX столітті; мультикультурна поезія / вільний вірш / YA-поезія; цифрова та технологічна ера поезії [24]. Уточнюючи попередню періодизацію, пропонуємо класифікацію етапів зародження, розвитку і становлення англійськомовної дитячої поезії, що вже була апробована у попередніх дослідженнях. Перший етап розвитку англійськомовної дитячої поезії пов'язаний з усною народною творчістю (*етап народної творчості*), яка стала підґрунтям для подальшого формування дитячої літератури. Другий етап – *дидактичний етап*, що формується після виникнення друкарства й характеризується домінуванням релігійно-моралізаторської та повчальної поезії, спрямованої на виховання дитини. Третій етап – *навчально-розважальний етап*, що пов'язаний із поступовим поєднанням навчальної та розважальної функцій дитячої поезії у XVIII столітті. Саме в цей період дитяча поезія поступово відходить від виключно повчальної функції та орієнтується на естетичне й емоційне сприйняття дитини. Четвертий етап – *етап нісенітниці,* що припадає на XIX

століття та характеризується розвитком мовної гри, гумору й нісенітниці. Визначальну роль у становленні цього напряму відіграла творчість Едварда Ліра (Edward Lear). Вихід збірки «Книга нонсенса» (“*Book of Nonsense*” (1846)) започаткував новий етап розвитку англійськомовної дитячої поезії, пов’язаний із домінуванням абсурду, мовної гри та комічного ефекту. Наприкінці XIX століття важливим явищем стала збірка Р.Л. Стівенсона (R.L. Stevenson) «Дитячий сад віршів» (“*A Child’s Garden of Verses”* (1885)), у якій посилюється увага до внутрішнього світу дитини. П’ятий етап – етап *домінування гумору* у дитячій поезії, що охоплює XX століття та характеризується тематичним і жанровим урізноманітненням дитячої поезії. Однією з провідних рис цього періоду стає гумор, що особливо помітно у творчості Доктора Сьюза (Dr. Seuss), Шела Сілверстайна (Shel Silverstein), Джека Прилуцького (Jack Prelutsky) та інших авторів. Дитяча поезія цього періоду активно поєднує нісенітницю, гумор, мовну гру, уяву, елементи візуалізації та експерименти з формою. Сучасний етап розвитку англійськомовної дитячої поезії – *етап мультимедійності*, що характеризується активним використанням цифрових технологій, мультимедійних платформ, аудіопоезії та інтерактивних форм популяризації поетичного мистецтва серед дітей. Розвиток інтернет-ресурсів, онлайн-антологій, авторських вебсайтів і платформ для створення власних поетичних текстів значно розширює можливості взаємодії дітей із поезією та сприяє популяризації дитячого читання у цифрову добу [27]. У таблиці 2 подано узагальнені результати пошуку фактографічної інформації щодо основних представників етапів розвитку англійськомовної дитячої поезії.

Таблиця 2

Основні етапи розвитку англійськомовної дитячої поезії

Період / етап	**Основні представники**	**Репрезентативні твори**
Усна народна творчість	–	*lullabies, nursery rhymes, ballads*
Дидактичний етап	–	*Little Children’s Little Book*
	John Cotton	*Milk for Babes*
	John Bunyan	*A Book for Boys and Girls*
Навчання через розвагу	Dr. Isaac Watts	*Divine and Moral Songs for Children*
	John Newbery	*A Little Pretty Pocket-Book*
	William Blake	*Songs of Innocence*
	Ann and Jane Taylor	*Original Poems for Infant Minds*

Період / етап	Основні представники	Репрезентативні твори
Nonsense poetry (нісенітниця)	Edward Lear	*Book of Nonsense*
	Christina Rossetti	*Sing-Song*
	Robert Louis Stevenson	*A Child's Garden of Verses*
Гумор і дитяча поезія XX ст.	Dr. Seuss Shel Silverstein Jack Prelutsky	*The Cat in the Hat* *Where the Sidewalk Ends* *Rolling Harvey Down the Hill*
Мультимедійний етап	Kenn Nesbitt	*Poetry4Kids* http://www.poetry4kids.com
	Bruce Lansky	*Giggle Poetry* http://www.gigglepoetry.com

Отже, розвиток англійськомовної дитячої поезії відображає загальні тенденції еволюції дитячої літератури – від усної та дидактичної традиції до багатожанрової, мультимедійної й цифрової поезії сучасності. Зміна історичних етапів супроводжується трансформацією функцій дитячої поезії, розширенням тематичного спектра, ускладненням художніх форм та посиленням орієнтації на дитяче сприйняття, емоційність і творчу взаємодію з читачем, що засвідчує утвердження принципу дитиноцентризму в англійськомовній дитячій поезії.

Висновки. Проведене дослідження дозволяє констатувати, що сучасна українська дитяча поезія формується в умовах постколоніальних соціокультурних трансформацій, процесів національної самоідентифікації та оновлення літературних традицій. Генераційний підхід дає змогу простежити тенденції розвитку сучасної української дитячої поезії.

У науковій розвідці запропоновано умовний поділ сучасної української дитячої поезії на три генерації: «корифеї української дитячої поезії», «сучасні дитячі класики» та «медіа покоління». Встановлено, що кожна генерація відображає відповідні історичні, культурні та технологічні зміни українського суспільства: від переосмислення радянського досвіду та формування нової культурної ідентичності до посилення ролі мовної гри, мультимедійності та цифрового простору.

Зіставлення з англійськомовною дитячою поетичною традицією дозволило простежити типологічні паралелі у розвитку дитячої поезії: перехід від дидактичної моделі до дитиноцентричної, посилення ролі гумору, мовної гри та орієнтації на емоційну сферу дитини. Водночас сучасна українська дитяча поезія розвивається в особливих умовах

постколоніального переосмислення та воєнних реалій сьогодення, що суттєво впливає на її тематичне й аксіологічне наповнення.

Перспективним видається подальше вивчення мовно-стилістичних особливостей сучасної української дитячої поезії, цифрових і мультимедійних форм її репрезентації, а також розширення порівняльного аналізу української й англійськомовної дитячої літературної традиції в аспекті дитиноцентричних трансформацій.

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ВИКОРИСТАННЯ ВІДЕО ДЛЯ РОЗВИТКУ ЗДАТНОСТІ СТУДЕНТІВ ДО СПОНТАННОГО МОВЛЕННЯ

Анотація. У статті розглянуто використання відеоматеріалів як ефективного засобу розвитку здатності студентів до спонтанного мовлення у процесі вивчення іспанської мови як іноземної (ELE). Обґрунтовано доцільність застосування аудіовізуальних ресурсів у навчальному процесі, оскільки вони забезпечують комплексне сприйняття мовлення в реальних комунікативних ситуаціях.

З’ясовано, що відео сприяє одночасному опрацюванню мовних і позамовних компонентів спілкування, зокрема інтонації, міміки, жестів та соціокультурного контексту.

Проаналізовано основні переваги використання відео, серед яких: підвищення мотивації студентів, можливість контекстуалізації мовлення, розвиток міжкультурної компетентності та наближення навчального процесу до умов реального спілкування. Водночас визначено й певні труднощі, пов’язані з необхідністю ретельної підготовки викладача, складністю автентичного матеріалу та ризиком пасивності студентів за відсутності належної організації роботи.

У статті запропоновано методичні рекомендації щодо ефективного використання відео, зокрема врахування індивідуальних особливостей студентів, чітке формулювання завдань та поєднання різних видів мовленнєвої діяльності. Описано типи вправ, які сприяють розвитку спонтанного мовлення, включаючи обговорення, аналіз, субтитрування, транскрипцію та інтерпретацію відеоматеріалів.

Зроблено висновок, що систематичне використання відео у навчанні іноземної мови значно підвищує ефективність формування комунікативної компетентності та сприяє активізації мовленнєвої діяльності студентів.

Ключові слова: відеоматеріали, іспанська мова як іноземна, спонтанне мовлення, комунікативна компетентність, аудіовізуальні засоби, міжкультурна комунікація.

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USING VIDEO TO DEVELOP STUDENTS' SPONTANEOUS SPEAKING SKILLS

Abstract. The article examines the use of video materials as an effective tool for developing students' ability for spontaneous speech in the process of learning Spanish as a foreign language (ELE). The relevance of integrating audiovisual resources into the educational process is substantiated, as they ensure a comprehensive perception of language in real communicative situations. It is determined that video facilitates the simultaneous acquisition of both linguistic and extralinguistic components of communication, including intonation, facial expressions, gestures, and sociocultural context.

The main advantages of using video are analyzed, among which are increased student motivation, the possibility of contextualizing speech, the development of intercultural competence, and bringing the learning process closer to authentic communication. At the same time, certain challenges are identified, including the need for thorough teacher preparation, the complexity of authentic materials, and the risk of student passivity in the absence of proper instructional design.

The article proposes methodological recommendations for the effective use of video, including consideration of students' individual characteristics, clear formulation of tasks, and integration of different types of language activities. Various types of exercises that contribute to the development of spontaneous speech are described, such as discussions, analysis, subtitling, transcription, and interpretation of video materials.

It is concluded that the systematic use of video in foreign language teaching significantly enhances the effectiveness of communicative competence formation and promotes the activation of students' speech activity.

Keywords: video materials, Spanish as a foreign language, spontaneous speech, communicative competence, audiovisual tools, intercultural communication.

Постановка проблеми. У сучасних умовах глобалізації та інтенсивного розвитку міжкультурної комунікації зростає потреба у формуванні в студентів здатності до спонтанного мовлення іноземною мовою. Традиційні методи навчання, що базуються переважно на роботі з підручником та аудіоматеріалами, не завжди забезпечують достатній рівень комунікативної

компетентності, оскільки не відтворюють повною мірою реальні умови мовленнєвої взаємодії.

Особливої актуальності набуває проблема підвищення ефективності навчання іспанської мови як іноземної (ELE), де важливу роль відіграє не лише знання лексико-граматичних структур, але й уміння застосовувати їх у спонтанному мовленні. У цьому контексті постає необхідність пошуку інноваційних засобів навчання, які поєднують мовні та позамовні аспекти комунікації.

Одним із таких засобів є відеоматеріали, що дозволяють моделювати автентичні ситуації спілкування. Проте їх ефективне використання потребує наукового обґрунтування та методичної адаптації, що й зумовлює актуальність даного дослідження.

Аналіз останніх досліджень. Проблема формування комунікативної компетентності студентів у процесі вивчення іноземних мов, зокрема із застосуванням аудіовізуальних засобів, була предметом дослідження багатьох вітчизняних і зарубіжних учених. Значний внесок у розробку комунікативного підходу зробили такі дослідники, як J. Richards та T. Rodgers, які обґрунтували роль автентичних матеріалів у навчанні мовлення. У свою чергу J. Harmer, зазначає, що використання відео в навчальному процесі «збагачує досвід студентів, сприяє розвитку міжкультурного розуміння та підвищує їхню мотивацію до вивчення мови».[1] Важливими є також його праці, в яких він детально описав методику використання автентичного відео у вивченні іноземних мов, наголошуючи на його ролі у формуванні комунікативної та соціокультурної компетенції. J. Sherman підкреслює, що відео є «багатим і відновлюваним ресурсом, який дозволяє оживити навчальний процес і наблизити його до реального мовного середовища». [2] Іспаномовний лінгвіст A. Briz звертає увагу на те, що володіння мовою передбачає не лише знання граматичних правил, а й уміння ефективно взаємодіяти у різних комунікативних ситуаціях, інтерпретувати висловлювання співрозмовника та використовувати відповідні прагматичні стратегії. [3]

Українські дослідники, зокрема О. Бігич, Н. Гальскова, С. Ніколаєва, розглядали питання використання інноваційних технологій у викладанні іноземних мов, підкреслюючи значення аудіовізуальних матеріалів для розвитку мовленнєвої активності студентів. У їхніх працях акцентується увага на необхідності комплексного підходу до формування комунікативної компетентності, що включає використання інтерактивних та мультимедійних ресурсів.

Попри значну кількість досліджень, проблема ефективного використання відеоматеріалів саме для розвитку спонтанного мовлення

студентів іспанської мови як іноземної потребує подальшого вивчення, що й визначає актуальність даної роботи.

Мета дослідження. Метою дослідження є обґрунтування ефективності використання відеоматеріалів як засобу розвитку здатності студентів до спонтанного мовлення у процесі вивчення іспанської мови як іноземної, а також визначення основних методичних підходів і типів завдань, що сприяють формуванню комунікативної компетентності.

Виклад основного матеріалу. Безсумнівно, відео вже стало інструментом, який найчастіше та найефективніше використовується на заняттях з іспанської мови як іноземної (ELE). Використання відео є доцільним, оскільки інші допоміжні матеріали, такі як аудіо та друковані тексти, не допомагають повністю досягти поставлених цілей. Відео дає змогу контекстуалізувати будь-яку комунікативну ситуацію, оскільки показує просторову і часову організацію акту спілкування, дозволяє оцінити лінію поведінки та внутрішню мотивацію співрозмовників, а також дає студенту можливість звернути увагу на нормативні форми організації мовлення та їх граматичне й лексичне оформлення, що можуть бути корисними в конкретній мовленнєвій ситуації. Таким чином, відео сприяє розумінню комунікативних дій у суспільстві. Переглядаючи певні мовленнєві епізоди, студент, ніби експерт, усвідомлює, що завдяки аудіовізуальному матеріалу він може діяти у подібних реальних ситуаціях або у комунікативній ситуації під час заняття, і відповідно виконуватиме свої комунікативні завдання належним чином.

Переваги використання відео:

Різноманітність.Такі види діяльності мотивують, якщо використовувати фрагмент відео або короткометражний фільм щотижня чи раз на два тижні. Це дозволяє студентам перевірити свої мовні навички та уникнути одноманітного використання підручника. Така періодичність стимулює інтерес до вивчення іспанської мови.

Використання мовних аспектів у контексті. Відеоматеріали демонструють мову в реальних ситуаціях, дозволяють побачити не лише текст, а й емоції персонажів, їхні дії та комунікативні умови.

Розвиток невербальної комунікації. Відео є важливим джерелом для вивчення поведінки, жестів, звичок і ставлення людей. Воно дозволяє спостерігати культуру взаємин.

Можливість перенесення реальних комунікативних ситуацій у клас. Відео відображає сцени повсякденного життя, даючи студентам змогу пережити їх разом із героями.

Стимулювання розуміння. Завдання на розуміння з використанням відео ближчі до реальності, ніж просте прослуховування аудіо.

Більш відповідний формат для студентів. Сучасна молодь має схильність до аудіовізуального сприйняття (Інтернет, телебачення, кіно, відео тощо) і менш звикла отримувати інформацію через читання. Вони віддають перевагу аудіовізуальній подачі матеріалу. Студенти можуть працювати з різними жанрами відео: новинами, інтерв'ю, документальними фільмами, економічними оглядами тощо. Читання з метою пошуку інформації часто є менш мотивуючим.

Загалом переваги використання відео в навчальному процесі значно переважають недоліки.

Дояких ми можемо віднести необхідність попередньої підготовки викладача. Хоч існують готові матеріали з методичними рекомендаціями, викладачі часто мають власні ідеї використання відео для досягнення навчальних цілей. Тому потрібно переглядати матеріал неодноразово, готувати транскрипції, створювати запитання та вправи відповідно до рівня студентів.

Безумовно до недоліків належить - складність мовного матеріалу. Автентичні відео можуть перевищувати рівень мовної компетенції студентів, тому їх необхідно адаптувати.

Іноді викладач може зіткнутись з пасивністю студентів. Це може траплятися, якщо запропоновані завдання не викликають інтересу або недостатньо мотивують до активної участі.

Перед розглядом прикладів дидактичних стратегій слід зазначити, що під дидактичною стратегією розуміється цілісна система організації навчального процесу, яка охоплює сукупність цілей, методів, прийомів і засобів навчання, спрямованих на досягнення запланованого освітнього результату. Дидактична стратегія визначає логіку побудови заняття, способи взаємодії викладача і студентів, а також забезпечує ефективне засвоєння знань і формування практичних умінь та навичок, зокрема комунікативної компетентності.

У контексті використання відеоматеріалів дидактичні стратегії передбачають структуровану організацію роботи з аудіовізуальним контентом (до перегляду, під час перегляду та після перегляду), що спрямована на активізацію мовленнєвої діяльності студентів і розвиток їх здатності до спонтанного мовлення.

Слід також зазначити: Водночас ефективність застосування таких стратегій значною мірою залежить від урахування низки важливих чинників. Насамперед необхідно брати до уваги характеристики навчальної групи, зокрема інтереси студентів, їхній вік, спеціалізацію та рівень мовної підготовки, що забезпечує доцільний добір відеоматеріалу. Важливим є також попереднє мотивування студентів до перегляду, яке сприяє підвищенню їхньої активності та залученості в навчальний процес.

Доцільним є введення теми відео шляхом її пов'язання з повсякденним досвідом студентів без повного розкриття змісту, що стимулює пізнавальний інтерес і прогнозування. Особливу увагу слід приділяти чіткому формулюванню інструкцій до завдань, оскільки це безпосередньо впливає на результативність навчальної діяльності. Переглянутий відеоматеріал має використовуватися як основа для розвитку всіх видів мовленнєвої діяльності — як усної, так і письмової, зокрема через обговорення, усні висловлювання та письмові роботи.

Типи завдань при роботі з відеоматеріалами

Ефективність використання відеоматеріалів у навчанні іноземної мови значною мірою залежить від добору завдань, які забезпечують активне включення студентів у процес сприйняття, аналізу та продукування мовлення. Дидактично доцільним є застосування різних типів вправ, спрямованих на розвиток як рецептивних, так і продуктивних навичок, а також формування спонтанного мовлення.

Одним із найпоширеніших видів діяльності є завдання на висловлення власної думки, під час виконання яких студенти після перегляду відео відтворюють зміст побаченого та висловлюють особисте ставлення до нього. Такий підхід сприяє розвитку критичного мислення та вмінню аргументувати власну позицію.

Зокрема, відео з Facebook «Esto es solo para locales». Завдання: «Подивіться, який експеримент здійснила організація з боротьби проти расизму в Іспанії. Дві дівчини, продавець квитків і дівчинка в хіджабі — актори, решта — звичайні люди. Дізнайтесь, як мешканці іспанського суспільства по-різному реагують на дискримінацію інших громадян. А що зробили б ви? Поділіться цим із друзями». Це завдання можна виконати письмово або, ще краще, усно — у формі дискусії.

Важливим типом завдань є субтитрування, що передбачає створення студентами текстового супроводу до відеофрагментів. Цей вид діяльності активізує мовну здогадку, розвиває навички письма та сприяє глибшому розумінню змісту відео. Студенти працюють у групах і створюють текст субтитрів до фрагмента відео. Доцільно використовувати з німими фільмами або звичайні короткометражки, включаючи їх без звуку.

Зокрема, єгипетський короткометражний фільм « El otro par», який триває лише 4 хвилини і отримав нагороду на кінофестивалі в Єгипті. Він заснований на історії Ганді й ідеї карми: «Роби для інших те, що хотів би, щоб зробили для тебе». Це німий фільм, який можна використовувати не лише для мовного навчання, але й як приклад людської поведінки. Студенти можуть створити субтитри до всього фільму, обговорити його зміст, висловити думку щодо вчинків героїв, а також уявити, що могли б говорити персонажі.

Крім того, можна дати студентам неповний текст аудіодоріжки, щоб вони доповнили його після перегляду. Подібну функцію виконує також транскрипція, коли студенти заповнюють пропуски в тексті або відтворюють почуте. Студентам пропонується неповний текст залежно від їхнього рівня. Вони повинні заповнити пропуски, спираючись на переглянутий відеоматеріал.Часто використовуються відеокліпи пісень для відпрацювання граматики: наприклад, пісня *Qué hiciste* Дженніфер Лопес — для практики минулого часу; *Madre Tierra (Oye)* Чаяне — для теперішнього часу та імперативу; *A Dios le pido* Хуанеса — для вивчення підрядного способу (subjuntivo).

Значне місце посідають аналітичні завдання, у межах яких студенти визначають нову інформацію, аналізують поведінку персонажів та виявляють аспекти, що змінюють їхнє уявлення про певне явище. Такі вправи сприяють формуванню рефлексивного мислення та усвідомленого сприйняття інформації.

Особливу роль відіграють завдання, спрямовані на розвиток міжкультурної компетентності, зокрема порівняння культурних особливостей різних країн. Студенти аналізують відмінності та подібності між власною культурою та культурою країни, мова якої вивчається, що сприяє формуванню толерантності та розширенню світогляду. Наприклад, використовуються відео з YouTube для порівняння іспанської та української кухні («Дивні страви для іноземців в Україні» та «Що їдять в Іспанії»).Щоб розвінчати стереотипи про Іспанію, переглядають відео «Як бачать іспанців за межами Іспанії» або «23 речі, яких ви не знали про Іспанію». Ці відео допомагають обговорити традиції й порівняти їх із нашою культурою.

Крім того, ефективними є інтерпретаційні завдання, які передбачають колективне обговорення змісту відеоматеріалу та формування узагальненого бачення. Використання відеокліпів і пісень дозволяє інтегрувати граматичний матеріал у комунікативний контекст, що полегшує його засвоєння.

Таким чином, різноманітність типів завдань при роботі з відеоматеріалами забезпечує комплексний розвиток мовленнєвих умінь студентів і створює умови для формування їх здатності до спонтанного мовлення

Зокрема, ефективною є організація роботи з єдиною сюжетною лінією, представленою у кількох відео, що використовуються протягом декількох занять. Наприклад, можна працювати з історією, розподіленою на три частини. Перша частина включає відео «Todos me miran» Глорії Требі, під час якого студенти слухають пісню та переглядають кліп, а також виконують завдання на закріплення граматичного матеріалу, зокрема вживання дієслів у відповідній часовій формі.

Студентам пропонується текст пісні з пропусками, які необхідно заповнити на основі сприйняття аудіовізуального матеріалу. Такий вид діяльності сприяє розвитку навичок аудіювання, підвищенню уваги до мовних форм та їх функціонування у контексті. Після виконання вправи студенти перевіряють свої відповіді шляхом повторного прослуховування пісні, що забезпечує самоконтроль і корекцію помилок.

Наступним етапом є обговорення змісту відео, яке спрямоване на розвиток спонтанного мовлення. Студентам пропонуються проблемні запитання, пов'язані з тематикою міжособистісних стосунків, зокрема: природа кохання, характеристики ідеального партнера, тривалість почуттів. Для студентів із вищим рівнем мовної підготовки завдання можуть ускладнюватися шляхом введення дискусійних питань, що вимагають аргументації та критичного осмислення (наприклад, аналіз стереотипів романтичного кохання та їх впливу на міжособистісні відносини).

Як продовження роботи студенти можуть виконати дослідницьке завдання, зокрема самостійно знайти інформацію про виконавицю та пояснити, чому порушена тема знайшла відображення у її творчості. Це сприяє розвитку навичок самостійної роботи та інтеграції мовленнєвих умінь.

Друга частина передбачає перегляд наступного відео тієї ж виконавиці, що дозволяє простежити розвиток сюжетної лінії. На цьому етапі акцент робиться на аналізі змісту пісні та обговоренні змін у стосунках між персонажами, що стимулює розширення лексичного запасу та розвиток комунікативних навичок.

У третій частині використовується відео з елементами монологічного мовлення, у якому виконавиця ділиться власним досвідом подолання складних життєвих ситуацій. Студентам пропонується завдання на відновлення тексту з пропусками, що дає можливість опрацювати граматичні явища, зокрема різницю між формами минулого часу (pretérito indefinido та pretérito imperfecto). Після цього здійснюється аналіз змісту та обговорення ідей відео.

Підсумковим етапом роботи є виконання продуктивного завдання, під час якого студенти висловлюють власну думку щодо процесу подолання труднощів, ролі особистого досвіду та соціального оточення у формуванні життєстійкості. Це може бути реалізовано у формі усного висловлювання або письмового есе.

Таким чином, запропонована система роботи з відеоматеріалами забезпечує поетапний розвиток мовленнєвих умінь, інтегруючи різні види діяльності та сприяючи формуванню здатності до спонтанного мовлення у студентів.

Висновки. Отже, результати проведеного дослідження засвідчують, що використання відеоматеріалів у процесі вивчення іспанської мови як іноземної є ефективним засобом розвитку здатності студентів до спонтанного мовлення. Поєднання аудіо- та візуальної інформації створює умови для комплексного сприйняття мовлення в реальному комунікативному контексті, сприяє формуванню як мовних, так і позамовних компонентів комунікативної компетентності.

Застосування різноманітних типів завдань, побудованих на основі відеоматеріалів, забезпечує активізацію мовленнєвої діяльності студентів, розвиток критичного мислення та здатності до інтерпретації інформації. Водночас ефективність використання відео значною мірою залежить від методично грамотної організації навчального процесу, зокрема від урахування рівня підготовки студентів, їхніх інтересів та чіткого формулювання завдань.

У межах сучасних досліджень цифрової та мультимедійної освіти D. Cassany підкреслює важливість інтеграції нових технологій, зокрема відео, у навчання мовлення, оскільки вони створюють умови для формування автентичного й контекстуалізованого мовного досвіду та сприяють розвитку усної комунікації.

Вітчизняні науковці, зокрема С. Ю. Ніколаєва, розглядають формування іншомовної комунікативної компетентності як основну мету навчання іноземних мов, що передбачає здатність використовувати мовні знання у реальних ситуаціях спілкування та здійснювати ефективну міжкультурну взаємодію.[4]

Таким чином, систематичне та цілеспрямоване використання відеоматеріалів у навчанні іноземної мови сприяє підвищенню мотивації студентів, наближає освітній процес до реальних умов комунікації та забезпечує формування повноцінної іншомовної комунікативної компетентності.

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ЕМОЦІЙНИЙ КОНТЕКСТ У КИТАЙСЬКОМОВНОМУ РЕКЛАМНОМУ ІНТЕРНЕТ-ДИСКУРСІ

Анотація. У статті досліджено емоційний контекст китайськомовного рекламного інтернет-дискурсу як важливого інструменту впливу на споживача в сучасному цифровому середовищі. Актуальність пропонованого дослідження полягає в недостатній вивченості комплексного використання емоційних стратегій у китайській онлайн-рекламі, що поєднує лексичні, графічні та мультимедійні засоби, тісно пов'язані з культурними кодами китайського суспільства та традиційними національними цінностями. Особливу увагу приділено впливу соціально-політичного контексту на трансформацію рекламного повідомлення та його жанрову структуру.

Метою статті є системний аналіз мовних, візуальних і медіа-засобів, що формують емоційне сприйняття реклами в китайському інтернет-дискурсі, зокрема через кейси брендів Huawei, Xiaomi, Taobao, JD.com, Meituan, Perfect Diary. У межах дослідження окреслено ключові елементи емоційного впливу: персоналізоване звернення, естетично вивірену кольорову та композиційну подачу, впровадження відео, музики, анімацій, AR-технологій, а також гейміфікацію та стрім-контент як інструмент інтерактивної взаємодії зі споживачем. Здійснено огляд сучасних мультимодальних тенденцій, що підсилюють когнітивно-емоційний резонанс рекламного тексту.

Зроблено висновок, що емоційні стратегії не є факультативними елементами рекламного повідомлення, а становлять його змістову та культурну основу, забезпечуючи ефективне залучення, формування довіри й підвищення лояльності до бренду. Особлива увага приділена аналізу культурних констант (孝, 和, 安, 成功), що зумовлюють специфіку побудови емоційних моделей у рекламних кампаніях і закладають основу для ідентифікації споживача з цінностями бренду.

Отримані результати становлять інтерес для фахівців із лінгвістики, медіакомунікацій, кроскультурного маркетингу та китайської культури, а також для практиків, що працюють у сфері цифрової реклами та брендингу

на міжнародних ринках. Запропоновані висновки можуть бути використані для подальших міждисциплінарних досліджень і створення ефективних рекламних стратегій з урахуванням культурної специфіки цільової аудиторії.

Ключові слова: емоції, китайський інтернет-дискурс, онлайн-реклама, емоційні стратегії, культурні коди, мультимедійність, брендинг.

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EMOTIONAL CONTEXT IN CHINESE-LANGUAGE ONLINE ADVERTISING DISCOURSE

Abstract. This article explores the emotional context of Chinese-language online advertising discourse as a crucial tool for influencing consumer behavior in the modern digital environment. The relevance of the proposed study lies in the insufficient academic attention to the integrated use of emotional strategies in Chinese online advertising, which combines lexical, visual, and multimedia means closely connected to cultural codes and traditional national values of Chinese society. Particular emphasis is placed on how sociopolitical conditions influence the transformation of advertising messages and their genre structure.

The aim of the article is to provide a systematic analysis of linguistic, visual, and media tools that shape the emotional perception of advertising within Chinese internet discourse, specifically through case studies of brands such as Huawei, Xiaomi, Taobao, JD.com, Meituan, and Perfect Diary. The study outlines key elements of emotional influence, including personalized appeals, carefully curated color palettes and composition, integration of video, music, animations, AR technologies, as well as gamification and live-stream content as tools of interactive engagement with the consumer. It also reviews current multimodal trends that enhance the cognitive-emotional resonance of advertising texts.

The findings suggest that emotional strategies are not supplementary elements of advertising messages but form their substantive and cultural core, ensuring effective engagement, trust-building, and brand loyalty. Special attention is given to the analysis of cultural constants (孝 – filial piety, 和 – harmony, 安 – stability, 成功 – success) that define the specifics of emotional modeling in advertising campaigns and create a foundation for consumer identification with brand values.

The results are of interest to specialists in linguistics, media communication, cross-cultural marketing, and Chinese cultural studies, as well as to practitioners working in digital branding and advertising across international

markets. The conclusions presented may serve as a basis for further interdisciplinary research and the development of effective advertising strategies tailored to culturally specific target audiences.

Key words: emotions, Chinese internet discourse, online advertising, emotional strategies, cultural codes, multimedia, branding

Постановка проблеми. У сучасному глобалізованому інформаційному середовищі реклама перетворилася на потужний інструмент не лише економічного, а й соціокультурного впливу. Зі зростанням ролі цифрових технологій та соціальних медіа споживчий простір все більше формується під впливом візуальних і мультимедійних повідомлень, які мають яскраво виражене емоційне забарвлення. У цьому контексті особливе місце посідає китайськомовний рекламний інтернет-дискурс – динамічне й багатокомпонентне комунікативне явище, що поєднує традиції східної культури з інноваційними цифровими форматами.

На відміну від західних моделей реклами, де емоції часто будуються на індивідуальних переживаннях, китайський дискурс у більшості випадків апелює до колективної свідомості, сімейних і суспільних цінностей, гармонії, турботи про інших. Такий підхід формує специфічну емоційну картину світу, яка відображається в рекламному повідомленні на різних рівнях – від вибору слів і стилістичних фігур до використання кольору, символіки, музики, аудіо- й відео ефектів.

Незважаючи на зростаючу кількість досліджень у сфері медіалінгвістики, питання про механізми формування емоційного впливу в китайськомовному онлайн-рекламному дискурсі залишаються недостатньо дослідженим. Зокрема, досі немає комплексного аналізу того, як саме різні типи емоцій – від радості до співчуття – реалізуються через лексичні одиниці, графічні компоненти й інтерактивні елементи цифрової реклами.

Актуальність дослідження зумовлена також тим, що емоційне залучення споживача є ключовим фактором у процесі прийняття рішень. У цифровому середовищі, де користувачі щоденно взаємодіють із сотнями повідомлень, саме емоційна складова визначає, яке з них залишиться в пам’яті, викличе довіру чи навіть спонукатиме до дії. Таким чином, розуміння способів і засобів впливу на емоції – це не лише питання лінгвістики, а й питання ефективної комунікації, міжкультурної адаптації, маркетингу та психології впливу.

Зважаючи на вищевикладене, виникає потреба в глибокому міждисциплінарному аналізі мовних засобів вираження емоційності в китайському інтернет-рекламному дискурсі з урахуванням лексичних, графічних та мультимедійних компонентів, а також культурних констант і

контекстуального навантаження, що супроводжує цей процес. Саме цим аспектам і присвячене пропоноване дослідження.

Аналіз останніх досліджень і публікацій. У сучасному науковому дискурсі зростає інтерес до дослідження емоційного впливу в рекламі, зокрема в контексті китайського інтернетпростору [1]. Різноманітні дослідження висвітлюють використання емоційних стратегій у цифровій рекламі, що сприяє формуванню позитивного сприйняття брендів та впливає на поведінку споживачів [2].

Одним із ключових аспектів є використання метафор у китайських відеорекламних оголошеннях.

Дослідження показують, що метафори ефективно передають емоційні послання, сприяючи глибшому залученню аудиторії та формуванню позитивного образу бренду [3].

Крім того, емоційне брендування в соціальних мережах, таких як Weibo, відіграє важливу роль у комунікації між брендами та споживачами. Дослідження вказують на те, що використання емоційно насиченого контенту, включаючи емодзі та інтимні форми звертання, сприяє зміцненню зв'язку між брендом і аудиторією [4].

У контексті крос-культурного аналізу, дослідження показують, що емоційні апеляції в рекламі можуть мати різний вплив залежно від культурних особливостей аудиторії [5]. Наприклад, китайські споживачі можуть по-різному реагувати на емоційні та раціональні рекламні звернення, що підкреслює важливість врахування культурного контексту при розробці рекламних стратегій.

Також варто зазначити, що використання емоційного дискурсу в рекламі нових енергетичних транспортних засобів в Китаї сприяє підвищенню лояльності споживачів. Дослідження вказують на позитивну кореляцію між емоційною привабливістю реклами, самовизначенням споживачів та їхньою лояльністю до бренду [2].

Крім того, дослідження показують, що використання поетичних методів у рекламі, таких як повторення та створення образів, сприяє появі емоційної реакції та формуванню тривалого враження у споживачів. Ці методи підвищують естетичну цінність реклами та сприяють кращому запам'ятовуванню бренду [6].

Загалом, проаналізовані дослідження [1; 2; 3; 4; 5; 6] свідчать про важливість емоційного компонента в китайському рекламному інтернет-дискурсі. Використання емоційних стратегій, таких як метафори, емоційне брендування, врахування культурних особливостей та поетичні методи, сприяє ефективнішій комунікації з аудиторією та формуванню позитивного образу бренду.

Метою цієї наукової статті – є всебічне дослідження емоційного контексту китайськомовного рекламного інтернет-дискурсу як важливого інструменту впливу на свідомість і поведінку споживачів. Основна увага зосереджена на тому, як за допомогою лексичних, графічних і мультимедійних засобів у цифровій комунікації реалізуються емоційні стратегії, які викликають у користувача позитивне сприйняття бренду, підвищують довіру до товару або послуги та формують споживчу лояльність.

В умовах швидкого розвитку електронної комерції, соціальних медіа і мобільних платформ онлайн-реклама зазнає якісної трансформації – від інформативного повідомлення до емоційно-орієнтованого, естетично оформленого та інтерактивного послання. У китайському інтернет-просторі це супроводжується унікальними культурними, лінгвістичними та технічними особливостями, що вимагають спеціального аналізу. Тому мета статті полягає також у виявленні специфіки китайської емоційної комунікативної моделі, що відображається у рекламі, в її гнучкому поєднанні традиційних мотивів (гармонія, сім'я, суспільне схвалення) та сучасних візуально-комунікативних технологій.

Реалізація поставленої мети передбачає досягнення низки дослідницьких завдань: визначити основні лінгвістичні маркери емоційності в китайській онлайн-рекламі (лексеми, стилістичні прийоми, синтаксичні конструкції); проаналізувати графічні елементи (кольорову палітру, шрифт, образи), що забезпечують візуальний емоційний ефект; розкрити мультимедійні формати (відео, музика, AR, інтерактивні ефекти), які підсилюють емоційну залученість; дослідити приклади емоційних стратегій в рекламі великих китайських брендів (JD.com, Huawei, Taobao, Xiaomi); з'ясувати, як культура, традиції і соціальні установки Китаю впливають на характер емоційного контенту в рекламі.

У процесі реалізації зазначеної мети передбачено міждисциплінарний підхід, що поєднує лінгвістичний аналіз, культурологічну інтерпретацію та елементи медіа- і маркетингових досліджень. Отримані результати покликані не лише окреслити особливості мовних і невербальних засобів вираження емоцій, а й сприяти поглибленню розуміння специфіки китайської цифрової культури як феномену глобального комунікативного простору.

Виклад основного матеріалу. Лексика як базовий елемент мовної структури відіграє ключову роль у формуванні емоційного забарвлення рекламного повідомлення. У китайській онлайн-рекламі активно застосовуються лексеми з позитивною конотацією, що асоціюються з базовими цінностями: щастям (幸福), турботою (呵護), безпекою (安心), натхненням (靈感), красою

(美麗), успіхом (成功), стабільністю (安定). Ці слова часто формують емоційне тло повідомлення та виступають як основні смислові маркери в рекламних заголовках і слоганах.

Особливістю китайського емоційного лексикону є використання семантичних гіпербол: «超值» (надзвичайна цінність), «爆款» (вибуховий хіт),

«立刻見效» (миттєвий ефект), що підсилюють вплив на емоції нетерпіння, бажання, передчуття успіху. Подібна лексика активно використовується у рекламі косметики, побутової техніки, медичних товарів та освітніх курсів.

Дуже поширеним є використання дієслів бажання і прагнення (想要, 希望, 渴望), які апелюють до внутрішніх потреб споживача. Слогани з такими дієсловами створюють враження, що рекламодавець знає бажання адресата й надає індивідуалізовану відповідь на нього. Наприклад, «你想要的, 都在這裡» (Усе, чого ти хочеш – тут).

Ще однією важливою особливістю є використання звертань у другій особі однини або множини: «你», «您», що створює ефект персоналізованого послання. Поєднання особистого займенника з позитивно забарвленим прикметником або іменником створює емоційно-наближену конструкцію «給你更好的生活» (Дати тобі краще життя).

Евфемізми та нейтралізатори напруги – ще один важливий ресурс. Замість прямих згадок про хвороби, проблеми або дефекти використовуються завуальовані терміни з позитивною конотацією: «呵護» (турбота), «修復» (відновлення), «淨化» (очищення), що сприяє формуванню довіри до бренду та знижує психологічний опір рекламі.

Сучасна онлайн комунікація також використовує сленг, молодіжні скорочення, піньїнь-гри, стилістичні інверсії. Наприклад, «斷捨離» — популярне запозичення з японської культури, що означає «відмовитися, викинути, звільнитися» і використовується в рекламі органайзерів або лайфстайл-продуктів. Такі слова створюють ефект належності до спільноти, новизни, стилю життя, модної ідентичності.

Роль стилістичних прийомів (повтор, риторичні питання, антитеза) не можна недооцінювати. Повторювання однієї й тієї ж фрази або ключового слова в кількох сегментах реклами («現在購買！現在享受！現在幸福！») сприяє закріпленню емоційного настрою та стимулює імпульсивну реакцію. Антитези

«不只是便宜, 是用心» (Не просто дешево – з душею) викликають емоційний контраст і посилюють увагу до слогану.

Таким чином, лексичні засоби у китайській онлайн-рекламі виступають потужним інструментом емоційного впливу, який забезпечує як когнітивне, так і асоціативне залучення споживача. Їх ефективність підвищується завдяки чітко вибудованим культурним і прагматичним зв'язкам, які відображають національну мовну картину світу й відповідають очікуванням цільової аудиторії.

Візуальна складова китайської реклами відіграє важливу роль у створенні емоційного впливу поряд із текстом. Завдяки культурним традиціям та символічним образам візуальні елементи в китайській рекламі не лише інформують, а й створюють емоційний досвід для споживача.

Кольори виконують функцію емоційних маркерів: червоний – радість і достаток, золотий – багатство, рожевий – ніжність, синій – довіра, білий – мінімалізм або траур. Наприклад, у період новорічних свят кампанії (Taobao, JD.com) оформлюються в червоно-золотій палітрі для виклику святкових асоціацій.

У рекламі часто використовуються сцени з родинного життя: спільне приготування їжі, дозвілля, турбота про старших – усе це викликає емоції безпеки та належності. Іконографіка та стилізовані фігури (наприклад, зображення тварин у кампаніях Alibaba) роблять подачу доступною й емоційно привабливою.

Типографіка також важлива: округлі шрифти створюють ефект дружності, строгі – надійності. Композиція за принципом «емоційного центру» фокусується на ключовому образі, посилюючи емоційний акцент, що особливо ефективно для мобільного перегляду.

Використання вільного простору (白, «бай») – ще одна характерна риса: він знижує візуальне навантаження, створює відчуття чистоти, гармонії, даючи місце для емоційної реакції.

Отже, графічні елементи в китайській рекламі є засобом емоційного кодування, що активує культурні асоціації й формує позитивний образ бренду.

Інтерактивні елементи в сучасній китайській онлайн-рекламі стали не лише функціональним інструментом залучення, а й повноцінною формою емоційного занурення. Унікальність цих форматів полягає в тому, що вони перетворюють користувача з пасивного спостерігача на активного учасника рекламного досвіду, що в результаті значно підвищує емоційний відгук.

Гейміфікація – одна з найпопулярніших стратегій. Наприклад, під час щорічного фестивалю «Double 11» на платформах JD.com або Tmall користувачі виконують завдання, грають у віртуальні ігри, збирають бали, які можна обміняти на знижки. Сам процес взаємодії супроводжується анімацією, візуальними ефектами радості (салют, усміхнені персонажі,

емоційні емодзі), а також звуковими сигналами, що підсилюють відчуття досягнення й азарту. Такі механізми активують дофамінову реакцію, формують позитивну прив'язаність до бренду та переносять емоційне задоволення із самої гри на продукт.

Доповнена реальність (AR) – ще один потужний засіб створення емоційного залучення. Користувач може «приміряти» окуляри, косметику або одяг у камері свого смартфона, побачити, як меблі виглядають у його інтер'єрі.

Усе це супроводжується персоналізованими реакціями інтерфейсу, компліментами, візуальним підсиленням. Це створює відчуття піклування, індивідуального підходу, емоційного комфорту під час прийняття рішення про покупку.

Не менш важливим є застосування так званих «емоційних тригерів» – вбудованих реакцій у чат-ботах, віджети, що реагують на емоції користувача, наприклад, підбадьорюючими повідомленнями («Ви це можете!» — 你可以做到, «Залишився останній крок!» — 只剩最后一步了) або інтерактивними опитуваннями, які «співчувають» чи «підтримують» вибір користувача. Ефект емоційного резонансу в таких ситуаціях підсилює залучення і створює уявлення про бренд як про «живого співрозмовника».

Крім того, сучасна реклама включає сегменти стрімів із живими інфлюенсерами, де глядачі можуть не лише переглядати демонстрацію продукту, а й ставити запитання, отримувати персональні рекомендації, надсилати реакції у вигляді лайків чи коментарів. Це породжує ефект «присутності», «довіри», знижує бар'єр між брендом і споживачем, формуючи інтимну емоційну взаємодію.

Таким чином, інтерактивність – це не просто технологія, а емоційна стратегія, яка дозволяє брендам входити в діалог зі споживачем, реагувати на його емоції, формувати глибші зв'язки. Через гру, доповнену реальність, персоналізовану підтримку та соціальні взаємодії китайська онлайн-реклама не просто демонструє продукт, а створює досвід, який запам'ятовується й асоціюється з позитивом.

Рекламні кампанії великих брендів ілюструють системне використання емоцій у комунікації. Наприклад, Huawei у серії роликів для WeChat Moments розповідає життєві історії – старенька отримує фото від онука, який живе за кордоном; донька купує матері телефон, щоб бути ближчою. Кампанія «Technology with Heart» апелює до емоцій турботи й близькості, що візуально підкріплюється м'якими тонами, теплим освітленням і ніжною музикою.

Taobao просуває концепт «теплих покупок» – рекламні банери показують, як подарунки роблять людей щасливішими, а покупки –

емоційно приємними. Кампанії часто включають відео з родинними сценами, підкреслюючи людяність, щедрість, взаємну турботу.

Xiaomi у своїй рекламі смарт-пристроїв акцентує на тому, як технології «додають зручності в життя» – тобто спрощують буденність, знижуючи рівень стресу, що є емоційно важливим у великому місті. Їх слогани – «智慧讓生活更簡單» (Мудрість робить життя простішим) – емоційно апелюють до гармонії та полегшення.

Бренд Perfect Diary (完美日记), що виробляє косметику, у своїх кампаніях акцентує увагу на самовираженні та впевненості. Їх рекламні образи включають молодих жінок, які через макіяж показують свої справжні емоції – радість, силу, ніжність. Така стратегія апелює до емоцій самореалізації та прийняття себе.

Meituan, платформа доставки, в одному зі своїх рекламних роликів зобразила ситуацію, коли офіціант приносить їжу дідусеві, який залишився вдома сам, поки родина святкує поза домом. Відео викликає емоції співчуття й турботи, підкреслюючи соціальну роль бренду як «помічника» у важливі моменти життя.

Li Ning, спортивний бренд, використовує стратегію натхнення. У відеорекламі показано юнака, який зазнає невдач, але продовжує тренуватися – з кожною сценою емоційна напруга зростає, поки не настає кульмінація – перемога. Таке емоційне нарощування асоціюється з силою волі, мотивацією, брендом як рушієм змін.

Таким чином, китайські бренди використовують різні емоційні моделі: турбота, ностальгія, натхнення, впевненість, спокій, радість. Їхній успіх полягає в поєднанні реальних життєвих історій з естетичними, культурно релевантними візуальними та вербальними засобами, які в сукупності створюють глибокий емоційний слід у свідомості споживача.

Емоційні повідомлення формуються не лише на базі універсальних переживань, а й через призму культурних констант. У Китаї такими є: турбота про батьків (孝), гармонія (和), успіх (成功), стабільність (安). Їх використання в рекламі забезпечує глибший когнітивно-емоційний резонанс. Реклама, яка апелює до цінностей «доброго сина», «уважного друга», «працьовитого громадянина» є прийнятнішою й викликає позитивну реакцію.

Китайська реклама активно використовує конфуціанські моральні установки, що залишаються важливими для сучасного суспільства: повага до старших, гармонія в колективі, ієрархічна етика та суспільна відповідальність. Це пояснює, чому навіть реклама технологічних продуктів часто містить сюжети зі спільним використанням техніки в родинному колі, що викликає емоції єдності, затишку, турботи.

У структурі китайського рекламного дискурсу культурні коди відіграють роль смислових «підказок», які допомагають адресатові інтерпретувати емоційний зміст повідомлення. Наприклад, традиційне китайське уявлення про коло як символ досконалості реалізується у візуальній композиції реклами: круглі форми, круговий рух, естетика завершеності.

Значну роль відіграє календарна символіка. У святкові періоди (Свято весни, Місячний новий рік, Свято закоханих) реклама наповнюється тематикою возз'єднання, родинного тепла, щедрості, що відображає традиційну цінність єдності. Наприклад, реклама харчових товарів часто показує сцену спільного застілля кількох поколінь родини – візуалізацію добробуту та щастя.

Варто відзначити й особливості міжособистісного спілкування у китайській культурі, де переважає непряма комунікація. Це проявляється у м'якому, делікатному викладі інформації в рекламі, застосуванні поетичних метафор, натяків, уникання прямої конфронтації. Такий підхід підтримує емоцію комфорту, делікатності, що важливо для китайського споживача.

Також показово використання традиційних поетичних формул – чотирискладових слоганів (成语), які легко запам'ятовуються, звучать естетично та несуть культурне навантаження. Наприклад, «愛滿人間» (Любов всюди), «安居樂業» (Спокійне життя – щаслива праця), «天長地久» (Довге життя, вічне кохання). Вони забезпечують глибоке емоційне проникнення через культурну впізнаваність та ритмічну організацію.

Таким чином, китайський рекламний дискурс спирається на потужні культурні архетипи й моральні установки, які формують емоційне тло повідомлення. Завдяки цьому рекламне звернення не лише інформує, а й «резонує» в культурній свідомості споживача, викликаючи глибокі емоції довіри, тепла, поваги й належності.

Висновки. Дослідження показало, що емоційний контекст китайського рекламного інтернет-дискурсу формується на основі багатокомпонентної системи мовних, візуальних і мультимедійних засобів, що перебувають у тісному взаємозв'язку з національними культурними цінностями. У центрі такого впливу – створення емоційної довіри, позитивного іміджу бренду, асоціацій із турботою, теплом, соціальною гармонією.

Лексичні засоби в китайській онлайн-рекламі використовуються для формування особистісного звернення, підкреслення турботи, створення відчуття надійності та мотивації. Графічні елементи відіграють роль потужного емоційного коду, використовуючи кольорову палітру, композицію, типографіку та культурно значущу символіку. Мультимедійні формати дозволяють поєднувати відео, звук, музику, що посилює емоційний вплив на користувача через сенсорну синергію.

Особливе місце в китайському рекламному просторі займають інтерактивні стратегії: гейміфікація, AR, стріми з інфлюенсерами, що дозволяють створити персоналізований емоційний досвід. Кейси брендів Huawei, Taobao, Xiaomi, Perfect Diary, Meituan, Li Ning демонструють ефективність застосування різних емоційних моделей – від ностальгії до натхнення.

Культурний вимір емоційної реклами в Китаї формує унікальні архетипи впливу, засновані на традиційних цінностях, непрямій комунікації, символічних формах та святкових наративах. Усе це свідчить про те, що емоційний компонент є не лише супровідною частиною рекламного повідомлення, а ключовою стратегією ефективної комунікації в умовах сучасної цифрової культури.

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МЕТОДОЛОГІЙНІ ЗАСАДИ ДОСЛІДЖЕННЯ ЕМОТИВНОСТІ В КИТАЙСЬКОМОВНОМУ ІНТЕРНЕТ-ДИСКУРСІ

Анотація. У статті систематизуються методологійні засади дослідження емотивності в китайськомовному інтернет-дискурсі. Об’єктом дослідження є графічні та лексичні засоби вираження емотивності, зафіксовані на китайських цифрових платформах Douyin і Zhihu у період 2021–2025 років; предметом — їхні функційно-семантичні характеристики та комунікативні стратегії, що реалізуються через ці засоби в різних жанрах цифрової комунікації. Обґрунтовано доцільність застосування комплексного підходу, що поєднує комп’ютерно-опосередкований дискурс-аналіз (CODA), прагмалінгвістичний аналіз та корпусний метод із залученням інструментів автоматичної токенізації китайськомовного тексту (бібліотеки jieba та THULAC). Охарактеризовано специфіку понять «емотивність» та «інтернет-дискурс» у сучасній зарубіжній лінгвістиці, зокрема в галузі прагматики та когнітивної лінгвістики, з опорою на концепції К. Каффі, Р. Джанні та М. Шварц-Фрізель. Визначено основні принципи та процедури методологійного інструментарію з урахуванням особливостей китайськомовного цифрового середовища: ієрогліфічної писемності, платформової специфіки та культурно зумовлених норм емоційної комунікації, зокрема принципу збереження обличчя (面子 miànzi). Описано п’ятиетапний алгоритм дослідження: від формування корпусу текстів і первинної вибірки емотивних одиниць до їхньої типологічної класифікації, прагмалінгвістичного аналізу й інтерпретації результатів у контексті китайськомовної мережевої культури та зіставного аналізу між платформами. Доведено, що ефективне дослідження емотивності в онлайн-комунікації потребує інтеграції якісних та кількісних методів аналізу, а запропонований п’ятиетапний алгоритм може слугувати відтворюваною дослідницькою процедурою для подальших лінгвістичних розвідок у сфері китайськомовного цифрового дискурсу.У статті систематизуються методологійні засади дослідження емотивності в китайськомовному інтернет-дискурсі. Об’єктом дослідження є графічні та

лексичні засоби вираження емотивності, зафіксовані на китайських цифрових платформах Douyin і Zhihu у період 2021–2025 років; предметом — їхні функційно-семантичні характеристики та комунікативні стратегії, що реалізуються через ці засоби в різних жанрах цифрової комунікації. Обґрунтовано доцільність застосування комплексного підходу, що поєднує комп'ютерно-опосередкований дискурс-аналіз (CODA), прагмалінгвістичний аналіз та корпусний метод із залученням інструментів автоматичної токенізації китайськомовного тексту. Охарактеризовано специфіку понять «емотивність» та «інтернет-дискурс» у сучасній зарубіжній лінгвістиці, зокрема в галузі прагматики та когнітивної лінгвістики. Визначено основні принципи та процедури методологійного інструментарію з урахуванням особливостей китайськомовного цифрового середовища: ієрогліфічної писемності, платформової специфіки та культурно зумовлених норм емоційної комунікації, зокрема принципу збереження обличчя (面子 miànzi). Описано п'ятиетапний алгоритм дослідження: від формування корпусу текстів і первинної вибірки емотивних одиниць до їхньої типологічної класифікації, прагмалінгвістичного аналізу й інтерпретації результатів у контексті китайськомовної мережевої культури та зіставного аналізу між платформами. Доведено, що ефективне дослідження емотивності в онлайн-комунікації потребує інтеграції якісних та кількісних методів аналізу, а запропонований п'ятиетапний алгоритм може слугувати відтворюваною дослідницькою процедурою для подальших лінгвістичних розвідок у сфері китайськомовного цифрового дискурсу.

Ключові слова: емотивність, інтернет-дискурс, китайськомовний дискурс, дискурс-аналіз, графічні засоби комунікації.

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METHODOLOGICAL PRINCIPLES OF RESEARCHING EMOTIONALITY IN CHINESE-LANGUAGE INTERNET DISCOURSE

Abstract. The article systematises the methodological foundations for studying emotivity in Chinese-language internet discourse. The object of the study comprises graphic and lexical means of expressing emotivity recorded on the Chinese digital platforms Douyin and Zhihu between 2021 and 2025; the subject of the study is their functional-semantic characteristics and the communicative strategies realised through these means across different genres of digital communication. The study justifies the application of a comprehensive approach

combining computer-mediated discourse analysis (CODA), pragmalinguistic analysis, and corpus-based methods supported by automated tokenisation tools for Chinese text processing, specifically the jieba and THULAC libraries. The key concepts of emotivity and internet discourse are characterised in the light of current international research in pragmatics and cognitive linguistics, drawing on the frameworks proposed by C. Caffi, R. Janney, and M. Schwarz-Friesel. The principal methodological procedures are outlined with regard to the specific features of the Chinese digital environment, including its logographic writing system, platform-specific affordances, and culturally determined norms of emotional communication, in particular the face-saving principle (面子 miànzi). A five-stage research algorithm is described in detail: from corpus compilation and initial sampling of emotive units to their typological classification, pragmalinguistic analysis, and cross-platform comparison within the context of Chinese internet culture.

The study demonstrates that effective analysis of emotivity in online communication requires the integration of both qualitative and quantitative methods of linguistic inquiry, and that the proposed five-stage algorithm may serve as a replicable research procedure for further linguistic investigations in the field of Chinese-language digital discourse.

Keywords: emotivity, internet discourse, Chinese-language discourse, discourse analysis, graphic means of communication.

Вступ. Дослідження мови сучасної цифрової комунікації є одним із пріоритетних напрямів розвитку лінгвістики початку XXI століття. Стрімкий розвиток цифрових технологій та поширення інтернету як комунікативного середовища відкрили перед мовознавцями новий пласт мовних явищ, що потребують систематичного опису та аналізу. Зокрема, китайськомовний інтернет-дискурс становить особливий науковий інтерес: розвиток цифрових платформ — соціальних мереж WeChat і Weibo, відеосервісу Douyin, форумів Zhihu та Bilibili — сприяв формуванню розгалуженої системи мовних засобів вираження емоцій, які функціонують в умовах текстової та мультимодальної комунікації.

Попри зростання кількості розвідок, присвячених окремим аспектам китайськомовного інтернет-мовлення [3; 5; 6], питання методологійного підґрунтя їх вивчення залишається недостатньо систематизованим. Більшість наявних праць зосереджена на описі конкретних мовних явищ — лексичних неологізмів, емодзі, числових кодів — тоді як обґрунтування дослідницьких методів і процедур часто залишається поза увагою або подається побіжно. Відсутність чіткої методологійної рамки ускладнює порівняння результатів різних студій і обмежує можливості для

накопичення систематичного знання про цей тип дискурсу. Це зумовлює актуальність і практичну значущість цієї статті.

Мета статті — систематизація та обґрунтування методологійних засад дослідження емотивності в китайськомовному інтернет-дискурсі. Досягнення мети передбачає вирішення таких завдань: уточнити поняття «емотивність» у контексті цифрової комунікації; охарактеризувати інтернет-дискурс як об'єкт лінгвістичного аналізу; визначити та обґрунтувати методологійний інструментарій; описати алгоритм і етапи дослідження на матеріалі китайськомовних платформ Douyin і Zhihu.

Аналіз останніх досліджень і публікацій.

Поняття емотивності у сучасній лінгвістиці розробляється в межах прагматичного та когнітивного підходів. Класичну прагматичну концепцію запропонували К. Каффі та Р. Джанні, які визначили емотивну комунікацію як культурно засвоєне, когнітивно опосередковане використання непропозиційних засобів мовлення для вираження афективного ставлення мовця [1]. Автори розмежовують два типи афективного вираження: *емотивну* комунікацію — навмисну і стратегічно організовану — та *емоційну* — спонтанну і неконтрольовану. Для лінгвістичного аналізу релевантним є насамперед перший тип, оскільки він передбачає свідомий вибір мовцем певних засобів для досягнення комунікативного ефекту.

У когнітивно-лінгвістичній перспективі М. Шварц-Фрізель показала, що почуття й оцінки можуть передаватися як експліцитно, так і імпліцитно — через широкий спектр лексичних, граматичних і дискурсивних засобів [2]. Дослідниця наголошує на ролі концептуальних метафор та оцінних структур у передачі емоційного змісту, що є особливо актуальним для аналізу китайськомовного матеріалу, де метафоричні та символічні засоби займають значне місце в системі емотивної комунікації.

У царині дослідження інтернет-комунікації визначальними стали праці Д. Крістала, який увів поняття «нетмовлення» (netspeak) та описав ключові риси мови Інтернету: стислість, висока частотність емоційно-оцінних одиниць, нестандартна орфографія, активне використання графічних засобів виразності [3]. Крістал розглядає мову Інтернету як принципово новий тип мовної взаємодії, що поєднує риси усного та писемного мовлення і потребує відповідно нових аналітичних категорій. Комп'ютерно опосередкована комунікація як окремий тип дискурсивної взаємодії детально вивчалася С. Херрінг, яка розробила метод комп'ютерно-опосередкованого дискурс-аналізу (CODA) і показала, що цифровий текст поєднує властивості усного та писемного мовлення, формуючи гібридні жанри з власними нормами і конвенціями [4].

У китайській лінгвістиці дослідження 网络语言 (wǎngluò yǔyán — «мережева мова») стрімко розвивалося з 2000-х років. Чжоу Хун систематизував основні лексичні інновації китайського інтернет-мовлення за функційними типами, зокрема виділивши омофонічні замінники, числові коди та транслітерації як ключові механізми словотворення в мережевому середовищі [5]. Хе Сін у пізніших роботах зосередилася на метафоричних механізмах передачі емоцій у відеорекламі, продемонструвавши, що афективні значення в китайськомовному дискурсі часто кодуються через культурно специфічні концептуальні схеми [6]. Утім, методологійний аспект досліджень емотивності в китайськомовному цифровому просторі залишається систематично не описаним в україномовній науковій літературі, що й зумовлює необхідність цієї розвідки.

Виклад основного матеріалу.

Емотивність як лінгвістична категорія позначає здатність мовних одиниць виражати, передавати та викликати емоції в процесі комунікації. К. Каффі та Р. Джанні виділяють шість типів емотивних «пристроїв» (emotive devices): оцінні (appraising), проксимальні (approximating), специфікаційні (specifying), евіденційні (evidential), вольові (boulomaic) та квантитативні (quantifying) [1]. Ця типологія є продуктивною для аналізу китайськомовного інтернет-дискурсу, оскільки дозволяє систематично описати різнорідний матеріал — від лексичних неологізмів до графічних символів — у єдиній аналітичній рамці.

М. Шварц-Фрізель, розвиваючи когнітивний підхід, показує, що емотивність функціонує на всіх рівнях мовної системи — від лексики до дискурсу — і реалізується через оцінні, метафоричні та інтенсифікаційні засоби [2]. Дослідниця розрізняє *первинне* вираження емоцій (безпосередню номінацію емоційного стану) та *вторинне* (передачу емоцій через оцінні судження, метафори та імплікатури). У китайськомовному інтернет-дискурсі обидва типи широко представлені: наприклад, ієрогліф 爽 (shuǎng — «задоволення, кайф») є первинним засобом, тоді як QAQ або 2333 реалізують вторинну, імпліцитну емотивність через графічний код.

У контексті цифрового середовища емотивність набуває додаткових вимірів. Обмеженість невербальних каналів — відсутність міміки, жестів, інтонації — спонукає мовців до активного пошуку компенсаторних засобів. Саме ця потреба стимулює розвиток системи емодзі, графічних комбінацій і числових кодів як інструментів передачі афективного змісту в письмовій комунікації. Для цілей цього дослідження ми визначаємо емотивність як функційно-семантичну властивість мовних і графічних одиниць китайськомовного інтернет-дискурсу передавати емоційний стан мовця та впливати на емоційний стан адресата в умовах цифрового текстового середовища.

Інтернет-дискурс у сучасній лінгвістиці розглядається як особливий тип дискурсивної взаємодії, що реалізується в цифровому середовищі та характеризується низкою специфічних рис. Д. Крістал виділяє серед них: асинхронність або квазісинхронність обміну репліками, мультимодальність, гіпертекстуальність, глобальну доступність та певну анонімність учасників [3]. Важливою характеристикою інтернет-дискурсу є також його жанрова різноманітність: пост у соціальній мережі, коментар, приватне повідомлення, форумна дискусія — кожен із цих жанрів має власні норми емотивного вираження.

Китайськомовний інтернет-дискурс вирізняється серед інших мовних варіантів рядом особливостей, які безпосередньо впливають на специфіку емотивної комунікації. По-перше, ієрогліфічна писемність допускає графічні маніпуляції, недоступні для алфавітних мов: скорочення (кит. 缩略语), омофонічні замінники (наприклад, 7 замість 气 qì «злість», 3 замість 山 shān у числовому коді 2333), «розкладання» ієрогліфів на компоненти. По-друге, більшість китайських платформ функціонує в замкнутому цифровому просторі («Великий китайський файрвол»), що формує самобутню мережеву культуру зі специфічними комунікативними нормами [5]. По-третє, китайська мережева мова активно послуговується омофонічним принципом: звукова подібність між різними словами та числами породжує стійкі числові коди (888 «удача», 520 «кохаю», 2333 «сміюся»), що є унікальним явищем порівняно з іншими мовами.

Дослідження емотивності в китайськомовному інтернет-дискурсі потребує комплексного підходу, що інтегрує методи з кількох лінгвістичних традицій. Жоден із методів окремо не є достатнім: дискурс-аналіз забезпечує контекстуальну інтерпретацію, але не дає кількісної картини; корпусний метод надає статистичну репрезентативність, але без прагмалінгвістичного аналізу залишається описовим; прагмалінгвістика розкриває інтенції мовця, але потребує корпусу для верифікації. Лише поєднання трьох підходів дозволяє отримати повну, достовірну та відтворювану картину досліджуваного явища.

Метод CODA, розроблений С. Херрінг, є основним аналітичним інструментом для вивчення комп'ютерно опосередкованого дискурсу [4]. Він передбачає аналіз двох вимірів: *технологічного* (характеристики платформи: синхронність, обмеження на символи, можливість вставки медіа) та *соціального* (характеристики учасників: вік, стать, соціальна роль, топік). Застосовуючи CODA до матеріалу Douyin і Zhihu, дослідник враховує, що Douyin є переважно асинхронною платформою з обмеженою довжиною коментарів і широким використанням платформних стікерів, тоді

як Zhihu допускає розгорнуті відповіді і більш рефлексивний, аналітичний стиль.

Прагмалінгвістичний аналіз спирається на типологію К. Каффі та Р. Джанні і передбачає ідентифікацію іллокутивної функції кожної емотивної одиниці: вираження схвалення, іронії, обурення, суму, захоплення тощо [1]. Важливим доповненням є теорія «збереження обличчя» (face-saving), яка дозволяє інтерпретувати імпліцитні емотивні стратегії: у китайській комунікативній культурі принцип 面子 (miànzi) зумовлює непряме вираження критики, використання іронічних емодзі замість прямих образ, а також специфічне функціонування «пом'якшувальних» графічних символів (наприклад, 😅 або QWQ як маркерів самоіронії).

Корпусний метод передбачає формування репрезентативної вибірки текстів і подальший кількісний та якісний аналіз уживаності емотивних одиниць [3; 4]. Оскільки в китайській писемності слова не відокремлюються пробілами, попередня обробка корпусу включає автоматичну токенізацію за допомогою бібліотек jieba та THULAC. Jieba використовується для загальної сегментації на морфеми та визначення частин мови; THULAC забезпечує більш точний аналіз у контекстах із мережевою лексикою та неологізмами. Після токенізації корпус може бути проаналізований за допомогою конкордансного програмного забезпечення (AntConc, Sketch Engine) для виявлення частотних патернів та колокацій.

Додатковий методологійний виклик становить питання про мультимодальний характер досліджуваного матеріалу. Коментарі на Douyin часто є реакцією не лише на текст допису, але й на відеоконтент, що його супроводжує. Це означає, що повна інтерпретація емотивного значення графічних символів у таких коментарях потребує врахування аудіовізуального контексту. У межах цього дослідження ми свідомо обмежуємося аналізом вербально-графічного рівня, виносячи за дужки мультимодальний контекст. Однак ця методологійна настанова фіксується явно, щоб окреслити межі застосовності отриманих результатів. Подальші дослідження, що включатимуть аналіз відеоконтенту та аудіосупроводу, зможуть суттєво збагатити картину емотивної комунікації на Douyin.

Алгоритм і етапи дослідження.

Емпіричну базу дослідження складають публічні дописи та коментарі, зібрані з двох китайськомовних платформ — Douyin і Zhihu — за період 2021–2025 років. Вибір хронологічних меж зумовлений кількома чинниками: по-перше, саме у 2021 р. Douyin перевищив позначку в 600 мільйонів щоденних активних користувачів, що забезпечило масштаб і різноманітність мовного матеріалу; по-друге, обраний п'ятирічний інтервал

дозволяє відстежити динамічні зміни в системі емотивних засобів. Вибір платформ зумовлений їхньою жанровою відмінністю: Douyin є відео-сервісом із короткими роликами та інтенсивними розділами коментарів, де емотивна комунікація реалізується в лаконічній, нерідко графічно насиченій формі; Zhihu — питально-відповідна платформа з розгорнутими дискусіями, що дозволяє спостерігати емотивність у більш розлогому дискурсивному контексті. Одиницями аналізу є емодзі та графічні символи — текстові, числові та змішані комбінації, що функціонують як самостійні або допоміжні засоби вираження емоцій у складі дописів і коментарів.

Перший етап — формування корпусу — передбачає цілеспрямовану вибірку текстів методом суцільного добору з тематично однорідних розділів обох платформ. Критеріями включення є: наявність щонайменше одного графічного емотивного елемента у складі допису або коментаря; приналежність тексту до публічного домену; мова оригіналу — мандаринський діалект китайської (普通话 pǔtōnghuà). Планований обсяг корпусу складає не менше 5 000 одиниць (дописів або коментарів) з кожної платформи, що забезпечить статистично значущі результати при корпусному аналізі. Попередня обробка корпусу включає автоматичну токенізацію за допомогою бібліотек jieba та THULAC, що забезпечує коректне вичленування морфем і лексичних одиниць для подальшого аналізу.

Другий етап — первинна класифікація — передбачає розподіл виявлених графічних емотивних одиниць за типами: стандартизовані емодзі Unicode, платформно-специфічні стікери та анімовані символи, текстові комбінації (QAQ, TAT, QWQ тощо), числові коди (2333, 666, 520), омофонічні замінники та «розкладені» ієрогліфи. Для кожного типу фіксуються контекст уживання, частотність і супровідні вербальні засоби. На цьому ж етапі здійснюється зіставлення двох платформ за кількісним складом виявлених типів для первинного виявлення платформових відмінностей.

Третій етап — прагмалінгвістичний аналіз — спирається на типологію К. Каффі та Р. Джанні і передбачає визначення іллокутивної функції кожної емотивної одиниці: вираження схвалення, іронії, обурення, суму, сміху, захоплення, розчарування тощо. На цьому етапі особливу увагу приділяють імпліцитним стратегіям — випадкам, коли графічний символ знімає або пом'якшує категоричність висловлення, дотримуючись принципу «збереження обличчя». Кодування матеріалу здійснюється двома незалежними кодувальниками з подальшим розрахунком коефіцієнта міжкодувальникової узгодженості (Cohen's kappa) для забезпечення надійності результатів.

Четвертий етап — корпусний аналіз і квантифікація — передбачає підрахунок частотності кожного типу емотивних одиниць, їхній розподіл за платформами та тематичними розділами, а також виявлення статистично значущих патернів уживання за допомогою конкордансного аналізу. Частотний аналіз доповнюється аналізом колокацій (які вербальні одиниці найчастіше супроводжують той чи інший графічний символ) та аналізом дистрибуції за жанровими параметрами. Кількісні дані слугують основою для типологічних узагальнень і перевірки гіпотез, сформульованих на попередніх етапах.

П'ятий етап — інтерпретація та верифікація результатів — передбачає зіставлення отриманих даних із наявними описами китайської мережевої культури та міжплатформне порівняння з метою виявлення платформово-специфічних і загальних закономірностей уживання графічних емотивних засобів. На цьому етапі результати корпусного аналізу інтерпретуються в ширшому культурно-лінгвістичному контексті: яким чином виявлені патерни відображають специфіку комунікативних норм на Douyin і Zhihu, як вони співвідносяться з принципом «збереження обличчя» та якою мірою є платформово зумовленими, а якою — загальномовними тенденціями.

Описаний алгоритм є циклічним і масштабованим: результати п’ятого етапу можуть слугувати підставою для уточнення класифікаційних категорій, а сама процедура може застосовуватися як до вузького жанрового зрізу, так і до широкого міжплатформного корпусу.

Таким чином, методологійний комплекс, описаний у цій статті, поєднує теоретичну рамку (концепції емотивності Каффі–Джанні та Шварц-Фрізель), аналітичний інструментарій (CODA, прагмалінгвістичний аналіз, корпусний метод) і конкретну дослідницьку процедуру (п'ятиетапний алгоритм).

Цей комплекс забезпечує системний підхід до вивчення емотивності в китайськомовному інтернет-дискурсі та відкриває можли-вості для подальших порівняльних і типологічних досліджень у цій галузі.

Висновки.

Проведений аналіз дозволяє сформулювати такі висновки. По-перше, дослідження емотивності в китайськомовному інтернет-дискурсі є самостійним і перспективним науковим напрямом, що потребує методологійної бази, адаптованої до специфіки цифрового середовища та ієрогліфічної писемності. По-друге, ефективний аналіз забезпечується комплексним підходом, що поєднує дискурс-аналіз у версії CODA, прагмалінгвістичний аналіз на основі типології Каффі–Джанні та корпусний метод із підтримкою NLP-інструментів токенізації (jieba, THULAC). По-третє, кожен із

зазначених методів потребує адаптації з урахуванням культурних, технічних та лінгвістичних особливостей китайськомовної онлайн-комунікації — зокрема ієрогліфічної природи писемності та принципу «збереження обличчя». По-четверте, запропонований п'ятиетапний алгоритм дослідження — від формування корпусу до міжплатформної інтерпретації результатів — може слугувати відтворюваною процедурою для подальших розвідок у цій галузі.

Перспективи подальших досліджень полягають у практичному застосуванні описаного методологійного інструментарію до аналізу конкретних емотивних явищ у різних жанрах китайськомовного інтернет-дискурсу, а також у розробці детальної класифікації графічних засобів вираження емотивності на матеріалі Douyin і Zhihu та їх зіставленні з відповідними явищами інших мов.

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ІСТОРИЧНІ РЕГІОНИ ПОЛЬЩІ ТА ЇХ МОВНІ ОСОБЛИВОСТІ (НА ПРИКЛАДІ ДІАЛЕКТІВ І РЕГІОНАЛІЗМІВ)

Анотація. Стаття присвячена дослідженню регіональної мовної варіативності в Польщі, що виникла внаслідок історичного розвитку держави та тривалих соціокультурних і міжмовних взаємодій. Основною метою роботи є аналіз ключових чинників, які вплинули на формування діалектів і регіоналізмів, а також визначення їхньої ролі в сучасному мовному середовищі. У статті продемонстровано, що історичні регіони Польщі значно вплинули на мовну карту країни, тоді як діалектна різноманітність стала результатом поєднання політичної роздробленості, географічної ізоляції та активних контактів з іноетнічними мовами і культурами.

Доведено, що регіональні мовні особливості охоплюють усі рівні мовної системи, включаючи фонетичний, лексичний, морфологічний і синтаксичний. На конкретних прикладах проаналізовано характерні риси певних регіонів: сілезькі говори мають значну кількість запозичень і впливів від німецької мови; кашубські діалекти вирізняються відносною незалежністю своєї фонологічної системи й сталістю локальних мовних норм; мазовецькі говори зберегли архаїчні елементи, які зникли в сучасній літературній польській мові. Ці риси розглядаються як важливі елементи регіональної ідентичності.

Особливий наголос зроблено на вплив сучасних процесів стандартизації мови, її поширення через мас-медіа, а також зростання соціальної мобільності, які поступово зменшують ареальне мовне різноманіття. Водночас підкреслено, що глобалізація стимулює підвищений інтерес до локальної культурної спадщини, створюючи можливості для відродження та символічного використання регіональних мовних форм у нових умовах.

У статті також акцентовано увагу на важливості системних заходів для збереження мовного різноманіття. Зокрема, підкреслюється необхідність створення діалектологічних корпусів, розробки освітніх програм і просвітницьких ініціатив, а також інтеграції знань про регіональну мовну

спадщину в культурний та освітній простір. Виділено перспективи майбутніх досліджень, спрямованих на порівняльний аналіз мовних контактів, включно з впливом сусідніх мов, таких як німецька, чеська, білоруська та українська. Окрім цього, акцентовано увагу на соціолінгвістичних аспектах використання чи занепаду регіональних мовних форм у мовній практиці молодих поколінь.

Ключові слова: Помор'я, Великопольща, Мазовія, Малопольща, Сілезія, Підляшшя, історичні регіони.

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HISTORICAL REGIONS OF POLAND AND THEIR LINGUISTIC FEATURES (ON THE EXAMPLE OF DIALECTS AND REGIONALISMS)

Summary. The article examines regional linguistic variability in Poland, which emerged from the country's historical development and prolonged sociocultural and interlingual interactions. The main aim of the work is to analyze the key factors that influenced the formation of dialects and regionalisms, and to determine their role in the contemporary linguistic environment. The article demonstrates that the historical regions of Poland have strongly shaped the country's linguistic map, while dialectal diversity results from a combination of political fragmentation, geographical isolation, and active contact with non-ethnic languages and cultures.

It is shown that regional linguistic features cover all levels of the linguistic system, including phonetic, lexical, morphological, and syntactic levels. Characteristic traits of particular regions are analyzed on concrete examples: Silesian speech shows a considerable number of borrowings and influences from German; Kashubian dialects are distinguished by a relatively independent phonological system and the stability of local linguistic norms; Masovian speech has preserved archaic elements that have disappeared from contemporary standard Polish. These features are regarded as important elements of regional identity.

Special emphasis is placed on the influence of current processes of language standardization, its dissemination through mass media, and increasing social mobility, which are gradually reducing areal linguistic diversity. At the same time, it is emphasized that globalization stimulates increased interest in local cultural heritage, creating opportunities for the revival and symbolic use of regional linguistic forms in new contexts.

The article also highlights the importance of systemic measures to preserve linguistic diversity. In particular, it stresses the need to create dialectological corpora, develop educational programs and outreach initiatives, and integrate knowledge of regional linguistic heritage into the cultural and educational space. Prospects for future research are identified, aimed at comparative analysis of language contacts, including the influence of neighboring languages such as German, Czech, Belarusian, and Ukrainian. In addition, attention is drawn to sociolinguistic aspects of the use or decline of regional linguistic forms in the language practices of younger generations.

Keywords: Pomerania, Greater Poland, Masovia, Lesser Poland, Silesia, Podlachia, historical regions.

Постановка проблеми. Польща – країна з багатою історичною спадщиною, що сформувала різноманітний культурний і територіальний простір. Її історичні регіони, такі як Помор'я, Великопольща, Мазовія, Малопольща, Сілезія, Підляшшя та інші, мали унікальні політичні, економічні та соціокультурні шляхи розвитку. Це суттєво вплинуло на мовну картину держави: всередині польської мови сформувалися різні діалекти, місцеві говори та багатий пласт регіоналізмів. У цій роботі аналізується зв'язок між історичним розвитком регіонів і їхніми мовними особливостями, розглядається типологія основних діалектних груп польської мови й досліджуються джерела походження регіоналізмів.

Актуальність дослідження. В умовах сучасної мобільності, впливу мас-медіа та стандартизації мови важливим є збереження та вивчення регіональних мовних явищ, які перебувають під загрозою уніфікації. Дослідження діалектів і регіоналізмів допомагає краще зрозуміти історичні процеси розвитку мови, зберігати культурну спадщину та визначати особливості локальної ідентичності. Крім того, знання діалектних особливостей має практичне значення у сферах освіти, мовної політики, перекладу і соціолінгвістики.

Мета дослідження полягає у вивченні мовних особливостей історичних регіонів Польщі на прикладі діалектів і регіоналізмів, а також у встановленні взаємозв'язку між історико-культурним розвитком цих регіонів та відмінностями у мовленні.

Формулювання цілей статті (постановка завдання). Досягнення поставленої мети передбачає виконання таких завдань: провести огляд основних історичних регіонів Польщі та проаналізувати їхній історичний контекст; визначити й класифікувати головні діалектні групи польської мови, окресливши їхні характерні риси; розглянути типи регіоналізмів (лексичні, фонетичні, морфологічні, синтаксичні) та навести відповідні

приклади; дослідити чинники, які вплинули на формування регіональних мовних; сформувати висновки щодо збереження та перспектив регіональної мовної різноманітності.

Об'єктом дослідження є історико-територіальні регіони Польщі як фактори культурно-мовної диференціації.

Предметом виступають діалекти, місцеві говори та регіоналізми польської мови, які проявляються у мовленні мешканців різних історичних регіонів.

Аналіз останніх досліджень. Сучасна польська діалектологія спирається на багаторічні польові дослідження, діалектологічні атласи та соціолінгвістичні аналізи (Nitsch, K. 1957; Urbańczyk, S. ред. 1984; Karaś, H. 2010). У науковій літературі традиційно виділяють три ключові діалектні групи: західнопольську (менш стандартизовану), центральну (яка охоплює мазовецький ареал) і східнопольську або південно-східну, до якої належать малопольські та підляські говірки. Окремі дослідження акцентують увагу на сілезькому говорі як перехідному, що має впливи польської та чесько-словацької мовних традицій (Wyderka, B. 2005), а також на впливі німецької та кашубської (кашубсько-поморської) лексики в західних регіонах Польщі (Popowska-Taborska, H. 1998). Соціолінгвістичні дослідження наголошують на ролі урбанізації та засобів масової інформації у скороченні функціонального використання діалектів. Водночас вони підкреслюють підвищений інтерес до локальної ідентичності, що сприяє збереженню регіональної лексики та топоніміки (Lubaś, W. 2003; Warchala, J., Skudrzyk, A. 2014).

Виклад основного матеріалу. Історичні регіони Польщі часто не відповідають сучасному адміністративному поділу. Великопольща (Wielkopolska) була одним із перших центрів формування польської державності; Мазовія (Mazowsze) – центральний регіон, приєднаний пізніше, де поширення стандартної польської мови відбулося зі значним запізненням; Малопольща (Małopolska) на південному сході вирізняється давніми освітніми та церковними осередками; Сілезія (Śląsk) відзначена інтенсивними контактами з німецькомовним середовищем; Помор'я та Кашубія зазнали сильного впливу морської торгівлі, західних культур і є ареалом кашубської мови; Підляшшя та східні прикордонні території стали зоною взаємодії з білоруською, українською мовами та лемківськими говорами.

Кожен із цих регіонів розвивав свої мовні особливості під впливом історичних чинників, таких як імперські чи королівські зв'язки (наприклад, помітний німецький вплив у Сілезії), культурно-релігійний розвиток (зокрема, роль церковної мови в Малопольщі), торгівельні контакти

(морське і балтійське Помор'я), а також взаємодія з представниками інших етнічних груп на східних кордонах країни.

Західні польські говори, поширені на теренах Великопольщі, Помор'я та Кашубії, вирізняються значною внутрішньою різноманітністю. У фонетичному аспекті їм властиві нерівномірні зміни, що проявляються в низці ізоглос, включаючи прогресивний розвиток голосних. Водночас у кашубських зонах помітні суттєві відмінності від загальнопольської норми, що охоплюють формування власної фонематичної системи. Лексичний склад цих говорів зазнав відчутного впливу німецької мови, особливо в побутовій, адміністративній та торговельній лексиці. У морфології спостерігаються регіональні особливості дієслівних форм і багата система зменшувальних утворень, які слугують важливим маркером місцевої ідентичності.

Центральні польські говори, зокрема мазовецькі, демонструють відносну стабільність і збереження певних архаїчних рис. У фонетиці це помітно, наприклад, у специфічній реалізації приголосних у міжголосних позиціях, що створює відмінність від стандартної польської вимови. Лексичний запас цих говорів збагачений численними локальними назвами та архаїзмами, які тісно пов'язані з традиційною аграрною культурою. Це відображає історичне значення Мазовії як провідного сільськогосподарського регіону.

Південно-східні польські говори, поширені на територіях Малопольщі та Підкарпаття, вирізняються низкою особливих фонетичних явищ. Одними з них є фарингалізація або палаталізація приголосних у деяких позиціях, а також характерні інтонаційні й акцентні моделі, що різняться від загальнопольського стандарту. Лексика цих говорів формувалася під впливом церковнослов'янської традиції та східнослов'янських діалектів, що зумовило появу специфічних регіональних термінів, пов'язаних із харчуванням, ремеслами та релігійними практиками.

Сілезькі говори займають особливе становище в польському діалектному континуумі. Вони демонструють сильний вплив німецької мови у лексиці й частково у фонетичній системі, а також тривалі контакти із чеською та словацькою мовами. Важливим соціолінгвістичним аспектом є наявність чітко вираженої сілезької ідентичності, яка знаходить своє відображення у мовній практиці носіїв. Це сприяє збереженню регіональних мовних особливостей навіть за умов впливу стандартизованої мови.

Кашубська мова, яку нерідко розглядають як окрему західнослов'янську мовну одиницю, відіграє значну роль у формуванні мовного ландшафту північної й західної Польщі [1, с. 166]. Тривалі взаємодії кашубської мови із польськими говорами Помор'я сприяли виникненню

унікальних регіоналізмів на фонетичному, лексичному та морфологічному рівнях. Це забезпечує особливий статус Кашубії у сучасних діалектологічних дослідженнях.

Регіоналізми та діалектні особливості історичних регіонів Польщі відображають складну й багатогранну структуру її мовної системи. Ця різноманітність проявляється на різних рівнях аналізу мови, включаючи лексичний, фонетичний, морфологічний, синтаксичний і прагматичний аспекти. Лексичні відмінності ілюструють варіації у складі слів, що часто формувалися під впливом контактів із сусідніми мовами та шляхом запозичення з інших культур. Фонетичні риси, наприклад, специфічності вимови й наголошування, відображають історичні та географічні взаємодії між мовними спільнотами. На морфологічному й синтаксичному рівнях помітні розбіжності у творенні форм слів, структурі речень і граматичних категоріях, що свідчить про локальні напрями розвитку польської мови. Прагматичний вимір, охоплюючи стилістичні та комунікативні особливості, демонструє функціонування мови в конкретних соціокультурних умовах. Регіональні мовні відмінності формувалися під впливом таких історичних чинників, як політичні зміни, адміністративні поділи, міграційні процеси та унікальні культурні традиції місцевих громад. У результаті кожен історичний регіон країни створив свою мовну ідентичність, яка не лише збагачує загальнонаціональну мовну палітру, але й стає об'єктом сучасних лінгвістичних досліджень.

У Великопольщі значну роль відіграють лексичні регіоналізми, які стали невід'ємною частиною повсякденного мовлення. Наприклад, слово **pyry** використовується для позначення картоплі замість загальноприйнятого **ziemniaki**. Цей термін має давнє коріння і активно використовується в буденному спілкуванні жителів регіону. Іншим характерним прикладом є вигук **tej!**, який слугує для привернення уваги співрозмовника. Він належить до прагматичних регіоналізмів і є виразним маркером неофіційного усного мовлення у Великопольщі.

Для Мазовії властиві як фонетичні, так і морфологічні відмінності. Наприклад, слово **psiaki** замість літературного **pszenica** («пшениця») демонструє спрощення фонетичної структури у поєднанні з лексичним новоутворенням. Морфологічні особливості проявляються у формах на кшталт **idziem** замість нормативного **idziemy** («йдемо»), що вказує на скорочення дієслівних закінчень – одну з характерних рис мазовецького говору.

У Малопольщі широко використовуються лексичні регіоналізми, які мають виразне культурне забарвлення [**2**, с. 176]. Наприклад, слово **ceper** означає «людина не з цього регіону». Спочатку це був суто локальний

термін, але з часом його почали вживати більш широко, особливо в гірських районах. У підрегіоні Підгале, де поширений гуральський говір, характерним є часте використання вигуку **hej**. Цей вигук виконує не тільки емоційну функцію, а й підкреслює стилістичну особливість гірської усної мови, підсилюючи регіональну ідентичність.

Сілезький говір вирізняється багатством лексичних запозичень, що стали результатом тривалого впливу німецької мови. Наприклад, слово **bajtlik** («гаманець») походить з німецької мови. Інший цікавий приклад – слово **gruba**, яке використовується для позначення шахти (у літературній польській – **kopalnia**). Це поняття належить до професійної мови шахтарів і відображає характерну для цього регіону індустріальну специфіку.

У Помор'ї мовні відмінності яскраво проявляються на фонетичному рівні. Так, слово **bùłka** («булка») має особливу вимову, зумовлену впливом кашубської фонетики на місцеві говірки. Це свідчить про взаємодію регіональних мов та місцевих говорів.

Кашубія займає унікальне місце на мовній карті Польщі, оскільки кашубську мову розглядають не просто як говірку, а як окрему мовну систему. Наприклад, привітання **dzéń dobri** замість стандартного **dzień dobry** демонструє поєднання фонетичних і лексичних відмінностей, що робить кашубську мову самобутньою та кардинально відмінною від літературної польської.

Підляшшя, своєю чергою, зазнало сильного впливу східнослов'янських мов – української та білоруської. Тут замість нормативного **dom** («дім») часто використовують лексему **chata**. Її вживання пояснюється тривалими мовними контактами в прикордонному регіоні. Інший приклад – синтаксична конструкція **robić na polu** («працювати в полі»), яка є калькою зі східнослов'янських мов. Водночас у літературній польській використовується форма **pracować na polu**.

Регіоналізми складають вагому складову мовної різноманітності, відображаючи історичний, соціальний та культурний прогрес окремих територій [3, с. 62]. Залежно від того, на якому мовному рівні вони проявляються, можна виділити кілька основних категорій.

Лексичні регіоналізми включають слова та їхні значення, які притаманні певному географічному чи історичному регіону і відображають місцеву мовну специфіку. До цієї категорії належать назви побутових предметів, страв, інструментів, елементів природного середовища, а також топоніми. Відмінності в лексиці між регіонами часто виникають через історичні контакти з іншими народами, економічну спеціалізацію територій та збереження традиційного укладу життя. Наприклад, у Сілезії значна частина слів, особливо у сферах ремісництва та техніки, має німецьке

походження. Це є наслідком тривалих і тісних взаємин із німецькомовним населенням протягом багатьох століть. Такі запозичення простежуються в особливих назвах інструментів, виробів і процесів, які помітно відрізняються від загальноприйнятих польських норм. У Мазовії ж збереглися численні архаїчні сільські терміни, які або зникли з ужитку в стандартній польській мові, або набули нового стилістичного значення у сучасному використанні. Подібні лексичні явища дозволяють аналізувати історичний розвиток окремих регіонів, вивчати еволюцію культурних традицій та простежувати взаємодію локальних мовних особливостей із загальнонаціональною мовою. Дослідження лексичних регіоналізмів має важливе значення для розуміння мовної мапи Польщі та збереження її культурної самобутності.

Фонетичні регіоналізми проявляються у специфічностях вимови голосних і приголосних звуків. Це може бути помітно в реалізації носових голосних або в особливостях пом'якшення та палаталізації. Типовими є регіональні різниці у вимові звуків «*ą*» і «*ę*», а також варіативність вимови алофонів /*r*/ та /*l*/, які можуть бути жорсткішими або мати різну частоту вібрації залежно від діалекту.

Морфологічні регіоналізми охоплюють особливості формотворення й граматичних змін слів [4, с. 31]. Це включає нестандартні для літературної мови моделі відмінювання, збереження архаїчних закінчень у займенниках чи дієсловах, а також використання локальних форм вираження часу чи способу дії, які збереглись у певних говорах.

Синтаксичні регіоналізми стосуються специфічних для окремих територій схем побудови речень та словосполучень. До них можна зарахувати характерну інверсію, нестандартні форми керування або стабільні регіональні конструкції, які могли виникнути через вплив інших мов чи результат внутрішньої еволюції окремого говору.

Похідні та периферійні впливи, зумовлені міжмовними контактами, сприяють появі переходових мовних явищ у прикордонних регіонах. Калькування з німецької, чеської, білоруської чи української мов відображається як на лексиці, так і на синтаксисі.

Формування регіональних мовних особливостей визначають історичні й соціальні фактори. Зокрема, історичні контакти, такі як торговельні зв'язки, адміністративне управління та політичні стратегії імперій, під впливом яких опинялися регіони (Німеччини чи Австро-Угорщини), сприяли виникненню запозичень і поширенню двомовності.

Міграційні процеси та переміщення населення, особливо після Другої світової війни, викликали інтенсивне змішування діалектів. Це спричинило або вирівнювання окремих мовних рис, або поява нових гібридних форм.

Релігійні та освітні інститути виконували регулювальну функцію. Використання церковної мови та шкільних стандартів сприяло кодифікації певних мовних форм, водночас поступово витісняючи локальні варіанти та роблячи їх маргінальними.

Сучасний етап характеризується посиленням впливу мас-медіа, урбанізації, загальної освіти, туризму та інтернет-комунікацій. Ці чинники спричиняють поступове зменшення ареальних мовних відмінностей, водночас стимулюючи символічне використання регіоналізмів як носіїв локальної ідентичності.

Збереження різноманіття регіональних мов є важливим завданням лінгвістики і культурної політики сьогодення. Основним напрямом залишається мовна документація, яка включає діалектологічні записи, створення мовних атласів і словників регіоналізмів.

Важливою складовою також є освітні ініціативи: курси з місцевої історії та культури, інтеграція регіональної лексики й мовних особливостей у шкільні програми як частини нематеріальної культурної спадщини.

Культурні заходи – фестивалі, діяльність місцевих видавництв, мистецькі практики (пісні, театральні постановки, літературна творчість) – слугують активними провідниками регіональних мовних форм, забезпечуючи їх збереження й передачу майбутнім поколінням.

Висновки. Регіоналізми та діалектні особливості польської мови є яскравим свідченням багатої історії регіонів, їх культурних зв'язків і специфічних соціальних умов, зберігаючи локальну ідентичність у межах загальнонаціональної мовної системи. Історичні регіони Польщі справили вагомий та довготривалий вплив на формування мовної картини країни. Діалекти та регіоналізми виникли в результаті складної взаємодії історичних контактів, географічних відмінностей і соціокультурних трансформацій, які супроводжували різні етапи розвитку польської держави. Політична фрагментація на тривалий період і перебування певних територій у складі різних імперій сприяли формуванню локальних мовних норм і посиленню регіональної специфіки.

Мовні особливості різних регіонів охоплюють усі рівні мовної системи – від фонетики до синтаксису. Наприклад, сілезькі говірки виділяються значною кількістю запозичень з німецької мови та структурними кальками, що є наслідком інтенсивних історичних контактів. Кашубські говірки демонструють відносну автономність своєї фонологічної системи, що у численних дослідженнях розглядається як основа для визнання їх окремою регіональною мовою. Мазовецькі говірки зберегли багато архаїчних елементів у лексиці та морфології, які зникли зі стандартної польської мови.

Сучасні процеси стандартизації, поширення медій та підвищення мобільності населення призводять до поступового зменшення ареального мовного різноманіття. Водночас зростаючий інтерес до локальної ідентичності, регіональної історії та нематеріальної культурної спадщини відкриває нові можливості для відродження, символічного використання і наукової документації регіональних форм мовлення.

Для збереження мовного різноманіття слід здійснювати цілеспрямовану та системну діяльність. Серед пріоритетних заходів – створення діалектологічних корпусів і баз даних усного мовлення, впровадження просвітницьких програм і включення питань про регіональну мову та культуру в освітні програми й культурне виробництво. Такі ініціативи важливі не тільки для збереження мовних явищ, але й для підвищення їх соціального статусу.

Подальші дослідження варто сконцентрувати на порівняльному аналізі явищ мовного контакту, таких як вплив німецької, чеської та української мов на регіональні різновиди польської. Так само важливим є соціолінгвістичний аспект – дослідження мовної поведінки молодших поколінь, механізмів збереження або втрати регіональних рис, а також ролі нових комунікативних середовищ у трансформації регіональної мовної ідентичності.

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СТРУКТУРНО-СЕМАНТИЧНІ ОСОБЛИВОСТІ ДЕТЕКТИВНОГО ЖАНРУ ТА ПРОБЛЕМИ ЇХ ПЕРЕКЛАДУ В МЕДІЙНОМУ ДИСКУРСІ

Анотація. Детективний жанр у сучасному літературознавстві та перекладознавстві розглядається як складне багаторівневе явище, що поєднує структурні, семантичні, когнітивні та культурні характеристики. Його популярність у світовому художньому дискурсі зумовлена не лише динамічністю сюжету, а й здатністю відображати соціальні, психологічні та морально-етичні проблеми суспільства. У статті проаналізовано структурно-семантичні особливості детективного жанру та специфіку їх відтворення у перекладі в умовах сучасного медіадискурсу. Основну увагу приділено дослідженню композиційної організації детективного тексту, зокрема, логічній послідовності подій, ролі інтриги, функціонуванню системи персонажів, а також символічним і мовностилістичним засобам, що забезпечують жанрову цілісність твору.

У роботі встановлено, що детективний текст характеризується високим рівнем семантичної насиченості, оскільки кожна мовна одиниця може виконувати не лише інформативну, але й прагматичну, емоційно-експресивну та імпліцитну функції. Особливу роль відіграють приховані смисли, алюзії, підтекст та культурно марковані елементи, які ускладнюють процес міжмовної передачі змісту. З'ясовано, що переклад детективного жанру потребує збереження балансу між структурною точністю оригіналу та семантичною адекватністю перекладу, адже порушення логічної послідовності або втрата ключових деталей можуть негативно впливати на сприйняття сюжету реципієнтом.

У статті проаналізовано основні проблеми перекладу детективних текстів, серед яких питання еквівалентності, адекватності, перекладності та неперекладності окремих мовних одиниць. Дослідження спирається на праці провідних учених у галузі перекладознавства, зокрема Ю. Найди, Ч. Табера, І. Корунця, Е. Піма та інших, які розглядали переклад як складний комунікативний процес, спрямований на досягнення функціональної відповідності між оригіналом і перекладом. Визначено, що перекладач детективного тексту має враховувати не лише мовні особливості твору, а й соціокультурний контекст, прагматичні установки автора та очікування цільової аудиторії.

Окрему увагу приділено медіаперекладу як одному з актуальних напрямів сучасного перекладознавства. Встановлено, що розвиток масової комунікації, цифрових технологій та глобального інформаційного простору сприяв активному поширенню детективного жанру у різних формах медіадискурсу, зокрема у кіно, телесеріалах, цифрових платформах та аудіовізуальному контенті. Це, своєю чергою, зумовлює необхідність адаптації текстів до іншомовної аудиторії з урахуванням культурних, лінгвістичних та комунікативних чинників. Доведено, що ефективність перекладу детективного жанру залежить від здатності перекладача передати атмосферу напруження, інтриги та психологічної динаміки твору, зберігаючи його жанрову специфіку та емоційний вплив на читача.

Ключові слова: детективний жанр, семантика, структура, переклад, еквівалентність, адекватність, медіапереклад, комунікація.

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STRUCTURAL AND SEMANTIC FEATURES OF THE DETECTIVE GENRE AND ISSUES OF THEIR TRANSLATION IN MEDIA DISCOURSE

Abstract. The detective genre in contemporary literary and translation studies is regarded as a complex and multi-layered phenomenon that combines

structural, semantic, cognitive, and cultural characteristics. Its popularity in modern literary discourse is determined not only by the dynamic nature of the plot but also by its ability to reflect social, psychological, and moral issues of society. The article examines the structural and semantic features of the detective genre and the peculiarities of their reproduction in translation within contemporary media discourse. Particular attention is paid to the compositional organization of detective texts, including the logical sequence of events, the role of intrigue, the functioning of the character system, and the symbolic and stylistic devices that ensure the genre integrity of the work.

The study establishes that detective texts are characterized by a high level of semantic density, since each linguistic unit may perform not only an informative but also a pragmatic, emotional, expressive, and implicit function. Hidden meanings, allusions, subtext, and culturally marked elements play a significant role in detective fiction and considerably complicate the process of interlingual transfer.

It has been determined that translating detective fiction requires maintaining a balance between the structural accuracy of the original text and the semantic adequacy of the translation, as any violation of logical consistency or omission of essential details may negatively influence the reader's perception of the plot.

The article analyzes the main problems related to the translation of detective texts, including issues of equivalence, adequacy, translatability, and untranslatability of specific linguistic units. The research is based on the works of leading scholars in translation studies, particularly E. Nida, C. Taber, I. Korunets, and E. Pym, who considered translation to be a complex communicative process aimed at achieving functional correspondence between the source text and the target text. It is emphasized that the translator of detective fiction should take into account not only linguistic peculiarities but also the sociocultural context, the author's pragmatic intentions, and the expectations of the target audience.

Special attention is devoted to media translation as one of the most relevant fields of modern translation studies. The development of mass communication, digital technologies, and the global information space has contributed to the active dissemination of detective fiction in various forms of media discourse, including films, television series, digital platforms, and audiovisual content. Consequently, there is a growing need to adapt detective texts for foreign-language audiences while considering cultural, linguistic, and communicative factors. The study proves that the effectiveness of translating detective fiction depends on the translator's ability to preserve the atmosphere of suspense, intrigue, and psychological dynamics while maintaining the genre specificity and emotional impact of the original work.

Keywords: detective genre, semantics, structure, translation, equivalence, adequacy, media translation, communication.

Постановка проблеми. Детективний жанр у сучасному літературознавстві та перекладознавстві постає як складна система, що поєднує структурні та семантичні особливості, які визначають його жанрову специфіку. Проблема полягає в тому, що ці особливості створюють значні труднощі для перекладача, адже вимагають одночасного збереження логічної послідов-ності сюжету, відтворення символічних елементів та передачі культурних і психологічних нюансів. Ускладнює ситуацію й те, що сучасний медіадискурс накладає додаткові вимоги на переклад: тексти повинні бути адаптовані для масової аудиторії, зберігаючи при цьому жанрову автентичність. Таким чином, постає проблема пошуку ефективних стратегій перекладу, які дозволять досягти балансу між структурною точністю та семантичною адекватністю, враховуючи культурні та прагматичні чинники. Чарльз Табер, продовжуючи ідеї Найди, наголошував на необхідності максимальної відповідності стилю та значення оригіналу. Його підхід підкреслює важливість збереження семантичної цілісності, що є ключовим для перекладу детективних текстів, де кожна деталь може мати значення для розкриття інтриги.

Аналіз останніх досліджень і публікацій. В українському перекладознавстві вагомий внесок зробив Іван Корунець, який розглядав переклад як давню культурну практику та підкреслював роль перекладача як посередника між культурами [7, с. 117]. Його дослідження акцентують на необхідності врахування культурного контексту, що особливо актуально для детективного жанру, де соціальні та психологічні чинники часто визначають мотивацію персонажів.

Ентоні Пім у своїх працях звернув увагу на проблему еквівалентності та її еволюцію від структурно-семантичного рівня до комунікативно-функціонального. Він підкреслював, що переклад має відповідати умовам конкретного акту комунікації, а не лише формальній близькості до оригіналу.

Це положення є надзвичайно важливим для медіаперекладу, де тексти повинні бути адаптовані до потреб масової аудиторії [2].

Сучасні дослідження також акцентують увагу на проблемі перекладності та неперекладності. У працях європейських та американських учених простежується тенденція до пошуку «золотої середини» між стратегіями одомашнення та очуження. Для перекладу детективного жанру це означає необхідність балансування між збереженням культурної специфіки та забезпеченням зрозумілості для іншомовного читача.

Таким чином, аналіз останніх досліджень свідчить про те, що переклад детективного жанру потребує комплексного підходу, який враховує не лише структурно-семантичні параметри, а й культурні, психологічні та прагматичні чинники. Це створює підґрунтя для подальшого дослідження проблеми у контексті медіадискурсу, де переклад виконує не лише функцію міжмовної комунікації, а й стає інструментом масового впливу.

Мета статті - дослідження структурних та семантичних особливостей детективного жанру та визначення їхнього впливу на перекладацьку практику в умовах сучасного медіадискурсу. Завданням є окреслення основних труднощів, що виникають у процесі перекладу, аналіз існуючих теоретичних підходів до проблеми еквівалентності та адекватності, а також визначення можливих стратегій і методів, які забезпечують ефективність міжмовної комунікації.

Виклад основного матеріалу. Детективний жанр вирізняється складністю та багатошаровістю, адже його структурні й семантичні риси мають специфіку, що відрізняє його від інших літературних напрямів культурами [5]. Структура детективного твору зазвичай базується на побудові сюжету та способі розкриття та розв’язання загадки, тоді як семантика пов’язана з використанням характерних символів.

Типова сюжетна організація детективу передбачає чітку лінію розвитку подій, яка концентрується навколо розслідування злочину. У першій частині твору автор подає факти злочину, описує обставини, вводить коло підозрюваних і створює атмосферу реалістичного світу. Друга частина присвячена процесу розгадування таємниці, що часто супроводжується несподіваними сюжетними поворотами культур [5].

Семантичний рівень детективу формується завдяки повторюваним символам і темам, які забезпечують жанрову атмосферу та відображають його сутність. Центральним символом виступає злочин (найчастіше вбивство), що може мати різні мотиви та способи здійснення. Крім того, у творах постійно з’являються образи слідчих, злочинців, свідків, жертв і представників поліції. Серед ключових тем — зрада, ревнощі, підозра, пошук справедливості та моральні дилеми культурами [5].

Важливою рисою семантики є високий рівень напруження, інтрига та несподіванки, що виникають у процесі розслідування. До цього додається використання психологічних, культурних і соціальних аспектів, які ускладнюють переклад таких текстів [8].

Завдання перекладача полягає у збереженні змісту й контексту оригіналу. Це означає необхідність точного відтворення психологічних характеристик персонажів та передачі культурного й соціального

середовища, у якому розгортається дія. Для цього перекладач має добре орієнтуватися в культурі та менталітеті країни, мова якої перекладається, а також володіти достатнім лінгвістичним і стилістичним досвідом культурами.

Ефективний переклад детективів вимагає дотримання логічної послідовності подій, точності у відтворенні доказів і повідомлень, а також збереження культурного контексту.

Попри багатовікову історію перекладу, спроби його теоретичного осмислення завжди відставали від практики. Перші труднощі, пов'язані з визначенням сутності перекладу, були виокремлені саме практиками, які наголошували, що їхнє розв'язання сприятиме окресленню перспектив перекладацької діяльності.

У процесі дослідження сутності перекладу важливим є визначення самого терміна, що залежить від наукової школи та дослідницької мети. Існує багато дефініцій, які відрізняються за семантичними, структурними та функціональними підходами. Наприклад, Ч. Табер визначає переклад як передачу найближчих відповідників оригінального повідомлення з погляду стилю та значення [9, с. 48]. Ю. Найда трактує його як заміну компонентів чи структур однієї мови на відповідники іншої [1, с. 50].

Отже, перекладацька еквівалентність не зводиться лише до структурно-семантичної чи функціональної, а постає як складне синтетичне явище, що регулюється низкою взаємопов'язаних обмежень. Хоча досягнення повної еквівалентності видається теоретично неможливим, на практиці воно реалізується завдяки творчій праці перекладачів.

Суперечність між вимогою структурно-семантичної та функціональної еквівалентності полягає в тому, що прагнення зберегти семантичну й формальну схожість може не узгоджуватися з необхідністю забезпечення комунікативної подібності. Сучасне перекладознавство виходить із того, що принципи «очуження» та «одомашнення» у чистому вигляді існують лише в теорії, тоді як на практиці перекладачі інтуїтивно прагнуть досягти балансу, комбінуючи різні прийоми перекладу залежно від конкретної ситуації.

Принцип одомашнення спрямований на максимально адекватну передачу основного сенсу, а стратегія очуження направлена на передачу специфіки форми, іншими словами вона називається стратегією форми. Після вибору стратегії смислу, перекладач явно уникає всіх можливий проблем, які можуть виникнути на шляху до розуміння смислу тексту, водночас жертвуючи тими особливостями форми, котрі можуть зробити складнішим сприйняття тексту іншомовним реципієнтом. У випадку вибору стратегії форми, перекладач, навпаки, повинен часто жертвувати

смисловою простотою з метою найвищого рівня вираження нетривіальної специфіки структури тексту оригіналу, що може відігравати роль як маркерів індивідуально-авторського стилю, так і бути характерними мовностилістичними рисами стилю чи епохи [4, с. 59].

З погляду функціонально-комунікативної спрямованості виокремлюють такі три типи перекладу: суспільно-політичний, художній та спеціальний.

Переклад відповідно до способу виконання може бути:

• усним, тобто таким, який виконується на слух;
• усним, тобто таким, який виконується з листа;
• письмовим;
• послідовним / синхронним.

Основними типами усного перекладу є синхронний (*synchronous*) та послідовний (*consecutive*) [3, с. 11].

У загальному перекладознавстві наявні різні класифікації перекладів відповідно до конкретних критеріїв.

За формою виділяють усний та письмовий типи перекладу.

Відповідно до аспектів взаємозв'язку з текстом оригіналу існують такі різновиди перекладу:

1. Дослівний переклад – це така механічна підстановка лексичних одиниць конкретної мови як відповідників слів іншої мови за умов збереження структури.

2. Вільний переклад, який допомагає відтворити загальний зміст тексту засобами іншої мови згідно з розумінням перекладача (не беручи до уваги формальну відповідність між мовою-перекладом та мовою-оригіналом).

За критерієм участі людини виділяють такі різновиди перекладу:

1. Машинний – це автоматичний переклад тексту, котрий здійснюється електронними машинами. Операційними критеріями машинного перекладу, котрий використовує принцип «синтезу через аналіз», називають:

- парсер – синтаксичне (чи в інших моделях, морфологічне та фонетичне) дослідження вхідного тексту з використанням граматики та лексикону;

- трансфер – використання проміжних рівнів презентації вхідного тексту шляхом використання мов-посередників, конструкцій знань, синтаксичних та лексичних фільтрів тощо;

- синтез вихідного тексту на основі лексикону та граматики [4, с. 118].

Відповідно до жанрово-стилістичної приналежності тексту виокремлюють:

- спеціальний переклад, тобто інформативний (науково-технічний, газетно-публіцистичний, офіційно-діловий, переклад релігійних текстів тощо);

- художній переклад.

Відповідно до галузі спілкування виокремлюють:

- науковий;
- художній;
- технічний;
- юридичний;
- релігійний;
- політичний;
- побутовий тощо [6, с. 73].

Беручи до уваги основні проблеми, котрі можуть утворитися у процесі виконання перекладу, виникає проблема перекладності/неперекладності. Це питання є одним із домінантних напрямків сучасної перекладацької науки.

Проблема перекладності та неперекладності належить до найдавніших і водночас найскладніших у перекладознавстві. Вона охоплює цілу низку аспектів, що становлять інтерес для лінгвіста:

- мовний і мовленнєвий;
- контекстуальний і текстуальний;
- психолінгвістичний і психологічний;
- нормативний і культурологічний тощо.

Дослідник перекладу має усвідомлювати нерозривність цих критеріїв, навіть якщо у власних студіях він надає перевагу окремим із них. Особливу роль у визначенні перекладності відіграють мовні чинники, релевантність яких встановлюється через їхню текстуальну реалізацію. Неперекладність може проявлятися як у ситуативному вимірі, так і на системному рівні.

Висновки. Отже, переклад як явище має багатовікову історію та виступає одним із ключових чинників розвитку цивілізації. Його становлення від усної форми до письмової забезпечило доступ до культурних надбань різних народів і сприяло формуванню міжкультурного діалогу. Теоретичне осмислення перекладу завжди відставало від практики, проте саме практика стала джерелом перших наукових узагальнень.

Сучасне перекладознавство розглядає переклад як багатогранний процес, що поєднує структурно-семантичні та комунікативно-функціональні аспекти.

Різноманітні класифікації перекладу (за формою, способом виконання, жанрово-стилістичною приналежністю, сферою спілкування) демонструють його універсальність і здатність охоплювати всі сфери людської діяльності. Особливе місце займає проблема перекладності та

неперекладності, яка й сьогодні залишається однією з провідних тем досліджень. Таким чином, переклад постає не лише як технічна операція заміни мовних одиниць, а як складний творчий процес, що вимагає від перекладача глибоких знань, культурної чутливості та здатності балансувати між стратегіями смислу й форми. Саме завдяки цьому переклад забезпечує збереження змісту, стилю та культурного контексту, виконуючи роль мосту між мовами, культурами та епохами.

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ЛЕКСИЧНІ ЗАПОЗИЧЕННЯ В СУЧАСНОМУ СУСПІЛЬНО-ПОЛІТИЧНОМУ ДИСКУРСІ

Анотація. У статті акцентовано увагу на неологічних процесах, які зафіксовано в сучасному східнослов'янському дискурсі (у російськомовних друкованих виданнях України, електронних медіа, інтернет-ресурсах тощо).

Детально розглянуто низку найактуальніших новітніх запозичень, їхнє семантичне наповнення та особливості адаптації на різних рівнях мови-реципієнта, що пов'язано із сучасними міжнаціональними мовними контактами, світовими глобалізаційними процесами і російсько-українською війною.

Зокрема, зосереджено увагу на англізмах *ТРЕК*, *ХАБ*, *ХАЙП*, які наразі не фіксуються сучасними словниками іншомовних слів українських видавництв, подано їхнє тлумачення і розвиток лексико-семантичної структури на інокультурному тлі, проілюстровано найвиразніші приклади вживання іншомовних інновацій, проаналізовано словотвірний потенціал запозичень, специфіку їхньої лексичної сполучуваності. Досліджено реалізацію основних функцій запозичених лексичних засобів у публіцистичному тексті, динаміку вживання інновацій у різних тематичних сферах.

Аналіз функціонування новітніх англізмів (нових ЛСВ або словосполучень за їхньою участю) у суспільно-політичному дискурсі (засобах масової інформації, інтернет-каналах) засвідчує наступне: процес запозичення та його різновиди, нову активну хвилю якого започатковано наприкінці ХХ ст., набирає обертів та специфічних характеристик. Це і залучення численних лексем з різних тематичних сфер, які стрімко долають бар'єри своїх галузей використання, і надзвичайно швидкий розвиток лексичної валентності, словотвірної деривації, утворення синонімічних пар, ланцюжків, парадигматичних зв'язків у мові-реципієнті.

Наслідком чи передумою цих процесів є те, що подібний інструментарій іншомовного походження розцінюється як важливий складник номінації сучасних суспільно-політичних подій, а також

технологій маніпулятивного впливу, оскільки в певних контекстах розглянуті лексеми реалізують емотивно-конотативний компонент та виконують прагматичну функцію.

Перспективою дослідження розглянутих англізмів є аналіз їхнього семантичного розвитку на подальших хронологічних зрізах, зіставлення значень лексеми (у тому числі кількісне) у мові-джерелі та у мові-реципієнті, визначення передумов і механізмів виходу інновацій із вузької сфери до функціонування у широкому вжитку.

Ключові слова: неологізм, лексичне запозичення, англізм, номінативний засіб, лексико-семантична структура слова, словотвір, суспільно-політичний дискурс.

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LEXICAL BORROWINGS IN THE MODERN SOCIAL AND POLITICAL DISCOURSE

Abstract. The article stresses on new word-making processes in the new East Slavic discourse (in Russophone printed and digital media of Ukraine, Internet resources, etc.)

A list of the most frequently used new borrowings are described in detail, including their semantic content and specific features of adaptation at different levels of a recipient language. It is connected with the modern cross-cultural language contacts, global processes, and the Rissian-Ukrainian war.

Among others, the attention is paid to the anglicisms *TRACK*, *HUB*, *HYPE* which are not mentioned in modern dictionaries of foreign words of Ukrainian publishing houses. The article gives their meanings and the development of lexical and semantic structure on a foreign background, provides the most notable examples for using foreign innovations, analyses word-making perspectives of borrowings and peculiarity of their lexical word-formation. The realization of the key functions of the borrowed lexical devices in publicistic text, the dynamic of using innovations in different thematic spheres are studied.

The analysis of the latest anglicisms functioning (new lexical and semantic variants, or word combinations with them) in a social and political discourse (in mass media, Internet channels) proves this fact: the borrowing process and its types, which new active phase was found at the end of the 20th century, is getting developed and receiving specific features. It includes involving a number of lexemes of different thematic spheres which are rapidly moving out of their fields

of application, as well as an extremely high development of lexical word-making, word derivation, formation of synonymous pairs, chains, paradigmatic connections in a recipient language.

The result or the assumption of these processes embrace the fact that the similar tool of a foreign origin is recognized as an important element for the nomination of modern social and political events, as well as the technologies for manipulative influence. This happens because within some context, the described lexemes realize an emotional and connotative component, and perform pragmatic function.

The perspective of the anglicisms study comprises the analysis of their semantic development on the further chronological sections, comparison the lexemes meanings (including quantitative one) in a resource language and a recipient language, setting the prerequisites for moving the innovations out of a narrow field to functioning in a wide use.

Key words: neologism, lexical borrowing, anglicism, nominative tool, lexical and semantic word structure, word formation, social and political discourse.

Постановка проблеми. Особливості адаптації запозичених слів та їхня конкуренція з питомими лексемами мови-реципієнта залишаються одним з актуальних і цікавих досліджень у сфері лінгвістики. Кожна теоретична спроба зафіксувати та проаналізувати номінацію іншомовного походження збагачує теоретичні засади щодо осмислення сучасних мовних процесів, розширює існуючі наукові уявлення про лексико-семантичні, словотвірні та ін. трансформації, що загалом має сенс для визначення сучасної специфіки взаємовпливу мови і суспільства, міжмовних взаємин, слугує фундаментом для укладання лексикографічних праць.

Аналіз останніх досліджень і публікацій. Неологізація лексичного складу будь-якої мови й будь-якого жанру, певним джерелом якої є і лексичне запозичення, завжди була провідною проблематикою у лінгвістиці та спонукала до створення теоретичних засад і розвитку лексикографічної практики.

У першій чверті XXI ст. у східнослов'янському суспільстві набуває актуалізації політичний дискурс, інтерес до якого все більше зростає у пересічних громадян. Глобалізаційні процеси та новітні реалії, пов'язані насамперед з російсько-українською війною, сприяють використанню різноманітних політтехнологій, що пов'язано із залученням вербального інструментарію. Англізми (як провідний міжнародний номінативний ресурс) стрімко проникають у східнослов'янські мови, набувають особливого статусу та специфічної адаптації у мові-реципієнті. Це

призводить до появи нових досліджень із цього питання. Серед низки відомих лексикографічних видань із зазначеної проблематики відзначимо такі: "Сучасний словник іншомовних слів" за авторством О.І.°Скопненка, Т.В.°Цимбалюк [1], "Сучасний словник іншомовних слів" за авторством Л.І.°Нечволод [2], "Словник новітніх англізмів" за авторством співробітників Інституту мовознавства ім. О.О.°Потебні НАН України [3].

Щодо теоретичних наукових розвідок популярними стають наукові праці В.П.°Пономаренка [4], І.Д.°Фаріон [5], Г.В.°Зимовець [6], В.П.°Сімонок [7], Н.В.°Гудими [8], Л.М.°Архипенко [9] та ін.

У перерахованих виданнях автори здійснюють спробу проаналізувати чинники, шляхи та особливості проникнення іншомовних слів, доцільність їхнього залучення у східнослов'янські мови, зафіксувати семантичний розвиток запозичень на східнослов'янському грунті, дослідити процеси дозапозичення лексико-семантичних варіантів з мови-оригіналу (мається на увазі й калькування), розвиток лексичної сполучуваності інновацій та виникнення парадигматичних зв'язків, що поступово втілюється у лексикографічний корпус вітчизняної науки.

Матеріалом для дослідження слугували російськомовні тексти: друкованих медіа та електронних ЗМІ України, промови і коментарі політиків, політтехнологів, журналістів в інтернет-просторі.

Метою статті є здійснення аналізу функціонування новітніх лексичних запозичень у мові-реципієнті, визначення специфіки використання іншомовної лексики у суспільно-політичному дискурсі, встановлення первісних сфер її використання в мові-оригіналі, характеризація основних особливостей адаптації запозичень на різних мовних рівнях.

Виклад основного матеріалу. Актуалізація суспільно-політичного дискурсу на теренах пострадянських країн, інтерес до нього фахівців з різних галузей знань зумовлюють повсякчасне звернення лінгвістів до аналізу публіцистичних текстів, дослідженню номінативних засобів у ньому. Йдеться про українізми в сучасних російськомовних медіа (у мові інтернету, в поодиноких російськомовних виданнях України, які досі існують, на зразок тижневика "События недели" тощо), про новітні лексичні запозичення або актуалізацію вже сталих запозичень з утворенням нових стійких словосполучень, про неосемантизми, функціонування жаргонізмів і вульгаризмів, нових топонімних і словотвірних утворень, трансформацію комунікативних моделей, про вживання номінацій реалій російсько-української війни в українській і російській мовах.

Саме "в напружені періоди життя суспільства найвиразніше оку дослідника відкриває себе мовна 'магма', внутрішня життєдіяльність, рух мови" [10, с. 6]. Також "особливо важливим для опису мовних змін,

продиктованих новими соціальними й політичними умовами, є зосередженість на тих рисах мови, які відбивають її пов'язаність із життям суспільства та громадян держави" [11, с. 125].

У цій статті ми зосередили увагу на запозиченнях, незмінному та невичерпному джерелі оновлення лексичного складу будь-якої мови, що в сучасний період пов'язано перш за все з низкою таких факторів: міжнаціональними мовними контактами, світовими глобалізаційними процесами, російсько-українською війною, експресивною функцією мови.

Так, останніми роками в інформаційних російськомовних засобах суспільно-політичного характеру активізувалася така запозичена лексика (адаптована в XX ст. і новітня): *трек* ("переговорный *трек*", "внутренний / внешний *трек* переговоров", "дипломатический *трек*"), *хаб* ("основной *хаб* перевалочного пункта"), *бренд* / *брендовый* ("экономика политических *брендов*", "*брендовая* фраза в политической дискуссии"), *нарратив* ("двигаться в определённых *нарративах*", "формировать *нарратив* в отношении российско-украинского конфликта"), *прокси* / *прокси-* / *-прокси*" ("театр военных действий через *прокси*", "*прокси-силы* Украины", "*прокси-группы*", "*прокси-армия*", "*фронт-прокси*"), *тренд* ("исходящий *тренд* из Киева", "задавать *тренд* в политике"), *кейс* ("ситуация с *кейсом* мобилизации в Украине", "*кейсы* военных действий"), *трэш* ("запредельный политический *трэш*"), *паблик* ("работа *пабликов* на пропагандистских площадках", "раскидывать новость по *пабликам*"), *хайп* ("*хайп* ради политического торжества", "значительная часть общества находится в модели *хайпа*", "политика диктуется соображениями *хайпа*"), *римейк* ("абсолютный *римейк* того, что читали о второй мировой войне"), *инсайд* ("расскажу о всех *инсайдах* в переговорах"), *перформанс* ("что хотят делегации, которые готовятся к какому-то *перформансу*"), *экшн* ("основной *экшн* происходит на запорожском *фронте*"), *треш* ("на поле боя мы наблюдаем вот такой лютый *треш*"), *триггер* / *триггерный* / *триггернуть* ("*триггерная* тема").

Зупинимося детально на розгляді деяких запозичень.

Серед наведених номінативних засобів особливу увагу привертає лексема *ТРЕК*, яка має значну частотність використання, функціонування якої, за нашими спостереженнями, спровоковано індивідуально-авторським вживанням конкретного журналіста (політичного оглядача). Активність цієї номінації стрімко зростає, розповсюджується в офіційному мовленні політичних осіб, співробітників аналітичних центрів, а утворення словосполучень за її участю набуває швидких обертів, наприклад: "Кроме вооруженного противостояния Украина выходит на переговорный, дипломатический *трек*" (Вл. Добров) (fakty.com.ua. 27.03.2025); "Украина

откроет одновременно все переговорные *треки* по вступлению в ЕС" (О. Стефанишина) (fakty.com.ua. 09.05.2025).

Якщо ми звернемося до тлумачення англійської лексеми *track* в англійській лексикографічній літературі XX – поч. XXI ст., то побачимо дуже розгалужену семантичну сітку (понад десять лексико-семантичних варіантів!), серед яких до значення сучасної номінації *трек* у суспільно-політичному дискурсі найближчими будуть значення 'маршрут', 'шлях для пробігу' (власне '*трек*'), 'колія', 'курс' і т.°под. [12].

Значно менше інформації вміщують словники іншомовних слів, у яких основними значеннями запозиченого слова *трек* є значення спортивного та фізичного термінів (наприклад: спорт. 'спортивне спорядження, яке має трасу у вигляді кола; бігова доріжка'). Натомість у сучасному східнослов'янському вжитку запозичення перейшло у зовсім іншу сферу свого використання з перспективою набуття ознак загальновживаного слова в різних жанрах. Це значення 'площини, колії і водночас сукупності етапів переговорного процесу (міждержавного / міжнаціонального), сукупності подій, які супроводжують довгий, поетапний процес таких перемовин'. У цьому сенсі запозичена лексема *трек* у сполученні з прикметником "переговорный" і без нього виявила масштабний потенціал свого вживання. Наприклад: "потенциальный / пресловутый / могучий / большущий *трек*", "основа / суть переговорного *трека*", "пойдут ли переговоры в сторону некого мирного *трека*?", "в основе всех событий, которые сейчас на украинском *треке*, это понятие победа", "лексика дипломатического *трека*", "международный *трек*", "выйти на переговорный *трек*", "разворачивается переговорный *трек*", "участник / субъект / возглавитель переговорного *трека*", "строить / торпедировать / срывать переговорный *трек*", "обсуждение / разморозка переговорного *трека*".

У сучасному інформаційному просторі, де здебільшого існує зворотний зв'язок адресата з адресантом, фіксуємо досить цікаві реакції або запитання пересічних коментаторів: "яке ж противне слово *трек*!", "чи не можна просто сказати перемовини?" і т.°под. Очевидно, що залучення цієї номінації, а саме словосполучення у політичний дискурс має певні мовні причини: по-перше, це семантизація у найменуванні дещо відмінного і більш складного явища, аніж просто 'перемовини', по-друге, це намагання винайти більш стислу номінацію (тобто економія мовних засобів: синонімами до слова *трек* в однині мають бути лексичні форми в множині: "процессы", "направления" з відповідним атрибутом). Не останніми є причини й іншого характеру: тяжіння до іншомовної лексики, семантичне калькування з мови-джерела або так званий процес дозапозичення (пор.: англ. dipl. "route of the dialogue", "negotiation *track*").

Отже, лексема *трек* набуває самостійного використання у наведеному новому значенні (у значенні словосполучення "переговорный *трек*"), тобто прикметник-супутник "переговорный" може бути або відсутнім, або замінюється іншим атрибутом, у тому числі відтопонімним, наприклад, "сыграть на *треке*", "фундамент для *трека*", "оживленный / внутренний *трек*", "главный / сегодняшний *трек*", "провал Стамбульского *трека*", "выйти из мирного *трека*", "трудности на *треке* Вашингтон–Киев", "*трек* информационного освещения", "то, что происходит на *треке* Израиля и Хамаз, не радует взор американского президента", "разделить два *трека*: Пекин–США и Пекин–Москва".

Так чи інакше, лексема *трек* з новим змістом та новою цариною свого використання стрімко входить до арсеналу номінативного інструментарію та має усі шанси використовуватися у сучасній публіцистичній і художній літературі, побутовій розмовній практиці, оскільки віддзеркалює динаміку розвитку сучасних східнослов'янських мов.

Не менш активним є функціонування іншомовної лексеми *ХАБ*, яке зумовило утворення численних словосполучень та словотвірних похідних на східнослов'янському тлі. Лексична інновація, яка не фіксується багатьма українськими та російськими друкованими словниками іншомовних слів XX та початку XXI ст., упевнено входить у вжиток політологів, політичних оглядачів та журналістів. Йдеться про англійську лексему *hub*, яка має таке основне (вихідне) значення: 'центр діяльності, розгалуження або місце концентрації якоїсь мережі'. У кожній сучасній царині (енергетичній, авіаційній, супутниковій, комп'ютерній, торгівельній тощо) значення англізму дещо різняться, натомість у суспільно-політичній сфері лексема *хаб* набуває у першій чверті XXI°ст. загального значення 'головний вузол певної діяльності, вузол накопичення артефактів або певних ресурсів видобутку природних джерел, копалин тощо'.

Наведемо приклади вживання інновації у суспільно-політичному дискурсі: "транспортный / логистический / оружейный / милитаристский / донорский / главный *хаб*", "указывать *хабу* (газовому *хабу* в Туреччині. – Т.П.), что и когда делать", "строительство зернового *хаба*", "сегодня Польша – крупнейший военный *хаб* НАТО", "Угледар является важным *хабом* для обороны ВСУ", "Рига стала новым *хабом* для оппозиционного телеканала", "единый *хаб* объединенных военно-морских сил Запада", "*хабы* комплектования мобилизованных".

Як бачимо з прикладів, іншомовна інновація поєднується із численними атрибутами та активізує своє вживання за конкретних сучасних воєнно-політичних конфліктів та інших явищ у житті слов'янських та ширше – світових суспільств. Щодо порівняння таких словосполучень, як

"зернове сховище" і "зерновий *хаб*" або "донорський центр" і "донорський *хаб*" зазначимо, що запозичення *хаб* у цьому сенсі має дещо відмінну, глибшу та різновекторну семантику, а сам вжиток інновації розширює свою сферу використання (пор., наприклад, у порноіндустрії: *порнохаб* та його мережі – порноофіси).

Лексема *ХАЙП* (англ. *hype*) означає 'навмисно створені пересуди щодо якоїсь події, особи та ін., що спрямовано на зацікавленість адресатів та подальше обговорення поданої реалії у засобах масової інформації'. Синонімами до *хайпу* в певних контекстах можуть бути лексеми "пиар", "тренд" або "реклама" (зазвичай, у російськомовних текстах – це відкрита лексико-семантична група, яка не має обмежень: "*хайпы*, разводы, провокации..."). Лексема *хайп* / англ. *hype* отримала своє народження у молодіжному сленгу, у шоу-бізнесі ('галас, популярність, які штучно створюються навколо подій, явищ або персони') та фінансовій галузі (англ. High Yield Investment Program, тобто 'інвестиційна програма з надзвичайно високим доходом').

Інтенсивність використання англізму *хайп* фіксуємо в соціальних мережах, у мові блогерів, у тому числі політичних, загалом у суспільно-політичному дискурсі, оскільки сам механізм *хайпу* передбачає маніпулятивні технології та стає їхнім незмінним складником: "*хайп* ради политического торжества", "политик просто для *хайпа* сделал такое заявление", "значительная часть общества находится в модели *хайпа*".

Інновація *хайп* за останнє десятиріччя утворила на східнослов'янському тлі значну кількість словотвірних похідних у порівнянні з адаптацією на цьому щаблі інших новітніх запозичень. Це прикметники, дієслівні та віддієслівні форми, прислівники, nomina agentis: *хайповый* ('той, хто на *тренді*, популярний, модний, якого обожнюють і т.°под.'), *хайпить* / *хайповать* / *хайпануть* ('здійснювати / здійснити галас для привернення тимчасової уваги, інтересу, популярності для когось / чогось'), *хайпиться*, *похайпить*, *прохайпиться*, *нахайповаться*, *хайпование*, *хайпово* ('те, що зроблено згідно дій *хайпануть*'), *хайпожер* ('той, хто використовує у медіа провокативні вкиди про події, персоналії, які є на часі, що привертає інтерес суспільства'). Тут слід відзначити, що численності похідних не в останню чергу сприяє, так би мовити, і "зручність" основи запозичення *хайп*, порівняймо, наприклад, з ідентичними за словотвірними моделями похідними від адаптованого у XX ст. лексичного запозичення *кайф – кайфо/а/вать*, *кайфануть*, *кайфовый*, *кайфование*.

Розглянуті номінації з основою *хайп* слугують зручним та улюбленим інструментарієм журналістів, політтехнологів, вони активно залучаються у мовну практику і утворюють парадигматичні зв'язки з питомою та іншою

запозиченою лексикою у мові-реципієнті, наприклад: "ситуативные, *хайповые* проблемы нам не нужны", "в эпоху, когда *хайпуют* все, церковь также не может быть свободной от норм общества", "Reuters пытается *хайповать*", "депутаты перед выборами *хайповались* / *нахайповались* / *похайпуют*", "заниматься самолюбованием, *хайпованием* (йдеться про Д.Трампа. – Т.П.)".

Інтенсивність залучення розглянутих лексичних запозичень та їхніх лексико-семантичних варіантів до східнослов'янського суспільно-політичного дискурсу призводить до нагромадження іншомовної лексики або її словотвірних похідних в одному реченні та навіть в одному словосполученні: "там же один из *кейсов* переговорного *трека* – выборы в Украине", "очевидно, что это – *хайповый кейс*".

Висновки. Аналіз функціонування новітніх англізмів (або нових ЛСВ та словосполучень за їхньою участю) у суспільно-політичному російськомовному дискурсі (засобах масової інформації, інтернет-каналах) засвідчує наступне: процес запозичення (його різновиди), нову активну хвилю якого започатковано у кінці XX ст., набирає обертів та специфічних характеристик. Це і залучення численних лексем з різних тематичних сфер, які стрімко долають бар'єри своїх галузей використання, надзвичайно швидкий розвиток лексичної валентності, словотвірної деривації, утворення синонімічних пар, ланцюжків, парадигматичних зв'язків у мові-реципієнті.

Наслідком чи передумовою цих процесів є те, що розглянутий інструментарій іншомовного походження розцінюється як важливий складник номінації сучасних суспільно-політичних подій, а також технологій маніпулятивного впливу, оскільки в певних контекстах деякі лексеми реалізують емотивно-конотативний компонент та виконують прагматичну функцію.

Перспективою дослідження новітніх англізмів є аналіз їхнього семантичного розвитку, як на сучасному, так і на подальших хронологічних зрізах, зіставлення значень лексеми (у тому числі кількісне) у мові-джерелі та у мові-реципієнті, встановлення передумов і механізмів виходу інновацій із вузької сфери до функціонування у загальному вжитку.

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ОСИП МАКОВЕЙ НА СТОРІНКАХ ЧЕРНІВЕЦЬКИХ ДРУКОВАНИХ МЕДІА «ЧАС» ТА «САМОСТІЙНА ДУМКА»

Анотація. У статті досліджено механізми рецепції та популяризації літературної спадщини Осипа Маковея (1867–1925) на шпальтах чернівецьких часописів «Час» (1928-1940) та «Самостійна думка» (1931-1937). Актуальність теми зумовлена малодослідженістю української періодики Буковини 20-х–30-х років XX ст. та складними умовами національного життя в період румунської окупації, що супроводжувалася жорсткою цензурою та забороною проявів українства. Обґрунтовується теза, що після від'їзду письменника в краї утворився духовний вакуум, який редакції зазначених видань намагалися заповнити, використовуючи постать Маковея як стратегічний інструмент національного опору та виховання ідентичності.

Проаналізовано зміст журналу «Самостійна думка», зокрема публікацію статті Маковея «Критичні думки», де висвітлено його погляди на роль освіти й культури у подоланні «безпросвітного неуцтва» та критику «недовченої інтелігенції». Виявлено роль В. Сімовича у вивченні архіву митця, що дозволило вперше надрукувати його патріотичний вірш «Привіт» («Полетів би я на Україну»), написаний під час Першої світової війни.

Значну увагу приділено антивоєнній прозі Маковея («Хрест поміж липами», «Вічна пам'ять», «За що?»), яку «Час» активно популяризував у 1935 році до 10-річчя з дня смерті автора. Доведено, що через ці твори часописи засуджували братовбивчу війну як загальне зло та викривали лицемірство провідників, які прикривали розбій релігійними гаслами. Особливу наукову цінність мають проведені автором паралелі між антивоєнними сентенціями Маковея та реаліями сучасної російсько-української війни, зокрема у контексті критики «служителів церкви», що благословляють зброю, спрямовану проти українців.

Окремо розглянуто оповідання «Вуйко Дорко» як спробу моделювання образу «нового інтелігента», для якого громадська праця та

національна просвіта є пріоритетнішими за особисті інтереси. У висновках наголошено, що діяльність часописів «Час» та «Самостійна думка» стала формою «духовної компенсації», яка забезпечила тяглість українських культурних традицій на Буковині в умовах іноземного панування.

Ключові слова: Осип Маковей, буковинська періодика, газета «Час», журнал «Самостійна думка», національна ідентичність, антивоєнна проза, міжвоєнний період, рецепція спадщини.

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OSYP MAKOVEI ON THE PAGES OF CHERNIVTSI PRINT MEDIA «CHAS» AND «SAMOSTIYNA DUMKA»

Abstract. The article examines the mechanisms of reception and popularization of the literary heritage of Osyp Makovei (1867–1925) in the columns of the Chernivtsi journals «Chas» (1928–1940) and «Samostiyna Dumka» (1931–1937). The relevance of the topic is due to the lack of research into the Ukrainian periodicals of Bukovina in the 1920s–1930s and the difficult conditions of national life during the Romanian occupation, which was accompanied by strict censorship and a ban on manifestations of Ukrainianness. The thesis is substantiated that after the writer's departure, a spiritual vacuum was formed in the region, which the editors of the aforementioned publications tried to fill, using the figure of Makovei as a strategic tool of national resistance and the upbringing of identity.

The content of the journal «Samostiyna Dumka» is analyzed, in particular the publication of Makovei's article «Critical Thoughts», which highlights his views on the role of education and culture in overcoming «hopeless ignorance» and criticism of the «half-educated intelligentsia». The role of V. Simovych in studying the artist's archive is revealed, which allowed for the first publication of his patriotic poem «Hello» («I Would Fly to Ukraine»), written during the First World War.

Considerable attention is paid to Makovei's anti-war prose («The Cross Among the Lindens», «Eternal Memory», «For What?»), which «Chas» actively popularized in 1935 on the 10th anniversary of the author's death. It is proven that through these works the journals condemned the fratricidal war as a common evil and exposed the hypocrisy of the leaders who covered up the robbery with religious slogans. Of particular scientific value are the parallels drawn by the

author between Makovei's anti-war maxims and the realities of the modern Russian-Ukrainian war, in particular in the context of criticism of «church ministers» who bless weapons directed against Ukrainians.

The story «Uncle Dorko» is separately considered as an attempt to model the image of a «new intellectual» for whom public work and national education are a priority over personal interests. The conclusions emphasize that the activities of the journals «Chas» and «Samostiyna Dumka» became a form of «spiritual compensation» that ensured the continuity of Ukrainian cultural traditions in Bukovyna under foreign rule.

Keywords: Osyp Makovei, Bukovinian periodicals, newspaper «Chas», journal «Samostiyna Dumka», national identity, anti-war prose, interwar period, reception of heritage.

Постановка проблеми. У статті основна увага фокусується на кількох взаємопов'язаних аспектах, що стосуються літературної спадщини українського письменника Осипа Маковея (1867-1925) та її функціонування в культурному просторі Буковини міжвоєнного періоду. Порушена проблема містить такі складові частини, як, *по-перше*, малодослідженість української періодики Буковини 20-х-30-х років ХХ; *по-друге*, складні умови національного життя в Північній Буковині у період її окупації Королівською Румунією – стан облоги до 1928 року та жорстка цензура, що фактично забороняло будь-які прояви українського національного життя; *по-третє*, після того, як О. Маковей виїхав з Буковини в 1910 році, а в 1925 році покинув земне життя, тут утворився певний духовний вакуум, бракувало його щирого національно глибокого слова; *по-четверте*, проблема полягає у визначенні того, як чернівецькі часописи «Самостійна думка» та «Час» використовували постать і твори О. Маковея у вихованні національної ідентичності та піднесенні духовного рівня читачів; *по-п'яте*, важливим аспектом проблеми є аналіз того, як публікація антивоєнних та соціальних прозових творів О. Маковея відповідали запитам тогочасної буковинської дійсності, яка потребувала працьовитих і свідомих інтелігентів, а також засудження загарбницьких воєн.

Таким чином, центральна проблема статті – це дослідження механізмів рецепції та популяризації творчості Осипа Маковея на шпальтах чернівецьких часописів «Самостійна думка» та «Час» як стартегічного інструменту в збереженні української культурної спадщини та протидії денаціоналізації в умовах іноземного панування.

Аналіз останніх досліджень і публікацій свідчить, що вивчення творчої спадщини О. Маковея та української періодики Буковини міжвоєнного періоду має кілька ключових напрямів. Безпосередньо

зазначеної теми ніхто з літературознавців не торкався. Проте є праці істориків, котрі чимало уваги приділили вивченню періодики Буковини 20-х-30-х років. Насамперед – це фундаментальна праця історика преси М. Романюка «Українська преса Північної Буковини як джерело вивчення суспільно-політичного життя краю (1870-1940 рр.)» [14], котра дає розуміння контексту заснування та функціонування таких видань як «Час» та «Самостійна думка». У розділі, присвяченому відображенню на сторінках часописів суспільно-політичного і культурного життя міжвоєнного періоду, констатується, що багато публікацій «Час» присвятив І. Франку, П. Кулішу, В. Гнатюку, Є. Гребінці, Б. Лепкому, В. Стефанику, Є. Чикаленку та іншим визначним українським письменникам, у тому числі і землякам – Ю. Федьковичу, І. Воробкевичу, О. Кобилянській. Ім'я О. Маковея не згадується. Щодо публікацій про визначних людей України в «Самостійній думці», то після розвідки С. Смаль-Стоцького «Чому називаємо Тараса Шевченка генієм України» (1931. Ч. 4) М. Романюк лише згадує «кореспонденцію» В. Сімовича «Із поетичної спадщини Йосипа Маковея» (1931. Ч. 5).

Монументальна праця «Буковина. Її минуле і сучасне» [3] надає загальну оцінку газеті «Час» та журналові «Самостійна думка». Відомі маковеєзнавці Ф. Погребенник та О. Засенко в радянську добу із зрозумілих причин не могли звертатися у своїх дослідженнях [13; 2] до зв'язку спадщини О. Маковея з чернівецькими виданнями міжвоєнного часу яскраво вираженого національного спрямування. Упорядник найповнішого на сьогодні двотомника творів О. Маковея (1990) О. Мишанич з тих же ж ідеологічних міркувань не зміг окремі твори (наприклад, новела «За що ?») включити до цього видання.

Мета статті – комплексно дослідити рецепцію та популяризацію постаті й творчості О. Маковея на шпальтах чернівецьких часописів «Самостійна думка» та «Час» у міжвоєнний період. Окрім того, проаналізувати стратегії «духовної компенсації», які використовували редакції «Часу» та «Самостійної думки» у піднесенні духовного рівня читачів та пропагуванні національно-патріотичних ідей; показати, як через публікацію творів О. Маковея часописи намагалися проаналізувати антивоєнну прозу («Хрест поміж липами», «Вічна пам'ять», «Цариця світу», «За що ?»), розкриваючи її актуальність у контексті засудження загального зла та братовбивчої війни, а також розкрити ідею оповідання «Вуйко Дорко» як спробу моделювання образу «нового інтелігента», для якого громадська праця та національна просвіта стояли вище за особисті інтереси. Важливим завданням статті є провести паралелі між минулим і сучасністю, зокрема вказати, як антивоєнні та громадянські сентенції О. Маковея корелюють із реаліями сучасної російсько-української війни.

Виклад основного матеріалу дослідження. Українська періодика Буковини міжвоєнного періоду – мало досліджений пласт друкованих медіа, неоціненне джерело для істориків, філологів, культурологів, політологів, пресознавців тощо. 20-ті-30-ті роки ХХ століття для Північної Буковини були надто складними у політичному, економічному та духовному житті, оскільки її в 1918 році окупувала Королівська Румунія. До 1928 року у краї тодішня влада встановила стан облоги, який забороняв будь-які прояви національного життя.

Із зняттям стану облоги український рух почав оживати, з'явилися перші національні товариства – «Легіон українських революціонерів» (1930), «Месники України» (1934). Як зазначає М. Романюк, «наприкінці 20-х – на початку 30-х рр. ХХ ст. у Північній Буковині відбулося оформлення перших організованих осередків» націоналістичного руху. Ідеї нової ідеології заполонювали громадські студентські товариства «Залізняк», «Чорноморе» та «Запороже», спортивне товариство «Мазепа» [14, с.114].

На 20-ті роки припадає заснування перших періодичних видань, які відображали українське життя : «Народний голос» (1921-1923), «Зоря» (1925-1926), «Рідний край» (1926-1930), «Земля і воля» (1927) та ін. Особливу роль у політичному, культурному житті буковинців, спрямовану на пропаганду національно-патріотичних ідей, відіграли журнал «Самостійна думка» (1931-1937), газети «Час» (1928-1940) та «Самостійність» (1934-1937). Ці видання жорстко цензурувалися, виходили з певними перервами, окремі матеріали могли вилучатися з друку, редактори зазнавали переслідувань.

Нашу увагу зосередимо насамперед на «Самостійній думці» та «Часі», оскільки вони багато місця відводили на своїх шпальтах питанням літератури і мистецтва, як важливих чинників у вихованні національної свідомості. У різні роки зазначені часописи вміщували твори письменників з усіх українських земель : наддніпрянців Т. Шевченка, Б. Грінченка, С. Черкасенка, Х. Алчевської, М. Хвильового, О. Вишні та ін.; галичан І. Франка, Б. Лепкого, В. Стефаника, М. Черемшини та ін.; буковинців С. Воробкевича, О. Масікевича, С. Гнідий-Никорович, К. Ластівки, Т. Галіпа, О. Шевчукевича та ін.

Об'єктом нашої уваги у «Самостійній Думці» та в «Часі» стало ім'я відомого письменника, галичанина за походженням, який тринадцять років свого життя віддав на благо культурно-освітнього розвитку буковинського краю – Осипа Маковея. Випускник Чернівецького університету початку ХХ століття, згодом відомий вчений-філолог В. Сімович відзначав, що О. Маковей «не тільки своєрідний талант, але й талант небуденний, і сорок років літературної його праці […], дає величезний вклад у нашу національну культуру» [16, с. 373].

Погоджуємося, що О. Маковей – талант небуденний, адже його творчі вияви різноманітні : поет, прозаїк, публіцист, педагог, етнограф і фольклорист, журналіст. З 1 квітня 1895 р. і майже до кінця 1897 р. редагував чернівецьку народовську газету «Буковина». Редакційна політика часопису під кермуванням О. Маковея була спрямована на піднесення національної свідомості українців краю і не тільки. У програмі газети звучали заклики до соборності українських земель. З цією метою редактор робив ставку на молодь, допомагав насамперед творчим силам. За його підтримки зі сторінок «Буковини» утвердили свої імена в українській літературі О. Кобилянська, Є. Ярошинська, А. Чайковський, І. Бажанський, І. Синюк, Марко Черемшина та багато інших.

У перше десятиріччя XX ст. О. Маковей, викладаючи українську мову та літературу в чернівецькій учительській семінарії, займався водночас науковою та видавничою діяльністю. Результатом його проєктів стали збірка «Поезії» (1904) Григорія Воробкевича (Наума Шрама), зібрання творів у трьох томах Ізидора Воробкевича (1909-1911), книга «Матеріяли до житєписи Осипа Юрія Гординського-Федьковича» (1910) та перша наукова біографія Соловія Буковини «Житєпись Осипа Юрія Гординського-Федьковича» (1911). Оцінюючи останню працю, чернівецький літературознавець Б. Мельничук у передмові до сучасного її перевидання так писав: «Осип Маковей своїм «Життєписом…» створив найкращий пам'ятник і Юрієві Федьковичу, і собі самому» [12, с. 14].

Восени 1910 року О. Маковей назавжди покинув Буковину. Згодом, у 1931 році, відзначаючи його заслуги перед краєм буків, журнал «Самостійна думка» (№2. С. 3) справедливо писав, що пішовши з Буковини, він залишив по собі найкращі спомини й «порожне місце», яке ніхто після нього не міг заповнити й заступити. Письменник і педагог відійшов у засвіти 21 серпня 1925 року у м. Заліщики, де й знайшов вічний спочинок. Присутності його щирого національно глибокого слова у суспільно-культурному просторі Буковини особливо бракувало упродовж 20-х – 30-х років XX століття. Винесені у заголовок періодичні видання намагалися в 30-х роках компенсувати відсутність О. Маковея у фізичному і духовному вимірах публікаціями матеріалів про нього та безпосередньо його художніх, публіцистичних творів.

З початком 1931 року у Чернівцях почав виходити «журнал літератури, науки та громадського життя» «Самостійна Думка» з додатками «Самостійна Думка Української Матери» та «Державно-творча Трібуна Буковини». Автори монументальної праці «Буковина. Її минуле і сучасне» відзначали, що «Самостійна Думка» – «це, без сумніву, один із найкращих літературно-наукових журналів, який тільки мала колись Буковина» [3,

с.655]. Редакцію місячника вели молоді творчі сили, переважно випускники чернівецьких гімназій, які не погоджувалися з духовними настановами старших вчителів і стояли на національних позиціях : Ярема Канюк, Сильвестр Никорович, Василь Мамаївський, Орест Зибачинський, Денис Квітковський, Володимир Душелевич. У першому числі редакція визначила завдання журналу – підносити духовний рівень читачів. Публікації літературних творів відводилося особливе місце.

У другому числі «Самостійної Думки» вміщено два матеріали – анонімну статтю «Осип Маковей і Буковина» та літературознавчу статтю-лист самого ж О. Маковея «Критичні думки» з підзаголовком «Лист»*. У посторінковій зносці пояснено: «До одної співробітниці «Проміня» [«Промінь» – орган українського вчительства Галичини й Буковини, що виходив у м. Вашківці упродовж 1904-1907 рр.].

Перша стаття важлива з погляду пізнання тієї ролі, яку О. Маковей відіграв у розбудові національного життя Буковини, зокрема, на посту редактора газети «Буковина». Він тішився з того, коли міг кому з молодих талантів «подати свою конечну руку», «він ніколи не відпихав від себе тих, що тільки починали писати» [1, с.3]. Коли О. Маковей навчав української мови та літератури майбутніх вчителів у чернівецькій учительській семінарії, то вмів помічати обдарованих семінаристів. В «Автобіографії» (1924) він згадував, що «були між ними й пізніші письменники : Данило Харов'юк, Сергій Канюк, Іларій Карбулицький і ин. …» [10, с. 20]. Як викладач-педагог О. Маковей виробив свою методику навчання : «не любив безкритичної науки», в нього учень «мав багато свободи; у школі він був кожному добрим дорадником і щирим приятелем» [1, с. 4].

Заслуга О. Маковея на літературно-науковому полі вражає – упорядковував твори буковинських письменників, «совісно працював над їх рукописами». В «Автобіографії» читаємо : «Я мав гадку списати таким способом цілу історію Буковини, мав до того зібраний матеріал…» [10, с. 29].

Як зазначено у статті, О. Маковей «був урівноваженим, зрілим українським громадянином». У вирішенні будь-якого питання він керувався «вищою народною ціллю народної ідеї. В нього були на першім місці український нарід і ціль народа, і в тому всьому губилося його власне «Я» [1, с. 4]. На нашу думку, невідомий автор правильно визначив громадянське бачення О. Маковеєм причини надто складного стану в соціальному житті українців – «село було замало підготоване, а провідники замало досвідчені. Вони бралися за діло, яке ще не було зріле й яке ще не було на часі» [1, с. 4].

У висновковій частині статті цілком заслужено О. Маковея названо «великою індивідуальністю», він «вповні заслуговує на те, щоб його назвати піонером відродження серед українців на Буковині» [1, с. 4].

Друга стаття «Критичні думки» [4] цікава, оскільки розкриває погляди О. Маковея на суспільне значення освіти і культури людини та особливо є корисною для тих молодих творчих сил, які починають робити перші кроки у царині красного письменства.

У формі листа до невідомої адресатки (співробітниці «Променя») автор схвалює її «фанатизм» до писання, але водночас закликає не витрачати своєї сили «на зайві міркування» і уживати її «більше економічно» : «завсіди пам'ятати : чого я хочу, до кого говорю і як». О. Маковей вступає у дискусію з письменницею-початківицею щодо розуміння терміна «поступ» (про розвиток суспільства та його еволюцію). На думку молодшої колеги по перу, що «поступ – це погуба людства», він дає таку відповідь : «Погубою життя було б в цей час їхати возом, а не поїздом […], а «поступ духа власне вбиває звірюку в людині. Який добрий і виховавчий вплив має добра література й штука, якраз убиває дикість і зло в чоловіці (возьмім гарну музику)» [4, с. 4].

О. Маковей висловлює власне розуміння культури і освіти в житті людини, які покликані вказувати дорогу до «кращої будучности», і вважає, що люди більше терплять через «безосвітність і безкультурність», а не через «поступ», з «недостачі поступу, з безпросвітного неуцтва». У цьому контексті письменник мудро розмірковує про «недовчену інтелігенцію», бо ж вона «признає такого самого недовченого або безхарактерного барана на свойого провідника, величає його і себе – і дивується, коли несподівано побачить себе на дні безодні. Баран утік, а овечки вовк поїдає…» [4, с. 5]. Такі думки, висловлені понад сотню літ тому, залишаються актуальними й понині.

О. Маковей, як досвідчений письменник, ділиться своїми думками про мистецтво творчості. На його думку, «треба писати ясно, виразно і коротко», треба завше думати, що матиме читач з написаного, коли прочитає його. Як приклад, наводить Євангеліє, в якому висловлені високі думки, але просто і ясно. Автор «Ярошенка» радить молодим письменникам «жити з людьми, приготовлятися до зрозуміння їх, набирати досвіду, бо чоловік не керниця, щоб міг завсіди лиш з себе черпати» [4, с.5]. У своїй адресатці О. Маковей відчув її велику силу в душі, віру в себе і в свої думки, велике завзяття. Та водночас радить пересіяти ці думки через густе сито безпощадно і що «найчистіше подати людям» [4, с. 5].

Наостанок автор статті-листа щиро зізнається, що не може дивитися спокійно «як хтось драпається по горі на верх, а я навіть пальця не подам і не поможу» [4, с. 5].

Проаналізована стаття О. Маковея датується 16 листопада 1921 р., коли він працював директором Заліщицької учительської семінарії. Це був

період спаду його письменницької активності. Відомий белетрист і педагог, який пройшов дорогами Першої світової війни, зізнавався у цьому та й песимістично, через брак здоров'я, дивився на обидва береги Дністра – на Буковину і Галичину, де не було свободи слова.

У травні 1931 року «Самостійна Думка» (ч. 5) помістила в часописі статтю В. Сімовича «Із поетичної спадщини Йосипа Маковея». На жаль, цієї статті не включено до зібрання праць вченого у двох томах 2005 року, адже вона важлива у контексті вивчення творчої спадщини письменника. Автор переповідає про свою подорож влітку 1930 року до Бережан на Тернопіллі, куди на той час перебралася із Заліщик вдова Осипа Маковея пані Ольга. Мета відвідин дружини покійного письменника – ознайомитися з архівом відомого поета, прозаїка, літературного критика, публіциста, якого пані Ольга зберігала в якнайкраще упорядкованому стані.

Архівну спадщину О. Маковея В. Сімович називає «чистою скарбницею» і виділяє в ній дві великі групи матеріалів : листування та твори, переважно поезії, попереписувані власною рукою автора. Серед першої групи наявні листи від часу, коли О. Маковей почав займатися письменством і до останніх років, вони були ретельно впорядковані. Чимала кількість листів містять приписки, пояснення. Серед адресатів – культурні діячі зі всієї Соборної України. В. Сімович доходить висновку, що якби видати листування О. Маковея, то «для історика української культури, головно ж українського письменства, це був би вклад неабиякий» [15, с. 1]. На жаль, порушене питання майже сотню літ тому назад залишається актуальним й понині.

В. Сімович побачив лад і серед рукописів, які включали матеріали, окрім власних Маковеєвих, багатьох інших українських авторів. Серед творів письменника були ті, що вже друкувалися й ті, які ще не бачили світа. В окремому зшиткові В. Сімович натрапив на вірш О. Маковея без назви з 1917 року, який у двотомнику письменника вміщений під назвою «Привіт». Як зізнавався в «Автобіографії» автор, - це був останній не друкований вірш, після якого він не написав жодного. Поезія справила на В. Сімовича «непереможне враження» – «вірш сильний, захопливий, такий уводночас безпосередній, правдивий і такий безпретенсійний» [15, с. 1]. Поезія написана 22 серпня 1917 року під час перебування О. Маковея на війні, а саме в селі Слатина поблизу містечка Сигет (нині територія Румунії). Там він дізнався про розквіт національного життя на Великій Україні, про те, що з березня 1917 року вже діяла «своя Центральна Рада […]. Там нечуваний досі словом заговорив український парламент […]. Там, нарешті, подає свій голос і український робітник за волю свойого краю» [15, с. 2].

В. Сімовичу вдалося передати ту атмосферу військової буденщини, в якій опинився поет і якому так хотілося полетіти до братів, «потішитись з ними, «поздоровити з великим святом». Як зазначає літературознавець, для О. Маковея, понад усі воєнні закони, в цей час діяв природний закон – «почуття народньої спільности, почуття любови до одної Рідної Матери, почуття, якого ніхто нікому заборонити не може!» [15, с. 2]. В. Сімович вірш переписав із дозволу п. Ольги і надіслав до редакції «Самостійної думки», де він у п'ятому числі був вперше надрукований. Таким чином, знаний український філолог передав історію першодруку вірша «Привіт», який за першим рядком має назву «Полетів би я на Україну».

Пліднішою на публікації творів О. Маковея стала незалежна газета «Час» – найтриваліше періодичне видання в Північній Буковині доби румунського панування. Вона виходила у світ з 2 жовтня 1928 р. по 28 червня 1940 р. Завданням газети було інформувати суспільство про українське життя на всіх українських землях, у т. ч. і на окупованій Румунією території. Окрім подачі матеріалів на суспільно-політичні, економічні теми, часопис приділяв належну увагу публікації текстів художніх, літературно-критичних, публіцистичних творів авторів як з Наддніпрянщини, так із західноукраїнських земель.

У 1935 році виповнювалося десять років з дня смерті Осипа Маковея. Цю дату редакція газети вирішила відзначити публікацією кількох прозових творів письменника. У 1921 році з-під його пера вийшла у світ збірка оповідань, новел та ескізів «Кроваве поле». Автор на власні очі бачив трагізм і жорстокість Першої світової війни як її учасник, та у творах, що склали збірку, поділився враженнями від побаченого і пережитого. Із низки антивоєнних новел («Мертве місто», «Границя», «Інвалід», «Розлука», «На окопах», «Кроваве поле», «Братання» та ін.) редакція газети «Час» відібрала та видрукувала дві новели «Хрест поміж липами» [6] та «Вічна пам'ять» [7].

У першій новелі відтворено лише один епізод із життя вояків австрійської армії – богослужіння в полі – між боями, подалі від фронту. Автор вводить у твір образ дубового хреста з вирізьбленим на ньому «розіп'яттям під дашком». На богослужінні із словом-зверненням до солдатів мовить священник. Головна думка його проповіді – чесно «служити цісареві і боронити вітчизну […], … приймати спокійно слабості, голод, холод, невигоди, каліцтво і, коли треба, то смерть» [6]. Після священника слово мав старий генерал, який у тому ж дусі наголосив : «… обов'язок вояка вмерти». Дисонансом звучать заклики до військових вмерти за цісаря і красою літньої природи, серед якої відбувається богослужіння.

Драматизм війни підсилює вдало введений письменником образ Христа : «… Різьба була майже природної величини, грубо тесана, тільки

лице Христа виявляло несказанний біль. Це було добре видно, коли літнє ранішнє сонце кинуло між липи кілька снопів проміння саме на стать і голову Христа. Проміння ломилося і тремтіло – і навколо Христа творився ясний золотисто-зелений німб» [6].

Богослужіння завершилося, та з амвона почувся голос. «Якась прозора стать, мов з ефіру, стоїть на амвоні подібна до Ісуса з хреста, тільки в білій одежі, позолоченій промінням сонця» [6]. Через вуста уявного Спасителя О. Маковей висловлює власні сентенції : «… Ви творите зло і ще молите Бога, щоби вам помагав зло творити. Ви забули, що він отець небесний, і зробили з нього царя небесного, опікуна для ваших земських царів і панів, а не бідних і нещасних» [6].

У підтексті цих слів прочитуємо заперечення війни як загального зла, що прикривалося священниками. Далі автор вкладає у вуста Христа слова засудження «лицемірних учителів правди божої», адже вони «одних благословляють на розбій, а других навчають коритися і терпіти, щоби розбійникам було добре». Заключним акордом голосу, що доносився з амвону стали такі закличні слова, спрямовані до вояків: «… Отець небесний не хоче ні розбоїв, ні терпіння людей, тільки хоче, щоби ви жили між собою, як добрі діти доброго батька» [6].

Антивоєнна новела «Хрест поміж липами» залишається й понині актуальною, в умовах російсько-української війни. Священники, що в роки Першої світової війни благословили вояків на смерть за цісарську владу, надто асоціюються з сучасними служителями російської православної церкви, що освячують путінську зброю на знищення України.

Невеличка новела «Вічна пам’ять» [7] є свідченням великої трагедії – братовбивчої війни на початку ХХ ст. Автор-оповідач описує наслідки боїв за два мости через ріку – «залізний і возовий». Результат цих братовбивчих зіткнень – вісім кладовищ. Двоє з них великі, по-військовому упорядковані, – «мають хрести, написи і числа – ох, які числа! Поза 2000!» [7]. На одному з найбільших пам’ятників значиться напис : «Pro patria» [«За вітчизну» – П.О.]. Далі оповідач з іронією, правильно трактує в художній формі розуміння поняття вітчизни в тодішній ситуації : «Це пам’ятник для оборонців тої спільної австро-угорської «вітчини», що для одних народів була вітцем, для других вітчимом, а для третіх тяжким ворогом – і тому сама також загинула. Солодко і славно за вітчину вмирати – але треба її мати…» [7].

Коли наш герой-наратор у листопаді після перших морозів вийшов у поле, то на кладовищі, що над кручею, не побачив ні плота, ні одного хреста. Від перехожого селянина дізнався, що мешканці села позабирали хрести : «Вдарив мороз, і люди запалили собі хрестами у печі. Покійникам нащо

хрестів?». Кладовище заросло травою, а «Вічна пам'ять» «тривала всього три роки…» [7].

«Звернення до алегоричних образів, використання елементів казки є характерним для новел і нарисів О. Маковея на теми війни» [13, с. 93], – відзначав свого часу маковеєзнавець Ф. Погребенник. У такому ключі написана новела «Цариця світу» [8]. Автор використав традиційні в українському казкарстві образи Правди і Брехні, в яких втілив конкретні соціальні сили періоду Першої світової війни, вони перебували у постійному протистоянні. Брехнею в той час жили царі та пани. Вона розросталася і нагадувала бурю, зрештою, «набрала такої сили, що стала всемогучою царицею світа» [8]. Брехня просто знищила Правду, вона вкинула її в брудний табір полонених, де та померла від тифу. «По її смерти Брехня засміялася і з престола повела своїми яструб'ячими очима по цілім світі. Ніякої нової правди не побачила ніде. Лишилося старе небо і стара земля. І вона заспокоїлася» [8].

Темі війни присвячена й новела «За що?» [9]. Автор описав бездуховність та бездушність представників російської армії в роки Першої світової війни. Саме через них нові покоління не зможуть дізнатися за що воювали і гинули їхні попередники. Зі змісту твору зрозуміло, що події відбуваються в одному галицькому містечку, де «москалі» в 1915 році заклали своє окреме кладовище. Хрестів було небагато, проте, за свідченнями місцевих мешканців, у одну могилу «зносили ночами з окопів цілих і порозриваних, покладених на верети і в мішках солдатів» – скидали і засипали їх землею. На таких могилах встановлювали хрести лише з підписаним одним іменем, щоб «не полохати живих товаришів» [9].

Через рік серед хрестів встановили високий кам'яний пам'ятник з написом: «Павшим за вєру, царя і отєчєство». Жовті металеві букви були прикріплені до каменя і своїм блиском привертали увагу перехожих до цієї «патріотичної вигадки». Далі дізнаємося, що після революції в росії «у першій радості із-за свободи» серед білого дня щезли з пам'ятника слова «вєру, царя і –». Це зробили два солдати, котрі з ненавистю і обуренням висловили свою думку: «За яку віру тут билися наші? За якого царя? Хай він пропадає!» [9]. На пам'ятнику залишився надпис : «Павшим за…». Завершуючи твір, О. Маковей розмірковує – а за яке «отєчєство» прийшли гинути в Галичині російські солдати? Вважаємо, що ця думка надто нагадує нам реалії сучасної російсько-української війни. Додамо, що новела «За що?» після опублікування у «Часі» не друкувалася у виданнях творів О. Маковея радянської доби. Очевидно, з ідеологічних міркувань навіть до двотомника письменника, упорядкованого О. Мишаничем в 1990 році, новела не увійшла.

Отже, у творах про складні перепетії Першої імперіалістичної війни О. Маковей, як живий свідок та її учасник, правдиво змалював реальні картини тих трагічних років. Кожен твір відображає якийсь один факт з війни, а разом вони передають думки, переживання, враження самого автора та персонажів від страхіть братовбивчої війни. Змалювання О. Маковеєм картин життя людини в умовах війни яскраво передає її антилюдський характер і засуджує кровопролиття за чужі інтереси.

Окрім творів антивоєнного спрямування, «Час» в 1935 р. у тринадцяти числах опублікував оповідання «Вуйко Дорко» [5] – твір із життя галицької інтелігенції. Василь Сімович, характеризуючи прозовий доробок письменника, писав, що «крім типів негативних, смішних, бувають ще добряги, ідеалісти, що для них інтелігентне суспільство в Галичині має окрему назву «оригінали», себто, диваки, – люди, що громада над ними милосердиться або нишком кпить собі з них» [15, с. 370]. Літературознавець має на увазі саме головного героя, ім'я якого винесено у назву твору.

Осип Маковей в оповіданні прагнув створити образ «нової» людини, нового інтелігента, який формувався в Галичині наприкінці XIX ст. Автор зобразив «Вуйка Дорка» як такого, що ставив вище громадську роботу за особисті інтереси. Окрім того, що він був «доглядачем інституту для учеників», був ще й редактором «Письма для народу» і власних видавництв, виділовим чотирьох видавництв, членом десятьох товариств, між іншим, і читальні в своїм рідним селі, до того був також коректором книжок, видаваних власним коштом…» [5, ч. 1986]. Водночас автор тонко проникає в психологію Теодора і показує його особисте життя. Будучи студентом третього курсу семінарії він пережив розчарування в коханні і після того більше нікому не наважувався відкрити шлях до свого серця, весь свій час присвячує роботі на користь просвіти людей.

Дорко вагається – одружуватися чи не одружуватися. Навіть коли освічена, але значно молодша від нього Маня зізналася йому в коханні, він «відступає», заявляючи : «Ні, Маню! – думав він собі. – Оженитися кождий може, та не кождий може і хоче дати гроші на видавництва, що збільшують рідну літературу, не кождий хоче працювати в товариствах народних, не кождий схоче доглядати так ті людські діти, як я радо доглядаю, словом – без зарозумілості сказавши, – не кождий хоче жертвувати свою силу і працю на річ громадську» [5, ч. 1988].

Знаючи особисту життєву долю О. Маковея, можемо твердити, що в оповіданні відбилися й окремі сторони з життя самого автора та друзів з його оточення. На час створення і першопублікації оповідання під заголовком «Покуса» (Народна часопись. 1894. 29, 30 листопада, 1, 2, 3, 4 грудня) його автор не був ще одружений. Причиною тому була зайнятість

журналістською, письменницькою працею, до того ж, як і герой оповідання Дорко, він вагався щодо одруження. Лише в 1905 році, на тридцять восьмому році життя впустив до свого серця Ольгу Кордубівну – доньку священника з Бережан, якій було на той час 25 літ. Власне, панна Маня – героїня оповідання, була також донькою священника Горецького. Одружившись, О. Маковей згодом писав : «Ся женитьба – се було моє найрозумніше діло, яке я зробив для себе, бо ніхто мені не облекшив життя так, як моя жінка» [10, с. 22].

Отже, О. Маковей в оповіданні «Вуйко Дорко» хотів показати галицьких інтелігентів, які намагалися віддавати себе на благо людей, та водночас, втративши час на влаштування особистого життя, почувалися самотніми у народному середовищі. Автор майстерно використовує м'який гумор, тонку іронію у змалюванні окремих картин із життя галицьких міщан, що надає образам більшої достовірності.

На нашу думку, буковинська дійсність 20-х-30-х років XX століття потребувала саме таких працьовитих, національно свідомих інтелігентів. З цього погляду публікація оповідання О. Маковея на шпальтах «Часу» не була випадковою.

Висновки з дослідження і перспективи подальших пошуків у даному науковому напрямку. Українська періодика Північної Буковини 20-х-30-х років XX ст, зокрема журнал «Самостійна думка» та газета «Час», є неоціненним джерелом для вивчення культурного життя краю в умовах румунської окупації та жорсткої цензури. Ці друковані медіа відіграли вирішальну роль у пропаганді національно-патріотичних ідей, використовуючи літературу як чинник виховання ідентичності. Таким чином, рецепція спадщини О. Маковея в тогочасній буковинській пресі була не лише актом вшанування пам'яті, а й свідомим інструментом національного опору та культурного самозбереження українців Буковини.

Перспективу подальшого дослідження заявленої теми вбачаємо у її розширенні, а саме в рецепції творчості та популяризації творів О. Маковея на сторінках інших українських періодичних видань Буковини 20-х-30-х років XX ст. – журнал «Промінь» (1921-1923), газети «Зоря» (1923-1925), «Рідний край» (1926-1930), «Самостійність» (1934-1937) та ін.

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ЛІНГВОСТИЛІСТИЧНІ ОСОБЛИВОСТІ РИТОРИЧНИХ ФІГУР (МЕТОНІМІЇ ТА ЕПІТЕТІВ) У ЗБІРЦІ ІВАНА ФРАНКА «ЗІВ’ЯЛЕ ЛИСТЯ»

Анотація. У статті йдеться про риторичні фігури, а саме метонімію та епітети у збірці Івана Франка «Зів’яле листя». Мета роботи полягає у проведенні системного аналізу функціювання риторичних фігур для виявлення їхньої ролі у створенні неповторного художнього світу та посиленні емоційної експресії твору. Методологія дослідження ґрунтується на комплексному лінгвостилістичному аналізі поетичного тексту, що дає змогу виявити функційне навантаження риторичних фігур у ліричній драмі І. Франка. Наукова новизна дослідження полягає:

1) у відмові від суворого розмежування метонімії та синекдохи в художньому стилі на користь запровадження цілісного поняття «метонімійний тип образності»; межа між цими тропами в поетичному мовленні є досить умовною, тому їх синтез допомагає глибше проаналізувати кількісну та семантичну заміну понять у творчості І. Франка;

2) у класифікації епітетів.

Отже, метонімія в поезії І. Франка постає не лише як троп, а як потужне джерело увиразнення значення слова та розширення його семантичного поля через асоціативні зв’язки. Виділено такі групи метонімійних типів образності за характером семантичної суміжності, а саме:

1) на основі суміжності дії з частиною організму людини;

2) на основі дії з результатом діяльності конкретної особи;

3) на основі називання цілого замість частини;

4) на основі називання однини замість множини;

5) на основі суміжності географічної території з населенням;

6) на основі називання групи (соціальної) – виконавця дії замість однієї особи.

Вміло користуючись словом, зокрема епітетами, автор творить неповторний світ, ім’я якому – поезія. У збірці «Зів’яле листя» І. Франко

найбільше використовує епітетів, що характеризують, увиразнюють психологічний стан людини.

Епітети збірки як засоби образності мови в дослідженні класифіковано на такі типи:

1) епітети з порівняльними конструкціями;

2) епітети як засоби увиразнення картин природи;

3) епітети як засоби увиразнення недуги;

4) епітети як засоби увиразнення психологічного стану;

5) епітети як засоби максималізації ознаки без елементів порівняння з іншими предметами.

Ключові слова: метонімія, епітети, емоційний стан.

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LINGUISTIC AND STYLISTIC FEATURES OF RHETORICAL FIGURES (METONYMS AND EPITHETS) IN IVAN FRANKO'S COLLECTION "WITHERED LEAVES"

Summary. The article deals with rhetorical figures, namely metonymy and epithets in Ivan Franko's collection "Withered Leaves". The purpose of the work is to conduct a systematic analysis of the functioning of rhetorical figures to identify their role in creating a unique artistic world and enhancing the emotional expression of the work. The research methodology is based on a comprehensive linguistic and stylistic analysis of the poetic text, which allows us to identify the functional load of rhetorical figures in the lyrical drama of I. Franko. The scientific novelty of the research lies in:

1) the rejection of the strict distinction between metonymy and synecdoche in the artistic style in favor of introducing a holistic concept of "metonymic type of imagery". The boundary between these tropes in poetic speech is rather conditional, therefore their synthesis allows for a deeper analysis of the quantitative and semantic replacement of concepts in the work of I. Franko;

2) in the classification of epithets.

Thus, metonymy in I. Franko's poetry appears not only as a trope, but as a powerful source of expressing the meaning of a word and expanding its semantic field through associative connections. The following groups of metonymic types of imagery were distinguished by the nature of semantic contiguity, namely:

1) based on the contiguity of an action with a part of the human organism;

2) based on the action with the result of the activity of a specific person;
3) based on the naming of the whole instead of the part;
4) based on the naming of the singular instead of the plural;
5) based on the contiguity of a geographical territory with the population;
6) based on the naming of a group (social) – the performer of the action instead of a single person.

Skillfully using words, particularly epithets, the author creates a unique world, the name of which is poetry. In the collection "Withered Leaves" I. Franko uses epithets that characterize and express the psychological state of a person the most.

As a means of figurative language, the writer skillfully uses epithets, which we classify:
1) epithets with comparative constructions;
2) epithets as means of expressing pictures of nature;
3) epithets as means of expressing illness;
4) epithets as means of expressing a psychological state;
5) epithets as means of maximizing a feature without elements of comparison with other objects.

Keywords: metonymy, epithets, emotional state.

Постановка проблеми. Дослідження риторичних фігур у ліричній драмі Івана Франка «Зів'яле листя» зумовлена постійним високим інтересом до творчості великого Каменяра як з боку літературознавців, так і мовознавців. Попри наявність численних розвідок, присвячених когнітивним аспектам метонімії та функціонуванню епітетів у творах різних авторів, системний аналіз цих засобів саме в контексті індивідуального стилю Івана Франка залишається затребуваним.

Основними чинниками, що визначають актуальність цієї теми, є:
1) необхідність вивчення засобів виразності (уміло користуючись словом, зокрема епітетами, І. Франко творить неповторний поетичний світ, який потребує глибокого лінгвостилістичного розбору);
2) специфіка метонімічного типу образності (метонімію та синекдоху розглядаємо як потужне джерело увиразнення значення слова та розширення його семантичного поля через складні асоціативні зв'язки);
3) психологізм збірки (лірична драма «Зів'яле листя» є яскравим відтворенням «вибуху почуттів, настроїв і думок»; дослідження того, як саме епітети та метонімії допомагають передати психологічний стан людини (зокрема нагнітання емоцій), допомагає краще зрозуміти механізми впливу поетичного мовлення на читача);

4) теоретичне обґрунтування (оскільки межа між метонімією та синекдохою в художньому стилі часто є досить умовною, актуальним є підхід до їх розгляду як єдиного метонімічного типу образності).

Отже, дослідження спрямоване на розкриття того, як майстерне використання риторичних фігур забезпечує емоційність та виразність викладу в одному з найскладніших творів української літератури.

Аналіз останніх досліджень і публікацій. Огляд літератури дає підстави до висновку, що найбільший інтерес до творчості Івана Франка виявляли і виявляють як літературознавці, так і мовознавці. Метонімію теж досліджувано. Когнітивні її аспекти простежив О. Гапченко; сучасну українську епонімію в інтерлінгвістичному й міжкультурному контексті – С. Єрмоленко; особливості реалізації метонімії під час творення епонімів – М. Остапенко; метонімію в українській швацькій термінології – О. Романова. Значний внесок у розвиток метонімії внесли такі дослідники, як Л. Мацько, О. Сидоренко, О. Мацько та ін.

Стилістичні особливості епітетів в українському перекладі притчі Р. Кійосакі «Багатий тато, бідний тато» досліджували С. Венгель. та С. Альбота, структурно-семантичні, стилістичні та текстові функції епітета в новелі Олеся Гончара «За мить щастя» – В. Красавіна та Л. Зіневич, структурно-семантичні та стилістичні особливості епітетів у поезії Петра Скунця (на матеріалі збірки «Один») – О. Пискач, складні прикметники поетичної мови XX століття – О. Рудь, епітети в поетичному мовленні Агатангела Кримського у структурно-семантичному і функціональному аспектах – О. Рудь та А. Скляр.

Мета статті полягає в проведенні системного аналізу функціювання риторично-стилістичних фігур (метонімії, синекдохи та епітетів) у поетичному мовленні Івана Франка на матеріалі ліричної драми «Зів'яле листя» для виявлення їхньої ролі у створенні неповторного художнього світу та посиленні емоційної експресії твору.

Завдання дослідження:

1) дослідити природу метонімійного типу образності, обґрунтувавши доцільність розгляду метонімії та синекдохи як єдиної категорії, заснованої на семантичній суміжності та кількісному зіставленні понять;

2) виділити та класифікувати групи метонімій за характером семантичної суміжності, зокрема на основі зв'язку дії з частиною організму людини, результату діяльності особи, називання цілого замість частини чи географічної території замість населення;

3) розкрити стилістичну функцію метонімії як джерела увиразнення значення слова та розширення його семантичного поля завдяки асоціативним зв'язкам;

4) проаналізувати систему епітетів як засобів образності мови, здійснивши їхню класифікацію за призначенням (увиразнення картин природи, недуги, психологічного стану);

5) з'ясувати роль епітетів у нагнітанні емоційного стану героя, зокрема тих, що зумовлені уявною дією, та тих, що слугують для максималізації ознаки предмета без порівняння з іншими об'єктами;

6) довести, що використання цих риторичних фігур дає змогу авторові майстерно відтворити вибух почуттів і думок ліричного героя, надаючи викладу особливої виразності та психологічної глибини.

Виклад основного матеріалу дослідження. Близькими до метафори за характером переносності є інший троп – метонімія. Як і в метафорі, один із елементів метонімії опущений і лише мається на думці. Частковим виявом метонімії є синекдоха. Її сутність полягає в кількісній заміні понять, тобто у вживанні однини замість множини й множини замість однини; родового поняття замість видового, і навпаки. Межа між метонімією та синекдохою досить умовна, тож стосовно стилю художньої літератури варто говорити про метонімійний тип образності, до якого належить синекдоха.

Метонімія та синекдоха як засоби образного змалювання життя звертають увагу читача на окрему характеристику предмета чи явища, щоб за нею він зумів уявити ціле.

Метонімія (грец. metonymia – перефразування) – різновид тропа, близького до метафори, в якому переноситься значення слів з певних явищ та предметів на інші за суміжністю [1, С. 444].

Синекдоха (грец. synecdoche – співвіднесення) – засіб увиразнення поетичного мовлення, різновид метонімії. Вона заснована на кількісному зіставленні предметів та явищ (вживання однини у значенні множини і, навпаки, визначеного числа замість невизначеного, видового поняття замість родового тощо) [1, С. 625].

У нашому дослідженні вважаємо за доцільне не розмежовувати метонімію та синекдоху, а подаємо їх як метонімійний тип образності. Виділяємо такі групи метонімійних типів образності за характером семантичної суміжності:

1. Метонімійні типи образності, що виникли на основі суміжності дії з частиною організму людини:

1) рука розлучила:

Так сталось! В труні металевій нині // Ота рука проклятая спочила. // Що ген- то, в добрій чи лихій годині // Нас розлучила (4, с. 119);

2) простягнесь померша рука:

Я хтів дійти, чи та рука померша // Протягнесь з гробу? (4, с. 120);

3) з могили простягне руку:

Хто вбив живую душу й перед смертю // За вбійство смертну не відтерпів муку, // Той по смерті з могили розпростерту // Простягне руку (4, с. 120). У цих рядках письменник ігнорує ту людину, навіть мертву, яка розлучила його з коханою. Засобом метонімійного образу І. Франко показує своє негативне ставлення до кривдника своїх почуттів;

4) двоє їх спішило пріч:

Оглянулась ще раз. Великі очі, // Глибокі, темні, мов та чорна ніч, // Зустрілись з моїми й в бездонній ночі // Пропали. Двоє їх спішило пріч (4, с. 122) – тут неможливо тонше передати почуття безпорадності героя. Якщо останній рядок замінити на «Вона спішила пріч», то це було б занадто буденно для ліричного твору, порівняймо ще:

5) сльози з ока текли:

А ти стояла зблизька у жалобі, // Заплакана, хоч сльози ті лиш з ока текли… (4, с. 120). У цьому прикладі письменник дуже майстерно малює для читача несправжню печаль. І сльози йдуть не з жалю, а з ока душі (бо фізичних очей двоє);

6) уста вбивати мали:

В ту хвилю, коли // Уста твої мене вбивати мали (4, с. 116);

7) слідить мій зір:

Ще здалека слідить тебе мій зір, // Твій свіжий слід я рад би цілувати (4, с. 119).

У цих прикладах функції зору й мовлення ніби втрачають керованість мозковим центром, що якраз і є притаманним майже всім закоханим.

2. Метонімійний тип образності, що виник на основі дії з результатом діяльності конкретної особи, напр.:

най слово Христове відповість:

«Самовбійство – се прогріх, // Безправ'я і злість…» // Най вам слово Христове // На це відповість (4, с. 156).

3. Метонімійний тип образності, що виник на основі називання цілого замість частини, напр.:

1) світ засне:

Надходить ніч. Боюсь я тої ночі! // Коли довкола світ увесь засне (4, с. 147);

2) земля утіка:

Мов сполохана, без тями, // Так земля з-під моїх ніг // Утіка – стовпи, смереки // Гонять, тільки миг-миг-миг (4, с. 132);

3) неслися шепти: *Неслися шепти // Любовних пар, далекий спів* (4, с. 142);

4) все мовило:

Вся стать твоя тремтяча, мов мімоза, // Все мовило мені: «Не вір! Не вір!» (4, с. 115).

Останній приклад із наведених являє собою розгорнутий метонімійний тип образності, адже порівняння «тремтяча, мов мімоза», доповнює його і символічно пояснює, чому «все мовило»: «Не вір!». Справді тремтячо. Є осика – дерево зради, мімоза жовтого кольору – кольору зради.

4. Метонімійний тип образності, що виникає на основі називання однини замість множини, напр.:

1) чоловік создав:

Бо що ж є дух той? // Сам чоловік його создав з нічого (4, с. 155);

2) сам творить:

Дає йому свою подобу, // Сам собі пана й тирана творить (4, с. 155).

5. Метонімійний тип образності, що виник на основі називання групи (соціальної) – виконавця дії замість однієї особи, напр.:

юрба юрбою тручала:

А я стояв мов стовп. Юрба юрбою // Мене тручала, штовхала раз враз, // Та я не чув ні холоду, ні болю (4, с. 122).

Як свідчить представлений фактичний матеріал, метонімійний тип образності мови, що його застосовує І. Франко, надає поетичному викладу думки більшої виразності, емоційності.

Засобом образності є й епітет – троп, який виникає з переносного значення слова. Епітет (від гр. epitheton – прикладка) – троп, образне означення переважно метафоричного характеру [3, С. 438]. Стилістична функція епітетів полягає в тому, що вони дають змогу показати предмет зображення з несподіваного боку. У контексті і художні, і логічні означення можуть набувати образного значення.

Докладніше розглянемо групу епітетів, які Іван Франко використовує в збірці «Зів'яле листя».

1. Епітети – порівняльні конструкції:

А надія, мов зірниця, // Знов проблискує мені (4, с. 115).

2. Епітети в описовій функції:

1) *Міріадами летять // Ті метелики холодні* (4, с. 138). «Міріади холодних метеликів» – це художнє змалювання снігу.

2) *Лампи горять. Колеса світлянії // Довкола них тісняться, меркотить // Кровавий блиск* (4, с. 122).

За допомогою епітетів «холодний» і «кривавий» (гарячий), як антонімічних, автор створює образ зимової ночі.

1. Епітети як засоби увиразнення смертельної недуги:

Мене рукою зимною вона // Відсунула і шепнула таємно: // «Мені не жить, тож най умру одна!» (4, с. 146).

2. Епітети як засоби увиразнення психологічного стану, напр.:

1) недужа тінь:

І не воруш ні вніч, ні вдень // Сю тінь мою недужу (4, с. 152);

2) сліпая привичка:

У мні трусливий, підлий звір // Бунтуєсь, плаче, мов дитя, – // Сліпая привичка життя // Прив'язання до тих кутків (4, с. 145);

3) тиха хата:

Гаряче чоло я в долоні зціпивши, // Втікаю від тихої хати (4, с. 143);

4) худе жниво:

Різкі, сухі мої зробились речі, – // Пора худого жнива надійшла (4, с. 138);

5) попелу тепла верства:

Що щастям, спокоєм здавалось, // Те попелу тепла верства (4, с. 111).

1. Епітети як засоби передачі емоційного стану героя:

1) терновий букет:

За той болючий, клятий дар – // З тернових колючок букет (4, с. 145);

2) зрадливий сфінкс:

Кого зрадливий сфінкс піймав, Не пустить аж до гробу (4, с. 131);

3) акорди слів:

Даремний спів! В акордах слів // Не виллю своїх скрут (4, с. 153).

2. Епітети як засоби нагнітання емоційного стану, зумовленого уявною, вигаданою дією:

1) ярмо чару:

Хотів я вирватьсяз ярма // Твойого чару – та дарма! (4, с. 144);

2) чарівний запах:

Котрої запах був такий чарівний, // що й досі п'яна ним душа моя! (4, с.123);

3) чарівне слово:

І чарівного слова не сказала… // Чи хоч в душі гризе її воно? (4, с. 123);

4) магічна міць:

«Вона» – із уст одно те слово присло, // Та в нім була магічна міць страшна! (4, с. 122).

Звернемо увагу на те, що лексичне значення епітета *чарівний* має позитивну оцінку, бо де кохання – там магія. Порівняймо ще:

5) дика фантазія:

Душа безсмертна! Жить віковічно їй! // Жорстока думка, дика фантазія! (4, с. 154);

6) міфологічний дим:

Я не романтик. Міфологічний дим // Давно розвіявся із голови мені (4, с. 155);

7) фантастичні думи, мрії:

Якби знав я чари, що спинять хмари, // Що два серця можуть ізвести до пари … // Фантастичні думи! Фантастичні мрії! (4, с. 135).

Ми спостерігаємо нагнітання емоцій до апогею – від магії чарів до фантастики. Герой впевнений в перемозі життя над темними силами, він впевнений, що зуміє «отворить запертий рай» і «закрите небо»:

8) *Зуміє райський ключ із дна добути, // Зуміє рай запертий отворить* (4, с. 123);

9) *І земля не прийма, // Ох, і небо навіки закрите* (4, с. 137).

3. Епітети як засоби максималізації ознаки без елементів порівняння з іншими предметами:

1) найкращі літа:

І марно линуть, марно гинуть // Літа найкращі, молодії! (4, с. 121);

2) найкращий спів:

Ти той найкращий спів, що в час // Вітхнення сниться (4, с. 114);

3) найтайніший порив:

Ти найтайніший порив той, // Що бурить кров (4, с. 114);

4) найвище бажання:

Душа моя похоронила // Всі радощі і всі страждання, // Весь спів, що вже не встане знов, // Своє найвищеє бажання, // Свою остатнюю любов (4, с. 142).

Висновки. Отже метонімія є в поетичному мовленні не лише художнім засобом, а й джерелом увиразнення значення слова, розширення його семантичного поля завдяки асоціативним зв'язкам з лексемами спорідненої образності й експресивності. У статті метонімію і синекдоху подано як метонімійний тип образності. У збірці Івана Франка «Зів'яле листя» виділено такі метонімійні типи образності:

1) на основі суміжності дії з частиною організму людини;

2) на основі дії з результатом діяльності конкретної особи;

3) на основі називання цілого замість частини;

4) на основі називання однини замість множини;

5) на основі суміжності географічної території із населенням;

6) на основі називання групи (соціальної) – виконавця дії замість однієї особи.

Метонімійний тип образності представлений в збірці меншою кількістю одиниць, ніж метафоричний. Зазначене пояснюємо тим, що ліричний твір пишуть здебільшого від першої особи і в ньому менше подробиць і деталей. Адже лірична драма «Зів'яле листя» – це яскраве відтворення вибуху почуттів, настроїв і думок ліричного героя й автора.

Вміло користуючись словом, зокрема епітетами, І. Франко творить неповторний світ, ім'я якому – поезія. Як засоби образності мови, письменник майстерно використовує епітети, які ми класифікуємо:

1) епітети з порівняльними конструкціями;
2) епітети, як засоби увиразнення картин природи;
3) епітети, як засоби увиразнення недуги;
4) епітети як засоби увиразнення наслідків психологічного стану;
5) епітети, як засоби максималізації ознаки без елементів порівняння з іншими предметами.

Майстерне використання метонімійних образів та епітетів допомогло Іванові Франку надати поетичному викладу надзвичайної виразності, емоційності та глибини, перетворюючи ліричну драму на яскраве віддзеркалення внутрішнього світу героя.

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ЕТИЧНІ ЗАСАДИ ДІЛОВОЇ КОМУНІКАЦІЇ ЯК СКЛАДНИК ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ФАХІВЦЯ

Анотація. У статті здійснено комплексний теоретичний аналіз феномену професійної етики та комунікативної компетентності як ключових чинників успішності сучасного фахівця. У роботі обґрунтовано, що в умовах динамічного професійного середовища дедалі більшого критичного значення набуває здатність вибудовувати конструктивну, етично виважену комунікативну взаємодію.

Ділову комунікацію схарактеризовано як багаторівневий процес, що виходить далеко за межі простого обміну інформацією чи офіційного представлення інтересів організації, стаючи стратегічним інструментом формування довіри та сталих партнерських зв'язків. Увагу приділено історичному виміру етичних норм: через призму античної спадщини авторки підкреслюють незмінність таких критеріїв, як відповідальність, честь і прагнення до спільного блага, які сьогодні трансформувалися у фундаментальні вимоги професійного етикету.

У статті систематизовано підходи різних дослідників до визначення етики ділового спілкування. На основі аналізу наукових джерел виокремлено ключові типи етики, що забезпечують ефективність взаємодії: професійну, корпоративну, соціальну, особисту та культурну. Окремий акцент зроблено на важливості зворотного зв'язку як інструменту оптимізації робочих процесів та мінімізації комунікативних бар'єрів.

Важливе місце в роботі займає структурування компонентів комунікативної компетентності. Дослідниці опираються на систематизацію елементів ділової взаємодії, що охоплює прогнозування комунікативних ситуацій, володіння вербальними та невербальними засобами спілкування, а також розвиток специфічних мовленнєвих компетенцій. Особливу увагу

приділено соціокультурній компетенції, яка стає запорукою ефективності фахівця в умовах глобалізації та мультикультурного професійного простору.

Зроблено висновок, що професійна мовнокомунікативна культура є не лише інструментом щоденної операційної діяльності, а й невід'ємним складником загальної фахової придатності. Вміння фахівця адаптуватися до контексту, дотримуватися етичних норм та підтримувати сприятливий мікроклімат у колективі є визначальними маркерами його кар'єрного зростання та лідерського потенціалу.

Ключові слова: ділова комунікація, професійна етика, комунікативна компетентність, професійний етикет, мовленнєва культура.

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ETHICAL FOUNDATIONS OF BUSINESS COMMUNICATION AS A COMPONENT OF PROFESSIONAL COMPETENCE

Abstract. The article provides a comprehensive theoretical analysis of the phenomenon of professional ethics and communicative competence as key factors in a modern specialist's success. The study substantiates that, in a dynamic professional environment, the ability to build constructive and ethically sound communicative interaction is gaining increasing critical importance.

Business communication is characterized as a multi-level process that extends far beyond the simple exchange of information or the formal representation of an organization's interests, serving as a strategic tool for building trust and sustainable partnerships. Attention is paid to the historical dimension of ethical norms: through the prism of ancient heritage, the authors emphasize the constancy of such criteria as responsibility, honor, and the pursuit of the common good, which have now evolved into fundamental requirements of professional etiquette.

The article systematizes various researchers' approaches to defining the ethics of business communication. Based on the analysis of scientific sources, key types of ethics ensuring interaction efficiency are identified: professional, corporate, social, personal, and cultural. A specific emphasis is placed on the

importance of feedback as a tool for optimizing workflows and minimizing communicative barriers.

A significant part of the work is dedicated to structuring the components of communicative competence. The researchers rely on a systematization of business interaction elements, which encompasses the forecasting of communicative situations, the command of verbal and non-verbal communication tools, as well as the development of specific linguistic competencies. Particular attention is given to socio-cultural competence, which becomes the key to a specialist's effectiveness in the context of globalization and a multicultural professional space.

The study concludes that professional linguistic and communicative culture is not merely a tool for daily operational activities, but an integral component of overall professional competence. A specialist's ability to adapt to a context, adhere to ethical standards, and maintain a positive microclimate within a team serves as a defining marker of career growth and leadership potential.

Keywords: business communication, professional ethics, communicative competence, professional etiquette, speech culture.

Постановка проблеми. У сучасному динамічному професійному середовищі успішність спеціаліста визначається не лише рівнем його фахових знань, а насамперед здатністю вибудовувати ефективну комунікативну взаємодію. Попри очевидну роль комунікації як інструменту професійної діяльності, досі гостро постає питання гармонізації практичних комунікативних навичок з етичними нормами. Трансформація ділового спілкування в умовах цифровізації та глобалізації вимагає від сучасного фпхівця не лише володіння вербальними чи невербальними засобами взаємодії, а й глибокого розуміння ціннісних орієнтирів, зокрема справедливості, відповідальності та професійної етики. Тому актуальність наукового осмислення ділової комунікації як складної багаторівневої системи зумовлена необхідністю виокремлення тих етичних та професійних компетенцій, що забезпечують прозорість, довіру та взаєморозуміння між учасниками професійної спільноти, перетворюючи мовнокомунікативну культуру на вирішальний чинник кар'єрного зростання та фахової придатності сучасного фахівця.

Аналіз останніх досліджень. Проблематика етики ділової комунікації та корпоративної етики ґрунтовно опрацьована у працях класиків соціології (М. Вебер, Е. Дюркгейм, Т. Парсонс) та сучасному управлінському дискурсі (С. Харченко, Н. Краснова, Л. Харченко, Я. Юрків, О. Лесько, М. Прищак, О. Залюбівська, Г. Рузаков). Етичні аспекти прийняття управлінських рішень досліджували В. Куйбіда, Ю. Петрунін,

С. Жараї, М. Рудакевич, тоді як питання бізнес-етики висвітлювали Р. Соломон, А. Капто, О. Сердюк, О. Могілевська. Універсальний етичний підхід на засадах людської екзистенції обґрунтовано А. Швейцером, а специфіку корпоративної етики у взаємодії «держава–суспільство» аналізували Т. Василевська та Х. Хачатурян. Вплив новітніх технологій на управлінські процеси та етику інформаційного суспільства розглянуто у працях Г. Андрощука, А. Колеснікова, О. Карапетяна та А. Погореленка. Попри ґрунтовність наявних розвідок, питання цілісної інтеграції етичних засад у комунікативну компетентність сучасного фахівця потребує подальшого вивчення.

Мета статті полягає в теоретичному обґрунтуванні та систематизації етичних засад ділової комунікації як невід'ємного складника професійної компетентності фахівця.

Виклад основного матеріалу. У сучасному професійному середовищі ефективність діяльності фахівця визначається не лише рівнем його фахових знань, а й здатністю вибудовувати конструктивну комунікативну взаємодію. Саме етичні засади спілкування стають тим фундаментом, що забезпечує прозорість, довіру та взаєморозуміння в діловому середовищі, перетворюючи комунікативну компетентність на один із найважливіших інструментів успішної кар'єри спеціаліста.

С. Плотніченко, І. Агєєва, Г. Ортіна, Ю. Вороніна зазначають, що «професійний етикет у сучасному розумінні є системою норм і принципів, що визначають стандарти поведінки в межах ділових відносин. Він формує основу конструктивної взаємодії в бізнес-середовищі, сприяє формуванню довіри, підсилює імідж організації та сприяє зміцненню партнерських зв'язків. Професійний етикет охоплює не лише стиль мовлення, чіткість та логіку висловлювань, а й увагу до деталей, як-от зовнішній вигляд, манери, точність у домовленостях, дотримання регламенту, а також повагу до часу та позиції співрозмовника. Особливої актуальності набуває врахування культурних особливостей у міжнародному спілкуванні, що зумовлює потребу в делікатному підході до ділового етикету в контексті глобалізованого професійного простору» [7, с. 50].

У цьому контексті стає зрозумілим, що реалізація цих етичних стандартів на практиці можлива лише за умови високого рівня комунікативної компетентності. Вона «є основою професійного успіху та проявляється в умінні ефективно взаємодіяти з колегами й партнерами, дотримуючись етичних норм, культури мов-лення та професійного етикету. Вона охоплює як вербальні, так і невербальні аспекти спілку-вання, вимагає вміння адаптуватися до контексту, вести конструктивний діалог, аргументовано висловлюватися й підтримувати сприятливий мікроклімат у

колективі. Розвинені комуніка-тивні навички сприяють лідерству, кар'єрному зростанню й ефективності професійної діяльності, особливо в умовах змін. У цьому контексті професійна мовнокомунікативна культура є не лише інструментом щоденної взаємодії, а й складником фахової придатності сучасного спеціаліста» [7, с. 50].

В. Куриляк зазначає, що ділова комунікація – це процес спілкування, спрямований на просування продуктів, послуг або іміджу організації, а також на обмін інформацією в межах бізнесу чи офіційне представлення позиції компанії [6]. Р. Дубас, А. Липовенко зауважують, що предметом ділового спілкування є актуальні суспільно значущі питання в економічній, соціальній, політичній чи духовній сферах, розв'язання яких потребує об'єднання зусиль і спільної діяльності, що, своєю чергою, неможливе без постійної взаємодії та комунікації між учасниками [4].

Ділове спілкування, на думку С. Плотніченко, І. Агєєвої, Г. Ортіної та Ю. Вороніної, «реалізується через різні канали та формати, зокрема особисті перемовини, комунікацію телефоном, електронне листування, участь у ділових нарадах, конференціях, виставках і форумах. Водночас важливу роль відіграє й повсякденне спілкування між колегами, яке також потребує дотримання певних норм професійної культури. Усе це формує багатовимірний простір комунікації, у якому професійний етикет є інструментом управління соціальними процесами в організаціях» [7, с. 52].

І. Боришкевич зауважує, що ефективність комунікативних процесів є ключовою умовою реалізації фундаментальних функцій організації, серед яких: забезпечення оперативного інформування персоналу, налагодження дієвого зворотного зв'язку, створення стимулюючого мотиваційного середовища та розбудова сталих відносин із внутрішніми й зовнішніми стейкхолдерами [1, с. 69–70].

І. Шупта, О. Дем'янов зазначають, що ділова комунікація з двох етапів: передачі інформації та отримання зворотного зв'язку. Саме наявність зворотного зв'язку є критично важливою для оптимізації професійної діяльності та досягнення повної узгодженості дій між усіма учасниками робочого процесу [8, с. 136].

На думку М. Корман, О. Яремчук, «ділові комунікаційні процеси – невід'ємна частина освітнього середовища, одним із головних регуляторів котрих виступають етичні норми, в яких виражені наші уявлення про добро і зло, справедливість і несправедливість, правильність або неправильність дій учасників взаємодії» [5, с. 74]. Дослідниці підкреслюють, що в процесі ділової взаємодії з колегами, керівництвом чи студентами фахівець неминуче орієнтується на власну систему етичних цінностей. Розуміння морально-етичних норм та ступінь їх імплементації в комунікативну

практику виступають визначальними чинниками: вони можуть як сприяти оптимізації професійної взаємодії та досягненню поставлених завдань, так і створювати комунікативні бар'єри, що ускладнюють або унеможливлюють ефективний діалог [5, с. 74].

О. Гаврилюк, Т. Талах зазначають, що сучасні ділові комунікації є складною багаторівневою системою, структура якої варіюється залежно від поставлених завдань. У науковому дискурсі ці комунікації охоплюють комплекс елементів і процесів, спрямованих на ефективний обмін інформацією, ідеями та результатами досліджень між представниками академічної спільноти. Базуючись на актуальних принципах побудови такої взаємодії, можна виокремити низку основних складових ділових комунікацій у сфері науки [2].

Г. Швиданенко, О. Швиданенко зауважують, що здавна європейська традиція відзначала значний вплив етичних норм на успішність будь-якої діяльності. Ще у IV ст. до н.е. Аристотель визначив поняття «етика» як основу справедливості у діловому спілкуванні, окресливши такими її ключовими критеріями відповідальність, честь та прагнення до блага [9].

О. Гаврилюк, Т. Талах поняття етики тлумачать як «уявлення про правильну або неправильну поведінку під час досягнення конкретної мети» [2, с. 75]. Етику спілкування вони розглядають як ефективну організацію комунікаційного процесу, що реалізується у використанні останнім найраціональніших засобів, форм та методів спілкування, в яких відображається загальний рівень етики суспільства [2, с. 75]. Етика ділового спілкування, на думку дослідниць, є системою загальних етичних норм і правил спілкування та взаємодії суб'єктів діяльності [2, с. 75]. М. Корман, О. Яремчук зауважують, що в «широкому значенні етика – це набір моральних принципів і цінностей, що керують поведінкою людини чи групи людей і визначають позитивні та негативні сторони їхніх думок та дій. Це внутрішній кодекс законів, що визначає, як потрібно поводитися, які рішення приймати, де проходить межа між добром і злом. Етика пов'язана з внутрішніми цінностями, а вони, відповідно, є частиною корпоративної культури і впливають на прийняття рішень, визначають їхню соціальну припустимість у межах зовнішнього середовища» [5, с. 75].

Отже, етика, яка в науковому дискурсі постає як система внутрішніх моральних регуляторів та зовнішніх норм поведінки, не є абстрактною категорією. Вона знаходить своє безпосереднє втілення у професійній практиці через діловий етикет, що є інструментом реалізації цих моральних принципів у щоденній робочій взаємодії. Саме тому освоєння базових норм ділового етикету, як зазначає О. Шумінська «значно полегшує процес адаптації працівника до нового колективу, сприяючи його швидшій

інтеграції в корпоративну культуру нової компанії. Це знижує витрати часу та ресурсів на соціалізацію нового співробітника, що особливо цінують сучасні роботодавці. Компанії охоче обирають фахівців, які вже володіють навичками етикетного спілкування, адже це сприяє не лише ефективній командній роботі, а й продуктивній взаємодії з клієнтами. В умовах, коли клієнтський сервіс часто є головним складником діяльності компанії, володіння нормами ділового етикету стає конкурентною перевагою працівника. Хоча іноді вважають, що етикет поступається фінансовим інтересам, на практиці він є фундаментом для їхнього досягнення» [10, с. 94].

На думку І. Шупти, О. Дем'янова «етика в діловій комунікації представляє собою набір стандартів, що регулюють поведінку як окремих осіб, так і організацій під час взаємодії із зацікавленими сторонами за допомогою різноманітних форм комунікації, зокрема електронної пошти, службових записок, звітів, презентацій, реклами та комерційної кореспонденції в діловій комунікації. Отже, це означає відмову від неправдивих маркетингових прийомів, що вводять в оману громадськість, а також повагу до приватного життя та конфіденційності інформації про ділових партнерів і співробітників. Окрім того, етичні комунікації вимагають необхідності бути правдивими, дотримуватися конфіденційності та уникати застосування маніпулятивних практик. Дотримання етичних стандартів в діловому спілкуванні є підґрунтям для побудови авторитету, репутації, довговічних стосунків із зацікавленими сторонами, що в кінцевому рахунку сприяє успіху та стійкості організації [8, с. 135–136]. У своїй науковій праці «Етичні засади ділової комунікації в органах публічної влади в умовах цифровізації» вони наводять типи етики, що забезпечують ефективність ділової взаємодії, а саме:

1) професійна етика, до якої відносять етичні принципи та стандарти, що регулюють професійну поведінку в певні галузі чи професії;

2) корпоративна етика, яка репрезентує цінності та принципи, що визначають поведінку організації в цілому, включаючи її комунікаційні практики. Корпоративна етика може включати й схильність до прозорості, підзвітності та соціальній відповідальності тощо;

3) соціальна етика, до якої відносяться етичні принципи, що регулюють взаємодію організації з громадськістю загалом, включаючи партнерів, співробітників і більш широку спільноту; соціальна етика може включати справедливе та шанобливе ставлення до всіх зацікавлених сторін, уникання шкідливих звичок;

4) особиста етика, яка має відношення до цінностей та принципів, що спрямовують поведінку людини на робочому місці, включаючи її

комунікаційні практики; особиста етика може включати прихильність до чесності, порядності та шанобливому ставленні до інших;

5) культурна етика, яка передбачає етичні принципи, що визначають, як організація спілкується з людьми з різних культурних прошарків [8, с. 135–136].

Розглянуті типи етичних стандартів знаходять своє вираження не лише у стратегічних рішеннях організації, а й у щоденній вербальній взаємодії. Саме через мовленнєвий етикет абстрактні моральні принципи трансформуються у конкретні комунікативні акти. Н. Дармограй слушно зауважує: «У процесі професійної комунікації мовленнєвий етикет виконує низку важливих функцій: установлення першого контакту, реагування на прохання чи пропозиції, адекватне вираження емоцій. Він створює лінгвістичне середовище, яке відповідає нормам корпоративної та суспільної етики. Ділова мовна культура передбачає не лише грамотність і стилістичну доречність, а й уважне ставлення до співрозмовника: уміння привітатися, попрощатися, вчасно зробити комплімент або підтримати розмову на відповідному рівні» [3].

Окреслені теоретичні функції мовленнєвого етикету знаходять своє відображення у сталих правилах ділової поведінки, які, попри стрімку цифровізацію, залишаються орієнтиром професіоналізму. На думку С. Плотніченко, І. Агєєвої, Г. Ортіної та Ю. Вороніної, «у сучасному діловому середовищі правила етикету продовжують ґрунтуватися на незмін-них цінностях, що залишаються актуальними попри зміни в технологіях чи форматах роботи. Зокрема, збереження формальної дистанції в спілкуванні є важливою умовою професійної поваги; наприклад, звертання на «ви» до нового колеги є нормою, якщо інше не погоджено обопільно. Перед приєднанням до нового колективу доцільно ознайомитись із корпоративними стандартами зовнішнього вигляду, зокрема дрес-кодом. Участь в офіційних заходах, зокрема співбесідах, передбачає стриманий, діловий стиль одягу. У комунікації через електронну пошту або месенджери варто дотримуватись базових форм ввічливості: вітатися, дякувати, вживати професійну лексику. Важливо також виявляти повагу до часу партнера, погоджуючи зручний графік для зустрічі або розмови» [7, с. 54–55].

Структурування компонентів комунікативної компетентності в межах професійного етикету дає змогу чіткіше визначити вектори розвитку фахівця. Хоча С. Плотніченко, І. Агєєва, Г. Ортіна та Ю. Вороніна пропонують систематизацію цих складників через призму вимог до офісних структур, представлені ними компоненти мають універсальний характер. Так, напрацювання дослідників є релевантними для діяльності фахівця будь-якого профілю, оскільки комунікативна компетентність, що включає

прогнозування ситуацій, володіння вербальними та невербальними засобами, а також високу мовленнєву культуру, є невід'ємною складовою професіоналізму в будь-якому інтелектуальному чи управлінському середовищі.

С. Плотніченко, І. Агєєва, Г. Ортіна та Ю. Вороніна наводять таку систематизацію елементів, які визначають якість ділової взаємодії.

Прогнозування та програмування комунікативних ситуацій: передбачає здатність фахівця до попереднього аналізу реакцій співрозмовників (колег, керівництва чи клієнтів), а також уміння адаптувати спосіб викладу думок залежно від формату взаємодії: від офіційного листування та публічних презентацій до неформального спілкування.

Засоби спілкування: охоплюють вербальний рівень, який передбачає чіткість, грамотність та дотримання службового стилю, а також невербальний рівень, що включає контроль міміки, жестів, відповідність зовнішнього вигляду та дотримання дистанції під час взаємодії.

Комунікативні культура: передбачає врахування соціального та культурного бекграунду співрозмовника, а також вияв поваги до колег. Цей складник вимагає від фахівця обов'язкового використання етикетних формул у професійному дискурсі та свідомого уникнення вживання жаргонізмів, сленгу чи грубих висловів.

Мовленнєва компетенція: виявляється в умінні фахівця доречно та грамотно висловлюватися в межах професійної взаємодії. Це стосується як підготовки письмових документів (робочих завдань, звітів, електронної кореспонденції), так і усного спілкування під час нарад чи ділових перемовин.

Граматична компетенція передбачає додержання граматичних норм в усному та письмовому професійному спілкуванні.

Лексична компетенція передбачає фахової термінології з урахуванням специфіки корпоративного стилю, а також уміння вибудовувати мовлення так, щоб уникнути неоднозначності чи неправильного тлумачення змісту.

Орфоепічна компетенція передбачає чітку вимову, правильну інтонацію під час виступів чи телефонних розмов.

Синтаксична компетенція охоплює навички логічної та структурованої побудови речень, що є особливо важливим для якості складання ділових документів та ведення професійного листування.

Соціокультурна компетенція полягає у здатності фахівця розуміти та враховувати специфіку комунікативної взаємодії з представниками різних поколінь, культурних середовищ та професійних спільнот [7, с. 51].

Наведена науковцями систематизація засвідчує, що комунікативна компетентність не є статичною характеристикою, а динамічним комплексом навичок, що вимагає постійного вдосконалення.

Крім цього, С. Плотніченко, І. Агєєва, Г. Ортіна та Ю. Вороніна підкреслюють: «Розвиток етикету ділового спілкування потребує системного підходу, який охоплює не лише знання правил мовленнєвої поведінки, а й формування емоційної зрілості, уміння орієнтуватися в комунікативних ситуаціях та адаптувати поведінку до контексту.

Серед ефективних методів удосконалення комунікативної культури можна виокремити спеціалізовані тренінги, індивідуальний коучинг, аналіз типових ситуацій ділового спілкування, а також розвиток мовних навичок, що ґрунтуються на коректності, доречності та ввічливості. Упровадження таких практик позитивно впливає не лише на індивідуальний професійний рівень працівника, а й на комунікативну ефективність усієї організації» [7, с. 51].

Висновок. Проведене дослідження підтверджує, що етичні засади ділової комунікації є не просто формальними правилами, а фундаментальним складником професійної компетентності фахівця. Етика в професійному середовищі є динамічною системою, яка через діловий етикет та мовленнєву культуру трансформується в конкретні інструменти ефективної взаємодії.

Встановлено, що інтеграція професійних, корпоративних та особистих етичних стандартів із розвиненими комунікативними навичками є ключовим маркером професійної придатності. Системний розвиток цих компетенцій, зокрема через тренінгові практики та аналіз професійного досвіду, дає змогу оптимізувати внутрішні бізнес-процеси та зміцнити зовнішні партнерські зв'язки. Відтак, етично виважена комунікація перетворюється на стратегічний актив, що забезпечує кар'єрне зростання фахівця та конкурентоспроможність організації в умовах глобальних викликів.

Перспективність подальших розвідок у цьому напрямі полягає у вивченні трансформації комунікативних практик в умовах цифровізації та дистанційного формату роботи. Враховуючи динамічність сучасного ділового простору, адаптація етичних норм до віртуальної взаємодії стає новим викликом для професійної спільноти.

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ПЕРЕКЛАДАЦЬКІ СТРАТЕГІЇ ВІДТВОРЕННЯ ДОМІНАНТ ХУДОЖНЬОГО, НАУКОВОГО І ДІЛОВОГО ТЕКСТІВ

Анотація. У сучасних умовах активного ділового, наукового, культурного обміну між країнами і людьми питання якості перекладених текстів різних функціональних стилів і жанрів має важливе значення й ставить перед сучасними спеціалістами серйозні завдання. Пошуком доведено, що переклад вимагає комплексного підходу до відтворення лексико-семантичного наповнення тексту, стилістичного тла, часової та культурної дистанції, специфіки мовлення та індивідуальних особливостей авторської манери викладу думок. Тому перекладач виступає не ретранслятором знаків і сигналів мови, а повноцінним співавтором, чия художня чутливість, фахова й галузева обізнаність і мовна обдарованість визначають якість кінцевого результату.

У статті розглядаються ключові виклики, що постають перед перекладачем у процесі роботи з художніми прозовими, поетичними та науково-діловими текстами. Проаналізовано відтворення при перекладі специфіки стилістичних засобів (епітетів, порівнянь, авторських неологізмів, повторів, гри слів, іронії, діалектизмів тощо) в їхньому взаємозв'язку і взаємодії з оригінальним задумом автора, збереження його ідіостилю, культурно-історичної дистанції тощо. Значну увагу приділено проблемі «неперекладності» в поезії, механізмам формально-смислового перекладацького експериментування та творчого характеру рішень перекладача. Розглянуто концепції еквівалентності, прагматичної адаптації та перекладацьких трансформацій у їх застосуванні до різножанрових творів.

Окреслено основні підходи до збереження в перекладі естетичної, емоційної та когнітивної функцій текстів оригіналу. У статті підкреслюється роль фахової термінологічної компетентності, жанрових засад цільової культури та особистісних якостей перекладача в науковому й діловому дискурсах. Окремо сказано про роль машинного перекладу в

сучасній перекладацькій практиці і межах креативності людини в епоху штучного інтелекту.

Ключові слова: художній переклад, поетичний переклад, науково-діловий переклад, авторський стиль, неперекладність, стилістичні засоби, еквівалентність, діалектизми, терміни, перекладацькі виклики.

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TRANSLATION STRATEGIES FOR RENDERING THE DOMINANT FEATURES OF LITERARY, SCIENTIFIC, AND BUSINESS TEXTS

Abstract. In the contemporary context of intensive business, academic, and cultural exchange between nations and individuals, the quality of translated texts across various functional styles and genres has become a matter of considerable importance, posing serious challenges for modern specialists. Research has demonstrated that translation requires a comprehensive approach to rendering the lexical-semantic content of a text, its stylistic register, temporal and cultural distance, speech specificity, and the individual characteristics of the author's manner of expression. Accordingly, the translator functions not merely as a transmitter of linguistic signs and signals, but as a full-fledged co-author whose artistic sensibility, professional and domain expertise, and linguistic giftedness determine the quality of the final result. The article examines the key challenges facing the translator when working with literary prose, poetry, and academic-business texts. It analyses the rendering, in translation, of stylistic devices – epithets, similes, authorial neologisms, repetitions, wordplay, irony, dialectalisms, and others – in their interrelation and interaction with the author's original intent, the preservation of their idiostyle, and the cultural-historical distance involved. Considerable attention is given to the problem of "untranslatability" in poetry, the mechanisms of formal-semantic translational experimentation, and the creative nature of the translator's decisions. The article examines the concepts of equivalence, pragmatic adaptation, and translational transformations as applied to works of different genres. It outlines the principal approaches to preserving the aesthetic, emotional, and cognitive functions of source texts in translation. The article further emphasises the role of professional terminological competence, the generic conventions of the target culture, and the personal qualities of the translator in scientific and business discourse. Separate consideration is given to the role of machine translation in contemporary

translation practice and to the boundaries of human creativity in the age of artificial intelligence.

Keywords: literary translation, poetic translation, academic-business translation, authorial style, untranslatability, stylistic devices, equivalence, dialectalisms, terminology, translation challenges.

Постановка проблеми. Переклад як форма міжкультурної комунікації постійно під увагою мовознавців, літературознавців, перекладачів та інших галузевих фахівців. В умовах активізації ділового, наукового, культурного обміну між країнами і людьми питання якості перекладених текстів різних функціональних стилів і жанрів має неабияке значення й ставить перед сучасними спеціалістами завдання збереження культурної і автентичної специфіки оригінального художнього тексту, відтворення ідіостилю автора, адекватний переклад термінологічних систем тощо. Тому глибока міжкультурна компетентність і розвинута ерудиція перекладача є обов'язковою умовою успішної перекладацької діяльності.

Художній, науковий і діловий переклади є різними галузями перекладознавства, тому фахівець вирішує завдання, які не мають універсальних стратегій. Так, художній переклад передбачає відчуття нюансів авторського стилю викладу думок, емпатії, образної системи твору. Переклад наукових і ділових текстів потребує бездоганної термінологічної точності, глибоких предметних і галузевих знань. Проте усі ці стилістично-жанрові різновиди виконують спільне завдання: забезпечують смислову та комунікативну еквівалентність перекладеного тексту і його оригіналу.

Попри стилістичну й жанрову відмінність різних видів текстів, усі вони об'єднані неможливістю буквального перекладу змісту твору з однієї мови на іншу. Художні тексти містять різноманітні експресивні засоби й прийоми, мовленнєві форми, фігури тощо, що вимагає від перекладача одночасного вирішення кількох завдань: збереження авторського стилю, точного відтворення змісту, смислів, підтекстового й прагматичного наповнення твору, його емоційного забарвлення [1]. Таке завдання кожного разу вимагає індивідуального й творчого підходу перекладача. Виникає внутрішня антиномія перекладацького процесу: відтворення з максимальною точністю тексту оригіналу і водночас природність та повноцінність перекладеного матеріалу.

Художній переклад поезій додатково ускладнюється відтворенням ще й звукової організації тексту (ритму, рими, алітерацій, асонансів тощо). Виникає дискусійна проблема перекладності/неперекладності: чи може поетичний твір бути повністю адекватним перекладом, чи він буде новотвором, підробкою оригіналу.

Науковий і діловий переклади, навпаки, потребують точного відтворення термінологічного апарату, дотримання суворих жанрово-стилістичних параметрів, тому креативність і вольності в перекладі таких текстів неприпустимі [2]. Тут теж перекладач стикається із серйозними викликами: розбіжності в термінологічних системах різних мов, відсутність усталених еквівалентів, особливо для нових понять, юридична специфіка термінів та інше вимагають глибоких спеціальних знань, аналітичного та методологічно обґрунтованого підходу.

Актуальність пошуку зумовлена суспільним запитом на якісний переклад у різних галузях і, одночасно, недостатньою теоретичною розробленістю механізмів відтворення стилістичних домінант у різних типах текстів. Крім того, розширення сфер застосування фахового перекладу, а також реформа системи освіти потребують чіткого окреслення компетентностей, специфічних для кожного різновиду перекладу, що вимагає нових підходів до підготовки перекладачів.

Постановка завдання. Метою статті є аналіз основних викликів, що постають перед перекладачем у процесі роботи з художніми прозовими, поетичними та науково-діловими текстами, й запропонувати деякі перекладацькі стратегії щодо адекватного відтворення оригінального твору цільовою мовою.

Аналіз останніх досліджень і публікацій. Теоретичне підґрунтя художнього перекладу в українській науці закладено в працях М. Рильського, В. Коптілова та Г. Кочура. Вони обстоювали принцип творчого підходу до перекладу і наголошували на необхідності збереження індивідуального стилю автора [2]. Зокрема Г. Кочур, розглядаючи художній переклад як форму мистецтва, зазначав, що перекладач, по-перше, є художником, а по-друге, – мовним посередником. В. Коптілов говорив про переклад як про «другий оригінал», народжений у творчому діалозі двох культур і двох художніх світоглядів. Р. Зорівчак у своїй монографії розробила проблему реалій у художньому перекладі та способи їх передачі засобами мови [3]. Запропонована нею класифікація реалій і перелік прийомів їх відтворення, а саме: транскрипція, транслітерація, калькування, описовий переклад тощо й досі широко використовуються перекладачами-практиками. Особливо цінним є аналіз фразеологічних одиниць, переклад яких потребує врахування лінгвістичного та екстралінгвістичного контекстів [4]. І. Корунець обстоює принцип адекватності перекладу твору оригіналу в нерозривній єдності максимальної повноти його змісту, форми й функцій [1]. Фундаментальний внесок щодо поетичного перекладу здійснив чеський науковець Ї. Левий. У своїй праці «Мистецтво перекладу» він обґрунтував двоїсту природу перекладу як наукової дисципліни й

художньої практики. Дослідник наголошував, що перекладач – не звичайний знавець мов, а митець, який має художню інтуїцію і тонку чутливість до слова. Проблему «неперекладності» поетичного тексту дослідив У. Еко, котрий наголошував: будь-який переклад є результатом переговорів між автором, перекладачем і читачем. Він увів поняття «перекладацьке рішення», маючи на увазі свідомий вибір між можливими при перекладі варіантами, наполягав на тому, що жоден з них не може бути ідеальним, бо переклад завжди є компромісом між втратою і набутком. [5]. Д. Дюришин стверджував, що поетичний переклад функціонує як механізм міжкультурного збагачення і впливає на розвиток літератури. В. Беньямін у праці «Завдання перекладача» висловив ідею, яка викликала численні дискусії: справжній переклад не має на меті відтворити зміст оригіналу. Його мета – виявити «мовну спорідненість», що єднає всі мови на глибинному рівні [6]. Ця концепція суттєво вплинула на теорію поетичного перекладу, дала поштовх по-новому осмислити процес перекладу як вияв самостійного художньо-творчого акту.

Науково-технічний і діловий переклад має менш тривалу традицію теоретичного осмислення, проте науковцями і перекладачами напрацьовано власну методологію. Дослідження вітчизняних науковців показали, що якісний переклад указаного дискурсу залежить від поєднання лінгвістичної компетентності з фаховими знаннями предметної галузі. Так, хорватська дослідниця С. Шарчевич стверджує, що юридичні тексти є особливим видом фахового дискурсу з власним жанровим розмаїттям, тому їх переклад вимагає від фахівця як мовної, так і юридичної компетентності [7]. В. Карабан розглянув найважливіші перекладацькі проблеми, пов’язані з відтворенням одиночних термінів і термінологічних словосполучень, пасивних конструкцій, різних зворотів, типових для наукового стилю англійської мови і не властивих відповідному стилю української мови [8]. П. Ньюмарк виокремив точність як головний критерій якості фахового перекладу текстів ділового стилю [9].

Виклад основного матеріалу дослідження. Переклад художнього прозового тексту вимагає прийняття до уваги щонайменше трьох контекстуальних аспектів: вузького контексту (безпосереднє оточення слова чи звороту), широкого контексту (увесь твір) та позатекстового контексту (літературна традиція, біографія автора, хронологічні риси тощо).

Серед ключових викликів при перекладі художніх текстів, хронологічно віддалених від сучасної епохи, є відтворення темпоральної дистанції. Перекладаючи твори минулих епох, фахівець зобов’язаний уникати в перекладі сучасних слів і виразів, що не вживалися в часовий проміжок, відображений в оригіналі [1]. Це вимагає глибокого знання мови,

історії, культури як вихідної, так і цільової мов. Передача часової дистанції балансує між двома небезпечними крайнощами. З одного боку, надмірна архаїзація перекладу може зробити його незрозумілим для сучасного читача й перетворити художній твір на історичний документ, можливо, цікавий для лінгвістів чи істориків, але недоступний нашому сучаснику. З іншого боку, надмірне осучаснення, без перебільшення, знищує атмосферу епохи, позбавляє твір автентичних культурних ознак і хронологічного виміру. Тому слід уникати новітніх слів, концептів і синтаксичних конструкцій, що не вживалися в часовий проміжок, відображений в оригіналі. Вживання анахронічної лексики руйнує стилістичну цілісність твору й може дезорієнтувати читача. Оптимальне рішення зазвичай полягає у введенні помірної кількості архаїзмів і стилізованих мовленнєвих форм, достатніх для відчуття епохи та не ускладнюючих сприйняття перекладеного твору. Тому перекладач постійно корелює часовий вимір епох, балансуючи між авторською оригінальністю й доступністю.

Не менш важливим завданням є відтворення ознак літературного напряму. Автори творили в рамках певних літературних традицій: романтизму, сентименталізму, імпресіонізму, модернізму, і кожен з напрямів мав власну систему художніх засобів і чітко окреслені стилістичні параметри. Перекладач, що не знає цих систем, ризикує нівелювати саму стилістичну природу тексту. Так, романтичний твір вимагає піднесеного лексичного регістру, символічної образності, пристрасної ліричності. Сентиментальний тяжіє до підвищеної емоційності й чуттєвості.

Імпресіоністичний відзначається фрагментарністю та асоціативними образами. Перекладач, не ознайомлений з нормами й традиціями відповідного напрямку ризикує відтворити стилістично нейтральний текст, позбавлений рис, що визначають мистецьку ідентичність оригіналу, та перетворити романтичну піднесеність на нейтральну описовість, а імпресіоністичну фрагментарність передати як зв’язну оповідь.

Звичайно, найскладнішим перекладацьким викликом є адекватне відтворення індивідуального авторського стилю. Цей виклик вимагає проведення повного стилістичного аналізу оригінального твору із визначенням його характерних рис: особливостей синтаксичних уподобань, лексичного складу, ритмічної організації тексту, характерних тропів та типових мовленнєвих форм і шаблонів тощо [1, 10, 11]. Без такого аналізу перекладач ризикує переповісти текст, відштовхуючись від власного стилю, можливо, цілком якісного і цікавого, але такого, що не відтворюватиме неповторну манеру автора оригіналу. Наприклад, впізнаваний стиль Е. Хемінгуея визначається лаконічними синтаксичними конструкціями, мінімумом метафор, повторами простих речень, використанням побутової

лексики. Якщо перекладач «прикрашатиме» цей стиль синонімами, складною синтаксичною будовою речень тощо, то фактично знищить самобутність ідіостилю Е. Хемінгуея. Переклади Дж. Джойса, навпаки, потребують протилежного підходу, адже перекладачеві треба адекватно відтворити складний потік свідомості, мовленнєву гру, багатопланові алюзії тощо. Тому ознакою високого фаху і майстерності перекладача є розуміння принципової різниці між ідіостилями різних авторів і вміння підпорядковувати їм власні перекладацькі знання й навички

Подібною до проблеми відтворення авторського стилю є переклад діалектів, специфічних місцевих слів, а також соціолектів, які є носіями не лише лінгвістичної, а й соціокультурної інформації. Територіальні і соціальні діалекти окреслюють регіональне походження персонажа, його соціальний статус, освітній рівень, ставлення до нього оточення, збагачують авторське мовлення додатковими смислами та естетичними відтінками, відтворюють колорит середовища, виконують стилістичну та естетичну функції [1].

У перекладацькій практиці вироблено кілька підходів до перекладу таких лексем:

1) заміна діалекта зрозумілим розмовним словом або просторіччям;

2) добір умовного діалекту-замінника;

3) відтворення соціальної маркованості слова іншими засобами (специфічний синтаксис, просторічна лексика, скорочення та інші).

Жоден із цих способів «не є ідеальним: перший призводить до втрати регіональної специфіки, другий може звучати штучно, третій потребує надзвичайно тонкого мовного чуття» [8, с. 112]. Невдалі заміни можуть призвести до суттєвого порушення авторського стилю і смислового наповнення уривку або й усього твору, адже зникає зв’язок з конкретною регіональною культурою, нейтралізуються характерні особливості мовлення персонажів і «голос» оповідача. Натомість діалекти і соціолекти можна передати засобами цільової мови завдяки творчому залученню стилістично маркованої лексики, якщо такий вибір узгоджується із загальним художнім задумом автора і не порушує стилістичне тло твору.

Схожим за складністю викликом є переклад авторських неологізмів (оказіоналізмів), які він творить за продуктивними словотворчими моделями своєї мови і яких немає в жодному словнику. На відміну від загальномовних неологізмів, оказіональні авторські новотвори є унікальними елементами його ідіостилю, адже створені саме задля передачі неповторних семантичних відтінків, гри слів, каламбурів, культурної алюзії. У перекладача є вибір: відтворити неологізм за існуючими моделями цільової мови, що вимагає власної словотворчої компетентності, або

вдатися до описового звороту, який може змінити тональність і стилістичну неповторність оригіналу [12]. Оптимальним, як правило, є перший підхід, оскільки зберігає творчий потенціал тексту. Але цей варіант також і найбільш ризикований, бо може бути невдалим чи незрозумілим.

Епітет у художньому тексті майже не буває нейтральним, адже транслює авторську оцінку, емоційний стан персонажа, символічний підтекст тощо.

При перекладі іноді складно відтворити нестандартний авторський епітет, і перекладач добирає більш звичний відповідник, що неминуче призводить до стилістичного спрощення тексту. Навпаки, слід прагнути до пошуку адекватного епітета, який у системі цільової мови виконує ту ж саму функцію, навіть якщо формально він відрізняється від оригінального. Принцип стилістичної рівноцінності, а не формальної тотожності, є тут ключовим.

Гра слів (каламбур) – ще один із серйозних викликів перекладу, оскільки ґрунтується на специфічному збігу або подібності звучання слів чи їх форм при відмінності значень [13]. Перекладач може вдатися до трьох основних стратегій:

1) відтворення каламбуру за допомогою іншої мовної гри засобами цільової мови;

2) заміна словесного каламбуру описом ситуації;

3) відмова від гри слів у певному епізоді тексту.

Жодна із цих стратегій не ідеальна, вибір залежить від конкретного контексту, авторських інтенцій, креативності й фаховості перекладача.

Особливої уваги при перекладі потребує такий стилістичний прийом як іронія, адже її інтерпретація читачем значною мірою залежить від культурного контексту. Те, що в одній культурі є сигналом іронічного, в іншій може бути сприйняте буквально і навіть образливо. Тому перекладач, щоб забезпечити адекватне сприйняття тексту читачем цільової культури, іноді змушений посилювати інтонаційні або лексичні маркери іронії, навіть якщо в оригіналі вони були ледь помітними і окремо не акцентувалися автором твору.

Отже, когнітивна функція художнього тексту цілком підпорядкована естетичній. Вона реалізується через різноманіття експресивних засобів: епітети, порівняння, оказіоналізми, різного роду повтори, гру слів, іронію, ритміку, структурну організацію прози, діалектизми, жаргонізми тощо Кожен із цих засобів виконує не лише семантичну, а й стилістичну, емоційну та культурну функції, і кожен постає перед перекладачем як окрема перекладацька проблема чи виклик, що потребує індивідуального вирішення.

Однією з найскладніших форм перекладацької діяльності є поетичний переклад. Поезія вважається результатом мовленнєвої художньої творчості найвищого рівня. Вона поєднує змістову, емоційну, ритмічну та звукову організацію тексту. На відміну від художнього прозового тексту, де форма певною мірою відокремлена від змісту, в тексті поетичному вони неподільні, адже зміна форми (ритм, рима, метрика, навіть довжина рядка) обов'язково трансформує зміст. Перекладач поетичного твору має передати всю повноту ідейно-естетичної тональності оригіналу, зберегти його художні образи, а там, де можливо, відтворити й вихідну форму. Збереження форми важливе не лише з естетичних міркувань: форма надає перекладеній поезії упізнаваності, знайомить читача з відповідною культурою і національними реаліями й традиціями, в рамках якої створено поезію [1, 2]. Саме тому в перекладах сонетів Вільяма Шекспіра, од Горація чи віршів Івана Франка їхні автори прагнули зберегти жанрову форму засобами інкультурації.

Сучасна поезія часто характеризується експериментальністю, використанням нестандартних граматичних конструкцій, авторських неологізмів та асоціативних образів, що значно ускладнює процес перекладу.

Основними викликами поетичного перекладу є:

- передача ритму і рими;
- відтворення звукової організації;
- збереження образності;
- передача емоційного впливу;
- адаптація культурних алюзій.

При перекладі поетичних творів особливої гостроти набуває проблема неперекладності. Поняття перекладності/неперекладності є одним із центральних у сучасному перекладознавстві. Неперекладними можуть виявитися окремі мовні явища, пов'язані з культурними особливостями, грою слів, ритмікою або специфічною звуковою організацією тексту. Особливо гостро проблема неперекладності постає саме в поетичному перекладі.

Поезія характеризується високою концентрацією художніх засобів, багатозначністю образів, ритмомелодикою та фонетичною організацією» [5]. У багатьох випадках неможливо одночасно повністю зберегти зміст, риму, ритм і стилістичні особливості оригіналу.

Проте неперекладність не означає неможливості перекладу загалом. Вона лише свідчить про необхідність творчого підходу та використання необхідних перекладацьких трансформацій. Саме перекладач стає співавтором тексту, який адаптує художній твір до іншого мовно-культурного середовища.

Неперекладними виявляються ті сторони «звукової та ритмічної організації тексту, в яких відбивається специфіка мови оригіналу, що суттєво відрізняється від мови перекладу» [1]. Силабо-тонічна система класичної англійської або французької поезії не відтворюється органічно засобами тих мов, де кількість складів у слові є більш варіативною. Квантитативна система давньогрецького вірша, побудована на чергуванні довгих і коротких складів, практично не має аналогів у сучасних мовах із фіксованим наголосом. Водночас, ця неперекладність є не глухим кутом, а стимулом до творчого експерименту. Перекладачі вдаються до різноманітних стратегій:

1. метризації, яка є способом відтворення ритмічного малюнка іншою метричною схемою;
2. верлібризації, яка є способом переходу від віршованої форми до вільного вірша;
3. компенсації, яка допомагає зберегти загальний зміст і емоційну тональність поезій, коли неможливо передати конкретну одиницю мови оригіналу тими ж засобами в мові перекладу (компенсування втраченого елемента в іншому фрагменті тексту або за допомогою інших засобів).

Ступінь творчого начала при вирішенні таких завдань суттєво зростає, а результати експериментальних перекладів можуть реально збагатити поетичне мовлення цільової культури, додаючи нові форми й образи. Особливої уваги потребує переклад класичних жанрових форм (сонет, ода, елегія, балада, поема, хайк тощо). Кожна з форм належить до певного жанру, має власну тематику, будову, конфлікт, мовний стиль і тональність, обсяг, систему асоціацій і читацьких уподобань, сформованих у рамках певної культури. Відтворюючи таку форму засобами іншої мови, перекладач одночасно зберігає і трансформує ці жанрові ознаки, пропускаючи їх через власну мовну картину світу і культурні традиції. Саме в такому процесі перекладач стає не лише мовним посередником, а й учасником діалогу культур.

Отже, неперекладність не означає неможливості перекладу загалом. Вона лише свідчить про необхідність творчого підходу та використання перекладацьких трансформацій. Саме перекладач стає співавтором тексту, який адаптує художній твір до іншого мовного і культурного середовища.

При перекладі художнього тексту для досягнення еквівалентності перекладач нерідко вдається до трансформацій, свідомо змінюючи форму або зміст вихідного тексту. Трансформації допомагають адаптувати текст до норм цільової мови й зберегти його функціонально-стилістичні характеристики. Перекладацькі трансформації є необхідним інструментом міжмовної адаптації, оскільки мови відрізняються не лише лексично й

граматично, але й культурно. У художньому перекладі трансформації мають творчий характер і підпорядковані художньому завданню. Перекладач може свідомо відступати від буквального відтворення тексту заради природного, органічного його «звучання» чи адекватного стилістичного ефекту. У перекладі наукового характеру трансформації носять суто технічний характер і зумовлені структурними відмінностями мов, а не художніми міркуваннями. Відтворення спеціальних термінів у ділових та наукових текстах полягає в тому, що вони використовуються в комунікації як загальновживані одиниці з фаховою фіксацією значення [1, 8]. На відміну від полісемантичних слів загальновживаної лексики, термін має точно визначений денотат, і будь-яке відхилення від нормативного еквівалента здатне спричинити серйозну фактичну помилку. Якість перекладу ділових та наукових текстів залежить не лише від глибокого знання обох мов, а й від загального розуміння предметної галузі, що вимагає від перекладача постійного розвитку, поглиблення фахових знань через ознайомлення з галузевими статтями, підручниками, довідниками, міжнародними стандартами та спеціалізованими термінологічними базами даних. Формування та постійне оновлення власних термінологічних глосаріїв є невід'ємною складовою роботи сучасного фахового перекладача наукової і ділової літератури.

Слід наголосити, що деякі сфери ділового та наукового перекладу, окрім мовної й предметної компетентностей, висувають додаткові вимоги до особистісних якостей фахівця. Так, переклад юридичних текстів потребує конфіденційності та абсолютної точності формулювань, адже неточне слово в контракті або судовому рішенні може мати правові наслідки [1; 7].

Переклад медичних текстів вимагає не лише термінологічної точності, а й коректних формулювань, щоб не завдати шкоди пацієнтам.

Фінансовий та біржовий переклади передбачають стресостійкість і здатність до роботи в жорстких психологічних і часових рамках тощо.

Тому вкрай важливим аспектом наукового і ділового перекладів є дотримання жанрово-стилістичних норм, прийнятих у цільовій культурі. Ділове листування, науковий реферат, патент, медична інструкція – кожен із цих жанрів має власні конвенції щодо структури, лексичного наповнення, граматичних ознак і синтаксичної будови. Перекладач, який ігнорує ці норми й правила, ризикує створити текст, граматично правильний, але прагматично неадекватний, такий, що не відповідає очікуванням у цільовій культурі.

Насамкінець коротко скажемо про машинний переклад і незамінність мізків людини, її креативних здібностей і надзвичайної адаптогенності.

В умовах стрімкого розвитку різноманітних систем машинного перекладу перед сучасним перекладознавством постає ще один принциповий виклик – які саме аспекти перекладацької діяльності залишаються прерогативою людини? Сучасні системи нейронного машинного перекладу демонструють вражаючі результати в роботі з типовими текстами, в тому числі із складними категоріями наукових, ділових і юридичних документів. Машини здатні опанувати типові граматичні структури, базову лексику та навіть деякі стійкі фразеологічні звороти. Проте там, де принципово необхідне стилістичне чуття, інтелектуальна гнучкість, відтворення почуттів і емпатії, особливо в художньому та поетичному перекладах, тоді можливості і «здібності» машини виглядають обмеженими і неконкурентноздатними. Алгоритми, закладені в програми, можуть відтворити наявні поверхневі структурні ознаки тексту, але машина не здатна усвідомити глибинні авторські інтенції, культурний підтекст, людську гаму складних емоцій і почуттів та інші найделікатніші нюанси людської душі, що мають місце в кожному художньому творі.

Машинний переклад поетичного тексту, як правило, жертвує формою заради змісту, а саме органічне поєднання форми і змісту є суттю поезії. Л. Венуті в своєму дослідженні «Невидимість перекладача. Історія перекладу» показав, що переклад – це завжди «ідеологічний акт, в якому людина-перекладач робить свідомі вибори, відображаючи власну культурну позицію» [14]. Жодна машина на таке не здатна.

У сфері науково-ділового перекладу машина може стати ефективним помічником в обробці стандартних, типових текстів, що, безперечно, економить час і знижує витрати. Однак для складних художніх рішень, культурних і правових тонкощів або текстів із підвищеними вимогами до точності й конфіденційності роль людини-перекладача залишається незамінною.

Поряд із традиційними фаховими знаннями, вміннями і навичками сучасна підготовка перекладачів орієнтується на формування навичок критичного пост-редагування машинного перекладу як інструменту підвищення ефективності, а не заміни людської творчості.

Висновки. Проведений аналіз деяких теоретичних положень та практики художнього, поетичного, наукового і ділового перекладів дозволяє сформулювати певні висновки.

По-перше, художній переклад прозових текстів вимагає комплексного підходу до відтворення стилістичних засобів, авторського стилю, часової та культурної дистанції, специфіки діалектного мовлення та індивідуальних особливостей авторської манери викладу думок. Перекладач виступає не

просто ретранслятором мовних знаків, а повноцінним співавтором, чия художня чутливість і мовна обдарованість визначають якість кінцевого результату його праці. Жодна машина не здатна замінити гнучкий розум людини, її живого відчуття дійсності, мови і тексту.

По-друге, поетичний переклад є особливою формою міжкультурної творчості, де має місце проблема неперекладності, яка перетворюється із чинника, що іноді стримує перекладацький процес на стимул до експерименту із формою і змістом. Збереження поетичної форми там, де можливо, є і даниною літературної традиції, і механізмом культурної трансмісії, і ознакою зміцнення міжкультурних зв'язків.

По-третє, результати вдалих поетичних перекладів здатні реально збагачувати цільову поетичну культуру.

По-четверте, науково-діловий переклад потребує поєднання досконалого мовного й термінологічного рівня з глибокою фаховою компетентністю в галузі, що є предметом тексту. Знання жанрових конвенцій цільової культури є не менш важливим, ніж термінологічна точність. Окремі сфери (юридична, медична, фінансова) висувають додаткові особистісні вимоги до фахівця.

По-п'яте, спільним підґрунтям для всіх трьох різновидів перекладу є збереження функціональної еквівалентності, тобто здатності перекладеного твору справляти на читача той самий прагматичний і когнітивний вплив, що й оригінал. Вибір оптимальної стратегії у досягненні цієї мети залежить від конкретного жанру, тематики, культурного контексту та цільової аудиторії.

По-шосте, розвиток машинного перекладу не скасовує, а навпаки, підкреслює цінність глибокої теоретичної та практичної підготовки перекладача. Машина програє людині в художній чутливості, гнучкості, культурному усвідомленні, креативному рішенні, а саме це є стрижнем справжньої перекладацької майстерності.

Насамкінець, у сучасному світі перекладач виконує важливу роль посередника між культурами. Саме через переклад відбувається знайомство народів із літературою, наукою, мистецтвом та культурними традиціями інших країн.

Перспективи подальших досліджень убачаємо у вивченні конкретних стратегій збереження стилістичних домінант оригіналу, розробці методологічних підходів до оцінювання якості перекладу в розглянутих жанрово-стилістичних різновидах, а також у дослідженні взаємодії людського та машинного перекладу в контексті трьох жанрів. Проблема адекватного перекладу різних типів текстів залишається актуальною та потребує подальших наукових досліджень, зокрема в сфері когнітивного перекладознавства, міжкультурної комунікації та сучасних перекладацьких технологій.

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АГАТАНГЕЛ КРИМСЬКИЙ ЯК ІНТЕРПРЕТАТОР ТВОРЧОСТІ АБУ-ЛЬ-АЛЯ АЛЬ-МААРІ

Анотація. Статтю присвячено вивченню особливостей інтерпретації творчості видатного арабського поета й філософа Абу-ль-Аля аль-Мааррі у працях Агатангела Кримського – українського перекладача, письменника, вченого-орієнталіста та одного з фундаторів української арабістики. У центрі уваги розвідки перебуває внесок А. Кримського у популяризацію класичної арабської літератури серед вітчизняних читачів, а також його внесок у формування національної традиції літературознавчого осмислення арабомовної словесності.

Проаналізовано наукові, перекладацькі та літературно-критичні праці Агатангела Кримського, присвячені творчості Абу-ль-Аля аль-Мааррі, зокрема переклади поезій арабського автора, опубліковані у збірці, приуроченій ювілею Івана Франка, лекційні матеріали з історії арабської літератури, а також лірична збірка «Пальмове гілля». Простежено варіативність специфіки репрезентації творчої спадщини арабського лірика залежно від цільової авдиторії та функціонального призначення текстів. Встановлено, що Агатангел Кримський виступав не лише перекладачем, а й інтерпретатором та популяризатором творчості Абу-ль-Аля аль-Мааррі, формуючи в українському культурному просторі уявлення про арабську філософську лірику. В інтерпретації українського орієнталіста арабський поет постає як мислитель-вільнодумець, критик суспільних і релігійних суперечностей, філософ-песиміст та представник інтелектуальної традиції арабського Сходу. Особливу увагу приділено компаративістичним стратегіям А. Кримського, його перекладацьким принципам, способам адаптації іншомовного художнього матеріалу та поєднанню академічного і художнього компонентів у процесі інтерпретації східної літературної спадщини.

З’ясовано, що специфіка інтерпретації творчості аль-Мааррі варіювалася залежно від жанру видання та його адресата: академічні праці містили розгорнутий філологічний аналіз, тоді як художні переклади

орієнтувалися передусім на естетичну рецепцію. Доведено, що діяльність Агатангела Кримського відіграла визначальну роль у становленні української арабістики та розвитку міжкультурного літературного діалогу.

Ключові слова: Агатангел Кримський, інтерпретація, переклад, Абуль-Аля аль-Маарі, лірика, арабістика, орієнталістика.

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AGATANGEL KRYMSKYI AS AN INTERPRETER OF THE WORKS OF ABŪ AL-ʿALĀʾ AL-MAʿARRĪ

Abstract. The article is devoted to examining the specific features of Agatangel Krymskyi's interpretation of the works of Abū al-ʿAlāʾ al-Maʿarrī in the context of the development of Ukrainian Oriental studies, with particular attention to the scholarly and translation activities of the prominent Ukrainian Arabist. The study analyzes Agatangel Krymskyi's role in popularizing the classical Arabic literary heritage among Ukrainian readers and his contribution to shaping national traditions of studying and interpreting Oriental literary works.

The scientific, translation, and literary-critical works of Agatangel Krymsky, dedicated to the works of Abu-l-Al al-Maarri, are analyzed (in particular, translations of the Arab author's poems published in the collection dedicated to the anniversary of Ivan Franko, lecture materials on the history of Arabic literature, as well as the lyrical collection «The Palm Branches»). The variability of the specificity of the representation of the creative heritage of the Arabic lyricist is traced depending on the target audience and the functional purpose of the texts. It has been established that Agatangel Krymsky acted not only as a translator, but also as an interpreter and popularizer of the work of Abu-l-Al al-Maarri, forming in the Ukrainian cultural space an idea of Arabic philosophical lyrics. In the interpretation of the Ukrainian orientalist, the Arab poet appears as a freethinker, a critic of social and religious contradictions, a pessimistic philosopher and a representative of the intellectual tradition of the Arab East. Special attention is paid to the comparative strategies of Agatangel Krymskyi, his translation principles, ways of adapting foreign language artistic material and the combination of academic and artistic components in the process of interpreting the Eastern literary heritage.

It is demonstrated that the specificity of interpretation in al-Maʿarrī studies varied depending on the genre of publication and its purpose: academic works oriented toward philological analysis, whereas popularized translations focused

on aesthetic reception. Agatangel Krymskyi's contribution is shown to have played a significant role in establishing Ukrainian Arab studies and developing intercultural dialogue.

Keywords: Ahatanhel Krymskyi, interpretation, translation, Abū al-ʿAlāʾ al-Maʿarrī, lyric poetry, Arab studies, Oriental studies.

Постановка проблеми. Важливою складовою сучасної української гуманітаристики є сходознавство, зокрема представлене й арабістикою. Особливої ваги орієнтальні студії набувають у контексті діалогу культур, адже останнім часом потреба у комунікації з носіями арабського етносу зростає дедалі більше. Сьогодні особливу увагу наукових студій привертають не лише сучасні тенденції розвитку літературознавства й лінгвістики та міжкультурних зв'язків, а й те, як вони формувалися, яким чином закладалися їхні підвалини.

У цьому контексті неможливо оминути увагою постать Агатангела Кримського, одного з фундаторів українського сходознавства, чия наукова, перекладацька та літературознавча діяльність відіграла важливу роль у популяризації класичної арабської літератури в Україні. Через століття, що відділяє нас від часів активної наукової діяльності А. Кримського у царині арабістики, цікавим видається аналіз використаних ним механізмів і методів інтерпретації й інтеграції арабської словесності до українського літературного простору, зокрема коли йдеться про творчість знакових для носіїв арабської культури поетів – таких, як Абу-ль-Аля аль-Маарі.

Аналіз останніх досліджень і публікацій. У вітчизняному літературознавстві існує досить обмежена кількість праць, яка б була дотичною до аналізу орієнтальних впливів на нашу словесність. Ще більш рідкісними є розвідки, в яких осмислено вплив арабської літератури на українську або принаймні їх взаємозв'язки. Піонером, що провів міжкультурні мости, які познайомили українського читача з найкращими перлинами арабської словесності, був сходознавець, письменник і перекладач Агатангел Кримський. Його перу й на сьогодні належить більшість літературно-критичних та перекладознавчих студій, що охоплюють мистецький доробок арабських поетів.

До творчості «найвидатнішого арабського поета-мислителя песимістичного напряму» [6, С. 61] А. Кримський звертався неодноразово, публікував критичні студії, переклади, наукові праці тощо. Вітчизняний вчений-орієнталіст сформував у сучасній Україні уявлення про арабську літературу в цілому і багатьох її видатний представників, зокрема й аль-Маарі. Сьогодні ж на основі доробку спадщини сходознавця можемо аналізувати його компаративістичні стратегії та специфіку інтерпретацій

творчості арабомовних митців, що заклали підвалини перекладацькій діяльності зі східних мов.

На сучасному етапі розвитку вітчизняної гуманітаристики літературно-критичні студії з осмислення спадщини Абу-ль-Аля аль-Маарі було здійснено арабістом Ю. Кочубеєм, який окреслив особливості творчості лірика, спираючись на доробок А. Кримського [3, С. 250]. Натомість вивченню рецепції творчості аль-Маарі у науковій та творчій спадщині А. Кримського присвячено розвідки сучасної української літературознавиці Людмили Грицик, яка, з-поміж іншого, наголошувала на тому, що для сходознавця звернення для східного матеріалу було пов'язане з прагненням вивести вітчизняну літературу з обмеженого провінціалізму [1; 2].

Попри згадані публікації, вагомий внесок Агатангела Кримського у розвиток українського сходознавства та поодинокі спроби осмислення особливостей його просвітницької, перекладацької й літературно-критичної діяльності, специфіка інтерпретації ним творчості видатних арабських митців, зокрема Абу-ль-Аля аль-Мааррі, досі не стали предметом комплексного наукового дослідження, що й зумовлює актуальність пропонованої студії.

Мета статті – окреслити особливості інтерпретації творчості Абу-ль-Аля аль-Мааррі у працях Агатангела Кримського, а також визначити місце його перекладацької й літературознавчої діяльності в розвитку української арабістики й літературознавства.

Виклад основного матеріалу. Арабська література часів Халіфату мала вагомий вплив на становлення літературних традицій в усьому близькосхідному регіоні. Тематика, поетика і образна система творчості ліриків «золотої доби» арабської культури викарбувала світоглядну систему носіїв арабського, а іноді й ширше – мусульманського – етносу, відображаючи незмінні протягом багатьох віків уявлення арабів про мирське і потойбічне життя, сенс буття, добро і зло тощо.

Генеза арабської лірики демонструє різноманіття жанрової парадигми і тематики поетичних творів. Скажімо, ранні доісламські касиди були присвячені оспівуванню величі воїнів-бедуїнів та їхніх військових подвигів, а лірика доби Ісламського Халіфату, особливо за правління Омеядів, функціонувала здебільшого у жанрі панегірику, що возвеличував халіфа та його владу.

Придворним поетам було набагато простіше здобути славу і визнання, тож жанрове і тематичне спрямування поезії означеного періоду зумовлювалося соціальними умовами. Власне, саме тому філософську східну лірику у масовій свідомості репрезентують перси Румі, Омар Хайям, Сааді, Хафіз та ін. Натомість імена арабських ліриків аль-Мутанаббі та Абу-

ль-Аля аль-Маарі, які були найяскравішими представниками філософського напрямку арабської літератури, українській авдиторії відомі значно менше.

Найбільше для популяризації творчості арабських ліриків серед наших співвітчизників зробив А. Кримський, публікуючи численні наукові праці про розвиток арабського письменства, перекладаючи класиків арабської літератури, створюючи оригінальні поетичні твори, просякнуті арабськими філософськими поглядами. Окремої уваги заслуговує те, як в інтерпретації українського орієнталіста постає «найвидатніших поміж арабськими поетами післякласичного періоду» (*А. Кримський* [7, С. 232]) лірик Абу-ль-Аля аль-Маарі.

Літературознавиця Людмила Грицик зазначає, що шлях ученого-арабіста «до освоєння творчої спадщини арабського сирійського поета аль-Мааррі був непростий.

Майже два десятиріччя присвятив А. Кримський його постаті, друкуючи матеріали (а їх більше десятка) в різних періодичних виданнях як українською, так і російською мовами» [2, С. 454].

Водночас дослідниця орієнтального вектору творчості А.Кримського, аналізуючи інтегральну компаративістичну концепцію вченого, зауважує, що у його ранніх працях «ще помітний інтерес до наслідувань, впливів, переробок, прямих чи опосередкованих контактів», коли «пізніші явили рух думки до нового характеру студій та кола проблем, пов’язаних із порівняльною типологією, зокрема генологією та інтертекстуальністю» [1, С. 87].

Вперше унікальні переклади з арабської мови потрапляють у поле зору вітчизняного читача у колективному виданні праць з нагоди 25-ліття літературної діяльності І. Франка (1898). Агатангел Кримський присвятив Іванові Франку низку перекладів з арабських поетів, зокрема Джаафара ібн Ольби Харисийського, Абу-ль-Аля аль-Маарі, а також переспів з арабського народного роману про ‘Антару. З-поміж інших праць доробку орієнталіста цю публікацію вирізняє її художній, а не академічний характер. А. Кримський працював над перекладами, перебуваючи у науковому відрядженні на Близькому Сході (у Лівані), тож присвята письменника й вченого промовляє орієнтальними образами і несе в собі зібраний ним не лише академічний, а й екзистенційний досвід, має на меті прокласти мости діалогу культур через літературу : «З тої далекої горячої Сирії, з тої сторони високих, гордовитих пальм, широколистих бананів і ароматних миртів, лаврів та помаранчів, нехай до Тебе донесеться і мій голос на Твоє свято. Нехай він летить до Тебе на північ, за чотири синіх моря, і зіллється з голосами мілiонів Твоїх прихильників, що кличуть до Тебе із щирого серця» [5, С. 124-125].

Проте зауважимо, що зовсім обійти критичні зауваги до перекладу А. Кримському не вдалось, адже до вибраних поезії, які представили читачеві зріз арабської літератури, інтерпретатор подав власну типологічну та хронологічну класифікації. До прикладу, поезії Джаафара дослідник арабської словесності відносить до I століття за гіджрою (VII століття по Р. Х.) і трактує як «наївні», натомість мистецький доробок аль-Маарі, за класифікацією орієнталіста, належить до «скептичних» поезій V століття за гіджрою (XI століття по Р. Х.).

У збірці, присвяченій І. Франку, зустрічаємо два переклади А. Кримського із лірики Абу-ль-Аля аль-Маарі: «Ворожбит» (оригінальна поезія «كأن منجم الأقوام أعمى») та «Котра віра краща?» (в оригіналі за аль-Маарі «عجبت لكسرى وأشياعه»), основою для яких стало Бомбейське видання. Після тексту перекладу автор пропонує один коментар із поясненням окремих культурних особливостей, що дає реципієнтам ключ до правильного трактування змісту поезії «Котра віра краща?» [5, С. 126-128]. Зосібна митець пояснює зміст рядків «*Я дивую ся на парсів, / Що корова в них святить ся: / Що вона їм пустить річку, / А вони вмивають лиця*» [5, С. 127] тим, що у персів є звичай «очищати тіло од диявольської скверни коров'ячою сечею [5, С. 128]. Окрім цього, А. Кримський допомагає читачам правильно зрозуміти рядки «Я дивуюсь мусульманам, / Що ідуть у путь далеку / Цілувати чорний камінь, / Кремінці шпургать під Мекку» [5, С. 128], пояснюючи особливості мусульманського обряду «حج» (хадж – *проща*), для якого «швиргати кремінці в долині Міна по під Меккою – то одна з церемоній» [5, С. 128].

Оскільки метою публікації перекладів було познайомити вітчизняного читача з екзотичними і незвичними поезіями арабського Сходу, А. Кримський не пропонував ані біографічної довідки про аль-Маарі, ні критичного нарису про його творчість. Водночас із багатьох джерел відомо, що на цей момент сходознавець уже тривалий час цікавився літературною спадщиною арабського лірика, відзначаючи його віротерпимість, критичне ставлення до релігійних забобонів й авторитаризму духовенства, пропагування аскетично-моральні ідеалів. Про це свідчить публікація енциклопедичної статті «Маарри, Абуль-аля-аль-Маари» авторства Агатангела Кримського у Енциклопедичному словнику Брокгауза і Єфрона (1896 р., Т. XVIII).

Значно розлогіше сходознавець окреслив біографію аль-Маарі та особливості його лірики у лекціях з арабської поезії, які він читав у Лазаревському інституті східних мов. Зокрема у вступній частині Агатангел Кримський вперше запропонував поділ творчості митця на два періоди. Перший період – це «молоді» поезії «سقط الزند», у яких учений-арабіст

простежує вплив іншого арабського поета аль-Мутанаббі, проте зауважує, що вони вирізняються відсутністю «панегіричної улесливості перед сильним покровителем», що є протилежністю тодішнім літературним тенденціям. Другий період найяскравіше характеризує диван «لزوم ما لا يَلزم», це творчість оригінального характеру, де навіть назва – «Необхідність того, що не є необхідним», – може трактуватися глибоко й неоднозначно. А. Кримський наголошує на тому, що «Обов'язковість необов'язкового» має філософський підтекст, але вбачає у назві дивану насамперед відсилку до специфіки метричної системи арабської поезії, адже формально йдеться про подвійне римування віршів – т. зв. «رديف» [4, С. 236-237] (*редіф – стилістична фігура повторення слова або групи слів наприкінці кожного рядка, класичний прийом арабської поезії – А. П.*).

Цікавим є те, що матеріали для лекцій А. Кримський готував уже на основі Каїрського видання дивану аль-Маарі, порівнюючи його з Бомбейським. Утім ще цікавішим є те, настільки відрізняється інтерпретація поетичного доробку Абу-ль-Аля аль-Маарі у відтворенні українською митцем-орієнталістом у залежності від реципієнта перекладу. Оскільки підготовлені переклади адресувалися студентам-арабістам, підходи викладача до презентації матеріалів суттєво вирізняються від тих, що використовувалися для підготовки перекладів, орієнтованих на широкий загал. До прикладу, поезії, художній переклад яких згодом буде представлено у «Пальмовому гіллі» («كأن منجم الأقوام أعمى», «عجبت لكسرى دنا رجل إلى عرس», «ضحكنا وكان الضحك منا سفاهة», «لو كان جسمك متروكا بهيأته وأشياعه», «خذ المرآة واستخبر نجوما لأمر»), для філологів-арабістів А. Кримський пропонує у перекладі-підряднику з детальним аналізом текстів-оригіналів. Так, до кожного перекладу вчений подає посилання на оригінал (найчастіше одночасно у Каїрському та Бомбейському виданнях), визначає віршовий розмір та види римування, а також нумерує бейти і подає транслітерований варіант назви поезій. Ця концепція дозволила підійти до вивчення арабської словесності одразу нашаровуючи теоретичне підґрунтя на практичний матеріал і доповнила розмаїту палітру новаторських методик А. Кримського у викладанні арабської філології.

У третій частині збірки «Пальмове гілля» (1917-1920) Агатангел Кримський пропонує своїм читачам комплексну, компаративістично осмислену інтерпретацію творчості аль-Маарі, що репрезентує як академічні знання, так і художню майстерність перекладача-арабіста. Зокрема тут ми зустрічаємо розлогий критичний нарис на творчість арабського «поета-вільнодумця» [6, С. 304], що сформував уявлення тогочасної спільноти зацікавлених у Орієнті не лише про лірику аль-Маарі, а й про постклассичний період арабської словесності в цілому. А. Кримський

щиро захоплюється другим, оригінальним періодом у творчості лірика-сліпця: «Одтепер (*після повернення з Багдада, що ознаменує початок другого періоду у творчості аль-Маарі* – А. П.) він уже не буде виспівувати кохання, але складає дужі поезії, повні гіркоти, і виводить на чисту воду людську банальність, забобонність, фанатизм; він нудиться з усього того, що діється навкруги; він вільно і безстрашно здирає запону з себелюбства султанів, усяких державців та всяких політичних проводирів, викриває неправду сильних людей сього світу та негідь лицемірного духовництва, що рідніші притупити всіх і пригнобити» [4, С. 233]. А. Кримський пропонує й короткий нарис про життя Абу-ль-Аля аль-Маарі, згадуючи про те, що поет був аскетом, вегетаріанцем, а думки про стиль його життя суттєво різнилися серед сучасників: одні вважали аль-Маарі святим, а інші – нечистивцем. Окрім цього, український сходознавець простежує певні міжтекстові перегуки творчості аль-Маарі й Хайяма, припускаючи, що доробок арабського поета-сліпця міг мати певний вплив на формування стилю перського митця [4, С. 233-234].

Переклади з аль-Маарі у «Пальмовому гіллі» подані у третій книзі, частина «Троє вчених поетів X-XI вв.», разом з творчістю Омара Мервського та Ібн Сіни (Авіцени у західній традиції). Дослідник арабської літератури одразу зауважує, що за основу перекладів лірики Абу-ль-Аля аль-Маарі він взяв Каїрське видання. Проте це не єдина відмінність у способі інтерпретації поетичної творчості аль-Маарі, якщо порівнювати переклади з опублікованими раніше. У цьому випадку велике значення, окрім концепції адресата, мала ще й загальна архітектоніка збірки. Тож перекладені поезії Абу-ль-Аля аль-Маарі у «Пальмовому гіллі» подаються без заголовків, під римською нумерацією. Враховуючи орієнтальний дискурс збірки, письменник пропонує менше коментарів до трактування самих поезій, обмежуючись лише згадкою про те, що «в зороастрійській релігії, коли святять воду, то впускають туди трошки коров'ячої урини» [7, С. 236].

Наочно простежити відмінності в інтерпретації перекладів можна на прикладі перекладів двох поезій, представлених в усіх згаданих виданнях: «كأن منجم الأقوام أعمى» [10] і «عجبت لكسرى وأشياعه» [9]. Творчі спроби познайомити українську аудиторію з творчістю аль-Маарі були ознаменовані прагненням простимулювати інтерес читача для знайомства з арабським Сходом, не перевантажуючи його «зайвою» інформацією й водночас формуючи певне уявлення про специфіку іншої культури. Так, у «Пальмовому гіллі» та публікації у збірці, присвяченій творчому ювілею І. Франка, А. Кримський пропонує художній переклад поезій «Ворожбит» (поезія під номером V у «Пальмовому гіллі») [5, С. 126-127; 7, С. 235] і «Котра віра краще?» (поезія

під номером VI, починається зі слів «Я дивуюся на персів…» у «Пальмовому гіллі») [5, С. 127-128; 7, С. 236] з мінімальною кількістю коментарів та без нарису про життя і творчість арабського автора, проте вважає за потрібне окреслити часові і тематичні особливості лірики. Цікавішими з філологічного погляду є переклади-підрядники поезій, які орієнталіст підготував для прочитання лекцій з арабської словесності. Окрім перекладу назв, дослідник пропонує студентам-арабістам транслітеровану назву поезій, а також описує особливості їх побудови. Зокрема поезія «Звіздар» подається також під назвою «Ка’а́нна мӱна́жьжым», риму в ній А. Кримський визначає як *мси*, а віршовий розмір – *wâфыръ* [4, С. 239]. Поезію «Я дивуюся на персів…» у лекціях з арабської словесності представлено як вірш розміру мотакâрыбъ, що транслітерується як «<Ажибтӱ λы-Кисрâ» [4, С. 241].

Окрім цього, залежно від мети та специфіки публікації варіюється й вплив академічної складової ідіостилю А. Кримського на інтерпретацію та репрезентацію творчості аль-Маарі. У збірці «Пальмове гілля», що відображала особливості авторської рецепції мультикультурного літературного надбання, митець вважав за доцільне пропонувати читачам змістовні нариси про творчість та життя східних авторів, аби сформувати певне уявлення про «чужу» для них культуру. Для тексту лекції про творчість аль-Маарі у розрізі становлення арабської літератури А. Кримський залучив значно більшу кількість перекладів-підрядників, ніж представлено у «Пальмовому гіллі», проте написав коротшу критичну частину, що зумовлено потребою емпіричного засвоєння теоретичних знань, а також бажанням орієнталіста більше часу присвятити вивченню специфіки поетичної творчості Абу-ль-Аля аль-Маарі. Натомість поетична інтерпретація двох поезій з аль-Маарі, присвячена І. Франку, виконувала здебільшого естетичну функцію і мала на меті потішити ювіляра і привідкрити українському читачеві двері до культури і літератури арабського Сходу. Водночас зауважимо, що навіть тут А. Кримський не зміг повністю відмовитися від академічного стилю і все ж таки подав поезії за певним тематичним і хронологічним поділом та коментарями.

Висновки. На сторінках художніх й академічних видань український сходознавець Агатангел Кримський виступає не лише перекладачем, а й дослідником та інтерпретатором творчості відомого арабського поета Абу-ль-Аля аль-Мааррі. Вчений-арабіст був першим, хто перекладаючи з оригіналу, познайомив українського читача з творчістю поета-вільнодумця, сформувавши уявлення про аль-Мааррі як за допомогою публікацій його творів іншими мовами, так і створюючи енциклопедичні статті та критичні нариси про життя і творчість лірика. В інтерпретації Агатангела Кримського

Абу-ль-Аля аль-Мааррі постає як філософ-песиміст, критик суспільних і релігійних суперечностей, вільнодумець та аскет. Творчість східного лірика відгукувалася українському письменнику, була близькою за духовною сутністю, тож він активно популяризував поетичне слово сліпого арабського поета. Водночас встановлено, що специфіка інтерпретації поетичної спадщини аль-Маарі залежала передусім від критерію адресата, оскільки А. Кримський створював як переклади-підрядники арабомовної лірики, орієнтовані на студентів-філологів, так і поетичні, що пропонувалися широкому реципієнтові. Загальна архітектоніка збірок, до яких входили фрагменти авторства Агатангела Кримського, зумовлювали співвідношення академічної і художнього складової в інтерпретації творчості аль-Маарі : лекції з літератури містили переклади-підрядники й критичні розмисли про творчість поета; присвячена Абу-ль-Аля аль-Мааррі частина у «Пальмовому гіллі» містила академічну інформацію і чималу кількість поетичних перекладів; переклади, присвячені І. Франку з нагоди 25-ліття літературної діяльності автора «Каменярів», були практично позбавлені академічності. *Перспективи подальших досліджень* вбачаються у поглибленому аналізі перекладацьких стратегій Агатангела Кримського, особливостей інтерпретації ним філософських і поетичних мотивів творчості Абу-ль-Аля аль-Мааррі, а також в осмисленні лірики аль-Маарі у літературній рецепції А. Кримського в контексті розвитку української арабістики та українського літературознавства.

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ПЕРЕКЛАДОЗНАВЧІ СТРАТЕГІЇ ВІДТВОРЕННЯ РЕКЛАМНИХ СЛОГАНІВ У СУЧАСНОМУ ЦИФРОВОМУ ДИСКУРСІ

Анотація. Мета статті полягає у глибокому дослідженні та всебічному аналізі стилістичних методів передачі англомовних рекламних слоганів у процесі їх перекладу іншими мовами. У ході роботи ідентифіковано ключові проблеми, пов'язані з адаптацією стилістичних особливостей англійських слоганів, що є важливим аспектом міжкультурної комунікації. Зокрема, уточнено основний зміст, структурні компоненти та характеристики цифрового дискурсу, а також проведено класифікацію його жанрів із детальним описом кожного з них. Особливу увагу приділено лінгвостилістичним рисам текстів, поширених в онлайн-просторі, і труднощам, з якими перекладачі зіштовхуються при роботі над такими матеріалами. Емпірична частина дослідження охоплює три тематичні підкорпуси: інформаційні тексти, соціальні повідомлення та розважальний контент (наприклад, гумористичні висловлювання, іронічні зауваження, меми). У цьому контексті було обґрунтовано доцільність використання різних перекладацьких стратегій, серед яких виявилися найбільш ефективними такі як калькування, адаптація через еквіваленти, модуляція, транспозиція та описовий переклад. Ці методи проаналізовано як інструменти для досягнення максимально точного передавання змісту й стилю оригінального тексту. Окремим завданням стало проведення комплексного аналізу перекладу сучасного цифрового дискурсу англомовного сегмента на українську мову, з обов’язковим урахуванням жанрової специфіки, лінгвостилістичних особливостей і прагматичних аспектів. На основі дослідження було встановлено залежність між типом цифрового контенту та вибором відповідних перекладацьких трансформацій. Зроблено висновок, що цифровий дискурс суттєво відрізняється від

традиційного підходу до мови та комунікації, змінюючи самі принципи нашого сприйняття комунікативної взаємодії. Аналіз перекладу контенту соціальних мереж та повідомлень у цифровому середовищі засвідчив, що адаптаційні стратегії домінують над буквальною точністю. Особливо це стосується застосування таких рішень, як модуляція сенсу, врахування культурного контексту для приблизного перекладу, транспозиція смислових акцентів і розгорнутий описовий переклад. Завдяки таким підходам забезпечується не просто передавання інформації, а створення ефективного меседжу, що зберігає вплив та оригінальний стиль. У поєднанні з візуальними елементами ці методи формують цілісний комунікаційний продукт, який органічно вписується в рамки нової культурної реальності.

Ключові слова: цифровий дискурс; жанри онлайн-комунікації; перекладацькі стратегії; модуляція; транспозиція; описовий переклад; соціальна реклама; меми.

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TRANSLATION STRATEGIES OF REPRODUCTION OF ADVERTISING SLOGANS IN MODERN DIGITAL DISCOURSE

Abstract. The aim of the article is to conduct an in-depth study and comprehensive analysis of stylistic methods of transmitting English advertising slogans in the process of their translation into other languages. The work identifies key problems related to the adaptation of stylistic features of English slogans, which is an important aspect of intercultural communication. In particular, the main content, structural components and characteristics of digital discourse are clarified, and its genres are classified with a detailed description of each of them. Particular attention is paid to the linguostylistic features of texts distributed in the online space and the difficulties that translators face when working on such materials. The empirical part of the study covers three thematic subcorpora: informational texts, social messages and entertainment content (for example, humorous statements, ironic remarks, memes). In this context, the feasibility of using various translation strategies was substantiated, among which the most

effective were tracing, adaptation through equivalents, modulation, transposition and descriptive translation. These methods were analyzed as tools for achieving the most accurate transfer of the content and style of the original text. A separate task was to conduct a comprehensive analysis of the translation of modern digital discourse of the English-speaking segment into Ukrainian, with the obligatory consideration of genre specificity, linguostylistic features and pragmatic aspects. Based on the study, the relationship between the type of digital content and the choice of appropriate translation transformations was established. It was concluded that digital discourse significantly differs from the traditional approach to language and communication, changing the very principles of our perception of communicative interaction. An analysis of the translation of social media content and messages in the digital environment showed that adaptation strategies dominate over literal accuracy.

This is especially true for the use of such solutions as modulation of meaning, taking into account the cultural context for approximate translation, transposition of semantic accents and detailed descriptive translation. Thanks to such approaches, it is not just the transmission of information, but the creation of an effective message that retains its impact and original style. In combination with visual elements, these methods form a holistic communication product that organically fits into the framework of the new cultural reality.

Keywords: digital discourse; genres of online communication; translation strategies; modulation; transposition; descriptive translation; social advertising; memes.

Постановка проблеми. Цифровий дискурс не просто відрізняється від традиційного – він підважує самі засади того, як ми звикли говорити й розуміти мову. І якщо ми прагнемо адекватно його перекладати, потрібно не лише вивчати нові мовні явища, а й розуміти нові смисли, які ці явища створюють у цифровій взаємодії. Аналіз перекладу соціальних повідомлень у цифровому просторі свідчить про домінування адаптивних стратегій, де точність поступається ефективності.

Найчастіше використовуються модуляція, приблизний переклад, транспозиція та описовий переклад, що дозволяє максимально ефективно передати інтенцію, стиль та вплив оригіналу. У поєднанні з візуальними символами, такі рішення формують комплексне повідомлення, релевантне у межах нової культурної реальності.

Мета дослідження полягає у виявленні специфіки перекладу сучасного цифрового дискурсу шляхом аналізу жанрових, стилістичних та прагматичних особливостей цифрової комунікації та встановлення закономірностей перекладацьких рішень залежно від типу тексту.

Матеріалом дослідження слугують цифрові тексти та соціальні дописи з платформи Pinterest.

Аналіз останніх досліджень і публікацій. Суть наявних дослідження полягає в уточненні поняття цифрового дискурсу у контексті перекладознавства, узагальненні його жанрових і стилістичних особливостей, а також у систематизації основних труднощів і способів їх подолання під час перекладу цифрових текстів з англійської мови на українську. На думку сучасних науковців, рекламний текст є унікальним багатокомпонентним явищем, де переплітаються чотири види інформації: когнітивна, емоційна, естетична та оперативна. Саме завдяки їх гармонійному поєднанню реклама здатна ефективно виконувати свої комунікативні та соціальні функції, впливаючи на цільову аудиторію. Когнітивна інформація забезпечує логічність і раціональність, емоційна апелює до почуттів та внутрішніх переживань, естетична збагачує повідомлення художніми елементами, а оперативна спрямована на стимулювання дії або рішення [1], [2], [3], [4].

Дослідники вважають, що переклад рекламних текстів є надзвичайно складним завданням, яке вимагає врахування багатьох нюансів. Переклад, хоч і можливий, часто супроводжується значними втратами, особливо коли мова йде про збереження усього багатства відтінків і смислових особливостей оригіналу. У таких випадках вирішальним стає вміння перекладача правильно розставляти пріоритети між різними аспектами тексту. Наприклад, ключова увага зазвичай приділяється лексиці, яка найточніше передає когнітивну інформацію. Ця складова є близькою до термінології за своїми властивостями: вона має однозначність, нейтральність щодо стилістики, незалежність від контексту та дозволяє забезпечити точну передачу значення через еквіваленти без спотворень.

Водночас існують різні позиції щодо природи рекламного тексту та особливостей його перекладу. Одні вчені порівнюють його з художньою літературою, вказуючи на спільність у стилістичних елементах, метафорах та інших образотворчих засобах виразності. Інші ж трактують рекламу як унікальний жанр текстів, метою яких є безпосереднє звернення до аудиторії із закликом до дії. Естетична складова рекламного тексту заслуговує особливої уваги. Вона формується завдяки використанню широкого спектра мовних засобів на всіх рівнях – від фонетики до синтаксису. Тут можна спостерігати гру звуків, ритмів, інтонацій, а також майстерно побудовані словосполучення і складні синтаксичні конструкції, які роблять текст емоційно привабливим і запам'ятовуваним [5], [6], [7].

Таким чином, синтезуючи когнітивну, емоційну, естетичну й оперативну інформацію, рекламний текст стає потужним інструментом соціального впливу та забезпечує реалізацію своїх основних

комунікативних функцій. Його вплив залежить не лише від точності передачі змісту під час створення чи перекладу, але й від здатності підтримувати гармонію між різними пластами інформації, враховуючи культурні й мовні контексти.

Виклад основного матеріалу. Проаналізуємо сучасні англомовні рекламні слогани. У випадку матеріалу «The bias that can cause catastrophe» адаптація українською мовою здійснена з дотриманням термінологічної послідовності, однак із глибоким урахуванням цільової аудиторії. Більшість лексичних одиниць, пов'язаних із когнітивними процесами та поведінковими помилками, перекладено через калькування, підбір еквівалента або модуляцію.

Найчастіше вживаною стратегією стало калькування, яке дозволяє зберегти логічну структуру складених термінів і передати їхній зміст без спотворення. Так, термін *«outcome bias»* передано як *«упередження результату»* – *«Упередження результату – помилка в ухваленні рішення, яка присипляє нашу пильність…»*. Це калька, яка передає зміст складника «outcome» буквально, зберігаючи академічну відповідність українській термінології.

Також до прикладів калькованих конструкцій належать *«приховані ризики»* (*latent risks*) й *«етична поведінка»* (*ethical behaviour*), що, попри свою формальну складність, уже закріплені у вітчизняному професійному дискурсі: *«…воно також змушує нас ігнорувати некомпетентність та неетичну поведінку колег.» «…усвідомлювали приховані ризики, але...»*.

Не менш важливими є лексеми, для яких застосовано підбір відповідника. Це стосується випадків, коли дослівний переклад порушує стилістичний баланс або видається громіздким. Прикладом служить адаптація *«we tend to blame someone»* як *«ми схильні звинувачувати когось»* – *«Ми схильні звинувачувати когось у негативних наслідках…»*. Тут використано сталий психологічний вираз, зрозумілий і природний для українського читача. Термін *«fudged their results»*, що в оригіналі несе розмовне забарвлення, адаптовано нейтрально як *«підробив результати»*. Це ще один приклад підбору еквівалента, де зміст передано чітко, без втрати логіки: *«…учений, який підробив результати досліджень…»*.

Особливу складність становлять фразеологічні звороти й метафоричні вислови, що потребують модуляції – зміни граматичної чи логічної структури. Це помітно у реченні *«makes you blind to error»*, яке трансформовано в *«присипляє нашу пильність»*. Замість буквального «робить сліпим до помилки» використано стилістично вивірений варіант, що звучить природно й містить образну складову: *«…яка присипляє нашу пильність і не дає об'єктивно оцінити ризики.»*

Інший приклад – *«serious liability»*, яке передано як *«призвести до трагедії»*. Хоча в оригіналі це юридичне поняття, у перекладі воно інтерпретоване через модуляцію наслідку, що точніше відображає комунікативну мету речення: *«…в майбутньому вони цілком можуть призвести до трагедії.»*

До складніших структур належить речення *«she might ignore this possibility»*, перекладене як *«вдруге проігнорує небезпеку»*. Це приклад транспозиції, де умовний спосіб замінено на стверджувальну конструкцію, що передає тривожне попередження: *«…упередженість результату змушує пілота вдруге проігнорувати небезпеку.»*

Окремі концепти потребують узагальнення, особливо тоді, коли англійський вираз має дуже вузьке значення, не характерне для українського мовного вжитку. Наприклад, *«fatal plane crashes»* перетворено на *«фатальні катастрофи»*: *«Вона часто стає причиною фатальних катастроф.»*. Таким чином уникнуто обмеження лише до авіаційного контексту, що відповідає розширеній тематиці матеріалу.

Ще виразнішою є трансформація *«positive result can lead us to ignore flawed decision-making»* у форму *«позитивний результат змушує ігнорувати ризики»*. Тут відбувається узагальнення, оскільки конструкція «flawed decision-making» замінена на простіше і більш зрозуміле *«ризики»*: *«…упередженість, спричинена попереднім позитивним результатом, змушує нас ігнорувати ризики»*.

Окрему категорію становлять терміни, що мають абстрактний або академічний характер, і вимагають описового перекладу. Прикладом є *«counterfactual thinking»* [8], що адаптовано як *«уявити найгірший сценарій»*: *«…це уявити найгірший сценарій, у якому все могло піти не так»*. Оскільки термін малознайомий для широкої аудиторії, його передано через семантичну інтерпретацію, без калькування.

Ідіоматичний вираз *«bask in the victory of others»* трансформовано як *«розділити перемогу з іншими»* [28], що є прикладом приблизного перекладу з адаптацією до культурних кодів цільової аудиторії. Така форма зберігає комунікативну функцію вислову без прямого відтворення образу.

Цікаво вирішено переклад терміна *«near miss»*, що часто використовується в авіаційній термінології, але в побутовому контексті може звучати громіздко. У перекладі вжито вираз *«дивом врятувалися»*, що передає суть ситуації через еквівалент із культурним відтінком: *«Дивом врятувалися – і досі вважають це успіхом, не аналізуючи, що саме пішло не так»*.

Ще один приклад вдалої адаптації – *«prime people to think»*, яке у перекладі звучить як *«спонукати людей подумати»*. Це підбір лексичного

відповідника, що зберігає як зміст, так і граматичну природність: *«…що можна спонукати людей подумати про обставини...»*.

Таким чином, перекладач не лише транслює зміст, а й формує досвід розуміння – створює текст, у якому наукове пояснення звучить не як калька, а як частина живої, логічної та культурно інтегрованої мови.

Розглядаючи переклад інформаційних матеріалів, зокрема тих, що стосуються соціолінгвістичних явищ, не можна оминути увагою один із прикметних цифрових текстів – статтю «What does your accent say about you?», що досліджує соціальні, психологічні та культурні уявлення про акценти. При її адаптації українською мовою застосовано різні перекладацькі стратегії, залежно від контексту, жанру та характеру термінів. Значну частину лексики становлять соціальні та лінгвістичні концепти, які вимагають або точного термінологічного відтворення, або стилістичного переформулювання.

Калькування виступає провідною стратегією в тих випадках, коли англійські терміни вже мають усталений вигляд в українській гуманітаристиці. Прикладом є переклад словосполучення *«social preference»* як *«соціальні вподобання»*. Структура терміна дозволяє зберегти дослівну передачу без втрати змісту, адже обидві лексеми мають прямі відповідники. У контексті речення *«Діти починають демонструвати свої соціальні вподобання...»* така форма виглядає природно й академічно коректно.

Інший приклад – *«standard English accent»*, який було передано як *«стандартна вимова»*. Тут також калькування з легким елементом узагальнення дозволяє уникнути зайвої деталізації: *«…мовців зі стандартною американською вимовою»*. Така передача виправдана, оскільки українська аудиторія не потребує роз'яснення фонетичних нюансів американського стандарту, на відміну від терміна RP, який має значно менш усталений статус.

До категорії підбору еквівалентів належать лексеми, що вже мають сталі відповідники в академічному чи публіцистичному дискурсі. Наприклад, *«Queen's English»* перекладено як *«королівська англійська»*: *«Цей акцент також називають 'королівською англійською'…»*. У цьому випадку перекладач орієнтується на вже існуючу традицію перекладу, де словосполучення «Queen's English» функціонує як синонім до поняття нормативної мови.

Також до цієї групи належить передача слів *«bias»* та *«prejudice»* як *«упередження»* або *«стереотип»*, що в обох випадках відповідає значенню та контексту. У реченні *«Упередження щодо акценту, з яким розмовляє людина, все ще дуже міцні…»* вдалий вибір слова «упередження»

підкреслює соціально-психологічний характер явища. Водночас, словосполучення *«social circles and daily relationships»* природно трансформовано в *«соціальне оточення та повсякденні стосунки»*, де також спрацьовує логіка підбору еквівалентів – фраза функціонує в українській мові як самостійний концепт.

Іншим типом трансформацій є модуляція – коли змінюється логіка побудови вислову, але зміст зберігається. Це помітно у реченні *«Вимова людини може стати причиною упередженого ставлення до неї»*, де оригінальне *«Accents can be subject to subtle forms of prejudice»* трансформовано з пасивної на активну конструкцію. Така зміна зумовлена потребою дотримання синтаксичних норм української мови, в якій активні конструкції є природнішими для інформативних текстів.

Подібно функціонує й речення *«Деяких британських вчителів просили позбутися регіонального акценту»*, що відповідає англійському *«Some teachers feel they have to modify regional accents»*. Замість калькування слова «modify», що в українському варіанті звучало б штучно, перекладено глибше змістовно – через модуляцію логіки й мотивації вчинку («позбутися»).

Деякі терміни потребують описового перекладу – зокрема тоді, коли їх неможливо передати одним словом або коли калька звучить громіздко. Яскравим прикладом є *«received pronunciation»*, що в українському тексті подано з розгорнутим поясненням: *«…з бездоганним англійським акцентом – так званим RP (англ. received pronunciation ‘загальноприйнята’ або ‘нормативна вимова’)»*.

Такий підхід дозволяє зберегти інформативність і одночасно дати читачеві орієнтир у термінології, що, можливо, ще не усталена в його мовному досвіді.

Пряме включення використано в тому випадку, коли йдеться про бренди, установи або усталені назви. Наприклад, *«BBC»* залишено без змін, оскільки це впізнаваний бренд, що не потребує локалізації: *«RP був єдиним варіантом англійської вимови, дозволеним в ефірі BBC»*. Однак, у межах стилістичної різноманітності в іншому фрагменті можна зустріти розгорнуту назву *«Британська телерадіомовна корпорація»*, що забезпечує баланс між впізнаваністю й інформативністю.

Цікавою є адаптація термінів, що мають культурну конотацію, як-от *«Cockney accent»* чи *«Birmingham accent»*. У перекладі вони подані відповідно як *«кокні»* і *«бірмінгемський акцент»* – у першому випадку використано транслітерацію, у другому – калькування: *«Кокні, акцент лондонського робітничого класу…»*; *«Ще гірший соціальний статус має бірмінгемський акцент…»*. Обидва варіанти виправдані, адже відповідають

нормам передачі топонімів і соціолектів в українських ЗМІ та академічних джерелах.

Ще одна лексема, яка вимагає окремої уваги, – *«foreign-accented speaker»*, що перекладено лаконічно як *«іноземець»* у реченні *«Діти більше довіряють носіям своєї мови, ніж іноземцям»*. Це приклад підбору еквівалента, коли складна конструкція стискається до форми, зрозумілої для широкого читацького кола, без спотворення змісту.

Не менш цікавим є випадок перекладу маркетингових понять. *«Upmarket»* та *«budget»* у контексті реклами трансформовано в *«преміальний»* і *«бюджетний бренд»*: *«Реклама в магазинах мережі Marks & Spencer… тоді як рекламні ролики для більш бюджетного бренду Iceland…»*. Тут спрацьовує підбір еквівалента, який водночас орієнтується на сучасну українську термінологію у сфері комерційної комунікації.

Таким чином, переклад здійснений із дотриманням норм академічного стилю, зі збереженням стилістичних та логічних особливостей оригіналу. Домінування калькування та підбору еквівалентів свідчить про фаховий підхід до адаптації термінів, тоді як модуляція й описові трансформації дозволяють зберегти природність викладу, уникаючи буквалістичного перекладу, який міг би знизити якість рецепції тексту.

Подібний виклик становить передача слогану «We’re sorry. There will be a global shortage of ice cream due to global warming», де образ порожнього вафельного ріжка символізує зникнення морозива як наслідок кліматичних змін. Переклад потребує адаптації культурної референції, оскільки пряме включення «Ми шкодуємо» у поєднанні з фоновим знанням про кліматичну кризу може бути сприйнято з гумором, а не з тривогою. Вдалим рішенням буде дескриптивна модуляція: «Вибачте, але через глобальне потепління морозиво може зникнути». Такий варіант передає драматизм заяви і посилює іронічну конотацію за рахунок відомого об’єкта бажання.

Рекламний слоган «Alcohol digs a gap between You...» ілюструє, як метафорична конструкція проникає до соціального дискурсу. Форма пляшки алкоголю формує прірву між двома берегами, що розділяє чоловіка і родину. Переклад потребує використання модуляції для перенесення образу на рівень українського культурного контексту: «Алкоголь руйнує зв’язки між вами» або «Алкоголь розділяє». Останній варіант коротший, однак дозволяє зберегти імпліцитне значення прірви – втрати контакту, розпаду стосунків, із збереженням метафоричності.

Інший приклад – слоган «Dividing the nation since 1902», що супроводжує рекламу Marmite. Тут ідеться про полярність смаків: продукт люблять або ненавидять. Дослівний переклад є неприйнятним, оскільки відсутня аналогічна культурна асоціація з Marmite в Україні. Тому

необхідно вдатися до описового перекладу з використанням модуляції: «Продукт, що розділяє смаки вже понад століття» або «Смак, який не залишає байдужим з 1902 року». У такому випадку змінюється фокус – із національного розколу на індивідуальне сприйняття, що дозволяє уникнути непорозуміння з боку українського реципієнта.

У групі реклам, де основний зміст створюється через гру з буквальним і переносним значенням слова, перекладач стикається із завданням або знайти український еквівалент, або здійснити повну реконструкцію образу. Так, у рекламному меседжі WWF: «Protect the forests. They are the climate umbrella of our planet», візуально дерево нагадує парасолю, а фраза «climate umbrella» формує уявлення про захист клімату. Дослівний переклад був би недоцільним. Оптимальним є варіант із описовим тлумаченням: «Захищайте ліси – вони оберігають клімат Землі», де «парасоля» замінена на дієслівну конструкцію. Це приклад модуляції через вилучення метафори і заміну її функціональною ознакою.

Характерною особливістю цифрового гумору є використання сленгу, меметичних фраз та соціокультурного фрейму. Наприклад, у меме «Colleges: we really need you to pay $24,000 tuition…» використано типову іронію, спрямовану на критику освітньої системи США. Ключову гумористичну функцію виконує фраза «lmao that’s lit», що є прикладом сленгового вислову. Його буквальний переклад недоречний: калькування типу «це палає» втрачає значення. У цьому випадку доцільно вжити модуляцію з використанням культурно адаптованої репліки – наприклад, «ого, та ти красень», що відповідає емоційному тону і підтримує сатиричну спрямованість фрагмента.

Далі, у мемі «DOG BORN IN THE 90’s» спостерігається використання структурного гумору, заснованого на імітації інструкції до товару. Іронія досягається через навмисну гіперболізацію ознак старіння: «PTSD from '08 crash», «a single tooth», «10 beats per minute». Перекладач має справу з алюзіями на економічну кризу та меметичне зображення слабкості, що важко відтворити дослівно. У цьому випадку застосовується описовий переклад або підбір функціонального еквівалента: «ПТСР після кризи 2008 року» або навіть адаптований варіант: «паніка щоразу при згадці про фінанси» – залежно від інтерпретації образу.

Важливим моментом у перекладі іронічних повідомлень є збереження ритму та стилістичного регістру. Наприклад, твіти формату «types of vacations I need» будуються за рахунок повтору та градації. Структура списку зростає від побутових потреб до абсурдного бажання «2–3 days where I don’t have to make any decisions». У цьому разі доцільним є застосування транспозиції: варто передати не дослівно, а стилістично узгоджено,

зберігаючи ритм і динаміку. Наприклад: «2–3 дні, коли можна не ухвалювати жодного рішення».

Іронія, що базується на двозначності й логічному парадоксі, потребує модуляції. Так у вислові «Not my mom telling me…» йдеться про емоційно заряджену ситуацію, побудовану на несподіваному комічному зсуві: «ma'am, that's my DAD». Передати таку динаміку дослівно неможливо. Ефективним буде використання зміни фокусу: «пані, то мій тато» – збереження паузи, структури звертання та несподіваного завершення передає той самий ефект.

Інтертекстуальний гумор, заснований на референції до попкультури, представлений у меме з Дамблдором. Головний комічний ефект досягається завдяки протиставленню: «aged 50 years in 11 years time». Для українського глядача відсилання до зміни акторів у фільмах про Гаррі Поттера є зрозумілим лише за умови знайомства з контекстом. Тому тут важливо застосувати описовий переклад або уточнення, а не буквальність. Наприклад: «Ментально почуваюсь, як Дамблдор, який за 11 років постарів на півстоліття».

Ще одним типовим проявом цифрового гумору є метаіронія та самоіронія. У меме зі Спанч Бобом використано типову інтернет-фразу «lol me», яка слугує маркером ідентифікації з ситуацією. Переклад цієї фрази залежить від аудиторії: варіант «ахах, це я» або «сміюсь, бо це про мене» демонструє приклад модуляції, що дозволяє уникнути буквального перенесення, зберігаючи при цьому неформальну інтонацію.

Гумор, який функціонує через соціальну норму або очікувану поведінку, як у діалозі про стейки, базується на несподіваній реакції: «We ask them politely yet firmly to leave». Це приклад модуляції з додатковим елементом культурної адаптації. В українському варіанті доречним буде щось на зразок: «Ми ввічливо, але твердо просимо їх піти» – що зберігає контраст між підкресленою ввічливістю й радикальністю дії.

Інший приклад, де зображено метелика, що вдивляється у дзеркало з підписом «Maybe life isn't about finding the perfect lamp, but finding the lamp inside you», демонструє експлуатацію інтернет-мему, який базується на популярному образі метелика, що «обожнює» лампи. Тут комічний ефект полягає в стилізації під філософське міркування, що контрастує з абсурдністю теми – пошуку лампи. Для перекладу цього типу контенту найефективнішим є модуляція у поєднанні з підбором еквівалента, зважаючи на культурну інтерпретацію. Наприклад, фраза «the lamp inside you» не може бути дослівно передана без втрати гумору, тому доречніше використовувати адаптований варіант на кшталт: «може, справа не в тому, щоб знайти ідеальну лампу, а щоб знайти лампу в собі» – де лампа

залишається незмінною (пряме включення), адже вона є центральним візуальним маркером мему. Тонке поєднання іронії та псевдопсихологічного підтексту зберігається через інтонаційний контраст у мові перекладу.

Мем (My favorite part of fall is when the mosquitoes go back to Hell) побудований на модуляції, де слово «Hell» використовується як гіперболізована оцінка комах. Вираз містить елемент гумористичного агресивного сарказму, спрямованого на об'єкт ненависті – комарів. Для ефективного перекладу доцільно використати підбір еквівалента з елементами модуляції, наприклад: «Найкраще в осені – це коли комарі повертаються у пекло». Такий варіант максимально наближений до емоційного спектра оригіналу, а також передає структурну компактність, характерну для мемної стилістики.

Нарешті, твіт, що описує ситуацію в ресторані (I went out with this girl… the waiter just take one look at me bro to bro and told her they are out of stock…), містить багаторівневу іронію. Гумор досягається через образ «bro to bro» – невербальне взаєморозуміння між чоловіками, що виконує роль ситуативного жарту, типової для цифрового дискурсу культури братства. Переклад цього елементу вимагає описового тлумачення або приблизного перекладу із відповідним культурним перенесенням. Наприклад, фраза може звучати як «Офіціант окинув мене поглядом – як свій свого – і сказав, що цього вина нема». Таким чином передається зміст і стереотипна модель взаємодії без втрати гумору. Друга частина твіту завершується реплікою «bro declined», яку доцільно перекласти через транспозицію як «але братан відмовився», що зберігає лаконічність і підкреслює неформальність ситуації.

Висновки. Аналіз перекладу цифрових інформаційних матеріалів свідчить про системне використання низки стратегій, спрямованих на збереження як термінологічної точності, так і стилістичної природності в українському перекладі. Переважаючими прийомами стали калькування та підбір еквівалента, що пояснюється характером джерел – публікаціями з галузі популярної науки, психології та соціальних досліджень, де значна частина лексики вже має усталене вживання в українській гуманітаристиці. Калькування забезпечує послідовність у передачі фахових термінів, тоді як підбір еквівалента дозволяє дотримуватися стилістичних норм цільової мови, зберігаючи комунікативну ефективність.

Описовий переклад задіяно там, де оригінальний термін ще не має прямого українського відповідника або є концептуально новим. Цей підхід дозволяє уникнути непорозумінь, водночас залишаючи місце для поступової адаптації терміна в майбутньому. Модуляція виявляється

ефективною в ситуаціях, де дослівний переклад призводив би до порушення логіки або неприродного звучання. Застосування транспозиції й приблизного перекладу (4%) має, радше, допоміжний характер – ці методи використовуються для граматичної адаптації або передачі емоційно-експресивних елементів.

Узагальнення виконує функцію спрощення вузькоспеціалізованих понять або синтаксичних конструкцій у тих випадках, коли деталізація є необов'язковою або стилістично небажаною. Пряме включення стосується випадків з усталеними назвами брендів, платформ і термінів, які є частиною міжнародного комунікативного коду і не потребують перекладу.

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ФУНКЦІОНУВАННЯ ІНТЕРНЕТ-НЕОЛОГІЗМІВ У ЦИФРОВОМУ ДИСКУРСІ

Анотація. У статті досліджено особливості функціонування англійських та українських інтернет-неологізмів у сучасному цифровому дискурсі, які розглядаються як важливий елемент сучасної комунікації і відображають зміни у способах спілкування, передачі інформації та формування цифрової культури. Актуальність даної теми зумовлена стрімким розвитком цифрових технологій, соціальних мереж і онлайн-комунікації, що сприяють постійному оновленню словникового складу мов та появі нових лексичних одиниць.

У роботі проаналізовано основні підходи до визначення поняття «інтернет-неологізм» та з'ясовано, що такі одиниці виникають переважно в онлайн-середовищі й поєднують ознаки усного та писемного мовлення. Встановлено, що інтернет-неологізми можуть бути як абсолютно новими словами, так і результатом переосмислення вже наявних лексем. У статті також здійснено класифікацію інтернет-неологізмів за словотвірними та семантичними ознаками, в результаті чого було визначено, що найпродуктивнішими способами творення нових одиниць є афіксація, словоскладання, скорочення, телескопія та запозичення.

Практична частина дослідження присвячена аналізу функціонування інтернет-неологізмів у соціальних мережах, блогах, месенджерах та онлайн-медіа. З'ясовано, що нові лексичні одиниці активно використовуються для позначення цифрових дій, комунікативних форматів і моделей поведінки в мережі, а також доведено, що інтернет-неологізми виконують не лише номінативну, а й експресивну, оцінну, прагматичну та ідентифікаційну

функції і допомагають користувачам швидко передавати інформацію, виражати емоції та демонструвати належність до певної онлайн-спільноти.

Особливу увагу приділено взаємодії англійських та українських інтернет-неологізмів у цифровому середовищі і встановлено, що українська мова активно адаптує іншомовні одиниці до власної фонетичної, граматичної та стилістичної системи, створюючи нові словотвірні моделі. У результаті дослідження зроблено висновок, що інтернет-неологізми є одним із найдинамічніших пластів сучасної лексики та відображають зміни у способах комунікації й розвитку цифрової культури.

Ключові слова: англійська мова, інтернет-неологізми, запозичення, мовна адаптація, онлайн-комунікація, соціальні мережі, цифровий дискурс, українська мова.

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INTERNET NEOLOGISMS FUNCTIONING IN DIGITAL DISCOURSE

Abstract. The article examines the peculiarities of English and Ukrainian Internet neologisms functioning in the modern digital discourse, which are considered as an important element of modern communication and reflect changes in the ways of communication, information transfer and formation of digital culture. The relevance of this topic is due to the rapid development of digital technologies, social networks and online communication, which contribute to the constant updating of the languages vocabulary and the emergence of new lexical units.

This article analyzes the main approaches to defining the concept of "Internet neologism" and finds out that such units arise mainly in the online environment and combine the features of oral and written speech. It has been established that Internet neologisms can be both completely new words and the result of reinterpretation of already existing lexemes. The article also classified

Internet neologisms according to word-formation and semantic features, as a result it was determined that the most productive ways of creating new units are affixation, compounding, contraction, telescoping and borrowing.

The practical part of the research is devoted to the analysis of the Internet neologisms functioning in social networks, blogs, messengers and online media. It is found that new lexical units are actively used to denote digital actions, communicative formats and behavior patterns in the network, and it is also proved that Internet neologisms perform not only nominative, but also expressive, evaluative, pragmatic and identification functions and help users to quickly transfer information, express emotions and demonstrate belonging to a certain online community.

Special attention is paid to the interaction of English and Ukrainian Internet neologisms in the digital environment and it is established that the Ukrainian language actively adapts foreign language units to its own phonetic, grammatical and stylistic system, creating new word-formation models. As a result of the research, it was concluded that Internet neologisms are one of the most dynamic layers of modern vocabulary and reflect changes in the methods of communication and development of digital culture.

Keywords: English language, Internet neologisms, borrowing, language adaptation, online communication, social networks, digital discourse, Ukrainian language.

Постановка проблеми. Стрімкий розвиток цифрових технологій, соціальних мереж, месенджерів та онлайн-платформ суттєво вплинув на сучасні мовні процеси й спричинив активне оновлення словникового складу багатьох мов. Особливо динамічних змін зазнає лексична система англійської та української мов, у яких постійно виникають нові слова й вирази для позначення цифрових явищ, комунікативних практик, типів онлайн-взаємодії та нових соціокультурних реалій. Так як інтернет-неологізми швидко поширюються у цифровому дискурсі, переходять із вузького середовища користувачів мережі до повсякденного мовлення, медіапростору та публічної комунікації, у зв'язку з цим актуальним постає питання дослідження особливостей їхнього функціонування, способів їх творення, семантичних трансформацій та адаптації в різних мовних системах.

Особливо важливим є аналіз взаємодії глобальних англомовних лексичних моделей із національними мовними традиціями, адже значна частина нових одиниць надходить до української мови через процес запозичення та подальшої адаптації. Недостатньо дослідженими залишаються також питання функціонального навантаження інтернет-

неологізмів, їхньої ролі у формуванні цифрової ідентичності, передачі емоційно-оцінних значень та впливу на сучасні комунікативні практики. Це зумовлює необхідність детального аналізу інтернет-неологізмів як важливого елемента сучасного цифрового мовлення та одного з показників розвитку мов у добу глобальної цифровізації.

Аналіз останніх досліджень і публікацій. Проблематика інтернет-неологізмів та їх функціонування в цифровому дискурсі активно досліджується як українськими, так і зарубіжними мовознавцями. Значну увагу науковці приділяють питанням виникнення нових лексичних одиниць у мережевому середовищі, способам їх творення, адаптації запозичень, а також особливостям функціонування в онлайн-комунікації. У сучасній лінгвістиці цифровий дискурс розглядається як окремий комунікативний простір, що характеризується високою динамічністю, експресивністю та швидким оновленням словникового складу.

Серед зарубіжних дослідників вагомий внесок у вивчення мови інтернету зробив David Crystal, який розглядав інтернет-комунікацію як особливу форму мовлення, що поєднує ознаки усної та писемної мови. Дослідник акцентував увагу на впливі цифрового середовища на розвиток нових мовних форм і комунікативних моделей. Питання життєздатності неологізмів та умов їх закріплення в мовній системі досліджував Allan Metcalf, який визначав основними критеріями поширення новотворів частотність уживання, комунікативну доцільність і зрозумілість для мовців. Значний внесок у вивчення словотворчих процесів сучасної англійської мови зробили також Jean Aitchison та David Crystal, праці яких присвячені динаміці мовних змін, розвитку неології та впливу глобалізації на мовні процеси.

Серед українських дослідників проблеми неології, цифрового дискурсу та мовних інновацій вивчали С. Єнікєєва, Н. Клименко, Л. Мацько, О. Стишов, Ж. Колоїз та інші науковці. Зокрема, С. Єнікєєва досліджувала продуктивні словотвірні моделі сучасної англійської мови та особливості творення нових лексичних одиниць у період активного розвитку цифрової комунікації. О. Стишов аналізував процеси оновлення словникового складу української мови, зокрема функціонування новітніх запозичень і неологізмів у масмедійному та публіцистичному дискурсі. Праці Ж. Колоїз присвячені проблемам сучасної української неології, семантичним трансформаціям і розвитку мовних інновацій у комунікативному просторі. Проте попри значну кількість наукових праць, питання функціонування англійських та українських інтернет-неологізмів у цифровому дискурсі залишаються актуальними й потребують подальшого комплексного дослідження.

Мета статті проаналізувати функціональні та семантичні характеристики інтернет-неологізмів в англійській та українській мовах і виявити спільні та відмінні риси їх використання.

Виклад основного матеріалу дослідження. У сучасному мовознавстві інтернет-неологізми розглядаються як особлива група новотворів, що виникають у цифровому комунікативному середовищі та відображають зміни у способах спілкування, передачі інформації й соціальної взаємодії.

Д. Крістал [5] запропонував розглядати мовні явища інтернету як окремий комунікативний простір, у якому поєднуються ознаки усного й писемного мовлення, стисліть, емоційність і швидке оновлення лексики.

Саме тому інтернет-неологізмами доцільно вважати нові слова, словосполучення, скорочення або переосмислені одиниці, що з'являються, закріплюються та функціонують переважно в онлайн-комунікації. [5] Вони обслуговують нові цифрові реалії, називають технічні явища, комунікативні практики, поведінкові моделі та культурні феномени, породжені мережею. Такі одиниці можуть мати як вузькоспеціалізоване значення, зрозуміле в межах інтернет-спільнот, так і ширше поширення, коли слово переходить у загальне мовлення та втрачає зв'язок лише з віртуальним простором.

Проблема визначення інтернет-неологізмів пов'язана з тим, що вони не завжди є абсолютно новими за формою, оскільки нерідко постають як нові значення вже відомих слів або як модифікації наявних лексем. А. Меткалф [10] запропонував критерій життєздатності новотвору, за яким нова лексична одиниця закріплюється в мові тоді, коли відповідає комунікативним потребам мовців, є зручною у вживанні та зрозумілою для широкого кола користувачів. Це положення особливо точно характеризує інтернет-неологізми, адже вони з'являються в умовах високої швидкості обміну повідомленнями, де мовна економія поєднується з потребою у виразності. Внаслідок цього частина нових одиниць швидко зникає, а частина закріплюється в мережевому дискурсі та поступово переходить у публіцистичне, розмовне, а інколи й наукове мовлення. Отже, поняття інтернет-неологізму охоплює не лише факт появи нового слова, а й процес його соціального прийняття, функціонального поширення та можливої подальшої кодифікації.

З позицій словотвірного аналізу інтернет-неологізми можна класифікувати за способами творення, що дає змогу простежити продуктивні моделі поповнення словника в цифрову добу. С. Єнікєєва [2] запропонувала розглядати сучасний англійський словотвір через продуктивні моделі комбінування морфем, утворення гібридних форм і активне використання словотвірних ресурсів мови. Найпоширенішою є словотвірна класифікація, відповідно до якої інтернет-неологізми поділяються на:

1) **Афіксальні** – слова, утворені за допомогою префіксів і суфіксів, наприклад: англійські *unfriend, streamer* та українські *лайкати, забанити*. Такі одиниці демонструють активне використання словотвірних ресурсів мови.

2) **Складні** неологізми виникають шляхом поєднання двох або більше основ: *smartphone, cyberspace, відеоблог, інтернет-магазин*.

3) **Скорочення та абревіатури**, які забезпечують мовну економію в цифровому спілкуванні. До них належать, наприклад, англійські *FAQ, DM* (*direct message*) та українські *адмін, інфа*.

4) **Телескопічні або блендові неологізми** утворені шляхом поєднання частин двох слів, наприклад: *blog* (*web* + *log*), *netizen* (*internet* + *citizen*).

5) Запозичені одиниці.

За семантичними особливостями інтернет-неологізми поділяються на **лексичні** (є абсолютно новими словами, що виникли для позначення нових цифрових реалій, наприклад: *podcast, hashtag*) та **семантичні** (формуються шляхом переосмислення вже наявних слів. Наприклад, слово *wall* у соціальних мережах набуло значення «сторінка профілю», а українське *стіна* стало відповідником цього поняття).

За походженням інтернет-неологізми поділяють на власне **мовні** та **запозичені**, адже значна частина українських інтернет-неологізмів походить з англійської мови, наприклад: *чат, пост, блогер, стрим*.

Функціонування англійських і українських інтернет-неологізмів у цифровому дискурсі пов’язане з динамічним розвитком онлайн-комунікації, у межах якої мова постійно пристосовується до нових умов взаємодії, технічних платформ і соціальних практик. Цифровий дискурс охоплює спілкування в соціальних мережах, месенджерах, блогах, форумах, коментарях, стримінгових сервісах і новинних платформах, де нові слова виникають, поширюються та закріплюються значно швидше, ніж у традиційних формах комунікації.

Англійська мова в цьому процесі часто виступає джерелом нових лексичних одиниць, оскільки більшість цифрових сервісів, платформ і технічних понять спершу отримують назву саме англійською мовою [1]. Українська ж мова, взаємодіючи з цим потоком новотворів, або засвоює їх у готовому вигляді, або адаптує до власної фонетичної, граматичної та стилістичної системи.

Саме тому цифровий дискурс є простором не лише поширення інтернет-неологізмів, а й активного формування нових моделей мовного вжитку, де англійські та українські одиниці часто співіснують, взаємодіють і впливають одна на одну.

Однією з найпомітніших рис функціонування інтернет-неологізмів у цифровому дискурсі є їхня висока частотність у ситуаціях, де необхідно швидко й точно назвати нову дію або комунікативний формат. Наприклад, в англійському середовищі слова *post*, *repost*, *follow*, *unfollow*, *hashtag*, *story*, *stream* стали звичними одиницями повсякденного мовлення, оскільки безпосередньо пов'язані з базовими діями користувача в мережі [8]. В українському цифровому дискурсі відповідно функціонують слова *«пост», «репост», «підписка», «відписка», «хештег», «сторіс», «стрим».* Частина з них запозичена майже без змін, а частина отримує адаптовані форми, наприклад *«стримити», «репостнути», «відписатися»* [5]. У реальному цифровому спілкуванні такі одиниці використовуються не як стилістично позначені новинки, а як звичайні інструменти повсякденного опису дій, наприклад: «Я запостив нове відео», «Вона зробила репост новини», «Він відписався від каналу». Це свідчить про те, що інтернет-неологізми в цифровому дискурсі виконують роль базових лексем для опису актуальної віртуальної поведінки.

Функціонування цих одиниць також виявляється у здатності поєднувати номінативну й оцінну функції. У цифровому дискурсі слово часто не лише називає явище, а й несе певне ставлення до нього. Наприклад, англійське *troll* позначає користувача, який провокує інших у коментарях або дискусіях, однак це слово майже завжди містить негативну оцінку. Український відповідник *«троль»* функціонує аналогічно, наприклад, у фразі «У коментарях знову набігли тролі» слово не просто називає тип учасника комунікації, а й маркує деструктивний характер його поведінки. Подібну функцію мають і слова *hater – «хейтер», fake – «фейк», spam – «спам».* Коли користувач пише «Це фейк» або «Не спам мені в приватні повідомлення», він використовує неологізм як засіб швидкої оцінки інформації чи дії. Таким чином, цифровий дискурс створює умови, у яких інтернет-неологізм функціонує одночасно як назва, характеристика й елемент прагматичного впливу [3].

Окремо варто звернути увагу на функціонування інтернет-неологізмів у сфері самопрезентації та побудови цифрової ідентичності, адже у сучасному онлайн-середовищі користувачі постійно описують себе через власну активність, ролі та способи присутності в мережі. Англійські слова *blogger*, *vlogger*, *streamer*, *influencer*, *creator* у цифровому дискурсі позначають не просто вид діяльності, а певний соціальний статус у мережі. В українському мовленні функціонують їх відповідники: *«блогер», «відеоблогер», «стрімер», «інфлюенсер», «креатор»,* причому деякі з них уже стали звичними для медіа, реклами та повсякденного спілкування [6]. Наприклад, у висловленні «Вона працює інфлюенсеркою в інстаграмі»

слово «інфлюенсерка» не потребує додаткового пояснення для активного користувача соцмереж. Такі одиниці функціонують як знаки нових соціальних ролей, породжених саме цифровим середовищем, і поступово переходять із вузького інтернет-вжитку до ширшого, публічного.

Наступною рисою є змішане функціонування англійських та українських неологізмів у межах одного комунікативного простору, адже у цифровому дискурсі нерідко спостерігається ситуація, коли англійська форма вживається паралельно з українською адаптованою або описовою формою. Наприклад, користувачі можуть писати як *«лайк»*, так і *«вподобайка»*, як *«донат»*, так і *«пожертва»*, як *«рілс»*, так і *«коротке відео»*, проте на практиці саме англомовні або адаптовані від англійських основ форми частіше домінують через стисліть і звичність у межах платформи. Фрази на кшталт «Кинь мені лінк», «Я задонатив на збір», «Це відео залетіло в рекомендації», «Вона зняла новий рілс» демонструють, що український цифровий дискурс активно інтегрує іншомовний матеріал, не втрачаючи при цьому власної граматичної організації. Саме ця взаємодія свідчить про відкритість української мови до нових комунікативних моделей і водночас про її здатність освоювати їх відповідно до власних норм [9].

Функціонування інтернет-неологізмів у цифровому дискурсі також тісно пов'язане і з конкретними жанрами спілкування, тому що у коментарях і чатах переважають короткі, експресивні та емоційно забарвлені одиниці, такі як *«кринж», «хайп», «хейт», «бан», «донат», «мем»*. У блогах, новинних текстах і медіаоглядах ті самі слова можуть функціонувати вже як відносно нейтральні позначення актуальних цифрових явищ. Наприклад, слово *meme* в англійському дискурсі спершу позначало «*одиницю вірусного культурного відтворення*», а в повсякденному цифровому мовленні стало означати «*жартівливе зображення*» або *«шаблон»* [4]. В українській мові слово *«мем»* функціонує аналогічно, наприклад: «Цей мем уже застарів», «У мережі з'явився новий мем про цю ситуацію». Подібно до цього *viral* в англійській мові та *«вірусний»* в українській цифровій комунікації позначають контент, що стрімко поширюється серед великої кількості користувачів.

У цифровому дискурсі англійські та українські інтернет-неологізми виконують насамперед номінативну, комунікативну, експресивну, ідентифікаційну та оцінну функції. В англійській мові такі одиниці активно вживаються в соціальних мережах, коментарях, мемах, блогах, відеоплатформах, онлайн-іграх і професійному IT-середовищі. Наприклад, у комунікативній практиці поширені слова й вирази *post, story, reel, feed, thread, hashtag, viral, meme, challenge, stream, chat, DM, link, profile, bio,*

caption, comment section, reaction, emoji, sticker, filter. В українському цифровому дискурсі ці одиниці часто функціонують у запозиченій або адаптованій формі: *пост, сторіс, рілс, стрічка, тред, хештег, вірусний допис, мем, челендж, стрим, чат, діем, лінк, профіль, біо, підпис до фото, коментарі, реакція, емодзі, стікер, фільтр*. Порівняння показує, що англійські неологізми часто зберігають універсальний статус у глобальному цифровому просторі, тоді як українські користувачі поєднують запозичення з власними перекладними формами. Наприклад, поряд із формою *feed* в українській мові використовується *стрічка*, поряд із *comment section – коментарі*, поряд із *link – посилання* або *лінк*. Це свідчить про паралельне функціонування двох стратегій: прямого запозичення та національної мовної адаптації.

Експресивна й оцінна функції особливо помітні в неологізмах, які використовуються для реакції на поведінку, контент або події в мережі. В англійському цифровому дискурсі поширені одиниці *cringe, based, toxic, salty, savage, sus, slay, cancelled, triggered, woke, stan, simp, flex, ghosting, ratioed, flop, hype, clout, vibe, mood, tea, shade*. В українському інтернет-мовленні вони мають як запозичені, так і адаптовані варіанти, наприклад: *крінж, база, токсик, солоний у значенні ображений, жорстко, підозріло, слей, скасований, тригерить, воук, станити, сімп, флексити, гостинг, зарейтили, флоп, хайп, клаут, вайб, настрій, ті, шейдити*.

В англійській мові такі одиниці часто виникають у молодіжному, мемному або платформному середовищі й швидко переходять у масове вживання. В українській же мові вони здебільшого входять через соціальні мережі, такі як: TikTok, YouTube, Twitter/X, Instagram, Discord, Reddit, ігрові чати та фанатські спільноти.

При цьому українські користувачі часто змінюють форму слова відповідно до норм розмовної української мови, а саме: *крінжовий, хайпувати, флексити, шейдити, тригернутися, застанити, зашеймити, загостити, забанити, задонатити*.

Завдяки цьому інтернет-неологізми стають не просто запозиченими словами, а повноцінними елементами повсякденного цифрового мовлення, здатними передавати оцінку, емоцію, іронію, сарказм або належність до певної онлайн-спільноти.

Висновки. Отже, інтернет-неологізми є динамічним пластом сучасної лексики, який активно формується під впливом цифрових технологій та онлайн-комунікації. Їх класифікація за словотвірними, семантичними та функціональними ознаками дає змогу простежити основні тенденції розвитку сучасної мови, зокрема процеси мовної економії, адаптації запозичень і появи нових способів словотворення.

Дослідження функціональних характеристик інтернет-неологізмів дозволило встановити, що вони виконують широкий спектр комунікативних завдань у сучасному мовленні. Окрім номінативної функції, яка забезпечує позначення нових об'єктів і явищ, ці одиниці активно реалізують експресивну, оцінну, ідентифікаційну та прагматичну функції.

Наведені приклади показують, що інтернет-неологізми функціонують як універсальні одиниці для різних жанрів цифрового дискурсу, але водночас набувають відтінків залежно від типу тексту й комунікативної мети [7]. Англійська мова переважно виступає джерелом багатьох цифрових одиниць, які поширюються через глобальні платформи, українська ж мова активно засвоює ці форми, адаптує їх фонетично, граматично й стилістично, а також створює власні відповідники, що дозволяє поєднувати міжнародну цифрову лексику з національною мовною системою.

Підсумовуючи все можна сказати, що у цифровому дискурсі інтернет-неологізми слугують засобом стиснення інформації, передавання емоційного ставлення, формування групової ідентичності та регулювання комунікативної взаємодії. Вони дозволяють користувачам швидко реагувати на події, оцінювати інформацію, виражати позицію та демонструвати належність до певної соціальної або культурної спільноти. У цьому контексті функціонування інтернет-неологізмів виходить за межі суто мовного явища й стає частиною ширшої соціокультурної практики, що відображає зміни у способах мислення та спілкування.

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ЛІНГВОКРАЄЗНАВЧИЙ ПОРІВНЯЛЬНИЙ АНАЛІЗ НАЦІЄТВОРЧОЇ ФУНКЦІЇ МОВИ В УКРАЇНІ ТА СПОЛУЧЕНОМУ КОРОЛІВСТВІ

Анотація. У статті здійснено комплексний лінгвокраєзнавчий порівняльний аналіз націєтворчої функції мови в Україні та Сполученому Королівстві. Досліджено мовні процеси як фундаментальний чинник формування національної ідентичності, культурної пам'яті, суспільної консолідації та політичної суб'єктності нації. Обґрунтовано, що в сучасній гуманітаристиці мова постає не лише засобом комунікації, а й потужним соціокультурним інститутом, який акумулює історичний досвід народу, формує національну картину світу, забезпечує міжгенераційну трансмісію культурних кодів і виступає важливим механізмом державотворення.

У компаративному аспекті проаналізовано дві різні моделі функціонування мови у націєтворчих процесах: британську модель полілінгвальної культурної інтеграції та українську модель мовної консолідації, спрямовану на відновлення мовного суверенітету після тривалих історичних періодів колоніального та імперського тиску. Встановлено, що у Сполученому Королівстві націєтворча функція мови реалізується через співіснування англійської як державо- та культуроцентричної мови з регіональними мовами (валлійською, шотландською ґельською, ірландською), які виконують роль маркерів регіональної ідентичності та культурної спадкоємності.

Натомість в Україні українська мова функціонує як ключовий консолідуючий чинник національної єдності, культурної самототожності та державної незалежності.

Особливу увагу приділено сучасним трансформаціям мовної політики, ролі освіти, медіа, культурної дипломатії, а також впливу глобалізаційних процесів на мовну динаміку в обох країнах. Доведено, що мовна політика є одним із визначальних інструментів національного розвитку, а націєтворча функція мови набуває особливої актуальності в умовах геополітичних викликів і культурних трансформацій XXI століття.

Ключові слова: націєтворча функція мови, лінгвокраєзнавство, мовна політика, національна ідентичність, культурна пам'ять, Україна, Сполучене Королівство, мовний суверенітет, етнокультурна ідентичність.

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LINGUISTICS AND COUNTRY STUDIES COMPARATIVE ANALYSIS OF THE NATION-FORMING FUNCTION OF LANGUAGE IN UKRAINE AND THE UNITED KINGDOM

Abstract. The article presents a comprehensive linguistic and country studies comparative analysis of the nation-forming function of language in Ukraine and the United Kingdom. Language processes are investigated as a fundamental factor in the formation of national identity, cultural memory, social consolidation and political subjectivity of the nation. It is substantiated that in modern humanities, language appears not only as a means of communication, but also as a powerful socio-cultural institution that accumulates the historical experience of the people, forms the national picture of the world, ensures the intergenerational transmission of cultural codes and acts as an important mechanism for state formation.

In a comparative aspect, two different models of the functioning of language in nation-building processes are analyzed: the British model of multilingual cultural integration and the Ukrainian model of language consolidation, aimed at restoring linguistic sovereignty after long historical periods of colonial and imperial pressure. It is established that in the United Kingdom, the nation-building function of language is realized through the coexistence of English as a state and culture-centric language with regional languages (Welsh, Scottish Gaelic, Irish), which serve as markers of regional identity and cultural continuity. In contrast, in Ukraine, the Ukrainian language functions as a key consolidating factor of national unity, cultural self-identity and state independence.

Particular attention is paid to modern transformations of language policy, the role of education, media, cultural diplomacy, as well as the impact of globalization processes on language dynamics in both countries. It is proven that language policy is one of the defining instruments of national development, and the nation-forming function of language acquires particular relevance in the conditions of geopolitical challenges and cultural transformations of the 21st century.

Keywords: nation-forming function of language, linguistic and country studies, language policy, national identity, cultural memory, Ukraine, United Kingdom, language sovereignty, ethnocultural identity.

Постановка проблеми. У сучасному гуманітарному дискурсі проблема взаємозв'язку мови, культури та національної ідентичності набуває особливої наукової актуальності. У межах соціолінгвістичних, етнолінгвістичних, лінгвокультурологічних та краєзнавчих студій мова дедалі частіше розглядається не лише як інструмент передачі інформації, а як базовий механізм символічного конструювання нації, формування колективної пам'яті та репрезентації національного світогляду. У цьому контексті особливого значення набуває націєтворча функція мови — її здатність виступати консолідуючим чинником соціуму, маркером етнокультурної самобутності та інструментом державотворення,

Лінгвокраєзнавчий вимір дослідження дає можливість аналізувати мову не ізольовано, а в широкому культурно-історичному контексті конкретного національного простору. Саме тому порівняльний аналіз України та Сполученого Королівства становить значний науковий інтерес, оскільки демонструє два різні історичні шляхи мовного розвитку: модель поступової мовної диверсифікації в межах стабільної державної традиції та модель мовного відродження після тривалого періоду лінгвокультурного пригнічення.

Для України мовне питання має не лише культурологічний чи соціолінгвістичний характер, а безпосередньо пов'язане з проблематикою національної безпеки, державної суб'єктності та цивілізаційного вибору. Для Сполученого Королівства мовна політика є інструментом збереження внутрішньої культурної різноманітності та підтримки історично сформованих локальних ідентичностей.

Аналіз останніх досліджень і публікацій. Концептуальні основи дослідження націєтворчої ролі мови закладено у працях провідних вітчизняних і зарубіжних науковців. Значний внесок у розуміння взаємозв'язку мови та нації зробили Бенедикт Андерсон, який трактував націю як «уявлену спільноту», сформовану через спільні символічні системи, насамперед мову; Джошуа Фішман, який досліджував механізми мовного відродження; П'єр Бурдьє, який розглядав мову як форму символічного капіталу; Ерік Гобсбаум, який аналізував культурні механізми конструювання національної традиції.

Українська мовознавча думка представлена працями Івана Огієнка, Олександра Потебні, Ірини Фаріон, Юрія Шевельова, та сучасних дослідників мовної політики, які послідовно наголошують на фундаментальній ролі української мови як основи національного буття [1, 2, 3, 4, 5, 6].

У британській лінгвістиці особливу цінність мають праці David Crystal, присвячені історії англійської мови, мовній варіативності, розвитку регіональних мов і соціальній символіці акцентів. Дослідник переконливо демонструє, що сучасний британський мовний простір є мультидіалектним і мультикультурним феноменом, у якому мова виконує не лише комунікативну, а й ідентифікаційну функцію [7].

Мета статті. Мета статті полягає у здійсненні комплексного лінгвокраєзнавчого порівняльного аналізу націєтворчої функції мови в Україні та Сполученому Королівстві, виявленні спільних і відмінних моделей мовного розвитку, а також визначенні ролі мовної політики, історичної пам'яті, освіти й культурних практик у формуванні національної ідентичності.

Наукова новизна дослідження полягає у:

- комплексному осмисленні націєтворчої функції мови крізь призму лінгвокраєзнавчого підходу;
- виокремленні двох типологічно різних моделей мовного націєтворення — ревіталізаційної британської та відновлювально-консолідаційної української;
- введенні до наукового обігу поняття лінгвокраєзнавчого потенціалу націєтворчої функції мови;
- актуалізації ролі мови як інструмента культурної безпеки в сучасних геополітичних умовах.

Основний виклад матеріалу. У сучасній філологічній науці поняття націєтворчої функції мови виходить далеко за межі традиційного розуміння мови як інструмента вербальної комунікації. У соціолінгвістичному, етнолінгвістичному та лінгвокультурологічному вимірах мова постає як багаторівнева знакова система, що акумулює історичний досвід етносу, кодифікує колективну пам'ять, репрезентує аксіологічні орієнтири спільноти та виконує інтегративну функцію в процесах національного самоусвідомлення.

Націєтворча функція мови реалізується через декілька взаємопов'язаних механізмів: по-перше, через формування спільного семіотичного простору нації; по-друге, через трансляцію культурної традиції між поколіннями; по-третє, через мовне оформлення політичної суб'єктності; по-четверте, через символічне маркування меж між «своїм» і «чужим» культурним простором.

У межах лінгвокраєзнавчого підходу мова розглядається як органічний компонент культурного ландшафту країни, що взаємодіє з історією, літературою, освітою, релігією, суспільними інститутами та

політичними практиками. Саме тому аналіз націєтворчої ролі мови в Україні та Сполученому Королівстві потребує не лише мовознавчого, а й широкого культурно-цивілізаційного прочитання.

Історичні передумови формування мовної ідентичності у Сполученому Королівстві

Сполучене Королівство є прикладом складної багатошарової мовної системи, сформованої внаслідок тривалих історичних, політичних і культурних трансформацій. Однак у часи найбільших загроз, саме англійська мова «*мобілізовувала*» народ на боротьбу. Так, коли вся Європа була під нацистською окупацією, а над Британією нависла реальна загроза вторгнення (весна 1940 року), промови Черчилля стали головною зброєю нації. Вінстон Черчилль та його роль у мобілізації англійської мови для боротьби народу Великобританії — це феномен, про який кажуть: ***«Він мобілізував англійську мову і відправив її в бій».*** Він використовував прості, короткі слова давньоанглійського походження (англосаксонські корені), які звучали дуже переконливо та природно для пересічного британця. *«Кров, важка праця, сльози та піт» (Blood, Toil, Tears and Sweat), «Ми будемо битися на пляжах... ми ніколи не здамося (We shall fight on the beaches... we shall never surrender)».*

Водночас, домінування англійської мови як загальнонаціонального комунікативного коду супроводжувалося поступовою маргіналізацією автохтонних кельтських мов — валлійської, шотландської ґельської, ірландської, а також корнської та менської.

Проте британський мовний розвиток демонструє унікальну рису: навіть за умов домінування англійської регіональні мови не втратили своєї символічної ваги.

У сучасному британському суспільстві вони функціонують як потужні маркери історичної тяглості, локальної ідентичності та культурної спадкоємності.

Особливо показовим є досвід Вейлзу, де валлійська мова пройшла шлях від мовної маргіналізації до активної ревіталізації. Запровадження двомовної освіти, мовних квот у медіапросторі, державна підтримка мовного планування та розвиток валлійськомовних культурних інституцій створили модель успішної мовної ренесансності, яка сьогодні розглядається як одна з найефективніших у Європі [8].

У Шотландії шотландська ґельська мова, попри обмежене поширення, зберігає високий символічний статус як елемент історичної самобутності. Водночас важливим соціолінгвістичним феноменом залишається Scots — мовно-культурний континуум, який відіграє роль маркера регіональної належності та соціальної самоідентифікації [9].

Характерною ознакою британської мовної моделі є також висока соціальна значущість акценту. У британському комунікативному просторі фонетичні особливості мовлення нерідко сигналізують про регіональне походження, соціальний клас, освітній бекграунд і навіть культурний капітал мовця. Таким чином, мовна ідентичність у британському контексті формується не лише на рівні мови як системи, а й на рівні її соціальної реалізації.

Українська мова як основа національного буття: історія пригнічення та відродження

На відміну від британської моделі мовного плюралізму, українська мовна історія має виразно колоніальний характер. Протягом століть українська мова зазнавала цілеспрямованого адміністративного, освітнього та культурного витіснення з боку імперських центрів влади.

Заборона друку українською мовою (дослідники нараховують понад **134 офіційні акти** (укази, циркуляри, постанови та закони), спрямовані на заборону, обмеження або витіснення української мови впродовж останніх чотирьох століть), цензурні обмеження, русифікація освітнього простору, звуження сфер функціонування української мови в адміністративному й науковому дискурсі стали інструментами системного послаблення української мовної суб'єктності. Внаслідок цього мова в Україні на тривалий час опинилася не лише в ситуації політичного тиску, а й у стані символічної дискредитації. [10].

Водночас саме українська мова зберігала культурний код нації. Через фольклорну традицію, художню літературу, релігійний дискурс, родинну комунікацію та національно-визвольний рух виконувала функцію акумулятора історичної пам'яті.

Особливу роль у формуванні мовно-національної парадигми відіграли Тарас Шевченко, Іван Франко, Пантелеймон Куліш, Іван Огієнко, які послідовно розглядали мову як фундамент національного існування.

Після проголошення незалежності України українська мова отримала конституційно закріплений статус державної, що стало принциповим етапом у відновленні мовного суверенітету. Однак лише в останнє десятиліття, особливо після початку повномасштабної війни, відбулося якісне переосмислення ролі української мови як інструмента не лише культурної, а й цивілізаційної самоідентифікації.

Компаративний аналіз: дві моделі націєтворчої функції мови

Порівняльний аналіз дає підстави виокремити дві принципово різні моделі реалізації націєтворчої функції мови.

Британська модель характеризується:

- полілінгвальною структурою;

- культурною легітимацією мовного різноманіття;
- поєднанням загальнодержавної мовної єдності з регіональними мовними ідентичностями;
- інституційною підтримкою мовної спадщини;
- високою роллю акценту як соціокультурного індикатора.

Українська модель характеризується:

- постколоніальним мовним відновленням;
- високою символічною вагою державної мови;
- прямим зв'язком мови з національною безпекою;
- активним деколонізаційним потенціалом мовної політики;
- функціонуванням мови як чинника суспільної консолідації.

Отже, якщо у британському контексті мова є переважно маркером культурної диференціації в межах єдиної політичної нації, то в українському — ядром національної консолідації та державотворчої суб'єктності.

Сучасні мовні трансформації: освіта, медіа та культурна дипломатія

У XXI столітті націєтворча функція мови реалізується не лише через традиційні канали культурної трансмісії, а й через систему освіти, цифровий медіапростір, культурну дипломатію, міжнародні академічні зв'язки та глобальні комунікативні практики. Саме ці сфери сьогодні визначають інтенсивність формування мовної ідентичності та її репрезентацію у світовому культурному просторі [11, 12].

У Сполученому Королівстві освітня політика демонструє послідовну модель підтримки мовного різноманіття. Вивчення валлійської мови в школах Вейлзу, функціонування ґельськомовних освітніх програм у Шотландії, розвиток регіонального мовлення у публічному мовленні, а також інституційна підтримка культурних практик формують модель мовної екології, де мова є не лише елементом спадщини, а активним ресурсом культурної модернізації.

Важливою характеристикою британського мовного простору залишається його мультикультурність. Сучасна британська англійська дедалі більше демонструє ознаки поліцентричності: поряд із нормативною моделлю функціонують етнолінгвістичні різновиди, урбаністичні соціолекти та гібридні форми мовлення, сформовані під впливом міграційних процесів. Така мовна динаміка не руйнує британську ідентичність, а радше підтверджує її адаптивність.

Український мовний простір у сучасних умовах демонструє іншу траєкторію розвитку — мовну консолідацію через суспільний вибір. Після 2014 року, а особливо після 2022 року, українська мова стала не лише

офіційною мовою держави, а й виразним символом громадянської єдності, національного спротиву та культурного самоствердження. Сьогодні в українській мові переважають концепції, де нація і народ є сакральними поняттями, а їхня роль — це опора, захист та збереження ідентичності, наприклад:

«*Мова — це душа нації (або кров, що оббігає тіло нації)*»: уособлює усвідомлення того, що нація живе доти, доки звучить її мова.

«*Нації вмирають не від інфаркту, спочатку їм відбирає мову*»: вислів підкреслює, що втрата національної свідомості є головною загрозою існуванню народу.

«*Україна починається з тебе*»: відображає принцип особистої відповідальності кожного громадянина за долю нації.

Відбувається інтенсивне розширення сфер функціонування української мови:

- у вищій освіті;
- в академічному дискурсі;
- у книговиданні;
- в аудіовізуальному контенті;
- у цифрових медіа;
- в міжнародній культурній дипломатії;
- у мовних практиках української діаспори.

Особливо показовим є феномен свідомого переходу значної частини населення на українську мову як форму культурної самоідентифікації. У цьому випадку мова перестає бути лише засобом комунікації і набуває функції ціннісного вибору та символічного громадянського жесту.

Лінгвокраєзнавчий потенціал порівняльного аналізу

Порівняльне дослідження мовної ситуації в Україні та Сполученому Королівстві відкриває значний лінгвокраєзнавчий потенціал. Воно дозволяє розглядати мову як феномен, що відображає не лише національну історію, а й специфіку політичної культури, моделі соціальної інтеграції, освітні пріоритети та способи культурної репрезентації країни.

Для лінгвокраєзнавства особливо цінним є усвідомлення того, що:

- мовна політика відображає державну ідеологію;
- мовні практики репрезентують колективну систему цінностей;
- мовна пам’ять є складником історичної пам’яті;
- мовна норма часто виступає моделлю культурної норми;
- мовна поведінка є індикатором національної самосвідомості.

Саме тому лінгвокраєзнавчий аналіз мови як націєтворчого чинника має вагоме значення не лише для філології, а й для міжкультурної комунікації, освітньої політики та гуманітарної безпеки держави.

Висновки. Отже, проведений порівняльний аналіз засвідчив, що в Україні та Сполученому Королівстві мова виконує фундаментальну націєтворчу функцію, проте механізми її реалізації зумовлені відмінними історичними, політичними та соціокультурними обставинами.

У британській моделі мова функціонує як інструмент балансування між загальнонаціональною єдністю та регіональною культурною самобутністю. У межах цієї моделі англійська мова виконує інтегративну функцію, тоді як валлійська, шотландська ґельська та інші автохтонні мови слугують маркерами історичної спадковості та локальної ідентичності.

В українському контексті українська мова виступає ядром національної консолідації, носієм культурної пам'яті, символом державної незалежності та чинником цивілізаційного самовизначення. У сучасних умовах її націєтворча функція істотно посилюється, набуваючи виразного соціополітичного та безпекового виміру.

Таким чином, мова в сучасному світі постає не лише як лінгвістична система, а як стратегічний ресурс національного розвитку, культурного суверенітету та історичної тяглості народу.

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ПРАГМАТИЧНІ ТРАНСФОРМАЦІЇ ПРИ ПЕРЕКЛАДІ НЕНОРМАТИВНОЇ ЛЕКСИКИ НІМЕЦЬКОЮ МОВОЮ СУЧАСНОЇ УКРАЇНСЬКОЇ ПРОЗИ (НА МАТЕРІАЛІ РОМАНУ С. ЖАДАНА «ВОРОШИЛОВГРАД»)

Анотація. У цій статті досліджуються перекладацькі стратегії та прагматичні трансформації, що використовуються для відтворення ненормативної лексики у німецькому перекладі роману Сергія Жадана «Ворошиловград». Актуальність дослідження зумовлена зміною статусу ненормативної лексики в сучасній художній літературі, де вона функціонує не лише як засіб експресії, але і як важливий елемент авторського стилю, характеристики персонажів та відображення соціокультурного середовища та необхідністю пошуку ефективних стратегій її перекладу. Особливої ваги ця проблема набуває в умовах зростання міжнародного інтересу до сучасної української літератури та необхідності адекватного відтворення стилістично маркованих одиниць іншими мовами. У сучасному перекладознавстві проблема передачі обсценної та стилістично заниженої лексики залишається однією з найбільш дискусійних, оскільки перекладачеві необхідно не лише відтворити семантичне значення мовної одиниці, але й зберегти її емоційний, експресивний та прагматичний потенціал. Матеріал дослідження становлять 86 одиниць ненормативної лексики, дібраних методом суцільної вибірки з українського тексту роману та їхні відповідники в німецькомовному перекладі, виконаному Юрієм Дуркотом та Забіною Штьор. У роботі використано метод суцільної вибірки, метод порівняльного перекладознавчого аналізу контекстуальний аналіз та елементи прагматичного аналізу. Метою статті є аналіз стратегій перекладу і прагматичних трансформацій, які застосованих для відтворення

ненормативної лексики роману Сергія Жадана «Ворошиловград», а також визначення ступеня комунікативно-прагматичної еквівалентності німецькомовного перекладу щодо тексту оригіналу. Стратегії класифіковано відповідно до підходу М. Бейкер. Установлено, що у структурі ненормативної лексики роману домінують обсценізми. Визначено, що провідними перекладацькими стратегіями виступають прагматична адаптація та функціональна заміна, тоді як компенсація і пом'якшення використовуються рідше. Доведено, що перекладачі орієнтуються насамперед на збереження комунікативно-прагматичного ефекту вихідного тексту, а не на буквальне відтворення ненормативних одиниць. Результати дослідження можуть бути використані у подальших перекладознавчих студіях, присвячених перекладу стилістично маркованої лексики та сучасної художньої прози.

Ключові слова: ненормативна лексика, обсценна лексика, прагматичні трансформації, художній текст, переклад, Сергій Жадан.

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PRAGMATIC TRANSFORMATIONS IN THE TRANSLATION OF NON-NORMATIVE VOCABULARY WHEN REPRODUCING MODERN UKRAINIAN PROSE IN GERMAN (BASED ON THE NOVEL BY S. ZHADAN "VOROSHYLOVGRAD")

Abstract. This article examines translation strategies and pragmatic transformations used to reproduce profanity in the German translation of Serhiy Zhadan's novel "Voroshilovgrad". The relevance of the study is due to the change in the status of profanity in modern fiction, where it functions not only as a means of expression, but also as an important element of the author's style, character characteristics, and reflection of the socio-cultural environment, and the need to find effective strategies for its translation. This problem is gaining particular importance in the context of growing international interest in modern Ukrainian literature and the need to adequately reproduce stylistically marked units in other languages. In modern translation studies, the problem of transmitting obscene and stylistically understated vocabulary remains one of the most debatable, since the

translator needs not only to reproduce the semantic meaning of a linguistic unit, but also to preserve its emotional, expressive, and pragmatic potential. The research material consists of 86 units of profanity, selected by the method of continuous sampling from the Ukrainian text of the novel and their counterparts in the German translation, performed by Yuriy Durkot and Zabina Shtör. The work uses the method of continuous sampling, the method of comparative translation analysis, contextual analysis and elements of pragmatic analysis. The aim of the article is to analyze the translation strategies and pragmatic transformations used to reproduce the profanity of Serhiy Zhadan's novel "Voroshilovgrad", as well as to determine the degree of communicative and pragmatic equivalence of the German translation with respect to the original text. The strategies are classified according to M. Baker's approach. It has been established that obscenities dominate the structure of the profanity of the novel. It has been determined that the leading translation strategies are pragmatic adaptation and functional replacement, while compensation and mitigation are used less frequently. It has been proven that translators are primarily focused on preserving the communicative-pragmatic effect of the source text, rather than on the literal reproduction of non-normative units. The results of the study can be used in further translation studies devoted to the translation of stylistically marked vocabulary and modern literary prose.

Keywords: profanity, obscene vocabulary, pragmatic transformations, literary text, translation, Serhii Zhadan.

Постановка проблеми. Переклад вульгарної та, зокрема, ненормативної (обсценної, табуйованої) лексики, яка в сучасному художньому тексті перетворилася на вагомий інструмент створення емоційної напруги та формування авторського ідіостилю, є однією з найскладніших проблем сучасного художнього перекладознавства. Переклад ненормативної лексики в художньому тексті неминуче ставить перед дослідниками й перекладачами складне питання, пов'язане з вибором стратегії перекладу ненормативної лексики. На це питання важко відповісти, оскільки будь-яка обрана стратегія вплине на літературну якість тексту. Відтворення табуйованого вокабуляру стає особливим викликом, коли переклад здійснюється мовою, культурне ставлення якої до ненормативної лексики та ступінь суспільної табуйованості суттєво відрізняються від української.

Зрештою, перекладач постає не лише «лінгвістичним посередником, а й культурним посередником» [7]. У посередництві між культурою оригіналу та цільовою культурою фахівець змушений покладатися на систему перекладацьких трансформацій. Попри гостру практичну потребу, у вітчизняному перекладознавстві досі спостерігається дефіцит

комплексних контрастивних досліджень, присвячених системному аналізу перекладу обсценної лексики української прози німецькою мовою. З огляду на це, роман «Ворошиловград», написаний Сергієм Жаданом, слугує репрезентативним та емпірично багатим корпусом для такого дослідження.

Аналіз останніх досліджень і публікацій. Проблема перекладу стилістично зниженої та ненормативної лексики у сучасному перекладознавстві належить до найбільш дискусійних, оскільки обсценізми, жаргонізми та просторіччя виконують не лише номінативну, а й важливу прагматичну функцію. Вони передають емоційний стан персонажів, створюють атмосферу тексту та впливають на читача [9]. Подібної позиції дотримується також К. Лубітц, яка у праці «Obszönes Übersetzen» зазначає, що переклад обсценної лексики не може обмежуватися пошуком формальних відповідників, а потребує врахування прагматичного навантаження, культурної специфіки та очікувань цільової аудиторії. Особливого значення при цьому набуває питання збереження експресивності та ступеня табуйованості мовної одиниці [11]. Особливо актуальним це питання є у перекладі сучасної української прози, зокрема творів Сергія Жадана, для яких характерне активне використання ненормативної лексики, сленгу та обсценізмів. Наявний корпус наукових праць, що безпосередньо аналізують твори письменника, дозволяє виокремити кілька фундаментальних підходів до осмислення його ідіостилю.

Проблематику стилів загалом та розмовної лексики зокрема у різний час досліджували І. Гальперін, І.Чередниченко, М. Цуркан, Л. Коробчинська та ін. Теоретичним та лексикографічним підґрунтям для аналізу природи табуйованого вокабуляру на вітчизняних теренах є фундаментальна праця Л. Ставицької [6], яка першою вивела українську обсценну лексику та сленг у статус повноцінного об’єкта соціолінгвістичного опису.

У сучасних наукових розвідках значна увага приділяється проблемам відтворення розмовної та стилістично маркованої лексики у перекладі. Одним із найближчих до теми цього дослідження є дослідження А. Гудманяна та О. Линтвар [3]. Автори аналізують суржикізми, жаргонізми, сленгізми, просторіччя та табуйовану лексику у романі «Ворошиловград» і доходять висновку, що для їх перекладу найчастіше використовуються компенсація, нейтралізація та синонімічна заміна. Дослідники наголошують на необхідності збереження стилістичного навантаження та емоційного впливу лексики у перекладі. Однак у праці розглядається англомовний переклад роману, тоді як питання прагматичних трансформацій у німецькому перекладі залишаються поза увагою.

Важливими для дослідження є також праці, присвячені перекладу творів Сергія Жадана німецькою мовою. У статті Н. Лисецької та

А. Карпевич проаналізовано перекладацькі трансформації у німецькомовному перекладі роману «Інтернат» [5].

Авторки розглядають особливості передачі іронії, метафор, емоційно забарвленої лексики та стилістичних засобів і зазначають, що перекладачі активно використовують генералізацію, логізацію, опущення та граматичні трансформації для збереження прагматичного впливу тексту.

Дослідниці підкреслюють, що художній переклад є не лише мовною, а й культурною адаптацією, що потребує передачі експресивних елементів у цільову мову. Водночас ненормативна лексика не виступає центральним об'єктом аналізу, а прагматичний аспект її перекладу окремо не систематизується.

Важливий крок у напрямі визначення динаміки використання ненормативної лексики в комунікативних ситуаціях у романі «Ворошиловград» зробила Я. Гончарова [1]. Дослідниця запропонувала розподіл її функцій на загальні (емотивна, експресивна) та специфічні. Гончарова обґрунтувала, що субстандартні одиниці у Жадана зазнають глибокої функціональної еволюції, перетворюючись на інструменти висвітлення головної ідеї твору, авторської іронії, ідентифікації персонажів та формування їхнього внутрішнього світу.

Методологічно спорідненими та вагомими для нашого аналізу є також розвідки Г. Сеник та А. Мулик [12], присвячені викликам перекладу розмовної та субстандартної лексики німецькою мовою на матеріалі пізнішої прози С. Жадана (роману «Інтернат»). Авторки підкреслюють, що відтворення зниженого мовлення у німецькомовному просторі вимагає від перекладача складного балансу між прагматичною адаптацією для цільової аудиторії та збереженням вихідної експресивної виразності й емоційного забарвлення мовлення, що є вкрай важким завданням через лінгвокультурну асиметрію систем лайки.

Отже, аналіз сучасних досліджень свідчить про значний інтерес науковців до проблем перекладу стилістично зниженої лексики, творчості Сергія Жадана та перекладацьких трансформацій у сучасній українській прозі. Водночас проблема прагматичних трансформацій ненормативної лексики у німецькому перекладі роману «Ворошиловград» досі не була предметом окремого комплексного дослідження.

Недостатньо вивченими залишаються способи збереження прагматичного ефекту обсценної лексики, механізми компенсації емоційної експресії та вплив перекладацьких рішень на сприйняття персонажів і комунікативних ситуацій у тексті перекладу.

Саме це визначає актуальність і наукову новизну пропонованого дослідження.

Метою статті є дослідження перекладацьких стратегій та прагматичних трансформацій, використаних для відтворення ненормативної лексики у німецькому перекладі роману Сергія Жадана «Ворошиловград».

Для досягнення поставленої мети в роботі виконано такі завдання:

– визначити особливості функціонування ненормативної лексики у сучасній українській художній прозі;

– зафіксувати всю ненормативну лексику, знайдену в романі, схарактеризувати її прагматичні функції;

– проаналізувати використані стратегії перекладу.

Об'єктом дослідження виступає роман Сергія Жадана «Ворошиловград».

Предметом дослідження є ненормативна лексика та її прагматичні трансформації у німецькому перекладі роману Сергія Жадана «Ворошиловград».

Матеріалом дослідження слугують 86 одиниць ненормативної лексики, виявлених методом суцільної вибірки з тексту роману Сергія Жадана «Ворошиловград» та зіставлених із відповідниками в німецькому перекладі.

У дослідженні використано такі **методи та прийоми**. Метод суцільної вибірки використано для відбору прикладів ненормативної лексики з тексту оригіналу та перекладу. Метод порівняльного перекладознавчого аналізу використано для зіставлення мовних одиниць оригіналу й німецького перекладу та виявлення перекладацьких трансформацій. Контекстуальний та прагматичний аналіз – для встановлення функцій ненормативної лексики й визначення особливостей її відтворення.

Новизна. Комплексні дослідження прагматичних трансформацій ненормативної лексики у німецькому перекладі роману «Ворошиловград» залишаються поодинокими. Найближчими дослідженнями на тему перекладу ненормативної лексики є дослідження проблеми перекладу ненормативної лексики у художньому творі з англійської на українську мову Ю. Грон і В. Кузебної [2] та дослідження розмовної лексики С. Жадана у цьому ж романі в англійському перекладі А. Гудманяном й О. Линтвар [3]. Однак важливо зазначити, що існують суттєві відмінності між перекладом українською та з української. Через брак досліджень щодо перекладу ненормативної лексики в художніх текстах, необхідні подальші дослідження.

Теоретичне значення дослідження полягає в тому, що його результати можуть бути використані як основа для майбутніх дослідників у вивченні стратегій перекладу ненормативної лексики в художніх текстах та того, як ці стратегії впливають на якість тексту.

Практичне значення дослідження полягає в можливості використання отриманих результатів у роботі інших перекладачів, як німецьких, так і інших, у визначенні найбільш доцільного підходу до процесу перекладу «Ворошиловград» або інших книг з надмірною ненормативною лексикою в їхній прозі.

Виклад основного матеріалу дослідження. Ретельний аналіз роману «Ворошиловград» та його німецького перекладу дав такі результати. У вихідному тексті є 86 слів або виразів, що містять ненормативну лексику, представлені як базовими лексемами, так і похідними утвореннями. Висока частотність таких одиниць зумовлена прагненням автора до відтворення природного усного мовлення персонажів і створенням емоційної напруги. У роботі використано класифікацію ненормативної лексики, запропоновану Л. Ставицькою [6]. Аналіз корпусу досліджуваного матеріалу показав, що ненормативна лексика в романі Сергія Жадана «Ворошиловград» представлена такими групами:

1. Обсценізми (62 од., 72,1 %), напр.: *хуй, блядь, пиздець;*
2. Інвективи (13 од., 15,1 %), напр.: *мудак, придурок, козел;*
3. Вульгаризми (6 од., 7,0 %), напр.: *пика, ригання, шпана;*
4. Евфемізми (5 од., 5,8 %), напр.: *чорт, твою маму.*

Аналіз досліджуваного матеріалу засвідчує, що ненормативна лексика роману Сергія Жадана «Ворошиловград» характеризується домінуванням обсценізмів. Менш продуктивними є інвективи, вульгаризми та евфемізовані форми.

Найчисельнішою групою є обсценізми (62 од., 72,1 %), що пояснюється прагненням автора відтворити природність усного мовлення персонажів і передати їхній емоційний стан. До цієї групи належать лексеми та похідні форми на зразок: хуй, блядь, заїбати. Такі одиниці є важливими маркерами соціального середовища персонажів і сприяють створенню реалістичної атмосфери роману.

У межах обсценної лексики окрему підгрупу становлять деривати від обсценного кореня їб-, які характеризуються високим ступенем словотвірної продуктивності та широким функціональним спектром. До цієї групи належать одиниці *вийобуйся*, *їбемось*, *їбонуті*, *заїбався*, *в'їбу* та інші. Такі мовні одиниці виконують різні прагматичні функції: виражають агресію, роздратування, емоційне напруження, негативну оцінку або виступають засобом інтенсифікації висловлювання.

Наприклад, у вислові *«Просто ви всі їбонуті якісь»* лексема використовується як образлива характеристика співрозмовника, тоді як у репліці *«П'ятий день тут їбемось»* вона виконує функцію емоційного підсилення складності ситуації.

Окрему підгрупу в межах обсценної лексики становлять обсценні прикметникові форми, утворені від табуйованих коренів і використані як засіб інтенсифікації висловлювання. У досліджуваному матеріалі до цієї групи належать лексеми *хуйовий*, *хуєвий*, *йобаний*, *злоїбучий* та інші похідні форми. На відміну від базових обсценізмів, які часто використовуються як самостійні вигуки, прикметникові форми переважно виконують оцінну функцію. Їх використання спрямоване не стільки на пряме вираження агресії, скільки на підсилення негативної характеристики об'єкта, ситуації чи особи. Так, у вислові *печатки хуєві* 'die Stempel waren beschissen' обсценний прикметник виражає негативну оцінку якості предмета. Аналогічно у прикладах *охорона хуєва* 'verfuckte Bodyguards', *йобана циганва* 'verfuckte Zigeunerbande', *злоїбучий протокол* 'das verfuckte Protokoll' обсценні прикметникові форми підсилюють емоційно-негативне ставлення мовця до описуваного явища.

Таким чином, обсценні прикметникові форми в романі виконують переважно функцію емоційного підсилення та негативного оцінювання, а їх активне використання сприяє формуванню експресивності художнього мовлення та відтворенню розмовної стихії тексту.

Окрему групу становлять деривати від обсценного кореня хуй-, які є найбільш продуктивними у досліджуваному матеріалі. До них належать: *хуйня, хуйово, хуйовий, ніхуя, до хуя, один хуй, по хую* та інші похідні форми. Ці одиниці характеризуються значною семантичною варіативністю та виконують різні функції залежно від контексту. Так, лексема *хуйня* використовується для вираження негативної оцінки ситуації, *один хуй* актуалізує значення байдужості або безвихідності, а конструкція *до хуя* виконує функцію кількісного підсилення. Висока продуктивність цієї групи свідчить про активне використання словотвірного потенціалу обсценних основ у художньому мовленні автора.

Таким чином, похідні утворення від обсценних коренів їб- та хуй- становлять важливий структурний компонент ненормативної лексики роману, формуючи його експресивний потенціал та забезпечуючи реалізацію прагматичних функцій художнього тексту.

Другою за чисельністю групою є інвективи (13 од., 15,1 %). До них належать лексеми, спрямовані на негативну характеристику або образу особи: мудак, придурок, козел. Їхня функція полягає у вираженні негативної оцінки та вербальної агресії. Використання інвективів сприяє поглибленню психологічної характеристики героїв.

Вульгаризми (6 од., 7,0 %) представлені стилістично зниженою лексикою, що не завжди має виразно обсценний характер, однак порушує нейтральну мовну норму. До цієї групи належать, наприклад, жерти,

здохнути, пика. Вони використовуються для відтворення грубої побутової комунікації.

Найменшою групою є евфемізми (5 од., 5,8 %), які використовуються як пом'якшені замінники ненормативних висловів. До них належать: чорт, твою маму. На відміну від обсценізмів, такі одиниці знижують ступінь мовної агресії, хоча зберігають загальну експресивність висловлювання.

Отже, домінування обсценізмів свідчить про їхню ключову роль у формуванні мовної картини роману. Саме ця група найбільш активно бере участь у створенні експресивності, соціальної маркованості та прагматичного впливу тексту.

Узагальнювальні дані представлені в таблиці 1.

Таблиця 1

Класифікація ненормативної лексики у романі Сергія Жадана «Ворошиловград»

№ з/п	Група	Приклади	Кількість	
			Абсолютна, од.	Відносна, %
1	Обсценізми	*хуй, блядь, пиздець*	62	72,1
2	Інвективи	*мудак, придурок, козел*	13	15,1
3	Вульгаризми	*жерти, здохнути, пика*	6	7,0
4	Евфемізми	*чорт, твою маму*	5	5,8
Разом:			**86**	**100**

Для систематизації перекладацьких стратегій використано класифікацію, запропоновану М. Бейкер, яка дозволяє аналізувати способи подолання міжмовної та міжкультурної асиметрії при перекладі стилістично маркованої лексики [10]. Вивчення практичного матеріалу показало, що ненормативна лексика у романі Сергія Жадана «Ворошиловград» відтворена німецькою мовою за допомогою таких способів:

Прагматична адаптація (35 од., 40,7 %). Основною метою є зберегти той самий ефект для реципієнта. Може змінюватися форма, експресія, культурний компонент. Переважно непристойні терміни з вихідного тексту замінюються в перекладі на замінники, напр.: *тільки хуй він що відкопає*

‘nur dass er hier für den Arsch nix finden wird’. Українська обсценна система традиційно базується на сексуально-генітальних метафорах (корені -хуй-, -їб-), тоді як німецька інвективна традиція має виражену соматично-екскрементну природу – так звану Fäkalsprache [8]. Ю. Дуркот та С. Штьор застосовують прагматичну адаптацію, використовуючи природні для німецькомовного середовища фізіологічні відповідники замість українських генітальних, напр.: *якого хуя* ‘Scheiße, warum das denn’;

Функціональна заміна (26 од., 30,2 %) передбачає використання одиниці мови перекладу, яка виконує ту саму комунікативну функцію, що й одиниця оригіналу, напр.: *яким мудаком вони всі будуть його вважати* ‘und für was für einen Wichser sie ihn halten würde’.

Компенсація (11 од., 12,8 %). Утрачений стилістичний ефект компенсується іншими засобами. В українському оригіналі слово «бля / блядь» функціонує як вигук-паразит. У німецькій мові немає власної короткої частки з таким самим синтаксичним потенціалом. Перекладачі застосовують компенсацію через модернізований сленг, впроваджуючи англіцизм *fuck*, напр.: *Колюня, блядь* ‘Koljunja, fuck’;

Пом’якшення (14 од., 16,3 %). Свідоме зниження ступеня грубості тексту. Аналіз матеріалу показав, що ця стратегія не є домінантною у німецькому перекладі роману «Ворошиловград». Вона використовується епізодично та реалізується переважно через часткове усунення обсценного компонента й деекспресивізацію висловлювання, напр.: *пішов на хуй* ‘verpiss dich’. Українське дієслово «йти на хуй» належить до обсценної та грубої лексики й у цьому контексті виконує кілька прагматичних функцій, а саме виражає роздратування мовця та посилює експресивність висловлювання. У німецькому перекладі використано конструкцію „ verpiss dich“, яка означає «йти геть», «валити». Унаслідок такого перекладацького рішення передається неформальний характер комунікації, але обсценний компонент повністю усувається;

Деобсценізацію доцільно розглядати як окремий різновид пом’якшення, що полягає в усуненні обсценного компонента вихідної одиниці при збереженні її основного комунікативного наміру. На відміну від загального пом’якшення, яке передбачає лише зниження рівня експресії або грубості, деобсценізація спрямована на ліквідацію саме табуйованого елемента мовної одиниці, напр.: *в’їбу першого* ‘den Ersten mach ich fertig’. У перекладі обсценність зникає, але при цьому погроза лишається;. Деобсценізація може проявлятися і повним усуненням лексичної одиниці, напр.: *які, на хуй, щуки* ‘was für Hechte’.

Аналіз матеріалу показав, що для перекладу ненормативної лексики роману «Ворошиловград» характерна контекстуальна варіативність

перекладацьких рішень. Одна й та сама обсценна одиниця може відтворюватися різними засобами залежно від її функції у конкретному контексті. Наприклад, лексема хуй перекладається як Arsch, Scheiße, fickt, напр.: *шо за хуй* ‘was soll die Scheiße’, *тому що тобі все це на хуй не потрібно* ‘weil dir das alles hier am Arsch vorbeigeht’, *хуй з вами* ‘fickt euch’; а одиниця блядь – як fuck або verdammt noch mal, напр.: *у тебе ж, блядь, телефону немає* ‘du hast ja verdammt noch mal kein Telefon’, *який, блядь, не туди сів* ‘was, fuck, heißt hier falsch zugestiegen’. Це свідчить про орієнтацію перекладачів не на буквальне відтворення форми, а на збереження прагматичного впливу висловлювання.

Узагальнювальні дані представлені в таблиці 2.

Таблиця 2

№ з/п	Група	Приклади	Кількість	
			Абсолютна, од.	Відносна, %
1	Прагматична адаптація	*якого хуя* ‘Scheiße, warum das denn’	35	40,7
2	Функціональна заміна	*мудак* ‘Wichser’	26	30,2
3	Компенсація	*Колюня, блядь* ‘Koljunja, fuck’	11	12,8
4	Пом’якшення	*пішов на хуй* ‘verpiss dich’	14	16,3
Разом:			**86**	**100**

Висновки та перспективи дослідження. Аналіз 86 одиниць ненормативної лексики у романі Сергія Жадана «Ворошиловград» показав домінування обсценізмів (62 од., 72,1 %), серед яких найбільш продуктивними виявилися похідні від коренів хуй- та їб-. Дослідження перекладацьких стратегій засвідчило переважання прагматичної адаптації (35 од., 40,7 %) та функціональної заміни (26 од., 30,2 %). Менш продуктивними виявилися пом’якшення (14 од., 16,3 %) та компенсація (11 од., 12,8 %). Отримані результати свідчать, що перекладачі орієнтуються переважно на збереження прагматичного впливу й комунікативного ефекту, а не на буквальне відтворення ненормативних одиниць. Перспективи

подальших досліджень вбачаємо у зіставленні перекладу ненормативної лексики української прози різними мовами.

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ПРАГМАТИЧНІ ВЛАСТИВОСТІ ВИСЛОВЛЕНЬ У ДІАЛОГІЧНОМУ ДИСКУРСІ

Анотація. У статті досліджено прагматичні властивості висловлень у діалогічному дискурсі на матеріалі німецькомовної міжособистісної комунікації. Дослідження виконано в межах дискурсивної прагмалінгвістики, яка розглядає висловлення не як ізольовані мовні одиниці, а як компоненти мовленнєвої взаємодії, тісно пов’язані з інтенціями комунікантів, іллокутивними відношеннями, комунікативними стратегіями та ситуативно-контекстуальними умовами спілкування. Особливу увагу приділено реактивним висловленням, оскільки саме вони найбільш виразно демонструють залежність мовленнєвого акту від попередньої репліки співрозмовника та відображають механізми інтерпретації прихованого змісту.

У роботі охарактеризовано прагматичний потенціал реактивних висловлень, визначено їхню роль у реалізації асертивних, директивних, комісивних та експресивних мовленнєвих актів. Доведено, що формальна структура висловлення не завжди збігається з його фактичною іллокутивною функцією, а значна частина змісту формується імпліцитно через імплікатури. Розмежовано конвенційні та конверзаційні імплікатури, описано їхні основні лексико-граматичні, синтаксичні та контекстуальні індикатори. Проаналізовано функціонування імплікативних, фактивних і пресупозиційних дієслів, градуальних часток, скалярних прислівників, займенників, умовного способу, риторичних питань, умовних речень і протиставних конструкцій.

На основі аналізу німецькомовного діалогічного матеріалу встановлено, що імплікатури в реактивних ходах активно беруть участь у реалізації стратегій аргументації, увічливості та вуалювання. Вони дають змогу мовцеві непрямо передавати оцінки, пом’якшувати категоричність висловлення, уникати конфлікту, здійснювати приховане спонукання або корекцію позиції співрозмовника. Показано, що прагматичні властивості висловлень у діалогічному дискурсі визначаються взаємодією мовної

форми, дискурсивного контексту, іллокутивної залежності та стратегічної спрямованості комунікації. Перспективи подальших досліджень пов'язані зі зіставним аналізом прагматичних механізмів у різних мовах, вивченням імплікатур у цифровій комунікації та проблемами перекладу імпліцитних смислів у міжкультурному дискурсі.

Ключові слова: діалогічний дискурс, прагматика, висловлення, імплікатура, мовленнєвий акт, реактивний хід, німецькомовний дискурс, комунікативна стратегія.

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PRAGMATIC PROPERTIES OF UTTERANCES IN DIALOGICAL DISCOURSE

Abstract. The article investigates the pragmatic properties of utterances in dialogical discourse on the basis of German-language interpersonal communication. The study is carried out within the framework of discourse pragmalinguistics, which considers utterances not as isolated linguistic units but as components of communicative interaction connected with speakers' intentions, illocutionary relations, communicative strategies and contextual conditions of speech communication. Special attention is paid to reactive utterances because they most clearly demonstrate the dependence of a speech act on the previous utterance and reveal the mechanisms of interpreting implicit meaning in dialogue.

The paper characterizes the pragmatic potential of reactive utterances and determines their role in the realization of assertive, directive, commissive and expressive speech acts. It is demonstrated that the formal structure of an utterance does not always coincide with its actual illocutionary force and that a considerable part of meaning is formed implicitly through implicatures. The study distinguishes between conventional and conversational implicatures and describes their main lexical, grammatical, syntactic and contextual indicators. Particular attention is devoted to implicative, factive and presuppositional verbs, scalar particles and adverbs, pronouns, the subjunctive mood, rhetorical questions, conditional clauses and contrastive constructions.

The analysis of German dialogical material proves that implicatures in reactive moves actively participate in the realization of communicative strategies of argumentation, politeness and veiling. They enable speakers to convey evaluations indirectly, mitigate categorical statements, avoid communicative conflict, express hidden inducement and subtly modify the interlocutor's position.

The article demonstrates that the pragmatic properties of utterances in dialogical discourse are determined by the interaction of linguistic form, discourse context, illocutionary dependence and the strategic orientation of communication. The prospects for further research include comparative studies of pragmatic mechanisms in different languages, investigation of implicatures in digital communication and analysis of translation strategies for implicit meanings in intercultural dialogical discourse.

Keywords: dialogical discourse, pragmatics, utterance, implicature, speech act, reactive move, German-language discourse, communicative strategy.

Постановка проблеми. Сучасна лінгвістика дедалі виразніше орієнтується на вивчення мови в її реальному функціонуванні. У центрі уваги перебуває не лише мовна система як сукупність одиниць і правил, а й мовлення як діяльність, спрямована на досягнення конкретних комунікативних цілей. У такому ракурсі особливого значення набуває прагматичний аналіз висловлення, адже саме висловлення є тією одиницею, у якій мовна форма поєднується з інтенцією мовця, ситуацією спілкування та реакцією адресата.

Діалогічний дискурс є найбільш репрезентативною сферою для дослідження прагматичних властивостей висловлень. На відміну від монологічного мовлення, діалог передбачає постійну зміну комунікативних ролей, взаємну зумовленість реплік, безпосередню орієнтацію на адресата та необхідність інтерпретації не лише експліцитно вираженого, а й прихованого змісту. Саме тому у діалогічному дискурсі висловлення функціонує як складний комунікативно-прагматичний феномен, що не може бути повністю описаний лише за допомогою структурно-семантичного аналізу.

Особливої ваги набувають реактивні висловлення, тобто висловлення, що постають як відповідь на попередній мовленнєвий хід. Вони демонструють залежність від ініціального висловлення на пропозиційному, іллокутивному та стратегічному рівнях. Реактивне висловлення не лише повідомляє певну інформацію, а й підтверджує, заперечує, уточнює, оцінює, приховує, пом’якшує або трансформує комунікативний зміст попередньої репліки. У цьому процесі важливу роль відіграють імпліцитні смисли, передусім імплікатури.

Проблема імпліцитності є однією з центральних у прагмалінгвістиці. Від часу формування теорії імплікатур Г. П. Ґрайса дослідники неодноразово наголошували, що значна частина змісту мовлення не виражається прямо, а виводиться адресатом на основі мовних сигналів, контексту, принципу кооперації та спільного фоново-енциклопедичного знання [2; 3].

У діалогічному дискурсі ця проблема ускладнюється тим, що імплікатура часто виникає саме на межі двох реплік — ініціальної та реактивної. Отже, її інтерпретація залежить не лише від окремого висловлення, а й від характеру мовленнєвої взаємодії.

Актуальність статті визначається необхідністю комплексного опису прагматичних властивостей висловлень у діалогічному дискурсі з урахуванням іллокутивної залежності, імпліцитності, дискурсивного контексту та комунікативних стратегій. Важливим є також звернення до німецькомовного матеріалу, оскільки саме приклади з німецької мови демонструють різноманітність граматичних, лексичних і синтаксичних засобів актуалізації імплікатур.

Аналіз останніх досліджень і публікацій. Теоретичним підґрунтям дослідження є праці з комунікативної лінгвістики, прагмалінгвістики, теорії мовленнєвих актів, теорії дискурсу та теорії імплікатур. У межах комунікативно-прагматичного підходу мовлення розглядається як цілеспрямована діяльність, а висловлення — як мовне вираження мовленнєвого акту [1; 5; 7].

Теорія мовленнєвих актів, започаткована Дж. Остіном і розвинена Дж. Серлем, дала змогу описати висловлення з позицій його іллокутивної сили: повідомлення, запитання, наказу, прохання, обіцянки, оцінки тощо [5; 7]. Для аналізу діалогічного дискурсу особливо важливим є положення про те, що одне й те саме висловлення може реалізовувати різні мовленнєві акти залежно від контексту та комунікативного наміру мовця.

Проблему імпліцитного змісту найбільш послідовно розроблено у працях Г. П. Ґрайса, який запровадив поняття імплікатури та обґрунтував його зв’язок із кооперативним принципом комунікації [2]. Подальший розвиток цієї проблематики представлений у дослідженнях С. Левінсона, Д. Спербера, Д. Вілсон та інших учених, які звертали увагу на механізми виведення прихованого змісту, роль релевантності, контексту та когнітивних процесів інтерпретації [3; 4].

В українському мовознавстві комунікативний і дискурсивний напрями розвивалися у працях Ф. С. Бацевича, І. С. Шевченко, О. О. Селіванової та інших дослідників [1; 4; 6; 8]. Особливе значення для цієї статті мають праці з дискурсивної прагмалінгвістики, у яких наголошено на необхідності аналізу висловлення в широкому контексті мовленнєвої взаємодії, а не як ізольованої одиниці [2; 8].

Попри значну кількість праць, присвячених прагматиці висловлення та імпліцитному змісту, проблема прагматичних властивостей реактивних висловлень у діалогічному дискурсі потребує подальшого уточнення. Особливо це стосується опису того, як імплікатури залежать від місця

висловлення в діалозі та яким чином вони беруть участь у реалізації стратегій аргументації, увічливості й вуалювання.

Метою статті є визначення прагматичних властивостей висловлень у діалогічному дискурсі та опис механізмів актуалізації імплікатур у реактивних мовленнєвих ходах.

Виклад основного матеріалу дослідження. Діалогічний дискурс становить мисленнєво-комунікативну мовленнєву діяльність, зафіксовану діалогічним текстом і включену в широкий соціальний, психологічний та ситуативний контекст. Його головними ознаками є наявність щонайменше двох учасників комунікації, зміна комунікативних ролей, взаємозалежність реплік і спрямованість кожного висловлення на адресата.

У діалогічному дискурсі висловлення набуває особливого статусу. Воно є не лише структурно завершеною мовною одиницею, а й реалізацією певної комунікативної дії. Висловлення може містити одне або кілька речень, однак його прагматична єдність визначається іллокуцією — наміром мовця здійснити певну дію за допомогою мовлення [5; 7].

Реактивне висловлення є відповіддю на попередній мовленнєвий хід і тому має подвійну орієнтацію: з одного боку, воно спрямоване назад, тобто пов'язане з ініціальним висловленням; з іншого — вперед, оскільки формує умови для подальшого розвитку діалогу. Саме ця подвійна спрямованість визначає його прагматичну складність.

Наприклад, у діалогічній парі питання — відповідь реактивне висловлення може не давати прямої відповіді, але все одно виконувати функцію відповіді через імплікатуру:

„Kommt sie durch?“ fragte ich. Er betrachtete mich aufmerksam. Ich blickte zur Seite. „Glauben Sie, dass ich solange hier bei Ihnen stünde, wenn sie nicht durchkäme?“ sagte er.

Імплікатура: Ich stünde hier nicht, wenn sie nicht durchkäme → Sie kommt durch.

У цьому прикладі реактивна репліка оформлена як питання, однак прагматично вона виконує функцію відповіді. Мовець не повідомляє прямо, що пацієнтка виживе, але адресат виводить цей смисл із риторичної конструкції та ситуаційного контексту. Отже, формальна питальна структура не збігається з фактичною іллокутивною функцією висловлення.

Імплікатури доволі часто вживаються як засіб актуалізації прихованого змісту. Під імплікатурою зазвичай розуміють імпліцитний смисл висловлення, який інтендується мовцем і виводиться адресатом. На відміну від пресупозиції, імплікатура не завжди закріплена в семантичній

структурі висловлення, а часто залежить від контексту та комунікативної ситуації [2].

У діалогічному дискурсі імплікатури виконують кілька важливих функцій. По-перше, вони забезпечують економію мовленнєвих засобів. По-друге, дають змогу мовцеві уникнути прямого висловлення небажаної, конфліктної або надто категоричної інформації. По-третє, імплікатури сприяють реалізації стратегій увічливості, вуалювання та аргументації [1].

У реактивних ходах імплікатури особливо тісно пов'язані з попереднім висловленням. Адресат інтерпретує реактивну репліку, зіставляючи її з ініціальною реплікою, фоновими знаннями та очікуваною відповіддю.

Розглянемо приклад:

„Bist du ein Bester?“ — „Ich will es versuchen, Mutter.“
Імплікатура: Ich bin kein Bester.

Формально відповідь містить намір спробувати бути кращим, однак у контексті запитання вона імпліцитно означає, що мовець не вважає себе таким. Дієслово versuchen є імплікативним індикатором: якщо хтось лише намагається виконати дію або відповідати певній характеристиці, це передбачає, що результат ще не досягнуто. Інший приклад демонструє фактивний індикатор:

„Wie lang ist er denn, der Nil?“ — „Da muss ich erst nachsehen“, sagte mein Vater verlegen.
Імплікатура: Ich weiß nicht, wie lang der Nil ist.

Мовець прямо не говорить «я не знаю», проте необхідність подивитися інформацію імплікує відсутність знання. Прагматичний зміст посилюється описом невербальної поведінки — *verlegen*, що вказує на збентеження. Отже, імплікатура формується внаслідок взаємодії мовного засобу, попередньої репліки та ситуативного контексту.

Конвенційні імплікатури та їхні мовні індикатори. Конвенційні імплікатури пов'язані з певними мовними формами, які регулярно сигналізують прихований зміст.

У німецькомовному діалогічному дискурсі такими індикаторами можуть бути імплікативні, фактивні та пресупозиційні дієслова, градуальні частки, прикметники у ступенях порівняння, скалярні прислівники, займенники, умовний спосіб дієслова, риторичні питання, риторичні твердження, умовні речення та протиставні конструкції.

Імплікативні дієслова, зокрема *versuchen, aufhören, scheitern, gelingen,* містять у своїй семантиці компонент, що дозволяє вивести додатковий смисл.

У прикладі *Ich will es versuchen* дієслово *versuchen* імплікує, що бажана характеристика ще не набута.

Фактивні дієслова, такі як *wissen, begreifen, bedauern*, передбачають істинність або неістинність певного пропозиційного змісту. Вони тісно пов'язані з пресупозицією, однак у конкретному діалогічному контексті можуть актуалізуватися як імплікатури. Пресупозиційні дієслова та конструкції також відіграють важливу роль. Наприклад:

Janne: „Darf ich jetzt gehen?" — Arno: „Wollen Sie sich nicht wenigstens erst mal anziehen?"

Імплікатура: Sie sind nicht angezogen → Ziehen Sie sich erst an und dann gehen Sie.

Реактивне висловлення формально є питанням, однак прагматично воно містить імпліцитний директив. Мовець не забороняє прямо йти, але вказує на умову, яку адресат має виконати. Таке висловлення є прикладом непрямої реакції, що поєднує квеситивну форму та директивний зміст.

Градуальні частки також можуть виконувати функцію індикаторів імплікатур. У німецькій мові частки *auch, nur, sogar* мають особливу прагматичну вагу, оскільки співвідносять фокус висловлення зі шкалою альтернатив.

„Shijatsu?" fragte Dr. Stahel durch die runde Öffnung im Massagebett. — „Auch."

Імплікатура: Ich mache Shiatsu → Außer Shiatsu mache ich andere Massagearten.

Частка *auch* сигналізує, що названа дія не є єдиною. Вона не лише підтверджує наявність певної практики, а й розширює множину можливих дій. Таким чином, мінімальна реактивна репліка набуває ширшого прагматичного змісту.

Частка *nur* часто обмежує очікування адресата:

„Sie sind Billionär? Wie interessant!" — „Nur ein Geschäftsmann mit allen Sorgen eines Geschäftsmannes."

Імплікатура: Ich bin nicht Billionär.

Реактивне висловлення не містить прямого заперечення, однак частка nur знижує статус мовця порівняно з припущенням співрозмовника.

Отже, імплікатура виникає через зіставлення очікуваного й фактично названого.

Синтаксичні засоби актуалізації імплікатур. Синтаксичні конструкції є важливими засобами формування імпліцитного змісту. У діалогічному дискурсі особливо продуктивними є риторичні питання, умовні речення, риторичні твердження та протиставні конструкції.

Риторичне питання зазвичай має питальну форму, але не потребує відповіді, оскільки містить приховане твердження або заперечення. Його прагматична сила полягає у тому, що адресат самостійно виводить потрібний зміст.

„Habe ich mir zehn Wochen lang mit einem Psychopathen Liebesbriefe geschrieben?“ — „Also Eva, jetzt mach mal halblang. Weißt du, wie viele Seemänner es auf der Welt gibt?“

Імплікатура: Es gibt viele Seemänner → Das ist nicht Joachim → Du solltest dich nicht schämen.

У цьому фрагменті реактивне риторичне питання не відповідає прямо на емоційне висловлення співрозмовниці, але виконує функцію утішання та раціоналізації ситуації. Мовець не лише повідомляє, що моряків багато, а й імпліцитно знімає провину або сором адресата.

Умовні речення також часто є індикаторами імплікатур. Вони дозволяють мовцеві представити певний зміст не прямо, а через гіпотетичну залежність.

„Ich soll also den Jungen hüten?“ — „Auch wieder falsch. Wenn’s nur ums Behüten ginge, wär’ er im Heim am besten aufgehoben.“

Імплікатура: Es geht nicht nur um Behüten → Du sollst den Jungen nicht nur hüten → Du sollst ihn auch wie ein Vater erziehen.

Тут умовна конструкція виконує функцію уточнення та корекції. Мовець заперечує вузьке розуміння завдання й імпліцитно формулює ширший обов’язок адресата.

Протиставні конструкції можуть бути засобом емоційного заперечення:

„Tun Sie mir einen Gefallen!“ — „Ich und die Bullen unterstützen?“

Імплікатура: Ich werde die Bullen nicht unterstützen.

Конструкція *Ich und …?* виражає різке неприйняття пропонованої дії. Її прагматична сила ґрунтується на несумісності суб'єкта мовлення з дією, названою в ініціальній репліці.

Конверзаційні імплікатури та роль дискурсивного контексту. На відміну від конвенційних імплікатур, конверзаційні імплікатури не мають жорстко закріпленого мовного індикатора. Вони виникають у процесі інтерпретації висловлення в певному дискурсивному контексті. Їхнє виведення ґрунтується на принципі кооперації, знанні ситуації, логічних зв'язках і припущеннях адресата [2].

У реактивних ходах можна розрізняти дедуктивні, індуктивні та абдуктивні конверзаційні імплікатури. Дедуктивні імплікатури виводяться на основі логічного силогізму або ентимеми.

„Gibt's ein Happy End?" — „Es ist keine amerikanische Geschichte, sondern irische."

Імплікатура: Es gab kein Happy End.

Для виведення цього смислу адресат використовує не лише мовний зміст реактивної репліки, а й культурно зумовлене знання: якщо історія не американська, а ірландська, то вона не обов'язково матиме щасливий фінал. Імплікатура виникає на основі прихованої посилки, яка не виражена прямо.

Індуктивні імплікатури формуються на підставі вказівки на причину або наслідок.

„Du stinkst, als hättest du eine Gin-Destille besichtigt. Riecht die Leiche sehr nach Gin?" — „Ich habe das Badezimmerfenster geöffnet."

Імплікатура: Die Leiche riecht sehr nach Gin.

Реактивне висловлення не відповідає прямо «так», однак повідомлення про відчинене вікно дає підстави зробити висновок, що запах справді сильний.

Причинно-наслідковий зв'язок уможливлює інтерпретацію прихованого змісту.

Абдуктивні імплікатури базуються на гіпотезі, яку адресат формує в межах конкретного контексту. Вони є менш однозначними, ніж дедуктивні, оскільки допускають кілька можливих інтерпретацій.

Franz: „Augenlicht", origineller Name für ein Restaurant. — Answald: „Ja. Da bekommst du eine erstklassige Seezunge in Wacholdercreme."

Імплікатура: Das ist ein Fischrestaurant.

Висновок про тип ресторану не виражений прямо, але формується на основі згадки про рибну страву. Такий висновок має гіпотетичний характер, доки подальший контекст не підтвердить або не спростує його.

Іллокутивний потенціал реактивних висловлень. Прагматичні властивості висловлення значною мірою визначаються його іллокутивною силою. У діалогічному дискурсі реактивні висловлення можуть реалізовувати різні мовленнєві акти: асертиви, директиви, комісиви та експресиви [7].

Асертивні реактивні висловлення повідомляють, підтверджують або заперечують певний стан справ. Однак у випадку імплікатур асертивний зміст часто не виражений прямо, а виводиться адресатом. Наприклад, у відповіді *„Da muss ich erst nachsehen“* імпліцитно реалізується асертив *Ich weiß nicht*.

Директивні реактивні висловлення спонукають адресата до дії. Вони можуть бути замасковані під питання або коментар. У прикладі *„Wollen Sie sich nicht wenigstens erst mal anziehen?“* реактивна репліка формально є питанням, але прагматично виконує функцію директиву.

Комісивні висловлення пов’язані із зобов’язанням мовця виконати або не виконати певну дію.

У діалогічному дискурсі вони часто постають як реакції згоди або відмови. Наприклад:

Fary: „Kannst du mir bis übermorgen Geld leihen?“ — Reicher: „Aber zuerst eß i die Eierspeis fertig.“

Імплікатура: Danach werde ich dir das Geld leihen.

Тут мовець не дає прямої згоди, однак реактивне висловлення імпліцитно містить комісивний зміст — готовність виконати прохання після завершення поточної дії.

Експресивні реактивні висловлення передають емоційне ставлення мовця до ситуації або до висловлення співрозмовника. Вони можуть містити імпліцитне заперечення, обурення, здивування, підтримку чи утішання.

Таким чином, прагматична інтерпретація реактивного висловлення потребує розмежування його формальної структури та фактичної іллокутивної сили. Саме це розмежування є одним із ключових механізмів функціонування імплікатур.

Типи реакцій у діалогічному дискурсі. Реактивні висловлення можуть бути підтримувальними, непідтримувальними або відтермінованими. Підтримувальні реакції підтверджують або продовжують комунікативну лінію співрозмовника. Непідтримувальні реакції виражають незгоду, відмову, спростування або емоційне неприйняття. Відтерміновані реакції не

дають прямої відповіді, але дозволяють адресатові вивести її через імплікатуру.

Вони є особливо продуктивними в діалогічному дискурсі, оскільки вони дозволяють мовцеві зберегти комунікативну гнучкість. Наприклад:

„Bist du religiös?“ — „Ich wäre es gerne.“
Імплікатура: Ich bin nicht religiös.

Мовець не відповідає прямо «ні», але умовний спосіб *wäre* імплікує невідповідність бажаного стану реальному. Така відповідь є м’якшою, ніж пряме заперечення, і водночас достатньо інформативною.

Непідтримувальна реакція може мати форму емоційного заперечення:

„Kritische Mitbürger? Die möcht ich sehen.“
Імплікатура: Es gibt keine kritischen Mitbürger.

Реактивне висловлення формально містить бажання побачити певних людей, але прагматично виражає сумнів або заперечення їхнього існування. Такий тип висловлення виконує не лише інформативну, а й оцінну функцію.

Підтримувальні реакції також можуть бути імпліцитними. Наприклад, реакція на прохання або директив може містити не пряме «так», а висловлення, з якого згода виводиться контекстуально. Це свідчить про те, що прагматична функція реакції не завжди збігається з її поверхневою мовною формою.

Комунікативні стратегії та тактики. Висловлення в діалогічному дискурсі функціонують не лише як окремі мовленнєві акти, а й як засоби реалізації ширших комунікативних стратегій. Стратегія — це загальний план мовленнєвої поведінки, спрямований на досягнення певної мети, тоді як тактика є конкретним способом реалізації цієї стратегії [8].

У реактивних висловленнях з імплікатурами найчастіше реалізуються стратегії аргументації, увічливості та вуалювання.

Стратегія аргументації спрямована на обґрунтування власної позиції, переконання адресата або пояснення реакції. У межах цієї стратегії використовуються тактики обґрунтування та узагальнення. Наприклад:

„Gibt’s ein Happy End?“ — „Es ist keine amerikanische Geschichte, sondern irische.“

Реактивне висловлення не лише відповідає на питання, а й аргументує відповідь через культурне протиставлення. Мовець не повідомляє прямо

про відсутність щасливого фіналу, але створює умови для самостійного висновку адресата.

Стратегія увічливості пов'язана з потребою зберегти міжособистісну гармонію, уникнути прямого конфлікту або пом'якшити негативний вплив висловлення [1]. Саме тому імплікатури часто використовуються в ситуаціях відмови, заперечення, критики або делікатного уточнення.

Наприклад, відповідь *„Ich wäre es gerne“* на питання *„Bist du religiös?“* є м'якшою, ніж пряме „*Nein*“. Вона дозволяє мовцеві не лише повідомити про відсутність певної ознаки, а й представити цю відсутність як небажану або таку, що викликає особистий жаль.

Стратегія вуалювання полягає у приховуванні або пом'якшенні справжнього комунікативного наміру. Вона реалізується через тактики ухилення, евфемізації, натякання, самопідвищення або зниження статусу адресата. Наприклад:

„Sie sind Billionär? Wie interessant!“ — „Nur ein Geschäftsmann mit allen Sorgen eines Geschäftsmannes.“

У цій реакції мовець вуалює пряме заперечення й водночас знижує власний статус. Частка nur виконує функцію пом'якшення та корекції припущення співрозмовника.

Таким чином, імплікатури є не випадковими прихованими смислами, а важливими інструментами стратегічної організації діалогічного дискурсу.

Прагматична роль німецькомовних прикладів. Німецькомовний матеріал особливо виразно демонструє взаємодію граматичної форми та прагматичного змісту. У німецькій мові значну роль у формуванні імплікатур відіграють модальні та градуальні частки, умовний спосіб, специфічний порядок слів, риторичні конструкції та еліптичні відповіді.

Наприклад, частка *doch* у багатьох випадках може сигналізувати заперечення очікування адресата, частка *nur* — обмеження або зниження, *auch* — розширення множини, а *sogar* — посилення значущості певного елемента. Такі одиниці складно адекватно інтерпретувати без урахування контексту, оскільки вони часто не мають прямого лексичного відповідника в українській мові.

Умовний спосіб також має високий прагматичний потенціал. У висловленні „*Ich wäre es gerne*“ граматична форма *Konjunktiv II* не просто виражає нереальність, а створює імпліцитне заперечення реального стану речей. Саме тому переклад такого висловлення потребує не буквального, а прагматичного підходу: «Я хотів би таким бути» фактично означає «Я таким не є».

Риторичні конструкції в німецькому діалогічному дискурсі часто виконують функцію заперечення або непрямої відповіді. Наприклад, *„Glauben Sie, dass ich solange hier bei Ihnen stünde, wenn sie nicht durchkäme?*“ формально є питанням, однак у комунікативному плані функціонує як ствердження.

Отже, для аналізу таких висловлень недостатньо визначити їхню синтаксичну форму; необхідно встановити їхню іллокутивну силу.

Це підтверджує загальне положення прагмалінгвістики: значення висловлення не вичерпується його семантикою, а формується в конкретному дискурсивному акті [1; 2].

Висновки. Прагматичні властивості висловлень у діалогічному дискурсі визначаються їхньою здатністю реалізовувати комунікативні наміри мовця, впливати на адресата, актуалізувати експліцитні й імпліцитні смисли та брати участь у формуванні міжособистісної взаємодії.

Діалогічний дискурс є особливим середовищем функціонування висловлень, оскільки кожна репліка залежить від попередньої та впливає на наступну. Реактивні висловлення мають пропозиційну, іллокутивну та стратегічну залежність від ініціальних висловлень, що зумовлює їхню прагматичну складність.

Імплікатури є важливим засобом актуалізації прихованого змісту. Вони дозволяють мовцеві передавати додаткову інформацію непрямо, пом’якшувати категоричність, реалізовувати ввічливість, уникати конфлікту або здійснювати аргументацію. Конвенційні імплікатури пов’язані з певними мовними індикаторами, тоді як конверзаційні виводяться на основі дискурсивного контексту.

Німецькомовний діалогічний матеріал засвідчує, що важливими індикаторами імплікатур є імплікативні, фактивні та пресупозиційні дієслова, градуальні частки, скалярні прислівники, займенники, умовний спосіб, риторичні питання, умовні речення й протиставні конструкції.

Реактивні висловлення можуть реалізовувати асертивні, директивні, комісивні та експресивні мовленнєві акти. При цьому їхня формальна структура не завжди збігається з фактичною прагматичною функцією. Саме така невідповідність є одним із основних джерел імпліцитного змісту.

Комунікативно-стратегічний потенціал висловлень виявляється у реалізації стратегій аргументації, увічливості та вуалювання. Імплікатури є ефективним інструментом цих стратегій, оскільки дозволяють мовцеві регулювати ступінь прямоти, категоричності й емоційності мовлення.

Перспективи подальших досліджень полягають у зіставному аналізі прагматичних властивостей висловлень у різних мовах, вивченні імплікатур у цифровій комунікації та дослідженні особливостей перекладу імпліцитних смислів у міжкультурному діалогічному дискурсі.

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ЛІНГВОКУЛЬТУРНІ ТА КОГНІТИВНІ ДОМІНАНТИ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ: ТЕОРЕТИЧНЕ ОСМИСЛЕННЯ ТА ПРАКТИЧНА РЕАЛІЗАЦІЯ

Анотація. У статті досліджено трансформацію парадигми іншомовної освіти в умовах сучасного глобалізованого простору, де лінгвокультурна компетентність визначена як ключовий фактор професійного успіху. Обґрунтовано необхідність переходу від репродуктивного накопичення мовних фактів до свідомого структурування знань про світ крізь призму когнітивної лінгвістики.

У роботі проведено детальне розмежування між універсальною концептуальною та етноспецифічною мовною картинами світу, де остання розглядається як «когнітивний фільтр» унікального досвіду лінгвокультурної спільноти. Акцентовано на важливості активації концептуальної бази студента перед накладанням мовних форм для запобігання міжмовній інтерференції.

Практичний складник дослідження охоплює контрастивний аналіз етикетних формул та просторових моделей в українській та англійській мовах, що унаочнює відмінності у ментальних матрицях етносів. Фразеологічний фонд виокремлено як основний інструмент формування лінгвокультурної компетенції, що дозволяє опанувати «культурний код» нації. Деталізовано п’ятиетапну когнітивну методику роботи з ідіомами (від презентації до вільної комунікації) та запропоновано класифікацію вправ за їхньою когнітивною метою − від семантизації до повної інтеграції в індивідуальну мовну картину світу.

Окрему увагу приділено інноваційному методу взаємного оцінювання (peer feedback), який стимулює «когнітивне децентрування» та глибинне навчання. Описано багаторівневу систему вправ для впровадження цього

методу залежно від ступеня підготовки студентів. Герменевтичний потенціал лінгвіста розкрито на прикладах перекладу етнокультурних реалій у романі «Московіада», де продемонстровано ефективність стратегій калькування, реномінації та дескриптивної перифрази для досягнення прагматичної еквівалентності.

У висновках узагальнено, що інтегрований підхід на засадах тріади «мова–культура–мислення» є фундаментом підготовки конкурентоспроможного фахівця.

Ключові слова: лінгвокультурна компетентність, когнітивна лінгвістика, мовна картина світу, фразеологія, взаємне оцінювання, переклад реалій, лінгводидактика.

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LINGUACULTURAL AND COGNITIVE DOMINANTS OF FOREIGN LANGUAGE LEARNING: THEORETICAL UNDERSTANDING AND PRACTICAL REALIZATION

Abstract. This article explores the transformation of the foreign language education paradigm within the contemporary globalized environment, where linguistic and cultural competence is defined as a fundamental pillar of professional success. We argue for a transition from the reproductive accumulation of linguistic facts to the conscious structuring of knowledge through the lens of cognitive linguistics.

The research provides a detailed distinction between the universal conceptual worldview and the ethno-specific linguistic worldview, identifying the latter as a "cognitive filter" for the unique experience of a linguacultural community. It emphasizes the importance of activating a student's conceptual base before introducing specific language forms to mitigate interlingual interference.

The practical component of the study includes a contrastive analysis of etiquette formulas and spatial models in Ukrainian and English, illustrating differences in the mental matrices of these ethnicities. Phraseology is highlighted

as a primary instrument for developing linguistic and cultural competence, enabling the mastery of a nation's "cultural code". A five-stage cognitive methodology for working with idioms is detailed–from presentation to free communication–and a classification of exercises is proposed based on their cognitive goals, ranging from to full integration into the individual's linguistic worldview.

Special attention is given to the innovative method of peer feedback, which stimulates "cognitive decentering" and deep learning. A multi-level system of exercises for implementing this method is described, categorized by the students' proficiency levels. Furthermore, the hermeneutic potential of a linguist is revealed through the translation of ethno-cultural realia in the novel The Moscoviad, where the effectiveness of strategies such as calquing, renomination, and descriptive paraphrase is demonstrated to achieve pragmatic equivalence.

The conclusions generalize that an integrated approach based on the "language–culture–thought" triad is the essential foundation for training competitive specialists capable of constructive intercultural dialogue.

Keywords: linguacultural competence, cognitive linguistics, linguistic worldview, phraseology, peer feedback, translation of realia, linguodidactics.

Постановка проблеми.У сучасному глобалізованому просторі, де міжкультурна взаємодія трансформувалася з факультативного елемента у фундаментальну норму професійного та освітнього буття, парадигма іншомовної освіти потребує докорінного переосмислення. Традиційне володіння лексичним інвентарем та засвоєння граматичних алгоритмів сьогодні вже не розглядається як вичерпна умова для досягнення фахового успіху. На передній план виходить лінгвокультурна компетентність – інтегративна здатність індивіда не лише оперувати мовним кодом, а й глибоко декодувати соціокультурні смисли, що детермінують функціонування цього коду. У межах даного наукового дискурсу вбачається за необхідне акцентувати увагу на тому, що без виходу за межі формальної лінгвістики до усвідомлення когнітивного субстрату мови неможливе забезпечення ефективної комунікації та нівелювання ризиків міжнаціональних непорозумінь.

Особлива увага в межах цього підходу приділяється аналізу національно-специфічних концептів, які формують унікальну систему координат для сприйняття реальності носіями різних мов. Когнітивний ракурс дозволяє студенту не просто механічно імітувати мовленнєву поведінку, а осягнути внутрішню логіку побудови смислів, притаманну іншій культурі, що є критично важливим для запобігання соціокультурним помилкам. Таким чином, вивчення мови трансформується у процес

розширення концептуальної системи особистості, де нова мова стає інструментом для глибшого осмислення світу через призму іншого досвіду.

Аналіз останніх досліджень і публікацій. Практична реалізація окресленої парадигми в освітньому процесі передбачає перехід від репродуктивних методів до інтерпретаційних та аналітичних стратегій. Це вимагає впровадження навчальних завдань, спрямованих на деконструкцію культурних метафор та порівняльний аналіз мовних картин світу, що сприяє розвитку когнітивної гнучкості тих, хто навчається. У підсумку такий підхід забезпечує підготовку фахівця, здатного до повноцінного діалогу культур, де мовний код і культурний контекст виступають як нерозривна єдність у глобалізованому середовищі. Низка грунтовних когнітивно-лінгвістичних та перекладознавчих досліджень С.А. Жаботинської, О.О. Селіванової, Р.П. Зорівчак, І. В. Корунця Л.М. Черноватого, О.В. Ребрія, Т.Є. Некряч та лінгводидактичних робіт О.Б. Тарнопольського та С.Ю. Ніколаєвої стимулюють подальше вивчення і розробку інтегрованого підходу, що поєднує теоретичну глибину когнітивістики, перекладознавства з практичними стратегіями лінгводидактики, який, відповідно, сприяє формуванню конкурентоспроможного фахівця, здатного до конструктивного міжкультурного діалогу в епоху глобальних викликів.

Мета статті – комплексне дослідження взаємозумовленості між когнітивними процесами, національно-специфічною мовною картиною світу та інноваційними стратегіями викладання. Дослідження спрямоване на деконструкцію традиційних підходів, де мова вивчалася ізольовано від ментальних структур. Фундаментом для такої трансформації виступає когнітивна лінгвістика, яка дозволяє розкрити складні механізми взаємодії мови та свідомості, перетворюючи освітній процес на свідоме структурування знань про дійсність крізь призму іншої культури.

Методологія та методи дослідження. Для вирішення поставлених завдань використовувався комплекс методів:

• Герменевтичний підхід – цей метод виходить за межі простого декодування тексту і зосереджується на глибокому тлумаченні та інтерпретації сенсів. Він застосовується для аналізу перекладацьких рішень, дозволяючи досліднику осягнути приховану інтенцію автора та зберегти специфічність внутрішньої форми оригіналу. У межах цього підходу перекладач виступає не просто технічним виконавцем, а активним інтерпретатором, який спирається на власні фонові знання для відтворення цілісного художнього світу.

• Антропоцентрична лінгвістична парадигма – передбачає вивчення мовних явищ у нерозривному зв'язку з людиною, її мисленням та культурою. Цей підхід розглядає мову як інструмент, що безпосередньо

відображає людський досвід і бере участь у структуруванні реальності. У навчальному контексті це означає орієнтацію на розширення концептуальної системи особистості студента, де нова мова стає засобом глибшого розуміння світу через призму іншого культурного досвіду.

• Методи порівняльного та дескриптивного аналізу – використовуються для детального опису мовних одиниць та виявлення закономірностей у способах їх перекладу. Дескриптивний аспект дозволяє зафіксувати особливості функціонування мовних засобів, а порівняльний аналіз допомагає знайти функціональні аналоги для специфічних етнографічних реалій або культурних метафор. Це необхідно для оцінки ефективності різних стратегій перекладу, таких як творче калькування або комбінована реномінація.

• Когнітивний підхід − спрямований на дослідження концептів та ментальних моделей, що складають мовну картину світу. Метод дозволяє аналізувати, як національно-специфічні смисли структурують мислення носіїв мови. У лінгводидактиці цей підхід забезпечує подолання мовної інтерференції шляхом активації когнітивної бази студента, що допомагає йому не просто вивчати слова, а опановувати нові «ментальні звички» та формувати гнучку когнітивну матрицю для успішної міжкультурної комунікації.

Виклад основного матеріалу. Розвиток когнітивної парадигми безпосередньо корелює з антропоцентричним підходом, що визначає людину — її мислення, емоції та соціокультурний досвід — як центральний об’єкт наукового аналізу. У межах цієї методологічної рамки мова постає як інструмент доступу до індивідуальних та колективних уявлень про світ, функціонуючи як «найточніше відображення людського духу». Такий підхід передбачає від дослідника не лише опис формальних характеристик мовних одиниць, але й експланаторну інтерпретацію того, яким чином семантичний рівень мови репрезентує внутрішні когнітивні процеси.

У сучасній лінгвістиці простежується спектр концепцій щодо співвідношення мовної та концептуальної картин світу — від їх повної ідентифікації до визнання автономності. Поширеною є позиція, згідно з якою мовна картина світу становить складову концептуальної, що є значно ширшою, адже не всі ментальні утворення (образи, відчуття) набувають вербальної репрезентації. Водночас найбільш аргументованою видається точка зору, яка трактує ці системи як такі, що перетинаються, але не збігаються повністю, функціонуючи у паралельних вимірах різних форм свідомості.

Впровадження когнітивного підходу в лінгводидактику дозволяє кардинально переорієнтувати методику викладання: від репродуктивного

накопичення ізольованих фактів до осмисленого оволодіння мовою як інструментом інтерпретації світу.

Згідно з постулатами когнітивістики, мова не є пасивним дзеркалом реальності, що лише фіксує існуючі об'єкти; вона виступає активним агентом категоризації та концептуалізації досвіду. Мовний матеріал надає досліднику безцінні дані про архітектоніку людської свідомості – про те, як саме індивід структурує, зберігає та транслює знання.

У цьому контексті критично важливим є розмежування концептуальної та мовної картин світу. Концептуальна картина світу за своєю суттю є універсальним ментальним утворенням, що відображає спільний для людства рівень цивілізаційного поступу та пізнавальної діяльності. На противагу їй, мовна картина світу є етноспецифічною. Як зазначає Г. Огаркова, вона фіксує унікальний досвід конкретної лінгвокультурної спільноти, її ціннісні ієрархії та пріоритети [7]. Мовна картина світу виступає свого роду «когнітивним фільтром», через який пропускається об'єктивна дійсність, набуваючи специфічних національних рис у лексиці та граматиці.

Для сучасної педагогіки цей поділ має вирішальне значення ("so what?"-ефект): викладач має спочатку активувати концептуальну базу студента, а вже потім накладати на неї специфічні мовні форми. Такий підхід дозволяє уникнути інтерференції рідної мови, оскільки студент навчається не перекладати слова, а перекодовувати самі концепти. Процес вивчення іноземної мови, таким чином, трансформується у процес формування нової когнітивної матриці, що дозволяє фахівцеві бути гнучким у виборі стратегій інтерпретації реальності.

Розуміння національної специфіки світогляду неможливе без застосування контрастивного аналізу, який унаочнює розбіжності у фрагментації дійсності різними етносами.

Кожна мова пропонує власну модель світу, що стає очевидним при зіставленні базових культурних формул.

Розглянемо етикетні одиниці через призму концептуальних зв'язків. В українській лінгвокультурі концепт «доброзичливість» має стійку асоціативну кореляцію з концептом «здоров'я». Це знаходить безпосереднє вербальне вираження у формулах *«На здоров'я!»* (у відповідь на подяку за їжу) чи *«Будьте здорові!»* (як реакція на фізіологічний акт чхання). В англомовному середовищі аналогічні ситуації обслуговуються одиницями *«You are welcome!»* та *«God bless you!»*. Хоча прагматична інтенція (бажання добра) є ідентичною, лексичне наповнення свідчить про домінантну роль тілесного та духовного благополуччя як базису приязні в українській ментальній матриці.

Не менш виразно відмінності проявляються у просторових моделях мислення. Англійська мова тяжіє до вертикальної просторової орієнтації, що маркується прийменниками *up* та *down*. Конструкція *«He walked up and down the room»* буквально фіксує рух «вгору» і «вниз», що для носія української мови виглядає когнітивно незвичним. Українська мовна картина світу в даному випадку пропонує горизонтальну модель: *«Він ходив туди-сюди по кімнаті»*.

Вбачається за доцільне звернутися до ідей О. Потебні, який стверджував, що характер мислення, його повнота і глибина безпосередньо детерміновані граматичними категоріями мови. Через відмінність цих категорій самий зміст думки набуває специфічного національного забарвлення.

Таким чином, граматика − це не просто набір правил, а «ментальна звичка» нації, що визначає спосіб бачення світу. Найбільш концентровано ці когнітивні особливості фіксуються у фразеологічному фонді, який виступає основним інструментом формування лінгвокультурної компетенції.

Фразеологічні одиниці є стратегічним ресурсом у професійній підготовці філолога, оскільки вони акумулюють історичний досвід, народну мудрість та ціннісні орієнтири. Володіння ідіоматикою дозволяє не лише наблизити мовлення до автентичного рівня, а й оволодіти «культурним кодом» нації. С. Чорнобай визначає фразеологізми як стійкі, лексично неподільні сполучення з цілісним значенням, де сенс цілого не дорівнює сумі значень його компонентів [8].

Для ефективної роботи з цим складним пластом мови Д. Камбарова пропонує п’ятиетапну методику [12], яку ми деталізуємо з точки зору когнітивних процесів:

1. Презентація: ознайомлення з тематичним блоком (активація фонових знань).
2. Порівняння: зіставлення одиниць рідної та іноземної мов (усвідомлення відмінностей у образному мисленні та подолання етноцентризму).
3. Семантизація: вправи на ідентифікацію та розкриття значення (формування ментальних зв'язків між образом та сенсом).
4. Первинне використання: закріплення у контрольованих мовленнєвих ситуаціях (автоматизація лексичної навички).
5. Комунікація: вільне використання у непідготовленому мовленні для вирішення конкретних завдань (інтеграція ідіоми в індивідуальну мовну картину світу).

Практична реалізація цих етапів вимагає чіткої класифікації вправ за їх когнітивною метою:

Таблиця 1

Класифікація вправ за їх когнітивною метою

Тип вправ	Приклади завдань	Когнітивна мета
Мовні	Розрізнення фразеологізмів на слух; пошук пропущених компонентів; порівняння еквівалентів; добір синонімів/антонімів [3].	Семантизація та концептуалізація: формування чіткого образу одиниці та її закріплення в пам'яті.
Мовленнєві	Складання речень із заданими ідіомами; використання фразеологізмів у ситуативних діалогах; переклад текстів [9].	Автоматизація та інтеграція: перетворення знання про мову на вміння діяти в культурному контексті.

П’ятиетапна методика роботи з фразеологізмами, що охоплює шлях від первинної презентації до вільної комунікації, забезпечує поступову інтеграцію ідіом в індивідуальну мовну картину світу студента. Кожен етап має чітко визначену когнітивну мету: від семантизації образу до його повної автоматизації у непідготовленому мовленні. Таким чином, фразеологія перестає сприйматися як набір ізольованих сталих виразів і перетворюється на стратегічний ресурс для професійного спілкування та осягнення культурного коду нації

Ефективне опанування фразеології неможливе без інноваційних підходів до оцінювання, які б стимулювали студента до рефлексії над власним навчальним прогресом.

Сучасна освітня модель впевнено трансформується у студенто-центровану систему, де студент перетворюється з об’єкта навчання на активного суб’єкта пізнання. У цьому контексті особливого значення набуває *peer feedback* − метод взаємного оцінювання, який Хатті та Нарціс визначають як надання студентами інформації один одному щодо якості виконання завдань з метою усвідомлення поточного рівня успішності [11; 14].

Використання цього методу стимулює глибинне навчання, оскільки аналіз чужої роботи змушує студента краще розібратися в еталонних вимогах. Крім того, розвивається «когнітивне децентрування» − здатність вийти за межі власного суб'єктивного бачення та зрозуміти точку зору іншого.

Це критично важливо для майбутнього лінгвіста як культурного посередника.

Спираючись на дослідження Ю. Лавриш [13], ми пропонуємо систему вправ, розподілену за рівнями складності:

- Початковий рівень: Використання *Feedback Catchwords* (шаблони на кшталт «Next time try to...») та техніка *PMI* (Plus, Minus, Interesting). Також ефективним є *Spoof assessment* – аналіз тексту з навмисними помилками.
- Середній рівень: *Graphing progress* (спільне обговорення динаміки успішності) та *Snowballing* (індивідуальна робота, що переходить у груповий пошук оптимального рішення через аргументацію).
- Вищий рівень: *Peer editing* (глибинне рецензування письмових робіт), *Testing learning* (створення тестів для колег) та *Peer essays* (колективне написання творчих робіт).

Впровадження системи вправ різного рівня складності – від простих шаблонів *Feedback Catchwords* до глибинного *Peer editing* – сприяє трансформації студента з пасивного об'єкта на активного суб'єкта пізнання. У цьому контексті роль викладача є вирішальною для створення безпечного етичного середовища, де взаємна рефлексія стає інструментом самовдосконалення.

Роль викладача при цьому зміщується до функцій фасилітатора, який мінімізує потенційну конфліктність, забезпечуючи валідність оцінювання через чіткі критерії. Навички критичного аналізу, вироблені під час взаємооцінювання, знаходять своє пряме застосування у сфері перекладу.

Когнітивні моделі перекладу, зокрема концепція ментальних моделей, акцентують на тому, що вихідний текст у процесі міжмовної комунікації існує у когнітивній формі в пам'яті перекладача.

Успішність перекладу визначається досягненням «інтерпретаційної еквівалентності» між ментальними репрезентаціями оригіналу та цільового тексту.

Ефективність цього процесу залежить від здатності перекладача глибоко усвідомити кореляцію між мовною одиницею та концептом, специфічним для іншої мовної спільноти, що зумовлює постійне розширення його індивідуального когнітивного лексикону.

У глобалізованому контексті перекладач постає як культурний медіатор, відповідальний не лише за семантичну точність, але й за прагматичну адекватність міжкультурної взаємодії. Переклад одиниць із національно-культурним компонентом потребує ідентифікації «соціального коду» та емоційного контексту, що стоїть за мовними знаками. Лише завдяки такому комплексному аналізу людського чинника можливо досягти комунікативної ефективності, коли перекладений текст стає формою продовження та трансформації оригінальної культури в новому середовищі.

Перекладач виступає в ролі посередника культур, чиє завдання полягає не в механічній заміні слів, а в адекватній передачі культурного досвіду. Найбільшу складність у цьому процесі становлять реалії – безеквівалентна лексика, що несе комплекс етнокультурних даних, чужих для мови-сприймача.

За визначенням Р. П. Зорівчак, реалії – це моно- та полілексемні одиниці, первинне лексичне значення яких у плані бінарного протиставлення нерозривно повязується з традиційно закріпленим за ними комплексом етнокультурної інформації, чужої для об'єктивної дійсності мови-сприймача [6, С. 50]. Важливим аспектом є розрізнення «власних» (внутрішніх) та «чужих» (зовнішніх) реалій. На відміну від думки деяких вчених (наприклад, Р. Левицького), автори стверджують, що хоча складність їх відтворення може бути схожою, процес осмислення перекладачем цих категорій має бути відмінним, оскільки чужі реалії в оригіналі завжди стилістично навантажені та слугують інструментом створення образу віддаленого світу.

Переклад реалій – національно забарвленої лексики, що позначає унікальні для певної культури предмети, явища чи поняття, – є однією з центральних проблем перекладознавства. Це завдання вимагає від перекладача не лише бездоганного володіння мовами, а й глибоких енциклопедичних знань, герменевтичної інтуїції та здатності виступати посередником між двома культурними світами. Адекватне відтворення реалій є запорукою збереження національного колориту оригіналу та забезпечення його правильного сприйняття іноземним читачем.

Аналіз англомовного видання роману Ю. Андруховича «Московіада» у перекладі В. Чернецького [1; 10] дозволяє виявити складну структуру перекладацьких рішень:

1. Географічні реалії: Крім стандартної транслітерації (*Kyiv*), В. Чернецький застосовує калькування для збереження внутрішньої форми (*Wild Field* для *Дикого Поля*). Особливий інтерес викликає переклад авторського топоніма *Зачепилівське* як *Hookvillesk*. Це гібридна форма: український корінь + англійський формант *-ville* + слов'янський суфікс *-sk*. Таке поєднання дозволяє зберегти сатиричний колорит та іронічну дистанцію оригіналу.

2. Соціально-політичні реалії: Передача зневажливого терміну *совдепія* через неологізм *Sovietskiland* є прикладом реномінації, що підкреслює ідеологічну обмеженість описуваного простору.

3. Етнографічні реалії: Переклад слова *пляцок* як *potato pancakes* демонструє перевагу герменевтичного підходу над словниковим. Хоча загальне значення слова – *корж*, контекстуальний аналіз (наявність

грибного соусу в описі страви) вказує на те, що йдеться саме про картопляні деруни. Це свідчить про необхідність глибоких фонових знань перекладача про регіональну кухню.

У ході аналізу було виявлено, що найпоширенішими способами перекладу реалій є комбінована реномінація (транскрипція з поясненням), описова перифраза, транскрипція та транслітерація, напівкалькування, калькування та функціональний аналог.

Виклики, пов'язані з перекладом реалій, наочно демонструють, що високоякісна міжкультурна комунікація неможлива без глибокого розуміння обох культур та гнучкого застосування різноманітних перекладацьких стратегій.

Важливим аспектом професійної підготовки майбутнього фахівця є розвиток здатності до когнітивного децентрування. Ця здатність дозволяє студенту виходити за межі власної суб'єктивної та етноцентричної позиції, що є фундаментальною передумовою для успішної міжкультурної медіації. У процесі перекладу це трансформується у вміння розпізнавати «чужі» реалії не як технічні перешкоди, а як стилістично навантажені інструменти побудови цілісного художнього світу.

Специфіка відтворення етнографічних реалій, таких як назви національних страв, вимагає від фахівця виходу за межі словникових значень у площину живого культурного контексту. На прикладі перекладу слова *пляцок* як *potato pancakes* ми бачимо, як когнітивний фільтр перекладача допомагає знайти функціональний аналог, що відповідає досвіду мови-сприймача, не втрачаючи при цьому змістової точності. Це ще раз доводить, що мова не просто пасивно фіксує об'єкти, а бере активну участь у структуруванні та трансляції людського досвіду.

Аналіз перекладацьких рішень у текстах сучасної літератури, зокрема в англомовному виданні «Московіади», демонструє практичну цінність герменевтичного підходу. Використання комбінованої реномінації або творчого калькування (як у випадку з топонімом *Hookvillesk*) дозволяє зберегти іронічну дистанцію та внутрішню форму оригіналу, що було б неможливим при стандартній транслітерації.

Висновки. Проведений аналіз дозволяє зробити низку узагальнюючих висновків щодо лінгвокультурних та когнітивних аспектів вивчення іноземної мови.

По-перше, нерозривний зв'язок між мовою, культурою та мисленням є наріжним каменем сучасної лінгвістики та методики викладання. Розуміння концепції мовної картини світу дозволяє перейти від механічного засвоєння мовних одиниць до глибокого усвідомлення того, як мова відображає та формує унікальний світогляд народу.

По-друге, для викладачів іноземних мов ключове значення має інтегрований підхід. Він повинен поєднувати цілеспрямоване вивчення культурно забарвлених мовних шарів, таких як фразеологія, із застосуванням сучасних, студентоцентрованих методів оцінювання. Такі інструменти, як взаємооцінювання, не лише підвищують ефективність навчання, а й розвивають в студентів навички критичного мислення, співпраці та відповідальності, які є необхідними для аналізу чужої культурної перспективи.

По-третє, складність міжкультурної комунікації, яскраво ілюстрована на прикладі перекладу реалій, підкреслює високі вимоги до сучасного фахівця. Перекладач сьогодні − це не просто лінгвіст, а повноцінний посередник між культурами, який повинен володіти глибокими фоновими знаннями та здатністю приймати креативні рішення для досягнення прагматичної еквівалентності.

Підсумовуючи, можна стверджувати, що когнітивна парадигма в лінгводидактиці створює цілісну систему, де вивчення граматики, засвоєння ідіоматики та практика перекладу реалій об'єднані спільною метою − формуванням гнучкої когнітивної матриці фахівця. Така підготовка дозволяє майбутньому лінгвісту не просто володіти кодом іншої мови, а стати повноцінним медіатором культур, здатним адекватно передавати найскладніші національно-специфічні смисли у глобалізованому середовищі

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МЕТОДОЛОГІЧНІ ПІДХОДИ ДО ВИВЧЕННЯ ТЕКСТУ В КОНТЕКСТІ СТРУКТУРНОЇ ТА ФУНКЦІОНАЛЬНОЇ ПАРАДИГМ.

Анотація. Стаття присвячена методологічному аналізу тексту як цілісної лінгвістичної та стилістичної одиниці, що функціонує в межах сучасної комунікативної парадигми та репрезентує складну багаторівневу систему взаємодії мовних елементів. Узагальнено основні наукові підходи до дослідження тексту – структурний, функціональний, комунікативно-прагматичний і когнітивний – та окреслено їхній внесок у формування сучасної текстології. Розглянуто місце тексту в системі стилістично релевантних елементів різних мовленнєвих рівнів – фонетичного, лексико-семантичного, морфологічного й синтаксичного – з урахуванням їхньої ролі у створенні цілісного смислового простору.

Обґрунтовано теоретичні положення, що слугують підґрунтям для оцінювання інформаційних, структурних і смислово-організаційних характеристик тексту, зокрема категорій когезії, когерентності, інформативності, інтегративності та завершеності. Особливу увагу приділено еволюції лінгвістичного знання: від домінування структурного підходу, зорієнтованого на аналіз внутрішньої організації мовних одиниць як автономних систем, до становлення функціональної парадигми, що акцентує на вивченні мови в динаміці комунікативної взаємодії, урахуванні екстралінгвістичних чинників та прагматичних настанов адресанта.

Показано, що зміна наукових орієнтирів зумовила розширення предметної сфери текстології, інтеграцію міждисциплінарних підходів і сприяла формуванню цілісного бачення тексту як базової комунікативної одиниці, відповідальної за передачу інформації, конструювання смислу та забезпечення ефективної взаємодії між учасниками мовленнєвого процесу.

Наголошено, що сучасні текстові студії поєднують аналіз внутрішньої структури тексту з дослідженням функціональних механізмів його реалізації в різних комунікативних ситуаціях, типах дискурсу та жанрових формах. Такий підхід поглиблює розуміння закономірностей мовленнєвої діяльності, уточнює критерії текстової цілісності та сприяє вдосконаленню методик навчання мови й розвитку текстотворчих умінь.

Ключові слова: текстологічний аналіз, структура тексту, текстова організація, смислова цілісність, мовленнєва структура.

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METHODOLOGICAL APPROACHES TO THE STUDY OF TEXT IN THE CONTEXT OF STRUCTURAL AND FUNCTIONAL PARADIGMS.

Abstract. The article is devoted to a methodological analysis of the text as an integral linguistic and stylistic unit functioning within the framework of the contemporary communicative paradigm and representing a complex, multi-level system of interaction among language elements. The main scholarly approaches to text analysis structural, functional, communicative-pragmatic, and cognitive are generalized, and their contribution to the development of modern text linguistics is outlined. The place of the text within the system of stylistically relevant elements across different levels of speech organization phonetic, lexical-semantic, morphological, and syntactic is examined with regard to their role in constructing a coherent semantic space.

Theoretical principles underlying the assessment of informational, structural, and semantic-organizational characteristics of the text are substantiated, particularly the categories of cohesion, coherence, informativeness, integrativity, and completeness. Special attention is paid to the evolution of linguistic knowledge: from the dominance of the structural approach, focused on analyzing the internal organization of language units as autonomous systems, to the establishment of the functional paradigm, which emphasizes the study of language in the dynamics of communicative interaction, taking into account extralinguistic factors and the pragmatic intentions of the addresser.

It is demonstrated that the shift in scholarly orientations has led to an expansion of the subject field of text linguistics, the integration of interdisciplinary approaches, and the formation of a holistic understanding of the text as a fundamental communicative unit responsible for transmitting information, constructing meaning, and ensuring effective interaction between participants in the speech process. It is emphasized that contemporary text studies combine the analysis of the internal structure of the text with the investigation of functional mechanisms of its realization in various communicative situations, discourse types, and genre forms. Such an approach deepens the understanding of the regularities of speech activity, refines the criteria of textual integrity, and contributes to the improvement of language teaching methodologies and the development of text-producing competence.

Keywords: textological analysis, text structure, textual organization, semantic integrity, speech structure.

Постановка проблеми. Переосмислення поняття «текст» в останні десятиліття стало підставою для формування окремої галузі мовознавства – лінгвістики тексту. Ця дисципліна спрямована на виявлення, систематизацію та опис категоріальних властивостей тексту, які визначають його унікальність як організованої комунікативної одиниці з власною структурою та змістом. Зростаючий інтерес до теорії тексту сприяє активному розвитку наукових досліджень і породжує нові питання та дискусії.

Історично текст розглядався як фон для аналізу окремих мовних одиниць – слів, словосполучень, речень, а також як основа для класифікації функціональних стилів. Сучасний підхід змінює це розуміння, визначаючи текст як самостійний об’єкт лінгвістичного і стилістичного аналізу.

Особливо складним є дослідження художніх текстів, які вимагають цілісного підходу, що враховує не тільки окремі стилістичні прийоми, а й загальну структуру твору, його ідеї та емоції. Взаємозв’язок змістових елементів формує багатошарову систему комунікативного впливу, що відрізняє художній текст від інших типів текстів.

Художній текст несе певний меседж, ідею, яку автор прагне передати читачеві. Література виконує різні функції: інформує, навчає, впливає на емоції, розважає та надихає. Це обумовлює вибір мовних засобів і структуру твору, а також рівні впливу на читача. Особливо важливо це з огляду на те, що через літературний текст передаються духовні потреби і мотиви, що спрямовують діяльність особистості.

Актуальність дослідження. Актуальність дослідження тексту зумовлена його роллю як складного мовного і соціокультурного феномену, що виконує багато функцій у процесі комунікації. Текст виступає засобом

збереження та передачі інформації у просторі і часі, фіксує життєвий досвід індивідів, відображає історичні реалії та культурні традиції конкретних епох. Вивчення тексту дозволяє не лише глибше розуміти мовні закономірності, але й сприяє розвитку ефективних методик викладання мови, критичного мислення та аналізу комунікативних процесів. З огляду на стрімкі зміни у суспільстві, інтенсифікацію міжкультурної взаємодії та розвиток інформаційних технологій, розуміння природи тексту як комунікативної одиниці є необхідним для адаптації мовної освіти до сучасних викликів. Тому дослідження тексту як об'єкта мовної науки набуває особливої методологічної та практичної значущості.

Аналіз останніх досліджень. Проблематика стилістики тексту як особливої форми писемної комунікації посідає важливе місце в українському мовознавстві та активно розробляється протягом останніх десятиліть. Значний внесок у становлення теоретичних засад текстової стилістики зробили такі українські науковці, як О. Пономарів [1], Л. Мацько та О. Мацько [2], І. Кочан [3], які розглядають текст як цілісне структурно-смислове утворення, що має складну комунікативну природу. У своїх працях дослідники підкреслюють, що текст слід розуміти не лише як послідовність мовних одиниць, а як багаторівневу систему, у якій поєднуються смислова організація, прагматичні настанови автора та механізми сприйняття читачем.

Важливими для розвитку сучасної текстології є також міркування Л. Масенко, яка наголошує на тому, що зростання інтересу до тексту зумовлене прагненням осмислити мову як динамічну, багатовимірну систему, здатну не лише відображати, а й моделювати соціокультурну реальність [4].

Вагомий внесок у розуміння тексту як стилістично організованої комунікативної одиниці зроблено у працях С. Єрмоленко, яка розглядає текст крізь призму функціонально-стилістичної диференціації мови.

Дослідниця наголошує, що стилістичні ознаки тексту зумовлюються не лише добором мовних засобів, а й принципами їх організації, що забезпечують відповідність тексту комунікативній меті та умовам спілкування [5, с. 12]. У цьому контексті текст постає як форма реалізації стилю, де мовні елементи підпорядковуються загальній прагматичній настанові автора.

У працях Н. Бабич текст аналізується як результат мовленнєвої діяльності, що відображає рівень мовної культури та комунікативної компетентності мовця. Дослідниця підкреслює, що текстова цілісність досягається завдяки дотриманню мовних норм, логічній послідовності викладу та стилістичній доцільності використаних мовних засобів [6, с. 34].

Такий підхід дозволяє трактувати текст не лише як структурно завершене утворення, а і як показник ефективності мовної взаємодії між автором і адресатом.

Комунікативний вимір тексту ґрунтовно осмислено у працях В. Різуна, який розглядає текст як інформаційний продукт соціальної комунікації. Учений наголошує, що текст виконує функцію посередника між учасниками комунікативного процесу, забезпечуючи передачу, інтерпретацію та засвоєння інформації в конкретному соціокультурному контексті [7, с. 56]. З огляду на це текст постає як динамічне утворення, структура й зміст якого визначаються комунікативними завданнями та очікуваннями реципієнта.

У працях І. Кочан особливу увагу приділено комунікативним характеристикам тексту, зокрема таким категоріям, як зв'язність, цілісність, інформативність, інтенційність та прагматична спрямованість. Дослідниця підкреслює, що саме ці параметри забезпечують структурну та змістову організацію тексту, його комунікативну завершеність, а також ефективність мовленнєвого впливу в процесі спілкування [3].

Таким чином, у працях українських мовознавців текст розглядається як багатовимірне явище, що поєднує стилістичну організацію, нормативність мовлення та соціально-комунікативну функціональність. Це підтверджує доцільність комплексного підходу до аналізу тексту як мовностилістичної єдності.

Мета пропонованої статті – здійснити комплексний аналіз тексту як мовностилістичної єдності, визначити його суттєві ознаки як найбільшої комунікативної одиниці та з'ясувати специфіку інтеграції тексту у систему стилістично значущих мовних рівнів.

Виклад основного матеріалу дослідження. Текст у сучасній лінгвістиці розглядається як складне багаторівневе утворення, що є результатом мовленнєвої діяльності та водночас її структурною моделлю. На відміну від простого ланцюга речень чи абзаців, текст становить цілісну семантико-комунікативну систему, об'єднану єдиним смислом, внутрішньою організацією та закономірностями розгортання повідомлення.

Основою цієї організації виступають категорії зв'язності та цілісності, що забезпечуються сукупністю граматичних, логічних, когнітивних та прагматичних чинників, які разом формують послідовність та структурну завершеність висловлювання. У сучасному мовознавстві прийнято розмежовувати мову як систему та мовлення як процес її актуалізації. З огляду на це закономірності побудови тексту істотно пов'язані з унормованими моделями, що закріплені в мовній системі, однак реалізуються в мовленнєвій практиці, відбиваючи індивідуальний стиль, інтенції мовця та

специфіку комунікативної ситуації. Учені наголошують, що текст як найбільша комунікативна одиниця є не лише результатом мовленнєвого акту, а й своєрідною реконструкцією самого процесу комунікації, оскільки він відтворює логіку розвитку думки, структурування інформації та закономірності її інтерпретації.

Проблема породження тексту в лінгвістиці залишається однією з найскладніших. Дослідники виокремлюють горизонтальний, або лінійний, спосіб розгортання тексту, що ґрунтується на послідовному додаванні нових елементів до попередніх, та вертикальний, або ієрархічний, у межах якого текст формують шляхом переходу від абстрактної моделі до її конкретного мовного втілення. Вертикальний спосіб пов'язаний із глибинною семантичною структурою, тоді як горизонтальний – з поверхневим, графічно оформленим текстом. Дискусії щодо того, чи належать моделі тексту до системи мови, тривають, оскільки різноманіття жанрів та структур (від коротких документів до великих художніх творів) істотно ускладнює створення універсальних класифікацій та однозначних критеріїв.

На основі наявних підходів усі тексти поділяють на дві групи за принципом моделювання. До першої належать тексти жорсткого, або клішованого, типу, які характеризуються суворою регламентацією структури, послідовності компонентів та способів їх заповнення. Такі тексти представлені офіційно-діловими документами – заявами, довідками, протоколами, юридичними матеріалами, інструкціями та оголошеннями, а також деякими зразками науково-технічного стилю. Друга група включає тексти гнучкого типу, де структурна схема має візуальний або вільний характер і допускає значну варіативність. Візуальні моделі властиві науковій прозі: статтям, рецензіям, дисертаційним дослідженням; натомість за вільними моделями створюються художні твори та публіцистичні нариси, структура яких визначається не нормами, а творчими інтенціями автора та очікуваннями аудиторії. Ці моделі мають інваріантний характер і вступають у парадигматичні відносини одна з одною, задаючи загальні принципи текстотворення для різних типів дискурсу.

Композиційно-смислова організація тексту включає різноманітні механізми інтеграції змісту, серед яких – ретроспекція, проспекція, континуум, зчеплення фрагментів та партитурність розподілу інформації у часі. Усе це забезпечує логіку викладу та формує цілісність тексту, яка не зводиться до простого поєднання речень, а являє собою взаємодію рівнів змісту, форми та комунікативної настанови. Змістова організація тексту залежить також від механізмів компресії інформації, адже текст виконує функцію редукції мовлення, стискуючи та структуруючи інформацію, щоб передати її максимально економно й водночас інформативно. Для якісного

сприйняття тексту необхідний відповідний когнітивний фонд знань, без якого розшифрування його смислових і прагматичних шарів стає утрудненим.

Текст, як система смислових відношень включає логічні форми змісту, у яких відображені висновки, узагальнення, причинно-наслідкові зв'язки, імплікації та пресупозиції. Саме ці механізми забезпечують розгортання його семантики та визначають взаємодію між реченнями. Крім того, смислові одиниці тексту можуть реалізуватися не лише у формі розповідних речень, а й через опосередковані мовленнєві акти – питальні та окличні конструкції, парантезу, уточнення чи диз'юнкції, які створюють додаткові смислові площини. У науковій літературі неодноразово порушується питання недостатньої розробленості методології аналізу тексту: відсутність єдиних критеріїв опису, неоднозначність тлумачення рівнів тексту та складність визначення його прагматичних властивостей утруднюють формування універсальних структурно-семантичних моделей.

Суттєвим аспектом вивчення тексту є проблема синонімії на рівні суперсинтаксичних одиниць. Тексти можуть вступати у синонімічні відношення в разі, якщо вони описують одну ситуацію, передають подібний зміст або є результатом реферування: анотації, резюме, реферати виступають варіантами вихідного тексту з однаковим інваріантним значенням. Синонімія виникає також у разі створення різними авторами описів однієї події чи ситуації; подібний принцип нерідко використовується як художній прийом у літературі, особливо у жанрах із кількома сюжетними розгалуженнями або альтернативними фіналами. Окремі дослідники допускають існування парадигматичної синонімії між текстами різних форматів – наприклад, романом і створеним на його основі сценарієм. Однак такі зіставлення мають умовний характер, оскільки художній смисл твору нерозривно пов'язаний із мовною формою, і зміна останньої призводить до часткової утрати або трансформації змісту. Таким чином, текст постає як багатовимірна комунікативна одиниця, що поєднує мовні, логічні, когнітивні та прагматичні властивості, реалізує загальномовні моделі та формує власну структуру смислу. Його дослідження потребує комплексного підходу, що враховує взаємодію формальних, семантичних і дискурсивних рівнів, а також інтердисциплінарну перспективу, оскільки багато аспектів текстотворення виходять за межі лінгвістичного опису та пов'язані з психологією, когнітивістикою, теорією комунікації та логікою пізнання.

Незалежно від того, як різні лінгвістичні школи трактують природу тексту, у сучасному українському мовознавстві зберігається усталена традиція розглядати його у взаємозв'язку з поняттям стилю, що виступає однією з ключових категорій стилістики. Текст і стиль співвідносяться як

характеристики мовленнєвої діяльності, оскільки стиль відображає значущу властивість індивідуальної творчості та комунікативної поведінки мовця [1, с. 18]. Текст, своєю чергою, постає найбільшою комунікативною одиницею писемного мовлення, яка водночас є результатом мовотворчого процесу та інструментом реалізації прагматичної інтенції автора [2, с. 64].

У цьому контексті важливою є дефініція тексту, подана І. Кочан, яка розглядає текст як «структурно, семантично та прагматично організовану єдність, що забезпечує цілісність змісту та реалізацію комунікативного задуму автора» [3, с. 16]. Сучасні українські дослідники також наголошують, що текст функціонує відповідно до певної моделі організації, яка забезпечує його зв'язність, смислову завершеність та комунікативну ефективність.

Вибір моделі тексту зумовлений прагматичною метою автора: жорсткі моделі обмежені суворими структурними правилами та мінімально допускають варіативність; звичайні моделі характеризуються помірною гнучкістю; натомість вільні моделі дозволяють широке застосування стилістично релевантних трансформацій, що зумовлюються комунікативним задумом і стилем автора. У межах стилістики такі трансформації традиційно описують як різні форми модифікації внутрішньотекстових компонентів, зокрема редукцію, експансію та інверсію, що забезпечують динамічність і композиційну варіативність тексту.

Дослідники відзначають, що сукупність текстів певного жанру, автора або дискурсивної сфери формує норму, яка виступає узагальненим тлом для інтерпретації конкретних реалізацій текстових. Тексти, що містять індивідуально-авторські засоби вираження, образність і стилістичні прийоми, утворюють стилістично марковані варіанти, які вступають у парадигматичні відносини з нейтральними моделями тексту.

Функціонально-стилістичні характеристики тексту визначають його належність до певного функціонального стилю, а також зумовлюють вибір мовних засобів, композиційних рішень та способів організації смислу. У художньому та публіцистичному дискурсі ці характеристики проявляються найяскравіше, оскільки саме там активізуються образність, експресивність і варіативність композиційних схем. Таким чином, взаємозв'язок тексту і стилю, типологія текстових моделей, їхня нормативність і здатність до стилістичних трансформацій становлять важливу частину методології сучасної текстової стилістики та формують підґрунтя для подальшого лінгвістичного аналізу.

Висновки. Узагальнюючи результати проведеного аналізу, слід зазначити, що текст у сучасній лінгвістичній парадигмі постає як багаторівнева, цілісна й структурно організована система, що реалізує основні

властивості писемної комунікації. Незважаючи на необмежену варіативність конкретних текстових реалізацій у мовленні, у мові існує низка усталених моделей, які функціонують як текстеми й забезпечують впорядкованість комунікативних структур. Залежно від ступеня регламентованості такі моделі можуть мати жорсткий, узуальний або вільний характер, що визначає їх потенціал у формуванні смислової та стилістичної організації тексту. Структурування тексту відбувається через комунікативні блоки, які забезпечують організацію змісту та його послідовність.

Саме взаємодія цих блоків формує основні стилістичні параметри тексту, що дозволяє розглядати його як мовностилістичну єдність, включену до ширшої системи стилістично значимих мовних рівнів. У цьому контексті текстові стилістичні прийоми постають результатом взаємодії та кореляції компонентів тексту, а їхня природа співвідноситься із закономірностями, притаманними іншим мовним рівням, зокрема синтаксичному та суперсинтаксичному.

Важливою є роль адресованості як функціонально-стилістичного чинника. Для текстів із жорсткою чи узуальною моделлю характерною є експліцитна орієнтація на конкретного адресата, що виступає нормою для відповідних стилів і жанрів. У свою чергу, тексти вільного типу не потребують чітко окресленої адресованості, що забезпечує їм ширший діапазон комунікативної варіативності. Окрему увагу слід звернути на явища транспозиції та переосмислення текстових моделей, коли жорсткі структурні схеми використовуються в нетипових комунікативних ситуаціях. За таких умов текст функціонує як відкрита система, здатна асимілювати елементи інших функціональних стилів і адаптувати їх до власних комунікативних завдань. У художньому дискурсі специфіка формування стилю визначається взаємодією між формальним адресатом і художньою моделлю дійсності, що створює додатковий рівень смислової багатовимірності.

Саме ця невідповідність між реальною та передбаченою ситуацією комунікації зумовлює естетичний потенціал і інтерпретаційну відкритість художнього тексту. Отже, проблематика текстової стилістики залишається багатоаспектним напрямом сучасної лінгвістики. Подальші дослідження доцільно зосередити на вивченні механізмів стилістичної взаємодії всередині текстових структур, на аналізі когнітивних та прагматичних чинників, що визначають формування стилю, а також на моделюванні текстових типів у різних функціональних сферах. Це відкриває перспективи поглибленого вивчення тексту як комунікативного, когнітивного й естетичного феномена в межах сучасної гуманітаристики.

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ТЕМАТИЧНА ТА ЛЕКСИКО-СЕМАНТИЧНА СПЕЦИФІКА ПОЛІТИЧНИХ ПРОМОВ ФЕДЕРАЛЬНИХ КАНЦЛЕРІВ НІМЕЧЧИНИ КІНЦЯ 20-ГО ПОЧАТКУ 21-ГО СТОЛІТТЯ

Анотація. У статті розглянуто погляди науковців на поняття «політична промова», визначено референційну віднесеність політичних метафор, зроблено акцент на виокремленні метафоричної лексики як складника мовного портрету відомих німецьких політиків. Актуальність цього дослідження зумовлена необхідністю віднайти та простежити особливості тематики політичних промов таїх семантичного аранжування.

Розподіл політичної лексики, у тому числі метафор за тематичними групами здійснено із застосуванням логічного принципу, який виявляє зв'язки лексеми з поняттям, яке вона позначає. Виокремлено тематичні групи лексики, характерні для політичних промов 3-х федеральних канцлерів сучасності - Гельмута Коля та Герхарда Шредера. Простежено також тісний зв'язок метафор за спільною темою.

У презентованій статі робиться спроба поєднати екстралінгвальні та інтралінгвальні параметри політичної промови. Вибір лексики чітко маркує приналежність політика до певного культурно-політичного простору. Через систему метафор політик малює карту світу, де визначає «союзників» та «опонентів», формуючи у громадян почуття приналежності до певної цивілізації.

В статті наголошується, що національно-культурна ідентичність є фундаментом емоційного зв'язку з аудиторією. Використання національних символів та історичних алюзій створює відчуття тяглості часу. Посилання на ключові історичні події роблять промову «своєю» для нації, створюючи спільний семантичний простір. Моральний компас лідера виявляється через аксіологічну (оцінну) лексику. Те, які поняття політик маркує як «добро», «справедливість», «борг» або «жертовність», визначає етичні рамки для всього суспільства.

Виявлено, що засобом тематичного аранжування політичних промов є метафора, яка підвищує їх прагматичний вплив на рецепієнта.

Перспективу наукових досліджень убачаємо в подальшому виявленні лексико-семантичних особливостей політичної метафори.

Ключові слова: дискурс, політична промова, тематика, політична метафора, лексико-семантичне поле, прагматичний вплив.

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THEMATIC AND LEXICAL-SEMANTIC SPECIFICITY OF POLITICAL SPEECHES OF THE FEDERAL CHANCELLORS OF GERMANY AT THE END OF THE 20TH AND THE BEGINNING OF THE 21ST CENTURY

Abstract. The article examines the views of scholars on the concept of "political speech", defines the referential relevance of political metaphors, and emphasizes the isolation of metaphorical vocabulary as a component of the linguistic portrait of famous German politicians. The relevance of this study is due to the need to find and trace the features of the subject matter of political speeches and their semantic arrangement.

The division of political vocabulary, including metaphors, into thematic groups was carried out using a logical principle that reveals the connections between a lexeme and the concept it denotes. Thematic groups of vocabulary characteristic of the political speeches of the three federal chancellors of our time - Helmut Kohl and Gerhard Schröder - were identified. The close connection of metaphors with a common theme was also traced.

The presented article attempts to combine extralingual and intralingual parameters of political speech. The choice of vocabulary clearly marks the politician's belonging to a certain cultural and political space. Through a system of metaphors, the politician draws a map of the world, where he defines "allies" and "opponents", forming in citizens a sense of belonging to a certain civilization.

The article emphasizes that national and cultural identity is the foundation of an emotional connection with the audience. The use of national symbols and historical allusions creates a sense of continuity of time. References to key historical events make the speech "their own" for the nation, creating a common semantic space. The moral compass of the leader is revealed through axiological (evaluative) vocabulary. The concepts that a politician labels as "good", "justice", "duty" or "sacrifice" determine the ethical framework for the entire society.

It was found that a means of thematic arrangement of political speeches is a metaphor, which increases their pragmatic impact on the recipient.

We see the prospect of scientific research in the further identification of lexical and semantic features of political metaphor.

Keywords: discourse, political speech, thematic organization, political metaphor, lexical-semantic field, pragmatic impact.

Постановка проблеми. Сучасний етап розвитку лінгвістики характеризується зростанням інтересу дослідників до різних типів дискурсу, зокрема до специфіки політичного дискурсу. Політичний дискурс є одним із найбільш важливих об'єктів сучасних лінгвістичних досліджень, оскільки він функціонує у сфері суспільно-політичної комунікації та безпосередньо впливає на формування громадської думки. У межах сучасної науки політичний дискурс розглядається не лише як сукупність текстів чи висловлювань, а як складне комунікативне явище, у якому поєднуються мовні, соціальні та прагматичні аспекти.

Політичні промови та поведінка політика є об'єктами дослідження науковців усього світу, як вітчизняних, так і зарубіжних. Дослідників цікавлять лінгвістичні особливості відображення соціальних проблем у політичному мовленні, зокрема питання соціально-комунікативної нерівності, контролю над суспільством, домінування та влади. Значна увага приділяється аналізу мовних засобів впливу на адресата, комунікативних стратегій переконання, а також способів формування політичного іміджу. Політичне мовлення виступає важливим інструментом реалізації влади, оскільки саме через мову політичний діяч здатний впливати на суспільні настрої та інтерпретацію політичних подій.

У сучасному світі промова лідера — це не лише текст, а й своєрідний акт «політичного театру», у якому вербальні символи набувають характеру реальних політичних дій. Політики використовують інтерв'ю, публічні виступи та промови для визначення пріоритетних тем суспільного обговорення та формування відповідного інформаційного порядку денного. Через мовлення політичний діяч не лише інформує аудиторію, а й формує певне сприйняття соціально-політичної реальності. Коли політик апелює до загальнолюдських цінностей, таких як свобода, справедливість, мир чи безпека, він створює зв'язок між власною ідеологічною позицією та універсальними моральними цінностями суспільства.

Оратор не лише описує реальність, а й конструює її за допомогою лінгвістичних маркерів і риторичних засобів. Для цього політичний діяч використовує слова-концепти, які мають позитивне емоційне забарвлення та викликають у суспільстві позитивні асоціації, зокрема: свобода, справедливість, мир, безпека, стабільність. Важливу роль у політичному дискурсі відіграє також метафора, яка дозволяє пояснювати складні

політичні процеси через прості та зрозумілі побутові образи. Використання метафоричних конструкцій сприяє спрощенню складної інформації та підвищує ефективність комунікативного впливу на аудиторію.

Аналіз останніх досліджень і публікацій. Дослідницька база з вивчення політичної промови є надзвичайно широкою та постійно поповнюється новими науковими працями. Інтерес до проблематики політичного дискурсу зумовлений його важливою роллю у формуванні суспільної думки, реалізації комунікативного впливу та функціонуванні політичної системи загалом. До вивчення цього типу дискурсу зверталися як вітчизняні науковці, так і зарубіжні дослідники, які аналізували особливості політичної комунікації, мовні засоби впливу та специфіку публічного мовлення політичних діячів. Публічна промова є найбільш прототипним жанром політичного дискурсу, який називають також «політичним виступом» [5], «програмним виступом» [1], «політичною промовою» [10] тощо. У сучасних лінгвістичних дослідженнях політична промова розглядається як важливий інструмент комунікативного впливу, що поєднує інформаційну, переконувальну та маніпулятивну функції.

Для лексико-стилістичного аналізу обраної теми доцільно звернутися до наукових доробків таких українських дослідників, як М. Вінтонів, А. Гаврилюк, Л. Мацько, Т. Нагорська та інших. У працях зазначених науковців досліджуються особливості мовної організації політичного дискурсу, функціонування стилістичних засобів, а також роль лексичних одиниць у реалізації прагматичного впливу на аудиторію. Невід'ємною складовою цього жанру є свідомий вплив адресанта на адресата з метою переконання останнього, для чого використовуються «оригінальні пропозиції, аргументи, несподівані думки, емоційний виклад, швидка реакція, «рамка» мовного етикету» [4, с. 24]. Застосування таких мовних і стилістичних засобів забезпечує ефективність політичної комунікації та сприяє досягненню необхідного прагматичного результату.

Мета дослідження полягає у встановлення тематико-ідеологічних тенденцій федеральних канцлерів Німеччини та виявлення лексико-семантичних особливостей їх промов.

Об'єктом дослідження є дискурс політичної промови Г. Коля та Г. Шредера. Предметом дослідження є система лінгвістичних засобів, яка характерна для побудови політичних промов зі значним аргументаційним матеріалом.

Виклад основного матеріалу дослідження. Політичний дискурс є центром уваги політичної лінгвістики як одного з актуальних напрямів сучасного мовознавства. Інтерес до його вивчення зумовлений тим, що політична комунікація відіграє важливу роль у процесах формування

суспільної думки, реалізації влади та впливу на масову свідомість. Феномен політичного дискурсу не піддається однозначному визначенню, так як сама категорія політики на теперішній час не має чіткої дефініції. Це пояснюється багатогранністю політики як суспільного явища та складністю її взаємозв'язків із соціальними, культурними й історичними процесами. Політичний дискурс трактується як інституційне спілкування, яке, на відміну від особисто-орієнтованого, використовує визначену систему професійно орієнтованих знаків, тобто має власну лексику, фразеологію та характерні мовні конструкції. Такий тип дискурсу характеризується наявністю спеціальних мовних засобів, що забезпечують реалізацію комунікативних намірів політичного діяча та сприяють досягненню прагматичного впливу на адресата. За дискурсом можна побачити фрагмент ментального світу автора, його спосіб бачення світу, який він сам створює та репрезентує за допомогою мовних засобів. Через політичне мовлення відображаються ідеологічні установки, ціннісні орієнтири та особливості політичного мислення мовця. Отже, можна припустити, що політична промова — це публічний дискурс, який базується на політичній картині світу та спрямований на її формування, зміну й використання для спонукання людей до тієї чи іншої політичної діяльності.

Політична промова зацікавлює науковців з огляду на те, що мова у політичній площині відіграє найважливішу роль. У сучасному суспільстві політична комунікація є одним із основних засобів взаємодії між владою та громадянами, а тому дослідження мовних механізмів політичного впливу набуває особливої актуальності. Через мовлення політичні діячі формують власний імідж, репрезентують політичні ідеї та впливають на сприйняття суспільно-політичних подій аудиторією. Адже завдяки риторичній вправності та вмінню комунікувати політики привертають увагу до своїх персон, збільшують власний вплив на електорат та процеси керування державою. Важливу роль у цьому процесі відіграє здатність політичного діяча добирати мовні засоби відповідно до комунікативної ситуації, використовувати аргументацію, емоційно-оцінну лексику та стилістичні прийоми з метою досягнення необхідного прагматичного ефекту. У зв'язку з цим політична промова розглядається не лише як засіб передачі інформації, а й як ефективний інструмент впливу на масову свідомість.

Аналіз досліджень учених вказує на те, що політична промова спроєктована передусім на переконання, утвердження та збереження політичного авторитету. Основною метою політичного мовлення є формування позитивного ставлення адресата до політичного діяча, його ідей та політичної програми. У процесі політичної комунікації оратор прагне не лише донести певну інформацію, а й сформувати у свідомості

аудиторії відповідні оцінки та переконання. Публічне мовлення є особливим видом інституційного дискурсу, створеним за канонами стилістики та риторики, орієнтованим на переконання, і який є наслідком інтенції адресанта щодо здійснення впливу на масову та індивідуальну свідомість адресата [7, с. 4]. Політична промова поєднує у собі інформаційну, переконувальну та впливову функції, що реалізуються через систему мовних і риторичних засобів. У межах політичного дискурсу важливого значення набувають не лише зміст висловлювання, а й форма його подання, емоційна виразність та здатність викликати відповідну реакцію аудиторії. Важливу роль у досягненні комунікативної мети відіграють аргументація, використання емоційно-оцінної лексики, риторичних фігур і стилістичних прийомів. Таким чином, публічне мовлення політиків характеризується високим рівнем прагматичної спрямованості та орієнтацією на досягнення конкретного комунікативного результату.

Зазвичай композицію промови поділяють на три частини (вступ, основна частина, кінцівка), де найбільш насиченою за змістом та аргументацією є основна частина [8, с. 55]. Кожен із цих структурних компонентів виконує окрему комунікативну функцію: вступ спрямований на привернення уваги аудиторії та окреслення теми виступу, основна частина містить ключові положення, аргументи та їх обґрунтування, а кінцівка виконує узагальнювальну та підсумкову функцію, посилюючи вплив промови на адресата. На стилістико-синтаксичному рівні активно застосовуються стилістичні фігури та риторичні прийоми, що відповідають тематиці виступу і сприяють актуалізації загального змісту як окремих слів, так і цілих синтаксичних конструкцій. Такі засоби дозволяють підсилити експресивність мовлення та забезпечити більш ефективне сприйняття інформації аудиторією. Зрозуміло, що кожна промова репрезентує певну тему або сукупність тем, які зумовлені типом політичної промови та характером заходу, на якому виступає оратор. Тематика промов безпосередньо залежить від суспільно-політичних особливостей епохи, в умовах якої здійснюється політична діяльність мовця, а також від актуальних суспільних запитів і викликів.

Надзвичайно ефективним інструментом для дослідження політичного дискурсу є контент-аналіз, який дозволяє системно вивчати мовні одиниці та виявляти закономірності їх функціонування. Політичний дискурс часто базується на традиційних темах, що свідчить про його відносну стійкість, повторюваність та певний рівень консерватизму. Зрівняльна типовість, однорідність та повторюваність мовних елементів дозволяють виявити стійкі патерни в політичному дискурсі, зокрема повторювані теми, тематичні рубрики та характерні стилістичні прийоми [9, с. 154]. Такі

особливості свідчать про наявність усталених моделей політичної комунікації, які відтворюються у різних історичних та політичних контекстах.

Як метод, контент-аналіз включає комплекс методик, які дозволяють здійснювати як лінгвальний, так і екстралінгвальний аналіз досліджуваного матеріалу, враховуючи при цьому суспільно-політичні обставини та культурно-історичні умови його функціонування. Такий підхід забезпечує комплексне вивчення політичного дискурсу як багатовимірного явища, у якому мовні одиниці тісно пов'язані з позамовною реальністю. Аналізуючи вибір слів, можна виявити, які цінності, ідеологічні установки та соціальні уявлення актуалізуються в політичному мовленні та закладаються в основу комунікативного впливу. Арсенал мовних засобів політичного впливу містить як лексико-граматичні одиниці (тематична лексика, модальні дієслова, комунікативні типи речень), так і власне стилістичні прийоми та фігури [12, с. 32]. У сукупності ці засоби забезпечують реалізацію різних стратегій впливу на адресата та формування відповідного інтерпретаційного поля політичних повідомлень.

Тематична лексика політичного дискурсу не обмежується лише традиційними політичними термінами, оскільки вона охоплює ширший спектр лексичних одиниць, пов'язаних із соціальними, економічними та культурними сферами. Аналіз тематичних полів дає змогу виявити концептуальні метафори, які лежать в основі формування політичного мислення та сприйняття дійсності. Такі метафори виступають важливим когнітивним інструментом осмислення складних політичних процесів. На думку Н. В. Ковальської та А. О. Парахневич, «метафори дозволяють перекласти складність політичних процесів на мову повсякденних образів, які ми легко уявляємо та розуміємо» [6, с. 236]. Таким чином, метафоризація політичного мовлення сприяє спрощенню складних концептів та підвищує ефективність їх сприйняття аудиторією.

Метафори часто пов'язані з історичними подіями та культурними кодами. Як вважає О.О. Чорна, «політичні метафори концептуалізують певні політичні реалії, явища та події Німеччини в синхронії і діахронії» [11, с. 139]. Лексико-семантичний аналіз метафор — це не просто лінгвістична вправа, а справжня «археологія сенсів». Коли ми розбираємо метафору на складники, ми фактично розшифровуємо культурний та ідеологічний код епохи.

На концептуальний характер метафори звертає увагу О.М. Газуда і зауважує, що «метафора є одним із ключових способів пізнання явищ і процесів, концептуалізації реальної дійсності» [3, с. 210]. Її сутність полягає «в осмисленні і переживанні явищ одного роду в термінах явищ іншого

роду» [13, с. 393]. При цьому механізм дії метафори заснований на взаємодії двох когнітивних структур - когнітивної структури галузі-джерела (сфери-джерела) та когнітивної структури галузі мети (сфери-мішені).

Слід погодитись з А. П. Гаврилюк у тому, що «роль метафори в політичному дискурсі сфокусована на параметрі оцінності, образність метафоричного вислову підпорядкована завданню передати емоційно-оцінне ставлення суб'єкта мовлення до інтерпретованої політичної реалії» [2, с. 30]. Проте на особливу увагу заслуговує також історична та суспільно-політична специфіка цієї стилістичної фігури, адже у різні історичні етапи розвитку країни у політичному дискурсі актуалізуються різні сфери-мішені.

Як показав аналіз фактичного матеріалу, для періоду об'єднання Німеччини на початку 90-х років найбільш частотною для метафоричного переносу є сфера-мішень «Єдність». У промовах федерального канцлера початку та середини 90-х років Гельмута Коля, іменник «Einheit» є так званим концептуальним центром пласта лексики цього періоду. У метафорах, що орієновані на цю сферу-мішень, лексема «Einheit» виступає в ролі визначального компонента: «Einheitseuphorie» (захоплення з приводу єдності країни), «Einheitsweh» (біль з приводу об'єднання країни). Вона та її деривати вказують на актуальність цієї референційної сфери для комунікантів.

З майбутнім Німеччини безпосередньо пов'язана тема єдності країни, розбудови та розвитку Європейського Союзу. У цьому сенсі промови Г. Коля можна умовно розділити на ті, що стосуються внутрішньої єдності Німеччини, і ті, що пропагують створення ЄС. Така умовність розподілу підтверджується самим канцлером, адже він метафорично називає ці два явища «сторонами однієї медалі»: «*Die Deutsche Einheit und die europäische Einigung sind, so verstanden, zwei Seiten ein und derselben Medaille*».

У репрезентації стратегій розвитку (вже) об'єднаної Німеччини Г. Коль у своїх ранніх промовах часто посилається на минуле. З одного боку, він нагадує про соціально-політичні надбання попередніх колег-політиків, які високо цінує німецький народ: «*Wenige Schritte von hier haben die Mütter und Väter der Bundesrepublik das Grundgesetz ausgearbeitet und die Fundamente für den wohl freiheitlichsten Staat gelegt, den es jemals auf deutschem Boden gegeben hat*» [14. Juni 1994]. Називаючи цих політиків, він вдається до метафоричних номінацій, які референційно співвідносяться з тематичною групою «Батьківщина».

З іншого боку, минуле замальовується канцлером як сповнене драматичності, «темних плям» в історії народу. Повернення у минуле це не просто крок назад, це падіння, драматичність якого Коль зображує метафорою і акцентує на цьому увагу вживанням парантези: «*Deswegen ist*

es uns nicht gleichgültig, sondern es ist schicksalhaft, welchen Weg Europa geht, ob wir, die Deutschen, uns unwiderruflich auf den wirtschaftlichen und politischen Zusammenschluss festlegen oder ob wir unsere Hand reichen zu einem Rückfall in vergangene Zeiten, in nationale oder gar machtpolitische Rivalitäten» [02. Dezember 1992].

На особливу увагу заслуговує лексема "*dramatisch"*, що *метафорично* вживається не тільки відносно минулого Німеччини, але й при змалюванні актуальних на той час подій у всій Європі, в усьому світі. Так, до найбільш частотних належать метафоричні сполучення *dramatische Veränderungen* та *dramatische Entwicklung.*

1) «*Angesichts der dramatischen Entwicklung in Europa darf unser Blick nicht von den wachsenden Problemen der Dritten Welt abgelenkt werden*» [5 Mai 1992].

2) «*Vor uns liegt kein bequemer Weg. Die dramatischen Veränderungen in der Welt, in Europa und bei uns in Deutschland stellen uns vor große Aufgaben - und sie bieten uns viele neue Chancen*» [3 Oktober 1996].

Образному зображенню майбутнього Німеччини сприяє лексема "*neu"***.** Цей прикметник виконує в дискурсі канцлера важливу дискурсну функцію, оскільки він закріплений у багатьох вільних та сталих словосполученнях, а також часто лежить в основі асиндетону. Так, звертають на себе увагу такі метафоричні словосполучення, як *ein neues Miteinander, ein neues Kapitel, ein neuer Weg* тощо:

1) «*Nach dem Wegfall des Eisernen Vorhangs, dem Zusammenbruch des Kommunismus und der friedlichen Wiedervereinigung Deutschlands eröffnen sich für unseren Kontinent Möglichkeiten eines neuen Miteinanders*» [4. Juni 1996].

2) «*Der Vertrag über die deutsch-französische Zusammenarbeit vom 22. Januar 1963 war Ausdruck des Wunsches unserer beiden Völker, endgültig und unwiderruflich ein neues Kapitel in ihren Beziehungen aufzuschlagen*» [11. September 1996].

Метафоричне осмислення подальшого економічного та політичного розвитку об'єднаної Німеччини пов'язано в дискурсі Г. Коля з моделлю руху. Метафорою, що створює найбільш яскраві образи і простежується в цілій низці його промов, є метафора шляху: «*Ich erinnere mich an manches Gespräch im Jahre 1990, wenn Hans-Dietrich Genscher von den Zwei-plus-Vier-Verhandlungen zurückkehrte, wo unsere Argumente nicht immer die stärksten waren und wo unsere europäischen Partner geholfen haben, weil wir längst auf einem gemeinsamen Weg in Europa waren*» [2. Dezember 1992]. При цьому оратор неодноразово вказує, що цей шлях веде країну тільки вперед, а значить, у майбутнє: «*Wir wollen, daß wir zu Lösungen kommen, die unsere*

russischen Nachbarn, die Ukraine und auch die Staaten der Region mittragen können, und zwar nicht mit negativer Grundstimmung, sondern in der Überzeugung, daß wir gemeinsam auf einem guten Weg in die Zukunft gehen» [4. Juni 1996].

Ключовими темами офіційних промов **Г. Шредера** у період його правління є становлення та ***розвиток ЄС***, роль Німеччини в цьому процесі, схеми політичної та економічної діяльності Євросоюзу, єдність у впровадженні загальноєвропейських рішень. Метафоризація політичних дій допомагає їм яскравіше та емоційніше зобразити складні процеси європейської інтеграції, зробити їх більш зрозумілими та переконливими для аудиторії.

Шредер подекуди звертається до своїх попередників, які сприяли становленню післявоєнної Німеччини як об'єднаної самостійної держави: «*So wie Adenauer der Architekt der Aussöhnung mit unseren westlichen Nachbarn war, so ist die Öffnung der Europäischen Union nach Mittel- und Südosteuropa ohne die Friedenspolitik Willy Brandts nicht denkbar. Er hat den Grundstein dafür gelegt, dass heute in Europa, wie er es in einem anderen Zusammenhang einmal formuliert hat, zusammenwachsen kann, was zusammengehört*» [26. Januar 2004].

Приєднання до ЄС нових країн канцлер характеризує як новий крок, нову фазу становлення європейського співтовариства: «*Nach der Schaffung des finanziellen Rahmens durch die "Agenda 2000" unter deutscher Präsidentschaft hat die Europäische Union die zweite und damit letzte noch ausstehende Vorbedingung für die Beitritte neuer Mitglieder erfüllt. Damit tritt der Erweiterungsprozess in ein neues Stadium*» [4. September 2000].

У політичному дискурсі Герхарда Шредера тема європейської інтеграції тісно переплітається з темою ***війни і миру***. Цей референт, а також пов'язані з ним питання європейської безпеки, антитерористичної політики в Європі, дружні та партнерські відносини з іншими країнами є актуальними протягом усього періоду його правління.

Метафора „auf einem gemeinsamen Wertekanon beruhen" ще раз підтверджує близькість політичних поглядів Німеччини та США: «*Die enge Beziehung zu unseren Freunden in Amerika beruht auf einem gemeinsamen Wertekanon*» [15. April 1999].

Метафори, які оратор використовує, у своїх промовах допомагають краще зрозуміти складність та важливість місії зі збереження миру в Косово, а також підкреслюють значення стабільності, діалогу та співпраці для досягнення довготривалого миру: «*Monatelang haben der EU-Sonderbeauftragte Petritsch und sein amerikanischer Kollege Hill, dann auch gemeinsam mit dem russischen Unterhändler Majorski, mit den Konfliktparteien*

Gespräche geführt und dabei den Boden für ein wirklich faires Abkommen bereitet» [15. April 1999].

Висновки. Важливим є висновок про те, що політики вибирають конкретні мовні засоби та комунікативні моделі, які формують його унікальний політичний мовний стиль. Це свідчить про їх розуміння того, як мова може бути використана для впливу на аудиторію та досягнення політичних цілей. Г. Коль торкається тем «Минуле», «Майбутнє», «Розвиток», «Єдність», Г. Шредер опікується темами «Німеччина та ЄС», «Війна і мир», «Німеччина та ООН». Домінування метафори підкреслює ефективність політичних промов.

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ПРО ДЕБЮТНУ ЗБІРКУ ПОЕЗІЙ ЕММИ АНДІЄВСЬКОЇ

Анотація. Дебютна збірка Емми Андієвської (1931 р. н.) «Поезії» (1951) вийшла друком, втративши свою назву, відому, як мінімум, першому рецензентові цієї книжки. Рецензію Ігоря Костецького на збірку «Поезії» у американській газеті супроводжує примітка, з якої читач дізнавався назву, якої насправді на обкладинці не було. Бунтівний характер і субверсивний світогляд молодої поетки виявили себе в цьому акті у повному обсязі. Відмова від назви в останню мить корелює із особистою, занадто приватною, подією. Та й вірші представляють собою передовсім інтимну й любовну лірику. Мотиви втрати, які співвідносяться із осіннім мотивом, витворюють палітру розчарування та меланхолії. Можливо, це маска, але, швидше за все, у щирості почуттів ліричної героїні з її нещасливим коханням немає сумніву. Апокрифічний аспект інтимної лірики потребує, звісно, повнішої верифікації, але йдеться про творчість доволі герметичну у виконанні письменниці, яка сама себе колись визначила «кішкою, яка сама по собі». Її особисте приватне життя (особливо, таких далеких 1940-х – 1950-х років) доволі слабко вивчене, і зрозуміло, чому. Письменниця, якій у цьому році виповнилося 95 років, упродовж усього творчого життя демонструє власну акцентовану інакшість, яка виглядає значно яскравіше за звичайну оригінальність літераторки.

У ліриці поетка вибудувала неповторний і герметичний ансамбль, який немає із чим порівняти. Ще перший рецензент назвав її ґеніяльною, і анітрохи не помилився. Самодостатність індивідуальної поетики (поза сумнівом, питомо та послідовно експресіоністичної), бароковий словник письменниці, сміливість у експериментах, – усе це ставить письменницю на такий високий щабель, до якого читачеві слід дорости, аби відбувся акт узаємнення, – між ним і поеткою. Насправді ж, навіть найбільш герметичні вірші Андієвської прочитуються і у мотивах, і в образах без особливих проблем. Інша справа, що вони потребують особливої уваги, яка корелює з любов'ю.

Ключові слова: поезія, вірш, ліричний мотив, мотивний комплекс, ліричний образ, метафора, герметична поезія.

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ABOUT EMMA ANDIJEWSKA'S DEBUT POETRY COLLECTION

Abstract. Emma Andievskaya's (born 1931) debut collection, Poetry (1951), was published without its title, known at least to the first reviewer of the book. Igor Kostetsky's review of the collection Poetry in an American newspaper is accompanied by a note from which the reader learned the title, which was not actually on the cover. The rebellious nature and subversive worldview of the young poetess revealed themselves in this act to the fullest extent. The refusal of the title at the last moment correlates with a personal, too private, event. And the poems are primarily intimate and love lyrics. The motifs of loss, which correlate with the autumn motif, create a palette of disappointment and melancholy. Perhaps this is a mask, but, most likely, there is no doubt about the sincerity of the feelings of the lyrical heroine with her unhappy love. The apocryphal aspect of intimate lyrics requires, of course, more complete verification, but we are talking about a rather hermetic work performed by a writer who once defined herself as a "cat who is by herself." Her personal private life (especially the distant 1940s and 1950s) is rather poorly studied, and it is understandable why. The writer, who turned 95 this year, throughout her creative life demonstrates her own accentuated otherness, which looks much brighter than the usual originality of a writer. In her lyrics, the poetess has built a unique and hermetic ensemble that has nothing to compare with. The very first reviewer called her brilliant, and he was not mistaken at all. The self-sufficiency of individual poetics (undoubtedly specifically and consistently expressionist), the writer's baroque vocabulary, the courage in experiments – all this puts the writer on that high level to which the reader must grow in order for an act of reciprocity to take place – between him and the poetess. In fact, even the most hermetic poems of Andiyevska can be read both in motifs and in images without any particular problems. Another thing is that they require special attention, which correlates with love.

Keywords: poetry, poem, lyrical motif, motif complex, lyrical image, metaphor, hermetic poetry.

Постановка проблеми. Дебютна збірка поезій Емми Андієвської «Поезії» (1951) [1] прикметна кількома цікавими та важливими рисами.

Щось подібне щодо назви, аж настільки відчужено-безособове, в українській поезії дозволяв собі хіба що Володимир Сосюра у найгірші для нього позачасові роки сталінізму. (І на те були поважні причини, поготів, – опісля появи збірки «Серце», 1931). Володимир Свідзінський у 1940-му році з аналогічних причин не міг видати свій «Медобір», – лише часткові висмики під нейтральною назвою «Поезії». У назві, зазвичай, відбивається концептуальний авторський задум, його естетичні та ідеологічні інтенції. Але згадані приклади стосувалися країни-концтабору, ситуація двадцятирічної Андієвської, здавалося б, радикально інша. Випустити у світ першу збірку поезій, не надавши їй принципового та неповторного імени, поготів, мешкаючи у ФРН, у вільному світі, – як таке може бути? Рання молодість – складний і небезпечний період у людському житті, отже – може бути й таке; не варто дивуватися: численні сумніви, протиріччя, субверсивність і турбулентність свідомости. Я не буду пояснювати, чому збірка «Порічок ґроно» втратила своє автентичне ім'я, і вийшла друком лише із жанрово-родовим маркером на обкладинці. Люди, зацікавлені темою, давно уже знають про цю історію, втім, бракує остаточної верифікації. Хотілося б почути пояснення від самої авторки, попри те, що це аж надто давня історія. Підозрюю, у щоденниках 1950 – 51-го рр. Емма Андієвська багато та емоційно з приводу цього рефлексувала, і колись ми це все прочитаємо. Хоча, звісно, нічого такого не ґарантовано, – треба знати темперамент і східну затятість пані Емми. Я особисто анітрохи не здивуюся, якщо колись дізнаюся, що згадані щоденники та епістолярій відповідного періоду, – давно уже нею знищені, – можливо, ще того ж 1951-го вікопомного року.

Аналіз останніх досліджень і публікацій. Творчість Емми Андієвської віддавна привертає до себе увагу багатьох дослідників літератури (від представників колишньої еміґрації до теперішніх вітчизняних науковців), які зійшлися у поглядах на її специфічний сюрреалізм (І.Костецький, В.Державин, Ю.Косач, Ю.Лавріненко, Б.Бойчук, Б.Рубчак, Е.Райс, М. Р. Стех, В.Василенко), який, на мою думку, залишається в межах широкого розуміння ґранд-стилю ХХ століття – експресіонізму.

Мета статті – привернути увагу та пояснити нетипову видавничу стратегію Емми Андієвської, як молодої авторки-дебютантки. В останню мить перед відправкою дебютної збірки поезій «Порічок ґроно» до друкарні (а, можливо, і в процесі друку) авторка вирішила відмовитися від назви книжки. Відтак, на обкладинці читач знайшов замість назви збірки лише її родовий маркер: поезії. Чому так сталося, і як цей факт корелює зі змістом книги, власне, з віршами, – ми пояснимо в цій статті.

Виклад основного матеріалу. Дебютувавши збіркою віршів із такою дивною (власне, *відсутньою*) назвою, Емма Андієвська, тим не менше, отримала найвищу оцінку від метра тогочасної української критики у вільному світі, Ігоря Костецького [2]. Він визнав її геній, ледве не голослівно наголосивши на цьому факті та майже нічого нікому не пояснивши. Так теж буває, коли ти зустрічаєшся з явищем, яке перехоплює подих, а самому *явищу* немає ще й двадцяти років. (Можливо, і кількість віршів у збірці співпадає саме з віком авторки? Втім, це може бути й випадковим збігом). У цій ситуації Костецькому можна хіба що по-людськи поспівчувати. Він був першим, хто відкрив для світу феномен Емми Андієвської, – неординарної поетки, за декілька років – новелістки, а ще пізніше – самобутньої й самодостатньої мисткині. Водночас, Костецькому з його інтуїтивним природнім даром, а також із технічними навичками вишколеного письменника-експресіоніста було значно простіше, ніж усім наступним читачам і дослідникам цього феномену. Він, зокрема писав про дебютантку Е.Андієвську: «...Назвати когось живого – та ще й, як у даному разі, ледве двадцятирічну дівчину з її першим виступом – назвати цілком поважно генієм це ніяке не захвалювання, а просто констатація того прокляття, яке лежить на обраній звище для мучінь людині. Геній це вічна ненависть самого себе, вічна прірва між катівнею вигаданого сну і недосягнутим ступенем мистецької майстерности, який не дозволяє той сон бодай на одну десяту відтворити» [2, 5]. Цікаво, що Ігор Костецький писав свій відгук не на збірку «Поезії», яку у підсумку отримав читач від видавництва в Новому Ульмі, а на збірку «Порічок ґроно», про що є свідчення у вигляді зноски під текстом його рецензії у заокеанській (нью-йоркській) газеті «Обрії»: «З приводу виходу збірки: Емма Андієвська: “Поричок ґроно”. Видавництво “Україна”, 1951 р.» [2, 6]. Крім того, і у тексті рецензії йдеться саме про збірку «Порічок ґроно». Що усе це означає? Дуже просто: критик писав рецензію на збірку, яка ще мала назву «Порічок ґроно», й готувалася до друку, чи вже була у друкарні. Він надіслав рецензію до редакції «Обріїв» (Нью-Йорк, США) ще до того, як дізнався про зміну назви збірки в останню хвилину. Сама ж авторка про внесену нею зміну критикові явно не повідомила. Відомо, що Костецький у ті економічно непрості для нього часи (та й у пізніші роки – так само) користувався переважно дешевшою «повільною» (морською) поштою, тому доставка кореспонденції за океан займала доволі відчутний час, – декілька тижнів. Маю відчуття, що якби він дізнався, що збірка вийшла під назвою «Поезії», то ця рецензія взагалі не була б оприлюднена. Зокрема й тому, що він піддає критиці деякі вірші зі збірки, а водночас і саму назву збірки, вважаючи її, як мінімум, невдалою та «по-олесівському нестерпною»: «<…> а в найпершій

чергою, чотирирядковій поезії “ще” прикро вражає наївне порівняння через “наче”, – не кажучи вже про самий заголовок, “Поричок ґроно” (саме так, і то двічі звучить назва книжки у рецензії. – *О.С.*), сам по собі дуже поганий, а, перенесений на назву цілої збірки, просто таки по-олесівському нестерпний. Ще пара зауважень могла б бути до цього, так, як кожній нововинайденій чудодійній машині завжди бракує пари деталів, що їх уже пізніше додають, удосконалюючи її, блискучі епігони» [2, 5]. У своїй, явно компліментарній та вітаїстичній рецензії (яка, вірогідно, за спільним узгодженим задумом критика і поетки, мала бути першою в світі), Костецький від самого початку ретельно подбав про масштаби естетичних контекстів («з явищем в його абсолютності», – як він писав), у яких читач мав сприймати дебютну збірку юної авторки, запропонувавши, зокрема, своє розуміння ґенези цієї поезії: «Міродайним стилевідчуттям поезії Окциденту було прагнення рівноваги словосполучень, тобто, те, що носить назву клясицизму. Стилі динамічні, напружені, загострені, епохи, сказати б, екстатичного стилевідчуття, отже кожноразового романтизму з експресіонізмом включно, було ніби тимчасовим бунтом. Але, з другого боку існує діяметрально-протилежна традиція: світ тисячолітнього поетичного Сходу, залізний карб неймовірних словесних конструкцій, фантастичних, сновидних, галюцинаційних словообразів. Тим то кожен прорив у наш світ того, що, приміром, для Китаю є тільки незначною часткою звичайного поетичного цілого, ось як поезія Мао Тзе-тунґа, сьогоднішнього червоного диктатора Небесної імперії, стає чи не революцією. Ми не знаємо, як сприймає культурний китаєць або японець зустріч з европейським клясичним стилевідчуттям. Але ми знаємо певно, що на кожному окцидентальному поеті, який наважився свій несамовитий орієнтальний сон зробити здобутком нашої мистецької майстерности, лежить свого роду обов’язок геніяльности» [2, 5 – 6].

Не менш серйозно до цього поетичного дебюту поставився й інший авторитетний критик української еміґрації Володимир Державин, доволі категорично обстоюючи «сюрреалістичний стиль» поетки, та відкидаючи дещо таки несподівану рецептивну пропозицію І.Костецького щодо ґенези лірики Е.Андієвської: «Вже значно ліпше характеризує поезію Андієвської, <…> бо він, принаймні, згадувати й називати сюрреалізм не соромиться, тільки ж зовсім недоречно пов’язує його з поезією Далекого Сходу, на якій він, очевидно, жадною мірою не розуміється і яка насправді абсолютно нічого спільного з західньоевропейським сюрреалізмом ніколи не мала, бувши від початку до кінця збудована на суто літературних і часом мітологічних (отже, в останньому рахунку, теж літературних) алюзіях і натяках» [4, 34]. Хоча, невдовзі й сам критик засвідчив своє повне

нерозуміння, скажімо, таких рядків – «Леопард розцвітає в кутку; / Тіні мовчки лежать, мов квитки», – вважаючи, що у вірші йдеться про зображення «побляклої рослинности з її жовто-червоно-чорною світо-тінню» [4, 35]. І, як висновок, наприкінці статті: «Емма Андієвська взяла на себе завдання почесне й вельми відповідальне – стати першим в історії українського письменства поетом-сюрреалістом» [4, 38].

На жаль, це нафантазований висновок, не зіпертий на переконливу арґументацію.

Критик так і не збагнув, що це вірші про кохання, і що вони мають цілком «земне» походження та очевидного адресата. Зокрема, ці вірші про втрачене кохання; про перший і гіркий жіночий досвід, – саме звідси густі та акцентовані осінні настрої та мотив «старіючої» жінки, – *жінки, яка втрачає*.

Ліричній героїні лишаються лише спогади, які вона приймає часом із вдячністю, але найчастіше проживає і виписує їх як історію хвороби, історію душевної травми.

Юрій Шерех, відчайдушно промовчавши з приводу поетичного дебюту Емми Андієвської, за п’ять років відгукнувся доволі жвавим текстом на її прозовий дебют. У цій статті, шукаючи, чи не передовсім, ґенезу письменниці, він зачепив особисто Ігоря Костецького, – нібито в хорошому европейському контексті «трьох К», але зі специфічною злісно-ядучою настановою. Костецький цього не вибачив Шерехові до кінця свого життя. Здається Юрій Володимирович неабияк про це шкодував. Як почувався при тому Костецький, зціпивши зуби та тримаючись власних принципів, – ми не знаємо, але він тримався. Бо принципи – це важливо. Тому, зрештою, ми знаємо чимало, або ж інтуїтивно відчуваємо. Шерех усього-на-всього пожартував, швидше за все, не замислюючись щодо наслідків, але наслідки будуть, наслідки живі дотепер. Утім, можливо, не лише пожартував. Цілком може бути, що це була відповідь на гострі випади І.Костецького роком раніше у рецензії на зредаговану Шерехом книгу Едварда Стріхи (Костя Буревія), до якої він написав післямову й коментарі [3, 55 – 56]. Але «відповідь» Шереха виявилась стилістично незґрабною й такою, що іґнорувала будь-які правила інтелектуальної суперечки-полеміки. Костецький у своїх випадах передовсім захищав Михайля Семенка і український футуризм 1914-го – 1930-го рр., водночас, щоправда, завдавши удару й по редакторському та літературно-критичному реноме Юрія Шереха; на жаль, не без того. Але Костецький у своїй публічній практиці так і не дійшов до використання пліток, і не зазирав у приватну шпарину, аби переказати читачеві побачене разом із цілковито нафантазованим, як це бачимо у рецензії Шереха [7, 2]. Ці двоє більше ніколи не мали особистого

взаємнення. І це неабияк зашкодило українській гуманістиці у вільному світі. Іноді жарти реально дорого коштують, і це саме прикрий випадок Шереха і Костецького.

У контексті української еміґраційної лірики початку 1950-х років збірка Андієвської виглядає свіжо й привабливо, попри навіть те, що чимало рядків (точніше, мабуть, *образів*) мають вигляд абсолютно штучний, придуркуватий, інфантильний. Що такого в них далекосхідного розгледів Ігор Костецький, – для мене залишається неабиякою загадкою. Юрій Шерех, згадавши І.Костецького у своїй рецензії, на диво жорстко помилився, стверджуючи, що «авторка не взяла в Костецького його фрази, його ворожбитсько-шарлатанських маніпуляцій із словом»: «Костецький подарував авторці єдине, що він має – світ важкої з перепою голови, недогризених солоних огірків, їджених з хвоста оселедців і останніх, заблуканих нічних трамваїв, що везуть одного напівпритомного пасажира невідомо куди, може в вічність, може в район поліції. На щастя, правда, авторка не взяла в Костецького його фрази, його ворожбитсько-шарлатанських маніпуляцій із словом» [7, 2]. Як на мене, рання творчість Емми Андієвської – як поетична, так і прозова (як мінімум, упродовж усіх 1950-х років), – перебуває цілковито під впливом саме Костецького, і це стосується передовсім її активного та сміливого експериментування (назвімо це так) із мовою та її «бароковою» лексикою. А вже Кафка, Кокто, Іван Ґолль, Андре Бретон, Трістан Тцара, – причетні до постання феномену Андієвської цілковито незрозумілим чином (якщо не рахувати персонажа, позначеного літерою Д., який Шерехові нагадав персонажа К. у романі Франца Кафки «Замок»), якщо взагалі причетні. Або так: звісно, причетні, але виключно тією мірою, якою вони присутні у поліфонічному континуюмі, в якому зростала та формувалася творча індивідуальність, а відтак – і загальний феномен Емми Андієвської.

Зрозуміло, що дебютна збірка Андієвської належить саме до такої поезії, про яку написали і Костецький, і Шерех, – складної, не очевидно референтної й таке інше. Але внутрішня ситуація цієї лірики виглядає при зануренні в неї не настільки складною, як видавалося нашим метрам. Передовсім це стосується здогадок щодо її ґенези. Тож, із автентичною назвою збірки Андієвської, від якої у виданій книзі «Поезії» лишився лише перший вірш, – вірш-заспів без назви, – усе ніби просто. Хіба що варто поглянути на сам цей текст, якщо вже він магічно впливав на всі інші, й був визначальним для вимріяної назви (яка, пам'ятаємо, аж настільки не подобалася Костецькому) всієї дебютної збірки. Зрозуміло, що йдеться про інтимну лірику, пов'язану із переживаннями ліричної героїні:

Охмелілий розвішую віск
І думаю тільки про вас.

Поетичний дебют Андієвської (на відміну від прозового у 1955-му році, раціонально осмисленого та, однозначно, більш підготовленого), – це суцільний пошук, а відтак, – сміливий – аж до безоглядности, – експеримент; а місцями – й зовсім – неприхована мистецька провокація. Юрій Шерех у «Великій статті про малий вірш» (1952), присвяченій загалом-то одній конкретній поезії Олега Зуєвського (на прикладі якої він розмірковує про речі та тенденції, без перебільшення, масштабні: «Вага невеличкого вірша Зуєвського для нашої поезії в тому, що це, скільки знаю, перше в нас адекватне відтворення типу сучасної поезії Заходу. Того самого, що позначений формулою Мак Ліша. З мого погляду – це не головна лінія нашого поетичного розвитку. Але це розвиток, а не стаґнація. Це сьогодні, а не дев'яносто років тому» [6, 338]), у процесі зіставлення деяких радикальних поетичних практик тогодення, дає ранній ліриці Андієвської просто нищівну характеристику: «Одначе відмовлення від пунктуації вказувало на шлях, яким можна було йти. Ішлося про розхитання звичних зв'язків слів. Кожне слово в нашій мові ніби має кілька гачків, до яких – за інерцією мови – мають бути почеплені інші слова, при чому конче слова певного типу або й певні слова. Так досить сказати, приміром, слово *роззявити*, щоб у свідомості з'явилися слова *рота* або *пащеку*, і то конечно в формі родового або знахідного відмінка. Вираз *о десятій* автоматично тягне за собою слово *години*. І так далі, і так далі. Просто пообббивати ці гачки зі слів, вивести їх цілком із автоматизму їхніх зв'язків – означало б перестати писати українською мовою. Але що коли розхитати ці зв'язки? Коли, часом, перебити звичні конструкції рівнобіжними, але не тотожними? Або коли частину гачків лишити порожніми, простягненими в порожнечу? Коли дати переслизання з одних нормальних конструкцій на інші, теж нормальні, але не при даному гачку? Ішлося, одне слово, не про руйнування мовних зв'язків, а про їх систематичні переключення, про розбиття інерції, про виведення їх із звичного. Наслідком такої техніки, поперше, розривалися зв'язки поетичної мови з побутовою. Подруге, і головне, підносилася вага слів і їхнього значення. Бо читач, почуваючи, що його вибито з синтаксичної інерції, починає шукати втраченої рівноваги в уважнішому вгляді в значення слів. Тим самим у протилежність всякій заумній мові при такому підході до мови роля значення слова не занепадає, а зростає. Вирвані з контексту щоденщини, але поглиблені значенньово, слова щільніше в'яжуться з внутрішнім світом поета і духово спорідненого з даним поетом читача. Поезія стає не позамовною, як було в заумників, і не протимовною, що свідомо ламає мовні норми, як це є, приміром, у ранніх поезіях Андієвської (які, до речі будь сказане, саме через це не здаються мені поезією, бо те не мистецтво, що йде проти свого матеріялу), а, так би

мовити, метамовною, понадмовною, виходячи при цьому з можливостей, закладених у самій мові» (виділення в цитаті належить Ю.Шерехові. – *О.С.*) [6, 339 – 340]. І далі, доводячи власні побіжні рецептивні зауваження до статусу висновків: «Флюктуаціонізм – не легка річ, – з погляду суто технічних вимог, що стоять перед поетом. Суть їх полягає в тому, що, систематично порушуючи синтаксичну й фразеологічну інерцію мови, поет повинен увесь час спиратися на можливості, закладені в самій таки мові, використовувати те, що в мові може бути, не накидаючи мові нічого їй чужого. Адже ідеться саме про мінення, вагання, але не про розрив з традицією, не про насильство над мовою. Інакшими словами: тільки один крок тут від Зуєвського до ранньої Андієвської. Але цей крок має вирішальне значення. Те, що написав Зуєвський, – поезія і українською мовою. Те, що написала Андієвська, – *не поезія, а радше словесний спорт*, і зв'язки його з українською мовою, коли не говорити про зовнішнє оформлення слів, – мінімальні» (курсив мій. – *О.С.*) [6, 341]. Погодьмося, це прозвучало доволі жорстко. Можливо, навіть занадто і, до певної міри, несправедливо. Хоча, мушу визнати, що суб'єктивна рація у словах критика, все-таки, присутня. Навіть, однозначно, присутня. А, скажімо, людські сантименти й прихильність найчастіше бувають скеровані на людей, із якими ми маємо хоча б якесь особисте взаємнення. До всіх інших ми кожного разу більш об'єктивні й суворі, – це теж у людській природі.

Так сталося, що Емма Андієвська розпочала свій шлях у літературі в перший рік другої половини XX століття, відтак – уся ця друга половина буде належати їй. Не виключно їй, але значною мірою – їй, поготів, що її слідами так ніхто й не наважився йти. А от проблема нереферентности (сюрреалізм? – навряд чи, попри те, що до сьогодні про це не встиг написати хіба що найбільш лінивий дослідник-інтересант) цієї збірки, як на мене, не є аж такою очевидною. Можливо, і теза Юрія Шереха щодо спорту в дебютній збірці поетки ґрунтується на його суб'єктивному відчутті нереферентности, яку він у статті [6] про вірш Олега Зуєвського розглядає виключно з точки зору лінґвіста. А лінґвістові художня література доступна хіба що в окремих, – цілком зрозуміло, – виключно лінґвістичних – аспектах. Для прикладу, розглянемо декілька віршів зі збірки Емми Андієвської «Поезії». Почавши з першого тексту, який мав пояснювати назву збірки «Порічок ґроно». Образ, покладений у назву збірки – «Порічок ґроно», – відсилає, як мінімум, до аналогічних образів у назвах хронологічно близьких книжок, – «Сагайдак» (1925) Юрія Дарагана та «Козуб ягід» (1927) Валеріяна Поліщука (зрештою, можна згадати ще його «Жмуток червоного», 1924). Образ *ґрона* – це образ збірки і натяк на сутність її структури; це, як *сагайдак* у назві однойменної збірки Дарагана. Порічки в

ґроні – вірші в книжці, – за аналогією до віршів-стріл у сагайдаці й, відповідно, у «Сагайдаці» Дарагана. Образ «Порічок ґрона» – цікавий сам по собі. Чому не *жменя горобців* (якщо направду йдеться про сюрреалізм), або будь-який інший варіянт, – *каміння з пращі*, *намисто з хмар*, або будь-що інше? Емма Андієвська, яка своїм першим кроком у літературі могла собі дозволити будь-що і в будь-якому вигляді, віддала перевагу порічкам, ґронові порічок. Як виглядають порічки? Колір, смак, тендітність й ніжність власне ґрона? Це про що? Я думаю, що це про молодість, кохання і творчість. Єдина можлива альтернатива порічкам – українська тотемна вишня. Як це було у Тараса Шевченка та у народній українській пісні. А ще вишня уже була у дебютній збірці «Психетози» (1922) молодого Ґео Шкурупія: «роздушилась велика червона вишня / по всьому тілі теплий сік…» [8, 69], і Андієвська, яка прослухала ґрунтовний авторський курс лекцій із історії української та світової літератури авторства Ігоря Костецького, безперечно, знала про цей образ, наповнений відвертою еротикою. Як відомо, повторюватись у мистецтві, як мінімум, – mauvais ton. Тому у двадцятирічної поетки – власний індивідуальний образ: порічок ґроно. Це ще й приклад використання формалістичного прийому учуднення, про який вона дізналася, поза сумнівом, так само від Костецького. І цей прийом, як не дивно, чудово корелює із тією «китайщиною» у її творчості, про яку вперше згадав усе той же Костецький у рецензії, а значно пізніше, але, водночас, і значно ґрунтовніше та переконливіше, про це написав Марко Роберт Стех [5].

Збірка Емми Андієвської за мотивним комплексом її дев'ятнадцяти творів є передовсім книжкою інтимної та любовної лірики. Ці специфічні медитації, виконані у суголоссі з настроями, породженими передовсім осінню. Осінь – це завше про павзу й прощання; саме про це йдеться у вірші «Осіннє». Кореляція осіннього завмирання світу довкола із втратою дорогої людини – суть цієї невеличкої поезії. А у вірші «Троянда пішла від місяця» ситуація прикрого розлучення означена у назві тексту, а вже у ньому – сама подія, що призводить до тривожного олюднення усього довкілля через використання метафори-персоніфікації. Троянда пішла від місяця, бо має власну гідність, і от, будь ласка, маєте таку картину:

Зорям на небі тісно,
Троянда пішла від місяця.
Дерева, як з діжки тісто,
Муром стікали в барвисте,
Де вітер від пахощів світиться.

Водночас, варто звернути на motto до всієї збірки поезій. Це, мабуть, найвідоміші слова з Екклезіяста: «… і нема нічого нового під сонцем». Це

алюзія: приватна ситуація авторки та її героїні не нова й анітрохи не унікальна. У вірші «Старіюча», вже назва якого так само промовляє, хоча авторці лише двадцять років. У назві присутня ознака за дією, якою поетка шифрувала від чужого ока чи то направду поразку, а чи звичайний досвід нещасливого кохання, якого в житті досить складно уникнути: «Як осіннє листя, розлетілось / Почуття. Лиш де-де зачепився / Лист, що запізнився відлетіть». У поезії «На ранок» маємо вже не лише інтимну лірику, але й доволі відверту еротику з чітким мінорним післясмаком:

У ліжка всі кості нили
На ранок. Фруктів тіла
До склянки холодної тислись
В гарячці. І в пунші
Світанок тонув, наче пунш доливали.
Стихали на аґрусі шрами.
Шакали під вікнами танули.
– Ви відійшли. –

Інший важливий і добре помітний мотив збірки «Порічок ґроно», – мотив самотности («Над столом», «Увечорі», «Плач по Офелії» й ін.), який виникає зі згадки про розлучення з коханою людиною, а відтак, – про одинокість, старість, швидке проминання життя. Старість у ліриці Андієвської взагалі різко протиставляється самому поняттю життя (принаймні, життя активного, повнокровного, самодостатнього), бо життя – це молодість і кохання; зокрема, і взаємність у коханні. У «Плачу по Офелії», можливо, є згадка про травму хребта, якої зазнала поетка у юнацькому віці на спортивному майданчику. Ця травма була неабияким випробуванням для активної молодої людини, яку лікарі мусили знерухомити на декілька тривалих місяців: «Пройшов залізом замок до хребта; / Не виїде владар на білі лови».

Висновки. Зрозуміло, що дебютна (і, водночас, концептуальна у її базових ідеологічних і поетикальних настановах) збірка поетки містить понад важливу інформацію щодо ґенези всієї наступної творчости Емми Андієвської, – як поетичної, так і прозової, а, можливо, й мистецької. А крім того, збірка «Поезії» приховує виразний апокрифічний компонент, який потребує додаткової верифікації вже суто документальними жанрами (епістолярій, в ідеалі – щоденник, мемуари авторки та людей, які її добре знали у відповідний період життя, що наразі не є доступним для дослідників її творчости). Вірші з цієї збірки сьогодні потребують нового та уважного перепрочитання з обов'язковим урахуванням згаданого біографічного матеріялу, який до певної міри дослідникам сьогодення уже приступний. Хоча, помітна закритість письменниці та принциповий ґерметизм її творчости є певною перешкодою на цьому шляху.

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ТРАГІКОМЕДІЯ В СИСТЕМІ ДРАМАТИЧНИХ ЖАНРІВ: ТЕОРЕТИЧНЕ ОСМИСЛЕННЯ В СУЧАСНОМУ ЛІТЕРАТУРОЗНАВСТВІ

Анотація. У статті досліджується трагікомедія як важливий компонент української драматургії та водночас як актуальна форма сучасного художнього мислення. Показано, що в сучасному літературознавстві трагікомедія виходить за межі традиційного розуміння як поєднання трагічного і комічного. Основну увагу зосереджено на специфіці трагікомічного конфлікту, який трактується як принципово нерозв'язаний і такий, що функціонує у стані постійної смислової напруги.

Продемонстровано, що саме ця синкретичність зумовлює поліфонічність смислів і багаторівневість читацького сприйняття, відкриваючи можливості для неоднозначних інтерпретацій.

Доведено, що комічне у межах трагікомедії не виконує функції розрядки, а ускладнює трагічне, підкреслюючи його внутрішню нестійкість. Розглянуто феномен абсурдності як важливий чинник формування трагікомічного світовідчуття, що відображає кризовість, фрагментарність і парадоксальність сучасної реальності. З'ясовано, що абсурд у структурі трагікомедії виконує не лише стилістичну, але й світоглядну функцію, підсилюючи драматизм ситуації через їхню зовнішню комічність.

У статті враховано як новітні інтерпретації трагікомедії, що пов'язують її з процесами деконструкції наративів, так і підходи, зорієнтовані на виявлення історичної тяглості жанру в українській драматургії. Розглянуто трансформації сприйняття жанру трагікомедії в контексті сучасних гуманітарних студій (В. Атаманчук, Ж. Бортнік, Є. Васильєв, Т. Вірченко, Л. Мороз та інші), де він осмислюється як форма художнього реагування на складність і суперечливість буття. Показано, що трагікомедія як жанр

зберігає свою актуальність і продуктивність, оскільки дозволяє репрезентувати граничні стани людського існування через поєднання контрастних емоцій, формуючи нові моделі осмислення дійсності. Підкреслено значення трагікомедії для відтворення складності людського досвіду.

Простежено, як невідповідність героя і ситуації стає ключовим механізмом створення трагікомічного ефекту, актуалізуючи напругу між внутрішніми уявленнями персонажа та логікою подій.

Ключові слова: жанр, трагікомедія, комічне, трагічне, дійова особа, конфлікт, автор.

TRAGICOMEDY WITHIN THE SYSTEM OF DRAMATIC GENRES: A THEORETICAL ANALYSIS IN CONTEMPORARY LITERARY STUDIES

Abstract. This article examines the tragicomedy as an important component of Ukrainian drama and, at the same time, as a relevant form of contemporary artistic thought. It has been shown that in contemporary literary studies, tragicomedy goes beyond the traditional understanding of it as a combination of the tragic and the comic. The focus is on the specific nature of the tragicomic conflict, which is interpreted as fundamentally irresolvable and operating in a state of constant semantic tension. It has been demonstrated that it is precisely this syncretism that gives rise to the multiplicity of meanings and the multi-layered nature of readers' perceptions, opening up possibilities for ambiguous interpretations.

It has been demonstrated that, within the context of tragicomedy, the comic element does not serve to provide comic relief but rather intensifies the tragic, highlighting its inherent instability. This paper examines the phenomenon of absurdity as a key factor in the formation of a tragicomic worldview that reflects the crisis-ridden, fragmented, and paradoxical nature of contemporary reality. It has been established that absurdity in the structure of tragicomedy serves not only a stylistic function but also a worldview function, heightening the drama of the situation through its apparent comicality.

The article takes into account both the latest interpretations of tragicomedy, which link it to the processes of narrative deconstruction, and approaches aimed at identifying the historical continuity of the genre in Ukrainian drama. This paper examines shifts in the perception of the tragicomedy genre within the context of contemporary humanities studies (V. Atamanchuk, Zh. Bortnik, E. Vasilyev, T. Virchenko, L. Moroz, and others), where it is understood as a form of artistic response to the complexity and contradictions of existence. It has been shown that the tragicomedy, as a genre, remains relevant and effective because it allows for

the representation of the extremes of human existence through the combination of contrasting emotions, thereby forming new models for understanding reality. The importance of tragicomedy in capturing the complexity of human experience is emphasized.

The study examines how the mismatch between the protagonist and the situation serves as a key mechanism for creating a tragicomic effect, highlighting the tension between the character's inner perceptions and the logic of events.

Keywords: genre, tragicomedy, comedy, tragedy, character, conflict, author.

Постановка проблеми. У новітньому літературознавчому дискурсі помітно активізувалося як теоретичне, так і історико-літературне осмислення жанрової проблематики. Водночас сама категорія жанру й надалі перебуває у стані інтенсивних і нерідко полемічних філософсько-естетичних інтерпретацій. Це зумовлено тим, що жанр, а особливо трагікомедії як синтетична форма, акумулює в собі специфіку авторської свідомості, індивідуальні моделі світосприйняття і типи художнього мислення, водночас відображаючи загальні тенденції розвитку літературного процесу та своєрідність національної традиції. Так, Є.М. Васильєв, розмірковуючи над провідними жанровими традиціями в драматургії, переконливо стверджує, що «жанри мають різний історичний обсяг, вони народжуються за певної історичної доби, розвиваються, досягають вершини, а часом і вмирають» [6, с. 63].

Особливої уваги у цьому контексті потребує трагікомедія як жанр, у якому взаємодія трагічного й комічного не зводиться до механічного поєднання, а формує якісно нову художню цілісність. Саме ця подвійна природа зумовлює складність її теоретичного опису та ускладнює включення до впорядкованої системи драматичних жанрів. Окрім цього, «жанрове обличчя сучасної драматургії визначають не «чисті» жанри (трагедія, драма, комедія, фарс), а жанри-гібриди, що конструюються у результаті міжжанрової дифузії. Найпоширенішими з них є трагікомедія та трагіфарс, котрі водночас слід визнати жанровими домінантами драматургії межі XX–XXI століття» [7, с. 273]. Подібну думку висловлює й Ж. Бортнік, наголошуючи, що «сучасна актуальна драма представлена передусім синтетичними жанрами: трагіфарс, трагікомедія, докудрама, монодрама, драма-щоденник (нотатник, записник), постдрама та «текст для театру», що оприявнює такий вид трансформації, як родо-видову суміш через протистояння жанрів та заміну функції» [5, с. 214].

Посилення інтересу сучасної драматургії до трагікомедії загострює потребу у виробленні оновленого теоретичного інструментарію для її

осмислення, здатного враховувати динаміку жанрових процесів і специфіку синкретичних форм. Таким чином, науковий інтерес становить огляд визначення трагікомедії крізь призму різних методологічних підходів задля окреслення основних тенденцій та виявлення проблемних аспектів наукового дискурсу.

Аналіз останніх досліджень і публікацій. Студіювання літературознавчих праць свідчить про різноспрямованість підходів до осмислення трагікомедії та поступове розширення дослідницьких уявлень щодо її жанрової природи. Опрацювання наукових досліджень дає змогу виокремити такі ключові напрями і проблемні аспекти, зокрема теоретико-жанровий, зосереджений на уточненні трагікомедії в системі драматичних жанрів, визначенні її усталених ознак, принципів поєднання трагічного і комічного (Т.В. Бовсунівська, Є.М. Васильєв, О.А. Вісич, Н.П. Малютіна, Т.Г. Свербілова, А.О. Ткаченко, С.І. Хороб та інші); поетикальний, охоплює дослідження специфіки художнього конфлікту, типології персонажів, особливостей сюжетобудови тощо(О.Бєляєва,Ж.І.Бортнік, М.О.Гринишина, О.І. Семак, Л.З. Мороз та інші); історико-літературний, зорієнтований на вивчення еволюції трагікомедії в різних національних літературах (Т.Г. Свербілова, Н.Х. Копистянська та інші); культурно-філософський, спрямований на осмислення трагікомедії як способу репрезентації суперечливості людського існування, взаємодії іронії, абсурду і трагізму в контексті сучасної картини світу (В.П. Атаманчук, Т.І. Вірченко, О.О. Цокол та інші).

Метою статті – здійснити теоретичний аналіз трагікомедії, з'ясувати специфіку її жанрової природи, окреслити основні підходи до інтерпретації в сучасному літературознавстві та визначити характерні ознаки функціонування трагікомічного начала в драматургії.

Виклад основного матеріалу. Розмірковуючи над жанровою природою трагікомедії варто передусім зазначити, що цей жанр-гібрид виник не як «продукт» театрального мистецтва, а скоріше як художня реакція на переломні соціальні події. Трагікомедія з'являється в умовах нестабільності, світоглядної невизначеності, коли звичні ціннісні орієнтири втрачають свою переконливість, а усталені норми й традиції поступово руйнуються або переосмислюються. Як наслідок внутрішній світ людина набуває рис суперечливості і роздвоєності, що знаходить своє художнє втілення у поєднанні трагічного і комічного.

У цьому контексті трагікомедія як жанр-гібрид посідає особливе місце в системі драматичних жанрів, оскільки ґрунтується на взаємодії двох естетично протилежних начал – трагічного і комічного. Ці категорії за своєю сутністю є неподільними, оскільки комічне виявляє внутрішній трагізм, тоді

як трагічне може набувати ознак комічного. Проте це поєднання не має характеру механічного накладання, а формує цілісну художню структуру, у межах якої відбувається переосмислення традиційних жанрових моделей.

Звернемо увагу, що у своїй «перехресній» класифікації у вигляді моделі-схеми літературної генерики А.О. Ткаченко констатує, що «генологія – наш родовий хрест, од якого навряд чи відхрестимося універсально-аморфними визначеннями тексту, жанру (в універсальному застосуванні), метажанру, субметажанру тощо» [15, с. 52]. Цікавою є позиція вченого щодо увиразнення жанрової специфіки твору у проєкції синхронія / діахронія. Для увиразнення сутності трагікомедії як жанру-гібрида важливою є думка літературознавця, що на третьому родовому щаблі збережено головну опозицію «трагедія / комедія та проміжна позиція – власне драма й трагікомедія; ще одну опозицію можуть у певному сенсі скласти мелодрама / трагікомедія (трагіфарс)» [14, с. 136].

Однією з ключових ознак трагікомедії є специфічна організація конфлікту, що відрізняє його від суто трагічного, так і від комічного. У трагікомедії трагічні ситуації часто поєднуються з комічним або іронічним їх осмисленням. Така подвійність зумовлює багаторівневість змісту, коли зовнішній план подій може мати ознаки комедійності, тоді як внутрішній – містити глибокий драматизм. На наш погляд, розуміння сутності трагікомічного конфлікту полягає власне в його незавершеності. Він не розв'язується, «він не може бути остаточно розв'язаний у принципі» [8, с.190] – і саме це визначає його художню функцію. На відміну від трагедії, де конфлікт веде до катастрофічної розв'язки, і комедії, де він знімається через гармонізацію, трагікомедія фіксує стан тривалої невизначеності.

У межах сучасного осмислення трагікомедії комічне дедалі частіше перестає сприйматися як елемент, покликаний урівноважити або зняти трагічну напругу. Радше воно змінює спосіб переживання трагічного, позбавляючи його однозначності. У цьому сенсі можна говорити про таку взаємодію, за якої комічне не протистоїть трагічному, а ніби «проникає» в нього, виявляючи його умовність і водночас загострюючи відчуття безвиході. Водночас трагічне також зазнає трансформації: воно втрачає ознаки однозначної фатальності, оскільки постійно коригується іронічною дистанцією та зміщенням смислових акцентів. Відтак, на відміну від класичної моделі, де трагічне домінує і визначає загальну логіку твору, у трагікомедії воно співіснує з комічним у стані напруженої рівноваги. При цьому варто наголосити, що це співвідношення не є сталим, а змінюється залежно від авторської стратегії і читацького сприйняття.

Якщо спробувати осмислити цю взаємодію в ширшому теоретичному контексті, то вона частково перегукується з жанровими спостереженнями

Нортропа Фрая. Так, в «Анатомії критики» вчений обґрунтував оригінальні та цікаві ідеї щодо жанрових особливостей художньої літератури, зокрема презентував власну класифікацію жанрів [16]. Учений виділяє два типи драми: міметичну і видовищну, а також стверджує, що в основі традиційного розподілу драми на трагедію і комедію є усний зразок. Літературознавець пропонує тлумачити жанр за способом зображення. У такому підході трагедія і комедія не виглядають як абсолютно замкнені й взаємовиключні моделі, це рухомі структури, які можуть накладатися одна на одну, утворюючи проміжні форми.

Осмислюючи сутність конфлікту в трагікомедії, доцільно згадати трагікомедію Миколи Куліша «Маклена Граса». На перший погляд, у творі домінує трагічна перспектива: доля тринадцятирічної дівчинки Маклени визначена соціальними умовами, бідністю та моральною деградацією оточення, які призводять до суттєвих світоглядних трансформацій. Проте ця трагічність переплітається з комічними і гротескними елементами, які увиразнюють світ корисливості, абсурдної логіки наживи і спотворених цінностей. Відповідно комічне тут не «полегшує» сприйняття соціальної несправедливості та негуманної системи, а, навпаки, підкреслює її моральну деформацію.

Особливо виразним у цьому контексті є образ Ігнація Падура, в якому максимально віддзеркалено суперечливість доби, колишній знаний польський музикант тепер живе в собачій буді. Ігнацій Падур іронічно проголошує: «Я – як єдність самосвідомості у філософії, світова субстанція, невмируще я! Трансцендентальне за Кантом, єдиносуще за Гегелем. Я! З якого виникає всесвіт у Фіхте і навіть за матеріалізмом – найвища ступінь в розвитку матерії – Я!» [10, с. 367]. Має рацію В. Атаманчук, наголошуючи: «Ігнацій Падур репрезентує процес розвінчування соціалістичних ілюзій. Колишній соціаліст усвідомив, що спокусливі ідеї рівності не рятували від жахливої дійсності, а змушували вибудовувати ілюзорний світ, який неминуче руйнувався, знищуючи при цьому особистості апологетів. Його усвідомлення небезпеки від фанатичного захоплення ідеями втілюється в фантасмагоричній історії про гусей» [1, с. 111]. Ці «фантасмагоричні історії» набувають гіперболізованого характеру, що створює ефект комічного викривлення. Проте цей ефект не функціонує у творі як засіб зняття напруги, він ще більше актуалізує деформацію соціальної системи, в якій цей конфлікт розгортається.

Таким чином, у «Маклені Грасі» трагікомічне функціонально нероздільне і виявляється через деформовані форми повсякденного життя. У цьому контексті доцільно звернути увагу на той факт, що для посилення трагічного ефекту драматурги активно використовують естетику абсурду, в

якій поєднання трагічного і комічного є основоположним принципом. При цьому трагікомедія, взаємодіючи з естетикою абсурду, виробляє особливий тип рецепції, де співчуття й іронічність співіснують. У цьому сенсі абсурд виступає як інструмент переосмислення людського буття. У п'єсі «Маклені Грасі» абсурдність розкривається не як окремий естетичний прийом, а як принцип організації самої соціальної реальності. Важливо, що поведінка, до прикладу Зарембського, Анелі, Зброжека, підпорядкована логіці, яка ззовні виглядає раціональною, але фактично виявляється внутрішньо суперечливою: прагнення до вигоди (Зарембський задля використання грошей батька Анелі їй освідчується і одразу втрачає інтерес, коли взнає про банкрутство батька), спроби звести життя до економічних категорій (Зброжек заради страховки планує власне вбивство) не приводять до впорядкування світу, а підкреслюють його розбалансованість.

Логіка взаємодії трагічного і комічного, окреслена на матеріалі «Маклена Граса» Миколи Куліша, дозволяє нам простежити еволюцію жанру трагікомедії в українській літературі, а саме розкрити тяглість жанру: від класичної драматургії до сучасних форм, у яких змінюється не стільки сама природа трагікомічного, скільки його функції. Так, Л. Мороз наголошує, що трагікомічне не є рисою окремих творів, а становить важливий елемент жанрової системи: «Для українського ж письменника внаслідок специфічних обставин актуальним і природнішим було співчуття до своїх персонажів, а у крайньому разі великий жаль із приводу спотворення людської сутності в особах, що його митець спостерігав у житті. Українська трагікомедія, отже, – це не механічне поєднання елементів трагедійних і комедійних, як може здаватися на перший погляд, і в тому полягає її своєрідність» [11, с.40]. Такий підхід ученої показує, що трагікомедія це не «проміжний жанр», а самостійна форма, що має власну логіку організації конфлікту. Л. Мороз використовує поняття «трагічна комедійність» [12], що увиразнює характер взаємодії трагічного і комічного: йдеться не про механічне поєднання, а про ситуації, коли комічне виявляє внутрішню суперечливість трагічного. У цьому аспекті підхід Л. Мороз є методологічно близьким до сучасних інтерпретацій трагікомедії, оскільки дослідники наголошують, що комічне не виступає елементом зняття напруги.

Показовим є те, що в інтерпретації Л. Мороз трагікомічне функціонує на рівні конфлікту: воно не локалізується в окремих сценах чи персонажах, а визначає загальну організацію твору. Саме тому «трагічна комедійність» постає як характеристика не стільки жанрової форми, скільки способу художнього мислення, в якому трагічне і комічне взаємно коригують одне одного.

Варто звернути увагу й на статтю Л. Мороз «Комедія чи трагікомедія? (з творчого досвіду Марка Кропивницького)» [13]. Дослідниця, аналізуючи глибину структуру конфлікту п'єс «Хоть з мосту в воду головою», «Мамаша», акцентує увагу на тому, що зовнішньо комедійна форма у творах часто приховує внутрішню напругу, пов'язану з соціальними суперечностями, моральними кризами та психологічною вразливістю персонажів. У результаті комічне постає не як самодостатній сміховий ефект, а як механізм виявлення прихованого трагізму. Читаємо: «Вочевидь, співвідношення трагедійних і комедійних елементів у п'єсі «Мамаша» виявляє відчутну перевагу перших, коли не кількісну, то якісну й емоційну. Водночас попри трагічний фінал та загальну невеселу картину, немає підстав визначати жанр твору як трагедію чи навіть сатиру, адже персонажі тут є доволі дрібними (не соціально, а внутрішньо), щоб не сказати: нікчемними. Ще менше підстав вести мову про комедію» [13, с. 135]. Важливо, що Л. Мороз звертає увагу на специфіку фіналів п'єс, де навіть формально «щасливе» завершення не усуває емоційної або соціальної напруги. У ширшій перспективі ці спостереження вченої корелюють із сучасними теоретичними підходами, які трактують жанр як динамічну систему смислових взаємодій: «жанр дедалі частіше постає не як усталена класифікаційна одиниця, а як динамічна форма, що перебуває в постійному процесі трансформації» [3, с. 13].

Осмисленню суті жанрової природи трагікомедії сприяють праці Ж. Бортнік, зокрема стаття, присвячена ґрунтовному аналізу п'єс сучасних українських драматургів Л. Тимошенко, Лєни Лягушонкової, В. Ченського [4]. Вона розглядає трагікомедію не як сталий жанровий формат, а як інструмент критичного переосмислення національних наративів у сучасній драматургії. Дослідниця наголошує, що «поєднання комічного і трагічного є невід'ємним складником творів усіх драматургів-лімінарів, однак у п'єсах зазначених авторів «комічне» стає домінантою, основою, з якої виростає «трагічне»: часто відчуття трагічності існування переноситься на рівень свідомості читача, формуючи рецептивну лімінальність, коли персонажі творів представлені в атмосфері радості, сміху, кумедного гротескового комізму, втім, відчуття катастрофи, яку вони не бачать та яку усвідомлює реципієнт, формує трагічний пафос» [4, с. 74]. Ця позиція вченої дає змогу зрозуміти сутність жанрової природи сучасної трагікомедії, адже Ж. Бортнік акцентує увагу на зміщенні акцентів з питання жанрової класифікації на рівень функціонування трагікомічного як механізму деконструкції ідеологічних і історіографічних моделей. Цей підхід значною мірою корелює з положеннями Є. Васильєва, який розглядає трагікомедію не як статичний жанр, а як результат постійних трансформацій драматургічних форм у сучасному культурному полі. Є. Васильєв підкреслює, що

сучасна драматургія дедалі частіше виходить за межі класичних опозицій (трагедія / комедія), формуючи змішані моделі, які не зводяться до простого поєднання елементів.

Важливо, що трагікомедія постає як продуктивна модель сучасної драматургії, здатна фіксувати нестабільність смислів і зміну способів репрезентації реальності. Цитуємо: «Визначальним у творах автора (В. Ченського) стає мотив пошуку персонажем власної ідентичності в його особистісному прагненні бути «своїм» у системі та водночас підсвідомому (анархічному, хаотичному) бунті проти неї через відчуття руйнування, яке несе структура: образ цього бунту створює основу для комічного, а болісність його результатів визначають підґрунтя для трагічного» [4, с. 74]. Варто зазначити, що Ж. Бортнік розглядає трагікомедію і трагіфарс не як окремі жанри, а скоріше як різні прояви однієї стратегії – деконструкції. У цьому контексті трагікомічне зберігає напругу між смислами, а трагіфарс посилює її.

Опрацювання праць Ж. Бортнік дозволяє нам виокремити ще один важливий аспект тлумачення жанрової природи сучасної трагікомедії, зокрема трагікомедія здебільшого осмислюється не як форма поєднання комічного і трагічного, а як засіб критичного переосмислення національних міфів. Таке розуміння трагікомедії є принципово важливим для сучасного літературознавства, оскільки дозволяє вийти за межі формального жанрового аналізу і перейти до концептуального переосмислення самого статусу жанру трагікомедії. Подібну думку висловлює й Т. Вірченко, зокрема стверджує, що у сучасній українській драматургії «увиразнюється жанр трагікомедії, оскільки драматурги пропонують своїм читачам / глядачам спостерігати двобій приземленої реалістичності й національної трагедія, де пафосність останнього стирається заглибленням у буденність» [9, с. 62].

З’ясовуючи жанрові ознаки трагікомедії, доцільно звернутися до невідповідності героя і ситуації. Ця невідповідність не зводиться до простого «комічного ефекту», коли персонаж поводиться недоречно або опиняється в незручних обставинах. Мова йде передусім про структурну розбіжність між внутрішніми можливостями людини та логікою світу, в якому вона змушена діяти. Ця розбіжність не завжди виглядає як конфлікт у прямому сенсі – здебільшого вона розкривається у зміщення координат для персонажа. У цьому увиразнюється парадоксальна поетикальна ознака трагікомедії: невідповідність трагічної ситуації та комічних персонажів або трагічних персонажів і комічних обставин. Саме тут виникає трагікомічний ефект, адже читач / глядач потрапляє в ситуацію розриву між очікуваним і реальним результатом. У цьому сенсі показовою є п’єса Миколи Куліша

«Мина Мазайло», де Мина щиро намагається «вписатися» у нову соціальну реальність, змінюючи прізвище як спосіб самовираження. Проте ситуація навколо нього не піддається такій прямолінійній корекції: мовна, культурна і сімейна динаміка руйнує його уявлення про контроль. На перший погляд складається враження, що він діє серйозно, майже раціонально, одна сама логіка подій перетворює цю серйозність на комічну-тривожну невідповідність.

Ще однією важливою характеристикою трагікомедії є звернення драматургів до трагікомічного гротеску – прийому, що не лише підсилює контраст, а переводить його в іншу площину, де сама реальність набуває ознак внутрішньої деформації. У цьому сенсі гротеск функціонує не як риторичне перебільшення, а як спосіб виявлення / розкриття конфлікту. Гротеск дозволяє читачам / глядачам побачити реальність, яка викривлена до абсурду. Сучасна українська драматургія показує, що гротеск стає формою мислення про травматичний досвід – соціальний, історичний, екцистенційний. Яскравим прикладом може слугувати п'єса, що функціонує у полі сучасної трагікомедії, Павла Ар'є «Слава героям». У центрі п'єси – ситуація вимушеного співіснування в одній лікарняній палаті двох літніх чоловіків, ветеранів, які репрезентують різні історичні наративи (умовно – радянський і національно-визвольний). Уже сама ця ситуація задає конфлікт невідповідності: герої змушені взаємодіяти попри глибокі світоглядні розбіжності, які неможливо повністю узгодити. Має рацію О. Бондарева, що «увесь театрально-аналітичний метатекст «Слави героям» засвідчив, що для його творців провідною була інтенція показати в сьогоденних українських реаліях фанатичну непримиренність до цінностей протилежної мілітарної спільноти середини XX століття, а не відновлення справедливості, не актуалізація проукраїнської версії нашої національної історії та скасування її імперських інтерпретацій, і точно не процеси суспільного примирення» [2, с. 28].

Варто зауважити, що драматург не розгортає цей конфлікт у суто трагічному ключі. Трагікомічний гротеск виникає поступово – через зниження пафосу. Уявлення персонажів (Остап Ількович і Андрій Васильович) про власний героїзм, про історичну місію, про «високі» смисли постійно стикаються з їхнім фізичним станом, побутовими дрібницями, взаємними образами, інколи майже фарсовими суперечками. Так, Остап Ількович і Андрій Васильович опиняються в одній передопераційній палаті шпиталю для ветеранів війни, де перебувають у стані очікування складної операції на серце – життєво необхідної для кожного з них. Про них дбають молодші родичі, що підкреслює їхню фізичну вразливість і залежність від оточення. І Остап Ількович, і Андрій Васильович мають значні труднощі з

пересуванням: Остап Ількович користується гуцульським топірцем, натомість Андрій Васильович – милицею і палицею. По факту вони ветерани з численними нагородами, які, хоча в цьому і трагікомічний гротеск, є водночас для кожного предметом гордості і своєрідного суперництва. Крім цього, за їхніми плечима – досвід відданого служіння ідеям, у які вони щиро вірили. У результаті такого фізичного паралелізму вони постають не як монументальні фігури історії, а як тілесно вразливі, суперечливі люди, які одночасно викликають і співчуття, і іронічну дистанцію. Саме в цьому поєднанні, на нашу думку, проявляється трагікомічний гротеск, адже високе і низьке, героїчне і буденне не просто контрастують, а взаємно деформують одне одного. Смішне не знімає відчуття трагізму, а робіть ще значно відчутнішим, оскільки надто увиразнений розрив між персонажами.

Звернемо увагу на відкритий фінал п'єси. Така незавершеність твору (смерть кожного) виконує важливу жанротвірну функцію: вона не знімає напругу, а зберігає її, переводячи трагікомічний ефект у площину післядії, яка передбачає рефлексію читача / глядача. Цілком погоджуємось з думкою О. Бондаревої, що «смерть наче примирює непримиренних за життя ворогів – адже вони в посмерті ідуть поряд без зброї. І водночас смерть обох героїв усі питання, які лунають у п'єсі, так і залишає відкритими, транспоколіннєві рани – незагоєними, а борців за українську незалежність – нереабілітованими…» [2, с. 32]. У межах трагікомедії це особливо важливо, адже відсутність фінального, так би мовити, «вироку» не дозволяє ні трагізму остаточно утвердитися, ні комічному виконати функцію психологічного полегшення. Таким чином, трагікомічний гротеск у п'єсі постає як органічний прийом розкриття конфлікту пам'яті, ідентичності та особистісної вразливості, а не як зовнішній стилістичний ефект.

До домінантних жанрових ознак трагікомедії варто віднести й умовність художнього простору і часу. У сучасних п'єсах простір не сприймається як «реальне місце» у звичному розумінні – він скоріше нагадує модель або символічну сцену, де події можуть набувати узагальненого значення. Так само час не рухається лінійно: він ніби розхитується, може «зупинятися», повертатися або втрачати чіткі межі між минулим і теперішнім. Прикладом може слугувати п'єса Неди Нежданої «Той, що відчиняє двері». Насамперед звернемо увагу на пролог п'єси, який, на нашу думку, задає ключову модель художнього світу. Дія розгортається в приймальній моргу – просторі, що за своєю природою маркує межу між життям і смертю. Водночас цей простір подано не як «піднесено-трагічний», а як побутово-знижений: тут є журнал, навушники, ліки, буденні репліки. Таке поєднання несумісних елементів створює трагікомічний гротеск,

характерний саме для цього жанру. Також простір моргу тут принципово подвійний: з одного боку, він максимально конкретний (кабінет, кушетка, двері), а з іншого – функціонує як символічна «зона переходу», де межа між живим і мертвим є буденною. Час у п'єси також нестабільний: подія починається як звичайний робочий момент, але переходить у ситуацію абсурдного відкриття іншої реальності.

Як бачимо, у сучасній трагікомедії простір і час виступають не лише фоном дії, але й активними жанротвірними чинниками. Простір часто набуває умовного характеру, що загалом створює ефект подвійного сприйняття реальності. Час втрачає лінійну впорядкованість і функціонує як перехід між станами.

Висновки. Отже, у сучасному літературознавстві трагікомедія постає як складний і внутрішньо суперечливий жанр, в якому традиційна опозиція трагічного і комічного втрачає свою чіткість і перетворюється на принцип взаємопроникнення. Центральним структурним чинником у межах жанру виступає конфлікт, що часто ґрунтується не лише на зіткненні персонажів, а насамперед на невідповідності персонажа і ситуації, яка немає однозначного розв'язання і тому зберігає психологічну напругу впродовж всього твору. Окремого значення набувають також категорії художнього простору і часу, які в межах трагікомедії втрачають свою традиційну лінійність і стабільність. У такому форматі просторово-часова організація стає важливою жанротвірною ознакою, що підтримує загальну логіку трагікомедійного мислення.

Перспективи подальших досліджень вбачаємо в уточненні теоретичних меж трагікомедії, її співвідношення з суміжними жанрами (трагіфарсом, драмою абсурду), а також із поглибленим аналізом функціонування трагікомедії в різних сучасних національних літературах.

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ТЕОРЕТИЧНІ АСПЕКТИ ДОСЛІДЖЕННЯ АНГЛОМОВНОЇ ДРАМИ

Анотація. У статті здійснено комплексний аналіз теоретичних аспектів дослідження англомовної драми як багатогранного літературного та комунікативного феномена. Визначено основні підходи до вивчення драматичного тексту в сучасному мовознавстві та літературознавстві, зокрема структурно-семіотичний, когнітивно-дискурсивний, прагматичний та лінгвостилістичний підходи. Розглянуто специфіку англомовної драми як особливого виду художнього дискурсу, що поєднує мовні, стилістичні, прагматичні та культурологічні характеристики. Особливу увагу приділено драматичному тексту як формі художньої комунікації, у межах якої мовлення персонажів виконує не лише естетичну, а й соціальну, психологічну та прагматичну функції. З’ясовано, що англомовний драматичний текст характеризується високим рівнем діалогічності, ситуативності та емоційної насиченості, а також орієнтацією на сценічне відтворення. Встановлено, що стилістичні засоби англомовної драми формуються під впливом історичних, соціокультурних і жанрових чинників, а також індивідуального авторського стилю. У роботі проаналізовано основні структурні компоненти драматичного тексту, серед яких важливе місце займають репліки персонажів, монологи, діалоги, ремарки та сценічні вказівки. Досліджено їхню роль у створенні художнього змісту твору та реалізації авторського задуму. Увагу також зосереджено на мовностилістичних особливостях англомовної драми, зокрема використанні експресивної лексики, розмовних конструкцій, стилістичних засобів, засобів емоційної виразності та невербальних елементів комунікації. Особливо яскраво це проявляється у драматургії ХХ століття, зокрема у творчості Гарольда Пінтера, де мовчання, паузи та фрагментарність діалогів стають важливими художніми засобами створення психологічної напруги та прихованого змісту. Окреме місце в історії англомовної драми посідає творчість Вільяма Шекспіра, яка стала вагомим етапом розвитку світової

драматургії та суттєво вплинула на формування художніх принципів драматичного мистецтва. У статті підкреслено значення міждисциплінарного підходу до вивчення англомовної драми, що передбачає поєднання методів лінгвістики, літературознавства, прагматики та культурології. Окреслено перспективи подальших досліджень, пов'язаних із вивченням драматичного дискурсу, комунікативних стратегій персонажів та мовної репрезентації емоцій у сучасній англомовній драмі.

Ключові слова: англомовна драма, драматичний текст, драматичний дискурс, художня комунікація, лінгвостилістика, прагматика, діалогічність, драматичне мистецтво, стилістичні засоби, художній стиль.

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THEORETICAL ASPECTS OF THE RESEARCH OF ENGLISH-LANGUAGE DRAMA

Abstract. The article provides a comprehensive analysis of the theoretical aspects of the study of English-language drama as a multifaceted literary and communicative phenomenon. The main approaches to the study of dramatic text in modern linguistics and literary studies are identified, including structural-semiotic, cognitive-discursive, pragmatic and linguostylistic approaches. The specifics of English-language drama as a special type of artistic discourse combining linguistic, stylistic, pragmatic and cultural characteristics are considered. Particular attention is paid to dramatic text as a form of artistic communication in which the speech of characters performs not only aesthetic but also social, psychological and pragmatic functions. It has been found that the English-language dramatic text is characterized by a high level of dialogicity, situationality and emotional richness, as well as orientation towards stage performance. It has been established that the stylistic devices of English-language drama are formed under the influence of historical, socio-cultural and genre factors, together with the peculiarities of the author's individual style. The article analyzes the main structural components of dramatic text, among which a special place is occupied by characters' remarks, monologues, dialogues, stage directions and authorial remarks. Their role in shaping the artistic content of the work and implementing the author's intention is examined. Attention is also focused on the linguistic and stylistic features of English-language drama, in particular the use of expressive vocabulary, colloquial constructions, stylistic devices, means of

emotional expressiveness and non-verbal elements of communication. This is especially vividly reflected in the drama of the twentieth century, particularly in the works of Harold Pinter, where silence, pauses and fragmented dialogues become important artistic means of creating psychological tension and hidden meanings. A special place in the history of English-language drama belongs to the works of William Shakespeare, which became a significant stage in the development of world drama and greatly influenced the formation of dramatic art. The article emphasizes the importance of an interdisciplinary approach to the study of English-language drama, which involves a combination of methods from linguistics, literary studies, pragmatics and cultural studies. The prospects for further scientific research related to the study of dramatic discourse, communicative strategies of characters and linguistic representation of emotions in modern English-language drama are outlined.

Keywords: English-language drama, dramatic text, dramatic discourse, artistic communication, linguostylistics, pragmatics, dialogicity, dramatic art, stylistic devices, artistic style.

Постановка проблеми. Сучасний розвиток гуманітарних наук характеризується підвищеним інтересом до дослідження художнього дискурсу як складного багаторівневого явища, у межах якого особливе місце посідає драматичний текст. Англомовна драма є важливим об’єктом наукового аналізу, оскільки поєднує літературні, мовні, культурні та комунікативні характеристики, що дозволяє розглядати її не лише як жанр художньої літератури, а і як специфічну форму мовленнєвої взаємодії. У сучасному науковому просторі драматичний твір дедалі частіше досліджується крізь призму міждисциплінарних підходів, які охоплюють лінгвістику, літературознавство, прагматику, когнітивістику та теорію дискурсу.

Актуальність дослідження англомовної драми зумовлена необхідністю поглибленого вивчення мовних та стилістичних особливостей драматичного тексту, механізмів реалізації авторського задуму, а також специфіки функціонування комунікативних стратегій у межах художньої взаємодії персонажів. Драматичний текст вирізняється високим ступенем діалогічності, ситуативності та емоційної виразності, що робить його важливим джерелом для аналізу мовленнєвої поведінки, прагматичних інтенцій та особливостей художньої репрезентації соціокультурної реальності.

Попри значну кількість наукових праць, присвячених драматургії, низка аспектів англомовної драми залишається недостатньо дослідженою. Зокрема, потребують подальшого теоретичного осмислення питання

взаємодії вербальних і невербальних компонентів драматичного тексту, функціонування мовностилістичних засобів у процесі формування художнього образу, а також особливості реалізації прагматичного потенціалу реплік персонажів. Крім того, сучасні трансформації культурного та комунікативного простору зумовлюють необхідність переосмислення традиційних підходів до аналізу драматичного дискурсу та залучення новітніх методологічних моделей дослідження.

У зв'язку з цим виникає потреба у комплексному дослідженні теоретичних аспектів англомовної драми, визначенні її структурних, мовних та комунікативних особливостей, а також уточненні місця драматичного тексту в системі сучасного художнього дискурсу. Це сприятиме поглибленню наукових уявлень про специфіку англомовної драматургії та розширенню можливостей її лінгвістичного й літературознавчого аналізу.

Аналіз останніх досліджень і публікацій

Проблематика англомовної драми посідає важливе місце у сучасних лінгвістичних і літературознавчих дослідженнях. Науковий інтерес до драматичного дискурсу зумовлений його складною комунікативною природою, поєднанням вербальних і невербальних засобів вираження, а також значним прагматичним потенціалом. У сучасному науковому просторі англомовна драма досліджується в межах різних методологічних підходів: структурно-семіотичного, прагматичного, когнітивного, дискурсивного та конверсаційного.

Важливий внесок у розвиток теорії драматичного дискурсу зроблено у працях, присвячених прагматиці драматичного мовлення та особливостям художньої комунікації.

Дослідники акцентують увагу на тому, що драматичний текст функціонує як модель живої комунікації, у якій мовлення персонажів реалізує складну систему соціальних, психологічних і прагматичних взаємодій. Особливу увагу приділено вивченню діалогічності як ключової ознаки драматичного тексту, а також механізмам формування комунікативної взаємодії між персонажами.

Значна кількість сучасних досліджень зосереджується на використанні інструментів конверсаційного аналізу для вивчення драматичного дискурсу. Зокрема, у працях І. Матіяш-Гнедюк розглядаються тексти британських драматургів XX століття крізь призму конверсаційного аналізу, який дозволяє досліджувати структуру мовленнєвої інтеракції, комунікативні ходи та механізми організації діалогу у драматичному тексті. Авторка наголошує на важливості аналізу мовленнєвих стратегій і чергування реплік для розуміння прагматичного потенціалу драматичного дискурсу.

Окремий напрям сучасних наукових розвідок пов'язаний із дослідженням прагматичних і стилістичних особливостей англомовної драми. У працях, присвячених драматургії Гарольда Пінтера, увага зосереджується на специфіці мовної невизначеності, порушенні комунікативних максим, використанні пауз, мовчання та підтексту як засобів створення психологічної напруги й реалізації владних відносин між персонажами. Аналіз драматичних творів Пінтера демонструє, що мовлення персонажів часто виходить за межі традиційної комунікативної логіки, формуючи багаторівневу систему прихованих смислів.

Важливими для розвитку теорії англомовної драми є також дослідження прагматичних особливостей драматичного діалогу у творчості Вільяма Шекспіра. У сучасних наукових працях аналізуються синтаксична неоднозначність, прагматика прихованого мовлення, функціонування aside-конструкцій та засоби створення комунікативної багатозначності в драматичних текстах.

Такі дослідження підтверджують, що драматичний дискурс є важливим джерелом для вивчення мовленнєвих стратегій і механізмів формування художнього смислу.

Сучасні наукові студії також демонструють активне використання міждисциплінарного підходу до аналізу драматичних текстів. У працях останніх років англомовна драма досліджується з урахуванням теорії перформативності, когнітивної лінгвістики, цифрової гуманітаристики та корпусного аналізу. Зокрема, сучасні дослідження охоплюють питання автоматизованого аналізу драматичних текстів, стилометрії, машинного моделювання драматичного мовлення та використання штучного інтелекту для створення драматургічних текстів.

Попри значну кількість наукових праць, присвячених англомовній драмі, низка аспектів залишається недостатньо дослідженою. Зокрема, потребують подальшого вивчення питання взаємодії мовних і невербальних засобів у драматичному тексті, особливості реалізації прагматичного потенціалу реплік персонажів, а також механізми формування комунікативного впливу в сучасному англомовному драматичному дискурсі. Це зумовлює актуальність подальших досліджень у зазначеному напрямі.

Метою статті є комплексне дослідження теоретичних аспектів англомовної драми, визначення її основних структурних, мовностилістичних і комунікативних особливостей, а також аналіз сучасних наукових підходів до вивчення драматичного дискурсу. Особлива увага приділяється характеристиці драматичного тексту як специфічної форми художньої комунікації, у межах якої реалізуються прагматичні, когнітивні та соціокультурні функції мовлення персонажів.

Виклад основного матеріалу

Англомовна драма є одним із найскладніших і найбагатогранніших об'єктів дослідження у сучасному мовознавстві та літературознавстві. Її специфіка полягає у поєднанні ознак художнього тексту, мовленнєвої взаємодії та сценічного мистецтва, що зумовлює необхідність комплексного підходу до аналізу драматичного дискурсу. На відміну від епічних чи ліричних творів, драма орієнтована не лише на читача, а й на сценічне відтворення, унаслідок чого мовлення персонажів стає основним засобом передачі авторського задуму, розвитку сюжету та формування художнього конфлікту.

У сучасній гуманітаристиці англомовна драма розглядається як особлива форма художньої комунікації, у межах якої поєднуються мовні, прагматичні, психологічні, соціокультурні та невербальні компоненти. Драматичний текст не існує ізольовано від комунікативного середовища, оскільки його повноцінне функціонування передбачає взаємодію автора, режисера, акторів і глядачів. Саме тому сучасні дослідники дедалі частіше трактують драму не лише як літературний жанр, а і як динамічний дискурс, що реалізується у процесі сценічної комунікації.

Однією з ключових ознак англомовної драми є її діалогічна природа. На відміну від прозового тексту, де значна частина інформації може передаватися через авторський опис, у драмі саме репліки персонажів формують сюжет, розкривають характери, створюють психологічне напруження та реалізують конфлікт. Діалог у драматичному творі виступає не лише формою комунікації між персонажами, а й важливим механізмом художнього впливу на читача або глядача. Через мовленнєву взаємодію персонажів автор репрезентує соціальні відносини, культурні особливості, ідеологічні конфлікти та внутрішній психологічний стан героїв.

Особливе значення для дослідження англомовної драми має поняття драматичного дискурсу. У сучасній лінгвістиці дискурс розглядається як мовлення, занурене в конкретний соціокультурний контекст. Відповідно драматичний дискурс охоплює не лише текст драматичного твору, а й усю систему комунікативних зв'язків, які виникають у процесі його створення, інтерпретації та сценічного втілення. Англомовна драма демонструє високий рівень прагматичної насиченості, оскільки кожна репліка персонажа виконує певну комунікативну функцію: інформативну, емоційну, маніпулятивну, експресивну чи регулятивну.

У межах прагматичного підходу драматичний текст досліджується як система мовленнєвих актів. Теорія мовленнєвих актів, розроблена Джоном Остіном і Джоном Серлем, стала важливою основою для аналізу драматичної комунікації. Репліки персонажів у драмі можуть реалізовувати

різні типи мовленнєвих актів: констативи, директиви, експресиви, комісиви чи декларативи. Особливість драматичного мовлення полягає в тому, що воно часто містить приховані смисли, натяки, імплікації та підтексти, які потребують інтерпретації з боку читача або глядача.

Значну роль у формуванні драматичного дискурсу відіграє підтекст. У багатьох англомовних драматичних творах реальний зміст висловлювання не збігається з його буквальним значенням. Особливо яскраво це проявляється у драматургії XX століття, зокрема у творчості Harold Pinter, де мовчання, паузи та фрагментарність діалогів стають важливими засобами створення психологічної напруги. У таких творах комунікативний конфлікт нерідко реалізується не через відкриту суперечку, а через приховану боротьбу за домінування, маніпуляцію або контроль над співрозмовником.

Не менш важливим аспектом дослідження англомовної драми є її структурна організація. Драматичний текст складається з кількох взаємопов'язаних компонентів: реплік персонажів, ремарок, сценічних вказівок, монологів, діалогів і полілогів. Кожен із цих елементів виконує специфічну функцію у формуванні художнього змісту. Репліки забезпечують розвиток сюжету та реалізацію комунікативної взаємодії, тоді як ремарки допомагають відтворити емоційний стан персонажів, особливості їхньої поведінки та сценічного простору.

Ремарки в англомовній драмі мають особливе значення, оскільки вони виступають своєрідним посередником між літературним текстом і сценічною постановкою. Через ремарки автор може вказувати на інтонацію, темп мовлення, жести, міміку, рухи персонажів або особливості сценічного оформлення. Таким чином, драматичний текст поєднує вербальний і невербальний рівні комунікації, що значно розширює його художній потенціал.

Суттєвою рисою англомовної драми є її орієнтація на усне мовлення. Діалоги персонажів часто відтворюють особливості живої розмовної мови: неповні речення, вигуки, паузи, повтори, еліптичні конструкції, сленг, ідіоми та розмовну лексику. Це сприяє створенню ефекту природності мовлення та наближенню драматичного тексту до реальної комунікації. У сучасній англомовній драматургії широко використовуються соціальні діалекти, професійний жаргон та мовні маркери соціальної ідентичності персонажів, що дозволяє автору підкреслити соціальний статус, походження чи психологічні особливості героїв.

Особливу увагу сучасні дослідники приділяють лінгвостилістичним особливостям англомовної драми. Драматичний текст характеризується високим рівнем експресивності та емоційної насиченості. Для створення художнього ефекту драматурги активно використовують метафори, епітети,

порівняння, іронію, сарказм, антитезу, повтори та інші стилістичні засоби. У багатьох випадках мовні засоби виконують не лише естетичну, а й прагматичну функцію, впливаючи на емоційний стан читача або глядача.

Важливим напрямом сучасних досліджень є вивчення когнітивних аспектів англомовної драми. У межах когнітивної лінгвістики драматичний текст розглядається як засіб репрезентації людського досвіду, емоцій і ментальних моделей. Дослідники аналізують, яким чином через мовлення персонажів відображаються процеси мислення, сприйняття та інтерпретації реальності. Особливий інтерес становлять механізми концептуалізації емоцій, конфлікту, влади, страху чи соціальної нерівності у драматичному дискурсі.

Англомовна драма також тісно пов'язана із соціокультурним контекстом. Драматичні твори відображають історичні події, суспільні трансформації, політичні конфлікти та моральні цінності певної епохи. Саме тому аналіз драматичного тексту неможливий без урахування культурних і соціальних чинників. Наприклад, драми епохи Відродження значною мірою відображають гуманістичні ідеї та соціальні суперечності того часу, тоді як сучасна англомовна драматургія часто порушує проблеми ідентичності, глобалізації, гендерної рівності, расової дискримінації та психологічної кризи особистості.

Окреме місце в історії англомовної драми посідає творчість William Shakespeare, яка стала важливим етапом розвитку світової драматургії. Дослідники наголошують, що шекспірівські тексти характеризуються складною системою образів, багатозначністю мовлення та глибоким психологізмом. У творах Шекспіра активно використовуються риторичні фігури, символіка, гра слів та багаторівнева комунікація, що створює широкий простір для інтерпретації.

Сучасна англомовна драма демонструє тенденцію до експериментальності та руйнування традиційних жанрових моделей. У драматургії постмодернізму активно використовуються фрагментарність, інтертекстуальність, абсурдизація мовлення та порушення логічної послідовності сюжету. Такі особливості сприяють формуванню нових моделей драматичного дискурсу, у яких важливу роль відіграють невизначеність, множинність інтерпретацій і взаємодія різних культурних кодів.

Одним із перспективних напрямів сучасних досліджень є корпусний аналіз англомовної драми. Використання цифрових технологій дозволяє досліджувати частотність мовних одиниць, особливості синтаксичних конструкцій, прагматичні моделі та стилістичні закономірності у великих масивах драматичних текстів. Завдяки методам цифрової гуманітаристики стає можливим виявлення прихованих закономірностей функціонування

драматичного мовлення та порівняння авторських стилів різних драматургів.

Не менш важливим є дослідження невербальних компонентів драматичного дискурсу. У процесі сценічної реалізації драматичного твору значну роль відіграють жести, міміка, інтонація, темп мовлення, просторове розташування персонажів і візуальні елементи постановки. Невербальна комунікація доповнює вербальний зміст реплік і часто стає ключем до розуміння прихованого підтексту драматичного твору.

Отже, англомовна драма є складним багаторівневим феноменом, що поєднує мовні, прагматичні, когнітивні, культурні та сценічні характеристики. Її дослідження потребує комплексного міждисциплінарного підходу, який дозволяє враховувати як структурні особливості драматичного тексту, так і специфіку його функціонування у процесі художньої комунікації. Сучасні наукові підходи до аналізу англомовної драми відкривають широкі можливості для подальшого вивчення драматичного дискурсу, мовленнєвих стратегій персонажів, прагматичного потенціалу художнього мовлення та взаємодії вербальних і невербальних компонентів комунікації.

Висновки

У результаті проведеного дослідження теоретичних аспектів англомовної драми встановлено, що драматичний текст є складним багаторівневим феноменом, який функціонує на перетині літературознавства, лінгвістики, прагматики, когнітивної науки та культурології. Його специфіка полягає у поєднанні художньої форми та живої комунікативної взаємодії, що зумовлює особливу роль мовлення персонажів як основного засобу реалізації змісту твору. З’ясовано, що англомовна драма характеризується високим ступенем діалогічності, ситуативності та експресивності, а також орієнтацією на сценічне відтворення. Саме ці риси визначають її як особливий тип художнього дискурсу, у якому вербальні та невербальні засоби тісно взаємодіють і забезпечують багатовимірність художнього смислу. Встановлено, що важливу роль у структурі драматичного тексту відіграють діалоги, монологи, ремарки та сценічні вказівки, які в сукупності формують цілісну систему художньої комунікації. Ремарки та невербальні елементи доповнюють вербальний рівень, забезпечуючи повніше розкриття емоційного стану персонажів та особливостей сценічної ситуації. Доведено, що прагматичний аспект англомовної драми є ключовим для її розуміння, оскільки репліки персонажів часто містять приховані смисли, імплікації та підтексти. У цьому контексті драматичний текст розглядається як система мовленнєвих актів, що реалізують різні комунікативні інтенції — від інформування до

маніпуляції та емоційного впливу. Окремо підкреслено значення стилістичних і лінгвістичних засобів у формуванні художньої виразності англомовної драми. Використання розмовної лексики, експресивних конструкцій, риторичних фігур та стилістичних прийомів сприяє створенню ефекту природності мовлення та посиленню емоційного впливу на реципієнта. Підсумовано, що сучасні підходи до вивчення англомовної драми мають міждисциплінарний характер і охоплюють як традиційні методи аналізу тексту, так і новітні когнітивні, дискурсивні та корпусні методики. Це дозволяє більш глибоко розкрити особливості драматичного дискурсу та механізми його функціонування. Таким чином, подальші дослідження англомовної драми доцільно спрямовувати на вивчення прагматичних стратегій мовлення персонажів, взаємодії вербальних і невербальних засобів комунікації, а також на аналіз сучасних трансформацій драматичного дискурсу в умовах розвитку цифрових і медіаформ.

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ЛІНГВОКУЛЬТУРНІ МАРКЕРИ КОНФЛІКТНОЇ КОМУНІКАЦІЇ НА СОЦІАЛЬНИХ ПЛАТФОРМАХ

Анотація. Умови цифрового середовища актуалізують проблему трансформації комунікативних практик, у межах яких конфліктна взаємодія набуває нових форм мовного вираження та культурної зумовленості. Поширення соціальних платформ зумовлює інтенсифікацію дискурсивних зіткнень, що потребує системного аналізу мовних засобів маркування конфлікту. Особливої значущості набуває дослідження лінгвокультурних маркерів як індикаторів не лише мовної агресії, а й глибинних соціокультурних установок. З огляду на це, постає потреба в комплексному осмисленні структури, функцій та варіативності конфліктної комунікації в різних цифрових середовищах.

Мета дослідження полягає у виявленні, систематизації та порівняльному аналізі лінгвокультурних маркерів конфліктної комунікації на соціальних платформах з урахуванням їхніх функціонально-прагматичних характеристик. Методи дослідження охоплюють контент-аналіз цифрового дискурсу, елементи дискурсивного й прагматичного аналізу, а також порівняльний підхід для виявлення міжплатформних відмінностей.

Результати дослідження показали, що лінгвокультурні маркери формують багаторівневу систему, яка охоплює лексичні, прагматичні та дискурсивні засоби вираження конфлікту. Встановлено, що їхнє

функціонування пов'язане з різними фазами розвитку конфліктної взаємодії – від латентних форм до відкритої ескалації. Виявлено залежність типології та інтенсивності маркерів від специфіки соціальної платформи, що визначається форматом комунікації та характером аудиторії. Доведено, що лінгвокультурні маркери виконують роль функціональних регуляторів конфліктної взаємодії, визначаючи її інтенсивність, напрям і сценарії розвитку.

У висновках зазначено, що конфліктна комунікація в цифровому середовищі має контекстуально варіативний характер, а її мовна репрезентація детермінується як культурними, так і технологічними чинниками. Розроблена інтегрована модель типології, динаміки та міжплатформної варіативності маркерів забезпечує цілісне розуміння механізмів конфліктної взаємодії та розширює аналітичні можливості дослідження цифрового дискурсу. Запропонований підхід формує теоретичне підґрунтя для подальших досліджень у сфері комунікативної лінгвістики.

Ключові слова: цифровий дискурс, комунікативна взаємодія, мовна агресія, прагматичні функції, соціальні мережі, дискурсивні практики, ескалація конфлікту.

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LINGUOCULTURAL MARKERS OF CONFLICT COMMUNICATION ON SOCIAL MEDIA PLATFORMS

Abstract. The conditions of the digital environment intensify the transformation of communicative practices, within which conflict interaction acquires new forms of linguistic expression and cultural determination. The proliferation of social media platforms leads to an increase in discursive

confrontations, which necessitates a systematic analysis of linguistic means that mark conflict. Particular importance is attached to the study of linguocultural markers as indicators not only of verbal aggression but also of deeper sociocultural attitudes. Therefore, there is a need for a comprehensive understanding of the structure, functions, and variability of conflict communication across different digital environments.

The aim of the study is to identify, systematize, and comparatively analyze linguocultural markers of conflict communication on social media platforms, taking into account their functional and pragmatic characteristics. The research methods include content analysis of digital discourse, elements of discourse and pragmatic analysis, as well as a comparative approach to identify cross-platform differences.

The results demonstrate that linguocultural markers form a multi-level system encompassing lexical, pragmatic, and discursive means of conflict expression. It has been established that their functioning is associated with different phases of conflict interaction, ranging from latent forms to overt escalation. The study reveals the dependence of the typology and intensity of markers on the specific features of social media platforms, determined by the format of communication and the nature of the audience. It is proven that linguocultural markers act as functional regulators of conflict interaction, shaping its intensity, direction, and developmental scenarios.

The conclusions state that conflict communication in the digital environment is contextually variable, and its linguistic representation is determined by both cultural and technological factors. The developed integrated model of typology, dynamics, and cross-platform variability of markers provides a holistic understanding of conflict interaction mechanisms and expands the analytical possibilities for studying digital discourse.

The proposed approach establishes a foundation for further research in the field of communicative linguistics.

Keywords: digital discourse, communicative interaction, verbal aggression, pragmatic functions, social media, discursive practices, conflict escalation.

Постановка проблеми. У сучасному науковому дискурсі зростає інтерес до дослідження комунікативних процесів у цифровому середовищі, що зумовлено стрімким розвитком соціальних платформ і їхнім впливом на мовну поведінку користувачів. Особливого значення набуває проблема конфліктної комунікації, яка дедалі частіше проявляється у формі відкритих або латентних мовних протистоянь. У цьому контексті мовні засоби є не лише інструментом передачі інформації, а й маркерами

соціальних, культурних і когнітивних процесів. В умовах цифровізації комунікативного простору особливої актуальності набуває вивчення конфліктної взаємодії як невіддільного складника соціальних платформ. Інтенсивність інформаційного обміну, а також поєднання різнорідних культурних кодів у межах онлайн-комунікації зумовлюють появу нових форм мовної агресії й способів її репрезентації.

Це актуалізує потребу у виявленні лінгвокультурних маркерів, які не лише фіксують конфлікт, а й відображають глибинні механізми його формування та розвитку.

Зв'язок цієї проблеми з важливими науково-практичними завданнями полягає в необхідності розроблення аналітичних інструментів для інтерпретації конфліктної взаємодії в цифровому просторі. Отримані результати можуть бути використані для вдосконалення стратегій модерації контенту, підвищення якості онлайн-комунікації, а також для розвитку міждисциплінарних досліджень у галузі лінгвістики, соціології та медіакомунікацій.

Аналіз останніх досліджень і публікацій. Аналіз наукових джерел засвідчує, що проблема лінгвокультурних маркерів конфліктної комунікації в цифровому середовищі формується на перетині дискурсивної лінгвістики, прагматики та медіакомунікацій, що зумовлює її багатовимірний характер. Зокрема, О. Охріменко та С. Мамченко розглядають текст і дискурс як основні категорії сучасної лінгвістики, акцентуючи на необхідності комплексного підходу до аналізу комунікативних явищ, що створює теоретичне підґрунтя для дослідження конфліктної взаємодії [1]. На ролі соціальних мереж у формуванні культурних норм і цінностей акцентує О. Гаврилюк [2]. Це дає змогу інтерпретувати конфліктну комунікацію як соціально зумовлене явище. Сутність дискурсу як інтерактивного процесу уточнює В. Осипенко, підкреслюючи його динамічність і контекстуальність, що має принципове значення для аналізу цифрової комунікації [3].

Лексико-семантичні аспекти мережевої взаємодії розкриває В. Чорнобай, акцентуючи на варіативності мовних засобів залежно від комунікативної ситуації [4]. Конфліктну комунікацію крізь призму прагматичного підходу аналізує Н. Дяченко, розглядаючи її як процес реалізації комунікативних стратегій і тактик [5].

Проблему вербальної агресії як основного компонента конфліктної взаємодії ґрунтовно досліджує Н. Кухар, наголошуючи на її системному характері в сучасному мовному дискурсі [6]. Власний підхід до ідентифікації маркерів агресії в соціальних мережах пропонує М. Малишева [7]. Це має прикладне значення для аналізу цифрового контенту. Дослідники В. Гандзюк та Н. Кухар емпірично вивчають вербальні прояви агресії, що

дає змогу конкретизувати особливості їхнього функціонування в молодіжному середовищі [8].

Цифровий дискурс крізь призму ширших соціокультурних трансформацій розглядають О. Добродум та В. Матвєєв, приділяючи особливу увагу комунікаційним викликам сучасності [9]. Питання про те, як функціонують лінгвістичні маркери в спеціалізованих дискурсах детально аналізує В. Жовтяк [10]. Соціальні медіа як основний інструмент комунікації під час кризових ситуацій досліджує М. Маранчак. Авторка акцентує на появі нових моделей суспільної взаємодії [11]. На вивченні стратегій девіантної комунікації зосереджують увагу Ю. Гарюнова та Н. Єльнікова [12].

Доповнюють окреслену тему міжнародні дослідження, які надають темі ширшого теоретико-методологічного контексту та глобального масштабу. Зокрема, І. Геверс (I. Gevers), І. Марков (I. Markov) та В. Делеманс (W. Daelemans) здійснюють лінгвістичний аналіз токсичної мови в соціальних мережах. Це уможливлює визначення основних маркерів агресивного дискурсу [13]. Токсичну комунікацію як форму онлайн-ненависті розглядають А. Кусума (A. Kusuma) та Н. Рахмаваті (N. Rahmawati), акцентуючи на її критичному лінгвістичному осмисленні [14]. Соціокультурні практики комунікації в кризових умовах аналізують О. О. Суська (O. O. Susska) та Г. П. Пащенко (H. P. Pashchenko), підкреслюючи вплив зовнішніх чинників на мовну поведінку [15]. Водночас К. Гюль (K. Gul), О. Дж. Альхатіб (O. J. Alkhatib) та А. Ніваз (A. Niwaz) досліджують трансформацію мови в цифровому середовищі, що дає змогу простежити зміни в структурі та функціях сучасного дискурсу [16].

Попри наявні напрацювання у сфері цифрового дискурсу, низка аспектів конфліктної комунікації залишається недостатньо дослідженою. Передусім це відсутність єдиної типології лінгвокультурних маркерів, яка інтегрує мовні, прагматичні та культурні параметри їхнього функціонування. Наявні підходи здебільшого фрагментарно описують окремі прояви мовної агресії, не враховуючи їхнього системного характеру. Недостатньо вивченим залишається також функціонально-прагматичний аспект конфліктної комунікації, зокрема механізми переходу від латентних форм до відкритої ескалації. Причиною цього є складність фіксації динамічних характеристик дискурсу та обмеженість методологічних інструментів.

Окремої уваги потребує питання впливу соціальних платформ на специфіку мовної поведінки користувачів. Оскільки більшість наукових праць зосереджена на аналізі окремих ресурсів, виявлення загальних закономірностей і відмінностей у використанні конфліктних маркерів залишається складним завданням. Вивчення цих аспектів є надзвичайно

важливим для глибшого розуміння природи конфліктної комунікації в цифровому середовищі.

Науковий внесок цієї статті полягає в розробленні інтегрованого підходу до аналізу лінгвокультурних маркерів, що поєднує їхню типологізацію, динамічне моделювання та міжплатформний порівняльний аналіз.

Такий комплексний підхід дає змогу розкрити механізми функціонування конфлікту як цілісного дискурсивного процесу взаємодії.

Мета статті полягає в здійсненні комплексного аналізу лінгвокультурних маркерів конфліктної комунікації на соціальних платформах з урахуванням їхніх структурних, функціональних та контекстуальних характеристик.

Для досягнення поставленої мети визначено такі завдання:

1) ідентифікувати та систематизувати лінгвокультурні маркери конфліктної комунікації, класифікувавши їх за мовними рівнями, комунікативною функцією та культурною специфікою;

2) дослідити функціонально-прагматичні характеристики маркерів, визначивши їхню роль у динаміці розвитку конфліктної взаємодії та механізмах ескалації конфліктної взаємодії;

3) здійснити порівняльний аналіз використання маркерів на різних соціальних платформах для встановлення залежності їхньої типології та інтенсивності від специфіки комунікативного середовища.

Виклад основного матеріалу. Сучасний цифровий простір формує нові умови мовної комунікації, у межах яких конфлікт набуває не лише більшої інтенсивності, а й нових форм репрезентації. Соціальні платформи – це середовище, де взаємодіють різнорідні культурні коди, що зумовлює появу специфічних мовних практик, спрямованих на вираження незгоди, протистояння та оцінювання [2, с. 34; 9, с. 98]. Конфліктна комунікація не є спонтанною реакцією, а набуває ознак структурованого дискурсивного явища [1, с. 24]. Відповідно її аналіз потребує врахування не лише лексичних чи стилістичних особливостей, а й ширшого лінгвокультурного контексту.

Особливої уваги заслуговує питання ідентифікації мовних маркерів, які сигналізують про наявність або потенціал конфлікту в комунікативній взаємодії. Вони функціонують як індикатори глибинних прагматичних намірів мовця та відображають соціально зумовлені моделі поведінки. Водночас інтерпретація мовних маркерів залежить насамперед від культурного середовища та контексту комунікації [15, с. 123].

Це ускладнює їхню класифікацію та зумовлює потребу в системному підході до аналізу.

З огляду на це, постає необхідність розроблення типології лінгвокультурних маркерів, що поєднує мовний, функціональний і культурний виміри. Такий підхід дає змогу впорядкувати різні прояви конфліктної комунікації та сформувати підґрунтя для подальшого аналізу її динаміки та варіативності.

У межах сучасних лінгвокультурних і дискурсивних досліджень, зокрема праць, присвячених аналізу цифрового дискурсу, вербальної агресії та прагматичних стратегій комунікації, конфліктна взаємодія є не лише сукупністю агресивних висловлювань, а й структурованою системою мовних індикаторів, що відображають глибинні культурні коди та соціальні норми взаємодії [6, с. 87; 7, с. 130].

Відповідно, ідентифікація лінгвокультурних маркерів потребує їхньої систематизації за низкою параметрів: мовним рівнем, прагматичною функцією та культурною специфікою.

Такий підхід дає змогу перейти від описового аналізу до аналітичної моделі, придатної для подальшого порівняння та інтерпретації.

Отже, конфліктна комунікація як об’єкт сучасних лінгвокультурних досліджень є складним багатовимірним явищем, у якому мовні засоби функціонують у тісному зв’язку з культурними нормами, соціальними установками та комунікативними практиками цифрового середовища. Особливої значущості набуває не лише теоретична класифікація маркерів, а і їх емпірична верифікація на матеріалі реального дискурсу соціальних платформ. Такий підхід дає змогу дослідити специфіку їхнього функціонування в природному комунікативному середовищі.

Використання автентичних або стилізовано відтворених фрагментів онлайн-взаємодії дає змогу розкрити як лише формальні мовні характеристики конфліктних висловлювань, так і їхнє прагматичне навантаження та культурну зумовленість.

Зокрема, у цифровому українськомовному дискурсі конфліктні маркери часто поєднують пряму оцінність з іронічними або непрямими формами вираження негативного ставлення, що відображає поєднання традицій відкритої полеміки та сучасних стратегій дискурсивної гри.

У межах проведеного дослідження в табл. 1 подано типологію лінгвокультурних маркерів конфліктної комунікації, сформовану на основі аналізу реальних комунікативних практик у соціальних мережах. Запропонована систематизація інтегрує їхній мовний рівень, функціонально-прагматичні характеристики та культурну специфіку, що дає змогу розглядати їх як індикатори не лише конфлікту, а й соціокультурних моделей взаємодії в цифровому середовищі.

Таблиця 1

Типологія лінгвокультурних маркерів конфліктної комунікації

Тип маркера	Мовний рівень	Приклад (узагальнений)	Комунікативна функція	Культурна специфіка
Пряма образа	Лексичний	«Ти взагалі розумієш, що пишеш? Це повний нуль» (коментар у Facebook до політичного посту)	Ескалація	Характерна для українського онлайн-дискурсу пряма оцінність і низький рівень формальної дистанції
Сарказм	Дискурсивний	«О, ну звісно, ти експерт у всьому» (Twitter/X)	Прихована агресія	Використання іронії як соціально прийнятної форми критики; емодзі пом'якшує, але підсилює сарказм
Пасивна агресія	Прагматичний	«Дякую за вашу "компетентну" думку, було дуже пізнавально» (Facebook-дискусія)	Латентна провокація	Відтворення форм ввічливості з іронічним підтекстом, характерне для освіченого міського дискурсу
Делегітимація	Дискурсивний	«Ви хто такий, щоб взагалі про це говорити?» (коментар у Telegram-каналі)	Домінування	Орієнтація на ієрархічність і статусність у комунікації
Узагальнення / стереотипізація	Когнітивно-дискурсивний	«Ви всі такі, вам нічого не доведеш» (коментар під відео TikTok)	Поляризація	Відображення групової ідентичності та опозиції «свій – чужий»

Джерело: сформовано авторами на основі [4, с. 44; 6, с. 87; 13, с. 33]

Аналіз даних, наведених у табл. 1, підтверджує, що лінгвокультурні маркери конфліктної комунікації функціонують як системно організований комплекс мовних засобів, у якому кожен тип маркера поєднує формальні, прагматичні та культурно зумовлені характеристики. Приклади реальних дискурсивних фрагментів дали змогу перейти від абстрактної класифікації до фіксації конкретних моделей мовної поведінки, що репрезентують типові сценарії конфліктної взаємодії на соціальних платформах.

Встановлено, що культурний компонент відіграє визначальну роль у виборі та інтерпретації маркерів: зокрема, пряма образа корелює з тенденцією до зниження комунікативної дистанції, сарказм – із соціально прийнятними формами критики, а пасивна агресія – з практиками прихованого оцінювання, характерними для освічених дискурсивних спільнот. Делегітимація та узагальнення відображають ширші соціальні механізми ієрархізації та групової поляризації.

Отже, запропонована типологія не лише систематизує маркери конфліктної комунікації, а й демонструє їхню залежність від культурних кодів і соціальних норм. Це уможливлює інтерпретацію конфліктного цифрового дискурсу як контекстуально детермінованої та варіативної системи та формує надійне підґрунтя для подальшого аналізу динаміки конфлікту й міжплатформних відмінностей у реалізації мовної агресії.

Таким чином, у реальному цифровому дискурсі лінгвокультурні маркери не функціонують ізольовано; вони вступають у складні взаємозв'язки, послідовно активізуючись під час комунікативної взаємодії. Це зумовлює необхідність переходу від класифікаційного опису до моделювання процесуальних характеристик конфлікту. Особливої значущості набуває аналіз того, як окремі маркери постають тригерами змін, впливають на інтенсивність взаємодії та визначають її подальший перебіг. Такий підхід уможливлює розгляд конфлікту не як сукупності окремих мовних актів, а як цілісного дискурсивного процесу.

З огляду на це, постає потреба в побудові моделі, здатної відобразити фазову структуру конфліктної комунікації та функціональну роль маркерів у її розвитку. Це зумовлює звернення до процесного аналізу, репрезентованого у відповідній динамічній схемі. Конфліктна комунікація в цифровому середовищі характеризується процесуальністю, варіативністю та нелінійністю, що виявляється в поступовій зміні інтенсивності взаємодії під впливом мовних і прагматичних чинників. Лінгвокультурні маркери в цьому контексті виконують функцію своєрідних регуляторів комунікативного процесу, постаючи індикаторами початкової напруги, механізмами її посилення або засобами трансформації конфлікту. Важливо, що їхня дія не є одномоментною, а розгортається в часовому вимірі, формуючи послідовність взаємопов'язаних етапів.

Таким чином, конфліктну комунікацію доцільно аналізувати в межах динамічної моделі, що дає змогу простежити логіку переходу від латентних форм напруження до відкритих конфронтаційних проявів. Така модель не лише узагальнює типові сценарії розвитку конфлікту, а й сприяє виявленню функціонального навантаження лінгвокультурних маркерів на кожному з етапів взаємодії. На рис. 1 представлено узагальнену модель функціонально-прагматичної динаміки конфліктної комунікації, що відображає її фазову організацію та зміну інтенсивності.



Рис. 1. Модель функціонально-прагматичної динаміки конфліктної комунікації
Джерело: сформовано автором на основі [5; 6, с. 87; 13, с. 35; 14, с. 31]

Запропонована процесна модель дає змогу інтерпретувати конфліктну комунікацію як динамічну систему, у межах якої лінгвокультурні маркери виконують роль функціональних операторів, що визначають напрям і темп розвитку взаємодії. Вона демонструє, що конфлікт розгортається як послідовність взаємопов'язаних фаз, кожна з яких характеризується специфічним набором мовних засобів і прагматичних стратегій.

Особливо значущим є виявлення переходів між етапами, де окремі маркери є каталізаторами ескалації або, навпаки, чинниками згасання конфлікту. Це дає змогу встановити причинно-наслідкові зв'язки між мовними діями учасників комунікації та зміною рівня конфліктної напруги. Крім того, урахування змін комунікативних ролей дає змогу глибше зрозуміти структуру взаємодії та механізми перерозподілу ініціативи в дискурсі.

У науковому вимірі така модель розширює аналітичні можливості дослідження, забезпечуючи перехід від опису до пояснення процесів конфліктної комунікації. У практичному аспекті вона формує підґрунтя для

прогнозування сценаріїв розвитку конфлікту та розроблення стратегій його врегулювання в цифровому середовищі.

Ця динамічна модель дає змогу узагальнити внутрішню логіку розгортання конфлікту, проте її аналітичний потенціал значно зростає за умови врахування специфіки цифрових середовищ, у яких реалізується ця взаємодія. Важливо наголосити, що фазова структура конфлікту може варіюватися залежно від комунікативних параметрів платформи, як-от формат повідомлень, швидкість поширення контенту та ступінь публічності взаємодії. Це означає, що лінгвокультурні маркери не лише визначають динаміку конфлікту, а й модифікуються під впливом середовища, у якому функціонують. Відповідно, виникає потреба в переході від узагальненої моделі до її конкретизації шляхом порівняльного аналізу платформних реалізацій конфліктної комунікації. Такий підхід дає змогу виявити, як саме структурні особливості цифрових сервісів впливають на вибір мовних стратегій і рівень конфліктної інтенсивності.

Соціальні платформи формують специфічні комунікативні екосистеми, що визначають характер мовної поведінки користувачів і моделі їхньої взаємодії. Формат комунікації (текстовий, візуальний або мультимодальний), рівень анонімності та алгоритмічні механізми поширення контенту безпосередньо впливають на частотність, інтенсивність і типологію конфліктних маркерів. Водночас різні платформи стимулюють відмінні способи вираження агресії – від відкритих інвектив до прихованих іронічних або меметичних форм. Таким чином, порівняльний аналіз цифрових платформ дає змогу виявити не лише кількісні, а і якісні відмінності в реалізації конфліктної комунікації, що має принципове значення для розуміння її лінгвокультурної специфіки (табл. 2).

Таблиця 2

Репрезентація конфліктних маркерів на соціальних платформах

Платформа	**Домінантні маркери**	**Інтенсивність конфлікту**	**Стилістичні особливості**
Facebook	Делегітимація, узагальнення	Середня – висока	Розгорнуті дискусії
Twitter	Сарказм, короткі інвективи	Висока	Лаконічність, афористичність
Instagram	Пасивна агресія, іронія	Низька – середня	Візуально-текстова гібридність
TikTok	Сарказм, меметичні форми	Середня	Креолізований (аудіовізуальний) дискурс

Джерело: сформовано автором на основі [2, с. 40; 6, с. 88; 11; 16]

Порівняльний аналіз засвідчує, що специфіка соціальної платформи є визначальним чинником формування конфліктної комунікації, зумовлюючи відмінності як у виборі лінгвокультурних маркерів, так і в рівні їхньої інтенсивності. Встановлено, що техніко-комунікативні характеристики середовища – формат повідомлень, швидкість взаємодії та ступінь публічності – безпосередньо впливають на трансформацію мовних стратегій і способів реалізації конфлікту. Отримані результати підтверджують, що конфліктна комунікація не має універсального характеру, а функціонує як контекстуально варіативна практика, детермінована платформними умовами та культурними особливостями цифрової взаємодії. Це дає змогу уточнити роль лінгвокультурних маркерів як адаптивних інструментів комунікації, що змінюють свою форму та функції залежно від середовища.

Узагальнення результатів дослідження дає підстави стверджувати, що інтеграція структурного, динамічного та порівняльного підходів забезпечує цілісне розуміння механізмів конфліктної комунікації у цифровому просторі. Такий підхід не лише розширює теоретичні уявлення про природу конфлікту в мовленні, а й формує підґрунтя для розроблення ефективних стратегій його прогнозування та регулювання на різних типах соціальних платформ.

Висновки. У результаті дослідження встановлено, що лінгвокультурні маркери конфліктної комунікації формують складну багаторівневу систему, у межах якої інтегруються мовні засоби, прагматичні наміри та культурні коди, що визначають характер і спрямованість комунікативної взаємодії. Систематизація цих елементів дала змогу не лише виокремити їхні основні типи, а й уточнити функціональне навантаження, зокрема в контекстах ескалації, латентного впливу та поляризації дискурсу.

Аналіз динаміки конфліктної взаємодії засвідчив, що функціонування маркерів має послідовно-етапний характер і корелює з фазами розвитку конфлікту – від початкових імпліцитних сигналів до відкритих конфронтаційних проявів. Це підтверджує доцільність інтерпретації конфліктної комунікації як процесуальної моделі, у межах якої мовні одиниці є інструментами регулювання інтенсивності взаємодії та трансформації її сценаріїв.

Порівняльний аналіз соціальних платформ показав, що техніко-комунікативні параметри цифрового середовища істотно впливають на характер мовної поведінки користувачів, зумовлюючи варіативність як у виборі лінгвокультурних маркерів, так і в рівні їхньої інтенсивності та способах реалізації. Це дало змогу розглядати конфліктну комунікацію як контекстуально залежну практику, що адаптується до специфіки платформи та її комунікативної архітектури.

Отримані результати мають теоретичне й прикладне значення, розширюючи уявлення про механізми конфліктної комунікації в цифровому середовищі та формуючи підґрунтя для розроблення стратегій її аналізу, прогнозування та регулювання. Перспективи подальших досліджень убачаються в застосуванні міждисциплінарних підходів, розширенні емпіричної бази, а також у застосуванні інструментів комп'ютерної лінгвістики та автоматизованого аналізу дискурсу для виявлення та інтерпретації конфліктних маркерів у великих масивах цифрових даних.

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КОМУНІКАТИВНА ТАКТИКА ГРУПОВОЇ ІДЕНТИФІКАЦІЇ В ІПСО: МАНІПУЛЯТИВНІ ЕФЕКТИ

Анотація. Стаття присвячена дослідженню маніпулятивних ефектів комунікативної тактики групової ідентифікації, що реалізує комунікативну стратегію консолідації в інформаційно-психологічних операціях в медіадискурсі. Метою розвідки є увиразнення маніпулятивної специфіки комунікативної тактики групової ідентифікації в ІПсО. Об’єктом дослідження є медіадискурс, предметом – маніпулятивні ефекти комунікативної тактики групової ідентифікації, що актуалізується під час реалізації ІПсО. Підкреслено, що сучасний медіапростір є ареною активного інформаційного протистояння, в якому російські ІПсО послідовно використовують мовні ресурси для маніпуляції українською авдиторією. Встановлено, що однією з найбільш популярних є комунікативна тактика групової ідентифікації або «спільного вагону», котра реалізується засобами лінгвального характеру (позитивні афективи, означальні займенники, перехід всередині тексту у використанні 1-ї особи однини до 1-ї особи множини, паралелізм конструкцій) та екстралінгвального характеру (зображення осіб, що потенційно викликають високий рівень довіри у цільової авдиторії; емодзі).

У такий спосіб для цільової авдиторії в ІПсО штучно створюється уявлення про єдність усіх членів певної групи навколо спільної позиції або цінності, у результаті чого формується «колективна ідентичність», яка водночас виконує функцію психологічного тиску на індивіда, адже відхилення від «загальної істини» сприймається як відхилення від групової норми та колективу загалом.

Перспективи дослідження вбачаються у вивченні маніпулятивних ефектів інших комунікативних стратегій і тактик, актуалізованих в антиукраїнських ІПсО, а також у формуванні інструментарію для нейтралізації їхнього впливу в медіапросторі.

Ключові слова: інформаційна війна, ІПсО, комунікативна стратегія, комунікативна тактика, маніпуляція, медіадискурс, семантика.

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COMMUNICATIVE TACTICS OF GROUP IDENTIFICATION IN PSYOPS: MANIPULATIVE EFFECTS

Abstract. This article examines the manipulative effects of communicative tactics of group identification, which implement a communicative strategy of consolidation in information and psychological operations within media discourse. The aim of the study is to highlight the manipulative specifics of the communicative tactic of group identification in information and psychological operations. The object of the study is media discourse; the subject is the manipulative effects of the communicative tactic of group identification, which is actualised during the implementation of information and psychological operations. It is emphasised that the contemporary media space is an arena of active information confrontation, in which Russian disinformation operations consistently use linguistic resources to manipulate the Ukrainian audience. It has been established that one of the most popular tactics is the communicative tactic of group identification, or the ‘same boat’ approach, which is implemented through linguistic means (positive affectives, demonstrative pronouns, shifts within the text from the first person singular to the first person plural, parallelism of constructions) and extralinguistic means (depictions of individuals who potentially inspire a high level of trust in the target audience; emojis). In this way, social media artificially creates the impression among its target audience that all members of a particular group are united around a common position or value, resulting in the formation of a ‘collective identity’ which simultaneously exerts psychological pressure on the individual, since deviation from the ‘general truth’ is perceived as a deviation from the group norm and the collective as a whole. Prospects for further research are seen in the study of the manipulative effects of other communicative strategies and tactics employed in anti-Ukrainian social media, as well as in the development of tools to neutralise their influence in the media landscape.

Keywords: communication strategy, communication tactics, information warfare, manipulation, media discourse, PSYOP, semantics.

Постановка проблеми. В умовах тривалої російської агресії проти України інформаційно-психологічні операції (далі – ІПсО) набувають дедалі витонченіших форм, органічно мімікруючи під автентичний суспільний діалог у медіадискурсі. Моніторинг контенту, що поширюється

в межах антиукраїнських ІПсО, засвідчує широкий арсенал комунікативних стратегій (далі – КС) і комунікативних тактик (далі – КТ), якими послуговуються суб'єкти маніпулятивного впливу. Зокрема найбільш розповсюдженими є КС консолідації, позитивної самопрезентації, ритуалізації, дискредитації, завдавання образи, залякування, тролінгу, зміни позитивного акценту на негативний, зміни негативного акценту на позитивний, зміни вектора відповідальності тощо [1, С. 349]. Особливої уваги серед зазначених КС заслуговує КС консолідації, оскільки її маніпулятивний потенціал зумовлений здатністю апелювати до базових психологічних потреб людини – приналежності до спільноти, визнання та колективної захищеності.

Провівши моніторинг соціальних медіа, ми виявили, що КС консолідації в медіадискурсі реалізується такими КТ: 1) групової ідентифікації («спільного вагону»); 2) відкритого заклику до інтегрування з маніпулятором; 3) прихованого заклику до інтегрування з маніпулятором; 4) інтерсекційної солідаризації. Ми зосередимось на дослідженні КТ групової ідентифікації («спільного вагону»), котра за допомогою лінгвальних та екстралінгвальних засобів конструює штучні «ми-групи», нав'язує цільовій авдиторії хибні моделі солідарності та провокує відчуження від реальних соціальних і національних ідентичностей. Реалізація КТ групової ідентифікації становить один із найбільш небезпечних шляхів маніпулятивного впливу, оскільки її актуалізація найчастіше залишається поза межами усвідомленого сприйняття реципієнта. Виявлення та систематизація лінгвальних та екстралінгвальних маркерів цієї тактики не лише уможливить своєчасну ідентифікацію маніпуляцій в ІПсО, а й сприятиме формуванню дієвих механізмів протидії ним, що й визначає **актуальність** нашої розвідки.

Аналіз останніх досліджень і публікацій. Маніпулятивний аспект медіадискурсу перебуває в центрі уваги як української, так і закордонної лінгвістики вже кілька десятиліть. У загальнотеоретичному вимірі маніпулятивний вплив вивчали як українські (Ф. Бацевич, В. Зірка, Л. Ільницька, А. Калита, Т. Ковалевська, Л. Компанцева, О. Клименюк, Н. Кутуза, Н. Слухай, Ю. Станкевич, Л. Тараненко, І. Шкіцька та ін.), так і закордонні (Дж. Брайант, Р. Водак, М. Данезі, Т. ван Дейк, Г. Джоуетт, Д. Майят, Е. Пратканіс, Н. Фейрклоу, П. Чилтон та ін.) дослідники. Чи не найбільше розвідок щодо маніпуляції було проведено на матеріалі політичного дискурсу, що знайшло віддзеркалення в роботах українських науковців І.Голубовської,О.Євланової,А.Загнітка, А.Кениз, Т.Ковалевської, Н. Кондратенко, Н. Кутузи, О. Рудої, О. Семенюк, А. Сотникова, Д. Харитонової та ін., а також закордонних науковців Е. Бераріу, Р. Водак,

Т. ван Дейка, Л. де Соссюра, Дж. Лакоффа, А. Патерлічан, Дж. Чартеріс-Блека, П. Чилтона, П. Шеродо та ін.

КТ групової ідентифікації досліджувалася в розвідках українських мовознавців С. Алексенко, К. Головенко, О. Дмитрук, О. Кукса, М. Жуйкової, Д. Ярового та ін., а також закордонних лінгвістів Р. Водак, Н. Іса, Дж. Тернер, А. Тешфел, Н. Ферклаф, та ін. Проте маніпулятивні ефекти КТ групової ідентифікації безпосередньо в ІПсО ще не ставали предметом лінгвістичного дослідження.

Мета дослідження. Метою статті є увиразнення маніпулятивної специфіки КТ групової ідентифікації в ІПсО, що потребує виконання таких завдань: 1) схарактеризувати маніпуляцію як різновид комунікативного впливу; 2) описати поняття комунікативної стратегії і комунікативної тактики; 3) виокремити лінгвальні маркери КТ групової ідентифікації; 4) зафіксувати екстралінгвальні маркери цієї тактики.

Об'єктом дослідження є медіадискурс, **предметом** – маніпулятивні ефекти КТ групової ідентифікації, що актуалізується під час реалізації ІПсО.

У процесі дослідження було застосовано описовий метод для теоретичного окреслення ключових понять – маніпуляції, комунікативної стратегії, комунікативної тактики. За допомогою методів аналізу та синтезу було здійснено виокремлення КТ групової ідентифікації в масиві досліджуваних матеріалів, ідентифікацію її лінгвальних та екстралінгвальних маркерів і подальше узагальнення виявлених засобів у цілісну систему. Компонентний аналіз уможливив з'ясування семантичного наповнення мовних одиниць, залучених до реалізації досліджуваної тактики.

Контекстуально-інтерпретаційний аналіз застосовувався для встановлення функційного навантаження публікацій, сконструйованих із використанням КТ групової ідентифікації, та визначення маніпулятивних ефектів, що ними продукуються. Дискурс-аналіз дав змогу врахувати ширший контекст поширення маніпулятивних повідомлень – соціальний та медійний. Метод індукції використовувався для конкретизації загальних висновків.

Матеріалом дослідження слугували понад 500 публікацій, поширених у межах російських ІПсО в соціальних медіа «Фейсбук», «Телеграм», «Тік-ток» та «Ікс» («Твіттер») упродовж липня 2024 року – квітня 2026 року. До джерельної бази включено дописи, що реалізують КТ групової ідентифікації.

Виклад основного матеріалу дослідження. Маніпуляція є одним з найбільш активно задіяних явищ у сучасному медіадискурсі, а інтенсивність її проявів суттєво зростає в період війни. Маніпуляція постає лише одним – хоч і найвитонченішим – виявом ширшого феномена – комунікативного

впливу. Загалом вплив визначають як «спонукання індивіда до того, аби він самостійно забажав здійснити саме те, чого від нього очікує ініціатор впливу» [2, С. 64]. Учені відзначають комплексну природу впливу, що «виявляється в синтезі вербальних і невербальних компонентів як актуалізаторів відповідного психологічного і нейрофізіологічного субстрату, максимально активованого в загальносеміотичному контексті комунікативної сугестивності» [3, С. 32–33]. За Н. Кутузою, архітектоніка комунікативного впливу охоплює мовленнєвий вплив із парафонічними елементами (тембр, тон, інтонація), а також невербальні й екстралінгвальні (психологічні та нейрофізіологічні елементи) складники, де мовленнєвий є домінантним [4, С. 203]. За нейрофізіологічною активацією комунікативний вплив поділяється на переконання й сугестію, де під переконанням розуміють раціональний вплив на комуніката [5, С. 16], а під сугестією – «некритичне, неусвідомлене сприйняття реципієнтом інформації, що впроваджується приховано у свідомість і підсвідомість особистості за допомогою персеверованих сугестем» [4, С. 203]. Натомість за векторною скерованістю впливу комунікативний вплив поділяється на сугестію та маніпуляцію, де останню кваліфікують як «позаконтрольний свідомості вплив» [6, С. 9], найхарактернішою диференційною ознакою якого є «знегативований характер, деструктивність, патогенність і руйнівна експансія» [4, С. 143], що й визначає маніпуляцію системоутворювальним стрижнем будь-якої ІПсО в медіадискурсі.

Загалом під ІПсО розуміють «сплановану діяльність із застосуванням методів комунікації та інших засобів, націлену на певну аудиторію з метою впливу на її сприйняття, ставлення та поведінку, які б сприяли досягненню певних політичних та військових цілей» [7, С. 89]. ІПсО в медіадискурсі реалізуються низкою КС і КТ. Дефінують КС як «тип мовленнєвої поведінки, властивість когнітивних планів, сукупність макроцілей, певна послідовність мовленнєвих дій, організованих для досягнення мети оцінної взаємодії, певний напрям мовленнєвої поведінки в конкретній ситуації для реалізації мети комунікації» [8, С. 4]. Як відомо, КС реалізується в певних КТ, котрими є «визначена лінія поведінки на певному етапі комунікативної взаємодії, спрямованої на одержання бажаного ефекту чи запобігання ефекту небажаного; мовленнєві прийоми, які дають змоги досягнути комунікативної мети» [9, С. 120].

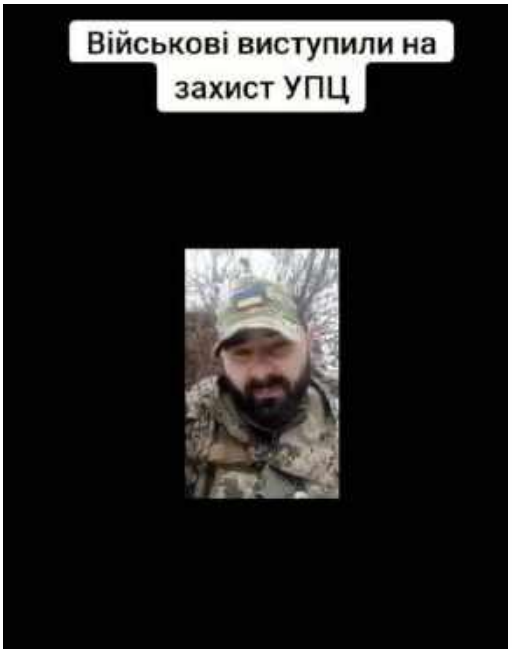
Отже, КС забезпечує узгодження комунікативного наміру з конкретною ситуацією комунікації, прогнозуючи реакції комуніката й оптимізуючи шляхи досягнення комунікативної мети, а КТ функціонують як засоби локальної оптимізації комунікативної взаємодії, потужний інструмент досягнення цілей маніпулятивного впливу.

Провівши моніторинг публікацій із маркерами ІПсО, що розповсюджувалися на проросійських ресурсах українського медіапростору впродовж липня 2024 року – квітня 2026 року, ми виявили, що КТ групової ідентифікації є однією з найбільш систематично використовуваних у практиці маніпулятивного впливу проти української авдиторії. З-поміж 500 проаналізованих нами публікацій 127 (25,4%) були сконструйовані в межах КТ групової ідентифікації.

Розглядаючи групову ідентифікацію як КС, дослідниця О. Дмитрук зазначає, що під час її реалізації «у кожному випадку стверджується, що дана сукупність поглядів є єдино правильною. Усі ті, хто поділяють ці погляди, мають визначені цінні якості й в певному сенсі кращі за тих, хто поділяє інші (часто протилежні або принципово відмінні від даних)» [10, С. 97]. На думку лінгвіста Т. ван Дейка, така КТ реалізує «звичайний ідеологічний квадрат поляризації дискурсивних груп (применшення / підкреслення хорошого / поганого в ми / вони), який можна знайти в будь-якому ідеологічному дискурсі» [11, С. 374]. Тобто актуалізується опозиція «ми–вони» («свій–чужий»), де «*свій* автоматично маркують позитивною оцінкою, натомість *чужий* – негативною, незалежно від конкретного контексту вчинків» [12, С. 183], оскільки «коли люди проводять порівняння між своєю власною групою і аутгрупою, вони зацікавлені в тому, щоб їхня власна група була позитивно відмінною – чітко диференційованою і більш прийнятною й прийнятою суспільством, ніж групи протиставлення» [13, С. 177]. Отже, КТ групової ідентифікації або «спільного вагону» в ІПсО застосовується з метою інтеграції цільової авдиторії у «свою» групу й нівелювання відчутної межі між маніпулятором та адресатом. Сутність КТ групової ідентифікації або «спільного вагону» в ІПсО полягає у формуванні ілюзії єдиної колективної ідентичності, у межах якої індивідуальні переживання та погляди зливаються в уніфіковане «ми».

Так, у мережі «Тік-ток» масово розповсюджувався мультимодально сконструйований контент, представлений як звернення від нібито українських військовослужбовців, де відтворювався однотипний за структурою та змістом текст на підтримку Української православної церкви (див. скрин 1). Зауважимо, що згідно з висновком релігієзнавчої експертизи Державної служби України з етнополітики та свободи совісті дана релігійна інституція визначена як структурний підрозділ Російської православної церкви [14]. Наприклад, «*Я люблю свою державу, я люблю Україну, для мене вона найкраща. Так само для мене найкраща моя віра, я дуже люблю свою віру – українську православну віру, предстоятелем якої є Митрополит Онуфрій. І Митрополит Онуфрій відкрито на всю країну благословив всіх українців захищати територіальну цілісність України, тому, будь ласка,*

заспокойтеся… Я вас дуже прошу, давайте об'єднуватися, нам потрібно перемогти, нам для цього потрібно єднатися, а потім ми повернемось і обсудим всі наші питання» (тік-ток, line.of.horizont, 15.08.2024).



Скрин 1. Відео із зображенням людини у формі українського військового, що підтримує УПЦ (тік-ток, line.of.horizont, 15.08.2024)

Найчастіше КТ групової ідентифікації або «спільного вагону» забезпечується застосуванням: 1) маніпулем вербального характеру – а) позитивні афективи (на лексико-семантичному рівні); б) означальні займенники; в) перехід всередині тексту у використанні 1-ї особи однини до 1-ї особи множини (на морфологічному рівні); г) паралелізм конструкцій (на синтаксичному рівні); 2) маніпулем невербального характеру – а) світлини, що потенційно викликають високий рівень довіри у цільової авдиторії; б) емодзі (піктограми-емотикони).

На лексико-семантичному рівні фіксуємо застосування позитивних афективів, тобто емоційно-оцінних лексем та їхніх сполук, виражених переважно абстрактними іменниками, прикметниками та прислівниками, метою яких є «нав'язування оцінки та створення відповідного емоційного стану, який керуватиме людиною, блокуючи її раціональну свідомість» [4, С. 345]. Наприклад, *найкраща держава*, *найкраща віра, нам потрібно перемогти*, *потрібно єднатися*, котрі в цьому випадку формують емоційно забарвлений (позитивний) образ спільних цінностей (*Батьківщини, релігії, перемоги, єдності*), підкреслюють їхню винятковість, блокуючи критичне сприйняття повідомлення ІПсО.

На морфологічному рівні спостерігається застосування означальних займенників *всю, всіх,* котрі «передають значення всезагальності та постають засобом генералізації» [15, С. 161]. З позиції НЛП цей процес пояснюється так: «всі елементи чи частини моделі того чи іншого індивідуума відриваються від вихідного досвіду, що і породив ці моделі, і починають репрезентувати в цілому категорію, стосовно якої даний досвід є лише одиничним випадком» [3, С. 156]. Отже, застосовуючи такі означальні займенники в ІПсО створюється ілюзія безальтернативності, що позбавляє адресата можливості критичного осмислення повідомлення, підштовхуючи користувача до прийняття нав'язаного твердження як універсальної істини.

На морфологічному рівні КТ групової ідентифікації фіксуємо перехід всередині тексту у використанні 1-ї особи однини («*Я люблю свою державу, я люблю Україну, для мене вона найкраща*»), що створює ефект індивідуального свідчення, підкреслює щирість, до 1-ї особи множини («*нам потрібно перемогти, нам для цього потрібно єднатися, а потім ми повернемось*»), що посилює ефект інклюзії, коли особисте переживання поширюється на всю групу, у такий спосіб створюється «семантика колективного автора» [16, С. 130], що «деякою мірою позбавляє мовця від особистої відповідальності за повідомлюване» [15, С. 96]. Маніпулятивний ефект тут досягається шляхом розширення меж індивідуального «я» до всезагального «ми». У такий спосіб цільова авдиторія ІПсО сприймає позицію мовця як власну, що легітимізує заклик до згуртування, адже «ми» виявляється семантично потужнішим за «я» – так суб'єкти впливу «поділяють спільну ідентичність зі своїми прихильниками, чию підтримку та енергію вони прагнуть мобілізувати» [17]. Саме через таку морфологічну зміну формується ефект «спільного вагону», коли адресат фактично втягується в колективну позицію без можливості дистанціюватися від неї.

Синтаксичний рівень характеризується застосуванням паралелізму конструкцій («***Я люблю*** *свою державу,* ***я люблю*** *Україну*», «***нам потрібно*** *перемогти,* ***нам*** *для цього* ***потрібно*** *єднатися*»), що «створюють відповідний ритмічний малюнок тексту» [18, С. 224]. Як відомо, «ритмічність тексту полегшує його сприйняття … ритмічне мовлення краще запам'ятовується й ефективніше впливає» [4, С. 275], а тому інтенсифікує маніпулятивний ефект.

Підкреслимо, що впливовими є не лише вербальні засоби реалізації КТ групової ідентифікації, але й невербальні компоненти. Зокрема використання образу чоловіка у військові формі на світлинах / відео виконує функцію підсилювача вербального повідомлення, оскільки експериментально було доведено, що «форма сама по собі дає змогу досягти більш

високого рівня виконання прохання, навіть якщо особа у формі не має на це повноважень» [19, С. 60]. Отже, військова форма істотно підвищує ступінь визнання авторитету й рівень довіри до мовця, що в сукупності із лінгвальними маніпулемами посилює впливовий ефект в ІПсО, адже довіра є обов'язковою умовою впливу (див. роботи Т. Ковалевської, Н. Кутузи, Н. Слухай).

У частині проаналізованих прикладів фіксуємо застосування емодзі (піктограм-емотиконів), що є кольоровими зображеннями, які користувачі можуть використовувати для вираження власних емоцій у дописах і коментарях соціальних медіа. Загалом емодзі є «інтуїтивно-зрозумілими та сприяють мовній економії, адже одна піктограма може замінити ціле речення» [20, С. 69]. Декодування візуального ряду, зокрема емодзі, «здійснюється ніби неусвідомлено, просто "ні з чого" виникає певне емоційне ставлення» [21, С. 101]. У частині проаналізованих прикладів КТ групової ідентифікації фіксуємо застосування емодзі різного емоційного та семантичного навантаження, найчастіше: 🤝 (рукостискання), 🎁 (подарунок), 🌹 (троянда), 💔 (розбите серце), 🙏 (молитва / подяка / плескання в долоні залежно від контексту) тощо. Емодзі тут виступають засобом швидкого емоційного маркування повідомлення. Зокрема, 🤝 (рукостискання) актуалізує семантику єдності, підтримки, співпраці, підсилюючи ефект «ми-групи»; 🎁 (подарунок) та 🌹 (троянда) апелюють до позитивних соціокультурних сценаріїв (дарування, вдячності, шанування), що формує позитивний емоційний фон; 💔 (розбите серце) активізує співпереживання, тоді як 🙏 (молитва / подяка / плескання в долоні залежно від контексту) сигналізує про спільність цінностей, що підсилює ідентифікацію адресата з трансльованою позицією.

Отже, КТ групової ідентифікації або «спільного вагону» реалізується засобами вербального характеру (позитивні афективи, означальні займенники, перехід всередині тексту у використанні 1-ї особи однини до 1-ї особи множини, паралелізм конструкцій) та невербального характеру (світлина, на яких зображені особи, що потенційно викликають високий рівень довіри в цільової авдиторії; емодзі). Застосування таких засобів маніпуляції призводить до формування в адресата ілюзії спільної колективної позиції, що унеможливлює критичну дистанцію між ним та мовцем і спонукає до некритичного прийняття транслюваних установок.

Висновки. Отже, сучасний медіапростір є ареною активного інформаційного протистояння, в якому російські ІПсО послідовно використовують мовні ресурси для маніпуляції українською авдиторією. Однією з найбільш популярних є КТ групової ідентифікації або «спільного вагону», суть якої полягає в тому, що для цільової авдиторії в ІПсО штучно

створюється уявлення про єдність усіх членів певної групи навколо спільної позиції або цінності, у результаті чого формується «колективна ідентичність», яка водночас виконує функцію психологічного тиску на індивіда, адже відхилення від «загальної істини» сприймається як відхилення від групової норми та колективу загалом.

Перспективи дослідження вбачаємо у вивченні маніпулятивних ефектів інших КС і КТ, актуалізованих в антиукраїнських ІПсО, а також у формуванні інструментарію для нейтралізації їхнього впливу в медіапросторі.

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ОСОБЛИВОСТІ ПОЛІФОНІЧНОЇ ОРГАНІЗАЦІЇ РОМАНУ ДЕВІДА МІТЧЕЛЛА «ХМАРНИЙ АТЛАС» КРІЗЬ ПРИЗМУ ЕМОТИВНИХ ПРИКМЕТНИКІВ

Анотація. Стаття присвячена дослідженню особливостей поліфонічної організації роману «Хмарний атлас» Девіда Мітчелла крізь призму функціонування емотивних прикметників. У центрі уваги перебуває аналіз емотивної лексики як одного з ключових мовних маркерів багатоголосся у постмодерному художньому тексті. Поліфонія трактується дослідниками як спосіб співіснування рівноправних голосів, ідеологій та мовленнєвих стратегій у межах єдиного художнього простору. Саме поліфонія та гетероглосія забезпечують мовну й жанрову неоднорідність роману. Матеріалом дослідження став повний текст роману «Хмарний атлас», на основі якого було сформовано корпуси текстів відповідно до шести сюжетних ліній твору, кожна з яких представлена іншим наратором. За допомогою функцій корпусного менеджера LancsBox було здійснено суцільну вибірку прикметників та визначено емотивні лексеми з частотою вживання понад п’ять випадків. Загалом виявлено 457 уживань емотивних прикметників, що репрезентують 164 окремі лексеми. Результати дослідження засвідчили, що емотивні прикметники виконують важливу роль у формуванні індивідуальних наративних голосів та забезпечують чітке розмежування персонажів у межах поліфонічної структури твору. У тексті загалом переважають прикметники негативної семантики, пов’язані зі страхом, тривогою, відчаєм і внутрішнім напруженням. Найчастотнішими виявились лексеми sorry, afraid, dear, nervous, desperate та miserable. Аналіз показав, що кожен наратор характеризується власним лексико-семантичним профілем, який корелює з жанровою специфікою відповідної сюжетної лінії та її стилістичними особливостями. Отже, емотивна лексика у романі Девіда Мітчела є не лише засобом вираження емоцій, а й важливим інструментом поліфонічної організації тексту, який формує в читача уявлення про різні голоси оповідачів, забезпечуючи таким чином стилістичну диференціацію та індивідуалізацію нараторів.

Ключові слова: Д. Мітчелл, емотивні прикметники, корпус, поліфонія, постмодернізм

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EMOTIVE ADJECTIVES AS MARKERS OF POLYPHONY IN DAVID MITCHELL'S NOVEL *CLOUD ATLAS*

Abstract. This article examines the characteristics of the polyphonic structure of David Mitchell's novel *Cloud Atlas* through the lens of the function of emotive adjectives. The focus is on analysing emotive vocabulary as one of the key linguistic markers of polyphony in postmodern literary texts. Polyphony is understood as a means of coexistence among equal voices, ideologies, and speech strategies within a single literary space. Polyphony and heteroglossia ensure the linguistic and genre heterogeneity of the novel. The research material consisted of the full text of the novel *Cloud Atlas*, on the basis of which text corpora were formed in accordance with the work's six narrative strands. Using the functions of the LancsBox corpus manager, a comprehensive selection of adjectives was performed, and emotive lexemes with a frequency of use exceeding five instances were identified. In total, 457 instances of emotive adjectives were identified, representing 164 distinct lexemes. The study found that emotive adjectives play an important role in shaping individual narrative voices and in ensuring a clear distinction between characters within the work's polyphonic structure. Adjectives with negative semantics, associated with fear, anxiety, despair and inner tension, predominate in the text. The highest frequency was found in lexemes such as 'sorry', 'afraid', 'dear', 'nervous', 'desperate' and 'miserable'. The analysis has shown that each narrator is characterised by an emotional-lexical profile that correlates with the genre-specific nature of their plot line and its stylistic features. Thus, emotive vocabulary in David Mitchell's novel is not only a means of expressing emotions but also an important tool for the polyphonic organisation of the text, which shapes the reader's perception of the various narrators' voices, thereby ensuring stylistic differentiation and individualisation.

Keywords: D. Mitchell, emotive adjectives, corpus, polyphony, postmodernism

Постановка проблеми. Сучасні літературознавчі студії дедалі більше уваги приділяють багаторівневій організації художнього тексту — його

наративній структурі, мовній гетерогенності та поліфонічності. Особливо цікавими стають дослідження, присвячені поліфонії як способу відтворення множинності голосів, світоглядних позицій і мовленнєвих стратегій у художньому дискурсі. У постмодерністській естетиці поліфонія — це вже не просто композиційний прийом, а фундаментальний принцип організації тексту, що забезпечує співіснування різних ідеологічних, культурних і мовних кодів. Попри велику кількість праць із теорії поліфонії та гетероглосії, мовні засоби відтворення поліфонії ще недостатньо вивчені з позицій корпусних методів дослідження.

Аналіз останніх досліджень та публікацій. Проблематика поліфонії художнього тексту посідає важливе місце у сучасних літературознавчих і лінгвістичних студіях. Теоретичне осмислення цього явища бере початок у працях М. Бахтіна, який розробив концепцію багатоголосся як фундаментальної ознаки роману. На думку дослідника, поліфонічний текст характеризується співіснуванням рівноправних голосів, кожен із яких репрезентує окрему світоглядну позицію та не підпорядковується авторській ідеології. Бахтін наголошував, що автор поліфонічного роману не домінує над персонажами, а створює умови для діалогічної взаємодії різних свідомостей [9].

Саме ця концепція стала основою для подальших досліджень поліфонії, гетероглосії та діалогізму в художньому тексті.

Важливий внесок у розвиток теорії поліфонії здійснив Р. Інгарден, який розглядав художній твір як багатошарову структуру. Дослідник виокремлював мовно-звуковий, семантичний, предметний та візуально-образний рівні текстової організації, взаємодія яких забезпечує ефект багатоголосся. Такий підхід дозволив розглядати поліфонію не лише як наративне явище, а й як комплексний механізм організації художнього тексту [1].

Подальший розвиток концепція поліфонії отримала у працях Ю. Крістєвої, яка пов’язувала багатоголосся роману з феноменом «смерті автора». На думку дослідниці, поліфонічний текст є простором взаємодії різних ідеологій і дискурсів, жоден із яких не набуває домінуючого статусу. Ю. Крістєва акцентувала увагу на діалогічному характері постмодерного мислення, що ґрунтується на принципах релятивності, контрасту та амбівалентності [6].

Значний внесок у вивчення поліфонії та гетероглосії зробили також Д. Лодж, К. Гіршкоп, М. Холквіст та інші дослідники, які аналізували функціонування множинних голосів і мовних кодів у художньому дискурсі. Їхні праці зосереджені на проблемах мовної неоднорідності, жанрової гібридизації та взаємодії різних соціальних дискурсів у структурі роману.

У сучасному українському літературознавстві питання поліфонії активно досліджуються у працях Н. Чорної, О. Хоміченко, О. Мамосюк, І. Дунєвої та інших науковців. Зокрема, Н. Чорна аналізує поліфонію постмодерного дискурсу як основу розгортання текстових концептів у латиноамериканській новелі, наголошуючи на ролі інтертекстуальності та множинності смислів у формуванні художнього тексту [8]. Дослідниця звертає увагу на те, що множинність голосів змінює семантику слова, перетворюючи його на "плаваючим знаком", який може змінювати значення залежно від контексту, зокрема і особи наратора

Окрему увагу дослідники приділяють проблемі гетерогенності художнього тексту. Як зазначає О. Хоміченко, художній текст модернізму та постмодернізму характеризується складною взаємодією мовлення автора й персонажів, жанровою та тематичною неоднорідністю, а також зміною комунікативної спрямованості висловлювання [7]. Важливим аспектом проблеми є також співвідношення понять поліфонії та гетероглосії. Поліфонічний роман вбирає у себе багатоманітність мовних характеристик і соціальних голосів, які перебувають у постійних діалогічних взаєминах. Гетероглосія, у свою чергу, забезпечує мовну та соціокультурну неоднорідність тексту, що реалізується через взаємодію різних стилів, жанрових моделей і мовних форм.

Розглядаючи поліфонію як одну з ключових рис постмодерністської поетики в літературі, І. Дунєва зауважує особливості організації поліфонічного роману, у якому співіснує велика кількість рівноправних персонажів-нараторів із власними світоглядними позиціями [2]. Такий роман потребує від автора складної композиційної моделі, здатної забезпечити індивідуалізацію мовлення кожного героя без порушення цілісності основної сюжетної лінії. У такому контексті ризоматична структура оповіді створює мережу взаємозв’язків між персонажами, водночас зберігаючи автономність і вагомість кожного наративного голосу. Саме завдяки такій нелінійній організації тексту персонажі отримують можливість повноцінно репрезентувати власні емоції, переживання та індивідуальний досвід [2].

У сучасних студіях постмодерного роману значна увага приділяється також поняттю наративу. Дослідники наголошують, що постмодерний текст руйнує традиційні моделі лінійного оповідання, формуючи фрагментарну й багатовимірну структуру [10]. Саме така модель нарації реалізована у романі Девіда Мітчелла, де кожен персонаж-наратор створює окрему мовну та емоційну перспективу, яка реалізується через поєднання різних жанрів — щоденника, антиутопії, історичного роману, наукової фантастики та епістолярного дискурсу.

Мета статті – визначити роль емотивних прикметників у формуванні поліфонічного художнього простору в романі Д. Мітчелла «Хмарний атлас».

Виклад основного матеріалу. Дослідження поліфонії в сучасному художньому тексті набуває особливої актуальності на тлі розвитку цифрової гуманітаристики, корпусної лінгвістики та лінгвостатистичних методів. Традиційні літературознавчі підходи, зосереджені на сюжетно-композиційній структурі чи філософській проблематиці твору, дедалі частіше доповнюються кількісними методами аналізу мовних одиниць, наприклад, дослідженням ролі дієслів ментального стану [3; 4]. Це дозволяє об'єктивувати результати, виявити закономірності функціонування мовних засобів і простежити їхню роль у формуванні поліфонічної структури тексту.

Комунікативний акт у художній літературі реалізується насамперед через текстову репрезентацію наратора — інстанції, що передає події, стани та досвід персонажів. У цьому контексті значну увагу дослідники приділяють вивченню різних типів нараторів, їхньої позиції у структурі оповіді та ролі у формуванні читацького сприйняття.

Постмодерна проза активно руйнує усталені наративні структури й моделі, пропонуючи натомість плюралістичні, відкриті та ігрові форми оповіді, які стимулюють читача до співтворчості. У цьому контексті наративна стратегія стає ключовим інструментом осмислення художнього тексту, а наратологія — потужним інтерпретаційним інструментарієм. Постмодерні наративи не лише відображають кризу традиційних форм, а й формують нову парадигму мислення, у якій домінують сумнів, деконструкція та множинність точок зору [10].

Одним із найбільш показових зразків поліфонічного постмодерного роману є «Хмарний атлас» Девіда Мітчелла. Твір будується на поєднанні кількох автономних сюжетних ліній, різних часових площин, жанрових моделей і наративних голосів, які взаємодіють через складну систему інтертекстуальних зв'язків. Роман відзначається високим рівнем мовної та стилістичної гетерогенності, тож його можна розглядати як поліфонічний художній простір, де немає єдиного домінантного авторського голосу. Натомість смисл народжується у взаємодії численних персонажів-нараторів, їхніх мовленнєвих стратегій та емоційних оцінок дійсності.

У цьому контексті особливий інтерес становлять емотивні прикметники — лексичні маркери суб'єктивної оцінки, психологічного стану персонажів та індивідуалізованого мовлення. Саме емотивна лексика значною мірою розмежовує голоси нараторів, створює емоційний фон оповіді та забезпечує поліфонічний ефект.

У романі Д. Мітчелла емотивні прикметники не лише описують, а й вербалізують внутрішній світ персонажів — їхні світоглядні позиції, страхи, переживання, ставлення до реальності. Через емоційно забарвлену лексику автор формує різні мовленнєві моделі, що репрезентують окремі голоси в поліфонічній структурі твору.

Матеріалом дослідження стали корпуси текстів, що були укладені на основі класифікації нараторів роману Д. Мітчелла «Хмарний атлас». Методика дослідження передбачала цілісне прочитання роману в поєднанні з аналізом окремих фрагментів, що мають високу концентрацію просторових, поліфонічних або гетероглосних характеристик. Методом суцільної вибірки за допомогою функцій KWIC (key words in context) і Summary в корпусному менеджері LancsBox було укладено список частотності усіх прикметників з частотою слововжитку понад 5 разів у тексті.

Роман Девіда Мітчелла постає як яскравий приклад сучасної літератури, що розширює межі традиційної наративної форми. Твір, який являє собою лабіринтове поєднання шести взаємопов'язаних історій, виходить за межі звичного оповідного канону, використовуючи складну наративну структуру, що заперечує лінійну часову послідовність. Шість сюжетних ліній поєднуються в єдину багаторівневу структуру. Ці історії, охоплюючи період від XIX століття до постапокаліптичного майбутнього, тісно переплетені системою часових петель і тематичних перегуків, які ставлять під сумнів сприйняття читачем часу та безперервності оповіді. Кожна сюжетна лінія роману характеризується специфічною стилістикою, жанровими характеристиками, індивідуальним нараторським голосом і власною системою емоційної репрезентації. У романі «Хмарний атлас» засоби відтворення багатоголосся реалізуються насамперед через композиційну побудову, хронотопічну диференціацію та стилістичну мімікрію.

Текст організовано за принципом вкладеності та дзеркальної симетрії, а саме, за метафорою Роберта Фробішера, «секстету для шести переплетених голосів». Кожен наратив функціонує як окрема вокальна партія, що має власну інтонацію, ритм, жанрові ознаки та емоційну структуру. Багатоголосся тут виникає не як механічне поєднання історій, а як їхнє взаємне римування, перегукування та резонанс по вертикалі й горизонталі тексту.

Кожна з шести історій роману апелює до окремої літературної традиції, формуючи своєрідний «жанровий архів» культури. Д. Мітчелл не просто відтворює жанрові канони, а й імітує їхні мовні, стилістичні та композиційні особливості, перетворюючи роман на своєрідний пастиш —

сукупність текстових імітацій, що співіснують у рамках єдиного художнього континууму. Жанрова строкатість твору — від історичного щоденника до антиутопії та постапокаліптичного наративу — підкреслює постмодерністську ідею множинності інтерпретацій та нестабільності смислу.

Це створює сприятливі умови для аналізу функціонування емотивних прикметників у контексті поліфонічної організації тексту та дозволяє простежити зв'язок між мовними особливостями персонажів і структурою художнього багатоголосся.

У стилістичному аналізі прикметники з емоційним або оцінним забарвленням називають емотивними. Вони слугують засобом «емоційного забарвлення» та передають суб'єктивну оцінку оповідача чи персонажа. Такі прикметники формують тон**,** точку зору й атмосферу твору. Емотивні прикметники виражають афект (емоцію), судження (етичну оцінку) або оцінку (естетичне враження). У романі «Хмарний атлас» аналіз таких прикметників показує, як автор модулює емоційно-оцінний тон, пристосовуючи його до жанру оповіді й характеру оповідача. Це впливає на позицію читача — одні наративи викликають емпатію, інші зберігають дистанцію через іронічну або стриману форму подачі.

Для аналізу було опрацьовано повний текст роману «Хмарний атлас» в оригіналі. З нього виокремлено прикметники, що виражають емоції, почуття або оцінку. Загалом було виявлено та опрацьовано 457 емотивних прикметників (37 лексем повторюються) з частотою слововжитку більше 5 разів у тексті: sorry (1,74 випадків вжитку на 10 тис. токенів), afraid (1,62), dear (1,62) , sick (1,62), quiet (1,44), happy (1,02), diresome (1,02), lucky (0.96), angry (0,84), serious (0,78), pleasant (0,78), nervous (0,72), curious (0,66), glad (0,66), crazy (0,66), miserable (0,60), weak (0,54), pleased (0,54), lonely (0,48), sweet (0,48), terrorsome (0,48), desperate (0,42), sad (0,42), tired (0,42), scared (0,42), terrible (0,42), cruel (0,42), evil (0,36), mad (0,36), worried (0,36), delighted (0,36), surprised (0,36), friendsome (0,36), sorrysome (0,36), guilty (0,30), shocked (0,30). Кількісний розподіл емотивних прикметників за шістьма частинами твору подано в таблиці 1.

Таблиця 1

Кількість емотивних прикметників у романі «Хмарний атлас»

Оповідь	**Кількість вжитих прикметників**	**Кількість емотивних лексем**
"The Pacific Journal of Adam Ewing"	64	23
"Letters from Zedelghem"	100	34

Оповідь	Кількість вжитих прикметників	Кількість емотивних лексем
“Half-Lives: The First Luisa Rey Mystery”	127	28
“The Ghastly Ordeal of Timothy Cavendish”	80	30
“An Orison of Sonmi~451”	61	25
“Sloosha’s Crossin’ an’ Ev’rythin’ After”	25	24
Всього	457	164

Детективний сюжет про журналістку Луїзу Рей (“Half-Lives: The First Luisa Rey Mystery”), яка веде розслідування злочинного наміру деяких урядовців США в середині XX століття, вирізняється найбільшою кількістю емотивних прикметників (127 випадків). Значну кількість таких прикметників зафіксовано також у розділах «Letters from Zedelghem» (100 випадків) та «The Ghastly Ordeal of Timothy Cavendish» (80 випадків). Це пояснюється жанровою специфікою: трилер потребує нагнітання напруги через страх і небезпеку; особиста епістолярна оповідь Роберта Фробішера насичена сильними переживаннями героя; комічна історія літнього видавця рясніє експресивною лексикою для створення гумористичного ефекту і передачі обурення персонажа.

Натомість перша частина роману (щоденник Адама Юінга) містить значно менше емотивно забарвлених прикметників (64 випадки). Це відповідає стриманому тону вікторіанського щоденника, у якому переживання героя часто передаються описово або приховано між рядків.

Частина «An Orison of Sonmi~451», написана у жанрі антиутопії, займає проміжну позицію (61 випадок): хоча оповідь ведеться у формі сухого інтерв’ю, її зміст є драматичним (зображуються жахи тоталітарного майбутнього), тому в ключових моментах з’являються сильні оцінні слова (наприклад, *cruel, terrified, furious*).

Постапокаліптична оповідь «Sloosha’s Crossin’…», в якій ідеться про розпад цивілізації і деградацію до примітивних форм взаємодії та виживання, містить найменше емотивних прикметників (25 випадків); мовлення наратора стилізоване під примітивний/ архаїчний діалект, однак навіть у спрощеній лексиці герої знаходять слова, щоб висловити страх та занепокоєння (наприклад, *afraid* у формі *afeared*, *anxious* у формі *anxin’*). В цілому частотність використання прикметників, що позначають негативні емоції або негативну оцінку, перевищує частотність позитивно забарвлених слів.

За результатами аналізу, в романі «Хмарний атлас» переважають емотивні прикметники негативної семантики – тобто ті, що виражають негативні емоції (страх, гнів, смуток, огиду, зневагу тощо) або негативну оцінку. Таких налічується близько 120 випадків вживання. Позитивно забарвлених прикметників (радість, любов, захоплення, схвалення) виявлено майже вдвічі менше – приблизно 80 вживань. Невелику частку (близько 10 випадків) становлять амбівалентні за оцінкою прикметники – тобто слова, чия емоційна конотація залежить від контексту (наприклад, *funny* – «смішний» або «дивний», *silly* – жартівливо «дурненький» або образливо «дурний»). Співвідношення оцінної семантики представлено на рисунку 1.

Як бачимо, частка прикметників із негативним емоційним забарвленням суттєво більша, ніж із позитивним. Це співвідношення зумовлене сюжетом роману: усі шість історій різних героїв, які несподівано пов'язані між собою кізь століття та континенти, оповідають про їх конфлікт, небезпеку або страждання, відповідно герої часто переживають страх, гнів, відчай. Позитивні емоції (радість, любов, надія) хоча й присутні, проте виражені меншою кількістю лексичних одиниць і здебільшого локалізовані в окремих епізодах, наприклад, у моменти полегшення чи у теплих спогадах.

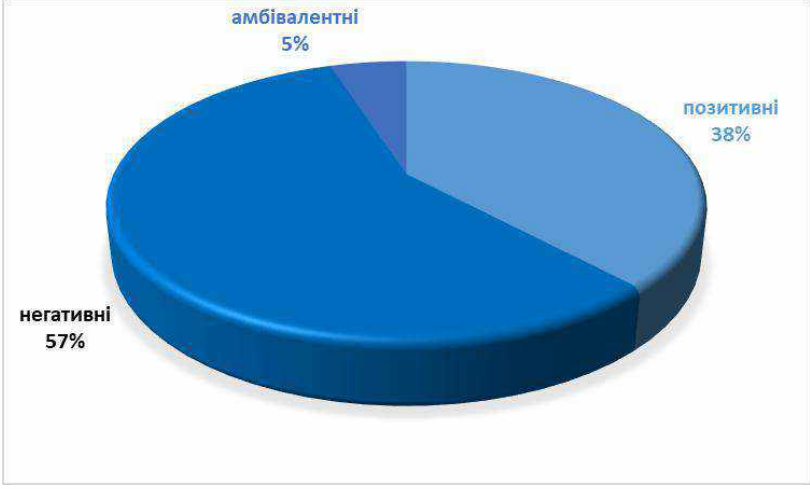

Рисунок 1 – Оцінна семантика емотивних прикметників у романі «Хмарний атлас»

Більшість лексем належать до негативної оцінної групи. Так, лексема *sorry*, яка виражає емоцію жалю, є серед найчастотніших (29 уживань), причому вона рівномірно розподілена у більшості частин роману. Персонажі різних сюжетних ліній також неодноразово непокоються про своє життя або за життя інших. Відповідно, друге місце по частотності

займає прикметник *afraid*, він трапляється в кожній історії, проте найбільш частотний у історії про музиканта-гомосексуаліста Роберта Фробішера (1,85) та розслідуванні журналістки Луізи Рей (4,51). Герої цих історій постійно перебувають у стані фізичної загрози або емоційного напруження. Відмітимо однак, що лексема *afraid* вживається не лише у прямому значенні страху, а й у ввічливих вибаченнях на кшталт "*I'm afraid*…" («на жаль…»), що характерно для мовлення персонажів вікторіанської та сучасної доби.

Прикметник *dear* («дорогий, любий») також входить до числа найуживаніших (27 випадків), який попри свою позитивну семантику часто є відносно нейтральним через формальні звертання в епістолярній частині роману. Утім, Роберт Фробішер майже кожного листа починає зі звертання "My dear Sixsmith", підкреслюючи саме свою сердечну прихильність та любов до свого коханця.

Серед інших частотних лексем – *angry* («злий»), *mad* (у британському варіанті може означати «розгніваний» або «божевільний»), *nervous* («стривожений»), *anxious* («занепокоєний») – усі вони вказують на нервову атмосферу й напругу, що часто присутні у романі. Для характеристики вкрай негативних ситуацій автор уживає прикметники *terrible* («жахливий») і *horrible* («огидний, страшний»), хоча їхня частотність відносно невелика. Натомість слово *desperate* («відчайдушний, у відчаї») трапляється щонайменше 7 разів, зокрема вже в першому листі Фробішера: "*My dear Sixsmith, I am in desperate need of your help*." [11]. У цьому ж реченні поєднано позитивно забарвлене *dear* з негативно забарвленим *desperate*, що підкреслює емоційну двоїстість – звернення з любов'ю і водночас благання в розпачі.

Позитивні прикметники (*happy, glad, proud, loving, gentle* тощо) загалом зустрічаються у романі набагато рідше і майже не входять до числа лідерів за частотністю. Найпоширенішим серед них є *happy* («щасливий, радісний») – зафіксовано 17 вживань, розподілених між різними історіями (герой може почуватися щасливим у момент полегшення або у спогадах про щасливі часи). Слід зазначити, що лексеми радості й позитивної оцінки нерідко у романі мають іронічне забарвлення (як-от у цитаті: "*Whoever opined "Money can't buy you happiness" obviously had far too much of the stuff*." [11]– жартує Фробішер).

Амбівалентні прикметники в романі вживаються рідко. Наприклад, слово *funny* може означати і «смішний» (позитивна емоція – розвеселення), і «дивний» (негативна конотація – підозрілість); у тексті є епізод, де герой коментує незрозумілу ситуацію фразою на кшталт "*It's a funny old world*" [11], маючи на увазі дивність, а не комічність. Прикметник *silly* також є рідко вживаним: десь у значенні легкого докору (*"you silly boy"* – дружньо,

без злості), в іншому контексті як характеристика безглуздої поведінки. Такі прикметники належать до периферії емотивного лексикону твору і значного впливу на загальну тональність не мають.

Проаналізувавши кожну наративну лінію роману окремо, ми здійснили кількісний і якісний огляд емотивних прикметників, зосередившись на їхній частотності, семантичній спрямованості та розподілі в межах індивідуальних наративних голосів. Такий підхід дав змогу з'ясувати, наскільки інтенсивно кожен оповідач використовує емоційно забарвлену лексику та які типи оцінок домінують у його мовленні. Порівняння отриманих даних показало, наскільки відмінними є голоси за рівнем емоційної насиченості та за стилістичними характеристиками, а також дозволило визначити, чи формують емотивні прикметники впізнавані мовні маркери, що окреслюють індивідуальність кожного наратора у структурі твору.

У першій історії переважають прикметники негативної семантики та морально-оцінні прикметники. Найчастіше використовувані лексеми (*sorry* (1,97), *sick* (1,97), *afraid* (1,18) та *miserable* (1,18)) формують загальну тональність слабкості, вразливості та внутрішнього сумніву. Часте вживання *dear* (1,97) та *pleasant* (1,57) дещо пом'якшує цей емоційний фон, однак не усуває загального враження непевності. Лексеми *evil* (1,18) та *cruel* (0,37) підкреслюють моральний характер мислення Адама Юінга: він схильний інтерпретувати події крізь опозицію добра й зла, а не лише на рівні емоційної реакції. Порівняно з іншими нараторами, його голос звучить найбільш стримано: частотність емоційних прикметників нижча, а їхній спектр — значно вужчий. Він постає як спокійний, спостережливий і позбавлений різких емоційних коливань.

У листах Роберта Фробішера спостерігаємо значну концентрацію емотивних прикметників, зокрема *afraid* (2,96), *happy* (2,22), *pleased* (2,22), *surprised* (1,85) та *desperate* (1,48). Його історія вирізняється широким емоційним діапазоном, завдяки наявності прикметників позитивної — *happy* (2,22), *glad* (1,11), *lucky* (1,11), та негативної семантики — *miserable* (1,48), *anxious* (1,11), horrible (0,74), *terrible* (0,37). Такі контрасти створюють ефект емоційних коливань. Зазначимо, що частотність багатьох лексем удвічі-втричі вища, ніж у щоденнику Адама Юінга. Його голос вирізняється емоційною насиченістю, та постає як більш живий та мінливий, що свідчить про глибокі переживання і емоційну нестабільність героя. Не дивно, що саме цей герой вчиняє самогубство не в змозі впоратись з життєвими обставинами і власними емоціями.

Детективна історія Луізи Рей має найбільше вживань прикметника *sorry* (4,51), що є найвищим показником серед усіх фрагментів, а також

високу частоту *afraid* (2,90), *quiet* (2,58) та *lucky* (2,26). Характерна також підвищена кількість лексем страху, тривоги й внутрішньої напруги (*angry, nervous, sad, tired*). Частотність негативних емоційних одиниць тут одна з найвищих, голос звучить нервово, різко і часто саркастично. Позитивні прикметники (*glad, lucky*) тут мають здебільшого іронічний або гіркий підтекст, а не вживаються у прямому значенні.

В історії видавця Тімоті Кавендіш, який рятується втечею з дому пристарілих, помітно посилюється експресивність, яка проявляється через перебільшення реакцій та своєрідну театральність мовлення. Частотне використання *dear* (3,68) набуває комічного або гіперболізованого відтінку, тоді як лексеми *miserable* (1,61), *desperate* (1,23) та *mortifying* (0,41) формують характерну для цього наративу бурлескну тональність, оскільки показують гіперболізований відгук. Значну частку становить лексика крайнього емоційного напруження — *shocked* (0,82), *cruel* (0,41), *terrible* (0,41). Порівняно з Луізою Рей, його голос менш тривожний, проте значно більш театралізований: емоційність виявляється не у страху чи смутку, а у демонстративній драматизації власних невдач, гіперболі та сатиричному самовираженні. Позитивні лексеми, такі як *happy* (1,61), *sweet* (1,61), *glad* (0,41), виконують радше контрастну або комічну функцію та посилюючи відчуття надмірності.

Жанрова форма історії гуманоїда Сомні~451 — інтерв'ю, записане на голографічний носій, — створює ефект документальності й водночас підкреслює ідею симуляції та медіаційної природи майбутнього світу. Д. Мітчелл навмисне використовує уривчасту синтаксичну структуру, технічну лексику та стилістичну нейтральність, щоб імітувати «мову системи», позбавлену емоційності. Відповідно, кількість емоційних прикметників зменшується, а їхній спектр істотно звужується. Їхня частотність загалом невисока: *quiet* (1,73), *nervous* (1,73), *worried* (1,39), *afraid* (1,04), *sorry* (0,69). Особливо показовим є значне домінування лексеми *evil* (2,43), що акцентує увагу не на особистих почуттях, а на оцінці суспільних і політичних явищ. Її голос майже позбавлений позитивної емоційності, поодиноко можна зустріти лексеми *happy* (1,73) та *glad* (0,35). Сонмі постає стриманою і спостережливою, пройнятою соціальною тривогою, але позбавленою різких емоційних коливань. Порівняно з попередніми розділами, тут спостерігається найбільша концентрація інтелектуально-оцінних та ідеологічно маркованих прикметників.

Лексика майбутнього світу побудована на скороченнях, неологізмах і корпоративному жаргоні, що створює ефект стерильного, стандартизованого мовлення. Варто зазначити, що ключові дієслівні форми (*xchange, xtract, xpel, xperience, xpress, xploit, xtricate, xpose, xist, xpect, xplain*)

функціонують як універсальні алгоритмічні маркери, які редукують складні психічні, соціальні та емоційні процеси до одномірних операцій. Через їхню уніфіковану морфологію мова постає не як інструмент комунікативної свободи, а як засіб дисциплінування: вона фіксує суб'єкт в системі, де дії постають як технічні протоколи, а досвід як керований набір процедур. Це не просто стилістична гра, а засіб репрезентації дегуманізації, коли мова втрачає здатність до вираження індивідуальності.

Історія Захрі відтворює постапокаліптичний усний наратив, де мова деградує до архаїзованої, спотвореної форми. Вона демонструє найвищий рівень емоційної інтенсивності в усьому романі. Тут домінують рідкісні та діалектні прикметники та оказіоналізми: *diresome* (6,16), *sick* (3,99), *friendsome* (2,18), *sorrysome* (1,81), *terrorsome* (1,45), *gladsome* (0,72). В історії переважають прикметники страху, небезпеки та самотності (*diresome, terrorsome, fearsome, lonesome*), що формує напружений голос, первісний, сповнений інтенсивних переживань. Подібні лексеми не зустрічаються в жодній з вище зазначених історій. У порівнянні з попередніми частинами, ці емотивні прикметники вирізняються як кількісно, так і особливим словотвором.

Висновки. У романі Девіда Мітчелла явища поліфонії та гетероглосії тісно переплітаються, утворюючи складну мережу взаємозалежних голосів і наративів. Порушуючи принцип лінійного часу, автор створює систему взаємопов'язаних історій, що перегукуються тематично, стилістично та ідейно. Поліфонічний ефект досягається через поєднання різних жанрових форм, окремих нараторських голосів і стилістичних моделей мовлення. Кожна історія має власну ритміку, емоційний тон і спосіб репрезентації подій, завдяки чому роман набуває характеру багатоголосої композиції. Аналіз емотивних прикметників у шести оповідях засвідчує виразну диференціацію наративних голосів, що визначається їхніми емоційно маркованими лексичними профілями. Кожен оповідач послуговується відмінним набором лексем, які окреслюють його емоційний тон, психологічну позицію та спосіб інтерпретації подій. Емотивна лексика формує індивідуальний мовний стиль кожного наратора та забезпечує чітке розмежування голосів у межах поліфонічної структури твору.

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ЛІНГВОКУЛЬТУРНІ ОСОБЛИВОСТІ РЕПРЕЗЕНТАЦІЇ СЕРЕДЗЕМНОМОРСЬКОЇ ТРІАДИ В ІСПАНСЬКІЙ МОВНІЙ КАРТИНІ СВІТУ (НА МАТЕРІАЛІ ФРАЗЕОЛОГІЧНИХ ОДИНИЦЬ)

Анотація. Статтю присвячено комплексному лінгвокультурологічному дослідженню особливостей вербалізації так званої «середземноморської тріади», до складу якої традиційно входять хліб, вино та оливкова олія. Ці три компоненти розглядаються не просто як харчові продукти, а як фундаментальні елементи іспанської гастрономічної традиції та визначальні складники культурної спадщини всього середземноморського регіону. У межах роботи проаналізовано історичні передумови формування цієї унікальної тріади, коріння якої сягає часів античної греко-римської цивілізації. Саме в той історичний період було закладено базові засади харчової моделі, яка не лише пройшла крізь віки, а й повною мірою зберігає свою актуальність та життєздатність у сучасному світі. Середземноморська дієта функціонує не просто як певна система харчування, а як цілісний і самобутній спосіб життя. Він охоплює багатовікові традиції виробництва, автентичні способи приготування та специфічні ритуали споживання їжі, що разом мають виняткове соціокультурне значення для ідентифікації етносу. Особливий акцент у роботі зроблено на лінгвістичному аспекті, а саме на аналізі фразеологічних одиниць іспанської мови, що містять у своєму складі назви компонентів середземноморської тріади. Шляхом дослідження встановлено, що такі фразеологічні одиниці є живим відображенням уявлень носіїв мови про фундаментальні поняття: відношення до праці, розуміння достатку, засадничі моральні цінності та складні механізми міжособистісних відносин. Фразеологічні одиниці активно використовуються не лише в межах повсякденного спілкування, а

й у сучасному комунікативному просторі. Зокрема, ці мовні одиниці часто фігурують у інтернет-дискурсі, де вони виконують роль дієвого засобу для привернення уваги аудиторії. Таким чином, середземноморська тріада виступає в ролі надважливого культурного коду, що інтегрує історичний досвід, гастрономічні практики та мовні засоби його репрезентації, формуючи цілісну систему культурних смислів, закріплених в іспанській мовній свідомості. Фразеологічні одиниці з компонентами «PAN», «VINO» та «ACEITE DE OLIVA» демонструють надзвичайно високий рівень функціональної активності та залишаються абсолютно актуальним інструментом сучасної іспанської мови.

Ключові слова: середземноморська дієта, середземноморська тріада, лінгвокультурологія, національно-культурна ідентичність, гастрономічна культура, фразеологічна одиниця, фразеологія

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LINGUOCULTURAL FEATURES OF THE REPRESENTATION OF THE MEDITERRANEAN TRIAD IN THE SPANISH LANGUAGE PICTURE OF THE WORLD (BASED ON PHRASEOLOGICAL UNITS)

Abstract. The article is devoted to a comprehensive linguocultural study of the features of the verbalization of the so-called "Mediterranean triad", which traditionally includes bread, wine and olive oil. These three components are considered not simply as food products, but as fundamental elements of the Spanish gastronomic tradition and defining components of the cultural heritage of the entire Mediterranean region. The work analyzes the historical background of the formation of this unique triad, the roots of which go back to the times of ancient Greco-Roman civilization. It was during that historical period that the basic principles of the nutritional model were laid, which has not only survived the ages, but also fully retains its relevance and viability in the modern world. The Mediterranean diet functions not just as a certain nutritional system, but as a holistic and original way of life. It encompasses centuries-old traditions of production, authentic cooking methods and specific rituals of food consumption,

which together have exceptional socio-cultural significance for the identification of the ethnic group. The work places particular emphasis on the linguistic aspect, namely on the analysis of phraseological units of the Spanish language, which contain the names of the components of the Mediterranean triad. The study found that such phraseological units are a vivid reflection of the native speakers' ideas about fundamental concepts: attitude to work, understanding of abundance, basic moral values and complex mechanisms of interpersonal relationships. Phraseological units are actively used not only within everyday communication, but also in the modern communicative space. In particular, these linguistic units often appear in online discourse, where they serve as an effective means of attracting the audience's attention. Thus, the Mediterranean triad acts as an extremely important cultural code that integrates historical experience, gastronomic practices and linguistic means of its representation, forming a holistic system of cultural meanings embedded in the Spanish linguistic consciousness. Phraseological units with the components “PAN”, “VINO” and “ACEITE DE OLIVA” demonstrate an extremely high level of functional activity and remain an absolutely relevant tool of the modern Spanish language.

Keywords: Mediterranean diet, Mediterranean triad, cultural linguistics, national and cultural identity, gastronomic culture, phraseological unit, phraseology

Постановка проблеми. Культурна належність людини формується ще до її народження й визначає базові моделі сприйняття та поведінки. Іспанська культура є результатом тривалого історичного розвитку, у процесі якого були закріплені основні соціальні, побутові та символічні практики; їх збереження забезпечується механізмами міжпоколінної спадкоємності. Водночас іспанська культура історично пов’язана з конкретним територіальним простором і належить до середземноморського культурного ареалу.

Формування іспанської культури відбувалося під впливом античної спадщини Греції та Риму, що, зокрема, зумовило матеріальну основу середземноморської культурної традиції, до якої належить іспанська культура. Такою основою виступає так звана середземноморська тріада — хліб, вино та оливкова олія. У межах цієї традиції важливою складовою іспанської гастрономії є середземноморська дієта як цілісна й збалансована модель харчування, що ґрунтується на простих способах приготування та використанні свіжих місцевих і, за можливості, сезонних продуктів.

Зазначені характеристики середземноморської дієти, а також її розуміння не лише як моделі харчування, а й як цілісного способу життя, сприяли високій міжнародній оцінці іспанського підходу до харчування та

здоров'я. Зокрема, Іспанія посіла перше місце у рейтингу Bloomberg за Індексом найздоровіших країн світу (Bloomberg Healthiest Country Index) [9]. Середземноморська дієта, поширена в Іспанії, на півдні Франції, у Греції, на Кіпрі, в Хорватії, Італії та Марокко, була визнана ЮНЕСКО культурною та нематеріальною спадщиною людства. Представники організації підкреслюють, що спільне споживання їжі є основою культурної ідентичності спільнот у всьому Середземноморському басейні. Фахівці наголошують, що середземноморська дієта не зводиться до набору окремих продуктів, а базується на комплексі традицій, пов'язаних із виробництвом, приготуванням і, зокрема, способами споживання їжі.

Аналіз останніх досліджень і публікацій. Сучасні дослідження зосереджують увагу як на середземноморській дієті загалом, так і на середземноморській тріаді зокрема. Передусім цей феномен розглядається з позицій медицини та дієтології: праці таких науковців, як Е. Кесс-Гійо, М. Н. Гарсія-Касаль, Х. Салас-Сальвадо, Л. М. Доніні, А. Капурсо, Л. Лопес-Гарсія, О. М. Козак, С. Черних та ін., присвячені аналізу її позитивного впливу на здоров'я людини. Водночас значну увагу привертають і гуманітарні аспекти, пов'язані з поняттям «середземноморської тріади». Такі дослідження здійснюються на матеріалі різних мов, зокрема французької (Л. Бертьє, М. Ламбер, Ж.-П. Готьє, Д. Рошфор, Р. Клеман), італійської (Ф. Манчіні, П. Россі, А. Б'янкі, С. Вентурі), української (С. А. Шульга, І. О. Дерід, Ю. Довгань) та іспанської (М. С. Марін-Реєс, М. Вальбуена-Кано, Л. Руїс-Гомес, Е. Хіменес-Перес, С. Дельгадо-Анкела).

Попри значну кількість наукових праць, присвячених гастрономічній культурі різних європейських традицій, окремі аспекти іспанської гастрономії досі залишаються недостатньо вивченими. Зокрема, середземноморська тріада як базовий елемент середземноморської дієти та важлива складова іспанської культурної спадщини потребує ґрунтовнішого наукового осмислення, що зумовлює актуальність подальших досліджень у цьому напрямку. Тому наше дослідження зумовлено необхідністю вивчення середземноморської тріади як ключового елемента іспанської гастрономічної традиції, що дозволяє глибше осмислити культурні, історичні та соціальні чинники формування середземноморської дієти в іспанському контексті.

Мета статті – виявлення лінгвокультурних особливостей репрезентації середземноморської тріади в іспанській мовній картині світу, зокрема на матеріалі фразеологічних одиниць. Відповідно до мети статті важливо вирішити такі завдання: уточнити зміст понять «середземноморська дієта» та «середземноморська тріада»; простежити історичні передумови формування середземноморської тріади в іспанській культурі;

відібрати та проаналізувати фразеологічні одиниці з компонентами середземноморської тріади.

Виклад основного матеріалу. Середземноморська дієта традиційно визначається як харчова модель населення, що проживало вздовж узбережжя Середземного моря, регіону, де з давніх часів вирощувалися оливкові дерева та виноград. Згідно з дослідженнями А. Капурсо, ще на ранньому етапі її основу становила тріада «хліб, вино, оливкова олія», тоді як споживання м'яса було обмеженим й здебільшого приурочувалося до релігійних свят або весіль; такого переважно рослинного раціону дотримувалися грецькі та римські спільноти. Римська культура перебувала в тісній взаємодії з грецькою, що суттєво впливало на політичне, філософське та літературне життя Риму, а також на мовну ситуацію й харчові практики: римська аристократія володіла грецькою мовою, а культурні, зокрема гастрономічні, традиції інтегрувалися в римський спосіб життя [3]. Економічну основу продуктивної системи Середземноморського басейну становили вирощування зернових культур, оливкових дерев і винограду, саме на цьому підґрунті сформувалася й розвивалася греко-римська цивілізація, тоді як сам середземноморський харчовий режим упродовж століть зазнавав поступових змін під впливом історичних процесів у Європі та Італії.

Середземноморська дієта демонструє особливу варіативність: однаковий набір інгредієнтів може реалізовуватися в різних кулінарних формах залежно від конкретного культурного середовища. Саме ця специфіка зумовила ініціативу чотирьох країн Середземноморського басейну – Іспанії, Марокко, Греції та Італії – які у вересні 2008 року подали до ЮНЕСКО спільну заявку на визнання середземноморської дієти елементом нематеріальної культурної спадщини. Цей крок засвідчив перехід середземноморської дієти з рівня локальної гастрономічної практики до статусу міжнародно визнаного культурного феномену. Успішне схвалення цієї ініціативи сприяло міжнародному утвердженню середземноморської дієти як цілісної системи виробництва, розподілу та споживання харчових продуктів [8].

Середземноморська тріада включає три базові сільськогосподарські культури регіону: пшеницю, виноградну лозу та оливкове дерево, що має своє відображення в трьох базових продуктах традиційного середземноморського харчування: хліб, вино та оливкова олія. У подальшому в роботі послідовно ми розглянемо кожен із компонентів тріади та їх культурну й мовну репрезентацію в іспанській лінгвокультурній традиції.

Перша складова середземноморської тріади – пшениця та її найпоширеніший продукт, хліб, традиційно асоціюється із середземноморським

світом. Це відрізняє її від інших злаків, таких як, наприклад, кукурудза, культивування та культурне значення якої є надзвичайно важливим для Латинської Америки. Перші згадки про появу пшениці у раціоні людини датуються приблизно 14 400 р. до н. е., що підтверджується даними археологічних досліджень, зокрема знахідками залишків хлібних крихт на південному сході Йорданії. Хліб був запроваджений на території Іспанії кельтіберами у III ст. до н. е., тому він уже був відомий на Піренейському півострові до приходу римлян. У мосарабській Іспанії вирощування зернових культур не було масштабним, однак його обсягів було достатньо, щоб хліб став основою щоденного раціону харчування. У сучасній Іспанії хліб і надалі залишається одним із найпоширеніших і найважливіших продуктів харчування, зберігаючи своє ключове місце як у щоденному раціоні, так і в культурно-символічному вимірі.

Щодо другого компоненту тріаді: перші культивування виноградної лози (*Vitis vinifera*) відносяться до доби бронзи та виникли в регіонах, наближених до Близького Сходу, Шумеру та Стародавнього Єгипту приблизно близько 3000 р. до н. е. Виноградна культура закріпилася в Месопотамії, а саме народи Близького Сходу та Середземномор'я разом із давніми цивілізаціями надали винограду культурного значення та сформували поняття вина. Сама лексема «вино» (у всіх романських мовах, а також у германських, де вона походить або запозичена з латини, а також у грецькій мові ще з мікенського періоду і в найдавніших семітських мовах) походить від дуже давнього кореня «*way*n» невизначеного походження, але, ймовірно, східного, який супроводжував поширення продукту, паралельно поширюючи й його назву. Вино є ще одним важливим елементом іспанської харчової та культурної традиції. Воно виробляється в усіх регіонах країни, використовується у святкових і релігійних обрядах, а також є об'єктом численних фестивалів. Енотуризм, або винний туризм, становить окремий напрям гастрономічного туризму, невід'ємною складовою якого є ознайомлення з особливостями місцевого виноробства та дегустація вин. Культура вина, винна архітектура, винний ландшафт і сам продукт перебувають у тісному взаємозв'язку з регіоном його виробництва.

Третій елемент «середземноморської тріади» це оливки. Справжня історія культивування дикої оливи (*acebuche*), дерева, поширеного на Близькому Сході та в середземноморському регіоні, починається з її одомашнення в регіонах Східного Середземномор'я. Звідти вирощування оливи поступово поширюється до материкової Греції, а згодом у так звану Велику Грецію (південь Італії та Сицилія). Пізніше ця культура розповсюджується на захід уздовж усього європейського середземноморського узбережжя, досягаючи найзахідніших меж басейну Середземного моря

– півдня Піренейського півострова. Сьогодні оливкова олія вважається типовим продуктом Іспанії, що стала провідним виробником й експортером цього цінного продукту, унікальні поживні властивості та характерний смак якого забезпечили йому назву «рідке золото». Також, олеотуризм, або олійний туризм, що спрямовано на відвідування центрів виробництва оливкової олії першого віджиму у супроводі гіда, стає все більш популярним на території країни. Під час таких відвідувань учасники знайомляться з основними характеристиками продукту, а також із технологічними етапами його виробництва.

Узагальнюючи, середземноморська дієта та пов'язана з нею тріада «пшениця – виноградна лоза – оливкове дерево» становлять не лише історично сформовану систему харчування, а й важливий культурний код середземноморської цивілізації. Їхнє тривале історичне функціонування засвідчує тісний зв'язок між природними умовами регіону, аграрними практиками та формуванням харчових традицій, що з часом набули стійкого символічного значення. Особливе місце в цьому контексті посідає Іспанія, яка сьогодні виступає одним із ключових центрів збереження та розвитку середземноморської харчової моделі. Саме тут три складові тріади не лише зберігають своє традиційне значення в щоденному раціоні, але й інтегруються в сучасні культурні та економічні практики: від виробництва та споживання хліба, вина й оливкової олії до розвитку винного та олеотуризму. Таким чином, Іспанія виступає важливим простором актуалізації середземноморської спадщини, де історично сформовані харчові практики продовжують функціонувати як елемент культурної ідентичності та туристичної привабливості.

Показово, що значущість середземноморської тріади відображається не лише в матеріальній, а й у мовній культурі регіону. В іспанському мовному просторі ця харчова модель отримує додаткове закріплення у фразеологічному фонді, де харчові образи та компоненти середземноморської тріади відображаються в усталених висловах, що слугують засобами осмислення повсякденного досвіду та репрезентують базові уявлення про працю, достаток і соціальні відносини. Фразеологічні одиниці з компонентами «PAN», «VINO» та «ACEITE DE OLIVA» є важливими лінгвокультурними одиницями для дослідження середземноморської тріади. Вони відображають традиційні уявлення про продукти та способи їх використання в іспанській культурі і допомагають простежити, як ці елементи інтегруються у мовні практики та передаються між поколіннями. Для цього ми відібрали з фразеологічних словників (Centro Virtual Cervantes, Diccionario de locuciones idiomáticas del español actual, Diccionario de la lengua española, La fraseología de la alimentación y la gastronomía en español,

Expresiones del español) 47 фразеологічних одиниць з гастрономічним компонентами «PAN», «VINO» та «ACEITE DE OLIVA». До джерел фактичного матеріалу також долучено матеріали періодичних видань, художніх творів, соціальних мереж та електронного лінгвістичного корпусу іспанської мови CORPES XXI. Для ілюстрації функціонування компонентів середземноморської тріади в іспанській фразеології наводяться фразеологічні одиниці з лексемами «PAN», «VINO» та «ACEITE DE OLIVA», які репрезентують контекстуальне вживання зазначених компонентів у мовній практиці та відображають їхні культурно зумовлені значення:

1) ***Al pan, pan, y al vino, vino*** (буквально «хліб називати хлібом, а вино – вином») – «se dice cuando se habla o se debe hablar con sinceridad, diciendo lo que sea llanamente y sin rodeos» [10] – уживається для позначення ситуації, коли мовець говорить щиро, прямо й без натяків – *Eliminar su reclamo de cualquier interés legítimo actual. Es impresentable y no hay mamarrachada diplomática que pueda tapar eso.* ***Al pan pan y al vino vino***. (@FernandoGLV1212 X.com 2026) – ФО використовується для акцентування прямолінійності оцінки в політичному дискурсі, підсилюючи ефект викриття й орієнтуючи висловлювання на відверте, недвозначне називання речей своїми іменами.

2) ***A pan y cuchillo*** (буквально «з хлібом і ножем») – «se dice en elogio de la acreditada laboriosidad personal y colectiva de los habitantes de esa región» [11] – опинятися в ситуації, коли є лише найнеобхідніше для виживання – *Isabelita Díaz Cayuco ya tiene todo listo y dispuesto para el siguiente paso en su Plan de Sustitución Demográfica: ¡Meterlos en nuestros domicilios y obligarnos a mantenerlos* ***a pan y cuchillo****!* (@MaykaSpain48 X.com 2026) – ФО використовується автором для підкреслення мінімального рівня забезпечення та вимушених умов існування, а також для акцентування критичного й іронічного ставлення до запропонованої соціально-політичної ситуації.

3) ***Las manos van al pan*** (буквально «руки тягнуться до хліба») – «las personas solemos caer en tentaciones con frecuencia» [10] – означає, що людині притаманна схильність доволі регулярно піддаватися спокусам – *Qué guapas, las majorettes de este año!! o, no sé si es buena idea pasar junto a una catedral con la camisa abierta hasta el ombligo! ... que «****las manos van al pan****». OJO!!!* (@oilcata X.com 2026) — ФО функціонує як іронічний коментар до участі чоловіків на параді та їхнього зовнішнього вигляду, а також як натяк на стереотипні реакції на привабливість у публічному просторі, висміюючи уявлення про «автоматичну» реакцію на привабливість.

4) ***Pan sin sal*** (буквально «хліб без солі») – «describe a una persona aburrida, sosa, monótona o inexpresiva» [10] – використовується для опису

людини з невиразним характером і монотонною манерою поведінки, позбавленою яскравих емоційних проявів – *Capcom lanzo un corto Live-Action de Resident Evil Requiem Sigue a una madre que estuvo presente durante la caída y los eventos de Raccoon City… Para mí ha sido un teaser estúpido, simple. Y el prota tiene pinta de* ***ser un pan sin sal****. Ojalá este corto fuera una película completa, tiene mucha más esencia que esa basura* (@IkerCruz06 X.com 2026) – ФО виконує функцію засоба емоційно-оцінного коментування рекламного короткометражного матеріалу за мотивами відеогри, що формує різко негативну характеристику головного героя як нудного й невиразного персонажа.

5) ***Dame pan y dime tonto*** (буквально «дай мені хліба й називай мене дурнем») – «puede emplearse con una intención justificadora para referirse a quien recibe beneficios sin importarle las críticas, si la recompensa merece la pena» [10] – вживається для пояснення або часткового виправдання ситуації, коли особа погоджується на критику чи негативне ставлення з боку інших, оскільки отримана вигода або користь є для неї пріоритетною – *Si no es @Santi_ABASCAL es que os insultan la mayoría de los españoles, pero vosotros a lo vuestro....* ***dame pan y dime tonto*** (@AntonioRuzBara1 X.com 2026) – ФО функціонує як засіб іронічного коментування політичної ситуації, що передає ідею готовності миритися з образами або критикою заради отриманої вигоди.

6) ***Estar como el vino*** (буквально «бути як вино») – «significa que una persona (generalmente de más edad) mejora físicamente o se vuelve más atractiva con el paso del tiempo, similar a cómo ciertos vinos envejecen y mejoran; se utiliza comúnmente como un piropo para resaltar que alguien sigue muy atractivo/a a pesar de los años» [10] – вживається для опису ситуації, коли людина з віком не втрачає, а навпаки посилює свою привабливість, що метафорично зіставляється з покращенням якості витриманого вина, використовується у якості компліменту – *En París donde vive Miss Dianna Agron ya es 30 de Abril, así que felices 40 añitos, a este pedazo de mujer que cada día* ***está como el vino*** *y lo mejor de todo es que ya no es una desempleada. Te amo Di y Happy Birthday* (@laura_geek28 X.com 2026) – ФО використовується автором як засіб позитивного коментування публічної особи в інтернет-дискурсі, підкреслюючи її привабливість і позитивну вікову динаміку зовнішності.

7) ***Pregonar vino y vender vinagre*** (буквально «розхвалювати вино, а продавати оцет») – «ser mentiroso, estafador» [11] – вживається для характеристики особи як такої, що схильна до обману, маніпуляцій і недоброчесної поведінки – *El PP y su campaña de mentiras. Hablaron de aumentar el presupuesto en universidades y lo han recortado. Prometieron*

adaptar bioclimáticamente los centros escolares y no paran de sucederse las manifestaciones por las altas temperaturas. El PP ***pregona vino y vende vinagre*** (@Cromoron X.com 2024) – ФО виконує функцію засоба політичної критики, спрямованої на викриття розбіжності між передвиборчими обіцянками та реальними діями політичної партії.

8) ***Tener buen/mal vino*** (буквально «мати гарне/погане вино») – «ser pacífico/agresivo» [11] – характеризує поведінку людини, коли вона проявляє спокійний і неконфліктний або, навпаки, агресивний характер – *Sabe mucho, es copado y siempre* ***tiene buen vino*** (@liormmm X.com 2025) – ФО використовується автором як засіб позитивної оцінки особи, підкреслюючи її обізнаність, комунікабельність та загальну привабливість.

9) ***Son como el aceite y el vinagre*** (буквально «бути як олія та оцет») – «cosas que no se juntan» [11] – вживається для позначення явищ або об'єктів, які є несумісними або не можуть гармонійно співіснувати в одному контексті – *Socialismo y justicia* ***es como el aceite y el vinagre*** (@uuugberns X.com 2026) – ФО виконує функцію засоба політичного порівняння, що через метафору несумісних інгредієнтів підкреслює уявну протилежність і неможливість поєднання соціалізму та справедливості в одному політичному контексті.

10) ***Ser (algo) una balsa de aceite*** (буквально «бути як спокійна гладь олії») – «significa que un lugar, situación o grupo se encuentra en un estado de gran tranquilidad, calma, sosiego o paz, a menudo tras un periodo de tensión o agitación» [10] – вживається для опису стану повного спокою та відсутності конфліктів у просторі, ситуації або колективі, особливо після періоду напруженості чи нестабільності – *Esa es la actitud, si todos hiciéramos lo mismo el mundo* ***sería una balsa de aceite***. *Buenas tardes* (@cumbrenevada_m X.com 2026) – ФО використовується автором для схвального коментування поведінки та заклику до її наслідування, а також як гіпотетичне припущення, що за умови її загального поширення ситуація стала б значно спокійнішою.

Підсумовуючи, зазначимо, що фразеологічні одиниці з компонентами «PAN», «VINO» та «ACEITE DE OLIVA» зберігають високий рівень функціональної активності у сучасній іспанській мові. Вони не лише транслюють традиційні культурні цінності, а й демонструють гнучкість, інтегруючись у нові сфери, від щоденного спілкування до інтернет-дискурсу та медійних коментарів. Таким чином, фразеологічні одиниці з компонентами середземноморської тріади не втрачають актуальності, а навпаки, зберігають й розширюють свою присутність у сучасній іспанській мові.

Висновки. Середземноморська тріада «PAN», «VINO» та «ACEITE DE OLIVA» є важливим елементом іспанського культурного коду, сформованого в межах тривалого історичного розвитку середземноморської цивілізації. Дослідження відібраних фразеологічних одиниць показало, що компоненти тріади широко використовуються у сучасній іспанській мові не лише як номінації базових харчових продуктів, а як засоби вираження оцінних, прагматичних та соціально-нормативних значень. Найчастіше вони вказують на характеристику поведінки людини, оцінку особистісних якостей, а також позначення соціальних відносин. Зазначені компоненти тріади набувають символічного значення, яке виходить за межі суто харчової сфери та пов'язується з уявленнями про достаток, традиції, соціальні норми та спосіб життя. Зафіксовані фразеологічні одиниці з компонентами тріади часто уживаються, наприклад, в інтернет-дискурсі, де вони виконують функцію емоційної оцінки та риторичного підсилення висловлювання. Вони слугують способом передачі культурного досвіду, закріплюючи традиційні уявлення про базові продукти середземноморської дієти та репрезентуючи їх у формах повсякденного мовлення, як показує аналіз фразеологічних одиниць. Вони демонструють високу адаптивність, використовуючись не лише в традиційних комунікативних ситуаціях, а й у рекламних, медійних та інтернет-текстах. Таким чином, середземноморська тріада виступає стійким елементом культурної пам'яті, який через фразеологічний фонд іспанської мови зберігає та актуалізує історично сформовані уявлення про харчування та спосіб життя середземноморського регіону.

Перспективи подальшого дослідження ми вбачаємо у поглибленому вивченні репрезентації середземноморської тріади в різних жанрах іспанського мовлення та дискурсивних практиках.

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МОДИФІКАЦІЯ ДІЙСНОСТІ В МАСМЕДІЙНОМУ ПРОСТОРІ ТА ДИСКУРСІ: ПРОБЛЕМА РОЗВИТКУ ЧИ ДОКОНАНИЙ ФАКТ?

Анотація. У статті досліджено проблему модифікації та спотворення дійсності у сучасному масмедійному просторі в умовах цифровізації комунікації та розвитку глобального інформаційного суспільства. Проаналізовано особливості функціонування масмедіа як інструменту не лише передачі інформації, а й конструювання соціальної реальності, формування громадської думки та ідеологічних наративів. Особливу увагу приділено ролі медійного дискурсу у процесах інтерпретації суспільно-політичних подій, а також механізмам впливу масової комунікації на колективну свідомість. Розглянуто семіотичну природу медіатекстів, їхню мультимодальність, інтертекстуальність і підтекстуальність як чинники формування символічних моделей реальності. Визначено, що сучасні медіа здатні створювати ефект гіперреальності, у межах якої медійні образи починають сприйматися аудиторією як більш достовірні, ніж безпосередній досвід.

У статті використано міждисциплінарний підхід, який поєднує принципи критичного дискурс-аналізу, медіалінгвістики, семіотики та теорії масової комунікації. Теоретичну основу роботи становлять концепції Жана Бодріяра щодо симулякрів і гіперреальності, теорія комунікативної дії Юрґена Габермаса, ідеї Маршалла Маклюена про «глобальне село», а також підходи критичного дискурс-аналізу, представлені працями Теуна ван Дейка, Нормана Ферклафа та Рут Водак. Проаналізовано вплив цифрових технологій, соціальних мереж та алгоритмічних механізмів поширення інформації на процеси формування суспільних уявлень і медійних інтерпретацій реальності.

У статті доведено, що сучасний медіапростір характеризується високим рівнем інформаційної насиченості, фрагментарністю повідомлень та активним використанням маніпулятивних комунікативних стратегій. Це сприяє поширенню фейкових новин, формуванню інформаційних

«бульбашок» і посиленню впливу ідеологічних конструкцій на масову свідомість. Наголошено, що розвиток цифрових медіа одночасно розширює доступ до інформації та створює нові виклики, пов'язані з достовірністю повідомлень, критичним осмисленням інформації та протидією медійним маніпуляціям. Зроблено висновок, що проблема викривлення дійсності у масмедійному просторі є складним міждисциплінарним явищем, яке потребує подальших досліджень у галузі медіалінгвістики, соціальної комунікації, культурології та дискурс-аналізу, особливо в умовах інформаційних і гібридних воєн.

Ключові слова: масмедіа, медійний дискурс, гіперреальність, симулякри, медіакомунікація, інформаційні війни, медіатекст.

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MODIFICATION OF REALITY IN THE MASS MEDIA SPACE AND DISCOURSE: A DEVELOPMENT PROBLEM OR AN ACCOMPLISHED FACT?

Abstract. The article examines the problem of modification and distortion of reality in the contemporary mass media space under the conditions of communication digitalization and development of the global information society. The study analyzes the functioning of mass media not only as a tool of information transmission but also as a mechanism for constructing social reality, shaping public opinion, and forming ideological narratives. A special attention is paid to the role of the media discourse in the interpretation of socio-political events as well as to the mechanisms via which mass communication influences collective consciousness. The paper considers the semiotic nature of media texts, their multimodality, intertextuality, and subtextuality as factors contributing to the formation of symbolic models of the reality. It is determined that modern media are capable of creating the effect of hyperreality, within which media images are perceived by audiences as more convincing and credible than direct experience itself.

The research applies an interdisciplinary approach, combining the principles of the critical discourse analysis, media linguistics, semiotics, and a mass communication theory. The theoretical framework of the study is based on Jean Baudrillard's concepts of simulacra and hyperreality, Jürgen Habermas's theory of communicative action, Marshall McLuhan's idea of the "global village," as well as the approaches of the critical discourse analysis represented in the

works by Teun A. van Dijk, Norman Fairclough, and Ruth Wodak. The article also analyzes the influence of digital technologies, social media platforms, and algorithmic mechanisms of information distribution on the formation of public perceptions and media interpretations of the reality.

The study demonstrates that the contemporary media environment is characterized by a high level of information saturation, fragmentation of messages, and the active use of manipulative communicative strategies. These processes contribute to the spread of fake news, the creation of informational "bubbles," and the strengthening of ideological influence on mass consciousness. The article emphasizes that the development of digital media simultaneously expands an access to the information while creating new challenges related to the credibility of media messages, critical interpretation of information, and resistance to the media manipulation. It is concluded that the problem of the reality distortion in the mass media space is a complex interdisciplinary phenomenon that requires a further research in the fields of media linguistics, social communication, cultural studies, and discourse analysis, especially in the context of information and hybrid wars.

Keywords: mass media, media discourse, hyperreality, simulacra, media communication, information wars.

Постановка проблеми. Сьогодні ми є свідками того, як неймовірно швидко зростають роль і значення масмедіа у відображенні та формуванні загальної картини навколишнього світу в уяві сучасної людини. Більше того, ми спостерігаємо, як засоби масової інформації (ЗМІ) та комунікації часто перетворюються в знаряддя не стільки відображення, скільки в інструмент модифікації, спотворення чи викривлення повсякденної дійсності. Так чи інакше, будь-яке повідомлення, передане ЗМІ по каналах масової комунікації, в силу природи останньої, ми одержуємо частково видозміненим, модифікованим чи цілком спотвореним. Більше того, останнім часом частина ЗМІ відверто фабрикують та передають на загал повідомлення, які завідома й однозначно є недостовірними, тобто фейками. Варто зазначити, що це може траплятися через різні причини, як от несприятливі соціально-політичні умови, обмежена свобода слова, недостатня професійність ЗМІ, технічні помилки, або ж це робиться зумисне, з метою ввести в оману людську спільноту на догоду певних суспільних груп, партій, корпорацій, політиків, адміністрацій або політичних режимів. Як результат, частина ЗМІ поступово перетворюються в один із ефективних засобів ведення сучасних гібридних воєн, стають потужними інструментами формування суспільно-політичної думки на рівні регіонів, національних держав та у світі загалом .

Таким чином, модифікація реальної картини світу та її викривлене представлення в масмедіа стає чимось пандемічним, і, як не прикро, все це стало можливим завдяки тотальній візуалізації, геймифікації та цифровізації інформації, які відчутно знижують рівень критичного мислення, свідомої аналітики суспільни подій цільовою аудиторією . Проте, зважаючи на складну ситуацію у масмедійному просторі, а також на вважливість ЗМІ у сучасному суспільно-політичному житті, варто провадити різноманітні розвідки та аналітично-критичні дослідження, які сприятимуть боротьбі з фейками, навчатимуть розмежовувати факти та вигадки, відрізняти бажане від дійсного, а також критично аналізувати подану інформацію. Саме тому наше дослідження актуальне та на часі.

Аналіз останніх досліджень і публікацій. Питаннями модифікації дійсності, масмедійними маніпуляцями та фейковими новинами займалася значна частина науковців. Проблема модифікації та спотворення дійсності в масмедійному просторі активно досліджується у сучасній гуманітарній науці. Зокрема, канадський теоретик медіа Маршалл Маклюен обґрунтував концепцію «глобального села», довівши, що засоби масової комунікації не лише передають інформацію, а й формують спосіб сприйняття реальності суспільством [1]. Німецький філософ Юрґен Габермас у межах теорії комунікативної дії підкреслював, що викривлена комунікація руйнує публічну сферу та спричиняє феномен «хибної згоди» в суспільстві [2].

Французький соціальний теоретик Жан Бодрійяр розвинув концепцію симулякрів і гіперреальності, відповідно до якої сучасні медіа створюють знакові конструкції, що заміщують реальність і сприймаються аудиторією як більш реальні, ніж самі факти [3]. Подібні процеси семіотичного конструювання реальності аналізував і Умберто Еко, який доводив, що медійні тексти є складними знаковими системами, відкритими до множинних інтерпретацій [4].

У межах критичного дискурс-аналізу проблему медійних маніпуляцій досліджували Теун ван Дейк, Норман Ферклаф та Рут Водак, які показали, що масмедійний дискурс формує ідеологічні наративи, соціальні стереотипи та політичні уявлення аудиторії [5-7]. Важливою є також концепція Стюарта Голла щодо кодування і декодування медіаповідомлень, що пояснює можливість різних інтерпретацій одного й того ж медійного тексту [8].

Проблеми медійної пропаганди та маніпулятивних технологій ґрунтовно дослідили Ноам Хомський та Едвард Герман, які довели існування системних механізмів конструювання суспільної згоди через медіа [9]. У сучасному контексті цифровізації комунікації важливими є

праці Мануеля Кастельса, який описав феномен мережевого суспільства [10], а також Ніка Калдрі та Андреаса Геппа, що аналізують медіатизацію соціальної реальності [11].

Таким чином, сучасні дослідження свідчать, що масмедіа функціонують не лише як інструмент передачі інформації, а як механізм конструювання соціальної реальності, формування громадської думки та ідеологічних наративів, що особливо актуально в умовах інформаційних і гібридних воєн.

Мета статті полягає в аналізі механізмів модифікації та спотворення дійсності в сучасному масмедійному просторі, окресленні ролі семіотичної організації медіатекстів, інтертекстуальності, міфологізації інформаційного простору та впливу цифрових технологій на формування масової свідомості.

Виклад основного матеріалу. З огляду на зазначене, проблема спотворення дійсності в масмедійному просторі не є новою. Її витоки простежуються ще з другої половини XX століття, коли науково-технічна революція суттєво розширила можливості масової комунікації та перетворила засоби масової інформації на потужний інструмент соціального впливу.

Масмедіа поступово почали виконувати функцію не лише інформування, а й регулювання суспільних процесів, формування суспільного дискурсу та колективних уявлень.

Особливої актуальності ця проблема набуває в умовах сучасних інформаційних конфліктів і гібридних війн, коли інформація стає стратегічним ресурсом, а медійний простір — полем ідеологічного протистояння.

Ефективність впливу масмедіа на суспільство значною мірою зумовлена низкою соціокультурних чинників. Насамперед ідеться про глобалізацію комунікації, яка дозволяє розглядати сучасний світ як єдиний інформаційний простір. Як зазначав Маршалл Маклюен, розвиток електронних медіа сприяв формуванню «глобального села», де інформація циркулює миттєво, долаючи географічні та культурні бар'єри [1].

Не менш важливим чинником є цифровізація інформації та медіаконвергенція, що об'єднують різні канали комунікації в єдину інформаційну систему [10]. Це сприяє швидкому поширенню повідомлень, але водночас ускладнює їх критичне осмислення.

Суттєвим фактором є також інформаційна перенасиченість сучасного суспільства. Зростання обсягів інформації нерідко позбавляє реципієнта можливості ретельно перевіряти джерела, що створює сприятливі умови для поширення маніпулятивних повідомлень і фейкових новин.

Важливу роль відіграє інтерактивність сучасних медіа. У цифрову епоху аудиторія виступає не лише споживачем інформації, а й її виробником. Соціальні мережі, блоги та інші онлайн-платформи дозволяють швидко поширювати інформацію без традиційних механізмів редакційного контролю, що також сприяє появі викривлених повідомлень [11].

Історично розвиток масової комунікації тісно пов'язаний із технологічними інноваціями — книгодрукуванням, телеграфом, телефоном, радіо, телебаченням і, зрештою, Інтернетом. Кожен із цих етапів суттєво змінював характер інформаційної взаємодії, розширював аудиторію медіа та підсилював їхній вплив на суспільство.

Таким чином, еволюція масмедіа є невід'ємною складовою розвитку сучасного суспільства. Водночас саме технологічний прогрес створює передумови як для демократизації інформації, так і для її маніпулятивного використання.

Варто також нагадати, що історичними передумовами виникнення масової комунікації стали поява пошти та винахід друкарства (Йоган Гутенберг). Період «Гутенбергової цивілізації» цілком співпадає зі становленням і розвитком індустріального суспільства. Так, у 1452 році була надрукована перша книга, але тільки в 1631 році у Франції вийшов перший номер щотижневої газети «Газетт». Однак, до середини XIX ст. масової аудиторії для газети не було. Перші газети, які з'явилися на початку XVII століття, призначалися для дуже вузького кола заможних людей і поширювалися на обмежених територіях і, як правило, вони друкували лише ділову інформацію. Зі становленням індустріального суспільства, розвитком промисловості та зростанням чисельності міського населення, а також з розвитком технічної складової комунікації газети поступово ставали масовими.

У 1830–1832 рр. Павло Шиллінг створив електромагнітний телеграф, а вже в 1835 р. з'явилися перші телеграфні агентства. У 1850-х роках був прокладений міжконтинентальний кабель між Європою та Америкою. У 1854 році був винайдений лінотип. У 1868 році з'явилася друкарська машинка, яка, окрім того, що стала головним журналістським інструментом, посприяла прискоренню емансипації жінок, оскільки саме жінки починають працювати друкарками. Це, своєю чергою, розширювало читацьку аудиторію за рахунок освічених працюючих жінок. У 1888 році з'явилася перша фотокамера, в 1876 – телефон, в 1891 – кінокамера. У 1905 році О. Попов створив перший радіоприймач, яке набуло масового поширення у 1920–1930-х роках, а вже в 1934 було році винайдено телебачення. 1970-ті роки XX ст. ознаменувалися винаходом мікропроцесорної технології і

появою персонального комп'ютера, що через десять років вилилося в поступове впровадження комп'ютерної техніки в додрукарські процеси. Нарешті, на кінець минулого століття припадає ще й поява глобальної комп'ютерної мережі Інтернет.

Таким чином, еволюція масової комунікації тісно пов'язана з удосконаленням технологічної сторони підготовки, передачі та поширення інформації. Кожне, практично, будь-яке повідомлення масмедіа з'являється і функціонує в системі каналів масової комунікації на різних технологічних, знаково-символічних, культурних, соціологічних рівнях і є мікротекстом масової інформації, що утворює макротекст. Як результат, ми спостерігаємо стрімкий динамічний процес, коли масова комунікація, поширення інформації за допомогою технічних засобів спрямовуються на чисельно великі й розрізнені аудиторії. Це дуже дієвий спосіб підтримки суспільного дискурсу.

У межах критичного дискурс-аналізу (Т. ван Дейк, Н. Ферклаф, Р. Водак) масмедійні тексти розглядаються як інструмент соціального впливу, що формує ідеологічні установки, соціальні стереотипи та політичні наративи. Особливості мовної організації медіатекстів можуть сприяти конструюванню певної картини світу, що нерідко пов’язано з маніпулятивними комунікативними стратегіями [5-7].

Суттєву роль у формуванні ефекту реальності відіграють візуальні компоненти медіакомунікації. Семіотичний підхід, представлений у працях Умберто Еко та Чарльза Пірса, демонструє, що знаки масової культури не відображають реальність безпосередньо, а інтерпретують її через систему культурних кодів і символічних значень [4; 13]. Зображення, фотографії, відео та інші іконічні знаки створюють ефект достовірності, хоча фактично вони є результатом певного відбору, монтажу та інтерпретації.

Особливого значення набуває здатність медійних зображень формувати емоційний вплив на аудиторію. Візуальні образи можуть значно швидше викликати реакцію реципієнтів, ніж вербальні повідомлення, що робить їх ефективним інструментом інформаційного впливу.

Медіатексти також характеризуються високим рівнем інтертекстуальності. Як зазначає Умберто Еко, відкритість тексту передбачає можливість множинних інтерпретацій, що залежить від культурного досвіду реципієнта [4]. Інтертекстуальні зв’язки створюють додаткові смислові шари, формуючи уявлення про достовірність повідомлення навіть у разі його сумнівної фактичної основи.

Таким чином, масмедійний текст постає не лише засобом передачі інформації, а складним механізмом конструювання соціальної реальності, що поєднує мовні, візуальні та культурні чинники впливу на аудиторію.

Серед основних властивостей тексту слід відзначити його відмежованість, тобто протиставлення групи знаків, що утворюють текст, стороннім знакам, які не входять до його складу, що, зрозуміло, виділяє конкретний мікротекст із загального потоку масової інформації.

Масмедійне текстове повідомлення відрізняється чіткістю організації: композиції та монтажу, тематичної єдності, в основі якої лежить авторський задум, тобто воно має відповідну структурованість, тобто внутрішню організацію тексту. При створенні тексту масмедіа, для формування його смислової структури застосовують низку комунікативно-прагматичних прийомів та операційних/робочих ідей. Робиться це для полегшення сприйняття тексту аудиторією і, що важливо, для максимального впливу на аудиторію. Перш за все, це робоча ідея або образ розумної дії (ОРД). Журналістський текст, аналізуючи проблемну ситуацію, *по-перше*, вказує мету, яку може і повинен збагнути читач; *по-друге*, визначає засоби, за допомогою яких читач може прийти до досягнення мети; *по-третє*, звертається безпосередньо до читачів, які хочуть і здатні своїми особистими діями та зусиллями вирішити проблему; *по-четверте*, автор тексту апелює безпосередньо до тих верств населення, соціально-суспільних груп і структур, які можуть гарантувати здійснення рекомендованої робочої ідеї. Опорна ідея є своєрідною апеляцією до системи цінностей автора тексту масмедіа та аудиторії. Інтенція (мотив) тексту може бути прихованою і не збігатися з функцією тексту − робочою ідеєю. Функція тексту не є ідентичною впливові тексту на аудиторію. Саме розбіжність функції та інтенції найчастіше й використовується автором (авторами) для маніпуляції аудиторією серез засоби масової комунікації.

У сучасній комунікативній лінгвістиці масмедійний текст розглядається як складна комунікативна подія, спрямована не лише на передачу інформації, а й на формування певного прагматичного ефекту. Медіатекст функціонує як багаторівнева знакова структура, що поєднує вербальні, аудіальні та візуальні компоненти. Саме мультимодальний характер сучасних медіатекстів значно підсилює їхній вплив на аудиторію.

Особливого значення набуває здатність медійних зображень формувати емоційний вплив на аудиторію.

Візуальні образи можуть значно швидше викликати реакцію реципієнтів, ніж вербальні повідомлення, що робить їх ефективним інструментом інформаційного впливу.

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формуючи уявлення про достовірність повідомлення навіть у разі його сумнівної фактичної основи [4].

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У теорії ЗМІ прийнято вважати, що якісно виконаний текст масмедіа повинен мати однозначний характер, проте це далеко не так. Звичайно, багато що залежить від виду тексту. Так, інформаційні жанри відрізняються більшою лаконічністю і меншою різноманітністю прийомів, вони цілком однозначні і залишають мало простору для інтерпретації, хоча навіть при найжорсткішому поданні новин, окрім прямого значення, формується підтекст, який пов'язаний з тим, як репрезентують новину, яке місце вона займає на газетній сторінці чи в інформаційній програмі, який ступінь важливості їй відведений тощо. Зазвичай, більшу відкритість мають художньо-публіцистичні тексти.

Модифікація чи спотворення дійсності в масмедійному просторі можливе не тільки внаслідок варіативності тексту повідомлення, але й внаслідок певних властивостей, «слабких сторін» самих одержувачів інформації. У ролі реципієнта тексту масмедіа виступає масова свідомість – загально важливий шар суспільної свідомості, який, на противагу спеціалізованій і груповій (наприклад, класовій, національній, професійній) свідомості, забезпечує необхідний рівень інтеграції людського суспільства, зберігаючи його як цілісну систему. Масова інформація живить масову свідомість і підтримує рівень суспільного дискурсу. Повідомлення, що має той чи інший ступінь недостовірності, вбудовуючись у масовий інформаційний простір, викликає порушення суспільного дискурсу, а отже, втручається і в соціальне.

Однією з найдавніших форм масової свідомості є міфологічна. Тривалий час міф розглядався як примітивна, донаукова і дофілософська форма світогляду, що пояснювала реальність через символічні наративи та культурні уявлення [12].

Сучасна теорія відновлює «права» міфу, більше того, вже не викликає сумніву, що масова комунікація і масова культура створили новий аспект міфологічності. На нашу думку, будь-яке повідомлення масмедіа є міфологічним.

Повідомлення ЗМІ в принципі важко або неможливо спростувати. Однак, вони є легко впізнавані, оскільки створені з прицілом на конкретну масову аудиторію і відповідають певним стереотипам, або, як це прийнято зараз говорити, фреймам. Сподіваємось, що це може бути окрема тема для продовження дискусії з означеної вище теми.

Важливою характеристикою сучасних масмедійних текстів є їхня інтертекстуальність, тобто здатність включати елементи інших текстів, культурних кодів і символічних систем. Така особливість дозволяє формувати складні смислові структури, які впливають на сприйняття інформації аудиторією. Інтертекстуальні зв'язки можуть створювати ефект достовірності, навіть якщо повідомлення містить неповну або викривлену інформацію.

Поряд із цим значну роль відіграє підтекстуальність медійних повідомлень. Приховані смисли, натяки, алюзії та символічні асоціації нерідко формують основний ідеологічний зміст медіатексту. Саме підтекст часто визначає прагматичний ефект повідомлення, спрямовуючи інтерпретацію інформації в заданому напрямі.

У контексті медіакомунікації важливою є проблема міфологізації масової свідомості. Сучасні дослідники медіакультури (зокрема Ролан Барт, Стюарт Голл, Жан Бодріяр) підкреслюють, що масмедіа активно формують символічні наративи, які функціонують подібно до соціальних міфів [3; 8; 12]. Такі наративи спрощують складну реальність, створюючи зрозумілі образи, що легко сприймаються аудиторією.

Ролан Барт у праці «Міфології» розглядав міф як особливу знакову систему, що трансформує історично зумовлені явища у «природні» та очевидні [12]. У медійному просторі цей механізм сприяє формуванню стереотипів, політичних наративів та культурних моделей сприйняття дійсності.

Сучасні медіа створюють нові форми символічної реальності, які Жан Бодріяр описував як гіперреальність — стан, у якому медійні образи починають сприйматися як більш реальні, ніж безпосередній досвід. Це особливо характерно для цифрової епохи, коли інформаційні потоки значною мірою формують соціальну і культурну ідентичність [3].

Таким чином, інтертекстуальність, підтекстуальність і міфологізація медійних повідомлень виступають важливими механізмами конструювання соціальної реальності та формування масової свідомості.

Важливим аспектом аналізу масмедійної комунікації є питання формування суспільної згоди та механізмів впливу на громадську думку. У межах теорії комунікативної дії Юрґен Габермас розглядав комунікацію як процес досягнення взаєморозуміння, що має ґрунтуватися на раціональному обговоренні та відкритості дискурсу. Публічна сфера, за Габермасом, є простором соціальної взаємодії, де формуються суспільні оцінки політичних і соціальних процесів [2].

Однак у сучасному медійному середовищі комунікація нерідко набуває стратегічного характеру, коли інформаційні повідомлення

спрямовані не стільки на взаєморозуміння, скільки на досягнення конкретних політичних, економічних або ідеологічних цілей. У таких випадках виникає феномен маніпулятивної комунікації, що може призводити до формування викривленої картини соціальної реальності.

Дослідження критичного дискурс-аналізу (Т. ван Дейк, Н. Ферклаф, Р. Водак) показують, що медіадискурс здатний впливати на когнітивні моделі аудиторії, формуючи певні інтерпретації подій і соціальні стереотипи. Через добір фактів, мовні стратегії, фреймінг і повторюваність повідомлень медіа можуть конструювати специфічні інтерпретаційні рамки [5–7].

У сучасному інформаційному суспільстві ці процеси посилюються завдяки цифровим технологіям і соціальним мережам. Алгоритмічні механізми поширення інформації можуть сприяти формуванню інформаційних «бульбашок», у яких аудиторія отримує переважно інформацію, що підтверджує вже існуючі переконання. Це створює сприятливі умови для маніпулятивного впливу та поляризації суспільної думки.

Таким чином, сучасна масмедійна комунікація поєднує елементи відкритого суспільного діалогу та стратегічного інформаційного впливу. Усвідомлення цих механізмів є важливим для розвитку критичного мислення, медіаграмотності та протидії інформаційним маніпуляціям.

Компонентами життєвого простору, в першу чергу є культура (запас знань у символічних формах та знаках), суспільство (інституційні порядки і правові норми), особистість. Вони відтворюються за допомогою комунікації. Цей процес забезпечує безперервність традиції та когерентність знання, координацію дій, стабілізацію групової ідентичності та соціалізацію (відтворення особистості) [2].

В умовах спотворення дійсності в масмедійному просторі життєвий світ дає учасникам комунікації хибні джерела інтерпретацій, зразків розуміння та тлумачення. А це означає, що порушуються процеси взаєморозуміння в суспільстві. Недостовірні повідомлення вбудовуються в процеси відтворення життєвого світу, порушуючи процеси побудови суспільної солідарності, відтворення культури та особистості. Це призводить до кризи орієнтації та дефіциту сенсу, нестачі суспільної солідарності, психопатології та особистісного відчуження, що можна спостерігати в суспільствах західного типу.

У підсумку життєвий простір (світ), на думку французького філософа Жана Бодріяра, перетворюється на гіперреальність, яка сприймається набагато реальніше, ніж безпосередньо сама реальність [3].

Подальший розвиток масмедіа пов’язаний із посиленням процесів медіатизації соціального життя та формуванням нових форм символічної реальності. У цьому контексті важливим є поняття гіперреальності,

запропоноване Жаном Бодріяром. На його думку, сучасне інформаційне суспільство дедалі більше функціонує у просторі симулякрів — знакових конструкцій, що не мають безпосереднього зв'язку з реальністю, але активно формують уявлення про неї [3].

Медіа створюють інформаційні образи, які часто сприймаються як більш переконливі, ніж безпосередній досвід. Це пов'язано з високим рівнем довіри до візуальних і цифрових повідомлень, а також із швидкістю поширення інформації у глобальному медіапросторі.

У цифрову епоху ці процеси значно посилюються завдяки розвитку соціальних мереж, онлайн-платформ та алгоритмічних систем рекомендацій [10; 11]. Як зазначає Мануель Кастельс, сучасне суспільство набуває рис мережевого, у якому інформаційні потоки визначають соціальні процеси, політичну комунікацію та культурну взаємодію [10].

Водночас дослідники медіатизації соціальної реальності Нік Коулдрі та Андреас Гепп підкреслюють, що медіа дедалі більше інтегруються у повсякденне життя людини, впливаючи на формування ідентичності, соціальних практик і способів інтерпретації дійсності [11].

Особливістю сучасного медіапростору є також швидкість поширення інформації та її фрагментарність. Повідомлення нерідко подаються у скороченому або емоційно насиченому вигляді, що може ускладнювати їх критичне осмислення та створювати передумови для викривлення реальності.

Семіотична природа медіатекстів, їхня інтертекстуальність і підтекстуальність сприяють формуванню символічних моделей реальності, які можуть істотно впливати на суспільну свідомість. У цифрову епоху ці процеси посилюються через розвиток соціальних мереж і мережевих форм комунікації.

Концепції симулякрів і гіперреальності, розроблені сучасною медіа-теорією, дозволяють пояснити ситуацію, коли медійні образи починають функціонувати автономно від реальності, формуючи нові соціальні уявлення та ідентичності.

Отже, розвиток цифрових медіа одночасно розширює можливості доступу до інформації та створює нові виклики, пов'язані з її достовірністю, інтерпретацією та впливом на суспільну свідомість.

Висновки. У результаті проведеного аналізу можна констатувати, що масмедіа у сучасному світі виконують не лише інформаційну функцію, а й функцію конструювання соціальної реальності. Розвиток цифрових технологій, глобалізація комунікації та трансформація медіапростору суттєво розширили можливості інформаційного впливу на суспільство. Викривлення дійсності в масмедійному просторі зумовлюється як

технологічними факторами (швидкість поширення інформації, мультимодальність медіатекстів, алгоритмічні механізми поширення повідомлень), так і соціокультурними чинниками, серед яких особливу роль відіграють ідеологічні наративи, політичні інтереси та особливості сприйняття інформації аудиторією.

Підсумовуючи вище сказане, можемо зробити висновок про те, що проблема викривлення дійсності в масмедійному просторі є складним міждисциплінарним явищем, що потребує подальших досліджень у галузі медіалінгвістики, соціальної комунікації, культурології та дискурс-аналізу. Особливо актуальними ці дослідження є в умовах інформаційних конфліктів і гібридних воєн, де інформація виступає важливим стратегічним ресурсом.

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ЕФЕКТИВНІСТЬ ГЕЙМІФІКОВАНИХ ПЛАТФОРМ У НАВЧАННІ УКРАЇНСЬКОГО ПРАВОПИСУ (ЗА НОВОЮ РЕДАКЦІЄЮ)

Анотація. Актуальність дослідження зумовлена необхідністю підвищення рівня правописної грамотності в умовах упровадження нової редакції українського правопису, що вимагає оновлення підходів до навчання та посилення практико-орієнтованих компонентів освітнього процесу. Традиційні методи засвоєння орфографічних норм часто не забезпечують належного рівня мотивації здобувачів освіти та не сприяють стабільному закріпленню навичок. У цьому контексті гейміфіковані платформи розглядаються як інноваційний інструмент, що інтегрує когнітивні й мотиваційні механізми навчання. Особливої ваги набуває питання їх реальної ефективності у формуванні правописної компетентності.

Метою статті є комплексне дослідження ефективності гейміфікованих платформ у навчанні українського правопису за новою редакцією. Методи дослідження охоплюють систематизацію наукових підходів, порівняльний аналіз освітніх платформ, елементи педагогічного експерименту, а також узагальнення емпіричних даних щодо динаміки сформованості правописних навичок.

У результаті дослідження встановлено, що гейміфіковані платформи забезпечують вищу динаміку засвоєння правописних норм порівняно з

традиційними підходами. Виявлено суттєве зниження кількості помилок, зростання швидкості виконання завдань і підвищення рівня навчальної мотивації. Доведено, що ефективність таких платформ визначається поєднанням інтерактивності, адаптивності та системності подання навчального матеріалу. Запропоновано модель впливу гейміфікації на формування правописної компетентності, що відображає взаємозв'язок між мотиваційними й когнітивними чинниками.

У висновках зазначено, що використання гейміфікованих платформ сприяє підвищенню ефективності навчання правопису та формуванню стійких орфографічних навичок. Отримані результати можуть бути використані для вдосконалення освітніх практик і розроблення цифрових навчальних середовищ. Перспективи подальших досліджень пов'язані з розширенням емпіричної бази, уточненням критеріїв оцінювання ефективності цифрових інструментів та інтеграцією міждисциплінарних підходів, зокрема поєднанням педагогічних практик з аналітикою освітніх даних.

Ключові слова: гейміфікація, цифрове навчання, орфографічна компетентність, освітні платформи, мотивація навчання, інтерактивні технології, мовна підготовка.

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EFFECTIVENESS OF GAMIFIED PLATFORMS IN TEACHING UKRAINIAN ORTHOGRAPHY (ACCORDING TO THE NEW EDITION)

Abstract. The relevance of the study is driven by the need to improve spelling literacy during the implementation of the new edition of the Ukrainian

Orthography, which requires updated teaching approaches and strengthened practice-oriented components within the educational process. Traditional methods of mastering orthographic norms often fail to provide sufficient motivation for learners and do not contribute to the stable consolidation of skills. In this context, gamified platforms are considered an innovative tool that integrates cognitive and motivational learning mechanisms. The question of their real effectiveness in developing spelling competence is of particular importance.

The purpose of the article is a comprehensive study of the effectiveness of gamified platforms in teaching Ukrainian orthography according to the new edition. The research methods include the systematization of scientific approaches, a comparative analysis of educational platforms, elements of a pedagogical experiment, and the synthesis of empirical data regarding the dynamics of spelling skill development.

The results of the study establish that gamified platforms provide higher dynamics in mastering spelling norms compared to traditional approaches. A significant reduction in the number of errors, an increase in the speed of task completion, and a rise in academic motivation were identified. It is proved that the effectiveness of such platforms is determined by a combination of interactivity, adaptability, and the systematic presentation of educational material. A model of the impact of gamification on the formation of spelling competence is proposed, reflecting the relationship between motivational and cognitive factors.

The conclusions state that the use of gamified platforms enhances the effectiveness of spelling instruction and the formation of stable orthographic skills. The findings can be used to improve educational practices and develop digital learning environments. Prospects for further research are related to expanding the empirical base, refining the criteria for evaluating the effectiveness of digital tools, and integrating interdisciplinary approaches, specifically combining pedagogical practices with educational data analytics.

Keywords: gamification, digital learning, orthographic competence, educational platforms, learning motivation, interactive technologies, language training.

Постановка проблеми. Сучасний етап розвитку мовної освіти характеризується необхідністю адаптації освітнього процесу до змін, пов’язаних з упровадженням нової редакції українського правопису. Оновлення мовних норм актуалізує проблему формування правописної компетентності, що виходить за межі простого засвоєння правил і передбачає здатність до їх свідомого та стійкого застосування в різних комунікативних ситуаціях.

Водночас практика засвідчує, що традиційні методи навчання не повністю відповідають сучасним освітнім запитам, оскільки часто не забезпечують достатнього рівня залученості здобувачів освіти та не формують внутрішньої мотивації до опанування мовних норм. У цьому контексті зростає значущість цифрових освітніх інструментів, зокрема гейміфікованих платформ, які поєднують навчальний контент з ігровими механіками.

Проблема дослідження полягає у визначенні ефективності гейміфікованих платформ як засобу формування правописної компетентності в умовах оновлення мовних стандартів. Її розв'язання має безпосередній зв'язок із важливими науковими та практичними завданнями, зокрема вдосконаленням методик викладання української мови, підвищенням якості мовної підготовки та інтеграцією цифрових технологій в освітній процес.

Аналіз останніх досліджень і публікацій. Здійснений аналіз наукових джерел засвідчує, що проблема ефективності гейміфікованих платформ у навчанні має комплексний характер і охоплює як дидактичні, так і технологічні аспекти організації освітнього процесу. Сучасні дослідження демонструють зростання інтересу до гейміфікації як інструменту підвищення мотивації та якості навчання, проте її застосування у сфері формування правописної компетентності потребує додаткового осмислення.

Так, І. Варнавська обґрунтовує доцільність використання гейміфікації у викладанні української мови за професійним спрямуванням, підкреслюючи її здатність підвищувати навчальну мотивацію та сприяти активізації пізнавальної діяльності здобувачів освіти [1]. На методичних аспектах упровадження гейміфікації на уроках української мови акцентують Л. Кричун та Т. Нестеренко, підкреслюючи її потенціал у формуванні мовних навичок через інтерактивну взаємодію [2].

У контексті формування мовної компетентності О. Довгань пропонує дидактичну модель розвитку термінологічної культури, що опосередковано пов'язана з формуванням нормативного мовлення [3]. Інтеграцію гейміфікованих платформ, зокрема Classcraft, в освітній процес розглядають Г. Козуб, Я. Шинкаренко та В. Козуб, доводячи їхню ефективність у підвищенні залученості здобувачів освіти [4].

Ступінь гейміфікації сучасних онлайн-платформ аналізує Т.Зінов'єва, підкреслюючи, що їхня ефективність залежить від рівня інтеграції ігрових механік у навчальний контент [5]. Розширює розуміння гейміфікації через поєднання її з можливостями штучного інтелекту Т. Базильська [6]. Це розширює можливості персоналізації освітнього процесу.

Гейміфікацію як складник цифровізації освіти розглядають М. Бутиріна, В. Бутиріна та Г. Загреба, підкреслюючи її роль як інноваційної технології, що трансформує традиційні підходи до навчання [7]. На використання інноваційних методів навчання, у яких гейміфікація є одним із важливих елементів підвищення ефективності освітнього процесу, звертає увагу І. Варнавська [8].

Застосування гейміфікованих платформ у навчанні іноземних мов досліджують О. Подзигун та Н. Ткачук, доводячи їхній позитивний вплив на формування комунікативних навичок, що дозволяє екстраполювати ці результати на інші мовні дисципліни [9]. Педагогічні умови підвищення якості навчання в інформаційному середовищі, серед яких гейміфікація розглядається як чинник активізації навчальної діяльності, визначають І. Шахіна та колеги [10].

На ролі гейміфікації у розвитку пізнавальної активності акцентує О. Карабін, підкреслюючи її значення для формування базових навчальних умінь [11]. При цьому Т. Лугова пропонує геймдизайн-орієнтований підхід до розроблення навчальних дисциплін, що дозволяє системно інтегрувати ігрові механіки у структуру освітнього процесу [12].

У зарубіжних дослідженнях проблема гейміфікації розглядається в ширшому контексті цифрової трансформації освіти. Зокрема, П. Шалшо (P. Xalxo), Дж. Кіндо (J. Kindo) та П. Качхап (P. Kachhap) аналізують можливості та виклики онлайн-освітніх екосистем, у яких гейміфікація є важливим компонентом залучення користувачів [13]. Науковці М. Ганус (M. Hanus) та Дж. Фокс (J. Fox) емпірично доводять, що гейміфікація та змагальні елементи можуть як підвищувати, так і модифікувати результати навчання залежно від умов їх застосування [14].

У межах систематичного огляду А. Халді (A. Khaldi), Р. Бузіді (R. Bouzidi) та Ф. Надер (F. Nader) підкреслюють, що ефективність гейміфікації визначається комплексом чинників, зокрема дизайном навчального середовища, рівнем інтерактивності та відповідністю освітнім цілям [15].

Отже, узагальнення наукових підходів дозволяє стверджувати, що гейміфікація розглядається як перспективний інструмент підвищення ефективності навчання, однак її застосування у сфері формування правописної компетентності за новою редакцією українського правопису залишається недостатньо дослідженим. Насамперед це стосується відсутності системного аналізу відповідності гейміфікованих платформ вимогам нової редакції українського правопису. У більшості досліджень увага зосереджується на загальних мотиваційних ефектах гейміфікації, тоді як специфіка формування саме правописних навичок розглядається фрагментарно.

Недостатньо висвітленим є також питання механізмів впливу гейміфікації на засвоєння мовних норм. Зокрема, потребує уточнення, яким чином ігрові елементи трансформуються в стійкі когнітивні результати, пов'язані з правильністю письма. Причинами такого стану є відносна новизна цифрових освітніх практик, відсутність уніфікованих критеріїв оцінювання їхньої ефективності та обмеженість емпіричних досліджень у сфері мовної освіти. Ці проблемні аспекти мають принципове значення, оскільки без їх з'ясування неможливо сформувати цілісне уявлення про потенціал гейміфікованих платформ у навчанні правопису.

Метою статті є визначення ефективності гейміфікованих платформ у навчанні українського правопису (за новою редакцією) та обґрунтування їхнього дидактичного потенціалу.

Для досягнення поставленої мети сформульовано такі завдання:

1) систематизувати гейміфіковані платформи для навчання українського правопису та визначити їхній дидактичний потенціал у контексті оновлених мовних норм;

2) оцінити ефективність використання гейміфікованих платформ у формуванні правописної компетентності на основі порівняльного аналізу результатів навчання;

3) визначити механізми впливу гейміфікації на засвоєння правописних норм та змоделювати відповідні когнітивно-мотиваційні процеси.

Виклад основного матеріалу. Сучасна мовна освіта функціонує в умовах активної цифровізації, що зумовлює переосмислення традиційних підходів до формування мовної компетентності. Особливої актуальності набуває проблема ефективного засвоєння норм нової редакції українського правопису, що потребує не лише оновлення змісту навчання, а й трансформації його методичних засобів. У межах нової редакції українського правопису особливої уваги потребують ті норми, які зазнали змін або допускають варіативність і, відповідно, викликають труднощі в здобувачів освіти [16, с. 214].

До таких належать: написання іменників із компонентом «пів» (пів години / півгодини), уживання фемінітивів (директорка, редакторка), варіативність початкового «и» (ирій / ірій), написання іншомовних слів (проєкт / проект), а також правила передавання іншомовних власних назв. Саме ці орфографічні явища потребують систематичної практики й контекстного закріплення, що зумовлює доцільність їх опанування через гейміфіковані формати навчання. У цьому контексті гейміфіковані формати навчання розглядаються як один із дієвих засобів підвищення мотивації та залученості здобувачів освіти, що позитивно впливає на результати навчання.

Результати наукових досліджень свідчать, що інтеграція ігрових механік в освітній процес сприяє активізації когнітивної діяльності та формуванню стійких навичок через повторювану практику й зворотний зв'язок [2, с. 60; 11, с. 46]. Водночас ефективність гейміфікованих платформ не є універсальною і залежить від їхньої структури, функціонального наповнення та ступеня відповідності освітнім цілям. Особливого значення набуває питання адаптації цифрових інструментів до специфіки мовної освіти, де важливу роль відіграє точність і нормативність. Це зумовлює необхідність системного аналізу гейміфікованих платформ як засобу формування правописної компетентності. Відсутність такої систематизації ускладнює об'єктивну оцінку їхнього дидактичного потенціалу та можливостей інтеграції в освітній процес.

При цьому з позицій практичної реалізації доцільним є узгодження типів гейміфікованих платформ із функціональними особливостями правописних норм, що підлягають формуванню. Так, мобільні додатки переважно забезпечують автоматизацію відпрацювання типових орфограм (написання «пів», подвоєння приголосних, форми іншомовних слів), тоді як інтерактивні вебплатформи спрямовані на засвоєння варіативних норм через контекстно орієнтовані вправи (фемінітиви, альтернативні написання). LMS-середовища, відповідно, забезпечують реалізацію комплексних навчальних завдань, орієнтованих на системне формування правописної компетентності з урахуванням оновлених норм українського правопису.

З огляду на зазначене, актуалізується потреба у виокремленні типів гейміфікованих платформ та визначенні їхніх функціональних характеристик у контексті навчання правопису. Це дозволяє простежити взаємозв'язок між технологічними характеристиками цифрових інструментів і результатами навчальної діяльності здобувачів освіти. Узагальнення підходів до використання гейміфікації в мовній освіті доцільно здійснювати на основі типологічного аналізу, що забезпечує структуроване групування платформ за їхніми дидактичними та функціональними ознаками. Водночас результативність гейміфікації зумовлюється не окремими ігровими елементами, а їх цілісною інтеграцією в освітній процес (табл. 1).

Таблиця 1

Типологія гейміфікованих платформ та їхній дидактичний потенціал у навчанні українського правопису

Тип платформи	**Приклад реалізації**	**Елементи гейміфікації**	**Орфографічні навички**	**Відповідність новому правопису**	**Дидактичний потенціал**
Мобільні додатки	Duolingo-подібні рішення	Бали, streak, рівні	Автоматизація написання, повторення	Часткова / адаптивна	Високий (регулярна практика)
Освітні вебплатформи	Інтерактивні тренажери	Квести, бейджі, рейтинги, ігровий дизайн	Засвоєння правил і винятків	Висока (оновлюваний контент)	Дуже високий
LMS (Moodle, Google Classroom)	Курси з елементами гри	Досягнення, прогрес-бари	Системне формування компетентності	Повна (контроль викладача)	Високий (структурованість)
Ігрові освітні сервіси	Kahoot, Quizizz	Змагання, таймінг, бали	Швидкість реакції, розпізнавання помилок	Часткова	Середній (фрагментарність)

Джерело: сформовано авторами на основі [4; 5, с. 49; 12, с. 236]

Здійснена типологізація гейміфікованих платформ дозволила виявити, що їхній дидактичний потенціал визначається не стільки наявністю окремих ігрових елементів, скільки характером їх інтеграції в освітню діяльність та здатністю підтримувати безперервну навчальну взаємодію.

Встановлено, що платформи з високим рівнем адаптивності та інтерактивності забезпечують більш ефективне формування правописних навичок, оскільки сприяють поєднанню повторюваної практики з миттєвим зворотним зв'язком.

Водночас визначено, що фрагментарне використання гейміфікаційних елементів, характерне для окремих ігрових сервісів, обмежує їхній вплив на системне засвоєння правописних норм. Це дозволяє стверджувати, що важливою умовою ефективності є не технологічна новизна платформи, а її методична узгодженість із цілями мовної підготовки.

Отримані результати поглиблюють розуміння ролі гейміфікації як педагогічного інструменту та створюють концептуальне підґрунтя для подальшого емпіричного аналізу її ефективності у формуванні правописної компетентності. Зокрема, з'ясовано, що норми з високим рівнем варіативності (фемінітиви, альтернативні написання іншомовних слів) ефективніше засвоюються через інтерактивні платформи з контекстними завданнями, тоді як орфограми з чіткими правилами (написання «пів»,

подвоєння) потребують регулярної тренувальної практики, характерної для мобільних застосунків.

Отримані результати типологізації гейміфікованих платформ створюють підґрунтя для переходу від теоретичного узагальнення до емпіричної перевірки їхньої ефективності в освітньому процесі. Виявлені відмінності у функціональному наповненні та дидактичному потенціалі платформ потребують підтвердження через аналіз реальних навчальних результатів. У цьому контексті особливого значення набуває дослідження динаміки формування правописної компетентності в умовах використання різних освітніх підходів.

Як свідчать сучасні наукові дослідження, ефективність гейміфікації доцільно оцінювати через порівняння змін у навчальних досягненнях і рівні залученості здобувачів освіти [9; 14, с. 172]. Це дозволяє не лише зафіксувати результат, а й простежити характер впливу гейміфікаційних механік на процес засвоєння знань. Відповідно, наступним етапом дослідження стало проведення порівняльного аналізу результатів виконання навчальних завдань у традиційному та гейміфікованому форматах. Емпіричний компонент дослідження реалізовано у форматі апробації гейміфікованих навчальних завдань, спрямованих на засвоєння окремих норм нової редакції українського правопису. У межах апробації було використано серію вправ, інтегрованих у гейміфіковані платформи, що дозволило простежити динаміку виконання типових орфографічних дій та виявити характерні зміни в якості засвоєння матеріалу.

Фокус дослідження було зміщено з формального порівняння груп на аналіз результативності виконання завдань різного типу, що моделюють засвоєння конкретних правописних норм, зокрема написання слів із компонентом «пів», уживання фемінітивів, варіативність написання іншомовних слів (авдиторія / аудиторія), а також розпізнавання нормативних і ненормативних форм у контексті.

Це дало змогу перейти від узагальненого аналізу ефективності гейміфікації до конкретизації її ролі в засвоєнні окремих правописних норм, що є принципово важливим для лінгводидактичних досліджень. Такий підхід дозволив оцінити не лише кількісні показники (точність, швидкість, кількість помилок), а і якісні характеристики засвоєння правописних норм, зокрема рівень їх автоматизації та здатність до перенесення в нові мовні ситуації.

Важливо зазначити, що отримані результати відображають не стільки різницю між групами, скільки ефективність різних форматів організації навчальної діяльності при засвоєнні конкретних правописних норм. Це дозволяє інтерпретувати гейміфікацію як засіб оптимізації освітнього процесу, а не лише як інструмент порівняльного педагогічного впливу.

Навчальний вплив тривав протягом визначеного періоду (3–4 тижні) і передбачав виконання комплексу завдань, спрямованих на засвоєння норм нової редакції українського правопису, зокрема написання слів із компонентом «пів», уживання фемінітивів у професійній лексиці, варіативність написання іншомовних слів (проєкт / проект), а також розпізнавання нормативних і ненормативних форм у мовному середовищі.

У традиційному форматі навчання застосовувалися класичні методи опрацювання правописного матеріалу, тоді як у гейміфікованому форматі – інтерактивні вправи на цифрових платформах із використанням елементів змагання, рейтингових систем та миттєвого зворотного зв'язку. Оцінювання результатів здійснювалося на основі порівняння показників до та після навчального впливу за такими критеріями: точність написання, кількість помилок, швидкість виконання завдань, рівень засвоєння нових правописних норм та навчальна мотивація. Такий підхід дозволив урахувати як кількісні, так і якісні параметри навчальної діяльності.

Представлені у таблиці 2 результати відображають узагальнену динаміку змін у межах різних форматів організації навчання і дають змогу оцінити вплив гейміфікованих платформ на ефективність засвоєння правопису.

Таблиця 2

Порівняльна ефективність традиційного та гейміфікованого форматів навчання правопису

Критерій	**Традиційний формат навчання**	**Гейміфікований формат навчання**
Точність написання (%)	68 → 74	69 → 88
Кількість помилок	12 → 9	11 → 4
Швидкість виконання (ум. од.)	1,0 → 1,2	1,0 → 1,6
Засвоєння нових норм (%)	60 → 70	62 → 90
Рівень мотивації	Помірний → стабільний	Помірний → високий

Джерело: сформовано авторами

Порівняльний аналіз результатів апробації навчальних завдань засвідчив наявність стійкої позитивної динаміки в гейміфікованому форматі навчання за всіма визначеними критеріями, що підтверджує ефективність використання гейміфікованих платформ у формуванні правописної компетентності. Найбільш суттєві зміни спостерігаються в показниках засвоєння нових правописних норм і зменшенні кількості помилок, що

свідчить про результативність регулярної інтерактивної практики та повторюваності навчальних дій.

Водночас зростання швидкості виконання завдань у поєднанні з підвищенням точності написання вказує на формування автоматизованих правописних навичок, що є одним із важливих індикаторів глибокого засвоєння мовних норм. Показовим є також те, що результати виконання завдань у гейміфікованому форматі демонструють більш виражену позитивну динаміку порівняно з традиційним форматом, що дозволяє пов'язувати ці зміни з впливом гейміфікаційного компоненту навчання. Особливої уваги заслуговує підвищення рівня мотивації, яке виявляється не лише як супутній ефект, а і як чинник, що визначає інтенсивність і сталість навчальної діяльності. Саме мотиваційний компонент, активований через гейміфікаційні механіки, є каталізатором залученості та регулярності практики.

Аналіз результатів також показав, що найбільша позитивна динаміка спостерігається в засвоєнні саме тих правописних норм, які передбачають варіативність і контекстуальне застосування (фемінітиви, іншомовні слова), що підтверджує ефективність гейміфікації як інструменту формування гнучких мовних навичок.

При цьому варто зазначити, що отримані результати мають апробаційний характер і потребують подальшої верифікації на ширшому емпіричному матеріалі. Попри це, вони дозволяють зробити обґрунтований висновок, згідно з яким гейміфікація є як засобом активізації навчання, так і механізмом, що забезпечує якісну трансформацію освітнього процесу через поєднання когнітивних і мотиваційних компонентів.

Отримані результати порівняльного аналізу не лише підтверджують ефективність гейміфікованих платформ, але й актуалізують необхідність глибшого осмислення механізмів їхнього впливу на процес навчання. Виявлені позитивні зміни в рівні правописної грамотності, швидкості виконання завдань і мотивації здобувачів освіти свідчать про наявність внутрішніх зв'язків між структурою гейміфікації та когнітивними результатами навчання.

У сучасних дослідженнях наголошується, що ефективність гейміфікації зумовлена не окремими елементами, а їхньою взаємодією в межах цілісної педагогічної системи [12, с. 237; 15]. Це вимагає переходу від описового та кількісного аналізу до концептуального моделювання освітніх процесів.

Зважаючи на це, доцільною є побудова узагальненої моделі, яка дозволяє відобразити причинно-наслідкові зв'язки між гейміфікаційними механіками та результатами засвоєння правописних норм. Такий підхід

забезпечує глибше розуміння функціонування гейміфікації як освітнього інструменту та створює підґрунтя для її подальшої оптимізації. Крім того, він дає змогу інтегрувати когнітивні, мотиваційні та поведінкові аспекти навчання в єдину аналітичну конструкцію, що відповідає сучасним уявленням про багатовимірність освітнього процесу.

У цьому контексті гейміфікація впливає на результати навчання через підвищення мотивації, залученості та інтенсивності практики, які у взаємодії формують стійкі навчальні результати. Саме тому побудова моделі дає змогу не лише узагальнити емпіричні дані, а й виявити внутрішню логіку трансформації навчальної діяльності під впливом гейміфікаційних механізмів.

Запропонована модель відображає послідовність переходу від ігрових стимулів до формування правописної компетентності та засвоєння норм нової редакції українського правопису.

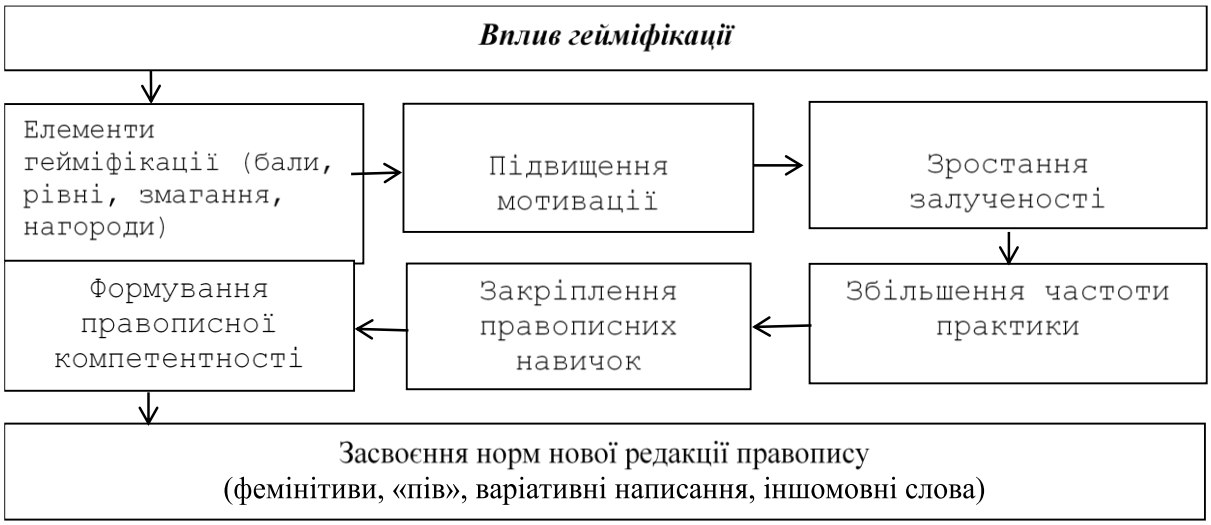

Рис. 1. Модель впливу гейміфікації на формування правописної компетентності

Джерело: сформовано автором на основі [1, с. 23; 14, с. 170; 15]

Запропонована модель дозволяє концептуалізувати гейміфікацію як багаторівневий педагогічний механізм, у якому мотиваційні, когнітивні та поведінкові компоненти функціонують у тісній взаємодії. Встановлено, що важливим пусковим елементом є мотивація, яка ініціює підвищення залученості здобувачів освіти та сприяє інтенсифікації навчальної діяльності. При цьому зростання частоти й регулярності практики забезпечує поступове закріплення правописних навичок та їх трансформацію в автоматизовану компетентність.

Особливістю запропонованої моделі є акцент на послідовності та взаємозумовленості етапів навчання, що дозволяє розглядати гейміфікацію не як набір окремих інструментів, а як цілісну систему педагогічного впливу. Вона демонструє, що ефективність засвоєння правописних норм визначається не лише інтенсивністю практики, а і якістю мотиваційного середовища, у якому ця практика реалізується.

На основі результатів дослідження можна стверджувати, що гейміфіковані платформи забезпечують якісну трансформацію освітнього процесу шляхом інтеграції емоційного залучення та когнітивного засвоєння. Це особливо важливо в умовах упровадження нової редакції українського правопису, що вимагає як запам'ятовування правил, так і формування стійких навичок їх застосування.

Висновки. У процесі дослідження здійснено систематизацію гейміфікованих платформ, що дало змогу виявити їхні типологічні особливості та дидактичний потенціал. Встановлено, що найбільш результативними є платформи, які забезпечують поєднання інтерактивності, адаптивності та змістовної відповідності актуальним правописним нормам, що створює умови для цілеспрямованого формування орфографічних навичок.

Порівняльний аналіз результатів навчання підтвердив, що використання гейміфікованих платформ забезпечує вищу динаміку сформованості правописної компетентності порівняно з традиційними підходами. Зафіксовано суттєве зростання точності письма, зменшення кількості помилок і підвищення швидкості виконання завдань, що свідчить про формування автоматизованих навичок.

Водночас встановлено, що підвищення мотивації та залученості здобувачів освіти є важливим чинником, який опосередковує ефективність навчальної діяльності.

Обґрунтовано механізми впливу гейміфікації на засвоєння правописних норм та розроблено узагальнену модель, що відображає взаємозв'язок між гейміфікаційними елементами, мотивацією, інтенсивністю практики та навчальними результатами. Доведено, що гейміфікація функціонує як цілісний педагогічний механізм, який забезпечує інтеграцію емоційного залучення та когнітивного засвоєння, сприяючи формуванню стійкої правописної компетентності.

Результати дослідження свідчать про те, що ефективність гейміфікованих платформ визначається не лише їхніми технологічними характеристиками, а насамперед методичною доцільністю їх використання та здатністю забезпечувати системність і безперервність навчальної практики.

Перспективи подальших досліджень пов'язані з розширенням емпіричної бази, деталізацією критеріїв оцінювання ефективності цифрових освітніх інструментів, а також із розробленням адаптивних гейміфікованих середовищ, що враховують індивідуальні освітні траєкторії здобувачів освіти.

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ВІДТВОРЕННЯ СТИЛІСТИЧНИХ ЗАСОБІВ У ПЕРЕКЛАДІ З АНГЛІЙСЬКОЇ МОВИ НА МАТЕРІАЛІ ТВОРІВ МОДЕРНІСТСЬКОЇ ЛІТЕРАТУРИ

Анотація. У статті розглядаються особливості перекладу стилістичних засобів у модерністських художніх текстах англомовної літератури українською мовою. Актуальність дослідження зумовлена необхідністю осмислення механізмів відтворення образності, експресивності та індивідуально-авторської манери письма в умовах міжмовної та міжкультурної взаємодії. Увагу зосереджено на тому, що художній переклад передбачає передачу семантичного змісту та збереження функціонально-естетичної організації тексту, яка реалізується через систему стилістичних засобів. Метою статті є аналіз перекладацьких стратегій відтворення стилістичних прийомів у модерністській прозі та визначення основних трансформацій, що забезпечують збереження їхньої функціональної специфіки. У процесі дослідження встановлено, що стилістичні елементи художнього тексту виконують образотворчу та концептуальну функції, оскільки формують авторську картину світу та впливають на інтерпретацію тексту реципієнтом. Відтак їх переклад потребує збереження функціональної відповідності. Методологічну основу становить аспект, що поєднує елементи стилістичного, семантичного та перекладознавчого аналізу. Матеріалом дослідження слугують фрагменти модерністських творів англомовної прози та їх українські переклади, у яких реалізуються метафоричні, іронічні, алюзивні, ономатопеїчні та експресивні засоби. Доведено, що перекладацькі трансформації (дослівний переклад, заміна, адаптація, компенсація, опущення та інші) застосовуються залежно від функціонального навантаження стилістичного елемента та його місця в художній структурі тексту. У результаті встановлено, що найбільш складним є відтворення індивідуально-авторського стилю, який у модерністській прозі реалізується через потік свідомості, асоціативність, синтаксичну уривчастість і підвищену експресивність. Значну увагу

приділено перекладу мовлення персонажів як засобу формування їхнього мовленнєвого портрета та психологічної характеристики. Показано, що саме тут найчастіше виникають трансформації, які впливають на ступінь збереження прагматичного ефекту оригіналу. Наукова новизна полягає у систематизації перекладацьких підходів до відтворення стилістичних засобів у модерністському тексті з урахуванням їх функціонального навантаження. Практичне значення роботи полягає у можливості використання отриманих результатів у перекладацькій практиці та викладанні перекладознавчих дисциплін.

Ключові слова: художній переклад, стилістичні засоби, модернізм, експресивність, перекладацькі трансформації, індивідуально-авторський стиль.

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REPRODUCTION OF STYLISTIC DEVICES IN TRANSLATION FROM ENGLISH BASED ON THE WORKS OF MODERNIST LITERATURE

Abstract. The article examines the features of translating stylistic devices in modernist literary texts of English-language literature into Ukrainian. The relevance of the study is determined by the need to understand the mechanisms of reproducing imagery, expressiveness, and individual authorial writing style in the context of interlingual and intercultural interaction. Attention is focused on the fact that literary translation involves the transfer of semantic content as well as the preservation of the functional and aesthetic organization of the text, which is realized through a system of stylistic devices. The aim of the article is to analyze translation strategies for rendering stylistic devices in modernist prose and to identify the main transformations that ensure the preservation of their functional specificity. The study establishes that stylistic elements of a literary text perform both representational and conceptual functions, as they shape the author's worldview and influence the reader's interpretation of the text. Therefore, their translation requires maintaining functional equivalence. The methodological basis of the study is an approach combining elements of stylistic, semantic, and translation analysis. The research material consists of fragments of modernist works of English-language prose and their Ukrainian translations, in which metaphorical, ironic, allusive, onomatopoeic, and expressive devices are realized. It is demonstrated that translation transformations (literal translation, substitution,

adaptation, compensation, omission, and others) are applied depending on the functional load of the stylistic element and its position in the artistic structure of the text. As a result, it is established that the most challenging aspect is the rendering of individual authorial style, which in modernist prose is realized through stream of consciousness, associativity, syntactic fragmentation, and heightened expressiveness. Considerable attention is paid to the translation of characters' speech as a means of forming their linguistic portrait and psychological characterization. It is shown that it is precisely here that transformations most frequently occur, affecting the degree of preservation of the pragmatic effect of the original text. The scientific novelty lies in the systematization of translation approaches to rendering stylistic devices in modernist texts, taking into account their functional load. The practical significance of the work consists in the possibility of applying the obtained results in translation practice and in teaching translation studies disciplines.

Keywords: literary translation, stylistic devices, modernism, expressiveness, translation transformations, individual authorial style.

Постановка проблеми. Переклад художнього тексту передбачає відтворення семантичного змісту та безпосередньо складної системи стилістичних засобів, які формують його образну та експресивну структуру. У художньому дискурсі саме стилістичні елементи забезпечують складне смислове навантаження та організацію емоційного впливу. Їх відтворення іншою мовою ускладнюється відмінностями мовних систем, а також неоднаковою функціональною природою виразових засобів. Відтак перекладацьке рішення залежить від необхідності рівноваги між змістовою точністю та збереженням художньої форми. Застосування трансформацій у перекладі зумовлює зміну окремих структурних компонентів тексту, що безпосередньо впливає на реалізацію авторського задуму.

Відповідно важливою виступає проблема відтворення індивідуально-авторської манери письма, яка в художньому тексті реалізується через специфічну організацію мовлення, ритм і добір стилістичних засобів. У модерністській прозі ця проблема ускладнюється наявністю потоку свідомості, асоціативних переходів та підвищеної експресивності, що формує складну структуру тексту. Тому перекладацький процес потребує відтворення функціонального навантаження мовних одиниць у новій мовній системі. У результаті постає потреба в осмисленні перекладацьких стратегій, спрямованих на адекватне відтворення стилістичної організації оригіналу.

Аналіз останніх досліджень та публікацій. У перекладознавстві проблема відтворення стилістичних засобів художнього тексту розгля-

дається комплексно, з акцентом на збереження індивідуально-авторської манери, експресивного потенціалу та прагматичної функції оригіналу. Передусім О. Ільєнко та О. Ходаковська, досліджуючи стилістичні особливості перекладу інтродуктивної частини художнього твору, визначають специфіку організації початкових фрагментів тексту та їхню роль у формуванні читацького сприйняття [1]. О. Коновалова та І. Могілей розглядають відтворення стилістики оригіналу в українському перекладі англомовного художнього твору, зокрема акцентують увагу на способах передачі авторської індивідуальності [2]. О. Борисова аналізує способи відтворення стилістичних засобів в англо-українському перекладі детективної прози, зосереджуючи увагу на перекладацьких трансформаціях як інструменті збереження образності тексту [3]. Т. Цепенюк та І. Ваврів розглядають стилістичні засоби як маркери індивідуального мовлення персонажа художнього твору, що дозволяє простежити їхню функцію у конструюванні мовленнєвого портрета [4]. Дотичні аспекти порушує Н. Нечай, яка досліджує емфатизацію мовлення персонажів драматичного тексту в перекладі, зокрема механізми передачі експресивності та інтонаційної виразності [5]. О. Білик та Ю. Гернер розглядають особливості відтворення стилістичних засобів і реалій художнього твору, що дає змогу оцінити взаємодію культурного та стилістичного компонентів у перекладі [6].

Попри наявні наукові розвідки, проблема відтворення стилістичних засобів та індивідуально-авторської манери в українському перекладі англомовної художньої прози залишається недостатньо комплексно опрацьованою в сучасному перекладознавстві та потребує подальшого аналізу.

Метою статті є аналіз особливостей відтворення стилістичних засобів у перекладі англомовних модерністських текстів українською мовою та визначення основних перекладацьких трансформацій, спрямованих на збереження їхньої образності, експресивності й функціонально-естетичного навантаження.

Виклад основного матеріалу дослідження. Переклад стилістичних прийомів, які формують образну систему художнього твору, часто супроводжується труднощами через національну специфіку стилістичних систем різних мов. Стилістичний аспект мови, своєю чергою, забезпечує передачу змісту тексту мовою перекладу та визначає рівень перекладацької майстерності [3, с. 176].

Специфіка перекладу засобів виразності полягає в тому, що вони не завжди мають прямі відповідники в інших мовах або характеризуються іншою експресивною силою. Перекладач відповідно повинен враховувати

лексичне й граматичне значення відповідних одиниць. Важливими також виступають прагматичні та культурні чинники їх функціонування. Відтак перекладацький процес потребує врахування різнорівневих мовних особливостей [1, с. 236].

Для передачі стилістичних засобів можуть використовуватися різні перекладацькі трансформації.

Серед них застосовуються дослівний переклад, адаптація, заміна, опущення, доповнення та компенсація.

Вибір відповідної стратегії визначається функціональним навантаженням стилістичного елемента. Переклад у результаті спрямовується на передачу мовного матеріалу та збереження естетичного потенціалу художнього твору [1, с. 236].

Засобами перекладу художнього твору виступають різні перекладацькі трансформації, які застосовуються для відтворення стилістичної організації тексту. Їх використання спрямовується на передачу таких засобів виразності, як ономатопея, метафора, гіпербола, метонімія, іронія, епітет, оксюморон, антономазія, алегорія та алюзія [1, с. 237]. Вибір відповідних перекладацьких рішень визначається мовною структурою тексту та особливостями його художньої побудови.

Збереження стилістичного репертуару твору-першоджерела залишається важливою умовою якісного перекладу художнього тексту. Своєрідність будь-якого жанру сприймається читачем через систему композиційних і художньо-поетичних засобів, які забезпечують реалізацію прагматичного потенціалу перекладу. Особливості художньо-естетичного світогляду автора, його індивідуальна стилістична манера та специфіка добору художніх засобів безпосередньо впливають на вибір перекладацької стратегії та визначають її основні цілі [2, с. 102].

У структурі художнього тексту мовлення персонажів виступає важливим засобом формування їхніх мовленнєвих характеристик та розкриття внутрішнього світу, який моделюється автором. Створення мовленнєвого образу героя реалізується безпосередньо та опосередковано. Опосередкований спосіб передбачає опис мовної поведінки персонажа автором через вказівку на риси характеру, вікові особливості, національну належність, професійну діяльність, рівень освіти або соціальний статус. Важливу функцію виконують також невербальні елементи комунікації, серед яких використовуються жести, міміка, рухи, інтонаційні моделі та особливості мовленнєвої мелодики.

Прямий спосіб характеризується створенням образу героя безпосередньо через його мовлення, у структурі якого функціонують загальні стилістичні засоби та індивідуалізовані мовні елементи [4, с. 287].

Що стосується перекладу модерністської літератури, то мовлення персонажів часто містить елементи індивідуалізованої мовної організації. Передача таких мовних особливостей потребує врахування лексичного рівня тексту та прихованих стилістичних функцій. Тому відтворення мовленнєвого ритму персонажа часто формує специфіку художнього сприйняття тексту та визначає особливості авторської манери.

Передача експресивних елементів, які формують загальний стиль мовлення персонажів драматичного твору, залишається одним із пріоритетних завдань перекладача. Емоційно-експресивна функція вихідних одиниць реалізується через нейтралізацію окремих значень та шляхом посилення експресивності тексту перекладу. Однак нейтральний відповідник не завжди забезпечує збереження емоційної оцінки змісту діалогічного мовлення. Унаслідок цього функціонально-прагматичний потенціал перекладеного тексту може зазнавати часткових змін [5, с. 58].

У процесі відтворення стилістичних засобів у модерністських творах важливим є аналіз взаємозв'язку між експресивністю мовних одиниць та їхнім функціональним навантаженням. Експресивне забарвлення мовлення персонажа формує емоційну атмосферу тексту та бере участь у розкритті художньої концепції твору. Збереження такого стилістичного ефекту відповідно забезпечує досягнення перекладацької адекватності та сприяє повнішому відтворенню авторського задуму.

Застосування теоретичних положень набуває особливої релевантності в умовах їх перевірки на матеріалах конкретних художніх текстів, що забезпечує виявлення їхньої практичної дієвості та функціональної доцільності. Так, у романі Джеймса Джойса «Улісс» [7] простежується складна система стилістичних засобів, що бере участь у формуванні індивідуального мовлення персонажів та реалізації модерністської поетики тексту. Згідно з авторською манерою, домінує поєднання метафоричності, іронічного моделювання, алюзивності та експресивної деталізації, що посилює складність художнього змісту. Перекладацьке відтворення таких елементів кардинально ускладнюється, оскільки воно вимагає збереження функціонально-естетичного навантаження мовних одиниць у мові оригіналу.

Як приклад можна навести метафоричний опис зовнішності персонажа: "the shaking gurgling face that blessed him, equine in its length" [7]. У перекладі цей фрагмент відтворено як: «довге коняче обличчя, що, благословляючи його, хиталося і харчало» [8]. Образне порівняння "equine in its length" зазнає часткової трансформації через використання прикметника «коняче». Перекладацьке рішення відповідно дозволяє зберегти асоціативний ефект оригіналу та передати карикатурну характеристику

героя. Відтак експресивність опису не втрачає своєї функції у структурі тексту.

Увагу варто звернути на авторський неологізм: “The snotgreen sea. The scrotumtightening sea.” [7]. В українському перекладі наведені одиниці відтворено як: «Сопливо-зелене море. Мошонко-підтягуюче море» [8]. Перекладачі використали спосіб структурного відтворення індивідуально-авторських новотворів. У результаті мовна своєрідність джойсівського тексту зберігається, а експресивний ефект набуває аналогічного емоційного впливу. Особливо помітним стає прагнення передати провокативну стилістичну манеру автора.

Значну роль у романі виконує іронія, яка реалізується через пародійне переосмислення сакральних елементів. Прикладом слугує фрагмент: “For this, O dearly beloved, is the genuine Christine: body and soul and blood and ouns.” [7]. У перекладі подано: «Тому що се, любі мої, є достеменна христина, тіло і душа, і кров, і все інше» [8]. Перекладачі у цьому випадку вдало відтворюють інтонацію церковної проповіді та зберігають стилізацію під літургійний дискурс. Відповідно іронічне переосмислення не втрачає свого художнього призначення.

Важливим для створення мовленнєвого портрета Бака Муллігана є антономазія: “Kinch, the knife-blade” [7]. Український відповідник подано як: «Кінчик, – гостряк, кінець ножа» [8]. Семантична структура цього найменування передається через розширення змісту. Перекладачі за таких умов орієнтуються на пояснення прихованої семантики прізвиська. Тому індивідуалізований характер мовлення персонажа залишається впізнаваним.

Важливе місце у фрагменті посідає алюзія на античну традицію: “Thalatta! Thalatta!” [7]. У перекладі ця одиниця збережена у формі: «Талатта! Талатта!» [8]. Використання прямого відтворення у такому випадку видається доцільним, оскільки культурно-історичне значення вислову потребує збереження автентичності. Інтертекстуальна природа модерністського тексту, своєю чергою, зберігає свою функціональну цілісність.

Водночас у романі «Місіс Делловей» [9] Вірджинії Вулф відображається характерна для модерністської поетики складна організація внутрішнього мовлення персонажа. Художня структура тексту формується через поєднання психологічної деталізації, асоціативного мислення, метафоричних образів та елементів потоку свідомості. Переклад таких фрагментів потребує збереження змістового компонента та індивідуальної ритмомелодики авторського письма.

Прикладом метафоризації виступає вислів: “a well of tears” [9]. В українському перекладі наведений образ відтворено як: «криницю сліз»

[10]. Перекладач відповідно застосовує повний образний відповідник, що дозволяє зберегти концептуальну основу авторської метафори. Асоціативне наповнення вислову залишається зрозумілим для україномовного реципієнта.

Значну роль у тексті виконує порівняльна конструкція: “a ridiculous little face, beaked like a bird’s” [9]. У перекладі подано: «сміховинно маленьке обличчя з носиком, як дзьобик у пташки» [10]. Образна структура вислову відтворюється через часткову трансформацію синтаксичної моделі. Відтак перекладач використовує зменшувальну форму «дзьобик», що посилює експресивність опису. Тому психологічний портрет героїні зберігає характерну авторську іронічність.

Важливим також виступає відтворення метафоричної характеристики внутрішнього стану персонажа: “all her soul rusted with that grievance sticking in it” [9]. В українському варіанті використано конструкцію: «уся її душа заіржавіла від тих образ, що носила в собі» [10]. Метафоричний образ у такому разі перекладено шляхом прямого семантичного відтворення, де художній зміст вислову зберігає психологічну глибину та виразність внутрішнього конфлікту. Увагу також привертає авторська персоніфікація: “one of those spectres who stand astride us and suck up half our life-blood” [9]. У перекладі цей фрагмент представлено як: «одним із привидів, що стоїть над тобою і смокче половину твоєї крові» [10]. Перекладацьке рішення відповідно дозволяє зберегти семантичну структуру персоніфікованого образу. Напружене психологічне тло тексту при цьому відтворюється без втрати його експресивного потенціалу.

Стилістичну функцію виконує також розгорнута метафора ненависті: “some brute with claws which scratches” [9]. У перекладі подано: «гидка потвора... шкребе тебе кігтями по хребту» [10]. Перекладач у цьому випадку використовує лексичне розширення художнього образу. Емоційна інтенсивність вислову унаслідок цього навіть частково посилюється, а внутрішній психологізм модерністського тексту зберігає високий рівень експресивності.

Визначальним аспектом перекладу в романі стає відтворення потоку свідомості як визначальної ознаки модерністської прози. Синтаксична неоднозначність тексту, зокрема, реалізується через численні повтори, паузи та асоціативні переходи. Перекладач орієнтується на передачу змісту окремих одиниць й безпосередньо відтворення внутрішнього ритму мислення персонажа. Саме тому переклад зберігає психологічну динаміку тексту та дозволяє передати особливості авторської художньої моделі.

Натомість у романі «Шум і лють» [11] Вільяма Фолкнера відображаються характерні ознаки модерністської художньої манери, які

реалізуються через нечіткість оповіді, повторюваність мовних структур та специфіку суб'єктивного сприйняття дійсності. Структура тексту безпосередньо пов'язується з особливостями свідомості Бенджі. Відтворення такої оповідної моделі у перекладі потребує збереження змістового рівня та індивідуальної мовної організації персонажа.

Як приклад стилістичної специфіки можна навести повторювану синтаксичну конструкцію: "They were coming toward where the flag was and I went along the fence… Then they put the flag back and they went to the table…" [11]. У перекладі цей фрагмент відтворено як: «Ось кинулися туди, де стирчить прапорець, а я собі попід парканом, суну… Тоді тиць прапорця, де й був…» [12]. Синтаксична монотонність оригіналу відповідно зазнає певної стилістичної модифікації. Перекладач компенсує її шляхом використання розмовних елементів та ритмічно уривчастих конструкцій, де ефект безпосереднього дитячого сприйняття зберігається.

Важливу функцію виконує звуконаслідування як засіб передачі чуттєвого сприйняття персонажа: "the flowers rasped and rattled against us" [11]. В українському перекладі подано: «квіти об нас терлися, шурхотіли та торохтіли» [12]. Перекладач відповідно використовує лексичне розширення звукового образу. При цьому акустична виразність вислову навіть посилюється, а сенсорна картина світу Бенджі зберігає характерну емоційно-психологічну насиченість.

Значний інтерес становить відтворення ономатопеї: "where the pigs were grunting and snuffing" [11]. У перекладі ця конструкція представлена як: «свині – рох-рох на нас та нюх-нюх до нас» [12]. Перекладач відмовляється від буквального відтворення дієслівної форми та використовує звуконаслідувальні одиниці української мови. Таке рішення, зокрема, забезпечує природність художнього мовлення та наближає текст до особливостей дитячого сприйняття світу.

Одним із важливих стилістичних засобів постає відтворення мовленнєвої експресії Ластера: "Aint you something, thirty-three years old, going on that way" [11]. Український варіант подано як: «Тридцять три роки, таке здоровило, а все бги-бги» [12]. Просторічний характер вислову відтак передається за допомогою розмовно-побутової лексики, де перекладач використовує оказіональний компонент «бги-бги», який виконує експресивну функцію. З огляду на зазначене індивідуальні мовні особливості персонажа не втрачають стилістичної виразності.

Слід також звернути увагу на відтворення дитячого мовлення та внутрішнього світосприйняття Бенджі: "My shadow was higher than Luster's on the fence" [11]. У перекладі подано: «І моя тінь вища за Ластерову на паркані» [12]. Формальна простота конструкції у цьому випадку

зберігається без істотних трансформацій, а перекладацьке рішення дозволяє передати уривчастість сприйняття героя та його зосередження на конкретних візуальних деталях.

Висновки. Узагальнені результати дослідження засвідчують, що переклад стилістичних засобів у модерністських художніх текстах ускладнюється їхньою семантичною структурою та функціональною неоднозначністю. Встановлено, що стилістичні прийоми водночас виконують образотворчу й концептуальну функції, оскільки сприяють реалізації авторського задуму та формуванню індивідуальної художньої картини світу, тому їх відтворення у перекладі орієнтується на збереження функціонально-естетичної відповідності.

Подальший аналіз дає підстави стверджувати, що перекладацькі трансформації лексичного, граматичного, семантичного та прагматичного рівнів становлять базовий інструмент передачі метафоричних, іронічних, алюзивних і звуконаслідувальних засобів, однак їх застосування зумовлюється необхідністю адаптації до системи цільової мови без втрати експресивного навантаження оригіналу.

Окремо підкреслюється значущість відтворення індивідуально-авторського мовлення персонажів, яке у модерністських творах реалізується через потік свідомості, синтаксичну уривчастість і розмовну експресивність, що ускладнює досягнення повної перекладацької еквівалентності.

У підсумку доведено, що переклад стилістичних засобів у модерністській літературі ґрунтується на поєднанні змістової точності та відтворення естетико-експресивної функції тексту, що забезпечує адекватну передачу художньої системи оригіналу в умовах іншомовного культурного простору.

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СПЕЦИФІКА ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ ЯК МОВИ МІЖНАРОДНОГО СПІЛКУВАННЯ: МУЛЬТИНАЦІОНАЛЬНИЙ КЕЙС ДИПЛОМАТИЧНОЇ АКТИВНОСТІ

Анотація. Функціонування дипломатичної сфери у сучасному соціокультурному просторі характеризується динамічністю та перманентністю. Інтенсифікація дипломатичної активності з формує суттєві трансформації звичної моделі іншомовної підготовки фахівців. Сформована досі парадигма вивчення англійської мови як іноземної (EFL) концентрувала основну увагу на нормативному кластері мовної підготовки. Проте, у реаліях сучасності констатується обмеженість лінійного виміру іншомовної компетентності в полікультурному середовищі. Ключовим концептом поточного дослідження є висвітлення використання англійської мови в контексті концепції Lingua Franca (ELF) як елементу супроводу мультикультурної дипломатичної активності.

Метою статті є розмежування концептів EFL та ELF в навчально-педагогічному розрізі професійної підготовки дипломатів. Окремі наголоси надаються процесам мовної адаптації учасників міжнародної комунікації у рамках мульти- та інтернаціональних кейсів. Досягненню мети сприяє вирішення таких завдань: аналізу дефініцій EFL та ELF; виявленню комунікативних бар'єрів у дипломатичному дискурсі; визначенню мовних компетентностей здобувачів вищої освіти напряму дипломатії.

У статті застосовано арсенал загальнонаукових методів переважно аналітичного спрямування. Зокрема, системний та порівняльний аналіз наукової літератури дозволив визначити ключові характеристики навчання іноземної мови. Дискурс-аналіз офіційних релізів чи виступів вказує на особливості використання англійської мови в дипломатичному дискурсі.

У результатах дослідження наголошується на необхідності зміщення фокусу навчання англійської мови з трансляційної моделі (EFL) до гнучких та прагматичних комунікативних стратегій (ELF). Такий формат більш прийнятний для мультинаціонального дипломатичного простору. В якому учасники використовують мовний ресурс як інструмент розширення синергійного потенціалу. Очевидною постає необхідність набуття специфічних навичок крос-культурної комунікація, яка забезпечує вирішення поточних проблем на операційному рівні та дозволяє сформувати комунікаційні стратегії у мінливому світі міжнародних відносин та геополітичної боротьби.

Висновки. Отже, основні настанови вивчення англійської мови у закладах вищої дипломатичної освіти зводяться до трансформації нормативно-центричної парадигми до функціонально-адаптивного виміру. Вага міжнародної комунікації вже не зводиться до соціокультурної залежності від англомовного середовища, а визначає англійську мову ресурсом для формування глобальної прагматичної компетентності. Такі реалії, породжують нові перспективи подальших досліджень, які зводяться до розробки інноваційних специфічних навчальних програм, орієнтованих на дипломатичну освіту.

Ключові слова: англійська мова як іноземної (EFL), англійська мова як мова міжнародного спілкування (ELF), іншомовні компетентності, навчальна програма, мовна освітня стратегія, дипломатичний дискурс.

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SPECIFICITY OF LEARNING ENGLISH AS A LANGUAGE OF INTERNATIONAL COMMUNICATION: A MULTINATIONAL CASE OF DIPLOMATIC ACTIVITY

Abstract. The functioning of the diplomatic sphere in the contemporary socio-cultural space is characterized by dynamism and permanence. The intensification of diplomatic activity drives significant transformations in the

conventional model of foreign language training for specialists. The previously established paradigm of teaching English as a Foreign Language (EFL) focused primarily on the normative cluster of language training. However, contemporary realities demonstrate the limitations of a linear dimension of foreign language competence within a multicultural environment. The key concept of the current study is to highlight the use of the English language through the lens of the Lingua Franca (ELF) concept as an element supporting multicultural diplomatic activity.

The aim of the article is to differentiate between the concepts of EFL and ELF within the educational and pedagogical framework of professional diplomatic training. Special emphasis is placed on the processes of linguistic adaptation among participants of international communication within multi- and international cases.

Achieving this aim is facilitated by addressing the following objectives: analyzing the definitions of EFL and ELF; identifying communication barriers in diplomatic discourse; and determining the language competencies of higher education students majoring in diplomacy.

The article employs an arsenal of general scientific methods, predominantly of an analytical nature. In particular, a systematic and comparative analysis of scientific literature allowed for the identification of the key characteristics of foreign language teaching. Furthermore, the discourse analysis of official releases or speeches indicates the specific features of English language usage in diplomatic discourse.

The research results emphasize the necessity of shifting the focus of English language teaching from a translational model (EFL) toward flexible and pragmatic communication strategies (ELF). This format is more appropriate for a multinational diplomatic space where participants utilize language resources as a tool to expand synergistic potential. Evidently, there is an obvious need to acquire specific skills in cross-cultural communication, which ensures the resolution of current issues at the operational level and enables the formulation of communication strategies in the volatile world of international relations and geopolitical struggle.

Conclusions. Consequently, the core guidelines for studying English in higher diplomatic education institutions entail the transformation of a norm-centric paradigm into a functional-adaptive dimension. The significance of international communication is no longer reduced to a socio-cultural dependence on the English-speaking environment; instead, it defines the English language as a resource for fostering global pragmatic competence.

These realities open up new prospects for further research, which involve the development of innovative, specific curricula tailored directly to diplomatic education.

Keywords: English as a Foreign Language (EFL), English as a Lingua Franca (ELF), foreign language competence, curriculum, language educational strategy, diplomatic discourse.

Постановка проблеми. Процеси глобалізації, характерні для XXI століття, інтенсивна інтеграційна активність та формування нових транснаціональних викликів кардинально змінюють формат та модель міжнародних відносин загалом. Дипломатична активність через специфіку сучасного інформаційно-цифрового середовища втрачає свою традиційну закритість та консервативність, рис багатосторонності та мультинаціональності [20].

Наявність великої кількості майданчиків дипломатичної активності та ресурсів, які її транслюють фактично в режимі 24/7, вимагає від спікерів не лише володіння англійською мовою, але й здатністю оперувати смисловими вимірами (навіть прихованими чи умисно викривленими). Подібна інтенсифікація інформаційно-комунікативної активності формує безпрецедентні вимоги мови [17], яка втрачає статус простого засобу передачі інформації, набуваючи стратегічного впливу в парадигмі м'якої сили (soft power) дипломатії [9].

Культурно-історичні традиції фактично надали англійській мові статус глобальної Lingua Franca у сфері міжнародних відносин концепції [11]. Водночас, загальноприйнятим форматом вивчення англійської мови в закладах вищої освіти при професійній підготовці кадрів залишався EFL (English as a Foreign Language). Такий навчально-організаційний підхід орієнтує здобувачів вищої освіти на безальтернативність нормативних стандартів країн-носіїв мови (передовсім, Великої Британії та США) [16]. Головними критеріями оцінки володіння англійської мови здобувачем виступає модель максимального наближення до носія мови у різних кластерах:

- фонетичному;
- лексичному;
- граматичному;
- смисловому.

Основною науково-практичною проблемою мовної підготовки дипломатів є невідповідність академічної парадигми EFL до практичних реалій ELF-простору [18]. Зосередженість на відтворюванні академічних стандартів володіння англійською мовою породжує низку проблем в прагматичному дипломатичному вимірі:

- соціокультурному;
- політичному;

- організаційному;
- смисловому;
- інформаційному;
- психологічному;
- ментальному.

Дипломатичний дискурс потребує оперування англійською мовою не в академічному сталому (зручному) середовищі, а за умов турбулентності з необхідністю:

- пом'якшення категоричності;
- верифікації розуміння;
- трансляції прихованих змістів;
- дотримання протоколу;
- крос-культурного медіаторства.

Проблемний кейс освітніх стратегій іншомовної підготовки фахівців орієнтований на адаптацію компетентностей до потреб дипломатичної активності. Відтак, реалізується перехід від нормативно-центричної моделі (EFL) до функціонально-адаптивної моделі (ELF). Такі підходи дозволяють сформувати в дипломатичного працівника рівень мовної активності, сумісний з потребами, викликами та загрозами.

Аналіз останніх досліджень і публікацій. Питання мовної підготовки фахівців для міжнародної сфери активно обговорюються науково-лінгвістичною спільнотою. Проблеми використання мови як інструменту міжнародної комунікації чи культурного впливу трансформують методологічні підходи до викладання англійської мови [12].

Частина праць сучасного лінгвістичного дискурсу присвячена мові як інструменту культурної дипломатії та ресурсу для політики «м'якої сили» (soft power). Формат вивчення англійської мови як іноземної (EFL) позиціонує її містком для міжкультурного взаєморозуміння [1].

Окремо аналізується вплив цифровізації на культурну характеристику дипломатії та розширення навчального простору вивчення англійської мови [4]. Дослідження науковців роблять спробу узгодження позицій англійської мови в її навчальному статусі, обґрунтовуючи критичну роль точних мовних конструкцій у дипломатичному процесі [14].

Переосмисленням традиційної парадигми EFL (англійська як іноземна) та концепції ELF (англійська як Lingua Franca) яскраво простежується на прикладі мультинаціонального освітнього простору ASEAN [2].

Фактор міжкультурного досвіду через вивчення англійської мови теж формує специфіку навчально-методичного забезпечення підготовки дипломатів [10].

Важливим в контексті навчання іноземної мови в закладах вищої дипломатичної освіти є психолінгвістичний напрям, який наголошує на емоційному складнику та когнітивних ціннісних оцінках мовної компетентності [7]. Сучасні дослідження виявляють вплив рідної мови (other-language influence) на вивчення англійської мови [5].

Попри значну кількість праць, присвячених вивченню іноземної мови в закладах вищої освіти дипломатичного напряму, питання узгодження лінгвістичної концепції ELF та практичної роботи дипломатів у мультинаціональних умовах зберігає елементи невизначеності.

Орієнтованість на моменти політики «м'якої сили» мови позбавляють смислового аналізу концепції ELF у загальноосвітньому контексті. Тому, процес трансформації парадигми з EFL на ELF потребує системного дослідження в контексті реалій соціокультурного простру та запитів дипломатичного простору щодо мовної готовності його учасників.

Мета статті – висвітлення лінгвістичної та комунікативної специфіки вивчення англійської мови у закладі вищої освіти дипломатичного напряму. Англійська мова позиціонується як глобальний засіб міжнародної комунікації у сфері дипломатії та потребує виявлення відмінностей між традиційною нормативною моделлю (англійська як іноземна) та функціональною моделлю (англійська як Lingua Franca).

Завдання дослідження сконцентровані на таких аспектах:

- порівняльно-теоретичному аналізі форматів вивчення англійської мови як іноземної (EFL) та як мови міжнародного спілкування (ELF);
- систематизація специфічних комунікативних бар'єрів, що виникають у ході взаємодії учасників мультинаціонального середовища;
- розробка комплексу іншомовних професійних компетенцій: готовність до динаміки комунікації, прагматичність та гнучкість мовної активності, володіння крос-культурними аспектами медіації).

Виклад основного матеріалу. Сучасні тренди дипломатичної активності доволі стрімко розкрили критичні недоліки такої академічної моделі. Найбільш очевидно розриви між академічними стандартами володіння мови та її фактичним операційним наповненням розкрилися в контексті практичного іншомовного спілкування.

Яскравим прикладом втрати практичної ваги академічності є комунікаційна активність на міжнародних самітах чи в кулуарах дипломатичних інституцій. У такому форматі, комунікація відбувається не з носіями англійської мови, а між не носіями (європейських, азійських, африканських чи латиноамериканських країн).

Такий формат актуалізує англійську мову як Lingua Franca (ELF, English as a Lingua Franca). Втрата еталонного орієнтиру в Лондоні чи

Вашингтоні зумовлює процес денаціоналізації кодів спілкування. Якщо до цього академічного виміру додати практично-орієнтовану прагматичність інформаційно-комунікативного простору дипломатії, то необхідність трансформації іншомовних компетентностей у дипломатичних фахівців стає очевидною.

Специфіка професійної діяльності сучасного дипломата розгортається в умовах поліцентричного та мультинаціонального середовища, що вимагає радикального переосмислення інструментальних функцій мови, якою здійснюється міжнародна комунікація [19]. У результаті проведеного дослідження було з'ясовано, що традиційна лінгводидактична парадигма викладання англійської мови як іноземної (EFL English as a Foreign Language), яка тривалий час домінувала у закладах вищої освіти, наразі демонструє обмежену ефективність у розрізі підготовки майбутніх фахівців із дипломатії. Натомість об'єктивні вимоги глобалізованого соціуму зумовлюють необхідність концептуального переходу до моделі англійської мови як Lingua Franca (ELF English as a Lingua Franca). Розмежування цих двох концептів у навчально-педагогічному процесі дозволяє виявити низку суттєвих розбіжностей, що мають безпосередній вплив на формування професійної компетентності дипломатичних кадрів.

Характерною ознакою сучасної системи мовної підготовки дипломатичних фахівців є трансформація цільової мовної норми (Target Norm).

Звичний для вищої школи формат EFL надає пріоритет ідеалізованому образу носія мови (Native Speaker Ideal) [15], що виражений британськими чи американськими стандартами граматики та вимови. Суть навчання зводиться до копіювання та дотримання норм стандартів.

Водночас, дипломатична активність розкриває недоліки такого формату. Аналіз реальних кейсів сучасної дипломатичної активності (зокрема, функціонування мовного простору на полях ООН, ОБСЄ чи під час багатосторонніх самітів) доводить, що левова частка комунікації відбувається між суб'єктами, для жодного з яких англійська мова не є рідною (див. Рис. 1).

Педагогічний складник ELF переорієнтовується на досягнення інтеркультурної зрозумілості (intelligibility), для якої основним є: здатність мовця гнучко адаптувати свою мовну активність та формувати функціональність, залежно від ціннісно-цільових акцентів [3].

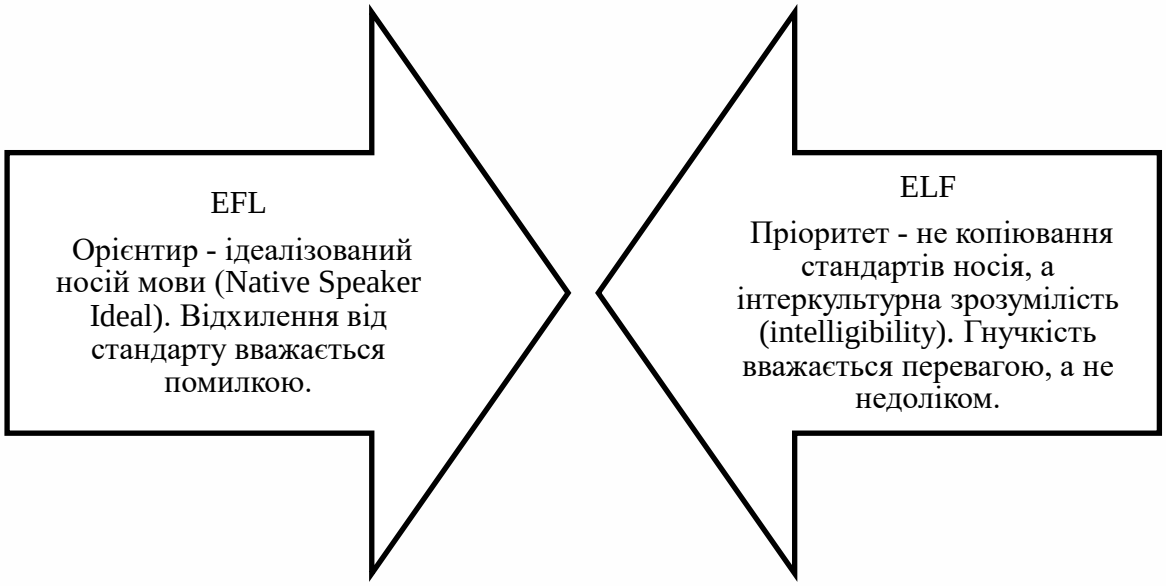

Рисунок 1 - Переорієнтація позиціонування англійської мови в процесі підготовки фахівців вищої освіти дипломатичного напряму
Джерело: власна розробка авторів

Загалом, диференціація стратегій навчання англійської мови в закладах вищої освіти дипломатичного напряму є наслідком трансформації мовної підготовки фахівців відповідно до вимог та викликів часу (див. Табл. 1).

Таблиця 1

Диференціації підходів набуття іншомовних компетентностей при вивченні англійської мови у вищій школі

Параметр	**Підхід EFL (English as a Foreign Language)**	**Підхід ELF (English as a Lingua Franca)**
Цільовий [13]	Повне наслідування мовної компетентності носія мови	Формування умов для ефективної мультинаціональної комунікації
Соціокультурний [8]	Носій мови (Британія, США) є культурно-історичним еталоном	Акцент на інтеркультурній комунікації та глобальному контексті
Педагогічний [6]	Дотримання стандартів та норм, мовна точність (Accuracy)	Інформативно-комунікативна гнучкість та функціональність (Fluency & Pragmatics).

Джерело: узагальнено авторами на основі джерел, вказаних в таблиці

Ключовим аспектом формування іншомовних компетентностей для фахівців дипломатичного напряму є критерії чистоти мови або ж критерії оцінювання мовленнєвих помилок. Інформаційно-комунікативний простір дипломатичної активності не можна ототожнювати з академічним середовищем, в якому нормативність мовних конструкцій є домінантною. Для дипломатичної роботи більш вагомими є смислове наповнення мовного ресурсу. Тому, на практиці, формальні граматичні або морфологічні невідповідності (які безальтернативно неприйнятні в парадигмі EFL, майже ніколи не зумовлюють збоїв у розумінні (communication breakdown). Фокус у ELF-підход концентрується на функціональності мовленнєвої активності, яка дозволяє дипломату репрезентувати заплановану позицію.

Диференціація парадигм EFL та ELF характерна в специфічному навчально-педагогічному розрізі. У цьому контексті акцентується увага на розвитку інтеракційних навичок інноваційного характеру. Формат ELF пропонує набуття акомодаційних навичок (accommodation skills), які передбачають уміння регулювати складність власного мовного рівня, залежно від учасників дискурсу, а саме:

- смислової та тактовної верифікації отриманої інформації;
- вміння інтерпретувати та (за потреби) перефразовувати інформацію;
- визначати та розуміти приховані смисли.

Висновки. Отже, мовні стандарти зберігають статус імперативу в контексті іншомовної підготовки в якості основного запобіжника хаотичного мовлення. Водночас, простежується тенденція до розширення педагогічних підходів до вивчення іноземної мови. Традиційна навчальна модель EFL (з ідеалізацією стандартів носія мови) не відповідає динаміці соціокультурних реалій в міжнародних відносинах. Поступове утвердження парадигми ELF до моделі професійної підготовки дипломатичного напряму вказує на трансформацію навчальних стратегій вивчення англійської мови. ELF переорієнтовує фокус на інтеркультурну зрозумілість (intelligibility), гнучкість використання мови та прагматичну функціональність мовної активності. У педагогічному контексті ELF-підхід трансформує ціннісно-цільову роль здобувача дипломатичної освіти. Фахівець позиціонується як повноправний багатомовний посередника в дипломатичному дискурсі.

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ЕВОЛЮЦІЯ ДИТЯЧОЇ ЛІТЕРАТУРИ В ІСТОРИЧНОМУ ВИМІРІ ТА СУЧАСНОСТІ

Анотація. У статті здійснено комплексний аналіз еволюції дитячої літератури від найдавніших форм словесності до сучасного етапу розвитку. Простежено історичний шлях становлення літератури для дітей, визначено основні етапи її розвитку, жанрово-тематичні особливості та функціональне призначення в різні історичні періоди. З’ясовано, що витоки дитячої літератури пов’язані з усною народною творчістю, релігійними текстами, повчальною літературою та першими навчальними книгами, які виконували переважно дидактичну й виховну функції. Розглянуто особливості розвитку дитячої літератури в епоху Відродження, Романтизму та в подальші історичні періоди, коли відбувалося поступове формування самостійної жанрової системи творів для дітей.

Охарактеризовано специфічні ознаки дитячої літератури, серед яких предметність художнього образу, динамічність сюжету, емоційність і доступність мовлення, відповідність віковим особливостям читача. Особливу увагу приділено віковій диференціації дитячого читання та залежності змісту й жанрових характеристик творів від психологічних, когнітивних і мовленнєвих особливостей розвитку дитини. Проаналізовано основні функції дитячої книжки: виховну, освітню, комунікативну, естетичну та риторичну, які забезпечують формування особистості, моральних цінностей, читацької культури та емоційного інтелекту.

Окремий аспект дослідження присвячено сучасній українській дитячій літературі, яка характеризується жанровим розмаїттям, тематичною відкритістю та активною інтеграцією у світовий літературний простір. Визначено провідні тенденції розвитку сучасної книжки для дітей і підлітків: поширення фентезі, пригодницької, історичної та соціально-психологічної прози, розвиток нон-фікшн літератури, графічних романів та інтерактивних видань. Проаналізовано творчість сучасних українських письменників, які формують нові моделі дитячого читання та сприяють

розвитку національної ідентичності, громадянської свідомості, критичного мислення й культурної пам'яті молодого покоління.

Дитяча література є важливим соціокультурним феноменом, який не лише забезпечує навчання й виховання дітей, а й виступає потужним чинником формування світогляду, духовних цінностей і культурної самоідентифікації особистості. Сучасна українська дитяча література демонструє високий рівень художнього розвитку, здатність реагувати на актуальні суспільні виклики та відповідати потребам дитини в умовах динамічних соціокультурних змін.

Ключові слова: дитяча література, еволюція дитячої літератури, дитяче читання, жанрова система, функції дитячої літератури, сучасна українська література, вікова психологія, читацька культура, національна ідентичність, література для дітей.

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EVOLUTION OF CHILDREN'S LITERATURE: HISTORICAL DEVELOPMENT AND CONTEMPORARY TRENDS

Abstract. The article presents a comprehensive analysis of the evolution of children's literature from its earliest forms to the present stage of development. The historical process of the formation of literature for children is examined, and the main stages of its development, genre and thematic characteristics, as well as functional purposes in different historical periods are identified. It is established that the origins of children's literature are associated with folklore, religious texts, didactic writings, and the first educational books, which primarily performed educational and moral functions. The study considers the development of children's literature during the Renaissance, Romanticism, and subsequent historical periods, when an independent genre system of literary works for children gradually emerged.

The specific features of children's literature are characterized, including the concreteness of artistic imagery, dynamic plot development, emotionality and accessibility of language, and correspondence to the age-related characteristics of young readers. Particular attention is paid to the age differentiation of children's reading and the dependence of literary content and genre characteristics on the psychological, cognitive, and linguistic development of children. The main functions of children's books are analyzed, namely educational, instructional,

communicative, aesthetic, and rhetorical functions, which contribute to the formation of personality, moral values, reading culture, and emotional intelligence.

A separate focus of the research is contemporary Ukrainian children's literature, which is characterized by genre diversity, thematic openness, and active integration into the global literary space. The leading trends in the development of modern literature for children and adolescents are identified, including the growing popularity of fantasy, adventure, historical, and socio-psychological fiction, as well as the expansion of non-fiction literature, graphic novels, and interactive publications. The works of contemporary Ukrainian authors are analyzed as examples of new reading models that promote national identity, civic awareness, critical thinking, and cultural memory among younger generations.

Children's literature is an important socio-cultural phenomenon that not only provides educational and developmental opportunities for children but also serves as a powerful factor in shaping worldview, spiritual values, and cultural self-identification. Contemporary Ukrainian children's literature demonstrates a high artistic level, responsiveness to current social challenges, and the ability to meet the needs of young readers in the context of dynamic socio-cultural transformations.

Keywords: children's literature, evolution of children's literature, children's reading, genre system, functions of children's literature, contemporary Ukrainian literature, developmental psychology, reading culture, national identity, literature for children.

Постановка проблеми. У сучасному гуманітарному дискурсі дитяча література постає не лише як засіб виховання та навчання, а як важливий чинник формування особистості, національної ідентичності та читацької культури. В умовах цифровізації суспільства, зміни комунікативних практик і зростання конкуренції з боку візуальних медіа актуалізується проблема збереження інтересу дітей до книжки. Особливої уваги потребує осмислення ролі сучасної української дитячої літератури, яка активно розвивається, реагує на соціальні виклики та пропонує нові тематичні й жанрові моделі.

Аналіз останніх досліджень і публікацій. У літературознавчому аспекті питання дитячої літератури розглядали українські та зарубіжні науковці, зокрема в контексті жанрової специфіки, функціональності текстів для дітей, їхнього виховного й естетичного потенціалу.

Сучасні дослідження акцентують увагу на зміні тематичних орієнтирів дитячої літератури, розширенні жанрової палітри, інтеграції нон-фікшну, фентезі, підліткової соціально-психологічної прози, а також на

впливі книжкової ілюстрації та поліграфії на формування читацького інтересу.

Метою статті є проаналізувати еволюцію дитячої літератури від найдавніших форм до сучасності, окреслити її основні функції та ознаки, а також визначити особливості розвитку сучасної української дитячої літератури в контексті вікових потреб читачів.

Методи дослідження: У роботі використано історико-літературний метод (для аналізу етапів становлення дитячої літератури), порівняльний метод (для зіставлення жанрових та тематичних особливостей різних періодів), психологічний підхід (з урахуванням вікових особливостей розвитку дитини) та елементи структурно-функціонального аналізу (для визначення функцій дитячої книжки).

Виклад основного матеріалу. Сучасні педагогічні науки розглядають дитячу літературу різноаспектно:

- як усну і писемну словесність, творену дітьми, до неї належать безпосередньо пов'язані з грою різні жанри фольклору (поняття "дитяча література" охоплює також перші проби пера юних початківців, опубліковані в періодиці для дітей.

- як художні, наукові, науково-популярні твори, написані для дітей (найчастіше це поняття охоплюють також твори "дорослої" літератури, які назавжди ввійшли в коло дитячого читання).

Найхарактернішими ознаками дитячої літератури, слід вважати:

1) наявність у творі предметного, конкретно-життєвого художнього образу;

2) ліризм розповіді;

3) динамічність розвитку сюжету;

4) багатство, точність та емоційність мови.

Вказані ознаки властиві й літературі, адресованій дорослому читачеві, але особливо важливі для дитячих творів, адже без них ці твори не зможуть мати успіху в дітей.

Ані в античній, ані у середньовічній літературі не поширювались твори, спеціально призначені для читання дітьми, однак у філософських трактатах того часу порушено питання про виховне, пізнавальне та естетичне значення літератури в житті дитини. Згодом, з виникненням шкіл і бібліотек, у коло дитячого читання увійшли "житія святих", біблійні притчі тощо.

А ось епоха Відродження вже презентувала літературу, адресовану молодшому читачеві — це період, представлений творчістю Понтано (колискові пісні, "П'ятиліток" (XV ст.) та Фаерна ("Цікавий збірник», до якого ввійшло близько ста байок для дітей (XVI ст.).

Давню українську літературу як основу дитячого читання уналежнюють до періоду X–XVII ст., а її основними рисами були: релігійно-повчальний характер; дидактична спрямованість; використання біблійних сюжетів; виховання слухняності, моральності, страху Божого покарання. Серед текстів, які пропонували дітям: Псалтир, за яким вчилися читати; Часослов; житія святих; притчі, апокрифи (позабіблійні релігійні твори) із сюжетами про дитинство Ісуса Христа, мандри душ після смерті, боротьбу добра і зла тощо. Проілюструємо давню українську літературу для дітей прикладами.

1. Усна народна творчість:

«Ой ходить сон коло вікон,
А дрімота — коло плота.
Питається сон дрімоти:
— Де ж ми будем ночувати?»

або

«Лисичка прийшла до журавля в гості. Журавель насипав страву в глечик із довгою шийкою».

2. Релігійна література:

«Блаженні милостиві, бо вони помилувані будуть. Блаженні чисті серцем, бо вони Бога побачать».

3. Граматики / букварі:

«А, Б, В, Г — се суть літери. З них складаються склади: ба, ва, га. Читай поволі й виразно».

або

«Учителю, навчи мене чисел і слів, щоб я міг пізнати світ і книги мудрі читати».

4. Апокрифи:

«І сталося, що мале Дитя, граючись, зліпило з глини пташок і дало їм життя, і вони полетіли в небо».

Більшість літературознавців часом становлення літератури для дітей вважають XIX ст. На його початку активно записували фольклор, укладали збірники легенд, народних і літературних казок (брати Грімм, В. Гауф, Е.-Т.-А. Гофман, Г.-Х. Андерсен, Ж. Санд та ін.).

У фольклорі кожного народу втілені наміри дорослих не тільки розважати, а й виховувати дитину за допомогою повчань у формі колискових пісень, жартів, загадок, потішок, приказок і казок. Саме тому у фольклорі багатьох країн так багато спільних ознак. Отже, усна література — перша складова літератури для дітей.

Доба Романтизму не тільки сприяла розвитку фольклорних літературних традицій, а й популяризувала казку як жанр. Швидко поширювалися чарівні казки, казки про тварин та побутові.

Багато творів, написаних для дорослих читачів, теж стали надбанням літератури для дітей — “Робінзон Крузо” Д. Дефо, “Мандри Лемуеля Гуллівера” Дж. Свіфта, “Гаргантюа і Пантагрюель” Ф. Рабле, “Дон Кіхот” М. Сервантеса.

Книги для дітей завжди доповнювали малюнками та ілюстраціями. Першою ілюстрацією дитячої книги була гравюра в “Граматиці слов’янській” (1569) Лаврентія Зизанія, згодом з’явилася гравюра в азбуці 1637 р. Різнокольоровими малюнками супроводжувалися азбуки-прописи — довгі звитки, призначені для навчання дітей письму. Одним із кращих зразків був “Лицевой буквар” (1694) Каріона Істоміна — справжня живописна поетична енциклопедія, де вірші і гравюри, доповнюючи один одного, створювали єдине ціле. Пізніше ця традиція перейшла в журнали. У XIX ст. найбагатше було проілюстровано журнал “Детский музеум” (1815 — 1829), який складався із 154 книг, заповнених кольоровими гравюрами з короткими поясненнями російською, французькою та німецькою мовами. Крім того в цей період активізувалася перекладацька діяльність, що сприяло не тільки розширенню кола дитячого читання творами зарубіжних письменників, а й впливало на тенденції розвитку літератури для дітей кожної країни.

Сучасна дитяча література фактично позбавлена тематичного обмеження: любов до природи, людини, праці тісно переплітається із проблемами боротьби добра і зла (зокрема, рятування людства від можливих загроз), темами повернення до народних традицій з метою удосконалення себе і світу, висвітлення внутрішнього світу дитини, процесів її соціалізації та адаптації у дорослому світі.

Література для дітей сьогодні має свою специфіку: відповідає рівню знань, життєвому досвіду, психологічному розвитку дитини, орієнтується на певне тематичне коло, жанрові характеристики та поліграфічне оформлення. Її особливості зумовлені віковими потребами читачів, адже кожен художній твір розрахований на певну категорію реципієнтів, адресований дітям певних вікових груп: молодшої та середньої дошкільної (3-7 років), старшої дошкільної та молодшої шкільної (7-11 років), середньої шкільної (7-11 до 14-15 років) та старшої шкільної (15-18 років) груп. Такий поділ вважаємо умовним, оскільки не завжди можна провести межу між віковими групами, що залежить від розвитку дитини, її природних здібностей, навичок, культури читання тощо.

У пошуках “своєї” книжки, діти обирають історії, які відображають їхнє бачення світу: потреби, страхи, бажання, вподобання тощо. Хоча й існують у педагогічній практиці певні схеми розмежування дитячої літератури, вони є досить умовними, оскільки все залежить від індивідуального розвитку та потреб дитини. Детально це питання

розглядали свого часу Ж. Піаже, Е. Еріксон Л. Виготський, М. Ніколаєва, З. Шевченко та ін. Спробу узагальнити дослідження вчених представлено в таблиці 1.

Таблиця 1

Вік у дитячій книжці.

Вік	Особливості розвитку дитини	Література
3-5 років	- швидкий розвиток мовлення; - коротка фіксація уваги; - увага до відмінностей в гендері; - низький розвиток емпатії, але високе почуття справедливості; - мало зрозумілі часові категорії; - егоцентризм; - пошук уваги дорослих; - навчання незалежності; - відсутність розрізнення уявного й реального.	- римовані книжки, кумулятивна казка[1]; - книжки для одноразового прочитання (книжки-картонки, книжки-розмальовки); - лінійні сюжети (одна точка зору); - про те, як влаштований світ, речі, довкілля; - ігрові (для прояву незалежності); - з бінарними персонажами; - про 6 базових емоцій (радість, страх, сум, злість, здивування, огида).
6-7 років	- фізичні зміни; - збагачування мовлення; - увага (довший фокус); - активний розвиток набутих навичок; - розвиток емпатії; - загострене почуття справедливості; - потреба в увазі дорослих; - поступове розрізнення уявного й реального.	- мальовані книжки без слів; - чаптер-буки (історія з розділами); - смішинки; - фентезі; - книжки про досвід; - книжки про часові категорії; - про зміни тіла; - про відповідальність; - про добро і зло.
8-9 років	- розвинуте мовлення, але низька готовність до довгих сюжетів; - відчуття власної значимості; - розуміння розмаїття перспектив; - прагнення міркувати / мислити; - багата уява; - хобі / інтереси; - цікавість до питань життя і смерті.	- розважальна література; - книжки для читання вголос; - біографічні історії та приклади для наслідування; - детективи; - сюжети “how to do it?” - серійні; - нон-фікшн[2].

[1] Кумулятивна казка (ланцюжкова) — це вид казок, де сюжет будується на багаторазовому повторенні та накопиченні дій або діалогів (“Ріпка”, “Колобок”), який слугує для розвитку пам’яті, ритмічності мовлення, уважності, вибудувані зазвичай за принципом додавання нових героїв до попередніх.

[2] Нон-фікшн (non-fiction) — це документальна, нехудожня література, заснована на реальних подіях, фактах, біографіях або наукових дослідженнях. Головна мета таких книг — інформувати, навчати? розвивати, а не розважати вигаданим сюжетом. До такого жанру належать біографії, мемуари, саморозвиток, путівники та ін.

Вік	Особливості розвитку дитини	Література
10-11 років	- початок пубертату (дівчата випереджають хлопців); - цікавість до тіла; - розрізнення гендерних ролей; - активний і багатий словниковий запас; - формування стереотипів; - відпрацювання моделей для наслідування; - формування ціннісних понять; - розвиток аналітичного мислення; - розуміння абстрактних ідей.	- література про дорослішання та зміни тіла; - сюжети з розмежуванням соціальних груп; - про мінливість світу; - біографії; - про хобі / інтереси; - утопії та дистопії; - сюжети, які спонукають до обговорення.
12-14 років (ранній підлітковий вік)	- активна фаза пубертату; - посилена увага до зовнішності та сприйняття себе; - емоційна нестабільність; - різкі зміни настрою; - загострене відчуття справедливості; - орієнтування на думку однолітків; - формування особистої ідентичності; - розвиток критичного мислення; - інтерес до складних моральних дилем; - прагнення до автономії від дорослих; - переосмислення авторитетів.	- література про самопізнання та прийняття себе; - сюжети про дружбу, зраду, перше кохання (без надмірної романтизації); - історії дорослішання (coming-of-age); - пригодницькі сюжети; - антиутопії та соціальна фантастика; - підліткові детективи; - булінг і соціальна адаптація; - про питання ідентичності, свободи, відповідальності; - тексти-стимули для рефлексії й дискусії.

Для вибору літератури для дітей певного віку варто зважати на особливості розвиткових фаз та, зокрема, враховувати розвиток фізичний, когнітивний, мовний, моральний, особистісний., але пам’ятати, що кожна особистість розвивається індивідуально.

Дитяча книжка не тільки розширює кругозір дитини, ознайомлює її з новими і цікавими подіями, явищами, а й допомагає сформувати знання, уміння й навички літературознавчого, естетичного, етичного характеру, здатність засвоювати художні цінності, готує до самостійної зустрічі з мистецтвом слова, до самоосвіти і самовиховання.

Традиційними функціями дитячої літератури педагоги та керівники дитячого читання вважають виховну та освітню. Мета дитячої книжки — виховувати кращі моральні якості дитини, сприяти формуванню цілісної, всебічно розвинутої особистості, але важливо згадати й про її функції.

Комунікативна функція привертає увагу дитини до книги, допомагає краще зрозуміти себе, навчає висловлювати свої думки та почуття.

Естетична функція — через читання відбувається формування первинного уявлення про прекрасне, про мистецькі жанри та напрями, відчуття краси поетичного чи прозового твору.

Риторична функція — читаючи, дитина стає співавтором письменника.

Якщо у XIX–XX ст. дитяча література поступово вибудовувала власну жанрову систему, то початок XXI століття ознаменувався справжнім розквітом української книжки для дітей. Сучасна українська дитяча література активно інтегрується у світовий контекст, зберігаючи при цьому національну самобутність.

Значний внесок у розвиток літератури для молодших школярів зробив Всеволод Нестайко, зокрема його культова трилогія "Тореадори з Васюківки", що поєднує гумор, пригодницький сюжет і глибоку моральну проблематику.

Серед сучасних авторів варто відзначити творчість Івана Андрусяка, автора повісті "Стефа і її Чакалка", де поєднано елементи фентезі з психологією дитячого сприйняття світу.

Важливе місце посідає творчість Сашка Дерманського, зокрема серія про "Чудове Чудовисько", яка формує у дітей толерантність, емпатію та здатність приймати інакшість.

Для підліткової аудиторії актуальною є творчість Наталії Щерби, авторки фентезійного циклу "Часодії", що поєднує пригодницький сюжет із темами дорослішання та відповідальності.

Соціально-психологічну проблематику, зокрема тему війни та формування громадянської свідомості, порушує Галина Кирпа у книжці "Мій тато став зіркою", яка допомагає дітям осмислити складні події сучасності мовою, доступною для їхнього віку.

Сучасна українська дитяча література активно розвиває також нон-фікшн напрям (книжки про науку, історію, мистецтво), графічні романи, інтерактивні видання, що відповідають потребам покоління, яке зростає в інформаційному суспільстві.

Вагомий внесок у розвиток сучасної казкової та пригодницької прози для дітей здійснює Еліна Заржицька. Її творчість вирізняється поєднанням фольклорної традиції, морально-етичної проблематики та захопливого сюжету. У творах письменниці простежується орієнтація на формування екологічної свідомості, доброзичливості, відповідального ставлення до світу природи й людей. Казковий наратив у її книжках часто слугує засобом м'якого педагогічного впливу.

Пригодницько-фантастичну лінію сучасної дитячої літератури репрезентує Євген Безус. У його текстах динамічний сюжет поєднується з мотивами дружби, відповідальності та становлення особистості. Автор орієнтується на формування активної читацької позиції, заохочує до роздумів над моральними наслідками вчинків героїв.

Суттєвим є внесок Лесі Вороніної, яка розвиває жанр дитячого детективу й пригодницької повісті. Її твори сприяють розвитку логічного мислення, уяви, інтересу до пізнання. Водночас у текстах органічно поєднуються гумор і соціальна проблематика.

Історичний та біографічний напрям активно репрезентує Олександр Гаврош. Через художнє осмислення історичних подій і постатей автор формує в юного читача інтерес до національного минулого, сприяє становленню історичної пам'яті та громадянської свідомості.

На збереженні й популяризації культурної спадщини акцентує увагу Зірка Мензатюк, яка у своїх казках і повістях інтерпретує українські традиції, легенди, історичні сюжети, адаптуючи їх до сучасного дитячого сприйняття.

Психологічну глибину й філософічність сучасної дитячої книжки демонструє творчість Катерини Міхаліциної. Її твори зосереджені на внутрішньому світі дитини, розвитку емоційного інтелекту, умінні осмислювати власні переживання.

Таким чином, сучасна українська дитяча література представлена широким спектром авторських індивідуальностей, які працюють у різних жанрах — від казки й пригодницької повісті до соціально-психологічної прози та фентезі. Їхня творчість засвідчує не лише жанрове розмаїття, а й орієнтацію на актуальні потреби дитини як читача й особистості, що формується.

Висновки.

Книга — це надійний помічник у вихованні дітей. Обов'язкове щоденне читання має стати нормою спілкування дорослих із дитиною. Книга — перший вихователь, який вміє пояснити, що добре, а що — погано. Читання казок дарує можливість дітям та дорослим ненадовго перенестися у чарівний світ чудес та дозволяє змалечку прищепити дитині смак до літератури.

Із найдавніших часів у коло дитячого читання ввійшли твори таких жанрів, як повчання, міфи, перекази, біблійні легенди, казки. Перші твори, написані спеціально для дітей, нагадували підручники, навчальні посібники з елементами розповіді, образності, розважальності. Наприклад, видання байок Езопа у XVII ст. супроводжувались поясненням смислу, тлумаченнями. У XVIII ст. активно розвивалися повісті та романи, байки та

вірші про науку, а романтизм XIX ст. запропонував жанр казки та історичного роману. Жанрова система XX ст. під впливом модернізму та постмодернізму набула ознак синтетичності та дифузності, що позначилося і на жанрових характеристиках літератури для дітей. Новели, оповідання, повісті та романи першої половини XX ст. зазнали впливу екзистенціалізму, експресіонізму, імпресіонізму, авангардної літератури тощо.

Перша спеціально створена для дітей література мала переважно дидактичний характер. Подальший розвиток літератури для дітей засвідчив розширення жанрової системи, тематичне урізноманітнення та поступове усвідомлення специфіки дитячого адресата.

У XX ст. жанрова система дитячої літератури набула синтетичних ознак, а в XXI ст. вона характеризується відкритістю до експерименту, міжжанрових поєднань та актуальних соціальних тем.

Сучасна українська дитяча література характеризується:

- жанровою різноманітністю (фентезі, детектив, історична повість, нон-фікшн, графічна проза);
- увагою до психології дитини;
- актуалізацією соціальних тем (війна, еміграція, інклюзія, булінг, самоідентифікація);
- поєднанням національної традиції та глобальних літературних тенденцій;
- активним розвитком ілюстрації як складника художнього тексту.

Таким чином, сучасний літературний процес в Україні засвідчує якісне оновлення дитячої книжки, її інтеграцію в європейський культурний простір та зростання ролі як чинника формування світогляду молодого покоління.

Сучасна українська дитяча література демонструє високий рівень художності, тематичну сміливість і психологічну глибину. Вона враховує вікові особливості розвитку дитини, сприяє формуванню національної свідомості, емоційного інтелекту та критичного мислення.

Отже, дитяча література — це не лише засіб виховання й навчання, а й простір формування особистості, духовних цінностей та культурної ідентичності. Її розвиток є показником зрілості суспільства та важливим чинником майбутнього нації.

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ВИБУХ СЕМІОСФЕРИ ЯК МОДЕЛЬ АКСІОЛОГІЧНОЇ ТРАНСФОРМАЦІЇ У НАУКОВІЙ ФАНТАСТИЦІ (НА ПРИКЛАДІ РОМАНУ «ДЗВОНИ ПЕКЛА» КАЗИМИРА ТРУХАНОВСЬКОГО ТА НОВЕЛИ «КАТЕДРА» ЯЦЕКА ДУКАЯ)

Анотація. У статті досліджується проблема аксіологічної трансформації в науковій фантастиці крізь призму теорії семіосфери Юрія Лотмана. На матеріалі роману Казимира Трухановського «Дзвони пекла» та новели Яцека Дукая «Катедра» проаналізовано механізми семіотичної взаємодії між «своїм» і «чужим», а також моделі трансформації, що виникають у ситуації порушення межі семіосфери. Особливу увагу приділено поняттям вибуху значень та дестабілізації культурних кодів. У статті доводиться, що фантастика функціонує не лише як жанр репрезентації інакшості, а як простір моделювання кризових станів культури, у межах яких відбувається переосмислення людяності, етики та онтологічного статусу суб'єкта. Обидва тексти репрезентують протилежні моделі семіосферичної трансформації – катастрофічну та трансцендентальну.

Стаття також порушує проблему меж антропоцентризму в сучасній фантастиці та демонструє, що мотив трансформації у science fiction пов'язаний із кризою традиційних систем цінностей, нестабільністю культурних кодів і пошуком нових моделей буття. Метою статті є аналіз двох моделей семіосферичного вибуху та аксіологічної трансорганізації у творах «Дзвони пекла» Казимира Трухановського і «Катедра» Яцека Дукая, а також визначення ролі мотиву трансформації у формуванні нових онтологічних і ціннісних моделей у науковій фантастиці.

Ключові слова: семіосфера, аксіологія, наукова фантастика, вибух значень, трансформація, постгуманізм, антропоцентризм, Казимир Трухановський, Яцек Дукай, семіотика культури, онтологічний поворот.

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THE EXPLOSION OF THE SEMIOSPHERE AS A MODEL OF AXIOLOGICAL TRANSFORMATION IN SCIENCE FICTION (ON THE EXAMPLE OF THE NOVEL "THE BELLS OF HELL" BY KAZIMYR TRUHANOWSKI AND THE NOVEL "THE CATHEDRAL" BY JACQUES DUKAJ)

Abstract

The article examines the problem of axiological transformation in science fiction through the prism of Yuri Lotman's theory of the semiosphere. Based on Kazimierz Truchanowski's novel *The Bells of Hell* and Jacek Dukaj's short story *The Cathedral*, the study analyzes the mechanisms of semiotic interaction between the "self" and the "other," as well as the models of transformation that emerge when the boundaries of the semiosphere are disrupted. Particular attention is paid to the concepts of translation, explosion of meanings, and the destabilization of cultural codes. The article argues that science fiction functions not only as a genre representing otherness, but also as a space for modeling cultural crisis, within which humanity, ethics, and the ontological status of the subject are fundamentally reinterpreted. In Truchanowski's novel, the explosion of the semiosphere takes on a degenerative character: the contact between a civilization of humanoid insects and humanity results in axiological contamination, the destruction of collective harmony, and the reproduction of human patterns of violence, ambition, and self-destruction. In contrast, in Dukaj's *The Cathedral*, the explosion of meanings opens the possibility of transcendental transition: the dissolution of boundaries between body, matter, architecture, and sacrum produces a new post-anthropocentric ontology. Thus, both texts represent opposing models of semiospheric transformation — catastrophic and transcendental. The article also addresses the limits of anthropocentrism in contemporary speculative fiction and demonstrates that the motif of transformation in science fiction is closely connected with the crisis of traditional systems of values, the instability of cultural codes, and the search for new models of existence. The study focuses on identifying the mechanisms of axiological transformation in science fiction through the categories of semiospheric boundary, translation, and explosion of meanings within Yuri Lotman's theoretical framework. Particular relevance is attached to the question of how contact with radical otherness leads to the destruction or reorganization of value systems and how speculative fiction models the crisis of anthropocentric consciousness.The purpose of the article is to analyze two models of semiospheric explosion and axiological reorganization in Kazimierz Truchanowski's *The Bells of Hell* and Jacek Dukaj's *The Cathedral*, as well as to determine the role of the motif of transformation in shaping new ontological and value-based models in science fiction.

Keywords: semiosphere, axiology, science fiction, explosion of meanings, transformation, posthumanism, anthropocentrism, Kazimierz Truchanowski, Jacek Dukaj, cultural semiotics, ontological turn.

Постановка проблеми. Фантастика – це одна з тих літературних форм, яка особливо інтенсивно розкриває функціонування культури на її межах. Йдеться не лише про наявність мотивів надзвичайного, чужих цивілізацій, нових технологій чи онтологічних тріщин у зображуваному світі, а радше про те, що фантастична література часто будує свою фундаментальну динаміку на зіткненні несумісних знакових систем, описових мов, когнітивних порядків та ціннісних ієрархій. У цьому сенсі фантастика вже не просто репертуар тем, а специфічний спосіб моделювання граничної ситуації.

Саме тому теорія семіосфери Юрія Лотмана виявляється надзвичайно продуктивною для інтерпретації творів цього жанру. Семіосфера, що розуміється як сукупність знакових процесів даної культури з її центром, периферіями, межами, механізмами перекладу та зонами неперекладності, дозволяє нам осягнути не лише структуру зображуваного світу, але й механіку його трансформації. Тут особливо важливою стає категорія вибуху, тобто моменту в розвитку системи, в якому відбувається раптове зростання непередбачуваності, розкриття старих кодів та породження нових значень. Наукова фантастика надзвичайно часто організовує свою структуру навколо граничної ситуації: контакту з радикальною інакшістю, переходу меж людяності, дестабілізації мови опису світу або кризи пізнання. Саме тому література science fiction може інтерпретуватися як простір особливо інтенсивного виявлення механізмів культурної семіозису. Фантастика постає специфічним простором прояву процесів семіозису, що відбуваються на межах культури. Одним із найпродуктивніших інтерпретаційних інструментів у цьому контексті залишається теорія семіосфери Юрія Лотмана, зокрема його концепції межі, трансляції та вибуху значень.

Аналіз останніх досліджень і публікацій.

Теоретичним підґрунтям дослідження стали праці Юрія Лотмана, присвячені семіосфері, межі та вибуху культури, а також концепції Умберто Еко, Чарльза Пірса й сучасні студії з культурної семіотики, постгуманізму та аксіології фантастики. У сучасному гуманітарному дискурсі активно розвиваються дослідження проблем постантропоцентризму, трансгуманізму та онтологічної нестабільності в літературі science fiction. Польські літературознавці (Кшиштоф Май, Богдан Троха, Мфцей Паровський та багато інших) аналізують фантастику через призму постмодернізму,

трансгуманізму та філософії штучного інтелекту, маючи стабільні традиції видання спеціалізованих журналів (напр., *«Nowa Fantastyka»*). Водночас проблема експлозії семіосфери як механізму аксіологічної трансформації у творчості Казимира Трухановського та Яцека Дукая залишається недостатньо опрацьованою, особливо в контексті порівняльного семіотико-аксіологічного аналізу, що свідчить про **актуальність** зазначеної теми та ракурсу дослідження.

Метою цього нарису є аналіз двох моделей семіосферичного вибуху та аксіологічної трансорганізації у творах «Дзвони пекла» Казимира Трухановського і «Катедра» Яцека Дукая, а також визначення ролі мотиву трансформації у формуванні нових онтологічних і ціннісних моделей у науковій фантастиці. Хоча обидва тексти ґрунтуються на мотиві трансформації, однак її аксіологічний сенс і спосіб організації семіосфери виявляються принципово відмінними.

У «Дзвонах пекла» вибух семіосфери веде до дегенерації та аксіологічного зараження, тоді як у «Катедрі» він призводить до трансценденції та виникнення нового онтологічного порядку. Аналіз цих двох моделей дозволяє розглядати фантастику не лише як літературу інакшості, але й як лабораторію реорганізації сенсу та цінностей.

Виклад основного матеріалу.

1. Межа семіосфери і вибух значень

У теорії Лотмана семіосфера означає сукупність усіх знакових процесів культури, що становлять умову можливості комунікації та продукування значень [16, s. 33–41].

Семіосфера має динамічну структуру: вона включає центр, периферію та межі, які відокремлюють «своє» від «чужого». Однак межа виконує не лише сепаративну функцію – вона є насамперед механізмом трансляції між різними знаковими системами, механізмом породження нових значень [16, s. 131–142].

Лотман підкреслював, що кожна трансляція є неповною й деформуючою, оскільки чужість ніколи не перекладається цілковито мовою культури, яка її приймає [16, s. 15–28]. Саме тому межа семіосфери стає місцем найбільшої семантичної напруги. Існування межі як іманентної риси семіосфери визначає її гетерогенну природу. Це передбачає існування центральної, периферійної та зовнішньої областей, всередині та між якими відбувається постійний рух. Центральні області більш впорядковані, ніж периферійні, і правила порядку в них більш жорсткі (гетерогенність). Прикладом такої впорядкованої області є канон, як його визначив Я. Ассман [7, s. 121–122]. Тут народжуються нові сенси, але тут же відбувається криза чинних кодів. Межа відокремлює відоме / своє від чужого / неперекладного;

функціонує як семантичний фільтр; генерує нові значення через переклад кодів.

Мотив трансформації у фантастиці виникає саме на цій межі.

Загальна схема:



Особливого значення набуває поняття вибуху. Лотман визначав його як момент різкого зростання непередбачуваності культурної системи, що веде до реорганізації сенсів та зміщення центру семіосфери. Вибух означає мить, коли культура втрачає інтерпретаційну стабільність і змушена виробити нові моделі опису реальності.

Наукова фантастика видається жанром, особливо придатним для репрезентації таких ситуацій. Чужорідний організм, постбіологічна технологія, жива архітектура чи міжвидовий контакт стають фігурами, які активізують межу семіосфери та спричиняють кризу попередньої системи цінностей.

На прикладі роману «Дзвони пекла» Казимира Трухановського та оповідання «Катедра» Яцека Дукая можна помітити дві різні моделі семіосферичного вибуху:

1. дегенеративний вибух;
2. трансцендентально-онтологічний вибух.

Обидва тексти ґрунтуються на мотиві трансформації, але по-різному осмислюють взаємини між людиною, чужістю та цінностями.

2. «Дзвони пекла» – дегенеративний вибух

Межа семіосфери як простір трансформації

Згідно з Лотманом, семіосфера є цілістю знакових процесів культури. Кожна культура організовує власний центр і периферію, а особливе значення має межа семіосфери – місце трансляції між «своїм» і «чужим».

Межа виконує подвійну функцію, вона відокремлює та перекладає.

Проте кожен процес трансляції спричиняє деформацію значень. Чужість ніколи не перекладається повністю. Саме тому межа є місцем найбільшої семантичної напруги.

У науковій фантастиці межа семіосфери часто набуває форми міжвидового контакту; зіткнення людини з технологією; контакту з чужим

інтелектом; переходу меж біології; входження у простір sacrum або постгуманізму.

Мотив трансформації виникає саме тоді, коли герой або ціла цивілізація перетинає межу власної семіосфери.

У романі «Дзвони пекла» центральною проблемою є контакт гуманоїдних комах із людською культурою. Цивілізація прибульців з Аргону спочатку функціонує відповідно до іншої аксіологічної моделі: вона базується на колективізмі, функціональності та обмеженні деструктивного індивідуалізму.

Можна сказати, що семіосфера комах характеризується високим рівнем стабільності. Її центр організований принципами видової гармонії, підпорядкування індивіда спільноті та мінімізації конфлікту. Контакт із людиною запускає процес трансляції кодів.

У романі межа семіосфери проходить між культурою людей та цивілізацією комах з Аргону.

Спочатку обидві системи є стабільними та замкненими.

Комахи починають переймати мову, емоційність, індивідуалізм, моделі суперництва та логіку влади.

На фабульному рівні цей процес нагадує класичний мотив гуманізації чужого.

Однак аксіологічний сенс виявляється протилежним. Гуманізація призводить не лише до засвоєння людської культури, але й до перейняття її деструктивних компонентів.

Момент вибуху- вибух настає в момент антропізації комах. Відбувається трансляція кодів:

код комах	**код людей**
колективізм	індивідуалізм
стабільність	конфлікт
функціональність	амбіція

Вибух семіосфери має дегенеративний характер. Трансляція кодів спричиняє реорганізацію всієї системи цінностей чужої цивілізації. На місце гармонії приходять притаанні людам якості, як-от егоїзм; амбіція; насильство; соціальні конфлікти; прагнення домінування.

У результаті людина постає не центром аксіологічної норми, а носієм семіосферичного хаосу.

Процес можна представити так:

стабільна семіосфера комах ⟶ контакт із людиною ⟶ трансляція культурних кодів ⟶ вибух значень ⟶ реорганізація аксіології ⟶ дегенерація і катастрофа

Гуманізація як семіосферичне зараження

Найважливіший механізм вибуху полягає в тому, що трансляція людських кодів переносить також явища людського світу як егоїзм; насильство; прагнення домінування; соціальні конфлікти; деструктивну амбіцію.

Отже, межа семіосфери функціонує не як простір гармонійного обміну, а як місце аксіологічної інфекції. Вибух не приводить до народження вищого порядку сенсу, а лише до повторення людської логіки гріха та самознищення.

У цьому сенсі «Дзвони пекла» можна інтерпретувати як антиутопічну критику антропоцентризму.

Людяність виявляється категорією амбівалентною, а подекуди навіть катастрофічною. Гуманізація не означає морального зростання, а стає входженням у простір насильства та розпаду спільноти. Перетворення комах не є еволюцією до вищої форми буття, а входженням у простір гріха й автодеструкції.

Отже, перша модель, яку ми бачимо у К. Трухановського – це трансформація як аксіологічна катастрофа.

У романі «Дзвони пекла» з'являється мотив прибульців із планети Аргон – цивілізації гуманоїдних комах. Спочатку їхня культура є раціональною, впорядкованою, позбавленою людської агресії. Проте контакт із людьми запускає процес антропізації.

Етапи трансформації:

- захоплення людиною;
- перейняття мови та культури;
- поява індивідуалізму;
- народження конфліктів і насильства.

Саме цей момент є ключовим в аксіологічному плані, оскільки наслідок виявляється жахливим: гуманізація дорівнює дегенерації.

Комахи переймають не лише людську культуру, але також егоїзм, насильство, деструктивний індивідуалізм, жадобу влади.

Тому гуманізація веде до повторення людської історії катастроф.

Це можна записати як парадокс:

етап	**цінність**
цивілізація комах	гармонія
контакт із людиною	захоплення
гуманізація	моральна інфекція
результат	катастрофа

Трансформація має, отже, песимістичний характер.

Аксіологічний сенс

У Трухановського з'являється надзвичайно сильна теза: людяність не є найвищою цінністю – вона також є джерелом зла. Гуманізація виявляється аксіологічним зараженням.

3. Новела «Катедра» – трансцендентальний вибух

В новелі «Катедра» Я. Дукая семіосферичний вибух розгортається за принципово іншою моделлю. Межа відділяє тут людську реальність від структури катедри – об'єкта радикально неперекладного, який одночасно має риси архітектури, організму, біологічного процесу та сакральної сутності.

Межа семіосфери тут відокремлює:

світ людини	**структура катедри**
біологічність	постбіологічність
мертва матерія	жива матерія
архітектура	організм
індивід	колективна структура
пізнання	досвід трансценденції

Найважливішим стає розпад класичних онтологічних опозицій:

- живе / мертве;
- матерія / sacrum;
- тіло / споруда;
- індивід / структура.

Катедра не піддається опису за допомогою традиційних пізнавальних кодів. Вона є об'єктом радикальної неперекладності. Її неможливо однозначно класифікувати:

- вона є спорудою;
- організмом;
- процесом росту;
- сакральною структурою.

Саме тому контакт із нею спричиняє онтологічний вибух.

Момент вибуху. Вибух настає тоді, коли людина перестає бути спостерігачем і стає асимільованою структурою.

Межа семіосфери перестає існувати як лінія, що відділяє два порядки; її замінює нова система організації сенсу.

За анлогією, процес можна представити таким чином:

світ людини → контакт із катедрою → втрата старих кодів → онтологічний вибух → виникнення нової семіосфери → трансценденція

У цей момент руйнуються класичні опозиції:

до вибуху	після вибуху
людина / світ	людина як частина структури
тіло / архітектура	тіло як матеріал росту
матерія / sacrum	сакральна матеріальність
індивід / колектив	єдність організму

Вибух веде до народження нової семіосфери.

Він має постгуманістичний і містичний характер. Людина перестає бути автономною одиницею, але втрата індивідуальності не подається як катастрофа. Навпаки – вона стає умовою участі у вищому порядку буття.

На відміну від К. Трухановського, трансляція тут веде не до деградації, а до подолання меж антропоцентризму. Виникає нова аксіологія, у якій:

- тіло стає матеріалом росту;
- матерія набуває сакрального виміру;
- індивід включається до колективної структури;
- трансценденція здійснюється через онтологічну реорганізацію.

В новелі Яцека Дукая «Катедра» трансформація має зовсім інший характер – це перетворення як трансценденція, як сакральна метаморфоза.

Герой прибуває на астероїд, де знаходиться загадкова катедра, створена з матерії, що безперервно формується шляхом включення людей у власну біотехнологічну структуру. Там герой поступово відкриває, що споруда є організмом; вона розвивається через асиміляцію людей; трансформація є формою участі у чомусь більшому.

Механізм трансформації

Процес відбувається інакше, ніж у К. Трухановського:

етап	цінність
захоплення катедрою	естетика
втрата індивідуальної тотожності	духовність
біологічна інтеграція зі спорудою	тілесність
результат	перехід у понадлюдську форму sacrum

Герой стає не «більш людиною», а частиною більшої форми існування.

Він проходить покроково етапи контемпляції катедри; захоплення її красою; втрати індивідуальності; включення у сакральну структуру.

Трансформація, таким чином, має містичний, естетичний й космічний характер. Вона веде не до занепаду, а до трансценденції людини.

4. Дві моделі семіосферичного вибуху

Порівняння обох текстів дозволяє виокремити дві принципово різні моделі семіосферичного вибуху.

аспект	Трухановський	Дукай
тип вибуху	дегенеративний	трансцендентальний
взаємини з інакшістю	інфекція	асиміляція
результат трансляції	розпад аксіології	нова онтологія
статус людини	джерело хаосу	етап еволюції
сенс трансформації	катастрофа	трансценденція

В обох випадках ключовим залишається перетин межі семіосфери, однак результат цього процесу виявляється протилежним.

У К. Трухановського вибух веде до розпаду спільноти та морального зараження.

У Я. Дукая вибух відкриває можливість подолання людських обмежень і входження в новий порядок сенсу.

5. Фантастика як лабораторія аксіології

Обидва аналізовані тексти демонструють, що наукова фантастика функціонує як простір аксіологічного експерименту. Контакт з інакшістю служить не лише для створення ефекту незвичайності, але й дає змогу випробувати межі культури та людяності.

Семіосферичний вибух у цьому контексті стає механізмом:

- дестабілізації чинних кодів;
- реорганізації системи цінностей;
- переозначення взаємин між людиною та чужістю.

Вибух змінює:

- саме визначення людяності;
- ієрархію цінностей;
- взаємини між індивідом і спільнотою;
- статус інакшості.

Фантастика не просто репрезентує «інші світи», а інсценізує момент, у якому стара мова опису світу перестає бути достатньою.

Саме тому література science fiction так часто організовується навколо:

- кризи пізнання;
- онтологічної мутації;
- граничного контакту;
- аксіологічної трансформації.

Висновки. Аналіз «Дзвонів пекла» та «Катедри» дозволяє побачити, що мотив трансформації у науковій фантастиці може бути прочитаний як модель вибуху семіосфери.

В обох випадках ключовими виявляються:

- перетин межі;
- трансляція кодів;
- дестабілізація центру семіосфери;
- реорганізація аксіології.

Проте якщо у К. Трухановського контакт із людиною веде до дегенерації та повторення логіки гріха, а вибух призводить до відтворення людської моделі самознищення, то у Я. Дукая контакт з інакшістю дозволяє подолати людські обмеження і завершується трансценденцією та народженням нового онтологічного порядку.

Мотив трансформації в обох творах відкриває два протилежні аксіологічні моделі фантастики. К. Трухановський показує, що гуманізація може бути катастрофою, оскільки людина переносить власні гріхи, а найвищою цінністю залишається збереження етики та емпатії.

Я. Дукай натомість припускає, що найвищою цінністю є подолання людської форми існування. Людина може бути перевершена вищою формою буття.

Тому в першому випадку трансформація веде до дегенерації, а в другому – до сакральної трансформації буття, до метафізичного трансгуманізму.

Фантастика стає, таким чином, простором, у якому культура досліджує власні межі – пізнавальні, онтологічні та моральні – а вибух семіосфери виявляє приховані напруження між людиною, інакшістю та можливістю перевершення самої себе.

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ОБРАЗ ПРИРОДИ ЯК СТИЛІСТИЧНА ДОМІНАНТА В НІМЕЦЬКОМОВНІЙ ЕКСПЕРИМЕНТАЛЬНІЙ ПОЕЗІЇ XX СТОЛІТТЯ

Анотація. У статті досліджується функціонування образу природи як стилістичної домінанти в німецькомовній експериментальній поезії XX століття. Аналізуються особливості трансформації природних образів у контексті авангардних і модерністських течій (дадаїзм, експресіонізм, конкретна поезія). Встановлено, що природа у експериментальній поезії втрачає традиційно гармонізуючу функцію та набуває ознак фрагментарності, символічності й семіотичної гри. Доведено, що природний образ стає не лише тематичним елементом, а й засобом мовного та візуального експерименту.

Згідно з цим, у німецькомовній експериментальній поезії XX століття образ природи зазнає суттєвої трансформації та перестає бути лише естетичним елементом і набуває функції стилістичної домінанти, що визначає структуру поетичного тексту. Зазначено, що різних течіях (експресіонізм, дадаїзм, конкретна поезія) природа виконує різні функції: від символічного відображення внутрішнього стану до матеріалу мовного експерименту. Загалом спостерігається тенденція до десемантизації природного образу та його перетворення на знак, що відповідає загальній кризі мови XX століття.

Конкретна поезія, що сформувалась у 1950-х роках передусім завдяки діяльності **Ойгена Ґомрінгера** вибудовує свою естетику на принципі **матеріальності мови**: слово існує не лише як носій значення, а й як **візуальний, акустичний та семантичний об'єкт**. У цьому контексті образ природи набуває особливої стилістичної функції – він стає **полем для маніфестації мовної структури**, а не простим тематичним наповненням. Встановлено, що природа в експериментальній поезії виступає не лише тематичним елементом, а й структурним і семіотичним принципом організації тексту. Це поезія, де слово перестає бути "вікном" у світ і стає самим світом – його можна бачити, чути та вимірювати просторово.

Ключові слова: образ природи, експериментальна поезія, німецькомовна література, стилістична домінанта, дадаїзм, експресіонізм, конкретна поезія.

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THE IMAGE OF NATURE AS A STYLISTIC DOMINANT IN 20TH-CENTURY GERMAN-LANGUAGE EXPERIMENTAL POETRY

Abstract. This article examines the role of the image of nature as a stylistic dominant in 20th-century German-language experimental poetry. It analyses the characteristics of the transformation of natural images within the context of avant-garde and modernist movements (Dadaism, Expressionism, Concrete Poetry). It has been established that nature in experimental poetry loses its traditionally harmonising function and acquires characteristics of fragmentation, symbolism and semiotic play. It has been demonstrated that the image of nature becomes not only a thematic element but also a means of linguistic and visual experimentation. Accordingly, in 20th-century German-language experimental poetry, the image of nature undergoes a significant transformation: it ceases to be merely an aesthetic element and assumes the function of a stylistic dominant that determines the structure of the poetic text. It is noted that in various movements (Expressionism, Dadaism, Concrete Poetry), nature fulfils different functions: ranging from a symbolic reflection of an inner state to material for linguistic experimentation.

In general, there is a tendency towards the de-semantisation of the natural image and its transformation into a sign, reflecting the general crisis of language in the 20th century. Concrete poetry, which emerged in the 1950s primarily through the work of Eugen Gomringer, bases its aesthetic on the principle of the materiality of language: the word exists not only as a carrier of meaning, but also as a visual, acoustic and semantic object. In this context, the image of nature acquires a special stylistic function – it becomes a field for the manifestation of linguistic structure, rather than mere thematic content. It has been established that nature in experimental poetry functions not only as a thematic element, but also as a structural and semiotic principle of textual organisation. This is poetry in which the word ceases to be a ‘window’ onto the world and becomes the world itself – it can be seen, heard and measured spatially.

Keywords: the image of nature, experimental poetry, German-language literature, stylistic dominant, Dadaism, Expressionism, concrete poetry.

Постановка проблеми. У XX столітті німецькомовна поезія зазнала суттєвих трансформацій, пов'язаних із модерністськими та авангардними пошуками, переосмисленням традиційної поетики й активним експериментуванням із мовою, формою та способами художнього вираження. У центрі уваги поетів опинилася не лише проблема оновлення художнього слова, а й пошук нових моделей взаємодії людини та світу, зокрема природи як універсального культурного й естетичного феномена. Образ природи в німецькомовній експериментальній поезії XX століття перестає виконувати винятково описову або символічну функцію й набуває значення стилістичної домінанти, через яку реалізуються авторські мовно-естетичні експерименти, світоглядні концепції та нові форми поетичного мислення.

У творах поетів-експериментаторів природа часто репрезентується не як гармонійний або статичний простір, а як динамічна структура, що відображає кризу мови, фрагментарність людського сприйняття та зміни культурної свідомості доби. Це зумовлює потребу дослідити, якими мовностилістичними засобами конструюється природний образ, які функції він виконує в тексті та як співвідноситься з естетичними принципами експериментальної поезії. Крім того, недостатньо дослідженим залишається питання взаємозв'язку між традиційними мотивами природи та новітніми поетичними техніками — візуалізацією тексту, монтажністю, асемантичністю, мовною редукцією, фонетичним експериментом і текстовою деструкцією. Саме тому аналіз образу природи як стилістичної домінанти дозволяє глибше зрозуміти еволюцію німецькомовної поезії XX століття та особливості формування нових художніх моделей світосприйняття.

Актуальність теми зумовлена зростанням інтересу до експериментальних форм поезії XX століття та необхідністю переосмислення традиційних поетичних категорій у нових естетичних умовах. Проблема заслуговує на особливу увагу, оскільки німецькомовна поезія цього періоду характеризується радикальним переглядом мовних і образних структур, що пов'язано з історичними подіями, кризою мови та пошуками нових форм вираження. Образ природи, який у класичній поезії виконував гармонізуючу та естетичну функцію, у XX столітті трансформується під впливом модернізму та авангарду, що робить його важливим об'єктом наукового аналізу.

Аналіз останніх досліджень і публікацій. Проблематика експериментальної поезії перебуває у центрі уваги і розглядалася у працях, присвячених європейському авангарду, зокрема експресіонізму, дадаїзму, сюрреалізму та футуризму [1; 2; 3; 4]. Розвиток сучасної німецькомовної поезії природи (*Naturlyrik*) досліджується також в умовах екологічної кризи та *Anthropocene* – епохи антропогенного впливу людини на природу,

переосмислення традиційного образу природи та створення нової форми екологічної й експериментальної лірики [5]. Способи «перекладу природи» у поезії, аналіз поетичного осмислення природи в контексті антропоцену та експериментальних форм поетичного мовлення, визначення нових моделей «*nature writing*» у німецькомовній поезії досліджено в роботах Генрієке Шталь та Штефана Волтінґа [6; 7]. Питання взаємодії природи, пам'яті та історії, природи як структури і смислотворчого елементу тексту подано в роботі Н. Лозінської-Віч [8]. Аналізу експериментальної форми та графічної німецької поетики присвячена праця Еви Еслінгер [9]. Окрім того, в роботі досліджується явище так званої *Erasure Poetry* – поезії стирання або викреслення тексту.

Конкретну поезію з позицій конструктивізму досліджував З. Шмідт [10]. Проблемі генезису німецького авангарду та його зв'язку з поп-культурою приділив увагу Е. Шталь [11]. Дослідники зазначають, що лінгвістичні експерименти поетів були спрямовані на руйнування традиційної семантики та створення нових форм художнього мислення. У контексті модерністської поезії XX століття виділяють основні напрями – експресіонізм, футуризм, дадаїзм і сюрреалізм, які визначили характер поетичних трансформацій. Дослідники експресіонізму наголошують на його прагненні не відображати дійсність, а виражати її сутність, що суттєво вплинуло на образну систему поезії, зокрема на інтерпретацію природи. Окрему увагу приділено феномену експериментальної поезії як міждисциплінарного явища, що поєднує текст, візуальність і перформанс, розширюючи функції поетичного образу. Особливу увагу дослідників зосереджено на працях таких класиків, як Ойґен Ґомрінґер, Ернст Яндль та представників Віденської групи. Попри значну кількість досліджень, питання функціонування образу природи як стилістичної домінанти в експериментальній німецькомовній поезії залишається недостатньо висвітленим. У більшості наукових праць увага зосереджується або на загальних питаннях поетики модернізму, або на аналізі окремих художніх напрямів і творчості конкретних авторів, тоді як комплексне дослідження мовностилістичних механізмів творення природної образності в експериментальній поезії XX століття потребує подальшого опрацювання.

Метою статті є встановлення стилістичних механізмів, за допомогою яких образ природи перетворюється на структурну домінанту поетичного твору, а також порівняння стратегій візуалізації, озвучення та деконструкції природного в текстах представників експериментальної поезії.

Виклад основного матеріалу дослідження. Вірші О. Ґомрінгера, Ґеорга Тракля, Ґоттфріда Бенна, Ґеорґа Гайма, Ернста Яндля, Фрідеріке Майрьокер доцільно обрано як матеріал дослідження, оскільки їхня

творчість репрезентує різні етапи та форми розвитку німецькомовної експериментальної поезії XX століття, а також демонструє різні способи художнього осмислення природи як стилістичної домінанти.

Німецька експериментальна поезія XX століття – це надзвичайно багате й різноманітне явище, яке охоплює кілька десятиліть радикальних художніх пошуків. Крім того, конкретна поезія свідомо відмовляється від міметичного зображення природи (у дусі романтичної *Naturlyrik*), що ґрунтується на принципі *мімезису* (наслідування). Натомість вона досліджує, як мова створює природне. У маніфесті О. Ґомрінгера [12] йдеться про констеляцію "*constellation*" – просторове розміщення слів, що нагадує зоряне небо: природна метафора стає *структурним принципом подіб-ності*. Маємо зауважити, що основними напрямками експериментальної поезії XX століття є експресіонізм, дадаїзм, конкретна поезія, австрійський авангард.

В ***експресіоністській поезії*** (1910-1920 рр.) образ природи втрачає гармонійний характер і постає як деформована, напружена реальність, що відображає внутрішній стан людини, її страхи та екзистенційні кризи. Разом із цим природні образи набувають символічного значення: небо, земля, вогонь стають метафорами катастрофи та духовного розладу. Ґеорг Тракль, Ґоттфрід Бенн, Ґеорґ Гайм руйнують гармонійний образ світу, вводять дисонанс, фрагментарність, міське відчуження. Мова стає судомною, образи – різкими й тілесними. Одним із найхарактерніших образів природи у Ґ. Тракля є **осінь**, що з'являється у багатьох його віршах і стає знаком: згасання, завершення, смерті, духовного спустошення, краси, занепаду. Наприклад, "*Am Abend, wenn die Glocken Frieden läuten, / Folg ich der Vögel wundervollen Flügen*… [13]. Хоча слово *Herbst* тут не згадується, але образний комплекс – вечір, дзвони, політ, тиша – створює осінню елегійність**,** характерну для Ґ. Тракля. Осінь у його поезії – це не пора року, а буттєвий стан світу**,** у якому все наближається до мовчання, згасання і втрати.

Однією з найпомітніших стилістичних домінант у Тракля є вечірній і сутінковий пейзаж**.** Саме в цей час доби найчастіше розгортаються його поетичні сцени. Наприклад, «*Mond, als träte ein Totes /Aus blauer Höhle* …». Образ місяця має холодне, потойбічне, майже містичне значення. Він не освітлює світ, а робить його ще більш примарним. Також блакитний колір є важливим у поетиці Ґ. Тракля, що означає тишу, смерть, відчуження, духовну глибину. Місяць у вірші не просто природний об'єкт, а майже потойбічна істота, що підкреслює трагічний характер світу.

Ще одним важливим природним мотивом у Ґ. Тракля є **ліс**. У його поезії ліс рідко буває місцем спокою чи гармонії. Навпаки, він часто постає як простір мовчання, відчуження, таємниці, загрози та внутрішньої

самотності. Наприклад, «*Wenn der Schnee ans Fenster fällt, / Lang die Abendglocke läutet*…». Хоч тут прямо не названо ліс, зимовий природний простір творить типово траклівську атмосферу. Сніг символізує тишу, холод, очищення. Вікно у вірші створює межу між зовнішнім світом природи і внутрішнім простором людини. Поєднання снігу й дзвону створює музикально-ритуальну атмосферу, у якій природа стає майже сакральною.

Це один із найсильніших прикладів того, як природа в Тракля стає носієм історичної та екзистенційної трагедії. Наприклад, «*Am Abend tönen die herbstlichen Wälder / Von tödlichen Waffen*…». «*Herbstliche Wälder*» («*осінні ліси*»). Ліс тут не нейтральний образ, а символ кінця, катастрофи, руйнування цивілізації. Осінній ліс «звучить» смертельною зброєю. Це означає, що природа втрачає невинність, стає свідком і учасником історичної трагедії. Слово *tönen* «звучати» створює важливу для Ґ. Тракля музикальність природи**,** але ця музика трагічна. Природа у поета не рятує людину від історії – навпаки, вона вбирає в себе її біль і катастрофу. Отже, образ природи у віршах Георга Тракля є однією з найважливіших стилістичних домінант його поетичного світу. Природа в його ліриці виконує не лише зображальну, а й символічну, психологічну, музикальну та екзистенційну функцію**.**

Лірика Ґ. Бенна є однією з найяскравіших репрезентацій експресіонізму, хоча водночас виходить далеко за межі суто експресіоністичної естетики. Поетичний світ Бенна формувався на перетині медицини, філософії, культурного песимізму, модерністського розпаду традиційних форм і глибокої естетичної саморефлексії. У поезії Ґ. Бенна образ природи не функціонує як гармонійний простір краси чи романтичної єдності людини зі світом. Навпаки, природа в його поетичних текстах часто постає як сфера занепаду, біологічності, тілесного розкладу, органічної стихії, але водночас і як джерело первинної поетичної енергії. З цієї причини, образ природи в поезії Ґ. Бенна розглядають як стилістичну домінанту, що визначає не лише тематику, а й тональність, образну систему та мовну організацію його поетичних творів. Прикладом можуть слугувати такі віршовані рядки, «*Todstumme Felder an mein Dorf gelehnt. / Vereinzelt trösten Wegwart und Skabiose. / Indes am Zaune sich zur Erde dehnt / blütenverwaist, rankenden Zweigs die Ros*» [14].

Оскільки Ґ. Бенн був лікарем за професією, тому його поетика насичена анатомічною та медичною лексикою. Природа в нього нерідко постає через образи розкладу, хвороби, тіла. Наприклад, у збірці «*Morgue*» природа не є ідилічною. Вона асоціюється із біологічними процесами смерті: «*Die Krone der Schöpfung, das Schwein, der Mensch*…». Тут людина

зображується як частина тваринно-біологічного світу, а не як духовна істота. Природа стає засобом деміфологізації людини. Для Ґ. Бенна характерне руйнування традиційної естетики природи. Пейзажі фрагментовані, тривожні, часто апокаліптичні. У вірші «*Schöne Jugend*» природа зображена через моторошний контраст життя і смерті: «*Der Mund eines Mädchens, das lange im Schilf gelegen hatte…*» [4]. Образ очерету «Schilf» традиційно пов'язаний із живою природою, але у Ґ. Бенна він стає частиною простору смерті. Природа тут байдужа до людського існування.

Для створення природних образів Бенн активно використовує *метафори*: «*Astern – schwälende Tage*» (палаючі / задушливі дні») [4] – метафора згасання життя, осіннього вмирання природи й людини. Осінь стає образом духовного виснаження; «*Der Acker wölbt sich weiß von Gehirnen*» («поле здіймається білизною мозку») [4] – моторошна експресіоністична метафора, де людське тіло переноситься у природний простір. Руйнується межа між природою й анатомією; «*…unter dem Zwerchfell ein Nest von jungen Ratten*» («гніздо щурів») [4] усередині тіла – метафора розкладу життя та паразитування смерті в органічному світі.

У поезії Ґ. Гайма природа не є традиційним романтичним простором гармонії чи спокою. Навпаки, вона постає як стихійна, тривожна, деформована, часто катастрофічна сила, що відображає внутрішній розлад людини й духовну кризу епохи. Відтак образ природи в його віршах можна розглядати як стилістичну домінанту, оскільки він визначає емоційний тон, символічну структуру, метафоричну систему та художню експресію тексту. Однією з головних особливостей поетики Ґ. Гайма є те, що природа в його віршах втрачає ідилічність і набуває рис: стихійності, агресивності, хаосу, руйнівної енергії. Природний світ у Ґ. Гайма не існує окремо від людської історії та внутрішнього досвіду. Більше того, він постає як зовнішнє втілення тривоги, страху, катастрофічного передчуття та апокаліптичного бачення світу**.** Образ природи в поезії Ґеорга Гайма стає стилістичною домінантою не лише через частотність, а й завдяки художнім засобам: *метафорі* «*Sehr weit ist diese Nacht. Und Wolkenschein / Zerreißet vor des Mondes Untergang*», «*Fenster schlagen mit Macht. / Und die Mauern, die alten, reißen die Tore auf in zahnlosem Munde*»; *гіперболі* «*Und deine Lippen sind grausam / In ewiger Starre gekrallt*» [15]. Через природну образність Ґеорг Ґайм створює поетичну модель світу, у якій природа стає дзеркалом сучасної свідомості. Відтак її можна розглядати як стилістичну домінанту його експресіоністичної поетики.

Образ природи у *дадаїзмі* (1916 р.) часто піддається деконструкції та іронізації. Природні елементи використовуються як випадкові знаки, позбавлені традиційного змісту. Представники дадаїзму є Гуґо Балль, Рішар

Гюльзенбек, Курт Швіттерс. Г. Балль вважав, що "фонетичні вірші" – це чистий звук, ритм, тілесність голосу – без значення. Курт Швіттерс створив свій власний всесвіт, його "*Ursonate*" ("*Пра-соната*") – це чотиричастинний музичний твір виключно зі звуків і складів, без жодного слова. Твір виконується вголос, має репризи, розробку – як соната, є вершиною звукової поезії.

Образ природи у ***конкретній поезії*** перестає бути описовим об'єктом і перетворюється на мовну конструкцію. Слова, що позначають природні явища, функціонують як графічні елементи, формуючи візуальні структури. Завдяки діяльності О. Ґомрінґера конкретна поезія вибудовує свою естетику за принципом матеріальності мови: слово існує не лише як носій значення, а й як візуальний, акустичний та семантичний об'єкт **[**16**]**. У цьому контексті образ природи набуває особливої стилістичної функції – він стає полем для маніфестації мовної структури, а не простим тематичним наповненням. У О. Ґомрінґера образ природи постає як мінімалістичний об'єкт. Автор відмовляється від метафори на користь топології (розміщення слова у просторі). Вірш "*wind*" являє собою матрицю 3×3, у центрі якої – порожня клітинка, але вона є не випадковою, а семантично навантаженою: вона матеріалізує на аркуші те, чим «вітер» є за своєю природою – рухом через відсутність, тиском повітря у просторі. Стилістична фігура тут – кенозис (навмисне спустошення): відсутність слова говорить голосніше за його присутність. Білий простір у центрі функціонує як нульовий знак, що несе максимальне смислове навантаження. Загалом вірш складається з одного єдиного слова «*wind*», про це свідчить граничний випадок лексичної мінімалізації, що є фундаментальним стилістичним принципом конкретної поезії. Традиційна *Naturlyrik* використовує природний об'єкт як відправну точку для розгортання образної системи. О. Ґомрінґер здійснює зворотну операцію: він редукує будь-яку образність до нульового ступеня, залишаючи лише ім'я явища. Стилістичний ефект такої редукції – семантичне перенасичення: слово «*wind*», повторене вісім разів, поступово втрачає прозорість референції й перетворюється на матеріальний об'єкт – звуковий і графічний. Вірш не має жодної синтаксичної структури – ні присудка, ні підмета, ні будь-якого зв'язку між словами. Це асинтаксична поезія у радикальному значенні. «Ми повинні давати тільки оголені слова, без граматичних зв'язків, без абстрактних понять, слова, що позначають конкретні дії, або конкретний предмет», декларував О. Ґомрінґер [15]. Стилістична домінанта образу природи досягається існуванням вітру поза людським спостереженням, поза граматикою суб'єкта і присудка. Він просто є. Геніальність вірша полягає в тому, що він не описує вітер і не виражає ставлення до нього – він відтворює онтологічну структуру вітру

засобами мови, графіки і простору. Стилістична домінанта тут – ізоморфізм форми і змісту. Відстань між літерами імітує фізичний простір, крізь який проходить повітря. Як зазначає теоретик Макс Бензе, у конкретній поезії «слово не означає предмет, воно саме є предметом» [4].

Одним із найрадикальніших експериментаторів у німецькомовній літературі XX століття вважається Ернст Яндель, який здобув міжнародне визнання завдяки творам, у яких мова стає основним матеріалом маніпуляцій: звук, буква, графіка, синтаксис – усе підлягає деструкції й переосмисленню. На перший погляд, поет такого масштабу деструктивізму мало пов'язаний із традиційним образом природи. Однак саме це й становить принципову проблему: як природа функціонує у світі зруйнованої мови? Е. Яндль використовує природу для висміювання традиційної «красивої» лірики, замінюючи споглядання на акустичну імітацію. Як приклад вірш «ottos mops» [17]: «*ottos mops trotzt / otto: fort mops fort / ottos mops hopst fort /otto: soso*». Стилістичною домінантою у цьому вірші є *моновокалізм* (використання лише голосної «о»). Природа (мопс) тут позбавлена романтичного ореолу «друга людини», вона зведена до набору глухих та дзвінких приголосних, що передають механіку руху. Це стилістичний жест деміфологізації природи. Наприклад, вірш «*schtzngrmm*» – фонетична імітація кулеметної черги – є водночас антиприродою: машинний ритм знищення протиставлений органічному ритму живого світу. Природа тут присутня через свою відсутність – як втрачений еталон.

У численних мінімалістичних текстах Е. Яндль зводить природний образ до граничного мінімуму: «*licht mehr licht noch mehr licht dunkel*». Ця структура показує, як природний символ (світло / темрява) перетворюється на порожню мовну гру [17].

Особливо важливою є ідентифікація природи з тілесністю. Е. Яндль часто звертається до образів старіння, тілесного розпаду, хвороби – і це є його версією «природного циклу». Пізні збірки, зокрема «Idyllen» [18], демонструють гірку іронію щодо ідилії: природа тут – це старіюче тіло, хворобливе й незворотне. Назва збірки апелює до жанру ідилії – квінтесенції гармонійного природного образу. Але зміст є повною протилежністю: тексти сповнені грубістю, фізіологізмом, меланхолією. Це постмодерна ідилія, де природа – це розпад, а не розквіт. Образ природи у збірці «Idyllen» [18] виконує функцію стилістичної домінанти, а саме природа втрачає гармонійність, набуває фрагментарного характеру, стає об'єктом мовного експерименту, виконує іронічну функцію. До прикладу, лексеми «*gras*», «*wind*» є типовими маркерами природного пейзажу. Однак вони подані ізольовано, без синтаксичних зв'язків, тобто природа не постає як гармонійна картина, а як набір окремих сигналів. У своїх віршах Е. Яндль

використовує звук як основний засіб творення образу «*w w w / wind, wogen, wehen*». Повтор приголосного *w* (алітерація) створює ефект шуму вітру. Слова втрачають лише семантичну функцію і набувають фонетичної, виникає «звуковий пейзаж». Таким чином, Е. Яндль трансформує образ природи з естетичного ідеалу на інструмент деконструкції та художнього аналізу сучасності; образ природи виступає не темою, а принципом організації тексту, що підтверджує її статус як стилістичної домінанти.

Поезія Фрідеріке Майрьокер посідає особливе місце в німецькомовній літературі XX–XXI століть. Австрійська письменниця, пов'язана з колом експериментальної літератури та близька до поетики Vienna Group, виробила впізнаваний ідіостиль, у якому мовна фрагментарність, асоціативність, монтажність та візуально-акустична чутливість формують цілісний художній світ. Її тексти часто описують як лінгвістичні колажі, у яких поєднуються пам'ять, щоденне життя, тілесність, мистецтво, смерть і природа. Саме така характеристика її поетики неодноразово підкреслюється в біографічних і критичних оглядах.

Маємо підкреслити, що у творчості Фрідеріке Майрьокер образ природи не є лише декоративним тлом чи романтичним пейзажем. Навпаки, природні образи – квіти, дерева, птахи, небо, дощ, вітер, світло, сезонні зміни – стають організуючим принципом поетичного мовлення та виконують не лише зображальну, а й структуротворчу функцію, формуючи ритм, метафорику, синтаксис, емоційний тон і спосіб художнього мислення. Природа в поезії Ф. Майрьокер постає як стилістична домінанта, тобто як провідний елемент, що визначає характер поетичного висловлювання та є способом мислення тексту. Її поезія не «зображує» природу у звичному сенсі, а пропускає світ через потік чуттєвих і мовних асоціацій. Квітка, птах або хмара в її текстах – це не стільки об'єкти зовнішнього світу, скільки згустки переживання, точки перетину пам'яті, емоції, мови й тілесного досвіду.

Поезії Ф. Майрьокер притаманна *флористична образність* як ядро поетичного світу і яка є одним із головних інструментів її поетичної стилістики. Квіти стають носіями складної символіки, а саме пам'яті, кохання, старіння, втрати, смерті. Стилістична своєрідність Ф. Майрьокер особливо виразно виявляється в тому, що природні образи у неї майже завжди *синестезійні*, тобто природа сприймається не через відчуття, а й через зір (*das blaue Rauschen des Morgens*), слух (*die Bäume flüstern meine Kindheit*), дотик (*weiches Laub*), запах (*der Duft des Grases spricht leise*) [19]. Наприклад, у її поетиці колір може «звучати», рослина може бути «голосом», світло може бути «дотиком», запах може перетворюватися на пам'ять, слово сприйматися як жива матерія: *персоніфікація:* «***die Blumen***

hören mein Schweigen», природа тут не протиставлена людині, а входить у її мовчання, біль, самотність; «*der Regen erinnert sich*» – дощ не виконує суто описову функцію, це образ внутрішнього стану, часу, пам'яті, емоційного резонансу; «*die Schwalben sprechen*» ластівки наділяються здатністю мовлення. Це типова для Ф. Майрьокер стратегія, коли природа оживає, стає співрозмовником, набуває суб'єктності. Стилістична своєрідність поезії Майрьокер полягає в тому, що природа в її текстах не існує окремо від мови: вона розчиняється в слові, а слово, своєю чергою, набуває рис живої органіки. Квіти, птахи, мох, повітря, світло, дощ, листя – усе це формує не просто тематичне поле, а поетичний космос, у якому мова, пам'ять, тіло і світ зливаються в єдину художню систему. Саме тому образ природи в її віршах розглядають як одну з центральних стилістичних домінант її ідиостилю**.**

Висновки і перспективи подальших досліджень. Образ природи у німецькомовній експериментальній поезії виявляє себе як одна з найважливіших стилістичних домінант німецької поезії. Через образи природи поети не лише репрезентують зовнішній світ, а й моделюють новий тип поетичного мовлення, у якому природа стає формою мислення, сенсорним кодом і простором художнього експерименту. Образ природи в німецькій конкретній поезії функціонує як стилістична домінанта у кількох взаємопов'язаних вимірах: природні явища задають формальну організацію тексту (структурний), візуальна форма тексту відтворює природний об'єкт (наочний), звучання слова наслідує природний звук (фонетичний), природа стає матеріалом для деконструкції мовних конвенцій (критичний). Таким чином, конкретна поезія не описує природу, а **є** нею – у межах мовного, графічного і звукового простору тексту. Це робить образ природи не тематичним, а онтологічним центром цього напряму. Перспективи подальшого вивчення заявленої проблеми вбачаємо у дослідженні експериментальної поезії в історико-філософському контексті.

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ПСИХОЛІНГВІСТИЧНІ МЕХАНІЗМИ МІЖМОВНОГО ВПЛИВУ В ПЕРЕКЛАДІ: КОГНІТИВНІ МОДЕЛІ ТА ЕКСПЕРИМЕНТАЛЬНІ ПІДХОДИ

Анотація. У статті досліджуються психолінгвістичні механізми міжмовного впливу в перекладі з урахуванням сучасних когнітивних моделей і експериментальних підходів. Метою дослідження є виявлення та системний аналіз ролі ключових когнітивних механізмів – лексичної коактивації, структурного праймінгу та когнітивного контролю – у формуванні перекладацьких рішень і характеристик перекладених текстів. Дослідження виконано у форматі теоретико-аналітичного огляду наукової літератури з використанням аналітико-тематичного синтезу сучасних психолінгвістичних і перекладознавчих праць. Результати дослідження свідчать, що переклад слід розглядати як динамічний багаторівневий когнітивний процес, у якому обидві мовні системи активуються одночасно в межах інтегрованого білінгвального лексикону. Встановлено, що лексична коактивація є базовим механізмом, який забезпечує автоматичну активацію перекладних відповідників і формує первинний варіант перекладу. Натомість структурний праймінг має обмежений і контекстуально зумовлений характер і не може пояснити всі прояви міжмовного впливу. Важливу роль відіграє система когнітивного контролю, яка забезпечує відбір, корекцію та адаптацію мовних рішень відповідно до норм цільової мови. Особливу увагу приділено ефекту просвічування мови-джерела як емпіричному індикатору взаємодії мов, що проявляється на лексичному, синтаксичному та дискурсивному рівнях. Також узагальнено роль експериментальних методів (праймінг, відстеження руху очей, аналіз часу реакції) у вивченні перекладацьких процесів. Узагальнення отриманих результатів дає підстави стверджувати, що міжмовний вплив є

закономірним наслідком функціонування білінгвальної мовленнєвої системи, а переклад постає як інтегрована когнітивна діяльність, у якій взаємодіють автоматичні та контрольовані процеси. Це підкреслює необхідність міждисциплінарного підходу до вивчення перекладу та важливість розвитку когнітивних і метакогнітивних стратегій у підготовці перекладачів.

Ключові слова: міжмовний вплив, перекладознавство, психолінгвістика, лексична коактивація, структурний праймінг, когнітивний контроль.

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PSYCHOLINGUISTIC MECHANISMS OF CROSS-LINGUISTIC INFLUENCE IN TRANSLATION: COGNITIVE MODELS AND EXPERIMENTAL APPROACHES

Abstract. The article undertakes an examination of the psycholinguistic mechanisms of cross-linguistic influence in translation, taking into account contemporary cognitive models and experimental approaches. The purpose of this study is to determine the role of key cognitive mechanisms, including lexical co-activation, structural priming, and cognitive control, in shaping translation decisions and the characteristics of translated texts. The study utilizes a theoretical and analytical approach to review the scholarly literature on the subject, employing an analytical-thematic synthesis of recent psycholinguistic and translation studies research. The findings indicate that translation should be regarded as a dynamic, multi-level cognitive process, in which both langue systems are simultaneously activated within an integrated bilingual lexicon. Lexical co-activation is a well-established mechanism that ensures the automatic activation of translation equivalents and forms the initial version of the translation. Conversely, structural priming is constrained and contingent on contextual factors. Consequently, its capacity to elucidate the entirety of manifestations of cross-linguistic influence remains limited. The system of cognitive control plays a crucial role in this process by enabling the selection,

revision, and adaptation of linguistic choices in accordance with target language norms. A particular emphasis is placed on the shining-through effect as an empirical indicator of language interaction, which is manifested at the lexical, syntactic, and discourse levels. The role of experimental methods (priming, eye-tracking, and reaction time analysis) in investigating translation processes is also generalized. The synthesis of the findings indicates that cross-linguistic influence is a regular outcome of the bilingual language system's functioning, while translation emerges as an integrated cognitive activity involving the interaction of automatic and controlled processes. This underscores the necessity of an interdisciplinary approach to translation research and highlights the importance of developing cognitive and metacognitive strategies in translator training.

Keywords: cross-linguistic influence, translation studies, psycho-linguistics, lexical co-activation, structural priming, cognitive control, bilingual processing, shining-through effect.

Вступ. У сучасному перекладознавстві спостерігається виразна тенденція до переосмислення перекладу як складного когнітивного процесу, що виходить за межі традиційного лінгвістичного аналізу. У цьому контексті особливої актуальності набувають психолінгвістичні підходи до вивчення перекладу, які дозволяють дослідити внутрішні механізми мовленнєвої діяльності перекладача, зокрема процеси сприйняття, обробки та породження мовлення. Така зміна дослідницької парадигми зумовлена загальною когнітивізацією гуманітарних наук і прагненням до інтеграції перекладознавства з суміжними дисциплінами, передусім психолінгвістикою та когнітивною наукою [10]. Актуальність психолінгвістичних підходів визначається також потребою у глибшому розумінні природи міжмовного впливу, який є невід'ємною складовою перекладацької діяльності. Традиційні пояснення цього явища через інтерференцію або формальні мовні відхилення дедалі частіше виявляються недостатніми, оскільки не враховують складної взаємодії когнітивних процесів. Натомість психолінгвістичні моделі дозволяють розглядати міжмовний вплив як результат одночасної активації мовних систем, що функціонують у межах єдиного когнітивного простору [4]. Це відкриває нові перспективи для пояснення специфіки перекладацьких рішень та варіативності перекладених текстів.

Значущість психолінгвістичного підходу зростає у зв'язку з розвитком експериментальних методів дослідження, які забезпечують емпіричну верифікацію теоретичних положень. Зокрема, використання праймінгових парадигм, методів відстеження руху очей, аналізу часу реакції та інших інструментів дозволяє безпосередньо досліджувати процеси

мовленнєвої обробки під час перекладу [6]. Це сприяє переходу від описових моделей до процесуально орієнтованих підходів, що відображають реальну динаміку перекладацької діяльності. Окремого значення психолінгвістичні дослідження набувають у контексті вивчення білінгвізму, оскільки переклад є однією з найскладніших форм мовленнєвої діяльності, що передбачає постійну взаємодію двох мов. Сучасні моделі білінгвального лексикону демонструють, що мовні системи не функціонують ізольовано, а перебувають у стані постійної взаємної активації, що безпосередньо впливає на процес перекладу [4]. У цьому аспекті переклад розглядається як унікальний дослідницький полігон для вивчення когнітивних механізмів мовлення. Актуальність окресленої проблематики посилюється також практичними потребами підготовки перекладачів. Розуміння психолінгвістичних механізмів перекладацької діяльності сприяє вдосконаленню методик навчання, орієнтованих не лише на формування мовної компетенції, а й на розвиток когнітивних стратегій обробки інформації. Це особливо важливо в умовах зростаючих вимог до якості перекладу та необхідності роботи з різними типами текстів у багатомовному середовищі. В українському науковому просторі звернення до психолінгвістичних підходів є своєчасним і необхідним кроком, що відповідає сучасним тенденціям розвитку світового перекладознавства. Інтеграція таких підходів сприяє підвищенню теоретичного рівня досліджень і забезпечує їх відповідність міжнародним академічним стандартам. Крім того, це відкриває можливості для міждисциплінарної співпраці та розширює інструментарій аналізу перекладацьких процесів. Отже, психолінгвістичні підходи до вивчення перекладу є актуальним і перспективним напрямом сучасних наукових досліджень, що дозволяє поглибити розуміння когнітивної природи перекладацької діяльності та забезпечує нові методологічні засади для аналізу міжмовної взаємодії.

Аналіз останніх досліджень і публікацій. Сучасні психолінгвістичні дослідження перекладу характеризуються різноспрямованістю підходів і зосереджуються на вивченні когнітивних механізмів міжмовної взаємодії, процесів обробки мовлення та факторів, що впливають на прийняття перекладацьких рішень. У межах цієї проблематики можна виокремити кілька ключових напрямів, релевантних до теми даного дослідження: 1) моделювання білінгвальної мовної обробки; 2) дослідження ефекту міжмовного впливу та ефекту просвічування (мови-джерела); 3) експериментальні психолінгвістичні підходи до вивчення перекладу.

Перший напрям охоплює дослідження, спрямовані на моделювання когнітивних процесів білінгвального мовлення, що становлять теоретичне підґрунтя для аналізу перекладу. У цьому контексті вагомим є дослідження

Т. Дейкстра та співавторів, у якому представлено обчислювальну модель Multilink, що описує процеси розпізнавання слів і перекладу в білінгвальному лексиконі [4]. Автори доводять, що обидві мовні системи активуються паралельно, а зв'язки між перекладними відповідниками забезпечують швидкий доступ до лексичних одиниць іншої мови. Це підтверджує ідею інтегрованого ментального лексикону та створює теоретичну основу для пояснення міжмовного впливу. Узагальнення сучасних напрацювань у сфері когнітивних досліджень перекладу представлено у роботі Н. Юхан та співавторів, де переклад розглядається як багаторівневий процес, що поєднує автоматичні та контрольовані механізми [10]. Дослідники підкреслюють роль когнітивного навантаження, уваги та пам'яті у формуванні перекладацьких рішень, а також акцентують на необхідності міждисциплінарного підходу. Важливим є висновок про те, що переклад не може бути адекватно описаний без урахування психолінгвістичних параметрів мовленнєвої діяльності.

Другий напрям пов'язаний із дослідженням міжмовного впливу, зокрема ефекту просвічування (мови-джерела) (англ. *shining-through*) як одного з його найвиразніших проявів. У роботі Г. Джейкоба та співавторів здійснено експериментальне дослідження психолінгвістичних механізмів цього явища [5]. Автори аналізують вплив структури вихідного речення на структуру перекладу та доходять висновку, що міжмовний вплив не завжди можна пояснити через структурний праймінг. Натомість пропонується інтерпретація через серійну лексичну коактивацію, яка зумовлює формування початкового варіанта перекладу, що зберігає риси мови-джерела. У цьому ж дослідженні показано, що ступінь прояву ефекту просвічування (мови-джерела) залежить від рівня перекладацької компетентності: зі зростанням досвіду перекладача вплив мови-джерела поступово зменшується. Це свідчить про взаємодію автоматичних процесів активації з контрольованими механізмами редагування, що узгоджується з сучасними когнітивними моделями перекладу. Важливим аспектом є також розмежування різних типів міжмовного впливу та методологічні труднощі його дослідження. Г. Джейкоб наголошує, що формальна подібність між вихідним текстом і перекладом не завжди є прямим свідченням когнітивного впливу, оскільки може бути зумовлена типологічною близькістю мов або частотними характеристиками структур [5]. Це підкреслює необхідність використання експериментальних методів для більш точного визначення природи таких ефектів.

Третій напрям охоплює дослідження експериментальних методів у психолінгвістиці перекладу, зокрема застосування праймінгових парадигм. У роботі Г. Джейкоба та співавторів запропоновано методологічний

інструментарій для вивчення перекладацьких процесів, заснований на використанні праймінгу як способу виявлення когнітивних механізмів мовлення [6]. Автори підкреслюють, що праймінгові експерименти дозволяють досліджувати взаємодію мов на рівні синтаксису та лексики, а також оцінювати ступінь автоматичності мовленнєвих процесів. Водночас дослідження Р. Майєра та співавторів є одним із ключових у вивченні ролі структурного праймінгу в перекладі [8]. У ньому експериментально доведено, що структура вихідного речення може впливати на вибір синтаксичної структури у перекладі, що інтерпретується як прояв міжмовного структурного праймінгу. Автори роблять висновок про спільність синтаксичних репрезентацій у білінгвів, що зумовлює перенесення структур між мовами. Однак подальші дослідження ставлять під сумнів універсальність такого пояснення. Зокрема, Г. Джейкоб та співавтори демонструють, що ефекти, подібні до праймінгу, не завжди відтворюються в умовах класичних експериментів, що свідчить про складніший характер когнітивних механізмів перекладу [5]. Це сприяє розвитку альтернативних підходів, зокрема тих, що акцентують на ролі лексичної коактивації та моніторингових процесів.

Загалом аналіз сучасних досліджень засвідчує, що психолінгвістичні підходи до вивчення перекладу перебувають на етапі активного розвитку та методологічного уточнення. Вони демонструють перехід від суто описових моделей до експериментально верифікованих теорій, що враховують багаторівневу природу мовленнєвої діяльності [2]. Водночас зберігається низка дискусійних питань, зокрема щодо співвідношення автоматичних і контрольованих процесів, природи міжмовного впливу та ролі професійної компетентності перекладача. Таким чином, сучасні наукові розвідки формують теоретичне та емпіричне підґрунтя для подальшого дослідження психолінгвістичних засад міжмовного впливу в перекладі, що визначає перспективність обраної тематики.

Мета дослідження полягає у виявленні та системному аналізі психолінгвістичних засад міжмовного впливу в перекладознавчих студіях, зокрема у з'ясуванні ролі когнітивних механізмів – лексичної коактивації, структурного праймінгу та процесів моніторингу – у формуванні перекладацьких рішень і специфічних характеристик перекладених текстів.

Матеріали і методи. Запропоноване дослідження має теоретико-аналітичний характер і реалізується у форматі системного огляду наукових праць, спрямованого на узагальнення та інтерпретацію сучасних психолінгвістичних підходів до вивчення перекладу. Основною метою є виявлення ключових когнітивних механізмів міжмовного впливу, а також окреслення провідних тенденцій у дослідженні перекладу як специфічної

форми білінгвальної мовленнєвої діяльності. Дослідницька стратегія орієнтована на концептуальний синтез результатів емпіричних і теоретичних напрацювань без застосування формалізованих процедур кількісного метааналізу, що зумовлено міждисциплінарним характером проблематики. Емпіричну базу дослідження становлять наукові статті, опубліковані у фахових міжнародних виданнях, а також окремі експериментальні та оглядові роботи, присвячені психолінгвістичним аспектам перекладу. До аналізу залучено публікації, що репрезентують різні дослідницькі традиції та методологічні підходи до вивчення білінгвальної мовної обробки, міжмовного впливу та когнітивних механізмів перекладацької діяльності. Такий підхід дозволяє врахувати варіативність інтерпретацій і забезпечити більш комплексне бачення досліджуваного феномена. До поглибленого аналізу включалися праці, що пропонують моделі організації білінгвального лексикону та механізмів мовної обробки; досліджують прояви міжмовного впливу, зокрема ефект просвічування (мови-джерела); аналізують роль автоматичних і контрольованих процесів у перекладі; використовують експериментальні методи для вивчення перекладацької діяльності; розглядають вплив когнітивних і дискурсивних чинників на формування перекладеного тексту. Водночас до аналізу не включалися публікації, у яких проблематика перекладу розглядалася фрагментарно або без достатнього методологічного обґрунтування.

Методологічну основу дослідження становить аналітико-тематичний огляд наукової літератури, що передбачає системне опрацювання, зіставлення та узагальнення результатів попередніх досліджень [1]. Обраний підхід поєднує елементи систематичного та наративного огляду, що дозволяє забезпечити баланс між широтою охоплення дослідницького поля та глибиною інтерпретації окремих наукових позицій. У процесі аналізу особлива увага приділялася тому, як різні автори концептуалізують ключові поняття психолінгвістики перекладу, зокрема міжмовний вплив, лексичну коактивацію, структурний праймінг і когнітивний контроль, а також які методи використовують для їх емпіричного дослідження. Це дозволило виявити зміщення наукового дискурсу від статичних описів перекладу як продукту до процесуально орієнтованих моделей, що акцентують увагу на динаміці когнітивних операцій [11]. Застосований методологічний дизайн не передбачає кількісного узагальнення результатів, натомість спрямований на виявлення концептуальних закономірностей, інтерпретацію наявних емпіричних даних і окреслення перспектив подальших досліджень. Такий підхід забезпечує можливість комплексного аналізу психолінгвістичних засад перекладу та сприяє формуванню цілісного уявлення про когнітивну природу міжмовної взаємодії.

Виклад основного матеріалу дослідження. Психолінгвістичний підхід до перекладу передбачає розгляд цієї діяльності як динамічної багаторівневої системи, у межах якої відбувається постійна коактивація двох мов. Така коактивація не є епізодичною, а має системний характер, оскільки білінгвальний лексикон організований як інтегрована мережа, де одиниці різних мов взаємопов'язані на рівні формальних, семантичних і функціональних ознак [4]. У цьому сенсі переклад постає не як лінійний перехід між мовами, а як процес конкурентної взаємодії активованих репрезентацій, у якому здійснюється постійний відбір між альтернативними мовними варіантами. З огляду на це, перекладацька діяльність може бути інтерпретована як послідовність когнітивних операцій, що включають активацію, селекцію та інтеграцію мовних одиниць різних рівнів. При цьому коактивація охоплює не лише лексичні, а й синтаксичні та дискурсивні структури, що зумовлює комплексний характер міжмовного впливу. Як зазначає П. Кусмауль, переклад є не лише процесом відтворення змісту, а й діяльністю, що передбачає інтерпретацію та реконструкцію значення в умовах обмежених когнітивних ресурсів [7]. Це підкреслює роль індивідуального досвіду перекладача та його когнітивних стратегій у формуванні кінцевого тексту. Одним із найбільш показових індикаторів такої взаємодії є ефект просвічування (мови-джерела), що виявляється у збереженні структурних, лексичних і дискурсивних характеристик мови-джерела у перекладеному тексті [5]. Цей ефект має закономірний характер і розглядається як відображення глибинних когнітивних процесів, що супроводжують переклад. Як підкреслюють Г. Джейкоб та співавтори, його інтенсивність залежить від низки факторів, зокрема типу тексту, умов виконання перекладу та рівня підготовки перекладача [5]. Таким чином, ефект просвічування (мови-джерела) може слугувати індикатором співвідношення автоматичних і контрольованих процесів у перекладацькій діяльності.

У традиційній парадигмі пояснення цього явища пов'язується з механізмом міжмовного структурного праймінгу. Відповідно до цієї моделі, синтаксичні структури мови-джерела активують аналогічні структури у мові перекладу, що зумовлює їх повторне використання [8]. Такий підхід ґрунтується на припущенні про часткову спільність синтаксичних репрезентацій у білінгвів, що забезпечує перенесення структур між мовами [10]. Проте результати сучасних досліджень свідчать, що вплив вихідної структури не відтворює класичних ефектів праймінгу у чистому вигляді, що ставить під сумнів його універсальність як пояснювального механізму [5]. Альтернативне пояснення пропонує концепція лексичної коактивації, яка базується на моделях інтегрованого білінгвального лексикону. Згідно з

висновками Т. Дейкстра та співавторів, під час обробки слова мовою-джерелом автоматично активуються його перекладні відповідники у мові перекладу [4]. Цей процес має швидкий і несвідомий характер та формує первинний варіант перекладу, який часто відображає лінійну організацію вихідного тексту. Таким чином, міжмовний вплив може виникати як побічний ефект лексичних процесів, а не як пряме перенесення синтаксичних структур.

Важливим аспектом психолінгвістичного аналізу перекладу є розмежування концептуальної та процедурної інформації, запропоноване у межах теорії релевантності [9]. Концептуальна інформація забезпечує передачу змісту, тоді як процедурна визначає спосіб його інтерпретації. Як показують сучасні дослідження, саме процедурні елементи, зокрема дискурсивні маркери та службові слова, відіграють ключову роль у формуванні когерентності тексту та часто зазнають трансформацій у процесі перекладу.

Це свідчить про те, що міжмовний вплив може проявлятися не лише на рівні лексики чи синтаксису, а й у дискурсивній організації тексту. У корпусних дослідженнях перекладу також зафіксовано низку типових тенденцій, які описуються як перекладацькі універсалії. Зокрема, йдеться про імпліцитацію, спрощення, нормалізацію, експліцитацію та раціоналізацію [3]. Ці явища мають психолінгвістичне підґрунтя, оскільки пов’язані з оптимізацією процесів обробки інформації. Наприклад, спрощення може бути наслідком прагнення зменшити когнітивне навантаження, тоді як експліцитація сприяє підвищенню зрозумілості тексту. Водночас їх надмірний прояв може призводити до деформації стилістичних характеристик оригіналу. У цьому контексті особливого значення набуває система когнітивного контролю, яка включає механізми моніторингу, інгібіції та селекції. Як зазначають Г. Джейкоб та співавтори, саме ці механізми забезпечують корекцію первинних результатів автоматичної коактивації та адаптацію перекладу до норм цільової мови [6]. Роль когнітивного контролю особливо зростає у випадках структурної невідповідності між мовами або високих вимог до стилістичної адекватності тексту. Взаємодія автоматичних і контрольованих процесів має динамічний характер і залежить від рівня перекладацької компетентності. Зокрема, дослідники вказують, що менш досвідчені перекладачі частіше покладаються на автоматичні механізми, що призводить до більш вираженого міжмовного впливу, тоді як професіонали ефективніше залучають механізми контролю для оптимізації перекладацьких рішень [6]. Це підкреслює важливість розвитку метакогнітивних навичок у процесі підготовки перекладачів.

З огляду на викладене, можна сформулювати низку практичних рекомендацій. По-перше, доцільно розвивати у майбутніх перекладачів навички когнітивного моніторингу, що дозволяють виявляти та контролювати прояви міжмовного впливу. По-друге, важливо формувати чутливість до дискурсивних і процедурних елементів тексту, які забезпечують його когерентність. По-третє, ефективним є використання експериментальних і корпусних методів у навчанні перекладу, що сприяє усвідомленню власних стратегій і помилок. Методологічно дослідження перекладу потребує комплексного підходу, що поєднує різні методи, зокрема праймінгові експерименти, корпусний аналіз, а також інструментальні методи, такі як відстеження руху очей (англ. *eye-tracking*) і аналіз клавіатурного вводу [5]. Це дозволяє отримати об'єктивні дані про перебіг перекладацького процесу та поглибити розуміння його когнітивної архітектури. Отже, психолінгвістичні моделі перекладу дозволяють розглядати міжмовний вплив як результат взаємодії лексичної коактивації, обмеженого структурного праймінгу та когнітивного контролю. Такий підхід сприяє комплексному осмисленню ефекту просвічування (мови-джерела) і відкриває перспективи для подальших досліджень перекладу як складної когнітивної діяльності.

Висновки з дослідження. Психолінгвістичний підхід до вивчення перекладу дозволяє суттєво розширити уявлення про природу міжмовного впливу, розглядаючи його не як відхилення від норми, а як закономірний результат функціонування білінгвальної мовленнєвої системи. У межах цього підходу переклад постає як складний когнітивний процес, що поєднує механізми сприйняття, обробки та породження мовлення, а також передбачає постійну взаємодію двох мов на різних рівнях репрезентації. Встановлено, що ключову роль у формуванні перекладацьких рішень відіграє лексична коактивація, яка забезпечує автоматичну активацію перекладних відповідників і формує первинний варіант перекладу. Водночас структурний праймінг, хоча й фіксується в окремих випадках, не може розглядатися як універсальний механізм міжмовного впливу, оскільки його дія має обмежений і контекстуально зумовлений характер. Важливим регулятивним компонентом перекладацької діяльності є система когнітивного контролю, яка забезпечує корекцію первинних результатів автоматичних процесів і адаптацію тексту до норм цільової мови. Особливу значущість у дослідженні міжмовного впливу має ефект просвічування (мови-джерела), який виступає емпіричним індикатором взаємодії мов і відображає вплив мови-джерела на різні рівні організації перекладеного тексту. Його аналіз дозволяє виявити співвідношення автоматичних і контрольованих процесів у перекладі, а також оцінити вплив таких

факторів, як рівень перекладацької компетентності, тип тексту та умови виконання завдання. Результати дослідження підтверджують, що переклад є інтегрованою когнітивною діяльністю, у якій взаємодія концептуальної та процедурної інформації визначає не лише зміст, а й дискурсивну організацію тексту. Це, у свою чергу, зумовлює появу типових перекладацьких тенденцій, що мають психолінгвістичне підґрунтя та пов'язані з оптимізацією обробки інформації.

Перспективи подальших досліджень вбачаються у кількох взаємопов'язаних напрямах. По-перше, актуальним є подальше експериментальне вивчення механізмів лексичної коактивації та їх взаємодії з когнітивним контролем із використанням сучасних методів, зокрема відстеження руху очей (*eye-tracking*), аналізу часу реакції та нейролінгвістичних інструментів. По-друге, потребує уточнення роль дискурсивних і процедурних елементів у формуванні перекладеного тексту, зокрема їх внесок у виникнення ефекту просвічування (мови-джерела). По-третє, перспективним є дослідження впливу індивідуальних когнітивних характеристик перекладача, таких як робоча пам'ять, увага та рівень метакогнітивного контролю, на якість і специфіку перекладу. Нарешті, важливим напрямом є інтеграція психолінгвістичних підходів у методику підготовки перекладачів, що дозволить підвищити ефективність навчання за рахунок розвитку когнітивних стратегій і навичок саморегуляції. Реалізація цих напрямів сприятиме поглибленню теоретичного розуміння перекладу як когнітивного феномену та підвищенню якості перекладацької практики в умовах сучасної багатомовної комунікації.

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КРИТИЧНЕ ВИКОРИСТАННЯ ШІ ПІД ЧАС ПІДГОТОВКИ НАУКОВИХ ТЕКСТІВ АНГЛІЙСЬКОЮ МОВОЮ

Анотація. Стаття демонструє, що увесь комплекс відомих на сьогодні інновацій постійно видозмінює наявні академічні практики, особливо ті, що стосуються підготовки наукових текстів англійською мовою. Сучасні перекладачі, відтворюючи іншомовні тексти, активно користуються інструментами генеративного штучного інтелекту для структурування та редагування первинного матеріалу, вибору адекватних відповідників до слів, що не мають еквівалентів у мові перекладу, а також створення цілих фрагментів наукового тексту. Особливо значущими нейромережі стають для тих здобувачів освіти, фахівців-філологів і просто пересічних громадян, для яких англійська мова не є рідною.

Встановлено, що англійська мова має статус глобальної мови в міжнародному спілкуванні, тому вчені, які хочуть стати «помітними» на світовій арені, мусять публікувати результати своєї інтелектуальної праці англійською мовою, незалежно від рівня володіння нею. З'ясовано, що необачне використання можливостей нейронних мереж може загрожувати дослідникам стилістичною одноманітністю, втратою індивідуального авторського голосу, небезпекою необдуманого запозичення змісту, надмірною стандартизацією та втратою семантичних нюансів, побудовою поверхневих узагальнень, перенесенням фактичних помилок в англомовні тексти, зниженням критичної автономії, шаблонністю наукового мислення, надмірною формалізацією, втратою авторського самовираження, спрощенням локального наукового контексту та формуванням ілюзії глибокого осмислення без реального аналізу тощо.

Підтверджено, що науковий текст – це не лише подача певної інформації, а й формування голосу дослідника та його індивідуальної наукової позиції. Водночас надмірне захоплення автоматизацією призводить до побудови стандартизованих, псевдонаукових текстів. Запропоновані у статті кейси демонструють, що кожен текстовий автор, котрий

більшою чи меншою мірою ототожнює себе з фахівцем, повинен перевіряти кожен пункт праці, згенерованої штучним інтелектом, щоб не порушувати принципів академічної доброчесності та не дискредитувати своє дослідження.

Ключові слова: критичне використання ШІ, підготовка наукових текстів, англійська мова, локальний науковий контекст, редагування первинного матеріалу, професіонали-перекладачі.

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CRITICAL USE OF AI WHEN CREATING ACADEMIC TEXTS IN ENGLISH

Abstract. This article demonstrates that the full range of innovations known today is constantly reshaping existing academic practices, particularly those related to the preparation of scholarly texts in English. Modern translators, when rendering foreign-language texts, actively use generative artificial intelligence tools to structure and edit source material, select appropriate equivalents for words that have no direct counterparts in the target language, and even generate entire sections of scholarly text. Neural networks are becoming particularly significant for students, philologists, and ordinary citizens for whom English is not their native language.

It has been established that English has attained the status of a global lingua franca, dominating international discourse, trade, and diplomacy; therefore, scholars who wish to become «notable» on the world stage must publish the results of their intellectual work in English, regardless of their level of the language proficiency. It has been found that the haphazard use of neural networks can expose researchers to stylistic monotony, the loss of an individual authorial voice, the risk of systemless borrowing of content, excessive standardization and the loss of semantic nuances, the formation of superficial generalizations, the transfer of factual errors into English-language texts, a reduction in critical autonomy, formulaic scientific thinking, excessive formalization, the loss of authorial self-expression, the simplification of the local scientific context, and the creation of the illusion of deep understanding without actual analysis, etc.

It has been confirmed that an academic text is not merely the presentation of certain information, but also the formation of the researcher’s voice and their

individual scientific position. An excessive fascination with automation, however, leads to the creation of standardized, averaged, pseudoscientific texts. The case studies presented in this paper demonstrate that every author who, to a greater or lesser extent, identifies himself/herself as a specialist, must review every section of the article generated by artificial intelligence to avoid violating the principles of academic integrity and discrediting their own research.

Keywords: critical use of AI, academic writing, the English language, local academic context, editing of source material, professional translators.

Постановка проблеми. Увесь комплекс інновацій, що так інтенсивно розвивається і суттєво розширює наші дослідницькі межі, постійно видозмінює наявні академічні практики, особливо ті, що стосуються підготовки наукових текстів англійською мовою. Адже професіонали-перекладачі, відтворюючи англомовні тексти, активно користуються інструментами генеративного штучного інтелекту. З їх допомогою вони структурують та редагують первинний матеріал, обирають адекватні відповідники до слів, що не існують у мові перекладу і навіть створюють окремі фрагменти наукового тексту. Таке продуктивне використання нейромереж є особливо ефективним для фахівців, які не є носіями англійської мови. Лише за допомогою інновацій вони можуть доєднатися до глобального наукового простору і в міжнародній академічній спільноті представляти результати своєї інтелектуальної праці. Щоправда, така інтеграція ШІ у науку призводить до численних викликів, пов'язаних з методологією, етикою та когнітивістикою.

Аналіз досліджень та публікацій. Окреслена нами проблематика не є новою для наукового дискурсу, адже системні дослідження використання ШІ в освіті ще у 90-х роках минулого століття розпочав професор А. Шевченко, за сприяння якого було утворено Інститут проблем штучного інтелекту МОН і НАН України (1991), провідного центру розвитку освітніх інформаційних технологій. Наступним кроком стало відкриття Лабораторії комп'ютерних підручників (1997), яка, власне, заклала підвалини дистанційного навчання, а з 2010 року успішно функціонує школа молодих науковців «Системи та засоби ШІ» тощо [6]. У працях В. Зірки, Н. Зінукова [3], О. Воробйової, О. Бондарчук [2] зазначене питання набуло детального розгляду. І. Змійова, І. Паненко, І. Гусленко та О. Карпенко аналізують вплив ШІ на ESL-викладання, переклад і наукові дослідження, особливу увагу приділяючи можливостям і ризикам його етичного, професійного та методологічного використання [4]. К. Максьом і В. Базилевич вивчають процеси навчання академічного письма за допомогою нейромереж, йдеться, зокрема, про вдосконалення структури, стилю та логіки наукових текстів

тощо. Дослідники наголошують, що використання ШІ у науковій діяльності має бути виключно відповідальним процесом з метою уникнення ризиків для критичного мислення і академічної доброчесності [7]. М. Мар'єнко та В. Коваленко розглядають проблему використання хмарних сервісів відкритої науки та їх потенціалу для формування наукових компетентностей, пов'язаних з використанням SMART- і FAIR-даних у ШІ-системах [8]. О. Панухник обґрунтовує потребу активізації комплексних наукових розвідок щодо використання сучасних інформаційних технологій і штучного інтелекту в освіті та науковій діяльності і визначає їх потенціал у науковому пізнанні [9]. С. Шестакова переконує, що ШІ суттєво підвищує якість академічних текстів, забезпечує їх точність, структурованість та стилістичну відповідність [12]. Проблеми підготовки наукових текстів іноземною мовою, розвитку академічного письма та наукової комунікації висвітлено у працях О. Ільченко [5], І. Шевченко [12]. Дослідники акцентують увагу на формуванні академічної мовнокомунікативної компетентності, дотриманні принципів академічної доброчесності та використанні сучасних цифрових технологій у науковій діяльності.

І. Фролова та А. Чугуєва переконують, що в сучасних умовах розвитку інформаційних технологій автоматизований переклад та інші інструменти ШІ доцільно розглядати як допоміжні засоби, що підтримують процес підготовки наукових текстів, але не замінюють повністю діяльність людини. Особливо це актуально для англомовної наукової комунікації, де англійська виконує функцію lingua franca, а використання ШІ потребує критичного та відповідального підходу для забезпечення якості й академічної доброчесності [11].

У свою чергу Р. Бердо, В. Расюн і В. Величко звертають увагу на етичні аспекти наукової діяльності, пов'язаної з ШІ-застосуванням, вони висвітлюють переваги та потенційні ризики його використання і підкреслюють необхідність розробки етичних принципів і стандартів, що дозволять поєднати науковий прогрес і вимоги академічної доброчесності [1]. О. Полоневич, С. Морозова, І. Аверічев та А. Полоневич пов'язують зі штучним інтелектом одну з найбільш динамічних і трансформаційних галузей сучасності, що особливо впливає на організацію та здійснення наукових досліджень. Їх інтереси також стосуються ризиків інтеграції ШІ у наукову діяльність та обґрунтування потреби контрольовано використовувати інновації [10].

Мета статті полягає у визначенні основних принципів критичного використання ШІ-систем під час підготовки наукових текстів англійською мовою, попередньо окресливши ті функції штучного інтелекту, що стосуються мовної підтримки, редагування, генерації змісту, структуризації

матеріалу, виявлення когнітивних, етичних й академічних ризиків під час використання генеративних моделей у науковому письмі.

Виклад основного матеріалу. Кожен дослідник, який став чи планує стати авторитетним в академічних колах, має усвідомлювати, що для того, аби його/її інтелектуальна праця була видима для широкої наукової спільноти, він/вона мусить писати академічні тексти, використовуючи англійську, навіть якщо остання не є для нього рідною мовою спілкування. Дався взнаки її статус глобальної мови як інструменту міжнародної комунікації. Однак, не носіям англійської мови досить складно написати науковий текст, у якому наукове мислення вигідно поєднувалося б з мовною точністю. Академічна англійська мова має бути лаконічною, логічно підпорядкованою, беземоційною тощо. Структура тексту вимагає чіткого підпорядкування трирівневій моделі, де є вступ – короткий фрагмент тексту, в якому окреслюється проблематика і research gap, прозора структура має вигляд: problem → method → result → implication. Ще однією складністю написання англомовних текстів є наукові джерела та їх цитування, коли необхідно чітко розділяти інтеграцію чужих ідей і власних внесків. Психологічний бар'єр – це чинник, що змушує англійською будувати громіздкі синтаксичні конструкції, як у рідній мові, але від цього текст дослідження має досить штучний вигляд. Саме тому, писати англійською мовою складно, оскільки потрібно одночасно думати як дослідник, писати як англомовний академічний автор і контролювати мовну релевантність. Саме тут розкривається головна функція штучного інтелекту, який, за твердженням Р. Бердо, В. Расюн та В. Величко, є революційним в науці та здатний ефективно використовуватися у різних галузях знань [1]. Основними ролями ШІ під час написання англомовних наукових текстів є (Табл. 1):

Таблиця 1

Роль штучного інтелекту під час написання наукового тексту

Роль ШІ	Сутність ролі	Основні функції	Потенційні ризики
Лінгвістичний асистент (Language Support Tool)	Підтримка мовної коректності тексту	Граматичне редагування, академічна перефразація, адаптація до academic English, підвищення читабельності	Уніфікація стилю, втрата індивідуального авторського голосу

Роль ШІ	Сутність ролі	Основні функції	Потенційні ризики
Генератор текстових фрагментів (Content Generator)	Створення первинного текстового матеріалу	Чернетки абзаців, пояснення понять, узагальнення, допомога зі структурою	Ризик некритичного запозичення змісту, псевдоавторство
Медіатор наукової комунікації (Communication Mediator)	Адаптація тексту до академічної комунікації	Написання анотацій, cover letters, переклад, стилістична адаптація до вимог журналу	Надмірна стандартизація та втрата змістових нюансів
Аналітичний помічник (Research Support Tool)	Робота з інформацією та джерелами	Узагальнення літератури, пояснення теорій, зіставлення підходів	Поверхневі узагальнення, можливі фактичні помилки
Когнітивний співучасник (Co-thinking Agent)	Участь у мисленнєвому процесі	Діалогове уточнення ідей, тестування аргументів, концептуалізація	Делегування мислення, зниження критичної автономії
Структурний редактор (Structure Designer)	Допомога в логіці побудови тексту	Формування плану статті, логічних переходів, структури IMRaD	Шаблонізація наукового мислення
Стилістичний нормалізатор (Academic Tone Regulator)	Узгодження тексту з вимогами академічного дискурсу	Вирівнювання тону, формалізація викладу, уникнення розмовності	Надмірна формалізація, втрата авторської експресії

Роль ШІ	Сутність ролі	Основні функції	Потенційні ризики
Навігаційний помічник публікації (Publication Assistant)	Орієнтація в процесі подання статті	Підбір журналів, перевірка вимог, форматування посилань	Помилкові рекомендації або невідповідність політиці журналів
Інструмент міжкультурної адаптації (Intercultural Adapter)	Подолання культурно-дискурсивних бар'єрів	Пояснення англо-американської академічної логіки, адаптація аргументації	Спрощення локального наукового контексту
Рефлексивний каталізатор (Reflection Facilitator)	Стимулювання метакогнітивного аналізу	Питання для уточнення позиції, виявлення слабких аргументів	Ілюзія глибокої рефлексії без реального аналізу

Джерело: сконструйоване автором.

Усі наявні інновації функціонують на підґрунті великих мовних моделей (Large Language Models), здатних прогнозувати вибір тих мовних конструкцій, що найбільше відповідають контекстуальним запитам користувачів. У процесі підготовки наукових текстів англійською мовою вони реалізуються через:

• **Лексико-граматичну та стилістичну підтримку (Linguistic Support).** Модель прогнозує більш нормативні або стилістично прийнятні варіанти формулювань. Фактично, вона виявляє граматичні помилки; замінює розмовні конструкції на академічні; корегує використання простих і складних комунікативних конструкцій тощо.

• **Академічне редагування (Academic Editing).** Маємо на увазі адаптацію тексту до академічного стилю через номіналізацію (increase → an increase was observed); усунення надмірної персоналізації; стандартизацію наукових кліше; вирівнювання логічних переходів між абзацами.

• **Генерацію змісту (Content Generation)** – прогнозування послідовності ідей, які зазвичай виникають у подібному академічному контексті. Генералізація змісту комбінує статистично пов'язані концепти,

формуючи новий текст, обираючи основними механізмами своєї діяльності визначення теми запиту; активацію пов'язаних концептуальних шаблонів.

• **Структуризацію матеріалу (Text Structuring),** що передбачає розпізнавання типів академічного жанру (статей, тез, оглядів) і відтворення типових композиційних схем, які статистично домінують у наукових публікаціях. У результаті дослідник отримує сформований план статті та розподілену за розділами інформацію.

Хоч сучасні ШІ-системи суттєво полегшують процес підготовки наукових текстів англійською мовою, вони все ж таки проявляють специфічні обмеження і застереження до використання. Враховуючи цей факт, можна убезпечитись від втрати адекватності та оригінальності наукового тексту, спровокованих неточністю подачі матеріалу чи алгоритмічними упередженнями та порушенням академічної доброчесності, що суттєво впливає на репутації дослідника [Змійов]. Пропонуємо узагальнити ризики і можливості найпопулярніших інноваційних програм, з метою уникнення неприємних ситуацій у академічній спільноті (Табл. 2):

Таблиця 2

Критичне використання ШІ під час підготовки наукових текстів англійською мовою

Назва програми	Основні функції / можливості	Спеціалізація / призначення	Потенційні ризики для академічного письма англійською
Copy.ai	Генерація текстів різного типу, редагування, шаблони, спільна робота	Загальний контент, маркетинг, соцмережі, блоги	Можливі неточності у фактах, потребує перевірки джерел
Jasper	Редактор з форматуванням, SEO, понад 50 шаблонів, керування командою, AI Chat і AI Art	Статті, блоги, рекламні тексти, оповідання, SEO-контент	Ризик стилістичного уніфікованого письма, обмежена точність наукових фактів
ClosersCopy	Редактор з тонометром, бібліотека фраз, тестування варіантів, понад 40 шаблонів	Продажні тексти, копірайтинг, маркетинг	Не підтримує українську, орієнтований на комерційні тексти, слабка адаптація до наукового формату
AI-Writer	Генерація статей і звітів, цитати та посилання, редагування, налаштування стилю	Інформаційні, фактичні тексти, статті, блоги	Обмежена підтримка мов, можливі неточності у наукових даних, потребує експертної перевірки

Назва програми	Основні функції / можливості	Спеціалізація / призначення	Потенційні ризики для академічного письма англійською
Rytr	Генерація текстів з тональністю, понад 20 шаблонів, інтеграція з платформами, аналітика	Статті, блоги, соцмережі, маркетинг, email	Може спрощувати стиль і логіку тексту, ризик надмірної автоматизації
Writesonic	SEO-контент, понад 100 функцій, налаштування довжини і стилю, інтеграції	Блоги, реклама, email, сайти, маркетинг	Не підтримує українську, ризик втрати авторського стилю, обмежена академічна точність
Wordtune	Перефразування, покращення стилю, розширення/скорочення, онлайн-редактор	Редагування та поліпшення текстів, англійська мова	Підтримує лише англійську, може змінювати авторський стиль, не гарантує точність фактів
ContentBot.ai	AI Writer, AI Flows, AI Importer, редагування, форматування, експорт	Автоматизація контенту, блоги, маркетинг, цифровий контент	Лише англійська, обмежена точність наукових даних, ризик надмірної автоматизації
Bertha.ai	Chat, Long Form Content, Image Generation, AI Image Search, стиль і тон тексту	Маркетингові копії, довгі тексти, зображення для контенту	Не підтримує українську, слабка адаптація до академічних текстів, ризик стилістичного уніфікованого письма
INK	SEO-оптимізація, перефразування, генерація заголовків, перевірка стилю і граматики	SEO-контент, блоги, маркетинг, веб-контент	Не підтримує українську, орієнтований на маркетинг, ризик втрати академічної точності
Headlime	Понад 50 шаблонів, налаштування тону і стилю, інтеграції з платформами	Маркетингові копії, email, лендінги, реклама	Не підтримує українську, орієнтований на маркетинг, не придатна для застосування у наукових текстах

Джерело [12].

Активне залучення генеративних моделей штучного інтелекту до підготовки наукових текстів англійською мовою поряд із очевидними перевагами зумовлює появу низки ризиків, що стосуються не лише технічної якості тексту, але й трансформації самого процесу наукового мислення, академічної відповідальності та принципів наукової доброчесності.

Навіть більше, О. Панухник застерігає щодо регресу людського мислення, бо без належного реагування цифрові технології, хоч і економлять час, стимулюючи до творчості та евристичності, вирішують дослідницькі завдання в автоматичному режимі, не враховуючи поглядів людини [7], яка може з часом стати зайвою у даному процесі. Очевидно, що це зовсім не оптимістичний сценарій для дослідника, з іменем якого завжди асоціюватиметься науковий текст, що обов'язково має бути результатом його індивідуальної аналітичної діяльності.

Розглянемо основні групи ризиків, що виникають через необдумане використання штучного інтелекту в науці (Рис. 1):



Рисунок 1. Ризики використання ШІ в наукових текстах
Джерело: сконструйоване автором

Ми вже уточнили, що академічний / науковий текст – це не лише подача певної інформації, а й формування голосу дослідника та його індивідуальної наукової позиції.

Надмірне захоплення автоматизацією призводить до побудови стандартизованих, «усереднених», ілюзорно наукових текстів. Для систематизації таких викликів доцільно представити їх у вигляді узагальненої аналітичної таблиці (Табл. 3):

Таблиця 3

Основні ризики використання штучного інтелекту в науці

Тип ризику	**Приклад використання ШІ**	**Як проявляється в англомовному тексті**	**Потенційні наслідки**
Вигадані джерела	Генерація списку літератури	Реалістично оформлені, але неіснуючі статті	Порушення академічної доброчесності
Спотворення результатів	Перефразування результатів дослідження	Заміна *slightly improved* на *significantly improved*	Неправдиві наукові висновки
Прихований плагіат	AI-перефразування чужих текстів	Нове формулювання зі збереженням чужої логіки	Некоректне запозичення ідей
Уніфікація стилю	Масове редагування тексту ШІ	Типові шаблонні академічні конструкції	Втрата авторського голосу
Термінологічні помилки	Автоматичне редагування	Змішування близьких понять (*methodology / methods*)	Методологічні неточності
Надмірна автоматизація	Генерація цілих розділів	Логічно зв’язний, але поверхневий текст	Ослаблення критичного мислення автора

Джерело: сконструйоване автором.

Бачимо, що основна небезпека використання штучного інтелекту в англомовному академічному тексті полягає у створенні стилістично досконалого тексту, що приховує змістові неточності, а без критично усвідомленого використання ШІ як допоміжного інструменту, що потребує постійного авторського контролю та наукової верифікації, уникнути її зовсім не вдасться. Наступні приклади покажуть, чим може загрожувати ШІ, якщо його не контролювати:

Кейс 1. Вигадані джерела (AI hallucinated references). На запит *Provide recent scholarly sources about digital literacy in higher education* ШІ, звичайно, згенерує список англомовних статей із правильним оформленням APA: *Smith, J. (2022). Digital literacy transformation in higher education. Journal of Educational Innovation, 14(3), 201–215*. Цей журнал дійсно є друкованим виданням, формат подачі джерела має академічний вигляд, однак такої статті у науковому дискурсі ніколи не існувало. Якщо автор дослідження не перевірить кожен пункт у списку літератури, то він, по-перше, порушить принципи академічної доброчесності, а по-друге, дискредитує свою працю.

Кейс 2. Лінгвістично правильний, але семантично хибний текст. Неносій англійської просить ШІ переформулювати абзац результатів дослідження: *The intervention slightly improved students' performance / Втручання дещо покращило результати учнів*. ШІ переписує: *The intervention significantly enhanced students' academic outcomes / Втручання значно покращило академічні результати студентів*. Маємо приклад ідеальної граматики та академічно виваженого стилю, однак очевидною є зміна ступеня наукового твердження, що значно перебільшує результати. Саме так проявляється ризик спотворення наукових висновків через мовну оптимізацію.

Кейс 3. Непомітний плагіат через перефразування. ШІ може створити текст, не копіюючи речення дослівно, але повторюючи структуру аргументації конкретної статті. В англомовних текстах це особливо небезпечно, адже стиль видається оригінальним, системи перевірки плагіату можуть не виявити збіг та матеріал містить приховане запозичення ідей без коректного цитування.

Кейс 4. Уніфікація академічного стилю («AI voice»). Якщо активно використовувати штучний інтелект, наукове дослідження перетвориться на вмістилище таких типових конструкцій як: *It is important to note that…; This study highlights the significance of…; In conclusion, the findings suggest…*

Кейс 5. Некоректне використання термінології. Дуже часто ШІ змішує близькі поняття: *efficiency vs effectiveness / ефективність vs результативність, methodology vs methods / методологія vs методи, accuracy vs validity / точність vs валідність*. Зазначимо, що для носія мови різниця в поняттях критична, але автору, не носію англійської мови, текст здається коректним. Тому очевидно, що деякі методологічні помилки насправді важко помітити без експертної перевірки.

З метою уникнення непорозумінь у академічній спільноті визначимо конкретні принципи та рекомендації, які допоможуть дослідникові зберегти авторський стиль, критичне мислення та академічну автономію (Табл. 4):

Таблиця 4

Ключові підходи до безпечного й ефективного використання ШІ

Принцип	Пояснення / мета	Рекомендації для дослідника
Когнітивний пріоритет автора	Автор керує основними інтелектуальними процесами.	Використовувати ШІ лише для уточнення формулювань, а не для прийняття концептуальних рішень.
Критична перевірка	Забезпечення достовірності і точності інформації.	Перевіряти першоджерела фактів та логіку викладу аргументів; не довіряти ШІ-посиланням без перевірки.
Прозорість використання	Дотримання академічної доброчесності.	Вказувати використання ШІ у примітках чи acknowledgements; дотримуватися політики журналів/конференцій.
Збереження авторського стилю	Уникнення стандартизації та уніфікації тексту.	Після ШІ-редагування здійснювати власну стилістичну ревізію; зберігати індивідуальну логіку аргументів.
Обмежене когнітивне делегування	Контроль над тим, що саме делегується алгоритму.	Використовувати ШІ для генерації альтернатив, але не як остаточне джерело інтерпретації; перевіряти і переробляти всі фрагменти.
Розвиток критичної цифрової грамотності	Усвідомлення обмежень ШІ.	Розуміти, що модель генерує правдоподібні, а не гарантовано істинні відповіді.

Джерело: сконструйоване автором.

Представлена система принципів дозволяє поєднати технологічні переваги ШІ із збереженням академічної автономії дослідника та високих стандартів наукової доброчесності. Такий підхід трансформує роль автора:

він стає не пасивним споживачем алгоритмічних результатів, а активним модератором взаємодії між людським мисленням і цифровими інструментами.

Висновки з проведеного дослідження і перспективи подальших розвідок у цьому напрямі. Штучний інтелект здійснює мовну підтримку авторів, які пишуть наукові тексти англійською мовою. З його допомогою дослідники редагують граматику, покращують стилістику, підвищують текстову читабельність. Інноваційні ШІ-системи стають лінгвістичними асистентами, генераторами текстових фрагментів, медіаторами наукової комунікації, аналітичними помічниками та когнітивними співучасниками, структурними редакторами і стилістичними нормалізаторами. Полегшуючи процес підготовки наукових текстів англійською мовою, сучасні ШІ-системи водночас проявляють специфічні обмеження і застереження до використання. Ураховуючи цей факт, можна убезпечитись від ризиків, що призводять до порушення академічної доброчесності, утворення неправдивих наукових висновків, некоректного запозичення ідей, втрати авторського голосу, методологічних неточностей та ослаблення критичного мислення автора.

З метою уникнення репутаційних утрат в академічній спільноті, необхідно дотримуватися конкретних принципів та рекомендацій, що допоможуть досліднику зберегти авторський стиль, критичне мислення та академічну автономію.

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ТРАНСФОРМАЦІЯ ФОЛЬКЛОРНИХ МОТИВІВ У РОМАНІ-ЕСЕ СУЧАСНОЇ ЗАКАРПАТСЬКОЇ ПИСЬМЕННИЦІ ТЕТЯНИ ГРИЦАН «ЖИВІ ДВЕРІ, або Я – спіле Яблуко віків. Я – Жінка...»

Анотація. Усе частіше в сучасній українській літературі спостерігаємо активне звернення до фольклору як на рівні образів, так і в тематиці та проблематиці. Цікавою видається трансформація українського фольклору у творчості нашої землячки Тетяни Грицан, зокрема в її постмодерному романі-есе «ЖИВІ ДВЕРІ, або Я – спіле Яблуко віків. Я – Жінка...».

У запропонованій науковій розвідці досліджено жанрово-тематичну, сюжетно-композиційну специфіку роману-есе та здійснено спробу аналізу постмодерної інтерпретації фольклору в ньому.

Акцентовано на неординарності стилю письменниці, оскільки аналізований роман є першою спробою Тетяни Грицан у прозі: відповідно, очікуваною є особлива ліричність та метафоричність твору, відсутність чіткої композиції і звичної для багатьох читачів фабули – переважають імпресіоністичні описи й алегорично-екзистенційні роздуми, гра зі звуками й словами (асонанси й алітерації, тавтології і плеоназми, вживання діалектної закарпатської лексики й екзотизмів) та з графікою (авторський поділ слів на склади, незвичне уживання великої літери, гра зі смислами), насиченість культурологічними алюзіями й ремінісценціями як у самому тексті, так і в позасюжетних його елементах, особливо в епіграфах. Характерним для постмодернізму є уведення термінології з різних сфер людської життєдіяльності, зокрема хімії та фізики, та їх неочікувана лірична інтерпретація авторкою.

Цікавою є і поділ роману-есе на розділи й глави та використання курсиву й виділення жирним шрифтом слів у тексті, що служить своєрідною партитурою для його прочитання.

Вважаємо цей роман художнім експериментом як на рівні роду й жанру (синкретизм лірики й епосу: за визначенням самої авторки, роман-есей, який є колажем лірично-філософських авторських відступів та алегоричних легенд), так і на рівні сюжету і стилю (своєрідний культурологічний потік свідомості з елементами трансформації світового, українського й, зокрема, закарпатського фольклору).

Ключові слова: сучасна закарпатська література, трансформація фольклорних мотивів, міфологія, роман-есе, літературний експеримент.

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TRANSFORMATION OF FOLK MOTIFS IN THE ESSAY NOVEL BY THE CONTEMPORARY TRANSCARPATHIAN WRITER TETIANA HRYTSAN “Living Doors, or I Am the Ripe Apple of the Ages. I Am a Woman…”

Abstract. In contemporary Ukrainian literature, there is an increasing tendency to refer to folklore, both at the level of imagery and within thematic and problematic dimensions. The transformation of Ukrainian folklore in the works of our compatriot Tetiana Hrytsan, especially in her postmodern novel-essay “Living Doors, or I Am the Ripe Apple of the Ages. I Am a Woman…” is of particular interest.

This scholarly study examines the genre-thematic and plot-compositional specificity of the novel-essay and attempts to analyze the postmodern interpretation of folklore within it.

Special emphasis is placed on the originality of the author’s style, as the analyzed novel represents Tetiana Hrytsan’s first attempt in prose. Accordingly, the work is characterized by pronounced lyricism and metaphorical richness, the absence of a clear compositional structure and a conventional plot familiar to many readers. Instead, impressionistic descriptions and allegorical-existential

reflections prevail, along with a play on sounds and words (assonance and alliteration, tautologies and pleonasms, the use of regional Transcarpathian dialect vocabulary and exoticisms), as well as graphic experimentation (authorial division of words into syllables, unconventional capitalization, and semantic play). The text is also saturated with cultural allusions and reminiscences, both within the narrative itself and in its extratextual elements, particularly in the epigraphs. Characteristic of postmodernism is the incorporation of terminology from various spheres of human activity, notably chemistry and physics, and its unexpected lyrical reinterpretation by the author.

Equally noteworthy is the division of the novel-essay into sections and chapters, as well as the use of italics and bold type within the text, which functions as a kind of score for its reading.

We consider this novel to be an artistic experiment both at the level of literary kind and genre (a syncretism of lyric and epic modes: as defined by the author herself, a novel-essay that constitutes a collage of lyrical-philosophical digressions and allegorical legends), and at the level of plot and style (a distinctive cultural stream of consciousness incorporating elements of the transformation of global, Ukrainian, and particularly Transcarpathian folklore).

Keywords: contemporary Transcarpathian literature, transformation of folklore motifs, mythology, novel-essay, literary experiment.

Постановка проблеми. Ім’я Тетяни Грицан ще мало відоме в контексті сучасної української літератури насамперед через певну герметичність її стилю та специфіку мовлення, незважаючи на чималий доробок: 14 поетичних збірок, два романи-есе (вже побачив світ новий роман «Очима Древа: Свідомість корінням у небо»). Авторка друкується в 30 країнах світу, твори перекладені 30-ма мовами. Зокрема, роман-есе «Живі двері...» перекладений англійською мовою (Київ "Український пріоритет") та німецькою мовою (Канада-Німеччина), що і обумовлює новизну та актуальність нашого дослідження.

«Тетяна Василівна Грицан-Чонка народилася 29 квітня 1964 року в мальовничому гірському селі Вільхівці, що на Закарпатті, у селянській родині. Член НСПУ», – так представлено закарпатську письменницю на порталі «Жінка-УКРАЇНКА» [1].

Сама мисткиня, як зазначено на порталі «Автура. Сучасна українська книгосфера» [2], обрала епіграфом своєї творчої долі такі слова:

Не зупинятися, не здаватися, не злитися! Люблю життя! Ціную кожну мить! Рахую кроки!

Довершеність

Відбитками

Гаптує вік.
А її доля,
Вихолощуючи злу неволю,
Нове життя цілує
У закривавлені мозолі
Своїх долонь –
Тисячоліть.

Мета дослідження. Метою нашої наукової розвідки є дослідження жанрово-тематичної, сюжетно-композиційної специфіки роману-есе Тетяни Грицан «ЖИВІ ДВЕРІ, або Я – спіле Яблуко віків. Я – Жінка...» та здійснення аналізу постмодерної інтерпретації фольклору в ньому.

Аналіз останніх досліджень та публікацій. Більш відомими є поетичні збірки авторки, зокрема такі, як: «Крапля заграви» (1997), «Заквітчана роєм дум» (1998), «Зранена доторком» (1999), «Пройти крізь себе» (2000), «Карпатський гонор» (2006), «У сяйві сакур» (2007), «Прорости крізь каміння» (2012), «Я. ZIGZAG» (20013), «Резонанс на білих долонях листа» (2013), «Ині часи, або Завтра кінця світу не буде» (2023), Птахи, розтерзані війною (2024).

Високо оцінив поетичні твори Тетяни Грицан-Чонки письменник Михайло Байдаков: «Справжня поезія – це коли зміст прочитаного вливається у свідомість, розтікаючись по клітинах лабіринту мозку, і проступає поза просторовою уявою, не одразу збагненного, але все ж існуючого. Потрібен час, щоб від прочитаного Слова «захмеліти, захворіти», щоб нестримно пити зміст істинної поезії письменниці й поетеси Тетяни Грицан-Чонки» [3].

Відомий закарпатський поет Петро Мідянка щодо поетичної книжки «Карпатський гонор» влучно зазначає: «Тетяна Грицан намагається зробити поетичні спостереження образів сонця, місяця, зірок, сутінків і заранків. Дивним чином поєднуючи їх з образами алегорії, людина розчиняється в сонці і сама стає сонячним сплетінням, розпорошує і сутінки, і заранки, світиться від щастя, чи ближче від горя, відчаю, невпевненості в прийдешньому» [4]. Це спостереження якнайкраще характеризує і перший роман-есе авторки «ЖИВІ ДВЕРІ, або Я – спіле Яблуко віків. Я – Жінка...», у якому ще більше відчуваємо єдність людини і природи в алегоричній поетичності його мови.

Виклад основного матеріалу. Аналізуючи роман, насамперед окреслимо його жанрову й тематичну специфіку. Почнемо з анотації: «На Карпатських полонинах споконвіків, від самого початку світу живуть Олені. Ар – мудра олениця, глава Роду. Мі-Ра – допитливий внук, що хоче пізнати чуття, перевтілення, прагнення, мислення, взаємозв'язок всього живого і

неживого, таїни життя на землі, зародження і смерті. Ар йому допомагає, наставляє – веде, як і цілий рід Оленів. Звеличення роду, його продовження за будь-яких обставин стає апофеозом інтелектуального роману-есе. Для поетеси Тетяни Грицан цей твір – перша значима спроба заявити про себе як прозаїка. Образність, афористичність, використання свіжих метафор, нових поетичних образів, зі свідомим акцентуванням на розмовну інтонацію і лексику. Це і поезія в прозі, і елементи наукового нарису, і філософського трактату. Але передусім це жива, свіжа і завжди несподівана мисль» [5]. Насамперед, виокремимо основні характеристики, які варто взяти до уваги кожному читачеві: тема – «звеличення роду, його продовження за будь-яких обставин»; головні герої – «Ар – мудра олениця, глава Роду. Мі-Ра – допитливий внук»; місце і час подій – «На Карпатських полонинах споконвіків, від самого початку світу живуть Олені»; основна сюжетна лінія – «пізнання чуття, перевтілення, прагнення, мислення, взаємозв'язок всього живого і неживого, таїни життя на землі, зародження і смерті»; рід – «поезія в прозі, і елементи наукового нарису, і філософського трактату»; стиль – «образність, афористичність, використання свіжих метафор, нових поетичних образів, зі свідомим акцентуванням на розмовну інтонацію і лексику».

Зважаючи на все це, дозволимо собі передбачити, що коло читачів значно звузиться, проте це не недолік твору, а специфіка постмодерної літератури, яка вимагає підготовленого реципієнта.

Зупинимося на детальнішому аналізі назв розділів, глав і самого роману. Тет-Яна Грицан (саме під цим ім'ям комунікує письменниця зі своїми читачами у соціальних мережах) надає особливого ідейно-емоційного значення назвам своїх творів, а отже і роману-есе «ЖИВІ ДВЕРІ, або Я – спіле Яблуко віків. Я – Жінка...». Привертає увагу «Я», яке є центром дослідження мисткині: споконвічне прагнення до самоусвідомлення й самовизначення в контексті свого роду – Хто Я? Яка Я? Яким Я роблю цей світ? Що здатна дати своєму Роду?

«Частина 1. Арка: Хто? Де? Коли? Як?

Я, Горіх і витії душі; Трансцедентність душі; Безкінечність натури; Небо кріпиться на Карпатах; Тінь вітру – тінь віри; Полонинські ґазди Ар і Мі-Ра; Автентичність яви; Навколішки перед епохою; Голова і гора. Абсолют і істина; Абсорбція натури Ар і Мі-Ра; Навздогін за Вічністю.

Частина 2. АР-КА. Живі двері

Люстерко вдачі; Свічадо душі; Безбарвне сонце; На перетині світів; Самозабуття; Літо Мі-Ра і Ар; Тіні забутих снів; Ромашкове поле; Непережований крик; Рід і прамати Мі-ра і Ар Камінь на горі Рожаниці; Рефлексія Мі-Ра; За Межею; Тиша всередині Спокою; Три рядки над рівнем

Неба; Загублені тіні розсікаються ріками; Бронзове сонце на очах Ар і Мі-Ра; Забута Дорога веде в Нікуди; Течі-Я загубленої Тіні…; Крапелька; Сни про виправу на Схід; Тіло моє терзають думки; Та, що поглинає світ; Вічности Посол; Думки врозтіч; Кундаліні з Апецької; Землі ПроЗа; Лик Ангела – Лик Етногенезу; Кожного разу; Біг по небу, проникаючи до глибини; Тремтів блакитний оксамит; Не знає: Ар чи Мі-Ра; Запахли гранули H2O цвітом; Нотує Сив у казку Сизо-Рід; Вибраний міст; Тиша впала на ікони; Голограф і Я; Огненник; Між віттям занурюю губи; Чотирикутник мотиву левітації; Чистий пергамент; Ближче до неба; Вимірювання – Я; Люди Ікси, або Простір тіней.

Частина 3. Арка: Хто? Куди? Навіщо? Звідки?

Оберемок; Я – Ар, Мі-Ра, Арія, Тер, Тор, Інг, Ша – Я; Пакт; Просто йти; Бджоли сплять і бачать сни; Любов і світ, і сніг; Татри; І терени, і Тори, і гори, і Я; Терен, що зрушує й рятує світи; Вода» [5].

Як бачимо, у самих назвах поєднані різностильові лексеми – від загальновживаних до тих, які вимагають пояснень. Детальніше проаналізуємо слова-символи, які виражають особливе ідейно-естетичне й філософське спрямування тексту: *трансцендентність* (від лат. *transcendo* – переступаю) – це філософський та теологічний термін, що позначає речі, явища або сутності, які перебувають за межами чуттєвого досвіду, пізнання та матеріального світу); *автентичність* – це справжність, достовірність, оригінальність чого-небудь або відповідність особистості своїй істинній природі; означає відсутність підробки, відповідність першоджерелам та власним цінностям, щирість у діях та почуттях; *абсорбція* – основа технологічних процесів вилучення парів води, вуглеводневих компонентів, сірчаних сполук тощо з потоків природного та синтетичного газів, очищення (знешкодження) газових викидів з метою охорони довкілля; *свічадо* – дзеркало (архаїзм); *рефлексія* – це процес глибокого самоаналізу, осмислення власних дій, думок, почуттів та досвіду; передбачає здатність свідомості зосереджуватися на самій собі, аналізувати свої вчинки, причини та наслідки; інструмент для саморозвитку, що дозволяє зрозуміти, що працює, а що заважає знайти точки росту; *Кундаліні* – в індуїзмі «прихована життєва енергія» *з Апецької* – гора в українських Карпатах, на межі Тячівського і Рахівського районів Закарпатської області; *Лик Етногенезу* (від грец. *ethnos* – народ, *genesis* – походження) – це тривалий складний процес формування, становлення та розвитку етнічної спільності (народу, нації) на основі різних етнічних компонентів; він включає об'єднання племен, міграції, асиміляцію та культурні зміни, що приводять до виникнення унікальної мови, культури та самосвідомості; *гранули H2O* – хімічна формула води; *Голограф* (від грец. *holos* – повний та *graphe* – запис)

– це спеціаліст у галузі голографії, особа, яка займається створенням, дослідженням або використанням голограм; *мотиву левітації* – левітація – це процес ширяння об'єкта у просторі без опори, коли вертикальна сила (магнітна, акустична, електростатична) врівноважує силу тяжіння, забезпечуючи стабільну рівновагу; це не просто політ, а перебування в повітрі без механічного контакту з поверхнею; *пакт* (від лат. *pactum* – угода, договір) – це важлива міжнародна угода, договір або взаємне зобов'язання між державами, що мають велике політичне значення, регулює права та обов'язки сторін, часто укладається для забезпечення миру, ненападу, нейтралітету або створення військових союзів; Татри – це найвищий гірський масив у Карпатах, розташований на кордоні Словаччини (близько 75% площі) та Польщі (25%); Тори – в іудаїзмі – назва першої частини Біблії – П'ятикнижжя Мойсея, а також пергаментний сувій із цим текстом, що зберігається в синагозі.

Отже, назви розділів маємо підстави вважати смисловими орієнтирами, до яких повинен дослухатися читач, мандруючи разом з авторкою у пошуках самопізнання крізь алегорії тексту роману. Основні його складові: єднання зі світом природи, пошуки особистого призначення та життєвої енергії з метою повної самореалізації, синергія культур і релігій, що збагачують життя як окремої людини, так і усього роду людського.

Заслуговує на увагу і словник маловживаних і діалектних слів, поданий авторкою в кінці тексту [5, с. 281]:

Бігарь – прут; Бербениця, буля – отара; Бовт – магазин; Бота – палиця; Бриндиша – шафран; Бунда – овеча безрукавка; Валов – корито; Вурда – страва з овечого молока; Гойний – цілющий; Ґарадичі – сходи; Дримба – музичний інструмент; Завгодя – заздалегідь; Завгура – заспокоєння, задоволення; Заюжений – стиснутий; Заюрювати – стискати; Килюхи – кишечник; Корбач – прут зі стрічкою; Курагов – палиця з рушниками, хустками і стрічками; Луйтра – драбина; Милай – кукурудза; Могорич – взятка; Напудити – налякати; Нуйца, або Нуца (Анна) – румунське ім'я як символ народу, що живе побіля Тиси; Оболок – вікно; Папучі – домашні капці; Персть – земля; Пуд – горище; Рамак – рушник; Самокиша – кисле молоко; Стрингашки – першоцвіт; Стручають – штовхають; Токан – страва з кукурудзяної муки; Топанки – черевики; Угай – усе; Фалки – зморшки; Фіришанка – вишиванка; Фічори-фатьови – легіні; Холошні – штани; Шпор – пічка; Ясмин – жасмин.

Зацікавленому читачеві він справді стане в пригоді, оскільки навіть не кожному закарпатцю відомі ці слова. Окрім цього, це свідчення вкоріненості письменниці у рідну землю, бажання піднести своє слово до рівня світової культури, оскільки не стільки етнографічне забарвлення

поетичного тексту важливе для авторки, як піднесення його краси до універсальних величин людського існування.

Значимими є і епіграфи. Проаналізуємо лише деякі з них, зокрема, перший і останній, які є цитуванням Парамахамси Йогананди (індійського йога, духовного учителя, засновника Товариства Самопізнання) та Махатма Ганді (лідера національно-визвольного руху Індії): «*Люди не мають розуміння, як вийти зі свого психічного лісу… Ви говорите про зрілі рішення. В цьому лісі вік не має нічого спільного з людською здатністю приймати рішення. Існує тільки досвід. Навіть, якщо маленька дитина, а знає шлях, допоможе вам більше, ніж ви самі собі, якщо заблукали. За таких обставин, краще було б сказати, що дитина старша, ніж ви… Ми всі тільки діти перед Богом. Саме життя – це велика школа, і наші іспити не закінчаться, поки ми пізнаємо, хто ми є насправді*.

Парамахамса Йогананда

Діти успадковують від своїх батьків не тільки зовнішній вигляд, але й характер. Середовище відіграє значну роль, але першооснова, з якої починається життя дитини, успадковується від її предків.

Махатма Ганді Мах (лідер національно-визвольного руху Індії)» [5, с. 5]

Отже, ще раз переконуємося, що для авторки написання роману є шляхом пізнання: ким вона є насправді, що здатна залишити в цій великій школі життя для свого роду? Відповідно, для читача ця книга є запрошенням до власного самопізнання на цьому шляху, який називаємо Життям: ким станемо для своїх дітей – аркою в живі двері пізнання, любові і свободи чи глухими дверима, за якими лише стіна і темрява?

Закінчується роман словами: «*Вода. Жоден твір не є твоїм до кінця, він постійно втікає, відходить від тебе, тому щоразу зростають і сумніви щодо твоїх сил… Якщо зауважували, святі споруди завжди будують на джерелах цілющих вод, отже, таїна – всередині письменника. (Левон Хечоян)*

Вода безкоштовна. Просто пийте» [5, с. 280].

Таким чином, метафора вода-твір є прозорою для читача: жива мудрість віків тече у творах і лише лінивий не зачерпне з неї, щоб напитися для сили свого тіла і розуму. Вода-творчість є життєво необхідною і для самої авторки, адже вона дарує сенс існуванню й насичує силами, які допомагають вижити в сучасному світі, не втративши душевної гармонії і любові до людей.

Перейдемо безпосередньо до аналізу образів-символів, запозичених із фольклору. У назві твору виокремимо основні концепти – двері, яблуко, жінка. Як відомо, давні українці мали культ дерев, серед яких, зокрема, і

яблуня. Н. Науменко з цього приводу констатує: «*Яблуня разом із дубом та грушею посідають чільне місце у будові Світового дерева. Яблуня та її плід сприймаються як одне ціле, і для українців вони є символом цілісності й розумності земних бажань і тілесних прагнень*» [6, с. 293]. *Постійне використання образу яблука в міфах, казках та інших художніх творах не випадкове. Цей символ, що сягає корінням в історію народу, наповнений глибоким філософським змістом, відображає світобачення і культуру народу, його мудрість.* «Яблуко від яблуні недалеко падає» – ця приказка відома нам, як алегорія (інакомовлення). «Кисла яблуня солодке яблуко не вродить» – яка родина - такі й діти. «Яблуко від яблуні далеко не одкотиться, а хоч одкотиться, то хвостиком обернеться» – які батьки - такі й діти. «Від одного гнилого яблука увесь віз гниє» – один лихий чоловік може зіпсувати все товариство.

Як бачимо, у прислів'ях та приказках образ яблука та яблуні є символом родини, сімейних традицій, законів природи, здоров'я, життєвих сил, знання та мудрості, лихого товариства [7, с. 734].

Вагомим є цей символ і в Біблії: Бог створив ідеальну яблуню – Дерево життя. А плід її – яблуко – це символ цілісності, земних бажань; попередження про шкідливість переситу; символ початку всіх речей, плодючості; безсмертя та вічної молодості. За біблійною легендою, саме плід Дерева пізнання добра та зла (яблуко) був причиною вигнання перших людей із Раю.

У слов'янській культурній традиції з яблуком (яке, як відомо, було атрибутом богині кохання Лади) пов'язані численні ритуали любовної магії. Наприклад, якщо у сприятливий час розрізати яблуко навпіл, у середину його вкласти записку з іменем коханої людини й, зв'язавши половинки, залишити плід на сонці – то, коли яблуко почне всихати, закохані відчуватимуть сильнішу прив'язаність одне до одного.

Яблуко як міфічний символ означає родючість, кохання, радість, знання, мудрість, розкіш та боготворіння, але, разом з тим, облуду та смерть. Яблуко було забороненим плодом Золотого Віку. Як плід дерева, яблуко символізує також безсмертя.

Не дивно, що багато народів бачили в яблуці незвичайний плід – плід дерева життя. А дерево життя в міфах всіх народів – це одночасно і світове дерево, тобто вісь світу, Всесвіту. На нашу думку, саме це значення має символ яблука у назві аналізованого нами роману.

Наступними важливими символами роману є «двері» («ворота») та «олені». Нагадаємо, що емблемою весняного бога слов'ян Божича були золоторогий олень та ворота. Ворота – символ входу у рай /пекло/; місце, через яке проходить сонце, весна, щастя, радість, душі померлих та ін.;

надійної охорони від зловорожих сил; початку шляху /чужого світу/, де чекає горе, біда; входу на небеса; земний світ; доброго господаря; оберіг; минулого-майбутнього; початку чогось – оберіг. Віддавна ворота мали символічний зміст: відчиняєш ворота – і за ними увесь світ. Причому не рідний, а безмежний, загадковий, небезпечний. Ворота можна розглядати як точку на безкінечній лінії часу життя, по обох боках якої минуле чи майбутнє.

Праукраїнці створили символ небесних воріт, через які приходять із вирію новонароджені душі і відходять душі дідів.

Для письменниці «живими дверима» є творчість, що дозволяє пізнати як внутрішній світ, так і таємниці всесвіту навколо; пройти крізь ці двері вона запрошує і своїх читачів.

Олені є головними героями роману. В українському фольклорі образ оленя (зокрема «золоторогого оленя», «тура-оленя») символізує сонячне світло, божественну мудрість, родючість та переродження. Він є посередником між небом і землею, провідником душ, а через подібність рогів до гілок – втіленням Древа Життя, що часто з'являється у весільних піснях та колядках. Золоті роги символізують сонячні промені. Олень часто є символом світла та життя, асоціюється з оновленням, чистотою та творчістю; у давніх уявленнях є посередником між світами, провідником душ у Вирій. Олень умів говорити людською мовою і часто втілював мудрість предків.

Можемо стверджувати, що саме ці фольклорні уявлення про оленів якнайкраще характеризують героїв роману Ар і Мі-Ра: «*Танцюй, блискотливий Бетяре, протискай крізь світи правду про гори, про мудрість Валахів. Забрикало молодими копитами оленятко, затупотіло коломийки. А мудра баба Ар дивилася вслід і раділа: Життя вічне*» [5, с. 11]. Саме через діалоги між Ар і Мі-Ра передає письменниця своє бачення людей і світу читачеві, чимало філософських, морально-етичних і релігійних тем порушено в них.

І знову звертається мисткиня до слов'янської міфології: «*Там Сокіл мудрий володарює… У яворовому яру Білобог з Чорнобогом мудрують: де спиняться Ар і Мі-Ра, кого облюбують*» [5, с. 10]. Доречно пригадати міф, до якого апелює авторка:

«*І поринув у свою глибоку думу Сокіл-Род.*

І довго-довго думу думав. І зніс він два яйця: біле і чорне. Впали вони в озеро Живої Води, і вродилися з них Білий Лебідь і Чорний Лебідь. Попливли вони назустріч один одному і стали люто битися.

Тоді з вершини Дуба-Стародуба сказав їм Сокіл: «Зупиніться!»

І лебеді перестали битися.

І сказав Сокіл: «Я даю вам Слово і Розум. Вийдіть з води і станьте обабіч мого Дуба».

Вийшли лебеді з води й одразу перетворилися в людиноподібних велетнів. Тільки в одного шкіра була біла, волосся – русяве, очі – блакитні, а в другого все було чорне – і шкіра, і волосся, і очі.

І сказав Сокіл їм: «Зірвіть з дерева по яблуку і з'їжте їх».

З'їли велетні по молодильному яблуку і відчули в собі силу неймовірну.

І сказав їм Сокіл: «Тепер ви невмирущі боги».

І вклонилися йому велетні.

І сказав Сокіл білошкірому: «Ти є Білобог. Володар Світла й білого Світу та всього, що створиш у ньому».

І сказав Сокіл чорношкірому: «Ти є Чорнобог. Володар ночі і пітьми та всього, що створиш у ній».

І сказав він обом: «Ви є Добро і Зло. Краса і Погань. І ви будете вічно. Бо ви є Життя. І ті, що прийдуть, не зазнають Добра без Зла і Краси – тож не знатимуть, що таке життя і навіщо жити в ньому» [9, с. 55].

Таким чином, співіснування у світі Добра і Зла споконвічно сприймалося українцями світовою закономірністю, яку не можна оминути, проте можна обрати свій шлях, що і стверджує Тетяна Грицан: «Що з цього твоє? Ерудиція в тому космосі, де ти є, ще не дає тобі право судити про тих, хто проти твоїх міркувань. Кожен живе осібними вимірами, досягненнями, прорахунками, негараздами, успіхами. У кожного свій Бог. У дзеркала два обличчя… Дзеркало і Людина. Що там… Що несе? Куди йде? Для чого ці репетиції життя? У задзеркаллі два виміри: дорога в Рай, входи в Ад. Вибирай… Де стоїть твоє люстерко? В маленькій хатинці, в хоромах, чи серед дороги? Бо як ми мислимо, так дозволяємо зверхнім діям позначатися на нас. Совість – со Вість із Всесвітом – Резонанс Мудрості. І віра в собі віддзеркалиться в промені…» [5, с.13].

Саме совість має освітлювати дорогу людини до Раю: со Вість – це вісь зі Всесвітом, яка веде до Бога і до коренів, яка тримає тебе рівно в дорозі випробувань, не дає зламатися навіть від вітрів негараздів, якими випробовує тебе світ на міць. У кожного свій Бог. І своє Дзеркало та своє задзеркалля, яке відкриває нам дві дороги – до Раю і в Ад. Що бачимо ми у тому дзеркалі, які дороги обираємо, у що перетворюємо своє життя і життя своїх нащадків, для яких маємо стати корінням, що триматиме їх у житті, що повинно живитиме їх мудрістю і спокоєм. Чи станемо ми ним?

Про це йдеться у діалозі Мі-Ра і Ар: «*Чому тоді люди – є найвищі живі мудреці, а іноді холодом та слізьми на весь світ розсівають? – Із Совістю своєю дружити не можуть. І вона їх гризе. Важко тоді відкрити зв'язок із Всесвітом. Далеко миряни зостаються від того буття, де знаходяться.*

Тоді відступають в чужі тіла. Коли повертаються знову в свої, там уже заселений інший Дух. І їм доводиться ратоборствувати. Нічого нужденний народ кращого не придумав, як кричати, бити, корчитися від Неспокою.– Які дивні! А чому не знайдуть у власному тілі Вогник? Так легше. Вони ж бо живі! – Живі, та ходять мерцями, бо далекі від матінки Землі, від вектора, що сполучає чоловічне єство із Космосом… Часто називаючи Совістю тільки те, що нам імпонує, ми намагаємося копирсатися в світоглядах іншої людини і ніяк не усвідомлюємо себе. Бо совість – со Вість з Безміром, зі станом речей, які ми ще не готові прийняти, але маємо бажання щось зробити, дійти до Істини. Хоча Істина – це і є Бог… Світло – наш Бог, наша опора в просторі і часі. Дивиться смерічка, витягла своє чоло аж до піднебіння, підпирає волошкове творіння, бо Світло їй дає сили. А там Говерла виструнчилася, піднявши високо главу понад плаєм. То камінь на камінь наростає – до Сяйва тягнеться. Так – світ різний, світ рівний... Тому всі живі організми мусять мати Сонце всередині себе. Аби вміти зігрітися і отепляти інших…» [5, с. 11-12].

Відповідно, істина полягає в тому, що людина, яка обирає Білобога в собі, повинна мати чисту совість і нести любов і світло людям.

Ще одним вагомим фольклорним символом у творі є горіх – «Я. Горіх і витії душі» [5, с. 5]; «*Сидить під горіхом маленька Людина… Я – у вимірі мого народу. Я там, де було покоління до мене, Я там, де танцюють мої вірні на споді, я там, де майбутнє ляскає щедро в долоні. Зариюся в мох, під корінням громила. Там м'яко, там затишно, мило. Там дивне святилище дивних світів. Засну на хвилинку… Весь світ занімів. Старію. Росту*» [5, с. 9].

Горіх у фольклорі слов'ян – це потужний сакральний символ, що уособлює довголіття, мудрість, родючість, а також поєднання протилежностей (ядро та шкаралупа). Дерево вважалося тотемом, пов'язаним із громовником Перуном, і вісником врожаю. Його часто наділяли захисними властивостями від злих духів, але водночас існували забобони, що горіх біля хати приносить нещастя. У міфах і казках горіх часто уособлює структуру світу або є символом прихованої мудрості. У народних казках горіх виступає символом мудрості та довголіття [8].

У глибокій давнині волоський горіх потрапив до України з Валахії, звідки й походить його назва – «волоський». Фольклорні оповіді, записані етнографами на початку XX століття, малюють картину, де це дерево вважалося священним. Його кору використовували для оберегів проти блискавок, а плоди – для талісманів, що приваблювали багатство.

Рубати волоський горіх – це ніби розривати зв'язок із минулим… Горіх – дерево-довгожитель, і прикмета про його "вічність" символізує

безсмертя роду. Зрештою, горіх – це не просто дерево, а місток між минулим і сьогоденням, де кожна прикмета розповідає історію [8].

Кожна людина є зерниною свого народу, його продовженням у віках, його вдосконаленою копією. Переродження душ, незважаючи на випробування, є необхідною складовою буття. Горіх, могутній, з широкою кроною майбутніх поколінь, міцний своїми корінням – пращурами, біля якого кожна дитина-зернина може набратися сили, спокою й натхнення.

Висновки. Отже, у романі спостерігаємо переплетення слов'янської, української міфології з релігійними основами життя та індуїзмом, фольклорні елементи, екзотизми, алегорію і багату метафоричність, гру слів і символів, ремінісценції й алюзії, тавтології, алітерації й асонанси – усе це служить засобами увиразнення головної ідеї твору: пам'ятаймо, щоб нести світло, потрібно навчитися жити в гармонії з собою, з природою та законами Всесвіту. Кожна людина має вогник у своєму серці, який розгорається, якщо творити і нести добро, та люди гасять його своїм хаотичним, сповненим зла та неспокою життям, втрачаючи зв'язок зі своєю душею, душею своїх пращурів, забуваючи й нехтуючи їхні цінності.

Саме морально-етична тематика є основною в романі і базується вона насамперед на мудрості віків – українському фольклорі. У кожного своя правда і своя совість, тобто її розуміння. Людям властиво сприймати вчинки інших людей однобоко, з виміру власних бажань і уявлень. Тому важко назвати таке сприйняття об'єктивним, а цей світ правдивим. Бажання пізнати Істину – Бога має передувати становленню нашої свідомості, а отже, формуванню нашого характеру, який визначає у майбутньому наші вчинки і Долю. Наскільки це залежить від самої людини, визначає сама людина. Ніхто не може вплинути на вибір іншої людини, тільки батьки, код родини, якщо його зберігати і передавати з покоління в покоління. Бо якщо він обірветься, втратиться і зв'язок людини з Богом, з Космосом, а тоді людина залишиться беззахисною, самотньою в цьому світі хаосу і зла.

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ХУДОЖНІ ІНТЕРПРЕТАЦІЇ КОНЦЕПТУ *NAVIS* ГОРАЦІЯ (CARMINA I, 14) В ЛІТЕРАТУРІ НОВОГО ЧАСУ

Анотація. Статтю присвячено аналізу художніх інтерпретацій концепту *navis* («корабель») в оді Горація (Carmina I, 14) та простеженню його рецепції в літературі Нового часу. Досліджується архетипова метафора «держава-корабель», що бере витоки у давньогрецькій культурній традиції й набуває особливого розвитку у творчості Горація. У роботі розглянуто претекстові джерела образу у ліриці Алкея та філософській концепції Платона, де корабель постає моделлю держави, а шторм символізує політичну кризу, хаос і суспільну нестабільність. Особливу увагу приділено герменевтичному та рецептивному прочитанню гораціанської оди. Аналізується багатозначність образу корабля як політичної, морально-філософської та екзистенційної алегорії. Показано, що відкритість тексту Горація формує широкий «горизонт очікування» читача, дозволяючи різним епохам по-своєму інтерпретувати образ поневіченого судна: як кризу державності, духовну самотність людини або загрозу руйнування суспільного порядку. Простежено символіку моря як простору хаосу, корабля як уособлення космосу й порядку, а також мотиву гавані як знака безпеки та стабільності. У статті доведено, що концепт *navis* став одним із найстійкіших архетипів європейської культурної пам'яті. Його рецепцію простежено в літературі Нового часу від сатиричної традиції Себастіана Бранта до романтичного осмислення образу корабля у творчості Байрона, Шеллі та Кольріджа. Окремо проаналізовано трансформацію гораціанського концепту в американській літературі XIX століття у творах Генрі Лонгфеллоу та Волта Вітмена, де образ корабля держави пов'язується з національною ідентичністю, історичними випробуваннями та жертовністю політичного лідера. У поезії Леонарда Коена метафора набуває постмодерного звучання й постає знаком внутрішніх суперечностей демократичного суспільства. Наукова новизна роботи полягає в комплексному аналізі архетипового наповнення концепту *navis* у Горація та

його художніх трансформацій у літературі різних епох і культур. Зроблено висновок, що метафора «держава-корабель» зберігає свою актуальність у сучасному культурному дискурсі, оскільки продовжує функціонувати як універсальна модель осмислення соціальних криз, історичних катастроф і пошуків суспільної рівноваги.

Ключові слова: *navis*, метафора «держава-корабель», рецепція, архетип, політична алегорія.

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ARTISTIC INTERPRETATIONS OF HORACE'S CONCEPT OF *NAVIS* (CARMINA I, 14) IN MODERN LITERATURE

Abstract. The article focuses on the artistic interpretations of the concept of *navis* ("ship") in Horace's Carmina I, 14 and traces its reception in Modern literature. The study examines the archetypal metaphor of the "ship of state," rooted in ancient Greek cultural tradition and significantly developed in Horace's poetry. The paper analyzes the pretextual origins of this image in the lyric poetry of Alcaeus and in Plato's philosophical conception, where the ship symbolizes the state. At the same time, the storm represents political crisis, chaos, and social instability. Special attention is paid to the hermeneutic and receptive interpretation of Horace's ode. The study explores the polysemantic nature of the ship image as a political, moral-philosophical, and existential allegory. It is demonstrated that Horace's openness creates a broad "horizon of expectations," enabling different historical epochs to reinterpret the image of the damaged vessel as a symbol of state crisis, spiritual loneliness, or the collapse of social order. The symbolism of the sea as a realm of chaos, the ship as an embodiment of cosmos and order, and the harbor as a sign of safety and stability are thoroughly examined. The article proves that the concept of *navis* became one of the most enduring archetypes in European cultural memory. Its reception is traced in Modern literature, from Sebastian Brant's satirical tradition to the Romantic reinterpretation of the ship image in the works of Byron, Shelley, and Coleridge. Particular attention is devoted to the transformation of the Horatian concept in nineteenth-century American literature, as seen in the works of Henry Longfellow and Walt Whitman, where the ship of state is associated with national identity, historical trials, and the sacrificial role of political leadership. In Leonard Cohen's poetry, the metaphor assumes a postmodern dimension, becoming a symbol of the

internal contradictions of democratic society. The scientific novelty of the article lies in its comprehensive analysis of the archetypal content of Horace's concept of navis and its artistic transformations across different epochs and cultural traditions. The study concludes that the metaphor of the "ship of state" remains highly relevant in contemporary cultural discourse because it continues to function as a universal model for interpreting social crises, historical catastrophes, and the search for social balance.

Keywords: *navis*, ship of state metaphor, reception, archetype, political allegory.

Постановка проблеми. Горацієва ода I, 14 («O navis, referent in mare te novi fluctus»), відома під назвою «До Республіки», є одним із найбільш досліджуваних текстів античної лірики, проте рецепція її центрального концепту *NAVIS* в літературі Нового часу досі не отримала систематичного висвітлення в українському літературознавстві. Метафора держави як корабля, що пливе крізь бурхливі хвилі, належить до найстійкіших архетипових образів у скарбниці європейської культурної пам'яті. Вона пронизує три тисячоліття від ранньогрецької хорової лірики до постколоніальних пісень XX сторіччя, набуваючи щоразу нових семантичних нашарувань, але зберігаючи незмінний структурний інваріант: судно, що перебуває в небезпеці, і громадянське суспільство, яке поділяє з ним спільну долю. В українському літературознавстві творчість Горація досліджується у площині перекладознавства ([13], [14], [15]), поетикальних особливостей і значущості його естетичної теорії ([8], [10], [11]) та впливу на давню ([16], [17]) і сучасну ([6], [12]) українську літературу.

Актуальність звернення до цієї теми зумовлена сплеском інтересу до класичного спадку в умовах соціально-політичних криз, коли образ корабля держави набуває особливої ваги і знову стає інструментом осмислення суспільної реальності.

Мета цієї статті – проаналізувати концепт *navis* Горація в оді 14 (Carmina I) Горація з проєкцією його впливу на літературу Нового часу. Досягнення мети передбачає розв'язання таких **завдань**: 1) простежити претекстові витоки образу в грецькій та латинській традиціях; 2) розкрити архетипове наповнення метафори «держава-корабель»; 3) дослідити рецепцію образу у творчості авторів різних культурних традицій.

Наукова новизна статті полягає в аналізі архетипового наповнення концепту *navis* Горація з проєкцією його інтерпретацій в літературі Нового часу.

Методологія дослідження. В статті використовуються методи історико-культурного аналізу, герменевтики та рецептивної естетики.

Основний виклад матеріалу. Метафора корабля, що долає буревісник буття, належить до найдавніших трибів людської культури. Вона маркує передусім екзистенційний та суспільно-політичний вимір людського співіснування. Подорож водним плесом – це завжди занурення в хаос (Chaos), де судно постає єдиним простором впорядкованого космосу (Kosmos). Перш ніж Горацій вилив свій тривожний заклик у карбовані латинські строфи, образ корабля вже мав тривалу політико-філософську традицію в еллінському світі. У давньогрецькій ліриці першим чітку політичну алегорію корабля-держави формує Алкей із Мітилени (VII-VI ст. до н. е.) у вірші «Куди несе нас корабель вітчизни?». Перебуваючи у вирі громадянської війни на Лесбосі, поет змальовує судно, що потерпає від шторму (у пер. Г. Кочура):

Не розумію звади поміж вітрів.
Шаліють хвилі, линуть сюди й туди…
А ми в розбурхану негоду
В чорнім судні серед хвиль кружляєм,
Жорстоко гнані нападом бурі злим.
Сягають хвилі аж до підніжжя щогл,
Вітрило наше розірвалось,
Тільки лахміття по вітру має.
Але найвище посеред хвиль лихих
Іще грізніший вал підіймається,
Біду віщує нездоланну,
Перше ніж пристань боги пошлють нам... [5, с. 143]

Для Алкея корабель символізує його полісну спільноту, а шторм – внутрішні міжусобиці. Образ корабля позбавлений абстрактного філософування: це жива, соматична тривога за долю рідного міста.

Платон трансформує цей поетичний образ у розгорнуту філософську притчу про раціональне управління. В діалозі «Держава» (Книга VI, 488a–489d) він описує корабель, де судновласника (уособлення Демосу) зображено могутнім, але глухуватим, короткозорим і не тямлящим у навігації. Команда (популісти та демагоги) б'ється за штурвал, пригощає власника вином і зіллям, хоча ніхто з них не вчився морської справи. А істинний керманич (Філософ) вивчає пору року, небо, зірки, вітри, щоб вести судно правильно, але команда вважає його марнослівним «зореглядом» [9]. За Платоном, корабель символізує критику радикальної афінської демократії, де владу захоплюють вправні маніпулятори, а не компетентні фахівці (філософи).

Надихаючись цими творами, Квінт Горацій Флакк пише алкеєвою строфою свою знамениту 14-ту оду першої книги на тлі виснажливих

громадянських воєн, що супроводжували падіння Римської республіки та становлення принципату Октавіана Августа (орієнтовно 30-ті роки до н. е.). Від початку текст конструює «горизонт очікування» читача та змушує його активно співтворити сенс. Уже перше звертання “O navis, referentes in mare te novi fluctus” (дослівно: о корабель, знову винесуть тебе в море нові хвилі) викликає неоднозначність перекладацького сприйняття:

«О кораблю, вже знов хвиля несе тебе...» в академічному перекладі Андрія Содомори [7];

«О кораблe, тебе вже манить хвиля Моря? ((Горацій, «До республіки»)» (епіграф з роману Юрія Яновського «Майстер корабля»)[18].

Навмисна відкритість цієї метафори не дає готового значення, а «активує» інтерпретатора. Чи йдеться буквально про корабель, чи про метафору держави, людського життя або політичного стану Риму після громадянських війн? У концепції Яусса художній твір набуває сенсу через історично змінний горизонт очікування читача. Для сучасника Горація образ корабля міг автоматично викликати політичну алегорію держави через традиційний античний топос *navis rei publicae* («корабель держави»). Проте сучасний читач може спершу сприймати текст як емоційний морський пейзаж або навіть психологічну драму. Таким чином, ода існує як поле множинних рецепцій.

Риторичне питання: «O quid agis? Fortiter occupa portum» (Що ти робиш? Мужньо прямуй до гавані) звучить по-різному в різні епохи. Для римського читача як політичне застереження державі; для християнської традиції – як моральний заклик, а для модерного читача як екзистенційне питання людині, що втратила орієнтир. Особливого значення набуває імператив fortiter occupa portum («мужньо прямуй до гавані»), оскільки дієслово occupa («займи», «досягни», «оволодій») має не лише просторове, а й етичне значення. У герменевтичному прочитанні «порт» стає символом порядку після хаосу, безпеки, духовної рівноваги та політичної стабільності.

Опис пошкодженого судна (et malus celeri saucius Africo, antemnaeque gemant...) створює потужний акустичний та візуальний образ бурі, але водночас не уточнює її політичної чи екзистенційної природи. Ця незавершеність робить текст «рухомим» у різних епохах.

Подальші рядки поглиблюють драматизм рецепції. Втрата вітрил і богів-покровителів може інтерпретуватися як політична криза держави, моральне виснаження суспільства та духовна самотність людини:

Non tibi sunt integra lintea,
non di, quos iterum pressa voces malo…[2, с. 25]

Композиція тексту програмує читача на тривожне очікування. Послідовність образів (хвилі, оголені борти, зламані щогли, стогін снастей)

поступово нарощує емоційне напруження. У рецептивному аспекті це створює ефект «керованої невизначеності»: читач очікує катастрофи, але текст не проговорює її прямо. Для античного реципієнта згадка про відсутність богів означала реальну загрозу космічного безладу, а для модерного читача це часто набуває екзистенційного звучання. Далі текст переходить від емоційного заклику до морально-філософського тлумачення кризи:

quamvis Pontica pinus,
silvae filia nobilis.
iactes et genus et nomen inutile [2, с. 25-26]

Образ Pontica pinus (понтійська сосна) має культурно навантажений сенс. Регіон Понт у римській уяві асоціювався з міцною корабельною деревиною. Уже тут виникає герменевтична напруга між природною шляхетністю матеріалу та фактичним станом корабля. Вираз silvae filia nobilis (шляхетна донька лісу) персоніфікує корабель і водночас вводить мотив аристократичного походження. У герменевтичному колі цей образ читається не буквально, а як натяк на державу або людину, що покладається на минулу славу. Саме тому наступний рядок має іронічний характер: iactes et genus et nomen inutile / даремно вихваляєш і рід, і ім'я. Дієслово iactes (хизуєшся, виставляєш напоказ) створює критичний тон. Це момент деміфологізації: текст руйнує авторитет зовнішньої величі, оскільки минуле походження не гарантує теперішнього спасіння. Для римського читача це могло бути політичним натяком на занепад республіканської знаті після громадянських війн; для сучасного інтерпретатора – універсальним застереженням проти ілюзії статусу.

Особливо важливий контраст між зовнішнім виглядом і реальною надійністю (наляканий моряк не довіряє розфарбованим кормам):

nil pictis timidus navita puppibus fidit [2, с. 26]

Pictae puppes (прикрашені корми корабля) символізують зовнішню репрезентацію влади чи престижу. Але timidus navita (наляканий моряк) довіряє не декору, а справжній здатності вижити в бурі. У цьому місці текст майже переходить у моральну притчу: криза виявляє істинну цінність речей. Наступний рядок tu, nisi ventis debes ludibrium, cave (Ти, якщо став іграшкою вітру, стережися) має характер суворої перестороги: якщо корабель не хоче стати забавкою вітрів, він мусить бути обережним (cave). Тут звучить етичний імператив самозбереження: держава не повинна покладатися лише на славне минуле, людина не може жити самою репутацією, а зовнішня форма без внутрішньої міцності приречена.

В останньому фрагменті оди змінюється емоційна перспектива ліричного суб'єкта: страх і тривога поступаються складнішому,

амбівалентному переживанню пам’яті, потягу й внутрішнього неспокою:

nuper sollicitum quae mihi taedium,
nunc desiderium curaque non levis,
interfusa nitentis
vites aequora Cycladas [2, с. 26]

У вислові nuper sollicitum quae mihi taedium (те, що недавно було для мене тривожним тягарем) слово sollicitum (стурбований) характеризує внутрішній стан суб’єкта. Водночас taedium означає виснажливу втому, психологічний тягар, але ліричний голос дивиться на минуле вже з нової точки зору: nunc desiderium curaque non levis (тепер – прагнення і нелегка турбота). Те, що колись викликало тривогу, тепер стає предметом туги (desiderium).

Особливої ваги набуває образ Цикладу – архіпелагу островів у південній частині Егейського моря. Розкидані серед сяючого моря, вони створюють простір майже візуальної гармонії. Образ nitentis aequora (сяючі води) різко контрастує з бурею та пошкодженим кораблем попередніх строф. Крім того, структура фрагмента побудована на часовому контрасті: nuper (нещодавно) та nunc (тепер). Герменевтично це прочитується як зміна способу бачення світу. Циклади у грецькій культурній традиції асоціювалися з морськими мандрами, красою й водночас небезпекою морських шляхів. Тому цей образ є подвійним: він приваблює, але водночас викликає тривогу. Ліричний суб’єкт переживає суперечність між бажанням злагоди і страхом за долю своєї держави, уособленням якої став корабель у негоді.

До уподібнення держави кораблю, який потрапляє у шторм, що символізує його внутрішні або зовнішні політичні проблеми, вдавалися не тільки античні філософи і поети (Платон, Алкей, Горацій), але й поети Нового часу. Прикметно, що рецепція цієї метафори в літературу нового часу увійшла саме через Горація, а не Алкея та Платона через загальну вживаність латини як мови освіти, науки і релігії.

Міфологічний аналіз дозволяє виявити три фундаментальні архетипи, які забезпечують життєздатність метафори *navis* крізь тисячоліття. Вода у міфопоетиці є першоречовиною, недиференційованим Хаосом. Корабель уособлює триумф людського Логосу, структуровану територію Закону й Порядку. Коли держава-корабель зазнає аварії, соціум повертається у докультурне, дике русло, оскільки поза державою (поза кораблем) індивід приречений на загибель у стихії анархії. Корабель також історично пов'язаний із погребальним обрядом (човен Харона, ладдя Ра, скандинавські поховання в турах). Відтак метафора «держава-корабель» завжди несе в собі цей есхатологічний підтекст. У християнському контексті корабель як закрита екосистема відсилає до архетипу Ноєвого ковчега, єдиного місця

порятунку під час катастрофи глобального масштабу.

З приходом Нового часу та епохи Великих географічних відкриттів метафора «держава-корабель» набуває додаткових конотацій: імперського експансіонізму, колонізації та, водночас, екзистенційної самотності індивіда. В знаменитому «Кораблі дурнів» Себастіана Бранта платонівська ідея про некомпетентну команду виростає до масштабів сатири на все тогочасне суспільство. Корабель перетворюється на блукаючий простір пороків, позбавлений курсу й мети. Епоха романтизму зміщує фокус із колективного (держави) на індивідуальне. Корабель стає символом бунтівної душі (Байрон, Шеллі, Кольрідж із його «Повістю про Старого Моряка»). Проте державний вимір актуалізується в часи національно-визвольних змагань.

У XIX–XX століттях метафора «держава-корабель» переживає кардинальну трансформацію: від патетичного месіанізму до трагічного надлому та деконструкції. Американський поет Генрі Лонгфеллоу створює оптимістичний, неокласичний варіант гораціанської оди, адаптований під зародження молодої американської нації напередодні Громадянської війни («The Building of the Ship», 1849):

Thou, too, sail on, O Ship of State!
Sail on, O Union, strong and great! [3]

На відміну від поневіченого судна Горація, корабель Лонгфеллоу презентований як потужний, новозбудований велетень. Лонгфеллоу вірить у проєкт Просвітництва і міцність демократичних інституцій як ідеальних дубових шпангоутів, тому шторми для нього – це лише випробування на міцність.

Волт Вітмен деконструює гораціанську традицію через введення фігури Керманича, чия смерть стає ціною за порятунок судна. Ода «O Captain! My Captain!» (1865) написана на смерть Авраама Лінкольна після завершення Громадянської війни в США:

O Captain! My Captain! Our fearful trip is done,
The ship has weathered every rack, the prize we sought is won… [4]

Вітменівський внесок в архетип полягає в осмисленні трагедії тріумфу. Корабель-держава вистояв (модерна імперія відбулася), але сакральна жертва батька-засновника назавжди залишає на палубі кривавий слід:

where on the deck my Captain lies,
Fallen cold and dead. [4]

Канадський поет і пісняр Леонард Коен у другій половині XX ст. (збірка «Майбутнє», 1992) здійснює постмодерністську ревізію метафори «держава-корабель». Його вірш «Демократія» змальовує США та західний

світ через гораціансько-платонівську метафору корабля як простір ідеологічного та расового розламу та створює іронічну алюзію на більш відомий пересічному читачу образ Ship of State Лонгфеллоу:

Sail on, sail on, O mighty Ship of State!
To the Shores of Need
Past the Reefs of Greed
Through the Squalls of Hate… [1]

На відміну від Лонгфеллоу та Вітмена, Коен дивиться на корабель держави крізь призму скепсису кінця епохи метанаративів. Алегоричні «береги потреби», «рифи жадібності» та «шквали ненависті» представлені як внутрішні хвороби капіталістичного суспільства. Демократія у Коена з'являється «через дірку в повітрі» (It's coming through a hole in the air), вона парадоксальна, брудна, але єдино можлива. Заклик «Sail on» звучить як іронічне, змучене, проте відчайдушне благання про порятунок у дусі самого Горація.

Висновки. Трансформація гораціанського концепту *navis* у часовому зрізі від античності до сучасності демонструє дивовижну пластичність архетипу «держава-корабель». Від соматичного страху полісного патріота (Алкей) та інтелектуальної дидактики філософа (Платон) образ розвинувся до екзистенційної драми національного масштабу у Горація. Якщо Горацій благає понівечений корабель повернутися в порт (реставрація старого ладу, консерватизм), то поети Нового часу (Лонгфеллоу, Вітмен) спрямовують корабель уперед, у майбутнє, сприймаючи бурю як невіддільну частину прогресу. У сучасній літературі (Коен) метафора позбавляється імперського пафосу. Корабель держави знову, як і за часів Горація, постає вразливим, наділеним внутрішніми суперечностями, проте він залишається єдиним інструментом стримування хаосу у глобалізованому світі. Архетипове наповнення концепту *navis* гарантує йому безсмертя в літературах майбутнього, що продовжує функціонувати як «живий» текст, що постійно вступає у новий діалог із читачем.

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ВПЛИВ ГЛОБАЛІЗАЦІЇ НА РОЗВИТОК АНГЛІЙСЬКОЇ МОВИ ЯК *LINGUA FRANCA*

Анотація. У статті комплексно розглядається вплив глобалізаційних процесів на розвиток англійської мови як провідної мови міжнародного спілкування (*lingua franca*). Проаналізовано ключові чинники її поширення у світовому просторі, зокрема політичні, економічні, технологічні та культурні передумови, що зумовили утвердження англійської мови як глобального засобу комунікації. Особливу увагу приділено ролі міжнародних організацій, транснаціональних корпорацій, освітніх інституцій і цифрових платформ у популяризації англійської мови. Досліджено трансформаційні процеси, яких зазнає англійська мова в умовах інтенсивної міжкультурної взаємодії, зокрема формування нових національних і регіональних варіантів (*World Englishes*), спрощення граматичних структур, варіативність лексичного складу та зростання ролі нефіксованих мовних норм у міжнародному спілкуванні. Окремо висвітлено феномен англійської як мови міжкультурного посередництва, що дедалі частіше використовується носіями інших мов у професійній, академічній та повсякденній комунікації.

Проаналізовано функціонування англійської мови у ключових сферах глобального суспільства — міжнародному бізнесі, науці, освіті, мас-медіа та цифровому середовищі, зокрема в соціальних мережах і мережевих комунікаціях. Визначено, що глобалізація не лише сприяє поширенню англійської мови, а й суттєво впливає на її структуру, функціональні особливості та динаміку розвитку, зумовлюючи появу нових форм мовної взаємодії. У результаті дослідження зроблено висновок, що англійська мова продовжує зміцнювати свої позиції як універсальний засіб міжкультурної комунікації, водночас зазнаючи змін під впливом локальних мовних і культурних контекстів. Це свідчить про її гнучкість, адаптивність і здатність ефективно функціонувати в умовах сучасного глобалізованого світу.

Ключові слова: глобалізація, англійська мова, lingua franca, міжкультурна комунікація, World Englishes, мовна варіативність, міжнародне спілкування, мовні зміни, цифрове середовище, комунікативні процеси.

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IMPACT OF GLOBALIZATION ON THE DEVELOPMENT OF ENGLISH AS *LINGUA FRANCA*

Abstract. The article comprehensively examines the impact of globalization processes on the development of English as the leading language of international communication (lingua franca). The key factors of its spread in the world space are analyzed, in particular, the political, economic, technological and cultural prerequisites that led to the establishment of English as a global means of communication. Particular attention is paid to the role of international organizations, transnational corporations, educational institutions and digital platforms in the popularization of the English language. The transformation processes that the English language undergoes in conditions of intensive intercultural interaction are studied, in particular, the formation of new national and regional variants (World Englishes), the simplification of grammatical structures, the variability of lexical composition and the growth of the role of unfixed language norms in international communication. The phenomenon of English as a language of intercultural mediation, which is increasingly used by speakers of other languages in professional, academic and everyday communication, is separately highlighted.

The functioning of the English language in key areas of global society is analyzed - international business, science, education, mass media and the digital environment, particularly in social networks and network communications. It is determined that globalization not only contributes to the spread of the English language, but also significantly affects its structure, functional features and dynamics of development, causing the emergence of new forms of linguistic interaction. The study concluded that the English language continues to strengthen its position as a universal means of intercultural communication, while undergoing changes under the influence of local linguistic and cultural contexts. This indicates its flexibility, adaptability, and ability to function effectively in the conditions of the modern globalized world.

Keywords: globalization, English, lingua franca, intercultural communication, World Englishes, language variability, international communication, language changes, digital environment, communicative processes.

Численні суспільно-політичні, соціально-економічні й культурно-інформаційні процеси у сучасному глобалізованому світі є надзвичайно

взаємопов'язаними та взаємозалежними одне від одного. Взаємодія між собою як держав, наддержавних утворень, так і громадських організацій, бізнес-структур у глобальному масштабі вимагає застосування спільного, загальноприйнятого комунікативного інструментарію задля здійснення ефективної, функціональної та успішної комунікації. Таким чином, актуалізується питання застосування певної мови міжнародного спілкування, а саме lingua franca, яка уможливить взаєморозуміння між людьми з багатьох країн, які є носіями різних мов. Беззаперечним є факт, що в умовах глобалізації сучасного світу привертають до себе увагу такі мови, якими послуговуються в різних куточках світу сотні мільйонів, а то й мільярди людей.

Постановка проблеми. Англійська мова від середини XX ст. Закріпила за собою статус мови міжнародного спілкування й досі зберігає високе становище. Сьогодні англійську мову справедливо можна вважати мовою lingua franca, про що свідчать різноманітні статистичні дані, дослідження й висновки науковців. Отже, англійська мова відіграє не останню роль у контексті світових політико-економічних процесів, про що йдеться далі. [1]

Глобалізація як процес світової економічної, політичної, культурної та релігійної інтеграції суттєво впливає на сучасні зміни в англійській мові. Вона є яскравим прикладом постійного розвитку й трансформації. Попри зміни в окремих сферах, загалом англійська мова еволюціонує відносно повільно й, імовірно, ще довго зберігатиме звичні риси. Це породжує логічне запитання: як слід ставитися до мовних змін? За словами Майкла Свона, викладачам англійської мови не варто надмірно хвилюватися з цього приводу. [2]

Аналіз останніх досліджень і публікацій. Огляд сучасних досліджень і наукових публікацій свідчить, що роль англійської мови як засобу міжнародного спілкування в контексті політичних, соціальних, управлінських і філософських наук вивчали багато науковців. Серед них — Г. Дивнич, О. Домнич, О. Камшилова, Н. Пелагеша. Значний внесок також зробили зарубіжні дослідники, зокрема Д. Кристал, С. Еванс, Д. Греддол, Ф. Грін, Р. Філіпсон, Т. Річенто, П. Стревенс. Водночас через динамічність і нестабільність сучасного світу мовна ситуація на глобальному рівні швидко змінюється, тому результати досліджень навіть кількарічної давнини можуть суттєво відрізнятися від сучасних реалій, що й зумовило необхідність проведення нового дослідження.

Farzad Sharifian [3, с. 45] досліджував проблемні аспекти функціонування англійської мови як глобальної, приділяючи особливу увагу педагогічним питанням її викладання як іноземної. У своїй роботі науковець

розглянув культурне та мовне різноманіття англійської мови, окреслив її значення у світовій комунікації, а також визначив труднощі, пов'язані з навчанням і викладанням, поряд із можливими перевагами.

David Crystal [4, с. 150] здійснив ґрунтовний аналіз явища англійської мови як глобальної. Дослідник виокремив історичні та соціальні чинники, що сприяли її поширенню, а також проаналізував мовні й культурні наслідки її світового використання. Питання домінування англійської мови та її впливу на інші мови й культури залишаються предметом активних дискусій. У своїх працях науковець пропонує всебічне та глибоке осмислення ролі англійської мови в сучасному глобалізованому світі.

Метою статті є аналіз трансформацій в англійській мові, зумовлених її глобальним поширенням і домінуванням, а також висвітлення наслідків її впливу на інші європейські мови.

Виклад основного матеріалу. Англійська мова належить до аналітичних мов, для яких характерна мінімальна словозміна. Вираження часових форм і модальності здійснюється переважно за допомогою допоміжних і модальних дієслів, а синтаксичні зв'язки між словами передаються через усталені конструкції та прийменники. Тривале глобальне поширення англійської мови протягом кількох століть, а також поява нових сфер її застосування зумовлюють її специфіку як засобу міжкультурної комунікації.

Водночас важливо уважно стежити за процесами, що відбуваються в мові, принаймні для того, щоб мати змогу відповідати на запитання студентів щодо нововведень і своєчасно оновлювати традиційні правила. Викладачі, які створюють навчальні посібники та граматичні матеріали, несуть особливу відповідальність і повинні уникати неточностей та помилок. Серед найпоширеніших механізмів змін у сучасній англійській мові — у граматиці, лексиці та фонетиці — можна виокремити фонетичну й структурну редукцію, взаємовплив різних варіантів і діалектів, творчі інновації та активне словотворення, а також взаємодію різних мовних стилів і вплив інших мов. [5]

Варто зауважити, що ще два десятиліття тому слово *blog* було майже невідомим. Коли користувачі інтернету почали публікувати *web logs* онлайн, ця назва швидко скоротилася до *blog*, а авторів таких записів стали називати *blogger*. Сьогодні ж інтернет-користувачів регулярно попереджають про небезпеку *phishing* — шахрайських спроб отримати доступ до чужих банківських даних. Це слово співзвучне з *fishing* («риболовля», «потрапити на гачок»), що підкреслює його метафоричний зміст. [5]

Розділ «BBC News Magazine» на сайті британського інформаційного агентства BBC аналізує сучасні мовні тенденції, публікує переліки

найуживаніших слів останніх років і визначає так звані «слова року», які набули особливої популярності. До таких слів нещодавно належали: *Google*, *dotcom*, *texting*, *Twitter*, *emoticon*. Одним із найпомітніших нових слів, пов'язаних із глобальними викликами, зокрема пандемією, стало *vax*. До 2020 року воно майже не використовувалося в інтернеті — лише 1–2 випадки на десять мільйонів слів. У той час тема вакцинації обговорювалася переважно у вузьких медичних і наукових колах, що не впливало на загальну статистику. Однак у 2021 році ситуація кардинально змінилася: держави активно проводили інформаційні кампанії щодо вакцинації, і це широко висвітлювалося в медіа та соціальних мережах. У результаті частота вживання слова зросла у 72 рази. Також зміни торкнулися й форм дієслова *vaccinate*: зокрема, форма минулого часу часто вживається у скороченому варіанті *vaxxed*. [Лобецька]

Одним із важливих проявів глобалізації є зближення культур і мов завдяки активному обміну інформацією. У результаті цього англійська мова набула значення основного засобу міжнародного спілкування. Її використання в бізнесі, політиці та науковій сфері стало загальноприйнятим. Це зумовлено як потребою в ефективній комунікації на глобальному рівні, так і впливом англомовного культурного середовища.

Також дискусійним залишається питання впливу англійської мови на лексичний склад української та польської мов. З одного боку, нерідко виникають ситуації, коли в цих мовах бракує відповідних слів для позначення нових реалій, насамперед пов'язаних із розвитком технологій, тому запозичення вважаються закономірними й обґрунтованими. З іншого боку, посилення впливу англійської може призводити до своєрідної «мовної експансії», що потенційно загрожує послабленням мовної ідентичності.

Водночас слід відзначити, що польська мова сформувала власні національні термінологічні системи, зокрема у сферах спорту та медицини, що свідчить про високий рівень мовної самобутності та національної свідомості. Такий підхід можна розглядати як ефективний спосіб протидії сучасним процесам англізації, передусім у межах термінологічних систем наукового стилю.

Наш аналіз був зосереджений на вивченні різних проявів мовної реальності в умовах глобальних змін і на виявленні новітніх тенденцій у мовних процесах.

По-перше, встановлено, що глобалізація стимулює ширше використання англійської мови як засобу міжнародної комунікації. Це проявляється у зростанні кількості навчальних курсів англійською, поширенні комунікативних практик і збільшенні обсягу спеціалізованої термінології, яка застосовується у бізнесі, науці та інших сферах. Зокрема, українська

мова нині проходить етап адаптації до вимог глобалізованого середовища, а знання англійської стає важливою умовою професійного розвитку та міжнародної взаємодії. По-друге, дослідження показало вплив глобалізаційних процесів на лексичний склад обох мов. Українська мова активно поповнюється запозиченнями, особливо у сферах інформаційних технологій і медіа. Водночас англійська мова також збагачується під впливом різноманітних культур і мовних традицій. По-третє, підтверджено значну роль інтернету та соціальних мереж у формуванні сучасної мовної практики. Вони сприяють інтенсивному обміну мовними ресурсами, появі нових жаргонів і лексичних інновацій. Це має важливе значення для розвитку мовної ідентичності, оскільки користувачі отримують можливість самостійно обирати мову спілкування та впливати на мовне середовище [6.с. 46–49].

Мовна ідентичність і надалі залишається ключовим елементом культурного розвитку, що підкреслює необхідність її усвідомлення та збереження. Українська й англійська мови мають власні унікальні особливості та функції, які важливо підтримувати в умовах глобальних змін. Загалом встановлено, що глобалізація чинить як позитивний, так і негативний вплив на їхній розвиток.

Поширення мовних контактів сприяє появі нових слів і виразів в українській мові, необхідних для опису сучасних явищ, технологій і культурних реалій.

Водночас глобалізаційні процеси можуть мати і негативні наслідки для розвитку української мови. Це пов’язано з посиленням ролі англійської як основного засобу міжнародного спілкування.

Унаслідок цього українці дедалі частіше використовують англійську у взаємодії з представниками інших країн, що потенційно може призвести до поступового витіснення української мови [7, с. 22–23].

Крім того, зростання популярності іноземних культур і мов іноді спричиняє віддалення молоді від національної культурної спадщини та мовної традиції, що може позначитися на збереженні мовної ідентичності. Також поширення цифрового спілкування, зокрема коротких повідомлень і інтернет-сленгу, може впливати на рівень мовної грамотності та комунікативні навички.Окрім цього, глобалізація здатна впливати на мовні пріоритети в освіті: іноземні мови можуть набувати більшої популярності, ніж українська, що, своєю чергою, може позначитися на її розвитку серед молодого покоління [8].

Позитивний вплив глобалізації на розвиток англійської мови. Глобалізаційні процеси сприяють активному поширенню англійської мови у світовому масштабі. Це зумовлено тим, що вона виконує роль основного

засобу міжнародної комунікації. Унаслідок цього англійська дедалі ширше використовується в діловій сфері, освіті та культурному середовищі.

Фактично англійська мова набула статусу неофіційної глобальної мови спілкування, що полегшує взаєморозуміння між представниками різних країн і культур. Це сприяє зменшенню мовних бар'єрів і налагодженню ефективної взаємодії.

Завдяки цим чинникам англійська мова стала важливим інструментом міжнародного спілкування, співпраці та розвитку. Глобалізація також стимулює її подальше розширення і збагачення, роблячи її більш універсальною та доступною для людей у різних куточках світу.

Поширення англійських запозичень. Англіцизми активно входять до складу української мови, особливо в середовищі молоді. Під впливом англійської відбувається певна уніфікація мовних норм, що змінює традиційні мовні практики.

Трансформація мовної ситуації. Роль англійської мови постійно зростає, тоді як українська може частково втрачати свої позиції як засіб міжнародного спілкування.

Поширення англійської призводить до того, що багато українців використовують її у щоденному житті, зокрема в інтернет-просторі та соціальних мережах.

Крім того, розширення доступу до іноземних медіа й новин сприяє зверненню до закордонних інформаційних ресурсів і популярності англомовного розважального контенту. Англійська мова міцно закріпилася в бізнесі, освіті та медіасфері України: вона активно використовується в діловій комунікації, входить до освітніх програм, а іноземні фільми й серіали користуються значним попитом. Водночас під впливом інтеграційних процесів українська мова адаптується до нових умов, формуючи нову лексику для позначення сучасних технологій, явищ і культурних практик [9, с. 130].

Глобалізаційні процеси суттєво впливають на викладання англійської мови в Україні, адже вона стає дедалі важливішою для ефективного спілкування в сучасному світі. Активна взаємодія між представниками різних країн у професійній та діловій сферах зумовлює необхідність володіння англійською для більшості спеціальностей.

У світі існує велика кількість курсів і освітніх програм з вивчення англійської мови, тому українські навчальні заклади мають орієнтуватися на актуальні тенденції у методиці викладання та впроваджувати сучасні підходи й інструменти навчання. Водночас новітні методики не витісняють традиційні, а органічно їх доповнюють, що сприяє підвищенню ефективності освітнього процесу.

Такий підхід дає змогу краще підготувати учнів і студентів до успішної професійної діяльності та життя в умовах глобалізованого світу, де знання англійської мови стає дедалі необхіднішим.

Висновки. Підсумовуючи, можна стверджувати, що глобалізація має суттєвий вплив на розвиток і викладання англійської мови в Україні. Володіння англійською є важливою умовою для міжнародної комунікації та побудови успішної кар'єри, зокрема у сфері бізнесу. Водночас актуальною залишається проблема матеріально-технічного забезпечення освітніх закладів, зокрема такими засобами, як смарт-дошки. У сучасних умовах важко уявити ефективне викладання іноземної мови без використання подібних технологій.

Залучення автентичних навчальних матеріалів, використання мультимедійних засобів і створення роздаткових матеріалів сприяють підвищенню якості та змістовності освітнього процесу.

Україна має значний потенціал для розвитку високого рівня володіння англійською мовою серед населення, що відкриває можливості для кращої міжнародної взаємодії та доступу до більш престижних і високооплачуваних професій. У зв'язку з цим важливо й надалі вдосконалювати систему навчання англійської мови, а також залучати до цього процесу іноземних фахівців для обміну досвідом і впровадження нових підходів.

Отже, підвищення якості викладання, вивчення та практичного використання англійської мови залишається одним із ключових пріоритетів.

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МІЖКУЛЬТУРНА АДАПТАЦІЯ ПАРЕМІЙ: ТРУДНОЩІ ПЕРЕКЛАДУ У МОВНІЙ ПАРІ НІМЕЦЬКА – УКРАЇНСЬКА

Анотація. У статті досліджено комплексні питання міжкультурної адаптації німецьких паремій при їхньому перекладі українською мовою. Актуальність розвідки зумовлена необхідністю подолання лінгвокультурного бар’єру в контексті інтенсифікації німецько-українських відносин. Метою статті є виявлення та класифікація основних труднощів перекладу німецьких прислів’їв і приказок, а також обґрунтування стратегій їхньої адекватної ретрансляції. У процесі дослідження застосовано порівняльно-зіставний метод, метод лінгвокультурологічного аналізу та метод перекладацької трансформації.

Результати дослідження дозволили виокремити три ключові стратегії адаптації: 1) повна еквівалентність (трансплантація), яка характерна для одиниць спільного античного або біблійного походження, де зберігається ідентичність образу та структури; 2) часткова еквівалентність (модифікація) передбачає збереження семантичного ядра при заміні окремих денотатів для досягнення природного звучання в мові перекладу; 3) функціональна аналогія (повна адаптація) застосовується для подолання етнографічних лакун та конотативних розбіжностей шляхом підбору автентичного українського відповідника з іншою образною системою.

Особливу увагу приділено аналізу «зон міжкультурного напруження»: конфлікту зооморфних метафор (на прикладі образів свині, осла, птаха), побутовій конкретиці, числовим метафорам та аксіології праці. Доведено, що успішна адаптація німецьких паремій вимагає від перекладача виконання ролі культурного посередника, здатного забезпечити прагматичний вплив на реципієнта через глибоку інтерпретацію національних концептів. Адекватність перекладу в парі німецька–українська досягається через баланс між семантичною точністю та функціонально-стилістичною відповідністю, що дозволяє паремії залишатися живою одиницею мови в новому соціокультурному середовищі.

Ключові слова: паремія, переклад, міжкультурна адаптація, лінгвокультурний код, мовна пара німецька – українська, функціональний аналог, лакунарність, конотація.

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INTERCULTURAL ADAPTATION OF PAREMIA: TRANSLATION DIFFICULTIES IN THE GERMAN-UKRAINIAN LANGUAGE PAIR

Abstract. The article explores complex issues of the intercultural adaptation of German paremias during their translation into Ukrainian. The relevance of the study is determined by the need to overcome the linguacultural barrier in the context of the intensification of German-Ukrainian relations. The aim of the article is to identify and classify the main difficulties in translating German proverbs and sayings, as well as to substantiate strategies for their adequate retransmission. The research employs the comparative-contrastive method, the method of linguacultural analysis, and the method of translation transformation.

The research results allowed for the identification of three key adaptation strategies:

1) Full equivalence (transplantation), which is characteristic of units of shared ancient or biblical origin, where the identity of image and structure is preserved; 2) Partial equivalence (modification), which involves preserving the semantic core while replacing individual denotations to achieve a natural sound in the target language; 3) Functional analogy (full adaptation), which is used to overcome ethnographic lacunae and connotative discrepancies by selecting an authentic Ukrainian equivalent with a different figurative system.

Special attention is paid to the analysis of «zones of intercultural tension»: the conflict of zoomorphic metaphors (using the images of a pig, a donkey, and a bird as examples), everyday life specifics, numerical metaphors, and the axiology of labor.

It is proven that the successful adaptation of German paremias requires the translator to act as a cultural mediator capable of ensuring a pragmatic impact on the recipient through a deep interpretation of national concepts. The adequacy of translation in the German-Ukrainian pair is achieved through a balance between semantic accuracy and functional-stylistic correspondence, allowing the paremia to remain a living unit of language in a new socio-cultural environment.

Keywords: paremia, translation, intercultural adaptation, linguacultural code, German-Ukrainian language pair, functional analogue, lacunarity, connotation.

Постановка проблеми. Фразеологічні одиниці та паремійний фонд кожної національної культури постають не лише репозиторієм етнокультурної пам'яті, а й концентрованим вираженням аксіологічних орієнтирів, когнітивних структур та специфічного світосприйняття лінгвоспільноти. У межах сучасного перекладознавчого дискурсу, зумовленого глобалізаційними процесами та інтенсифікацією міждержавної комунікації в межах німецько-українського діалогу, питання адекватної трансляції пареміологічних смислів набуває особливої гостроти.

Наукова складність досліджуваного феномену полягає в тому, що переклад паремій виходить за межі суто лінгвістичної еквівалентності. Це багаторівневий процес інтерференції та взаємодії двох автентичних лінгвокультурних кодів. Оскільки паремії часто апелюють до специфічних реалій, історичного контексту та ідіоматичної образності, їхня ретрансляція вимагає не просто пошуку лексико-граматичних корелятів, а глибокої прагматичної та семантичної адаптації. Тому стратегія міжкультурної адаптації стає ключовим інструментом подолання лакунарності та запобігання семантичним втратам. Дослідження труднощів, що виникають у перекладацькій мовній парі німецька – українська, дозволяє виявити закономірності концептуалізації світу в обох мовах та окреслити межі перекладацької трансформації, необхідної для збереження функціонально-стилістичного навантаження паремій у мові перекладу.

Аналіз останніх досліджень і публікацій. Проблема відтворення пареміологічних одиниць традиційно перебуває у центрі уваги провідних зарубіжних і вітчизняних лінгвістів. Теоретичне підґрунтя для розуміння природи паремії як культурного коду на основі німецької мови закладено у фундаментальних працях В. Мідера [1] та Л. Рьориха [2]. Зокрема, В. Мідер акцентує увагу на універсальності паремій у міжнародному контексті, тоді як Рьорих детально аналізує етимологічні витоки німецьких сталих виразів, що є принципово важливим для розуміння їхньої внутрішньої форми перед початком перекладацького процесу.

У вітчизняному перекладознавстві вагомий внесок у розробку стратегій відтворення німецької ідіоматики зробили Т. Р. Кияк, О. Д. Огуй та А. М. Науменко [3, с. 176-200]. У їхній праці детально описано загальні методи перекладу фразеологізмів, проте основна увага приділяється загальномовним аспектам, а не вузькоспеціалізованій міжкультурній адаптації паремій. Систематизація та зіставлення німецько-українського

паремійного фонду представлені у навчальному посібнику Н. В. Бойко «Німецькі прислів'я та приказки = Deutsche Sprichwörter und Sprichwörtliche Redensarten» (2008). Це видання є ґрунтовним лексикографічним та лінгводидактичним ресурсом, що охоплює широке коло німецьких паремій у зіставленні з їхніми українськими відповідниками [4]. Питання подолання перекладацьких труднощів при зіткненні з ідіоматикою також досліджено у статті Гольберт М. З. та Ребрій О. В. [5], яка сфокусована на пошуку функціональних відповідників у сучасних лінгвокомунікативних умовах.

Прикладному аспекту німецько-українських паремійних паралелей присвячено посібник С. О. Зайцевої [6], де систематизовано еквіваленти та аналоги, що є незамінною базою для перекладачів-практиків. Своєю чергою, С. І. Головащук у своїй роботі [7] забезпечує нормативну базу для верифікації українських сталих сполучень.

Найбільш наближеною до теми нашого дослідження є праця М. Л. Іваницької [8], яка присвячена аналізу особливостей відтворення німецьких паремій саме через призму мовних картин світу. Авторка справедливо наголошує на важливості збереження концептуального наповнення оригіналу при перекладі.

Попри наявність ґрунтовних праць з теми двомовного перекладу фразеологізмів та паремій, залишаються недостатньо висвітленими питання динаміки міжкультурної адаптації, лакунарності, когнітивний аспект перекладацької діяльності, а саме: недостатньо вивченим є механізм перекодування образів, коли раціональні німецькі концепти замінюються емоційно-експресивними українськими аналогами без втрати змісту. Саме ці лакуни обумовлюють актуальність нашого дослідження, яке націлено перш за все на систематизацію методів міжкультурної адаптації паремій у мовній парі німецька – українська.

Мета статті полягає у комплексному аналізі лінгвокультурних та семантико-стилістичних особливостей німецьких паремій та визначенні оптимальних стратегій їхньої міжкультурної адаптації при перекладі українською мовою.

Для розв'язання поставлених завдань у нашій роботі використано комплекс загальнонаукових та спеціальних філологічних методів, а саме: описово-аналітичний метод (для систематизації теоретичних підходів до вивчення пареміології та класифікації труднощів перекладу); порівняльно-зіставний метод (як основний інструмент виявлення спільних та диференційних ознак німецьких та українських паремій на семантичному та образному рівнях); метод лінгвокультурологічного аналізу (для вивчення культурно-маркованої лексики (реалій) у складі паремій та їхнього впливу на процес декодування сенсів; метод перекладацького аналізу (для оцінки

адекватності застосованих трансформацій та визначення прагматичного ефекту перекладу в мові-рецепторі). Пареміологічні одиниці для дослідження бралися із лексикографічних джерел, зокрема, із посібника Н. В. Бойко та збірки «Німецькі прислів'я та приказки» [4; 9].

Виклад основного матеріалу. Розгляд проблеми міжкультурної адаптації німецьких паремій потребує чіткої дефініції засадничих категорій. У сучасній лінгвістиці паремії трактуються як стійкі, афористичні одиниці мови (прислів'я, приказки), що функціонують як цілісні знаки типових ситуацій [10, с. 56]. Як зазначає відомий теоретик фразеології Вольфганг Мідер, паремії є «найменшими фольклорними жанрами», що акумулюють соціокультурний досвід і виконують регулятивну функцію в комунікації [11, с. 14].

Специфіка паремій як складників національно-мовної картини світу зумовлена їхньою здатністю фіксувати ментальні стереотипи етносу. Відповідно до концепції В. фон Гумбольдта, яку в контексті германістики розвивали В. Фляйшер та Г. Бургер, паремійний фонд відображає «мову як діяльність духу» через специфічну внутрішню форму мовних знаків [12, с. 11].

В українській науковій школі ці ідеї деталізовані у працях В. Жайворонка, який розглядає паремії як носії етнокультурної інформації та засіб вербалізації національних концептів [13].

Зазначимо ключові терміни нашого дослідження:

- **Лінгвокультурний код** (за В. Кононенком) – система вторинних смислів, що відображають ментальні установки лінгвоспільноти [14, с. 31]).
- **Пареміологічна картина світу** – фрагмент мовної картини світу, що втілює морально-етичні та соціально-побутові норми через призму афористичних висловів.
- **Міжкультурна адаптація** – стратегія перекладу, що передбачає трансформацію вихідного образу задля досягнення прагматичної еквівалентності в цільовій культурі.

Особливого значення для нашої розвідки набуває праця Н. Бойко, авторка якої підкреслює, що німецька пареміологія відзначається високим ступенем образної конкретики та логічної завершеності [4, с. 9]. Хоча німецька та українська паремійні системи мають спільні риси (спричинені спільним античним або біблійним корінням), у цих системах наявні і глибокі розбіжності. Труднощі перекладу в парі німецька-українська більшою мірою спричинені розбіжністю у метафоричних кодах. Німецька мова часто апелює до юридичних чи ремісничих реалій, тоді як українська – до аграрних чи природних циклів, що потребує глибокої адаптації в перекладі при збереженні ідентичного смислу.

Питання перекладу паремій та фразеологічних сполучень є фундаментальним як для теорії, так і для практики сучасного перекладознавства. Особливої гостроти воно набуває в контексті міжкультурної адаптації, оскільки автентичне відтворення фразеологізмів вимагає не просто мовної заміни, а глибокого розуміння національного колориту, афористичності та лаконізму, притаманних кожній мовній системі.

Використання паремій є невід'ємною ознакою художньої літератури, публіцистики та живого мовлення. Проблему їхнього відтворення слід розглядати не лише як вузьколітературне питання, а як глобальний виклик міжкультурної комунікації. Коли виникають труднощі при перекладі, еквівалент добирається за загальним і функціональним змістом. Наприклад, німецьке *«Unter den Blinden ist ein Einäugiger König»* та українське *«У скрутi чорт їсть мух»* демонструють, що наочність досягається не на рівні калькування, а через пошук образу, що справляє аналогічний ефект (іронія, зневага чи повчання).

Фразеологічні вирази – це «окраса» мови, і спроба їхнього дослівного перекладу часто призводить до неточностей або стилістичного дисонансу. Міжкультурна адаптація виключає «сліпе копіювання», яке спотворює самобутність оригіналу. Перекладач має аналізувати не лише комунікативне завдання, а й формальну структуру, що містить культурно-специфічну інформацію. Часто доводиться відмовлятися від «предметної точності» через лакунарність – відсутність відповідного поняття в мові перекладу. У таких випадках адекватність досягається через комплексні мовні перетворення логічного характеру.

Іноді в процесі адаптації склад фрази стає зовсім непізнаваним, проте її функція повністю зберігається, викликаючи у носія української мови ті ж асоціації, що й у німця. Це і є успішним виконанням комунікативного завдання. Проте шлях до таких змін складний, особливо у випадках із незвичайним слововживанням або переносним значенням.

Можна виділити три стратегії міжкультурної адаптації паремій у парі німецька – українська.

1. Стратегія повної еквівалентності (трансплантація образної структури).

Найменший опір при перекладі чинять паремії, що мають характер повних еквівалентів. У межах німецько-українського зіставлення такі одиниці демонструють абсолютну тотожність на трьох рівнях: семантичному (зміст), структурно-граматичному (побудова речення) та образному (метафора). Як свідчить матеріал дослідження, до цієї групи належать переважно інтертекстуальні одиниці, що мають спільний генезис – античне походження або біблійне коріння.

Розглянемо декілька прикладів.

Німецька паремія: *«Ein Buch mit sieben Siegeln»* – українська: *«Книжка за сімома печатками»*. Дана паремія є класичним біблеїзмом (від Івана Богослова). У обох лінгвокультурах вона актуалізує концепт «непізнаваності» або «абсолютної таємниці». Перекладацька стратегія тут зводиться до прямої підстановки (трансплантації), оскільки числова символіка («сім») та ключовий образ («книга»/»печатки») є ідентичними маркерами сакрального тексту, що інтегровані в пам'ять обох народів.

Німецька: *«Wer Wind sät, wird Sturm ernten»* – українська: *«Хто сіє вітер, пожне бурю»*. У цьому прикладі ми спостерігаємо повну ізоморфність метафоричного перенесення. Спільна для аграрних за походженням культур метафора «сівба – жнива» використовується для ілюстрації причинно-наслідкових зв'язків людських вчинків. Використання ідентичних лексем (*Säen/сіяти, Ernten/жати*) забезпечує збереження ритміки та дидактичного потенціалу вислову. Це підтверджує тезу про те, що універсальні моральні імперативи в європейському ареалі часто мають уніфіковану вербальну форму.

Німецька паремія: *«Die goldene Mitte»* – український еквівалент: *«Золота середина»*. Античне походження цієї паремії (*Aurea Mediocritas* Горація) зумовлює її функціонування як термінологізованої моральної категорії. Обидві мови зберігають епітет «золотий» як символ найвищої цінності та поміркованості. У цьому випадку перекладач уникає будь-яких трансформацій, оскільки культурний фон обох лінгвоспільнот є повністю синхронізованим через спільну рецепцію античної спадщини.

Таким чином, застосування стратегії повної еквівалентності у мовній парі німецька – українська можливе за умови існування спільного прецедентного джерела. У таких випадках міжкультурна адаптація відбувається природним шляхом, оскільки лінгвокультурні коди обох мов спираються на єдиний так би мовити загальноєвропейський фонд образності, що мінімізує ризик втрати прагматичного значення.

2. Стратегія часткової еквівалентності (семантико-образна модифікація).

На відміну від повних еквівалентів, часткова еквівалентність передбачає збереження цілісного семантичного ядра паремії при одночасній трансформації її окремих лексичних або образних компонентів. Така необхідність зумовлена специфікою національної дистрибуції образів: те, що сприймається як органічне та влучне в німецькій лінгвокультурі, може здатися стилістично маргінальним або незрозумілим для українського реципієнта. У таких випадках перекладач застосовує модифікацію,

підбираючи аналоги, які мають ідентичну прагматичну силу в мові перекладу.

Проаналізуємо конкретні випадки.

Німецьке прислів'я: *«Gibt Gott Häschen, gibt er auch Gräschen»* ми перекладаємо українською як: *«Дасть Бог день, дасть і їжу»*. Німецька паремія побудована на конкретному, дещо пестливому образі природи (*Häschen / зайчик*, *Gräschen / травичка*), який відображає ідею божественного провидіння та забезпечення базових потреб кожної живої істоти. Буквальний переклад *(«Дасть Бог зайчика, дасть і травичку»)* в українському контексті сприймався б швидше як дитяча лічилка, а не як життєва мудрість. Тому українська мова пропонує більш абстрагований та універсальний варіант, де конкретні біологічні образи замінюються часовими (*день*) та життєво необхідними (*їжа*) категоріями. Семантична інваріантність (заспокоєння щодо майбутнього) зберігається, проте образний ряд адаптується під традиційні українські світоглядні структури.

Другий приклад: німецькою - *«Das Hemd ist mir näher als der Rock»*, українською: *«Своя сорочка ближча до тіла»*. У цьому випадку ми спостерігаємо цікаву деформацію образного ряду при збереженні ключового компонента – *«сорочка»* (*Hemd*). Німецький вислів порівнює два предмети одягу (*Rock / спідниця* або *піджак*), де «ближче» визначається за ієрархією шарів одягу. Український еквівалент натомість використовує опозицію «одяг – людина» (*сорочка – тіло*). Заміна «спідниці» на «тіло» підсилює егоцентричну спрямованість паремії, роблячи її більш експресивною та емоційно зрозумілою для українця. Така адаптація є виправданою, оскільки вона апелює до відчуття фізичної близькості, що є універсальним маркером пріоритетності власних інтересів над чужими.

Стратегія часткової еквівалентності є найбільш поширеною у мовній парі німецька – українська. Вона демонструє гнучкість перекладацького мислення: для збереження комунікативного ефекту перекладач свідомо йде на заміну денотатів (зайчик → день, спідниця → тіло). Це дозволяє уникнути «літералізмів», які перетворюють живий фольклор на штучну мовну конструкцію, і забезпечує природне звучання паремії в цільовому середовищі.

3. Стратегія функціональної аналогії (повна лінгвокультурна адаптація).

Найвищий рівень складності перекладу паремій становить пошук функціональних аналогів. Ця стратегія застосовується у випадках, коли образна система німецької мови є настільки специфічною, що її буквальний переклад або навіть часткова модифікація не зможуть адекватно відтворити

зміст у свідомості українського реципієнта. У такій ситуації перекладач здійснює повну адаптацію, підбираючи автентичне українське прислів'я, яке має іншу метафоричну основу, але ідентичне прагматичне значення та функцію в мовленні.

Проведемо аналіз конкретних випадків.

Німецька паремія: *«Leeres Stroh dreschen»* перекладається українською як *«Переливати з пустого в порожнє»*. Німецька пареміологічна одиниця апелює до сільськогосподарського процесу молотьби (*dreschen*), де обробка соломи без зерна є марною, безглуздою працею. В українській мовній традиції аналогічне значення «безрезультатної діяльності» або «пустослів'я» закріпилося через образ води та посуду. Перехід від аграрного коду (*солома*) до побутово-гідрологічного *(вода / пустота)* дозволяє зберегти іронічний підтекст вислову, роблячи його стилістично природним для українського контексту.

Другий приклад. Німецький вислів: *«Morgenstunde hat Gold im Munde»* перекладається українською: *«Хто рано встає, тому Бог дає»*. Німецька паремія відзначається вишуканою внутрішньою римою та метафорою «золота в роті», що підкреслює цінність раннього часу. Прямий переклад *(«Ранкова година має золото в роті»)* звучить для українця як штучна поетична конструкція. Натомість українська аналогія спирається на інший лінгвокультурний код – релігійно-етичний. Заміна метафори «золота» на концепт «божественного благословення» є типовою для української пареміології, де успіх часто пов'язується з вищою силою та працьовитістю. Попри повну зміну образів, комунікативна мета (мотивація до ранньої праці) досягається максимально ефективно.

Проаналізуємо німецьке прислів'я *«Die Ziege ist satt und der Kohl unberührt»*, яке має український аналог: *«І кози ситі, і капуста ціла»*. У цьому випадку ми бачимо цікавий приклад часткового ізоморфізму. Обидві паремії використовують ідентичні денотати (*коза, капуста*), проте структура та акценти відрізняються. Німецький варіант акцентує на стані об'єктів (*satt / сита, unberührt / недоторкана*), тоді як український використовує ритмізовану форму з прикметником «ціла». Це приклад того, як фольклорні традиції різних народів обирають однакові образи для вирішення конфліктних ситуацій (компромісу), але оформлюють їх згідно з власними фонотактичними та стилістичними уподобаннями.

Ми можемо зробити висновок, що використання функціональних аналогів вимагає від перекладача не лише мовної компетенції, а й глибоких фонових знань (Cultural background knowledge). Це процес перекодування, де на зміну лінгвістичному аналізу приходить антропологічний та фольклорний пошук. Повна адаптація є найбільш досконалим способом

подолання міжкультурного бар'єру, оскільки вона дозволяє іншомовному вислову стати «своїм» у новій лінгвокультурній системі.

У наведених та проаналізованих прикладах ми бачимо, як перекладач дбає про збереження культурологічного елемента, уникаючи так званих фальшивих асоціацій. Теорія перекладу наголошує: якщо пряма відповідність відсутня, адекватність досягається через інтерпретацію та звернення до широкого культурного фону.

Методологічно переклад німецьких паремій на українську ми можемо класифікувати так:

1) **Еквівалентний метод:** повний збіг змісту пареміологічних одиниць («*Verschiebe nie auf morgen...*» - «*Не відкладай на завтра...*»).

2) **Адекватний метод:** різниця в образах при семантичній тотожності змісту («*Erst die Arbeit, dann das Vergnügen*» - «*Зробив діло – гуляй сміло*»).

3) **Частковий еквівалент:** зміна акцентів, яка пов'язана з національними особливостями та менталітетом («*Hunger ist der beste Koch*» - «*Голод не тітка*»).

Головною метою перекладу фразеологізмів та паремій є досягнення адекватності – вичерпної передачі змісту оригіналу при повній функціонально-стилістичній відповідності. Текст перекладу не може бути абсолютним дзеркалом, але він має бути рівнозначним за впливом. Важливо розрізняти формальну еквівалентність (близькість до структури) та динамічну еквівалентність (створення аналогічного зв'язку між текстом і читачем).

Отже, міжкультурна адаптація в перекладацькій діяльності – це баланс між семантичною інформацією, структурою та естетикою. Точність перекладу полягає не в копіюванні слів, а у функціональній відповідності, що дозволяє паремії залишатися живою одиницею мови в новому культурному середовищі.

При перекладі в мовній парі німецька – українська дослідники виділяють три головні бар'єри.

1. **Національні реалії.** Вживання назв страв, одягу чи історичних постатей. Наприклад, німецька паремія *«Man soll den Tag nicht vor dem Abend loben»* має прямий відповідник – *«Не хвали день до вечора»*. Проте сталі вирази з локальними топонімами чи іменами потребують повної адаптації.

Наведемо кілька прикладів. Німецьке прислів'я *«Eulen nach Athen tragen»* (дослівно: «*неси сов до Афін*») означає для німця даремну працю, так як Афіни були містом сов і мудрості. Для пересічного українця образ Афін та сов не є миттєвим маркером безглуздості. Українські адаптації до цієї паремії будуть: *«Возити воду в криницю»* або *«Дрова до лісу возити»*.

Іншим прикладом є сталий вислів: «*Das ist mir Wurst*» (дослівно: «*мені це ковбаса*»). Культ ковбаси в німецькій гастрономії породив метафору байдужості. В українській мові «ковбаса» має лише позитивні або побутові конотації. Українськими адаптаціями можуть вважатися: *«Мені це байдуже»* або фразеологізм *«Моя хата скраю»*.

Паремії, що прив'язані до конкретних німецьких міст або річок, часто втрачають сенс при буквальному перекладі, оскільки український читач не володіє необхідним асоціативним фоном. Вислів німецькою *«Nach Kanossa gehen»* (дослівно: «*йти в Каноссу*») апелює до історичної події 1077 року, а саме до покаяння імператора Генріха IV. Без знання історії цей вислів є незрозумілим. Українськими адаптаціями можуть бути: *«Йти на поклон»* або *«Визнати свою провину»*.

Іншим прикладом в цьому ряду може бути німецьке прислів'я «Ab nach Kassel!» (дослівно: «*геть до Касселя!*»). Цей вислів є історичною відсилкою до продажу солдатів ландграфом Гессенським. Українськими перекладами-адаптаціями можуть стати: *«Забирайся геть!», «Котися під три чорти!»*

Німецькі паремії часто використовують антропоніми, типові власні імена (Ганс, Петер, Міхель) для означення певних рис характеру, що є класичним прикладом етнографічної лакуни.

Наведемо кілька прикладів. Німецький вислів *«Was Hänschen nicht lernt, lernt Hans nimmermehr»* можна перекласти українською дослівно: «*чого не навчиться Гансик, того Ганс ніколи не вивчить*». В основі прислів'я лежить використання зменшувальної та повної форми одного імені (*Hänschen / Hans*) для протиставлення дитинства та зрілості. Українські адаптації: *«Гни дерево, поки молоде, вчи дітей, поки малі»* або *«Чого в молодості не навчишся, того на старість не будеш знати»*. Хоча у німецькому прислів'ї *«Dumm wie Bohnenstroh sein»* немає імені, *«Bohnenstroh»* часто асоціюється з казковим персонажем «Дурним Гансом». Українським перекладом можуть вважатися прислів'я *«Дурний як цап»* або *«Дурний як пробка»*.

Подолання продемонстрованих у наведених вище прикладах бар'єрів вимагає від перекладача відмови від формальної еквівалентності (відповідності слів) на користь динамічної еквівалентності (відповідності впливу на читача). Тільки через повну заміну німецьких реалій українськими аналогами можна зберегти живий, народний характер паремії.

2. **Лакунарність –** відсутність аналогічного поняття в іншій культурі.

Лакунарність (від лат. *lacuna* – «заглиблення, прірва») у пареміології виникає тоді, коли певна німецька одиниця відображає специфічний

фрагмент досвіду, історичну подію або побутову деталь, яка не має аналога в українській мовній картині світу. Це так звані «порожні клітинки» на семантичній карті мови-рецептора. Подолання лакун вимагає від перекладача або створення розлогого описового перекладу, або пошуку далекого функціонального аналога, який би передавав подібну емоцію, а не ситуацію.

Прикладом лакунарності є переклад німецької паремії *«Dienst ist Dienst und Schnaps ist Schnaps»* (дослівно: *«служба є служба, а шнапс є шнапс»*). Тут відображена специфічна німецька ментальна установка на суворе розмежування професійної діяльності та приватного життя. В українській традиції, де робота та особисті стосунки часто переплітаються, ідентичної короткої формули немає. Перекладацьким рішенням може стати описовий переклад або адаптація через контекст: *«Робота роботою, а відпочинок за розкладом»* чи *«Дружба дружбою, а служба службою»* (хоча останнє має дещо інший відтінок – про пріоритет обов'язку над друзями).

Отже, лакунарність у мовній парі німецька – українська не є свідченням бідності однієї з мов, а лише вказує на унікальність історичного шляху кожного етносу. Перекладацька стратегія у випадку лакун зміщується з мовного рівня на когнітивний: перекладач транслює не слова, а культурний смисл, заповнюючи лакуну зрозумілим для реципієнта досвідом.

3. **Коннотативні розбіжності:** однакові образи можуть мати різні оцінні значення у різних мовах.

Наприклад, у більшості культур осел – символ упертості. Проте в німецькій пареміології він часто постає як символ терплячості, витривалості або навіть багатства (через казку про «Ослика-алхіміка»). Нім.: *«Den Esel auf dem Eis führen»* (дослівно: «*виводити осла на лід*»). Цей вислів означає підбурювати когось до нерозсудливого вчинку через надмірне почуття безпеки або багатства. В Україні осел асоціюється виключно з негативом («дурний як осел», «упертий як осел»). Для передачі німецького значення «вводити в спокусу/небезпеку» краще використати ідіому *«Штовхати на слизьку дорогу»*.

В українській культурі півень – це символ раннього пробудження, пильності або, у переносному значенні, задикуватості *(«розпускати пір'я»)*. У німецькій мові існує фразеологізм «*Hahn im Korbe sein*» (дослівно: «*бути півнем у кошику*») означає «бути центром уваги» (часто єдиним чоловіком у жіночому товаристві) і почуватися дуже впевнено. В Україні *«півень у кошику»* викликав би асоціацію з обмеженням волі або підготовкою до продажу на базарі. Українська адаптація німецької ідеоми: *«Бути центром всесвіту»* або *«Почуватися як риба у воді»* (в контексті комфорту й уваги).

В українській мові «пташка» асоціюється зазвичай з чимось позитивним (волею, легкістю, піснею). У німецькій пареміології *«мати птаха»* - це кліше для психічного розладу. Німецький вислів *«Einen Vogel haben»* (дослівно: «*мати птаха*») означає бути несповна розуму, поводитися дивно. Цей вираз можна адаптувати як *«Мати клепку, якої бракує», «Мати тарганів у голові»* або *«Бути з привітом».*

Хоча обидві культури визнають лисицю хитрою, у німецькій мові вона часто символізує досвідченість та старість (позитивний аспект мудрості), тоді як в українській – переважно підступність та зрадливість. Німецький сталий вислів *«Ein alter Fuchs»* (дослівно: «*Старий лис*») – це комплімент досвідченій людині, яку важко перехитрити. Тут ми змінюємо тварину (лис → вовк/горобець), щоб зберегти позитивну конотацію досвіду: *«Старий вовк»* або *«Стріляний горобець».*

Відтак, автоматичне перенесення зооморфного коду без урахування його оцінного забарвлення у мові-рецепторі є грубою перекладацькою помилкою, що призводить до повної дезінформації читача.

Для досягнення адекватності перекладу перекладач має обирати одну з наступних міжкультурних стратегій:

Таблиця 1

Стратегія	**Опис**	**Приклад (нім. → укр.)**
Повна еквівалентність	Збіг значення, структури та образів	*Lügen haben kurze Beine → У брехні короткі ноги*
Паремійна аналогія	Те саме значення, але інші образи	*Eulen nach Athen tragen → В ліс дрова возити*
Калькування	Дослівний переклад (застосовується рідко)	Використовується, якщо образ зрозумілий без адаптації
Описовий переклад	Пояснення змісту, якщо відповідника немає	Використовується для рідкісних діалектизмів

Особливу увагу перекладача повинні викликати паремії, що звучать схоже, але мають різні відтінки значень. Наприклад, німецьке *«Ordnung ist das halbe Leben» («Порядок – це половина життя»)* відображає фундаментальну цінність німецької культури, яку важко передати одним словом, не втративши філософського підтексту «впорядкованості буття».

Успішна міжкультурна адаптація німецьких та українських паремій вимагає від перекладача не лише лінгвістичної вправності, а й глибоких

знань етнопсихології. Пріоритетним при перекладі має бути збереження прагматичного впливу на реципієнта, навіть якщо це потребує повної заміни образної системи вислову.

Для прикладу наведемо аналіз п'яти типів перекладацьких викликів, де прямий переклад (калькування) міг би призвести до нерозуміння або втрати стилістичного забарвлення.

У процесі міжкультурної адаптації німецьких паремій дослідник стикається з низкою детермінованих перешкод, що коріняться у відмінностях історичного розвитку, побуту та релігійних уявлень обох народів. Аналіз емпіричного матеріалу дозволяє виокремити кілька ключових зон «міжкультурного напруження»:

1. Конфлікт зооморфних образів. Тварини в паремійних фондах різних культур часто наділені діаметрально протилежними конотаціями. Яскравим прикладом є німецька ідіома «*Schwein haben*» (дослівно: «*мати свиню*»). Для німецької свідомості свиня є архаїчним символом неочікуваного успіху та везіння (що сходить до традиції нагородження найгіршого учасника змагань поросям як розрадою, яка з часом перетворилася на символ удачі). Натомість в українській лінгвокультурі образ свині асоціюється виключно з неохайністю, брудом або аморальною поведінкою. Пряма трансляція («він має свиню») повністю спотворить позитивний прагматичний ефект оригіналу, тому адекватна адаптація вимагає використання функціональних відповідників: *«схопити Бога за бороду»* або *«йому щастить»*.

2. Побутова конкретика проти етнографічної аналогії. Німецькі паремії тяжіють до деталізації гастрономічного та домашнього контекстів. Вираз *«seinen Senf dazugeben»* («*додавати свою гірчицю*») апелює до традиційної німецької кухні, де гірчиця є неодмінним атрибутом столу. В українському дискурсі аналогічна ситуація – надання непроханої чи «дешевої» поради – вербалізується через монетарну метафору: *«вставляти свої п'ять копійок»*. Водночас деякі образи, як-от *«da liegt der Hund begraben»*, знаходять повний відповідник *(«ось де собака заритий»),* хоча в науковому стилі часто потребують деметафоризації через вираз *«ось у чому корінь проблеми»*.

3. Етнографічні лакуни та релігійна інтерпретація. Уявлення про небезпеку та хаос у німецькій мові часто локалізуються в образі *«in Teufels Küche kommen»* («*потрапити в кухню до диявола*»). Цей вислів відображає середньовічні уявлення про демонологію як про щось матеріальне й побутове. Для українського реципієнта цей образ є менш звичним, тому адаптація відбувається або через абстрактне поняття *«вскочити в халепу»,*

або через більш динамічну метафору *«потрапити в саму пащу лева»,* що акцентує на неминучості загрози.

4. Диференціація числових та мисливських метафор. Логіка кількісних показників у пареміях часто збігається, проте їхнє предметне наповнення різниться. Німецьке *«auf Wolke sieben schweben»* (*«парити на сьомій хмарі»*) та українське *«бути на сьомому небі»* мають ідентичне число «сім», але різні просторові координати (хмара vs небо). Більш глибока розбіжність спостерігається у вислові *«zwei Fliegen mit einer Klappe schlagen»* (*«убити двох мух однією мухобійкою»*). Тут німецька мова демонструє «домашній», побутовий фокус, тоді як українська аналогія *«вбити двох зайців одним пострілом»* апелює до мисливського коду. Наведення «мухи» в українському контексті нівелював би значущість успіху, оскільки муха сприймається як дріб'язковий, малоцінний об'єкт.

5. Аксіологія праці та дисципліни. Особливо виразно відмінності проявляються у пареміях про працю. Відоме прислів'я *«Morgenstund hat Gold im Mund»* (*«ранкова година має золото в роті»*) фокусує увагу на матеріальній винагороді та раціоналізмі («золото»). Український відповідник *«хто рано встає, тому Бог дає»* переносить акцент у площину духовно-релігійної етики. Це свідчить про глибоку вкоріненість української пареміології в православно-аграрну культуру, де успіх розглядається не лише як результат власних зусиль, а як божественне благословення.

Розглянемо зведену таблицю перекладацьких трансформацій.

Таблиця 2

Зведена таблиця перекладацьких трансформацій

Німецька паремія	**Буквальне значення**	**Український функціональний аналог**	**Тип трансформації**
«Eulen nach Athen tragen»	*«Нести сов в Афіни»*	*«В ліс дрова возити»*	Заміна образів (культурна адаптація)
«Einem geschenkten Gaul sieht man nicht ins Maul»	*«Дарованому коню в пащу не дивляться»*	*«Дарованому коневі в зуби не дивляться»*	Повний еквівалент (збіг образу)
«Tomaten auf den Augen haben»	*«Мати помідори на очах»*	*«Сліпої кури не розбере»,* або *«Нічого перед носом не бачити»*	Фразеологічна заміна

Німецька паремія	Буквальне значення	Український функціональний аналог	Тип трансформації
«Die Katze im Sack kaufen»	*«Купити кота в мішку»*	*«Купити кота в мішку»*	Повний еквівалент

Ці приклади наочно доводять, що перекладач паремій є культурним посередником, який обирає між збереженням чужої екзотики та адаптацією до рідного читача.

Висновки. Проведене дослідження особливостей перекладу та міжкультурної адаптації німецьких паремій в українськомовному середовищі дозволяє підбити підсумки. Переклад прислів'їв та приказок – це складний процес лінгвокультурного трансферу, де на перший план виходить не механічна заміна слів, а пошук концептуальної та прагматичної рівнозначності.

Аналіз фактичного матеріалу засвідчує, що вибір стратегії перекладу безпосередньо залежить від етимології паремії та її образної структури. Зокрема, встановлено, що біблійні та античні вирази демонструють високий ступінь універсальності, що дозволяє застосовувати метод прямої еквівалентності.

Водночас народні паремії, що відображають специфічний побут, ментальність та історію нації, вимагають глибокої адаптації. У таких випадках адекватність досягається через зміну образної системи: від німецького раціоналізму та конкретики до української метафоричності, часто заснованої на аграрних або релігійних конотаціях.

Отже, адекватний переклад у мовній парі німецька – українська є результатом балансу між збереженням семантичного ядра оригіналу та дотриманням стилістичних і фразеологічних норм мови перекладу. Це підтверджує тезу про те, що перекладач виступає не просто лінгвістом, а культурним посередником, який адаптує чужорідний досвід до сприйняття рідним читачем, не втрачаючи при цьому емоційної сили та влучності вислову.

Подальші наукові розвідки в цьому напрямі можуть бути зосереджені на вивченні функціонування адаптованих німецьких паремій у сучасному цифровому дискурсі та соціальних мережах.

Окремого аналізу потребує трансформація паремійного фонду під впливом сучасних соціокультурних змін, а також порівняльне дослідження перекладацьких стратегій при відтворенні німецьких діалектизмів та регіональних приказок, які досі залишаються маловивченими в українському перекладознавстві.

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СТРУКТУРНО-МОТИВАЦІЙНА ОРГАНІЗАЦІЯ ВІРТУАЛ-МІФОНІМІВ У ВІДЕОГРІ THE ELDER SCROLLS V: SKYRIM

Анотація. Статтю присвячено аналізу віртуалміфонімів як складової ономастикону відеоігор на матеріалі відеогри *The Elder Scrolls V: Skyrim*. Досліджено структурні та мотиваційні особливості власних назв у межах ігрового простору міста Riften. Визначено основні типи віртуалміфонімів, охарактеризовано їхню мотивацію та структурну організацію. Встановлено, що найбільш продуктивними є посесивні, кваліативні та локативні моделі номінації, а структурно переважають складені назви. Отримані результати підтверджують важливу роль онімів у формуванні ігрової реальності. Матеріалом дослідження слугував корпус із 51 лексичної одиниці, відібраних методом суцільної вибірки.

У межах вивчення ономастики міста Riften за типологією Т. В. Варбанець детально схарактеризовано такі підгрупи, як віртуал-міфоастіоніми, міські віртуалміфохороніми, віртуалміфоквестоніми, віртуалміфоагороніми та віртуалміфодромоніми. Мотиваційний аналіз емпіричної бази, здійснений на основі класифікації ідеонімів М.М.Торчинського, унаочнив розмаїття номінаційних підходів розробників. Кваліативні та сутнісні назви (наприклад, *The Ragged Flagon, Hall of the Dead*) яскраво зображають специфіку та атмосферу локацій, тоді як патронімічні й посесивні (*Black-Briar Meadery, Elgrim's Elixirs*) маркують власність та соціальну ієрархію всередині ігрового соціуму. Локативні моделі (*Riften Marketplace*) забезпечують чітку просторову орієнтацію гравця. Структурна градація онімів підтвердила абсолютне домінування складених конструкцій (оніми-словосполучення та оніми-фрази, як-от *The Bee and Barb, Taking Care of Business*). Виявлено поодинокі випадки простих афіксальних номінацій (*Riften*) та складних онімів-композитів (*Honeyside,*

The Ratway). Таке структурне розмаїття свідчить про прагнення авторів гри максимально деталізувати віртуальний простір фентезійного світу, надати власним назвам додаткового когнітивного та прагматичного навантаження. Зроблено висновок, що віртуалміфоніми у відеогрі *The Elder Scrolls V: Skyrim* виступають потужним інструментом лінгвоконструювання, що безпосередньо впливає на занурення гравця в ігрову атмосферу та сюжетну динаміку.

Ключові слова: ономастика, ідеоніми, віртуалміфоніми, відеоігри, мотивація назв, структура онімів.

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STRUCTURAL-MOTIVATIONAL ORGANIZATION OF VIRTUAL MYPHONYMS IN THE VIDEO GAME THE ELDER SCROLLS V: SKYRIM

The article focuses on the analysis of virtual mythonyms as part of video game onomastics based on *The Elder Scrolls V: Skyrim*. The structural and motivational features of proper names within the game space of Riften are examined. The main types of virtual mythonyms are identified, and their motivation and structural organization are analyzed. It is established that possessive, qualitative, and locative naming models are the most productive, while structurally compound names prevail. The results confirm the important role of proper names in constructing game reality.

The research material consists of a corpus of 51 lexical units selected through continuous sampling. Within the urban onomastics of Riften, and according to T. V. Varbanets' typology, such subgroups as virtual mythoastionyms, urban virtual mythochoronyms, virtual mythoquestonyms, virtual mythoagoronyms, and virtual mythodromonyms are characterized in detail. The motivational analysis, based on M. M. Torchinskyi's classification of ideonyms, highlights the diversity of the developers' nominative approaches. Qualitative and essential names (e.g., *The Ragged Flagon*, *Hall of the Dead*) vividly explicate the specific atmosphere of the locations, while patronymic and possessive ones (*Black-Briar Meadery*, *Elgrim's Elixirs*) mark ownership and

social hierarchy within the game society. Locative models (*Riften Marketplace*) provide clear spatial orientation for the player. The structural categorization of the names confirmed the absolute dominance of compound constructions (multi-word proper names and phrasal proper names, such as *The Bee and Barb, Taking Care of Business*). Isolated cases of simple affixal nominations (*Riften*) and complex compound proper names (*Honeyside, The Ratway*) were identified. Such structural diversity indicates the game developers' desire to detail the virtual space of the fantasy world as much as possible, providing proper names with additional cognitive and pragmatic load. It is concluded that virtual mythonyms in *The Elder Scrolls V: Skyrim* serve as a powerful tool for linguoconstructing, directly influencing the player's immersion into the game's atmosphere and plot dynamics.

Keywords: onomastics, ideonyms, virtual mythonyms, video games, naming motivation, structure.

Постановка проблеми. Сучасна ономастика активно розширює межі своїх досліджень, охоплюючи нові сфери функціонування власних назв, зокрема цифрові та віртуальні середовища. В умовах стрімкого розвитку інформаційних технологій і глобальної популяризації відеоігор як форми масової культури особливої актуальності набуває дослідження мовних засобів створення віртуальної реальності. Відеоігри вже давно перестали бути виключно розважальним продуктом і нині становлять складний мультимодальний культурний феномен, у межах якого формуються самобутні номінації, що забезпечують цілісність ігрового світу, його атмосферу та сюжетну логіку.

Одним із найменш досліджених аспектів сучасної ономастики є віртуалміфоніми, тобто власні назви об’єктів комп’ютерних ігор, які функціонують у межах штучно створених світів і виконують не лише номінативну, а й когнітивну, прагматичну та стилістичну функції. Такі оніми формують уявлення гравця про простір, соціальну організацію, культурні особливості та історію вигаданого світу, а також сприяють ефекту занурення, що є одним із ключових принципів сучасного геймдизайну.

Особливої уваги потребує дослідження структурно-мотиваційної організації віртуалміфонімів, оскільки саме мотивація назв дає змогу простежити принципи мовного моделювання цифрового світу, а структурний аналіз дозволяє виявити продуктивні словотвірні та синтаксичні моделі творення онімів у сучасному ігровому дискурсі.

Незважаючи на активний розвиток ігрової індустрії та зростання інтересу до цифрової лінгвістики, питання функціонування онімів у межах конкретних ігрових всесвітів досі залишаються фрагментарно висвітленими. У цьому контексті особливий науковий інтерес становить відеогра

The Elder Scrolls V: Skyrim, яка вирізняється розгалуженою та детально продуманою ономастичною системою. Власні назви у грі виконують важливу роль у побудові фентезійного світу, формуванні його культурної та соціальної моделі, а також у створенні відчуття автентичності й історичної глибини. Саме тому аналіз віртуалміфонімів цього ігрового всесвіту дає змогу не лише описати специфіку функціонування власних назв у цифровому середовищі, а й поглибити уявлення про механізми мовного конструювання віртуальної реальності загалом.

Аналіз досліджень. Ономастичне вивчення відеоігор становить відносно новий напрям лінгвістичних досліджень, формування якого зумовлене розвитком цифрових технологій і поширенням віртуальних комунікативних просторів. Проблематика ономастики широко представлена у працях О. Ю. Карпенко, М. М. Торчинського, О. О. Селіванової. Дослідження відеоігор в ономастичному аспекті здійснювали Т. В. Варбанець, О. О. Васильєва, зробивши вагомий внесок у розвиток цього напряму ономастики. Науковці фактично заклали фундамент для вивчення онімії комп'ютерних ігор і сучасних технологій шляхом консолідації й поглиблення попередніх розвідок і створення перспектив для нових [2, с. 244]. Однак структурно-мотиваційний аналіз онімів конкретних ігрових світів залишається недостатньо розробленим.

Стаття має на **меті** дослідити мотиваційний та структурний аспект віртуалміфонімів у відеогрі *The Elder Scrolls V: Skyrim*.

Виклад основного матеріалу. Структурно-мотиваційна організація віртуалміфонімів у відеогрі *The Elder Scrolls V: Skyrim* репрезентує складну систему власних назв, що функціонують у межах віртуального урбанонімного простору. Дослідження специфіки побудови штучних всесвітів у сучасній лінгвістиці безпосередньо пов'язане з вивченням ономастикону художніх та цифрових творів. Оскільки створення автентичної ігрової реальності неможливе без унікальних мовних елементів, що забезпечують глибину внутрішнього всесвіту, виникає потреба в чіткій лінгвістичній термінологізації цих одиниць. Так, назви об'єктів або створінь у межах комп'ютерної гри відносяться до широкого класу ідеонімів – власних назв об'єктів, пов'язаних із духовною, інтелектуальною чи творчою сферою людини [4]. За класифікацією О. О. Васильєвої, власні назви на позначення комп'ютерних програм та ігор формують окремий підтип ідеонімів – комп'ютероніми [6]. Проте для точнішої номінації елементів внутрішньоігрового простору доцільно використовувати термін «віртуалміфонім», уведений у науковий обіг Т. В. Варбанець для позначення власних назв будь-яких об'єктів віртуальних світів електронних ігор. Важливим етапом вивчення цієї ономастичної підсистеми є з'ясування її мотиваційних

чинників, адже мотивація онімів, за суттю, є безпосередньою причиною вибору саме такої, а не іншої мовної форми [5]. Як зазначає О. О. Селіванова, на вербальному рівні мотиваційні механізми виявляються у структурно-семантичних зв'язках між похідними та твірними одиницями, а на когнітивному рівні вони виступають способом мовної репрезентації концептуальних реляцій синергетичної системи етносвідомості (у випадку ігрового дискурсу – свідомості розробників та авторів лору) [3]. Окрім того, для повного лінгвістичного опису віртуалміфонімів необхідне поєднання семантико-мотиваційного підходу зі структурною класифікацією (зокрема, поділом на прості, складні та складені одиниці), що спирається на загальні засади структурування онімного простору.

Аналіз здійснено на матеріалі назв, зафіксованих у межах ігрового простору міста *Riften*, що відзначається високою концентрацією онімів різного функціонального призначення. Корпус дослідження було сформовано методом суцільної вибірки й охоплює 51 лексичну одиницю. Класифікацію здійснено на основі функціонального та локативного принципів за типологією Т. В. Варбанець [1].

У межах вибірки виокремлено кілька основних груп віртуалміфонімів, зокрема:

- ***віртуалміфоастіоніми*** (місто *Riften*);
- міські ***віртуалміфохороніми*** (власна назва «частини території міста»), серед яких:
- *таверни*: *The Bee and Barb, The Ragged Flagon;*
- *магазини та лавки: Black-Briar Meadery, Elgrim's Elixirs, The Pawned Prawn, Riften Marketplace, The Scorched Hammer;*
- *будинки: Aerin's House, Beggar's Row, Black-Briar Manor, Bolli's House, Haelga's Bunkhouse, Honeyside, Marise Aravel's House, Riftweald Manor, Romlyn Dreth's House, Snow-Shod Manor, Valindor's House;*
- *резиденція ярла: Mistveil Keep*;
- інші місця, які знаходяться всередині міста: *Hall of the Dead, Honorhall Orphanage, Temple of Mara, The Ratway, Riften Jail*);
- ***віртуалміфоквестоніми*** (власні назви завдань в комп'ютерній грі, назви місії чи рівня – *I Done Got Thaned!, Supply and Demand, The Raid, The Book of Love, Unfathomable Depths, A Chance Arrangement, Promises to Keep, Taking Care of Business, Bring It!, Distant Memories, Few and Far Between, Forbidden Legend, Grimsever's Return, Hunt and Gather, Ice Cold, Pilgrimage, Ringmaker, Sealing the Deal, Special Delivery, Spread the Love, Stabilized , Stoking the Flames, The Lover's Requital, Truth Ore Consequences*);
- а також поодинокі випадки ***віртуалміфоагоронімів*** (назва площі чи ринку в електронній грі – *Riften Fishery*) і ***віртуалміфодромонімів***

(власна назва на позначення будь-якого виду сполучення: наземного, водного, підземного, повітряного – *Riften Stables*).

Мотиваційний аналіз віртуалміфонімів здійснено відповідно до типології ідеонімів М. М. Торчинського, яка ґрунтується на визначенні ознаки, покладеної в основу власної назви та актуальної в момент її творення [5]. Відповідно до цієї класифікації, оніми поділяються на ***апотропейні, асоціативні, ідеологічні, кваліфікативні, локативні, меморіальні, номінальні, патронімічні, посесивні, символічні, ситуативні, сутнісні*** та ***темпоральні*** [5, с. 186-187].

Мотиваційний аналіз емпіричного матеріалу показав, що віртуалміфоніми міста *Riften* у відеогрі *The Elder Scrolls V: Skyrim* репрезентують широкий спектр мотиваційних типів, серед яких домінують кваліфікативні, сутнісні та посесивні назви.

Назва міста *Riften* належить до кваліфікативного типу мотивації, оскільки відображає природно-географічні особливості місцевості. Онім походить від назви регіону *The Rift* (‘розлом’), що характеризує територію як простір, відокремлений гірськими хребтами та водними артеріями. Таким чином, назва міста акцентує його просторові й ландшафтні характеристики.

Серед назв таверн зафіксовано як номінальні, так і кваліфікативні віртуалміфоніми. Так, *The Bee and Barb* належить до номінального типу мотивації, оскільки назва не пов’язана безпосередньо з ознаками або функціями денотата. Натомість *The Ragged Flagon* є кваліфікативним віртуалміфонімом, адже семантика оніма (‘пошарпана фляга’) відображає атмосферу закладу та його маргінальне соціальне середовище.

Власні назви магазинів і лавок демонструють переважання патронімічної, посесивної та локативної мотивації. Наприклад, *Black-Briar Meadery* є патронімічним віртуалміфонімом, оскільки назва походить від імені впливової династії *Black-Briar*, якій належить медоварня. Назви *Elgrim’s Elixirs* та *Aerin’s House* репрезентують посесивний тип мотивації, адже прямо вказують на власника об’єкта. Локативний тип реалізовано у назвах *Riften Marketplace*, *Riften Jail*, *Riften Fishery* та *Riften Stables*, де топонім *Riften* виконує функцію просторової локалізації денотата.

Кваліфікативні віртуалміфоніми особливо поширені серед назв будівель і локацій. Так, *Honeyside* викликає асоціації із затишком та комфортом, що відповідає характеристикам будинку, а *Mistveil Keep* акцентує туманний клімат регіону та водночас символізує атмосферу таємничості й інтриг, властиву місту. Змішаний кваліфікативно-локативний тип мотивації репрезентує назва *Riftweald Manor*, у якій компонент *Rift* співвідноситься з регіоном розташування, а *weald* позначає характерну для цієї місцевості лісисту територію.

Сутнісна мотивація простежується у назвах, що безпосередньо відображають функцію денотата. Зокрема, *Hall of the Dead* позначає місце поховання померлих, а *Beggar's Row* характеризує район проживання найбідніших верств населення. Подібний тип мотивації властивий і низці квестових назв, наприклад *The Raid*, *Taking Care of Business*, *Special Delivery* та *Hunt and Gather*, у яких онім прямо вказує на основний зміст або мету завдання.

Окрему групу становлять асоціативні та ідеологічні віртуалміфоніми. Назва *Temple of Mara* є ідеологічною, оскільки безпосередньо пов'язана з культом богині Мари. У свою чергу, *Truth Ore Consequences* реалізує асоціативний тип мотивації через алюзію на фразу *truth or consequences* та гру слів із компонентом *ore* ('руда'), що створює додатковий комічний ефект і водночас відображає зміст квесту.

Частина віртуалміфонімів характеризується змішаною мотивацією. Наприклад, *Honorhall Orphanage* поєднує кваліативний і сутнісний типи: компонент *Honorhall* апелює до уявлень про гідність і моральність, тоді як *Orphanage* прямо вказує на функцію закладу. Назва *The Ratway* є кваліативно-сутнісною, оскільки водночас описує підземну систему ходів і створює негативний образ брудного та небезпечного місця. У квестовому онімі *The Book of Love* поєднуються ідеологічна та кваліативна мотивації, адже назва пов'язана як із тематикою кохання, так і з культом богині Мари.

Задля структурної градації нашої вибірки ми звернулися до узагальненої класифікації М. М. Торчинського, яка ґрунтується на кількості компонентів, які є складниками власних назв та передбачає їх поділ на три групи – ***прості*** *(безафіксні та афіксальні)*, ***складні*** *(власне композити, афіксальні композити та абревіатури)* та ***складені*** *(оніми-словосполуки, оніми-словосполучення та оніми-фрази)* [5, с. 245-247].

Проведений аналіз засвідчив домінування складених конструкцій, що пояснюється прагненням розробників деталізувати віртуальний простір і надати назвам додаткового семантичного навантаження.

Назва міста *Riften* належить до простих афіксальних онімів, оскільки складається з кореня *rift* та суфікса *-en*. Суфіксальний компонент у цьому випадку виконує стилізаційну функцію та відповідає загальним словотвірним моделям ігрового світу.

Серед назв таверн переважають складені оніми-словосполучення. Наприклад, *The Bee and Barb* утворений поєднанням двох іменників (*bee* та *barb*), з'єднаних сурядним зв'язком, тоді як *The Ragged Flagon* має атрибутивну структуру типу «прикметник + іменник».

Подібна модель характерна також для назв *The Pawned Prawn* і *The Scorched Hammer*, у яких прикметниковий компонент виконує описову функцію.

Структурна організація назв магазинів і лавок демонструє поєднання композитних та словосполучникових моделей. Так, *Black-Briar Meadery* складається з композита *Black-Briar* та загального іменника *meadery*, а *Elgrim's Elixirs* є словосполученням із присвійною конструкцією. Аналогічну структуру мають *Riften Marketplace*, *Riften Fishery* та *Riften Stables*, у яких топонім поєднується із загальною назвою об'єкта.

У групі назв будівель також домінують оніми-словосполучення. Значна частина з них утворена за моделлю присвійної конструкції, наприклад *Aerin's House*, *Bolli's House*, *Valindor's House* та *Marise Aravel's House*. Водночас окремі назви містять композитні елементи: *Black-Briar Manor*, *Riftweald Manor*, *Snow-Shod Manor* і *Mistveil Keep*. Такі конструкції поєднують двоосновні слова з родовими назвами типу *manor* або *keep*, що сприяє створенню характерного фентезійного колориту.

До складних онімів-композитів належать *Honeyside* та *The Ratway*. Назва *Honeyside* утворена шляхом поєднання основ *honey* та *side*, тоді як *Ratway* складається з компонентів *rat* і *way*. Подібні утворення є типовими для фентезійної ономастики, оскільки забезпечують лаконічність і водночас образність назви.

Оніми-словосполучення активно функціонують і в назвах внутрішніх міських локацій. Так, *Hall of the Dead* та *Temple of Mara* побудовані за моделлю «іменник + прийменниковий зворот», де другий компонент уточнює призначення або належність об'єкта. Назва *Honorhall Orphanage* містить композит *Honorhall*, поєднаний із родовою назвою *orphanage*.

Особливо різноманітною є структурна організація назв квестів. Серед них наявні як прості, так і складені конструкції. До простих безафіксних онімів належать *The Raid*, *Pilgrimage*, *Ice Cold* та *Stabilized*. Водночас переважають складені назви у формі онімів-словосполучень та онімів-фраз.

Оніми-словосполучення представлені структурами атрибутивного або сурядного типу: *Supply and Demand*, *Unfathomable Depths*, *Forbidden Legend*, *Special Delivery*, *The Lover's Requital*. Окремі назви мають складнішу словотвірну будову, як-от *Grimsever's Return*, де компонент *Grimsever* є композитом із семантикою зброї та руйнування.

Оніми-фрази характеризуються предикативністю та дієслівною структурою. Наприклад, *I Done Got Thaned!* є предикативною конструкцією з оказіональним дієсловом *thaned*, утвореним за аналогією до *knighted*. Назви *Taking Care of Business*, *Sealing the Deal* та *Stoking the Flames* побудовані на герундіальних конструкціях, а *Bring It!* і *Spread the Love* реалізують модель імперативного висловлення. Назва *Promises to Keep* містить інфінітивний зворот, тоді як *Few and Far Between* репрезентує фразеологічну конструкцію.

Висновки. Отже, результати мотиваційного та структурного аналізу віртуалміфонімів відеогри *The Elder Scrolls V: Skyrim* засвідчили, що система назв у межах віртуального простору є семантично вмотивованою та структурно різнорівневою.

Домінування кваліативних і сутнісних віртуалміфонімів свідчить про прагнення розробників через назву передати атмосферу локації, особливості денотата або зміст ігрового завдання, тоді як поширення посесивних онімів пов'язане з необхідністю персоніфікації простору та позначення належності об'єктів персонажам.

Водночас переважання складених конструкцій, зокрема онімів-словосполучень та онімів-фраз, демонструє продуктивність аналітичних моделей у творенні назв і забезпечує їхню високу семантичну насиченість.

Таким чином, віртуалміфоніми у відеогрі *The Elder Scrolls V: Skyrim* виконують не лише номінативну функцію, а й беруть участь у формуванні цілісної картини ігрового світу, його атмосфери, сюжетної динаміки та прагматичного впливу на гравця.

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ЛІНГВОКОГНІТИВНІ ТА МЕТОДИЧНІ ВИМІРИ УКРАЇНСЬКОГО БЛОГЕРСТВА: ВІД МЕДІАЛІНГВІСТИЧНОГО АНАЛІЗУ ДО ДИДЖИТАЛІЗАЦІЇ ОСВІТНЬОГО ПРОЦЕСУ

Анотація. У статті досліджується феномен українського блогерства як динамічної комунікативної системи, що трансформує сучасний медіапростір та освітнє середовище. Розглянуто теоретико-методологічні засади медіалінгвістики XXI століття через призму лінгвокогнітивного аналізу. Акцентовано увагу на еволюції медійної е-лексикографії та впровадженні корпусних підходів, зокрема Генерального регіонально анотованого корпусу української мови (ГРАК), для аналізу мовних інновацій. Проаналізовано лінгвістичний портрет українського блогера, де особлива увага приділяється концепції «вторинної усності» та специфіці функціонування мережевого сленгу як інструменту побудови ідентичності. Досліджено роль блогерства у підвищенні престижу державної мови в умовах воєнного стану, де лідери думок стають амбасадорами національної культури, сприяючи подоланню психологічних бар’єрів при переході на українську мову. Окремий сегмент роботи присвячено диджиталізації лінгводидактики, зокрема методиці мікронавчання (microlearning) та інтеграції коротких відеоформатів (TikTok, YouTube Shorts, Instagram Reels) у процес викладання української мови. Обґрунтовано методичний потенціал платформи «Всеукраїнська школа онлайн» та підходу CLIL у поєднанні з медіаконтентом. Стаття пропонує системний підхід до використання блогерства не лише як об’єкта наукових розвідок, а й як дієвого інструменту формування комунікативної компетентності здобувачів освіти. Наукова новизна роботи полягає у комплексному поєднанні медіалінгвістичного аналізу з практичними рекомендаціями щодо цифровізації освітнього процесу, що відповідає викликам сучасної української філології та педагогіки. Практичне значення дослідження визначається можливістю впровадження розроблених алгоритмів у шкільну та університетську практику для підвищення мотивації учнів до вивчення рідної мови через знайоме цифрове середовище.

Ключові слова: блогерство, медіалінгвістика, українська мова, лінгводидактика, диджиталізація, мікронавчання, соціальні мережі, мережевий сленг, медіатекст.

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LINGUOCOGNITIVE AND METHODOLOGICAL DIMENSIONS OF UKRAINIAN BLOGGING: FROM MEDIA-LINGUISTIC ANALYSIS TO DIGITALIZATION OF THE EDUCATIONAL PROCESS

Abstract. The article explores the phenomenon of Ukrainian blogging as a dynamic communicative system that transforms the modern media space and educational environment. Theoretical and methodological foundations of 21st-century media linguistics are considered through the lens of linguocognitive analysis. Attention is focused on the evolution of media e-lexicography and the implementation of corpus approaches, in particular the General Regionally Annotated Corpus of the Ukrainian Language (GRAC), for the analysis of linguistic innovations.

The linguistic portrait of a Ukrainian blogger is analyzed, where special attention is paid to the concept of "secondary orality" and the specifics of the functioning of network slang as a tool for identity construction. The role of blogging in increasing the prestige of the state language under martial law is studied, where opinion leaders become ambassadors of national culture, helping to overcome psychological barriers during the transition to the Ukrainian language. A separate segment of the work is devoted to the digitalization of linguodidactics, specifically the microlearning methodology and the integration of short video formats (TikTok, YouTube Shorts, Instagram Reels) into the process of teaching the Ukrainian language. The methodological potential of the "All-Ukrainian School Online" platform and the CLIL approach in combination with media content is substantiated. The article offers a systematic approach to using blogging not only as an object of scientific research but also as an effective tool for forming the communicative competence of students. The scientific novelty of the work lies in the comprehensive combination of media-linguistic analysis with practical recommendations for the digitalization of the educational process, which meets the challenges of modern Ukrainian philology and pedagogy. The practical significance of the study is determined by the possibility of implementing the developed algorithms in school and university practice to increase students' motivation to learn their native language through a familiar digital environment.

Keywords: blogging, media linguistics, Ukrainian language, linguo-didactics, digitalization, microlearning, social networks, network slang, media text.

Постановка проблеми. Сучасна мовна ситуація в Україні характеризується інтенсивним переходом комунікації у цифровий формат, де блогерство виступає не лише як інструмент самовираження, а й як потужний чинник трансформації літературної норми. У 2024–2025 роках смартфон остаточно закріпив за собою роль «головного екрана», а споживання медіаконтенту набуло фонового та фрагментарного характеру. Для філологічної науки це створює необхідність переосмислення категорії медіатексту, оскільки традиційні жанри поступаються місцем динамічним полікодовим утворенням. Практичне завдання викладача української мови сьогодні полягає у подоланні розриву між академічним викладанням та реальними мовними практиками учнів, що вимагає глибокого лінгвокогнітивного аналізу блогосфери та розробки дієвих методик диджиталізації навчання. Трансформація сучасного медіапростору України призвела до виникнення нових форм соціальної комунікації, серед яких блогерство посідає ключове місце. Для викладача української мови це створює як виклики (розмивання літературних норм), так і можливості (використання нових дидактичних інструментів). Питання лінгвокогнітивного аналізу медіатексту та диджиталізації освіти є пріоритетними завданнями сучасної філології в умовах мережевого суспільства . Сучасна мовна ситуація в Україні характеризується не просто переходом комунікації у цифровий формат, а глибокою перебудовою самих принципів мовленнєвої взаємодії. Блогерство в цьому процесі виконує роль каталізатора змін: воно не лише відображає актуальні мовні тенденції, а й активно формує їх, впливаючи на норми, стилі та комунікативні стратегії. У 2024–2025 роках смартфон остаточно утвердився як «головний екран» повсякденності, через який здійснюється сприйняття більшості інформації. Це зумовило появу нової моделі медіаспоживання — фрагментарної, багатозадачної та фонової, де текст конкурує з відео, аудіо та візуальними образами.

У таких умовах особливої популярності набули платформи на кшталт *TikTok, Instagram та YouTube,* які задають нові стандарти комунікації: швидкість, лаконічність, емоційність і візуальна насиченість. Це, своєю чергою, змушує філологічну науку переосмислювати традиційне поняття медіатексту. Якщо раніше текст розглядався як лінійна, завершена структура, то сьогодні він дедалі частіше постає як **полікодовий конструкт**, у якому вербальні, візуальні та аудіальні елементи функціонують у тісній взаємодії. Такі зміни безпосередньо впливають на мовну норму.

Блогерський дискурс сприяє її динамізації: з одного боку, спостерігається спрощення синтаксису, активне використання розмовних форм, сленгу та графічних замінників (емодзі), а з іншого — розширення функціональних можливостей мови, її адаптація до нових комунікативних потреб. У результаті формується своєрідна «рухлива норма», яка співіснує з кодифікованою літературною нормою і впливає на мовну поведінку носіїв.

Для викладача української мови ця ситуація створює подвійний виклик. З одного боку, постає проблема розриву між академічним викладанням, орієнтованим на стабільні мовні правила, і реальними мовними практиками учнів, сформованими під впливом цифрового середовища. З іншого — відкриваються нові можливості для оновлення методики навчання через залучення актуального медіаконтенту.

Практичне завдання педагога полягає у гармонізації цих двох площин: не протиставляти «правильну» мову «мові соцмереж», а навчити учнів розуміти їхню функціональну різницю та доречно використовувати різні мовні регістри. Це потребує глибокого лінгвокогнітивного аналізу блогосфери, зокрема дослідження того, як формуються значення, як працюють механізми впливу та як аудиторія інтерпретує медіатексти.

Трансформація медіапростору України також сприяла появі нових форм соціальної комунікації, де блогер виступає не лише автором, а й модератором дискурсу, лідером думок і носієм певної мовної моделі. Його мовлення орієнтоване на діалог, швидку реакцію аудиторії та емоційну взаємодію, що змінює саму природу комунікації — вона стає більш інтерактивною, ситуативною та персоналізованою.

У цьому контексті питання лінгвокогнітивного аналізу медіатексту набуває особливої актуальності. Воно передбачає вивчення не лише мовних одиниць, а й когнітивних процесів, які лежать в основі їхнього створення та сприйняття: уваги, пам’яті, емоційного реагування, інтерпретації. Такий підхід дозволяє глибше зрозуміти, чому саме блогерський контент є настільки ефективним і як його можна адаптувати для освітніх цілей.

Диджиталізація освіти в цьому аспекті виступає не як тимчасовий тренд, а як стратегічний напрям розвитку. Вона передбачає впровадження нових форматів навчання, зокрема інтеграцію соціальних мереж у навчальний процес, використання коротких відео, інтерактивних завдань і елементів гейміфікації. Це дозволяє зробити навчання більш наближеним до реального комунікативного досвіду учнів і підвищити його ефективність.

Сучасна філологія постає перед необхідністю переосмислення своїх методологічних засад у відповідь на виклики мережевого суспільства. Лінгвокогнітивний аналіз блогерського дискурсу та розробка методик диджиталізації навчання стають пріоритетними напрямами, що поєднують

теоретичну глибину з практичною значущістю. Це відкриває перспективи для формування нової моделі мовної освіти, яка враховує динаміку сучасного медіасередовища та потреби цифрового покоління.

Аналіз останніх досліджень і публікацій. Теоретичні засади медіалінгвістики розробляли Л. Шевченко, Д. Дергач та Д. Сизонов [1], який у 2024 році запропонував нові підходи до медійної е-лексикографії. Лінгвістичні особливості блогерського мовлення аналізували Л. Юрса та О. Негер, акцентуючи увагу на функціонуванні сленгу [3]. Проте методичні аспекти інтеграції блогерства саме в освітній процес з української мови потребують детальнішого обґрунтування, особливо в контексті впровадження мікронавчання. На думку Людмили Юрси, проблема мовної специфіки українськомовних блогів полягає в необхідності з'ясування особливостей використання мовних засобів у новому типі комунікації, який не обмежується традиційними канонами письмового і усного мовлення. Мова блогів часто характеризується поєднанням офіційних та неофіційних елементів, лексичними новаціями, а також інтерактивністю з читачами, що створює унікальні мовні конструкції [2].

Актуальність дослідження зумовлена стрімким зростанням ролі блогів як одного з провідних каналів комунікації в цифровому суспільстві. Соціальні платформи на кшталт Instagram, TikTok та YouTube перетворилися не лише на середовище розваг, а й на потужні інструменти формування мовних норм, цінностей і моделей поведінки. У цих умовах блогерський дискурс стає впливовим чинником мовної динаміки, зокрема в українському сегменті інтернету, де спостерігається активне зростання україномовного контенту та формування нових комунікативних стандартів.

Особливої ваги набуває той факт, що блогерство функціонує як простір неформальної освіти: користувачі щоденно взаємодіють із текстами, які поєднують ознаки усного й писемного мовлення, засвоюють нову лексику, мовні конструкції та стилістичні прийоми. Це сприяє формуванню так званої «вторинної усності» — специфічної форми комунікації, що потребує окремого лінгвокогнітивного осмислення. Водночас блогери дедалі частіше виконують роль мовних інфлюенсерів, впливаючи на мовні практики молоді та популяризуючи українську мову в сучасному цифровому контексті. Актуальність теми також підсилюється процесами диджиталізації освіти, які вимагають пошуку нових ефективних підходів до викладання української мови. Традиційні методики не завжди відповідають когнітивним і комунікативним особливостям сучасних учнів, для яких характерні кліпове мислення, орієнтація на візуальний контент і потреба в інтерактивності. У цьому контексті блогерство постає як перспективний дидактичний ресурс, що дозволяє поєднати навчання з реальними мовними

практиками цифрового середовища. Мета статті полягає у виявленні лінгвокогнітивних особливостей українського блогерства, зокрема аналізі феномену «вторинної усності», лексичної гібридності, сленгу та графічних засобів комунікації, а також у теоретичному обґрунтуванні можливостей використання блогерського контенту як ефективного інструменту диджиталізації навчання української мови. Досягнення цієї мети передбачає розв'язання низки завдань: охарактеризувати специфіку блогерського дискурсу, визначити його вплив на мовну поведінку користувачів, а також окреслити методичні підходи до інтеграції соціальних мереж у навчальний процес.

Дослідження спрямоване не лише на опис новітніх мовних явищ, а й на пошук практичних рішень для модернізації мовної освіти в умовах цифрової трансформації суспільства.

Виклад основного матеріалу. Сучасна медіалінгвістика в Україні трансформується у трансдисциплінарну галузь, що об'єднує філологію, когнітивістику та теорію комунікації. Ключовим інструментом аналізу стає Генеральний регіонально анотований корпус української мови (ГРАК), який дозволяє дослідникам аналізувати мову медіа в діахронії — від 1816 року до найновіших постів 2025 року. Медіалінгвістичний аналіз сучасного блогерства свідчить про формування специфічної моделі комунікації, яку дослідники визначають як «вторинну усність». Це писемна форма мовлення, що за своєю структурою максимально наближена до розмовного стилю. В інстаграм-дискурсі близько 90% контенту є візуальним, проте текст виконує прагматичну функцію встановлення контакту та формування довіри. Блогери часто використовують «знаки-символи» (емодзі) як графічну систему, що замінює традиційну пунктуацію та передає інтонаційні нюанси.

Особливе місце посідає сленг, який у 2024–2025 роках виконує комунікаційну, ідентифікаційну та емоційну функції. Використання таких одиниць, як *«фоловити»*, *«лайкати»*, а також неосемантем на кшталт *«блекаут»*, дозволяє авторам створювати «автентичний» зв'язок з аудиторією. Водночас блогерство стає інструментом популяризації мови: постійне споживання україномовного контенту допомагає користувачам долати психологічні бар'єри та збагачувати активний словник.

Диджиталізація освітнього процесу вимагає впровадження нових форматів, як-от мікронавчання (microlearning). Використання коротких відео (TikTok, YouTube Shorts) тривалістю до 60 секунд дозволяє подавати граматичний матеріал порційно, що підвищує мотивацію учнів . Ефективний цикл мікронавчання включає попереднє обмірковування, виконання (перегляд відео) та самооцінювання (тест).

Крім того, інтеграція соціальних мереж на уроках дозволяє реалізувати методику CLIL, аналізуючи автентичні відеоматеріали як джерело лексичного матеріалу .

Феномен «вторинної усності» варто розглядати не лише як стилістичну рису, а як специфічний спосіб мислення, що формується в цифровому середовищі. На відміну від традиційного письма, блогерський текст моделює **ефект присутності** — імітацію живого діалогу з аудиторією.

Це проявляється у:

- **Егоцентричній перспективі мовлення**: часте використання «я», «ви», «ми», що створює ілюзію безпосереднього контакту.
- **Фрагментарності мислення**: тексти будуються як ланцюжок мікроінтенцій, а не як логічно завершена структура.
- **Паралінгвістичній компенсації**: емодзі, капслок, повтори літер («крууууто») виконують функцію інтонації, жестів і міміки.

Таким чином, блогер не просто пише — він **симулює усне мовлення в письмовій формі**, що змінює когнітивні очікування аудиторії: читач «чує» текст, а не лише сприймає його візуально.

Мовлення блогера є ключовим інструментом конструювання ідентичності, яка формується на перетині кількох вимірів:

- **Перформативна ідентичність**: блогер постійно «грає» певну роль (експерт, друг, іронічний коментатор), і мова є головним маркером цієї ролі.
- **Гібридна ідентичність**: поєднання глобального (англіцизми, тренди) та локального (українська мова, регіональні особливості).
- **Афективна ідентичність**: емоційна відкритість, яка досягається через неформальність, сленг і «усність».

Особливо важливо, що автентичність тут не є «природною», а **конструюється через мовні стратегії** — зокрема через навмисне спрощення, «помилки» або розмовні форми.

Сленг у блогерському дискурсі виконує не лише експресивну, а й соціальну функцію:

- **Інклюзивна функція**: «свої» впізнають «своїх» через спільний код.
- **Ексклюзивна функція**: незнання сленгу маркує «чужого».
- **Темпоральна функція**: сленг швидко застаріває, тому його використання сигналізує «актуальність» мовця.

Мережевий сленг *(«лайкати», «шерити», «фоловити»)* особливо цікавий тим, що він:

- інтегрує глобальні цифрові практики в українську мовну систему;
- підлягає морфологічній адаптації (відмінювання, суфіксація);
- поступово нормалізується і може переходити в загальновживану лексику.

Змішування мов у блогерському дискурсі виконує кілька функцій:

- **Індекс престижу**: англіцизми асоціюються з глобальністю та сучасністю.
- **Економія мовних ресурсів**: деякі поняття простіше передати англійською *(«контент», «фідбек»).*
- **Стилістична гра**: створення іронії або дистанції.

Водночас важливо, що в українському сегменті соцмереж ця гібридність дедалі частіше існує **на базі української мови**, а не витісняє її.

Зростання частки україномовного контенту має не лише кількісний, а й якісний ефект:

- **Нормалізація української як мови повсякденності**: вона перестає асоціюватися лише з формальними або освітніми контекстами.
- **Формування нових мовних стандартів**: блогери фактично стають неформальними «кодифікаторами» сучасної норми.
- **Мовне наслідування**: підлітки переймають лексику, інтонації та стилі своїх улюблених авторів.

Блогери виконують роль **мовних інфлюенсерів**, які:

- задають тренди;
- легітимізують нові форми;
- формують позитивний імідж української мови як гнучкої та адаптивної.

У найближчій перспективі можна очікувати:

- подальшу **гібридизацію стилів** (поєднання усності, письма та візуальних елементів);
- зростання ролі **відеоконтенту**, де «вторинна усність» переходить у «первинну цифрову усність»;
- поступову **стандартизацію мережевого сленгу**;
- зміцнення української мови як **мови цифрової культури**, а не лише національної ідентичності.

У сучасній освітній практиці блогерство поступово переходить із площини розваги у сферу педагогіки, перетворюючись на ефективний інструмент навчання. Для викладача української мови це не просто додатковий ресурс, а спосіб інтегрувати навчання у звичне для учнів цифрове середовище.

Ключову роль тут відіграє технологія **мікронавчання**— подання інформації малими, завершеними смисловими блоками. Такий підхід корелює з особливостями так званого «кліпового мислення», для якого характерні швидке перемикання уваги, фрагментарне сприйняття та орієнтація на візуальний контент. Замість довгих пояснень учень отримує концентровану, функціональну інформацію, яку легше засвоїти та

відтворити. Інтеграція блогерських практик у навчальний процес відкриває широкі можливості для творчих завдань, що поєднують мовну компетенцію з медіаграмотністю.

Використання блогерства у викладанні української мови має низку переваг:

- підвищення мотивації через релевантність контенту;
- формування цифрової та медіаграмотності;
- розвиток креативності та автономності учнів.

Водночас існують і виклики:

- ризик поверхневого засвоєння через надмірну фрагментарність;
- потреба у критичному відборі контенту;
- баланс між нормативністю мови та її розмовними варіантами.

Сучасна медіалінгвістика в Україні дедалі виразніше постає як трансдисциплінарна галузь, що виходить за межі традиційної філології. Вона інтегрує підходи з когнітивістики, соціолінгвістики, теорії масової комунікації та цифрових студій, що дає змогу комплексно аналізувати мовлення в умовах цифрового середовища. У центрі уваги опиняється не лише мовна форма, а й способи її сприйняття, обробки та інтерпретації аудиторією. У центрі уваги опиняється не лише мовна форма як система знаків, а й динамічні процеси її функціонування: як саме інформація кодується, передається, сприймається та інтерпретується в умовах інформаційного перевантаження. Це означає зміщення акценту з опису мовних одиниць на аналіз **комунікативних практик**, де важливу роль відіграють когнітивні механізми — увага, пам'ять, емоційне реагування, швидкість обробки інформації. Особливої значущості набуває вивчення медіатексту як складного полікодового утворення. Сучасний медіатекст поєднує вербальні, візуальні та аудіальні компоненти, формуючи єдиний смисловий простір. У цьому контексті мова вже не функціонує автономно, а взаємодіє з іншими семіотичними системами, що змінює принципи породження та сприйняття повідомлень. Наприклад, коротке відео в *TikTok* або пост у *Instagram* може містити мінімум тексту, але саме цей текст виконує ключову інтерпретаційну функцію, спрямовуючи розуміння візуального контенту. Крім того, медіалінгвістика враховує алгоритмічний фактор: сучасні платформи не лише транслюють контент, а й активно впливають на його структуру та поширення через рекомендаційні системи. Це означає, що мовлення в цифровому середовищі формується не тільки автором, а й технологічною інфраструктурою, яка визначає, що саме стане видимим для аудиторії. Таким чином, об'єктом дослідження стає не просто текст, а **екосистема комунікації**, де взаємодіють автор, аудиторія та алгоритм. Важливим напрямом є також аналіз трансформації мовної норми.

У цифровому середовищі вона набуває більш гнучкого й варіативного характеру: співіснують кодифіковані правила та їхні розмовні, спрощені або креативні модифікації. Це зумовлює необхідність переосмислення традиційних критеріїв нормативності та розробки нових підходів до оцінки мовної правильності в різних комунікативних ситуаціях. Сучасна медіалінгвістика в Україні орієнтується на комплексне вивчення мови як частини цифрової комунікативної практики. Вона поєднує теоретичний аналіз із прикладними завданнями — від дослідження блогерського дискурсу до розробки ефективних освітніх стратегій — і тим самим відповідає на виклики мережевого суспільства, у якому мова постійно змінюється під впливом технологій і соціальних процесів. Важливим інструментом емпіричних досліджень є Генеральний регіонально анотований корпус української мови, який відкриває можливості для масштабного аналізу мовних змін у часовій перспективі. Завдяки цьому ресурсу дослідники можуть простежити еволюцію мовних норм і практик — від текстів XIX століття до актуального контенту соціальних мереж. Особливо цінним є те, що корпус включає сучасні медійні тексти, що дозволяє фіксувати новітні явища, зокрема появу цифрового сленгу, гібридних мовних форм і нових комунікативних стратегій.

Медіалінгвістичний аналіз блогерського дискурсу демонструє формування специфічної моделі комунікації, яку окреслюють як «вторинну усність». Йдеться про письмове мовлення, що відтворює характеристики живої розмови: спонтанність, емоційність, діалогічність. Такий формат змінює традиційне уявлення про текст — він перестає бути завершеним продуктом і натомість стає процесом взаємодії між автором і аудиторією. У середовищі *Instagram* це особливо помітно: попри те, що основний акцент робиться на візуальному контенті, текстовий компонент виконує ключову прагматичну функцію. Саме через підписи, коментарі та сторіс відбувається встановлення контакту, підтримання діалогу та формування довіри. Текст тут не інформує у класичному розумінні, а радше «супроводжує» візуальний образ, задаючи інтерпретаційну рамку. Характерною рисою такого дискурсу є активне використання емодзі як своєрідної паралельної графічної системи. Вони виконують функції, притаманні інтонації, міміці та жестам у живому мовленні: сигналізують про емоційний стан, уточнюють смислові акценти, іноді навіть замінюють розділові знаки. У такий спосіб формується новий тип письма, де вербальні та невербальні елементи взаємодіють на рівних.

Окремого аналізу потребує сленг, який у 2024–2025 роках набуває особливої ваги. Він функціонує як багаторівневий інструмент:

- **комунікаційний** — спрощує та пришвидшує обмін інформацією;

- **ідентифікаційний** — дозволяє маркувати належність до певної спільноти;
- **емоційний** — підсилює експресивність висловлювання.

Такі одиниці, як «фоловити» чи «лайкати», демонструють процес адаптації глобальної цифрової лексики до української мовної системи. Водночас слова на кшталт «блекаут» ілюструють механізм семантичного переосмислення: вони закріплюються в мовленні не лише як запозичення, а як маркери конкретного соціального досвіду.

У цьому контексті блогерство виконує важливу соціолінгвістичну функцію — популяризацію української мови. Регулярне споживання україномовного контенту сприяє подоланню мовних бар'єрів, особливо серед молоді, яка часто вагається у виборі мовного коду. Блогери фактично виступають медіаторами мовної норми, демонструючи, що українська мова є гнучкою, сучасною та придатною для вираження будь-яких смислів — від побутових до професійних. Паралельно з цими процесами відбувається активна диджиталізація освіти, що вимагає оновлення методичних підходів. Одним із найбільш ефективних рішень стає мікронавчання, яке передбачає подання матеріалу у вигляді коротких, логічно завершених блоків. Використання платформ на кшталт *TikTok* або *YouTube Shorts* дозволяє інтегрувати навчальний контент у звичне для учнів медіасередовище.

Короткі відео тривалістю до однієї хвилини забезпечують високу концентрацію уваги та сприяють кращому запам'ятовуванню матеріалу. При цьому важливу роль відіграє структура мікронавчання, яка включає три етапи: актуалізацію знань (через проблемне запитання), засвоєння (перегляд пояснення) та рефлексію (виконання тесту або інтерактивного завдання). Така модель відповідає когнітивним особливостям сучасних учнів і підвищує ефективність навчального процесу

Крім того, інтеграція соціальних мереж у навчання відкриває можливості для реалізації методики CLIL (Content and Language Integrated Learning). Використання автентичних відеоматеріалів блогерів дозволяє поєднувати вивчення мови з опануванням змісту інших дисциплін — від науки до екології. Це створює ефект «занурення», коли мова функціонує як інструмент пізнання, а не лише як об'єкт вивчення.

Отже, сучасна медіалінгвістика фіксує не просто зміни у мовленні, а глибоку трансформацію комунікативних практик. Блогерський дискурс, «вторинна усність» і цифрові освітні формати формують нову мовну реальність, у якій поєднуються традиція й інновація, локальність і глобальність, нормативність і креативність.

Висновки. Блогерство є багатогранним феноменом, що поєднує в собі лінгвістичні інновації та потужний дидактичний потенціал. Інтеграція

медіадискурсу в освітній процес сприяє не лише вивченню мовних норм, а й формуванню медіаграмотності та національної ідентичності. Перспективи подальших досліджень полягають у розробці комплексних е-посібників на основі автентичного контенту українських блогерів.

Блогерство в освітньому контексті перестає бути лише ілюстративним матеріалом і перетворюється на повноцінну методичну платформу. Воно дозволяє поєднати традиційні мовні знання з сучасними комунікативними практиками, формуючи в учнів не лише грамотність, а й здатність ефективно діяти в цифровому мовному середовищі. Блогерство постає як багатовимірний соціокультурний і мовний феномен, у якому поєднуються інноваційні мовні практики, нові формати комунікації та значний освітній потенціал. Воно функціонує на перетині особистісного самовираження, публічної комунікації та масового впливу, що робить його унікальним об'єктом для лінгвістичного й педагогічного аналізу. У межах блогерського дискурсу формуються нові мовні норми, трансформуються традиційні стилістичні межі та актуалізуються процеси взаємодії усного й писемного мовлення. Інтеграція медіадискурсу в освітній процес відкриває принципово нові можливості для викладання української мови. Йдеться не лише про ілюстрацію мовних явищ, а про включення учнів у реальні комунікативні практики, які вони щоденно спостерігають у цифровому середовищі. Використання контенту з платформ на кшталт TikTok чи Instagram сприяє формуванню не лише мовної компетентності, а й медіаграмотності — здатності критично оцінювати інформацію, розуміти механізми впливу та створювати власний контент. Важливим аспектом є також формування національної ідентичності. Сучасні українські блогери дедалі активніше використовують українську мову як основний засіб комунікації, презентуючи її як актуальну, гнучку та конкурентоспроможну в глобальному цифровому просторі. У результаті слухачі сприймають мову не лише як навчальний предмет, а як живий інструмент самовираження й соціальної взаємодії. Це сприяє подоланню мовних бар'єрів і формуванню позитивної мовної установки.

Перспективи подальших досліджень пов'язані з розробкою комплексних електронних навчальних ресурсів, зокрема е-посібників, що базуються на автентичному контенті українських блогерів. Такі матеріали можуть поєднувати відео, інтерактивні завдання, мовні кейси та аналітичні вправи, орієнтовані на розвиток як рецептивних, так і продуктивних мовних навичок. Особливо перспективним є створення адаптивних навчальних платформ, які враховують індивідуальні особливості учнів і пропонують персоналізовані траєкторії навчання. У цьому контексті блогерство в освітньому середовищі перестає бути допоміжним або ілюстративним

елементом і набуває статусу повноцінної методичної платформи. Воно забезпечує органічне поєднання традиційних мовних знань із сучасними комунікативними практиками, що відповідають реаліям цифрової епохи. Завдяки цьому учні не лише засвоюють граматичні норми та лексичні ресурси, а й формують здатність ефективно комунікувати в різних медіасередовищах, адаптувати мовлення до контексту та усвідомлено використовувати мовні засоби.

Отже, блогерський дискурс виступає не просто об'єктом дослідження, а активним чинником трансформації освітнього процесу, сприяючи формуванню нової моделі мовної освіти, зорієнтованої на динамічність, інтерактивність і практичну релевантність.

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СТРУКТУРА ТА ОСОБЛИВОСТІ ВИКЛАДАННЯ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ «ПРАВНИЧЕ ПИСЬМО ТА УСНИЙ ВИКЛАД ДУМКИ»: ДОСВІД ХМЕЛЬНИЦЬКОГО НАЦІОНАЛЬНОГО УНІВЕРСИТЕТУ

Анотація. У статті досліджено структуру та особливості викладання навчальної дисципліни «Правниче письмо та усний виклад думки» у Хмельницькому національному університеті. Проаналізовано роль курсу у формуванні професійної комунікативної компетентності майбутніх правників, яка охоплює здатність створювати, аналізувати й інтерпретувати юридичні тексти, аргументовано й логічно викладати думки в усній і письмовій формах, здійснювати професійну комунікацію у сфері права.

Наголошено, що сучасна юридична практика потребує не лише ґрунтовного знання законодавства, а й уміння чітко, переконливо та доступно представляти правову позицію в судовому й позасудовому процесах, готувати юридичні документи, вести ділове листування, брати участь у переговорах та публічних виступах.

Окреслено міждисциплінарний характер дисципліни, яка інтегрує елементи мовознавства, риторики, логіки, юридичної деонтології та правознавства. Визначено освітню мету курсу, його компетентнісний потенціал, програмні результати навчання та основні завдання, спрямовані на розвиток культури професійного мовлення юриста. Особливу увагу приділено формуванню навичок роботи з юридичними текстами, дотриманню норм офіційно-ділового стилю, удосконаленню риторичних умінь і розвитку здатності до критичного та системного аналізу правової інформації.

У статті проаналізовано тематичне наповнення дисципліни, зокрема теми, пов'язані зі спілкуванням як інструментом професійної діяльності юриста, риторикою й мистецтвом презентації, ораторським мистецтвом, діловими паперами та офіційно-діловим стилем юридичних документів. Показано значення курсу для формування практичних навичок складання процесуальних, кадрово-контрактних, організаційних і довідково-інформаційних документів.

Підкреслено, що курс виконує функцію підготовчої бази для подальшого опанування юридичних дисциплін і сприяє інтеграції студентів у професійне правниче середовище.

Зроблено висновок про значущість дисципліни як одного з базових елементів професійної підготовки юристів та важливого інструменту підвищення якості сучасної юридичної освіти. Наголошено на перспективності впровадження інтерактивних методів навчання, цифрових технологій і практикоорієнтованих форм роботи для подальшого вдосконалення викладання курсу.

Ключові слова: правниче письмо, **юридичний документ,** риторика, комунікативна компетентність, Хмельницький національний університет**.**

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"LEGAL WRITING AND ORAL EXPRESSION OF THOUGHT": EXPERIENCE OF KHMELNYTSKYI NATIONAL UNIVERSITY

Abstract. The article explores the structure and specific features of teaching the course "Legal Writing and Oral Expression" at Khmelnytskyi National University. The course is designed to foster the communicative competence of future lawyers by combining knowledge of legal terminology with the ability to present arguments clearly, logically, and persuasively in both written and oral forms.

The interdisciplinary nature of the discipline is emphasized, as it integrates elements of linguistics, rhetoric, logic, and jurisprudence.

The study highlights the educational purpose of the course, its intended learning outcomes, and key topics that ensure students' preparedness for legal practice. The course provides not only theoretical knowledge about the nature, functions, and structure of legal texts but also practical skills in drafting and presenting legal documents. Special attention is given to training in public speaking, participation in debates, and simulation of legal proceedings, which strengthens professional confidence and communication strategies.

A significant focus is placed on overcoming typical communicative difficulties in the legal sphere, where clarity, precision, and persuasiveness are essential. Through its practice-oriented approach, the course serves as a bridge between academic legal theory and professional practice. It ensures the formation of skills necessary for applying legal knowledge in real-life contexts and contributes to the improvement of the quality of legal education.

In conclusion, the discipline "Legal Writing and Oral Expression" performs a fundamental function in preparing law students for their future careers. By developing both linguistic and rhetorical competence, it equips them to operate effectively in professional environments and reinforces the value of integrated, interdisciplinary legal education.

Keywords: legal writing, legal document, rhetoric, communicative competence, Khmelnytskyi National University.

Постановка проблеми. Професія юриста вимагає не лише знання права, а й уміння ефективно спілкуватися. Комунікативна компетентність включає здатність створювати й інтерпретувати юридичні тексти, переконливо аргументувати позицію, вести переговори та здійснювати публічні виступи. Вона передбачає поєднання професійної правничої термінології з доступністю викладу для широкої аудиторії. Незважаючи на значний досвід у розвитку мовно-правничих навичок, у вітчизняній науково-освітній літературі питання формування комунікативної компетентності майбутніх юристів у контексті української правової системи розроблене недостатньо. Зокрема, бракує комплексних досліджень методики викладання дисципліни "Правниче письмо та усний виклад думки", які враховували б національні мовні особливості, правову культуру та специфіку освітніх програм українських закладів вищої освіти. У цьому сенсі курс «Правниче письмо та усний виклад думки» є базою для формування професійного мовного іміджу юриста та його здатності представляти інтереси клієнтів у судовому та позасудовому процесах.

У практичній діяльності юристи нерідко стикаються з труднощами: надмірна складність формулювань, перевантаженість документів зайвими деталями, недостатня логіка побудови чи мовні неточності. Це призводить

до неоднозначного тлумачення, помилок у судовій практиці, затягування процесів. Курс «Правниче письмо та усний виклад думки» спрямований на подолання зазначених труднощів і формування у студентів навичок, необхідних для успішної практичної діяльності.

Аналіз останніх досліджень і публікацій. У сучасних наукових дослідженнях чимало уваги зосереджено на мовно-правничих аспектах: у підручнику **Р. Кацавця** «Мова у професії юриста» [1] танавчальному посібнику **Г. Янковської«**Українська мова для юристів» [2] акцентовано увагу на специфіці функціонування української мови у сфері права, у навчальному посібнику **В. Пивоварова та ін.** «Мова української юриспруденції» [3] простежено особливості української юриспруденції в сучасному комунікативному просторі, а в навчальному посібнику **Ю. Матвєєвої, С. Погребняка та ін.**«Правничі дослідження, аналіз, аргументація та письмо» [4] системно розкрито методику правничого письма й аргументації. Спільним для цих видань і нашого дослідження є зосередження уваги на аналізі **мовних засобів офіційно-ділового стилю** та їх ролі у формуванні професійної компетентності юриста.

Мову права як комунікативно-галузеву підсистему літературної мови з характерними лінгвостилістичними і структурно-жанровими ознаками, зумовленими специфікою правової сфери та комунікативно-професійними потребами в ній, досліджує Н. Артикуца в статті «Мова права у її функціональних різновидах» [5]. Вчена наголошує на тому, що саме мовна специфіка права забезпечує його точність, однозначність і нормативність, що є ключовими вимогами юридичної діяльності.

У навчальному посібнику "Правове письмо" системно викладено положення щодо поняття правового письма, визначено вимоги до змісту юридичного документа та його офіційно-ділового стилю, а також окресленопроблеми щодо проєктування юридичних текстів [6]. Посібник має прикладне значення, оскільки слугує методичною основою для формування практичних умінь укладання документів у майбутніх юристів.

І. Царьова у навчальному посібнику «Юридичне документознавство» приділяє увагу сучасним вимогам до складання довідково-інформаційних, організаційно-розпорядчих, дипломатичних документів.Авторка детально описує специфіку ділового листування й актуальні питання організації роботи з документами в сучасних службах діловодства [7].Це забезпечує студентів знаннями про жанрову різноманітність та функціональну роль юридичних текстів у професійній комунікації.

Проблема підготовки комунікативно-компетентної особистості знайшла відображення у працях Л. Струганець, яка наголошує на значущості розвитку мовленнєвої культури як складової професійної культури фахівця

[8]. Формування комунікативної компетентності безпосередньо юристів досліджували Л. Насілєнко, О. Семеног [9], Є. Тягнирядно [10] та ін., що свідчить про системний науковий інтерес до проблеми розвитку мовної особистості юриста.

Таким чином, усі зазначені вище дослідження окреслюють як теоретичні аспекти функціонування мови права, так і практичні питання формування умінь створювати й аналізувати правові тексти. Вони становлять важливе підґрунтя для подальшого розроблення методики викладання дисципліни «Правниче письмо та усний виклад думки», оскільки поєднують лінгвістичний, правознавчий та комунікативний підходи.

Метою наукової розвідки є аналіз структури, завдань й особливостей викладання дисципліни «Правниче письмо та усний виклад думки» у Хмельницькому національному університеті та окреслення її ролі у формуванні професійної комунікативної компетентності майбутніх юристів.

Виклад основного матеріалу. Курс «Правниче письмо та усний виклад думки» водночас виконує теоретичну функцію – ознайомлює студентів зі структурою та призначенням юридичних текстів, і практичну – формує вміння логічно, аргументовано та переконливо висловлювати думку як письмово, так і усно.

Н. Артикуца стверджує, що як надзвичайно важлива й соціально значуща сфера мовної комунікації, яка забезпечує нормативно-правове регулювання діяльності суспільства, мова права усе більше привертає увагу вчених і практиків із різних галузей знань (мовознавців, правознавців, істориків, термінознавців, лексикографів, нормопроєктувальників, редакторів, експертів, програмістів тощо) [5, с. 24].

Дисципліна «Правниче письмо та усний виклад думки» посідає важливе місце у формуванні професійної компетентності юриста. Якщо правничі знання забезпечують розуміння змісту норм права, то комунікативні навички визначають здатність застосовувати ці знання на практиці. Юрист повинен не лише знати закон, а й уміти його чітко, логічно та зрозуміло пояснити клієнту, суду, державним органам чи громадськості. Саме тому курс виступає своєрідною проміжною ланкою, що поєднує теоретичну підготовку студентів із практичною діяльністю у сфері права.

Опанування основ правничого письма та усного мовлення забезпечує:

- **юридичну грамотність** у складанні документів;
- **аргументованість** у публічних виступах і дебатах;
- **правову етику**в спілкуванні з клієнтами й колегами;

- **переконливість і чіткість** у викладі думок під час консультацій чи судових процесів.

Таким чином, дисципліна формує комунікативний «інструментарій» юриста, без якого навіть високий рівень теоретичних знань втрачає практичну цінність.

Навчальна дисципліна«Правниче письмо та усний виклад думки»є однією з обов'язкових дисциплін загальної підготовки і займає важливе місце у підготовці здобувачів першого (бакалаврського) рівня вищої освіти за освітньо-професійною програмою «Право» в межах спеціальності D8 «Право».

Відповідно до освітньої програми дисципліна має забезпечити:

– ***компетентності:*** здатність спілкуватися державною мовою як усно, так і письмово; здатність вчитися і оволодівати сучасними знаннями; здатність бути критичним і самокритичним; здатність діяти на основі етичних міркувань (мотивів); здатність до логічного, критичного і системного аналізу документів, розуміння їх правового характеру і значення; здатність застосовувати знання у практичній діяльності при моделюванні правових ситуацій у сфері бізнес-діяльності [11];

– ***програмні результати навчання***: вільно спілкуватись державною та іноземною мовами як усно, так і письмово, із застосуванням правничої термінології; мати базові навички риторики; доносити до респондента матеріал з певної правової проблематики доступно і зрозуміло; працювати в команді, забезпечуючи виконання завдань команди; виокремлювати і аналізувати юридично значущі факти і робити обґрунтовані правові висновки; готувати проєкти необхідних актів застосування права відповідно до правового висновку зробленого у різних правових ситуаціях; надавати консультації щодо можливих способів захисту прав та інтересів клієнтів у різних правових ситуаціях [11].

Мета дисципліни. Досягнення всебічного глибокого розуміння студентами поняття, ролі та значення юридичних документів, а також сфери їх застосування, підготовка до практичної юридичної діяльності, формування творчої особистості майбутніх правників. Ознайомлення із поняттям юридичного документа, формування розуміння його ролі та значення у юридичній практиці. Засвоєння вимог до структури, реквізитів, змісту, форми та грамотності юридичних документів. Вивчення основ класичної та сучасної риторики як науки про мисленнєво-мовленнєву діяльність, спрямовану на переконання, вплив, досягнення цілей у процесі мовної комунікації.

Предмет дисципліни– усна й писемна форми професійного спілкування в межах офіційно-ділового стилю та його підстилів.

Завдання дисципліни. Формування базових теоретичних уявлень про правові, логічні, структурні вимоги до змісту юридичних документів; комунікативні ознаки культури мови нормативного акта, морфологічні, синтаксичні, технічні особливості мови юридичного документа; ознайомлення з основними поняттями риторики, найважливішими відомостями з історії української та світової історії риторики; з'ясування функцій мовлення та спілкування; розгляд професійно значущих форм ділового спілкування; формулювання мовленнєвих умінь; вміння обґрунтовувати висунуті положення, публічно виступати, відстоювати свою думку, переконливо впливати на слухачів та аудиторію.

З огляду на визначені завдання до програми курсу включено такі теми:

- «Спілкування як інструмент професійної діяльності юриста»: формує базові комунікативні навички, уміння ефективно взаємодіяти з клієнтами, колегами та органами влади; поєднує теорію комунікації з практичними аспектами юридичної професії, готуючи студента до реальної діяльності;
- «Риторика і мистецтво презентації»: розвиває навички переконливого усного виступу та структурованого викладу думок; поєднує класичну риторику з сучасними прийомами презентацій, необхідними для юридичної практики;
- «Ораторське мистецтво у стародавньому світі»: дає історичну основу для розуміння риторичних принципів та технік ораторського впливу; демонструє, як традиції античної ораторської школи вплинули на сучасне юридичне мовлення;
- «Ораторське мистецтво в Україні»: формує національну правову і риторичну свідомість студента, показує особливості української юридичної культури; аналізує історико-культурний контекст і приклади видатних українських ораторів;
- «Ділові папери як засіб писемної професійної комунікації юриста»: розвиває практичні навички складання юридичних документів, що є основою роботи юриста; інтегрує теорію письмового спілкування з конкретними юридичними прикладами та практикою;
- «Документи з кадрово-контрактних питань та розпорядчі документи»: забезпечує підготовку до оформлення та ведення внутрішньої юридичної документації організацій; концентрується на специфіці кадрових і розпорядчих документів, що часто зустрічаються в професійній практиці;
- «Довідково-інформаційні та організаційні документи»: формує здатність ефективно обробляти та систематизувати інформацію для прийняття правових рішень; поєднує теоретичні знання з практичними прикладами підготовки довідок, протоколів і наказів;

- «Офіційно-діловий стиль юридичних документів. Вимоги до змісту юридичного документа»: забезпечує засвоєння норм правопису, логіки викладу, комунікативної культури та технічного оформлення текстів; охоплює як морфологічні та синтаксичні особливості мови юридичного документа, так і логічну та структурну організацію текстів.

Як зазначає Н. Артикуца, стилістична диференційованість мови права обумовлена широкою і розгалуженою сферою її застосування: законодавство, судочинство, нотаріат, діловодство, юридична наука й освіта, правова інформація, правова публіцистика [5, с. 25]. Мова права послуговується засобами різних функціональних стилів, серед яких найважливішими є: офіційно-діловий (обслуговує сферу внутрішнього і міжнародного законодавства,правозастосування, судочинства, нотаріату, діловодства), науковий (сферу правничої науки й освіти), публіцистичний (засоби масової юридичної інформації, правова освіта населення, судові промови) та розмовний (сфера переважно неофіційного професійного спілкування юристів) [5, с. 26].

У контексті курсу**«Правниче письмо та усний виклад думки» найбільше зосереджено увагу на** офіційно-діловому та розмовному стилях. Під час фахово-мовної підготовки майбутніх бакалаврів права намагаємося реалізувати стилістично диференційований підхід. Ця навчальна дисципліна має міждисциплінарний характер, адже поєднує елементи мовної підготовки, логіки, риторики та правознавства, формуючи вміння застосовувати комунікативні навички у правовій сфері. Її зв'язок із суміжними дисциплінами є багатовимірним: від формування загальнотеоретичних основ до практичного використання юридичних знань.

Навчальний курс«Правниче письмо та усний виклад думки» займає особливе місце у системі юридичної освіти, оскільки виконує функцію підготовки студентів до вивчення подальших фундаментальних і спеціальних юридичних курсів. Вона формує первинні навички роботи з правничими текстами (читання, аналіз, інтерпретація та створення), що є необхідною умовою для ефективного засвоєння більшості наступних навчальних дисциплін.

Опанування навичок правничого письма допомагає паралельному вивченню історико-правових дисциплін – **«Історія держави і права України»** та **«Історія держави і права зарубіжних країн»**. Тут вміння працювати з джерелами, аналізувати тексти та формулювати висновки має визначальне значення.

Навчальні курси **«Правниче письмо та усний виклад думки»** і **«Юридична деонтологія»** вивчаються паралельно, що забезпечує комплексну підготовку майбутніх юристів. Перший курс формує

комунікативні та письмові навички, необхідні для створення та інтерпретації юридичних текстів, аргументування позицій і ведення ділових переговорів. Другий курс одночасно розвиває **етичну свідомість та професійну відповідальність**, навчання дотриманню стандартів юридичної етики, об'єктивності та чесності в професійній діяльності. Таким чином, навички письмового й усного викладу думки в юридичному контексті підкріплюються етичними стандартами поведінки, що забезпечує високий рівень підготовки до реальної юридичної практики.

Дисципліна **«Правниче письмо та усний виклад думки»** має безпосередній зв'язок з навчальним курсом «**Юридична логіка та правничі дослідження»**, оскільки саме завдяки вмінню чітко формулювати думку студент здатен будувати логічно обґрунтовані юридичні аргументи та здійснювати якісний науковий пошук.

Навчальний курс логічно передує вивченню дисципліни «**Теорія держави і права»**і виконанню курсових робіт. У цій дисципліні студентам необхідно вже не лише розуміти термінологію, а й уміти коректно викладати власні судження, аргументувати позиції та дотримуватися академічних стандартів письма.

Дисципліна "Правниче письмо та усний виклад думки" тісно взаємодіє з навчальним курсом "Судові та правоохоронні органи України", оскільки засвоєння знань про організацію та функції судових і правоохоронних інституцій неможливе без уміння грамотно оформлювати процесуальні документи й здійснювати усну аргументацію. У поєднанні ці курси забезпечують інтеграцію теоретичних засад правосуддя з розвитком практичних комунікативних навичок, необхідних для професійної діяльності майбутніх юристів.

Навчальний курс **«Правниче письмо та усний виклад думки»**також готує студентів до глибшого розуміння галузевих навчальних курсів – **«**Конституційне право України**», «**Трудове право України**», «**Міжнародне публічне право і права людини**», «**Цивільне право України**», «**Кримінальне право України**», «**Адміністративне право України**», «**Екологічне право України**», «**Господарське право України», а також процесуальних дисциплін («Кримінальне процесуальне право України**», «**Цивільне процесуальне право України**», «**Адміністративне процесуальне право України**», «**Господарське процесуальне право України»). У цих курсах правниче письмо постає як інструмент укладання позовних заяв, договорів, клопотань, рішень та інших процесуальних документів.

Не менш важливим є взаємозв'язок курсу з такими дисциплінами, як **«**Фінансове право України**», «**Міжнародне приватне право**», «**Право ЄС», оскільки правильне формулювання правових норм та тлумачення

документів у міжнародному контексті потребує досконалого володіння технікою письма й усного викладу.

Опановані в курсі вміння також є підґрунтям для проходження **навчальних та виробничої практик**, під час яких студенти беруть участь у підготовці процесуальнихй ділових документів, веденні юридичного листування та усного представлення правових позицій.

Таким чином, «Правниче письмо та усний виклад думки»є навчальним курсом, який не лише забезпечує необхідний рівень мовної та комунікативної компетентності, а й інтегрує майбутнього юриста в контекст усіх подальших навчальних дисциплін, готує його до більш складного рівня професійної діяльності. А. Гук наголошує, що ідея простої та зрозумілої мови юридичних документів знаходить в Україні все більше підтримки, популярними є семінари з правового письма та аргументації; юридичний текст із застосуванням дизайнерського мислення, що поєднує зрозумілість, стислість, виразність та залучення читача, стає ефективним інструментом для переконання й досягнення поставлених цілей [12].

Висновки і перспективи подальших розвідок. Дисципліна «Правниче письмо та усний виклад думки» виконує фундаментальну функцію у підготовці юристів, формуючи їхню здатність професійно й переконливо застосовувати правові знання в практичній діяльності. Структура курсу поєднує теоретичні знання про природу й функції юридичних текстів із практичними навичками створення та презентації правничих документів, що забезпечує комплексне формування мовно-комунікативної компетентності. Міждисциплінарний підхід, що інтегрує мовознавчі, риторичні та правничі аспекти, дозволяє студентам подолати типові комунікативні труднощі у сфері юриспруденції. Практична спрямованість курсу полягаєв розвитку навичок складання юридичних документів, участі в дебатах, публічних виступах та моделюванні правових ситуацій. Дисципліна забезпечує підготовку студентів до подальшого вивчення фундаментальних і спеціальних юридичних курсів, є своєрідним «містком» між академічною теорією та професійною практикою. Перспективи подальших наукових досліджень включають упровадження інтерактивних і цифрових технологій навчання, порівняльний аналіз методик викладання в різних закладах вищої освіти України, а також оцінку ефективності курсу у формуванні практичних комунікативних навичок та професійної етики майбутніх юристів.

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ДИСИДЕНТСЬКИЙ ДЕТЕКТИВ ЯК ФОРМА КУЛЬТУРНОЇ ПАМ'ЯТІ: ВІД ФОРМУЛЬНОГО ЖАНРУ ДО КУЛЬТУРОЦЕНТРИЧНОЇ МОДЕЛІ В ЛІТЕРАТУРІ СЕРЕДИНИ XX СТ.

Анотація. Мета статті – теоретично осмислити трансформацію детективного жанру та зіставити дві моделі функціонування детективного тексту в середині XX століття – об'єктоцентричну та культуроцентричну. Дослідження спрямоване на виявлення особливостей жанрової еволюції класичного англомовного детективу та української дисидентської історико-детективної прози. Особливу увагу приділено переосмисленню функцій кримінальної інтриги в літературах, сформованих під впливом політичних репресій, еміграційного досвіду та кризи офіційного історичного наративу.

Методологія дослідження комплексно поєднує порівняльно-типологічний, жанровий, культурно-історичний та лінгвокультурний аналіз. Принципи компаративістики застосовано для зіставлення різних моделей детективного жанру в англомовному та українському літературному просторі. Елементи лінгвокультурної інтерпретації дали змогу простежити зв'язок між структурою детективного тексту та механізмами репрезентації історичної пам'яті, культурної ідентичності й символічного спротиву. Матеріал дослідження – детективні романи А. Крісті «Murder on the Orient Express» та С. Ордівського «Багряний хрест».

Встановлено, що класичний англійський детектив репрезентує об'єктоцентричну модель художнього світу, де центральне місце посідають доказ, факт і логічна реконструкція подій. Розслідування у такій моделі виконує функцію відновлення раціонального порядку, а істина постає як

об'єктивна та остаточно встановлювана категорія. Доведено, що в прозі С. Ордівського структура жанру зазнає трансформації: кримінальна інтрига поєднується з проблематикою культурної пам'яті, національної самоідентифікації та історичної травми. Запропоновано розглядати такий тип тексту як культуроцентричну модель детективу, де розслідування сприяє реконструкції витісненого історичного досвіду. З'ясовано, що в тоталітарному світі детектив поступово виходить за межі суто формульного жанру та перетворюється на інструмент культурного самозбереження.

Зроблено висновок, що детективний жанр середини XX ст. функціонує як складна форма культурної репрезентації, здатна адаптуватися до історичних та ідеологічних умов. Об'єктоцентрична модель пов'язана з раціоналістичною традицією класичного англійського роману; культуроцентрична – відображає прагнення зберегти історичну пам'ять і колективну ідентичність в умовах політичного тиску. Запропоноване розмежування дозволяє по-новому осмислити трансформацію жанру в європейському літературному процесі та розглядати дисидентський детектив як окрему форму культурного спротиву й символічної реконструкції історичного досвіду.

Ключові слова: культурна пам'ять; дисидентська проза; жанрова еволюція; східноєвропейський детектив; об'єктоцентрична модель; символічний спротив.

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DISSIDENT DETECTIVE AS A FORM OF CULTURAL MEMORY: EVOLUTIO[N FROM A FORMULAIC GENRE TO A CULTURE-CENTRED MODEL IN MID-TWENTIETH-CENTURY LITERATURE

Abstract. The purpose of the article is to provide a theoretical interpretation of the transformation of the detective genre under ideological pressure in the mid-20th century, and to compare two models of detective fiction – the object-centered and the culture-centered. The study examines the genre evolution of classical

English detective fiction alongside Ukrainian dissident historical detective prose, with particular attention to the reinterpretation of criminal intrigue in literatures shaped by political repression and exile experience.

The methodology of the research is comprehensive, combining comparative-typological, genre, cultural-historical, and linguocultural methods of analysis. Comparative literary studies were applied to examine different models of detective fiction in English and Ukrainian literary contexts. Linguocultural interpretation made it possible to trace the relationship between the structure of detective narrative and the mechanisms of representing historical memory, cultural identity, and symbolic resistance. The research material includes A. Christie's *Murder on the Orient Express* and S. Ordivskyi's *Bahrianyi Khrest*.

The study demonstrates that the classical English detective novel represents an object-centered model in which evidence, facts, and logical reconstruction of events are central. Investigation functions as a mechanism for restoring rational order, while truth is perceived as objective and ultimately attainable. In S. Ordivskyi's prose, the detective structure undergoes a fundamental transformation: criminal intrigue merges with the issues of cultural memory, national identity, and historical trauma. The article proposes interpreting this type of text as a culture-centered model, in which investigation becomes a form of reconstructing suppressed historical experience. Under totalitarian pressure, the detective genre gradually transcends formulaic fiction and becomes an instrument of cultural self-preservation.

It is concluded that the detective genre of the mid-twentieth century functions as a complex form of cultural representation capable of adapting to different historical and ideological conditions. The object-centered model belongs to the rationalist tradition of the classical English novel; the culture-centered model reflects the aspiration to preserve historical memory and collective identity under political pressure. The proposed distinction makes it possible to reinterpret the transformation of detective fiction within the European literary process and to consider dissident detective prose as a specific form of cultural resistance and symbolic reconstruction of historical experience.

Keywords: cultural memory; dissident prose; genre evolution; Eastern European detective fiction; object-centered model; symbolic resistance.

Постановка проблеми. Упродовж ХХ ст. детективний жанр зазнав суттєвої трансформації. У попередньому столітті його сприймали передусім як інтелектуальну розвагу – витончену гру між автором і читачем, де виграє той, хто швидше вичислить злочинця. Однак детектив поступово перетворився на значно складніший культурний феномен: засіб репрезентації історичної пам'яті, а в окремих літературних традиціях – і у форму

ідеологічного спротиву. Як влучно зауважує О. Тасмасис, «жанр детективу постає як позачасова та динамічна призма, через яку ми можемо досліджувати складність людського досвіду в часі та просторі» [24, с. 185].

Класичний англомовний детектив «золотого віку» ґрунтувався на відновленні порядку через доказ. У східноєвропейському та еміграційному дискурсі середини XX ст. ситуація розвивалася інакше. Там детективна модель набувала додаткових функцій (яких автори «правил» Ван Дайна чи Нокса не передрікали) – репрезентувати історичну пам'ять. Сучасне літературознавство дедалі частіше розглядає детектив не лише як жанр масової літератури, а як культурний феномен, вкорінений у конкретні суспільні процеси й ідеологічні розломи. Формально класичні детективи А. Крісті та еміграційний детективний роман С. Ордівського «Багряний хрест» належать до одного жанру: їх єднає злочин і слідство. Та власне на цьому схожість вичерпується. У А. Крісті злочин – логічна загадка, що вимагає раціонального вирішення. У С. Ордівського детективна фабула надає можливість говорити про те, про що говорити заборонено. В умовах ідеологічного тиску сама мова тексту перетворюється на засіб виживання – і це вже не варіація канону, а принципово інша функція жанру. Звідси – потреба переосмислити традиційні класифікації й описати нові моделі функціонування детективного тексту. І саме в цьому контексті зіставлення, яке ми пропонуємо в цій статті, набуває наукового значення.

Аналіз останніх досліджень і публікацій засвідчив, що останні десятиліття принесли переосмислення художньої цінності детективного роману. Зокрема, дослідники фіксують зміщення статусу жанру: від розважальної «паралітератури» до повноцінного об'єкта «великої критики» [1, с. 467; 13, с. 545]. Увиразнюється культурна функція жанру, аж до засобу опрацювання суспільних страхів та історичних травм [18]. Концептуальний рівень тексту починають розглядати як простір, де читач добудовує смисл як складну ментальну конструкцію [8].

Мета статті – простежити теоретичну еволюцію детективного жанру (від канонічного, формульного розуміння до складного лінгво-культурного конструкта) й виявити, як це матеріалізується у принципово різних моделях детективної прози середини XX ст.: об'єктоцентричній (класичний англійський детектив) та культуроцентричній (український дисидентський детектив). Такий підхід дозволяє розглядати дисидентський детектив не як периферійне явище, а як закономірний результат жанрової трансформації в умовах ідеологічного тиску.

Комплексна методологія дослідження поєднує порівняльно-типологічний метод, жанровий аналіз та культурно-історичний метод. Лінгвокультурний підхід розглядає мовну тканину тексту не лише як

естетичний факт, а як механізм репрезентації колективного досвіду та культурної ідентичності. Матеріал дослідження – два детективні романи середини XX ст., які репрезентують принципово різні моделі використання детективного жанру: «Murder on the Orient Express» Агати Крісті [12] та «Багряний хрест» Семена Ордівського [5].

Виклад основного матеріалу. Теоретична еволюція жанру. Попри те, що детектив, як різновид пригодницької літератури, часто відносять до паралітератури [3, с. 71], історичний аналіз засвідчує, що формування жанрового канону відбувалося через взаємодію жорстких структурних правил та їх подальшу філософську інтерпретацію.

Синтез теоретичних поглядів виокремлює ключові етапи канонізації жанру. Перша фундаментальна праця К. Вельс про жанрові особливості детективу дала всебічний науковий аналіз специфіки детективного жанру [23, с. XIII]. Дослідниця визначила детектив як літературний жанр, що охоплює всі твори, в яких автор створює і розв'язує проблему, акцентувавши, що кожен детективний сюжет має містити два ключові елементи: злочин (явний або прихований: вбивство, пограбування, викрадення тощо) та процес його розслідування. Основою детективного твору є ретельний опис взаємопов’язаних дій і міркувань героя, наділеного надзвичайними інтелектуальними здібностями, спрямованих на розкриття таємниці. К. Вельс наголошує, що незалежно від методів – пошук доказів, дедуктивний аналіз, збір свідчень – розкриття злочину є аналітичним процесом, а не простою констатацією відповіді [27, с. 43]. Отже, письменниця бачить в основі детективу не просто наявність злочину, а інтелектуальний процес розв’язання проблеми особою з надзвичайними розумовими здібностями. На сьогодні вичерпне визначення детективного роману пропонує M. Salemi, трактуючи його як літературний жанр, в якому розслідуються злочини, розкриваються таємниці та розшукуються злочинці, який приваблює читачів поєднанням напруги та інтриги з інтелектуальною складовою та можливістю розгадувати загадки [21, с. 148].

Далі С. Ван Дайн та Р. Нокс сформулювали конвенційні правила, що забезпечують архітектурну цілісність сюжету детективу та стали каноном для багатьох з авторів [26; 14]. Так було закладено фундамент «золотого віку» детективів, що охопив період від закінчення першої світової війни до 60-х років XX ст., і під час якого сам жанр зазнав значних змін. Для Великої Британії цей період був плідний на численних авторів, які зробили істотний внесок у розвиток жанру в англомовному світі, започаткувавши нові тенденції та вдихнувши нове життя у старі канони. Ціла плеяда авторів (В. Крофтс, Г. Бейлі, Д. Сейерс, Ф. Макдональд, Р. Нокс), серед яких найулюбленішою та найпліднішою авторкою детективів вважають

А. Крісті, перетворила класичний англійський детективний роман на те, що А. Мерч влучно назвала «механізмом вишуканої точності», індивідуальність якого лежить «... не лише в загадках, а в загадках, що впливають на людей, і черпають з цього першоджерела життєву силу для нового зростання» [19, с. 243].

У 1978 р., Ц. Тодоров концептуалізував дихотомію двох «історій» (злочину та розслідування) та редукував 20 правил Ван Дайна до 8 базових принципів, наголошуючи, що будь-яка деструкція такої побудови руйнує жанрову ідентичність. Окрім власне розслідування злочину, теоретик жанру вирізняє в «кримінальній» літературі, ще й причини, бо комбінація цих двох аспектів забезпечує зв'язок між читачем і злочином та створює основу для укладання нової типології детективної літератури (*roman policier),* в якій один, класичний, тип детективу (*roman à énigme*) описує розслідування злочину від слідства до виявлення причин, а другий (*roman noir*, «*чорний роман*») – описує актуальний хід подій [25]. Дж. Кавелті також класифікує детектив як жорсткий «формульний жанр», якому притаманна стала структура, наявність злочину та «гра на очікування», а читачеві запрограмована роль суперника автора. Жанровий детермінізм класичного детективного твору має стабільний наратив для відновлення первинного статус-кво. Такі твори свідомо абстрагуються від глибокого соціального контексту і трактують злочин не як системну суспільну ваду, а як тимчасове порушення норми у межах стабільного ізольованого світу. Там для вдалого пошуку істини достатньо було професійної дедукції [11, с. 1–36]. Проведений аналіз підтверджує висновок Т. Бовсунівської, що класичні детективи об'єднує єдина мораль – добро перемагає зло, закон панує над злочином, а слідчий викриває злочинця [1, с. 462].

Однак стійка визначеність щодо структури детективу не забезпечила ні єдиного статусу цього жанру в літературному полі, ані уніфікації самої назви жанру. Попри те, що ряд сучасних критиків вважають детективну літературу надто консервативною, а деякі навіть називають її «літературою заспокоєння та конформізму» [20], маємо всі підстави стверджувати, що вона є адаптивною та еволюційною [10].

Звернімося до термінологічної еволюції жанру. На початку XX ст. застарілі «раціоцинації» Е. По поступилися місцем «містеріям» та «детективній літературі». Між світовими війнами їх замінив досі відсутній в українському науковому обігу термін «whodunit». Однак, через суб'єктивізм і спроби по-різному назвати цей жанр, зосередившись на дрібницях (як-от обов'язкові атрибути злочину чи професійного слідчого), замість охоплення загальної картини маємо сьогодні різні терміни, серед яких і «кримінальний роман», і «поліційна драма». Останні десятиліття

англомовна літературна критика послуговується терміном «crime fiction» – кримінальна література [23, с. XIII].

Відсутність термінологічної єдності, яку С. Саундерс пов'язує з хамелеонською природою жанру, є наслідком його принципової адаптивності [22 с. 9–12]. Проте жанрова гнучкість виявилася не лише термінологічною, а й функціональною проблемою. Детектив не просто «вислизав» від класифікацій – він поступово віддалявся і від власної початкової мети. Однак, попри значну кількість праць, присвячених класичному детективу, проблема зіставлення різних світоглядних моделей жанру залишається недостатньо розробленою. Зокрема, практично відсутні дослідження, у яких український еміграційний детектив аналізувався б як самостійна жанрова модифікація, що поєднує кримінальну інтригу з механізмами репрезентації національної пам'яті. Недостатньо опрацьованим лишається й зіставлення об'єктоцентричної логіки класичного тексту – де панує «світ речей» – з культуроцентричною моделлю, де центральне місце займає «світ нації».

Від логіки речей до лінгвокультурного конструкта. У середині XX ст. кримінальна література еволюціонує від популярної інтелектуальної розваги до складного лінгвокультурного конструкта, а її мова, як зауважує Дж. Гуддал, починає відображати ціннісні орієнтири суспільства, де лексичні засоби слугують інструментом ідентифікації «свого» та «чужого» [13]. У сучасному гуманітарному дискурсі дедалі більшого поширення набуває підхід до детективу як до культурного феномена, що відображає суспільні страхи та ідеологічні трансформації. Приміром П. Млачник розглядає детектив як засіб опрацювання історичних травм [18]. А це апріорі неможливо без залучення читача. У цьому аспекті особливої ваги набуває теза Л. Цапенко про те, що у структурі детективного наративу асоціативно-образний (концептуальний) рівень виступає як вища точка композиції. У детективі, на відміну від інших жанрів, зв'язок між подіями та образами персонажів не є прямим. Вони поступово складаються у свідомості читача як частинки мозаїки, і тільки наприкінці синтезуються у чітку «картинку». Це «ефект відкладеного образу»: текст задає напрямок – але концепт формується як складна ментальна конструкція вже над текстом [8, с. 11–15].

Аналіз жанрової природи детективу середини XX ст. дозволяє виокремити дві засадничі лінгвокогнітивні моделі побудови тексту. Для об'єктоцентричної основою є світ речей, логіка та закон. В культуроцентричній фокус зміщується на ідентичність, пам'ять, дух нації.

Об'єктоцентрична модель А. Крісті: «Світ речей». Наукова література часто розглядає класичний детектив крізь призму об'єктоцент-

ризму – домінування логіки об'єктів, фактів та матеріальних доказів над усіма іншими вимірами тексту. Д. Портер визначив цю модель як літературу «раціонального порядку»: злочин порушує соціальну рівновагу, розслідування – відновлює [20]. К. Веллс назвала мову класичного детективу «мовою спостереження»: автор фокусується на емпіричних даних і мінімізує суб'єктивні конотації на користь універсальної логіки [27].

У романі А. Крісті «Murder on the Orient Express» (далі – «Вбивство в Східному експресі») ця модель реалізована послідовно й прозоро. У центрі аналізованого сюжету розслідування загадкового вбивства, що сталося в одному з вагонів розкішного потяга, заблокованого снігом в Югославії. Поступове викриття істини відбувається завдяки блискучому розуму бельгійського детектива Еркюля Пуаро. Він використовує власний метод розкриття таємниць, спираючись на логіку, дедукцію та психологічний аналіз [12].

Роман відзначається чіткою структурою, стриманим стилем і точним добором лексики, що служить не лише для побудови сюжету, а й для створення психологічної напруги, характеристики персонажів і зображення етичних конфліктів. Лексико-семантичний аналіз англомовного детективного тексту дає змогу простежити, як мова використовується для формування напруги, створення підозрюваних та структурування розслідування. Кожна деталь (*кліпсер для люльки, годинник зі зламаною стрілкою, уривок листа в попільниці*) функціональна. Предмети існують у тексті виключно як потенційні докази; їхня художня роль вичерпується в момент, коли Пуаро встановлює їхній зв'язок зі злочином. Показово, що й описи персонажів підпорядковані тій самій логіці: зовнішність, манери, акцент – все це типологічні маркери, що допомагають класифікувати підозрюваних, а не характеризувати їх як носіїв певної культурної пам'яті.

Поняття «злочин» у романі наповнене юридичними термінами й назвами предметів, що створює атмосферу герметичності та об'єктивності. Лексика тут суто інструментальна: вона вербалізує матеріальний світ задля розв'язання інтелектуальної головоломки. А. Крісті майстерно комбінує загальновживану лексику з термінами, пов'язаними зі злочином, підозрою, доказами, дедукцією. Приміром поняття «reconstruction», яке формує комунікативну вісь розслідування, змальовує відтворення злочину та структурує минуле у логічний ланцюг подій у зворотному порядку, розкриває особистості персонажів, виявляє незбіги свідчень: «We must *fix* the exact time each person was awake, asleep or absent», «Miss Debenham's *alibi* is provided by a Swedish woman whom she has never seen before», «Colonel Arbuthnot's *alibi* is *vouched* for by MacQueen, the dead man's secretary» [12, с. 26]. Жодної надлишковості, жодного національно-культурного

навантаження. Істину можна пізнати через аналіз. Це і є архітектурний принцип об'єктоцентричної моделі.

Культуроцентрична модель С. Ордівського: «Світ нації». Історичний детектив С. Ордівського «Багряний хрест», написаний в 1950-х роках в еміграції, розгортається в добу Гетьманщини [5]. Цей недостатньо відомий навіть у фаховому середовищі текст рідко потрапляє в поле зору дослідників жанру. Рушієм сюжету є розслідування вбивства, позначеного загадковим знаком – складеними у формі хреста галузками. Проте за очевидним кримінальним каркасом приховано інший задум: автор реконструює світ, якого вже не існувало політично, але який мав вижити культурно. Читач-емігрант упізнавав у реаліях XVIII ст. власний досвід XX ст. – і це впізнавання ставало головним ефектом тексту.

С. Ордівський використовує детективну форму як троянського коня. Жанрова побудова залишається впізнаваною: є злочин, слідство, розв'язка. Але всередині цієї форми переміщається зовсім інший вантаж – заборонена лексика, суверенний культурний простір, пам'ять, яку офіційний дискурс намагався знищити. Читач залучається через звичний жанровий інтерес, але в процесі читання отримує потужний ідеологічний і мнемонічний заряд.

Якщо в класичному детективі лексика спрямована на об'єктивну вербалізацію матеріального світу, то в дисидентській творчості вона зміщується в площину культуроцентризму. Л. Масенко точно описала цей механізм: в умовах ідеологічного тиску мова художнього твору виконує функцію «національного самоствердження», де вибір слів-маркерів (етнонімів, історизмів, сакральної лексики) є актом збереження ідентичності [4].

Саме тому в романі С. Ордівського кожне слово несе подвійне навантаження: денотативне й культурно-ідентифікаційне. Етноніми та історизми – *отаман, сотник, чета, мазепинці, клейнод, отаманщина* – легітимізують суб'єктність, якій відмовляли в існуванні. Ономастикон роману – українські імена та прізвища персонажів, назви козацьких сотень, топоніми Гетьманщини – утворює суверенний культурний простір, що протистоїть чужорідному середовищу. Опозиція «свій – чужий» вписана в саму тканину тексту, а не залишена на рівні підтексту.

Центральний образ роману – «багряний хрест» – функціонує на кількох рівнях одночасно. Як речовий доказ він позначає місце злочину. Як символ – несе семантику жертовності й мучеництва за Україну. Моральний конфлікт у тексті є не просто детективним мотивом: зрада тут означає порушення національного морального кодексу, провину перед спільнотою і перед пам'яттю. Розслідування переростає пошук злочинця й набуває культурно-екзистенційного виміру. Щоб зчитати цей вимір, читач, як

довела Л. Цапенко, має залучити власний культурний код і стати активним співавтором тексту, а не пасивним споглядачем [8, с. 11–15].

Детектив як механізм виживання в умовах диктатури. Роман С. Ордівського не ізольоване явище і належить до ширшої тенденції, що охоплює літератури Східної Європи XX ст. Щоб комплексно верифікувати виявлені жанрові тенденції, у цьому підрозділі розширимо дослідницький контекст через залучення східноєвропейського літературного ареалу, який переживав подібні історичні умови. Це дозволить простежити типологічні збіги у функціонуванні культуроцентричної моделі детективу.

Особливо промовистий угорський досвід. Тут під впливом тоталітарних режимів детективний жанр зазнає функціональної мутації. Він перестає бути виключно інтелектуальною грою та стає інструментом збереження пам'яті й ідеологічного спротиву.

Наприклад, детективи V. Kondor у серії «Будапешт Нуар» розкривають злочини корумпованої влади, які фашистська держава воліла б приховати. Розслідування тут набуває характеру відновлення правди, замовчуваної режимом [15]. Окремим і особливо промовистим випадком є роман P. Lengyel «Macskakő». У ньому через детективну інтригу автор оживляв зниклі вулиці Будапешта, реконструюючи пам'ять про місто, яке соціалізм намагався переписати [16]. Англійський переклад назви – «Cobblestone», тобто «бруківка» – сьогодні вражає як разюча метафора. Бруківка як символ незмінної пам'яті, що переживає диктатури, через десятиліття в Україні справді стала символом народного спротиву: під час Революції Гідності (2013–2014) розібрана київська бруківка перетворилася на засіб оборони проти озброєного «спецназу». І в романі, і в реальній українській історії виявилась одна й та сама логіка: режими змінюються, але основа, на якій стоїть нація, залишається.

Жанр адаптується – це його принципова властивість. Сьогодні детектив синтезується з політичним і шпигунським трилером, де класична розгадка таємниці поступається аналізу геополітичних загроз. Але механізм залишається тим самим: жанрова форма – захисна оболонка; зміст – те, що справді важливо донести. Саме ця здатність слугувати одночасно розвагою і спротивом, загадкою і свідченням, робить детектив унікальним культурним інструментом – особливо там і тоді, де пряме слово неможливе.

Висновки. Проведене компаративне дослідження дає можливість переосмислити трансформацію детективного жанру в європейському літературному процесі середини XX ст. Аналіз романів А. Крісті «Murder on the Orient Express» та С. Ордівського «Багряний хрест» виявив дві принципово різні моделі організації детективного наративу (об'єкто-центричну та культуроцентричну) та підтверджує, що детективний роман

відійшов від жорстких регулювань формульної моделі детективного жанру та набув ознак складного лінгвокультурного конструкта.

Наукову новизну дослідження визначає введення та теоретичне обґрунтування поняття культуроцентричної моделі детективного роману як самостійної жанрової модифікації, що поєднує кримінальну інтригу з механізмами репрезентації національної пам'яті й культурної ідентичності. Вперше в порівняльному вимірі зіставлено об'єктоцентричну та культуроцентричну моделі детективу на матеріалі текстів, що репрезентують принципово різні культурні традиції та ідеологічні контексти. Це дозволяє розглядати дисидентський детектив не як периферійну жанрову форму, а як закономірний результат еволюції жанру в умовах тоталітарного тиску.

Класичний англійський детектив (об'єктоцентрична модель) репрезентує стабільну культуру, в якій злочин є відхиленням від норми. Мова твору прозора, переважає суто інструментальна лексика. Тут розслідування ґрунтується на домінуванні доказової логіки та раціональній реконструкції подій. Воно спрямоване на відновлення соціальної норми.

Дисидентський детектив (культуроцентрична модель) виступає як унікальний жанровий гібрид, в якому жанрова оболонка, як «троянський кінь», допомагає адаптувати зміст до різних історичних та ідеологічних умов. Залучаючи когнітивні механізми читача до створення спільного концепту, автори поширюють фабульну формулу поза межі кримінальної інтриги, натомість формуючи механізм репрезентації історичної пам'яті, культурної ідентичності та символічного спротиву. Використовуючи національно марковані мовні елементи, історичні реалії та культурні символи, в умовах ідеологічного тиску дисидентський детектив виходить за межі жанрової модифікації та перетворюється на окрему форму культурного спротиву.

Бачимо можливість застосувати запропоновані моделі, зокрема в подальших компаративних студіях для дослідження трансформацій детективного жанру в сучасній українській прозі воєнного часу та для виявлення лексико-семантичних особливостей кожної з моделей.

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ТЕРМІНИ Й ПРОФЕСІОНАЛІЗМИ У ФАХОВОМУ МОВЛЕННІ НЕФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ

Анотація. У статті розглянуто особливості функціонування термінів і професіоналізмів у фаховому мовленні здобувачів нефілологічних спеціальностей у процесі вивчення курсу «Українська мова (за професійним спрямуванням)». Актуальність дослідження зумовлена потребою чіткого розмежування термінологічної лексики та професіоналізмів у різних формах професійної комунікації, що є важливим чинником формування фахової мовленнєвої компетентності майбутніх спеціалістів.

У роботі проаналізовано наукові підходи до тлумачення понять «термін» і «професіоналізм» у сучасному мовознавстві та окреслено їх спільні й відмінні ознаки. Обґрунтовано тезу про первинність терміна як унормованої одиниці наукової мови та вторинність професіоналізму як неформальної, контекстуально зумовленої форми професійного спілкування.

З урахуванням класифікації спеціальної лексики виокремлено процесуальні, технологічні та предметні терміни, а також простежено специфіку їх трансформації у професіоналізми в усному мовленні.

На матеріалі мовлення здобувачів різних нефілологічних спеціальностей визначено кількісне співвідношення термінів і професіоналізмів у писемній та усній формах комунікації. Установлено, що усному мовленню притаманна тенденція до мовної економії та спрощення термінів, тоді як у писемному спілкуванні домінує нормативна термінологія. Доведено, що предметні терміни становлять найбільш стабільний шар спеціальної лексики, тоді як процесуальні та технологічні терміни найчастіше зазнають трансформацій.

У висновках зазначено, що свідоме й доцільне використання термінів і професіоналізмів залежно від комунікативної ситуації сприяє підвищенню рівня фахового мовлення та формуванню мовної культури майбутніх фахівців.

Ключові слова: фахове мовлення, термін, професіоналізм, спеціальна лексика, професійна комунікація, нефілологічні спеціальності, українська мова (за професійним спрямуванням), фахова комунікативна компетентність.

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TERMS AND PROFESSIONALISMS IN THE PROFESSIONAL SPEECH OF NON-PHILOLOGICAL SPECIALTIES

Abstract. The article examines the peculiarities of the functioning of terms and professionalisms in the professional speech of students of non-philological specialties in the process of studying the course Ukrainian Language for Professional Purposes. The relevance of the study is обусловлена the need to clearly distinguish between terminological vocabulary and professionalisms in various forms of professional communication, which is an important factor in the formation of the professional and speech competence of future specialists.

The paper analyzes scholarly approaches to the interpretation of the concepts term and professionalism in modern linguistics and outlines their common and distinctive features. The article substantiates the thesis that the term is primary as a standardized unit of scientific language, whereas the professionalism is secondary as an informal, context-dependent form of professional communication. Taking into account the classification of special vocabulary, procedural, technological, and object-related terms are distinguished, and the specifics of their transformation into professionalisms in oral speech are traced.

Based on the material of students' speech from various non-philological specialties, the quantitative correlation between terms and professionalisms in

written and oral forms of communication is determined. It is established that oral speech is characterized by a tendency toward linguistic economy and simplification of terms, while written communication is dominated by normative terminology. It is proved that object-related terms constitute the most stable layer of special vocabulary, whereas procedural and technological terms are most frequently subject to transformation.

The study concludes that conscious and appropriate use of terms and professionalisms depending on the communicative situation contributes to improving the level of professional speech and to the formation of the linguistic culture of future specialists.

Keywords: professional speech, term, professionalism, special vocabulary, professional communication, non-philological specialties, Ukrainian Language for Professional Purposes, professional communicative competence.

Постановка проблеми. Професіоналізми є важливим складником фахового мовлення, що функціонує поряд із термінологічною лексикою й забезпечує ефективність професійної мови. Вони виникають у процесі практичної діяльності, відзначаються неофіційністю, мовною економією та високим рівнем контекстуальної зрозумілості для представників певної професійної спільноти. Водночас у системі фахового спілкування професіоналізми перебувають у складних взаємовідносинах із нормативною термінологією, особливо в умовах академічного навчання.

Актуальність дослідження зумовлена необхідністю розмежування особливостей функціонування фахової лексики в різних формах мовлення студентів нефілологічних спеціальностей під час вивчення курсів «Українська мова за професійним спрямуванням» та «Культура мовлення та ділове спілкування».

Аналіз останніх досліджень і публікацій. Проблема термінологічної лексики та професіоналізмів у сучасній українській мові неодноразово ставала предметом наукових розвідок у межах лексикології, термінознавства та стилістики. Історію формування української наукової термінології окреслив І. Огієнко, який пов’язував її походження з грецькою та латинською традицією, часто невдало адаптованою слов’янськими мовами, що спричинило появу неточних термінів. Учений зазначав, що власне українська наукова термінологія формувалася на основі народної мови, передусім у галузях медицини, ботаніки, філософії та математики, тоді як граматична термінологія залишалася менш національною через описовий характер науки [6].

Варто зазначити, що у працях учених першої та другої половини XX ст. (Д. Лотте, Г. Винокур, В. Даниленко) було сформульовано нормативно-

системні засади терміна як точної й стандартизованої одиниці наукової мови. Українські дослідники А. Д'яков, Т. Кияк, З. Куделько послідовно відстоювали необхідність чіткої градації термінів і професіоналізмів, водночас указуючи на складність їх розмежівання в реальному професійному спілкуванні [2].

Сучасні лінгвістичні та лінгводидактичні представлені розвідками таких вчених як: Ф. Бацевич,С. Єрмоленко, Л. Мацько, М. Пентилюк та ін.. Зазвичай їх напрацювання осереджуються на функціонуванні спеціальної лексики в різних формах мовлення. Науковці наголошують, що в усному професійному дискурсі межі між нормативним поняттям терміна, професіоналізма і сленговим утворенням часто є розмитими, що ускладнює чітку градацію цих одиниць.

Отже, попри значний наукові напрацювання, варто наголосити на проблемі визначення критеріїв розмежування термінів, професіоналізмів і сленгових термінів, що зумовлює актуальність подальших досліджень у цій галузі.

Мета статті – дослідження особливостей функціонування термінів і професіоналізмів у фаховому мовленні студентів нефілологічних спеціальностей у процесі вивчення курсів «Українська мова за професійним спрямуванням» та «Культура мовлення та ділове спілкування».

Відповідно до мети у статті поставлено такі завдання:

1. проаналізувати наукові підходи до розмежування термінів і професіоналізмів у сучасному мовознавстві;
2. схарактеризувати процесуальні, технологічні та об'єктні терміни як основні типи спеціальної лексики різних галузей;
3. з'ясувати особливості використання термінів і професіоналізмів у письмовому та усному фаховому мовленні студентів;
4. виявити кількісне співвідношення термінів і професіоналізмів у студентському як писемному, так і усному мовленні;
5. проілюструвати галузеву специфіку функціонування спеціальної лексики на матеріалі різних нефілологічних спеціальностей.

Виклад основного матеріалу. Проблему співвідношення термінів і професіоналізмів у складі спеціальної лексики дискутують у мовознавстві вже тривалий час, і однозначного вирішення цього питання досі не існує. Слід наголосити, що щодо цього питання окреслились, принаймні, три підходи. Як зазначає О. Павлова: «Перший підхід ототожнює терміни та професіоналізми, вважаючи їх єдиною категорією спеціальної лексики. Другий ж розмежовує професійну лексику й термінологію на основі певних історико-тематичних або функціональних ознак, третій – констатує наявність значної спільної частини цих лексичних шарів, що пояснює

одночасне існування збігаючих і не збігаючих частин у спеціальній лексиці» [7].

На нашу думку, окреслення поняття «термін» передує «професіоналізму», оскільки термін виникає як стандартизована одиниця наукової мови, що забезпечує точність і однозначність передачі спеціального змісту [6]. М. Шанський зазначає, що професіоналізм формується пізніше як адаптована, неофіційна форма терміна, яка використовується у професійній спільноті для оперативного та усного спілкування, забезпечуючи мовну економію та контекстуальну зрозумілість.

Розмежування термінів і професіоналізмів є особливо важливим у контексті функціонування фахової лексики в різних формах мовлення студентів нефілологічних спеціальностей. У процесі вивчення курсів «Українська мова за професійним спрямуванням» та «Культура мовлення та ділове спілкування» студенти стикаються з необхідністю застосовувати офіційні терміни як у письмових роботах, так і в усному спілкуванні, водночас іноді трансформуючи їх у професіоналізми для спрощення, економії мовних засобів та підвищення контекстуальної зрозумілості відповідно до понятєвих абстракцій, що сприяє розвитку мовної комунікації та розширенню словесно-професійного запасу.

Варто зазначити, що ефективне засвоєння термінів та їхнє правильне використання в усному мовленні є передумовою для формування професіоналізмів у студентів. Саме на основі розуміння та оволодіння офіційними термінами здобувачі освіти здатні перетворити їх у спрощені, контекстуально адаптовані мовні одиниці, що функціонують як оперативна, економна та зрозуміла форма комунікації у межах професійної спільноти. Такий процес демонструє взаємозв'язок між формальною термінологією та живим фаховим мовленням, де професіоналізм виступає як практичний інструмент адаптації спеціальної лексики до потреб усного або неофіційного спілкування.

О. Павлова та М. Шанський виділяють процесуальні, об'єктні та технологічні терміни, що дозволяє системно аналізувати спеціальну лексику у навчальному та професійному дискурсі.

Під час проведення занять «Українська мова за професійним спрямуванням» і «Культура мовлення та ділове спілкування» у мовленні як писемному, так і усному ми зафіксували 1 254 лексеми, серед них 752 (59,96 %) термінів, типу : *анемометр, калібратор, трансмісія*; та 502 (40,03 %) – професіоналізми (неофіційних розмовних термінів): *вітерець, водні тварини, зацвісти.*

Звертаючи увагу на різні спеціальності, можна звернути увагу на те, як різні види термінів трансформуються у письмовому мовленні в офіційні

форми, а в усному за певних умов – у професіоналізми, що забезпечує економію мови та контекстуальну зрозумілість.

Зокрема, процесуальних термінів ми зафіксували 345 (45,88 %) та 272 (54,18 %) професіоналізми такого типу. Варто зазначити, що такі лексеми характеризуються тим, що вони позначають дії, операції або процеси, що відбуваються в межах певної науки чи професійної діяльності. Вони відіграють ключову роль у формуванні фахового мовлення, оскільки дозволяють описати послідовність дій, технологічні або біологічні процеси, а також алгоритми виконання певних завдань.

У студентському мовленні нефілологічних спеціальностей процесуальні терміни часто трансформуються у професіоналізми або сленгові форми, що спрощує комунікацію та забезпечує мовну економію.

До прикладу:

1. Середня освіта (Технології, A4.10): «Обробка матеріалу проводиться відповідно до *технологічних норм*» / «Матеріал просто *обробили*»;

2. Середня освіта (Інформатика, A4.09): «*Оптимізація коду підвищує ефективність роботи програми*» / «*Підчистили код, щоб усе швидше працювало*»;

3. Біологія та здоров'я людини (A4.05): «*Мітоз забезпечує поділ клітини на дві дочірні клітини*»/ «*Клітина ділиться на дві*»;

4. Професійна освіта – Транспорт (A5.38): «*Планування маршруту здійснюється відповідно до транспортних норм*» / «*Проклали маршрут*»;

5. Декоративне мистецтво та ремесла (B3): «*Ліплення деталей* здійснюється за технологічними вимогами» / «*Ліпимо деталі*»;

6. Екологія (E2): «*Евтрофікація водойми спричинила масове розмноження водоростей*» / «*Озеро зацвіло*»;

7. Соціальна робота та консультування (I10): «*Психологічне тестування дає оцінку стану клієнта*»/ «*Пройшли тест*»

8. Фізична культура і спорт (A4.11, A7): «*Розминка перед тренуванням зменшує ризик травм*» / «*Розігрілися перед заняттям*»;

9. Технології легкої промисловості (G15): «*Калібрування обладнання забезпечує точність виробів*»/ «*Протестували на точність*».

Крім того, ми зафіксували й 258 (34,03 %) технологічних термінів, які зазвичай чітко описують та визначають поняття певної галузі, називають способи, методи, технологічні операції та алгоритми, за допомогою яких цілеспрямовано реалізується професійна діяльність, до прикладу: *анод, дуга, катод*.

Зазвичай у мовленні студентів, простежуються й професіоналізми (182; 36,25 %) такого типу, серед них: *малювати, ремонтувати, цвісти*.

1. Середня освіта (Технології, А4.10): «*Обробка матеріалу проводиться відповідно до технологічних норм» / «Матеріал просто обробили*»;

2. Середня освіта (Інформатика, А4.09): «*Алгоритм обробки даних передбачає послідовність виконання операцій» / «Робимо все по рецепту дій»;*

3. Біологія та здоров'я людини (А4.05): «*Ферментація є ключовим процесом бродіння» / «Тут бродіння йде, як завжди*»;

4. Професійна освіта – Транспорт (А5.38): «*Трансмісія забезпечує передачу крутного моменту від двигуна до коліс» / «Коробка передає рух на колеса»;*

5. Декоративне мистецтво та ремесла (В3): «*Розпис виробів здійснюється відповідно до художніх стандартів» / «Малюємо на виробах*»;

6. Екологія (Е2): «*Евтрофікація водойми спричинила масове розмноження водоростей» / «Озеро зацвіло*»;

7. Соціальна робота та консультування (І10): «*Консультаційна бесіда проводиться за визначеною методикою» / «Провели консультацію*»;

8. Фізична культура і спорт (А4.11, А7): «*Розминка перед тренуванням зменшує ризик травм» / «Розігрілися перед заняттям*»;

9. Технології легкої промисловості (G15): «*Калібрування обладнання забезпечує точність виготовлення виробів» / «Протестували на точність*».

Об'єктний термін – це різновид спеціальної лексики, що позначає предмети, матеріальні та нематеріальні об'єкти, явища або одиниці реальності, які є складниками, засобами чи результатами професійної діяльності в певній галузі знань. Термінів такого типу ми нарахували 179 (23,8 %): *двигун, клітина, сервер.* Неофіційних позначень предметів такого типу ми зафіксували 48 (9,56 %), наприклад: *движок, комірка, сервак*.

З огляду на галузеву зумовленість об'єктів номінації, доцільно проілюструвати побутування об'єктних термінів і відповідних професіоналізмів на матеріалі фахового мовлення студентів різних нефілологічних спеціальностей, зокрема:

1. Середня освіта (Технології, А4.10): «*Кожен виріб проходить контроль якості»/ «Готовий продукт*»;

2. Середня освіта (Інформатика, А4.09): «*Програмне забезпечення встановлюється на робочі станції» / «Прога встановлюється на робочі станції*»;

3. Біологія та здоров'я людини (А4.05): «*Орган відповідає за виконання специфічних функцій» / «Частина тіла»;*

4. Професійна освіта – Транспорт (A5.38): «*Автомобіль використовується для перевезення пасажирів і вантажів» / «Машина перевозить пасажирів і вантаж*»

5. Декоративне мистецтво та ремесла (B3): «*Пензель використовується для нанесення фарб» / «Пензлик використовується для нанесення фарб*»;

6. Екологія (E2): «*Водойма є середовищем існування водних організмів» / «Озеро/ставок є середовищем існування водних організмів*»;

7. Соціальна робота та консультування (I10): «*Клієнт звертається за соціальною допомогою» / «Людина, яка прийшла*»;

8. Фізична культура і спорт (A4.11, A7): «*Спортивний інвентар використовується під час тренувань» / «Прилади для занять*»;

9. Технології легкої промисловості (G15): «*Матеріал обробляється згідно з технологічними нормами» / «Сировина*».

Висновки. Дослідження показало, що терміни та професіоналізми є взаємопов'язаними складниками фахового мовлення студентів нефілологічних спеціальностей, функціонування яких залежить від форми мовлення та галузевої специфіки. У процесі аналізу зафіксовано 1 254 лексеми, з яких 752 (59,96 %) становлять терміни, а 502 (40,03 %) – професіоналізми.

Встановлено, що процесуальні й технологічні терміни найчастіше трансформуються в усному мовленні з метою мовної економії, тоді як у письмовому зберігають стандартизовану форму. Об'єктні терміни виявилися найбільш стабільним шаром спеціальної лексики (179 (23,8 %) термінів і 48 (9,56 %) професіоналізмів), що зумовлено конкретністю об'єктів номінації.

Аналіз матеріалу різних нефілологічних спеціальностей підтвердив, що професіоналізми виконують допоміжну розмовну функцію в усному спілкуванні, тоді як нормативні терміни забезпечують точність і відповідність науковим нормам у письмовому мовленні. Отже, доречне використання термінів і професіоналізмів є важливою складовою професійно-мовленнєвої компетентності студентів.

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INTEGRATING SPEAKING AND WRITING IN THE EFL CLASSROOM THROUGH DIGITAL STORYTELLING: A UKRAINIAN PERSPECTIVE

Abstract. In many Ukrainian secondary EFL classrooms, learners aged 14–15 demonstrated uneven development in speaking and writing. Writing tasks often emphasize grammatical accuracy and exam preparation, but they are perceived as mechanical and lack creativity. Speaking activities, meanwhile, are marked by hesitation, limited fluency, and low confidence, as learners fear making mistakes in front of peers. This separation of skills results in minimal transfer between written accuracy and oral fluency, leaving communicative competence underdeveloped. Teachers also report difficulty sustaining learner motivation, particularly when traditional methods fail to connect language practice with authentic, engaging contexts. These challenges highlight the need for innovative, classroom-based interventions. Digital storytelling offers a promising solution by integrating writing and speaking into meaningful multimodal projects, yet its practical application and impact require systematic investigation.

The author investigates the integration of speaking and writing skills in the secondary English as a Foreign Language (EFL) classroom through digital storytelling. The study focuses on learners aged 14–15 years, whose developmental profile highlights the need for authentic, collaborative, and technology-enhanced tasks to sustain motivation and foster communicative competence. The methodology employs digital storytelling projects in which learners draft scripts, record oral narration, and produce multimedia stories. Assessment was conducted using a rubric designed to evaluate writing quality, speaking performance, skill integration, creativity, technical execution, and reflective awareness.

Findings indicate that digital storytelling significantly improves writing accuracy, vocabulary use, and narrative organization, while simultaneously enhancing speaking fluency, pronunciation, and confidence. The integration of skills was particularly effective, as accuracy developed in writing transferred to oral performance, and fluency gained through narration informed more natural written expression. Learners demonstrated high levels of creativity and engagement, supported by the tasks' multimodal nature, and their reflections revealed increased metacognitive awareness and autonomy.

The study concludes that digital storytelling is a pedagogically effective approach for integrating speaking and writing in adolescent EFL contexts. It strengthens linguistic competence, fosters learner motivation, and cultivates autonomy, while also promoting digital literacy.

Keywords: language skills, integration of speaking and writing, digital storytelling, English as a foreign language (EFL), adolescents.

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ІНТЕГРАЦІЯ НАВИЧОК ГОВОРІННЯ ТА ПИСЬМА НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ ЧЕРЕЗ ЦИФРОВИЙ СТОРІТЕЛІНГ: УКРАЇНСЬКИЙ ДОСВІД

Анотація. У багатьох класах закладів базової середньої освіти України, де англійську мову вивчають як іноземну, учні віком 14–15 років демонструють нерівномірний розвиток навичок говоріння та письма. Письмові завдання часто зосереджуються на правильній граматиці та підготовці до іспитів, але вони сприймаються як механічні та не вимагають креативності від учнів. Тим часом англомовне говоріння учнів характеризується ваганнями, недостатньо вільним, плинним володінням мовою та низькою впевненістю, оскільки учні бояться робити помилки перед однолітками. Таке розділення мовленнєвих навичок призводить до мінімального перенесення вміння писати грамотно, правильно та вільно висловлюватися англійською мовою, що заважає розвивати комунікативну компетентність учнів повною мірою. Вчителі також повідомляють про труднощі з підтримкою мотивації учнів, особливо коли традиційні методи не пов'язують мовну практику з автентичними, захопливими завданнями. Ці проблеми підкреслюють необхідність використання інноваційних підходів до навчання англійської мови. Цифровий сторітелінг виступає перспективним рішенням, інтегруючи навички письма та говоріння у

змістовні, значущі для учнів мультимодальні проєкти, проте його практичне застосування та вплив потребують систематичного дослідження.

Автор досліджує інтеграцію навичок говоріння та письма на уроках англійської мови як іноземної у середній школі за допомогою цифрового сторітелінгу. Учасники дослідження – це учні 14–15 років, які відповідно до особливостей розвитку у підлітковому віці потребують автентичних завдань, виконаних у співпраці з однолітками та з використанням сучасних технологічних інструментів для підтримки їхньої мотивації та розвитку комунікативної компетентності. У дослідженні учні взяли участь у групових проєктах цифрового сторітелінгу, де вони писали сценарії, записували усні розповіді та створювали мультимедійні історії. Оцінювання проводилося за допомогою критеріїв, розроблених для оцінки якості письма, усного мовлення, інтеграції навичок, креативності, технічного виконання та рефлексії.

Результати дослідження показують, що використання цифрового сторітелінгу значно покращує правильність письма, використання словникового запасу та структурування наративу, одночасно покращуючи мовну плинність, вимову та впевненість. Варто відзначити ефективність використання цифрового сторітелінгу для інтеграції навичок говоріння і письма, оскільки правильність написання, грамотність, розвинена в письмі, переносилася на усне мовлення, а плавність мовлення, мовна плинність, відпрацьована для усних презентацій проєктів, сприяла вмінню більш природно висловлюватися на письмі. Учні продемонстрували високий рівень креативності та залученості, що підтримувався мультимодальним характером завдань, а їхня рефлексія показала підвищену метакогнітивну усвідомленість та автономність.

Автор резюмує, що цифровий сторітеллінг є педагогічно ефективним підходом до інтеграції навичок говоріння та письма підлітків у процесі вивчення англійської мови як іноземної. Цифровий сторітеллінг сприяє зміцненню лінгвістичної компетенції, підвищенню мотивації учнів та розвитку автономності, а також розвитку цифрової грамотності.

Ключові слова: мовленнєві уміння, інтеграція навичок говоріння та письма, цифровий сторітелінг, англійська мова як іноземна, підлітки.

Statement of the problem. The integration of speaking and writing skills remains a central challenge in English as a Foreign Language (EFL) pedagogy, particularly at the secondary level. While traditional approaches often treat these skills separately, contemporary research emphasizes the importance of combining them to foster communicative competence. In the Ukrainian context, learners study English as a Foreign Language, i.e. English is not commonly used in daily

communication, so EFL learners rely more heavily on structured instruction and technological tools to develop speaking competence [1].

Both writing and speaking are productive skills. Despite the fact that differences between speaking and writing are often very marked, there are also occasions when the two forms look very much the same – and are done in much the same way. In the world of changing communication media, any text can be described as being more speaking-like or writing-like. Integrating speaking and writing is important because these two skills reinforce each other, creating a more complete communicative competence. Both speaking and writing involve organising ideas, selecting vocabulary, and structuring sentences. Practising them together strengthens overall language processing. Writing allows learners to reflect and refine ideas, while speaking helps them test those ideas in real-time communication. In real life, we often move between spoken and written modes, for example, presentations with notes, discussions followed by texts of various types. Integrating them mirrors authentic communication. Moreover, accuracy developed in writing (grammar, vocabulary) can transfer to speaking, while fluency gained in speaking can make writing more natural and expressive. Focusing only on one skill can leave learners unprepared. Integration ensures learners don't become strong writers but weak speakers, or vice versa.

Activities like digital storytelling combine both skills, encouraging learners to write scripts and then perform them, which boosts engagement and confidence. Speaking provides instant feedback through interaction, while writing allows for delayed but deeper reflection. Together, they give learners a fuller picture of their progress. Mistakes noticed in writing can be corrected in speaking, and vice versa, creating a cycle of improvement. In short, speaking and writing are two sides of the same coin: integrating them helps learners become flexible, confident communicators who can adapt to different contexts. Digital storytelling is a powerful way to integrate speaking and writing because it turns language practice into a creative, purposeful project. A digital storytelling approach is one methodology among many, but the familiarity and universality of storytelling, combined with the use of technology, make it very appealing to teachers and learners worldwide. It also offers flexibility and a rich source of authentic input.

Analysis of the recent research and publications. Presenting stories through digital media is a relatively new practice which has received a lot of attention in recent years. The practice of creating, sharing, and disseminating stories using various digital tools and technology is referred to as "digital storytelling" [2, P. 222]. When digital storytelling is included in students' educational experiences, they can engage in more personally relevant learning experiences through technology [3]. This ability to engage multiple senses makes digital storytelling preferable in education. Since it incorporates both "text-based"

and "audio-based" components, it can consequently help to enhance linguistic abilities [4, P. 30]. In addition, it may be utilized to engage some different senses by incorporating animated and interactive graphics into the presentation. Learners' writing skills can be engaged during the construction of a story's text, which is the first stage of digital storytelling [5], while students' listening skills can be engaged during the stage in which the story is shared, and students' oratory skills can be engaged during the stage when the shared story is interpreted [6].

Digital storytelling (DST) is one area that has entered the field of foreign language education and has proved beneficial for learning various language skills. Technology-enhanced education is rapidly infiltrating foreign language pedagogy, and every day more and more teachers around the world are increasingly being convinced of the pivotal and distinctive role of technology in language education [7]. According to Maureen et al., employing DST in language programs can enhance learners' capabilities across all four language skills and their digital literacy [8].

Digital storytelling, viewed as a multi-stage process that can activate students' creativity in diverse ways, is a method that has multiple dimensions because it can appeal to each student's ability to comprehend (listening, reading), as well as their ability to express themselves (speaking, writing) [9].

The effectiveness of DST in improving second-language learners' writing skills has been well established by numerous studies. DST can encourage students to write more and better by helping struggling students minimise their weaknesses in spelling, capitalisation, and handwriting [10]. The use of DST enables learners to complete their assignments more creatively and actively [11]. DST is an effective technique for encouraging students who are not confident or motivated enough to write in a second language [12]. This way of narrating also helps learners identify their deficiencies, motivates them to improve their writing coherence and organisation, and boosts their confidence.

Research shows that new technologies have brought digital storytelling into the forefront, paving the way for educators and policymakers to enhance the learning process, especially by improving students' ability to speak effectively [13].

DST is primarily rooted in active student collaboration. Students are encouraged to interact with their peers and participate actively in group activities. For instance, Niemi et al. found that students participating in DST projects using mobile devices interacted more frequently with their peers than when traditional teaching methods were used [14]. Zarifsanaiey et al. observed that the teamwork storytelling process encouraged students to share their ideas and to actively receive feedback from peers when creating their digital stories, leading to better social interaction [15].

The purpose of the research is to investigate the effectiveness of digital storytelling as a pedagogical strategy for improving secondary EFL learners' speaking and writing skills. Specifically, the study seeks to determine how integrating multimodal storytelling projects fosters linguistic accuracy, fluency, creativity, and learner autonomy, while simultaneously enhancing digital literacy and motivation.

The two research questions were formulated:

1. How does participation in digital storytelling projects affect secondary learners' speaking and writing?

2. What do the secondary learners say and feel about the way digital storytelling influences their general language learning and speaking and writing, in particular, in the language classroom?

By examining both quantitative and qualitative findings, the research aims to provide evidence-based conclusions on the role of digital storytelling in developing adolescents' communicative competence in the language classroom.

Results and Discussion. The study took place at Uman Gymnasium #14 in collaboration with Alina Berezovska, a senior bachelor trainee teacher, during the Observed Teaching and lasted 8 weeks. Convenience sampling was used, selecting subjects who were easily accessible and who constituted a single class: 20 9th graders.

The participants in the study were secondary school learners aged 14–15 years, representing a typical adolescent EFL profile. At this developmental stage, learners demonstrate increasing cognitive maturity and the ability to engage with abstract concepts, while continuing to benefit from scaffolding and authentic communicative tasks.

Their linguistic competence includes the ability to produce short essays and narratives, as well as to participate in oral discussions and presentations, though accuracy and fluency remain developing areas. Integrating writing and speaking tasks is particularly beneficial, as it reinforces accuracy through written rehearsal and fluency through oral performance. Social and motivational factors play a significant role in shaping learning outcomes. Adolescents are highly influenced by peer approval and group identity, making collaborative projects especially effective.

They respond positively to creative, technology-enhanced activities that mirror authentic communication contexts. Motivation, however, can fluctuate; therefore, tasks must balance challenge with achievable goals to sustain engagement.

We implemented the DST methodology while covering the required curriculum on the topic "Nature and Weather". The intervention consisted of carefully selected digital storytelling activities with interactive tools and

multimedia elements. To work on DST projects, the participants were divided into 4 groups of 5 learners each. In this study, learners created digital stories. During Weeks 2-3, the researcher provided a detailed introduction and explanation of the digital storytelling method to ensure students had a clear understanding of the task.

The following Digital Tools for Storytelling were introduced: Canva /PowerPoint – for creating multimedia stories with visuals and narration; Audacity /Online Voice Recorders – for recording and editing oral narration; Padlet /Google Slides – for collaborative storyboarding and peer feedback; Storybird /Book Creator – for publishing digital stories in creative formats.

The learners were assigned homework to encourage research on the topic of their story. They used resources such as the internet and the library to search for content during this process. They created their own stories through creativity, analyzing and synthesizing. They organized their ideas as they created a digital story. They could improve their questioning, self-expression, and communication skills, which could help them present their ideas and knowledge to the audience in a personal and meaningful way. Clear frameworks, such as story maps, other graphic organisers, and sentence starters, supported writing development, while digital storytelling projects provide meaningful opportunities to integrate speaking and writing. Immediate oral feedback combined with written corrections strengthened error awareness, and the use of digital tools enhanced engagement, allowing learners to rehearse, refine, and present language in creative ways. Participants shared their stories with peers during DST sessions in Week 8 and reflected on their participation in DST projects, answering questions from the Digital Storytelling Reflection Guide. This learner questionnaire guided learners to reflect on their performance and progress after completing their digital storytelling project, making the reflection structured yet simple and encouraging them to notice both strengths and areas for growth. It also gave rich qualitative data for the action research. The effectiveness of the intervention was measured using pre- and post-intervention assignments, researcher observation and learner questionnaire.

To answer the 1st research question '*How does participation in digital storytelling projects affect secondary learners' speaking and writing?*", data were collected via pre- and post-intervention assignments administered to all 20 participants. Table 1 accounts for the number of points assigned for each level: Excellent (19-24), Good (13-18), Developing (7-12), and Beginning (1-6) and shows that before intervention, 4 learners (20%) demonstrated an excellent level of achievement, 13 learners (65%) – a good level and 3 learners (15%) – a developing level. It is noticeable that no learner was at the beginning level initially.

Table 1

Levels of secondary learners' progress

Level	Number of points	Pre-intervention		Post-intervention	
		Number of learners	%	Number of learners	%
Excellent	19-24	4	20	13	65
Good	13-18	13	65	7	35
Developing	7-12	3	15	-	-
Beginning	1-6	-	-	-	-

After the intervention, 13 learners (65%) demonstrated an excellent level of achievement, representing a 45% increase, and 7 learners (35%) achieved a good level, representing a 30% improvement. No learners remained at the developing level or moved to the beginning level.

The quantitative data revealed positive changes in learners' progress across all measured areas. Figure 1 presents the comparison of mean scores between pre- and post-intervention assignments.

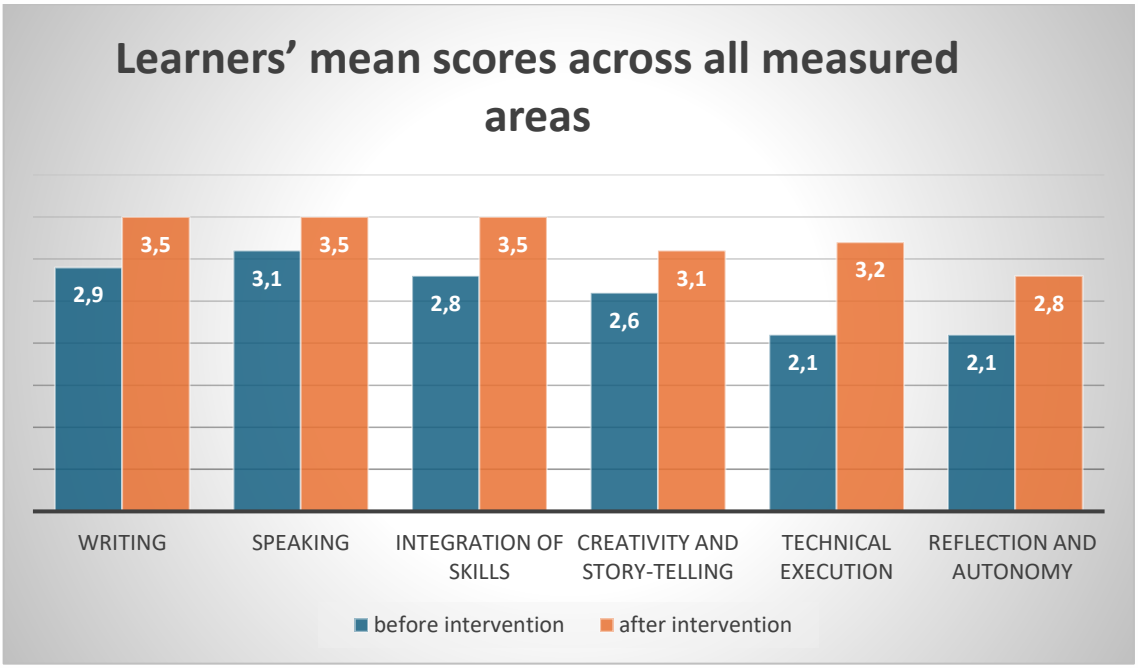

Figure 1. Comparison of Learners' mean scores before and after intervention

The intervention produced measurable improvements across all assessed domains. Learners' mean scores increased in every category, with gains ranging from 0.4 to 1.1 points. The most substantial progress was observed in technical

execution, where scores rose from 2.1 to 3.2, indicating that the intervention provided effective scaffolding for learners to apply digital tools and techniques with greater confidence. Similarly, integration of skills improved markedly (+0.7), reflecting enhanced ability to combine writing, speaking, and creative elements in cohesive outputs.

Moderate gains were recorded in writing (+0.6) and creativity/storytelling (+0.5), suggesting that learners not only strengthened their expressive abilities but also developed greater imaginative engagement with tasks. Speaking showed the smallest increase (+0.4), which may account for quite high learners' mean scores before the intervention or point to the need for extended practice opportunities to consolidate oral communication skills. Finally, reflection and autonomy improved by +0.7, though scores remain comparatively lower (2.8), highlighting an area for further pedagogical emphasis, particularly in fostering self-directed learning and metacognitive awareness.

So, rubric scores indicated clear progress in writing quality. Learners improved in organization, grammar accuracy, and vocabulary use, particularly through iterative drafting and peer review. These findings support studies on EFL writing motivation, which emphasize that authentic, creative contexts, such as digital storytelling, increase learners' willingness to revise and refine their texts. The narrative framework provided by storytelling encouraged coherence and clarity, transforming writing into a meaningful communicative act rather than a mechanical exercise.

Learners demonstrated notable gains in fluency, pronunciation, and intonation during oral narration. Rubric results highlighted increased confidence and expressiveness, with pacing becoming more natural after rehearsal. These outcomes align with systematic reviews of digital storytelling in speaking development, which confirm that multimodal narration fosters oral competence by situating practice in authentic communicative contexts. The integration of written scripts provided structural support, enabling learners to transfer accuracy into oral performance.

The coherence between written and spoken components was a key strength. Learners successfully bridged accuracy from writing into speaking, while oral rehearsal fed back into more natural written expression. Subtitles and captions reinforced comprehension, demonstrating effective multimodal integration. This finding resonates with research on the impact of DST on speaking skills, which highlights the interdependence of oral and written modes in communicative competence.

Rubric scores in creativity and storytelling were consistently high. Learners experimented with visuals, audio, and narrative techniques, producing original and engaging digital stories. This confirms research on EFL writing motivation,

which shows that digital storytelling enhances learner engagement by providing authentic, collaborative, and creative contexts. The high level of motivation observed in this study underscores the pedagogical value of integrating technology with language learning.

Learners effectively employed accessible digital tools to produce polished multimedia projects. Written reflections revealed increased metacognitive awareness, with students identifying both strengths and areas for improvement in their language use. This supports conclusions from research findings that digital storytelling fosters learner autonomy and digital literacy, preparing learners for participation in technologically mediated communication.

Adolescents aged 14–15 require tasks that are both authentic and motivating, as their developmental stage is characterized by increasing cognitive maturity, heightened social awareness, and fluctuating motivation. For this reason, pedagogical strategies must balance linguistic accuracy with fluency, while also engaging learners through creativity and collaboration.

After the intervention, learners' scores improved across all areas, with the strongest gains in skill integration and technical execution. Writing, creativity, and reflection also showed clear progress, though reflection and autonomy remain the lowest overall. These results highlight both the effectiveness of the intervention and the need to further support self-directed learning and oral practice. Overall, the results demonstrate that the intervention had a holistic and positive impact, supporting learners' development across technical, creative, and integrative dimensions. The findings suggest that future research should continue to reinforce technical and integrative skills while placing greater focus on autonomy and sustained oral practice. Integrating digital storytelling fosters sustained engagement and skill transfer between writing and speaking. Overall, the results validate the hypotheses and demonstrate that digital storytelling is a practical, evidence-based approach to enhancing communicative competence and a powerful, adaptable method for integrating speaking and writing skills in secondary EFL classrooms.

The qualitative data from the researcher's observations provided deeper evidence. Classroom observations revealed consistent strengths across the majority of groups in both writing and speaking. Learners drafted with minimal prompting, expanded vocabulary, and demonstrated narrative coherence, while oral rehearsals were marked by clear pronunciation, improved fluency, and expressive intonation. Importantly, all groups showed strong integration of writing and speaking, with scripts closely aligned with oral narration and evidence of transfer of accuracy and fluency between skills.

Creativity and engagement were also widely observed, with originality, effective use of visuals/audio, and high levels of collaboration and enthusiasm

present across groups. However, variation emerged in the domain of reflection and autonomy. While independent effort was consistently evident, fewer groups articulated strengths and challenges or set personal improvement goals. Self-assessment using rubrics was observed in most cases, though inconsistencies suggest that reflective practices require further scaffolding.

Overall, the checklist data corroborate the quantitative findings: the intervention fostered balanced development in writing, speaking, productive skill integration, and creativity, while highlighting reflection and autonomy as areas requiring sustained pedagogical focus.

To answer the 2nd research question, *"What do the secondary learners say and feel about the way digital storytelling influences their general language learning and speaking and writing, in particular, in the language classroom?"*, the participants' answers to open-ended questions from the Digital Storytelling Reflection Guide were analysed.

Learner self-assessments revealed differentiated perceptions of writing development (*Q1. What did I learn about my writing skills?*). A small group of five learners reported that their stories contained almost no mistakes, were well organized, and employed strong vocabulary, indicating high confidence and mastery in written expression. The majority (thirteen learners) acknowledged a few errors but described their writing as mostly clear with adequate vocabulary, suggesting steady progress and emerging control of linguistic resources. In contrast, two learners identified frequent mistakes, unclear ideas, and reliance on simple words, reflecting ongoing challenges in accuracy and coherence. Overall, these reflections demonstrate that while most learners perceive tangible improvement in their writing, variation persists across the cohort. The findings highlight the need for continued support to reduce errors and enrich vocabulary, particularly for those still struggling with clarity and organisation.

Learners' self-evaluations of speaking skills (*Q2. What did I learn about my speaking skills?*) revealed generally positive perceptions, with variation in confidence and performance. Nine learners reported speaking smoothly and clearly, with good pronunciation and expressive intonation, indicating strong oral competence. The largest group (ten learners) described their speech as mostly clear, though marked by occasional pauses or minor errors, suggesting steady progress toward fluency. One learner acknowledged frequent pauses and occasional unclear pronunciation, reflecting ongoing challenges in oral delivery. Notably, no learners identified themselves as struggling to the point of being difficult to understand, underscoring the intervention's overall effectiveness in supporting oral communication. These reflections highlight that while most learners perceive meaningful improvement in fluency and clarity, a small part continues to require targeted support in pronunciation and confidence-building.

Learners' reflections revealed diverse sources of pride (*Q3. What part of my story am I most proud of?*), with the majority emphasizing collaborative achievement. Eighteen learners highlighted teamwork as the most valued aspect, underscoring the strong role of peer interaction and group dynamics in storytelling. Ten learners expressed pride in the originality and interest of their stories, noting effective use of visuals and audio to enhance creativity. A smaller group identified specific individual strengths: five learners highlighted their creative ideas, while four emphasised clear pronunciation as a marker of oral success. Taken together, these reflections suggest that while creativity and technical performance were important to learners, the intervention fostered a particularly strong sense of collaboration and collective accomplishment, positioning teamwork as a central outcome of the learning experience.

Learners identified a range of difficulties encountered during the project (*Q4. What was the hardest part for me?*), reflecting both linguistic and metacognitive demands. The most frequently cited challenges were speaking fluently (five learners) and writing without mistakes (four learners), indicating that accuracy and fluency remain central concerns. Technical aspects also posed obstacles, with three learners reporting difficulties in using digital tools, suggesting a need for continued scaffolding in multimodal production. Importantly, several learners highlighted challenges related to reflection and self-assessment: articulating strengths and weaknesses (three learners), explaining areas for improvement (three learners), noticing aspects of their work (three learners), and reflecting overall (two learners). These findings suggest that while linguistic performance remains a common challenge, learners also struggle with metacognitive tasks, underscoring the need for greater emphasis on guided reflection and self-evaluation alongside language practice.

Learners' reflections highlighted strong collaborative engagement during the project (*Q5. How did I work with my classmates?*). The majority (sixteen learners) reported giving their best effort, underscoring a high level of commitment to group work. Nine learners emphasised listening to others, while eight contributed by offering ideas, and six noted that they shared tasks fairly, reflecting balanced participation and mutual support. Seven learners described working independently while also helping their group, suggesting that autonomy and teamwork coexisted productively. A smaller part (three learners) acknowledged that they did most of the work and helped only occasionally, suggesting an uneven distribution of effort within the group. Overall, these reflections indicate that collaboration was a central strength of the intervention, with most learners perceiving themselves as active contributors. At the same time, a few reports of unequal task sharing suggest the need to continue emphasising structured group roles and accountability mechanisms to ensure equitable participation.

Learners' reflections on future goals (*Q6. What will I try to improve next time?*) reveal a focus on enhancing expressive and multimodal dimensions of storytelling. Eleven learners identified the need to speak with more expression, highlighting a desire to strengthen intonation and communicative impact. Nine learners emphasised the importance of using stronger words, noting ongoing efforts to expand vocabulary and improve lexical choice. Six learners reported plans to add better visuals, suggesting recognition of the role of multimodal elements in engaging audiences. Taken together, these reflections indicate that learners are motivated to refine both linguistic and creative aspects of their performance, with particular emphasis on expressiveness and vocabulary enrichment, while also acknowledging the value of improved visual support.

Conclusions and perspectives. The study confirms that digital storytelling is an effective pedagogical approach for integrating speaking and writing skills among secondary EFL learners aged 14–15 years. By situating language practice within authentic, creative, and technology-enhanced tasks, learners demonstrated measurable progress in both linguistic accuracy and oral fluency. The rubric-based assessment highlighted improvements in script organization, vocabulary use, pronunciation, and intonation, while also capturing gains in creativity, technical competence, and reflective awareness.

The findings highlight the broader pedagogical implications of digital storytelling: it strengthens communicative competence, enhances motivation, and cultivates learner autonomy, making it a replicable model for diverse EFL contexts. Reflection activities further supported metacognitive growth, encouraging learners to take ownership of their language development.

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BEYOND THE CLASSROOM: INTEGRATING AUTHENTIC PODCASTS INTO GRAMMAR LEARNING FOR NON-PHILOLOGICAL STUDENTS

Abstract. The article investigates the methodological potential of authentic podcasts as an effective tool for developing grammatical competence among non-philological students in the process of learning English. The relevance of the study is determined by the rapid development of digital technologies, the reduction of classroom hours devoted to foreign language instruction in higher education institutions, and the growing need for effective organization of students' independent learning. The paper analyzes modern scientific approaches to the use of podcasts in foreign language teaching, including the constructivist approach, the theory of authentic materials, and the concept of informal lifelong learning. Special attention is paid to the role of authentic audio content in developing learners' ability to perceive and use grammatical structures in a natural language environment.

The empirical basis of the study consisted of twelve English-language podcasts, including both educational and authentic resources devoted to science, technology, economics, and everyday communication. The analysis made it possible to identify the grammatical structures most frequently used in different types of podcasts, such as passive voice constructions, modal verbs, conditional sentences, tense forms, indirect speech, phrasal verbs, and complex syntactic

structures. On the basis of the obtained results, methodological recommendations for selecting podcasts according to students' language proficiency levels and professional needs were developed.

The article proposes a step-by-step model for working with podcasts, including the preparatory stage, first and second listening, transcript analysis, and the activation of grammatical structures in students' own speech production. Receptive, productive, and analytical types of exercises aimed at improving grammatical skills are also described in detail. Considerable attention is devoted to the organization of autonomous, classroom-based, and blended learning. The practical significance of the study lies in the possibility of directly implementing the proposed methodological recommendations into the educational process of non-philological higher education institutions in order to increase the effectiveness of developing students' foreign language grammatical competence.

Keywords: authentic podcasts, grammatical competence, English language learning, digital technologies, non-philological students, listening comprehension, independent learning, blended learning, teaching methodology, authentic materials.

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ПОЗА МЕЖАМИ АУДИТОРІЇ: ІНТЕГРАЦІЯ АВТЕНТИЧНИХ ПОДКАСТІВ У НАВЧАННЯ ГРАМАТИКИ СТУДЕНТІВ НЕФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ

Анотація. У статті досліджено методичний потенціал автентичних подкастів як ефективного засобу формування граматичної компетентності студентів нефілологічних спеціальностей у процесі вивчення англійської

мови. Актуальність дослідження зумовлена активним розвитком цифрових технологій, скороченням аудиторного часу на вивчення іноземних мов у закладах вищої освіти та необхідністю організації результативної самостійної роботи студентів. У роботі проаналізовано сучасні наукові підходи до використання подкастів у навчанні іноземних мов, зокрема конструктивістський підхід, теорію автентичних матеріалів та концепцію неформального безперервного навчання. Особливу увагу приділено ролі автентичного аудіоконтенту у формуванні навичок сприйняття та використання граматичних структур у природному мовленнєвому середовищі.

Емпіричну основу дослідження становили дванадцять англомовних подкастів, серед яких освітні та автентичні ресурси на теми науки, технологій, економіки й повсякденного спілкування. У процесі аналізу було визначено найбільш характерні граматичні конструкції для різних типів подкастів, зокрема пасивний стан, модальні дієслова, умовні речення, часові форми дієслова, непряму мову, фразові дієслова та складнопідрядні конструкції. На основі отриманих результатів розроблено методичні рекомендації щодо добору подкастів відповідно до мовного рівня та професійних потреб студентів.

У статті запропоновано поетапну модель роботи з подкастами, що включає підготовчий етап, первинне та повторне прослуховування, аналіз транскрипту й активізацію граматичних структур у власному мовленні студентів. Окремо охарактеризовано рецептивні, продуктивні та аналітичні види вправ, спрямовані на розвиток граматичних навичок. Значну увагу приділено організації самостійної, аудиторної та змішаної форм навчання. Практична цінність дослідження полягає у можливості безпосереднього впровадження запропонованих методичних рекомендацій у навчальний процес закладів вищої освіти нефілологічного профілю для підвищення ефективності формування іншомовної граматичної компетентності студентів.

Ключові слова: автентичні подкасти, граматична компетентність, англійська мова, цифрові технології, нефілологічні спеціальності, аудіювання, самостійна робота, змішане навчання, методика викладання, автентичні матеріали.

The Problem's statement. The fast development of digital technologies and online communication in the twenty-first century has drastically changed approaches to teaching foreign languages in higher education. One of the most significant consequences of these advancements has become the usage of podcasts as a teaching tool. This phenomenon has developed over the last 20 years from an

experimental approach to a crucial component of contemporary instructional methods.

Podcasting as a technology was developed in the early 2000s. Researchers in applied linguistics had already recognised its educational potential by 2004–2005. Indeed, as early as 2005, Kaplan-Leiserson noted that podcasts could serve as an additional means of revising learning material and contribute to the development of students' language skills. Subsequently, Ashton-Hay and Brookes (2006) substantiated the idea that podcasting encourages students to learn independently. This principle is particularly important for blended and distance learning. In his work "Podcasts in Language Learning", P. Panagiotidis [5] argues that podcasts are an effective and promising tool for foreign language learning, combining the flexibility of digital technologies with a real-life language environment.

We can therefore assume that the theoretical basis for the use of podcasts in foreign language teaching comprises several ideas. Firstly, the constructivist approach to learning asserts that learners are active creators of knowledge, rather than passive consumers. Secondly, the theory of authentic materials, which emphasises the importance of engaging with real, 'living' language outside the textbook. Thirdly, Rosell-Aguillar's work supports the idea of informal lifelong learning, which views podcasts as a means of self-development [2].

The analysis of the recent research works in the problem's field. Research in this field has been conducted on a systematic basis since 2010. Researchers have focused on investigating how podcasts influence various language skills, such as listening comprehension, vocabulary development, pronunciation improvement, and grammatical competence. Thus, Dubrova, Khalabuzar, and Shkola [1] conducted a critical analysis of digital tools for developing English phonetic skills, demonstrating that audio-based technologies and mobile applications effectively support pronunciation competence through exposure to authentic speech and opportunities for imitation. Their findings on the effectiveness of digital audio resources for developing language skills through listening are particularly relevant to our investigation of podcasts as tools for developing grammatical competence. Another important area of research has been the specific ways in which podcasts are used in non-language higher education institutions, where a foreign language serves as a tool for acquiring specialist knowledge rather than an end in itself.

Several factors determine the issue's relevance. The most important thing is that we notice a consistent trend in technical and other non-language universities towards reducing the number of foreign language lessons. This necessitates the development of effective methods for organizing students' independent study. However, traditional methods of teaching grammar, which

involve learning rules and completing formal exercises, are increasingly criticized for lagging behind real-life language use and failing to motivate learners.

As genuine audio content, podcasts offer a fundamentally different approach, giving learners access to a natural-language environment where grammatical structures are used in real-life contexts of everyday, professional, or academic communication. This is particularly important for students of technical disciplines, as they require not only an understanding of grammatical rules but also the ability to identify and reproduce elements of constructions used in scientific and technical discourse, such as the passive voice, modal verbs, and complex cause-and-effect sentences.

Despite the abundance of international literature on this issue, foreign language teaching methodologies in Ukraine have not yet been sufficiently developed to make targeted use of podcasts to develop students' grammatical competence in non-language-related fields. There are no systematic methodological guidelines that account for students' unique professional needs, their language proficiency, and the extent to which podcasts are suitable for traditional teaching. It is precisely this that determines the relevance and necessity of the proposed study.

The aim of the article. This article aims to develop and theoretically justify methodological recommendations for using authentic podcasts to develop students' grammatical competence in technical disciplines. To achieve this aim, the following tasks are carried out: examining the potential of different types of podcasts in the context of foreign language learning; developing criteria for selecting podcasts in accordance with students' proficiency levels and professional needs; proposing a step-by-step model for working with podcasts both in class and independently; and creating a system of receptive, productive, and analytical tasks for targeted study.

The empirical basis of the study consisted of 12 podcasts: 7 educational (specially created for studying English grammar) and 5 authentic (on various topics, including science, technology, and economics) that contained grammatically rich speech.

Analysis of the selected podcasts also revealed which grammatical structures are most common in different types of content:

Science and technology podcasts **(Science Friday, TED Talks):**

• Passive voice to describe experiments and processes: “The experiment was conducted...”, “Data were collected...”

• Present perfect to describe achievements: “Scientists have discovered...”, “Researchers have developed...”

• Modal verbs to express possibility: “This could lead to...”, “It might explain...”

• Complex sentences to explain cause-and-effect relationships

Economic podcasts **(Planet Money, Freakonomics):**

• Conditionals for discussing hypothetical situations: "If the Fed raises rates...", "What would happen if..."

• Future tense for predictions: "The market will likely...", "Economists are going to..."

• Gerunds and infinitives in financial terminology: "investing in," "to maximize profits."

News podcasts **(The Daily):**

• Indirect speech to convey statements: "He said that...," "Officials claimed..."

• Different grammar constructions to build narrative: Past Simple for main events, Past Continuous for background, Past Perfect for backstory

• Passive voice in journalistic style: "It was reported that...", "The decision was made..."

Conversational podcasts (**Stuff You Should Know, All Ears English):**

• Phrasal verbs in informal contexts: "figure out," "come up with"

• Different types of question structures

• Contracted forms and colloquial constructions

• Present perfect vs. past simple in natural contexts

This understanding allows us to purposefully select podcasts for studying specific grammatical topics in accordance with the needs of students of certain specialties.

After analyzing all the material, we have developed methodological recommendations for using podcasts to develop students' grammatical competence in non-philological specialties.

1. Principles for selecting podcasts for grammar learning

The effectiveness of using podcasts directly depends on how well they are selected. Teachers and students are advised to use the following criteria:

Appropriateness for the level of language proficiency. For students at the A2-B1 level, it is advisable to choose educational podcasts with clear articulation and moderate speech tempo (for example, "English Grammar Podcast" by Espresso English, "Grammar Girl Quick and Dirty Tips"). Students at the B2-C1 level are recommended authentic podcasts with a natural pace of speech, where grammatical structures are used in a real context ("The Daily by The New York Times", "Stuff You Should Know").

Thematic relevance. Podcasts should align with students' professional interests.

For students of technical specialties, "TED Talks", "Technology and Science Friday" are suitable; for economists, "Planet Money" and "Freakonomics

Radio"; for medical professionals, "The Naked Scientists" and "This Podcast Will Kill You".

Structure and predictability. Podcasts with a regular format and consistent structure help students develop active listening skills and predict grammatical structures in specific communicative situations.

Availability of transcripts. In the early stages of work, it is critically important to check comprehension through written text and analyze grammatical structures visually.

2. Stages of working with a podcast to learn grammatical structures

Stage 1: Pre-listening

Before the first listening, the teacher or student independently:

- familiarize themselves with the topic of the episode and key vocabulary;
- identify the target grammatical structures that will be focused on (e.g., the use of the present perfect tense to talk about achievements, the past continuous tense to describe processes);
- formulate expectations regarding the context of use of these structures.

Stage 2: First listening – general understanding

Students listen to the podcast without stopping, focusing on the general meaning. The tasks for this stage are: 1) to understand the main idea; 2) to identify the communicative situation; 3) to identify the tone and style of speech.

Stage 3: Second listening – focus on grammar

Students listen to the same fragment with a specific task: 1) write down examples of the use of a particular grammatical construction; 2) pay attention to the context of its use; 3) note related marker words (time expressions, linking words).

Recommended task: create a table "Grammatical structure – Example from the podcast – Context of use."

Stage 4: Working with the transcript

At this stage, students: 1) verify what they have heard using the transcript; 2) analyze the written grammatical structures; 3) identify new or complex cases of familiar structures; 4) compare their assumptions about the rules with actual usage in speech.

Stage 5: Activating grammatical structures

Students use the identified constructions in their own speech:

1) compose sentences based on their professional experience, using the same grammatical models; 2) create short monologues (1-2 minutes) on the topic of the podcast with the mandatory use of target structures; 3) record their own audio responses, imitating the style and intonation of the speakers. For our students we suggested the developed scheme of the stages (Figure 1)

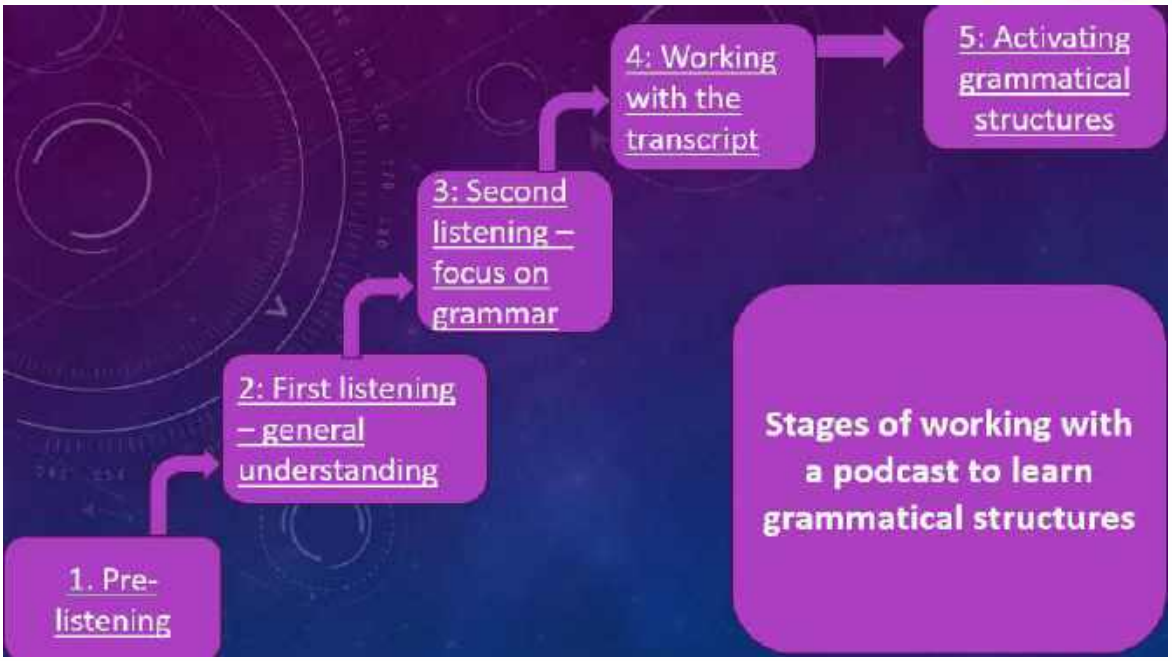

Figure 1. Stages of working with a podcast to learn grammatical structures

3. Types of tasks for working with podcasts

Receptive tasks:

- Grammatical listening: count the number of times a particular grammatical form is used (for example, how many times modal verbs are used).
- Contextual analysis: determine why the speaker chose this particular grammatical construction in a specific situation.
- Comparative analysis: compare the use of two similar grammatical structures in different contexts of the podcast.

Productive tasks:

- Grammatical reconstruction: after listening to a fragment, reproduce the main ideas using the same grammatical constructions.
- Transformation exercises: retell what you have heard, changing the grammatical form (from active to passive, from direct to indirect speech).
- Create your own micro-podcast (30-60 seconds) on a professional topic, using the grammatical structures you have learned.

Analytical tasks:

- Grammar diary: weekly recording of interesting grammatical structures from podcasts with an explanation of the context in which they are used.
- Creating grammar cards: based on the examples they hear; students formulate their own rules for using structures.

4. Organizational forms of work

Independent work by students

Podcasts are ideal for autonomous learning. It is recommended to:

- set up a regular listening schedule (e.g., 15-20 minutes 3 times a week);
- create a personal playlist of podcasts of varying levels of difficulty;
- use mobile apps with playback speed control (for beginners – reduced speed 0.75x, for advanced learners – normal or accelerated).

Classroom work

Podcast excerpts (3-5 minutes) are used as:

- a basis for grammatical discussions: why was this particular form used?
- material for collective analysis of complex cases of grammar usage;
- a stimulus for pair or group work with subsequent discussion of the identified structures.

Blended learning

Students listen to the podcast at home on their own and complete basic tasks, and in class, they:

- discuss complex grammatical points;
- share examples they have found;
- practically activate structures in communication exercises**.**

5. Recommendations for integrating podcasts into the curriculum

For teachers:

- Create a bank of podcasts structured by grammatical topics and levels of difficulty.
- Develop a system of criteria for evaluating students' work with podcasts (content comprehension – 30%, identification of grammatical structures – 40%, application in their own speech – 30%).
- Combine work with podcasts with traditional grammar exercises to reinforce the rules.
- Encourage students to keep a "podcaster's grammar diary" where they record interesting examples of grammar usage.

For students:

- Start with short educational podcasts (5-7 minutes) and gradually move on to authentic ones lasting 20-30 minutes.
- Do not try to understand every word; focus on key grammatical structures and the general meaning.
- Use the replay function for difficult passages.
- Combine podcasts with other resources: after listening, read articles on the same topic to reinforce grammatical patterns in a written context.

6. Example of practical application

Let us look at a method for using podcasts to study the Perfect tense.

Topic: Present Perfect vs Past Simple

Podcast: "6 Minute English" (BBC) **–** episode about scientific discoveries

Target audience: technical students, level B1

Procedure:

1. Preliminary task: students review the rules for using the Present Perfect and Past Simple.

2. First listening: general understanding – what scientific discoveries are being discussed?

3. Second listening: task – write down at least 5 examples of the Present Perfect and 5 examples of the Past Simple.

4. Working with the transcript: students check their notes and analyze the context:

- Present Perfect: “Scientists have discovered...” (the result is important now)
- Past Simple: “Marie Curie won the Nobel Prize in 1903” (specific date in the past)

5. Grammar analysis: why is the Present Perfect used in one sentence and the Past Simple in another? Students formulate the rule in their own words.

6. Productive task: students write their own 1-minute monologue about achievements in their field, consciously using both tenses.

7. Technical recommendations

Recommended platforms and apps:

- Spotify, Apple Podcasts, Google Podcasts – for listening
- Podcast Addict (Android), Overcast (iOS) – with speed control
- Otter.ai – for automatic transcription if no official transcript is available
- Notion or Evernote – for keeping a grammar journal

Useful features:

- Bookmarks for marking interesting grammar points
- Speed control (0.5x – 2x)
- Sleep timer for regular evening listening

Thus, the analysis of the functionalities of six well-known podcast listening services revealed that listening statistics, offline mode, bookmark generation, and playback speed control are essential for efficient grammar learning. Comprehensive methodological recommendations for using podcasts to develop grammatical competence have been developed, including principles for selecting podcasts, a five-step model for working with podcasts, a system of receptive, productive, and analytical tasks, and recommendations for organizing independent, classroom, and blended learning. A correlation has been established between podcast type and the grammatical structures that predominate in it, enabling targeted selection of podcasts for studying specific grammatical topics.

As the conclusion, we’d like to underline that the practical significance of the study lies in the fact that the developed methodological recommendations can be directly implemented in the educational process at higher educational

institutions of non-philological profile as a component of students' independent work or as a supplement to classroom activities.

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THE EFFECT OF COOPERATIVE LEARNING ON THE DEVELOPMENT OF ENGLISH SPEAKING ACCURACY

Abstract. This article examines the effect of cooperative learning principles on the development of English speaking accuracy among students in higher educational institutions. The study is grounded in the frameworks of Applied Linguistics and Communicative Language Teaching (CLT), which emphasize interaction, meaningful language use, and learner-centered instruction as key conditions for improving oral performance.

The research focuses on five core cooperative learning principles: Positive Interdependence, Face-to-Face Promotive Interaction, Individual Accountability, Interpersonal and Small Group Skills, and Group Processing. These principles structure classroom interaction in ways that increase student engagement, promote peer collaboration and provide continuous opportunities for meaningful spoken language practice. As a result, learners become actively involved in language production rather than passively receiving knowledge.

The study also highlights the role of complementary instructional approaches integrated within cooperative learning environments. These include Task-Based Language Teaching (TBLT), the Presentation–Practice–Production (PPP) model, Focus on Form instruction, and corrective feedback techniques. These approaches help learners notice grammatical forms, practice them in context, and gradually improve the accuracy of spoken communication.

Positive Interdependence encourages learners to work toward shared goals, while Face-to-Face Promotive Interaction promotes active verbal exchange and peer support. Individual Accountability maintains responsibility for each learner's contribution, and Interpersonal and Small Group Skills facilitate effective collaboration. Group Processing enables learners to reflect on their performance and improve future interaction.

The article argues that cooperative learning principles significantly enhance English speaking accuracy by increasing interaction, encouraging meaningful output, and creating a supportive learning environment. When combined with communicative and form-focused methods, cooperative learning becomes an effective framework for improving students' spoken language accuracy in higher education contexts.

Keywords: cooperative learning, speaking accuracy, communicative language teaching, task-based language teaching, focus on form.

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ВПЛИВ КООПЕРАТИВНОГО НАЧАННЯ НА РОЗВИТОК ТОЧНОСТІ АНГЛОМОВНОГО УСНОГО МОВЛЕННЯ

Анотація. У статті досліджується вплив принципів кооперативного навчання на розвиток точності усного англомовного мовлення студентів закладів вищої освіти. Дослідження ґрунтується на положеннях Applied Linguistics та комунікативного підходу до навчання мові, які підкреслюють важливість взаємодії, осмисленого використання мови та студенто-центричного навчання як ключових умов підвищення ефективності усного мовлення.

Дослідження грунтується на аналізі основних принципів кооперативного навчання, а саме: позитивної взаємозалежності, взаємодії «обличчям до обличчя», індивідуальної відповідальності, міжособистісних і групових навичок а також групової рефлексії (аналізу процесу роботи). Застосування даних принципів під час організації занять підвищує взаємодію студентів, сприяє їх співпраці та надає можливості для безперервної практики усного мовлення завдяки активному залученню студентів до мовленнєвої діяльності замість пасивного засвоєння матеріалу.

Крім того, у дослідженні розглядаються додаткові методичні підходи, що інтегруються у кооперативне навчальне середовище. До них належать Task-Based Language Teaching (TBLT), модель Presentation–Practice–Production (PPP), підхід Focus on Form та техніки коригувального зворотного зв'язку. Ці методи сприяють усвідомленню мовних форм, їх практичному використанню в контексті та поступовому підвищенню точності усного мовлення.

Позитивна взаємозалежність спонукає студентів працювати над спільними цілями, тоді як взаємодія «обличчям до обличчя» забезпечує активний обмін думками та взаємну підтримку. Індивідуальна відповідальність гарантує внесок кожного учасника, а міжособистісні та групові навички забезпечують ефективну співпрацю. Групова рефлексія дозволяє оцінити результати роботи та удосконалити подальшу взаємодію.

У статті доводиться, що принципи кооперативного навчання суттєво підвищують точність усного мовлення шляхом активізації взаємодії студентів, стимулювання мовленнєвої діяльності та створення продуктив-

ного навчального середовища. У поєднанні з комунікативними та формоорієнтованими методами кооперативне навчання є ефективною основою для розвитку усної мовленнєвої точності студентів у закладах вищої освіти.

Ключові слова: кооперативне навчання, точність усного мовлення, комунікативне навчання мов, навчання на основі завдань, Focus on Form.

Formulation of the problem. The modern world requires individuals who are able to think critically, make quick and accurate decisions, and work effectively in teams. Consequently, higher education institutions face the challenge of preparing specialists capable of responding successfully to contemporary professional and social demands. In the context of foreign language education, this challenge involves not only the development of communicative competence but also the improvement of English speaking accuracy as an essential component of effective oral communication.

The implementation of cooperative learning in the educational process creates favorable conditions for achieving these goals. Through structured peer interaction, students actively participate in discussions, exchange ideas, justify opinions, and negotiate meaning in the target language. Such activities provide continuous opportunities for meaningful spoken practice, contributing to the development of grammatical control, lexical range, and overall accuracy in spoken English.

Moreover, cooperative learning fosters cognitive and communicative development by encouraging learners to seek clarification, provide explanations, support arguments with evidence, and reach consensus during interaction. These processes promote skills that are difficult to develop through individual learning alone. In addition, collaborative learning environments support the joint construction of knowledge, enhance learner engagement, and facilitate more effective classroom management by the teacher.

English speaking accuracy refers to the ability to produce grammatically correct and meaningful spoken utterances, appropriately use linguistic structures, and construct coherent speech in real-time communication. It involves the integrated use of lexical, morphological, syntactic, phonological, and grammatical knowledge to ensure clarity and correctness in various communicative situations. It also implies the ability to apply language forms appropriately while performing communicative tasks and engaging in interaction.

Although no single method can guarantee the rapid development of speaking accuracy, its improvement can be significantly enhanced through the implementation of cooperative learning principles, including Positive Interdependence, Face-to-Face Promotive Interaction, Individual Accountability,

Interpersonal and Small Group Skills, and Group Processing. These principles promote sustained interaction, peer support, collaborative problem-solving, and reflective learning, all of which contribute to more accurate spoken language production.

Furthermore, the effectiveness of cooperative learning can be strengthened through the integration of complementary instructional approaches that support speaking accuracy development. These include Task-Based Language Teaching (TBLT), which engages learners in meaningful communicative tasks; the Presentation–Practice–Production (PPP) model, which guides learners from controlled practice to freer production; Focus on Form instruction, which directs attention to linguistic features within communicative activities; and corrective feedback techniques, which help learners notice and self-correct errors during interaction. Together, these approaches facilitate noticing, practice, and gradual improvement of accuracy in spoken English.

The aim of the study is to analyze how cooperative learning principles, integrated with Task-Based Language Teaching, PPP, Focus on Form instruction, and corrective feedback, influence the development of English speaking accuracy among university students.

State of research. The development of English speaking accuracy involves several interrelated components, including speaking-related language skills, linguistic knowledge, and learners' awareness of language use in real-time communication. Speaking skills in this context are typically divided into productive skills (speaking) and receptive skills (listening), which are characterized by automaticity, flexibility, and gradual stabilization through structured practice. English speaking accuracy also relies on explicit grammatical knowledge, procedural language skills, and metalinguistic awareness that enable learners to produce correct and meaningful spoken output.

The development of English speaking accuracy generally follows a staged process. It begins with the presentation of linguistic forms and the establishment of initial understanding, followed by the formation of accurate speaking habits through controlled practice and gradual automatization. At the next stage, these skills are integrated into various communicative speaking activities, allowing learners to apply language forms in interactive contexts. The final stage involves the development of fluent and accurate spoken performance in real-time communication, where learners are able to maintain both grammatical correctness and communicative effectiveness.

Long distinguishes between two instructional orientations: Focus on Forms and Focus on Form. The Focus on Forms approach represents a traditional, structure-based method in which grammatical items are taught explicitly through rules, explanation, and controlled practice exercises. In contrast, Focus on Form

involves briefly and implicitly drawing learners' attention to linguistic elements that arise during meaning-focused communication.[1] This approach integrates grammar instruction into communicative activities, allowing learners to notice, process, and internalize correct language forms while engaged in speaking tasks.

This theoretical perspective is particularly relevant to the development of English speaking accuracy, as it highlights the importance of combining communicative interaction with attention to linguistic form. Through interaction, learners receive feedback, notice gaps in their interlanguage, and modify their spoken output, which lea to gradual improvement in grammatical accuracy and overall spoken performance.

Cooperative learning and its principles are based on the idea that language development occurs most effectively through structured interaction, shared responsibility, and active learner participation. The main assumption is that when students work collaboratively on learning tasks with a focus on meaning and mutual support, English speaking accuracy develops more naturally through continuous communicative.[2]

The principles of Positive Interdependence, Face-to-Face Promotive Interaction, Individual Accountability, Interpersonal and Small Group Skills, and Group Processing create an organized learning environment in which students are encouraged to interact, negotiate meaning, and support each other's language production. Such structured interaction increases opportunities for meaningful spoken output, immediate feedback, and the noticing of linguistic errors during communication.[3]

Thus, cooperative learning provides an effective pedagogical framework for the development of English speaking accuracy, as it promotes sustained interaction, active participation, and reflective learning in the language classroom. These interactional processes align with second language acquisition research emphasizing the role of communicative output, feedback, and attention to form in language development.[4]

Results of the research. Cooperative learning is based on the idea that language is developed through meaningful interaction and collaboration. When learners work together on communicative tasks, they actively use English to solve problems, which supports both fluency and speaking accuracy. In this process, the teacher organizes activities that encourage students to communicate in the target language and learn through interaction. Knowledge in cooperative learning is constructed through participation and peer interaction rather than direct instruction. The focus shifts from memorizing grammar rules to using language in real communication, where learners develop accuracy through practice and collaboration. This approach is supported by second language acquisition research, particularly the concept of Focus on Form, which emphasizes that

interaction and attention to language form during communication help learners notice gaps in their language and improve accuracy.[5]

The cooperative learning principle of Positive Interdependence plays a key role in developing English speaking accuracy when implemented through well-structured classroom practices. Positive Interdependence is established when students understand that their individual success is directly linked to the success of the group, which motivates them to actively participate in spoken interaction and support one another's language development.[5] In practical classroom settings, this principle is realized through tasks that require shared responsibility for producing a spoken outcome, such as joint presentations, information-gap activities, role-plays, and problem-solving discussions. These task-based structures encourage learners to engage in meaningful spoken language use while maintaining attention to both fluency and accuracy.[6] For instance, in group storytelling tasks, each learner contributes a segment of the story, and the final output depends on the integration of all contributions. An additional strategy for strengthening Positive Interdependence is the assignment of complementary roles within groups, such as speaker, language monitor, summarizer, or questioner. These roles ensure active participation from all learners while also promoting peer support through noticing and correcting language errors. This reflects the cooperative learning principle of structured interaction and shared responsibility.

Moreover, Positive Interdependence is reinforced through shared assessment criteria, where group performance is evaluated on both content and accuracy of spoken production. This encourages learners to negotiate meaning, reformulate language, and collaboratively refine their output before presentation.

Therefore, the effective implementation of Positive Interdependence fosters active engagement, shared responsibility, and continuous peer-supported interaction, which collectively contribute to the gradual improvement of English speaking accuracy.

Following the establishment of Positive Interdependence, the second principle, Face-to-Face Promotive Interaction, further enhances the development of English speaking accuracy by ensuring that learners engage in direct, continuous oral communication during task completion. This principle emphasizes real-time interaction, where students support, clarify, and refine each other's spoken language through immediate verbal exchange.[5] In classroom practice, Face-to-Face Promotive Interaction is implemented through structured pair and group activities that require sustained spoken engagement, including discussions, role-plays, information-gap tasks, and problem-solving activities. Unlike task allocation in Positive Interdependence, this principle focuses on the communicative process itself, where meaning is co-constructed through active dialogue, immediate responses, and continuous negotiation of understanding.[6]

Such interaction creates consistent opportunities for learners to notice linguistic inaccuracies and adjust their speech during communication. As students explain ideas, respond to peers, and seek clarification, they are encouraged to use more precise vocabulary, accurate grammatical structures, and clearer pronunciation to ensure mutual understanding.

In addition, this principle promotes collaborative scaffolding, where learners support each other through repetition, reformulation, and clarification of utterances. This immediate oral feedback reduces persistent errors and strengthens learners' awareness of accurate language use in real time.

Overall, when integrated with Positive Interdependence, Face-to-Face Promotive Interaction ensures that cooperative learning is not only based on shared responsibility but also on sustained spoken engagement, leading to improved English speaking accuracy through continuous interaction, feedback, and peer-supported language development.

Following Face-to-Face Promotive Interaction, the third principle, Individual Accountability, ensures that each learner takes personal responsibility for contributing to group tasks and developing English speaking accuracy. While cooperative learning emphasizes group success, Individual Accountability guarantees that every student is actively engaged in spoken production rather than relying on more proficient peers. [5]

In classroom practice, this principle is implemented through task designs that require individual spoken output within group activities, such as individual reporting after group discussion, rotating speaking roles, and personal oral presentations based on group work. Teachers may also assess learners individually within group tasks to ensure equal participation. [6] This structure encourages students to prepare their ideas carefully and use language accurately, as their individual performance is still evaluated.

As a result, learners are motivated to improve grammatical correctness, vocabulary use, and pronunciation during speaking activities, since they are directly responsible for their own contribution to the group outcome. Individual Accountability therefore strengthens both participation and accuracy in spoken language production.

The fourth principle, Interpersonal and Small Group Skills, contributes to the development of English speaking accuracy by equipping learners with the social and communicative competencies necessary for effective group interaction. These skills include turn-taking, active listening, asking for clarification, agreeing and disagreeing politely, and providing constructive feedback. [5] In practice, these skills are developed through guided group activities where teachers explicitly model and scaffold appropriate interactional language. Students are encouraged to use functional expressions that support communication accuracy,

such as clarification requests, reformulation strategies, and confirmation checks during speaking tasks. [6] By developing these skills, learners are better able to manage communication breakdowns and maintain meaningful interaction in English. This not only improves fluency but also enhances accuracy, as students become more aware of how language is used in real communicative contexts and adjust their output accordingly.

The fifth principle, Group Processing, supports the development of English speaking accuracy through structured reflection on group performance. This principle involves learners evaluating how effectively they worked together and identifying areas for improvement in both collaboration and language use.[5] In classroom implementation, group processing is often conducted through post-task discussions, reflection sheets, or teacher-guided feedback sessions, where students analyze their speaking performance, identify recurring language errors, and discuss strategies for improvement.[6] This reflective stage encourages learners to critically evaluate their spoken output and recognize specific linguistic weaknesses. As a result, learners become more aware of their speaking accuracy over time, particularly in relation to grammar, vocabulary, and pronunciation. Group Processing therefore transforms speaking practice into a cyclical process of performance, reflection, and improvement.

For the practical implementation of cooperative learning principles in developing English speaking accuracy, the PPP model (Presentation, Practice, Production) can be effectively integrated into collaborative classroom activities. The main feature of the PPP model is context- and situation-based language learning, where learners progress from controlled practice to freer spoken production. The key distinguishing element of this model is the final stage, which focuses on fluency and meaningful communication.[7] Within a cooperative learning framework, the Presentation stage involves the introduction of new language forms through interactive teacher-led explanation combined with initial peer discussion. Instead of passive reception, learners are encouraged to work in pairs or small groups to understand and clarify language meaning, which supports initial awareness of accurate linguistic forms. The Practice stage is then implemented through structured cooperative tasks in which students work together to reinforce newly introduced language. Activities such as controlled dialogues, substitution drills, and guided role-plays allow learners to practice grammatical structures collaboratively. During this stage, peer interaction supports error detection and correction, which contributes directly to the development of speaking accuracy. The Production stage represents the most important phase for cooperative learning, as learners engage in free and meaningful spoken interaction without strict focus on form. At this stage, students participate in group discussions, problem-solving tasks, and role-based

simulations where communication is student-led. The teacher takes a monitoring role, allowing interaction to develop naturally while learners negotiate meaning and focus primarily on communication rather than explicit correction. In this cooperative context, the PPP model becomes more dynamic, as each stage integrates peer interaction, shared responsibility, and continuous spoken practice. Although errors may occur during production, they are viewed as part of the learning process that supports fluency development and long-term accuracy improvement.

All in all, the integration of the PPP model within cooperative learning creates a structured yet communicative environment that supports the gradual development of English speaking accuracy. It enables learners to move from guided language use to independent spoken production while benefiting from peer interaction, collaboration, and meaningful communication.An important stage in developing English speaking accuracy within cooperative learning is the presentation of language forms, as it provides learners with an initial understanding of grammatical structures and their communicative function. At this stage, the clarity of presentation directly influences how effectively learners later internalize and use language accurately in spoken interaction. In a cooperative learning environment, this stage is not limited to teacher explanation but is extended through peer-supported noticing of language forms in meaningful contexts.

Learners are encouraged to explore and discuss examples of language in pairs or small groups, which promotes deeper understanding and shared construction of grammatical knowledge. This collaborative exploration helps learners move from passive reception of rules to active engagement with language forms used in communication.

A key methodological concept underlying this process is Focus on Form, which involves drawing learners' attention to linguistic features while they are engaged in meaningful communication. In cooperative learning settings, this means that grammatical structures are introduced and noticed within communicative tasks, allowing learners to analyze and understand forms while simultaneously using them in spoken interaction. This approach encourages learners to identify language patterns through interaction, compare usage with peers, and clarify meaning collaboratively. As a result, learners are able to develop awareness of grammatical accuracy without interrupting communicative flow. The teacher's role shifts to that of a facilitator who guides attention to form when necessary and supports learners in noticing and correcting language issues during interaction. Unlike traditional approaches that isolate grammar practice, cooperative learning integrates presentation of forms with meaningful speaking activities. This allows learners to move naturally from awareness of structures to

their active use in communication, which is essential for the development of speaking accuracy.

Thus, the presentation stage within cooperative learning becomes an interactive process of guided discovery, peer discussion, and contextualized language analysis, creating a strong foundation for accurate spoken production in later stages of learning.

Another effective way of implementing Focus on Form within Cooperative Learning is reflected in the research of Michael Long, who emphasized that learners develop greater accuracy in spoken language when their attention is directed to language forms during meaningful communication rather than through isolated drills. In cooperative learning environments, students work together in pairs or groups to complete communicative activities, which creates opportunities to notice language use, compare responses, and improve the precision of their spoken interaction collaboratively.[7] Such interaction helps learners become more aware of inaccuracies in pronunciation, vocabulary usage, and overall speech production, gradually improving English speaking accuracy.

The development of English speaking accuracy can be further intensified by integrating the principles of Robert Callan into cooperative learning structures. Although the Callan Method is traditionally teacher-led and based on rapid question–answer exchanges with immediate correction and high-frequency repetition, its core principles align with findings in second language acquisition research emphasizing output, repetition, and interaction.[8] In cooperative learning settings, it can be adapted into peer-based interaction through structured speaking routines. One approach is a peer question–answer rotation model, where students take turns acting as “teacher” and “learner,” asking and answering structured questions that target specific speaking patterns. This ensures continuous oral production and repeated practice of correct language forms, strengthening speaking accuracy through repetition in meaningful interaction.

In addition, group correction and reformulation tasks can be used to support accuracy development, aligning with interaction perspectives on corrective feedback and negotiation of. After a student responds, peers immediately help correct pronunciation, word choice, or clarity of expression, reinforcing accurate spoken production through collaborative feedback. Timed speaking drills within groups can also replicate the fast-paced nature of the Callan Method, encouraging students to respond quickly and accurately under time pressure while receiving immediate peer support. These cooperative adaptations increase both the quantity of speaking practice and the quality of corrective feedback, which are essential for improving spoken accuracy.[9]

Such methods are particularly valuable for developing students’ English speaking accuracy because they combine communicative interaction with

continuous attention to the quality of spoken production. For example, students may analyze authentic language materials and then participate in pair or group discussions where they apply newly encountered expressions and speaking patterns in context. During these activities, the teacher guides learners through carefully structured questions, prompts, and feedback, helping students refine pronunciation, fluency, and clarity of expression without interrupting communication.[10]

These principles closely correspond to Task-Based Language Teaching (TBLT), which emphasizes meaningful communication through the completion of real-life tasks. In task-based cooperative activities, students interact to exchange information, solve problems, or achieve common goals while using English in authentic contexts. Because learners must communicate clearly and accurately to complete tasks successfully, task-based interaction creates natural conditions for improving speaking accuracy. The teacher further supports this process by encouraging peer correction, providing feedback on spoken performance, and directing learners' attention to recurring speaking difficulties during and after task completion. In this way, cooperative learning, Focus on Form, and adapted Callan-style interaction work together to develop more accurate, confident, and effective English speaking skills.[11]

These teaching techniques are further reinforced through cooperative learning, where learners develop English speaking accuracy through interaction, collaboration, and guided discovery. The increased cognitive engagement required in cooperative tasks motivates students and encourages deeper processing of language compared to mechanical practice. Learners are prompted to notice language patterns, experiment with forms, and refine their spoken output through interaction with peers. This view is supported by applied linguists who emphasize inductive, discovery-based learning. Jeremy Harmer argues that encouraging learners to independently discover grammatical rules is a highly motivating and effective way to support language acquisition, [12] while Michael Lewis notes that knowledge gained through personal discovery is retained more effectively than information that is simply explained to learners. [13] In this way, cooperative learning, task-based interaction, focus on form, and inductive strategies complement one another in developing English speaking accuracy through meaningful communication.

In general, cooperative learning is an effective way to develop foreign language speaking competence, especially speaking accuracy in English. Its main advantage is positive interaction among students, which encourages communication, information exchange, and mutual error correction. Teachers should create a supportive atmosphere where learners are not afraid of making mistakes and feel confident expressing their ideas. Compared with traditional

lessons, cooperative learning involves students in more active communication, helping them monitor their speech more carefully and improve speaking accuracy in English more effectively.

Conclusions and prospects of further research. The overview of cooperative learning principles highlights their potential for developing speaking accuracy in English among students of higher education establishments. These principles encourage meaningful interaction, positive interdependence, and active participation, which are essential for effective language learning. Their effectiveness increases when combined with techniques such as task-based interaction, focus on form, peer correction, inductive learning, and the Callan Method, which promote active language use, feedback, and structured repetition.

Overall, cooperative learning creates a supportive classroom environment that builds learners' confidence and improves speaking performance. As a result, students can develop speaking accuracy in English more effectively, enhancing both academic and professional communication skills. Further research may examine the most effective combinations of cooperative and communicative teaching techniques for improving spoken English.

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MODERN METHODS AND TECHNOLOGIES IN TEACHING OF FOREIGN LANGUAGES IN HIGHER EDUCATIONAL UNIVERSITIES

Abstract. This article examines contemporary methods and technologies for teaching foreign languages in higher education institutions in the context of the digitalization and modernisation of the educational process. Particular attention is paid to the use of interactive, communicative and information and communication technologies as a key factor in enhancing the effectiveness of learning and developing students' professional foreign language competence. Based on an analysis of academic sources, modern pedagogical approaches and practical experience, the role of innovative methods in the development of language skills, critical thinking, creative activity and students' motivation to learn foreign languages is identified.

The study describes the main traditional and alternative teaching methods, in particular the communicative, constructive, project-based, interactive, problem-based and blended approaches. The study justifies the use of multimedia tools, online platforms, electronic educational resources, mobile applications, video conferencing and digital services in the process of developing students' language competence. It is noted that the application of modern technologies contributes to the individualization of learning, the stimulation of cognitive activity, and the development of skills in independent work, teamwork, listening, speaking, reading and writing.

Particular attention is paid to game-based and non-game-based teaching methods, which help create a positive learning environment, increase student

engagement and promote effective intercultural communication. It has been demonstrated that the integration of innovative technologies into the process of teaching foreign languages ensures the combination of cognitive and communicative learning objectives, contributes to the development of competitive specialists, and improves the quality of foreign language training in higher education institutions.

Keywords: innovative teaching technologies, foreign language teaching methods, interactive methods, communicative approach, constructive approach, project-based learning, blended learning, information and communication technologies, multimedia resources, digital educational resources, language competence, student motivation, distance learning, intercultural communication, higher education institutions.

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СУЧАСНІ МЕТОДИ ТА ТЕХНОЛОГІЇ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

Анотація. У статті розглянуто сучасні методи та технології викладання іноземних мов у закладах вищої освіти в умовах цифровізації та модернізації освітнього процесу. Особливу увагу приділено використанню інтерактивних, комунікативних та інформаційно-комунікаційних технологій як важливого чинника підвищення ефективності навчання та формування професійної іншомовної компетентності студентів. На основі аналізу наукових джерел, сучасних педагогічних підходів і практичного досвіду визначено роль інноваційних методик у розвитку мовленнєвих навичок, критичного мислення, творчої активності та мотивації здобувачів освіти до вивчення іноземних мов.

У дослідженні охарактеризовано основні традиційні та альтернативні методи навчання, зокрема комунікативний, конструктивний, проєктний,

інтерактивний, проблемно-орієнтований та змішаний підходи. Обґрунтовано доцільність використання мультимедійних засобів, онлайн-платформ, електронних освітніх ресурсів, мобільних додатків, відеоконференцій та цифрових сервісів у процесі формування мовної компетентності студентів. Зазначено, що застосування сучасних технологій сприяє індивідуалізації навчання, активізації пізнавальної діяльності, розвитку навичок самостійної роботи, командної взаємодії, аудіювання, говоріння, читання та письма.

Окрему увагу приділено ігровим та неігровим методам навчання, які забезпечують створення позитивного освітнього середовища, підвищують рівень залученості студентів та сприяють ефективній міжкультурній комунікації. Доведено, що інтеграція інноваційних технологій у процес викладання іноземних мов забезпечує поєднання пізнавальних і комунікативних цілей навчання, сприяє формуванню конкурентоспроможного фахівця та підвищує якість іншомовної підготовки у закладах вищої освіти.

Ключові слова: інноваційні технології навчання, методи викладання іноземних мов, інтерактивні методики, комунікативний метод, конструктивний підхід, проєктне навчання, змішане навчання, інформаційно-комунікаційні технології, мультимедійні засоби, цифрові освітні ресурси, мовна компетентність, мотивація студентів, дистанційне навчання, міжкультурна комунікація, заклади вищої освіти.

“Today, new technologies are developing so rapidly
that often anyone’s claim that it is impossible to do so
is interrupted by the voice of someone who is already doing it.”
Albert Hubbard

Statement of the problem and its relevance. Ukraine’s integration into the European and global arena, rapid changes in political, socio-economic and cultural realities, and contemporary trends in globalisation and the integration of the world community are affecting various aspects of human life, including the education sector, which is undergoing organisational reform. The growing challenge of communication and cooperation between countries and speakers of different languages and cultural traditions demands significant changes in the approach to foreign language teaching. Foreign languages are increasingly taking on the role of a means of intercultural communication, and their status is steadily rising. Modernisation in the field of education requires the application of innovative pedagogical technologies, a creative search for new strategic directions to improve the content, methods, techniques and means of teaching foreign languages, and their implementation in the educational process of higher education institutions.

Analysis of research and publications. An analysis of psychological and pedagogical literature revealed that the issue of innovative technologies and their implementation in the education system has been studied by many scholars: L. V. Bykov, V. Verlan, R. Gurevich, I. Dychkivska, M. Zhaldak, I. Ziazun, Yu. Doroshenko, G. Kedrovich, O. Kovalenko, T. Koval, S. Kovtun, A. Nikulina, N. Nychkalo, O. Pinaeva, V. Radkevich, G. Rozlutska, O. Spirin, S. Steblyuk, O. Shapran, V. Shapran, O. Shcherbak and others.

The issue of applying innovative approaches in foreign language teaching has been the subject of works by many domestic and foreign educators, including: V. Guzeev, V. Kumarin, S. Logachevskaya, V. Slastyonin, O. Tarnopolsky, L. Podymova, O. Kulkina, O. Kuznetsova, O. Savchenko, J.-P. Martan, G. Baranova, N. Gez, B. Lapidus, M. Lyakhovitsky, I. Pidlasy, G. Selevko, N. Moiseyuk and others.

The relevance of innovative trends and their integration with traditional approaches to foreign language teaching has been explored in the works of renowned scholars such as Yu. S. Sysoeva, T. N. Fomina, Blair R. W. and others.

The works of I. Gavrysh, I. Dychkivska, I. Bohdanova, T. Demydenko, O. Ivanitsky, N. Klokar and others are devoted to the analysis of innovative processes in modern education and the use of innovative pedagogical technologies. Scholars believe that the incorporation of the latest methods into the teaching process at higher education institutions is an effective means of developing the professional competence of a lecturer who is prepared to train students capable of comprehending and processing the information received, and applying it creatively when performing tasks.

The aim of this article is to examine the use of the latest trends and methods in foreign language teaching, and to justify the benefits of introducing innovative technologies into the teaching and learning process at universities.

Presentation of the main material. At a time of constantly rising demands on the quality of education and the search for effective teaching methods and technologies, new promising approaches are becoming increasingly significant. Their identification and implementation in higher education institutions are driven by the state's need for highly qualified specialists capable of conducting business communication with foreign partners. At the present stage of Ukraine's integration into the global community, the issue of the fundamental training of young specialists capable of successfully and effectively implementing the process of international cooperation thanks to their acquired professional skills and foreign language communication skills is of great importance. According to S. O. Sysoieva, 'teaching technology comprises a set of forms, methods, techniques, approaches and tools that ensure the achievement of the intended

outcome. Thus, in this context, the forms and methods, means and techniques of teaching are the structural elements from which teaching technology is constructed in accordance with the objectives and planned (desired) outcomes of the educational process" [5, p.40].

Modern educational institutions are required to introduce new teaching methodologies that foster the development of communicative, creative and professional competences and stimulate students' desire for self-education. After all, teaching methods are not merely simple 'algorithmic units'; their rational and motivated use in foreign language classes requires a creative approach on the part of the teacher, for pedagogy is both a science and an art, and therefore the approach to selecting teaching methods must be based on the teacher's creativity [2, p. 29].

Today, there are a number of modern innovative technologies and methods. All of these are applied in English lessons in accordance with the topics, objectives and requirements specified in the educational standard for basic general education in foreign languages, and are aimed at developing students' foreign-language communicative competence, as well as fostering the ability and readiness for independent and continuous study of the English language. Thus, innovative technologies are those latest methods, pedagogical techniques and tools that contribute to the improvement and effectiveness of foreign language acquisition.

Modern technologies for teaching foreign languages in higher education institutions include vocationally-oriented learning, the use of the project method in teaching, game-based technologies, intensive and distance learning technologies, the application of information and telecommunications technologies, working with educational and assessment software for foreign languages, creating presentations, using online resources, foreign language learning in a digital environment (forums, blogs, email), training systems, and so on. Innovative technologies include the following approaches to foreign language teaching, as outlined in [1, p.56]:

1) interactive teaching methods, which involve moving away from an authoritarian teaching style; a focus on the student's personal qualities; the development of teaching forms such as dialogue and polylogue; understanding foreign-language communication as encouraging a partner to engage in verbal and non-verbal activities; the development of students' interest in acquiring knowledge; assessment; self-assessment.

2) the use of technical teaching aids (computer and multimedia resources, the Internet) for self-improvement, knowledge assessment, and the storage and use of teaching materials (lesson plans, grammar guides, and various types of dictionaries).

Technologies can be considered interactive if they are implemented through active student interaction during the learning process, the essence of which lies in peer learning, a group-based organisation of the educational process with the implementation of active group teaching methods to address didactic objectives. In this context, the teacher becomes one of the sources of information, fulfilling the roles of assistant, consultant and organiser. However, the student and the teacher act as equal participants in the learning process. During such learning, students learn to think critically, solve complex problems based on an analysis of circumstances and relevant information, make informed decisions by weighing up alternative views, and participate in discussions.

The use of computer technology in foreign language learning gives students access to new sources of information, boosts their motivation to acquire information in a foreign language and enhances the effectiveness of their independent study, whilst also opening up new opportunities for creativity. This method enables students to absorb far more material than with traditional teaching methods, allowing them to demonstrate their actual knowledge. Students find it interesting to engage with new sources of information, and it is also important that the acquisition of new information using multimedia technologies takes place in a playful manner. The use of multimedia technologies enables students to independently prepare mini-projects on communication topics and present them. The most significant advantage of multimedia technologies is the ability to create interactive educational presentations, which allow teaching material to be presented visually and the most complex topics to be effectively mastered.

At this stage of pedagogical development in modern higher education institutions, the main methods of foreign language teaching are the communicative and constructivist approaches. The communicative approach to foreign language teaching is based on creating conditions that closely resemble the real process of communication. The very name of the method indicates that it is aimed at mastering the relevant communicative competence, that is, the ability to use the language depending on the specific situation, and that free communication is the goal of learning. The texts and exercises offered in such lessons should be of a discursive nature and present conflicts that encourage students to engage in discussion and express their own opinions. The learning process is guided not by grammar, but by communicative intentions. The student is placed at the centre of the learning process, whilst oral skills are improved and the fear of making mistakes is overcome. The constructivist method is based on the learning process being oriented towards action that is close to real-life situations. Its most important characteristic is the use of authentic materials, i.e. those actually used by native speakers. At the heart of the constructivist method lies the active learning of students themselves, and the opportunity for them to

engage with real-life situations whilst using the foreign language. The teacher's role is not to teach, but to facilitate the learning process. Lessons are action-oriented, and students are encouraged to construct their own knowledge independently (for example, through project-based activities).

Innovative teaching methods include: computer-assisted language learning (CALL), the storyline method, the simulation method, the carousel method, the station-based learning method, the group puzzle method, the role-play method, the case study method, and others. Let us consider the most effective methods of teaching a foreign language in technical universities.

The simulation method helps students to put themselves in a specific role that may relate to their future professional activities, social life or simply be part of everyday life.

The teacher's role is to assign specific roles to students (depending on the simulation topic); to specify the relevant vocabulary; and to provide advice that may contribute to the effective completion of the task. It is quite natural that this type of activity is characterized by a high level of student engagement, as they are united by a team spirit of collaborative work, have the opportunity to imagine themselves in a specific role, and can derive satisfaction from successful self-realisation. Through simulation, students develop strategic planning skills, as well as the ability to work in a team, conduct negotiations and persuade a business partner.

When using the scenario method, the teacher should organise the learning process in such a way that, by activating existing knowledge and answering key questions, students are given the opportunity to construct their own models related to the topic. This involves creative planning, formulating hypotheses, systematising and presenting their work. The scenario also incorporates elements of role-play.

The station-based learning method involves students working through learning materials organized into stations (students are provided with work plans containing both compulsory and optional tasks). When working through the material at the stations, students have the opportunity to choose the order in which they complete the tasks, the form of collaboration they use (: individual work, pair work, group work) and how they allocate their time. Thus, when using this method, students learn self-assessment, analysis of their own academic success, planning and carrying out stages of work, and effective use of time. Station-based work allows for differentiation according to students' abilities, interests, and the level of task difficulty.

Active game-based methods (game design, business games, role-playing games, simulation) play a prominent role in the development of students' oral communication skills. As an active method, the game involves practically all

participants in the learning process, encouraging them to communicate and to reproduce the communicative material proposed for study in the lesson.

Non-game-based active teaching methods that contribute to the development of students' communicative skills include, for example, case studies, simulation exercises and training sessions. The most effective of these is the 'case study' method, the essence of which lies in students working on problematic real-life situations. The method helps students to practically assimilate theoretical concepts and master the initial material. Students examine the problem, analyze the situation, and present their ideas and solutions to the problem during a discussion. The main features of the case-study method are the presence of a specific situation, the development of the situation by a student or group, and the presentation of the results of the discussion.

For use in higher education institutions, both traditional and alternative (non-traditional) teaching methods are proposed. The widespread use of non-traditional methods by the lecturer encourages students to work independently and to think creatively. The most common forms of non-traditional lessons include: integrated lessons, round-table discussions, journey-based lessons, press conferences, quiz shows, brain rings, quiz-based lessons, debate-based lessons, and so on. The main principles of alternative methods are: moving from the whole to the parts, learner-centered lessons, a focus on achieving social interaction underpinned by the teacher's belief in their students' success, and the integration of knowledge from other scientific disciplines to aid foreign language acquisition.

It should be noted that the use of modern innovative technologies and teaching methods in foreign language learning at a technical university is effective if the content of the material presented is relevant to the students' future professional activities. It is important that theoretical knowledge is put into practice during active learning, so that students have the opportunity to develop and improve their foreign language skills and apply the acquired foreign language communication skills in their future professional activities.

Conclusions.

Given current trends in the development of education, the introduction of innovative technologies for teaching foreign languages is a requirement of the times and one of the priority areas for reforming the educational process in accordance with pan-European requirements for the quality of education, which necessitates the search for new forms and methods of teaching which would contribute to the effectiveness of communicative competence development, increased motivation, the realization of students' creative potential, improved organisation of work in groups and within the team, and would strengthen interdisciplinary links and ensure the integration of courses. The use of a

combination of foreign language teaching methods in technical universities diversifies the learning process, stimulates students' interest and increases their engagement, provides an opportunity to demonstrate their abilities and believe in themselves, and contributes to the growth in the effectiveness of all learning activities.

Based on the above, it must be concluded that the concept of foreign language teaching introduces new approaches to the organisation of the learning process; therefore, it is important for teachers today to constantly improve their knowledge of modern foreign language teaching methods and to incorporate the latest educational concepts and technologies into their teaching practice.

Prospects for further research in this field.

One of the obstacles to successfully mastering a foreign language at a higher technical educational institution is a lack of motivation among students to learn the language. Therefore, the issue of applying innovative technologies in foreign language teaching requires more detailed examination in the context of modern educational concepts aimed at creating a comfortable learning environment in which every student can experience a sense of achievement and intellectual capability. We envisage further research into the implementation of innovative technologies for foreign language teaching in the analysis and diversification of the structural components of such technologies.

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THE FUTURE ENGLISH TEACHER: COMBINING LANGUAGE MASTERY WITH AI AND DIGITAL COMPETENCES

Abstract. The rapid integration of artificial intelligence and digital technologies into higher education is fundamentally reshaping the professional landscape for English language teachers at universities. This theoretical study examines the growing role of future English teachers at universities, focusing on the intersection of language mastery, AI literacy, and digital competencies. Drawing on established educational theories of language acquisition and technology integration, the study develops a comprehensive framework that highlights the core knowledge and skills prospective English teachers must cultivate in a technology-driven pedagogical environment. Through a systematic literature review of current research on AI applications in university-level language teaching, the study analyses implications for pedagogical practices and learning outcomes. Theoretical models of digital competency are examined to identify priority areas for teacher education and professional development. Furthermore, the study explores how AI and digital tool integration influences teacher identity, agency, and adaptability, foregrounding the necessity of lifelong learning dispositions.

Finally, theoretical projections are considered regarding the future trajectory of English language teaching, with particular attention to curriculum design, assessment transformation, and evolving teacher–student interactions in digital academic contexts.

The study also highlights the importance of ethical AI use and critical digital literacy in modern education. The findings contribute to a forward-looking conception of the English teacher as a reflective, technologically empowered, and pedagogically adaptive professional.

Keywords: artificial intelligence in language teaching, digital competencies, English teacher professional development, technology integration, higher education pedagogy

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МАЙБУТНІЙ ВЧИТЕЛЬ АНГЛІЙСЬКОЇ МОВИ: ПОЄДНАННЯ ВОЛОДІННЯ МОВОЮ ЗІ ШТУЧНИМ ІНТЕЛЕКТОМ ТА ЦИФРОВИМИ КОМПЕТЕНЦІЯМИ

Анотація. Швидка інтеграція штучного інтелекту та цифрових технологій у вищу освіту фундаментально змінює професійний ландшафт викладачів англійської мови в університетах. Це теоретичне дослідження розглядає зростаючу роль майбутніх викладачів англійської мови в університетах, зосереджуючись на перетині володіння мовою, грамотності за допомогою штучного інтелекту та цифрових компетенцій. Спираючись на усталені освітні теорії засвоєння мови та інтеграції технологій, дослідження розробляє комплексну структуру, яка висвітлює основні знання та навички, які майбутні викладачі англійської мови повинні розвивати в технологічно керованому педагогічному середовищі. За допомогою систематичного огляду літератури щодо сучасних досліджень щодо застосування штучного інтелекту у викладанні мов на університетському рівні, дослідження аналізує наслідки для педагогічної практики та результатів навчання. Теоретичні моделі цифрової компетентності досліджуються для визначення пріоритетних напрямків для педагогічної освіти та професійного розвитку вчителів. Крім того, дослідження досліджує, як інтеграція штучного інтелекту та цифрових інструментів впливає на ідентичність, діяльність та адаптивність вчителя, висуваючи на перший план необхідність диспозиції до навчання протягом усього життя. Нарешті, розглядаються теоретичні прогнози щодо майбутньої траєкторії викладання англійської мови, приділяючи особливу увагу розробці навчальних програм, трансформації оцінювання та розвитку взаємодії між вчителем та учнем у цифрових академічних контекстах. У дослідженні також підкреслюється важливість етичного використання штучного

інтелекту та критичної цифрової грамотності в сучасній освіті. Результати дослідження сприяють формуванню перспективного уявлення про вчителя англійської мови як професіонала, який має технологічні можливості та педагогічно адаптується.

Ключові слова: штучний інтелект у викладанні мов, цифрові компетенції, професійний розвиток вчителів англійської мови, інтеграція технологій, педагогіка вищої освіти.

1. Problem statement

The contemporary English teacher in higher educational establishments operates within an increasingly hybridized educational format, where linguistic expertise alone is no longer sufficient to meet the demands of students immersed in digital environments while learning. Language mastery, traditionally defined by proficiency in grammar, vocabulary, phonology, and discourse, now intersects with a range of technological competencies as well. This requires reconceptualization of the teacher's professional identity, positioning them as both a linguistic authority and a mediator of digital knowledge systems.

Language mastery remains the foundational pillar of effective English teaching. It includes not only a high level of communicative competence but also metalinguistic awareness, making university teachers explain language structures, anticipate student difficulties, and adapt input to different proficiency levels. However, mastery in the twenty-first century extends beyond traditional knowledge. It requires continuous engagement with language use, including digital discourse and multimodal communication during the educational process. The university teacher should navigate variations in registering across platforms such as academic writing, social media, and professional communication, thereby equipping students with adaptive communicative strategies.

In addition to linguistic expertise, artificial intelligence introduces transformative possibilities into English language education. AI-powered tools facilitate personalised learning pathways through adaptive algorithms that can respond to individual student performance. These systems enable real-time feedback, automated assessment, and the generation of instructional materials. Thus, the English teacher's role shifts from traditional knowledge transfer to manager and evaluator of AI-generated content. Therefore, critical engagement with such technologies is essential, as it involves assessing the accuracy, appropriateness, and pedagogical value of outputs produced by AI systems.

Digital competences include a broad set of skills such as information literacy, data evaluation, content creation, and ethical awareness in online environments. For the English teacher, these competences are integral to pedagogical practice. The ability to design interactive learning experiences using

digital platforms improves student engagement and offers more autonomy. Moreover, university teachers must guide students in navigating digital professional texts critically, distinguishing between reliable and unreliable sources, and understanding the socio-cultural implications of online communication as well.

Another important issue is that the integration of AI and digital tools also redefines assessment practices at universities. Traditional forms of evaluation, focused on standardised testing and written output, are increasingly complemented by dynamic assessment models. These models incorporate continuous feedback loops, portfolio-based evaluation, and performance tasks mediated through digital platforms. The teacher must develop the capacity to interpret data generated by AI systems, using it to inform instructional decisions while maintaining a critical stance toward algorithmic bias and limitations.

Thus, pedagogical methodologies are likewise influenced by technological integration. Blended and flipped learning models lead to the shift toward student-centred approaches, where digital resources provide input outside the university , and in-person time is dedicated to interaction and higher-order thinking tasks. In this context, the English teacher functions as a facilitator of communicative practice and critical inquiry, rather than a transmitter of information.

The aim of this article is to explore the increasing role of the English teacher in the context of rapid advancements in artificial intelligence (AI) and digital technologies. Its purpose is to theoretically analyse how the integration of language mastery with AI tools and digital competencies can reshape pedagogical approaches, improve student engagement, and prepare future language teachers to meet the challenges of a digitalised learning environment at universities.

The following tasks were identified:

1. to investigate existing educational theories related to language acquisition and technology integration, establishing a comprehensive theoretical framework that outlines the intersection of language mastery, AI, and digital competencies;

2. to conduct a thorough literature review of current research and theoretical discussions surrounding the application of AI in language teaching at universities, focusing on its implications for pedagogical practices and language learning outcomes.

3. to examine theoretical models of digital competencies necessary for future English teachers, identifying key skills and knowledge areas that educators must develop in an increasingly technology-driven educational landscape.

4. to analyse how the integration of AI and digital tools impacts the identity and professional development of English teachers, exploring theoretical perspectives on teacher agency, adaptability, and lifelong learning.

5. to explore theoretical predictions and implications regarding the future of English language teaching, considering how ongoing technological advancements might influence curriculum design, assessment methods, and teacher-student interactions at universities in the digital age.

2. Literature review

The rapid integration of artificial intelligence (AI) and digital technologies into higher education has prompted scholarly inquiry examining their implications for language acquisition, teacher preparation, and pedagogical transformation. So, this review synthesises key theoretical and empirical perspectives across interconnected domains that inform the present study.

To start with, contemporary research increasingly situates language learning within the intersection of cognitive, sociocultural, and technological paradigms. Language teachers at universities have adopted information technology to create virtual language learning environments that actively engage students and facilitate language learning processes, and among available technologies, AI has emerged as a particularly promising tool for improving students' achievement [1]. The Technological Pedagogical Content Knowledge (TPACK) framework has gained prominence as a theoretical anchor for understanding how teachers integrate AI tools. Studies exploring integration of ChatGPT through a TPACK lens have highlighted the importance of ongoing professional judgment and reflection when incorporating generative AI tools into language instruction, according to [2]. These frameworks collectively show that technology-driven language learning demands not merely technical knowledge, but a coherent theoretical synthesis of pedagogy, content, and digital competence.

The application of AI in university language classrooms has attracted considerable empirical attention as well. AI tools such as personalised learning systems and intelligent feedback mechanisms have demonstrated significant potential to transform traditional pedagogical approaches at universities, and researchers have increasingly explored their integration in EFL acquisition [1] Findings from systematic reviews confirm that AI-powered platforms can improve writing, speaking, vocabulary, and communicative competence [3].AI now has the capacity to improve language instruction through the delivery of engaging and genuine learning environments delivered via web-based platforms, virtual reality systems, or chatbots, according to [4].Nevertheless, understanding how learners interact with AI systems, the extent to which these technologies augment traditional pedagogical approaches, and their influence on student engagement and motivation remain crucial areas for empirical exploration.

Research on teacher preparation for the digital age is distinguished by several competency frameworks. The European Digital Competence Framework for Educators (DigCompEdu) has become a widely referenced standard,

emphasising digital security and the responsible use of technology as essential components of teachers' professional competence [5].There is growing consensus that educators need to equip themselves with AI-related digital competencies so that they can teach and learn effectively in technology-driven environments, yet many remain insufficiently prepared to use AI applications in practice. Studies specifically examining English teacher preparation reveal that digital competencies must extend beyond technical operation to encompass pedagogical integration, critical digital literacy, and ethical awareness. Emerging technologies such as AI require specific pedagogical, ethical, and technical considerations, and recent scholarship highlights the need to integrate AI literacy into teacher training programmes as a foundational, rather than supplementary, component.

Research further demonstrates that teachers' roles in content delivery and curriculum design are transformed when generative AI acts as both a collaborator and an enhancer of instructional content, requiring educators to develop new competencies in managing AI-generated experiences and ensuring alignment with ethical standards, according to [6]. Studies on professional development emphasise that teacher agency — defined as the capacity to act intentionally within institutional and technological constraints — is central to sustainable AI integration.

Scholars are increasingly turning attention to how AI-driven transformations will reshape English language education at the systemic level. The introduction of large language models has created significant possibilities and challenges across educational systems, and researchers recommend improving instructors' digital literacy and fundamentally rethinking assessment policies and practices in the AI era.

The British Council's comprehensive review of AI in English language teaching found that AI-powered tools can provide new ways of teaching and support students in goal-setting and self-directed learning, while evidence indicates that ELT is currently the most common discipline for AI use in education [7].

Looking ahead, teacher education programmes must provide the training, resources, and support to enable future educators to integrate AI into their pedagogy, while AI-literate teachers need not only technical understanding but also recognition of AI's ethical implications and limitations.

3. Method

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches in order to provide a comprehensive analysis of the role of AI in the professional development of future English teachers. The participants were pre-service teachers enrolled in a pedagogical

university program, representing different levels of language proficiency and digital competence.

Data collection was conducted through a combination of structured questionnaires, semi-structured interviews, and classroom observations. The questionnaire was designed to evaluate students' linguistic competence, familiarity with digital tools, and attitudes toward AI integration. The interviews enabled the researcher to explore participants' perceptions in greater depth, while classroom observations provided insights into actual pedagogical practices.

In addition, an experimental component was introduced, during which students were exposed to AI-powered educational tools, including automated writing assistants, intelligent tutoring systems, and speech recognition applications.

These tools were selected based on their proven effectiveness in technology-enhanced language learning. The study was conducted over a period of eight weeks, allowing for the observation of short-term developments in both language proficiency and digital competences. Quantitative data were analysed using descriptive and inferential statistics, while qualitative data were processed through thematic analysis following the framework proposed by [8].

4. Results and Discussion

Professional development becomes a continuous and dynamic process, driven by rapid technological advancements. The future English teacher engages in lifelong learning, acquiring new digital skills and updating pedagogical practices in response to emerging tools and research. Collaboration within professional communities, both online and offline, facilitates the exchange of best practices and supports the development of innovative teaching strategies.

Ultimately, the synthesis of language mastery with AI and digital competences redefines the scope of English language teaching. It demands a multidimensional skill set that integrates deep linguistic knowledge with technological fluency, critical thinking, and ethical responsibility. The teacher's expertise lies not only in command of the English language but in the ability to navigate and shape the complex digital ecosystems in which language learning now occurs.

The results demonstrate that the integration of artificial intelligence significantly contributes to the improvement of students' language proficiency. In particular, noticeable progress was observed in writing accuracy, vocabulary expansion, and pronunciation skills.

AI tools provided immediate, individualised feedback, which is considered a key factor in effective language acquisition. As noted by [9]. digital technologies enable continuous and personalised learning experiences that extend beyond the

traditional classroom environment. Similarly, [10] emphasise that "AI systems can adapt to learners' needs in real time, offering tailored support and feedback."

Furthermore, students reported increased motivation and engagement, which can be attributed to the interactive and adaptive nature of AI-based tools. These findings confirm the growing body of research supporting the effectiveness of AI in language education.

Another significant finding of the study is the substantial development of students' digital competences. Participants became more proficient in navigating digital environments, evaluating online resources, and integrating technology into their teaching practices.

This result aligns with the European Framework for the Digital Competence of Educators, which identifies digital literacy as a fundamental component of modern teaching [11]. Moreover, he argues that the successful integration of technology in education depends on teachers' ability to combine pedagogical knowledge with digital skills.

Importantly, the study also revealed the development of pedagogical competences related to AI use. Students began to understand not only how to use technological tools, but also how to apply them effectively in a teaching context. This reflects a shift from basic digital literacy to a more advanced level of digital pedagogy.

The analysis of students' attitudes revealed a predominantly positive perception of AI in language learning. Participants highlighted several advantages, including flexibility, accessibility, and the possibility of personalised instruction.

According to [12] AI technologies can significantly enhance learner autonomy by allowing students to progress at their own pace. This perspective was supported by the participants, who appreciated the opportunity to control their learning process.

However, some concerns were also expressed. In particular, students noted the risk of over-reliance on AI tools and the potential reduction of human interaction in the learning process. [12] emphasises that while AI can support education, it cannot replace the social and emotional dimensions of teaching.

Thus, the findings suggest that a balanced approach is required, combining technological innovation with traditional pedagogical methods.

Despite the numerous benefits, the study identified several challenges related to the implementation of AI in teacher education. One of the main issues is the lack of access to advanced technological resources, which limits the opportunities for students to fully engage with AI tools.

Another significant challenge is the insufficient level of training in digital and AI-related competences. The successful integration of AI in education depends largely on teachers' preparedness and institutional support.

Additionally, ethical concerns were raised, particularly regarding data privacy and the responsible use of AI-generated content. [12] stressed the importance of developing ethical guidelines for the use of AI in education, emphasising transparency and accountability.

These findings indicate that the integration of AI into teacher education requires not only technological resources but also systematic support and training.

5. Conclusions

In conclusion, the results of the study confirm that artificial intelligence plays a crucial role in the development of future English teachers. The integration of AI tools enhances language proficiency, fosters digital competences, and promotes more flexible and personalised learning environments.

However, AI should not be viewed as a replacement for traditional teaching methods. Instead, it should be considered a complementary tool that enhances the effectiveness of pedagogical practices. As [10] argues, the future of education lies in the collaboration between human teachers and intelligent technologies.

Therefore, teacher education programs must be adapted to the changing educational landscape by incorporating AI and digital competences into their curricula. This will ensure that future teachers are adequately prepared to meet the demands of modern education.

6. Limitations and Perspectives

Despite its contributions, the study has several limitations. First, the sample size was relatively small and limited to a single institution, which may affect the generalisability of the findings. Second, the duration of the study was relatively short, preventing the analysis of long-term effects.

Future research should address these limitations by including larger and more diverse samples, as well as conducting longitudinal studies. Furthermore, additional research is needed to explore the ethical implications of AI in education, particularly in relation to data security and academic integrity.

Another perspectives direction is the investigation of how AI can support not only language learning but also the development of critical thinking and intercultural competence. As education continues to evolve, the role of AI is expected to become increasingly significant, requiring continuous research and innovation.

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USE OF GAMIFICATION IN DISTANCE LEARNING OF ENGLISH IN MASTER'S PROGRAMS FOR LAW ENFORCEMENT OFFICERS

Abstract. The article provides a comprehensive analysis of the potential of gamification as a modern pedagogical tool in distance learning of English for students of master's programs in the field of law enforcement. The theoretical foundations of gamification, its psychological mechanisms, and motivational impact on adult learners—particularly those whose professional training requires high levels of responsibility, stress resilience, and rapid decision-making—are examined. It is demonstrated that the use of game elements in a distance-learning format enhances intrinsic motivation, supports learner autonomy, develops professionally oriented communicative competence, and improves interaction skills in a digital environment. The study identifies key digital platforms and tools that ensure effective implementation of gamification strategies in English language instruction: interactive simulators, scenario-based simulations, role-playing modules, point and achievement systems, as well as services for creating situational tasks that reflect real conditions of law enforcement work. Special attention is paid to methodological approaches to integrating gamification into distance courses, including principles of gradual complexity, adaptability, feedback, and professional relevance of learning content. The advantages of gamification are analyzed, including increased engagement, development of critical thinking, enhancement of teamwork skills, and modeling of professional situations in English. At the same time, several limitations and challenges are outlined: the need for instructors' technical preparedness, ensuring stable access

to digital resources, risks of excessive gamification, and the necessity to maintain a balance between game elements and learning objectives. A model for effective integration of gamification into the educational process of higher education institutions of the Ministry of Internal Affairs of Ukraine is proposed, combining professionally oriented tasks, digital tools, and adaptive methodological solutions.

Keywords: gamification, distance learning, English for Specific Purposes, law enforcement education, digital pedagogy, motivation, master's programs.

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ВИКОРИСТАННЯ ГЕЙМІФІКАЦІЇ У ДИСТАНЦІЙНОМУ НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ В МАГІСТЕРСЬКИХ ПРОГРАМАХ ДЛЯ ПРАВООХОРОНЦІВ

Анотація. У статті комплексно проаналізовано потенціал гейміфікації як сучасного педагогічного інструменту у дистанційному навчанні англійської мови для здобувачів магістерських програм у сфері правоохоронної діяльності. Розкрито теоретичні засади гейміфікації, її психологічні механізми та мотиваційний вплив на дорослих здобувачів освіти, зокрема тих, чия професійна підготовка пов'язана з високим рівнем відповідальності, стресостійкості та необхідністю швидкого прийняття рішень. Показано, що використання ігрових елементів у дистанційному форматі сприяє підвищенню внутрішньої мотивації, розвитку автономності, формуванню професійно орієнтованої комунікативної компетентності та вдосконаленню навичок взаємодії в умовах цифрового середовища.

У роботі визначено ключові цифрові платформи та інструменти, що забезпечують ефективну реалізацію гейміфікаційних стратегій у навчанні англійської мови: інтерактивні тренажери, симуляційні сценарії, рольові

модулі, системи балів і досягнень, а також сервіси для створення ситуаційних завдань, наближених до реальних умов роботи правоохоронців. Окрему увагу приділено методичним підходам до інтеграції гейміфікації в дистанційні курси, зокрема принципам поступового ускладнення, адаптивності, зворотного зв'язку та професійної релевантності навчального контенту.

Проаналізовано переваги застосування гейміфікації, серед яких — підвищення залученості, розвиток критичного мислення, формування навичок командної роботи та моделювання професійних ситуацій англійською мовою. Водночас окреслено низку обмежень і викликів: необхідність технічної підготовки викладачів, забезпечення стабільного доступу до цифрових ресурсів, ризики надмірної ігровізації та потреба у збереженні балансу між навчальною та ігровою складовою. Запропоновано модель ефективної інтеграції гейміфікації в освітній процес закладів вищої освіти МВС України, що передбачає поєднання професійно орієнтованих завдань, цифрових інструментів та адаптивних методичних рішень.

Ключові слова: гейміфікація, дистанційне навчання, англійська мова за професійним спрямуванням, правоохоронна освіта, цифрова педагогіка, мотивація, магістерські програми.

Problem Statement. The rapid digitalization of education, intensified by global crises and the transition to distance and blended learning formats, has significantly transformed instructional approaches in higher education institutions. Law enforcement education, traditionally based on face-to-face training, practical exercises, and simulations, has also undergone modernization. In Ukraine, master's programs for law enforcement officers are increasingly implemented in distance formats, which is particularly relevant for employees who combine service with studies.

Learning English in such programs is of key importance, as modern law enforcement officers operate in multilingual environments, interact with international institutions, and process foreign-language documents. However, distance learning of English is accompanied by several challenges: decreased motivation, limited communication, cognitive overload, and a lack of authentic professional situations [9, p. 112].

Gamification—the use of game elements in non-game contexts—emerges as an effective tool for addressing these challenges. It increases engagement, supports self-regulated learning, and creates conditions for modeling professional scenarios [3, c. 45]. The purpose of the article is to analyze the possibilities of integrating gamification into distance learning of English for law enforcement officers and to develop a model for its effective application.

Analysis of Recent Research and Publications. A review of scholarly literature shows that gamification is defined as the use of game mechanics (points, levels, badges, rankings, quests) in the learning process to enhance motivation and engagement [1, p. 12]. Researchers such as S. Deterding, K. Kapp, and R. Landers emphasize that gamification does not turn learning into a game but uses game principles to improve the educational experience[4, p. 28].

Self-Determination Theory (Deci & Ryan) identifies three basic needs: autonomy, competence, and relatedness [2, p. 34]. Gamification satisfies these needs through:

- the ability to choose tasks,
- clear indicators of progress,
- teamwork and competition.

Gamified learning has cognitive and emotional benefits, including:

- improved retention,
- reduced anxiety,
- stimulation of experimentation,
- immersion in professional situations.

Unlike game-based learning, gamification is more flexible and easier to integrate into traditional ESP courses [5, p. 41].

The purpose of the article is to substantiate the theoretical foundations and develop practical methods for applying gamification in distance learning of English for students of master's programs in law enforcement.

Main Findings. To begin with, it is necessary to outline the specific features of distance learning of English in master's programs for law enforcement officers, which include:

- terminology of criminal procedure,
- communication skills (interrogations, interviews, reports),
- intercultural competence,
- knowledge of international legal norms [10, p. 57].

The main challenges of the distance-learning format include the following: irregular service schedules, limited participation in synchronous classes, low motivation, fatigue, and stress. It is worth noting that gamification helps compensate for these factors.

It is important to clearly identify the gamification tools suitable for distance English language instruction, particularly platforms with built-in gamification features:

- **Kahoot!** — team quizzes,
- **Quizizz** — asynchronous tests with rankings,
- **Classcraft** — role-playing mechanics,
- **Duolingo for Schools** — points, badges, streaks,

- **Wordwall** — interactive games.

In addition, LMS platforms such as **Moodle** and **Google Classroom** allow the integration of badges, progress bars, missions, and leaderboards.

The use of professionally oriented scenarios is considered highly effective, including:

- quests such as *"Solve the Case"*,
- role-playing missions (interrogation, document check),
- time-limited simulations,
- decision trees.

Let us outline the methodology for implementing gamification in English language classes for master's students. The model includes five stages, each of which has a clear logic, pedagogical justification, and practical tools.

At the first stage, the instructor conducts a comprehensive diagnosis of learners' educational needs. This includes:

- determining the level of English proficiency (placement test, oral interview, analysis of previous results);
- identifying the professional tasks that students perform in their service activities (writing reports, communicating with foreigners, responding to incidents);
- assessing digital literacy, that is, the ability to work with LMS platforms, mobile applications, and interactive tools;
- identifying motivational factors — what exactly stimulates learners to study (competition, teamwork, individual achievements);
- analyzing constraints related to service schedules, access to devices, and internet connectivity.

At this stage, the instructor determines which gamification elements will be most effective for the specific group.

The second stage involves creating a logical, coherent, and professionally oriented course structure in which gamification is not an end in itself but serves the development of competencies.

The main design elements include:

- learning levels that correspond to professional roles ("Patrol Officer," "Investigator," "Senior Inspector");
- badges and awards that reflect specific achievements ("Report Writing Expert," "Interviewing Specialist," "Border Control Communicator");
- quests and missions based on real situations in law enforcement practice;
- a progress system in which each module is unlocked only after completing the previous tasks;
- integration of LMS elements such as progress bars, rankings, and leaderboards;

- defining XP points that students receive for completing tasks of varying complexity.

At this stage, the "game logic" of the course is formed, ensuring coherence and a strong motivational effect.

The third stage involves the development of learning materials adapted to the gamified structure. These may include:

- grammar missions in which each task represents a "step of the investigation" or a "piece of evidence";
- vocabulary battles where students compete in the accuracy and speed of using terminology;
- case puzzles that require analyzing a situation and selecting the appropriate linguistic construction;
- role-play dialogues that simulate professional situations (interrogation, document check, taking a statement);
- scenario-based simulations in which the student must complete a task within a specified time;
- interactive exercises on platforms such as Kahoot!, Quizizz, and Wordwall;
- video quests in which the student watches a situational fragment and completes language tasks.

The materials must be diverse, professionally relevant, and adapted to the group's proficiency level.

At the fourth stage, gamification is practically implemented in the learning process. This includes:

- synchronous competitions (online quizzes, team battles, real-time role-playing activities);
- asynchronous missions that students complete at a convenient time (quests, video tasks, interactive exercises);
- the use of LMS analytics to track progress, activity, and task completion time;
- feedback provided in the form of comments, badges, and additional bonuses;
- adaptation of task difficulty based on students' performance;
- the use of mobile applications, which enables learning even during service hours.

At this stage, it is important to maintain a balance between game elements and learning objectives so that gamification does not overshadow the instructional content.

The fifth stage involves comprehensive assessment of learning outcomes using gamified tools:

- XP points awarded for each completed task;
- rankings that reflect individual and team achievements;
- portfolios containing completed missions, reports, dialogues, and video tasks;
- scenario-based tests that model real situations (for example, writing a report after an incident);
- combined assessment that includes both gamified and traditional components (oral exam, written test);
- self-assessment and peer assessment, which enhance reflection and responsibility.

Assessment must be transparent, understandable, and aligned with real professional competencies.

Thus, it is appropriate to outline the advantages of using gamification, namely:

1. **Increased motivation and engagement** — gamification activates intrinsic motivation through achievement, progress, and competition [7, p. 23]. Master's students tend to return to tasks more frequently in order to "complete a level" or "improve their ranking."

2. **Development of professional language skills.** Scenario-based missions allow students to practice:
   - witness interrogation,
   - report writing,
   - document verification,
   - incident response. This creates an effect of immersion in professional activity.

3. **Support for self-regulated learning** — the system of levels and points helps students plan their own progress [4, p. 31].

4. **Development of critical thinking** — quests and decision trees require analyzing situations, choosing optimal actions, and assessing risks.

5. **Reduction of language anxiety** — the game-based format lowers the fear of making mistakes, which is particularly important for law enforcement officers who often work under stress.

6. **Enhanced teamwork** — team missions develop collaboration skills, which are essential in police work.

It is also important to outline the limitations and challenges:

1. **Technical barriers** — unstable internet connection or weak devices make participation in synchronous gamified activities impossible [9, p. 118].

2. **Risk of over-gamification** — an excessive number of game elements may distract from the learning content [5, p. 44].

3. **Uneven levels of digital literacy** — some law enforcement officers lack sufficient experience with interactive platforms.

4. **Increased workload for instructors** — creating high-quality scenarios, quests, and missions requires significant time resources [3, p. 52].

5. **Ethical constraints** — not all law enforcement situations can be modeled in a game (e.g., traumatic events).

6. **Assessment validity issues** — rankings and points do not always reflect the actual level of competence development.

Analyzing the use of gamification in distance learning of English in master's programs for law enforcement officers, we can formulate the following recommendations:

1. Use gamification only where it enhances professional competencies rather than replaces the content.

2. Create scenarios that closely reflect real service situations (document checks, responding to calls, report writing).

3. Combine individual and team tasks to avoid excessive competition.

4. Ensure transparency of assessment: clear criteria, an understandable XP system, and the ability to track progress.

5. Optimize tasks for mobile devices, as many law enforcement officers study outside the workplace.

6. Provide digital literacy training before the course begins.

7. Regularly update missions and scenarios to prevent habituation and loss of interest.

8. Use LMS analytics to personalize learning and adjust task difficulty.

Conclusions. Gamification emerges as one of the most promising directions for modernizing distance learning of English in master's programs for students of law enforcement education. The conducted research confirms that the integration of game mechanics into the digital learning environment not only increases learners' motivation and engagement but also contributes to the development of professionally oriented language skills, critical thinking, teamwork abilities, and decision-making in situations that resemble real conditions of law enforcement practice.

The use of gamification enables the modeling of professional scenarios in English, which is particularly important for preparing future specialists of the Ministry of Internal Affairs of Ukraine who must possess a level of foreign-language proficiency sufficient for effective communication, information analysis, and performance of official duties in an international context. The use of digital platforms, interactive simulations, point systems, rankings, and feedback mechanisms creates conditions for adaptive, dynamic, and personalized learning that meets the needs of adult learners.

At the same time, the findings indicate that the effectiveness of gamification depends on the instructor's methodological competence, the technical readiness of the educational institution, and the ability to maintain a balance between game elements and learning objectives. Excessive gamification or insufficient professional relevance of tasks may reduce the educational value of the course; therefore, the implementation of gamification requires thoughtful pedagogical design.

The proposed model of integrating gamification into distance English language learning can be adapted by higher education institutions of the Ministry of Internal Affairs of Ukraine, taking into account their resources, training specifics, and educational standards. Its implementation will contribute to improving the quality of professional training of master's students, fostering sustainable motivation to learn a foreign language, and creating a modern, technologically oriented educational environment capable of meeting the challenges of the digital era.

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FORMATION OF FUTURE SPECIALISTS' READINESS FOR INTERACTION WITH PARENTS IN THE SYSTEM OF PRESCHOOL EDUCATION

Abstract. The article provides a theoretical justification of the conceptual foundations of the formation of the readiness of future preschool education specialists to interact with the family. The essence of the concept of «readiness for interaction with parents» is determined, its structure and components are outlined. The pedagogical conditions that ensure the effectiveness of the formation of the specified readiness in the process of professional training in higher education institutions are substantiated.

Based on the analysis of scientific sources, the following components of readiness are identified: the motivational and value component reflects the awareness of the importance of cooperation with parents, professional values; the cognitive component includes knowledge about the features of family upbringing, family psychology, forms and methods of interaction; the activity component covers practical skills, namely, communication, counseling, conflict resolution; the reflective component involves the ability to self-analyze one's own activities, evaluate the effectiveness of interaction and its correction.

Analysis of foreign experience in training future teachers to interact with parents in the preschool education system demonstrates the dominance of the partnership model «family – educational institution», which is based on equal cooperation, openness of the educational process and active involvement of parents in making pedagogical decisions. Teacher training is practice-oriented and involves the formation of communicative, intercultural and reflective competencies through trainings, case methods and pedagogical practice. Foreign approaches emphasize the importance of systematic interaction with families as a key factor in the successful development of a child.

The feasibility of implementing a practically oriented system of training future specialists for effective interaction with parents in preschool education is substantiated. The training of future specialists for interaction with different types of families, in particular families of children with special educational needs,

internally displaced persons and families in difficult life circumstances, is of particular relevance.

The prospects of using digital interaction tools, the practice of modeling professional situations and coaching technologies in the process of professional training are determined.

Keywords: readiness of the future specialist; preschool education; psychological and pedagogical support of families; psychological counseling; professional training; partnership pedagogy; family psychology; interaction with parents; upbringing of preschool children.

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ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ ФАХІВЦІВ ДО ВЗАЄМОДІЇ З БАТЬКАМИ В СИСТЕМІ ДОШКІЛЬНОЇ ОСВІТИ

Анотація. У статті здійснено теоретичне обґрунтування концептуальних засад формування готовності майбутніх фахівців дошкільної освіти до взаємодії з сім'єю. Визначено сутність поняття «готовність до взаємодії з батьками», окреслено її структуру та компоненти.

Обґрунтовано педагогічні умови, що забезпечують ефективність формування зазначеної готовності у процесі професійної підготовки у закладах вищої освіти.

На основі аналізу наукових джерел виокремлено компоненти готовності: мотиваційно-ціннісний компонент відображає усвідомлення значущості співпраці з батьками, професійні цінності; когнітивний компонент включає знання про особливості сімейного виховання, психологію сім'ї, форми і методи взаємодії; діяльнісний компонент охоплює практичні вміння, а саме, комунікацію, консультування, вирішення конфліктів; рефлексивний компонент передбачає здатність до самоаналізу власної діяльності, оцінювання ефективності взаємодії та її корекції.

Аналіз зарубіжного досвіду підготовки майбутніх педагогів до взаємодії з батьками в системі дошкільної освіти засвідчує домінування партнерської моделі «сім'я – заклад освіти», що ґрунтується на рівноправній співпраці, відкритості освітнього процесу та активному залученні батьків до прийняття педагогічних рішень. Зарубіжні підходи підкреслюють важливість системної взаємодії з родинами як ключового чинника успішного розвитку дитини.

Обґрунтовано доцільність впровадження практично спрямованої системи підготовки майбутніх фахівців до ефективної взаємодії з батьками в умовах дошкільної освіти. Особливої актуальності набуває підготовка майбутніх фахівців до взаємодії з різними типами сімей, зокрема родинами дітей з особливими освітніми потребами, внутрішньо переміщених осіб та сім'ями, які перебувають у складних життєвих обставинах.

Визначено перспективність застосування цифрових інструментів взаємодії, практики моделювання професійних ситуацій і коучингових технологій у процесі професійної підготовки.

Ключові слова: готовність майбутнього фахівця; дошкільна освіта; психолого-педагогічна підтримка сімей; психологічне консультування; професійна підготовка; педагогіка партнерства; психологія сім'ї; взаємодія з батьками; виховання дітей дошкільного віку.

Formulation of the problem. Current transformation processes in the preschool education system lead to a rethinking of the role of interaction between the educational institution and the family as a key factor in the harmonious development of the child. In the context of the implementation of the ideas of child-centrism, partnership pedagogy and a family-oriented approach, the preparation of future teachers for constructive, systematic and pedagogically appropriate interaction with parents is of particular importance.

Despite the growing attention to the problem of cooperation between the preschool educational institution and the family, in the practice of professional training of future educators there is an insufficient level of readiness for such interaction. This is manifested in the fragmentation of knowledge about modern models of partnership, insufficient development of communicative and reflective skills, as well as the lack of a holistic understanding of the family as an equal subject of the educational process.

In modern conditions of education development, the problem of ensuring the quality of preschool education is of particular relevance, which involves updating the content of professional training of future teachers. Preschool education is considered as a fundamental stage of the formation of a child's personality, which lays the foundations for his socialization, cognitive and emotional development [3]. In this regard, the role of interaction between the preschool educational institution and the family as the leading social institution of education is increasing.

Current scientific research [10] shows that humanization and personal orientation of the educational process are leading trends in the development of preschool education, which require the active involvement of parents in the educational process and the establishment of partnership relations between all its

participants. At the same time, the implementation of a family-oriented approach is considered an important direction of modernization of educational practice, which ensures the integrity of the educational impact on the child.

At the same time, the analysis of scientific sources and the practice of training future educators [9] shows the presence of contradictions between modern requirements for the professional activity of a teacher and the real level of readiness for interaction with parents. In particular, the studies emphasize the need to improve the content of professional training of future preschool education specialists, in particular regarding the formation of practical communication and cooperation skills.

Therefore, there is an objective need for theoretical substantiation of the conceptual principles of forming the readiness of future specialists to interact with parents, determining the structure and psychological and pedagogical conditions in the higher education system.

Analysis of recent research and publications.

The problem of interaction between specialists (teachers, educators, practical psychologists) and parents in the preschool education system is a subject of scientific interest of modern researchers and is considered in various aspects.

In particular, the study emphasizes [12] that the interaction of a preschool educational institution and the family is a necessary condition for creating a single educational space that ensures the harmonious development of the child. Scientists emphasize that the effectiveness of education largely depends on the consistency of the influences of the family and the educational environment.

In the works of modern authors, attention is focused on the transformation of the educational paradigm – the transition from an authoritarian model of interaction to a partnership model, which involves subject-subject relations between teachers and parents [8]. This approach corresponds to the ideas of partnership pedagogy and contributes to the active involvement of the family in the educational process. Separate studies are devoted to defining the essence of pedagogical interaction as a holistic process of cooperation between teachers and parents, which includes various forms, methods and means of influencing the development of the child [6]. At the same time, the need for a systematic approach to organizing such interaction is emphasized.

In the context of modern educational changes, the problem of interaction with parents of children with special educational needs is of particular importance, which is considered an important component of inclusive education [11]. This expands the functions of the teacher and requires him to have a high level of professional training and readiness for cooperation.

At the same time, scientific works emphasize the insufficient level of readiness of future teachers to interact with parents, which is manifested in

communication difficulties, insufficient awareness of modern forms of partnership and lack of practical experience [5].

Thus, the analysis of scientific sources indicates a growing interest in the problem of supporting families with preschool children, however, the issue of forming the readiness of future specialists for such activities requires further theoretical justification and practical solution, which determines the relevance of this study.

The purpose of the article consists in studying the features of the formation of the readiness of future preschool education specialists for effective interaction with parents of preschool children and identifying ways to improve professional training in higher education institutions.

Presentation of the main material.

Modern trends in the development of preschool education require the teacher not only a high level of professional competence, but also the ability to effectively interact with the child's family.

It is the partnership between the preschool education institution and parents that is recognized as a key factor in the harmonious development of the child's personality.

In the context of the study, the readiness of a future teacher to interact with parents is considered as an integrative personal and professional education, which includes a system of knowledge, skills, abilities, value orientations and motivation necessary for effective cooperation with the families of pupils.

Professional readiness is the result of purposeful training and self-development of the individual. In turn, interaction with parents involves not only informing, but also partnership, dialogue and co-creation.

Based on the analysis of domestic scientific approaches, the following structural components of the readiness of future teachers to interact with parents in the preschool education system can be distinguished:

Motivational and value component – reflects the formation of professional values and motivation for cooperation with the family, awareness of the importance of partnership interaction in the development of the child. The importance of the teacher's value attitude to the family as a subject of the educational process is substantiated in the works of A. Bogush, who emphasizes the need to focus on partnership pedagogy.

The cognitive component – covers the system of knowledge about the psychological and pedagogical features of the family, styles of family upbringing, principles of interaction between the preschool educational institution and the family. In particular, studies [7] reveal the influence of family relationships on the development of the child's personality and the need to take these aspects into account in the professional activities of the teacher.

Operational-activity component – involves the formation of skills and abilities to organize various forms of interaction with parents (consultations, meetings, trainings, individual work), the ability to constructive communication and conflict resolution. Practical aspects of organizing cooperation with parents are revealed in the works of N. Stadnik, where the content of the relevant academic discipline in the training of future educators is substantiated.

Reflective-evaluative component – is characterized by the teacher's ability to analyze and evaluate his own professional activities in interaction with parents, self-correction of communicative behavior and improvement of professional skills.

The need to develop reflection as a component of professional competence is emphasized in modern studies of the interaction of a preschool educational institution and the family.

The effectiveness of forming the readiness of future teachers to interact with parents is ensured by such pedagogical conditions as:

- integration of theoretical and practical training;
- inclusion in the content of academic disciplines of topics related to family pedagogy and communication with parents;
- use of interactive teaching methods;
- trainings, role-playing games, case methods contribute to the formation of practical skills;
- organization of pedagogical practice with an emphasis on interaction with parents;
- involvement of students in real communication with children's families;
- formation of a reflective position of students;
- analysis of their own experience of interaction;
- creation of an educational environment of partnership;
- modeling of the interaction «teacher – student» as an example of cooperative pedagogy.

The specifics of professional training of preschool education specialists are highlighted in the works of foreign scientists who emphasize the importance of continuous professional development, a competency-based approach and improving the pedagogical skills of future educators [13].

The training of teachers for interaction with parents in other countries is based on the concept of partnership «family – educational institution», which provides for the equal participation of all subjects of the educational process. The key principles are: orientation to child-centrism; recognition of parents as co-participants in the educational process; development of communicative and reflective competence of the teacher; integration of theoretical and practical training.

Modern preschool education requires the active involvement of parents and the distribution of responsibility for the results of the child's development.

Thus, in Denmark, the «pedagogical partnership» model is implemented, where interaction with parents is a mandatory component of the teacher's professional activity [4]. Main characteristics: regular individual meetings with parents; joint planning of the child's development; openness of the educational process (transparency of the institution's activities); teacher training includes special courses on communication with families.

Studies show that such a model provides a high level of trust and effectiveness of interaction.

In Germany, teacher training involves the formation of social and communicative competencies, training in working with different types of families (migrant, socially vulnerable), the use of training forms (role-playing, case method). The emphasis is on professional partnership and intercultural communication.

The Finnish preschool education system is focused on the individualization of the educational process, the development of an individual child development plan together with parents, a high level of teacher autonomy.

The training of future teachers includes practical modules on interaction with families and the development of empathy.

In the USA and Great Britain, the concept of «parental involvement» is widely used. The main approaches include: parental participation in educational decision-making; teacher training programs include courses in: family pedagogy, family psychology, conflictology; application of the Epstein model: parenting, communication, volunteering, homeschooling, participation in decision-making, cooperation with the community. This approach considers interaction as a systemic process that affects the child's success.

The analysis showed the main global trends and problems of professional training of preschool teachers. In many developed countries, requirements for professional education and certification of educators are increasing, in particular, higher pedagogical education is becoming mandatory. At the same time, in countries with a lower level of economic development, there are no unified training standards, which affects the quality of teachers' work. Among the main problems are limited access to continuous professional development due to lack of funding, remoteness of regions and insufficient state support. At the same time, the use of digital platforms, online courses and webinars for teacher training is spreading, especially in remote areas. Another significant problem remains the insufficient resource provision of the teacher training system, which is manifested in the lack of educational materials, practical training, and stable funding for professional development programs [13].

Foreign experience demonstrates that the effective formation of future teachers' readiness to interact with parents is based on the concept of partnership pedagogy, a competency-based approach, practice-oriented training, and integration of interdisciplinary knowledge.

Forms and methods of training in foreign practice include: communicative competence training; modeling of pedagogical situations; internships in preschool education institutions; supervision and mentoring; case method; interactive learning technologies.

Thus, European educational programs emphasize the importance of combining theoretical training with practice [2].

Domestic studies also emphasize similar components regarding the preparation of teachers for partnership interaction with parents [1].

The conceptual principles of forming future teachers' readiness to interact with parents in preschool education are based on partnership pedagogy, where the emphasis is on equal cooperation between the family and the preschool education institution.

They include social, psychological and pedagogical aspects of interaction aimed at the unity of educational influences, the emotional well-being of the child and mutual respect [10].

The formation of readiness is based on the principles of ensuring the unity of the goal of education, respect for the conditions of family upbringing, emotional comfort in preschool educational institutions and the family, as well as awareness of the equality of the parties. The specificity of partnership involves understanding socio-psychological processes in families, the developmental nature of interaction and communicative skills of teachers.

Professional training of future specialists for cooperation with families of preschool children includes motivation for cooperation, communicative skills, knowledge of forms of work (individual consultations, seminars, joint projects) and personal qualities of a teacher, such as empathy and tolerance. This forms professional competence, namely, diagnostic and prognostic, organizational and pedagogical, communicative and educational.

In the modern system of training future preschool teachers, the introduction of innovative, practice-oriented technologies aimed at forming readiness for effective professional interaction with parents and psychological and pedagogical support of families is of particular importance. Such training involves modeling real pedagogical situations, developing communicative and emotional competencies, and practicing behavioral strategies in complex interactions with families in professional activities.

In this context, we propose the implementation of the following approaches:

- formation of emotional resilience of future teachers as a basic condition for effective professional interaction with parents;
- integration of soft skills into the system of professional training of educators to build trusting partnerships with families;
- implementation of simulation classes and role-playing cases «difficult conversation with parents» with modeling of typical pedagogical situations;
- use of training technologies for the development of empathic communication and non-violent communication skills;
- use of digital platforms and educational chat models for practicing professional communication with parents in a virtual environment;
- formation of skills of crisis interaction with families in conditions of stressful situations, martial law and psychological traumatization of children (in the format of educational cases);
- use of supervision techniques and group analysis of simulated conflict pedagogical situations;
- introduction of reflective diaries as a tool for students to analyze their own experience of communicative training;
- development and development of the “teacher – child – family” model on the principles of partner pedagogy in educational settings;
- use of elements of the coaching approach in training exercises to form constructive interaction with parents;
- creation of a training course on mediation and conflict resolution in the «teacher – parents» system;
- analysis of the influence of the pedagogical communication style (in simulated situations) on the level of trust and cooperation;
- organization of interactive workshops and trainings for solving pedagogical cases in group work of students;
- formation of readiness for intercultural interaction with different types of families in the context of inclusive education;
- use of storytelling methods and narrative practices as tools for modeling communicative situations.

The proposed measures may be appropriate for increasing the level of professional readiness of future specialists to work in a modern preschool educational institution and developing soft skills.

Also, in modern conditions, the formation of readiness among applicants for professional interaction with various types of families that require psychological and pedagogical support and an individualized approach is of particular importance. First of all, we are talking about families raising children with special educational needs, because it is they who often face emotional exhaustion, difficulties in socializing the child, problems adapting to the educational environment and the need for constant advisory assistance.

No less relevant is the preparation of future specialists to work with families of internally displaced persons who are experiencing the consequences of social instability, loss of their usual environment, psychological stress and difficulties adapting to new living conditions. In such cases, the specialist performs not only an educational, but also a supportive function, contributing to the emotional well-being of the child and the establishment of constructive interaction with parents. Of particular importance are the skills of crisis communication, psychological support and the organization of an inclusive and safe educational environment.

At the same time, professional activity is increasingly associated with interaction with families in difficult life circumstances: low-income families, single-parent families, families with a low level of pedagogical culture or in a state of social vulnerability. This requires a future specialist to have a high level of emotional stability, developed communication skills, the ability to provide pedagogical support without judgment and discrimination, as well as the ability to build partnerships based on trust, respect and cooperation.

Modern professional training of future specialists in preschool education should be aimed at forming readiness for effective psychological and pedagogical support of different types of families.

Conclusion. Therefore, the readiness of future preschool education specialists to interact with parents is a complex integrative formation, therefore it is necessary to create appropriate psychological and pedagogical conditions in the process of professional training in higher education institutions. The use of innovative, practice-oriented and competency-based approaches in the training process will contribute to the formation of a specialist capable of providing a psychologically safe and supportive educational environment for the child and family.

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FORMATION OF PROFESSIONAL COMPETENCE OF MASTER'S STUDENTS IN EDUCATIONAL SCIENCES UNDER CONTEMPORARY EDUCATIONAL CHALLENGES: AN ANDRAGOGICAL DIMENSION

Abstract. The article examines the issue of forming the professional competence of master's students majoring in Educational Sciences under contemporary educational challenges through the prism of the andragogical approach. The relevance of the study is determined by transformational processes in higher education, increasing requirements for the quality of professional training of future specialists, the integration of European educational standards, the digitalization of the educational environment, the rapid development of innovative learning technologies, and the growing need for continuous professional development. The expediency of applying andragogical principles in the professional training of master's students as adult learners is substantiated, since they possess professional and life experience, demonstrate a conscious motivation for learning, and strive for professional self-realization and lifelong learning.

The study analyzes the essence of the concept of "professional competence of master's students," identifies its structural components, and characterizes the main pedagogical conditions for its effective formation within the master's degree system. Particular attention is paid to the role of andragogical principles, including learner subjectivity, partnership interaction between participants in the educational process, practical orientation of learning, reflexivity, individualization of educational trajectories, and orientation toward professional and personal development.

It is established that the implementation of the andragogical approach contributes to improving the quality of professional training of future specialists, developing their critical thinking, research competence, academic mobility, professional adaptability, and readiness for effective professional activity in conditions of constant educational change.

The article emphasizes that contemporary educational challenges require modernization of the content, forms, and methods of professional training in higher education institutions. Considerable attention is devoted to the introduction of innovative educational technologies, interactive teaching methods, digital resources, practice-oriented tasks, and research activities into the process of training master's students in Educational Sciences. The study proves that the andragogical approach creates favorable conditions for the formation of a competitive, professionally mobile, and competent specialist capable of continuous self-improvement, professional growth, and effective response to the dynamic challenges of the modern educational space.

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ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАГІСТРАНТІВ ОСВІТНІХ НАУК В УМОВАХ СУЧАСНИХ ОСВІТНІХ ВИКЛИКІВ: АНДРАГОГІЧНИЙ ВИМІР

Анотація. У статті розкрито проблему формування професійної компетентності магістрантів спеціальності 011 Освітні, педагогічні науки в умовах сучасних освітніх викликів крізь призму андрагогічного підходу. Актуальність дослідження зумовлена трансформаційними процесами у сфері вищої освіти, посиленням вимог до якості професійної підготовки майбутніх фахівців, необхідністю інтеграції європейських освітніх стандартів, цифровізацією освітнього середовища, розвитком інноваційних технологій навчання та потребою у забезпеченні безперервного професійного розвитку особистості. Обґрунтовано доцільність застосування андрагогічного підходу у професійній підготовці магістрантів як дорослих здобувачів освіти, які характеризуються наявністю професійного та життєвого досвіду, сформованою мотивацією до навчання, потребою у професійній самореалізації та здатністю до усвідомленого освітнього вибору.

У дослідженні проаналізовано сутність поняття «професійна компетентність магістранта», визначено її структурні компоненти та охарактеризовано основні умови ефективного формування в системі магістерської підготовки. Особливу увагу приділено ролі андрагогічних принципів, серед яких провідними визначено суб'єктність здобувача освіти, партнерську

взаємодію між учасниками освітнього процесу, практичну спрямованість навчання, рефлексивність, індивідуалізацію освітньої траєкторії та орієнтацію на професійний і особистісний розвиток. Встановлено, що використання андрагогічного підходу сприяє підвищенню рівня професійної підготовки магістрантів, розвитку їх критичного мислення, здатності до науково-дослідницької діяльності, академічної мобільності, професійної адаптивності та готовності до ефективної діяльності в умовах змін.

З'ясовано, що сучасні освітні виклики потребують оновлення змісту, форм і методів професійної підготовки майбутніх фахівців у галузі освіти. У статті акцентовано увагу на важливості впровадження інноваційних освітніх технологій, інтерактивних методів навчання, цифрових ресурсів, практикоорієнтованих завдань та дослідницької діяльності у процес професійної підготовки магістрантів. Доведено, що андрагогічний підхід забезпечує умови для формування конкурентоспроможного, мобільного та компетентного фахівця, здатного до безперервного професійного самовдосконалення та ефективного реагування на виклики сучасного освітнього простору.

Keywords: professional competence, master's students in Educational Sciences, andragogy, educational challenges, adult learners, higher education.

Relevance of the study. The contemporary higher education system is undergoing profound transformations driven by globalization processes, the digitalization of the educational space, Ukraine's integration into the European Higher Education Area, as well as social challenges related to the wartime and post-war period. Under these conditions, the issue of training master's students in Educational Sciences becomes particularly relevant, as they are expected not only to perform professional activities effectively but also to act as agents of change, leaders of educational transformations, and carriers of the values of a democratic and humanistic society.

Traditional pedagogical approaches, primarily focused on knowledge transmission, increasingly fail to meet the needs of adult learners who possess their own professional and life experience, established educational demands, and aspirations for self-realization and professional growth. This necessitates turning to andragogy as a scientific foundation for organizing adult learning, which emphasizes learner subjectivity, autonomy, reflexivity, and the practical orientation of the educational process.

The formation of professional competence of master's students in Educational Sciences under contemporary conditions cannot be effective without taking into account andragogical principles, including experiential learning, problem-oriented approaches, partnership-based interaction between teachers and

learners, as well as the integration of formal, non-formal, and informal education. It is precisely the andragogical dimension that makes it possible to view the professional training of master's students as a holistic, dynamic, and personalized process aimed at developing the capacity for lifelong professional self-improvement.

In this regard, the study of andragogical approaches to the formation of professional competence of master's students in Educational Sciences is relevant from both scientific and practical perspectives, as it contributes to improving the quality of training of future specialists and ensuring the alignment of educational programmes with contemporary challenges and societal needs.

Problem statement. Under the current conditions of higher education development, the issue of forming the professional competence of master's students in Educational Sciences has become particularly acute due to systemic educational challenges caused by digitalization, rapid changes in the labour market, the growing importance of lifelong learning, and the need to ensure the quality of specialist training in accordance with European standards. Master's programmes in Educational Sciences are primarily oriented toward adult learners who combine study with professional activity and possess established life and professional experience, which requires fundamentally different approaches to the organization of the educational process.

At the same time, traditional pedagogical models of instruction continue to dominate the practice of training master's students in Educational Sciences. These models insufficiently take into account the andragogical characteristics of adult learners, their need for autonomy, practical orientation of learning, and engagement in active professional reflection. This results in a contradiction between the increasing requirements for the level of graduates' professional competence and the limited capacity of traditional approaches to ensure its comprehensive and sustainable formation.

There is also an insufficient level of theoretical and methodological development regarding the integration of andragogical approaches into the content, forms, and methods of master's-level training in Educational Sciences. In particular, the mechanisms for implementing andragogical principles in the process of forming professional competence, as well as the conditions for their effective application in the context of contemporary educational challenges, require further clarification.

Thus, the research problem lies in the need for scientific substantiation and practical determination of the role of the andragogical approach in forming the professional competence of master's students in Educational Sciences as a response to contemporary educational challenges. This актуалізує the need to rethink traditional models of professional training and to develop andragogically oriented educational strategies in higher education.

Analysis of recent research and publications. The analysis of scholarly sources indicates a growing interest among domestic researchers in issues of andragogy and its implementation in the higher education system, particularly in the context of professional training of master's students and academic staff. At the same time, the problem of forming the professional competence of master's students in Educational Sciences while considering contemporary educational challenges requires further comprehensive examination.

In the works of **O**. V. Anishchenko **(**Anishchenko, 2018), the significance of professionalizing andragogical activity is substantiated, and prospects for the development of adult education are outlined, forming a methodological basis for the application of andragogical approaches in master's-level training. I. H. Herasymova **(**Herasymova, 2018) reveals the andragogical foundations of professional training of master's-level educators and the formation of professional mobility, emphasizing the role of experience and motivation of adult learners.

In the studies by O. P. Kirdan and O. L. Kirdan **(**Kirdan, & Kirdan), the andragogical approach is considered an important direction in modernizing the training of higher education learners, while the works of Yu. M. Lushchyk **(**Lushchyk), devoted to M. Knowles's concept, present the classical theoretical foundations of adult learning in higher education. The directions of preparing future academic staff for andragogical activity are highlighted in the publications of O. L. Samodumska **(**Samodumska, 2022) and co-authors**.**

Certain sector-specific aspects of applying andragogical principles are presented in the works of N. I. Chernenko **(**Chernenko, 2021), while the andragogical foundations of training master students in specific specializations are examined in the research of T. I. Shanskova **(**Shanskova, 2018).

However, despite the availability of substantial scholarly contributions on andragogy, the issue of a holistic andragogical approach to forming the professional competence of master's students in Educational Sciences under contemporary educational challenges remains insufficiently explored**,** which determines the relevance of the chosen research topic.

Purpose of the article. The purpose of the article is to provide a theoretical substantiation of the role of the andragogical approach in forming the professional competence of master's students in Educational Sciences under contemporary educational challenges, as well as to identify key andragogical principles, approaches, and aspects of their implementation in the master's training process in order to enhance its quality and practical orientation.

Complex global processes of globalization and internationalization have significantly influenced the development of higher education in Ukraine. Contemporary requirements, determined by the European orientation of Ukrainian higher education, stimulate the introduction of new educational

standards and the implementation of relevant pathways for the development of higher pedagogical education.

An important place in the process of improving higher education is occupied by the requirement for the quality and diversity of academic staff activities, particularly those involved in the training of future teachers. Such a lecturer must be capable not only of effective teaching, methodological, and research activity, but above all of generating and implementing new educational content and carrying out innovative activities aimed at integration into the international educational space.

An innovation-oriented educator prepares a new generation of pedagogical professionals capable of implementing the strategic goals of educational development. In this context, the problem of professional training of master's students in Educational Sciences, who must be ready to perform tasks of an innovative nature and apply modern educational technologies, becomes particularly significant and relevant.

One of the leading directions of professional training of master's students in pedagogical specialities is their education based on andragogical principles, which is inextricably linked to the characteristics of contemporary socio-economic development of society (Herasymova, 2018).

Andragogy is a science that studies adult education and is grounded in the idea of the necessity of lifelong learning. The rapid development of the modern world—market relations, the accelerated accumulation of new knowledge and the obsolescence of existing knowledge, intensive industrial development, technological change, updated qualification requirements for employees, structural transformations of the labour market, and active migration processes—demands continuous improvement of knowledge and acquisition of qualitatively new skills. Consequently, this creates the need for ongoing and lifelong learning, which can potentially compensate for gaps in the general cultural education of adults (Herasymova, 2016).

The profession of andragogue is relatively young, yet at the same time highly relevant and fully aligned with contemporary demands, having been officially included in the National Classifier of Occupations on February 15, 2019 (Ministry of Economic Development and Trade of Ukraine, 2019).

Master's students in Educational Sciences represent a significant potential pool of future higher education lecturers. Therefore, their training should be conducted in accordance with progressive trends in educational development, including the capacity to engage in adult education activities. Under current socio-cultural conditions, adult education plays a crucial role in addressing issues of societal humanization, fostering spirituality and tolerance, and promoting the democratization of social relations (Samodumska, ravchenko, Oblies, & Kuzmenko, 2022).

In contemporary academic discourse, andragogy is defined as the pedagogy of adults (Kirdan & Kirdan).

Adulthood is determined not only by age—although it is commonly associated with individuals aged 18 and older—but primarily by self-awareness, socio-economic independence, self-motivation, and related characteristics (Samodumska, ravchenko, Oblies, & Kuzmenko, 2022).

Currently, the age range of master's students in Educational Sciences has significantly expanded. Predominantly, these are individuals in early adulthood or mature adults whose primary motivation for learning is to meet socio-economic needs through acquiring new knowledge, skills, and competencies.

Adult learners require a qualitatively different approach to education—one that builds upon life experience and, in many cases, prior professional experience—and that aligns with the principles of autonomy, relevance, demand-orientation, systematicity, continuity, concreteness, visualization, contextuality, openness, consistency, and the integration of theory and practice (Shanskova, 2018).

Ensuring an adult education system staffed with competent professionals is possible through deepening the content and expanding the technologies of professional and pedagogical training of students enrolled in second-cycle (master's-level) educational programmes in the field of Education/Pedagogy, speciality 011 "Educational and Pedagogical Sciences." The training of master's students in Educational Sciences should be staged, holistic, and model-based, grounded in pedagogical principles and technologies. It requires the development and implementation of specialized programmes aimed at acquiring competencies for andragogical activity, resulting in graduates' readiness—future higher education lecturers—to educate adults in formal and non-formal educational settings (Anishchenko, 2018).

The successful integration of the andragogical learning model into widespread educational practice primarily depends on higher education lecturers' mastery of andragogical educational models, which are subsequently adopted by graduates prepared for pedagogical activity with adult learners. In preparing future master's-level andragogues, lecturers should prioritize relationships based on equal partnership, fostering a friendly and relaxed educational atmosphere grounded in mutual support and shared responsibility (Herasymova,2018).

According to qualification requirements, andragogues may be academic staff holding a full higher pedagogical education at the master's or specialist level, or individuals with a full higher education in a relevant professional field combined with specialized psychological and pedagogical training within an appropriate higher education programme.

The American theorist M. Knowles argues that for learners under the age of 18, a pedagogical model of education is more appropriate, whereas for older learners, adherence to andragogical principles is more suitable during professional training (Lushchyk).

A distinguishing feature of the andragogical learning model is its subject–subject nature of didactic interaction. Within this model, the lecturer-andragogue acts as a facilitator of educational processes, guiding learners' educational activities toward professional application while gradually transforming their cognitive needs and motives, goals, actions, means, objects, and learning outcomes (Chernenko, 2021).

Contemporary educational challenges encompass a complex set of social, technological, economic, and cultural changes that directly affect the higher education system. Key challenges include digital transformation of education, the growing role of distance and blended learning, the need to develop soft skills, increased demands for academic mobility, and the necessity of fostering resilience, critical thinking, and civic responsibility.

For master's students in Educational Sciences, these challenges imply not only the acquisition of theoretical knowledge but also the development of the ability to apply it in complex and non-standard professional situations. Therefore, professional competence is understood as an integrative personal characteristic that combines knowledge, skills, abilities, values, motivation, and practical professional experience.

The andragogical approach is based on the recognition of the adult learner as an active subject of the educational process. Its key principles include reliance on prior experience, orientation toward solving real professional problems, autonomy in learning, and intrinsic motivation for personal and professional development.

In the context of training master's students in Educational Sciences, andragogy implies a transition from an authoritarian teaching model to a partnership-based interaction, where the lecturer acts as a facilitator, tutor, or mentor. This approach promotes the development of reflective skills, professional responsibility, and readiness for lifelong learning.

The formation of professional competence in master's students in Educational Sciences within the andragogical framework involves:

- integration of theoretical knowledge with the practical experience of learners;
- the use of active and interactive teaching methods (case studies, project-based activities, professional discussions, and reflective practices);
- creation of an educational environment that encourages self-development and professional self-realization;

- individualization of educational trajectories according to the needs and professional goals of the students.

The application of andragogical approaches ensures the flexibility of the educational process and its responsiveness to the real demands of contemporary educational practice.

Conclusions. Summarizing the analysis, it can be concluded that the formation of professional competence in master's students in Educational Sciences under modern educational challenges is a complex and multidimensional process that requires a reconsideration of traditional approaches to higher education. Current socio-cultural and educational transformations place new demands on future education specialists, particularly regarding their ability to adapt, engage in innovative activities, and demonstrate professional responsibility.

The andragogical approach serves as an effective methodological foundation for the formation of professional competence in master's students, as it takes into account the characteristics of adult learners, their life and professional experience, motivational orientations, and need for self-realization. The implementation of andragogical principles enhances the practical focus of learning, fosters reflective skills, and develops readiness for continuous professional development.

Thus, the andragogical dimension of professional training for master's students in Educational Sciences provides a high-quality response to contemporary educational challenges and creates conditions for preparing competitive, competent, and socially responsible specialists. Future research prospects lie in the development of specific models and technologies for andragogy-oriented training of master's students in Educational Sciences.

Adult education today represents a contemporary pathway and an active mechanism for addressing current social changes. In organizing the learning process based on andragogical principles, it is crucial to integrate experiences from three domains: educational, professional, and social. The integration of andragogical experience into the training of master's students in Educational Sciences can be achieved through the enhancement of teaching methods, the use of blended learning, training techniques, and collaborative group interactions.

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A NEEDS-DRIVEN METHODOLOGICAL FRAMEWORK FOR TEACHING ENGLISH FOR SPECIFIC PURPOSES TO UNIVERSITY STUDENTS IN HISTORY

Abstract. The article addresses the methodological challenges of teaching English for Specific Purposes (ESP) to university students majoring in history within the context of contemporary higher education transformation. In the era of globalization, internationalization of science, and increasing academic mobility, English has become the dominant language of scholarly communication, which significantly affects the training requirements of future historians. However, traditional foreign language teaching approaches in many higher education institutions still focus primarily on general language competence and do not sufficiently reflect the discipline-specific academic and professional needs of history students. This mismatch often results in reduced motivation, limited applicability of acquired skills, and insufficient preparation for participation in international academic discourse.

The purpose of this study is to develop and theoretically substantiate a needs-driven methodological framework for teaching ESP tailored specifically to history students. The study is based on a comprehensive analysis of pedagogical literature, ESP theory, and higher education practices, as well as the author's teaching experience and elements of empirical observation. The proposed framework is grounded in the concept of needs analysis, which identifies the academic, professional, and communicative requirements of learners and integrates them into curriculum design, teaching strategies, and assessment methods.

The article argues that the effective teaching of ESP for historians should incorporate authentic historical materials, including primary and secondary

sources, scholarly articles, and historiographical texts in English. It also emphasizes the importance of developing academic literacy skills such as reading comprehension, critical analysis, academic writing, and oral presentation. Furthermore, the integration of task-based learning and interdisciplinary approaches is highlighted as a means of simulating real professional situations and enhancing student engagement.

The findings suggest that a needs-driven approach significantly improves students' motivation, language proficiency, and ability to operate in international academic environments. The article concludes with practical recommendations for implementing the proposed framework in Ukrainian higher education institutions, contributing to the modernization of language education and the development of competitive, globally oriented historians.

Keywords: English for Specific Purposes, history education, needs analysis, academic English, higher education, methodology, professional competence.

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ОРІЄНТОВАНА НА ПОТРЕБИ МЕТОДОЛОГІЧНА ОСНОВА ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ СТУДЕНТАМ ІСТОРИЧНИХ СПЕЦІАЛЬНОСТЕЙ

Анотація. У статті досліджуються методологічні засади викладання англійської мови за професійним спрямуванням (ESP) для студентів історичних спеціальностей у сучасних умовах трансформації вищої освіти. У контексті глобалізації, інтернаціоналізації науки та зростання академічної мобільності англійська мова стала ключовим інструментом наукової комунікації, що зумовлює необхідність перегляду підходів до мовної підготовки майбутніх істориків. Водночас традиційні методики навчання іноземних мов у закладах вищої освіти часто орієнтовані на формування загальних мовних компетентностей і не враховують специфічних академічних та професійних потреб студентів-істориків. Це призводить до

зниження мотивації, недостатнього рівня практичного застосування знань та обмежених можливостей інтеграції у міжнародний науковий простір.

Метою статті є розробка та теоретичне обґрунтування needs-driven методологічної моделі викладання ESP для студентів історії. Дослідження базується на аналізі сучасної педагогічної літератури, теорії ESP, освітніх практик, а також узагальненні власного викладацького досвіду автора. Центральним елементом запропонованої моделі є аналіз потреб студентів, що дозволяє визначити їхні академічні, професійні та комунікативні запити і інтегрувати їх у зміст навчання, методи викладання та систему оцінювання.

У статті обґрунтовується необхідність використання автентичних історичних матеріалів англійською мовою, зокрема першоджерел, наукових статей та історіографічних текстів. Значна увага приділяється формуванню академічної грамотності, розвитку навичок критичного мислення, академічного письма та усної презентації. Підкреслюється ефективність використання завданнєвого підходу та міждисциплінарної інтеграції, що дозволяє моделювати реальні професійні ситуації.

Зроблено висновок, що needs-driven підхід сприяє підвищенню мотивації студентів, покращенню результатів навчання та формуванню здатності до участі в міжнародному академічному середовищі. Запропоновано практичні рекомендації щодо впровадження цієї моделі у закладах вищої освіти України.

Ключові слова: ESP, історична освіта, аналіз потреб, академічна англійська, методика викладання, професійна компетентність.

Problem statement. The transformation of higher education in the 21st century is characterized by intensified globalization processes, the expansion of international academic networks, and the growing importance of English as the dominant language of scientific communication. These changes have fundamentally redefined the competencies required from university graduates, including students in the field of history. Historians are no longer confined to national historiographies; instead, they operate within an increasingly interconnected scholarly environment where access to international literature, participation in academic debates, and publication in global journals are essential components of professional development.

In this context, the role of English for Specific Purposes (ESP) has become particularly significant. However, despite the growing importance of English in academic and professional contexts, language instruction in many higher education institutions remains predominantly general in nature. Courses often focus on grammar, general vocabulary, and everyday communication, without sufficiently addressing the specific linguistic and discursive practices required

in the field of history. As a result, students may possess a basic level of language proficiency but lack the ability to read scholarly texts efficiently, write academic papers, or engage in professional discussions in English.

This discrepancy between educational practices and real-world academic demands highlights a critical methodological gap. There is a pressing need for a structured, needs-driven approach that aligns language teaching with the disciplinary requirements of history students.

Such an approach must take into account not only linguistic competence but also the development of academic literacy, critical thinking, and professional communication skills.

Analysis of recent research and publications. The concept of English for Specific Purposes has been extensively explored in linguistic and pedagogical research. Hutchinson and Waters [1] introduced ESP as an approach rather than a product, emphasizing the central role of learners' needs in shaping course design. This perspective shifted the focus from generalized language instruction to a more targeted, learner-centered methodology.

Dudley-Evans and St John [2] further developed the theoretical framework of ESP by defining it as a teaching approach that integrates language, skills, and content relevant to specific disciplines. They highlighted the importance of collaboration between language teachers and subject specialists in order to ensure the relevance of instructional materials.

Hyland [3] expanded the discussion by emphasizing the role of academic discourse and genre analysis in ESP, arguing that students must be familiar with the conventions of scholarly communication within their discipline. Basturkmen [4] focused on practical aspects of ESP course design, including needs analysis, syllabus development, and assessment strategies.

More recent studies [5; 6] have underscored the importance of authenticity, task-based learning, and the use of real-life materials in ESP instruction. These approaches aim to simulate actual professional situations and thereby enhance students' engagement and motivation.

Despite these theoretical advancements, relatively little attention has been paid to the specific needs of history students. Existing studies tend to focus on fields such as business, engineering, or medicine, leaving a noticeable gap in the literature concerning humanities-oriented ESP. This gap justifies the need for a specialized methodological framework tailored to history students.

The purpose of the article is to develop and theoretically substantiate a needs-driven methodological framework for teaching English for Specific Purposes to university students specializing in history. The study aims to identify key academic and professional needs of history students and to propose a structured approach that integrates language learning with disciplinary content.

Presentation of the main material. The field of English for Specific Purposes (ESP) has developed into a well-established area within applied linguistics, offering both theoretical foundations and practical methodologies for discipline-oriented language teaching. One of the most influential contributions to ESP theory is the work of Hutchinson and Waters [1], who conceptualized ESP not as a product but as an approach grounded in the analysis of learners' needs. According to their perspective, the defining characteristic of ESP lies in its responsiveness to the specific purposes for which learners require the language. This shift from a teacher-centered to a learner-centered paradigm marked a turning point in language pedagogy, emphasizing the importance of tailoring course content, materials, and methods to the actual communicative demands of students.

Building upon this foundation, Dudley-Evans and St John [2] provided a comprehensive framework for ESP, identifying its key characteristics and distinguishing between absolute and variable features. They emphasized that ESP is defined by its focus on meeting learners' specific needs, the use of methodologies and activities underlying the discipline it serves, and its orientation towards language appropriate to particular professional or academic contexts. Importantly, they also highlighted the role of collaboration between language instructors and subject specialists, arguing that effective ESP teaching requires an interdisciplinary approach. This insight is particularly relevant in the context of history education, where language learning must be closely integrated with historiographical practices and analytical skills.

The development of ESP has also been significantly influenced by research on English for Academic Purposes (EAP), a subfield that focuses on academic discourse and literacy. Hyland [3] stresses that academic communication is not merely a matter of linguistic competence but involves mastery of specific genres, rhetorical structures, and disciplinary conventions. He argues that students must learn how knowledge is constructed and communicated within their field, including how arguments are formulated, evidence is presented, and sources are referenced. This perspective is crucial for history students, who must engage with complex texts, interpret multiple viewpoints, and produce well-structured academic writing.

In addition to theoretical contributions, practical approaches to ESP course design have been elaborated by Basturkmen [4], who outlines key stages such as needs analysis, syllabus design, materials development, and evaluation. She emphasizes that needs analysis should not be seen as a one-time activity but as an ongoing process that informs all aspects of course development. The study also highlights the importance of authenticity in teaching materials, suggesting that the use of real-life texts and tasks enhances both relevance and learner motivation.

For history students, this implies the incorporation of primary sources, archival documents, and scholarly articles into the language classroom.

More recent contributions have further refined ESP methodology. Anthony [5] provides an updated overview of ESP, emphasizing its dynamic and evolving nature in response to changes in global communication and technology. He underscores the importance of flexibility in course design and the need to adapt teaching practices to diverse learning contexts. Anthony also points out that ESP should equip learners with the ability to function effectively in real-world situations, which requires not only linguistic competence but also strategic and intercultural skills.

Similarly, Flowerdew [6] focuses on discourse analysis in EAP, highlighting the significance of understanding how language operates within specific academic contexts. He argues that exposure to authentic discourse enables students to internalize the norms and expectations of their discipline. This approach is particularly relevant for history students, as it allows them to become familiar with historiographical debates, narrative structures, and the language of argumentation.

Despite these extensive theoretical and methodological developments, the application of ESP to the humanities, and specifically to history, remains relatively underexplored. Much of the existing literature has concentrated on fields such as business, engineering, and medicine, where professional communication needs are more clearly defined and often more standardized. In contrast, the needs of history students are more complex and multifaceted, involving not only the acquisition of specialized vocabulary but also the development of interpretative and analytical skills.

Furthermore, the traditional emphasis on reading and translation in history-related language courses has often limited the scope of language instruction. While these skills are undoubtedly important, they do not fully address the communicative demands of modern academic practice, which include writing research papers, presenting findings, and engaging in scholarly discussions. Therefore, there is a need to move beyond traditional approaches and adopt a more comprehensive, needs-driven framework that integrates language learning with disciplinary practices.

In this regard, a needs-driven ESP model for history students should incorporate several additional pedagogical dimensions. First, greater emphasis must be placed on genre-based instruction, which enables students to recognize and reproduce the structural and rhetorical conventions of historical writing, such as essays, reviews, and research articles. As Hyland [3] notes, genre awareness is essential for successful academic communication, as it allows learners to participate effectively in disciplinary discourse communities.

Second, the integration of critical discourse analysis into ESP teaching can significantly enhance students' interpretative skills. History as a discipline requires not only the comprehension of texts but also the ability to question sources, identify biases, and understand the socio-political context of narratives. Incorporating analytical frameworks inspired by Flowerdew [6] allows students to approach texts more critically and develop deeper academic literacy.

Third, the use of project-based and research-oriented tasks can bridge the gap between language learning and professional practice. For example, students may be asked to prepare mini-research projects using English-language sources, write annotated bibliographies, or present historiographical debates. Such activities not only develop language skills but also foster independent learning and research competence [4; 5].

Another important dimension is the development of intercultural communicative competence, which is increasingly relevant in the global academic environment. Historians often engage with diverse perspectives and cultural contexts, and effective communication in English requires sensitivity to these differences. ESP courses should therefore include elements of intercultural training, enabling students to navigate international academic settings more confidently.

Finally, the incorporation of digital literacy is essential in contemporary ESP teaching. Access to online databases, digital archives, and academic platforms has transformed the way historians conduct research. Integrating these tools into language instruction not only enhances authenticity but also prepares students for the realities of modern scholarship. This aligns with the dynamic perspective on ESP highlights the impact of technological developments on language learning [5].

In conclusion, the existing body of research provides a solid foundation for the development of ESP methodologies, highlighting the importance of needs analysis, authenticity, and disciplinary integration. However, the specific application of these principles to history education requires further elaboration. The present study seeks to address this gap by proposing a methodological framework that aligns ESP teaching with the academic and professional needs of history students.

Conclusions. The study demonstrates that a needs-driven methodological framework offers a comprehensive and effective approach to teaching English for Specific Purposes to history students. By aligning language instruction with academic and professional requirements, it addresses the limitations of traditional teaching methods and enhances the overall quality of education.

The implementation of this framework contributes to the development of essential competencies, including academic literacy, critical thinking, and

professional communication skills. It also increases student motivation and prepares them for participation in international academic environments.

In the context of Ukrainian higher education, the adoption of such an approach is particularly relevant, as it supports the integration of national educational systems into the global academic community. Future research should focus on empirical validation of the proposed framework and its adaptation to other disciplines within the humanities.

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INTERDISCIPLINARY INTEGRATION OF BIOLOGICAL CHEMISTRY, MICROBIOLOGY, AND HUMAN PHYSIOLOGY IN THE FORMATION OF STUDENTS' NATURAL-SCIENTIFIC THINKING

Abstract. The article investigates the problem of developing students' scientific thinking in the natural sciences through interdisciplinary integration of biological chemistry, microbiology, and human physiology. It is substantiated that the combination of knowledge about the chemistry of biological processes, the functioning of microorganisms, and physiological mechanisms of the human body overcomes the fragmentation of learning and contributes to the formation of a holistic scientific worldview of future specialists in natural science education.

The study employs a set of theoretical and empirical methods, including analysis and synthesis of scientific sources, a pedagogical experiment (n=50), and an author-developed assessment scale for measuring levels of scientific thinking development. Pearson's chi-square test (χ^2) was applied for statistical processing of the results, ensuring the objectivity of data interpretation and confirming their reliability.

An integrated teaching model based on a single biological process—fermentation—was developed and implemented as a system-forming basis for integrating the content of different natural science disciplines. The results demonstrate that its application significantly improves students' level of scientific thinking, particularly their ability to conduct in-depth analysis of biological phenomena, establish interdisciplinary connections, and solve integrated learning tasks in modified conditions.

It is proved that interdisciplinary integration is an effective pedagogical tool for developing systems thinking in higher education students and corresponds to the current requirements of competence-based education. The practical significance of the results lies in their applicability for improving the methodology of teaching natural science disciplines, enhancing the quality of professional training of future specialists, and developing their research competence.

Keywords: interdisciplinary integration; scientific thinking in natural sciences; biological chemistry; microbiology; human physiology; systems thinking; competence-based education; fermentation.

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МІЖПРЕДМЕТНА ІНТЕГРАЦІЯ БІОЛОГІЧНОЇ ХІМІЇ, МІКРОБІОЛОГІЇ ТА ФІЗІОЛОГІЇ ЛЮДИНИ У ФОРМУВАННІ ПРИРОДНИЧО-НАУКОВОГО МИСЛЕННЯ СТУДЕНТІВ

Анотація. У статті досліджено проблему формування природничо-наукового мислення студентів у процесі міжпредметної інтеграції біологічної хімії, мікробіології та фізіології людини. Обґрунтовано, що поєднання знань про хімізм біологічних процесів, функціонування мікроорганізмів та фізіологічні механізми організму забезпечує подолання фрагментарності навчання та сприяє формуванню цілісного наукового світогляду майбутніх фахівців у галузі природничої освіти.

У дослідженні використано комплекс теоретичних і емпіричних методів, зокрема аналіз і узагальнення наукових джерел, педагогічний експеримент (n=50), а також авторську шкалу оцінювання рівнів сформованості природничо-наукового мислення. Для статистичної обробки результатів застосовано критерій хі-квадрат Пірсона (χ^2), що дозволило забезпечити об’єктивність інтерпретації отриманих даних та підтвердити їх достовірність.

Розроблено та впроваджено інтегровану модель навчання, що ґрунтується на єдиному біологічному процесі — ферментації, який використано як системоутворювальну основу для поєднання змісту різних природничих дисциплін. Встановлено, що її застосування сприяє суттєвому підвищенню рівня сформованості природничо-наукового мислення студентів, зокрема розвитку здатності до глибокого аналізу біологічних явищ, встановлення міждисциплінарних зв’язків та розв’язання інтегрованих навчальних завдань у змінених умовах.

Доведено, що міжпредметна інтеграція є ефективним педагогічним інструментом формування системного мислення студентів у закладах вищої освіти та відповідає сучасним вимогам компетентнісно орієнтованої освіти. Практичне значення результатів полягає у можливості їх використання для вдосконалення методики викладання природничих дисциплін, підвищення

якості професійної підготовки майбутніх фахівців та розвитку їхньої дослідницької компетентності.

Ключові слова: міжпредметна інтеграція; природничо-наукове мислення; біологічна хімія; мікробіологія; фізіологія людини; системне мислення; компетентнісна освіта; ферментація.

Problem Statement. The modern higher education system is undergoing a profound transformation driven by the shift from a knowledge-based to a competence-based paradigm of learning. One of the key requirements of contemporary education is the development of students' scientific thinking in the natural sciences as an integrative cognitive capacity that ensures an understanding of the laws governing the functioning of living nature at various levels of organization.

However, in the practice of teaching natural science disciplines in higher education institutions, there remains a persistent tendency to fragmentation. Biological chemistry, microbiology, and human physiology are traditionally taught as separate academic courses, which leads to the isolated acquisition of knowledge and prevents the formation of a holistic understanding of biological processes. This significantly hinders the development of students' systems thinking and reduces their capacity for interdisciplinary analysis.

The fragmentation of knowledge is manifested in the fact that students are able to reproduce individual biochemical reactions or describe microbiological processes, yet experience considerable difficulties in explaining their interconnection with the physiological functions of the human body. This indicates an insufficient level of integrative thinking, which serves as a foundation of modern natural science education.

This problem is particularly relevant in the context of competence-based education, which emphasizes not the mechanical reproduction of information, but the ability to analyze, synthesize, generalize, and apply knowledge in practice. The formation of scientific thinking in the natural sciences is considered one of the key outcomes of the professional training of future educators and natural science specialists. Therefore, there is a clear need to identify effective pedagogical approaches that ensure the integration of natural science content and create conditions for a holistic understanding of biological processes.

The relevance of this study is further reinforced by the need to improve the methodology of teaching natural science disciplines in higher education institutions. The traditional learning model is often primarily oriented toward the acquisition of theoretical knowledge, whereas modern education requires the development of analytical, critical, and integrative thinking. Consequently, the use of interdisciplinary integration in teaching natural science disciplines can

serve as an effective pedagogical tool for developing students' scientific competence in the natural sciences.

Analysis of Recent Research and Publications. The problem of interdisciplinary integration within modern natural science education is actively investigated by scholars, who consider it one of the leading means of developing systems thinking and professional competence in future specialists. O. Kinash [1] emphasizes that interdisciplinary integration in the study of biomedical disciplines ensures a holistic understanding of biological processes and promotes the development of students' professional thinking. N. Kuruts, Ya. Hasynets, and M. Vakerych [2] stress the necessity of combining theoretical knowledge with practical and research activities, which enables a comprehensive analysis of natural phenomena. V. Meniadlo [3] highlights that the training of natural science specialists should be oriented toward the development of research and innovative thinking, which is formed precisely through the integration of knowledge from different scientific fields.

The issue of developing students' scientific thinking in the natural sciences is addressed in the works of A. Silveistr [4], who defines it as a higher form of cognitive activity involving the ability to identify patterns, analyze, and generalize scientific information. S. Stadnichenko [5] emphasizes that interdisciplinary integration contributes to the development of students' analytical thinking and their ability to comprehensively explain biological and physiological processes. A. Shulhai [6] considers the integration of disciplines as an important component of problem-based learning that ensures a holistic understanding of human body functioning and increases the effectiveness of learning.

Thus, the analysis of scientific literature shows that the problem of interdisciplinary integration in natural science education is both relevant and multifaceted. Researchers emphasize the importance of combining biological chemistry, microbiology, and human physiology for the development of systems thinking; however, the use of a single biological process as an integrative basis for learning remains insufficiently explored. This issue requires further scientific substantiation of integrated models for developing students' scientific thinking in the natural sciences during their professional training.

Formulation of Article Objectives. The aim of this article is to theoretically substantiate and experimentally verify the effectiveness of interdisciplinary integration of biological chemistry, microbiology, and human physiology as a means of developing students' scientific thinking in the natural sciences based on the study of the fermentation process.

MAIN BODY. In modern natural science education, the formation of scientific thinking is viewed as a complex, multilevel process that involves not only the acquisition of theoretical knowledge but also the ability to

comprehensively analyze biological phenomena, establish connections between scientific concepts, and explain processes at the molecular, cellular, and organismal levels. For this reason, interdisciplinary integration plays a crucial role, enabling the consolidation of knowledge from different disciplines into a coherent system and supporting the formation of students' scientific worldview.

Scientific thinking in the natural sciences is characterized by the ability to establish cause-and-effect relationships in natural phenomena, analyze biological processes, generalize observational data, and apply scientific knowledge in practical contexts. For modern students, it is essential not only to know isolated definitions or mechanisms but also to understand the underlying logic of living systems. This competence is fundamental to the development of professional competence in future educators and natural science specialists.

Researcher A. Silveistr [4, p. 204] defines scientific thinking in the natural sciences as a complex form of cognitive activity formed through systems analysis of natural phenomena, the establishment of cause-and-effect relationships, and the generalization of scientific facts. The author emphasizes that the development of this type of thinking requires not only the acquisition of theoretical knowledge but also the ability to integrate information from different natural science disciplines into a unified logical system. In modern natural science education, this is particularly important, as a holistic understanding of biological processes enables students to move from mechanical memorization to conscious scientific analysis and explanation of natural phenomena.

The problem of developing scientific thinking in higher education students in the study of biophysics is examined by S. Stadnichenko [5]. The author notes that interdisciplinary integration promotes a deeper understanding of natural processes, enhances students' analytical thinking, and develops the ability to explain biological phenomena from the perspective of different sciences. Particular attention is paid to the development of skills for comprehensive analysis of physiological processes and the application of integrated knowledge in professional activities.

The significance of interdisciplinary integration in problem-based learning is highlighted by A. Shulhai [6, p. 113], who emphasizes that the integration of natural science disciplines enables the formation of a holistic understanding of human body functioning and supports the development of both clinical and scientific thinking. The author stresses that comprehensive analysis of biological processes ensures a higher level of knowledge acquisition and increases students' learning motivation.

The importance of interdisciplinary integration in natural science education is also substantiated by O. Kinash [1, p. 223], who emphasizes that combining knowledge from different fields of biology and medicine provides a deeper

understanding of biological processes and improves the effectiveness of professional training. The author underlines that integrated learning contributes to the development of clinical and analytical thinking, the ability to establish interdisciplinary connections, and the application of knowledge in practice. In modern education, interdisciplinary integration is considered a necessary condition for the transition from fragmented knowledge acquisition to systems-based scientific thinking.

Methodological aspects of integrated learning in natural sciences are discussed in the work of N. Kuruts, Ya. Hasynets, and M. Vakerych [2, p. 75], where the authors emphasize the importance of combining theoretical content with students' practical and research activities. They note that modern biology education should aim not only at mastering individual facts but also at developing the ability to comprehensively analyze natural phenomena, establish cause-and-effect relationships, and apply knowledge in new situations. Problem-based and practice-oriented teaching methods are particularly important, as they stimulate cognitive activity and support the development of research skills.

The issue of developing research and innovative thinking in future natural science specialists is examined by V. Meniadlo [3], who emphasizes that modern natural science education must prepare competitive specialists capable of scientific analysis, critical thinking, and knowledge integration across disciplines. The author stresses that one of the key directions in modernizing natural science education is the implementation of integrated learning models that develop students' holistic understanding of natural processes and contribute to a scientific way of thinking.

Thus, one of the most effective means of developing scientific thinking in the natural sciences is the use of integrated learning models in which several disciplines are unified around a single biological process. Such an approach helps avoid fragmentation of knowledge and contributes to the development of a systems-based understanding of natural phenomena.

In this study, the process of fermentation is used as the basis for interdisciplinary integration, enabling a comprehensive combination of biological chemistry, microbiology, and human physiology into a unified logical system. The biochemical aspect explains the enzymatic breakdown of organic substances and energy production processes; the microbiological aspect reveals the role of yeast microorganisms in fermentation; and the physiological aspect clarifies the significance of fermentation products and metabolic processes for human body functioning [4, p. 205]. This integration enables students not only to acquire theoretical knowledge but also to develop a holistic scientific understanding of biological processes, establish interdisciplinary connections, and strengthen systems thinking.

Biological chemistry is a natural science discipline that studies the chemical composition of living organisms, molecular mechanisms of life activity, and metabolic processes that ensure cellular and organismal functioning. In this study, the biochemical aspect of fermentation explains enzymatic glucose breakdown, ATP production, and anaerobic metabolism. Biological chemistry thus forms students' understanding of the molecular basis of energy processes and the relationship between chemical reactions and living systems [3].

Microbiology studies the structure, properties, and life activity of microorganisms, as well as their role in natural, medical, and biotechnological processes. In the study of fermentation, the microbiological component reveals the role of yeast fungi and other microorganisms in fermentation processes, the conditions of their activity, and factors influencing fermentation intensity. This allows students to understand the relationship between microbial activity and biochemical changes during fermentation.

Human physiology studies the functions of the human body, the mechanisms of organ and system activity, and the maintenance of homeostasis. In the context of fermentation, the physiological aspect explains the role of fermentation products in human metabolism, the function of microflora in digestion, metabolic processes, and the maintenance of the internal environment of the body [6]. The integration of physiological, microbiological, and biochemical approaches ensures a holistic understanding of biological processes and supports the development of scientific thinking in the natural sciences.

Thus, a single biological process serves as a foundation for integrating three disciplines and fosters a systems-based understanding of natural phenomena among students. In such learning conditions, students do not merely memorize isolated facts but learn to comprehensively analyze biological processes, establish connections between different levels of organization of living matter, and explain natural phenomena from the perspective of multiple sciences simultaneously.

EXPERIMENTAL METHODOLOGY. To verify the effectiveness of the proposed integrative approach, a pedagogical experiment was conducted at Izmail State University of Humanities and Sumy State Pedagogical University named after A.S. Makarenko. The study involved students in natural science and pedagogical programmes within the higher education curriculum.

The sample included 50 second-year students, divided into two equivalent groups: a control group (n = 25) and an experimental group (n = 25). The diagnostic stage showed that the baseline levels of scientific thinking in the natural sciences were nearly identical in both groups.

To evaluate the effectiveness of interdisciplinary integration of biological chemistry, microbiology, and human physiology, a system of assessment criteria was developed to measure students' level of scientific thinking in the natural

sciences. The research design was based on comparing the results of the control and experimental groups after studying fermentation processes in an integrated format.

In the control group, instruction followed a traditional model, in which disciplines were taught separately without purposeful integration. In the experimental group, an integrated approach was implemented, in which the fermentation process was studied comprehensively from the perspectives of biological chemistry, microbiology, and human physiology. During classes, students analyzed enzymatic glucose breakdown, the role of yeast microorganisms in fermentation, and the physiological significance of fermentation products for the human body. This approach supported the development of a holistic understanding of the biological process and the establishment of cause-and-effect relationships across disciplines.

To ensure objectivity of assessment, a scoring system was developed. Each of four criteria (holistic understanding of the process, formation of interdisciplinary connections, analytical thinking, and ability to apply knowledge) was evaluated on a 25-point scale. The total score (maximum 100 points) allowed students to be classified into three levels: low (1–59 points), corresponding to reproductive learning; medium (60–81 points), representing a constructive-analytical level; and high (82–100 points), reflecting a creative-integrative level of scientific thinking in the natural sciences.

The assessment was based on the following criteria.

The first criterion was the level of holistic understanding of the biological process, which reflected students' ability to explain fermentation not as an isolated reaction or microbial activity, but as an integrated biological process involving molecular, microbiological, and physiological mechanisms. Particular attention was paid to the ability to describe process sequences, explain energy transformation mechanisms, and identify the role of fermentation products in organism functioning.

The second criterion was the level of interdisciplinary connection formation. It assessed students' ability to integrate knowledge from biological chemistry, microbiology, and human physiology when explaining a single biological phenomenon. A key indicator was not the possession of isolated disciplinary knowledge, but the ability to combine it into a coherent system.

The third criterion was the level of analytical thinking, which included the ability to establish cause-and-effect relationships, analyze fermentation conditions, evaluate the influence of external factors on microbial activity, and formulate scientifically grounded conclusions. Special emphasis was placed on argumentation skills and the ability to explain biological phenomena from multiple scientific perspectives.

The fourth criterion was the ability to apply knowledge in new situations. This criterion assessed students' capacity to transfer knowledge of fermentation processes to the analysis of other biological processes related to metabolism, microbial activity, and physiological functions. Students performed problem-based tasks requiring the use of integrated knowledge in modified learning conditions.

To diagnose these criteria, tests, oral questioning, analysis of student responses during integrated classes, and practical and research assignments were used. Tests assessed not only theoretical knowledge but also the ability to establish interdisciplinary connections. Oral responses were used to evaluate reasoning, argumentation, and causal explanation skills. Practical tasks included analysis of fermentation processes, observation of yeast activity, and interpretation of results from the perspective of the three disciplines.

Based on task performance, three levels of scientific thinking in the natural sciences were identified: low, medium, and high.

1. The low level was characterized by fragmented knowledge and difficulties in establishing interdisciplinary connections.

2. The medium level reflected partial understanding of integration and the ability to explain individual aspects of the process.

3. The high level was characterized by a systems-based understanding of the biological process, comprehensive analysis skills, and the ability to apply integrated knowledge in new learning situations.

Assessment results were expressed as percentages, enabling comparative analysis between the control and experimental groups and evaluation of the effectiveness of the integrated approach.

For a more detailed analysis, students' levels of scientific thinking in the natural sciences were compared at the diagnostic (baseline) and formative stages of the experiment. The data showed that prior to the implementation of the integrated approach, both groups demonstrated similar indicators. In the control group, a high level was observed in 28% of students, a medium level in 49%, and a low level in 23%. In the experimental group, the high level accounted for 30%, the medium level for 47%, and the low level for 23%. These results (see Table 1) indicate that most students demonstrated only a partial understanding of interdisciplinary connections and tended to perceive educational material in a fragmented manner, without a holistic view of biological processes.

Table 1.

Levels of students' scientific thinking in the natural sciences at the diagnostic (baseline) stage (%)

Level	Control group	Experimental group
High	28%	30%

Level	Control group	Experimental group
Medium	49%	47%
Low	23%	23%

An analysis of the diagnostic-stage results revealed that students experienced the greatest difficulties in explaining cause-and-effect relationships between biochemical reactions, microbial activity, and physiological processes in the human body. A considerable proportion of students were able to reproduce isolated theoretical facts from individual disciplines but were unable to integrate them into a coherent system of knowledge. During practical and analytical tasks, students predominantly approached the fermentation process from the perspective of a single discipline, without establishing meaningful interconnections among molecular, microbiological, and physiological mechanisms.

The quantitative analysis of the results demonstrated positive dynamics following the implementation of the integrated teaching methodology in the experimental group, along with a substantial increase in the level of scientific thinking in the natural sciences. In this group, a high level was demonstrated by 78% of students, a medium level by 18%, and a low level by 4%. Positive changes were also observed in the control group; however, they were significantly less pronounced: a high level was identified in 45% of students, a medium level in 40%, and a low level in 15%. A comparative analysis of the results (see Table 2) confirmed that interdisciplinary integration ensures a significantly more effective development of students' systems-based understanding of biological processes compared to the traditional teaching model.

Table 2.

Comparative results of students' scientific thinking in the natural sciences at the summative stage (%)

Level	Control group	Experimental group
High	28%	30%
Medium	49%	47%
Low	23%	23%

The reliability of the differences between the control and experimental groups at the end of the formative stage was confirmed using mathematical statistical methods. The application of Pearson's chi-squared test ($\chi^2_calc > \chi^2_crit$ at $p < 0.05$) indicates that the obtained results are not random, confirming their statistical significance and demonstrating that the observed changes were directly associated with the implementation of the integrated learning model.

The findings show that students in the experimental group demonstrated a significantly higher ability to integrate knowledge compared to those taught using

the traditional approach. In particular, they developed a more conscious understanding of the interrelationships among biochemical processes, microbial activity, and physiological functions of the human body, which serves as an important indicator of scientific thinking in the natural sciences.

Significant improvements were observed in the criterion of interdisciplinary connections. At the beginning of the study, only 32% of students in the experimental group were able to comprehensively explain the relationship between fermentation processes, yeast activity, and the physiological significance of fermentation products. After the implementation of the integrated instruction, this indicator increased to 81%. In the control group, the corresponding increase was from 31% to 52%. These results demonstrate that integrated learning is substantially more effective in developing the ability to analyze biological processes in a holistic manner.

Positive dynamics were also recorded in the development of analytical thinking. After the intervention, 74% of students in the experimental group demonstrated a high level of ability to establish cause-and-effect relationships and provide well-reasoned explanations of fermentation processes at different levels of biological organization. In the control group, this figure reached 48%. At the same time, the proportion of students with a low level of analytical thinking in the experimental group decreased from 26% to 5%, whereas in the control group it decreased only to 17%.

The study further confirmed the effectiveness of the integrated approach in developing students' ability to apply knowledge in new learning situations. Students in the experimental group were significantly more successful in transferring acquired knowledge of fermentation to explain other biological processes related to metabolism, enzymatic reactions, and microbial activity. A high level of this competence was observed in 76% of students in the experimental group, compared to 46% in the control group. This indicates that integrated learning contributes not only to topic-specific knowledge acquisition but also to the development of transferable scientific competences.

An analysis of the results presented in Table 2 revealed significant qualitative changes in the experimental group. The quantitative data confirm a marked increase in the proportion of students demonstrating a high level of scientific thinking in the natural sciences, supporting the hypothesis that interdisciplinary integration is an effective tool for developing students' cognitive capacities.

The results obtained in the control group indicate that, under traditional separated instruction, students predominantly demonstrate a medium level of scientific thinking, characterized by partial understanding of interdisciplinary connections and limited ability to independently establish them. This confirms

that, in the absence of purposeful integration, the development of systems thinking occurs more slowly and less effectively.

Overall, the findings of the study provide evidence that the interdisciplinary integration of biological chemistry, microbiology, and human physiology is an effective pedagogical approach to developing students' scientific thinking in the natural sciences.

The use of fermentation as a model object of integrated learning supports the development of systems-based understanding of biological processes, analytical skills, and the ability to apply knowledge in professional training.

Conclusions. The study addresses an important pedagogical issue related to the fragmentation of natural science disciplines in higher education and the need to develop students' scientific thinking in the natural sciences under competence-based education.

The results obtained confirm that interdisciplinary integration of biological chemistry, microbiology, and human physiology, based on a single biological process (fermentation), is an effective pedagogical tool for forming systems-based scientific thinking. The experimental data demonstrate a statistically significant improvement in students' ability to integrate knowledge, establish inter-disciplinary connections, and analyze biological processes at different levels of organization of living matter.

It has been established that the most pronounced positive dynamics were observed in the experimental group, where the implementation of the integrated learning model contributed to a substantial increase in the proportion of students with a high level of scientific thinking.

In particular, students demonstrated improved analytical skills, a deeper understanding of cause-and-effect relationships, and a higher ability to transfer knowledge to new learning situations.

The study confirms that traditional subject-based instruction leads predominantly to fragmented knowledge acquisition and limits the development of systems thinking.

In contrast, the proposed integrative approach ensures a transition from reproductive learning to analytical and creative cognitive activity.

Thus, interdisciplinary integration creates conditions for the holistic perception of biological processes, supports the development of analytical and research skills, and enhances the effectiveness of professional training of future specialists in natural sciences and education.

The use of fermentation as a model integrative process proved to be pedagogically effective, as it enables the connection of biochemical, microbiological, and physiological knowledge within a unified conceptual framework.

Further research may focus on expanding the range of integrative biological models and developing methodological tools for implementing interdisciplinary approaches in higher education curricula.

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ORGANIZATION OF INCLUSIVE ENVIRONMENT IN EDUCATIONAL INSTITUTIONS: CURRENT STATE AND EXISTING PRACTICES

Abstract. The article examines the organization of an inclusive environment in educational institutions, focusing on the current state and existing practices in the southern regions of Ukraine (Odesa, Mykolaiv, and Kherson). The research was conducted by the NGO "Association of Alumni of Admiral Makarov National University of Shipbuilding" within the framework of the UNICEF project "Bridging the Gap: Building the Potential of Inclusive Education in Odessa, Mykolaiv, and Kherson Regions", aimed at strengthening the capacity of the inclusive education system and establishing the principles of equality and

tolerance. The research analyzes the attitudes, experiences, and needs of key stakeholders involved in inclusive education, including educators, parents of children with special educational needs (SEN), specialists of Inclusive Resource Centers, and representatives of local communities. The findings reveal that inclusive education in the region is developing unevenly and faces a range of systemic challenges, including insufficient funding, lack of qualified personnel, limited access to professional development, and inadequate material and technical resources. Particular attention is paid to the problem of architectural accessibility and the creation of a barrier-free environment, which remains only partially implemented in most educational institutions. At the same time, the study identifies positive trends, such as increasing social awareness, a high level of stakeholder engagement, and the development of partnerships between educational institutions, families, and communities. The results also highlight the importance of psychological support for families, strengthening interdisciplinary cooperation, and implementing innovative pedagogical approaches. The article outlines key directions for improving inclusive practices, including enhancing teacher training, developing inclusive infrastructure, increasing public awareness, and ensuring effective interagency collaboration. It is concluded that the systemic development of inclusive education is essential for ensuring equal access to quality education and the successful socialization of children with special educational needs, particularly in the context of contemporary socio-economic challenges and wartime conditions.

Keywords: inclusive education, inclusive environment, special educational needs, barrier-free environment, Inclusive Resource Centers, educational institutions, teacher training, accessibility, Ukraine, NGO "Association of Alumni of Admiral Makarov National University of Shipbuilding".

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ОРГАНІЗАЦІЯ ІНКЛЮЗИВНОГО СЕРЕДОВИЩА В ЗАКЛАДАХ ОСВІТИ: ПОТОЧНИЙ СТАН ТА ІСНУЮЧІ ПРАКТИКИ

Анотація. У статті розглядається організація інклюзивного середовища в закладах освіти з урахуванням сучасного стану та існуючих практик у південних регіонах України (Одеська, Миколаївська, Херсонська області). Дослідження здійснено ГО «Асоціація випускників НУК імені адмірала Макарова» в межах проєкту UNICEF «Подолання розриву: розбудова потенціалу інклюзивної освіти в Одеській, Миколаївській та Херсонській областях», спрямованого на посилення спроможності системи інклюзивної освіти та утвердження принципів рівності й толерантності. Проаналізовано ставлення, досвід і потреби основних учасників освітнього процесу: педагогів, батьків дітей з особливими освітніми потребами, фахівців інклюзивно-ресурсних центрів та представників громад. Результати дослідження засвідчують, що розвиток інклюзивної освіти в регіоні є нерівномірним і супроводжується низкою системних проблем, серед яких недостатнє фінансування, дефіцит кваліфікованих кадрів, обмежений доступ до програм підвищення кваліфікації, а також недостатнє матеріально-технічне забезпечення закладів освіти. Особливу увагу приділено проблемі архітектурної доступності та створенню безбар'єрного середовища, яке у більшості закладів реалізоване лише частково. Водночас виявлено позитивні тенденції, зокрема зростання рівня суспільної обізнаності, високий рівень залученості учасників освітнього процесу та розвиток партнерської взаємодії між закладами освіти, сім'ями та громадами. Акцентовано увагу на важливості психологічної підтримки родин, розвитку міжвідомчої співпраці та впровадження інноваційних педагогічних підходів. У статті окреслено основні напрями вдосконалення інклюзивної практики, серед яких підвищення рівня підготовки педагогів, розвиток інклюзивної інфраструктури, активізація інформаційно-

просвітницької роботи та забезпечення ефективної міжсекторальної взаємодії. Зроблено висновок про необхідність системного розвитку інклюзивної освіти з метою забезпечення рівного доступу до якісної освіти та успішної соціалізації дітей з особливими освітніми потребами, особливо в умовах сучасних соціально-економічних викликів та воєнного стану.

Ключові слова: інклюзивна освіта, інклюзивне середовище, особливі освітні потреби, безбар'єрне середовище, інклюзивно-ресурсні центри, заклади освіти, підготовка педагогів, доступність, Україна, ГО «Асоціація випускників НУК імені адмірала Макарова».

The Problem. The relevance of studying the organization of an inclusive environment in educational institutions is determined by contemporary social, educational, and humanistic transformations taking place both globally and in Ukraine. Modern educational policy is aimed at ensuring equal access to quality education for all learners, regardless of their individual characteristics, which corresponds to the principles of social justice and human rights.

Firstly, inclusive education is one of the key directions in the development of educational systems worldwide. It involves creating conditions for educating children with special educational needs within mainstream educational settings, which promotes their socialization, fosters tolerance, and helps overcome discrimination.

Secondly, the current state of inclusive education implementation is characterized by both significant achievements and a number of challenges. In particular, there is a gap between theoretical principles and their practical realization, which highlights the need to improve organizational, methodological, and managerial aspects of inclusive practices.

Thirdly, the topic gains particular relevance in the context of modern challenges, including the digitalization of education and crisis conditions (such as armed conflict, forced migration, and infrastructure damage). These factors require the adaptation of inclusive educational environments to new realities, ensuring accessibility of distance learning, and overcoming the digital divide.

Fourthly, the development of an inclusive environment is closely linked to the implementation of innovative pedagogical practices, such as cooperative learning, project-based approaches, and digital technologies, which allow for more effective consideration of learners' individual needs.

Thus, the relevance of the study is determined by the need to ensure equal access to education; the existence of contradictions between inclusive education theory and practice; the necessity to improve existing models of organizing inclusive environments; the impact of contemporary socio-economic and technological challenges on the education system.

Therefore, the study of the current state and existing practices of organizing an inclusive educational environment is timely and essential for enhancing the effectiveness of the educational process and ensuring quality education for all categories of learners.

Analysis of Recent Research. The research was conducted in the Kherson, Mykolaiv, and Odesa regions within the framework of the UNICEF project "Bridging the Gap: Capacity Building for Inclusive Education in the Odesa, Mykolaiv, and Kherson Regions."

It aims to strengthen European values of equality and tolerance; to prepare professionals for work in an inclusive educational environment; to deepen knowledge of education within the context of human rights; and to organize the learning process in such a way that its goals are achievable within the Ukrainian education system.

The study developed and utilized a toolkit aimed at examining the attitudes, experiences, and needs of educational stakeholders regarding the implementation of inclusive education in the southern region of Ukraine. The sample included employees of Inclusive Resource Centers (IRCs), teacher assistants, families of children with special educational needs (SEN) and disabilities, educators of various levels, as well as the general public. The research was conducted using qualitative methods (surveys, in-depth interviews, focus group discussions, site visits) and covered four main thematic blocks: understanding and attitudes towards inclusion; professional readiness of educators; needs for professional development; and organizational conditions and international experience. The obtained results enabled the identification of key problems, stereotypes, and barriers, as well as the outlining of directions for improving inclusive practices at the local, regional, and national levels.

The research was conducted in the Kherson, Mykolaiv, and Odesa regions within the framework of the project "Bridging the Gap: Capacity Building for Inclusive Education in the Odesa, Mykolaiv, and Kherson Regions." The sample was formed using the purposive sampling method in combination with the snowball sampling method based on three criteria:

- *Geographical* (inclusion of urban and rural areas);
- *Decentralization* (sub-regional centers and pilot communities);
- *Professional* (IRC employees, educators, administrators).

Starting in January 2025, representatives of various structures and target groups from these regions were engaged in the survey.

The study covered a wide range of respondents directly involved in the implementation and organization of inclusive education. The sample included:

1. Parents of children with special educational needs (SEN) studying in preschool and general secondary education institutions.

2. Parents of children with SEN attending inclusive resource and rehabilitation centers.

3. Teachers and educators of educational institutions where children with SEN study.

4. Teacher assistants, educator assistants, and child assistants.

5. Heads of educational institutions where inclusive education has been implemented.

6. Heads of educational institutions where inclusive education has not yet been realized.

7. Specialists of Inclusive Resource Centers (IRCs).

8. Representatives of district education departments, departments of education and science of the regional state administrations of the Kherson, Mykolaiv, and Odesa regions, as well as centers for inclusive education development at institutes of postgraduate pedagogical education.

9. Representatives of social service centers and social service provision centers.

10. Representatives of non-governmental organizations working in the field of inclusive education.

11. Future inclusive education specialists (students), as well as ordinary community members.

Purpose of the Article is to examine the current state and existing practices of organizing an inclusive environment in educational institutions, to identify the main challenges and barriers to its implementation, and to outline directions for improving inclusive education based on empirical data from the southern regions of Ukraine.

Main Body of the Article. The research results demonstrated that inclusive education in southern Ukraine is developing unevenly and faces a number of systemic and organizational challenges.

Most frequently, respondents emphasized the insufficient material and technical provision of institutions, a deficit of qualified assistants and IRC specialists, as well as limited access for educators to modern methodological resources and professional development programs.

At the same time, examples of effective cooperation were identified between general secondary education institutions, parents, communities, and authorities, indicating the gradual formation of an inclusive culture. Parents of children with SEN highlighted the importance of expanding psychological and consultative support, while educators focused on the need for practical training and opportunities to exchange experience with colleagues. Community representatives and education management bodies drew attention to the necessity for a more comprehensive state policy and intersectoral interaction.

Thus, the obtained results enabled not only the description of the current state of inclusive education but also the outlining of key problems, strengths, and directions for improvement, which can serve as a basis for future reforms and project initiatives.

As for the structure of survey participants: education sector employees (teachers, educators, teacher assistants, etc.) – 67.3%; ordinary community members – 15.3%; education seekers / future inclusion specialists (students) – 6%; family members raising children with SEN/disabilities – 5.2%; employees of Inclusive Resource Centers – 6%.

The majority of respondents are educators. This ensures a high level of expertise in the assessments related to the practical implementation of inclusive education.

The survey also represents the community in a broader sense – residents, families, and students – allowing for both a professional and a public perspective.

The inclusion of future specialists (students) is crucial for identifying expectations regarding professional training in the context of inclusion.

The survey demonstrated a high level of engagement of the educational community in the topic of inclusive education. The vast majority of respondents are women (92.3%) from the Odesa (45%), Kherson (32.5%), and Mykolaiv (22.6%) regions. About 60% of those surveyed live in urban areas.

Within the framework of the research, *331 parents of children with SEN* participated in the survey. The special educational needs of children whose parents participated in the study are caused by functional limitations associated with intellectual and speech impairments, developmental disorders (including Autism Spectrum Disorders and Down syndrome), musculoskeletal disorders, visual and hearing impairments, and complex developmental disorders.

The ability to recruit parents from different localities was influenced by their willingness to participate in the study. Among the parents whose children are in inclusive education, 11% were men, and 89% were exclusively women – mothers of children with SEN.

This survey was also conducted with IRC specialists, involving a total of 373 respondents, including 358 women. The majority of participants hold the position of IRC director, and 20 hold the position of psychologist. The work experience of the participants ranges from 1 to 41 years. More than half of the respondents (68%) have up to 10 years of experience, indicating a renewal of the workforce and the inclusion of new specialists in the field of inclusion. Approximately one-third have over 10 years of experience, which ensures the continuity of professional tradition and mentorship for younger colleagues. A portion of the specialists has experience specifically in inclusion of less than 2 years, confirming the need for targeted training and support.

Within the framework of the study, a discussion was held with representatives of non-governmental organizations whose activities are related to children with SEN and/or their families, in which 75 individuals participated (59 were women).

Specialists point out a shortage of specialists (speech therapists, defectologists, special educators), workload overload due to unfilled vacancies, and a lack of quality professional development programs, especially in offline formats.

Among the problems noted are excessive paperwork, a formalistic approach to inclusion in GSEIs, and a lack of team interaction with administrations, teachers, medical institutions, and parents. The lack of interagency cooperation and uncoordinated actions within the education, healthcare, and social protection systems were frequently mentioned.

Specialists encounter parents' non-acceptance of their child's needs, a misunderstanding of the essence of inclusion in society, as well as a low level of teacher awareness regarding adaptations and modifications of learning material. There is also a mention of the lack of psychological support for the specialists themselves, who work with emotionally draining cases.

Respondents noted a shortage of clear methodological recommendations, especially regarding determining the level of support for children with SEN in preschool education institutions, the imperfection of legislation, and the uneven implementation of inclusion in large cities versus small communities.

Despite the large number of challenges, individual respondents note positive dynamics, a high level of motivation for work, and a desire to improve their own professional activity.

Children with psychophysical impairments – 1723 respondents (≈ 28.6%) believe they need additional theoretical knowledge to work with this category of children.Children with learning difficulties (peculiarities in educational activities) – 1347 respondents (≈ 22.4%).Peculiarities in establishing contact with the social environment – 1340 respondents (≈ 22.2%).Children affected by the social environment – 819 respondents (≈ 13.6%).

Within the framework of the research, a monitoring of factors determining the effectiveness of the organization of inclusive education in educational institutions of the southern regions of Ukraine (Odesa, Mykolaiv, and Kherson regions) was carried out. An analysis of respondents from various categories (school principals, teachers, teacher assistants, and employees of Inclusive Resource Centers) showed a relative consensus in identifying key priorities. For principals, the determining factors are regulatory and legal regulation, staffing potential, personal readiness to implement inclusion, and

the financial and material base. Teacher assistants emphasized the lack of resources, the need for quality team interaction, and partnership with parents. Teachers see the main difficulties in the absence of special training, the lack of adaptation of curricula, and societal resistance to the integration of children with special educational needs. IRC employees focused on the administration's readiness to accept children with SEN, the importance of communication with parents, and the need to update methodological materials and support the centers materially. The survey results indicate that society's greatest need for knowledge concerns working with children with psychophysical impairments, learning difficulties, and social interaction issues. At the same time, the research was conducted under martial law conditions, which affected data completeness: some educators are located in active combat zones or in temporarily occupied territories.

Based on the obtained results, a number of recommendations were formulated: strengthening the training of specialists in the field of special pedagogy and psychophysiology; conducting practice-oriented trainings and fostering interdisciplinary cooperation with medical professionals; developing educators' competencies in working with children with learning difficulties; forming social interaction skills; creating an inclusive training center based on the Admiral Makarov National University of Shipbuilding; updating the material and technical base of IRCs and ensuring the operation of mobile teams in the regions; developing specialized educational and methodological materials, including for children with visual impairments and Autism Spectrum Disorders (ASD); conducting certification of Ukrainian specialists according to international methodologies; activating awareness-raising work among the population to overcome barriers in attitudes towards inclusion.

Thus, the research results confirm the urgent need for the systemic development of inclusive education in Ukraine, the strengthening of staffing potential, and the creation of conditions for the quality socialization and education of children with special educational needs, which is particularly relevant in wartime conditions.

According to operational statistical data as of January 1, 2025, in Ukraine:

- Number of inclusive groups in preschool education institutions – 7,658, with 15,297 children with special educational needs enrolled in them;
- Number of inclusive classes in general secondary education institutions – 33,397, with 47,610 students with special educational needs enrolled in them;
- Number of special groups in preschool education institutions – 3,027, with 34,531 children with special educational needs enrolled in them;
- Number of special classes in general secondary education institutions – 728, with 6,179 students with special educational needs enrolled in them.

Over the last five years, the number of children with special educational needs in inclusive classes of general secondary education institutions has almost doubled.

The study examines the status of creating a barrier-free environment in educational institutions, which is a necessary condition for ensuring the right to quality education for children with Special Educational Needs (SEN), including those with disabilities. Primary attention is focused on architectural accessibility and the possibility of unhindered movement through the territory and premises of the institution, particularly entrances, corridors, doorways, restrooms, recreation areas, and other spaces. It is emphasized that educational barrier-freeness implies equal access to education regardless of age, gender, health status, or place of residence, and is a key element of inclusive education and the "New Ukrainian School" concept.

The results of the survey of heads of educational institutions (22 GSEIs and 23 PEIs) indicated that the majority of premises do not meet the criteria for architectural accessibility. This creates significant barriers for children with SEN, as well as for parents, teachers, and other visitors who may temporarily require an accessible environment. In over 53% of institutions where inclusive classes and groups already function, accessibility is ensured only partially. Regulatory documents and updated State Building Norms (DBN) stipulate mandatory barrier-freeness, including energy efficiency, modern equipment, motivating space, and architectural solutions taking inclusion into account. This encompasses the creation of comfortable classrooms, playrooms, halls, premises for medical and correctional-developmental support, as well as the installation of ramps, elevators, lifts, and special stairs.

Recommendations for educational institutions include conducting an accessibility audit and developing plans for the phased elimination of barriers in cooperation with parents, students, and teachers.

Parents' comments confirm the problematic nature of the issue: even in institutions with partial accessibility elements, elevators and lifts are absent, and movement conditions often remain inconvenient.

According to data from the Department of Education and Science of the Mykolaiv Regional State Administration (as of April 1, 2025), ramps are installed in 338 institutions, lifting platforms in 22, handrails in 215, call buttons in 69, contrasting strips on stairs in 197, and universal cubicles for children with disabilities in 74; at the same time, only 2 schools are equipped with elevators. Thus, the results demonstrate that the creation of a barrier-free space remains a pressing issue, and further steps should be directed towards the systemic elimination of barriers, infrastructure modernization, and the provision of equal opportunities for all participants in the educational process.

According to the survey results (496 responses): only 15.1% of institutions are fully equipped, 41.3% – partially, 38.5% – insufficiently, and another 5.1% of respondents could not answer. Thus, almost 80% indicate a lack of adequate conditions for inclusion. This highlights the need for improving infrastructure, providing special equipment and resource rooms, as well as raising the awareness of educators and the community.

The other group of questions were aimed to figure out awareness regarding specialists who work with children with SEN (492 responses)/ The ansewers demonstrate personally acquainted with of the specialists – 38.2% (188 individuals); personally acquainted with of some specialists – 42.1% (207 individuals); not acquainted with – 19.7% (97 individuals). Only 38% of respondents are well-informed about which specialists work with children with SEN. Over 42% have only a partial understanding, and almost 20% do not know at all. This indicates a low level of communication and the need for better information dissemination: updating institution websites, holding parent meetings, and publicly presenting the work of specialists.

The majority of those surveyed (63.5%) consider society to be rather tolerant towards children with SEN, while only 17.5% speak of full tolerance. At the same time, over 18% of respondents indicate the presence of prejudice. This highlights the need for information campaigns, educational activities in educational institutions and communities, as well as the active participation of parents and leaders in creating a barrier-free environment.

The survey showed a high level of personal engagement of citizens in the development of inclusion: more than half of the respondents actively support these processes, another third is ready to join given clear mechanisms, and the percentage of resistance is minimal. This indicates significant social capital for implementing inclusive initiatives.

At the same time, respondents clearly outlined the barriers: insufficient funding, staff shortages, material and technical problems, societal prejudices, and the impact of the war. Most frequently mentioned are the absence of resource rooms, special equipment, qualified staff (speech therapists, defectologists, assistants), as well as the stigmatization of children with SEN.

In responses to the open-ended question about steps to improve inclusion, respondents emphasized:

- increasing funding and material-technical provision;
- strengthening staffing potential and professional development of educators;
- informational and awareness-raising work among parents and the community;
- creating inclusive infrastructure (resource rooms, shelters, adaptation of premises);

- administrative support from school management and communities.

Thus, communities realize the complexity of inclusive education problems and demonstrate a readiness for change. They identify key directions for development: resources, staff, awareness, institutional support, and safe infrastructure. This forms a real foundation for the sustainable implementation of inclusive practices even in the difficult conditions of war.

On the necessity of implementing measures in educational institutions to prevent prejudiced attitudes towards children with SEN, the survey demonstrated a high level of support for inclusive education among respondents: over 90% advocate for anti-stigma measures in general secondary education institutions, 80% consider society tolerant towards children with SEN, and almost 90% are ready to join inclusive initiatives (more than half – actively). This indicates significant community potential for implementing change.

At the same time, the results point to a number of problems: a low level of equipment in institutions (only 15.1% consider them fully ready), insufficient awareness regarding specialists, limited access to resources for parents, staff shortages, financial instability, and the impact of the war. Among the main barriers are a shortage of specialists (speech therapists, defectologists, assistants), insufficient funding, societal stereotypes, and architectural inaccessibility.

Respondents emphasize the need for systemic steps increasing funding and raising salaries; training and motivating staff; developing the material and technical base (resource rooms, special equipment, shelters); strengthening awareness-raising work with parents and the community; administrative support and interagency cooperation.

The study also outlined a socio-categorical profile: over half of the respondents are parents of children with disabilities, confirming the active involvement of target groups in the dialogue. The majority of children with SEN study in general secondary education institutions, while a portion are in preschool education institutions and IRCs. Almost half of the parents expressed a need for specialized training on issues of upbringing and rehabilitation.

This is one of the key questions in the questionnaire – it allows for an evaluation of *the respondents' structured perspective on the main barriers in communication with people with disabilities.*

Psychological and language barriers proved to be the most critical, often outweighing infrastructural ones. At the same time, limited access to support services (sign language interpretation, assistance) remains a problem.

Recommendations include conducting information campaigns, implementing training on ethics and inclusive dialogue, expanding practices for learning sign language and alternative communication, and combining awareness-raising initiatives with infrastructure updates. Thus, the systemic nature and

multidimensionality of communication barriers have been revealed, along with the necessity for comprehensive strategies to overcome them, which should combine educational, social, and infrastructural solutions.

Respondents most frequently mentioned educational practices in general secondary education institutions and on online platforms, the National Barrier-Free Week, and media initiatives. General secondary education institutions and educators act as key hubs for barrier-free initiatives.

In their responses to open-ended questions, respondents proposed a range of options for popularizing information about barrier-free communication among the population. The most common directions were:

- *Social networks and online campaigns* – use of Facebook, Instagram, video posts, targeted advertising, webinars, etc.;
- *Media, advertising, billboards* – local advertising, TV and radio interviews, banners in shopping centers, billboards;
- *Training of specialists* – training of teachers, medical professionals, service sector employees, as well as providing them with resources;
- *Cultural and artistic events* – festivals, theatrical productions, screenings of films featuring people with disabilities;
- *Educational events / trainings* – lectures, seminars, interactive classes in general secondary education institutions and preschool education institutions;
- *Local public events* – flash mobs, open days, "living libraries," meetings in parks.

Also, a portion of the responses cannot be classified or is of a generalized nature, for example: *"work on this," "more attention"* – this indicates an emotional perception of the topic and a lack of specific examples.

Level of public awareness regarding organizations working in the field of supporting barrier-free communication in Ukraine is that over 80% of respondents do not have a clear understanding of who implements initiatives, while only 7% can name specific organizations. Recommendations: increase the publicity and visibility of organizations, create registries/maps of active initiatives, integrate information into school and community projects, and use logos and partnerships for promotion.

The majority of respondents (over 65%) assess the coverage of the topic in the media as insufficient or absent, with only 10% being satisfied. Although most changes are currently localized or symbolic in nature, their presence is an important sign of the gradual formation of a barrier-free environment. Education, media, and infrastructure are key vectors for further work.

Respondents highlight several key directions for improving barrier-free communication in Ukraine: education and raising awareness (school and adult programs); infrastructural accessibility (institutions, transport, streets);

information campaigns and media; specialist training (speech therapists, assistants, psychologists, sign language interpreters); legislative support and funding; technological solutions (subtitles, voice assistants, apps); active public involvement. A significant portion of respondents could not formulate a specific answer.

According to the study results, practically all respondents among teachers and teacher assistants gave a positive assessment regarding cooperation with specialists of the IRC (Inclusive Resource Centers). In cases of fairly close cooperation, the absence of any difficulties related to interaction, establishing communication, and availability of support and consultations was noted (in some cases, Viber groups were mentioned, where answers to questions arising in work with a child with SEN can be obtained quite promptly).

The study focuses on the role of the family in the upbringing and development of children with special educational needs (SEN) and on providing practical recommendations to parents. It has been established that the modern family is the primary link in shaping the child's physical, moral, and social development, and effective upbringing is impossible without the active participation of parents and close interaction with the teaching staff. The psychological maturity of parents, their moral and ethical values, and their experience of social interaction significantly determine the success of the child's socialization and their academic achievements.

The study emphasizes that families of children with special educational needs are often in a state of stress and emotional tension, which negatively affects relationships within the family and the child's academic success. It is crucial to provide timely psychological support to parents, build their resilience, and help them respond appropriately to the child's needs.

Among the main recommendations for parents are:

Creating a harmonious family environment – maintaining a friendly, purposeful, and warm atmosphere in the family, where mutual aid, trust, and sincerity prevail.

Developing the child's independence – providing opportunities to perform certain actions independently, fostering responsibility and self-care skills.

Supporting cognitive activity – stimulating interest in learning through play, creative activities, storytelling, and practical tasks adapted to the child's intellectual level.

Developing communicative and social skills – assisting in establishing contacts with peers, teaching how to evaluate oneself and others, and resolving conflicts constructively.

Psychological support and emotional stability – avoiding punishment, reducing the child's anxiety through positive reinforcement, encouraging success, and building self-confidence.

Cooperation with specialists – regularly consulting with psychologists, defectologists, speech therapists, and rehabilitation specialists, and using their advice for daily work with the child.

Using special methodologies for skill development – exercises in reading, writing, and counting in a game form; developing auditory, visual, and tactile perception; stimulating creative abilities.

Organizing a healthy lifestyle routine – adhering to a daily schedule, creating conditions for safe rest, and limiting factors that cause fear or negative emotions.

Maintaining contact with the outside world – participating in support and mutual aid groups to reduce feelings of isolation and emotional stress.

Fostering a positive parental attitude toward the child – accepting the child as they are; providing support and encouragement; maintaining personal balance and attention to all family members.

Effective upbringing of children with special educational needs is possible only through close interaction between the family and the school, comprehensive psychological support for parents, and the use of specialized methodologies. Practical advice helps parents create favorable conditions for the comprehensive development of the child, improving their academic performance, social adaptation, and self-esteem.

Benefits of Inclusive Education

For children with special educational needs (SEN):

- Targeted communication with peers stimulates cognitive, motor, language, social, and emotional development.
- Peers act as role models, which contributes to the formation of skills and behavioral patterns.
- Mastery of new abilities and skills occurs functionally, in a natural context of interaction.
- Learning is oriented towards the strengths, abilities, and interests of children.
- Children have opportunities to build friendships with healthy peers and participate in public life.

For other children:

- Children naturally perceive diversity and learn tolerance.
- They learn to build friendships with people who are different from them.
- Cooperation and mutual aid skills are developed.
- Children become more inventive, creative, and sensitive to the needs of others.

For educators and specialists:

- Teachers better understand the individual characteristics of students.

- Mastering various pedagogical methodologies allows for more effective support of children's development, taking into account their needs.
- Specialists (educators, medical professionals, special profile specialists) form a holistic perception of the child and learn to see situations through the eyes of children.

For parents of children with SEN:

- Opportunity for the child to study in a general education institution at the place of residence.
- Socialization and access to quality education adapted to the child's needs.
- Observed successes of the child in learning and life activities confirm the benefits of inclusive education:
  - Academic successes – mastering the curriculum material, acquiring new knowledge and skills.
  - Social adaptation – comfort in the collective, having friends, positive attitude towards school.
  - General progress in development and well-being – noticeable improvement in the physical and emotional state of the child, improved mood and motivation to learn.

Organization of Inclusive Education

- Implemented by psycho-pedagogical support teams (teachers, assistant, psychologist, involved specialists, parents).
- The educational process is based on the institution's program with a correctional-developmental component: individual and group sessions, adaptation of material.
- Assessment of learning achievements – adapted to the child's needs.
- Psycho-pedagogical support – provided by specialists of the IRC, educational institutions, and remotely if necessary.

Increased attention to the individual development of the personality and the recognition of humanistic principles of education as those most appropriate for a rule-of-law state are among the prerequisites for the full inclusion of children with psychophysical development disorders into the system of social relations. In this context, the education of children with special educational needs in an inclusive environment acquires exceptionally important significance. There is no doubt that the most difficult, yet most important task, is forming the motivation of educators to further improve their skills and abilities.

Conclusions. Within the framework of the UNICEF project "Bridging the Gap: Building Inclusive Education Capacity in Odesa, Mykolaiv, and Kherson Regions," a survey was conducted involving a total of 5,269 respondents regarding the development of inclusive education services in southern Ukraine,

strengthening the material base of Inclusive Resource Centers, and increasing the literacy of educators in matters of integrating inclusive education.

As a result, we arrived at the following analytical conclusions:

1. The survey demonstrated a high level of involvement of the educational community in the topic of inclusive education. The overwhelming majority of respondents are women (92.3%) from Odesa (45%), Kherson (32.5%), and Mykolaiv (22.6%) regions. About 60% of those surveyed live in cities.

2. Geography of the survey.

The study involved representatives from three southern regions of Ukraine:

- Odesa Region – 45%
- Kherson Region – 32,5%
- Mykolaiv Region – 22,6%

This allows us to speak of the representativeness of the regional context, particularly considering the special conditions of the functioning of education under conditions of war, occupation, and relocation.

3. Regarding work with parents, it was found that regardless of the type of impairment, the key requests of parents concern: the qualification of educators and the inclusive team; the individual approach and adaptation of the learning environment; the availability of educational materials and technologies; and the socialization and acceptance of the child by the collective.

4. Staffing potential indicates that:

- More than half of the respondents (68%) have up to 10 years of experience, which indicates a renewal of the staff composition and the inclusion of new specialists in the sphere of inclusion.
- Approximately one-third have experience of over 10 years, which ensures the continuity of professional tradition and mentorship for young colleagues.
- A portion of specialists have experience specifically in inclusion of less than 2 years, which confirms the need for targeted training and support.

5. Requests from respondents. According to the survey results, society requires the most theoretical knowledge for effective work with children with psychophysical impairments (over 28%). Also, over 22% of respondents indicated the need for knowledge regarding support for children with learning difficulties and peculiarities of social interaction. The fewest requests concerned children whose development is determined by social factors (less than 14%). This indicates the priority of training specialists in the field of inclusive education and special pedagogy.

6. Regarding the readiness and tolerance of society toward inclusion, we received the following data: almost two-thirds of those surveyed (63.5%) believe

that society is *"rather tolerant,"* which indicates the gradual formation of acceptance of children with special educational needs.

At the same time, only 17.5% confidently state that the level of tolerance is full, i.e., unconditional.

Over 18% of respondents (cumulatively "Rather no" and "No") believe that prejudices are still present in society, and therefore, there is still a significant need for educational and upbringing measures.

7. Information policy on the topic of inclusion. The data indicate the necessity for:

- A systemic information campaign on the topic of inclusion;
- Measures in general secondary education institutions and communities aimed at developing empathy, understanding, and acceptance;
- Active involvement of parents and local leaders in forming a barrier-free environment.

8. Barriers in inclusion. Respondents demonstrate high awareness regarding systemic barriers that influence the implementation of inclusive education. Most frequently cited are underfunding, staff shortages, unpreparedness of the environment, as well as the war as an objective destabilizing factor. At the same time, societal attitudes and prejudices were also noted, which are a deep-seated obstacle requiring educational, informational, and cross-sectoral solutions.

Although most changes are currently sporadic or symbolic in nature, their presence is an important sign of the gradual formation of a barrier-free environment. Education, media, and infrastructure are key vectors for further work.

Open-ended question: "In your opinion, what steps need to be taken to improve barrier-free communication in Ukraine?":

Several key directions for improving barrier-free communication stand out in the respondents' answers:

- Education and raising awareness (most mentions) – the necessity of including barrier-free topics in school and higher education curricula, and educational work with adults.
- Infrastructural accessibility – equipping institutions, transport, and streets for the needs of groups with reduced mobility.
- Information campaigns and media – wider coverage in mass media, social networks, and local channels.
- Training of specialists – increasing the number of speech therapists, assistants, psychologists, and sign language interpreters.
- Legislative support and funding – adherence to barrier-free standards, support for initiatives at the local level.

- Technologies – use of subtitles, voice assistants, and mobile applications.
- Public involvement – activation of non-governmental organizations and volunteering.
- A significant part of respondents could not formulate an answer.

9. Support Team and the Role of Parents. Interaction with parents of a child with special educational needs (SEN) must be a partnership and aimed at joint upbringing and education. Parents are key participants who must be involved in the process, receive information, support, and training.

Based on the survey results, it is advisable to recommend:

- Strengthening the training of specialists in the field of psychophysiology and special pedagogy, particularly through the introduction of specialized courses, practice-oriented trainings, and interdisciplinary cooperation with medical professionals.

- It is also important to focus attention on developing competencies in working with children who have learning difficulties by implementing methodological recommendations on a differentiated approach and using modern digital tools. Special attention should be paid to forming skills of effective social interaction between educators and children, particularly those who have difficulties in establishing contacts with the social environment, which will allow creating a safe and supportive educational environment for every student.

- Considering the above, the analysis of the survey makes it possible to assert the advisability of creating an inclusive training center based at the Admiral Makarov National University of Shipbuilding, which will enable future specialists, even during their studies, to effectively provide services to children with special educational needs, work with their parents, and perform exercises with children using appropriate equipment. Such an inclusive center will be designed to adapt the educational and cognitive process of the child to their abilities and capabilities. Specialists of the Department of Special Education, speech therapists, and psychologists will work at the center. Senior students will have the opportunity to undergo practical training based at the created center.

- Within the framework of the project, strengthen the material and technical base of the IRCs and transfer certain equipment to support four mobile teams covering the largest territorial areas, namely one team each in Kherson and Odesa Regions, and 2 teams in Mykolaiv Region: Pivden-noukrainsk district and Bashtanka district. Also, support 20 Inclusive Resource Centers in southern Ukraine, which receive additional equipment, 9 of which are specifically in Mykolaiv Region.

- In the long term, subject to the continuation of the project and additional funding, consider such directions for future work as the creation of inclusive sports grounds.

- Support for inclusive education specifically in higher education institutions (HEIs), and analysis of the specific features of inclusive education in HEIs.

- Monitoring, cooperation, training, and conducting joint trainings with employees of social protection directorates and departments, and guardianship and care authorities, regarding the development of an algorithm for their interaction with IRCs and educational institutions.

- Appeal to the international specialist certification center Giunti Psychometrics with a request to conduct certification of Ukrainian IRC specialists using the WISC–IV, Leiter-3, Conners–3, PEP-3, and CASD methodologies.

- Creation of educational workbooks for correctional work and the study of disciplines for children with autism spectrum disorders and intellectual disabilities, audio adaptation of educational materials for children with visual impairments, etc.

- Training of teachers in general secondary education institutions (middle school level) and awareness-raising work with the general population – expanding the audience of non-specialists.

Thus, for the implementation of inclusive education, teachers must undergo change, specifically regarding the acceptance of a new educational paradigm. Today, innovative inclusive trends are significantly constrained by established traditions of the school structure, the conditions in which teachers are accustomed to working, and habitual stereotypes and knowledge. The effectiveness of joint education and upbringing of children with special educational needs and their healthy peers depends on the special training of psycho-pedagogical staff. At the same time, educators with general pedagogical education should not duplicate special education (defectological) training, as integrated and inclusive education is primarily ensured by correctional educators. However, teachers, preschool teachers, and psychologists with general pedagogical training are members of the psycho-pedagogical support team for a child studying in an educational institution, which requires the formation of the corresponding component of their professional competence. The participation of parents in the implementation and execution of inclusive educational programs is one of the key elements for achieving success. Educators must support their desire to provide maximum opportunities for realizing the child's potential, despite the difficulties. This entails providing necessary information and consultation, supporting the parents' ability

to overcome their fears and strengthen their competence, and forming a positive attitude toward the realization of the child's creative aspirations.

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PROVIDING EMOTIONAL WELL-BEING TO LEARNERS IN THE CONTEXT OF SAFE AND SUPPORTIVE ENVIRONMENT CREATION

Abstract. The article describes the issues of providing the emotional well-being to learners in terms of creating a safe and supportive environment for school youth. The author notes that military aggression of Russia against Ukraine affects all the areas of young people's lives, their sense of security, safety and social adaptation. Therefore, it is an educational institution that should act as a space where conditions should be created for learners' emotional development, their psychological comfort, self-expression, building of trusting interpersonal relationships between participants in the educational process and a sense of belonging to the community as well as acceptance and involvement. Learners should also feel emotional support. The provisions of the Law of Ukraine "On Education", the Law of Ukraine "On Complete General Secondary Education" are analysed. It is established that more attention is paid to creating conditions that make it impossible to cause physical, psychological, moral or property damage to participants in the educational process at the legislative level. The legislative approach is primarily focused on ensuring the protection of the child from dangers, violence, discrimination and other negative influences.

The author analysed international regulatory documents containing the concepts of well-being as well as emotional well-being. The article focuses on the important role of international organizations in supporting young people during the period of Russian military aggression against Ukraine. The article draws attention to methodological materials developed within the framework of international organizations' projects during this period. It is noted that the methods have been developed in international practice used all over the world which allow for a comprehensive assessment of the emotional state, psychological comfort, social interaction and learners' well-being.

The author studied national scientific views on the concept of school youth emotional well-being. The conclusions about the importance of various project implementation at the state level aimed at creating a safe supportive environment

for school youth, in particular, at ensuring the emotional well-being of learners, are drawn. It is the creation of a safe and supportive environment that contributes to the harmonious emotional development of learners, reducing anxiety levels and building positive relationships in a school team.

Keywords: education, safe environment, safe and supportive environment, educational institutions, school youth, well-being, learners' emotional well-being.

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ЗАБЕЗПЕЧЕННЯ ЕМОЦІЙНОГО БЛАГОПОЛУЧЧЯ УЧНІВ В АСПЕКТІ СТВОРЕННЯ БЕЗПЕЧНОГО ПІДТРИМУЮЧОГО СЕРЕДОВИЩА

Анотація. У статті розглядаються питання забезпечення емоційного благополуччя учнів в аспекті створення безпечного підтримуючого середовища учнівської молоді. Автором зазначається, що військова агресія Росії проти України впливає на усі сфери життя молодих людей, на їх відчуття захищеності, безпеки та соціальну адаптацію, тому заклад освіти має виступає саме тим простором, у якому повинні бути створені умови для емоційного розвитку учнів, їх психологічного комфорту, самовираження, для формування довірливих міжособистісних відносин між учасниками освітнього процесу і відчуття приналежності до спільноти, прийняття та залученості, а також повинна відчуватися емоційна підтримка учнів. Проаналізовано положення Закону України «Про освіту», Закону України «Про повну загальну середню освіту». Встановлено, що на рівні законодавства більша увага приділяється створенню умов, які унеможливлюють заподіяння фізичної, психологічної, моральної чи майнової шкоди учасникам освітнього процесу. Законодавчий підхід орієнтований насамперед на забезпечення захисту дитини від небезпек, насильства, дискримінації та інших негативних впливів.

Автором проаналізовано міжнародні нормативні документи, в яких є поняття благополуччя, емоційне благополуччя. Акцентовано увагу на важливій ролі міжнародних організацій у підтримці учнівської молоді у період військової агресії Росії проти України. У статті звернено увагу на методичні матеріали, які розроблялись в рамках проєктів міжнародних організацій в цей період. Зазначено, що в міжнародній практиці розроблені методики, які використовуються по всьому світу і які дозволяють

комплексно оцінити емоційний стан, психологічний комфорт, соціальну взаємодію та благополуччя учнів.

Автором досліджено національні наукові погляди щодо поняття емоційного благополуччя учнівської молоді. Зроблені висновки про те, що важливим є впровадження на рівні держави різноманітних проєктів, що спрямовані на створення безпечного підтримуючого середовища для молоді, і зокрема на забезпечення емоційного благополуччя учнів. Саме створення безпечного підтримуючого середовища сприяє гармонійному емоційному розвитку учнів, зниженню рівня тривожності та позитивній взаємодії в учнівській спільноті.

Ключові слова: освіта, безпечне середовище, безпечне підтримуюче середовище, заклади освіти, учнівська молодь, благополуччя, емоційне благополуччя учнів.

Statement of the problem. Creating a safe and supportive environment for young people and school learners, in particular, is an issue that always needs to be addressed at the state level. The military aggression of Russia against Ukraine has affected the sense of security, safety and social adaptation of young people. Under the conditions of war, lawmakers, international organizations, researchers and educators are increasingly addressing the issue of both creating a safe and supportive environment and ensuring the emotional well-being of learners. All findings can help create a comprehensive system of a safe and supportive environment and improve the provision of emotional well-being for school learners, using a variety of methods.

Analysis of the latest research and publications. The issue of emotional well-being of school youth and children was studied by modern domestic scientists in psychology and pedagogy, such as I. Bekh, H. Meshko - in terms of the impact on various components of educational activities, learners' well-being in class (during war), and preserving learners' health; psychological and pedagogical approaches to supporting the emotional well-being of primary school learners were studied by L. Krasyuk, L. Chetaeva, I. Shevchuk; O. Hordova studied the psychological and pedagogical aspects of supporting emotional well-being and correcting the emotional area of children; the formation of emotional well-being of primary school children was considered by T. Vodolazska using the example of tests developed in Dutch schools; O. Matvienko and T. Olefirenko - in terms of training future teachers to create an emotionally safe educational environment for primary school children, problems and practices of supporting emotional well-being under the conditions of military aggression.

The aim of the study – to explore the concept of emotional well-being of school youth in the context of a safe supportive environment.

Presentation of the main material of the study. Russia's military aggression against Ukraine affects all areas of young people's lives, their sense of security, safety and social adaptation. In this context, an educational institution is not only an educational one, but also a space where conditions should be created for the emotional development of learners, their psychological comfort, self-expression, for the formation of trusting interpersonal relationships between participants in the educational process and a sense of belonging to the community, acceptance and involvement, and learners should feel emotional support as well.

The issue of creating a safe environment for learners and students has always been in the field of view of scientists and practitioners. At the state level, the norms have been adopted aimed at learners' safety. For example, in the Law of Ukraine "On Education" (2017), in the Law of Ukraine "On Complete General Secondary Education" (2020) - in 2021, the concept of "safe educational environment" was introduced.

A safe educational environment, in accordance with the Law of Ukraine "On Education" [1] and the Law of Ukraine "On Complete General Secondary Education" [2], is defined as a set of conditions in an educational institution that make it impossible to cause physical, property and/or moral harm to participants in the educational process, in particular due to non-compliance with the requirements of sanitary, fire and/or construction norms and rules, legislation on cybersecurity, protection of personal data, safety and quality of food products and/or provision of poor-quality food services, through physical and/or psychological violence, exploitation, discrimination on any grounds, humiliation of honour, dignity, business reputation (in particular through bullying, dissemination of false information, etc.), propaganda and/or agitation, including using cyberspace, and also make it impossible to use alcoholic beverages, tobacco products, drugs, psychotropic substances on the territory and premises of the educational institution [1;2].

Thus, the legislator formulated a sufficiently broad concept of a safe educational environment and defined such necessary components of this concept included in it and recognized by the state. It should be noted that the Law of Ukraine "On Complete General Secondary Education" provides a similar definition of a safe educational environment, therefore its components are the same as in the Law of Ukraine "On Education".

At the same time, it should be noted that the concept of a safe educational environment provided in the Law of Ukraine "On Education", as well as in the Law of Ukraine "On Complete General Secondary Education", focuses mainly on creating conditions that make it impossible to cause physical, psychological, moral or property damage to participants in the educational process. Therefore, the legislative approach is focused primarily on ensuring the protection of the

child from dangers, violence, discrimination and other negative influences. At the same time, in the socio-pedagogical context, the concept of a safe supportive environment is much broader, as it encompasses not only the absence of certain threats, but also the presence of conditions for emotional development, psychological comfort, the formation of trusting interpersonal relationships between participants in the educational process and a sense of belonging to the community and acceptance, emotional support, opportunities for self-expression.

New aspects for determining the security issues of educational process participants arose in connection with the military aggression of Russia against Ukraine. There was a need to form a safe supportive environment for learners including more components. In 2023, the Concept of Security of Educational Institutions was adopted, approved by the Resolution of the Cabinet of Ministers of Ukraine dated April 7, 2023 No. 301-r. [3], aimed at solving a number of concerns related to organizational issues and legislative regulation of creating safe conditions for obtaining education under the conditions of Russian military aggression against Ukraine.

As for emotional well-being, in the section "expected results" of the above-mentioned Concept of Security of Educational Institutions, it was stated that "the implementation of the Concept will increase the effectiveness of preventive measures to evert and deter the commission of offenses in the educational environment and create safe conditions for learning and teaching, comfortable interpersonal interaction, which will contribute to the emotional well-being of participants in the educational process, the absence of any manifestations of violence, while ensuring sufficient opportunities for their prevention, as well as compliance with the rights and norms of physical, psychological, informational and social security of each participant in the educational process [3]." It is important that the above-mentioned Concept of Security of Educational Institutions mentions the issues of emotional well-being of participants in the educational process. To this end, in particular, the Concept provided for the transformation of the psychological service of the education system and psychological support, taking into account the impact of military aggression on participants in the educational process [3].

In 2024, the concept of a "healthy educational environment" was added to the Law of Ukraine "On Education". The consolidation of such a concept was also an important step, since the state recognized the necessary components of a healthy educational environment for all participants in the educational process at the legislative level. In particular, a healthy educational environment is defined in the above-mentioned Law as a set of conditions, measures and rules in an educational institution aimed at forming a culture of a healthy lifestyle (knowledge, skills, abilities and perceived needs) in all participants in the

educational process and strengthening the health of learners in a safe educational environment, in particular by organizing the optimal distribution of motor activity, physical and intellectual loads and rest, psychological and/or psychological and pedagogical support, forming a culture of personal hygiene, healthy nutrition, safe, ecological thinking and behaviour, including in the information (in particular digital) environment, a culture of dialogue and non-violent, conflict-free communication, conducting preventive and educational activities, applying ergonomic approaches in creating an educational environment [1].

Compared to the definition of a safe educational environment, the concept of a healthy educational environment, which is provided in the Law of Ukraine "On Education", takes into account certain aspects of psychological and psychological-pedagogical support of learners. In this definition, the emphasis is shifted from the exclusively protective function of the educational environment to the creation of conditions for preserving and strengthening health, psychological support and the development of healthy lifestyle skills.

Thus, the concept of a healthy educational environment is focused more on the preventive, health-preserving and organizational aspects of the functioning of an educational institution. In this approach, the emotional well-being of learners is considered indirectly - through the provision of psychological support, conflict-free interaction and favourable learning conditions. It should also be noted that the lawmaker did not include the concept of a healthy educational environment in the Law of Ukraine "On Complete General Secondary Education".

International organizations have also begun to pay attention to the development of important security issues in educational institutions in Ukraine in connection with Russian military aggression against Ukraine. As part of the UNESCO pilot project "Safe Educational Environments" (with the support of Japan and the Global Partnership for Education (GPE), which was implemented in selected communities in the Odessa and Zhytomyr regions of Ukraine, a set of methodological materials was developed [4]. In 2025, the United Nations Educational, Scientific and Cultural Organization published a manual for teachers "Training Manual: Safe Educational Environment", in which section 6 "Psychological Safety of the Educational Environment" contains the components of a psychologically safe educational environment, which include: comfortable interpersonal interaction; emotional well-being of participants in the educational process; absence of any manifestations of violence and availability of sufficient resources to prevent them; inclusivity and acceptance of diversity; observance of the rights and norms of physical, psychological, informational and social security of each participant in the educational process [5]. Thus, comfortable interpersonal interaction and emotional well-being of participants in the educational process are

highlighted among other important components of a psychologically safe educational environment.

The UN Convention on the Rights of the Child, which is the main international legal document defining the rights and freedoms of children, uses the concept of well-being quite often, but it does not provide a clear definition. The preamble to the Convention states that the family, as the fundamental group unit of society and the natural environment for the growth and well-being of all its members, and particularly children, should be given the necessary protection and assistance so that it can fully assume its responsibilities within the community. Article 3 of the Convention also states that States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures [6]. So, it can be noted that the concept of well-being is considered through the provision of appropriate conditions for the harmonious physical, emotional and social development of the child.

International documents, in particular UNESCO strategies, repeatedly emphasize the concept of "health and well-being of learners", noting that healthy and happy learners learn better, and that the school environment has an important impact on learning. Also, a key emphasis in UNESCO strategies is that the role of the education sector should go beyond simply preventing health problems, to actively promoting the well-being of learners. This promotion means creating conditions for young people to achieve prosperity, which concerns not only physical, but also mental characteristics [7]. Child well-being is considered in the Innocenti Research Center Report (Report Card 19) "Child Well-Being in an Unpredictable World", UNICEF, in the areas of: mental well-being (life satisfaction and suicide among adolescents); physical health (child mortality and overweight); skills (academic performance and social skills) [8].

The Constitution of the World Health Organization defines health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity [9].

It should be noted that in foreign practice, scientists and practitioners began to pay a lot of attention to the issue of emotional well-being of learners and look for comprehensive approaches to ensuring the emotional well-being of learners, when, as a result of COVID-19, the state of emotional well-being of the population as a whole significantly worsened, and especially of school youth, who faced many problems during this period. It was then that government organizations and schools in all countries began to research and implement various joint approaches to ensuring the emotional well-being of school youth.

The emphasis on considering the emotional well-being of learners was made at the level of various socio-social projects and initiatives at that time.

Moreover, various methods have been developed in international practice and are used worldwide to comprehensively assess the emotional state, psychological comfort, social interaction, and subjective sense of well-being of learners. Among them are: WHO-5 Well-Being Index [10], KIDSCREEN-52 [11], KIDSCREEN-27 [12].

It is worth mentioning that Ukrainian scientists have been studying the issue of emotional well-being for a long time. In different fields of science, one can find various approaches to studying the concepts of well-being and emotional well-being, they are considered as complex phenomena from the point of view of pedagogy and psychology. It is important that the emotional well-being of learners is one of the key factors in their harmonious development and social adaptation.

In social pedagogy, the concept of well-being is used as "a state of physical health, emotional comfort and economic security; a life of satisfaction; a social good, which is manifested in the high quality of life of members of society" and child well-being as "a state of physical health, emotional comfort and economic security of a child, which create full conditions for timely physical, mental and social development, guaranteeing the quality of life" [13, p. 55]. Thus, well-being is a multifaceted concept, and it is important to emphasize and include emotional comfort in it, and to highlight this concept among such important components as physical health.

In the scientific research of I. Bekh, the importance of the child's emotional and value development as the basis for the formation of a harmonious personality is emphasized. In this context, it is emphasized that the educational environment should provide conditions for the formation of internal emotional balance and a positive attitude towards oneself and the world [14, p. 55]. The importance of the individual's emotional and value development as the basis of their social behaviour and interaction with the environment is also emphasized.

I. Bekh, considering emotions in solving a socio-moral problem, notes that "among the whole variety of human emotions, it is the feeling of joy that has enormous educational potential, which, unfortunately, is insufficiently used in the traditional educational process. Joy increases the individual's ability to get to know and evaluate the world [15, p. 193]". The scientist also notes that joy:

- Firstly, is characterized by a sense of power, self-confidence, and personal significance;
- Secondly, joy facilitates interaction and enhances responsiveness;
- Thirdly, joy, on the one hand, calms a person who is in a state of mental tension, stress, anger, and fear; on the other hand, repeated joy increases resistance

to frustration (experience of failure), and therefore, enhances the ability to achieve difficult goals [15, p. 194].

It must be noted that in the conditions of the modern Ukrainian educational environment, where students are constantly under the influence of uncertainty, significant emotional stress, and stressful social circumstances, it is important to focus not only on identifying psychological difficulties, but also on exploring the positive aspects of emotional well-being: the ability to experience positive emotions, maintain social connections, and feel inner balance and psychological comfort.

A lot of studies have been devoted to the issue of emotional well-being of learners by H. Meshko. H. Meshko, considering the role of the emotional component in learners' educational activities, the importance of emotional well-being in preserving their health, with reference to other authors, notes that "a child can be considered psychologically healthy if he or she understands what he or she wants, what he or she strives for; is able to predict the desired outcome and possible ways to achieve it; can independently assess the effectiveness of their own activities and correct its possible drawbacks; receives satisfaction both from the learning process itself and from its consequences." The scientist also considers the views of C. Ryff and C. Keyes notes that they "proposed an alternative model of a sense of well-being, believing that its components are other parameters, including autonomy, the ability to interact with the environment, personal growth, positive relationships with others, the presence of a goal in life and adequate self-esteem [16, p. 53]".

O. Svystun, considering the emotional well-being of a child as a condition for successful learning and upbringing, adds to this definition that "the emotional well-being of a child is self-confidence, a sense of security and good health [17, p. 365]."

So, scientists pay much attention to the emotional well-being of learners as a category that includes self-regulation, awareness of one's own needs, a positive attitude towards oneself, the presence of life goals, as well as a sense of satisfaction from educational activities. The relationship between emotional well-being and the feeling of security is particularly emphasized.

M. Shpak, studying the issue of emotional intelligence as a personal resource for ensuring the psychological well-being of primary schoolchildren, addressing the issue of psychological well-being and noting that there is no single approach to its definition, notes that "we can state that the concept of "psychological well-being" is broader in comparison with the concept of "emotional well-being", which is part of it". The author also concludes that "psychological well-being is a individual's feeling of satisfaction, positivity, harmony in the physical, emotional, spiritual, social areas, etc. [18, p. 267]."

V. Kutishepko, examining the peculiarities of emotional experiences of primary schoolchildren, caused by the learning process, and the influence on their health, notes that "the emotional well-being of schoolchildren is associated with the satisfaction of their basic needs in the process of educational activity and, at the same time, is a prerequisite for preserving their health" and adds that "a number of scientists believe that the main indicators that determine the level of a child's emotional well-being at school include the following two personal constructs: interest and anxiety of schoolchildren in the process of their inclusion in educational activity [19]".

T. Vodolazska notes that "to measure the level of emotional well-being in a Dutch school, there are seven indicators, which include: satisfaction with activity; inner peace; resilience; openness to new things; spontaneity, self-challenge; self-confidence; assertiveness, positive self-concept; harmony within oneself [20]".

Considering the psychological and pedagogical aspects of supporting emotional well-being and correcting the child's emotional area (of preschool and primary school age), O. Hordova notes that "emotional well-being is a stable positive, comfortable emotional state, which is considered basic, associated with a child's holistic attitude to the world, such that it affects the characteristics of experiencing family and school situations, the cognitive and volitional field of the child. The content of emotional well-being is an actively trusting attitude to the world, the basis for the formation of which in a child is parental love (A. Varga, E. Erikson, A. Spivakovskaya, E. Fromm, etc.) and a stable positive emotional background of mood (M. Koloskova), which psychologists consider to be the age norm of the emotional life of a primary schoolchild [21, pp. 180-181]. O. Hordova also considers the issue through the child's well-being and unhappiness and notes that "emotional well-being is a stable dominance of positive emotional states (happiness, joy), which does not exclude negative emotions provided they are expressed constructively (for example, in creative play). In turn, emotional unhappiness is a stable predominance of negative emotional states in a child, associated with distrust of oneself and the world and other problems" [21, p. 183].

Therefore, the emotional well-being of learners is considered as an important component of the psychological well-being of the individual, which includes a positive emotional state, satisfaction from activities, inner harmony, a sense of security, confidence and psychological comfort. Researchers also focus on the relationship of emotional well-being with the satisfaction of the child's basic needs, their educational motivation, level of anxiety, health status and ability to positively interact with the world.

According to scientists L. Krasyuk, L. Chetaeva, I. Shevchuk, who study psychological and pedagogical approaches to maintaining the emotional well-

being of primary school learners in digital learning environments, they conclude that "the main conditions for preserving and developing the emotional well-being of primary schoolchildren are an atmosphere of mutual goodwill, tolerance and support, which contributes to the formation of learners' ability to express themselves, to be aware of and accept their own emotions, as well as effective interaction with the environment. Practical methods, in particular trainings, art therapy, role-playing games and reflective written self-expression, provide a positive impact on the emotional state of learners, increase their stress resistance and motivation to learn [22]."

T. Tverdokhlib and V. Pyshynska, investigating the impact of individualized learning on the emotional well-being of basic secondary education learners, note that "scientific studies have mostly reached a consensus on the definition of emotional well-being. The authors, summarizing different approaches, note that "it is usually characterized as a state of psychological comfort and balance in the emotional field (D. Soroka); a stable positive comfortable state (O. Hordova); a basic feeling of emotional comfort that provides confidence and an active attitude towards the world (O. Matvienko) [23].

It is worth supporting the opinion of O. Matvienko and T. Olefirenko that one of the most important tasks of modern education is to create conditions for the emotional well-being of children and teachers in the conditions of Russian aggression. Summarizing other studies, scientists also note that "psychologists point to the great importance of positive emotions for human mental health [24]."

Conclusions. To summarize, it should be noted that at such a time it is important to implement various projects at the state level aimed at creating a safe supportive environment for young people, and, in particular, at ensuring the emotional well-being of learners. It is useful for young people to be involved in joint projects and encouraged to participate in joint actions that can help express emotions and adapt. Creating a safe supportive environment for learners during the war is becoming a priority area of socio-pedagogical work, since it provides the emotional well-being of learners, including the formation of a sense of psychological security, emotional stability and support. The development of emotional self-regulation skills, stress resistance and constructive interaction with the environment among learners is of great importance. In this context, socio-pedagogical activities are aimed at creating conditions for preserving the psycho-emotional health of learners, their social adaptation and maintaining a positive emotional state.

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HYPOTHESES OF SECOND LANGUAGE ACQUISITION IN TERTIARY EDUCATION

Abstract. Objective. The primary aim of this study is to conduct a chronological and comparative analysis of key language acquisition (LA) hypotheses by critically evaluating their foundational principles, strengths, and limitations, as well as their applicability to contemporary pedagogical practice. In this paper, LA is understood as a first or a second, foreign or any other additional language acquired by the learner.

Results. N. Chomsky's hypothesis of Universal Grammar assumes the existence of innate linguistic abilities and a specific language acquisition device. E. Lenneberg's Critical Period Hypothesis identifies a biologically determined timeframe when a learner's capacity to naturally acquire a language is maximized. From the perspective of L. Selinker's Interlanguage Hypothesis, learner language is viewed as a special intermediary system where errors occur naturally, potentially resulting in linguistic fossilization (a plateau in development). S. Krashen's hypotheses advance the ideas of a specific sequential order of grammar acquisition (the Natural Order), subconscious language acquisition versus conscious language learning, an internal self-correction process (Monitor), the necessity for slightly more advanced comprehensible input (i+1), and the involvement of emotional and psychological factors (Affective Filter). M. Swain's Output Hypothesis postulates the significance of active language production for testing hypotheses and noticing knowledge gaps. Meanwhile, M. Pienemann's Teachability Hypothesis posits that formal language instruction can be successful only given learners' psycholinguistic readiness to progress through definite developmental stages.

Conclusions. Despite ongoing methodological debates and certain criticisms, the analyzed LA hypotheses provide an essential theoretical foundation for modern language education and the design of effective instructional curricula. Future research should build upon these hypotheses to elucidate precisely how

cognitive processes facilitate the transformation of comprehensible input into fluent and accurate speech production within authentic educational settings.

Keywords: second language acquisition, language acquisition hypotheses, interlanguage, fossilization, comprehensible input

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ГІПОТЕЗИ ОПАНУВАННЯ ДРУГОЇ МОВИ В КОНТЕКСТІ ВИЩОЇ ОСВІТИ

Анотація. Мета. Мета цього дослідження полягає у проведенні хронологічного та порівняльного аналізу ключових гіпотез опанування мови (ОМ) шляхом критичного оцінювання їхніх базових принципів, переваг і недоліків, а також можливостей їх застосування в сучасній педагогічній практиці. В аспекті цієї розвідки поняття ОМ тлумачиться широко як процес опанування першої, другої, іноземної або будь-якої іншої додаткової мови в різних освітніх контекстах.

Результати. Гіпотеза універсальної граматики Н. Хомського ґрунтується на ідеї про вроджений характер мовних здібностей та наявність спеціального механізму засвоєння мови. Гіпотеза критичного періоду, сформульована Е. Леннебергом, обґрунтовує біологічно зумовлений часовий проміжок, під час якого здатність індивіда до природного опанування іноземної мови досягає свого максимуму. Відповідно до гіпотези інтермови Л. Селінкера, учнівська мова розглядається як специфічна перехідна система, під час опанування якої виникнення помилок є природним процесом, що в підсумку може призвести до мовної фосилізації. Комплекс гіпотез С. Крашена постулює наявність чіткої послідовності засвоєння граматики (гіпотеза природного порядку), розмежування процесів неусвідомленого засвоєння та свідомого вивчення мови, дію механізму внутрішньої самокорекції (гіпотеза Монітора), необхідність трохи складнішого зрозумілого вхідного матеріалу (i+1) та вплив емоційно-психологічних чинників (афективний фільтр). Гіпотеза вивідного матеріалу М. Свейн наголошує на значущості саме активного мовного продукування для перевірки знань та усвідомлення прогалин у знаннях. Водночас, гіпотеза навчуваності М. Пінеманна стверджує, що формальне викладання мови може бути успішним лише за умови відповідної психолінгвістичної готовності суб'єктів пізнання до проходження певних етапів розвитку.

Висновки. Незважаючи на тривалі методологічні дискусії та певну критику, проаналізовані гіпотези ОМ забезпечують необхідне теоретичне підґрунтя для сучасної мовної освіти та розробки ефективних навчальних програм. Подальші дослідження мають спиратися на ці концепції задля з'ясування того, яким саме чином когнітивні процеси забезпечують трансформацію зрозумілого вхідного мовного матеріалу у вільне та безпомилкове продукування мовлення в умовах реальних освітніх сценаріїв.

Ключові слова: опанування другої мови, гіпотези опанування мови, інтермова, фосилізація, зрозумілий вхідний матеріал.

The main focus of this study is to trace the chronological development of major Language Acquisition (LA) hypotheses from the 1960s to the 1980s, synthesizing their concepts to expose how later hypotheses responded to the flaws of earlier ones.

Identification of previously unresolved facets of the overall problem. Despite the notable progress in LA research, there are still some challenges remaining. First of all, LA hypotheses lack sufficient studies on the possibilities of their application in real-world scenarios, specifically in higher education settings. Second, the precise cognitive processes responsible for the transformation of comprehensible input into fluent output are still under investigation. That given, this paper aims to bridge these gaps and provide valuable new viewpoints for the LA area.

Literature Review. The subsequent section of this article overviews the key hypotheses of LA articulated in the scholarly literature to delineate the existing research. In particular, the work by S. Ren [43] makes use of N. Chomsky's Universal Grammar (UG) to account for different learning mechanisms between young and adult students. Authors such as P. Tavárez da Costa [49] and P. Pauzan [41] granulate S. Krashen's five core hypotheses of LA emphasizing the subconscious nature of LA versus conscious language learning. However, A. Kamal [23] points to the ambiguity in distinguishing learned versus acquired knowledge pointing out the insufficiency of empirical evidence that may prove that. J. Pan and L. Lou [39] delve into peculiar parts of Krashen's work, namely, they focus on the Affective Filter Hypothesis and demonstrate how emotional barriers hinder learners from internalizing comprehensible input. To address the constraints of Krashen's Input Hypothesis, M. Swain's Output Hypothesis is presented by Pauzan [41]. The author posits that language production is essential for learners to identify the gaps in their linguistic knowledge. Furthermore, A. Benati [5] reinforces the input-dependent nature of LA but argues that LA is governed by internal processing constraints and natural stages. U. Fitriyah et al. [17] examine E. Lenneberg's

Critical Period Hypothesis (CPH). Expanding on cognitive and psycholinguistic mechanisms, O. Vovk [50; 51] aligns LA with M. Pienemann's Teachability Hypothesis, providing a communicative and cognitive model driven by a "spiral way of cognition" that implies sequential and incremental progressing through definite stages.

Formulation of the article's goals. The purpose of this study is to conduct an analytical review of the fundamental hypotheses conducive to LA. To accomplish this goal, the following major objectives have to be achieved:

– to trace the chronological evolution and root ideas of major LA hypotheses from the 1960s to the late 1980s;

– to critically evaluate the core assumptions, strengths and limitations of LA hypotheses (including Universal Grammar, the CPH, Krashen's Monitor Model hypotheses, the Output Hypothesis, and the Teachability Hypothesis) drawing upon foundational works and current scholarly literature;

– to synthesize and compare LA hypotheses (summarized in a structured taxonomy) to expose how later hypotheses served as responses or alternative perspectives to perceived shortcomings of earlier hypotheses;

– to examine the pedagogical implications of LA hypotheses aimed to inform modern language instruction.

Research results. With the introduction of the Universal Grammar Hypothesis (UG) in 1965, Chomsky proposed the Language Acquisition Device (LAD), which is an innate mechanism for language learning [8]. This concept directly challenged behaviorism. Specifically, Chomsky argued that the rapid language development observed in children points to innate linguistic capabilities [33, p. 2], which validate the LAD perspective. This hypothesis outlines the stages of acquisition which culminate in generative phonology and transformational grammar [38, p. 206].

Aside from this, the UG hypothesis set the ground for the idea of innate linguistic capacity [8]. In particular, Chomsky asserts that, despite the significant contribution of input [16, p. 702; 34, p. 101], it is still not sufficient to exhaustively expose the specifics of native LA. He also maintains that the built-in restrictions within input data necessitate built-in knowledge of linguistic rules to correct this deficiency [22, p. 157]. Conversely, critics contend that UG disregards the social nature of LA, hence bringing learners down to mere passive cognitive processors [33, p. 1]. Still, Chomsky's UG hypothesis remains being a significant contribution to innate processes of LA [45, p. 1365].

Introduced by Lenneberg in 1967, the CPH stipulates a biologically determined timeframe for optimal LA [29, p. 358]. In accordance with this hypothesis, natural LA occurs best within a definite genetic "window", whether it is a native language or second language (L2) [9, p. 355; 45, p. 1365]. Age,

therefore, is viewed as a crucial variable in LA. Building upon the established significance of age in LA and its relevance to tertiary education, scientific evidence suggests that adolescence, due to a high level of neural plasticity at this developmental stage, is an optimal time for concurrent bilingual education [32, p. 64].

In contrast, referring to hemispheric lateralization, critics dispute the claim that neural plasticity extends into adolescence [24, p. 152].

The Interlanguage Hypothesis was proposed by L. Selinker in 1972 [44]. It refers to the distinct and systematic linguistic system that all L2 learners produce in the process of LA [1, p. 4; 6, p. 12]. This system is interpreted as a temporary or "intermediary stage" between the learner's native language and the target language (TL), occurring at any moment prior to the learner's attainment of full proficiency [19, p. 62; 44, pp. 212–214]. One of the key principles of this hypothesis is the redefinition of learner errors perceiving them as a natural part of learning and an important indicator of the learner's emerging competence [19, p. 62; 44, p. 215].

Moreover, interlanguage development is considered to be a creative process [1, p. 4]. It encompasses a number of cognitive processes, such as simplification, over-generalization of rules [1, p. 4], restructuring of knowledge as the learner develops [6, p. 12], and fossilization, which is a key and distinct feature of interlanguage.

Fossilization is a term also introduced by Selinker [44, p. 215]: it refers to a widespread phenomenon in which learners cease advancing in their L2, reaching a learning plateau despite the ongoing exposure to the TL [15, p. 29; 38, p. 203]. It is characterized by the persistence of incorrect phonological, morphological, or syntactic forms, which frequently stem from the transfer of first language (L1) rules in a L2 that can resurface under stress [18, p. 157; 44, pp. 215–216].

The contributing factors to fossilization are varied and complex, including developmental features of age, as outlined by the CPH [22, p. 160], as well as affective and contextual variables. These include a lack of motivation or opportunities for further language development, communication stress, or conversely, the perception that one's proficiency level is "good enough" for meeting their communicative needs [22, p. 160; 31; 38, p. 203].

The fact that fossilization exists makes Interlanguage Hypothesis a L2 acquisition-specific phenomenon. Nevertheless, critics argue that many aspects of the hypothesis remain unclear. First, proving that a learner's language progress has irreversibly fossilized is barely feasible, since it is hard to determine whether they have had access to optimal learning conditions. That given, fossilization is an issue that needs to be further researched [31]. Second, the overall ambiguity of this hypothesis complicates the empirical testing of its claims and their consistent

application. The processes learners are thought to go through in their interlanguage development are still a matter of debate [2, p. 129].

Krashen's Natural Order Hypothesis suggests that LA occurs in a sequential way, where certain grammatical structures are learned before others, regardless of the learner's age or the volume of exposure they receive [27, p. 1]. The empirical foundation for this hypothesis was established in 1973 with N. Bailey and C. Madden's publication [3]. It demonstrates a consistent "natural sequence" in adult morpheme acquisition. However, the formal term as the Natural Order Hypothesis was suggested in 1974 [4], and built upon earlier work written by H. Dulay and M. Burt in 1973 [12]. However, the Natural Order Hypothesis does not account for the strong effect of the native language on foreign language (FL) acquisition. Other research findings indicate that L2 learners learn their TL in varying sequences based on their native language. Thus, contrary to the hypothesis, L2 learners do not necessarily learn grammatical structures in a predictable sequence [41, p. 20881].

The Acquisition-Learning Hypothesis was first presented in Krashen's early work from 1975 [25, p. 157]. It contrasts LA and language learning [27, p. 2]. Krashen hypothesizes acquisition as a subconscious process, like the child's acquisition of their native language, whereas learning is a conscious process characterized by explicit attention to the rules and structures of the TL [27, p. 1]. This hypothesis also asserts that FL performance embraces two separate systems: the acquired system and the learned system, with a preference for a communicative function over a linguistic form [49, p. 6].

Nevertheless, critics argue that the distinction between acquisition and learning is impossible to prove [41, p. 20879]. Besides, they refute the claim that learning cannot become acquisition [41, p. 20880], since the voluminous empirical data convincingly demonstrate that conscious learning activities (like memorization of Japanese verb conjugations), can eventually lead to unconscious acquisition, thus illustrating that Krashen's assertion is flawed [23, p. 70; 41, p. 20880]. This observation presents a major challenge to Krashen's argument that acquisition and learning are fundamentally distinct [41, p. 20880]. Additionally, Krashen fails to provide a consistent definition for the notions of conscious (learning) and subconscious (acquisition). Even though he relates acquisition to the feelings of learners and attributes learning to the "prior knowledge of a rule", this division is considered obscure, as learners can give "felt answers" even though they cannot articulate the rule they have applied [23, p. 70].

Krashen's Monitor Hypothesis was first published in 1977. It explains the way learners acquire a L2 [26]. It also posits a monitor as a cognitive tool employed by learners for the conscious correction of their L2 output. This hypothesis underscores the significance of self-correction, when learners draw

upon their implicit knowledge of the TL to produce utterances and apply grammatical rules where appropriate [27, p. 2]. Nevertheless, it is argued that over-reliance on the monitor can hinder fluency. Thus, optimal utilization is achieved when it does not disrupt communication [27, p. 19].

The primary criticism of the Monitor Hypothesis continues from the Acquisition-Learning Hypothesis, and asserts that if the difference between LA and learning is unlikely to be clearly separated, then demonstrating the role of the learned system only as a monitor is still implausible [41, p. 20883]. Krashen did not specify whether adults and children would require equal time to edit their errors [23, pp. 64–65]. It is contended that in spontaneous communication, speakers lack sufficient time to consciously consider and edit the form of their speech without pausing and sounding unnatural [23, pp. 71–72].

The Input Hypothesis, presented in 1977 by Krashen [26], claims that successful LA takes place when learners receive linguistic input that slightly exceeds their current language level. It emphasizes the importance of input as one of the main determinants for the development from one proficiency level (i) to the next level (i+1) [27, p. 21], which results in increased fluency [27, p. 98]. Definitely, the Input Hypothesis favors “acquisition” over “learning” and advocates learners’ progressing to the “natural order” incrementally after they are exposed to L2 input that provokes the existing linguistic capacity. Hence, the use of authentic communicative input in language mastering is critical being a cornerstone for the development of effective curricula that would lead towards successful LA [49, p. 6]. However, the hypothesis is criticized for its sole focus on comprehensible input as a requirement, while not taking into consideration the importance of output [23, p. 69; 41, p. 20884].

Notably, the concept of an Affective Filter was first proposed by Dulay and Burt [13], but later in 1981 Krashen [28] incorporated and developed this concept into his own theoretical framework. The Affective Filter Hypothesis presents a hypothetical mental device of the affective filter as an emotional aspect of LA [27, p. 19], suggesting that a high filter, caused by negative emotions like fear and excessive anxiety, can impede the process of LA. In contrast, effective LA requires a low or no affective filter, in which learners are able to approach input without any interference from linguistic constraints [27, p. 3].

Krashen’s argument that children possess a lower affective filter, and as a result, most adults never achieve full mastery of their L2, fails under examination. Children also undergo fluctuations in non-linguistic variables such as motivation, self-confidence, and anxiety. The evidence of L2 adult learners acquiring native-like competence, with the exception of particular grammatical structures, challenges the claim that the affective filter completely prevents comprehensible input from reaching the LAD [41, p. 20886].

The Output Hypothesis, formulated by Swain in 1985 [47], argues that the production of language represents a crucial part of the LA process [20, p. 258; 30, p. 347; 40, pp. 126–127; 46, p. 129]. Swain's investigation of French immersion students in Canada showed that abundant comprehensible input alone was insufficient for learners to develop productive fluency [20, p. 258; 40, p. 127; 46, p. 129; 48]. That means that the production of comprehensible output is also required for achieving full language competence [20, pp. 258, 260; 40, p. 127]. Swain argued that output fosters learning by executing three main functions such as noticing/triggering, hypothesis testing, and metalinguistic function. The noticing/triggering function implies providing scaffolding for learners in noticing gaps in their knowledge, which makes them pay closer attention to linguistic forms in subsequent input [20, p. 259; 30, p. 346; 40, p. 127; 46, p. 130]. The hypothesis testing feature allows learners to experiment with language, receiving feedback to confirm or adjust their internal grammar rules [20, p. 259; 40, p. 128; 46, p. 130]. Lastly, the metalinguistic function leads learners to reflect *on* and take conscious control *over* their language use, an activity commonly witnessed in collaborative dialogues where the focus of discussion becomes the language itself [20, p. 259; 40, pp. 128–129; 46, p. 130].

Furthermore, the Output Hypothesis offers a theoretical basis for communicative, task-based instructional approaches in which instructors serve rather as facilitators [20, p. 260; 46, p. 132]. That hypothesis differs from Krashen's Input Hypothesis in that it claims that output "pushes" learners from semantic processing (comprehending meaning) to syntactic processing (paying attention to grammar), a shift not always required for basic comprehension [20, p. 259; 40, p. 128]. Due to this fact, the notion of "pushed output" has been introduced, which prompts learners to produce language just beyond their present capacity in order to focus on grammatical form [40, p. 130].

Contemporary perspectives synthesize the abovementioned notions, characterizing acquisition as output-driven and input-facilitated [30, p. 348; 46, p. 131]. However, this hypothesis faces criticism. Krashen, a key proponent of the input-oriented perspective, argued that output does not drive language ability and that forced production causes discomfort [46, pp. 130–131]. Others claimed that overly difficult tasks cause learners to revert to simpler language patterns [40, p. 131; 46, p. 132].

Formulated by Pienemann in 1989 [42, p. 53], the Teachability Hypothesis stems from the Processibility Model [10, p. 118], which states that L2 learners progress through developmental stages due to psycholinguistic processing abilities [35, p. 110]. This model advances the idea that effective language instruction must be adjusted to the learner's current level of language development, which again stresses the consecutiveness of LA. Crucially, inherent

mental limits make certain language rules unteachable at specific learning stages. Therefore, this hypothesis predicts that formal instruction can accelerate LA for developmentally mature learners, in the case when the instruction is adjusted to a learner's level [21, p. 14].

Yet, several flaws are pointed out by critics of the above hypothesis. Specifically, K. De Bot indicates that it is not clarified how linguistic input is converted into internal knowledge [11; 37, p. 29]. Additionally, traditional error sampling methods do not provide a reliable indication of a learner's stage of language development, and hence stage-appropriate instruction is hard to plan. The hypothesis also implies that early "bad" processing choices can become fossilized, with TL errors being highly difficult for adult learners to surmount, while teaching outside the natural language development sequence might be not only ineffective but actually impede LA [44, p. 209].

For a better understanding of the revealed above hypotheses, they are summarized in table 1.

Table 1

Hypotheses of LA and Their Core Ideas

Year	Authors	Hypotheses	Core Ideas
1965	N. Chomsky	Universal Grammar Hypothesis	Humans possess an innate "LAD" with a built-in knowledge of universal linguistic rules.
			This innate capacity is necessary because environmental input alone is insufficient for LA.
1967	E. Lenneberg	Critical Period Hypothesis	A biologically determined timeframe for optimal LA (L1 or L2).
			Adolescence is a key period due to high neural plasticity.
1972	L. Selinker	Interlanguage Hypothesis	L2 learners develop a unique linguistic system called "interlanguage".
			It is an intermediate stage between one's native and target languages.
			Errors are seen as a natural part of this process.

Year	Authors	Hypotheses	Core Ideas
1973 1974	M. Burt H. Dulay C. Madden N. Bailey; Popularized by S. Krashen	Natural Order Hypothesis	The acquisition of grammatical structures occurs in a predictable and universal sequence, regardless of the learner's age or amount of exposure to a target language.
1975	S. Krashen	Acquisition-Learning Hypothesis	Language ability relies on two systems: "acquisition" – a subconscious process like L1 development, and "learning" – a conscious process of studying rules.
1977	S. Krashen	Monitor Hypothesis	Learners use a "monitor" – a cognitive tool for conscious self-correction – to review and edit their language output using learned rules.
			Overuse of the monitor can impede fluency.
1977	S. Krashen	Input Hypothesis	LA occurs when learners are exposed to "comprehensible input" that is slightly beyond their current proficiency level (i+1).
			This input is a key factor driving progress.
1981	S. Krashen	Affective Filter Hypothesis	Negative emotional factors (like anxiety or low motivation) create a mental block or "filter" that prevents a learner from acquiring language input, even if it is comprehensible.
1985	M. Swain	The Output Hypothesis	Language production (output) is a crucial part of second language acquisition, as it "pushes" learners from semantic processing (meaning) to syntactic processing (grammar).
			It helps learners notice gaps in their knowledge, test rules, and reflect on language forms.

Year	Authors	Hypotheses	Core Ideas
1989	M. Pienemann	Teachability Hypothesis	Language instruction is only effective when it aligns with the learner's current, natural developmental stage.
			Teaching a grammatical structure before a learner is psycholinguistically ready for it will be ineffective and may hinder LA.

Conclusions. The exposed fundamental hypotheses of LA offer valuable theoretical insights for improving L2 instruction. Although they collectively formulate the intellectual basis of the field, their critical evaluation exposes methodological controversies. Therefore, future research might focus on the integration of these theoretical insights into real-world tertiary settings to reveal the precise cognitive processes due to which language input can be converted into fluent speech output.

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POSITIVE LANGUAGE TEACHING IN SECONDARY EFL EDUCATION

Abstract. Contemporary foreign language pedagogy has undergone a substantial transformation, shifting from traditional, anxiety-oriented instructional models toward more holistic, student-centred approaches that recognise the importance of learners' psychological well-being. Within this context, one of the most significant challenges faced by language teachers is the creation of a supportive classroom environment that fosters both linguistic development and emotional flourishing. Over the past decade, the field of applied linguistics has increasingly embraced positive psychology (PP) as a major theoretical framework for second language acquisition research.

The perception of language learning as a purely cognitive process focused primarily on grammar instruction and repetitive drills has gradually been replaced by pedagogical models that emphasise learner engagement, motivation, and emotional experience. Among these approaches, Positive Language Teaching (PLT) has emerged as a particularly influential framework. Grounded in Martin Seligman's PERMA model and Barbara Fredrickson's broaden-and-build theory, PLT argues that positive emotions should not be viewed merely as desirable by-products of successful learning, but rather as essential pedagogical resources that broaden learners' cognitive capacities and contribute to the development of long-term personal and academic strengths.

The article highlights that traditional language teaching practices frequently contribute to frustration, anxiety, and demotivation among learners, whereas the

strategic incorporation of positive emotional factors can significantly enhance student engagement, resilience, and academic achievement. Particular attention is devoted to the distinction between temporary classroom enjoyment and the development of a deeper emotional connection to the target language, as the latter plays a crucial role in sustaining learner motivation during challenging stages of the learning process.

The study concludes that, despite certain challenges related to cultural adaptability and the continuing dominance of standardised testing, the implementation of a schoolwide PLT framework represents an important step toward the modernisation of secondary foreign language education and the cultivation of positive, lifelong attitudes toward language learning.

Keywords: positive psychology (PP), positive language teaching (PLT), teacher enthusiasm, secondary EFL education, PERMA model, emotional resilience.

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ПОЗИТИВНЕ ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ У СИСТЕМІ ШКІЛЬНОЇ ІНШОМОВНОЇ ОСВІТИ

Анотація. Сучасна педагогіка викладання іноземних мов зазнала суттєвих трансформацій, переходячи від традиційних моделей навчання, орієнтованих на тривожність, до більш цілісних, студентоцентрованих підходів, які визнають важливість психологічного благополуччя учнів. У цьому контексті одним із найважливіших завдань, що постають перед учителями іноземних мов, є створення сприятливого освітнього середовища, яке забезпечує як мовний розвиток, так і емоційне благополуччя здобувачів освіти. Протягом останнього десятиліття галузь прикладної лінгвістики дедалі активніше інтегрує позитивну психологію (PP) як одну з провідних теоретичних основ досліджень засвоєння другої мови.

Уявлення про вивчення мови як виключно когнітивний процес, зосереджений переважно на граматичних вправах і механічному повторенні, поступово було замінене педагогічними моделями, що акцентують увагу на залученості учнів, мотивації та емоційному досвіді. Серед таких підходів особливо вагомим став підхід Positive Language Teaching (PLT). Ґрунтуючись на моделі PERMA Мартіна Селігмана та теорії broaden-and-build Барбари Фредріксон, PLT стверджує, що позитивні емоції слід розглядати не лише як бажані побічні результати успішного навчання, а насамперед як важливі педагогічні ресурси, які розширюють когнітивні можливості учнів і сприяють формуванню довготривалих особистісних та академічних ресурсів.

У статті підкреслюється, що традиційні практики викладання іноземних мов часто спричиняють у здобувачів освіти фрустрацію, тривожність і демотивацію, тоді як цілеспрямоване використання позитивних емоційних чинників може суттєво підвищити рівень залученості учнів, їхню стійкість та академічні досягнення. Особлива увага приділяється розмежуванню тимчасового задоволення від занять і формування глибшого емоційного зв'язку з мовою, що вивчається, оскільки саме останній чинник відіграє ключову роль у підтриманні мотивації учнів на складних етапах навчального процесу.

У дослідженні зроблено висновок, що, попри певні труднощі, пов'язані з культурною адаптацією та домінуванням стандартизованого оцінювання, упровадження загальношкільної моделі PLT є важливим кроком до модернізації системи шкільної іншомовної освіти та формування позитивного, довготривалого ставлення до вивчення іноземних мов.

Ключові слова: позитивна психологія (ПП), позитивне викладання мови (ПВМ), ентузіазм вчителя, середня освіта з англійської мови як іноземної, модель PERMA, емоційна стійкість.

Statement of the Problem. The field of applied linguistics has undergone significant transformation over the past decade, particularly through the growing recognition of the importance of emotional dimensions in the process of second and foreign language acquisition. Whereas traditional approaches to language learning primarily emphasized cognitive aspects and focused predominantly on negative psychological factors, such as language anxiety, contemporary research increasingly challenges this one-sided perspective. Within the framework of positive psychology (PP), greater attention is now devoted to the role of positive emotions, well-being, and learner engagement, all of which are considered essential components of successful language acquisition. In secondary EFL contexts, however, traditional instructional models often fail to address the

emotional needs of adolescent learners adequately, which may lead to decreased motivation, disengagement, and lower academic achievement.

The effectiveness of foreign language education largely depends on the extent to which the psychological well-being of learners is taken into consideration. In this regard, Martin Seligman's [6] PERMA model and Barbara Fredrickson's [4] broaden-and-build theory provide an important theoretical foundation for the modernization of language education. These theories demonstrate that positive emotions should not be interpreted merely as passive outcomes of successful learning; rather, they function as active facilitators of the educational process. Positive emotional experiences broaden learners' cognitive flexibility, enhance creativity and openness to communication, and contribute to the development of long-term personal and academic resources. Consequently, the creation of a supportive and emotionally secure classroom atmosphere becomes a shared responsibility of both teachers and learners.

This emphasis on emotional well-being reflects a broader international trend in educational and applied linguistic research. Numerous studies conducted in diverse educational settings confirm that teachers' attitudes, classroom behavior, and interpersonal communication directly influence learners' levels of engagement and participation. Current research increasingly prioritizes such constructs as resilience, grit, learner well-being, and foreign language enjoyment, highlighting their strong relationship with academic success and sustained motivation.

In order to maintain learners' long-term interest and engagement in secondary foreign language education, a more integrated and human-centred pedagogical approach is required. Reliance on traditional, form-focused instructional practices alone is no longer sufficient to meet the emotional and motivational needs of contemporary learners. Therefore, the implementation of the Positive Language Teaching (PLT) approach should be regarded as a fundamental component of modern foreign language curricula. Such a transition is essential for fostering not only temporary classroom enjoyment, but also a deeper and more enduring emotional connection to the target language.

Analysis of recent research and publications. Contemporary research in the fields of applied linguistics and foreign language pedagogy increasingly emphasizes the importance of emotional and psychological factors in successful language acquisition. The present study draws upon several influential works that collectively establish the theoretical and practical foundations of Positive Language Teaching (PLT).

The studies conducted by Jean-Marc Dewaele et al. (2019) and Yue Wang et al. (2021) provide an essential theoretical basis for understanding the relationship between positive psychology and second language acquisition. Their

research highlights the significance of positive emotional experiences, learner well-being, and foreign language enjoyment in promoting successful learning outcomes. Furthermore, the work of Liu et al. (2021) demonstrates a strong correlation between teacher enthusiasm and increased levels of classroom enjoyment among learners, emphasizing the central role of the teacher in shaping the emotional climate of the classroom.

The emotional dimension of language learning is further explored in the study by Liliana Pavelescu and Daniel Petrić (2018), which argues that a deeper emotional attachment, described as "love for the English language," generates more sustainable and enduring motivation than temporary classroom enjoyment alone. In addition, Aydin (2025) proposes a practical PLT framework that offers valuable pedagogical strategies for integrating positive psychology principles into language teaching practice. Finally, the research of Ali Derakhshan (2022) identifies current trends, emerging perspectives, and unresolved issues within the field of positive psychology in language education, thereby outlining important directions for further investigation.

Despite the growing body of literature devoted to positive psychology and emotional well-being in foreign language learning, the systematic implementation of a comprehensive Positive Language Teaching framework within secondary education remains insufficiently developed. Existing research still lacks a coherent and practically applicable model that would enable teachers to integrate psychological insights consistently into everyday classroom practices and within the constraints of standardized educational systems.

Purpose of the article. The purpose of this article is to synthesize recent findings in the field of positive psychology and examine their practical applicability within secondary EFL education. More specifically, the study aims to analyse the theoretical foundations and structural components of the Positive Language Teaching (PLT) approach, with particular attention to the role of positive emotional experiences in the language learning process. The article also seeks to demonstrate how such factors as teacher enthusiasm, classroom enjoyment, learner well-being, and emotional engagement function as significant contributors to student motivation, resilience, and academic achievement. In addition, the study attempts to highlight the necessity of integrating psychologically supportive teaching practices into contemporary foreign language education in order to foster both linguistic development and long-term positive attitudes toward language learning.

Presentation of the main content. Positive psychology (PP) was introduced into the field of foreign language education relatively recently. For several decades, applied linguistics was predominantly characterized by a cognitive orientation, within which researchers focused primarily on negative

emotional factors, especially language anxiety. This tendency began to change when Peter MacIntyre and Tammy Gregersen introduced Barbara Fredrickson's broaden-and-build theory into the field of language education. The theory proposes that positive emotions broaden individuals' momentary thought–action repertoires and contribute to the development of enduring personal resources [4]. According to these scholars, the year 2016 marked a significant turning point in the development of positive psychology within applied linguistics, as mainstream academic journals began publishing an increasing number of studies devoted to such constructs as resilience, grit, and foreign language enjoyment.

Building upon this theoretical foundation, Yue Wang and colleagues developed a broader conceptual framework for positive psychology in second language acquisition based on Martin Seligman's PERMA model, which includes positive emotions, engagement, relationships, meaning, and accomplishment, together with Fredrickson's broaden-and-build theory. Their work identifies seven major components that are particularly relevant to second language research and pedagogical practice: enjoyment, grit, loving pedagogy, academic engagement, emotion regulation, resilience, and well-being [7]. These concepts collectively emphasize that successful language learning depends not only on cognitive processes, but also on learners' emotional experiences and psychological resilience.

A considerable body of research has demonstrated a strong relationship between teacher behavior and student emotions in the foreign language classroom. Teacher enthusiasm, expressed through tone of voice, gestures, facial expressions, and genuine interest in the teaching process, has been shown to generate higher levels of classroom enjoyment and, consequently, improved EFL achievement. Enthusiastic teachers create a positive emotional atmosphere that expands learners' thought–action repertoires, reduces the influence of negative emotions such as boredom and stress, and facilitates the more effective development of linguistic competence. Within this context, enjoyment functions as a constructive achievement emotion that enhances learner motivation, engagement, persistence, and academic performance in secondary EFL settings. Research also indicates that enjoyment becomes particularly effective when learners perceive themselves as competent and regard classroom tasks as personally meaningful and valuable [7].

The emotional dimension of language learning is further explored in the study conducted by Liliana Pavelescu and Daniel Petrić [3], who carried out a four-case study investigating learners' emotional experiences in English language learning. The authors distinguish between temporary enjoyment associated with entertaining classroom activities and a deeper, more stable emotional attachment described as "love for the English language." Their findings reveal that learners who developed such an emotional connection demonstrated greater persistence,

invested more effort in their studies, developed effective coping mechanisms during less enjoyable learning periods, and maintained long-term engagement despite difficulties. The study therefore suggests that emotions should not be regarded merely as individual feelings, but rather as socially and contextually constructed experiences. In particular, love for the language appears to broaden cognition and sustain motivation more effectively than temporary enjoyment alone, especially among adolescent learners whose attitudes toward English are still developing and who require strong emotional attachment to remain engaged in the learning process.

The Positive Language Teaching (PLT) approach integrates the principal components of positive psychology into language pedagogy, including positive emotions (e.g., joy and curiosity), engagement (e.g., flow during classroom activities), supportive interpersonal relationships, meaningful language use connected to real-life goals, and a sense of accomplishment achieved through celebrating progress and success. Aydin [1] criticizes traditional language teaching methods, such as the grammar-translation method, the audio-lingual method, the direct method, and the silent way, arguing that they frequently contribute to frustration, isolation, and anxiety because of their excessive focus on accuracy, repetition, and error correction without sufficient emotional or social support. For example, the audio-lingual method is characterized by monotonous repetition and intensive correction of mistakes, which may result in learner demotivation and reduced resilience. In contrast, PLT promotes collaborative and meaningful classroom activities that simultaneously develop linguistic competence and emotional well-being. Although the approach still faces certain limitations, including issues of cultural adaptability and resource availability, it nevertheless offers a practical and innovative alternative for contemporary secondary EFL classrooms [5].

Finally, Derakhshan [2] reviews the latest developments in positive psychology within language education and outlines several important directions for future research. He highlights emerging constructs such as optimism, teacher immediacy, and mindfulness, while emphasizing the need for more context-specific investigations, particularly within secondary education. According to Derakhshan, although foreign language enjoyment and teacher enthusiasm have already received considerable scholarly attention, deeper emotional constructs, including love for the language and schoolwide implementations of the PLT framework, still require longitudinal and localized research in order to understand how these factors function in authentic teenage classroom environments over extended periods of time [2].

Critical Remarks. Although the growing body of research devoted to positive psychology and Positive Language Teaching (PLT) has made a

significant contribution to contemporary foreign language pedagogy, several important limitations and unresolved issues remain. First, a considerable proportion of existing studies rely predominantly on theoretical discussions, self-reported data, or small-scale qualitative investigations, which limits the generalizability of their findings across diverse educational contexts. Consequently, there is still a need for larger-scale empirical and longitudinal studies that would examine the long-term effectiveness of PLT practices in secondary EFL classrooms.

Another important limitation concerns the cultural adaptability of positive psychology frameworks. Most influential studies in the field originate from Western educational settings and are grounded in values associated with individual achievement, self-expression, and learner autonomy. However, the implementation of PLT principles may encounter challenges in educational systems where traditional teacher-centred instruction, examination-oriented learning, and rigid curricula continue to dominate classroom practice. As a result, the universal applicability of certain positive psychology constructs requires further critical examination within different sociocultural and educational environments.

Furthermore, although positive emotions such as enjoyment, resilience, and motivation are increasingly emphasized in the literature, there remains a risk of underestimating the pedagogical value of certain negative emotions. Feelings such as anxiety, frustration, or uncertainty should not always be interpreted exclusively as harmful factors, since moderate levels of challenge and tension may also contribute to learner persistence, discipline, and academic growth when appropriately managed by the teacher. Therefore, future research should aim to establish a more balanced understanding of the interaction between positive and negative emotional experiences in foreign language learning.

Additional concerns arise from the practical implementation of the PLT approach in secondary education. Teachers frequently work under conditions shaped by limited classroom time, large groups of learners, standardized assessment systems, and extensive curricular requirements. Under such circumstances, the integration of emotionally supportive and highly individualized pedagogical practices may become difficult to achieve consistently. Moreover, many teachers may not possess sufficient training in positive psychology or emotional pedagogy, which highlights the necessity of including these components in teacher education and professional development programmes.

Finally, while current research convincingly demonstrates the importance of classroom enjoyment and teacher enthusiasm, deeper emotional constructs such as “love for the language” remain conceptually underdeveloped and methodologically difficult to measure. More precise theoretical definitions and

research instruments are therefore needed in order to investigate how enduring emotional attachment to a foreign language develops over time and how it influences long-term language learning outcomes.

Conclusion. The present study demonstrates that positive psychology has become an important theoretical framework in contemporary foreign language pedagogy, shifting attention from purely cognitive approaches toward the emotional dimensions of language learning. The analysis confirms that positive emotional factors such as enjoyment, resilience, well-being, and emotional attachment to the target language play a significant role in sustaining learner motivation, engagement, and academic achievement in secondary EFL education.

The findings also highlight the importance of teacher enthusiasm and supportive classroom interaction in creating a positive learning atmosphere that promotes both linguistic and personal development. In this context, the Positive Language Teaching (PLT) approach offers an effective alternative to traditional instructional methods by integrating meaningful communication, collaboration, and emotional support into the learning process.

Despite certain limitations related to cultural adaptability and standardized educational systems, PLT represents a valuable direction for the modernization of secondary foreign language education. At the same time, further empirical and longitudinal research is needed to investigate the long-term impact of positive emotional experiences and the practical implementation of PLT in authentic classroom contexts. Overall, the integration of positive psychology into EFL teaching may contribute not only to improved academic outcomes, but also to the development of positive and lasting attitudes toward foreign language learning.

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META SKILLS AS A RESOURCE FOR THE PROFESSIONAL, EMOTIONAL, AND ETHICAL DEVELOPMENT OF EDUCATORS IN THE SYSTEM OF POSTGRADUATE EDUCATION

Annotation. The role of meta skills in the professional and emotional-ethical development of pedagogical workers within the system of postgraduate education is substantiated in the article. In the context of rapid technological changes, digitalization, and the implementation of artificial intelligence, the traditional division into hard skills and soft skills becomes insufficient. Meta skills are considered as supra-professional competencies of a higher order that ensure the ability for self-regulation, lifelong learning, and adaptation to changes. Based on the analysis of national and international sources, the essence of meta skills, their key characteristics, and main types are defined: self-awareness, attention management, imagination (creativity), metacognitive reflection, motivation management, and emotional and bodily awareness. The article reveals the specific manifestation of each meta skill in a teacher's professional activity. Each of the key meta skills manifests itself concretely in teachers' daily practice: self-awareness helps prevent professional burnout, attention management enhances lesson quality, creative imagination stimulates pedagogical innovation, meta-cognitive reflection avoids methodological stagnation, motivation management sustains a sense of professional vocation, and emotional awareness fosters a respectful and psychologically safe educational environment. Particular attention is paid to the role of meta skills in preventing professional burnout, developing pedagogical creativity in the context of artificial intelligence, forming an inclusive educational environment, and supporting respect for human dignity. It is proven that the development of meta skills is an important factor in improving the quality of education, as they form an internal mechanism of continuous professional self-improvement in educators.

The conclusions emphasize the need to implement practice-oriented models for the development of meta skills in the system of postgraduate pedagogical education.

Keywords: meta skills, pedagogical workers, professional development, postgraduate education, emotional-ethical competence, self-reflection, professional burnout, pedagogical creativity.

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МЕТАНАВИЧКИ ЯК РЕСУРС ПРОФЕСІЙНОГО ТА ЕМОЦІЙНО-ЕТИЧНОГО РОЗВИТКУ ПЕДАГОГІВ У СИСТЕМІ ПІСЛЯДИПЛОМНОЇ ОСВІТИ

Анотація. У статті обґрунтовано роль метанавичок у професійному та емоційно-етичному розвитку педагогічних працівників у системі післядипломної освіти. У контексті швидких технологічних змін, цифровізації та впровадження штучного інтелекту традиційного поділу на hard skills і soft skills стає недостатньо. Метанавички розглядають як надпрофесійні компетентності вищого порядку, які забезпечують здатність до саморегуляції, постійного навчання та адаптації до змін. На основі аналізу вітчизняних і зарубіжних джерел визначено сутність метанавичок, їх ключові характеристики та основні види: самоусвідомлення, управління увагою, уява (креативність), метакогнітивна рефлексія, управління мотивацією та емоційно-тілесна обізнаність. Розкрито специфіку прояву кожної метанавички в професійній діяльності вчителя. Кожна з ключових метанавичок проявляється у повсякденній педагогічній діяльності: самоусвідомлення сприяє запобіганню професійному вигоранню, управління увагою підвищує якість освітнього процесу, креативна уява стимулює педагогічні інновації, метакогнітивна рефлексія сприяє оновленню педагогічних методів, управління мотивацією підтримує відчуття професійного покликання, а емоційна обізнаність формує атмосферу поваги та психологічної безпеки в освітньому середовищі. Особливу увагу приділено ролі метанавичок у запобіганні професійному вигоранню, розвитку педагогічної креативності в умовах штучного інтелекту, формуванні інклюзивного освітнього середовища та підтримці поваги до людської гідності. Доведено, що розвиток метанавичок є важливим фактором підвищення якості освіти, оскільки саме вони формують у педагога внутрішній механізм постійного професійного самовдосконалення. У висновках підкреслено необхідність впровадження практико-орієнтованих моделей розвитку метанавичок у системі післядипломної педагогічної освіти.

Ключові слова: метанавички, педагогічні працівники, професійний розвиток, післядипломна освіта, емоційно-етична компетентність, саморефлексія, професійне вигорання, педагогічна креативність.

Problem Statement. The modern labor market is undergoing profound transformations driven by digitalization, automation of production processes, and the integration of artificial intelligence into all spheres of life. In this context, attracting qualified professionals is no longer sufficient; systematic investment in their continuous development and adaptability has become essential. This issue is particularly relevant in education, where pedagogical workers serve as key agents of social change, shaping the thinking and values of future generations.

The effectiveness of a modern specialist depends not only on professional knowledge and hard skills. The traditional division into hard and soft skills no longer fully captures the demands of today's workforce. Increasing importance is given to a third category − meta skills: fundamental supra-skills that underpin all other competencies. Unlike subject-specific skills that may quickly become obsolete due to technological change, meta skills ensure long-term professional resilience and adaptability.

Review of recent research and publications. Recent studies demonstrate growing academic attention to the issue of meta skills. M. Neumeier (2012) introduced the concept of «metaskills» as five key talents necessary for success in the robotic age [1]. G. Razzetti (2018) further developed this idea, emphasizing meta skills as essential competencies for thriving in the 21st century [2].

M.Amran, F.Kutty, S. Surat (2019) consider meta skills as a foundation for creative problem-solving and define them as «higher-level skills applied across various domains of life» [3]. This interdisciplinary approach highlights the universality of meta skills. In the educational context, S.Prarasri, A.Tuntinakorngul, P. Tungkunanan (2025), specifically address school education and emphasize that the development of meta skills among pedagogical staff is a critical condition for quality education. Respondents in their study identified «respect for human dignity» as the highest priority among meta skills [4].

In Ukrainian scholarly discourse, significant contributions have been made by L. Mandro (2022), who links the development of meta skills to the professional growth of social and pedagogical workers and highlights their role in preventing professional burnout [5]. This aspect is particularly relevant for Ukrainian educators facing high emotional loads. N. Nosovets, O. Pyskun, O.Rekun (2021) also explore related concepts of self-skills and metacognitive competencies of teachers [6]. Additionally, U. Khodorivska (2026) offers a practical perspective on the development of meta skills, explaining their importance for personal and professional effectiveness [7].

The purpose of this article is to substantiate the role of meta skills in the professional and emotional-ethical development of educators within the system of postgraduate education.

Main body of the research. Meta skills (also referred to as metacognitive or learning-to-learn skills) represent a person's ability to acquire, develop, and manage other skills. They involve the conscious regulation of one's own thinking, learning processes, and professional development. According to various researchers [3; 6], meta skills include cognitive flexibility, adaptability, self-organization, and self-directed learning.

Key characteristics of meta skills are as follows:

– the ability to use self-observation for personal development and understanding of one's cognitive capacities;

– higher-order skills applicable across different life and academic domains;

– supra-professional, interdisciplinary competencies that transcend conventional thinking;

– skills that enhance the acquisition and improvement of both hard and soft skills.

Meta skills foster a growth-oriented mindset aimed at lifelong learning, complex problem-solving, and continuous competency development.

Let us consider how these meta skills are manifested in the professional activity of a teacher.

Self-awareness in the context of pedagogical practice is primarily reflected in a teacher's ability to objectively assess their own professional state, timely recognize signs of emotional burnout, and adjust their behavior in the classroom. A teacher who has developed this meta skill can analyze not only students' outcomes but also their own influence on the learning process through internal reflection.

Attention management is critically important for teachers facing information overload. The ability to consciously regulate cognitive focus helps maintain lesson quality and reduce methodological errors.

Developed imagination forms the foundation of pedagogical creativity. It enables teachers to design innovative lessons and create effective metaphors. In the age of artificial intelligence, creative imagination becomes an irreplaceable resource that distinguishes living education from algorithmic delivery [2].

Metacognitive reflection allows teachers to avoid cognitive biases and implement new approaches more effectively.

Motivation management helps sustain a sense of vocation despite routine and bureaucratic pressures.

Awareness of emotions and bodily states is of particular importance in pedagogical interaction. An educator who can recognize and regulate their own emotional responses creates a safe and inclusive learning environment. Respect for

human dignity emerges at the intersection of emotional awareness and deep reflection [5; 7]. The main meta skills, along with their definitions and manifestations in pedagogical practice, are summarized in the table below.

Table 1

Key Meta Skills

Meta Skill	Definition	Manifestation in Pedagogical Practice
Self-awareness	Ability to objectively assess one's own professional and emotional state	Timely recognition of burnout signs; reflection on one's influence on students
Attention management	Conscious regulation of cognitive focus amid information overload	Maintaining lesson quality and reducing methodological errors
Imagination / Creativity	Capacity to generate new ideas and non-standard solutions	Designing innovative lessons and effective metaphors for complex concepts
Metacognitive reflection	Ability to analyze and modify one's own thinking processes	Avoiding cognitive biases and critically evaluating new methodologies
Motivation management	Sustaining long-term engagement and connecting daily tasks with core values	Maintaining a sense of vocation despite routine pressures
Emotional and bodily awareness	Recognition and regulation of one's emotions and physical states	Creating a safe, respectful, and inclusive classroom atmosphere

The relevance of developing meta skills among teachers is determined by rapid technological changes, socio-cultural transformations, and the need to prevent teacher burnout [4; 5].

The relevance of developing meta skills among teachers is determined by several interrelated factors.

Firstly, the rapid development of artificial intelligence and the automation of educational processes significantly reduce the need for reproduction-based skills. Instead, the value of what algorithms cannot replicate is increasing: the ability for empathic interaction, creative pedagogical decision-making, and reflective leadership.

Secondly, changes in the socio-cultural context of education require teachers to be constantly ready to reconsider their own understanding of learning, the learner, and their own role in this process.

Thirdly, the problem of teacher burnout has become systemic in many countries. Meta skills of self-awareness and motivation management are proven tools for preventing this phenomenon, as they enable teachers to maintain internal balance and preserve the meaning of their work even under increased workload.

Conclusions. The analysis conducted demonstrates that meta skills are a resource for the professional and emotional-ethical development of teachers. Meta skills function as higher-order cognitive abilities that are superimposed on all other skills. A teacher who develops self-observation, metacognitive reflection, and motivation management acquires an internal mechanism of continuous self-improvement that does not require external pressure or formal incentives.

Each of the key meta skills is manifested in concrete ways in everyday pedagogical practice: self-awareness protects against burnout, attention management improves lesson quality, creative imagination fosters innovation, metacognitive reflection prevents methodological stagnation, motivation management sustains professional vocation, and emotional awareness shapes an atmosphere of respect and safety in the educational environment.

Prospects for further research lie in the development of practice-oriented models for fostering meta skills within teacher professional development systems.

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USE OF GAME TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE IN HIGHER EDUCATIONAL INSTITUTIONS

Abstract. Harmonization of higher education in Ukraine in accordance with the requirements of the European space demands the introduction of innovative achievements in education and science. This has led to the search for new forms and technologies of education [1].

The ability to think logically, to use acquired skills, abilities and knowledge is an indispensable element of any education. For the effectiveness of the processes of developing memory, attention, imagination, special conditions are required. One of them is the need to correlate students' educational activities with such a type of cognition as the game [2].

Learning, studying, and understanding the world around us through the game and action based on one's own experience is much more interesting than simply receiving theoretical information about it.

Game technologies of education are a pedagogical approach that integrates educational goals with a game form, ensuring the acquisition of knowledge and development of skills through role-playing games, simulations, quests and interactive tasks. The game, as we know, is one of the oldest pedagogical methods of learning and upbringing. However, game technologies, in the conditions of rapid changes in the modern education system, are experiencing a period of turbulent development and renewal, occupy an important place in the educational process, and their importance in learning is difficult to overestimate.

Domestic and foreign scientists, experienced teachers consider the game to be an important and effective method of organizing the educational environment: it educates, teaches, develops, and contributes to the formation of key and subject competencies in students. Game technologies increase motivation for learning, because the student will receive pleasure from the educational process. They develop cognitive interest, and encourage the student to independently find ways to solve the task set before him.

Gamification develops critical thinking and emotional intelligence. The use of game technologies makes learning active, allowing students to find solutions

on their own and better study the material through their own experiences. Thus, while playing, learners develop competencies that they will need throughout their lives.

Keywords: interactive technologies, game-based learning technologies, gamification, edutainment, didactic games, role-playing games, business games, educational process.

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ВИКОРИСТАННЯ ІГРОВИХ ТЕХНОЛОГІЙ У ВИКЛАДАННІ ІНОЗЕМНОЇ МОВИ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

Анотація. Гармонізація вищої освіти України відповідно до вимог Європейського простору вимагає запровадження інноваційних досягнень освіти і науки. Це обумовило пошук нових форм та технологій навчання [1].

Вміння логічно мислити, використовувати набуті вміння, навички та знання є неодмінним елементом будь-якої освіти. Для ефективності процесів розвитку пам’яті, уваги, уяви потрібні особливі умови. Одним із них є необхідність співвідношення навчальної діяльності учнів з таким видом пізнання як гра [2].

Пізнавати, вивчати та розуміти світ навколо через гру та дію на власному досвіді набагато цікавіше, ніж просто отримувати теоретичну інформацію про нього.

Ігрові технології навчання — це педагогічний підхід, що інтегрує навчальні цілі з ігровою формою, забезпечуючи засвоєння знань та розвиток навичок через сюжетно-рольові ігри, симуляції, квести та інтерактивні завдання. Гра, як відомо, є одним із найдавніших педагогічних методів навчання та виховання. Проте ігрові технології, в умовах стрімких змін сучасної системи освіти, переживають період бурхливого розквіту й оновлення, займають важливе місце в освітньому процесі, і їх значення в навчанні важко переоцінити.

Вітчизняні та зарубіжні науковці, досвідчені педагоги вважають гру важливим та ефективним методом організації освітнього середовища: вона виховує, навчає, розвиває, сприяє формуванню у здобувачів освіти ключових та предметних компетентностей. Ігрові технології підвищують мотивацію до навчання, адже студент отримає задоволення від освітнього процесу. Вони розвивають пізнавальний інтерес, та як спонукають учня самостійно знайти шляхи розв’язання поставленої перед ним задачі.

Гейміфікація розвиває критичне мислення та емоційний інтелект. Використання ігрових технологій робить навчання активним, дозволяючи студентам самостійно знаходити рішення та краще засвоювати матеріал через власний досвід. Таким чином, під час гри здобувачі освіти розвивають компетентності, необхідні їм протягом усього життя.

Ключові слова: інтерактивні технології, ігрові технології навчання, гейміфікація, edutainment, дидактичні ігри, рольові ігри, ділові ігри.

Problem statement. The national revival of Ukraine has a fundamental impact on the role of specialists with higher education, who must be comprehensively educated and highly competent. The main criterion for the work of a higher educational institution is the level of preparedness of graduates, a rational combination of their theoretical knowledge with the ability to apply them in practice. Therefore, there is a need to search for effective forms and methods of training, develop new teaching methods, etc.

Reforming education in Ukraine towards integration into the European educational space involves the development and implementation of innovative educational systems and technologies. According to the Law of Ukraine "On Higher Education" Art. 51. among the professional competencies of a pedagogical worker are practical skills in the application of modern teaching methods and technologies. [3].

Modern learning technologies are innovative approaches aimed at increasing the efficiency of education and a person-centered approach.

These include:

Information and communication technologies (ICT): use of multimedia, interactive whiteboards, electronic textbooks and online platforms for visualization and step-by-step learning of the material.

Interactive technologies: pair/group work, discussions, debates.

Game technologies and gamification: use of game mechanics.

Project activities: independent work of students on solving real problems.

Distance and blended learning: combining face-to-face learning with online tools (Zoom, Google Classroom, Moodle).

Virtual (VR) and augmented (AR) reality technologies: visualizing complex processes through virtuality.

STEM education: combining science, technology, engineering, and mathematics.

The use of these technologies contributes to faster learning and better preparation for the demands of the modern labor market.

All these learning technologies are widely used in today's pedagogical practice. The problem, in my opinion, is that gamification is not so widespread in

teaching methods in higher education. It is more inherent in teaching subjects in junior and middle grades.

A child fully develops only through play – this is an axiom known and understood by any professional teacher. This position is also suitable for an adult – it is worth mentioning numerous sports, gambling, folk, television and other games – any of these forms satisfies the natural and social need of every person in game behavior [4]. In addition, learning through play is much more interesting not only for a child, but also for an adult, and therefore the learning process becomes more effective. That is why various game forms of organizing the learning process not only for children, but also for adults have been so popular in recent decades: game trainings, situational role-playing and communicative games, business games, etc.

Thus, play in learning is a way to make serious work interesting. A. S. Makarenko expressed the opinion that what a child is like in play, he will be like in work when he grows up. Therefore, the upbringing of a future specialist takes place primarily in a game.

Analysis of recent research and publications.

The problem of using game technologies in the educational process is not at all new in pedagogical theory and practice: many researchers have been engaged in its development, identification of methodological foundations, and significance for the development of the child. G. Selevko notes that game technologies are a holistic formation that covers a certain part of the educational process, united by a common content and plot. At the same time, the game plot develops in parallel with the main content of the training [5]. I. Dychkivska understands the concept of “game technologies” as a game form of interaction between a teacher and students, which is aimed at forming the skills to solve complex tasks based on a competent choice of alternative options through the implementation of a certain plot [6].

Some philosophical aspects of game activity are highlighted in the works of G. P. Shchedrovytsky, I. V. Bestuzhev-Lada, I. S. Kon and others. Game is considered a special form of children's life, worked out by society to manage the development of the child [7]. At one time, the psychological aspects of the game were elaborated by S. T. Shatsky, P. P. Blonsky, D. B. Elkonin, B. G. Ananyev, L. S. Vygotsky, O. M. Leontiev, D. N. Uznadze, L. I. Novikova, S. A. Shmakov, as well as foreign scientists - J. Bruner, J. Piaget, E. Bern, I. Bayer, G. Hall, K. Gross, V. Stern, F. Froebel, A. Vallon, J. Korczak and other psychologists and teachers. D. B. Elkonin called the game "arithmetic of social relations", one of the ways a child learns about the world of adults. B. G. Ananiev considered play as a special form of activity that has its own history of development and covers “all periods of human life” [8].

S. O. Shmakov considers play as a kind of sphere of human life, which, having its own special forms, manifests itself in other types of activity [9]. Among foreign psychologists and teachers on this issue, we can highlight J. Korczak, who considered a game as "the opportunity to find oneself in society, oneself in humanity, oneself in the Universe" [10].

The purpose of the article: to analyze the features of game-based learning and its difference from other pedagogical technologies; to consider examples of the use of game technologies in foreign language classes; to show the importance of gamification in the educational process of higher education; to prove the appropriateness of introducing the "edutainment" methodology in foreign language lessons among students.

Presentation of the main material.

The society in which we live is constantly evolving and changing. It is known that it is the innovative path of society's development that can ensure the formation of a generation of people who think and work in a new way. The Law of Ukraine "On Higher Education" among the main tasks of higher educational institutions provides for "ensuring an organic combination of educational, scientific and innovative activities in the educational process" [3]. Innovations in educational activities are associated with the active process of creating and disseminating new methods and means for solving the tasks of training specialists in a harmonious combination of classical traditional methods and the results of creative search, the use of non-standard, progressive technologies, original didactic ideas and forms of providing the educational process [11].

The word "technology" comes from two Greek words: "techne" - art, skill, ability and "logos" - science, law, thus, "technology" is the science of skill. Pedagogical technology is a system of techniques, forms and methods of organizing the educational process, which are interconnected and united by a single conceptual basis. Game technologies are an integral part of pedagogical technologies. In this case, educational tasks are included in the content of the game [12]. Thus, game technologies of learning are a special method of learning, which involves the assimilation of educational material in a game form.

In the field of education, the concept of "game technologies" did not appear by chance; from the very beginning of its existence, the game has been one of the forms of learning, as a way of recreating real practical situations in order to develop the necessary skills, habits, and human abilities. In ancient Athens (VI-IV centuries BC), learning was permeated with elements of competition (agonistics). In the 10th century, school competitions were also popular among teaching methods in schools, in particular, in rhetoric, and discussions were organized. In Western Europe, during the Renaissance and Reformation, Tommaso Campanella and Francois Rabelais called for the real use of the

principles of game learning. They wanted children to easily, without coercion, and as if playing, get acquainted with all sciences. Jan Amos Comenius (1592-1670) proposed turning all “hard labor schools” and “workshop schools” into places of games. John Locke recommended using game forms of learning. Play-based learning became the basis of Friedrich Froebel's pedagogical theory; he proved that a game makes the teacher's task of teaching a child easier.

In the 20th century, business games emerged. The first business game was developed and conducted by M. M. Birshtein in the USSR in 1932, but already in 1938 the game-based learning method was banned. The second birth of business games occurred only in the 1960s, after the first business games appeared in the USA.

A new independent stage in the development of game-based learning methods and technologies was “edutainment”. The term itself originated from two English words: education and entertainment and was first used in 1948 at the Walt Disney studio, where thirteen episodes of the wildlife film “True-life adventure” were filmed. But among Western scientists there is no consensus on the essence of “edutainment”.

For some, it is “an effective balance between information, multimedia products, psychological techniques and modern technologies” (S. De Vari). For others, it is “the presentation of experience and entertainment through creation” (Y. Wang). For others, it is “the combination of a social order with an entertainment mechanism” (R. Donovan) [13].

In the 1980s, the dynamism of changes in post-industrial society determined a sharp demand for educational services in the field of business and management. Innovative programs and technologies adapted to the "new challenges" began to appear, which gave positive results in training business people.

Game learning differs from other pedagogical technologies in that:

1. it is associated with a favorite form of activity for a person of any age - a game;
2. in relation to cognitive activity, it evokes initiative, perseverance, creativity, imagination, improvisation in participants;
3. it requires an imitative orientation that models professional or social situations of a person's life;
4. it is carried out by students at will, without coercion, with pleasure from the process of activity itself;
5. it takes place within the framework of friendly competition;
6. it motivates through entertainment, because the pleasure of the game forms a stable interest in the educational process.

There are the following types of game technologies:

1. **Didactic games** aimed at learning, consolidating knowledge.

2. **Role-playing games** are characterized by the presence of a task or problem and the distribution of roles between participants to solve them.

3. **Computer simulations and quests**, where digital technologies are used to create a virtual environment. Quests are designed to develop students' ability to analyze, synthesize and evaluate information. University of San Diego lecturers Bernie Dodge and Tom March define a web quest as "an orientation activity where almost all information is taken from the Internet"

4. **Educational quests**, which are search tasks that require the application of knowledge [14].

As is known, pedagogy has mostly studied the possibilities of play for the development of preschool and primary school children. The importance of a game as a special socio-psychological phenomenon for the personal and professional development of higher education students has not been studied enough. It was considered as something secondary for a student who is obliged first of all to acquire professional knowledge. But recently, attention to the game in the life of adults has increased. The works of the Dutch cultural historian Johan Huizinga, who claims that Homo ludens - a playing person - should be placed on a par with the fundamental Homo sapiens and Homo faber [15], have aroused general interest. He considers play as an independent phenomenon of culture, the sign of which is primarily that it is a free activity. For an adult and capable person, play is a function without which he could do, it is not dictated by physical necessity, let alone moral obligations. This is one of the reasons whya game , unfortunately, is being displaced from the life of a modern student.

But, as we know, a competency-based approach to learning requires that modern educational tools perform not only informational, but also motivational and developmental functions. Therefore, gaming technologies, in my opinion, enhance students' motivation, because they are one of the unique forms of learning, which allows you to make studying subjects interesting and exciting, activates attention, and increases interest in learning. It is not for nothing that V. O. Sukhomlynsky wrote: “A game is a spark that lights the fire of curiosity” [16].

A foreign language teacher in the modern conditions of science modernization has the opportunity to widely use interactive technologies, in particular, game teaching methods, in order to consolidate and deepen the knowledge acquired during practical classes. Today, the Internet is full of various educational services, platforms and portals (for example, Kahoot, Genial.ly, H5P, Duolingo, Edmodo), which can help the teacher launch gamification mechanisms, which, as is known, increases students' motivation to learn. The use of game technologies in the process of teaching foreign languages as a method in the

training of future specialists will also facilitate the formation of language competence.

At the beginning of the new school year, to get to know the group, I play the game “Let’s meet” or “My neighbor.” Students write some interesting information about themselves on a piece of paper. Then these sheets are mixed up and distributed to the students. They read the information on the paper, use questions to find out who the sheet belongs to, and then tell the group about the student.

In the arsenal of a foreign language teacher there are a lot of different phonetic, lexical, grammatical and thematic games. Not all of them, indeed, will be suitable for high school students. Of the phonetic games, in my opinion, the most interesting and useful one will be “Find a mistake”, when students, listening carefully to the interlocutor, find and correct an error in the pronunciation of words.

To better master any grammatical phenomenon, you can use many games, for example, “Describe an object”, where you need to add possible adjectives to each noun, or as quickly as possible “Find verbs in a certain tense”. We do all this in the form of tasks, but when these tasks are turned into a game with elements of competition, the exercises no longer seem boring to students.

To study vocabulary, I propose my students to divide into teams, whose participants will take turns saying definitions of words in English on a given topic, and their rivals will name the terms. The so-called “Guess” game. Of the thematic games, I really like the game “Snowball” or “Story telling”, the essence of which is that a sentence on a certain topic is written on a sheet of paper. The sheet is folded so that it is not visible, and is given to students, who take turns writing one sentence at a time, without seeing the previous ones. Sometimes it turns out absurd, but funny, which relieves tension and fatigue in the lesson. The same game can be used as a thematic game, when it is necessary to learn a certain topic. In this case, however, students write the sentence, reading the previous ones.

In my classes, I also use thematic crossword puzzles, cards (terms and definitions) that need to be matched together, or cards that need to be connected with each other to form an email or a formal or informal letter.

Among the types of gaming activities, one can single out business games, design, situation modeling, problem-oriented games, etc., which are certainly intended for students, because usually the basis of the gaming process in them is the mastery of various professions.

According to O. Myronenko and T. Vidakhvevych, "the most important element of gamification is game thinking. Thanks to it, simple actions acquire a special meaning, because such elements as cooperation, research, and competition are added to them" [17].

Brainstorming is a technology aimed at stimulating creative thinking to solve a problem. This method develops imagination, provides an opportunity to show creativity, supports teamwork, which allows you to increase group cohesion and collect various points of view on the problem. Students must identify the problem, formulate it, determine what the conditions were, develop options for solving it. Then, a "defense" of solutions and a collective discussion are organized.

Recently, interest in a new type of games - business games- has increased. Business games are a simulation of real mechanisms and processes. This is a form of reproducing the objective and social content of any real activity (professional, social, political, technical, etc.). The necessary knowledge is acquired by the participants of the game in the process of information support of game actions, in the formation of a holistic image of a particular real situation.

Ideas about the features of these games are considered in the works of a number of researchers - Yu. S. Arutyunov, M. M. Birshtein, S. G. Gidrovych, S. G. Kolisnychenko, Yu. D. Krasovsky, V. Ya. Platov and others. Thus, Ya. M. Belchikov and M. M. Birshtein see the essence of a business game in the creative activity of its participants, who need to find and formulate the essence of the problem and ways to solve it, about which nothing is known in advance. It is unpredictability that makes a business game a specific form of cognitive activity [18].

O. Myronenko and T. Vydakhvevych studied the use of game technologies in Ukrainian language lessons and came to the conclusion that "through gamification, such skills and abilities are developed as: 1) mastering the norms of the Ukrainian language: phonetic, accentual, lexical, phraseological, morphological, syntactic and stylistic; 2) retelling and creating text in oral and written forms; 3) enriching and activating vocabulary during speech activity; 4) encouraging creative potential, intellectual development of the individual; 5) engaging in innovative game technologies when studying various topics; 6) using monological, dialogical, polylogical speech during game activity, etc. [17]. To some extent, this can also be attributed to foreign language classes. The introduction of gaming technologies into the educational process contributes to the development of thinking, coherent speech, communication, enriches vocabulary, forms the ability to appropriately use language tools, etc.

Conclusions.

In the course of studying sources on the topic, it can be concluded that game technologies are one of the unique forms of learning, which allows you to make the monotonous activity of memorizing, repeating, consolidating or learning information interesting. The game promotes development, forms creative and critical thinking in students, expands their knowledge of various aspects of

learning, enriches them with life experience, prepares the ground for successful activity in real (including professional) life [19]. Gamification provides positive motivation for students in the learning process: they learn to think quickly and logically; students' attention and perseverance increase; positive emotions arise, and the educational material is better assimilated. As psychological and pedagogical research of recent years shows, on average, with the help of the game, students learn educational material by 70%.

Gaming technologies are somewhat new to Ukrainian higher education, so various problems and difficulties arise in the process of its application.

In order for educational game activities in the classroom to be successful, interesting and achieve their goals, the teacher must think over: what skills and abilities to form in students; what material is best to use for the game. Thus, the use of game learning technologies involves clear planning of actions, setting educational goals and objectives, thorough preparation of the teacher for conducting the game, searching for the necessary materials and resources, involving, encouraging and motivating students to active game activities, carrying out the game itself, summarizing the results and summing up.

In addition, to avoid getting bored with the same game, after a certain time it is necessary to change something, complicate the tasks, taking into account the learned material and the individual characteristics of the students.

It should be noted that game technology should in no case replace traditional, proven by many years of experience, teaching methods, but rather complement them, expanding the teacher's methodological arsenal, and contributing to a more effective achievement of the set goal and objectives of both a specific lesson and the entire educational course as a whole.

Therefore, as we see, the problem of using game technologies in higher education is still far from its final solution and requires further research. The task of finding optimal options and models of game interaction in relation to the conditions of higher education in Ukraine is quite relevant. The spread of game technologies demands the development of such a concept that could become the basis for designing new educational games and at the same time explain the features of the game as a special type of educational activity.

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INDICATORS OF THE DEVELOPMENT OF STUDENTS’ INTERCULTURAL COMMUNICATION SKILLS IN FOREIGN LANGUAGE TRAINING

Abstract. The article provides a theoretical justification for a system of indicators for the development of students’ intercultural communication skills in foreign-language training. The relevance of the study lies in the fact that foreign language training can no longer be limited to the acquisition of vocabulary, grammar, and typical speech formulas. In current educational and professional settings, students need to be prepared to interact in contexts of cultural, social, linguistic, and digital diversity. This requires the ability to recognize culturally determined meanings, correctly interpret the interlocutor’s behavior, adapt speech to the communication situation, maintain dialogue, regulate personal reactions, and act responsibly in the digital environment. The aim of the article is to theoretically justify a system of indicators of the development of students’ intercultural communication skills in foreign language training and to describe the levels of their manifestation in educational activity. The study has a theoretical and methodological character. At this stage, no empirical verification of the proposed system has been conducted. The research methods included analysis of scholarly sources, comparison, generalization, categorization, and pedagogical modeling. The article clarifies that intercultural communication skills are a practical component of intercultural competence and are manifested in specific actions of students during foreign language interaction. Five indicators of the development of these skills are identified: cognitive-reflective, emotional-regulatory, speech-behavioral, interactional, and digital. On this basis, four levels of the development of intercultural communication skills are described: initial, basic, sufficient, and high. The proposed system can be used to develop rubrics, diagnostic cards, self-assessment questionnaires, peer assessment criteria, and tasks for formative and summative assessment in foreign language training. Further research should focus on empirically verifying the proposed indicators and levels across different educational programs.

Keywords: intercultural communication, intercultural communication skills, foreign language training, students, development indicators, development levels, intercultural competence, cultural intelligence, digital communication, pedagogical assessment.

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ПОКАЗНИКИ РОЗВИТКУ НАВИЧОК МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ ЗДОБУВАЧІВ ОСВІТИ В ІНШОМОВНІЙ ПІДГОТОВЦІ

Анотація. У статті теоретично обґрунтовано систему показників розвитку навичок міжкультурної комунікації здобувачів освіти у процесі іншомовної підготовки. Актуальність дослідження зумовлена тим, що іншомовна підготовка вже не може обмежуватися засвоєнням лексики, граматики та типових мовленнєвих формул. У сучасних освітніх і професійних ситуаціях здобувач освіти має бути готовим до взаємодії в умовах культурної, соціальної, мовної та цифрової різноманітності. Це потребує здатності розпізнавати культурно зумовлені смисли, коректно інтерпретувати поведінку співрозмовника, адаптувати мовлення до ситуації спілкування, підтримувати діалог, регулювати власні реакції та діяти відповідально в цифровому середовищі. Мета статті полягає в теоретичному обґрунтуванні системи показників розвитку навичок міжкультурної комунікації здобувачів освіти у процесі іншомовної підготовки та описі рівнів їх прояву в освітній діяльності. Дослідження має теоретико-методичний характер. Емпірична перевірка запропонованої системи на цьому етапі не проводилася. Для досягнення мети використано аналіз наукових джерел, порівняння, узагальнення, категоризацію та педагогічне моделювання. У статті уточнено, що навички міжкультурної комунікації є практичним складником міжкультурної компетентності й виявляються у конкретних діях здобувача освіти під час іншомовної взаємодії. Виокремлено п’ять показників розвитку таких навичок: когнітивно-рефлексивний, емоційно-регулятивний, мовленнєво-поведінковий, інтерак-ційний і цифровий. На їх основі описано чотири рівні розвитку навичок міжкультурної комунікації: початковий, базовий, достатній і високий. Запропонована система може бути використана для розроблення рубрик, діагностичних карт, анкет самооцінювання, критеріїв взаємооцінювання та

завдань для поточного й підсумкового оцінювання в іншомовній підготовці. Подальші дослідження доцільно спрямувати на емпіричну перевірку запропонованих показників і рівнів у різних освітніх програмах.

Ключові слова: міжкультурна комунікація, навички міжкультурної комунікації, іншомовна підготовка, здобувачі освіти, показники розвитку, рівні розвитку, міжкультурна компетентність, культурний інтелект, цифрова комунікація, педагогічне оцінювання.

Problem Statement. Foreign language training of students is increasingly viewed not only as the acquisition of a language system, but also as preparation for interaction in conditions of cultural, social, professional, and digital diversity. In real communication situations, it is not enough to know vocabulary, grammatical structures, and typical speech formulas. Students need to recognize culturally determined meanings, interpret the interlocutor's behavior correctly, choose appropriate language means, maintain dialogue, regulate their own reactions, and act responsibly in the digital environment.

At the same time, assessing such skills remains methodologically complex. Research often focuses on broader constructs, such as intercultural competence, cultural intelligence, cultural sensitivity, tolerance of uncertainty, and intercultural effectiveness. For pedagogical practice, this is not sufficient, because a teacher needs to assess not an abstract readiness for intercultural interaction, but specific manifestations of students' behavior in speech-based, professionally oriented, project-based, and digital tasks. Therefore, it is relevant to clarify a system of indicators for assessing the development of intercultural communication skills in foreign language training.

Analysis of Recent Research. In current research, intercultural communication is considered through the concepts of intercultural competence, cultural intelligence, intercultural effectiveness, and readiness to interact with representatives of other cultures. Xia, Shin, and Kim [14] connect language learning with intercultural communication and the use of digital intelligent systems that can support language learning strategies in culturally diverse communication situations. This indicates an expansion of the content of foreign language training: digital tools no longer only provide access to learning materials, but also model new forms of intercultural communication.

A separate group of studies examines the assessment of intercultural competence with standardized instruments. Majda, Zalewska-Puchała, Bodys-Cupak, Kurowska, and Barzykowski [11] analyzed the effectiveness of cultural education in nursing education and showed an increase in cultural intelligence, especially in its cognitive and behavioral components. In a related study, Majda, Bodys-Cupak, Zalewska-Puchała, and Barzykowski [10] linked the cultural

intelligence of emergency medical service professionals to their experience of direct interaction with culturally diverse groups.

These studies confirm the multidimensional nature of assessment: intercultural communication cannot be measured only through knowledge or a generally positive attitude.

The model proposed by Khukhlaev et al. [8] provides a theoretical basis for understanding the structure of intercultural development. In this model, intercultural competence includes stability, flexibility, openness, interest, absence of ethnocentrism, cultural sensitivity, empathy, relationship management, and tolerance of uncertainty. This approach makes it possible to consider intercultural communication skills as an interaction of cognitive, emotional, value-based, and behavioral manifestations. For pedagogical assessment, this means paying attention not only to the correctness of a foreign-language utterance but also to the student's ability to adapt behavior, avoid ethnocentric judgments, show empathy, and act in uncertain situations.

Pedagogical research pays considerable attention to active formats for developing intercultural communication. Nguyen [12] analyzes project-based assessment in teaching intercultural communicative competence to students learning a foreign language. Project tasks enable assessment not only of the final language product but also of the process of cooperation, problem-solving ability, communicative initiative, and consideration of cultural differences. Similarly, Crespí, García-Ramos, and Queiruga-Dios [3] consider project-based learning as a means of developing interpersonal competencies in higher education.

Virtual exchange and international online interaction are also important areas of current research. Dooly and Vinagre [4] describe virtual exchange as a practice that combines language learning, intercultural interaction, and digital communication. Commander, Schloer, and Weigle [2] show that virtual exchange can foster intercultural effectiveness among students from different disciplines. Hauck, Müller-Hartmann, Rienties, and Rogaten [6] also connect such practices with the development of digital-pedagogical competence in teacher education. This provides grounds for identifying a digital indicator of the development of intercultural communication skills, as modern intercultural interaction often occurs through video conferences, chats, shared documents, forums, and other digital environments.

Empirical studies in foreign language education confirm that the intentional inclusion of an intercultural component in instruction can positively affect both language outcomes and students' communicative readiness. Lee, Ho, and Chen [9], based on an online EFL classroom, found that integrating intercultural communicative competence into English language teaching improved the experimental group's outcomes. Therefore, such skills do not

emerge automatically from language learning. They require specially organized tasks, reflection, and assessment.

The issue of culturally responsive assessment also needs to be considered. Nortvedt et al. [13] emphasize that assessment in globalized education should take into account cultural ways of knowing, students' learning beliefs, and the nature of pedagogical interaction. This warns against mechanically applying universal scales without adapting them to a specific educational situation. In foreign language training, assessment should combine standardized criteria with the analysis of real communicative actions: oral responses, written texts, dialogues, role-play situations, project work, and digital interaction.

Thus, the analysis of research shows the need for a multidimensional assessment of the development of intercultural communication skills. The literature already describes cultural intelligence, intercultural effectiveness, project-based learning, virtual exchange, and culturally responsive assessment. However, the system of indicators by which a teacher can assess students' intercultural communication skills in educational tasks remains insufficiently specified. This determines the need to distinguish cognitive-reflective, emotional-regulatory, speech-behavioral, interactional, and digital indicators as a basis for describing levels of development of these skills.

The aim of the article is to provide a theoretical justification for a system of indicators of the development of students' intercultural communication skills in foreign language training and to describe the levels of their manifestation in educational activity. Achieving this aim involved several research tasks: to clarify the content of intercultural communication skills as a result of foreign language training; to correlate them with current approaches to the assessment of intercultural competence, cultural intelligence, intercultural effectiveness, and digital intercultural interaction; to identify indicators of the development of these skills; and to describe four levels of their formation.

Methods. The study has a theoretical and methodological character. At this stage, no empirical verification of the proposed system of indicators was conducted. The methods used were analysis of scholarly sources, comparison, generalization, categorization, and pedagogical modeling. Analysis and comparison enabled the identification of approaches to assessing intercultural competence, cultural intelligence, and communicative behavior in foreign language learning. Categorization was used to group manifestations of intercultural communication into five indicators: cognitive-reflective, emotional-regulatory, speech-behavioral, interactional, and digital. Pedagogical modeling was used to construct a four-level scale for the development of the relevant skills. The material for the theoretical analysis consisted of recent scholarly works on intercultural competence, cultural intelligence, project-based

learning, virtual exchange, online foreign language learning, and culturally responsive assessment. Special attention was paid to studies in which the assessment of intercultural development is not limited to questionnaires or self-reports, but also includes communicative, project-based, reflective, and digital tasks.

Results and Discussion. The result of the theoretical analysis is a justified set of indicators for the development of students' intercultural communication skills in foreign-language training. In constructing this system, it was taken into account that such skills are not limited to knowledge of facts about other cultures, vocabulary in a foreign language, or general friendliness towards an interlocutor. They are manifested in the ability to act in a specific communicative situation: to interpret meanings, choose language means, maintain dialogue, regulate one's own reactions, overcome misunderstandings, and interact appropriately in the digital environment.

In scholarly literature, students' intercultural development is often assessed through broader constructs such as intercultural competence, cultural intelligence, intercultural effectiveness, cultural sensitivity, and tolerance of uncertainty. The Cultural Intelligence Scale includes metacognitive, cognitive, motivational, and behavioral components; the Cross-Cultural Competence Inventory allows for the assessment of a wider range of characteristics related to readiness for interaction in a culturally diverse environment; the Intercultural Effectiveness Scale is used to identify changes in students' intercultural effectiveness [1; 10; 11]. At the same time, in foreign language training, it is important to move from general constructs to pedagogically observable indicators that can be identified during speech-based, project-based, reflective, and digital tasks.

On this basis, five indicators of the development of intercultural communication skills were identified: cognitive-reflective, emotional-regulatory, speech-behavioral, interactional, and digital. They should be considered interconnected, because real intercultural interaction does not develop in isolation. For example, a student may formulate an idea grammatically correctly in a foreign language but fail to consider the interlocutor's status, communicative distance, or the cultural norm of indirect disagreement. In such a case, linguistic correctness does not guarantee intercultural appropriateness.

The cognitive-reflective indicator reflects the student's ability to recognize culturally determined differences, interpret the interlocutor's messages and behavior without resorting to simplistic stereotypes, and analyze their own position in intercultural interaction. In foreign language training, this manifests when students work with authentic texts, dialogues, video fragments, professional communication cases, and situations of cultural misunderstanding.

Its content aligns with approaches that associate intercultural competence with cultural awareness, flexibility of thought, openness, the absence of ethnocentrism, and critical self-analysis [7; 8].

The emotional-regulatory indicator characterizes the student's ability to maintain communicative balance in situations of uncertainty, differences of opinion, language difficulty, or potential misunderstanding. It includes empathy, tolerance of ambiguity, readiness to avoid hasty judgments, and the ability to ask for clarification, change tone, or adapt the way of explanation. In foreign language training, this indicator can be assessed through role-play situations, discussions, debates, pair and group work, and reflective notes after communicative tasks [8; 10].

The speech-behavioral indicator reflects the student's ability to choose language means according to the purpose, addressee, channel, and situation of communication. This is not only about grammatical correctness, but also about intercultural appropriateness. This indicator includes the ability to formulate requests, clarifications, disagreements, apologies, suggestions, arguments, or refusals, taking into account politeness norms, communicative distance, and the interlocutor's expectations. Research in foreign language education emphasizes that integrating intercultural communicative competence into online EFL instruction can positively affect both language outcomes and communication motivation [9].

The interactional indicator concerns the ability to maintain dialogue, listen to the interlocutor, respond to their position, negotiate meanings, resolve communicative misunderstandings, and reach a shared decision. This indicator is especially important for project-based learning, group tasks, discussions, and professionally oriented foreign language interaction. Project-based and group formats enable assessment not only of the language product but also of cooperation, communicative initiative, and consideration of cultural differences [3; 12].

The digital indicator reflects the student's ability to carry out intercultural communication in the digital environment. It includes the appropriate use of email, chats, forums, video conferences, shared documents, and multimodal messages, as well as digital etiquette. The identification of this indicator is justified by the fact that modern foreign language training increasingly includes virtual exchange, COIL, online projects, and communication through digital platforms. Studies of virtual exchange emphasize its potential for developing intercultural effectiveness, communicative skills, and digital-pedagogical competence [2; 4-6].

A summary of the indicators and levels of development of intercultural communication skills is presented in Table 1.

Table 1

Indicators and levels of development of students' intercultural communication skills in foreign language training

Indicator	Initial level	Basic level	Sufficient level	High level
Cognitive-reflective	The student recognizes cultural differences fragmentarily and often relies on stereotypical explanations.	The student recognizes some cultural features with the support of the teacher or a model.	The student independently explains a communicative situation in terms of cultural norms.	The student flexibly interprets situations, critically reflects on personal assumptions, and avoids ethnocentric judgments.
Emotional-regulatory	The student reacts tensely to misunderstanding, avoids complex interaction, or gives categorical judgments.	The student shows readiness for interaction but needs support in complex situations.	The student controls personal reactions, listens to another position, and clarifies meanings.	The student maintains a safe tone of interaction, reduces tension, and shows empathy.
Speech-behavioral	The student reproduces ready-made language formulas without considering their appropriateness.	The student uses typical politeness formulas but does not always adapt speech to the situation.	The student chooses language means according to the purpose, addressee, and situation.	The student flexibly adapts style, tone, and argumentation to cultural expectations.
Interactional	The student participates in dialogue passively and does not always maintain the logic of interaction.	The student performs an assigned role but rarely resolves misunderstandings independently.	The student actively maintains dialogue, asks questions, and negotiates meanings.	The student serves as a mediator and helps the group reach a shared decision.

Indicator	Initial level	Basic level	Sufficient level	High level
Digital	The student performs basic technical actions but does not always consider digital etiquette.	The student creates clear digital messages in accordance with a model or instruction.	The student adapts the style of online communication to the channel, addressee, and purpose.	The student maintains culturally sensitive, ethically correct, and productive digital interaction.

The proposed system of indicators has several methodological advantages. First, it makes it possible to assess intercultural communication skills as observable behavior, not only as self-assessment or declarative knowledge. Second, it combines the linguistic, communicative, reflective, and digital dimensions of foreign language training. Third, it can be used for different types of tasks: case analysis, role plays, dialogues, project work, reflective essays, online discussions, email communication, and joint international tasks.

At the same time, the proposed system does not deny the value of standardized instruments, such as CQS, CCCI, or IES. It can complement them in pedagogical assessment. Standardized scales enable identification of general changes in cultural intelligence, intercultural effectiveness, or cultural competence, while the indicators proposed in this article help the teacher observe specific manifestations of these skills in educational activity. Such a combination is important because self-reports do not always reflect students' real communicative behavior.

Assessment practices should also take into account cultural ways of knowing, the nature of interaction, and participants' learning beliefs in the educational process [13]. Therefore, the proposed indicators should not be applied as a rigid universal scheme. They need to be adapted to the educational program, students' level of foreign language proficiency, the professional orientation of training, students' age, and the learning format.

The relationship between linguistic correctness and intercultural appropriateness also requires special attention. Traditional assessment in foreign language training is often dominated by criteria of grammatical accuracy, lexical variety, phonetic correctness, and the structure of oral or written expression. However, developing intercultural communication skills requires a broader assessment. A student may make some language mistakes but still demonstrate the ability to maintain dialogue, clarify meanings, show empathy, and overcome misunderstandings. Conversely, a formally correct utterance may be

communicatively inappropriate if it does not consider the addressee, the situation, or cultural norms of interaction.

Thus, the assessment of the development of intercultural communication skills in foreign language training should be comprehensive. It should combine the analysis of the language product, observation of the interaction process, self-assessment, peer assessment, reflective materials, and the results of project-based or digital activity. The proposed five indicators and four levels of their manifestation provide a basis for further development of rubrics, diagnostic cards, self-assessment questionnaires, and criteria for assessing educational tasks aimed at developing intercultural communication.

Conclusions. The article provides a theoretical justification for a system of indicators for the development of students' intercultural communication skills in foreign-language training. The starting point was the idea that these skills are a practical component of intercultural competence and are manifested in specific actions: interpreting meanings, adapting speech, maintaining dialogue, regulating emotions, overcoming misunderstandings, and engaging in responsible digital interaction.

Based on an analysis of current approaches to assessing intercultural competence, cultural intelligence, intercultural effectiveness, project-based learning, virtual exchange, and culturally responsive assessment, five indicators of the development of intercultural communication skills were identified: cognitive-reflective, emotional-regulatory, speech-behavioral, interactional, and digital. Four levels of their manifestation were proposed: initial, basic, sufficient, and high.

The practical significance of the proposed system lies in its potential for developing rubrics, diagnostic cards, self-assessment questionnaires, peer assessment criteria, and formative and summative assessment tasks for foreign language training. The system can be applied in case analysis, role plays, discussions, project work, reflective essays, email communication, online discussions, and virtual exchange.

Further research should focus on empirically verifying the proposed indicators and levels, developing valid diagnostic instruments, and comparing students' self-assessments with the results of pedagogical observation and analysis of completed communicative tasks.

Use of artificial intelligence (AI) tools. During the preparation of the manuscript, AI (Grammarly) was used as an auxiliary tool for the technical review of selected author-written text fragments at the levels of grammar, spelling, and punctuation. The AI tool was not used to generate the substantive parts of the article, including the formulation of the aim, methodology, results, discussion, conclusions, or references. All language corrections suggested by the

AI tool were verified by comparing them with the original text, checking terminology, content accuracy, and consistency with the cited sources. The use of AI did not affect the research results, their interpretation, or the conclusions.

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HUMAN-CENTRED COMPETENCE IN AI-SUPPORTED TRANSLATOR TRAINING: A LINGUODIDACTIC APPROACH TO DEVELOPING INTERCULTURAL AND ETHICAL MEDIATION SKILLS

Abstract. The expansion of artificial intelligence (AI) and neural machine translation is reshaping global communication, fostering a perception of translation as an efficiency-driven, largely automatable process. However, this shift obscures the complex socio-cultural, ethical, and emotional dimensions that underpin effective intercultural communication. This study addresses the resulting research problem: the mismatch between the increasing technical capabilities of AI-driven translation systems and their persistent inability to engage with culturally embedded meaning, particularly in contexts shaped by historical memory, identity, and political sensitivity.

Drawing on English–Ukrainian and Ukrainian–English translation practice, the research demonstrates that meaning is constructed not solely through lexical equivalence but through narrative framing, intercultural interpretation, and ethical positioning. Using a qualitative, discourse-oriented methodology that combines contrastive linguistic and discourse analysis, the study identifies how translators navigate ambiguity, cultural connotation, and ideological implication in ways that exceed algorithmic processing.

The findings confirm that machine translation, while efficient, remains limited in handling culturally dense and emotionally charged discourse, as it cannot replicate human capacities such as intercultural empathy and reflective judgement.

The study advances the argument that translation should be reconceptualised as a form of cultural diplomacy, with translators acting as mediators who shape narratives, influence perceptions, and negotiate meaning across cultural boundaries. To address the evolving demands of AI-mediated communication, the research proposes a pedagogical model that integrates soft skills—intercultural empathy, ethical reasoning, and critical engagement with AI—into translator training. This model adopts a human-in-the-loop approach, positioning AI as a supportive tool rather than a substitute for human expertise.

The scientific contribution of the study lies in integrating translation ethics, intercultural communication, and AI into a unified analytical framework, while its practical value is reflected in a structured model for competence-based curriculum design. The findings underscore the indispensable role of the human translator in ensuring ethical, culturally informed communication in an increasingly technologised and geopolitically complex environment.

Keywords: AI-supported translation; ethical reasoning in translation; intercultural competence; linguodidactics; translation pedagogy

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ЛЮДИНОЦЕНТРИЧНА КОМПЕТЕНТНІСТЬ У НАВЧАННІ ПЕРЕКЛАДАЧІВ З ВИКОРИСТАННЯМ ШІ: ЛІНГВОДИДАКТИЧНИЙ ПІДХІД ДО РОЗВИТКУ МІЖКУЛЬТУРНИХ ТА ЕТИЧНИХ НАВИЧОК ПОСЕРЕДНИЦТВА

Анотація. Розширення можливостей штучного інтелекту (ШІ) та нейронного машинного перекладу трансформує глобальну комунікацію, формуючи уявлення про переклад як ефективний процес, що значною мірою піддається автоматизації. Проте такий погляд нівелює складні соціо-культурні, етичні та емоційні виміри, які лежать в основі ефективної міжкультурної взаємодії. У цьому дослідженні порушується ключова наукова проблема — невідповідність між зростаючими технічними можливостями систем перекладу на основі ШІ та їхньою нездатністю передавати культурно зумовлений зміст, особливо в контекстах, сформованих історичною пам’яттю, національною ідентичністю та політичною обізнаністю.

На матеріалі навчальної англо-української та українсько-англійської перекладацької практики доведено, що формування значення відбувається не лише через лексичну еквівалентність, а й завдяки наративному фреймуванню, міжкультурній інтерпретації та етичному позиціонуванню. Використовуючи якісну дискурсивно орієнтовану методологію, що поєднує контрастивний лінгвістичний та дискурс-аналіз, дослідження виявляє, як перекладачі долають неоднозначність, культурні конотації та ідеологічні імплікації способами, які виходять за межі алгоритмічної обробки. Результати засвідчують, що машинний переклад, попри свою ефективність, залишається обмеженим у передаванні культурно насиченого та емоційно маркованого дискурсу, оскільки він не здатен відтворити такі людські якості, як міжкультурна емпатія та рефлексивне судження.

У дослідженні обґрунтовується необхідність переосмислення перекладу як форми культурної дипломатії, де перекладач виступає медіатором, який формує наративи, впливає на сприйняття та узгоджує значення. З метою відповіді на виклики комунікації, опосередкованої ШІ-інструментами, запропоновано лінгводидактичний підхід, що інтегрує розвиток «м'яких» навичок — міжкультурної емпатії, етичного мислення та критичної взаємодії з ШІ — до фахової підготовки перекладачів, де ШІ розглядається як допоміжний інструмент, а не заміна людської експертизи.

Наукова новизна дослідження полягає в інтеграції перекладацької етики, міжкультурної комунікації та технологій ШІ у єдиний аналітичний підхід, а його практична цінність виявляється у запропонованому компетентнісно орієнтованому проєктуванню навчальних програм. Отримані результати підтверджують незамінну роль людини-перекладача у забезпеченні етично відповідальної та культурно зумовленої комунікації в умовах зростаючої технологізації та геополітичної складності сучасного світу.

Ключові слова: етика перекладу; лінгводидактика; методика викладання перекладу; міжкультурна компетентність; переклад із використанням ШІ

1. Introduction

The expansion of artificial intelligence (AI) and neural machine translation technologies is fundamentally transforming global communication, reshaping both the practice and the perceived function of translation. Contemporary machine translation systems are characterised by high processing speed, scalability, and accessibility, enabling multilingual interaction across a wide range of domains, from everyday communication to institutional and diplomatic discourse. This technological progress has led to a spreading tendency to conceptualise translation as an efficiency-driven process, where linguistic transfer can be largely automated. However, such perspectives often underestimate the complexity of meaning-making across cultures and neglect the socio-cultural, emotional, and ethical dimensions that define effective intercultural communication.

The central *research problem* addressed in this study lies in the tension between the expanding capabilities of AI-driven translation tools and their persistent inability to engage with the culturally dependent layers of language. While machine translation systems can generate semantically accurate output in many contexts, they remain constrained by their limited capacity to process nation-embedded meanings, historical narratives, and context-dependent interpretations. In communicative situations shaped by political sensitivity, collective memory, and identity-related discourse, such as those observed in

English–Ukrainian and Ukrainian–English translation practice, the meaning is constructed not only through lexical equivalence but also through narrative framing, emotional resonance, and ethical positioning. These dimensions require going beyond algorithmic processing and relying on human capacities such as intercultural empathy, ethical reasoning, and contextual awareness. The inability of AI systems to replicate these capacities raises critical questions about the role of the human translator in an increasingly technologised communicative environment.

The present study advances the *argument* that translation should be reconceptualised not merely as a linguistic operation but as a form of cultural diplomacy. Translators act as mediators who navigate between languages, cultures, and interpretive frameworks, shaping how meanings are constructed and received across sociocultural boundaries. Their decisions influence not only textual meaning but also broader discursive processes, including the representation of identities, the framing of conflicts, and the circulation of culturally sensitive narratives. Despite the growing integration of AI into translation workflows, these functions remain fundamentally dependent on human interpretive competence.

Consequently, there is a need to reassess existing models of translation competence and to foreground those human-centred skills that are essential for responsible intercultural mediation.

The *aim* of this study is therefore threefold. First, it seeks to analyse how translation functions as a culturally and ethically grounded practice in contexts characterised by high levels of socio-political and intercultural complexity. Second, it aims to identify the specific limitations of AI-driven translation when confronted with culturally nuanced and ethically sensitive material. Third, the study proposes a pedagogical framework for integrating uniquely human soft skills—such as intercultural empathy, reflective judgement, and ethical reasoning—into advanced translation and philology curricula, thereby aligning translator training with the evolving demands of AI-mediated communication.

To achieve these objectives, the research adopts a *qualitative, discourse-oriented methodological approach*. The analysis is based on a corpus of English–Ukrainian and Ukrainian–English translation examples selected for their cultural density and interpretive complexity, including instances of identity-laden terminology, culturally specific references, and contextually sensitive discourse. These materials are examined through contrastive linguistic analysis combined with qualitative discourse analysis, enabling the identification of shifts in meaning, narrative framing strategies, and culturally conditioned translation choices. Attention is paid to the ways in which translators negotiate semantic ambiguity, cultural connotation, and ideological implication, as well as to the

points at which machine translation output diverges from human interpretive solutions.

In addition, the study incorporates a *pedagogical dimension* by developing and conceptualising a model of translator training that integrates reflective practice, comparative cultural analysis, and critical engagement with AI tools. This model is informed by competence-based approaches to translation education and is designed to operationalise the development of human-centred skills within technologically mediated learning environments. Rather than positioning AI as a replacement for human expertise, the methodology adopts a human-in-the-loop perspective, treating machine translation as a resource that must be actively interrogated and evaluated by the translator.

By combining theoretical reflection, empirical analysis, and pedagogical design, the study contributes to a more comprehensive understanding of translation as an interdisciplinary practice situated at the intersection of language, culture, ethics, and technology. It addresses an emerging gap in contemporary research by integrating these dimensions within a unified analytical framework, thereby providing both conceptual clarification and practical guidance for the development of translator competence in the age of AI.

2. Literature Review

Contemporary translation studies increasingly conceptualise translation not as a purely linguistic operation but as a culturally embedded practice shaped by ideological, ethical, and sociopolitical forces. Venuti [1] foregrounds the inherently interventionist nature of translation, demonstrating that translator decisions are never neutral but participate in broader regimes of cultural representation and power. This perspective is further developed within narrative approaches, where translation is understood as an active force in constructing and circulating socio-political narratives rather than merely transmitting information. Baker [2] shows that translators contribute directly to the framing of events, identities, and conflicts, thereby influencing how realities are perceived across cultures. Within this framework, translation becomes closely aligned with processes of cultural diplomacy, as it mediates not only meaning but also values, perspectives, and collective interpretations of global events. Recent research further supports this position by explicitly framing translators as cultural diplomats in the context of technologically mediated communication, where their role extends beyond linguistic transfer to the ethical and empathetic negotiation of intercultural meaning (Solomashenko [3]).

The conceptualisation of translation as cultural mediation is reinforced by scholarship that highlights the translator's role as an intercultural agent responsible for negotiating meaning across divergent cultural systems. Translation has been shown to function as a mechanism for preserving and

reshaping cultural memory, enabling societies to reinterpret identities and historical narratives through cross-linguistic representation (Pavlenko [4]). These insights underscore the translator's responsibility to account for sociocultural context, audience expectations, and pragmatic intent, positioning translation as a form of socially situated decision-making grounded in intercultural competence. Ethical considerations are therefore integral to translation practice, as translators must evaluate the consequences of their choices in communicative contexts that often involve asymmetries of power, representation, and voice. Pym [5] conceptualises translator ethics as fundamentally relational, emphasising responsibility toward all participants in the communicative act and framing translation as a practice that requires trust, accountability, and ethical judgement.

The rapid advancement of artificial intelligence and neural machine translation has introduced a significant shift in the landscape of cross-cultural communication. AI-driven translation tools offer unprecedented speed, scalability, and accessibility, facilitating multilingual communication across global contexts.

Empirical research demonstrates that such technologies significantly improve efficiency and reduce barriers in international communication settings (Bao & Huang [6]). Similarly, interdisciplinary studies emphasise the potential of machine translation to enhance access to knowledge and promote multilingual participation in global discourse (Steigerwald et al. [7]). However, despite these advantages, a growing body of research highlights persistent limitations in AI systems when dealing with culturally embedded meaning. Machine translation frequently struggles with metaphor, idiomatic expression, and context-dependent interpretation, revealing constraints in its ability to process the deeper semantic and pragmatic layers of communication.

These limitations become particularly evident in ethically sensitive contexts, where translation requires not only accuracy but also the capacity to convey emotional nuance, cultural resonance, and social meaning. Experimental evidence suggests that users perceive machine-generated translations as less reliable in conveying cultural and emotional complexity, especially in situations involving power imbalances or vulnerability (Asscher & Glikson [8]). This perception reflects a broader recognition that AI systems lack the interpretive flexibility and empathy required to navigate ethically charged communication. Furthermore, recent research on machine translation ethics identifies structural issues such as algorithmic bias, cultural insensitivity, and unequal representation of linguistic diversity as key challenges (Yao et al. [9]). These findings reinforce arguments that, while AI can support translation processes, it cannot replace the human capacity for ethical reasoning and intercultural sensitivity, which remain central to responsible communication [3].

In response to these developments, current translation pedagogy is increasingly oriented toward integrating technological competence with human-centred skills. The *European Master's in Translation Competence Framework* [10] reflects this shift by explicitly recognising intercultural, ethical, and interpersonal competences as core components of professional translation expertise. While technological proficiency is essential in contemporary practice, the framework emphasises that human judgement, critical thinking, and cultural awareness remain indispensable. This aligns with recent pedagogical proposals that advocate for embedding reflective practice, ethical reasoning, and intercultural empathy into translator training, particularly in AI-supported learning environments [3]. Such approaches aim to ensure that future translators are not merely users of technology but critical mediators capable of evaluating and refining machine-generated output.

Taken together, the literature demonstrates a convergence of three key insights. First, translation functions as a form of cultural mediation that actively shapes global narratives and intercultural understanding. Second, while AI technologies enhance efficiency, they remain fundamentally limited in their capacity to interpret culturally and ethically complex meanings. Third, the increasing integration of AI into translation workflows necessitates a pedagogical shift toward the systematic development of uniquely human competencies, including ethical reasoning, empathy, and reflexive decision-making. These findings provide a robust theoretical foundation for positioning the translator as a cultural diplomat in the AI era and for advocating curricular models that foreground human-centred skills as central to professional practice.

3. Methodology

This study adopts a qualitative, illustrative approach designed to explore the limits of machine translation and the role of human translators as cultural mediators in AI-supported environments. The empirical material consists of a set of representative English–Ukrainian translation examples reflecting recurrent problem areas in contemporary translation practice, including geopolitical terminology, conflict discourse, culturally embedded concepts, idiomatic expressions, and pragmatic meaning.

The examples were systematically collected from classroom-based translation activities conducted within a translation course for philology students at the NaUKMA. These activities involved students engaging in comparative translation tasks, where machine-generated output was analysed alongside human-produced translations. The classroom context enabled the identification of recurring patterns of error, ambiguity, and interpretive divergence in machine translation, particularly in contexts requiring cultural, ethical, or pragmatic sensitivity.

Following initial collection, the examples were selected, standardised, and reformulated to ensure analytical clarity and comparability. They were then integrated into a structured analytical framework presented in the Analysis section, where each case illustrates a specific dimension of translation complexity. The focus of the analysis is not statistical generalisation but theoretical and pedagogical insight, emphasising the qualitative differences between machine and human translation strategies.

The methodological design is thus aligned with interpretive approaches in translation studies, where illustrative case analysis is used to demonstrate how meaning is negotiated across linguistic and cultural boundaries. By grounding the examples in pedagogical practice while formalising them within an analytical model, the study bridges classroom-based observation with academic inquiry, providing a basis for discussing translation as an ethically and culturally informed activity in the age of artificial intelligence.

4. Analysis: Machine vs Human Translation in Intercultural Contexts

To systematically illustrate the differences between machine-generated and human-mediated translation, a set of representative English–Ukrainian examples was constructed (Table 1). These cases reflect recurrent problem areas in contemporary translation practice, including geopolitical framing, ethical evaluation, cultural specificity, and pragmatic meaning.

Table 1

Machine vs Human English-Ukrainian Translation Cases

№	Source Text (EN)	Machine Translation (UA)	Human Translation (UA)	Analytical Focus
1	[the] Ukraine (inconsistent retention of article)	Україна (no context)	Україна (post-soviet sovereignty implied)	Geopolitical framing
2	collateral damage	побічна шкода	загибель мирного населення / жертви серед цивільних	Ethical transparency
3	We stand with you in this difficult time	Ми стоїмо з вами в цей важкий час	Ми з вами в цей важкий час	Pragmatic adequacy

№	Source Text (EN)	Machine Translation (UA)	Human Translation (UA)	Analytical Focus
4	Holodomor	Голодомор (no context)	Голодомор (масовий голод в Україні 1932–1933 років)	Cultural memory
5	Maidan protests	протести Майдану	протести на Майдані (у Києві)	Cultural localisation
6	He shot himself in the foot	Він вистрелив собі в ногу	Він сам собі нашкодив	Idiomatic meaning
7	It's too bad he didn't come	Це погано, що він не прийшов	Шкода, що він не прийшов	Pragmatic misinterpretation
8	lifestyle	спосіб життя	спосіб життя, поведінка	Lexical ambiguity

The examples demonstrate systematic divergences between machine output and human translation strategies. While machine translation tends to prioritise formal lexical correspondence, human translation reflects semantic interpretation, contextual adaptation, and pragmatic calibration.

5. Discussion

The analysis reveals that the divergence between machine and human translation is not merely a matter of accuracy but reflects fundamentally different approaches to meaning construction. The cases above demonstrate that machine translation systems operate primarily at the level of lexical equivalence, whereas human translators engage in interpretive and context-sensitive mediation. This distinction becomes particularly significant in domains where language carries ideological, ethical, or culturally embedded meaning.

The first example illustrates how geopolitical sensitivity is encoded in grammatical form. The name "the Ukraine", although structurally simple, reflects a historically contingent perspective that is no longer aligned with contemporary diplomatic usage. Machine translation does not systematically register this shift, as it lacks access to socio-political context beyond the immediate linguistic input. Human translation, by contrast, normalises the expression in accordance with current international norms, thereby contributing to the construction of politically appropriate discourse. This case demonstrates that translation choices participate

in broader processes of representation, supporting the argument that translation functions as a form of cultural diplomacy [3].

A similar interpretive gap emerges in the rendering of conflict-related terminology. The phrase "collateral damage" exemplifies how language can obscure ethically sensitive realities through euphemism. Machine translation preserves the euphemistic structure by producing a direct equivalent, whereas human translators may choose to foreground the referent by explicitly naming civilian casualties. This divergence reflects two competing translation logics: one oriented toward formal fidelity, the other toward ethical clarity. As shown in the analysis, the human-mediated version reintroduces the human dimension of the event, counteracting the abstraction inherent in the source term. This supports the view that language shapes moral perception and that translation can either reproduce or challenge discursive framing [11].

The examples relating to cultural memory and identity further demonstrate the limitations of machine translation in conveying historically embedded meaning. Terms such as "Holodomor" and "Maidan" function not merely as referential labels but as condensed representations of collective experience. Machine output tends to treat these units as self-contained lexical items, often omitting contextual information necessary for full interpretation. Human translators, in contrast, activate background knowledge and may introduce explanatory elements that situate the term within its historical and cultural framework. This strategy ensures that the translation remains communicatively effective across audiences with differing levels of cultural familiarity. The inability of machine systems to perform such contextual enrichment reflects broader constraints in processing culturally dense expressions [12].

At the level of pragmatics and interpersonal communication, the analysis demonstrates that machine translation frequently produces grammatically correct but functionally inadequate output. The sentence "We stand with you in this difficult time" is translated literally as *Ми стоїмо з вами*, which, while structurally accurate, may sound unnatural or overly formal in Ukrainian. The human translation removes the verb to produce a more idiomatic expression, aligning with target-language conventions. This adjustment reflects sensitivity to communicative norms rather than strict adherence to source structure. Similarly, the mistranslation of "It's too bad he didn't come" as *Це погано, що він не прийшов* illustrates how machine systems may fail to capture pragmatic meaning, particularly where evaluation is expressed indirectly. Such errors highlight the difficulty of interpreting implied meanings and contextual cues, which remain challenging for AI systems relying on probabilistic models [13].

Idiomatic expressions present another area where the distinction between machine and human translation is particularly pronounced. The literal rendering

of “He shot himself in the foot” demonstrates that machine systems often fail to recognise figurative meaning, resulting in semantically incorrect output. Human translators, by contrast, identify the idiomatic function and select an equivalent expression that conveys the intended meaning rather than the literal form. This aligns with broader observations that machine translation struggles with figurative language, including idioms, metaphors, and culturally specific expressions [13].

Finally, lexical ambiguity further illustrates the interpretive limitations of machine translation. The word “lifestyle”, depending on context, may refer to patterns of behaviour, consumption, or identity. Machine-generated equivalents reflect possible dictionary mappings but fail to capture the intended semantic field. Human translation resolves this ambiguity by selecting *спосіб життя/поведінка*, which aligns with conventional usage in Ukrainian. This example demonstrates that accurate translation requires not only lexical knowledge but also contextual inference.

Taken together, these cases confirm that machine translation operates within a paradigm of surface-level correspondence, while human translation involves multi-layered interpretation encompassing linguistic, cultural, and ethical dimensions. The findings support the argument that translation in the AI era remains fundamentally dependent on uniquely human competencies, including contextual awareness, ethical reasoning, and intercultural sensitivity. While AI systems are highly effective in processing standardised content, they remain constrained in their ability to interpret meaning beyond the explicitly encoded linguistic signal.

From a pedagogical perspective, these results underscore the importance of developing critical engagement with AI tools in translator training. Rather than positioning machine translation as a substitute for human expertise, educational models should emphasise its role as an auxiliary resource that requires active evaluation and revision. By engaging with cases such as those presented in this analysis, students can develop the reflective skills necessary to identify and correct machine-generated errors, thereby reinforcing their role as cultural mediators rather than passive operators of technology.

6. Conclusions

The present study demonstrates that translation within the English–Ukrainian and Ukrainian–English context constitutes a complex form of intercultural mediation that extends beyond lexical transfer to the negotiation of culturally embedded meanings, collective memory, and identity-laden terminology. The analysed cases confirm that translators operate within a multidimensional interpretive space in which linguistic choices are inseparable from their ideological, emotional, and socio-political implications. In this sense, translation emerges as a practice of narrative construction, where lexical selection

and framing strategies may reinforce or challenge dominant discourses, influence perceptions of conflict, and shape the emotional reception of texts. This finding substantiates the argument that translation should be conceptualised as an ethically grounded activity requiring advanced contextual awareness and critical judgement.

From a scientific perspective, the study contributes to the development of translation studies by integrating three domains that are often examined separately: intercultural communication, translation ethics, and AI-mediated language processing. By demonstrating the limits of current AI-based translation tools in handling culturally nuanced, ethically sensitive, and narrative-dependent content, the research advances the theoretical understanding of the boundaries between automated and human translation. Specifically, it provides empirical and conceptual support for the claim that ethical reasoning, intercultural empathy, and narrative competence remain irreducibly human dimensions of translation practice. In doing so, the study refines the notion of translator competence by foregrounding soft skills not as auxiliary attributes but as core cognitive and socio-cultural capacities essential for meaning negotiation in complex communicative environments.

The practical value of the research lies in the proposed pedagogical model, which offers a concrete framework for integrating these competencies into advanced philological and translation curricula. By embedding reflective practice, comparative cultural analysis, and collaborative translation tasks into AI-supported learning environments, the model provides a structured approach to developing critical engagement with machine translation. Its emphasis on transparency in decision-making and the articulation of translation choices fosters the formation of a reflective professional identity grounded in responsibility, cultural sensitivity, and ethical accountability. This approach is directly applicable to higher education institutions seeking to align translator training with the demands of a technologised and geopolitically sensitive communication landscape.

Furthermore, the study highlights the importance of cultivating intercultural empathy as a measurable and teachable competence. Through exposure to diverse narratives and the systematic exploration of ethical dilemmas, the proposed framework enables students to engage with translation as a socially situated practice. This contributes to the preparation of translators capable of operating effectively in real-world contexts characterised by informational asymmetry, political tension, and cultural plurality.

At a broader level, the findings support the reconceptualisation of the translator's role as that of a cultural diplomat who facilitates dialogue across linguistic and ideological boundaries. In an era marked by the acceleration of

communication technologies and the intensification of geopolitical conflicts, translators contribute not only to information transfer but also to the shaping of mutual understanding and the mitigation of misrepresentation. This expanded conceptualisation underscores the societal relevance of translation as a discipline and reinforces its position within interdisciplinary research on communication, ethics, and technology.

Future research should address several directions. First, further empirical studies are needed to systematically compare human and AI translation performance in high-context, culturally sensitive domains, particularly in relation to emotional resonance, narrative framing, and ethical decision-making. Second, longitudinal research on translator training programmes would provide valuable insights into the effectiveness of integrating reflective and empathy-based pedagogies within AI-enhanced learning environments. Third, interdisciplinary collaboration between translation studies, computational linguistics, and cognitive science is required to explore the extent to which elements of human interpretive competence can be modelled or simulated in AI systems without reducing their ethical complexity. Finally, expanding the analysis to additional language pairs and geopolitical contexts would enhance the generalisability of the proposed framework and contribute to a more comprehensive understanding of translation as a global practice of cultural diplomacy.

The study provides both theoretical clarification and pedagogical innovation, positioning human-centred competencies at the core of translation practice and reaffirming the indispensable role of the translator in the evolving ecosystem of AI-mediated communication.

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METHODOLOGICAL APPROACHES TO THE FORMATION OF THE INTERPRETOLOGICAL-PERFORMING EXPERIENCE OF FUTURE VOCAL TEACHERS IN THE PROCESS OF WORKING ON CHAMBER VOCAL REPERTOIRE

Abstract. The article highlights the relevance of the problem of professional training of future vocal teachers in the conditions of the modern socio-cultural space and the internationalization of higher arts education. It is noted that the dynamics of the field's development require a conceptual transition from a reproductive, narrowly technological model to a paradigm of creative self-realization. There is an acute need for specialists capable of stepping beyond the mechanical formation of skills, fulfilling the mission of mediators and interpreters of cultural meanings.

The purpose of the article is the theoretical definition and scientific substantiation of a complex of methodological approaches that constitute the fundamental basis for developing a methodology for forming the interpretological-performing experience of master's students in the process of working on the chamber vocal repertoire. It is proven that the successful implementation of the outlined task is impossible without a synergetic combination of philosophical-culturological, art studies, and pedagogical tools.

The authors propose a holistic multilevel methodological matrix that integrates four key approaches. The personal-activity approach ensures the student's active subjective position, allowing the training to be interpreted as a deeply individualized artistic activity. The culturological approach positions vocal performance as a semiotic phenomenon and legitimizes work on the repertoire as an act of conscious cultural creation within the coordinates of transcultural interaction, which is of strategic importance for foreign students. The hermeneutic approach provides an effective toolkit for decoding the profound philosophical and psychological subtexts of the musical-poetic text. The stylistic approach requires the conscious selection of a complex of expressive means and determines the artistic standards for the adequate vocal-intonational embodiment of the work in accordance with the acoustic and aesthetic norms of a specific epoch.

It is concluded that the synergy of the identified approaches ensures the integrity of professional training, harmoniously combining the performing, interpretological, and pedagogical components. This prepares the future teacher for successful realization in the roles of a performer, a methodologist-mentor, and a mediator. Prospects for further research lie in designing the component structure of the phenomenon and developing an original methodology.

Keywords: interpretological-performing experience, chamber vocal repertoire, Masters of Musical Arts, arts pedagogy, musical interpretology, artistic interpretation.

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МЕТОДОЛОГІЧНІ ПІДХОДИ ФОРМУВАННЯ ІНТЕРПРЕТОЛОГІЧНО-ВИКОНАВСЬКОГО ДОСВІДУ МАЙБУТНІХ ВИКЛАДАЧІВ ВОКАЛУ В ПРОЦЕСІ РОБОТИ НАД ВОКАЛЬНО-КАМЕРНИМ РЕПЕРТУАРОМ

Анотація. У статті актуалізується проблема фахової підготовки майбутніх викладачів вокалу в умовах сучасного соціокультурного простору та інтернаціоналізації вищої мистецької освіти. Зазначається, що динаміка розвитку галузі вимагає концептуального переходу від репродуктивної, вузькотехнологічної моделі до парадигми творчої самореалізації. Виникає гостра потреба у фахівцях, здатних виходити за межі механічного формування навичок, виконуючи місію медіаторів та інтерпретаторів культурних смислів.

Мета статті полягає у теоретичному визначенні та науковому обґрунтуванні комплексу методологічних підходів, що становлять фундаментальну основу розробки методики формування інтерпретологічно-виконавського досвіду магістрантів у процесі роботи над камерно-вокальним репертуаром. Доведено, що успішна реалізація окресленого завдання неможлива без синергетичного поєднання філософсько-культурологічного, мистецтвознавчого та педагогічного інструментарію.

Автором запропоновано цілісну багаторівневу методологічну матрицю, яка інтегрує чотири ключові підходи. Особистісно-діяльнісний підхід забезпечує активну суб’єктну позицію здобувача, дозволяючи трактувати підготовку як глибоко індивідуалізовану мистецьку діяльність. Культурологічний підхід позиціонує вокальне виконавство як семіотичний феномен і легітимізує роботу над репертуаром як акт усвідомленого культуротворення

в координатах транскультурної взаємодії, що має стратегічну вагу для іноземних здобувачів. Герменевтичний підхід надає дієвий інструментарій для розкодування глибинних філософських і психологічних підтекстів музично-поетичного тексту. Стильовий підхід вимагає свідомого відбору комплексу виражальних засобів і визначає художні еталони адекватного вокально-інтонаційного втілення твору відповідно до акустичних та естетичних норм певної епохи.

Зроблено висновок, що синергія визначених підходів забезпечує цілісність професійної підготовки, гармонійно поєднуючи виконавський, інтерпретологічний та педагогічний складники. Це готує майбутнього викладача до успішної реалізації в ролях виконавця, методиста-наставника та медіатора.

Перспективи подальших досліджень полягають у проєктуванні компонентної структури феномену та розробці авторської методики.

Ключові слова: інтерпретологічно-виконавський досвід, вокально-камерний репертуар, магістри музичного мистецтва, мистецька педагогіка, музична інтерпретологія, художня інтерпретація.

The current stage of development in higher education arts pedagogy is marked by a conceptual transition from a reproductive, narrowly technological model of musician training to a paradigm of creative self-realization and profound comprehension of art. The dynamics of the modern socio-cultural space, unfolding under the dichotomy of globalization processes and the intensive revival of national traditions, shape a new educational demand for the professional training of vocal teachers. There is an acute need for specialists capable of stepping beyond the purely technological formation of vocal-performing skills, taking on the mission of mediators and interpreters of cultural meanings. Such a teacher must be capable of a deep hermeneutic comprehension of the musical-poetic text, creating a conscious performing concept on its basis, and possessing the methodological readiness to model a similar experience within the space of pedagogical interaction with their students. Consequently, the purposeful formation of the interpretological-performing experience of higher education seekers becomes a priority task of higher musical-pedagogical education.

The chamber singing class serves as a special space for forming such an experience. Working on the chamber vocal repertoire requires the future teacher to possess the highest level of emotional intelligence, an understanding of stylistic performance standards, and the ability to decode the complex philosophical and psychological subtexts embedded by the composer and the poet. The creation of one's own performing concept in chamber music transforms into a conscious act of cultural creation.

The outlined problem acquires particular acuity and multidimensionality within the conditions of the internationalization of the educational space, primarily during the professional training of foreign students pursuing higher arts education (in particular, representatives of the Chinese cultural region) in Ukraine. It is quite natural that the process of their comprehension of European and Ukrainian chamber vocal lyrical works objectively unfolds within the coordinates of cross-cultural interaction. Given this, the formation of interpretological-performing experience in such an environment must be based on the principles of the dialogue of cultures, where the understanding of the «other» musical style and mentality is carried out in inextricable connection with the preservation and enrichment of one's own national identity.

Consequently, the conscious immersion of foreign master's students in vocal performance into the semantic field of the European and Ukrainian musical heritage ensures the expansion of their performing thesaurus (vocabulary), simultaneously optimizing the complex process of intercultural adaptation and integration.

Analysis of recent research and publications. The problem of the professional training of future music teachers and the specifics of their vocal-performing activities are the subject of constant scientific interest among domestic and foreign scholars. The fundamental principles of the professional development of music teachers are highlighted in the works of O. Oleksiuk, H. Padalka, O. Rostovskyi, et al.; certain aspects of vocal pedagogy are presented in the works of N. Koehn, N. Ovcharenko, N. Tolstova; the formation of a vocalist's stage culture and the development of the vocal apparatus are thoroughly investigated in the studies of V. Antoniuk, N. Hrebeniuk, M. Stakhevych, and O. Shuliar. A significant contribution to the development of the problem of musical interpretology and the comprehension of the artistic meaning of a work has been made by philosophers and musicologists (V. Moskalenko, S.Shyp, O. Muravska, N. Korykhalova). The issues of applying musical hermeneutics and stylistic analysis in performing practice are considered in the research of contemporary scholars (M. Mymryk, Xie Pengzuo, Sun Pengfei, et al.).

Taking into account the specifics of the modern internationalized educational space, a separate significant group consists of scientific works devoted to the cross-cultural aspects of the professional training of foreign students pursuing higher arts education in a multicultural educational environment. These issues are actively investigated by Ukrainian scholars (S. Vasyliev, V. Marchenko, H. Nikolai, O. Rebrova, V. Sachok, H. Smiekhova, O. Khoruzha, N. Shetelya) and Chinese scholars (Wang Jin, Li Peng, Zhang Wei, et al.). The researchers' views converge on the necessity of finding points of convergence between different national vocal schools and mental paradigms.

At the same time, against the background of a significant body of research, the problem of forming the interpretological-performing experience of future vocal teachers as a holistic, multilevel phenomenon remains insufficiently studied. Most existing works focus either on purely vocal-technical aspects of singing or on the theoretical musicological analysis of works, leaving without due attention the issue of the synergetic combination of philosophical-culturological, art studies, and pedagogical tools into a single methodological system. Such fragmentation distinctly exacerbates the key contradiction between the objective need of modern arts education for specialists with a formed interpretological-performing experience, capable of effective work in a multicultural environment, and the insufficient development of a holistic system of methodological principles for their training. The identified discrepancy determines the urgent need for a clear substantiation of a complex of scientific approaches that will serve as a reliable foundation for designing the corresponding pedagogical methodology.

In particular, there is an urgent need for the theoretical substantiation of a complex of methodological approaches that would organically unite the personal-activity, culturological, hermeneutic, and stylistic vectors of the students' work on the chamber vocal repertoire. The absence of a substantiated methodological base that would take into account both the specifics of chamber music and the peculiarities of cross-cultural interaction (in the conditions of a dialogue between Eastern and Western cultures) significantly complicates the development of an effective pedagogical methodology. This determines the relevance and focus of our publication.

The purpose of the article is the theoretical definition and scientific substantiation of a complex of methodological approaches (personal-activity, culturological, hermeneutic, and stylistic) that constitute the fundamental basis for developing an effective methodology for forming the interpretological-performing experience of future vocal teachers in the process of working on the chamber vocal repertoire (in particular, taking into account the specifics of a multicultural educational environment).

Presentation of the main research material. The starting point of our research is the understanding that the formation of the interpretological-performing experience of future vocal teachers is a complex phenomenon, and its successful implementation is impossible without combining the achievements of various scientific fields. That is why a system of mutually complementary approaches, designed to ensure the comprehensive nature of professional training, serves as the methodological core of the study. Such an understanding precludes reducing the professional training of a future vocal teacher to the formal acquisition of a sum of technical skills. Instead, it allows for treating professional training not formally, but as a deeply individualized, purposeful artistic activity

based on unleashing the internal potential of each higher education seeker. This thesis is objectively reinforced by the fact that the very nature of the phenomenon of experience precludes its mechanical retransmission. Undoubtedly, educational practice accumulates a powerful toolkit for the exchange of professional achievements, upon which the majority of traditional methods of vocal pedagogy (the method of illustrative demonstration, imitation, the explanatory-reproductive method, the method of emotional-figurative associations) and modern educational-creative formats (master classes, training sessions, author webinars, art projects, etc.) are based. However, the full-fledged formation of individual experience crystallizes exclusively through active independent activity – the conscious vocal-intonational, analytical-cognitive, and stage practice of the student. Therefore, in revealing the essence of the «personal» component of this phenomenon, it is important to emphasize: the subject of such activity is the unique personality of the future specialist, with their exclusively inherent psychophysiological data, the unrepeatable anatomy of the vocal apparatus, emotional intelligence, and specific value orientations [2].

As evidenced by the research of V. Lisovyi, it is expedient to interpret the professional development of a future specialist in the field of music pedagogy as a continuous process of self-improvement, where the personality acts simultaneously as the goal, subject, and result of educational activity [4]. In this perspective, the organic combination of personal and activity dimensions becomes a determining factor in the effectiveness of professional training. Relying on the concepts of the individual-personal approach to the educational and upbringing process, which were fundamentally developed in domestic psychology (H. Kostiuk, S. Maksymenko, V. Klymenko), general pedagogy (I. Bekh, I. Ziaziun, S. Honcharenko, V. Lozova, et al.), music pedagogy (S. Horbenko, V. Lisovyi, A. Kozyr, H. Padalka, O. Oleksiuk), and directly in vocal pedagogy (V. Antoniuk, N. Hrebeniuk, N. Ovcharenko, et al.), we see the expediency of defining the personal-activity approach as the theoretical-pedagogical foundation for the process of education seekers acquiring interpretological-performing experience.

The implementation of the personal-activity approach in the process of professional training allows for the realization of a highly important pedagogical projection. From a pedagogical perspective, it is important that the student of arts and pedagogical education, by acquiring the experience of profound comprehension of the musical-poetic text and the interpretological revelation of its meaning-generating elements while working on the chamber vocal repertoire, shapes their own performing mastery [12]. First and foremost, they build the internal psychological readiness and the methodological toolkit required to successfully organize similar creative activities with their future pupils.

At the same time, the personal-activity paradigm creates optimal preconditions for developing the interpretological skills necessary for the independent decoding and artistic embodiment of the multidimensional meanings within the chamber vocal repertoire. Importantly, within the coordinates of this approach, the process of interpreting a musical work acquires the character of a multi-vector dialogical interaction (between the teacher and the student, the author and the performer, the performer and the listener). This elevates the practical activity of the master's student to the level of «understanding performance», which, according to O. Samoilenko's hermeneutic concept, transforms the performing act from a mechanical reproduction of the musical score into a process of conscious meaning-creation and a profound dialogue with the cultural epoch [7].

In our opinion, applying the personal-activity approach ensures the necessary integrity of professional training, wherein the interpretological, performing, and pedagogical components are organically integrated. From this perspective, the student establishes themselves as an active subject and the creator of their own professional development. It is important to note that this theoretical vector is fully supported by the results of contemporary research directly in the field of vocal pedagogy [1]. Following the views of scholars and practicing educators, we posit that the individualization of learning, oriented toward the development of the student's natural vocal endowments and their own interpretological-performing experience, contributes to the comprehensive formation of their professional mastery. This significantly expands the functional capacity of the future vocal teacher, preparing them for successful realization in the roles of a performer, a methodologist-mentor, and a musical-culturological mediator within the educational process.

If the personal-activity approach determines the pedagogical mechanism for the formation of experience, then culture acts as the macro-space in which this activity unfolds. This actualizes the necessity of applying the culturological approach, which positions vocal performance as a profound semiotic phenomenon, transforming the process of mastering the chamber vocal repertoire by foreign students into an act of full-fledged intercultural dialogue and the conscious deciphering of the aesthetic meanings embedded in the work.

From the standpoint of the culturological approach, we consider the chamber vocal repertoire not merely as a musical score, but as a complex concentrate of the cultural, stylistic, and national-mental codes of a certain epoch. It is precisely this that allows us to view the training process of future vocal teachers through the prism of the interaction of different national traditions [3; 5; 8]. Under such conditions, the intonational comprehension of the European or Ukrainian heritage ceases to be a purely performing task, acquiring the status of

a powerful instrument for socio-cultural integration and the formation of the student's global artistic worldview. In this context, the future vocal teacher is positioned as a kind of mediator, and their performing interpretation – as an act of conscious cultural creation.

The culturological vector acquires special strategic weight in the context of training foreign (particularly Chinese) students pursuing higher arts education (N. Koehn, H. Usova, Lintiao Wei, Jin Nan, Yu Henyuan). In this field, the culturological approach is directly realized through the principle of intercultural dialogue. Rejecting monocultural isolation, modern pedagogy relies on the fundamental principles of the philosophy of dialogue (M. Buber, E. Levinas) and the hermeneutic concept of the «fusion of horizons» (according to Gadamer) [10]. In the plane of practical cross-cultural interaction, this paradigm finds its continuation in the theories of intercultural sensitivity and communication (M. Bennett, E. Hall), which allows for interpreting the professional training of foreign students as a complex process of the conscious integration of different artistic worldviews. At the same time, the process of a Chinese student comprehending the philosophical depths of Western European (e.g., the german *Lied*) or Ukrainian chamber music should not lead to the erasure of their own cultural identity. On the contrary, a complex cross-cultural interaction must occur: the European musical-poetic text is passed through the prism of the Eastern worldview paradigm (a special attitude toward the nature of sound, symbolism, and silence), which generates a new, unique quality of performing interpretation. Thus, the culturological approach ensures the overcoming of narrow technical thinking and elevates the future vocal teacher to the level of global multicultural interaction.

The next tier of our methodological system, which ensures direct work with the meanings of a vocal work, is the hermeneutic approach. Relying on the fundamental concepts of philosophical and artistic hermeneutics H. G. Gadamer's *Truth and Method* [10] as well as on the thorough research of Ukrainian scholars in the field of musical interpretation V. Moskalenko's *Lectures on Musical Interpretation* [6], this approach determines the mechanisms for understanding and interpreting the musical-poetic text.

In the process of working on a chamber vocal work, the student vocalist deals with a complex semiotic system, where the poetic word is organically merged with the musical intonation. The hermeneutic approach allows shifting the focus of the student's attention from the simple reproduction of the musical score to the decoding of the philosophical, psychological, cultural, and emotional subtexts embedded by the composer and the poet. The process of forming the interpretative concept is considered here through the prism of the «hermeneutic circle» (according to Schleiermacher) [11], which is realized through the

movement from understanding an individual intonation or word to comprehending the holistic image of the work, and vice versa. Such a profound analysis is vital for the adequate performance of European, Ukrainian, and Chinese chamber vocal music – vocal lyrical works, romances, art songs, etc. – which are distinguished by a high concentration of hidden meanings.

The logical culmination of the methodological hierarchy, responsible for the materialization of the discovered meanings in actual sound, is the stylistic approach. Comprehending the subtext of the work of the hermeneutics does not guarantee its artistically convincing embodiment without knowledge of the specific vocal standards of a particular epoch or national school [9]. The stylistic approach requires the future vocal teacher to consciously select a complex of expressive means: timbral coloring, type of tone production, character of articulation, agogics, and phrasing, which correspond to the acoustic and aesthetic norms of a specific style (Baroque, Romanticism, Impressionism, etc.). For foreign students, this approach serves as an effective tool for differentiating and consciously applying various vocal-technical methods characteristic of the Eastern and Western performing traditions. This prevents the danger of the stylistic levelling of the work and allows for the achievement of true vocal and artistic authenticity.

Thus, the synergy of the personal-activity, culturological, hermeneutic, and stylistic approaches creates a holistic methodological matrix. It encompasses all stages of the formation of the phenomenon under study: from the activation of the student's subjective position in a multicultural environment to the profound interpretation of the text and its stylistically flawless vocal realization.

Conclusions. Summarizing the above, we note that the formation of the interpretological-performing experience of future vocal teachers is a multidimensional educational process that requires holistic scientific and theoretical substantiation. The multilevel methodological matrix we have proposed, which integrates the personal-activity, culturological, hermeneutic, and stylistic approaches, creates a reliable foundation for the effective professional training of students (particularly in the conditions of a multicultural educational environment).

Each of the identified approaches fulfills its specific function in the overall system: the personal-activity approach ensures the student's active subjective position in the educational process; the culturological approach legitimizes the work on the chamber vocal repertoire as an act of conscious cultural creation within the coordinates of transcultural interaction; the hermeneutic approach provides the toolkit for decoding the profound meanings of an artistic work; the stylistic approach determines the artistic standards for their adequate vocal-intonational embodiment.

Prospects for further research are seen in designing, based on the proposed methodological principles, a specific component structure of the phenomenon under study (distinguishing the epistemic-basic, artistic-hermeneutic, conceptual-modeling, and intonational-performing types of experience) and in developing a corresponding original methodology for the professional training of future vocal teachers.

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ENGLISH FOR SPECIFIC PURPOSES IN TECHNICAL UNIVERSITIES OF UKRAINE

Abstract This article examines the integration of project-oriented learning (PBL) into English for Specific Purposes (ESP) instruction at Ukrainian technical universities, addressing the growing demand for graduates capable of professional-level English communication in discipline-specific contexts, particularly amid European integration and wartime challenges.

The theoretical framework synthesises constructivist principles, communicative language teaching, task-based instruction, and genre-based pedagogy. This synthesis provides a robust justification for PBL as a response to the well-documented deficiencies of traditional, text-centred methodologies, which prioritise passive grammatical knowledge over productive language use.

An instructional model adapted to the Ukrainian context is described, acknowledging structural constraints (large class sizes, teacher qualifications, assessment cultures) as well as the disruptions caused by the full-scale invasion (hybrid delivery, digital transformation). At the same time, enabling factors are analysed: students' strong domain motivation, university internationalisation strategies, and the urgent need for English to access global resources.

The empirical component presents findings from a multi-site implementation study. Results indicate that experimental groups instructed through PBL significantly outperformed control groups (taught via traditional methods) in productive language skills, both spoken and written. The motivational benefits observed align with self-determination theory: autonomy, competence, and

relatedness – all afforded by well-designed project work – emerged as key drivers of intrinsic motivation.

Special attention is given to PBL adaptation during wartime. Despite logistical challenges, the hybrid format paradoxically heightened students' perceived relevance of English. Students engaged with international news, communicated with diaspora contacts, and accessed global support resources, creating authentic language-use contexts that project themes could productively address.

Based on these findings, practical recommendations are offered for ESP curriculum development in Ukrainian technical universities. These include: restructuring syllabuses around project sequences; embedding practice-oriented PBL training into continuous professional development; reforming assessment systems (portfolios, analytic rubrics); and leveraging digital collaboration tools and virtual international exchanges.

Keywords: English for Specific Purposes (ESP), project-based learning (PBL), Ukrainian technical universities, productive language skills, communicative competence, task-based language teaching (TBLT), genre-based pedagogy, higher education during wartime.

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АНГЛІЙСЬКА МОВА ДЛЯ СПЕЦІАЛЬНИХ ЦІЛЕЙ У ТЕХНІЧНИХ УНІВЕРСИТЕТАХ УКРАЇНИ

Анотація У статті досліджується інтеграція проєктно-орієнтованого навчання (PBL) у викладання англійської мови для специфічних цілей (ESP) у технічних закладах вищої освіти України. Актуальність дослідження зумовлена зростаючою потребою ринку праці у випускниках, здатних до професійної англомовної комунікації в дисциплінарно-специфічних контекстах, особливо в умовах євроінтеграції та воєнного часу.

Теоретичну основу дослідження становить синтез конструктивістських принципів, комунікативного підходу до навчання мови, завданнєво-орієнтованого навчання та жанрової педагогіки. Цей синтез обґрунтовує PBL як відповідь на виявлені недоліки традиційних, текст-центричних методик, які надають перевагу пасивним знанням перед продуктивним використанням мови.

У статті представлено адаптовану до українського контексту інструкційну модель, яка враховує структурні обмеження (великі групи, кадрові особливості, системи оцінювання), а також виклики, спричинені повномасштабним вторгненням (гібридне навчання, цифрова трансформація). Водночас аналізуються сприятливі чинники: висока предметна мотивація студентів, стратегії інтернаціоналізації університетів та нагальна потреба в англійській мові для доступу до міжнародних ресурсів.

Емпіричну частину становлять результати багато сайтового впровадження запропонованої моделі. Виявлено, що експериментальні групи, які навчалися за PBL, продемонстрували значно вищі показники продуктивних мовленнєвих навичок (усне та писемне мовлення) порівняно з контрольними групами, де застосовувалися традиційні методи.

Мотиваційний ефект PBL узгоджується з теорією самодетермінації: автономія, відчуття компетентності та соціальної належності, забезпечені проєктною роботою, стали ключовими драйверами внутрішньої мотивації студентів.

Особливу увагу приділено адаптації PBL до умов воєнного стану. Виявлено, що гібридний формат, попри логістичні труднощі, парадоксальним чином підвищив сприйняття релевантності англійської мови: студенти зверталися до міжнародних новин, комунікували з діаспорою та отримали доступ до глобальних ресурсів, що створювало автентичні контексти для використання мови.

На основі отриманих результатів сформульовано практичні рекомендації для розробки ESP-курсів у технічних ЗВО України, які охоплюють: реструктуризацію навчальних програм навколо проєктних послідовностей; інтеграцію практико-орієнтованого PBL-тренінгу в систему безперервного професійного розвитку викладачів; реформу систем оцінювання (портфоліо, аналітичні рубрики); використання цифрових інструментів для колаборації та віртуальних міжнародних обмінів.

Ключові слова: англійська мова для специфічних цілей (ESP), проєктно-орієнтоване навчання (PBL), технічні університети України, продуктивні мовленнєві навички, комунікативна компетентність, завданнєво-орієнтоване навчання (TBLT), жанрова педагогіка, вища освіта в умовах війни.

1. Introduction

The rapidly changing demands of the global labour market to place English for Specific Purposes at the centre of language education reform in Ukrainian technical universities. As Ukraine continues its trajectory to European integration, the higher-education institutions are called upon to prepare graduates whose professional English proficiency extends beyond passive grammatical knowledge to encompass active communicative performance in discipline-specific contexts.

Despite these imperatives, the language instruction in many Ukrainian technical schools has historically relied on teacher-centred, text-driven methodologies that prioritise reading comprehension and lexical accumulation over productive language use. Students frequently complete four semesters of obligatory English instruction with limited capacity to present research findings, participate in international conferences, write technical reports, or engage in professional correspondence precisely the competencies demanded by engineering and technology employers.

Project-oriented approaches represent a paradigm shift that addresses this gap by situating language learning within authentic, discipline-relevant tasks. Project-based learning requires learners to collaborate on extended, inquiry-driven activities that produce tangible outcomes, namely posters, prototypes, technical reports, presentations, websites while exercising the full spectrum of language skills. The integration of PBL into ESP is, therefore, not a methodological fashion but a theoretically grounded and empirically supported response to identified educational needs.

The present article seeks to: (1) review the theoretical foundations that justify project-oriented instruction in ESP settings; (2) describe an instructional model adapted to the specific constraints of Ukrainian technical universities; (3) present findings from a multi-site implementation study; and (4) offer evidence-based recommendations for policy and practice.

2. Theoretical Framework

In PBL contexts, students operate at the boundary of their current competence and are supported by more capable instructors and authentic resources. This structured approach is especially suitable to ESP, where technical students bring considerable knowledge but limited language resources, creating productive asymmetries that peer collaboration can resolve (1).

Dewey's experiential learning philosophy, later operationalised by Kolb (1984) as the experiential learning cycle of experience, reflection, conceptualisation, and active experimentation, provides complementary support. Students gain direct experience through task performance, reflect on linguistic and professional challenges encountered, abstract general principles of professional communication, and apply these principles in revised and extended tasks.

2.2 COMMUNICATIVE LANGUAGE TEACHING AND TASK-BASED INSTRUCTION

Communicative Language Teaching CLT) challenged the dominance of structural syllabuses by asserting that language is learned most effectively through meaningful use rather than formal study. The concept of communicative competence encompassing grammatical, sociolinguistic, discourse, and strategic dimensions established the multidimensional target of language instruction. Subsequent frameworks, including Bachman's (1990) a model of communicative language ability and Celce-Murcia's (2007) elaborated model, further articulated the components that ESP instruction must develop (2).

Task-Based Language Teaching (TBLT), emerging from CLT, organises instruction around communicative tasks, namely: goal-directed activities that require learners to use language to achieve a real-world outcome represent extended or 'macro' tasks within this tradition, integrating multiple sub-tasks across an instructional sequence. The project cycle thus functions as an elaborated task sequence that progresses from needs analysis and planning, through research and drafting, to presentation and evaluation (3).

2.3 PROFESSIONAL COMPETENCE IN TECHNICAL ESP

Research in applied linguistics and engineering education converges on a model of professional communicative competence that encompasses disciplinary discourse conventions, multimodal literacy, and intercultural communicative competence. Technical professionals must navigate a range of genres, research articles, lab reports, technical manuals, project proposals, oral presentations, email correspondence each governed by specific rhetorical conventions. Genre-based pedagogy, when integrated with project tasks, equips learners with both the explicit genre knowledge and the productive practice required for competence (ESP in Ukrainian Technical Universities: Context and Challenges).

Ukrainian technical universities operate within a complex educational ecology shaped by post-Soviet institutional legacies, Bologna Process reform pressures, the ongoing demands of wartime adaptation since 2022, and the increasing internationalisation of science and technology. The State Standard for Higher Education specifies minimum contact hours for foreign language instruction, but institutional implementation varies considerably across institutions and faculties.

Several structural challenges constrain ESP innovation in this context. First, large class sizes frequently 15 to 25 students per group limit the intensive individual feedback that project work optimally requires. Second, ESP teachers at technical institutions typically hold qualifications in general linguistics or philology rather than in applied linguistics or engineering, creating knowledge gaps with respect to disciplinary discourse. Third, assessment cultures that

privilege discrete-item grammar tests over holistic language performance assessments create disincentives for project-oriented instruction. Fourth, the disruption caused by Russia's full-scale invasion in February 2022 has required institutions to manage hybrid and online delivery, complicating collaborative project work while simultaneously demonstrating the urgency of English proficiency for international communication, documentation, and access to global resources (4).

Despite these constraints, Ukrainian technical universities possess resources that project-oriented approaches can leverage. Students enter degree programmes with substantial domain expertise and genuine professional motivation.

Technical faculties offer rich contexts for authentic project themes aligned with students' specialisations. Emerging partnerships with European and North American universities provide models, resources, and potential interlocutors for international project collaboration.

Table 1

Principal Challenges and Enabling Factors for PBL in Ukrainian Technical ESP

Dimension	Challenges	Enabling Factors
Institutional	Large class sizes; rigid scheduling	University internationalisation strategies
Instructor	Limited PBL training; disciplinary distance	Growing CPD networks;
Student	Test-oriented habits; time pressure	Strong domain motivation; digital literacy
Assessment	Summative grammar focus; lack of rubrics	Emerging portfolio and process assessment

The superior gains in productive skills observed in the experimental groups align with the theoretical prediction that project work, by requiring sustained language production across multiple genres and modalities, develops output competence more effectively than input-centred instruction (Swain, 1985). The motivational benefits observed support self-determination theory, which predicts that autonomy, competence, and relatedness, all afforded by well-designed project work , are fundamental drivers of intrinsic motivation (5).

Several findings are specific to the Ukrainian context. The wartime adaptation to hybrid delivery, while creating logistical challenges for collaborative work, simultaneously heightened the perceived relevance of English.

Students engaged with international news sources, communicated with diaspora contacts, and accessed global support resources in English, creating authentic language use contexts that project themes could productively address. This suggests that the current context, despite its adversity, may represent a unique opportunity for language-identity integration.

The persistence of assessment challenges in the present study mirrors findings from PBL implementations globally. Analytic rubrics addressing processes as well as product, portfolio documentation, and peer assessment elements are consistently recommended as solutions; their adoption requires sustained professional development and institutional support for workload restructuring.

The disciplinary distance between ESP teachers and their students' technical content deserves attention. While instructors need not possess engineering expertise, productive collaboration with technical faculty through joint project briefings, guest presentations, and co-designed tasks can bridge this gap and simultaneously signal the cross-disciplinary legitimacy of language education within technical curricula(6).

. Recommendations for Practice

The following recommendations can be offered for technical ESP curriculum development and delivery in Ukraine:

Curriculum Design. ESP syllabuses should be restructured around project sequences aligned with students' disciplinary programmes. Collaboration between language and technical faculty in project design enhances authenticity and institutional embeddedness. A minimum of one major project per academic semester, contributing at least 30% of the course grade, is recommended to provide sufficient scope for meaningful language development.

Additional recommendations:

Vertical integration across semesters. Projects should be sequenced to build increasing complexity, from foundational professional genres (e.g., email correspondence, short reports) in early semesters to advanced, multi-stakeholder projects (e.g., research proposals, conference presentations, technical white papers) in later semesters.

Cross-disciplinary project clusters. Where feasible, link ESP projects with capstone engineering design projects or laboratory courses. This reduces student workload duplication and reinforces the perceived relevance of language instruction.

Flexible modular structures. Develop short, intensive project modules (2–4 weeks) that can be inserted into compressed schedules, particularly during wartime disruptions when semester lengths may be unpredictable.

Professional Development. Sustained, practice-oriented PBL training should be integrated into the continuing professional development (CPD) offerings of university language departments. Peer coaching networks, lesson study cycles, and mentored project design workshops are more effective than one-off training events.

Partnership with European institutions offering PBL expertise can accelerate capacity building.

Additional recommendations:

Teacher exchange programmes. Facilitate short-term visits (physical or virtual) for ESP teachers to observe PBL implementations at partner universities in EU countries (e.g., Finland, Germany, the Netherlands), where project-based and problem-based learning are widely institutionalised.

Certification pathways. Develop a nationally recognised ESP-PBL teaching certificate through collaboration between the Ministry of Education, the National Agency for Higher Education Quality Assurance, and professional associations (e.g., TESOL-Ukraine, IATEFL).

Department-level PBL coordinators. Designate an experienced faculty member in each language department as a PBL mentor, responsible for organising peer observations, maintaining resource banks, and troubleshooting implementation challenges.

Assessment Reform

Institutions should develop and validate shared analytic rubrics for ESP project assessment. Portfolio assessment systems, incorporating evidence of drafting processes, peer feedback, and reflection alongside final products, provide richer evidence of learning and more productive formative information for instructors and students. Moderation processes across instructors and institutions promote consistency and reduce grading burden.

Additional recommendations:

Student self-assessment protocols. Introduce structured self-assessment checklists and reflection templates at key project milestones (planning, first draft, final submission). This develops metacognitive awareness and reduces the assessment burden on instructors.

Automated formative feedback tools. Explore the use of AI-assisted writing feedback tools (e.g., Grammarly, Write & Improve, or locally developed solutions) for initial drafts. These tools provide immediate, low-stakes feedback on surface-level language errors, freeing instructor time for higher-level discourse and content feedback.

Peer assessment training. Train students in protocol-based peer assessment using simplified rubrics. Peer feedback develops evaluative judgment and exposes students to diverse approaches to similar tasks, both valuable professional competences.

Technology Integration. Digital collaboration tools (Microsoft Teams, Google Workspace, Miro, Padlet) support asynchronous project work and documentation, critical capacities in hybrid-delivery contexts. Multimodal project deliverables – video presentations, digital reports, podcast episodes, interactive infographics – develop the digital literacy increasingly demanded by technical employers.

Additional recommendations:

Learning management system (LMS) project templates. Develop reusable project templates within the institution's LMS (e.g., Moodle, Classroom, Canvas) that scaffold task sequences, submission points, and peer feedback loops. This reduces setup time for instructors and provides consistent student guidance.

Digital portfolios (e-portfolios). Require students to maintain ongoing digital portfolios of ESP project work (using tools such as Google Sites, WordPress, or dedicated e-portfolio platforms). Portfolios document longitudinal progress and serve as evidence for graduate employment applications.

Open educational resources (OER). Curate and share OER-based project banks – including sample project briefs, assessment rubrics, student examples (with permission), and video tutorials. A national OER repository for ESP would reduce individual instructor preparation workload and disseminate effective practice.

Internationalisation. Virtual exchange partnerships with universities in EU countries, North America, or Asia create authentic communicative contexts for project collaboration. Programmes such as COIL (Collaborative Online International Learning) provide frameworks for joint project work between Ukrainian and international student teams, simultaneously developing intercultural competence.

Additional recommendations:

Joint project certifications. Develop micro-credentials or digital badges jointly recognised by Ukrainian and partner institutions for successful completion of international virtual exchange projects. These credentials provide tangible recognition for student portfolios and CVs.

International project briefs. Where live virtual exchange is not feasible, design ESP projects around simulated international collaboration using authentic documentation (e.g., Request for Proposals from international organisations, real tender documents, archived email threads from international engineering projects).

Mobility preparation modules. Use ESP projects to prepare outgoing exchange students and incoming international students. Pre-departure projects focused on academic writing, oral presentation, and intercultural communication reduce the language barriers that often limit the benefits of physical mobility.

Research and Evaluation. Systematic data collection on ESP project outcomes – using validated language assessment instruments, motivation surveys, and graduate employer feedback – should be built into programme evaluation cycles. The ESP research community in Ukraine would benefit from collaborative research networks that pool data across institutions, enabling more robust evidence bases for policy decisions.

Additional recommendations:

Action research frameworks. Encourage ESP instructors to conduct small-scale action research on their own PBL implementations, with findings shared through department seminars and a national online repository. Action research builds teacher agency while generating localised evidence.

Longitudinal graduate tracking. Establish mechanisms (e.g., alumni surveys, employer interviews) to track the professional English use of graduates who experienced project-oriented ESP, compared to those who did not. This longitudinal evidence is essential for convincing institutional leadership of the value of PBL investment.

Cost-benefit analysis studies. Conduct systematic analyses of the resources required for PBL implementation (instructor time for project design and assessment, technology investments, professional development) against measurable outcomes (student performance gains, graduate employment outcomes, employer satisfaction). Economic arguments are often persuasive for university budget decisions.

Student Support and Scaffolding

Additional recommendations:

Just-in-time language support. Rather than front-loading all linguistic instruction before project work, provide short, focused micro-lessons on specific language points (e.g., hedging language in reports, pronunciation for presentations) delivered exactly when students need them during the project cycle.

Peer tutoring programmes. Train advanced students (senior undergraduates or master's students) as ESP peer tutors. Peer tutors can provide low-stakes language support during project work, reducing pressure on instructors and building tutor competence.

Self-access project resources. Develop a curated online library of model projects, genre exemplars (annotated to highlight discourse features), and video tutorials on collaboration tools, search strategies, and citation practices. Self-access resources accommodate varying student paces and reduce repetitive instructor explanations.

Institutional Policy and Leadership

Additional recommendations:

Departmental ESP-PBL action plans. Each language department should develop a multi-year action plan for PBL integration, with specific targets for the percentage of courses using project-based assessment, instructor training milestones, and resource acquisition. Publicly available action plans create accountability.

Recognition of instructor workload. University administrations should formally recognise the higher front-end workload of PBL design and assessment in teaching load calculations. Without workload recognition, sustained PBL implementation is unlikely.

ESP steering committees. Establish cross-faculty steering committees (including language faculty, technical faculty, curriculum administrators, and student representatives) to oversee ESP curriculum reform. Multidisciplinary governance signals institutional commitment and facilitates cross-faculty collaboration.

Integration into university internationalisation strategies. ESP project outcomes should be explicitly included as performance indicators in university internationalisation plans. When ESP contributes measurable outcomes (e.g., student mobility success, international publication rates), it gains institutional priority.

Materials Development

Additional recommendations:

Localised case banks. Develop project case banks based on authentic Ukrainian engineering and technology contexts (e.g., renewable energy projects in Ukrainian regions, IT startup ecosystems, post-war reconstruction challenges). Localised cases increase student engagement and demonstrate the domestic relevance of English.

Open textbook development. Create an open-access, modular ESP textbook specifically for Ukrainian technical universities, organised around project sequences rather than grammar units. An open textbook would reduce student costs and allow continuous updating as ESP practices evolve.

Student-generated materials. Curate exemplary student project outputs (with permission) as model materials for future cohorts. Student-generated examples are often more accessible to peers than professionally authored examples and recognise student achievement.

Quality Assurance and Scalability

Additional recommendations:

ESP-PBL quality indicators. Develop a set of observable quality indicators for ESP-PBL implementation (e.g., clear project briefs, evidence of peer

feedback, presence of student reflection, use of analytic rubrics). These indicators can guide self-assessment and peer observation.

Inter-institutional moderation. Establish regional or national moderation panels where ESP instructors from different universities jointly assess sample student projects using shared rubrics. Moderation builds assessment literacy, reduces grading variability, and builds a professional community.

Phased scaling strategy. Rather than system-wide simultaneous implementation, recommend a phased approach: pilot in selected departments or year cohorts, evaluate and refine, then scale successful models. Phased scaling manages risk and builds local expertise gradually.

Documentation of contextual adaptations. Encourage instructors to document how they have adapted generic PBL models to their specific institutional constraints (e.g., adaptations for large classes, for hybrid delivery, for shortened wartime semesters). Shared documentation supports the wider community and contributes to the development of context-sensitive, rather than context-blind, ESP-PBL theory.

Conclusion

The integration of project-oriented methods into ESP courses at Ukrainian technical universities responds to a clear and urgent educational need: the development of graduates capable of communicating professionally in English across the full range of disciplinary genres and communicative contexts that contemporary engineering and technology careers demand.

The theoretical and empirical evidence reviewed and generated in this study supports the pedagogical superiority of project-based instruction over conventional text-focused approaches for productive skill development and professional identity formation.

The implementation challenges identify large classes, assessment complexity, disciplinary distance, and wartime disruption to be real but not insuperable. The solutions outlined above are grounded in evidence from successful implementations and adapted to the specific institutional realities of Ukrainian higher education. The current moment of crisis and transformation, painful as it is, has intensified both the urgency and the motivation for language education reform.

Ukrainian technical universities are not merely preparing engineers, computer scientists, and technology specialists for domestic employment. They are preparing citizens of a European and global knowledge society who must represent their institutions, their disciplines, and their country in an international arena conducted primarily in English. ESP instruction that rises to this challenge through project-oriented, professionally authentic, and learner-centred pedagogy is not a luxury but a necessity.

Future research should investigate the long-term retention of learning gains from project-oriented ESP, the comparative effectiveness of different project designs (collaborative vs. individual, disciplinary vs. interdisciplinary), and the conditions under which virtual international project collaboration enhances outcomes beyond those achievable in domestic settings. Longitudinal tracking of project-oriented ESP graduates' professional language use would provide the most compelling evidence for continued investment in this approach.

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A CRITERION-BASED MODEL FOR DIAGNOSING STUDENT MOTIVATION IN LEARNING MANAGEMENT SYSTEMS

Abstract. This article presents a scientifically grounded criterion-level model for diagnosing the motivation of higher education students within learning management systems (LMS). The study is motivated by the large-scale digitalization of Ukrainian higher education and the statistically confirmed decline in student motivation associated with online and blended learning environments. The theoretical foundations of the research encompass self-determination theory (Ryan & Deci), the academic engagement framework (Fredricks, Blumenfeld, & Paris), models of self-regulated learning (Zimmerman), and contemporary learning analytics approaches (Romero & Ventura; Siemens & Long).

The methodological requirements for constructing a diagnostic criterion system are substantiated — specifically, validity, reliability, comprehensiveness, operationalizability of indicators, and their digital verifiability within LMS environments. Drawing on a structural-functional analysis of the motivation construct, five interrelated criteria are identified: value-semantic, cognitive-goal-oriented, emotional-regulatory, activity-behavioral, and reflexive-evaluative. Each criterion is operationalized through a set of measurable indicators, thereby enabling the integration of quantitative measurement of learning activity with qualitative, profile-based analysis of students' motivational characteristics.

A four-level typology of motivational development is proposed, comprising high (optimal), sufficient (satisfactory), medium (functional), and low (critical) levels. Each level is characterized by a distinct configuration of manifestations across all criteria. The dynamic nature of motivational levels, typical developmental trajectories within digital learning environments, and the prognostic potential of the model for the early identification of at-risk students are substantiated. The study further proposes differentiated pedagogical support strategies aligned with individual motivational profiles. The scientific novelty of the proposed model and prospects for its empirical validation in higher education practice are outlined.

Keywords: higher education student motivation; learning management systems; criterion-level model; digital learning environment; motivation diagnostics; learning analytics; self-regulated learning; pedagogical support.

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КРИТЕРІАЛЬНА МОДЕЛЬ ДІАГНОСТИКИ МОТИВАЦІЇ СТУДЕНТІВ У СИСТЕМАХ УПРАВЛІННЯ НАВЧЕННЯМ (LMS)

Анотація. У статті представлено науково обґрунтовану критеріальну модель діагностики мотивації студентів вищої освіти в системах управління навчанням (LMS). Дослідження зумовлене масштабною цифровізацією вищої освіти України та статистично підтвердженим зниженням мотивації студентів, пов'язаним з умовами онлайн- та змішаного навчання. Теоретичні основи дослідження охоплюють теорію самодетермінації (Раян і Десі), концепцію академічної залученості (Фредрікс, Блуменфельд і Паріс), моделі саморегульованого навчання (Ціммерман) та сучасні підходи до аналітики навчання (Ромеро і Вентура; Сіменс і Лонг).

Обґрунтовано методологічні вимоги до побудови діагностичної системи критеріїв — зокрема, валідність, надійність, комплексність, операціоналізаційність показників та їхню цифрову верифікованість в умовах LMS. На основі структурно-функціонального аналізу конструкту мотивації виокремлено п'ять взаємопов'язаних критеріїв: ціннісно-смисловий, когнітивно-цільовий, емоційно-регулятивний, діяльнісно-поведінковий та рефлексивно-оцінний. Кожен критерій операціоналізовано через систему вимірюваних показників, що дозволяє інтегрувати кількісне вимірювання навчальної діяльності з якісним, профільним аналізом мотиваційних характеристик студентів.

Запропоновано чотирирівневу типологію розвитку мотивації, що включає високий (оптимальний), достатній (задовільний), середній (функціональний) та низький (критичний) рівні. Кожен рівень характеризується певною конфігурацією проявів за всіма критеріями. Обґрунтовано динамічний характер мотиваційних рівнів, типові траєкторії розвитку в цифровому навчальному середовищі та прогностичний потенціал моделі для раннього виявлення студентів групи ризику. У дослідженні також запропоновано диференційовані стратегії педагогічної підтримки відповідно до індивідуальних мотиваційних профілів. Окреслено наукову новизну запропонованої моделі та перспективи її емпіричної валідації у практиці вищої освіти.

Ключові слова: мотивація студентів вищої освіти; системи управління навчанням; критеріальна модель; цифрове навчальне середовище; діагностика мотивації; аналітика навчання; саморегульоване навчання; педагогічна підтримка.

Problem statement. Higher education in Ukraine has undergone an unprecedented transformation in recent years. The COVID-19 pandemic and, subsequently, the full-scale war that began in 2022 compelled higher education institutions to transition to remote and blended learning formats. Tools previously considered supplementary — learning management systems such as Moodle, Google Classroom, and Microsoft Teams — have become the primary environments for academic interaction. Millions of students now conduct their academic activities predominantly or entirely within digital spaces.

However, the rapid adoption of digital technologies has outpaced the pedagogical understanding of the processes that accompany online learning. International research documents a troubling pattern: between 40% and 80% of students enrolled in distance courses do not complete them. Although systematic research of comparable scope has not yet been conducted in Ukraine, pedagogical experience indicates analogous challenges — growing academic backlogs, the emergence of what may be termed *"present absence"* (wherein a student is formally connected to a session yet cognitively disengaged), and a general decline in the quality of independent assignments [1].

The underlying cause of these difficulties lies in the domain of motivation. Traditional face-to-face instruction provides a range of external regulatory mechanisms — the physical presence of the instructor, peer social pressure, structured timetables, and immediate supervision. These mechanisms sustain learning activity even among students with limited intrinsic motivation. In digital environments, however, such "scaffolds" are largely absent. Students are instead required to demonstrate a high capacity for self-organization, self-regulation, and autonomous management of their cognitive activity. This capacity — closely tied to the quality and structure of motivation — becomes the decisive determinant of success within learning management systems.

The paradox lies in the gap between technological and pedagogical development. While developers of educational platforms actively introduce engagement-enhancing features — gamification, adaptive algorithms, personalized learning pathways — the question of valid motivation diagnostics in digital environments remains largely unaddressed in domestic pedagogical scholarship. Most existing diagnostic instruments were designed for traditional classroom formats and lose their prognostic power when applied in online contexts. Such instruments fail to account for phenomena specific to digital

learning: technostress, online procrastination, digital fatigue, and competition with other online activities.

The absence of a scientifically grounded diagnostic model precludes differentiated pedagogical support, timely identification of at-risk students, evaluation of pedagogical interventions, and the formation of institutional quality policy for online learning. Developing such a model constitutes the purpose of this article

Analysis of the latest research and publications. The theoretical framework of this study integrates several complementary perspectives, each illuminating distinct aspects of motivation in digital learning contexts.

Self-determination theory (Ryan & Deci) distinguishes between autonomous (intrinsic and internalized) and controlled (external) motivation. In face-to-face instruction, external regulation may compensate for insufficient intrinsic motivation; in distance learning, such compensation is ineffective, and the quality of motivation becomes paramount [1]. The theory further posits three basic psychological needs: autonomy, competence, and social relatedness. Within learning management systems, the need for social relatedness is more difficult to satisfy, thereby generating additional motivational risks.

The academic engagement framework proposed by Fredricks, Blumenfeld, and Paris identifies three engagement dimensions: behavioral, cognitive, and emotional. A key methodological advantage of this framework is the capacity for objective measurement of behavioral engagement through learning analytics data — login regularity, timely submission of assignments, and participation in discussion forums — while cognitive and emotional engagement require self-report methods. The combination of objective and subjective indicators constitutes a central methodological strength of this model.

Zimmerman's theory of self-regulated learning conceptualizes academic activity as a cyclical process: planning (goal setting, strategy selection) → performance (self-monitoring, self-instruction) → self-reflection (self-evaluation, adjustment). This model explains why students with underdeveloped reflective capacities demonstrate lower outcomes in autonomous online learning contexts.

Research in the field of learning analytics (Siemens; Baker) substantiates the feasibility of predicting academic underachievement on the basis of behavioral metrics. Empirical evidence indicates that login frequency, regularity of learning activity, volume of materials accessed, and discussion participation are reliable predictors of final academic outcomes. This opens pathways toward the integration of objective system data with subjective self-report indicators [2].

A distinct line of research addresses barriers specific to online learning: online procrastination (Lai & Wang), technostress (Tarafdar et al.), the role of social presence (Wang & Zhu), and academic burnout in large-scale online learning environments.

Within the Ukrainian scholarly tradition, the field has been addressed in the works of Bykov (modeling of open educational systems), Morse (pedagogical design of e-courses), Kukharenko (theory and practice of distance learning), Smyrnova-Trybulska (competencies of distance learning instructors), and Oliinyk and Liakhotska (management of distance learning systems).

A review of the literature, however, reveals a notable absence of comprehensive diagnostic models. Existing approaches either offer single-component frameworks that fail to capture the full complexity of the phenomenon, or describe isolated methodological strategies without systematic theoretical grounding. A model that satisfies contemporary methodological requirements, integrates subjective and objective indicators, accounts for the domestic educational context, and directly links motivational levels to differentiated pedagogical support strategies has not yet been proposed in the literature. This gap defines the relevance and novelty of the present study

The aim of the article is to theoretically substantiate and present a criterion-level model for diagnosing the motivation of higher education students within learning management systems — encompassing a system of criteria with operationalized indicators, a four-level typology of motivational development, and differentiated pedagogical support strategies.

Main part. The construction of the criterion-level model rests upon a set of methodological principles that ensure its scientific rigor and practical applicability.

The principle of *structural correspondence* requires that the criteria reflect the internal architecture of the phenomenon under study. Student motivation within LMS is conceptualized as a multidimensional construct comprising: a value-semantic foundation (conferring personal meaning upon learning), a cognitive dimension (epistemic interest and goal-setting), emotional-volitional regulation (affective orientation toward learning and capacity for self-control), behavioral manifestations (observable activity within the platform), and reflective capacity (metacognitive awareness of one's actions and states). Each component is captured by a corresponding criterion.

The principle of *operationalizability* requires that each criterion be specified through empirically measurable indicators. A key feature of the LMS context is the capacity to triangulate subjective self-report data with objective platform metrics — activity logs, timestamped assignment submissions, and learning material access statistics. This triangulation enhances the reliability and validity of the diagnostic process.

The principle of *comprehensiveness* ensures that all essential dimensions of the phenomenon are accounted for. Motivation is not a unidimensional construct: a student may hold a positive orientation toward online learning as a concept while

exhibiting underdeveloped self-regulation, or, conversely, demonstrate stable platform activity driven exclusively by fear of failure with no genuine engagement. Only a holistic profile provides a sufficient basis for pedagogically grounded conclusions.

The principle of *sensitivity to dynamics* means that the model captures not only the current motivational state but also directional change. Motivation may intensify or decline under the influence of various factors. The diagnostic scale therefore requires sufficient gradation — not a binary presence/absence of a characteristic, but degrees of expression — and the levels must be understood as qualitatively distinct states rather than mere quantitative accumulations of scores [2].

On the basis of the above principles, five criteria are identified, each operationalized through five indicators.

Value-Semantic Criterion reflects the degree to which students consciously recognize the personal and professional significance of learning in a digital environment. It serves as a foundational criterion, as it is the value orientation that determines the overall direction and stability of motivation. Its theoretical basis is found in the concept of meaning-forming motives within the Ukrainian psychological tradition and in the notion of identified regulation within self-determination theory — wherein an activity is experienced as personally important. In online learning contexts, where external regulatory mechanisms are weakened, intrinsic value orientation becomes the primary sustainer of motivation.

Indicators: (1) recognition of the relationship between mastery of digital tools and future professional practice; (2) perception of the online format as an opportunity rather than a constraint; (3) commitment to digital competence as an integral component of professional training; (4) voluntary willingness to invest time and effort in platform-mediated learning; (5) orientation toward using LMS for self-directed learning beyond formal course requirements [3].

Cognitive-Goal-Oriented Criterion characterizes epistemic motives, goal-setting skills, and the ability to plan academic work within digital environments. The defining feature lies in the fact that the temporal flexibility afforded by asynchronous formats, while potentially enabling, becomes a source of difficulty for students with underdeveloped self-organization capacities. The absence of a fixed schedule and natural checkpoints demands considerably greater cognitive and volitional effort than traditional instruction.

Indicators: (1) intensity of epistemic interest extending beyond minimum requirements; (2) ability to independently formulate specific and attainable learning goals; (3) proficiency in planning under conditions of flexible scheduling; (4) capacity to critically evaluate the quality and relevance of digital

content; (5) application of metacognitive strategies utilizing the platform's analytical tools [3].

Emotional-Regulatory Criterion captures students' affective orientation toward LMS-mediated learning and the development of volitional qualities. It encompasses phenomena largely absent from traditional instruction. Technostress — psychological tension arising from interaction with digital technologies — is one of the strongest predictors of online course abandonment; research indicates that students with pronounced technostress are three times more likely to leave a course in its early stages. Online procrastination differs meaningfully from conventional task-avoidance: in digital environments, students do not merely defer their studies but substitute them with other online activities, which are subjectively not perceived as unproductive.

Indicators: (1) predominance of positive emotions in platform interactions; (2) constructive management of technical difficulties and digital anxiety; (3) developed self-discipline in the absence of strict external control; (4) resistance to digital distractions; (5) productive emotional regulation in situations of academic difficulty or failure.

Activity-Behavioral Criterion describes the objective manifestations of motivation through students' observable activity within the system. Its methodological advantage lies in the capacity for verification via learning analytics — objective logs generated independently of subjective self-reports. Research indicates that behavioral metrics possess substantial predictive validity with respect to final academic outcomes. This criterion allows motivation to be "seen" through its digital traces, thereby overcoming the limitations of self-report methods, including susceptibility to socially desirable responses and insufficient metacognitive awareness.

Indicators: (1) regularity and consistency of logins; (2) duration and depth of engagement with learning materials (including revisiting and accessing supplementary resources); (3) timeliness of assignment completion and adherence to deadlines; (4) quality of submitted work; (5) participation in communicative and collaborative activities.

Reflexive-Evaluative Criterion reflects the capacity for deliberate analysis of one's own academic activity and for strategy adjustment based on outcomes. In the context of autonomous online learning, where instructors cannot provide constant direct supervision, self-reflective capacity assumes critical importance. The theoretical underpinning lies in metacognitive theory and the concept of the reflective practitioner, which emphasize the role of conscious analysis of one's own experience [4].

Indicators: (1) depth and regularity of self-reflection; (2) active use of self-monitoring tools; (3) awareness of one's motivational states and the factors that

influence them; (4) readiness to adjust learning strategies on the basis of reflection; (5) accuracy of self-assessment (correspondence with external evaluations).

Drawing on the proposed criteria, a typology of motivational levels is developed that describes qualitative differences in motivational profiles and enables differentiated pedagogical support. Unlike purely quantitative scales, a level-based approach captures characteristic configurations that carry pedagogical meaning. Four levels are identified: high, sufficient, medium, and low.

High Level

Characterized by harmonious development across all motivational components. Students exhibit a deep and stable recognition of the value of online learning, which is integrated into their system of personal priorities. The format is experienced not as a constraint but as an equivalent or even preferable mode of education due to its personalization and flexibility. Epistemic interest extends beyond mandatory requirements: engagement with supplementary materials, initiation of forum discussions, and formulation of questions beyond the prescribed curriculum. Goals are specific, realistic, and ambitious; planning is effective and proactive. Emotional tone is consistently positive; technostress is minimal. Self-discipline is high; episodes of procrastination, when they occur, are rapidly overcome. Behavioral activity is high, consistent, and proactive — characterized by steady, progressive work rather than pre-deadline rushes [5]. Reflection is systematic; analytical tools are actively used for self-assessment and strategy revision. Self-evaluation is accurate.

Sufficient Level

This level presents a generally positive profile with isolated areas requiring development. Value orientation is present but may depend on the quality of a specific course or instructor's style, indicating insufficient autonomy. Epistemic interest is moderate; tasks are completed conscientiously but rarely extend beyond minimum requirements. Goals occasionally require external clarification; planning is generally effective but not always consistent. Self-discipline is sufficient for regular study; episodes of procrastination occur under heavy workload. Activity is regular, deadlines are broadly respected, and work quality ranges from satisfactory to good. Forum participation is present but predominantly reactive. Reflection is episodic; self-monitoring tools are used selectively. Self-assessment is generally accurate. This is the most common level among second- and third-year students. With targeted support, students at this level demonstrate good potential for progression to the high level.

Medium Level

This level reflects an ambivalent profile in which positive and negative tendencies coexist, with motivation predominantly extrinsic in character. Students

acknowledge the necessity of online learning as a given reality but do not integrate it into their value system. Their orientation toward the format is neutral or ambivalent; it is perceived largely as a limitation rather than an opportunity. Epistemic interest is situational: activity peaks on topics of interest but diminishes considerably otherwise. Learning goals are vague or reduced to the avoidance of negative consequences. Planning is haphazard or reactive, with systematic effort concentrated in pre-deadline periods. Self-discipline is low; procrastination is pronounced. Activity is irregular, with characteristic surges toward the end of assessment periods; work quality is minimally acceptable or unstable. Reflection is practically absent. This level represents a risk zone: under adverse conditions, rapid regression to the low level — and a consequent risk of academic failure — is possible. Timely identification of these students and prompt pedagogical intervention constitute the central task of preventive monitoring.

Low Level

Characterized by pronounced demotivation, absence of sustained interest, and high risk of academic underperformance. The value of online learning is not recognized or is actively rejected; the format is perceived as an unproductive use of time. Epistemic interest is absent; goals are absent or reduced to the avoidance of sanctions. Self-discipline is absent; systematic procrastination leads to the accumulation of academic arrears. Technical difficulties serve as a pretext for withdrawal from learning. Activity is minimal or absent; deadlines are systematically disregarded; work quality is unacceptable or involves academic dishonesty. Participation in communicative activities is absent. Reflection is absent; self-evaluation is markedly inaccurate. It is critical to emphasize that the low level is not a fixed characteristic — it represents a signal of systemic difficulty requiring comprehensive intervention. In practice, "demotivated" behavior frequently masks technical barriers, personal circumstances, or pedagogical problems [5].

To ensure comparability of results, a scoring system has been developed. Each of the 25 indicators is assessed on a scale of 0–3: 0 — the characteristic is absent; 1 — low, unstable expression; 2 — moderate, relatively stable expression; 3 — pronounced, stable expression. With 25 indicators, the maximum score is 75. Level boundaries are as follows: 61–75 (high), 46–60 (sufficient), 31–45 (medium), and 0–30 (low).

It is important, however, to acknowledge the limitations of a purely quantitative approach. Identical aggregate scores may correspond to qualitatively distinct configurations. A student with 47 points may demonstrate balanced development across all criteria (a genuinely sufficient level) or an asymmetric profile — high scores on the behavioral criterion (driven by fear of expulsion) alongside low scores on the value-semantic criterion. The latter profile is

considerably more vulnerable: under changed conditions, motivation may decline sharply [7]. Furthermore, numerical scores do not account for contextual factors — field of study, prior digital experience, or the pedagogical quality of course design. The optimal interpretive framework therefore combines: a quantitative determination of the overall level, profile-based analysis of criterion scores, qualitative analysis of behavioral patterns, and identification of contextual factors.

Motivational levels are not static; they represent a diagnostic snapshot at the time of assessment. Motivation changes under the influence of both external factors (course design quality, instructor communication style, platform reliability, social support) and internal processes (development of self-regulation, shifts in values, accumulation of experience, personal circumstances) [6].

Three characteristic developmental trajectories can be identified. A *progressive trajectory* involves gradual transition from a lower to a higher level. The most typical progression is from medium to sufficient: a student with underdeveloped self-regulation progressively adapts, accumulates positive experience, and strengthens relevant skills. Key drivers of progression include high-quality course design, regular feedback, and a perceived sense of progress. A *regressive trajectory* involves a decline in motivation during the course, commonly triggered by technical failures and associated frustration, feelings of social isolation, accumulating academic arrears, or a mismatch between expectations and reality. A *fluctuating trajectory* is characteristic of unstable motivation: activity surges sharply before deadlines and declines equally sharply thereafter.

The prognostic potential of the model lies in the early detection of regressive tendencies and preventive intervention. Behavioral metrics in combination with self-report data allow for the identification of warning signals — a sharp drop in login frequency, non-submission of assignments, withdrawal from forum participation — thereby enabling instructors to initiate interventions before the situation reaches a critical threshold.

The proposed typology functions not only as a diagnostic tool but also as a management instrument: it determines the content and form of pedagogical support appropriate to each category.

Students at the high level: the priority is not stimulation but the realization of existing motivation. Recommendations include cognitively challenging tasks requiring creative thinking, leadership roles in collaborative activities, access to enriched supplementary resources, and opportunities for small-scale research projects. Excessive control or oversimplified tasks may be counterproductive.

Students at the sufficient level: regular personalized acknowledgment of the value of students' efforts (qualitative feedback, not merely grades); assistance with goal clarification; formative assessment with detailed commentary;

collaborative projects to sustain social motivation; moderate gamification; and targeted development of metacognitive skills.

Students at the medium level: intensive structured support, including clear instructions and templates; breakdown of large tasks into smaller units with intermediate deadlines; regular personalized communications; opportunities for academic recovery — retakes of assessments and grade improvement. Purposeful development of value orientation through activating connections between course content and professional identity.

Students at the low level: immediate and comprehensive intervention. Individual consultations to identify underlying causes; assessment of technical capacities and provision of technical support; verification that course difficulty is appropriate to the student's level of preparation; modification of requirements where warranted; referral to academic support services and psychological counseling; and, in specific cases, recommendations regarding format change or a leave of absence. The pedagogical imperative is not to "write off" such students but to systematically investigate and address the causes of demotivation [6].

Conclusions. The criterion-level model for diagnosing the motivation of higher education students within learning management systems presented in this article addresses an urgent scholarly and practical challenge: the provision of a methodologically sound, valid, and practically applicable instrument for assessing motivational processes in digital educational environments.

The scientific novelty of the model is defined by four key characteristics. First, its *systemic integration*: the model unifies subjective self-report and objective behavioral indicators (LMS learning analytics metrics) within a single structure, thereby overcoming the principal limitation of conventional self-report methods — susceptibility to socially desirable responses. Second, its *digital contextual specificity*: the model is not an adaptation of traditional motivation measurement instruments but was developed originally for LMS conditions, incorporating constructs specific to online learning — technostress, online procrastination, digital anxiety, and metacognitive engagement with LMS analytics. Third, its *profile-based approach*: the model enables the construction of individual motivational profiles that carry significantly richer pedagogically relevant information than a one-dimensional aggregate score. Fourth, its *management orientation*: the level typology is directly linked to differentiated pedagogical support strategies, transforming diagnostics into a functional management tool.

The practical significance of the model is determined by its applicability to: (1) pedagogical monitoring of online learning quality at the course and institutional levels; (2) early identification of at-risk students through analysis of motivational profiles; (3) targeted pedagogical intervention aligned with the

motivational needs of different student categories; (4) comparative evaluation of the motivational potential of different online course designs [6].

Future research directions include: (1) empirical validation of the model through psychometric analysis of the self-report diagnostic instrument developed on its basis — specifically, assessment of internal scale consistency and construct and criterion validity; (2) pedagogical trials of the differentiated support strategies within actual online course implementations at Ukrainian higher education institutions; (3) development of an automated early-warning module through the integration of motivation diagnostic data with LMS analytics.

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SPECIALISTS' COMMUNICATION IN TOURISM, CATERING AND MANAGEMENT: THE FOREIGN RESOURCES

Abstract. The article deals with the issue of foreign educational resources for specialists' communication in the fields of tourism, catering and management. The analysis of recent research and publications reveals that numerous aspects of specialists' training have been surveyed by many scientists. Educational resources for varied fields have also been in the focus of scientific consideration on a regular basis. Although many scholars' attention have been paid to different aspects of

the topic, foreign educational resources for specialists' communication in tourism, catering and management require more detailed analysis.

Due to the actuality of specialists' communication in the fields of tourism, catering and management and the significant role of English resources in the course of this practice, the aim of the research is to examine the foreign educational resources in this sphere. Tasks of the research imply distinguishing and analysing the features of English resources for these career fields. The object of research is specialists' communication in tourism, catering and management, and the subject concerns English educational resources for this sphere. The foreign educational resources in English for specialists' communication in tourism, catering and management have been examined due to the methods of literature analysis and comparative analysis of the internet resources.

Effective communication is an inevitable part of the specialists' experience in the industry of tourism, catering and management, as it directly influences the professional reputation and customer satisfaction. English has become a necessity for efficient specialists' communication within the global professional network. Thus, the educational resources in English are essential for specialists' communication in most career fields. Further research prospects are the study and comparative analysis of other educational resources for the sphere of tourism, catering and management.

Keywords: specialists' communication, tourism, catering, management, English, foreign educational resources.

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ФАХОВА КОМУНІКАЦІЯ У СФЕРІ ТУРИЗМУ, КЕЙТЕРИНГУ ТА МЕНЕДЖМЕНТУ: ІНШОМОВНІ РЕСУРСИ

Анотація. У статті розглянуто актуальне питання іншомовних навчальних ресурсів для фахової комунікації у сфері туризму, кейтерингу та менеджменту. Аналіз останніх досліджень та публікацій свідчить про велику кількість досліджень численних аспектів фахової підготовки у різних професійних сферах. Значна увага багатьох науковців також зосереджена на навчальних ресурсах для різних фахових галузей. Незважаючи на великий інтерес багатьох вчених до різних аспектів цієї тематики, іншомовні навчальні ресурси для фахової комунікації у сфері туризму, кейтерингу та менеджменту потребують більш детального аналізу.

З огляду на актуальність фахової комунікації у сфері туризму, кейтерингу та менеджменту та значну роль англомовних ресурсів у цій практиці, метою дослідження є вивчення іншомовних навчальних ресурсів у даній сфері. Завдання дослідження полягають у виокремленні та аналізі особливостей англомовних ресурсів для цих галузей. Об'єктом дослідження є фахова комунікація у сфері туризму, кейтерингу та менеджменту, а предметом дослідження є англомовні навчальні ресурси для цієї сфери. Іншомовні навчальні ресурси англійською мовою для фахової комунікації у сфері туризму, кейтерингу та менеджменту розглянуто за допомогою методів літературного аналізу та порівняльного аналізу інтернет-ресурсів.

Ефективна комунікація є невід'ємною частиною професійного досвіду фахівців у галузі туризму, кейтерингу та менеджменту, оскільки вона безпосередньо впливає на професійну репутацію та задоволеність клієнтів цієї важливої сфери послуг. Ефективне володіння англійською мовою стало необхідною передумовою для ефективної комунікації фахівців у цій глобальній професійній мережі. Таким чином, навчальні ресурси англійською мовою є важливими для фахової комунікації у більшості професійних галузей. Перспективи подальших досліджень передбачають

вивчення та порівняльний аналіз інших навчальних ресурсів для сфери туризму, кейтерингу та менеджменту.

Ключові слова: фахова комунікація, туризм, кейтеринг, менеджмент, англійська мова, іншомовні навчальні ресурси.

Problem statement. The service sector plays an essential role in modern economies worldwide. Moreover, its benefits extend beyond economic contributions, as it plays a crucial role in improving the quality of life, creating employment opportunities and driving social progress. The service sector encompasses a wide range of industries that provide multiplicity of important products and services, including the significant industry of travel-related services for the most part connected with tourism, catering and management, and other professional services in the field.

Tourism plays an important role especially in terms of its contribution to employment and the generation of foreign exchange. Tourism-related services are typically labour-intensive, with numerous links to other major segments of the economy [1]. Catering services have the power to elevate the travel experience to new heights. Well-executed catering can create a lasting impression on travellers, enhancing customer satisfaction and loyalty [2]. Strategic management is now a must for staying relevant in a rapidly changing landscape of travel industry, turning challenges into opportunities for sustainable growth [3].

Specialists' communication is the cornerstone of any service industry. Effective communication goes beyond simply sharing information – it is the backbone of any relationships and collaboration. It helps people understand each other, reduces confusion and builds trust. The benefits of effective communication include building reliance and strengthening understanding. Good professional communication is important because it strengthens every relationship by building clarity, connection and collaboration.

One of the essential components of the hospitality industry is communication. Good communication makes sure that the wants and preferences of the guests are recognized and accommodated, which leads to satisfied clients who are likely to use the services again and refer others to them. Effective communication is vital to providing exceptional guest experiences, resolving conflicts, fostering teamwork, and ensuring the industry's overall success. To enhance your communication skills, focus on active listening, practice clear and concise communication, and consider seeking professional guidance [4].

As businesses become increasingly globalized, the ability to communicate effectively in multiple languages is highly sought after. Learning a foreign language can greatly enhance your career prospects by making you more attractive to international employers. Companies and organizations operating on

an international scale value employees who can effectively engage with individuals from different countries. By learning a foreign language, you demonstrate your adaptability, cultural awareness, and willingness to bridge communication gaps.

The English language has solidified its place as the dominant global language, transcending borders and cultures to become the primary means of international communication. Whether in business, science, technology, or academia, proficiency in English opens doors to a vast array of opportunities. As the world becomes increasingly interconnected through globalization and technological advances, the ability to communicate in English has become not only an asset but often a necessity for personal and professional growth [5]. Thus, the educational resources in English are the imperative tools for specialists' communication in most professional fields.

Analysis of recent research and publications. The analysis of recent research and publications reveals that numerous aspects of specialists' training have been thoroughly surveyed by many scientists. The scholars such as Caulfield A., Vatansever D., Lambert G., Van Bortel T., Romanchuk O., Danylevych M., Kryshtanovych S., Kholiavka V., Khudoba V., Okopnyi A., Kalymon Yu., Vorobel M., Yurko N., Styfanyshyn I., Protsenko U., and others explored this issue in the fields of healthcare [6; 7], fitness, recreation and tourism [8; 9; 10], physical education and sport [11; 12], foreign languages [13; 14], pedagogy and psychology [15; 16; 17], etc.

Educational resources have also been in the focus of scientific consideration on a regular basis. The varied subjects of researchers' interest comprised the spheres of Ukrainian and foreign languages [18–23], education and sport [24; 25], tourism, recreation and fitness [26], healthcare and rehabilitation [27; 28; 29], etc. Notwithstanding many scholars' attention being paid to different aspects of the topic, foreign educational resources for specialists' communication in tourism, catering and management require more detailed analysis and investigation.

The purpose of the article. Due to the ***actuality*** of specialists' communication in the evolving careers of tourism, catering and management and the significant role of English resources in the course of this practice, the ***aim*** of the research is to examine the foreign educational resources in this sphere. ***Tasks*** of the research imply distinguishing and analysing the features of English resources for these career fields. Subsequently, the ***object*** of research is specialists' communication in tourism, catering and management, and the ***subject*** concerns English educational resources for this sphere.

Presentation of the main material. The ***methods*** of literature analysis and comparative analysis of the internet resources [30–38], reveal the foreign educational resources in English for specialists' communication in the fields of

tourism, catering and management to be characterized as follows.

Career Paths: Tourism. This is an educational resource designed to improve English communication skills for tourism professionals. It covers career-specific vocabulary and realistic dialogues for reservations, money issues, tours, and hospitality. Mastering English for these specific areas unlocks global career opportunities: hospitality & accommodation, travel & tour operations, transportation & logistics. The resource presents subject matter including reservations, health concerns, money issues, tours and career options. Incorporating career-specific vocabulary and contexts, each unit offers step-by-step instruction that immerses students in the four key language components: reading, listening, speaking and writing. This is an educational resource for tourism professionals who want to improve their English communication skills in a work environment.

English for Tourism: Vocabulary. This is a highly rated mobile app designed to help hospitality professionals, students, and travelers master real-life English for hotels, restaurants, and airports. It uses flashcards and scenario-based learning to make guest communication smoother. Key features are as follows. Scenario-based modules: specific vocabulary sets for hotel check-ins, restaurant dining, sightseeing, and customer service. Multiple learning modes: up to eight different practice methods including quizzes, flashcards, and pronunciation tools. Progress tracking: clear statistics that let you mark words as “learned” or “not learned” to focus on areas needing review. Audio practice: audio examples from native English speakers help perfect your pronunciation for daily service work. Knowing the right term or phrase boosts speaking comfort, and nurtures a smoother flow between staff and guests in daily hospitality routines.

LearnMatch Business. This is a corporate language-learning app designed to improve workplace communication. It trains employees in basic English and other languages, along with industry-specific vocabulary for sectors like nursing, hospitality, and building cleaning. The app combines gamified exercises with your company's custom learning material. Key features are as follows. Customized content: tailored specifically to your company’s needs, training employees in the exact vocabulary required for their daily tasks. Gamified learning: utilizes interactive formats like audio, drag-and-drop, matching games, and writing exercises. Live match: employees can playfully challenge colleagues to real-time vocabulary battles to encourage team engagement. Progress tracking: lets employers monitor progress while offering flexible, sustainable learning for staff on the go.

italki. This is not a traditional tourism app, but rather a global language learning platform. It connects users with native English teachers for 1-on-1 video lessons, making it a powerful tool to practice travel phrases, improve

conversational skills, and learn about local cultures before a trip. Key features are as follows. Customized learning: you can search for tutors who specialize in travel English, conversational fluency, or specific regional accents. Flexible scheduling: lessons can be booked for 30, 45, 60, or 90 minutes, allowing you to fit practice into a busy routine. Community features: beyond paid lessons, you can use the free community section to ask travel-related language questions or participate in free language exchanges. The language learning educational platform connects tourism professionals with qualified, native-speaking language tutors for customized, conversational practice.

Memrise. This is a highly visual and immersive language app, perfect for learning conversational English for travel. It accelerates language learning by teaching practical, real-world phrases and using video clips of native speakers to help you sound like a local. To get started learning or practicing English for travels, download or open the app and follow these steps. Select your learning language: set English as the language you want to learn. Choose travel-focused content: browse their specific travel categories, which feature practical, real-life scenarios like ordering food, asking for directions, and making casual conversation. Watch native speakers: memrise uses thousands of video clips featuring native speakers, allowing you to get used to natural cadence and accents before your trip. Set your goals: you can customize your learning schedule. Just 15 minutes a day is typically enough to pick up essential, survival-level vocabulary for an English-speaking country

Career Paths: Hotels and Catering. This is an educational English resource designed for hospitality professionals. It focuses on job-specific vocabulary and scenarios. The curriculum immerses students in four language components (reading, listening, speaking, and writing) across three CEFR levels, from A1 to B1.The textbook covers essential sectors and roles within the broader hospitality industry: front desk & accommodation, food & beverage, career progression & courses. The resource addresses topics including hotel equipment, bookings, food and beverage services, security issues, and career options. Incorporating career-specific vocabulary and contexts, each unit offers step-by-step instruction that immerses students in the four key language components: reading, listening, speaking and writing. This is an educational resource for hospitality professionals who want to improve their English communication skills in a work environment.

Catering CIS. This is an educational and professional development platform. It is designed to help catering and HoReCa (Hotel, Restaurant, Catering) professionals in the CIS (Commonwealth of Independent States) region elevate their skills through training programs, community networking, and industry-specific guides. Key features are as follows. Professional education: offers targeted training programs for sales managers, banquet managers, and catering

directors. Skill advancement: provides unique, industry-specific content to help users become top catering professionals in their cities. Community networking: connects users with other professionals for networking and experience sharing. Offline functionality: features offline sync so users can learn and track progress without an active internet connection.

ProFit Catering. The mobile app allows diet catering clients to manage their meal plans directly from their phones. It eliminates the need to visit the website or call customer service, putting subscription management, deliveries, and menu choices right at your fingertips. Key features available are as follows. Order management: purchase new diets, extend your current plan, and handle secure in-app payments. Menu & diet control: preview daily menus, add ingredient exclusions, rate individual meals, and use the calorie demand calculator. Delivery adjustments: change your delivery address or cancel deliveries for specific days directly through the app. Notifications & reminders: receive helpful meal consumption reminders, alerts about your diet expiring, and catering news.

Puree. The app manages everything from creating professional client quotes and capturing payments to generating chef dockets, packing lists, and delivery run sheets in one connected system. Key features are as follows. Quote & payment management: create detailed quotes with built-in dietary codes, staff hours, and presentation styles. It supports online payments and automated deposits. Kitchen & production management: offers highly organized “Chef Dockets” and a Consolidated Item View. This allows chefs to see total quantities of items needed across all upcoming orders. Event logistics: automatically generates Event Briefs and equipment packing lists so on-site staff have every detail required. Delivery & run sheets: consolidates daily orders with exact times, multiple stops, and driver assignments to ensure smooth, on-time food transit. This is a dedicated software platform built by caterers, for caterers, designed to streamline daily operations.

4Catering. This is an educational app designed to help catering professionals advance their careers. It provides specialized training programs and community-driven content tailored for sales managers, banquet managers, and catering directors.

Key features are as follows. Professional training: access to dedicated programs to level up leadership and operational skills. Community network: connects users with other catering industry professionals. Skill quizzes & content: regular updates featuring industry facts, surveys, and quizzes. You will find great programs for sales managers, banquet managers and catering directors. Join the community and check out the unique content that will help you level up your skills. The app brings you as a catering professional to the next level.

Career Paths: Management. This is a specialized English language learning series designed for management professionals. It features three difficulty levels that teach over 400 workplace terms across all four key language skills: reading, listening, speaking, and writing. Each book targets the specific vocabulary and contextual English used in corporate and administrative environments: business operations, professional interactions, advanced skills. Every level utilizes realistic dialogues and comprehension checks to ensure the terminology is directly applicable to the workplace. The resource addresses topics including office equipment, pay and benefits, networking, presentations and negotiating. Incorporating career-specific vocabulary and contexts, each unit offers step-by-step instruction that immerses students in the four key language components: reading, listening, speaking and writing. This is an educational resource for management professionals who want to improve their English communication in a work environment.

Strategic Management – Learn & Master. This is an ideal application for studying business strategy in English. This app offers a structured, beginner-friendly approach to core MBA and BBA frameworks (like SWOT analysis) with offline access and interactive quizzes. Key app features are as follows. Comprehensive coverage: step-by-step learning modules taking you from basic principles to advanced competitive strategies. Interactive activities: reinforce your learning using flashcards, multiple-choice questions, and True/False exercises. Offline accessibility: full offline capability to study on-the-go without needing an internet connection. The application is a great beginner-friendly, offline-accessible tool for mastering complex organizational concepts through interactive flashcards and quizzes in the field of management.

Simplilearn. This is the online learning app that can help take your career to the next level. Choose from over 400 top-notch certificate courses taught by a team of 2000+ expert trainers, and learn the latest skills in the most cutting-edge technologies. The top courses include Data Science, Business Analytics, Software Development, Cyber Security, Digital Marketing, Cloud Computing, AI, Machine Learning course, AWS Certification, Business & Leadership, Quality Management, Big Data, DevOps, IT Services & Architecture. Key features include real-world skills from industry experts; career growth through skill development; real-world problems for practical learning; weekly live webinars; interactive live classes and training courses; capstone projects for hands-on learning; free courses with certification. The app is excellent for structured, industry-recognized certificates. The Simplilearn app is fully available in English, offering professional certification courses.

SC Training. The platform, formerly known as EdApp, is a mobile-first, microlearning Learning Management System (LMS) designed for frontline and

distributed workforces. Acquired by SafetyCulture, it helps organizations deliver bite-sized training, onboarding, and upskilling in just 5 minutes a day. Key features are as follows. Microlearning & gamification: delivers short, highly engaging lessons that boost knowledge retention. AI course creation: automatically generates lesson materials and handles translations. Spaced repetition: tests employees at regular intervals to turn short-term memory into long-term knowledge retention. Safety integration: connects seamlessly with SafetyCulture operations and auditing tools. The platform is leader in microlearning that uses gamified quizzes and AI-assisted creation to help managers learn leadership and team-building quickly.

Conclusions. The significant sector of travel-related services associated with tourism, catering and management is vital for economic growth, job creation, and societal development round the world. Effective communication is an inevitable part of the specialists' experience in this service industry, as it directly influences the professional reputation and customer satisfaction. Improving the efficiency of communication skills strengthens relationships and opens up new opportunities in both personal and professional life. Foreign language proficiency comes along with acquiring a global perspective, cross-cultural communication skills and critical thinking. It is an essential component of professional education and personal growth. Nowadays, knowing English has become a necessity if one wants to enter a global workforce and keep the communication flowing within the professional network. Therefore, the educational resources in English are essential for specialists' communication in most career fields. Further ***research prospects*** are the study and comparative analysis of other educational resources for the evolving sphere of tourism, catering and management.

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PEDAGOGICAL ASPECTS OF THE EFFECTIVE IMPLEMENTATION OF INTERACTIVE TECHNOLOGIES IN THE PROCESS OF DEVELOPING THE SOCIO-CULTURAL COMPETENCE OF FUTURE LANGUAGE AND LITERATURE TEACHERS

Abstract. This article examines the pedagogical aspects of the effective implementation of interactive technologies in the process of developing the sociocultural competence of future language teachers. The essence and structure of sociocultural competence are clarified as an integrative, professionally significant personal quality encompassing cognitive, communicative-pragmatic, value-motivational, activity-based and reflective components. The pedagogical conditions for the effective use of interactive technologies in philological education have been identified. The criteria for selecting interactive technologies have been substantiated, and the methodological potential of discussion-based, game-based, project-based and problem-based forms of work has been analysed. The results of a student survey are presented, and a set of interactive tasks designed to develop sociocultural competence has been developed. The practical significance of these findings lies in the potential to enhance the effectiveness of developing sociocultural competence among future language teachers through the use of interactive technologies.

The findings can be used by lecturers at higher education institutions to improve the methods and forms of organising the educational activities of philology students, particularly when designing lessons aimed at developing sociocultural awareness, intercultural communication and the application of sociocultural knowledge in professional practice. The proposed set of interactive tasks can be used in the teaching of foreign language teaching methodology, practical foreign language courses, intercultural communication and other philological disciplines. The research may also contribute to improving the

professional training of future language teachers and enhancing their readiness to work in a multicultural educational environment.

Keywords: sociocultural competence, future philology teacher, interactive technologies, pedagogical conditions, intercultural communication, philological education.

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ПЕДАГОГІЧНІ АСПЕКТИ ЕФЕКТИВНОГО ВПРОВАДЖЕННЯ ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ У ПРОЦЕС ФОРМУВАННЯ СОЦІОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ-ФІЛОЛОГІВ

Анотація. У статті досліджено педагогічні аспекти ефективного впровадження інтерактивних технологій у процес формування соціокультурної компетентності майбутніх учителів-філологів. Уточнено сутність і структуру соціокультурної компетентності як інтегративної професійно значущої якості особистості, що охоплює когнітивний, комунікативно-прагматичний, ціннісно-мотиваційний, діяльнісний і рефлексивний компоненти. Визначено педагогічні умови ефективного використання інтерактивних технологій у філологічній освіті.

Обґрунтовано критерії добору інтерактивних технологій і проаналізовано методичний потенціал дискусійних, ігрових, проєктних і проблемно-ситуативних форм роботи. Представлено результати анкетування студентів та розроблено комплекс інтерактивних завдань, спрямованих на розвиток соціокультурної компетентності. Практичне значення отриманих результатів полягає у можливості підвищення ефективності формування соціокультурної компетентності майбутніх учителів-філологів засобами інтерактивних технологій. Отримані результати можуть бути використані викладачами закладів вищої освіти для вдосконалення методів і форм організації навчальної діяльності студентів-філологів, зокрема під час розроблення занять, спрямованих на розвиток соціокультурної обізнаності,

міжкультурної комунікації та застосування соціокультурних знань у професійній діяльності. Запропонований комплекс інтерактивних завдань може бути використаний у процесі викладання методики навчання іноземних мов, практичного курсу іноземної мови, міжкультурної комунікації та інших дисциплін філологічного спрямування. Дослідження також може сприяти вдосконаленню професійної підготовки майбутніх учителів-філологів і підвищенню їхньої готовності до роботи в полікультурному освітньому середовищі.

Ключові слова: соціокультурна компетентність, майбутній учитель-філолог, інтерактивні технології, педагогічні умови, міжкультурна комунікація, філологічна освіта.

Statement of the problem. The modern system for training future foreign language teachers places new demands on the content and methods of professional education. Alongside the development of language and communication skills, the development of sociocultural competence is of key importance — the ability of the future teacher to understand the cultural context of communication, take into account the norms of intercultural interaction, and foster the relevant skills in pupils. The relevance of this issue is also driven by the expansion of international educational contacts, the implementation of the New Ukrainian School reform, and the need to train specialists capable of organising effective intercultural dialogue in a multicultural educational environment.

Interactive technologies—such as discussions, role-plays, the case study method, project work and the analysis of authentic materials—play a key role in addressing these objectives. They enable the learning process to be brought closer to real-life situations of professional and intercultural communication, promote active student interaction, the development of communicative independence, and the practical application of sociocultural knowledge. At the same time, the issue of pedagogical conditions and criteria for the effective selection of such technologies in the process of philological training remains insufficiently addressed in educational science.

Analysis of recent research and publications. he development of sociocultural competence has been studied by V. Kilyvnyk, N. Terentyeva and V. Romanyuk, I. Moiseenko, as well as international researchers M. Bayram and D. Dirdorf . The issue of interactive technologies in language education has been explored by O. Pometun and L. Pyrozhenko , T. Koval, I. Novak , A. Medvedchuk and others. However, there is a lack of comprehensive research in domestic scholarship on the pedagogical conditions for the effective implementation of interactive technologies specifically for the development of the sociocultural competence of future language teachers.

The purpose of this article is to identify the pedagogical aspects of the effective implementation of interactive technologies in the process of developing the sociocultural competence of future language teachers, to establish the pedagogical conditions and criteria for selecting such technologies, and to present a set of practice-oriented interactive tasks.

Main research findings. It is appropriate to view the sociocultural competence of a future language teacher as an integrative, professionally significant personal quality that ensures the ability to understand culturally determined features of speech, interpret the social meanings of communication in a foreign language, and establish pedagogically appropriate interaction in an intercultural environment. It combines knowledge of the culture, society, traditions, value systems and linguistic behaviour of native speakers, as well as the ability to apply this knowledge in the process of real-life foreign-language communication.

In international scholarship, the issue of sociocultural training is primarily examined within the framework of the theory of intercultural communicative competence. M. Bayram and D. Dirdorf emphasise that sociocultural competence is a multi-faceted quality combining knowledge, attitudes, interpretative and interactive skills, as well as critical reflection on cultural phenomena. In the CEFR Companion Volume, the language user is regarded as a ‘social actor’ who uses language to perform real communicative tasks in a multilingual and culturally diverse environment.

For our study, it is important to understand the structure of sociocultural competence. It comprises five interrelated components:

1) cognitive — knowledge of the culture, traditions, norms, value systems and linguistic behaviour of members of a foreign-language community;

2) communicative-pragmatic — the ability to select linguistic means appropriate to the situation, the interlocutor’s status, the level of formality and cultural expectations;

3) value-motivational — openness to another culture, tolerance, empathy, and a willingness to engage in dialogue;

4) activity-based — the practical application of sociocultural knowledge in real or simulated communication situations;

5) reflective — the ability to analyse one’s own cultural perceptions, identify stereotypes, and evaluate the success of intercultural interaction.

This framework allows sociocultural competence to be viewed not as an additional element of foreign language training, but as one of the key components of a future teacher’s professional readiness [4, p. 156].

Interactive technologies should also be viewed as a means of developing socio-cultural competence. Interactive technologies play a significant role in the

modernisation of contemporary language and literature education. Unlike the traditional model, where the teacher primarily acts as a source of ready-made information, interactive learning involves engaging all participants in the educational process in active cognitive, communicative and reflective activities. O. Pometun and L. Pyrozhenko define interactive learning as an organisation of cognitive activity in which the educational process is based on active interaction, cooperation and mutual learning.

The educational value of interactive technologies in developing sociocultural competence lies in the fact that they shift the learning of sociocultural material from a reproductive level to one of practical application, discussion and personal reflection. Students do not remain passive listeners, but participate in joint discussions, argue their own opinions, collaborate within the group and solve problem situations [2, pp. 186–188].

The link between interactive technologies and the development of sociocultural competence is also supported by the views of J. Richards and T. Rogers , who, within the framework of the interactional approach, regard language as a means of establishing and maintaining social relationships between people. Foreign language teaching should be aimed not only at mastering the language system, but also at developing the ability to function in the process of interpersonal and intercultural interaction.

- The effectiveness of using interactive technologies depends not on the number of methods employed, but on the existence of a set of pedagogical conditions. The main ones include the following:

- the incorporation of socio-cultural material into the content of academic disciplines. A foreign language should be regarded as a means of learning about culture, social norms and value systems. V. Kilyvnyk [4, p. 158] emphasises the need to focus on the socio-cultural component and to use integrated tasks with a professional orientation;

- a methodologically sound approach to organising interactive learning. Interactive technologies must be appropriate to the topic, the learning objectives, the students' level of preparation, and the logic underlying the development of competencies. It is advisable to gradually increase the complexity of the activities: from pair work to discussions, role-plays, projects and case studies;

- promoting peer-to-peer interaction. The teacher acts as an organiser, advisor and facilitator of the learning process. M. Morozova [7] defines peer-to-peer interaction as a key foundation for developing the interactive skills of trainee teachers;

- the development of digital readiness among those involved in the educational process. The use of authentic digital resources broadens the scope for developing socio-cultural competence. Within the framework of DigCompEdu, a

teacher's digital competence encompasses the ability to use digital technologies to organise learning, assess and engage learners;

- organising systematic reflection and evaluation of results. Reflecting after each task enables one to identify which sociocultural knowledge was applied, which strategies proved effective, and how to avoid mistakes in future teaching practice.

The selection of interactive technologies must be purposeful and based on a set of criteria. A. Medvedchuk [6, p. 309] emphasises that the choice of methods is determined by the learning objectives, the content of the material, the students' level of preparation, and the opportunity to apply knowledge in real-life communication.

Based on an analysis of the scientific and pedagogical literature and the results of our own research, we identify ten selection criteria: goal-oriented, content-based, communicative, interactive, cognitive-critical, problem-based and situational, level-based, professional, reflective and organisational.

The pedagogical potential of the main groups of teaching methods is distributed as follows. Discussion-based methods (classroom discussions, debates, round-table discussions, brainstorming) help to develop argumentation skills, critical thinking and a tolerant attitude towards other viewpoints. Game-based and simulation technologies (role-playing, simulations, dramatisations) allow students to 'experience' situations of intercultural communication. I. Novak [8, p. 122] emphasises that simulations recreate situations from future professional practice and are defined by a communicative task that requires a personal approach.

Project-based learning develops research, digital and presentation skills, as well as the ability to transform cultural studies material into lesson content suitable for teaching. Problem-based and situational methods (case analysis, resolution of intercultural conflict, situational choice) are of particular importance, as culture is most often perceived in situations where different norms and expectations clash. T. Koval [5, p. 25] views interactive technologies as a holistic, integrative system within which methods are selected in accordance with objectives and the principle of mutual complementarity.

In order to identify the practical needs of students, a survey was conducted involving 30 respondents—fourth-year students from the Faculty of Foreign Languages. The results showed that 93.3% of respondents recognised the importance of sociocultural competence for their future teaching careers (63.3% — 'important', 30% — 'somewhat important'). Students most often associated it with the ability to communicate with representatives of other cultures (73.3%), knowledge of traditions and values (70%), the ability to avoid stereotypes (56.7%) and the ability to adapt one's speech behaviour to the situation (53.3%).

Students considered the following to be the most effective: discussions – 70%, debates – 66.7%, online discussions and video chats – 56.7%, analysis of problem situations – 53.3%, and role-playing games – 40%. Regarding the content of the tasks: 80% found discussions of cultural stereotypes useful, 66.7% — comparisons of traditions and behavioural norms, 66.7% — analysis of intercultural conflicts, and 53.3% — working with authentic materials and intercultural interviews. At the same time, difficulties were identified: 63.3% cited insufficient language skills as an obstacle, the same proportion cited a fear of expressing their own opinions, and 53.3% cited the passivity of some students.

Based on theoretical analysis and the results of the questionnaire, a set of six interrelated interactive tasks has been developed:

1. Discussion 'Cultural Stereotypes': students, working in small groups, analyse common stereotypes about a particular culture, assess their validity and draw conclusions about the role of the language teacher in overcoming stereotypical thinking.

2. Case study of intercultural misunderstanding: students are presented with a description of a problematic situation where conflict arises due to differences in behavioural norms. They analyse the causes of the misunderstanding and propose possible solutions.

3. Role-play 'Intercultural Encounter': simulating situations involving communication with a foreign guest, discussing rules of conduct in an educational setting, or communicating with a student from a different cultural background.

4. Working with authentic materials: viewing and analysing videos, podcasts or articles; identifying key sociocultural phenomena and comparing them with one's own cultural experience.

5. Intercultural interview: students interview a representative of another culture, compare the information obtained with their own preconceptions, and identify which stereotypes have changed. According to N. Agustina, such interviews boost confidence in language use and foster a respectful attitude towards cultural differences.

6. Mini-project: creating a presentation, video clip or teaching resource on the topic 'Cultural sensitivity in the modern classroom', followed by a discussion on how the material could be adapted for a school lesson.

All tasks conclude with a reflection session, which involves discussing what new insights have been gained, which preconceptions have changed, what communication difficulties arose, and how such a task might be adapted for one's own teaching practice.

Conclusions. The study has shown that sociocultural competence is an essential component of the professional readiness of future language teachers. It cannot be developed solely through the rote learning of facts about another

culture; rather, it requires active engagement, the practical application of knowledge, and reflection.

The effectiveness of interactive technologies as a means of developing sociocultural competence depends on the fulfilment of pedagogical conditions: the integration of sociocultural material into the curriculum, methodologically sound planning, subject-to-subject interaction, digital readiness, positive motivation and systematic reflection.

The set of tasks developed (discussion, case study, role-play, work with authentic materials, intercultural interview, mini-project) is systematic and professionally oriented. It is aimed not only at developing students' sociocultural awareness, but also at preparing them to organise similar forms of work in their future teaching practice. Prospects for further research include testing the proposed set of tasks in real-life educational settings and developing diagnostic tools to assess the level of sociocultural competence.

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DEVELOPMENT OF CRITICAL THINKING IN UNIVERSITY STUDENTS IN THE CONTEXT OF EDUCATIONAL TRANSFORMATIONS

Abstract. The article examines the significance of critical thinking of university students in the context of contemporary transformations caused by the rapid development of digital technologies and the conditions of the war. The study substantiates that critical thinking has become one of the key competencies required for successful professional and social adaptation today.

The article explores effective ways of developing and improving critical thinking skills among university students. Different pedagogical approaches aimed at enhancing students' analytical and cognitive abilities are examined. Special attention is paid to inquiry-based learning as an effective student-centered approach that encourages active participation in the educational process through questioning, investigation, discussion, and collaborative learning. Within this approach, students are considered active participants in knowledge construction rather than passive recipients of information. Inquiry-based learning promotes independent thinking, creativity, and the ability to search for original solutions to practical and academic problems. The study emphasizes that foreign language learning creates favorable conditions for the development of communication skills, reflective thinking, and the capacity to analyze information critically in diverse educational and social contexts.

The paper emphasizes that critical thinking should be understood not as an isolated ability, but as a complex combination of analytical, evaluative, reflective, and creative skills. It is highlighted that the effective formation of critical thinking requires both a deeper theoretical understanding of this phenomenon and the implementation of innovative pedagogical approaches within the educational process.

The study applies a range of theoretical and empirical research methods. Theoretical methods include analysis and generalization of psychological, pedagogical, and methodological literature related to the issue of critical thinking development among future educators.

Particular attention is paid to the main challenges associated with the development of critical thinking in contemporary pedagogical theory and practice. The study outlines possible ways to overcome these difficulties and identifies methodological principles for improving educational activities aimed at fostering students' independent thinking and research abilities.

The article proposes a technology for developing critical thinking that can be applied across different educational levels, subject areas, and forms of teaching. It has been determined that critical thinking serves as an important psychological resource for an individual, promoting conscious analysis of information, well-grounded decision-making, and the capacity for self-regulation within the modern information environment. The development of critical thinking enables individuals to evaluate facts objectively, resist manipulative influences, and adapt more effectively to rapidly changing social and professional conditions.

Keywords: critical thinking, university students, educational transformations, development.

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РОЗВИТОК КРИТИЧНОГО МИСЛЕННЯ СТУДЕНТІВ УНІВЕРСИТЕТУ В КОНТЕКСТІ ОСВІТНІХ ТРАНСФОРМАЦІЙ

Анотація. У статті розглядається значення критичного мислення студентів закладів вищої освіти у контексті сучасних трансформацій, що спричинені стрімким розвитком цифрових технологій та умовами війни. У дослідженні обґрунтовано, що критичне мислення сьогодні стало однією з ключових компетенцій, необхідних для успішної професійної та соціальної адаптації.

У статті досліджено ефективні шляхи формування та вдосконалення навичок критичного мислення студентів ЗВО. Розглядаються різні педагогічні підходи, спрямовані на розвиток аналітичних і пізнавальних

здібностей студентів. Особлива увага приділяється дослідницькому навчанню як ефективному підходу, орієнтованому на студента, який заохочує активну участь у навчальному процесі через опитування, дослідження, обговорення та спільне навчання. У межах цього підходу студенти вважаються активними учасниками побудови знань, а не пасивними одержувачами інформації.

Навчання, засноване на запитах, сприяє незалежному мисленню, творчості та здатності шукати оригінальні рішення практичних і академічних проблем.

Дослідження підкреслює, що вивчення іноземної мови створює сприятливі умови для розвитку комунікативних навичок, рефлексивного мислення та здатності критично аналізувати інформацію в різноманітних освітніх і соціальних контекстах.

У статті наголошується, що критичне мислення слід розуміти не як ізольовану здатність, а як комплексну комбінацію аналітичних, оціночних, рефлексивних і творчих навичок. Підкреслено, що ефективне формування критичного мислення потребує як глибшого теоретичного осмислення цього феномену, так і впровадження інноваційних педагогічних підходів у навчально-виховний процес.

У дослідженні застосовано низку теоретичних та емпіричних методів дослідження. Теоретичні методи передбачають аналіз та узагальнення психолого-педагогічної та методичної літератури, що стосується проблеми розвитку критичного мислення майбутніх педагогів.

Особливу увагу приділено основним проблемам, пов’язаним із розвитком критичного мислення в сучасній педагогічній теорії та практиці. У дослідженні окреслено можливі шляхи подолання цих труднощів та визначено методичні засади вдосконалення навчальної діяльності, спрямованої на формування в учнів самостійного мислення та дослідницьких здібностей.

У статті запропоновано технологію розвитку критичного мислення, яка може бути застосована на різних рівнях освіти, предметних галузях і формах навчання. Визначено, що критичне мислення є важливим психологічним ресурсом особистості, який сприяє усвідомленому аналізу інформації, прийняттю обґрунтованих рішень і здатності до саморегуляції в сучасному інформаційному середовищі. Розвиток критичного мислення дає змогу об’єктивно оцінювати факти, протистояти маніпулятивним впливам, ефективніше адаптуватися до швидко мінливих соціальних і професійних умов.

Ключові слова: критичне мислення, студенти ЗВО, освітні трансформації, розвиток.

Statement of the Problem. Contemporary globalization trends, transformation of labor relations, rapid digitalization, and the growing intellectual demands of society increase the requirements for the professional training of higher education graduates. Prospective specialists are expected not only to possess solid professional knowledge and competencies, but also to demonstrate flexibility of thinking, intellectual maturity, analytical abilities, and readiness for independent decision-making [8]. Successful studying at the university level requires students to demonstrate a sufficiently developed intellectual capacity, broad general knowledge, strong memory skills, and the ability to think logically and analytically. In addition, modern higher education encourages learners to become independent, reflective, and capable of making informed decisions in both academic and professional contexts.

A higher education institution performs not only the function of professional training but also serves as an important environment for students' personal growth, self-development, and social adaptation. Modern educational practice increasingly focuses on developing students' ability to analyze information critically, make reasoned decisions, and independently evaluate the reliability of facts and judgments.

Critical thinking is considered one of the essential competencies necessary for students' successful professional activity and personal development. The ability to analyze information, evaluate arguments, make reasoned decisions, and solve problems effectively plays an important role in modern education and future career growth [8]. Therefore, lecturers should intentionally design educational objectives and learning activities aimed at developing both basic and advanced levels of critical thinking [7]. In addition, the effective use of modern educational technologies and interactive teaching methods can significantly enhance students' cognitive engagement and support the formation of independent and reflective thinking skills.

In this context, the development of critical thinking becomes especially important, as modern professional activity requires the ability to analyze information, evaluate different viewpoints, adapt to changing conditions, and solve complex educational and social problems effectively.

Analysis of Recent Research and Publications. The phenomenon of critical thinking has long attracted the attention of researchers in various scientific fields. Depending on the subject and methodology of investigation, different disciplines interpret the nature, structure, and mechanisms of thinking in different ways. The analysis of psychological and pedagogical studies demonstrates that critical thinking is commonly viewed both as a specific quality of thinking and as an important characteristic of personality development. Theoretical foundations of critical thinking have been extensively studied by numerous scholars and

educators, including O. Zhmurko, I. Ponedilok, J. Dewey, R. Paul, L. Elder, A. Crawford, and M. Lipman. Critical thinking has become an integral element of modern higher education, especially under conditions of rapid information growth that require students to possess the ability to critically evaluate and interpret diverse sources of information. The researchers S. Grynyuk, I. Zaytseva, S. Vysotchenko emphasize that the development of critical thinking is essential for effective learning, independent decision-making, and professional competence in contemporary society [2; 9].

Ukrainian scholars M. Pochynkova, S. Bader and S. Terno define critical thinking as a complex cognitive ability that includes the analysis, evaluation, interpretation, and synthesis of information It also involves questioning assumptions, comparing different viewpoints, and forming balanced and evidence-based judgments. Such skills enable students to navigate complex informational environments, solve problems effectively, and make reasoned conclusions in academic and professional contexts.

In particular, the studies of O. Chashechnikova, O. Odintsova, I. Hordiienko. O. Lozova, Y. Korkos examine innovative technologies for the development of critical thinking in students [1].

Their studies significantly contributed to understanding the nature of critical thinking, its structure, and the pedagogical methods used for its development in the educational process.

Purpose of the Article.

To achieve this aim, the following tasks are set:

Research findings and discussion. In modern pedagogical discourse, critical thinking is increasingly understood as an integrative phenomenon that combines cognitive abilities, reflective skills, and personal traits. Such an understanding highlights its significance for independent learning, creative problem-solving, and effective professional activity in contemporary society. In light of this issue, the objective of the present study was to examine the factors that facilitate or hinder the development of critical thinking skills among students in higher education. The analysis considers both individual determinants, including motivation, metacognitive abilities, and cognitive autonomy, and contextual conditions such as teaching strategies, institutional environment, and the availability of technological resources. These combined factors are viewed as key elements shaping the overall effectiveness of critical thinking development within the educational process.

In the modern context of information society development, critical thinking has become one of the most essential competencies necessary for the successful professional and social realization of the individual. The rapid growth of

information volumes, the active implementation of digital technologies, and the development of artificial intelligence require students to be able to analyze information, assess its reliability, compare different perspectives, and formulate reasoned conclusions. That is why the modern system of higher education focuses not only on the transfer of professional knowledge but also on the formation of analytical, reflective and independent thinking skills in students.

According to M. Pochinkova and S. Bader, critical thinking is a complex intellectual ability that includes analysis, evaluation, interpretation of information and the formation of reasoned judgments [5]. Researchers emphasise that in the conditions of society informatization, it is critical thinking that helps a person navigate in a complex information space and avoid manipulative influence. A similar position is taken by S. Terno, who emphasises that critical thinking is the basis of the intellectual autonomy of an individual and involves the ability for reasoned analysis, reflection, and independent decision-making [6].

An essential factor in developing critical thinking is the impact of the educational environment. A modern university must foster students' intellectual engagement, cultivate their research initiative, and strengthen their autonomy. As I. Knysh, O. Budanova, S. Vakulenko, O. Syrotina, and S. Popychenko note, innovative educational technologies are among the most effective tools for modernising higher education and enhancing students' professional preparation [3]. Implementing interactive methods, digital platforms, project-based learning, case studies, and problem-based learning invigorates students' intellectual curiosity and sharpens their ability to analyse, synthesise, and critically evaluate information.

Special attention in modern studies is devoted to innovative technologies for developing students' critical thinking. O. Chashechnikova, O. Odintsova, I. Gordienko, O. Danylchuk, and L. Popova argue that educational technologies should foster active, creative, and independent personalities [1]. Scientists note that interactive learning, digital resources, discussion platforms, online simulations, and collaborative problem-solving enhance students' abilities to analyse information, defend their positions, and reflect.

One of the important factors in the formation of critical thinking is the motivation of students to study. A high level of educational motivation has a positive effect on the development of cognitive activity, independence and the desire to find new knowledge. At the same time, low motivation can significantly reduce the effectiveness of the educational process and hinder the development of skills in analyzing and evaluating information. Research by S. Grynyuk, I. Zaytseva, and S. Vysotchenko shows that distance learning in the conditions of a pandemic and martial law had a significant impact on the emotional state and motivation of students [2]. The authors emphasize that psychological instability,

a high level of anxiety, and insufficient communication in the online environment negatively affect the cognitive activity of students.

At the same time, distance education has opened up new opportunities for the development of students' independence and the formation of self-study skills. Working with large volumes of information, the use of digital resources and the need for independent organization of the educational process stimulated the development of responsibility, analytical thinking and information literacy. In this context, the role of the teacher as a facilitator of the educational process, who directs students to independent analysis of information, discussions and critical understanding of educational material, becomes important.

An important component of critical thinking is the ability to reflect. Reflective thinking allows students to analyze their own actions, evaluate the results of learning activities and adjust their own learning strategies. It is reflection that contributes to the development of metacognitive skills, which help an individual to be aware of their own thinking process and effectively manage it. The formation of reflective skills is especially important in the process of professional training of future specialists, since the modern labor market needs specialists capable of constant professional self-development.

The report of the World Economic Forum "The Future of Jobs Report 2025" emphasizes that analytical thinking, the ability to solve complex problems, creativity, flexibility, and critical evaluation of information occupy a special place among the key skills of the future [8]. In today's professional environment, employers increasingly value not only the professional knowledge of employees, but also their ability to adapt to changes, work with large amounts of information and make informed decisions. That is why the development of critical thinking is one of the priority areas of modernization of education.

In today's digital society, the problem of information security and media literacy is gaining special importance. A large amount of information, the spread of fake news, manipulative messages, and misinformation requires students to be able to critically evaluate information sources, check the reliability of facts, and analyse information content. O. Zhmurko and I. Ponedilok emphasise that the development of critical thinking and media literacy is an important component of the formation of the security culture of future specialists in digital technologies [10]. The authors note that critical thinking allows students to effectively counteract information manipulation and form a responsible attitude toward the use of digital resources.

Interactive teaching methods play a special role in the development of critical thinking. Such methods include discussions, debates, problem analysis, case studies, brainstorming, project methods, role-playing, and research activities. It is these forms of work that stimulate the active participation of students in the

educational process, promote the development of communication skills, the ability to argue one's own position and analyze alternative points of view. In addition, interactive learning forms the skills of cooperation, tolerance and responsibility for the results of collective activities.

The effectiveness of the development of critical thinking largely depends on the teacher's pedagogical skills. The teacher must not only impart knowledge, but also create problem situations, stimulate discussions, encourage students to find alternative solutions, and independently analyze information. An important task of a modern teacher is to create an open educational environment in which students can freely express their own opinions, ask questions and participate in constructive discussion.

At the same time, the development of critical thinking can be complicated by a number of factors. These include a low level of motivation, insufficient development of independent work skills, information overload, a formalized approach to learning, and the dominance of reproductive teaching methods. In addition, excessive use of ready-made digital solutions and automated systems can reduce the level of cognitive activity of students and negatively affect the development of analytical thinking.

The use of artificial intelligence technologies in the educational process requires special attention. On the one hand, digital tools significantly expand learning opportunities, provide quick access to information and contribute to the personalization of the educational process. On the other hand, excessive dependence on automated systems can lead to a decrease in the level of independent information analysis. I. Zaitseva and S. Vysotchenko note that the use of artificial intelligence in teaching English has significant potential for the development of students' communicative and cognitive skills [9]. However, the effectiveness of using such technologies largely depends on pedagogical support and the teacher's ability to integrate digital tools into the educational process in such a way that they stimulate the development of independent and critical thinking.

Thus, the results of the study indicate that the development of students' critical thinking is a complex, multifactorial process that depends on a combination of individual, pedagogical and social factors. Formation of skills of critical analysis, reflection, evaluation of information and making informed decisions is one of the key tasks of modern higher education. Effective development of critical thinking is possible with the use of innovative educational technologies, interactive teaching methods, creation of a favorable educational environment and active interaction between the teacher and students.

In the modern system of higher education, an important aspect of the development of critical thinking is an interdisciplinary approach to learning. The

integration of knowledge from various fields contributes to the formation of a holistic vision of problems in students, the development of the skills of comparison, analysis and synthesis of information. Interdisciplinary training allows future specialists to apply acquired knowledge in various professional situations, which is especially important in the conditions of today's dynamic labor market. The ability to combine knowledge from different fields, critically evaluate information and quickly adapt to new conditions is one of the main requirements for a modern specialist.

An equally important factor in the development of critical thinking is academic integrity. The formation of students' skills of independent analysis of information, a responsible attitude to the use of sources and compliance with ethical norms in the learning process contributes to the development of the intellectual culture of the individual. Critical thinking is closely related to the student's ability to independently formulate conclusions, argue their own position and avoid mechanical reproduction of other people's ideas. That is why compliance with the principles of academic integrity is an important condition for the formation of independent and reflective thinking.

The development of critical thinking is of particular importance in the process of professional training of future specialists in humanitarian, economic, technical and legal specialties. For students of economic specialties, critical thinking is a necessary condition for analyzing economic processes, assessing risks and making managerial decisions. Future lawyers must be able to analyze regulatory legal acts, compare different legal positions and defend their own opinion with arguments. For specialists in technical specialities, critical thinking provides the ability to solve complex professional tasks, analyze technical problems, and find innovative solutions.

In today's conditions of a significant spread of digital technologies, the issue of developing students' digital literacy becomes especially relevant. Digital literacy includes not only the ability to use modern technologies, but also the ability to critically evaluate information obtained from digital sources. In conditions of information overload, students must learn to distinguish reliable sources from manipulative or false reports. It is critical thinking that allows you to work effectively with information, analyze media content and counter-disinformation.

Researchers emphasize that educational communication plays an important role in the development of critical thinking. Open interaction between the teacher and students, an atmosphere of trust and support contribute to the active involvement of students in the educational process. In such an educational environment, students are not afraid to express their own opinions, ask questions and participate in discussions. This, in turn, has a positive effect on the formation of the skills of argumentation, analysis and evaluation of information.

In addition, an important component of the development of critical thinking is the use of problem-oriented learning. Problem situations stimulate students to actively search for solutions, analyze alternative options and form their own conclusions. While working on problem tasks, students learn to cooperate, analyze information from different sources and apply the acquired knowledge in practical activities. This approach significantly increases the level of cognitive activity and promotes the development of independent thinking. One of the effective tools for the development of critical thinking is the research activity of students. Participation in scientific conferences, preparation of scientific articles, implementation of research projects and analytical tasks contribute to the development of skills of analysis, systematization and interpretation of information. Research activity forms in students the skills of independent search for information, critical evaluation of scientific sources and reasoned presentation of the results of their own research.

It is also worth noting that modern education should focus on the development of not only cognitive, but also social and communicative skills of students. Critical thinking is closely related to the ability to interact effectively with other people, conduct constructive dialogue, consider different points of view, and reach a compromise. That is why interactive forms of work, group projects, discussions and debates are important tools for the development of critical thinking.

In the context of modern educational transformations, the concept of lifelong learning is of particular importance. Rapid changes in the labor market, the development of technologies and constant updating of knowledge require a person's ability for continuous professional self-development. Critical thinking is the basis for effective self-learning, as it allows the individual to independently evaluate their own knowledge, determine the need for new information and adapt to new professional conditions.

Thus, the development of students' critical thinking is one of the priority tasks of modern higher education. The formation of the skills of analysis, reflection, argumentation and evaluation of information contributes to the training of competitive specialists who are able to act effectively in the conditions of the modern information society. Innovative educational technologies, interactive learning methods, digital resources and pedagogical support from the teacher play an important role in this process.

Therefore, critical thinking is one of the key competencies of a modern person and an important component of the professional training of future specialists. In the modern conditions of the development of digital society, globalization and rapid growth of information flows, the ability to analyse

information, assess its reliability, formulate reasoned conclusions and make informed decisions is of particular importance.

As a result of the research, it was established that the development of critical thinking of students depends on a complex of interrelated factors, among which motivation to study, cognitive autonomy, reflective skills, educational environment and pedagogical methods of learning play an important role. It was determined that the effective formation of critical thinking is facilitated by interactive learning methods, the use of innovative educational technologies, problem-oriented learning, discussions, project activities and the use of digital resources.

It has been proved that a modern teacher should fulfil the role of a facilitator of the educational process, stimulate students to independently search for information, analyse different points of view, and develop argumentation skills. At the same time, an important task of higher education institutions is to create a favourable educational environment that will ensure the development of creative, analytical and reflective thinking of students.

Prospects for further scientific research are to study the effectiveness of certain innovative technologies for the development of critical thinking, as well as to study the influence of artificial intelligence and digital platforms on the formation of cognitive and analytical abilities of students in the process of professional training.

Conclusions

The study confirms the relevance and effectiveness of applying a cognitive-personal approach in further theoretical and empirical investigations of the development of critical thinking among students. The obtained results contribute to a deeper understanding of the psychological essence of critical thinking as an important factor in personal growth and intellectual development during student years.

The identified psychological conditions may be used as a theoretical foundation for the creation of educational and psychological support programs aimed at fostering students' cognitive and personal potential. Particular attention is given to the role of metacognitive and reflective skills, whose purposeful development positively influences the effectiveness of thinking processes, independence of judgment, and the stability of personal beliefs and values.

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METHODOLOGICAL FOUNDATIONS OF FORMING ARTISTIC TASTE OF FUTURE VOCAL TEACHERS

Abstract. The article provides a theoretical substantiation of the methodological foundations for developing the artistic taste of future vocal teachers in the process of professional training. The relevance of the problem is determined by the need to ensure stylistic adequacy in vocal-performance interpretation, improve the quality of repertoire selection, and develop future vocal teachers' ability to make artistically grounded evaluations of works belonging to different stylistic trends within the contemporary positivistic and digitalised artistic environment.

The artistic taste of a future vocal teacher is defined as an integrative personal and professional quality that ensures the ability to perceive, analyse, evaluate, interpret, and pedagogically transmit the artistic values of vocal art in an aesthetically grounded way. Based on the analysis of scholarly literature, it is established that the problem of developing artistic taste has mainly been studied in the context of aesthetic education, musical culture, and performance training, whereas the methodological foundations for its development specifically in future vocal teachers remain insufficiently elaborated.

The article substantiates the expediency of using competence-integrative, axiological, hermeneutic, reflective, and innovation-technological approaches as the methodological basis for developing artistic taste. The pedagogical conditions for the effective development of artistic taste are identified, including the creation of a value-reflective educational environment; repertoire and stylistic enrichment of vocal training; integration of vocal-performance, music-theoretical, and interpretative-analytical activities; and activation of students' independent, digitally supported, and collegial-discursive activity.

The structure of the artistic taste of a future vocal teacher includes motivational and incentive, cognitive-analytical, interpretative-creative, and reflective-pedagogical components.

The article emphasises that the effectiveness of developing artistic taste is ensured by the integration of analytical, performance, reflective, and pedagogical-

communicative activities, as well as by the use of modern digital technologies, self-recording methods, delayed analysis, comparative analysis of performance interpretations, and collegial artistic discourse.

Keywords: artistic taste; vocal pedagogy; future vocal teachers; professional vocal training; interpretation; stylistic adequacy; reflection; scientific approaches; digital technologies; music-pedagogical education.

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МЕТОДИЧНІ ЗАСАДИ ФОРМУВАННЯ ХУДОЖНЬОГО СМАКУ МАЙБУТНІХ ВИКЛАДАЧІВ ВОКАЛУ

Анотація. У статті здійснено теоретичне обґрунтування методичних засад формування художнього смаку майбутніх викладачів вокалу в процесі фахової підготовки. Актуальність проблеми зумовлена необхідністю забезпечення стильової адекватності вокально-виконавської інтерпретації, підвищення якості репертуарного добору та розвитку здатності майбутніх викладачів вокалу до художньо обґрунтованого оцінювання творів різних стильових напрямів в умовах сучасного полістильового й цифровізованого мистецького простору.

Художній смак майбутнього викладача вокалу визначено як інтегративну особистісно-професійну якість, що забезпечує здатність до естетично обґрунтованого сприйняття, аналізу, оцінювання, інтерпретації та педагогічної трансляції художніх цінностей вокального мистецтва. На основі аналізу наукової літератури встановлено, що проблема формування художнього смаку досліджувалася переважно в контексті естетичного виховання, музичної культури та виконавської підготовки, тоді як методичні засади його формування саме у майбутніх викладачів вокалу залишаються недостатньо розробленими.

Обґрунтовано доцільність використання компетентнісно-інтегративного, аксіологічного, герменевтичного, рефлексивного та інноваційно-технологічного підходів як методологічної основи формування художнього смаку. Визначено педагогічні умови ефективного формування художнього смаку, серед яких: створення ціннісно-рефлексивного освітнього середовища; репертуарно-стильове збагачення вокальної підготовки; інтеграція вокально-виконавської, музично-теоретичної та інтерпретаційно-аналітичної діяльності; активізація самостійної, цифрово підтриманої та колегіально-дискурсивної діяльності здобувачів.

У структурі художнього смаку майбутнього викладача вокалу виокремлено мотиваційно-спонукальний, когнітивно-аналітичний, інтерпретаційно-творчий та рефлексивно-педагогічний компоненти.

Акцентовано, що ефективність формування художнього смаку забезпечується інтеграцією аналітичної, виконавської, рефлексивної та педагогічно-комунікативної діяльності, а також використанням сучасних цифрових технологій, методів самозапису, відкладеного аналізу, порівняльного аналізу виконавських інтерпретацій та колегіального художнього дискурсу.

Ключові слова: художній смак; вокальна педагогіка; майбутні викладачі вокалу; вокально-фахова підготовка; інтерпретація; стильова адекватність; рефлексія; наукові підходи; цифрові технології; музично-педагогічна освіта.

1. Introduction

The problem of forming artistic taste in future vocal teachers is one of the pressing issues in contemporary music-pedagogical education. Its significance is determined by the fact that modern vocalists and teachers operate within a polystylistic cultural environment in which academic traditions, national vocal schools, popular music, cross-cultural practices, and innovative forms of musical art coexist. Such circumstances, on the one hand, broaden the artistic experience of future specialists, while on the other hand create the risk of eclecticism, stylistic inconsistency, and superficial repertoire selection.

In this regard, particular importance is attached to developing future vocal teachers' ability to differentiate stylistic features, conduct holistic musical-hermeneutic analysis, provide criterion-based evaluations of the artistic quality of works belonging to various stylistic trends, and select educational repertoire in accordance with its artistic and aesthetic value, vocal-technical appropriateness, and the individual abilities of student singers (Shyp, 2024).

A critical analysis of vocal-performance practice reveals the existence of typical risks of stylistic inadequacy. These include insufficiently developed skills of music-theoretical, harmonic, and stylistic analysis; a lack of independence and critical artistic thinking; a tendency towards externally impressive but stylistically unjustified performance; mechanical imitation of well-known interpretations without understanding their artistic logic; and an inability to correlate means of vocal expression with the content, genre, style, and poetic text of a musical work (Koehn & Pei Yunnan, 2025).

Despite the considerable number of studies devoted to aesthetic education, artistic culture, and music-performance training, the problem of forming artistic taste specifically in future vocal teachers remains insufficiently developed. In

particular, the criteria for evaluating artistic taste, its structural components, pedagogical conditions, and methodological means of its purposeful development within professional vocal training require further clarification.

In pedagogical theory, artistic taste is regarded as the result of aesthetic education, the accumulation of artistic experience, and the development of a value-oriented attitude towards art. In music pedagogy, it is associated with the development of musical perception, artistic thinking, aesthetic evaluation, interpretative culture, and the ability to make meaningful artistic choices. In vocal pedagogy, this problem acquires particular significance, since artistic taste directly influences the quality of performance interpretation, vocal production, phrasing, diction, timbral palette, and stage-communicative expressiveness.

The artistic taste of a future vocal teacher should therefore be considered not as a set of individual preferences, but as an integrative personal and professional quality that ensures the ability to perceive, analyse, evaluate, interpret, and pedagogically transmit the artistic values of vocal art in an aesthetically grounded manner.

2. The Aim of the Article

The aim of the article is to provide a theoretical substantiation of the methodological foundations for the formation of artistic taste in future vocal teachers within the process of professional training.

3. Analysis of Recent Research and Publications

The problem of forming artistic taste is considered in pedagogical, music-pedagogical, and vocal-performance scholarship as part of the broader issues of aesthetic education, the artistic culture of the individual, and the professional preparation of future specialists in the arts. In pedagogical theory, artistic taste is interpreted as the result of aesthetic experience, a value-based attitude towards art, and an individual's ability to perceive, evaluate, and creatively interpret beauty. In this context, the works of V. Sukhomlynskyi, S. Honcharenko, and I. Ziaziun are of particular importance, as they associate aesthetic education with the spiritual development of the individual, the cultivation of emotional and value-based perception of beauty, and the formation of pedagogical culture.

Within the field of music pedagogy, the problem of artistic taste is explored in the works of O. Oleksiuk, H. Padalka, O. Rudnytska, and other scholars. Their studies examine artistic taste in relation to the development of musical perception, artistic thinking, aesthetic evaluation, interpretative culture, and the ability to engage in meaningful perception of musical works. Importantly, artistic taste is not viewed as an isolated personal quality, but rather as a component of the future specialist's overall musical culture.

In international scholarly discourse, artistic taste is understood as a complex integrative quality formed under the influence of emotional experience, cognitive

processes, cultural environment, and social practices. In particular, P. Bourdieu interprets taste not merely as an individual preference, but as a socially conditioned form of cultural practice associated with the level of cultural capital, social experience, and mechanisms for distinguishing artistic values (1984). Such an approach provides grounds for considering the artistic taste of a future vocal teacher not as a collection of subjective preferences, but as a professionally significant quality formed through the interaction of personal experience, cultural context, and professional education.

From a musicological perspective, artistic taste is associated with the ability to perceive and perform music in a stylistically appropriate manner, as well as with an understanding of genre and stylistic regularities, intonational semantics, and the artistic content of a work. In this regard, particular significance is attached to the hermeneutic approach, historically informed analysis, and the performer's interpretative culture. Artistic taste functions as a regulator of music-performance activity, helping to avoid superficial imitation, arbitrary selection of expressive means, and stylistically unjustified interpretative decisions.

In the works of D. Elliott, M. Silverman (2015), and K. Swanwick (1999), music education is regarded as a process of engaging the individual in meaningful musical activity, in which musical experience, reflection, interpretation, and a personal attitude towards artistic material acquire special significance. These ideas are important for understanding artistic taste as a quality formed not spontaneously, but through active musical-performance, analytical, and reflective activity.

In vocal pedagogy, the problem of artistic taste acquires particular significance because it is directly related to the quality of performance interpretation, vocal production, phrasing, diction, timbral palette, and stage-communicative expressiveness. The works of V. Antoniuk (2007), R. Miller (1996), N. Koehn et al. (2026), and other researchers demonstrate that vocal training cannot be limited solely to the technical improvement of the voice. It must also encompass the development of artistic thinking, stylistic culture, the ability to make interpretative choices, and aesthetically grounded evaluation of performance quality.

Particular attention should be devoted to the reflective aspect of artistic taste formation. Research in the field of music education demonstrates that a performer's ability to reflect upon their own actions, compare different interpretative versions, evaluate the quality of sound, and adjust their performance conception contributes to the development of an individual artistic vision. In this sense, artistic taste is connected with self-regulated learning, as it presupposes the student's ability not only to follow pedagogical guidance, but also to justify independently their own artistic choices (Zimmerman, 2002; Carey et al., 2017).

At the same time, an analysis of scholarly literature and pedagogical practice indicates that the problem of forming artistic taste specifically in future vocal teachers remains insufficiently specified. Existing studies predominantly address general issues of aesthetic education, the development of artistic culture, musical perception, and performance mastery. However, the methodological foundations for the formation of artistic taste in future vocal teachers require further substantiation, particularly regarding scientific approaches and pedagogical conditions for its development, as well as the structure of artistic taste, criteria and indicators of its formation, and methodological means for its development in the process of professional training.

4. Methodological Foundations for the Formation of Artistic Taste in Future Vocal Teachers

The methodological foundations for the formation of artistic taste in future vocal teachers are understood as a set of scientifically substantiated principles determining the content, structural components, pedagogical conditions, principles, methods, technologies, criteria, and indicators of the purposeful development of this professionally significant quality within the process of professional vocal training (Ovcharenko et al., 2019).

The methodological foundations for the formation of artistic taste in future vocal teachers include competence-integrative, axiological, hermeneutic, reflective, and innovation-technological approaches.

4.1. Methodological Approaches

The role and essence of the competence-integrative approach lie in the fact that artistic taste is formed not in isolation, but as an integrative professional quality emerging at the intersection of music-theoretical, vocal-performance, interpretative, reflective, and communicative-pedagogical competences. Accordingly, the educational process should be oriented not towards fragmented acquisition of knowledge and skills, but towards their holistic functioning in real artistic-performance and pedagogical activity (Padalka, 2008).

Within the competence-integrative approach, particular importance is attached to the integration of knowledge and experience, perception and interpretation, external assessment and self-assessment, as well as traditional and digital learning tools. This ensures the transition from theoretical understanding of style to its practical embodiment in vocal performance; from auditory analysis to artistically substantiated interpretative decisions; and from pedagogical evaluation to the student’s reflective self-improvement and mastery of vocal-analytical and corrective methods for addressing identified shortcomings both in their own educational activity and in the process of acquiring methods for teaching future students. Thus, the competence-integrative approach ensures the formation of artistic taste in future vocal teachers as a professionally significant

quality resulting from the synthesis of knowledge, skills, performance experience, value orientations, and reflective capacity. It contributes to overcoming the fragmentation of professional training and ensures the transition from mastering isolated elements of musical activity to their holistic and artistically motivated application in performance and pedagogical practice.

The axiological approach to the formation of artistic taste in future vocal teachers ensures the orientation of the educational process towards understanding art as a bearer of spiritual, cultural, and aesthetic values. Its significance lies in developing the future specialist's ability not only to perceive vocal works emotionally, but also to evaluate them from an artistic and value-based perspective, distinguish artistically significant from superficial artistic phenomena, and recognise the stylistic and spiritual-aesthetic appropriateness of performance decisions. It is precisely the axiological approach that promotes the development of the singer's internal aesthetic orientations, the need to engage with highly artistic repertoire, and responsibility for the pedagogical transmission of artistic values to students (Ziaziun, 2008; Oleksiuk, 2006).

The leading ideas of the hermeneutic approach are directed towards developing the ability to achieve profound semantic comprehension of a vocal work as an integral artistic text. Its role lies in activating interpretative thinking and developing the ability to analyse the interrelation between musical and poetic texts, identify the author's intention, stylistic regularities, intonational-semantic and image-dramaturgical features of a work. A hermeneutically developed musical consciousness contributes to the performer's ability to provide individually substantiated interpretations of works and to realise their artistic and value-based meaning in performance and pedagogical communication, explaining the artistic logic of a work and the means of its performance embodiment, thereby preventing formal-technical or merely externally effective performance (Samoilenko, 2020; Shyp, 2024).

The fundamental principles of the reflective approach emphasise the importance of developing future vocal teachers' ability for self-analysis, critical evaluation, and conscious correction of their own performance and pedagogical activity. Its significance lies in developing the ability to compare different interpretative decisions, consciously select among them, identify the causes of artistic or stylistic shortcomings, and extrapolate this experience to vocal-pedagogical activity (López-Íñiguez et al., 2024). Consequently, the reflective approach contributes to transforming artistic taste from an intuitive characteristic into a conscious professional quality essential for mastering self-observation, critical thinking, and effective pedagogical-vocal interaction.

The innovation-technological approach reflects the necessity of employing contemporary digital and multimedia tools in the process of forming artistic taste

in future vocal teachers. Its role lies in expanding the possibilities of students' artistic and analytical activity through the use of audio and video recording, digital analysis of vocal sound, electronic archives, multimedia platforms, visualisation of phonatory processes, and tools for comparative analysis of performance interpretations. Expanded access to musical content, electronic archives, digital platforms, and audiovisual resources substantially enriches students' artistic experience and contributes to establishing effective feedback in the process of improving artistic taste in future specialists (Lã et al., 2022).

4.2. Pedagogical Conditions

The implementation of the guiding principles of the aforementioned scientific approaches should be facilitated through the provision of pedagogical conditions favourable for the formation of students' artistic taste. At the same time, the openness of the information space complicates the formation of stable aesthetic orientations, since a considerable proportion of accessible content does not correspond to high artistic standards. Consequently, the process of forming artistic taste emerges as a purposeful development of the ability to engage in critical selection, differentiation, and conscious choice of genuinely valuable artistic examples, particularly through attention to the development of analytical-listening, interpretative, reflective, and collegial-discursive activities based on digitally and reflectively oriented technologies (Carey et al., 2017).

Taking the above into account, the pedagogical conditions for the formation of artistic taste in future vocal teachers are considered to include:

– the creation of a value-reflective educational environment aimed at stimulating students' need for conscious artistic and aesthetic self-improvement, critical reflection on their own aesthetic orientations, and a responsible attitude towards the quality of vocal-performance and pedagogical activity;

– purposeful repertoire and stylistic enrichment of vocal training through the selection of artistically valuable, genre-diverse, and stylistically varied repertoire, as well as its hermeneutic, intonational-imagery, and music-theoretical analysis and the comparison of different performance interpretations;

– the integration of vocal-performance, music-theoretical, and interpretative-analytical activities, ensuring the transition from knowledge of style, genre, form, and artistic imagery to their practical embodiment in vocal performance and pedagogical explanation;

– the activation of students' independent, digitally supported, and collegial-discursive activity aimed at the development of reflection, self-assessment, substantiated artistic judgement, self-correction of performance decisions, and the ability to pedagogically transmit artistic values.

Thus, the artistic taste of a future vocal teacher is regarded as an integrative professionally significant quality combining value orientation, musical-stylistic

awareness, interpretative independence, reflectivity, and the ability to pedagogically transmit the artistic and aesthetic values of vocal art.

4.3. Structural Components of Artistic Taste

The generalisation of these data made it possible to identify the following components within the structure of the phenomenon under investigation:

– the motivational-stimulating component, the development of which indicates the student's conscious attitude towards the significance of artistic taste as a necessary condition for the professional activity of a vocal teacher, strengthens their internal need to develop a value-based and aesthetic attitude towards educational repertoire with orientation towards highly artistic examples of vocal art, and increases responsibility for the quality of educational and pedagogical activity;

– the cognitive-analytical component, which is formed through a system of knowledge concerning the historical and cultural context of musical-stylistic phenomena, the intonational and genre-related features of vocal art of different styles, and the criteria of artistic quality in performance, owing to the ability to make substantiated judgements and avoid randomness in aesthetic evaluation;

– the interpretative-creative component, manifested in the ability to provide an independent artistic interpretation of a vocal work, select appropriate means of vocal expressiveness, and coordinate performance-technical techniques with the genre and stylistic characteristics of the repertoire, its poetic-intonational features, and the artistic conception of the composer of the vocal work;

– the reflective-pedagogical component, the essence of which lies in readiness for self-analysis, critical evaluation of one's own and students' performance decisions, identification of the causes of stylistic or artistic shortcomings, and the ability to correct the performance-interpretative process and predict its further improvement.

Their interrelation, mutual complementarity, and integration of acquired competences and qualities make it possible to improve the artistic taste of a future vocal teacher, transforming it into a professionally significant formation that combines value orientation, musical-stylistic awareness, interpretative independence, reflectivity, and the ability to pedagogically transmit artistic and aesthetic values.

4.4. Methodological Means of Forming Artistic Taste in Future Vocal Teachers

The methodological means of forming artistic taste in future vocal teachers may be implemented in various forms. Among the most effective are the organisation of interpretative projects, comparative analysis of different performance-interpretative versions of a musical work, preparation for the pedagogical presentation of stylistically diverse vocal repertoire, reflective

journals, self-recording and delayed analysis of one's own or students' performance, dialogical and collegial discussion, and master classes in which theoretical analysis directly transitions into performance practice.

Significant support for the formation of a singer's artistic taste should be provided through the combination of subjective and objective means of evaluating achieved results (Shyp, 2024). The latter include the use of visual-digital technologies, particularly the implementation of visual feedback concerning the relationship between breathing, resonance use, articulatory technique, and the phonatory quality of vocal sound, as well as between the performer's psychological state and their ability to maintain self-control and deliver an inspired performance (Lã et al., 2022).

5. Conclusions

Thus, the essence of the concept of the artistic taste of a future vocal teacher has been defined as an integrative personal-professional quality ensuring the ability for artistically substantiated perception, analysis, evaluation, interpretation, and pedagogical transmission of the values of vocal art.

The formation of artistic taste constitutes a necessary condition for the professional preparation of future vocal teachers, since it regulates the quality of repertoire selection, the stylistic adequacy of performance interpretation, vocal-technical and communicative-performance decisions, as well as the ability for critical artistic judgement and pedagogical influence upon the artistic and aesthetic orientations of students and, indirectly, upon their future audiences and learners.

The structure of the artistic taste of a future vocal teacher encompasses motivational-stimulating, cognitive-analytical, interpretative-creative, and reflective-pedagogical components. Each of these is specified through corresponding knowledge, skills, and creative abilities, consideration of which enables the systematic and purposeful construction of pedagogical practice aimed at developing the phenomenon under investigation.

Effective formation of students' artistic taste requires the provision of appropriate pedagogical conditions, including the creation of a value-reflective educational environment; repertoire and stylistic enrichment of the content of vocal-pedagogical training; integration of vocal-performance, music-theoretical, and interpretative-analytical activity; and activation of students' independent, methodologically creative, digitally supported, and collegial-discursive activity.

Prospects for further research are seen in the development of diagnostic tools for determining the levels of artistic taste formation in future vocal teachers, as well as in the experimental verification of the effectiveness of the proposed pedagogical conditions and methods for developing artistic taste in future vocal teachers within the process of professional training.

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ОСОБЛИВОСТІ РОЗВИТКУ SOFT SKILLS МАЙБУТНІХ ФІЛОЛОГІВ У ЗАРУБІЖНИХ УНІВЕРСИТЕТАХ

Анотація. У статті розглянуто питання формування і розвитку soft skills майбутніх філологів у зарубіжних університетах. Акцентовано на важливості для професійної діяльності філологів таких soft skills, як комунікативні уміння, здатність до міжкультурної комунікації, критичне й аналітичне мислення, тайм-менеджмент, управління стресом, адаптивність, здатність приймати рішення. На основі аналізу праць вітчизняних і зарубіжних науковців встановлено, що спільним у їхніх поглядах є розуміння важливості розвитку м'яких навичок як необхідного складника освітнього процесу закладів вищої освіти. Вивчено досвід кількох університетів Литви, Польщі, Чехії, Німеччини, Франції. Відзначено, що зарубіжні університети включають до описів профіля філолога не тільки професійні уміння, але й soft skills. Визначено, що переважна більшість зарубіжних університетів передбачає як у бакалаврських, так і у магістерських освітніх програмах підготовки філологів розвиток у здобувачів м'яких навичок. Метою є підвищення кар'єрних шансів випускників з орієнтацією на вимоги ринку праці. Розвиток м'яких навичок здійснюється різними шляхами, зокрема такими: формування конкретних навичок у межах освітньої програми в цілому; відповідна спрямованість дисциплін, які входять до складу обов'язкових компонентів освітньої програми підготовки філологів; пропозиція окремих курсів у вигляді вибіркових дисциплін для розвитку soft skills; створення міждисциплінарних і міжвузівських факультативних курсів для розвитку окремих soft skills. Констатовано, що особливу увагу зарубіжні університети приділяють насамперед формуванню комунікативних умінь і здатності до міжкультурної взаємодії. Важливим є надання вибору майбутнім

філологам розвивати soft skills в залежності від потреби й усвідомлення свої власних сильних і слабких сторін. Перспективним напрямом подальших досліджень може бути вивчення досвіду формування і розвитку soft skills в закладах вищої освіти США і Канади.

Ключові слова: майбутні філологи, soft skills, комунікативні уміння, освітня програма, студенти, університети.

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FEATURES OF SOFT SKILLS DEVELOPMENT AMONG FUTURE PHILOLOGISTS AT UNIVERSITIES ABROAD

Abstract. The article deals with the formation and development of soft skills among future philologists at foreign universities. It emphasizes the importance of soft skills such as communication skills, intercultural communication skills, critical and analytical thinking, time management, stress management, adaptability, and decision-making for the professional practice of philologists. Based on an analysis of works by domestic and foreign scholars, it has been established that a common thread in their views is an understanding of the importance of developing soft skills as an essential component of the educational process at institutions of higher education. The experience of several universities in Lithuania, Poland, the Czech Republic, Germany, and France was examined. It was noted that foreign universities include not only professional skills but also soft skills in the descriptions of the philologist's profile. It has been determined that the vast majority of foreign universities include the development of soft skills in their undergraduate and graduate programs for philology students. The goal is to improve graduates' career prospects by aligning their education with the demands of the labor market. Soft skills are developed in various ways, including the following: the development of specific skills within the educational program as a whole; the appropriate focus of courses that are part of the required components of the educational program for philologists; offering separate courses as electives for the development of soft skills; creating interdisciplinary and inter-university elective courses for the development of specific soft skills. It has been noted that foreign universities place particular emphasis on developing

communication skills and the ability to engage in intercultural interaction. It is important to give future philologists the opportunity to develop soft skills based on their needs and an awareness of their own strengths and weaknesses. A promising direction for further research could be the study of the experience of developing soft skills in higher education institutions in the United States and Canada.

Keywords: future philologists, soft skills, communication skills, curriculum, students, universities.

Постановка проблеми. Роботодавці все частіше хочуть отримати працівників, які володіють не тільки фаховими знаннями й уміннями, а й так званими м'якими навичками (soft skills). Компанії очікують, що випускники матимуть комунікативні уміння, здатність до роботи в команді, уміння вирішення проблем, які є важливими для успішної діяльності в будь-якій сфері. Це спонукає заклади вищої освіти приділяти більше уваги розвитку soft skills і передбачати їх у своїх освітніх програмах.

Аналіз останніх досліджень і публікацій. Вітчизняні й зарубіжні науковці обґрунтовують думку про те, що завданням сучасної системи вищої освіти, яка зазнає інтенсивних впливів технологізації й цифровізації, тим не менше має бути формування не тільки професійних компетентностей (hard skills), але й розвитку м'яких навичок (soft skills) [1, 2], зокрема, й у майбутніх філологів [3, 4].

Визначаючи сутність soft skills, автори публікацій акцентують на тому, що це особистісні, соціальні й емоційні навички, які дозволяють ефективно взаємодіяти з іншими й вирішувати проблеми [5, 6]. О. Семеног, О. Кульбабська пропонують на основі кластерного аналізу наукових джерел об'єднати м'які навички в такі групи: навчальні, соціальні, особистісні і навички інфомедійної та цифрової грамотності [7, с. 237].

J. Martins аналізує відмінності soft skills від hard skills за кількома критеріями, такими як:

- Можливість засвоєння. Hard skills можна набути шляхом навчання, професійної підготовки або перекваліфікації. Натомість soft skills часто формуються завдяки досвіду і рефлексії.
- Вимірюваність. Наявність hard skills зазвичай підтверджується сертифікатами або тестами, але soft skills складно виміряти об'єктивно.
- Значення для професійній діяльності. Hard skills необхідні для професійного виконання роботи. Сформованість soft skills має вирішальне значення для співпраці, керівництва та комунікації [6].

Мета статті – вивчити досвід зарубіжних університетів щодо формування soft skills у майбутніх філологів з метою його врахування під час підготовки цих фахівців у вітчизняних закладах вищої освіти.

Виклад основного матеріалу. Зарубіжні університети орієнтують свої освітні програми таким чином, щоб вони сприяли формуванню й розвитку у здобувачів м'яких навичок. Розглянемо, які способи для реалізації цієї мети обирають деякі з них. A. Puig, керуючись власним практичним досвідом, вважає одним із найбільш ефективних засобів, за допомогою якого університетська освіта може сприяти розвитку м'яких навичок, проєктне навчання. Участь у виконанні групових проєктів допомагає студентам розвивати уміння командної роботи, комунікативні навички, здатності адаптуватись до змінних ситуацій. Ще одним вдалим засобом розвивати соціальні та лідерські навички може бути позааудиторна діяльність у студентських організаціях, а також клубах. Завдяки такій зайнятості у вільний час у студентів з'являється можливість взаємодіяти з різними людьми, також і поза межами академічного середовища. На думку автора, можливим є створення спеціальних курсів для розвитку soft skills, сконцентрованих на таких важливих уміннях, як ефективна комунікація, лідерство і робота в команді [5].

На наш погляд, педагогічний вплив на формування й розвиток м'яких навичок має бути постійним, послідовним і комплексним. Приєднуємось до думки про те, що окремі семінари, зосереджені виключно на теорії теми soft skills, є неефективними. На таких семінарах можна отримати загальний огляд, але бракує практичного застосування [8].

Розглянемо кілька прикладів європейських університетів, які вже запровадили системне формування soft skills.

Програма з англійської філології Вільнюського університету (Vilniaus universitetas) передбачає набуття студентами знань англійської мови і здатності до письмового та усного спілкування на рівнях C1–C2, основ англійської лінгвістики, літератури і культури англомовних країн. З цією метою до програми включено, зокрема, такі дисципліни, як академічне письмо, контентне і творче письмо, переклад (з урахуванням культурних контекстів носіїв відповідної мови). Водночас, вивчаючи зазначені дисципліни, студенти також розвивають широкий спектр soft skills. Особливу увагу приділяють аналітичному і критичному мисленню, здатності до вирішення проблем, риторичній компетентності, а також здатності взаємодіяти з сучасним складним глобальним ландшафтом на основі отриманих знань культури й історії країн, мову яких вивчають здобувачі [9].

Основний фокус розвитку soft skills у аналогічній магістерській програмі Остравського університету (University of Ostrava) спрямований на розвиток міжкультурної обізнаності й відповідних умінь. Це підтримується можливостями міжнародної мобільності, що пропонуються

програмою Erasmus+ в рамках ЄС та власною програмою мобільності VIA, яка фінансує навчання студентів за межами ЄС. Крім того, здобувачі покращують свої комунікативні уміння, зокрема здатність представляти свою позиції, захищати й аргументувати її. Важливим є також розвиток критичного мислення. Наприклад, вивчаючи дисципліну «Розвиток літературної критики» («Development of Literary Criticism»), студенти знайомляться з різноманітними критичними підходами до інтерпретації літературних творів, логікою кожного підходу та його відмінностями від інших. Аналітичне мислення здобувачів розвивається у межах дисципліни «Зіставний аналіз» («Contrastive Analysis») Студенти отримують уявлення про загальні принципи зіставного лінгвістичного аналізу і навчаються застосовувати їх на практиці. Семінари зосереджені на зіставному аналізі чеської та англійської мов; порівнянні лексичних, фонологічних, морфологічних і синтаксичних систем з особливою увагою до типологічних відмінностей між двома мовами. Розвитку аналітичного мислення сприяє також курс прагмалінгвістики («Pragmalinguistics»), який не тільки надає студентам уявлення про цю сучасну дисципліну, але й дає їм змогу розглядати мову з точки зору, що виходить за рамки традиційних лінгвістичних дисциплін, зосереджуючись на прагматичному підході до низки лінгвістичних явищ. При цьому враховуються прагматичні фактори, які впливають на вибір лінгвістичних ресурсів і комунікативних стратегій, що використовуються носіями мови. Вдосконалення комунікативних і аналітичних умінь досягається, зокрема, у межах дисципліни «Соціолінгвістика» («Sociolinguistics»). Студенти вивчають взаємозв'язок між мовою та її використанням у суспільстві. Вони навчаються розуміти сприйняття окремих лінгвістичних засобів певними соціальними групами і набувають здатності вибирати відповідні лінгвістичні засоби. Це стосується вибору мови в багатомовних спільнотах, вживання регіональних і соціальних діалектів, відмінностей у спілкуванні в залежності від статі й віку, врахування етнічної приналежності, міжкультурної комунікації [10].

Програми для філологів, що пропонуються факультетом англійської мови Університету Адама Міцкевича в Познані (Uniwersytet im. Adama Mickiewicza w Poznaniu), є одними з найкращих у рейтингах, опублікованих «Perspektywy», провідним інтернет-порталом про освіту в Польщі.

Особливо показовою в аспекті формування й розвитку soft skills є освітня програма «Англістика: література, культура та медіакомунікація» («English Studies: Literature, Culture and Media Communication»). В її описі зазначено, що вона розроблена для того, щоб надати студентам практичні знання й уміння в англомовних літературних та культурних дослідженнях, а також у медіакомунікації, і робить акцент на розвитку м’яких навичок,

необхідних для використання медіаплатформ для просування літературного та міжкультурного контенту. До них належать здатність створювати цікаві повідомлення, адаптувати комунікацію до конкретної аудиторії, ефективно працювати в групах і творчо мислити в проєктних контекстах. Ключовим компонентом програми є критичне осмислення функціональної ролі глобальної англійської мови, що використовується в культурних текстах у сучасних медіа, включаючи соціальні мережі.

Варто зазначити, що ця освітня програма включає модулі з новітніх технологій (наприклад, практичне застосування штучного інтелекту) і сучасних гуманітарних наук, що сприяють розвитку критичного, творчого й нетрадиційного мислення. Особливий акцент робиться на вивченні англомовних країн, таких як Велика Британія, Канада, Австралія, та колишніх британських колоній, таких як Індія та Південна Африка, з огляду на їхнє культурне, економічне та політичне значення на світовій арені. Незважаючи на те, що основна увага зосереджена на літературі та культурі англомовного світу, здобувачі мають змогу підвищити рівень своєї лінгвістичної компетентності й розвинути свої комунікативні уміння. Ці уміння дозволяють їм створювати усні й письмові тексти англійською мовою на теми, пов'язані не лише з літературою та культурою, але й з різноманітними соціально-політичними контекстами вищезгаданих країн [11].

Нова освітня програма «Творчий і спеціалізований переклад» («Creative and Specialized Translation (TKS)») є практично орієнтованою і пропонує студентам можливість розвивати перекладацькі уміння у двох ключових сферах: творчий переклад (переклад журналістських, маркетингових, літературних та туристичних текстів, аудіовізуальний переклад, аудіоопис і переклад для культурних та мистецьких установ) і спеціалізований переклад (переклад контрактів, юридичних, медичних, технічних, економічних та комерційних документів, перекладів ЄС, наукових, сертифікованих та судових матеріалів). У межах цієї програми студенти отримують знання й уміння в галузі IT-технологій, інструментів підтримки перекладу, пост-редагування й локалізації ігор. Крім того, вони розвивають уміння командної роботи, тайм-менеджменту й управління стресом у перекладі.

Зауважимо, що в кожній дисципліні, яка входить до освітньої програми «Творчий і спеціалізований переклад», передбачено розвиток певних м’яких навичок, зокрема:

- «Переклад з підтримкою комп’ютера» («Computer assisted translation») сприяє усвідомленню важливості етичного і соціально відповідального використання перекладацьких технологій.

- «Штучний інтелект у роботі перекладачів» («Artificial intelligence in the work of translators») формує готовність звернутися за експертною порадою у випадку виникнення труднощів із самостійним вирішенням проблеми, пов'язаної з використанням штучного інтелекту в перекладі.

На нашу думку, на окрему увагу заслуговує дисципліна «Тайм-менеджмент і робота в команді» («Time management and teamwork»), призначена для ознайомлення студентів з принципами ефективного управління часом. У результаті її вивчення здобувачі набувають здатності організовувати власну і командну роботу таким чином, щоб підтримувати баланс між роботою та особистим життям [11].

Магістерська програма з англістики й американістики («English and American Studies») в Бамберзькому університеті пропонує студентам можливість поглибленого вивчення літературознавства, культурології і лінгвістики, а також практичний курс англійської мови, починаючи з рівня С1.

Водночас у програмі задекларовано опанування «навичок 21-го століття»: соціальні й міжкультурні навички, критичне і творче мислення, співпраця й комунікація, медіа, інформаційні і технологічні літературні уміння, гнучкість та ініціативність, а також лідерські якості [12]. Як бачимо, цілі програми охоплюють не тільки формування професійних умінь, а й значною мірою спрямовані на розвиток soft skills, що чітко зафіксовано у описі програми.

Надзвичайно цікавим є досвід Бамберзького університету щодо спеціальних пропозицій з розвитку soft skills. Це є одним із напрямів діяльності Центру ключових компетенцій, який пропонує різні факультативні курси, спрямовані на розвиток м’яких навичок. Курси призначені не тільки для студентів цього університету, а до участі у них запрошуються студенти усіх спеціальностей інших закладів вищої освіти федеральної землі Баварія, до якої належить Бамберг. У «Довіднику модулів Центру ключових компетенцій» до переліку таких курсів віднесено, наприклад, «Ключові компетенції у сфері комунікативних, соціальних та/або особистісних компетенцій для студентів бакалаврату». Курс проводиться у вигляді воркшопів протягом одного семестру. Крім оволодіння методами презентації і візуалізації, його учасники розвивають комунікативні уміння, навчаються першій допомозі у випадку проблем з голосом, взаємодіяти з людьми з різними думками і спілкуватися з різноманітними групами, співпрацювати в гетерогенних групах, застосовувати методи стійкості для більш конструктивної боротьби з особистим стресом, використовувати методи і прийоми тайм-менеджменту й самоконтролю [13].

Автономний університет Барселони (Universitat Autònoma de Barcelona) пропонує кілька освітніх програм для філологів: «Англістика» («English Studies»), «Англістика і іспаністика» («English and Spanish Studies»), «Англістика і франкологія» («English and French Studies»). У описі цих програм представлено поділ умінь, на формування яких спрямована програма: базові, спеціальні й трансдисциплінарні. У результаті вивчення програми здобувачі мають оволодіти такими трансдисциплінарними навичками:

- самостійної й командної роботи з метою досягнення запланованих цілей у мультикультурному і міждисциплінарному контекстах;
- використання цифрових інструментів і спеціальних документальних джерел для пошуку та організації інформації;
- дотримання науково-етичних принципів обробки інформації;
- виконання ефективної письмової роботи й усних презентацій, адаптованих до відповідного регістру, різними мовами (крім англійської) [14].

Паризький університет PSL, заснований у 2010 році, пропонує свій шлях формування і розвитку soft skills – запровадження відповідної вибіркової дисципліни, яку можуть обирати студенти різних спеціальностей.

Така дисципліна під назвою «Працевлаштування і soft skills» («Employability and Soft Skills»). Це міждисциплінарний курс, призначений для всіх студентів уніерситету, які навчаються за магістерською програмою. Курс побудований на навчальних модулях, які проводяться у форматі коротких південних занять (2-годинні сесії) або протягом 2–3 днів, а також у вечірній час. Деякі з модулів розраховані на кілька днів і проводяться у той час, який не входить до офіційного навчального семестру.

Унікальність цього курсу полягає в тому, що студенти можуть обирати модулі відповідно до навичок, яких вони бажають набути. Студентам пропонується спочатку пізнати себе. З цією метою провести самодіагностику щодо визначення професійної особистості, усвідомлення своїх кар'єрних інтересів та пріоритетів. Розвиток soft skills на робочому місці включає вільне володіння мовою, передачу знань, управління емоціями, подолання стресу. За допомогою художньої та творчої діяльності розвивають креативність.

Крім того, здобувачі розвивають і практикують впевненість у собі, набувають комунікативних умінь і вдосконалюють майстерність публічних виступів. Наступним кроком стає складання кар'єрного плану і працевлаштування, яке здійснюється на основі проведення оцінки навичок, здібностей і компетенцій [15].

Гайдельбергський університет прикладних наук (University of Applied Sciences Heidelberg) також пропонує кілька факультативних курсів, які допоможуть здобувачам розвинути певні м'які навички. Курс «Без стресу під час навчання» допоможе з численними викликами під час навчання (робота в команді, координація зустрічей тощо), подолати страх перед виступами, оволодіти способами успішної взаємодії з іншими, розвинути міжкультурне мислення, покращити свої комунікативні уміння [16].

Висновки. Сформованість soft skills має суттєве значення для успішної професійної діяльності майбутніх філологів. Важливими для них є, насамперед, такі м'які навички, як комунікативні уміння, здатність вирішувати проблеми, адаптивність, тайм-менеджмент, здатність до міжкультурної комунікації. Тому в зарубіжних університетах приділяють дедалі більше уваги формуванню й розвитку soft skills у студентів, щоб підвищити їхні шанси на ринку праці й сприяти успішній кар'єрі. Розвиток м'яких навичок здійснюється різними шляхами: орієнтацією освітньої програми на формування конкретних навичок, відповідною спрямованістю у межах певних дисциплін освітньої програми підготовки філологів, пропозицією окремих курсів у вигляді вибіркових дисциплін для розвитку soft skills, створення міждисциплінарних і міжвузівських факультативних курсів для розвитку окремих soft skills. Для майбутніх філологів важливо знати свої власні сильні й слабкі сторони, а відтак, спираючись на це усвідомлення, розвивати відповідні soft skills. Усвідомлення важливості цих навичок для будь-якої сфери діяльності філолога, їх сформованість і постійний подальший розвиток сприятимуть успішній та ефективній професійній діяльності випускників.

Проведене дослідження не вичерпує усіх аспектів проблеми дослідження. Перспективним є вивчення досвіду формування і розвитку soft skills в закладах вищої освіти США і Канади.

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КОМПЕТЕНТНІСНИЙ ПІДХІД ДО ФОРМУВАННЯ ПРОФЕСІЙНОЇ МОВНОЇ КУЛЬТУРИ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ: ІНТЕРАКТИВНІ ТА ПРОЄКТНІ ТЕХНОЛОГІЇ

Анотація. Дослідження присвячене вивченню значення й ролі компетентнісного підходу в формуванні професійної мовної культури сучасних здобувачів вищої освіти, у тому числі за допомогою інтерактивних і проєктних технологій. Виділено ключові особливості актуального формату компетентнісної освіти, що спрямована на надання студенту комплексних знань, умінь та практичних навичок для перспективної успішної самореалізації як в професійній, так і в особистісній сферах життєдіяльності, ставлячи в основу принципи ініціативності, самостійності, вмотивованості, креативності та адаптивності майбутніх фахівців. Обґрунтовано, що компетентнісний підхід максимально повно репрезентує основні інновації, що відбуваються наразі в європейському освітньому середовищі та на ринку праці, забезпечуючи високу ефективність професійної мовної підготовки. З'ясовано, що компетентнісний підхід до формування професійної мовної культури студентів закладів вищої освіти надає інтегрований досвід реалізації важливих професійних компетенцій і соціальних ролей. У статті значну увагу зосереджено на визначенні основних компетентностей для впровадження концепції навчання впродовж життя, серед яких –

формування професійної мовної культури. Основним завданням мовної підготовки майбутніх фахівців детерміновано розвиток мовних і мовленнєвих компетентностей, при цьому компетентнісний підхід по-новому розміщує акценти на засобах навчання, активно залучаючи інтерактивні та проєктні технології. Пріоритет таких технологій вбачається у відтворенні професійного середовища за допомогою комунікативно-ситуативних завдань, збагаченні креативного досвіду здобувачів освіти, максимальному наближенні до майбутньої фахової діяльності, розвитку мовної культури. У дослідженні зроблено висновок, що компетентнісний підхід до формування професійної мовної культури студентів закладів вищої освіти є ключовим фактором у становленні комунікативної компетенції, при цьому мовна компетентність позиціонується детермінантою мовної культури, ціннісних орієнтацій та професійних знань фахівців.

Ключові слова: компетентнісний підхід, професійна мовна культура, здобувачі вищої освіти, мовлення, професійна підготовка, комунікативна компетентність, мовна і мовленнєва компетентність, інтерактивні технології, проєктні технології.

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COMPETENCY-BASED APPROACH TO FORMING PROFESSIONAL LANGUAGE CULTURE OF HIGHER EDUCATION STUDENTS: INTERACTIVE AND PROJECT TECHNOLOGIES

Анотація. The study is devoted to studying the importance and role of the competency-based approach in the formation of professional language culture of modern higher education students, including through interactive and project technologies. The key features of the current format of competency-based

education are highlighted, which is aimed at providing the student with comprehensive knowledge, skills and practical abilities for promising successful self-realization in both professional and personal spheres of life, based on the principles of initiative, independence, motivation, creativity and adaptability of future specialists. It is substantiated that the competency-based approach most fully represents the main innovations currently taking place in the European educational environment and on the labor market, ensuring high efficiency of professional language training. It is found that the competency-based approach to the formation of professional language culture of students of higher education institutions provides an integrated experience of implementing important professional competencies and social roles. The article focuses on identifying the main competencies for implementing the concept of lifelong learning, including the formation of professional language culture. The main task of language training for future specialists is determined by the development of language and speech competencies, while the competency-based approach places new emphasis on teaching aids, actively involving interactive and project technologies. The priority of such technologies is seen in the reproduction of the professional environment through communicative and situational tasks, the enrichment of the creative experience of education seekers, the maximum approximation to future professional activity, and the development of language culture. The study concludes that the competency-based approach to the formation of professional language culture of students of higher education institutions is a key factor in the formation of communicative competence, while language competence is positioned as a determinant of language culture, value orientations, and professional knowledge of specialists.

Ключові слова: competency-based approach, professional language culture, higher education students, speech, professional training, communicative competence, language and speech competence, interactive technologies, project technologies.

Постановка проблеми. У актуальних умовах поступу середовища вищої освіти в Україні однією з необхідних передумов якісної підготовки майбутніх фахівців позиціонується застосування компетентнісного підходу. Концепція спрямована на формування цілісного комплексу знань, умінь та практичних навичок для перспективної успішної самореалізації.

Зважаючи, що сучасний зміст вищої освіти повинен максимально відповідати суспільним потребам, перед закладами вищої освіти постає завдання формування якісної цілісної системи професійних та світоглядних якостей, в тому числі – розвитку стійкої професійної мовної культури. Спеціалізований викладацький вектор, зорієнтований на формування й укріплення навичок академічного читання, письма, читання, усної та

аудіальної комунікації, відкриває студентам доступ до глобального наукового знання, підвищує конкурентні переваги у майбутньому працевлаштуванні та професійні реалізації, розширює потенціал академічної мобільності. Невід'ємною складовою цього процесу є формування академічної доброчесності та культури академічного письма, що забезпечують етичне й грамотне представлення наукових результатів у професійному середовищі.

Нинішнє українське суспільство має потребу в фахівцях, підготовлених згідно з європейськими стандартами освіти – компетентних, цілеспрямованих, конкурентноспроможних, що володіють інноваційним мисленням та спроможні вільно комунікувати та розвивати ділові контакти. У зв’язку з цим, проблема використання інноваційних методів в рамках компетентнісного підходу до формування професійної мовної культури студентів у закладах вищої освіти вбачається актуальною й потребує розширеного наукового дослідження.

Аналіз останніх досліджень і публікацій. Важливим підходом до модернізації вищої освіти став компетентнісний підхід, що включає завдання реалізації єдності та взаємозв'язку цілей, змісту, форм і методів навчання, розвитку професійних умінь і навичок студента. В цьому переконані низка учених, зокрема, Л. Барановська та І. Саражинська [1], Г. Білавич та ін. [2], Н. Погранична та ін. [3], В. Стинська та ін. [4]. Дослідження підходів до формування мовної культури мови для професійних і академічних цілей проведені сучасними вченими N. Mukan та ін. [5], С. Паламар [6], Н. Романчук [7], хто розглядає мовну підготовку як систему комунікативних контекстуалізованих практик, що дозволяють студентам ефективно інтегруватися у професійне середовище та міжнародну фахову спільноту. Окремі питання професійної мови та етики розглядаються авторами А. Підопригора та ін. [8], О. Друганова [9], хто торкаються питання формування у студентів відповідального ставлення до академічного письма і крос-культурної комунікації. Науковці наголошують на ефективності проєктного навчання, штучного інтелекту та віртуальної реальності, а також сучасних систем управління навчанням для удосконалення навичок академічного письма, критичного мислення, усного мовлення та презентацій.

Учені І. Харченко [10], С. Глущук [11] обґрунтовують, що компетентнісний підхід підвищує загальну якість навчання формування та сприяють системному, цілісному розвитку окремих навичок та вмінь фахової іншомовної компетентності, допомагає інтенсифікувати практичну спрямованість освіти, розвивати цілісну та цілеспрямовану особистість, здатну до безперервного саморозвитку.

Не зважаючи на значний доробок сучасних дослідників, невирішеними залишаються ряд питань. Зокрема, яким чином можна інтегрувати сучасні технології проєктного та інтерактивного навчання у сучасному цифровізованому освітньому полі підготовки студентів для розширення потенціалу компетентнісного підходу до формування професійної мовної культури.

Мета статті. Метою роботи є вивченню значення й ролі компетентнісного підходу в формуванні професійної мовної культури сучасних здобувачів вищої освіти, у тому числі за допомогою інтерактивних і проєктних технологій.

Виклад основного матеріалу. Розглядаючи можливості синергійного розвитку професійних і академічних навичок студентів закладів вищої освіти, доцільно уточнити ключовий функціонал компетентнісного підходу. Зокрема, з його допомогою майбутні фахівці стають більш адаптивними, конкурентоспроможними, готовими до ефективного реагування на виклики та безперервного саморозвитку впродовж усього життя.

Компетентнісний підхід ставить за основу не рівень поінформованості, а здатність креативно розв'язувати проблеми у сферах професійних та особистих взаємин. Надаючи інтегрований досвід, підхід сприяє формуванню інтегрованого досвіду, що поєднує такі якості, як комунікабельність, крос-культурна співпраця, ініціативність та професійна самостійність [12].

На сьогоднішні ключовим завданням системи мовної підготовки майбутніх фахівців вбачається формування й укріплення мовних і мовленнєвих компетентностей, що позиціонуються репрезентативними характеристиками професійної компетентності. Власне, рівень фахової ефективності майбутніх випускників закладів вищої освіти, значною мірою, визначається тим, наскільки вміло вони володіють словом. Саме мова часто виступає базовим практичним інструментом у реалізації професійної діяльності: сучасному фахівцю важливо бути комунікативно компетентним, володіти засобами красномовства та дискусії, проявляти обізнаність та комунікабельність [13].

Формування професійної мовної культури здобувачів вищої освіти передбачає:

- досконале володіння сучасною українською мовою;
- розвинені навички пошуку, систематизації, аналізу та використання інформації;
- сформовані навички професійного використання мовних жанрів та стилів комплементарно ситуаціям та цілям комунікації;
- освоєння ключових етикетних мовних формулювань та уміння їх практичного застосування у професійній комунікації;

- навички взаємодії з різними видами фахових текстів, що потребує належного рівня володіння системами спеціалізованої галузі та понятійно-категоріальним апаратом.

- дотримання норм академічної доброчесності у письмовій фаховій комунікації: коректне цитування, реферування та оформлення наукових і навчальних текстів відповідно до встановлених стандартів.

Власне, на базисі професійної мовної культури розвивається комунікативна компетенція майбутніх фахівців, що передбачає інтегроване застосування вербальних і невербальних засобів комунікації та уміння орієнтуватися в різнопланових комунікативних ситуаціях. Основними компонентами комунікативної компетентності наразі вбачаються знання мови, обізнаність у інформаційно-цифрових технологіях, уміння коректного структурування спілкування та риторичні навички, уміння дискутувати, впливати на співрозмовники та переконувати його за посередництвом слова [5; 9]. Водночас, феномен культури мовлення передбачає цілеспрямоване, стилістично вмотивоване, свідоме застосування певних мовних засобів комплементарно меті та умовам комунікації.

Компетентнісний підхід до формування професійної мовної культури здобувачів вищої освіти в сучасному контексті активно залучає інноваційні методи викладання. У рамках підходу створюються різнопланові комунікативні ситуації та пропонуються завдання, що доповнюють креативний досвід студентів, максимально наближуючи освітнє середовище до поля майбутньої професійної діяльності. При цьому перевага надається самостійним та навчально-дослідницьким видам діяльності – підготовці анотацій та есе, укладанню міні-словників фахових термінів, розв'язанню практико-орієнтованих завдань комунікаційної спрямованості [7].

Практико-орієнтовані заняття з формування професійної мовної культури мають активно застосовувати сучасні інформаційно-комунікаційні технології як ефективний метод підвищення мовної культури, вмотивованості й пізнавальної активності здобувачів освіти, формування базових фахових компетентностей, затребуваних на ринку праці. Зокрема, продуктивним зарекомендував себе кейс-метод у синергії з проєктною методологією та елементами гейміфікації. Особливої актуальності компетентнісний підхід набуває у підготовці здобувачів медичних спеціальностей, де точність формулювань, дотримання медичної термінології та висока культура усного і писемного мовлення є не лише професійною нормою, а й умовою безпеки пацієнта. Розвиток навичок академічного письма та академічної доброчесності у студентів-медиків забезпечує здатність коректно документувати клінічні спостереження, оформлювати навчальну та наукову документацію й дотримуватись етичних стандартів

фахової комунікаціїТакий підхід дає змогу опрацьовувати на практиці різні стилі комунікації, що сприяє розвитку навичок адаптивності та швидкої орієнтації у динаміці ситуації спілкування, укріпленню високої культури професійного мовлення. Потенціал ключових практик складено низкою методик (табл. 1).

Таблиця 1

Методи інтерактивних та проєктних технологій у рамках компетентнісного підходу до формування професійної мовної культури

Метод	***Особливості***
метод віртуальних рольових ділових ігор (Role-Play Method)	інтерактивні симуляції за допомогою технологій VR, платформ відеоконференцій з розширеними функціональними можливостями, де є можливість приміряти роль представника обраної професії, що забезпечує виконання конкретних комунікативних завдань та повніше емоційне занурення; забезпечує високий рівень присутності та візуальної насиченості, дозволяє виявити невербальні аспекти комунікації
інтерактивні навчальні модулі	синергія вербальної та візуальної інформації, що підвищує ефективність засвоєння, знижує когнітивне навантаження і роблять абстрактні поняття більш наочними, забезпечуючи при цьому багатоканальне сприйняття інформації для формування стійких навичок професійної комунікації
case-study (аналіз конкретних ситуацій)	метод, що дає змогу ефективно аналізувати реальні чи вигадані сценарії, що потенційно можуть виникнути у професійній діяльності, з подальшим пошуком ефективних шляхів вирішення проблеми; активізує критичне мислення, підвищує адаптивність, розвиває здатність результативно діяти в нестандартних ситуаціях; у цифровому форматі метод реалізується через спеціалізовані онлайн-платформи, де студенти отримують доступ до мультимедійних матеріалів, а самі тексти кейсів адаптовані з урахуванням професійної специфіки; акцент робиться на порівняльне вивчення комунікативних стратегій та типових конфліктів, при

	цьому використовується модуль колективного обговорення
моделювання сценаріїв («професійна капсула»)	допомагає глибше зануритися у специфіку професії у розрізі ключових елементів, залучає потенціал невербальної комунікації, дозволяє сконцентрувати різнопланові аспекти досвіду, закликає до багаторівневого діалогу та залучає колективний інтелект учасників освітнього процесу
мозковий штурм (групові дискусії)	сприяє генерації нових ідей щодо розв'язання певної професійної проблеми, дозволяє формувати цілісне бачення, що враховує варіації дискурсу; сприяє креативному пошуку нетрадиційних підходів, що дозволяє звільнитись від стереотипів та інерційного мислення
модерація	метод, під час якого модератор задає векторність дискусії в групі, сприяючи досягненню спільних висновків та поглибленню розуміння професійних особливостей; метод передбачає орієнтацію на кооперацію та формування психологічно комфортних умов у середовищі освіти
SWOT-аналіз (аналіз сильних та слабких сторін, можливостей і загроз)	дозволяє давати оцінки контексту конкретних професійних ситуацій, визначати сильні сторони та загрози, відшукувати нові можливості для покращення комунікації
гейміфікація в ігрових навчальних платформах	освітні ігри з професійними сценаріями пропонують поетапне вирішення різних фахових дилем, що стимулює глибоке залучення та повторення матеріалу, формують звички самостійного вирішення проблем у професійному контексті

Джерело – сформовано авторами

Ключовими перевагами застосування інтерактивних і проєктних технологій у рамках компетентнісного підходу до формування професійної мовної культури здобувачів вищої освіти вбачаються:

1) професійна ціннісність – максимально наближене ознайомлення із професійними нормами, етичними вимогами та цінностями, які

детермінують професійний та особистісний світогляд студента, активно впливаючи на формування поведінкових патернів у процесі комунікації;

2) соціальна значущість – освоєння ключових соціальних аспектів професійної комунікаційної взаємодії, формування стійких навичок взаємодії з представниками різних статусів, вікових і соціальних груп тощо;

3) формування лінгвокультурної компетентності – сучасні інтерактивні технології дозволяють повніше вивчати мовну специфіку, включаючи мовні бар'єри, що потенційно спроможні викликати непорозуміння;

4) розвиток професійної етики – опанування основних норм та правил професійної комунікації, які врегульовують ключові поведінкові патерни у полі фахової взаємодії;

5) укріплення психологічної готовності до професійної реалізації – опанування основних психологічних механізмів, котрі покладено у базис професійної самосвідомості.

Проєктна діяльність та інтерактивність дають змогу більш ефективно розвивати професійну мовну культуру через взаємодію з автентичним мовним матеріалом у різноманітних форматах. Це сприяє поглибленню розуміння мови через практичний досвід, за посередництвом віртуальних обмінів, екскурсій, онлайн-комунікації. Інтеграція інтерактивних методів навчання в процесі підготовки здобувачів вищої освіти є одним ключовим напрямом цифрової адаптації освітніх програм до вимог інклюзивності. Вона включає проведення тренінгів, вебінарів, інтерактивних занять з комунікативних навичок та соціокультурної адаптації.

Висновки. Підсумовуючи, можна стверджувати, що компетентнісний підхід вбачається одним із основних чинників ефективного становлення й розвитку професійної комунікативної компетенції здобувачів вищої освіти, а професійна мовна культура фахівців позиціонується індикатором рівня їх професійних знань, обраних ціннісних орієнтацій та загальної мовної культури, що є необхідними передумовами підтримки професійної конкурентоспроможності.

Проведений у дослідженні розширений аналіз значення й ролі компетентнісного підходу в формуванні професійної мовної культури сучасних здобувачів вищої освіти підтвердив перспективність впровадження інтегрованого освітнього підходу на основі цифрових рішень, проєктних технологій та інтерактивності. Такий підхід вбачається ефективним засобом розвитку професійних компетентностей студентів, вдосконалення їх комунікативних та соціально-культурних навичок. Компетентнісний підхід сприяє єдності і взаємозв'язку всіх компонентів навчального процесу для формування всіх необхідних професійних компетенцій, а сучасні рішення у інформаційно-комунікаційному полі сприяють розвитку креативності,

вмотивованості до навчання, забезпечують дотичність до автентичних матеріалів. Перспективи розширення наукових пошуків вбачаються у вивченні потенціалу онлайн-платформ та мобільного навчання для розвитку професійної мовної культури сучасних здобувачів вищої освіти.

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ЗАСТОСУВАННЯ МЕТОДИКИ СИМУЛЯЦІЙНОГО НАВЧАННЯ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ СПЕЦІАЛЬНИХ ПЕДАГОГІВ

Анотація. Трансформація вищої педагогічної освіти України на даний час здійснюється за багатьма позиціями від організаційно-правових до вдосконалення теоретико-методологічних основ підготовки майбутніх фахівців. Переосмислення традиційних методик навчання і впровадження інноваційних технологій в процес підготовки кваліфікованих кадрів всіх педагогічних спеціальностей потребує постійного вдосконалення системи навчального процесу.

Загальна модернізація системи освіти в Україні відбувається під знаком інклюзивної реформи, яка визнає, що всі діти мають потенціал до навчання, незалежно від їхнього віку, походження чи особливостей розвитку. Ця реформа є динамічним процесом і частиною великої стратегії створення інклюзивного суспільства. Однак успішне впровадження інклюзії у освітній простір закладів загальної середньої освіти стикається з низкою значних системних викликів, серед яких головним є:

a) критичний брак спеціалістів;

b) неможливість надання якісних спеціальних послуг педагогічними працівниками у закладах освіти, які не мали можливості отримати знання і практичний досвід роботи із дітьми з ООП;

c) надмірна навантаження вчителів інклюзивних класів.

Ці обмеження створюють нагальну потребу в кардинальний трансформації підготовки всіх педагогічних кадрів, зокрема фахівців спеціальної та інклюзивної освіти. Потрібні нові сучасні методики підготовки педагогічних працівників всіх напрямів та спеціальностей. Тому що кожен вчитель повинен мати вміння, знання та практичні навички роботи з дітьми із ООП. В інклюзивному суспільстві кожна дитина з ООП апріорі має право отримати не тільки доступ до навчання, а і якісний супровід у впродовж освітній траєкторії.

Інноваційна технологія «Методика симуляційного навчання» у контексті реформи вищої освіти в Україні повинна займати одну з головних позицій в підготовці майбутніх педагогів майже всіх спеціалізації. Всі майбутні педагогі вже почали отримувати нові теоретичні знання з інклюзивної освіти. Однак на сьогодення ми маємо недостатній обсяг практичної підготовки майбутніх педагогів в інклюзивному середовищі. На практиці спостерігається величезна прогалина між теоретичними курсами і педагогічною практикою у підготовки майбутніх фахівців.

Сучасна педагогіка потребує інноваційних технологій практичній підготовці майбутнього педагога. І саме інноваційна «Методика симуляційного навчання» повинна стати той формою підготовки майбутніх педагогів в практичному напрямку підготовки і стане ефективним інструментом нівелювання дисонансу між теоретичною підготовкою та практичною діяльністю майбутніх фахівців. Використання методики симуляційного навчання це не проста формальність у роботі викладача закладу вищої освіти а дієва форма навчання.

Ключові слова: симуляційне навчання, професійна підготовка, педагогічна освіта, логопедія, практична психологія, професійна компетентність, імітаційне моделювання, інноваційні освітні технології, діти з ООП.

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APPLICATION OF SIMULATION-BASED LEARNING METHODOLOGY IN THE PROFESSIONAL TRAINING OF SPECIAL EDUCATORS

Introduction. The transformation of higher pedagogical education in Ukraine is currently being carried out from many positions, from organizational and legal to improving the theoretical and methodological foundations of training future specialists. Rethinking traditional teaching methods and introducing innovative technologies into the process of training qualified personnel of all pedagogical specialties requires constant improvement of the educational process system. The general modernization of the education system in Ukraine is taking place under the sign of inclusive reform, which recognizes that all children have the potential to learn, regardless of their age, origin or developmental characteristics.

This reform is a dynamic process and part of a large strategy for creating an inclusive society. However, the successful implementation of inclusion in the educational space of general secondary education institutions faces a number of significant systemic challenges, the main of which are:

a) a critical shortage of specialists;

b) the inability to provide high-quality special services by pedagogical workers in educational institutions who have not had the opportunity to gain knowledge and practical experience working with children with SEN;

c) excessive workload of teachers of inclusive classes. These limitations create an urgent need for a radical transformation of the training of all pedagogical personnel, in particular specialists in special and inclusive education.

New modern methods of training pedagogical workers of all directions and specialties are needed. Because every teacher must have the skills, knowledge and practical skills of working with children with SEN. In an inclusive society, every child with SEN a priori has the right to receive not only access to education, but also high-quality support throughout the educational trajectory. The innovative technology "Simulation Learning Methodology" in the context of the reform of higher education in Ukraine should occupy one of the main positions in the training of future teachers of almost all specializations. All future teachers have already begun to receive new theoretical knowledge in inclusive education. However, today we have an insufficient amount of practical training of future teachers in an inclusive environment. In practice, there is a huge gap between theoretical courses and pedagogical practice in the training of future specialists.

Modern pedagogy requires innovative technologies for the practical training of future teachers. And it is the innovative technology "Simulation Learning Methodology" that should become the form of training future teachers in the practical direction of training.

The use of "Simulation Learning Methodology" (SLM) as an effective tool for leveling the dissonance between theoretical training and practical activities of future specialists, in our opinion, is not a simple formality in the work of a teacher of a higher education institution.

The purpose of the article is to substantiate the theoretical and methodological principles and determine the practical features of the application of «Simulation Learning Methodology" technology in the process of professional training of future teachers, speech therapists and psychologists to increase their level of professional competence and readiness to implement professional functions in practical work with children with SEN.

Keywords: simulation training, professional training, teacher education, speech therapy, practical psychology, professional competence, simulation modeling, innovative educational technologies, children with SEN.

Постановка проблеми. В умовах стрімкого реформування галузі стає очевидним, що традиційні лекційне-семінарські форми навчання вже не здатні повною мірою підготувати фахівця до складних міжособистісних викликів інклюзії. Назріла критична потреба у переході від репродуктивного засвоєння знань до активного моделювання професійне-орієнтованих ситуацій у керованому середовищі. Впровадження інноваційних технологій імітаційного характеру має стати запобіжником майбутнього емоційного вигорання педагога, забезпечуючи йому психологічну готовність до взаємодії з різними категоріями здобувачів освіти ще на етапі університетської підготовки. Зазначені обмеження зумовлюють нагальну потребу в радикальній трансформації підготовки педагогічних кадрів усіх напрямів, оскільки кожен педагог у сучасних умовах повинен володіти стійкими навичками роботи в інклюзивному середовищі.

Аналіз останніх досліджень та публікацій. Проблематика підготовки педагогів до роботи в умовах інклюзивної освіти та використання симуляційних технологій активно розробляється у сучасних наукових дослідженнях. Аналіз літератури засвідчує, що науковці приділяють увагу як теоретичним засадам інклюзії, так і практичним аспектам формування професійних компетентности майбутніх учителів. У роботі V. Bazhmin розкрито концепцію практико-орієнтованого освітнього середовища, яке забезпечує поєднання теоретичної та практичної підготовки педагогів у сфері спеціальної та інклюзивної освіти. Автор підкреслює важливість інноваційних форм навчання та демонструє приклади їх впровадження у вищій школі. Класичні підходи до розвитку мисленнєвої діяльності студентів представлено у праці Вергасова (1979), де обґрунтовано психолого-педагогічні умови активізації інтелектуальної активності. Незважаючи на давність публікації, її положення залишаються актуальними для формування критичного мислення майбутніх педагогів. Питання інституційного забезпечення інноваційного розвитку закладів вищої освіти розглянуто у статті V. Evtushevsky. Автор аналізує бар'єри та можливості модернізації освітніх програм, що створює важливе підґрунтя для впровадження новітніх педагогічних технологій. Значний масив досліджень присвячено симуляційним технологіям у підготовці педагогів. У статті D. Kaufman та A. Irlandiya доведено ефективність симуляцій як інструменту розвитку професійних навичок і рефлексії майбутніх учителів. Подібні висновки подають L. Dieker та співавтори , які демонструють потенціал віртуальних середовищ для моделювання педагогічних ситуацій і формування професійної майстерності.

Практичний актуальний досвід інтеграції симуляцій у підготовку вчителів спеціальної освіти представлено в матеріалах University of

Kentucky College of Education. Публікація підкреслює переваги безпечного тренування професійних дій у віртуальному середовищі та демонструє успішні результати впровадження таких технологій. Теоретичні засади інклюзивної освіти на глобальному рівні викладено у звіті UNESCO, де визначено ключові принципи рівного доступу, участі та підтримки для всіх учнів. Документ містить рекомендації щодо впровадження інклюзивної політики в освітніх системах різних країн. Сучасне бачення інклюзивної педагогіки представлено у статті L. Florian та K. Black-Hawkins. Автори аналізують стратегії навчання, спрямовані на забезпечення участі всіх учнів, та підкреслюють важливість професійної гнучкості педагога.

Узагальнюючи, можна зазначити, що сучасні дослідження демонструють зростання уваги до симуляційних технологій як ефективного цифрового інструменту професійної підготовки педагогів, а також до розвитку інклюзивної педагогіки як ключового напряму модернізації освіти. Представлені джерела формують комплексне теоретичне та практичне підґрунтя для подальшого дослідження проблеми.

Мета статті полягає в обґрунтуванні теоретико-методологічних засад та визначенні практичних особливостей застосування технології «Методика симуляційного навчання» в процесі фахової підготовки майбутніх педагогів, логопедів та психологів для підвищення рівня їхньої професійної компетентності та готовності до реалізації професійних функцій у практичної роботі із дітьми з ООП.

Виклад основного матеріалу дослідження. Для досягнення поставленої мети визначено наступні етапи дослідження:

1. Здійснити теоретичний аналіз сутності дефініцій технології «Методика симуляційного навчання» та «симуляція» у контексті сучасної педагогічної та спеціальної освіти.

2. Класифікувати види симуляційних технологій, які демонструють найвищу ефективність у формуванні «м'яких навичок» (soft skills) та спеціальних фахових умінь (зокрема, проведення логопедичного масажу, психологічного консультування, діагностичних методик).

3. Визначити переваги та потенційні ризики практичного впровадження Методики симуляційного навчання в освітній процес закладів вищої педагогічної освіти для різних спеціальностей.

4. Розробити методичні рекомендації щодо конструювання сценаріїв симуляційних тренінгів, спрямованих на відпрацювання навичок взаємодії з дітьми з особливими освітніми потребами.

У світлі сучасних трансформаційних процесів, що охоплюють парадигму вищої освіти в Україні, спостерігається переорієнтація на

компетентнісний підхід до підготування майбутніх педагогів. Особливої актуалізації набуває проблематика підготовки фахівців спеціальних педагогічних професій — спеціальних педагогів, логопедів, практичних психологів.

Традиційна академічна модель навчання нерідко продукує розрив між фундаментальними теоретичними знаннями та спроможністю їх ефективного застосування в умовах реальної, часто стресогенної або непередбачуваної професійної діяльності. Сьогодні ми маємо констатувати наявність суттєвого дисонансу при первинній інтеграції випускників педагогічних ЗВО у професійне середовище, зокрема при взаємодії з дітьми з особливими освітніми потребами (ООП) або їхніми законними представниками. Оптимізація зазначеної проблематики вбачається у впровадженні в навчальний процес майбутніх педагогів методики симуляційного навчання, валідність якої доведена у медичній освіті та авіації, і яка наразі підлягає активній імплементації в педагогічний простір.

Теоретико-методологічне підґрунтя методики симуляційного навчання. В процесі професійній підготовки майбутніх педагогів методика симуляційного навчання визначена як практична педагогічна технологія, яка передбачає моделювання умов, максимально наближених до реалій професійної діяльності, з метою відпрацювання практичних навичок, прийняття рішень та розвитку критичного мислення у безпечному середовищі.

В процесі практичної підготовки майбутнього логопеда чи психолога методика симуляційного навчання забезпечує передумови для ефективного розв’язання вузько-спеціалізованих завдань. Наприклад – відпрацювання складних діагностичних методик, складання особистих планів навчання дитини, толерантне ставлення до родини дітей з ООП, комунікація у всебічних ситуаціях із батьками без ризику завдання психологічної травматизації обох сторін, інші професійні функції.

В контексті впровадження методики симуляційного навчання в дійсний процес фахової практичної підготовки майбутніх логопедів, спеціальних педагогів та психологів для підвищення рівня їхньої професійної компетентності та готовності до реалізації професійних функцій на базі кафедри спеціальної та інклюзивної освіти були проведені практичні заняття з використанням методики симуляційного навчання за розробленими сценаріями симуляційних занять. Викладачі розробили один із найскладніших та найбільш затребуваних сценаріїв, відпрацював зі студентами елементи практичного вміння працювати з «опором» батьків тому що це критична компетенція, якій майже неможливо навчитися лише за підручниками та відео-інструкціями з Інтернет джерел.

Приклад розробленого практичного симуляційного сценарію представлено в статті у повному обсязі.

Назва симуляції: «Консультування батьків на етапі первинного заперечення порушень психофізіологічного розвитку їх дитини».

Мета симуляції: Відпрацювання навичок емпатичного спілкування, подолання комунікативних бар'єрів та спрямування батьків на подальше комплексне обстеження. Нозологічний фокус в дитини: Підозра на розлади аутистичного спектру (РАС) або затримку психічного розвитку (ЗПР).

1. Вхідні дані для студентів: Ви - фахівець Інклюзивно-ресурсного центру (ІРЦ) або практичний психолог закладу дошкільної освіти. До вас звернулася вихователька старшої групи дитячого садка зі скаргою: «Дитина (5 років) не грається з дітьми, не реагує на звернення, має стереотипні рухи. Мати вважає, що він просто "особливий" і "геній", а вихователі до нього чіпляються».

Завдання: Провести першу зустріч із матір'ю, обережно обговорити спостереження вихователів та переконати її у необхідності діагностики.

2. Інструкція для 2го учасника (імітатор): Ви - Мати, успішна жінка, схильна до гіперопіки дитини. Психологічний стан: Фаза заперечення (згідно з моделлю Кюблер-Росс). Вона відчуває прихований страх, який маскує агресією або зверхністю.

Ключові тези 2-го учасника:

- «Мій син просто випереджає однолітків, йому з ними нудно».
- «Мій чоловік теж почав говорити пізно, і зараз він успішний бізнесмен».
- «Ви просто хочете поставити клеймо на дитину».
- Тригер: Якщо студент використовує термін «діагноз» або «патологія» занадто рано, актор має проявити роздратування або почати збирати речі.

3. Алгоритм дій та критерії успішності використання симуляції описано у чек-листі.

Приклад чек-листа:

- Встановлення контакту: застосування технік активного слухання та створення безпечного простору для спілкування.
- Приєднання до позиції співрозмовника: визнання сильних сторін дитини на основі слів матері, а не зосередження лише на труднощах.
- Техніка «сендвіча»: подання проблемного питання між двома позитивними характеристиками дитини.
- Валідація відчуттів: використання фраз на кшталт «Я розумію, що вам зараз непросто це чути» або «Ваше занепокоєння є природним».

- Уникнення стигматизації: відмова від медичних ярликів і використання нейтральних описових формулювань.
- Результативність: отримання згоди матері на пробне діагностичне заняття або консультацію лікаря.

4. Питання для Дебрифінгу (Рефлексія). Після завершення симуляції викладач ставить студенту та групі такі запитання:

1) Емоції: «Що ви відчули, коли мати почала звинувачувати вас у непрофесійності?» (Аналіз контр-переносу).

2) Аналіз дій: «Яка фраза стала переломною: після чого мати пішла на контакт або, навпаки, закрилася?»

3) Альтернатива: «Якби ми могли "відкрутити" час назад, що б ви змінили у своїй першій фразі?»

4) Фідбек актора: «Олено (актор), в який момент ви відчули, що цьому педагогу можна довіряти?»

Практичні заняття допомогли нам у визначенні деяких практичних особливостей застосування симуляцій і зокрема ми виокремили класифікаційні рівні практичних симуляцій та структурну організацію симуляційного заняття:

Класифікаційні рівні практичних симуляцій:

1. Низько-реалістичні симуляції (Low-fidelity): Кейс-методи; Аналіз текстових дескрипцій педагогічних ситуацій; Тренери, що виконують часткові завдання; Застосування окремих муляжів, макетів артикуляційного апарату для логопедів; Відпрацювання механічних навичок робота із зондами та логопедичний масаж.

2. Середньо-реалістичні симуляції (Medium-fidelity): Рольові ігри; Реалізація рольових сценаріїв "педагог – дитина", "логопед – батьки", що уможливлює відпрацювання комунікативних стратегій та алгоритмів консультування; Відеомоделювання та аналіз відеоматеріалів реальних корекційних занять з подальшим фаховим обговоренням.

3. Високо-реалістичні симуляції (High-fidelity): Стандартизований сценарії пацієнт/клієнт; Сценарії із залучення спеціально підготовлених акторів (або волонтерів), які здійснюють реалістичне відтворення поведінкових патернів дитини з певними порушеннями (наприклад, заїкання, РДУГ) або поведінки тривожних батьків; Віртуальна та доповнена реальність (VR/AR); Використання програмного забезпечення для імерсії у віртуальний клас або кабінет.

Ефективне практичне апробування симуляції в процесі практичної підготовки майбутніх фахівців на базі кафедри спеціальної та інклюзивної освіти було забезпечене неухильним дотриманням 3-х фазової структурної послідовності проведення заняття за методикою симуляційного навчання. Структурна організація симуляційного заняття:

a) Брифінг: Введення в сценарій, ознайомлення з матеріально-технічним забезпеченням, створення психологічно безпечної атмосфери, розподіл функціональних ролей.

b) Сценарій: Безпосередня реалізація професійних дій здобувачем освіти. Прикладом може слугувати проведення первинного логопедичного обстеження або проведення бесіди з матір'ю, яка заперечує наявність порушень у дитини.

c) Дебрифінг: Ключовий етап, що передбачає рефлексивний аналіз дій після завершення симуляції. Викладач (фасилітатор) сприяє усвідомленню здобувачами правильності виконаних дій, ідентифікації помилок, аналізу емоційного стану та шляхів корекції діяльності у майбутньому.

В процесі практичного апробування методики симуляційного навчання на практичних заняттях із застосуванням симуляції було визначено два додаткові формати проведення симуляційних практичних занять, які передбачають поєднання аудиторної та поза-аудиторної форм роботи.

1. Праця в умовах навчальної аудиторії майбутні вчителі занурюються у професійні ситуації під безпосереднім наглядом викладача та колег, що забезпечує отримання оперативного зворотного зв'язку безпосередньо під час та після завершення сесії.

2. Самостійна робота (виконання домашніх завдань) дозволяє студентам фіксувати процес симуляції на відео. Це сприяє глибшій рефлексії через повторний перегляд, а також дає можливість отримати дистанційну експертну оцінку від викладача.

Поєднання обох форматів забезпечує цілісний підхід до професійної підготовки: аудиторна робота формує практичні навички, а домашня самостійна робота розвиває критичне мислення та здатність до об’єктивного само-оцінювання.

Перспективність впровадження методики симуляційного навчання у систему вищої педагогічної освіти вимагає системного підходу до її подальшого вивчення та методичного супроводу.

Автор статті пропонує поетапний план подальшого наукового дослідження. Визначено п'ять ключових етапів, що стануть основою нашої майбутньої науково-дослідної роботи:

Етап 1. Систематизація та стандартизація симуляційних сценаріїв.

- Основним вектором на цьому етапі є створення банку сценаріїв для різних нозологій у спеціальній освіті. Розробка сценаріїв для високо-реалістичних симуляцій, що охоплюють роботу з дітьми з РДУГ, заїканням, аутизмом та складними порушеннями розвитку.
- Стандартизація професійних сценаріїв для «симуляційних пацієнтів/клієнтів» (акторів чи волонтерів), щоб забезпечити валідність та повторюваність умов практичного навчання.

• Створення деонтологічних кейсів, спрямованих на відпрацювання навичок повідомлення діагнозу та психологічного супроводу батьків.

Етап 2. Технологічне вдосконалення та цифрова імерсія з огляду на розвиток інформаційних технологій, цей етап передбачає:

• Інтеграцію технологій VR/AR у процес підготовки для створення ефекту повної присутності у віртуальному інклюзивному класі.

• Апробацію алгоритмів Штучного Інтелекту для аналізу відео-фіксації домашніх симуляцій, що дозволить автоматизувати частину процесу зворотного зв'язку.

• Розробку інтерактивних тренажерів для низько-реалістичних симуляцій, спрямованих на відпрацювання механічних навичок логопедичного масажу.

Етап 3. Верифікація критеріїв оцінювання та верифікація компетентности, необхідно розробити чітку систему вимірювання ефективності навчання:

• Створення валідних чек-листів для оцінювання дій здобувача під час сценарію та рівня його рефлексії на етапі дебрифінгу.

• Порівняльний аналіз рівня сформованості «м'яких навичок» (soft skills) у студентів, які проходили симуляційне навчання, та тих, хто навчався за традиційною моделлю.

• Дослідження динаміки емоційного інтелекту та стрес стійкості майбутніх педагогів у процесі регулярних симуляційних тренінгів.

Етап 4. Моделювання міждисциплінарної взаємодії.

На базі кафедри спеціальної та інклюзивної освіти планується розширення формату занять:

• Впровадження сценаріїв симуляційної роботи, де в одній симуляції одночасно беруть участь майбутній логопед, психолог та спеціальний педагог, що імітує діяльність реальної команди супроводу.

• Відпрацювання алгоритмів комунікації всередині професійної спільноти для забезпечення цілісної освітньої траєкторії дитини з ООП.

Етап 5. Лонгітюдний аналіз ефективності в професійній діяльності.

• Аналіз процесу первинної інтеграції молодих фахівців у професійне середовище та оцінка їхньої здатності уникати практичних помилок завдяки досвіду, отриманому під час симуляцій.

• Корекція навчальних програм та методичних рекомендацій на основі зворотного зв'язку від роботодавців та самих випускників.

Висновки. Методологічним підґрунтям методики симуляційного навчання слугує постулат: «Забезпечення права на помилку в процесі навчання задля гарантування безпеки в реальній практиці майбутніх педагогів».

Імплементація технології симуляційного навчання у процес професійної підготовки майбутніх педагогів визначається як необхідна передумова формування конкурентоспроможного фахівця, а не як тимчасова тенденція.

Визначена дефініція Методики симуляційного навчання — це педагогічна технологія, що полягає у відтворенні реальних професійних ситуацій за допомогою спеціально створених моделей, тренажерів, віртуальних середовищ чи стандартизованих сценаріїв, з метою формування практичних навичок, професійних компетентностей та безпечного відпрацювання дій без ризику для життя і здоров'я людини. Специфіка застосування у галузі спеціальної педагогіки та логопедії для майбутніх логопедів та спеціальних педагогів і психологів методика симуляційного навчання забезпечує передумови для ефективного розв'язання різних вузькоспеціалізованих завдань.

Деонтологічний аспект: Здобувачі набувають навичок роботи з делікатними темами (повідомлення результатів діагностики, прогноз розвитку) без ризику травмування реальної родини. Рідкісні практичні випадки: Симуляція дозволяє відтворити практичні професійні випадки, які мають низьку частоту прояву під час звичайної педагогічної практики, проте знання яких є обов'язковим. Міждисциплінарна взаємодія: Моделювання сценаріїв симультанної роботи логопеда, психолога та вихователя, що імітує реальну діяльність команди психолого-педагогічного супроводу. Методика симуляційного навчання забезпечує формування стійких практичних навичок до початка безпосередньої роботи з дітьми. Розвиток емоційного інтелекту та стресо-стійкості майбутніх педагогів. Забезпечення високого рівня рефлексії власної професійної діяльності через процедуру дебрифінгу.

Перспективи подальших наукових досліджень, на думку автора, полягають у розробці стандартизованих сценаріїв симуляцій для різних практичних ситуацій у спеціальній освіті та створенні критеріїв оцінювання ефективності симуляційних тренінгів.

Таким чином, методика симуляційного навчання в умовах цифровізації вищої школи постає не просто як теоретична модель, а як універсальний, технологічно оптимізований інструмент, повністю готовий до інтеграції в освітній процес. Його впровадження на основі сучасних інформаційно-комунікаційних технологій — зокрема VR-симуляцій, інтерактивних платформ та елементів штучного інтелекту — дозволяє викладачам ефективно моделювати реальні педагогічні ситуації, створюючи безпечне та імерсійне квазіпрофесійне середовище для майбутніх учителів.

Висока ефективність цього інструменту в навчальній роботі зумовлена його комплексністю, що дозволяє одночасно вирішувати низку стратегічних завдань:

- Цифрова імерсія та валідація теорії: завдяки технологіям занурення студенти отримують можливість миттєво протестувати теоретичні знання у високо реалістичних змодельованих умовах та поетапно відпрацювати базові методичні навички.
- Безпека та гнучкість освітнього простору: майбутні педагоги мають право на помилку та її всебічний аналіз без ризику зашкодити реальним учасникам освітнього процесу, що значно знижує рівень їхнього професійного стресу та формує психологічну готовність до роботи.
- Технологічна чіткість та автоматизація: викладач отримує готову покрокову систему дій — від автоматизованого проєктування сценаріїв складних педагогічних кейсів до глибокого фінального дебрифінгу (рефлексивного аналізу) на основі даних цифрового тренажера.

У підсумку, інтеграція інноваційних симуляційних технологій забезпечує не лише автоматизацію фахових умінь, а й динамічний розвиток цифрової компетентності, професійної рефлексії та адаптивності майбутніх педагогів до викликів сучасної освітньої практики.

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ЦИФРОВА ІМЕРСІЯ ЯК ДЕТЕРМІНАНТА ТЕХНОЛОГІЧНОЇ ОПТИМІЗАЦІЇ СИМУЛЯЦІЙНИХ ПРОЦЕСІВ У ПРОФЕСІЙНІЙ ПІДГОТОВКИ СПЕЦІАЛЬНИХ ПЕДАГОГІВ

Анотація: у статті здійснено комплексне обґрунтування впровадження цифрової імерсії як провідної детермінанти технологічної оптимізації сучасних симуляційних процесів у системі вищої освіти. Актуальність дослідження зумовлена нагальною потребою переходу від застарілих статичних методів навчання до прогресивного динамічного моделювання професійного досвіду. Автор зазначає, що традиційні парадигми підготовки майбутніх логопедів, які тривалий час базувалися на пасивному спостереженні за клінічною практикою, на сучасному етапі демонструють свою обмеженість. Основним недоліком таких підходів є неможливість повноцінно реконструювати живу динаміку терапевтичної взаємодії, де кожна дія спеціаліста має викликати миттєву та специфічну реакцію об’єкта корекції.

Як найбільш раціональний шлях подолання цієї науково-практичної суперечності запропоновано імплементацію цифрової імерсії (digital immersion) у структуру симуляційного навчання. Доведено, що на відміну від стандартних симуляцій, імерсійні технології забезпечують глибоке сенсорне занурення користувача, що дозволяє практично повністю нівелювати ефект «умовності» навчання.

Оптимізація освітнього процесу досягається завдяки можливості багаторазового відтворення високо деталізованих клінічних сценаріїв без необхідності залучення реальних пацієнтів , що забезпечує створення абсолютно безпечного простору для апробації інноваційних корекційних стратегій.

Особлива увага приділяється формуванню високо реалістичного та контрольованого середовища, де професійна помилка фахівця перестає бути ризиком і трансформується у цінний інструмент дидактичного аналізу.

Ключові слова: цифрова імерсія, цифровізація освіти, симуляційне навчання, технологічна оптимізація, логопедія, сенсорне занурення, дидактичний аналіз, корекційні стратегії, спеціальний педагог, інклюзія.

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DIGITAL IMMERSION AS A DETERMINANT OF TECHNOLOGICAL OPTIMIZATION OF SIMULATION PROCESSES IN PROFESSIONAL TRAINING OF SPEECH THERAPISTS

Abstract. Global transformations of the modern information society lead to the intensive diffusion of information and computer technologies (ICT) into the fundamental structures of human life: from academic education to high-tech medicine and systemic rehabilitation. In the context of supporting people with special needs, digital transformations are a fundamental factor in ensuring inclusion, creating an adaptive and barrier-free environment for self-realization. The introduction of assistive solutions, intelligent speech recognition systems and means of alternative and augmented communication (AAC) determines the leveling of socio-communicative barriers, the overcoming of which was previously considered impossible. Problem statement. At the same time, the effectiveness of the operation of the specified tools correlates with the level of professional training of specialists. A new generation speech therapist must demonstrate not only a thorough mastery of the classical methodological apparatus, but also the ability to integrate complex digital solutions into a correction course, ensuring a high degree of adaptability to the individual neuropsychological and physiological profile of the recipient. This necessitates the formation of specific "digital competence" in higher education institutions that integrates knowledge of Patho-psychology and skills in operating software and hardware complexes. Relevance of the study. The choice of digital immersion as a determinant of technological optimization of simulation processes is due to the need to transition from static teaching methods to dynamic modeling of experience. Unlike traditional simulations, immersive technologies provide full sensory immersion, which eliminates the effect of "conditionality" of learning. This allows optimizing the educational process due to first, the possibility of multiple reproduction of highly detailed clinical scenarios without involving real patients; thirdly, creating a safe space for testing innovative correction strategies.

Traditional paradigms of training future speech therapists, based on passive observation of clinical practice, at the present stage show certain limitations. These approaches do not always allow for a full reconstruction of the dynamics of therapeutic interaction, where each action of the specialist causes a direct reaction of the object of correction. A reasonable way to overcome this contradiction is the implementation of digital immersion into the structure of simulation training. Immersive technologies make it possible to construct a highly realistic, controlled and safe environment for modeling complex clinical scenarios, where a professional error becomes a tool for didactic analysis.

Keywords: digital immersion, digitalization of lighting, simulation learning, technological optimization, speech therapy, sensory immersion, didactic analysis, correctional strategies, special educator, inclusion.

Постановка проблеми. Глобальні трансформації сучасного інформаційного суспільства та стрімке розгортання четвертої промислової революції (Industry 4.0) зумовлюють інтенсивну дифузію інформаційно-комп’ютерних технологій (ІКТ) у фундаментальні структури людської життєдіяльності: від академічної освіти до високотехнологічної педагогіки та системної реабілітації.

У контексті підтримки осіб з особливими освітніми потребами (ООП) цифрові перетворення виступають засадничим чинником забезпечення інклюзії, створюючи гнучке, адаптивне та безбар'єрне середовище для їхньої соціалізації та самореалізації. Впровадження високотехнологічних асистивних рішень, інтелектуальних систем розпізнавання та синтезу мовлення, а також засобів альтернативної й доповненої комунікації (ААС) детермінує нівелювання складних соціально-комунікативних бар'єрів, подолання яких у межах традиційної парадигми вважалося неможливим. Застосування інклюзивного цифрового інструментарію не просто компенсує втрачені чи порушені функції, а стає медіатором взаємодії особи з соціумом. Водночас результативність та доцільність експлуатації зазначеного інструментарію прямо корелює із рівнем фахової підготовки спеціалістів спеціальної освіти.

Спеціальний педагог нової генерації має демонструвати не лише ґрунтовне володіння класичним методичним та практичним апаратом, а й виявляти здатність до інтеграції складних цифрових рішень у корекційний курс інклюзивного навчання дітей з ООП, забезпечуючи їх високу адаптивність до індивідуального нейропсихологічного та фізіологічного профілю пацієнта з ООП.

Особливого резонансу ці процеси набувають у площині реформи сучасної вищої освіти України. В умовах сьогодення, що супроводжується

кризовими явищами та вимушеним переходом до дистанційних і гібридних форматів навчання, інтенсивна цифровізація постає не просто інструментом оптимізації, а фундаментальним викликом. Цей виклик вимагає докорінної ревізії академічних стандартів та форсованого переходу від традиційної (трансляційної) дидактичної моделі до створення інтерактивних, високотехнологічних освітніх екосистем. Саме така безпрецедентна цифровізація освітнього середовища ЗВО створює найсприятливіші умови для впровадження феномену «цифрової імерсії» (занурення) у професійну підготовку майбутніх спеціальних педагогів (логопедів).

Зазначені в статті проблемні питання актуалізують гостре науково-практичне протиріччя між стрімкою появою інноваційного інструментарію та дещо консервативними стандартами підготовки кадрів. Це зумовлює об'єктивну необхідність формування у майбутніх фахівців спеціальної освіти специфічної «цифрової компетентності» — складного інтегративного утворення, що синергетична поєднує фундаментальні знання з патопсихології та навички впевненого оперування апаратно-програмними комплексами у реаліях інклюзивного суспільства. Класичний для української наукової педагогіки термін "квазіпрофесійне середовище" ідеально поєднується з сучасним терміном "VR/AR симуляції" саме через цифровізацію освіти.

Цифрова імерсія виступає інноваційним простором, де виклик дистанційної освіти перетворюється на дидактичну перевагу. Через використання віртуальної (VR) та доповненої (AR) реальності, гібридних симуляційних тренінгів та розгалужених цифрових кейсів, студенти отримують можливість безпечно моделювати складні корекційно-педагогічні ситуації. Глибоке занурення у квазіпрофесійне середовище дозволяє майбутньому фахівцю відпрацьовувати навички діагностики та корекції, налаштовувати асистивні інтерфейси та взаємодіяти з віртуальними моделями учнів ще до початку реальної педагогічної практики.

У статті ми визнаємо цифровізацію освіти як нову ефективну форму освіти, а потім показуємо, що саме симуляційне навчання відкриває двері для цифрової імерсії. Цифрова імерсія потрібна спеціальному педагогу для моделювання педагогічних ситуацій, роботи з віртуальними учнями, безпечного тренування практичних навичок).

Аналіз останніх досліджень та публікацій. Питання інтеграції імерсійних технологій у професійну підготовку фахівців спеціальної освіти перебуває у центрі уваги сучасної наукової спільноти. Дослідження J. Blascovich та C. Bailenson заклали теоретичний фундамент розуміння психологічного впливу цифрової імерсії через концепцію «соціальної присутності» (social presence) та «ілюзії втілення».

Ефект Протея (Proteus Effect) — це психологічний феномен, згідно з яким поведінка, само-сприйняття та комунікативні стратегії людини у віртуальному середовище змінюються залежно від зовнішніх характеристик її цифрового представлення (аватар). Ключові аспекти ефекту охоплюють психологічну адаптацію та вплив на навчання.

У працях S. Diekep та M. Hynes визначено основні аспекти застосування VR-симуляцій для розвитку м'яких навичок (soft skills) та професійної емпатії висвітлені. Наприклад, у межах платформи Teach Live™ було зафіксовано, що студенти переходять від жорсткого дотримання плану заняття до гнучкого використання підкріплювальних методів. Такі заняття яскраво ілюструється на прикладі роботи з аватаром дитини, що має розлади аутистичного спектра (РАС). Якщо студент намагається механічно реалізувати заздалегідь підготовлений план (наприклад, перехід до артикуляційної гімнастики), ігноруючи ознаки сенсорного перевантаження аватару (відведення погляду, стереотипні рухи), віртуальний пацієнт реагує повною відмовою від комунікації. У відповідь на це студент змушений миттєво змінювати стратегію: знижувати темп мовлення, використовувати візуальні підказки або перемикати увагу на заспокійливий стимул. Така ітераційна взаємодія формує навичку «методичної гнучкості», де план заняття сприймається не як догма, а як варіативна модель, що коригується у відповідь на зворотний зв'язок від учня з ООП.

Мета статті науково обґрунтувати та репрезентувати методику технологічної оптимізації симуляційних процесів у підготовці логопедів, що ґрунтується на трикомпонентному моделюванні віртуального аватару (проєктуванні когнітивного профілю, параметризації нозологічного дефекту та алгоритмізації психоемоційного фону) для створення високо реалістичного імерсійного середовища.

Виклад основного матеріалу. Методика технологічної оптимізації симуляційних процесів ґрунтується на трикомпонентній структурі імерсійного середовища:

1. Проєктування когнітивного профілю аватару: цей етап передбачає створення інтелектуального «ядра» віртуального пацієнта за методикою багатофакторного моделювання.

2. Параметризацію дефекту: математичне моделювання специфічних помилок характерних для обраної нозології.

3. Алгоритмізацію психоемоційного фону: використання дерев рішень для визначення реакцій аватару на дії студента.

1.Перший етап методики «Проєктування когнітивного профілю аватару» є засадничим етапом розробки високо реалістичного імерсійного

середовища є проєктування когнітивного профілю аватару. Цей етап передбачає дескрипцію та програмне конструювання інтелектуального «ядра» віртуального пацієнта, яке визначає його здатність до сприйняття, переробки інформації та формування відповідних реакцій. Процес створення цього «ядра» реалізується за допомогою методології багатофакторного моделювання, що дозволяє синтезувати індивідуальні особливості вищої нервової діяльності віртуального реципієнта.

Багатофакторна модель когнітивного профілю інтегрує такі змінні:

- Рівень мовленнєвого розвитку (відповідно до онтогенетичних норм та патологічних відхилень);
- Обсяг короткочасної та оперативної пам'яті (візуальної, аудіальної);
- Специфіку уваги (концентрація, стійкість, переключення);
- Швидкість сенсомоторних реакцій на стимульний матеріал, який пропонує студент-логопед.

Завдяки багатофакторному підходу, когнітивний профіль аватару перестає бути лінійним шаблоном. Він перетворюється на унікальну матрицю індивідуально-психологічних властивостей, що змушує майбутнього спеціаліста не просто діяти за алгоритмом, а здійснювати глибокий диференційований аналіз когнітивного статусу учня безпосередньо під час симуляційного сеансу.

2. Другий етап «Параметризація дефекту» включає математичне моделювання специфічних порушень, характерних для дислалії, дизартрії чи розщілин піднебіння. Реалізація «цифрового двійника» здійснюється через прецизійний біомеханічний мапінг: від параметризації дефекту і антропометричну синхронізацію. Даний етап методики спрямований на створення візуально-акустичної оболонки аватару, яка з високою точністю реконструює морфологічні та функціональні порушення учня. Якщо на перший етап формує «інтелектуальне ядро», то цей етап забезпечує синхронізацію «цифрового двійника» з реальними антропометричними даними, що є критичним для формування у студента навичок візуальної та інструментальної діагностики.

Математичне моделювання специфічних порушень (Параметризація дефекту) на відміну від стандартних аудіозаписів, параметризація дефекту передбачає математичне моделювання викривлень звуко-вимови, характерних для конкретної нозології (наприклад, дислалії, дизартрії чи алалії). Кожна фонема в системі має свій «еталонний профіль», а дефект програмується як відхилення від цього стандарту за амплітудними та частотними характеристиками.

Для моделювання специфічних помилок використовується матриця ймовірностей звуко-замін, де імовірність появи дефекту залежить від

обчисленого раніше когнітивного стану аватару та складності артикуляційної пози. Це дозволяє симулювати нестабільність звуко-вимови, що часто зустрічається у педагогічній практиці. Яскравим прикладом реалізації цього компонента є використання системи оптичного захоплення рухів "OptiTrack" спільно з внутрішньо-ротовим сканером для моделювання стану дитини з вродженою розщілиною піднебіння.

Методика прецизійного біомеханічного мапінгу забезпечує реалістичність взаємодії через послідовну реалізацію наступних трьох технічних процесів:

- Тривимірне сканування та морфометрія: Отримання точних цифрових параметрів артикуляційного апарату (будови піднебіння, зубних рядів, язика) конкретного клінічного випадку. Це дозволяє створити індивідуалізовану 3D-модель, що відображає анатомічні особливості пацієнта.
- Кінематична верифікація: Накладання віртуальної моделі на реальні траєкторії руху органів мовлення. На цьому етапі програмуються обмеження амплітуди рухів (наприклад, паретичність м'язів при дизартрії), що робить поведінку аватару фізіологічно достовірною.
- Динамічна адаптація (lip-sync): Технологічне забезпечення повної відповідності візуальних рухів «двійника» акустичному сигналу в реальному часі. Це усуває когнітивний дисонанс у студента, дозволяючи йому бачити саме ті артикуляційні помилки, які він чує.

Через інструменти цифрової імерсії студент отримує можливість:

- фізично відчути та побачити обмеження, накладені морфологією розщілини, безпосередньо під час віртуального огляду;
- експериментувати з налаштуванням асистивних інтерфейсів та об'єктивно оцінювати їх вплив на якість мовлення аватару;
- відпрацьовувати навички зондового масажу або постановки звуків у абсолютно безпечному просторі, де помилка стає об'єктом аналізу, а не ризиком для здоров'я пацієнта.

Таким чином, реалізація другого етапу методики «Параметризація дефекту» виконує антропометричну синхронізацію і перетворює цифрову модель на повноцінний діагностичний об'єкт, що забезпечує перехід від теоретичного вивчення симптомів до інтенсивного конструювання практичного досвіду в імерсійному середовищі.

3. Третій етап «Алгоритмізацію психоемоційного фону» (опис дерев рішень, як аватар реагує на дії студента: втомлюється, вередує, проявляє інтерес тощо).

Розглянемо підготовку та реалізацію третього етапу на практичних прикладах.

1.Практичний приклад:: Симуляція «логоневроз у дитини з ООП». Створення когнітивного профілю віртуального підлітку з логоневрозом (заїканням). Розробники інтегрують у профіль «тривожний цикл»: якщо студент-логопед перебиває в аватарі, AI-ядро ініціює підвищення частоти тонічних судом. Додатково встановлюється рівень лінгвістичне наповнення: інтеграція бази семантичних реакцій, що імітують словниковий запас дитини.

Синхронізація «цифрового двійника» з антропометричними даними: реалізується через методику прецизійного біомеханічного мапінгу. Процес включає:

- Тривимірне сканування та морфометрію: отримання точних параметрів артикуляційного апарату конкретного клінічного випадку.
- Кінематичну верифікацію: накладання моделі на реальні траєкторії руху органів мовлення.
- Динамічну адаптацію: забезпечення відповідності візуальних рухів «двійника» акустичному сигналу (lip-sync).

2.Практичний приклад: Використання системи "OptiTrack" спільно з внутрішньо-ротовим сканером для створення двійника дитини з вродженою розщілиною піднебіння. Студент може фізично відчути (через візуальну імерсію) обмеження, накладені морфологією розщілини.

Автоматизований дебрифінг: технологія об’єктивізації рефлексивного досвіду, що базується на інтелектуальному аналізі блогів взаємодії.

Методика включає:

- Мультимодальну реєстрацію даних: фіксацію таймінгів, вербальних інструкцій студента, невербальних сигналів (айтрекінг) та емоційного забарвлення мовлення через ШІ-аналізатори.
- Порівняльний контент-аналіз: автоматичне зіставлення дій студента з еталонним протоколом корекційного заняття (Benchmark testing), виявлення відхилень від методики.
- Генерацію персоналізованого фідбеку: формування візуалізованого звіту (добору) з рекомендаціями щодо корекції професійної поведінки.

3. Практичний приклад: Після завершення VR-сесії з постановки звука [р], система автоматизованого дебрифінгу (наприклад, на базі платформи "SimCapture") видає студенту інтерактивний часовий графік.

Для практичної реалізації моделі імерсійного навчання нами було розглянуто і систематизовано такі технічні засоби навчання, що забезпечують цифрову імерсію:

- Гарнітури змішаної реальності (MR) та VR-шоломи: Meta Quest 3 / Apple Vision Pro: Використовуються для повного занурення у віртуальні кабінети логопеда. Технологія "Pass-through" у MR дозволяє накладати віртуальні артикуляційні схеми на реальних пацієнтів.

- Датчики захоплення погляду (Eye-tracking): Інтегровані в шоломи (наприклад, HP Reverb G2 Omnicept), вони дозволяють відстежувати, чи тримає студент візуальний контакт із дитиною (аватаром), що є критичним при роботі з РАС.

- Артикул-графічні комплекси: Електромагнітні артикулографи (наприклад, NDI Wave): Дозволяють фіксувати рух язика за допомогою мікро-датчиків та візуалізувати їх у вигляді 3D-анімації в реальному часі. Це створює ефект «прозорого обличчя», де студент бачить приховану біомеханіку мовлення.

- Haptic-технології (тактильна віддача): Тактильні рукавички (наприклад, SenseGlove): Дозволяють студенту «відчути» опір м'язів віртуального пацієнта при проведенні зондового масажу, імітуючи щільність тканин під'язикової зони.

- Інтелектуальні системи Biofeedback: Електроміографи (EMG) з візуалізацією: Перетворюють електричну активність м'язів обличчя на графічні імерсійні образи. Наприклад, система "Brainbit" дозволяє студенту через VR-інтерфейс бачити рівень м'язового напруження пацієнта, що навчить його вчасно помічати гіпертонуси.

- Роботизований соціальний посередник: Робот QTrobot або NAO: Виступають як фізичні втілення цифрового аватару. Вони програмуються для відтворення специфічних мовленнєвих дефектів та синхронізуються з планшетом студента, створюючи гібридне імерсійне середовище навчання.

Висновки. Системна імплементація цифрової імерсії у фахову підготовку логопедів детермінує якісну трансформацію освітньої парадигми — від пасивного накопичення знань до інтенсивного конструювання практичного досвіду.

Запропонована трикомпонентна методика, що інтегрує проєктування когнітивних профілів, високоточну антропометричну синхронізацію та інтелектуальний автоматизований дебрифінг, дозволяє об'єктивувати процес формування професійних компетентностей.

Експлуатація сучасного програмно-апаратного інструментарію (MR-гарнітур, гаптичних пристроїв та систем біофідбеку) нівелює ефект «умовності» навчання, створюючи безпечний простір для відпрацювання складних клінічних кейсів. Таким чином, цифрова імерсія виступає не лише технологічним додатком, а фундаментальною основою побудови динамічної екосистеми професійного розвитку, що забезпечує готовність майбутнього логопеда до роботи в умовах високотехнологічної корекційної практики. Перспективи подальших досліджень вбачаються у розробці стандартизованих імерсійних бібліотек клінічних сценаріїв для різних нозологічних груп.

Перспективи подальших наукових пошуків убачаються у розширенні технологічного та методологічного інструментарію імерсійного навчання. Пріоритетним напрямом є розробка розгалужених стандартизованих імерсійних бібліотек педагогічних сімуляційних сценаріїв, які будуть адаптовані до специфіки різних нозологічних груп дітей з ООП (зокрема, моделювання взаємодії при тяжких порушеннях мовлення, розладах аутистичного спектра, афазії тощо). Окрему увагу доцільно приділити проведенню системних педагогічних експериментів для порівняльної оцінки ефективності VR-(віртуальна реальність) та AR-(об'єктивна реальність) симуляцій у процесі формування професійної компетентности майбутніх логопедів.

Науково-практичні вектори розширення теми наукового дослідження становлять такі аспекти:

- Вивчення психологічних ефектів: аналіз когнітивного навантаження та рівня відчуття «присутності» (presence) студента під час тривалих імерсійних сесій.
- Інтеграція зі штучним інтелектом: дослідження можливостей створення адаптивних сценаріїв, де реакція віртуального пацієнта динамічна змінюється залежно від правильності обраної студентом корекційної стратегії.
- Моніторинг стійкості навичок: аналіз відтермінованих результатів навчання та ефективності перенесення сформованих у симуляції вмінь у реальну педагогічну практику.
- Методичне забезпечення: розробка критеріїв дидактичного аналізу помилок, допущених у віртуальному середовищі, як основи для якісного навчання.

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ОРГАНІЗАЦІЯ ОСВІТНЬОГО ПРОЦЕСУ З ХІМІЧНИХ ТА ФАРМАЦЕВТИЧНИХ ДИСЦИПЛІН ЯК ЧИННИК ПІДВИЩЕННЯ ВНУТРІШНЬОЇ МОТИВАЦІЇ МАЙБУТНІХ МЕДИЧНИХ ТА ФАРМАЦЕВТИЧНИХ ФАХІВЦІВ

Анотація. У статті здійснено комплексний теоретико-методологічний аналіз проблеми формування внутрішньої мотивації майбутніх медичних та фармацевтичних фахівців у процесі вивчення хімічних і фармацевтичних дисциплін. Освітній простір сучасного закладу вищої освіти розглянуто як динамічне середовище, де хіміко-фармацевтична підготовка виступає критично важливим інтеграційним містком до становлення клінічного мислення майбутніх медиків та фармацевтів.

Мета статті полягає у теоретичному обґрунтуванні та визначенні дидактичних особливостей організації освітнього процесу з хімічних та фармацевтичних дисциплін, що виступає системним чинником підвищення внутрішньої мотивації майбутніх фахівців медицини та фармації.

На основі розробленої компаративної моделі організації навчання виявлено ключові дидактичні особливості модернізації фундаментальної підготовки майбутніх медичних та фармацевтичних фахівців. До них віднесено переорієнтацію провідної мети навчання із пасивного накопичення формульних знань на розв’язання прикладних професійних задач, а також докорінну зміну характеру лабораторного практикуму шляхом заміни репродуктивного виконання досліду за готовим алгоритмом

на самостійне науково-дослідницьке моделювання. Важливою особливістю визначено наскрізну вертикальну міжпредметну інтеграцію та раціональну оптимізацію когнітивного навантаження на здобувачів, що дозволяє подолати дидактичні бар'єри та емоційне відсторонення здобувачів освіти від предмета.

Доведено, що системне впровадження цих особливостей забезпечує гнучкі умови для задоволення базових психологічних потреб особистості в автономії та компетентності, успішно трансформуючи зовнішні академічні вимоги у стійку внутрішню потребу професійного зростання. Наголошено на важливості технологій саморегуляції для подолання емоційної напруги та запобігання ранньому професійному вигоранню майбутніх медичних та фармацевтичних фахівців.

Ключові слова: внутрішня мотивація, майбутні медичні та фармацевтичні фахівці, хімічні дисципліни, фармацевтичні дисципліни, компаративна модель навчання, дидактичні особливості.

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ORGANIZATION OF THE EDUCATIONAL PROCESS IN CHEMICAL AND PHARMACEUTICAL DISCIPLINES AS A FACTOR IN INCREASING INTERNAL MOTIVATION OF FUTURE MEDICAL AND PHARMACEUTICAL SPECIALISTS

Abstract. The article provides a comprehensive theoretical and methodological analysis of the problem of forming intrinsic motivation in future medical and pharmaceutical specialists during the study of chemical and pharmaceutical disciplines. The educational space of a modern medical institution of higher education is considered as a dynamic environment where chemical and pharmaceutical training acts as a critical integration bridge to the development of clinical thinking of future medical and pharmaceutical specialists.

The purpose of the article is to theoretically substantiate and determine the didactic features of organizing the educational process in chemical and pharmaceutical disciplines, which acts as a systemic factor in increasing the intrinsic motivation of future medical and pharmaceutical specialists. Based on the developed comparative model of learning organization, the key didactic features of modernizing the fundamental training of future medical and pharmaceutical specialists have been revealed.

These include the reorientation of the leading goal of learning from the passive accumulation of formulaic knowledge to solving applied professional problems, as well as a radical change in the nature of the laboratory practicum by replacing the reproductive execution of an experiment according to a ready-made algorithm with independent research modeling. A cross-cutting vertical interdisciplinary integration and rational optimization of the cognitive load on higher education students have been identified as an important feature, which allows overcoming didactic barriers and emotional detachment of higher education students from the subject.

It is proved that the systemic implementation of these features provides flexible conditions for satisfying the basic psychological needs of the individual in autonomy and competence, successfully transforming external academic requirements into a stable intrinsic need for professional growth. The importance of self-regulation technologies for overcoming emotional tension and preventing early professional burnout of future medical and pharmaceutical specialists is emphasized.

Keywords: intrinsic motivation, future medical and pharmaceutical specialists, chemical disciplines, pharmaceutical disciplines, comparative model of learning, didactic features.

Постановка проблеми. Сучасна модернізація вищої медичної та фармацевтичної освіти в Україні відбувається в умовах безпрецедентних суспільних трансформацій, системних кризових викликів та дії воєнного стану. Зазначені чинники висувають жорсткі вимоги не лише до професійних компетентностей майбутніх медичних та фармацевтичних фахівців, а й до їхньої психологічної готовності, витривалості та гнучкості у реальному клінічному середовищі. Особливе місце у структурі фундаментальної підготовки здобувачів закладів вищої медичної освіти посідають хімічні та фармацевтичні дисципліни, які закладають базовий теоретико-практичний фундамент для подальшого засвоєння клінічних курсів та формування клінічного мислення. Традиційно ці предмети характеризуються високим рівнем абстрактності, значним обсягом фактологічного матеріалу та складністю сприйняття, що за умов лінійного,

знаннєцентричного підходу нерідко призводить до зниження інтересу до навчання, когнітивного перевантаження здобувачів освіти та, як наслідок, підвищення рівня їхнього професійного вигорання вже на перших етапах підготовки.

У цьому контексті особливої ваги набуває проблема організації освітнього процесу, яка має бути спрямована на перехід від пасивного засвоєння інформації до стимулювання внутрішньої мотивації майбутніх медичних та фармацевтичних фахівців. Внутрішня мотивація, що базується на глибокому особистісному інтересі, усвідомленні соціальної значущості майбутньої професії та прагненні до самовдосконалення, виступає головним рушійним чинником якісного навчання. Проте в освітній практиці вищих медичних та фармацевтичних закладів освіти досі спостерігається суперечність між об'єктивною потребою суспільства у вмотивованих, адаптивних кадрах і наявними репродуктивними методами викладання фундаментальних дисциплін, які не повною мірою враховують особистісний потенціал здобувачів освіти. Необхідність розв'язання цієї суперечності, пошук нових дидактичних підходів, інтерактивних технологій та людиноцентричних моделей організації навчання хімічних та фармацевтичних дисциплін, які б трансформували зовнішній академічний примус у внутрішню стійку потребу професійного зростання, зумовлюють високу актуальність та своєчасність цього дослідження.

Аналіз останніх досліджень і публікацій. З огляду на тему нашого дослідження ми вбачаємо такі смислові блоки аналізу: професійна мотивація майбутніх медичних та фармацевтичних фахівців; роль хімічних та фармацевтичних дисциплін у професійній підготовці майбутніх медиків і фармацевтів; організація освітнього процесу, модернізація змісту й освітніх технологій.

Роль хімічних і фармацевтичних дисциплін у професійній підготовці майбутніх медичних та фармацевтичних фахівців. Фундаментальна хімічна та фармацевтична освіта виступає базисом для формування професійного мислення майбутніх фахівців галузі охорони здоров'я. Питання позиціонування хімії як ефективного інструменту стимулювання внутрішнього інтересу та формування професійної мотивації майбутніх медиків і фармацевтів ґрунтовно вивчено у праці І. Бекуса, М. Кирилів та О. Качура [1]. Розвиваючи цей напрям, Ю. Карпенко [2] доводить, що саме хімічні дисципліни є дієвим дидактичним середовищем, через яке закладаються первинні стійкі мотиви до майбутньої професійної діяльності. Безпосередній вплив вивчення хімічних курсів на якісне формування практичних клінічних навичок майбутніх лікарів проаналізовано у дослідженні Л. Філіппової [3]. Особливу увагу концептуальному

оновленню змісту базової дисципліни «загальна та неорганічна хімія» приділили Г. Зайцева, Т. Рева та О. Чхало [4], які обґрунтували необхідність наступності між теоретичною фундаментальною наукою та потребами реальної фармацевтичної практики. Своєю чергою, у науково-педагогічному дискурсі І. Бут [5; 6] детально розкрито особливості навчання фармацевтичної хімії майбутніх магістрів фармації, що дозволяє системно поглянути на викладання фахових предметів у вищій школі.

Організація освітнього процесу, модернізація змісту й освітніх технологій. Сучасні умови висувають нові вимоги до самого освітнього простору у закладах вищої медичної та фармацевтичної освіти. Різні аспекти адаптації освітніх програм до динамічних вимог національного та світового ринків праці в умовах воєнного стану висвітлено у працях В. Буркота та О. Римші [7]. Дидактичні та методологічні аспекти інтеграції суміжних курсів, зокрема особливості викладання фармакології в умовах сучасних цифровізованих вимог та впровадження електронного рецепту, вивчено А. Воронкіною та О. Семененко [8]. Процес модернізації також вимагає залучення новітніх методик, тому практичне застосування технологій симуляційного навчання задля підвищення загальної якості професійної підготовки майбутніх фахівців-фармацевтів стало предметом дослідження Н. Легінь [9].

Професійна мотивація майбутніх медичних та фармацевтичних фахівців. Психолого-педагогічне підґрунтя успішності навчання безпосередньо залежить від характеру спонукальних сил майбутніх фахівців медицини та фармації. Комплексне дослідження специфічних мотиваційних стратегій, спрямованих на підвищення академічної успішності у медичних закладах вищої освіти України, представлено у публікації В. Ільїної-Стогнієнко, Ю. Раїси та І. Бабік [10]. Наявність стійких кореляційних зв’язків між характером мотиваційної сфери та рівнем реальних академічних досягнень здобувачів вищої медичної освіти в умовах сучасних кризових викликів експериментально доведено М. Кирилів, І. Бекусом та І. Криницькою [11]. Провідну роль мотивації як стрижневого і детермінуючого чинника результативності навчання майбутніх фахівців у медичних закладах вищої освіти всебічно розкрито у праці І. Хміляра [12]. Динаміку та особливості трансформації навчальних мотивів майбутніх медиків на різних курсах підготовки досліджено Р. Юрій та Б. Коваль [13], що унаочнює еволюцію професійного самовизначення молоді. Базові засади формування внутрішніх спонук до діяльності у процесі поєднання теоретичних знань та практики висвітлено у праці Т. Ільніцької [14]. Для розуміння прикладного аспекту проблеми важливе значення мають методичні рекомендації під керівництвом В. Чорної [15], де описано

особливості мотиваційної діяльності медиків та шляхи її оптимізації. Водночас, питанню безпосереднього впровадження новітніх мотиваційних технологій в освітнє середовище задля підвищення успішності здобувачів присвячено дослідження С. Рябоконя, І. Ганьбергер та М. Михалків [16].

Таким чином, здійснений теоретичний аналіз засвідчує, що попри наявність ґрунтовних праць про психологічну структуру мотивації, окремі аспекти викладання хімії чи фармації та загальні питання оновлення освітнього процесу, поза увагою дослідників залишається важливий концептуальний складник. Недостатньо дослідженим на сьогодні є саме вплив організації освітнього процесу з хімічних та фармацевтичних дисциплін на формування внутрішньої мотивації здобувачів медичної та фармацевтичної освіти.

Мета статті полягає у теоретичному обґрунтуванні та визначенні дидактичних особливостей організації освітнього процесу з хімічних і фармацевтичних дисциплін, що виступає системним чинником підвищення внутрішньої мотивації майбутніх медичних та фармацевтичних фахівців.

Виклад основного матеріалу. *Теоретико-методологічні засади формування внутрішньої мотивації майбутніх медичних фахівців у процесі фундаментальної підготовки.* Розуміння структури мотиваційної сфери особистості в межах вищої медичної та фармацевтичної освіти вимагає чіткого диференціювання між зовнішніми стимулами та внутрішніми спонукальними силами майбутніх фахівців. У сучасній науковій парадигмі внутрішня мотивація розглядається як складне, інтегроване психолого-педагогічне утворення, що характеризується скерованістю пізнавальної активності здобувачів освіти на сам зміст та процес засвоєння знань, прагненням до професійного самовдосконалення, глибоким усвідомленням суспільної та особистісної значущості майбутньої фахової діяльності. На противагу зовнішній мотивації, яка детермінується прагненням отримати позитивну оцінку, уникнути академічних санкцій чи задовольнити вимоги соціуму, саме внутрішня орієнтація забезпечує тривалу психологічну стійкість, когнітивну гнучкість та високу продуктивність навчання в умовах тривалого кризового чинника та інтенсивних суспільних трансформацій.

Особливої специфіки формування внутрішньої мотивації набуває на початковому етапі навчання у медичному закладі вищої освіти, коли майбутні медики та фармацевти стикаються з масивом фундаментальних хімічних, фармацевтичних та медико-біологічних дисциплін. Традиційно ці предмети посідають проміжне, але критично важливе місце у структурі підготовки, оскільки вони виступають єдиним логічним містком між загальноосвітньою теоретичною базою та клінічним мисленням майбутнього сімейного лікаря чи фармацевта. Проте високий рівень абстрактності

хімічних законів, складність сприйняття молекулярних механізмів, специфіка фармацевтичної номенклатури та значний обсяг фактологічного матеріалу часто сприймаються молоддю як відірвані від майбутньої практичної діяльності чинники. Це створює серйозний дидактичний бар'єр: якщо майбутній лікар чи фармацевт не бачить проекції хімічних знань на реальну клінічну чи фармацевтичну практику, його внутрішній інтерес згасає, поступаючись місцем репродуктивному, формальному засвоєнню інформації заради складання іспиту. Як наслідок, виникає явище раннього професійного відсторонення та емоційного вигорання, що суттєво знижує якість підготовки.

З огляду на це, структура внутрішньої мотивації майбутнього фармацевта чи медика під час опанування фундаментальних курсів має включати три взаємопов'язані компоненти: когнітивно-пізнавальний, ціннісно-смисловий та процесуально-діяльнісний. *Когнітивно-пізнавальний компонент* передбачає наявність стійкого інтересу до розкриття хімічної сутності біологічних процесів, механізмів дії лікарських засобів та фізико-хімічних закономірностей функціонування живих систем. *Ціннісно-смисловий компонент* базується на глибокому розумінні того, що без фундаментальної хіміко-фармацевтичної грамотності неможливе формування безпечної та ефективної клінічної практики, тобто хімія трансформується з «абстрактної науки» на «інструмент професійного порятунку». *Процесуально-діяльнісний компонент* виявляється в активній інтеграції здобувача освіти в дослідницьку, експериментальну та професійну діяльність під час аудиторних занять. Системний розвиток і синергетична взаємодія цих трьох компонентів дозволяють переформатувати освітнє середовище, перетворивши зовнішній академічний тиск на стійку внутрішню потребу здобувачів освіти у професійному та особистісному зростанні.

Специфіка хіміко-фармацевтичного знання як детермінанти розвитку професійного інтересу майбутніх медичних та фармацевтичних фахівців. Розглядаючи фундаментальну підготовку в закладі вищої медичної та фармацевтичної освіти, необхідно визнати, що курси медичної, загальної та неорганічної , біоорганічної, біологічної, аналітичної, токсикологічної та фізичної хімій володіють унікальним, але водночас суперечливим дидактичним потенціалом. З одного боку, ці дисципліни є основою для розуміння фармакокінетики, фармакодинаміки та патофізіологічних процесів в організмі людини. З іншого боку, вони характеризуються високим рівнем понятійної абстракції та значною віддаленістю первинного матеріалу від безпосереднього клінічного досвіду, який майбутні медики та фармацевти прагнуть отримати з перших днів навчання.

Цей розрив між очікуваннями (лікувати пацієнтів, здійснювати клінічні маніпуляції, виготовляти сучасні лікарські форми) та реальністю аудиторних занять (вивчення термодинамічних констант, квантово-механічних моделей, складних хімічних формул) створює явище, яке у педагогічній психології визначається як когнітивний дисонанс першого року навчання. Якщо освітній процес організовано лінійно-репродуктивно, цей дисонанс швидко трансформується у стійку зовнішню орієнтацію, де єдиною метою стає механічне запам'ятовування формул для складання поточного контролю чи отримання заліку.

Критичною точкою втрати внутрішньої мотивації у цей період є ідсутність безпосередньої операціоналізації знань. Коли майбутній фахівець не усвідомлює, яким чином знання константи дисоціації чи буферних систем крові впливатиме на його здатність курувати невідкладні стани при ацидозі чи алкалозі, хімічна теорія перетворюється на штучний дидактичний баласт. Для подолання цього бар'єра структура хіміко-фармацевтичних дисциплін має базуватися на принципі професійної контекстуалізації навчання. Це означає, що будь-який теоретичний концепт, хімічна реакція чи механізм взаємодії речовин повинні розгортатися через призму майбутньої професійної діяльності. Хімічний опис має виступати не як самоціль, а як єдиний можливий інструмент розв'язання медико-біологічної чи клінічної проблеми. За такої організації навчання когнітивно-пізнавальний компонент внутрішньої мотивації актуалізується природним шляхом, оскільки майбутні медичні та фармацевтичні фахівці починають сприймати фундаментальну науку як невіддільну частину свого майбутнього професійного майстерства, а не як відірваний від життя теоретичний курс.

Особливого значення цей процес набуває в умовах сучасних інформаційних та системних криз, коли традиційні методи передачі знань демонструють свою обмеженість. Швидка цифровізація медичної галузі, поява нових фармацевтичних продуктів та зміна протоколів лікування вимагають від сучасного фахівця охорони здоров'я не просто володіння фіксованим набором знань, а наявності глибокої фундаментальної гнучкості. Внутрішня мотивація у цьому контексті стає головним психологічним механізмом саморегуляції пізнавальної діяльності молоді. Майбутні медичні та фармацевтичних фахівці, які мають розвинені внутрішні спонукальні чинники, виявляють значно вищу здатність до самостійного пошуку інформації, критичного осмислення наукових даних та інтеграції міждисциплінарних знань, що є критично важливим для формування їхнього майбутнього клінічного мислення та професійної адаптації загалом.

Методологічні чинники організації освітнього процесу з хімічних та фармацевтичних дисциплін. Переформатування фундаментальної підготовки майбутніх медиків та фармацевтів вимагає переходу від традиційної знанієцентричної дидактичної моделі до контекстно-орієнтованого навчання.

Організація освітнього процесу за таких умов перестає бути механічною трансляцією хімічних законів і трансформується у цілеспрямоване керування пізнавальною діяльністю здобувачів освіти. Головним дидактичним чинником, що забезпечує актуалізацію внутрішньої мотивації, є зміна самої структури навчального заняття. Традиційна структура (опитування – виклад теорії – типова лабораторна робота за інструкцією) замінюється на проблемно-орієнтовану модель. У такій моделі початковим тригером заняття виступає не абстрактна хімічна формула, а конкретна професійна ситуація, для розв'язання якої критично необхідно опанувати відповідний хімічний інструментарій.

Можливо застосовувати різні проблемні методи: проблемні завдання з недостатніми даними, з надлишковими даними та завдання з багатьма варіантами розв'язання, метод студентського дослідження, метод проєктів. Ефективним застосування проблемних методів буде лише тоді, коли проблемна ситуація створена викладачем за допомогою різних методів та прийомів, набуде певного психо-логічного змісту для кожного конкретного здобувача освіти [17].

Важливим методологічним аспектом є дотримання балансу між когнітивним навантаженням та операційним складником діяльності. Модернізація змісту освіти передбачає вилучення надлишкового репродуктивного матеріалу, який не має безпосередньої проекції на фахові компетентності, та розширення простору для самостійної дослідницької роботи здобувачів медичної та фармацевтичної освіти. Інтеграція традиційних і дистанційних технологій, а також раціональне оновлення змісту фундаментальних курсів дозволяють створити гнучке, адаптивне освітнє середовище.

У такому середовищі кожен здобувач освіти отримує можливість рухатися за індивідуальною освітньою траєкторією, що безпосередньо задовольняє його базові психологічні потреби в автономії, компетентності та взаємозв'язку з колегами, які є основою теорії самодетермінації та внутрішньої мотивації.

Для унаочнення трансформації дидактичних підходів та порівняння впливу різних організаційних чинників на мотиваційну сферу майбутніх медичних та фармацевтичних фахівців нами була розроблена комплексна компаративна модель організації навчання (табл. 1).

Таблиця 1.

Компаративна модель організації навчання
з хімічних та фармацевтичних дисциплін

Дидактичні параметри	**Традиційна (знаннєцентрична) модель**	**Модернізована (контекстно-орієнтована) модель**	**Вплив на характер мотивації здобувачів**
Провідна мета навчання	Засвоєння фіксованого обсягу хімічних законів, формул та номенклатурних правил.	Формування фундаментального клінічного мислення через розв'язання прикладних задач.	Трансформація зовнішнього прагнення скласти контроль у внутрішній інтерес до професії.
Початковий тригер заняття	Суха теоретична тема або перевірка знань базових дефініцій за підручником.	Комплексний клінічний або фармацевтичний кейс (моделювання професійної ситуації).	Актуалізація когнітивно-пізнавального компонента, зняття психологічного відсторонення.
Характер лабораторного практикуму	Репродуктивне виконання експерименту строго за алгоритмом готової інструкції.	Самостійне науково-дослідницьке моделювання, експериментальний пошук відповідей.	Розвиток суб'єктності молоді, задоволення базової потреби в автономії та компетентності.
Міжпредметна інтеграція	Лінійне, ізольоване викладання хімії без виходу за межі власного предмета.	Наскрізна вертикальна інтеграція з клінічними та фаховими фармацевтичними дисциплінами.	Усвідомлення ціннісно-смислової значущості фундаментальної науки для майбутньої практики.
Роль цифрових та симуляційних технологій	Допоміжний засіб ілюстрації теоретичного матеріалу або відсутність використання.	Системне середовище для моделювання молекулярних процесів та віртуального експерименту.	Підвищення залученості, подолання когнітивного перевантаження, розвиток гнучкості мислення.

Джерело: розроблено автором на основі узагальнення наукових джерел [1–17].

Детальний аналіз представленої компаративної моделі організації навчання дозволяє ґрунтовно розкрити внутрішні дидактичні механізми, які забезпечують трансформацію мотиваційної сфери майбутніх медичних та фармацевтичних фахівців. Перший параметр порівняння – провідна мета навчання – чітко демонструє зміну освітнього вектора від пасивного накопичення фактологічного хімічного матеріалу до активного формування інтегрованого клінічного мислення майбутніх медиків та фармацевтів. У традиційній системі знання виступають як кінцева мета, що неминуче спонукає здобувачів освіти до формування утилітарної, зовнішньої мотивації, спрямованої суто на успішне подолання бар'єрів поточного та підсумкового академічного контролю. Натомість модернізований підхід розглядає хімічні закони та молекулярні закономірності як універсальний інструмент розв'язання реальних професійних ситуацій та проблем. Це дозволяє фахівцям з перших занять усвідомити ціннісно-смислову значущість дисципліни, запускаючи механізми внутрішнього професійного інтересу.

Інші параметри компаративної моделі безпосередньо стосуються структури аудиторного заняття та характеру лабораторного практикуму, які є засадничими для реалізації теорії самодетермінації особистості. Заміна сухого теоретичного початку заняття на комплексний клінічний або фармацевтичний кейс виконує роль потужного когнітивного тригера. Коли майбутні фахівці стикаються із реальним клінічним випадком (наприклад, порушенням кислотно-основної рівноваги при патологіях або розрахунком стабільності лікарської форми), виникає природна пізнавальна потреба, яка знімає психологічний ефект відчуження від предмета. Особливу роль тут відіграє характер лабораторного практикуму: відмова від репродуктивного виконання досліду за готовим жорстким алгоритмом на користь самостійного науково-дослідницького моделювання задовольняє базові психологічні потреби здобувачів освіти в автономії та професійній компетентності. Навчання перетворюється із процесу виконання чужих інструкцій на суб'єктний процес власного експериментального пошуку, що суттєво зміцнює внутрішню мотивацію особистості.

Не менш важливими дидактичними параметрами є міжпредметна інтеграція та системне залучення інноваційних технологій, що відображено у завершальних блоках компаративної моделі. Наскрізна вертикальна інтеграція хімічних дисциплін із клінічними та фармацевтичними кафедрами руйнує штучні міжпредметні бар'єри та демонструє здобувачам вищої освіти цілісну наукову картину світу, де хімія є фундаментом медицини і фармації. Водночас інтеграція цифрових інструментів, віртуальних хімічних лабораторій та симуляційних моделей дозволяє

суттєво оптимізувати когнітивне навантаження на майбутніх медичних та фармацевтичних фахівців. Замість витрачання аудиторного часу на рутинні технічні маніпуляції, здобувачі освіти фокусуються на аналітичній діяльності, інтерпретації результатів експерименту та прогнозуванні біологічних ефектів сполук. Таким чином, модернізована дидактична модель, представлена у компаративній моделі, системно переформатовує всі компоненти освітнього процесу, забезпечуючи стійкий перехід від зовнішнього академічного примусу до глибокої внутрішньої мотивації та свідомого професійного розвитку

Продовжуючи аналіз окреслених підходів, необхідно підкреслити, що впровадження контекстно-орієнтованої компаративної моделі докорінно змінює напрям дидактичної взаємодії у вищій школі. Системне використання цифрових симуляцій та віртуальних хімічних лабораторій дозволяє мінімізувати рутинні технічні помилки здобувачів освіти під час занять, фокусуючи їхню безпосередню увагу на аналітичній, інтерпретаційній та дослідницькій діяльності. Коли майбутній фахівець наочно аналізує тривимірну модель взаємодії лікарської речовини з клітинним рецептором або самостійно розраховує динаміку зміни буферної ємності біологічних рідин у реальному часі за допомогою цифрових інструментів, рівень його пізнавальної залученості зростає експоненційно. Це переконливо доводить, що модернізація змісту освіти в поєднанні з інноваційними технологіями організації процесу є не просто технічною вимогою сучасності, а базовою дидактичною умовою переведення навчання на рівень глибокої внутрішньої зацікавленості та стійкої професійної орієнтації молоді.

Підсумовуючи дидактичний потенціал розробленої компаративної моделі організації навчання, необхідно підкреслити її системний характер. Перехід від репродуктивного відтворення знань до контекстно-орієнтованого простору не лише стимулює пізнавальні мотиви здобувачів освіти, а й виконує важливу здоров'язберігаючу та психотерапевтичну функцію. Впровадження прикладних контекстних завдань у поєднанні елементами саморегуляції дозволяє суттєво знизити рівень емоційного напруження здобувачів освіти, яке неминуче виникає під час адаптації до складного хіміко-фармацевтичного матеріалу. Організація освітнього процесу, що базується на суб'єкт-суб'єктній взаємодії, чіткому кар'єрному проектуванні та підтримці психологічного благополуччя молоді, виступає надійним бар'єром проти раннього професійного вигорання. Модернізоване навчання хімічних і фармацевтичних дисциплін трансформується з площини суто академічного засвоєння інформації у дієвий простір життєстійкості, де майбутній фахівець медицини та фармації свідомо

формує траєкторію свого безперервного професійного розвитку та особистісного зростання.

Висновки. У дослідженні здійснено комплексний теоретико-методологічний аналіз проблеми формування внутрішньої мотивації майбутніх медичних та фармацевтичних фахівців, що дозволило переосмислити дидактичні засади викладання хімічних і фармацевтичних дисциплін у закладах вищої освіти. Доведено, що внутрішня мотивація є складним інтегрованим психолого-педагогічним утворенням, яке виступає головним детермінуючим чинником тривалої життєстійкості, пізнавальної залученості та успішної професійної адаптації майбутніх фахівців медицини та фармації в умовах сучасних суспільних і системних криз. Конкретизовано, що фундаментальна підготовка посідає критичне місце у структурі медичної і фармацевтичної освіти, діючи як інтеграційний місток до клінічного мислення, проте її висока понятійна абстрактність вимагає кардинальної модернізації традиційних підходів для запобігання когнітивному дисонансу та ранньому емоційному вигоранню здобувачів освіти.

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КІБЕРБЕЗПЕКА ЯК СКЛАДНИК ЦИФРОВОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ПРОФЕСІЙНОЇ ОСВІТИ В УМОВАХ ЗМІШАНОГО НАВЧАННЯ

Анотація. У статті обґрунтовано актуальність розгляду кібербезпеки як невід'ємного складника цифрової компетентності здобувачів професійної освіти в умовах змішаного навчання. Акцентовано, що цифровізація освітнього процесу, активне використання електронних платформ, онлайн-сервісів, хмарних технологій, мережевих ресурсів і засобів дистанційної комунікації посилюють потребу у формуванні в здобувачів не лише технічних умінь роботи з цифровими інструментами, а й навичок безпечної, критичної та відповідальної поведінки в цифровому середовищі. Розкрито теоретичні підходи до визначення кібербезпеки як комплексної характеристики цифрової компетентності, що охоплює знання про кіберзагрози, уміння захищати персональні дані, здатність критично оцінювати цифровий контент, дотримуватися правил цифрової етики, академічної доброчесності та кібергігієни. Визначено основні кіберзагрози, з якими стикаються здобувачі професійної освіти під час використання цифрових освітніх платформ і мережевих ресурсів, зокрема фішингові атаки, несанкціонований доступ до облікових записів, шкідливе програмне забезпечення, порушення конфіденційності персональних даних, кібербулінг, недостовірний цифровий контент, небезпечне використання хмарних сервісів і ризики, пов'язані з генеративним штучним інтелектом. Охарактеризовано можливості змішаного навчання для розвитку практичних умінь здобувачів щодо налаштування приватності, створення надійних паролів, перевірки джерел інформації, безпечної онлайн-комунікації та відповідального використання інформаційних технологій у навчальній і майбутній професійній діяльності. Узагальнено методичні підходи до інтеграції

елементів кібербезпеки в освітній процес закладів професійної освіти, серед яких виокремлено кейс-метод, проблемне навчання, симуляційні вправи, адаптивні цифрові середовища, міждисциплінарні завдання та практичні тренінги з кібергігієни. Запропоновано практичні рекомендації щодо формування кібербезпечної поведінки здобувачів професійної освіти.

Ключові слова: кібербезпека, цифрова компетентність, здобувачі професійної освіти, змішане навчання, цифрове освітнє середовище, кібергігієна, персональні дані, цифрова безпека, онлайн-сервіси, інформаційні технології.

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CYBERSECURITY AS A COMPONENT OF DIGITAL COMPETENCE OF VOCATIONAL EDUCATION STUDENTS IN BLENDED LEARNING ENVIRONMENTS

The article confirms the need to include cybersecurity as part of the digital competences of the students of vocational education in blended learning. It is underlined that the digitalisation of the educational process, the active use of learning management systems, online services, cloud technologies, network resources and tools for distance communication places a new demand on developing both students' technical skills in using the digital tools and their ability to act safely, critically and responsibly in the digital environment. The study reveals theoretical approaches to defining cybersecurity as a complex component of digital competence, which includes knowledge of cyber threats, skills in protecting personal data, the ability to critically evaluate digital content, and readiness to follow the principles of digital ethics, academic integrity and cyber hygiene. The key cyber risks for vocational education students in the context of digital learning platforms, online services and resources on the network are outlined. These comprise malware, unauthorised access to accounts, phishing, breach of confidentiality of personal data, cyberbullying, digital content reliability and risks posed by the use of generative artificial intelligence. The article reflects the potential of blended learning in developing practical skills of students in the field of privacy settings, safe management of personal passwords, recognition of

suspicious links and messages, verification of information sources, safe communication in the Internet and responsible use of information technologies in learning and future work tasks. The methodology approaches of introducing cybersecurity components into the teaching of vocational education institutions educational process are presented, such as: case-based learning, problem-based learning, simulation tasks, adaptive digital environments, interdisciplinary assignments and practical training in cyber hygiene. It is suggested that cybersecurity should not be presented as a separate topic, but should be part of a whole professional training aimed at equipping students with the skills needed to function safely in digital environments in learning and work. Practical suggestions for creating cyber secure behavior of vocational education students in blended learning are offered.

Keywords: cybersecurity, digital competence, vocational education students, blended learning, digital educational environment, cyber hygiene, personal data, digital safety, online services, information technologies.

Постановка проблеми.

Цифрова трансформація професійної освіти зумовила активне впровадження змішаного навчання, електронних освітніх платформ, онлайн-сервісів, хмарних технологій і мережевих ресурсів у підготовку здобувачів. Такі зміни розширюють можливості доступу до навчального контенту, індивідуалізації освітньої траєкторії, організації самостійної роботи та формування практичних умінь, необхідних для майбутньої професійної діяльності. Водночас інтенсивне використання цифрового середовища посилює ризики, пов’язані з кіберзагрозами, порушенням конфіденційності персональних даних, фішинговими атаками, недостовірним цифровим контентом, кібербулінгом, несанкціонованим доступом до облікових записів і небезпечним використанням інформаційних технологій. У цих умовах цифрова компетентність здобувачів професійної освіти не може обмежуватися лише технічними навичками роботи з цифровими інструментами, а має включати здатність до безпечної, критичної, етичної та відповідальної поведінки в онлайн-середовищі. Саме тому актуалізується проблема теоретичного обґрунтування кібербезпеки як складника цифрової компетентності здобувачів професійної освіти та визначення методичних підходів до формування кібербезпечної поведінки в умовах змішаного навчання.

Аналіз останніх досліджень і публікацій.

Проблема формування цифрової компетентності здобувачів професійної освіти в умовах змішаного навчання активно розглядається в сучасному науково-педагогічному дискурсі, оскільки цифровізація освіти

змінює зміст, методи, засоби та організаційні форми професійної підготовки. В. Любарець, Г. Кашина, Я. Качан, С. Брезецький, А. Островершенко акцентують увагу на необхідності адаптації професійного розвитку до цифрової трансформації ринку праці, що передбачає оновлення цифрових умінь, здатність до роботи з новими технологіями та готовність до безперервного професійного самовдосконалення [1]. В. Ковальчук розглядає цифровізацію фахової підготовки в закладах професійної освіти як один із ключових викликів сучасної освітньої практики, пов'язаний із необхідністю модернізації змісту навчання, цифрової інфраструктури та педагогічних підходів [11]. У працях Л. Карташової та А. Квятковської обґрунтовано значення змішаного навчання для підготовки майбутніх фахівців, зокрема наголошено на поєднанні аудиторної та дистанційної взаємодії, використанні цифрових платформ, електронних ресурсів і самостійної роботи здобувачів як чинників підвищення якості професійної підготовки [7; 8]. І. Бацуровська, Г. Кашина, О. Макієвський підкреслюють важливість методологічно обґрунтованої розробки дидактичних матеріалів для професійної освіти, що є особливо значущим в умовах інтеграції цифрових інструментів у навчальний процес [5].

Окремий напрям наукових досліджень пов'язаний із формуванням кібербезпекових умінь і створенням безпечного цифрового освітнього середовища. Т. Волошанівська розглядає підвищення якості підготовки фахівців з кібербезпеки в умовах цифрової трансформації освіти, акцентуючи увагу на потребі оновлення змісту навчання, розвитку практичних навичок і готовності здобувачів до роботи в умовах сучасних цифрових ризиків [6]. М. Козир аналізує безпечне освітнє середовище як відповідь на нові виклики, зокрема ті, що виникають унаслідок активного використання онлайн-сервісів, мережевої комунікації та цифрових ресурсів [9]. Зарубіжні дослідники П. Седа, Я. Викопал, В. Швабенський, П. Челеда обґрунтовують ефективність практико-орієнтованого та адаптивного навчання для формування навичок кібербезпеки, зокрема через інтерактивні середовища, тренувальні завдання й моделювання реальних кіберситуацій [3; 4]. К. Патель, Й.-З. Лін, Г. Раул, Б. П.-Дж. Ших, М. В. Редондо, Б. С. Латібарі, Дж. Пачеко, С. Салехі, П. Сатам розкривають потенціал генеративного штучного інтелекту, OCR-технологій і мультимодальних мовних моделей у навчанні кібербезпеки, що відкриває нові можливості для індивідуалізації освітнього процесу та розвитку практичних умінь здобувачів [2]. Водночас аналіз наукових праць засвідчує, що питання кібербезпеки як складника цифрової компетентності саме здобувачів професійної освіти в умовах змішаного навчання потребує подальшого

системного осмислення, зокрема щодо визначення кіберзагроз, методичних підходів до інтеграції елементів кібербезпеки в освітній процес і формування кібербезпечної поведінки здобувачів.

Мета статті – теоретично обґрунтувати кібербезпеку як складник цифрової компетентності здобувачів професійної освіти в умовах змішаного навчання, визначити основні кіберзагрози цифрового освітнього середовища та розкрити методичні підходи до формування кібербезпечної поведінки здобувачів у процесі використання цифрових освітніх платформ, онлайн-сервісів і мережевих ресурсів.

Виклад основного матеріалу.

Аналіз теоретичних підходів до визначення кібербезпеки як складника цифрової компетентності здобувачів професійної освіти дає підстави стверджувати, що це поняття доцільно розглядати не лише як сукупність технічних знань про захист інформації, а як інтегровану характеристику особистості здобувача, яка охоплює знання, практичні навички, ціннісні орієнтації та відповідальну поведінку в цифровому середовищі. У контексті професійної освіти кібербезпека набуває особливого значення, оскільки здобувачі активно використовують цифрові платформи, хмарні сервіси, електронні освітні ресурси, системи дистанційної взаємодії та професійно орієнтоване програмне забезпечення.

Саме тому цифрова компетентність не може обмежуватися лише здатністю працювати з інформаційними технологіями, а має включати усвідомлення ризиків, пов’язаних із захистом персональних даних, безпекою комунікації, критичним оцінюванням цифрового контенту та дотриманням етичних норм онлайн-взаємодії [1; 11].

Перший теоретичний підхід можна визначити як *компетентнісний*. У його межах кібербезпека розглядається як структурний компонент цифрової компетентності, що поєднує когнітивний, операційний і поведінковий аспекти.

Когнітивний аспект передбачає знання про типові кіберзагрози, способи захисту даних, принципи безпечної автентифікації, правила роботи з електронними ресурсами. Операційний аспект пов’язаний із практичними вміннями використовувати паролі, налаштовувати приватність, розпізнавати фішингові повідомлення, перевіряти достовірність джерел, безпечно працювати з файлами та програмами. Поведінковий аспект охоплює відповідальне ставлення до власної цифрової активності, дотримання академічної доброчесності, цифрової етики та правил кібергігієни. Такий підхід узгоджується з позицією В. Любарець, Г. Кашиної, Я. Качана, С. Брезецького, А. Островершенка, які акцентують увагу на необхідності адаптації професійного розвитку до цифрової трансформації ринку праці [1].

Другий підхід можна охарактеризувати як *практико-орієнтований*. Він виходить із того, що кібербезпека формується не стільки через засвоєння теоретичних положень, скільки через виконання практичних завдань, моделювання реальних ситуацій, розв'язання кейсів і тренувальні дії в цифровому середовищі. У цьому контексті важливого значення набувають адаптивні освітні середовища, симуляційні платформи, інтерактивні вправи та завдання, що дають змогу здобувачам професійної освіти відпрацьовувати навички реагування на кіберризики. П. Седа, Я. Викопал, В. Швабенський, П. Челеда підкреслюють значення практичної підготовки у сфері кібербезпеки, зокрема через адаптивне навчання, яке дає змогу індивідуалізувати траєкторію формування відповідних умінь [3]. Близьку позицію простежуємо і в дослідженні Я. Викопала, П. Седи, В. Швабенського, П. Челеди, де обґрунтовано потенціал «розумного» середовища для адаптивного розвитку навичок кібербезпеки [4].

Третій підхід доцільно визначити як *цифрово-педагогічний*. Його сутність полягає в тому, що кібербезпека розглядається як невід'ємна частина організації цифрового та змішаного навчання. В умовах змішаного формату освітній процес відбувається одночасно в аудиторному та онлайн-середовищі, тому здобувач має бути здатним безпечно взаємодіяти з електронними курсами, цифровими платформами, онлайн-комунікацією, спільними документами, відеоконференціями та навчальними застосунками. Л. Карташова та А. Квятковська наголошують, що змішане навчання потребує спеціальної методики підготовки майбутніх фахівців, оскільки воно змінює способи комунікації, організації самостійної роботи й оцінювання результатів навчання [7]. У цьому контексті кібербезпека постає не допоміжним елементом, а обов'язковою умовою якісного й безпечного функціонування цифрового освітнього середовища.

Четвертий підхід можна окреслити як *безпеково-середовищний*. У його межах кібербезпека трактується як складова ширшого поняття безпечного освітнього середовища. Йдеться не лише про технічний захист інформації, а й про створення таких умов навчання, за яких здобувачі почуваються захищеними від інформаційних маніпуляцій, кібербулінгу, шахрайства, несанкціонованого використання персональних даних і шкідливого цифрового контенту.

М. Козир розглядає безпечне освітнє середовище як відповідь на нові виклики сучасної освіти, що особливо актуально в умовах активного використання цифрових технологій [9].

Для професійної освіти цей підхід є важливим тому, що здобувачі мають не лише знати правила цифрової безпеки, а й навчитися застосовувати їх у професійно значущих ситуаціях.

П’ятий підхід можна визначити як *технологічно-інноваційний*. Він пов’язаний із використанням сучасних цифрових інструментів, зокрема штучного інтелекту, мультимодальних систем, автоматизованого аналізу даних, OCR-технологій та інтелектуальних навчальних середовищ для формування кібербезпекових умінь. К. Патель, Й.-З. Лін, Г. Раул, Б. П.-Дж. Ших, М. В. Редондо, Б. С. Латібарі, Дж. Пачеко, С. Салехі, П. Сатам акцентують увагу на можливостях генеративного штучного інтелекту та мультимодальних мовних моделей у навчанні кібербезпеки [2]. Такий підхід є перспективним, оскільки дає змогу створювати інтерактивні навчальні сценарії, автоматизовано аналізувати типові помилки здобувачів, індивідуалізувати навчальні завдання та підвищувати рівень залученості до вивчення питань кібербезпеки.

Водночас важливо враховувати, що технологічні інновації не можуть замінити педагогічно обґрунтованої методики. І. Бацуровська, Г. Кашина, О. Макієвський підкреслюють значення методологічно виваженої розробки дидактичних матеріалів для професійної освіти, що передбачає поєднання змістової, методичної та практичної складових навчання [5]. У контексті формування кібербезпеки це означає, що навчальні матеріали мають не лише інформувати здобувачів про загрози, а й формувати здатність діяти в проблемних цифрових ситуаціях, приймати безпечні рішення, оцінювати ризики та усвідомлювати наслідки власної онлайн-поведінки.

Окремої уваги потребує *професійно-орієнтований підхід*. Він передбачає розгляд кібербезпеки відповідно до майбутньої професійної діяльності здобувачів. Для різних спеціальностей зміст кібербезпекової підготовки може мати різні акценти: для ІТ-напрямів — це захист інформаційних систем, програмування, мережеві технології; для економічних спеціальностей — безпечна робота з фінансовими даними; для технічних професій — захист цифрового обладнання, автоматизованих систем і виробничих платформ. Т. Волошанівська зазначає, що підвищення якості підготовки фахівців із кібербезпеки в умовах цифрової трансформації освіти потребує оновлення змісту, методів і технологій навчання [6]. Отже, кібербезпека як складник цифрової компетентності має формуватися не абстрактно, а з урахуванням професійного профілю здобувача.

З позицій інформатичної підготовки кібербезпека пов’язана також із розумінням алгоритмічних принципів, логіки роботи програм, основ програмування та цифрової обробки інформації. І. Лопатинська, О. Сиротенко, В. Ладиженко розглядають алгоритмізацію та програмування як важливу основу інформатичної підготовки, що сприяє розвитку логічного мислення й розумінню принципів функціонування цифрових систем [10]. Для формування кібербезпеки це має важливе значення, оскільки здобувач,

який розуміє базові принципи роботи цифрових інструментів, краще усвідомлює потенційні ризики, пов'язані з програмним забезпеченням, файлами, мережевими підключеннями та обробкою даних.

Узагальнюючи різні теоретичні підходи, можна стверджувати, що кібербезпека як складник цифрової компетентності здобувачів професійної освіти є багатовимірним педагогічним феноменом. Вона поєднує знання про цифрові ризики, практичні навички захисту інформації, здатність до критичного мислення, культуру безпечної онлайн-комунікації, відповідальне використання цифрових ресурсів і готовність діяти в умовах постійної технологічної трансформації. У системі професійної освіти кібербезпека має формуватися цілеспрямовано, через поєднання теоретичного навчання, практичних завдань, адаптивних цифрових середовищ, професійно орієнтованих кейсів і методично обґрунтованих дидактичних матеріалів [4; 5; 8]. Саме такий комплексний підхід дає змогу розглядати кібербезпеку не як окрему тему, а як необхідний компонент цифрової компетентності сучасного здобувача професійної освіти.

Формування цифрової компетентності здобувачів професійної освіти в умовах змішаного навчання має комплексний характер, оскільки поєднує аудиторну взаємодію, самостійну роботу в цифровому середовищі, використання електронних освітніх ресурсів, онлайн-комунікацію та виконання практико-орієнтованих завдань. У такому форматі здобувач не лише опановує цифрові інструменти, а й навчається відповідально застосовувати їх у професійній діяльності, організовувати власну навчальну траєкторію, критично оцінювати інформацію, дотримуватися правил кібербезпеки та ефективно взаємодіяти з викладачем і одногрупниками в онлайн- та офлайн-середовищах. Змішане навчання створює умови для гнучкого поєднання теоретичної підготовки з практичними діями, що особливо важливо для професійної освіти, орієнтованої на формування прикладних умінь і готовності до роботи в цифровізованому ринку праці [1; 7; 11].

Особливості формування цифрової компетентності здобувачів професійної освіти в умовах змішаного навчання узагальнено в таблиці 1.

Таблиця 1.

Особливості формування цифрової компетентності здобувачів професійної освіти в умовах змішаного навчання

Особливість	**Змістова характеристика**	**Практичне значення для здобувачів професійної освіти**
Поєднання аудиторного та онлайн-навчання	Здобувачі працюють як у традиційному освітньому середовищі, так і на цифрових платформах, використовуючи електронні курси, відеоматеріали, тести, форуми, хмарні сервіси.	Забезпечує гнучкість навчання, розвиває вміння самостійно організовувати роботу та відповідально використовувати цифрові ресурси [7].
Практико-орієнтований характер навчання	Цифрова компетентність формується через виконання професійно спрямованих завдань, кейсів, проєктів, симуляцій і тренувальних вправ.	Дає змогу застосовувати цифрові інструменти не формально, а відповідно до реальних професійних ситуацій [5].
Розвиток самостійності здобувачів	Змішане навчання передбачає значну частку самостійної роботи з електронними матеріалами, цифровими бібліотеками, навчальними платформами та інтерактивними ресурсами.	Формує навички самоорганізації, планування навчальної діяльності, відповідальності за результат і вміння працювати з інформацією.
Формування інформаційної культури	Здобувачі навчаються знаходити, аналізувати, перевіряти, структурувати та використовувати цифрову інформацію.	Сприяє розвитку критичного мислення, уміння відрізняти достовірні джерела від маніпулятивного або недостовірного контенту.
Інтеграція кібербезпекових навичок	У процесі роботи з цифровими платформами здобувачі засвоюють правила захисту персональних даних, безпечної онлайн-комунікації, використання паролів, перевірки файлів і посилань.	Забезпечує формування відповідальної та безпечної поведінки в цифровому освітньому й професійному середовищі [6; 9].
Індивідуалізація навчальної траєкторії	Цифрові платформи дають змогу адаптувати темп, складність і послідовність виконання завдань відповідно до рівня підготовки здобувача.	Підвищує ефективність навчання, дає змогу враховувати індивідуальні освітні потреби та рівень сформованості цифрових умінь [3; 4].

Особливість	Змістова характеристика	Практичне значення для здобувачів професійної освіти
Розвиток комунікативної цифрової взаємодії	Здобувачі використовують електронну пошту, месенджери, відеоконференції, форуми, спільні документи та навчальні платформи для взаємодії з викладачами й одногрупниками.	Формує культуру цифрового спілкування, навички командної роботи, дотримання етичних норм онлайн-комунікації.
Використання інноваційних цифрових інструментів	У змішаному навчанні можуть застосовуватися адаптивні системи, мультимедійні ресурси, інтерактивні завдання, елементи штучного інтелекту та автоматизованого оцінювання.	Сприяє підвищенню мотивації, активізації пізнавальної діяльності та наближенню освітнього процесу до сучасних технологічних умов [2; 4].
Посилення ролі викладача як тьютора й фасилітатора	Викладач не лише передає знання, а й координує цифрову діяльність здобувачів, консультує, супроводжує індивідуальні траєкторії, допомагає оцінювати цифрові ризики.	Забезпечує педагогічний супровід формування цифрової компетентності та запобігає формальному використанню цифрових технологій [5; 8].
Орієнтація на потреби цифрового ринку праці	Зміст цифрової підготовки має відповідати вимогам сучасних професій, у яких цифрові інструменти, автоматизовані системи й онлайн-сервіси стають необхідними для виконання трудових функцій.	Підвищує конкурентоспроможність випускників і їхню готовність до професійної діяльності в умовах цифрової трансформації [1; 11].

Формування цифрової компетентності здобувачів професійної освіти в умовах змішаного навчання ґрунтується на поєднанні технологічної, інформаційної, комунікативної, безпекової та професійно-практичної складових. Його особливість полягає в тому, що здобувачі не лише засвоюють цифрові інструменти, а й навчаються застосовувати їх у реальних або наближених до професійної діяльності ситуаціях. Змішане навчання забезпечує гнучкість освітнього процесу, розширює можливості індивідуалізації, активізує самостійну роботу та водночас потребує

системного педагогічного супроводу. Саме тому цифрова компетентність у професійній освіті має формуватися як цілісна здатність здобувача безпечно, критично, відповідально й продуктивно діяти в цифровому освітньому та професійному середовищі.

Використання цифрових освітніх платформ, онлайн-сервісів і мережевих ресурсів у професійній освіті розширює доступ здобувачів до навчальних матеріалів, інтерактивних завдань, відеокомунікації, хмарних документів і професійно орієнтованих цифрових інструментів. Водночас така активна цифрова взаємодія підвищує вразливість здобувачів до кіберзагроз, пов'язаних із несанкціонованим доступом до персональних даних, фішинговими атаками, шкідливим програмним забезпеченням, маніпулятивним контентом, порушенням конфіденційності та небезпечною онлайн-комунікацією. У контексті змішаного навчання ці загрози набувають особливого значення, оскільки здобувачі значну частину освітньої діяльності виконують самостійно в цифровому середовищі, використовуючи особисті пристрої, відкриті мережі, електронну пошту, месенджери, системи управління навчанням і зовнішні онлайн-сервіси [6; 7; 9].

Основні кіберзагрози, з якими стикаються здобувачі професійної освіти під час використання цифрових освітніх платформ, онлайн-сервісів і мережевих ресурсів, систематизовано в таблиці 2.

Таблиця 2.

Основні кіберзагрози для здобувачів професійної освіти в цифровому освітньому середовищі

Кіберзагроза	**Змістова характеристика**	**Потенційні наслідки для здобувачів професійної освіти**	**Шляхи мінімізації ризиків**
Фішингові атаки	Надсилання підроблених повідомлень, посилань або форм входу, які імітують офіційні освітні платформи, електронну пошту закладу освіти чи сервіси дистанційного навчання.	Втрата доступу до облікових записів, викрадення паролів, персональних даних, навчальних матеріалів або результатів оцінювання.	Перевірка адрес сайтів, використання двофакторної автентифікації, критичне ставлення до підозрілих листів і посилань [6; 9].

Кіберзагроза	Змістова характеристика	Потенційні наслідки для здобувачів професійної освіти	Шляхи мінімізації ризиків
Несанкціонований доступ до облікових записів	Отримання сторонніми особами доступу до особистого кабінету здобувача, електронної пошти, хмарного сховища або навчальної платформи.	Зміна чи видалення навчальних матеріалів, порушення конфіденційності, використання акаунта для шахрайських дій.	Створення складних паролів, регулярна їх зміна, заборона передавання логінів і паролів іншим особам.
Шкідливе програмне забезпечення	Потрапляння вірусів, троянів, шпигунських програм або програм-вимагачів через завантаження файлів, перехід за небезпечними посиланнями чи використання неперевірених ресурсів.	Пошкодження пристроїв, втрата навчальних файлів, блокування доступу до даних, викрадення особистої інформації.	Використання антивірусного захисту, оновлення програмного забезпечення, завантаження матеріалів лише з перевірених джерел [10].
Використання незахищених мереж	Підключення до відкритих Wi-Fi мереж у громадських місцях під час роботи з освітніми платформами, електронною поштою або хмарними сервісами.	Перехоплення даних, доступ сторонніх осіб до логінів, паролів, навчальних матеріалів і персональної інформації.	Уникнення авторизації в освітніх сервісах через відкриті мережі, використання захищених підключень і надійних пристроїв.
Порушення конфіденційності персональних даних	Небезпечне зберігання, передавання або публікація персональної інформації здобувачів у цифровому середовищі.	Розголошення особистих даних, шахрайське використання інформації, психологічний дискомфорт, ризик цифрового переслідування.	Обмеження доступу до персональних даних, налаштування приватності, уважне ставлення до того, які дані публікуються онлайн [9].

Кіберзагроза	Змістова характеристика	Потенційні наслідки для здобувачів професійної освіти	Шляхи мінімізації ризиків
Кібербулінг і небезпечна онлайн-комунікація	Агресивна, принизлива або маніпулятивна взаємодія в чатах, форумах, месенджерах, коментарях чи під час відео-конференцій.	Зниження мотивації до навчання, емоційне напруження, порушення безпечного освітнього середовища.	Дотримання правил цифрової етики, модерація онлайн-взаємодії, своєчасне повідомлення викладача або адміністрації про порушення [9].
Недостовірний або маніпулятивний цифровий контент	Використання неперевірених сайтів, фейкових матеріалів, псевдонавчальних ресурсів, дезінформації або викривлених даних.	Формування хибних знань, помилки у виконанні завдань, зниження якості професійної підготовки.	Розвиток критичного мислення, перевірка джерел, зіставлення інформації з офіційними освітніми матеріалами [1; 5].
Небезпечне використання хмарних сервісів	Збереження навчальних документів, проєктів, презентацій або персональних файлів у хмарних сховищах без належних налаштувань доступу.	Випадкове або навмисне розголошення матеріалів, втрата контролю над документами, порушення академічної доброчесності.	Налаштування рівнів доступу, обмеження прав редагування, регулярна перевірка спільного доступу до файлів.
Ризики використання генеративного штучного інтелекту	Використання ШІ-сервісів для створення текстів, відповідей, коду чи навчальних матеріалів без критичної перевірки результатів.	Отримання помилкової інформації, формальне виконання завдань, порушення академічної доброчесності, залежність від автоматизованих відповідей.	Критичний аналіз результатів ШІ, перевірка фактів, дотримання правил академічної доброчесності й педагогічно обґрунтоване використання ШІ [2].

Кіберзагроза	Змістова характеристика	Потенційні наслідки для здобувачів професійної освіти	Шляхи мінімізації ризиків
Низький рівень цифрової гігієни	Недостатнє розуміння правил безпечної роботи з паролями, файлами, посиланнями, пристроями, програмами та онлайн-сервісами.	Підвищення загальної вразливості здобувача до більшості кіберзагроз, зниження безпеки навчальної та професійної діяльності.	Систематичне формування навичок кібергігієни, проведення практичних занять, тренінгів і ситуаційних вправ [3; 4; 6].
Порушення академічної доброчесності в цифровому середовищі	Несанкціоноване копіювання матеріалів, використання чужих робіт, передавання доступу до акаунтів, виконання завдань сторонніми особами або сервісами.	Зниження якості навчання, формування неправильної професійної поведінки, втрата довіри до результатів оцінювання.	Формування відповідальності, прозорі правила використання цифрових ресурсів, застосування практико-орієнтованих завдань і педагогічний супровід [5; 8].
Технічна вразливість особистих пристроїв	Використання застарілих операційних систем, неліцензійного програмного забезпечення, незахищених смартфонів, ноутбуків або планшетів.	Витік даних, зараження пристроїв, неможливість безпечно працювати з освітніми платформами та професійними програмами.	Регулярне оновлення програм, використання ліцензійного або перевіреного програмного забезпечення, резервне копіювання даних.

Так, основні кіберзагрози, з якими стикаються здобувачі професійної освіти в умовах використання цифрових освітніх платформ, онлайн-сервісів і мережевих ресурсів, пов’язані не лише з технічними ризиками, а й з інформаційною, комунікативною, етичною та поведінковою складовими цифрової діяльності. Найбільш поширеними серед них є фішингові атаки,

несанкціонований доступ до облікових записів, шкідливе програмне забезпечення, порушення конфіденційності персональних даних, кібербулінг, маніпулятивний контент, небезпечне використання хмарних сервісів і ризики, пов'язані з генеративним штучним інтелектом. Для професійної освіти особливо важливо не лише інформувати здобувачів про ці загрози, а й системно формувати в них навички кібергігієни, критичного мислення, безпечної онлайн-комунікації та відповідального використання цифрових інструментів. Саме тому кібербезпека має розглядатися як обов'язковий складник цифрової компетентності здобувачів професійної освіти та як необхідна умова якісного змішаного навчання.

Змішане навчання створює широкі можливості для розвитку практичних умінь здобувачів професійної освіти щодо захисту персональних даних, критичного оцінювання цифрового контенту та відповідального використання інформаційних технологій, оскільки поєднує безпосередню педагогічну взаємодію з самостійною роботою в онлайн-середовищі. В аудиторному форматі викладач може пояснювати базові принципи кібергігієни, демонструвати алгоритми безпечної роботи з цифровими ресурсами, аналізувати типові помилки здобувачів, тоді як онлайн-компонент дає змогу закріпити ці знання через практичні завдання: налаштування приватності, створення надійних паролів, розпізнавання фішингових повідомлень, перевірку джерел інформації, роботу з хмарними сервісами та навчальними платформами. У цьому контексті змішане навчання є ефективним середовищем для формування не лише технічних умінь, а й цифрової відповідальності, оскільки здобувачі навчаються самостійно приймати рішення в реальних або змодельованих кіберситуаціях [3; 4; 7].

Методичні підходи до інтеграції елементів кібербезпеки в освітній процес закладів професійної освіти мають ґрунтуватися на міждисциплінарності, практичній спрямованості, системності та поступовому ускладненні навчальних завдань. Кібербезпека не повинна розглядатися лише як окрема тема в межах інформатики чи цифрових технологій, оскільки в умовах змішаного навчання вона безпосередньо пов'язана з усіма видами освітньої діяльності здобувачів: роботою на електронних платформах, використанням хмарних сервісів, обміном файлами, онлайн-комунікацією, підготовкою проєктів, виконанням тестових завдань і застосуванням професійно орієнтованого програмного забезпечення. Саме тому доцільно впроваджувати елементи кібербезпеки не лише в окремі навчальні модулі, а й у зміст професійно орієнтованих дисциплін, де здобувачі працюють із цифровими інструментами, електронними документами, базами даних, професійними платформами, комунікаційними

сервісами та інформаційними ресурсами. Такий підхід дає змогу формувати в здобувачів не фрагментарні знання про цифрові загрози, а цілісну готовність до безпечної, відповідальної й критичної поведінки в освітньому та майбутньому професійному середовищі.

Ефективними методичними засобами інтеграції кібербезпеки є кейс-метод, проблемне навчання, симуляційні вправи, проєктні завдання, аналіз реальних цифрових ризиків, адаптивне навчання та використання інтерактивних освітніх середовищ, що дають змогу моделювати ситуації, наближені до професійної діяльності [4; 5; 6]. Наприклад, здобувачі можуть аналізувати фішингові повідомлення, оцінювати надійність паролів, визначати ризики відкритого доступу до хмарних документів, перевіряти достовірність онлайн-джерел, розробляти правила безпечної цифрової комунікації або створювати пам'ятки з кібергігієни для навчальної групи. Важливо, щоб такі завдання не мали формального характеру, а були пов'язані з конкретними практичними ситуаціями: захистом навчального акаунта, безпечною передачею файлів, налаштуванням приватності, дотриманням академічної доброчесності, критичним використанням цифрового контенту та відповідальним застосуванням інструментів штучного інтелекту [2; 9]. У цьому контексті викладач виконує роль не лише джерела знань, а й фасилітатора цифрово безпечної поведінки, який спрямовує здобувачів на усвідомлення наслідків власних дій у цифровому середовищі, формує навички самоконтролю, відповідальності та здатності приймати обґрунтовані рішення в умовах потенційних кіберризиків.

Практичні рекомендації щодо формування кібербезпечної поведінки здобувачів професійної освіти в умовах змішаного навчання мають передбачати системне поєднання інформаційної, технічної, етичної та педагогічної складових. Передусім необхідно розробити чіткі правила цифрової поведінки для роботи з освітніми платформами, електронною поштою, месенджерами, відеоконференціями та хмарними сервісами; регулярно проводити короткі тренінги з кібергігієни; включати до навчальних завдань ситуації з виявлення фішингу, перевірки достовірності інформації, захисту персональних даних і безпечного використання цифрових ресурсів. Доцільно також застосовувати чек-листи безпечної роботи в онлайн-середовищі, інструкції щодо налаштування приватності, практичні пам'ятки з використання паролів і двофакторної автентифікації, а також рефлексивні завдання, у яких здобувачі аналізують власну цифрову поведінку. Отже, кібербезпечна поведінка має формуватися не епізодично, а як постійна складова цифрової компетентності здобувача, що забезпечує його готовність до безпечної навчальної, професійної та соціальної взаємодії в цифровому середовищі.

Висновки.

Отже, кібербезпека в умовах змішаного навчання є невід'ємним складником цифрової компетентності здобувачів професійної освіти, оскільки забезпечує їхню здатність безпечно, критично й відповідально діяти в цифровому освітньому та професійному середовищі. У статті обґрунтовано, що формування кібербезпечної поведінки має здійснюватися на основі комплексного поєднання теоретичних знань, практичних умінь, цифрової етики, критичного мислення та навичок захисту персональних даних. Визначено, що основними кіберзагрозами для здобувачів є фішингові атаки, несанкціонований доступ до облікових записів, шкідливе програмне забезпечення, порушення конфіденційності, небезпечна онлайн-комунікація, недостовірний цифровий контент і ризики неусвідомленого використання сучасних інформаційних технологій. Доведено, що змішане навчання створює сприятливі умови для розвитку цифрової компетентності завдяки поєднанню аудиторної взаємодії, самостійної онлайн-роботи, практико-орієнтованих завдань, кейсів, симуляцій і педагогічного супроводу. Перспективним напрямом є системна інтеграція елементів кібербезпеки в освітній процес закладів професійної освіти через міждисциплінарні завдання, тренінги з кібергігієни, адаптивні цифрові середовища та чіткі правила безпечної цифрової поведінки, що сприятиме підготовці здобувачів до ефективної й безпечної професійної діяльності в умовах цифрової трансформації.

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ОБГРУНТУВАННЯ СИСТЕМИ ФОРМУВАННЯ РЕЗИЛЬЄНТНОСТІ СУБ'ЄКТІВ ПУБЛІЧНОГО УПРАВЛІННЯ В ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ

Анотація. У статті здійснено комплексне теоретико-методологічне обґрунтування системи формування резильєнтності суб'єктів публічного управління в процесі професійної підготовки. Актуальність дослідження зумовлена зростанням нестабільності соціально-економічного середовища, посиленням кризових явищ, військовими викликами та процесами цифрової трансформації державного управління в Україні. У цих умовах здатність суб'єктів публічного управління до адаптації, відновлення та розвитку набуває критичного значення як для ефективності управлінських рішень, так і для забезпечення стійкості державних інституцій.

Метою статті є обґрунтування концептуальної системи формування резильєнтності як інтегральної професійної характеристики управлінців публічного сектору. У процесі дослідження використано системний, синергетичний, компетентнісний та інституційний підходи, що дозволило розглянути резильєнтність як багаторівневу категорію, яка охоплює індивідуальний, організаційний та інституційний виміри.

У роботі встановлено, що резильєнтність суб'єктів публічного управління не обмежується психологічною стійкістю, а виступає інтегрованою компетентністю, яка включає когнітивну гнучкість, емоційну регуляцію, стратегічне мислення та здатність до прийняття рішень в умовах невизначеності. Запропоновано концептуальну модель системи формування резильєнтності, яка складається з цільового, змістового, технологічного, організаційного та оцінювально-результативного компонентів.

Практичне значення дослідження полягає у можливості використання запропонованої моделі в системі професійної підготовки державних службовців, а також у програмах підвищення кваліфікації працівників органів публічної влади. Реалізація такої системи сприятиме підвищенню

ефективності управлінських рішень, зміцненню інституційної спроможності держави та формуванню адаптивної моделі публічного управління.

Ключові слова: публічне управління, резильєнтність, професійна підготовка, державна служба, компетентності, кризове управління, інституційна спроможність.

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JUSTIFICATION OF THE SYSTEM FOR DEVELOPING RESILIENCE OF PUBLIC ADMINISTRATION SUBJECTS IN THE PROCESS OF PROFESSIONAL TRAINING

The article provides a comprehensive theoretical and methodological substantiation of the system for developing resilience among public administration actors in the process of professional training. The relevance of the study is determined by the growing instability of the socio-economic environment, the intensification of crisis phenomena, military challenges, and the processes of digital transformation of public administration in Ukraine. Under these conditions, the ability of public administration actors to adapt, recover, and develop becomes critically important both for the effectiveness of managerial decision-making and for ensuring the resilience of state institutions.

The aim of the article is to substantiate a conceptual system for the formation of resilience as an integral professional characteristic of public sector managers. The study employs systemic, synergetic, competency-based, and institutional approaches, which made it possible to consider resilience as a multi-level category encompassing individual, organizational, and institutional dimensions.

The study establishes that resilience of public administration actors is not limited to psychological stability but rather represents an integrated competence that includes cognitive flexibility, emotional regulation, strategic thinking, and the ability to make decisions under conditions of uncertainty. A conceptual model of the resilience-building system is proposed, consisting of target, content, technological, organizational, and assessment-resultative components.

The practical significance of the study lies in the possibility of applying the proposed model within the system of professional training of civil servants, as well as in advanced training programs for public authority employees. The implementation of such a system will contribute to improving the effectiveness of

managerial decision-making, strengthening the institutional capacity of the state, and forming an adaptive model of public administration.

Keywords: public administration, resilience, professional training, civil service, competencies, crisis management, institutional capacity.

Постановка проблеми. Сучасна система публічного управління в Україні функціонує в умовах високої турбулентності, що зумовлена поєднанням військових, економічних, соціальних, безпекових та інституційних викликів, які мають як короткостроковий кризовий характер, так і довгострокові трансформаційні наслідки. Посилення невизначеності управлінського середовища, швидка зміна пріоритетів державної політики, цифровізація управлінських процесів, а також зростання обсягу інформаційних потоків суттєво ускладнюють діяльність суб'єктів публічного управління та підвищують вимоги до їх професійної компетентності.

У таких умовах традиційні моделі професійної підготовки державних службовців виявляються недостатньо ефективними, оскільки вони здебільшого орієнтовані на засвоєння нормативно визначених знань і стандартних управлінських процедур, але не забезпечують формування здатності до швидкої адаптації, критичного мислення, прийняття рішень у ситуаціях високої невизначеності, а також відновлення управлінської спроможності після кризових впливів. Відсутність достатнього рівня практико-орієнтованої підготовки та недостатня інтеграція кризового досвіду в освітній процес призводять до зниження ефективності управлінських рішень у реальних умовах функціонування державних інституцій.

Особливої актуальності набуває проблема формування резильєнтності суб'єктів публічного управління як інтегральної багатовимірної характеристики, що визначає здатність управлінців не лише протидіяти кризовим явищам, але й адаптуватися до них, відновлювати функціональну спроможність та забезпечувати подальший розвиток управлінських систем. Резильєнтність у цьому контексті виступає як комплексна компетентність, що поєднує психологічні, когнітивні, поведінкові, організаційні та управлінські компоненти, формування яких потребує системного та міждисциплінарного підходу.

Незважаючи на зростання кількості наукових досліджень у сфері резильєнтності, у сучасній науковій думці все ще відсутня цілісна концептуальна модель її формування саме у контексті професійної підготовки публічних управлінців. Існуючі підходи переважно фрагментовані: одні дослідження зосереджуються на психологічній стійкості особистості, інші - на інституційній спроможності системи управління, тоді як інтеграція цих рівнів у єдину освітньо-управлінську модель залишається

недостатньо розробленою. Це створює розрив між теоретичними напрацюваннями та практикою підготовки державних службовців.

Таким чином, існує об'єктивна потреба у науковому обґрунтуванні системи формування резильєнтності суб'єктів публічного управління, яка б забезпечувала комплексний, багаторівневий та безперервний характер професійної підготовки. Така система має дозволити інтегрувати освітні, психологічні, організаційні та інституційні компоненти в єдину логіку розвитку управлінської спроможності, що є критично важливим для формування нового покоління державних службовців, здатних ефективно діяти в умовах криз, трансформацій та високої невизначеності сучасного управлінського середовища.

Аналіз останніх досліджень і публікацій. Проблематика резильєнтності у сфері публічного управління останніми роками активно розробляється у вітчизняній науковій думці, що зумовлено зростанням потреби у забезпеченні стійкості державних інституцій в умовах кризових трансформацій. Українські дослідники акцентують увагу на багаторівневій природі резильєнтності, яка охоплює як індивідуальні психологічні характеристики управлінців, так і інституційну спроможність органів влади.

Зокрема, у працях Орла О. В. розглядаються ключові елементи системи публічного управління резильєнтністю територіальних громад, де автор наголошує на необхідності інтеграції управлінських, соціальних та економічних механізмів забезпечення стійкості системи. У дослідженнях Безгинського Ю. С. аналізується європейський досвід формування резильєнтності суб'єктів публічного управління, зокрема акцент робиться на практико-орієнтованих моделях підготовки управлінських кадрів, що поєднують теоретичне навчання із кризовими симуляціями та міжінституційною взаємодією.

Важливий внесок у розуміння теоретичних засад проблеми здійснено Маматовою Т. та Борисенком В., які розглядають резильєнтність територіальних громад як системну характеристику публічного управління, що забезпечує здатність до адаптації та відновлення в умовах нестабільності. У свою чергу, Сухий Д. аналізує трансформаційні процеси у публічному управлінні України та вводить поняття керованої резильєнтності як інституційного режиму функціонування держави в умовах кризових викликів.

Окремий науковий напрям становлять дослідження психологічної та соціальної резильєнтності. Так, Адаменко Л. С. розглядає психічну резильєнтність як здатність до відновлення психоемоційного стану після стресових впливів, що є важливим компонентом професійної придатності управлінців. Волошина О. аналізує резильєнтність соціальних систем у

кризових станах, підкреслюючи їх здатність до структурної трансформації та відновлення функціональної рівноваги.

У сучасних дослідженнях також акцентується увага на цифрових та економічних аспектах резильєнтності. Назаркевич І. розглядає роль цифрових інструментів фіскальної децентралізації у забезпеченні стійкості управлінських систем в умовах воєнної та післявоєнної трансформації економіки. Кухарук О. аналізує ідентичнісний вимір соціальної резильєнтності, підкреслюючи значення ціннісних орієнтацій у процесах адаптації суспільних систем.

Отже, аналіз наукових джерел свідчить про відсутність єдиної цілісної концепції формування резильєнтності суб'єктів публічного управління у процесі професійної підготовки, що зумовлює необхідність подальшого теоретичного узагальнення та розроблення відповідної системної моделі.

Метою статті є теоретико-методологічне обґрунтування системи формування резильєнтності суб'єктів публічного управління у процесі професійної підготовки, а також розроблення концептуальної моделі такої системи, що інтегрує індивідуальний, організаційний та інституційний рівні її реалізації.

Досягнення поставленої мети передбачає вирішення таких завдань:

– узагальнити теоретичні підходи до трактування поняття «резильєнтність» у публічному управлінні;

– визначити багаторівневу структуру формування резильєнтності суб'єктів управлінської діяльності;

– обґрунтувати ключові компоненти системи формування резильєнтності у професійній підготовці;

– визначити механізми впровадження резильєнтнісного підходу в освітні програми підготовки державних службовців;

– окреслити критерії оцінювання рівня сформованості резильєнтності управлінських кадрів.

Виклад основного матеріалу дослідження. Сучасний розвиток публічного управління в Україні відбувається в умовах багатовимірних кризових впливів, що включають військову агресію, інституційну турбулентність, цифрову трансформацію та соціально-економічну нестабільність. У таких умовах особливого значення набуває проблема формування резильєнтності суб'єктів публічного управління як здатності не лише протидіяти кризам, але й адаптуватися до них, відновлювати функціональну спроможність та забезпечувати розвиток управлінських систем. У науковій літературі резильєнтність розглядається як інтегративна характеристика складних соціальних систем, що відображає їх здатність до самозбереження, адаптації та трансформації під впливом зовнішніх і внутрішніх шоків.

Зокрема, у дослідженнях, присвячених публічному управлінню резильєнтністю територіальних громад, наголошується, що дана категорія є ключовим елементом сучасної управлінської парадигми, орієнтованої на сталий розвиток і безпекову стабільність [1, с. 184-186].

У контексті професійної підготовки суб'єктів публічного управління резильєнтність набуває особливого значення як інтегральна компетентність, що поєднує психологічні, когнітивні, організаційні та управлінські складові.

Вона проявляється у здатності майбутніх управлінців ефективно функціонувати в умовах високої невизначеності, інформаційного перевантаження та постійних кризових викликів, зберігаючи при цьому здатність до раціонального аналізу, емоційної стабільності та стратегічного мислення. Сучасні дослідження свідчать, що ефективність державного управління в умовах криз значною мірою залежить від рівня підготовленості кадрів до роботи в умовах невизначеності, високого рівня стресу та необхідності швидкого прийняття рішень. У цьому контексті резильєнтність виступає не лише індивідуальною характеристикою, але й системною властивістю організації та інституційної структури публічного управління, що визначає загальну спроможність державних інституцій до адаптації та відновлення. Як зазначається у дослідженнях європейського досвіду формування резильєнтності, ключовими компонентами виступають кризовий менеджмент, стратегічне мислення, емоційний інтелект та міжсекторальна взаємодія, які у комплексі забезпечують підвищення ефективності управлінських рішень та стійкості системи публічного управління [2, с. 105–107].

Формування резильєнтності суб'єктів публічного управління у процесі професійної підготовки потребує розроблення цілісної системної моделі, яка б інтегрувала освітні, психологічні, організаційні та інституційні компоненти в єдину логіку розвитку управлінської спроможності, професійної готовності та здатності до ефективного функціонування в умовах кризових і посткризових ситуацій. Така модель має відображати не лише структурну взаємопов'язаність зазначених компонентів, але й їхню динамічну взаємодію, що забезпечує формування стійкої професійної поведінки управлінців у середовищі високої невизначеності, ризику та постійних змін.

Важливо підкреслити, що запропонована система повинна забезпечувати безперервність розвитку резильєнтнісних характеристик протягом усього професійного шляху управлінця — починаючи від базової підготовки здобувачів освіти у закладах вищої освіти і завершуючи системою підвищення кваліфікації, перепідготовки та безперервного професійного вдосконалення державних службовців. Такий підхід

відповідає сучасним тенденціям неперервної освіти та концепції навчання впродовж життя, яка є ключовою для забезпечення адаптивності людського капіталу в умовах швидких соціально-економічних трансформацій.

При цьому слід наголосити, що система формування резильєнтності не може бути редукована лише до окремих тренінгових заходів, короткострокових освітніх програм або фрагментарних навчальних курсів, оскільки резильєнтність є складною інтегральною характеристикою соціальної системи, що формується внаслідок багаторівневої взаємодії різноманітних факторів. До таких факторів належать не лише індивідуальні психологічні особливості управлінців, але й організаційна культура інституцій публічного управління, якість управлінського середовища, рівень міжвідомчої взаємодії, а також ступінь інституційної та нормативної підтримки процесів професійного розвитку [3, с. 68].

Саме тому ефективне формування резильєнтності потребує системного, комплексного та міждисциплінарного підходу, який забезпечує органічну інтеграцію теоретичної підготовки, практичного управлінського досвіду та рефлексивних механізмів професійного розвитку. Така інтеграція дозволяє не лише формувати окремі компетентності, але й забезпечувати становлення цілісної професійної ідентичності суб'єкта публічного управління, здатного ефективно діяти в умовах високої складності, невизначеності та кризової динаміки.

У межах сучасної науки про публічне управління доцільно виокремлювати щонайменше три взаємопов'язані рівні формування резильєнтності: індивідуальний, організаційний та інституційний. Такий підхід дозволяє розглядати резильєнтність не як ізольовану властивість окремого управлінця, а як комплексну багаторівневу систему, що формується в результаті взаємодії особистісних, освітніх та структурно-управлінських чинників. Кожен із цих рівнів має власну логіку функціонування, специфічні механізми розвитку та інструменти впливу, однак вони перебувають у стані постійної взаємодії, що забезпечує синергетичний ефект розвитку всієї системи публічного управління та підвищення її адаптивності до кризових викликів сучасності.

Індивідуальний рівень передбачає формування у майбутніх суб'єктів публічного управління психологічної стійкості, когнітивної гнучкості, емоційної регуляції та здатності до швидкої адаптації в умовах невизначеності та багатофакторної складності управлінських ситуацій. Йдеться не лише про розвиток стресостійкості як базової характеристики, а й про формування здатності до рефлексивного мислення, саморегуляції та підтримання професійної ефективності в умовах тривалого навантаження. У сучасних дослідженнях підкреслюється, що державні службовці

функціонують у середовищі високого рівня стресу, багатозадачності та інформаційного перевантаження, що обумовлює необхідність сформованих механізмів психологічного відновлення та управління власними ресурсами. У цьому контексті резильєнтність виступає як інтегральна характеристика професійної придатності управлінця до діяльності в кризових і посткризових умовах, а також як основа довгострокової ефективності управлінської діяльності.

Організаційний рівень системи формування резильєнтності охоплює освітнє середовище закладів вищої освіти, центри підвищення кваліфікації державних службовців та внутрішньоорганізаційні механізми професійного розвитку персоналу в органах публічної влади. Саме на цьому рівні відбувається трансформація теоретичних знань у практичні управлінські компетентності, а також формування досвіду дій у змодельованих або реальних кризових ситуаціях. Важливою складовою є впровадження інтерактивних та практико-орієнтованих методів навчання, таких як кейс-методи, симуляційні моделі кризових ситуацій, моделювання управлінських рішень, групові дискусії та командні проєкти, що дозволяють формувати навички колективного прийняття рішень і відповідальності в умовах невизначеності.

Особливої уваги потребує використання симуляційних технологій навчання, які забезпечують відтворення складних кризових сценаріїв у контрольованому освітньому середовищі з можливістю аналізу альтернативних управлінських рішень та їх наслідків. Це створює умови для розвитку у майбутніх управлінців здатності діяти в умовах дефіциту часу та інформації, приймати обґрунтовані рішення за високого рівня ризику та нести відповідальність за їх реалізацію. У наукових працях Безгинського Ю.С. підкреслюється, що європейські моделі підготовки управлінських кадрів активно застосовують практико-орієнтовані підходи, які поєднують теоретичне навчання з реальними управлінськими кейсами, що суттєво підвищує рівень професійної готовності майбутніх державних службовців до кризових умов діяльності [2, с. 107–108].

Інституційний рівень формування резильєнтності передбачає створення нормативно-правових та організаційних умов, які забезпечують сталість і безперервність процесу підготовки управлінських кадрів. У цьому контексті ключову роль відіграє державна політика у сфері публічної служби, стратегічне планування розвитку людських ресурсів та впровадження стандартів компетентнісного підходу. Сухий Д. підкреслює, що інституційні зсуви в системі публічного управління України 2022-2025 років спрямовані на формування керованої резильєнтності як нового режиму функціонування держави, що передбачає інтеграцію цифрових

технологій та адаптивних управлінських структур [4, с. 75-76]. Узагальнюючи сучасні теоретичні та прикладні підходи до проблематики формування резильєнтності в системі публічного управління, доцільно запропонувати концептуальну модель відповідної системи, яка включає п'ять взаємопов'язаних і функціонально узгоджених компонентів: цільовий, змістовий, технологічний, організаційний та оцінювально-результативний [5, с. 6–9]. Така структура дозволяє розглядати процес формування резильєнтності як цілісну, багаторівневу та динамічну систему, що забезпечує поетапний розвиток управлінської спроможності суб'єктів публічного управління в умовах високої невизначеності та постійних кризових викликів.

Цільовий компонент визначає стратегічну мету функціонування системи, яка полягає у формуванні у суб'єктів публічного управління здатності ефективно діяти в умовах невизначеності, криз, багатофакторних ризиків та високої динаміки суспільно-управлінських змін. Він задає загальну логіку розвитку системи підготовки та визначає її орієнтацію на формування адаптивного, проактивного та інноваційно орієнтованого управлінця. Дана мета конкретизується через низку взаємопов'язаних завдань, серед яких ключовими є розвиток адаптивності, стресостійкості, когнітивної гнучкості, стратегічного мислення, здатності до аналізу складних ситуацій, а також формування навичок ухвалення ефективних управлінських рішень в умовах обмеженої або суперечливої інформації.

Змістовий компонент охоплює систему знань, умінь, навичок та ціннісно-світоглядних орієнтацій, які формуються у процесі професійної підготовки майбутніх управлінців. Йдеться про опанування теоретичних засад публічного управління, сучасних підходів до антикризового та ризик-менеджменту, стратегічного управління в умовах нестабільності, цифрового врядування, а також основ психології управлінської діяльності. Важливим елементом цього компоненту є формування ціннісних орієнтацій, зорієнтованих на публічний інтерес, відповідальність, етичність управлінських рішень та орієнтацію на довгострокову соціальну стійкість, що є критично важливим у контексті сучасних трансформацій державного управління.

Технологічний компонент включає сукупність методів, форм, засобів і педагогічних технологій, спрямованих на безпосередній розвиток резильєнтності як інтегральної компетентності. До таких інструментів належать проблемно-орієнтоване навчання, кейс-методи, рольові та ділові ігри, симуляційні моделі кризових ситуацій, тренінги емоційної регуляції та стресостійкості, а також використання цифрових освітніх платформ. Особливого значення набуває застосування онлайн-симуляторів управлінських рішень, які дозволяють моделювати складні сценарії

функціонування державних інституцій у кризових умовах, забезпечуючи наближення навчального процесу до реальної практики публічного управління.

Організаційний компонент передбачає створення цілісного інституційного середовища, яке забезпечує безперервність, послідовність та системність процесу формування резильєнтності. Він охоплює координацію взаємодії між закладами вищої освіти, центрами підвищення кваліфікації, науковими установами та органами державної влади. Важливим елементом є впровадження системи наставництва для молодих управлінців, яка забезпечує передачу практичного досвіду та підтримку професійного становлення. Окрім того, значущу роль відіграє розвиток міжвідомчої взаємодії та розширення партнерства з міжнародними організаціями, що сприяє імплементації кращих світових практик у сфері підготовки публічних службовців.

Оцінювально-результативний компонент передбачає розроблення системи критеріїв, показників та індикаторів, які дозволяють здійснювати комплексну оцінку рівня сформованості резильєнтності у майбутніх і діючих суб'єктів публічного управління. Серед таких індикаторів можуть бути рівень стресостійкості, швидкість і якість прийняття рішень у кризових умовах, ефективність командної взаємодії, здатність до відновлення професійної працездатності після стресових ситуацій, а також рівень інноваційності управлінських рішень. При цьому важливо наголосити, що оцінювання не повинно мати виключно формальний характер, а має бути динамічним, ситуаційно орієнтованим і базуватися на використанні практичних кейсів, моделювання кризових сценаріїв та комплексного аналізу управлінської поведінки.

У науковій літературі наголошується, що резильєнтність соціальних систем є не лише характеристикою стабільності, але й умовою розвитку. Волошина О. зазначає, що кризові стани можуть виступати каталізаторами трансформацій, які сприяють переходу системи на новий рівень організації [6, с. 40]. Це положення є ключовим для розуміння того, що система підготовки управлінських кадрів повинна не лише знижувати ризики, але й формувати здатність до використання криз як ресурсу розвитку.

Інтеграція системи формування резильєнтності у професійну підготовку суб'єктів публічного управління в Україні потребує не лише модернізації освітніх програм, але й глибокої трансформації самої філософії підготовки державних службовців. Традиційна модель, що базується переважно на передачі знань, є недостатньою в умовах сучасних кризових викликів, оскільки вона не формує здатності діяти в умовах невизначеності, багатозадачності та високої відповідальності.

У цьому контексті професійна підготовка повинна розглядатися як безперервний процес формування управлінської спроможності, де резильєнтність виступає наскрізною компетентністю, що пронизує всі етапи професійного становлення суб'єктів публічного управління. У такій інтерпретації вона розглядається не як окремий навчальний результат, а як інтегративна характеристика професійної готовності, що формується поступово через поєднання теоретичної підготовки, практичного досвіду та рефлексивного осмислення управлінської діяльності. Це означає, що резильєнтність не може бути ізольованим навчальним модулем або факультативним елементом освітньої програми, а повинна системно інтегруватися у всі дисципліни управлінського циклу - від публічної політики та стратегічного управління до антикризового менеджменту, цифрового врядування та управління змінами.

Практична реалізація системи формування резильєнтності передбачає впровадження трьох взаємопов'язаних і взаємодоповнюючих механізмів: освітнього, організаційного та інституційного, які у своїй сукупності забезпечують цілісність і безперервність цього процесу. Кожен із зазначених механізмів виконує специфічну функцію, однак їхня ефективність проявляється лише в умовах системної взаємодії та узгодженості.

Освітній механізм включає оновлення змісту навчальних програм підготовки публічних управлінців із урахуванням сучасних викликів державного управління та потреб формування кризової готовності. Особлива увага повинна приділятися дисциплінам, що безпосередньо формують здатність до управління в умовах невизначеності та ризику, зокрема: ризик-менеджменту, кризового менеджменту, стратегічного управління в умовах нестабільності, психології управлінської діяльності, цифрового врядування та аналізу публічної політики. Важливим елементом освітнього механізму є впровадження навчання через практику, зокрема використання симуляційних платформ, кейс-методів та інтерактивних моделей прийняття управлінських рішень, які дозволяють відтворювати складні кризові ситуації в умовах, максимально наближених до реальних [7, с. 258].

Організаційний механізм передбачає формування сталих партнерських зв'язків між закладами вищої освіти, центрами підвищення кваліфікації державних службовців та органами публічної влади. Така взаємодія забезпечує інтеграцію академічної науки і практичної управлінської діяльності, створюючи умови для формування прикладних компетентностей та розвитку професійної гнучкості. Важливим аспектом є залучення практиків до освітнього процесу, що дозволяє забезпечити актуальність навчального контенту та його відповідність реальним управлінським викликам. Як

підкреслюється у дослідженнях європейського досвіду, саме поєднання академічного навчання та практико-орієнтованої підготовки є одним із ключових факторів формування стійкої управлінської резильєнтності та підвищення якості публічного управління [2, с. 109].

Інституційний механізм охоплює формування та реалізацію державної політики у сфері розвитку людських ресурсів публічної служби, а також створення нормативно-правових та організаційних умов для системного розвитку професійної компетентності державних службовців. У цьому контексті особливої значущості набуває запровадження компетентнісного підходу до оцінювання професійної придатності, який передбачає обов'язкове врахування рівня сформованості резильєнтності як одного з ключових критеріїв ефективності управлінської діяльності. Сучасні тенденції трансформації державного управління в Україні свідчать про поступовий перехід до моделі керованої резильєнтності, яка поєднує цифрові технології, адаптивні управлінські структури, антикризові механізми реагування та стратегічне планування розвитку держави [4, с. 77].

Окремої уваги потребує питання оцінювання ефективності сформованої резильєнтності. Оцінювання повинно здійснюватися на основі багатовимірної системи індикаторів, які включають [8, с. 82-83]:

– рівень здатності до швидкого прийняття рішень в умовах дефіциту інформації;

– рівень стресостійкості та емоційної регуляції;

– ефективність командної взаємодії в кризових ситуаціях;

– здатність до відновлення професійної працездатності після стресових подій;

– інноваційність управлінських рішень у нестандартних умовах.

Важливо, що така система оцінювання повинна бути не статичною, а динамічною, із застосуванням ситуаційних тестів, кейс-аналізу та моделювання кризових сценаріїв.

Узагальнюючи сучасні наукові підходи, слід підкреслити, що резильєнтність у публічному управлінні не може розглядатися виключно як реактивна здатність системи до подолання кризових явищ або відновлення після деструктивних впливів. Натомість вона дедалі частіше інтерпретується як проактивна, стратегічно орієнтована характеристика управлінської системи, яка забезпечує її довгостроковий розвиток, здатність до самовдосконалення та підвищення адаптивності в умовах постійної невизначеності. У такому контексті резильєнтність виступає не лише механізмом реагування на виклики, але й інструментом запобігання кризам через формування гнучких, передбачуваних та стійких управлінських структур.

Як зазначає Орел О. В., сучасні системи публічного управління повинні бути орієнтовані не лише на забезпечення стабільності як такої, але й на формування здатності до адаптивного розвитку, що передбачає інтеграцію резильєнтності в усі рівні та процеси управлінської діяльності - від стратегічного планування до оперативного прийняття рішень [1, с. 187]. Такий підхід змінює традиційну парадигму державного управління, зміщуючи акцент із підтримання статичної рівноваги на забезпечення динамічної стійкості системи.

Водночас Волошина О. наголошує, що кризові явища у соціальних системах можуть виступати не лише як фактори дестабілізації, але й як потенційні джерела якісної трансформації, які відкривають нові можливості для оновлення управлінських структур та підвищення їх ефективності [6, с. 44]. Така інтерпретація дозволяє переосмислити природу кризи, розглядаючи її як структурний елемент розвитку складних соціально-управлінських систем, у межах яких відбувається не тільки руйнування, але й формування нових організаційних та інституційних конфігурацій.

У цьому контексті запропонована система формування резильєнтності суб'єктів публічного управління у процесі професійної підготовки постає як багаторівнева інтегрована модель, що поєднує освітні, організаційні та інституційні компоненти в єдину логіку розвитку управлінської спроможності. Її практична реалізація дозволяє сформувати якісно новий тип публічного управлінця — адаптивного, компетентного, психологічно стійкого та здатного ефективно діяти в умовах високої невизначеності та кризових трансформацій. Розвиток такої системи має стратегічне значення для України, оскільки сприяє підвищенню ефективності державного управління, зміцненню інституційної спроможності держави та формуванню сучасної моделі публічної служби, орієнтованої на довгострокові виклики та потреби сталого розвитку.

Висновки. У результаті проведеного теоретико-методологічного дослідження встановлено, що формування резильєнтності суб'єктів публічного управління у процесі професійної підготовки є одним із ключових чинників забезпечення ефективності та стійкості сучасної системи державного управління в Україні. Умови багатовимірних кризових впливів, що включають військові загрози, інституційні трансформації, цифровізацію управлінських процесів та соціально-економічну нестабільність, зумовлюють необхідність переходу до нової парадигми підготовки управлінських кадрів, яка ґрунтується не лише на передачі знань, а й на формуванні інтегральних адаптивних компетентностей.

Доведено, що резильєнтність у публічному управлінні не може розглядатися виключно як психологічна характеристика особистості

управлінця, оскільки вона має багаторівневу природу та проявляється одночасно на індивідуальному, організаційному та інституційному рівнях. На індивідуальному рівні вона відображає здатність до саморегуляції, емоційної стійкості, когнітивної гнучкості та швидкої адаптації до змінних умов професійної діяльності. На організаційному рівні резильєнтність проявляється через ефективність взаємодії в управлінських командах, здатність організацій до навчання, впровадження інновацій та управління кризовими ситуаціями. На інституційному рівні вона визначається стійкістю нормативно-правової системи, ефективністю державної політики у сфері публічної служби та здатністю інституцій до системного відновлення і розвитку.

Перспективи подальших досліджень у даному напрямі пов'язані з необхідністю поглибленого вивчення механізмів оцінювання рівня сформованості резильєнтності у державних службовців із використанням емпіричних та експериментальних методів. Окремого наукового інтересу потребує розроблення цифрових інструментів діагностики резильєнтності, зокрема адаптивних тестових платформ та симуляційних середовищ, які дозволяють моделювати кризові управлінські ситуації.

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ОСОБЛИВОСТІ ПАРТНЕРСЬКОЇ ВЗАЄМОДІЇ ВЧИТЕЛЯ ПОЧАТКОВИХ КЛАСІВ І БАТЬКІВ ДІТЕЙ З ОСОБЛИВИМИ ОСВІТНІМИ ПОТРЕБАМИ У КОНТЕКСТІ СУЧАСНИХ ВИМОГ ДО ПРОФЕСІЙНОЇ ПІДГОТОВКИ У ХНПУ ІМЕНІ Г. С. СКОВОРОДИ

Анотація. У статті розкрито особливості партнерської взаємодії вчителя початкових класів та батьків дітей з особливими освітніми потребами в умовах інклюзивного навчання та воєнного стану. Проаналізовано сучасний стан розвитку інклюзивної освіти в Україні, зокрема в умовах дистанційного та змішаного навчання, а також визначено основні труднощі організації ефективної комунікації між школою та сім'єю в сучасному освітньому середовищі. Увагу зосереджено на проблемах психолого-педагогічного супроводу молодших школярів з ООП, ролі батьків у забезпеченні успішної адаптації молодших школярів до освітнього процесу, значенні педагогіки партнерства для формування безпечного інклюзивного середовища. Висвітлено результати інтерв'ю з учителями початкових класів закладів загальної середньої та спеціальної освіти Харківської області. Визначено основні форми комунікації між вчителями та батьками, серед яких особисті консультації, телефонне спілкування, використання цифрових платформ і месенджерів. Обґрунтовано, що в умовах воєнного стану цифрові засоби комунікації стали важливим інструментом підтримки постійної взаємодії між школою та сім'єю, особливо в процесі дистанційного та змішаного навчання. Водночас встановлено, що партнерська взаємодія між учителями та батьками дітей з ООП у більшості випадків залишається переважно інформаційно-організаційною та недостатньо орієнтованою на спільне вирішення освітніх і психолого-педагогічних потреб дитини. Особливу увагу приділено аналізу професійних труднощів учителів у процесі взаємодії з батьками, проблемам

конструктивної комунікації та необхідності розвитку компетентностей педагогіки партнерства. Обґрунтовано значення партнерської взаємодії як важливого складника сучасної професійної підготовки майбутніх учителів початкових класів у ХНПУ імені Г. С. Сковороди. Визначено роль освітніх компонентів «Основи корекційної педагогіки», «Спеціальна (корекційна) педагогіка» та «Практикум по роботі з дітьми з особливими освітніми потребами» у формуванні готовності здобувачів вищої освіти до роботи в умовах інклюзивного освітнього середовища, розвитку комунікативної культури, психолого-педагогічного супроводу та ефективної співпраці між школою й сім'єю. Підкреслено, що в сучасних умовах воєнного стану партнерська взаємодія між учителями та батьками дітей з особливими освітніми потребами виступає важливою умовою психологічної підтримки, успішної соціалізації та забезпечення якісної освіти молодших школярів з ООП.

Ключові слова: партнерська взаємодія, інклюзивна освіта, діти з особливими освітніми потребами, молодші школярі, вчитель початкових класів, педагогіка партнерства, інклюзивне освітнє середовище, психолого-педагогічний супровід, професійна підготовка вчителів, комунікативна компетентність, воєнний стан, дистанційне навчання, змішане навчання, батьки дітей з ООП.

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FEATURES OF THE PARTNERSHIP BETWEEN PRIMARY SCHOOL TEACHERS AND PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN THE CONTEXT OF CURRENT PROFESSIONAL TRAINING REQUIREMENTS AT THE H. S. SKOVORODA KHARKIV NATIONAL PEDAGOGICAL UNIVERSITY

Abstract. This article examines the features of partnership interaction between primary school teachers and parents of children with special educational

needs in the context of inclusive education and wartime conditions. The study analyses the current state of inclusive education in Ukraine, particularly in the context of distance and blended learning, and identifies the main challenges associated with organising effective communication between schools and families in the contemporary educational environment. Special attention is paid to the issues of psychological and pedagogical support for primary school pupils with SEN, the role of parents in ensuring children's successful adaptation to the educational process, and the importance of partnership pedagogy in creating a safe and inclusive educational environment.

The article presents the results of structured in-depth interviews conducted with primary school teachers from general secondary and special education institutions in the Kharkiv region. The study identifies the main forms of communication between teachers and parents, including face-to-face consultations, telephone communication, digital platforms, and messaging applications. It is substantiated that under wartime conditions, digital communication tools have become an important means of maintaining continuous interaction between schools and families, especially within distance and blended learning formats. At the same time, the findings indicate that interaction between teachers and parents of children with SEN remains predominantly informational and organisational in nature and is not sufficiently focused on jointly addressing the educational and psychological needs of the child.

Particular attention is devoted to analysing the professional challenges teachers face in their interaction with parents, issues of constructive communication, and the need to develop competencies related to partnership pedagogy. The article substantiates the importance of partnership interaction as a significant component of the modern professional training of future primary school teachers at H. S. Skovoroda Kharkiv National Pedagogical University. It also highlights the role of the educational components «Fundamentals of Corrective Pedagogy», «Special (Corrective) Pedagogy», and «Practicum on Working with Children with Special Educational Needs» in preparing higher education students for work in an inclusive educational environment, developing communicative competence, providing psychological and pedagogical support, and organising effective cooperation between schools and families.

It is emphasised that under current wartime conditions, partnership interaction between teachers and parents of children with special educational needs serves as an important prerequisite for psychological support, successful socialisation, and ensuring quality education for primary school pupils with SEN.

Keywords: partnership interaction, inclusive education, children with special educational needs, primary school pupils, primary school teacher, partnership pedagogy, inclusive educational environment, psychological and

pedagogical support, teacher training, communicative competence, wartime conditions, distance learning, blended learning, parents of children with SEN.

Постановка проблеми. Упродовж останніх років в Україні спостерігається значне збільшення кількості дітей з особливими освітніми потребами (ООП), які здобувають освіту в умовах інклюзивного навчання у закладах загальної середньої освіти. За офіційними статистичними даними Міністерства освіти і науки України, станом на 2024 - 2025 навч. рік у закладах загальної середньої освіти функціонувало 33397 інклюзивних класів, у яких навчалося 47610 учнів з ООП; для порівняння: у 2023 - 2024 навч. році кількість таких учнів становила 40354 особи, а кількість інклюзивних класів – 29321 [1]. Водночас зазначене зростання відбувається в умовах повномасштабного вторгнення та дії воєнного стану, що істотно впливає на доступність очного навчання, безпечні умови перебування учнів у школі, організацію корекційно-розвивальних занять та психолого-педагогічного супроводу. Так, Міністерство освіти і науки України у рекомендаціях на 2025-2026 навчальний рік визначає забезпечення безпечного освітнього середовища одним із пріоритетів для закладів, у яких навчаються учні з ООП [2]. Унаслідок цього освітній процес для молодших школярів з ООП у різних регіонах України реалізується нерівномірно: у відносно безпечніших західних областях учні початкової школи частіше мають можливість відвідувати заклади освіти очно або в змішаному форматі за наявності укриттів, тоді як у Східних та Південних областях, зокрема в прифронтових громадах, традиційне очне навчання тривалий час було суттєво обмежене або майже неможливе. За аналітичними даними UNICEF, найбільша частка дистанційного навчання припадає саме на Південні та Східні регіони України, де через обстріли та безпекові обмеження школи змушені переходити на онлайн-, змішані або підземні формати навчання [3]. Отже, зростання кількості учнів з ООП в інклюзивних класах слід розглядати не лише як кількісний показник розвитку інклюзивної освіти, а й як складний педагогічний виклик воєнного часу.

Сучасні українські дослідники наголошують, що одним із ключових чинників успішності інклюзивного навчання є позитивне ставлення батьків до інклюзивного освітнього середовища та їх активна участь в організації освітнього процесу. Так, у дослідженні О. Тельної встановлено, що батьки дітей з особливими освітніми потребами загалом позитивно оцінюють розвиток інклюзивної освіти в Україні, однак зазначають низку проблем, пов’язаних із недостатньою матеріально-технічною базою закладів освіти, нестачею фахівців супроводу та труднощами соціалізації дітей з ООП у шкільному середовищі [4]. Дослідники також підкреслюють, що

недостатній рівень обізнаності батьків нормотипових дітей щодо особливостей розвитку та навчання дітей з ООП може ускладнювати формування толерантного інклюзивного середовища у школі [5].

У сучасних українських дослідженнях також акцентується увага на проблемі професійної готовності вчителів до роботи в інклюзивному освітньому середовищі. Зокрема, Т. Ілляшенко зазначає, що труднощі впровадження інклюзивного навчання часто пов'язані з недостатньою практичною підготовкою вчителів, психологічним навантаженням, потребою у міждисциплінарній взаємодії та необхідністю постійного професійного розвитку вчителів [6]. Водночас дослідники наголошують, що ефективність інклюзивного навчання значною мірою залежить від налагодження партнерської взаємодії між вчителями, батьками та фахівцями психолого-педагогічного супроводу [7].

Одним із важливих аспектів розвитку інклюзивної освіти є забезпечення готовності дітей з особливими освітніми потребами до навчання у закладах загальної середньої освіти та створення умов для їхньої успішної адаптації до освітнього середовища. У сучасних українських дослідженнях наголошується, що для батьків дітей з ООП особливо важливими залишаються питання вибору закладу освіти, організації психолого-педагогічного супроводу, забезпечення безпечного освітнього середовища, а також соціальної адаптації дитини в учнівському колективі [8].

Дослідники підкреслюють, що ефективність інклюзивного навчання значною мірою залежить від рівня поінформованості батьків щодо особливостей організації інклюзивного освітнього процесу, можливостей адаптації та модифікації навчальних програм, а також діяльності команди психолого-педагогічного супроводу. Водночас частина батьків може відчувати тривожність, невпевненість або мати завищені очікування щодо результатів інклюзивного навчання, що потребує системної партнерської взаємодії між вчителями, фахівцями супроводу та сім'єю дитини [9]. Особливого значення проблема взаємодії між школою та батьками дітей з ООП набуває в умовах воєнного стану, коли сім'ї стикаються не лише з труднощами організації навчання, а й із психологічними, безпековими та соціальними викликами. Усе сказане вище доводить актуальність і проблематику дослідження.

Аналіз останніх досліджень і публікацій. Проблеми розвитку інклюзивної освіти, педагогіки партнерства та взаємодії учасників освітнього процесу в умовах інклюзивного навчання досліджували як вітчизняні, так й зарубіжні науковці. А. Колупаєва та О. Таранченко розглядали теоретико-методологічні основи розвитку інклюзивної освіти в Україні та особливості

організації психолого-педагогічного супроводу дітей з особливими освітніми потребами. В. Синьов та А. Шевцов досліджували проблеми професійної підготовки вчителів до роботи в інклюзивному освітньому середовищі. І. Хафізулліна та Л. Фроленкова вивчали питання формування толерантного ставлення до дітей з ООП і розвитку інклюзивної культури закладу освіти. Я. Гапочка акцентує увагу на психологічних особливостях партнерської взаємодії вчителів і батьків дітей з ООП. Серед зарубіжних дослідників варто відзначити Мел Айнскоу (Mel Ainscow), який розглядав інклюзивну освіту як процес забезпечення участі всіх учнів у навчанні, та Тоні Бут (Tony Booth), який досліджував розвиток інклюзивної культури й практики в освітньому середовищі. Проте, незважаючи на значну кількість наукових праць, недостатньо висвітленими залишаються питання особливостей взаємодії вчителя початкових класів та батьків дітей з ООП в умовах воєнного стану, дистанційного та змішаного навчання, а також впливу безпекових викликів на організацію інклюзивного освітнього середовища.

Метою статті є дослідження особливостей партнерської взаємодії вчителя початкових класів та батьків дітей з особливими освітніми потребами в умовах інклюзивного навчання, а також визначення значення такої взаємодії у контексті сучасних вимог до професійної підготовки майбутніх учителів початкових класів у ХНПУ імені Г. С. Сковороди.

Наукова новизна полягає у виявленні особливостей партнерської взаємодії між учителями початкових класів та батьками молодших школярів з особливими освітніми потребами в умовах інклюзивного навчання та воєнного стану, а також у визначенні основних комунікативних труднощів і професійних потреб вчителів у сфері співпраці зі сім'єю. У статті обґрунтовано значення партнерської взаємодії як важливого складника сучасної професійної підготовки майбутніх учителів початкових класів у ХНПУ імені Г. С. Сковороди.

Виклад основного матеріалу дослідження. З метою визначення ефективних підходів до організації інклюзивного навчання нами було проаналізовано досвід країн, які мають високий рівень розвитку інклюзивної освіти, зокрема Італії, Канади та Великої Британії. Вибір саме цих країн зумовлений тривалим досвідом упровадження інклюзивної освіти, наявністю розвиненої системи психолого-педагогічного супроводу та активним залученням батьків до освітнього процесу.

Аналіз міжнародного досвіду дає змогу виокремити ефективні практики міжпрофесійної взаємодії, партнерства між школою та сім'єю, а також підходи до створення безпечного й доступного інклюзивного освітнього середовища, які можуть бути адаптовані до сучасних умов розвитку освіти в Україні.

Кожну із зазначених країн було проаналізовано за такими критеріями: організація інклюзивного навчання, створення доступного освітнього середовища, рівень залучення батьків до освітнього процесу та система професійної підготовки вчителів. Аналіз зазначених аспектів дає змогу простежити особливості розвитку інклюзивної освіти в різних країнах та визначити ефективні практики, які можуть бути використані в сучасному українському освітньому просторі. Результати аналізу представлені у таблиці 1.

Таблиця 1

Результати аналізу системи інклюзивної освіти у різних країнах

Критерії	Італія	Велика Британія	Канада	Україна
Організація інклюзивного навчання	тісна співпраця вчителів, асистентів та фахівців супроводу; зменшення наповнюваності інклюзивних класів	поєднання інклюзивної та спеціальної освіти; функціонування асистентів учителя та служб підтримки	інклюзивна освіта регулюється на рівні провінцій; активно впроваджується індивідуальний супровід учнів	інклюзивне навчання реалізується відповідно до законодавства України; учні з ООП навчаються у закладах заг. сер.освіти
Доступне освітнє середовище	створення умов для підтримки учнів з ООП; робота асистентів і фахівців супроводу	наявність ресурсних центрів, адаптованого освітнього простору та навчальних матеріалів	законодавчо закріплено ресурсні кімнати, спеціальне обладнання та систему підтримки учнів	функціонування інклюзивно-ресурсних центрів, команд психолого-пед. супроводу та адаптованого освітнього середовища
Залучення батьків до освітнього процесу	батьки беруть участь у плануванні індивідуальної освітньої траєкторії дитини	батьки залучаються до консультацій та розроблення індивідуальних програм розвитку	партнерська взаємодія між школою та сім'єю є важливою складовою інклюзивного навчання	батьки беруть участь у роботі команди супроводу та мають право обирати форму навчання учня
Підготовка вчителів	курси підвищення кваліфікації та спеціалізовані тренінги з інклюзивної освіти	реалізація програм професійної підготовки вчителів до роботи в інклюзивному середовищі	підвищення кваліфікації вчителів є обов'язковим складником професійної діяльності	у закладах вищої освіти впроваджено освітні компоненти з інклюзивної освіти; проводяться курси підвищ. кваліфікації

Аналіз міжнародного досвіду засвідчив, що ефективність інклюзивної освіти значною мірою залежить від системної міждисциплінарної взаємодії, активного залучення батьків до освітнього процесу та розвитку професійної підготовки вчителів. Досвід Італії, Канади та Великої Британії показує, що результативність інклюзивного навчання забезпечується не лише нормативно-правовою підтримкою, а й функціонуванням команд психолого-педагогічного супроводу, створенням доступного освітнього середовища, індивідуалізацією навчання та партнерською взаємодією між школою й сім'єю. Важливим аспектом є також системна підготовка вчителів до роботи в умовах інклюзивного освітнього середовища, розвиток їхніх комунікативних і медіаційних компетентностей, а також здатності організовувати конструктивну співпрацю з батьками учнів з ООП. Узагальнення зарубіжного досвіду дозволяє констатувати, що саме партнерська модель взаємодії між усіма учасниками освітнього процесу є однією з ключових умов успішної реалізації інклюзивної освіти, особливо в умовах сучасних викликів.

У контексті сучасних трансформацій педагогічної освіти особливого значення набуває підготовка майбутніх учителів початкових класів до роботи в умовах інклюзивного освітнього середовища та партнерської взаємодії з батьками дітей з особливими освітніми потребами. На факультеті початкового навчання ХНПУ імені Г. С. Сковороди професійна підготовка майбутніх вчителів здійснюється з урахуванням сучасних викликів розвитку інклюзивної освіти, потреб Нової української школи та умов воєнного стану [10]. Важливу роль у формуванні професійної готовності здобувачів вищої освіти відіграють освітні компоненти «Основи корекційної педагогіки», «Спеціальна (корекційна) педагогіка» для бакалаврів та «Практикум по роботі з дітьми з особливими освітніми потребами» для магістрантів ОП «Початкова освіта зі спец. методиками». У процесі їх вивчення майбутні вчителі опановують основи психолого-педагогічного супроводу дітей з ООП, навички конструктивної комунікації з батьками, педагогіки партнерства, медіації та організації ефективної взаємодії між школою і сім'єю. Водночас важливим складником професійної підготовки є практико-орієнтований підхід, участь здобувачів освіти у педагогічній практиці, науково-дослідній діяльності та ознайомлення із сучасними технологіями інклюзивного навчання, що реалізуються на базі факультету початкового навчання ХНПУ імені Г. С. Сковороди [11].

Аналіз сучасних наукових джерел засвідчив, що значна частина досліджень присвячена проблемам психолого-педагогічної підтримки сімей дітей з особливими освітніми потребами у ранньому та дошкільному віці. Зокрема, у працях А. Колупаєвої та О. Таранченко розглядаються питання

раннього втручання, соціалізації дітей з ООП, психолого-педагогічного супроводу сім'ї та підтримки батьків у процесі адаптації дитини до освітнього середовища [12]. Значну увагу сучасні українські науковці також приділяють питанням розвитку інклюзивної освіти в умовах воєнного стану, забезпечення психолого-педагогічного супроводу дітей з ООП та підтримки сімей у кризових умовах [13]. Водночас недостатньо висвітленими залишаються питання організації ефективної партнерської взаємодії між учителем початкових класів та батьками дітей з ООП в умовах інклюзивного навчання, особливо в сучасних умовах дистанційної та змішаної освіти, зумовлених викликами воєнного стану.

Вітчизняні та зарубіжні науковці наголошують, що важливою умовою створення ефективного інклюзивного освітнього середовища для дітей з особливими освітніми потребами є тісна партнерська взаємодія між вчителями та батьками. Саме співпраця сім'ї та закладу освіти сприяє успішній адаптації дитини до освітнього середовища, забезпеченню психолого-педагогічного супроводу та формуванню позитивного соціального досвіду дитини з ООП [13]. У зв'язку з цим особливої актуальності набуває проблема залучення батьків до освітнього процесу та організації ефективної комунікації між учителем початкових класів та сім'єю молодшого школяра в умовах інклюзивного навчання.

Нами було проведено дослідження упродовж 2025-2026 років серед учителів початкових класів закладів загальної середньої та спеціальної освіти Харківської області. Враховуючи безпекову ситуацію та особливості організації освітнього процесу в умовах воєнного стану, інтерв'ювання здійснювалося переважно дистанційно з використанням цифрових платформ та засобів онлайн-комунікації. Добір респондентів здійснювався за принципом цілеспрямованої вибірки з урахуванням професійного досвіду вчителів, типу закладу освіти та наявності досвіду роботи з молодшими школярами з особливими освітніми потребами. У дослідженні взяли участь учителі початкової школи спеціальних закладів освіти, вчителі інклюзивних класів та вчителі закладів загальної середньої освіти без інклюзивної форми навчання у початковій школі. Для аналізу результатів використовувалися методи структурованого глибинного інтерв'ю, контент-аналізу та порівняльного аналізу відповідей респондентів. У процесі дослідження було дотримано принципів академічної доброчесності, добровільності участі, конфіденційності та етичності наукового дослідження.

З метою систематизації та аналізу отриманих результатів усі питання інтерв'ю було об'єднано у три тематичні блоки: «Особливості, форми та частота взаємодії вчителів із батьками учнів», «Труднощі та мотивація вчителів у процесі партнерської взаємодії з батьками», «Залучення батьків

до організації освітнього процесу та професійна готовність вчителів до комунікації в умовах інклюзивного навчання». У межах кожного тематичного блоку було здійснено порівняльний аналіз відповідей вчителів з метою виявлення спільних тенденцій та відмінностей у поглядах учителів щодо організації взаємодії з батьками учнів. Для опрацювання результатів інтерв'ю використовувався метод контент-аналізу, який дав змогу систематизувати відповіді респондентів, визначити найбільш поширені тематичні категорії та проаналізувати частоту повторюваних смислових компонентів. Отримані результати були узагальнені та представлено основні напрями комунікації між вчителями та батьками.

У першому тематичному блоці «Особливості, форми та частота взаємодії вчителів із батьками учнів» аналізувалися питання, пов'язані з регулярністю комунікації, основними темами спілкування та способами організації партнерської взаємодії між вчителями і батьками дітей. Результати дослідження засвідчили, що більшість учителів підтримують контакт із батьками якщо не щоденно, то принаймні раз на тиждень. Найпоширенішими формами комунікації виявилися особисті консультації, телефонне спілкування, а також використання цифрових платформ та месенджерів, що набуло особливого значення в умовах дистанційного та змішаного навчання під час воєнного стану.

Наступний етап дослідження був присвячений аналізу форм комунікації між учителями та батьками учнів. Результати інтерв'ювання засвідчили, що найбільш поширеними формами взаємодії є спілкування у групових чатах і месенджерах, телефонні консультації та особисті зустрічі. Використання цифрових платформ забезпечує оперативний обмін інформацією, можливість швидкого інформування батьків щодо організаційних аспектів освітнього процесу та підтримання постійного контакту між школою і сім'єю.

Водночас вчителі зазначили, що цифрова комунікація не завжди є достатньо ефективною для обговорення складних психолого-педагогічних питань, пов'язаних із труднощами навчання, емоційним станом учня чи міжособистісними конфліктами. У таких випадках більш результативними формами взаємодії вчителі вважають індивідуальні консультації та особисте спілкування з батьками.

Аналіз відповідей респондентів показав, що незалежно від типу закладу освіти більшість учителів підтримують регулярну комунікацію з батьками, переважно кілька разів на тиждень або за потреби щоденно. Водночас зміст такої взаємодії має певні відмінності. Так, учителі спеціальних закладів освіти частіше зосереджуються на питаннях психолого-педагогічного супроводу, адаптації навчального матеріалу та

особливостях розвитку дитини. Натомість вчителі закладів загальної середньої освіти більше уваги приділяють організаційним аспектам навчання, навчальним досягненням учнів та поточним питанням освітнього процесу. Отримані результати свідчать про те, що цифрові засоби комунікації стали важливим інструментом взаємодії між школою та сім'єю, особливо в умовах дистанційного та змішаного навчання під час воєнного стану.

Отже, результати дослідження засвідчили, що форми та регулярність комунікації між вчителями та батьками є подібними незалежно від типу закладу освіти, тоді як зміст і основні причини взаємодії мають певні відмінності.

У другому тематичному блоці «Мотивація вчителів та труднощі у взаємодії з батьками молодших школярів» аналізувалися питання, пов'язані з причинами ініціювання комунікації, труднощами партнерської взаємодії та чинниками, що ускладнюють співпрацю між школою та сім'єю.

Результати інтерв'ювання показали, що в більшості випадків комунікація між вчителями та батьками виникає у відповідь на поточні освітні потреби молодших школярів, організаційні питання або запити батьків щодо навчальної діяльності учня. Частина вчителів зазначила, що самостійно ініціює взаємодію переважно з метою інформування батьків про особливості навчання, поведінки чи адаптації учня до освітнього середовища.

Водночас дослідження засвідчило, що комунікація між школою та сім'єю здебільшого має інформаційний характер та рідше спрямована на спільне планування індивідуальної освітньої траєкторії молодшого школяра або вироблення єдиних підходів до її психолого-педагогічної підтримки. Частина респондентів також відзначила, що взаємодія з батьками нерідко здійснюється з метою попередження конфліктних ситуацій та забезпечення конструктивної комунікації між усіма учасниками освітнього процесу.

У наступному питанні досліджувалися труднощі, які виникають у вчителів у процесі взаємодії з батьками учнів. Частина респондентів, переважно вчителі закладів загальної середньої освіти без інклюзивних класів у початковій школі, зазначила, що суттєвих труднощів у комунікації з батьками не виникає.

Водночас інші учасники дослідження звернули увагу на наявність окремих комунікативних труднощів, пов'язаних із різними поглядами вчителів і батьків на освітні потреби дитини, організацію навчального процесу та способи педагогічної підтримки учня. Частина респондентів також відзначила складнощі у дотриманні професійних меж комунікації, недостатній рівень взаєморозуміння та труднощі у досягненні спільної позиції щодо окремих питань навчання й виховання дитини.

Отримані результати свідчать про те, що ефективна партнерська взаємодія між школою та сім'єю потребує розвитку комунікативної культури, взаємної довіри, педагогічної підтримки батьків та формування спільної відповідальності за освітній розвиток дитини.

Наступне питання було спрямоване на виявлення причин виникнення труднощів у взаємодії між вчителями та батьками учнів. Частина респондентів пов'язувала відсутність суттєвих комунікативних труднощів із наявністю ефективної адміністративної підтримки в закладі освіти, а також із власним професійним досвідом, який сприяє конструктивному вирішенню конфліктних ситуацій та налагодженню партнерської взаємодії з батьками.

Водночас інші вчителі зазначили, що труднощі у комунікації можуть виникати через відмінності у поглядах батьків і вчителів на освітні потреби дитини, рівень її навчальних можливостей та особливості поведінки. Респонденти звертали увагу на те, що поведінка та навчальна активність дитини можуть відрізнятися у сімейному та шкільному середовищі, що іноді ускладнює формування спільного бачення шляхів педагогічної підтримки учня.

Під час обговорення можливостей подолання труднощів учасники дослідження наголошували на важливості взаєморозуміння, відкритої комунікації та готовності до співпраці між усіма учасниками освітнього процесу. Отримані результати свідчать про необхідність розвитку в вчителів компетентностей партнерської взаємодії, медіації та конструктивної комунікації з батьками дітей з ООП, особливо в умовах сучасних викликів.

У третьому тематичному блоці «Залучення батьків до освітнього процесу та професійна готовність вчителів до партнерської взаємодії» аналізувалися питання, пов'язані з участю батьків в організації освітнього процесу, умовами ефективної співпраці між школою та сім'єю, а також потребою вчителів у розвитку комунікативних компетентностей.

Результати дослідження показали, що більшість вчителів визнають важливість урахування думки батьків під час організації освітнього процесу, однак рівень готовності до партнерської взаємодії та бачення ролі батьків у навчанні дитини мають певні відмінності залежно від типу закладу освіти.

Так, вчителі початкових класів, які працювали в закладах загальної середньої освіти без інклюзивних класів частіше розглядають участь батьків переважно в контексті інформаційної підтримки та обговорення окремих організаційних питань. Водночас учителі спеціальних закладів освіти наголошували на необхідності тісної співпраці з батьками для забезпечення послідовної психолого-педагогічної підтримки молодших школярів,

закріплення навчальних навичок та створення єдиного підходу до її розвитку в умовах сім'ї та школи.

Вчителі інклюзивних класів також підкреслювали важливість взаємодії з батьками, особливо у питаннях урахування індивідуальних особливостей розвитку дитини, адаптації освітнього процесу та створення комфортного освітнього середовища. Частина респондентів зазначила, що батьки часто володіють важливою інформацією щодо особливостей поведінки, емоційного стану та потреб дитини, що може сприяти більш ефективній організації навчання.

Отримані результати свідчать про те, що вчителі загалом визнають необхідність партнерської взаємодії з батьками учнів, однак підходи до організації такої співпраці, рівень залучення батьків та розуміння їхньої ролі в освітньому процесі можуть суттєво відрізнятися залежно від професійного досвіду вчителів і специфіки освітнього середовища.

Наступне питання було спрямоване на визначення умов, які, на думку вчителів, сприяють підвищенню ефективності взаємодії між школою та сім'єю. Більшість респондентів наголошували на важливості взаєморозуміння, довіри, відкритої комунікації та готовності батьків до співпраці з вчителями. Водночас результати дослідження показали, що частина вчителів розглядає ефективну взаємодію переважно через призму підтримки батьками професійних рекомендацій учителя та дотримання єдиних підходів до навчання і виховання учня.

Останнє питання стосувалося потреб вчителів у професійному розвитку у сфері комунікації з батьками молодших школярів. Усі учасники дослідження підкреслили важливість постійного професійного вдосконалення та розвитку компетентностей партнерської взаємодії. Найчастіше вчителі відзначали потребу у формуванні навичок конструктивної комунікації, попередження конфліктних ситуацій, психологічної підтримки батьків і побудови ефективної співпраці між школою та сім'єю.

Висновки. Результати проведеного дослідження дали змогу встановити, що партнерська взаємодія між учителями початкових класів та батьками дітей з особливими освітніми потребами є важливим складником ефективного функціонування інклюзивного освітнього середовища. Водночас у більшості випадків така взаємодія залишається переважно інформаційно-організаційною та недостатньо реалізує потенціал педагогіки партнерства.

У процесі дослідження виявлено, що незалежно від типу закладу освіти педагоги активно використовують різні форми комунікації з батьками, зокрема особисті консультації, телефонне спілкування, цифрові платформи та месенджери. Особливого значення такі форми взаємодії

набули в умовах дистанційного та змішаного навчання під час воєнного стану. Водночас результати інтерв'ювання засвідчили наявність труднощів у побудові партнерської взаємодії між школою та сім'єю, що пов'язані з різними поглядами учасників освітнього процесу на освітні потреби дитини, особливості її розвитку та способи педагогічної підтримки.

Дослідження показало, що вчителі спеціальних закладів освіти та вчителі інклюзивних класів більшою мірою орієнтовані на психолого-педагогічний супровід дитини та тісну співпрацю з батьками, тоді як у закладах загальної середньої освіти без інклюзивних класів взаємодія з батьками частіше має організаційний характер. Встановлено потребу у розвитку професійних компетентностей вчителів у сфері партнерської комунікації, психологічної підтримки батьків та організації конструктивної взаємодії в умовах інклюзивного навчання. Особливої актуальності проблема партнерської взаємодії між школою та сім'єю набуває в умовах воєнного стану, коли молодші школярі з ООП та їхні батьки стикаються з додатковими викликами. За таких умов ефективна комунікація між усіма учасниками освітнього процесу стає важливою умовою забезпечення психологічної стабільності дитини, її успішної адаптації, соціалізації та навчання.

Отримані результати дослідження підтверджують необхідність посилення практико-орієнтованої професійної підготовки майбутніх учителів початкових класів у ХНПУ імені Г. С. Сковороди, зокрема у процесі викладання освітніх компонентів «Основи корекційної педагогіки», «Спеціальна (корекційна) педагогіка» для бакалаврів та «Практикум по роботі з дітьми з особливими освітніми потребами» та магістрантів ОП «Початкова освіта зі спец. методиками». Особливу увагу доцільно приділяти формуванню комунікативної компетентності, готовності до педагогіки партнерства, навичок медіації, психолого-педагогічного супроводу сім'ї та організації ефективної взаємодії між школою і батьками учнів з ООП.

Практичне значення дослідження полягає у можливості використання отриманих результатів у процесі професійної підготовки майбутніх учителів початкових класів, розроблення програм підвищення кваліфікації вчителів та вдосконалення системи партнерської взаємодії між школою та сім'єю в умовах інклюзивного навчання.

Перспективи подальших наукових досліджень убачаємо у розробленні методичних рекомендацій щодо формування готовності майбутніх вчителів до партнерської взаємодії з батьками дітей з особливими освітніми потребами в умовах дистанційного та змішаного навчання, а також у вивченні ефективних практик психолого-педагогічної підтримки дітей з ООП в умовах воєнного стану.

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ПАРТНЕРСЬКА ВЗАЄМОДІЯ ВИХОВАТЕЛІВ І БАТЬКІВ З РОЗВИТКУ МОВЛЕННЯ ДІТЕЙ МОЛОДШОГО ДОШКІЛЬНОГО ВІКУ

Анотація. У статті здійснено теоретичний аналіз проблеми партнерської взаємодії закладу дошкільної освіти і сім’ї як одного з ключових чинників забезпечення мовленнєвого розвитку дітей молодшого дошкільного віку. Обґрунтовано, що ефективна організація такої взаємодії передбачає створення єдиного мовленнєвого середовища, у межах якого забезпечується узгодженість педагогічних впливів вихователів і батьків, що сприяє цілісному формуванню мовленнєвої компетентності дитини, її комунікативної активності та мовленнєвої ініціативи. Зазначено, що важливими ознаками партнерської взаємодії є толерантність до позицій партнерів, рівноправність у процесі прийняття рішень, добровільний характер участі, доброзичливість, взаємна довіра, здатність до досягнення компромісу у виборі форм і методів роботи. Проаналізовано сучасний стан взаємодії між педагогами і сім’єю щодо залучення дітей до мовленнєвої діяльності, визначено рівень обізнаності батьків про закономірності мовленнєвого розвитку дітей молодшого дошкільного віку, особливості їхньої участі у формуванні мовленнєвих умінь і навичок. Узагальнення результатів дослідження засвідчило, що партнерська взаємодія здебільшого

характеризується фрагментарністю, недостатньою системністю та обмеженою орієнтацією на практичну реалізацію завдань мовленнєвого розвитку, що актуалізує потребу її методичного вдосконалення. У статті обґрунтовано доцільність упровадження практико-зорієнтованих форм взаємодії, які передбачають цілеспрямоване залучення батьків до мовленнєвого розвитку дитини через моделювання комунікативних ситуацій у повсякденному житті, організацію спільної ігрової діяльності, читання художніх творів, виконання комунікативних вправ, забезпеченні інформаційно-методичного супроводу батьків. Підкреслено, що зазначені форми взаємодії сприяють формуванню у батьків практичних умінь мовленнєвого супроводу дитини та підвищенню рівня їхньої педагогічної компетентності. Встановлено, що інтеграція побутових, ігрових і читацьких практик забезпечує цілісність мовленнєвого середовища, сприяє збагаченню словникового запасу, формуванню граматично правильного мовлення та розвитку зв'язних висловлювань.

Ключові слова: партнерська взаємодія, заклад дошкільної освіти, сім'я, мовленнєвий розвиток, діти молодшого дошкільного віку, вихователі закладів дошкільної освіти.

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PARTNERSHIP INTERACTION BETWEEN EDUCATORS AND PARENTS IN THE SPEECH DEVELOPMENT OF YOUNGER PRESCHOOL CHILDREN

Abstract. The article presents a theoretical analysis of the problem of partnership interaction between preschool educational institutions and families as

one of the key factors ensuring the speech development of younger preschool children. It is substantiated that the effective organization of such interaction presupposes the creation of a unified speech environment within which the coordination of pedagogical influences of educators and parents is ensured, contributing to the holistic formation of the child's speech competence, communicative activity, and speech initiative. It is emphasized that important characteristics of partnership interaction include tolerance toward partners' positions, equality in decision-making processes, voluntary participation, goodwill, mutual trust, and the ability to reach compromise in selecting forms and methods of cooperation. The current state of interaction between educators and families regarding children's involvement in speech activities is analyzed, and the level of parents' awareness of the patterns of speech development in younger preschool age children, as well as their participation in the formation of speech skills and abilities, is determined. The synthesis of research results revealed that partnership interaction is mostly characterized by fragmentation, insufficient systematization, and limited orientation toward the practical implementation of speech development tasks, which highlights the need for its methodological improvement.

The article substantiates the expediency of introducing practice-oriented forms of interaction that involve the purposeful engagement of parents in the child's speech development through the modeling of communicative situations in everyday life, organization of joint play activities, reading of literary works, implementation of communicative exercises, and provision of informational and methodological support for parents. It is emphasized that these forms of interaction contribute to the development of parents' practical skills in supporting children's speech development and enhance their level of pedagogical competence. It is established that the integration of everyday, play-based, and reading practices ensures the integrity of the speech environment, promotes vocabulary enrichment, the formation of grammatically correct speech, and the development of coherent utterances.

Keywords: partnership interaction, preschool educational institution, family, speech development, younger preschool children, preschool educators.

Постановка проблеми. В умовах модернізації сучасної дошкільної освіти особливої актуальності набуває проблема налагодження партнерської взаємодії між закладом дошкільної освіти та сім'єю. Сучасні освітні тенденції, зокрема впровадження ідей педагогіки партнерства, орієнтують педагогів на створення єдиного освітнього простору, у якому забезпечується гармонійний розвиток дитини, формування її ключових компетентностей та успішна соціалізація.

У межах досліджуваної проблематики партнерська взаємодія набуває особливого значення, оскільки узгоджені дії педагогів і батьків забезпечують створення єдиного мовленнєвого середовища, у якому дитина отримує комунікативний досвід, збагачує словниковий запас, опановує норми мовленнєвої поведінки.

Нормативно-правовою основою організації партнерської взаємодії між закладом дошкільної освіти і сім'єю є Закон України «Про освіту», Закон України «Про дошкільну освіту», Державний стандарт дошкільної освіти, Стандарт вищої освіти зі спеціальності 012 «Дошкільна освіта». У зазначених документах визначено засади педагогіки партнерства, які передбачають рівноправну взаємодію всіх учасників освітнього процесу, взаємну відповідальність за результати розвитку дитини, необхідність активного залучення батьків до освітньої діяльності закладу дошкільної освіти.

Натомість у сучасній педагогічній практиці спостерігається певна складність у практичній реалізації задекларованих положень. Законодавчі норми, окреслюючи загальні принципи партнерства, не повною мірою забезпечують достатньо чітке розуміння механізмів їх впровадження у щоденну діяльність вихователів і батьків. Це зумовлює необхідність подальшого наукового осмислення та методичного обґрунтування форм і методів партнерської взаємодії, зокрема у контексті розвитку мовлення дітей молодшого дошкільного віку, оскільки саме на цьому віковому етапі відбувається інтенсивне становлення мовленнєвої діяльності: формується словниковий запас, удосконалюється звуковимова, розвивається граматична будова мовлення, діалогічне спілкування та мовленнєва ініціативність. Від рівня сформованості мовлення залежить інтелектуальний, емоційний і соціальний розвиток дитини, її здатність до взаємодії з однолітками й дорослими, пізнання довколишнього світу, успішність подальшої освітньої діяльності та процесу соціалізації.

Актуальність дослідження посилюється й тим, що в сучасних умовах спостерігається зростання кількості дітей, які мають труднощі мовленнєвого розвитку, недостатній рівень комунікативної активності, обмежений словниковий запас, труднощі у побудові зв'язних висловлювань. Однією з причин є недостатня мовленнєва взаємодія дорослих із дітьми, зниження культури сімейного спілкування, надмірне використання цифрових технологій та недостатня узгодженість дій вихователів і батьків у питаннях мовленнєвого виховання дітей. У зв'язку з цим особливого значення набуває партнерська взаємодія вихователів і батьків, яка ґрунтується на засадах взаємоповаги, довіри, педагогічної підтримки та відповідальності за результати розвитку дитини.

Аналіз останніх досліджень і публікацій. Аналіз сучасних досліджень і публікацій свідчить, що проблема підготовки майбутніх вихователів закладів дошкільної освіти до взаємодії з батьками є достатньо розробленою у вітчизняній педагогічній науці. Зокрема, у працях І. Андрощук, І. Беха, С. Гаврилюк, С. Бабюк, Н. Вахняк, О. Добош, А. Залізняк, О. Киричук, В. Кузя, М. Незамай, В. Панка та інших учених розкрито різні аспекти означеної проблематики: від формування культури батьківства й організації педагогічної просвіти до специфіки взаємодії з різними категоріями сімей та ролі сім'ї у вихованні дітей.

Зарубіжні дослідження Дж. Гілкерсон та ін. (Gilkerson et al.) [7], Б. Гарт, Т. Рісслі (Hart & Risley)) [8] засвідчують, що партнерська взаємодія між сім'єю та закладом дошкільної освіти є важливим чинником мовленнєвого розвитку дітей раннього та молодшого дошкільного віку [7; 8]. Мовна взаємодія та практики грамотності, засвоєні в сім'ї, допомагають дітям не лише створити грунтовну мовленнєву базу, але й набути більш просунутих навичок грамотності, коли вони починають відвідувати заклад освіти С. Сноу (Snow C.) [10], Р. Дікатальдо і М. Рош (Dicataldo, R., & Roch, M.) [6].

Метою дослідження є теоретичне обґрунтування та узагальнення особливостей партнерської взаємодії вихователів і батьків у процесі розвитку мовлення дітей молодшого дошкільного віку; визначення ефективних форм і методів організації співпраці закладу дошкільної освіти і сім'ї, спрямованих на створення єдиного мовленнєвого середовища та підвищення рівня мовленнєвого розвитку дітей.

Виклад основного матеріалу дослідження. Розвиток мовлення виступає одним із ключових чинників становлення особистості дитини та її успішної соціальної адаптації. У молодшому дошкільному віці відбувається активне опанування дитиною рідної мови, яка слугує основою для подальшого пізнавального, емоційного та соціального розвитку. Вона починає сприймати не лише ситуативне, а й контекстне мовлення, розуміти зміст коротких оповідань, казок і розповідей. У другій половині третього року життя діти здатні розуміти нескладні художні тексти без опори на наочність, що підвищує роль мовлення дорослого у процесі виховання та розвитку дитини [1, С. 217-218]. Вважливим завданням вихователькі у роботі з дітьми за А. Богуш є формування усвідомленого розуміння мовлення. Педагог має розвивати в дітей уміння розрізняти предмети за зовнішніми ознаками, ознайомлювати їх із властивостями та якостями предметів і явищ довкілля, формувати уявлення про просторові й часові відношення, сприяти засвоєнню узагальнювальних понять і розумінню змісту художніх творів [1, С. 218].

Реалізація зазначених завдань забезпечує формування основ мовленнєвої компетентності дітей молодшого дошкільного віку, оскільки саме в цей віковий період відбувається інтенсивний розвиток словникового запасу, удосконалення звукової культури мовлення та становлення комунікативної функції мовлення.

У процесі мовленнєвої діяльності дитина поступово оволодіває вмінням використовувати мовні засоби відповідно до ситуації спілкування, що сприяє розвитку пізнавальної активності, мислення та соціальної взаємодії. У зв'язку з цим особливого значення набуває створення цілісного мовленнєвого середовища, яке передбачає узгодженість педагогічних впливів закладу дошкільної освіти та сім'ї. Саме партнерська взаємодія вихователькі і батьків забезпечує наступність у мовленнєвому розвитку дітей, сприяє активізації мовленнєвого спілкування, підвищує ефективність формування мовленнєвих умінь і навичок у повсякденній діяльності дитини.

У контексті мовленнєвого розвитку дітей молодшого дошкільного віку партнерська взаємодія набуває особливого значення, оскільки дозволяє об'єднати виховний потенціал закладу дошкільної освіти і сім'ї в єдину педагогічну систему. За таких умов мовленнєвий розвиток дитини постає як результат цілеспрямованої та узгодженої діяльності дорослих, спрямованої на формування мовленнєвих навичок у природному соціально-комунікативному середовищі. Ефективність партнерської взаємодії визначається рівнем конструктивної комунікації між вихователькою і батьками, їхньою готовністю до співпраці, взаємною відповідальністю за результати розвитку дитини та здатністю до узгодження педагогічних підходів. Важливим є створення єдиного мовленнєвого середовища, у якому мовлення дорослих виступає зразком для наслідування, а мовленнєва активність дитини цілеспрямовано підтримується як у закладі дошкільної освіти, так і в сімейному колі.

Для розкриття змісту дослідження та уточнення його ключових категорій доцільно зупинитися на трактуванні поняття «партнерська взаємодія».

У наукових дослідженнях партнерська взаємодія розглядається як спільна діяльність учасників освітнього процесу, що ґрунтується на взаєморозумінні, співпраці та врахуванні індивідуальних особливостей розвитку дитини [2]; процес взаємного впливу суб'єктів один на одного, у якому кожен учасник одночасно виступає і причиною, і результатом цього впливу, що забезпечує розвиток усіх суб'єктів взаємодії [4]; організована та цілеспрямована міжособистісна взаємодія учасників освітнього процесу, яка характеризується динамічністю, рівноправністю сторін і спільністю педагогічних цілей [5].

У дослідженні партнерську взаємодію у контексті мовленнєвого розвитку дітей молодшого дошкільного віку розуміємо як організовану, цілеспрямовану співпрацю вихователькі і батьків як рівноправних суб'єктів освітнього процесу, що реалізується через діалогічне партнерство на засадах взаєморозуміння, взаємоповаги та спільної відповідальності й спрямована на формування єдиного мовленнєвого середовища та забезпечення ефективного розвитку мовлення дитини.

Ознаками партнерської взаємодії суб'єктів освітнього процесу, за В. Ковальчук є: взаємний вплив учасників для вирішення спільних завдань, узгодження дій і коригування педагогічних цілей, толерантне ставлення до позицій партнерів, рівноправність у прийнятті рішень, добровільність участі у взаємодії, доброзичливість, довіра, компроміс у виборі форм і методів роботи [3].

У наукових працях Дж. Хорнбі (G. Hornby) виокремлено систему професійно значущих умінь вихователькі, необхідних для ефективної партнерської взаємодії з батьками дітей. До них віднесено володіння навичками активного слухання та консультування, розвиток асертивної комунікації, сформованість організаційно-комунікативних умінь, що забезпечують підтримання професійних контактів із батьками у різних формах взаємодії (індивідуальні зустрічі, електронне листування, телефонний зв'язок); уміння аргументовано висловлювати професійну позицію, здійснювати конструктивне обговорення педагогічних ситуацій, забезпечувати організацію групових форм взаємодії з батьками [9].

З огляду на викладене, постає потреба у розробленні та впровадженні дієвих засобів організації співпраці між закладом дошкільної освіти та сім'єю, спрямованих на усвідомлення батьками й педагогами своєї ролі у створенні мовленнєвого середовища та забезпеченні повноцінного мовленнєвого розвитку дитини. Важливе значення у цьому процесі відіграє педагогічна просвіта батьків, що передбачає формування в них усвідомленого ставлення до мовленнєвого розвитку дітей молодшого дошкільного віку, розуміння вікових закономірностей становлення мовлення, зокрема розвитку словника, мовленнєвої ініціативи й комунікативної активності в різних видах діяльності. Її реалізація не обмежується засвоєнням теоретичних положень, а передбачає формування у батьків здатності враховувати індивідуальні особливості дитини у щоденному спілкуванні. Підвищення рівня педагогічної просвіти батьків сприяє створенню сприятливого комунікативного середовища в сім'ї, що позитивно впливає на розвиток мовленнєвої особистості дитини.

У межах реалізації завдань мовленнєвого розвитку дітей молодшого дошкільного віку доцільним є використання різноманітних форм

партнерської взаємодії між вихователями та батьками. До таких форм належать індивідуальні консультації, бесіди, спільні ігри, мовленнєві вправи, читання художньої літератури, пальчикові ігри, колискові, забавлянки та інші види емоційно насиченого спілкування дорослого з дитиною. Саме у процесі безпосередньої взаємодії дитини з батьками відбувається первинне засвоєння мовленнєвих зразків, інтонаційної виразності мовлення, формування елементарних комунікативних навичок і норм мовленнєвої поведінки. Завдання вихователькі полягає у забезпеченні інформаційно-методичного супроводу батьків, спрямованого на розкриття особливостей мовленнєвого розвитку дітей молодшого дошкільного віку та формування у дорослих умінь стимулювати мовленнєву активність, підтримувати потребу дитини у спілкуванні. Особливу увагу доцільно приділяти розвитку культури сімейного мовлення, оскільки мовлення дорослих слугує зразком для наслідування.

Ефективність партнерської взаємодії залежить від використання практико-зорієнтованих форм співпраці, які сприяють активному залученню батьків до освітнього процесу. До таких форм належать мовленнєві хвилинки для батьків, спільні ігрові заняття, майстер-класи, консультації, інформаційні пам’ятки, родинні свята, комунікативні ігри тощо.

В умовах сучасного розвитку освітнього середовища особливого значення набуває використання інформаційно-комунікаційних технологій в роботі з батьками. Спілкування через онлайн-платформи, батьківські чати, блоги та тематичні групи дають змогу обговорювати актуальні питання мовленнєвого розвитку дитини, обмінюватися педагогічним досвідом, знайомитися з ефективними методиками розвитку мовлення. Такі форми комунікації розширюють можливості партнерської взаємодії між вихователем і сім’єю, забезпечують швидкий зворотний зв’язок.

У процесі дослідження було проведено моніторинг серед батьків, діти яких відвідують заклад дошкільної освіти, задля визначення рівня їхньої обізнаності щодо особливостей мовленнєвого розвитку дітей молодшого дошкільного віку, ступеня залучення сім’ї до формування мовленнєвих навичок дитини, а також готовності до партнерської взаємодії з вихователями. У ході дослідження було визначено, наскільки батьки усвідомлюють значення спільних педагогічних зусиль та які форми співпраці із закладом дошкільної освіти використовують у практиці сімейного виховання.

Результати моніторингу засвідчили, що лише частина батьків має достатній рівень обізнаності щодо закономірностей мовленнєвого розвитку дітей. Зокрема, високий рівень обізнаності виявлено у 25 % опитаних, задовільний – у 45 %, 30 % батьків засвідчили фрагментарні знання з

означеної проблематики. Щодо залучення сім'ї до мовленнєвого розвитку дитини встановлено, що 35 % батьків організовують мовленнєве спілкування з дитиною (читання книжок, бесіди за малюнками, обговорення подій дня), 40 % батьків здійснюють це епізодично, 25 % батьків не приділяють цілеспрямованої уваги мовленнєвому розвитку дитини.

Аналіз готовності до партнерської взаємодії з вихователями закладів дошкільної освіти засвідчив, що 50% батьків відкриті до співпраці та беруть активну участь у виховних заходах, батьківських зустрічах і консультаціях, спрямованих на розвиток мовлення дітей. 30 % опитаних беруть участь у взаємодії епізодично, залежно від потреби або організаційних можливостей, тоді як 20 % характеризуються низьким рівнем залученості до співпраці із закладом дошкільної освіти. Серед найбільш поширених форм взаємодії визначено індивідуальні консультації, тематичні бесіди, використання цифрових засобів комунікації, зокрема месенджерів і групових онлайн-чатів.

Отримані емпіричні дані засвідчили, що, попри наявність різноманітних форм взаємодії між вихователями та батьками, їхня реалізація має фрагментарний характер і недостатньо орієнтована на практичні результати мовленнєвого розвитку дітей, що зумовлює необхідність удосконалення організації партнерської взаємодії між вихователями та батьками через підвищення її системності, узгодженості педагогічних впливів та посилення результативності спільної діяльності вихователів і батьків у роботі з дітьми. Особливого значення набуває орієнтація взаємодії на практичну реалізацію, що передбачає не лише інформування батьків із питань мовленнєвого розвитку дітей, а й формування у них умінь застосовувати отримані знання у взаємодії з дитиною. У цьому контексті важливого значення набуває системне використання практико-зорієнтованих форм взаємодії з батьками, спрямованих на формування мовленнєвої підтримки дитини в умовах сім'ї. Ефективним є моделювання мовленнєвих ситуацій, наближених до реального сімейного життя. Наприклад, у ситуації «ранкові збори» ефективним є мовленнєвий супровід дій дитини: «ми одягаємо шкарпетки», «це тепла шапка», «застібай ґудзики», що поєднується зі стимулюванням мовленнєвих відповідей дитини («що ти одягаєш?»). У ситуації «похід до супермаркету» доцільно стимулювати називання предметів та їхніх ознак: «дай, будь ласка, хліб», «яке яблуко ти хочеш – зелене чи червоне?». Під час прогулянки з дитиною слід звертати увагу на об'єкти довкілля: «це високе дерево», «це пташка», «якого вона кольору?». Ефективним є використання ігрових моделей, зокрема рольових ігор. Наприклад, у грі «Лікар» батьки можуть стимулювати діалог: «що болить?», «покажи горло», «випий ліки», що сприяє формуванню елементарних діалогічних умінь. У грі «Сім'я»

дитина вчиться називати ролі та дії: «мама готує їжу», «тато читає книгу», «дитина грається». Доцільним є використання мовленнєвих вправ під час читання казок, наприклад «Ріпка», «Колобок», де батьки ставлять запитання: «хто прийшов першим?», «що зробила мишка?», «чому колобок утік?», що сприяє розвитку розуміння тексту та формуванню зв'язного мовлення дітей. Поєднання побутових ситуацій, ігрової діяльності та читання художніх творів забезпечує цілісне мовленнєве середовище в сім'ї, підвищує ефективність партнерської взаємодії між вихователями та батьками.

Інтеграція різних видів діяльності сприяє залученню дитини до мовленнєвого спілкування, збагаченню її словникового запасу, формуванню граматично правильного мовлення та розвитку зв'язних висловлювань. Така організація освітньої взаємодії створює умови для підвищення педагогічної компетентності батьків, оскільки передбачає оволодіння ними практичними способами організації мовленнєвого розвитку дитини в повсякденному житті, забезпечує перехід від епізодичних мовленнєвих впливів до цілеспрямованої, системно організованої взаємодії, орієнтованої на досягнення якісних результатів у мовленнєвому розвитку дітей молодшого дошкільного віку.

Висновки. Партнерська взаємодія закладу дошкільної освіти і сім'ї є важливою умовою забезпечення цілісного мовленнєвого розвитку дітей молодшого дошкільного віку. Вона передбачає узгоджену діяльність вихователів і батьків, спрямовану на створення єдиного мовленнєвого середовища, забезпечення наступності та послідовності педагогічних впливів, їх орієнтацію на розвиток мовлення дитини. Результати проведеного дослідження засвідчують, що ефективність партнерської взаємодії визначається її системністю, практичною спрямованістю та відповідністю індивідуальним освітнім потребам дітей. У цьому контексті особливого значення набуває вдосконалення організаційно-змістових засад співпраці між закладом дошкільної освіти і сім'єю, розширення форм взаємодії та підвищення рівня педагогічної компетентності батьків щодо забезпечення мовленнєвого розвитку дітей.

Перспективу подальших наукових розвідок убачаємо у вдосконаленні змісту професійної підготовки майбутніх вихователів щодо реалізації партнерської взаємодії з батьками дітей дошкільного віку з метою забезпечення мовленнєвого розвитку дітей.

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МЕТОДИКА ЗМІШАНОГО НАВЧАННЯ У ФОРМУВАННІ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ОФІЦЕРІВ-ПРИКОРДОННИКІВ

Анотація. У публікації представлено комплексні теоретико-методичні засади застосування концепції змішаного навчання (Blended Learning) у процесі фахової іншомовної підготовки курсантів-прикордонників в умовах цифровізації військової освіти. Актуальність дослідження зумовлена необхідністю досягнення високого рівня професійної взаємосумісності майбутніх офіцерів із представниками міжнародних безпекових агенцій (FRONTEX, NATO) та обмеженістю аудиторного часу в умовах воєнного стану.

Автором науково обґрунтовано та практично апробовано архітектуру інноваційного освітнього середовища, що базується на стратегічній синергії трьох компонентів: дистанційної платформи Moodle для структурування теоретичної бази, мобільних інструментів Google Classroom для забезпечення оперативної комунікації та мультимедійного комплексу Nibelung як високотехнологічного середовища для мовленнєвої симуляції. Особливу увагу в роботі приділено методиці «перевернутого навчання» (Flipped Learning), яка дозволяє перенести рецептивні види діяльності (опанування лексики, вивчення граматичних структур та перегляд відеолекцій) на етап самостійної підготовки. Це забезпечує раціональне використання контактного часу для інтенсивної мовленнєвої практики та інтерактивної взаємодії.

Визначено специфічну роль кожної цифрової платформи у структурі формування іншомовної комунікативної компетентності: від когнітивного накопичення знань у системі управління навчанням Modular Object-Oriented Dynamic Learning Environment (далі – LMS Moodle) до відпрацювання сценаріїв перевірки документів та огляду транспортних засобів у лінгафонному середовищі.

У статті детально описано алгоритми проведення рольових ігор та професійних симуляцій, що імітують реальні умови несення служби на державному кордоні. Доведено, що інтеграція засобів аудіовізуальної корекції та функцій прихованого моніторингу в системі Nibelung сприяє подоланню мовного бар'єру та підвищенню стресостійкості курсантів. Результати дослідження підтверджують ефективність запропонованої моделі для інтенсифікації підготовки офіцерських кадрів, забезпечуючи безперервність навчання незалежно від зовнішніх обставин та фізичної присутності суб'єктів навчання в аудиторії. Сформульовано методичні рекомендації для викладачів щодо трансформації їхньої ролі від ретранслятора знань до фасилітатора освітнього процесу в умовах змішаної моделі.

Ключові слова: змішане навчання; іншомовна комунікативна компетентність; майбутні офіцери-прикордонники; методика «перевернутого навчання»; платформа Moodle; Google Classroom; комплекс Nibelung; заклад вищої освіти.

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BLENDED LEARNING METHODOLOGY IN DEVELOPING THE FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF FUTURE BORDER GUARDS

Abstract. The publication presents the comprehensive theoretical and methodological foundations for applying the concept of blended learning in the process of professional foreign language training for border guard cadets within the context of military education digitalization. The relevance of the study is driven by the necessity of achieving a high level of professional interoperability between future officers and representatives of international security agencies (FRONTEX, NATO), as well as the limited classroom time available under martial law.

The author scientifically substantiates and practically tests the architecture of an innovative educational environment based on the strategic synergy of three components: the Moodle distance learning platform for structuring the theoretical framework, Google Classroom mobile tools for ensuring rapid communication, and the Nibelung multimedia complex as a high-tech environment for speech simulation.

Special attention is paid to the "Flipped Learning" methodology, which allows transferring receptive activities (vocabulary acquisition, studying grammatical structures, and viewing video lectures) to the self-study stage. This ensures the rational use of contact time for intensive speech practice and interactive engagement. The specific role of each digital platform in the structure of foreign language communicative competence formation is defined: from cognitive knowledge accumulation in LMS Moodle to practicing document verification and vehicle inspection scenarios in a language laboratory environment.

The article details the algorithms for conducting role-plays and professional simulations that imitate real-life conditions of service at the state border. It is proved that the integration of audiovisual correction tools and hidden monitoring functions in the Nibelung system contributes to overcoming language barriers and increasing cadets' stress resistance. The research results confirm the effectiveness of the proposed model for intensifying officer training, ensuring continuity of education regardless of external circumstances or the physical presence of students in the classroom. Methodological recommendations are formulated for instructors regarding the transformation of their role from a transmitter of knowledge to a facilitator of the educational process under the blended learning model.

Keywords: blended learning; foreign language communicative competence; future border guard officers; flipped learning methodology; Moodle platform; Google Classroom; Nibelung complex; applicant for higher education.

Постановка проблеми. Сучасний етап розвитку Державної прикордонної служби України (далі – ДПСУ) характеризується докорінною перебудовою концептуальних підходів до охорони та оборони державних рубежів. У контексті повномасштабної агресії проти України та стратегічного курсу на набуття повноправного членства в Європейському Союзі й Альянсі, особливої ваги набуває питання професійної взаємосумісності (interoperability). Ключовим інструментом такої інтеграції виступає іншомовна комунікативна компетентність офіцера-прикордонника, яка за стандартами NATO STANAG 6001 визначає здатність особового складу ефективно взаємодіяти з підрозділами країн-партнерів та міжнародними агенціями, зокрема FRONTEX [1].

Традиційна система лінгвістичної підготовки у військових закладах вищої освіти (далі – ЗВО) наразі стикається із суперечністю між зростаючими вимогами до рівня володіння іноземною мовою та реальними можливостями освітнього процесу в умовах воєнного стану. Специфіка навчання курсантів-прикордонників передбачає поєднання інтенсивного

навчального графіка з виконанням службово-бойових завдань, залученням до нарядів та посиленням безпекових заходів, що неминуче призводить до дискретності (переривчастості) аудиторних занять та дефіциту часу для контактної роботи з викладачем.

За таких обставин виникає нагальна потреба у впровадженні інноваційної методики змішаного навчання (Blended Learning), що розглядається не просто як допоміжний технологічний засіб, а як комплексна стратегія трансформації освітнього простору. Змішане навчання дозволяє розв'язати проблему часових обмежень шляхом раціонального поєднання синхронної (безпосередньої взаємодії в аудиторії) та асинхронної (самостійної роботи в цифровому середовищі) форм навчання.[2]

Окрім того, інтеграція мультимедійних платформ та лінгафонних симуляцій дозволяє створити автентичне мовне середовище, максимально наближене до реальних умов несення служби на пункті пропуску чи в зоні бойового зіткнення. Таким чином, актуальність проблеми полягає у необхідності пошуку оптимального балансу між традиційними методиками та новітніми інструментами цифровізації для забезпечення безперервності та результативності іншомовної підготовки майбутніх офіцерів.

Аналіз останніх досліджень і публікацій. Проблема впровадження інноваційних технологій у систему вищої освіти перебуває у центрі уваги багатьох науковців. Теоретичні засади змішаного навчання (Blended Learning) ґрунтовно розроблені в працях зарубіжних дослідників, таких як Б. Грем, К. Крістенсен та Ч. Кертіс, які розглядають цю модель як оптимальну інтеграцію очного та дистанційного компонентів (Graham, 2019). У вітчизняному науковому дискурсі питання цифровізації освіти та створення електронних навчальних ресурсів висвітлено в роботах В. Бикова, Н. Морзе та О. Коновала.

Особливий інтерес становлять дослідження, присвячені специфіці професійно орієнтованого навчання іноземної мови у військових закладах вищої освіти. Зокрема, питання формування іншомовної компетентності майбутніх офіцерів досліджували О. Балаєва, С. Калапіщак та В. Кушнір. Автори наголошують на необхідності наближення навчального процесу до реальних умов оперативно-службової діяльності [3].

Незважаючи на значну кількість праць, присвячених використанні дистанційних платформ (Moodle, Google Classroom), потенціал спеціалізованих лінгафонних систем, зокрема Nibelung, у структурі змішаного навчання майбутніх офіцерів-прикордонників залишається малодослідженим. Більшість публікацій розглядають ці інструменти ізольовано, без належного методичного обґрунтування їх комплексної взаємодії. Це зумовлює необхідність детального вивчення методики, яка б об’єднала

можливості систем керування навчанням (далі – LMS) та високотехнологічних засобів мовленнєвої симуляції для підготовки фахівців Державної прикордонної служби України.

Метою статті є теоретичне обґрунтування та розробка методичної моделі змішаного навчання іноземної мови майбутніх офіцерів-прикордонників, що базується на інтеграції систем керування навчанням (Moodle, Google Classroom) та спеціалізованого лінгафонного середовища (Nibelung) для інтенсифікації формування їхньої професійної комунікативної компетентності. Завдання дослідження:

1. Проаналізувати сучасний стан та виклики іншомовної підготовки майбутніх офіцерів-прикордонників в умовах воєнного стану.
2. Визначити дидактичний потенціал платформ Moodle, Google Classroom та системи Nibelung у контексті змішаного навчання.
3. Розробити структурно-функціональну модель інтегрованого використання зазначених цифрових інструментів.
4. Окреслити методичні рекомендації щодо впровадження моделі «перевернутого класу» для відпрацювання професійних комунікативних кейсів.

Виклад основного матеріалу. *Аналіз сучасного стану та викликів іншомовної підготовки майбутніх офіцерів-прикордонників.* Процес підготовки офіцерських кадрів для Державної прикордонної служби України (ДПСУ) на сучасному етапі зазнає суттєвих трансформацій, зумовлених необхідністю адаптації до стандартів НАТО та вимог безпекового середовища ЄС. Згідно зі стратегією розвитку відомчої освіти, ключовим орієнтиром є досягнення курсантами рівня мовної компетенції не нижче СМР 2 (Standardized Language Profile) за стандартом STANAG 6001 [1]. Проте аналіз освітнього процесу у військових закладах вищої освіти (ЗВО) виявляє низку суперечностей.

По-перше, це розрив між теоретичною базою підручників та динамікою реальних ситуацій на державному кордоні.

По-друге, специфіка військової служби, що включає залучення курсантів до нарядів та виконання службових завдань, створює проблему дискретності навчання, коли курсанти пропускають аудиторні заняття, що критично впливає на формування мовленнєвих навичок [4, 5].

У цьому контексті традиційна класно-урочна система виявляється недостатньо гнучкою. Виникає потреба у створенні такого освітнього середовища, яке б дозволяло курсанту опановувати матеріал незалежно від фізичної присутності в аудиторії, проте під чітким методичним контролем викладача. Саме змішане навчання стає інструментом, що нівелює зазначені виклики, перетворюючи навчання на безперервний процес.

Дидактичний потенціал цифрових платформ у змішаному навчанні. Ефективність запропонованої методики базується на синергії трьох технологічних рішень: Moodle, Google Classroom та Nibelung. Кожен інструмент має унікальні дидактичні властивості, які відповідають конкретним завданням іншомовної підготовки.

LMS Moodle виступає як магістральна платформа для структурування академічних знань. Її потенціал полягає у можливості створення багаторівневих курсів, де лекційний матеріал інтегрований із системами автоматизованого контролю.

Важливою функцією для прикордонників є елемент «Урок», який дозволяє реалізувати адаптивне навчання: курсант отримує новий блок інформації (наприклад, про процедури депортації) лише після успішного проходження проміжного тесту. [6]

Google Classroom виконує роль мобільного хаба. В умовах військового ЗВО, де доступ до стаціонарних комп'ютерів може бути обмеженим, можливість роботи через смартфон стає вирішальною. Classroom ідеально підходить для реалізації концепції «мікронавчання», дозволяючи викладачу оперативно поширювати актуальні новини міжнародних безпекових агенцій.

Система Nibelung є ключовою для розвитку суто професійних навичок. Це спеціалізоване середовище дозволяє подолати головний недолік дистанційної освіти - відсутність живої мовленнєвої практики у специфічних акустичних умовах (шум пункту пропуску, перешкоди радіозв'язку).

Структурно-функціональна модель інтегрованого навчання. Розроблена нами модель передбачає вертикальну та горизонтальну інтеграцію зазначених сервісів. Вертикальна інтеграція забезпечує послідовність: від накопичення знань у Moodle до їх оперативного обговорення в Classroom та практичної апробації в Nibelung. Горизонтальна інтеграція забезпечує єдність змісту, усі завдання на всіх платформах об'єднані спільною професійною тематикою.

Методична архітектура моделі включає три функціональні блоки:

1. Блок теоретичної рецепції (Moodle): засвоєння граматичних структур та фахової лексики.

2. Блок інтерактивної взаємодії (Google Classroom): розвиток навичок письма та аналітичного читання під час аналізу міжнародних правових актів чи кейсів.

3. Блок професійної симуляції (Nibelung): відпрацювання сценаріїв перевірки документів, інтерв'ювання осіб, що подорожують та координації дій підрозділів[7].

Методичні рекомендації щодо реалізації моделі «перевернутого класу». Центральною частиною практичної реалізації моделі є технологія *Flipped Classroom*. За цією методикою, теоретичний компонент (перегляд відеолекцій про види віз, вивчення термінології паспортного контролю) виноситься на етап самостійної роботи в Moodle. Це дозволяє вивільнити більш ніж достатньо аудиторного часу для активного мовлення.

Під час аудиторного заняття в лінгафонному кабінеті викладач стає фасилітатором. Рекомендується використовувати такі типи вправ у системі Nibelung:

«Double Dialogue Control»: викладач розділяє групу на пари. Одна пара імітує розмову офіцера з іноземцем, а інша надає консультативну підтримку «колезі» в окремому каналі зв'язку. Це імітує реальну ієрархію прийняття рішень на кордоні [8].

«Professional Interpretation»: курсант отримує в навушники вказівки українською мовою, які він має миттєво транслювати англійською мовою іноземцю, що створює необхідний рівень когнітивного навантаження для формування перекладацької компетентності.

Важливою рекомендацією є використання системи оцінювання, яка б враховувала активність на всіх етапах. Наприклад, успішне проходження тесту в Moodle дає право на участь у фінальній симуляційній грі в Nibelung, що стимулює курсантів до систематичної самостійної роботи. Такий комплексний підхід дозволяє сформувати не просто знання мови, а професійну готовність до виконання завдань у міжнародному середовищі [9; 10]).

Практична реалізація запропонованої методики розглядається нами на прикладі змістовного модуля «Процедури огляду транспортних засобів та виявлення схованок».

У середовищі Moodle курсантам пропонується підготовчий блок, що включає автентичні навчальні відеоматеріали від митних та прикордонних служб США (CBP) або Великої Британії (Border Force). Відео контент фокусується на технічній термінології: назви частин автомобіля (*chassis, fuel tank, spare wheel cavity, upholstery*), а також на специфічних дієсловах дії (*to unscrew, to dismantle, to detect, to seize*). Після перегляду курсант має пройти інтерактивний тест (H5P), де необхідно співвіднести назву деталі транспортного засобу з її зображенням, що мінімізує лексичні помилки на етапі практичного огляду.

У Google Classroom організовується асинхронна дискусія на основі проблемного кейсу (Case Study). Викладач розміщує фотозвіт реального затримання контрабанди, де товар був прихований у нетиповому місці (наприклад, всередині шин або в конструктивних пустотах кузова). Питання

для обговорення формулюються таким чином: *«Based on the visual indicators, what made this vehicle suspicious?»* або *«How would you phrase the request to the driver to open the hood for a secondary inspection?»*. Це стимулює курсантів до аргументації власних думок та використання професійного сленгу в письмовому форматі.

У системі Nibelung проводиться фінальна рольова гра “The Suspicious Truck”. За допомогою лінгафонного інструментарію група поділяється на персонал прикордонного патруля та водіїв вантажівок. Сценарій передбачає виявлення невідповідностей у вантажній декларації та необхідність проведення поглибленого огляду. Використання функції передачі графічних об'єктів на монітори курсантів дозволяє викладачу в процесі діалогу «підкидати» нові докази (наприклад, зображення сканера з підозрілими силуетами), змушуючи курсантів миттєво реагувати та змінювати тактику допиту англійською мовою.

Технічні аспекти функціонування системи Nibelung. Висока результативність мовленнєвої підготовки забезпечується специфічними технічними налаштуваннями платформи Nibelung. Ключовим інструментом є цифровий магнітофон, який дозволяє здійснювати багатоканальний запис. На відміну від стандартних засобів запису, система Nibelung фіксує кожен аудіопотік окремо (канал викладача, канал курсанта А та канал курсанта Б).

Методика Voice Analysis реалізується через візуалізацію звукової хвилі. Під час відпрацювання команд (*Turn off the engine!, Step back from the vehicle!*) курсант може бачити амплітуду власного мовлення та порівнювати її з еталонним треком, завантаженим викладачем. Це дозволяє технічно коригувати не лише вимову, а й інтонаційне забарвлення, яке в ситуаціях затримання має бути чітким та наказовим.

Додатково технічний функціонал дозволяє проводити автоматизований збір результатів самостійної роботи. Після завершення рольової гри всі аудіофайли автоматично архівуються в персональні папки курсантів на сервері. Це створює базу для подальшого аналізу помилок (Error Analysis): викладач обирає найбільш характерні лексико-граматичні огріхи та виносить їх на загальне обговорення, зберігаючи при цьому анонімність авторів, що знижує психологічний бар'єр у навчанні.[2]

У традиційній системі навчання викладач є основним джерелом знань, проте у моделі змішаного навчання його вплив трансформується з прямого на опосередкований та стимулюючий. Якість засвоєння матеріалу курсантами-прикордонниками за такої методики безпосередньо залежить від ефективності реалізації викладачем наступних ролей:

1. Викладач як архітектор та дизайнер освітнього середовища. Вплив викладача починається задовго до початку заняття. Якість навчання у

Moodle чи Google Classroom залежить від того, наскільки логічно викладач структурував контент.

Якщо викладач створює чітку навігацію, інтерактивні тести та логічну послідовність матеріалу, курсанти демонструють вищий рівень самодисципліни. Продуманий дизайн курсу дозволяє уникнути когнітивного перевантаження, що критично важливо для курсантів, які мають обмежений час на самопідготовку (Калапіщак, 2021).

2. Викладач як фасилітатор та модератор комунікації. За змішаною методикою викладач стимулює курсантів до самостійного пошуку рішень.

У Google Classroom викладач не просто дає відповіді, а ставить уточнювальні запитання, провокуючи професійну дискусію англійською мовою. Це формує в майбутніх офіцерів навички критичного мислення та здатність аргументувати свою позицію в міжкультурному середовищі. Викладач виступає «диригентом», який спрямовує дискусію у потрібне русло, не пригнічуючи ініціативу курсантів.

3. Викладач як експерт та діагност у лінгафонному середовищі. Під час роботи в системі Nibelung вплив викладача набуває характеру точкового втручання.

Використовуючи функцію прихованого моніторингу, викладач діагностує типи помилок, характерні для кожного курсанта. Якість засвоєння покращується завдяки індивідуальному фідбеку: викладач може надати підказку (scaffolding) саме в той момент, коли курсант відчув труднощі в діалозі. Це створює «ситуацію успіху» та знижує мовний бар'єр, оскільки корекція відбувається конфіденційно через гарнітуру.

4. Психолого-педагогічний супровід та менторство. Змішане навчання вимагає від курсантів високого рівня автономності. Викладач має стати ментором, який допомагає адаптуватися до цифрового формату.

Ефективність навчання зростає, коли викладач здійснює регулярний моніторинг активності курсантів на платформах і вчасно реагує на затримки у виконанні завдань. Мотиваційний вплив викладача (через похвалу в коментарях Google Classroom або гейміфікацію в Moodle) безпосередньо корелює з глибиною засвоєння матеріалу.

Педагогічні умови, що посилюють вплив викладача:

1) цифрова компетентність викладача: Здатність педагога вільно володіти інструментарієм Nibelung та Moodle викликає повагу у курсантів та створює авторитетний приклад для наслідування.

2) зворотний зв'язок (Feedback): Якість засвоєння матеріалу за змішаною методикою здебільшого залежить від швидкості та якості фідбеку. Викладач має забезпечувати оперативну оцінку дистанційних робіт.

3) адаптивність контенту: Викладач повинен оперативно змінювати наповнення Google Classroom залежно від актуальних подій на кордоні, що робить навчання «живим» та професійно значущим.

Таким чином, роль викладача у системі змішаного навчання зміщується від передачі знань до управління навчальною діяльністю. Викладач стає гарантом якості освітнього процесу, забезпечуючи інтеграцію всіх цифрових платформ у єдиний методичний комплекс, що дозволяє майбутнім офіцерам-прикордонникам досягти рівня мовної компетентності, необхідного для виконання завдань за стандартами НАТО [9; 10].

Впровадження моделі змішаного навчання докорінно змінює вектор діяльності викладача іноземної мови у військовому ЗВО. Традиційна роль «транслятора знань» (лектора) змінюється на роль модератора, фасилітатора та архітектора освітнього контенту:

а) викладач як архітектор контенту. Основна робота зміщується у площину проєктування цифрового середовища в Moodle та Classroom. Педагог має не просто надати матеріал, а спроєктувати таку послідовність вправ, яка б вела курсанта від простого впізнавання слів до складного продукування мовлення в стресових ситуаціях;

*б) викладач як модератор дискусії***.** У Google Classroom викладач не дає правильних відповідей одразу, а стимулює курсантів до взаємонавчання (Peer-to-peer learning). Він коригує напрям обговорення та втручається лише для виправлення грубих помилок, що порушують комунікацію;

в) викладач як фасилітатор у системі Nibelung. Під час практичного заняття педагог стає «невидимим спостерігачем». Використовуючи функцію прихованого моніторингу, він аналізує групову динаміку, надає точкові підказки (scaffolding) найбільш слабким курсантам і фіксує матеріал для фінального дебрифінгу (обговорення результатів).

Головною педагогічною умовою успішності такої моделі є створення суб'єкт-суб'єктних відносин, де курсант не є пасивним слухачем, а несе відповідальність за свою підготовку на дистанційному етапі. Без належного рівня самодисципліни та мотивації курсантів (що забезпечується через професійну спрямованість завдань) ефективність змішаного навчання різко знижується. Таким чином, викладач має володіти не лише мовною та технічною, а й андрагогічною компетентністю для роботи з дорослою аудиторією в умовах високого психологічного напруження.

Щодо очікуваних результатів впровадження та дескрипторів оцінювання дієвості методики, то після виконаного дослідження зазначимо, що ефективність запропонованої концепції змішаного навчання прогнозується через системне вдосконалення професійного іншомовного профілю ЗВО. Для верифікації результативності освітньої моделі нами виокремлено

три домінантні критерії, кожен з яких імплементується через відповідний технологічний інструментарій.

Гностико-лексичний (когнітивний) компонент (ресурс Moodle). Цей індикатор відображає якість накопиченого термінологічного запасу та фундаментальних граматичних конструкцій.

Прогнозується, що активний словник фахівця поповниться на понад 500 спеціалізованих одиниць, що дозволить ідентифікувати технічні характеристики документів без сторонньої допомоги. Моніторинг здійснюється шляхом комп'ютерного тестування в LMS Moodle, де цільовим показником є успішність на рівні 90 - 100%. Такий результат підтверджує готовність курсанта до переходу від теоретичного засвоєння до практичного оперування мовним матеріалом.

Інтерактивно-мовленнєвий компонент (ресурс Nibelung). Виступає базовим мірилом здатності майбутнього офіцера вести змістовну професійну бесіду в режимі реального часу, зокрема під впливом психологічних чинників (мовленнєвий стрес, часовий тиск).

Практика в лінгафонному середовищі має на меті ліквідацію тривалих когнітивних пауз та досягнення темпу мовлення, наближеного до автентичного. Оцінюванню підлягають коректність постановки запитань, дотримання мовного етикету та військової термінології під час імітації службових інцидентів. Аудіоархів системи Nibelung слугує доказовою базою для відстеження динаміки артикуляційної та інтонаційної чистоти мовлення.

Ситуативно-адаптивний компонент (ресурс Google Classroom). Визначає когнітивну гнучкість та оперативність реакції на зміну обставин. Робота з прикладними кейсами в Google Classroom навчає курсантів ідентифікувати складні та нетипові правопорушення на кордоні.

Очікуваний результат – це спроможність офіцера миттєво трансформувати стандартний алгоритм спілкування відповідно до нових вхідних даних (наприклад, аналіз цифрових віз або виявлення логічних суперечностей у відповідях подорожнього). Успіх за цим критерієм визначається через глибину логічної аргументації у професійних чатах та оригінальність знайдених рішень у позаштатних ситуаціях.

Висновки. Узагальнюючи вищезазначене, можемо стверджувати, що інтегрована діагностика за вказаними параметрами дає змогу сформувати всебічну оцінку професійної готовності випускника до несення служби у сучасному багатомовному безпековому просторі.

Проведене дослідження дозволяє підбити підсумки щодо розробки та впровадження методичної моделі змішаного навчання іноземної мови для майбутніх офіцерів-прикордонників:

Обґрунтовано доцільність переходу до змішаного формату навчання, що зумовлено стратегічним вектором на взаємосумісність із підрозділами НАТО (STANAG 6001) та специфікою функціонування військових ЗВО в умовах воєнного стану. Доведено, що поєднання аудиторних занять із дистанційними технологіями є найбільш дієвим інструментом забезпечення неперервності освіти при обмеженому часовому ресурсі.

Диференційовано дидактичні функції цифрових платформ, що утворюють єдину екосистему підготовки. Встановлено, що ефективність навчання досягається через синергію трьох компонентів: LMS Moodle (фундаментальна теоретична база), Google Classroom (оперативний менеджмент та мікронавчання) та мультимедійної системи Nibelung (інтенсивний мовленнєвий тренажер для моделювання професійних ситуацій).

Запропоновано авторську методичну модель, яка трансформує роль курсанта з пасивного слухача на активного суб'єкта професійної комунікації. Модель забезпечує логічний цикл підготовки: від індивідуального опрацювання контенту до інтерактивної взаємодії та фінальної симуляції службових завдань (радіообміну, огляду транспорту тощо). Це дозволяє максимально наблизити навчальний процес до реальних умов служби.

Визначено нову рольову позицію викладача, який у системі змішаного навчання виступає архітектором освітнього середовища та фасилітатором. Підкреслено, що результативність моделі критично залежить від цифрової компетентності педагога та його вміння проектувати якісний інтерактивний контент.

Подальший науковий пошук доцільно спрямувати на вивчення механізмів інтеграції штучного інтелекту (AI) та технологій віртуальної реальності (VR) у лінгафонний простір. Це дозволить створити адаптивні сценарії професійної діяльності, що максимально відтворюватимуть динаміку та психологічне навантаження реальної служби офіцерів ДПСУ.

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ПАРТНЕРСЬКА ВЗАЄМОДІЯ ЗАКЛАДУ ДОШКІЛЬНОЇ ОСВІТИ ТА СІМ'Ї У ПРОЦЕСІ СОЦІАЛІЗАЦІЇ ДИТИНИ В УМОВАХ ІНКЛЮЗИВНОГО ОСВІТНЬОГО СЕРЕДОВИЩА

Анотація. У статті розкрито актуальні теоретичні та практичні аспекти взаємодії закладу дошкільної освіти та сім'ї як провідного чинника успішної соціалізації дитини в умовах інклюзивного освітнього середовища. Уточнено, що соціальний розвиток дитини відбувається в контексті взаємодії двох взаємопов'язаних процесів — соціалізації та індивідуалізації, збалансоване поєднання яких забезпечує формування її соціальної компетентності, самостійності та здатності до ефективної інтеграції в різні соціальні спільноти.

Обґрунтовано значення партнерської співпраці педагогів і батьків як необхідної умови гармонійного розвитку особистості дитини, формування її соціально-комунікативних умінь, емоційної стійкості, адаптивності та позитивної «Я-концепції», особливо в дітей з особливими освітніми потребами. Проаналізовано сучасні наукові підходи до організації ефективної взаємодії між учасниками освітнього процесу, зокрема особистісно орієнтований, діяльнісний, компетентнісний та інклюзивний підходи; визначено ключові принципи (партнерства, довіри, відкритості, взаємоповаги), а також охарактеризовано форми і методи такої взаємодії.

Особливу увагу приділено створенню сприятливого психолого-педагогічного середовища, яке забезпечує всебічний розвиток дитини, її

емоційне благополуччя, відчуття безпеки та прийняття, а також сприяє включенню в систему соціальних відносин і набуттю позитивного досвіду взаємодії з однолітками й дорослими. Висвітлено роль сім'ї як первинного інституту соціалізації, що визначає базові цінності, норми поведінки та моделі соціальної взаємодії дитини, і підкреслено необхідність узгодженості виховних впливів закладу дошкільної освіти та родинного середовища.

Окреслено практичні напрями вдосконалення взаємодії ЗДО та сім'ї, зокрема через упровадження індивідуалізованого та диференційованого підходів до роботи з дітьми та їхніми батьками, організацію психолого-педагогічного супроводу, використання інтерактивних форм співпраці (тренінгів, майстер-класів, консультацій, батьківських клубів), а також активізацію просвітницької діяльності щодо питань інклюзивної освіти.

Доведено, що системна, цілеспрямована та педагогічно виважена взаємодія між педагогами і родиною сприяє підвищенню якості освітнього процесу, успішній соціалізації дітей дошкільного віку та формуванню інклюзивної культури в сучасному суспільстві.

Ключові слова: інклюзивне освітнє середовище, соціалізація дитини, заклад дошкільної освіти, сім'я, взаємодія, партнерство, діти з особливими освітніми потребами, психолого-педагогічний супровід.

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PARTNERSHIP BETWEEN PRESCHOOL EDUCATIONAL INSTITUTIONS AND FAMILIES IN THE CHILD'S SOCIALIZATION PROCESS WITHIN AN INCLUSIVE EDUCATIONAL ENVIRONMENT

Abstract. This article explores the current theoretical and practical aspects of the interaction between preschool educational institutions and families as a key

factor in a child's successful socialization within an inclusive educational environment. It is clarified that a child's social development occurs within the context of the interaction of two interrelated processes—socialization and individualization—whose balanced combination ensures the formation of the child's social competence, independence, and ability to integrate effectively into various social communities.

The importance of partnership between educators and parents is substantiated as a necessary condition for the harmonious development of a child's personality, the formation of their social and communicative skills, emotional stability, adaptability, and a positive "self-concept," especially in children with special educational needs.

Modern scientific approaches to organizing effective interaction among participants in the educational process are analyzed, specifically the person-centered, activity-based, competency-based, and inclusive approaches; key principles (partnership, trust, openness, mutual respect) are identified, and the forms and methods of such interaction are described.

Particular attention is paid to creating a supportive psychological and pedagogical environment that ensures the child's comprehensive development, emotional well-being, sense of security and acceptance, and also promotes inclusion in the system of social relations and the acquisition of positive experiences of interaction with peers and adults. The role of the family as the primary institution of socialization, which shapes a child's core values, behavioral norms, and models of social interaction, is highlighted, and the need for consistency between the educational influences of the preschool and the family environment is emphasized.

Practical directions for improving the interaction between preschool education institutions and families are outlined, in particular through the implementation of individualized and differentiated approaches to working with children and their parents, the organization of psychological and pedagogical support, the use of interactive forms of cooperation (trainings, master classes, consultations, parent clubs), as well as the intensification of educational activities regarding issues of inclusive education. It has been demonstrated that systematic, purposeful, and pedagogically balanced interaction between educators and families contributes to improving the quality of the educational process, the successful socialization of preschool-aged children, and the formation of an inclusive culture in modern society.

Keywords: inclusive educational environment, child socialization, preschool educational institution, family, interaction, partnership, children with special educational needs, psychological and pedagogical support.

Постановка та обґрунтування актуальності проблеми. Сучасний етап розвитку освіти в Україні характеризується активним упровадженням ідей інклюзії, що зумовлює необхідність переосмислення підходів до організації освітнього процесу в закладах дошкільної освіти. Особливої ваги набуває проблема соціалізації дитини в умовах інклюзивного освітнього середовища, яке має забезпечувати рівні можливості для розвитку, навчання та інтеграції всіх дітей, зокрема дітей з особливими освітніми потребами.

Соціалізація дитини дошкільного віку є складним і багатовимірним процесом, що передбачає засвоєння соціальних норм, цінностей, моделей поведінки та формування здатності до ефективної взаємодії з оточенням та має багатофункціональний характер.

По-перше, адаптація є засобом оптимізації відносин дитини з відносно широким соціальним довкіллям, у якому з'являється дитяче співтовариство та спілкування в системі «дитина-дитина», «дитина-дорослий». По-друге, через адаптацію відбувається формування соціальної сутності дитини. Потретє, соціальна адаптація – це дієва складова певної успішної соціалізації дитини в суспільстві.

У цьому контексті визначальну роль відіграє узгоджена взаємодія двох ключових соціальних інститутів — сім'ї та закладу дошкільної освіти. Саме їхня співпраця створює цілісний виховний простір, у якому забезпечується гармонійний розвиток особистості дитини, її емоційне благополуччя та формування соціально-комунікативної компетентності.

Водночас практика свідчить про наявність певних суперечностей між зростаючими вимогами до організації інклюзивного освітнього середовища та недостатнім рівнем готовності педагогів і батьків до ефективної взаємодії. Нерідко спостерігається фрагментарність співпраці, відсутність системності у психолого-педагогічному супроводі сімей, недостатній рівень обізнаності батьків щодо особливостей розвитку та соціалізації дітей, особливо дітей з особливими освітніми потребами.

З огляду на це, актуальність дослідження зумовлена необхідністю теоретичного обґрунтування та практичного пошуку ефективних шляхів налагодження партнерської взаємодії між закладом дошкільної освіти та сім'єю як важливої умови успішної соціалізації дитини в інклюзивному освітньому середовищі. Розв'язання означеної проблеми сприятиме підвищенню якості дошкільної освіти, забезпеченню гармонійного розвитку кожної дитини та формуванню інклюзивної культури суспільства.

Аналіз останніх досліджень і публікацій. Проблема соціалізації дитини в умовах інклюзивного освітнього середовища та взаємодії закладу дошкільної освіти із сім'єю є предметом міждисциплінарних наукових досліджень у галузях психології, педагогіки та соціальної роботи

(Т. Абрамович, О. Боряк, А. Колупаєва, Л. Коваль). Аспекти виховання дитини в сімейному середовищі висвітлено у працях А. Данилова, І. Дідук, О. Карамишевої, С. Михальської, Л. Омельченко та інших учених.

Питання взаємодії закладу дошкільної освіти з сім'єю досліджували Т. Даніліна, Т. Жаровцева, С. Кампов та інші науковці. Розглядаючи проблему співпраці закладу освіти з батьками дітей з особливими освітніми потребами, О. Гаяш слушно наголошує на важливості встановлення довірливих стосунків, основою яких є активна співпраця, взаєморозуміння, довіра та толерантне ставлення між усіма учасниками освітнього процесу.

Водночас аналіз наукових джерел засвідчує, що окремі аспекти зазначеної проблематики опрацьовано досить ґрунтовно, однак потреба у її цілісному теоретико-методологічному осмисленні залишається актуальною.

Метою статті є теоретичне обґрунтування та аналіз особливостей взаємодії закладу дошкільної освіти та сім'ї у процесі соціалізації дитини в умовах інклюзивного освітнього середовища, а також визначення ефективних форм, методів і напрямів партнерської співпраці, спрямованих на забезпечення гармонійного розвитку, соціальної адаптації та успішної інтеграції дітей, зокрема дітей з особливими освітніми потребами.

Виклад основного матеріалу. Соціалізація дитини дошкільного віку в умовах інклюзивного освітнього середовища постає як складний, багатовимірний процес, що охоплює засвоєння соціальних норм і цінностей, формування досвіду міжособистісної взаємодії, розвиток комунікативних умінь, а також становлення особистісної ідентичності. Вирішальне значення у цьому процесі має узгоджена взаємодія двох провідних інститутів соціалізації — сім'ї та закладу дошкільної освіти, ефективність якої значною мірою зумовлюється рівнем їхнього партнерства.

У Концепції сімейного і родинного виховання підкреслюється, що «сучасна сім'я має стати провідною ланкою у вихованні дитини, забезпечуючи належні матеріальні та педагогічні умови для її фізичного, морального й духовного розвитку» [4, с. 60].

Саме в родині закладаються основи ціннісних орієнтацій, формується первинний соціальний досвід, засвоюються норми поведінки та моделі міжособистісної взаємодії. Батьки виступають провідними агентами соціалізації, оскільки через механізми наслідування, ідентифікації та емоційної взаємодії дитина опановує соціокультурний досвід. Позитивний емоційний клімат у сім'ї сприяє формуванню базової довіри до світу, розвитку емпатії та становленню саморегуляції поведінки [8, с. 13].

У науковому дискурсі поняття «партнерська взаємодія» трактується як особлива форма соціальної взаємодії, що характеризується рівно-

правністю суб'єктів, взаємним визнанням їхньої значущості, спільною відповідальністю, добровільністю співробітництва та орієнтацією на досягнення соціально значущих цілей [9, с. 23].

Партнерська взаємодія закладу дошкільної освіти (ЗДО) та сім'ї розглядається як цілеспрямована, системна й узгоджена діяльність суб'єктів освітнього процесу, що ґрунтується на принципах рівноправності, довіри, відкритості, взаємної відповідальності та пріоритету інтересів дитини. Така взаємодія передбачає не лише обмін інформацією, а й спільне прийняття управлінських і педагогічних рішень щодо індивідуальної освітньої траєкторії дитини, визначення стратегій її розвитку та подолання можливих труднощів.

В умовах інклюзивної освіти особливого значення набуває партнерська взаємодія ЗДО з родинами дітей з особливими освітніми потребами, яка реалізується як суб'єкт-суб'єктна співпраця, що базується на засадах взаємоповаги, довіри та діалогічності. Її метою є забезпечення успішної соціалізації дитини шляхом спільного створення безпечного, комфортного та розвивального освітнього середовища. Такий формат взаємодії передбачає узгодженість виховних підходів, активне залучення батьків до освітнього процесу, надання їм психолого-педагогічної підтримки, а також сприяння розвитку комунікативної компетентності дитини.

Як зазначає В. Бондар, партнерство в закладі дошкільної освіти не обмежується епізодичною взаємодією чи формальним залученням батьків, а постає як цілісна система, що функціонує на демократичних засадах і передбачає рівноправну, активну участь усіх суб'єктів освітнього процесу в плануванні, реалізації та оцінюванні освітньої діяльності [2, с. 108].

Взаємодія між ЗДО та сім'єю базується на принципах довіри, взаємоповаги, відкритості, діалогічності та відповідальності. Водночас провідна роль у її ініціюванні та підтримці належить педагогам, які, володіючи відповідними професійними компетентностями, виступають фасилітаторами партнерської співпраці, створюють умови для активного залучення батьків до освітнього процесу та надають їм необхідну консультативну підтримку.

Партнерську взаємодію закладу освіти з батьками дітей з особливими освітніми потребами доцільно трактувати як скоординовану діяльність фахівців команди психолого-педагогічного супроводу та родини, що здійснюється з урахуванням індивідуальних освітніх потреб і можливостей дитини. Така взаємодія забезпечує інтеграцію зусиль усіх учасників освітнього процесу з метою створення цілісної системи підтримки, спрямованої на забезпечення оптимальних умов для навчання, розвитку та соціалізації дитини. Визначальною умовою її ефективності є узгодженість

виховних і корекційно-розвиткових впливів, що гарантує єдність педагогічних підходів у закладі дошкільної освіти та сімейному середовищі. [10, с. 43].

Ефективна партнерська взаємодія передбачає активну участь батьків у плануванні, реалізації та оцінюванні індивідуальної траєкторії розвитку дитини, їх включення до процесу психолого-педагогічного супроводу, що сприяє підвищенню рівня психолого-педагогічної компетентності родини та формуванню усвідомленої батьківської позиції. Це, у свою чергу, забезпечує наступність виховних впливів і сприяє більш успішній соціалізації дитини.

Адже, адаптація дитини до освітнього середовища є складним і багатокомпонентним процесом, що охоплює налагодження соціальної взаємодії, опанування змісту та вимог освітніх програм, а також формування конструктивних взаємин із педагогами, батьками та однолітками.

Успішність адаптації дитини до умов інклюзивної освіти значною мірою залежить від того, наскільки родина приймає особливості свого малюка, готова підтримувати його розвиток, співпрацювати з фахівцями та активно залучатися до процесу навчання і виховання.

В умовах інклюзивної освіти ефективна взаємодія ЗДО з родинами дітей із особливими освітніми потребами є одним із важливих чинників успішної соціалізації, адаптації та розвитку кожної дитини. Така взаємодія передбачає не лише інформування батьків про освітній процес, а й активне залучення їх до спільного планування індивідуального розвитку дитини, розв’язання психолого-педагогічних труднощів, участь у створенні безпечного, емоційно підтримувального освітнього простору.

У цьому контексті заклад дошкільної освіти має сприяти усвідомленню батьками необхідності динамічного характеру батьківської позиції та її відповідності віковим і індивідуальним особливостям дитини.

Недотримання цієї умови може зумовити виникнення суперечностей між вимогами, які висуваються до дитини з боку батьків і педагогів, що, своєю чергою, негативно впливає на її емоційний стан і процеси соціалізації.

Науковець Г. Бєлєнька підкреслює, що співпраця з батьками є необхідною складовою освітнього процесу, однак її примусове забезпечення є недоцільним. Натомість ефективним є використання методів заохочення та мотивації батьків до партнерської взаємодії. Залучення родин до співпраці доцільно здійснювати поступово, поетапно, розпочинаючи з презентації вихователем власної професійної компетентності.

Педагогові важливо постійно підвищувати рівень педагогічної майстерності, здійснювати творчий пошук ефективних методів і форм

залучення сімей до участі в освітньому процесі закладу дошкільної освіти. [1, с. 60].

Спираючись на дослідження В. Мазур та А. Нікори, доцільно окреслити низку принципів інтеграції психоосвітнього підходу в роботі з родинами в умовах інклюзивного освітнього середовища, що забезпечують ефективність взаємодії всіх учасників освітнього процесу.

Пріоритет інтересів і потреб дитини. Даний принцип передбачає орієнтацію на індивідуальні особливості, можливості та потреби кожної дитини, що створює умови для її гармонійного розвитку, соціалізації та успішної участі в інклюзивному середовищі.

Систематичність і безперервність супроводу. Реалізація цього принципу забезпечує постійну психолого-педагогічну підтримку дитини та родини протягом усього освітнього процесу, що сприяє стабільності розвитку та поступовій адаптації до освітнього середовища.

Мультидисциплінарний підхід. Ефективна підтримка дитини та її сім'ї передбачає взаємодію фахівців різних галузей — педагогів, психологів, соціальних працівників, дефектологів тощо, що забезпечує комплексне розв'язання освітніх і соціально-психологічних завдань.

Партнерство з родинами. Активне залучення батьків до освітнього процесу, зокрема до розроблення та реалізації індивідуальних програм розвитку дитини, сприяє підвищенню ефективності педагогічного впливу та досягненню спільно визначених цілей.

Просвітницька спрямованість діяльності. Організація інформаційних, консультативних і навчальних заходів для батьків сприяє підвищенню їхньої психолого-педагогічної компетентності та формуванню усвідомленої позиції щодо розвитку дитини.

Етичність і конфіденційність. Дотримання професійно-етичних норм та забезпечення конфіденційності інформації про дитину і її родину є базовою умовою формування довірливих, партнерських відносин між закладом освіти та сім'єю, що особливо важливо в умовах інклюзивного середовища [7, с. 227].

Водночас батьки дітей з особливими освітніми потребами (ООП) часто стикаються з низкою психологічних труднощів, зокрема емоційним виснаженням, почуттям провини, соціальною ізоляцією та страхами щодо майбутнього дитини.

Це зумовлює необхідність надання їм системної психологічної підтримки з боку закладів освіти та суспільства загалом.

У практиці закладів дошкільної освіти застосовується широкий спектр форм взаємодії з родинами вихованців, що забезпечують цілісність освітнього процесу та сприяють гармонійному розвитку дитини.

Індивідуальні форми взаємодії охоплюють бесіди, консультації, співбесіди, а також залучення батьків до розроблення й реалізації індивідуальних програм розвитку дитини, систематичне обговорення її поточних досягнень і труднощів.

Поряд з індивідуальними формами важливе місце посідають групові форми роботи з батьками, серед яких виокремлюють:

1. ***Батьківські збори*** — традиційна форма взаємодії, що сприяє підвищенню зацікавленості батьків у питаннях виховання та розвитку дітей. Їх ефективність значною мірою залежить від актуальності тематики та рівня професійної підготовки фахівців. Доцільним є завершення таких зустрічей конкретними, доступними для сприйняття рекомендаціями.

2. ***Семінари-практикуми*** — форма роботи, що передбачає організацію тематичних занять для батьків з актуальних психолого-педагогічних проблем.

У межах таких заходів фахівці розкривають ефективні підходи й технології, спрямовані на підвищення психологічної компетентності батьків.

3. ***Батьківські тренінги*** — спрямовані на оптимізацію батьківсько-дитячих взаємин, розвиток емоційної чутливості та комунікативних умінь батьків. Вони сприяють усвідомленню особливостей розвитку дитини, подоланню емоційних труднощів, міжособистісних та внутрішніх конфліктів, а також формуванню навичок ефективної взаємодії та співпраці з дітьми.

Окрему групу становлять інтерактивні форми взаємодії, що передбачають спільну діяльність батьків і дітей у процесі участі в творчих заходах, заняттях, майстер-класах, проєктах, екскурсіях і святах. Такі форми сприяють зміцненню емоційного зв'язку між учасниками освітнього процесу та розвитку взаєморозуміння.

Інформаційні форми взаємодії реалізуються шляхом використання буклетів, інформаційних стендів, порадників, електронної пошти, месенджерів, онлайн-консультацій та інших цифрових ресурсів.

Вони забезпечують оперативний доступ батьків до актуальної інформації, методичних рекомендацій і можливостей зворотного зв'язку, що сприяє підвищенню ефективності комунікації між закладом освіти та родиною.

Важливим напрямом такої роботи є «Школа молодого батька» — комплексна форма взаємодії, що інтегрує різні види консультативної та просвітницької діяльності. Її метою є підвищення рівня батьківської компетентності, формування соціально-педагогічної обізнаності та розвиток умінь ефективної взаємодії з дитиною.

Таким чином, організація ефективної взаємодії ЗДО з родинами дітей з особливими освітніми потребами – це не лише один із напрямів інклюзивної практики, а передумова її результативності. Комплексне застосування індивідуальних, групових, інтерактивних та інформаційних форм в межах партнерських моделей забезпечує формування спільної стратегії підтримки, розвитку та успішної соціалізації дитини в умовах інклюзивної дошкільної освіти.

Отже, партнерська взаємодія закладу дошкільної освіти та сім'ї є визначальним чинником успішної соціалізації дитини в умовах інклюзивного освітнього середовища. Її ефективність зумовлюється системністю, цілеспрямованістю та узгодженістю дій усіх учасників освітнього процесу, орієнтацією на індивідуальні потреби дитини, а також дотриманням принципів рівноправності, довіри, відкритості та взаємної відповідальності.

Доведено, що інтеграція зусиль педагогів і батьків, їх активна участь у плануванні та реалізації індивідуальної освітньої траєкторії дитини, забезпечення єдності виховних і корекційно-розвиткових впливів сприяють створенню цілісного освітнього простору, сприятливого для розвитку, адаптації та соціальної інтеграції дитини, зокрема з особливими освітніми потребами.

Висновки та перспективи подальших розвідок напряму. Узагальнюючи результати дослідження, можна констатувати, що важливою умовою результативності партнерської взаємодії є підвищення психолого-педагогічної компетентності батьків, їх мотивації до співпраці, а також організація системної психологічної підтримки родин.

Значущою також є роль педагогів як фасилітаторів партнерства, які забезпечують координацію взаємодії, створюють сприятливий комунікативний простір і сприяють залученню батьків до освітнього процесу.

Практична реалізація партнерської взаємодії передбачає комплексне використання різноманітних форм роботи з родинами (індивідуальних, групових, інтерактивних, інформаційно-комунікаційних), що забезпечує варіативність співпраці та врахування індивідуальних особливостей кожної сім'ї.

Перспективи подальших наукових розвідок убачаються у розробленні та впровадженні інноваційних моделей партнерської взаємодії закладу дошкільної освіти та сім'ї, спрямованих на підвищення ефективності соціалізації дітей в умовах інклюзивного освітнього середовища, а також у вивченні механізмів формування батьківської компетентності та розвитку міжвідомчої співпраці у системі підтримки дитини.

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ВИКОРИСТАННЯ ПРОБЛЕМНИХ МЕТОДІВ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ УКРАЇНИ

Анотація. У статті здійснено аналіз особливостей використання проблемно-орієнтованих методів навчання іноземної мови у закладах вищої освіти. Визначено, що ключовим компонентом проблемного навчання є проблемна ситуація, розв’язання якої сприяє активізації пізнавальної діяльності студентів, розвитку критичного мислення та формуванню здатності до творчого опанування знаннями й способами професійної діяльності.

Наголошується, що процес іншомовної підготовки у ЗВО може бути ефективно організований шляхом проблематизації навчального процесу та застосування проблемно-орієнтованих методів навчання, зокрема дослідницьких, пошукових, дискусійних методів, рольових ігор, кейс-методу та методу проєктів.

Автор підкреслює, що використання проблемних методів на заняттях з іноземної мови забезпечує активне залучення студентів до всіх видів мовленнєвої діяльності та сприяє формуванню іншомовної професійно-комунікативної компетентності. У статті наведено приклади видів навчальної діяльності, які доцільно використовувати у процесі іншомовної підготовки студентів: дискусії, дебати, круглі столи, групові форми роботи, ділові та рольові ігри, ситуаційний аналіз (Case study), проєктна діяльність, групові захисти проєктів, студентські конференції, вебінари та інші інтерактивні форми навчання із застосуванням цифрових ресурсів.

На основі аналізу психолого-педагогічної літератури визначено критерії відбору проблемно-орієнтованих текстів і ситуацій, які доцільно використовувати у процесі навчання іноземної мови у закладах вищої освіти.

У висновках зазначено, що застосування спеціально розроблених проблемно-орієнтованих вправ сприяє розвитку критичного мислення, гнучкості мислення, здатності діяти в нестандартних професійних ситуаціях

та формуванню професійних компетентностей, необхідних сучасним фахівцям для ефективної інтеграції у міжнародне професійне й наукове середовище.

Ключові слова: проблемно-орієнтоване навчання, іноземна мова, проблемна ситуація, іншомовна професійно-комунікативна компетентність, критичне мислення, кейс-метод, інтерактивне навчання.

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PROBLEM-BASED FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATION INSTITUTIONS

Abstract. This article analyzes the characteristics of using problem-based methods in foreign language teaching at higher education institutions. It is determined that the key component of problem-based learning is a problem situation, the resolution of which contributes to the activation of student's cognitive activity, the development of critical thinking, and the formation of the ability to creatively master knowledge and professional skills.

It is emphasized that the process of foreign language training in higher education institutions can be effectively organized by making the learning process problem-based and applying problem-based teaching methods, inquiry-based, and discussion-based methods, role-playing, the case method, and the project method.

The author emphasizes that the use of problem-based methods in foreign language classes ensures the active involvement of students in all types of speech activities and contributes to the development of foreign language professional and communicative competence. The article provides examples of types in learning activities that are appropriate for use in the process of foreign language training for students: discussions, debates, roundtables, group work, business and role-playing games, case studies, project-based activities, group project presentations, student conferences, webinars, and other interactive forms of learning utilizing digital resources.

Based on an analysis of psychological and pedagogical literature, criteria have been established for selecting problem-based texts and situations that are appropriate for use in the process of teaching a foreign language at institutions of higher education.

The conclusions indicate that the use of specially designed problem-oriented exercises contributes to the development of critical thinking, flexibility of thought, the ability to act in non-standard professional situations, and the

formation of professional competencies necessary for modern specialists to effectively integrate into the international professional and scientific environment.

Keywords: problem-based learning, foreign language, problem situation, foreign-language professional and communicative competence, critical thinking, case method, interactive learning.

Постановка проблеми. Сучасний етап розвитку українського суспільства та інтеграція України у міжнародний освітній і професійний простір зумовлюють необхідність підвищення якості іншомовної підготовки майбутніх фахівців. Іноземна мова сьогодні є важливим складником професійної підготовки студентів, засобом міжкультурної комунікації та доступу до міжнародних інформаційних і наукових ресурсів. У зв'язку з цим зростає потреба у формуванні здатності студентів використовувати іншомовні засоби комунікації для розв'язання професійно орієнтованих проблемних завдань у майбутній професійній діяльності.

В умовах динамічних змін сучасного ринку праці, цифровізації освіти та зростання вимог до професійної мобільності випускників актуалізується потреба у пошуку нових підходів до навчання іноземної мови у закладах вищої освіти. Сучасні освітні методики мають бути спрямовані не лише на формування мовних знань і навичок, а й на розвиток критичного мислення, пізнавальної активності, творчих здібностей та здатності студентів самостійно вирішувати професійні комунікативні завдання. У цьому контексті особливої актуальності набуває проблемно-орієнтоване навчання, яке сприяє активізації навчально-пізнавальної діяльності студентів та підвищенню їхньої мотивації до вивчення іноземної мови.

Аналіз останніх досліджень і публікацій. Питання використання проблемно-орієнтованого навчання у процесі викладання іноземних мов досліджували як українські, так і зарубіжні науковці. У наукових працях розглядаються особливості застосування проблемних методів навчання, їхній вплив на формування іншомовної комунікативної компетентності, розвиток критичного мислення та пізнавальної самостійності студентів. Дослідники Richards J. C., Rodgers T. S [1], Бігич О. Б. [2], Сисоєва С. О. [4] та Тарнопольський О.Б., Кабанова М.Р. [5] наголошують на необхідності впровадження інноваційних методів навчання, здатних забезпечити професійно спрямований характер іншомовної підготовки та підвищити ефективність освітнього процесу у закладах вищої освіти.

Водночас аналіз науково-методичної літератури свідчить про те, що проблема практичного використання проблемно-орієнтованих методів навчання іноземної мови у ЗВО залишається недостатньо дослідженою .

Зокрема, потребують подальшого вивчення питання відбору проблемно-орієнтованих завдань, організації інтерактивної взаємодії студентів та використання цифрових ресурсів у процесі іншомовної підготовки.

Мета статті - дослідження особливостей використання проблемно-орієнтованих методів навчання іноземної мови у закладах вищої освіти, а також визначення видів навчальної діяльності, які сприяють активізації пізнавальної діяльності студентів та є ефективними структурними елементами проблемно-орієнтованого навчання.

Виклад основного матеріалу. У сучасній педагогічній літературі проблемне навчання розглядається як один із ефективних підходів до організації освітнього процесу. У словнику методичних термінів проблемне навчання визначається як навчання, що передбачає створення проблемних ситуацій та обговорення можливих шляхів їх розв'язання, у процесі якого студенти навчаються застосовувати раніше набуті знання, уміння й навички та опановують досвід творчої діяльності [7].

Метою проблемного навчання є не лише засвоєння готових знань, а й оволодіння способами їх отримання. Такий підхід сприяє розвитку інтелектуальної активності студентів, формуванню мотивації до навчання та розвитку критичного мислення. Дослідники виділяють кілька основних характеристик проблемного навчання, це те, що у процесі розв'язання теоретичних і практичних завдань студенти здобувають нові знання, під час пошуку вирішення проблеми активізується пізнавальна діяльність студентів. Як правило, підвищується мотивація до навчання та зацікавленість предметом. І в кінці, набуті знання швидше застосовуються у нових ситуаціях, що сприяє розвитку професійних компетентностей і творчих здібностей студентів.

Аналіз науково-методичної літератури свідчить про те, що ефективність проблемного навчання значною мірою залежить від створення відповідних педагогічних умов [2; 3]. Особливо це важливо у процесі викладання іноземної мови у немовних закладах вищої освіти, де викладачеві необхідно постійно підтримувати пізнавальний інтерес студентів та їхню мотивацію до навчання. З цією метою доцільно використовувати навчальний матеріал проблемного характеру, також враховувати рівень складності проблемних завдань відповідно до підготовленості студентів, не забувати демонструвати практичну значущість навчального матеріалу для майбутньої професійної діяльності, та створювати сприятливу атмосферу співпраці між викладачем і студентами, але найважливішим аспектом є стимулювання студентів до самостійного пошуку та аналізу інформації.

Ключовим елементом проблемного навчання є проблемна ситуація, вирішення якої активізує пізнавальну діяльність студентів та створює умови

для творчого опанування знаннями. Проблемна ситуація визначається як ситуація, що виникає у процесі виконання завдання та потребує відкриття нових знань або способів дії [2].

Робота з іншомовною інформацією потребує розвитку в студентів аналітичних та комунікативних умінь: аналізу інформації, відбору необхідних фактів, логічного викладу думок, уміння аргументувати власну позицію та висловлювати контраргументи. У зв'язку з цим процес навчання іноземної мови у ЗВО доцільно будувати на основі проблемно-орієнтованого підходу із застосуванням дослідницьких, пошукових, дискусійних методів, рольових ігор та проєктної діяльності. Кожен із зазначених методів сприяє розвитку комунікативних умінь і формуванню професійної іншомовної компетентності студентів.

Елементи проблемності можуть реалізовуватися як у процесі добору навчального матеріалу, так і під час організації міжкультурної комунікації, обговорення професійних ситуацій або порівняння особливостей різних культур. Це дозволяє формувати не лише комунікативну, а й соціокультурну компетентність студентів.

Практика показує, що інтерес до вивчення іноземної мови значно зростає тоді, коли студенти бачать практичну цінність отриманих знань та можливість їх використання у майбутній професійній діяльності.

Моделювання ситуацій професійного спілкування на практичних заняттях допомагає підготувати студентів до реальних умов міжкультурної комунікації.

Проблемно-орієнтоване навчання на заняттях з іноземної мови дозволяє активно залучати студентів до всіх видів мовленнєвої діяльності та сприяє розвитку іншомовної професійно-комунікативної компетентності. Найбільш ефективними видами діяльності є дискусії, дебати, круглі столи, групові форми роботи, ділові та рольові ігри, ситуаційний аналіз (Case study), а також проєктна діяльність.

Серед інтерактивних форм навчання доцільно використовувати групові захисти проєктів, студентські конференції, вебінари та інші форми роботи із застосуванням цифрових ресурсів. Використання інтерактивних методів сприяє активній взаємодії між студентами та змінює роль викладача, який виступає не лише джерелом інформації, а й організатором та координатором навчального процесу. У таких умовах навчання набуває характеру спільної діяльності, спрямованої на пошук шляхів розв'язання проблемних завдань.

Відбір навчального матеріалу має здійснюватися з урахуванням рівня підготовленості студентів, їхніх пізнавальних можливостей та рівня сформованості критичного мислення.

Проблематизація навчального процесу може реалізовуватися як на основі професійно орієнтованих ситуацій, так і шляхом використання проблемно-орієнтованих текстів. При цьому доцільно враховувати такі фактори:

- наявність актуальної проблеми, значущої для студентів;
- можливість створення кількох варіантів вирішення проблемної ситуації;
- практичну спрямованість навчального матеріалу;
- можливість застосування нової лексики у реальних комунікативних ситуаціях;
- стимулювання самостійного пошуку додаткової інформації.

У процесі добору навчального матеріалу важливо також враховувати необхідність систематичного опрацювання нової лексики та організації вправ відповідно до логіки пізнавальної діяльності студентів. Загальними критеріями відбору проблемно-орієнтованих текстів і ситуацій можна назвати наступні критерії 1)наявність проблеми, актуальної для студентів з погляду професійної підготовки або життєвого досвіду; 2) відповідність рівня складності проблеми рівню підготовленості студентів; 3) професійна спрямованість навчальних текстів; 4) недостатність інформації для однозначного вирішення проблеми, що стимулює пошук додаткових джерел; 5) можливість існування різних підходів до розв'язання проблемної ситуації; 6) можливість прогнозування подальшого розвитку ситуації [4].

Висновки. Таким чином, успішне виконання програмних вимог щодо навчання іноземної мови у ЗВО можливе за умови використання методів проблемно-орієнтованого навчання, зокрема методу аналізу проблемних ситуацій на практичних заняттях з іноземної мови. Упровадження подібних методів в освітній процес сприяє не лише підвищенню рівня володіння іноземною мовою, а й формуванню професійних, комунікативних та соціокультурних компетентностей студентів, необхідних для їхньої майбутньої професійної діяльності.

У процесі виконання спеціально розроблених проблемно-орієнтованих вправ студенти розвивають критичне мислення, гнучкість мислення, здатність діяти у нестандартних ситуаціях, аналізувати інформацію та приймати обґрунтовані рішення. Це створює умови для формування професійної самостійності та підвищення мотивації до вивчення іноземної мови.

Практичне використання проблемних методів навчання на заняттях з іноземної мови дозволяє активізувати пізнавальну діяльність студентів, наблизити освітній процес до реальних умов професійної комунікації та забезпечити більш ефективне засвоєння іншомовного матеріалу. Важливим

є також те, що проблемно-орієнтоване навчання сприяє розвитку навичок командної роботи, аргументації власної позиції та міжкультурної взаємодії.

Отже, використання проблемно-орієнтованих методів у процесі навчання іноземної мови у закладах вищої освіти є ефективним засобом формування іншомовної професійно-комунікативної компетентності студентів та підготовки конкурентоспроможних фахівців, здатних до професійної діяльності в умовах сучасного міжнародного освітнього та професійного середовища.

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РОЗВИТОК КРИТИЧНОГО МИСЛЕННЯ МОЛОДШИХ ШКОЛЯРІВ НА УРОКАХ МОВНО-ЛІТЕРАТУРНОЇ ОСВІТНЬОЇ ГАЛУЗІ В УМОВАХ НУШ

Анотація. У статті розкрито проблему розвитку критичного мислення молодших школярів у процесі вивчення предметів мовно-літературної освітньої галузі. Акцентовано увагу на актуальності розвитку критичного мислення молодших школярів в умовах сучасного інформаційного суспільства. Наголошено на значенні критичного мислення як важливої складової пізнавальної діяльності учнів, що забезпечує здатність аналізувати інформацію, формулювати висновки, аргументувати власну думку та застосовувати знання у практичній діяльності. Підкреслено, що необхідність розвитку критичного мислення визначається основними нормативними документами у сфері освіти та відповідає ключовим положенням концепції Нової української школи. Здійснено аналіз наукових підходів до трактування поняття критичного мислення. Узагальнено, що критичне мислення є важливим видом розумової діяльності, який забезпечує усвідомлене сприйняття, аналіз, оцінювання інформації та формування обґрунтованих висновків. Підкреслено значення критичного мислення у процесі розв’язання проблемних ситуацій, аргументації власної позиції та прийняття виважених рішень.

Зазначено, що особливого значення розвиток критичного мислення набуває на уроках мовно-літературної освітньої галузі, оскільки саме робота з текстом, словом і висловлюванням створює сприятливі умови для

формування в учнів умінь аналізувати інформацію, висловлювати власні судження, аргументувати думки та оцінювати різні точки зору.

У статті охарактеризовано особливості організації роботи з розвитку критичного мислення молодших школярів на різних етапах навчальної діяльності в умовах особистісно орієнтованого навчання. Розкрито значення актуалізації знань, осмислення змісту та рефлексії як основних етапів формування критичного мислення учнів. Узагальнено ефективні методи й прийоми розвитку критичного мислення на уроках мовно-літературної освітньої галузі, зокрема інтерактивні вправи, дискусійні технології, роботу з текстом, прийоми аналізу та рефлексії. Підкреслено роль учителя як організатора й фасилітатора навчальної діяльності, який сприяє формуванню в учнів умінь аналізувати інформацію, аргументувати власну позицію, робити висновки та застосовувати знання у практичній діяльності.

Ключові слова: критичне мислення, молодші школярі, мовно-літературна освітня галузь, Нова українська школа, учитель початкової школи.

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DEVELOPMENT OF CRITICAL THINKING IN PRIMARY SCHOOL STUDENTS DURING LANGUAGE AND LITERATURE LESSONS IN THE CONTEXT OF THE NEW UKRAINIAN SCHOOL

Abstract. The article reveals the issue of developing critical thinking in primary school students during the study of subjects within the language and literature educational field. Attention is focused on the relevance of developing critical thinking in younger schoolchildren in the conditions of the modern information society. The importance of critical thinking as a significant component of students' cognitive activity is emphasized, as it ensures the ability to analyze information, formulate conclusions, argue one's own opinion, and

apply knowledge in practical activities. It is highlighted that the need for the development of critical thinking is determined by the main regulatory documents in the field of education and corresponds to the key provisions of the concept of the New Ukrainian School.

The article analyzes scientific approaches to the interpretation of the concept of critical thinking. It is generalized that critical thinking is an important type of mental activity that ensures conscious perception, analysis, evaluation of information, and the formation of well-grounded conclusions. The significance of critical thinking in the process of solving problem situations, arguing one's own position, and making balanced decisions is emphasized.

It is noted that the development of critical thinking acquires particular importance in language and literature lessons, since working with texts, words, and statements creates favorable conditions for developing students' abilities to analyze information, express their own judgments, substantiate opinions, and evaluate different points of view.

The article characterizes the peculiarities of organizing the development of critical thinking in primary school students at different stages of educational activity within the framework of learner-centered education. The importance of knowledge actualization, comprehension of content, and reflection as the main stages of forming students' critical thinking is revealed. Effective methods and techniques for developing critical thinking in language and literature lessons are generalized, including interactive exercises, discussion technologies, text-based activities, methods of analysis, and reflection. The role of the teacher as an organizer and facilitator of educational activity is emphasized, contributing to the development of students' abilities to analyze information, argue their own position, draw conclusions, and apply knowledge in practical activities.

Keywords: critical thinking, primary school students, language and literature educational field, New Ukrainian School, primary school teacher.

Постановка проблеми. Реформа Нової української школи спричинила суттєве оновлення підходів до організації освітнього процесу та визначення його основних пріоритетів. У сучасних умовах особлива увага приділяється формуванню компетентностей, що необхідні учням для успішної самореалізації в швидкозмінюваному суспільстві. Освітній процес сьогодні спрямований не лише на засвоєння навчального матеріалу, а й на розвиток уміння самостійно здобувати знання, працювати з інформацією, логічно мислити, висловлювати власну думку та приймати обґрунтовані рішення.

У сучасному інформаційному просторі вчителям дедалі складніше підтримувати стійку мотивацію учнів до пізнавальної діяльності. Значний

обсяг інформації та швидкий темп її оновлення нерідко ускладнюють процес сприйняття й осмислення навчального матеріалу школярами. Однією з причин таких труднощів є недостатній рівень розвитку мислення учнів, зокрема критичного мислення, яке забезпечує здатність аналізувати інформацію, робити висновки, аргументувати власну думку та застосовувати знання у різних ситуаціях.

Важливість розвитку критичного мислення молодших школярів визначається низкою державних нормативних документів у сфері освіти. Зокрема, у Державному стандарті початкової освіти, розробленому відповідно до концепції Нової української школи, наголошується на необхідності формування в учнів умінь аналізувати інформацію, висловлювати власну думку, аргументувати судження, оцінювати різні погляди та приймати обґрунтовані рішення. У Законі України «Про освіту» одним із ключових завдань визначено розвиток компетентностей, необхідних для успішної самореалізації особистості, серед яких важливе місце посідає критичне мислення. Крім того, Концепція «Нова українська школа» акцентує увагу на переході від простого засвоєння знань до формування в учнів здатності творчо й критично мислити, працювати з інформацією та застосовувати набуті знання у практичній діяльності.

Із упровадженням Державного стандарту початкової освіти та Концепції «Нова українська школа» в системі освіти України вдосконалюються методи й засоби навчання, за допомогою яких учитель може ефективно досягати цілей освітнього процесу. Сучасний стандарт НУШ орієнтує педагогів на відмову від репродуктивного стилю навчання та перехід до компетентнісного підходу, у центрі якого перебувають пізнавальна активність, самостійність мислення та практичне застосування знань учнями. Одним із важливих напрямів підвищення якості освіти стає розвиток критичного мислення, адже здатність аналізувати інформацію, оцінювати її достовірність, формулювати власну позицію та приймати обґрунтовані рішення є необхідною складовою сучасної освіти й успішної самореалізації особистості.

Аналіз останніх досліджень і публікацій. Проблема розвитку критичного мислення посідає важливе місце і у сучасних психолого-педагогічних дослідженнях українських науковців. Теоретичні та практичні аспекти формування критичного мислення учнів розглядали у своїх працях І. Большакова, М. Вашуленко, Н. Волошина, І. Дичківська, Л. Києнко-Романюк, О. Пометун, І. Сущенко, С. Терно, О. Тягло, О. Савченко, та інші дослідники. Науковці наголошують на важливості розвитку в учнів умінь аналізувати інформацію, аргументовано висловлювати власну думку, оцінювати різні позиції, робити висновки та приймати обґрунтовані

рішення. Особливу увагу дослідники приділяють використанню інтерактивних технологій, проблемного навчання, роботи з текстом і творчих завдань як ефективних засобів формування критичного мислення в освітньому процесі початкової школи.

Дослідниця О. Пометун розглядає критичне мислення як складну систему розумових стратегій. Згідно з її підходом, цей процес базується на вільному володінні мисленнєвими операціями високого рівня, які необхідні для глибокого аналізу інформації. Це дозволяє особистості не лише опрацьовувати дані, а й формулювати чіткі, обґрунтовані висновки, давати об'єктивні оцінки та приймати зважені рішення [1].

У науковій літературі, зокрема у працях Л. Колток та Л. Білецької, критичне мислення трактується як складний соціальний процес, що ґрунтується на низці ключових принципів. По-перше, воно характеризується самостійністю, де інформація слугує лише фундаментом для подальшої інтелектуальної роботи, а не її фіналом. По-друге, цей тип мислення має чіткий проблемний вектор: він бере початок із постановки питання і прагне до побудови переконливої аргументації.

Зрештою, критич-не мислення є соціальним, адже будь-яка ідея перевіряється та відшліфовується в умовах комунікації та публічного обговорення [2, с. 70-66].

Авторка М. Ліоненко розглядає критичне мислення як діяльність, спрямовану на набуття нових знань, у процесі якої відбувається їх ретельний відбір, предметне осмислення та особистісна оцінка. Такий підхід підкреслює, що засвоєння інформації не є пасивним процесом, а передбачає активну розумову роботу, спрямовану на глибоке опрацювання та критичне переосмислення отриманих даних [3, с. 28-34].

Дослідниці М. Грабовська та М. Козир підкреслюють, що робота з розвитку критичного мислення у молодших школярів повинна організовуватися з урахуванням їхніх вікових та індивідуальних особливостей. У практичній площині вона реалізується як діяльність, спрямована на розв'язання конкретних проблемних ситуацій і навчальних завдань, що забезпечує поступовий розвиток мисленнєвих умінь учнів [4, с. 46-53].

Проаналізувавши різні наукові підходи до трактування поняття критичного мислення, можна дійти висновку, що воно є одним із важливих видів розумової діяльності людини, який характеризується здатністю до усвідомленого сприйняття, аналізу та оцінювання інформації. Критичне мислення передбачає використання когнітивних стратегій і прийомів, спрямованих на досягнення обґрунтованих результатів, формування нових знань на основі власного досвіду та врахування різних точок зору. Особливо важливим є застосування критичного мислення під час розв'язання

проблемних ситуацій, формулювання висновків, аргументації власної позиції та прийняття виважених рішень.

Метою статті є теоретичне обґрунтування особливостей розвитку критичного мислення молодших школярів на уроках мовно-літературної освітньої галузі в умовах Нової української школи та визначення ефективних методів і прийомів організації навчальної діяльності, спрямованої на формування в учнів умінь аналізувати інформацію, аргументувати власну позицію, робити висновки й приймати обґрунтовані рішення.

Виклад основного матеріалу. Як і будь-яка інша діяльність, пізнавальна характеризується наявністю потреб, мотивів та стимулів. Від того наскільки позитивними вони будуть залежати рівень ефективності тієї чи іншої діяльності. Тому важливо враховувати специфіку мотивації учнів з організацією розвитку критичного мислення.

Особливого значення розвиток критичного мислення набуває на уроках мовно-літературної освітньої галузі, оскільки саме робота з текстом, словом і висловлюванням створює сприятливі умови для формування в учнів умінь аналізувати інформацію, висловлювати власні судження, аргументувати думки та оцінювати різні точки зору. У процесі опрацювання художніх і навчальних текстів молодші школярі навчаються порівнювати, узагальнювати, встановлювати причинно-наслідкові зв'язки, інтерпретувати зміст прочитаного та робити власні висновки. Використання інтерактивних методів, дискусій, творчих завдань і проблемних запитань на уроках мовно-літературної галузі сприяє активізації пізнавальної діяльності учнів та розвитку їхньої самостійності мислення.

Як зазначає М. Оліяр, саме уроки літературного читання володіють найбільшим ресурсом для розвитку критичного мислення молодших школярів. Авторка акцентує на ефективності стратегій міжнародної технології RWCT («Читання і письмо для розвитку критичного мислення»), створеної групою американських вчених (Дж. Стілл, К. Мередіт та ін.). Використання цієї методики при читанні художніх творів різних жанрів стимулює учнів не лише засвоювати інформацію, а й критично її оцінювати. Таким чином, через аналіз та інтерпретацію тексту школярі вчаться формулювати власні судження та будувати власну картину світу [5, с. 114-118].

Перехід до особистісно орієнтованого навчання вимагає від учителя особливої уваги до того, як саме дитина входить у навчальну тему. Зокрема, під час вивчення нового матеріалу важливо, щоб нова інформація спиралася на вже наявні знання та досвід учнів, адже це сприяє активізації мисленнєвої діяльності й кращому запам'ятовуванню навчального матеріалу. На етапі актуалізації знань учитель має допомогти школярам пригадати відоме,

висловити власні припущення, поставити запитання та визначити, що саме вони хотіли б дізнатися. Ефективними формами організації діяльності цього можуть бути парна й групова робота, обговорення проблемних ситуацій або обмін різними думками щодо певного питання. Важливою умовою цього етапу є створення доброзичливої атмосфери, у якій не допускається критика чи заперечення висловлених ідей учнів. Саме завдяки вільному обговоренню школярі вчаться формулювати власні цілі навчання, висувати припущення, аналізувати різні точки зору та виявляти пізнавальний інтерес до нового матеріалу [5, с. 114-118].

Для розвитку критичного мислення на цьому етапі доцільно використовувати різноманітні методи й вправи. Зокрема, учням можна запропонувати вправу «Мозковий штурм», під час якої діти висловлюють усі відомі їм факти або припущення щодо теми уроку. Ефективною є також стратегія «Асоціативний кущ», що допомагає встановлювати зв'язки між поняттями та активізувати попередні знання учнів. Для формування вміння ставити запитання можна використовувати вправу «Товсті й тонкі запитання», де школярі складають прості та проблемні запитання до теми чи тексту.

Цікавими для молодших школярів є завдання «Передбачення», коли учні за заголовком, ілюстрацією або ключовими словами прогнозують зміст тексту чи подальший розвиток подій. Такі види діяльності сприяють активізації мислення, розвитку допитливості, уміння аргументувати власну думку та працювати з різними припущеннями. Ефективним також є використання стратегії «Кошик ідей». На початку уроку учні пригадують усе, що їм уже відомо з теми, спочатку індивідуально, а потім обговорюють свої думки в парах. Після цього всі висловлені факти, припущення чи ідеї озвучуються перед класом і фіксуються без критики чи оцінювання. Така діяльність допомагає активізувати попередній досвід школярів, розвиває вміння висловлювати власну думку та створює умови для вільного обміну ідеями [1].

Якщо вчитель ефективно організовує роботу учнів на етапі актуалізації знань, заохочує їх висловлювати власні припущення, ідеї та запитання, у школярів формується природна пізнавальна мотивація до вивчення нового матеріалу. У процесі читання тексту, перегляду відеоматеріалів чи слухання пояснення вчителя учні прагнуть знайти відповіді на поставлені запитання та перевірити власні припущення.

Наступним етапом є осмислення змісту, під час якого відбувається активне сприйняття, аналіз та інтерпретація нової інформації. У межах технології розвитку критичного мислення вчитель поступово переходить від ролі основного джерела знань до ролі організатора й фасилітатора

навчальної діяльності, залучаючи учнів до самостійного пошуку інформації та використання різноманітних джерел навчання.

На цьому етапі доцільно використовувати завдання, які спонукають дітей аналізувати інформацію, порівнювати факти, робити висновки та аргументувати власну думку. Наприклад, учням можна запропонувати метод «Читання з позначками», коли під час роботи з текстом школярі позначають відому інформацію, нові факти, незрозумілі моменти або твердження, які викликали здивування. Ефективною є вправа «Знайди помилку», під час якої діти аналізують поданий матеріал і визначають неточності чи суперечності. Для розвитку вміння аргументувати власну позицію можна використовувати метод «Прес», де учні навчаються висловлювати свою думку за схемою: «Я вважаю… тому що… наприклад… отже…».

Також корисними є робота з таблицями «Знаю – Хочу дізнатися – Дізнався», складання сенканів, порівняльних схем, кластерів або діаграм. Під час уроків мовно-літературної освітньої галузі учні можуть аналізувати вчинки персонажів, визначати головну думку тексту, прогнозувати розвиток подій чи добирати аргументи на підтвердження власної позиції. Такі види діяльності сприяють формуванню навичок аналізу, інтерпретації інформації, логічного мислення та усвідомленого сприйняття навчального матеріалу [1].

Ефективним методом розвитку критичного мислення на етапі осмислення змісту є система маркування тексту «INSERT» («Інсерт»). Під час читання учні роблять спеціальні позначки: «V» — інформація вже відома; «+» — нові факти; «–» — інформація суперечить попереднім уявленням; «?» — виникли запитання або щось залишилося незрозумілим. Такий вид роботи допомагає школярам усвідомлено сприймати текст, аналізувати інформацію та відстежувати власне розуміння навчального матеріалу [1].

Доцільним є також використання методу «Читання з зупинками». Учитель поділяє текст на окремі логічні частини, після прочитання яких організовується коротке обговорення. Учням можна запропонувати запитання на зразок: «Що може відчувати герой?», «Які події можуть відбутися далі?», «Чи справдилися ваші припущення?». Така діяльність сприяє розвитку вміння прогнозувати, аналізувати події твору, встановлювати причинно-наслідкові зв’язки та уважно працювати з текстом.

Для формування навичок порівняння й узагальнення ефективною є «Діаграма Венна». Під час виконання завдання учні порівнюють героїв, явища чи поняття, визначаючи їхні спільні та відмінні ознаки. Наприклад, на уроках мовно-літературної освітньої галузі школярі можуть порівнювати

персонажів твору, записуючи спільні риси в частині перетину кіл, а відмінні — у різних частинах схеми. Такий метод допомагає структурувати інформацію, розвиває аналітичне мислення та вміння класифікувати факти [1].

На цьому етапі вчитель стає навігатором у морі інформації. Замість традиційного пояснення він: організовує пошукову діяльність: пропонує знайти відповіді в енциклопедіях, словниках або за допомогою цифрових ресурсів; стимулює дискусію: ставить відкриті запитання, які не мають однозначної відповіді «так» чи «ні»; підтримує самостійність: заохочує учнів до формулювання власних інтерпретацій, навіть якщо вони відрізняються від загальноприйнятих, за умови їх логічної аргументації. Результатом такого підходу є не просто запам'ятовування фактів, а формування критичного ставлення до джерел, уміння виокремлювати головне та встановлювати причинно-наслідкові зв’язки.

На етапі рефлексії вчитель разом з учнями повертаються до запитань і припущень, сформульованих на початку роботи, та зіставляють нову інформацію з уже наявними знаннями. Для цього етапу характерними є осмислення, аналіз, узагальнення й оцінювання отриманих результатів як в усній, так і в письмовій формі. У процесі обговорення прочитаного чи почутого школярі усвідомлюють, що одна й та сама інформація може викликати різні думки та оцінки, вчаться порівнювати власні судження з позиціями інших, аргументовано висловлювати свою думку та брати участь у дискусії. Під час рефлексії учні формулюють висновки щодо вивченої теми, визначають нові запитання, виявляють прогалини у власних знаннях і окреслюють подальші напрямки пізнавальної діяльності, що сприяє розвитку їхньої самостійності та критичного мислення [5, с. 114-118].

Для розвитку критичного мислення на цьому етапі доцільно використовувати вправи, спрямовані на аналіз власної діяльності та узагальнення отриманої інформації. Наприклад, учням можна запропонувати вправу «Незакінчене речення» («Сьогодні я дізнався…», «Мене здивувало…», «Тепер я розумію…»), яка допомагає усвідомити результати навчання. Ефективною є стратегія «Мікрофон», під час якої школярі коротко висловлюють власні думки щодо теми уроку або оцінюють свою роботу. Для формування вміння узагальнювати інформацію можна використовувати складання сенканів, ментальних карт або схем, що відображають основні ідеї теми.

Також, на етапі рефлексії доцільно використовувати метод «Шість капелюхів мислення» у спрощеному варіанті. Учні об’єднуються в групи, кожна з яких аналізує інформацію з певної позиції: «білий капелюх» зосереджується лише на фактах, «жовтий» визначає позитивні сторони,

«чорний» звертає увагу на можливі труднощі чи ризики, а «червоний» висловлює емоції та особисті враження. Такий підхід допомагає школярам розглядати проблему з різних точок зору, формує вміння аналізувати інформацію комплексно та сприяє розвитку толерантного ставлення до думок інших [1].

Ефективним є також використання прийому «Ромашка Блума». Учням пропонується обрати пелюстки із запитаннями різних типів: пояснювальними, оцінювальними, практичними або творчими. Відповідаючи на них, школярі не лише відтворюють засвоєний матеріал, а й аналізують, оцінюють, узагальнюють інформацію та застосовують її у нових ситуаціях. Такий метод стимулює розвиток мислення високого рівня та навичок аргументації [1].

Для осмислення власного навчального досвіду доцільно застосовувати вправу «Лист до самого себе» або «Есе-хвилинка». Протягом кількох хвилин учні письмово відповідають на запитання: «Що сьогодні було для мене найважливішим?», «Яке моє припущення виявилося помилковим?», «Про що я хотів би дізнатися більше?». Така діяльність сприяє самоаналізу, розвитку рефлексивних умінь, формує здатність оцінювати власні досягнення та визначати подальші пізнавальні цілі.

Корисними є також дискусійні вправи, зокрема «Займи позицію», коли учні обирають певну точку зору та аргументують її, або «Продовж думку товариша», що сприяє розвитку навичок слухання й аналізу різних позицій. Під час уроків мовно-літературної освітньої галузі школярі можуть складати короткі відгуки про прочитаний твір, характеризувати вчинки персонажів, пояснювати, як змінилося їхнє ставлення до героїв після обговорення тексту, або висловлювати власне бачення продовження історії. Такі види діяльності допомагають учням усвідомлювати власний досвід, формувати навички самооцінювання, аргументації та критичного осмислення інформації [1].

Рефлексія перетворює інформацію на міцні знання. Завдяки такому підходу учні НУШ не просто «проходять тему», а усвідомлюють власний прогрес, розвивають емпатію через вислуховування колег та формують внутрішню мотивацію до самоосвіти.

Отже, етапи актуалізації знань, осмислення нового матеріалу та рефлексії утворюють цілісний технологічний цикл розвитку критичного мислення. Важливою особливістю цієї технології є її орієнтація на потреби, інтереси та пізнавальну активність учнів. На відміну від традиційного підходу, де навчання спрямоване на досягнення заздалегідь визначеного результату, технологія розвитку критичного мислення створює умови для того, щоб школярі самостійно формулювали навчальні цілі, визначали

власні пізнавальні потреби, коригували попередні уявлення та ставили нові запитання. Такий підхід сприяє розвитку самостійності, усвідомленості навчальної діяльності та активної позиції учнів у процесі здобуття знань.

Висновки. Таким чином, використання технології розвитку критичного мислення на уроках мовно-літературної освітньої галузі сприяє активізації пізнавальної діяльності учнів та позитивно впливає на розвиток їхніх розумових здібностей. У процесі навчальної діяльності здобувачі освіти оволодівають різними способами мисленнєвої діяльності, навчаються самостійно аналізувати інформацію, брати активну участь у виконанні розумових операцій, висловлювати й аргументувати власну думку відповідно до змісту навчального матеріалу.

Застосування таких методів і прийомів сприяє розвитку в учнів уміння аналізувати явища та події, використовувати раніше набуті знання в нових навчальних ситуаціях, встановлювати причинно-наслідкові зв'язки, порівнювати факти, висувати припущення та перевіряти їх. У результаті молодші школярі поступово формують навички критичного мислення, необхідні для успішного навчання, ефективної комунікації та свідомого сприйняття інформації.

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ФОРМУВАННЯ ВОКАЛЬНО-ВИКОНАВСЬКОЇ ІНДИВІДУАЛЬНОСТІ ЕСТРАДНОГО СПІВАКА В ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ

Анотація. У статті розглянуто проблему формування вокально-виконавської індивідуальності естрадного співака в процесі професійної підготовки. Актуальність дослідження зумовлена тим, що сучасна естрадна вокальна освіта не може обмежуватися лише розвитком технічних параметрів голосу - дихання, діапазону, інтонаційної точності, сили звучання чи артикуляційної чіткості. У сучасному музичному просторі від естрадного виконавця очікується не тільки володіння голосом, а й наявність упізнаваної манери, тембрової своєрідності, стильової гнучкості, здатності до осмисленої інтерпретації тексту та переконливої сценічної комунікації.

У роботі обґрунтовано, що вокально-виконавська індивідуальність естрадного співака є складним інтегральним утворенням, яке поєднує природні голосові дані, технічну підготовленість, темброву гнучкість, репертуарну культуру, стильове мислення, інтерпретаційну самостійність і сценічну виразність. Наголошено, що індивідуальність не може формуватися шляхом механічного копіювання популярних виконавських зразків або випадкового використання зовнішньо ефектних вокальних прийомів. Вона виникає поступово - у процесі педагогічно керованої роботи, коли природні особливості голосу студента поєднуються з технічною дисципліною, слуховим самоконтролем і художньо вмотивованим вибором засобів виразності. Визначено основні педагогічні умови формування вокально-виконавської індивідуальності естрадного співака: діагностика природних голосових і особистісних даних студента; формування технічно безпечної вокальної основи; розвиток тембрової гнучкості; подолання механічного наслідування через аналітичне слухання; формування стильової мобільності; продуманий добір репертуару; розвиток інтерпретаційного мислення та слухової саморефлексії. Особливу увагу приділено ролі педагога, який має не уніфікувати голос студента, а допомогти йому усвідомити власні вокальні ресурси, розширити їхню виразову палітру та сформувати

індивідуальну виконавську мову. Зроблено висновок, що вокально-виконавська індивідуальність естрадного співака є не стихійною ознакою обдарованості, а результатом цілісного професійного навчання, у якому техніка, тембр, стиль, репертуар та інтерпретація взаємодіють як взаємозалежні складові художнього становлення виконавця.

Ключові слова: естрадний спів, естрадний співак, вокальна педагогіка, вокально-виконавська індивідуальність, професійна підготовка, тембр, репертуар, інтерпретація, стильова гнучкість, сценічна виразність.

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FORMATION OF A POP SINGER'S VOCAL AND PERFORMANCE INDIVIDUALITY IN THE PROCESS OF PROFESSIONAL TRAINING

Abstract. The article examines the problem of forming the vocal and performance individuality of a pop singer in the process of professional training. The relevance of the study is determined by the fact that contemporary pop vocal education cannot be limited only to the development of the technical parameters of the voice, such as breathing, range, intonational accuracy, vocal power or articulatory clarity. In the contemporary musical space, a pop performer is expected not only to have vocal command, but also to possess a recognisable manner of performance, timbral distinctiveness, stylistic flexibility, the ability to interpret lyrics meaningfully and convincing stage communication. The article substantiates that the vocal and performance individuality of a pop singer is a complex integral formation that combines natural vocal qualities, technical preparedness, timbral flexibility, repertoire culture, stylistic thinking, interpretative independence and stage expressiveness. It is emphasised that individuality cannot be formed through the mechanical copying of popular performance models or the accidental use of externally impressive vocal techniques. It develops gradually in the process of pedagogically guided work, when the natural characteristics of the student's voice are combined with technical discipline, auditory self-control and an artistically motivated choice of expressive means. The main pedagogical conditions for forming the vocal and performance individuality of a pop singer are identified: diagnosis of the student's natural vocal and personal characteristics; formation of a technically safe vocal foundation; development of timbral flexibility; overcoming mechanical imitation through analytical listening; formation of stylistic mobility; thoughtful selection of repertoire; development of interpretative thinking and auditory self-reflection.

Particular attention is paid to the role of the teacher, whose task is not to unify the student's voice, but to help the student become aware of their own vocal resources, expand their expressive palette and form an individual performance language. It is concluded that the vocal and performance individuality of a pop singer is not a spontaneous sign of talent, but the result of holistic professional training in which technique, timbre, style, repertoire and interpretation interact as interdependent components of the performer's artistic development.

Keywords: pop singing, pop singer, vocal pedagogy, vocal and performance individuality, professional training, timbre, repertoire, interpretation, stylistic flexibility, stage expressiveness.

Постановка проблеми. Сучасна професійна підготовка естрадного співака дедалі виразніше виходить за межі вузького розуміння вокального навчання як сукупності вправ, спрямованих лише на розвиток дихання, діапазону, сили голосу й інтонаційної точності. Ці складові залишаються необхідними, однак вони не вичерпують змісту естрадної вокальної освіти. У сучасному музичному просторі від виконавця очікують не тільки технічної стабільності, а й упізнаваної манери, тембрової своєрідності, здатності до стильової адаптації, осмисленої роботи зі словом, сценічної переконливості та художньої самостійності. Тому проблема формування вокально-виконавської індивідуальності естрадного співака набуває особливої актуальності в системі професійної мистецької освіти.

Естрадний вокал як освітня й виконавська практика має внутрішню складність. З одного боку, він спирається на загальні закономірності голосоутворення, без яких неможливе здорове функціонування голосового апарату. З іншого боку, естрадний спів не може бути зведений до єдиної нормативної моделі звучання. Його природа передбачає варіативність тембрів, манер фразування, типів звуковедення, артикуляційних рішень, інтонаційної поведінки та сценічної подачі. Саме тому професійна підготовка естрадного вокаліста має бути спрямована не на уніфікацію голосу, а на формування технічно безпечної, стилістично доречної та художньо переконливої виконавської індивідуальності.

В українській мистецькій освіті естрадно-джазовий і естрадно-вокальний напрями вже мають власну історію розвитку, методичні напрацювання й освітню інфраструктуру. А. Шевченко зазначає, що поняття професійної естрадно-джазової освіти в Україні можна повною мірою віднести до системи вітчизняної музичної педагогіки, починаючи з 1970-х років [1, с. 47]. Це дає підстави розглядати підготовку естрадного співака не як периферійну або допоміжну щодо академічного вокального навчання практику, а як самостійний педагогічний напрям, у межах якого формуються власні критерії якості, технічні завдання й художні орієнтири.

У практиці викладання естрадного співу проблема індивідуальності виявляється особливо гостро. Студенти часто приходять до навчання вже з певним слуховим досвідом, сформованим популярною музикою, соціальними мережами, концертними відео, вокальними шоу, студійними записами улюблених артистів. Вони прагнуть наслідувати конкретний тембр, атаку звука, манеру фразування, мелізматику, придих, фальцетний перехід або кульмінаційне звучання. Такий досвід не можна просто відкинути, бо він часто засвідчує мотивацію студента, його естетичні вподобання та уявлення про майбутню виконавську манеру. Водночас механічне копіювання популярних виконавців може призводити до втрати природної тембрової основи, технічної скутості, інтонаційної нестійкості або формування штучної манери.

Отже, педагогічне завдання полягає не в забороні наслідування як такого, а в поступовому переведенні слухового захоплення у площину професійного аналізу. Студент має навчитися розуміти, з яких технічних, тембрових, дикційних, ритмічних і сценічних елементів складається певна манера, які з них відповідають його власній природі голосу, а які можуть бути небезпечними або художньо невиправданими. Саме в цьому процесі вокально-виконавська індивідуальність перестає бути випадковою особливістю й поступово набуває ознак усвідомленої професійної якості.

Вокально-виконавська індивідуальність естрадного співака у цій статті розглядається як інтегральна характеристика, що поєднує природні голосові дані, технічну організованість, темброву гнучкість, стильову культуру, репертуарний вибір, інтерпретаційне мислення та сценічну переконливість. Вона не зводиться лише до «цікавого тембру» або зовнішньої сценічної харизми. Індивідуальність має бути художньо мотивованою, технічно керованою і такою, що відповідає змісту виконуваного твору.

Аналіз останніх досліджень і публікацій.

Проблематика професійної підготовки естрадного співака розглядається в сучасних дослідженнях у кількох напрямах: через аналіз естрадно-джазової освіти, вокальної культури студентів, виконавської майстерності, репертуарної політики та специфіки contemporary commercial music. А. Шевченко пов’язує розвиток естрадно-джазової освіти в Україні із системою вітчизняної музичної педагогіки, починаючи з 1970-х років [1, с. 47]. Вагомим джерелом є навчально-методичний посібник Н. Фоломєєвої, у якому виконавська майстерність естрадного співака розглядається як комплекс вокальних, сценічних і художньо-інтерпретаційних складових. Авторка наголошує на ролі «індивідуальних особливостей голосу, творчого “почерку” у інтерпретації естрадних пісень та унікального сценічного образу» [2, с. 4]. Питання репертуару й вокальної культури висвітлено у

працях А. Бондарчук, А. Бойчук, О. Зосім, Х. Галели та Л. Щур. А. Бондарчук акцентує на ролі естрадної пісні у формуванні вокальної культури студентів [3], А. Бойчук розглядає формування естрадного співака України у парадигмі XXI століття [4], О. Зосім концептуалізує поняття традиційної естрадної пісні [5], а Х. Галела та Л. Щур аналізують український вокально-естрадний репертуар у сучасному культурному просторі [6]. Окремого значення набувають праці, присвячені виконавській особистості та методиці підготовки естрадно-джазового вокаліста. О. Іщенко розглядає виконавську особистість в українській вокально-естрадній творчості XXI століття [7], а О. Мальцева обґрунтовує системний підхід до вибору методів і форм роботи зі студентами естрадно-джазового вокалу [8]. У зарубіжному дискурсі важливими є праці Айрін Бартлетт та Маріси Лі Нейсміт, Елізабет Енн Бенсон, а також посібник «American Academy of Teachers of Singing», у яких підкреслюється відмінність сучасної поп-музики від класично зорієнтованої вокальної моделі [9; 10; 11]. Ану Катрі Кескінен розглядає сучасну вокальну педагогіку у контексті вищої освіти США та Фінляндії [12].

Метою статті є обґрунтування педагогічних умов формування вокально-виконавської індивідуальності естрадного співака в процесі професійної підготовки з урахуванням вокально-технічних, тембрових, стильових, інтерпретаційних і репертуарних чинників.

Виклад основного матеріалу. Вокально-виконавську індивідуальність естрадного співака доцільно розглядати як інтегральну якість, що виявляється у своєрідності тембру, манери фразування, артикуляції, динаміки, стильового мислення, інтерпретації тексту та сценічної поведінки. Співак може мати привабливий тембр, але залишатися виконавські невиразним, якщо не розуміє тексту або механічно копіює чужу манеру. Так само технічно підготовлений голос не завжди є індивідуальним, якщо всі вокальні прийоми використовуються формально й не пов’язані з художнім змістом. Отже, індивідуальність формується лише тоді, коли голосові можливості студента поступово перетворюються на систему усвідомлених виконавських рішень.

Головною педагогічною умовою формування вокально-виконавської індивідуальності є уважна діагностика природних голосових і особистісних даних студента. На початковому етапі педагог має визначити не лише діапазон, теситуру, силу голосу або наявність технічних труднощів, а й те, як студент природно інтонує, говорить, дихає, реагує на музику, будує фразу, відчуває ритм, ставиться до тексту. Особливого значення набуває спостереження за мовленнєвою інтонацією, оскільки в естрадному співі вона часто стає основою природності вокального висловлення. Педагог має

почути, де голос студента звучить органічно, а де він починає імітувати чужу манеру, втрачаючи власну інтонаційну природу.

У цьому аспекті показовою є думка Н. Фоломєєвої про те, що розвиток естрадного співака як фахівця є «систематичним цілісним процесом» [2, с. 4]. Саме тому педагогічна діагностика не може бути одноразовим визначенням вокального діапазону або технічних проблем. Вона має супроводжувати весь процес навчання, оскільки природні можливості студента розкриваються поступово: у різному репертуарі, у різних стилях, у роботі над текстом, у сценічній ситуації, у взаємодії з акомпанементом або фонограмою.

Педагог має спостерігати не тільки за тим, наскільки правильно студент виконує вправу, а й за тим, як саме він реагує на художнє завдання: чи здатен змінити характер звука, чи відчуває смисловий наголос.

На початковому етапі важливо уникати надмірно швидкого «виправлення» голосу за зразком. Деякі особливості, які спочатку можуть здаватися недоліками, за умови правильної роботи здатні стати елементами індивідуальної манери. Наприклад, м'якість атаки, камерність звучання або схильність до ритмічної свободи не обов'язково потребують усунення. Завдання педагога полягає в тому, щоб зрозуміти, які риси є природною своєрідністю студента, а які - наслідком затиску, невпевненості, або наслідування.

Другою педагогічною умовою є формування технічно правильної вокальної основи. Будь-яка манера має спиратися на дихальну координацію, інтонаційну точність, артикуляційну свободу, регістрову узгодженість і слуховий контроль. А. Бондарчук, розглядаючи роль естрадної пісні у формуванні вокальної культури студентів, підкреслює, що сучасна естрадна пісня є «складним синтезом жанрів, виконавських стилів та напрямів» [3, с. 47]. Отже, технічна підготовка естрадного вокаліста має враховувати цю синтетичність: студент працює не тільки зі звуком, а й із жанром, словом, ритмом, стилем і сценічною дією.

Технічна основа не повинна перетворюватися на самоціль. Якщо навчальний процес зводиться лише до вправ, вокалізів і корекції окремих голосових недоліків, студент може втратити відчуття художнього завдання. Техніка має пояснюватися не як абстрактна система правильних дій, а як інструмент для створення певного виконавського результату. Дихальна опора потрібна не лише для стабільності звука, а й для довгої фрази, динамічного розвитку, емоційної напруги; артикуляція - не тільки для чіткості вимови, а й для смислової виразності тексту; регістрова координація - не лише для подолання технічних переходів, а й для розширення тембрової палітри.

Третя педагогічна умова - розвиток тембрової гнучкості без втрати природної своєрідності голосу. Тембр в естрадному співі виконує функцію не лише звукової характеристики, а й маркера виконавської особистості. Саме тембр часто створює перше враження про співака, формує його впізнаваність і визначає характер емоційної комунікації зі слухачем. Однак темброва індивідуальність не означає незмінність звучання. Професійний естрадний вокаліст має вміти змінювати характер голосу відповідно до стилю, тексту, емоційного стану, динаміки та драматургії твору. У процесі навчання педагог має допомогти студентові відчути межу між природним тембром і штучно створеною манерою. Часто молоді вокалісти намагаються зробити голос «цікавішим» за рахунок надмірного придиху, навмисної хрипкості, затемнення голосних, неорганічного фальцету або копіювання тембрової поведінки популярного виконавця. Такі прийоми можуть мати художню цінність лише тоді, коли вони технічно керовані й виправдані змістом. Важливо не забороняти темброві експерименти, а навчити студента усвідомлювати їхню функцію. Один і той самий прийом може працювати по-різному, тому темброва робота має здійснюватися у зв'язку з конкретним твором, а не як ізольоване тренування звукових ефектів.

Четверта педагогічна умова пов'язана з подоланням механічного наслідування. У сфері естрадного вокалу наслідування є майже неминучим етапом навчання. Студент слухає виконавців, які його надихають, намагається відтворити їхню манеру, переймає певні інтонаційні моделі, темброві рішення, типи фразування. Це не обов'язково є негативним явищем, адже наслідування може стати початковою формою входження у стиль, якщо педагог вчасно переводить його з рівня копіювання на рівень аналізу. Важливо не забороняти студентові орієнтуватися на конкретних співаків, а навчити його розуміти, з яких технічних і художніх елементів складається певна манера. Практично це може здійснюватися через порівняльне слухання кількох виконань одного твору, аналіз тембрових відмінностей, фразування, роботи з текстом, динамічних нюансів, кульмінацій. Студент має поступово усвідомити, що виконавська манера не є набором випадкових прикрас, а формується через систему рішень. Педагогічне завдання полягає в тому, щоб поставити перед студентом запитання: чому саме так побудована фраза; що дає певний тембровий прийом; як змінюється зміст тексту залежно від динаміки; чи відповідає обрана манера жанру твору; чи не суперечить вона природі голосу. Такий підхід допомагає студентові перейти від копіювання до власного вибору.

П'ятою педагогічною умовою є формування стильової гнучкості. Естрадний спів охоплює багато стильових напрямів: поп, рок, соул, джаз, фолк-поп та ін. Кожен із цих напрямів має свої вимоги до тембру,

артикуляції, ритмічної організації, мелізматики, динаміки, сценічної подачі. Айрін Бартлетт та Маріса Лі Нейсміт наголошують, що звукоутворення у сучасній комерційній музиці суттєво відрізняється від класичної вокальної практики «найпомітніше - у сферах якості голосу, тембру й регістрової організації» [9, с. 273]. Отже, стильова гнучкість не означає поверхову здатність співати «у різних жанрах». Вона передбачає розуміння того, які саме вокальні засоби створюють достовірне втілення образу.

Цей підхід підтверджується і в посібнику «American Academy of Teachers of Singing», де зазначено: хоча всі співаки дихають, фонують, резонують і артикулюють, вони «не обов'язково підходять до цих технічних елементів однаково» [11, с. 7]. Для підготовки естрадного вокаліста це означає, що педагог має працювати не з абстрактною універсальною технікою, а з технікою, яка адаптується до конкретного стильового завдання. Лірична поп-балада, рок-композиція, джазовий стандарт, фолк-поп пісня потребують різних способів організації тембру, динаміки, дикції та фразування.

Для педагога важливо не вимагати від студента універсальності, адже не кожен голос однаково органічно звучатиме в усіх стилях. Проте студент має засвоїти принцип стильової відповідності: лірична поп-балада потребує одного типу фразування й тембрового забарвлення, а джазовий стандарт - ритмічної свободи й вміння імпровізувати. Таким чином, стильова гнучкість стає не запереченням індивідуальності, а способом її розширення.

Шостою педагогічною умовою є продуманий добір репертуару, що допомагає студенту засвоїти різні типи вокальних завдань, розвивати технічну витривалість, працювати з образом, драматургією, сценічною дією. Пісня, обрана лише тому, що вона популярна або подобається студентові, не завжди є педагогічно доцільною. А. Бойчук слушно звертає увагу на те, що підбір репертуару та його стильова приналежність мають узагальнювати компоненти формування естрадного співака [4, с. 53]. Це означає, що репертуар не можна добирати випадково. Він має відповідати вокальному стану студента, але водночас розкривати перспективу розвитку: формувати кантилену, мовленнєву природність, темброву гнучкість, ритмічну точність, сценічну свободу. Саме в репертуарній роботі найвиразніше виявляється зв'язок між технікою, стилем й індивідуальним виконавським вибором.

Українська естрадна пісня у цьому аспекті має особливий потенціал. Вона поєднує мовну конкретність, інтонаційну природність і різноманітність стильових моделей. О. Зосім підкреслює значущість традиційної естрадної пісні як складової української музичної культури [5, с. 158], а Х. Галела і Л. Щур аналізують український вокально-естрадний репертуар як явище, що функціонує в умовах сучасного культурного простору [6].

Вітчизняний репертуар може бути важливим середовищем формування індивідуальності співака.

Сьомою педагогічною умовою є розвиток інтерпретаційного мислення. Вокально-виконавська індивідуальність неможлива без здатності студента осмислювати твір як художнє ціле. Естрадний співак працює не лише з мелодією, а й зі словом, паузами, підтекстом, інтонаційними та смисловими наголосами. У педагогічній роботі важливо навчити студента ставити до твору запитання: про що ця пісня; від чийого імені вона звучить; який внутрішній стан має виконавець; де знаходиться кульмінація; як змінюється тембр у процесі розвитку образу.

Е. Бенсон пропонує важливе для вокальної педагогіки розмежування: «техніка» - це спосіб створення бажаного звука голосом, тоді як «стиль» - застосування вивчених технік у музичному репертуарі [10, с. 20]. Це положення особливо важливе для розуміння інтерпретації в естрадному співі. Студент має не просто володіти певним прийомом, а розуміти, як цей прийом працює в конкретному стилі, тексті й художньому образі. Саме тут техніка переходить у виконавське мислення, а індивідуальність набуває не зовнішнього, а змістового характеру. Інтерпретаційне мислення формується тоді, коли студент перестає сприймати пісню як послідовність нот і починає бачити в ній драматургію. Це не означає надмірної театралізації або зовнішньої емоційності. Навпаки, зріла інтерпретація часто потребує стриманості, точності й внутрішньої зосередженості. Особливо це стосується сучасної української пісні, зокрема ліричних, патріотичних і воєнних творів, де надмірний емоційний тиск може зруйнувати довіру до виконання. Педагог має навчити студента не «показувати переживання», а створювати умови, за яких слухач відчує зміст фрази через інтонацію, тембр, паузу, динаміку й логіку фразування.

Восьмою педагогічною умовою є формування слухової саморефлексії. Естрадний вокаліст має навчитися не тільки співати, а й слухати себе професійно. Це передбачає здатність оцінювати тембр, інтонацію, дикцію, динаміку, стилістичну доречність, емоційну міру, якість фразування. У навчальному процесі доцільно використовувати аудіо- та відеозапис виконання, порівняльне прослуховування, самоаналіз після заняття, обговорення кількох варіантів інтерпретації. Важливо, щоб студент не звикав лише до зовнішньої оцінки педагога, а поступово формував власні критерії якості. Слухова саморефлексія допомагає уникнути двох крайнощів: самозамилування й постійної невпевненості. У першому випадку студент не чує технічних або стилістичних недоліків, бо надто захоплений ефектом власного звучання. У другому - втрачає природність, постійно намагаючись відповідати зовнішнім очікуванням. Завдання

педагога полягає в тому, щоб сформувати спокійне, професійне ставлення до власного голосу: не як до об'єкта постійної критики, а як до інструмента, який можна розвивати й художньо спрямовувати. Важливою ознакою зрілого навчального процесу є поєднання формальних і неформальних джерел вокального досвіду. Keskinen показує, що сучасна система навчання поп-вокалу у вищій освіті розвивалася на межі неформально здобутих виконавських знань і поступової інституціоналізації у формальній освіті [12, с. 2].

Узагальнюючи зазначене, можна визначити вокально-виконавську індивідуальність естрадного співака як результат взаємодії кількох компонентів. Перший - природно-голосовий, що охоплює тембр, діапазон, мовленнєву інтонацію, регістрові особливості. Другий - технічний, пов'язаний із диханням, опорою, артикуляцією, інтонаційною точністю, вокальною витривалістю. Третій - стильовий, що передбачає розуміння жанрових кодів і здатність адаптувати вокальні засоби до конкретного репертуару. Четвертий - інтерпретаційний, спрямований на осмислення тексту, образу, фрази, драматургії. П'ятий - особистісний, який проявляється у здатності студента до самостійного художнього вибору. Усі ці компоненти не формуються ізольовано. Тембр розвивається через техніку і репертуар; стильова гнучкість неможлива без слухового аналізу; інтерпретація потребує дикції, дихання і темброві роботи; сценічна переконливість виникає не лише з акторської свободи, а й із вокальної впевненості.

Саме тому педагогічний процес має бути цілісним. Отже, формування вокально-виконавської індивідуальності естрадного співака потребує системної педагогічної роботи, у якій техніка, стиль, тембр, репертуар та інтерпретація взаємодіють як частини єдиного процесу.

Педагог у цьому процесі виконує роль не лише коректора вокальних навичок, а й наставника, який допомагає студентові перейти від інтуїтивного наслідування до усвідомленого художнього самовираження. Саме цей перехід є одним із головних показників професійного зростання естрадного вокаліста.

Висновки. Вокально-виконавська індивідуальність естрадного співака є складним інтегральним утворенням, що поєднує природні голосові дані, технічну підготовленість, темброву своєрідність, стильову гнучкість, інтерпретаційне мислення. Вона не виникає стихійно й не може бути зведена до зовнішньої оригінальності або копіювання популярної виконавської манери. Її формування потребує послідовного педагогічного супроводу, орієнтованого на розвиток голосу студента як інструмента художнього висловлення.

Основними педагогічними умовами формування вокально-виконавської індивідуальності є діагностика природних голосових і особистісних даних студента; створення технічно безпечної вокальної основи; розвиток тембрової гнучкості; формування стильової мобільності; продуманий добір репертуару; розвиток інтерпретаційного мислення та слухової саморефлексії. Саме поєднання цих умов дозволяє студентові поступово перейти від відтворення чужих вокальних моделей до формування власної виконавської мови.

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ОБҐРУНТУВАННЯ НЕОБХІДНОСТІ ВИКЛАДАННЯ БІОЛОГІЧНИХ ДИСЦИПЛІН, МЕДИЧНИХ ЗНАНЬ ТА ДОМЕДИЧНОЇ ДОПОМОГИ У ЗВО

Анотація. У статті обґрунтовано необхідність інтеграції біологічних дисциплін, медико-орієнтованих знань та основ домедичної допомоги у навчальний процес немедичних закладів вищої освіти як важливого чинника підвищення когнітивної продуктивності та формування здоров'язбережувальної поведінки студентської молоді. На основі аналізу сучасних наукових досліджень встановлено, що дефіцит сну, порушення харчової поведінки, низький рівень фізичної активності, ігнорування психоемоційних чинників та неконтрольоване використання когнітивних стимуляторів є поширеними явищами у студентському середовищі, які безпосередньо впливають на функціональний стан організму та ефективність когнітивних процесів. Водночас зазначені чинники не усвідомлюються студентами як потенційні ризики через недостатній рівень системних біологічних і медичних знань.

Показано, що існуюча освітня практика обмежується фрагментарним інформуванням про принципи здорового способу життя без розкриття механізмів нейрофізіологічної, метаболічної та гормональної регуляції. Унаслідок цього знання набувають декларативного характеру і не трансформуються у поведінкові стратегії. Особливу увагу приділено аналізу нейробіологічних аспектів формування поведінки. Обґрунтовано, що інформування саме по собі не забезпечує зміну поведінки без формування стійких нейронних зв'язків та створення відповідних середовищних умов.

Доведено, що впровадження біологічних дисциплін сприяє формуванню наукового уявлення про функціонування організму людини та механізми регуляції когнітивної діяльності, а медико-орієнтовані знання підвищують рівень медичної грамотності і запобігають ризикам, пов'язаним із самостійним використанням лікарських засобів. Визначено, що викладання домедичної допомоги є необхідною складовою підготовки сучасного фахівця, оскільки забезпечує набуття базових навичок реагування у критичних ситуаціях і підвищує рівень безпеки життєдіяльності.

Встановлено, що низький рівень обізнаності щодо механізмів впливу способу життя на організм є однією з ключових причин формування нераціональної поведінки студентів, що негативно позначається на їхній навчальній продуктивності та здоров'ї. Зроблено висновок, що інтеграція біологічних та медико-орієнтованих дисциплін у підготовку студентів немедичних спеціальностей є необхідною умовою підвищення ефективності освітнього процесу, формування здоров'язбережувальних компетентностей та розвитку відповідального ставлення до власного здоров'я.

Ключові слова: біологічні дисципліни, домедична допомога, здоров'язбережувальна поведінка, медична грамотність, основи медичних знань.

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JUSTIFICATION OF THE NECESSITY OF TEACHING BIOLOGICAL DISCIPLINES, MEDICAL KNOWLEDGE, AND FIRST AID IN HIGHER EDUCATION INSTITUTIONS

Abstract. The article substantiates the necessity of integrating biological disciplines, medical-oriented knowledge, and basic first aid into the educational process of non-medical higher education institutions as an important factor in improving cognitive performance and fostering health-preserving behavior among students. Based on the analysis of contemporary scientific studies, it has been established that sleep deprivation, disordered eating patterns, low levels of physical activity, neglect of psycho-emotional factors, and uncontrolled use of cognitive stimulants are widespread phenomena in the student environment, directly affecting the functional state of the body and the effectiveness of cognitive processes. At the same time, these factors are not perceived by students as potential risks due to the insufficient level of systematic biological and medical knowledge.

It is shown that current educational practice is mainly limited to fragmented information about healthy lifestyle principles without explaining the mechanisms of neurophysiological, metabolic, and hormonal regulation. As a result, knowledge remains declarative and is not transformed into behavioral strategies. Special attention is paid to the analysis of neurobiological aspects of behavior formation, particularly the role of the limbic system, reinforcement mechanisms, and neuroplasticity in habit formation. It is substantiated that information alone does not ensure behavioral change without the formation of stable neural connections and the creation of appropriate environmental conditions.

It has been proven that the inclusion of biological disciplines contributes to the development of a scientific understanding of human body functioning and the mechanisms regulating cognitive activity, while medical-oriented knowledge increases the level of health literacy and prevents risks associated with the self-administration of pharmacological agents. It is determined that teaching first aid is an essential component of modern professional training, as it provides basic skills for responding to critical situations and enhances life safety.

It has been established that a low level of awareness regarding the mechanisms of the impact of lifestyle on the body is one of the key reasons for the formation of irrational behavioral patterns among students, which negatively affects their academic performance and health. It is concluded that the integration of biological and medical-oriented disciplines into the training of non-medical students is a necessary condition for improving the effectiveness of the educational process, developing health-preserving competencies, and fostering a responsible attitude toward one's own health.

Keywords: biological disciplines, first aid, health-preserving behavior, health literacy, basic medical knowledge.

Постановка проблеми. У наш час прослідковується наявність суттєвої невідповідності між поведінкою студентської молоді та науково обґрунтованим розумінням впливу способу життя на функціональний стан організму. Дефіцит сну, порушення харчової поведінки, неконтрольоване вживання енергетичних напоїв є поширеними явищами у студентському середовищі. При цьому вони не сприймаються як фактори ризику, що безпосередньо можуть призводити до формування патологічних станів. Ключовою причиною такої ситуації є недостатній рівень системних біологічних і медичних знань у студентів немедичних спеціальностей. Існуюча освітня практика, як правило, обмежується фрагментарним інформуванням про принципи здорового способу життя без глибокого розкриття фізіологічних механізмів. Унаслідок цього знання залишаються декларативними і не трансформуються у поведінкові стратегії, оскільки студенти не усвідомлюють причинно-наслідкових зв'язків між власною поведінкою і станом організму.

Включення біологічних дисциплін у навчальний процес дозволяє сформувати у здобувачів освіти наукове розуміння функціонування організму людини, механізмів регуляції когнітивних процесів та адаптаційних можливостей. Це сприяє переходу від формального знання до усвідомленого сприйняття впливу способу життя на здоров'я і навчальну ефективність. Не менш важливим є формування медико-орієнтованих знань, які забезпечують базову медичну грамотність. Такі знання охоплюють

розуміння загальних принципів профілактики захворювань, механізмів розвитку функціональних порушень, дії фармакологічних засобів та ризиків їх неконтрольованого використання. Окремого значення набуває викладання основ домедичної допомоги. У сучасних умовах підвищеного рівня травматизму та стресових ситуацій здобувачі освіти повинні володіти базовими навичками оцінки стану постраждалого та прийняття рішень у критичних ситуаціях.

Крім когнітивного аспекту, викладання біологічних і медико-орієнтованих дисциплін сприяє формуванню поведінкових моделей через розуміння нейрофізіологічних механізмів мотивації та формування звичок. Наприклад, залучення знань про роботу нервової системи, механізми підкріплення та нейропластичності дозволяє усвідомити, чому інформування саме по собі не забезпечує зміну поведінки і необхідним є системне формування здоров'язбережувальних навичок, формування свідомого ставлення до здоров'я та розвитку ефективних поведінкових стратегій. Інтеграція цих дисциплін у освітній процес дозволяє забезпечити не лише інформування, а й розуміння механізмів функціонування організму, що є основою для підвищення когнітивної продуктивності та збереження здоров'я майбутніх фахівців.

Аналіз останніх досліджень і публікацій. Проблема впливу дефіциту сну на когнітивні функції студентів розглядається у сучасних нейрофізіологічних дослідженнях. Зокрема, зниження когнітивної гнучкості та точності мислення при недосипанні доведено у працях Sun X. et al. [1]. Дослідження, в яких показано, що кофеїн не компенсує фізіологічну втому та має негативний вплив на когнітивні функції проводилось Keenan E.K. et al. [2], Urry E., Landolt H.-P. [3]. та Reichert C.F.et al. [4]. Проблема впливу харчування на когнітивні процеси та навчальну продуктивність розглядається у дослідженнях Боброової Н.О. [5]. Позитивну роль фізичної активності у підвищенні когнітивної продуктивності студентів визначають Latino F., Tafuri F. [6] та Sember V. et al. [7]. Психічне здоров'я як визначальний чинник навчальної діяльності розглядається у дослідженнях McEwen B.S. [8] та Радаєвої І.В. із співавт. [9]. Проблема бесконтрольного використанії використання когнітивних стимуляторів та інших медичних препаратів аналізується у роботах Repantis D. et al. [10] та Fond G. et al. [11].

Аналіз сучасних наукових досліджень дає підстави стверджувати, що ключові проблеми студентської молоді пов'язані не лише з наявністю негативних поведінкових факторів, але й із недостатнім рівнем обізнаності щодо наслідків пов'язаних із розвитком патологічного процесу або захворювання.

Метою статті є обґрунтування необхідності інтеграції біологічних та медико-орієнтованих дисциплін у підготовку студентів немедичних ЗВО як чинника підвищення когнітивної продуктивності та формування здоров'язбережувальної поведінки.

Виклад основного матеріалу дослідження. Значна частина студентів не усвідомлює механізмів впливу власної поведінки на функціональний стан організму, що суттєво ускладнює формування здоров'язбережувальної поведінки. Насамперед це проявляється у ставленні до режиму сну. Хронічне недосипання, яке доволі часто пов'язано не з докладанням надмірних зусиль до навчання, широко поширене серед студентів, однак сприймається ними як нормальний елемент студентського життя. Але науково доведено, що дефіцит сну безпосередньо впливає на нейрофізіологічні процеси, зокрема порушує механізми консолідації пам'яті, знижує ефективність міжнейронних зв'язків і ускладнює когнітивну обробку інформації. Більшість студентів не володіє цими знаннями і не усвідомлює, що навіть незначне скорочення тривалості сну може призводити до системного зниження навчальної продуктивності. Внаслідок цього формується хибне уявлення про можливість компенсувати недосипання за рахунок збільшення часу навчання, що фактично погіршує результати.

Аналогічна ситуація спостерігається у сфері харчової поведінки. Хоча студенти загалом знають про необхідність правильного харчування, їх знання мають декларативний характер і не включають розуміння фізіологічних механізмів. Зокрема, недостатньо усвідомлюється вплив нерегулярного харчування на метаболічні процеси організму. У студентському середовищі укорінилося стійке переконання, що підтриманню працездатності під час навчання допомагає вживання солодкого. Однак сучасна фізіологія фіксує, що така стратегія дає скоріше зворотний ефект. Глюкоза дійсно є основним джерелом енергії для мозку, та її стабільний рівень у крові необхідний для нормальної когнітивної діяльності. Проблема полягає в тому, що продукти, які містять велику кількість простих цукрів, не забезпечують цього стабільного рівня. Навпаки, вони викликають різке і короткочасне підвищення концентрації глюкози в крові. Організм реагує на це швидким викидом інсуліну, завданням якого є зниження рівень цукру до нормальних значень. У цей момент і виникає ключова проблема, цей процес називають «глікемічними гойдалками». Для студента це особливо критично, тому що навчання вимагає стійкого, а не стрибкоподібного когнітивного ресурсу. Різкі коливання рівня цукру призводять до того, що увага стає нестабільною, інформація засвоюється гірше, а загальна продуктивність знижується. При збільшені кількості солодких продуктів у раціоні стимуляція відбувається швидше і яскравіше, але й «відкат»

виявляється більш вираженим. У результаті організм відчуває подвійне навантаження: метаболічне і нервове, що з часом може посилювати втому і знижувати стійкість до стресу. На практиці швидкі вуглеводи дають лише короткий ілюзорний ефект, за яким слідує погіршення стану. Підтримання розумової активності вимагає не стимуляції різкими стрибками, а стабільних умов, у яких організм працює в оптимальному режимі. Таким чином, відсутність системних знань призводить до формування поведінки, яка суперечить біологічним закономірностям функціонування організму. При цьому студенти, як правило, не усвідомлюють, що подібне короткочасне «підвищення працездатності» супроводжується подальшим виснаженням ресурсів організму.

Низький рівень фізичної активності також, значною мірою, пов'язаний із недостатньою обізнаністю молоді щодо її нейрофізіологічного значення. Більшість сприймає рухову активність виключно як засіб підтримання фізичної форми, не враховуючи її впливу на мозкову діяльність. Водночас наукові дані переконливо доводять, що фізична активність стимулює кровообіг мозку, сприяє підвищенню пластичності нервової тканини та покращує когнітивні функції. Відсутність цих знань формує занижену мотивацію до рухової активності, що в умовах гіподинамії призводить до погіршення як фізичного, так і психічного здоров'я.

Також уваги заслуговує питання психічного здоров'я. Студентська молодь часто не усвідомлює, що психоемоційний стан має прямий фізіологічний вплив на організм. Недостатнє розуміння механізмів стресу, ролі гормональної регуляції та адаптаційних процесів призводить до недооцінки цього чинника. Як наслідок, тривожність, перевтома та емоційне виснаження сприймаються як «нормальні» супутники студентського життя. Водночас наукові дані свідчать, що саме психічний стан визначає здатність до концентрації, навчання і прийняття рішень, виступаючи ключовим регулятором когнітивних процесів.

Окремим важливим аспектом, який дедалі частіше простежується у студентському середовищі, є неконтрольоване застосування лікарських препаратів та так званих «когнітивних стимуляторів» за відсутності базових знань медико-біологічного профілю. Сучасні студенти, прагнучи підвищити ефективність навчання, зменшити втому або покращити концентрацію, нерідко вдаються до самостійного використання різних засобів, від енергетиків до ноотропних або седативних препаратів. Особливо небезпечною є тенденція до використання фармакологічних засобів як компенсаторного механізму: замість нормалізації режиму сну, харчування або фізичної активності студенти намагаються «штучно» підтримати працездатність. Подібна практика суперечить базовим принципам

функціонування організму і може призводити до порушення природних механізмів регуляції, зокрема нейрогуморальних процесів.

Крім того, відсутність знань про взаємодію лікарських засобів та індивідуальні особливості організму підвищує ризик небажаних реакцій, що мають як короткочасний, так і віддалений негативний ефект. У результаті формується парадоксальна ситуація: прагнення підвищити ефективність навчання через фармакологічні засоби фактично призводить до погіршення когнітивного і психофізіологічного стану. Таким чином, неконтрольоване використання лікарських препаратів є проявом низької медичної грамотності та відсутності системних знань про функціонування організму, що підсилює аргументацію щодо необхідності впровадження у навчальний процес немедичних ЗВО біологічних та медико-орієнтованих дисциплін.

У суспільній свідомості стійко зберігається уявлення про те, що достатньо просто інформувати молодь про принципи здорового способу життя і це автоматично призведе до зміни їхньої поведінки. Передбачається, що знання про технології збереження та відновлення здоров'я саме по собі запускає механізми саморегуляції. Однак з точки зору сучасної нейробіології, психофізіології та медицини таке уявлення є спрощеним, оскільки знання і поведінка регулюються різними рівнями роботи мозку. Обізнаність належить до когнітивної сфери і забезпечується переважно діяльністю кори головного мозку, особливо асоціативних зон, відповідальних за обробку інформації і логічне мислення. У той же час реальна поведінка формується під впливом більш складних механізмів, що включають лімбічну систему, базальні ганглії і системи підкріплення, пов’язані з дофамінергічною активністю. Саме ці структури відповідають за формування звичок, мотивацію і автоматичні реакції. У результаті виникає біологічна невідповідність: людина може розуміти, що необхідно спати, правильно харчуватися і рухатися, але при цьому продовжує діяти інакше. Однак поведінкові патерни закріплюються не отриманням загальної інформації, а повторенням і підкріпленням, формуючи стійкі нейронні зв’язки. Особливу роль у цьому процесі відіграє система винагороди мозку. Наприклад, швидкі і прості рішення: вживання фастфуду або відмова від фізичної активності, дають миттєве дофамінергічне підкріплення. Тоді як здорові звички мають відстрочений ефект і потребують зусиль, що робить їх менш привабливими для нервової системи в умовах стресу і втоми. Таким чином, навіть за наявності знань організм схильний обирати ту поведінку, яка забезпечує швидку компенсацію енергетичних або емоційних витрат.

З фізіологічної точки зору формування здорової поведінки потребує не тільки когнітивного розуміння, але й залучення механізмів нейропластичності. Для закріплення нових звичок необхідні багаторазові повторення,

при яких формуються стабільні нейронні ланцюги в корі і підкоркових структурах. Без створення умов для такого повторення знання залишаються декларативними і не переходять у практику. Значну роль відіграє і навколишнє середовище. Поведінкові стратегії людини також залежать від доступності ресурсів і соціальних норм. Якщо середовище організоване таким чином, що сприяє збереженню здоров'я, то формуються позитивні поведінкові стереотипи. З точки зору нейрофізіології пояснюється тим, що мозок прагне оптимізувати витрати енергії і закріплює найбільш доступні і часто повторювані моделі поведінки.

З позицій сучасної біології та медицини інформування є лише первинним когнітивним етапом, який не здатний самостійно змінити поведінку. Формування здорового способу життя потребує залучення кількох рівнів регуляції: когнітивного, емоційного і поведінкового, а також створення умов за яких здорові дії стають регулярними і підкріплюваними. Зміни стають стійкими лише тоді, коли знання є систематизованими та доповнюються формуванням звичок, зміною середовища і підтримкою механізмів саморегуляції. Без цього навіть високий рівень загальної інформованості з дискретних джерел не здатний забезпечити реальні поведінкові зміни. Студенти немедичних спеціальностей, як правило, не мають цілісного уявлення про функціонування організму, принципи профілактики захворювань та алгоритми надання домедичної допомоги, тобто не змозі самостійно систематизувати поодинокі презентації на тему збереження здоров'я. Це означає, що у випадку травми, гострого стану або надзвичайної ситуації більшість з них не здатна правильно оцінити ситуацію і надати необхідну допомогу, що свідчить не лише про освітній дефіцит, а й про потенційні ризики для безпеки життя.

Висновки. *Однією з ключових характеристик сучасної студентської молоді є невідповідність між реальною поведінкою та рівнем науково обґрунтованого усвідомлення її наслідків. Недостатність системних біологічних і медичних знань зумовлює те, що студенти не повною мірою розуміють вплив способу життя на функціонування організму, що, своєю чергою, перешкоджає формуванню ефективних здоров'язбережувальних стратегій. Це актуалізує необхідність інтеграції до освітнього процесу немедичних закладів вищої освіти дисциплін, спрямованих не лише на інформування, а й на формування глибокого розуміння механізмів функціонування організму та набуття практичних навичок збереження й зміцнення здоров'я.*

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ТРАНСФОРМАЦІЯ СЦЕНІЧНОГО ПРОСТОРУ В ПЕРФОРМАТИВНОМУ ТЕАТРІ: МЕЖІ РЕАЛЬНОСТІ ТА УМОВНОСТІ

Анотація. У статті автори досліджують сценічний простір як універсалію художньої культури в контексті сучасного мистецтвознавчого дискурсу, зокрема крізь призму перформативного театру та новітніх сценічних практик початку XXI століття. Авторський колектив у статті розглянув трансформацію сценічного простору як складного багато-вимірного феномена, що функціонує на межі реального та умовного й визначає характер взаємодії актора, глядача та художнього середовища. У результаті дослідження сценічний простір визначено як динамічну просторово-часову систему, у межах якої відбувається не лише репрезентація, а й безпосереднє створення та миттєва трансформація художнього образу [3].

Особливу увагу приділено процесам деконструкції традиційної «сцени-коробки» та формуванню нових моделей сценічної взаємодії, характерних для постдраматичного та перформативного театру.

Наголошено, що в сучасних практиках простір виступає не статичним місцем дії, а активним «співдійовим» учасником художнього процесу, здатним до постійних метаморфоз у реальному часі.

Доведено, що межі між об'єктивною реальністю та художньою умовністю стають рухливими й дифузними, що забезпечує імерсивний ефект присутності та максимально посилює залучення глядача до процесів співтворчості й сенсотворення.

Окрему увагу автори приділяють інтеграції цифрових та мультимедійних технологій у структуру сценічної постановки, що зумовлює суттєве переосмислення класичних принципів організації сценічного середовища [2].

Проаналізовано роль художнього освітлення як одного з домінантних інструментів формування візуально-образних і смислових характеристик дії. Виявлено, що світлові рішення у сучасних театральних, хореографічних та перформативних проектах є ключовим чинником пластичної трансформації простору, забезпечуючи органічне взаємопроникнення фізичної архітектури сцени та умовно-символічного віртуального виміру [5].

Наукова новизна полягає у системному мистецтвознавчому осмисленні сценічного простору як відкритої, гнучкої перформативної структури, що постійно оновлюється під впливом технологічних інновацій та авторських інтерпретаційних стратегій. Практичне значення отриманих результатів полягає у можливості їх впровадження в актуальну режисерську практику, сучасну театральну педагогіку, а також як теоретичного підґрунтя для подальших досліджень у галузі теорії та історії культури.

Ключові слова: сценічний простір, перформативний театр, театральність, сценічність, сценографія, художній простір, цифрові технології в театрі, сценічне освітлення, реальність і умовність, сучасний театр, театральна перформативність, трансформація простору.

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TRANSFORMATION OF STAGE SPACE IN PERFORMATIVE THEATRE: THE BOUNDARIES OF REALITY AND CONVENTIONALITY

Abstract. The article examines stage space as a universal category of artistic culture within the context of contemporary art studies discourse, in particular through the prism of performative theatre and new stage practices of the early 21st century. The authors highlight the problem of the transformation of stage space as a complex multidimensional phenomenon functioning on the boundary between the real and the conventional, defining the specifics of interaction between actor, spectator, and artistic environment. As a result of the study, stage space is defined as a dynamic spatio-temporal system within which not only representation but also the direct creation and instantaneous transformation of the artistic image take place [3].

Attention is focused on the processes of deconstruction of the traditional "box" theatrical space and the formation of new models of stage interaction characteristic of postdramatic and performative theatre. It is emphasized that in contemporary practices, space does not function as a static place of action but as an active "co-participant" in the artistic process, capable of continuous metamorphosis in real time. It is demonstrated that the boundaries between objective reality and artistic conventionality become fluid and diffuse, ensuring an immersive effect of presence and significantly enhancing the audience's involvement in processes of co-creation and meaning-making.

Special attention is paid to the integration of digital and multimedia technologies into the structure of stage performance, which leads to a significant rethinking of classical principles of organizing the stage environment [2]. The role of artistic lighting as one of the dominant tools in shaping visual-figurative and semantic characteristics of performance is analyzed. It is revealed that lighting solutions in contemporary theatrical, choreographic, and performative projects are a key factor in the plastic transformation of space, ensuring an organic interpenetration of the physical architecture of the stage and the conventional-symbolic virtual dimension [5].

The scientific novelty lies in the systematic art-historical conceptualization of stage space as an open, flexible performative structure that is constantly renewed under the influence of technological innovations and authorial

interpretative strategies. The practical significance of the obtained results lies in their potential application in contemporary directing practice, modern theatre pedagogy, as well as serving as a theoretical basis for further research in the field of cultural theory and history.

Keywords: stage space, performative theatre, theatricality, scenography, artistic space, digital technologies in theatre, stage lighting, reality and convention, contemporary theatre, theatrical performativity, transformation of space.

Постановка проблеми. Сучасний театр перебуває у стані постійного пошуку нових форм взаємодії між актором, глядачем і простором. Він перетворився на активний компонент вистави, що здатен динамічно трансформуватися, диктувати власні правила гри та розмивати кордони між мистецтвом і життям.

Актуальність дослідження зумовлена необхідністю переосмислення категорії «сценічності» у перформативному театрі, де традиційна «четверта стіна» остаточно руйнується, а простір стає об’єктом маніпуляції. Основне питання полягає у тому, як саме сьогодні трансформується сценічний простір і за рахунок яких механізмів він балансує між фізичною реальністю та художньою умовністю [4].

Ключові аспекти проблеми:

1. Дифузія меж. Як сучасний театр використовує нетеатральні простори (site-specific) для створення нових сенсів?

2. Співтворчість глядача. Яким чином зміна просторової конфігурації впливає на зміну ролі глядача — з пасивного спостерігача на активного учасника (перформера)?

3. Технологічний вплив. Роль діджиталізації та медіатехнологій у створенні гібридних просторів, де реальне та віртуальне співіснують в єдиному часовому континуумі.

4. Опозиція «Реальність – Умовність». Де проходить межа між фізичною присутністю в реальному місці та зануренням у вигаданий світ перформансу?

Незважаючи на значну кількість праць, присвячених сценографії, питання трансформативності як фундаментальної ознаки саме перформативного театру потребує глибшого теоретичного аналізу. Зокрема, бракує досліджень, що фокусуються на онтологічному статусі простору, який постійно перебуває у стані становлення («becoming»), а не є завершеним художнім продуктом.

Аналіз останніх досліджень та публікацій. Аналіз наукових публікацій засвідчує посилення інтересу вітчизняних дослідників до

проблематики синтезу медійного та сценічного мистецтва, зокрема в контексті впровадження новітніх технологій у театральну практику [6]. Так, С. Триколенко у праці «Використання мультимедійних технологій для оформлення сучасних хореографічних постановок на прикладі шоу-балету "Барон Мюнхгаузен"» досліджує застосування проекційних технологій у сучасній хореографічній постановці, акцентуючи увагу на інноваційних підходах до сценографії. Г. Липківська у статті «Мультимедійні засоби на сучасній театральній сцені» аналізує інструментарій мультимедійних технологій у сучасному театральному процесі [1].

У свою чергу, К. Юдова-Романова, В. Стрельчук та Ю. Чубукова у дослідженні «Режисерські інновації у використанні технічних засобів і технологій у сценічному мистецтві» розглядають трансформацію сценічного простору в умовах впровадження інформаційних та інженерних технологій у режисерську практику [2]. А. Доколова у публікації «3D-mapping як засіб створення асоціативних та метафоричних аспектів художнього образу» акцентує на взаємодії сценічної умовності та віртуальної реальності в сучасному постановочному процесі [5].

Попри значну кількість досліджень, присвячених використанню мультимедійних технологій у сценічному мистецтві, проблема інноваційних методів сценічного освітлення та їх впливу на трансформацію сценічного простору залишається недостатньо розробленою і потребує подальшого наукового осмислення.

Теоретичне підґрунтя дослідження формують праці як вітчизняних, так і зарубіжних учених. У роботах Р. Барта, Г. Башляра, Ж. Бодрійяра, У. Еко, Ф. Джеймісона та інших розглядаються загальноестетичні, культурологічні та мистецтвознавчі аспекти функціонування художнього простору, а також проблеми взаємодії особистості з художнім середовищем. Особливого значення набуває трактування художньої творчості як образного мислення та способу конструювання особливої художньої реальності [4].

У контексті дослідження сценічного простору О. Орлова розглядає його як різновид культурного простору, тоді як К. Возгрівцева аналізує театральний простір як складову театральної культури, здійснюючи порівняння понять «театральний простір» і «простір театру». О. Островерх зосереджується на особливостях функціонування театрального простору в українській драматичній традиції. Водночас слід відзначити, що сучасні мистецтвознавчі дослідження, присвячені понятійно-термінологічному осмисленню сценічного простору в умовах перформативного театру, залишаються фрагментарними та потребують подальшого системного опрацювання.

Мета статті — теоретично дослідити трансформацію сценічного простору в перформативному театрі в контексті взаємодії реальності та художньої умовності, виявити специфіку його динамічної природи як процесу постійного становлення, а також окреслити онтологічні та естетичні параметри функціонування сценічного простору в умовах сучасних перформативних практик.

Виклад основного матеріалу. Сценічний простір у сучасному театрі вже не сприймається як допоміжний елемент постановки. Він формується на перетині архітектури, сценографії, знакових систем і живої присутності актора та глядача. Саме в цьому перетині формується напруження взаємодії, яке визначає і форму вистави, і спосіб її сприйняття. У класичному театрознавстві сценічний простір трактувався переважно як ілюзорне середовище, що відтворює реальність або умовний світ драматургічного твору. У сучасному — він стає об'єктом деконструкції, трансформації та розширення за межі традиційної «сцени-коробки».

У класичному театрознавстві сценічний простір розуміється як організоване художньо-технічне середовище, що обслуговує драматичну дію. Починаючи з античного театру і до ренесансної сцени-коробки, сценічний простір переважно працював на створення ілюзії [11]. Він поділявся на види: єдине пластичне середовище, умовне місце дії, побутово-натуралістичне. Основними елементами були декорації, освітлення, костюми та реквізит, що формували візуальну оправу вистави.

Сценографія як мистецтво організації сценічного простору охоплює не лише статичні декорації, а й динамічні компоненти — світло, рух, звук. У XVII–XIX ст. домінувала ілюзорна модель: глядач мав «забути» про умовність і зануритися в імітацію реальності (натуралізм) або ідеалізованої краси (класицизм).

Сучасні українські дослідники, зокрема К. Юдова-Романова, визначають сценічний простір як комплексне явище, що включає архітектурні параметри, семіотику та перцептивні ефекти [7].

У сучасному театрознавстві (XX–XXI ст.) поняття радикально розширюється. Під впливом авангарду, постмодернізму та перформативного повороту сценічний простір втрачає фіксованість. З'являються альтернативні, експериментальні, site-specific форми: театр просто неба, імерсивний театр, вуличні перформанси, використання промислових просторів чи урбаністичного середовища.

Сучасні українські сценографи, такі як Данило Лідер, працювали з пластичною організацією, де простір стає «художнім образом» вистави, а не лише тлом. Сьогодні сценічний простір — це динамічна система взаємодії реального (фізичного) та ірреального (уявного, символічного) планів. Він

включає технологічні інновації (мультимедіа, проекції, інтерактивне освітлення) і соціокультурний контекст.

Дослідники наголошують на переході від «сцени як коробки» до «простору як події», де межі між сценою та залом, актором і глядачем розмиваються.

Співвідношення реальності та умовності є базовим для театру як виду мистецтва. Театр за своєю природою умовний: він ніколи не є «справжнім» життям, а завжди його художнім моделюванням. Умовність (конвенція) дозволяє глядачеві прийняти правила гри — від масок античного театру чи символічних декорацій середньовічної містерії до «ефекту відчуження», що навмисно руйнує ілюзію [4].

У класичному театрі реалізму та натуралізму домінувала тенденція до максимальної правдоподібності: деталізовані декорації, психологічна достовірність гри, імітація побуту. Однак навіть тут умовність залишалася — актор «живе» роль, але не є персонажем; сцена імітує кімнату, але є конструкцією. Реальність у театрі завжди опосередкована: це «правда мистецтва», а не буквальна копія життя [5].

Умовність може бути різною:

- символічною (експресіонізм, символізм);
- ігровою (комедія дель арте, фарс);
- епічною/дидактичною;
- ритуальною («бідний театр», де простір зводиться до тіла актора).

У сучасних театральних практиках співвідношення реальності та умовності перестає бути стабільним і дедалі більше залежить від конкретної художньої стратегії. Постдраматичний театр у цьому сенсі показовий: він свідомо зміщує акцент із відтворення вигаданого світу на створення події, яка відбувається тут і тепер і переживається глядачем як безпосередній досвід. Реальність вторгається через документальність (verbatim, документальний театр), автентичне тіло актора чи соціальний контекст. Водночас умовність оголюється: актор грає «себе», простір демонструє свою штучність, глядач стає співтворцем.

Категорії реальності та умовності не є опозиціями, а взаємопроникними. Театр завжди балансує між ними: надмірна реальність (гіпернатуралізм) може стати умовною через контекст, а відверта умовність — створювати потужний ефект присутності та емпатії.

Перформативний (або постдраматичний) театр радикально переглядає традиційну сценічну модель, деконструюючи її ключові елементи: драматичний текст як основу, ілюзорний простір, фіксовану роль актора та пасивного глядача. Термін «перформативний поворот» пов’язаний з розширенням у перформанс-стадіс. У театрі це проявляється в пріоритеті

дії, події, тілесності над наративом [11]. Традиційна модель передбачає замкнений ілюзорний світ на сцені. Перформативний театр її деконструює:

1. Розмивання меж простору. Сцена виходить у зал, місто, реальне життя (site-specific, імерсивний театр). Простір стає відкритим, змінним, неієрархічним.

2. Деконструкція ілюзії. Замість «входження в роль» — демонстрація процесу, авторефлексія, оголення механізмів театру.

3. Зміна статусу глядача. Від спостерігача до учасника або свідка. Глядач співтворює сенс.

4. Пріоритет перформативності. Тіло, присутність, ритуал, соціальна взаємодія. Текст може бути відсутнім або фрагментарним.

В українському контексті перформативні практики розвивалися через експерименти сучасних режисерів і художників, де театр стає способом переосмислення культурної пам'яті, травми, ідентичності. Перформанс тут часто протистоїть традиційній театралізації, акцентуючи автентичність події [10].

Деконструкція проявляється через руйнування звичних бінарних опозицій: сцена/зал, актор/глядач, реальність/умовність.Результат — гібридні форми, де сценічний простір перетворюється на поле для критики, провокації та соціального діалогу. Перформативний театр не «представляє» світ, а «творить» його тут і тепер.

Теоретичні засади дослідження сценічного простору демонструють його еволюцію від ілюзорно-репрезентативної функції в класичному театрі до перформативно-евентуальної природи в сучасному мистецтві.

Діалектика реальності та умовності, а також деконструктивний потенціал перформативного театру формують ключові категорії для розуміння трансформацій сценічного простору як активного елемента театральної події.

У перформативному театрі сценічний простір кардинально змінюється. Він перестає бути статичною платформою і перетворюється на живе, рухливе середовище, яке активно формує зміст і емоційний досвід події.

Класичний театр зазвичай працював зі сценою-коробкою — закритим простором з фіксованими декораціями, який створював ілюзію окремого світу.

Сучасний перформативний підхід руйнує цю статичність. Простір стає гнучким: він може трансформуватися під час дії завдяки змінам освітлення, звуку, руху виконавців або фізичним перебудовам. Завдяки цьому вистава перетворюється на динамічний процес, який розвивається тут і зараз, а не розгортається на заздалегідь заданому тлі [3].

Однією з визначальних рис перформативного театру є поступове зникнення чіткої межі між сценою і залом. Актор перестає функціонувати в умовно відокремленому просторі й опиняється в спільному середовищі з глядачем. Це змінює саму логіку взаємодії: присутність глядача вже не є нейтральною, вона впливає на перебіг події і стає її складовою. Глядач перетворюється на співучасника: його присутність, реакції та переміщення впливають на перебіг події. Така взаємодія створює відчуття спільної реальності та робить кожну виставу унікальною [10].

Site-specific театр використовує конкретне реальне місце як основу твору. Замість штучних декорацій дія розгортається в занедбаних будівлях, промислових зонах чи міському середовищі. Яскравим прикладом є проєкти театру «Дах» під керівництвом Владислава Троїцького, де урбаністичний і промисловій простір ставав органічною частиною художньої заяви.

Іммерсивний театр іде ще далі і повністю занурює глядача в подію. Людина рухається разом з акторами, досліджує простір і часто сама стає частиною розповіді. В Україні одним із перших і найвідоміших прикладів стала вистава «The Time» київської команди uzahvati (2016), яка започаткувала активний розвиток цього напряму.

Робота в публічному просторі розширює театр за межі традиційних приміщень. Перформанси на вулицях, у парках або навіть у сховищах під час війни перетворюють звичайне міське середовище на арену мистецтва. Це робить театр доступнішим і дозволяє йому безпосередньо реагувати на соціальну реальність [7].

У багатьох перформативних роботах головним простором стає саме тіло актора. Коли декорацій майже немає, саме через пластику, жест, дихання і фізичну присутність створюється архітектура вистави. Тіло перетворюється на носія сенсу, пам’яті та емоції [4].

Українські режисери, зокрема Андрій Май, часто звертаються до таких тілесних практик, зводячи сценічний простір до мінімуму. У воєнний час подібні підходи набули особливої гостроти — через перформативні колажі на основі щоденників тілесності українці фіксують досвід війни через рух і фізичну присутність.

Аналіз сучасних перформативних практик дає підстави говорити не просто про зміну форми сценічного простору, а про зміну принципу його існування. Якщо в традиційному театрі він виконував переважно ілюстративну функцію, то нині дедалі частіше стає процесуальним середовищем, яке формується у взаємодії з акторами та глядачами в реальному часі. Site-specific, іммерсивні формати, робота в публічному просторі та акцент на тілесності розширюють межі театру, перетворюючи його на потужний інструмент безпосереднього досвіду та соціального діалогу [12].

У сучасному театрі традиційна опозиція «сцена — зал», «вигадка — реальність», «актор — глядач» радикально трансформується. Режисери свідомо стирають ці межі, перетворюючи виставу з ілюзорного спектаклю на подію, де глядач стає активним співучасником. Цей процес пов'язаний із розвитком постдраматичного театру (Ганс-Тіс Леман), у якому драматичний текст відходить на другий план, а головними елементами стають присутність тіла, простір, час і медіа [12].

Центральною стратегією є ефект присутності. Глядач перестає бути відстороненим спостерігачем і опиняється всередині події. Акцент зміщується з розповіді історії на сам перформанс. Тіло актора більше не лише втілює персонажа, а стає знаком самого себе, а сцена перетворюється на реальний простір спільної присутності.

Цей ефект посилюється через руйнування «четвертої стіни». Актори звертаються безпосередньо до глядачів, залучають їх до дій або переміщують у простір вистави. Яскравим прикладом слугує британський імерсивний театр Punchdrunk («Sleep No More»), а також українські site-specific перформанси, де дія відбувається в покинутих будівлях, промислових зонах чи на вулицях міста [15].

Не менш потужним інструментом розмивання меж виступає документальний театр (verbatim theatre). Реальні інтерв'ю, свідчення та архівні матеріали стають основою вистави. Глядач постійно сумнівається, де закінчується документ, а починається художня інтерпретація. В українському театрі такі практики особливо актуальні після 2014 і 2022 років.

Приклади — документальні проєкти театру «Дах» та вистави, створені на основі свідчень учасників війни [13].

Сучасні технології відкривають нові можливості. Мультимедіа (відеопроекції, live-камера, AR-елементи) створюють багатошаровий простір, де живе тіло актора співіснує з цифровим образом і архівними кадрами. Це дозволяє поєднувати різні часові пласти та розширювати фізичні межі сцени.

Інтерактивність перетворює глядача на співтворця. Від вибору маршруту в імерсивній виставі до впливу на хід подій у форум-театрі Аугусто Боаля — глядач втрачає пасивний статус і бере відповідальність за свій досвід.

Розмивання меж між реальністю та умовністю стає відповіддю на кризу репрезентації в епоху медіа та постправди. Український театр активно освоює ці стратегії, поєднуючи документальність, мультимедіа та традиційну акторську майстерність у роботах, присвячених війні та колективній травмі [14].

Звичайно, такі підходи породжують виклики: етичні (як не перетворити реальне страждання на спектакль), технічні та психологічні. Успішні роботи знаходять рівновагу, коли технології та документальність посилюють ефект присутності, а не стають самоціллю.

Сучасний театр використовує умовність як інструмент глибшого осмислення реальності.

Розмиваючи межі між сценою і життям, художники створюють простір для спільного переживання, сумніву та співтворчості. Саме в цій здатності до діалогу полягає головна сила сьогоднішнього театрального мистецтва.

Зміна ролі театру безпосередньо впливає і на його візуальну мову. За таких умов сценічний простір перестає бути статичним тлом (декорацією) і набуває статусу активного суб'єкта дії, що генерує додаткові змістові пласти через складну систему символічних кодів [7].

Реалізація такого активного простору стала можливою завдяки переосмисленню класичних театральних теорій. Концепція «бідного театру» Єжи Ґротовського [17] та «порожнього простору» Пітера Брука, закладена ще в XX столітті, у сучасному контексті трансформується у стратегію свідомої редукції [16]. У цій системі координат мінімалістичне рішення сцени не є ознакою візуального дефіциту; навпаки, воно виступає засобом максимальної концентрації сенсів.

Практичне втілення цієї стратегії ґрунтується на двох взаємодоповнюючих принципах: роботі з порожнечею та трансформації предметів.

По-перше, особливого значення набуває функція «порожнечі». У виставах, присвячених темі пам'яті, травми чи екзистенційного пошуку, незаповнений простір маркує межі невимовного. Він спонукає глядача до активної асоціативної діяльності, де в умовах візуального аскетизму кожна деталь набуває гіпертрофованого значення.

По-друге, у такій системі відбувається метафоризація об'єкта. Сценічний предмет у порожньому просторі остаточно втрачає свою побутову приналежність (денотат) і стає багатозначним символом.

Наприклад, звичайний стілець у різних мізансценах може експлікувати очікування, соціальну ієрархію або ж бути візуальним замінником втраченого дому [8].

У сучасній сценічній практиці світло і звук фактично беруть на себе функції, які раніше належали матеріальній сценографії. Вони не лише окреслюють простір, а й моделюють його, створюючи змінні конфігурації, що можуть миттєво змінювати емоційний і смисловий акцент дії. Вони не лише маркують час та місце дії, а й стають інструментами психологізації простору [6].

Світловий дизайн дозволяє візуалізувати переходи між різними онтологічними рівнями: від об'єктивної реальності до суб'єктивної рефлексії, сну чи спогаду персонажа.

Акустичне середовище створює ефект «позасценічного простору», розширюючи фізичні межі сцени та формуючи невидимий емоційний ландшафт, що впливає на рецептивні канали глядача.

Особливої актуальності набуває вивчення метафоричних рішень у контексті сучасного українського театру, що рефлексує над досвідом війни та вимушеної міграції. Простір тут часто набуває ознак герметичності або лабіринтності, що візуалізує стани ізоляції, соціального тиску чи втрати життєвих орієнтирів [14].

Сценографічні рішення, засновані на використанні барикад, розірваних текстур або замкнених просторових структур, стають художнім еквівалентом проживання колективної травми. Таким чином, простір буквально «проживає» подію разом із героєм, транслюючи глядачеві досвід, який складно піддається вербалізації.

Сучасний перформативний театр розглядає сценічний простір не як нейтральну декорацію, а як активний драматургічний чинник. У межах постдраматичної парадигми простір функціонує як система взаємодії тілесності актора, присутності глядача та медіа/документальних шарів реальності. Відповідно, аналіз кейсів передбачає розгляд простору у трьох вимірах: фізичному, семантичному та інтерактивному [10].

Прикладом такої багатовимірності простору в сучасному театрі є іммерсивні та документальні практики, де scenічний простір перестає бути пасивним тлом і починає активно структурувати дію. Яскравими зразками цього підходу слугують роботи британської компанії Punchdrunk та німецько-швейцарського колективу Rimini Protokoll [15].

Punchdrunk розвинули модель іммерсивного театру, в якій глядач вільно пересувається багаторівневим сценографічним середовищем. У легендарній постановці «Sleep No More» занедбаний готель перетворюється на лабіринт, де відсутня фіксована точка сприйняття, а кожен глядач отримує індивідуалізований досвід. Простір тут функціонує як інсталяція і самостійний «актор» вистави.

Rimini Protokoll, у свою чергу, активно працюють із реальним міським середовищем і документальним матеріалом. У проєкті «Remote X» місто стає сценою, а глядачі — учасниками, які рухаються за інструкціями аудіогіда. Простір «активується» через навігацію, а реальність безпосередньо перетворюється на сценографію.

Подібні принципи трансформації простору простежуються й в українському театрі, хоча тут вони часто зумовлені соціальним і

травматичним контекстом, обмеженими ресурсами та потребою працювати з реальністю війни й міграції.

У документальних проєктах, таких як «Театр переселенців» (а також споріднені ініціативи на кшталт театру-студії «УЖіК» чи вистав за участі ВПО), сценічний простір переноситься у реальні соціальні середовища: громадські центри, культурні хаби, напівпублічні та непідготовлені локації. Тут відбувається радикальна трансформація: від традиційної театральної сцени — до «життєвого середовища»; знімається дистанція між виконавцем і глядачем; особисті історії стають просторовими маркерами. У документальних і соціально орієнтованих проєктах простір уже не виконує функцію фону. Він починає акумулювати досвід — передусім травматичний — і працює як своєрідний носій пам'яті. Саме через просторову організацію глядач включається в переживання, яке не зводиться до тексту чи акторської гри.

Аналогічний підхід до реального середовища як матеріалу вистави характерний для site-specific практик незалежних українських театрів і режисерських команд. Прикладами можуть слугувати експериментальні постановки в підземних просторах Києва, індустріальних зонах Харкова, занедбаних будівлях Львова чи інших нетрадиційних локаціях [5].

Особливості таких проєктів:

- використання промислових об'єктів, підвалів, покинутих будівель або автентичних соціальних місць;
- адаптація драматургії та режисури під архітектуру й атмосферу конкретного простору;
- свідома мінімізація традиційної сценографії на користь реального середовища.

У цих практиках простір не ілюструє зміст, а продукує його.

Серед колективів і команд, які активно експериментують з простором, варто виділити Дикий театр (Максим Голенко та команда), який неодноразово виводить вистави за межі традиційної сцени — від села під Києвом («Кайдаші 2.0») і музею просто неба до зоопарку чи цирку. Також помітні експерименти на експериментальних майданчиках Львівського театру ім. Марії Заньковецької (сцена «під дахом» тощо), постановки в Національному театрі ім. Івана Франка (зокрема, роботи молодих режисерів), проєкти Івано-Франківського академічного музично-драматичного театру ім. Івана Франка під керівництвом Ростислава Держипільського (з елементами site-specific і мультимедійності), а також роботи Київського академічного драматичного театру на Подолі, де простір іноді організовується як багаторівнева система з рухомою сценографією та активним залученням глядацького простору [2].

Окремий напрямок представляє перформативний проєкт гурту «ЦеШо» (виник у просторі Центру «Дах»), де сценічний простір розмивається через синтез музики, театру та політичного перформансу. Концертна форма перетворює глядача на співучасника подієвої енергії, а сцена стає відкритою платформою висловлювання.

Особливе місце посідає DAKH Theatre (Владислав Троїцький), де сценічний простір часто набуває ритуального характеру. Тілесність актора, музика та перформативна дія створюють багатовимірне поле, близьке до архаїчних форм театру [17].

Порівняльний аналіз показує суттєві відмінності підходів:

1. Українська модель тяжіє до соціально-документального контексту: простір стає носієм пам'яті, травми та реального досвіду. Обмежені технічні ресурси компенсуються інтенсивністю змісту та «присутністю реальності», яка домінує над театральною ілюзією. Часто важливіше не конкретний театр-інституція, а мобільні режисерські команди, які мігрують між різними майданчиками [9].

2. Західноєвропейська модель (Punchdrunk, Rimini Protokoll, Forced Entertainment) більше орієнтована на технологізацію, точну хореографію простору та індивідуалізований досвід глядача. Простір тут часто функціонує як складна інсталяція або інтерактивна система [5].

Таким чином, у сучасному перформативному театрі простір набуває статусу автономного «актора», який не лише відображає, а й активно формує логіку, структуру та емоційну інтенсивність дії. Українські практики органічно поєднують європейські формальні знахідки з гострим соціальним і травматичним змістом, створюючи власну версію «театру реальності».

Висновки. Проведений аналіз показує, що трансформація сценічного простору в сучасному перформативному театрі є не лише естетичним явищем, а свідченням зміни самої логіки театрального мислення. Простір поступово втрачає функцію пасивного середовища і набуває ознак активного елементу драматургії, що безпосередньо впливає на перебіг і сприйняття дії.

Отримані результати дають підстави окреслити кілька ключових положень. Передусім ідеться про подолання традиційної дихотомії «сцена — зал». У форматах site-specific та імерсивного театру простір вистави виходить за межі класичної сцени, а глядач включається у структуру події. Це змінює характер театральної комунікації, оскільки межа між спогляданням і участю стає умовною [16].

Не менш важливою є трансформація самої художньої умовності. У сучасних практиках вона перестає бути лише засобом позначення і набуває

відчутної, майже матеріальної форми. Світло, звук, медіаелементи та об'єкти простору працюють як повноцінні складники сценічної дії, формуючи нову якість сприйняття.

Окремо варто підкреслити орієнтацію на ефект присутності. Просторові рішення дедалі частіше спрямовані на створення події, що розгортається «тут і тепер», без дистанції між виконавцем і глядачем. У такому контексті театр відходить від принципу відтворення і наближається до форм безпосереднього переживання.

Отже, сценічний простір у межах перформативного театру варто розглядати як відкриту й незавершену структуру, що постійно перебуває в процесі формування. Його остаточна конфігурація ніколи не задається наперед, а виникає в конкретній подієвій ситуації — у взаємодії тіла, середовища і глядацької присутності. Саме через нього актуалізується взаємодія між реальністю та умовністю, яка вже не протиставляється, а співіснує в межах єдиного художнього досвіду [8].

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ОСОБЛИВОСТІ ВПРОВАДЖЕННЯ STREAM-ОСВІТИ В ОСВІТНІЙ ПРОЦЕС ДОШКІЛЬНОГО ЗАКЛАДУ ТА НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ З ЕЛЕМЕНТАМИ ЕКО-МЕЙКЕРСТВА

Анотація. У статті здійснено комплексне дослідження теоретичних засад та прикладних кейсів упровадження STREAM-освіти в єдиний освітній простір «заклад дошкільної освіти – початкова школа». Актуальність роботи зумовлена необхідністю пошуку нових інтегрованих підходів, що відповідають вимогам Нової української школи (НУШ) та Базового компонента дошкільної освіти в умовах стрімкої цифровізації та екологізації суспільства. Авторами акцентовано увагу на тому, що STREAM-концепція (Science, Technology, Reading, Engineering, Arts, Mathematics) є оптимальною платформою для подолання академічного розриву між різними ланками освіти.

Особливе місце в роботі посідає авторська інтерпретація мейкерства як практичного ядра STREAM-підходу. Вперше деталізовано поняття «еко-мейкерства» – діяльності, спрямованої на створення дитиною функціональних технічних та дизайнерських продуктів для підтримки життєдіяльності біологічних систем.

Автори поставили за мету на конкретних прикладах проаналізувати прикладний аспект впровадження STREAM-освіти в освітній процес

дошкільного закладу та Нової української школи з елементами еко-мейкерства. Наведено з власного досвіду STREAM-проєкти з елементами еко-мейкерства, які найбільш вдало можуть бути проведені у процесі вивчення інтегрованого курсу «Я досліджую світ», а саме: STREAM-проєкт «Гідропоніка: город на підвіконні», «Тераріумний ландшафт: дім для черепахи», «Розумне підвіконня: флораріум-самозабезпечення», STREAM-проєкт «Аквадизайн: інженерія підводного світу».

Описано специфіку реалізації STREAM-проєктів із конструювання біофільтрів для акваріумів, ігрових стендів для папуг, а також спеціалізованих локацій для утримання равликів-ахатин та акваріумних креветок.

Автори доводять, що залучення дитини до створення реального продукту (від іграшки для птаха до гідропонічної установки) трансформує роль учня з пасивного спостерігача у активного творця-дослідника.

STREAM-підходи відкривають нові можливості для розвитку дітей з особливими освітніми потребами, оскільки поєднують навчання з практичною діяльністю, дослідженням і творчістю.

Для дітей з ООП особливо важливо, що STREAM-уроки (заняття) спираються на наочність і діяльність: учні можуть працювати з моделями, конструкторами, простими інженерними завданнями або цифровими інструментами.

Це дає змогу адаптувати завдання до індивідуальних можливостей учнів і залучати їх до навчання на різних рівнях складності.

Зроблено висновок, що впровадження STREAM-освіти з елементами еко-мейкерства сприяє не лише формуванню інженерного мислення та технологічної грамотності, а й розвитку екологічної відповідальності та емпатії.

Запропонований підхід дозволяє перетворити освітній процес на живу лабораторію, де дитина опановує складні наукові поняття через практичну турботу про довкілля, що є фундаментом для формування особистості майбутнього інноватора.

Перспективи подальших досліджень полягають у формуванні практичних рекомендацій щодо покращення сучасного стану підготовки здобувачів вищої освіти педагогічних спеціальностей до використання STREAM-проєктів з елементами еко-мейкерства в дошкільному закладі та Новій українській школі у своїй професійній діяльності.

Ключові слова: STREAM-освіта, еко-мейкерство, наступність, НУШ, дошкільна освіта, діти дошкільного віку, діти з особливими освітніми потребами, учні початкових класів, інтегроване навчання, інженерне мислення, біодизайн, екологічна відповідальність.

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FEATURES OF IMPLEMENTING STREAM EDUCATION IN THE EDUCATIONAL PROCESS OF PRESCHOOL INSTITUTIONS AND THE NEW UKRAINIAN SCHOOL WITH ELEMENTS OF ECO-MAKERSPACE

Abstract. The article presents a comprehensive study of the theoretical foundations and practical implementations of STREAM education within a unified educational framework of "preschool education institution – primary school." The relevance of the study is determined by the need to identify new integrated approaches that meet the requirements of the New Ukrainian School (NUS) and the Basic Component of Preschool Education under conditions of rapid digitalization and growing environmental awareness. The authors emphasize that the STREAM concept (Science, Technology, Reading, Engineering, Arts, Mathematics) serves as an optimal platform for overcoming the academic gap between different levels of education.

A particular focus of the study is the authors' interpretation of makerspace practices as the practical core of the STREAM approach. For the first time, the concept of "eco-makerspace" is defined as an approach that enables children to create functional technical and design products that support the life activity of biological systems.

The purpose of the article is to analyze, through specific examples, the applied aspects of implementing STREAM education in preschool institutions and the New Ukrainian School with elements of eco-makerspace. Based on the authors' own experience, several STREAM projects incorporating eco-makerspace elements are presented, which can be effectively implemented within the integrated course "I Explore the World." These include the STREAM projects: "Hydroponics: A Garden on the Windowsill," "Terrarium Landscape: A Home

for a Turtle," "Smart Windowsill: A Self-Sustaining Florarium," and "Aquadesign: Engineering the Underwater World." The paper outlines how these STREAM projects are implemented, including the construction of biofilters for aquariums, perches for parrots, as well as specialized environments for keeping Achatina snails and aquarium shrimp. The authors demonstrate that engaging children in the creation of real products (from bird toys to hydroponic systems) transforms their role from passive observers into active creators and researchers.

STREAM approaches open new opportunities for the development of children with special educational needs, as they combine learning with practical activity, research, and creativity. For such children, it is particularly important that STREAM lessons are based on visualization and activity: students can work with models, construction kits, simple engineering tasks, or digital tools. This allows tasks to be adapted to individual capabilities and facilitates engagement at different levels of complexity.

It is concluded that the implementation of STREAM education with elements of eco-makerspace contributes not only to the development of engineering thinking and technological literacy but also to the formation of environmental responsibility and empathy. The proposed approach transforms the educational process into a dynamic laboratory where children master complex scientific concepts through practical care for the environment, forming the foundation for the personality of a future innovator.

Prospects for further research include the development of practical recommendations for improving the training of higher education students in pedagogical specialties to effectively use STREAM projects with eco-makerspace elements in preschool institutions and the New Ukrainian School in their professional activities.

Keywords: STREAM education, eco-makerspace, continuity, New Ukrainian School, preschool education, preschool children, children with special educational needs, primary school students, integrated learning, engineering thinking, biodesign, environmental responsibility.

Постановка проблеми. Сучасний етап розвитку глобального суспільства вимагає від особистості не лише володіння базовими навичками (читання, письмо), а й розвиненого критичного мислення, здатності до вирішення складних проблем та технологічної грамотності. Трансформаційні процеси, які сьогодні переживають заклади дошкільної освіти (ЗДО) та Нова українська школа (НУШ), орієнтовані на відхід від репродуктивного навчання та перехід до формування цілісної, практико-орієнтованої картини світу. У цьому контексті особливого значення набуває STREAM-освіта (Science, Technology, Reading+Writing, Engineering, Arts,

Mathematics), яка дозволяє інтегрувати природничі науки, технології, читання, інженерію, мистецтво та математику в єдину систему пізнання.

STREAM-освіта – це новий інтеграційний підхід до розвитку, виховання й навчання дітей. Цей напрям освіти направлений на формування у дітей загальних наукових уявлень про світ; ознайомлення їх з інформаційно-комунікаційними технологіями; розвиток уміння експериментувати, конструювати; навчання дітей основ опрацювання змісту тексту, грамоти математики, а також різних видів мистецтва.

Однак сьогодні перед педагогами постає подвійний виклик. З одного боку, необхідно забезпечити м'яку наступність між дитячим садком та початковою школою, створивши безперервне дослідницьке середовище. З іншого – стрімкі кліматичні зміни та екологічні кризи диктують потребу не просто в інформуванні дітей про екологію, а у формуванні проекологічної поведінки з раннього віку.

Саме тому виникає гостра потреба впровадження в освітній процес елементів еко-мейкерства – винахідництва та створення корисних речей із вторинної сировини, природних матеріалів та засобів, що мінімізують шкоду довкіллю.

Аналіз останніх досліджень і публікацій. Теоретичні підходи реалізації STEM-освіти досліджували О. Бутурліна, І. Василашко, Д. Васильєва, С. Волянська, С.Галата, О.Данилова, В. Єлізарова, С. Кириленко, О. Коршунова, О. Кузьменко, Н. Морзе, І. Пархоменко, О. Патрикеєва, І. Савченко, О. Стрижак, О. Ткаченко та ін. Специфіку інтегративного змісту початкової освіти досліджували: О. Беляєв, Л. Варзацька, М. Вашуленко Т. Журавель, Л. Коваленко, Л. Ніколенко, В. Паламарчук, О. Савченко. Проблеми впровадження елементів STEM-освіти та формування STEM-компетентностей учнів у початковій школі висвітлені у роботах В. Андрієвської, О. Барни, Ю. Давиденко, Т. Ломачинської, О. Масюк, Л. Титаренко, З. Філончук. Особливості викладання інтегрованого курсу «Я досліджую світ» у початковій школі стали предметом дослідження науковців і педагогів-практиків – Н. Бібік, Т. Гільберг, М. Єпіхіної, М. Пристінської, О. Савченко, І. Цюзік та ін. Теоретичні та практичні основи формування дослідницьких умінь в учнів початкових класів під час застосування STEM-підходу висвітлювалися багатьма зарубіжними і вітчизняними науковцями. Так, аналізові сутності феномену STEM-освіти присвячені дослідження С. Аверіна, Дж. Брейнера, К. Джонсона, К. Кохлера, Д. Крилова, С. Харкнесса, В. Чемекова [1].

Наголосимо, що аналіз наукового дискурсу останніх п'яти років (2021–2026) свідчить про стійку тенденцію до трансформації STEM-підходу в більш гуманістичну та багатогранну модель – STREAM. Фундаментальні

засади впровадження цієї концепції в український освітній простір закладено в працях К. Крутій, яка розглядає STREAM як інтегровану систему, що гармонізує природничо-технологічну освіту з розвитком культури інженерного мислення та мовленнєвою грамотністю дитини [5].

Щоб викликати у дітей бажання самостійно гратись з дидактичним матеріалом, розвивати їх сенсорні здібності, логіку, мислення, фантазію була розроблена авторська програма «STREAM – освіта або Стежинки у Всесвіт», яка створювалася на дослідженнях науковців К. Крутій, Т. Грицишиної, І. Стеценко [8].

Дослідження О. Патрікеєвої акцентують увагу на нормативно-методичному забезпеченні STEM-освіти, вказуючи на необхідність створення універсального освітнього середовища, яке б забезпечувало наступність між дошкільною та початковою ланками. Питання інтеграції читання та письма (компонент «R») у технологічні проєкти детально висвітлено у роботах І. Стеценко, що дозволяє збалансувати технічний розвиток із критичним аналізом інформації [6].

Попри достатню увагу до проблеми впровадження STEM/STEAM/STREAM-освіти в освітній процес дошкільного закладу та Нової української школи, досі залишаються не обґрунтованими теоретичні та практичні аспекти підготовки майбутніх вихователів ЗДО, вчителів початкових класів до використання STREAM-проєктів з елементами еко-мейкерства на уроках (заняттях) у контексті компетентнісного підходу.

Сучасний аспект мейкерства як практичного методу реалізації STEAM розглядається в публікаціях О. Третяк. Дослідниця стверджує, що мейкерство – це здебільшого творча діяльність, результатом якої є вручну створена річ.

Це як створені в початкових класах аплікації, паперові конструкції чи пластилінові будиночки, так і зібрані дорослішими учнями та ученицями з електроніки і вирізані з дерева чи надруковані на 3D-принтері розумні будинки та роботи [9].

Мейкерством можна займатися на уроках або позаурочно, на творчих гуртках. Така діяльність допомагає вивчати науки, працювати з найрізноманітнішим матеріалом та обладнанням, дає змогу створити власний або командний проєкт. Можна виконувати невеличкі проєкти як упродовж уроку, так і запланувати величезні дорослі стартап-проєкти на декілька місяців.

Особливістю та перевагою мейкерства є величезна свобода творчості як для учнів, так і для вчителів [9]. Сьогодні учні мають у своєму арсеналі чимало онлайн-джерел і цілком доступні інші ресурси, які надають можливість виготовити не звичайні іграшки, а справжні електронні

шедеври. Їх цікавить 3D-проєктування, створення дронів і роботів. Через ігрову діяльність діти пізнають світ і в майбутньому можуть стати чудовими фахівцями.

Варто зауважити, що мейкерство в системі STEM-освіти виступає як синтез практичних, творчих та технологічних компонентів освіти, що забезпечує цілісну модель освіти через створення та реалізацію нових освітніх продуктів і дозволяє формувати ключові компетентності для успіху в сучасному технологізованому суспільстві [10].

Попри наявні напрацювання, питання інтеграції мейкерства з біологічними об'єктами (еко-мейкерство) в системі STREAM-освіти та розробка конкретного інструментарію для виховання емпатії через інженерні рішення залишаються недостатньо висвітленими, що й зумовило вибір теми нашого дослідження.

Мета статті – дослідження теоретичних засад та прикладних кейсів упровадження STREAM-освіти в освітній процес дошкільного закладу та Нової української школи з елементами еко-мейкерства.

Виклад основного матеріалу. Сутність та структура STREAM-концепції. На відміну від класичного STEM, абревіатура STREAM включає: Science (природничі науки); Technology (технології); Reading + Writing (читання та письмо); Engineering (інженерія); Arts (мистецтво); Mathematics (математика).

Додавання компоненту R (читання) дозволяє гармонізувати інтелектуальний розвиток із розвитком мовлення та критичного аналізу інформації, що є критично важливим для дітей 5 – 9 років.

Варто зауважити, що мейкерство – це навчання через створення реальних об'єктів власними руками за допомогою як традиційних інструментів (ножиці, молоток, клей), так і сучасних (3D-ручки, конструктори з мікросхемами).

На нашу думку, важливо зазначити щодо наступності між ЗДО та НУШ. Однією з головних проблем української освіти є розрив між ігровим підходом у садочку та академічним у школі. STREAM-освіта з елементами мейкерства виступає «містком»: у дошкіллі – це акцент на сенсориці, спостереженні за природою та перших кроках у конструюванні (LEGO-конструювання, паперопластика), а у початковій школі – це перехід до моделювання, використання вимірювальних приладів, елементів програмування та робототехніки.

У рамках нашого дослідження вважаємо за доцільне розглянути орієнтовні форми еко-мейкерства та очікувані результати в дошкіллі (старша група) і Новій українській школі, зокрема в початковій ланці (табл. 1).

Таблиця 1

Етап	Форми еко-мейкерства	Очікувані результати
Дошкілля (старша група)	Створення «розумних» годівниць, картонні лабіринти.	Розвиток дрібної моторики, просторової уяви.
НУШ (1-2 класи)	Моделювання міського середовища, прості електричні кола.	Формування причинно-наслідкових зв'язків.
НУШ (3-4 класи)	Проєктування роботів, екологічні проєкти (переробка пластику).	Навички проєктного менеджменту, еко-свідомість.

Отже, еко-мейкерство стає тим практичним містком, який перетворює теоретичні знання STREAM на конкретні, екологічно доцільні дії дитини.

Хочемо запропонувати приклад цікавих, на наш погляд, практичних кейсів з STREAM-проєктами, які демонструють наскрізну лінію від старшого дошкілля до випускних класів початкової школи. Ці приклади ілюструють, як концепція STREAM (Science, Technology, Reading, Engineering, Arts, Mathematics) поєднується з філософією мейкерства (створення реального продукту), зокрема з елементами еко-мейкерства.

STREAM-проєкт «Таємниці вітру: від вітряка до енергії».

Цільова група: старші дошкільники (5-6 років) та 1 клас НУШ.

STREAM-компонети: наука (спостереження за явищами природи. Досліди з повітрям: «Чи має повітря вагу?», «Як побачити вітер?»); технології (використання флюгера, анемометра (можна саморобного) для вимірювання сили вітру); читання та письмо (читання казки про вітер або віршів (наприклад, Л. Костенко «Буває так, що вітер плаче...»). Обговорення: чи завжди вітер добрий?)); інженерія (створення паперових вертушок різних форм); мистецтво (декорування вертушок, створення малюнків «Як виглядає вітер» (техніка роздування плями фарби через трубочку)); математика (порівняння кількості лопатей (3, 4, 6). Підрахунок часу обертання при різній силі потоку повітря).

Елемент еко-мейкерства: діти створюють «Вітрохід» (макет транспортного засобу, що рухається під дією вітру) з пластикових пляшок, паличок для суші та кришок. Головне завдання мейкера – шляхом спроб і помилок підібрати таку форму вітрила, щоб машина «поїхала» під вентилятором.

STREAM-проєкт «Еко-місто майбутнього: розумне сортування».

Цільова група: 2–3 класи НУШ (можна адаптувати для старших дошкільників).

STREAM-компонети: наука (вивчення термінів розкладу матеріалів (пластик, папір, скло). Вплив сміття на екосистему)); технологія (ознайомлення з роботою сміттєпереробних заводів (перегляд відео) та використання QR-кодів для отримання інструкцій із сортування)); читання та письмо (створення «Еко-маніфесту» або написання листа від імені «пораненої планети»); інженерія (проєктування автоматизованої стрічки для сортування (використання похилих площин, магнітів для відбору металу)); мистецтво (створення корисних речей або арт-об'єктів із відходів (дизайн міських будівель із картонних коробок)); математика (обчислення об'єму сміття, яке продукує один клас за тиждень).

Елемент еко-мейкерства: створення спільного макета «Smart City». Учні діляться на команди: архітектори (будують з картону), інженери (прокладають освітлення за допомогою мідного скотчу та LED-діодів), екологи (створюють системи збору дощової води).

STREAM-проєкт «Гідропоніка: город на підвіконні».

Цільова група: 4 клас НУШ (підготовка до переходу в середню школу).

STREAM-компонети: наука (вивчення фотосинтезу та потреб рослин. Чому рослина може рости без ґрунту?); технології (використання датчиків вологості або створення системи автополиву за принципом сполучених посудин); читання та письмо (ведення «Журналу дослідника», де діти описують щоденні зміни, використовуючи наукову термінологію); інженерія (конструювання самої установки з пластикових контейнерів); мистецтво (творення естетичної етикетки для «бренду» своєї зелені. Створення відео-реклами проєкту); математика (вимірювання швидкості росту рослини у міліметрах. Розрахунок концентрації поживного розчину).

Елемент еко-мейкерства: діти виступають у ролі біоінженерів. Вони не просто садять рослину, а конструюють систему життєзабезпечення. Якщо система протікає або рослина в'яне – це не поразка, а сигнал до редизайну.

STEAM-проєкт «Розумне підвіконня: флораріум-самозабезпечення».

Цільова група: 3–4 класи НУШ (можна адаптувати для старших дошкільників).

Мета: створити екосистему в банці для спостереження за рослинним та тваринним світом.

STREAM-компонети: наука (вивчення замкненого циклу води та кисню у створеній власноруч екосистеми в банці); технології (використання онлайн-інструментів для створення діаграм, графіків, презентацій та розрахунок дренажного шару (вугілля, керамзит, пісок) для запобігання гниття)); читання та письмо (ведення «Журналу юного дослідника», де діти

описують щоденні зміни, використовуючи наукову термінологію); інженерія (створення екосистеми в банці); мистецтво (розфарбовування, декорування банки для створення штучної екосистеми); математика (вимірювання розмірів банки, підрахунок флори та фауни в екосистемі банки, вимірювання вологості всередині системи, аналіз даних).

Елемент еко-мейкерства: створення «вічного саду» у закритій скляній ємності.

STEAM-проєкт «Тераріумний ландшафт: дім для черепахи».

Цільова група: 3–4 класи НУШ (можна адаптувати для старших дошкільників).

Об’єкт дослідження: сухопутна або червоновуха черепаха.

STREAM-компонети: наука (вивчення потреб рептилій у термо-регуляції. Розуміння різниці між зоною обігріву та зоною відпочинку); технології (використання онлайн-інструментів для створення діаграм, графіків, презентацій); читання та письмо (ведення «Журналу юного дослідника», де діти описують щоденні зміни, використовуючи наукову термінологію); мистецтво (створення «еко-декору» для тераріуму. Використання безпечних полімерів або натурального каменю для створення штучних скель та печер); інженерія (конструювання «теплового острівця» — розрахунок безпечної відстані від лампи до поверхні, щоб уникнути опіків тварини, що розвиває навички просторового моделювання та безпеки життєдіяльності).

Елемент еко-мейкерства: створення тераріумних ландшафтів для сухопутної або червоновухої черепахи.

STREAM-проєкт «Аква-дизайн: інженерія підводного світу».

Цільова група: 3–4 класи НУШ (можна адаптувати для старших дошкільників).

Об’єкт дослідження: акваріумні риби (наприклад, невибагливі гупі чи даніо).

STREAM-компонети: наука (вивчення особливостей будови та життєдіяльності акваріумних рибок); технології (використання онлайн-інструментів для створення діаграм, графіків, презентацій); інженерія (учні розробляють проєкт «Розумна кришка для акваріума», використовуючи легкі пластикові матеріали (ПВХ), діти конструюють систему кріплення LED-стрічки для правильного спектру освітлення рослин); читання та письмо (ведення «Журналу юного дослідника», де діти описують щоденні зміни, використовуючи наукову термінологію); математика (розрахунок площі поверхні дна та співвідношення кількості риб до об’єму води) [1].

Елемент еко-мейкерства: створення «автогодівниці» за принципом пісочного годинника або з використанням циклічного таймера. Це вчить дітей основ механіки та автоматизації побутових процесів.

STREAM-проєкт «Біодизайн: розумний дім для мешканців водойм».

Цільова група: 3–4 класи НУШ (можна адаптувати для старших дошкільників).

STREAM-компонети: наука (вивчення екосистеми водойми. Чому рибкам потрібен кисень? Яка роль рослин у воді? Вивчення біоритмів (наприклад, чому черепасі потрібна лампа для обігріву); технологія (використання автоматичних годівниць, систем фільтрації та освітлення. Знайомство з поняттям «замкнений цикл»). читання та письмо (дослідження атласів-визначників риб та рослин. Написання «щоденника спостережень» за поведінкою домашнього улюбленця); інженерія (проєктування та створення аквапонічної системимистецтво (аквадизайн – мистецтво гармонійного розміщення каменів, коряг та рослин в акваріумі); технології (використання онлайн-інструментів для створення діаграм, графіків, презентацій); математика (розрахунок об'єму води в літрах, вимірювання температури, підрахунок необхідної кількості корму на тиждень).

Елементи еко-мейкерства: учні конструюють механічний фільтр для невеликого декоративного акваріума, використовуючи різні шари (камінці, пісок, губку) та перевіряють прозорість води до і після.

STREAM-проєкт «Нано-світ: мікро-ландшафт для креветок та молюсків».

Цільова група: 3–4 класи НУШ (можна адаптувати для старших дошкільників).

STREAM-компонети: наука (вивчення процесу линьки); інженерія (розрахунок мінімального діаметра отворів для безпечного пересування маленьких креветок); читання та письмо (ведення «Журналу юного дослідника», де діти описують щоденні зміни, використовуючи наукову термінологію); технології (використання онлайн-інструментів для створення діаграм, графіків, презентацій) мистецтво (мейкери створюють «печери-схованки», де креветка може безпечно перебувати у вразливий період).

Елемент еко-мейкерства: створення хатинок з моху – конструкцій із керамічних трубок або сітки, обплетеної живим мохом.

STEAM-проєкт «Інженерія розваг: ігровий майданчик для папуг».

Цільова група: 4 клас НУШ (підготовка до переходу в середню школу).

STREAM-компонети: наука (вивчення біомеханіки птахів та властивостей деревини); інженерія (конструювання підвісних драбинок, гойдалок та фуражних іграшок (пристроїв, куди ховається корм, щоб птах його «добував»), що стимулює інтелект улюбленця)); читання та письмо (ведення «Журналу юного дослідника», де діти описують щоденні зміни, використовуючи наукову термінологію); мистецтво (створення плакатів,

мультимедійної презентації, відеоролика, написання есе або віршів про папуг);

Елементи еко-мейкерства: створення модульного ігрового стенда. Учні розробляють ескіз, підбирають безпечні породи дерев (верба, яблуня) та з'єднують елементи без токсичного клею (використання джутового канату, пазів).

Отже, еко-мейкерство – це спосіб виховати людину, яка не боїться інструментів, розуміє науку і, найголовніше, відчуває себе частиною живої природи, а не просто її користувачем. Це тепле, «живе» навчання, де дитячі руки пахнуть не лише пластиком 3D-принтера, а й землею, водою та хвоєю

Робота з «розумним сміттям». Еко-мейкери часто використовують те, що ми називаємо сміттям: пластикові пляшки перетворюються на вертикальні городи, старі трубки – на будинки для креветок, а картонні коробки – на складні лабіринти для хом'ячків. Це вчить бачити ресурс там, де інші бачать відходи.

Чому це зараз «в тренді»? Тому що це ідеальне поєднання технологій (можна додати датчики вологості чи автосвітло) та природи. Це відповідь на запитання дитини: «Навіщо мені вчити математику чи фізику?». Відповідь: «Щоб твій лимон не засох, а рибкам було комфортно жити».

На нашу думку, варто зазначити що STREAM – освіта реалізується через інтегрований підхід, який суттєво відрізняється від традиційного комплексно-тематичного підходу. Так, досліджуваний об'єкт або явище діти розглядають не відокремлено, а в комплексі з іншими предметами, явищами, подіями. Це є принцип міжпредметної інтеграції.

Орієнтовний алгоритм інтегрованої діяльності дітей: організаційно-мотиваційний етап – педагог ставить мету перед дітьми та з'ясовує знання з тієї чи іншої теми; етап новизни – педагог ознайомлює дітей з новою інформацією та спрямовує їхню діяльність так, щоб вони самостійно дійшли до висновку, використовуючи набуті раніше знання; етап узагальнення і закріплення знань – педагог пропонує дітям розв'язати завдання, пограти в ігри, виконати художньо-продуктивну або конструктивно-будівельну діяльність; підсумковий етап – педагог реалізує ідею теми, формуючи у дітей основи світогляду, підводить підсумок.

А також ще хочемо запропонувати приклад цікавого, на наш погляд, STEAM-проєкт, який можна впроваджувати з елементами еко-мейкерства на уроках «Я досліджую світ».

STEAM-проєкт на тему «Вода – колиска життя» або «Досліджуємо воду».

Мета: вивчити фізико-хімічні властивості води, її значення для живих організмів, кругообіг води в природі.

STEAM-компоненти: наука (вивчення властивостей води, її значення для живих організмів, кругообіг води в природі); технології (використання онлайн-симуляторів для моделювання кругообігу води, дослідження якості води за допомогою цифрових датчиків (за наявності)); інженерія (проєктування системи фільтрації води, моделі водосховища або системи зрошення); мистецтво (створення плакатів або інфографіки про важливість збереження водних ресурсів, написання есе або віршів про красу водних пейзажів); математика (розрахунок об'єму води, швидкості течії, аналіз даних про споживання води) [1].

В контексті нашої дослідницької роботи важливо відмітити, що STREAM-підходи відкривають нові можливості для розвитку дітей з особливими освітніми потребами, оскільки поєднують навчання з практичною діяльністю, дослідженням і творчістю.

Для дітей з ООП особливо важливо, що STREAM-уроки (заняття) спираються на наочність і діяльність: учні можуть працювати з моделями, конструкторами, простими інженерними завданнями або цифровими інструментами. Це дає змогу адаптувати завдання до індивідуальних можливостей учнів і залучати їх до навчання на різних рівнях складності.

Висновки. Отже, підсумовуючи проведену дослідницьку роботу, можна констатувати, що упровадження STREAM-освіти з елементами еко-мейкерства сприяє не лише формуванню інженерного мислення та технологічної грамотності, а й розвитку екологічної відповідальності та емпатії. Запропонований підхід дозволяє перетворити освітній процес на живу лабораторію, де дитина опановує складні наукові поняття через практичну турботу про довкілля, що є фундаментом для формування особистості майбутнього інноватора.

Доцільно також відмітити, що перспективи подальших досліджень полягають у формуванні практичних рекомендацій щодо покращення сучасного стану підготовки здобувачів вищої освіти педагогічних спеціальностей до використання STREAM-проєктів з елементами еко-мейкерства в дошкільному закладі та Новій українській школі у своїй професійній діяльності.

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МОДЕЛЮВАННЯ СИСТЕМНОГО ВПЛИВУ НА ОСВІТНІ ПРОЦЕСИ

Анотація. У статті авторками представлено оригінальне бачення освітнього процесу як гнучкої та складної системи, яка інтегрована у загальну життєдіяльність людини. На основі системного підходу обґрунтовано тристоронній вплив на освітню діяльність, зумовлений внутрішніми причинами, зовнішніми спрямованими діями та особистісними прагненнями людини у саморозвитку. В контексті дослідження також запропоновано системну модель освітнього процесу, яка реалізує свій вплив через чотири ключові механізми: зовнішні джерела, процедурні процеси, умови функціонування та мінливі чинники середовища. У дослідженні детально розглянуто типологію педагогічного впливу (формувальний, стимулювальний, стримувальний, гальмівний і деструктивний) та проаналізовано соціально-психологічні умови його реалізації, зокрема, залежності якості виховання від чисельності учнівського колективу. Узагальнено методи і засоби впливу на освітні процеси та зведено їх до чотирьох варіантів: 1) організаційно-упорядкувального впливу; 2) мотиваційно-стимулювального впливу; 3) селективного впливу; 4) подвижницького впливу. Авторками закцентовано увагу і на зворотні впливи на освітні процеси: 1) дезорганізовану дію; 2) дестимулювальний вплив; 3) антиселективний вплив. У роботі досліджено ризики, що загрожують сучасній освіті: втрата зв'язку між показниками, деформація структури та надмірне прагнення до зростання. Доведено, що якщо освітня система орієнтована на непомірне екстенсивне зростання, то вона починає деградувати, будучи не в змозі керувати напливом нових елементів. Знижується загальний якісний і функціональний рівень цієї системи. Одним

з поширених відхилень в освітньому процесі є порушення його ритму. Особливо помітно це на прикладі функціонування педагогічних колективів. Практичне значення дослідження полягає у можливості використання запропонованої моделі для запобігання управлінським помилкам та поліпшення системності освітньої діяльності.

Ключові слова: освітні процеси, моделювання системного впливу, освітня діяльність, педагог, учні, сімейне виховання, самовиховання, деструктивні явища, управління освітніми системами.

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MODELING OF SYSTEMIC IMPACT ON EDUCATIONAL PROCESSES

Abstract. In the article, the authors present an original vision of the educational process as a flexible and complex system that is integrated into the general life of a person. Based on a systemic approach, a tripartite influence on educational activity is substantiated, caused by internal reasons, external directed actions and personal aspirations of a person in self-development. In the context of the study, a systemic model of the educational process is also proposed, which implements its influence through four key mechanisms: external sources, procedural processes, operating conditions and changing environmental factors. The study examines in detail the typology of pedagogical influence (formative, stimulating, restraining, inhibiting and destructive) and analyzes the socio-psychological conditions of its implementation, in particular, the dependence of the quality of education on the number of students. Methods and means of influence on educational processes are generalized and reduced to four options: 1) organizational and regulatory influence; 2) motivational and stimulating influence; 3) selective influence; 4) ascetic influence. The authors also focused on the negative effects on educational processes: 1) disorganized action; 2) disincentive effect; 3) anti-selective effect. The paper examines the risks that threaten modern education: loss of connection between indicators, deformation of the structure and excessive desire for growth. It is proven that if the educational

system is focused on excessive extensive growth, then it begins to degrade, being unable to manage the influx of new elements. The overall qualitative and functional level of this system decreases. One of the common deviations in the educational process is a violation of its rhythm. This is especially noticeable in the example of the functioning of pedagogical teams. The practical significance of the study lies in the possibility of using the proposed model to prevent management errors and improve the systematicity of educational activities.

Keywords: educational processes, modeling of systemic influence, educational activities, teacher, students, family education, self-education, destructive phenomena, management of educational systems.

Постановка проблеми у загальному вигляді та її зв'язок з важливими науковими чи практичними завданнями. У сучасних умовах змін інформаційного суспільства освіта перестає сприйматися як незмінна сукупність соціальних інститутів та з кожним роком трансформується у динамічну відкриту систему, що вільно інтегрується у життя людини. Як зазначає В. Г. Кремень: «Освіта сьогодні виступає не просто як підготовка до життя, а як спосіб самого буття людини в інформаційному світі, що потребує нових методологічних підходів до її організації» [6, с. 42] Усвідомлення того, що освіта є частиною суспільного життя, актуалізує потребу в науковому поясненні способів керованого впливу на неї.

Головне завдання на сьогоднішній день – знайти такі методи навчання, які виправлять прогалини в знаннях, але не зашкодять природному розвитку дитини. Педагогам і батькам потрібно поєднувати виховання з внутрішнім бажанням дитини розвиватися. Це особливо важливо в умовах цифровізації, де, за словами В. Ю. Бикова, «створення гнучких моделей відкритої освіти є передумовою успішної адаптації особистості до глобальних змін» [2, с. 115] та криз, коли старі методи не працюють, а нові ще потребують перевірки.

Аналіз останніх досліджень і публікацій, на які спирається автор, в яких розглядають цю проблему і підходи її розв'язання. При цьому виділити невирішені частини загальної проблеми, яку досліджують у статті. Управління складними соціально-освітніми системами є предметом активних досліджень українських та зарубіжних вчених. Фундамент системного підходу заклав Л.фон Берталанфі, який визначав систему як «комплекс елементів, що знаходяться у взаємодії» [10, с. 38]. Питання впливу середовища та соціалізації розкрили В. Г. Кремень [6] та І. Д. Бех [1]. Питання моделювання та цифровізації освіти висвітлено у працях В. Ю. Бикова [2], О. І. Локшиної [7], а факторну модель навчання аналізували Н. М. Бібік [3], О. Я. Савченко [8]. Проте, питання технологічної

автономності та ризиків надмірного розширення («гіперекстенсивності») освітніх систем сьогодні потребують глибшого вивчення.

Виділення невирішених раніше частин загальної проблеми. Попри достатню кількість досліджень, у сфері управління освітою є «білі плями», які потребують вивчення: 1) недостатньо вивченим, на нашу думку, є як змінювати умови середовища, щоб освіта покращувалася сама, без наказів «згори»; чому система руйнується, якщо вона занадто розростається, але не оновлюється якісно; потребує аналізу ситуація, коли спроба покращити один показник (наприклад, навчити персонал) веде до руйнування іншого (наприклад, люди звільняються).

Формулювання цілей статті (постановка завдання). Стаття присвячена теоретичному обґрунтуванню моделювання системного впливу на освітні процеси, визначенню інструментів регулювання освітніх систем, а також аналізу наслідків некомпетентного втручання в діяльність закладів освіти.

Виклад основного матеріалу дослідження з повним обґрунтуванням здобутих наукових результатів. З визнання факту, що освітні процеси – це сама життєдіяльність людей, ми розуміємо, що на них можна впливати. Якщо батьки раптом відчули, що процес сімейного виховання почав давати збій, то вони не просто можуть, а й зобов'язані щось зробити, щоб ці збої усунути. При виробленні певної стратегії та тактики впливу необхідно враховувати такі обставини. С. У. Гончаренко підкреслює: «Об'єктивність будь-якого педагогічного дослідження залежить від цілісного врахування всіх детермінант – від соціальних замовлень до психологічних особливостей учня» [4, с. 67]. Будь-який освітній процес детермінований трьома групами причин.

1) внутрішніми причинами;
2) зовнішніми спрямованими впливами;
3) внутрішніми спрямованими впливами.

Скажімо, виховання людини здійснюється під впливом імпульсів самовиховання, спеціально організованої виховної роботи та неспрямованих, стихійних впливів соціального середовища. Важливим елементом впливу також є міжособистісна взаємодія. І. Д. Бех зазначає: «Справжнє виховання починається там, де педагог вступає в етичний діалог з унікальною особистістю, а не просто виконує роль транслятора знань» [1, с. 152]. Якщо педагог припускає, що його вплив на вихованця є єдиним, то таке припущення докорінно хибне. Освітні процеси взаємопов'язані, і зміни, викликані в одному з них, позначаються і на інших, тому важливо враховувати не тільки очікувані результати стосовно одного процесу, а й наслідки щодо інших процесів. Скажімо, зменшення плинності кадрів у

закладах загальної середньої освіти, коледжах і т. д. – справа потрібна і шляхетна, але тільки до певного рівня. Адже, якщо сповільнюється ротація кадрів, то неминуче прискорюється процес демографічного старіння, посилюється консерватизм педагогів.

Освітній процес є досить гнучкою і багатоваріантною системою. Вважати, що є єдиний варіант його реалізації – значить обмежувати себе в можливостях, свідомо прирікати на неуспіх. Можливість спрямованого впливу на освітні процеси має у кожному конкретному випадку певну міру, яку важко оцінити кількісно, але важливо якось зафіксувати. Очевидно, що ця можливість підвищується з розширенням числа керованих змінних, зменшенням складу учасників процесу, скороченням його масштабів і т. д. Спрямований вплив на будь-яку змінну процесу супроводжується, як правило, непрямим впливом на інші змінні. У контексті прогнозування освітнього простору важливими є висновки О. М. Спіріна: «Моделювання дозволяє не лише описувати поточні стани, а й прогнозувати розвиток системи задовго до прийняття управлінських рішень» [9, с. 14].

Відповідно до факторної моделі освітнього процесу, спрямований вплив на нього можливий за чотирма каналами:

1) вплив на зовнішні джерела освітнього процесу, тобто на причини, що викликають та визначають цей процес ззовні;

2) вплив на внутрішні джерела процесуального процесу, тобто на причини, що викликають та визначають цей процес зсередини;

3) вплив на умови освітнього процесу;

4) вплив на фактори освітнього процесу, тобто на причини, що впливають на відповідні його змінні.

Підвищення педагогічної майстерності вчителів має важливе значення для результативності освітнього процесу. Причому найважливіший «доданок» високого професіоналізму – вміння привести в дію внутрішні джерела виховного процесу, тобто самовиховання. Особливості впливу на умови освітнього процесу можна розкрити на прикладі виховання. Однією з таких умов стосовно виховання виступає безпосередній контакт педагога та учня. Немає безпосереднього контакту – не може бути і виховного впливу. Причому, перш за все, особливу значущість набувають соціально-психологічна взаємодія та міжособистісне спілкування, що дозволяють вчителю бачити у вихованцеві унікальну особистість, а не одного з багатьох.

Відомим фактом є те, що якщо у класі до 10 учнів, вчитель має можливість ставитися до кожного з них як до особистості з урахуванням індивідуальних, психофізіологічних, соціально-психологічних і соціальних особливостей. Якщо ж у класі від 10 до 20 учнів, то такі умови

забезпечуються лише частково; за чисельності класу понад 20 осіб якість виховного впливу різко знижується, стає проблематичною можливість спрямованого педагогічного впливу.

Цілеспрямований вплив на фактори освітнього процесу неважко буде також показати на прикладі спілкування. Якщо батькам здалося, що на їхню дитину негативно впливає спілкування з «вуличними» хлопцями/дівчатами («з ким поведешся, від того й наберешся»), вони спробують якось змінити ситуацію: обмежити свою дитину в спілкуванні з такими однолітками або зовсім заборонити спілкування тощо. Таким чином, вплив на виховний процес може здійснюватися як по одному «каналу», так і по кількох або навіть по всіх одночасно.

Для більш детального аналізу механізму спрямованого впливу на освітні процеси слід виділити та розглянути форми, напрями і способи цього впливу. Спрямований вплив – це такий вплив, який свідомо націлений на зміну освітнього процесу. Але на противагу йому існують і неспрямовані дії. У традиційній теорії та практиці управління у сфері освіти неспрямованим впливам, на жаль, не приділяється належна увага.

Значно складнішою формою впливу виявляється регульований вплив. Його специфіка полягає в зміні умов освітнього процесу. Регульований вплив реалізується через зміну умов середовища. За визначенням Г. В. Єльникової: «Адаптивне управління дозволяє системі зберігати стійкість шляхом постійного коригування внутрішніх параметрів у відповідь на виклики середовища» [5, с. 44].

Змінюючи умови, посилюючи одні їх компоненти і послаблюючи інші, можна сприяти бажаним тенденціям освітнього процесу та блокувати небажані. Забезпечувальна та регулювальна дії є формами опосередкованого впливу на освітній процес. Вплив на процес здійснюється за організаційним впливом. Він може проявлятись у підвищенні вимогливості до учнів, у перенесенні термінів занять, заміні викладача, розформуванні класу або інших маніпуляціях.

Безпосередній вплив на освітній процес виявляється, як правило, і при контрольно-корекційному впливі. Якщо за допомогою контролю встановлюється відхилення освітнього процесу від нормального стану, то корекція покликана усунути відхилення та привести процес у нормальний стан. Такий підхід мінімізує управлінські ризики, адже ефективність управління навчальним закладом прямо пропорційна здатності керівника бачити цілісність процесів, а не лише їхні окремі фрагменти».

Безпосередній вплив на освітній процес можна назвати керувальним впливом. Ця форма впливу характеризується не тільки безпосередністю, але і більшою активністю, безперервністю, а в деяких випадках – і тотальністю.

Залежно від характеру впливу на освітній процес, він може бути:

1) формувальним, тобто формується сам процес як такий;

2) стимулювальним, тобто спрямованим на підтримку та розвиток освітнього процесу;

3) стримувальним або обмежувальним, що полягає в спрямуванні процесу в заздалегідь задумані межі, наданні йому певної (бажаної) форми;

4) гальмівним або перешкоджальним;

5) деструктивним або руйнівним.

Напрями впливу виражають точки його програми, параметри освітнього процесу, що піддаються безпосередній зміні. За своїм напрямом вплив на освітній процес може бути виражений: цільовим орієнтуванням; зміною мети; зміною форми; зміною масштабів; зміною темпу; зміною інтенсивності.

Безліч методів та засобів впливу на освітні процеси може бути зведено до чотирьох видів або способів:

1) організаційно-упорядкувальний вплив, що здійснюється за допомогою організаційних, правових заходів, як це робиться, наприклад, у випадку процесу соціального захисту педагогічних колективів;

2) мотиваційно-стимулювальний вплив, що проводиться за допомогою різноманітних стимулів, пільг, санкцій та обмежень;

3) селективний вплив, сенс якого полягає у вибірковому сприянні одним факторам, що зумовлюють освітній процес, та протидії іншим;

4) подвижницький вплив.

Можливі і зворотні впливи на освітні процеси:

1) дезорганізована дія, що здійснюється методами комунікативних пошкоджень, функціонального відволікання, «аритмії» та іншими;

2) дестимулювальний вплив; скажімо, такого роду обмеження, як «стеля» максимальної заробітної плати, заданий рівень середньої зарплати, справляють дестабілізувальний вплив на педагогічну діяльність, знижують зацікавленість у роботі;

3) антиселективний вплив – будь-яка освітня система поступово деградує, якщо в ній не спрацьовує механізм відбору кращих ознак (елементів) та усунення гірших.

Вплив на освітні процеси не обходиться і без порушень, що викликаються некомпетентним втручанням педагога. На відміну від порушень, які допускаються у технологічних процесах, порушення в освітній сфері мають більш прихований характер. Найбільш поширеними порушеннями освітніх процесів є їхня деформація. Пітер Сенге попереджає: «Проблема в тому, що ми часто намагаємося вирішити системні проблеми частинами, що в результаті лише посилює кризу і веде

до втрати зв'язків усередині організації» [11, с. 124]. Це підтверджується і в питаннях моніторингу, де, за словами О. І. Локшиної, «якість освіти не може бути виміряна виключно кількісними показниками, оскільки це неминуче призводить до викривлення реальної картини розвитку закладу» [7, с. 31]. Не менш часто допускаються і порушення структурної рівноваги. Слід також відзначити порушення природного темпу освітнього процесу. Освітні процеси порушуються і тоді, коли вони стають надмірно інтенсивними. Аномалії виникають і при гіперекстенсивній орієнтації, тобто при непомірному розширенні масштабів освітнього процесу, його екстенсивному розвитку. Наприклад, у системі централізованого державного управління орієнтація на кількісне (екстенсивне) зростання отримала своє вираження у плануванні «від досягнутого». Якщо, скажімо, за один рік підготовлено півмільйона інженерів, то в інший рік готують фахівців на п'ять відсотків більше – і так з року в рік нарощується обсяг без оцінки та урахування реальних потреб суспільства.

Висновки з даного дослідження і подальші перспективи в цьому напрямку. Підсумовуючи зазначене вище, ми вбачаємо таку закономірність: якщо освітня система орієнтована на непомірне екстенсивне зростання, то вона починає деградувати, будучи не в змозі керувати напливом нових елементів. Знижується загальний якісний і функціональний рівень цієї системи. Одне з поширених відхилень в освітньому процесі – порушення його ритму. Особливо помітно це на прикладі функціонування педагогічних колективів. Ритмічність виконуваної роботи позитивно впливає на процес утворення здорового колективу. І, навпаки, ефект «замка кореляції», тобто випадок, коли зміни, що викликаються цілеспрямовано в одному з процесів, неминуче супроводжуються відповідними змінами і в інших, суміжних процесах, тягнуть за собою небажані наслідки: зниження плинності кадрів може призвести до «старіння» колективу, а зростання професійного рівня педагогів – до зниження задоволеності виконуваною роботою. Ігнорування можливих порушень процесу – найпоширеніше джерело помилок при здійсненні цілеспрямованої діяльності у сфері освіти.

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СТАНОВЛЕННЯ ТА РОЗВИТОК ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАРКЕТОЛОГІВ В УНІВЕРСИТЕТАХ ВЕЛИКОЇ БРИТАНІЇ: ІСТОРИКО-ПЕДАГОГІЧНИЙ АНАЛІЗ

Анотація. У статті здійснено історико-педагогічний аналіз становлення та розвитку професійної підготовки маркетологів в університетах Великої Британії від початку XX ст. до сьогодення. Обґрунтовано доцільність застосування педагогічного критерію періодизації — зміни концепції змісту маркетингової освіти, що відрізняється від класичних періодизацій історії маркетингової думки за школами наукових ідей. Запропоновано виокремлення чотирьох етапів становлення системи професійної підготовки маркетологів у британських університетах: комерційно-розподільчого (1902 — середина 1940-х рр.), перехідного управлінсько-збутового (середина 1940-х — середина 1960-х рр.), управлінсько-функціонального (середина 1960-х — початок 1990-х рр.) та компетентнісно-цифрового (1990-ті рр. — сьогодення). Для аналізу кожного етапу застосовано єдину шестикомпонентну схему: зміст освіти, форми навчання, методи навчання, зв'язок із практикою, система оцінювання та кваліфікаційні стандарти, роль професійної організації. Встановлено, що перший університетський курс із елементами маркетингу започатковано в Університеті Бірмінгема у 1902 р., а перша спеціалізована кафедра маркетингу заснована у Lancaster University (Університет Ланкастера) у 1964 р. за часткового співфінансування з боку Institute of Marketing (Інституту маркетингу), що є першим задокументованим прикладом інституційного партнерства академічного й професійного каналів підготовки. Простежено вплив основних документів британської освітньої політики (Robbins Report (Доповідь Роббінса)), Further and Higher Education Act 1992 (Закон про подальшу та вищу освіту 1992 р.), Dearing Report (Доповідь Дірінга), QAA (Quality Assurance Agency for Higher Education — Агенція із забезпечення якості вищої освіти) Subject Benchmark Statement (Предметний стандарт галузевих орієнтирів)) на трансформацію змісту й форм маркетингової підготовки. Результати дослідження можуть бути

використані під час розробки освітнього компонента «Історія маркетингу» для магістерських програм спеціальності 075 «Маркетинг» та 011 «Порівняльна педагогіка», а також для подальших компаративних досліджень ролі професійних організацій у формуванні змісту вищої маркетингової освіти в Україні.

Ключові слова: професійна підготовка маркетологів; вища освіта Великої Британії; історико-педагогічний аналіз; педагогічна періодизація; Chartered Institute of Marketing (Чартерний інститут маркетингу); зміст маркетингової освіти; компетентнісний підхід.

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FORMATION AND DEVELOPMENT OF PROFESSIONAL TRAINING OF MARKETERS AT UNIVERSITIES OF THE UNITED KINGDOM: A HISTORICAL AND PEDAGOGICAL ANALYSIS

Abstract. The article presents a historical and pedagogical analysis of the formation and development of professional training of marketers at universities of the United Kingdom from the early 20th century to the present. The author substantiates the relevance of applying a pedagogical periodisation criterion — the change in the concept of the content of marketing education — which differs from the classical periodisations of the history of marketing thought based on schools of scientific ideas. Four stages in the formation of the system of professional training of marketers at British universities are distinguished: the commercial-distributive stage (1902 — mid-1940s), the transitional management-and-sales stage (mid-1940s — mid-1960s), the managerial-functional stage (mid-1960s — early 1990s), and the competency-and-digital stage (the 1990s — present). A unified six-component scheme is applied to the analysis of each stage: the content of education, forms of teaching, methods of teaching, links with industry practice, the assessment system and qualification standards, and the role of the professional organisation. It is established that the first university course containing elements of marketing was launched at the University of Birmingham in 1902, and the first specialised Department of Marketing was founded at Lancaster University in 1964 with partial co-financing from the Institute of Marketing — the first documented case of institutional partnership between the academic and professional channels of training. The influence of key documents of British educational policy (the Robbins Report, the Further and Higher Education Act 1992, the Dearing Report, the QAA (Quality Assurance Agency

for Higher Education) Subject Benchmark Statement) on the transformation of the content and forms of marketing training is traced. The findings may be applied in developing the History of Marketing educational component for master's programmes in speciality 075 Marketing, as well as in further comparative studies of the role of professional organisations in shaping the content of higher marketing education in Ukraine.

Keywords: professional training of marketers; higher education of the United Kingdom; historical and pedagogical analysis; pedagogical periodisation; Chartered Institute of Marketing; content of marketing education; competency-based approach.

Постановка проблеми. Велика Британія має одну з найдавніших університетських традицій підготовки маркетологів. Перший курс з елементами маркетингу започатковано в Університеті Бірмінгема у 1902 р. [6]. Упродовж XX — початку XXI ст. у країні сформувалася система, у якій університетська освіта поєднана з професійною сертифікацією через Chartered Institute of Marketing (Чартерний інститут маркетингу). Така конфігурація відрізняється від української моделі підготовки маркетологів за спеціальністю 075 «Маркетинг», де роль професійних організацій у формуванні змісту освіти обмежена. Запозичення окремих елементів британського досвіду в українській практиці потребує попереднього розуміння того, як саме ця система формувалася історично, які чинники її обумовили та яку послідовність етапів вона пройшла. Без такої історико-педагогічної реконструкції будь-які компаративні висновки матимуть фрагментарний характер.

Аналіз останніх досліджень і публікацій. Професійну підготовку маркетологів у Великій Британії у вітчизняній педагогіці розглянуто у працях Т. Кравченко [16], дослідниця порівняла сучасні британську та українську системи, а також О. Слоцького і Р. Балущака [21], які проаналізували професійну підготовку маркетологів як предмет педагогічних дискусій. Обидві роботи аналізують сучасний стан системи, не розглядаючи її становлення. Особливості британської системи професійної освіти розглянуто також О. Сергеєвою [20].

Методологічний і компаративістський контекст формують праці А. Сбруєвої [19] з методології порівняльної педагогіки, О. Локшиної [17] з категоріального апарату порівняльно-педагогічного дослідження, Н. Авшенюк [15] з транснаціональної вищої освіти в англомовних країнах, Л. Пуховської та ін. [18] з професійної освіти у країнах ЄС.

У зарубіжній науці історію маркетингової думки та ранньої маркетингової освіти у Великій Британії розробляють D. G. B. Jones і

M. Tadajewski. На основі архівних матеріалів Університету Бірмінгема вони встановили, що викладання маркетингу в британських університетах розпочалося у 1902 р. [6]. У монографії «Foundations of Marketing Thought» («Основи маркетингової думки») ці автори показали вплив Німецької історичної школи економіки на раннє формування маркетингової думки [7]. Спеціальний випуск Journal of Historical Research in Marketing (Журнал історичних досліджень у маркетингу) присвячено витокам маркетингової думки і практики у Великій Британії [13]. Класичні періодизації розвитку маркетингу запропоновано R. Bartels [1], E. H. Shaw і D. G. B. Jones [12] та W. L. Wilkie і E. S. Moore [14]; вони ґрунтуються на зміні шкіл маркетингової думки, а не на педагогічних критеріях.

Однак у доступних джерелах не виявлено аналізу зв'язку між становленням Chartered Institute of Marketing та формуванням змісту університетської підготовки маркетологів у Великій Британії. Не обґрунтовано критерії періодизації британської маркетингової освіти як педагогічного процесу на відміну від періодизацій історії маркетингової думки.

Мета статті — здійснити історико-педагогічний аналіз становлення та розвитку професійної підготовки маркетологів в університетах Великої Британії та обґрунтувати його педагогічну періодизацію. Відповідно до мети поставлено такі завдання: обґрунтувати критерії періодизації становлення професійної підготовки маркетологів у Великій Британії на основі зміни концепції змісту маркетингової освіти; виокремити етапи такого становлення у британських університетах; проаналізувати на кожному етапі зміни у змісті, формах і методах навчання, системі оцінювання та ролі професійної організації; визначити вплив основних документів британської освітньої політики на професійну підготовку маркетологів.

Виклад основного матеріалу. Дослідження виконане у межах порівняльно-педагогічного підходу із застосуванням історико-педагогічного, ретроспективного та проблемно-хронологічного методів, а також контент-аналізу нормативних документів британської освітньої політики. Як основний критерій періодизації обрано зміну концепції змісту маркетингової освіти, що включає сукупність уявлень про доцільність навчальних дисциплін, їх теоретичне обґрунтування та співвіднесення з практичною діяльністю маркетолога. Такий критерій, на відміну від наявних періодизацій історії маркетингу [1; 12; 14], переносить фокус аналізу зі зміни теоретичних ідей на трансформацію самого освітнього процесу, що відповідає завданням історико-педагогічного, а не бізнес-історичного, дослідження. Для опису кожного етапу застосовано єдину шестикомпонентну схему: зміст освіти, форми навчання, методи навчання,

зв'язок із практикою, система оцінювання та кваліфікаційні стандарти, роль професійної організації. Така уніфікація дозволяє забезпечити зіставність характеристик різних періодів.

Застосування зазначеного критерію дозволяє виокремити у становленні професійної підготовки маркетологів в університетах Великої Британії чотири послідовні етапи, межі яких відповідають моментам, коли зміна концепції змісту отримує стійке інституційне закріплення — внутрішньоуніверситетське, професійно-корпоративне або державне. Узагальнена характеристика виокремлених етапів представлена у таблиці 1.

Таблиця 1

Педагогічна періодизація становлення професійної підготовки маркетологів в університетах Великої Британії

Етап	Хронологічні межі	Домінуюча модель змісту	Форма інституційного закріплення
I	1902 — сер. 1940-х рр.	Комерційно-розподільча	Внутрішньоуніверситетські навчальні плани; перші іспити Асоціації (1928)
II	сер. 1940-х — сер. 1960-х рр.	Перехідна управлінсько-збутова	Стандартизація професійних іспитів Асоціації
III	сер. 1960-х — поч. 1990-х рр.	Управлінсько-функціональна	Robbins Report (Доповідь Роббінса, 1963); Королівська хартія CIM (Chartered Institute of Marketing, 1989)
IV	1990-ті — сьогодення	Компетентнісно-цифрова	Further and Higher Education Act (Закон про подальшу та вищу освіту, 1992); Dearing Report (Доповідь Дірінга, 1997); QAA Subject Benchmark Statement (Предметний стандарт галузевих орієнтирів, 2023)

Перший етап становлення професійної підготовки маркетологів у британських університетах охоплює період від 1902 р. до середини 1940-х рр. і характеризується формуванням комерційно-розподільчої моделі змісту маркетингової освіти. Її початком слід вважати курс В. Дж. Ешлі в Університеті Бірмінгема, у якому елементи маркетингу викладалися у складі business economics (бізнес-економіки) [6]. Подібні курси протягом наступних двох десятиліть започаткували університети Манчестера (1903), Ліверпуля (1910) та Лондона (1919) [6]. Маркетинг на цьому етапі не існував як самостійна академічна дисципліна: ядром змісту освіти був опис каналів дистрибуції, функцій посередників та інституційної організації ринків, а методологічно ці курси спиралися на історико-описовий підхід, характерний для економічної традиції початку XX ст. і несли на собі вплив Німецької історичної школи економіки [7]. Організаційно курси читалися у форматі університетських лекцій і семінарів у складі економічних програм; окремих бакалаврських чи магістерських програм з маркетингу не існувало, а зв'язок академічної підготовки з практичною діяльністю у сфері збуту й торгівлі залишався слабким.

Паралельно з академічним каналом у цей період зароджується професійний канал підготовки маркетологів. У 1911 р. у Великій Британії було засновано Sales Managers' Association (Асоціація менеджерів з продажу) — попередницю сучасного Chartered Institute of Marketing [2]. У 1928 р. ця Асоціація запроваджує перші власні іспити для менеджерів з продажу [2], що становить перший в історії британської системи елемент професійної кваліфікації у сфері, дотичній до маркетингу. Принциповою рисою першого етапу є те, що ці два канали — академічний університетський та професійно-корпоративний — функціонують повністю паралельно, без будь-яких механізмів узгодження змісту чи спільних кваліфікаційних стандартів. Маркетинг ще не сприймається у британському суспільстві як самостійна професія, а тому й освітня система не має консолідованого запиту, на який повинна була б відповідати.

Другий етап (середина 1940-х — середина 1960-х рр.) має перехідний характер і у запропонованій періодизації описується як управлінсько-збутова модель. На цьому етапі зміст маркетингової підготовки розширюється з суто описового аналізу каналів дистрибуції до проблематики управління збутовою діяльністю: до програм економічних факультетів входять елементи sales management (управління продажами) — планування продажів, організація збутової мережі, аналіз ринкової поведінки. Як показано у дослідженні T. A. B. Corley [3], розвиток споживчого маркетингу у Великій Британії у міжвоєнний і повоєнний періоди створив попит на фахівців, здатних не лише описувати, а й управляти ринковими процесами.

До британської академічної традиції у цей період починають проникати ідеї sales і marketing management (управління продажами та маркетингом), що розвивалися в американських бізнес-школах, а елементи кейсового методу частково доповнюють традиційний лекційно-описовий виклад. Водночас організаційні форми підготовки суттєво не змінилися: маркетингові курси продовжували читатися у складі економічних програм без виокремлення у самостійні спеціалізації, а механізми інтеграції університетської освіти з індустрією залишалися нерозвиненими.

Найбільші зміни на другому етапі відбулися не в академічному, а у професійному каналі підготовки. Іспити Асоціації набувають регулярного характеру і поступово стандартизуються, формуючи єдині вимоги до кваліфікації менеджера з продажу [2]. У 1961 р. організація змінює назву на Institute of Marketing and Sales Management (Інститут маркетингу та управління продажами), що відображає принципове розширення її профілю — з суто продажів на ширшу проблематику управління ринковою діяльністю [2]. Однак ця стандартизація відбувалася в межах паралельної до університетської системи кваліфікацій: університетські ступені та професійні сертифікати Інституту не були узгоджені між собою. Перехідний характер другого етапу полягає в тому, що в його межах співіснують дві концепції змісту маркетингової освіти — комерційно-розподільча, успадкована від першого етапу, та управлінсько-збутова, що формується під впливом американської management-літератури, — причому жодна з них не стає повністю домінуючою.

Третій етап (середина 1960-х — початок 1990-х рр.) є ключовим у становленні професійної підготовки маркетологів в університетах Великої Британії: саме у цей період маркетинг уперше набуває статусу самостійної академічної дисципліни. Засадничим нормативним документом, що створив для цього умови, стала доповідь Роббінса 1963 р. [4], яка обґрунтувала необхідність суттєвого розширення британської університетської системи і спричинила появу нових університетів та зміну принципів університетського фінансування. Саме у цьому розширеному інституційному просторі стає можливим заснування спеціалізованих кафедр маркетингу. Першою такою кафедрою у Великій Британії стала кафедра маркетингу Lancaster University (Університет Ланкастера), заснована у 1964 р. Принципово важливим є те, що відповідну професорську позицію було частково профінансовано Institute of Marketing (Інститут маркетингу) [8]. Цей факт становить перший задокументований випадок прямого співфінансування академічної кафедри маркетингу професійною організацією у британській системі і дозволяє стверджувати, що інтеграція академічного й професійного каналів підготовки була закладена не як пізніший результат їх зближення, а як вихідна структурна риса британської моделі.

Подальший інституційний розвиток підтверджує цю тенденцію. У 1971 р. у University of Strathclyde (Університет Стратклайда) було створено кафедру маркетингу під керівництвом М. Бейкера, який став першим у Великій Британії професором маркетингу на позиції, фінансованій через University Grants Committee (Комітет університетських грантів) — державний орган розподілу фінансування британських університетів [9]. У 1973 р. М. Бейкер заснував Marketing Education Group (Групу з маркетингової освіти) — академічну спільноту маркетологів, що у 1996 р. перетворилася на Academy of Marketing (Академію маркетингу) [9]. Протягом 1970-х рр. у британських університетах з'являються перші магістерські програми з маркетингу. Зміст освіти на третьому етапі суттєво трансформується: ядром стає управління маркетингом як цілісною функцією підприємства, а маркетингова підготовка переорієнтовується з опису ринкових структур на формування управлінських рішень. Відповідно змінюються й методи навчання — поширюються робота з галузевими кейсами, групові проєкти, прикладні дослідження. Зв'язок університетської підготовки з індустрією інституціоналізується через стажування студентів, запрошення практиків як гостьових лекторів, спільні проєкти кафедр із підприємствами.

Хронологічною межею третього етапу слугує 1989 р., коли Institute of Marketing отримав Королівську хартію і став Chartered Institute of Marketing [2]. Це рішення мало не лише символічне, але й функціональне значення: Хартія надала Інституту право присвоювати професійне звання Chartered Marketer і остаточно закріпила його роль у системі формальних маркетингових кваліфікацій Великої Британії. У результаті третій етап завершується формуванням управлінсько-функціональної моделі змісту маркетингової освіти, інституційною опорою якої стають спеціалізовані кафедри британських університетів, а партнерство з професійною організацією набуває рис системної взаємодії.

Четвертий етап (1990-ті рр. — сьогодення) пов'язаний із принциповою зміною нормативної рамки британської вищої освіти. Further and Higher Education Act 1992 (Закон про подальшу та вищу освіту 1992 р.) [5] перетворив колишні політехнічні інститути на університети, що суттєво розширило мережу британських закладів вищої освіти, які пропонують маркетингові програми. Доповідь Дірінга 1997 р. [10] сформулювала рекомендації щодо подальшого реформування вищої освіти, з-поміж яких особливе значення мало посилення її зв'язку з ринком праці та орієнтація на результати навчання. У 2000-х — 2020-х рр. Quality Assurance Agency for Higher Education (QAA — Агенція із забезпечення якості вищої освіти) розробила галузевий стандарт Subject Benchmark Statement (Предметний

стандарт галузевих орієнтирів): Business and Management [11], який закріпив компетентнісний підхід до визначення очікуваних результатів навчання випускника бізнес- і маркетингових програм.

Зміст маркетингової освіти на цьому етапі формується в логіці компетентнісного підходу: його ядром стає підготовка маркетолога, здатного приймати управлінські рішення у цифровому середовищі з опорою на аналітику даних і з урахуванням вимог сталого розвитку. Сучасні британські університети пропонують програми з маркетингу на рівнях бакалаврату, магістратури і докторантури, а організаційні формати підготовки доповнюються форматами змішаного навчання з використанням цифрових платформ. У методах навчання посилюється роль проєктного підходу, роботи з реальними даними компаній та використання цифрових аналітичних інструментів — навчальних платформ, симуляцій, відкритих корпоративних даних. Зв'язок університетської підготовки з індустрією досягає на четвертому етапі найвищого ступеня інтеграції: стажування та прикладні проєкти входять до структури більшості програм.

Принциповою інституційною новацією четвертого етапу є запровадження механізму акредитації університетських програм з боку Chartered Institute of Marketing [2]. Цей механізм дозволяє узгоджувати зміст університетських програм із вимогами професійної кваліфікації: випускники акредитованих програм автоматично зараховуються до навчальної програми CIM, що забезпечує органічне поєднання університетської освіти з професійною кваліфікацією [8]. У результаті кваліфікаційні стандарти маркетингової освіти у Великій Британії визначаються двома взаємодоповнюваними системами — національною рамкою академічної якості, закріпленою у Subject Benchmark Statement QAA [11], та професійними кваліфікаційними рівнями Chartered Institute of Marketing, інтегрованими у загальну рамку кваліфікацій [2]. Така подвійна система забезпечення якості становить характерну структурну рису сучасної британської моделі підготовки маркетологів.

Зіставлення чотирьох виокремлених етапів дозволяє простежити кілька наскрізних тенденцій становлення професійної підготовки маркетологів у Великій Британії. Зміст освіти послідовно еволюціонував від описового аналізу каналів дистрибуції у складі business economics через управління маркетингом як функцією підприємства до компетентнісної рамки з акцентом на роботу в цифровому середовищі. Форми навчання пройшли шлях від лекційно-семінарських курсів у складі економічних програм до спеціалізованих бакалаврських і магістерських програм з маркетингу, доповнених на сучасному етапі форматами змішаного навчання. Методи навчання трансформувалися від лекційно-описового

викладу до проєктного підходу з використанням цифрових інструментів та аналітики даних. Зв'язок із практикою пройшов шлях від епізодичного контакту з індустрією до системної інтеграції через стажування, спільні проєкти та програми акредитації.

Найбільш показовою для з'ясування характеру британської моделі є динаміка ролі професійної організації. На першому етапі Sales Managers' Association зосереджувалася лише на професійній самоідентифікації менеджерів з продажу і не мала впливу на університетський зміст. На другому етапі вона стандартизувала власні іспити, формуючи паралельну до університетської систему кваліфікацій. На третьому етапі — стала співзасновником академічної дисципліни через пряму участь у фінансуванні першої кафедри маркетингу в Lancaster (1964) [8]. На четвертому етапі — інституціоналізувала свою функцію через механізм акредитації університетських програм. Така траєкторія свідчить, що інтеграція академічного й професійного каналів підготовки у Великій Британії не є випадковим або пізнім явищем — вона має точну дату свого початку (1964 р.) і становить структурну рису, без врахування якої жодне порівняння британської моделі з іншими національними системами не може бути коректним.

Окремої уваги заслуговує співвідношення запропонованої педагогічної періодизації з наявними в зарубіжній літературі періодизаціями історії маркетингу [1; 12; 14]. У зазначених роботах структурною одиницею аналізу виступає школа маркетингової думки, тоді як у запропонованому підході — концепція змісту освіти. Це не альтернативні, а взаємодоповнювальні ракурси: бізнес-історичні періодизації описують еволюцію ідей, що циркулюють у дисципліні, тоді як педагогічна періодизація фіксує, як ці ідеї закріплюються в освітньому процесі — у навчальних планах, методах викладання, формах оцінювання. Лише поєднання обох ракурсів дозволяє повноцінно реконструювати становлення маркетингової освіти у Великій Британії як комплексного історико-педагогічного процесу.

Зіставлення британської моделі з українською моделлю підготовки маркетологів за спеціальністю 075 «Маркетинг» виявляє принципову відмінність — відсутність в українській системі аналогічного механізму інституційного партнерства з професійною організацією, що зафіксовано також у порівняльних дослідженнях вітчизняних авторів [16]. Ця відмінність є структурною: вона стосується не окремих елементів змісту чи методів навчання, а самої архітектури системи підготовки. Запозичення британського досвіду в українській практиці передбачає, насамперед, цілеспрямоване формування професійного середовища, спроможного брати на себе функції партнера університетів у визначенні змісту маркетингової освіти і її акредитації.

Висновки. Здійснений історико-педагогічний аналіз дозволяє констатувати, що становлення професійної підготовки маркетологів в університетах Великої Британії охоплює понад століття — від 1902 р. до сьогодення — і за педагогічним критерієм зміни концепції змісту освіти може бути обґрунтовано поділений на чотири послідовні етапи: комерційно-розподільчий, перехідний управлінсько-збутовий, управлінсько-функціональний і компетентнісно-цифровий. Запропонована періодизація доповнює наявні в зарубіжній літературі періодизації історії маркетингової думки і дозволяє розглядати маркетингову освіту як самостійний предмет історико-педагогічного дослідження.

Принциповим результатом є виявлення раннього і структурного характеру взаємодії академічного й професійного аспектів підготовки у британській моделі: заснування першої кафедри маркетингу у Lancaster University в 1964 р. за часткового співфінансування з боку Institute of Marketing становить точку відліку інституційного партнерства, яке на сучасному етапі реалізується через механізм акредитації університетських програм з боку Chartered Institute of Marketing. Результати дослідження можуть бути використані під час розробки освітнього компонента «Історія маркетингу» для магістерських програм спеціальності 075 «Маркетинг» та для обґрунтування шляхів удосконалення вітчизняної системи підготовки маркетологів.

Перспективи подальших досліджень полягають у поглибленому аналізі становлення Lancaster Department of Marketing (кафедра маркетингу Університету Ланкастера) та Strathclyde Department of Marketing (кафедра маркетингу Університету Стратклайда) на основі архівних матеріалів, реконструкції змісту британських маркетингових програм через аналіз навчальних планів і силабусів, а також у порівняльному аналізі британської і української компетентнісних моделей підготовки маркетологів.

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ФОРМУВАННЯ БАЗОВОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ У ПОЧАТКІВЦІВ (НА ПРИКЛАДІ УКРАЇНСЬКИХ БІЖЕНЦІВ)

Анотація. У статті проведено комплексне наукове дослідження динаміки та специфіки мовної інтеграції українських біженців у країнах Європейського Союзу (ЄС) у ретроспективі 2022-2026 років. Актуальність роботи зумовлена глибокою трансформацією правового та соціолінгвістичного статусу переміщених осіб: станом на початок 2026 року володіння мовою країни перебування остаточно перетворилося з інструменту первинної соціальної адаптації на стратегічну передумову повноцінної економічної легалізації та професійної самореалізації. На основі аналізу актуальних звітів Європейської комісії, згідно з якими на території ЄС перебувають від 5 до 7 млн українських громадян, у статті детально досліджено нерівномірність процесів лінгвістичної асиміляції різних хвиль міграції.

Особливу увагу в роботі приділено філологічному аспекту – механізмам формування вторинної мовної особистості в умовах вимушеного білінгвізму та подоланню когнітивних бар'єрів, спричинених воєнною травмою. Виявлено та теоретично обґрунтовано пряму кореляцію між рівнем іншомовної комунікативної компетенції (відповідно до загальноєвропейських рекомендацій CEFR) та успішністю валідації професійних дипломів і кваліфікацій на конкурентному європейському ринку праці.

Автором доведено, що для запобігання системній професійній деквалiфікації українців необхідний рішучий перехід від загальних мовних курсів до спеціалізованого навчання іноземної мови за професійним спрямуванням.

У межах дослідження розглянуто роль дистанційної освіти та інноваційних цифрових платформ як концептуального «безпечного лінгвістичного простору» (linguistic refuge), що дозволяє суттєво мінімізувати когнітивне навантаження та психоемоційний дискомфорт реципієнтів у чужому мовному середовищі. Описано специфічні виклики «нової хвилі»

біженців, для яких характерна критична потреба в інтенсивному засвоєнні фахової лексики та граматичних структур у максимально стислі терміни. Обґрунтовано, що впровадження гібридних моделей змішаного навчання (blended learning) та використання адаптивних інструментів штучного інтелекту для персоналізації освітніх траєкторій є базовими чинниками успішної інтеграції людського капіталу України до полікультурного та інтелектуального простору сучасної Європи. Інституційна мовна підтримка розглядається в статті не лише як гуманітарний інструмент, а як фундаментальна умова стабільного розвитку європейської спільноти.

Ключові слова: мовна інтеграція, лінгводидактика, комунікативна компетенція, мовна асиміляція, іноземна мова як засіб професійної комунікації, білінгвізм, мовна бар'єрність, стратегії вивчення мови, економічна легалізація, змішане навчання.

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DEVELOPING BASIC COMMUNICATIVE COMPETENCE IN BEGINNERS: THE CASE OF UKRAINIAN REFUGEES

Abstract. The article presents a comprehensive academic study of the dynamics and specifics of the linguistic integration of Ukrainian refugees within the European Union (EU) from a retrospective perspective of 2022-2026. The relevance of this research is driven by a profound transformation in the legal and sociolinguistic status of displaced persons: as of early 2026, proficiency in the host country's language has fundamentally shifted from a basic tool for primary social adaptation to a strategic prerequisite for full-scale economic legalisation and professional self-realisation. Based on an analysis of current European Commission reports, which indicate that between 5 and 7 million Ukrainian citizens reside within the EU, the study examines the uneven patterns of linguistic assimilation across various migration waves.

Particular attention is paid to the linguistic aspect – the mechanisms of forming a secondary linguistic personality under conditions of forced bilingualism and overcoming cognitive barriers caused by war-related trauma. The author identifies and theoretically substantiates a direct correlation between the level of foreign language communicative competence (according to the CEFR guidelines) and the successful validation of professional degrees and qualifications within the competitive European labor market. The study argues

that to prevent systemic professional deskilling of Ukrainians, a decisive shift is required from General Language courses to Language for Specific Purposes instruction.

Within the framework of this research, the role of distance education and innovative digital platforms is examined as a conceptual "safe linguistic space" (linguistic refuge), which significantly minimizes cognitive load and psycho-emotional discomfort for recipients in a foreign language environment. The specific challenges of the "new wave" of refugees are described, characterized by a critical need for the intensive acquisition of professional vocabulary and grammatical structures within highly compressed timeframes. It is substantiated that the implementation of hybrid blended learning models and the use of adaptive artificial intelligence tools for personalizing educational trajectories are fundamental factors in the successful integration of Ukraine's human capital into the multicultural and intellectual space of modern Europe. Institutional linguistic support is viewed not merely as a humanitarian instrument but as a fundamental condition for the stable development of the European community.

Keywords: linguistic integration, linguodidactics, communicative competence, language assimilation, language for specific purposes, bilingualism, language barriers, second language acquisition strategies, economic legalization, blended learning.

Постановка проблеми. Світовий досвід підтверджує, що дистанційне навчання є релевантним інструментом забезпечення безперервності освітнього процесу в кризових умовах. Для українських біженців у країнах ЄС електронне навчання (e-learning) стає не лише технічним рішенням, що нівелює логістичні труднощі та дискомфорт пересування в іншомовному середовищі, а й засобом створення безпечного лінгвістичного простору. Можливість вільного самовираження рідною мовою на початкових етапах інтеграції є фундаментальною для підтримки психоемоційної стабільності та самооцінки особистості, яка зазнала травми війни. Водночас дистанційний формат дозволяє гнучко поєднувати вивчення мови країни перебування з професійною діяльністю, створюючи передумови для поступової лінгвопсихологічної адаптації без ризику повної соціальної ізоляції.

Аналіз останніх досліджень і публікацій. Дослідження цих питань науковцями охоплюють різні аспекти. Е. Лузік, Н. Демченко, Н. Проскурка надали огляд світових моделей університетської освіти у системі дистанційного навчання. Він демонструє, що така система розвивається вже досить тривалий час і сучасні технології дають можливість її удосконалювати [1]. Дистанційне навчання в закладах вищої освіти країн Європейського Союзу

вивчає В. Бєлова [2]. О. Кравченко розглядає організаційно-змістові засади дистанційного навчання у закладах вищої освіти України в умовах обмежень під час епідемії коронавірусу [3]. С. Єрмакова проаналізувала концептуальні засади інтегральної парадигми вищої освіти в умовах війни та глобальних викликів століття, у яких ми живемо, та виділила її основні компоненти [4]. Питанням цифровізації освіти, як вимоги інформаційного суспільства, присвячені роботи С. Сисоєвої [5]. Вона розглядає нову парадигму освіти, пов'язану з цифровізацією процесу, а від-так його переваги та недоліки. В. Арешонков [6] також аналізує відповіді та виклики вищої освіти на вимоги цифровізації та кризових ситуацій у суспільстві.

Мета статті полягає у виявленні та комплексному аналізі лінгво-комунікативних труднощів українських біженців у країнах ЄС, а також у теоретичному обґрунтуванні та розробці адаптивних методів вивчення іноземних мов, що відповідають специфічним соціолінгвістичним та психологічним потребам реципієнтів у контексті їхньої економічної легалізації.

Виклад основного матеріалу.

Станом на 2025 рік у країнах Європи перебуває понад 5 мільйонів українців під тимчасовим захистом, найбільше – у Німеччині (понад 1,2 млн.), Польщі (близько 1 млн.) та Чехії (майже 400 тис.). Основний потік спрямований до країн з розвиненою соціальною підтримкою, а загальна кількість продовжує зростати через безпекові ризики в Україні.

Організація освітнього процесу для українських громадян у країнах Європи стала однією з головних проблем для урядів країн, що потребувало знання мови країни перебування.

Країни, що приймають біженців, можуть покращити їх інтеграцію через мовне навчання шляхом впровадження безкоштовних, доступних курсів, адаптованих до професійних потреб, та забезпечення гнучкого графіка, що поєднується з роботою. Важливими є також ранній доступ до навчання, мовні практики в громадах та інтеграція мовних занять у програми працевлаштування.

Зіткнувшись із проблемою опанування іноземних мов біженцями з України виникла потреба адаптувати методи вивчення іноземних мов для задоволення нагальних потреб біженців мовою країни перебування. Цієї мети може бути досягнуто за допомогою цифрових інструментів, нових підходів для сприяння інтеграції, підтримки культурних зв'язків, подолання травм та адаптації до повсякденних викликів. Мовна адаптація є критично важливим елементом інтеграції для українських біженців у країнах перебування, і її значення важко переоцінити. Це не просто вміння спілкуватися, а фундаментальна умова для доступу до всіх сфер життя – від

базової безпеки до самореалізації. Станом на початок 2026 року, коли початковий етап екстреного прихистку змінився на довгострокове перебування, важливість вивчення мови проявляється особливо гостро в таких сферах життєдіяльності як

- медицина (нездатність описати симптоми або зрозуміти діагноз лікаря може мати критичні наслідки. Знання мови гарантує, що біженець зможе вчасно та адекватно отримати медичну допомогу).
- правовий захист (розуміння своїх прав, правил перебування, оформлення документів – усе це вимагає знання державної мови або наявності кваліфікованого перекладача, що не завжди можливо).
- освіта дітей (діти інтегруються в місцеві школи. Їхня успішність і соціалізація повністю залежать від швидкості опанування мови навчання).

Оволодіння іноземними мовами є необхідним для професійної інтеграції та фінансової незалежності у країні перебування. Мовний бар'єр є основною перешкодою для працевлаштування за фахом. Зазвичай біженці без знання мови змушені погоджуватися на низькокваліфіковану або фізичну роботу, що часто не відповідає їхній освіті та досвіду. Навіть наявність високої кваліфікації не гарантує гідної роботи без підтвердження мовленнєвої компетенції (часто вимагають рівень B2 або C1).

Володіння мовою безпосередньо корелює з рівнем доходу та можливістю винаймати якісне житло.

Вивчення іноземної мови допомагає подолати ізоляцію та знизити стрес. Мова – це міст до нового суспільства. Вона дозволяє заводити знайомства, брати участь у житті місцевої громади, відвідувати культурні заходи. Залежність від волонтерів чи родичів, які знають мову, посилює відчуття безпорадності. Самостійність у спілкуванні значно знижує рівень тривоги та стресу. Можливість вільно спілкуватись є фундаментальною для підтримки самооцінки людини.

За 4 роки повномасштабної війни в Україні навчання іноземної мови трансформувалося з екстреної допомоги у довгострокову стратегію інтеграції та професійного розвитку. Викладання в умовах тривалого конфлікту вимагає поєднання інноваційних освітніх технологій з глибокою психологічною підтримкою.

Основні методи викладання іноземної мови в умовах війни це:

- травмоінформована педагогіка (ключовий метод, який використовується для навчання біженців. Він передбачає створення максимально безпечного освітнього середовища, де викладач враховує психологічну вразливість учнів. У 2026 році впроваджуються спеціальні програми, як наприклад «Від травматичного досвіду до миру», які вчать педагогів розпізнавати ознаки стресу та адаптувати навантаження);

- комунікативно-діяльнісний підхід (акцент робиться на негайному використанні мови в життєвих ситуаціях (відвідування лікаря, оформлення документів, пошук роботи, ділове листування, тощо). Використовуються спеціальні інструменти, наприклад, розробки Ради Європи, що допомагають адаптувати усну комунікацію для початківців);

- гібридне та змішане навчання Використання платформ **Zoom**, **Google Classroom** та мобільних додатків дозволяє зберігати безперервність освіти навіть при переїздах. Гейміфікація та цифрові проєкти допомагають підтримувати мотивацію через «ситуації успіху).

- інтегроване навчання предмету та мови (для школярів і студентів мова вивчається паралельно з основними предметами, що полегшує включення в іноземні освітні системи).

Основні труднощі при вивченні іноземних мов є психологічний стан та когнітивне навантаження (хронічний стрес, тривога та «провина вцілілого» значно знижують концентрацію та здатність до запам'ятовування. Це робить вивчення мови довшим: наприклад, для досягнення рівня B2 може знадобитися до 1000 годин (близько 3 років навчання)).

Багато біженців змушені поєднувати курси з роботою на повну ставку або доглядом за дітьми, що призводить до дефіциту часу. Також опанування іноземною мовою ускладнює наявність мовного бар'єру. Навіть після кількох років перебування за кордоном значна частина українців (у Німеччині – до 55%, у Франції – 50 %, у Польщі – 45%) продовжує відчувати труднощі в отриманні медичних чи соціальних послуг через недостатній рівень володіння мовою. А також відсутність чітких планів щодо повернення додому або перспективи залишитися в країні перебування часто демотивує до глибокого вивчення мови країни перебування.

Станом на січень 2026 року ситуація з вивченням іноземних мов українськими біженцями в Європі характеризується переходом від базової адаптації до вимог довгострокової інтеграції. Багато країн ЄС ввели знання мови як обов'язкову умову для зміни статусу з тимчасового захисту на постійні посвідки. Наприклад, в Австрії для отримання карти RWR+ (необмежений доступ до ринку праці) необхідно мати рівень німецької мови щонайменше **A1**. Знання мови стало ключовим бар'єром для працевлаштування за фахом. У Німеччині кількість працюючих українців зросла (майже 272 тисячі осіб на серпень 2025 року), що свідчить про поступове подолання мовного бар'єру через курси. Країни продовжують надавати доступ до безкоштовних мовних курсів (наприклад, Німеччина до березня 2026 року), проте загальна соціальна підтримка у 2026 році поступово скорочується, що стимулює швидше вивчення мови для самозабезпечення. Багато українських дітей змушені поєднувати навчання у двох школах

(місцевій та онлайн в українській), що створює велике навантаження при вивченні мови країни перебування [7, 8, 9, 10].

Одним з основних способів покращення практики вивчення мови для інтеграції є метод використання **цифрових інструментів,** а саме використання мобільних додатків та онлайн-платформ для самостійного вивчення іноземної мови, що доповнює класичне навчання (на інтеграційних курсах, дискусійних клубах, тощо).

Використання цифрових інструментів для вивчення іноземних мов базується на створенні інтерактивного середовища через гейміфікацію, використання штучного інтелекту для розмовної практики, асинхронних платформах та відеоресурсах. Це забезпечує автентичне занурення, персоналізацію навчання та підвищення мотивації.

Враховуючи факт постійного браку часу, який потрібний задля забезпечення свого існування в новій країні проживання, українські біженці не виділяють час щоб регулярно відвідувати заняття з іноземної мови. Для досягнення цієї мети розробляються різноманітні онлайн-інструменти, які дозволяють вивчати мову, не витрачаючи на це багато вільного часу. Різноманітні навчальні інституції Європи, в тому числі і вищі навчальні заклади, створюють сучасні програми навчання іноземним мовам, які б дозволяли біженцям навчатися самостійно і отримувати в доступній формі корисну інформацію щодо асиміляції в країні їхнього перебування. І одним із таких сучасних інструментів є онлайн-платформа KITE, розроблена у межах європейського проекту (Erasmus+) COMMUNIKITE (2023-1-ES01-KA220-HED-000153956) «КОММУНІКАЦІЙНІ ПОТРЕБИ в пакеті першої допомоги для НАДЗВИЧАЙНИХ гуманітарних ситуацій». KITE - це безкоштовна багатомовна (охоплює такі мови як українська, англійська, іспанська, французька, португальська, італійська, польська, німецька) платформа відкритого доступу, що передбачає «перший контакт» з мовою й культурою приймаючої країни, з метою забезпечення нагальних комунікативних потреб біженців на початковому етапі їх перебування.

Розробка платформи KITE відбулася у відповідь на збройну агресію Росії і війну в Україні, яка почалася 24 лютого 2022 року, що спричинило великий потік українських біженців, в першу чергу, до країн Європи, що і зумовило вибір мов, які охоплює проект. COMMUNIKITE («КОММУНІКАЦІЙНІ ПОТРЕБИ в пакеті першої допомоги для НАДЗВИЧАЙНИХ гуманітарних ситуацій») має на меті створити практичні матеріали власне «комунікативної першої допомоги», «культурний і мовний криголам» для надзвичайних гуманітарних ситуацій. Учасники проекту підкреслюють, що полегшення процесу комунікації під час перших контактів з новою громадою, культурою й суспільством є наріжним, засадничим фактором для

майбутньої вдалої інтеграції. Отже, KITE позиціонується, в першу чергу, як своєрідний «комунікативний хаб», що має слугувати містком до подальшої більш глибокої адаптації українських біженців у країнах їхнього тимчасового перебування.

Платформа KITE постає як інноваційний мультимодальний освітньо-комунікаційний інструмент, що реалізує інтегровані лінгводидактичні підходи до вирішення критичних проблем мовної та соціокультурної адаптації мігрантів і біженців. Концептуальна архітектура платформи синергетично поєднує в собі корпуси мультимовних словників, автентичні аудіо- та відеоматеріали, а також культурно-марковану інформацію та прикладні стратегії комунікації в єдину екосистему відкритого доступу. Методологічна цінність KITE полягає у реалізації принципу «негайного занурення», де пріоритет надається формуванню функціональної грамотності та здатності до вирішення першочергових комунікативних завдань у кризових ситуаціях.

У науковому дискурсі KITE правомірно позиціонується в одному ряду з провідними європейськими ініціативами, спрямованими на розробку скоординованих цифрових відповідей на глобальні міграційні виклики. На відміну від традиційних академічних курсів, платформа фокусується на прагматичному аспекті мовленнєвої діяльності, що дозволяє нівелювати прояви культурного шоку та знизити рівень афективного фільтра (лінгвістичної тривожності) у початківців.

Завдяки орієнтації на актуальні соціолінгвістичні потреби реципієнтів, KITE забезпечує м’який перехід від базового виживання до поглибленої соціокультурної інтеграції. Платформа слугує взірцем ефективної діджиталізації освіти, демонструючи, як адаптивні цифрові технології можуть оперативно трансформувати освітній процес у дієвий механізм гуманітарної підтримки та сприяти інклюзивному входженню біженців у нові територіальні громади.

Висновки. У результаті проведеного дослідження встановлено, що станом на 2026 рік мовна інтеграція українських біженців у ЄС перейшла у фазу прагматичної лінгвоадаптації, де пріоритетом є не лише побутова комунікація, а й опанування мови для професійних цілей.

1. Доведено, що дистанційне навчання виступає не лише технічною альтернативою очним курсам, а й виконує функцію «психологічного фільтра», знижуючи рівень мовної тривожності та створюючи комфортні умови для формування вторинної мовної особистості в умовах стресу.

2. Обґрунтовано необхідність переходу до адаптивних інтенсивних методик, що дозволяє скоротити термін підготовки фахівця до виходу на європейський ринок праці та запобігти соціальній маргіналізації.

3. Виявлено, що ефективність вивчення мови країнами перебування безпосередньо залежить від використання цифрових платформ, які дозволяють інтегрувати мовну освіту в щоденний графік біженців, поєднуючи навчання з роботою та побутовою адаптацією.

Перспективи подальших розробок полягають у детальному дослідженні впливу штучного інтелекту на персоналізацію траєкторій вивчення мови для різних вікових та професійних груп українських мігрантів.

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ВЗАЄМОЗВ'ЯЗОК МЕТОДОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ ТА НЕЯВНОГО ЗНАННЯ У ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ ВИКЛАДАЧА ВИЩОЇ ШКОЛИ

Анотація. У статті досліджено сутність та взаємозв'язок методологічної компетентності та неявного знання в професійній діяльності викладача вищої школи. Доведено необхідність трансформації ролі викладача від транслятора інформації до фасилітатора й ментора, що потребує високого рівня методологічної компетентності та здатності до рефлексії.

Деталізовано зміст методологічної компетентності як складного інтегрального утворення, що забезпечує здатність фахівця свідомо та творчо застосовувати наукові методи в дослідній та навчальній діяльності. Підкреслено значущість компетентнісного, особистісно зорієнтованого та діяльнісного підходів у визначенні сутності методологічної компетентності майбутніх фахівців. Показана варіативність термінології в англомовній науковій літературі, зокрема використання таких понять, як Research Literacy / Research Competence, Epistemic Competence, Systems Thinking та ін. Розкрито сутність неявного знання на основі концепції М. Полані, визначено його характеристики як особистісного, неартикульованого та процедурного ресурсу, що формується через багаторічну практику та професійну соціалізацію в межах наукових шкіл. Висвітлено роль неявних установок, інтуїції у науковому пошуку та освітньому процесі, зокрема їхній вплив на вибір методів дослідження та взаємодію зі студентами.

Обґрунтовано необхідність критичного осмислення прихованих когнітивних упереджень для запобігання методологічному консерватизму, особливо в умовах цифрової трансформації та розвитку штучного інтелекту.

Підкреслено, що збереження гуманістичних засад, «людського виміру» освіти та розвиток методологічної компетентності викладача є запобіжником проти формалізму академічних стандартів у сучасному цифровому світі.

Ключові слова: методологічна компетентність, викладач вищої школи, методологічна компетентність викладача вищої школи, неявні знання, інтуїція.

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THE RELATIONSHIP BETWEEN METHODOLOGICAL COMPETENCE AND TACIT KNOWLEDGE IN THE PROFESSIONAL ACTIVITY OF UNIVERSITY LECTURERS

Abstract. This article investigates the essence and correlation between methodological competence and tacit knowledge within the professional activities of higher education faculty. The author demonstrates the necessity of transforming the educator's role from a mere transmitter of information to a facilitator and mentor – a shift that demands a high level of methodological competence and reflective capacity. The study details the substance of methodological competence as a complex integral construct that enables professionals to consciously and creatively apply scientific methods in research and pedagogical practice. Emphasis is placed on the significance of competence-based, student-centered, and activity-based approaches in defining the methodological proficiency of future specialists. The article highlights the terminological variability in English-language scholarly literature, specifically the use of concepts such as Research Literacy, Epistemic Competence, and Systems Thinking.

Drawing on Michael Polanyi's conceptual framework, the author elucidates the nature of tacit knowledge, defining it as a personal, inarticulate, and procedural resource shaped by long-term practice and professional socialization within scientific schools. The role of implicit attitudes and intuition in scientific

inquiry and the educational process is examined, particularly regarding their influence on the selection of research methods and interaction with students. Furthermore, the paper substantiates the need for critical reflection on hidden cognitive biases to prevent methodological conservatism, especially in the context of digital transformation and the advancement of Artificial Intelligence. It is concluded that preserving humanistic principles, the «human dimension» of education, and the continuous development of the instructor's methodological competence serve as vital safeguards against the formalism of academic standards in the modern digital world.

Keywords: methodological competence, higher education faculty, university teacher's methodological competence, tacit knowledge, intuition.

Постановка проблеми. Актуальність дослідження проблеми взаємозв'язку методологічної компетентності та неявного знання у професійній діяльності викладача вищої школи зумовлена докорінною трансформацією освітньої парадигми в умовах глобалізації та цифровізації суспільства. Сучасний етап розвитку вищої освіти вимагає від науково-педагогічного працівника не просто трансляції нормативного змісту дисциплін, а здатності до глибокої концептуалізації власного досвіду та гнучкого реагування на виклики динамічного інтелектуального середовища. У цьому контексті методологічна компетентність постає як фундаментальна здатність викладача осмислювати стратегію і тактику педагогічної дії, що дозволяє інтегрувати теоретичні конструкції у реальну практику навчання.

Особливої гостроти питанню додає той факт, що значна частина професійної майстерності викладача існує у формі неявного знання — особистісного, контекстуально зумовленого та важкоформалізованого досвіду, який часто залишається поза межами усвідомленого аналізу. Суперечність між необхідністю об'єктивізації педагогічного досвіду для його тиражування та іманентною прихованістю інтуїтивних механізмів викладання створює серйозну наукову проблему. Дослідження взаємозв'язку цих двох конструктів дозволяє зрозуміти, як саме методологічна рефлексія стає інструментом «розкриття» неявного знання, перетворюючи суб'єктивні здогадки на усвідомлені педагогічні технології.

В умовах постійного оновлення наукових знань традиційні методи підвищення кваліфікації часто виявляються недостатніми, оскільки вони фокусуються на зовнішніх аспектах діяльності, ігноруючи внутрішній когнітивний ресурс фахівця. Вивчення того, як методологічна компетентність впливає на структурування та примноження індивідуального інтелектуального капіталу викладача, є критично важливим для забезпечення високої якості вищої освіти. Таким чином, висвітлення природи цього

взаємозв'язку дозволить не лише оптимізувати професійний розвиток викладачів, а й створити теоретичний фундамент для розробки новітніх стратегій педагогічної самоактуалізації у мінливому академічному просторі.

Аналіз останніх досліджень і публікацій. Сучасний дискурс щодо діяльності викладача вищої школи характеризується багатоаспектністю, охоплює як нормативно-інституційні рамки, так і дослідження епістемологічних засад професійної діяльності. Фундаментальне значення для розуміння сучасних вимог до педагога має Професійний стандарт «Викладач закладу вищої освіти», який детермінує актуальний профіль фахівця та його трудові функції [7]. У цьому контексті колективна монографія за науковою редакцією С. Калашнікової представляє комплексний погляд на теорію та практику вдосконалення викладання, розглядаючи його як стратегічний пріоритет розвитку університетського середовища [1]. Значення методологічної підготовки викладача вищої школи як важливого чинника його професійної успішності відзначається у посібниках Ю. Підборського та О. Хмельницької [6], І. Холковської [8].

Важливим напрямом наукових пошуків є дослідження методологічної компетентності як стрижневого компонента фахової культури. І. Козубцов обґрунтовує необхідність розвитку методологічного складника у підготовці аспірантів [2], В. Кравцов визначає методологічну компетентність як ключовий показник методологічної культури майбутнього вчителя [3]. Специфіка формування такої компетентності в межах конкретних дисциплін аналізується у працях Н. Кугай [4], яка зосереджується на підготовці вчителів математики, та Лі Цюань, що розкриває зміст методологічної компетентності вчителя музичного мистецтва [5].

Особливої актуальності в останні роки набуває вивчення неявного знання, що базується на концепції особистісного знання М. Полані (M. Polanyi) [14]. Роль неявного знання на евристичному етапі наукового дослідження та в межах сучасних типологій знань ґрунтовно досліджують В. Штанько, Г. Старікова [11]. Зарубіжний досвід, представлений у працях А. Тоом (A. Toom) [17] та Р. Брока (R. Brock) [12], засвідчує критичну роль неявних компонентів у педагогічній освіті та викладанні природничих наук. Цю думку розвиває Р. Сітараман (R. Sitaraman) [15], акцентуючи увагу на «мовчазних» аспектах наукової педагогіки, які часто залишаються поза межами формальних програм, але критично впливають на якість навчання. Зв'язок між практичним інтелектом, накопиченим досвідом («know-how») та реальним впливом наукових досліджень підтверджується у фундаментальних працях Р.Стенберга (R. Sternberg) [16] та розвідках таких науковців, як В. Мітчелл (V. Mitchell), В. Гарві (W. Harvey) та Г. Вуд (G. Wood) [13]. Таким чином, аналіз джерел свідчить про поступове зміщення акцентів від

суто формалізованої підготовки викладача до визнання важливості методологічної культури та неявних пластів професійного досвіду.

Мета статті – розкрити сутнісні ознаки взаємозв'язку методологічної компетентності та неявного знання викладача вищої школи.

Виклад основного матеріалу. Сучасне суспільство, що трансформується під впливом глобалізації та стрімкого технологічного прогресу, висуває до викладача вищої школи принципово нові вимоги, які виходять далеко за межі простої трансляції знань. Сьогодні викладач ЗВО перестає бути єдиним джерелом інформації, перетворюючись на фасилітатора, ментора та дизайнера освітнього середовища, який здатен стимулювати критичне мислення та самостійність студентів.

У професійному стандарті «Викладач закладу вищої освіти» [7] наголошено на значущості таких професійних функцій, як створення навчально-методичного забезпечення освітніх компонентів, розроблення, оцінювання та вдосконалення освітніх програм, планування та виконання наукових/ науково технічних/ дослідницьких/ творчих проектів, експертна діяльність, що передбачає сформованість системи методологічних знань, умінь та навичок, які складають основу методологічної компетентності викладача та забезпечують високу якість вищої освіти відповідно до сучасних вимог ринку праці та стандартів академічної доброчесності.

У сучасному вітчизняному науково-педагогічному дискурсі поняття «методологічна компетентність» потлумачується в контексті професійної підготовки фахівців різних галузей. Відповідно до завдань підготовки аспірантів військової галузі І. Козубцов визначає методологічну компетентність як набуту у процесі навчання інтегровану здатність, що «цілісно реалізується на практиці в процесі самостійної організації професійної творчої діяльності та складається з органічної єдність всіх її компонентів: методологічних знань, умінь, навичок з наукової, науково-педагогічної та військово-професійної діяльності, досвіду організації діяльності, цінностей і ставлення» [2, с. 160]. Відзначимо, що В. Кравцов увиразнює методологічну компетентність майбутнього вчителя як складник методологічної культури та відзначає, що така компетентність має розглядатися як комплексна готовність до теоретичної й практичної діяльності з перетворення педагогічної дійсності, засновану на методологічних знаннях [3, с. 114]. У дослідженні Н. Кугай методологічна компетентність майбутнього вчителя математики репрезентована як «потенційна властивість особистості, що виявляється в готовності і здатності майбутнього вчителя математики використовувати методологічні знання, вміння і навички для отримання нового наукового знання, для творчого осмислення власного досвіду, для проектування навчально-

пізнавального процесу навчання математики в школі» [4, с. 168]. У межах підготовки вчителя музики Лі Цюань відзначає, шо методологічна компетентність – це системне інтегративне особистісне утворення, яке включає систему методологічних компетенцій (комплекс знань, умінь) та готовність і здатність розв'язувати мистецько-освітні проблеми за допомогою наукових методів [5, с. 134].

Узагальнення наукових позицій вітчизняних дослідників засвідчує орієнтацію на компетентнісний, особистісно зорієнтований та діяльнісний підходи у визначенні сутності методологічної компетентності майбутніх фахівців. Всі науковці акцентують увагу на здатності до саморефлексії, володінні категорійним апаратом науки та готовності до творчої педагогічної діяльності.

В англомовній науковій літературі поруч із поняттям «Methodological Competence» використовуються й інші поняття: Research Literacy / Research Competence як здатність розуміти, інтерпретувати та застосовувати наукові методи; Epistemic Competence (епістемічна компетентність) – здатність індивіда не лише володіти знаннями, а й критично усвідомлювати природу, межі та процеси створення цих знань; когнітивна готовність фахівця ефективно оперувати інформацією в умовах невизначеності, розрізняти обґрунтовані переконання від припущень та свідомо обирати методологічний інструментарій для розв'язання складних проблем; Epistemic Fluency (епістемічна вправність) – здатність фахівця до використання різних способів пізнання, розуміння природи знання в різних предметних галузях, вміння адаптувати методи діяльності для нових складних проблем, гнучкість у використанні знань та методів; Critical Thinking and Reflective Practice – критичне мислення, рефлексивна практика як здатність фахівця аналізувати свої дії безпосередньо під час роботи (reflection-in-action) та після неї (концепція рефлексивної практики Д.Шена); Systems Thinking (системне мислення) як здатність бачити об'єкт цілісно; Meta-cognitive Skills (метакогнітивні навички) як знання про те, як ми пізнаємо світ. Означені позиції заслуговують на увагу в контексті обґрунтування наукових підходів до змісту та форм методологічної підготовки викладачів закладів вищої освіти.

З урахуванням специфіки професійної діяльності сучасного викладача, наукових підходів до сутності та структури методологічної компетентності фахівців різного профілю методологічну компетентність викладача вищої школи доцільно визначити як складне інтегральне утворення, складник професійної компетентності викладача ЗВО, що визначає здатність педагога свідомо, системно та творчо застосовувати сукупність філософських, загальнонаукових і конкретно-наукових методів

у науково-дослідній та освітній діяльності. Така компетентність ґрунтується на розумінні концептуальних засад педагогіки, вмінні критично аналізувати сучасні освітні парадигми та здатності трансформувати теоретичні знання у практичні стратегії викладання та наукового пошуку. Відзначимо, що методологічна компетентність викладача передбачає також готовність до постійної професійної рефлексії, що дозволяє усвідомлювати логіку побудови освітнього процесу, обґрунтовано вибирати методи навчання та самостійно конструювати нові знання в умовах мінливого академічного середовища. Таким чином, методологічна компетентність викладача вищої школи дозволяє фахівцеві орієнтуватися в інформаційних потоках, відокремлювати суттєве від другорядного та вибудовувати власну авторську педагогічну систему на міцному науковому фундаменті.

Особливе значення методологічної компетентності виявляється у здатності викладача критично оцінювати інноваційні педагогічні підходи та свідомо обирати ті інструменти, що найкраще відповідають меті формування конкретних загальних та фахових компетентностей у студентів. Це передбачає не лише володіння методиками викладання, а й розуміння філософських та гносеологічних основ навчання, що дозволяє викладачу моделювати дослідницьку діяльність безпосередньо в аудиторії. Таким чином, методологічна компетентність стає запобіжником проти формалізму в освіті, оскільки спонукає педагога до постійної рефлексії власної практики, пошуку нових смислів та обґрунтування вибору тих чи інших технологій навчання.

У контексті визначення особливостей професійної діяльності викладачів вищої школи в сучасних соціокультурних умовах та реалізації функцій методологічної компетентності на особливу увагу заслуговує феномен неявного знання (*tacit knowledge*). Поняття «неявне знання» уперше було репрезентовано британським філософом М. Полані наприкінці 50-х рр. XX ст. Фундаментальна праця М. Полані «Personal Knowledge: Towards a Post-Critical Philosophy», опублікована у 1958 р., неодноразово перевидавалася [14]. Ученим виокремлено два типи знання – артикульоване, явне знання, що представлене в мові, поняттях, судженнях, та знання неартикульоване, імпліцитне, що міститься латентним чином у схемах сприйняття, практичній майстерності, мистецтві тощо. Неявне знання є особистісним, тобто воно пов’язане з індивідуальними психологічними особливостями людини та її практичним досвідом. Так, М. Полані, наприклад, відзначає, що незважаючи на нездатність чітко пояснити механізм їзди на велосипеді чи процес впізнавання власних речей (оскільки ці знання не є усвідомленими детально), людина впевнено стверджує, що володіє цими навичками. М. Полані підкреслює, що це знання є дієвим і

безсумнівним, хоча його деталі сприймаються лише як інструменти для досягнення цілі й здебільшого залишаються поза фокусом свідомості. Відповідно, ми маємо право стверджувати, що знаємо певні речі, навіть якщо не здатні артикулювати, у чому саме полягає це знання [14, с. 91]. Найбільш відомою тезою концепції особистісного знання М. Полані є вислів «ми знаємо більше, ніж спроможні висловити».

У контексті концепції практичного інтелекту Р. Стернберг виділяє три ключові характеристики неявних знань: неявні знання, як правило, виникають самостійно, без будь-якої підкріпленості зовнішніми обставинами або при дуже незначній підкріпленості (тобто завдяки швидше власному досвіду, а не в результаті спеціального навчання); неявні знання розглядаються як процедурні за своєю природою, вони пов'язані з конкретним застосуванням в конкретних ситуаціях або класі ситуацій; внаслідок того, що основна частина знань отримана на основі власного досвіду, вони мають практичне значення тільки для тієї людини, яка ними володіє [16].

Серед сучасних зарубіжних дослідників феномена неявного знання відзначимо таких авторів, як В. Мітчелл (V. Mitchell), В. Гарві (W. Harvey) та Г. Вуд (G. Wood), які аналізують критичну роль неявного знання у процесі перетворення наукових результатів на реальний суспільний та економічний вплив [13]. Автори виходять із тези, що сучасна академічна система надмірно зосереджена на явних формах знання, як-от публікації чи патенти, ігноруючи при цьому «ноу-хау» – індивідуальний досвід, інтуїцію та навички побудови стосунків, які неможливо повноцінно зафіксувати на папері. Саме це приховане знання виявляється вирішальним чинником, що дозволяє науковцю вийти за межі теорії та успішно впровадити свої ідеї в практику. Важливим э висновок про те, що для підвищення ефективності науки необхідно змінити підхід до управління знаннями в університетах. Це передбачає створення умов для неформального спілкування з практиками, розвиток наставництва для передачі досвіду молодим ученим та визнання важливості «м'яких» навичок у системі оцінки наукової діяльності.

У науковій розвідці Р. Сітарамана (R.Sitaraman) підкреслюється фундаментальна роль неявного знання в освітньому процесі в університетах [15]. Автор стверджує, що «вміння думати як науковець» неможливо засвоїти лише через читання лекцій, оскільки воно формується через тривалу участь у реальній дослідницькій діяльності та професійну соціалізацію. Підкреслюється, що надмірна цифровізація освіти та стандартизація тестів створюють ризик втрати цих тонких аспектів педагогіки, оскільки вони витісняють живий контакт і спільну лабораторну роботу, де зазвичай відбувається передача неявних смислів.

Роль і значення концепції неявного знання у професійному становленні педагогів аналізує А. Тоом (A. Toom) [17]. Автор спирається на класичне визначення Майкла Полані, стверджуючи, що вчителі завжди знають більше, ніж можуть висловити словами, оскільки значна частина їхньої майстерності базується на особистому досвіді, інтуїції та практичних діях, які важко піддаються формалізації. У контексті професійної діяльності викладачів вищої школи важливою є теза про те, що неявне знання не є суто теоретичним, а тісно переплетене з контекстом і практичною діяльністю, формуючись через спостереження, імітацію та багаторічну практику. Відповідно, для розвитку професійної компетентності викладачів важливо створювати умови для вербалізації прихованого досвіду та його критичного осмислення, конструктивної комунікації в професійних спільнотах.

Р. Брок (R.Brock) розглядає фундаментальну, але часто ігноровану роль неявного знання в контексті викладання та наукової діяльності. Автор підкреслює, що процес наукового пізнання неможливо звести лише до маніпуляцій з явними фактами та формулами, оскільки він суттєво залежить від особистого розуміння та інтуїтивних навичок [12]. Заслуговує на увагу теза Р. Брока про те, що неявне знання проявляється у здатності вченого розпізнавати патерни, вибудовувати ментальні моделі складних явищ, які не завжди можна повноцінно описати словами.

В українському науковому дискурсі феномен неявного знання досліджується насамперед у філософському контексті. Г. Старікова підкреслює, що «неявна складова пізнання присутня в усіх без винятку видах людської діяльності – як в інтуїтивних діях «на рівні живої істоти», так і у специфічно людській діяльності – пізнавальній, практичній, творчій» [9, с. 19].

Автор пропонує таку класифікацію неявного знання: особистісні неявні знання, які формуються в індивіда в результаті його власного життєвого досвіду; позаособистісні неявні знання (неявні знання біологічного походження, без яких неможливим було б ані пристосування, ані виживання, ані участь у боротьбі за існування будь-якої живої істоти на нашій планеті; неявні знання соціальної природи, зокрема архетипи колективного несвідомого), неявні знання, які стали надбанням конкретного індивіда в результаті його персонального життєвого досвіду; знання, пов’язані з мовним, вербальним оформленням думки, так звані фонові знання [9, с. 26].

Заслуговують на увагу позиції дослідників щодо ролі неявного знання на евристичному етапі наукового дослідження. Г. Старікова та В. Штанько наголошують, що «вчені висувають парадоксальні гіпотези, які вони допускають неусвідомлено, і джерелом таких довільних припущень є

загострена інтуїція вченого-дослідника, яка «бере» свій матеріал на різних рівнях неусвідомленого, у тому числі й серед неявних знань» [11, с.171].

Таким чином, узагальнення наукових позицій зарубіжних та вітчизняних дослідників зумовлює висновок про те, що неявне знання постає фундаментальним, проте часто ігнорованим складником професійної діяльності викладача вищої школи та його методологічної компетентності. Цей феномен, уперше концептуалізовано М. Полані, охоплює неартикульовані, імпліцитні аспекти людського досвіду, які проявляються у практичній майстерності, інтуїції та здатності діяти впевнено навіть за неможливості детально пояснити алгоритм власних дій. Оскільки таке знання є глибоко особистісним і процедурним за своєю природою, воно виникає переважно завдяки власному досвіду та професійній соціалізації, а не внаслідок формального навчання чи засвоєння теорій.

Визначення сутності методологічної компетентності викладача вищої школи та поняття «неявне знання» зумовлюють обґрунтування основних напрямів їхнього взаємозв'язку та взаємовпливу у процесі професійної діяльності викладача ЗВО.

Неявне знання становить собою специфічний пласт наукової діяльності викладача, що складається з неусвідомлених установок, звичок та внутрішніх «правил гри», які визначають вектор планування та проведення дослідження. На відміну від загального неявного знання, що стосується змісту інформації, методологічний аспект фокусується на самому процесі здобуття нових даних. Показовою є думка Г. Старікової та В. Штанько: «Якщо на етапі емпіричного отримання даних найбільш активними були інструментальні та практично-дієві неявні знання, то на етапі творчого пошуку головну роль відіграють більш глибинні й менш усвідомлені фрагменти неявних знань, такі, як парадигмальні та протилежні їм антипарадигмальні, контекстні, системні та асоціативні різновиди [11, с.171]. Відтак, неявне знання пов'язано із науковою інтуїцією, що допомагає досліднику диференціювати методи на «надійні» та «сумнівні» навіть за відсутності чіткої логічної аргументації.

У сфері педагогічної науки неявне знання часто стає фундаментом наукових шкіл, проте воно ж може провокувати системні методологічні помилки. Яскравим прикладом є «диктатура кількісних методів», коли дослідник подекуди переконаний, що лише статистичні розрахунки та тести забезпечують роботі статус «науковості». Через таку установку ігноруються якісні методи, як-от глибинні інтерв'ю чи спостереження, що призводить до появи сухих цифр, які не здатні розкрити реальні причини педагогічних явищ. Іншим поширеним патерном є «підтвердження ідеалу», характерне для пострадянського наукового простору. Тут неявне знання диктує

установку, що експеримент обов'язково має бути успішним, оскільки зворотне нібито свідчить про слабкість дисертації. Як наслідок, науковець підсвідомо підлаштовує дизайн дослідження так, щоб експериментальна група виглядала виграшно, що породжує безліч методик, ефективних лише на папері.

Неявне знання може перетворитися на деструктивний чинник у той момент, коли воно трансформується у незаперечну догму, що не піддається критичній рефлексії. Основним ризиком такого стану є виникнення так званих «сліпих плям», через які науковець втрачає здатність бачити альтернативні шляхи дослідження, обмежуючи свій пошук лише звичними, але не завжди ефективними траєкторіями. Це може призвести до методологічної редукції, стійкого переконання дослідника, що обраний ним підхід є істинним, а будь-які інші інструменти пізнання є хибними або другорядними. У результаті реальний науковий пошук замінюється імітацією науки, де замість відкриття нових істин відбувається формальний ритуал підтвердження вже відомих або заздалегідь бажаних тез, що перетворює дослідження на замкнене коло самоповторення.

Увага до аналізу неявних методологічних установок є критично важливою, оскільки вона дозволяє виявити приховані когнітивні упередження, що викривлюють об’єктивність результатів ще на етапі формулювання гіпотези. Усвідомлення власних неявних «правил гри» допомагає вченому вийти за межі інтелектуальної інерції та уникнути автоматизму в мисленні, який часто маскується під досвідченість. Більше того, рефлексія над неявним знанням сприяє міжнауковому діалогу, адже без розуміння власних прихованих пресупозицій неможливо зрозуміти логіку опонентів, що працюють в інших парадигмах. Зрештою, деконструкція таких невидимих установок є єдиним способом забезпечити справжню наукову новизну, оскільки лише через подолання внутрішнього «методологічного консерватизму» відкривається простір для інноваційних методів та нестандартних рішень, що не вписуються у традиційні, але застарілі шаблони.

В освітній діяльності викладача важливу роль відіграє неявна антропологічна модель – внутрішнє уявлення педагога про особистість студента, його стратегії та тактики навчання. Це створює глибокий когнітивний дисонанс, коли задекларовані в нормативних документах закладу освіти ідеї студентоцентризму, особистісно зорієнтованого підходу можуть нівелюватися реальними авторитарними інструментами, закладеними на рівні неявних методологічних, епістемічних установок.

Формування неявного знання у професійній діяльності викладача вищої школи є тривалим процесом професійної соціалізації, де

інтелектуальні установки не просто вивчаються за підручниками, а усвідомлюються в процесі залучення до академічного середовища. Важливим чинником у цьому процесі постає наукова школа та особистість наставника, оскільки викладач-початківець несвідомо копіює не лише методики викладання, а й глибинні інтелектуальні звички свого вчителя (від манери ставити запитання до способів інтерпретації неоднозначних емпіричних даних). Цей механізм передачі знання через спільну діяльність та неформальну комунікацію формує специфічний стиль мислення, який згодом сприймається фахівцем як еталон науковості та педагогічної майстерності.

В освітньому процесі закладу вищої освіти взаємозв'язок методологічної компетентності викладача та його неявного знання виявляється також у взаємозалежності індивідуального викладацького досвіду та професійної інтуїції. Викладач із досвідом, як правило, інтуїтивно вибирає темп лекційного викладу, вирішення конфліктних ситуацій, форму зворотного зв'язку або методи мотивації студентів. Внутрішнє відчуття доцільності форм та методів викладання сприяє гнучкому підходу до реалізації освітнього процесу, взаємодії із студентами. Підкреслимо також роль контексту у прийнятті педагогічних рішень викладача, які враховують особливості конкретної академічної групи чи студента, часові обмеження, особливості навчального курсу й т.п. Відповідно, здатність швидко реагувати на зміну обставин демонструє неявні знання викладача, його розуміння щодо можливостей альтернативних шляхів вирішення ситуацій. Багаторічна практика викладацької діяльності у ЗВО свідчить, що накопичені з роками прийоми педагогічної взаємодії саме й пов'язані із особистим неявним знанням та ситуативною чутливістю викладача.

Важливим напрямом актуалізації неявного знання у процесі взаємодії із студентами слід вважати використання в освітньому процесі аналогій, метафор, історій, прикладів з особистої практики. Такий підхід демонструє професійні та особистісні якості викладача, суттєво впливає на рівень засвоєння навчального матеріалу. Удосконалення методів викладання відбувається на основі рефлексивної практики викладача, самооцінки та самоаналізу, що відбувається в тому числі й на основі неявних знань.

Отже, методологічна компетентність у професійній діяльності викладача вищої школи забезпечує підґрунтя для раціонального вибору методів, технологій та інструментів навчання, неявне знання доповнює цей процес унікальністю особистого досвіду, інтуїції та педагогічної майстерності.

Важливим аспектом у межах досліджуваної проблеми є, на нашу думку, розгляд неявного знання викладача вищої школи в умовах цифрової

трансформації. Значущість такого аспекту зумовлена необхідністю збереження людського виміру освіти в умовах тотальної цифровізації. Трансляція контенту через освітні платформи не замінює живого спілкування, прикладу викладача, його інтелектуального стилю та етичних реакцій. Дистанційний форма навчання загострює проблеми невербального спілкування, формування навичок конструктивної дискусії, адекватної оцінки сформованості загальних та фахових компетентностей студентів. Онлайн-форма занять вимагає від викладача подекуди інтуїтивних рішень щодо зміни плану на користь безпосереднього спілкування, уникнення емоційного перевантаження студентів. Аналіз неявного знання допомагає виявити когнітивні упередження та стереотипи, що заважають комунікації, наприклад, коли викладач неявно вважає паперову книгу єдиним джерелом глибокого розуміння, ігноруючи ефективність гіпертекстуальності сучасних студентів. Нарешті, в епоху генеративного штучного інтелекту особливої ваги набуває питання етичної безпеки та наукової чесності. Неявне знання вченого, що охоплює наукову совість та інтуїтивне відчуття істини, є тим ресурсом, який неможливо формалізувати в коді або делегувати машині.

Висновки. Методологічна компетентність у структурі професіоналізму сучасного викладача вищої школи виступає не просто окремим компонентом, а важливим підґрунтям для визначення стратегії освітньої та наукової діяльності. В умовах інформаційного перенасичення та швидкого старіння прикладних знань саме методологічна підготовленість дозволяє викладачу вийти за межі ролі ретранслятора фактів, утвердити позиції фасилітатора та наставника студентської молоді. В сучасному освітньому просторі викладач має володіти здатністю до глибокого системного аналізу наукових теорій, розуміння логіки розвитку конкретної галузі знань та вміння трансформувати складний науковий зміст у логічну, доступну та водночас науково обґрунтовану навчальну траєкторію.

Сучасна парадигма вищої освіти зумовлює трансформацію професійного профілю викладача, де методологічна компетентність постає не лише як володіння набором інструментів, а як складне інтегральне утворення, поєднує в собі здатність до системного наукового аналізу, проєктування освітнього середовища та глибоку професійну рефлексію. Ефективність викладача визначається не тільки артикульованими знаннями, а й сукупністю неявних методологічних установок, які формують його авторську педагогічну систему та забезпечують гнучкість у прийнятті рішень у мінливому академічному середовищі.

Феномен неявного знання виявляється фундаментальним, хоча часто неочевидним чинником, що визначає логіку наукового пошуку та

викладацької майстерності. Неявне знання як глибоко особистісне та процедурне за своєю природою накопичується через практичний досвід, наставництво та залучення до певних наукових шкіл. Водночас неявне знання несе в собі ризики методологічного консерватизму, коли неусвідомлені догми чи стереотипи обмежують вибір методів дослідження або зумовлюють авторитарні підходи в навчанні, що суперечить принципам студентоцентризму у вищій школі.

У контексті цифрової трансформації та впровадження технологій штучного інтелекту неявне знання набуває особливої ваги як «людський вимір» освіти, що не піддається повній формалізації або алгоритмізації. Професійна інтуїція, етична зрілість та здатність до контекстуального розуміння ситуації стають ключовими ресурсами викладача для збереження наукової чесності та конструктивного емпатійного зв'язку зі студентами.

Перспективи подальших досліджень вбачаємо у визначенні взаємозв'язку неявного знання та педагогічних стереотипів викладачів вищої школи.

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ВИКОРИСТАННЯ МОВНИХ ІГОР У НАВЧАННІ ФОНЕТИКИ НІМЕЦЬКОЇ МОВИ СТУДЕНТІВ-ГЕРМАНІСТІВ

Анотація. У сучасній методиці викладання іноземних мов особливого значення набуває проблема формування правильної вимови та розвитку фонематичного слуху студентів. Навчання фонетики німецької мови часто сприймається як складний і монотонний процес, особливо на початковому етапі навчання. Саме тому важливим завданням викладача є пошук ефективних методів, які не лише забезпечують якісне засвоєння фонетичного матеріалу, а й підвищують мотивацію студентів. Одним із таких методів є використання мовних ігор.

Мовні ігри сприяють активізації пізнавальної діяльності, розвитку творчого мислення та формуванню позитивного ставлення до вивчення іноземної мови. Вони допомагають уникнути одноманітності традиційних фонетичних вправ і створюють емоційно сприятливу атмосферу на заняттях. Особливу роль мовні ігри відіграють у розвитку фонематичного слуху, оскільки студенти вчаться розрізняти близькі за звучанням фонеми, правильно відтворювати довгі й короткі голосні, а також інтонаційні моделі німецької мови.

На заняттях з практичної фонетики можуть використовуватися різні види мовних ігор: артикуляційні вправи, скоромовки, римовані тексти, інтонаційні діалоги, фонетичні естафети та завдання на розпізнавання помилок у вимові. Такі вправи сприяють автоматизації артикуляційних навичок, розвитку слухової уваги та подоланню психологічного бар’єра під час усного мовлення. Важливим є й те, що мовні ігри стимулюють комунікативну активність студентів і допомагають формувати мовне чуття.

Сучасні цифрові технології значно розширюють можливості використання фонетичних ігор. Онлайн-платформи, мобільні додатки, відеофрагменти, пісні та автентичні аудіоматеріали дозволяють студентам працювати у власному темпі, аналізувати власну вимову та порівнювати її зі зразками носіїв мови. Це робить процес навчання більш інтерактивним і наближеним до реального мовного середовища.

Отже, використання мовних ігор у навчанні фонетики німецької мови є ефективним засобом розвитку вимовних навичок, фонематичного слуху та комунікативної компетентності студентів. Поєднання навчального й творчого компонентів сприяє підвищенню інтересу до мови та робить процес навчання більш результативним і привабливим.

Ключові слова: мовні ігри, фонетика, німецька мова, вимова, фонематичний слух, комунікативна компетентність, артикуляція, мотивація.

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THE USE OF LANGUAGE GAMES IN TEACHING GERMAN PHONETICS

Abstract. In modern foreign language teaching methodology, special attention is paid to the development of correct pronunciation and phonemic awareness. Teaching German phonetics is often considered difficult and monotonous, especially at the initial stage of learning. Therefore, one of the main tasks of a teacher is to find effective methods that not only improve pronunciation skills but also increase students' motivation. One of the most productive approaches is the use of language games.

Language games stimulate cognitive activity, develop creativity, and create a positive attitude toward foreign language learning. They help avoid the monotony of traditional phonetic exercises and make lessons more dynamic and emotionally engaging. Language games play an especially important role in developing phonemic awareness because students learn to distinguish similar German sounds, pronounce long and short vowels correctly, and master German intonation patterns.

Different types of phonetic language games can be used in practical phonetics classes, including articulation exercises, tongue twisters, rhymed texts, intonation dialogues, phonetic relays, and pronunciation correction tasks. Such activities contribute to the automatization of articulation skills, improve listening attention, and reduce psychological barriers in oral communication. In addition, language games encourage communicative interaction and help students develop a better sense of language.

Modern digital technologies significantly expand the possibilities of using phonetic games in the classroom. Online platforms, mobile applications, songs,

videos, and authentic audio materials allow students to work independently, analyze their pronunciation, and compare it with native-speaker models. As a result, the learning process becomes more interactive and closer to real communication.

In conclusion, the integration of language games into teaching German phonetics is an effective way to develop pronunciation skills, phonemic awareness, and communicative competence. Combining educational and creative elements increases students' interest in the language and makes the learning process more productive and engaging.

Keywords: language games, phonetics, German language, pronunciation, phonemic awareness, communicative competence, articulation, motivation.

Постановка проблеми. Навчання правильної вимови під час вивчення іноземної мови є одним із найбільших дидактичних викликів, особливо на початковому етапі. На тлі зростаючих вимог до комунікативної компетентності ефективна організація занять з фонетики набуває особливого значення. Незважаючи на численні методичні підходи, питання щодо мотиваційних і водночас ефективних форм вправ залишається актуальним.

У науковій літературі феномен мовних ігор досліджувався з різних точок зору. Ще Л. Вітгенштейн ввів термін «мовна гра» [1], а лінгвісти та методисти, такі як Р. Якобсон, Г. Коттофф, а також В. Штайніг і Г.-В. Хунеке [2], [3] проаналізували їхні функції та дидактичний потенціал. Проте конкретне застосування мовних ігор у сфері практичної фонетики – особливо у навчанні студентів-германістів – досі не було достатньо систематизовано.

Метою даної статті є аналіз можливостей використання мовних ігор на заняттях з фонетики та визначення їхньої дидактичної користі для розвитку навичок вимови. До завдань належить опис відповідних функцій мовних ігор, а також виклад конкретних форм їхнього застосування на заняттях.

Предметом дослідження є викладання фонетики на факультеті германістики, при цьому основна увага приділяється використанню елементів мовних ігор для розвитку навичок вимови.

Наукова новизна полягає не у розробці нового підходу, а в систематичному узагальненні наявних знань з огляду на їх практичне застосування на заняттях.

Виклад основного матеріалу. Навчання вимови студентів-першокурсників вважається одним із найскладніших завдань на практичних заняттях з іноземної мови факультету іноземної філології і часто

сприймається як студентами, так і викладачами як щось нудне і монотонне. Однак при цьому всі розуміють, наскільки важливі систематичні та безперервні заняття з фонетики для досягнення високого рівня володіння іноземною мовою. Існують різні методи і підходи, що дозволяють зробити ці заняття не тільки продуктивними, а й різноманітними, цікавими, творчими. Для цього не слід обмежуватися лише традиційними фонетичними вправами, необхідно залучати й інші форми роботи, наприклад використовувати на заняттях з фонетики «мовні ігри» (Sprachspiel – термін Л. Вітгенштейна) [1, с. 81]. Під загальним терміном «мовна гра» об'єднуються всі явища, коли мовець «грає» з формою мовлення, коли вільне ставлення до неї набуває естетичного завдання [4]. Результатом особливої уваги мовця до форми мовлення є усвідомлені відступи від норми. Сюди можна віднести всі види жартів, дотепів, каламбурів, різні види тропів. Діапазон явищ мовної гри досить широкий.

Багато філософів, психологів, лінгвістів та методистів розглядали мовні ігри як одну з форм людської освіти, як один із засобів досягнення навчальних цілей та важливу складову методики викладання. У нашому випадку йдеться про мовні ігри, які необхідні для того, щоб процес навчання іноземної мови був максимально продуктивним, оскільки вони викликають позитивні емоції, підвищують мотивацію, роблять заняття в курсі професійної підготовки майбутніх викладачів іноземних мов вищих навчальних закладів, перекладачів, фахівців-міжнародників та шкільних вчителів цікавими, різноманітними та ненудними. Сучасні методисти вважають використання мовної гри на заняттях з іноземної мови особливо ефективним прийомом для встановлення тісного контакту з мовою, що вивчається, на рівні звуків, букв, складів, морфем, слів, речень або тексту, що, крім навчального ефекту, може викликати позитивні емоції, сприяє підвищенню мотивації, стимулює розвиток інтересу до експериментів [5, с.268]. Використання мовної гри на заняттях з практичної фонетики дозволяє залучати студентів до активного пошуку різних комбінацій мовних структур (не тільки граматичних або лексичних!) та досліджувати їхні можливості у мовленні.

Хоча мовні ігри зустрічаються переважно в письмовій формі або в літературі, проте багато хто використовує їх у повсякденній усній комунікації й при цьому вважаються позитивно налаштованими та товариськими людьми, що мають почуття гумору. Причини використання мовних ігор можуть бути найрізноманітнішими і не завжди веселими і смішними. Спираючись на представлену Р. Якобсоном у 1956 році Американському лінгвістичному товариству класифікацію функцій мови Х. Колтхоф виділяє 6 категорій функцій мовних ігор:

- емотивну — для вираження емоцій;
- фатичну — для встановлення контакту зі співрозмовником;
- референтну (когнітивну) — як імпульс до роздумів;
- конативну (соціокультурну) — вплив на адресата;
- поетичну — естетичну;
- метамовну — спрямовану на осмислення мовних явищ [2, с. 353].

Існують різні думки щодо того, для чого, з якою метою слід використовувати мовні ігри під час вивчення іноземної філології. Можна припустити, що при цьому особливо актуальними будуть мовні ігри, які виконують когнітивну, поетичну та метамовну функції, тобто гра слів, що містять багатозначність, коли для розуміння висловлювання іншою мовою потрібні кмітливість і напруження розуму, коли використовується лексика, що відрізняється від лексики повсякденного вжитку, або коли, наприклад, порушення знайомих правил змушує студента усвідомлювати глибинний зміст висловлювання.

Залежно від дидактичної мети та характеру фонетичного матеріалу мовні ігри, які використовуються на заняттях з практичної фонетики, можна умовно поділити на кілька груп. Така класифікація допомагає викладачеві цілеспрямовано добирати вправи відповідно до конкретних труднощів, які виникають у студентів під час освоєння правильної німецької вимови.

До першої групи належать ігри на розвиток фонематичного слуху. Їхньою основною метою є формування вміння розрізняти близькі за звучанням фонеми німецької мови. Особливо важливими вони є для студентів, рідна мова яких не містить певних німецьких звуків або протиставлень довгих і коротких голосних. Наприклад, студентам можна запропонувати прослухати пари слів типу ***/Bett – Beet/, /füllen – fühlen/, /Mitte – Miete/, /Lamm – lahm/, /Schreck – schräg/, /offen – Ofen/, /Pollen – Polen/*** та визначити, чи однаковими є слова за звучанням. Такі вправи сприяють розвитку слухової уваги та поступовому формуванню фонематичного слуху студентів-першокурсників.

Другу групу становлять артикуляційні мовні ігри, спрямовані на відпрацювання правильної вимови окремих звуків або звукосполучень. У процесі роботи можуть використовуватися елементи змагання, ритмізація мовлення, імітація диктора або театралізація. Наприклад, студенти по черзі вимовляють складні слова або скоромовки, намагаючись зробити це максимально швидко й без помилок. Подібні вправи допомагають автоматизувати артикуляційні рухи та зменшують психологічний страх перед усним мовленням.

Окрему групу становлять інтонаційно-просодичні ігри. Відомо, що інтонація німецької мови значно відрізняється від інтонаційних моделей

слов'янських мов, тому студенти часто припускаються помилок у мелодиці речення, ритмі та фразовому наголосі. Для подолання таких труднощів можна використовувати інсценування діалогів, читання речень з різними емоційними відтінками або вправи на зміну інтонації залежно від комунікативної ситуації. Такі завдання не лише розвивають фонетичні навички, а й сприяють формуванню комунікативної компетентності.

Найменше викладачам слід розраховувати на те, що студенти відразу ж почнуть використовувати мовні ігри в діалогічному мовленні, хоча на просунутому етапі навчання це цілком можливо. Для початку викладачі повинні пропонувати на заняттях заздалегідь підготовлені тексти з творів художньої літератури або інших джерел, наприклад, з реклами чи оголошень, з урахуванням рівня знань, якими вже володіють студенти. Ці тексти повинні супроводжуватися різними завданнями, які допоможуть їм зрозуміти, де ж, власне, собака зарита, і що сприятиме розвитку відчуття мови та проникненню в її структуру та навчить передбачати, інтуїтивно вгадуючи, нові лінгвістичні явища. На користь цього свідчить безліч аргументів, чому тексти з мовними іграми сприяють підвищенню мотивації до вивчення іноземної мови.

На підтвердження ефективності мовних ігор можна навести такі докази:

- вони знайомлять студентів з альтернативними мовними формами;
- можуть використовуватися як допоміжний засіб у вивченні граматики, лексики, стилістики та культурології;
- сприяють розвитку мовного чуття;
- стимулюють міжкультурну комунікацію;
- роблять навчальний процес більш цікавим і творчим.

Однак найважливішою якістю, на думку фахівців, є здатність мовних ігор стимулювати розумову діяльність, природну допитливість, цікавість, бажання імітувати, наслідувати, що дає студентам імпульс до творчого поводження з мовою, будучи водночас корисним і приємним заняттям. Виявлення певних законів побудови та функціонування мови або відхилень від них вимагає вміння зіставляти, аналізувати, робити висновки. Надалі, на більш просунутому етапі навчання, коли студенти намагатимуться самостійно складати тексти з мовною грою, успіх їхньої роботи залежатиме від того, наскільки добре засвоєно певне правило або конкретну структуру.

Під фонетичними мовними іграми насамперед розуміються ті ігри, в яких акцент робиться на певних особливостях звучання слів та залежності їхнього значення від вимови. При цьому розвивається відповідальне ставлення до вимови німецьких звуків та пов'язаних із нею просодичних явищ. На заняттях з фонетики велику роль відіграє артикуляційна база

рідної мови. Як відомо, при взаємодії мовних систем спостерігається явище інтерференції, яке виражається у відхиленнях від норми та системи іноземної мови під впливом рідної, тобто коли рідна мова впливає на вимову мови, що вивчається. У такому випадку неминучий сильний «іноземний акцент». Для того, щоб виробити у студентів вимову, максимально наближену до стандартної, необхідно з перших занять детально розглядати основні відмінності в артикуляції німецької та рідної мови та виконувати велику кількість тренувальних вправ. При цьому уникнути демотивуючої монотонності, одноманітності та нудьги допомагають вправи з мовними іграми.

Тексти, в яких обіграні фонетичні явища, дають унікальну можливість ознайомитися зі звуковими та просодичними особливостями німецької мови, вчать уникати фонетичних помилок і дають уявлення про ментальність носіїв німецької мови. Таким чином, інтеграція кількох напрямків – фонетичного, лексико-граматичного та лінгвокраїнознавчого – сприяє як засвоєнню фонетичного матеріалу, так і розвитку творчих здібностей студентів.

Досить часто вивчення фонетики іноземної мови, на жаль, сприймається як неминуче, але нудне заняття. Не мають рації ті, хто під фонетичними вправами розуміють лише багаторазове повторення за викладачем або навіть диктором – носієм мови, слів, словосполучень або речень з певними фонетичними явищами. Такі вправи є найпростішими і найпоширенішими, але, на жаль, не дуже результативними. Їх використання — не єдиний шлях для досягнення мети: вироблення у студентів-германістів стабільних навичок стандартної німецької вимови. Вислів І.Г. Гердера: „Das Ohr ist der beste Lehrmeister der Sprache“ [6, с. 3] про те, що під час вивчення мови найкращим вчителем є наше вухо, у сучасній методиці трансформувалося в поняття, що аудіювання тісно пов’язане з розвитком навичок вимови і є основним видом роботи для свідомого засвоєння різних фонетичних явищ іноземної мови. Студенти іноді просто не розрізняють звуки мови, що вивчається, якщо їх аналогів немає в рідній мові. А якщо немає вміння розпізнавати в мовленнєвому потоці характерні для німецької мови звуки, то проблематичною буде й їхня імітація, відтворення, тобто, не маючи розвиненого фонематичного слуху, складно навчитися правильній вимові. Тому дуже важливо з найперших занять з практичної фонетики крок за кроком розвивати вміння слухати й чути, систематично виконувати велику кількість вправ, складати завдання до них, навчати студентів розпізнавати певні фонетичні явища (позначати, розташовувати в порядку, виконувати вправи на заміну, заповнювати тексти з пропусками тощо). Тоді у студентів поступово сформується відчуття мови, вони зможуть зосередити

свою увагу на характерних для німецької мови фонетичних явищах, що реалізуються в усному мовленні.

Таким чином, вправи на розвиток навичок аудіювання можуть переслідувати різні цілі: від занурення в іншомовне звучання для виявлення звукових або просодичних особливостей до розпізнавання окремих фонетичних явищ іноземної мови, що вивчається. У цьому випадку невичерпним джерелом для фонетичних мовних ігор є поезія. На думку Х. Вайнріха, вивчати мову, зокрема й вимову, слід, активно використовуючи її, оскільки «уява учнів лише розпалюється у жартівливому поводженні зі строгими структурами мови» [5, с. 241]. Варто згадати кумедні вірші Е. Яндля або так звані «звукові» вірші Х. Баля. Прослуховування цих текстів, читання їх уголос, переклад, спроба розгадати задум автора — хороша основа для розвитку як фонематичного слуху студентів, так і їхньої творчості.

Улюбленим і найпопулярнішим джерелом мовних ігор на заняттях з практичної фонетики є, мабуть, скоромовки, які містяться майже в кожному навчальному посібнику. Оскільки у скоромовці багаторазово повторюються один і той самий звук або звукосполучення, або в них зосереджені особливо складні для вимови комбінації звуків, то вони якнайкраще підходять для інтенсивного відпрацювання певного фонетичного явища, причому темп і чітка вимова контрольних звуків є однаково важливими. Для роботи зі скоромовками потрібна висока концентрація уваги на відповідних фонетичних особливостях тексту.

Самі студенти можуть за аналогією складати свої скоромовки, які потім будуть вимовляти інші. Завдання можна організувати як змагання: хто/яка група складе найдовшу, найдотепнішу, найвеселішу скоромовку? Хоча скоромовки часто присутні на заняттях з фонетики, проте палітра вправ з мовними іграми, метою яких є вироблення правильної німецької вимови, далеко не обмежується ними.

Практика показує, що навіть короткі елементи мовної гри здатні значно активізувати роботу студентів на занятті з фонетики. Наприклад, ефективною формою роботи є так звана «фонетична естафета». Студенти по черзі вимовляють слова або речення з певним фонетичним явищем, намагаючись не порушити темп і ритм мовлення. Якщо хтось припускається помилки, естафета починається знову. Подібна вправа створює атмосферу емоційного залучення та водночас сприяє концентрації уваги на вимові. Цікавим видом роботи є також гра «Впізнай слово». Викладач навмисно неправильно вимовляє слово, замінюючи один звук іншим або порушуючи довготу голосного, а студенти повинні визначити помилку та виправити її. Наприклад, замість слова ***/schön/*** вимовляється ***/schon/***, або ***/bitten/*** замість

/bieten/. Такі вправи особливо корисні для розвитку фонематичного слуху й усвідомлення смислорозрізнювальної функції звуків.

Не менш ефективними є творчі завдання. Студентам можна запропонувати самостійно скласти короткі римовані тексти, міні-діалоги або скоромовки з певними звуками. При цьому відбувається не механічне повторення фонетичного матеріалу, а його активне використання в мовленні. Крім того, творча діяльність позитивно впливає на мотивацію та допомагає подолати втому, яка нерідко виникає під час інтенсивної роботи над вимовою.

Важливу роль відіграє й групова форма роботи. Колективне виконання фонетичних ігор сприяє розвитку комунікативних навичок, формує доброзичливу атмосферу на занятті та допомагає студентам подолати невпевненість у власних мовленнєвих можливостях.

У сучасних умовах викладання іноземних мов дедалі більшого значення набуває використання цифрових технологій та мультимедійних ресурсів. Їх інтеграція у процес навчання практичної фонетики дозволяє зробити заняття більш динамічними, інтерактивними та наближенними до реального мовного середовища.

Сучасні онлайн-платформи, мобільні додатки та аудіовізуальні матеріали створюють широкі можливості для використання фонетичних мовних ігор. Наприклад, студенти можуть виконувати вправи на розпізнавання звуків, інтонаційних моделей або наголосу в інтерактивній формі. Особливу цінність мають завдання, які дозволяють порівнювати власну вимову із зразком носія мови. У такому випадку студенти отримують можливість самостійно контролювати процес формування вимовних навичок.

Значний інтерес викликає також використання відео фрагментів пісень, рекламних роликів або уривків із художніх фільмів, які містять елементи мовної гри. Робота з автентичними матеріалами допомагає студентам не лише вдосконалювати вимову, а й знайомитися з особливостями сучасної німецької культури, гумору та повсякденного спілкування.

Цифрові технології дають можливість індивідуалізувати процес навчання. Студенти можуть працювати у власному темпі, багаторазово прослуховувати матеріал, записувати власне мовлення та аналізувати свої помилки. Це особливо важливо для студентів, які соромляться говорити іноземною мовою в аудиторії або потребують додаткового часу для засвоєння складних фонетичних явищ.

Робота над розвитком слухово-вимовних навичок студентів-германістів не може проводитися ізольовано від інших аспектів навчання.

Активне використання фонетичних вправ у поєднанні з мовними іграми допомагає зробити процес навчання не тільки корисним, а й приємним, причому на заняттях з фонетики комплексно опрацьовуються мовні, дидактичні, літературні, лінгвокраїнознавчі, культурологічні та інші аспекти, які сприяють розвитку творчої активності студентів, що вивчають німецьку мову як основну спеціальність.

Висновки. Отже, використання мовних ігор у навчанні фонетики німецької мови є доцільним і ефективним методичним прийомом. Вони сприяють формуванню правильної вимови, розвитку фонематичного слуху та підвищенню мотивації студентів.

Мовні ігри дозволяють поєднати навчальний і творчий компоненти освітнього процесу, що робить його більш результативним і привабливим для студентів. Вони активізують пізнавальну діяльність, стимулюють інтерес до мови та сприяють розвитку мовного чуття. Крім того, використання мовних ігор забезпечує інтеграцію різних аспектів мовної підготовки — фонетичного, лексичного, граматичного та культурологічного.

Таким чином, мовні ігри слід розглядати як важливий інструмент сучасної методики викладання іноземних мов, який сприяє підвищенню ефективності навчання та формуванню творчої мовної особистості.

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МУЛЬТИПЛІКАТИВНИЙ ЕФЕКТ ПРОФЕСІЙНОЇ ІДЕНТИЧНОСТІ ВИКЛАДАЧІВ ПСИХОЛОГО-ПЕДАГОГІЧНИХ ДИСЦИПЛІН У МОДЕРНІЗАЦІЇ УКРАЇНСЬКОЇ ОСВІТИ

Анотація. Стаття присвячена дослідженню мультиплікативного ефекту професійної ідентичності викладачів психолого-педагогічних дисциплін у контексті модернізації української освіти. Обґрунтовано, що викладачі цієї групи дисциплін посідають унікальне стратегічне місце у системі вищої освіти, оскільки готують майбутніх педагогів, психологів, соціальних працівників і вихователів, чий опосередкований вплив поширюється на широке коло учасників освітнього процесу. Розкрито механізм ланцюгової передачі педагогічних моделей, цінностей і практик через покоління педагогів та їхніх вихованців, що визначає системний масштаб мультиплікативного впливу. Проаналізовано деструктивний потенціал авторитарної педагогічної ідентичності, успадкованої від радянської освітньої системи, яка відтворює пасивність, формалізм та ієрархічні відносини у професійній свідомості майбутніх педагогів. Показано, що така ідентичність не лише обмежує особистісний розвиток студента, а й закріплює освітні практики, несумісні з цінностями демократичного, інклюзивного та компетентнісно орієнтованого навчання.

Охарактеризовано конструктивну модель оновленої, рефлексивної, гуманістично орієнтованої ідентичності як основи позитивного мультиплікативного ефекту. Доведено значення рефлексивної практики та емоційного інтелекту як ключових складників такої ідентичності.

Акцентовано, що професійна трансформація викладача психолого-педагогічних дисциплін має розглядатися не як індивідуальна педагогічна якість, а як чинник системної зміни освітньої культури. Розглянуто взаємозв'язок трансформації педагогічної ідентичності з демократизацією суспільства, подоланням пострадянських освітніх моделей та повоєнним відновленням людського капіталу України. Визначено умови формування позитивного мультиплікативного ефекту: перехід до партнерської моделі

навчання, розвиток педагогічної етики та системна інституційна підтримка у закладах вищої освіти.

Ключові слова: мультиплікативний ефект, професійна ідентичність викладача, психолого-педагогічні дисципліни, модернізація освіти, вища педагогічна школа, пострадянська освіта, рефлексивна практика.

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THE MULTIPLICATIVE EFFECT OF THE PROFESSIONAL IDENTITY OF INSTRUCTORS OF PSYCHOLOGICAL AND PEDAGOGICAL DISCIPLINES IN THE MODERNIZATION OF UKRAINIAN EDUCATION

Abstract. The article examines the multiplicative effect of the professional identity of instructors of psychological and pedagogical disciplines in the context of the modernization of Ukrainian education. It is argued that instructors of this group of disciplines occupy a unique strategic place in the system of higher education, since they prepare «formers» future teachers, psychologists, social workers, and preschool educators whose indirect influence extends to a wide range of participants in the educational process. The article reveals the mechanism of the chain transmission of pedagogical models, values, and practices through generations of educators and their students, which determines the systemic scale of the multiplicative impact. The destructive potential of an authoritarian pedagogical identity inherited from the Soviet educational system is analyzed; such an identity reproduces passivity, formalism, and hierarchical relations in the professional consciousness of future educators. It is shown that this identity not only restricts the personal development of the student but also reinforces educational practices incompatible with the values of democratic, inclusive, and competency-based learning. The article characterizes the constructive model of a renewed, reflective, humanistically oriented identity as the foundation of a positive multiplicative effect. The significance of reflective practice and emotional intelligence as key components of such an identity is substantiated. It is emphasized that the professional transformation of instructors of psychological and pedagogical disciplines should be understood not merely as an individual pedagogical quality but as a factor in the systemic transformation of educational culture. The relationship between the transformation of pedagogical identity, the democratization of society, the overcoming of post-Soviet educational models, and the postwar restoration of Ukraine’s human capital is examined. The

conditions for forming a positive multiplicative effect are identified: the transition to a partnership-based model of teaching, the development of pedagogical ethics, and systematic institutional support in higher education institutions.

Keywords: multiplicative effect, professional identity of the instructor, psychological and pedagogical disciplines, modernization of education, higher teacher education, post-Soviet education, reflective practice.

Постановка проблеми. Сучасна українська вища освіта переживає трансформацію, детерміновану як євроінтеграційними прагненнями держави, так і викликами воєнного часу. В умовах активної фази збройного конфлікту та курсу на повоєнне відновлення питання якості педагогічної освіти набуває не лише академічного, а й стратегічного державного виміру. Трансформація системи підготовки педагогів є необхідною умовою формування людського капіталу, здатного забезпечити сталий розвиток країни [1]. Дослідження ОЕСР наголошує, що у XXI столітті професійний розвиток педагогів – це вже не лише накопичення знань і навичок, а й плекання такого типу професійної ідентичності, яка дозволяє вчителям – і відповідно їхнім учням – процвітати в умовах складного, мінливого майбутнього [2]. Це положення набуває особливої ваги у контексті підготовки викладачів психолого-педагогічних дисциплін.

Викладачі психолого-педагогічних дисциплін посідають унікальне місце у системі вищої освіти. На відміну від викладачів більшості фахових предметів, вони готують не лише компетентних фахівців – вони формують майбутніх наставників особистості: учителів, психологів, вихователів, соціальних працівників. Психолого-педагогічна підготовка слугує механізмом впливу на всі рівні освіти, а саме від дошкільної до вищої та післядипломної [3].

Зважаючи на це, некритичне відтворення застарілих педагогічних моделей у вищій школі тягне за собою ланцюгову реакцію педагогічної стагнації у всій системі освіти. Натомість оновлена, рефлексивна, гуманістично орієнтована ідентичність викладача-педагога здатна ініціювати масштабну позитивну трансформацію освітньої культури. Поняття «мультиплікативний ефект» у педагогічному контексті означає механізм ланцюгової передачі педагогічних моделей, цінностей і практик через покоління педагогів та їхніх учнів. Один викладач педагогічного університету за роки роботи формує сотні майбутніх педагогів, кожен з яких упродовж професійної діяльності працюватиме з тисячами учнів. Таким чином, вплив викладача психолого-педагогічних дисциплін на освітню культуру суспільства набуває масштабного й довготривалого характеру та демонструє мультиплікативний ефект, оскільки його педагогічні моделі,

цінності та практики опосередковано транслюються через професійну діяльність багатьох поколінь педагогів.

Попри стратегічне значення викладачів психолого-педагогічних дисциплін, їхня професійна ідентичність залишається малодослідженим феноменом у вітчизняній педагогічній науці. Водночас зарубіжні дослідження переконливо свідчать, що саме ідентичність – а не лише кваліфікація чи методична майстерність – визначає тип педагогічної взаємодії та культуру, яку педагог транслює студентам [4]. Відтак постає питання: якими є механізми мультиплікації цієї ідентичності та які умови сприяють формуванню її позитивного освітнього потенціалу.

Мета статті – обґрунтувати мультиплікативний ефект професійної ідентичності викладачів психолого-педагогічних дисциплін як чинник модернізації української освіти, визначити його позитивні й деструктивні прояви та окреслити умови формування оновленої гуманістично орієнтованої педагогічної ідентичності.

Виклад основного матеріалу. Психолого-педагогічні дисципліни – педагогіка, психологія, вікова психологія, педагогічна психологія, теорія та методика виховання, основи педагогічної майстерності – утворюють концептуальне ядро підготовки педагогічних кадрів. Вони забезпечують не лише засвоєння предметних знань, а й формування педагогічного мислення – здатності рефлексивно, критично й гуманістично осмислювати освітній процес. Дослідники зазначають, що сучасна педагогіка вищої школи в Україні зосереджена на формуванні особистості майбутнього фахівця, розвитку критичного мислення, самостійності та професійних компетентностей студентів [5]. Психолого-педагогічні дисципліни є тим інструментарієм, через який ці завдання реалізуються на практиці.

Особливість психолого-педагогічної підготовки полягає у тому, що вона формує не лише знання та вміння, а й ціннісну, етичну та комунікативну культуру майбутнього фахівця. Саме на заняттях з педагогіки і психології студенти засвоюють образи педагогічної взаємодії, моделі оцінювання, норми комунікації – і переносять їх у подальшу практику.

Психолого-педагогічна підготовка майбутніх педагогів професійного навчання визначається як складний багаторівневий процес багатофункціональної діяльності майбутнього фахівця, результатом якого є формування психолого-педагогічної готовності, що виявляється у психологічній компетентності та психолого-педагогічній культурі особистості [3]. Таким чином, ця підготовка є не лише освітньою, а й культуроформувальною.

Системний характер психолого-педагогічної підготовки полягає у її впливі на всі ланки освітньої системи – від дошкільної до вищої та післядипломної освіти. Майбутні вихователі, вчителі, психологи, соціальні

педагоги – усі вони проходять через психолого-педагогічну підготовку у вищій школі. Тому якість цієї підготовки прямо корелює з якістю освітнього середовища в країні загалом.

Мультиплікативний ефект у педагогічній діяльності базується на механізмі ланцюгової передачі педагогічних моделей, цінностей і практик. Дослідження у галузі професійної ідентичності вчителів показують, що ця ідентичність є динамічним, реляційним конфігуруванням смислів щодо свого актуального та бажаного педагогічного «я», яке конструюється та переосмислюється з часом у практиках, стосунках та інституційних очікуваннях [6]. Принципово важливим є те, що передача педагогічних моделей відбувається здебільшого не через декларативні знання, а через неявний, «прихований» навчальний план (hidden curriculum) – через те, як викладач взаємодіє зі студентами, як реагує на помилки, як оцінює, як вирішує конфлікти. Студенти засвоюють ці практики й відтворюють їх у власній педагогічній діяльності.

Викладач психолого-педагогічних дисциплін є своєрідним «архітектором майбутніх архітекторів» освітнього процесу – педагогом, чий вплив поширюється на освітню культуру суспільства у масштабах, недосяжних для більшості інших фахівців. Якщо звичайний учитель загальноосвітньої школи впродовж кар'єри безпосередньо навчає кілька тисяч учнів, то викладач педагогічного університету, готуючи щороку десятки майбутніх педагогів, кожен з яких працюватиме ще з сотнями або тисячами дітей, здійснює опосередкований вплив на освітній досвід десятків тисяч людей.

Ця «геометрія впливу» робить особистість і ідентичність викладача психолого-педагогічних дисциплін особливо значущими факторами для розвитку освіти в масштабах усієї системи. Дослідження підтверджують, що ідентичність вчителя є суттєвою для розуміння класного викладання, навчання учнів і реформування навчальних програм [7]. Студенти педагогічних спеціальностей є не пасивними реципієнтами знань, а активними носіями та трансляторами засвоєної освітньої культури. Вони несуть у педагогічну практику не лише методичний інструментарій, а й образи взаємодії, переконання про природу знання, авторитету та дитячої суб'єктності.

За даними ОЕСР, вчителі відіграють ключову роль у довгостроковому успіху та стійкості реформи «Нової української школи». Водночас у XXI столітті компас педагогічної компетентності охоплює не лише знання й навички, а й цінності та установки [2]. Саме ці цінності та установки формуються – або не формуються – у процесі навчання у виші. Авторитарна модель педагога, успадкована від радянської освітньої системи, є потужним джерелом педагогічної стагнації. Якщо викладач психолого-педагогічних

дисциплін сам демонструє авторитарний стиль взаємодії, монологічне викладання, знецінення думки студента – він транслює відповідну модель педагогічної культури, яку студенти відтворюватимуть у власній роботі.

Паулу Фрейре ще у 1970 р. охарактеризував таку модель як «банківську» концепцію освіти, в якій знання «вкладаються» педагогом у пасивних учнів, що придушує критичне мислення й дегуманізує як учня, так і вчителя [8]. Натомість Фрейре обстоював «проблемно-орієнтовану» освіту, в якій студенти є діячами, а навчання відбувається через діалог і вирішення реальних проблем. Застаріла авторитарна ідентичність викладача породжує у студентів репродукування страху, пасивності, формалізму та імітаційних практик у їхній майбутній професійній діяльності. Дослідники критичної педагогіки наголошують, що авторитарна освіта відтворює ієрархічні відносини та пасивну роль учнів у тих, хто зазнав такого навчання [9].

Особливо небезпечним є те, що подібна освіта готує покоління, які не вміють ні ставити запитання до влади, ні розбудовувати горизонтальні партнерські відносини. Для суспільства, яке прагне демократизації та євроінтеграції, це є серйозною перешкодою. Авторитарний викладач передає студентам застарілі уявлення про дисципліну, владу, оцінювання та роль учня в освітньому процесі. Ці уявлення виявляються у схильності до каральних методів дисципліни, інструментальному розумінні оцінки як засобу влади, нехтуванні суб'єктністю дитини. Дослідження трансформації професійних функцій вчителів в українській освіті підкреслюють, що сьогодні педагог повинен забезпечувати безпечне та інклюзивне навчальне середовище, надавати психологічну підтримку і формувати стійкість учасників освітнього процесу [10]. Авторитарна модель принципово несумісна з цими вимогами.

Довготривалий соціальний ефект авторитарної педагогіки полягає у формуванні поколінь, неготових до автономії, відповідальності та демократичної взаємодії. Дослідження у сфері людського капіталу переконливо свідчать: освітня система є критично важливою для розбудови відповідальних, морально зрілих громадян, які поважають права людини, чесність і підзвітність [11]. Авторитарна педагогіка підриває цю функцію освіти.

Викладач з оновленою, рефлексивною ідентичністю стає носієм і транслятором європейських освітніх цінностей: гідності, свободи, відповідальності, інклюзивності та партнерства. Дослідження Дарлінг-Хаммонд та ін. демонструє, що в освітніх системах, які демонструють найвищі результати, педагоги отримують «уповноваження» – їхня ідентичність, цінності та судження поважаються та підтримуються на всіх рівнях системи [12]. В українському контексті це означає необхідність системного переходу

від моделі педагога-виконавця до педагога-суб'єкта, здатного критично осмислювати свою практику, захищати права студентів і обстоювати гуманістичні цінності в освітньому процесі.

Ключовою характеристикою оновленої педагогічної ідентичності є здатність до рефлексивної практики – осмисленого аналізу власних педагогічних рішень, цінностей та установок. Шьон визначив рефлексивну практику як одну з ключових характеристик справжньої професійності, наголошуючи на «рефлексії в дії» та «рефлексії над дією» [13]. Рефлексивна практика нерозривно пов'язана з емоційним інтелектом – здатністю розпізнавати, розуміти й управляти власними емоціями та емоціями інших. Гоулман визначив емоційний інтелект як здатність, що безпосередньо впливає на якість педагогічних стосунків та ефективність навчання [14]. Викладачі з високим рівнем емоційного інтелекту краще підтримують психологічно безпечне навчальне середовище й моделюють емоційно грамотну взаємодію для своїх студентів.

Оновлена ідентичність викладача психолого-педагогічних дисциплін передбачає передачу студентам моделей ненасильницької комунікації, суб'єкт-суб'єктної взаємодії та педагогіки підтримки. Такий підхід дозволяє майбутнім педагогам формувати освітнє середовище, в якому учні почуваються почутими, значущими та здатними до саморозвитку.

Критична педагогіка наголошує, що освіта повинна бути практикою свободи – динамічним простором, де учні та педагоги залучаються до критичного діалогу, ставлять запитання щодо структур влади й наважуються уявляти кращий світ [8]. Передача цього підходу від викладача до студентів – до майбутніх педагогів – є стрижнем позитивного мультиплікативного ефекту.

Позитивна ланцюгова реакція від трансформації ідентичності викладача психолого-педагогічних дисциплін має кілька рівнів. По-перше, студенти набувають не лише компетентностей, а й цінностей та установок, які формуватимуть якість їхнього майбутнього педагогічного середовища. По-друге, ці студенти, стаючи педагогами, психологами чи соціальними працівниками, транслюють гуманістичні моделі взаємодії дітям, батькам і колегам. По-третє, накопичений ефект цих змін поступово трансформує освітню культуру суспільства загалом.

Освіта є одним із найпотужніших інструментів формування громадянської культури суспільства. Дарлінг-Хаммонд у своїй фундаментальній праці стверджує: необхідна ширша мета освіти – підготувати людей до активної участі у суспільних рішеннях та продуктивного спільного життя з іншими громадянами [15]. Ця теза набуває особливої актуальності для України, яка одночасно долає спадщину тоталітаризму та розбудовує засади демократичного суспільства.

Психолого-педагогічна підготовка є однією з основ демократизації суспільства, оскільки саме вона формує педагогів, здатних виховувати вільних, критично мислячих і соціально відповідальних громадян. Дослідження у сфері демократичної педагогічної освіти підкреслюють, що перетворення програм підготовки вчителів на засадах партнерської взаємодії та критичного розуміння демократії є не лише педагогічним, а й суспільним завданням [16].

Одним із ключових завдань сучасної української педагогічної освіти є подолання пострадянських освітніх моделей – авторитаризму, централізму, страху перед ініціативою та сліпої покори. Ці моделі, закорінені у специфіці радянської освітньої системи, є основними гальмами на шляху до реальної модернізації освіти. Дослідження понятійного середовища українській педагогіки вищої школи наголошують на необхідності комплексного аналізу парадигматичного та концептуального простору вітчизняної освіти, відстежуючи його ретроспективу від початку незалежності. Без усвідомленого переосмислення пострадянської спадщини системна трансформація освіти є неможливою [17].

Зв'язок між якістю педагогічної освіти та якістю людського капіталу держави є одним із найбільш обґрунтованих у сучасній освітній економіці. Людський капітал є найцінішим активом України та залишатиметься таким у майбутньому, а освітня система відіграє критичну роль у його створенні, плеканні та підтримці [11]. Показово, що Світовий банк у 2024 р. виділив 415 млн дол. США на програму LEARN для покращення якості освіти в Україні, зазначаючи, що її ціллю є розбудова людського капіталу країни через підвищення якості освіти [1]. Підготовка педагогічних кадрів є першочерговим компонентом цих інвестицій.

Викладач психолого-педагогічних дисциплін є стратегічним суб'єктом повоєнного відновлення України. Відновлення і розвиток України залежить від розбудови людського капіталу завтрашнього дня [18]. Цей людський капітал формується у школах і дошкільних закладах – а якість виховного та педагогічного середовища в них прямо залежить від якості підготовки педагогічних кадрів у виші.

Першою умовою формування позитивного мультиплікативного ефекту є оновлення власної професійної ідентичності викладача. Дослідження свідчать, що ідентичність вчителя є нестабільною, динамічною і може бути переосмислена [4]. Для цього необхідна свідома, інституційно підтримана робота з власними переконаннями, цінностями та установками.

Перехід від трансляції знань до фасилітації розвитку особистості студента є фундаментальним зрушенням у педагогічній ідентичності. Він передбачає відмову від монологічного, «банківського» підходу на користь

діалогічної, партнерської педагогіки. Цей перехід вимагає не лише методичної перебудови, а й глибокої переоцінки власної ролі та стосунків зі студентами.

Інтеграція психологічної грамотності, педагогічної етики та рефлексивної практики є необхідною умовою оновлення ідентичності. Шьон наголошував, що здатність рефлектувати над дією заради неперервного навчання є однією з визначальних характеристик справжньої професійності [13]. Рефлексивна практика дозволяє педагогу усвідомлювати власні упередження, розпізнавати авторитарні тенденції та свідомо обирати гуманістичні альтернативи. Відмова від авторитарної дидактики на користь партнерської моделі навчання передбачає реалізацію суб'єкт-суб'єктної взаємодії у навчальному процесі. Це означає, що студенти сприймаються не як об'єкти педагогічного впливу, а як рівноправні суб'єкти навчання, чий досвід, думки та запитання є ресурсом для спільного пізнання.

Розвиток академічної культури, емоційного інтелекту та здатності до саморефлексії є системними умовами, що підтримують позитивний мультиплікативний ефект. Дослідження підтверджують, що вчителі з розвиненим емоційним інтелектом здатні краще регулювати власні емоції, рефлектувати та контролювати свою педагогічну поведінку, розвиваючи власні компетентності й опановуючи нові методи [19].

Жодна індивідуальна професійна трансформація не може бути стійкою без системної підтримки. Підвищення кваліфікації, академічна свобода, супервізія, горизонтальні професійні спільноти та інституційна повага до педагогічної автономії є необхідними умовами, що уможливлюють оновлення професійної ідентичності. Дослідження у сфері якісних систем педагогічної освіти демонструють, що «уповноваження» педагогів – тобто підтримка їхнього професійного розвитку, академічної свободи та педагогічної ідентичності – є ключовою характеристикою освітніх систем з найвищими результатами [12]. У цьому контексті трансформація професійної ідентичності викладача психолого-педагогічних дисциплін постає не лише індивідуальним завданням, а й стратегічним напрямом розвитку сучасної освітньої системи.

Висновки. Отже, проведений аналіз дає підстави стверджувати, що викладачі психолого-педагогічних дисциплін здійснюють не локальний, а системний вплив на розвиток освіти, оскільки їхня професійна діяльність має виразний мультиплікативний характер. Цей ефект виявляється у ланцюговій передачі педагогічних моделей, цінностей, стилів комунікації та освітніх практик через майбутніх педагогів, психологів, соціальних працівників, вихователів і фахівців допоміжних професій. Таким чином, професійна ідентичність викладача психолого-педагогічних дисциплін не

обмежується межами університетської аудиторії, а опосередковано поширюється на значно ширші соціальні групи, охоплюючи тисячі дітей, учнів, студентів, батьків і клієнтів соціальних служб.

Особливої ваги набуває те, що характер цього мультиплікативного впливу може бути як конструктивним, так і деструктивним. Застаріла авторитарна ідентичність викладача здатна запускати ланцюгову реакцію освітньої стагнації, що проявляється у відтворенні страху, пасивності, формалізму, імітаційних практик, жорсткої вертикалі влади та низького рівня суб'єктності учасників освітнього процесу. Натомість оновлена, рефлексивна, гуманістично орієнтована професійна ідентичність створює протилежний ефект сприяє гуманізації освітнього середовища, утвердженню партнерської взаємодії, розвитку критичного мислення, емоційної культури, педагогіки підтримки та відповідального ставлення до особистості здобувача освіти.

Відтак, трансформація професійної ідентичності викладачів психолого-педагогічних дисциплін є не лише внутрішньою проблемою вищої школи, а стратегічним завданням розвитку України. Вона безпосередньо пов'язана з якістю людського капіталу, демократизацією суспільства, подоланням пострадянських авторитарних освітніх моделей і повоєнним відновленням країни. Умовами формування позитивного мультиплікативного ефекту є оновлення власної професійної ідентичності викладача, перехід до партнерської моделі навчання, розвиток рефлексивної практики, емоційного інтелекту, педагогічної етики, а також системна інституційна підтримка цих процесів у закладах вищої освіти.

Перспективи подальших досліджень пов'язані з розробкою діагностичного інструментарію для вимірювання мультиплікативного ефекту педагогічної ідентичності, а також із проєктуванням програм професійного оновлення для викладачів психолого-педагогічних дисциплін в умовах сучасної України.

Водночас вважаємо за необхідне окреслити ті аспекти проблеми, які потребують подальшого поглибленого вивчення та залишаються поза межами цього дослідження.

По-перше, аналіз українського контексту потребує більшої конкретизації зсередини системи. Попри те, що це дослідження орієнтоване на українські реалії, емпіричне підґрунтя цього аналізу ще належить сформувати, а саме навчальні плани педагогічних університетів, нормативна база підготовки викладачів психолого-педагогічних дисциплін, реальний стан викладання цих дисциплін у різних регіонах країни. Усе це становить окремий дослідницький пласт, який не може бути вичерпаний у межах одного теоретичного дослідження.

По-друге, поняття «мультиплікативний ефект» у цій статті свідомо використовується як концептуальна рамка, а не як вимірювана змінна. Операціоналізація цього поняття, а саме розробка індикаторів, критеріїв та методів вимірювання є самостійним завданням, яке автор розглядає як пріоритет подальших досліджень. Визнаємо, що обґрунтування ефекту без інструменту його ідентифікації є певною теоретичною незавершеністю, яка свідомо залишається відкритою.

По-третє, умови формування оновленої педагогічної ідентичності окреслено на рівні принципів. Конкретні інституційні перешкоди, а саме системне недофінансування підвищення кваліфікації, відсутність культури супервізії, надмірне адміністративне навантаження, яке унеможливлює рефлексивну практику, потребують окремого системного аналізу та, головне, практично орієнтованих рекомендацій для закладів вищої освіти.

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АНДРАГОГІЧНИЙ ПАРАДОКС СУБ'ЄКТНОСТІ ВИКЛАДАЧА ПСИХОЛОГО-ПЕДАГОГІЧНИХ ДИСЦИПЛІН У ПРОФЕСІЙНОМУ РОЗВИТКУ

Анотація. Стаття присвячена концептуалізації андрагогічного парадоксу в системі професійного розвитку викладачів психолого-педагогічних дисциплін університетів України. Андрагогічний парадокс визначається як структурне протиріччя між задекларованою методологією суб'єктно-орієнтованого навчання дорослих та реальною практикою організації підвищення кваліфікації, яка відтворює об'єктну позицію викладача. Теоретичним підґрунтям дослідження слугують концепція самокерованого навчання М. Ноулза, теорія рефлексивної практики Д. Шьона та модель спільнот практики Е. Венгера. Виявлено три структурні розриви, що утворюють андрагогічний парадокс, а саме методологічний (андрагогічні принципи декларуються, але не реалізуються в інституційних механізмах), ідентичнісний (викладач транслює рефлексивну модель навчання, але сам живе в системі, побудованій за педагогічною логікою) та мотиваційний (зовнішня мотивація атестаційних вимог витісняє внутрішню, що суперечить андрагогічним принципам ефективного навчання). Здійснено порівняльний аналіз систем безперервного професійного розвитку в європейських університетах, який засвідчив, що ключова відмінність між європейською та українською моделями полягає не у форматах навчання, а у базовій інституційній філософії, де визнанно чи невизнанно викладача суб'єктом власного розвитку. Запропоновано три конкретні зрушення для подолання парадоксу: від програми до індивідуальної траєкторії (реальна, а не декларативна варіативність шляхів підвищення кваліфікації), від звітності до рефлексії (переосмислення портфоліо як інструменту систематичного осмислення практики) та від ізоляції до спільноти (інституційне визнання горизонтальних форм взаємонавчання, спільного проєктування курсів). Особлива роль у реалізації цих зрушень відводиться викладачам психолого-педагогічних дисциплін як фасилітаторам рефлексивних спільнот і носіям культури андрагогічного мислення в університетському середовищі.

Ключові слова: андрагогіка, андрагогічний парадокс, суб'єктність викладача, професійний розвиток, підвищення кваліфікації, рефлексивна практика, самокероване навчання, безперервний професійний розвиток.

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THE ANDRAGOGICAL PARADOX OF SUBJECTIVITY OF THE TEACHER OF PSYCHOLOGICAL AND PEDAGOGICAL DISCIPLINES IN PROFESSIONAL DEVELOPMENT

Abstract. The article focuses on conceptualizing the andragogical paradox in the professional development system of university teachers of psychological and pedagogical disciplines in Ukraine. The andragogical paradox is defined as a structural contradiction between the declared methodology of subject-oriented adult learning and the actual practice of continuing professional development, which reproduces the teacher's object position. The theoretical foundation of the study draws on Malcolm Knowles' concept of self-directed learning, Donald Schön's theory of reflective practice, and Etienne Wenger's model of communities of practice. Three structural gaps constituting the andragogical paradox are identified: the methodological gap (andragogical principles are declared but not implemented in institutional mechanisms), the identity gap (the teacher conveys a reflective model of learning while personally experiencing a system built on pedagogical logic), and the motivational gap (external motivation driven by attestation requirements displaces internal motivation, which contradicts andragogical principles of effective adult learning). A comparative analysis of continuing professional development systems in European universities reveals that the key distinction between European and Ukrainian models lies not in the formats of learning activities but in the underlying institutional philosophy – whether or not the teacher is recognised as the subject of their own development. Three concrete shifts are proposed to overcome the paradox: from a programme to an individual development trajectory (genuine, not merely declarative, variability in professional development pathways), from accountability to reflection (reconceptualising the portfolio as a tool for systematic reflection on practice), and from isolation to community (institutional recognition of horizontal peer learning forms – peer observation, reading groups, collaborative course design). A particular role in implementing these shifts is attributed to teachers of psychological and pedagogical disciplines as facilitators of reflective communities and carriers of andragogical thinking culture within the university environment.

Keywords: andragogy, andragogical paradox, teacher subjectivity, professional development, continuing professional development, reflective practice, self-directed learning.

Постановка проблеми. Викладач психолого-педагогічних дисциплін університету професійно працює з дорослими здобувачами освіти та у своїй діяльності орієнтується на принципи суб'єктності, рефлексивної взаємодії, студентоцентрованого та діяльнісного навчання. Як фахівець, обізнаний із закономірностями навчання дорослих, він розуміє, що ефективний професійний розвиток можливий лише тоді, коли людина є автором власної траєкторії, усвідомлює наявні дефіцити та навчається через досвід і рефлексію, а не через зовнішній припис.

Проте сам викладач, потрапляючи в систему підвищення кваліфікації, опиняється у позиції, яку він сам кваліфікував би як несумісну з принципами андрагогіки: отримує зовнішньо визначену програму, проходить формальні процедури, отримує документ. Його власний досвід, реальні професійні проблеми та індивідуальні запити розвитку залишаються поза увагою системи.

Це не випадкова організаційна недосконаліть, а системний розрив між задекларованою методологією і реальною практикою професійного розвитку викладачів. Андрагогічний підхід декларується у нормативних документах і наукових працях як методологічна основа побудови систем професійного розвитку викладачів вищої школи, однак інституційні механізми, через які цей розвиток відбувається, нерідко відтворюють логіку, протилежну андрагогічній. Сучасне нормативне поле вищої освіти в Україні передбачає право викладача самостійно обирати форми, напрями та траєкторію підвищення кваліфікації [1]. Проте на практиці реалізація цієї можливості часто залишається обмеженою інституційною логікою формального виконання нормативних вимог, у межах якої професійний розвиток продовжує організовуватися переважно як зовнішньо заданий процес. Саме цей розрив між задекларованою суб'єктністю викладача та реальною практикою організації його професійного розвитку є предметом цього дослідження.

Актуальність проблеми посилюється євроінтеграційним контекстом. Курс України на зближення з Європейським простором вищої освіти передбачає не лише структурні реформи, а й зміну філософії професійного розвитку викладачів – від формально-бюрократичної до суб'єктно-орієнтованої. Проте реальний стан системи підвищення кваліфікації в українських університетах свідчить про те, що ця зміна залишається переважно декларативною.

Аналіз останніх досліджень і публікацій. Теоретичним підґрунтям дослідження є концепція самокерованого навчання дорослих, розроблена М. Ноулзом [2], який визначив андрагогіку як мистецтво і науку допомагати дорослим навчатися, наголошуючи на принципах самодіагностики, внутрішньої мотивації та орієнтації навчання на реальні практичні проблеми. М. Ноулз розмежував педагогічну модель, у межах якої учень є залежним реципієнтом знань, і андрагогічну, в якій дорослий виступає самокерованим суб'єктом освітнього процесу. Це розмежування є концептуально важливим для аналізу позиції викладача у системі його власного професійного розвитку.

Д. Шьон у фундаментальній праці «Рефлексивний практик» обґрунтував рефлексію як ключову характеристику професійності, розрізняючи «рефлексію в дії» та «рефлексію над дією» як механізми неперервного професійного розвитку [3]. Д. Шьон наголошував, що справжній професійний розвиток пов'язаний не з накопиченням зовнішніх знань, а з осмисленням власної практики. Ця теза безпосередньо стосується проблеми, яку досліджує ця стаття: система підвищення кваліфікації, побудована на логіці передачі знань, а не рефлексії досвіду, є принципово несумісною з андрагогічною моделлю.

Дослідження у сфері спільнот практики (Венгер) [4] показують, що найефективнішою формою професійного розвитку дорослих є горизонтальна взаємодія практиків, які спільно розв'язують реальні професійні проблеми, а не вертикальна передача знань від експерта до слухача. Це підтверджується сучасними дослідженнями CPD (continuing professional development – безперервний професійний розвиток) у європейських університетах, де індивідуальні плани розвитку, взаємонавчання (peer learning) і рефлексивне портфоліо є стандартними інструментами, а не інноваціями.

В українській педагогічній науці проблема професійного розвитку викладачів вищої школи досліджувалася переважно в аспекті компетентнісного підходу та моделювання систем підвищення кваліфікації [5; 6]. Дослідники наголошують на необхідності переходу від знаннєвої до діяльнісної парадигми підготовки педагогічних кадрів, важливості неперервного професійного розвитку, рефлексивної практики та професійної автономії викладача [5]. У сучасних дослідженнях агентність педагога розглядається як його здатність діяти автономно, приймати професійно виважені рішення та усвідомлено впливати на освітні процеси [7]. Водночас увага науковців здебільшого зосереджується на організаційних механізмах, моделях і умовах професійного розвитку, тоді як питання суб'єктної позиції самого викладача у процесі власного професійного розвитку рідко стає центральним предметом аналізу.

Аналіз документів Болонського процесу, стандартів ESG (Standards and Guidelines for Quality Assurance in the European Higher Education Area) та рекомендацій ОЕСР щодо педагогічної освіти в Україні свідчить про посилення в європейському освітньому просторі уваги до автономії, рефлексивності та суб'єктної ролі викладача у процесі професійного розвитку – принципів, які андрагогіка визначає як умови ефективного навчання дорослих [8; 9].

Мета статті – концептуалізувати андрагогічний парадокс у системі професійного розвитку викладачів психолого-педагогічних дисциплін університетів України, виявити його структурні прояви та визначити механізми подолання розриву між задекларованою андрагогічною методологією і реальною практикою організації підвищення кваліфікації.

Виклад основного матеріалу. Для аналізу андрагогічного парадоксу передусім необхідно розмежувати дві позиції, які може займати викладач у процесі власного професійного розвитку. Об'єктна позиція означає, що розвиток організовується стосовно викладача: університет проєктує програму, визначає зміст, встановлює терміни, оцінює результат і видає документ. Викладач є адресатом цієї системи, але не її суб'єктом. Його реальні професійні проблеми, індивідуальні дефіцити та особистісні цілі розвитку або не враховуються взагалі, або враховуються опосередковано через усереднений запит групи. Суб'єктна позиція означає, що викладач сам діагностує власні дефіцити, формулює цілі розвитку, обирає форми і зміст навчання, рефлексує над отриманим досвідом і несе відповідальність за результат. У цій моделі університет виступає не організатором навчання, а постачальником ресурсів і середовищем підтримки для самостійно визначеної траєкторії професійного розвитку.

Саме суб'єктна позиція є андрагогічною за своєю природою. М. Ноулз визначав самокероване навчання як процес, в якому особа бере ініціативу у діагностуванні власних потреб, формулюванні цілей, визначенні ресурсів, виборі стратегій та оцінюванні результатів. Принципово важливо, що ця позиція є не лише ефективнішою з точки зору результатів, а й такою, що відповідає природі дорослого як суб'єкта пізнання [2].

Аналіз реального стану системи підвищення кваліфікації в університетах України свідчить про те, що переважаючою є об'єктна позиція. Це проявляється у трьох структурних розривах.

Розрив перший – методологічний. Андрагогічний підхід декларується як методологічний принцип побудови систем розвитку викладачів у нормативних документах і наукових розробках. Проте реальні інституційні форми – курси підвищення кваліфікації, стажування, атестація – відтворюють педагогічну, а не андрагогічну логіку. Зміст визначається

зовні, потреби учасників не діагностуються системно, результатом є документ, а не зафіксована зміна практики. Андрагогічний принцип проголошується на рівні методології, але не доходить до рівня організаційного механізму.

Цей розрив є не випадковим, а структурним, оскільки система підвищення кваліфікації успадкована від радянської моделі, що будувалася на логіці централізованої трансляції нормативного знання. Зміна декларацій без зміни механізмів породжує саме той тип протиріччя, який ми описуємо як андрагогічний парадокс.

Розрив другий – ідентичнісний. Викладач психолого-педагогічних дисциплін має розвинену рефлексивну компетентність: використовує її у роботі зі студентами, будує курси на принципах критичного осмислення досвіду, навчає рефлексивній практиці як професійній навичці. Проте в системі власного професійного розвитку ця компетентність не знаходить інституційного застосування. Рефлексія є предметом його курсів, але не інструментом його CPD.

Це створює ситуацію, яку можна описати як професійне роздвоєння: викладач знає і транслює одну модель навчання дорослих, але сам живе в іншій. Цей розрив має не лише організаційний, а й ідентичнісний вимір: він підриває цілісність педагогічної ідентичності викладача, породжує імпліцитне протиріччя між тим, що він говорить, і тим, що він переживає як учасник системи розвитку.

Для викладачів психолого-педагогічних дисциплін це протиріччя набуває мультиплікативного характеру, оскільки несуб'єктна модель професійного розвитку, яку вони переживають самі, може неявно відтворюватися у підготовці майбутніх педагогів.

Розрив третій – мотиваційний. Андрагогічна модель навчання ґрунтується на внутрішній мотивації, пов'язаній з реальними практичними проблемами, які дорослий прагне вирішити. М. Ноулз наголошував, що дорослі навчаються ефективно тоді, коли бачать безпосередній зв'язок між навчанням і розв'язанням актуальних для них проблем [2]. Натомість підвищення кваліфікації в українських університетах мотивується зовнішньо: атестацією, вимогою документального підтвердження, формальним виконанням нормативних вимог. Це не просто неефективно – це суперечить тим принципам ефективного навчання, які сам викладач транслює студентам. Наслідком є формалізація: викладач «проходить» підвищення кваліфікації, а не навчається. Зовнішня вимога виконується мінімальними зусиллями, без реального впливу на практику. Система відтворює саме ту імітаційну педагогіку, подолання якої декларується як її мета.

Європейський досвід – не кращі практики, а реалізована методологія. Порівняльний аналіз систем CPD в європейських університетах показує не просто інші організаційні форми, а іншу інституційну філософію. Ключова відмінність полягає не у кількості годин або форматах навчання, а у базовому питанні: хто є суб'єктом розвитку.

Індивідуальний план професійного розвитку в цій моделі є не формальним документом для адміністративної звітності, а результатом реальної самодіагностики викладача, що відбувається у діалозі з ментором або професійною спільнотою [10; 11]. Зміст плану визначається самим викладачем на основі аналізу власної практики, студентського зворотного зв'язку та професійних цілей. Університет забезпечує ресурси – час, доступ до програм, фінансування, – але не визначає траєкторію професійного розвитку викладача.

Взаємонавчання (peer learning) і горизонтальні спільноти практики є основною, а не додатковою формою професійного розвитку. Це означає, що викладачі регулярно спостерігають за заняттями одне одного, обговорюють педагогічні проблеми та вдосконалюють курси – і це є офіційно визнаною та інституційно підтримуваною діяльністю, а не приватною ініціативою ентузіастів [12; 13]. Портфоліо у цих системах використовується передусім як інструмент рефлексії, а не лише як засіб звітності чи оцінювання. Воно містить документовану рефлексію над практикою: що не спрацювало, чому, що змінилося, які питання залишилися відкритими [10; 14]. Це прямо реалізує принцип «рефлексії над дією», описаний Д. Шьоном.

Принципово важливим є відокремлення професійного розвитку від атестації. У більшості європейських систем CPD не функціонує як формальна умова проходження атестаційних процедур і не тягне за собою прямих адміністративних наслідків. Це знижує зовнішній мотиваційний тиск і створює умови для внутрішньої мотивації – єдиної, яка, згідно з андрагогічною моделлю, забезпечує реальний розвиток.

Операціоналізація суб'єктної позиції – це три конкретні зрушення. Подолання андрагогічного парадоксу не потребує руйнування існуючої системи – воно потребує трьох конкретних зрушень у логіці її організації.

Перше зрушення – від програми до траєкторії. Замість орієнтації на формально регламентовані моделі підвищення кваліфікації необхідно забезпечити реальну можливість побудови індивідуальної траєкторії професійного розвитку викладача. Попри нормативно закріплене право вибору, на практиці професійний розвиток часто продовжує організовуватися через логіку акредитаційних вимог, формально визнаних сертифікатів і необхідності документального підтвердження визначеного обсягу годин або кредитів. Унаслідок цього інформальна й частково

неформальна освіта, навіть якщо вона повніше відповідає професійним потребам викладача, нерідко залишається поза системою інституційного визнання. Це зрушення не вимагає додаткових ресурсів – воно потребує зміни адміністративної логіки: відмови від контролю маршруту на користь контролю результату.

Друге зрушення – від звітності до рефлексії. Портфоліо викладача має бути переосмислено не як документ для атестаційної комісії, а як інструмент систематичного осмислення власної практики. Це означає зміну його структури: замість переліку публікацій, курсів і заходів – відповіді на запитання про те, що змінилося у практиці, які проблеми залишаються невирішеними, які гіпотези перевіряються. Такий формат перетворює портфоліо з адміністративного документа на ефективний інструмент професійного розвитку. Особливу роль у впровадженні такої моделі можуть відігравати викладачі психолого-педагогічних дисциплін, професійна діяльність яких безпосередньо пов'язана з рефлексивними практиками, принципами суб'єктності та методологією навчання дорослих.

Третє зрушення – від ізоляції до спільноти. Горизонтальні професійні спільноти – читацькі групи (reading groups), взаємовідвідування занять (peer observation), спільне проєктування курсів – мають отримати статус офіційно визнаної форми підвищення кваліфікації з відповідним нормуванням часу та інституційну підтримку. Сьогодні така діяльність існує в окремих університетах як неформальна практика ентузіастів. Для того щоб вона стала системною, необхідна інституційна легітимізація: включення до навантаження, методичний супровід, визнання у системі оцінювання якості роботи кафедри. У цьому процесі викладачі психолого-педагогічних дисциплін можуть виступати фасилітаторами професійного діалогу, модераторами рефлексивних професійних спільнот і носіями культури колегіального осмислення педагогічної практики.

Висновки. Андрагогічний парадокс у системі професійного розвитку викладачів психолого-педагогічних дисциплін є не організаційною випадковістю, а структурним протиріччям, закоріненим у логіці успадкованої системи підвищення кваліфікації. Система, яка декларує андрагогічний підхід як методологічний принцип, відтворює об'єктну позицію викладача через механізми, що відповідають педагогічній, а не андрагогічній моделі. Це проявляється у трьох розривах: методологічному, ідентичнісному і мотиваційному.

Подолання цього парадоксу є не технічним, а філософським завданням. Воно потребує відповіді на питання, яке українська вища школа досі уникає ставити прямо: чи визнає вона викладача суб'єктом власного розвитку так само, як викладач психолого-педагогічних дисциплін визнає

суб'єктом навчання свого студента? Якщо так – необхідно перебудувати механізми підвищення кваліфікації відповідно до андрагогічних принципів, які вже задекларовані як методологічна основа системи. Якщо ні – декларація залишається порожньою, а парадокс відтворюється у кожному наступному циклі формального розвитку.

Три запропоновані зрушення – від програми до траєкторії, від звітності до рефлексії, від ізоляції до спільноти – є конкретними операційними кроками, реалізація яких не потребує додаткового фінансування, але потребує зміни інституційної культури – готовності університету довіряти викладачеві як дорослому, здатному відповідати за власний професійний розвиток.

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ФОРМУВАННЯ ЛОГІЧНОГО МИСЛЕННЯ УЧНІВ ПОЧАТКОВИХ КЛАСІВ ЗАСОБАМИ АЛГОРИТМІЗАЦІЇ

Анотація. У статті розглянуто проблему формування логічного мислення учнів початкових класів засобами алгоритмізації в процесі вивчення інформатики. Актуальність дослідження зумовлена потребою сучасної початкової освіти у розвитку в молодших школярів здатності аналізувати навчальні ситуації, встановлювати причинно-наслідкові зв'язки, послідовно виконувати дії, обґрунтовувати власні рішення, знаходити помилки та коригувати спосіб виконання завдання. Обґрунтовано, що алгоритмізація є ефективним засобом розвитку логічного мислення, оскільки передбачає побудову чіткої послідовності дій, визначення умов їх виконання, використання структур повторення, розгалуження та перевірку отриманого результату.

У дослідженні уточнено сутність понять «логічне мислення» та «алгоритмізація» у контексті початкової освіти. Логічне мислення розглядається як здатність учня аналізувати, порівнювати, узагальнювати, класифікувати, встановлювати зв'язки між об'єктами та явищами, робити висновки й обґрунтовувати їх. Алгоритмізація трактується як процес побудови послідовності дій для розв'язання певного завдання. Доведено, що поєднання цих двох аспектів створює умови для розвитку в учнів уміння мислити структуровано, діяти послідовно та свідомо керувати власною навчальною діяльністю.

Розкрито педагогічні умови формування логічного мислення учнів початкових класів засобами алгоритмізації: використання доступних алгоритмічних завдань, опора на наочність і практичну діяльність, поступове ускладнення навчального матеріалу, застосування ігрових методів, робота з виконавцями алгоритмів, використання блок-схем, середовищ візуального програмування Scratch, Blockly, Code.org, а також організація рефлексії та самооцінювання. Особливу увагу приділено міжпредметній інтеграції алгоритмічних завдань з математикою, мовно-літературною, природничою та технологічною освітніми галузями.

Запропоновано методичну модель формування логічного мислення засобами алгоритмізації, яка охоплює мотиваційний, змістовий, операційно-діяльнісний і рефлексивно-оцінювальний компоненти.

Доведено, що систематичне використання алгоритмічних завдань на уроках інформатики сприяє розвитку логічності, послідовності, самостійності, уважності, критичності мислення та готовності молодших школярів до розв'язування навчальних і життєвих проблем у цифровому середовищі.

Ключові слова: початкова школа, логічне мислення, алгоритмізація, інформатика, молодші школярі, алгоритм, Scratch, візуальне програмування, цифрова компетентність.

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FORMATION OF LOGICAL THINKING OF PRIMARY SCHOOL STUDENTS BY MEANS OF ALGORITHMIZATION

Abstract

The article examines the problem of forming logical thinking in primary school students by means of algorithmization in the process of studying computer science. The relevance of the study is determined by the need of modern primary education to develop students' ability to analyze learning situations, establish cause-and-effect relationships, perform actions consistently, justify their decisions, identify errors, and correct the way a task is performed. It is substantiated that algorithmization is an effective means of developing logical thinking, as it involves constructing a clear sequence of actions, determining the conditions for their implementation, using repetition and branching structures, and checking the obtained result.

The study clarifies the essence of the concepts of "logical thinking" and "algorithmization" in the context of primary education. Logical thinking is considered as the student's ability to analyze, compare, generalize, classify, establish relationships between objects and phenomena, draw conclusions, and justify them. Algorithmization is interpreted as the process of constructing a sequence of actions to solve a specific task. It is proved that the combination of these two aspects creates conditions for developing students' ability to think structurally, act consistently, and consciously manage their own learning activities.

The pedagogical conditions for the formation of logical thinking in primary school students by means of algorithmization are revealed: the use of accessible algorithmic tasks, reliance on visualization and practical activity, gradual complication of educational material, application of game-based methods, work with algorithm executors, use of flowcharts, visual programming environments such as Scratch, Blockly, and Code.org, as well as the organization of reflection and self-assessment. Special attention is paid to the interdisciplinary integration of algorithmic tasks with mathematics, language and literary, natural science, and technological educational fields.

A methodological model for the formation of logical thinking by means of algorithmization is proposed. It includes motivational, content, operational-activity, and reflective-evaluative components. It is proved that the systematic use of algorithmic tasks in computer science lessons contributes to the development of logic, consistency, independence, attentiveness, critical thinking, and readiness of primary school students to solve educational and life problems in a digital environment.

Keywords: primary school, logical thinking, algorithmization, computer science, primary school students, algorithm, Scratch, visual programming, digital competence.

Постановка проблеми. Сучасна початкова школа орієнтується на формування компетентної, активної, самостійної особистості, здатної застосовувати набуті знання в навчальних і життєвих ситуаціях. У цьому контексті особливого значення набуває розвиток логічного мислення молодших школярів, оскільки саме воно забезпечує здатність дитини аналізувати інформацію, порівнювати об’єкти, встановлювати зв’язки між явищами, робити висновки, обґрунтовувати власні судження та знаходити раціональні способи розв’язання завдань [1; 2].

Логічне мислення є необхідною умовою успішного навчання в початковій школі. Воно проявляється під час розв’язування математичних задач, читання й аналізу текстів, виконання природничих досліджень, побудови висловлювань, роботи з інструкціями, схемами, таблицями та цифровими ресурсами. Водночас у сучасних умовах розвитку цифрової освіти важливим засобом формування логічного мислення стає алгоритмізація [3; 5].

Алгоритмізація передбачає побудову чіткої послідовності дій, спрямованих на досягнення певного результату. У початковій школі вона реалізується через складання простих інструкцій, виконання команд, роботу з виконавцями алгоритмів, побудову блок-схем, створення програм у середовищах візуального програмування. Саме такі види діяльності

допомагають учням зрозуміти, що будь-яке завдання можна подати як систему послідовних кроків [3; 4].

Особливо сприятливі умови для формування логічного мислення засобами алгоритмізації створює курс інформатики. Під час вивчення понять «алгоритм», «команда», «виконавець», «послідовність дій», «розгалуження», «повторення» учні не лише засвоюють основи цифрової грамотності, а й навчаються мислити впорядковано, точно та послідовно [3; 4].

Зміст навчальної дисципліни «Основи алгоритмізації та програмування у початковій школі» передбачає вивчення алгоритму та його властивостей, алгоритмічних структур, особливостей розвитку алгоритмічного мислення молодших школярів, візуальних середовищ програмування, створення простих програм, анімацій, ігор та освітніх проєктів. Це підтверджує актуальність дослідження методичних засад формування логічного мислення учнів початкових класів засобами алгоритмізації [3; 8; 10].

Водночас педагогічна практика засвідчує, що алгоритмічні завдання не завжди використовуються систематично. Часто вони сприймаються лише як елемент уроку інформатики, хоча їхній потенціал значно ширший. Алгоритмізація може бути ефективним засобом розвитку логічного мислення не лише на уроках інформатики, а й у міжпредметному навчанні [5; 7].

Отже, актуальною є потреба в обґрунтуванні педагогічних умов, методичних засобів і моделі формування логічного мислення молодших школярів засобами алгоритмізації.

Аналіз останніх досліджень і публікацій. Проблема розвитку логічного мислення молодших школярів посідає важливе місце в педагогічній і психологічній науці. У дослідженнях наголошується, що молодший шкільний вік є важливим періодом для формування основ аналізу, синтезу, порівняння, класифікації, узагальнення, встановлення причинно-наслідкових зв’язків. Саме в початковій школі закладаються основи вміння міркувати, доводити, пояснювати власну думку та знаходити правильний спосіб виконання завдання [3; 5; 7].

У методиці навчання інформатики особлива увага приділяється алгоритмізації як засобу розвитку мислення. Алгоритмічні завдання сприяють формуванню в учнів здатності діяти за правилом, планувати послідовність операцій, прогнозувати результат, знаходити помилки та виправляти їх. У процесі роботи з алгоритмами дитина навчається не лише виконувати команди, а й розуміти логіку їх розташування [4].

Науковці підкреслюють, що важливим засобом навчання молодших школярів є візуальне програмування. Scratch, Blockly, Code.org та подібні середовища дають змогу формувати логічне й алгоритмічне мислення через

практичну діяльність. Учень створює програму з готових блоків, бачить результат виконання команд, аналізує помилки й удосконалює власний алгоритм [8; 9; 10; 12; 14].

Важливе значення має ігровий підхід до формування логічного мислення. Молодші школярі краще сприймають навчальний матеріал тоді, коли він поданий через гру, казкову ситуацію, рух, візуальний образ, практичне завдання. Тому алгоритмізація має реалізовуватися не лише через формальні схеми, а й через ігрові вправи: «запрограмуй робота», «знайди помилку», «склади маршрут», «виконай команди», «допоможи персонажу» [5; 11].

Дослідники також звертають увагу на проєктну діяльність як ефективний засіб розвитку логічного мислення. Створення анімацій, інтерактивних історій, простих ігор або навчальних тренажерів у Scratch передбачає планування, побудову алгоритму, перевірку результату, виправлення помилок і презентацію готового продукту [12; 13].

Попри наявність значної кількості досліджень, питання системного використання алгоритмізації для формування саме логічного мислення учнів початкових класів потребує подальшого науково-методичного осмислення. Необхідно конкретизувати компоненти логічного мислення, які розвиваються засобами алгоритмізації, визначити ефективні методи, прийоми та педагогічні умови їх реалізації [3; 4; 14].

Мета статті. Метою статті є теоретичне обґрунтування педагогічних умов і методичних засобів формування логічного мислення учнів початкових класів засобами алгоритмізації в процесі вивчення інформатики.

Виклад основного матеріалу. Логічне мислення молодшого школяра формується поступово в процесі активної навчальної діяльності. Воно передбачає здатність дитини бачити зв’язки між предметами й явищами, виділяти головне, порівнювати, класифікувати, узагальнювати, будувати міркування та робити висновки. Для учнів початкових класів ці дії ще потребують опори на конкретні приклади, наочність, практичні ситуації та допомогу вчителя [3; 5].

Алгоритмізація є одним із ефективних засобів розвитку логічного мислення, оскільки вона вимагає від учня впорядкування власних дій. Щоб скласти алгоритм, дитина має зрозуміти мету, визначити початкові умови, встановити послідовність кроків, передбачити результат, а після виконання – перевірити правильність дій. Усе це безпосередньо пов’язане з логічними операціями [4].

У початковій школі алгоритмізацію доцільно розпочинати з побутових прикладів. Учні можуть складати алгоритми «Як зібрати портфель», «Як підготуватися до уроку», «Як посадити рослину», «Як перейти дорогу»,

«Як виконати ранкову зарядку». Такі завдання допомагають усвідомити, що алгоритм – це не лише поняття з інформатики, а спосіб організації будь-якої діяльності.

Наступним етапом є робота з навчальними алгоритмами. На уроках математики учні можуть складати алгоритм розв'язування задачі або виконання обчислення. На уроках української мови – алгоритм перевірки написання слова чи побудови речення. На уроках природознавства – алгоритм проведення спостереження або досліду. Таким чином, алгоритмізація сприяє міжпредметній інтеграції [3; 5].

На уроках інформатики учні знайомляться з базовими алгоритмічними структурами. Лінійний алгоритм навчає виконувати команди у визначеній послідовності. Розгалуження формує розуміння залежності дії від умови. Повторення допомагає усвідомити циклічність дій і необхідність економного запису команд. Засвоєння цих структур позитивно впливає на розвиток логічного мислення, оскільки вчить дітей аналізувати умови, прогнозувати наслідки та будувати послідовні міркування [3; 4].

Важливим засобом формування логічного мислення є робота з виконавцями алгоритмів. Виконавцем може бути умовний робот, персонаж на екрані, учень або група учнів. Наприклад, учитель пропонує скласти команди для робота, який має дійти до певного предмета в класі. Якщо команда неточна або порушена послідовність, виконавець не досягає мети. Така діяльність допомагає дітям зрозуміти значення точності, логічності й послідовності [4].

Блок-схеми також мають значний розвивальний потенціал. Вони дають змогу візуально подати структуру алгоритму, показати порядок дій, умови та можливі варіанти виконання. У початковій школі блок-схеми мають бути простими, зрозумілими та пов'язаними з практичними ситуаціями. Наприклад, учні можуть створити схему «Як увімкнути комп'ютер», «Як зберегти файл», «Як знайти потрібну інформацію», «Як виконати завдання в навчальній програмі» [3; 10].

Особливе місце у формуванні логічного мислення займають середовища візуального програмування. Scratch є доступним для молодших школярів, оскільки програма складається з блоків-команд, які можна поєднувати між собою. Учень одразу бачить результат виконання алгоритму, може змінити команди, виправити помилку, додати нові дії. Це створює умови для активного експериментування та розвитку причинно-наслідкового мислення [8; 12; 14].

Наприклад, під час створення анімації учень має визначити, який персонаж буде діяти, де він розташований, яку команду потрібно виконати першою, які дії будуть наступними. Під час створення гри учень уже працює

з умовами, повтореннями, змінними, рахунком балів. Такі завдання розвивають уміння планувати, порівнювати результат із задумом, знаходити помилки та змінювати алгоритм [8; 13].

Таблиця 1

Логічні операції, що формуються засобами алгоритмізації

Логічна операція	**Зміст операції**	**Приклад алгоритмічного завдання**
Аналіз	Виділення частин завдання	Розкласти завдання на окремі кроки
Синтез	Об'єднання дій у цілісний алгоритм	Скласти інструкцію для виконавця
Порівняння	Встановлення подібностей і відмінностей	Порівняти два алгоритми виконання дії
Класифікація	Розподіл об'єктів за ознаками	Розподілити команди на групи
Узагальнення	Формулювання загального правила	Визначити спільне в кількох алгоритмах
Причинно-наслідкове мислення	Розуміння зв'язку між дією і результатом	Пояснити, чому програма працює неправильно

Ефективним засобом розвитку логічного мислення є вправи на пошук і виправлення помилок. Учитель може запропонувати учням неправильну послідовність команд і попросити визначити, чому виконавець не досягає мети. Такі завдання формують критичність мислення, уважність, уміння перевіряти власні дії [4; 10].

Ігрові методи значно підвищують результативність навчання. Для молодших школярів доцільними є вправи «Запрограмуй друга», «Команди для робота», «Знайди зайву команду», «Виправ алгоритм», «Склади маршрут», «Допоможи персонажу». У таких вправах дитина діє активно, емоційно залучається до навчання й краще засвоює логіку алгоритму [5; 11].

Проєктна діяльність сприяє поглибленому розвитку логічного мислення. Під час створення проєкту учень має визначити мету, продумати послідовність дій, обрати інструменти, реалізувати задум, перевірити результат, виправити недоліки й презентувати роботу. У Scratch це можуть бути інтерактивна казка, навчальна гра, математичний тренажер, анімація природного явища, віртуальна листівка [12; 13].

Формування логічного мислення засобами алгоритмізації потребує дотримання певних педагогічних умов. Першою умовою є систематичність. Алгоритмічні завдання мають використовуватися не епізодично, а послідовно в межах різних тем. Другою умовою є доступність: завдання повинні відповідати віковим особливостям учнів. Третьою умовою є наочність: молодші школярі краще розуміють алгоритми через схеми, малюнки, картки, блоки та цифрові моделі [5; 7].

Четвертою умовою є поступове ускладнення. Спочатку учні працюють із простими інструкціями, потім – з навчальними алгоритмами, блок-схемами, лінійними програмами, умовами, повтореннями та проєктами. П'ятою умовою є рефлексія. Після виконання завдання важливо обговорити з учнями, що вдалося, що було складним, де виникла помилка, як можна вдосконалити алгоритм [5].

Таблиця 2

Педагогічні умови формування логічного мислення засобами алгоритмізації

Педагогічна умова	Зміст реалізації	Очікуваний результат
Систематичність	Регулярне використання алгоритмічних завдань	Стійке формування логічних умінь
Доступність	Добір завдань відповідно до віку учнів	Розуміння змісту алгоритму
Наочність	Використання схем, карток, блоків, моделей	Краще усвідомлення послідовності дій
Ігровий підхід	Використання ігор, ролей, персонажів	Підвищення мотивації
Практична спрямованість	Створення програм, анімацій, проєктів	Застосування знань у діяльності
Рефлексія	Обговорення результатів і помилок	Розвиток самоконтролю

Методична модель формування логічного мислення учнів початкових класів засобами алгоритмізації може охоплювати чотири взаємопов'язані компоненти [3; 5].

Мотиваційний компонент передбачає створення інтересу до алгоритмічної діяльності. Це реалізується через ігрові ситуації, проблемні

завдання, роботу з персонажами, створення власних цифрових продуктів. Учень має розуміти, що алгоритми допомагають досягати результату швидше, точніше й цікавіше [5; 11].

Змістовий компонент охоплює засвоєння понять «алгоритм», «команда», «виконавець», «послідовність», «умова», «повторення», «помилка», «програма». Ці поняття мають подаватися не абстрактно, а через приклади, вправи, схеми, ігри та практичні дії [3; 4].

Операційно-діяльнісний компонент реалізується через виконання алгоритмічних вправ, складання інструкцій, побудову блок-схем, програмування у Scratch, створення проєктів. Саме в діяльності учень навчається мислити логічно й послідовно [8; 10; 12].

Рефлексивно-оцінювальний компонент передбачає аналіз виконаних завдань, пошук помилок, самооцінювання, взаємооцінювання, обговорення способів покращення алгоритму. Завдяки цьому учні усвідомлюють власний спосіб мислення і вчаться його вдосконалювати [5].

Таблиця 3

Методична модель формування логічного мислення засобами алгоритмізації

Компонент моделі	Зміст	Форми та засоби реалізації
Мотиваційний	Формування інтересу до алгоритмічної діяльності	Ігрові ситуації, проблемні завдання
Змістовий	Засвоєння основних понять алгоритмізації	Пояснення, приклади, схеми, картки
Операційно-діяльнісний	Виконання алгоритмічних дій	Блок-схеми, Scratch, Blockly, Code.org
Рефлексивно-оцінювальний	Аналіз результатів і помилок	Самооцінювання, взаємооцінювання, обговорення

Важливим показником сформованості логічного мислення є здатність учня пояснити власні дії. Якщо дитина може не лише виконати завдання, а й обґрунтувати, чому саме така послідовність є правильною, це свідчить про усвідомлений характер мислення. Тому під час уроків доцільно ставити запитання: «Що потрібно зробити спочатку?», «Чому ця команда має бути перед іншою?», «Що станеться, якщо змінити порядок дій?», «Де в алгоритмі помилка?» [3; 4].

Алгоритмізація також сприяє розвитку самостійності. Учень поступово переходить від виконання готового алгоритму до створення власного. Спочатку він діє за зразком, потім змінює окремі команди, а згодом самостійно планує алгоритм для нового завдання. Такий перехід є важливим для розвитку творчого й критичного мислення [4; 13].

У контексті Нової української школи алгоритмізація має розглядатися не лише як технічний елемент навчання інформатики, а як універсальний інструмент розвитку мислення. Вона допомагає учням краще організовувати навчальну діяльність, розуміти структуру завдань, працювати з інформацією, створювати цифрові продукти та співпрацювати з іншими [1; 2].

Висновки. Формування логічного мислення учнів початкових класів є одним із важливих завдань сучасної початкової освіти. Логічне мислення забезпечує здатність дитини аналізувати, порівнювати, узагальнювати, встановлювати причинно-наслідкові зв'язки, обґрунтовувати власні рішення та діяти послідовно [1; 3].

Алгоритмізація є ефективним засобом розвитку логічного мислення, оскільки передбачає побудову впорядкованої послідовності дій, роботу з умовами, повтореннями, виконавцями алгоритмів, блок-схемами та середовищами візуального програмування. У процесі алгоритмічної діяльності учні навчаються планувати, прогнозувати, перевіряти результат, знаходити й виправляти помилки [4; 8; 10].

Найбільш ефективними засобами формування логічного мислення молодших школярів є побутові й навчальні алгоритми, ігрові вправи, робота з виконавцями, блок-схеми, Scratch, Blockly, Code.org, проєктна діяльність і міжпредметна інтеграція. Результативність цього процесу забезпечується такими педагогічними умовами: систематичність, доступність, наочність, поступове ускладнення завдань, практична спрямованість, створення ситуації успіху та організація рефлексії [8; 9; 10; 11; 12; 13].

Перспективи подальших досліджень убачаємо в розробленні діагностичного інструментарію для визначення рівнів сформованості логічного мислення учнів початкових класів, експериментальній перевірці ефективності використання середовища Scratch та створенні методичних рекомендацій для вчителів початкової школи щодо застосування алгоритмізації в освітньому процесі [8; 12; 14].

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ВТІЛЕННЯ ЦІЛЕЙ І ЗАВДАНЬ ЗА ПРІОРИТЕТОМ 4 «ЯКІСНА ВИЩА ОСВІТА ТА РОЗВИТОК ОСВІТИ ДОРОСЛИХ» СТРАТЕГІЧНОГО ПЛАНУ ДІЯЛЬНОСТІ МІНІСТЕРСТВА ОСВІТИ І НАУКИ УКРАЇНИ ДО 2024 РОКУ ЩОДО ІНТЕРНАЦІОНАЛІЗАЦІЇ ВИЩОЇ ОСВІТИ У 2023 РОЦІ

Анотація. У Стратегічному плані діяльності Міністерства освіти і науки України (далі – МОН) до 2024 року за Пріоритетом 4 «Якісна вища освіта та розвиток освіти дорослих» було визначено 2 стратегічні цілі, 4 операційні цілі та 17 завдань з міжнародною складовою, пов’язані з інтернаціоналізацією вищої освіти. Мета статті – описати і проаналізувати їх втілення у 2023 році на основі Оперативного плану МОН на 2023 рік і Звіту про виконання Оперативного плану МОН на 2023 рік.

У 2023 році за Пріоритетом 4 «Якісна вища освіта та розвиток освіти дорослих» Стратегічного плану діяльності МОН до 2024 року МОН фактично втілювало 4 завдання із міжнародною складовою щодо завершення розроблення стандартів вищої освіти усіх рівнів на компетентнісній основі, запуску та здійснення активної комунікації щодо можливостей вступу до українських закладів вищої освіти для іноземних громадян, розроблення та пілотування Єдиної міжвідомчої електронної платформи у сфері набору іноземних студентів і прийняття Закону України «Про національну систему кваліфікацій», а також одне завдання, що отримало міжнародний вимір в Оперативному плані МОН на 2023 рік, щодо прийняття Закону України «Про освіту дорослих» та створення сучасної нормативної бази для його реалізації.

Крім того, в Оперативному плані МОН на 2023 рік, в основи якого було закладено проєкт Плану відновлення України та інші стратегічні документи, за Пріоритетом 5 «Вища, фахова передвища та освіта дорослих» було передбачено 9 завдань із міжнародною складовою, які були відсутні у Стратегічному плані діяльності МОН до 2024 року, а інтернаціоналізацію вищої освіти України визначено однією зі стратегічних цілей. У 2023 році МОН втілювало 7 із цих завдань.

Ключові слова: інтернаціоналізація, вища освіта, стратегічний план діяльності, оперативний план, Міністерство освіти і науки України, 2023 рік

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IMPLEMENTATION OF GOALS AND OBJECTIVES UNDER PRIORITY 4 "QUALITY OF HIGHER EDUCATION AND DEVELOPMENT OF ADULT EDUCATION" OF THE STRATEGIC PLAN OF ACTIVITIES OF THE MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE UNTIL 2024 REGARDING THE INTERNATIONALIZATION OF HIGHER EDUCATION IN 2023

Abstract. In the Strategic plan of activities of the Ministry of Education and Science of Ukraine until 2024 under Priority 4 "Quality of higher education and development of adult education" 2 strategic goals, 4 operational goals and 17 objectives with an international component related to the internationalization of higher education were defined. The purpose of this article is to describe and analyze their implementation in 2023 based on the Operational plan of the Ministry of Education and Science of Ukraine for 2023 and the Report on the implementation of the Operational plan of the Ministry of Education and Science of Ukraine for 2023.

In 2023, under Priority 4 "Quality of higher education and development of adult education" of the Strategic plan of activities of the Ministry of Education and Science of Ukraine until 2024 the Ministry of Education and Science of Ukraine implemented 4 objectives with an international component regarding the completion of the development of higher education standards at all levels on a competency-based basis, the launching and implementing of active communication regarding opportunities for foreign citizens to enter Ukrainian higher education institutions, the development and piloting of the Ukrainian State Admission System for International Students and adoption of the Law of Ukraine "On the National Qualifications System", and also one objective which has gained an international dimension in the Operational plan of the Ministry of Education and Science of Ukraine for 2023 regarding adoption of the Law of Ukraine "On Adult Education" and the creation of a modern regulatory framework for its implementation.

Also, in 2023, the Operational plan of the Ministry of Education and Science of Ukraine for 2023 which was based on the draft of Ukraine Recovery

Plan and other strategic documents under Priority 5 “Higher, vocational and adult education” provided 9 objectives with an international component which were not included in the Strategic plan of activities of the Ministry of Education and Science of Ukraine until 2024 and also defined the internationalization of Ukrainian higher education as one of the strategic goals. In 2023, the Ministry of Education and Science of Ukraine implemented 7 of these objectives.

Keywords: internationalization, higher education, Strategic plan of activities, Operational plan, Ministry of Education and Science of Ukraine, 2023

Постановка проблеми. Інтернаціоналізація вищої освіти, що передбачає інтеграцію освітньої, дослідницької та адміністративної діяльності закладу вищої освіти із міжнародною складовою [1, С. 25], сьогодні відіграє все більшу роль. На національному рівні на неї впливають міжнародні угоди, національна політика, фінансування, регулятивні акти [2, С. 118], а її провідним суб’єктом постає центральний орган виконавчої влади, що забезпечує формування та реалізує державну політику у сфері освіти. 19 грудня 2019 року було затверджено Стратегічний план діяльності Міністерства освіти і науки України (далі – МОН) до 2024 року [3], в якому за Пріоритетом 4 «Якісна вища освіта та розвиток освіти дорослих» було визначено 2 стратегічні цілі, 4 операційних цілей і 17 завдань, що містили міжнародну складову, прямо чи опосередковано пов’язану з інтернаціоналізацією вищої освіти; у 2020 році МОН втілювало 15 із цих завдань, у 2021 році – 10 із цих завдань, а у 2022 році – 5 із них. Доцільно розглянути, яким чином відбувався процес їх втілення у 2023 році.

Аналіз останніх досліджень і публікацій. Питання інтернаціоналізації вищої освіти є предметом дослідження багатьох науковців [2, С. 8–35]. Стратегічний план діяльності МОН до 2024 року та Проєкт Плану відновлення України до 2032 року, які «містять найбільш актуальні у вищій освіті та науці інструменти політики та заходи із досягнення стратегічних цілей», вивчали С. Кожем’якіна та Н. Шабранська [4, С. 173], а Пріоритет 4 «Якісна вища освіта та розвиток освіти дорослих» Стратегічного плану діяльності МОН до 2024 року – О. Кириленко та Б. Малиняк [5], Є. Архипова та В. Дроздов [6]. Питання інтернаціоналізації вищої освіти України як аспект Стратегічного плану діяльності МОН до 2024 року та втілення цілей і завдань Стратегічного плану діяльності МОН до 2024 року, пов’язаних з інтернаціоналізацією вищої освіти, у 2020 році, у 2021 році та у 2022 році було розглянуто автором цієї статті. Оперативний план МОН на 2023 рік і Звіт про виконання Оперативного плану МОН на 2023 рік вивчала Т. Корнієнко, простежуючи «пріоритети цифровізації у сфері освіти і науки» [7, С. 1193], а Пріоритет 5 «Вища, фахова передвища та освіта

дорослих» Оперативного плану МОН на 2023 рік вивчав С. Лебедєв, акцентуючи на «розвитку освіти дорослих» [8, С. 121]. Водночас втілення у 2023 році стратегічних і операційних цілей і завдань за Пріоритетом 4 «Якісна вища освіта та розвиток освіти дорослих» Стратегічного плану діяльності МОН до 2024 року, пов'язаних з інтернаціоналізацією вищої освіти, досліджено не було.

Мета статті – описати і проаналізувати втілення стратегічних і операційних цілей і завдань за Пріоритетом 4 «Якісна вища освіта та розвиток освіти дорослих» Стратегічного плану діяльності МОН до 2024 року, пов'язаних з інтернаціоналізацією вищої освіти, у 2023 році на основі Оперативного плану МОН на 2023 рік і Звіту про виконання Оперативного плану МОН на 2023 рік.

Виклад основного матеріалу. Оперативний план МОН на 2023 рік було затверджено 10 січня 2023 року з метою організації діяльності МОН у 2023 році [9]. У ньому були відсутні посилання на Стратегічний план діяльності МОН до 2024 року, який у 2020–2022 роках визначав пріоритети, стратегічні цілі, а також переважну більшість операційних цілей і завдань річних оперативних планів МОН, а в його основи було закладено «проєкт Плану відновлення України, інші стратегічні документи» [10, С. 1]. Оперативним планом МОН на 2023 рік за Пріоритетом 5 «Вища, фахова передвища та освіта дорослих» було передбачено 7 заходів для продовження реалізації трьох із 17 завдань за двома з 4 операційними цілями і однією з двох стратегічною ціллю за Пріоритетом 4 «Якісна вища освіта та розвиток освіти дорослих» Стратегічного плану діяльності МОН до 2024 року, що містили міжнародну складову, прямо чи опосередковано пов'язану з інтернаціоналізацією вищої освіти [10, С. 44–46], а саме – Завдання 4.2.3.1 «Завершення розроблення стандартів вищої освіти усіх рівнів на компетентнісній основі» Операційної цілі 4.2.3 «Система забезпечення якості вищої освіти відповідає принципам стандартів та рекомендацій Європейського простору вищої освіти (ESG)» і завдань 4.2.4.1 «Запуск та здійснення активної комунікації щодо можливостей вступу до українських закладів вищої освіти для іноземних громадян» і 4.2.4.6 «Розроблення проєкту Закону України "Про національну систему кваліфікацій"» Операційної цілі 4.2.4 «Вища освіта є конкурентоспроможною на міжнародному ринку освітніх послуг» за Стратегічною ціллю 4.2 «Функціонує дієва система забезпечення якості вищої освіти, яка ґрунтується, зокрема, на широкій прихильності принципам академічної доброчесності» [3, С. 16–18]; крім того, було заплановано реалізацію ще 10 завдань із міжнародною складовою, а інтернаціоналізацію вищої освіти України визначено однією зі стратегічних цілей [10, С. 40–48].

Таким чином новою «архітектурою» Оперативного плану МОН на 2023 рік в рамках Пріоритету 5 «Вища, фахова передвища та освіта дорослих» було передбачено 13 завдань із міжнародною складовою: одне завдання за Стратегічною ціллю 5.2 «Довіра громадян, держави та бізнесу до освітньої, наукової, інноваційної діяльності закладів вищої освіти» і Операційною ціллю 5.2.1 «Розвиток індивідуальних освітніх траєкторій здобувачів вищої освіти, включаючи міждисциплінарні освітні програми (зокрема бакалаврського рівня), «перехресний» вступ, визнання неформальної та інформальної освіти в системах вищої та фахової передвищої освіти, гнучка тривалість завершення навчання» [10, С. 40], 6 завдань за Стратегічною ціллю 5.3 «Забезпечення конкурентоспроможної вищої освіти, яка є доступною для різних верств населення» і операційними цілями 5.3.1 «Запроваджено програми мобільності (стажування) у провідних закладах вищої освіти України, законодавчо врегульовано залучення приватних інвестицій» і 5.3.3 «Забезпечення якісної конкурентоспроможної вищої освіти відповідно до Стандартів і рекомендацій щодо забезпечення якості в ЄПВО» [10, С. 43–45], 5 завдань за Стратегічною ціллю 5.4 «Інтернаціоналізація вищої освіти України» і операційними цілями 5.4.1 «Визначено пріоритетні заходи з вивчення англійської мови, гармонізовано структури та створено можливості для дистанційного вступу іноземців» і «Забезпечено порівнюваність та визнання українських освітніх кваліфікацій в Європі та світі, впроваджено кращий іноземний освітній досвід в Україні» [10, С. 45–46] і одне завдання за Стратегічною ціллю 5.7 «Розвиток освіти дорослих є системним і стратегічним, забезпечує доступ дорослого населення до якісних освітніх послуг» і Операційною ціллю 5.7.1 «Визначено концептуальні засади системи освіти дорослих, ухвалено спеціальний Закон України» [10, С. 48].

У 2022 році МОН не планувало братися до виконання 14 завдань за Пріоритетом 4 «Якісна вища освіта та розвиток освіти дорослих» Стратегічного плану діяльності МОН до 2024 року, що містили міжнародну складову. Завдання 4.2.4.3 «Здійснення аналізу пропозицій та попиту на здобуття вищої освіти в країнах-конкурентах України на ринку освітніх послуг для іноземних студентів», Завдання 4.2.4.4 «Приведення Національної рамки кваліфікацій у відповідність до Європейської рамки кваліфікацій» і Завдання 4.2.4.5 «Забезпечення співголовування України в Європейському просторі вищої освіти» було втілено у 2020 році [11, С. 55–57], Завдання 4.2.3.5 «Дерегуляція ліцензійних умов у сфері вищої освіти» і Завдання 4.2.3.6 «Запровадження електронного ліцензування діяльності у сфері вищої освіти» – втілено у 2021 році [12, С. 61] (назву Завдання 4.2.3.6 в Оперативному плані МОН на 2021 рік було уточнено – «Запровадження

електронного ліцензування у сфері вищої освіти у частині видачі ліцензій (розширення провадження освітньої діяльності)» [13, С. 44]), а завданням 4.1.2.1 «Затвердження порядку, яким встановлено формульний розподіл державного фінансування закладів вищої освіти за результатами їхньої діяльності (на виконання норм Бюджетного кодексу)» (в редакції Оперативного плану МОН на 2021 рік – «Реалізація норм Бюджетного кодексу України щодо затвердження порядку, яким встановлено формульний розподіл державного фінансування закладів вищої освіти за результатами їхньої діяльності» [13, С. 40]), 4.2.4.2 «Створення прозорої системи вступу до українських закладів вищої освіти для іноземних громадян» (в редакції Оперативного плану МОН на 2021 рік – «Розроблення та пілотування Єдиної міжвідомчої електронної платформи у сфері набору іноземних студентів» [13, С. 45]) та 4.2.4.7 «Забезпечення умов для участі студентів, аспірантів та докторантів закладів вищої освіти у дослідницьких програмах канадської організації Mitacs» статус «Виконано» було присвоєно за підсумками 2022 року [14, С. 47, 56]. Завданню 4.1.1.2 «Запуск короткої навчальної програми для управлінців, фінансистів та бухгалтерів закладів вищої освіти про нові можливості, які надає фінансова автономія, про те, як в нових умовах ефективно управляти персоналом, залучати кошти та розпоряджатись ними, взаємодіяти із роботодавцями, місцевою владою та іншими університетами, розробляти стратегії розвитку закладів вищої освіти, визначати ключові показники ефективності, брати участь у міжнародних проєктах» і Завданню 4.2.3.4 «Реалізація комплексу тренінгів для працівників закладів вищої освіти, відповідальних за створення внутрішніх систем забезпечення якості» у 2020 році МОН присвоїло статус «Завдання втратило актуальність або відтерміноване» [11, С. 43, 54], втілення Завдання 4.2.3.2 «Запровадження акредитації освітніх програм та інституційної акредитації відповідно до ESG» фактично відтермінувало у 2021 році, коли «НАЗЯВО поінформувало МОН, що проєкт порядку проведення інституційної акредитації буде внесено після законодавчого врегулювання процесу «самоакредитації» освітніх програм ЗВО, що отримали інституційну акредитацію» [12, С. 60] (формально Завданню 4.2.3.2 було присвоєно статус «Виконується (завершується виконання)»), а виконання Завдання 4.1.1.1 «Розроблення та внесення до Верховної Ради України законопроєкту, який надає закладам вищої освіти повноваження самостійно розпоряджатися коштами, визначати внутрішню систему та рівень оплати праці, вільно залучити пожертви та інвестиції, при цьому залишаючись неприбутковою організацією» у 2022 році було «відтер-міновано на період дії воєнного стану» [14, С. 47]. Щодо завдань 4.1.2.2 «Внесення змін до Закону «Про вищу освіту» та інших законів, якими

закріплено принцип формульного фінансування закладів вищої освіти за результатами їх діяльності» та 4.2.3.3 «Створення передумов для внесення НАЗЯВО до Європейського реєстру забезпечення якості вищої освіти (EQAR)», які МОН виконувало у 2020–2021 роках і, за підсумками 2021 року, виконання яких було перенесено на 2022 рік [12, С. 52, 60–61], то їх реалізацію не було передбачено Оперативним планом МОН на 2022 рік [15, С. 41, 44] – без роз'яснень причин цього рішення.

Реалізація Завдання 5.2.1.1 «Створення умов для ефективного виконання зобов'язань України у сфері європейської інтеграції» передбачала роботу МОН над законопроєктом «щодо розвитку індивідуальних освітніх траєкторій у вищій освіті»: його розробку, погодження із заінтересованими центральними органами виконавчої влади, внесення на розгляд Кабінету Міністрів України (далі – КМУ) та забезпечення супроводу до ухвалення Верховною Радою України [10, С. 40]. Завданню було присвоєно статус «Виконано» [16, С. 41]. МОН провело громадське обговорення проєкту Закону України «Про внесення змін до деяких законів України щодо розвитку індивідуальних освітніх траєкторій у вищій освіті» [16, С. 41], згодом надіслало «законопроєкт «Про внесення змін до деяких законів України щодо розвитку індивідуальних освітніх траєкторій та вдосконалення освітнього процесу у вищій освіті» (...) до Мін'юсту для проведення правової експертизи (...) та НАЗК для проведення антикорупційної експертизи», а зрештою – «на розгляд КМУ» [16, С. 41]. У Звіті про виконання Оперативного плану МОН на 2023 рік, затвердженому 19 січня 2024 року, навіть було зазначено: «Ухвалено Закон України щодо розвитку індивідуальних освітніх траєкторій у вищій освіті» [16, С. 41]. Це твердження дещо випереджало події: Закон України «Про внесення змін до деяких законів України щодо розвитку індивідуальних освітніх траєкторій та вдосконалення освітнього процесу» було прийнято 23 квітня 2024 року [17].

Для реалізації Завдання 5.3.1.1 «Запуск програми навчання магістрів, докторів філософії та докторів наук у провідних закладах вищої освіти та наукових установах в Україні і за кордоном (в межах програм, що фінансуються з Фонду Президента України)» слід було внести на розгляд КМУ «проєкт Порядку призначення та виплати грантів Президента України на навчання за кордоном» і «направити на навчання магістрів, докторів філософії та докторів наук до провідних закладів вищої освіти та наукових установ в Україні і за кордоном» [10, С. 43]. Завданню було присвоєно статус «Виконано» [16, С. 44]. 7 липня 2023 року було прийнято постанову КМУ № 688 «Деякі питання здійснення заходів за рахунок видатків Фонду Президента України з підтримки освіти, науки та спорту», якою Уряд

постановив «погодитися з пропозицією» МОН «щодо утворення державного некомерційного підприємства “Фонд Президента України з підтримки освіти, науки та спорту”» та, серед іншого, виклав в новій редакції Порядок використання коштів, передбачених у державному бюджеті для Фонду Президента України з підтримки освіти, науки та спорту [18].

Щоправда, інформації про кількість направлених на навчання до провідних закладів вищої освіти та наукових установ в Україні та за кордоном магістрів, докторів філософії та докторів наук у Звіті про виконання Оперативного плану МОН на 2023 рік наведено не було. (Зазначимо, що у Стратегічному плані діяльності МОН до 2024 було представлено Завдання 5.1.3.3 «Запровадження грантової підтримки академічної мобільності» [3, С. 21], яке в новій редакції Оперативного плану МОН на 2020 рік отримало нові номер і назву – Завдання 5.1.4.1 «Вдосконалення механізмів та інструментів реалізації права на академічну мобільність» [19, С. 42], а у 2022 році було виконано, коли 13 травня 2022 року КМУ прийняв постанову № 599 «Про внесення змін до деяких постанов Кабінету Міністрів України щодо врегулювання питань академічної мобільності», якою було «визначено процедуру реалізації права на академічну мобільність, порядок проходження, визнання та зарахування результатів академічної мобільності для українських учасників у межах міжнародної співпраці в галузі освіти, науки, інновацій» [14, С. 65]).

Для реалізації Завдання 5.3.3.1 «Впровадження Національним агентством із забезпечення якості вищої освіти рекомендацій щодо розвитку систем внутрішнього забезпечення якості закладів вищої освіти» було заплановано «розробити методичні рекомендації щодо розвитку систем внутрішнього забезпечення якості закладів вищої освіти» і «підготувати наказ МОН щодо методичних рекомендацій із розвитку систем внутрішнього забезпечення якості закладів вищої освіти» [10, С. 43]. 28 червня 2023 року НАЗЯВО поінформувало МОН, що «розробка методичних рекомендацій є можливою після ухвалення Положення про Апеляційну палату, Положення про інституційну акредитацію закладів вищої освіти, Положення про акредитацію незалежних установ оцінювання та забезпечення якості вищої освіти та нової редакції Положення про акредитацію освітніх програм» [16, С. 44]. Відтак виконання Завдання 5.3.3.1 було відтерміновано, отримавши статус «Виконання завдання відтерміновано на період дії воєнного стану» [16, С. 44]. Нагадаємо, що у 2020 році тематично спорідненому Завданню 4.2.3.4 «Реалізація комплексу тренінгів для працівників закладів вищої освіти, відповідальних за створення внутрішніх систем забезпечення якості» Стратегічного плану

діяльності МОН до 2024 року [3, С. 17] МОН присвоїло статус «Завдання втратило актуальність або відтерміноване» [11, С. 54].

Завдання 5.3.3.2 «Розроблення програмних результатів навчання для освітніх програм «регульованих» спеціальностей» Оперативного плану МОН на 2023 рік – редакція Завдання 4.2.4.9 «Розроблення програмних результатів навчання для освітніх програм «регульованих» спеціальностей та ліцензування за програмами», включеного до Оперативного плану МОН на 2022 рік для виконання відповідного заходу Операційного плану реалізації у 2022–2024 роках Стратегії розвитку вищої освіти в Україні на 2022–2032 роки [15, С. 46; 20], – передбачало розробку рекомендацій «щодо програмних результатів навчання для освітніх програм «регульованих» спеціальностей» [10, С. 43] і внесення змін «до наказу МОН від 01.06.2017 № 600 (у редакції наказу МОН від 21.12.2017 № 1648) «Про затвердження Методичних рекомендацій щодо розроблення стандартів фахової передвищої освіти» щодо програмних результатів навчання для освітніх програм «регульованих» спеціальностей» [10, С. 44]. У Звіті про виконання Оперативного плану МОН на 2023 рік інформація про хід реалізації цих заходів була відсутня. МОН лише лаконічно повідомило, що виконання Завдання 5.3.3.2 було перенесено на 2024 рік [16, С. 45].

Завдання 4.2.3.1 «Завершення розроблення стандартів вищої освіти усіх рівнів на компетентнісній основі» Стратегічного плану діяльності МОН до 2024 року [3, С. 17] в Оперативному плані МОН на 2023 рік отримало новий номер – 5.3.3.3 [10, С. 44]. Для його виконання було передбачено «затвердити 20 стандартів для освітньо-наукового ступеня доктора філософії» та «10 стандартів для освітньо-професійного ступеня фахового молодшого бакалавра» [10, С. 44]. Завданню було присвоєно статус «Виконано» [16, С. 45]. У 2023 році МОН затвердило один стандарт вищої освіти для освітнього ступеня бакалавра, один стандарт вищої освіти для освітнього ступеня магістра і 10 стандартів вищої освіти для освітньо-наукового ступеня доктора філософії [21], а також 12 стандартів фахової передвищої освіти для освітньо-професійного ступеня фахового молодшого бакалавра [22]. (Принагідно зазначимо, що перелік затверджених у 2023 році МОН стандартів вищої та фахової передвищої освіти, наведений у Звіті про виконання Оперативного плану МОН на 2023 рік [16, С. 45], містив неточності).

Реалізація Завдання 5.3.3.4 «Імплементація результатів навчання у сфері поваги до прав людини, правових норм і суспільного договору до стандартів вищої та фахової передвищої освіти» передбачала розроблення рекомендацій «щодо імплементації результатів навчання у сфері поваги до прав людини, правових норм і суспільного договору до стандартів фахової

передвищої, вищої освіти» і внесення з урахуванням цих рекомендацій змін «до стандартів фахової передвищої, вищої освіти» [10, С. 44]. МОН повідомило, що «питання [було] направлено на розгляд секторів вищої та фахової передвищої освіти Науково-методичної ради МОН», було «розглянуто на засіданні сектору вищої освіти НМР» 20 квітня 2023 року і далі «розглядається сектором ВО НМР» [16, С. 45]. Завданню 5.3.3.4 було присвоєно статус «Виконується (завершується виконання)» [16, С. 45].

Для реалізації Завдання 5.3.3.5 «Повне завершення підготовки здобувачів вищої освіти за рівнями (ступенями), які не передбачені керівними документами ЄПВО» слід було погодити проєкт акта КМУ «про внесення змін до Порядку підготовки здобувачів вищої освіти ступеня доктора філософії та доктора наук у закладах вищої освіти (наукових установах) з заінтересованими сторонами» [10, С. 44], надіслати його «для проведення правової експертизи до Міністерства юстиції України» [10, С. 45] і зрештою «подати проєкт акта» на розгляд Уряду [10, С. 45]. Завдання було виконано: 19 травня 2023 року КМУ прийняв постанову № 502 «Про внесення змін до деяких постанов Кабінету Міністрів України з питань підготовки та атестації здобувачів наукових ступенів» [23], якою було встановлено, що «підготовка кандидатів та докторів наук, розпочата до 1 вересня 2016 р., здійснюється закладами вищої освіти та науковими установами відповідно до законодавства, що діяло до набрання чинності Законом України від 1 липня 2014 р. № 1556-VII “Про вищу освіту”» [23], а також затверджено в новій редакції «Порядок підготовки здобувачів вищої освіти ступеня доктора філософії та доктора наук у закладах вищої освіти (наукових установах); врегульовано процедури та терміни представлення здобувачами результатів своїх досліджень для проведення атестації, поновлення та переведення аспірантів, внесено зміни до вимог щодо призначення офіційних опонентів тощо» [16, С. 45].

Завданням 5.4.1.1 «Визначення пріоритетних заходів із вивчення англійської мови у закладах фахової передвищої та вищої освіти» було передбачено «створити умови для доступу до онлайн-курсів з вивчення англійської мови для викладачів та здобувачів закладів фахової передвищої та вищої освіти», «розробити та затвердити методичні рекомендації щодо забезпечення якісного вивчення, викладання та використання англійської мови у закладах фахової передвищої та вищої освіти», а також «розробити концепцію державної програми підтримки вивчення англійської мови у закладах фахової передвищої та вищої освіти» [10, С. 45]. Протягом 2023 року «МОН разом з Мінцифрою та Cambridge University» працювало «над перенесенням курсу Cambridge Empower для вивчення англійської мови дорослими для забезпечення безкоштовного доступу до нього громадянами

України, зокрема для викладачів та здобувачів освіти» [16, С. 46]: визначило рівень інтересу «до Курсів Empower, призначених для вивчення англійської мови в межах структурованого освітнього процесу в супроводі викладача/вчителя англійської мови» (його «виявили 538 суб'єктів освітньої діяльності, з них 35% ЗВО, 15% ЗФПО, 4,5% ЗП(ПТ)О, 42% ЗСО») [16, С. 46] та разом із Міністерством цифрової трансформації України здійснило підготовку «до запуску пілотного проєкту» і «презентації курсу» [16, С. 46], забезпечивши умови доступу до онлайн-платформи Кембриджського університету Empower (громадськості її було представлено у листопаді 2023 року [24]). А Методичні рекомендації щодо забезпечення якісного вивчення, викладання та використання англійської мови у закладах вищої освіти України, які МОН розробило «спільно з Британською Радою [в Україні] та закладами вищої освіти», пройшли громадське обговорення і 25 липня 2023 року були затверджені наказом МОН № 898 [16, С. 46]. Завданню 5.4.1.1 було присвоєно статус «Виконано» [16, С. 46].

Завдання 4.2.4.1 «Запуск та здійснення активної комунікації щодо можливостей вступу до українських закладів вищої освіти для іноземних громадян» Стратегічного плану діяльності МОН до 2024 року [3, С. 18] в Оперативному плані МОН на 2023 рік отримало новий номер – 5.4.1.2 [10, С. 45]. Для його реалізації було заплановано «провести в Україні та за кордоном міжнародні заходи, спрямовані на пропагування української системи вищої освіти на міжнародному рівні», зокрема міжнародну освітню виставку «Study in Ukraine» [10, С. 45], а також «забезпечити проведення Українського форуму міжнародної освіти» [10, С. 46]. Протягом 2023 року МОН взяло участь онлайн в 15 освітніх виставках Begin Group для здобувачів вищої освіти з Бангладешу, Індії, Непалу, Шрі-Ланки, Алжиру, Єгипту, Марокко, Тунісу, Ефіопії, Гани, Кенії, Нігерії, Руанди, Південної Африки, Танзанії, Аргентини, Колумбії, Коста-Рики, Еквадору, Гватемали, Мексики, Перу, Азербайджану, Грузії, Молдови, Казахстану, Киргизстану, Узбекистану, Бахрейну, Кувейту, Оману, Катару, Саудівської Аравії, ОАЕ, ПАР (сім освітніх виставок, на яких було представлено українську систему вищої освіти, відбулося у квітні, п'ять – у жовтні, по одній – у травні, вересні та листопаді 2023 року) [16, С. 46–47]. З 8 по 11 червня 2023 року МОН взяло «участь у щорічній конференції Європейської асоціації інститутів професійного навчання "Новітні технології для професійно-технічної освіти: успішні стратегії"» (Швеція), 24 липня 2023 року – «у першій стратегічній сесії на тему "Українські студії в славістиці: візуалізація"», а з 26 по 29 вересня 2023 року – у щорічній «виставці Європейської асоціації міжнародної освіти» у Роттердамі (Нідерланди) [16, С. 46], крім того, 23 та 24 листопада 2023 року «засідання проректорів з міжнародної діяльності

українських ЗВО» було проведено у Познані (Польща) [16, С. 47]. Натомість інформація про проведення Українського форуму міжнародної освіти у Звіті про виконання Оперативного плану МОН на 2023 рік була відсутня (у 2022 році його було «відтерміновано через військову агресію рф» [14, С. 56]). Завданню 5.4.1.2 було присвоєно статус «Виконано» [16, С. 47].

Варто додати, що у 2023 році МОН фактично продовжувало реалізацію Завдання 4.2.4.2 «Створення прозорої системи вступу до українських закладів вищої освіти для іноземних громадян» Стратегічного плану діяльності МОН до 2024 року [3, С. 18] (у редакції Оперативного плану МОН на 2021 рік, що відображала хід його виконання, – «Розроблення та пілотування Єдиної міжвідомчої електронної платформи у сфері набору іноземних студентів» [13, С. 45]), яке передбачало роботу над Єдиною міжвідомчою інформаційною системою щодо набору іноземних вступників до закладів вищої освіти (далі – ЄМІС), попри те, що це завдання не було передбачено Оперативним планом МОН на 2023 рік (зокрема, в рамках його Операційної цілі 5.4.1 «Визначено пріоритетні заходи з вивчення англійської мови, гармонізовано структури та створено можливості для дистанційного вступу іноземців» [10, С. 45–46]). Інформація про роботу МОН над ЄМІС у 2023 році не була вміщена до Звіту про виконання Оперативного плану МОН на 2023 рік, натомість була представлена окремим Звітом про результати реалізації експериментального проєкту щодо організації набору до закладів вищої освіти і навчання (стажування) іноземців та осіб без громадянства з використанням ЄМІС [25]. У квітні 2023 року «було затверджено [нове] технічне завдання на модернізацію» ЄМІС та «визначено УДЦМО [її] технічним адміністратором» [25, С. 7], «станом на початок вересня 2023 року» ЄМІС було протестовано «СБУ, Держприкордонслужбою України, МЗС, закладами вищої освіти», було «отримано від них зауваження та проведено роботу над виправленням помилок» [25, С. 8], а у вересні 2023 року розробник ЄМІС ТОВ «Прозорі рішення» представив «демо-версію системи» і продемонстрував «реалізацію сервісів щодо подання заявки іноземцем, формування освітньої пропозиції, видачі електронного запрошення іноземцю, які наразі створені» [25, С. 9]. Розробка «другої частини функціоналу» ЄМІС, «що полягає у погодженні електронного запрошення компетентними органами», мала бути завершена «орієнтовно (...) в березні 2024 року» [25, С. 13]. Крім того, МОН «з метою організації прийому до закладів освіти України та навчання (стажування) іноземців з використанням» ЄМІС розробило проєкт постанови КМУ «Деякі питання прийому та навчання (стажування) у закладах професійної (професійно-технічної), фахової передвищої, вищої освіти України іноземців та осіб без громадянства» та надіслало його у

вересні 2023 року «на погодження до заінтересованих органів в установленому порядку» [25, С. 13]. У 2024 році «вживання [МОН] всіх необхідних заходів для створення» ЄМІС «та забезпечення вступу іноземців до закладів вищої освіти України через зазначену систему» мало бути продовжене [25, С. 13].

Завданням 5.4.2.1 «Приведення переліку галузей знань у відповідність до МСКО» було передбачено розробити проєкт постанови КМУ «про внесення змін до переліку галузей знань та спеціальностей», провести його громадське обговорення та зрештою подати на розгляд Уряду [10, С. 46]. Розроблений проєкт постанови КМУ «Про затвердження переліку галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої освіти» 8 серпня 2023 року було розміщено для громадського обговорення на офіційному вебсайті МОН, а його громадське обговорення проводилось до 11 грудня 2023 року [26, С. 1]. Завданню 5.4.2.1 було присвоєно статус «Виконано» [16, С. 47], хоча фактично його реалізація мала бути продовжена у 2024 році.

Завдання 4.2.4.6 «Розроблення проєкту Закону України “Про національну систему кваліфікацій”» Стратегічного плану діяльності МОН до 2024 року [3, С. 18] в Оперативному плані МОН на 2023 рік отримало новий номер і уточнену назву – Завдання 5.4.2.2 «Прийняття Закону України “Про національну систему кваліфікацій”» [10, С. 46]. Його реалізація передбачала заходи із розроблення, погодження «із заінтересованими центральними органами виконавчої влади» і подання на розгляд Уряду «проєкту Закону України “Про національну систему кваліфікацій”» [10, С. 46]. МОН працювало над відповідним законопроєктом у 2020–2021 роках, готуючи його «для внесення на розгляд Уряду» [12, С. 63], але Оперативним планом МОН на 2022 рік реалізація Завдання 4.2.4.6 – без роз’яснення причин – передбачена не була [15, С. 45–46]. У 2023 році роботу над проєктом Закону України «Про національну систему кваліфікацій» було поновлено спільно з Національним агентством кваліфікацій (далі – НАК) «з використанням раніше розроблених МОН і НАК проєктів», а опрацьований «ініціативною групою» і підготовлений «спільно з НАК» законопроєкт було «оприлюднено для громадського обговорення» [16, С. 47]. Виконання завдання було перенесено на 2024 рік [16, С. 47].

Для реалізації Завдання 5.4.2.3 «Підтримка розвитку англомовних освітніх програм, а також спільних (подвійних) освітніх програм з університетами, що належать до ТОП-1000 світових рейтингів» слід було «провести заходи з поширення, популяризації та інформування щодо можливостей запровадження спільних (подвійних) освітніх програм» і «запровадити інструменти стимулювання розвитку англомовних програм»

[10, С. 46]. (Зазначимо, що у 2022 році в рамках реалізації Завдання 4.2.3.7 «Створення умов для роботи незалежних установ оцінювання та забезпечення якості вищої освіти відповідно до стандартів і рекомендацій щодо забезпечення якості в Європейському просторі вищої освіти (ESG)» Оперативного плану МОН на 2022 рік МОН планувало серед іншого розробити, оприлюднити для громадського обговорення та доопрацювати за його результатами «проєкт наказу МОН щодо створення механізмів акредитації спільних (подвійних) освітніх програм у НАЗЯВО» [15, С. 44–45], але виконання цього завдання було відтерміновано на період дії воєнного стану [14, С. 54]). 4 та 5 травня 2023 року МОН презентувало «можливості реалізації та нормативного забезпечення програм спільних (подвійних) дипломів для ЗВО України» на конференції «Ukrainian-Bavarian Conference on Double Degree Programs» у Регенсбурзі (Німеччина) [16, С. 47; 27]. Виконання завдання було перенесено на 2024 рік [16, С. 47].

Завдання 4.4.1.1 «Розроблення та внесення до Верховної Ради України Закону «Про освіту дорослих», норми якого забезпечують безперешкодне навчання протягом життя задля збільшення зайнятості населення України та підвищення продуктивності робочої сили» Стратегічного плану діяльності МОН до 2024 року [3, С. 19] в Оперативному плані МОН на 2023 рік отримало новий номер і уточнену назву – Завдання 5.7.1.1 «Прийняття Закону України «Про освіту дорослих» та створення сучасної нормативної бази для його реалізації» [10, С. 46], а також оприявнений міжнародний вимір, відсутній у 2020–2022 роках, коли МОН для реалізації цього завдання планувало розробити проєкт Закону України «Про освіту дорослих» [13, С. 46; 19, С. 39], подати (внести) його на розгляд Уряду [13, С. 46; 15, С. 48; 19, С. 39] і здійснити його «супровід до ухвалення Верховною Радою України» [13, С. 46; 15, С. 48; 19, С. 39]: у 2023 році МОН планувало не лише «забезпечити супровід до ухвалення Верховною Радою України Закону України «Про освіту дорослих» (реєстр. № 7039 від 10.02.2022)», а й «узгодити положення» цього законопроєкту «з положеннями Рекомендацій Ради ЄС про «Ключові компетентності для освіти впродовж життя» під час доопрацювання», а також «розробити підзаконні акти (накази, постанови, розпорядження) з імплементації Закону України “Про освіту дорослих”» [10, С. 48]. Хід роботи над проєктом Закону України «Про освіту дорослих» у 2020–2022 роках був таким: «законопроєкт [було] розглянуто на круглому столі Громадською радою при МОН 24 червня 2020 року та доопрацьовано за результатами обговорення» [11, С. 61], а 7 вересня 2020 року – розміщено для громадського обговорення на офіційному вебсайті МОН, після завершення якого було «оприлюднено звіт про його результати», а МОН розпочало підготовку проєкту Закону України «Про освіту дорослих» для

«засилу на [погодження до заінтересованих] ЦОВВ» [11, С. 61]; 24 грудня 2021 року МОН подало проєкт Закону України «Про освіту дорослих» на розгляд КМУ [12, С. 65], його було «схвалено Урядом та направлено на розгляд Верховної Ради України (реєстр № 7039 від 10.02.2022)» [14, С. 58], а МОН протягом 2022 року забезпечило «супровід законопроєкту під час його розгляду комітетами Верховної Ради України з питань молоді і спорту (...), з питань соціальної політики та захисту прав ветеранів, з питань інтеграції України до Європейського Союзу, (...) з питань освіти, науки та інновацій» [14, С. 58], за підсумками якого проєкт Закону України «Про освіту дорослих» було «рекомендовано до розгляду Верховною Радою [України] у першому читанні» [14, С. 58]. У 2023 році 12 січня постановою Верховної Ради України його було «прийнято за основу», а вже 25 січня МОН передало «пропозиції щодо вдосконалення законопроєкту до другого читання (...) народним депутатам України» [16, С. 49]. Завданню 5.7.1.1 було присвоєно статус «Виконано» [16, С. 49], попри те, що його виконання мало бути продовжене (станом на травень 2026 року Закон України «Про освіту дорослих» Верховною Радою України прийнято не було).

Висновки. У 2023 році за Пріоритетом 4 «Якісна вища освіта та розвиток освіти дорослих» Стратегічного плану діяльності МОН до 2024 року МОН фактично втілювало 4 із 17 завдань за двома з 4 операційними цілями і однією з двох стратегічною ціллю, що містили міжнародну складову, щодо завершення розроблення стандартів вищої освіти усіх рівнів на компетентнісній основі, запуску та здійснення активної комунікації щодо можливостей вступу до українських закладів вищої освіти для іноземних громадян, розроблення та пілотування Єдиної міжвідомчої електронної платформи у сфері набору іноземних студентів і прийняття Закону України «Про національну систему кваліфікацій», а також одне завдання, що отримало міжнародний вимір в Оперативному плані МОН на 2023 рік, щодо прийняття Закону України «Про освіту дорослих» та створення сучасної нормативної бази для його реалізації. Крім того, в Оперативному плані МОН на 2023 рік, в основи якого було закладено проєкт Плану відновлення України та інші стратегічні документи, за Пріоритетом 5 «Вища, фахова передвища та освіта дорослих» було передбачено 9 завдань із міжнародною складовою, які були відсутні у Стратегічному плані діяльності МОН до 2024 року. У 2023 році МОН втілювало 7 із цих завдань щодо створення умов для ефективного виконання зобов'язань України у сфері європейської інтеграції, запуску програми навчання магістрів, докторів філософії та докторів наук у провідних закладах вищої освіти та наукових установах в Україні та за кордоном (в межах програм, що фінансуються з Фонду Президента України), імплементації результатів навчання у сфері поваги до

прав людини, правових норм і суспільного договору до стандартів вищої та фахової передвищої освіти, повного завершення підготовки здобувачів вищої освіти за рівнями (ступенями), які не передбачені керівними документами Європейського простору вищої освіти, визначення пріоритетних заходів із вивчення англійської мови у закладах фахової передвищої та вищої освіти, приведення переліку галузей знань у відповідність до Міжнародної стандартної класифікації освіти і підтримки розвитку англомовних освітніх програм, а також спільних (подвійних) освітніх програм з університетами, що належать до ТОП-1000 світових рейтингів, виконання завдання щодо впровадження Національним агентством із забезпечення якості вищої освіти рекомендацій щодо розвитку систем внутрішнього забезпечення якості закладів вищої освіти було відтерміновано, а інформація про хід реалізації завдання щодо розроблення програмних результатів навчання для освітніх програм «регульованих» спеціальностей у Звіті про виконання Оперативного плану МОН на 2023 рік була відсутня.

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ENGLISH AS A MEDIUM OF INSTRUCTION У ВИЩІЙ ВІЙСЬКОВІЙ ОСВІТІ УКРАЇНИ: ТЕОРЕТИЧНІ ЗАСАДИ ТА КОНЦЕПТУАЛЬНА МОДЕЛЬ ПІДГОТОВКИ ВИКЛАДАЧІВ

Анотація. Сучасний етап розвитку сектору безпеки і оборони України характеризується активізацією процесів інтеграції до євроатлантичного безпекового простору, розширенням міжнародного військового співробітництва та впровадженням стандартів НАТО у систему професійної підготовки військових кадрів. У цих умовах особливого значення набуває проблема підготовки офіцерів, здатних ефективно функціонувати в англомовному професійному середовищі, брати участь у багатонаціональних штабах, міжнародних навчаннях, миротворчих місіях, а також працювати з автентичною англомовною документацією та нормативними матеріалами. Традиційні підходи до навчання іноземної мови вже не забезпечують повною мірою потреб сучасної військової освіти, оскільки англійська мова поступово перетворюється із навчальної дисципліни на інструмент професійної діяльності та засіб опанування спеціалізованих знань.

У статті розглянуто теоретичні засади підходу English as a Medium of Instruction (EMI) у системі вищої військової освіти України та обґрунтовано необхідність його впровадження в умовах реформування військової освіти відповідно до стандартів НАТО. Визначено сутність EMI як педагогічної технології, що передбачає викладання професійно орієнтованих дисциплін

англійською мовою та забезпечує інтеграцію мовної й фахової підготовки військовослужбовців. Проаналізовано основні когнітивні, методичні та професійно-комунікативні аспекти використання EMI у військовому освітньому середовищі. Особливу увагу приділено питанням мовної підтримки слухачів, використанню принципів scaffolding, адаптації автентичних матеріалів, інтеграції підходів EMI та ESP, а також формуванню професійної іншомовної комунікативної компетентності майбутніх офіцерів.

У статті також висвітлено проблему підготовки викладачів до реалізації EMI у військових закладах освіти. Представлено модель спеціалізованого курсу професійного розвитку викладачів, спрямованого на формування готовності до викладання фахових дисциплін англійською мовою, розвитку методичних умінь, навичок роботи з англомовними професійними матеріалами та організації інтерактивного освітнього середовища. Зазначено, що впровадження EMI сприятиме підвищенню якості військової освіти, забезпеченню інтероперабельності Збройних Сил України з державами-членами НАТО та формуванню сучасного англомовного професійного середовища у системі оборонної освіти.

Ключові слова: English as a Medium of Instruction (EMI), вища військова освіта, професійна іншомовна компетентність, викладання англійською мовою, військова освіта, стандарти НАТО, підготовка викладачів.

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ENGLISH AS A MEDIUM OF INSTRUCTION IN UKRAINIAN HIGHER MILITARY EDUCATION: THEORETICAL FOUNDATIONS AND A TEACHER TRAINING MODEL

Abstract. The current stage of development of Ukraine’s security and defence sector is characterised by intensified integration into the Euro-Atlantic

security space, the expansion of international military cooperation, and the implementation of NATO standards within the system of professional military education and training. Under these conditions, particular importance is attached to the training of officers capable of functioning effectively in an English-speaking professional environment, participating in multinational headquarters, international exercises and peacekeeping missions, as well as working with authentic English-language documentation and regulatory materials. Traditional approaches to foreign language teaching no longer fully meet the needs of modern military education, as English is gradually transforming from an academic subject into a tool of professional activity and a means of acquiring specialised knowledge.

The article examines the theoretical foundations of the English as a Medium of Instruction (EMI) approach within the system of higher military education in Ukraine and substantiates the necessity of its implementation in the context of reforming military education in accordance with NATO standards. EMI is defined as a pedagogical technology that involves teaching professionally oriented disciplines in English and ensures the integration of linguistic and professional training of military personnel. The main cognitive, methodological, and professional-communicative aspects of EMI implementation in the military educational environment are analysed. Particular attention is paid to issues of language support for learners, the application of scaffolding principles, the adaptation of authentic materials, the integration of EMI and ESP approaches, as well as the development of future officers' professional foreign-language communicative competence.

The article also highlights the issue of teacher training for EMI implementation in military educational institutions. A model of a specialised professional development course for teachers is presented, aimed at developing readiness to teach professional disciplines in English, enhancing methodological skills, improving the ability to work with English-language professional materials, and organising an interactive educational environment. It is noted that the implementation of EMI will contribute to improving the quality of military education, ensuring the interoperability of the Armed Forces of Ukraine with NATO member states, and creating a modern English-speaking professional environment within the defence education system.

Keywords: English as a Medium of Instruction (EMI), higher military education, professional foreign language competence, teaching in English, military education, NATO standards, teacher training.

Постановка проблеми. У сучасних умовах реформування сектору безпеки і оборони України та інтеграції до стандартів НАТО суттєво

зростають вимоги до рівня іншомовної професійної підготовки військових фахівців. Англійська мова дедалі частіше використовується не лише як засіб міжнародної комунікації, а як інструмент професійної діяльності, опрацювання нормативно-доктринальних документів, участі у міжнародних навчаннях, штабній роботі та взаємодії у багатонаціональному середовищі. За таких умов виникає потреба переходу від традиційної моделі навчання іноземної мови до інтегрованих підходів, у межах яких англійська мова використовується як засіб викладання професійно орієнтованих дисциплін.

У системі вищої освіти багатьох країн світу активно впроваджується підхід EMI, який розглядається як один із ключових механізмів інтернаціоналізації освіти та підвищення професійної конкурентоспроможності фахівців. Водночас у системі вищої військової освіти України впровадження EMI залишається фрагментарним і недостатньо методично забезпеченим. Особливо гостро постає проблема підготовки викладачів до викладання фахових дисциплін англійською мовою, оскільки більшість із них не мають спеціальної методичної підготовки щодо інтеграції мовного та предметного компонентів навчання.

Крім того, у вітчизняному науковому дискурсі недостатньо досліджено особливості реалізації EMI, яке характеризується високим рівнем професійної термінологізації, необхідністю роботи з автентичними матеріалами НАТО, потребою забезпечення оперативної комунікації та формування інтероперабельності збройних сил. Це зумовлює необхідність наукового обґрунтування теоретичних засад EMI у військовій освіті та розроблення моделей професійної підготовки викладачів до викладання англійською мовою.

Аналіз останніх досліджень і публікацій. Розвиток підходу English as a Medium of Instruction (EMI) у вищій військовій освіті України зумовлюється сукупністю взаємопов'язаних чинників: посиленням міжнародного військового співробітництва, інтеграцією стандартів НАТО в освітній процес та практичною потребою офіцерів у здатності діяти в англомовному оперативному середовищі без перекладача [10]. Концептуальні засади EMI та його відмінність від традиційного викладання іноземної мови обґрунтовано у фундаментальній монографії Е. Макаро, де EMI визначається як форма навчання, за якої англійська мова виконує функцію інструмента доступу до фахового змісту, а не є метою самого навчання. Глобальні тенденції поширення EMI досліджено у звіті Дж. Дірден, підготовленому на замовлення Британської Ради: автор спирається на опитування у 55 країнах і констатує, що зростання кількості EMI-курсів у вищій освіті не супроводжується належною підготовкою викладачів, що породжує значні методичні виклики [8].

Питанням педагогічної взаємодії в аудиторії EMI та балансу між мовною і когнітивною складністю змісту присвячена праця Д. Пекорарі та Г. Мальмстрема та у якій обстоюється необхідність так званого «подвійного кодування» матеріалу: забезпечення його доступності англійською мовою без зниження академічної якості дисципліни [11]. Важливим концептуальним підґрунтям для EMI є підхід CLIL, теоретичні та практичні засади якого систематизовано в монографії Д. Койла, П. Худ і Д. Марш [7]. Дослідники пропонують модель подвійного спрямування – одночасного формування предметних і мовних результатів – та обґрунтовують роль scaffolding (методичної підтримки/ поетапного «вибудовання» знань здобувачів освіти) та диференційованих завдань у засвоєнні складного змісту другою мовою [7]. Взаємозалежність EMI та ESP (English for Specific Purposes – англійська мова для спеціальних цілей) розглядається у класичній праці Т. Дадлі-Еванса і М. Дж. Сент-Джона, де ESP постає необхідною передумовою успішності EMI, оскільки забезпечує слухачів термінологічною компетентністю, базовими комунікативними стратегіями та навичками роботи з професійними текстами [9].

З-поміж вітчизняного наукового доробку варто також виокремити дослідження присвячене розвитку іншомовної компетентності засобами інформаційно-комунікаційних технологій, де обґрунтовано доцільність цифрових інструментів для підтримки мовної підготовки викладачів вищих військових навчальних закладів [1]. Особливості організації мовної підготовки в системі індивідуальної підготовки Збройних Сил України висвітлено у публікації М. Арістархової та Д. Демидка. Науковцями було проаналізовано структурні та методичні аспекти функціонування системи мовної підготовки відповідно до вимог стандарту НАТО STANAG 6001 [2]. Базові дидактичні принципи мовної підготовки особового складу ЗСУ на засадах системного підходу досліджено М. Гребенюком і В. Крикун; автори доводять, що комплексне впровадження принципів науковості, системності, послідовності, безперервності та автономності навчання є визначальною умовою ефективного функціонування системи мовної підготовки [4].

Попри значну кількість наукових розвідок, що розглядають проблему мовної підготовки фахівців у системі вищої військової освіти, питання розроблення методики підготовки викладачів до викладання фахових дисциплін засобами EMI в умовах вищих військових навчальних закладів України залишається недостатньо дослідженим і потребує спеціального наукового осмислення.

Мета статті – дослідження теоретичних засад підходу EMI у системі вищої військової освіти України та обґрунтування моделі підготовки викладачів до викладання професійно орієнтованих дисциплін англійською

мовою в умовах інтеграції стандартів НАТО та модернізації військової освіти.

Виклад основного матеріалу. Сучасні трансформаційні процеси у секторі безпеки та оборони України, інтенсифікація міжнародного військового співробітництва та впровадження стандартів НАТО висувають нові вимоги до професійної підготовки військових фахівців. Англійська мова відіграє ключову роль у забезпеченні взаємосумісності підрозділів, а відтак - у модернізації військової освіти. Водночас традиційні підходи до вивчення іноземної мови більше не відповідають потребам професійної діяльності офіцерів, для яких англійська стає не предметом навчання, а засобом опанування спеціалізованого знання. У таких умовах актуальним є впровадження підходу EMI, що передбачає викладання професійно орієнтованих дисциплін англійською мовою.

Підхід EMI у вищій військовій освіті постає як педагогічна модель, за якої англійська мова використовується не як предмет вивчення, а як основний операційний інструмент опанування професійно орієнтованих дисциплін. Йдеться про принципово інший рівень інтеграції іноземної мови в освітній процес, коли мовний компонент перестає бути допоміжним і перетворюється на ключовий канал доступу до фахового змісту, військово-професійних знань і компетентностей. EMI охоплює не лише мовні аспекти, а й методологічні, організаційні та когнітивні механізми, що забезпечують засвоєння складного військового матеріалу англійською мовою у навчальних, тренувальних та професійних ситуаціях.

У контексті вищої військової освіти EMI має специфічне значення, зумовлене вимогами міжнародної безпеки, інтероперабельності та інтеграції до стандартів НАТО. На відміну від цивільної вищої освіти, де EMI найчастіше пов'язують з інтернаціоналізацією університетів і академічною мобільністю, у військовій освіті ключову роль відіграє операційна необхідність. Викладання дисциплін англійською мовою забезпечує здатність офіцерів виконувати професійні завдання у багатонаціональних штабах, брати участь у спільних навчаннях, працювати з англомовною технічною документацією, брати участь у міжнародних програмах підготовки та опрацьовувати стандарти НАТО без перекладача. Таким чином, EMI не є факультативним чи суто академічним явищем - це функціональна вимога сучасної системи оборони, що забезпечує ефективність комунікації та сумісність підрозділів.

Сутність EMI у військовій освіті проявляється на трьох рівнях:

1. Когнітивний рівень. Англійська мова стає засобом опрацювання складної військової інформації: тактичних концепцій, оперативних процедур, технічних характеристик озброєння, аналізу оперативного середовища.

Слухач формує здатність не лише розуміти англомовні матеріали, а й здійснювати аналітичну роботу англійською мовою - приймати рішення, моделювати ситуації, аргументувати пропозиції, проводити брифінги.

2. Професійно-комунікативний рівень. EMI забезпечує можливість використовувати англійську мову у реалістичних військових комунікативних ситуаціях: підготовка і ведення наказів, доповідей, оперативних зведень; взаємодія з іноземними інструкторами; участь у брифінгах і дебрифінгах; робота у штабних структурних елементах. Такий підхід формує операційнуіншомовну комунікативну компетентність, необхідну для виконання службових завдань.

3. Методичний рівень. Викладання англійською мовою передбачає зміну ролі викладача: він стає модератором, фасилітатором та організатором діяльнісно орієнтованого навчання, у якому інтегруються предметні й мовні результати. Це вимагає застосування принципів scaffolding, адаптації матеріалів, інтерактивних методів навчання, використання візуальних опор, чіткого структурування заняття, поступового ускладнення завдань та системної роботи з термінологією. Скаффолдинг як педагогічна стратегія ґрунтується на ідеї тимчасової підтримки («згасаючої допомоги»), яка поступово знімається в міру того, як здобувачі освіти засвоюють модель виконання завдання і стають спроможними діяти самостійно [3,5,6]. Таким чином, EMI у військовій освіті охоплює не лише мовний компонент, а комплекс когнітивних, професійно-комунікативних і методичних механізмів підготовки військових фахівців.

На відміну від традиційного викладання іноземної мови, EMI у військовому контексті не має на меті вивчення граматики або формування іншомовної компетентності. Його головна функція - забезпечення предметного навчання через англійську мову, що вимагає від викладача специфічних педагогічних рішень: від ретельного добору автентичних матеріалів до створення навчальних ситуацій, максимально наближених до умов реальної служби.

Важливою ознакою EMI у військовій освіті є його інтеграція з підходом ESP. Оскільки більшість військовослужбовців не володіє англійською мовою на рівні, достатньому для повного засвоєння складних фахових матеріалів, у межах EMI викладач має забезпечити так звану «мовну підтримку» - роботу з термінологією, спрощення синтаксису без втрати змісту, використання структурних підказок, поступове введення нових понять.

Саме тому успішні моделі EMI у військовій освіті фактично функціонують як гібридні системи EMI + ESP, де викладач одночасно виконує ролі носія професійного знання та фасилітатора мовного розвитку.

Упровадження ЕМІ у військовій освіті потребує також урахування вимог НАТО щодо мовної підготовки, рекомендацій щодо стандартизації термінології та моделей професійного навчання.

Особливо важливими є такі аспекти, як робота з доктринальними документами, проведення англомовних брифінгів, використання у навчальному процесі стандартних процедур (SOP), а також введення термінології, уніфікованої відповідно до Allied Joint Publications (AJP) – союзницьких об'єднаних доктринальних публікацій НАТО. Це надає ЕМІ чітко окресленого професійного змісту та забезпечує відповідність військової англомовної підготовки міжнародним вимогам. Таким чином, ЕМІ у вищій військовій освіті є не лише методом навчання, а інструментом професіоналізації, що формує здатність офіцерів діяти в англомовному професійному середовищі.

ЕМІ забезпечує розвиток професійної комунікації, критичного мислення та готовності до участі у спільних операціях, міжнародних місіях і програмах підготовки.

Ефективне застосування ЕМІ у військових вищих навчальних закладах потребує підготовлених викладачів, здатних одночасно забезпечувати засвоєння фахового змісту та мовну підтримку слухачів. У зв'язку з цим постає необхідність створення комплексної програми професійного розвитку, що формуватиме методичну, педагогічну та комунікативну готовність до викладання англійською мовою. Структура та зміст такого курсу мають відображати сучасні тенденції військової освіти і бути спрямовані на формування в викладачів здатності пояснювати складні професійні поняття, моделювати реальні службові ситуації та забезпечувати засвоєння навчального матеріалу різними категоріями слухачів в умовах інтеграції стандартів НАТО.

З урахуванням визначених теоретичних засад, принципів ЕМІ та специфіки військової освіти було розроблено структурно-функціональну багаторівневу модель підготовки викладачів до викладання фахових дисциплін англійською мовою у системі вищої військової освіти України (рис. 1).

Запропонована модель відображає взаємозв’язок зовнішніх чинників, теоретико-методологічних підходів, етапів професійної підготовки викладачів, інструментального забезпечення та очікуваних результатів впровадження ЕМІ у системі вищої військової освіти.

На початковому етапі курс має забезпечувати теоретичне підґрунтя, необхідне для усвідомлення сутності ЕМІ як підходу, що поєднує особливості вищої професійної освіти, методики викладання іноземних мов та андрагогічних принципів.

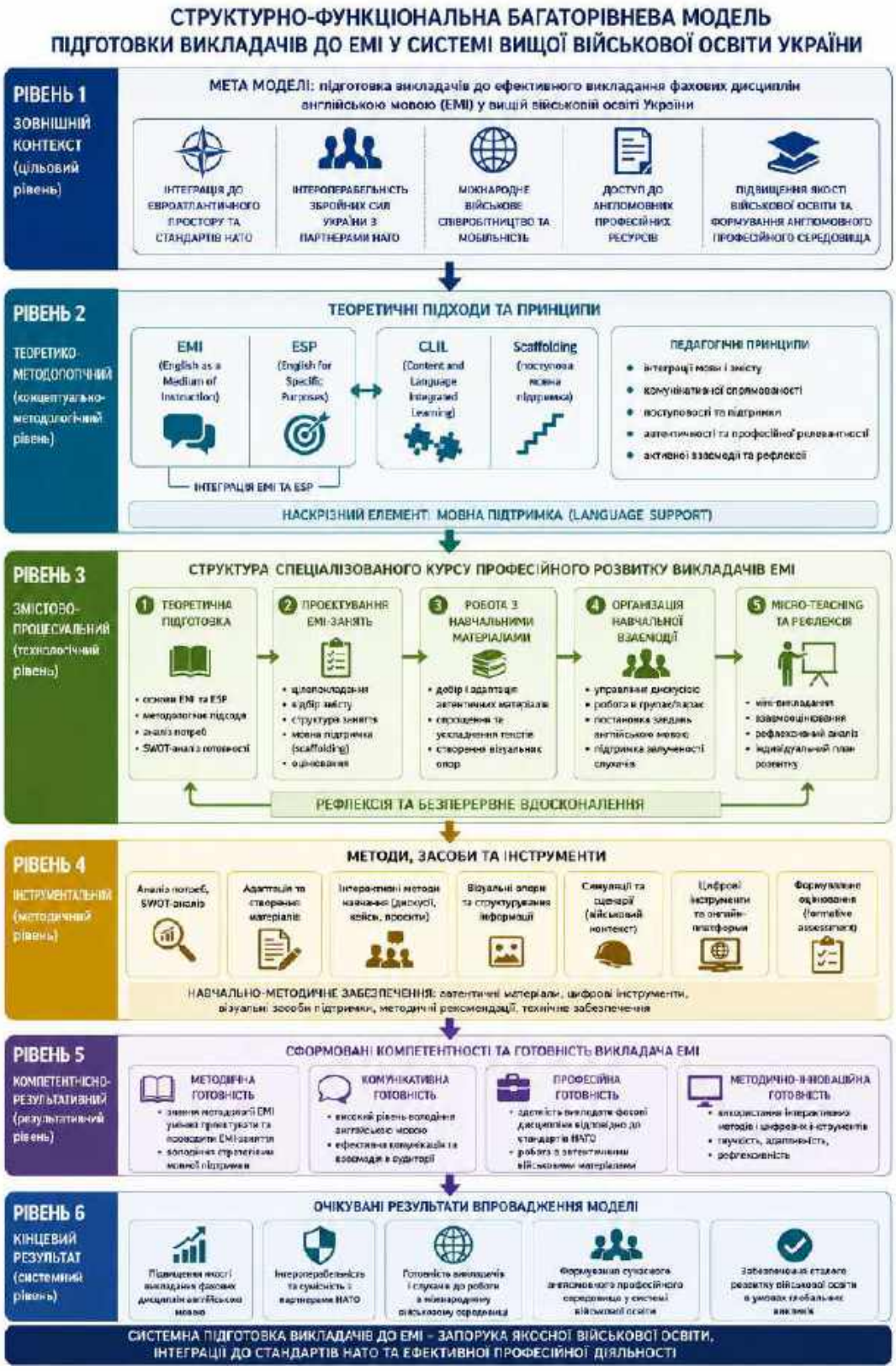

Рис. 1. Структурно-функціональна багаторівнева модель підготовки викладачів до EMI у системі вищої військової освіти України

Слухачі опановуватимуть відмінності між EGP (English for General Purposes – англійська мова загального вжитку), ESP (English for Specific Purposes – англійська мова для спеціальних цілей) та EMI, аналізуватимуть їхню роль у структурі мовної підготовки військовослужбовців і визначатимуть доцільність застосування кожного з підходів відповідно до конкретних професійних завдань. Значну увагу планується приділити критичному осмисленню основних викликів, що виникають під час переходу до навчання англійською мовою: мовних, психологічних, методичних, організаційних та когнітивних чинників, які впливають на результативність навчального процесу. За допомогою SWOT-аналізу кожен учасник зможе оцінити власні сильні та слабкі сторони, рівень готовності до викладання англійською мовою і сформулювати реалістичні навчальні цілі, що зробить подальші етапи навчання більш адресними та результативними.

Наступний змістовий блок курсу буде спрямований на формування практичних умінь проєктувати заняття англійською мовою відповідно до логіки EMI. Слухачі ознайомляться з основами конструктивістського підходу, опанують методику визначення навчальних результатів та розробки структури заняття з урахуванням специфіки військового освітнього контексту.

Важливим завданням цього етапу стане навчання викладачів будувати заняття не лише як передачу змісту, а як послідовну систему діяльностей, що поступово підводять слухачів до опанування ключових понять і навичок. Центральне місце тут посядуть принципи scaffolding: викладачі навчаться створювати методичну підтримку, яка забезпечуватиме доступність матеріалу для слухачів із різним рівнем володіння англійською мовою без надмірного спрощення або втрати професійної якості змісту. Окрім цього, слухачі аналізуватимуть приклади різних типів занять — лекційних, семінарських, групових, практичних — і вчитимуться адаптувати їх до англомовного середовища шляхом уточнення структури, темпу подачі, використання візуальних опор, чітких інструкцій та ефективних стратегій перевірки розуміння.

Однією з найбільш змістовно насичених складових курсу стане робота з навчальними матеріалами. Цей блок передбачатиме опрацювання слухачами різноманітних джерел, характерних для військової освіти: керівних документів, службових інструкцій, стандартів НАТО, фрагментів курсів підготовки, описів військової техніки, аналітичних звітів, презентацій, наукових статей та відеоматеріалів. Слухачі навчатимуться визначати рівень складності матеріалу, проводити його лінгвістичний та змістовий аналіз, зіставляти із рівнем підготовки аудиторії та навчальними цілями.

Особлива увага приділятиметься алгоритмам адаптації матеріалів: від структурування тексту та виокремлення ключових понять до розробки глосаріїв, створення контрольних запитань, скорочення надлишкової інформації, переформулювання складних фрагментів англійською мовою та інтеграції візуальних схем.

Така робота дозволить викладачам сформувати набір практичних інструментів для перетворення автентичних професійних матеріалів на ефективні засоби навчання в межах заняття EMI.

Окремий блок курсу буде присвячений формуванню вмінь керувати навчальною взаємодією в англомовному середовищі. Слухачі навчатимуться формулювати запитання рівнів "lower-order thinking" (мислення нижчого рівня – відтворення та розуміння) і "higher-order thinking" (мислення вищого рівня – аналіз, синтез, оцінювання), організовувати обговорення, фасилітувати роботу в парах і групах, застосовувати техніки парафразування та кларифікації для забезпечення розуміння, а також модерувати навчальні дискусії. Важливою складовою стане також опанування прийомів невербальної комунікації та роботи з візуальними матеріалами й цифровими інструментами. Використання інтерактивних платформ, презентацій, симуляцій та відеоаналізу сприятиме підвищенню ефективності заняття EMI через забезпечення багатоканальності сприйняття та утримання уваги слухачів.

Поступове накопичення знань та відпрацювання вмінь завершується інтеграційним етапом, у межах якого слухачі розробляють і презентують власне заняття в форматі micro-teaching. Цей компонент курсу є не лише підсумком навчання, а й одним із найважливіших механізмів формування професійної впевненості та рефлексивності викладача. У процесі міні-заняття викладачі застосовують увесь спектр опанованих інструментів: структурують матеріал, подають ключові поняття англійською мовою, використовують адаптовані матеріали, забезпечують підтримку слухачам, організовують інтерактивну взаємодію та здійснюють формативне оцінювання. Зміст micro-teaching розробляється відповідно до реальної фахової дисципліни викладача, що забезпечує практичну релевантність виконуваного завдання. Після проведення міні-заняття кожен учасник отримує структурований зворотний зв’язок від групи та викладача курсу, що сприяє поглибленню рефлексії та удосконаленню власного стилю викладання.

Завдяки продуманій структурі та логіці подачі матеріалу курс EMI формує цілісний комплекс компетентностей, необхідних для ефективного викладання англійською мовою у військових закладах освіти. Він не обмежується передачею методичних знань, а передбачає активне форму-

вання професійного мислення, орієнтованого на гнучкість, інтеграцію підходів, адаптацію до умов аудиторії та вміння забезпечувати безперервне навчання в іншомовному середовищі. Таким чином, курс не лише навчає використовувати англійську мову у професійній діяльності, а й формує здатність створювати повноцінне, логічно вибудоване, інтерактивне та ефективне навчальне середовище, що відповідає актуальним викликам військової освіти та стандартам НАТО.

Висновки. Проведений аналіз засвідчив, що впровадження ЕМІ у системі вищої військової освіти є важливою умовою модернізації професійної підготовки військових фахівців відповідно до сучасних міжнародних безпекових вимог і стандартів НАТО. Використання англійської мови як засобу опанування професійно орієнтованого змісту забезпечує формування готовності офіцерів до ефективної діяльності в умовах міжнародної взаємодії, участі у спільних операціях та функціонування в англомовному професійному середовищі.

Встановлено, що ефективність ЕМІ у військовій освіті визначається комплексністю його реалізації, яка охоплює інтеграцію предметного навчання, мовної підтримки та сучасних педагогічних підходів. Особливого значення набуває готовність викладача до організації іншомовного професійного освітнього середовища, адаптації навчальних матеріалів, використання інтерактивних методів навчання та забезпечення мовної підтримки слухачів.

Обґрунтовано доцільність розроблення спеціалізованого курсу підготовки викладачів до роботи в умовах ЕМІ, спрямованого на формування методичної, комунікативної та професійної готовності до викладання англійською мовою у військових закладах освіти. Розроблена структурно-функціональна багаторівнева модель може бути використана як концептуальна основа для організації професійного розвитку викладачів у процесі впровадження ЕМІ у системі вищої військової освіти України. Практична значущість дослідження полягає у можливості використання запропонованих підходів для вдосконалення системи професійного розвитку науково-педагогічних працівників та розвитку англомовного компоненту військової освіти.

Подальші дослідження доцільно спрямувати на апробацію моделей ЕМІ у різних напрямах військової підготовки, визначення критеріїв оцінювання їх ефективності та вивчення особливостей адаптації ЕМІ до специфіки військово-професійних дисциплін. Таким чином, ЕМІ слід розглядати як стратегічний напрям розвитку сучасної військової освіти, що забезпечує підвищення міжнародної сумісності, професійної мобільності та якості підготовки військових фахівців.

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АСПЕКТИ РОЗВИТКУ АРХІТЕКТУРИ ТА ВОКАЛЬНО-ІНСТРУМЕНТАЛЬНОГО МИСТЕЦТВА ЕПОХИ СЕРЕДНЬОВІЧЧЯ ЯК ЧИННИК КОМПЕТЕНТНОСТЕЙ ВЧИТЕЛЯ МИСТЕЦТВА

Анотація. Сучасне українське суспільство прагне розвитку та становлення креативної особистості, спраглої до інтерактивних підходів у мистецькій освіті. Інноваційні методи, компаративні засади, формують оригінальні ідеї, сприяють самостійному пошуку інформації, що є складовою парадигми української освіти. Музично-педагогічні заклади покликані здійснювати підготовку майбутніх вчителів мистецтва, які володіють професійними навичками і компетентностями. Використання мультимедійних технологій в мистецькій освіті дає можливість поєднати дидактичні функції комп'ютера з традиційними засобами навчання що впливає на ефективність засвоєння знань.

Мистецькі традиції Середньовіччя та взаємопроникнення культур Західної Європи створило умови формування основ європейської цивілізації та історичних традицій. Музиканти при церквах були ключовими фігурами культурного та релігійного життя, оскільки церква сприяла розвитку музичного мистецтва, розглядала як спосіб служіння Богу, а професійні музиканти найчастіше були духовенством або пов'язані з монастирями, там відкривалися бібліотеки, скрипторії де переписували книги, а з винаходом друкарського верстату Йоганом Гутенбергом, відкрилась можливість друкування книг. Освічені музиканти-теологи писали трактати, формували церковний світогляд. Боецій - римський консул, філософ, математик і

теоретик музики, який грав визначну роль у суспільному житті трактував музику як духовну гармонію. На зламі VI-VII ст. формується особливий одноголосний церковний спів - григоріанський хорал, названий на честь папи Григорія. Чернець Гукбальд у IX ст. практикував перші спроби поліфонічного співу, так поступово у традицію церкви заходив і багатоголосний спів. Важливе місце у суспільному житті Франції посідає величний собор Нотр Дам, збудований на межі романського і готичного стилів до сьогодні зачаровує красою зовнішнього і внутрішнього убранства, розкішні вітражі розповідають життєвий шлях Матері Божої. Поєднання мистецьких здобутків Середньовіччя дає можливість узагальнити компетентності майбутнього вчителя мистецтва.

Ключові слова: архітектура, григоріанський хорал, трубадури, мінезингери, поліфонія, нотодрукування, музичні інструменти, спів.

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ASPECTS OF THE DEVELOPMENT OF ARCHITECTURE AND VOCAL-INSTRUMENTAL ART OF THE MIDDLE AGES AS A FAKTOR IN THE FORMATION OF COMPETENCIES OF ART TEACHERS

Abstract. Modern Ukrainian society strives for the development and formation of a creative personality, eager for interactive approaches in art education. Innovative methods, comparative principles, form original ideas, contribute to the independent search for information, which is a component of the paradigm of Ukrainian education. Music and pedagogical institutions are designed to train future art teachers who possess professional skills and competencies. The use of multimedia technologies in art education makes it possible to combine the didactic functions of the computer with traditional teaching aids, which affects the effectiveness of knowledge acquisition.

Artistic traditions of the Middle Ages and the interpenetration of cultures of Western Europe created the conditions for the formation of the foundations of European civilization and historical traditions. Musicians at churches were key figures in cultural and religious life, since the church promoted the development of musical art, considered it a way of serving God, and professional musicians were most often clergy or associated with monasteries, where libraries and scriptoria were opened where books were copied, and with the invention of the printing press by Johann Gutenberg, the possibility of printing books opened up. Educated musician-theologians wrote treatises, formed the church's worldview. Boethius - Roman consul, philosopher, mathematician and music theorist, who played a prominent role in public life interpreted music as spiritual harmony. At the turn of the 6th-7th centuries. a special monophonic church singing was formed - Gregorian chant, named after Pope Gregory.

The monk Hucbald in the 9th century. practiced the first attempts at polyphonic singing, so gradually polyphonic singing also entered the church tradition.

An important place in the public life of France is occupied by the majestic Notre Dame Cathedral, built on the border of Norman and Gothic styles, which still fascinates with the beauty of its exterior and interior decoration, and its luxurious stained glass windows tell the story of the life of the Mother of God. The combination of artistic achievements of the Middle Ages makes it possible to generalize the competencies of a future art teacher.

Keywords: architecture, Gregorian chant, troubadours, lute singers, polyphony, musical notation, musical instruments, singing.

Постановка проблеми. Важливою метою української педагогіки є гуманістичні засади виховання майбутнього вчителя мистецтва. Одним із завдань нової якості освіти постає формування особистості, яка прагне удосконалювати самоосвіту, власні вміння, професійні знання, розвивати критичне мислення, творчу ініціативу. Мистецький дискурс історичного періоду Середньовіччя пропонує свободу думки у формуванні професійних навичок підготовки майбутнього фахівця.

Аналіз останніх досліджень і публікацій. Серед авторів, які досліджували проблему культурних аспектів Середніх віків: архітектуру, вокально-інструментальне мистецтво, друкарство варто відзначити Олену Шевнюк, Анатолія Ященка, Юрія Чекана, Олега Козуба, Йоганнеса Вольфа (*Johannes Wolf*), Стафана Фузеля (*Stephan Füssel)* та інші.

Мета статті. Окреслити взаємозв’язок різних видів мистецтва даної епохи для узагальненої компетенції та практичного використання у професійній діяльності.

Виклад основного матеріалу. Сучасний освітній простір вимагає від вчителів мистецтва різностороннього підходу до формування професійних компетентностей, інтерактивної подачі матеріалу, що сприяє зацікавленню школярів до сприймальної діяльності у загальноосвітній школі. Творчий учитель - це особистість, яка характеризується високим рівнем педагогічної креативності відповідним рівнем знань предмету, який викладає.

Актуальними для сучасної мистецької освіти є ретроспективний погляд на пошук першоджерел становлення музичної освіти, церковної архітектури. Дані явища є зразками культурної духовної спадщини людства і тісно пов'язані між собою.

Запропонований період дослідження це - епоха середньовіччя, що є важливим періодом в історії з боку соціальних та політичних змін, так і тенденцій розвитку культури людства в цілому. Саме тоді були створені умови на основі християнського світогляду для переходу від культурних традицій стародавнього світу до традицій епохи Ренесансу та взаємо-проникнення культур Західної Європи, що стало, в свою чергу, основою для закладання основ сучасної європейської цивілізації та черговим кроком об'єднання мистецьких традицій.

Християнський церковний світогляд грав визначну роль у всіх сферах життя, засади якого були закладені в працях християнського діяча і теолога Августина Блаженого (354-430) у трактатах «Про Град Божий» (22 книги).

Особливе значення в поширенні освіти мали монастирі, які слугували центрами культурного життя в період раннього середньовіччя. При монастирях відкривалися скрипторії для переписування книг та бібліотеки, а школи в той час існували лише при монастирях і церквах, програма, яких давала необхідні знання, що стали рушієм освіченості у наступному часовому проміжку.

Фундаментальною працею Середньовіччя є зокрема, трактат "De institutione misica" Боеція (480-524) – римського консула, філософа, математика і теоретика музики, різнобічно освіченої, ерудованої людини, що має глибокі знання грецької, він трактував музику як духовну гармонію, але одночасно вважав її видом діяльності.

Головним осередком церковної музики в Західній Європі в епоху Середньовіччя був Рим. Наприкінці VI – початку VII ст. формується основний різновид західноєвропейської церковної музики - григоріанський хорал, названий так по імені папи Григорія I, який здійснив реформу церковного співу, зібравши воєдино і упорядкувавши різні церковні співи. З плином часу в григоріанський хорал починають просочуватися елементи народної музики через гімни. Якщо псалми виконувалися професійним хором співаків та священнослужителями, то гімни на перших порах - парафіянами. Вони представляли собою вставки в офіційне богослужіння.

Згодом виникли різні продовження григоріанського співу, який поступово став незалежним. Найбільш ранніми письмовими свідченнями є мелодії, задокументовані з 800 року. Першим, хто встановив фіксовані правила для одночасного звучання двох або більше рядків нот, був чернець Гукбальд (бл. 840—930) з бенедиктинського абатства, який написав трактат «Про встановлення гармонії», тобто музики. Метод Гукбальда був визнаний греками як найдосконаліше звучання. На додаток до цієї чисто механічної комбінації тонів, він рекомендував ще один із двох голосів, один з яких зазвичай затримується на одній висоті, а інший рухається з різними інтервалами. Завдяки цьому була створена дуже проста форма багатоголосся.

Одним із провідних навчальних закладів де поєднувалася музично-теоретична і виконавська освіта була школа при соборі Нотр-Дам (1163-1363), яка стала прототипом майбутніх метриз, які готували церковних співаків. З VIII ст. в школі викладали спів, гру на органі, теорію музики, також музиканти отримували загальну освіту. Починаючи з X-XI ст. орган став невід'ємною частиною супроводу літургії великих соборів, створюючи урочисту та піднесену атмосферу, його звук вважається символом величі Бога. З плином часу духові інструменти корнет і блок флейта використовували для подвоєння голосів у хорі пізнього середньовіччя.

Собор присвячений Діві Марії є одним із шедеврів церковного будівництва, знаходиться в Парижі на острові Сіте. Тривале будівництво на межі романського і готичного стилів має своє відображення в архітектурі собору. «Домінантою архітектурного образу були купол як символ небесної сфери, або вежа як знак духовного пориву кращого світу»[5.с.68]. Власне, готичний стиль додає будівлі легкості й створює враження простоти вертикальної конструкції і належної опори будівлі. Внутрішнє убранство вражає багатством артефактів, зокрема галереєю королів Юдеї. Під галереєю королів знаходяться три портали. Центральний портал Страшного суду є найвищим з-поміж трьох інших. Лівий портал присвячений Богородиці, правий — Святій Анні.

«Каркасна конструкція готичних соборів із світловим ефектом вітражів стала своєрідною моделлю безтілесності християнської світобудови»[5.с.68]. Неповторна картина зі скла – вітраж, який складається з 84 сцен, розподілених на чотири кола. Південна Троянда була створена за часів правління короля Людовіка XIV, автором вітражу був спочатку Жан де Шель , потім П'єр де Монтро. Троянда була завершена 1260 року, її діаметр становить 12,9 метри, а з урахуванням вікон, що під нею, її висота становить близько 19 метрів, тема Троянди присвячена Новому Завіту. На відміну від південної троянди, північна Троянда зберегла свої оригінальні вітражі XIII

століття майже недоторканими, була завершена 1255 року, її діаметр становить 12,9 метри. Центральну частину вітражу займає Діва Марія. Навколо неї розміщені судді, царі, первосвященики і пророки Старого Заповіту.

Собор є символом релігійного життя Парижа. Саме там в середні віки майбутні співаки та органісти здобували музичну освіту.

Головне джерело музики школи Нотр-Дам - "Велика книга органуму" (*Magnus liber organi)* - збірка, що містить понад 1000 різних музичних творів. Найбільш значні багатоголосні органуми (і пов'язані з ними клаузули), кондукти і мотети, вони ж становлять основну цінність музики *Ars Antiqua*. Історичні свідчення про школу Нотр-Дам спорадичні і черпаються, головним чином, з пізнішого (1270-80) англійського анонімного трактату, автор якого в науці позначається як "Анонім IV" (Кусмакера). Переважна більшість композицій школи Нотр-Дам є анонімною; відомі лише імена видатних композиторів Леоніна та його послідовника Перотина. У Високому Середньовіччі (XII–XIV ст.) розвивається багатоголосся (поліфонія), особливо у творчості музикантів школи Нотр-Дам.

Професійна, насичена творчими експериментами, діяльність музикантів школи Нотр-Дам заклала фундамент європейської гармонії, поліфонії та ритміки на кілька століть, аж до закінчення епохи Ренесансу.

В період високого Середньовіччя відбулося швидке зростання міст і розвиток культури. З’являлися нові види діяльності, такі як торгівля та ремесла, що вимагали активності, обачності, породжували раціоналістичний підхід до життя.

Міста ставали опорою королівської влади в ході утворення централізованих національних держав. Тоді відбулося розширення освіти, збільшувалася потреба в грамотності, відповідно почали відкриватися міські та приватні школи, поступово виникла їх спеціалізація.

Вже до X ст. з'являється потреба у вивченні проблем музичної педагогіки.

Навчання мистецтву співу в школах і монастирях ставило перед теоретиками завдання полегшити заучування творів, винайти спосіб чіткого читання нотації.

Такого роду проблеми, є дотичними до однієї з найвідоміших фігур – теоретиком музики, бенедиктинським монахом Гвідо д’Ареццо (990-1050). Вдячна тривала пам'ять нащадків про цього вченого пов'язана з реформацією нотного стану і сольмізаційних складів. Сутність нововведення грунтувалвсь на використанні нотного стану з чотирьох різнокольорових ліній: червоною, чорною, жовтою і знову чорною. На них і між ними

розміщувалися невми, цим він спростив музичну освіту співаків і практику навчання співу. Для кожного звуку використав перші склади гімну на честь св. Іоанна, який всі півчі прекрасно знали. Ці назви нот збереглися протягом століть до наших днів. «Кожна мелодія подібна до чистого срібла вона тим більше виграє в своїй красі, чим частіше нею користуються». [4.с.55]

Починаючи з XII ст. в університетах створювалися співочі школи. Музична освіченість з самого початку високо цінувалася в університетському середовищі. Важливим етапом в розвитку освіти того часу стало виникнення університетів у XII – XIII ст., основою для яких стали кафедральні школи. Освіта проводилась латинською мовою та була зосереджена на так званих «семи вільних мистецтвах», де викладали граматику, риторику, діалектику, арифметику, геометрію, астрономію, музику. Прискорення інтелектуального життя сприяло розвитку філософської думки та було великим прогресом в усіх напрямках суспільної взаємодії.

Не випадково багато музично – теоретичних трактатів виходили саме з університетських кіл. Причому магістри університетських корпорацій нерідко були не тільки музичними теоретиками, а й професійними композиторами, виконавцями або просто любителями музики, котрі добре знали духовну і світську побутову музику.

XIV століття - перехідний період між Середньовіччям і епохою Відродження. Мистецтво Франції та Італії XIV століття отримало назву *Ars nova,* причому в Італії спостерігаємо ознаки раннього Відродження.

Основні риси даного періоду це - відмова від використання виключно жанрів церковної музики і звернення до світських вокально – інструментальних камерних жанрів (балада, мадригал), зближення з побутовою пісенністю, використання різних музичних інструментів. Найбільшими представниками *Ars nova* були Гійом де Машо (Франція) і Франческо Ландіна (Італія).

Світська музика Середньовіччя представлена професійним та народним музичним мистецтвом, яке розвивалось поза церквою. Головними творцями та виконавцями були мандрівні артисти, студенти, лицарі, жонглери, акробати та співаки, які розважали народ на ярмарках, святах, а також виступали при дворах феодалів.

Трубадури стали першими представниками світської професійної музичної поезії в Європі, оспівуючи куртуазне кохання, військові подвиги та ідеали честі. Вони представляли світську музику на півдні Франції (Прованс, Лангедок), вміло використували музичні інструменти: арфа, віола, флейта, лютня, тогочасна гітара. Їх творчість поширилася на Іспанію та Італію, ставши фундаментом для новоєвропейської культури. Трубадурам обов’язково потрібно було вміти поводитись у високому

товаристві, обходитись з дамами, жити за правилами хорошого тону. Сеньйори та дами півдня Франції були найпалкішими прихильниками трубадурів, творчість яких дала початок різним жанрам мистецтва. У багатьох замках і палацах середньовічних феодалів утворювалися центри любителів мистецтва трубадурів, куди з'їжджалися власники навколишніх замків, щоб насолодитися піснями.

На півночі Франції ту ж місію виконували трувери, основою тематики творчості був епос. Головний жанр-кансона (пісня).

Міннезінгерами називали поетів-співаків, музикантів Середньовіччя на території Німеччини. Їх творчість зазвичай мала любовну та релігійну тематики. Серед духових інструментів, що використовувалась для музикування були поздовжні та поперечні флейти, флейта пана, волинка. Струнні інструменти лютня, псалтирон, цимбали, гра на яких відбувалася методом защипування струн. Колісна ліра потрапила з Візантії, була першим, зафіксованим у Європі смичковим інструментом, ударні інструменти представлені різними типами бубнів та барабанів.

Діяльність мінезингерів та трубадурів сприяла розвитку поетичних форм та музичного мистецтва Європи у середніх віках.

Геніальний винахід Йогана Гутенберга (1397/1400-1468), першодрукаря, ювеліра, винахідника полягав у тому, що він виготовляв з металу «рухливі» опуклі літери, відлиті в оберненому вигляді (у дзеркальному відображенні), набирав з них рядки та за допомогою ручного пресу і відтискав на папері. У 1452-1455 роках надрукував дві Біблії (Бамбергські) і Біблію Мазаріні дуже естетично і технічно досконало, що принесло йому славу і визнання. Дослідники творчості Йоганна Гутенберга встановили, що за свого життя він видрукував понад 50 книжок. Це підручники латинської мови, календарі, «Католікон», що містить латинську граматику і тлумачний словник, «Псалтир», а також інші книжки. Починаючи з того часу були розпочаті друкарські практики Йоганна Гутенберга. Маємо незаперечні докази друкування нотних зразків, що полегшувало навчання та виконання музичних творів, як вокальних так і інструментальних, а саме композицій для органу. Друкарство дало основу для сучасних процесів поширення знань у суспільстві. З історії відомо, що вперше принцип отримання письмових відбитків за допомогою тиснення був відомий в Стародавньому Єгипті, Межиріччі, Китаї, однак Йоган Гутенберг створив сучасний спосіб виготовлення літер литтям їх з свинцю. Він заклав основи типографічного процесу у світі.

Висновки. Отже мистецька палітра тисячолітньої історії Середніх віків мала свої особливості, які в перспективі дали вагомий поштовх для розвитку загальної освіченості, що мала вираження у архітектурі,

друкарстві, а монахи - музиканти при церквах були ключовими фігурами культурного та релігійного життя, оскільки церква сприяла популяризації музичного мистецтва, розглядала музику як спосіб служіння Богу. Згодом, поряд з церковною музикою свій розвиток отримала світська, яка започаткувала напрям лицарського поетичного музикування, що сприяв появі нових музичних жанрів.

Пропонована стаття узагальнює мистецькі здобутки епохи Середньовіччя, спонукає до роздумів та креативного мислення у формуванні професійної майстерності майбутнього вчителя мистецтва.

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ФОРМИ ТА МЕТОДИ НАУКОВО-ОСВІТНЬОЇ РОБОТИ МУЗЕЮ «ЗАПОВІТУ» Т.Г.ШЕВЧЕНКА НАЦІОНАЛЬНОГО ІСТОРИКО-ЕТНОГРАФІЧНОГО ЗАПОВІДНИКА «ПЕРЕЯСЛАВ» ІЗ УЧНІВСЬКОЮ МОЛОДДЮ

Анотація. У статті розглядається роль музейної педагогіки як важливого складника сучасної культурно-освітньої діяльності музеїв України. Проаналізовано значення музею не лише як установи зі збереження та популяризації історико-культурної спадщини, а й як осередку неформальної освіти, виховання та творчого розвитку дітей і молоді. Наголошено, що в умовах сучасних суспільних викликів музейна педагогіка набуває особливої актуальності, оскільки сприяє формуванню національної свідомості, історичної пам'яті, естетичного смаку та духовних цінностей підростаючого покоління.

У дослідженні висвітлено основні напрями музейно-освітньої діяльності, серед яких важливе місце посідають формування ціннісного ставлення до культурної спадщини, розвиток здатності сприймати музейну інформацію, виховання творчої активності та впровадження інноваційних форм роботи з аудиторією.

Особливу увагу приділено інтерактивним методам музейної педагогіки, які забезпечують активне залучення дітей до культурно-освітнього процесу через тематичні екскурсії, навчально-пізнавальні ігри, квести, майстер-класи, творчі заняття, вікторини, театралізовані екскурсії та інші сучасні форми комунікації.

На прикладі діяльності Музею «Заповіту» Т. Г. Шевченка проаналізовано практичний досвід застосування традиційних та інноваційних методів роботи з дітьми молодшого і середнього шкільного віку. Доведено, що використання інтерактивних форм музейної роботи сприяє підвищенню пізнавальної активності учнів, розвитку їхньої уяви, критичного мислення, творчих здібностей та зацікавленості історією і культурною спадщиною України.

Досвід освітньої діяльності Музею «Заповіту» Т. Г. Шевченка засвідчує, що поєднання традиційних і сучасних підходів музейної педагогіки позитивно впливає на розвиток пізнавальної активності дітей, формує їхній інтерес до постаті Тараса Шевченка і його творчості.

У результаті дослідження зроблено висновок, що музейна педагогіка є перспективним напрямом сучасної освіти й культури, який забезпечує ефективну взаємодію музею з суспільством та створює умови для всебічного розвитку особистості. Подальше впровадження новітніх методів музейної роботи та розширення освітніх можливостей музеїв визначено одним із важливих завдань сучасних музейних установ України.

Ключові слова: музей, педагогіка, діти, екскурсія, заходи, Т.Г.Шевченко, пізнавальна і творча діяльність, історія, культура.

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FORMS AND METHODS OF SCIENTIFIC AND EDUCATIONAL WORK WITH STUDENT YOUTH AT THE NATIONAL HISTORICAL AND ETHNOGRAPHIC RESERVE “PEREIASLAV” MUSEUM OF TARAS SHEVCHENKO’S “TESTAMENT”

Abstract. The article examines the role of museum pedagogy as an important component of the modern cultural and educational activities of museums in Ukraine. The significance of the museum is analyzed not only as an institution for preserving and popularizing historical and cultural heritage, but also as a center of non-formal education, upbringing, and creative development of children and youth. It is emphasized that under the conditions of contemporary social challenges, museum pedagogy is becoming especially relevant, as it contributes to the formation of national consciousness, historical memory, aesthetic taste, and spiritual values among the younger generation.

The study highlights the main directions of museum educational activity, among which an important place is occupied by the formation of a value-based attitude toward cultural heritage, the development of the ability to perceive museum information, the encouragement of creative activity, and the implementation of innovative forms of work with audiences. Particular attention is paid to interactive methods of museum pedagogy, which ensure the active involvement of children in the cultural and educational process through thematic excursions, educational games, quests, workshops, creative classes, quizzes, theatrical excursions, and other modern forms of communication.

Using the activities of the Museum of Taras Shevchenko's "Testament" as an example, the practical experience of applying traditional and innovative methods of work with children of primary and middle school age is analyzed. It is proved that the use of interactive forms of museum work contributes to increasing students' cognitive activity, developing their imagination, critical thinking, creative abilities, and interest in the history and cultural heritage of Ukraine.

The experience of the educational activities of the Museum of Taras Shevchenko's "Testament" demonstrates that the combination of traditional and modern approaches to museum pedagogy positively influences the development of children's cognitive activity and forms their interest in the personality of Taras Shevchenko and his works.

As a result of the study, it is concluded that museum pedagogy is a promising field of modern education and culture that ensures effective interaction between the museum and society and creates conditions for the comprehensive development of personality. The further implementation of innovative methods of museum work and the expansion of the educational opportunities of museums are identified as important tasks for modern museum institutions in Ukraine.

Keywords: museum, pedagogy, children, excursion, activities, Taras Shevchenko, cognitive and creative activity, history, culture.

Постановка проблеми. На сьогоднішній день музеї є просвітницькими закладами неформальної освіти. Вони виконують важливу функцію пропагування та популяризації актуальних соціально значущих даних. Адже саме музеї – матеріалізована пам'ять про нашу минувшину, вони розповідають про певний відрізок часу через відповідний музейний предмет.

Безумовно, така діяльність музеїв сприяє збереженню національної пам'яті. Крім того, музейні заклади повинні враховувати проблеми сьогодення, а саме необхідність запровадження нових форм та методів роботи з аудиторією відвідувачів. Насамперед це стосується її найбільш сприйнятливої частини – дітей та підлітків.

Спрямування сучасної музейної педагогіки орієнтоване, в першу чергу, на активізацію творчих здібностей особистості. Наразі існує велика кількість різноманітних методик роботи з відвідувачами, зокрема, з дітьми. Але серед них слід обрати ті, які необхідні і доступні для дітей та юнацтва з метою розвитку їхньої пізнавальної та творчої діяльності. Отже, виникає потреба такої роботи з молодшою аудиторією, щоб викликати в них яскраві позитивні емоції – цікавість, подив або навіть захоплення, і, відповідно, бажання повернутися сюди знову; «здійснити перехід від одиничних і

епізодичних контактів з відвідувачем до створення багаторівневої системи музейної освіти, прилучення до музею і його культури» [7].

Аналіз останніх досліджень і публікацій. Проблеми сучасного погляду на музейну педагогіку, нових підходів у освітній діяльності музеїв України та перспектив її розвитку були предметом вивчення таких науковців, як Н.Філіпчук, Н.Бакуліна, Л.Величко, Т.Вороненко, Л.Глухенька, О.Орлова, О.Гуменюк, О.Гурняк, М.Кравчук, О.Романенко, А.Джурило, О.Дудар, А.Загородня, О.Караманов, Ю.Ключко, Н.Ковчин, О.Козленко, С.Крамаровська, А.Логінова, О.Міхно, В.Надтока, Т.Настека, А.Павленко, Ю.Павленко, І.Надоша, О.Рокицька, О.Сурмач, О.Сулим, І.Удовиченко, І.Червінська, А.Червінський, О.Червоненко, С.Шевченко, О.Шпарик, Н.Білоус, В.Єгоров, Т.Луценко, О.Міхно, В.Колибенко, Н.Писаревська, В.Яценко, Н.Крушельницька, В.Мазур та ін. Проте питання музейної педагогіки в наукових дослідженнях розглядаються порівняно мало, і ця важлива сфера національної культури, на жаль, продовжує залишатися поза системою освіти.

Дослідники виділяють наступні основні напрями науково-освітньої діяльності музейних закладів:

1) формування ціннісного ставлення до культурної спадщини нашого народу і людства в цілому, прищеплення смаку до спілкування з музейними цінностями;

2) розвиток здатності сприймати музейну інформацію, розуміти мову музейної експозиції;

3) виховання емоцій, пробудження і розвиток уяви, фантазії, творчої активності;

4) створення та апробація нових методик і програм для різних категорій відвідувачів;

5) використання і популяризація нових технологій музейної освіти у вигляді окремих проєктів [5; С. 5].

Мета статті – розкрити засоби та методи застосування вище-наведених напрямків діяльності у Музеї «Заповіту» Т.Г.Шевченка під час проведення різноманітних заходів за участю дітей молодшого та середнього шкільного віку.

Виклад основного матеріалу. Актуальність наукового вивчення проблеми використання елементів музейної педагогіки в навчально-виховному процесі початкової школи є беззаперечною, оскільки вона зумовлена значним освітнім потенціалом музею як соціокультурного феномену. Музейне середовище має широкі можливості для пізнавального, естетичного, інтелектуального та творчого розвитку дітей, сприяючи формуванню їхнього світогляду.

Музей сприяє вихованню почуття причетності до історичного минулого, формує повагу до культурної спадщини, стимулює емоційно-ціннісне сприйняття та оцінювання історичних подій і явищ. Завдяки безпосередньому контакту з автентичними експонатами учні мають змогу глибше засвоювати навчальний матеріал, а емоційні враження від побаченого підсилюють ефективність освітнього й виховного процесів.

У сучасних умовах музей постає не лише як установа зі збереження, обліку та дослідження пам'яток культури, а й як важливий культурно-освітній центр, що забезпечує міжкультурну комунікацію. Сьогодні музеї активно впроваджують інноваційні підходи до навчання й виховання, реалізовуючи прогресивні ідеї освіти та створюючи умови для розвитку музейної педагогіки як перспективної галузі педагогічної науки.

Важливим завданням музейної педагогіки є прищеплення відвідувачам, особливо дітям та молоді, стійкого інтересу й естетичного смаку до спілкування з музейними цінностями. Саме музейний простір створює унікальні умови для безпосереднього контакту відвідувачів різного віку з історико-культурною спадщиною, що сприяє формуванню духовних потреб, емоційної чутливості та поваги до національної культури. Ознайомлення з автентичними експонатами допомагає глибше усвідомити історичні події, особливості побуту, традицій і світогляду попередніх поколінь, а також формує здатність до осмисленого сприйняття культурних надбань.

Багато музеїв, присвячених особистості та творчості Т.Г.Шевченка, проводять різноманітні пізнавальні заходи для дітей молодшого і середнього шкільного віку. Наприклад, Шевченківський національний заповідник проводить майстер-класи з живопису олійними фарбами «Подих часу» під керівництвом мисткині Віолети Монсевич, «Валяння з шерсті», «Лялька-мотанка», гри на кобзі кобзаря із м. Переяслав Михайла Полотая, щорічний літературно-мистецький конкурс «Роду криниця віща», Всеукраїнський квест-марафон «Чи знаємо ми Тараса Шевченка?». У рамках реалізації проєкту «Музей – школі» учні поринають у живу історію, відчувають дух часу, в якому жив і творив Тарас Шевченко.

Бібліотека Шевченківського національного заповідника проводить поетичний вайб «Через гру до серця», презентації дитячих збірок, зокрема, «Дивоцвіт» та «Золоті усмішки», які поєднують світлу дитячу поезію Людмили Лещенко та живописні образи художниці Ольги Плетінь. Традиційним стало проведення в березневі дні літературні уроки «Тарас Шевченко і Канівщина».

Національний музей Тараса Шевченка пропонує тематичну екскурсію «Рослини у творчості Тараса Шевченка», інтерактивну екскурсію-гру

«Привіт, музей Шевченка», інтерактивну екскурсію з майстер-класом «Я малюю разом з Шевченком», детективний квест «У пошуках загадкового експонату» та квест «Тарас Шевченко: знайди, відгадай, запам'ятай». Дитячий центр музею Шевченка – це креативний простір, де діти разом з батьками в ігровій формі дізнаються про мистецтво, культуру і займаються творчістю.

Будинок-музей Шевченка проводить тематичну екскурсію з елементами майстер-класу «Тарасова наука», яка розповідає, чим і на чому писали школярі в XIX столітті. Тематична екскурсія з елементами майстер-класу «Божественне покликання гравера» розкриває, чому за життя Шевченко зазнав найвищого поцінування саме як майстер офорту. Відвідувачі можуть самостійно зробити відбиток ліногравюри з зображенням Будинку-музею чи офорту «Автопортрет» 1843 р. Під час проведення культурно-мистецького заходу «Чаювання по-старокиївськи» можна побачити унікальні «чайні» експонати з музейної колекції, дізнатися, який чай любив смакувати Тарас Григорович, про традиції міщанського чаювання та легендарні київські солодощі.

Музей «Хата на Пріорці» пропонує дізнатися, як одягався Шевченко у різні періоди свого життя, яку роль відгравали жінки у житті та творчості митця, гастрономічні смаки Кобзаря, а також про те, що Тарас Шевченко створив свого часу найдешевший підручник та долучився до заснування першої недільної школи імперії. Інтерактивна екскурсія «Як було за Шевченка?» знайомить гостей музею з деталями побуту київської околиці XIX ст., екскурсія-квест «Розташуй меблі в хаті Шевченка» пропонує кожному учаснику на створеному Шевченком плані хати намалювати та розставити меблі та деталі інтер'єру.

Співробітники Музею «Заповіту» Т.Г.Шевченка у роботі з дітьми молодшого та середнього шкільного віку також активно долучаються до принципів та методів музейної педагогіки, вивчають погляди Кобзаря на народну освіту і застосовують деякі з них.

Т. Г. Шевченко розглядав народну освіту як одну з найважливіших суспільних потреб. Його творчість є невичерпним джерелом як для істориків, етнографів, фольклористів, мистецтвознавців, так і для вчителів. Великий вплив на формування особистості Шевченка мали народні перекази, пісні, думи, а також розповіді діда та старших членів родини. Саме це середовище стало для майбутнього поета важливою школою морального та естетичного виховання [4, С. 16].

Протягом усього життя Т. Г. Шевченко активно популяризував найкращі здобутки народної педагогіки та використовував їх у своїй творчості, зокрема у творах, присвячених проблемам навчання й виховання.

Водночас він не ідеалізував народну педагогіку, розуміючи її обмеженість порівняно з науковою. Поет гостро критикував тодішню систему освіти, яка виховувала неосвічених чиновників, ледарів та морально деградованих офіцерів, тоді як простий народ часто був позбавлений навіть елементарної грамотності. Шевченко наголошував, що освіта, відірвана від народного життя й народної моралі, не лише не приносить користі, а й може морально спотворювати людину.

Шанобливе ставлення Шевченка до фольклору та народної педагогіки дало вагомі результати: значна кількість його творів стала народними піснями. Ці твори й сьогодні виховують високі моральні якості та любов до рідного народу.

Кобзар був переконаний, що народна просвіта є найважливішою потребою України, і до кінця життя залишався відданим цій ідеї, працюючи задля розвитку освіти та духовного збагачення народу [2, С. 6].

Використовуючи в науково-освітніх проєктах різноманітні форми музейної комунікації, а саме – тематичні екскурсії, інтерактивні заняття, квести, майстер-класи, навчально-пізнавальні ігри та ін., музейники прищеплюють учнівській молоді смак до музейних цінностей. Завдяки таким методам Музей «Заповіту» Т.Г. Шевченка став не лише місцем для зберігання експонатів, а живим культурно-освітнім центром. Емоційне залучення відвідувачів до музейного середовища сприяє розвитку критичного мислення, художнього смаку, патріотичних почуттів та усвідомлення цінності історичної пам’яті. Саме тому співробітники музею дедалі активніше впроваджують інноваційні форми роботи, спрямовані на формування у молодого покоління потреби у постійному культурному й духовному саморозвитку.

Унікальним є досвід музейної комунікації Музею «Заповіту» Т. Г. Шевченка, у якому успішно реалізуються цікаві та пізнавальні проєкти для дітей різної вікової категорії. Усі вони розпочинається короткою екскурсією музеєм та об’єднані одною назвою «Відкриймо для себе Кобзаря».

Творчий паб та квіз розроблено для дітей молодшого шкільного віку. У пабі діти пишуть літери перами та чорнилами, створюють власний іменний брелок; у квізі виконують творчі завдання по музею та території, причому кожне вкладено в спеціальний конверт і розміщене на визначеній локації.

Наприкінці таких інтелектуальних розваг діти складають пазли з зображенням Кобзаря.

Квест призначений для дітей середнього та старшого шкільного віку, для старших дітей завдання складніші. Після екскурсії всім роздають

книжечки із завданнями, і кожен учасник виконує їх самостійно. Хто справиться першим, той отримує додатковий подарунок.

Також музейні співробітники розробили пізнавальні заходи «Переяславськими стежками Кобзаря» і «Тарасів Буквар».

У межах проведення заходу «Переяславськими стежками Кобзаря» для дітей молодшого шкільного віку пропонується адаптована екскурсійна програма. Особлива увага приділяється перебуванню Тараса Шевченка на Переяславщині.

Наступною частиною заходу є тематична вікторина «Переяславськими стежками Кобзаря». Її завдання охоплюють ключові аспекти екскурсійного матеріалу та сприяють систематизації знань, розвитку критичного мислення й створенню позитивного емоційного досвіду. Мета її проведення – не лише перевірка та закріплення знань учнів, а й формування цілісного уявлення про багатогранну творчу спадщину Т.Г.Шевченка як поета і художника. Такий формат роботи сприяє підвищенню пізнавального інтересу, активізації уваги, розвитку пам'яті та мислення, а також залучає дітей до культурної спадщини України.

Після вікторини діти створюють власні копії малюнків Шевченка «Андруші» або «Верби в Андрушах». Виконання цього творчого завдання має на меті поглиблення емоційно-ціннісного сприйняття мистецтва митця. Через художню діяльність діти не лише відтворюють візуальні образи, а й намагаються зрозуміти настрій, естетику та особливості світобачення автора. Це сприяє розвитку творчих здібностей, уяви, образного мислення та естетичного смаку. Крім того, процес малювання виступає засобом осмислення отриманої інформації під час екскурсії, що забезпечує глибше засвоєння матеріалу.

Таким чином, поєднання інтелектуальної та творчої діяльності під час таких музейних науково-освітніх заходів дозволяє не лише розширити знання учнів про мистецьку спадщину Т.Г.Шевченка, а й сформувати емоційний зв'язок із його творчістю.

Після створення малюнків акварельними фарбами учасники заходу долучаються до участі в імпровізованій театральній постановці за поемою «Наймичка». Основною метою цього етапу є поглиблення розуміння змісту літературного твору через емоційне проживання ролей. Театралізація сприяє розвитку емпатії, оскільки діти мають можливість відчути переживання персонажів, усвідомити їхні мотиви та внутрішній світ. Участь у виставі формує комунікативні навички, вміння працювати в групі, розвиває мовлення, уяву та впевненість у собі.

Захід «Тарасів Буквар» знайомить дітей із книжечкою «Буквар південнноруський», укладеною Т.Г.Шевченком у 1861 р. і призначеною для

початкового навчання дорослих грамоті в безкоштовних недільних школах. Видання має такі розділи: азбука, склади, цифри, лічба, текстовий матеріал, на якому вчаться читати.

Діти списують літери Тарасової абетки з допомогою гусячих пер та чорнил, створюють брелоки з власними іменами, написами «Мир», Дружба», «Перемога» або влучними девізами. Ці брелоки залишаються маленьким відвідувачам на задку про музей.

Таким чином, сучасний музей постає як динамічний освітньо-культурний простір, у якому ефективно поєднуються традиційні та інноваційні підходи до роботи з відвідувачами. На прикладі діяльності музею «Заповіту» Т. Г. Шевченка можемо припустити, що інтеграція екскурсій, вікторин, творчих завдань і театралізованих форм сприяє глибшому засвоєнню знань, розвитку пізнавальної активності та формуванню емоційного зв'язку з творчістю Тараса Шевченка. Застосування методів музейної педагогіки підвищує зацікавленість дітей, активізує їхню участь у процесі пізнання та сприяє формуванню культурної ідентичності й національної свідомості, що визначає музей як важливий інструмент сучасної освіти і виховання.

Висновки. Аналізуючи досвід упровадження інтерактивних форм роботи з молоддю в музейному середовищі, можна дійти висновку, що застосування різноманітних методів музейної педагогіки та їх гармонійне поєднання у культурно-освітній діяльності є своєрідною відповіддю на актуальне для сучасних музейників питання: яким чином зробити музей привабливим і цікавим для відвідувачів, особливо для учнівської молоді. Самі ж методи виступають не лише засобом подання інформації, а й важливою складовою ефективного засвоєння матеріалу, забезпечуючи зв'язок між поставленою метою та кінцевим результатом — формуванням творчої, всебічно розвиненої особистості.

Варто наголосити, що створення та реалізація різноманітних експериментальних культурологічних проєктів сприяє не лише вдосконаленню освітньої діяльності, а й розвитку самого музею. Такі ініціативи допомагають актуалізувати музейні фондові колекції, привернути увагу широкої аудиторії до експонатів, які є важливими носіями історичної пам'яті та культурної спадщини народу.

Отже, сучасний музей є не лише установою зі збереження та популяризації культурної спадщини, а й важливим осередком неформальної освіти та виховання підростаючого покоління. У сучасних умовах музейна педагогіка набуває особливого значення, оскільки сприяє формуванню національної свідомості, історичної пам'яті, естетичного смаку та творчого потенціалу дітей і молоді. Використання інтерактивних форм роботи,

інноваційних методик та різноманітних культурно-освітніх заходів дає змогу зробити музейний простір доступним, цікавим і пізнавальним для молодшої аудиторії.

Досвід діяльності Музею «Заповіту» Т. Г. Шевченка засвідчує, що поєднання традиційних і сучасних підходів музейної педагогіки позитивно впливає на розвиток пізнавальної активності дітей, формує їхній інтерес до історії, культури та творчої спадщини Тараса Шевченка. Реалізація різноманітних освітніх програм, ігор, інтерактивних занять та творчих проєктів сприяє емоційному залученню відвідувачів до музейного середовища, розвитку уяви, критичного мислення та творчих здібностей.

Таким чином, музейна педагогіка є перспективним напрямом сучасної культурно-освітньої діяльності, що забезпечує ефективну взаємодію музею з суспільством, сприяє популяризації культурної спадщини та створює умови для всебічного розвитку особистості. Саме тому подальше впровадження новітніх методів музейної роботи та розширення освітніх можливостей музеїв є важливим завданням для сучасних музейних установ України.

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ПРОЄКТНІ ТЕХНОЛОГІЇ У ВИКЛАДАННІ ІНТЕГРОВАНОГО КУРСУ «Я ДОСЛІДЖУЮ СВІТ» У ПОЧАТКОВІЙ ШКОЛІ

Анотація. У статті здійснено аналіз теоретико-педагогічних засад використання проєктних технологій у викладанні інтегрованого курсу «Я досліджую світ» у початковій школі. Обґрунтовано актуальність проєктного навчання в умовах реалізації концепції Нової української школи, яка орієнтує освітній процес на компетентнісний, діяльнісний та дитиноцентрований підходи. Визначено сутність проєктних технологій як ефективного засобу інтеграції навчального змісту, розвитку пізнавальної активності, критичного мислення, дослідницьких умінь і творчих здібностей здобувачів початкової освіти. Простежено ґенезу проєктного навчання у зарубіжній та українській педагогічній думці крізь призму ідей Дж. Дьюї, В. Кілпатріка, сучасних українських дослідників початкової освіти та інтерактивного навчання.

Розкрито освітній потенціал курсу «Я досліджую світ», який забезпечує міжпредметну інтеграцію природничої, громадянської, історичної, соціальної та здоров'язбережувальної освітніх галузей. Визначено основні види проєктів, що можуть реалізовуватися у початковій школі: інформаційні, творчі, дослідницькі, практикоорієнтовані, екологічні, соціальні та STEM-/STEAM-проєкти. Проаналізовано форми організації проєктної діяльності, її етапи, роль учителя як фасилітатора та організатора освітньої взаємодії.

Особливу увагу приділено прикладам реалізації проєктного навчання у курсі «Я досліджую світ», спрямованим на формування ключових компетентностей здобувачів початкової освіти, розвиток екологічної свідомості, соціальної активності, цифрової грамотності та навичок співпраці.

Доведено, що проєктні технології створюють сприятливі умови для практичного застосування знань, інтеграції навчальної та дослідницької діяльності, розвитку самостійності й мотивації до навчання.

Ключові слова: проєктні технології, початкова школа, інтегрований курс «Я досліджую світ», компетентнісний підхід, проєктне навчання, Нова українська школа.

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PROJECT TECHNOLOGIES IN TEACHING THE INTEGRATED COURSE "I EXPLORE THE WORLD" IN PRIMARY SCHOOL

Abstract. The article analyzes the theoretical and pedagogical foundations of using project technologies in teaching the integrated course "I Explore the World" in primary school. The relevance of project-based learning in the context of implementing the concept of the New Ukrainian School is substantiated, as it focuses on competency-based, activity-oriented and child-centered approaches to education. Project technologies are defined as an effective means of integrating educational content, developing cognitive activity, critical thinking, research skills and creative abilities of primary school students. The genesis of project-based learning in foreign and Ukrainian pedagogical thought is traced through the ideas of J. Dewey, W. Kilpatrick and modern Ukrainian researchers of primary education and interactive learning.

The educational potential of the integrated course "I Explore the World" is revealed, particularly its ability to provide interdisciplinary integration of natural science, civic, historical, social and health-preserving educational fields. The main types of projects that can be implemented in primary school are identified, including informational, creative, research, practice-oriented, ecological, social and STEM/STEAM projects. The article analyzes the forms of organizing project activities, their stages, and the role of the teacher as a facilitator and organizer of educational interaction.

Special attention is paid to examples of project implementation within the course "I Explore the World", aimed at developing key competencies of younger students, ecological awareness, social activity, digital literacy and cooperation skills. It is proved that project technologies create favorable conditions for the practical application of knowledge, integration of educational and research activities, development of students' independence and motivation for learning.

Keywords: project technologies, primary school, integrated course "I Explore the World", competency-based approach, project-based learning, New Ukrainian School.

Постановка проблеми. Сучасний розвиток початкової освіти в Україні відбувається в умовах реалізації Концепції Нової української школи (НУШ), яка орієнтує освітній процес на компетентнісний, діяльнісний та особистісно орієнтований підходи. За таких умов особливої актуальності набуває використання інноваційних педагогічних технологій, здатних забезпечити активну пізнавальну діяльність здобувачі освіти, розвиток критичного мислення, творчості та вміння застосовувати знання у практичних життєвих ситуаціях. Важливе місце серед них посідають проєктні технології, які створюють умови для інтеграції навчального змісту, організації дослідницької діяльності та формування ключових компетентностей здобувачі початкової освіти. Значний потенціал для реалізації проєктного навчання має інтегрований курс «Я досліджую світ», зміст якого поєднує природничу, громадянську, соціальну, історичну та здоров'язбережувальну освітні галузі. Водночас у сучасному науково-педагогічному дискурсі недостатньо систематизовано питання використання проєктних технологій у викладанні цього курсу, їхніх дидактичних можливостей, видів, форм організації та впливу на формування ключових компетентностей здобувачів початкової освіти, що зумовлює актуальність та потребу предметного осмислення означеної проблеми.

Аналіз останніх досліджень і публікацій. Проблема використання проєктних технологій досліджується у кількох взаємопов'язаних напрямах. Теоретико-методологічні засади проєктного навчання були закладені у працях Дж. Дьюї [1] та В. Кілпатріка [2], які обґрунтували необхідність поєднання навчання з практичною діяльністю. У вітчизняному дискурсі проблеми використання проєктних технологій у закладах освіти досліджують Н. Додусенко, І. Нетужилова [3], Н. Захарчук, Н. Макарчук [4], Р. Михайлишин [5], Ю. Момот [6], О. Онопрієнко [7], О. Пометун, Л. Пироженко [8], О. Савченко [9], О. Саламаха [10], Г. Щекатунова [11], які розглядають їх як ефективний засіб розвитку творчої особистості. Різні аспекти організації проєктної діяльності в закладах освіти висвітлюють Т. Веденеєва, О. Ворожейкіна, А. Капля, Н. Заячківська, Є. Полат, Г. Руських, Є. Цикало, А. Чайка, Н. Шиян, М. Щербань та ін.

Проблеми компетентнісного підходу та інтегрованого навчання у початковій школі розробляють В. Биков, В. Шарко [12], В. Войналович [13], О. Савченко [9], А. Якимчук, Т. Колупаєва [14]. Методичні аспекти викладання інтегрованого курсу «Я досліджую світ» розкрито у працях Т. Гільберг, С. Тарнавської, Н. Павич [15], формування умінь проєктного навчання засобами підручника досліджують В. Коваль та Я. Василець [16], використання ігрових технологій – Н. Лалак і Л. Фенчак [17], а інтеграцію проєктного навчання з природничою освітою – О. Ільченко [18]. Утім,

проблема використання проєктних технологій у викладанні курсу «Я досліджую світ» не отримала системного висвітлення, що зумовлює потребу заповнення цієї прогалини.

Мета статті полягає у визначенні теоретико-педагогічних засад використання проєктних технологій у викладанні інтегрованого курсу «Я досліджую світ» у початковій школі, характеристиці основних видів, форм та етапів організації проєктної діяльності та виявленні їхнього впливу на формування ключових компетентностей, пізнавальної активності й дослідницьких умінь здобувачів початкової освіти в умовах реалізації Концепції Нової української школи.

Виклад основного матеріалу. Сучасний розвиток початкової освіти в Україні пов'язаний з упровадженням компетентнісного підходу, орієнтацією на особистісний розвиток здобувача освіти, формуванням його творчих здібностей, дослідницьких умінь і готовності до практичного застосування знань. У цьому контексті особливого значення набувають проєктні технології, які забезпечують активізацію пізнавальної діяльності та сприяють інтеграції навчального матеріалу. Актуальність використання проєктних технологій у початковій школі посилюється в умовах реалізації Концепції НУШ, де одним із ключових завдань визначено формування компетентної, ініціативної та творчої особистості [19].

Як відомо, теоретичні засади проєктного навчання сформувалися під впливом ідей педагогічної діяльності та прагматичної освіти початку XX ст. Основи методу проєктів були закладені американським філософом і педагогом Дж. Дьюї, який обґрунтовував необхідність поєднання навчання з практичною діяльністю дитини [1]. Його учень В. Кілпатрик розвинув концепцію проєктного навчання, розглядаючи проєкт як цілеспрямовану діяльність учнів, спрямовану на розв'язання практичної проблеми. З його подачі в педагогічній науці утвердилося трактування методу проєктів як організації освітнього процесу, за якої учні здобувають знання та вміння в процесі самостійного планування, виконання й презентації певного практичного завдання [2].

В українському науковому дискурсі (Н. Додусенко, І. Нетужилова [3], Н. Захарчук, Н. Макарчук [4], Р. Михайлишин [5], Ю. Момот [6], О. Онопрієнко [7], О. Пометун, Л. Пироженко [8], О. Савченко [9], О. Саламаха [10], Г. Щекатунова [11] та ін.). *проєктні технології розглядаються* як ефективний засіб реалізації компетентнісного та діяльнісного підходів у початковій освіті. Дослідники наголошують, що навчання у початковій школі має забезпечувати активну діяльність здобувача освіти, спрямовану на розвиток уміння застосовувати знання у життєвих ситуаціях, співпрацювати з іншими та самостійно здобувати інформацію. Таким

штибом проєктна діяльність створює умови для переходу від репродуктивного засвоєння знань до їх творчого використання у практичній діяльності

Важливе місце у теоретичному обґрунтуванні проєктних технологій посідає *компетентнісний підхід*, який передбачає формування в учнів ключових компетентностей через активну взаємодію з навколишнім середовищем. У Концепції НУШ підкреслюється, що сучасний освітній процес має ґрунтуватися на педагогіці партнерства, інтегрованому навчанні та діяльнісних методах, які стимулюють самостійність, відповідальність і критичне мислення здобувачів освіти [19]. Проєктні технології органічно відповідають цим вимогам, позаяк орієнтують здобувачів початкової освіти на дослідження, пошук інформації, аналіз проблемних ситуацій та створення певного продукту, досягнення конкретного результату.

Науковці суголосні в думці, згідно якої використання проєктних технологій у початковій школі сприяє формуванню у здобувачів освіти ключових компетентностей, розвитку пізнавальної активності, самостійності, уміння працювати в команді та застосовувати знання у практичних ситуаціях. Наголошується на тому, що компетентнісно орієнтоване навчання у початковій школі має ґрунтуватися на діяльнісному підході, який передбачає активне залучення учнів до виконання практичних і творчих завдань, близьких до реального життя. В такому контексті проєктна діяльність виступає ефективним засобом інтеграції знань та розвитку дослідницьких умінь.

Важливо підкреслити, що науково-теоретичні засади використання проєктних технологій у початковій школі ґрунтуються на принципах інтеграції, дитиноцентризму та практичної спрямованості навчання. Інтеграція змісту освіти дозволяє об’єднувати знання з різних освітніх галузей навколо певної проблеми чи теми, що особливо актуально для інтегрованого курсу «Я досліджую світ». У процесі виконання проєктів здобувачі освіти навчаються встановлювати причинно-наслідкові зв’язки, аналізувати явища навколишнього світу, здійснювати елементарні дослідження та презентувати їх результати.

Суттєвим аспектом також є мотиваційний потенціал використання проєктних технологій, що дає змогу враховувати інтереси дітей, їхній життєвий досвід та потребу в активній діяльності. Участь у створенні проєкту підвищує їхню зацікавленість навчанням, розвиває творчу ініціативу, формує позитивну мотивацію до пізнання.

Як проміжний висновок відзначмо, що теоретико-педагогічні засади використання проєктних технологій у початковій школі базуються на ідеях діяльнісного, компетентнісного та особистісно орієнтованого підходів.

Проєктне навчання забезпечує інтеграцію знань, розвиток пізнавальної активності, критичного мислення, комунікативних умінь і творчих здібностей здобувачів початкової освіти.

Інтегрований курс «Я досліджую світ» посідає важливе місце у системі сучасної початкової освіти завдяки органічного поєднання природничої, громадянської, історичної, соціальної та здоров'язбережувальної освітніх галузей. Його зміст спрямований на формування у здобувачів освіти цілісного уявлення про навколишній світ, розвиток пізнавальної активності, дослідницьких умінь і здатності застосовувати знання у практичних життєвих ситуаціях [15-18; 20]. Це виразно відповідає філософії НУШ, згідно якої сучасна початкова освіта має ґрунтуватися на компетентнісному, діяльнісному та інтегрованому підходах, які забезпечують практичну спрямованість навчання [19].

Саме тому *курс «Я досліджую світ» має значний потенціал для реалізації проєктних технологій*.

Однією з провідних особливостей курсу «Я досліджую світ» э його *інтегрований характер*.

На основі чинного Державного стандарту початкової освіти [21] було розроблено дві типові освітні програми, які поєднують зміст низки освітніх галузей. Програма підготовлена під керівництвом О. Савченко передбачає інтеграцію трьох галузей – природнича, громадянська та історична, соціальна та здоров'язбережувальна [22]. розроблена під проводом Р. Шияна освітня програма інтегрує сім галузей: мовно-літературна, математична, природнича, технологічна, соціальна та здоров'язбережувальна, громадянська та історична, інформативна [23].

В інтегрованому вигляді *мета* курсу «Я досліджую світ» полягає у формуванні у здобувачів початкової освіти цілісної картини світу, розвитку їхньої допитливості та критичного мислення на основі особистого соціального та життєвого досвіду. Міжгалузева спрямованість курсу передбачає реалізацію *ключових завдань* щодо формування цілісного світогляду (розширення знань про живу й неживу природу, явища суспільного життя та історію); розвиток дослідницьких навичок (навчання дітей самостійно шукати інформацію, ставити запитання, проводити спостереження, робити логічні висновки); виховання екологічної свідомості (усвідомлення взаємозв'язків у природі та ролі людини в навколишньому середовищі); соціалізації та вироблення громадянської позиції (опанування нормами суспільної поведінки, виховання поваги до прав людини, патріотизму та толерантності); збереження здоров'я (формування навичок безпечної поведінки, здорового способу життя, вміння розпізнавати емоції) тощо.

Важливий освітній потенціал курсу полягає у реалізації *міжпредметних зв'язків*. У процесі вивчення різних тем учні залучають знання з природознавства, мовно-літературної, математичної та технологічної освітніх галузей. Інтеграція змісту початкової освіти дозволяє уникнути фрагментарності знань та забезпечує практичну спрямованість навчання. Проєктна діяльність у цьому контексті дозволяє поєднувати навчальний матеріал різних предметів навколо певної проблеми чи дослідницького завдання. Наприклад, під час реалізації проєктів на теми «Вода у житті людини», «Рослини нашого краю», «Моя громада» або «Екологічні проблеми довкілля» учні можуть проводити спостереження, працювати з інформаційними джерелами, виконувати елементарні обчислення, створювати творчі продукти та презентувати результати власної діяльності.

Курс «Я досліджую світ» має виразну *дослідницьку спрямованість*. Його зміст передбачає організацію спостережень, елементарних дослідів, пошукової діяльності та аналізу явищ навколишнього світу. Науковці спільні думці, згідно якої інтерактивні та дослідницькі методи навчання сприяють розвитку критичного мислення, самостійності та вміння учнів працювати з інформацією. Саме проєктні технології створюють сприятливі умови для організації такої діяльності, позаяк орієнтують учнів на активний пошук інформації, висування припущень, перевірку результатів і формулювання висновків [3-18].

У процесі реалізації проєктного навчання в межах курсу «Я досліджую світ» формуються *ключові компетентності* здобувачів початкової освіти. Насамперед ідеться про *природничу компетентність*, яка розвивається через спостереження за природними явищами, проведення дослідів, ознайомлення з екологічними проблемами та формування дбайливого ставлення до довкілля. У Державному стандарті початкової освіти визначено, що одним із важливих результатів навчання є здатність учнів досліджувати навколишній світ, аналізувати природні явища та усвідомлювати взаємозв'язки у природі [21].

Проєктна діяльність також сприяє формуванню *соціальної та громадянської компетентностей*. Виконання колективних завдань, робота в групах, обговорення результатів і спільне прийняття рішень розвивають навички співпраці, відповідальності та комунікації. В такому контексті у Концепції НУШ наголошується на необхідності формування особистості, здатної до відповідальної поведінки, громадянської активності та конструктивної взаємодії у суспільстві [19].

Не менш важливим є розвиток *екологічної компетентності* учнів. Тематика курсу сприяє усвідомленню взаємозв'язку людини і природи, формуванню екологічно відповідальної поведінки та навичок бережного

ставлення до навколишнього середовища. Значний потенціал реалізації цих завдань мають проєкти природоохоронного змісту: «Збережемо природу», «Чисте довкілля», «Птахи нашого краю», «Сортування сміття» тощо.

Зміст курсу «Я досліджую світ» предметно орієнтований на формування *цифрової компетентності* здобувачів початкової освіти, адже під час виконання проєктів вони можуть використовувати цифрові засоби для пошуку інформації, створення презентацій, фото- і відеоматеріалів, оформлення результатів досліджень тощо. У Державному стандарті початкової освіти цифрову компетентність визначено як одну з ключових, необхідних для успішного навчання та соціалізації дитини в сучасному інформаційному суспільстві [21].

В контексті формування означених компетентностей відзначмо, найбільш придатними для проєктної діяльності є теми, пов'язані з природою, суспільством, здоровим способом життя, безпекою та місцевим середовищем. В такому ракурсі можуть ефективно реалізуватися проєкти на теми «Моя сім'я», «Рослини і тварини рідного краю», «Подорож Україною», «Корисна їжа», «Професії людей», «Свята і традиції українського народу» та ін. Вони близькі та зрозумілі здобувачам початкової освіти, тож сприяють їхньому залученню до навчальної діяльності, мотивують до пізнання.

В педагогічній науці *проєкти класифікують* за різними ознаками: змістом або характером домінуючої активності, тривалістю виконання, кількістю учасників, практичною спрямованістю тощо. З нашого погляду для курсу «Я досліджую світ» найбільш ефективними є інформаційні, творчі, дослідницькі, практикоорієнтовані, екологічні, соціальні та STEM-проєкти, які потребують конкретизації в означеному контексті.

Інформаційні проєкти спрямовані на пошук, систематизацію та представлення інформації з певної теми. У процесі їх виконання здобувачі початкової освіти вчаться працювати з різними джерелами інформації, аналізувати матеріал, узагальнювати результати та презентувати їх у доступній формі.

Таким штибом вони розвивають уміння самостійно здобувати знання та формують інформаційну культуру і навички критичного мислення. У межах курсу «Я досліджую світ» це можуть бути проєкти на теми «Тварини Червоної книги України», «Традиції українського народу», «Корисні копалини України».

Творчі проєкти орієнтовані на створення здобувачами освіти власного творчого продукту – малюнка, лепбука, казки, макета, колажу, відео або театралізованої постановки. Їхній потенціал полягає в розвитку уяви, емоційної сфери, комунікативних умінь і художньо-естетичних здібностей дітей. Такі проєкти доцільно реалізовувати під час вивчення тем «Пори

року», «Свята і традиції», «Моя сім'я», «Рослинний світ рідного краю» та ін.

Особливе місце у початковій школі посідають *дослідницькі проєкти*, які передбачають проведення спостережень, елементарних дослідів, аналіз результатів і формулювання висновків. Приміром, реалізація проєктів «Як змінюється погода», «Властивості води», «Умови росту рослин», «Вплив світла на розвиток рослин» має значний потенціал для формування в учнів навичок дослідницької діяльності, умінь висувати гіпотези та перевіряти їх на практиці.

Схожі завдання розв'язують і *практикоорієнтовані проєкти*, що мають прикладний характер та спрямовані на створення конкретного продукту, досягнення практичного результату. Так, реалізовані в межах курсу «Я досліджую світ» проєкти «Годівничка», «Город на підвіконні», «Календар погоди», «Безпечний маршрут до школи» орієнтують на застосування знань у реальних життєвих ситуаціях, розвивають відповідальність і чутливість до нагальних соціальних потреб, навички співпраці, тож в цілому формують здатність використовувати знання у повсякденному житті.

Зміст і завдання надважливих у контексті обговорюваного питання *екологічних проєктів* спрямований на формування екологічної свідомості і компетентності, навичок природоохоронної діяльності та усвідомлення взаємозв'язку людини й довкілля. Їхня тематика може охоплювати проблеми збереження природи, сортування сміття, охорони рослин і тварин, економного використання природних ресурсів тощо.

Своєю чергою пов'язані з ними *соціальні проєкти* спрямовані на розвиток громадянської і соціальної компетентностей здобувачів початкової освіти тож їхнє виконання передбачає взаємодію з іншими учасниками освітнього процесу – вчителями, батьками, місцевою громадою, дитячими організаціями. Реалізація таких проєктів, як «Правила дружби», «Допоможемо птахам узимку», «Добрі справи», «Безпечна поведінка на дорозі» привчає працювати в команді, брати відповідальність за результат, проявляти ініціативність.

В сучасній початковій освіті посилюється інтерес до STEM-технології, в тому й *STEAM-проєктів*, які передбачають інтеграцію природничих наук, технологій, інженерії, мистецтва та математики. STEM-підхід орієнтований на розвиток дослідницьких умінь, логічного мислення, творчості та здатності розв'язувати практичні проблеми [12]. У початковій школі STEAM-проєкти доречно реалізувати через прості експерименти, моделювання, конструювання, використання цифрових технологій і творчих завдань. Наприклад, учні можуть створювати моделі транспорту,

досліджувати властивості матеріалів, конструювати макети будинків або виготовляти екологічні вироби тощо.

В таблиці 1 представлено основні види проєктної діяльності в курсі «Я досліджую світ» та їхні цілі і показові приклади реалізації.

Таблиця 1

Види, цілі, приклади проєктної діяльності, які доцільно реалізувати у викладанні курсу «Я досліджую світ» в початковій школі

Вид проєкту	Цілі	Приклад
Інформаційний	Пошук, аналіз і представлення інформації	«Тварини Червоної книги України»
Творчий	Створення творчого продукту	«Моя улюблена пора року»
Дослідницький	Проведення спостережень і дослідів	«Властивості води»
Практикоорієнтований	Створення практичного результату	«Годівничка для птахів»
Екологічний	Формування екологічної свідомості	«Сортування сміття»
Соціальний	Розвиток соціальної взаємодії та відповідальності	«Добрі справи нашого класу»
STEM-/STEAM-проєкт	Інтеграція науки, технологій, творчості та математики	«Створення моделі мосту»

Для реалізації означеної діяльності існує належне *навчально-методичне забезпечення*. Зокрема, В. Коваль та Я. Василець здійснили глибокий аналіз можливостей формування у здобувачів початкової освіти умінь проєктного навчання на уроках «Я досліджую світ» засобами навчальної книги. Розглянувши підручники І. Грущинської, З. Хитрої, Н. Морзе, О. Барни, О. Волощенко, О. Козак, Г. Остапенко, в яких представлено різні види навчальних проєктів (родинні, дослідницькі, творчі, пошукові, практико-орієнтовані) автори показали їх дидактичні можливості для застосування методу проєктів у початковій школі [].

Ефективність цієї діяльності значною мірою залежить від правильної *організації роботи учнів, добору форм взаємодії та врахування вікових особливостей здобувачів початкової освіти*. У сучасній педагогічній практиці проєктна діяльність реалізується через індивідуальні, парні, групові та колективні форми роботи, що забезпечують розвиток самостійності, комунікативних умінь і навичок співпраці. Для інтегрованого курсу «Я досліджую світ» такі форми організації є найбільш оптимальними,

позаяк його зміст орієнтований на активну практичну, дослідницьку та соціально працю.

Індивідуальні проєкти, що передбачають самостійне виконання учнем певного завдання або дослідження та сприяють розвитку відповідальності, самостійності, уміння планувати власну діяльність і презентувати її результати. У межах курсу «Я досліджую світ» такі проєкти можуть бути пов'язані зі спостереженнями за природними явищами, створенням тематичних малюнків, лепбуків, календарів природи або мініповідомлень про тварин, рослини, родинні традиції тощо.

Парні проєкти, що орієнтовані на співпрацю здобувачів освіти в процесі виконання спільного завдання, допомагають розвивати навички взаємодії, уміння домовлятися, розподіляти обов'язки та спільно приймати рішення. В процесі викладання означеного курсу вони можуть реалізовуватися під час створення плакатів, підготовки презентацій, проведення елементарних дослідів, виконання спільних творчих завдань та ін.

Найбільш поширені в початковій школі *групові проєкти* сприяють розвитку навичок співпраці, толерантності, взаємодопомоги та відповідальності за спільний результат. За думкою науковців саме вони створюють умови для активної взаємодії, комунікації, розвитку критичного мислення та формування соціального досвіду [3-8; 11]. У процесі виконання групових проєктів учні можуть збирати інформацію, проводити спостереження, створювати колективні макети, тематичні виставки або мультимедійні презентації.

Особливості *колективних проєктів* полягають у залученні до спільної діяльності всього класу та виразній соціальній або практичній спрямованості, що своєю чергою сприяє згуртуванню учнівського колективу, формуванню громадянської відповідальності та розвитку навичок командної роботи. У межах курсу «Я досліджую світ» це можуть бути екологічні акції, створення класного куточка природи, проведення тематичних свят, благодійних заходів або колективних досліджень.

В контексті порушеної проблеми також класифікуємо *проєкти за тривалістю виконання.* Короткотривалі проєкти, які реалізуються протягом одного або кількох уроків, зазвичай мають нескладні цілі та чітко визначений результат. Такі проєкти (приміром, створення плаката «Правила поведінки в природі», виготовлення аплікації «Пори року», спостереження за погодою тощо) особливо ефективні у роботі зі здобувачами початкової освіти, позаяк ураховують особливості їхньої уваги та працездатності.

Порівняно з означеними, довготривалі проєкти виконуються впродовж кількох тижнів або місяців та передбачають систематичну дослідницьку чи практичну діяльність учнів. Вони дозволяють глибше

дослідити певну проблему, формують навички планування та послідовного виконання роботи. У межах курсу «Я досліджую світ» це можуть бути проєкти «Вирощуємо рослину», «Календар спостережень за природою», «Екологічний стан нашого подвір'я» або «Традиції моєї родини» тощо.

Залежно від місця реалізації проєктної діяльності розрізняємо *урочні та позаурочні проєкти*. Перші інтегровані в структуру уроку та пов'язані з вивченням конкретної теми навчальної програми. Вони сприяють активізації пізнавальної діяльності учнів та забезпечують практичне застосування знань.

Позаурочні проєкти реалізуються у позанавчальний час та можуть охоплювати участь у конкурсах, екскурсіях, природоохоронних акціях, спостереженнях або творчих заходах. Така діяльність розширює освітній простір здобувачів початкової освіти та забезпечує зв'язок навчання з реальним життям.

Організація проєктної діяльності в початковій школі має враховувати *психолого-педагогічні особливості молодших школярів*. Однією з важливих умов ефективності проєктного навчання є використання візуалізації. Здобувачі початкової освіти краще сприймають інформацію через наочність, тому у процесі реалізації проєктів доцільно використовувати малюнки, схеми, моделі, лепбуки, презентації, плакати та дидактичні матеріали.

Це сприятиме активізації мислення та розвитку уяви і пізнавального інтересу.

Важливу роль у такій проєктній діяльності відіграють *ігрові елементи*. Використання рольових ситуацій, квестів, творчих завдань, конкурсів і дидактичних ігор підвищує мотивацію учнів та сприяє емоційному залученню дітей до навчання.

Дослідники цієї проблеми показали, що поєднання проєктної та ігрової діяльності забезпечує активність і зацікавленість учнів у процесі навчання [17].

В організації проєктної діяльності *змінюється і роль учителя*, який виступає не лише джерелом знань, а й фасилітатором, консультантом і організатором навчальної взаємодії.

В процесі інтерактивного та проєктного навчання педагог має створювати умови для самостійної діяльності учнів, підтримувати їхню ініціативу та спрямовувати пізнавальний пошук.

Такий підхід сприяє розвитку самостійності, відповідальності та творчої активності здобувачів початкової освіти та відповідає концептуальним засадам НУШ, орієнтованої на партнерство між учителем і учнем (таблиця 2).

Таблиця 2

Взаємодія вчителя й учнів на основних етапах організації проєктної діяльності у початковій школі

Етап	Діяльність учителя	Діяльність учнів
Мотиваційний	Створює проблемну ситуацію, зацікавлює темою	Висловлюють припущення, ставлять запитання
Організаційно-планувальний	Допомагає визначити мету, організовує роботу	Планують діяльність, розподіляють обов'язки
Дослідницько-практичний	Консультує, координує діяльність	Проводять дослідження, виконують завдання
Презентаційний	Організовує представлення результатів	Презентують результати проєкту
Рефлексивно-оцінювальний	Організовує оцінювання та рефлексію	Аналізують результати, здійснюють самооцінку

Важливим чинником успішної реалізації проєктної діяльності у початковій школі є *підтримка батьків*, які можуть взяти чинну участь в організації спостереження, пошуку матеріалів, виконання практичних завдань та оформлення результатів роботи. Важливо, щоб батьківська допомога не підміняла діяльність дитини, а розвивала її самостійність та активність.

Проєктна діяльність у початковій школі є *поетапно організованим процесом*, у якому учні поступово переходять від сприйняття проблеми до її дослідження, практичного розв'язання та презентації результатів. Дані таблиці 3 відображають структуру, послідовність і функційність цього процесу.

Таблиця 3

Етапи проєктної діяльності учнів у початковій школі

Етап проєктної діяльності	Характеристика діяльності	Діяльність учителя	Діяльність учнів	Очікуваний результат
Мотиваційний	Формування інтересу до проблеми та позитивної мотивації до діяльності	Створює проблемну ситуацію, організовує бесіду, демонструє наочність, мотивує учнів	Висловлюють припущення, ставлять запитання, визначають проблему	Зацікавлення темою проєкту та готовність до роботи

Етап проєктної діяльності	Характеристика діяльності	Діяльність учителя	Діяльність учнів	Очікуваний результат
Організаційно-планувальний	Визначення мети, завдань, способів реалізації проєкту	Допомагає планувати діяльність, організовує роботу в групах, визначає джерела інформації	Планують послідовність дій, розподіляють ролі та обов'язки	Усвідомлення структури діяльності та організація співпраці
Дослідницько-практичний	Виконання досліджень, пошук і аналіз інформації, практична діяльність	Консультує, координує роботу, підтримує пізнавальний пошук	Проводять спостереження, досліди, аналізують інформацію, створюють творчі продукти	Формування дослідницьких умінь і практичного досвіду
Презентаційний	Представлення результатів проєкту	Організовує презентацію результатів, підтримує учнів	Презентують результати роботи, відповідають на запитання, беруть участь в обговоренні	Розвиток комунікативних умінь та навичок публічного виступу
Рефлексивно-оцінювальний	Аналіз результатів діяльності та самооцінка	Організовує рефлексивне обговорення, сприяє оцінюванню результатів	Аналізують власну діяльність, оцінюють результати, формулюють висновки	Усвідомлення отриманого досвіду та розвиток навичок самооцінювання

Насамкінець наведемо низку *прикладів* ефективної реалізації проєктного навчання у початковій школі. Зокрема, проєкти «Екологія нашого подвір'я» та «Вода – джерело життя» спрямовані на формування природничої та екологічної компетентностей учнів, розвиток дослідницьких умінь, критичного мислення й відповідального ставлення до навколишнього середовища. В процесі їх реалізації вони здійснюють спостереження, проводять елементарні досліди, аналізують інформацію, обговорюють результати та створюють творчі продукти. Для візуалізації результатів доцільно використовувати цифрові інструменти Canva, Padlet, LearningApps та мультимедійні презентації.

Практичну та соціальну спрямованість мають проєкти на кшталт «Безпечний маршрут до школи» та «Моя родина і традиції», які забезпечують зв'язок навчання з особистим досвідом дитини. В їх межах здобувачі освіти досліджують правила безпечної поведінки, аналізують

життєві ситуації, вивчають родинні традиції, готують презентації, фотоальбоми чи колажі.

Пізнавально-дослідницький потенціал також має проєкт «Подорож Україною», під час реалізації якого діти знайомляться з природними, історичними та культурними особливостями регіонів України, створюють інтерактивні карти, туристичні маршрути та мультимедійні презентації. Практика використання таких проєктів у курсі «Я досліджую світ» свідчить, що проєктне навчання створює сприятливі умови для розвитку творчості, дослідницької активності, цифрової грамотності та соціальної взаємодії здобувачів освіти.

Висновки. Проведене дослідження засвідчило, що проєктні технології є ефективним засобом реалізації компетентнісного, діяльнісного та інтегрованого підходів у викладанні курсу «Я досліджую світ» в початковій школі. Їх використання сприяє формуванню ключових компетентностей здобувачів освіти, розвитку пізнавальної активності, дослідницьких умінь, критичного мислення, творчості, комунікативних навичок та здатності застосовувати знання у практичних ситуаціях. Інтегрований зміст курсу створює сприятливі умови для реалізації різних видів проєктної діяльності – інформаційної, творчої, дослідницької, практикоорієнтованої, екологічної, соціальної та STEM- -спрямованої. При цьому ефективність проєктного навчання залежить від належної організації взаємодії учителя й здобувачів освіти, використання інтерактивних, ігрових і цифрових технологій, урахування вікових особливостей учнів та забезпечення педагогіки партнерства. Перспективи подальших досліджень убачаємо у розробленні методичного забезпечення проєктного навчання для різних тематичних модулів курсу «Я досліджую світ» та вивченні можливостей інтеграції STEM-технологій і цифрових платформ у проєктну діяльність.

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ПРОФЕСІЙНА РЕЗИЛЬЄНТНІСТЬ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ У КОНТЕКСТІ ЦИФРОВОЇ ТРАНСФОРМАЦІЇ ОСВІТИ: ТЕОРЕТИКО-СТРУКТУРНИЙ АНАЛІЗ

Анотація. У статті здійснено теоретико-структурний аналіз професійної резильєнтності майбутніх учителів початкових класів у контексті цифрової трансформації освіти та сучасних глобальних викликів. Актуальність дослідження зумовлена зростанням вимог до педагогічної освіти в умовах воєнного стану, цифровізації та поширення дистанційних і змішаних форматів навчання, що підвищує значення здатності майбутнього вчителя до збереження професійної ефективності й психологічної стійкості.

Узагальнено сучасні наукові підходи до розуміння резильєнтності, що дозволило визначити перехід від індивідуально-адаптаційного до системно-середовищного її трактування. Встановлено, що професійна резильєнтність майбутнього вчителя формується у взаємодії особистісних ресурсів, освітнього середовища та вимог професійної діяльності, а цифрові технології виступають важливим чинником її розвитку.

Визначено структуру професійної резильєнтності майбутніх учителів початкових класів, яка включає мотиваційно-ціннісний, когнітивно-операційний, емоційно-регулятивний, діяльнісно-практичний та рефлексивно-адаптивний компоненти. Розкрито їх зміст та взаємозв'язок у забезпеченні цілісності професійного становлення здобувача педагогічної освіти.

Окреслено ключові чинники формування професійної резильєнтності в умовах цифровізації освіти: цифрова компетентність, інформаційно-психологічна безпека, емоційна саморегуляція, адаптивність до змін, професійна рефлексія, соціально-професійна взаємодія та профілактика емоційного вигорання. Підкреслено, що цифрове освітнє середовище є не лише інструментом навчання, а й ресурсом розвитку професійної стійкості.

Обґрунтовано методичні засади формування професійної резильєнтності, що базуються на поєднанні компетентнісного, діяльнісного,

особистісно орієнтованого та рефлексивного підходів із використанням кейс-технологій, мікровикладання, симуляційного навчання та цифрових освітніх інструментів.

Зроблено висновок, що професійна резильєнтність є інтегративною характеристикою майбутнього вчителя, яка забезпечує його здатність адаптуватися до змін, зберігати професійну ефективність і відновлювати ресурси в умовах цифрової трансформації освіти.

Ключові слова: резильєнтність, професійна резильєнтність, майбутні вчителі початкових класів, цифрова трансформація освіти, педагогічна освіта, цифрові технології, професійна підготовка.

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PROFESSIONAL RESILIENCE OF FUTURE PRIMARY SCHOOL TEACHERS IN THE CONTEXT OF DIGITAL TRANSFORMATION OF EDUCATION: THEORETICAL AND STRUCTURAL ANALYSIS

Abstract. The article presents a theoretical and structural analysis of the professional resilience of future primary school teachers in the context of the digital transformation of education and contemporary global challenges. The relevance of the study is determined by the increasing demands placed on teacher education under conditions of martial law, rapid digitalization, and the expansion of distance and blended learning formats, which significantly enhance the importance of maintaining professional effectiveness and psychological stability among future teachers.

The study generalizes contemporary scientific approaches to the interpretation of resilience, which makes it possible to identify a shift from an individual-adaptive to a systemic-environmental understanding of this phenomenon. It is established that the professional resilience of future teachers is formed through the interaction of personal resources, the educational environment, and professional requirements, while digital technologies act as a significant factor in its development.

The structure of professional resilience of future primary school teachers is defined, including motivational-value, cognitive-operational, emotional-regulative, activity-practical, and reflective-adaptive components. Their content and interrelation in ensuring the holistic process of professional development of педагогical education students are revealed.

Key factors influencing the formation of professional resilience in the context of educational digitalization are outlined, including digital competence, information-psychological security, emotional self-regulation, adaptability to changes in the educational environment, professional reflection, socio-professional interaction, and prevention of professional burnout. It is emphasized that the digital educational environment serves not only as a learning tool but also as a resource for developing professional sustainability.

Methodological foundations for forming professional resilience are substantiated, based on the integration of competence-based, activity-based, learner-centered, and reflective approaches using case technologies, micro-teaching, simulation-based learning, and digital educational tools.

It is concluded that professional resilience is an integrative characteristic of a future teacher, ensuring the ability to adapt to changes, maintain professional effectiveness, and restore resources in the context of digital transformation of education.

Keywords: resilience, professional resilience, future primary school teachers, digital transformation of education, teacher education, digital technologies, professional training, global challenges.

Постановка проблеми. Сучасний розвиток системи освіти України відбувається в умовах багатовимірної соціальної, безпекової та технологічної нестабільності. Воєнні виклики, стрімка цифровізація суспільства і освіти, трансформація освітнього середовища, розширення дистанційних і змішаних форматів навчання істотно підвищують вимоги до професійної підготовки майбутніх учителів початкових класів. У цих умовах особливої значущості набуває проблема формування їхньої професійної резильєнтності як здатності зберігати ефективність педагогічної діяльності, психологічну рівновагу та готовність до саморозвитку в умовах глобальних викликів. Водночас у наукових дослідженнях недостатньо чітко розмежовано психологічний, педагогічний виміри цього феномена, що ускладнює його цілісне теоретичне осмислення.

Початкова школа є базовою ланкою освіти, де педагог виконує не лише навчальну, а й виховну, адаптаційну та підтримувальну функції. Відтак майбутній учитель початкових класів має бути готовим до інтенсивних емоційних навантажень, швидких змін освітніх технологій, інклюзивних викликів та необхідності постійного професійного удосконалення. Аналіз сучасних наукових підходів засвідчує, що професійна резильєнтність формується як результат взаємодії індивідуальних ресурсів, освітнього середовища та нормативно визначених вимог до професійної діяльності педагога, однак у наукових дослідженнях недостатньо враховано інтеграцію цих трьох рівнів.

Окремого значення набуває використання цифрових технологій як чинника розвитку професійної резильєнтності. Вони не лише змінюють організацію освітнього процесу, а й формують нові механізми професійної підтримки, саморегуляції та адаптації майбутнього педагога до складних умов освітнього середовища.

Отже, актуальність дослідження зумовлена необхідністю наукового обґрунтування теоретичні засад формування професійної резильєнтності майбутніх учителів початкових класів засобами цифрових технологій у контексті сучасних глобальних викликів.

Аналіз останніх досліджень і публікацій. Проблема резильєнтності в сучасному науковому дискурсі розглядається як міждисциплінарний феномен, що активно досліджується у психології, педагогіці, соціології, медицині, менеджменті та теорії професійного розвитку. У психологічній науці резильєнтність пов'язують зі здатністю особистості долати стресові та травматичні події, зберігати психоемоційну рівновагу й адаптуватися до несприятливих умов. У соціальних дослідженнях увага акцентується на ролі середовищних ресурсів, соціальної підтримки та взаємодії особистості із суспільством.

У педагогічному вимірі резильєнтність розглядається як важлива умова професійної стійкості педагога, його здатності ефективно здійснювати освітню діяльність в умовах невизначеності, високого емоційного навантаження та суспільних трансформацій. Водночас у сучасній науковій літературі спостерігаються різні концептуальні підходи до розуміння резильєнтності, що зумовлює необхідність їх критичного зіставлення та узагальнення.

Згідно з підходом A. Masten [38], резильєнтність є «звичайною магією» («ordinary magic»), тобто природною здатністю людини адаптуватися та відновлюватися завдяки базовим адаптаційним системам розвитку. Цей підхід акцентує переважно внутрішні універсальні механізми адаптації, мінімізуючи роль соціального контексту.

M. Rutter [40], G. Bonanno [31] та N. Garmezy [34] розглядають резильєнтність як результат взаємодії особистісних чинників і чинників середовища, що забезпечують збереження стабільного функціонування особистості в умовах тривалого стресу та кризових ситуацій. На відміну від підходу A. Masten, ці автори підкреслюють компенсаторний характер взаємодії ризиків і захисних факторів.

M. Ungar [43] визначає резильєнтність як процес взаємодії особистості з ресурсами середовища, які забезпечують не лише адаптацію до труднощів, а й відновлення та трансформацію життєвого досвіду. Таким чином, у сучасній науці формується перехід від індивідуально-адаптаційного до

системно-середовищного розуміння резильєнтності, що є принципово важливим для педагогічної освіти.

Порівняльний аналіз зазначених підходів свідчить, що ключова суперечність полягає між індивідуально-центричним (Masten), взаємодійним (Rutter, Bonanno) та соціокультурним (Ungar) трактуванням резильєнтності.

У дослідженнях A. Hargreaves та M. Fullan [36] наголошується, що педагогічна резильєнтність безпосередньо пов'язана з професійною стійкістю вчителя, його здатністю підтримувати ефективність професійної діяльності в умовах реформування освіти, цифрової трансформації, високого емоційного навантаження та суспільних викликів. Водночас вони акцентують, що резильєнтність не зводиться лише до індивідуальної витривалості, а включає організаційний і системний рівень підтримки педагога.

Окремий блок досліджень пов'язаний із діагностикою рівня резильєнтності. Найбільш поширеним інструментом у міжнародній практиці є CD-RISC (Connor–Davidson Resilience Scale) [32], який дозволяє здійснювати кількісну оцінку адаптаційного потенціалу особистості. У наукових публікаціях також наголошується на доцільності комбінування психометричних методик із поведінковими індикаторами для більш комплексного розуміння реального рівня стресостійкості та здатності до відновлення.

У вітчизняному науковому просторі проблема резильєнтності досліджується у кількох взаємопов'язаних напрямах. Значна частина праць присвячена психологічним механізмам стійкості особистості, адаптації до стресу та подоланню кризових ситуацій. Зокрема, О. Кокун [9], Л. Карамушка, О. Креденцер, К. Терещенко та ін. [8], В. Панок [7], В. Чернобровкін [18], О. Чиханцова і К. Гуцол [28], розглядають резильєнтність як динамічний ресурс особистості, що забезпечує психологічну рівновагу, адаптивність і здатність до відновлення в умовах стресу та невизначеності. У працях цих науковців акцентується увага на взаємодії внутрішніх ресурсів особистості та підтримувального соціального середовища.

Окремий напрям становлять дослідження резильєнтності педагога та його психологічного благополуччя в освітньому середовищі. Проблемами професійної стійкості майбутніх педагогів, емоційного благополуччя й подолання професійних труднощів займаються О. Мешко та Г. Мешко [16]. Питання емоційної стійкості педагогів у кризових умовах досліджує Н. Басюк [1], а Г. Гандзілевська та В. Кондратюк [2] зосереджують увагу на інформаційно-психологічній безпеці педагога та його функціонуванні в цифровому освітньому середовищі. У контексті професійної підготовки

майбутніх педагогів проблему резильєнтності розглядають О. Гудзенко, О. Фаст [3], які акцентують увагу на розвитку саморегуляції, психологічної готовності та використанні практико-орієнтованих і тренінгових технологій.

Попри наявність значної кількості наукових праць, у сучасному педагогічному дискурсі недостатньо системно розкрито саме теоретико-структурні засади формування професійної резильєнтності майбутніх учителів початкових класів у контексті глобальних викликів, зокрема у зв'язку з потребою узгодження психологічних, педагогічних і цифрових аспектів підготовки майбутнього вчителя. Це зумовлює необхідність подальших наукових досліджень у цьому напрямі.

Метою статті є теоретичний аналіз професійної резильєнтності майбутніх учителів початкових класів, визначення її структурних компонентів, чинників і методичних засад формування в умовах цифрової трансформації освіти.

Виклад основного матеріалу дослідження. Термін «резилієнс» (resilience) походить із природничих наук, зокрема з механіки матеріалів, де ним позначали здатність об'єктів відновлювати початкову форму після деформації або зовнішнього впливу. Згодом це поняття було перенесено до гуманітарних і соціальних наук, де набуло більш широкого змістового наповнення.

У сучасних дослідженнях у галузі психології, соціології та медицини резильєнтність розглядається як здатність людини або соціальних систем (зокрема сімей, громад, організацій) ефективно реагувати на дію стресових, кризових або загрозливих ситуацій, зберігаючи стабільність функціонування та відновлюючись після впливу несприятливих чинників.

У педагогічній науці професійна резильєнтність трактується як інтегративна характеристика особистості вчителя, що забезпечує його здатність зберігати професійну ефективність, психологічну рівновагу та мотивацію до діяльності в умовах стресових і кризових ситуацій. Вона розглядається як динамічний процес, що формується у взаємодії індивідуальних ресурсів педагога та особливостей освітнього середовища.

У зарубіжних наукових дослідженнях проблема резильєнтності педагогів активно досліджується в контексті професійного стресу, емоційного вигорання, збереження педагогічних кадрів у професії та підтримки їхнього психологічного благополуччя.

Проблеми професійного стресу педагогів аналізували J. Goddard і R. Foster [35], а також M. Tait [42], які акцентували увагу на високому психоемоційному навантаженні вчительської професії, особливо на початкових етапах професійної діяльності.

C. Day та Q. Gu [33] досліджували професійну стійкість учителя, мотивацію та збереження професійної ефективності в умовах освітніх змін. Науковці нагосили, що важливим є не лише утримання педагога в професії, а й забезпечення його професійного розвитку, мотивації та здатності «професійно процвітати», а не лише «виживати».

Проблему професійного становлення молодих учителів вивчала A. Scheopner [41], яка зосереджувалася на чинниках збереження педагогів у професії на ранніх етапах кар'єри.

Педагогічну резильєнтність як окремий науковий напрям досліджували B. Bobek [30] та J. Le Cornu [37]. Вони підкреслювали багатовимірний характер резильєнтності вчителя та необхідність врахування особистісних і середовищних чинників професійної стійкості.

У вітчизняній науковій практиці тривалий час дослідження проблеми резильєнтності педагогів здійснювалося опосередковано через споріднені психологічні конструкти. У працях Н. Цибуляк [26], О. Кузнєцова [13], О. Корніяка [12] зроблено акцент на стресостійкості та життєстійкості як здатності особистості ефективно діяти в умовах напруження та стресу; у роботах В. Одарченко [17], Ю. Рибінської [22], Ю. Лунченко та ін. [14] розглядаються питання стресостійкості та регуляції емоцій як чинників професійного благополуччя педагога; у дослідженнях Л. Мазай [15] та О. Штепа [29] увага приділяється психологічним ресурсам і готовності особистості до професійної діяльності особистості.

У звіті OECD *Education Policy Outlook 2021: Shaping Responsive and Resilient Education in a Changing World* [39] резильєнтність педагогів розглядається не як окреме визначення, а як складова резильєнтності освітніх середовищ. У документі підкреслюється, що на рівні навчального середовища стійкість освітньої системи залежить від підтримки педагогічних працівників через розвиток їхнього професійного навчання, співпраці, лідерства, добробуту та здатності адаптуватися до змін і кризових ситуацій, що забезпечує безперервність і якість освітнього процесу в умовах невизначеності.

Узагальнюючи наукові підходи, *резильєнтність* трактується як здатність особистості витримувати стресові ситуації, зберігати внутрішню рівновагу та відновлювати психічні й емоційні ресурси після труднощів.

Резильєнтність педагога – це інтегративна якість учителя, що забезпечує його психологічну стійкість, емоційну рівновагу та здатність підтримувати ефективну педагогічну діяльність у складних освітніх умовах, зокрема під час війни.

У ширшому професійному вимірі професійна резильєнтність розглядається як здатність особистості ефективно виконувати професійні

обов'язки в умовах стресу, невизначеності та криз, зберігаючи працездатність і відновлюючи професійні ресурси.

Професійна резильєнтність педагога – це інтегративна якість особистості вчителя, що забезпечує його здатність ефективно виконувати професійні обов'язки в умовах стресу, невизначеності та кризових ситуацій, зберігати психологічну стійкість, адаптуватися до змін освітнього середовища та відновлювати власні професійні ресурси без втрати якості педагогічної діяльності.

З урахуванням специфіки дослідження *професійну резильєнтність майбутнього вчителя початкових класів* визначаємо як сформовану або таку, що формується, інтегративну здатність здобувача вищої освіти адаптуватися до викликів професії, ефективно долати стресові ситуації освітнього середовища, зберігати мотивацію до навчання та майбутньої педагогічної діяльності, а також відновлювати власні емоційні, психологічні та професійні ресурси в умовах професійного становлення, зокрема в середовищі цифровізованої освіти та під впливом сучасних освітніх трансформацій.

Відповідно до запропонованого визначення професійну резильєнтність майбутнього педагога розглядаємо як *багатовимірну інтегративну структуру,* що включає взаємопов'язані компоненти: *мотиваційно-ціннісний, когнітивно-операційний, емоційно-регулятивний, діяльнісно-практичний та рефлексивно-адаптивний.*

1. Формування *мотиваційно-ціннісного компонента* професійної резильєнтності майбутніх учителів початкових класів відбувається через залучення студентів до діяльності, яка має для них особистісний і професійний сенс. Йдеться не лише про виконання навчальних завдань, а про включення у такі види роботи, які дозволяють усвідомити значущість педагогічної професії в сучасних умовах. Особливо ефективними є ситуації, у яких майбутні вчителі аналізують власні дії під час педагогічної практики, оцінюють їх вплив на навчальну активність і емоційний стан молодших школярів, а також враховують особливості інклюзивного середовища. Такий підхід поступово змінює характер мотивації: від зовнішніх стимулів до внутрішнього прийняття професії як власного життєвого вибору.

2. *Когнітивно-операційний компонент* формується завдяки поєднанню теоретичної підготовки з практичним застосуванням знань. У процесі навчання студенти опановують педагогічні, психологічні та методичні основи організації освітнього процесу, а також сучасні цифрові інструменти навчання. Важливим є не лише засвоєння інформації, а й уміння використовувати її в реальних або наближених до реальності педагогічних ситуаціях. Розроблення фрагментів уроків, створення навчальних

матеріалів, адаптація завдань для різних освітніх потреб учнів формують у майбутніх учителів здатність діяти гнучко та обґрунтовано. Окрему роль відіграє досвід роботи у різних форматах навчання, зокрема очному, дистанційному та змішаному, що є особливо актуальним в умовах сучасних освітніх змін та суспільних викликів.

3. *Емоційно-регулятивний компонент* пов'язаний зі здатністю майбутнього педагога керувати власним емоційним станом і підтримувати психологічну рівновагу в складних ситуаціях. Його формування забезпечується через використання рефлексивних практик, технік саморегуляції та елементів психологічного розвантаження. Важливим є створення навчальних ситуацій, які моделюють можливі професійні труднощі: конфлікти в класі, емоційно напружену взаємодію з батьками, роботу в умовах невизначеності (воєнні конфлікти, пандемії тощо). Обговорення таких ситуацій і їх аналіз дозволяють студентам краще розуміти власні реакції та поступово формувати стійкість до стресу.

4. *Діяльнісно-практичний компонент* відображає готовність майбутнього вчителя до реальної педагогічної діяльності. Його становлення відбувається через виконання практичних завдань, розв'язання педагогічних ситуацій та участь у мікровикладанні. Особливого значення набуває робота з кейсами, що відображають типові виклики сучасної школи: організацію дистанційного навчання, взаємодію з батьками, навчання дітей з різними освітніми потребами. Такий досвід сприяє розвитку впевненості у власних професійних діях і здатності приймати рішення в умовах обмеженого часу або недостатньої визначеності.

5. *Рефлексивно-адаптивний компонент* забезпечує здатність майбутнього вчителя аналізувати власний професійний досвід і коригувати поведінку відповідно до змінних умов освітнього середовища. Він формується через систематичну рефлексію навчальної та практичної діяльності, обговорення труднощів і пошук шляхів їх подолання. Важливо, що студенти вчаться не лише оцінювати результати своєї роботи, а й розуміти причини успіхів і помилок, що дозволяє їм поступово розвивати професійну гнучкість і внутрішню стійкість.

Цей компонент забезпечує безперервний цикл професійного саморозвитку через аналіз досвіду, корекцію поведінки та адаптацію до нових освітніх умов.

Нормативно-правове регулювання процесу підготовки майбутніх учителів початкових класів в Україні здійснюється відповідно до ієрархії законодавчих і стратегічних документів, що визначають сучасні освітні пріоритети, пов'язані з цифровізацією освіти, євроінтеграційними процесами та суспільними викликами.

Конституція України [10] є основним нормативно-правовим актом, що закріплює право громадян на освіту та визначає державні гарантії її доступності й розвитку.

Базовий законодавчий рівень формують Закон України «Про освіту» [6] та Закон України «Про вищу освіту» [5], які визначають принципи функціонування освітньої системи, зокрема компетентнісний підхід, людиноцентризм, інклюзивність, академічну свободу та безперервний професійний розвиток. У цих документах закладено стратегічні орієнтири підготовки педагога, включно зі здатністю до навчання впродовж життя, критичного мислення, інноваційної діяльності, роботи в умовах невизначеності та забезпечення безпечного освітнього середовища, що безпосередньо пов'язано з формуванням професійної резильєнтності.

Конкретизація освітніх вимог здійснюється через підзаконні нормативні акти, серед яких ключове місце займають Стандарти вищої освіти зі спеціальності 013 «Початкова освіта» першого (бакалаврського [23]) та другого (магістерського [24]) рівнів, а також Професійний стандарт «Вчитель закладу загальної середньої освіти» [21]. Ці документи деталізують систему професійних компетентностей, зокрема цифрову, інклюзивну, емоційно-етичну, рефлексивну та організаційну, акцентуючи увагу на здатності педагога діяти в умовах реформ, підвищеного емоційного навантаження та кризових ситуацій.

Важливим документом є Стратегія розвитку вищої освіти в Україні на 2022–2032 роки [25], яка визначає модернізацію педагогічної освіти, посилення її практико-орієнтованості, міжнародної інтеграції та розвиток професійної мобільності майбутніх фахівців.

Окрему групу становлять нормативні акти, що регулюють модернізацію початкової освіти, зокрема Державний стандарт початкової освіти (2018, оновлення 2025) [4], який визначає обов'язкові результати навчання та компетентнісний зміст освітнього процесу в початковій школі.

Системоутворювальне значення має Концепція реалізації державної політики у сфері реформування загальної середньої освіти «Нова українська школа» [19], яка визначає ідеологічні засади реформування освіти, орієнтовані на компетентнісне навчання, педагогіку партнерства, дитиноцентризм та розвиток ключових компетентностей учнів.

У контексті цифрової трансформації освіти важливими є Концепція розвитку цифрових компетентностей [11], Концепція розвитку штучного інтелекту в Україні [20], а також Цифрова адженда України 2020 [27], які визначають умови формування цифрової грамотності, інформаційної безпеки та здатності педагогів працювати в технологічно насиченому освітньому середовищі.

Хоча термін «резильєнтність», «професійна резильєнтність» у нормативно-правових актах прямо не визначається, її зміст інтегровано у вимоги до професійної компетентності педагога через орієнтацію на адаптивність, стресостійкість, здатність до саморегуляції, професійного розвитку та ефективної діяльності в умовах невизначеності. Таким чином, нормативно-правова база України формує цілісне підґрунтя для становлення професійної резильєнтності майбутніх учителів початкових класів як здатності ефективно діяти, адаптуватися та зберігати професійну стійкість у складних умовах сучасної освіти.

Узагальнення наукових підходів до розуміння професійної резильєнтності майбутніх учителів початкових класів дозволяє констатувати, що її формування в сучасних умовах набуває системного характеру та значною мірою зумовлюється процесами цифровізації освіти, трансформацією педагогічної взаємодії та зростанням рівня професійної невизначеності. Цифрове освітнє середовище виступає не лише інструментальним ресурсом, а й простором, у якому інтегруються психологічні, когнітивні та професійні механізми формування професійної резильєнтності майбутнього педагога.

У цьому контексті доцільно виокремити *ключові чинники,* що детермінують формування професійної резильєнтності майбутніх учителів початкових класів.

Першим чинником є розвиток цифрової компетентності як базової умови професійної адаптації. Вона забезпечує здатність майбутнього вчителя ефективно організовувати освітній процес у цифрових середовищах (Google Classroom, Microsoft Teams, Moodle, Google Workspace), використовувати інтерактивні ресурси (LearningApps, Wordwall, Canva for Education) та оперативно адаптувати навчальний контент до змін формату навчання. У практичному вимірі це знижує рівень професійної невизначеності та підвищує впевненість педагога у власних діях у ситуаціях переходу між очним, дистанційним і змішаним навчанням.

Другим чинником виступає сформованість інформаційно-психологічної безпеки в цифровому середовищі. Умови надлишкових інформаційних потоків, кіберризиків і постійної онлайн-взаємодії потребують від майбутнього вчителя здатності до критичного відбору інформації, цифрової гігієни та емоційної саморегуляції. Практичним проявом цього є вміння структурувати навчальні матеріали у хмарних сервісах (Google Drive, OneNote), що зменшує когнітивне перевантаження та підвищує організаційну стійкість.

Третім чинником є розвиток емоційної стійкості та саморегуляції в умовах віртуальної педагогічної взаємодії. Цифрове середовище змінює характер емоційного контакту між учителем і учнями, що актуалізує

потребу у здатності зберігати педагогічну рівновагу під час технічних збоїв, комунікаційних розривів або зниження навчальної активності учнів. Наприклад, у разі порушення роботи платформи відеоконференцій (Zoom, Google Meet) резильєнтний педагог швидко переходить на альтернативні канали комунікації (Classroom, Viber, Telegram), зберігаючи безперервність освітнього процесу.

Четвертим чинником є адаптивність до змін освітнього середовища. Сучасна педагогічна діяльність характеризується постійним оновленням змісту освіти, технологій навчання та організаційних форматів. У цьому зв'язку важливою є готовність майбутнього вчителя до швидкого перенавчання, освоєння нових цифрових інструментів та гнучкої зміни методичних підходів.

Використання інтерактивних симуляцій (наприклад, PhET) замість традиційних пояснювальних методів є прикладом адаптивної педагогічної поведінки.

П'ятим чинником є професійна рефлексія, яка в умовах цифровізації набуває розширеного інструментального потенціалу. Аналіз записів онлайн-уроків, використання аналітики навчальних платформ та цифрових портфоліо дозволяє майбутньому вчителю оцінювати власну педагогічну ефективність, виявляти проблемні зони та коригувати професійні дії. Це забезпечує безперервний цикл саморозвитку як складову резильєнтності.

Шостим чинником виступає підтримка соціально-професійних зв'язків у цифровому освітньому просторі. Участь у професійних онлайн-спільнотах, вебінарах, освітніх платформах (зокрема EdCamp Ukraine) створює умови для обміну досвідом, отримання менторської підтримки та формування відчуття професійної належності, що є важливим ресурсом подолання стресових ситуацій.

Сьомим чинником є профілактика професійного вигорання в умовах цифрового навантаження. Постійна доступність у цифровому середовищі, багатоканальність комунікації та зростання обсягу цифрової взаємодії потребують сформованих навичок тайм-менеджменту, встановлення професійних меж та емоційного відновлення. Використання цифрових календарів (Google Calendar), технік планування часу (Pomodoro) та чітке розмежування робочого й особистого простору є практичними механізмами підтримки професійної стійкості.

Таким чином, формування професійної резильєнтності майбутніх учителів початкових класів у цифровізованому освітньому середовищі має комплексний характер і забезпечується взаємодією когнітивних, емоційних, поведінкових та соціально-професійних чинників. Їх інтеграція дозволяє розглядати професійну резильєнтність як результат цілеспрямованого

педагогічного впливу в умовах цифрової трансформації освіти та сучасних соціальних викликів.

Визначені цифрові чинники формування професійної резильєнтності свідчать, що цифрове освітнє середовище виконує не лише інструментальну, а й розвивальну функцію. Це зумовлює необхідність переосмислення методичних підходів до професійної підготовки майбутніх учителів початкових класів, орієнтованих на цілеспрямоване формування їхньої професійної стійкості.

Методичні засади формування професійної резильєнтності майбутніх учителів початкових класів ґрунтуються на поєднанні компетентнісного, діяльнісного, особистісно орієнтованого та рефлексивного підходів, що забезпечують цілісність професійної підготовки здобувачів вищої педагогічної освіти.

Базовим положенням є інтеграція теоретичної підготовки з практичною діяльністю, що передбачає моделювання реальних професійних ситуацій і формування готовності до дій в умовах педагогічної невизначеності. У цьому контексті ефективним є використання кейс-методу, який дозволяє аналізувати типові та кризові ситуації педагогічної практики (організація навчального процесу, інклюзивна взаємодія, вирішення конфліктів, взаємодія з батьками) та виробляти конструктивні стратегії поведінки.

Важливе місце займає мікровикладання, що забезпечує відпрацювання фрагментів уроків із подальшим аналізом педагогічних дій, емоційних реакцій та способів саморегуляції. Це сприяє розвитку професійної впевненості та формуванню здатності діяти в умовах обмеженого часу і змінних педагогічних ситуацій.

Суттєвим методичним ресурсом виступають рефлексивні технології навчання, зокрема педагогічні щоденники, самоаналіз діяльності, обговорення професійних ситуацій у групах. Вони сприяють усвідомленню власних ресурсів, труднощів і шляхів їх подолання, що є основою розвитку професійної стійкості.

Окрему роль відіграє використання інтерактивних освітніх інструментів і платформ, які забезпечують варіативність навчальної діяльності та формування готовності до різних форматів організації освітнього процесу. Їх застосування сприяє розвитку гнучкості мислення, самостійності та вміння адаптувати навчальні матеріали до різних освітніх потреб учнів.

Значущим напрямом є тренінгові технології, спрямовані на розвиток емоційної саморегуляції, стресостійкості та профілактику професійного вигорання. Вони включають вправи на усвідомлення емоційних станів, розвиток навичок самоконтролю, групову взаємодію та аналіз складних

професійних ситуацій. Додатковим методичним інструментом є симуляційне навчання, яке дозволяє відтворювати складні педагогічні ситуації в безпечних умовах і формувати готовність до швидкого прийняття рішень, гнучкої поведінки та відповідальності за педагогічні дії.

Важливим компонентом методичної системи є професійна взаємодія у спільнотах практик, участь у семінарах, вебінарах, освітніх ініціативах і проєктах, що сприяє формуванню професійної підтримки, обміну досвідом та зміцненню педагогічної ідентичності.

Висновки. Проведений теоретико-структурний аналіз засвідчив, що професійна резильєнтність майбутніх учителів початкових класів є інтегративною характеристикою, яка забезпечує здатність ефективно діяти в умовах освітніх трансформацій, кризових ситуацій та цифровізації освіти. Вона формується як результат взаємодії особистісних ресурсів, освітнього середовища та нормативних вимог до професійної підготовки педагога.

Узагальнення наукових підходів дозволило встановити перехід від індивідуально-адаптаційного до системно-середовищного розуміння резильєнтності, де цифрова трансформація освіти виступає не лише викликом, а й ресурсом розвитку професійної стійкості майбутнього вчителя.

Уточнено сутність професійної резильєнтності майбутнього вчителя початкових класів як здатності адаптуватися до професійних викликів, зберігати мотивацію, долати стресові ситуації та відновлювати психоемоційні й професійні ресурси в цифровізованому освітньому середовищі.

Визначено структуру резильєнтності, що включає мотиваційно-ціннісний, когнітивно-операційний, емоційно-регулятивний, діяльнісно-практичний та рефлексивно-адаптивний компоненти, взаємодія яких забезпечує цілісність професійного становлення майбутнього педагога.

Показано, що цифрові технології є системоутворювальним чинником формування резильєнтності, оскільки сприяють розвитку цифрової компетентності, саморегуляції, адаптивності та професійної взаємодії.

Нормативна база освіти опосередковано інтегрує вимоги до резильєнтності через компетентнісний підхід, цифрову грамотність, інклюзивність і здатність працювати в умовах невизначеності.

Перспективи подальших розвідок. Подальші дослідження доцільно спрямувати на емпіричну перевірку запропонованої моделі та розроблення діагностичного інструментарію для оцінювання рівнів професійної резильєнтності майбутніх учителів.

Актуальним є також обґрунтування педагогічних умов її формування з використанням цифрових технологій (симуляційні методи, кейс-технології, рефлексивні практики), а також аналіз впливу різних форматів навчання на її розвиток.

Перспективним є дослідження взаємозв'язку професійної резильєнтності з емоційним вигоранням, професійною ідентичністю та психологічним благополуччям майбутніх педагогів.

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РОЛЬ САМОСТІЙНИХ ЗАНЯТЬ СПОРТИВНИМИ ІГРАМИ У ФІЗИЧНОМУ ВИХОВАННІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

Анотація. Стаття присвячена аналізу психоло - педагогічних досліджень проблеми організації самостійних занять здобувачами вищої освіти засобами спортивних ігор.

Метою статті є розглянути особливості застосування самостійної роботи здобувачами вищої освіти пов'язану з відміною фізичного виховання (як обов'язкова дисципліна) у ЗВО .Зараз перед працівниками у галузі фізичної культури і спорту закладів вищої освіти важливим чинником є пошук нових методів і способів оптимізації студентської молоді, покращення дефіциту рухової активності та ведення здорового способу життя.

Показано методику інтеграції спортивних ігор у педагогічний процес для досягнення оптимального розвитку та психологічних компетенцій студентської молоді. Через спортивні ігри можна побачити розвиток особистості, задатки таланту або належність до того чи іншого виду спорту.

Проаналізовано причини недостатнього сформованого ставлення студентської молоді до рухової активності та ведення здорового способу життя. Наразі залучення здобувачів вищої освіти до фізичного виховання – важлива складова у формуванні здорового способу життя.

Складний характер ігрової діяльності створює мінливі умови, викликає необхідність оцінити ігрову ситуацію і прийняття рішень вибору подальших дій при обмеженому часі. Важливим фактором у даній ситуації являється наявність у спортсмена арсеналу техніко – тактичних дій, які дадуть можливість забезпечити ефективність дій команди з досягненням результату в умовах складних ситуацій. Сприяти в цьому може використання в підготовчому періоді при навчанні технічних прийомів спеціально – підвідних вправ – що дасть надійність, стабільність навичок і в кінцевому рахунку хороший успіх.

Ігрова діяльність вчить взаємодіяти один з одним, співпрацювати, підтримувати команду та дотримуватись спільних правил, розвитку комунікативних навичок і здатності працювати в колективі.

Ключові слова: самостійні заняття, спортивні ігри, ігрова діяльність, руховий режим, фізичні якості.

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THE ROLE OF INDEPENDENT ACTIVITIES WITH SPORTS GAMES IN PHYSICAL EDUCATION OF HIGHER EDUCATION STUDENTS

Abstract. The article is devoted to the analysis of psychological and pedagogical research on the problem of organizing independent activities by higher education students using sports games.

The purpose of the article is to consider the features of the use of independent work by higher education students associated with the abolition of physical education (as a mandatory discipline) in higher education institutions. Currently, an important factor facing employees in the field of physical culture

and sports of higher education institutions is the search for new methods and ways to optimize student youth, improve the deficit of physical activity and maintain a healthy lifestyle.

The methodology for integrating sports games into the pedagogical process to achieve optimal development and psychological competencies of student youth is shown. Through sports games, you can see the development of personality, talent, or belonging to a particular sport.

The reasons for the insufficiently formed attitude of student youth to physical activity and leading a healthy lifestyle are analyzed. Currently, the involvement of higher education applicants in physical education is an important component in the formation of a healthy lifestyle.

The complex nature of gaming activity creates changing conditions, makes it necessary to assess the gaming situation and make decisions on the choice of further actions in a limited time. An important factor in this situation is the presence of an arsenal of technical and tactical actions by the athlete, which will make it possible to ensure the effectiveness of the team's actions with the achievement of results in difficult situations. This can be facilitated by the use of special technical techniques during the preparatory period when teaching techniques - preparatory exercises - which will provide reliability, stability of skills and ultimately good success.

Gaming activity teaches to interact with each other, cooperate, support the team and adhere to common rules, develop communication skills and the ability to work in a team.

Keywords: independent activities, sports games, gaming activity, motor mode, physical qualities.

Постановка проблеми. Самостійна робота студентів, як би ми цього не хотіли, повністю замінити регулярні заняття з фізичної культури (як обов’язковий предмет) не може, але деякою мірою доповнити обсяг одержаних навантажень різної спрямованості цілком спроможна [4].

Вивчення питання ставлення студентів до занять фізичного виховання показало, що в університети приходять більш 24 % молоді з недостатньо сформованим ставленням до фізичної культури і спорту. Позитивне ставлення мають 76% вступників, проте лише в 11% воно яскраво виражене. Змінити негативне ставлення до фізичного виховання зможе лише індивідуальний підхід до студентів, підбір і використання адекватних засобів і методів дії на кожного.

В ігровій діяльності поєднуються два важливі чинники: з одного боку, включення в практичну діяльність, фізичний розвиток, формування вміння самостійно діяти, а з іншого боку розвиток отримання морального та

естетичного задоволення від цієї діяльності, поглиблення освоєності навколишнього світу. Саме тому спортивна гра є одним з важливих комплексних засобів виховання. У процесі фізичного виховання у ЗВО ігри використовуються як засіб фізичної культури і як форма організації занять [3].

Аналіз останніх досліджень і публікацій. Особливо зараз, коли рухова активність студентської молоді з року в рік стрімко понижується, до організації освітнього процесу в ЗВО науковцями приділяється значна увага. Цьому питанню присвячено багато публікацій вітчизняних науковців. Провідні фахфівці в галузі фізичного виховання і спорту Беляєва Н. А., Видрин В. М., Виера Б. Л., Козак Є. П., Морван Д., Цьося А. В. Твердожліб Ж.О.. Погребенник Л. І. вважають , що існююча система фізичного виховання не вирішує в повному обсязі проблему фізичного виховання і потребує корекції. На їх думку , особливо сьогодні роль і місце фізичного виховання студентів в системі їх професійної підготовки майже втрачені. Втрата статусу фізичного виховання як навчальної дисципліни сприяють зниженню якості підготовки фахівців.

Питання, пов'язані з організацією спортивних ігор в освітньому середовищі досліджували О. Базильчук. А. Ребрина, Є. Столітенко, В. Ковцун, М. Короп. І. Белявський, П. Горобей, О. Оплетин та ін. Дослідники вказують на те, що самостійні заняття спортивними іграми формують нові стереотипи різної рухової активності, відповідно до їх стилю та здорового способу життя.

Науковці М. Горобей, О. Чалий, Т. Деробкіна наголошуют, що « спортивні ігри у вихованні особистості є одним із факторів її розвитку, саморозвитку і вдосконалення, формуванню в студентів культури здоров'я під час навчання в ЗВО» [2].

Мета статті - показати роль самостійних занять спортивними іграми у фізичному вихованні здобувачів вищої освіти, розвитку мотивації до активного способу життя та усвідомлення взаємозв'язку між фізичним станом та успішною соціальною адаптацією. дослідити рівень впровадження використання спортивних ігор в процесі самостійних занять здобувачів вищої освіти. Розробити методичні рекомендації для оптимізації тренувального процесу під час самостійних занять .

Виклад основного матеріалу. Спортивні ігри створюють умови для багатогранного фізичного розвитку студентів, допомагають удосконалювати координацію, швидкість, рівновагу, моторні навички як в підготовчому процесі так і в ігровій діяльності. Ігрова діяльність вчить взаємодіяти один з одним, співпрацювати, підтримувати команду та дотримуватись спільних правил, розвитку комунікативних навичок і здатності працювати в колективі.

Спортивні ігри, по своїй структурі включають комплексні рухи, що потребують точності та координації, незалежно від того удар виконується рукою чи ногою. Спортивні ігри незалежно від виду спорту часто включають комплексні рухи, які потребують високого рівня точності та координації, такі як кидок м'яча, удар по м'ячу або стрибок [1].

Складний характер ігрової діяльності створює мінливі умови, викликає необхідність оцінити ігрову ситуацію і прийняття рішень вибору подальших дій при обмеженому часі. Важливим фактором у даній ситуації являється наявність у спортсмена арсеналу техніко – тактичних дій, які дадуть можливість забезпечити ефективність дій команди з досягненням результату в умовах складних ситуацій. Сприяти в цьому може використання в підготовчому періоді при навчанні технічних прийомів спеціально – підвідних вправ – що дасть надійність, стабільність навичок і в кінцевому рахунку хороший успіх.

У процесі самостійних занять спортивними іграми під впливом фізичних вправ у студентів виховуються відповідні вміння і навички. Під час самостійних занять вирішуються наступні завдання: зміцнення здоров'я, розвиток фізичних якостей, удосконалення життєво важливих рухових умінь та навичок, а також створення передумов для масового залучення до систематичних занять. Ігрова діяльність характеризується багатством змісту та розмаїтістю дій студентів. Комплексний і різнобічний характер вправ у спортивних іграх вимагає високої підготовленості: розвиток рухових якостей; загальної та спеціальної витривалості, сили, швидкості, витривалості, координації.

Овчаренко Т. Г. при самостійній роботі з фізичного виховання здобувачів вищої освіти виділяє такі структурні елементи:

- постанова мети діяльності та завдання;
- вивчення об'єкта діяльності;
- вибір засобів навчання;
- розв'язання поставленого завдання;
- контроль за виконанням умов застосування самостійної роботи [4].

У зміст самостійних занять входить вивчення окремих питань за літературними джерелами, розвиток певних фізичних якостей, виконання спеціально підвідних вправ при виконанні технічних елементів у спортивних іграх, ігрова практика та участь в спортивних змаганнях.

В.Хомицька охарактеризувала вплив систематичних занять спортивними іграми, які сприяють формуванню здорового способу життя, як такі які мають різнобічний вплив на організм тих, що займаються та сприяють розвитку фізичних якостей [5]. Враховуючи дану ситуацію, яка склалася, для покращення рухової активності здобувачів освіти (за відсутності

обов'язкових занять з фізичної культури) викладачі фізичного виховання нашого навчального закладу почали акцентувати увагу на секційну та індивідуальну роботу студентів. Індивідуальна робота потребує системної роботи, як по плануванню так і по підбору ефективних методів і засобів використання в процесі тренувального процесу, підготовку і організації місць занять та надання методичних вказівок по техніці безпеки та дотриманню санітарно – гігієнічних вимог.

Розпочинаючи самостійні заняття нами враховано наступне:

- врахування основ планування навчально – виховного процесу; вивчення необхідної спеціальної літератури, навчання здобувачів вищої освіти прийомами самоконтролю; освоєння студентами техніки виконання вправ. навчання здобувачів дозування фізичного навантаження.
- вчимо студентів добре уявляти кожне заняття, його завдання. структуру, послідовність вправ, обсяг і інтенсивність навантаження.
- вчимо молодь поєднувати спортивні ігри з гімнастикою, легкою атлетикою,плаванням.
- при плануванні самостійного навчально – тренувального процесу враховуємо особливості побудови вузівської системи навчання – заліки, екзаменаційну сесію, канікули, виробничу практику.
- велику увагу акцентуємо на дотримання техніки безпеки під час проведення занять на місцях, відповідність санітарно – гігієнічних вимог.
- систематично контролюємо рівень тренованості здобувачів вищої освіти, спостерігаємо за впливом фізичного навантаження на організм студентів, по потребі вносимо корективи в організацію занять.
- стежимо за навантаженням, його обсягом та інтенсивністю, щоб вони відповідали віку, статі та особливостям організму займаючих. Уникаємо форсувань навантажень, що може призвести до перенавантаження організму.
- підтримуємо постійний контроль зі здобувачами вищої освіти.

Вивчення прийомів техніки і тактичних дій та їхнє вдосконалення здійснюємо в такій послідовності:

- ознайомлення з досіджуваними прийомами, дією;
- вивчення деяких елементів в спрощених умовах; закріплення в умовах , близьких до ігрових дій .

Така послідовність вивчення і закріплення практичного матеріалу з впровадженням спортивних ігор характерне для будь – якого контингенту, незалежно від рівня підготовленості.

Висновки. Означене вище дозволило нам зробити висновок про те, що за відсутності обов'язкових занять фізичною культурою, індивідуальна робота здобувачів вищої освіти в певній мірі спроможна покращити

руховий режим студентів, сприяє розвитку фізичних якостей, прищеплює любов до систематичних занять фізичною культурою та ведення здорового способу життя.

Під час проведення внутрівузівської спартакіади в нашому навчальному закладі з спортивних ігор нами виявлено, що здобувачі вищої освіти , які відвідували (займались) індивідуально мали перевагу у наступному:

- як технічно, так і тактично мали перевагу над іншими студентами (прийом м'яча, передачі м'яча, подачі);
- їхній фізичний розвиток був значно кращим, що дозволило поєдинки проводити в більш високому темпі;
- значно кращою була злагодженість дій між гравцями та дисципліна на полі;
- більш активна участь в спортивно – масових заходах, бажання змагатись.

У подальших дослідженнях необхідно більше уваги приділяти самостійній роботі з фізичної культури серед здобувачів вищої освіти, шукати нові, трендові на даний час інноваційні підходи до організації тренувального процесу, пропонувати студентам нові види спорту по їх бажанню.

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АПРОБАЦІЯ КОМПЛЕКСУ ПРАКТИЧНИХ ЗАНЯТЬ ІЗ НАВЧАЛЬНОГО КУРСУ «СІМЕЙНЕ КОНСУЛЬТУВАННЯ»

Анотація. Стаття присвячена висвітленню результатів апробації авторського комплексу практичних занять із навчальної дисципліни «Сімейне консультування», розробленого для магістрантів спеціальності «Психологія».

Актуальність дослідження зумовлена трансформаційними процесами в сучасному суспільстві, зростанням кількості сімейних конфліктів і дестабілізацією інституту родини в умовах тривалої соціальної кризи. Обгрунтовано необхідність переходу від репродуктивних методів навчання до інтерактивних технологій, які дозволяють формувати професійні компетенції психологів через занурення в реальний консультативний контекст.

У роботі детально описано структуру комплексу занять, який складається з чотирьох методологічних частин. Перша частина спрямована на вивчення основ системного підходу через аналіз вебінарів фахових експертів. Друга частина базується на методах кінопедагогіки: аналіз художніх стрічок дозволяє слухачам відпрацьовувати навички збору інформації, розпізнавання механізмів психологічного захисту (заперечення, раціоналізація) та побудови гіпотез щодо різновидів дисфункцій у сімейній системі. Третя частина фокусується на методичній гнучкості фахівця при роботі зі складними запитами, зокрема емоційним розлученням і реабілітацією сімей ветеранів. Четверта частина присвячена аналізу цілісного процесу терапії, де акцент зміщується на техніки приєднання, збереження нейтральності й управління опором клієнтів.

Результати апробації свідчать про ефективність використання відеоматеріалів для формування у здобувачів освіти «системного зору». Підтверджено, що запропонований підхід сприяє розвитку діагностичної пильності, опануванню етичних стандартів і здатності розрізняти інструментарій різних психотерапевтичних шкіл. Основним висновком

дослідження є зміна професійної установки магістрантів: перехід від прагнення «вирішити проблему клієнта» до фасилітації процесів самозцілення родини.

Ключові слова: сімейне консультування, підготовка психологів, практичні заняття, системний підхід, професійна компетентність, психологічна допомога родині, апробація курсу, магістранти-психологи, сімейна динаміка, фасилітація.

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APPROVAL OF THE COMPLEX OF PRACTICAL CLASSES FROM THE TRAINING COURSE "FAMILY COUNSELING"

Abstract. The article is devoted to highlighting the results of testing the author's set of practical classes in the academic discipline "Family Counseling", developed for master's students of the specialty "Psychology".

The relevance of the study is due to transformational processes in modern society, the increase in the number of family conflicts and the destabilization of the family institution in conditions of a prolonged social crisis. The need to transition from reproductive teaching methods to interactive technologies that allow forming professional competencies of psychologists through immersion in a real consultative context is substantiated.

The work describes in detail the structure of the set of classes, which consists of four methodological parts. The first part is aimed at studying the basics of a systemic approach through the analysis of webinars of professional experts. The second part is based on the methods of film pedagogy: the analysis of feature films allows students to practice the skills of collecting information, recognizing mechanisms of psychological defense (denial, rationalization) and building hypotheses regarding types of dysfunctions in the family system. The third part focuses on the methodological flexibility of the specialist when working with complex requests, in particular emotional separation and rehabilitation of veteran families. The fourth part is devoted to the analysis of the holistic process of therapy, where the emphasis is shifted to the techniques of attachment, maintaining neutrality and managing client resistance.

The results of the approbation indicate the effectiveness of using video materials to form a “systemic vision” in students. It is confirmed that the proposed approach contributes to the development of diagnostic vigilance, mastering

ethical standards and the ability to distinguish between the tools of different psychotherapeutic schools. The main conclusion of the study is a change in the professional attitude of master's students: a transition from the desire to “solve the client's problem” to facilitating the processes of family self-healing.

Keywords: *family counseling, training of psychologists, practical classes, systematic approach, professional competence, psychological assistance to the family, course testing, master's degree students in psychology, family dynamics, facilitation.*

Постановка проблеми. Трансформаційні процеси в сучасному суспільстві, зумовлені тривалими періодами соціальної нестабільності, кризовими явищами та зміною ціннісних орієнтирів, висувають підвищені вимоги до інституту сім’ї. Зростання кількості сімейних конфліктів, розлучень і складність адаптації особистості до нових життєвих реалій актуалізують потребу у висококваліфікованій психологічній допомозі. З огляду на це підготовка психологів до роботи з родиною стає одним із пріоритетних завдань вищої школи. Відтак особливого значення набуває навчальний курс «Сімейне консультування», який є інтегративною дисципліною, що поєднує теоретичні знання психологічної науки та практичні навички взаємодії з сімейною системою.

Зокрема, це зумовлює потребу в розробці й апробації комплексу практичних занять, які б відображали реальні життєві ситуації, дозволяли відпрацьовувати техніки фасилітації та розвивали професійні навички практичних психологів.

Мета статті полягає у висвітленні результатів апробації комплексу практичних занять із дисципліни «Сімейне консультування», спрямованого на розвиток навичок здійснення роботи з сім’ями у практичних психологів.

Завдання дослідження:

- здійснити огляд наукових публікацій за обраною темою; з’ясувати особливості здійснення психологічного консультування сімейних пар;
- навести відомості про результати апробації розробленого комплексу практичних занять для забезпечення курсу «Сімейне консультування»;
- висвітлити результати апробації запропонованого комплексу практичних занять для магістрантів-психологів;
- зробити висновки з проведеної роботи і намітити перспективи подальших досліджень у даному напрямку.

Робота є продовженням попередніх досліджень, із формування професійної компетентності фахових психологів, які були опубліковані раніше, у сфері психологічного консультування зокрема (див., напр.: [1; 2]) та ін.

Аналіз останніх досліджень і публікацій. Питаннями, що перебувають у центрі розгляду в даній роботі, займалися чимало вітчизняних і зарубіжних науковців. Щодо наповнення навчального курсу «Сімейне консультування» сучасними теоретичними даними варто відзначити праці: Н. О. Євдокимової зі співавторами [4], З. Г. Кісарчук і О. І. Єрмусевич [6], Н. Ю. Максимової [10], О. А. Столярчук [17], Р. П. Федоренко [20] а також праці груп авторів [7; 12; 13] та ін. У них здійснення сімейного консультування розглядається як комплексний процес, що поєднує класичні базові моделі, техніки та специфічні інструменти для аналізу міжособистісної взаємодії. Особлива увага приділяється типології сімейних криз, діагностиці та подоланню деструктивних паттернів у сім'ях, а також наданню психологічної допомоги специфічним категоріям клієнтів.

Стосовно висвітлення практичних підходів, способів і методів проведення сімейного психологічного консультування, варто назвати праці Ф. Джойса та Ш. Сілза [3], Б. Ерфорда [5], О. З. Лютака [9], Л. М. Мухіної [11], Ю. В. Рябко [15], а також Н. Сабліної [16], О. Тараніна [18], С. М. Хорунжого і Н. С. Лозінської [19], як і праці груп авторів [8; 14] та ін. У них розглянуті алгоритми дій, що охоплюють етапи від первинного контакту до завершення роботи з родиною. Розглянуто конкретний інструментарій для корекції сімейних взаємин, особливий акцент зроблено на прикладних психотехнологіях фасилітації конфліктів і специфічних методиках стабілізації емоційного стану членів сімей, які переживають травматичний досвід або кризу розлучення.

Знайдена в результаті здійсненого огляду публікацій інформація на дану тему використана при організації та проведенні даного дослідження.

Виклад основного матеріалу. Проведене дослідження полягало в апробації запропонованого комплексу практичних занять для забезпечення навчального курсу «Сімейне консультування»; для магістрантів першого року навчання, які навчаються за спеціальністю «Психологія» у Львівському державному університеті безпеки життєдіяльності. Далі наведено дані про призначення, зміст, та результати апробації кожної з складових комплексу практичних занять для магістрантів-психологів із даного навчального курсу.

Перша частина. Передбачає перегляд навчальних відео, в яких фахові психологи, що мають досвід сімейного консультування, розповідають про особливості роботи з сімейними парами, як і сім'ями в цілому.

Заняття 1. Перегляд відео: «Основи сімейної психології, що має знати кожен фахівець (вебінар Оксани Зінько)». Для опрацювання запропонованого відеоматеріалу магістрантам рекомендовано виконати наступні завдання.

1. Занотуйте, на які «тривожні сигнали» у розповіді клієнта фахівець має звертати увагу в першу чергу під час первинної консультації.

2. Визначте, які з озвучених тез корелюють із вивченими раніше теоріями (наприклад, системний підхід або структурна терапія).

3. На основі матеріалів відео сформулюйте кілька уточнюючих запитань, які б ви поставили клієнтам, щоб зрозуміти структуру їхньої сімейної системи.

4. Які діагностичні методики згадуються або можуть бути доречними для розкриття тем, порушених у відео? Обґрунтуйте свій вибір.

5. Напишіть відгук (до 1 сторінки) на тему: «Яка інформація з відео стала для мене особистим відкриттям і як я використаю її у своїй майбутній практиці?».

В ході обговорення виконаних завдань здобувачі освіти відзначали, що лекторка наголошувала на принципі циркулярності, – це означає, що психолог не шукає "винного" в конфлікті, а розглядає проблему як циклічний процес. А роль як фахівця – бути нейтральним медіатором; якщо він стане на бік дружини проти чоловіка, то перестане бути терапевтом для цієї системи й не зможе допомогти. Відзначали також згаданий момент про життєвий цикл сім'ї: часто клієнти приходять із запитом "ми розлюбили одне одного", а насправді вони просто проходять кризу народження першої дитини або "порожнього гнізда".

Відповідно, завдання консультанта – пояснити їм, що це нормативний етап, а не кінець стосунків. Загалом, у результаті обговорення магістранти дійшли висновку, що сімейна психологія вимагає від фахівця особливого «системного зору». Головним інструментом є не лише знання теорії, а й здатність бачити приховані зв'язки, усвідомлювати цикли взаємодії та допомагати родині знаходити власні ресурси для переходу на новий етап розвитку.

Заняття 2. Перегляд відео: «Що таке шлюбне консультування». Передбачено за матеріалами відео виконання наступних завдань.

1. Назвіть головні відмінності між індивідуальним консультуванням і шлюбним, які згадуються у відео.

2. Складіть чек-лист дій консультанта під час знайомства з парою. Які запитання є обов'язковими для встановлення робочого альянсу?

3. Часто партнери приходять із різними цілями (один хоче зберегти шлюб, інший – розлучитися). Занотуйте поради автора щодо того, як сформувати єдиний план на роботу в такому випадку.

4. Опишіть, на що, згідно з відео, має звертати увагу психолог, спостерігаючи за взаємодією пари (пози, погляди, перебивання тощо).

5. Які завдання для «домашньої роботи» пропонуються парам?

У процесі обговорення виступів відзначалося, зокрема, наступне: у відео чітко прозвучала думка, що клієнтом є "простір між партнерами". Згадана метафора, що психолог працює не з двома людьми, а з "третім елементом" – їхнім зв'язком, що знімає спокусу шукати винного. Або: відзначено, що автор наголошує на політиці "прозорості". Вказувалося на важливість навчання клієнтів техніці «Я-повідомлень». Так, у відео наведено приклад: замість «Ти завжди мене ігноруєш», навчити говорити «Я почуваюся самотньо, коли ми не розмовляємо ввечері» – це звучить просто, але в стані стресу люди про це забувають.

Видалося також важливим зауваження про «запит на розлучення». Консультування – це не завжди про те, щоб «склеїти розбиту чашку». Іноді успішним результатом є цивілізоване розлучення без травматизації дітей, що теж потрібно враховувати під час шлюбного консультування. Нарешті відзначено також емоційне вигорання через високу інтенсивність конфлікту в кабінеті; і ризик стати «суддею», коли обидві сторони намагаються перетягнути психолога на свій бік, тому йому потрібна сильна професійна стійкість.

Друга частина. Включає перегляд навчальних відеоматеріалів про психологічні проблеми сімей, що дозволяє здійснити збір інформації про них. Результатом виконання поставлених завдань повинна стати побудова консультативних гіпотез і з'ясування можливостей для вирішення проблеми.

Заняття 3. Перегляд фрагменту фільму «Тринадцять». Перед переглядом фільму присутнім на занятті запропоновано дати відповіді на поставлені питання.

1. Проаналізуйте вплив референтної групи та зміну статусу Трейсі в школі. Які потреби вона задовольняє через дружбу з Еві?
2. Що змушує Трейсі змінити зразкову поведінку на девіантну?
3. Охарактеризуйте стосунки Трейсі з матір'ю Мелані, батьком і братом. Зверніть увагу на стиль виховання та концепцію «дифузних меж» у родині.
4. Що є першопричиною девіантною поведінки дівчинки-підлітка?
5. Кого ви вважаєте першочерговим клієнтом – саму Трейсі чи всю сімейну систему? Обґрунтуйте свою позицію.

Передусім магістранти помітили різкий перехід Трейсі від "дитячої" поведінки до псевдодорослості. Ключовим моментом, на їхню думку, є сцена вкраденого гаманця – це була її "ініціація" в коло Еві; її девіація – це не просто хуліганство, а відчайдушна спроба заповнити внутрішню порожнечу. Вона відкидає старі іграшки та ляльок, але емоційно залишається дитиною, яка потребує захисту». Щодо постановки робочої

гіпотези, причиною девіацій стала незавершена сепарація. Трейсі намагається відділитися від матері через радикальне заперечення її цінностей. Але оскільки мати не протидіє цьому, не виставляє жорстких кордонів, Трейсі змушена піднімати "градус" девіації, щоб нарешті бути поміченою як окрема, нехай і "погана", особистість.

Стосовно пропозицій стратегії допомоги, здобувачі освіти відзначили що індивідуальна терапія з Трейсі буде неефективною, якщо не працювати з Мелані. Мати має повернути собі роль дорослого, встановити правила. Поки Мелані сама перебуває в позиції жертви, Трейсі буде змушена "контейнувати" цей хаос через агресію; тому запропоновано сімейну системну терапію. Відповідно, потрібно пропрацювати фігуру батька, який фактично самоусунувся. Трейсі відчуває себе покинутою ним, і Еві стає сурогатом цієї прихильності.

Заняття 4. Перегляд фрагменту фільму «Коли чоловік кохає жінку». Для роботи з ним запропоновано наступні питання і завдання.

1. Виділіть симптоми алкоголізму у Еліс, зверніть увагу на механізми психологічного захисту: заперечення, мінімізація, раціоналізація.

2. Охарактеризуйте дії Майкла, як його намагання «рятувати» дружину, приховувати її помилки та брати все на себе сприяли прогресуванню її хвороби?

3. Опишіть стан дітей у цій родині. Які ролі вони виконують (як от «дитина-герой» чи «дитина-помічник»)?

4. Сформулюйте гіпотезу, чому після повернення Еліс із реабілітаційного центру стосунки в парі почали руйнуватися ще сильніше?

5. Які умови є необхідними для того, щоб ця пара зберегла шлюб у нових реаліях (реаліях тверезості)?

При обговоренні серед іншого було висловлено наступне: Майкл – класичний "рятівник": він неймовірно терплячий, але його любов є токсичною для одужання Еліс. Коли вона розбиває машину або падає у ванній, він прибирає за нею, бреше дітям, виправдовує її перед сусідами. Він ніби отримує самоствердження через свою "ідеальність" на фоні її "недосконалості". Крім цього, цікаво спостерігати за сценою в реабілітаційному центрі, поза домом, де за неї все вирішували, вона нарешті зустрілася зі своїм "Я".

Щодо надання допомоги цій парі, було запропоновано наступне: передусім, потрібна паралельна робота. Еліс продовжує відвідувати осередок Анонімних Алкоголіків, а Майклу життєво необхідно піти в групу для співзалежних. Йому треба навчитися жити власним життям, а не життям дружини, проте на спільних сесіях варто фокусуватися на перерозподілі відповідальності. Отже, магістранти роблять висновок, що любов у шлюбі з

адикцією часто стає «обволікаючою» та руйнівною. Головна складність консультування такої пари – допомогти їм пройти через болючу перебудову ролей, де кожен має навчитися нести відповідальність за свій емоційний стан самостійно.

Третя частина зосереджена на перегляді роботи сімейних консультантів, обґрунтовується необхідністю формування у магістрантів методичної гнучкості й освоєння особливостей процесу сімейного консультування.

Заняття 5. Перегляд відео: «Терапія пари в стані “емоційного розлучення”». Перед переглядом магістрантам поставлено наступні завдання.

1. Визначте, які психотерапевтичні школи представлені у відео (наприклад, емоційно-фокусована терапія, системна сімейна терапія, когнітивно-поведінкова терапія чи психоаналітичний підхід і т. п.).

2. Вкажіть техніки, які використовують фахівці різних напрямів для «оживлення» емоційного контакту.

3. Опишіть ознаки «емоційного розлучення», помічені в парі.

4. Проаналізуйте, через яке запитання або інтервенцію терапевту вдалося пробити «стіну мовчання» між партнерами.

5. Сформулюйте власну гіпотезу щодо того, що саме утримує цю пару разом, попри стан «емоційного розлучення».

Слухачі зауважили, що терапевт у стилі емоційно-фокусованої терапії ігнорував обговорення побутових сварок. Він одразу пішов у глибину, до емоцій; його фраза: "Коли ваш чоловік мовчить, чи відчуваєте ви себе покинутою наодинці з вашою тривогою?" – допомогла дружині перестати атакувати й нарешті заплакати.

Це була перша жива емоція за всю сесію. Відзначено також, що ближчим видався системний підхід, терапевт працював із дистанцією як із регулятором. Одобрено озвучене припущення, що їхнє "емоційне розлучення" – це спосіб безпечного співіснування, щоб не поранити одне одного ще сильніше.

Стосовно гіпотези, висловлено такі міркування: проблема пов’язана з кризою "порожнього гнізда", діти були тим "буфером", через який вони спілкувалися. Консультація – це їхня остання спроба зрозуміти, чи є там хтось живий на іншому боці. Далі слухачі відзначили, що метою терапії в стані емоційного розлучення не завжди має бути примирення. Вказано, що в роботі терапевта психоаналітичного спрямування було чітко видно, що мета – усвідомлення. Іноді результатом стає "цивілізоване розлучення".

У процесі обговорення здобувачі освіти прийшли до розуміння, що в стані емоційного розлучення терапевт працює як «перекладач» із мови

мовчання на мову потреб. А вибір підходу залежить від готовності пари до емоційної відкритості та глибини їхньої індивідуальної рефлексії.

Заняття 6. Перегляд відео: «Психологічна робота з парою де один з членів був у АТО». Присутнім на занятті запропоновано виконати наступні завдання.

1. Зафіксуйте, як бойовий досвід проявляється у поведінці ветерана під час сесії (гіперпильність, емоційне заціпеніння, флешбеки, труднощі з довірою й ін.).
2. Опишіть стан партнерки/партнера. Чи спостерігаються ознаки емоційного виснаження, страху, щоб не спровокувати реакцію ветерана?
3. Які конкретні дії чи слова терапевта допомогли створити атмосферу безпеки, враховуючи можливу підозрілість ветерана до «цивільних» фахівців?
4. Знайдіть у відео приклад того, як терапевт допомагає ветерану «перекласти» його гнів або мовчання на мову потреб.
5. Визначте, які спільні цінності чи минулий досвід пари можуть стати опорою для їхнього «нового знайомства» після війни.

В результаті обговорення відзначено, що терапевт почав говорити про ПТСР не як про рису характеру ветерана, а як про "непроханого гостя" в їхньому домі. Це дуже допомогло, дружина перестала думати, що чоловік став "злим", вона побачила, що це війна продовжує діяти через нього. Це знизило рівень взаємної агресії та дозволило їм об'єднатися проти проблеми, а не одне проти одного. Помічено, що прогноз на вирішення проблеми позитивний, якщо вони приймуть факт, що "як раніше" вже не буде, потрібно будувати нові стосунки.

Магістранти доходять висновку, що робота з парами ветеранів – це не лише про емоції, а й про стабілізацію та безпеку. Психотерапевт має виступати «провідником» між двома світами – військовим і цивільним, допомагаючи партнерам відбудувати зруйновані мости розуміння через визнання травми та розвиток взаємної емпатії.

Четверта частина присвячена аналізу цілісного консультативного процесу в різноманітних випадках, обґрунтовується необхідністю формування у слухачів навичок професійного підходу й адаптивності інструментарію.

Заняття 7. Перегляд відео: «Розбираємо сесію сімейної психотерапії. Сеанс у сімейній психотерапії». Питання до перегляду задано наступні.

1. Як терапевт керує процесом сесії? Зафіксуйте моменти, де він перериває деструктивну суперечку, перехоплює ініціативу або змінює тему.
2. Чим відрізняється «пред'явлений запит» (з чим прийшли) від «реального запиту» (що виявилося під час сесії)?

3. Чи помітили ви спроби членів сім'ї залучити терапевта на свій бік проти іншого? Як терапевт зберіг нейтральність?

4. Яку роль відіграє «проблемна поведінка» одного з членів сім'ї для підтримки стабільності всієї системи?

5. Яка інтервенція терапевта стає поворотною точкою сеансу?

В процесі обговорення відзначено, як консультант вчинив зі скаргою дружини на "надмірний контроль" із боку чоловіка. Це зняло напругу та дозволило чоловікові не захищатися, а почати говорити про свій страх втрати. Інше зауваження стосувалося запитання консультанта до сина, що одразу висвітлило тріангуляцію, де дитина стає "громовідводом" у конфлікті батьків. Це було професійно, бо дозволило батькам побачити свою поведінку очима дитини. Схвалено те, що на наступну сесію було запропоновано поведінковий експеримент: домашнє завдання, де партнери мають помічати лише позитивні наміри один одного протягом 15 хвилин на день. Це допоможе закріпити нові когнітивні зв’язки, які психолог почав будувати через переформулювання. Запропоновано також попрацювати із батьківською підсистемою окремо, щоб зміцнити межі між ними, оскільки дитина занадто залучена у дорослі справи.

Здобувачі освіти приходять до розуміння, що сімейний терапевт працює не з історіями людей, а з процесом їхньої взаємодії. Головне завдання – змінити цей процес безпосередньо в кабінеті, щоб клієнти могли винести новий досвід спілкування за його межі. Використання розборів відео дозволяє магістрантам розвинути «терапевтичний зір» – здатність бачити структуру за емоціями.

Заняття 8. Перегляд фрагменту фільму «Весняні надії»; попередньо слухачам курсу поставлено наступні завдання.

1. Охарактеризуйте манеру роботи доктора Фелда: як він зберігає спокій та нейтральність, коли клієнти виявляють роздратування або опір?

2. Проаналізуйте, як терапевт обговорює інтимні теми; які мовні конструкції він використовує, щоб знизити рівень сорому у парі?

3. Опишіть захисні механізми Арнольда (чоловіка). Як він знецінює терапію і чому, на вашу думку, він це робить?

4. Кей (дружина) спочатку хоче «повернути близькість». Як змінюється її розуміння цієї близькості впродовж сесій?

5. На якому етапі циклу одужання стосунків перебуває пара у фіналі фрагменту? Що може спровокувати регрес?

Зокрема, магістрантам сподобалося, що терапевт не намагається бути "милим", він дуже директивний, але водночас безпечний. Коли чоловік починає буркотіти про марну трату грошей, доктор Фелд не захищається, він просто каже: "Це ваш вибір – бути тут чи ні"; що повертає клієнту

відповідальність за його шлюб. Їм важливо було побачити, як терапевт нормалізує відсутність сексу в парі, він говорить про це як про технічну проблему, яка виникла через втрату емоційного зв'язку. Сформульована гіпотеза, на думку присутніх, у тому, що різні кімнати були способом уникнути болю від того, що вони стали чужими. Це був їхній спосіб "зберегти шлюб", не торкаючись реальних проблем. У фільмі добре видно, що їхній конфлікт не відкритий, а пасивно-агресивний. Терапія змусила їх зруйнувати цей безпечний, але холодний гомеостаз. Магістранти формулюють висновок: сімейне консультування – це не про те, щоб змінити іншу людину, а про те, щоб змінити спосіб, у який взаємодіє подружжя. Вони побачили, що після 30 років відчуження можлива регенерація стосунків, якщо у пари є готовність бути вразливими, а у терапевта – витримка та професійні інструменти.

На завершення слід навести міркування про результати апробації даного комплексу практичних занять, які свідчать про ефективність використання навчальних відеоматеріалів і кінопедагогіки у підготовці фахових психологів.

Головним результатом дослідницької роботи магістрантів став перехід від теоретичного знання про сім'ю до практичного розуміння динаміки сімейних систем. Далі наведено найважливіші аспекти отриманих результатів: слухачі курсу переконалися, що не варто розглядати проблеми подружніх пар як індивідуальні вади характеру, на противагу поширеному уявленню.

Головним здобутком став розвиток здатності бачити сім'ю як цілісний організм, де симптом одного з членів виконує певну функцію для підтримки рівноваги всієї системи. Вони розвинули навички «читання» невербальних маркерів: дистанція та розташування партнерів у просторі; патерни комунікації; помічати приховані коаліції та тріангуляції (залучення дітей або терапевта у конфлікт). Проведена робота дозволила магістрантам вдосконалити навички побудови консультативних гіпотез. Замість поширених оціночних суджень («він егоїст», «вона істеричка») вони почали використовувати професійні конструкції: «патерн уникання прихильності», «дифузні межі», «криза гомеостазу». Особливо важливим став досвід збереження нейтральності під час обговорення гострих конфліктів. Апробація показала, що здобувачі освіти навчилися розрізняти та порівнювати методи різних шкіл (ЕФТ, системна, КПТ). Це дало змогу сформувати гнучкий підхід до вибору інструментарію залежно від запиту пари: від психологічної просвіти до глибинної емоційної трансформації. Аналіз роботи терапевтів у відео «Весняні надії» або «Терапія пари в стані емоційного розлучення» спонукав слухачів курсу до усвідомлення власних

емоційних реакцій (контрпереносу). Вони навчилися бачити складність професії не лише в освоєнні технік, а й у здатності витримувати високу напруженість сімейного конфлікту.

Головним показником успішності комплексу занять стало те, що в результаті обговорень магістранти змінили мету консультування: від «вирішити проблему за клієнтів» до «навчити сім'ю самозціленню». Вони усвідомили, що психотерапевт у сімейному консультуванні – це не суддя і не адвокат, а каталізатор змін, який допомагає партнерам безпечно пройти через деструкцію старих зв'язків заради побудови нових, адаптивніших форм близькості. Проведена робота заклала основи для їхньої подальшої самостійної фахової консультативної діяльності в умовах кризового сьогодення.

Висновки. Проведене дослідження дозволяє констатувати наступне.

1. Підтверджено, що використання навчальних відеоматеріалів та інструментів кінопедагогіки є дієвим засобом подолання розриву між теоретичною підготовкою та практичною діяльністю; аналіз реальних консультативних сесій і художніх фільмів дозволив магістрантам візуалізувати складні теоретичні концепти та побачити динаміку сімейних процесів у розвитку.

2. Головним результатом апробації став якісний перехід від індивідуально-орієнтованого до системного розуміння проблем родини; магістранти опанували здатність розглядати симптом одного з членів сім'ї не як ізольовану ваду, а функціональний елемент, що підтримує рівновагу сімейної системи.

3. Проведені заняття сприяли вдосконаленню діагностичної спостережливості та навичок професійної комунікації; здобувачі освіти навчилися будувати консультативні гіпотези, спираючись на методологію різних терапевтичних шкіл, і відпрацювали техніки збереження нейтральності у процесі дослідження процесу консультування.

4. Особливу увагу в межах апробації було приділено консультуванню в кризових умовах, зокрема роботі з сім'ями ветеранів а також зі станами емоційного роз'єднання; це забезпечило формування у здобувачів освіти стресостійкості та готовності до роботи із актуальними запитами суспільства в умовах воєнного стану.

5. Апробація комплексу занять сприяла переосмисленню ролі психолога-консультанта: від позиції «експерта, що надає поради» до позиції фасилітатора, який створює безпечний простір для самовідновлення родини; слухачі усвідомили, що успішне консультування спрямоване не на зміну особистостей, а на перебудову деструктивних патернів їхньої взаємодії.

У майбутньому передбачено рекомендувати апробований комплекс практичних занять до впровадження у процес підготовки психологів у ЗВО.

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ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ ДИЗАЙНЕРІВ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

Анотація. У статті розглянуто педагогічні умови формування готовності майбутніх дизайнерів до професійної діяльності в контексті компетентнісного підходу та сучасних вимог дизайн-освіти. Актуальність дослідження зумовлена зростанням ролі професії дизайнера як культурологічно значущої та високозатребуваної сфери діяльності, що потребує оновлення змісту, форм і методів підготовки фахівців у закладах вищої освіти. Доведено, що професійна підготовка дизайнерів має ґрунтуватися на інтеграції загально-культурних, загально-професійних і фахових компетентностей, визначених державними стандартами вищої освіти.

У роботі проаналізовано наукові підходи до трактування компетентнісного підходу та особливостей професійної підготовки дизайнерів, що дозволило визначити суперечність між вимогами практики та недостатньою розробленістю педагогічних умов формування професійної готовності. Авторами розкрито сутність готовності майбутнього дизайнера як інтегрованої особистісно-професійного, динамічного, багаторівневого та багатокомплексного утворення, що поєднує мотиваційний, когнітивний, креативно-діяльнісний та рефлексивний компоненти.

У статті теоретично обґрунтовано педагогічні умови ефективного формування готовності до професійної діяльності, серед яких: міждисциплінарна інтеграція освітніх компонентів; чітке визначення цілей навчання та методів їх досягнення; активна взаємодія з роботодавцями; розвиток системи практичної підготовки; впровадження моделі професійної підготовки. Окреслено етапи формування готовності (діагностичний,

пізнавальний, формуючий, творчий) та запропоновано структурно-змістову модель підготовки майбутніх дизайнерів.

Зроблено висновок, що ефективність підготовки майбутніх дизайнерів забезпечується створенням комплексних педагогічних умов, спрямованих на інтеграцію теоретичної та практичної складових, розвиток творчого потенціалу, професійної самостійності та конкурентоспроможності фахівців у сучасному освітньо-професійному середовищі.

Ключові слова: професійна підготовка дизайнерів, дизайн-освіта, педагогічні умови, готовність до професійної діяльності, цифрові технології, міждисциплінарний підхід, професійна компетентність, дизайн, діяльність, професійна діяльність.

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PEDAGOGICAL CONDITIONS FOR THE FORMATION OF FUTURE DESIGNERS' READINESS FOR PROFESSIONAL ACTIVITY

Abstract. The article examines the pedagogical conditions for forming future designers' readiness for professional activity in the context of the competency-based approach and contemporary requirements of design education. The relevance of the study is determined by the increasing importance of the design profession as a culturally significant and highly demanded field of activity, which requires the renewal of the content, forms, and methods of training specialists in higher education institutions. It is substantiated that the professional training of designers should be based on the integration of general cultural, general professional, and specialized competencies defined by national higher education standards.

The study analyzes scientific approaches to interpreting the competency-based approach and the specifics of designers' professional training, which makes it possible to identify existing contradictions between practical requirements and the insufficient development of pedagogical conditions for forming professional

readiness. The authors reveal the essence of future designers' readiness as an integrated personal and professional, dynamic, multilevel, and multifaceted construct that combines motivational, cognitive, creative-activity, and reflective components.

The article theoretically substantiates the pedagogical conditions for the effective formation of professional readiness, including: interdisciplinary integration of educational components; clear definition of learning objectives and methods for achieving them; active cooperation with employers; development of practical training systems; and implementation of a professional training model. The stages of readiness formation (diagnostic, cognitive, formative, and creative) are outlined, and a structural-content model for training future designers is proposed.

It is concluded that the effectiveness of training future designers is ensured through the creation of comprehensive pedagogical conditions aimed at integrating theoretical and practical components, developing creative potential, professional autonomy, and competitiveness of specialists in the modern educational and professional environment.

Keywords: professional training of designers, design education, pedagogical conditions, readiness for professional activity, digital technologies, interdisciplinary approach, professional competence, design, activity, professional activity.

Постановка проблеми. Професія «дизайнер» насьогодні є однією з високозатребуваних, тому що має не лише вузькопрофесійну, але й всезагальну культурологічну цінність. Сучасна дизайнерська діяльність наповнилася новим змістом, що вимагає відображення цих процесів у професійній підготовці дизайнерів.

Освітній процес у закладах вищої освіти здійснюється на основі компетентнісного підходу.

У контексті компетентнісного підходу актуалізується пошук і до розвитку модернізації змісту, форм, методів підготовки майбутніх дизайнерів до професійної діяльності.

Відповідно до вимог Державного стандарту майбутні дизайнери мають володіти низкою компетентностей, зокрема загальнокультурними, загально-професійними, що складають основу готовності до професійної діяльності як результату підготовки конкурентноспроможних фахівців на ринку дизайнерських послуг.

Стандарт вищої освіти першого (бакалаврського) рівня галузі знань 02 «Культура і мистецтво» за спеціальністю 022 «Дизайн», затверджений і введений у дію наказом Міністерства освіти і науки України від 13.12.2018

р. № 1391, передбачає чітко визначений перелік компетентностей випускника, зокрема інтегральну, загальні та спеціальні (фахові, предметні) компетентності. Інтегральна компетентність відображає здатність розв'язувати складні спеціалізовані завдання та практичні проблеми у сфері дизайну, що характеризуються комплексністю та невизначеністю умов. Загальні компетентності охоплюють розвиток критичного мислення, здатність до комунікації, командної роботи, саморозвитку та адаптації до змін. Спеціальні (фахові) компетентності спрямовані на формування професійних умінь і навичок, пов'язаних із проєктною діяльністю, використанням сучасних технологій, художньо-образним мисленням та реалізацією дизайнерських рішень у різних сферах [6].

Зауважимо, що формування зазначених компетентностей є ключовою передумовою професійної готовності майбутніх дизайнерів, що зумовлює необхідність створення відповідних педагогічних умов у процесі їх підготовки, орієнтованих на інтеграцію теоретичних знань і практичних навичок, розвиток творчого потенціалу та забезпечення здатності до інноваційної діяльності.

Стандарт вищої освіти другого (магістерського) рівня галузі знань 02 «Культура і мистецтво» за спеціальністю 022 «Дизайн» затверджений і введений у дію наказом Міністерства освіти і науки України від 21.12.2018 р. № 1433 визначає поглиблені вимоги до професійної підготовки здобувачів освіти, орієнтовані на формування здатності до розв'язання складних дослідницьких і проєктних завдань у сфері дизайну. Він передбачає розвиток інтегральної, загальних та спеціальних (фахових) компетентностей, що забезпечують високий рівень професійної майстерності, критичного мислення, інноваційності та самостійності у прийнятті рішень. Інтегральна компетентність магістра дизайну полягає у здатності розв'язувати складні задачі та проблеми у професійній діяльності або у процесі навчання, що передбачає проведення досліджень та/або здійснення інновацій в умовах невизначеності. Загальні компетентності охоплюють уміння працювати в міждисциплінарному середовищі, здійснювати комунікацію на професійному рівні, генерувати нові ідеї (креативність), а також здатність до самоосвіти та професійного розвитку. Спеціальні (фахові) компетентності спрямовані на поглиблене опанування методології дизайн-проєктування, використання сучасних цифрових технологій, реалізацію авторських концепцій, проведення наукових досліджень та впровадження їх результатів у практичну діяльність. Варто зазначити, вимоги магістерського рівня освіти значною мірою акцентують увагу на дослідницькій, інноваційній та стратегічній складових професійної діяльності дизайнера, що потребує створення відповідних педагогічних

умов для формування високого рівня готовності майбутніх фахівців до професійної самореалізації [7].

Отже, існує об'єктивна необхідність дослідження проблеми підготовки майбутніх дизайнерів закладів вищої освіти, створення педагогічних умов у ЗВО з метою підвищення якості готовності до професійної діяльності.

Аналіз останніх досліджень і публікацій. Питання теорії та практики реалізації компетентнісного підходу у сфері освіти широко висвітлені у працях вітчизняних учених Є. Антоновича, І. Андрощук, Г. Бучківської, С. Вітвицької, А. Руденченко, В. Титаренко, В. Тименка, Н. Титової, О. Пасько, О. Фурси, Л. Оршанської, О. Бойчук, Л. Левицької, С. Макєєва, О. Матеюк, О. Крічкер, Н. Єремеєвої, Л. Сідун, Н. Пограничної, Н. Савчук, Г, Акопян), а також зарубіжних дослідників Д. Мак-Клелланда, Р. Мартенса, Дж. Ван Мериенбоера, Дж. Мерилла, В, Папанека, Б. Мунарі, Д. Нормана, Н. Кросса, Р. Б'юкенен, Т. Брауна та ін.

Дослідження в галузі професійної підготовки дизайнерів висвітлено у працях Д.Авраменка, Н.Афанасьєвої, С. Борисової, З, Бакум, Л. Саприкіної, В. Даниленка, Т. Іваненко, В. Косіва, Н. Колесник, Л. Литвинюк, М. Назарчук, В. Прусак, І. Яковець, Н. Сбітнєвої, К. Пашкевич, О. Стрижової, Л. Мельник, Т. Миронової, О. Єжової, О, Ковальчук, Л. Жукової, В. Бистрякової, М. Ткачука, А. Криворучка, О. Караман, О. Костюк, К. Голобородька, В. Сидоренка, О. Романенка, Г. Чемерис та ін.

У дослідженнях С. Макєєва наголошено, що компетентнісний підхід спрямований не лише на засвоєння теоретичних знань, а й на формування практичних умінь, критичного мислення, творчих здібностей і готовності здобувачів до професійної самореалізації. Особливу увагу приділено необхідності оновлення методів навчання, упровадженню інноваційних технологій, розвитку ключових компетентностей, що відповідають сучасним суспільним і професійним викликам [4, с. 233]. Н. Колесник розкрито особливості формування професійної компетентності майбутніх дизайнерів у процесі навчання в закладах вищої освіти, де наголошено, що ефективна професійна підготовка базується на поєднанні теоретичних знань, практичних умінь і творчо-проєктної діяльності здобувачів. Окрім того, підкреслюється важливість використання сучасних освітніх технологій та інтеграції проєктного підходу, що сприяє розвитку креативності, самостійності та готовності майбутніх дизайнерів до професійної діяльності в умовах сучасного ринку праці [9, с. 148].

Науковицею Л. Левицькою розглядаються педагогічні умови формування готовності майбутніх педагогів до професійно-педагогічної діяльності, що є важливим аспектом якісної підготовки фахівців у системі

вищої освіти. Авторка акцентує на те, що ефективність професійного становлення майбутнього фахівця значною мірою залежить від створення сприятливого освітнього середовища, яке поєднує теоретичну підготовку з практичною діяльністю. Наголошується на необхідності розвитку мотиваційної, когнітивної та діяльнісної складових готовності, що забезпечує успішну реалізацію професійних функцій у майбутній педагогічній діяльності [3, с. 48].

У дослідженні З. Бакум, Л. Саприкіної наголошено, що формування професійної компетентності майбутніх дизайнерів потребує створення спеціальних педагогічних умов, спрямованих на розвиток творчого мислення, художньо-проєктних умінь і професійної мотивації; підкреслено важливість поєднання теоретичної підготовки з практичною діяльністю, що забезпечує формування готовності студентів до реальної професійної роботи у сфері дизайну. Особливу увагу приділено використанню сучасних методів навчання, розвитку самостійності студентів та інтеграції творчих завдань у процес фахової підготовки, що є важливим чинником професійного становлення майбутнього дизайнера [1, с. 44].

У працях Н. Пограничної, Н. Савчук, Г. Акопян розкрито сутність компетентнісного підходу у вищій освіті як інтеграційної моделі, що поєднує теоретичну підготовку здобувачів із практично орієнтованими навичками; наголошено, що освітній процес має бути спрямований на формування у студентів здатності застосовувати знання в реальних професійних ситуаціях, критично мислити та ефективно взаємодіяти в команді. Окрему увагу приділено необхідності оновлення змісту освітніх програм і впровадженню інноваційних методів навчання, що відповідають вимогам ринку праці та європейським освітнім стандартам [5].

Науковцями О. Караман, О, Костюк акцентовано увагу на важливості формування естетичної свідомості майбутніх дизайнерів як невід'ємної складової їхньої професійної підготовки. Автори підкреслюють, що результативність освітнього процесу значною мірою залежить від цілеспрямованого розвитку художньо-естетичного мислення, здатності до творчої інтерпретації візуальних образів та формування ціннісного ставлення до дизайнерської діяльності, що інтеграція мистецьких, проєктних і цифрових компонентів навчання сприяє підвищенню професійної готовності майбутніх дизайнерів [2, с. 60]. У дослідженні С. Вітвицької, А. Худавердової, В. Гурської, В. Артюхової, К. Яндоли розглянуто трансформацію навчальних стратегій у закладах вищої освіти в умовах стрімкого розвитку штучного інтелекту; наголошено, що впровадження AI-технологій змінює підходи до організації освітнього процесу, через індивідуалізацію навчання, підвищення його ефективності та

адаптивності; використання цифрових інструментів і штучного інтелекту відкриває нові можливості для формування професійних компетентностей майбутніх фахівців, зокрема у сфері дизайну, де важливими є креативність, гнучкість мислення та здатність до інноваційної діяльності [8, с. 849].

Сучасний стан дослідження проблеми потребує виявлення основних суперечностей у реалізації компетентнісного підходу в підготовці майбутніх дизайнерів.

Аналіз психолого-педагогічної літератури засвідчує, що у наш час проводяться інтенсивні дослідження проблемного поля реалізації компетентнісного підходу в освіті. У сучасній педагогічній літературі розкриті як загальні положення реалізації компетентнісного підходу у закладах вищої освіти, так і конкретні проблеми, пов'язані з формуванням готовності до професійної діяльності майбутніх дизайнерів. Проте проблема створення педагогічних умов повністю не розв'язана як теоретично, так і практично. Існують протиріччя між:

- потребою освітньої практики у створення педагогічних умов формування готовності майбутніх дизайнерів до професійної діяльності та недостатньо. Розробкою цієї проблеми на основі міждисциплінарного, інтегрованого підходу;

- традиційними формами і методами оцінки готовності до професійної діяльності і недостатньою розробленістю технологій оцінки підготовки до професійної діяльності майбутніх дизайнерів у закладах вищої освіти.

Виявлені суперечності зумовлюють необхідність подальшого наукового обґрунтування педагогічних умов формування готовності майбутніх дизайнерів до професійної діяльності.

Мета статті – аналіз та взаємозв'язок понять «умова», «педагогічна умова», «організація педагогічних умов», «готовність», теоретичне обґрунтування педагогічних умов, формування готовності майбутніх дизайнерів у закладах вищої освіти до професійної діяльності на основі міждисциплінарного, інтегрованого, компетентнісного підходів.

Виклад основного матеріалу. Сучасна дизайнерська діяльність наповнюється новим змістом і включає такі види діяльності: художню, проєктну, інформаційно-технологічну, організаційно-управлінську, науково-дослідну, педагогічну.

Кожен з видів професійної діяльності дизайнерів має специфічні властивості, що впливають із його інтегрованої структури, використання характерних засобів і методів, необхідних особистісних якостей і властивостей майбутніх дизайнерів, що в цілому визначає структуру і зміст готовності до професійної діяльності (див. Табл. 1).

Таблиця 1.

Види професійної діяльності дизайнерів та їх характеристика

Види професійної діяльності	Зміст діяльності	Вплив на формування готовності майбутніх дизайнерів
Художня	Створення візуальних образів, робота з композицією, кольором і формою	Розвиток естетичного сприйняття, художнього мислення та образного бачення
Проєктна	Розробка дизайн-концепцій, проєктування об'єктів та візуальних систем	Формування проєктного та системного мислення, креативності
Інформаційно-технологічна	Використання цифрових технологій, графічних редакторів, 3D-моделювання	Оволодіння цифровими інструментами, розвиток технологічної компетентності
Організаційно-управлінська	Планування та координація дизайн-проєктів, управління процесами	Формування управлінських навичок, відповідальності, командної взаємодії
Науково-дослідна	Аналіз тенденцій дизайну, проведення досліджень, експериментальна діяльність	Розвиток аналітичного, дослідницького та критичного мислення
Педагогічна	Передача професійного досвіду, навчання та наставництво	Формування комунікативних умінь та здатності до професійної передачі знань

Джерело: систематизовано авторами.

Проведений аналіз наукових праць дозволив виявити інтегровану структуру кожного з видів професійної діяльності дизайнера, які включають застосування специфічних засобів і методів, відповідних до певного виду діяльності, що передбачає наявність певних якостей та властивостей особистості майбутнього дизайнера.

Зазначимо, що професійна діяльність дизайнера є багатокомпонентною системою, що інтегрує різні види творчої та проєктної роботи, спрямованої на створення функціональних, естетично виразних і комунікативно ефективних об'єктів дизайну. У структурі дизайнерської

діяльності важливе місце займають етапи дослідження, концептуального пошуку, ескізування, моделювання та реалізації проєктних рішень, що забезпечують цілісність і обґрунтованість кінцевого продукту.

Окремо слід підкреслити, що професійна діяльність дизайнера передбачає поєднання художньо-образного мислення з технологічними та інноваційними підходами, що особливо актуально в умовах цифровізації. Важливим є також міждисциплінарний характер дизайнерської практики, який передбачає взаємодію з різними галузями знань – від мистецтва до інформаційних технологій та маркетингу. Це зумовлює необхідність формування у майбутніх фахівців комплексної професійної компетентності, здатності до креативного вирішення завдань і адаптації до змінних умов професійного середовища.

Узагальнена класифікація основних видів професійної діяльності дизайнера представлена на рис. 2.



Рис. 1. Види професійної діяльності дизайнера

Джерело: систематизовано авторами.

Отже, подані на рисунку 1 види професійної діяльності дизайнера відображають цілісність і міждисциплінарний характер дизайнерської практики. Їх взаємозв'язок забезпечує ефективне формування професійної компетентності майбутнього фахівця, оскільки кожен із визначених напрямів доповнює інші та сприяє розвитку художньо-образного мислення, проєктної культури та володіння сучасними цифровими технологіями.

Готовність до професійної діяльності майбутнього дизайнера нами визначена як інтегрована здатність, що включає мотиви, інтереси, потреби, систему знань, умінь, навичок, здатність адекватно реагувати на зміни

професійного середовища, використовуючи свій творчий потенціал для успішного розв'язання професійних завдань, забезпечення конкурентоздатності та збереження конкурентноспроможності в складних економічних умовах сьогодення. Готовність відображає особистісно-професійний розвиток майбутніх дизайнерів.

Готовність до професійної діяльності майбутнього дизайнера має зовнішню і внутрішню структуру. Зовнішня структура готовності відповідає основним видам професійної діяльності. Внутрішня структура включає особистісні компоненти (ціннісно-мотиваційний, когнітивний, креативно-діяльнісний, рефлексивний). Кожний із них має свій особливий зміст і виконує самостійні функції.

Однією і педагогічних умов є методологічна основа розробки теоретичної моделі підготовки до професійної діяльності є твердження про те, що вона виступає цілісною педагогічною системою і має інтегрований характер дизайн-освітньої підготовки. У процесі побудови моделі формується готовність майбутніх дизайнерів до професійної діяльності. Нами було виділено такі блоки моделі: концептуальний, цільовий, структурно-змістовний, організаційний, критеріально-оцінний, результативний.

Нами розроблена структурно-змістову модель формування готовності майбутніх дизайнерів до професійної діяльності, яка відображає цілісну систему взаємопов'язаних компонентів, етапів і умов, що забезпечують ефективну підготовку здобувачів освіти.

Процес формування готовності включає такі етапи: діагностичний, пізнавальний, формуючий, творчий. Кожен певним чином впливає на формування готовності.

Важливою педагогічною умовою є оцінка результатів підготовки, яка має носити міждисциплінарний характер. Вона має бути спрямована на інтеграцію засобів і методів діагностики професійної готовності, що використовується в освітніх компонентах.

На нашу думку, у побудові процесу оцінювання готовності до професійної діяльності майбутніх дизайнерів доцільно виокремити змістовний, процесуальний, організаційно-методичний аспекти міждисциплінарної інтеграції.

Під змістовним аспектом міждисциплінарної інтеграції слід розуміти скоординоване вивчення однакових питань у різних освітніх компонентах, а також можливість концентрації окремих складових, передбачених навчальною програмою.

Організаційно-методичні аспект міждисциплінарної інтеграції передбачає використання одних і тих же методів оцінки. Під процесуальним

аспектом міждисциплінарної інтеграції мається на увазі побудова єдиного поетапного плану діяльності, розвиток комплексних форм у співробітництві з різними кафедрами.

Визначення рівня готовності доцільно здійснювати на основі таксономії цілей, запропонованої Б. Блумом.

Система оцінювання, яка здійснюється на кожному етапі підготовки (діагностичний, когнітивний, формувальний, творчий).

Необхідною умовою ефективності процесу формування готовності майбутніх дизайнерів до професійної діяльності є визначення механізмів взаємодії з роботодавцями, що включає цільове замовлення, участь у спільних заходах, включення роботодавців в освітній процес, процес оцінювання тощо.

Нами визначено чотири групи основних напрямів взаємодії роботодавців і закладів вищої освіти:

1) удосконалення освітнього процесу;

2) спільна наукова та інноваційна діяльність;

3) працевлаштування та підвищення конкурентноздатності випускників;

4) проведення різних організаційних заходів.

Міждисциплінарне комплексне оцінювання включає організаційних модуля: підготовчий модуль, модуль оцінювання, модуль корекції, модуль формування портфоліо майбутнього дизайнера. Спільне проведення ділових ігор, круглих столів між кафедрами, виставки робіт на підприємствах.

Портфоліо об’єднує результати рефлексивного щоденника, зовнішньої і внутрішньої оцінки сформованості готовності до професійної діяльності і дозволяє здобувачам будувати прогнози щодо подальшого розвитку.

Основними видами продуктивної діяльності здобувачів є матеріалізовані результати (натуральні продукти, супутні (супроводжуючі) ідеальні моделі, документальні свідоцтва про результати діяльності.

Висновки. Готовність до професійної діяльності трактується як динамічна, інтегрована комбінація загально-культурних, загально-професійних, професійних компетентностях, які характеризують здатність діяти відповідно до вимог професії, реагувати на зміни у професійному середовищі, використовуючи свій творчий потенціал у розвязанні професійних завдань. Готовність майбутніх дизайнерів до професійної діяльності передбачає забезпечення оптимальність та ефективність професійної діяльності на основі високого рівня самоорганізації та рефлексивності (рефлексії). У процесі підготовки майбутніх дизайнерів до професійної діяльності особливе місце має здатність адаптуватися до ринку праці, бути конкурентноздатним.

Готовність – це багатофакторне явище, що має зовнішню і внутрішню структуру. Зовнішня відповідає видам діяльності, внутрішня включає такі компоненти: ціннісно-мотиваційний, когнітивний, креативно-діяльнісний, рефлексивно-оцінний. До основних умов належать: міждисциплінарна інтеграція освітніх компонент, таксономія цілей, процедура контрольно-оцінних заходів освітнього процесу, партнерська участь роботодавців.

Процес формування готовності до професійної діяльності передбачає створення відповідних педагогічних умов. Ефективне формування готовності майбутніх дизайнерів до професійної діяльності є можливим за умови, якщо у закладі вищої освіти забезпечено:

1. Формування готовності до професійної діяльності, підготовка до професійної діяльності відбувається на основі інтеграції освітніх компонентів, міждисциплінарного підходу.

2. Чітке визначення таксономії цілей, а також обґрунтування змісту, форм і методів навчання.

3. Забезпечення тісної взаємодії з роботодавцями та їх участі у процесі підготовки і діагностики освітніх результатів здобувачів освіти – майбутніх дизайнерів.

4. Формування розвиненої системи практичної підготовки та проходження професійних практик.

5. Розроблення моделі професійної підготовки майбутніх дизайнерів.

Перспективами дослідження досвіду використання та розробка сучасних технологій дизайн-освіти в закладах вищої освіти.

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СУЧАСНІ МЕТОДИ ВИКЛАДАННЯ ТАКТИКО-СПЕЦІАЛЬНОЇ ПІДГОТОВКИ

Анотація. У статті розглядаються сучасні методи викладання тактико-спеціальної підготовки курсантів, які здобувають військово-професійну освіту. Проаналізовано традиційні та інноваційні підходи до навчального процесу, включаючи лекційно-практичні заняття, використання тактичних кейсів, VR-симуляторів, інтерактивних тренажерів та гейміфікації. Особливу увагу приділено впливу технологічних нововведень на формування тактичного мислення, ситуаційного аналізу та адаптивності курсантів.

В роботі визначено переваги та недоліки традиційних методів навчання, а також перспективні напрями вдосконалення навчального процесу на основі інтеграції сучасних технологій. Доведено, що впровадження віртуальних середовищ та інтерактивних тренажерів сприяє підвищенню рівня підготовки, розвитку навичок оперативного ухвалення рішень та покращенню ситуаційної обізнаності.

Окремо розглянуто роль гейміфікації в освітньому процесі, яка дозволяє посилити мотивацію курсантів, підвищити ефективність засвоєння матеріалу та створити умови для тренування в умовах, наближених до реальних. Висвітлено практичні аспекти впровадження інтерактивних технологій у навчальний процес, визначено їхні перспективи та потенційний вплив на підготовку військових кадрів.

Обґрунтовано перспективи впровадження технологій в навчальний процес військових закладів, що сприяє створенню динамічного, адаптивного освітнього середовища для підготовки майбутніх фахівців силових структур.

Таким чином, інтеграція VR, гейміфікації та інтерактивних тренажерів відкриває нові можливості для поглибленого навчання, дозволяючи курсантам розвивати навички оперативної аналітики та рефлексивного мислення. Це сприяє їхній готовності до виконання реальних службових завдань у складних та непередбачуваних умовах.

Ключові слова: тактико-спеціальна підготовка, військова освіта, VR-симуляція, інтерактивні тренажери, гейміфікація, ситуаційний аналіз, технології в навчанні.

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MODERN METHODS OF TEACHING TACTICAL-SPECIAL TRAINING

Abstract. The article examines modern methods of teaching tactical-special training to cadets pursuing military-professional education. It analyzes both traditional and innovative approaches to the training process, including lecture-practical classes, tactical case studies, VR simulations, interactive training systems, and gamification. Particular attention is paid to the impact of technological advancements on the development of tactical thinking, situational analysis, and adaptability of cadets.

The study identifies the advantages and disadvantages of conventional teaching methods and highlights promising directions for improving training through integrating modern technologies. It has been demonstrated that the implementation of virtual environments and interactive simulators significantly enhances training efficiency, fosters decision-making skills in operational scenarios, and improves situational awareness.

A separate focus is placed on the role of gamification in education, which contributes to increasing cadet motivation, improving knowledge retention, and creating conditions for training in realistic operational environments. Practical aspects of incorporating interactive technologies into the learning process are explored, outlining their future development and potential impact on military personnel training.

The study identifies future directions for digital transformation in military training, emphasizing the potential of emerging technologies to create a dynamic, adaptive learning ecosystem for the next generation of security and defense professionals.

Thus, the integration of VR simulations, gamification, and interactive training systems provides new opportunities for enhanced learning, allowing cadets to improve their analytical thinking and situational awareness. This contributes to their readiness to perform real-world operational tasks in complex and unpredictable environments.

Keywords: tactical-special training, military education, VR simulation, interactive training systems, gamification, situational analysis, technology in education.

Постановка проблеми. Сучасний військовий та правоохоронний простір висуває високі вимоги до професійної підготовки фахівців. Тактико-спеціальна підготовка є одним із ключових елементів навчання, адже вона формує тактичне мислення, навички швидкого прийняття рішень та комплексного аналізу бойової ситуації. Крім того, вона сприяє розвитку оперативної гнучкості, стресостійкості та здатності працювати у команді, що є необхідними складовими успішної служби у сучасних умовах.

Традиційні методи навчання, зокрема лекційний формат та класичні практичні заняття, часто недостатньо ефективні для формування високого рівня готовності курсантів до реальних оперативних (бойових) завдань. Вони мають обмеження у створенні реалістичних сценаріїв та моделюванні складних ситуацій, які можуть виникнути під час виконання службових обов'язків. Новітні технології, такі як віртуальні тренажери, симуляційні комплекси та інтерактивні платформи, відкривають нові можливості для удосконалення навчального процесу. Зокрема, вони дозволяють моделювати багатофакторні оперативні умови, підвищуючи рівень підготовки курсантів до роботи у непередбачуваних ситуаціях.

Інтеграція таких технологій не лише підвищує якість навчання, а й сприяє індивідуалізації підходів до підготовки, враховуючи особливості кожного курсанта. Завдяки цьому курсанти отримують змогу вдосконалювати свої навички у безпечному середовищі, тестуючи різні стратегії та підходи без ризику для життя чи здоров'я. Це також сприяє формуванню культури зворотного зв'язку, де навчання стає циклічним процесом самоаналізу та вдосконалення.

Аналіз останніх досліджень і публікацій. У контексті модернізації військової освіти важливою тенденцією є інтеграція цифрових технологій у підготовку курсантів. Українські дослідники все частіше звертають увагу на ефективність інноваційних засобів навчання, таких як VR- і AR-технології, гейміфікація та інтерактивні тренажери, що дозволяє покращити якість тактико-спеціальної підготовки. Зокрема, у працях Гайдая І. Г. та співавторів [1] обґрунтовано необхідність створення віртуального освітнього простору в системі підготовки майбутніх офіцерів, що відповідає вимогам інформаційного суспільства.

Значна увага приділяється впливу віртуального моделювання на формування ситуаційного мислення. У роботах Кравченка О. О. [2] показано, що VR-технології дозволяють моделювати динамічні бойові

сценарії, що сприяє підвищенню якості прийняття рішень у стресових умовах. Аналогічно, Пилипчук Ю. В. підкреслює, що використання доповненої реальності під час навчання розширює можливості для візуалізації складних тактичних ситуацій, підвищуючи ефективність засвоєння матеріалу [3].

Окремий напрям становить дослідження гейміфікації у військовій педагогіці. Зокрема, у статтях Волошина В. І. [4] відзначено, що впровадження ігрових механік дозволяє підвищити залученість курсантів, створюючи мотиваційно позитивне навчальне середовище.

Автор підкреслює, що використання елементів змагання, рейтингів та командної взаємодії сприяє формуванню командних і лідерських якостей.

Системне дослідження інтерактивних тренажерів представлено у роботах Литвиненка П. С. [5], який зазначає, що тренажерна підготовка забезпечує розвиток критичного та оперативного мислення, знижує ризики під час реальних тренувань і дозволяє адаптувати процес навчання до змінних умов бойових дій.

Таким чином, вітчизняні наукові розвідки підтверджують доцільність і результативність впровадження цифрових технологій у військову освіту. Аналіз досліджень демонструє, що VR- і AR-інструменти, гейміфікація та інтерактивне навчання значною мірою впливають на розвиток ситуаційного аналізу, рефлексивного мислення і готовності курсантів до нестандартних умов сучасного бойового простору.

Мета статті – проаналізувати сучасні методи викладання тактико-спеціальної підготовки, порівняти їх ефективність із традиційними підходами та визначити перспективні напрями вдосконалення навчального процесу.

Виклад основного матеріалу. Сучасна система військової освіти стикається з низкою викликів, пов’язаних із традиційними методами навчання, серед яких недостатня інтерактивність, технологічна застарілість та низький рівень адаптивності до реальних умов військової діяльності.

Аналіз досліджень підтверджує, що використання новітніх цифрових технологій, зокрема VR- та AR-симуляторів, дозволяє створювати ефективне освітнє середовище, яке моделює реальні бойові ситуації. Крім того, інтерактивні та симуляційні методи навчання сприяють не лише покращенню засвоєння матеріалу, але й розвитку ситуаційного мислення та швидкості прийняття рішень.

Зокрема, дослідження показують, що гейміфіковані підходи підвищують мотивацію курсантів та створюють адаптивну навчальну платформу, яка ефективно інтегрується в традиційну систему військової освіти [1].

Традиційні методи військового навчання включають в себе лекційні заняття, практичні тренування, польові навчання та метод кейсів. Лекційний формат передбачає систематичну подачу теоретичного матеріалу, що закладає основу для розуміння основних принципів військової тактики. Практичні тренування спрямовані на закріплення отриманих знань та умінь у змодельованих або реальних умовах. Польові навчання дозволяють курсантам адаптуватися до змінної оперативної обстановки та розвивати навички ухвалення рішень у стресових ситуаціях. Аналіз історичних бойових сценаріїв за допомогою методу кейсів сприяє формуванню стратегічного мислення та розвитку аналітичних здібностей.

Попри ефективність традиційного підходу, він має суттєві обмеження, включаючи низьку інтерактивність, недостатню технологічну підтримку та складність адаптації до сучасних оперативних вимог. Саме тому військові навчальні заклади дедалі частіше впроваджують інноваційні навчальні технології, серед яких VR-симулятори, інтерактивні тренажери та гейміфікація. VR-технології забезпечують реалістичне моделювання бойових ситуацій, дозволяючи курсантам тренувати навички ухвалення рішень без ризику для життя. Інтерактивні тренажери сприяють покращенню ситуаційної обізнаності курсантів та вдосконаленню навичок оперативного аналізу. Використання гейміфікації у навчальному процесі підвищує рівень залученості курсантів та покращує засвоєння матеріалу через інтерактивну взаємодію.

Отже, порівняльний аналіз традиційних і сучасних методів викладання показує, що інтеграція технологій у військову освіту сприяє динамічному вдосконаленню навчального процесу. Використання VR- та AR-систем, інтерактивних платформ та гейміфікації дозволяє підготувати курсантів до реальних бойових умов, формуючи в них рефлексивне мислення та адаптивність до змінного середовища.

Сучасні методи викладання тактико-спеціальної підготовки охоплюють як традиційні, так і інноваційні підходи, що мають свої переваги та обмеження. Традиційні методи, які базуються на лекціях, польових навчаннях та аналізі кейсів, забезпечують глибоке засвоєння теоретичного матеріалу, формування фундаментальних знань та відпрацювання основних практичних навичок. Водночас такі методи мають низьку інтерактивність та обмежену технологічну складову, що може негативно позначитися на адаптації курсантів до реальних умов бойової діяльності.

Інноваційні методи, зокрема VR-симулятори, інтерактивні тренажери та гейміфікація, відкривають нові можливості у підготовці військових спеціалістів. Використання VR-технологій забезпечує реалістичне моделювання тактичних сценаріїв, що дозволяє курсантам зануритися в бойові

ситуації без фізичного ризику. Водночас впровадження таких технологій потребує значних матеріальних ресурсів, що може ускладнювати їх широкомасштабне використання у навчальних закладах [6].

Гейміфікація сприяє підвищенню мотивації курсантів шляхом інтеграції ігрових механік у навчальний процес, стимулюючи активне засвоєння матеріалу. Однак цей метод вимагає розробки інтерактивних сценаріїв, що потребує додаткових ресурсів та педагогічної адаптації для ефективного використання.

Застосування VR-технології дозволяють курсантам моделювати реальні тактичні сценарії з високою деталізацією, що сприяє розвитку навичок ухвалення рішень у динамічних умовах. Тренування в умовах міського бою чи реагування на загрози у замкненому просторі можуть бути проведені у безпечному цифровому середовищі. Використовуючи навчальні програми, такі як «VBS4», дозволяють курсантам відпрацьовувати тактичні маневри та бойові операції у VR-середовищі, наближеному до реальних умов.

Що стосується цифрових тренажерів, то вони дозволяють курсантам ухвалювати рішення в реальному часі, реагуючи на змінні бойові умови та оцінюючи оперативну обстановку. Це сприяє розвитку аналітичного мислення та швидкості прийняття рішень у нестандартних ситуаціях. До них можна віднести такі системи, які використовуються у навчальних центрах спецпідрозділів, зокрема «CATS Tactical Trainer», моделюють бойові завдання, ситуаційну обізнаність та стресові фактори, що підвищує ефективність підготовки [7].

Ігрові механіки у навчальному процесі сприяють підвищенню мотивації курсантів та створенню середовища активного засвоєння матеріалу. Це можуть бути командні завдання, рейтингові системи, індивідуальні або групові інтерактивні виклики. До прикладу, використання інтерактивних симуляцій у навчальному процесі військових академій доводить, що гейміфіковані сценарії покращують засвоєння складних тактичних концепцій та підвищують рівень ситуаційної обізнаності курсантів [8].

Аналіз сучасних методів викладання показує, що VR-симулятори, інтерактивні тренажери та гейміфікація мають суттєвий позитивний вплив на ефективність навчального процесу. VR-симулятори забезпечують курсантам можливість тренуватися у сценаріях, максимально наближених до реальних бойових умов, що сприяє розвитку навичок ухвалення рішень та ситуаційної обізнаності. Інтерактивні тренажери дозволяють не лише відпрацьовувати аналітичні здібності, але й розвивати швидкість реакції на змінну оперативну обстановку. Гейміфікація, у свою чергу, стимулює

мотивацію курсантів шляхом залучення до інтерактивних завдань, що підвищують рівень засвоєння складних тактичних концепцій.

Метод	Ефективність	Основні переваги
VR-симулятори	Висока	Реалістичне моделювання, інтерактивність
Інтерактивні тренажери	Середня	Швидке прийняття рішень, аналітичне мислення
Гейміфікація	Висока	Підвищення мотивації, залучення курсантів

Впровадження цифрових та інтерактивних методик у військову освіту дозволяє оптимізувати навчальний процес, формувати ситуаційне мислення курсантів та адаптувати їх до реальних оперативних умов. Це підкреслює необхідність інтеграції інноваційних технологій у підготовку військових кадрів нового покоління.

Висновки. Аналіз методів викладання тактико-спеціальної підготовки показав, що традиційні методи навчання, хоча й забезпечують базову теоретичну підготовку, але потребують доповнення сучасними технологічними рішеннями. Використання VR-симуляторів та інтерактивних тренажерів значно покращує засвоєння матеріалу, дозволяючи курсантам відпрацьовувати сценарії в умовах, наближених до реальних (бойових). Гейміфікація та адаптивні моделі навчання підвищують мотивацію курсантів, роблять навчальний процес більш ефективним і залученим.

Подальше впровадження VR- та AR-технологій у процес навчання дозволить покращити тактичне мислення у курсантів. Розробка інтерактивних навчальних платформ із моделюванням бойових сценаріїв сприятиме глибшому розумінню тактики та стратегій. Проведення додаткових досліджень щодо впливу інноваційних методів на рівень підготовки випускників вищих військових навчальних закладів дозволить оптимізувати підходи до викладання дисципліни.

Таким чином, сучасні методи викладання тактико-спеціальної підготовки мають значний потенціал для розвитку та підвищення ефективності навчального процесу.

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ПЕРЕОСМИСЛЕННЯ ТЕСТОВОГО КОНТРОЛЮ ЯК ЗАСОБУ ФОРМУВАННЯ ІНШОМОВНОЇ КОМПЕТЕНЦІЇ ПРИ ВИВЧЕННІ ІНОЗЕМНОЇ МОВИ

Анотація. У статті здійснено комплексне теоретико-методичне переосмислення ролі та місця тестового контролю у процесі вивчення іноземних мов у закладах вищої освіти в умовах сучасних викликів цифровізації та гуманізації освітнього простору. Актуальність дослідження зумовлена необхідністю подолання суперечностей між потребою в об'єктивному, стандартизованому оцінюванні великих масивів знань та необхідністю збереження людиноцентричного, безстресового підходу до розвитку іншомовної комунікативної компетенції студентів. Тестовий контроль розглядається не як суто механічний інструмент перевірки, а як інтегративний складник навчання, що забезпечує якісний і збалансований зворотний зв'язок у системі взаємодії викладача та студента. У межах дослідження проаналізовано та систематизовано п'ять базових форм тестових завдань (завдання з вибором однієї правильної відповіді, на встановлення відповідності, на визначення правильності/неправильності твердження, на заповнення пропусків (клоуз-тести) та завдання з розгорнутою відповіддю), визначено їхню специфіку та дидактичний потенціал для діагностики лексичних, граматичних та соціокультурних навичок. Визначено особливості реалізації тестового контролю на різних етапах освітнього процесу, зокрема: поточному, тематичному, рубіжному та підсумковому.

Окрему увагу в роботі приділено психологічному виміру тестування. Доведено, що часткова автоматизація та впровадження комп'ютерних технологій дозволяють мінімізувати суб'єктивізм оцінювання, знизити рівень екзаменаційного стресу в здобувачів освіти та запобігти професійному вигоранню викладача через оптимізацію рутинної перевірки робіт. На основі аналізу типових мовленнєвих помилок студентів підкреслено важливість балансу між тестовими формами та традиційними

інтерактивними методиками. Перспективи подальших розвідок пов'язані з інтеграцією адаптивних систем тестування на основі штучного інтелекту.

Ключові слова: тестовий контроль, іноземна мова, іншомовна комунікативна компетенція, зворотний зв'язок, олюднення освіти, самооцінювання, цифровізація, педагогічна діагностика.

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REIMAGINING TEST-BASED ASSESSMENT AS A MEANS OF FOSTERING COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE LEARNING

Abstract. The article examines a comprehensive theoretical and methodical reimagining of the role and place of test control in the process of learning foreign languages in higher education institutions under the modern challenges of digitalization and humanization of the educational space. The relevance of the study is driven by the need to overcome the contradictions between the demand for objective, standardized assessment of large volumes of knowledge and the necessity of maintaining a human-centered, stress-free approach to the development of students' foreign language communicative competence. Test-based assessment is viewed not merely as a mechanical verification tool, but as an integrative component of learning that provides high-quality and balanced feedback within the teacher-student interaction system. Within the framework of the study, five basic forms of test items are analyzed and systematized (single-choice tasks, matching tasks, true/false statements, fill-in-the-blank or cloze tests, and open-ended questions), and their specificity and educational potential for diagnosing lexical, grammatical, and socio-cultural skills are determined. The peculiarities of test control implementation at different stages of the educational process, including formative, thematic, interim, and summative, are identified.

Special attention in the paper is paid to the psychological dimension of testing. It is proved that partial automation and the implementation of computer technologies allow for minimizing evaluation subjectivism, reducing exam anxiety among students, and preventing teacher burnout by optimizing routine paper grading. Based on the analysis of typical speech errors of students, the importance of balancing test forms with traditional interactive methods is emphasized. Prospects for further research are related to the integration of adaptive testing systems based on artificial intelligence.

Keywords: test control, foreign language, foreign language communicative competence, feedback, humanization of education, self-assessment, digitalization, pedagogical diagnostics.

Постановка проблеми. У контексті глобалізаційних процесів та інтеграції національного освітнього простору України в Загальноєвропейський контекст суттєво трансформуються вимоги до якості підготовки фахівців у закладах вищої освіти. Володіння іноземною мовою сьогодні розглядається не просто як складова загальної культури особистості, а як критично важливий складник інструментальної та професійної компетентності майбутнього спеціаліста. Головним вектором іншомовної підготовки у вищій школі визначено формування іншомовної комунікативної компетенції, що передбачає здатність до ефективної міжкультурної та професійної взаємодії, вільне оперування лінгвістичними ресурсами у реальних життєвих і професійних ситуаціях [13, С. 245–252].

Ефективне функціонування цієї дидактичної системи потребує надійного, об’єктивного та оперативного зворотного зв’язку, який виступає головним управлінським механізмом освітнього процесу. Проте за традиційної лінійної моделі навчання контроль знань часто перетворюється на ізольований, фінальний етап, відірваний від реальної логіки засвоєння мовного матеріалу. Усні опитування та класичні контрольні роботи в умовах великих академічних груп та обмеженого аудиторного часу супроводжуються високим рівнем суб’єктивізму, нерівномірністю висунутих вимог, емоційним навантаженням на викладача та значними часовими витратами суб'єктів учіння. Понад те, ситуація безпосереднього оцінювання за умов часового дефіциту часто індукує психологічний стрес і мовну тривожність у здобувачів освіти, що блокує їхні реальні мовленнєві досягнення.

У зв’язку з цим виникає нагальна теоретична й практична потреба в реконцептуалізації та повному переосмисленні наявних засобів контролю. Актуалізується необхідність впровадження стандартизованих, технологічних методик вимірювання, які базуються на прозорих критеріях, гарантують максимальну об’єктивність і водночас виступають природним інструментом підтримки та стимулювання автономії студента (*learner agency*) [4, С. 1–5]. Тестовий контроль, інтегрований у сучасне (зокрема цифрове) середовище, володіє значним латентним потенціалом для вирішення цієї проблеми. Він має трансформуватися із суто фіскального, констатуючого механізму на екологічний засіб моніторингу, діагностики та безпосереднього формування іншомовних мовленнєвих навичок у межах людиноцентрованої парадигми освіти, де викладач переходить від ролі

«екзаменатора-судді» чи «джерела негативних емоцій» до ролі ментора й партнера.

Аналіз останніх досліджень і публікацій. У вітчизняній та світовій педагогічній науці накопичено вагомий теоретико-методологічний досвід у сфері розробки, обґрунтування та впровадження контрольно-оцінювальних систем. Фундаментальні засади теорії та практики педагогічних вимірювань, зокрема дидактичного тестування, закладено в працях С. Гончаренка, Н. Гронлунда та С. Ніколаєвої [7; 8]. Загальнотеоретичним аспектам контролю, детермінації його функцій та класифікації завдань присвячено наукові розвідки І. Адамової, К. Багрій, І. Волощука, М. Євтуха, І. Зязюна, Н. Кожем'яко, О. Киричука, О. Савченко, В. Сидоренка та А. Степанюка [1; 10].

У царині лінгводидактики та методики викладання іноземних мов особливе значення мають праці Х. Дугласа Брауна, О. Квасової, Г. Фулчера, А. Гріна та Дж. Ханта, які детально проаналізували лінгвотестування як ефективну форму діагностики іншомовних навичок (лексичних, граматичних, фонетичних) та мовленнєвих умінь суб'єктів учіння [9; 15; 16]. Дослідники О. Бондар та І. Коломієць одностайно наголошують на важливості технологізації контролю у вищій школі, а подвійну природу функціонування зворотного зв'язку (у поточній та підсумковій формах) визначено як ключовий чинник оптимізації освітнього процесу [2; 11].

Сучасний етап розвитку лінгводидактики характеризується стрімким зміщенням векторів у бік цифровізації та гуманізації навчання. Питання формування іншомовної компетентності студентів за допомогою інформаційно-комунікаційних технологій та специфіку використання цифрових інструментів оцінювання в умовах змішаного навчання ґрунтовно висвітлено у працях Н. Ковальчук, Б. Крищук, О. Лободи, Т. Олійник, Л. Попової [12; 14]. Практичні аспекти організації самостійної та індивідуалізованої роботи студентів на базі сучасних цифрових платформ та онлайн-ресурсів детально досліджено у працях М. Воробель, О. Сторонської та Н. Юрко [18; 20].

Окрему увагу в сучасних наукових розвідках приділено суб'єктності студента та психолого-педагогічним детермінантам іншомовної підготовки. Концептуальні засади формування студентської автономії через призму європейських інновацій *«student agency»* та *«language learner agency»* обґрунтовано у працях М. Воробель, Ю. Калимон та Н. Юрко [4]. Разом з тим, дослідники наголошують, що модернізація оцінювальних процедур неможлива без урахування деструктивних психологічних чинників. Зокрема, у працях М. Воробель, О. Романчук, Х. Білецької [6;19] здійснено ґрунтовний психолого-педагогічний аналіз таких феноменів, як мовна

тривожність та когнітивний дисонанс, що виникають під час мовленнєвої діяльності та безпосереднього оцінювання. На перетині лінгводидактики й сучасного технологічного прогресу особливої актуальності набуває праця М. Воробель та Н. Сірант [5], в якій проаналізовано вплив генеративних моделей штучного інтелекту на трансформацію критичного мислення та забезпечення академічної доброчесності. Важливу роль у реконцептуалізації оцінювання відіграють також новітні підходи до надання якісного коригувального зворотного зв'язку (*corrective feedback*), що висвітлено у працях Х. Сікути та М. Воробель [17], а також транскультурні аспекти розвитку мовленнєвої компетентності майбутніх фахівців [3].

Виділення невирішених раніше частин загальної проблеми. Попри наявність системних і глибоких досліджень у сфері лінгвотестування, значна частина праць попередніх років розглядає тестовий контроль крізь призму механістичного, суто технократичного підходу, де тест виступає інструментом фіксації помилок і констатації статичного рівня знань. Попри наявні напрацювання, потенціал тестового контролю саме як *динамічного засобу формування* (а не лише констатації рівня) іншомовної компетентності потребує подальшого цілісного переосмислення. Поза увагою науковців часто залишаються аспекти екологізації та гуманізації контролю в умовах тотальної цифровізації та інтеграції ШІ у вищу школу. Недостатньо вивченими залишаються дидактичні механізми трансформації тесту з ізольованого засобу вимірювання латентних параметрів підготовленості студента на інтерактивне, стимулююче середовище формування іншомовної комунікативної компетенції, яке мінімізує мовну тривожність і спонукає до рефлексивного самоконтролю. Означеним невирішеним частинам загальної проблеми й присвячено цю статтю.

Метою статті є комплексний теоретико-методологічний аналіз, систематизація та переосмислення форм тестового контролю рівня володіння іншомовною комунікативною компетенцією студентів закладів вищої освіти, а також обґрунтування його функціональної трансформації в умовах цифровізації та гуманізації сучасного освітнього простору.

Основним **завданням** є виявлення та опис дидактичних переваг, психологічних особливостей та методичних викликів впровадження стандартизованих тестів як інтегративного, людиноцентрованого засобу формування міжкультурної комунікативної компетенції майбутніх спеціалістів.

Виклад основного матеріалу дослідження. Контроль, перевірка і оцінка результатів навчання – це невід'ємні складові частини навчально-виховного процесу, без яких неможливо уявити повноцінну педагогічну взаємодію між студентом та викладачем. Оскільки головним завданням навчання іноземної мови у ЗВО є формування здатності студентів вільно

користуватися мовою як засобом спілкування у різноманітних ситуаціях реального життя, система контролю має бути максимально надійною та валідною. Як показують чисельні експериментальні дослідження, однією з найбільш результативних методик у цьому контексті є тестова методика [10, С. 112–115; 11, С. 89-95].

Тестування є одним з найважливіших методів контролю знань умінь навичок у навчанні, особливо зросла його значення останнім часом, з розвитком новітніх технологій нашого часу. Однак тестування та тести швидше поняття психологічне, ніж педагогічна. Слово "test" у перекладі з англійської мови означає перевірку, контроль або пробу [7]. Проте сучасне педагогічне тестування являє собою комплекс стандартизованих методів виміру тих латентних (тобто недоступних для безпосереднього спостереження) параметрів людини, що визначає її рівень підготовленості і відповідність освітнім стандартам у конкретній галузі знань. При цьому широко використовуються математичні методи планування й обробки результатів вимірів, а також сучасні технології обробки інформації. Поява великої кількості нестандартизованих завдань у тестовій формі та їх несанкціоноване застосування в освіті обумовлюють необхідність у стандартизації основних понять і термінів педагогічного тестування [1, С. 3–6].

Принциповою відмінністю тестів від звичайних завдань, які використовуються для контролю знань студентів, є те, що тест є науково обґрунтований метод і одночасно інструмент дослідження ряду наукових напрямків вивчення особистості, здібностей, а також інших питань, необхідних для наукової організації навчального процесу. Хоча слово «тест» у багатьох асоціюється з напругою, з погляду психології та педагогіки, зокрема, за дослідженнями Х. Дугласа Брауна [15] правильно організований тестовий контроль, навпаки, оздоровлює атмосферу в аудиторії:

- **Звільнення від «каральної» функції:** викладач делегує підрахунок балів чітким критеріям або цифровим алгоритмам. Оцінку ставить система, що знімає ефект особистісної упередженості.
- **Миттєвий зворотний зв'язок (Feedback):** сучасні цифрові платформи дозволяють студенту одразу побачити свої помилки. Психологами доведено: чим швидше учень дізнається результат своєї пізнавальної діяльності, тим вища його мотивація до самокорекції.
- **Екологічність для викладача:** замість рутинної, виснажливої перевірки десятків однотипних паперових робіт, викладач отримує готову аналітику успішності. Це дозволяє оперативно з’ясувати, які саме теми група засвоїла найгірше (наприклад, узгодження часів чи порядок слів) і вчасно скоригувати навчальний процес [7].

Тестовий контроль у навчанні іноземної мови базується на Загальноєвропейських Рекомендаціях з мовної освіти (CEFR) та спрямований на діагностику міжкультурної комунікативної компетенції та її складових: мовленнєвої, мовної, соціокультурної та стратегічної ланок [8]. Тестування в навчанні іноземної мови проводиться для виявлення: рівня досягнення в певному виді діяльності; здібностей до певного виду діяльності; труднощів в оволодінні тим або іншим видом діяльності і можливих способів їх подолання. Проте надмірне захоплення тестуванням без належного критичного осмислення різних його аспектів може привести до недостатньо об'єктивної оцінки його учбової цінності і тим самим замість користі принести шкоду справі практичного викладання іноземної мови.

Ефективний мовний тест – це не просто вибір «А, Б чи В». Це гнучкий конструктор, який інтегрує п'ять основних форматів завдань, що відповідають сучасним технічним характеристикам оцінювання іншомовних навичок:

1. **Завдання з вибором однієї правильної відповіді (Single Choice):** класичний інструмент для швидкої перевірки граматичних чи лексичних баз на початкових етапах модуля.

2. **Завдання на встановлення відповідності (Matching):** ефективно використовується для роботи з термінологією, фразовими дієсловами, синонімами або автентичними професійними матеріалами.

3. **Завдання на визначення правильності/неправильності твердження (True/False):** перевірка критичного мислення під час читання чи аудіювання.

4. **Завдання на заповнення пропусків (Cloze-test):** прагматичний метод, заснований на теорії підсвідомого заповнення прогалин у деформованому тексті [2, С. 70–75], чудово демонструє рівень сформованості граматичних та контекстуальних навичок що показує, чи відчуває студент контекст мови.

5. **Завдання з розгорнутою відповіддю (Open-ended):** інтегративна частина тесту (коротке есе, твір, письмовий переклад), яка дозволяє оцінити продуктивні вміння студента граматично коректно й функціонально адекватно висловлювати думку.

Тестовий контроль супроводжує студента на всьому шляху навчання, змінюючи свої завдання залежно від виду контролю. У навчанні іноземної мови застосовуються різні види контролю: поточний, тематичний, рубіжний, підсумковий. Відповідно до цих видів контролю можна виділити види тестового контролю або види тестування. Це поточне тестування, тематичне тестування, рубіжне тестування і підсумкове тестування. Кожне із згаданих видів тестування реалізується за допомогою спеціально розроблених тестів:

Поточний тестовий контроль проводиться систематично безпосередньо у процесі навчання на кожному занятті. Його мета – надання швидкого інформаційного зрізу викладачеві про успішність засвоєння мікроматеріалу та доцільність застосування обраних прийомів навчання. Такі тести зазвичай розробляються самим викладачем у мікроформаті й реалізуються за допомогою сучасних комп'ютерних технологій (платформи Kahoot, Quizizz, Google Forms). Це дозволяє реалізувати миттєвий зворотний зв'язок (feedback), що різко підвищує пізнавальну активність.

Тематичний тестовий контроль проводиться по завершенні роботи над конкретною темою або модулем. Метою є комплексна перевірка рівня володіння навичками іншомовного мовлення в межах вивченого матеріалу. Тест містить завдання різних типів з усіх видів мовленнєвої діяльності, які об'єднуються спільною лексико-граматичною темою.

Рубіжний контроль (семестровий) організовується на певних часових рубежах (наприкінці семестру). Його специфіка полягає в тому, що тест має бути локально стандартизованим, містити узагальнений матеріал з усіх тем і включати субтести різних рівнів складності. Тестові завдання тут спрямовані на перевірку інтегрованих умінь у різних видах мовленнєвої діяльності.

Підсумковий тестовий контроль завершує вивчення окремого курсу. Він базується на вибірковому матеріалі всього року навчання, складається з чотирьох обов'язкових частин відповідно до видів мовленнєвої діяльності та має інтегративний характер. Доцільно проектувати такі тести на основі глобальної комунікативної ситуації (наприклад, проведення бізнес-переговорів, подорож за кордон, вирішення професійного кейсу), де виконання наступних завдань неможливе без успішного розв'язання попередніх. Це дозволяє впровадити дворівневу систему оцінювання, яка враховує індивідуально-психологічні особливості студентів та їхню попередню підготовку [11, С. 89–95]. Усі частини підсумкового тесту часто об'єднуються однією глобальною комунікативною ситуацією (наприклад, «Працевлаштування в міжнародну компанію» або «Участь у закордонній науковій конференції»). Враховуючи особливості підсумкового тестового контролю, можна виділити деякі специфічні риси даного тесту:

• тестові завдання складаються на вибірковому матеріалі, що вивчався на даному курсі;

• тест складається з чотирьох частин відповідно до видів мовленнєвої діяльності;

• всі частини тесту об'єднуються однією глобальною комунікативною ситуацією так, що виконання наступних тестових завдань неможливе без виконання попередніх;

• тест базується на матеріалі тематики, якою оволодівали студенти протягом навчання на даному курсі;

• тест включає тестові завдання лише інтегративного характеру.

Тестування є чудовим діагностичним інструментом, який наочно підсвічує «слабкі місця» аудиторії. Практичний досвід показує, що під час переходу від тестів до реального ситуативного мовлення студенти часто стикаються з типовими труднощами:

• механічне відтворення зазубрених текстів замість спонтанного діалогу;

• граматичні та синтаксичні девіації: порушення порядку слів у реченні, помилки в узгодженні часів, неправильне вживання прийменників та артиклів;

• у письмових творчих роботах – відсутність чіткої композиційної структури (вступу, експозиції, висновків), невміння доречно інтегрувати цитати, а також вживання скорочень, які є неприпустимими для офіційного писемного мовлення.

Важливе значення мають *комп'ютерні тести***.** Тестове завдання *клоузтест* (на заповнення пропусків); *progress test* – дає можливість виявити ступінь засвоєного матеріалу. Будь-яка сучасна онлайн-платформа (зокрема Deutsch.info) включає інтерактивні тестові блоки для самоконтролю. Тестовий контроль у цифровому середовищі перестає бути суто фіскальним інструментом викладача, а стає засобом організації та моніторингу самостійної роботи студента [18, С. 250–263].

Тестовий контроль у лінгводидактиці забезпечує об'єктивне, точне та стандартизоване оцінювання. Його функціонал охоплює розробку валідних вимірювальних інструментів, визначення стартового рівня підготовки студентів, верифікацію результатів для всіх суб'єктів освітнього процесу, а також компаративний аналіз ефективності навчання між різними закладами освіти незалежно від їхніх методик. Практичне застосування тестів сприяє комплексному розвитку іншомовної комунікативної компетентності (лінгвістичної, соціокультурної, навчально-пізнавальної), систематизації фонетичних, лексико-граматичних і синтаксичних навичок, а також формуванню вмінь нормативно коректного моделювання усного й письмового мовлення.

Диференціація форм контролю зумовлена кількістю здобувачів, часовими межами та специфікою мовленнєвої діяльності. Письмовий контроль (тести, переклади, есе) є оптимальним для фронтальної перевірки великих груп (від 15 осіб) та підсумкової атестації, оскільки дозволяє охопити широкий спектр мовних аспектів. Усна форма (бесіда, монолог, дискусія) є незамінною для оперативного поточного оцінювання

мовленнєвих навичок у межах невеликої теми, проте для підсумкового контролю вона є надто часомісткою. Контроль професійної іншомовної сутності має базуватися на автентичних матеріалах, відтворюючи реальні умови комунікації. Критеріями оцінювання тут виступають здатність студента швидко оперувати фаховою термінологією, декодувати абревіатури та здійснювати адекватні синтаксичні трансформації під час перекладу [15; 16].

Розробка контрольно-вимірювальних завдань спирається на методологічні засади викладання та специфіку конкретного виду мовленнєвої діяльності. За рівнем когнітивної складності ці завдання поділяються на три основні групи [2, С. 70–75]:

1. **Рецептивно-аналітичні:** верифікація відповідності тверджень змісту прослуханого чи прочитаного тексту, логічне розширення речень та диференціація лексичних одиниць (добір синонімів/антонімів).

2. **Продуктивно-трансформаційні:** заповнення лакун відповідними граматичними формами, репродукція (переказ) тексту власноруч або від третьої особи, а також моделювання діалогу на основі першоджерела.

3. **Комплексно-евристичні:** критична оцінка текстових подій із залученням власного досвіду, пошуково-дослідницька діяльність (підготовка медіатексту за темою) та розробка рішень для проблемних комунікативних ситуацій.

Глибоке порівняння переваг та недоліків тестового контролю, а також конкретні методичні шляхи подолання організаційних труднощів систематизовано в Матриці переваг та ризиків (Таблиця 1).

Таблиця 1

Матриця переваг та недоліків тестового контролю знань

Переваги тестування	**Ризики та недоліки**	**Шляхи подолання труднощів**
Висока об'єктивність: захист від упередженості, вирівнювання вимог до всіх студентів.	**Елемент вгадування:** можливість випадкового вибору правильної відповіді «навмання».	**Комбінування** закритих тестів із відкритими завданнями (*Open-ended*) та *клоуз-тестами*.

Переваги тестування	Ризики та недоліки	Шляхи подолання труднощів
Економія часу: можливість перевірити великий обсяг матеріалу в усієї групи за мінімальний проміжок часу.	**Висока трудомісткість розробки:** створення якісного, валідного та надійного тесту вимагає значних зусиль.	**Створення** спільних міжкафедральних банків тестових завдань, використання сертифікованих платформ та інструментів автоматизації для генерації бази.
Психологічний комфорт: зниження рівня тривожності через відсутність прямого емоційного тиску під час оцінювання.	**Штучне розмежування навичок:** у реальному мовленні аудіювання, читання та письмо взаємодіють, а тест їх умовно розділяє.	**Використання** інтеграційних тестів, де виконання наступного завдання логічно випливає з попереднього.

Застосування структурованого тестового контролю в рамках запропонованої людиноцентричної моделі дозволяє досягти вагомих практичних результатів: поглибити мовну рефлексію студента, індивідуалізувати траєкторію навчання, суттєво розширити термінологічний і лексичний запас, а також сформувати стабільні вміння граматично й синтаксично коректно будувати усні та письмові відповіді.

Стандартизовані тести досягнень володіють перевагою об'єктивності, однаковості та оперативності. Багаторічні спостереження й опитування студентів підтверджують необхідність розширення інтенсивних форм перевірки, тому що дозволяють зробити висновок про те, що регулярність і ґрунтовність підготовки до кожного заняття перебувають у прямій залежності від наявності та глибини проведених контрольних заходів [4, С. 1–5]. Очевидно, що в подібних випадках інтенсивний і всеосяжний контроль є потужним інструментом, що допомагає студентам в освоєнні досліджуваного граматичного матеріалу, тому що граматичний манера є

неодмінним компонентом різних видів мовленнєвої діяльності і часто, концентруючись на лексичному аспекті аудіювання, говоріння або листи, студент приділяє недостатню увагу граматиці, а тестування сприяє абстрагуванню саме граматичного аспекту мови, якщо ми маємо справу з граматичними тестами. Аналіз наукових розвідок свідчить, що більшість онлайн-інструментів інтенсифікації навчання базуються на тестових методиках. Зокрема, у дослідженні Н. Юрко та М. Воробель [20, С. 115–123] ґрунтовно проаналізовано лінгводидактичний потенціал веб-ресурсів, у межах яких тестові формати інтегруються не лише як контролюючі елементи, а як ефективні тренувальні вправи, спрямовані на поетапне формування граматичної субкомпетенції здобувачів освіти.

Звісно, тест не є заміною живої мови. Його необхідно поєднувати з традиційними та інтерактивними методами (дебатами, кейс-методами, рольовими іграми), щоб уникнути штучного розриву між теорією та практикою комунікації. Разом з тим, тестування не повинно перетворюватися на ізольовану догму. Педагогічна практика доводить, що надмірне захоплення тестами без належного критичного осмислення може принести шкоду справі практичного викладання. Головна небезпека полягає в тому, що студенти, які демонструють високі кількісні показники під час виконання закритих тестів, часто стикаються із серйозними труднощами під час спонтанного живого діалогічного мовлення у реальних життєвих ситуаціях. Серед найбільш типових мовленнєвих та писемних помилок фіксуються порушення порядку слів у реченнях, проблеми з узгодженням часів, неправильне вживання прийменників, відсутність чіткої структури творчих робіт (вступу та висновків), а також вживання недопустимих у писемному мовленні скорочень. Тому для гармонійного формування комунікативної компетенції тестовий контроль обов’язково має поєднуватися з традиційними формами продуктивного навчання.

Висновки. Проведене дослідження дозволяє зробити висновок, що на сучасному етапі розвитку іншомовної освіти тестування переростає рамки сухої технічної перевірки знань і стає потужним, об'єктивним та гуманним засобом формування іншомовної комунікативної компетенції студентів. Завдяки високим показникам об'єктивності, однаковості й оперативності, правильно сконструйовані тести усувають традиційні недоліки суб'єктивного оцінювання, знижують рівень психологічної тривожності студентів та звільняють викладача від виснажливої рутинної роботи, переводячи його роль у площину фахового менторства. Для успішної реалізації дидактичного потенціалу тестування, у процесі розробки матеріалів необхідно суворо дотримуватися принципів комунікативності, професійної спрямованості завдань, репрезентативності мовного матеріалу та поєднання з картками

самооцінювання для стимулювання автономії здобувачів освіти. Тестовий контроль повинен гармонійно поєднуватися з традиційними інтерактивними методами живого спілкування.

Перспективи подальших наукових розвідок у цьому напрямі пов'язані із детальним вивченням та впровадженням у практику ЗВО адаптивних комп'ютерних тестів, алгоритми яких здатні автоматично підлаштовувати складність та характер завдань під індивідуальний рівень конкретного студента, а також інтеграцією систем штучного інтелекту для якісного аналізу розгорнутих письмових та усних творчих робіт майбутніх фахівців.

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КОМПЕТЕНТНІСНИЙ ПІДХІД У ВИКЛАДАННІ ПРЕДМЕТА «ЗАХИСТ УКРАЇНИ» В УМОВАХ ІНКЛЮЗИВНОГО ОСВІТНЬОГО СЕРЕДОВИЩА

Фундаментальна мета сучасної освіти полягає
не в наданні учням інформації, а в тому, щоб
розвивати в них критичний спосіб мислення.
Освіта орієнтована на майбутнє,
яке не може бути наперед визначеним.
Д. Дьюї

Анотація. У статті здійснено теоретико-методологічний аналіз реалізації компетентнісного підходу у викладанні предмета «Захист України» в умовах інклюзивного освітнього середовища. Авторка розкриває сутність ключових понять, аргументує значимість компетентностей у сучасній національній освітній системі та поширює ідеї провідних науковців (Л. Виготського, В. Сухомлинського, О. Савченко та ін.) у контексті компетентнісно орієнтованого навчання. Також в статті з'ясовано педагогічні умови, методи та форми роботи, що забезпечують ефективність навчання здобувачів освіти з особливими освітніми потребами. Викладання предмета «Захист України» в умовах інклюзивної освіти потребує пошуку ефективних методів і технологій навчання, що й зумовлює актуальність подальших наукових розвідок у цьому напрямі.

У роботі визначено особливості організації освітнього процесу в умовах інклюзії, що передбачає урахування індивідуальних освітніх потреб, можливостей і здібностей кожного здобувача освіти. З'ясовано педагогічні умови, що забезпечують ефективність реалізації компетентнісного підходу, зокрема створення безпечного та підтримувального освітнього середовища, адаптацію й модифікацію навчального змісту, диференціацію навчальних завдань, а також застосування особистісно орієнтованих і діяльнісних

методів навчання. Обґрунтовано доцільність використання інтерактивних технологій, міжпредметних зв'язків і практичної спрямованості навчання як засобів формування ключових і предметних компетентностей.

Впровадження компетентнісного підходу в умовах інклюзивного освітнього середовища сприяє підвищенню якості освіти, розвитку самостійності, відповідальності та соціальної активності здобувачів освіти. Викладання предмета «Захист України» в таких умовах потребує постійного вдосконалення методичного забезпечення, що й зумовлює актуальність подальших наукових розвідок у цьому напрямі.

Ключові слова: компетентнісний підхід, інклюзивна освіта, «Захист України», особливі освітні потреби, педагогічні технології.

COMPETENCY-BASED APPROACH TO TEACHING THE SUBJECT "DEFENSE OF UKRAINE" IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT

Abstract. The article provides a theoretical and methodological analysis of the implementation of the competency-based approach in teaching the subject "Defense of Ukraine" in an inclusive educational environment. The author reveals the essence of key concepts, argues the importance of competencies in the modern national education system and disseminates the ideas of leading scientists (L. Vygotsky, V. Sukhomlynsky, O. Savchenko, etc.) in the context of competency-based learning. The article also clarifies pedagogical conditions, methods and forms of work that ensure the effectiveness of teaching students with special educational needs. Teaching the subject "Defense of Ukraine" in an inclusive education environment requires the search for effective teaching methods and technologies, which determines the relevance of further scientific research in this direction.

The paper identifies the features of organizing the educational process in an inclusive environment, which involves taking into account the individual educational needs, capabilities and abilities of each student. The pedagogical conditions that ensure the effectiveness of the implementation of the competency-based approach have been identified, in particular, the creation of a safe and supportive educational environment, adaptation and modification of educational content, differentiation of educational tasks, as well as the use of personally oriented and activity-based teaching methods. The feasibility of using interactive technologies, interdisciplinary connections and practical orientation of teaching as means of forming key and subject competencies has been substantiated.

The implementation of the competency-based approach in the conditions of an inclusive educational environment contributes to improving the quality of

education, developing independence, responsibility and social activity of students. Teaching the subject "Defense of Ukraine" in such conditions requires constant improvement of methodological support, which determines the relevance of further scientific research in this direction.

Keywords: competency-based approach, inclusive education, "Defense of Ukraine", special educational needs, pedagogical technologies.

Постановка проблеми. Сучасний етап розвитку освіти в Україні характеризується впровадженням компетентнісного підходу як провідного орієнтира реформування змісту та організації освітнього процесу. Особливої актуальності це набуває у викладанні предмета «Захист України», який спрямований на формування в здобувачів освіти життєво необхідних компетентностей, пов'язаних із безпекою, громадянською позицією та відповідальністю, здатністю діяти в надзвичайних ситуаціях.

Водночас важливим напрямом розвитку сучасної освіти є забезпечення інклюзивного освітнього середовища, що передбачає рівний доступ до якісної освіти для всіх учнів, у тому числі осіб з особливими освітніми потребами. У цьому контексті виникає необхідність поєднання компетентнісного підходу з принципами інклюзивної освіти, що вимагає адаптації змісту навчання, використання ефективних педагогічних технологій та індивідуалізації освітнього процесу.

Проблема полягає в недостатній розробленості теоретико-методичних засад реалізації компетентнісного підходу у викладанні предмета «Захист України» в умовах інклюзивного освітнього середовища, а також у потребі визначення ефективних педагогічних умов, форм і методів навчання, які б забезпечували досягнення освітніх результатів усіма здобувачами освіти.

Аналіз останніх досліджень і публікацій. Проблема компетентнісного підходу в освіті є предметом дослідження багатьох вітчизняних і зарубіжних науковців. Теоретичні засади формування компетентностей розкрито у працях Лева Виготського [5], який обґрунтував значення соціального середовища у розвитку особистості, а також Василя Сухомлинського [14], який наголошував на гармонійному розвитку дитини та практичній спрямованості навчання. Значний внесок у розроблення компетентнісного підходу в українській освіті здійснила Олександра Савченко, яка обґрунтувала структуру ключових компетентностей та їх роль у змісті шкільної освіти [12].

Теорію та практику компетентнісного підходу у вітчизняній педагогіці досліджували такі науковці, як Іван Бех [1, 2, 3], Олена Пометун [10], Надія Бібік [4]. Вчені обґрунтовують теоретичні засади компетентнісної освіти, визначають структуру ключових і предметних компетентностей, розробляють методики їх формування в різних освітніх ланках.

Зарубіжні науковці, як правило, зосереджують увагу на прикладній спрямованості освіти, розвитку soft skills, критичного мислення, уміння працювати в команді, швидко адаптуватися до змін та бути мобільним.

Загалом, сучасні дослідження направлені на покращення освітніх стандартів, інтеграцію компетентнісного підходу в інклюзивне навчання та забезпечення його ефективної реалізації в умовах Нової української школи [8].

Питання інклюзивної освіти, зокрема організації навчання дітей з особливими освітніми потребами, висвітлено в дослідженнях сучасних педагогів і психологів, які акцентують увагу на необхідності індивідуалізації навчання та створення безбар'єрного освітнього середовища.

Проте аналіз наукових джерел свідчить про недостатню розробленість проблеми інтеграції компетентнісного підходу у викладання предмета «Захист України» в умовах інклюзивної освіти, що зумовлює необхідність подальших наукових досліджень.

Мета статті. Теоретично обґрунтувати особливості реалізації компетентнісного підходу у викладанні предмета «Захист України» в умовах інклюзивного освітнього середовища, а також визначити педагогічних умови, методи і форми організації навчання, що забезпечують ефективне формування ключових і предметних компетентностей здобувачів освіти, зокрема осіб з особливими освітніми потребами.

Виклад основного матеріалу дослідження.

Повномасштабна війна в Україні стала великим поштовхом до глибоких змін у різних сферах суспільного життя країни. Освітня галузь також зазнала суттєвих трансформацій, адаптуючись до нових умов і викликів. Національна освітня система зараз активно перебудовується, щоб відповідати сучасним викликам суспільства та забезпечувати безперервність освітнього процесу в умовах війни.

Важливого значення набуває необхідність підготовки молоді до будь-яких випробувань та формування в них практичних навичок, які допоможуть захистити себе, свою родину та країну. У зв'язку з такою необхідністю підходи до викладання навчальної дисципліни «Захист України» значно оновилися та зазнали важливих змін. Сучасний розвиток освіти в Україні характеризується відходом від традиційної знаннєвої моделі навчання та переходом до компетентнісної парадигми, що є одним із ключових положень концепції «Нова українська школа» [8]. Така трансформація зумовлена потребою формування особистості, здатної не лише засвоювати знання, а й ефективно використовувати їх у реальних життєвих ситуаціях, критично мислити, ухвалювати рішення та діяти в умовах невизначеності й швидких суспільних змін. Наразі важливим

пріоритетом сучасної освітньої політики є забезпечення рівного доступу до якісної освіти для всіх здобувачів, зокрема дітей з особливими освітніми потребами. Розвиток інклюзивної освіти вимагає створення таких умов, за яких кожен здобувач освіти, незалежно від своїх можливостей, може повноцінно брати участь у освітньому процесі. Важливим напрямом реформування шкільної освіти дітей з особливими освітніми потребами в контексті реалізації основних положень Нової української школи є запровадження компетентнісного підходу до навчання.

Компетентнісний підхід поєднується з засадами інклюзивної освіти, орієнтуючись на індивідуальні можливості кожної дитини, створення безбар'єрного освітнього середовища та розвиток її сильних сторін є одним із основних напрямів сучасної національної освітньої системи. Важливість цього підходу полягає у формуванні здатності застосовувати знання, уміння та цінності на практиці, що сприяє формуванню життєвих компетентностей, соціальної адаптації та успішній інтеграції дітей з ООП у суспільство.

Теорія компетентнісного підходу в освіті представлена у працях як зарубіжних, так і вітчизняних учених і має тривалу еволюцію, пов'язану з переосмисленням цілей і результатів навчання у другій половині XX – на початку XXI століття. Її становлення відбувалося в контексті переходу від орієнтації на засвоєння знань до формування здатності особистості ефективно діяти в різних життєвих ситуаціях.

Вагомий внесок у формування теоретичних засад, що згодом стали основою компетентнісного підходу, зробив Лев Виготський. Вчений обґрунтував соціальну природу навчання та довів, що розвиток дитини відбувається у процесі взаємодії з оточенням. Це положення стало важливим підґрунтям для сучасного розуміння компетентності як інтегрованої здатності діяти, спираючись на знання, досвід і соціальні навички [5].

Особливе значення для розвитку компетентнісного підходу має концепція зона найближчого розвитку, яка підкреслює роль педагогічної підтримки у процесі навчання та орієнтує освітній процес на потенційні можливості дитини.

Це положення стало основою для розуміння необхідності організації навчання, орієнтованого на розвиток, а не лише на фіксацію вже набутих знань. У сучасній освіті воно реалізується через використання диференційованого та індивідуалізованого підходів, а також через педагогічний супровід здобувачів освіти [16].

Виготський також обґрунтував ідею про те, що навчання має випереджати розвиток і стимулювати його. Такий підхід узгоджується з сучасним розумінням компетентності як здатності діяти в нових,

нестандартних ситуаціях, застосовуючи набуті знання, уміння та досвід. У цьому контексті знання перестають бути самоціллю і розглядаються як інструмент діяльності.

Не менш важливим є положення про єдність свідомості та діяльності, що підкреслює нерозривний зв'язок між пізнанням і практичною активністю людини. Саме ця ідея лягла в основу діяльнісного характеру компетентнісного підходу, який орієнтує освітній процес на формування здатності до практичного застосування знань.

Окрім того, ідеї Лева Виготського щодо індивідуальних особливостей розвитку дитини та необхідності врахування її можливостей мають особливе значення для розвитку інклюзивної освіти. Вони сприяють утвердженню принципів доступності, варіативності навчання та створення умов для повноцінної участі кожного здобувача освіти, зокрема дітей з особливими освітніми потребами [5].

Таким чином, наукова спадщина Виготського стала важливим теоретичним підґрунтям компетентнісного підходу, оскільки вона орієнтує освіту на розвиток особистості через діяльність, соціальну взаємодію та врахування індивідуальних можливостей, що повністю відповідає сучасним тенденціям модернізації освіти.

У своїх педагогічних концепціях Василь Сухомлинський значно випередив свій час, фактично заклавши гуманістичні та діяльнісні засади, які сьогодні є основою компетентнісної освіти. Він розглядав дитину як активного суб'єкта навчання, наголошуючи, що метою освіти є не лише передача знань, а насамперед розвиток особистості, її мислення, моральних якостей і здатності до самостійної діяльності.

Особливого значення у його педагогічній системі набуває ідея навчання через діяльність і життєвий досвід. Сухомлинський підкреслював, що знання мають набувати практичного змісту, бути пов'язаними з реальним життям дитини та сприяти її соціальному становленню. Такий підхід безпосередньо корелює з сучасним розумінням компетентності як здатності застосовувати знання у практичних ситуаціях [14].

Важливим є також його акцент на індивідуальному підході до кожної дитини. Педагог наголошував, що успішне навчання можливе лише за умови врахування особливостей, можливостей і темпу розвитку учня. Це положення особливо актуальне в умовах сучасної інклюзивної освіти та навчання дітей з особливими освітніми потребами, де індивідуалізація є ключовим принципом.

Ідеї Василя Сухомлинського органічно доповнюють наукові положення Лева Виготського, формуючи цілісне підґрунтя для становлення компетентнісного підходу. Вони об'єднуються навколо спільної ідеї –

спрямованості освіти на розвиток особистості, її діяльнісної активності та здатності до самореалізації в реальному житті.

У подальшому розвитку компетентнісного підходу важливе місце посідають і праці сучасних українських науковців, зокрема Олександри Савченко, яка здійснила вагомий внесок у теоретичне обґрунтування та практичне впровадження компетентнісно орієнтованого навчання в початковій та загальній середній освіті.

У своїх наукових дослідженнях Олександра Савченко розглядає компетентнісний підхід як провідний напрям модернізації освіти, що передбачає орієнтацію навчального процесу на формування в учнів здатності застосовувати знання, уміння та навички у різних життєвих ситуаціях. Вона наголошує, що ключовим результатом навчання має бути не лише засвоєння змісту навчального матеріалу, а й формування цілісної системи компетентностей, які забезпечують успішну соціальну адаптацію та практичну діяльність особистості.

Особливу увагу дослідниця приділяє розвитку ключових і предметних компетентностей, підкреслюючи необхідність інтеграції змісту освіти, використання діяльнісних методів навчання та створення умов для активної пізнавальної діяльності учнів. Такий підхід сприяє формуванню самостійності, критичного мислення та здатності до вирішення проблемних ситуацій.

Важливим аспектом наукових позицій Олександри Савченко є також акцент на особистісно орієнтованому навчанні, що передбачає врахування індивідуальних особливостей здобувачів освіти, їхніх можливостей, потреб та освітніх траєкторій. Це положення безпосередньо узгоджується з сучасними принципами інклюзивної освіти та є особливо актуальним у роботі з дітьми з особливими освітніми потребами [12].

Наукові ідеї Олександри Савченко логічно продовжують і розвивають концептуальні положення, закладені у працях Лева Виготського та Василя Сухомлинського, формуючи сучасне бачення компетентнісного підходу, як цілісної системи освіти, спрямованої на розвиток особистості, її практичної готовності та соціальної активності.

У структурі компетентностей, визначених сучасними освітніми стандартами, виокремлюють ключові компетентності, які мають міжпредметний характер і формуються впродовж усього періоду навчання. До них належать громадянська, соціальна, здоров'язбережувальна, інформаційно-цифрова, навчальна, підприємницька та культурна компетентності. Кожна з них відображає важливі аспекти життєдіяльності особистості та забезпечує її готовність до ефективного функціонування в сучасному суспільстві [11].

Громадянська компетентність сприяє формуванню відповідальності за державу та суспільство, соціальна компетентність забезпечує розвиток навичок взаємодії та співпраці, здоров'язбережувальна – організовує навички безпечної поведінки та виховує дбайливе ставлення до власного здоров'я. Інформаційно-цифрова компетентність забезпечує вміння грамотно працювати з інформацією та сучасними технологіями, навчальна – уміння навчатися впродовж життя, підприємницька – розвиток ініціативності та здатності приймати рішення, а культурна – формування ціннісних орієнтацій і поваги до культурного різноманіття.

Саме сукупність цих компетентностей є базовою основою для вивчення навчального предмета «Захист України», оскільки його зміст інтегрує знання та практичні вміння, необхідні для формування відповідальної, свідомої та підготовленої до життєвих викликів особистості, а головними завдання вивчення предмету є: формування громадянської позиції; підготовка до дій у надзвичайних ситуаціях; розвиток фізичної та психологічної готовності; формування навичок домедичної допомоги [7].

Вивчення цього предмета передбачає не лише засвоєння теоретичних знань, а й розвиток практичних навичок безпечної поведінки, громадянської позиції та готовності діяти в умовах надзвичайних ситуацій, що безпосередньо спирається на всі зазначені ключові компетентності.

В умовах інклюзивного освітнього середовища важливим є адаптація навчального матеріалу, використання різноманітних методів і форм роботи, що враховують індивідуальні особливості здобувачів освіти, зокрема дітей з особливими освітніми потребами (ООП). Це забезпечує їх активну участь у навчальному процесі, сприяє розвитку самостійності, впевненості та готовності діяти в реальних життєвих ситуаціях. Оскільки цей курс має практико-орієнтований та життєво важливий характер, його зміст безпосередньо пов'язаний із формуванням ключових компетентностей, необхідних для безпечної поведінки, соціальної адаптації та громадянської активності. Сучасні підходи до інклюзії передбачають:

- індивідуалізацію навчання;
- використання універсального дизайну навчання;
- командну взаємодію фахівців;
- психолого-педагогічний супровід.

Одним із ключових напрямів є індивідуалізація навчання, яка у викладанні предмета «Захист України» передбачає адаптацію навчального матеріалу до пізнавальних можливостей учнів, варіювання складності завдань, темпу роботи та способів подання інформації. Такий підхід, як зазначалося, узгоджується з ідеями Л. С. Виготського щодо необхідності врахування зони найближчого розвитку та педагогічної підтримки у процесі

навчання [5]. Індивідуалізація є особливо важливою під час формування практичних умінь, зокрема навичок безпечної поведінки, дій у надзвичайних ситуаціях та надання домедичної допомоги.

Використання універсального дизайну навчання (UDL) є ефективним засобом підвищення доступності предмета «Захист України» для всіх здобувачів освіти. Його сутність полягає у варіативності подання навчального матеріалу, способів взаємодії з ним та демонстрації результатів навчання. Застосування різних форматів (пояснення, візуалізація, відео, практичні вправи) забезпечує врахування різних стилів навчання та сприяє кращому засвоєнню матеріалу всіма учнями [6].

Важливою умовою ефективної реалізації інклюзивного підходу є командна взаємодія фахівців. У процесі викладання предмета «Захист України» співпраця вчителя, асистента вчителя, психолога та інших спеціалістів забезпечує комплексний психолого-педагогічний супровід здобувачів освіти.

Такий підхід відповідає сучасним концепціям інклюзивної освіти, які передбачають міждисциплінарну взаємодію та підтримку кожної дитини в освітньому процесі [9].

Суттєву роль відіграє психолого-педагогічний супровід, спрямований на розвиток не лише навчальних, а й особистісних якостей учнів. У межах предмета «Захист України» це включає формування стресостійкості, здатності діяти в умовах небезпеки, контролювати емоції та приймати відповідальні рішення. В. О. Сухомлинський зазначав, що успішне навчання можливе лише за умови поєднання знань із розвитком внутрішніх моральних і вольових якостей особистості [9].

Важливу роль відіграє практико-орієнтоване навчання. Здобувачі освіти залучаються до тренувань з евакуації, відпрацьовують чіткі алгоритми поведінки у небезпечних ситуаціях, навчаються надавати першу домедичну допомогу. Такий підхід сприяє кращому засвоєнню матеріалу, адже знання одразу підкріплюються практикою [13].

Для підвищення ефективності навчального процесу активно використовуються інтерактивні методи. Рольові ігри допомагають моделювати реальні життєві ситуації, кейс-метод розвиває навички аналізу та прийняття рішень, ситуаційні вправи формують готовність до дії, а групова робота сприяє розвитку комунікації та співпраці між учнями.

В інклюзивному класі особлива увага приділяється адаптації навчального матеріалу відповідно до потреб здобувачів з особливими освітніми потребами. Використовуються візуальні матеріали, що полегшують сприйняття інформації, поетапні інструкції для кращого розуміння завдань, забезпечується підтримка асистента вчителя. Також

застосовуються альтернативні форми оцінювання, які дозволяють об'єктивно оцінити досягнення кожного учня.

Суттєво підсилює навчальний процес використання сучасних технологій. Мультимедійні презентації, відеоматеріали та різноманітні симуляції роблять навчання більш наочним, доступним і цікавим, допомагають відтворити реалістичні умови та підвищують рівень залученості учнів.

Для дітей з ООП особливого значення набувають такі ключові компетентності, як здоров'язбережувальна, соціальна, громадянська та навчальна. Здоров'язбережувальна компетентність забезпечує формування базових навичок безпечної поведінки в повсякденному житті та в умовах надзвичайних ситуацій, що є надзвичайно актуальним у межах предмета «Захист України». Соціальна компетентність сприяє розвитку навичок взаємодії, співпраці та комунікації, що є важливим для адаптації дітей з ООП у колективі та участі в групових формах навчальної діяльності.

Громадянська компетентність формує усвідомлення власної належності до суспільства та відповідальності за власні дії, що сприяє вихованню почуття безпеки, патріотизму та соціальної відповідальності. Навчальна компетентність у дітей з ООП передбачає розвиток здатності до поступового опанування навчального матеріалу з урахуванням індивідуального темпу, використання адаптованих методів навчання та підтримки з боку педагога [7].

Таким чином, під час викладання навчального предмета «Захист України» в інклюзивному середовищі важливо забезпечити цілеспрямоване формування ключових компетентностей з урахуванням особливостей дітей з ООП. Це створює умови для їхнього успішного навчання, соціалізації та розвитку життєво необхідних навичок, що відповідає сучасним засадам компетентнісного та інклюзивного підходів в освіті. Реалізація інклюзивного підходу в межах цього предмета передбачає створення умов, за яких кожен здобувач освіти, незалежно від своїх індивідуальних можливостей, може ефективно опановувати зміст навчання та брати активну участь у різних видах діяльності.

Висновки

Компетентнісний підхід у викладанні предмета «Захист України» в умовах інклюзивного середовища є ефективним засобом формування життєвих навичок, соціальної відповідальності та готовності до викликів сучасності.

Його реалізація потребує комплексного підходу, високого рівня професіоналізму педагогів та тісної взаємодії всіх учасників освітнього процесу. Основна мета – підготувати здобувачів освіти до дій у

надзвичайних ситуаціях, розвинути відповідальність, критичне мислення та здатність швидко приймати рішення.

Отже, сучасні підходи до інклюзії, інтегровані у викладання предмета «Захист України», забезпечують створення гнучкого освітнього середовища, яке враховує індивідуальні особливості здобувачів освіти та сприяє формуванню їхніх життєвих компетентностей.

Перспективним напрямом подальшого дослідження є розроблення та впровадження конкретних методичних моделей, інтерактивних технологій і практико-орієнтованих завдань, які забезпечують ефективну реалізацію компетентнісного та інклюзивного підходів у процесі викладання предмета «Захист України».

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РОЗВИТОК КАЛІГРАФІЧНИХ НАВИЧОК МОЛОДШИХ ШКОЛЯРІВ ЗАСОБАМИ ІГРОВИХ ТЕХНОЛОГІЙ

Анотація. У статті досліджено проблему розвитку каліграфічних навичок молодших школярів засобами ігрових технологій. Обґрунтовано актуальність формування графічних умінь як важливої складової мовленнєвого, інтелектуального, психомоторного та особистісного розвитку дитини. Наголошено, що в умовах реформування освіти та реалізації концепції Нової української школи особливого значення набуває пошук ефективних педагогічних підходів до навчання письма, які забезпечують не лише технічне оволодіння графічними навичками, а й підтримують позитивну мотивацію учнів до письмової діяльності. Визначено, що ефективність навчання письма значною мірою залежить від рівня розвитку дрібної моторики, координації рухів, уваги, самоконтролю та сформованості позитивної мотивації до письмової діяльності.

Проаналізовано наукові підходи вітчизняних і зарубіжних дослідників до проблеми формування каліграфічних навичок молодших школярів та використання ігрових технологій у початковій школі. Висвітлено дидактичний потенціал ігрових методів у процесі навчання письма, їх вплив на активізацію пізнавальної діяльності учнів, розвиток творчого мислення, уяви, мовлення та створення сприятливої психологічної атмосфери в освітньому процесі. Розкрито сутність ігрових технологій як ефективного засобу організації освітнього процесу, що забезпечує природне залучення молодших школярів до виконання графічних вправ і сприяє зниженню рівня втомлюваності під час письма.

Охарактеризовано основні види ігрових технологій, ефективних у процесі формування графічних умінь. Зазначено, що використання таких видів діяльності сприяє розвитку графомоторних умінь, точності та плавності рухів, ритмічності письма, а також формуванню стійкого інтересу до письмової діяльності. У статті запропоновано поетапну систему використання ігрових вправ. Кожен етап спрямований на послідовне формування каліграфічних навичок – від розвитку дрібної моторики та

підготовки руки до письма до автоматизації графічних дій, розвитку творчого письмового мовлення та навичок самооцінювання.

Обґрунтовано доцільність інтеграції традиційних і цифрових засобів навчання письма, зокрема використання мультимедійних ресурсів, інтерактивних вправ, цифрових тренажерів та анімованих зразків написання букв. Доведено, що систематичне використання ігрових технологій сприяє підвищенню якості письма, розвитку навчальної мотивації, формуванню позитивного ставлення до письмової діяльності, удосконаленню навичок самоконтролю та гармонійному розвитку особистості молодшого школяра.

Ключові слова: каліграфічні навички, молодші школярі, ігрові технології, графомоторні вміння, дрібна моторика, початкова школа, інтерактивне навчання, цифрові технології, навчання письма.

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DEVELOPMENT OF CALLIGRAPHIC SKILLS OF PRIMARY SCHOOL PUPILS THROUGH GAME-BASED TECHNOLOGIES

Abstract. The article investigates the problem of developing calligraphic skills of younger schoolchildren using game technologies. The relevance of the formation of graphic skills as an important component of the child's speech, intellectual, psychomotor and personal development is substantiated. It is emphasized that in the context of educational reform and the implementation of the concept of the New Ukrainian School, the search for effective pedagogical approaches to teaching writing, which provide not only technical mastery of graphic skills, but also support positive motivation of students to writing activities, is of particular importance**.** It has been determined that the effectiveness of teaching writing largely depends on the level of development of fine motor skills, coordination of movements, attention, self-control, and the formation of positive motivation for writing activities.

The scientific approaches of domestic and foreign researchers to the problem of forming calligraphic skills of younger schoolchildren and the use of game technologies in primary school are analyzed. The didactic potential of game methods in the process of teaching writing is highlighted, their impact on activating students' cognitive activity, developing creative thinking, imagination, speech and creating a favorable psychological atmosphere in the educational process is revealed. The essence of game technologies as an effective means of organizing the educational process is revealed, which ensures the natural

involvement of younger schoolchildren in performing graphic exercises and helps reduce the level of fatigue during writing.

The main types of game technologies that are effective in the process of forming graphic skills are described. It is noted that the use of such activities contributes to the development of graphomotor skills, accuracy and smoothness of movements, rhythm of writing, as well as the formation of a stable interest in writing activities. The article proposes a phased system for using game exercises. Each stage is aimed at the consistent formation of calligraphic skills - from the development of fine motor skills and preparing the hand for writing to the automation of graphic actions, the development of creative written speech and self-assessment skills.

The feasibility of integrating traditional and digital means of teaching writing is substantiated, in particular, the use of multimedia resources, interactive exercises, digital simulators and animated examples of writing letters. It is proven that the systematic use of gaming technologies contributes to improving the quality of writing, developing learning motivation, forming a positive attitude towards writing activities, improving self-control skills and harmonious development of the personality of a younger schoolchild.

Keywords: calligraphy skills, younger schoolchildren, gaming technologies, graphomotor skills, fine motor skills, primary school, interactive learning, digital technologies, teaching writing.

Постановка проблеми. Формування каліграфічних навичок молодших школярів є одним із важливих завдань сучасної початкової освіти, оскільки письмо виступає не лише засобом фіксації мовлення, а й важливим чинником інтелектуального, мовленнєвого та особистісного розвитку дитини. У молодшому шкільному віці закладаються основи графічної культури письма, формуються навички правильної організації письмової діяльності, розвиваються координація рухів, увага, пам’ять і самоконтроль. Саме тому рівень сформованості каліграфічних умінь значною мірою визначає успішність подальшого навчання учнів та їх здатність до ефективного оволодіння мовною компетентністю.

В умовах реформування системи освіти та реалізації концепції Нової української школи особливої актуальності набуває проблема пошуку ефективних педагогічних технологій, спрямованих на підвищення якості навчання письма. Сучасний освітній процес орієнтований на особистісний розвиток дитини, формування ключових компетентностей, розвиток творчості та пізнавальної активності учнів. У зв’язку з цим традиційні методи формування каліграфічних навичок, що ґрунтуються переважно на механічному повторенні графічних вправ, потребують оновлення та

доповнення інноваційними підходами до організації навчальної діяльності молодших школярів.

Актуальність досліджуваної проблеми зумовлена також тим, що значна кількість учнів початкової школи має труднощі у процесі оволодіння письмом. Недостатній рівень розвитку дрібної моторики, координації рухів руки, просторового орієнтування та довільної уваги негативно впливає на якість написання букв, плавність письма, темп виконання письмових завдань і загальну результативність навчальної діяльності. Порушення графічних норм письма, нерозбірливість почерку та велика кількість графічних помилок часто призводять до зниження навчальної мотивації, появи невпевненості у власних можливостях та негативного ставлення учнів до письмової діяльності.

Особливої уваги потребує проблема зниження інтересу молодших школярів до письма в умовах активного розвитку цифрових технологій. Використання електронних засобів комунікації, гаджетів та цифрових сервісів поступово зменшує обсяг практики рукописного письма в повсякденному житті дітей. Це актуалізує необхідність пошуку таких педагогічних методів, які б забезпечували позитивну мотивацію до формування каліграфічних навичок і створювали емоційно комфортні умови для навчання письма.

У цьому контексті особливого значення набувають ігрові технології, які відповідають віковим та психофізіологічним особливостям молодших школярів. Гра є природною формою діяльності дітей, тому її використання в освітньому процесі сприяє активізації пізнавального інтересу, розвитку творчої активності та підтриманню позитивного емоційного фону навчання. Ігрові технології дозволяють поєднати навчальну та розвивальну функції освітнього процесу, забезпечують природне включення учнів у виконання графічних вправ і сприяють ефективнішому формуванню каліграфічних умінь.

Використання ігрових методів у процесі навчання письма створює сприятливі умови для розвитку дрібної моторики, координації рухів, зорово-рухових зв’язків та навичок самоконтролю. Крім того, ігрові технології допомагають уникнути перевтоми, підтримують активність учнів і формують позитивне ставлення до навчальної діяльності. Завдяки цьому процес формування каліграфічних навичок стає більш доступним, цікавим та результативним для молодших школярів.

Незважаючи на значну кількість наукових праць, присвячених проблемі навчання письма та використання ігрових технологій у початковій школі, питання комплексного застосування ігрових методів у розвитку каліграфічних навичок молодших школярів потребує подальшого

теоретичного обґрунтування та методичного розроблення. Актуальність окресленої проблеми, її практична значущість для сучасної початкової освіти та недостатній рівень науково-методичного забезпечення зумовили вибір теми дослідження: «Розвиток каліграфічних навичок молодших школярів засобами ігрових технологій».

Аналіз останніх досліджень і публікацій. Проблема формування каліграфічних навичок молодших школярів є однією з актуальних у сучасній педагогічній науці, оскільки письмо виступає важливим компонентом мовленнєвої діяльності та загального розвитку дитини. Теоретико-методичні засади навчання письма у початковій школі ґрунтовно висвітлено у працях М. Вашуленка [1].

Учений розглядає письмо як складний психофізіологічний процес, що потребує розвитку координації рухів, мовленнєвих умінь та графічної культури учнів. Науковець наголошує на необхідності систематичного формування графічних умінь і дотримання методичної послідовності під час навчання каліграфії.

Особливості формування графічних навичок молодших школярів досліджувала Н. Скрипченко [2]. Авторка визначає основні труднощі, які виникають у процесі навчання письма, зокрема порушення координації рухів, неправильне написання елементів букв та недостатній розвиток графомоторних умінь. Дослідниця підкреслює важливість систематичного тренування та розвитку навичок самоконтролю під час письмової діяльності.

Проблему розвитку дрібної моторики як основи формування каліграфічних навичок розкрито у праці Н. Гавриш [3]. Науковиця наголошує, що рівень розвитку моторної координації безпосередньо впливає на якість письма, плавність рухів руки та швидкість виконання письмових завдань. У зв’язку з цим авторка акцентує увагу на необхідності використання спеціальних вправ і завдань, спрямованих на розвиток моторики молодших школярів.

Питання формування навичок письма на засадах диференційованого підходу висвітлено у дослідженні О. Прищепи [4]. Авторка доводить, що врахування індивідуальних особливостей учнів, рівня розвитку їхніх графічних умінь та темпу навчальної діяльності сприяє ефективнішому формуванню каліграфічних навичок і підвищенню результативності навчання письма.

Важливе значення у сучасних дослідженнях приділяється ролі вчителя у формуванні каліграфічних умінь молодших школярів. Зокрема, С. Луців [5] підкреслює, що ефективність навчання письма значною мірою залежить від педагогічної майстерності вчителя, створення позитивної

мотивації до письмової діяльності та використання сучасних методичних підходів у процесі навчання каліграфії.

У сучасній педагогічній науці значна увага приділяється використанню ігрових технологій у початковій школі. Н. Карапузова, Є. Починок та О. Палеха [6] наголошують, що ігрові технології сприяють активізації пізнавальної діяльності учнів, розвитку творчого мислення та формуванню позитивної мотивації до навчання. Дослідники зазначають, що використання гри в освітньому процесі створює сприятливий емоційний фон та забезпечує ефективніше засвоєння навчального матеріалу.

Аналіз експериментальних даних щодо формування графічних навичок молодших школярів представлено у праці О. Петрук [7]. Авторка акцентує увагу на необхідності використання інноваційних методів навчання письма та розвитку графомоторних умінь учнів у сучасній початковій школі.

В умовах цифровізації освіти актуальності набувають дослідження щодо використання цифрових ресурсів у процесі навчання молодших школярів. Т. Олефіренко, О. Матвієнко, Т. Васютіна та Т. Золотаренко [8] зазначають, що цифрові технології сприяють підвищенню навчальної мотивації учнів, урізноманітненню форм роботи та розвитку інформаційно-цифрової компетентності школярів.

Проблему впливу цифрових технологій на розвиток письма досліджують і зарубіжні науковці. У метааналізі Wen X. та Walters S. M. [9] доведено, що використання технологій позитивно впливає на якість письмової діяльності учнів початкової школи, підвищує рівень мотивації та ефективність навчання письма. Grace Oakley [10] наголошує на доцільності поєднання традиційного письма з цифровими технологіями та інтерактивними методами навчання, що забезпечує розвиток графічних навичок і пізнавальної активності молодших школярів.

Отже, аналіз наукових праць свідчить про значний інтерес дослідників до проблеми формування каліграфічних навичок молодших школярів. Водночас питання використання ігрових технологій як ефективного засобу розвитку графічних умінь у сучасній початковій школі потребує подальшого теоретичного обґрунтування та методичного забезпечення.

Наукова новизна дослідження полягає в удосконаленні методичного підходу до формування каліграфічних навичок молодших школярів на основі інтеграції дидактичних, рухливих, сюжетно-рольових та інтерактивно-цифрових ігор у поетапну систему розвитку графомоторних умінь.

Практичне значення дослідження полягає у можливості використання запропонованої системи ігрових вправ учителями початкової школи, студентами педагогічних спеціальностей та розробниками навчально-

методичного забезпечення для формування каліграфічних навичок молодших школярів.

Мета статті полягає в теоретичному обґрунтуванні дидактичного потенціалу ігрових технологій у процесі розвитку каліграфічних навичок молодших школярів, визначенні педагогічних умов їх ефективного використання та розробленні системи ігрових вправ, спрямованих на формування графічних умінь, розвиток дрібної моторики, координації рухів і підвищення навчальної мотивації учнів початкової школи.

У процесі дослідження використано такі методи: аналіз і узагальнення психолого-педагогічної та методичної літератури – для визначення стану розробленості проблеми; систематизація та порівняння наукових підходів – для обґрунтування сутності каліграфічних навичок та ігрових технологій; педагогічне моделювання – для розроблення поетапної системи ігрових вправ; узагальнення педагогічного досвіду – для визначення ефективних способів розвитку графомоторних умінь молодших школярів.

Виклад основного матеріалу. У сучасній педагогічній науці проблема формування каліграфічних навичок молодших школярів набуває особливої актуальності у зв'язку з реформуванням системи початкової освіти та впровадженням концепції Нова українська школа. Письмо є не лише технічною навичкою відтворення графічних символів, а й складним психофізіологічним процесом, що забезпечує розвиток мовлення, мислення, уваги, пам'яті та загальної пізнавальної діяльності дитини. Саме тому формування каліграфічних навичок у молодшому шкільному віці доцільно розглядати як важливу складову цілісного інтелектуального та мовленнєвого розвитку учнів.

Каліграфічні навички становлять основу грамотного письма, культури оформлення письмових робіт та ефективної навчальної діяльності. У молодшому шкільному віці відбувається інтенсивне формування графомоторних умінь, розвиток координації рухів руки, зорово-просторового сприймання та здатності до довільного контролю власних дій. Від рівня сформованості цих умінь залежить не лише якість письма, а й успішність засвоєння інших навчальних дисциплін, оскільки письмо виступає універсальним засобом фіксації та передачі інформації.

Сучасні дослідження та практика роботи вчителів початкової школи засвідчують, що значна кількість молодших школярів має труднощі під час оволодіння письмом. Найчастіше спостерігаються порушення пропорційності букв, нерівномірність нахилу, недостатня плавність рухів, повільний темп письма та надмірне напруження м'язів руки. На нашу думку, однією з причин такої ситуації є недостатня адаптація традиційних методик письма до сучасних освітніх потреб дітей, для яких характерними є висока

потреба в емоційному залученні, зміні видів діяльності та інтерактивній взаємодії.

Традиційна система навчання каліграфії часто базується на механічному повторенні графічних вправ, багаторазовому переписуванні елементів букв і слів, що нерідко призводить до перевтоми учнів та втрати інтересу до письмової діяльності. Одноманітність завдань, недостатня емоційна залученість та перевага репродуктивних методів навчання негативно впливають на ефективність формування графічних умінь. Практика початкової школи свідчить, що навіть технічно правильно організовані вправи не завжди забезпечують позитивну мотивацію до письма, якщо вони не викликають у дітей зацікавлення та емоційного відгуку. Саме тому використання ігрових технологій доцільно розглядати не як другорядний компонент уроку, а як педагогічно виважений механізм активізації навчальної діяльності молодших школярів.

Аналіз сучасної освітньої практики дає підстави стверджувати, що однією з помилок сучасної практики є ототожнення каліграфії виключно з охайністю письма. Насправді формування каліграфічних умінь охоплює значно ширший спектр психолого-педагогічних процесів: розвиток моторної координації, просторового мислення, довільної уваги, самоконтролю та посидючості. Тому навчання письма має бути спрямоване не лише на досягнення зовнішньої графічної правильності, а й на створення умов для гармонійного розвитку особистості дитини.

Одним із найбільш ефективних засобів удосконалення процесу формування каліграфічних навичок є використання ігрових технологій. Гра є природною формою діяльності дітей молодшого шкільного віку, тому її інтеграція в освітній процес забезпечує емоційну комфортність навчання, підвищує рівень зацікавленості учнів і сприяє активному засвоєнню навчального матеріалу. Використання ігрових методів дозволяє поєднати навчальну та розвивальну функції освітнього процесу, забезпечуючи гармонійний розвиток особистості молодшого школяра.

У педагогічній літературі каліграфічні навички визначають як сукупність автоматизованих графічних дій, спрямованих на правильне, чітке, ритмічне та розбірливе написання букв, слів і речень відповідно до встановлених графічних норм. Формування таких навичок передбачає засвоєння учнями певних графічних еталонів, розвиток координації рухів руки та вироблення навичок самоконтролю у процесі письмової діяльності.

Структура каліграфічних навичок є багатокомпонентною та охоплює кілька взаємопов’язаних складових. Графічний компонент передбачає правильне написання елементів букв, дотримання їх пропорцій, нахилу, висоти та ширини. Технічний компонент включає навички правильної

посадки під час письма, раціонального тримання ручки, координації рухів руки та дотримання оптимального темпу письма. Ритміко-координаційний компонент пов'язаний із розвитком дрібної моторики, точності рухів та їх плавності. Орфографічно-мовленнєвий компонент забезпечує усвідомлене використання мовних одиниць у процесі письма та формування грамотного письмового мовлення.

Процес формування каліграфічних навичок має складний психолого-педагогічний характер. Молодший шкільний вік є сенситивним періодом для розвитку графомоторних умінь, оскільки саме в цей час активно формуються механізми довільної регуляції діяльності, координації рухів і просторового орієнтування. Водночас молодші школярі характеризуються недостатньою стійкістю уваги, швидкою втомлюваністю та підвищеною емоційністю, що потребує використання спеціальних педагогічних засобів для підтримання інтересу до навчання.

Особливу роль у процесі навчання письма відіграє розвиток дрібної моторики. Недостатній рівень розвитку моторних функцій руки часто стає причиною труднощів під час написання букв, порушення ритмічності рухів і надмірної напруженості м'язів кисті. У практиці початкової школи нерідко спостерігається ситуація, коли вчитель зосереджується переважно на результаті письма, приділяючи недостатню увагу підготовці руки дитини до графічної діяльності. Аналіз психолого-педагогічних досліджень дає підстави стверджувати, що саме системна робота над розвитком моторики є необхідною передумовою успішного формування каліграфічних умінь.

Ефективним засобом розвитку моторики є використання ігрових вправ, які забезпечують природне включення дітей у навчальну діяльність. До таких вправ належать пальчикові ігри, графічні лабіринти, обведення контурів, малювання в повітрі, робота з мозаїкою, штрихування та інші види діяльності, що сприяють зміцненню м'язів руки й розвитку координації рухів. Використання подібних вправ дозволяє створити позитивний емоційний фон навчання та уникнути перевтоми учнів.

Важливою умовою ефективного формування каліграфічних навичок є створення позитивної мотивації до письмової діяльності. Молодші школярі швидко втрачають інтерес до одноманітних вправ, тому традиційні методи навчання письма не завжди забезпечують високий рівень пізнавальної активності. У цьому контексті ігрові технології виступають ефективним засобом стимулювання навчальної мотивації, оскільки поєднують навчальну діяльність із емоційно привабливими для дітей формами роботи.

Ігрові технології в сучасній педагогіці розглядають як систему методів, прийомів і форм організації навчальної діяльності, що ґрунтуються на використанні гри як провідного засобу пізнання та розвитку дитини. Їх

сутність полягає у створенні таких педагогічних умов, за яких засвоєння знань, умінь і навичок відбувається у процесі виконання ігрових дій. Використання гри забезпечує активізацію пізнавальної діяльності, розвиток творчого мислення, самостійності та комунікативних умінь учнів.

У процесі формування каліграфічних навичок найбільш ефективними є дидактичні, рухливі, сюжетно-рольові, творчі та інтерактивно-цифрові ігри. Водночас слід зауважити, що результативність їх використання залежить не стільки від кількості ігрових вправ, скільки від методичної доцільності їх упровадження. Без чітко визначеної дидактичної мети навіть цікава гра може втратити навчальну цінність і перетворитися лише на засіб розваги.

Дидактичні ігри спрямовані на засвоєння конкретного навчального матеріалу через виконання спеціально організованих завдань. Наприклад, гра «Знайди правильну букву» допомагає учням закріпити графічний образ букв, а вправа «Допиши елемент» сприяє формуванню навичок правильного написання окремих елементів. Доцільність таких вправ полягає в тому, що вони дозволяють зменшити психоемоційне напруження, характерне для тривалого письмового тренування.

Рухливі та моторні ігри мають важливе значення для розвитку координації рухів руки та дрібної моторики. Доцільним є використання вправ «Повітряне письмо», «Чарівні доріжки», «Маленькі художники», під час яких учні виконують рухи, що імітують написання елементів букв. Такі вправи допомагають розвивати плавність рухів, ритмічність письма та просторове орієнтування.

Сюжетно-рольові ігри сприяють підвищенню мотивації до письма та розвитку творчої активності учнів. Наприклад, під час гри «Пошта» діти пишуть короткі повідомлення, листівки або адреси, виконуючи роль листонош чи адресатів. Гра «Каліграфічна майстерня» передбачає виконання завдань із оформлення написів, створення власних зошитів чи декоративних елементів. Такі види діяльності дозволяють поєднати формування графічних умінь із розвитком мовлення та творчого мислення.

Особливе місце у сучасній початковій освіті посідають інтерактивно-цифрові ігри та вправи. Використання цифрових тренажерів письма, анімованих зразків написання букв, інтерактивних платформ і мультимедійних завдань дозволяє зробити процес формування каліграфічних навичок більш наочним та доступним для учнів.

Разом із тим, на нашу думку, цифрові засоби не повинні витісняти традиційні графічні вправи. Надмірна орієнтація лише на електронні ресурси може зменшувати обсяг реальної моторної практики, яка є основою автоматизації письмових рухів.

Використання ігрових технологій у процесі навчання письма має бути систематичним і педагогічно доцільним. Учитель має чітко визначати дидактичну мету кожної гри, добирати завдання відповідно до рівня підготовки учнів та забезпечувати поступове ускладнення вправ. Практика показує, що епізодичне використання гри не забезпечує стійкого результату, тоді як систематичне впровадження ігрових методик сприяє формуванню позитивної динаміки розвитку графомоторних умінь.

Ефективність формування каліграфічних навичок значною мірою залежить від етапності організації навчального процесу. На мотиваційно-підготовчому етапі важливо сформувати готовність руки до письма, розвинути дрібну моторику та викликати інтерес до письмової діяльності. Для цього доцільно використовувати сенсомоторні вправи, пальчикові ігри, штрихування, обведення контурів і графічні лабіринти.

На графічно-структурному етапі основна увага приділяється формуванню правильного образу букв і їх елементів. Учні вчаться аналізувати структуру букв, дотримуватися пропорційності та правильного нахилу. Ефективними є вправи «Каліграфічний конструктор», «Знайди помилку», «Живі букви», які допомагають закріпити графічний образ літер та вдосконалити навички їх написання.

Операційно-письмовий етап передбачає автоматизацію навичок письма, розвиток плавності рухів і зниження кількості графічних помилок. На цьому етапі використовуються ритмічні, тренувальні та змагальні ігри. Наприклад, у грі «Хто швидше й охайніше» учні виконують завдання на швидкість і якість письма, а вправа «Каліграфічний лабіринт» допомагає вдосконалити координацію рухів руки.

Творчо-комунікативний етап спрямований на розвиток творчого письма та комунікативної мотивації. Учні виконують завдання зі складання речень, написання коротких текстів, створення листівок чи мінікнижок. На нашу думку, саме на цьому етапі письмо перестає сприйматися учнями як суто технічна дія та починає виконувати функцію засобу самовираження й комунікації.

Контрольно-рефлексивний етап передбачає формування навичок самоперевірки та самооцінювання. Учні вчаться аналізувати власне письмо, знаходити помилки та виправляти їх. Для цього використовуються вправи «Знайди помилку», «Оціни роботу товариша», «Каліграфічний експерт». Формування навичок рефлексії сприяє підвищенню усвідомленості навчальної діяльності та відповідальності учнів за результати власної роботи.

Важливим чинником ефективності використання ігрових технологій є створення позитивної психологічної атмосфери на уроці. Підтримка

ситуації успіху, доброзичливе ставлення вчителя, заохочення навіть незначних досягнень сприяють формуванню впевненості учнів у власних можливостях. Як засвідчує педагогічна практика, саме емоційна підтримка є одним із ключових чинників подолання страху помилки, який часто супроводжує процес навчання письма в молодших школярів.

Не менш важливим є врахування індивідуальних особливостей молодших школярів. Діти мають різний рівень розвитку моторики, темп діяльності, особливості сприймання та концентрації уваги. Саме тому вчитель повинен добирати завдання диференційовано, забезпечуючи можливість успішного виконання вправ кожним учнем. Ігрові технології створюють сприятливі умови для індивідуалізації навчання, оскільки дозволяють варіювати складність завдань і темп їх виконання.

Узагальнення результатів аналізу психолого-педагогічних джерел і сучасної практики початкової освіти дає підстави стверджувати, що ефективність розвитку каліграфічних навичок визначається не лише кількістю тренувальних вправ, а насамперед характером організації навчальної діяльності учнів. Ігрові технології забезпечують природне поєднання моторної, пізнавальної та емоційної активності дитини, що створює сприятливі умови для формування стійких графомоторних умінь.

Таким чином, використання ігрових технологій у процесі розвитку каліграфічних навичок молодших школярів має значний педагогічний потенціал. Гра забезпечує природне включення дітей у навчальну діяльність, створює позитивну мотивацію до письма та сприяє ефективному формуванню графомоторних умінь. Водночас результативність цього процесу визначається не лише використанням окремих ігор чи вправ, а насамперед професійною майстерністю вчителя, здатністю поєднувати традиційні та інноваційні методи навчання, ураховувати індивідуальні потреби учнів і створювати психологічно комфортне освітнє середовище.

Висновки. У результаті дослідження встановлено, що формування каліграфічних навичок молодших школярів є важливим складником навчання письма та мовленнєвого розвитку дитини. Каліграфічні вміння сприяють розвитку дрібної моторики, координації рухів, уваги, самоконтролю й організованості. Ефективність їх формування значною мірою залежить від добору методів навчання відповідно до вікових і психофізіологічних особливостей учнів.

Доведено, що ігрові технології мають значний педагогічний потенціал у процесі розвитку графічних навичок молодших школярів. Використання гри підвищує навчальну мотивацію, активізує пізнавальний інтерес та створює позитивне освітнє середовище. Систематичне застосування ігрових

вправ сприяє розвитку моторики руки, точності, плавності та ритмічності письма, а також формуванню навичок самоконтролю.

Визначено ефективність використання дидактичних, сюжетно-рольових, рухливих, творчих та інтерактивно-цифрових ігор у процесі формування каліграфічних умінь. Їх комплексне застосування забезпечує різноманітність освітнього процесу, урахування індивідуальних особливостей учнів і поетапний розвиток графомоторних умінь – від моторної готовності руки до творчого письмового самовираження.

Обґрунтовано доцільність поєднання традиційних і цифрових засобів навчання письма. Використання інтерактивних вправ і цифрових тренажерів підвищує наочність та самостійність навчальної діяльності учнів, однак цифрові засоби мають застосовуватися як доповнення до систематичної практики рукописного письма.

Проведене дослідження дає підстави стверджувати, що ефективність формування каліграфічних навичок зростає за умови комплексного поєднання моторно-координаційного, пізнавально-мотиваційного та ігрово-діяльнісного компонентів навчання письма. Інтеграція ігрових технологій у сучасний освітній процес є педагогічно обґрунтованою та методично доцільною, оскільки забезпечує активізацію навчальної діяльності учнів і формування позитивного ставлення до письма.

Отже, результати дослідження підтверджують ефективність ігрових технологій у формуванні каліграфічних навичок молодших школярів та їх позитивний вплив на якість письма, навчальну мотивацію й загальний розвиток особистості дитини.

Перспективи подальших наукових розвідок пов’язуємо з експериментальною перевіркою ефективності інтегрованих ігрових методик розвитку каліграфічних навичок, розробленням цифрових каліграфічних тренажерів, а також вивченням особливостей використання ігрових технологій у роботі з молодшими школярами, які мають труднощі у формуванні графомоторних умінь.

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ІНТЕРДИСЦИПЛІНАРНІСТЬ ЯК ПАРАДИГМА НАУКИ ТА ОСВІТИ: МЕТОДОЛОГІЧНІ ВИКЛИКИ ТА ПЕРСПЕКТИВИ

Анотація. У статті здійснено комплексний аналіз інтердисциплінарності як засадничої парадигми сучасної науки та освіти в умовах глобальних цивілізаційних трансформацій. Обґрунтовано, що перехід від вузькоспеціалізованих до інтегративних моделей наукового пізнання зумовлений стрімким розвитком цифрових технологій, глобалізаційними процесами та ускладненням соціокультурної реальності. Наголошено, що сучасні виклики, зокрема кліматичні зміни, пандемії, цифровізація, військові конфлікти не можуть бути адекватно осмислені у межах окремих дисциплін, що актуалізує потребу пошуку нових методологічних підходів.

Інтердисциплінарність розглядається як інтеграція знань, методів і концептів різних галузей із метою формування цілісного бачення складних явищ. Доведено, що вона виступає не лише як дослідницький інструмент, а як нова форма наукової раціональності, орієнтована на вивчення системних взаємозв'язків у наукових дослідженнях та освітніх практиках. У роботі проаналізовано ключові методологічні виклики інтердисциплінарних досліджень, зокрема труднощі узгодження термінології, інтеграції різних методів, забезпечення валідності та об'єктивності результатів. Підкреслено значення таких підходів, як методологічний плюралізм, тріангуляція та рефлексивність, що сприяють підвищенню якості міждисциплінарних досліджень. Окрему увагу приділено розмежуванню інтер-, мульти- та трансдисциплінарності, що дозволяє точніше визначити специфіку кожного підходу та їхню роль у розвитку наукового знання. Встановлено, що

інтердисциплінарність забезпечує гнучку інтеграцію без втрати наукової глибини.

У контексті освіти інтердисциплінарність визначено як фундаментальний принцип її модернізації. Проаналізовано сучасні освітні моделі, зокрема STEM/STEAM-підходи та проблемно-орієнтоване навчання, які сприяють формуванню критичного мислення, метакогнітивних навичок та здатності до практичного застосування знань. Показано роль цифрових технологій і штучного інтелекту як каталізаторів інтеграційних процесів у навчанні, а також окреслено пов'язані з ними ризики, включно з поверхневим засвоєнням знань і етичними викликами.

Виокремлено основні обмеження впровадження інтердисциплінарного підходу, серед яких інституційні бар'єри, дисциплінарна фрагментація науки, відсутність універсальних критеріїв оцінювання та ризик втрати глибини знань. Обґрунтовано необхідність реформування освітніх та наукових інституцій, розвитку міждисциплінарних центрів і впровадження гнучких моделей фінансування та оцінювання досліджень. Зроблено висновок, що інтердисциплінарність є не лише інноваційною методологією, а й новою культурою мислення, яка відповідає вимогам складного та динамічного світу.

Ключові слова: інтердисциплінарність, наукова парадигма, методологія науки, освіта, інтеграція знань, STEM, критичне мислення, цифровізація, трансдисциплінарність.

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INTERDISCIPLINARYNESS AS A PARADIGM OF SCIENCE AND EDUCATION: METHODOLOGICAL CHALLENGES AND PROSPECTS

Abstract. The article provides a comprehensive analysis of interdisciplinarity as a fundamental paradigm of modern science and education in the context

of global civilizational transformations. It is substantiated that the transition from highly specialized to integrative models of scientific knowledge is due to the rapid development of digital technologies, globalization processes and the complication of socio-cultural reality. It is emphasized that modern challenges, in particular climate change, pandemics, digitalization, military conflicts cannot be adequately understood within the framework of individual disciplines, which actualizes the need to find new methodological approaches. Interdisciplinarity is considered as the integration of knowledge, methods and concepts of different fields in order to form a holistic vision of complex phenomena. It is proven that it acts not only as a research tool, but as a new form of scientific rationality, focused on the study of systemic relationships in scientific research and educational practices. The paper analyzes the key methodological challenges of interdisciplinary research, in particular the difficulties of harmonizing terminology, integrating different methods, and ensuring the validity and objectivity of results. The importance of such approaches as methodological pluralism, triangulation, and reflexivity, which contribute to improving the quality of interdisciplinary research, is emphasized. Special attention is paid to the distinction between inter-, multi-, and transdisciplinarity, which allows for a more precise definition of the specifics of each approach and their role in the development of scientific knowledge. It is established that interdisciplinarity provides flexible integration without losing scientific depth.

In the context of education, interdisciplinarity is defined as a fundamental principle of its modernization. Modern educational models are analyzed, in particular STEM/STEAM approaches and problem-based learning, which contribute to the formation of critical thinking, metacognitive skills, and the ability to apply knowledge in practice. The role of digital technologies and artificial intelligence as catalysts of integration processes in education is shown, and the risks associated with them are outlined, including superficial knowledge acquisition and ethical challenges.

The main limitations of the implementation of an interdisciplinary approach are highlighted, including institutional barriers, disciplinary fragmentation of science, the lack of universal assessment criteria, and the risk of losing depth of knowledge. The need for reforming educational and scientific institutions, developing interdisciplinary centers, and implementing flexible models of research funding and evaluation is substantiated. The conclusion is made that interdisciplinarity is not only an innovative methodology, but also a new culture of thinking that meets the requirements of a complex and dynamic world.

Keywords: interdisciplinarity, scientific paradigm, methodology of science, education, integration of knowledge, STEM, critical thinking, digitalization, transdisciplinarity.

Постановка проблеми. Наукові дослідження у сучасному світі дедалі частіше долають межі вузької спеціалізації й переходять до інтегративних моделей дослідження. Цей перехід зумовлений стрімким розвитком наукоємних технологій, які вносять кардинальні зміни у світобудову, змінюючи палітру соціального світу та людського світовідчуття та світорозуміння. Мова йде про свободу комунікацій та цифрових технологій, всеохопну глобалізацію, нову промисловість 4.0 й технологічний розвиток соціальних інституцій тощо, які у підсумку створюють нову філософію суспільства та людини. Абриси нової "автентичності життя" "формують кардинально іншу модель світу, що складається з симулякрів, ігор, ілюзій та фантазій вигаданого світу, який позбавляє людину плану власного самоздійснення [8, с.135]. Попри те, що науково-технологічний потенціал є потужним інструментом для розвитку й процвітання людства, він таїть у собі низку небезпек глобального характеру. Природа та наслідки технологічних перспектив розвитку людства є неоднозначними. Йдеться про те, що наука "нагромаджує знання швидше, ніж суспільство нагромаджує мудрість користуватися нею" [4, с.343]. Вочевидь, наукоємні технології поліпшують життя людини, але водночас сприяють соціальному відчуженню, "витискаючи" з неї дух людяності. Окреслена соціокультурна ситуація зумовлює виклики та формує нові запити до науки.

Потенціал однієї дисципліни не може забезпечити вирішення низки дослідницьких завдань у світі, що стрімко розвивається й демонструє свою складну й унікальну, цілісну природу. Складність й непередбачуваність глобальних викликів, як то: кліматичні зміни, цифрова трансформація, пандемії й військові конфлікти тощо вимагають використання знань з різних галузей й, вочевидь комплексного підходу до розуміння й пошуку шляхів вирішення проблем. Виклики, зумовлені та притаманні сучасному цивілізаційному розвитку окреслили потребу формування нової наукової парадигми. Йдеться про зміни усталеної пізнавальної парадигми на основі трансформації акцентів проблемно-предметної області дослідження. Зауважимо, що цей процес позбавлений лінійності та прогнозованості. Його осереддям є пошук, який виходить за межі локальних досліджень й охоплює науку загалом й приводить до нового бачення світу [2, с. 58]. У цьому контексті інтердисциплінарність розуміється не лише як альтернативний підхід у дослідницьких парадигмах, а як усталена нова норма наукового пізнання.

Аналіз останніх досліджень та публікацій. Сучасні дослідження окреслюють міжсциплінарний підхід: від теоретичних міркувань до варіантів реалізації на практиці. Так, дослідження у сфері філософії науки пояснюють поняття інтердисциплінарність як "наявність спільного

предмету (цілі) дослідження та формування методологічного арсеналу для проведення наукових досліджень" [7, с. 24], "як винайдення нових моделей розвитку наукового знання та наукових досліджень"[9, с. 57], що у підсумку свідчить про рівень зрілості наукового мислення, а не тимчасовий тренд. У практичній площині дослідження ця дефініція розглядається як дієвий інструмент розглянути досліджуваний об'єкт (явище) у його цілісній складності.

Слід звернути увагу, що концепт інтердисциплінарності набуває поширення у дослідницьких підходах у розвитку освіти. Вочевидь, інтердисциплінарна перспектива в освіті передбачає інші підходи до організації змісту навчання, що "вимальовують" цілісну картину явищ та процесів, які вивчаються у межах різних дисциплін, але у контексті дозволяють концептуалізувати окреслену дослідницьку проблему [3]. Застосування інтердисциплінарного підходу у практиках освіти, на думку В. Довбенко, Я. Камбалової, В. Пилипів, сприяє розвитку критичного мислення та дослідницьких умінь, формуванню цілісного бачення розвитку певних явищ чи подій [5]. Попри різноплановість наукових розвідок дослідницьке поле природи інтердисциплінарності залишається маловивченим.

Метою статті є аналіз інтердисциплінарності як методологічного принципу сучасної науки та освіти, виявлення її основних переваг, ризиків та перспектив розвитку.

Виклад основного матеріалу. У загальнонауковому контексті інтердисциплінарність пояснюється як інтеграція знань, методів та концепцій з різних галузей знань для цілісного розуміння дослідницьких проблем [1 с. 177]. У сучасній науці та освіті це поняття розуміється не лише методологічним підходом, а є своєрідною відповіддю на складність й суперечливість світу, у якому дедалі менше піддаються поясненню явища та події у межах окремих, чітко визначених дисциплін. Зауважимо, що інтердисциплінарні дослідження є складним і водночас продуктивним способом наукового пізнання, що виникає на перетині різних галузей знань. Ці підходи не лише розширюють горизонти науки, а й ставлять перед дослідниками низку методологічних викликів. Йдеться про можливості інтеграції методів і концептів, потребу в узгодження термінології, а також у забезпеченні валідності й наукової об'єктивності результатів.

Інтердисциплінарність передбачає інтеграцію знань, обмін методами, поняттями та інструментарієм. У підсумку, виникає синтез, який дозволяє створити нові підходи та предметні дослідницькі області. Дослідники наголошують, що саме на цьому рівні народжуються інновації, оскільки поєднання різних перспектив дозволяє побачити проблему під новим кутом [3].

Однією із засадничих характеристик інтердисциплінарності є поєднання різних методологічних підходів. Кожна сфера наукових досліджень має свій власний інструментарій, логіку дослідження та систему пояснення явищ. Як приклад, природничі науки часто спираються на дані експерименту та кількісний аналіз, тоді як гуманітарні орієнтуються на міркування, інтерпретацію та якісні методи.

Ще однією проблемою інтердисциплінарних досліджень є відмінності у термінології. Йдеться про те, що кожна сфера наукових знань, формує "власну мову" дослідження, яка загалом відображає її теоретичні засади та особливості розвитку. Зауважимо, що той самий термін може мати різні значення та інтерпретації у різних проблемних полях дослідження, або ж різні терміни можуть позначати схожі явища. У підсумку, окреслена проблема створює "комунікативні бар'єри" між дослідниками. Без узгодження термінологічних значень та смислових конотацій виникають ризики непорозумінь чи некоректних інтерпретацій. Відповіддю на окреслену проблему може бути: створення спільних глосаріїв, уточнення термінів у кожному конкретному дослідженні, розвиток "метамови" — узагальнення системи понять, зрозумілої науковцям різних напрямів та галузей досліджень. Релевантним є розуміння, що узгодження термінології є не лише механічним завданням, радше йдеться про концептуальний процес, який вимагає діалогу між дослідниками, взаємного розуміння та готовності до консенсусу. Слід зазначити, що повна уніфікація термінів є неможливою і навіть не бажаною, оскільки різноманітність підходів та інтерпретацій є джерелом інновацій[2]. Радше важливим є досягнення "операційної зрозумілості", коли учасники дослідження однакового розуміють ключові поняття у межах конкретного контексту.

У інтердисциплінарних дослідженнях набуває значення також питання наукової об'єктивності та валідності. Так, у межах традиційної науки критерії валідності є чітко визначеними у межах певної галузі наукових знань. Натомість у інтердисциплінарних дослідженнях ці критерії суперечать один одному. Вочевидь, об'єктивність та валідність у цьому контексті означає відповідність результатів дослідження визначеним цілях та адекватність використаного дослідницького інструментарію.

Стратегіями вирішення є: рефлексивність як усвідомлення дослідником власних обмежень та впливу на дослідження; тріангуляція як використання кількох методів для перевірки результатів; методологічний плюралізм як визнання права на існування різних критеріїв валідності. Загалом, інтердисциплінарні дослідження часто включають елементи суб'єктивності, особливо у гуманітарних та соціальних науках. Проте це не означає зниження їх наукової цінності. Навпаки, поєднання різних

перспектив дозволяє отримати більш повне і багатовимірне розуміння явищ. Зауважимо, що сучасна наука все частіше відходить від ідеї "абсолютної неупередженості" на користь "прозорості" дослідницького процесу та аргументованості висновків [6]. Релевантним є також питання відтворюваності результатів. В інтердисциплінарних дослідженнях відтворюваність може бути проблематичною через унікальність дослідницьких умов. Відповідно акцент дослідника зміщується з системної повторюваності на обгрунтованість та логічну послідовність дослідження.

Оцінювання інтердисциплінарних досліджень є складним завданням, оскільки традиційні критерії не завжди є придатними. У межах однієї навчальної дисципліни існують усталені стандарти якості, проте у міждисциплінарному середовищі вони можуть суперечити один одному. Сучасні науковці стверджують, що інтердисциплінарність є не ефективним методологічним підходом. Вочевидь, цей підхід вимагає подолання "мовних бар'єрів" між галузями знань, готовності до перегляду усталених підходів, відкритості до нових форм мислення, створюючи нові горизонти для розвитку науки та суспільства. Без міждисциплінарного підходу неможливо адекватно зрозуміти складні явища сучасного світу, проте надмірна інтеграція може привести до втрати глибини знання. У результаті інтердисциплінарність постає як динамічний процес, як пошук балансу між спеціалізацією та інтеграцією[8]. Інтеграція не є механічним додаванням певної сукупності знань. Вона передбачає глибоке переосмислення методів і їх адаптацію до нових дослідницьких умов. У цьому контексті виникає поняття «методологічного синтезу», коли формується нова дослідницька рамка, що поєднує різні способи пізнання. Дослідники зауважують, що успішна інтеграція можлива лише за умов: розуміння обмежень кожного методу, здатності до критичного мислення, відкритості до альтернативних підходів. Вочевидь, інтеграція методів спонукає до виникнення нових гібридних методологій. До прикладу, поєднання математичного моделювання з методами соціологічного опитування дозволяє глибше аналізувати суспільні процеси.

Зауважимо, що розвиток інтеграції відбувався поступово. У цьому процесі виокремлюють декілька рівнів. Найпростішою формою інтеграції є мультидисциплінарність. На цьому рівні знання з різних дисциплін "працюють" паралельно над проблемою, але без глибокої інтеграції, зберігаючи свої методи та підходи [3]. Вищим рівнем інтеграції є трансдисциплінарність, де знання виходять за межі науки як такої і включає практичні знання, досвід суспільства, культурний контекст. Тут стираються кордони не лише між дисциплінами, а й між наукою та поза науковими формами знання.

Сучасна методологія наукових досліджень визначає відмінності між інтердисциплінарністю та трансдисциплінарністю й мультидисциплінарністю. Попри те, що у публицистичному дискурсі часто ці терміни вживають як синонімічні, вони мають суттєві смислові відмінності. Так, мультидисциплінарність трактується як залучення знань з різних дисциплін без їх інтеграції, зберігаючи автномність, але дозволяють вирішити окреслену проблему, трансдисциплінарність виходить за межі академічної науки, залучаючи соціальний контекст та практичний досвід [3, с. 38]. На думку дослідників, у педагогічних дослідженнях найбільш продуктивною є саме інтердисциплінарна модель, оскільки вона дозволяє гнучко поєднувати гуманітарні, соціальні й технічні підходи в аналізі освітніх процесів [3, с.41].

Отож, інтердисциплінарність є ознакою нової наукової раціональності. Вона відображає перехід від “науки про об’єкти” до “науки про системи та взаємодії”. Методологія інтердисциплінарних досліджень є динамічною та багатовимірною. Вона вимагає від дослідника не лише глибоких знань у власній галузі, а й здатності до міждисциплінарного діалогу, критичного аналізу та творчого мислення [13]. Інтеграція методів відкриває нові можливості, але водночас потребує обережності. Узгодження термінології сприяє ефективній комунікації, проте не повинно зводити нанівець різноманітність підходів. Забезпечення валідності й об’єктивності стає складнішим, але водночас більш гнучким і рефлексивним процесом. Інтердисциплінарність постає не лише як інструмент дослідження, а як нова культура наукового мислення, що відповідає викликам сучасного світу.

Сучасна освіта переживає глибоку трансформацію, зумовлену як глобалізаційними процесами, так і стрімким розвитком технологій. У цьому контексті інтердисциплінарність стає не просто додатковим елементом навчання, а фундаментальним принципом побудови освітніх систем [10]. Вона дозволяє формувати цілісне бачення світу, готувати учнів і студентів до вирішення складних реальних проблем та адаптації до швидких змін. Традиційна модель освіти, що базується на чітко розмежованих дисциплінах, дедалі частіше піддається критиці. Вона ефективно передає знання, але не завжди сприяє їх застосуванню в реальному житті [11; 12]. У відповідь на ці обмеження виникають нові освітні моделі, що інтегрують різні галузі знань.

Однією з таких моделей є STEM-освіта (наука, технології, інженерія, математика), яка згодом розширилася до STEAM, додаючи мистецтво як важливий компонент творчості. Йдеться, забезпечення розвитку навичок системного мислення та посилення їх практичного спрямування, у річище формування особливого “підходу до світу, критичного шляху мислення, навичок дослідження і взаємодії зі світом”, оскільки досягнення у

сучасному світі визначаються “не стільки тим у чому Ви обізнані, скільки тим, що Ви можете зробити з тим, у чому Ви обізнані”[5, с. 127]. У цих підходах акцент робиться на міждисциплінарних проєктах, де учні вирішують практичні завдання, застосовуючи знання з різних сфер одночасно.

Ще одним напрямом є проблемно-орієнтоване навчання (Problem-Based Learning), де навчальний процес організовується навколо реальних або наближених до реальності проблем. Це стимулює студентів не лише засвоювати інформацію, а й інтегрувати її, аналізувати та застосовувати. Сучасні курикулуми також дедалі частіше включають модулі, що поєднують гуманітарні та технічні науки. Як приклад, курси з цифрової етики або соціальних аспектів технологій. Це свідчить про розуміння того, що жодна галузь знань не існує ізольовано. В українському контексті ці тенденції проявляються в реформах освіти, зокрема у впровадженні компетентнісного підходу, який передбачає формування не лише знань, а й умінь їх інтегрувати та застосовувати.

Цифрові технології також стали ключовим фактором розвитку інтердисциплінарності в освіті. Вони не лише розширюють доступ до знань, а й створюють нові форми навчання. Онлайн-платформи, віртуальні лабораторії, симуляції дозволяють об’єднувати різні дисципліни в межах одного навчального середовища. Наприклад, вивчення екології може поєднуватися з аналізом даних, програмуванням і соціальними дослідженнями. Особливу роль відіграє штучний інтелект. Системи на основі штучного інтелекту можуть адаптувати навчальний процес до індивідуальних потреб учнів, аналізувати їхній прогрес і пропонувати персоналізовані завдання. Це відкриває нові можливості для інтеграції знань, оскільки навчання стає більш гнучким і контекстуалізованим. Окрім того, сам штучний інтелект є продуктом інтердисциплінарності, поєднуючи інформатику, математику, когнітивні науки та філософію. Його вивчення автоматично включає міждисциплінарний підхід. Водночас дослідники звертають увагу на виклики, пов’язані з цифровізацією: ризик поверхневого засвоєння знань, залежність від технологій, етичні питання використання даних. Вочевидь важливо не лише впроваджувати технології, а й формувати критичне ставлення до них.

Однією з ключових цілей інтердисциплінарної освіти є розвиток критичного мислення. У світі, де інформація є надзвичайно доступною, здатність аналізувати, оцінювати та інтерпретувати її стає важливішою за просте запам’ятовування. Інтердисциплінарний підхід сприяє цьому, оскільки він: демонструє різні перспективи на одну проблему, стимулює порівняння та аналіз, вчить працювати з неоднозначністю. У підсумку, це

сприяє розвитку здатності ставити запитання, сумніватися в очевидному та шукати обґрунтовані відповіді. Критичне мислення формується не через передачу готових істин, а через активну участь у навчальному процесі. Саме тому інтердисциплінарні курси часто включають дискусії, проєктну роботу, аналіз кейсів.

Релевантним є також розвиток метакогніції — усвідомлення власного мислення. Здобувачі вищої освіти вчаться не лише думати, а й розуміти, як вони думають, які припущення роблять і як можуть їх перевірити.

Інтердисциплінарність у сучасній освіті є відповіддю на складність і динамічність світу. Вона змінює не лише зміст навчання, а й саму його логіку, від передачі знань до їх інтеграції та застосування. Нові освітні моделі сприяють формуванню цілісного бачення, цифрові технології розширюють можливості навчання, а розвиток критичного мислення забезпечує здатність орієнтуватися в інформаційному середовищі. У підсумку інтердисциплінарна освіта готує не просто фахівців, а мислячих, адаптивних і відповідальних громадян, здатних діяти в умовах невизначеності та створювати нові знання на перетині різних сфер.

Обмеженнями впровадження інтердисциплінарного підходу в освітніх практиках є ризик спрощення, без належного теоретичного підгрунтя, що у підсумку формує фрагментарне знання, яке важко використовувати у практичній діяльності. Ще одним суттєвим викликом є інституційна структура науки та освіти, яка традиційно побудована за дисциплінарним принципом. Загалом освітні інституції орієнтовані на чітко визначені наукові галузі. Це створює низку бар'єрів для інтердисциплінарних досліджень: складність отримання фінансування, оскільки проєкти не завжди вписуються у стандартні категорії; труднощі з публікацією результатів у профільних журналах; відсутність чітких критеріїв оцінювання для міждисциплінарних робіт; обмежені можливості кар'єрного зростання для дослідників, які працюють "на межі" дисциплін [2]. Окрім того, існує проблема академічної культури. Представники різних дисциплін можуть мати різні підходи до дослідження, різні стандарти доказовості та навіть різні уявлення про те, що вважається "науковим". Подолання цих бар'єрів вимагає інституційних змін: створення міждисциплінарних центрів, гнучких освітніх програм, нових форматів фінансування та оцінювання.

Висновки. Отже, принцип інтердисциплінарність відкриває нові можливості для науки та освіти, але водночас ставить перед ними складні виклики. Ризик поверхневості знань вимагає збереження балансу між широтою і глибиною. Інституційні бар'єри потребують реформ і гнучких підходів до організації наукової діяльності. Проблеми оцінювання

змушують переглядати традиційні критерії науковості. Інтердисциплінарність - це не лише інноваційний підхід, а й складний процес, який потребує критичного осмислення, адаптації та постійного розвитку. Саме через подолання цих викликів вона здатна реалізувати свій потенціал як одного з ключових напрямів розвитку сучасної науки й освіти.

Попри очевидні переваги інтердисциплінарності, її впровадження супроводжується низкою суттєвих труднощів. Вони пов'язані як із природою самого підходу, так і з особливостями організації науки та освіти. Розуміння цих викликів дозволяє більш реалістично оцінити потенціал інтердисциплінарності та уникнути спрощених уявлень про неї як універсальне рішення.

Перспективами подальших досліджень буде аналіз можливостей трансдисциплінарного підходу у наукових дослідженнях та освіті.

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ПІДГОТОВКА ВЧИТЕЛІВ ІНФОРМАТИКИ В СИСТЕМІ ПІСЛЯДИПЛОМНОЇ ОСВІТИ ДО ВИКОРИСТАННЯ ІГРОВИХ ТЕХНОЛОГІЙ

Анотація. У статті здійснено теоретичний аналіз проблеми підготовки вчителів інформатики в системі післядипломної педагогічної освіти до використання ігрових технологій у професійній діяльності. Обґрунтовано актуальність дослідження в умовах цифрової трансформації освіти, активного впровадження дистанційного та змішаного навчання, а також зростання ролі цифрових платформ і гейміфікації у сучасному освітньому середовищі. Визначено, що використання ігрових технологій у навчанні інформатики сприяє підвищенню мотивації учнів до навчання, активізації їхньої пізнавальної діяльності, розвитку алгоритмічного мислення, цифрової творчості, навичок програмування та командної взаємодії.

Проаналізовано наукові підходи до трактування поняття гейміфікації та особливостей інтеграції цифрових ігрових платформ в освітній процес. Установлено, що сучасний учитель інформатики повинен володіти не лише технічними навичками роботи з цифровими сервісами, а й методикою педагогічно доцільного використання ігрових механік у різних формах навчання. У контексті дослідження готовність учителя інформатики до використання ігрових технологій визначено як інтегративну характеристику професійної компетентності педагога, що охоплює мотиваційний, цифровий, методичний та діяльнісний компоненти.

У статті охарактеризовано дидактичний потенціал сучасних цифрових платформ Scratch, Blockly, CodeCombat, Roblox Studio, Minecraft: Education Edition та Unity у навчанні інформатики. Визначено їхні функціональні

можливості, освітній потенціал і відповідність віковим особливостям учнів. Доведено, що використання зазначених платформ забезпечує реалізацію компетентнісного та діяльнісного підходів, сприяє інтеграції STEM-освіти, формуванню цифрової грамотності та розвитку проєктно-дослідницьких умінь школярів. Акцентовано увагу на тому, що ефективність використання цифрових ігрових середовищ значною мірою залежить від методичної готовності педагога та його здатності інтегрувати елементи гейміфікації відповідно до дидактичної мети навчання.

Визначено основні проблеми професійної підготовки вчителів інформатики до використання ігрових технологій, серед яких недостатній рівень цифрової та методичної компетентності окремих педагогів, обмежене технічне забезпечення закладів освіти, недостатня кількість адаптованих методичних матеріалів і фрагментарне використання цифрових сервісів у шкільній практиці. Обґрунтовано необхідність удосконалення системи післядипломної педагогічної освіти шляхом розроблення гнучких практико-орієнтованих програм професійного розвитку педагогів, упровадження STEM-майстерень, цифрових лабораторій, інтерактивних курсів, вебінарів та проєктної діяльності.

Установлено, що ефективна підготовка вчителів інформатики до використання ігрових технологій передбачає поєднання теоретичної та практичної складових професійного розвитку, формування готовності до самоосвітньої діяльності та безперервного професійного саморозвитку в умовах динамічного розвитку цифрових технологій. Перспективи подальших наукових досліджень пов’язані з вивченням можливостей використання штучного інтелекту, адаптивних цифрових платформ, технологій віртуальної та доповненої реальності у професійній підготовці вчителів інформатики.

Ключові слова: післядипломна педагогічна освіта, вчитель інформатики, ігрові технології, гейміфікація, цифрові платформи, цифрова компетентність, STEM-освіта, професійний розвиток педагогів, Scratch, Roblox Studio, Minecraft: Education Edition, Blockly, CodeCombat, цифровізація освіти, інтерактивне навчання, дистанційне навчання.

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TRAINING OF COMPUTER SCIENCE TEACHERS IN THE SYSTEM OF POSTGRADUATE EDUCATION FOR THE USE OF GAME-BASED TECHNOLOGIES

Abstract. The article presents a theoretical analysis of the problem of preparing computer science teachers in the system of postgraduate pedagogical education for the use of game-based technologies in professional activity. The relevance of the study is substantiated in the context of the digital transformation of education, the active implementation of distance and blended learning, as well as the growing role of digital platforms and gamification in the modern educational environment. It is determined that the use of game-based technologies in computer science education contributes to increasing students' motivation for learning, enhancing their cognitive activity, developing algorithmic thinking, digital creativity, programming skills, and teamwork abilities.

Scientific approaches to the interpretation of the concept of gamification and the peculiarities of integrating digital gaming platforms into the educational process are analyzed. It is established that a modern computer science teacher should possess not only technical skills in using digital services but also the methodology of pedagogically appropriate application of game mechanics in various forms of learning. In the context of the study, the readiness of a computer science teacher to use game-based technologies is defined as an integrative characteristic of the teacher's professional competence, encompassing motivational, digital, methodological, and activity-based components.

The article characterizes the didactic potential of modern digital platforms such as Scratch, Blockly, CodeCombat, Roblox Studio, Minecraft: Education Edition, and Unity in teaching computer science. Their functional capabilities, educational potential, and compliance with students' age characteristics are identified. It is proven that the use of these platforms ensures the implementation of competence-based and activity-oriented approaches, promotes the integration of STEM education, the formation of digital literacy, and the development of students' project-based and research skills. Attention is focused on the fact that the effectiveness of using digital gaming environments largely depends on the methodological readiness of the teacher and their ability to integrate gamification elements according to the didactic objectives of learning.

The main problems of professional training of computer science teachers for the use of game-based technologies are identified, including the insufficient level of digital and methodological competence of some teachers, limited technical support in educational institutions, an insufficient number of adapted methodological materials, and the fragmented use of digital services in school practice. The necessity of improving the system of postgraduate pedagogical

education through the development of flexible practice-oriented professional development programs for teachers, the introduction of STEM workshops, digital laboratories, interactive courses, webinars, and project-based activities is substantiated.

It is established that effective preparation of computer science teachers for the use of game-based technologies involves the combination of theoretical and practical components of professional development, the formation of readiness for self-educational activity, and continuous professional self-improvement in the conditions of the dynamic development of digital technologies. Prospects for further scientific research are related to studying the possibilities of using artificial intelligence, adaptive digital platforms, and virtual and augmented reality technologies in the professional training of computer science teachers.

Keywords: postgraduate pedagogical education, computer science teacher, game-based technologies, gamification, digital platforms, digital competence, STEM education, professional development of teachers, Scratch, Roblox Studio, Minecraft: Education Edition, Blockly, CodeCombat, digitalization of education, interactive learning, distance learning.

Постановка проблеми. Сучасний розвиток інформаційного суспільства супроводжується активною цифровізацією освітнього середовища, що суттєво змінює вимоги до професійної діяльності педагогічних працівників. Особливо це стосується вчителів інформатики, професійна діяльність яких безпосередньо пов’язана з використанням цифрових технологій, програмних засобів та інноваційних підходів до організації освітнього процесу. У таких умовах система післядипломної педагогічної освіти повинна оперативно реагувати на виклики сучасності та забезпечувати безперервний професійний розвиток учителя.

Одним із перспективних напрямів модернізації навчання інформатики є використання ігрових технологій та елементів гейміфікації. Цифрові ігрові середовища дедалі активніше впроваджуються в практику шкільної освіти, оскільки вони дозволяють підвищити мотивацію учнів до навчання, зробити освітній процес більш інтерактивним та наблизити його до потреб сучасного покоління школярів. Використання Scratch, Roblox Studio, Minecraft: Education Edition, Blockly, CodeCombat та інших платформ створює умови для розвитку алгоритмічного мислення, креативності, дослідницьких умінь та навичок командної роботи [1].

Водночас результати аналізу педагогічної практики свідчать про наявність низки суперечностей між потребою впровадження ігрових технологій у навчання інформатики та недостатнім рівнем готовності педагогів до їх використання. Значна частина вчителів не володіє достатнім

рівнем цифрової та методичної компетентності для ефективної інтеграції гейміфікації в освітній процес. Особливо гостро ця проблема проявилася в умовах дистанційного та змішаного навчання, коли педагоги були змушені швидко адаптовувати навчальний матеріал до цифрового формату та шукати нові інструменти взаємодії з учнями [2].

Проблема ускладнюється також недостатнім рівнем методичного забезпечення післядипломної підготовки педагогів щодо використання цифрових ігрових платформ. У більшості випадків професійний розвиток учителів обмежується ознайомленням із технічними можливостями окремих сервісів без належного опрацювання методики їх педагогічного використання.

Це призводить до фрагментарного впровадження ігрових технологій та знижує ефективність їх застосування у шкільній практиці.

Отже, актуальність дослідження зумовлена необхідністю вдосконалення системи післядипломної освіти вчителів інформатики, розроблення ефективних методичних підходів до використання ігрових технологій. У зв'язку з цим особливого значення набуває аналіз наукових підходів до підготовки педагогів до використання цифрових ігрових технологій, що дозволяє визначити сучасний стан розробленості проблеми та окреслити напрями її подальшого дослідження.

Аналіз досліджень і публікацій. Аналіз наукових досліджень засвідчує, що проблема підготовки педагогів до використання сучасних цифрових технологій у системі післядипломної освіти є актуальним напрямом педагогічної науки. Теоретичні та методичні аспекти професійного розвитку вчителів висвітлено у працях В. Маслова, С. Сисоєвої, Г. Єльникової та інших учених. Питання використання інформаційно-комунікаційних технологій у підготовці педагогів досліджували С. Лабудько, О. Токарська, О. Стоїк та ін. Окремий напрям сучасних педагогічних досліджень пов'язаний із пошуком ефективних способів інтеграції цифрових ігрових технологій в освітній процес.

Особливості впровадження квест-технологій в освітній процес розкрито у працях І. Сокол, В. Камінської, Т. Трофімук-Кирилової, які обґрунтовують їхній вплив на розвиток мотивації, творчого мислення та дослідницьких умінь учнів і педагогів. Сучасні дослідження також акцентують увагу на інтеграції STEM-підходу, гейміфікації та цифрових платформ у професійну підготовку вчителів.

У сучасних педагогічних розвідках гейміфікація розглядається як інноваційний підхід до організації освітнього процесу, який сприяє підвищенню мотивації учнів, активізації їхньої пізнавальної діяльності та формуванню ключових компетентностей XXI століття.

Дослідники наголошують, що використання цифрових ігор та інтерактивних платформ у навчанні інформатики сприяє розвитку логічного та алгоритмічного мислення, формуванню навичок аналізу, моделювання та програмування. Зокрема, Scratch і Blockly забезпечують візуалізацію програмних конструкцій та полегшують засвоєння базових понять програмування, тоді як Roblox Studio і Minecraft: Education Edition дозволяють реалізовувати складніші STEM-проєкти, пов'язані зі створенням цифрових моделей і віртуальних середовищ [3].

Науковці підкреслюють, що гейміфікація не обмежується використанням гри як форми діяльності. Йдеться про цілеспрямоване впровадження ігрових механік – системи балів, рейтингів, рівнів, нагород, віртуальних місій та інтерактивних сценаріїв – для стимулювання навчальної активності учнів [4].

Такий підхід сприяє формуванню позитивної мотивації до навчання, розвитку самостійності та залученню учнів до виконання складних пізнавальних завдань.

У працях сучасних учених значна увага приділяється проблемі формування цифрової компетентності педагогів. Дослідники наголошують, що сучасний учитель має бути готовим до використання цифрових технологій, онлайн-сервісів та інтерактивних платформ у професійній діяльності [5]. Водночас цифрова компетентність педагога розглядається не лише як володіння технічними навичками, а як здатність ефективно інтегрувати цифрові інструменти в освітній процес.

Окремі дослідження присвячені підготовці педагогів до використання ігрових технологій у системі післядипломної освіти. Учені акцентують увагу на необхідності оновлення змісту професійного розвитку вчителів, упровадження практико-орієнтованих форм навчання та створення умов для безперервного професійного саморозвитку педагогів [6].

Водночас аналіз наукової літератури свідчить, що проблема підготовки вчителів інформатики до використання ігрових технологій у системі післядипломної освіти досліджена недостатньо. Потребують подальшого обґрунтування педагогічні умови, методичні механізми та організаційні форми професійної підготовки педагогів до інтеграції цифрових ігрових платформ в освітній процес.

Метою статті є теоретичне обґрунтування особливостей підготовки вчителів інформатики в системі післядипломної освіти до використання ігрових технологій у професійній діяльності, а також визначення ефективних методичних підходів до формування цифрової та методичної компетентності педагогів у контексті сучасної цифрової трансформації освіти.

Досягнення поставленої мети потребує розгляду сучасних цифрових платформ та визначення їхнього потенціалу у професійній підготовці вчителів інформатики.

Виклад основного матеріалу. Система післядипломної педагогічної освіти в сучасних умовах має забезпечувати не лише оновлення професійних знань педагогів, а й формування їхньої готовності до використання інноваційних освітніх технологій.

Особливої актуальності це набуває у сфері викладання інформатики, де цифрове середовище є невід'ємною складовою освітнього процесу. Саме тому використання ігрових технологій поступово перетворюється на один із провідних напрямів професійної підготовки вчителів інформатики.

У контексті даного дослідження ігрові технології розглядаються як сукупність цифрових та методичних засобів організації навчальної діяльності, спрямованих на підвищення мотивації, активізації пізнавальної діяльності та формування цифрових компетентностей учнів.

Готовність учителя інформатики до використання ігрових технологій трактуємо як інтегративну характеристику професійної компетентності педагога, що охоплює мотиваційний, цифровий, методичний та діяльнісний компоненти й забезпечує ефективну інтеграцію гейміфікації в освітній процес.

Дослідники В. Чихун та В. Круглик виокремлюють кілька головних тенденцій у навчанні майбутніх фахівців із цифрових технологій. Зокрема, вони відзначають активне впровадження гейміфікації та її аналіз, технологічну модернізацію освітнього простору, популярність онлайн-платформ і перехід до міждисциплінарності. Крім того, підсилюється увага до індивідуальних освітніх траєкторій, розв'язання гострих проблем цифрової трансформації освіти та постійного підвищення кваліфікації викладачів [1, с. 235-237].

Особливість дидактичних ігор полягає в тому, що вони цілеспрямовано розробляються дорослими відповідно до визначених педагогічних завдань, серед яких – сенсорний розвиток, формування мовленнєвих умінь, ознайомлення з навколишнім середовищем та розвиток елементарних математичних уявлень [7, с. 44].

Результати сучасних педагогічних досліджень та освітньої практики засвідчують підвищення рівня навчальної залученості учнів за умов використання інтерактивних цифрових середовищ, у яких поєднуються елементи гри, дослідження, творчості та командної взаємодії. Ігрові технології дозволяють зробити процес навчання більш динамічним, емоційно насиченим і практично спрямованим. Особливо це важливо під час вивчення програмування, де складні алгоритмічні конструкції можуть

спричинити труднощі в учнів та знижувати їхню мотивацію до навчання. Використання платформ Scratch та Blockly створює сприятливі умови для формування базових навичок програмування через візуальне моделювання алгоритмів. Учні мають можливість працювати з блоковими конструкціями, створювати анімації, інтерактивні історії та прості ігри, що забезпечує поступове формування алгоритмічного мислення та розуміння логіки програмування. Для вчителя такі платформи є ефективним інструментом адаптації навчального матеріалу до вікових особливостей школярів. Наприклад, під час вивчення теми «Алгоритми з розгалуженням» учні можуть створювати у Scratch інтерактивні мініігри з використанням умовних операторів, а у Blockly – виконувати покрокове програмування персонажів у форматі цифрових квестів.

На відміну від середовищ візуального програмування, симуляційні та ігрові платформи нового покоління орієнтовані на створення комплексних цифрових проєктів і розвиток міжпредметних компетентностей.

Попри значний освітній потенціал Minecraft: Education Edition, використання платформи для вивчення основ алгоритмізації у школі не завжди є педагогічно доцільним, особливо на початкових етапах навчання програмування. Більш ефективною альтернативою Scratch є Code Studio, що забезпечує ознайомлення з основами алгоритмізації через інтерактивні завдання та ігрові механіки, сприяючи розвитку алгоритмічного мислення як складника цифрової компетентності [8, с. 174].

Поряд із середовищами візуального програмування дедалі більшого значення набувають складніші платформи, зокрема Unity та Roblox Studio. Unity дає змогу створювати 2D- та 3D-проєкти, опановуючи складні поняття, пов’язані з фізикою об’єктів і алгоритмами взаємодії. Водночас Roblox Studio сприяє розвитку не лише технічних умінь, а й творчого мислення та навичок командної роботи. Важливою проблемою залишається недостатня локалізація таких цифрових середовищ [9, с. 37].

У практиці STEM-навчання Roblox Studio може використовуватися для створення віртуальних моделей «розумного міста», де учні проєктують цифрову інфраструктуру та програмують взаємодію об’єктів. Minecraft: Education Edition доцільно застосовувати під час інтегрованих занять з інформатики та математики для моделювання геометричних конструкцій або дослідження алгоритмів побудови об’єктів.

Поряд із середовищами візуального програмування активно використовуються більш складні платформи, зокрема Roblox Studio та Minecraft: Education Edition, які дозволяють реалізовувати проєктно-дослідницький підхід у навчанні інформатики. Використання таких платформ сприяє розвитку просторового мислення, навичок моделювання,

командної взаємодії та створення цифрових продуктів. Крім того, вони забезпечують інтеграцію інформатики з математикою, фізикою, технологіями та мистецтвом, що відповідає сучасним підходам до реалізації STEM-освіти. Разом із тим надмірне використання ігрових механік без чіткого педагогічного проєктування може призводити до зміщення акценту з навчального результату на розважальний компонент.

Для ефективного використання цифрових ігрових платформ у навчанні інформатики важливо враховувати їхні функціональні можливості, освітній потенціал та відповідність віковим особливостям учнів. Узагальнену характеристику найбільш поширених платформ подано в таблиці 1.

Таблиця 1

Дидактичний потенціал цифрових ігрових платформ у навчанні інформатики

Платформа	**Основне призначення**	**Компетентності, що формуються**	**Рекомендована вікова категорія**
Scratch	Візуальне програмування	алгоритмічне мислення, логічне мислення, креативність	5–7 класи
Blockly	Основи алгоритмізації	послідовність дій, логічне мислення	5–6 класи
CodeCombat	Ігрове навчання програмування	навички програмування, аналіз помилок	6–8 класи
Minecraft: Education Edition	STEM-моделювання та проєктна діяльність	просторове мислення, командна взаємодія	5–9 класи
Roblox Studio	Створення цифрових ігор та 3D-середовищ	програмування, цифрова креативність	8–11 класи
Unity	Розроблення 2D/3D-проєктів	моделювання, проєктування, STEM-компетентності	9–11 класи

Представлені цифрові середовища відрізняються функціональними можливостями, рівнем складності та дидактичним потенціалом. Їх використання у навчанні інформатики забезпечує реалізацію компетентнісного та діяльнісного підходів, сприяє розвитку цифрової творчості учнів і створює умови для інтеграції STEM-освіти в сучасне освітнє середовище. Аналіз зазначених платформ дозволяє стверджувати, що їх

ефективність у навчанні інформатики залежить не стільки від технічних можливостей середовища, скільки від здатності вчителя інтегрувати ігрові механіки у структуру навчального заняття відповідно до дидактичної мети. Як зазначають В. Чихун та В. Круглик, «для ефективної реалізації гейміфікаційних стратегій потрібен комплексний підхід, який охоплює як технічні, так і педагогічні аспекти» [10, с. 238].

Учитель інформатики в умовах цифрової трансформації освіти має виступати не лише носієм знань, а й наставником у цифровому освітньому середовищі, використовуючи технології для створення навчальних матеріалів.

Важливо також володіти інноваційними методиками, зокрема адаптивним, змішаним і дистанційним навчанням, хмарними технологіями, моделями «віртуального» та «перевернутого» класу, а також елементами гейміфікації, персоналізації й цифрового сторітелінгу [11, с. 145].

Підготовка вчителів інформатики до використання зазначених платформ повинна мати практико-орієнтований характер. Ефективними формами професійного розвитку педагогів є тренінги, STEM-майстерні, цифрові лабораторії, вебінари, інтерактивні курси та проєктна діяльність. Важливим чинником є моделювання реальних освітніх ситуацій, у межах яких педагоги можуть апробувати цифрові інструменти.

Наприклад, у межах STEM-майстерень педагоги можуть розробляти інтегровані цифрові квести, що поєднують елементи програмування, математичного моделювання та командного розв’язання проблемних ситуацій.

Однією з важливих складових професійної підготовки педагогів є формування методичної готовності до використання гейміфікації. Учитель повинен уміти поєднувати навчальні цілі з елементами гри, використовувати систему рейтингу, віртуальні нагороди, цифрові місії та інтерактивні сценарії для підтримання навчальної мотивації учнів. При цьому важливо, щоб ігрові елементи не замінювали зміст навчання, а виступали засобом активізації пізнавальної діяльності та створення позитивного емоційного середовища.

В інтернеті існує чимало онлайн-інструментів, які дають змогу вчителям створювати інтерактивний навчальний контент у форматі ігор, вікторин, головоломок, симуляцій і мультимедійних презентацій без глибоких знань програмування. Зокрема, Educaplay дозволяє конструювати різні мультимедійні вправи, ігри та завдання на відповідність, а також вікторини.

У свою чергу, Kahoot! спеціалізується на створенні інтерактивних вікторин і опитувань із використанням елементів гейміфікації [12, с. 67].

На відміну від традиційних форм контролю знань, інтерактивні сервіси забезпечують миттєвий зворотний зв'язок і підвищують рівень залучення учнів до навчальної діяльності.

У сучасних умовах не менш актуальним залишається використання ігрових технологій під час дистанційного та змішаного навчання. Цифрові платформи дозволяють підтримувати взаємодію між учителем і учнями, організовувати групову діяльність, проводити інтерактивні заняття та забезпечувати оперативний зворотний зв'язок. Водночас практика показує, що педагоги часто стикаються з труднощами, пов'язаними з недостатнім рівнем технічного забезпечення, відсутністю адаптованих методичних матеріалів та недостатнім досвідом використання інтерактивних платформ.

У зв'язку з цим система післядипломної педагогічної освіти повинна забезпечувати створення гнучких програм професійного розвитку, орієнтованих на реальні потреби вчителів інформатики. Такі програми мають поєднувати теоретичну підготовку з практичним використанням цифрових сервісів, розробленням інтерактивного контенту та формуванням навичок педагогічного проєктування цифрового освітнього середовища.

Важливим напрямом удосконалення професійної підготовки педагогів є також розвиток їхньої готовності до самоосвітньої діяльності. Швидкий розвиток цифрових технологій зумовлює необхідність постійного оновлення професійних знань та опанування нових платформ і сервісів. Саме тому система післядипломної освіти повинна формувати у педагогів мотивацію до безперервного професійного розвитку та здатність самостійно адаптуватися до змін у цифровому освітньому середовищі.

Висновки. Проведений аналіз наукових джерел і сучасної педагогічної практики дає підстави стверджувати, що використання ігрових технологій у навчанні інформатики є одним із перспективних напрямів модернізації освітнього процесу в умовах цифрової трансформації освіти. Інтеграція цифрових ігрових платформ у професійну діяльність учителя сприяє підвищенню мотивації учнів до навчання, розвитку алгоритмічного мислення, творчих здібностей, цифрової грамотності та навичок командної взаємодії.

Установлено, що сучасний учитель інформатики повинен володіти не лише технічними навичками роботи з цифровими платформами, а й методикою їх педагогічно доцільного використання. Водночас важливою є його методична готовність до використання елементів гейміфікації в освітньому процесі. Це передбачає здатність педагога адаптувати цифрові інструменти до змісту навчання, проєктувати інтерактивне освітнє середовище, організовувати проєктну та дослідницьку діяльність учнів, а також забезпечувати підтримання їхньої пізнавальної активності в умовах очного, змішаного та дистанційного навчання.

Доведено необхідність комплексної підготовки вчителя інформатики до педагогічно доцільного використання цифрових ігрових платформ у різних форматах навчання. Ефективність такої підготовки значною мірою залежить від поєднання теоретичної та практичної складових професійного розвитку педагогів. Найбільш результативними формами підготовки визначено тренінги, цифрові лабораторії, STEM-майстерні, інтерактивні курси, вебінари та проєктну діяльність, орієнтовані на створення власного цифрового освітнього контенту.

Визначено, що використання платформ Scratch, Blockly, Roblox Studio, Minecraft: Education Edition та CodeCombat дозволяє реалізовувати діяльнісний і компетентнісний підходи в навчанні інформатики, забезпечує інтеграцію STEM-освіти та створює умови для розвитку цифрової творчості учнів. Разом із тим установлено наявність низки проблем, пов'язаних із недостатнім рівнем цифрової та методичної компетентності окремих педагогів, обмеженим технічним забезпеченням закладів освіти та недостатньою кількістю адаптованих методичних матеріалів.

Удосконалення системи післядипломної освіти вчителів інформатики повинно бути спрямоване на розроблення гнучких практико-орієнтованих програм професійного розвитку, які враховують сучасні тенденції цифровізації освіти та потреби педагогів у використанні інноваційних освітніх технологій. Результати аналізу засвідчують доцільність формування у вчителів готовності до безперервного професійного саморозвитку, опанування нових цифрових сервісів та інтеграції ігрових технологій у сучасне освітнє середовище. Ефективність підготовки вчителів інформатики до використання ігрових технологій забезпечується за умов поєднання практико-орієнтованого навчання, цифрової підтримки професійного розвитку та систематичного методичного супроводу педагогів.

Перспективи подальших наукових досліджень пов'язані з вивченням можливостей використання штучного інтелекту, адаптивних цифрових платформ, віртуальної та доповненої реальності у професійній підготовці вчителів інформатики, а також із розробленням методичних моделей інтеграції ігрових технологій у систему післядипломної педагогічної освіти.

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ФОРМУВАННЯ ІНДИВІДУАЛЬНОГО СТИЛЮ МАЙБУТНЬОГО ХУДОЖНИКА У ПРОЦЕСІ ВИВЧЕННЯ МИСТЕЦЬКИХ ДИСЦИПЛІН

Анотація. Стаття присвячена питанням формування індивідуального стилю майбутнього художника у процесі вивчення мистецьких дисциплін як важливої складової професійного становлення здобувачів мистецької освіти. Актуалізовано проблему розвитку авторської художньої манери в умовах сучасної професійної підготовки, що передбачає не лише засвоєння академічних основ образотворчого мистецтва, а й формування здатності до творчого самовираження, індивідуальної інтерпретації художнього образу та усвідомленого вибору художніх засобів.

Авторки статті проаналізували наукові підходи до розуміння сутності поняття «індивідуальний стиль», розкрили його взаємозв'язок із творчим розвитком особистості художника та визначили показники сформованості індивідуального стилю майбутнього фахівця. З'ясовано, що індивідуальний стиль художника виявляється у способах художнього мислення, особливостях втілення художнього образу, виборі технік, технологій, виражальних і зображувальних засобів, а також у здатності митця передавати власний світогляд, емоційний стан і ціннісні орієнтири через художню творчість.

Авторки визначають переваги впровадження практико-орієнтованих форм роботи, що сприяють формуванню індивідуального стилю майбутніх художників. До таких віднесено використання творчих і проблемно-орієнтованих завдань, художнього експериментування, стилізації та авторської інтерпретації форми, рефлексії власної творчої діяльності, участі у мистецьких проєктах, мистецтвознавчих читаннях і проведенні майстер-класів.

Наголошується, що формування індивідуального стилю є складним, поетапним процесом, який відбувається у взаємозв'язку з розвитком особистісних якостей майбутнього художника, зокрема оригінальності мислення, творчої ініціативності, самобутності, рефлексії та здатності до художнього пошуку. Важливу роль у цьому процесі відіграє вивчення історії образотворчого мистецтва, що сприяє осмисленню закономірностей становлення творчої манери митців, а також розумінню взаємозв'язку між культурно-історичним контекстом, художньою формою та авторським баченням. Зроблено висновок, що результатом формування індивідуального стилю є становлення індивідуальної художньої мови, здатності до творчого переосмислення форми та професійної самореалізації майбутнього художника.

Ключові слова: індивідуальний стиль; майбутній художник; мистецькі дисципліни; художньо-творча діяльність; професійна підготовка.

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FORMATION OF THE INDIVIDUAL STYLE OF A FUTURE ARTIST IN THE PROCESS OF STUDYING ART DISCIPLINES

Abstract. The article addresses the issue of forming the individual style of a future artist in the process of studying art disciplines as an essential component of the professional development of art students. The study highlights the relevance of developing an authorial artistic manner within contemporary professional training, which involves not only mastering the academic foundations of fine arts but also fostering the ability for creative self-expression, individual interpretation of artistic images, and conscious selection of artistic means.

The authors analyze scientific approaches to understanding the essence of the concept of «individual style,» reveal its interrelation with the creative development of an artist's personality, and identify indicators of the formation of an individual style in future specialists. It has been found that an artist's individual style manifests itself in modes of artistic thinking, peculiarities of artistic image

embodiment, the choice of techniques, technologies, expressive and visual means, as well as in the artist's ability to convey personal worldview, emotional state, and value orientations through artistic creativity.

The authors identify the advantages of implementing practice-oriented forms of work that contribute to the formation of the individual style of future artists. These include the use of creative and problem-oriented tasks, artistic experimentation, stylization and authorial interpretation of form, reflection on one's own creative activity, participation in artistic projects, art studies readings, and conducting workshops.

It is emphasized that the formation of an individual style is a complex and stage-by-stage process interconnected with the development of personal qualities of a future artist, including originality of thinking, creative initiative, individuality, reflection, and the ability for artistic exploration. An important role in this process belongs to the study of the history of fine arts, which contributes to understanding the patterns of artists' creative manner formation, as well as the relationship between cultural and historical context, artistic form, and authorial vision. It is concluded that the result of forming an individual style is the establishment of an individual artistic language, the ability to creatively reinterpret form, and the professional self-realization of a future artist.

Keywords: individual style; future artist; art disciplines; artistic and creative activity; professional training.

Постановка проблеми. У сучасних умовах трансформації мистецької освіти особливої ваги набуває проблема формування авторської позиції майбутнього художника як інтегральної характеристики його професійної позиції. Зміна освітніх парадигм, вплив цифрового середовища, а також суспільні виклики, зумовлені війною, актуалізують потребу у фахівцях, здатних не лише відтворювати художні зразки, а й формувати власне образно-смислове бачення. Відповідно до галузевого стандарту та освітніх програм підготовки фахівців образотворчого мистецтва передбачено формування фахових компетентностей, у тому числі: здатність формулювати цілі особистісного професійного розвитку та умови їх досягнення, враховуючи тенденції розвитку галузі професійної діяльності, етапів професійного зростання та індивідуально-особистісних особливостей; здатність генерувати авторські інноваційні пошуки в практику сучасного мистецтва; здатність інтерпретувати смисли та засоби їх втілення у мистецькому творі; здатність володіти знаннями й уміннями, спрямованими на досягнення успіху в професійній кар'єрі, враховуючи тенденції розвитку галузі професійної діяльності, індивідуально-особистісних особливостей [1]. У цьому контексті мистецькі дисципліни – рисунок, живопис,

декоративно-прикладне мистецтво виступають не лише як засоби формування технічних навичок, але й як простір становлення індивідуального стилю діяльності художника. Не менш важливим освітнім компонентом, що позитивно впливає на становлення індивідуального стилю майбутнього художника, є історія образотворчого мистецтва, яка формує цілісне уявлення про закономірності розвитку мистецтва, індивідуальні творчі манери митців та чинники, що зумовлювали їх виникнення. Опрацювання творчості художників різних епох і мистецьких напрямів сприяє усвідомленню взаємозв'язку між світоглядом автора, культурно-історичним контекстом, художніми засобами та особливостями втілення образу. Це створює підґрунтя для осмисленого творчого вибору, розвитку художнього мислення та поступового вироблення власної авторської манери майбутнього художника.

Аналіз останніх досліджень і публікацій. Проблемі професійної освіти майбутніх фахівців мистецького спрямування присвячені роботи О. Музики, В. Орлова, М. Пічкура, О. Перепелиці, Т. Саєнко, Є. Силка, О. Шевнюк.

Вагомим є дослідження проблем професійної освіти, що проведене В. Орловим, у якому обґрунтовується, що ефективність процесу професійного становлення фахівця мистецьких дисциплін є ефективним, коли створені умови для розвитку здатності усвідомлювати ціннісний смисл своєї професії, інтегрувати у власній свідомості духовно-особистісні та професійні аспекти професійної діяльності, визначати своє місце, роль і значення в ній та навчитись перетворювати себе; забезпечення особистісно-смислової організації рефлексивного мислення і художньо-педагогічної діяльності, що стає дієвим фактором духовно-особистісного самопізнання і професійного самовдосконалення [2].

Сучасні дослідники індивідуального стилю митця – письменника, художника, композитора – наголошують, що формування індивідуального стилю тісно пов'язане з творчим розвитком особистості, а сам процес його становлення є актом творчого освоєння культури. У цьому контексті привертає увагу підхід О. Шевнюк, яка серед ефективних методів розвитку креативності майбутніх художників виокремлює методи репродуктивного рівня, спрямовані на стимулювання творчої активності, а також методи продуктивного рівня – творчих ситуацій і творчих вправ. З погляду формування індивідуального стилю художника продуктивними є завдання, що орієнтують студентів на накопичення та осмислення власного творчого досвіду: колекціонування художніх ідей, фіксацію незвичних і повсякденних ситуацій, випадкових образів та візуальних спостережень в арт-буках із використанням різних технік образотворчості, фактур, текстур і

способів колажування. Водночас ефективним є метод творчих ситуацій, що передбачає розв'язання певної суперечності, аналіз художньої проблеми з іншого ракурсу або створення альтернативного образного вирішення предмета чи явища.

Такі підходи сприяють розвитку творчої гнучкості, індивідуального художнього бачення та виробленню авторської манери майбутнього митця [3].

Цілком погоджуємось із твердженням О. Музики щодо важливості впливу особистісно-смислової організації навчального процесу майбутніх художників-педагогів, створення емоційно-психологічних установок на виявлення ними своєї унікальності й індивідуального стилю, реалізації творчих задумів [4].

У контексті дослідження факторів, що впливають на становлення індивідуального стилю майбутнього художника, доцільно враховувати і роль освітнього середовища, яке, як відзначає Є. Силко, є підсистемою соціокультурного середовища, тобто є і сукупністю історично сформованих факторів, обставини, ситуацій, і цілісністю спеціально організованих педагогічних умов розвитку особистості студента [5].

Мета статті – визначення особливостей формування індивідуального стилю майбутніх художників у процесі вивчення мистецьких дисциплін

Виклад основного матеріалу. Зміст поняття «стиль» у словнику української мови тлумачиться як «сукупність ознак, які характеризують мистецтво певного часу та напряму або індивідуальну манеру художника стосовно ідейного змісту й художньої форми, … сукупність прийомів, характерних рис якої-небудь діяльності, поведінки, методу роботи [6, с. 697–698].

Сутність індивідуального стилю в психології визначається як «стала індивідуально-специфічна система психологічних засобів, прийомів, навичок, способів виконання тієї чи іншої діяльності» [7, с. 104]

Дослідники індивідуального стилю фахівців у різних сферах діяльності визначають індивідуальний стиль як:

– систему індивідуально-своєрідних прийомів і способів діяльності, яка обумовлена певними особистими якостями та забезпечує успішне виконання людиною певної діяльності, у сукупності мотиваційно-ціннісного, когнітивно-художнього, креативно-особистісного й активно-творчого компонентів (О. Перепелиця [8]);

– «психологічне новоутворення особистості, завдяки якому успішно здійснюється становлення його творчої індивідуальності, котра спонтанно й цілеспрямовано знаходить свою реалізацію в художній діяльності з метою створення оригінального художнього образу» (Т. Козелець [9, с. 184]);

У контексті діяльності художника ми вважаємо, що індивідуальний стиль – це стала індивідуально-специфічна система засобів, прийомів, способів художньої діяльності для створення оригінального художнього образу, яка визначається особистісними якостями і відображає світогляд, емоції та індивідуальність художника. Потреба у формуванні індивідуального стилю художника зумовлена тим, що у його діяльності є існування «зони операціональної невизначеності» [7, с. 104], тобто для досягнення мети створення художнього образу можна вибирати різні способи діяльності, техніки, прийоми, технології.

Ми визначаємо такі показники сформованості індивідуального стилю майбутнього художника:

– сформована набаченість творів образотворчого мистецтва загалом і окремих його видів зокрема, що забезпечує розвинене художнє сприйняття та здатність до візуального аналізу;

– наявність уявлення про оригінальні художні засоби втілення власних ідей та образів, здатність до пошуку індивідуальних способів художнього висловлювання;

– володіння техніками і технологіями образотворчого мистецтва, достатніми для реалізації творчого задуму та адекватного добору художніх засобів;

– розвинені вміння порівнювати можливості різних технік і засобів виразності для створення одного й того самого художнього образу та здійснювати свідомий вибір найбільш доцільних для реалізації авторського задуму;

– уміння творчо переосмислювати художні засоби і прийоми, співвідносячи їх з академічними основами рисунка, живопису, декоративно-ужиткового мистецтва чи інших видів образотворчої діяльності;

– здатність відображати у художньому творі образ автора, його світогляд, емоційний стан та індивідуальність, що забезпечує неповторність художнього висловлювання й впливає на характер художньої інтерпретації дійсності через вибір виражальних та зображувальних засобів;

– здатність обґрунтовувати авторську позицію як цілісну систему світоглядних, ціннісних і художньо-образних орієнтирів, що визначають спосіб осмислення та інтерпретації реальності у творчому процесі;

– уміння поєднувати загальне й індивідуальне, типове й унікальне, забезпечуючи баланс між професійною традицією та авторським художнім баченням.

Індивідуальний стиль художника формується під впливом особистісних, професійних, культурно-історичних, технологічних та творчо-концептуальних чинників, які в сукупності визначають специфіку художнього мислення, систему образів і спосіб візуального висловлювання митця.

Зупинимось на особливостях формування індивідуального стилю майбутніх художників у процесі вивчення фахових дисциплін.

Фахові дисципліни рисунок, живопис, декоративно-прикладне мистецтво, історія образотворчого мистецтва, композиція займають провідне місце у формуванні індивідуального стилю майбутнього художника, оскільки в їхньому змісті закладені можливості для формування позитивного ставлення до художньої діяльності, передбачають створення ситуацій, які містять у собі розвиток художньо-образного мислення, проявів нестандартних підходів до розв'язання фахових завдань, генерації нових ідей.

Формування індивідуального стилю є складним і поетапним процесом, що передбачає поступовий перехід від репродуктивної діяльності до творчої самореалізації. На початковому етапі професійної підготовки домінує засвоєння академічних основ рисунка та живопису, що забезпечує формування базових художніх умінь і навичок. Наступним етапом стає виконання завдань, пов'язаних із втіленням художнього образу через наслідування творчої манери митців, які викликають професійне зацікавлення студентів. Водночас надмірна орієнтація на копіювання може стримувати розвиток індивідуального художнього бачення.

Саме тому після оволодіння базовими технічними вміннями доцільним є залучення здобувачів освіти до творчого експериментування. Зокрема, ефективними є завдання, що передбачають інтерпретацію художнього образу відомого митця із застосуванням інших виражальних засобів чи технік; передачу емоційного стану за допомогою одного кольору та його відтінків, лінії або плями; створення візуальної добірки натюрмортів чи портретів, співзвучних власному емоційному стану.

Подібні завдання сприяють усвідомленню впливу кольору на емоційне сприйняття, залежності художнього образу від контексту та культурних особливостей, що, своєю чергою, стимулює майбутніх художників до вироблення власної художньої манери, здатної передавати індивідуальні переживання, внутрішній стан і авторське бачення світу.

Важливим чинником формування індивідуального стилю діяльності є впровадження завдань, що передбачають інтерпретацію, стилізацію та узагальнення форми. Зокрема, у процесі вивчення декоративно-прикладного мистецтва студенти працюють із традиційними мотивами, трансформуючи їх відповідно до власного образного мислення. Такий підхід сприяє осмисленню традиції не як канону, а як ресурсу для творчого розвитку. Для реалізації цього підходу важливо, щоб майбутні фахівці отримували повні, глибокі, усвідомлені знання прийомів стилізації, абстрагування та натуралізації, прийомів та засобів композиції,

виражальних та зображальних засобів конкретного виду образотворчого мистецтва. Не менш важливо розвивати у них уміння бачити суперечності і проблеми у стандартних ситуаціях, відхилятися від традиційних схем мислення, долати творчі бар'єри, приймати композиційні рішення у створенні художнього образу на основі детального аналізу принципів морфології об'єктів живої природи та культурно-мистецької спадщини.

Практика показує, що ефективними є завдання типу «від натури до декоративної інтерпретації», «пляма – образ», «форма – символ», які стимулюють пошук індивідуальної пластичної мови. Ці завдання особливо ефективні для формування індивідуального стилю майбутнього художника, оскільки переводять студента від простого копіювання реальності до авторського осмислення форми. Важливо, щоб вони реалізовувалися поетапно, із поступовим ускладненням і обов'язковою рефлексією щодо власних художніх рішень. Алгоритмом реалізації може стати: натурне спостереження та виконання реалістичного зображення натури; аналітичне спрощення; стилізація декілька варіантів інтерпретації; авторська інтерпретація – створення завершеної композиції.

Індивідуальний стиль діяльності художника відображається у тому, як ним вирішується проблема співвідношення реального світу і його образного перетворення в концепції художнього твору. У цьому плані доцільними є завдання, в яких потрібно обґрунтувати застосування принципів морфології об'єктів живої природи, культурно-мистецької спадщини при формуванні концепції твору та побудові художнього образу з точки зору мистецтвознавчої науки та виявлення свободи митця. Виконання таких завдань сприяє формуванню фахової компетентності – здатності інтегрувати смисли та засоби їх втілення у мистецькому творі, що виражається у знаннях та уміннях створення художнього образу, використання виражальних та зображальних засобів певного виду образотворчого мистецтва, знаннях суті та послідовності задуму, уміннях обґрунтування та розробки концепції художнього твору. Результатом такої роботи є розуміння майбутнім фахівцем концепції твору як цілісної моделі, що складається із узгоджених компонентів: теми і задуму твору, композиційних рішень, відображення морфологічних та кольоро-фактурних властивостей. Це розуміння є основою вироблення індивідуального стилю художньої діяльності, оскільки відбувається свідоме втілення свого власного бачення об'єктивного світу в суб'єктивному художньому образі.

У формуванні індивідуального стилю діяльності значну роль відіграє залучення здобувачів освіти до творчого використання інформації щодо розвитку образотворчого мистецтва. У процесі виконання навчальних завдань, що передбачають ознайомлення з мистецтвознавчими дослідженнями,

присвяченими творчості художників різних мистецьких напрямів або представників одного стилю, а також аналіз критичних публікацій і рецензій на їхні твори, студенти отримують можливість глибше осмислити специфіку індивідуальної художньої манери митця. Основна увага зосереджується не лише на виявленні формальних характеристик окремих стилів, технічних прийомів, особливостей колористичного вирішення, композиційних принципів, трактування світлотіні чи вибору художньо-виражальних засобів, а й на розумінні внутрішньої змістової природи художньої форми, виявленні світоглядних орієнтирів і творчої позиції автора.

Разом із тим, пізнання індивідуального стилю художника не може обмежуватися лише інформацією, отриманою з наукових або критичних джерел. Важливого значення набуває безпосереднє сприйняття мистецьких творів, яке дає змогу здійснити комплексний аналіз особливостей композиційної побудови, формотворення, використаних технік і технологій виконання. Не менш суттєвим є осмислення художнього стилю в контексті суспільно-культурних запитів епохи, соціальних тенденцій та актуальних естетичних потреб, що значною мірою впливають на формування творчої індивідуальності митця.

Цей процес сприяє розвитку в студентів здатності до аналітичного сприйняття мистецтва, формуванню навичок художньої інтерпретації та усвідомленню закономірностей становлення авторського стилю.

Зацікавлює майбутніх художників і робота з висловлюваннями видатних митців щодо сутності індивідуального стилю та шляхів його формування. Осмислення таких думок сприяє усвідомленню того, що стиль є не лише сукупністю формальних ознак, а способом художнього самовираження та виявом творчої індивідуальності. Так, Пабло Пікассо зазначав: *«Стиль – це характер. Це спосіб сказати, хто ти є, без потреби говорити це»*. Натомість Вінсент ван Гог наголошував: *«Стиль – це найбільш автентичний вираз вашої особистості через мистецтво. Він знаходиться у вас і просто потребує часу та праці, щоб розкритися»*.

Результатом виконання таких завдань є сформовані вміння аналізувати та інтерпретувати художні твори в історичному та культурному контекстах, враховуючи обставини їх створення, особливості художньої мови та культурний вплив. Водночас розвивається здатність виявляти закономірності створення художнього образу засобами різних видів мистецтва. Такі вміння лежать в основі формування індивідуального стилю майбутнього художника, його авторської позиції та художнього мислення.

Вагомого значення у процесі формування індивідуального стилю майбутнього художника набуває рефлексія власної творчої діяльності, що

сприяє усвідомленню особистих художніх орієнтирів, творчих уподобань і закономірностей власного формотворення. Після завершення творчих завдань доцільно організовувати самоаналіз виконаних робіт шляхом їх порівняння з попередніми творчими результатами. Такий аналіз може здійснюватися через осмислення причин вибору жанру, врахування особистісних інтересів і рівня володіння художніми техніками, співвідношення між зовнішніми вимогами та власними естетичними пріоритетами, а також чинників, що вплинули на формування задуму художнього образу.

Особлива увага має приділятися аналізу змін у техніці виконання, виявленню художніх засобів, які набувають сталого характеру в різних роботах, а також оцінці доцільності використання нових прийомів, їхньої відповідності творчому задуму та виразності художнього результату. Такий підхід дозволяє студентам не лише усвідомлювати динаміку власного творчого розвитку, а й поступово виявляти повторювані ознаки авторської манери, що стають основою становлення індивідуального стилю.

Формування індивідуального стилю має здійснюватися через поєднання академічної підготовки та творчого експерименту, де образне мислення, підкріплене знаннями історії образотворчого мистецтва, виступає ключовим механізмом переходу до індивідуалізації художньої діяльності.

У практиці професійної підготовки майбутніх художників ефективними виявилися форми роботи, що мають практико-орієнтований характер та передбачають застосування теоретичних знань, практичних умінь і навичок у процесі реалізації суспільно значущих завдань. До таких форм належать мистецькі проєкти, проведення майстер-класів, мистецтвознавчі читання та інші види творчо-професійної взаємодії. Участь у подібних формах діяльності створює умови для виявлення творчої індивідуальності здобувачів освіти, оскільки кожен учасник має можливість запропонувати власне художнє бачення, індивідуальні засоби виразності та авторський підхід до вирішення як мистецьких, так і суспільно значущих завдань.

Ефективною формою поєднання академічної підготовки та творчого пошуку є залучення здобувачів освіти до участі у мистецьких проєктах. Мистецький проєкт розглядається як форма освітньої діяльності, спрямована на формування фахових компетентностей майбутніх художників у тісному зв’язку з реальними соціокультурними потребами. Така діяльність ґрунтується на системній організації проблемно-орієнтованого творчого пошуку, що сприяє розвитку вмінь аналізувати, переосмислювати й візуально інтерпретувати художній образ, а також усвідомлювати власну творчу позицію як митця і майбутнього фахівця.

У практиці професійної підготовки особливу зацікавленість студентів, з позиції розвитку індивідуального стилю художньої діяльності, викликала

участь у мистецьких проєктах, що передбачали поєднання дослідницького, творчого та суспільно значущого компонентів. Зокрема, продуктивною стала розробка ескізів та художнє оформлення об'єктів з урахуванням особливостей певного етнографічного регіону на основі дослідження локальних традицій декоративно-ужиткового мистецтва. Водночас важливу роль у професійному становленні студентів відіграла участь у мистецьких проєктах «Перехід», «Розпис громадського простору KROP:HUB», «Студентство в часи війни», які створювали умови для творчого експерименту, виявлення авторської позиції та пошуку власної художньої мови.

У процесі реалізації мистецького проєкту «Перехід» майбутні фахівці кафедри мистецької освіти ЦДУ ім. В. Винниченка здійснили художнє переосмислення простору укриття, трансформувавши його в артоб'єкт через створення картинної галереї на тему «Моя Україна». Участь у такому проєкті сприяла не лише розвитку професійних умінь студентів, а й активізації особистісного художнього висловлювання, оскільки кожен учасник мав можливість запропонувати власну візуальну інтерпретацію образу України. Концепції творчих робіт здобувачі освіти розробляють самостійно, враховуючи власні мистецькі уподобання та вид художньої діяльності, якому надають перевагу. Саме тому благодійні мистецькі об'єкти вирізняються різноманіттям художніх рішень – від живопису й витинанки до декоративного розпису та змішаних технік. У таких роботах художній твір постає відображенням особистості автора, його світогляду, емоційного стану та індивідуальної художньої манери, що підкреслює неповторність творчого висловлювання.

Одним із показників успішної реалізації проєктів є здатність студентів чітко формулювати свій задум, що вербально розкриває просторово-часовий та матеріальний образ майбутньої художньої діяльності.

Індивідуальний стиль майбутнього художника знаходить своє вираження і в тому, як він проводить рефлексію свої діяльності у ході реалізації творчого задуму на основі порівняння рівня власних зусиль з об'єктивними результатами художньої діяльності, через самостійну оцінку, що здійснюється шляхом порівняння себе, своїх успіхів з діяльністю інших, через пізнання свого «Я» на основі зіставлення власних дій і можливостей не лише у плані того, «що я можу», але й «як я можу».

Проведення майбутніми художниками майстер-класів з різних видів образотворчого мистецтва має на меті не лише демонстрацію технік чи навчання інших, а й створення умов для вияву творчої індивідуальності та розвитку самостійної художньої діяльності. Особливого значення це набуває тоді, коли студенти мають можливість самостійно визначати ідею та спрямування майстер-класу. Зокрема, може пропонуватися одна тема,

реалізована в різних техніках, або одна техніка для втілення різних творчих задумів. Усвідомлення співвідношення власних творчих прагнень із професійними вимогами сприяє розвитку потреби у формуванні індивідуального стилю, що є важливою умовою професійної самореалізації майбутнього художника.

Традиційним у професійній підготовці стало залучення майбутніх художників до участі в мистецтвознавчих читаннях, що проводяться у Художньо-меморіальний музей Олександра Осмьоркіна. Зокрема, студенти брали активну участь у мистецтвознавчих читаннях на тему «Живописна школа Олександра Осмьоркіна», презентуючи доповіді про творчість художників другої половини ХХ століття – випускників майстерні Олександр Осмьоркін, твори яких представлені у музейній колекції.

Підготовка таких доповідей здійснюється на основі науково-дослідної роботи, що передбачає аналіз чинників становлення творчої особистості художника, впливу мистецького середовища та художньої школи на формування тематики творів, художньої мови й способів втілення образу. Це позитивно впливає на формування індивідуального стилю майбутніх художників, оскільки сприяє розвитку навичок художнього аналізу, вмінню виявляти взаємозв'язок між світоглядом митця та його творчою манерою, усвідомленню ролі композиції, колористики, техніки й авторського бачення у створенні художнього твору.

Такий досвід стимулює студентів до осмисленого творчого пошуку, рефлексії власної художньої практики та поступового вироблення індивідуальної художньої мови.

Формування індивідуального стилю відбувається у взаємозв'язку з розвитком особистісних якостей, що забезпечують здатність здобувачів освіти адаптуватися до динамічних умов професійної художньої діяльності. До таких якостей належать оригінальність і гнучкість мислення, асоціативність, здатність виявляти проблему, ініціативність, захопленість творчим процесом, незалежність, допитливість, самобутність, цілеспрямованість та інші. У процесі професійного становлення майбутній художник прагне творчої самореалізації, осмислює власне покликання, формує індивідуальні способи сприйняття себе й навколишнього світу та втілює це бачення у художніх образах.

Висновки. У результаті дослідження обґрунтовано та визначено особливості формування індивідуального стилю майбутніх художників у процесі вивчення мистецьких дисциплін. Встановлено, що індивідуальний стиль є індивідуально-специфічною системою художніх засобів, прийомів і способів діяльності, через які відображаються світогляд, емоції та творча індивідуальність митця.

З'ясовано, що формування індивідуального стилю є поетапним процесом, який передбачає перехід від засвоєння академічних основ рисунка, живопису, композиції та декоративно-прикладного мистецтва до творчого експериментування, стилізації, інтерпретації та усвідомленого вибору художніх засобів. Ефективність цього процесу забезпечується поєднанням академічної підготовки з творчим пошуком, розвитком художньо-образного мислення, рефлексії та авторської позиції.

Визначено, що важливими умовами є впровадження творчих і проблемно-орієнтованих завдань, залучення студентів до мистецьких проєктів, мистецтвознавчих читань, майстер-класів та художнього експериментування. Результатом цього процесу є сформованість художньої набаченості, здатності до творчого переосмислення форми, свідомого добору технік і засобів виразності, що забезпечує становлення індивідуальної художньої мови майбутнього фахівця.

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ОСОБЛИВОСТІ ЕЛЕКТРОННОГО НАВЧАННЯ У СИСТЕМІ ПРОФЕСІЙНОЇ ОСВІТИ

Анотація. У статті розглянуто теоретичні засади та практичні аспекти використання електронних навчальних курсів у системі професійної освіти України. Проаналізовано специфічні риси системи професійної освіти, що обумовлюють особливості впровадження електронного навчання: практичну спрямованість підготовки, неоднорідність контингенту здобувачів, орієнтацію на вимоги ринку праці та нерівномірність матеріально-технічного забезпечення закладів професійної освіти. Виокремлено три основні формати реалізації електронного навчання – повністю дистанційний, змішаний та аудиторний з підтримкою електронного навчального курсу. Аналіз підходів науковців до визначення поняття «електронний навчальний курс» дозволив з'ясувати відсутність єдиної дослідницької позиції і наявність декількох підходів до його тлумачення, які можна умовно об'єднати в три групи: технологічний, дидактичний та інтегрований. З'ясовано, що структурно електронний навчальний курс охоплює змістовий, організаційно-методичний, діагностично-оцінювальний, комунікативний та технічний компоненти, кожен з яких виконує власні функції в забезпеченні якості навчального процесу. Охарактеризовано переваги та педагогічні труднощі використання електронних навчальних курсів у професійній освіті. Визначено роль платформи Moodle як провідного технологічного середовища реалізації електронного навчального курсу в закладах професійної освіти. Зроблено висновок про те, що електронний навчальний курс є складним, багатокомпонентним педагогічним об'єктом, що поєднує

в собі технологічну реалізованість та дидактичну системність. Ознаками його сутності є цілісність і структурованість, інтерактивність і адаптивність, здатність оцінки результатів, доступність, відтворюваність і можливість оновлення.

Ключові слова: електронний навчальний курс, професійна освіта, електронне навчання, змішане навчання, система управління навчанням, Moodle, цифрова компетентність.

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FEATURES OF E-LEARNING IN THE VOCATIONAL EDUCATION SYSTEM

Abstract. This article examines the theoretical foundations and practical aspects of using e-learning courses within the vocational education system in Ukraine. It analyses the specific features of the vocational education system that determine the particularities of e-learning implementation: the practical orientation of training, the heterogeneity of the student body, the focus on labour market requirements, and the uneven provision of material and technical resources to vocational education institutions. Three main formats for delivering e-learning have been identified: fully distance learning, blended learning, and classroom-based learning supported by an e-learning course. An analysis of researchers' approaches to defining the concept of an "e-learning course" revealed the absence of a unified research position and the existence of several approaches to its interpretation, which can be broadly grouped into three categories: technological, didactic and integrated. It has been established that, in terms of structure, an e-learning course comprises content, organisational and methodological, diagnostic and assessment, communicative, and technical components, each of which fulfils its own role in ensuring the quality of the learning process. The advantages and pedagogical challenges of using e-learning courses in vocational education are described. The role of the Moodle platform as the leading technological

environment for delivering e-learning courses in vocational education institutions has been identified. It has been concluded that an e-learning course is a complex, multi-component pedagogical entity that combines technological feasibility with didactic systematicity. Its defining characteristics are integrity and structure, interactivity and adaptability, the ability to assess results, accessibility, reproducibility and the possibility of updating.

Keywords: electronic learning course, vocational education, e-learning, blended learning, learning management system, Moodle, digital competence.

Постановка проблеми. Стрімкий розвиток інформаційно-комунікаційних технологій суттєво трансформує сучасний освітній простір та підходи до організації навчального процесу. Цифровізація суспільства зумовлює необхідність оновлення системи професійної освіти відповідно до потреб ринку праці та вимог інформаційного суспільства. Особливої актуальності це питання набуває в умовах воєнного стану, коли забезпечення безперервності навчання стає одним із ключових завдань освітньої сфери. У таких умовах електронне навчання виступає ефективним інструментом організації освітнього процесу та забезпечення доступу до знань. Використання електронних навчальних курсів сприяє підвищенню гнучкості та мобільності професійної підготовки здобувачів освіти. Водночас упровадження електронного навчання потребує врахування специфіки професійної освіти, яка поєднує теоретичну та практичну складові підготовки [1; 2]. Сучасні цифрові технології дозволяють урізноманітнювати методи навчання, підвищувати мотивацію здобувачів освіти та забезпечувати індивідуалізацію освітнього процесу. Важливим аспектом є також формування цифрової компетентності як педагогічних працівників, так і здобувачів освіти.

Законодавча база України створює необхідні передумови для активного впровадження електронного навчання у закладах професійної освіти. Зокрема, Закон України «Про освіту» закріплює право здобувачів освіти на дистанційну та змішану форми навчання, а також визначає електронні освітні ресурси як невід'ємний елемент освітнього процесу [3]. Це свідчить про державну підтримку цифрової трансформації освіти та необхідність подальшого розвитку електронного освітнього середовища. Разом із тим ефективне впровадження електронного навчання потребує належного технічного забезпечення та методичного супроводу. Важливого значення набуває створення якісних електронних навчальних курсів, адаптованих до особливостей професійної підготовки. Крім того, електронне навчання відкриває нові можливості для організації самостійної роботи здобувачів освіти та розвитку їхньої професійної мобільності. Отже,

дослідження особливостей електронного навчання у системі професійної освіти є актуальним і необхідним для вдосконалення сучасного освітнього процесу.

Аналіз останніх досліджень і публікацій. Проблематика електронного навчання, дистанційної та змішаної освіти у системі професійної освіти є предметом активних досліджень низки вітчизняних науковців. Їхні наукові пошуки присвячені питанням цифровізації освітнього процесу, створення електронних навчальних курсів, розвитку цифрової компетентності педагогів і здобувачів освіти, а також впровадженню ІКТ у професійну підготовку. Зокрема серед найбільш відомих авторів варто виокремити В. Бикова, О. Коневщинську, І. Мушку та ін., які розглядають цифрову трансформацію освіти та розвиток дистанційного навчання, інноваційні механізми розвитку професійної освіти та роль інформаційних технологій у модернізації освітнього середовища [4]. Питання розвитку теорії та практики електронного навчання, методичні засади розроблення електронних курсів та організації дистанційного навчання у закладах освіти стали предметом дослідження таких науковців, як В. Бондаренко, А. Кадан, М. Корець, А. Кочарян, В. Кухаренко, Н. Морзе, К. Осадча, В. Осадчий, Д. Чумаченко, В. Франчук, О. Щербина та ін. [5; 6; 7]. При цьому стандарти якості електронних навчальних курсів, розроблені організацією Quality Matters, також є важливим орієнтиром для вітчизняної практики [8].

Водночас проблеми електронного освітнього середовища, трансформацію ролі викладача в електронному навчальному середовищі через аналіз змін професійних функцій педагога в умовах дистанційного та електронного навчання досліджує Н. Фіголь [9]. П. Молчанов, С. Огуй, Ю. Срібна розглядають проблематику цифрової компетентності майбутніх педагогів професійної освіти. Науковці акцентують увагу на формуванні цифрових навичок здобувачів освіти в умовах цифровізації професійної підготовки [10]. Особливості дистанційного та змішаного навчання у закладах професійної освіти досліджують О. Загіка, Н. Кочаток. Авторки аналізують практичний досвід впровадження електронного навчання у закладах професійної освіти [11]. О. Гермак, Л. Ланова, Н. Опушко та ін. працюють над питаннями електронного навчання як інноваційної технології професійної підготовки, розкривають сутність електронного навчання, його принципи та умови впровадження у професійну підготовку майбутніх фахівців [12; 13].

Зокрема В. Олійник та В. Самсонов зазначають, що система професійної освіти України упродовж останніх років проходить шлях від епізодичного використання цифрових інструментів до системного впровадження електронного навчання [14]. Каталізатором цього процесу

стала пандемія COVID-19 та повномасштабне вторгнення російської федерації, що змусили заклади освіти у найкоротші терміни перейти на дистанційний або змішаний формат роботи. Разом з тим автори наголошують, що система підвищення кваліфікації педагогів має цілеспрямовано формувати їхні компетентності у сфері дистанційного та змішаного навчання, оскільки без цього впровадження електронних навчальних курсів залишається формальним [14].

О. Захар підкреслює, що ефективна організація самостійної роботи здобувачів через електронне середовище безпосередньо залежить від методичної майстерності викладача, його здатності структурувати навчальний матеріал і забезпечити своєчасний зворотний зв'язок [1]. Натомість К. Осадча та В. Осадчий стверджують, що здобувачі, які систематично працюють з електронними навчальними курсами, демонструють не лише вищий рівень засвоєння теоретичного матеріалу, але й кращі навички планування власної навчальної діяльності [15]. Це є особливо актуальним для системи професійної освіти, для якої самоорганізація є важливою складовою професійної компетентності майбутнього фахівця.

Однак, незважаючи на поглиблення уваги сучасних вітчизняних дослідників до питань, пов'язаних з тематикою електронного навчання, дистанційної та змішаної освіти, проблеми дослідження особливостей електронного навчання в системі професійної освіти, переваги та труднощі використання електронних навчальних курсів у процесі фахової підготовки потребують додаткової уваги.

Мета статті – теоретичне дослідження особливостей електронного навчання в системі професійної освіти, визначення форматів його реалізації, виокремлення переваг та педагогічних труднощів використання електронних навчальних курсів у процесі підготовки кваліфікованих фахівців.

Виклад основного матеріалу. Система професійної освіти має низку специфічних рис, що відрізняють її від загальної середньої та вищої освіти і суттєво впливають на особливості використання електронного навчання. Насамперед, це практична спрямованість підготовки: основною метою профосвіти є формування у здобувачів конкретних трудових компетентностей. Значна частина навчального часу відводиться на виробниче навчання, лабораторні та практичні заняття. Тому електронний навчальний курс (ЕНК) у закладах професійної освіти не може замінити практичний компонент, а покликаний підсилити та збагатити теоретичну складову [2; 16].

По-друге, неоднорідність контингенту здобувачів. На відміну від вищої освіти, система професійної освіти охоплює різні категорії: підлітків

після 9-го класу; молодь після школи; дорослих, які проходять перепідготовку або підвищують кваліфікацію. О. Рибалко підкреслює, що така неоднорідність потребує особливої уваги під час розробки ЕНК: курс має бути доступним для здобувачів з різним рівнем підготовки та різним досвідом роботи з цифровими інструментами [16]. По-третє, орієнтація на вимоги ринку праці. Зміст освітніх програм безпосередньо визначається потребами роботодавців і стандартами конкретних професій. К. Осадча та В. Осадчий зазначають, що можливість швидкого оновлення контенту є однією з ключових переваг ЕНК порівняно з традиційними друкованими підручниками [15]. По-четверте, регіональна нерівномірність матеріально-технічного забезпечення: заклади професійної освіти у великих містах, як правило, краще оснащені, ніж їх аналоги у сільській місцевості, що потребує врахування при проєктуванні ЕНК [14; 17].

Сьогодні у науково-педагогічній літературі виокремлюють три основні формати реалізації електронного навчання у системі професійної освіти (див. рис. 1).

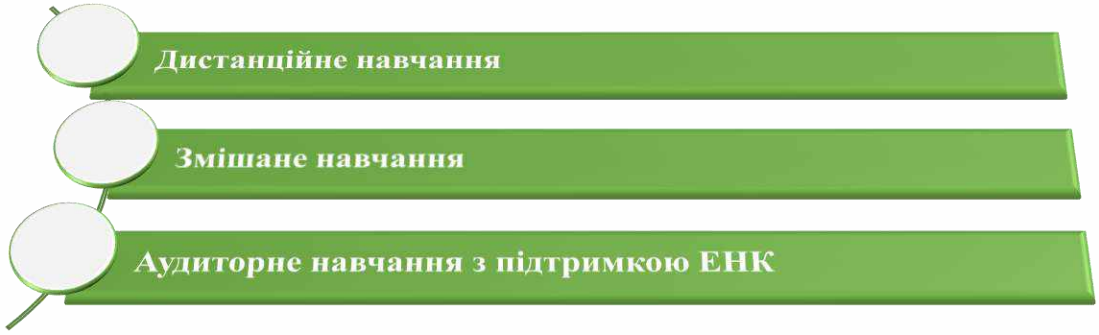

Рис. 1. Формати реалізації електронного навчання у системі професійної освіти.

Перший – повністю дистанційне навчання, при якому весь освітній процес або більша його частина відбувається через ЕНК та цифрові засоби комунікації. Цей формат є найбільш актуальним для програм підвищення кваліфікації та перепідготовки фахівців, які вже задіяні у трудовій діяльності. В. Кухаренко та В. Бондаренко у дослідженні досвіду екстреного дистанційного навчання в Україні зазначають, що під час пандемії та воєнного стану дистанційний формат став рятівним рішенням для багатьох закладів освіти, хоча й виявив суттєві прогалини у технічній і педагогічній готовності до нього [18].

Другий формат – змішане навчання, що поєднує традиційні аудиторні заняття з онлайн-компонентом. В. Кухаренко, А. Стрюк та М. Стрюк

розглядають змішане навчання як найбільш педагогічно обґрунтований формат для системи професійної освіти, оскільки він дозволяє зберегти незамінний практичний компонент та водночас збагатити теоретичну підготовку можливостями цифрового середовища [2]. У змішаному форматі ЕНК зазвичай забезпечує доступ до теоретичних матеріалів, проведення поточного контролю, організацію самостійної роботи та підтримку комунікації поза аудиторією.

Третій формат – аудиторне навчання з підтримкою ЕНК, при якому електронний курс виступає допоміжним ресурсом для самостійної роботи, повторення матеріалу та виконання домашніх завдань. Цей формат є найменш складним у реалізації і може слугувати першим кроком у переході до більш глибокої інтеграції електронного навчання [1; 19].

Варто зазначити, що нині у науково-педагогічних джерелах немає єдиного визначення для поняття «електронний навчальний курс». Аналіз наукових робіт свідчить про існування декількох підходів до його тлумачення, які можна умовно об’єднати в три групи: технологічний, дидактичний та інтегрований.

Прихильники технологічного підходу (В. Биков, М. Лещенко та ін.) акцентують увагу на програмно-апаратному боці реалізації електронних навчальних курсів. З цієї позиції ЕНК визначається як програмний продукт або система електронних файлів певного формату, призначена для організації процесу навчання засобами комп’ютерних технологій. Такий підхід, хоч і відображає важливий аспект цих курсів, проте є неповним з педагогічної точки зору, оскільки зводить курс до технічного рішення, ігноруючи його педагогічну сутність.

На відміну від інших підходів, дидактичний – розглядає електронні навчальні курси як дидактичну систему. Саме так під ЕНК розуміється системно організована сукупність навчального матеріалу, методичних вказівок, контрольно-оцінювальних засобів та інструментів комунікації, спрямована на досягнення визначених освітніх цілей і розміщена в електронному середовищі. Цей підхід (Р. Гуревич, К. Осадча, С. Сисоєва та ін.) підкреслює педагогічний характер електронних курсів, їх спрямованість на цілі навчання та результати здобувача освіти.

Найбільш поширеним на сьогоднішній день для педагогічної науки є інтегрований підхід, що поєднює складові дидактичного та технологічного підходів (В. Кухаренко, Т. Сабан, Б. Шуневич та ін.). Відповідно до цього підходу, електронний навчальний курс – це цілісна педагогічна система, реалізована в цифровому середовищі, яка охоплює навчальний контент, методичне забезпечення, інструменти комунікації та оцінювання, функціонує на базі системи управління навчанням. Інтегрований підхід дає змогу

розглядати ЕНК одночасно як технологічне рішення та педагогічну конструкцію, що найбільше відповідає цілям педагогічного дослідження.

Водночас структура електронного навчального курсу є предметом окремих досліджень у педагогічній науці. Більшість дослідників (К. Бугайчук, О. Захар, О. Рибалко, Т. Сабан, Б. Шуневич та ін.) виокремлюють певну низку основних структурних компонентів ЕНК (див. рис. 2). Розглянемо їх предметно.



Рис. 2. Структура електронного навчального курсу.

Змістовий компонент представляє собою основний масив навчального матеріалу курсу: теоретичні матеріали, практичні завдання та додаткові матеріали для поглибленого вивчення теми. Змістовий компонент повинен бути структурованим відповідно до логіки навчальної дисципліни та дидактичних принципів послідовності, наочності та доступності.

Другий компонент, організаційно-методичний, охоплює навчальну програму курсу, анотацію, перелік навичок та результатів навчання, методичні вказівки для здобувача щодо роботи з курсом, календарно-тематичний план, критерії оцінювання. Цей компонент забезпечує спрямованість здобувача в навчальному просторі курсу та визначає вимоги до результатів його роботи.

Третій компонент, діагностично-оцінювальний, складається із засобів вхідного, поточного та підсумкового контролю. Важливою властивістю сучасного електронного курсу вважається наявність зворотного зв'язку за результатами виконання діагностичних завдань.

Четвертий компонент, комунікативний, забезпечує взаємодію між всіма учасниками навчального процесу. Він включає форуми для обговорення навчальних питань, чати для оперативного спілкування, засоби для проведень відеоконференцій, або вебінарів, систему особистих повідомлень між здобувачами та викладачем. Розвиненість комунікативного компонента є одним із найважливіших показників якості електронного навчального курсу, оскільки забезпечує соціальну складову навчання і компенсує відсутність безпосереднього контакту між учасниками.

П'ятий компонент, технічний, охоплює всі налаштування курсу в системі управління навчанням: умови запису, термін проходження, права доступу, інтеграцію з іншими сервісами, налаштування відображення елементів курсу тощо. Цей компонент є «невидимим» для здобувачів, але суттєво впливає на зручність і ефективність роботи з курсом.

Означимо різнопланові переваги використання електронних навчальних курсів у системі професійної освіти. З педагогічної точки зору, ЕНК реалізують принцип індивідуалізації навчання: здобувач може обирати власний темп, повертатись до складних тем, отримувати негайний зворотний зв'язок. Зокрема О. Захар підкреслює, що це є особливо важливим для організації самостійної роботи здобувачів [1].

Стандартизація якості навчання є ще однією перевагою: усі здобувачі отримують доступ до однакового навчального контенту незалежно від того, хто і коли проводить заняття. О. Щербина та А. Кадан переконані, що ЕНК виступає гарантом мінімально необхідного стандарту навчального досвіду [17]. Окремої уваги заслуговує питання забезпечення якості електронних навчальних курсів. Дослідники зазначають, що якісний електронний навчальний комплекс має відповідати чітким критеріям: чіткість навчальних цілей, логічність структури, різноманітність форм подання матеріалу, наявність зворотного зв'язку та засобів самоконтролю [17]. В цьому контексті Міжнародна організація Quality Matters розробила рубрику оцінювання якості електронних курсів, що охоплює вісім ключових стандартів: від формулювання очікуваних результатів навчання до технічної доступності курсу [8]. Адаптація цих стандартів до умов вітчизняної системи професійної освіти є перспективним напрямом методичної роботи.

Не менш важливим є питання мотивації здобувачів в умовах електронного навчання. На думку В. Кухаренко та В. Бондаренко,

ключовими чинниками підтримки мотивації є регулярний зворотний зв'язок від викладача, чітка структурованість курсу та відчуття навчальної спільноти навіть в умовах дистанційної роботи [18]. Для системи професійної освіти, в якій значна частина здобувачів є підлітками з невисоким рівнем навчальної самостійності, ці чинники набувають особливого значення. Водночас В. Биков та М. Лещенко наголошують, що гейміфікація та персоналізація навчальних траєкторій є перспективними інструментами підвищення залученості здобувачів до роботи з електронним курсом [20].

Зазначимо, що Закон України «Про освіту» (2017) визначає дистанційну та змішану форми навчання як рівноправні з очною, а електронні освітні ресурси – як повноцінний інструмент освітнього процесу. Це створює необхідне законодавче підґрунтя для системного впровадження ЕНК у закладах професійної освіти. Водночас практична реалізація цих норм потребує відповідного методичного супроводу та матеріально-технічного забезпечення, рівень якого залишається нерівномірним у різних регіонах країни [17].

Платформа Moodle у цьому контексті відіграє роль не лише технологічного середовища, але й організаційного каркасу освітнього процесу. Зокрема В. Франчук зазначає, що правильно налаштований курс у Moodle дозволяє чітко структурувати навчальну діяльність здобувача, забезпечити прозорість вимог та критеріїв оцінювання, а також автоматизувати рутинні педагогічні операції – перевірку тестів, нагадування про дедлайни, формування звітності [19]. Це суттєво знижує адміністративне навантаження на викладача і вивільняє час для безпосередньої педагогічної взаємодії зі здобувачами.

В. Биков та М. Лещенко розглядають цифровізацію освіти крізь призму гуманістичних цінностей, наголошуючи, що технологічні інструменти мають слугувати розвитку особистості, а не перетворюватись на самоціль [20]. У контексті професійної освіти це означає, що ЕНК має проєктуватись не як набір цифрових матеріалів, а як цілісне педагогічне середовище, орієнтоване на формування професійної ідентичності та суб'єктності майбутнього фахівця. Н. Морзе та А. Кочарян підкреслюють, що реалізація такого підходу вимагає від сучасного викладача не лише технічних навичок роботи з платформою, але й глибокого розуміння педагогічних принципів проєктування електронного навчання [7]. Реалізація електронного навчання у системі професійної освіти потребує відповідного технологічного середовища – системи управління навчанням. Серед доступних платформ найбільшого поширення у вітчизняних закладах освіти набула відкрита система Moodle. Її широке використання зумовлено

поєднанням кількох чинників: безкоштовність та відкритий код, широкий функціонал, підтримка міжнародною спільнотою розробників, наявність україномовної локалізації та значний досвід впровадження [19; 20]. В. Франчук систематизує ключові можливості платформи для реалізації ЕНК у системі професвіти: розміщення матеріалів різних форматів (текст, відео, презентації, аудіо); створення тестових і практичних завдань з автоматичною перевіркою; організація форумів і чатів; ведення журналу оцінок та аналітичних звітів [19]. К. Осадча та В. Осадчий зазначають, що використання СУН суттєво підвищує організованість самостійної роботи здобувачів і дозволяє реалізовувати регулярний моніторинг навчальної діяльності [15]. При цьому аналітичні можливості систем управління навчанням дозволяють викладачу отримувати детальну інформацію про прогрес кожного здобувача: кількість спроб виконання завдань, результати тестування, час на опрацювання матеріалів. К. Осадча та В. Осадчий зазначають, що саме ця здатність до моніторингу відрізняє ЕНК від інших цифрових освітніх ресурсів і наближає його до можливостей очного навчання в аспекті педагогічного контролю [15].

Поряд з очевидними перевагами, використання електронного навчального комплексу пов'язане з певними педагогічними труднощами. Першою і найбільш принциповою є складність формування практичних умінь засобами електронного навчання. Зокрема О. Рибалко наголошує на необхідності раціонального розподілу теоретичного та практичного компонентів підготовки при проєктуванні ЕНК для професійної освіти [16]. Другою проблемою є нерівномірний рівень цифрової грамотності педагогічних працівників. Н. Морзе та А. Кочарян підкреслюють, що без належної підготовки та систематичної методичної підтримки навіть найякісніший ЕНК може бути використаний неефективно [7].

Третьою проблемою є ризик зниження мотивації здобувачів у дистанційному або змішаному форматі. Частина здобувачів професвіти, особливо підлітки, потребує більшого зовнішнього контролю й структурованості, ніж забезпечує самостійна робота з ЕНК [14; 18]. Четвертою проблемою є технічні обмеження: недостатнє комп'ютерне оснащення окремих закладів, нестабільний доступ до Інтернету у сільській місцевості. На думку О. Щербини та А. Кадана, ці обмеження мають враховуватись при проєктуванні: курс має бути адаптованим для роботи на різних пристроях та передбачати можливість часткового офлайн-доступу [17].

При цьому варто підкреслити, що роль педагога у контексті застосування електронного навчального курсу суттєво трансформується: викладач перестає бути єдиним джерелом навчальної інформації і набуває функцій організатора навчального середовища, тьютора і фасилітатора.

В. Олійник та В. Самсонов підкреслюють, що ефективна педагогічна підтримка здобувачів в умовах ЕНК вимагає від педагога нових компетентностей: технологічних, методичних та комунікативних [14].

Суголосною є позиція В. Бикова та М. Лещенко, які виокремлюють актуальні тенденції розвитку електронного навчання: мобілізація, гейміфікація, персоналізація навчальних траєкторій, що визначають перспективи розвитку ЕНК у системі професійної освіти [20].

Висновки. Аналіз особливостей електронного навчання у системі професійної освіти дозволяє стверджувати, що електронний навчальний курс є складним, багатокомпонентним педагогічним об'єктом, що поєднує в собі технологічну реалізованість та дидактичну системність. Ознаками його сутності є цілісність і структурованість, інтерактивність і адаптивність, здатність оцінки результатів, доступність, відтворюваність і можливість оновлення. Структурно ЕНК охоплює змістовий, організаційно-методичний, діагностично-оцінювальний, комунікативний та технічний компоненти, кожен з яких виконує власні функції в забезпеченні якості навчального процесу. Ефективність їх використання визначається здатністю розробника врахувати специфіку професійної освіти: практичну спрямованість підготовки, неоднорідність здобувачів, нерівномірний рівень цифрової готовності педагогічних кадрів і матеріально-технічного забезпечення. Перспективи подальших досліджень полягають у визначенні педагогічних умов ефективної розробки та впровадження ЕНК у системі професійної освіти.

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SOFT SCILLS У ШКІЛЬНІЙ ХІМІЧНІЙ ОСВІТІ

Анотація. Наявна трансформація освітніх парадигм у XXI столітті вимагає, щоб шкільна хімічна освіта виходила за межі дисциплінарних знань та розвивала ключові компетенції, необхідні для сталого розвитку та майбутнього професійного успіху. Хімічна освіта, з її практичною спрямованістю, акценті на аналітичному мисленні та етичній відповідності, пропонує особливо сприятливий контекст для розвитку soft scills. Однак сучасні освітні виклики, включаючи затяжні наслідки збоїв, пов'язаних з COVID-19, та з багаторічним тиском, від якого страждають регіони України, що зазнали військових дій Росії, посилили втрати у навчанні та підвищили нагальність систематичних підходів до розвитку компетенцій.

У статті розглядається критичний розрив між визнаною важливістю м'яких навичок у хімічній освіті та відсутністю комплексних методологічних підходів для їх систематичного розвитку в закладах загальної середньої освіти. Спираючись на принципи освіти для сталого розвитку, дослідження має на меті надати вчителям хімії теоретично обґрунтовані та практично орієнтовані рекомендації щодо інтеграції розвитку soft scills у їхню педагогічну практику.

У статті розглядаються м'які навички у чотирьох взаємопов'язаних аспектах: когнітивні навички (критичне мислення, креативність, вирішення проблем), комунікативні навички (наукове спілкування, слухання, співпраця), організаторські навички (управління часом, адаптивність, лідерство) та внутрішньоособистісні навички (емоційний інтелект, етична свідомість, саморегуляція). Ключові положення включають класифікаційну структуру, адаптовану до контексту хімічної освіти, стратегії навчання на основі доказів для кожної сфери навичок, підходи до оцінювання для моніторингу розвитку м'яких навичок та адаптацію до кризового навчального середовища.

Результати проведеного дослідження підкреслюють, що систематична інтеграція soft scills у хімічну освіту не лише підвищує готовність учнів до

майбутніх академічних та професійних викликів, але й служить механізмом для подолання втрат у навчанні та сприяння психологічній стійкості. Схарактеризовано також роль командної роботи у процесі формування м'яких навичок та створенні позитивного естетичного середовища. Чільне місце приділено стратегіям оцінювання м'яких навичок учнів на основі інноваційних методів та врахування сучасних реалій у вітчизняній освіті.

Ключові слова: хімічна освіта, м'які навички, проблемно-орієнтоване навчання, критичне мислення, командна взаємодія.

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SOFT SCILLS IN SCHOOL CHEMISTRY EDUCATION

Abstract. The ongoing transformation of educational paradigms in the 21st century requires that school chemistry education go beyond disciplinary knowledge and develop key competencies necessary for sustainable development and future professional success. Chemistry education, with its practical focus, emphasis on analytical thinking and ethical responsibility, offers a particularly conducive context for the development of soft skills. However, contemporary educational challenges, including the lingering effects of COVID-19-related disruptions and the long-term pressures faced by conflict-affected regions of Ukraine, have exacerbated learning losses and increased the urgency of systematic approaches to competence development.

The article examines the critical gap between the recognized importance of soft skills in chemistry education and the lack of comprehensive methodological approaches for their systematic development in general secondary education institutions. Drawing on the principles of education for sustainable development, the study aims to provide chemistry teachers with theoretically sound and practically oriented recommendations for integrating soft skills development into their teaching practice.

The article examines soft skills in four interrelated dimensions: cognitive skills (critical thinking, creativity, problem solving), communicative skills (scientific communication, listening, collaboration), organizational skills (time management, adaptability, leadership), and intrapersonal skills (emotional intelligence, ethical awareness, self-regulation). Key points include a classification framework adapted to the context of chemistry education, evidence-based teaching strategies for each skill area, assessment approaches to monitor soft skills development, and adaptation to a crisis learning environment.

The results of the study emphasize that the systematic integration of soft skills into chemistry education not only increases students' readiness for future academic and professional challenges, but also serves as a mechanism for overcoming learning losses and promoting psychological resilience. The role of teamwork in the process of forming soft skills and creating a positive aesthetic environment is also characterized. A prominent place is given to strategies for assessing students' soft skills based on innovative methods and taking into account modern realities in domestic education.

Keywords: chemical education, soft skills, problem-based learning, critical thinking, team interaction.

Постановка проблеми. У сучасній освіті України, внаслідок карантину та довготривалої війни, окрему нішу займає дистанційне навчання у всіх закладах загальної середньої освіти. У зв'язку з цим постає ряд проблемних питань для вчителів – як зацікавити та підтримувати інтерес до вивчення хімії в умовах онлайн навчання, як розвивати soft skills учнів під час дистанційного навчання, а також як забезпечити практико-орієнтований підхід до навчання. Проблемні ситуації, проєктна діяльність, інтегроване навчання, інтерактивні ігри, як частина реалізації практико-орієнтованого навчання, забезпечують для школярів можливість активізації освітнього процесу, розвитку критичного мислення, що сприяє поглибленню розуміння та запам'ятовуванню навчального матеріалу, розв'язання практично орієнтованих завдань. Разом з тим, відсутній системний підхід до розвитку м'яких навичок, особливо тих, що пов'язані з прогностичними уміннями та аргументацією власних суджень та висновків.

Аналіз останніх досліджень і публікацій. На сьогодні маємо низку публікацій, у яких досліджуються чинники формування м'яких навичок у дітей дошкільного віку (А. Ігнатенко, Ю. Смолянко); у здобувачів початкової освіти (О. Жовнич, І. Стахова); в учнів базової та профільної школи (К. Безрук, Г. Ковальчук); у студентів закладів вищої освіти (О. Василенко, Н. Длугунович, Л. Коваль, Н. Коляда, О. Кравченко І. Корчак, А. Тютюнник). Даними авторами розглядаються ключові питання формування soft scills у здобувачів освіти різних освітніх рівнів, однак поза увагою дослідників залишається методика їх набуття у процесі дистанційної та змішаної форми навчання, зумовлених сучасними освітніми викликами.

Мета статті – дослідження чинників та умов, що впливають на формування м'яких навичок в шкільній хімічній освіті.

Виклад основного матеріалу. Сучасний освітній простір характеризується значними деформаціями, які зумовили широкомасштабний дефіцит навчання та проблеми з розвитком учнів. Пандемія COVID-19 спонукала

тривале закриття шкіл, а повномасштабна агресія Російської федерації в Україні призвела до міграції мільйонів учнів та вчителів, суттєвого знищення освітньої інфраструктури країни та травмування територіальних громад. Розуміння того, як розвиток м'яких навичок може подолати освітні втрати, є важливим для розробки адаптивних педагогічних підходів. Освітні втрати, спровоковані кризовими явищами, виходять далеко за рамки вимірюваного дефіциту знань. Низка актуальних досліджень виявила вплив soft scills на різні сфери освітньої діяльності, зокрема, рівні навчальних досягнень учнів, їх мотивацію до здобуття ключових компетентностей, соціально-емоційний розвиток та психічне здоров'я. Окрім академічних показників, кризові чинники порушили соціальну взаємодію, необхідну для розвитку комунікативних та корпоративних компетенцій. У таких умовах учні відчувають низький рівень взаємодії з ровесниками та вчителями навіть після переходу до змішаної форми навчання. Учні та педагоги в окупованих Росією та прифронтових регіонах України, знаходяться в умовах деформованого навчального середовища, а також постійних загроз безпеці та ризику отримання психологічних травм.

Психосоціальні аспекти втрат в освіті України заслуговують на особливу увагу. У результаті аналізу різноманітних контекстів даної проблеми було виявлено підвищений рівень проблем стосовно психічного здоров'я, рівнів тривоги та стресу. Вказані психологічні наслідки поєднуються з академічними складнощами тому, що стрес і тривожність учнів погіршують їх когнітивні функції та мотивацію до навчання, тоді як ізоляція знижує можливості для розвитку соціально-емоційних навичок.

Нові дослідження показують, що розвиток м'яких навичок може слугувати механізмом відновлення освіти, усуваючи не лише прогалини в компетенціях, а й психологічні аспекти навчання, що постраждали у результаті кризових явищ [2]. Така перспектива надає можливість переосмислити роль навчання м'яким навичкам не як необов'язкове збагачення, як розглядалося раніше, а як важливу складову стійкої системи освіти.

В умовах наведених вище освітніх деформацій, викликаних як об'єктивними, так і суб'єктивними причинами, одним з ключових факторів оптимізації шкільної хімічної освіти є стійкість. Вона розуміється нами як здатність позитивно адаптуватися до несприятливих обставин, і є ключовою м'якою навичкою для учнів у наявних кризових ситуаціях. Дії педагога, спрямовані на самосвідомість учня, його емоційну регуляцію, соціальну свідомість, самоконтроль та емоційну креативність, досягли значного зниження тривожності, депресії та стресу, одночасно покращуючи задоволення здоров'ям та якість життя. Такі висновки свідчать про те, що

чітка увага до внутрішньоособистісних м'яких навичок може враховувати як психологічні, так і академічні аспекти втрат у навчанні, пов'язаних з кризою. Український контекст надає особливо актуальне розуміння ролі освіти у реагуванні на кризи та відновлення освітніх спроможностей учнів [2].

Наведемо основні принципи, яких ми дотримуємось у процесі формування soft scills у навчальному процесі з хімії з врахуванням реального стану загальної середньої освіти в Україні:

1. Принцип інтеграції, а не додавання, передбачає, що розвиток м'яких навичок має бути вбудований у процес викладання хімії, а не розглядатися як окремий додаток до навчальної програми. Практичні роботи, лабораторні досліди, групові проєкти та проблемно-орієнтовані навчальні завдання цілеспрямовано розроблені для розвитку конкретних м'яких навичок, зберігаючи при цьому акцент на дисциплінарному змісті [6].

2. Увага до психологічної безпеки, оскільки створення емоційно орієнтованого навчального середовища підтримує учнів, які навчаються в умовах дистанційної чи змішаної форми організації навчального процесу. Маємо розпізнавати ознаки дистресу та відповідно коригувати навчальні підходи, надаючи пріоритет співпраці, позитивному зворотному зв'язку та керованим викликах.

3. Гнучкість та адаптація має бути центральними для освіти, що постраждала від кризи, що вимагає від педагога модифікувати підходи на основі наявних ресурсів, потреб учнів та змін обставин. Саме ця гнучкість моделює адаптивність, яку учні мають розвивати.

4. Використання проблемно-інтегрованих та дослідницьких технологій навчання в умовах, коли розвиток м'яких навичок порушено. Вони допомагають учням у розвитку саморегуляції, управлінні стресом та стратегіям співпраці.

5. Навчальна взаємодія та позитивний зворотній зв'язок є основоположними для оптимізації навчального процесу з хімії, оскільки відновлення соціальних зв'язків, порушених кризою, сприяє як психологічному зціленню, так і розвитку м'яких навичок. Системне використання групових навчальних проєктів з різноманітних проблем хімічної науки допомогають подолати ізоляцію, одночасно розвиваючи комунікативні та корпоративні компетенції.

Когнітивні м'які навички, системне мислення, креативність та вміння розв'язувати проблеми, формують інтелектуальну основу, на якій будуються інші компетенції. Ці навички дозволяють учням ретельно аналізувати наукову інформацію, сприймати взаємозв'язки між складними хімічними явищами та об'єктами, генерувати інноваційні розв'язки та

застосовувати знання для набуття досвіду діяльності. Шкільна хімічна освіта з акцентом на абстрактне мислення, дослідницький експеримент та застосування набутих навичок в життєвих ситуаціях створюють особливо сприятливий ґрунт для розвитку цих когнітивних компетенцій [5].

Особлива увага має приділятися розвитку критичного мислення, яке передбачає формування на уроках хімії цілеспрямованих, саморегульованих суджень, які є результатом інтерпретації, аналізу, оцінки та висновків на основі доказів, концепцій, методів, критеріїв чи контексту. На наш погляд, у хімічній освіті критичне мислення має охоплювати здатність:

а) аналізувати експериментальні дані та виявляти системні закономірності;

б) оцінювати обґрунтованість наукових тверджень та джерел інформації;

в) будувати та оцінювати аргументи на основі доказів;

г) розпізнавати аргументи, що лежать в основі сучасних наукових моделей;

д) робити логічні висновки зі спостережень та аналізу теоретичних концепцій.

Для оцінки рівня розвитку критичного мислення учнів використовуються такі показники: означення проблеми, вияв концептуального розуміння, пошук зв'язків та ідей, перевірка припущень та доказів, формулювання чітких і логічних висновків.

В означених умовах оптимальними для розвитку м'яких навичок учнів перевагу надаємо таким освітнім технологіям: проблемно-орієнтованого навчання, розвитку критичного мислення учнів, цілеспрямованого розвитку індивідуальних пізнавальних стратегій та візуалізації навчальної інформації.

Особливістю проблемно-орієнтованого навчання є те, що воно пропонує учням справжні, недостатньо структуровані проблеми, які вимагають від них визначення відповідної інформації, генерування гіпотез та оцінки рішень. Досить важливим компонентом навчання учнів хімії в кризових умовах є створена педагогом система проблемно-орієнтованих пізнавальних завдань. Кожне таке завдання має залучати учнів до розв'язання проблем реального світу, одночасно розвиваючи конкретні піднавички критичного мислення. Важливе місце у цій системі повинні займати завдання, орієнтовані на дослідження. Саме такі завдання позиціонують учнів як дослідників, а не пасивних одержувачів знань. Крім того, вони природним чином сприяють розвитку критичного мислення.

Вважаємо, що стратегії активного навчання учнів на уроках хімії можуть покращити розвиток критичного мислення навіть за допомогою

незначних модифікацій традиційного навчання. У власній педагогічній діяльності системно використовуємо наступні стратегії активного навчання: симуляції, спільні проєкти та проблемні завдання, розробку ментальних карт. Саме вони ефективно сприяють розвитку когнітивних навичок учнів вищого порядку, зберігаючи при цьому зосередженість на практичному застосуванні хімічних знань.

Багатий контекст для розвитку критичного мислення завдяки реалізації міжпредметних зв'язків створює STEM, який надає можливість пов'язати хімію з технологіями, інженерією, медициною, мистецтвом та математикою.

Важливе місце у процесі формування м'яких навичок на уроках хімії має приділятися розвитку системного мислення учнів. Актуальність системного мислення для хімічної освіти випливає з суттєво системної природи хімічних явищ. Хімічні реакції включають численні взаємодії; рівноважні системи, які демонструють динамічний баланс завдяки механізмам зворотного зв'язку; хімія навколишнього середовища розглядає цикли та потоки в різних масштабах; промислова хімія вимагає розуміння процесних систем та життєвих циклів. Вважаємо, що впровадження системного мислення в хімічну освіту допоможе учням орієнтуватися в складних, взаємопов'язаних концепціях, типових для хімічних систем, одночасно готуючи їх до розв'язання реальних проблем сталого розвитку.

В умовах дистанційного навчання важливими є інструменти візуалізації навчальної інформації, які пропонують структуровані підходи до розвитку навичок системного мислення. Використовуючи інструменти візуалізації, наприклад ChemOffice, учням легше зрозуміти складні концепції та їх взаємозв'язки; вони вдосконалюють навички мислення вищого порядку, що застосовуються до інтегративних проблем; вони отримують підвищену мотивацію завдяки пізнавальним завданням творчого спрямування; і вони отримують обізнаність щодо сталого розвитку та стратегій для сталих інновацій.

Розв'язання проблем на навчальних заняттях з хімії – систематичне застосування знань та міркувань для подолання перешкод та досягнення цілей – являє собою фундаментальну когнітивну навичку, що має особливе значення для хімічної освіти. Учні регулярно стикаються з проблемами, починаючи від алгоритмічних вправ (складання рівнянь, стехіометричні розрахунки) і закінчуючи складними, недостатньо структурованими завданнями (методи синтезу сполук, інтерпретація неочікуваних експериментальних результатів, вирішення соціально-наукових питань). Ефективне розв'язання проблем у хімії вимагає інтеграції декількох когнітивних процесів:

1) розуміння проблеми та визначення відповідної інформації;
2) вибір та застосування відповідних концепцій і процедур;
3) моніторинг прогресу та коригування підходів за потреби;
4) оцінка рішень на точність та обґрунтованість.

Педагог має розуміти, що різниця між добре структурованими та погано структурованими проблемами має важливі педагогічні наслідки. Добре структуровані проблеми мають чіткі цілі, визначені стратегії розв'язку та чітко визначені правильні відповіді. Погано структуровані проблеми, навпаки, мають неоднозначні цілі, численні можливі підходи та розв'язки, які можна оцінювати за критеріями, що виходять за рамки правильності.

Аналіз джерел, які присвячено формуванню м'яких навичок на уроках хімії, надає можливість виділити наступні ефективні підходи:

1) Метод розв'язання проблем, який пропонує учням реальні проблеми ще до того, як вони опанують весь відповідний матеріал, мотивуючи навчання через необхідність вирішення значущих завдань.

2) Метод кейсів надає можливість для вирішення учнями реальних життєвих ситуацій, що вимагають застосування хімічних знань для творчого вирішення проблем.

3) Групова навчальна діяльність, яка на основі колективної когнітивної діяльності та активного навчання, розвиває аналітичні та конструктивні навички учнів, роблячи навчання більш інтерактивним та захопливим.

4) Освітні ігри, які можуть забезпечити змагальний контекст для розвитку м'яких навичок через вирішення актуальних хімічних проблем. Ігровий контекст допомагає учням розвивати цілісні уявлення про функції знань з хімії, одночасно практикуючись у прийнятті рішень в умовах обмежень.

5) Практична робота, яка забезпечує природні контексти для вирішення проблем, якщо вона розроблена так, що виходить за рамки прийнятих постулатів. Вважаємо, що практичні роботи та лабораторні досліди можуть суттєво покращити навички розв'язання проблем та критичного мислення учнів завдяки поступовому зростанню самостійності учнів та відповідальності за прийняття рішень.

6) Проєктне навчання, проєктні завдання та соціально-наукові проблеми створюють умови, де учні повинні одночасно критично мислити, враховувати системні наслідки, генерувати креативні рішення та розв'язувати проблеми – розвиваючи всі когнітивні м'які навички під час вивчення хімічного матеріалу.

7) Ефективна комунікація та позитивні міжособистісні стосунки є важливими для успіху як у навчальній діяльності учнів, так і в майбутньому професійному контексті.

Командна робота стає дедалі важливішою в навчальному процесі з хімії, де складні дослідницькі проблеми часто вимагають спільних підходів, що спираються на різноманітний досвід. Командна робота на навчальних заняттях з хімії є ефективнішою за звичайну індивідуальну та групову форму, тому що:

– команда володіє більш широким інструментарієм у порівнянні з окремим учнем;

– командна робота надає більше можливостей для прояву емпатії, взаєморозуміння, вияву толерантності.

– команда більш стійка до зовнішніх впливів, особливо в умовах кризових явищ.

– у процесі командної роботи слушна ідея чи пропозиція уважно розглядається та аналізується, що є запорукою до зменшення кількості помилок або хибних рішень.

Отже, командна робота – потужний елемент формування ключових компетентностей учнів та важливий засіб оволодіння ними низкою м'яких навичок, які виступають якісним інструментом для особистісного зростання [1].

Окремо зупинимось на оцінюванні результатів командної роботи, яке має враховувати як індивідуальний внесок учня, так і групову динаміку. Самооцінювання, взаємне оцінювання та оцінювання педагога вносять унікальні перспективи у розвиток навичок співпраці. Взаємне оцінювання може виявити динаміку, невидиму для вчителя, водночас сприяючи рефлексії над власним внеском. Однак ефективне взаємне оцінювання вимагає чітких критеріїв та навчання для забезпечення корисного зворотного зв'язку. Для оцінювання навичок співпраці рекомендуємо критерії, подані у таблиці 1.

Таблиця 1.

Оцінювання навичок співпраці для практичних робіт з хімії

Критерії	**Рівні навчальних досягнень**		
	Високий	**Достатній**	**Задовільний**
Внесок у гру-пову роботу	Постійно пропонує цінні ідеї та виявляє ініціативу; ретельно та вчасно виконує всі поставлені завдання	Регулярно пропонує ідеї; виконує постав-лені завдання вчасно та якісно	Інколи пропонує ідеї; виконує більшість завдань, але може потребувати нагадувань

Критерії	Рівні навчальних досягнень		
	Високий	Достатній	Задовільний
Спілкування з членами команди	Чітко та з повагою спілкується; активно звертається до всіх членів команди за порадою; адаптує стиль спілкування за потреби	Ефективно спілку-ється; слухає інших; ділиться відповідною інформацією	Спілкування іноді нечіт-ке; може домінувати в обговоренні або залиша-тися пасивним
Вирішення конфліктів	Конструктивно вирі-шує розбіжності; до-помагає команді до-сягти консенсусу, по-важаючи різні точки зору	Конструктивно бере участь у вирішенні розбіжностей; приймає групові рішення	Може уникати конфлік-тів або сприяти напруженості; неохоче приймає групові рішен-ня
Підтримка членів команди	Активно допомагає товаришам по коман-ді; щедро ділиться знаннями; цінує внесок інших	Допомагає товаришам по команді, коли їх просять; ділиться ре-сурсами	Інколи допомагає ін-шим; використовує переважно для власних завдань
Надійність	Завжди виконує свої зобов'язання; на нього можна покла-стися за будь-яких обставин	Зазвичай виконує зобо-в'язання; надійний у більшості ситуацій	Іноді не виконує зобо-в'язань; надійність непо-слідовна

Командне навчання під керівництвом однолітків забезпечує структуровані можливості для розвитку лідерства. Учні, які виступають лідерами, розвивають впевненість в управлінні групами, створенні інклюзивного середовища та сприянні навчанню серед своїх однокласників. Рефлексивна практика підтримує розвиток лідерства, заохочуючи учнів аналізувати власний досвід, виявляти закономірності та планувати покращення.

Командна взаємодія також є основним чинником розвитку міжособистісних компетентностей, до яких відносимо:

– комунікативність: уроки з хімії можуть стати основою для вдосконалення навичок письмового та усного спілкування засобами

презентації результатів практичних робіт та лабораторного експерименту, участі в розв'язанні дискусійних завдань, експериментальних та розрахункових задач;

– емоційна чутливість: засобами групової взаємодії, спільної роботи над навчальними проєктами, розробці реальних кейсів через повагу до альтернативних думок. Підтримку позитивного естетичного середовища, уміння демонструвати стриманість у спірних ситуаціях;

– особиста відповідальність: формується через створення індивідуальних стратегій розв'язання пізнавальних завдань проблемного та інтегрованого спрямування;

– адаптивність: розвивається в умовах виконання соціально значущих хімічних проєктів з обмеженим лімітом часу, стимулює саморегуляцію та вміння долати труднощі в умовах змінного середовища;

– емоційний інтелект: розвивається за рахунок засобів рефлексивного аналізу у процесі групової взаємодії, обговорення нестандартних ситуацій етичного змісту у хімічній практиці;

– альтруїзм: формується через участь у виконанні групових дослідницьких завдань, які передбачають розподіл ролей та спільну відповідальність за кінцевий результат;

– корпоративна діяльність: реалізується засобами колективного розв'язання хімічних задач різних рівнів складності, організації міні-досліджень та підготовки спільних презентацій.

Організаторські та особистісні навички, що охоплюють управління часом, саморегуляцію, постановку цілей, управління стресом та адаптивність, є важливими компетенціями, які необхідні для якісної хімічної освіти. Ці навички дозволяють учням справлятися зі складними вимогами, наполегливо долати труднощі та адаптуватися до змінних обставин. Хімічна освіта з її вимогливим графіком практичних робіт та лабораторних дослідів, концептуально складним змістом та вимогою до постійних зусиль забезпечує як необхідність, так і можливості для розвитку цих організаційних компетенцій.

В сучасних умовах важливого значення набувають стратегії саморегульованого навчання, за допомогою яких учні ставлять цілі, обирають стратегії, контролюють власний рух за освітньою траєкторією, коригують власний інструментарій на основі зворотного зв'язку. Стратегії саморегульованого навчання мають включати постановку цілей учнями, організацію естетичного середовища та часу, пошук допомоги та самооцінку, як критично важливі для успішного та змістовного вивчення школярами абстрактних хімічних понять, таких як відновлення, окиснення та електроліз. Дослідження показують, що саморегуляція суттєво впливає

на успішність у хімії кількома шляхами. Зокрема, власний досвід навчання учнів хімії засвідчує значне покращення здатності школярів до саморегуляції, знань про саморегуляцію та самоефективність у зв'язку з системним підходом до формування soft scills. На наш погляд, ключовим компонентом саморегуляції, необхідної для вивчення складних хімічних понять, є метапізнання, як ключовий чинник у розвитку м'яких навичок.

Найбільш актуальною навчальною моделлю для розвитку метапізнання є проєктне навчання у поєднанні з структурованими стратегіями розв'язання соціально значущих проблем. Оцінка метапізнання в хімії створює певні труднощі, оскільки структура навчального предмету включає внутрішні процеси, які не можна безпосередньо спостерігати. Важливим елементом метапізнання є заохочення учнів зосередитися на підвищенні рівня власних попередніх результатів. Цей елемент навчання надає можливість учням знизити рівень тривожності, пов'язаний з очікуваною оцінкою своїх навчальних досягнень [3].

Хімічна освіта за своєю сутністю вимагає адаптивності: експерименти не завжди проходять так, як очікувалося, що вимагає від учнів усунення неточностей, коригування процедур, а іноді й сприйняття неочікуваних результатів. Таким чином, практична робота надає природні можливості для розвитку адаптивних здібностей школярів. Проблемне навчання ставить учнів перед недостатньо структурованими проблемами, яким бракує єдиних правильних рішень, що вимагає адаптивного реагування на нову інформацію. Проблемний метод найбільш доречний у тих випадках, коли учні не володіють достатнім обсягом знань, коли вони вперше стикаються з тим або іншим явищем і не можуть встановити необхідні асоціації.

Важливим компонентом у формуванні soft scills на навчальних заняттях з хімії є цифрова грамотність учнів. Цифрова грамотність є актуальною для учнів у вивченні хімії, вона полягає в зосередженні на доступі до Інтернету як засобу для спілкування, співпраці, творчості, вирішення проблем, прийняття рішень та споживання інформації. Зокрема, у вивченні хімії цифрові технології можуть покращити якість викладання в технічному, когнітивному та соціальному аспектах. Функції, що підтримуються ІКТ, можуть мотивувати розуміння хімічних концепцій та зменшити навантаження на когнітивну пам'ять у процесі навчання. В умовах дистанційного навчання важливим інструментом формування м'яких навичок учнів є Віртуальна хімічна лабораторія. Її системне використання створює умови для концептуального розуміння базових хімічних теорій та концепцій, навичок розуміння особливостей наукового процесу, володіння лабораторним інструментом, логічного мислення, креативності, мотивації та результатів навчання.

Штучний інтелект дедалі більше інтегрується в хімічну освіту, пропонуючи як можливості, так і виклики. Адаптивні системи навчання на базі штучного інтелекту визначають моделі успішності учнів та відповідно адаптують вимоги до навчання, надаючи зворотний зв'язок у режимі реального часу та персоналізований контент. Віртуальні лабораторії, керовані штучним інтелектом, пропонують безпечне та доступне середовище для набуття практичного досвіду з хімічними реакціями, молекулярними структурами та промисловими процесами.

Важливим компонентом у процесі формування soft scills вважаємо проблему оцінювання м'яких навичок. Основні підходи до даного компоненту подано у таблиці 2.

Таблиця 2

Методи оцінювання м'яких навичок у хімічній освіті

Метод	Сильні сторони	Обмеження	Найкращі стратегії
Тематичне оцінювання	Чіткі критерії; по-слідовне оцінюван-ня; підтримка само-оцінювання	Необхідний час на освоєння; може над-мірно спрощувати складні навички	Командна робота, комунікація, звіти до практичних робіт, презентації
Самооцінка	Розвивати метапіз-нання; сприяє ре-флексії; ефектив-ність	Упередженість соці-альної бажаності; може бути неточною	Саморегуляція, по-становка цілей, стратегії навчання
Взаємна оцінка	Надає різні точки зору; розвиває на-вички оцінювання	Потенційна уперед-женість; потребує навчання	Командна робота, комунікація, спільні проєкти
Спостереження	Фіксує автентичну поведінку; багаті да-ні	Витратний час; ефекти сервера-спостереження	Лабораторні навич-ки, співпраця, кому-нікація
Оцінка портфоліо	Показує розвиток з часом; достовірні докази	Трудомістка оцінка	Комплексний розви-ток навичок; завер-шальні курси

Метод	Сильні сторони	Обмеження	Найкращі стратегії
Рефлексивні журнали	Фіксує процеси ми-слення; сприяє метапізнанню	Суб'єктивний; вима-гає чесної участі	Критичне мислення, етичні міркування, саморегуляція

Ефективне навчання м'яким навичкам вимагає від вчителів, які самі володіють цими навичками та розуміють, як сприяти їх розвитку в учнів. Частина вчителів хімії зазначають, що впровадження стратегій активного навчання стикається з такими труднощами, як інституційні бар'єри, недостатня готовність вчителів та обмеженість ресурсів. Значна частина вчителів хімії висловлюють судження про неготовність до прямого викладання та оцінювання м'яких навичок, оскільки самі пройшли навчання переважно за дисциплінарним змістом.

Вчителі хімії повинні чітко інтегрувати цілі розвитку м'яких навичок у розробку навчально-тематичних планів, проєктувати лабораторні роботи, що вимагають співпраці та критичного мислення, використовувати самостійні роботи та формувальне оцінювання для встановлення чітких очікувань, пов'язувати зміст хімії з реальними контекстами та моделювати м'які навички, які вони очікують від учнів. Для ефективного розвитку soft skills в умовах закладу загальної середньої освіти доцільно інтегрувати в освітній процес елементи тренінгової роботи (комунікативні, лідерські, особистісного зростання), а також використовувати технології проєктного й проблемного навчання [4].

Висновки. Таким чином, розвиток soft scills у хімічній освіті являє собою повернення до фундаментальних освітніх цілей: розвитку учнів, які здатні критично мислити, ефективно спілкуватися, продуктивно працювати з іншими та продовжувати навчатися протягом усього життя. Хімічна освіта може ефективно розвивати м'які навички, приділяючи при цьому відповідну увагу дисциплінарному змісту. Оскільки хімічна освіта розвивається у відповідь на зміну суспільних потреб, технологічний розвиток та розширення педагогічного розуміння, увага до soft scills тільки зростатиме.

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СТАВЛЕННЯ ДО РІЗНОВИДІВ НАВЧАЛЬНОЇ ДІЯЛЬНОСТІ ТА ОБ'ЄМ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ (КУРСАНТІВ) ВУЗІВ РІЗНИХ КРАЇН У ПРОЦЕСІ ЇХ ФАХОВОЇ ПІДГОТОВКИ

Анотація. Відомо, що система підготовки фахівців для діяльності в галузі фізичної культури є однією з важливих складових інституту освіти в кожній країні. Саме в процесі підготовки і навчання майбутніх фахівців у вищих спеціальних навчальних закладах та закладах з особливими умовами навчання складаються ті орієнтації, навички, знання, що в подальшому значною мірою будуть визначати особливості всієї сфери фізичної культури та спорту, їх реальне місце й значимість у суспільстві. Ось чому досліджувався рейтинг різновидів навчальної діяльності студентів різних напрямів підготовки як в Україні так і країн східної Європи в процесі їх фахового становлення. Досліджуваним були запропоновані анкети з різновидами навчальної діяльності: лекційні, лабораторні, семінарські, методичні заняття, практика, самостійна робота і практичні заняття блоку професійно зорієнтованих предметів, які вони повинні були оцінити за десятибальною шкалою. Виявлено, що у студентів (курсантів) до випускного курсу підвищується розуміння важливості методичних та практичних навичок для фахової підготовки. Студенти (курсанти)

молодших курсів нижче оцінюють значення для свого професійного становлення методичних занять і фахової практики, але до випускного курсу у них підвищується розуміння важливості методичних та практичних навичок з проведення занять для фахової підготовки.

Рейтинг же лекційних, лабораторних і семінарських занять у старшокурсників знижується. Значення ж лекційних, лабораторних і семінарських занять у старшокурсників знижується. Найбільш значимим різновидом навчальної діяльності для професійного становлення майбутнього фахівця на думку студентів-фізкультурників деяких вузів Європи є фахові практичні заняття, а найменший рейтинг має самостійна робота.

Даний факт може бути інформативним стосовно відношення студентів (курсантів) до самостійної роботи та ставить питання про можливий перегляд співвідношення аудиторних і самостійних занять. Крім того, встановлено, що до старших курсів спостерігається загальна тенденція зниження витрат часу на самопідготовку, а з загального об'єму самостійної роботи студенти (курсанти) найбільше часу відводять на своє фізичне вдосконалення.

Найбільш значимим різновидом навчальної діяльності для професійного становлення майбутнього фахівця з фізичної культури, на думку молоді, є практичні заняття зі спортивних дисциплін

Ключові слова: різновиди навчальної діяльності, фахова підготовка, студенти, курсанти, оцінка, самостійні, лабораторні заняття, лекції, практика, рейтинг, значення, різновиди самостійної роботи.

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THE MEANING OF DIFFERENT TYPES OF EDUCATIONAL ACTIVITIES FOR THE STUDENTS (CADETS) FROM THE PHYSICAL EDUCATION DEPARTMENT OF VARIOUS HIGHER EDUCATIONAL ESTABLISHMENTS FROM DIFFERENT COUNTRIES IN THE PROCESS OF THEIR PROFESSIONAL PREPARATION

Abstract. The system of training specialists for activities in the field of physical culture and sports constitutes a vital component of the educational infrastructure, as it directly shapes the future professional standards and social significance of the sector. This study investigates the academic priorities and professional orientations of physical education students in higher education institutions, including universities with special learning conditions, across Ukraine and Eastern European countries. The research evaluates how future specialists perceive the relevance of various educational activities during their professional growth by utilizing a 10-point assessment scale. The survey analyzed seven key types of academic work: lectures, laboratory sessions, seminars, methodical classes, professional practice, independent study, and practical sessions in professionally oriented disciplines. The empirical data revealed a significant structural shift in student attitudes from the junior years to the graduation stage. Junior students initially undervalued the role of methodical classes and professional practice.

However, senior students demonstrated a heightened understanding of the critical importance of practical and methodical skills necessary for their future careers. Conversely, the perceived value of traditional theoretical formats, such as lectures, laboratory work, and seminars, steadily declined among seniors. Practical sessions in sports disciplines were ranked as the most significant element for professional development. In contrast, independent work received the lowest rating from the respondents.

Furthermore, the overall time dedicated to academic self-preparation decreased in senior years, with students prioritizing personal physical improvement over theoretical self-study.

These findings highlight a critical gap between theoretical instruction and practical demands in physical culture curricula. The low ranking of independent work suggests an urgent need to restructure the correlation between classroom hours and self-study to optimize the readiness of future specialists.

Keywords: different types of educational activities, professional preparation, students, cadets, grades/evaluation, higher educational establishments specializing in physical education, different types of educational activities, professional preparation, students, grades/evaluation, higher educational establishments specializing in physical education.

Постановка проблеми. Характер трудової діяльності спеціалістів в сфері фізичної культури вимагає фундаментальної теоретичної підготовки блоків навчальних дисциплін, поглибленої професійної, спеціальної та загальної рухової підготовленості, соціальної активності, організаторського та комунікативного компонентів професіограми фахівців розглядуваного профілю [1].

Система підготовки фахівців для діяльності в галузі фізичної культури є однією з важливих складових інститутів освіти в кожній країні. Саме в процесі підготовки і навчання майбутніх фахівців у вищих спеціальних навчальних закладах та закладах зі специфічними умовами навчання складаються ті орієнтації, навички, знання, що в подальшому значною мірою будуть визначати особливості всієї сфери фізичної культури та спорту, їх реальне місце й значимість у суспільстві [3].

В процесі навчання у вузі відбувається перебудова та подальший розвиток професійної спрямованості особистості. Потім в процесі самостійного виконання професійних функцій в результаті пошуків та роздумів вдосконалюються фахово-особистісні якості фахівця [2].

Навчальна діяльність студентів (курсантів) – це складне утворення його взаємодії в системі вищої школи. Підготовка до майбутньої професійної діяльності в галузі фізичної культури відбувається у процесі лекційних, семінарських, лабораторних, методичних занять, практичних занять, блоку професійно зорієнтованих предметів, різновидів практик і самостійної роботи.

Сучасні європейські педагогічні тенденції базуються на уявленні про взаємообумовленість розвитку особистості та діяльності як специфічної форми відношення людини до навколишнього світу. Сукупність знань, умінь, набутих випускником вузу, є реальною основою його майбутньої професійної майстерності.

Найбільш значимим фактором у професійному становленні та вдосконаленні майбутнього фахівця є здатність до самостійної роботи над собою в процесі навчання у вузі та під час професійної діяльності. Ця обставина підтверджує положення про те, що у вузі в першу чергу слід формувати потреби та здатність до самовдосконалення через самостійну роботу студента (курсанта). Важливість самостійної роботи у професійному становленні досить високо оцінюють для себе спеціалісти. Доведено, що введення курсу "Основи самостійної роботи" є значним фактором інтенсифікації навчального процесу та органічної адаптації студентів (курсантів) до умов вузівської освіти [1].

У контексті сучасних тенденцій у освіті насторожує та обставина, що студенти та курсанти недостатньо високо оцінюють для себе значимість

самостійної роботи і оцінюють її значно нижче, ніж аудиторні форми навчальної діяльності [2].

Дослідниками досить широко і не однозначно обговорюються проблеми значимості окремих різновидів навчальної діяльності у вузі для підготовки майбутніх фахівців, але досить мало інформації про відношення до цього самих студентів та курсантів вітчизняного й тим більше у спеціалізованих вузах фізкультурного профілю різних країн, що і визначає актуальність та мету вибраного напряму наукових пошуків.

Аналіз останніх досліджень і публікацій.

Підвищення якості підготовки фахівців з реалізацією особистісного підходу в освіті є однією з центральних проблем у сучасній психолого-непедагогічній науці [3, 5, 6, 12]. У даному випадку слід казати про озброєння студентів (курсантів) професійними уміннями, навичками, соціально активною позицією, умотивованістю та здатності жити, працювати у сучасних жорстких політичних і соціально-економічних умовах.

За таких обставин, як зазначають В. В. Балахтар [1], Ю. Войнар, Д. Наварецький [3], Л. П. Сущенко [6], Pospeh J., Wojnar J [12] слід мовити про науково-методичне, матеріальне, теоретичне та практичне індивідуально-вмотивоване забезпечення навчального процесу підготовки фахівців і, у тому числі, в галузі фізичної культури.

Якщо схематично зобразити процес підготовки фахівця у вищому навчальному закладі незалежно від фаху, то він приблизно виглядатиме наступним чином:

- система освіти країни (загальне управління процесом);
- середній навчальний заклад (загальноосвітня підготовка);
- вищий навчальний заклад (організація і проведення навчального процесу);
- викладач (безпосередній передавач науково-теоретичних і практичних знань та навичок);
- студент (курсант) (безпосередній приймач науково-теоретичних і практичних знань та навичок).

У цих напрямках працювала велика кількість науковців [1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 тощо].

Серед усіх нюансів багатогранного процесу підготовки фахівця, виділяється ставлення студента (курсанта) до різновидів навчальної діяльності, що є основою напрямів формування компетентності під керівництвом викладача (як об’єкт в системі підготовки фахівців) та самостійної роботи, як основи індивідуальної компетентності (як суб’єкт в системі підготовки фахівців).

Основними напрямами об'єкт-суб'єктного формування професійних компетентностей майбутніх фахівців займалися безліч дослідників і методистів [1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 тощо]. Дослідження щодо ставлення студентів (курсантів) навчання вітчизняних та деяких країн Європи до різновидів навчальної діяльності, як виявилося недостатньо. Відповідний стан інформації про об'єм самостійної роботи аналогічних студентів (курсантів) вузів у процесі їх фахової підготовки.

Мета статті - дослідити ставлення до різновидів навчальної діяльності та об'єм самостійної роботи студентів (курсантів) України та студентів деяких країн східної Європи у процесі їх фахової підготовки.

Виклад основного матеріалу. Організація та методика дослідження.

У дослідженнях брали участь 207 студентів І і випускних курсів факультету фізичної культури Черкаського національного університету імені Богдана Хмельницького (Черкаси, Україна), факультету фізичного виховання Кишинівського університету (м. Кишинів, Молдова), факультету фізичної культури і фізіотерапії Політехніки Опольської (м. Ополе, Польща), факультету фізичної культури Остравського університету (м. Острава, Чехія), студенти та курсанти Національного університету цивільного захисту України. У кожній групі було 25-28 досліджуваних у залежності від курсу та університету. Курсантам та студентам були запропоновані анкети з різновидами навчальної діяльності: лекційні, лабораторні, семінарські, методичні заняття, практика, самостійна робота і практичні заняття блоку професійно зорієнтованих предметів, які вони повинні були оцінити за десятибальною шкалою. Також студентам (курсантам) були запропоновані анкети з різновидами самостійної роботи й вони мали впродовж тижня хронометрували кількість хвилин, витрачених на різновиди самостійної роботи, а потім представили звіти та анкети з різновидами навчальної діяльності, які вони повинні були оцінити за десятибальною шкалою.

Результати дослідження. Аналіз отриманих даних показав, що середня значимість різновидів навчальної діяльності для студентів (курсантів) І та випускних курсів різних країн при оцінці з 10-ти балів становить 5.80-8.00 балів. Найвищу кількість балів (7.90-8.00) студенти (курсанти) І та випускних курсів поставили фаховим практичним заняттям з видів спорту, тобто вони їх вважають найбільше значимими для свого становлення як фахівців (табл. 1).

Відносно високий рейтинг практичних занять з фахових дисциплін в українських студентів (курсантів) (8.2-7.7 балів), польських (7.7-8.3 балів) та чеських студентів (8.4-8.5 балів).

Досить високо курсанти та студенти першого курсу оцінювали важливість для їх майбутнього фаху інформацію отриману на лабораторних заняттях (7.7 балів), а випускного курсу – набуті практичні і методичні навички під час практик (7.6 балів) і методичних занять (7.21 балів). Курсанти та студенти І курсу, практику та методичні заняття оцінювали на один бал нижче – 6.6 балів. Така тенденція щодо більш низької оцінки практики та методичних занять першокурсниками і більш високої – випускниками зберігається у вузах всіх країн де проводилися дослідження, за виключенням студентів факультету фізичної культури Остравського університету (Чехія), у яких рейтинг методичних занять найнижчий (6.2-5.6 балів) і, крім того, у студентів першого курсу оцінка вища, ніж у випускників. Тобто, студенти (курсанти) першого курсу ще мало розуміли важливість методичних та практичних навичок з проведення занять для фахової підготовки.

Таблиця 1

Значимість різновидів навчальної діяльності для професійного становлення студентів (курсантів) у вузах різних країн (оцінка з 10 балів)

№ п/п	Різновиди навчальної діяльності	Вищі навчальні заклади								Середні значення (n=207)	
		У-т Черкаси, Україна (n=51)		У-т Кишинів, Молдова (n=51)		Політехніка Опольська Польща (n=55)		У-т Острава, Чехія (n=50)			
		І к	Випускники	І к	V к	І к	V к	І к	V к	І к	випускники
1.	Лекційні заняття	7.8	6.8	8.0	7.6	6.9	6.3	5.3	7.6	7.0	7.1
2.	Лабораторні заняття	7.0	6.6	6.8	6.6	8.7	7.8	8.3	7.4	7.7	7.1
3.	Методичні заняття	6.3	7.3	6.7	8.1	7.5	8.1	6.2	5.6	6.61	7.21
4.	Семінарські заняття	8.1	7.4	7.7	6.0	6.1	6.1	6.8	6.7	7.1	6.5
5.	Фахові дисципліни	8.2	7.7	7.4	7.4	7.7	8.3	8.4	8.5	7.9	8.0
6.	Практика	5.8	7.0	6.1	7.3	6.4	7.0	8.3	9.0	6.6	7.6
7.	Самостійна робота	6.2	6.1	6.5	6.1	5.7	5.3	5.6	5.8	6.0	5.8

На рівні 7.0-7.1 балів досліджувані оцінювали інформативність лекційних та семінарських занять, хоча, слід відмітити, що до випускного курсу значення семінарів для свого професійного становлення студенти оцінювали дещо нижче – 6.5 балів у середньому. Більш високий рейтинг лекційних, семінарських і лабораторних занять можна відмітити у першокурсників України, Молдови та Польщі. Студенти ж I курсу Чехії, навпаки, лекційні заняття оцінювали найнижче з усіх різновидів навчальної діяльності (5.3 балів).

Найменшу оцінку опитувані поставили самостійній роботі – 6.0 на першому курсі та 5.8 балів на п'ятому курсі. Таку низьку оцінку самостійній підготовці була поставлена не тільки українськими студентам (курсантам), відповідно першокурсниками та випускниками (6.2 і 6.1), а й молдовськими (6.5 і 6.1), польськими (5.7 і 5.3) і чеськими (5.6 і 5.8) балів. Тобто, фактично всі студенти (курсанти), не залежно від країни де вони навчалися, однозначно вважали самостійні заняття найменш ефективними у їх фаховій підготовці до діяльності в галузі фізичної культури. Окрім того, даний факт може свідчити і про відношення студентів (курсантів) до самостійної роботи і це може бути підставою постановки питання про можливий перегляд співвідношення аудиторних і самостійних занять у вищих навчальних закладах.

Студенти-першокурсники Черкаського національного університету найбільш ефективними різновидами навчальної діяльності вважали семінари і практичні заняття з фахових дисциплін, відповідно 8.1 і 8.2 балів. Аналогічна до цієї і думка випускників, але оцінка дещо нижча – 7.4 і 7.7. балів. Найгірше ставлення в українських студентів (курсантів) I курсу до різновидів практики – 5.8 і самостійної роботи – 6.2 балів, а у випускників – тільки самостійної роботи (6.1 балів).

У Молдовських студентів першого курсу, що навчалися в Кишинівському університеті на факультеті фізичного виховання найвищий рівень ставлення до лекційних і семінарських занять, відповідно 8.0 і 7.7 балів, а у випускного курсу – методичних занять (8.1 балів). У той же час найнижчі бали першокурсники виставили у відношенні до фахової практики (6.1 балів) і самостійної роботи (6.5 балів). А для молдовських студентів-п'ятикурсників – це семінарські заняття і самостійна робота, відповідно 6.0 і 6.1 балів.

Дослідження серед студентів першого курсу відділу фізичного виховання і фізіотерапії Політехніки Опольської (Польща) показали, що лабораторні заняття і заняття з фахових дисциплін найбільш вагомо впливали на їх становлення як майбутніх спеціалістів. Адже саме такі різновиди навчальної діяльності оцінені ними на рівні 8.7 і 7.7 балів. Їхні

колеги-п'ятикурсники також найвище оцінили практичні заняття з фахових дисциплін (8.3 балів) та методичні заняття – 8.1 балів. Відповідно, найнижчий рейтинг серед польських студентів відділу фізичного виховання і фізіотерапії I-V курсів мали самостійні заняття, які вони оцінили в 5.3 та 5.7 балів.

Для студентів Остравського університету (Чехія) і I, і V курсів факультету фізичної культури найбільш цікавими, вагомими у професійному плані була фахова практика та практичні заняття з, відповідно, фахових дисциплін. Вони їх оцінили в межах від 8.3 до 9.0 балів у відношенні до різновиду навчальної діяльності та курсу. Однак, найнижчим балом їх студенти-першокурсники оцінили ті матеріали, які вони отримували в упродовж лекційних занять – 5.3 і самостійної роботи – 5.6 балів, а п'ятикурсники – самостійні і методичні заняття, відповідно 5.8 та 5.6 балів.

Подальші дослідження стосувалися об'ємів самостійної роботи студентів (курсантів) різних країн у процесі їх фахової підготовки. В результаті встановлено, що найбільший об'єм самостійної роботи у студентів-першокурсників факультету фізичного виховання і фізіотерапії Політехніки Опольської – 1172 хвилини, а це 19.5 годин на тиждень або майже 3 – кожного дня (табл. 2). Приблизно скільки ж – 1015 і 1006 хвилин витрачали на самопідготовку першокурсники факультетів фізичного виховання Кишинівського та Черкаського університетів, відповідно. В той же час, як не дивно, найменше часу займалися самоосвітою теж студенти-фізкультурники першого курсу, але Остравського університету, всього 638 хвилин, а це фактично майже удвічі менше, ніж їх колеги з Польщі, Молдови та України, тоді як їх старші товариші випускники на самопідготовку витрачали значно, майже на третину, більше часу – 916 хвилин.

Студенти п'ятого курсу факультету фізичної культури Кишинівського університету витрачали на самостійну роботу фактично скільки ж часу, як і першокурсники, менше всього тільки на 1 годину з розрахунку тижневих витрат.

В той час як їх колеги з України і, особливо, Польщі значно менше самостійно працювали в процесі навчальної діяльності, ніж першокурсники, відповідно на 274 і 476 хвилин впродовж навчального тижня.

Таблиця 2

Об'єм різновидів самостійної роботи студентів (курсантів) вузів різних країн (хв./тиждень)

№ п/п	Різновиди роботи	Вищі навчальні заклади								Середні значення (n=207)	
		У-т Черкаси, Україна (n=51)		У-т Кишинів, Молдова (n=51)		Політех-ніка Ополь-ська, Польща (n=55)		У-т Острава, Чехія (n=50)			
		I к	Випуск-ники	I к	V к	I к	V к	I к	V к	I к	Випуск-ники
1.	Робота у бібліотеці	180	98	103	129	131	110	66	150	120	120
2.	Робота з конспектами	203	68	131	118	201	104	118	23	163	78
3.	Підготовка звітної документації	161	40	83	18	286	73	98	152	157	71
4.	Підготовка рефератів, курсових, дипломних	31	105	16	207	39	222	100	109	46	160
5.	Фізичне вдосконалення	255	307	566	298	368	132	186	341	344	275
6.	Не формальне спілкування з колегами, викладачами	176	79	77	168	106	55	68	109	107	102
7.	Інші варіанти	0	41	39	14	41	0	2	32	21	22
8.	Всього	1006	738	1015	952	1172	696	638	916	958	828

Розгляд матеріалів про витрати часу на різновиди самостійної роботи показав, що найбільше часу студенти (курсанти) витрачали на своє фізичне вдосконалення – це в середньому 344 та 275 хвилин на тиждень, відповідно І і випускного курсу. До випускного курсу простежувалася загальна тенденція до певного зменшення витрат часу на цей різновид самостійної роботи над собою. Слід зауважити, що українські та чеські випускники фізичному самовдосконаленню приділяли більше часу (307-344 хвилини) ніж першокурсники (186-255 хвилин), У молдовських і польських студентів, навпаки, до випускного курсу певною мірою втрачався інтерес до такої діяльності. Найбільше часу, 566 хвилин на тиждень (майже 10 годин), займалися фізичним вдосконаленням саме молдовські першокурсники.

За витратами часу в процесі самостійної роботи, особливо для першокурсників, наступною була робота з конспектами і підготовка звітної

документації, відповідно 163 та 157 хвилин на тиждень. Причому за роботою з конспектами найбільше проводили студенти (курсанти) перших курсів з Черкас і Ополе – 201-203 хвилини впродовж робочого тижня. Аналогічно до цього витрачався час і на підготовку звітної документації, але ще й у п'ятикурсників з Чехії – 152 хвилини.

По дві години (120 хвилин) на тиждень досліджуваний контингент студентів (курсантів) всіх вузів проводили у бібліотеці, працюючи з літературою. При чому, першокурсники в Черкасах для цього використовували аж 180 хвилин, а випускники з Чехії – 150 хв. Найменше користувалися послугами бібліотеки також студенти Остравського університету, але першокурсники – всього 1 годину впродовж тижня.

Більше як півтори години потрібно студентам I-V курсів вузів фізкультурного профілю деяких країн Європи для не формального спілкування з колегами і викладачами. Але, слід відмітити, що найбільше цього потребували студенти-першокурсники з факультету фізичної культури Черкаського університету, адже на спілкування вони витрачали 176 хвилин на тиждень, що складало майже 3 години та випускники з Молдови – 168 хвилин.

На підготовку рефератів, курсових та дипломних робіт старшокурсники витрачали у середньому більше часу (160 хвилин), ніж студенти молодших курсів (46 хвилин). Найбільше часу на такі різновиди самостійної роботи витрачали студенти 5-х курсів Політехніки Опольської та університету з Кишинева, відповідно 222 та 207 хвилин, а найменше, 16 хвилин на тиждень, молдовські студенти-першокурсники факультету фізичної культури.

Слід відмітити, що на інші різновиди самостійної роботи студенти (курсанти) I і випускних курсів України, Молдови, Польщі та Чехії витрачали найменше часу – в середньому 21-22 хвилини. Цей факт може бути дещо дивним, адже відомо, що багато студентів (курсантів) зараз в процесі самопідготовки використовують Інтернет, а це займає доволі багато часу.

Висновки:

1. Студенти (курсанти) молодших курсів нижче оцінювали значення для свого професійного становлення методичні заняття і педагогічну практику, але до випускного курсу у них підвищувалося розуміння важливості методичних та практичних навичок з проведення занять для фахової підготовки. Ставлення ж до лекційних, лабораторних і семінарських занять у старшокурсників знижувалося.

2. Найбільш значимим різновидом навчальної діяльності для професійного становлення майбутнього фахівця з фізичної культури на

думку студентів деяких вузів Європи були практичні заняття зі спортивних дисциплін, а найгірше ставлення було у студентів (курсантів) до самостійної роботи. Даний факт міг бути інформативним стосовно ставлення студентів (курсантів) до самостійної роботи та ставило питання про можливий перегляд співвідношення аудиторних і самостійних занять.

3. Важливість самостійної роботи у професійному становленні фахівців досить високо оцінювалося і це підтверджується витратами часу студентами-першокурсниками факультетів фізичної культури Черкаського (Україна) та курсантами (студентами) НУЦЗ України, Кишинівського (Молдова) і, особливо Опольського (Польща) університетів, які на цей різновид навчальної діяльності витрачали до 3-ох годин кожного дня. До старших курсів спостерігалася загальна тенденція зниження витрат часу на самопідготовку.

4. З загального об'єму самостійної роботи студенти (курсанти) найбільше часу відводили на своє фізичне вдосконалення, а це в середньому до 6 годин на тиждень у першокурсників і, відповідно, 4 години у випускників. Найбільше турбувалися про своє фізичне вдосконалення молдовські студенти 1-х курсів, які майже 10 годин на тиждень додатково працювали у спортивних залах.

5. Самопідготовка та робота в бібліотеці у студентів (курсантів) всіх курсів забирала до 2 годин на тиждень. На роботу з конспектами і звітною документацією більше часу витрачали студенти-фізкультурники 1-х курсів (до 2.5 годин). Над написанням рефератів, курсових і дипломних робіт – старшокурсники працювали до 2 годин 40 хвилин на тиждень. На не формальне спілкування з колегами і викладачами та інші різновиди самостійної роботи студенти відводили менше часу.

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ФОРМУВАННЯ У ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ НА ЗАНЯТТЯХ З ІНОЗЕМНИХ МОВ ЗДАТНОСТІ ДО КОМУНІКАЦІЇ У ВОЛОНТЕРСЬКІЙ ДІЯЛЬНОСТІ

Анотація. У статті розглядається проблема формування на заняттях з іноземних мов здатності студентів до комунікації у волонтерстві. У процесі викладання іноземних мов є важливим формувати здатність здобувачів вищої освіти до комунікації у волонтерській діяльності через їх занурення в реальні ситуації практичної діяльності з надання багатосторонньої допомоги іншим людям у суспільстві. Задля сприяння поступовому характеру формування готовності майбутніх фахівців до комунікації у форматі волонтерства, їх ознайомлення з особливостями цієї роботи, її цілями, завданнями, функціями, вимогами, напрямами, нами було розроблено та впроваджено систему аналітичних вправ (exercices analytiques) на базі франкомовних текстів про волонтерство. Крім того були створені й завдання для організації дискусій та дебатів, впродовж яких увага концентрувалася переважно на аналізі ефективності волонтерства як методу оволодіння іноземною мовою. Сформувати вміння в письмовому мовленні було доцільним через залучення студентів до визначення програми самопідготовки до волонтерської діяльності, розробки тексту мотиваційного листа, утворення програми мовного волонтерства. Також були впроваджені творчі завдання, наприклад, симуляційні кейси та рольові ігри, медіапроєкти та цифрове волонтерство, аналітичні завдання, проєктна робота. Симуляційні кейси та рольові ігри (Role-play & Simulation) орієнтували здобувачів вищої освіти на пошук правильного рішення в кризових ситуаціях та використання мови як інструмента допомоги.

Натомість медіапроєкти та цифрове волонтерство (Digital Volunteering) були спрямовані на розвиток навичок письма, перекладу та створення контенту для широкої аудиторії. Дидактичний потенціал критичних (або аналітичних) завдань (Critical Thinking) полягав у розвитку готовності до аргументації власної позиції у міжнародному освітньому просторі. Такий підхід дозволив здобувачам вищої освіти усвідомити цілі волонтерства, власні можливості, напрями для саморозвитку, а також оволодіти інтегрованими знаннями (мовними, соціологічними, культурологічними тощо).

Ключові слова: волонтерський, діяльність, комунікація, заняття, іноземний, мова, здобувач, вищий, освіта, професійний, підготовка.

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FORMATION OF COMMUNICATION SKILLS IN VOLUNTEER ACTIVITIES IN HIGHER EDUCATION STUDENTS IN FOREIGN LANGUAGE CLASSES

Abstract. The article considers the problem of forming students' communication skills in volunteering in foreign language classes. In the process of teaching foreign languages, it is important to form the ability of higher education students to communicate in volunteering through their immersion in real situations of practical activities to provide multilateral assistance to other people in society. In order to promote the gradual formation of future specialists' readiness for communication in the format of volunteering, to familiarize them with the features of this work, its goals, objectives, functions, requirements, and directions, we developed and implemented a system of analytical exercises (exercises analytiques) based on French-language texts about volunteering. In addition, tasks were created for organizing discussions and debates, during which attention was focused mainly on analyzing the effectiveness of volunteering as a method of mastering a foreign language. It was advisable to form skills in written speech by involving students in determining a self-training program for

volunteering, developing the text of a motivation letter, and creating a language volunteering program. Creative tasks were also introduced, for example, simulation cases and role-playing games, media projects and digital volunteering, analytical tasks, project work. Simulation cases and role-playing games oriented higher education students towards finding the right solution in crisis situations and using language as a tool for assistance. In turn, media projects and digital volunteering (Digital Volunteering) were aimed at developing writing skills, translation and content creation for a wide audience. The didactic potential of critical (or analytical) tasks (Critical Thinking) consisted in developing readiness to argue one's own position in the international educational space. This approach allowed higher education students to realize the goals of volunteering, their own capabilities, areas for self-development, as well as master integrated knowledge (linguistic, sociological, and cultural).

Keywords: volunteer, activity, communication, occupation, foreign, language, applicant, higher, education, professional, training.

Постановка проблеми. Міжнародний волонтерський рух сьогодні розвивається дуже швидко, а мова в ньому стає основним інструментом координації дій, надання допомоги та підтримки людей у важких життєвих обставинах. В Україні волонтерська діяльність сприяє забезпеченню життєстійкості держави; наголосимо на тому, що українське студентство активно долучається до різних волонтерських ініціатив, інтегрується і в міжнародні благодійні фонди, гуманітарні місії, виконуючи функції інформаційних дипломатів, створюючи позитивний імідж нашої країни за кордоном, що вимагає високого рівня загальної культури, ерудиції та іншомовної підготовки. Отож формування здатності до комунікації у волонтерській діяльності є кардинально важливою проблемою, яка пов’язана з таким науковими завданнями:

− виховання у молоді соціальної відповідальності, ініціативності, критичності мислення;

− розвиток готовності до безбар’єрного спілкування, вияву взаємної поваги та толерантності;

− формування вмінь медіації, вирішення конфліктних ситуацій, ведення переговорів;

− підготовка майбутніх фахівців до результативної взаємодії в ході професійної діяльності у багатоетнічному просторі.

Аналіз останніх досліджень і публікацій. Вказана проблема досліджувалася в розрізі професійної підготовки майбутніх учителів іноземних мов, залучення студентів до волонтерських заходів, формування культури мовлення та комунікативної компетентності [1], [2], [3], [4].

Утім питання про формування здатності до комунікації у волонтерській діяльності саме на заняттях з іноземних мов вимагає більш ґрунтовного вивчення.

Мета статті – розкрити вправи та завдання з формування у студентів здатності до комунікації в процесі волонтерської діяльності.

Виклад основного матеріалу. Участь здобувачів вищої освіти у волонтерстві вимагає від них сформованості мовних знань, володіння всім комплексом мовленнєвих умінь, здатністю до саморозвитку, інтеграції знань, аналізу великих масивів матеріалу та прийняття доречних рішень. Як наголошує М. Князян, важливим чинником успішної професійної підготовки майбутніх фахівців (насамперед філологів) є саме здатність до інтеграції інформації; а в контексті волонтерської праці це положення стає пріоритетним. Отож, на думку науковця, інтеграцію варто розуміти як процес «синтезування окремих елементів у єдине ціле, що робить нове утворення більш ефективним та корисним; у освітньому середовищі інтеграція має на меті об'єднання інформації різних освітніх компонентів задля глибшого висвітлення певного об'єкта» [2, с. 2325].

Саме інтегроване навчання в ході професійної підготовки майбутніх фахівців на заняттях з іноземних мов дозволяє синтезувати знання різних наукових галузей, що актуалізуються у діяльності волонтера (психологія, педагогіка, медицина (насамперед домедична допомога), соціологія, право тощо).

Такий підхід, як слушно наголошує М. Князян, «дозволяє сформувати цілісний науковий світогляд студентства, здатність до критичного сприйняття інформації, аналітичне мислення, широку, розгалужену систему професійно значущих знань майбутніх фахівців, їхню методологічну культуру» [2, с. 2325].

Крім цього, як наполягає Д. Романюк, комунікація волонтера втілює систему соціономічних знань, особистісних якостей та гуманістичних цінностей. Науковець звертає увагу й на важливість вияву в процесі спілкування волонтера з іншими людьми етичних норм, готовності переконувати, мотивувати, надихати. Від волонтера багато в чому залежить швидкість і ефективність надання допомоги; він має демонструвати й здатність співпрацювати на засадах партнерства, рівних прав, адаптувати до нових умов тих, хто цього потребує. Д. Романюк підкреслює пріоритетність вміння «прийняття розумних рішень в непередбачуваних ситуаціях, позитивно впливаючи на психоемоційний, фізичний стан людей, покращуючи їхній добробут, аналізуючи й регулюючи власну поведінку та дії, а також демонструючи відповідальність, працьовитість, стресостійкість, цілеспрямованість тощо» [3, с. 2880].

Отож саме у волонтерській діяльності є можливим забезпечити занурення студента в реальні ситуації практичної діяльності з надання багатоаспектної допомоги в суспільстві. Задля поступовості формування готовності здобувачів вищої освіти до комунікації у форматі волонтерства є необхідним ознайомити їх із специфікою цієї роботи, її функціями, вимогами до особистості самого волонтера.

Задля цього нами було розроблено систему аналітичних вправ (exercices analytiques) на базі текстів про волонтерство у викладанні іноземних мов [4]. Ці вправи були застосовані на заняттях з французької мови як першої та другої іноземної в процесі підготовки майбутніх філологів. Нижче наведемо приклади:

Exercice 1. Analysez les avantages et les inconvénients du volontariat pour l'apprentissage des langues dans un tableau comparatif.

Exercice 2. Identifiez les éléments clés qui rendent un programme de volontariat efficace pour l'apprentissage linguistique.

Exercice 3. Comparez l'apprentissage linguistique en immersion complète avec des méthodes d'apprentissage plus traditionnelles (cours en ligne, séjours linguistiques, etc.).

Exercice 4. Évaluez l'importance du soutien linguistique dans un programme de volontariat. À quel point est-il crucial pour réussir ?

Exercice 5. Étudiez la correspondance entre les activités proposées dans un programme de volontariat et les compétences linguistiques acquises.

Exercice 6. Analysez les différences culturelles mentionnées dans l'article et proposez des solutions pour aider un volontaire à mieux comprendre la culture locale.

Зазначені вправи орієнтували здобувачів вищої освіти на порівняння інноваційних методів навчання іноземних мов (наприклад, повного занурення в мовне середовище) з традиційними методами, аналіз необхідності лінгвістичної підтримки студентів упродовж волонтерства, характеристику культурних відмінностей різних народів тощо.

Важливими були й завдання для організації дискусій та дебатів, впродовж яких увага концентрувалася на

– аналізі ефективності волонтерства як методу оволодіння іноземною мовою у порівнянні з іншими методами,

– оцінюванні продуктивності засвоєння іноземної мови у дистанційній волонтерській роботі;

– осмисленні того, чи провокує волонтерство в іншій країні певні культурні й лінгвістичні ризики для волонтерів;

– розгляді того, якими є професійні перспективи волонтерства та які компетентності воно дозволяє сформувати:

1. Le volontariat est-il une méthode efficace pour apprendre une langue par rapport à d'autres méthodes d'enseignement ?

2. Le volontariat en ligne peut-il offrir la même immersion linguistique qu'un séjour à l'étranger ?

3. Faut-il obligatoirement parler la langue locale pour participer à un programme de volontariat ?

4. Est-ce que le volontariat dans un pays étranger expose les volontaires à des risques culturels et linguistiques ?

5. Le volontariat linguistique peut-il être substitué à un séjour linguistique traditionnel ?

6. Le volontariat peut-il réellement améliorer les perspectives professionnelles d'un individu ? Quels types de compétences professionnelles peut-on acquérir en apprenant une langue par le biais du volontariat ?

З метою формування вмінь у письмовому мовленні було запропоновано здобувачам вищої освіти завдання схарактеризувати етапи самопідготовки до участі у волонтерській діяльності в іншій країні, написати мотиваційний лист з презентацією лінгвістичних та професійних цілей, розробити програму мовного волонтерства та інші, наприклад:

1. Décrivez les étapes nécessaires pour se préparer linguistiquement à un programme de volontariat à l'étranger.

2. Rédigez une lettre de motivation pour participer à un programme de volontariat, en expliquant vos objectifs linguistiques et professionnels.

3. Imaginez un programme de volontariat linguistique idéal. Expliquez son fonctionnement et ses bénéfices.

4. Discutez de l'importance de la compréhension culturelle dans un programme de volontariat à l'étranger.

5. Analysez l’influence du volontariat sur les carrières professionnelles.

Репрезентований підхід дозволив студентам краще усвідомити цілі волонтерства, власні можливості, напрями для саморозвитку, оволодіти інтегрованими знаннями (мовними, соціологічними, культурологічними тощо) та визначити для себе найбільш ефективні заходи, котрі сприяють вдосконаленню вмінь у іншомовному мовленні.

На заняттях з англійської мови (першої або другої іноземної) були впроваджені творчі завдання, які володіють значним потенціалом у знятті емоційно-вольових бар’єрів [1], інтеграції мовної практики та життєвих викликів, що активізує вияв емпатії, здатність до швидкого розв'язання проблем, підтримки міжкультурного полілогу.

Серед таких творчих завдань варто назвати такі, як симуляційні кейси та рольові ігри, медіапроєкти та цифрове волонтерство, аналітичні завдання, проєктна робота.

Описуючи симуляційні кейси та рольові ігри (Role-play & Simulation), слід наголосити, що вони орієнтують здобувачів вищої освіти на пошук правильного рішення в кризових ситуаціях та використання мови як інструмента допомоги.

Кейс 1: «Інформаційний хаб» (Information Hub): передбачається, що студенти виступають у ролі волонтерів міжнародного координаційного центру, куди звертаються іноземці (гуманітарні місії, біженці, мігранти, журналісти).

Викладач роздає картки з певними проблемними ситуаціями, наприклад: організація «Лікарі без кордонів» не може розмитнити медичний вантаж через брак документів; здобувачі вищої освіти мають висловитися іноземною мовою, скоординувати дії, підготувати письмовий офіційний запит, провести телефонні переговори для розв'язання вказаної проблеми.

Кейс 2: «Емпатичний діалог» (Empathy Lines): викладач пропонує уявити, що студенти працюють на гарячій лінії психологічної допомоги для іноземців або внутрішньо переміщених осіб за кордоном. Вони організовані в пари (волонтер та людина, яка відчуває сильний стрес). У комунікації метою уявного волонтера є відповісти граматично, лексично, стилістично правильно, а також використати техніки активного слухання (active listening) та вербальної підтримки іноземною мовою, уникаючи запозичень або ж занадто формального стилю.

Натомість медіапроєкти та цифрове волонтерство (Digital Volunteering) спрямовані на розвиток навичок письма, перекладу та створення контенту для великої аудиторії. Саме тому серед завдань, котрі були запропоновані студентам, ефективними виявилися зазначені нижче.

Завдання 1: Pitching a Cause (а саме презентація благодійної ініціативи): студенти розробляли концепцію власного волонтерського проєкту (допомога тваринам, збір на медичне обладнання, втілення ініціатив із захисту природи), створювали для нього короткий відеоролик (TikTok/Reels) або мультимедійну презентацію іноземною мовою, що дозволило їм оволодіти вміннями переконувати, використовувати заклики до дії (call to action) та стимулювати емоції аудиторії.

Завдання 2: Локалізація та краудсорсинг (Crowdsourced Translation): здобувачі вищої освіти обирали певний український благодійний фонд або волонтерську організацію, яка не мала англомовної версії сайту/соцмереж, перекладали серію постів та інформаційних довідок. При цьому особлива увага зверталася на те, щоб студенти донесли чітко інформацію про певні культурні контексти, пояснили іноземцям конкретні українські реалії, які є специфічними й викликають нерозуміння.

Наголосимо й на дидактичному потенціалі критичних (або аналітичних) завдань (Critical Thinking), котрі сприяли розвитку готовності до аргументації власної позиції у міжнародному освітньому просторі.

Великий інтерес у студентів викликали дебати, наприклад, «Ethical Dilemmas in Volunteering»; упродовж дебатів майбутні фахівці були розділені на групи для обговорення іноземною мовою окремих етичних проблем волонтерства, як-от «Чи є етичним використовувати фото постраждалих людей/тварин для залучення донатів?», «Волонтерський туризм виступає у якості засобу реальної допомоги або ж він є засобом для самоствердження для більш багатих верств населення?», «Де проходить межа між обов'язком держави та відповідальністю волонтерів?».

Окрім того, студенти були залучені й до проєктної роботи з грантрайтингу, етапами якої були такі: проведення аналізу потреб (Needs Assessment) та дослідження соціальної проблеми (наприклад, забезпечення кращої інтеграції дітей ВПО через навчально-виховні заходи). Після цього відбувалося написання проєктної пропозиції (Grant Proposal), а це передбачало розробку мети проєкту, визначення аудиторії, опис очікуваних результатів іноземною мовою за міжнародними стандартами. Наприкінці мав місце захист проєкту, коли здобувачі вищої освіти презентували його перед, наприклад, донорами (їхню роль могли виконувати й одногрупники).

Актуалізувало пізнавальну мотивацію майбутніх фахівців й можливість висловлюватися іноземною мовою на заняттях з «Методики навчання іноземних мов», наприклад, студенти мали змоделювати певні комунікативні ситуації (як-от «Супровід іноземного лікаря в польовому шпиталі», «Врегулювання конфлікту під час розподілу гуманітарної допомоги»), розробити до них вправи різних типів та видів.

Посилювали формування іншомовних знань та вмінь симуляційні тренінги з представниками інших спеціальностей (наприклад, було організовано спільні заняття зі студентами-психологами для асиміляції вмінь лінгво-психологічної допомоги в умовах гострого стресу у співрозмовників).

Висновки. На заняттях з іноземних мов є важливим формувати здатність здобувачів вищої освіти до комунікації у волонтерській діяльності через їх занурення в реальні ситуації практичної діяльності з надання багатосторонньої допомоги іншим людям у суспільстві. Задля сприяння поступовому характеру формування готовності майбутніх фахівців до комунікації у форматі волонтерства, їх ознайомлення з особливостями цієї роботи, її завданнями, функціями, вимогами, нами було розроблено та впроваджено систему аналітичних вправ (exercices analytiques) на базі текстів про волонтерство. Крім того були створені й завдання для організації

дискусій та дебатів, впродовж яких увага концентрувалася переважно на аналізі ефективності волонтерства як методу оволодіння іноземною мовою. Сформувати вміння в письмовому мовленні було доцільним через залучення студентів до визначення програми самопідготовки до волонтерської діяльності, розробки тексту мотиваційного листа, утворення програми мовного волонтерства. Також були впроваджені творчі завдання, наприклад, симуляційні кейси та рольові ігри, медіапроєкти та цифрове волонтерство, аналітичні завдання, проєктна робота. Такий підхід дозволив здобувачам вищої освіти усвідомити цілі волонтерства, власні можливості, напрями для саморозвитку, а також оволодіти інтегрованими знаннями (мовними, соціологічними, культурологічними тощо).

Перспективи дослідження вбачаються нами у визначенні потенціалу проєктної діяльності на заняттях з іноземних мов як методу формування комунікативної компетентності майбутніх фахівців та професіоналів гуманітарної та технічної галузей.

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МЕТОДИЧНІ АСПЕКТИ ФОРМУВАННЯ SOFT SKILLS ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ У ПРОЦЕСІ ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ

Анотація. У статті досліджено проблему формування м'яких навичок (soft skills) у здобувачів вищої освіти немовних спеціальностей у процесі вивчення англійської мови професійного спрямування. Актуальність дослідження зумовлена сучасними вимогами ринку праці, акредитаційними критеріями Національного агентства із забезпечення якості вищої освіти та необхідністю підготовки конкурентоспроможних фахівців, здатних ефективно комунікувати, працювати в команді, критично мислити та швидко адаптуватися до професійних викликів.

У статті проаналізовано наукові підходи до визначення сутності м'яких навичок та їх ролі у професійній підготовці студентів. Встановлено, що процес вивчення англійської мови створює сприятливі умови для розвитку комунікативності, креативності, емоційного інтелекту, навичок співпраці, стресостійкості та здатності до самонавчання. Особливу увагу приділено використанню освітньої моделі «4К», яка охоплює communication (комунікацію), cooperation (співпрацю), creativity (креативність) та critical thinking (критичне мислення).

Обґрунтовано доцільність застосування інтерактивних методів навчання, рольових ігор, проблемних ситуацій, групових дискусій та професійно орієнтованих завдань як ефективних засобів інтеграції розвитку м'яких навичок у процес іншомовної підготовки студентів. Наведено приклади рольових ігор та проблемних ситуацій професійного спрямування для студентів аграрних спеціальностей, які сприяють розвитку професійної англомовної комунікації та формуванню навичок командної роботи, прийняття рішень, аналізу інформації та творчого підходу до вирішення професійних проблем.

Результати дослідження підтверджують, що використання інтерактивних технологій і 4К-моделі підвищує мотивацію студентів до вивчення

англійської мови та сприяє формуванню практичних умінь застосовувати іншомовні знання у професійній діяльності. Визначено, що інтеграція розвитку м'яких навичок у навчальний процес є важливою умовою професійної реалізації майбутніх фахівців та їх успішної адаптації до сучасного ринку праці.

Ключові слова: м'які навички, освітня модель «4К», іншомовне професійне спілкування, іншомовна комунікативна компетентність, інтерактивні методи навчання, професійна комунікація.

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METHODOLOGICAL ASPECTS OF SOFT SKILLS DEVELOPMENT IN HIGHER EDUCATION STUDENTS OF NON-LINGUISTIC SPECIALTIES THROUGH ENGLISH LANGUAGE LEARNING

Abstract. The article investigates the problem of soft skills formation in higher education students of non-linguistic specialties in the process of studying English for professional purposes.

The relevance of the study is due to modern labor market requirements, accreditation criteria of the National Agency for Quality Assurance in Higher Education, and the need to train competitive specialists who are able to communicate effectively, work in a team, think critically, and quickly adapt to professional challenges.

The article analyzes scientific approaches to determining the essence of soft skills and their role in the professional training of students. It is established that the process of studying English creates favorable conditions for the development of communication, creativity, emotional intelligence, cooperation skills, stress resistance, and the ability to self-study. Particular attention is paid to the use of the "4K" educational model, which includes communication, cooperation, creativity, and critical thinking.

The feasibility of using interactive teaching methods, role-playing games, problem situations, group discussions and professionally oriented tasks as effective means of integrating the development of soft skills into the process of foreign language training of students is substantiated. Examples of role-playing games and problem situations of a professional orientation for students of agricultural specialties are given, which contribute to the development of professional English-language communication and the formation of teamwork

skills, decision-making, information analysis and a creative approach to solving professional problems.

The results of the study confirm that the use of interactive technologies and the 4K model increases students' motivation to study English and contributes to the formation of practical skills to apply foreign language knowledge in professional activities. It is determined that the integration of the development of soft skills into the educational process is an important condition for the professional realization of future specialists and their successful adaptation to the modern labor market.

Keywords: soft skills, educational model «4K», foreign language professional communication, foreign language communicative competence, interactive teaching methods, professional communication.

Постановка проблеми. Розвиток м’яких навичок у здобувачів вищої освіти сприяє наближенню вищої освіти України до європейських стандартів. Такий перехід передбачає необхідність оновлення та вдосконалення методичної бази, активне впровадження інноваційних технологій в освітній процес та співпрацю між закладами вищої освіти і роботодавцями.

В умовах реформування вищої освіти України, інтеграції до європейського освітнього простору та акредитаційних вимог Національного агентства із забезпечення якості вищої освіти особливого значення набуває проблема формування у здобувачів м’яких навичок комунікації, критичного мислення, співпраці, креативності, адаптивності та вміння працювати в команді.

Одним із ефективних засобів розвитку м’яких навичок є вивчення англійської мови професійного спрямування. Саме під час іншомовної комунікації студенти долучаються до участі у дискусіях, рольових іграх, проблемно-орієнтованих завданнях, працюють в групі та приймають рішення у змодельованих професійних ситуаціях. Використання інтерактивних методів навчання, комунікативного підходу та освітньої моделі «4К» (communication, cooperation, creativity, critical thinking) сприяє розвитку професійної англомовної комунікації та підготовці конкурентоспроможного фахівця.

Актуальність дослідження зумовлена необхідністю пошуку ефективних методичних підходів до інтеграції розвитку м’яких навичок у процес навчання англійської мови студентів немовних спеціальностей відповідно до сучасних освітніх і професійних вимог.

Аналіз останніх досліджень і публікацій. У процесі навчання англійської мови студентів нефілологічних спеціальностей викладач фокусується на формуванні у студентів не тільки твердих навичок знання

іноземної мови як лексика, граматика, правопис, а й на розвитку м'яких навичок, необхідних для успішного ведення ділової іншомовної комунікації між представниками різних національностей. Вітчизняні науковці, аналізуючи специфіку формування м'яких навичок під час вивчення англійської мови студентами немовних спеціальностей, розглядають навчання англійської мови соціально-економічним імперативом [1].

На думку вітчизняних дослідників, правильно підібрані навчальні ресурси для вивчення англійської мови забезпечують ефективний розвиток м'яких навичок. Зокрема, Кравець О. на прикладі підручника "Market Leader" видавництва "Pearson", бізнес-курсу для підприємців та здобувачів вищої освіти немовних спеціальностей, який в комплексі має робочий зошит та додаткові навчальні ресурси, презентує детальний опис заняття, доводячи можливість розвитку мяких навичок на занятті з англійської мови. Заняття орієнтоване на розвиток таких м'яких навичок як критичне мислення, креативність, робота в парі та команді, амбіційність, упевненості в собі, мотивація, об'єктивної самооцінки, аналітичне мислення, стійкість до критики, комунікативність та ораторське мистецтво [2].

Низка досліджень присвячена аналізу сучасних підходів до формування та розвитку м'яких навичок у здобувачів закладів вищої освіти України в умовах освітніх реформ. Зокрема, науковці аналізують інтерактивні технології, проєктне та змішане навчання, коучинг і менторинг, використання EdTech-рішень, peer-to-peer формат, роботу в міждисциплінарних командах та service learning, які сприяють розвитку навичок критичного мислення, комунікації, командної роботи, лідерства та креативності.

Науковці доводять, що ефективне формування м'яких навичок можливе лише за умови інтеграції традиційних та інноваційних освітніх технологій, активної співпраці закладів освіти з роботодавцями та орієнтації на особистісний розвиток здобувача [3].

Особисті якості та м'які навички дозволяють випускникам реагувати на виклики працевлаштування. Особисті якості та м'які навички окрім комунікацією, командною роботою, адаптивністю, стійкістю та гнучкістю включають умови, які мотивують студентів розвивати свою стійкість, адаптивність та гнучкість для ефективного опанування мови. Результати досліджень зарубіжних науковців показали що шість із тридцяти двох м'яких навичок та якостей, перелічених у Рамковій програмі ЮНЕСКО для перехресних компетенцій, включаючи усне спілкування, впевненість, здатність до командної роботи, навички вирішення проблем, та навички управління інформацією, учасники визначили як найпопулярніші, які можна розвинути при вивченні англійської мови. Більш того, було доведено,

що позакласна діяльність та клуб англомовної мови сприяли розвитку у студентів певних м'яких навичок та особистих якостей [4; 5].

Результати дослідження Цілини М. вкотре доводять що професійна підготовка здобувачів вищої освіти немовних спеціальностей забезпечує формування фахових компетентностей та розвиток soft skills, необхідних для успішної професійної адаптації майбутніх фахівців. Аналіз освітніх практик засвідчив ефективність інтеграції комунікативних, управлінських, підприємницьких навичок, навичок self-менеджменту, критичного мислення та безперервного навчання у процес професійної підготовки. Отримані результати підтверджують, що цілеспрямоване формування soft skills у закладах вищої освіти сприяє підвищенню конкурентоспроможності випускників та їхній готовності до професійної діяльності [6].

Отже, аналіз наукових джерел засвідчив, що проблема формування м'яких навичок у здобувачів вищої освіти немовних спеціальностей у процесі вивчення англійської мови є актуальним напрямом сучасних педагогічних досліджень. Вітчизняні та зарубіжні науковці наголошують на важливості інтеграції розвитку м'яких навичок у процес професійної іншомовної підготовки студентів, оскільки саме м'які навички забезпечують успішну професійну комунікацію, здатність працювати в команді, адаптуватися до змін та ефективно вирішувати професійні проблеми.

Дослідники доводять, що використання інтерактивних технологій, професійно орієнтованих навчальних ресурсів, проєктного та змішаного навчання, рольових ігор і проблемних ситуацій сприяє розвитку критичного мислення, креативності, комунікативності та співпраці. Аналіз літератури також підтвердив, що освітня модель «4К» є ефективною основою для формування м'яких навичок у процесі навчання англійської мови студентів немовних спеціальностей та відповідає сучасним вимогам ринку праці й освітніх реформ.

Мета статті - виокремити найбільш затребувані м'які навички у сучасному професійному середовищі та обґрунтувати ефективність використання інтерактивних методів, рольових ігор, проблемних ситуацій і 4К-моделі для формування та розвитку м'яких навичок у здобувачів вищої освіти немовних спеціальностей у процесі вивчення англійської мови професійного спрямування.

Матеріали та методи дослідження. Для досягнення мети дослідження використано теоретичні та практичні методи дослідження:

- метод моделювання професійно орієнтованих ситуацій іншомовного спілкування; аналіз нормативно-правових документів та акредитаційних вимог НАЗЯВО щодо розвитку soft skills у здобувачів вищої освіти;

▪ узагальнення та систематизація наукових підходів щодо використання 4К-моделі в освітньому процесі.

Виклад основного матеріалу. Проблема розробки методики формування м'яких навичок набула актуальності в 2012 році після оприлюднення результатів опитування роботодавців щодо відповідності знань та навичок випускників потребам сучасного ринку праці. Опитування було проведено у рамках проєкту «Рейтинг ВНЗ України «Компас-2012» за участі 232 вищих навчальних закладів та 845 великих і середніх провідних компаній-роботодавців різних форм власності. Були використані методи онлайн-опитування, опитування через електронну пошту, метод інтерв'ю (особистого та по телефону). Цінним для нашого дослідження було виокремлення роботодавцями необхідних м'яких навичок якими має володіти працівник. Роботодавці бажають мати у свій команді працівників, які володіють навичками роботи в команді, можуть швидко та ефективно вирішувати професійні завдання навіть в нестандартних ситуаціях, завдання, креативно мислити, мати позитивний настрій.

Розвиток означених навичок є невід'ємною компонентою програми навчання нових співробітників у компаніях. Не менш цінним є, визначений роботодавцями, перелік недоліків працівників, передусім, відсутність або недостатній рівень володіння м'якими навичками: комунікативні навички, уміння презентувати, успішно вести переговори, контролювати емоції. Формувати та розвивати м'які навички у здобувачів вищої освіти немовних спеціальностей, які є затребуваними роботодавцями, доцільно та можливо у процесі вивчення англійської мови за умови вдало дібраних навчальних ресурсів для вивчення англійської мови та інтерактивних методів навчання.

Відповідно до вимог Національного агентства із забезпечення якості вищої освіти (НАЗЯВО) освітня програма передбачає розвиток у студентів м'яких навичок, які повинні бути інтегровані в навчальний процес, а не викладатися як окремий курс. При оцінюванні рівня сформованості м'яких навичок беруть до уваги відповідність компетентностей і результатів навчання, відображення соціальних навичок у силабусах через інтерактивні методи навчання, прозорість критеріїв оцінювання та наявність університетської політики щодо розвитку м'яких навичок [7].

Запорукою успішного кар'єрного зростання, професійної реалізації є високий рівень сформованості жорстких навичок, тобто предметних компетентностей, знання та професійні навички та м'яких навичок, тобто умінь ефективно комунікувати. Відповідно до акредитаційних вимог оцінювання якості вищої освіти, будь-яка освітня програма передбачає набуття здобувачами вищої освіти соціальних навичок ("soft skills"), що відповідають заявленим цілям.

М'які навички є запорукою успішної інтеграції в професійне життя та карєрного зростання. Дієвим засобом для формування та розвитку мяких навичок є вивчення англійської мови. При вивченні іноземної мови у студентів формуються та розвиваються особистісні риси які надзвичайно важливі для ефективного виконання завдань професійної діяльності. Формування та відточування м'яких навичок насамперед залежить від рівня володіння студентами іноземною мовою.

Відповідно до законодавчих актів «Про вищу освіту» та «Про застосування англійської мови в Україні») студенти немовних спеціальностей повинні вивчати іноземну мову. Однак, вони часто сприймають навчальну дисципліну «Англійська мова професійного спрямування» як неважливу та навіть непотрібну. Причин є декілька: означена дисципліна не є фаховою; студенти вважають що досягти успіху можна не володіючи іноземною мовою. Роль викладача полягає в тому щоб показати як можна використовувати знання іноземної мови в професійній діяльності. Комунікативний підхід, методика CLILL ми визначаємо ключовими засобами формування м'яких навичок.

На відміну від твердих навичок, які формуються при отриманні формальної освіти, м'які навички краще розвиваються у практичній діяльності. Вони формуються та розвиваються впродовж життя людини та передбачають цілий набір вмінь від ефективного спілкування до емоційного інтелекту. Володіння м'якими навичками це здатність діяти швидко та ефективно в будь-яких ситуаціях, включаючи нестандартні.

Ми виокремили важливі м'які навички для будь якої професійної сфери які формуються при вивченні англійської мови професійного спілкування:

- критично мислити
- тайм-менеджмент
- навчатися самостійно
- комунікувати
- стресостійкість
- гнучкість і адаптивність до швидкозмінних умов
- вміння працювати в команді
- емоційний інтелект
- цілеспрямованість і самоорганізація
- креативність

Конкурентоздатність фахівця на сучасному ринку праці визначається рівнем розвитку його м'яких навичок та компетенцій. Так звана освітня модель «4К» відображає ключові м'які навички, які потрібно формувати у здобувача вищої освіти: communication (комунікація), cooperation

(кооперація, співпраця), creativity (креативність), critical thinking (критичне мислення). Комунікація передбачає вміння вибрати вірну стратегію спілкування, швидко встановити контакт зі співрозмовником та підтримувати розмову, вміння домовлятися, виступати перед аудиторією, аргументовано відстоювати свою позицію; захищати свої інтереси; вирішувати конфлікти; ефективне слухання, вміння слухати та ставити запитання; доречно використовувати невербальні способи комунікації.

Кооперація, співпраця передбачає вміння підібрати команду для успішного вирішення завдання, вміння працювати в команді. Критичне мислення означає вміння правильно оцінити та аналізувати ситуацію; робити висновки. Креативність: вміння мислити нестандартно; продукувати нестандартні, оригінальні ідеї та підходи до вирішення завдань.

Метою впровадження означеної освітньої концепції в процес вивчення англійської мови є розвиток здатності використовувати знання та навички в практичній діяльності інтегруючи елементи критичного мислення, комунікації, креативності та кооперації в рольові ігри, проблемні ситуації та добираючи найбільш дієві методичні прийоми формування та розвитку м'яких навичок.

Пропонуємо завдання із застосуванням освітньої моделі «4К».

Role Play: "Animal Farm Crisis"

Situation

A disease has appeared on a farm. Several cows are sick, milk production is decreasing, and the farm may lose money. Students must discuss the problem and make decisions.

Roles: farm manager, veterinarian, worker, feed supplier, agricultural inspector

Tasks:

1. Discuss possible reasons for the disease.
2. Suggest solutions.
3. Decide how to prevent future problems.
4. Present the final action plan.

Useful English Phrases: "In my opinion…", "We should consider…", "What if we try…?", "I agree/disagree because…", "The best solution might be…"

Застосування моделі «4К».

Комунікація: студенти обговорюють ситуацію, висловлюють своє бачення проблеми, ставлять запитання та обговорюють проблеми англійською мовою.

Співпраця: студенти працюють в групі над прийняттям одного спільного рішення для ферми.

Креативність: студенти генерують оригінальні ідеї для вирішення кризи та покращення управління фермою.

Критичне мислення: студенти аналізують причини кризи на фермі, оцінюють ризики та приймають рішення.

Problem Situation: "Bee Colony Collapse"

Situation

A beekeeper notices that many bees are disappearing. Students must investigate the causes and propose solutions.

Tasks:

- Read short information cards about: pesticides, climate change, parasites, poor nutrition.
- Identify the most probable cause.
- Prepare recommendations for the beekeeper.

Group Discussion Questions:

- Which factor is the most dangerous?
- How can farmers help bees?
- Should pesticide use be limited?

Final Product

Students create a short presentation: "How to Protect Bee Colonies."

Застосування моделі «4К».

Комунікація: студенти обговорюють екологічні проблеми та дають рекомендації англійською мовою.

Співпраця: студенти співпрацюють у групах та розподіляють обов'язки.

Креативність: студенти розробляють інноваційні методи захисту бджіл та покращення екосистем.

Критичне мислення: студенти визначають причинно-наслідкові зв'язки та обґрунтовують висновки.

Role Play: "Opening an Organic Farm"

Situation

A group of young specialists wants to open an organic farm, but they have a limited budget.

Roles: farm owner, financial manager, marketing specialist, environmental expert, customer representative

Tasks:

1. Decide:
   - what animals or crops to produce,
   - how to advertise products,

- how to reduce environmental impact.

2. Prepare a business plan.
3. Present the project to investors.

Additional challenge

Students must solve an unexpected problem:

"The price of animal feed has increased by 40%."

Застосування моделі «4К».

Комунікація: студенти практикують професійні дискусії та переконливі виступи.

Співпраця: команда розробляє одну спільну бізнес-стратегію.

Креативність: студенти розробляють інноваційні ідеї для розвитку сільського господарства та маркетингу.

Критичне мислення: студенти аналізують фінансові ризики та обговорюють можливі рішення.

Problem-Solving Activity: "Food Safety Investigation"

Situation

Several customers became ill after buying meat products from a local company.

Tasks: Students investigate:

- storage conditions,
- transportation,
- hygiene,
- production mistakes.

Group Work

Each group receives different evidence:

- temperature reports,
- worker interviews,
- photos,
- laboratory results.

Final Task: Prepare:

- a report,
- recommendations,
- preventive measures.

Застосування моделі «4К».

Комунікація: студенти ставлять запитання та повідомляють про результати дослідження.

Співпраця: студенти узагальнюють та систематизують інформацію для вирішення проблеми.

Креативність: студенти пропонують нові системи безпеки харчових продуктів та превентивні стратегії.

Критичне мислення: студенти аналізують докази, виявляють помилки та роблять логічні висновки.

Debate Role Play: "Traditional Farming vs Smart Farming"

Situation

Two groups debate which farming system is better:

- traditional farming,
- smart farming technologies.

Tasks:

Students discuss: costs, productivity, environmental impact, animal welfare, technology use.

Debate Questions:

- Can robots replace farmers?
- Is smart farming too expensive?
- Which system is more sustainable?

Застосування моделі «4К».

Комунікація: студенти практикують аргументативні виступи та публічні дискусії.

Співпраця: команди працюють разом над підготовкою аргументів та доказів.

Креативність: студенти продукують інноваційні ідеї для розвитку сільського господарства.

Критичне мислення: студенти порівнюють переваги та недоліки, оцінюють докази та обґрунтовують свою позицію.

При виконанні запропонованих завдань доцільно використовувати роботу в парах та малих групах; автентичні матеріали: фото, таблиці, короткі відео, заохочувати студентів ставити відкриті питання. Потрібно оцінювати не лише мовні навички, а й уміння співпрацювати в команді та аргументувати. Після виконання завдань бажано задати студентам питання:

- What was difficult?
- What solution was the best?
- How did your team cooperate?

Запропоновані проблемні ситуації та рольові ігри сприяють формуванню професійної англомовної комунікації та одночасно розвивають м'які навички відповідно до 4К-моделі. Студенти навчаються аналізувати інформацію, працювати в команді, творчо вирішувати проблеми та ефективно спілкуватися англійською мовою у професійних ситуаціях.

Висновки. У результаті дослідження встановлено, що формування м'яких навичок є невід'ємною компонентою професійної підготовки здобувачів вищої освіти немовних спеціальностей. Доведено, що процес вивчення англійської мови професійного спрямування створює сприятливі умови для розвитку комунікації, критичного мислення, креативності, співпраці, емоційного інтелекту та здатності працювати в команді.

Використання освітньої моделі «4К», інтерактивних методів навчання, рольових ігор, проблемних ситуацій і професійно орієнтованих завдань підвищує мотивацію студентів до вивчення англійської мови та сприяє формуванню практичних умінь застосовувати мовні знання у професійній діяльності.

Запропоновані методичні підходи забезпечують інтеграцію розвитку м'яких навичок у навчальний процес відповідно до сучасних вимог ринку праці та акредитаційних критеріїв вищої освіти. Перспективи подальших досліджень вбачаємо у розробці системи оцінювання рівня сформованості м'яких навичок у студентів під час вивчення англійської мови професійного спрямування.

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ОСОБЛИВОСТІ ФІЗИЧНОЇ ПІДГОТОВКИ У РЕАБІЛІТАЦІЇ ВІЙСЬКОВОСЛУЖБОВЦІВ

Анотація. У статті досліджено особливості фізичної підготовки у процесі реабілітації військовослужбовців. Актуальність теми зумовлена тим, що в умовах сучасних бойових дій значна частина особового складу стикається з пораненнями, травмами, функціональними порушеннями, фізичним виснаженням і зниженням загальної працездатності. У таких умовах реабілітація військовослужбовців не може обмежуватися лише медичним лікуванням, оскільки повноцінне відновлення потребує поступового повернення фізичних можливостей, рухової активності, витривалості, сили, координації та здатності виконувати професійні завдання.

У роботі фізична підготовка розглядається як важлива складова комплексної реабілітації військовослужбовців. Обґрунтовано, що після бойових травм, мінно-вибухових уражень, вогнепальних поранень, порушень опорно-рухового апарату або тривалого психофізичного навантаження стандартні підходи до тренувального процесу потребують суттєвої адаптації. Реабілітаційна фізична підготовка має враховувати індивідуальний стан військовослужбовця, характер травми, рівень функціональних обмежень, медичні рекомендації, психологічну готовність до навантажень і перспективи подальшого повернення до служби.

Особливу увагу приділено поетапності фізичного відновлення. На початковому етапі пріоритетним є відновлення базової рухової активності, зменшення больового синдрому, покращення мобільності та профілактика ускладнень. На наступних етапах значення набувають вправи для розвитку сили, витривалості, рівноваги, координації, гнучкості та функціональної

стійкості. Важливим є поступове збільшення інтенсивності навантажень, контроль реакції організму, поєднання індивідуальних і групових форм занять, а також узгоджена робота медичних працівників, фахівців із фізичної підготовки, психологів і командування.

У статті підкреслено, що фізична підготовка у реабілітації має не лише відновлювальне, а й адаптаційне значення. Вона сприяє поверненню впевненості у власних фізичних можливостях, зменшенню страху повторного травмування, покращенню самоконтролю, підвищенню стресостійкості та поступовому відновленню професійної спроможності військовослужбовця. Зроблено висновок, що фізична підготовка повинна розглядатися як невід'ємний елемент комплексної реабілітації військовослужбовців, спрямований не лише на фізичне відновлення, а й на повернення до активної службової та соціальної діяльності.

Ключові слова: фізична підготовка, реабілітація, військовослужбовець, бойова травма, адаптивна фізична підготовка, функціональне відновлення, фізична працездатність, професійна готовність.

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FEATURES OF PHYSICAL TRAINING IN THE REHABILITATION OF SERVICEMEN

Abstract. The article examines the features of physical training in the rehabilitation process of servicemen. The relevance of the topic is determined by the fact that, under modern combat conditions, a significant part of personnel faces wounds, injuries, functional disorders, physical exhaustion and reduced working capacity.

In such circumstances, rehabilitation of servicemen cannot be limited only to medical treatment, since full recovery requires a gradual restoration of physical abilities, motor activity, endurance, strength, coordination and the ability to perform professional duties.

The article considers physical training as an important component of comprehensive rehabilitation of servicemen. It is substantiated that after combat injuries, mine-blast injuries, gunshot wounds, musculoskeletal disorders or prolonged psychophysical stress, standard approaches to the training process require significant adaptation. Rehabilitation-oriented physical training should take into account the individual condition of the serviceman, the nature of the injury, the level of functional limitations, medical recommendations, psychological readiness for physical loads and prospects for further return to service.

Special attention is paid to the gradual nature of physical recovery. At the initial stage, the priority is to restore basic motor activity, reduce pain, improve mobility and prevent complications. At the following stages, exercises aimed at developing strength, endurance, balance, coordination, flexibility and functional stability become important. Gradual increase in the intensity of physical loads, monitoring of the body's response, combination of individual and group forms of training, as well as coordinated work of medical personnel, physical training specialists, psychologists and commanders are essential.

The article emphasizes that physical training in rehabilitation has not only a restorative but also an adaptive role. It helps restore confidence in one's own physical abilities, reduce the fear of re-injury, improve self-control, increase stress resistance and gradually restore professional capacity. It is concluded that physical training should be considered an integral element of comprehensive rehabilitation of servicemen, aimed not only at physical recovery, but also at returning to active service and social activity.

Keywords: physical training, rehabilitation, serviceman, combat injury, adaptive physical training, functional recovery, physical capacity, professional readiness.

Постановка проблеми. У сучасних умовах бойових дій реабілітація військовослужбовців є не лише медичною, а й професійно-прикладною проблемою. Після поранень, мінно-вибухових травм, порушень опорно-рухового апарату або тривалого фізичного й психоемоційного навантаження військовослужбовець потребує поступового відновлення рухової активності, витривалості, сили, координації та загальної працездатності. Саме тому фізична підготовка у процесі реабілітації має розглядатися не як звичайне виконання нормативів, а як спеціально організований засіб функціонального відновлення.

Проблема полягає в тому, що традиційна фізична підготовка переважно орієнтована на військовослужбовців без істотних функціональних обмежень. Натомість особи, які проходять реабілітацію,

потребують індивідуалізованих навантажень, медичного контролю, поетапного ускладнення вправ і врахування психологічної готовності до фізичної активності. Без такої адаптації тренувальний процес може втратити відновлювальне значення або навіть створити ризик повторного травмування. Особливого значення набуває зв'язок фізичної підготовки з поверненням військовослужбовця до активної службової та соціальної діяльності. Ефективна реабілітація має забезпечувати не лише покращення фізичних показників, а й відновлення здатності виконувати професійні завдання, пересуватися зі спорядженням, витримувати навантаження, діяти в умовах стресу та зберігати самостійність у повсякденному житті. Це зумовлює потребу у визначенні особливостей фізичної підготовки як складової комплексної реабілітації військовослужбовців.

Аналіз останніх досліджень і публікацій. С. А. Антощук досліджує новітні методи фізичної реабілітації військовослужбовців після бойових травм і наголошує на потребі індивідуального підходу до відновлення [7]. В. О. Шинкарук розглядає адаптивну фізичну підготовку як засіб реабілітації військових, які отримали важкі поранення [8]. Також В. О. Шинкарук аналізує зарубіжний досвід використання адаптивної фізичної підготовки у відновленні військовослужбовців [9]. Д. Ярцев, М. Почтарук та О. Артюшенко висвітлюють особливості фізичної реабілітації військовослужбовців, травмованих під час бойових дій [10].

І. М. Крук та І. М. Григус досліджують фізичну терапію військовослужбовців із наслідками вогнепальних поранень [11]. С. М. Чупров розкриває питання фізичної терапії військовослужбовців після мінно-вибухової травми нижніх кінцівок [12]. А. В. Ком'яга та В. Ю. Мосузенко аналізують фізичну активність як засіб соціальної реабілітації травмованих учасників бойових дій [13]. Водночас наявні дослідження не вичерпують питання фізичної підготовки саме як складової комплексної реабілітації військовослужбовців, що зумовлює потребу в подальшому науковому аналізі цієї проблеми.

Метою статті є дослідження особливостей фізичної підготовки у реабілітації військовослужбовців та визначення її значення для відновлення фізичної працездатності, функціональної спроможності, професійної готовності й подальшої соціальної адаптації після бойових травм, поранень або тривалого службово-бойового навантаження.

Фізична підготовка у реабілітації військовослужбовців має розглядатися як спеціально організований процес відновлення функціональних можливостей організму після травм, поранень, тривалих навантажень або стійкого зниження працездатності. Її зміст не може повністю збігатися зі звичайною службовою фізичною підготовкою, оскільки військовослуж-

бовець у період реабілітації має інший фізичний, психологічний і медичний статус. Закон України «Про реабілітацію у сфері охорони здоров'я» визначає реабілітацію як систему заходів, спрямованих на оптимізацію функціонування особи, що дає підстави розглядати фізичну підготовку як один із практичних інструментів такого відновлення [3, ст. 1]. У цьому контексті головним завданням є не швидке повернення до нормативів, а безпечне відновлення рухової активності, сили, витривалості, координації та здатності виконувати повсякденні дії. Науковці підкреслюють, що після бойових травм фізична реабілітація має будуватися на поступовому відновленні функціонального стану, з урахуванням характеру ушкоджень і загального стану військовослужбовця [7, с. 736–739]. Такий підхід дозволяє уникнути формального тренування і спрямовує фізичну підготовку на реальне повернення людини до активного життя.

Особливість реабілітаційної фізичної підготовки полягає в тому, що вона поєднує медичну, педагогічну, психологічну та професійно-прикладну мету. Якщо класична фізична підготовка спрямована на розвиток загальних і спеціальних фізичних якостей, то реабілітаційна модель передбачає відновлення втрачених або знижених функцій. Для військовослужбовців це має особливе значення, оскільки їхня подальша працездатність залежить не лише від загоєння травми, а й від здатності організму витримувати службові навантаження [11, с. 44–51]. Після вогнепальних поранень, мінно-вибухових травм або ушкоджень нижніх кінцівок навіть незначне порушення ходи, рівноваги чи координації може суттєво обмежувати професійну спроможність. Саме тому фізична терапія і фізична підготовка повинні бути взаємопов'язаними, адже перша забезпечує медично обґрунтоване відновлення, а друга формує готовність до активнішого рухового режиму [12, с. 1–75]. У реабілітаційному процесі ці напрями не дублюють один одного, а доповнюють і поступово переводять військовослужбовця від лікувального відновлення до функціональної адаптації.

Важливим правовим підґрунтям реабілітації військовослужбовців є гарантії соціального і правового захисту, закріплені у законодавстві України. Закон України «Про соціальний і правовий захист військовослужбовців та членів їх сімей» передбачає право військовослужбовців на охорону здоров'я та медичну допомогу, що охоплює і потребу у відновленні після травм та захворювань [2, ст. 11]. Це означає, що фізична підготовка в реабілітаційному аспекті не може бути лише внутрішньою ініціативою окремого підрозділу або фахівця. Вона повинна спиратися на правові гарантії, медичні висновки, організаційні можливості військової частини та реальний стан військовослужбовця. Закон України «Про фізичну культуру і спорт» також визначає фізичну культуру як складову загальної культури

суспільства, спрямовану на зміцнення здоров'я та розвиток фізичних можливостей людини [4, ст. 1]. У реабілітації військовослужбовців це положення набуває прикладного змісту, оскільки фізична активність стає засобом не лише оздоровлення, а й повернення до соціальної та професійної активності.

Фізична підготовка у реабілітації не повинна починатися з високої інтенсивності, оскільки організм після травми або тривалого бойового навантаження має знижені адаптаційні ресурси. На першому етапі доцільно використовувати вправи малої інтенсивності, дихальні вправи, елементи мобілізації суглобів, вправи на збереження амплітуди рухів і контроль положення тіла. Дослідження І. М. Крука та І. М. Григуса показують, що у військовослужбовців із наслідками вогнепальних поранень важливим є поступове відновлення рухових функцій і попередження вторинних ускладнень [11, с. 44–51]. На цьому етапі небажано орієнтуватися на швидке досягнення силових або швидкісних показників, оскільки ключовим критерієм є безпечна динаміка відновлення. У роботі С. М. Чупрова акцентується, що після мінно-вибухових травм нижніх кінцівок особливого значення набуває контроль навантаження на уражену кінцівку, відновлення ходи та поступове підвищення функціональної стійкості [12, с. 1–75]. Саме така логіка дозволяє формувати реабілітаційний процес без перевантаження і без втрати мотивації військовослужбовця.

Реабілітаційна фізична підготовка повинна враховувати не лише об'єктивний стан тіла, а й суб'єктивне ставлення військовослужбовця до фізичного навантаження після травми. У багатьох випадках після поранення або складного лікування людина зіштовхується зі страхом повторного ушкодження, невпевненістю у власних можливостях і зниженням мотивації до активності. В. О. Шинкарук наголошує, що адаптивна фізична підготовка має важливе значення для військових, які отримали важкі поранення, оскільки вона створює умови для поступового повернення до рухової активності [8, с. 266–273]. Саме тому ефективність реабілітації залежить не тільки від правильного добору вправ, а й від психологічно безпечного середовища, підтримки фахівців і зрозумілої мети занять. А. В. Ком'яга та В. Ю. Мосузенко зазначають, що фізична активність може виконувати функцію соціальної реабілітації травмованих учасників бойових дій, оскільки сприяє поверненню до взаємодії, самостійності та активної поведінки [13, с. 109–114]. Через це фізична підготовка у реабілітації має включати не лише індивідуальні, а й обережно підібрані групові форми занять.

У практичному вимірі фізична підготовка в реабілітації військовослужбовців має бути функціонально спрямованою. Це означає, що вправи

повинні поступово наближатися до тих рухів і дій, які потрібні військовослужбовцю у побуті, пересуванні, самообслуговуванні, службовій діяльності або адаптованій професійній зайнятості. Д. Ярцев, М. Почтарук та О. Артюшенко підкреслюють, що фізична реабілітація травмованих військовослужбовців має бути орієнтована на відновлення здатності до практичної діяльності, а не лише на покращення окремих показників [10, с. 384–390]. Такий підхід змінює зміст фізичної підготовки, оскільки пріоритетними стають вправи на стабільність, координацію, контроль руху, витривалість до помірних навантажень і безпечне переміщення. У дослідженні про реабілітацію українських військових та ветеранів наголошується на проблемі несистемності відновлювальної допомоги, що посилює потребу в узгодженні медичних, фізичних і соціальних компонентів реабілітації [14, с. 1–116]. Відповідно, фізична підготовка має бути частиною єдиного плану відновлення, а не окремим набором вправ без зв'язку з кінцевою метою.

Коротко структуру функцій фізичної підготовки у реабілітації військовослужбовців можна подати так:

– відновлення базової рухової активності;
– розвиток сили, витривалості, координації та рівноваги;
– профілактика повторного травмування і вторинних ускладнень;
– підвищення впевненості у власних фізичних можливостях;
– поступова адаптація до службових або побутових навантажень;
– підтримка психологічної та соціальної реабілітації.

Ці функції не існують окремо одна від одної, оскільки фізичне відновлення без психологічної готовності часто не забезпечує повноцінного повернення до активності. Так само психологічна мотивація без реального відновлення рухових можливостей не дає стабільного результату.

Етапність є однією з головних методичних умов фізичної підготовки у реабілітації військовослужбовців. Її сутність полягає в тому, що навантаження повинні збільшуватися не за бажанням військовослужбовця або командира, а відповідно до медичних показників, функціональної динаміки та здатності організму до адаптації. Закон України «Про реабілітацію у сфері охорони здоров'я» передбачає надання реабілітаційної допомоги з урахуванням функціонування особи та її потреб, що прямо пов'язано з індивідуалізацією фізичних навантажень [3, ст. 1]. На першому етапі важливо стабілізувати стан, зменшити біль, відновити елементарну рухову активність і сформувати довіру до реабілітаційного процесу. Наукові дослідження фізичної реабілітації після бойових травм підкреслюють необхідність використання новітніх методів, які враховують не лише тип ушкодження, а й загальну готовність військовослужбовця до рухової

активності [7, с. 736–739]. Через це початковий етап не повинен бути перевантажений складними вправами, оскільки його завданням є запуск безпечного відновлення.

Початковий етап реабілітаційної фізичної підготовки доцільно будувати на вправах, які не створюють надмірного навантаження на ушкоджені структури. До них належать дихальні вправи, ізометричні напруження, вправи на мобільність, легке розтягування, контроль постави та елементарні координаційні рухи. І. М. Крук та І. М. Григус у контексті фізичної терапії військовослужбовців із наслідками вогнепальних поранень звертають увагу на потребу поступового відновлення рухових функцій і недопущення різкого збільшення навантажень [11, с. 44–51]. На цьому етапі важливо не допустити ситуації, коли військовослужбовець намагається передчасно повернутися до попереднього рівня фізичної активності. У випадку мінно-вибухових травм нижніх кінцівок, як зазначає С. М. Чупров, особливого значення набувають вправи, спрямовані на відновлення опороздатності, ходи та рівноваги [12, с. 1–75]. Це свідчить, що початковий етап має бути максимально контрольованим і прив’язаним до конкретного виду травми.

Другий етап можна визначити як етап функціонального відновлення, коли військовослужбовець поступово переходить від лікувально-щадного режиму до активнішого рухового навантаження. На цьому рівні до програми можуть включатися вправи з власною вагою, вправи для м’язів стабілізаторів, тренування рівноваги, ходьба з поступовим збільшенням дистанції, легкі циклічні навантаження і вправи на координацію.

В. О. Шинкарук зазначає, що адаптивна фізична підготовка є доцільною саме тому, що дозволяє пристосовувати вправи до можливостей військово-службовця, а не вимагати від нього виконання стандартної програми [8, с. 266–273]. Такий підхід допомагає зменшити ризик фізичного та психологічного перевантаження. У зарубіжному досвіді, який аналізує В. О. Шинкарук, адаптивна фізична підготовка часто використовується як проміжна ланка між медичною реабілітацією та ширшою соціальною або професійною інтеграцією [9]. Це підтверджує, що другий етап повинен не тільки розвивати фізичні якості, а й готувати військовослужбовця до самостійнішої активності.

Третій етап реабілітаційної фізичної підготовки має професійно-прикладний характер. Його зміст залежить від того, чи планується повернення військовослужбовця до служби, переведення на інші функції, продовження реабілітації або адаптація до цивільного життя. Закон України «Про соціальний і правовий захист військовослужбовців та членів їх сімей» закріплює соціальні гарантії для військовослужбовців, а це створює правову

основу для підтримки їхнього відновлення та подальшої життєдіяльності [2, ст. 11]. На цьому етапі фізична підготовка може включати вправи на витривалість, функціональну силу, переміщення, подолання нескладних перешкод, перенесення помірного навантаження та тренування координації у складніших умовах. Водночас Інструкція з фізичної підготовки в системі Міністерства оборони України визначає фізичну підготовку як складову професійної підготовки військовослужбовців, що дозволяє пов'язувати її з готовністю до виконання службових завдань [6, розд. I]. Для реабілітації це означає потребу не механічно повертати нормативи, а поступово відновлювати практичну здатність діяти в умовах навантаження.

Методично важливим є принцип індивідуалізації, оскільки військовослужбовці можуть мати різні наслідки травм навіть за подібного діагнозу. Один військовослужбовець після поранення може потребувати переважно відновлення сили й амплітуди рухів, інший має працювати над рівновагою, ходою або витривалістю, а третій потребує насамперед подолання страху активного руху. Д. Ярцев, М. Почтарук та О. Артюшенко підкреслюють, що фізична реабілітація військовослужбовців після бойових травм повинна враховувати реальні наслідки ушкоджень і функціональні потреби конкретної особи [10, с. 384–390].

Тому однакова програма для всіх у реабілітаційному процесі є методично слабкою. У дослідженні про реабілітацію українських військових та ветеранів наголошено, що несистемність допомоги ускладнює відновлення і створює розрив між лікуванням, фізичною активністю та соціальною підтримкою [14, с. 1–116]. Індивідуальна програма фізичної підготовки дозволяє зменшити цей розрив і зробити реабілітацію більш послідовною.

Доцільно виділити кілька базових методичних вимог до фізичної підготовки в реабілітації військовослужбовців. По-перше, навантаження має відповідати поточному стану, а не попередньому рівню підготовленості військовослужбовця до травми. По-друге, будь-яке збільшення інтенсивності повинно мати підставу у вигляді позитивної функціональної динаміки, стабільного самопочуття та відсутності небезпечних симптомів [11, с. 44–51]. По-третє, програма має поєднувати вправи на силу, витривалість, мобільність, рівновагу та координацію, оскільки ізольоване тренування однієї фізичної якості не забезпечує повного відновлення. По-четверте, фізична активність може виконувати соціально-реабілітаційну функцію, оскільки групові або парні заняття сприяють комунікації, підтримці й поверненню до активної взаємодії [13, с. 109–114]. Усі ці вимоги мають застосовуватися гнучко, без формалізму і без примусу до навантажень, які не відповідають реальному стану військовослужбовця.

Контроль ефективності реабілітаційної фізичної підготовки має бути не менш важливим, ніж самі вправи. Оцінювати потрібно не тільки кількість повторень або час виконання вправ, а й якість руху, наявність болю, стабільність ходи, рівновагу, витривалість до побутових навантажень, самопочуття після заняття та психологічну готовність до продовження тренувань. Закон України «Про реабілітацію у сфері охорони здоров'я» орієнтує реабілітаційний процес на функціонування особи, а це дозволяє оцінювати результат не за формальним нормативом, а за практичною здатністю діяти [3, ст. 1]. Для військовослужбовця це особливо важливо, оскільки його відновлення має вимірюватися здатністю безпечно рухатися, виконувати завдання, переносити помірне навантаження і зберігати самоконтроль. В. О. Шинкарук у дослідженні адаптивної фізичної підготовки акцентує на тому, що реабілітаційні заняття повинні враховувати можливості військових із важкими пораненнями, а не підганяти їх під загальні стандарти [8, с. 266–273]. Контроль у такому процесі має бути не каральним і не нормативним, а діагностичним, підтримувальним і корекційним.

Показниками позитивної динаміки у фізичній підготовці військовослужбовця під час реабілітації можуть бути не лише об'єктивні фізичні результати, а й зміни у поведінці та самосприйнятті. Якщо військовослужбовець починає впевненіше пересуватися, менше уникає рухової активності, краще контролює тіло і легше переносить навантаження, це свідчить про якісний реабілітаційний ефект. А. В. Ком'яга та В. Ю. Мосузенко підкреслюють, що фізична активність має значення для соціальної реабілітації, оскільки вона допомагає травмованим учасникам бойових дій відновлювати активну участь у житті [13, с. 109–114]. У цьому сенсі фізична підготовка стає не лише тілесною практикою, а й засобом повернення особистої суб'єктності. Дослідження про реабілітацію українських військових та ветеранів показує, що ефективна допомога потребує системності, міжвідомчої взаємодії та орієнтації на реальні потреби людини [14, с. 1–116]. Саме тому контроль результатів має включати як фізичні, так і адаптаційні критерії.

Організація фізичної підготовки у реабілітації військовослужбовців повинна спиратися на поєднання правових норм, медичних рекомендацій і реальних умов служби. У військовому середовищі фізична підготовка традиційно має дисциплінарний і професійний характер, однак у реабілітаційному процесі вона повинна виконувати передусім відновлювальну функцію. Закон України «Про Державну прикордонну службу України» визначає завдання ДПСУ у сфері забезпечення недоторканності державного кордону та охорони суверенних прав України, що об'єктивно вимагає

високого рівня готовності особового складу [1, ст. 1, ст. 2]. Водночас після травми або поранення така готовність не може бути відновлена лише адміністративною вимогою, оскільки вона потребує часу, реабілітаційного супроводу і поступового повернення до навантажень. Інструкція з організації фізичної підготовки в Державній прикордонній службі України встановлює організаційні засади фізичної підготовки прикордонників, що дозволяє враховувати її як системний елемент професійної підготовки [5, розд. І]. Для реабілітації це означає потребу включати фізичну підготовку до ширшої системи відновлення, а не використовувати її лише як перевірку придатності.

У Державній прикордонній службі фізична підготовка має прикладне значення, оскільки прикордонник повинен бути готовим до тривалого несення служби, пересування на місцевості, дій у спорядженні, подолання перешкод і реагування на зміну обстановки. Після бойових травм або тривалого навантаження саме ці функції часто відновлюються найповільніше, оскільки потребують не лише сили, а й витривалості, координації, стійкості та психологічної впевненості. Наказ МВС України про затвердження Інструкції з організації фізичної підготовки в ДПСУ пов'язує фізичну підготовку з формуванням готовності військовослужбовців до виконання завдань за призначенням [5, розд. І]. У реабілітаційному вимірі ця норма має тлумачитися через поступове повернення до професійно значущих рухових дій. Закон України «Про фізичну культуру і спорт» визначає правові, соціальні та організаційні засади фізичної культури і спорту, що дозволяє розглядати фізичну активність як суспільно важливий засіб зміцнення здоров'я [4, ст. 1]. Для військовослужбовців це положення набуває спеціального змісту, оскільки фізична активність безпосередньо пов'язана з професійною придатністю і безпекою виконання завдань.

Важливо розмежовувати фізичну підготовку здорового військовослужбовця і фізичну підготовку військовослужбовця, який проходить реабілітацію. У першому випадку основним критерієм часто є виконання нормативів, розвиток фізичних якостей і готовність до стандартних або підвищених навантажень. У другому випадку критерієм має бути відновлення функціональної спроможності, безпечна адаптація до рухів і поступове зменшення обмежень [3, ст. 1]. Такий підхід не знижує вимог до військовослужбовця, а робить їх реалістичними і медично обґрунтованими. Д. Ярцев, М. Почтарук та О. Артюшенко зазначають, що військовослужбовці, які отримали травми під час бойових дій, потребують фізичної реабілітації, спрямованої на відновлення практичної рухової спроможності [10, с. 384–390]. Через це організаційна модель повинна передбачати

перехід від лікувальних вправ до адаптивної фізичної підготовки, а потім до професійно-прикладних рухових завдань.

Однією з основних організаційних проблем є узгодження дій між медичними працівниками, фахівцями з фізичної підготовки, психологами та командуванням. Якщо кожен із цих суб'єктів діє окремо, реабілітація може втратити послідовність, а військовослужбовець отримуватиме суперечливі вимоги. У дослідженні «Реабілітація українських військових та ветеранів: досвід долання несистемності» прямо вказано на проблему фрагментарності реабілітаційної допомоги, що ускладнює повноцінне відновлення [14, с. 1–116]. Фізична підготовка може бути ефективною лише тоді, коли її цілі погоджені з медичним висновком, психологічним станом і службовими перспективами військовослужбовця. С. А. Антощук також наголошує на потребі використання сучасних підходів до фізичної реабілітації після бойових травм, які мають враховувати індивідуальні особливості відновлення [7, с. 736–739]. Це свідчить про необхідність командної роботи фахівців, а не перекладання відповідальності лише на інструктора з фізичної підготовки.

Професійно-прикладний компонент реабілітаційної фізичної підготовки повинен формуватися поступово. Спочатку військовослужбовець відновлює базові рухові можливості, потім переходить до вправ, що імітують повсякденні навантаження, а вже після цього може виконувати елементи, наближені до службових дій. Інструкція з фізичної підготовки в системі Міністерства оборони України розглядає фізичну підготовку як важливий елемент готовності військовослужбовців до виконання завдань, що має значення і для побудови реабілітаційної логіки [6, розд. I]. Проте для травмованих військовослужбовців професійно-прикладні вправи не можуть застосовуватися без попереднього відновлення базової стабільності, сили та координації. В. О. Шинкарук підкреслює, що адаптивна фізична підготовка дає змогу враховувати важкі поранення і створювати доступні форми рухової активності для військових [8, с. 266–273]. Це дозволяє зберегти зв'язок із професійною ідентичністю військовослужбовця без небезпечного форсування навантажень.

У межах реабілітації доцільно використовувати не лише індивідуальні, а й групові форми фізичної підготовки, однак вони мають застосовуватися обережно. Групові заняття можуть підтримувати мотивацію, формувати відчуття причетності, зменшувати ізоляцію і допомагати військовослужбовцю повертатися до комунікації. А. В. Ком'яга та В. Ю. Мосузенко зазначають, що фізична активність є засобом соціальної реабілітації травмованих учасників бойових дій, оскільки сприяє відновленню соціальних зв'язків і активності [13, с. 109–114]. Водночас

груповий формат не повинен створювати конкуренції, порівняння або психологічного тиску на тих, хто відновлюється повільніше. У досвіді адаптивної фізичної підготовки, який аналізує В. О. Шинкарук, важливим є пристосування занять до можливостей учасників, а не примусове підведення всіх до однакового стандарту [9]. Тому групові заняття мають бути підтримувальними, адаптованими і зорієнтованими на прогрес кожного військовослужбовця.

Особливу увагу слід приділяти реабілітації після травм нижніх кінцівок, оскільки вони безпосередньо впливають на мобільність, рівновагу, здатність до пересування і виконання більшості службових дій. Порушення ходи або больовий синдром можуть обмежувати не лише фізичну активність, а й самостійність військовослужбовця у побуті. С. М. Чупров у роботі про фізичну терапію після мінно-вибухової травми нижніх кінцівок акцентує на необхідності послідовного відновлення опорної функції, ходи та функціональної активності [12, с. 1–75]. У практиці фізичної підготовки це означає використання вправ на стабілізацію, контроль положення тіла, рівновагу, поступове збільшення дистанції ходьби і зміцнення м’язів нижніх кінцівок. І. М. Крук та І. М. Григус, аналізуючи фізичну терапію військовослужбовців із наслідками вогнепальних поранень, також підкреслюють значення відновлення функцій і зменшення рухових обмежень [11, с. 44–51]. Така спрямованість дозволяє не лише покращити фізичний стан, а й повернути військовослужбовцю базову впевненість у пересуванні.

Не менш важливим є питання дозування навантаження, оскільки у військовому середовищі часто зберігається установка на подолання болю та виконання завдання попри втому. У реабілітаційному процесі така установка може бути небезпечною, якщо вона не контролюється фахівцями. Закон України «Про реабілітацію у сфері охорони здоров’я» орієнтує реабілітацію на потреби особи та її функціонування, а це суперечить формальному підходу, коли навантаження визначається без урахування стану [3, ст. 1]. Дозування має враховувати біль, частоту серцевих скорочень, втому, якість руху, емоційний стан і відновлення після заняття. С. А. Антощук підкреслює, що сучасні методи реабілітації військовослужбовців після бойових травм повинні бути адаптованими до стану пораненого та спрямованими на безпечне відновлення [7, с. 736–739]. Це означає, що перевищення навантаження не є ознакою сили, а може бути чинником зриву реабілітаційного прогресу.

У прикладному аспекті програма фізичної підготовки може включати кілька груп вправ. Перша група спрямована на мобільність і включає вправи для суглобів, м’яке розтягування, контроль амплітуди рухів і дихальні вправи. Друга група охоплює вправи на силу, стабілізацію корпусу,

рівновагу, координацію і поступове відновлення витривалості [11, с. 44–51]. Третя група має функціональний характер і включає ходьбу, підйом, перенесення легких предметів, зміну положення тіла, вправи на реакцію і контроль руху. Четверта група може містити адаптовані професійно-прикладні елементи, якщо військовослужбовець має медичний дозвіл і достатній рівень відновлення [8, с. 266–273]. Така класифікація дозволяє структурувати заняття і поступово переходити від простого рухового відновлення до складніших завдань.

Короткий зміст можливих напрямів фізичної підготовки у реабілітації можна подати так:

– вправи на мобільність і амплітуду рухів;
– вправи на відновлення ходи та рівноваги;
– вправи на загальну і локальну м’язову силу;
– вправи на витривалість до помірного навантаження;
– координаційні вправи та вправи на стабільність;
– адаптовані професійно-прикладні рухи;
– групові заняття підтримувального характеру.

Кожен із цих напрямів має добиратися не за принципом універсальності, а відповідно до стану військовослужбовця. Найбільш результативною є така програма, у якій фізична підготовка не відокремлена від медичного контролю, психологічної підтримки і реальних цілей подальшої адаптації.

Під час організації фізичної підготовки у реабілітації важливо уникати двох крайнощів. Перша полягає у передчасному поверненні до стандартних нормативів, коли військовослужбовець ще не має достатньої функціональної готовності. Друга полягає у надмірному обмеженні рухової активності, що може призвести до втрати сили, витривалості, мотивації та соціальної активності [10, с. 384–390]. Баланс між безпекою і поступовим ускладненням є ключовим методичним принципом. Дослідження про несистемність реабілітації українських військових і ветеранів показує, що відсутність узгодженої траєкторії відновлення часто знижує ефективність допомоги [14, с. 1–116]. Тому фізична підготовка має бути частиною персонального реабілітаційного маршруту, а не випадковим набором занять.

Висновки. Фізична підготовка у реабілітації військовослужбовців є важливою складовою комплексного відновлення після бойових травм, поранень, мінно-вибухових уражень, функціональних порушень і тривалого службово-бойового навантаження. Її значення полягає не лише у відновленні сили, витривалості, координації та рухової активності, а й у поступовому поверненні військовослужбовця до професійної спроможності,

самостійності та соціальної активності. Ефективна реабілітаційна фізична підготовка має бути поетапною, індивідуалізованою і безпечною. Вона повинна враховувати характер травми, рівень функціональних обмежень, медичні рекомендації, психологічний стан військовослужбовця та перспективи його подальшої службової діяльності. Застосування однакових фізичних навантажень для всіх військовослужбовців, які проходять реабілітацію, є недостатньо обґрунтованим, оскільки може знижувати ефективність відновлення або створювати ризик повторного травмування.

Фізична підготовка у реабілітаційному процесі має поєднувати медичний, педагогічний, психологічний і професійно-прикладний компоненти. Найбільш результативною є така модель, у якій фізичні вправи добираються відповідно до індивідуального стану військовослужбовця, поступово ускладнюються та спрямовуються не лише на покращення фізичних показників, а й на реальне повернення до активного життя. Подальші дослідження доцільно спрямувати на розроблення адаптованих програм фізичної підготовки для різних категорій військовослужбовців залежно від характеру травм і рівня функціонального відновлення.

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СУТНІСНА ХАРАКТЕРИСТИКА КУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ-ФІЛОЛОГІВ У ПРОЦЕСІ ФАХОВОЇ ПІДГОТОВКИ В ЗВО

Анотація. У статті здійснено науково-теоретичний аналіз сутності культурної компетентності майбутніх учителів-філологів у процесі фахової підготовки в закладах вищої освіти. Обґрунтовано актуальність проблеми формування культурної компетентності як інтегративної складової професійної майстерності сучасного педагога в умовах освітніх реформ та євроінтеграційних процесів. З'ясовано, що культурна компетентність є багатовимірним утворенням, яке поєднує систему знань про національну та світову культуру, ціннісні орієнтації, комунікативні вміння та здатність до ефективної міжкультурної взаємодії.

У ході дослідження проаналізовано низку дотичних понять, зокрема лінгвокультурну, етнокультурну, міжкультурну, соціокультурну, полікультурну, крос-культурну, загальнокультурну та культурологічну компетентності. Визначено їхні сутнісні характеристики, спільні та відмінні ознаки, а також обґрунтовано доцільність їх розгляду як взаємопов'язаних складників культурної компетентності майбутнього вчителя-філолога. Доведено, що означені компетентності не є синонімічними, проте утворюють цілісну систему, яка забезпечує підготовку фахівця до професійної діяльності в полікультурному освітньому середовищі.

Узагальнення наукових підходів дало змогу сформулювати авторське визначення культурної компетентності майбутнього вчителя-філолога як інтегрованої професійно-особистісної здатності, що передбачає глибоке розуміння культурних процесів, сформованість умінь міжкультурного діалогу, здатність до інтерпретації мовно-літературних явищ у культурному контексті та готовність до трансляції культурних цінностей у педагогічній діяльності.

Наголошено, що формування культурної компетентності відбувається комплексно — у процесі вивчення фахових дисциплін, проходження педагогічної практики, науково-дослідницької діяльності та позааудиторної

роботи. Зроблено висновок, що культурна компетентність є ключовою умовою професійного становлення майбутнього вчителя-філолога, оскільки забезпечує його здатність до ефективної діяльності в умовах сучасного культурно різноманітного суспільства та сприяє формуванню толерантної, культурно освіченої особистості учня.

Ключові слова: культурна компетентність, майбутній учитель-філолог, професійна підготовка, заклад вищої освіти, компетентнісний підхід, міжкультурна комунікація, лінгвокультурна компетентність, етно-культурна компетентність, соціокультурна компетентність, полікультурна компетентність, культурологічна компетентність, загальнокультурна компетентність, крос-культурна компетентність.

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ESSENTIAL CHARACTERISTICS OF THE CULTURAL COMPETENCE OF FUTURE PHILOLOGY TEACHERS IN THE PROCESS OF PROFESSIONAL TRAINING IN HIGHER EDUCATION INSTITUTIONS

Abstract. The article presents a scientific and theoretical analysis of the essence of cultural competence of future philology teachers in the process of their professional training in higher education institutions. The relevance of developing cultural competence as an integrative component of a modern teacher's professional mastery is substantiated in the context of educational reforms and European integration processes. It is established that cultural competence is a multidimensional construct that integrates a system of knowledge about national and world culture, value orientations, communicative skills, and the ability for effective intercultural interaction.

The study analyzes a range of related concepts, including linguocultural, ethnocultural, intercultural, sociocultural, multicultural, cross-cultural, general cultural, and cultural studies competences. Their essential characteristics, common and distinctive features are identified, and the expediency of considering them as interrelated components of the cultural competence of a future philology teacher is substantiated. It is proved that these competences are not synonymous; however, they form a coherent system that ensures the preparation of a specialist for professional activity in a multicultural educational environment.

The generalization of scholarly approaches made it possible to formulate the author's definition of cultural competence of a future philology teacher as an

integrated professional and personal capacity that involves a deep understanding of cultural processes, well-developed intercultural dialogue skills, the ability to interpret linguistic and literary phenomena in a cultural context, and readiness to transmit cultural values in pedagogical activity.

It is emphasized that the formation of cultural competence occurs comprehensively—through the study of professional disciplines, teaching practice, research activity, and extracurricular work. It is concluded that cultural competence is a key condition for the professional development of a future philology teacher, as it ensures their ability to function effectively in a culturally diverse modern society and contributes to shaping a tolerant, culturally educated student personality.

Keywords: cultural competence, future philology teacher, professional training, higher education institution, competence-based approach, intercultural communication, linguocultural competence, ethnocultural competence, sociocultural competence, multicultural competence, cultural studies competence, general cultural competence, cross-cultural competence.

Постановка проблеми. Сьогодні, у період реформ, науковці та практики особливу увагу приділяють формуванню інтегративних професійних компетентностей, які розвиваються через міждисциплінарні зв'язки, використання спеціальних методик, а також у ході практичної, наукової та виховної роботи з майбутніми фахівцями. У зв'язку з цим постає завдання теоретичного обґрунтування змістовних аспектів цієї ключової професійної характеристики, яка, на нашу думку, становить інтегральну частину професійної майстерності сучасного педагога. *Культурна компетентність* виступає важливим складником професійного становлення вчителя-філолога, що на основі міжпредметної та міжмистецької взаємодії поєднує теоретичні знання, практичні вміння та ціннісні орієнтації у сфері мовно-літературної освітньої галузі. Її формування є важливим чинником якісної професійної підготовки педагогічних кадрів у сучасних освітніх умовах.

Аналіз останніх досліджень і публікацій. Підготовка майбутнього вчителя-філолога полягає у становленні фахівця, здатного ефективно передавати мовний, літературний та культурний досвід здобувачам освіти. Це досягається через вивчення фахових дисциплін, педагогічну (виробничу) практику, наукову-дослідницьку роботу та організацію навчання і виховання учнів. Як слушно зазначає О. Семеног, «навчальна фахова підготовка у вищому педагогічному навчальному закладі спрямована на формування професійних компетенцій, науково-дослідна – на їх поглиблення, фольклорна, літературно-краєзнавча, діалектологічна, етнографічна, музейна, педагогічна практики сприяють удосконаленню й

апробації набутих професійних компетенцій» [32, с. 16-17.]. Таким чином, формування професійних компетентностей майбутніх учителів-філологів є комплексним і послідовним процесом, що реалізується у всіх видах освітньо-професійної діяльності.

Зауважимо, що серед низки фахових компетентностей майбутніх учителів-філологів, *культурну компетентність* варто розглядати у взаємозв'язку з іншими компетентностями, сутнісно дотичними до неї, як-от: *лінгвокультурна* (І. Давидченко, В. Маслова, О. Жеманова, С. Шехавцова, Лі Вейхуа та ін.), *етнокультурна* (О. Березюк, Т. Дяченко, Л. Савенко, О. Семеног, М. Шульга, В. Гончарук, В. Симонян, В. Уліщенко, Н. Юрійчук та ін.), *міжкультурна* (Ю. Безвін, Н. Божко, Н. Зуєнко, С. Радул, І. Сафонова та ін.), *соціокультурна* (І. Закір'янова, Т. Колодько, В. Романюк, Т. Фоменко С. Шехавцова та ін.), *полікультурна* (Л. Голуб, О. Демяненко, Т. Радченко, С. Лук'янчук, І. Соколова та ін.), *крос-культурна* (О. Буряк, О. Пальчикова, Н. Мешко, В. Резунова та ін.), *загальнокультурна* (О. Квітка, О. Крутенко, С. Мельник, В. Болгаріна, С. Троянська, С. Яблоков та ін.), *культурологічна* (Н. Гречаник, Д. Коровій, О. Малихін та ін.) та інші.

Ми переконані, що правильна розстановка акцентів дозволить не лише унормувати категоріально-понятійний апарат досліджень з проблем компетентнісного підходу, а й з'ясувати сутність поняття «*культурна компетентність майбутніх учителів-філологів*».

Особливо цінним у контексті взаємозв'язків культурної та інших компетентностей є дослідження В. Білицької, Т. Заїки, у яких ученими здійснено кореляцію етимологічно близьких понять «культурна», «загальнокультурна», «соціокультурна», «етнокультурна», «міжкультурна» та «крос-культурна» компетентності. Прикметно, що культурну компетентність як рівень горизонтів сприйняття об'єктивної реальності вчені відносять до базових компетентностей особистості [3, с. 84; 12, с. 196]. Фаховий інтерес для нашого дослідження становлять всі розглянуті дослідницями компетентності, проте, на наш погляд, означений огляд варто доповнити лінгвокультурною та етнокультурної компетентностями, оскільки ми вважаємо їх складниками *культурної компетентності майбутнього вчителя-філолога*.

Метою статті є здійснення науково-теоретичного аналізу низки компетентностей (лінгвокультурна, етнокультурна, міжкультурна, соціокультурна, полікультурна, крос-культурна, загальнокультурна, культурологічна компетентності), сутнісно дотичних до культурної компетентності, та формулювання власного визначення «культурна компетентність майбутнього вчителя-філолога».

Виклад основного матеріалу дослідження. Систематизація наукових джерел з проблеми формування культурної компетентності в освітньому процесі, особливо у підготовці вчителів-філологів, дозволила виокремити характерні риси низки понять: *лінгвокультурна, етнокультурна, міжкультурна, соціокультурна, полікультурна, крос-культурна, загальнокультурна, культурологічна компетентності.* Означені поняття не синонімічного порядку. Їх необхідно розрізняти та використовувати залежно від предмета і об'єкта дослідження. Розглянемо сутнісні характеристики означених понять як складників *культурної компетентності*.

Поняття «лінгвокультурна компетентність» містить знання і навички у сфері культури та її цінностей, у сприйнятті мови в процесі спілкування, мовний досвід, уміння розуміти та взаємодіяти з представниками інших культур на основі отриманих знань. У професійній діяльності майбутнього вчителя-філолога лінгвокультурна компетентність формується завдяки педагогічному впливу й передбачає оволодіння різними видами мовленнєвої діяльності в процесі опанування національної та іншомовної культур.

В аспекті нашого дослідження послуговуємося поняттям, запропонованим С. Шехавцовою, на думку якої лінгвокультурна компетентність передбачає знання історико-культурних, країнознавчих особливостей, етнокультурного фону країни, прояв толерантності, поваги та розуміння соціокультурних особливостей представників інших культур, виявлення соціальної відповідальності стосовно власної поведінки як громадянина української держави [38].

Лінгвокультурну компетентність як складник культурної компетентності особистості розглядає дослідниця Лі Вейхуа, яка вважає, що вона проявляється у спілкуванні та становить сукупність взаємозалежних уявлень про загальні норми, правила й традиції вербального й невербального спілкування в рамках лінгвокультури [18, с. 69].

На основі аналізу наукових праць учених, доходимо висновку, що *лінгвокультурна компетентність* – це інтегративна здатність особистості до ефективної міжкультурної комунікації, що передбачає: розуміння взаємозв'язку мов, літератур і культур; знання національно-специфічних реалій, концептів, стереотипів поведінки та комунікативних стратегій; уміння адекватно інтерпретувати й використовувати мовні засоби з урахуванням культурного контексту; навички подолання комунікативних бар'єрів у міжкультурному середовищі.

Ця компетентність формується на основі синтезу лінгвістичних знань і культурологічної підготовки майбутніх фахівців, що дозволяє не просто оволодіти мовою, а розуміти її в контексті культурних значень та соціальних практик.

Етнокультурна компетентність майбутнього вчителя-філолога розглядається як комплексна, інтегративна здатність особистості, яка поєднує знання, цінності та практичні вміння. У наукових працях учених (В. Гончарук, В. Уліщенко, Н. Юрійчук, В. Симонян, О. Березюк, Л. Савенко) простежується спільна думка, що її основу становлять: глибоке знання рідної мови та культури, усвідомлення себе носієм національної ідентичності, здатність сприймати й інтерпретувати етнокультурні смисли, відображені в мистецтві та літературі, а також уміння передавати ці цінності у професійній діяльності. Водночас дослідники підкреслюють важливість світоглядного компоненту — розуміння місця української культури у світовому контексті та здатності до міжкультурної взаємодії [8, с. 4-5; 29, с. 58; 36; 39]. Науковці акцентують на структурній багатовимірності етнокультурної компетентності, яка охоплює матеріальні, духовні та етнопсихологічні аспекти культури, а також на її динамічному характері — здатності особистості до оновлення педагогічних підходів і форм роботи [33; 40, с. 14]. Отже, у науковому дискурсі етнокультурна компетентність постає як ключова складова професійної підготовки вчителя-філолога, що забезпечує його готовність до збереження, відтворення та трансляції національно-культурних цінностей в умовах сучасного освітнього простору.

Підсумуємо наш аналіз тим, що формування *етнокультурної компетентності майбутніх вчителів-філологів* передбачає комплексне засвоєння знань про національну культуру, включаючи історичні, духовно-моральні та ментальні аспекти української традиції; виховання здатності до міжкультурного діалогу, що передбачає повагу до національних цінностей як українського, так і інших народів. Сформована етнокультурна компетентність надає особистості можливість ефективно функціонувати у соціумі, адекватно інтерпретувати культурні коди та вибудовувати відповідну модель поведінки у рамках конкретного культурного простору.

Значущість для нашого дослідження становлять наукові розвідки вчених, присвячені розкриттю таких понять, як «*міжкультурна компетентність*», «*соціокультурна компетентність*», «*полікультурна компетентність*», «*крос-культурна компетентність*». Означені компетентності часто ототожнюються між собою та з іншими подібними поняттями. Звісно, кожна із них має свої сутнісні характеристики та відмінні особливості, проте у науковому дослідження ми розглядатимемо їх як складники *культурної компетентності майбутнього вчителя-філолога*.

На думку дослідників (Д. Мацумото, М. Байрам, І. Сафонова, Ю. Безвін та ін.), міжкультурна компетентність розглядається як ключова вимога сучасної освіти та важлива умова інтеграції до європейського

освітнього простору, що поєднує знання, цінності та поведінкові стратегії ефективної взаємодії в багатокультурному середовищі. Учені, зокрема Д. Мацумото та М. Байрам, акцентують на її практико-орієнтованому характері, визначаючи її через здатність долати культурні стереотипи, адаптуватися до різних культур, встановлювати міжособистісні зв'язки, інтерпретувати міжкультурні непорозуміння та співвідносити рідну й іншу культури [21]. І. Сафонова розглядає міжкультурну компетентність у аксіологічному вимірі як результат ціннісно орієнтованого, особистісно спрямованого освітнього процесу, що забезпечує її формування в умовах університетської освіти [31, с. 135]. Водночас Ю. Безвін підкреслює її соціальну спрямованість, пов'язуючи з позитивним ставленням до культурного різноманіття та готовністю адаптувати суспільні інституції до потреб різних етнокультурних груп [2]. Отже, у науковому дискурсі міжкультурна компетентність постає як багатовимірна інтегративна якість особистості, що забезпечує ефективну міжкультурну взаємодію, подолання етноцентризму та формування толерантного ставлення до культурного різноманіття в умовах глобалізованого суспільства.

Узагальнюючи думки вчених, підкреслимо, що когнітивний аспект міжкультурної компетентності передбачає розуміння впливу культурних особливостей на формування людських оцінок і думок, усвідомлення меж, у яких існують міжкультурні розбіжності, засвоєння основ міжособистісного спілкування, застосування методів і дослідницьких підходів для поглиблення знань про інші культури, що є важливим у процесі формування *культурної компетентності* особистості.

Отже, *міжкультурну компетентність майбутнього вчителя-філолога* можна визначити як інтегровану систему соціокультурних і лінгвістичних знань, комунікативних умінь і практичних навичок, що забезпечують ефективну взаємодію з представниками інших культур на різних рівнях комунікації. Ця компетентність є невід'ємним складником професійної підготовки вчителя-філолога, оскільки сприяє успішній комунікації з учнями різних культурних та етнічних груп; забезпечує формування толерантних стосунків на основі взаємної поваги та розуміння; дозволяє адаптувати навчальний матеріал до особливостей полікультурного середовища.

Учені (В. Романюк, Н. Божко та ін.) *соціокультурну компетентність* розглядають як інтегративну професійно-особистісну здатність, що забезпечує ефективну міжкультурну комунікацію та успішну взаємодію в полікультурному середовищі. Зокрема, В. Романюк визначає її як комплексну характеристику, що поєднує знання про культурні коди мовної спільноти, уміння їх застосовувати в освітньому процесі, навички

міжкультурної комунікації, здатність до аналізу культурних явищ і сформованість толерантного мислення на засадах гуманістичних і демократичних цінностей [27, с. 68]. Н. Божко трактує соціокультурну компетентність як здатність до засвоєння й продуктивного застосування знань із культурології, лінгвокраїнознавства та міжкультурних студій у процесі міжмовної взаємодії [4]. Отже, у науковому дискурсі соціокультурна компетентність постає як важливий компонент професійної підготовки майбутнього вчителя-філолога, що забезпечує його готовність до реалізації міжкультурного діалогу, формування толерантності та ефективної комунікації в іншомовному соціокультурному просторі.

Соціокультурну компетентність майбутнього вчителя-філолога ми розуміємо як здатність фахівця до ефективної міжкультурної взаємодії, яка формується на основі системних знань про національно-культурні особливості соціуму, включаючи його соціальні інститути, культурні практики та комунікативні норми, практичних умінь застосовувати ці знання на практиці; готовність до соціокультурної діяльності, усвідомлення ціннісних орієнтацій особистості на основі виявлення толерантності та ефективної комунікації в іншомовному соціокультурному просторі.

Узагальнюючи наукові підходи, варто зазначити, що *полікультурна компетентність* у працях дослідників (Л. Перетяга, С. Лук'янчук, Н. Ткачова, Л. Гончаренко, М. Гулич та ін.) трактується як складне інтегративне утворення особистості, що поєднує знання про культурне різноманіття світу, ціннісні орієнтації, поведінкові моделі та досвід міжкультурної взаємодії. Зокрема, Л. Перетяга акцентує на її змісті як здатності особистості усвідомлювати багатоманітність культур, демонструвати толерантне, відкрите ставлення до їх носіїв і виступати активним суб'єктом міжкультурної комунікації [25]. Учені С. Лук'янчук і Н. Ткачова підкреслюють особистісний характер полікультурної компетентності, що містить знання, уміння, цінності та досвід взаємодії з представниками різних культур, а також усвідомлення власної етнічної ідентичності [19, с. 182; 35].

У свою чергу, Л. Гончаренко розглядає полікультурну компетентність педагога як поєднання теоретичної підготовки та практичної готовності до професійної діяльності в багатокультурному середовищі [7]. Водночас М. Гулич визначає її як інтегровану здатність майбутнього вчителя-філолога до ефективної діяльності в полікультурному просторі на засадах діалогу культур, взаєморозуміння та толерантності [10, с. 80]. Отже, у науковому дискурсі полікультурна компетентність постає як важлива складова професійної підготовки педагога, що передбачає визнання рівноцінності культур, відсутність ієрархічного оцінювання та готовність до

конструктивної міжкультурної взаємодії із збереженням власної культурної ідентичності.

Можемо висновкувати, що в працях багатьох вітчизняних і зарубіжних дослідників полікультурність розглядається як здатність інтегруватися в іншу культуру за збереження взаємозв'язку з рідною мовою, культурою, ґрунтується на поєднанні особистісних якостей, синтезованих знаннях, уміннях, навичках позитивної міжетнічної й міжкультурної взаємодії, що сприяє безконфліктній інтеграції до полікультурного освітнього простору вищого навчального закладу [24]. Таким чином, розвиток полікультурної компетентності, яка є складником культурної компетентності, є важливим завданням сучасної освіти, особливо в контексті підготовки майбутніх педагогів, яким доведеться працювати в умовах глобалізованого світу. Тож, *полікультурну компетентність майбутніх учителів-філологів* ми розуміємо як здатність особистості, що охоплює систему знань про культурне різноманіття світу, усвідомлення власної культурної та етнічної ідентичності, ціннісні орієнтації, толерантність, уміння й навички міжкультурної взаємодії та готовність до ефективної професійної діяльності в полікультурному освітньому середовищі на засадах діалогу культур, взаєморозуміння, поваги до культурної рівноцінності й збереження національної самобутності.

Крос-культурна компетентність у працях учених трактується як інтегративна здатність особистості орієнтуватися в культурному різноманітті, розуміти специфіку різних етносів і здійснювати ефективну міжкультурну взаємодію [23]. Вчені акцентують, що її формування нерозривно пов'язане з процесом вивчення іноземної мови, який має включати не лише засвоєння фонетичних, лексичних і граматичних знань, а й опанування культурологічного контексту. Визначальним є усвідомлення міжкультурних відмінностей і спільних рис, а також здатність інтерпретувати явища власної культури крізь призму іншої.

У контексті професійної підготовки майбутнього вчителя-філолога ця компетентність розглядається як готовність виконувати роль посередника між культурами, сприяти формуванню у здобувачів освіти навичок крос-культурного діалогу та розвитку європейсько орієнтованого світогляду. За О. Пальчиковою, важливими засобами формування крос-культурної компетентності є використання художніх, країнознавчих і публіцистичних текстів, які забезпечують поєднання мовного та культурного компонентів навчання і виступають ефективними мотиваційними чинниками у процесі опанування іноземної мови [23].

Аналіз наукових джерел із означеної проблеми дозволив розглянути поняття *крос-культурна компетентність* в структурі культурної

компетентності й виокремити такі ключові положення: *крос-культурна компетентність* є практичною реалізацією знань, умінь і навичок, спрямованих на адекватне сприйняття, інтерпретацію та відтворення особливостей інокультурного середовища під час міжкультурної взаємодії; структурно вона включає три взаємопов'язані компоненти - лінгвістичний, культурний і психологічний, які реалізуються через лінгвістичну, мовленнєву, соціокультурну, соціальну, дискурсивну та предметну компетенції; процес її формування передбачає послідовне проходження трьох етапів – оцінного (знайомство з іноземною культурою), зіставного (порівняння культурних парадигм) та дослідницького (практичне застосування отриманих знань). Отже, в аспекті нашого дослідження *крос-культурну компетентність майбутніх учителів-філологів* ми розуміємо як здатність особистості до набуття необхідної системи знань про культурні особливості різних народів, умінь адекватно сприймати, інтерпретувати й відтворювати явища іншомовного культурного середовища, вести міжкультурну комунікацію на основі виявлення толерантного ставлення до культурного різноманіття та формування європейсько орієнтованого світогляду із збереженням власної культурної ідентичності.

Наведене формулювання низки компетентностей фокусують увагу на тому, що вони не протиставляються один одному, а відображають полісемантичність дефініції «культурна компетентність», що розглядається, а також сприяють більш повному його розумінню.

В аспекті нашого дослідження доцільним є аналіз *загальнокультурної* та *культурологічної компетентностей*, які допоможуть глибше розкрити сутність поняття «*культурна компетентність».* Практично всі класифікатори компетентностей, запропоновані вченими (З. Бакум [1, с. 6–10], Н. Бібік [14]), виокремлюють як одну зі стрижневих компетентність *загальнокультурну*. У розумінні сутності *означеної компетентності* нами враховано досвід сучасних дослідників (А. Галенко, І. Гриценко, І. Драч, М. Князян, С. Зубчевська, І. Ковалинська, Г. Кондратенко, А. Краснощок, О. Малихін, Т. Маркова, А. Мельчинська, Т. Мороз, Т. Несвірська, Л. Охріменко, А. Павленко, С. Паршук, А. Тарасюк, С. Троянська, О. Федорцова, І. Шумілова, С. Яблоков та ін.), позиції яких суголосні в тому, що *загальнокультурна компетентність* охоплює різнобічний розвиток особистості та суспільства у сфері культури, спрямований на виховання культури спілкування, засвоєння національного та світового культурного доробку, а також усвідомлення цінностей толерантності та плюралізму. Вона дає змогу людині критично осмислювати ключові досягнення вітчизняної та європейської науки й культури, розуміти специфіку культурного й духовного життя сучасної України та світу;

використовувати інструменти міжкультурного діалогу; вільно володіти рідною та іноземними мовами, дотримуватися мовленнєвих норм, ефективно працювати з текстами та символами; застосовувати методи саморозвитку, спираючись на систему особистих, національних і загальнолюдських ідеалів, для побудови особистісних і професійних стратегій; засвоювати принципи толерантності та вдосконалювати навички конструктивної взаємодії в умовах соціокультурної, мовної, релігійної різноманітності світу. Ця компетентність сприяє гармонійній інтеграції особистості у глобалізований простір, розширюючи її світогляд і соціальну адаптивність.

Виправданою, на нашу думку, є думка С. Троянської, яка загальнокультурну компетентність розглядає як інтегративну здатність суб'єктів навчання, що зумовлена досвідом їхнього освоєння культурного простору, рівнем освіти, виховання та розвитку; орієнтована на застосування культурних еталонів як критеріїв оцінювання щодо розв'язання проблем пізнавального, світоглядного, життєвого та професійного характеру [22, с. 20].

У нашому дослідженні апелюємо до наукової думки Г. Кондратенко, яка загальнокультурну компетентність розглядає як гуманістично орієнтовану систему, що містить мотиваційні чинники, цілеспрямованість, ціннісні орієнтації, комплекс знань та умінь, способи їх застосування у професій діяльності. [15].

Такий підхід, на наш погляд, підкреслює її ключову роль у формуванні професійно компетентного фахівця, здатного до ефективної діяльності у сучасному полікультурному середовищі.

На переконання О. Малихіна та І. Гриценка, загальнокультурна компетентність здобувача вищої освіти – це інтегрована здатність особистості, зумовлена освоєнням світової й національної культурної спадщини, що спонукає студента до активного використання культурних еталонів і цінностей у повсякденній взаємодії з оточуючими, стимулює прояв розсудливості й толерантності, у тому числі й під час розв'язання освітніх завдань і вирішення міжособистісних проблем [20, с.30].

Загальнокультурна компетентність майбутніх учителів-філологів, на нашу думку, — це здатність до усвідомлення й ціннісного сприйняття національної та світової культурної спадщини, толерантної й конструктивної взаємодії в умовах соціокультурної різноманітності, ефективної міжкультурної комунікації, вільного володіння рідною та іноземними мовами відповідно до мовних норм, роботи з різними типами текстів і символіки, а також до гармонійної інтеграції в сучасний полікультурний простір на засадах культури міжособистісного спілкування та поваги до культурних традицій різних народів.

Під культурологічною компетентністю українські вчені (А. Галенко, Н. Гречаник, О. Коваленко, О. Кравченко-Дзондза, О. Музальов, Н. Осадчук, В. Пустохіна, Т. Рогальська, Л. Синельникова, Н. Стеценко, Т. Чикалова та ін.) розуміють сукупність знань про культуру в широкому та вузькому значеннях цього слова, які дозволяють визначити місце людини у світі та способи зміни світу з урахуванням отриманих знань; здатності майбутнього фахівця орієнтуватися в питаннях культури як цілісного феномена, сформованість умінь вписувати явища в її контекст, усвідомлювати взаємозв'язок між різними галузями культури [17; 34, с. 208].

Дослідники (О. Кравченко-Дзондза, Н. Стеценко) визначають її як сукупність знань про культуру та здатність орієнтуватися в ній як у цілісному феномені, усвідомлювати взаємозв'язки між її складниками [17; 34]. М. Князян акцентує на здатності особистості ідентифікувати себе з культурними цінностями професійного середовища та транслювати їх в освітньому процесі [13].

У свою чергу, О. Федорцова розглядає культурологічну компетентність як інтегративну професійно-особистісну якість, що охоплює національну самоідентифікацію, здатність до міжкультурного діалогу, рефлексії та культуротворчої діяльності [37, с. 40].

В. Пустохіна підкреслює її значення як чинника особистісного становлення, що забезпечує здатність орієнтуватися в різних соціокультурних ситуаціях [26], тоді як Н. Гречаник інтерпретує її як динамічну якість, що формується у процесі безперервної професійної підготовки та сприяє самореалізації й розвитку педагогічної майстерності [9].

У контексті підготовки майбутніх учителів-філологів А. Галенко акцентує на необхідності опанування національно-культурно маркованої лексики та знань про традиції [5], тоді як Д. Коровій розглядає культурологічну компетентність як основу ефективної інкультурації та міжкультурної взаємодії в умовах глобалізації [16, с. 65]. К. Савченко, у свою чергу, конкретизує її зміст через систему соціокультурних, соціолінгвістичних і країнознавчих знань, а саме: «знання основ національної культури й культури країни досліджуваної мови; соціокультурна, соціолінгвістична, країнознавча компетенції; знання про історію, мову, невербальну поведінку, світогляд, табу, цінності, норми, звички, традиції, символи, поведінкові кліше, уподобання, соціальні ролі тощо» [30, с. 223].

Отже, у науковому дискурсі культурологічна компетентність визначається як ключова складова професійної підготовки майбутнього вчителя-філолога, що забезпечує його здатність до культурної самоідентифікації, міжкультурної комунікації та ефективної педагогічної діяльності в сучасному полікультурному просторі.

Отже, *культурологічну компетентність майбутнього вчителя-філолога* ми розуміємо як інтегровану професійну здатність особистості, спрямовану на набуття здобувачами вищої освіти певної системи знань, умінь, навичок і ціннісних орієнтацій, необхідних для ефективної взаємодії у полікультурному середовищі. Вона передбачає розуміння національних та культурних особливостей різних спільнот; здатність до міжкультурного діалогу та адаптації в умовах глобалізації; вміння інтегрувати культурологічні знання в професійну діяльність; готовність виконувати роль посередника між культурами в освітньому процесі.

Комплексний конструктивно-критичний аналіз наукових джерел дозволяє нам визначати *культурну компетентність майбутнього вчителя-філолога* як цілісний процес становлення особистості, що спрямований на засвоєння культурних знань, творчих умінь та здатності до ефективної роботи в умовах як національного, так і міжкультурного середовища, які постійно еволюціонують. Формування означеної компетентності здійснюється упродовж усього професійного шляху фахівця. Такий підхід підкреслює її роль як ключового компоненту професійного становлення вчителя, що забезпечує його адаптацію до змін у культурно-освітньому просторі [24]. Процес входження культурної компетентності в професійну компетентність вчителя відбувається через взаємозв'язок лінгвокультурної, етнокультурної, загальнокультурної, культурологічної, міжкультурної, соціокультурної, полікультурної, крос-культурної та інших компетентностей.

Під ***культурною компетентністю майбутнього вчителя-філолога*** ми розуміємо *інтегровану професійно-особистісну здатність особистості, спрямовану на набуття необхідної системи знань, глибоке розуміння національної та світової культурної спадщини; обізнаність у сфері мистецтва та мовно-літературної освітньої галузі, соціокультурних, суспільних і нормативно-ціннісних засад; розвиток практичних умінь до ведення міжкультурного діалогу та полікультурної комунікації; формування навичок аналізу та інтерпретації культурних і мовно-літературних явищ, умінь застосовувати культурні знання у педагогічній діяльності; виявлення шанобливого ставлення до національної культури та культурної різноманітності світу, прояв толерантності до представників української та інших культур* [6].

Висновки. У результаті комплексного конструктивно-критичного аналізу наукових джерел з'ясовано, що культурна компетентність майбутнього вчителя-філолога є складним інтегративним утворенням, яке поєднує систему культурологічних, мовно-літературних, соціокультурних і ціннісних компонентів, необхідних для ефективної професійної діяльності

в сучасному полікультурному освітньому просторі. Доведено, що поняття лінгвокультурної, етнокультурної, міжкультурної, соціокультурної, полікультурної, крос-культурної, загальнокультурної та культурологічної компетентностей не є тотожними, а відображають окремі змістові аспекти культурної компетентності та перебувають у взаємозв'язку й взаємодоповненні.

У ході дослідження уточнено сутнісні характеристики означених компетентностей та обґрунтовано доцільність їх розгляду як складників культурної компетентності майбутнього вчителя-філолога. Встановлено, що лінгвокультурна компетентність забезпечує взаємозв'язок мови й культури; етнокультурна – усвідомлення національної ідентичності та трансляцію етнокультурних цінностей; міжкультурна, соціокультурна, полікультурна й крос-культурна компетентності спрямовані на формування готовності до ефективної міжкультурної взаємодії, толерантності та професійної діяльності в умовах культурного різноманіття; загальнокультурна та культурологічна компетентності забезпечують гармонійну інтеграцію особистості у світовий культурний простір і здатність до культурної самоідентифікації та культуротворчої діяльності.

На основі узагальнення наукових підходів сформульовано авторське визначення культурної компетентності майбутнього вчителя-філолога як інтегрованої професійно-особистісної здатності, що передбачає набуття системи культурних знань, розвиток практичних умінь міжкультурної комунікації, здатність до аналізу та інтерпретації культурних і мовно-літературних явищ, готовність до реалізації міжкультурного діалогу й толерантної взаємодії у професійній діяльності. Доведено, що формування культурної компетентності є безперервним процесом професійного становлення педагога, який забезпечує його адаптацію до сучасних викликів глобалізованого суспільства та ефективну діяльність у національному й міжнародному культурно-освітньому просторі.

Перспективи подальших наукових розвідок убачаємо у розробленні структурно-функціональної моделі формування культурної компетентності майбутніх учителів-філологів, визначенні педагогічних умов її розвитку та обґрунтуванні ефективних методик реалізації в освітньому процесі закладів вищої освіти.

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МОДЕЛЬ ІНТЕГРАЦІЇ ОСВІТИ, НАУКИ ТА ВИРОБНИЦТВА У МНАУ

Анотація. У статті досліджено сучасні підходи до інтеграції освіти, науки та виробництва у процесі професійної підготовки кваліфікованих фахівців. Обґрунтовано, що в умовах трансформації ринку праці та зростання вимог до професійних компетентностей особливої актуальності набуває забезпечення тісної взаємодії між закладами освіти, науковим середовищем і роботодавцями. Визначено, що інтеграція розглядається як системний, багаторівневий і безперервний процес, який охоплює всі етапи підготовки майбутнього фахівця — від проєктування освітніх програм до його подальшого працевлаштування.

Проаналізовано сучасні моделі інтеграції, зокрема дуальну, кластерну, практико-орієнтовану та інноваційно-наукову, та встановлено їх значення у формуванні професійних і ключових компетентностей здобувачів освіти. Особливу увагу приділено ролі стейкхолдерів у забезпеченні якості освітнього процесу, зокрема участі роботодавців, керівників закладів професійної освіти та представників органів управління освітою у розробленні та оновленні освітніх програм.

У статті представлено практичний досвід реалізації інтеграційного підходу на прикладі підготовки здобувачів за спеціальністю «Професійна освіта». Встановлено, що ефективна взаємодія між закладом вищої освіти, установами професійної освіти та регіональними органами управління освітою забезпечується шляхом залучення фахівців-практиків до проведення навчальних занять, організації виїзних форм навчання, проходження виробничої практики на базі професійних закладів та філій, а також подальшого працевлаштування випускників на посади майстрів виробничого навчання та викладачів.

Доведено, що впровадження такої моделі інтеграції сприяє підвищенню якості професійної підготовки, забезпечує відповідність результатів навчання сучасним вимогам ринку праці, формує готовність майбутніх фахівців до професійної діяльності та скорочує період їх адаптації на робочому місці. Визначено, що перспективи подальших досліджень полягають у розробленні ефективних механізмів розширення партнерства між освітою, наукою та виробництвом, а також у впровадженні інноваційних освітніх технологій у систему професійної освіти.

Ключові слова: професійна освіта, інтеграція, дуальна освіта, стейкхолдери, професійна підготовка, ринок праці, компетентності, виробнича практика.

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MODEL OF INTEGRATION OF EDUCATION, SCIENCE AND PRODUCTION AT MNAU

Abstract. The article examines modern approaches to the integration of education, science, and industry in the process of professional training of qualified specialists. It is substantiated that in the context of labor market transformation and increasing requirements for professional competencies, the need for effective interaction between educational institutions, the scientific community, and employers becomes especially relevant. Integration is considered as a systemic, multi-level, and continuous process that covers all stages of professional training — from the design of educational programs to the further employment of graduates.

The study analyzes contemporary models of integration, including dual, cluster-based, practice-oriented, and innovation-driven approaches, and determines their role in the formation of professional and key competencies of students. Particular attention is paid to the role of stakeholders in ensuring the quality of the educational process, especially the involvement of employers, heads of vocational education institutions, and representatives of educational authorities in the development and updating of educational programs.

The article presents practical experience in implementing an integrated approach based on the example of training students in the specialty “Vocational Education”. It is established that effective interaction between higher education institutions, vocational education institutions, and regional educational authorities is ensured through the involvement of practitioners in teaching activities, organization of field-based classes, internships at vocational institutions and affiliated branches, as well as further employment of graduates as vocational training instructors.

It is proved that the implementation of such an integration model contributes to improving the quality of professional training, ensures the alignment of learning outcomes with labor market demands, fosters graduates' readiness for professional activity, and reduces the period of their adaptation in the workplace. The study also outlines prospects for further research, which include the development of effective mechanisms for expanding partnerships between education, science, and industry, as well as the introduction of innovative educational technologies into the vocational education system.

Keywords: vocational education, integration, dual education, stakeholders, professional training, labor market, competencies, industrial practice.

Постановка проблеми. Сучасні соціально-економічні трансформації, розвиток технологій та динамічні зміни на ринку праці зумовлюють зростання вимог до якості професійної підготовки кваліфікованих фахівців. У цих умовах традиційні підходи до організації освітнього процесу в системі професійної освіти не повною мірою забезпечують формування у здобувачів освіти актуальних професійних компетентностей, необхідних для ефективної діяльності в реальному виробничому середовищі. Особливо гострою залишається проблема розриву між теоретичною підготовкою у закладах освіти та практичними потребами роботодавців, що ускладнює процес професійної адаптації випускників і знижує рівень їх конкурентоспроможності на ринку праці.

У цьому контексті особливого значення набуває інтеграція освіти, науки та виробництва як стратегічний напрям модернізації професійної підготовки фахівців. Така інтеграція передбачає налагодження ефективної взаємодії між закладами освіти, науковими установами, роботодавцями та органами управління освітою з метою узгодження змісту освіти з актуальними потребами економіки, впровадження інноваційних освітніх технологій та забезпечення практико-орієнтованого навчання.

Водночас, попри наявність окремих практик співпраці між освітніми установами та роботодавцями, проблема системного впровадження інтеграційних моделей у професійній освіті залишається недостатньо вирішеною. Зокрема, потребують подальшого наукового обґрунтування ефективні механізми залучення стейкхолдерів до розроблення освітніх програм, організації освітнього процесу та забезпечення безперервності підготовки фахівців — від етапу навчання до їхнього працевлаштування.

Таким чином, актуальність дослідження зумовлена необхідністю розроблення та впровадження сучасних моделей інтеграції освіти, науки та виробництва, що забезпечують підвищення якості професійної підготовки, формування конкурентоспроможного фахівця та ефективне задоволення

потреб регіонального ринку праці, що, у свою чергу, є важливим практичним завданням розвитку системи професійної освіти України.

Аналіз останніх досліджень і публікацій. Проблема інтеграції освіти, науки та виробництва у професійній підготовці фахівців є предметом активних наукових досліджень як в Україні, так і за кордоном. У сучасній науковій літературі розглядаються різні аспекти цієї проблематики, зокрема теоретичні засади інтеграційних процесів, моделі взаємодії освітніх установ і роботодавців, а також механізми впровадження практико-орієнтованого навчання [1; 2].

Значна увага дослідників приділяється питанням розвитку дуальної освіти як ефективної форми поєднання теоретичної та практичної підготовки. Зокрема, у працях Л. Марценюк обґрунтовано, що дуальна форма навчання сприяє підвищенню якості підготовки фахівців, забезпечує адаптацію освітніх програм до потреб роботодавців та підвищує конкурентоспроможність випускників на ринку праці [3]. Подібної позиції дотримуються й інші науковці, які наголошують на важливості поєднання навчання в закладах освіти з практичною діяльністю на підприємствах як основи формування професійних компетентностей [4].

Окремий напрям досліджень стосується аналізу моделей інтеграції освіти, науки та виробництва. У працях вітчизняних і зарубіжних учених розглядаються різні підходи до організації взаємодії між освітніми установами, науковими організаціями та бізнесом, зокрема кластерні, мережеві та інноваційні моделі співпраці [5]. Дослідники підкреслюють, що ефективна інтеграція є важливою умовою розвитку інноваційної економіки та підготовки конкурентоспроможних фахівців [6].

Питання взаємодії освіти, науки та виробництва також висвітлюються у працях, де інтеграція розглядається як основа формування сучасного освітнього середовища та розвитку професійної компетентності майбутніх фахівців [7]. У дослідженнях доведено, що впровадження інтеграційних підходів сприяє розвитку професійного мислення, підвищенню рівня практичної підготовки та формуванню готовності до професійної діяльності [8].Водночас у наукових джерелах зазначається, що процес впровадження інтеграційних моделей супроводжується низкою проблем, серед яких недостатній рівень взаємодії між закладами освіти та роботодавцями, обмеженість матеріально-технічної бази, а також недостатня мотивація підприємств до участі у підготовці кадрів [9].

Незважаючи на значну кількість наукових праць, слід зазначити, що низка важливих аспектів залишається недостатньо розробленою. Зокрема, потребують подальшого дослідження питання системної реалізації інтеграції на рівні конкретних освітніх програм, механізми ефективної

взаємодії зі стейкхолдерами (зокрема представниками органів управління освітою та керівниками закладів професійної освіти), а також практичні моделі, що забезпечують безперервний зв'язок між етапами підготовки фахівців — від розроблення освітніх програм до їх подальшого працевлаштування.

Особливої уваги потребує узагальнення практичного досвіду реалізації інтеграційних підходів у підготовці майбутніх педагогів професійного навчання, що і зумовлює актуальність даного дослідження.

Метою статті є теоретичне обґрунтування та аналіз сучасних моделей інтеграції освіти, науки та виробництва у процесі професійної підготовки кваліфікованих фахівців, а також узагальнення практичного досвіду реалізації інтеграційного підходу на прикладі підготовки здобувачів за спеціальністю «Професійна освіта».

Відповідно до поставленої мети визначено такі завдання дослідження:

- проаналізувати сутність і значення інтеграції освіти, науки та виробництва в системі професійної освіти;
- охарактеризувати сучасні моделі інтеграції та визначити їх особливості;
- дослідити роль стейкхолдерів у забезпеченні якості професійної підготовки фахівців;
- розкрити практичні аспекти реалізації інтеграційного підходу в освітньому процесі на прикладі конкретної освітньої програми;
- визначити основні проблеми та перспективи розвитку інтеграції освіти, науки та виробництва в сучасних умовах.

Виклад основного матеріалу. Сучасний етап розвитку професійної освіти характеризується переходом до інноваційної моделі підготовки фахівців, у якій ключову роль відіграє інтеграція освіти, науки та виробництва. Така інтеграція розглядається як системна взаємодія закладів освіти, наукових установ, роботодавців та органів управління освітою, спрямована на забезпечення відповідності результатів навчання реальним потребам ринку праці та підвищення якості професійної підготовки.

У ході дослідження встановлено, що найбільш ефективною є багаторівнева модель інтеграції, яка охоплює чотири взаємопов'язані етапи: проєктувальний, організаційно-освітній, практичний та результативний. Така структура забезпечує безперервність професійної підготовки та послідовне формування компетентностей майбутніх фахівців.

На проєктувальному етапі ключове значення має залучення стейкхолдерів до формування та оновлення освітніх програм. На прикладі підготовки здобувачів за спеціальністю «Професійна освіта» у Миколаївському національному аграрному університеті встановлено, що

участь директорів закладів професійної освіти, представників обласного департаменту освіти і науки дозволяє актуалізувати зміст освітніх компонентів відповідно до потреб регіонального ринку праці. Це забезпечує практичну спрямованість освітніх програм і підвищує їх релевантність.

В рамках моніторингу освітніх програм щорічно проводиться опитування стейкхолдерів. Результати опитування представлено на діаграмі(Рис.1).

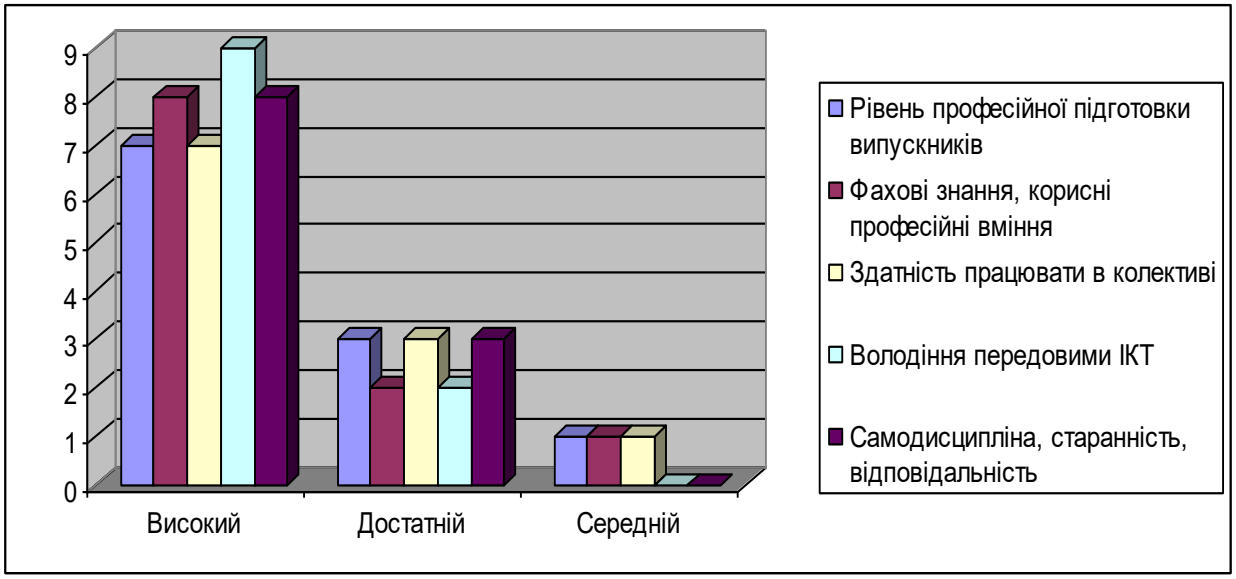

Рис.1 Результати опитування стейкхолдерів

Результати опитування стейкхолдерів свідчать про високий рівень професійної підготовки випускників МНАУ спеціальності «Професійна освіта». Більшість респондентів високо оцінили фахові знання, практичні вміння, здатність працювати в колективі, володіння сучасними інформаційно-комунікаційними технологіями та рівень самодисципліни й відповідальності випускників. Незначна частина опитаних визначила зазначені компетентності як достатні, а середній рівень оцінювання отримав мінімальну кількість відповідей. Отримані результати підтверджують відповідність підготовки випускників сучасним вимогам ринку праці та вірному напрямку освітніх програм.

Організаційно-освітній етап передбачає безпосередню інтеграцію практиків у навчальний процес. Установлено, що залучення представників департаменту освіти і науки та керівників закладів професійної освіти до проведення лекційних і практичних занять сприяє формуванню у здобувачів реалістичного уявлення про майбутню професійну діяльність. Крім того, ефективною формою інтеграції є проведення виїзних занять на базі закладів

професійної (професійно-технічної) освіти, що забезпечує безпосередній зв'язок теоретичних знань із реальним освітнім середовищем.

На практичному етапі ключову роль відіграє проходження виробничої практики на базі закладів професійної освіти та їхніх філій. Доведено, що така форма навчання сприяє розвитку професійних умінь і навичок, формуванню готовності до виконання посадових обов'язків та адаптації до реальних умов праці. Важливою особливістю є те, що здобувачі освіти залучаються до виконання функцій, максимально наближених до діяльності майбутнього фахівця.

Результативний етап інтеграційної моделі полягає у забезпеченні працевлаштування випускників та їх професійної реалізації. У процесі дослідження встановлено, що випускники спеціальності «Професійна освіта» після завершення навчання часто працевлаштовуються на посади майстрів виробничого навчання та викладачів у закладах професійної освіти. Це свідчить про ефективність інтеграційного підходу, оскільки забезпечується логічний перехід від навчання до професійної діяльності (Табл.1).

Таблиця 1

Модель інтеграції освіти, науки та виробництва у підготовці здобувачів спеціальності «Професійна освіта»

Етап	Зміст діяльності	Учасники	Результат
Проєктувальний	Обговорення та оновлення освітніх програм	ЗВО, директори ЗП(ПТ)О, департамент освіти, роботодавці	Актуалізований зміст ОП відповідно до ринку праці
Організаційно-освітній	Залучення практиків до занять, виїзні заняття	Викладачі, фахівці департаменту, керівники закладів	Формування професійного бачення діяльності
Практичний	Виробнича практика на базах ЗП(ПТ)О та філій	Студенти, наставники-практики	Формування професійних умінь і навичок
Результативний	Працевлаштування випускників	Випускники, роботодавці	Посади майстрів виробничого навчання

Науково обґрунтовано, що запропонована модель інтеграції освіти(Рис.2), науки та виробництва забезпечує: підвищення якості професійної підготовки здобувачів освіти; узгодження змісту освіти з потребами роботодавців; формування практичних компетентностей у реальних умовах діяльності; періоду адаптації випускників на робочому місці; посилення взаємодії між закладами освіти та роботодавцями.

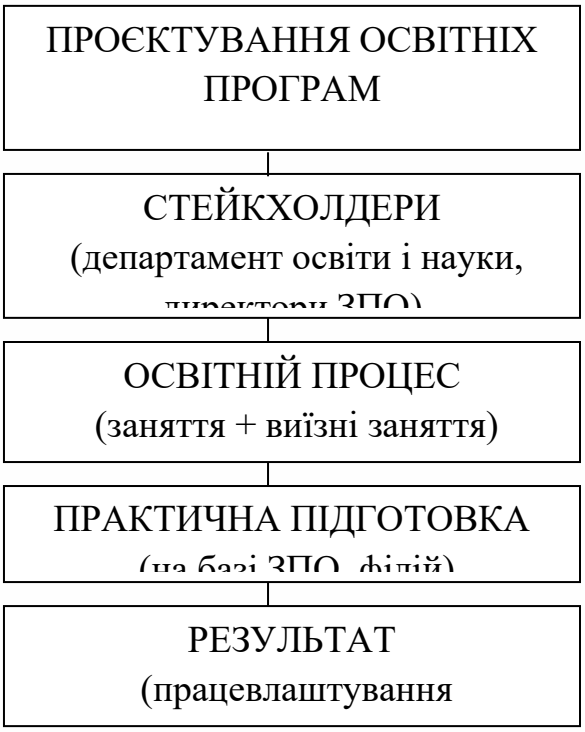

Рис. 2. Модель інтеграції освіти, науки та виробництва у підготовці фахівців

Отримані результати підтверджують, що інтеграція освіти, науки та виробництва є не лише теоретичною концепцією, а й дієвим механізмом модернізації професійної освіти. Водночас ефективність її реалізації значною мірою залежить від системності співпраці між усіма учасниками освітнього процесу, рівня їх зацікавленості та нормативного забезпечення.

Таким чином, запропонований підхід дозволяє розглядати професійну підготовку як безперервний, практико-орієнтований процес, інтегрований у реальне освітньо-виробниче середовище.

Висновки. У результаті проведеного дослідження встановлено, що інтеграція освіти, науки та виробництва є ключовою умовою підвищення якості професійної підготовки кваліфікованих фахівців та забезпечення їх конкурентоспроможності на сучасному ринку праці. Доведено, що ефективна реалізація інтеграційних процесів можлива за умови системної

взаємодії закладів освіти, роботодавців, органів управління освітою та інших стейкхолдерів.

Обґрунтовано доцільність використання багаторівневої моделі інтеграції, яка охоплює проєктувальний, організаційно-освітній, практичний та результативний етапи. Встановлено, що залучення стейкхолдерів до розроблення освітніх програм сприяє їх актуалізації відповідно до потреб ринку праці, а участь практиків в освітньому процесі забезпечує формування у здобувачів освіти професійного мислення та готовності до майбутньої діяльності.

Доведено, що впровадження виїзних занять і проходження виробничої практики на базі закладів професійної освіти та їх філій забезпечує ефективне поєднання теоретичної та практичної підготовки, сприяє розвитку професійних компетентностей і скорочує період адаптації випускників до умов професійної діяльності. Результати анкетування підтверджують позитивне сприйняття здобувачами освіти інтеграційних форм навчання та їх вплив на якість підготовки.

Практичне значення одержаних результатів полягає у можливості використання запропонованої моделі інтеграції у закладах вищої та професійної освіти з метою підвищення ефективності підготовки майбутніх педагогів професійного навчання. Отримані результати можуть бути використані при оновленні освітніх програм, організації практичної підготовки та налагодженні партнерства зі стейкхолдерами.

Перспективи подальших наукових розвідок вбачаються у розробленні механізмів розширення взаємодії між освітою, наукою та виробництвом на регіональному та національному рівнях, дослідженні ефективності впровадження дуальної форми навчання у системі професійної освіти, а також у впровадженні цифрових технологій та інноваційних освітніх практик у процес професійної підготовки фахівців.

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ПЕРСПЕКТИВИ СТАНОВЛЕННЯ Й УТВЕРДЖЕННЯ ФУНДАМЕНТАЛЬНИХ ОСНОВ ВІЙСЬКОВО-ПАТРІОТИЧНОГО ВИХОВАННЯ В УКРАЇНІ (КІНЕЦЬ ХХ – ПОЧАТОК ХХІ СТОЛІТТЯ)

Анотація. У статті досліджено перспективи становлення й утвердження фундаментальних основ військово-патріотичного виховання в Україні кінця ХХ – початку ХХІ століття. Обґрунтовано актуальність проблеми в умовах сучасних суспільно-політичних трансформацій, євроінтеграційних процесів, інформаційних викликів і російсько-української війни. Наголошено, що військово-патріотичне виховання в сучасній Україні набуває особливої державної, педагогічної та соціальної значущості, оскільки спрямоване на формування громадянина, здатного усвідомлювати відповідальність за майбутнє держави, захищати її незалежність, територіальну цілісність і демократичні цінності.

Підкреслено, що сучасне військово-патріотичне виховання виходить за межі традиційного розуміння військової підготовки. Воно охоплює формування національної свідомості, громадянської відповідальності, моральної стійкості, поваги до історичної пам’яті, державної мови, культури та прав людини. Визначено, що важливими складниками військово-патріотичного виховання є когнітивний, емоційно-ціннісний і діяльнісний компоненти, які забезпечують формування цілісної системи патріотичних цінностей молоді.

Особливу увагу приділено впливу Революції Гідності, подій 2014 року та повномасштабного вторгнення 2022 року на переосмислення змісту патріотизму та громадянського обов’язку. Доведено, що сучасний український патріотизм має діяльнісний характер і проявляється через волонтерську діяльність, підтримку Збройних Сил України, участь у громадських ініціативах, допомогу внутрішньо переміщеним особам, інформаційний спротив і збереження культурної спадщини.

Проаналізовано роль закладів освіти у формуванні військово-патріотичного світогляду молоді. Акцентовано увагу на необхідності

модернізації форм і методів виховної роботи, впровадження інтерактивних, проєктних і цифрових технологій, розвитку медіаграмотності, критичного мислення та психологічної стійкості. Зроблено висновок, що перспективи розвитку військово-патріотичного виховання пов'язані із системною взаємодією держави, освіти, сім'ї, громадянського суспільства та молодіжних організацій, що сприятиме формуванню свідомого, відповідального й соціально активного громадянина України.

Ключові слова: військово-патріотичне виховання, патріотичне виховання, громадянська відповідальність, національна ідентичність, молодь, громадянське суспільство, військово-патріотична підготовка, педагогічна думка, освітній простір.

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PROSPECTS FOR THE ESTABLISHMENT AND AFFIRMATION OF THE FUNDAMENTAL FOUNDATIONS OF MILITARY-PATRIOTIC EDUCATION IN UKRAINIAN AT THE END OF THE 20th-BEGINNING OF THE 21st CENTURY

Abstract. The article examines the prospects for the formation and consolidation of the fundamental foundations of military-patriotic education in Ukraine at the end of the twentieth and the beginning of the twenty-first century. The relevance of the issue is substantiated in the context of modern socio-political transformations, European integration processes, information challenges and the Russian-Ukrainian war. It is emphasized that military-patriotic education in modern Ukraine acquires particular state, pedagogical and social significance, as it is aimed at forming a citizen capable of understanding responsibility for the future of the state, defending its independence, territorial integrity and democratic values.

The article highlights that modern military-patriotic education goes beyond the traditional understanding of military training. It includes the formation of national consciousness, civic responsibility, moral resilience, respect for historical memory, the state language, culture and human rights. It is determined that the important components of military-patriotic education are cognitive, emotional-value and activity-based components, which ensure the formation of an integral system of patriotic values among young people.

Special attention is paid to the influence of the Revolution of Dignity, the events of 2014 and the full-scale invasion of 2022 on the rethinking of patriotism

and civic duty. It is proved that modern Ukrainian patriotism has an activity-based character and is manifested through volunteering, support for the Armed Forces of Ukraine, participation in civic initiatives, assistance to internally displaced persons, information resistance and preservation of cultural heritage.

The role of educational institutions in shaping the military-patriotic worldview of young people is analyzed. Attention is focused on the need to modernize the forms and methods of educational work, introduce interactive, project-based and digital technologies, develop media literacy, critical thinking and psychological resilience. It is concluded that the prospects for the development of military-patriotic education are connected with the systematic interaction of the state, education, family, civil society and youth organizations, which will contribute to the formation of a conscious, responsible and socially active citizen of Ukraine.

Keywords: military-patriotic education, **patriotic education,** civic responsibility, national identity, youth, civil society, military-patriotic training, pedagogical thought, educational space.

Постановка проблеми. Прагнення України посісти гідне місце в сучасному європейському та світовому просторі, розбудувати демократичну модель державності, зміцнити громадянське суспільство та утвердити власну культурно-цивілізаційну самобутність зумовили посилення уваги до проблеми військово-патріотичного виховання молодого покоління. Наприкінці XX – на початку XXI століття військово-патріотичне виховання в Україні набуває нового змісту та концептуального наповнення. Воно дедалі більше пов’язується не лише з формуванням готовності до захисту держави, але й із вихованням громадянської відповідальності, національної свідомості, моральної стійкості, поваги до історичної пам’яті, державної мови, культури, прав людини та демократичних цінностей.

Сучасне розуміння військово-патріотичного виховання формується в умовах складних суспільно-політичних трансформацій, євроінтеграційних процесів, інформаційних викликів, гібридних загроз та тривалої російсько-української війни. Саме тому проблема військово-патріотичного виховання молоді набуває не лише педагогічного, а й державного, культурного, безпекового та світоглядного значення. Йдеться про формування особистості, яка усвідомлює себе громадянином України, відчуває відповідальність за майбутнє держави, здатна захищати її суверенітет, територіальну цілісність, національні інтереси, поважаючи при цьому демократичні принципи, права людини та людську гідність.

Аналізуючи розвиток військово-патріотичного виховання в конституційно-правовому полі України, варто підкреслити, що Конституція

України закріплює фундаментальні засади державності, незалежності, суверенітету, територіальної цілісності та громадянського обов'язку щодо захисту Вітчизни. Поняття Батьківщини, державної незалежності, національної безпеки, громадянської відповідальності та поваги до Конституції виступають важливими смисловими опорами сучасної системи військово-патріотичного виховання. За роки незалежності змінилася не лише сама Україна, а й підходи до розуміння патріотизму та військово-патріотичного виховання. Від формального й декларативного трактування вони поступово трансформувалися у діяльнісну систему цінностей, пов'язану з волонтерством, підтримкою Збройних Сил України, участю у громадських ініціативах, допомогою постраждалим від війни, інформаційним спротивом та захистом національного культурного простору.

Проблема військово-патріотичного виховання посідає важливе місце у сучасному науково-педагогічному дискурсі. Вона активно досліджується освітянами, педагогами, науковцями, представниками громадянського суспільства та державними інституціями. Особливого значення ці питання набувають у контексті реформування освіти, розвитку громадянської освіти, модернізації виховних систем, утвердження української національної ідентичності, підготовки молоді до життя в умовах сучасних суспільних викликів та інтеграції України до європейського освітнього простору [1;4].

Аналіз останніх досліджень і публікацій. Військово-патріотична консолідація українського суспільства кінця XX – початку XXI століття є складним і багатовимірним процесом. З одного боку, вона пов'язана з відновленням історичної пам'яті, переосмисленням національної історії, утвердженням української мови, культури та державності. З іншого — із реальними безпековими викликами, які вимагали від громадян не лише емоційної підтримки держави, а й активної участі у її захисті. Особливо виразно це проявилося після подій Революції Гідності, початку російсько-української війни у 2014 році та повномасштабного вторгнення 2022 року, коли військово-патріотичне виховання набуло конкретного практичного виміру. Волонтерський рух, підтримка військових, допомога внутрішньо переміщеним особам, участь молоді в гуманітарних та соціальних ініціативах, інформаційна боротьба, популяризація української культури та історії стали важливими складниками сучасної патріотичної практики.

Сучасні українські дослідники – І. Бех, В. Кремень, О. Сухомлинська, Н. Ничкало, О. Савченко та інші – наголошують, що ефективне військово-патріотичне виховання можливе лише за умови поєднання кількох взаємопов'язаних складників. Перший – когнітивний, який передбачає засвоєння знань про історію України, українське державотворення, традиції визвольної боротьби, національних героїв, історію українського війська та

правові основи функціонування держави. Другий – емоційно-ціннісний, пов'язаний із формуванням почуття причетності до української спільноти, гордості за свою державу, поваги до захисників України, відповідальності за збереження національної спадщини. Третій – діяльнісний, який виявляється в участі молоді у волонтерському русі, громадських ініціативах, соціальних проєктах, підтримці військових, благодійній діяльності, молодіжному самоврядуванні та культурно-просвітницьких заходах.

Особливого значення у сучасних умовах набуває військово-патріотичне виховання як засіб формування готовності молоді до захисту України. Після 2014 року та особливо після повномасштабного вторгнення 2022 року суспільство усвідомило необхідність системного виховання громадян, які не лише люблять свою державу, але й розуміють ціну свободи, незалежності, людської гідності та національної безпеки. У зв'язку з цим військово-патріотичне виховання набуває нового концептуального змісту, орієнтованого на формування відповідальності, мужності, психологічної стійкості, дисциплінованості, витримки та готовності діяти в кризових умовах.

Мета статті- є аналіз становлення та розвитку ідей військово-патріотичного виховання у вітчизняній педагогічній думці, а також визначення їх значення у формуванні ціннісних орієнтацій сучасної молоді.

Виклад основного матеріалу. Кінець XX - початок XXI століття став для України періодом глибокого переосмислення історичного шляху, виховних пріоритетів і ціннісних орієнтирів. Здобуття незалежності актуалізувало потребу у формуванні нового типу громадянина - свідомого, відповідального, морально стійкого, здатного до активної участі в суспільному житті та готового до захисту держави й демократичних цінностей.

Саме тому у сучасній українській педагогічній думці військово-патріотичне виховання дедалі частіше інтерпретується як інтегративна система, що поєднує громадянське, моральне, правове, фізичне та національне виховання. Воно охоплює формування історичної пам'яті, громадянської відповідальності, поваги до державних символів, усвідомлення значення свободи й незалежності, готовності до суспільного служіння та захисту національних інтересів.

У цьому контексті особливої уваги заслуговує питання формування нової моделі військово-патріотичного виховання, яка суттєво відрізняється від традиційних, переважно формалізованих підходів. Якщо в попередні десятиліття патріотизм нерідко асоціювався з урочистими заходами, формальним засвоєнням історичних фактів або декларативною відданістю державі, то у XXI столітті він набуває більш глибокого діяльнісного та

особистісно орієнтованого змісту. Йдеться про активний патріотизм, який виявляється у повсякденній поведінці людини, її готовності допомагати громаді, підтримувати державу, брати відповідальність за спільне благо, захищати демократичні цінності та національну безпеку[2;3;6].

Сучасне військово-патріотичне виховання в Україні спрямоване не лише на підготовку молоді до військової служби у вузькому розумінні, але й на формування цінностей громадянської солідарності, взаємодопомоги, поваги до захисників держави, готовності допомагати людям у складних життєвих ситуаціях, дотримуватися моральних принципів та зберігати внутрішню стійкість. Його важливими складниками є популяризація історії українського війська, козацьких традицій, подій Української революції 1917–1921 років, визвольної боротьби XX століття, дисидентського руху, Революції Гідності та сучасної російсько-української війни.

Водночас важливо наголосити, що сучасне військово-патріотичне виховання не повинно ототожнюватися з мілітаризацією свідомості. Його головна мета полягає не у формуванні агресії чи культу сили, а у вихованні відповідального громадянина, який усвідомлює необхідність захисту демократичних цінностей, прав людини, державного суверенітету та суспільної безпеки. Саме тому військово-патріотичне виховання має ґрунтуватися на гуманістичних засадах, культурі миру, правовій свідомості, моральній відповідальності та повазі до людської гідності.

Значну роль у реалізації військово-патріотичного виховання відіграють заклади освіти. Саме школа, фаховий коледж, університет створюють умови для системного формування патріотичних і громадянських цінностей молоді. Важливими формами такої роботи є тематичні заняття, зустрічі з військовослужбовцями, ветеранами, волонтерами, представниками громадських організацій; організація військово-спортивних ігор, тренінгів із домедичної допомоги, занять із безпеки життєдіяльності, медіаграмотності та цивільного захисту.

Особливої актуальності набуває діяльнісний підхід до військово-патріотичного виховання. Його сутність полягає у тому, що патріотичні цінності не лише декларуються, а проживаються молодою людиною через конкретну діяльність. Коли студент бере участь у волонтерському русі, допомагає військовим, організовує благодійні ініціативи, працює в команді, бере участь у громадських проєктах, він набуває реального досвіду громадянської відповідальності. Саме такий досвід стає основою формування зрілого й усвідомленого патріотизму.

Важливий вплив на розвиток військово-патріотичного виховання мають також процеси європейської інтеграції. Вони зумовлюють необхідність поєднання національних традицій із загальноєвропейськими

цінностями: демократією, верховенством права, правами людини, толерантністю, соціальною відповідальністю та відкритістю до міжкультурного діалогу. У цьому контексті український патріотизм набуває відкритого, інклюзивного характеру, поєднуючи національну самобутність із європейською системою цінностей.

Суттєву роль у формуванні сучасного військово-патріотичного світогляду відіграють засоби масової інформації, цифрові технології та соціальні мережі. Вони створюють нові можливості для популяризації української культури, історії, волонтерського руху, героїчних прикладів служіння державі. Водночас цифрове середовище несе ризики дезінформації, маніпуляцій та інформаційно-психологічного впливу. Це зумовлює необхідність формування медіаграмотності як невід'ємної складової громадянської компетентності молоді.

Аналіз сучасного стану військово-патріотичного виховання дозволяє виокремити низку проблем і суперечностей. Однією з них є суперечність між необхідністю формування національної ідентичності та впливом глобалізаційних процесів, які змінюють культурні й ціннісні орієнтири молоді. Інша суперечність полягає між декларуванням патріотичних цінностей і недостатнім рівнем їх практичної реалізації у виховному процесі. Часто патріотичне виховання залишається формальним і не має глибокого особистісного впливу на молодь.

Ще однією важливою проблемою є недостатня модернізація виховних технологій та недостатня підготовленість педагогів до роботи в нових умовах. Сучасне військово-патріотичне виховання потребує інтерактивних, проєктних, дослідницьких, цифрових та діалогових методів. Молодь не сприймає формального моралізаторства чи надмірного пафосу. Натомість ефективними є дискусії, аналіз історичних джерел, проєктна діяльність, волонтерство, музейна педагогіка, локальні історичні дослідження, документальні історії та цифрові освітні продукти.

Подолання цих суперечностей можливе лише за умови системного підходу до організації військово-патріотичного виховання, що передбачає інтеграцію зусиль держави, освітніх інституцій, сім'ї, громадянського суспільства, культурних установ, медіа та молодіжних організацій. Військово-патріотичне виховання не може бути відповідальністю лише школи чи університету. Воно формується у ширшому соціальному просторі, де важливими є родинне виховання, приклад дорослих, моральний авторитет педагога, довіра до державних інституцій, можливість молоді реалізовувати себе в Україні.

Таким чином, у сучасній педагогічній думці України військово-патріотичне виховання постає як багатовимірне явище, що охоплює не лише

емоційне ставлення до Батьківщини, але й активну громадянську позицію, готовність до відповідальних дій, здатність до солідарності, участь у суспільному розвитку, захист державності, повагу до культури, мови, історії та національної пам'яті. Його формування є одним із ключових завдань освіти кінця XX – початку XXI століття, оскільки саме освіта забезпечує передачу цінностей, розвиток критичного мислення, громадянської компетентності та створення умов для становлення відповідального громадянина.

У підсумку слід зазначити, що перспективи розвитку військово-патріотичного виховання в Україні пов'язані з подальшим удосконаленням його змісту, форм і методів, орієнтацією на потреби сучасної молоді, зміцненням національної ідентичності, розвитком громадянської відповідальності, збереженням балансу між національною самобутністю та європейськими демократичними цінностями. Саме такий підхід сприятиме формуванню свідомого, відповідального, соціально активного громадянина, здатного до конструктивної участі у розвитку демократичного суспільства, захисту державності, підтримки національної культури, зміцнення суспільної єдності та творення майбутнього України в умовах сучасних глобальних і безпекових викликів.

Прагнення України посісти гідне місце в сучасному європейському та світовому просторі, розбудувати демократичну модель державності, зміцнити громадянське суспільство й утвердити власну культурно-цивілізаційну самобутність зумовили повернення науковців, педагогів, політиків і громадських діячів до проблеми патріотизму. У кінці XX – на початку XXI століття патріотизм в Україні набуває нового змісту: він дедалі більше пов'язується не лише з емоційною любов'ю до Батьківщини, а й із громадянською відповідальністю, готовністю до захисту держави, повагою до прав людини, історичної пам'яті, мови, культури та демократичних цінностей.

Сучасне бачення патріотизму в Україні формується в умовах глибоких суспільних трансформацій, євроінтеграційних процесів, інформаційних викликів і воєнних загроз. Саме тому проблема патріотичного виховання молоді стає не лише педагогічною, а й державною, культурною та світоглядною. Йдеться про формування такого типу особистості, яка усвідомлює себе громадянином України, відчуває відповідальність за майбутнє держави, здатна діяти в інтересах суспільства й водночас поважає демократичні засади, свободу, гідність та права інших людей Сучасні українські дослідники – І. Бех, В. Кремень, О. Сухомлинська, Н. Ничкало, О. Савченко та інші – наголошують, що ефективне військово-патріотичне виховання можливе лише за умови поєднання кількох взаємопов'язаних

складників. Перший – когнітивний, який передбачає засвоєння знань про історію України, українське державотворення, традиції визвольної боротьби, національних героїв, історію українського війська та правові основи функціонування держави. Другий – емоційно-ціннісний, пов'язаний із формуванням почуття причетності до української спільноти, гордості за свою державу, поваги до захисників України, відповідальності за збереження національної спадщини.

Третій – діяльнісний, який виявляється в участі молоді у волонтерському русі, громадських ініціативах, соціальних проєктах, підтримці військових, благодійній діяльності, молодіжному самоврядуванні та культурно-просвітницьких заходах.

Особливого значення у сучасних умовах набуває військово-патріотичне виховання як засіб формування готовності молоді до захисту України. Після 2014 року та особливо після повномасштабного вторгнення 2022 року суспільство усвідомило необхідність системного виховання громадян, які не лише люблять свою державу, але й розуміють ціну свободи, незалежності, людської гідності та національної безпеки. У зв'язку з цим військово-патріотичне виховання набуває нового концептуального змісту, орієнтованого на формування відповідальності, мужності, психологічної стійкості, дисциплінованості, витримки та готовності діяти в кризових умовах.

Аналізуючи відображення патріотичних цінностей у конституційно-правовому полі України, варто зазначити, що Основний Закон України закріплює фундаментальні засади державності, суверенітету, територіальної цілісності, прав і свобод людини, а також відповідальність громадян перед Україною. Поняття Батьківщини, державної незалежності, громадянського обов'язку й поваги до Конституції виступають важливими смисловими опорами патріотичного виховання. За роки незалежності змінилися і сама Україна, і її громадяни, і розуміння патріотизму: від переважно декларативного поняття він поступово трансформувався у діяльнісну цінність, пов'язану з участю у волонтерстві, громадських ініціативах, захисті держави, збереженні культури й мови.

Питання сутності, умов і особливостей розвитку патріотизму хвилюють освітянську спільноту, науковців, педагогів, представників громадянського суспільства, усіх громадян, які усвідомлюють значення виховання молодого покоління для майбутнього України. Ці питання розглядаються в контексті реформування освіти, розвитку громадянської освіти, національно-патріотичного виховання, військово-патріотичної підготовки, формування української ідентичності та інтеграції до європейського освітнього простору.

Патріотична консолідація українського суспільства кінця XX – початку XXI століття не є однорідним явищем. З одного боку, вона пов'язана з відновленням історичної пам'яті, утвердженням української мови, культури, державності, а з іншого — з реальними суспільними викликами, які вимагали від громадян не лише емоційної підтримки держави, а й практичної участі в її захисті та розвитку. Особливо виразно це проявилося після подій Революції Гідності, початку російсько-української війни у 2014 році та повномасштабного вторгнення 2022 року, коли патріотизм набув конкретного діяльнісного виміру: волонтерство, підтримка Збройних Сил України, допомога внутрішньо переміщеним особам, збереження культурної спадщини, інформаційний спротив, участь у громадських ініціативах.

Водночас важливо підкреслити, що в умовах трансформаційного періоду українського суспільства питання патріотичного виховання не може розглядатися ізольовано від загальних процесів державотворення, розвитку громадянського суспільства, утвердження демократичних цінностей та формування національної ідентичності. Кінець XX – початок XXI століття став для України періодом глибокого переосмислення власного історичного шляху, культурної спадщини, освітніх традицій і виховних пріоритетів. Здобуття незалежності у 1991 році актуалізувало потребу у формуванні нового типу громадянина – не пасивного виконавця зовнішніх настанов, а свідомої, відповідальної, морально зрілої особистості, здатної брати участь у суспільному житті, захищати демократичні цінності та усвідомлювати власну причетність до майбутнього держави.

Саме тому у сучасній педагогічній думці України патріотизм дедалі частіше інтерпретується як інтегративна цінність, що поєднує історичну пам'ять, культурну спадщину, громадянську відповідальність, моральну стійкість і готовність до активної участі у суспільному житті. Патріотизм у такому розумінні не зводиться лише до емоційного почуття любові до Батьківщини або поваги до державних символів. Він охоплює значно ширший спектр особистісних і соціальних проявів: знання історії свого народу, повагу до української мови й культури, усвідомлення цінності державної незалежності, готовність працювати для розвитку громади, здатність до волонтерства, соціальної взаємодії та захисту національних інтересів [3;5].

У цьому контексті особливої уваги заслуговує питання формування нової моделі патріотизму, яка відрізняється від традиційних, переважно декларативних підходів. Якщо раніше патріотизм часто ототожнювався з урочистими заходами, формальним засвоєнням історичних знань або зовнішньою демонстрацією відданості державі, то в умовах XXI століття він

набуває більш глибокого, особистісно орієнтованого і діяльнісного змісту. Йдеться про активний патріотизм, що проявляється у повсякденній поведінці людини, її готовності брати відповідальність за розвиток громади, держави та суспільства загалом. Такий патріотизм формується не через примус чи зовнішню ідеологізацію, а через особистий досвід участі, співпереживання, усвідомлення значущості власних дій для спільного блага.

Особливого значення у цьому процесі набуває військово-патріотичне виховання, яке в умовах сучасних суспільно-політичних викликів отримує нове концептуальне наповнення. Якщо наприкінці XX століття воно перебувало у стані певного занепаду через відмову від радянських ідеологічних моделей та втрату чітких виховних орієнтирів, то на початку XXI століття, особливо після 2014 року, спостерігається його активне відродження на принципово нових засадах. Повномасштабна війна проти України ще більше посилила суспільну потребу у формуванні громадянина, здатного не лише любити свою державу, а й розуміти ціну свободи, незалежності, територіальної цілісності та людської гідності.

Сучасне військово-патріотичне виховання в Україні орієнтується не лише на підготовку молоді до захисту держави у вузькому військовому розумінні, але й на формування цінностей відповідальності, гідності, мужності, взаємоповаги, громадянської солідарності та моральної стійкості. Воно охоплює значно ширше коло завдань, ніж традиційне уявлення про військову підготовку. Йдеться про виховання особистості, яка усвідомлює значення національної безпеки, розуміє роль Збройних Сил України, поважає подвиг захисників і захисниць, здатна діяти в екстремальних умовах, допомагати іншим, зберігати самовладання, приймати відповідальні рішення та дотримуватися моральних принципів навіть у складних життєвих ситуаціях.

Військово-патріотичне виховання включає формування готовності до захисту територіальної цілісності й незалежності держави, виховання поваги до Збройних Сил України та інших інституцій безпеки, розвиток фізичної витривалості, психологічної стійкості, дисциплінованості, витримки, відповідальності за власні дії. Важливим його складником є популяризація історії визвольної боротьби українського народу, зокрема козацьких традицій, подій Української революції 1917–1921 років, боротьби за незалежність у XX столітті, дисидентського руху, Революції Гідності, сучасної російсько-української війни. Такі історичні знання мають не лише інформативне, а й глибоке виховне значення, оскільки допомагають молоді усвідомити неперервність боротьби українського народу за свободу і державність.

Водночас важливо підкреслити, що сучасне військово-патріотичне виховання не повинно ототожнюватися з мілітаризацією свідомості. Його мета полягає не у формуванні агресивності чи культу сили, а у вихованні відповідального громадянина, який усвідомлює необхідність захисту демократичних цінностей, прав і свобод людини, державного суверенітету та суспільної безпеки. Саме тому військово-патріотичне виховання має ґрунтуватися на гуманістичних засадах, повазі до людської гідності, культури миру, правової свідомості та моральної відповідальності. У цьому контексті воно має бути тісно пов'язане з громадянським, правовим, моральним і фізичним вихованням.

Значну роль у реалізації військово-патріотичного виховання відіграють заклади освіти. Саме школа, коледж, університет створюють умови для системного формування патріотичних цінностей у молоді. Важливими формами такої роботи є проведення тематичних занять, зустрічей із військовослужбовцями, ветеранами, волонтерами, учасниками громадських ініціатив; організація військово-спортивних ігор, тренінгів із домедичної допомоги, занять із безпеки життєдіяльності, цивільного захисту, медіаграмотності та протидії інформаційним загрозам. Доцільним є також залучення молоді до волонтерської діяльності, благодійних акцій, проєктів підтримки військових, родин загиблих захисників, внутрішньо переміщених осіб.

У сучасній українській педагогічній практиці особливого значення набуває діяльнісний підхід до патріотичного виховання. Його сутність полягає в тому, що патріотичні цінності не лише пояснюються або декларуються, а проживаються молодою людиною через конкретну діяльність. Коли студент бере участь у волонтерському проєкті, допомагає громаді, організовує благодійну акцію, долучається до культурної ініціативи, працює в команді, бере участь у студентському самоврядуванні, він набуває практичного досвіду громадянської відповідальності. Саме такий досвід є найефективнішим засобом формування зрілого патріотизму.

Значний вплив на розвиток патріотичного виховання в Україні мають також процеси європейської інтеграції. Вони зумовлюють необхідність поєднання національних традицій із загальноєвропейськими цінностями: демократією, верховенством права, повагою до прав людини, толерантністю, соціальною відповідальністю, відкритістю до культурного різноманіття. У цьому контексті патріотизм перестає бути замкнутим у межах вузько національного простору й набуває відкритого, інклюзивного характеру. Український патріотизм у XXI столітті не суперечить європейській ідентичності, а навпаки, доповнює її, оскільки ґрунтується на цінностях свободи, гідності, права, солідарності й відповідальності.

Важливу роль у формуванні сучасного патріотичного світогляду відіграють засоби масової інформації, цифрові технології та соціальні мережі. Вони створюють нові можливості для поширення патріотичних ідей, популяризації української культури, історії, мови, громадянських ініціатив, волонтерського руху, героїчних прикладів служіння державі. Водночас цифрове середовище містить ризики маніпуляцій, дезінформації, інформаційно-психологічного впливу, спотворення історичної пам'яті та поширення антиукраїнських наративів. Це вимагає від освітньої системи формування медіаграмотності як невід'ємної складової громадянської компетентності. Молодь має вміти критично аналізувати інформацію, розпізнавати маніпуляції, перевіряти джерела, розуміти механізми інформаційної війни та відповідально поводитися в цифровому просторі.

Аналіз сучасного стану патріотичного виховання дозволяє виокремити низку проблем і суперечностей, характерних для українського суспільства початку XXI століття. Однією з них є суперечність між потребою у формуванні національної ідентичності та впливом глобалізаційних процесів, які змінюють культурні й ціннісні орієнтири молодого покоління. З одного боку, глобалізація відкриває нові можливості для освіти, мобільності, міжкультурного діалогу, професійного розвитку. З іншого – вона може послаблювати зв'язок молоді з національною культурою, мовою, історичною пам'яттю, якщо освітнє середовище не забезпечує належної ціннісної опори.

Інша суперечність полягає між декларацією патріотичних цінностей і недостатнім рівнем їх практичної реалізації. Часто виховна робота обмежується формальними заходами, які не завжди мають глибокий вплив на свідомість молоді. Щоб патріотичне виховання було результативним, воно має бути не епізодичним, а системним; не примусовим, а мотивувальним; не відірваним від життя, а пов'язаним із реальними потребами молодої людини, громади й держави.

Важливою є також суперечність між запитом молоді на активну участь у суспільному житті та обмеженими можливостями для самореалізації. Молоді люди прагнуть бути почутими, брати участь у прийнятті рішень, реалізовувати власні ініціативи, впливати на життя університету, громади, міста, країни. Якщо освітнє середовище не створює таких можливостей, патріотизм ризикує залишитися абстрактним поняттям. Натомість розвиток студентського самоврядування, молодіжних рад, громадських організацій, волонтерських платформ і соціальних проєктів дає змогу перетворити патріотичні цінності на реальну практику.

Ще одна суттєва проблема пов'язана з необхідністю модернізації виховних технологій і недостатньою підготовленістю педагогів до їх

упровадження. Патріотичне виховання сучасної молоді потребує нових методів: діалогових, інтерактивних, проєктних, дослідницьких, цифрових. Молодь не сприймає застарілих форм прямого моралізаторства, надмірного пафосу чи формального повторення гасел. Натомість ефективними є дискусії, дебати, аналіз історичних джерел, зустрічі з очевидцями подій, проєктна діяльність, волонтерство, цифрові освітні продукти, документальні історії, музейна педагогіка, локальні історичні дослідження.

Подолання цих суперечностей можливе лише за умови системного підходу до організації патріотичного виховання, що передбачає інтеграцію зусиль держави, освітніх інституцій, сім'ї, громадянського суспільства, культурних установ, медіа та молодіжних організацій. Патріотичне виховання не може бути відповідальністю лише школи чи університету. Воно формується в ширшому соціальному просторі, де важливими є родинне виховання, приклад дорослих, моральний авторитет педагога, суспільна справедливість, довіра до державних інституцій, можливість для молоді реалізовувати себе в Україні.

Висновки. Таким чином, у сучасній педагогічній думці України патріотизм постає як багатовимірне явище, що охоплює не лише емоційне ставлення до Батьківщини, але й активну громадянську позицію, готовність до відповідальних дій, здатність до солідарності, участь у суспільному розвитку, повагу до культури, мови, історії та державності. Його формування є одним із ключових завдань освіти кінця XX – початку XXI століття, оскільки саме освіта забезпечує передачу цінностей, розвиток критичного мислення, формування громадянської компетентності та створення умов для особистісного становлення молоді.

У підсумку слід зазначити, що перспективи розвитку патріотичного виховання в Україні пов'язані з подальшим удосконаленням його змісту, форм і методів, орієнтацією на потреби сучасної молоді, збереженням балансу між національною самобутністю та європейськими цінностями. Саме такий підхід забезпечить формування свідомого, відповідального, соціально активного громадянина, здатного до конструктивної участі у розвитку демократичного суспільства, захисту державності, підтримки національної культури й творення майбутнього України.

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КОНЦЕПТУАЛЬНІ ЗАСАДИ ПІДГОТОВКИ МАЙБУТНЬОГО ВЧИТЕЛЯ ІНФОРМАТИКИ ДО ІНТЕГРАТИВНОГО НАВЧАННЯ ОСНОВ КОМП'ЮТЕРНОЇ ГРАФІКИ

Анотація. У статті обґрунтовано концептуальні засади підготовки майбутнього вчителя інформатики до інтегративного навчання основ комп'ютерної графіки. Сформульовано та розкрито систему ідей і смислових орієнтирів, що визначають внутрішню логіку відповідного дослідження, його ідейну єдність і спрямованість. Інтегративне навчання витлумачено як провідну концептуальну основу професійної підготовки сучасного вчителя інформатики, що відповідає викликам цифровізованої освіти та потребам ринку праці. Інтеграцію в дослідженні розглянуто як принцип організації професійної підготовки, спрямований на подолання фрагментарності знань, роз'єднаності видів навчально-пізнавальної діяльності та формалізованого засвоєння навчального матеріалу.

Виокремлено сім провідних концептуальних засад підготовки: інтегративне навчання як провідна концептуальна основа професійної підготовки; цілісність змісту професійної підготовки майбутнього вчителя інформатики; розуміння комп'ютерної графіки як інтегративного змісту в системі підготовки вчителя; інтеграція видів діяльності у процесі професійного становлення педагога; ціннісно-культурна спрямованість інтегративної підготовки; поетапність формування готовності до інтегративного навчання основ комп'ютерної графіки; єдність інтеграції змісту, діяльності та цінностей як концептуальна засада, що забезпечує внутрішню системність і узгодженість процесу професійної підготовки. Особливу увагу зосереджено на поєднанні змістового, діяльнісного та ціннісного вимірів підготовки, що уможливлює її гуманістичну й практико орієнтовану спрямованість. Концептуальні засади утворюють цілісну систему смислових орієнтирів і слугують теоретичним підґрунтям для проєктування методичної системи підготовки майбутнього вчителя інформатики до інтегративного навчання основ комп'ютерної графіки.

Ключові слова: концептуальні засади; інтегративне навчання; майбутній учитель інформатики; комп'ютерна графіка; професійна підготовка; цілісність змісту; готовність до інтегративного навчання.

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CONCEPTUAL FOUNDATIONS OF PROSPECTIVE INFORMATICS TEACHER TRAINING FOR INTEGRATIVE LEARNING OF THE FUNDAMENTALS OF COMPUTER GRAPHICS

Abstract. The article substantiates the conceptual foundations of preparing prospective informatics teachers for integrative teaching of the fundamentals of computer graphics. A system of ideas and meaningful orientations that determine the internal logic of the corresponding study, its ideological unity and orientation is formulated and disclosed.

Integrative learning is interpreted as the leading conceptual basis of the professional training of a modern informatics teacher, which corresponds to the challenges of digitalised education and the needs of the labour market. Integration is considered as a principle of organising professional training aimed at overcoming the fragmentation of knowledge, disconnection of types of educational and cognitive activity, and formalised assimilation of educational material. Seven leading conceptual foundations of training have been identified: integrative learning as the leading conceptual basis of professional training; integrity of the content of professional training of a prospective informatics teacher; understanding of computer graphics as integrative content in the teacher training system; integration of types of activity in the process of professional formation of the teacher; value-cultural orientation of integrative training; the staged nature of forming readiness for integrative teaching of the fundamentals of computer graphics; unity of the integration of content, activity and values as a generalising conceptual basis that ensures the internal systemic and consistency of the professional training process.

Particular attention is focused on the combination of content, activity and value dimensions of training, which makes possible its humanistic and practice-oriented orientation.

The identified conceptual foundations form an integral system of meaningful orientations and serve as a theoretical basis for designing a methodological system for preparing a prospective informatics teacher for integrative teaching of the fundamentals of computer graphics.

Keywords: conceptual foundations; integrative learning; prospective informatics teacher; computer graphics; professional training; integrity of content; readiness for integrative teaching.

Постановка проблеми. Сучасний етап реформування педагогічної освіти в Україні характеризується переходом до моделі підготовки вчителя, здатного діяти у складному, динамічному та технологічно насиченому освітньому середовищі. Зміни, зумовлені цифровізацією усіх сфер життєдіяльності, висувають принципово нові вимоги до фахової підготовки вчителя інформатики, передусім інтегративними засобами організації навчання. Серед змістових компонентів інформатичної освіти особливе місце посідають основи комп'ютерної графіки, які за своєю природою поєднують технологічну, художньо-естетичну, проєктно-конструкторську та культурологічну складові. Нині фахова підготовка майбутнього вчителя інформатики до інтегративного навчання основ комп'ютерної графіки потребує оновлення змісту та методики.

Складність окресленої проблеми зумовлена тим, що галузь комп'ютерної графіки перебуває в безперервному розвитку: з'являються нові інструменти, формати, прийоми візуалізації, технології штучного інтелекту, які кардинально змінюють процеси створення та сприйняття зорової інформації. Учитель інформатики має володіти технологічними основами роботи з графічними редакторами, а також розуміти культурні, естетичні, етичні аспекти візуальної комунікації. Опанування такого комплексного предметного поля несумісне з традиційною дисциплінарно-розчленованою моделлю фахової підготовки і потребує концептуально іншого підходу, а саме інтегративного. Тому розроблення теоретичного підґрунтя інтегративної підготовки виступає актуальним науковим завданням, що має безпосереднє практичне застосування у проєктуванні освітніх програм закладів вищої педагогічної освіти.

Аналіз останніх досліджень і публікацій засвідчує, що проблематика педагогів до інтегрованого навчання розробляється в українській педагогічній науці. Філософський аспект представляє концепція розумної освіти, розроблена В. Андрущенком [1], який інтерпретує її як обґрунтування безальтернативності оновлення освітньої матриці. На відміну від такого рівня узагальнення, праця Т. Підгорної та І. Твердохліба зосереджена на конкретних механізмах імплементації інтегративного підходу до підготовки майбутніх учителів [2]. Значне місце займають праці, присвячені цифровому виміру професійної компетентності опанування графічних дисциплін [3; 4; 5]. Практично орієнтований ракурс проблеми презентує Д. Стрижак, чиї наукові пошуки присвячені технологічним аспектам і

результатам упровадження відповідного підходу у фахову підготовку вчителя [6]. Натомість ціннісно-смисловий вимір професійного становлення представлений в доробку Н. Мукан, Н. Чубінської та С. Наконечної, де актуалізуються ціннісні орієнтири сучасної професійної підготовки [7].

Міждисциплінарну позицію вивчення інформатики висвітлює Т. Чернявський, інтерпретуючи навчання графічного дизайну майбутніх учителів [8].

У дослідженнях H. Li [9] та A. Dagman і K. Wärmefjord [10] розкрито міжнародний контекст нашої проблеми. Логічним підсумком означеного напряму є дослідження Ю. Бурєннікова та співавторів, у якому міждисциплінарний підхід осмислюється як чинник підвищення ефективності професійної адаптації студентів [11].

Отже, незважаючи на низку ґрунтовних розвідок, питання обґрунтування концептуальних засад підготовки майбутнього вчителя інформатики до інтегративного навчання основ комп'ютерної графіки залишається малодослідженим.

Метою статті є обґрунтування концептуальних засад підготовки майбутнього вчителя інформатики до інтегративного навчання основ комп'ютерної графіки як цілісної системи.

Виклад основного матеріалу. Цифрова трансформація освітніх процесів, поява нових інструментів комп'ютерної графіки, технологій штучного інтелекту, хмарних сервісів спричиняють потребу формування у студента не фрагментарних умінь, а цілісної системи фахових компетентностей, придатних до гнучкого застосування у мінливих професійних ситуаціях.

Концептуальні засади виконують функцію внутрішнього організаційного начала, визначаючи ракурс розгляду об'єкта дослідження, систему ключових понять та критерії оцінювання результативності педагогічної дії. Розглянемо їх детальніше.

Інтегративне навчання як провідна концептуальна основа професійної підготовки. Засада ґрунтується на визнанні інтегративного підходу провідним принципом організації освітнього процесу у закладах вищої педагогічної освіти. Інтегративне навчання трактуємо як такий тип організації навчально-пізнавальної діяльності, за якого зміст, методи й форми навчання структуруються в логіці взаємозв'язків між галузями знань, видами діяльності та особистісними сенсами.

На наш погляд, саме інтегративне навчання здатне забезпечити перехід від ізольованого опанування дисциплін до формування цілісного фахового світогляду майбутнього вчителя інформатики. Фрагментарне опанування дисциплін, навіть за умови високої якості викладання кожної з

них, не гарантує формування цілісної фахової компетентності, оскільки межі між дисциплінами стають перешкодою для перенесення знань у нові, нестандартні ситуації. Специфіка професійної діяльності сучасного вчителя інформатики передбачає роботу з предметним полем, яке за своєю природою є комплексним: інформатика взаємодіє з математикою, мистецтвом, технологіями, психологією. Учитель, підготовлений у рамках вузько дисциплінарної моделі, відчуває труднощі під час реалізації міжпредметних освітніх проєктів, інтегрованих курсів, STEAM-практик тощо.

Концептуальне розуміння інтегративного навчання передбачає узгодження між нормативною та варіативною частинами програми, синхронізацію змістового наповнення суміжних курсів, формування системи практик тощо. Тільки за такої організаційної підтримки інтегративне навчання здатне виявити повноцінний педагогічний потенціал у підготовці майбутнього вчителя інформатики.

Цілісність змісту професійної підготовки майбутнього вчителя інформатики передбачає, що загальнонаукова, фахова та психолого-педагогічна підготовка утворюють єдину систему, в якій кожен елемент пов'язаний з іншими функціональними залежностями. У такій системі кожна навчальна дисципліна виконує подвійну роль: розкриває певний предметний зміст і працює на формування інтегральних професійних якостей майбутнього педагога.

Стосовно інтегративного навчання основ комп'ютерної графіки це означає узгодженість дисциплін інформатичного циклу, дисциплін, орієнтованих на методику навчання інформатики, а також дисциплін психолого-педагогічного та культурологічного спрямування. Цілісність забезпечується кількома механізмами. Перший із них передбачає узгодження понятєво-термінологічного апарату між суміжними курсами і унеможливлює суперечливе трактування ключових понять у різних дисциплінах. Другий механізм полягає у виокремленні наскрізних змістових ліній, які проходять крізь усю освітню програму: для підготовки вчителя інформатики такими лініями можуть бути алгоритмізація, обчислювальне мислення, візуалізація даних, цифрова культура. Третій механізм стосується побудови системи завдань зростаючої складності, що поступово інтегрують матеріал кількох дисциплін у спільний проблемний контекст.

На практичному рівні цілісність змісту втілюється через побудову карти компетентностей освітньої програми, де кожен компонент змісту приєднаний до конкретних результатів навчання та узгоджений з іншими дисциплінами. Це дає змогу виявляти неузгодженості, дублювання й

розриви у змісті ще на етапі проєктування програми. Окрім того, цілісність змісту виявляється у методичних матеріалах: підручники, посібники, інтерактивні ресурси мають проєктуватися з урахуванням взаємних посилань на матеріал суміжних дисциплін, що дозволяє студентові постійно бачити загальну логіку фахової підготовки.

Розуміння комп'ютерної графіки як інтегративного змісту в системі підготовки вчителя. Основи комп'ютерної графіки за своєю сутністю поєднують технологічну, художньо-естетичну, проєктно-конструкторську, математичну та культурологічну складові. Технологічна складова охоплює володіння інструментарієм графічних редакторів, програмними засобами растрової та векторної графіки, тривимірного моделювання, анімації. Художньо-естетична складова передбачає розуміння принципів композиції, кольорознавства, типографіки, гармонії. Проєктно-конструкторська складова пов'язана з умінням ставити дизайнерські завдання, проходити повний цикл їх вирішення: від ідеї до готового продукту. Математична складова виявляється у розумінні геометричних основ побудови зображення, моделей кольору, перетворень координат. Культурологічна складова передбачає обізнаність із візуальною культурою, традиціями зображувального мистецтва, особливостями сприйняття зорової інформації людиною.

І. Цідило слушно зазначає, що зміст освітньої компоненти «Комп'ютерна графіка» доцільно структурувати на основі ціннісно-цільового, художнього, творчого, технологічного й оцінювально-аналітичного критеріїв [5]. У такому розумінні комп'ютерна графіка постає не як вузькопредметна, а як інтегративна галузь знання, що уможливлює формування у студентів цілісного бачення графічних об'єктів, способів їх створення, оброблення та інтерпретації. Кожна навчальна тема в межах основ комп'ютерної графіки потенційно несе ресурс міждисциплінарної інтеграції. Реалізація цієї засади ґрунтується на проєктуванні навчальних завдань міждисциплінарного характеру, що передбачають одночасне використання знань з інформатики, методики навчання інформатики, дизайну, психології сприйняття зорової інформації.

Прикладом такого завдання є розроблення студентом серії інфографіки для пояснення складного навчального матеріалу учням закладу загальної середньої освіти. Виконання цього завдання вимагає від студента поєднати програмні вміння (робота з графічним редактором), методичну компетентність (розуміння вікових особливостей сприйняття інформації), естетичну чуйність (вибір кольорової гами, типографіки), здатність до концептуалізації змісту (структурування інформації для візуального представлення). Так формується інтегральна якість, що не зводиться до жодної з її складових.

Інтеграція видів діяльності в процесі професійного становлення педагога. Ця засада відображає необхідність поєднання навчальної, навчально-дослідницької, квазіпрофесійної та власне професійної діяльності студента впродовж усього циклу його фахової підготовки. Сутність засади полягає у визнанні того, що повноцінне фахове становлення відбувається лише в умовах одночасного й узгодженого розгортання різних видів діяльності, кожен з яких виконує власну функцію у формуванні професіонала.

Навчальна діяльність забезпечує опанування теоретичних основ предмета, формування системи понять, ознайомлення з ключовими підходами та методами. Навчально-дослідницька діяльність розвиває здатність до самостійного пошуку, аналізу, обґрунтування власних позицій, що становить підґрунтя професійної рефлексії. Квазіпрофесійна діяльність, тобто моделювання реальних професійних ситуацій у безпечних умовах навчання, формує первинний досвід прийняття педагогічних рішень. Власне професійна діяльність, реалізована під час педагогічної практики, перевіряє та закріплює сформовані компетентності у природних умовах закладу освіти. Інтеграція цих видів діяльності означає, що кожен наступний рівень розгортається не як заміна попереднього, а як його органічне продовження, що зберігає та посилює здобутки кожного з попередніх. Завершальним елементом інтеграції видів діяльності є рефлексія: студент аналізує власний шлях створення продукту, осмислює складнощі, оцінює якість результату з огляду на педагогічні цілі. Такий шлях формує справжній досвід інтегрованої професійної дії, а не сумарну колекцію розрізнених умінь.

Ціннісно-культурна спрямованість інтегративної підготовки. Інтегративна підготовка не зводиться до технологічних та змістових перетворень, а передбачає виразний ціннісний вимір. Ця засада виходить із розуміння педагогічної діяльності як принципово ціннісно-зумовленої: будь-яке методичне рішення вчителя, будь-який вибір змісту, форми, методу навчання має ціннісне підґрунтя, навіть якщо саме воно не завжди усвідомлюється. Тому формування професіонала, здатного діяти зі смислом, передбачає цілеспрямовану роботу з ціннісно-світоглядною сферою особистості майбутнього педагога.

Особливої гостроти ціннісний вимір набуває в умовах поширення технологій генеративного штучного інтелекту, здатних автоматизовано створювати високоякісні зображення. У такому контексті перед майбутнім учителем постають принципові питання щодо авторства цифрового продукту, культурної автентичності візуальних образів, етичних меж використання чужих творів як зразка для машинного навчання. Відповідь на ці виклики неможлива без сформованої ціннісної основи.

На нашу думку, ціннісно-культурна спрямованість підготовки реалізується через спеціально проєктовані ситуації ціннісного вибору, аналіз кейсів етично складних рішень, ознайомлення з різнокультурним досвідом візуальної комунікації, осмислення національної традиції українського мистецтва дизайну.

Знайомство з талановитими зразками вітчизняної художньо-графічної традиції формує у майбутнього вчителя громадянську свідомість, відчуття приналежності до національної культурної спільноти. Цей аспект особливо актуальний у сучасних умовах, коли українська культура потребує цілеспрямованої підтримки та популяризації, у тому числі через систему освіти. Ціннісно-культурна спрямованість тісно пов'язана з гуманістичною концепцією освіти, у межах якої студент розглядається як активний суб'єкт культурного діалогу, а не пасивний споживач технологій.

Поетапність формування готовності до інтегративного навчання основ комп'ютерної графіки. Готовність майбутнього вчителя інформатики до інтегративного навчання основ комп'ютерної графіки розглядаємо як інтегральну якість особистості, що формується поетапно. Поетапність є необхідною умовою педагогічної ефективності, оскільки враховує закономірності розгортання навчально-пізнавальної діяльності, психологічні особливості формування складних інтегральних якостей, а також логіку розгортання змісту фахової підготовки.

На мотиваційно-орієнтувальному етапі студент усвідомлює значущість інтегративного підходу та формує мотивацію до його опанування. Цей етап забезпечує внутрішнє прийняття інтегративної ідеї як власної професійної настанови. Без сформованої мотивації подальше навчання набуває формального характеру. Основними засобами на цьому етапі виступають проблемні лекції, презентації реальних інтегрованих уроків, аналіз кращих практик, дискусії щодо ролі вчителя у цифровому суспільстві. На цьому ж етапі важливо формувати у студентів критичне ставлення до фрагментарної моделі підготовки, демонструвати її обмеження на конкретних прикладах педагогічної практики.

На змістово-операційному етапі відбувається засвоєння теоретичних та технологічних основ комп'ютерної графіки в інтегративній логіці. Студент опановує понятійний апарат, програмний інструментарій, основні алгоритми створення графічних об'єктів. Принциповим для цього етапу є те, що засвоєння здійснюється не у відірваному від методичних завдань режимі, а одразу з виходом на питання навчального використання набутих знань. Завдяки цьому формуються як технологічні навички, так і умовно-методичне мислення майбутнього вчителя. Етап вимагає максимально структурованого змісту, чітких алгоритмів виконання базових операцій,

систематичної практики у виконанні навчальних завдань зростаючої складності.

На проєктно-методичному етапі студент здобуває досвід проєктування інтегративних навчальних ситуацій та фрагментів уроків. Тут на перший план виходить методична робота: студент розробляє конспекти інтегрованих уроків, дидактичні матеріали, оцінювальні засоби. Особливо ефективною виявляється практика створення авторських навчальних кейсів, у яких поєднано основи комп'ютерної графіки з іншими предметними галузями, зокрема з мистецтвом, історією, природознавством, географією. Студент має змогу побачити, як одне й те саме графічне поняття чи прийом може бути використаний для розкриття дуже різного предметного матеріалу, що формує гнучкість методичного мислення.

На рефлексивно-творчому етапі формується здатність до самостійної творчої побудови інтегративних навчальних курсів і їх рефлексивного аналізу. Студент демонструє готовність діяти у нестандартних ситуаціях, переосмислювати власний досвід, виходити за межі засвоєних схем. Цей етап закономірно реалізується в умовах педагогічної практики у школі та через виконання випускних кваліфікаційних робіт. Це забезпечує дидактично виправдану логіку формування готовності та відповідає узагальненню Т. Чернявського щодо доцільності міждисциплінарного підходу в навчанні графічного дизайну [8].

Вважаємо, що чітко окреслена поетапність полегшує діагностику динаміки формування готовності, оскільки кожному етапу можна поставити у відповідність певні показники сформованості. Це створює методичну базу для розроблення спеціального діагностичного інструментарію, орієнтованого на потреби моніторингу освітнього процесу.

Єдність інтеграції змісту, діяльності та цінностей як узагальнювальна концептуальна засада. Ізольоване запровадження інтеграції лише на рівні змісту веде до формалізованого опанування міждисциплінарних відомостей: студент бачить зовнішні зв'язки між предметами, проте не здатен діяти у відповідній логіці у реальній педагогічній ситуації. Інтеграція лише на рівні діяльності формує технологічно вправного фахівця, який не усвідомлює культурно-смислових підстав власної праці. Інтеграція лише на рівні цінностей веде до декларативності й відриву від реальних професійних практик, коли студент здатен розгорнуто говорити про значущість інтегративного підходу, проте не володіє ані потрібним предметним змістом, ані діяльнісним інструментарієм для його реалізації.

На нашу думку, тільки єдність трьох вимірів забезпечує внутрішню системність і узгодженість процесу професійної підготовки, формуючи професіонала, здатного не лише до технологічно грамотної, а й до культурно

осмисленої педагогічної дії. Така єдність має вибудовуватися з перших днів навчання студента як свідомо проєктована методична настанова. Конкретними механізмами реалізації цієї засади виступають: проєктування інтегрованих освітніх компонент, у структурі яких від самого початку поєднано предметний зміст, відповідні види діяльності та ціннісно-смисловий контекст; запровадження рефлексивних компонентів у структуру кожного заняття; організація відкритих обговорень етично складних кейсів; систематичне залучення студентів до спільних творчих проєктів з педагогами-практиками.

Виокремлені концептуальні засади утворюють внутрішньо узгоджену систему, в межах якої кожна з них виконує власну функцію та одночасно посилює дієвість інших. Зв'язки між засадами мають характер взаємозумовленості: цілісність змісту неможлива без відповідної інтеграції видів діяльності; інтеграція діяльності втрачає глибину поза ціннісно-культурною спрямованістю; поетапність формування готовності забезпечується лише за умови, що інтегративне навчання справді стає провідною концептуальною ідеєю всієї підготовки.

Запропонована система концептуальних засад має теоретичне і практичне значення. На її основі можливе проєктування освітньо-професійної програми підготовки майбутнього вчителя інформатики, в якій інтегративне навчання основ комп'ютерної графіки виступатиме не випадковим тематичним блоком, а наскрізною лінією, що пронизує зміст фахових і психолого-педагогічних дисциплін, форми навчальної та позанавчальної діяльності, систему педагогічних практик і дослідницької роботи студентів.

Висновки. Концептуальні засади підготовки майбутнього вчителя інформатики до інтегративного навчання основ комп'ютерної графіки утворюють цілісну систему ідей, принципових положень і смислових орієнтирів, що задають внутрішню логіку відповідного дослідження. До таких засад віднесено: інтегративне навчання як провідну концептуальну основу професійної підготовки; цілісність змісту професійної підготовки майбутнього вчителя інформатики; розуміння комп'ютерної графіки як інтегративного змісту в системі підготовки вчителя; інтеграцію видів діяльності у процесі професійного становлення педагога; ціннісно-культурну спрямованість інтегративної підготовки; поетапність формування готовності до інтегративного навчання основ комп'ютерної графіки; єдність інтеграції змісту, діяльності та цінностей як узагальнювальну концептуальну засаду. Ці засади пов'язані між собою відношеннями функціональної взаємозумовленості та утворюють внутрішньо упорядковану систему, ядром якої виступає остання засада. Запропонована система має

практичне значення для проєктування освітніх програм підготовки майбутніх учителів інформатики.

Перспективи подальших наукових розвідок полягають у розробленні методичної системи підготовки майбутнього вчителя інформатики до інтегративного навчання основ комп'ютерної графіки на основі сформульованих концептуальних засад та її експериментальній перевірці у практиці закладів вищої педагогічної освіти.

Література:

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ПЕДАГОГІЧНІ УМОВИ РОЗВИТКУ ОБДАРОВАНИХ УЧНІВ У ПРОЦЕСІ ВИВЧЕННЯ ГЕОГРАФІЇ В УМОВАХ СУЧАСНИХ ОСВІТНІХ ТРАНСФОРМАЦІЙ

Анотація. У статті здійснено аналіз сучасних наукових підходів до проблеми розвитку обдарованих учнів у процесі вивчення географії.

Обґрунтовано актуальність дослідження в умовах модернізації освіти, цифровізації освітнього середовища та зростання потреби у формуванні творчої, інтелектуально розвиненої особистості, здатної до самостійної пізнавальної та дослідницької діяльності. Проаналізовано науково-педагогічні праці вітчизняних учених щодо організації роботи з обдарованими дітьми, розвитку їхніх здібностей, упровадження інноваційних освітніх технологій та створення сприятливого освітнього середовища. У ході дослідження визначено сутність педагогічних умов розвитку обдарованих учнів у процесі вивчення географії. Встановлено, що ефективність роботи з обдарованими учнями забезпечується через використання проблемного навчання, організацію творчої та проєктної діяльності, упровадження інформаційно-комунікаційних технологій, застосування геоінформаційних систем і цифрових ресурсів, індивідуалізацію освітнього процесу, педагогічний супровід та створення сприятливого психологічного середовища. Особливу увагу приділено ролі інтерактивних методів навчання, розвитку комунікативної компетентності, організації командної роботи та використанню практико-орієнтованих форм діяльності у процесі навчання географії. Наголошено, що сучасні педагогічні технології сприяють формуванню в учнів аналітичного мислення, дослідницьких умінь, просторового бачення та здатності до творчого розв'язання навчальних і практичних завдань. Узагальнено педагогічні умови розвитку обдарованих учнів у процесі вивчення географії та визначено їх значення для підвищення ефективності освітнього процесу.

Зроблено висновок про необхідність комплексного використання інноваційних, цифрових і діяльнісних підходів для забезпечення розвитку інтелектуального й творчого потенціалу обдарованих учнів в умовах сучасної освіти.

Практичне значення дослідження полягає у можливості використання визначених педагогічних умов і методичних підходів у професійній діяльності вчителів географії з метою підвищення ефективності роботи з обдарованими учнями в сучасному освітньому середовищі.

Ключові слова: обдаровані учні, педагогічні умови, географія, освітній процес, інформаційно-комунікаційні технології, геоінформаційні системи, проєктна діяльність, проблемне навчання, індивідуалізація навчання.

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PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF GIFTED PUPILS IN THE STUDY OF GEOGRAPHY AMIDST CONTEMPORARY EDUCATIONAL REFORMS

Abstract. This article analyses contemporary scientific approaches to the issue of developing gifted pupils in the process of studying geography. It justifies the relevance of the research in the context of educational modernisation, the digitalisation of the educational environment, and the growing need to foster creative, intellectually developed individuals capable of independent cognitive and research activities. Scientific and pedagogical works by domestic scholars on organising work with gifted children, developing their abilities, introducing innovative educational technologies and creating a supportive educational environment are analysed. The study identifies the essence of the pedagogical conditions for the development of gifted students in the process of studying geography. It has been established that the effectiveness of working with gifted pupils is ensured through the use of problem-based learning, the organisation of creative and project-based activities, the implementation of information and

communication technologies, the application of geographic information systems and digital resources, the individualisation of the educational process, pedagogical support, and the creation of a supportive psychological environment. Particular attention is paid to the role of interactive teaching methods, the development of communicative competence, the organisation of teamwork, and the use of practice-oriented forms of activity in the process of teaching geography. It is emphasised that modern pedagogical technologies contribute to the development of analytical thinking, research skills, spatial awareness and the ability to creatively solve academic and practical tasks in students. The pedagogical conditions for the development of gifted students in the process of studying geography are summarised, and their significance for enhancing the effectiveness of the educational process is identified. It is concluded that there is a need for the comprehensive use of innovative, digital and activity-based approaches to ensure the development of the intellectual and creative potential of gifted students in the context of modern education. The practical significance of the study lies in the possibility of using the identified pedagogical conditions and methodological approaches in the professional practice of geography teachers to enhance the effectiveness of working with gifted students in the modern educational environment.

Keywords: gifted students, pedagogical conditions, geography, educational process, information and communication technologies, geographic information systems, project-based learning, problem-based learning, individualised learning.

Постановка проблеми. Проблема організації роботи з обдарованими учнями є надзвичайно актуальною в умовах модернізації сучасної української освіти. Відповідно до концепції природжених здібностей, кожна дитина має певний потенціал, який потребує цілеспрямованого розвитку. Для його повної реалізації та подальшого використання на благо особистості та суспільства необхідно створити сприятливі умови, що сприяють самовдосконаленню та розкриттю унікальних талантів. Основною метою роботи з обдарованими учнями є формування інтелектуального середовища, спрямованого на їхній саморозвиток. Це включає в себе комплексний процес пошуку, ідентифікації та творчого розвитку таких дітей. Досягнення цієї мети можливе через впровадження як традиційних, так і інноваційних форм і методів навчання, які відповідають індивідуальним освітнім потребам обдарованих школярів. Державний стандарт базової середньої освіти акцентує увагу на діяльнісному підході до освітнього процесу, що передбачає формування суб'єктної позиції учня. Цей підхід спрямований на розвиток у здобувача освіти здатності бути

творцем власного життя, вміти визначати цілі, шукати шляхи їх реалізації, робити свідомий вибір та нести за нього відповідальність, а також ефективно використовувати свій потенціал. У зв'язку з цим, ключовим завданням є виховання здатності до самостійного мислення та творчої переробки навчального матеріалу, а не лише засвоєння певного обсягу інформації.

Аналіз останніх досліджень і публікацій. Проблема розвитку обдарованості учнів та організації ефективної роботи з обдарованими дітьми є одним із актуальних напрямів сучасної педагогічної та психологічної науки. Значний внесок у дослідження цієї проблематики зробили К. Андросович, Я. Атаманюк, О. Антонова, О. Вєтрова, Л. Горбань, М. Кабанець, Л. Клименко, Д. Корольов, Ю. Кравченко, О. Лучанінова, М. Міленіна, В. Моляко, О. Музика, В. Онацький, В. Рибалка, Н. Вінник, Р. Семенова, В. Тименко, Л. Ткаченко, С. Чмир, А. Червінський, І. Червінська, П. Шеремет, А. Самойленко та інші науковці.

У сучасних дослідженнях обдарованість розглядається як багатогранне явище, що поєднує інтелектуальні, творчі, мотиваційні та особистісні характеристики. Психолого-педагогічні механізми розвитку творчої особистості, вплив соціально-психологічних і ціннісних чинників на формування здібностей досліджують В. Моляко, О. Музика, В. Рибалка, Н. Вінник та співавтори [11,15].

Науковці акцентують увагу на необхідності створення розвивального освітнього середовища, індивідуалізації навчання та психологічного супроводу обдарованих учнів.

Проблеми організації освітнього процесу та педагогічного супроводу обдарованих дітей висвітлено у працях О. Антонової, О. Вєтрової, Р. Семенової, С. Чмир [2,4,16,19]. Дослідники обґрунтовують необхідність системної роботи з обдарованими учнями, розвитку їхньої творчої активності, соціалізації та впровадження різних форм підтримки у закладах освіти.

Сучасні освітні трансформації, цифровізацію та інноваційні підходи до розвитку обдарованості аналізують Л. Горбань, Л. Клименко, П. Шеремет, А. Самойленко, О. Лучанінова, Ю. Кравченко, В. Тименко та М. Кабанець [6,12,13,14,17,20]. У працях учених акцентується увага на впровадженні STEAM- і STREAM-освіти, використанні цифрових технологій, розвитку проєктної діяльності та формуванні творчого й дослідницького потенціалу учнів.

Особливої актуальності проблема підтримки обдарованих дітей набула в умовах воєнного стану. У цьому контексті К. Андросович, Л. Ткаченко та М. Міленіна наголошують на необхідності психологічної

підтримки учнів, розвитку їхньої емоційної стійкості, лідерських якостей і здатності до самореалізації в умовах суспільних викликів [1].

Питання розвитку обдарованості у процесі вивчення географії досліджують І. Червінська, Я. Атаманюк та А. Червінський. Науковці підкреслюють ефективність проєктної, пошуково-дослідницької та практико-орієнтованої діяльності, що сприяє розвитку пізнавальної активності, творчого мислення та дослідницьких умінь учнів [18].

Отже, аналіз сучасних наукових праць свідчить про достатній рівень теоретичного й методичного опрацювання проблеми розвитку обдарованості. Водночас актуальним залишається питання практичної реалізації педагогічних умов розвитку обдарованих учнів у процесі вивчення географії з урахуванням сучасних освітніх трансформацій, цифровізації та потреб сучасної української освіти.

Мета статті є теоретичне обґрунтування педагогічних умов розвитку обдарованих учнів у процесі вивчення географії, визначення ефективних форм, методів і технологій організації освітнього процесу, спрямованих на розвиток інтелектуального, творчого та дослідницького потенціалу учнів в умовах сучасних освітніх трансформацій.

Виклад основного матеріалу дослідження. Практика свідчить, що поряд зі спеціальною обдарованістю (музичною, художньою, технічною тощо) виділяється загальна інтелектуальна обдарованість, яка проявляється в усіх сферах, де залучаються розумові здібності (з урахуванням неоднаковості інтелектуальних можливостей особистості в різних видах діяльності). Обдарованість дитини визначається як її вищий, ніж у однолітків, рівень сприйнятливості до навчання та більш виражені креативні прояви за інших рівних умов. Термін «обдарованість» етимологічно походить від слова «дар», позначаючи сприятливі внутрішні передумови для розвитку. Тому актуалізується потреба у визначенні ключових завдань та напрямів педагогічної роботи з обдарованими дітьми як в умовах шкільного навчання, так і в системі позашкільної освіти [1,11,12,13].

Процес ідентифікації обдарованих дітей є багатогранним і тривалим, як стверджує М.М. Кабанець, «він базується на комплексному аналізі особистісного розвитку дитини, що вимагає проведення діагностичних заходів кілька разів протягом усього періоду її навчання у загальноосвітній школі. Така необхідність зумовлена тим, що високі та видатні здібності можуть проявитися в учнів, які не виявляли ознак обдарованості в ранньому дитинстві, лише в процесі дорослішання» [12, с.116]

На думку О. Шеремет та А Самойленко, потенціал до творчої діяльності притаманний практично кожній дитині, а його реалізація залежить від індивідуально орієнтованого навчально-виховного впливу.

Виховання творчих особистостей можливе лише за умови педагогічної творчості вчителя. Робота вчителів з обдарованими дітьми є одним із найбільш відповідальних та комплексних напрямів у сучасній педагогіці. Оскільки такі учні демонструють високий рівень інтелектуального та творчого потенціалу, це зумовлює потребу в застосуванні специфічних методів і підходів до організації їхнього навчання [20].

Виявлення обдарованих і талановитих дітей – це тривалий і відповідальний процес, який потребує уважності, професійності та індивідуального підходу до кожної дитини. Обдарована дитина сама собі допоможе, якщо педагог є творчим, підтримує прагнення до розвитку, а навчальний процес залишається цікавим, різнобічним і результативним. Саме сприятлива атмосфера, мотивація та підтримка допомагають розкрити здібності й таланти учнів у повній мірі.

У своїх дослідженнях Л. Горбань обґрунтовує необхідність створення педагогічних ситуацій, спрямованих на розвиток інтегральної дизайн-обдарованості, що базується на духовно-космологічному підході до творчості та передбачає самовдосконалення й самопроєктування особистості з подальшим створенням символічних форм, які відображають її вищі цінності [6].

В умовах шкільного курсу географії необхідно створити такі умови, за яких обдаровані учні зможуть розвивати свої навички та інтерес до предмета, не відчуваючи обмежень стандартної освітньої програми, активно проявляючи творчість, самостійність та дослідницькі здібності у навчанні [7,18,20].

Аналіз наукових праць засвідчує, що більшість учених розглядають виявлення інтересів, схильностей і здібностей учнів як одну з визначальних умов ефективної організації роботи з обдарованими дітьми, що забезпечує можливість індивідуалізації освітнього процесу та розвитку потенціалу особистості [1,15-17].

О. Шеремет та А Самойленко у своїх дослідженнях вказують на те, що важливо враховувати, що такі учні можуть виявляти підвищений інтерес до різних аспектів географії, таких як, фізичної географії, політичної карти світу або екологічних проблем. Вчитель географії повинен приділяти особливу увагу індивідуальним особливостям кожного учня та розвивати їхні таланти через розширення навчальної програми і надання додаткових завдань, що вимагають глибшого аналізу та нестандартних рішень. Це сприяє розвитку в обдарованих дітей дослідницьких навичок, критичного мислення та самостійності [20].

Аналіз науково-методичної літератури та результатів попередніх досліджень дав змогу виокремити педагогічні умови, що забезпечують

ефективний розвиток обдарованих учнів у процесі вивчення географії та сприяють формуванню їхнього інтелектуального, творчого й дослідницького потенціалу (табл. 1).

Таблиця 1

Педагогічні умови розвитку обдарованих учнів у процесі вивчення географії

№	Педагогічні умови	Педагогічне значення
1	Використання проблемного навчання	Розвиток аналітичного та критичного мислення
2	Організація творчої та проєктної діяльності	Формування креативності та дослідницьких умінь
3	Упровадження інформаційно-комунікаційних технологій	Активізація пізнавальної діяльності учнів
4	Використання геоінформаційних систем і цифрових ресурсів	Розвиток просторового та аналітичного мислення
5	Створення сприятливого освітнього середовища	Забезпечення психологічного комфорту й самореалізації
6	Формування комунікативної компетентності	Розвиток навичок аргументації та взаємодії
7	Організація командної та колективної діяльності	Формування соціальних і комунікативних навичок
8	Індивідуалізація освітнього процесу	Урахування здібностей та освітніх потреб учнів
9	Організація поглибленого вивчення географічних дисциплін	Розвиток спеціальних здібностей та інтересів
10	Педагогічний супровід і наставництво	Підтримка інтелектуального та творчого розвитку
11	Використання практико-орієнтованих форм навчання	Формування практичних і дослідницьких умінь
12	Розвиток мотивації до самостійної діяльності	Стимулювання саморозвитку та пізнавальної активності
13	Інтеграція інноваційних освітніх технологій	Підвищення ефективності навчального процесу

Ключовим підходом у роботі з обдарованими дітьми є використання методу проблемного навчання. Цей підхід сприяє формуванню в учнів навичок самостійного пошуку рішень для складних географічних завдань, а

також глибинного аналізу причинно-наслідкових зв'язків природних і суспільних процесів. Проблемне навчання не лише стимулює розвиток аналітичних здібностей та поглиблює розуміння навчального матеріалу, але й надає обдарованим учням платформу для практичного застосування своїх знань у дослідницькій діяльності та розв'язанні актуальних проблем [5].

У роботі з обдарованими дітьми важливим елементом є креативна діяльність. Курс географії забезпечує широку базу для виконання творчих проєктів, зокрема картографічних, дослідницьких та моделювальних [3,8,9]. Такі завдання сприяють розвитку неординарного мислення та глибинного занурення у вибрані теми. Завдання педагога полягає у стимулюванні ініціативи та автономності учнів, надаючи їм підтримку у втіленні власних проєктів, які можуть бути презентовані на академічних заходах.

Використання інформаційно-комунікаційних технологій є одним з ефективних методів педагогічної роботи з обдарованими дітьми. Сучасні цифрові інструменти, такі як геоінформаційні системи, дозволяють учням обробляти значні обсяги даних, здійснювати просторовий аналіз та формувати власні прогностичні моделі. Взаємодія з цифровими картами та динамічними моделями надає обдарованим учням унікальну можливість досліджувати географічні процеси в реальному часі. Застосування ІКТ сприяє формуванню у них дослідницької компетентності та розвитку аналітичного мислення. Інтеграція технологій в освітній процес допомагає адаптувати навчальне середовище до специфічних потреб обдарованих дітей, посилюючи їхню мотивацію до поглибленого вивчення дисципліни [10].

Створення сприятливого освітнього середовища має першочергове значення для ефективної роботи з обдарованими дітьми. Таке середовище – це не просто місце для отримання знань, а простір, де учні почуваються в безпеці, можуть вільно висловлювати свої ідеї, презентувати результати власних досліджень і ділитися відкриттями з однокласниками без страху осуду. Це сприяє розвитку їхньої самооцінки та ініціативності. Роль педагога в цьому процесі є вирішальною, адже саме він формує атмосферу довіри та взаємоповаги. Для цього важливо стимулювати комунікативну компетентність обдарованих дітей. Це можна робити різними способами. Залучення учнів до обговорення складних географічних проблем, таких як глобальне потепління чи міграційні процеси, допомагає їм не лише поглибити знання, а й навчитися аргументувати свою позицію, аналізувати інформацію та толерантно ставитися до альтернативних поглядів.

Робота в команді над проєктами, наприклад, створенням моделі екосистеми чи дослідженням урбаністичних проблем міста, навчає їх ефективній співпраці [9]. Учні вчаться розподіляти обов'язки, домовлятися

та знаходити компроміси, що є життєво важливими навичками для майбутнього. Це також допомагає обдарованим дітям інтегруватися в колектив і долати можливу соціальну відчуженість, пов'язану з їхньою «несхожістю» на інших. Означений підхід сприяє не лише поглибленню предметних знань, а й формуванню навичок соціальної взаємодії та емоційного інтелекту. Учні вчаться працювати в команді, приймати ідеї інших та будувати конструктивний діалог. Зрештою, це веде до формування не просто інтелектуально розвинених, а й всебічно гармонійних особистостей, які здатні успішно взаємодіяти з навколишнім світом.

Індивідуалізація освітнього процесу є одним з фундаментальних принципів сучасної педагогіки, особливо у роботі з обдарованими учнями. Це не просто адаптація завдань, а цілеспрямована стратегія, що дозволяє враховувати унікальні здібності, темп навчання та пізнавальні інтереси кожної дитини. На відміну від уніфікованих підходів, індивідуалізація дозволяє перейти від принципу «один розмір підходить усім» до створення персоналізованих освітніх траєкторій. Реалізація такого підходу може відбуватися через різні форми. Наприклад, для учнів, які демонструють високий інтерес до певних аспектів географії, можна організувати поглиблене вивчення окремих тем, які виходять за рамки стандартної програми. Це можуть бути курси з картографії, геополітики, кліматології чи екології. Крім того, індивідуальна робота є критично важливою для підготовки до інтелектуальних змагань, таких як олімпіади та конкурси наукових робіт. Вчитель виступає у ролі наставника, який допомагає учню орієнтуватися у складних питаннях, знаходити актуальні джерела інформації та вдосконалювати навички презентації. В цьому випадку індивідуальний підхід не лише сприяє якісному засвоєнню матеріалу, але й є потужним інструментом для розвитку аналітичних, дослідницьких та творчих навичок. Це допомагає обдарованим дітям не лише досягти успіху в навчанні, а й підготуватися до майбутніх академічних і професійних викликів, де вимагається самостійність мислення та вміння працювати над складними, нестандартними задачами.

У процесі аналізу педагогічних умов розвитку обдарованих учнів у процесі вивчення географії доцільно також акцентувати увагу на розвитку мотивації до самостійної пізнавальної діяльності. Формування внутрішньої мотивації сприяє активізації пізнавального інтересу учнів, розвитку прагнення до саморозвитку, самостійного пошуку інформації та поглибленого вивчення географічних явищ і процесів. Особливого значення це набуває у роботі з обдарованими учнями, оскільки саме мотиваційний компонент забезпечує стійкість інтелектуальної активності та орієнтацію на досягнення високих результатів у навчальній і дослідницькій діяльності.

Важливою педагогічною умовою є також використання практико-орієнтованих форм навчання, які забезпечують зв'язок теоретичних знань із реальними географічними процесами та явищами. Залучення учнів до розв'язання практичних ситуацій, аналізу екологічних, соціально-економічних і природничих проблем сприяє формуванню дослідницьких, аналітичних та прогностичних умінь. Практико-орієнтований підхід дозволяє обдарованим учням застосовувати набуті знання у нових ситуаціях, розвиває самостійність мислення та вміння приймати обґрунтовані рішення.

Окремої уваги заслуговує інтеграція інноваційних освітніх технологій у процес викладання географії. Використання сучасних цифрових платформ, інтерактивних сервісів, електронних освітніх ресурсів та мультимедійних засобів навчання сприяє підвищенню ефективності освітнього процесу, урізноманітнює форми навчальної діяльності та створює додаткові можливості для розвитку інтелектуального й творчого потенціалу обдарованих учнів. Інноваційні технології забезпечують гнучкість освітнього процесу та дозволяють адаптувати навчання до індивідуальних потреб і можливостей учнів.

Висновки. Отже, результати дослідження засвідчили, що проблема розвитку обдарованих учнів у процесі вивчення географії є актуальною та потребує комплексного підходу до організації освітнього процесу. Аналіз науково-педагогічної літератури дав змогу визначити основні педагогічні умови, що забезпечують ефективний розвиток інтелектуального, творчого та дослідницького потенціалу учнів. Встановлено, що важливими умовами розвитку обдарованих учнів є використання проблемного навчання, організація творчої та проєктної діяльності, упровадження інформаційно-комунікаційних технологій, використання геоінформаційних систем і цифрових ресурсів, індивідуалізація освітнього процесу, педагогічний супровід та створення сприятливого освітнього середовища. Їх комплексне застосування сприяє формуванню аналітичного мислення, пізнавальної активності, комунікативних умінь, дослідницької компетентності та мотивації до самостійної діяльності. Доведено, що використання сучасних освітніх технологій у процесі навчання географії забезпечує підвищення ефективності освітнього процесу, активізує пізнавальну діяльність учнів та створює умови для їхньої творчої самореалізації. Особливого значення набуває впровадження діяльнісного, компетентнісного та особистісно орієнтованого підходів, які дозволяють враховувати індивідуальні особливості, здібності та освітні потреби обдарованих учнів.

Перспективи подальших досліджень вбачаються у розробленні та практичному впровадженні інноваційних методик розвитку обдарованості учнів у процесі вивчення дисциплін географічного циклу з використанням сучасних цифрових технологій та інтерактивних форм навчання.

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ЦИФРОВИЙ ЕТИКЕТ В ОНЛАЙН-НАВЧАННІ: ФОРМУВАННЯ КУЛЬТУРИ КОМУНІКАЦІЇ МІЖ УЧАСНИКАМИ ОСВІТНЬОГО ПРОЦЕСУ В ІНТЕРНЕТ-ПРОСТОРІ

Анотація. Статтю присвячено актуальному напряму розвитку сучасної освіти – її цифровізації. Цифровізація освіти зумовила необхідність формування у всіх учасників педагогічного процесу спеціальних цифрових навичок комунікації, а також розроблення нових норм і правил спілкування у цифровому середовищі. У зв'язку з цим суттєвих змін зазнали етика та культура професійного педагогічного спілкування. Традиційне навчальне заняття трансформувалося в онлайн-конференцію, де відсутній безпосередній контакт між учасниками, а викладач змушений кардинально переосмислювати методи подачі навчального матеріалу, по-новому організовувати практичну роботу, групову взаємодію здобувачів освіти та застосовувати нові форми зворотного зв'язку.

У статті досліджено проблему формування цифрового етикету в умовах онлайн-навчання як важливої складової сучасного освітнього процесу. Проаналізовано особливості комунікації між учасниками освітнього середовища в інтернет-просторі та визначено основні принципи цифрового етикету, що забезпечують ефективну, безпечну й толерантну взаємодію між викладачами та здобувачами освіти. Встановлено, що стрімкий розвиток інформаційно-комунікаційних технологій і поширення дистанційного навчання спричинили необхідність формування нових правил поведінки та культури спілкування у віртуальному середовищі. Особливу увагу приділено культурі онлайн-комунікації, етиці електронного листування, правилам поведінки під час відеоконференцій, а також використанню цифрових платформ, месенджерів та освітніх сервісів. Наголошено на важливості дотримання норм академічної доброчесності, взаємоповаги, відповідальності та толерантності під час дистанційної взаємодії. Підкреслено роль викладача у формуванні навичок цифрової культури та обґрунтовано необхідність упровадження методичних рекомендацій, тренінгів і просвітницьких заходів щодо правил поведінки в

цифровому середовищі. Визначено, що дотримання норм цифрового етикету сприяє створенню позитивного психологічного клімату, підвищенню ефективності навчальної діяльності, розвитку комунікативної компетентності та формуванню професійної культури майбутніх фахівців.

Зроблено висновок, що цифровий етикет є невід'ємною складовою якісної дистанційної освіти та важливим чинником формування сучасної культури спілкування в інтернет-просторі.

Ключові слова: цифровий етикет, онлайн-навчання, дистанційна освіта, культура спілкування, цифрова комунікація, освітній процес, інтернет-простір, академічна доброчесність.

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DIGITAL ETIQUETTE IN ONLINE LEARNING: FORMING A CULTURE OF COMMUNICATION BETWEEN PARTICIPANTS OF THE EDUCATIONAL PROCESS IN CYBERSPACE

Abstract. The article addresses a relevant trend in the development of modern education – its digitalization. The digitalization of education has necessitated the development of specific digital communication skills among all participants in the pedagogical process, as well as the formulation of new norms and rules of interaction in the digital environment. Consequently, the ethics and culture of professional pedagogical communication have undergone significant transformation. A traditional classroom session has evolved into an online conference in which direct contact between participants is absent, compelling educators to fundamentally reconsider methods of presenting educational material, restructure practical and group work, and adopt new approaches to feedback.

The article investigates the problem of forming digital etiquette within online learning as an essential component of the contemporary educational process. The features of communication among participants in the educational environment in cyberspace are analyzed, and the key principles of digital etiquette are identified that ensure effective, safe, and tolerant interaction between teachers and learners. It has been established that the rapid development of information and communication technologies and the expansion of distance learning have made it necessary to establish new rules of conduct and a culture of communication in the virtual environment. Particular attention is given to the culture of online communication, the ethics of electronic correspondence, rules of

conduct during video conferences, and the use of digital platforms, messengers, and educational services. The importance of adhering to principles of academic integrity, mutual respect, responsibility, and tolerance in the context of remote interaction is emphasized. The article highlights the role of the teacher in cultivating digital culture skills and substantiates the need to implement methodological guidelines, training sessions, and educational events on responsible behavior in the digital environment. It is determined that compliance with digital etiquette contributes to creating a positive psychological climate, enhancing the effectiveness of educational activities, and developing the communicative competence and professional culture of future specialists.

The conclusion is drawn that digital etiquette is an integral component of high-quality distance education and a significant factor in shaping contemporary communication culture in cyberspace.

Keywords: digital etiquette, online learning, distance education, communication culture, digital communication, educational process, cyberspace, academic integrity.

Постановка проблеми

Сучасний етап розвитку суспільства правомірно визначають як добу всеохопної цифровізації. Цифрові технології увійшли в усі сфери повсякденного та професійного життя людини.Найвідчутніші зміни відбулися в освітній галузі – насамперед у зв'язку з вимушеним переходом на дистанційні форми навчання. Стрімке впровадження інформаційних технологій, використання електронних платформ, месенджерів, відеоконференцій та інших цифрових засобів навчання змінили характер взаємодії між учасниками освітнього процесу. Особливої актуальності дистанційне та змішане навчання набули в умовах глобальних суспільних викликів, що прискорило перехід значної частини освітньої діяльності до онлайн-середовища [1; 2].

За цих умов цифрова комунікація стала основним засобом взаємодії між викладачами, студентами, адміністрацією закладів освіти та іншими учасниками освітнього процесу. Водночас поряд із беззаперечними перевагами онлайн-навчання гостро постала проблема формування культури поведінки та спілкування в інтернеті. Відсутність навичок цифрового етикету нерідко призводить до непорозумінь, конфліктних ситуацій, порушення академічної доброчесності, зниження ефективності навчання та погіршення психологічного клімату в освітньому середовищі [5].

Актуальність проблеми зумовлена тим, що значна частина здобувачів освіти, а інколи й педагогічні працівники, не мають достатнього рівня

цифрової культури та навичок етичної онлайн-комунікації. Недотримання правил поведінки під час відеоконференцій, некоректне спілкування в чатах, нехтування нормами електронного листування, вживання ненормативної лексики або порушення принципів академічної доброчесності негативно позначаються на якості освітнього процесу [2].

Крім того, цифрове середовище породжує нові виклики, пов'язані з інформаційною безпекою, захистом персональних даних, етичним використанням цифрових ресурсів та відповідальністю за власну поведінку в мережі.

Учасники освітнього процесу повинні вміти не лише ефективно користуватися цифровими технологіями, а й дотримуватись норм поваги, толерантності та професійної етики у віртуальному просторі [3].

Особливо важливим є формування цифрового етикету у студентської молоді, адже саме в період навчання закладаються основи професійної комунікації, відповідального ставлення до інформації та культури міжособистісної взаємодії. Заклади освіти покликані не лише забезпечувати технічні умови для дистанційного навчання, а й формувати у здобувачів освіти навички безпечної, етичної та ефективної поведінки в цифровому середовищі.

З огляду на це виникає нагальна потреба у дослідженні цифрового етикету як важливої складової сучасної освіти, визначенні його ролі у формуванні культури онлайн-комунікації та пошуку ефективних шляхів розвитку цифрової культури учасників освітнього процесу.

Аналіз останніх досліджень і публікацій

Проблематика педагогічного цифрового етикету тісно пов'язана з поняттям цифрової компетентності, яка відповідно до Закону України «Про освіту» визначена однією з ключових компетентностей, необхідних сучасній людині для успішної інтеграції та функціонування в суспільстві. Питання цифрової комунікації, культури онлайн-спілкування та формування цифрової компетентності в умовах сучасного освітнього середовища є предметом вивчення багатьох вітчизняних і зарубіжних науковців.

Проблеми цифрової компетентності, безпечного використання інформаційних технологій та цифрової трансформації освіти досліджували О. Овчарук, В. Биков, Н. Морзе. Науковці розглядають цифрову грамотність як одну з ключових компетентностей сучасної людини [1; 2; 3] і підкреслюють, що ефективна діяльність у цифровому середовищі неможлива без сформованої культури спілкування, відповідального ставлення до інформації та дотримання етичних норм онлайн-взаємодії. Слід зазначити, що в багатьох дослідженнях поняття «цифрова компетентність» і «цифрова грамотність» вживаються як синонімічні.

Вагомий внесок у вивчення проблем цифрової етики зробив L. Floridi, який досліджував етичні аспекти функціонування людини в інформаційному суспільстві та обґрунтовував необхідність формування моральних принципів поведінки в цифровому середовищі [4]. Учений наголошує, що розвиток інформаційних технологій змінює не лише способи комунікації, а й соціальні та етичні норми взаємодії між людьми.

Окремі аспекти культури онлайн-комунікації та цифрового етикету висвітлено у працях І. Іванової та О. Семеног, які акцентують увагу на дотриманні академічної доброчесності, культурі електронного листування, правилах поведінки під час відеоконференцій та етичному використанні цифрових ресурсів [5; 6]. Дослідники підкреслюють, що цифровий етикет є важливою складовою професійної підготовки майбутніх фахівців, оскільки формує навички відповідальної комунікації, толерантності та взаємоповаги.

У сучасних наукових дослідженнях цифровий етикет розглядається як складова цифрової культури особистості та важливий чинник формування позитивного освітнього середовища. Науковці зазначають, що високий рівень цифрової культури сприяє підвищенню ефективності навчання, покращенню комунікації між викладачами та студентами, розвитку критичного мислення й відповідального ставлення до використання цифрових технологій [1; 5].

Попри значну кількість наукових праць, питання формування цифрового етикету саме в умовах онлайн-навчання залишається недостатньо дослідженим. Потребують подальшого вивчення методи розвитку культури онлайн-спілкування, механізми формування навичок етичної цифрової поведінки та шляхи адаптації норм цифрового етикету до нових форм дистанційної взаємодії в освітньому середовищі.

Мета статті

Мета статті полягає у дослідженні особливостей цифрового етикету в онлайн-навчанні та визначенні його ролі у формуванні культури комунікації між учасниками освітнього процесу в інтернет-просторі.

Виклад основного матеріалу

1. Цифрова компетентність як основа цифрового етикету

Цифрова компетентність передбачає впевнене й критичне використання цифрових технологій у професійній діяльності, повсякденному житті та комунікації.Вона охоплює не лише технічні вміння – вільне орієнтування в цифровому середовищі, роботу з різноманітними програмними засобами та онлайн-сервісами, – а й здатність критично оцінювати інформацію, дотримуватися правил безпечної поведінки в мережі та усвідомлено відповідати за власні дії у віртуальному просторі. Володіння цифровими навичками забезпечує людині успішність у сучасному інформаційному

просторі, дає змогу ефективно управляти інформаційними потоками та формувати ключові життєві уміння. У 2021 році Кабінет Міністрів України затвердив Концепцію розвитку цифрових компетентностей до 2025 року, що підтверджує особливу актуальність і стратегічну значущість цієї проблематики. Зазначений документ визначає пріоритети цифрового розвитку особистості та ставить перед системою освіти завдання планомірного формування цифрових навичок у всіх учасників освітнього процесу – від здобувачів освіти до педагогічних працівників і керівників закладів.

Цифровий етикет є одним із структурних компонентів цифрової компетентності. Якщо остання визначає здатність ефективно і безпечно використовувати цифрові технології, то цифровий етикет конкретизує цю здатність у площині комунікації: він регулює те, як саме людина спілкується в мережі – наскільки коректно, ввічливо, відповідально та з повагою до інших учасників взаємодії. Таким чином, без засвоєних норм цифрового етикету цифрова компетентність залишається неповною [7].

Використання сучасних технологій ставить освітню діяльність на перетин реального та віртуального світів. Освіта в цифровому середовищі відкриває інноваційні можливості для міжособистісної комунікації, обміну знаннями, ідеями і досвідом між педагогом та здобувачем освіти. За цих умов класичні методи навчання потребують перегляду, вдосконалення або докорінного оновлення. Цифровізація освіти уможливлює інтенсифікацію освітнього процесу, підвищення швидкості та якості сприйняття, розуміння й засвоєння навчального матеріалу. Сучасний викладач має бути готовим до ефективного використання цифрових технологій не лише як інструменту передачі знань, а й як середовища формування професійної культури здобувачів освіти. Це вимагає від викладача не тільки технічної грамотності, а й постійного вдосконалення власних навичок цифрової комунікації та поведінки у мережі [7].

2. Сутність і основні принципи цифрового етикету

Цифровий етикет – це сукупність правил, норм і принципів поведінки під час взаємодії у цифровому середовищі. Його основна мета – забезпечення ефективної, коректної, безпечної та толерантної комунікації між користувачами інтернет-простору. Поняття цифрового етикету (нетикету) виникло разом із поширенням інтернету у 1990-х роках, проте сьогодні воно набуло якісно нового значення: якщо раніше йшлося переважно про норми спілкування на форумах і в електронній пошті, то в умовах масового онлайн-навчання цифровий етикет стає частиною педагогічної культури.

До основних принципів цифрового етикету в освітньому середовищі відносять:

– Повага до співрозмовника – визнання права кожного учасника комунікації на власну точку зору.

– Відповідальність – усвідомлення того, що будь-яке повідомлення в мережі несе певні соціальні та правові наслідки.

– Конструктивність – орієнтація на змістовний діалог, здатність коректно висловлювати незгоду та сприймати критику.

– Конфіденційність – дотримання меж приватності: неприпустимість розголошення персональних даних та матеріалів, призначених для обмеженого кола осіб.

– Своєчасність – дотримання розумних часових рамок у відповідях на повідомлення, своєчасне підключення до онлайн-занять.

– Грамотність – уважне ставлення до мовних норм, коректне написання повідомлень.

– Стриманість – контроль над емоційним тоном повідомлень .

В умовах дистанційного навчання цифровий етикет набуває особливого значення, оскільки переважна частина взаємодії між викладачем і студентами здійснюється через електронні освітні середовища, месенджери, онлайн-платформи та сервіси відеозв'язку. Цифрова комунікація стає основним засобом організації навчального процесу, що вимагає чіткого дотримання правил поведінки та культури спілкування [5].

Недотримання етичних норм у цифровому середовищі може негативно позначатися на якості освітнього процесу та міжособистісних стосунках між його учасниками. Саме тому формування цифрового етикету є важливою складовою професійної та комунікативної підготовки здобувачів освіти.

3. Культура онлайн-спілкування та специфіка цифрової комунікації

Однією з ключових складових цифрового етикету є культура онлайн-спілкування. Вона охоплює широкий спектр комунікативних ситуацій: листування електронною поштою, обмін повідомленнями в месенджерах та освітніх чатах, написання коментарів у системах управління навчанням (Moodle, Google Classroom тощо), а також спілкування на форумах і в соціальних мережах.

Цифрова комунікація суттєво відрізняється від безпосереднього спілкування. Відсутність інтонації, міміки та жестів нерідко призводить до неправильного тлумачення повідомлень. Те, що в живому діалозі сприймалося б як жарт або м'який докір, у текстовому повідомленні може виглядати грубо або зверхньо.

В умовах освітнього процесу особливого значення набувають такі аспекти культури онлайн-спілкування:

– Чіткість і лаконічність повідомлень.

– Дотримання реєстру мовлення. У взаємодії між студентом і викладачем необхідно дотримуватися офіційно-ділового стилю.

– Нейтральний емоційний тон. Навіть у ситуаціях незгоди чи конфлікту інтересів важливо зберігати стриманість.

– Коректне цитування. При відповіді на конкретне повідомлення у чаті слід чітко вказувати, до якої репліки відноситься відповідь, щоб уникнути плутанини.

– Своєчасність реакції. Відсутність відповіді протягом розумного часу (24–48 годин у навчальному контексті) може бути сприйнята як неповага або ігнорування.

4. Правила поведінки під час онлайн-занять і відеоконференцій

Онлайн-заняття у форматі відеоконференції (Zoom, Google Meet, Microsoft Teams тощо) є найбільш наближеним до традиційного заняття форматом дистанційного навчання і водночас вимагає найбільш чіткого дотримання правил цифрового етикету. Неналежна поведінка під час відеоконференції відволікає учасників, порушує навчальний процес і негативно впливає на загальний освітній клімат.Під час організації відеоконференцій і дистанційних занять важливими аспектами цифрового етикету є:

1. використовувати акаунти з реальним ім'ям та фотографією;
2. своєчасне підключення до заняття;
3. вмикання камери відповідно до вимог викладача;
4. вимкнення мікрофона під час виступу інших учасників;
5. дотримання охайного зовнішнього вигляду (онлайн-дрес-код);
6. усунення сторонніх шумів і відволікаючих факторів;
7. коректне використання чату та цифрових інструментів;
8. поважне ставлення до викладача та інших учасників освітнього процесу.

Дотримання цих правил сприяє створенню комфортного освітнього середовища, підвищує ефективність навчальної діяльності. [1; 5].

5. Етика електронного листування в освітньому процесі

Важливу роль у цифровій комунікації відіграє також етика електронного листування. Від правильного оформлення листа значною мірою залежить перше враження про його автора, а також швидкість і якість відповіді адресата. Культура електронного листування в академічному середовищі передбачає дотримання низки обов'язкових норм.

Тема листа повинна бути конкретною і інформативною: адресат має розуміти суть звернення ще до відкриття повідомлення .

Звертання та підпис є обов'язковими елементами офіційного листа. Наприкінці листа слід зазначити своє ім'я, прізвище, групу та дисципліну, щодо якої надсилається запит.

Структура і обсяг повідомлення мають відповідати змісту: лист повинен бути достатньо інформативним, але не надмірно довгим.

Час надсилання листа також має значення. Надсилати листи викладачу глибокої ночі або у вихідні дні без нагальної потреби є порушенням норм ділового етикету. Відповідь на листи, що надійшли у робочий час, очікується протягом одного-двох робочих днів; студентам, у свою чергу, рекомендується відповідати на листи викладача якомога оперативно [3].

6. Академічна доброчесність як складова цифрового етикету

Суттєвим аспектом цифрового етикету є дотримання академічної доброчесності в онлайн-навчанні.Академічна доброчесність в умовах онлайн-навчання набуває особливої актуальності, оскільки цифрове середовище одночасно спрощує доступ до інформації і збільшує спокусу до нечесної поведінки. Академічна доброчесність є не лише вимогою навчального закладу, а й невід'ємною складовою цифрового етикету – свідченням поваги до інтелектуальної праці інших людей та власної репутації.

Використання чужих матеріалів без посилань на джерела, списування під час дистанційного контролю знань або несанкціоноване поширення навчальних матеріалів суперечать етичним принципам освітнього середовища та негативно впливають на якість освіти [6]. Тому виховання відповідального ставлення до використання інформації є одним із пріоритетних завдань сучасної освіти.

7. Інформаційна безпека та захист персональних даних в онлайн-навчанні

Невід'ємним аспектом цифрового етикету є відповідальне ставлення до інформаційної безпеки та персональних даних. В умовах онлайн-навчання учасники освітнього процесу постійно обробляють і передають значні обсяги персональної та навчальної інформації. Недбале ставлення до цих даних може призводити до серйозних наслідків – від порушення приватності до юридичної відповідальності.

Основні правила цифрової безпеки в освітньому середовищі включають: використання надійних і унікальних паролів для доступу до навчальних платформ; нерозголошення посилань на приватні відеоконференції третім особам; обережність при переході за невідомими посиланнями.

Закладам освіти слід включати питання цифрової безпеки в програми навчання цифрового етикету, оскільки безпечна поведінка в мережі є не лише технічним, а й морально-етичним питанням: відповідальний користувач не лише захищає себе, а й піклується про безпеку інших учасників онлайн-спільноти [3; 4].

8. Психологічні особливості цифрової комунікації

Цифрова комунікація має низку психологічних особливостей, які безпосередньо впливають на якість онлайн-навчання і які викладач повинен усвідомлювати та враховувати у своїй практиці. Якщо в безпосередньому спілкуванні відбувається взаємодія на візуальному, аудіальному та кінестезичному рівнях, то в умовах цифрового простору кінестезична складова стає недоступною, а вплив невербальних засобів суттєво знижується.

Феномен «розгальмування в онлайн-середовищі» (online disinhibition effect), описаний психологом J. Suler, пояснює, чому люди нерідко поводяться в мережі більш агресивно або безцеремонно, ніж у реальному житті: відчуття анонімності, відсутність прямого зорового контакту та відтермінована реакція знімають частину соціальних обмежень. Усвідомлення цього явища допомагає як викладачам, так і студентам свідомо регулювати власну онлайн-поведінку.

Синдром «Zoom-втоми» – втомлюваність від тривалих відеоконференцій – є ще одним важливим психологічним явищем онлайн-навчання. Постійний зоровий контакт з екраном, необхідність утримувати увагу – все це підвищує рівень стресу учасників. Урахування цих факторів викладачем (розумна тривалість занять, паузи, різноманітність активностей) є частиною його цифрової педагогічної культури.

Для підтримки позитивного психологічного клімату в онлайн-середовищі викладачеві рекомендується: починати заняття з неформального «розігріву», що знімає напругу; використовувати позитивне підкріплення та зворотний зв'язок; уникати публічного осуду студентів у групових чатах; забезпечувати можливість анонімного зворотного зв'язку (наприклад, через онлайн-опитування). Побудова довірливого онлайн-середовища є одним із ключових завдань педагогічної майстерності в умовах дистанційного навчання [5].

9. Роль викладача у формуванні цифрового етикету студентів

Викладач відіграє ключову роль у формуванні цифрового етикету студентів. Ця роль реалізується одночасно у кількох вимірах: нормативному (встановлення чітких правил поведінки в онлайн-середовищі), моделюючому (демонстрація власного прикладу культури цифрової поведінки) та виховному (формування у студентів усвідомленого і відповідального ставлення до цифрової комунікації).

Формування цифрового етикету потребує систематичної роботи з боку закладів освіти та педагогічних працівників. Викладачі повинні не лише знайомити студентів із правилами онлайн-комунікації, а й особистим прикладом демонструвати культуру цифрової поведінки. Доцільним є впровадження спеціальних тренінгів, просвітницьких бесід, методичних

рекомендацій та освітніх програм, спрямованих на розвиток цифрової культури та навичок безпечної поведінки в інтернет-середовищі [2; 3].

Висновки

Отже, цифровий етикет є важливою складовою сучасного онлайн-навчання та ефективної комунікації між учасниками освітнього процесу. Дотримання правил поведінки в цифровому середовищі забезпечує комфортну взаємодію, підвищує якість дистанційної освіти та сприяє формуванню академічної культури. Систематичне впровадження норм цифрового етикету створює умови для розвитку відповідального ставлення до навчання, формує навички конструктивного діалогу та підвищує рівень довіри між викладачами й студентами.

Сучасна освіта потребує цілеспрямованої та систематичної роботи з формування навичок цифрового етикету серед студентів і викладачів. Це передбачає розроблення методичних рекомендацій, інтеграцію елементів цифрової культури в навчальні програми, проведення тренінгів і просвітницьких заходів, спрямованих на виховання відповідальної поведінки в онлайн-середовищі. Важливим завданням є також адаптація етичних норм до нових форм онлайн-взаємодії, що постійно змінюються під впливом технологічного прогресу.

Перспективи подальших досліджень пов'язані зі створенням комплексних методик формування цифрової культури, розробленням інноваційних освітніх практик, що враховують психологічні та соціальні особливості онлайн-комунікації, а також з визначенням критеріїв оцінювання рівня цифрової компетентності учасників освітнього процесу. У майбутньому цифровий етикет може стати не лише інструментом підтримки якісної дистанційної освіти, а й важливим чинником професійного становлення фахівців, здатних ефективно взаємодіяти в глобальному інформаційному просторі.

Література:

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ІННОВАЦІЙНІ ПЕДАГОГІЧНІ ТЕХНОЛОГІЇ В УМОВАХ ТРАНСФОРМАЦІЇ СУЧАСНОЇ ПОЧАТКОВОЇ ОСВІТИ

Анотація. У статті розкрито особливості впровадження інноваційних педагогічних технологій у процесі трансформації сучасної початкової освіти в умовах реалізації Концепції «Нова українська школа» та оновлення Державного стандарту початкової освіти. Здійснено теоретичний аналіз наукових підходів до розуміння сутності педагогічних технологій, їх інноваційного потенціалу та ролі у забезпеченні якості освітнього процесу. Доведено, що впровадження освітніх технологій в освітній процес початкової школи забезпечує структурованість освітнього процесу, що виявляється в чіткому плануванні навчальної діяльності, послідовності етапів засвоєння знань, системності використання методів і прийомів навчання, а також узгодженості цілей, змісту, форм і результатів освіти, що сприяє підвищенню його ефективності та керованості. Обґрунтовано перехід від традиційної знаннєво-репродуктивної моделі навчання до компетентнісної, особистісно орієнтованої та технологічної парадигми освіти, що передбачає пріоритет розвитку особистості учня, його критичного мислення, творчості та здатності до самонавчання.

Проаналізовано сучасні інноваційні педагогічні технології, що активно впроваджуються в початковій школі, зокрема інтерактивні, ігрові, проєктні, проблемні технології, кейс-метод, сторітелінг, скрайбінг, RAFT-

технологію, технології змішаного та цифрового навчання. Визначено їх дидактичний потенціал у формуванні ключових компетентностей молодших школярів, розвитку пізнавальної активності, емоційного інтелекту та мотивації до навчання.

Окрему увагу приділено ролі цифровізації освітнього процесу та інтеграції інформаційно-комунікаційних технологій як складової сучасного освітнього середовища. Підкреслено значення діяльності педагога нової генерації, який виступає фасилітатором, коучем і організатором освітнього процесу, здатним проєктувати інноваційне, інклюзивне та розвивальне освітнє середовище.

Зроблено висновок, що інноваційні педагогічні технології є ключовим чинником модернізації початкової освіти, забезпечуючи її відповідність сучасним викликам суспільства та сприяючи формуванню компетентної, активної та творчої особистості учня.

Ключові слова: початкова освіта, інноваційні освітні технології, Нова українська школа, компетентнісний підхід, освітні інновації, інтерактивне навчання, цифрові технології, змішане навчання, індивідуальна освітня траєкторія, педагогічна трансформація.

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INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN THE CONDITIONS OF TRANSFORMATION OF MODERN PRIMARY EDUCATION

Abstract. The article reveals the features of the implementation of innovative pedagogical technologies in the process of transformation of modern primary education in the context of the implementation of the Concept "New

Ukrainian School" and the update of the State Standard of Primary Education. A theoretical analysis of scientific approaches to understanding the essence of pedagogical technologies, their innovative potential and role in ensuring the quality of the educational process is carried out. It is proven that the implementation of educational technologies in the educational process of primary school ensures the structure of the educational process, which is manifested in clear planning of educational activities, the sequence of stages of knowledge acquisition, the systematic use of teaching methods and techniques, as well as the coherence of the goals, content, forms and results of education, which contributes to increasing its efficiency and manageability. The transition from the traditional knowledge-reproductive model of learning to a competency-based, personally oriented and technological paradigm of education, which provides for the priority of developing the student's personality, his critical thinking, creativity and ability to self-study, is justified.

Modern innovative pedagogical technologies that are actively implemented in primary school are analyzed, in particular interactive, game, project, problem technologies, case method, storytelling, scribing, RAFT technology, blended and digital learning technologies.

Their didactic potential in the formation of key competencies of younger schoolchildren, the development of cognitive activity, emotional intelligence and motivation for learning is determined.

Special attention is paid to the role of digitalization of the educational process and the integration of information and communication technologies as a component of the modern educational environment. The importance of the activities of a new generation teacher, who acts as a facilitator, coach and organizer of the educational process, capable of designing an innovative, inclusive and developmental educational environment, is emphasized.

It is concluded that innovative pedagogical technologies are a key factor in the modernization of primary education, ensuring its compliance with modern challenges of society and contributing to the formation of a competent, active and creative personality of the student.

Keywords: primary education, innovative educational technologies, New Ukrainian School, competency-based approach, educational innovations, interactive learning, digital technologies, blended learning, individual educational trajectory, pedagogical transformation.

Постановка проблеми. Реформування системи освіти, реалізація концепції Нова українська школа, цифровізація освітнього процесу, необхідність формування ключових компетентностей учнів, а також виклики воєнного часу потребують оновлення змісту, методів і форм

навчання в початковій школі. Сучасна початкова освіта орієнтується не лише на засвоєння знань, а й на розвиток критичного мислення, творчості, комунікативних умінь, емоційного інтелекту та здатності дитини адаптуватися до змін. У зв'язку з цим традиційні підходи до навчання вже не повною мірою забезпечують потреби сучасного освітнього середовища. Саме тому особливої ваги набуває впровадження інноваційних педагогічних технологій, які сприяють активізації пізнавальної діяльності учнів, підвищують мотивацію до навчання та забезпечують особистісно орієнтований підхід.

Важливим чинником актуальності проблеми є також стрімкий розвиток інформаційно-комунікаційних технологій та поширення дистанційного й змішаного навчання, що потребує від учителя початкових класів володіння сучасними цифровими інструментами, інтерактивними методами навчання, технологіями співпраці, проєктної діяльності та формувального оцінювання.

Особливої значущості проблема набуває в умовах воєнного стану та соціальної нестабільності, коли школа виконує не лише освітню, а й психологічну та соціалізуючу функції. Інноваційні педагогічні технології допомагають створювати безпечне, підтримувальне та адаптивне освітнє середовище, сприяють збереженню психоемоційного благополуччя дітей і забезпечують безперервність навчання.

Аналіз останніх досліджень і публікацій. Проблема модернізації початкової освіти та впровадження інноваційних педагогічних технологій активно досліджується сучасними українськими науковцями. Вагомий внесок у розвиток теоретико-методологічних засад початкової освіти здійснила О. Савченко, яка сформувала цілісну концепцію навчання молодших школярів, поєднавши ґрунтовний науковий аналіз із практичними рекомендаціями для вчителя [8].

Концептуальні засади, розроблені О. Савченко, стали підґрунтям для реалізації компетентнісного та особистісно орієнтованого підходів у початковій школі та знайшли відображення в реформі Нової української школи. Особливу увагу дослідниця приділяла розвитку критичного мислення, читацької компетентності, диференціації навчання та гуманізації взаємин між учителем і учнем [9; 10].

О. Шепітко акцентує увагу на особистісно зорієнтованому, компетентнісному та системному підходах до організації освітнього процесу в початковій школі, а також підкреслює значення інтеграції міжпредметних зв'язків, оновлення змісту навчання та формування ціннісних орієнтирів молодших школярів у контексті реалізації Концепції Нової української школи [16].

Науковий інтерес становлять і праці Т. Мухіної, яка розглядає трансформацію початкової освіти через розвиток творчих здібностей учнів, формування ключових компетентностей, а також реалізацію ідей дитиноцентризму, партнерства, інклюзивності та інноваційності в умовах Нової української школи [7].

Питання впровадження інноваційних технологій навчання у початковій школі досліджує Н. Дика. У своїх працях авторка акцентує увагу на формуванні ключової компетентності «уміння вчитися» засобами інноваційних технологій навчання математики. Дослідниця аналізує авторські системи навчання та їх потенціал у реалізації компетентнісного підходу в початковій освіті [3].

Л. Гриневич обґрунтовує необхідність формування екосистеми STEM-освіти в умовах змін ринку праці та викликів четвертої індустріальної революції, акцентуючи увагу на інтегрованому, міждисциплінарному підході до навчання. Дослідниця підкреслює, що ефективне впровадження STEM-освіти передбачає використання дослідницько-пізнавального навчання, проєктних методів і цифрових технологій, які сприяють розвитку критичного мислення, наукових навичок та підвищенню якості освітнього процесу [2].

Проєктні технології як перспективний інструмент модернізації освітнього процесу в сучасній школі досліджує Н.Захарчук [4].

Мета статті - проаналізувати сутність і особливості інноваційних педагогічних технологій в умовах трансформації сучасної початкової освіти, визначити їх роль у реалізації компетентнісного підходу та концепції Нової української школи, а також обґрунтувати ефективність використання інтерактивних, цифрових і змішаних технологій у формуванні ключових компетентностей молодших школярів.

Виклад основного матеріалу. Трансформація системи початкової освіти в Україні відповідно до Концепції «Нова українська школа» та Державного стандарту початкової освіти суттєво активізувала науково-педагогічний пошук змісту та ефективних форм організації освітнього процесу і його дидактичного забезпечення. Одним із ключових напрямів цих змін стало переосмислення цілей і результатів навчання. Як підкреслює А. Василюк, традиційна ієрархія «знання – уміння – навички» поступається новій логіці, у якій пріоритет надається розвитку особистості та засвоєнню системи загальнолюдських цінностей, а домінуючою стає особистісно орієнтована освітня парадигма, у межах якої навчання і виховання спрямовуються на розвиток ціннісної свідомості, пізнавальної активності та мотивації учня [13, с.25-26]. У зв'язку з цим відбувається перехід від репродуктивної моделі навчання до генеративної, яка орієнтована на

активне конструювання знань, розвиток мислення, інтересів, що означає поступову зміну «дидактики пам'яті» на «дидактику мислення», де головним стає не відтворення інформації, а здатність її осмислювати, аналізувати та застосовувати в нових ситуаціях. Відповідно, сучасна освітня реформа передбачає перехід від безособистісної до особистісно орієнтованої, від уніфікованої - до плюралістичної, від адаптаційної - до гуманістичної та критично-креативної, а також від знаннєвої - до компетентнісної і технологічної парадигми [13, с. 25–26].

Як зазначає Т. Мухіна, нині саме освітні результати визначають структуру змісту, а інструментом досягнення нової якості освіти виступає компетентнісний підхід [7, с. 26].

У цьому контексті особливого значення набувають наукові праці О. Савченко, які стали теоретико-методологічною основою розроблення змісту та організації освітнього процесу в Новій українській школі [16]. Саме в них обґрунтовано підходи до компетентнісного навчання, інтеграції змісту та формування цілісної картини світу молодшого школяра, що зумовлює подальший аналіз і розвиток цих ідей у сучасній педагогічній науці [16, с.481–482].

А також актуальними є наукові напрацювання щодо оновлення змісту освіти на рівні освітніх програм. Зокрема, у процесі розроблення типових освітніх програм для початкової школи запропоновано низку рішень, спрямованих на запобігання перевантаженню учнів, визначення змісту інтегрованих курсів, оптимальне поєднання освітніх галузей та забезпечення взаємозв'язку ключових і предметних компетентностей. Ці підходи ґрунтуються на принципах дитиноцентризму, природовідповідності, науковості, практичної спрямованості, наступності та компетентнісної орієнтації освіти [13, с. 27].

Водночас, на відміну від попередніх етапів реформування, на думку С.Романюк, сучасні зміни передбачають не лише оновлення змісту навчання, а й докорінну трансформацію підручників, методичних комплектів та впровадження інноваційного дидактичного інструментарію, спрямованого на досягнення нових освітніх результатів [13, с.156].

Зазначені трансформаційні процеси закономірно зумовлюють посилення уваги науковців до теоретичного осмислення інструментів реалізації освітніх змін, зокрема до освітніх технологій.

Аналіз вітчизняної науково-педагогічної літератури засвідчує, що це поняття не має єдиного трактування і розглядається дослідниками з різних позицій.

Зокрема, Л. Голубнича визначає педагогічну технологію як теоретично обґрунтовану освітню систему соціалізації, особистісного й

професійного розвитку та саморозвитку людини, яка створюється відповідно до потреб особистості та суспільства. Така система реалізується в освітньому середовищі завдяки спланованим професійним діям педагога, оптимальному використанню ресурсів і зусиль усіх учасників освітнього процесу та забезпечує гарантоване досягнення визначеної освітньої мети, а також можливість відтворення результативного досвіду на рівні педагогічної майстерності вчителя [1, 14–15].

Іншу інтерпретацію пропонує В. Ортинський, який розглядає педагогічну технологію як інтегровану систему взаємопов'язаних операцій і дій, яка охоплює педагогічне цілепокладання, змістові, інформаційно-предметні та процесуальні компоненти й спрямована на засвоєння систематизованих знань, формування професійних умінь і розвиток особистісних якостей здобувачів освіти відповідно до визначених навчальних цілей [12].

Своєю чергою, поняття «інноваційна педагогічна технологія» Л. Сушенцева трактує як упорядковану сукупність дій, операцій і процедур, що забезпечують досягнення прогнозованого та діагностованого результату в умовах динамічних змін освітнього процесу [14, с. 67].

Важливим теоретико-методологічним підґрунтям упровадження педагогічних технологій є їх розуміння як системного процесу. Так, Л.Шевченко розуміє педагогічну технологію як цілісну систему або комплекс організаційних заходів, орієнтований на досягнення запланованого результату навчання, який є вимірюваним і відтворюваним у педагогічній практиці [15, с.486].

С. Романюк уточнює, що у практиці сучасної школи педагогічна технологія трактується як інновація, що відповідає критеріям системності, ефективності, алгоритмічності, діагностичності, прогнозованості та відтворюваності.

Окрім того, до ключових характеристик належать концептуальність, науковість, структурованість, керованість і можливість тиражування. При цьому педагогічна технологія розглядається як алгоритм спільної діяльності вчителя й учнів, спрямований на досягнення визначеної мети через системне педагогічне діагностування на всіх етапах навчання [13, с.157–158].

У цьому ж напрямі М. Оліяр наголошує, що сучасна реформа освіти потребує активного впровадження інноваційних педагогічних технологій, таких як STEM-освіта, кейс-метод, проєктне та командне навчання. Особливого значення набуває роль учителя як педагога-коуча, який організовує освітній процес, спрямований на розвиток критичного мислення, самостійності та навичок роботи з інформацією [11, с.74].

Водночас у сучасній педагогічній науці залишається відкритим питання класифікації освітніх технологій початкової школи. Зокрема, пропонується виокремлювати технології за ознакою формування ключових і міжпредметних компетентностей: мовленнєвих, математичних, природничих, інформаційно-цифрових, підприємницьких тощо. Виокремлюють також інформаційно-комунікаційні та медіаосвітні технології, які відносять до засобів формування цифрової компетентності [18, с.17]. Такий підхід дає змогу більш цілісно розглядати процес навчання в початковій школі, орієнтуючи його не лише на засвоєння знань, а й на розвиток умінь застосовувати їх у практичній діяльності. Крім того, сучасні освітні технології сприяють формуванню в молодших школярів критичного мислення, навичок комунікації, співпраці та самостійного пошуку інформації, що відповідає вимогам компетентнісного підходу та концепції Нової української школи.

Поряд із цим, значну увагу привертає класифікація освітніх технологій, запропонована М. Чепіль та Н. Дудник. Дослідниці виокремлюють загальнопедагогічні, предметні, галузеві, локальні, модульні та вузькодидактичні технології, що відрізняються рівнем застосування та глибиною впливу на освітній процес. Така систематизація дозволяє більш чітко визначати функціональне призначення інноваційних технологій та їх місце в структурі сучасної початкової освіти.

Як зазначає Т. Майструк, найбільш поширеними в умовах НУШ є інтерактивні технології навчання, зокрема кооперативні, колективно-групові, ситуативні технології та технології опрацювання дискусійних питань, які часто поєднуються з ігровими методами. Важливе місце також посідає розвивальне навчання, реалізація якого значною мірою посилюється завдяки інтегративному підходу та використанню інформаційно-комунікаційних технологій [6, с.129]. Інтерактивна взаємодія забезпечує залучення кожного учня до освітнього процесу, створює умови для співпраці, обміну думками та набуття досвіду колективного розв’язання навчальних завдань. Водночас поєднання інтегративного підходу з цифровими засобами навчання дозволяє урізноманітнювати форми подання матеріалу та адаптувати освітній процес до індивідуальних потреб молодших школярів.

У ширшому контексті інноваційного оновлення початкової освіти С. Романюк зазначає, що до ефективних педагогічних технологій, які успішно застосовуються в освітньому процесі, належать ігрові, проєктні, проблемні, квест-технології, кейс-метод, портфоліо тощо. Вони спрямовані на формування в учнів умінь, передбачених Державним стандартом початкової освіти, зокрема здатності до критичного мислення,

розв'язування проблем, комунікації, дослідницької діяльності та співпраці. Окремо авторка підкреслює значення сучасних інноваційних підходів, серед яких сторітелінг, RAFT-технологія та скрайбінг, що забезпечують емоційно забарвлене, візуалізоване та змістовно структуроване подання навчального матеріалу [13, с.160].

Т. Майструк, своєю чергою, розглядає сторітелінг як ефективну технологію навчання, що передбачає подання навчального змісту через сюжетні історії, завдяки чому посилюється мотивація, емоційна залученість і пізнавальний інтерес учнів. А аналізуючи кейс-метод, відзначає його спрямованість на формування вміння здобувачів аналізувати реальні або змодельовані ситуації, визначати можливі шляхи їх розв'язання та обґрунтовувати оптимальні рішення [6, с.130]. Використання зазначених технологій орієнтує освітній процес на активну участь здобувачів та практичне застосування знань. Крім того, інноваційні підходи забезпечують розвиток творчості, самостійності та рефлексивних умінь молодших школярів, а також допомагають створити навчальне середовище, у якому дитина виступає активним суб'єктом пізнавальної діяльності.

Подальшим кроком у розвитку ігрових та діяльнісних підходів до організації освітнього процесу у початковій школі стало впровадження спеціальних інструментів навчання, серед яких особливе місце займає методика «Шість цеглинок», яка ґрунтується на використанні набору LEGO DUPLO і передбачає виконання ігор-завдань, спрямованих не лише на розвиток мислення, мовлення й уваги, а й на формування оперативної пам'яті, самоконтролю та ментальної гнучкості, що є важливими компонентами пізнавального розвитку молодших школярів [17, с.5].

Окремим стратегічним напрямом модернізації початкової освіти є цифровізація освітнього середовища. Як зазначає О. Крижановський, реформи в межах НУШ зумовили інтеграцію цифрових технологій як обов'язкової складової методичної системи сучасного вчителя, що сприяє формуванню цифрової компетентності як ключової навички XXI століття. У цьому контексті змішане навчання поєднує синхронну взаємодію в класі з асинхронною цифровою діяльністю, забезпечуючи індивідуалізацію навчання, візуалізацію змісту, гейміфікацію завдань і моніторинг навчальних досягнень учнів [5]. У межах цієї системи цифрові технології стають не допоміжним інструментом, а структурним елементом дидактичного процесу, що визначає нову педагогічну логіку сучасної початкової освіти [5]. Водночас ефективність цифровізації залежить не лише від технічного забезпечення закладів освіти, а й від рівня цифрової компетентності педагогів, їхньої готовності до впровадження інноваційних методик та вміння адаптувати цифрові ресурси до вікових особливостей

молодших школярів. У цілому ж, застосування цифрових технологій у початковій школі відкриває можливості для створення інтерактивного освітнього середовища, розвитку самостійності учнів, підвищення їхньої мотивації до навчання та формування навичок, необхідних для успішної діяльності в інформаційному суспільстві.

Висновки. Таким чином, упровадження інноваційних педагогічних технологій у початковій школі є необхідною умовою модернізації освіти, підвищення її якості та забезпечення гармонійного розвитку особистості молодшого школяра відповідно до вимог сучасного суспільства.

Проведений аналіз дає підстави стверджувати, що сучасні педагогічні технології сприяють переходу від традиційної знаннєвої моделі навчання до компетентнісно орієнтованої, у центрі якої перебуває особистість здобувача, його потреби, інтереси та освітні можливості. Використання інтерактивних, ігрових, проєктних, проблемних, інформаційно-комунікаційних і змішаних технологій забезпечує активізацію пізнавальної діяльності молодших школярів, формування в них критичного мислення, творчості, комунікативних умінь, навичок співпраці та здатності самостійно здобувати знання.

Перспективи подальших досліджень убачаємо у вивченні практичних аспектів використання інноваційних технологій у різних освітніх галузях початкової школи та оцінюванні їх ефективності в умовах цифрової трансформації освіти.

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ПСИХОЛОГІЯ МОТИВАЦІЇ ТА НАВЧАННЯ У ПЕДАГОГІЧНИХ КОНЦЕПЦІЯХ МИТРОПОЛИТА АНДРЕЯ ШЕПТИЦЬКОГО

Анотація. У роботі досліджується психологія мотивації та навчання у педагогічних концепціях Митрополита Андрея Шептицького. Актуальність теми зумовлена необхідністю переосмислення історико-педагогічної спадщини українських духовних і громадських діячів у контексті сучасних освітніх викликів, пов'язаних із формуванням внутрішньої мотивації, відповідальності, самостійності та соціальної активності дитини. У даній статті розкрито, що педагогічні погляди Митрополита Андрея Шептицького ґрунтувалися на цілісному баченні особистості, у межах якого навчання не зводилося до механічного засвоєння знань, а розглядалося як шлях духовного, морального, інтелектуального та соціального зростання людини. Крім того, у статті акцентовано увагу на тому, що у педагогічній концепції Шептицького мотивація до навчання була тісно пов'язана з духовно-моральним вихованням, формуванням характеру, працелюбності, самодисципліни, відповідальності та здатності служити спільному добру. Особливе місце відведено аналізу його ставлення до дітей-сиріт і соціально вразливої молоді.

У межах дослідження було встановлено, що Шептицький сприймав таких дітей не лише як об'єкт благодійної допомоги, а як особистостей із потенціалом до розвитку, навчання, самореалізації та майбутнього лідерства. У цьому контексті його діяльність може бути розглянута як приклад соціально-педагогічної підтримки, що поєднує опіку, виховання, навчання, моральне наставництво та віру в можливості кожної дитини.

Обґрунтовано, що педагогічна спадщина Митрополита Андрея Шептицького має виразний гуманістичний зміст і залишається актуальною для сучасної педагогіки.

Фактично її значення полягає у підкресленні ролі внутрішньої мотивації, особистісно орієнтованого підходу, педагогічного оптимізму, духовної основи навчання та формування лідерських якостей на засадах відповідальності, моральності й служіння суспільству.

Ключові слова: мотивація до навчання, педагогічна концепція, Андрей Шептицький, діти-сироти, духовно-моральне виховання.

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THE PSYCHOLOGY OF MOTIVATION AND LEARNING IN THE PEDAGOGICAL CONCEPTS OF METROPOLITAN ANDREI SHEPTYTSKY

Abstract. This paper examines the psychology of motivation and learning in the pedagogical concepts of Metropolitan Andrey Sheptytsky. The relevance of the topic stems from the need to re-examine the historical and pedagogical legacy of Ukrainian religious and public figures in the context of contemporary educational challenges related to the development of a child's intrinsic motivation, responsibility, independence, and social engagement. This article reveals that Metropolitan Andrey Sheptytsky's pedagogical views were based on a holistic vision of the individual, within which learning was not reduced to the mechanical acquisition of knowledge but was viewed as a path to a person's spiritual, moral, intellectual, and social growth. Furthermore, the article emphasizes that in Sheptytsky's pedagogical concept, motivation for learning was closely linked to spiritual and moral education, the development of character, diligence, self-discipline, responsibility, and the ability to serve the common good.

Special attention is given to an analysis of his attitude toward orphaned children and socially vulnerable youth.

The study found that Sheptytsky viewed such children not merely as objects of charitable aid, but as individuals with potential for development, learning, self-realization, and future leadership. In this context, his work can be viewed as an example of socio-pedagogical support that combines care, upbringing, education, moral guidance, and faith in the potential of every child. It is argued that the pedagogical legacy of Metropolitan Andrey Sheptytsky has a distinct humanistic content and remains relevant to contemporary pedagogy.

In fact, its significance lies in emphasizing the role of intrinsic motivation, a person-centered approach, pedagogical optimism, the spiritual foundation of education, and the development of leadership qualities based on responsibility, morality, and service to society.

Keywords: motivation to learn, pedagogical concept, Andrey Sheptytsky, orphaned children, spiritual and moral education.

Постановка проблеми. На сьогоднішній день, педагогічна спадщина Митрополита Андрея Шептицького залишається не тільки важливим джерелом для осмислення взаємозв'язку духовно-морального виховання, навчальної мотивації та соціального становлення особистості, однак й вагомою практичною складовою організації педагогічної діяльності. Крім того, особливої актуальності окреслена проблематика набуває в контексті сучасної педагогіки, яка дедалі більше орієнтується не лише на передачу знань, а й на формування внутрішньої мотивації дитини, її відповідальності, самостійності, здатності до самореалізації та служіння суспільству. Слід звернути увагу, що у педагогічних поглядах Митрополита Андрея Шептицького навчання розглядалося не як формальний процес засвоєння інформації, а як комплексний та мультивекторний шлях духовного, інтелектуального й морального зростання людини.

Особливе місце в його практичній діяльності посідала турбота про дітей-сиріт та соціально вразливу молодь, яких він сприймав не лише як об'єкт благодійної допомоги, а як особистостей із потенціалом до розвитку, навчання та майбутнього лідерства. Видається, що саме тому дослідження психології мотивації та навчання у педагогічних концепціях Шептицького дає змогу глибше розкрити гуманістичний, соціально-педагогічний і виховний зміст його спадщини.

Аналіз останніх досліджень та публікацій. Дослідження психології мотивації та навчання у педагогічній практиці стало предметом наукових пошуків ряду відомих вітчизняних та зарубіжних вчених. Серед них особливу увагу слід приділити наступним: І. Березанська, В. Басараб, О. Кекош, Х. Лін, М. Матковський, І. Набитович, О. Невмержицька, О. Огірко, В. Омельченко, М. Пагута, О. Тиховська та інші.

Тим не менш, у даному дослідженні пропонується дослідити та висвітлити особливості саме психології мотивації та навчання у педагогічних концепціях Митрополита Андрея Шептицького, чим й обґрунтовується актуальність даного дослідження.

Мета статті: дослідити та висвітлити особливості психології мотивації та навчання у педагогічних концепціях Митрополита Андрея Шептицького.

Виклад основного матеріалу. Педагогічна спадщина Митрополита Андрея Шептицького становить важливий вектор історико-педагогічного, соціально-педагогічного та психолого-педагогічного аналізу. Це пояснюється тим, що в ній синтезуються ідеї християнського виховання, морального становлення особистості, національної свідомості, соціальної відповідальності, а також й практичної підтримки дітей і молоді. Крім того,

особливість визначеного підходу лежить в площині того, що виховання не розглядалося ним як вузький процес передавання знань або дисциплінарного впливу на дитину. Фактично, у центрі його педагогічної концепції становила саме особистість дитини як цілісна інтегрована духовна, моральна, інтелектуальна й соціальна істота, здатна до розвитку, самореалізації тощо [1].

З точки зору сучасного педагогічного контексту, то ідеї Митрополита Андрея Шептицького можна розглядати крізь призму психології мотивації та навчання. А тому це дає змогу досліджувати в його спадщині не виключно релігійно-моральний, а набагато глибший психолого-педагогічний зміст. Слід звернути увагу й на те, що його погляди на виховання дітей і молоді ґрунтувалися на переконанні, що справжня освіта має формувати не тільки розумові здібності, а й внутрішні мотиви поведінки, серед них особливо слід визначити наступні складові: любов до добра, відповідальність, самодисципліну, працелюбність, готовність допомагати іншим й прагнення до особистого вдосконалення [2]. Саме тому навчання в його розумінні було не стільки механічним засвоєнням знань, а скільки налаштованим процесом внутрішнього зростання людини.

У доктринально-теоретичній площині Андрей Шептицький розглядається як релігійний, культурний, національний діяч, меценат освіти та опікун дітей і молоді. Різні дослідники доходять до висновку, що його виховна діяльність була пов’язана з підтримкою родини, школи, Церкви, культурних і освітніх ініціатив, а також із практичною допомогою дітям, які перебували в складних життєвих обставинах. Прикладом є те, що у працях про духовно-моральне виховання молоді в спадщині Шептицького наголошується, що його педагогічні ідеї були спрямовані на формування морально зрілої, відповідальної, а також суспільно активної особистості.

Видається, що у контексті психології мотивації це має надважливе значення. Зокрема, людина навчається активніше тоді, коли бачить сенс навчання, відчуває підтримку, має приклад для наслідування та усвідомлює, що її зусилля можуть змінити власне майбутнє. Фактично окреслені умови намагався створити Шептицький. Це розкривається у тому, що його допомога дітям і молоді була спрямована, передусім на нівелювання відчуття безперспективності, яке часто виникає в дітей-сиріт чи дітей із соціально вразливих середовищ [3]. Він бачив у них не тільки тих, хто потребує допомоги, а тих, хто за належної підтримки може стати морально сильним, освіченим і відповідальним членом суспільства.

З точки зору сучасної педагогіки, означений підхід можна охарактеризувати, передусім як особистісно орієнтований. З практичної сторони, його сутність лежить в площині того, що виховання має

враховувати не лише зовнішні обставини життя дитини, а насамперед її внутрішній потенціал, потреби, здібності й безумовно можливості розвитку. Що стосується випадку дітей-сиріт це має особливе значення, оскільки такі діти часто переживають дефіцит стабільної підтримки, довіри, безпеки й позитивного соціального очікування. Отже, педагогічна позиція Шептицького полягала в тому, що дитина, незалежно від її соціального становища, має бути включена в простір любові, віри, освіти, праці та морального зростання.

Не можна обійти поза увагою й той факт, що в концепції Шептицького мотивація до навчання тісно пов'язана з духовно-моральним вихованням. Останній же не розглядав знання як самодостатню цінність, відірвану від етичних засад. А тому, освічена людина, на його переконання, повинна бути не лише компетентною, а й морально відповідальною. Тому навчання мало формувати в дитині здатність розрізняти добро і зло, діяти згідно із совістю, поважати інших, бути корисною для громади. У цьому контексті мотивація до навчання набувала не тільки прагматичного, а й ціннісного характеру: дитина мала вчитися не лише для особистого успіху, а й для служіння іншим. Вбачається, що визначений підхід є надзвичайно актуальним і для сучасної педагогіки, оскільки сьогодні часто спостерігається домінування зовнішньої мотивації: оцінок, рейтингів, сертифікатів, кар'єрних перспектив. Тим не менш, слід зважати, що спадщина Шептицького дозволяє наголосити на значенні внутрішньої мотивації, що формується через усвідомлення сенсу навчання. Для нього освіта була шляхом до особистісної зрілості, а не лише засобом соціального просування. Саме тому педагогічна концепція Митрополита може бути осмислена як така, що поєднує навчання, виховання, духовне наставництво і соціальну відповідальність.

Врешті, особливо виразно задекларована ідея проявляється в його ставленні до дітей-сиріт. Зокрема, соціальна опіка над дітьми в діяльності Шептицького активізувалася в умовах історичних потрясінь, зокрема після Першої світової війни, коли кількість дітей, які втратили батьківську підтримку, значно зросла. Слід звернути увагу, що у матеріалах, присвячених опіці Церкви над дітьми, зазначається, що за часів служіння Митрополита Андрея соціальна опіка над дітьми досягла особливо високого розвитку, а турбота про сиріт стала важливою частиною церковного служіння. Фактично, зазначений аспект й має безпосереднє педагогічне значення, адже допомога сиротам розглядалася не як одноразовий акт благодійності, а як тривалий процес виховання, підтримки та формування особистості.

Що стосується психолого-педагогічного виміру, то це можна пояснити крізь призму потреби дитини в належному соціальному

середовищі. У свою чергу, дитина, яка втратила «родинну опору», неодмінно потребує не лише матеріального забезпечення, а й насамперед відчуття прийняття, стабільності, довіри й належності до спільноти. А тому такі умови формують органічну основу для подальшого формування навчальної мотивації. Без базового почуття безпеки, підтримки й значущості навчання часто сприймається дитиною як другорядне або навіть недоступне. Вбачається, що Шептицький інтуїтивно й практично вважав цю закономірність: перш ніж вимагати від дитини високих досягнень, потрібно створити умови, за яких вона відчує себе потрібною, здатною і гідною розвитку.

Тому його підхід до сиріт можна розглядати як комплексну модель соціально-педагогічної підтримки. У такій моделі синтезується опіка, виховання, навчання і моральне наставництво. У розрізі даного підходу, дитині надається не лише допомога, а передусім перспектива. Видається, що цей фактор є принципово важливим, оскільки благодійність без виховної мети може залишати людину в позиції залежності, тоді як педагогічно осмислена допомога відкриває шлях до самостійності. Резюмуючи, слід констатувати, що у цьому сенсі Шептицький бачив у дітях-сиротах не лише об’єкт співчуття, а майбутніх активних діячів, здатних до праці, служіння і лідерства.

Надалі пропонується сфокусувати увагу на проблематиці лідерства в контексті його педагогічної концепції потребує окремого аналізу. Слід звернути увагу, що Шептицький не використовував поняття «лідерство» в сучасному менеджерському чи психологічному значенні. Водночас за змістом його виховні ідеї були направлені на формування саме тих якостей, які сьогодні пов’язуються з лідерським потенціалом, а це насамперед: відповідальність, внутрішня дисципліна, моральна стійкість, здатність служити іншим, ініціативність, готовність брати участь у житті громади. Фактично для нього справжній лідер розглядаються як не той, хто домінує над іншими, а насамперед той, хто здатний служити, брати на себе відповідальність і діяти в інтересах спільного добра [4].

У розрізі дослідження педагогічної складової Андрея Шептицького, доцільно звернути увагу й на психологічну площину. Для Шептицького педагог не був лише передавачем знань. Передусім, він мав бути моральним авторитетом, наставником, людиною, яка власним життям демонструє цінності, про які говорить. Видається, що саме у цьому й полягає один із центральних механізмів мотивації: дитина охочіше приймає цінності тоді, коли бачить їхнє реальне втілення в поведінці дорослого. Митрополит сам був прикладом служіння, жертовності, підтримки освіти, турботи про слабших. Це надає змогу стверджувати, що його педагогічна концепція була

переконливою не лише на рівні текстів і послань, а й на рівні особистого життєвого прикладу.

Цікавим видається вивчення проблематики виховання дітей і молоді. Зокрема, педагогічна взаємодія, побудована лише на наказі, рідко формує стійку внутрішню мотивацію. Вона може забезпечити зовнішню дисципліну, але не завжди породжує переконання. Натомість приклад авторитетної особи, яка діє відповідно до власних цінностей, здатний формувати глибшу мотивацію, пов'язану з наслідуванням, довірою та внутрішнім прийняттям [5]. Варто звернути увагу на те, що у спадщині Шептицького ця ідея має особливу силу, адже його авторитет ґрунтувався не лише на церковному статусі, а й на послідовній діяльності на користь дітей, молоді, освіти й суспільства.

Крім того, не менш важливого значення набуває й питання поєднання свободи і відповідальності. Дійсно, навчання й виховання не повинні зводитися до примусу. Водночас свобода без моральних орієнтирів може призвести до хаотичності та егоїзму. Саме тому Шептицький підкреслював значення внутрішньої дисципліни, сумління, обов'язку та праці над собою. У сучасній психології мотивації це можна інтерпретувати як перехід від зовнішнього контролю до саморегуляції. У такому разі, дитина має навчитися не лише виконувати вимоги (вказівки) дорослого, а й самостійно визначати (доходити до висновку) щодо правильного (раціонального) напряму чи способу поведінки. У визначеному аспекті надважливого значення набуває саме саморегуляція. Остання ж була і залишається однією з фундаментальних умов успішного навчання. Вона включає здатність ставити мету, планувати дії, долати труднощі, контролювати власні емоції, завершувати розпочату справу. Зокрема, у педагогічній концепції Шептицького ці якості формувалися через працю, духовну практику, моральне виховання, участь у житті спільноти та усвідомлення власного обов'язку. Резюмуючи, слід сфокусувати увагу на тому, що навчання розумілося не як ізольований інтелектуальний процес, а як частина ширшого формування характеру.

На жаль, простежуються поширені випадки нехтування ще одним важливим аспектом педагогічної діяльності: духовний компонент мотивації.

Вбачається, що у секуляризованому освітньому дискурсі мотивацію часто пояснюють через потреби, інтереси, цілі, очікування успіху або зовнішні стимули [6]. Тим не менш, спадщина Шептицького дозволяє побачити ще один вимір - мотивацію. Такий компонент може бути пов'язаний зі смислом життя, покликанням і моральною відповідальністю. Для нього дитина має навчатися не лише тому, що це корисно, а тому, що

розвиток талантів є формою відповідальності перед Богом, людьми і власним сумлінням.

З практичної точки зору, такий підхід може бути інтерпретований як смислова мотивація. Причому, вона є глибшою за ситуативний інтерес або зовнішню винагороду. У такому разі, якщо дитина розуміє, що навчання допомагає їй стати кращою, реалізувати своє покликання і служити іншим, тоді навчальна діяльність набуває особистісного значення. Саме ця ідея проходить крізь педагогічну спадщину Шептицького. Таким чином, він прагнув виховати людину, яка не просто володіє відповідними набутими знаннями, а чудово розуміє, для чого ці знання потрібні в житті.

Особливої уваги визначений аспект набуває у контексті дітей-сиріт, де смислова мотивація має особливо важливе практичне значення. Зокрема, такі діти можуть переживати відповідну внутрішню невпевненість, певну втрату життєвих орієнтирів чи зниження віри у власне майбутнє. Педагогічна підтримка має допомогти їм побачити, що їхнє життя має цінність, а освіта може стати шляхом до відновлення гідності й активної участі в суспільстві [7]. Саме тому опіка над сиротами в діяльності Шептицького була не лише соціальною, а й глибоко педагогічною: вона відновлювала не тільки зовнішні умови життя, а й внутрішню перспективу особистісного зростання.

Надалі видається за необхідне дослідити питання довіри до потенціалу дитини. Як відомо, Андрей Шептицький не диференціював дітей на «перспективних» і «безперспективних» за своїм соціальним походженням. Навпаки, його діяльність свідчить про переконання, що навіть дитина, яка опинилася у складних життєвих обставинах, може вирости морально сильною, освіченою і суспільно корисною особистістю. Фактично, це відповідає сучасному фундаментальному принципу педагогічного оптимізму, згідно з яким учитель або вихователь має бачити в дитині можливість розвитку, а не лише проблему.

Педагогічний оптимізм є важливим мотиваційним чинником. Дитина часто формує уявлення про себе через ставлення значущих дорослих. Якщо дорослі бачать у ній лише слабкість, залежність або проблему, вона може прийняти цей образ як власний [8]. У свою чергу, якщо ж дорослі демонструють віру в її здібності, підтримують її зусилля, створюють умови для успіху, тоді формується позитивна навчальна мотивація. У цьому сенсі Шептицький був не просто благодійником, а педагогом, який через свою діяльність утверджував віру в дитину.

Насамкінець, пропонується дослідити ще одну особливість педагогічних поглядів Шептицького як дуалістичне поєднання традиції та розвитку. З одного боку, він спирався на християнські моральні цінності,

родинне виховання, церковну традицію. З іншого боку, він активно підтримував освіту, культуру, мистецтво, європейські навчальні можливості для молоді. Таким чином, можна дійти до висновку, що його концепція не була замкненою у ретроспективному вимірі, оскільки вона поєднувала духовну сталість із відкритістю до інтелектуального й культурного поступу.

З точки зору психології навчання це має фундаментально-прикладне значення. Зокрема, ефективна мотивація виникає тоді, коли дитина відчуває зв'язок між традицією та своїм майбутнім. Якщо освіта транслюється лише як збереження минулого, вона може здаватися молоді неживою. Якщо ж вона орієнтована лише на новизну без ціннісної основи, вона може втратити моральний зміст. У свою чергу, Шептицький показує іншу модель: навчання має спиратися на духовні й культурні основи, але водночас відкривати шлях до майбутнього. У цьому сенсі його педагогічна концепція може бути актуалізована в сучасній освіті через кілька напрямів. По-перше, через посилення ціннісного компонента навчання. Учень має розуміти не тільки те, що він вивчає, а й для чого це потрібно. По-друге, через підтримку дітей із вразливих категорій не лише матеріально, а й освітньо, психологічно та соціально [9]. По-третє, через формування лідерства як служіння, а не як домінування. По-четверте, через розвиток педагогічного авторитету, заснованого на довірі й особистому прикладі. Врешті, по-п'яте, через інтеграцію родини, школи, громади та культурних інституцій у спільну виховну систему.

Аналіз педагогічної спадщини Митрополита Андрея Шептицького засвідчує, що його підхід до мотивації та навчання мав глибоко гуманістичний характер. У центрі цього підходу перебувала дитина як особистість, здатна до духовного, морального, інтелектуального й соціального зростання. Мотивація до навчання розглядалася не як результат зовнішнього примусу, а як наслідок формування смислу, довіри, підтримки, відповідальності та віри у власне покликання. Особливе місце в цій системі посідають діти-сироти та молодь, які потребують опіки. У ставленні Шептицького до них простежується важливий педагогічний принцип: соціальна вразливість не повинна визначати межі майбутнього дитини. Навпаки, саме таким дітям потрібна особлива підтримка, яка допоможе їм розкрити здібності, сформувати гідність, навчальну мотивацію і здатність до відповідального життя. У цьому сенсі його діяльність випереджає багато сучасних підходів до інклюзивної, соціальної та особистісно орієнтованої педагогіки.

Отже, психологія мотивації та навчання у педагогічних концепціях Митрополита Андрея Шептицького ґрунтується на єдності любові, віри, освіти, праці, моральної вимогливості та соціальної відповідальності. Його

педагогічна спадщина демонструє, що справжнє навчання починається не з примусу, а з пробудження внутрішнього прагнення людини до добра, знання і служіння. Саме тому ідеї Шептицького залишаються актуальними для сучасної педагогіки, особливо в питаннях виховання дітей-сиріт, формування навчальної мотивації, розвитку лідерського потенціалу та створення гуманного освітнього середовища [10].

Висновки. Резюмуючи проведене дослідження, можна дійти до висновку, що усталена педагогічна концепція Митрополита Андрея Шептицького ґрунтувалася на цілісному баченні дитини як особистості, здатної до духовного, морального, інтелектуального та соціального розвитку. Зокрема, встановлено, що у його поглядах навчання було тісно пов'язане з вихованням, формуванням характеру, відповідальності, працелюбності та внутрішньої мотивації до самовдосконалення. Освіта розглядалася не лише як засіб набуття знань, а як шлях до становлення зрілої, свідомої та суспільно корисної людини.

Крім того, особливе практично-концептуальне значення в педагогічній спадщині Шептицького має його ставлення до дітей-сиріт і соціально вразливої молоді. Така особливість полягає у тому, що він бачив у таких дітях не лише тих, хто потребує опіки, а майбутніх активних членів суспільства, здатних до навчання, праці, служіння та лідерства. Таким чином, його підхід синтезував милосердя, педагогічну підтримку, моральну вимогливість, а також й віру в потенціал кожної дитини.

Резюмуючи вищевикладене, слід констатувати, що психологія мотивації та навчання у педагогічних концепціях Митрополита Андрея Шептицького має виразний гуманістичний зміст. Вона актуальна для сучасної педагогіки, оскільки підкреслює важливість внутрішньої мотивації, особистісно орієнтованого виховання, соціальної підтримки дітей і формування лідерських якостей на основі відповідальності, духовності та служіння спільному добру.

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РЕПРЕЗЕНТАЦІЯ КУЛЬТУРНО ЗУМОВЛЕНИХ СМИСЛІВ У ВИКЛАДАННІ ПЕРСЬКОЇ МОВИ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Анотація. У статті досліджено особливості репрезентації культурно зумовлених смислів у процесі викладання перської мови у закладах вищої освіти крізь призму лінгвокраїнознавчого та міжкультурного підходів. Актуальність дослідження зумовлена необхідністю формування у студентів не лише мовної, а й міжкультурної комунікативної компетентності, що передбачає здатність адекватно інтерпретувати культурно марковані мовні одиниці, символи, реалії та поведінкові моделі носіїв перської мови. У сучасних умовах викладання східних мов особливого значення набуває інтеграція культурного компонента у навчальний процес, оскільки мова є не лише засобом комунікації, а й носієм історичної пам'яті, національної ментальності та системи цінностей народу.

У роботі проаналізовано основні способи репрезентації культурно зумовлених смислів у процесі навчання перської мови, зокрема через використання автентичних текстів, елементів перської поезії, культурологічних коментарів, відеоматеріалів, мультимедійних технологій та QR-кодів. Особливу увагу приділено природним образам, символам і культурним реаліям Ірану, які мають важливе значення у перській мовній картині світу. Розглянуто роль образів саду, троянди, солов'я, весни, пустелі та гір у перській культурі, літературі та повсякденній комунікації. Визначено, що використання таких культурно маркованих елементів у процесі навчання сприяє глибшому розумінню студентами особливостей іранського світогляду та підвищує ефективність засвоєння мовного матеріалу.

Окрему увагу приділено сучасним методичним підходам до створення навчальних матеріалів з перської мови, орієнтованих на поєднання мовного, країнознавчого та культурологічного компонентів. У статті наголошено на доцільності використання інтерактивних форм роботи, мультимедійного супроводу та цифрових технологій для розвитку пізнавальної активності студентів і формування стійкої мотивації до вивчення перської мови та

культури Ірану. Практична цінність дослідження полягає у можливості використання запропонованих методичних рішень під час розроблення сучасних навчальних посібників, курсів з перської мови та дисциплін лінгвокраїнознавчого спрямування у закладах вищої освіти.

Ключові слова: перська мова, міжкультурна комунікація, культурно зумовлені смисли, прагматична компетентність, лінгвокраїнознавство, таароф (ta'arof).

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INTERPRETATION OF CULTURALLY CONDITIONED MEANINGS IN TEACHING PERSIAN IN HIGHER EDUCATION

Abstract. The article examines the peculiarities of representing culturally conditioned meanings in the process of teaching Persian at higher educational institutions through the prism of linguocultural and intercultural approaches. The relevance of the study is determined by the necessity to develop not only students' linguistic competence but also their intercultural communicative competence, which includes the ability to adequately interpret culturally marked linguistic units, symbols, realia, and behavioral patterns of Persian native speakers. In modern conditions of teaching Eastern languages, the integration of a cultural component into the educational process becomes especially important, since language functions not only as a means of communication but also as a carrier of historical memory, national mentality, and the value system of a people.

The paper analyzes the main ways of representing culturally conditioned meanings in the process of teaching Persian, particularly through the use of authentic texts, elements of Persian poetry, cultural commentaries, video materials, multimedia technologies, and QR codes. Special attention is paid to natural images, symbols, and cultural realia of Iran, which occupy an important place in the Persian linguistic worldview. The study examines the role of the images of the garden, rose, nightingale, spring, desert, and mountains in Persian culture, literature, and everyday communication. It is determined that the use of such culturally marked elements in the educational process contributes to a deeper understanding of the Iranian worldview and increases the effectiveness of language acquisition.

Particular attention is devoted to modern methodological approaches to developing Persian language teaching materials aimed at combining linguistic, cultural, and country-study components. The article emphasizes the expediency

of using interactive forms of work, multimedia support, and digital technologies for enhancing students' cognitive activity and developing sustainable motivation to study the Persian language and Iranian culture. The practical significance of the research lies in the possibility of applying the proposed methodological solutions in the development of modern Persian language textbooks, linguocultural courses, and educational materials for higher educational institutions.**Keywords:** Persian language, intercultural communication, culturally conditioned meanings, pragmatic competence, linguocultural studies, ta'arof.

Постановка проблеми. У сучасній системі іншомовної освіти зростає потреба у формуванні здатності здобувачів вищої освіти інтерпретувати культурно зумовлені смисли іншомовного мовлення. Особливої актуальності ця проблема набуває у процесі викладання перської мови, де значна частина комунікативних моделей ґрунтується на імпліцитних соціокультурних нормах і прагматичних значеннях. Недостатнє врахування культурного контексту призводить до буквального розуміння мовних одиниць, що ускладнює міжкультурну комунікацію та спричиняє типові інтерпретаційні помилки. У зв'язку з цим виникає необхідність розроблення ефективних методичних підходів до формування інтерпретаційної компетентності у процесі викладання перської мови у закладах вищої освіти.

Аналіз досліджень і публікацій. Проблематика міжкультурної комунікації, прагматичного аспекту мовлення та культурно зумовлених смислів активно досліджується у сучасній лінгвістиці та методиці викладання іноземних мов. Значний внесок у розроблення концепції взаємозв'язку мови й культури здійснили J. Kramsch, M. Byram, E. Hall, G. Hofstede та ін. У працях зазначених дослідників акцентується увага на необхідності формування міжкультурної компетентності та врахування соціокультурного контексту у процесі навчання іноземним мовам.

Окремі аспекти функціонування культурно маркованих одиниць у перській мові висвітлено у дослідженнях, присвячених явищу таарофу (ta'arof) як систем мовленнєвого етикету та соціальної взаємодії. Водночас проблема механізмів інтерпретації культурно зумовлених смислів у процесі викладання перської мови у закладах вищої освіти залишається недостатньо розробленою. Більшість наукових праць мають переважно описовий характер і не пропонують цілісної моделі формування інтерпретаційної компетентності здобувачів вищої освіти.

Мета статті – визначити механізми інтерпретації культурно зумовлених смислів у викладанні перської мови та обґрунтувати ефективні методи їх формування.

Виклад основного матеріалу. Сучасна іншомовна освіта переживає зсув від структурно-граматичної парадигми до інтерпретаційно-комунікативної, у межах якої центральним стає не лише володіння мовними засобами, а здатність до їх адекватного тлумачення в соціокультурному контексті. У цьому зв'язку культурний компонент перестає виконувати допоміжну функцію і трансформується у ключовий елемент формування іншомовної компетентності.

Особливої актуальності це набуває у викладанні перської мови, яка характеризується високим ступенем прагматичної непрямоти, символічності та культурної насиченості.

Значна частина мовленнєвих актів у перській комунікативній традиції не може бути інтерпретована на основі буквального значення, оскільки їх функціонування визначається соціальними нормами, статусними відносинами та культурними сценаріями.

Попри значний внесок досліджень у галузі міжкультурної комунікації [1–4], проблема механізмів засвоєння культурно зумовлених смислів у процесі навчання залишається недостатньо концептуалізованою. Більшість праць мають описовий характер і не пропонують чітких інструментів інтерпретації [1; 4].

Наукова новизна полягає у:

- розробленні інтерпретаційної моделі;
- уточненні поняття культурно зумовлених смислів;
- описі типових когнітивних помилок студентів.

1. Теоретичні засади репрезентації культурно зумовлених смислів

У сучасній лінгвістиці культурно зумовлені смисли розглядаються як результат взаємодії мовної системи та культурного досвіду мовної спільноти. Вони формуються внаслідок закріплення у мовних одиницях соціально значущих моделей поведінки, ціннісних орієнтацій та когнітивних схем [5; 6].

На відміну від традиційного підходу, який обмежується описом культурних реалій, сучасні дослідження акцентують увагу на прагматичному вимірі мовлення. Зокрема, у межах культурної лінгвістики мовні одиниці розглядаються як носії імпліцитної інформації, що активується у процесі комунікації [6].

У цьому дослідженні культурно зумовлені смисли трактуються як:

багаторівневі інтерпретаційні структури, що виникають у процесі співвіднесення мовної форми з соціальними нормами, прагматичними намірами та культурними сценаріями поведінки.

Такий підхід дозволяє перейти від опису до аналізу механізмів їх засвоєння.

2. Модель інтерпретації культурно зумовлених смислів

З метою систематизації процесу інтерпретації запропоновано чотирирівневу модель:

1. Буквальний рівень

Здобувач освіти сприймає мовну одиницю відповідно до її прямого значення без урахування контексту.

2. Соціально очікуваний рівень

Інтерпретація доповнюється знанням норм ввічливості, статусних відносин і ролей комунікантів.

3. Прагматичний рівень

Визначається реальна комунікативна функція висловлювання, яка може не збігатися з його формою.

4. Культурно-нормативний рівень

Інтерпретація інтегрується у ширший культурний контекст і співвідноситься з системою цінностей суспільства.

Ця модель дозволяє пояснити, чому здобувачі освіти часто обмежуються буквальним рівнем і не переходять до глибшого розуміння.

3. Таароф як репрезентація культурно зумовлених смислів

Одним із найяскравіших прикладів функціонування культурно зумовлених смислів є система таароф (ta'arof), яка регулює мовленнєву поведінку відповідно до норм ввічливості та соціальної ієрархії [7; 8].

Таароф (ta'arof) реалізується через мовленнєві акти, що містять прагматичні імплікатури [7; 9]. Формування інтерпретаційної компетентності у процесі викладання перської мови потребує систематичного поєднання мовної та, прагматичної та культурної підготовки. Ефективне засвоєння механізмів таарофу (ta'arof) можливе лише за умови інтеграції автентичних комунікативних ситуацій, контекстного аналізу та міжкультурного порівняння мовленнєвих моделей. У сучасній іраністиці таароф (ta'arof) розглядається не лише як система мовленнєвої ввічливості, а і як механізм соціального регулювання комунікації. Залежно від комунікативної ситуації виокремлюють побутовий, статусно-рольовий та ритуально-етикетний різновиди таарофу (ta'arof). У побутовій взаємодії таароф (ta'arof) виконує функцію підтримання соціальної гармонії, тоді як у формальних ситуаціях він слугує інструментом демонстрації статусної ієрархії та соціальної дистанції.

Серед типових мовленнєвих реалізацій таарофу (ta'arof) [7]. можна виокремити такі:

- *qabel nadare* – зниження значущості власної дії;
- *befarmaid* – запрошення, яке може мати як реальний, так і ритуальний характер;

- *zahmat nakeshid* –формальна відмова, що не обов'язково означає відмову від дії;
- *lotf darid* – формула ввічливої реакції на похвалу, що використовується для демонстрації скромності та зниження власної значущості;
- *qabele shoma nadarad* – буквально «це не варте Вас»; використовується для демонстрації поваги до співрозмовника та символічного применшення цінності власної пропозиції або подарунка;
- *khaste nabashid* – ритуальна формула підтримки та визнання зусиль співрозмовника, що використовується після роботи або діяльності. Форма не має прямого еквівалента в українській мові та відображає культурну орієнтацію на підтримання позитивного соціального контакту.
- *dastet dard nakone* – буквально «нехай у тебе не болить рука»; уживається як форма подяки за виконану роботу, дію або допомогу.

Наведені мовленнєві формули демонструють, що таароф (ta'arof) функціонує не як набір ізольованих етикетних конструкцій, а як цілісна система регуляції міжособистісної взаємодії.

Подібні мовленнєві формули спрямовані не на буквальну передачу інформації, а на підтримання соціальної гармонії та уникнення прямої презентації.

Наприклад висловлювання *befarmaid у буквальному перекладі означає* «прошу» або «заходьте», однак його прагматична функція визначається контекстом ситуації.

У межах тааробу (ta'arof) така формула може виступати як ритуальний акт ввічливості без обов'язкового очікування реальної дії з боку співрозмовника.

Буквальна інтерпретація подібних висловлювань часто призводить до комунікативних непорозумінь у міжкультурної взаємодії.

Інтерпретація таких висловлювань потребує врахування контексту, ролей комунікантів і соціальних очікувань. Важливу роль у процесі інтерпретації тааробу (ta'arof) відіграють також невербальні компоненти комунікації: інтонація, паузи, міміка, повторюваність мовленнєвих формул та реакція співрозмовника. Саме поєднання вербального й невербального рівнів дозволяє конкретно визначити прагматичний намір висловлювання. Таким чином, таароф (ta'arof) функціонує як механізм кодування соціальних відносин у мовленні.

4. Типові труднощі інтерпретації

Аналіз навчальної практики дозволив виокремити такі типові труднощі:

- **буквалізація значення** – ігнорування прагматичного виміру;

Здобувачі вищої освіти часто сприймають мовленнєві формули таарофу (ta'arof) відповідно до їх прямого лексичного значення, ігноруючи прагматичний та соціокультурний контекст. Унаслідок цього ритуальні акти ввічливості можуть інтерпретуватися як буквальні запрошення, відмови або оцінки. Подібна тенденція свідчить про недостатню сформованість прагматичної компетентності.

- **неадекватна реакція на ритуальні висловлювання**;

У міжкультурній комунікації здобувачі вищої освіти нерідко демонструють комунікативні реакції, які не відповідають очікуваним моделям перської мовленнєвої поведінки. Наприклад, надто пряме прийняття або відхилення ритуальної пропозиції може сприйматися як порушення норм ввічливості. Це зумовлено відмінностями між українською та іранською комунікативними традиціями.

- **перенесення норм рідної культури**;

Здобувачі вищої освіти нерідко інтерпретують перські мовленнєві моделі крізь призму українських комунікативних стратегій, що спричиняє когнітивний перенос звичних соціальних сценаріїв на іншу культурну систему. У результаті прагматичне значення висловлювання може сприйматися спрощено або викривлено.

- **не розпізнавання повторюваних сценаріїв ввічливості**.

Значна частина мовленнєвих моделей таарофу (ta'arof) реалізується через повторювані комунікативні сценарії, що мають ритуалізований характер. За відсутності досвіду міжкультурної взаємодії здобувачі вищої освіти можуть не розпізнавати ці моделі як соціально марковані. Це ускладнює адекватне декодування прагматичного наміру висловлювання.

Ці труднощі зумовлені когнітивною інерцією та відсутністю сформованої інтерпретаційної компетентності.

5. Пілотне емпіричне дослідження

Дослідження проводилося у форматі пілотного експерименту та проводилося у групі з 7 здобувачів освіти рівня A1–A2.

Дослідження включало:

- діагностичний етап
- формувальний етап
- контрольний зріз

Критерії оцінювання:

- правильність інтерпретації
- врахування контексту
- розпізнавання прагматичної функції

Результати засвідчили позитивну динаміку, що підтверджує ефективність моделі.

Методика:

Ефективна модель навчання включає:

Етап 1 – декодування: аналіз діалогів;

Етап 2 – інтерпретація: визначення функції;

Етап 3 – відтворення: рольові ігри;

Етап 4 – рефлексія: обговорення і помилки.

Результати:

На початковому етапі:

- 71% студентів інтерпретували висловлювання буквально
- 57% не розпізнавали ритуальну функцію

Після навчання:

- 85% демонстрували правильну інтерпретацію

Це свідчить про ефективність цілеспрямованого формування прагматичної компетентності.

6. Методичні аспекти інтеграції

Формування інтерпретаційної компетентності передбачає:

1. **Аналіз автентичних діалогів** із фокусом на приховані смисли.

Доцільним є також використання відео фрагментів автентичної комунікації, що дозволяють здобувачам вищої освіти спостерігати взаємодію мовленнєвих і невербальних компонентів таарофу (ta'arof) в реальному соціокультурного контексті.

2. **Інсценування комунікативних ситуацій.**

Моделювання типових ситуацій міжкультурної взаємодії сприяє формуванню навичок адекватної прагматичної реакції. Інсценування дозволяє здобувачам вищої освіти не лише відтворювати мовленнєві формули, а й адаптувати їх відповідно до соціального статусу співрозмовників, ступеня формальності комунікації та культурних очікувань. Особливу ефективність демонструють рольові ігри з елементами імпровізації.

3. **Контрастивний аналіз культурних моделей** [3; 4]**.**

Порівняння українських та іранських моделей ввічливості дозволяє виявити відмінності у способах реалізації комунікативних намірів. Контрастивний аналіз сприяє усвідомленню культурної специфіки мовленнєвої поведінки та зменшує ризик буквального перенесення норм рідної культури у процесі іншомовної комунікації. Особливу увагу доцільно приділяти розбіжностям між прямими та непрямими стратегіями мовлення.

4. **Рефлексивне обговорення.**

Рефлексивний компонент навчання забезпечує усвідомлення здобувачами вищої освіти власних комунікативних помилок та труднощів інтерпретації. Обговорення прагматичних невідповідностей сприяє розвитку

критичного мислення та формуванню міжкультурної чутливості. Важливим є аналіз не лише мовленнєвих, а й невербальних аспектів комунікації.

5. Ключовим є перехід від засвоєння форм до розуміння функцій.

У процесі навчання перської мови важливим є поступовий перехід від механічного засвоєння мовленнєвих формул до розуміння їх соціокультурної функції. Саме усвідомлення прагматичного змісту висловлювань забезпечує ефективність міжкультурної комунікації та формування інтерпретаційної компетентності.

Висновки. Культурно зумовлені смисли є багаторівневими інтерпретаційними структурами. Основною проблемою їх засвоєння є розрив між буквальним і прагматичним значенням. Запропонована модель дозволяє системно описати процес інтерпретації культурно зумовлених смислів у процесі викладання перської мови. Емпіричні результати підтверджують ефективність цілеспрямованого навчання.

Отримані результати засвідчують необхідність інтеграції прагматичного та культурно-інтерпретаційного компонентів у процес викладання перської мови. Формування інтерпретаційної компетентності сприяє не лише розвитку мовленнєвих навичок, а й підготовці здобувачів освіти до ефективної міжкультурної взаємодії. У цьому контексті таароф (ta'arof) постає не лише мовленнєвим феноменом, а й важливим інструментом репрезентації соціокультурних норм і цінностей іранського суспільства.

Таким чином, інтерпретація культурно зумовлених смислів потребує комплексного поєднання мовної, прагматичної та соціокультурної підготовки. Ефективне засвоєння моделей тааробу (ta'arof) можливе за умови системного аналізу комунікативного контексту, прагматичних намірів і функціонального навантаження мовленнєвих формул. Це зумовлює необхідність подальшого вдосконалення методик формування міжкультурної та прагматичної компетентності у процесі викладання перської мови.

Перспективи досліджень пов'язані з розробленням дидактичних моделей формування прагматичної компетентності.

Практична цінність дослідження полягає у можливості використання запропонованої моделі в курсах практичного мовлення, міжкультурної комунікації та лінгвокраїнознавства.

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ІНФОРМАЦІЙНА БЕЗПЕКА ТА ПРАВОВА ВІДПОВІДАЛЬНІСТЬ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ ПСИХОЛОГІВ

Анотація. У статті розглядаються питання формування у майбутніх психологів компетентностей у сфері інформаційної безпеки та правової відповідальності як важливих складових їх професійної підготовки. Актуальність дослідження зумовлена посиленням ролі цифрових технологій у психологічній практиці, розширенням онлайн-комунікацій з клієнтами та зростанням ризиків, пов’язаних із порушенням онлайн-комунікації з клієнтами та зростанням ризиків, пов’язаних із порушенням конфіденційності та неналежного поводження з персональними даними.

Емпіричне дослідження проведено на базі Хмельницької гуманітарно-педагогічної академії спеціальності «Психологія» першого (бакалаврського) рівня вищої освіти. У ході анкетування вивчалися рівень усвідомлення здобувачами освіти важливості інформаційної безпеки, розуміння етичних норм професійної діяльності, а також сформованість уявлень про правову відповідальність психолога. Отримані результати свідчать про загалом високий рівень усвідомлення студентами важливості конфіденційності та захисту персональних даних клієнтів, а також про визнання важливості правових знань у професійній діяльності психолога. Також виявлено певні прогалини у розумінні технічних та організаційних аспектів інформаційної безпеки, а також фрагментарність знань щодо юридичних наслідків порушення професійної етики. Це актуалізує необхідність удосконалення змісту професійної підготовки майбутніх психологів шляхом посилення практичної складової, інтеграції міждисциплінарного підходу та розвитку цифрової компетентності.

Зроблено висновок про доцільність системного включення питань інформаційної безпеки та правової відповідальності до освітніх програм підготовки психологів, що сприятиме формуванню цілісної професійної компетентності фахівця, здатного ефективно діяти в умовах цифровізації суспільства.

Ключові слова: психологічна підготовка, інформаційна безпека, конфіденційність, правова відповідальність, професійна етика, цифрова компетентність.

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INFORMATION SECURITY AND LEGAL RESPONSIBILITY IN THE PROFESSIONAL TRAINING OF PSYCHOLOGISTS

Abstract. The article examines the formation of future psychologists' competencies in the field of information security and legal responsibility as essential components of their professional training. The relevance of the study is determined by the increasing role of digital technologies in psychological practice, the expansion of online communication with clients, and the growing risks associated with breaches of confidentiality and improper handling of personal data.

The empirical study was conducted at Khmelnytskyi Humanitarian-Pedagogical Academy among students of the "Psychology" specialty at the first (bachelor's) level of higher education. In the course of a questionnaire-based study, we investigated students' level of awareness of the importance of information security, their understanding of ethical norms of professional activity, as well as the degree to which their conceptions of the psychologist's legal responsibility had been formed. The results indicate an overall high level of students' awareness of the importance of confidentiality and the protection of clients' personal data, as well as their recognition of the significance of legal knowledge for the professional activities of psychologists. At the same time, certain gaps were identified in their understanding of the technical and

organizational aspects of information security, as well as the fragmentary nature of their knowledge regarding the legal consequences of breaches of professional ethics. This emphasizes the need to improve the content of future psychologists' professional training by strengthening its practical component, integrating an interdisciplinary approach, and fostering digital competence.

The study concludes that it is advisable to systematically incorporate issues of information security and legal responsibility into educational programs for psychologists, which will contribute to the formation of an integrated professional competence of specialists capable of acting effectively in the context of society's digitalization.

Keywords: psychological training, information security, confidentiality, legal responsibility, professional ethics, digital competence.

Постановка проблеми. Сучасний розвиток системи вищої психологічної освіти відбувається в умовах активної цифровізації суспільства, що супроводжується трансформацією професійної діяльності практикуючих психологів. Поширення дистанційного консультування, використання електронних платформ комунікації, цифрових сервісів зберігання інформації, онлайн-психодіагностики та технологій штучного інтелекту суттєво розширює можливості психологічної практики. Проте одночасно актуалізує проблеми інформаційної безпеки, конфіденційності та правової відповідальності фахівця.

Особливої уваги окреслена проблематика набуває в умовах зростання потреби населення у психологічній допомозі. За результатами четвертої хвилі всеукраїнського дослідження програми ментального здоров'я «Ти як?», проведеного у 2025 році, частка українців, які звертаються до психологів або психотерапевтів, зросла з 7 % у 2022 році до 17 % на початку 2025 року.

Разом із цим майже вдвічі зменшилась кількість осіб, які категорично не планують звертатися по психологічну допомогу [7]. Окреслені дані свідчать про поступове підвищення суспільної довіри до психологічної практики та суттєве розширення професійного поля діяльності психологів. Також, за даними Міністерства охорони здоров'я України, у 2025 році понад 260 тисяч українців отримали психосоціальну та психологічну допомогу у закладах первинної медичної допомоги, а мережа центрів ментального здоров'я продовжує активно розширюватися [8]. Зростання кількості отримувачів психологічних послуг закономірно супроводжується збільшенням обсягів конфіденційної інформації, з якою працюють фахівці, що впливає на посилення вимог до захисту персональних даних, професійної етики та цифрової безпеки.

Результати досліджень свідчать також про високий рівень психоемоційного навантаження населення. За матеріалами оцінювання мультисекторальних потреб населення України, оприлюдненими у 2026 році, у 63 % домогосподарств хоча б один член родини мав проблеми з емоційним благополуччям, які негативно впливали на повсякденне життя [6]. За вказаних умов психологічна допомога частіше надається у цифровому форматі, що підвищує ризики витоку персональних даних, несанкціонованого доступу до електронної документації, порушення принципів конфіденційності та професійної таємниці.

Так, проблема інформаційної безпеки у професійній діяльності психолога має міждисциплінарний характер, оскільки поєднує педагогічні, правові, етичні та інформаційно-технологічні аспекти. Майбутній психолог має бути готовим до надання фахової психологічної допомоги та відповідального використання цифрових технологій, дотримання вимог законодавства у сфері захисту персональних даних, етичного використання електронних ресурсів та усвідомлення юридичних наслідків професійних дій у цифровому середовищі. У зв'язку з цим у системі професійної підготовки майбутніх психологів особливої актуальності набуває формування знань, умінь і навичок дотримання інформаційної і правової безпеки. Це передбачає підготовку фахівців до відповідального використання цифрових технологій, захисту конфіденційної інформації та правомірної професійної діяльності в умовах цифрового освітнього й професійного середовища.

Аналіз останніх досліджень і публікацій. Аналіз наукових праць свідчить про посилення уваги дослідників до проблем професійної підготовки майбутніх психологів, зокрема формування їх інформаційної, цифрової та етико-правової компетентності в умовах цифровізації освіти та розширення онлайн-психологічної практики. У наукових джерелах розглядаються різні аспекти професіоналізації психологів (Ю. Гичко [1]), інтеграції сучасних технологій у підготовку фахівців (О. Кравченко, Н. Абранян [2]; О. Лебідь, Н. Волкова [4]; А. Лазарук, В. Шафранський [3]), а також формування інформаційної компетентності як основи ефективної професійної діяльності в цифровому середовищі (Л. Лісіна [5]). Окремий напрям досліджень становить проблема етико-правової підготовки психологів, що розглядається як ключовий компонент їх професійної компетентності (С. Саяпіна, І. Решетова [9]; Л. Цибулько, В. Юрченко [11]). Водночас у науковій літературі недостатньо комплексно розкрито взаємозв'язок між інформаційною безпекою та правовою відповідальністю у структурі професійної підготовки майбутніх психологів, що зумовлює необхідність подальших емпіричних досліджень у цьому напрямі.

Мета статті – виявити та проаналізувати рівень сформованості у майбутніх психологів уявлень щодо інформаційної безпеки та правової відповідальності у професійній діяльності, узагальнити результати емпіричного дослідження та обґрунтувати напрями вдосконалення професійної підготовки здобувачів вищої освіти спеціальності «психологія» в умовах цифровізації освіти..

Відповідно до поставленої мети визначено наступні *завдання:* проаналізувати рівень усвідомлення студентами важливості інформаційної безпеки та конфіденційності у професійній діяльності психолога; дослідити обізнаність щодо ризиків обробки та зберігання електронної інформації; виявити рівень розуміння правової відповідальності психолога; узагальнити результати анкетування та сформувати рекомендації щодо вдосконалення професійної підготовки.

Виклад основного матеріалу. Емпіричне дослідження, результати якого покладено в основу цієї статті, проводилося на базі Хмельницької гуманітарно-педагогічної академії серед здобувачів першого (бакалаврського) рівня вищої освіти спеціальності «Психологія». Участь в анкетуванні взяли 53 студенти різних курсів навчання, що дало змогу простежити окремі тенденції у ставленні майбутніх психологів до питань професійної підготовки, інформаційної безпеки та усвідомлення правової відповідальності у професійній діяльності. Перший блок анкети був спрямований на отримання загальної інформації про респондентів і містив питання щодо курсу навчання та професійних намірів працювати за спеціальністю «Психологія». Аналіз відповідей засвідчив, що серед опитаних найбільшу групу становили студенти першого курсу – 18 осіб, другого курсу – 14 осіб, третього курсу – 13 осіб, четвертого курсу – 8 осіб. Отримані результати щодо професійного самовизначення показали, що 31 респондент планує у майбутньому працювати за спеціальністю психолога, 18 студентів ще не визначилися зі своїми професійними перспективами, тоді як 4 опитаних зазначили, що не пов’язують подальшу трудову діяльність із фахом психології. Такі дані дають підстави стверджувати, що більшість здобувачів освіти демонструють позитивну професійну орієнтацію. Однак значна частина студентської молоді перебуває на етапі професійного самовизначення, що актуалізує необхідність посилення практикоорієнтованої підготовки та формування у майбутніх психологів усвідомлення етичної, інформаційної й правової складових професійної діяльності.

Результати другого блоку анкети, присвяченого питанням інформаційної безпеки у професійній діяльності психолога, засвідчили високий рівень усвідомлення студентами важливості захисту персональних даних клієнтів. Зокрема, 51 респондент із 53 опитаних (96,2 %) зазначили, що

вважають захист персональної інформації важливим складником професійної діяльності психолога. Тільки 1 студент (1,9 %) обрав відповідь «частково», а ще 1 респондент (1,9 %) вказав, що не вважає це питання важливим. Отримані результати свідчать про сформоване розуміння майбутніми фахівцями необхідності дотримання принципів конфіденційності та етичного поводження з інформацією клієнтів. Така тенденція є особливо важливою в умовах цифровізації психологічної практики, поширення онлайн- консультування та використання електронних засобів комунікації, що актуалізує потребу в належному рівні інформаційної безпеки. Наявність поодиноких відповідей, які демонструють недостатнє усвідомлення важливості захисту персональних даних, вказує на доцільність посилення у професійній підготовці психологів компонентів, пов'язаних із правовими аспектами обробки інформації, етичними стандартами професійної діяльності та цифровою безпекою.

Аналіз відповідей на запитання щодо обізнаності студентів із обов'язком психолога дотримуватися конфіденційності інформації клієнта засвідчив достатньо високий рівень розуміння респондентами етичних і правових засад професійної діяльності.

Зокрема, 50 із 53 опитаних студентів (94,3 %) підтвердили, що знають про обов'язковість дотримання конфіденційності у роботі психолога. 3 респонденти (5,7 %) зазначили, що володіють такими знаннями тільки частково. Відповідей «ні» серед учасників анкетування зафіксовано не було. Так, отримані результати свідчать про сформоване у більшості майбутніх психологів розуміння конфіденційності як одного з одного з базових принципів професійної етики та необхідної умови ефективної психологічної допомоги. Усвідомлення важливості нерозголошення інформації про клієнта є важливим показником професійної готовності здобувачів освіти до майбутньої практичної діяльності. Наявність студентів, які не тільки частково орієнтуються у зазначеному питанні, підтверджує потребу в подальшому посиленні змісту освітніх компонентів, пов'язаних із професійною етикою психолога, правовими нормами захисту персональних даних та практичними аспектами забезпечення інформаційної безпеки у професійній комунікації.

Результати опитування щодо визначення ризиків під час роботи психолога з електронною інформацією засвідчили рівень обізнаності студентів із проблемами інформаційної безпеки у професійній діяльності. Більшість респондентів продемонстрували розуміння потенційних загроз, пов'язаних із використанням цифрових технологій у професійній комунікації та зберіганні даних клієнтів. Отримані дані свідчать про усвідомлення майбутніми психологами важливості дотримання принципів

конфіденційності та захисту персональної інформації в умовах цифровізації освітнього й професійного середовища.

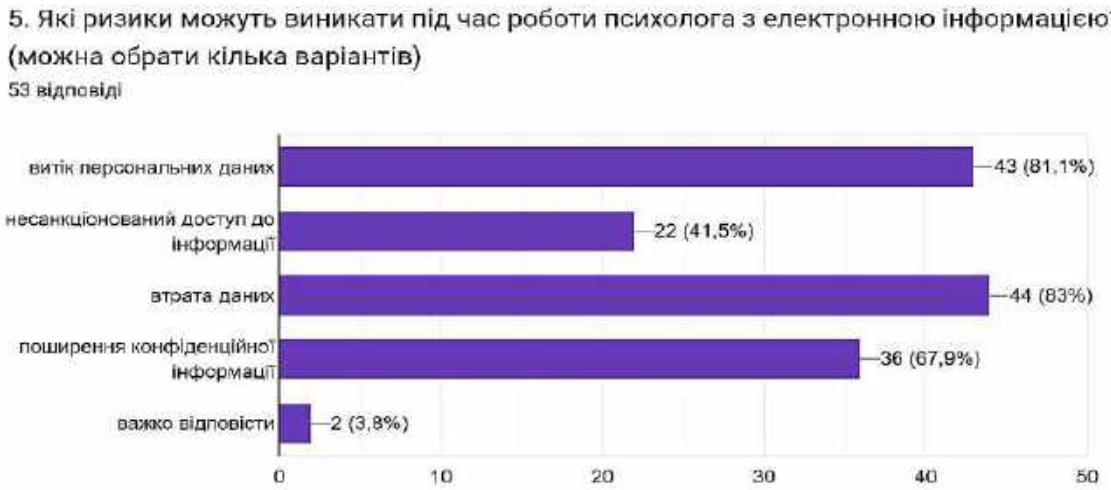

Рисунок 1.

Найбільше респондентів визначили ризики даних – 44 особи (83 %) та витоку персональних даних – 43 особи (81,1 %), що свідчить про усвідомлення важливості захисту конфіденційної інформації клієнтів. Значна частина опитаних також вказала на ризик поширення конфіденційної інформації – 36 осіб (67,9 %). Водночас тільки 22 студенти (41,5 %) зазначили ризик несанкціонованого доступу до інформації, що може свідчити про недостатнє розуміння окремих технічних аспектів інформаційної безпеки. Тільки 2 респонденти (3,8 %) зазнали труднощів із відповіддю. Отримані результати підтверджують необхідність посилення у професійній підготовці майбутніх психологів освітніх компонентів, пов'язаних із цифровою грамотністю, захистом персональних даних і забезпеченням інформаційної безпеки у професійній діяльності. Це також актуалізує потребу у формуванні практичних навичок безпечної роботи з електронними ресурсами та цифровими засобами професійної комунікації.

Аналіз відповідей на запитання щодо безпечності обговорення інформації про клієнтів у соціальних мережах або месенджерах засвідчив переважно критичне ставлення студентів до подібних практик у професійній діяльності психолога. Більшість респондентів (32 особи, 60,4 %) вважають таке обговорення небезпечним, що свідчить про сформоване розуміння принципу конфіденційності та етичних вимог професії. 18 студентів (34 %) зазначили, що така практика є частково безпечною, що може вказувати на недостатню визначеність у межах допустимого використання цифрових каналів комунікації. Тільки 3 респонденти (5,6 %) вважають обговорення інформації про клієнтів у

соціальних мережах або месенджерах безпечним, що демонструє наявність поодиноких хибних уявлень щодо професійних етичних стандартів. Отримані результати загалом підтверджують достатній рівень усвідомлення студентами ризиків порушення конфіденційності в цифровому середовищі та необхідність подальшого посилення підготовки з питань інформаційної безпеки й професійної етики психолога.

Рівень обізнаності студентів щодо правил зберігання електронної документації є переважно середнім, що підтверджується результатами анкетування. Так, 24 респонденти (45,3 %) зазначили, що добре знають відповідні правила, 22 особи (41,5 %) – володіють ними частково, тоді як 7 студентів (13,2 %) повідомили про відсутність таких знань. Отримані дані актуалізують необхідність посилення практичної підготовки майбутніх психологів у сфері організації безпечного зберігання та захисту професійної документації.

Усвідомлення студентами важливості інформаційної безпеки як складової професійної компетентності психолога є переважно високим, що підтверджується результатами опитування. Так, 51 респондент (96,2 %) вважає необхідним володіння відповідними навичками, тоді як тільки 2 особи (3,8 %) не змогли визначитися з відповіддю, а негативних відповідей не зафіксовано. Отримані дані свідчать про сформоване розуміння ролі інформаційної безпеки у професійній діяльності психолога. Водночас наявність респондентів із невизначеною позицією вказує на потребу подальшого уточнення змісту відповідних освітніх компонентів. Це зумовлює доцільність системного інтегрування питань інформаційної безпеки у підготовку майбутніх психологів.

Переважна більшість респондентів усвідомлює негативний вплив порушення конфіденційності на професійну репутацію психолога. Так, 51 студент (96,2 %) відповів ствердно, тоді як 2 особи (3,8 %) не змогли визначитися з відповіддю, а заперечних варіантів не зафіксовано. Отримані результати свідчать про сформоване розуміння етичної важливості збереження конфіденційності у професійній діяльності психолога.

Отримані дані попереднього блоку анкетування засвідчили достатній рівень усвідомлення студентами ризиків цифрового середовища та важливості дотримання конфіденційності в роботі з електронною інформацією. Виявлені окремі прогалини у розумінні технічних і організаційних аспектів захисту даних актуалізують необхідність подальшого формування відповідних компетентностей. Це зумовлює доцільність переходу до аналізу Блоку 3, присвяченому питанням правової відповідальності психолога у професійній діяльності, зокрема в контексті порушення норм захисту персональних даних та конфіденційної інформації.

Так, рівень ознайомлення студентів із поняттям відповідальності психолога загалом є достатнім, що підтверджується результатами анкетування. Переважна більшість респондентів – 46 осіб (86,8 %) – зазначили, що ознайомлені з цим поняттям, тоді як 7 студентів (13,2 %) вказали на його часткове розуміння. Відсутність негативних відповідей свідчить про сформоване базове уявлення щодо професійної відповідальності як невід'ємного компонента діяльності психолога. Щодо дотримання професійної етики отримано однозначні результати. Усі 53 респонденти (100 %) визнали його необхідність. Це свідчить про консолідоване розуміння студентами етичних вимог як обов'язкової складової професійної діяльності та ключової умови забезпечення належного рівня психологічної допомоги. Результати опитування щодо обізнаності студентів із відповідальністю психолога за порушення прав клієнта засвідчили достатній рівень сформованості відповідних уявлень. Так, 46 респондентів (86,8 %) зазначили, що ознайомлені з цією нормою, тоді як 7 осіб (13,2 %) повідомили про її часткове розуміння. Відсутність негативних відповідей свідчить про загальне усвідомлення студентами юридичної та професійно-етичної відповідальності психолога у випадках порушення прав клієнта.

Аналіз відповідей студентів щодо аспектів професійної діяльності психолога, які, на їх думку, потребують правового регулювання, засвідчив переважно виокремлення ключових напрямів, пов'язаних із захистом прав клієнтів та організацією професійної практики. Отримані дані загалом відображають розуміння студентами важливості нормативного врегулювання найбільш чутливих і потенційно ризикованих сфер психологічної практики.

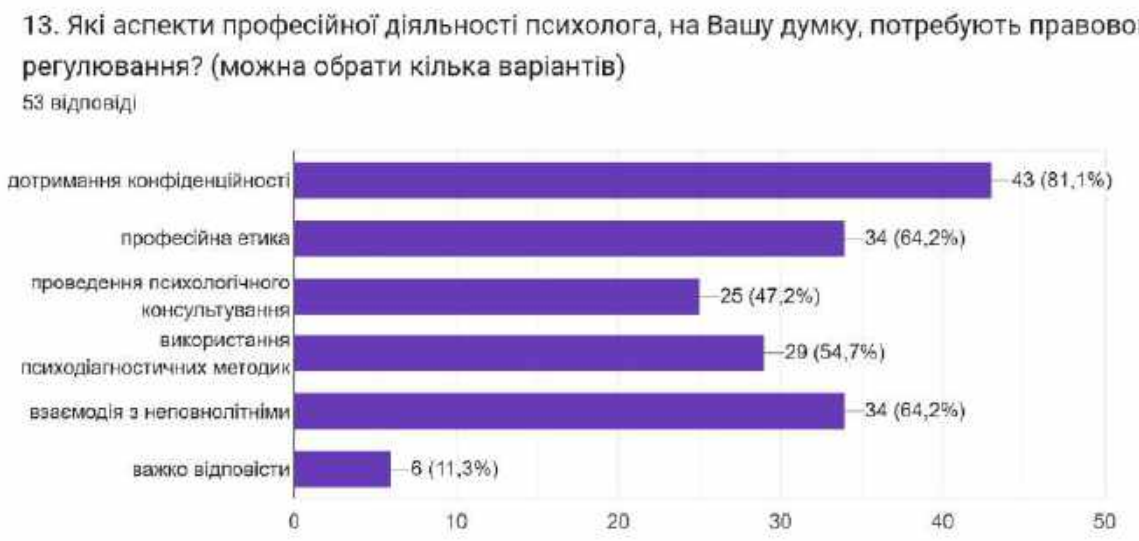

Рисунок 2

Так, найчастіше респонденти зазначили дотримання конфіденційності – 43 особи (81,1 %). Це підкреслює усвідомлення важливості правового забезпечення захисту персональної інформації у психологічній діяльності. Високі показники також отримали професійна етика та взаємодія з неповнолітніми – по 34 респонденти (64,2 % у кожному випадку), що свідчить про розуміння студентами необхідності нормативного врегулювання етичних стандартів професії, практики роботи з вразливими категоріями клієнтів. Дещо менше опитаних вказали на використання психодіагностичних методик – 29 осіб (54,7 %) та проведення психологічного консультування – 25 осіб (47,2 %), що може свідчити про недостатню чіткість меж правового регулювання окремих видів професійної діяльності. 6 респондентів (11,3 %) обрали варіант «важко відповісти», що загалом підтверджує сформованість у студентів уявлень щодо базових сфер правового регулювання у роботі психолога. Отримані результати актуалізують необхідність поглиблення знань щодо нормативно-правового забезпечення різних напрямів психологічної практики.

Стосовно необхідності знання майбутнім психологам основ законодавства, пов'язаного з професійною діяльністю, результати анкетування засвідчили переважно узгодженість думок респондентів. Так, 51 особи (96,2 %) відповіли ствердно, тоді як 2 особи (3,8 %) не змогли визначитися з відповіддю, а негативних варіантів не зафіксовано. Це свідчить про сформоване усвідомлення студентами важливості правової підготовки як складової професійної компетентності психолога. Щодо питання можливих юридичних наслідків порушення професійної етики психологів виявлено більш диференційовані результати. Позитивну відповідь надали 37 респондентів (69,8 %), 4 особи (7,5 %) заперечили таку необхідність, тоді як 12 студентів (22,7 %) вагались із відповіддю. Отримані дані свідчать про наявність певної варіативності у розумінні зв'язку між професійною етикою та юридичною відповідальністю, що актуалізує потребу у поглибленні знань студентів щодо правових механізмів регулювання професійної діяльності психолога.

Результати узагальнюючого блоку анкетування дозволяють констатувати чітко виражену тенденцію до визнання високої важливості інформаційної безпеки та правових знань у професійній підготовці психолога. Зокрема, у контексті інформаційної безпеки 36 респондентів (67,9 %) вважають такі знання «дуже важливими», 16 (30,2 %) – «важливими», а тільки 1 особа (1,9 %) оцінили їх як «маловажливі». При цьому варіант «не важливі» не обрано жодним студентом (0 %). Аналогічні результати отримано й щодо правових аспектів професійної діяльності, а саме 36 студентів (67,9 %) визначили їх як «дуже важливі», 16 (30,2 %) як

«важливі», 1 респондент (1,9 %) як «маловажливі». Отримані дані свідчать про сформоване усвідомлення студентами ключової ролі інформаційно-безпекових і правових знань у професійній підготовці психолога та їх подальшій практичній діяльності.

У контексті оцінювання впливу дотримання інформаційної безпеки на рівень довіри клієнта до психолога отримано переважно однозначні результати. Так, 47 респондентів (88,7 %) вважають, що дотримання інформаційної безпеки сприяє підвищенню довіри клієнти, 1 особа (1,9 %) заперечує цей вплив, тоді як 5 студентів (9,4 %) не змогли визначитися з відповіддю. Отримані дані свідчать про усвідомлення студентами ролі інформаційної безпеки як одного з ключових чинників формування професійної довіри в психологічній практиці.

У межах оцінки впливу правової обізнаності психолога на якість його професійної діяльності також зафіксовано переважно позитивні оцінки. Зокрема, 46 респондентів (86,8 %) вважають, що такий вплив є наявним, 3 особи 9%,7 %) не погоджаються з цим твердженням, а 4 студенти (7,5 %) вагалися із відповіддю. Це підтверджує розуміння студентами важливості правових знань як складової професійної компетентності психолога.

Узагальнення відповідей на запитання щодо важливості інформаційної безпеки та правової відповідальності у професійній діяльності психолога засвідчило сформоване у студентів чітке розуміння їх ролі. Так, 49 респондентів (92,5 %) вважають зазначені складники важливими, тоді як 4 особи (7,5 %) не змогли визначитися з відповіддю, а заперечливих варіантів не зафіксовано. Отримані результати підтверджують усвідомлення майбутніми психологами інтегративного характеру професійної компетентності, що поєднує правові та інформаційно-безпекові аспекти діяльності.

Висновки. Отримані результати дозволяють зробити висновок, що наявний рівень сформованості у студентів уявлень щодо інформаційної безпеки та правової відповідальності загалом є достатнім для базового етапу професійної підготовки. Разом із цим виявлені фрагментарність знань і недостатня практична опора на цифрові та правові аспекти професійної діяльності психолога зумовлюють необхідність корекції змісту освітнього процесу. Йдеться не про збільшення обсягу теоретичного матеріалу, а про переорієнтацію підготовки на практичне застосування знань у типових і нестандартних професійних ситуаціях.

У цьому контексті доцільним є оновлення змісту освітніх компонентів шляхом більш чіткого інтегрування питань інформаційної безпеки, захисту персональних даних і професійної етики у різні дисципліни професійного циклу. Такий підхід дозволить уникнути ізольованого подання матеріалу та

сприятиме формуванню цілісного уявлення про відповідальність психолога в умовах цифрової професійної діяльності. Окрему увагу слід приділити практико-орієнтованим формам навчання. Ефективними можуть бути кейс-аналіз, моделювання професійних ситуацій, обговорення реальних випадків порушення конфіденційності або помилок у роботі з електронними даними. Саме такі форми роботи забезпечують перехід від декларованого знання до усвідомленої професійної дії.

Паралельно з цим необхідно посилити формування цифрової компетентності майбутніх психологів, зокрема в частині безпечного використання онлайн-платформ, зберігання електронної документації та організації професійної комунікації у цифровому середовищі. Це має супроводжуватися технічним навчання та розвитком етичної чутливості до ризиків інформаційного простору. Завершальним напрямом удосконалення підготовки має стати поглиблення правового компонента освітнього процесу. Його зміст доцільно спрямувати на формування чіткого розуміння юридичної відповідальності психолога, меж професійної діяльності та наслідків порушення норм законодавства у сфері захисту персональних даних і прав клієнтів. Важливим є також забезпечення системного ознайомлення студентів із сучасними нормативно-правовими актами, що регулюють психологічну практику в Україні. Доцільно акцентувати увагу на практичному тлумаченні правових норм у контексті реальних професійних ситуацій, що виникають у діяльності психолога. Це сприятиме формуванню більш усвідомленої позиції щодо професійної відповідальності за зменшенню ризиків правових помилок у майбутній практиці.

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ІНСТИТУЦІАЛІЗАЦІЯ ПІДГОТОВКИ УЧНІВ ДО СТВОРЕННЯСІМ'Ї У СКАНДИНАВСЬКИХ КРАЇНАХ

Анотація. У статті зосереджено увагу на ролі соціальних інституцій у підготовці молоді до створення сім'ї. Встановлено, що важливим чинником при цьому є вплив соціальних інституцій – сім'ї, освіти, держави, громадських організацій та засобів масової інформації, які формують у молоді уявлення про сімейні цінності, міжособистісні взаємини та батьківську відповідальність тощо. Підготовка учнів до створення сім'ї та майбутнього батьківства у країнах Скандинавії виходить за межі школи й активно реалізується в різноманітних неформальних освітніх середовищах, доповнюючи шкільну програму, роблячи таким чином навчання більш гнучким, добровільним і практико-орієнтованим з опорою на досвід підростаючого покоління. У них існує соціально орієнтована модель держави, а зазначені інституції функціонують у тісній взаємодії, забезпечуючи ефективну підготовку молоді до дорослого сімейного життя. Їх координація ґрунтується на принципах гендерної рівності, превентивного виховання та орієнтації на добробут дитини і сім'ї, й носить системний і цілеспрямований характер.

У неформальній освіті при підготовці учнів до дорослого життя активну участь беруть неурядові громадські організації, Центри планування сім'ї, молодіжні центри і клуби, громадські та неурядові організації, онлайн-освітні платформи і цифрові ресурси, консультаційні служби та молодіжні клініки, бібліотеки та ін. Вони свою діяльність будують у співпраці муніципалітетами, школами та системою охорони здоров'я на принципах конфіденційності, добровільності та доступності. Зросла кількість молодих людей, які вдаються до анонімних консультаційних послуг через телефонні лінії або онлайн консультації. Такими є консультації з питань запобігання небажаної підліткової вагітності, стосунків, сексуальної практики, сексуального та репродуктивного здоров'я контрацепції, гендерної ідентичності, профілактики ризикованої поведінки, підготовки до партнерства і батьківства та ін., тобто теми, на які учні рідко розмовляють з батьками або однолітками.

Ключові слова: скандинавські країни, підготовка учнів до створення сім'ї, неурядові організації, молодіжно-консультаційні центри та служби, молодіжні клініки.

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INSTITUTIONALIZATION OF STUDENTS' PREPARATION FOR FAMILY FORMATION IN THE SCANDINAVIAN COUNTRIES

Abstract. The article focuses on the role of social institutions in preparing young people for family formation. It has been established that an important factor in this process is the influence of social institutions such as the family, education, the state, non-governmental organizations, and the mass media, which shape young people's understanding of family values, interpersonal relationships, and parental responsibility, among others.

The preparation of students for family formation and future parenthood in the Scandinavian countries extends beyond the school system and is actively implemented in various non-formal educational settings, complementing the school curriculum and thereby making learning more flexible, voluntary, and practice-oriented, with an emphasis on the experience of the younger generation. These countries have a socially oriented welfare state model, and the aforementioned institutions function in close interaction, ensuring effective preparation of young people for adult family life. Their coordination is based on the principles of gender equality, preventive education, and a focus on the well-being of the child and the family, and it is systemic and purposeful in nature.

In non-formal education, a wide range of actors are actively involved in preparing students for adult life, including non-governmental organizations, family planning centers, youth centers and clubs, public and non-governmental organizations, online educational platforms and digital resources, counselling services and youth clinics, libraries, etc.

They carry out their activities in cooperation with municipalities, schools, and the healthcare system, based on the principles of confidentiality, voluntariness, and accessibility.

There has been an increasing number of young people who use anonymous counselling services via telephone helplines or online consultations. These include consultations on preventing unwanted teenage pregnancy, relationships, sexual practices, sexual and reproductive health, contraception, gender identity, prevention of risky behaviour, and preparation for partnership and parenthood, among others – topics that students rarely discuss with parents or peers.

Keywords: Scandinavian countries, preparation of students for family formation, non-governmental organizations, youth counselling centres and services, youth clinics.

Постановка проблеми. В умовах сучасних суспільних змін, що супроводжуються трансформацією інституту сім'ї, підготовка учнів до сімейного життя набуває особливої актуальності. Важливим чинником цього процесу є вплив соціальних інституцій (сім'ї, освіти, держави, громадських організацій та засобів масової інформації), які формують у молоді уявлення про сімейні цінності, міжособистісні взаємини та батьківську відповідальність тощо.

У скандинавських країнах, де існує соціально орієнтована модель держави, зазначені інституції функціонують у тісній взаємодії, забезпечуючи ефективну підготовку молоді до дорослого сімейного життя. Їх координація ґрунтується на принципах гендерної рівності, превентивного виховання та орієнтації на добробут дитини і сім'ї, й носить системний і цілеспрямований характер.

Ще однією особливістю такої моделі є інтеграція формальної та неформальної освіти, що забезпечує безперервність процесу соціалізації учнівської молоді та формування її готовності до відповідального дорослого життя.

Встановлено, що у досліджуваних нами країнах підготовка учнів до створення сім'ї та майбутнього батьківства виходить за межі школи й активно реалізується в різноманітних неформальних освітніх середовищах, доповнюючи шкільну програму, роблячи таким чином навчання більш гнучким, добровільним і практико-орієнтованим з опорою на досвід підростаючого покоління.

Аналіз останніх досліджень і публікацій. Актуальність окресленої проблематики порушувалося вченими – Катріїна Більдюшкін *(Katriina Bildjuschkin)*, Міммі Коуккула *(Mimmi Koukkula)*, Рейя Клеметті *(Reija Klemetti)* (Фінляндія), Крістоффер Шульц *(Christoffer Schultz*, Данія), Йоун Інґвар К'яран *(Jón Ingvar Kjaran*, Ісландія), Стефан Льовен *(Stefan Löfven)* і Аманда Лінд *(Amanda Lind)* (Швеція) та ін. Однак, роль соціальних інституцій у підготовці учнівської молоді до створення сім'ї в досліджуваних нами країнах не достатньо вивчені, хоча окремі елементи можуть бути використані у виховній системі України.

Мета статті – дослідження ролі соціальних інституцій (освіти, держави, громадських організацій та засобів масової інформації) на формування у молоді уявлення про сімейні цінності, міжособистісні стосунки та усвідомленість батьківства.

Виклад основного матеріалу. Як і UNESCO, так і Європейський центр знань з молодіжної політики *(European Knowledge Centre for Youth Policy)* визначає неформальну освіту як організовану освітню діяльність поза межами формальної шкільної системи, яка є добровільною, гнучкою за своїм змістом і формами та орієнтована на потреби конкретної аудиторії, зокрема учнівської. Діяльність чи курси можуть проводитися як професійними фасилітаторами навчання (молодіжними тренерами), так і волонтерами (молодіжними лідерами). Діяльність і курси, організовані в межах неформальногосередовища, є спланованими, з орієнтацією на конкретні цільові групи» [6; 10].

У країнах Північної Європи спостерігається посилення тенденцій використання неформальних освітніх середовищах для підвищення рівня готовності молодого покоління до дорослого життя, тим самим забезпечуючи реалізацію принципу неперервності у питаннях сім'ї, з метою охоплення якомога більшої кількість молоді. У неформальній освіті при підготовці учнів до дорослого життя активну участь беруть неурядові громадські організації (НУО), Центри планування сім'ї, молодіжні центри та клуби, громадські та неурядові організації, онлайн-освітні платформи та цифрові ресурси, консультаційні служби та молодіжні клініки, бібліотеки та ін. На деяких з них зупинимося більш детально.

Не секрет, що у північноєвропейських країнах значна увага приділяється цьому питанню поза школою, яка спрямована на задоволення потреб учнів, розвиток сексуальної та гендерної ідентичності в колі однолітків, де молодь може самостійно організовувати своє дозвілля, накопичувати досвід спілкування та міжособистісних стосунків.

Нами з'ясовано, що залучення учнів до підготовки до дорослого життя розпочинається з молодшого шкільного віку (6–7 років) і здійснюється за принципом вікової відповідності змісту такої освіти. Найбільш інтенсивною така участь стає у підлітковому віці (13–16 років), коли молодь активно залучається до діяльності НУО, молодіжних центрів і клінік та різноманітних програм («рівний-рівному» та ін.).

У Звіті UNESCO (2021) про стан справ у світі «Шлях до комплексної сексуальної освіти» *(«The Journey Towards Comprehensive Sexuality Education»)* зазначено, що неурядові та громадські організації можуть відігравати вирішальну роль впровадженні статевої освіти, запобігання гендерно зумовленому насильству, покращений доступ до дружньої до молоді медичної допомоги у сфері сексуального та репродуктивного здоров'я, а також програми щодо зміни норм [10, с. 44].

Прикладом таких НУО є неурядові організації: *Sex & Samfund* (Данія), *Sex og Samfunn* (Норвегія), *Väestöliitto* (Фінляндія), *RFSU* (Швеція), які

входять до міжнародної федерації планування сім'ї *(International Planned Parenthood Federation, IPPF)* і розширили свій фокус від контрацепції до комплексного підходу до сексуальної освіти, прав ЛГБТК+ і гендерної рівності та відповідального батьківства і є ключовим консультантом урядів скандинавських країн з питань сексуального та дошлюбного виховання у школах.

Одним із видів діяльності НУО є надання безкоштовних консультаційних послуг неповнолітнім та молодим людям на базі консультативних центрів для молоді, особиста інформація залишається конфіденційною. Поширеною є практика залучати запрошених спікерів – представників ЛГБТ-спільноти, секс-працівників, людей, пов'язаних із проблемами СНІДу та ін. для обговорення життєвих ситуацій, пов'язаних із міжособистісними стосунками, сексуальним здоров'ям, гендерною ідентичністю, батьківством та соціальною відповідальністю, розробка буклетів, онлайн-матеріалів та просвітницьких заходів [3, с. 24–25], співпраця з закладами освіти, медичними установами та державними органами для інтеграції результатів досліджень і кращої координації заходів [3, с. 26], де особлива увага відводиться відкритому діалогу при обговоренні чутливих тем та створенню безпечного освітнього середовища.

Сьогодні різко зросла кількість молодих людей, які вдаються до анонімних консультаційних послуг через телефонні лінії або онлайн консультації. Такими є консультації з питань запобігання небажаної підліткової вагітності, стосунків, сексуальної практики, сексуального та репродуктивного здоров'я контрацепції, гендерної ідентичності, профілактики ризикованої поведінки, підготовки до партнерства і батьківства та ін., тобто теми, на які учні рідко розмовляють з батьками або однолітками, але які зустрічаються в мережі Інтернет, що зазвичай «далекі від реальності», тому в таких випадках найпоширенішим видом є надання консультаційних послуг неповнолітнім та молодим людям на базі консультаційних центрів та клубів, які відіграють ключову роль у підготовці до відповідального партнерства і майбутнього батьківства.

Будучи однією з форм неформальної освіти та профілактичної роботи, вони свою діяльність будують у співпраці муніципалітетами, школами та системою охорони здоров'я на принципах конфіденційності, добровільності та доступності.

Як зазначає данський дослідник Крістоффер Шульц (Christoffer Schultz), молодіжні клуби, працюючи з підлітками віком 13–18 років, спираються на цілісне бачення молодіжного життя та ґрунтовні знання про індивідуальні й соціальні умови розвитку молоді. У межах діяльності таких спільнот здійснюється значний вплив на повсякденне життя молоді, зокрема

на вміння спілкуватися, будувати міжособистісні стосунки, вирішувати конфлікти, а також на переживання перших почуттів, першого досвіду тощо [9].

Результати дослідження Сенні Марія Коскініємі *(Sanni Maria Koskiniemi)* (Фінляндія) та Стефан Льовен *(Stefan Löfven)* і Аманда Лінд *(Amanda Lind)* (Швеція) показали, що молоді люди, які відвідують молодіжні центри та центри культури та дозвілля, зазвичай мають багато друзів, знаходять нових, тим самим розширюючи коло свого спілкування [2], розвиваються, що позитивно впливає на їх міжособистісну взаємодію, емоційну близькість та відповідальність у стосунках, що є важливим для побудови дорослого сімейного життя й майбутнього батьківства [4, с. 106–107].

Для прикладу, молодіжні центри Фінляндії значну увагу зосереджують таких аспектах:

- права та особисті межі, де розкривають право на тілесну недоторканність, право на власну сексуальність, усвідомлення особистих меж, потреб і бажань;

- сексуальне та репродуктивне здоров'я передбачає обізнаність про інфекції, що передаються статевим шляхом та їх профілактика (вакцинація проти ВПЛ, тестування, використання презервативів), вплив способу життя, віку та стану здоров'я на репродуктивну функцію; інформування про чинники, що впливають на народжуваність, та можливості їх регулювання.

- планування сім'ї та запобігання вагітності розкриває сучасні методи контрацепції; використання екстреної контрацепції (наприклад, таблетки «наступного дня»); питання переривання вагітності.

- різноманітність і толерантність виокремлює різноманітність сексуальності; різноманітність сексуальної орієнтації та формування поваги до неї [3].

Такі теми часто обговорюються у форматі інтерактивних занять (наприклад, «дискусії на дошці», навчання «рівний–рівному» та ін.), що сприяє активному залученню молоді до осмислення основних життєвих питань [5]. Важливо зауважити, що молодіжні центри тісно співпрацюють з зовнішніми організаціями, як з неурядовими (НУО), так і з молодіжними організаціями.

Найбільшими інформаційно-консультаційними порталами про секс, стать та тіло для молоді є консультаційні служби та молодіжні клініки *(Sexlinien for Unge; Privatsnak,* Данія), які орієнтуються на молодь віком 15–25 років. Privatsnak – анонімна платформа Sex & Samfund для молоді віком 10–15 років. На сайті представлено широкий спектр матеріалів: освітні статті, відеоконтент, а також можливість отримати індивідуальні

рекомендації з питань подружніх відносин, контрацепції, вагітності, тілесності та сексуальності.

Такі заклади пропонують різноманітні формати роботи, що дає можливість залучати підлітків із різним рівнем підготовки та інтересів, узагальнення яких представлено нами у таблиці.

Таблиця 1

Форми роботи консультаційних центрів та служб скандинавських країн

Формат роботи	Зміст і форми реалізації
Індивідуальний	– особисті консультації з фахівцями (психологами, лікарями, соціальними працівниками); – онлайн-консультування (чати, анонімні запитання–відповіді); – «поштова скринька» для запитань підлітків
Груповий	– тренінги та воркшопи; – тематичні лекції та міні-семінари; – групові обговорення та круглі столи; – рольові ігри та моделювання життєвих ситуацій
peer-to-peer	– навчання «рівний – рівному»; – молодіжні лідерські групи; – фасилітовані зустрічі, які проводять підготовлені підлітки
Цифровий та медійний	– освітні відео та подкасти; – інтерактивні онлайн-платформи; – вебінари та онлайн-курси; – соціальні мережі як канал просвіти
Практико-орієнтований	– інформаційні кампанії та акції; – тематичні дні здоров’я; – мобільні консультаційні пункти; – участь у проєктах і соціальних ініціативах
Підтримувальний	– групи взаємопідтримки; – безпечні простори для обговорення чутливих тем; – наставництво (менторські програми)

* Використано інструмент ChatGPT (OpenAI) для систематизації тексту. Всі наукові висновки належать автору.

З'ясовано, що щороку молодіжні центри надають консультативну допомогу великій кількості підлітків, тоді як значна частина користувачів відвідують її веб-сайт з метою отримання достовірної та корисної інформації. Поєднання цих форматів дозволяє забезпечити не лише інформування, а й формування практичних навичок, критичного мислення та відповідальної поведінки учнівської молоді скандинавських країн [8].

Досить цікавим для молоді є формат «рівний–рівному» *(«peer-to-peer»)*, коли молоді люди навчають, консультують і підтримують своїх однолітків, а не отримують «готові» знання від дорослих фахівців. Реалізація такої взаємодії у молодіжних центрах передбачає кілька етапів, зокрема, підготовка молодіжних тренерів шляхом підбору молодих людей, які мають комунікативні здібності, є соціально активними та бажають долучитися до участі у просвітницькій діяльності [8].

Виступаючи як посередники між молоддю та професійними службами, сприяють своєчасному зверненню до фахівців у разі потреби. Діяльність таких молодіжних фасилітаторів координується фахівцями (психологами, соціальними педагогами, медичними працівниками), що дає можливість уникнути поширенню недостовірної інформації, зберегти етичність взаємодії тощо.

У країнах Скандинавії при молодіжних центрах функціонують молодіжні клініки або «Клініки, дружні до молоді», цільовою групою яких є підлітки віком від 12 до 22 років, які дотримуючись принципу конфіденційності. В цих країнах учні мають змогу від досвідчених фахівців (лікарів, акушерок, соціальних працівників) отримувати інформацію на хвилюючі їх питання (тіла та сексуальності, пригніченого настрою, стресу, стосунків, засобів контрацепції, майбутнього батьківства тощо), провести лабораторні дослідження та контролювати одержані результати [1, с. 7; 7], учні середніх шкіл регулярно відвідують такі клініки, ознайомлюючись з їх діяльністю, до яких їм може знадобитися звернення в майбутньому [10, с.44].

Діяльність молодіжних клінік спрямована на надання молоді можливості розвивати власну ідентичність, формування відповідального ставлення до партнерських стосунків, підготовку учнів до створення сім'ї, репродуктивного здоров'я та батьківства. У зв'язку з цим їхні фахівці та медичний персонал перебувають у постійному пошуку ефективних форм і методів роботи з учнівською молоддю, удосконалюють зміст і організацію своєї діяльності, з метою надання якісних консультацій та профілактичних послуг [1, с. 19].

Молодіжні центри та клініки співпрацюють зі школами для ознайомлення з їхньою діяльністю. Маючи власну онлайн-сторінку, такі

установи дають можливість молоді зареєструватися на безкоштовну консультацію або анонімно знайти необхідну їм інформацію. Дослідник К. Боноло *(Kelefang Bonolo)* зауважує, що «після завершення навчання в школі учні вже обізнані про наші послуги. Фахівці не потребують активного залучення молоді — натомість саме учні самостійно звертаються до нас, оскільки уже добре обізнані про можливості отримання допомоги та підтримки» [1, с. 22], роблячи, при цьому, акцент на позитивних аспектах сексуальності та кохання, а не лише проблемам та негативним наслідкам міжособистісних стосунків [1, с. 24]. У молодіжних клініках працюють соціальні працівники, медсестри, гінекологи, психологи, лікарі загальної практики та венерологи. У школах є консультанти, які, співпрацюючи з клініками, надають спеціальну підтримку щодо загального здоров'я учнів, їхнього способу життя та психосоціальних проблем, доповнюючи роботу вчителів.

Після групових дискусій учні можуть відвідувати шкільних консультантів для отримання спеціальної психологічної підтримки. Кожен випадок є індивідуальним, і консультанти за необхідності можуть направляти учнів до шкільних медсестер, а далі – до молодіжних клінік. Групові консультації серед підлітків проводяться для зміцнення їхньої самооцінки, розвитку гендерної рівності та життєвих навичок [1, с. 23].

Молодіжні клініки (*Ungdomsmottagningar,* Швеція; *Helsestasjon for ungdom,* Норвегія) функціонують як частина системи охорони здоров'я, включаючи цифрові консультаційні платформи.

Висновки. Аналізуючи роль соціальних інституцій у підготовці учнів до створення сім'ї у скандинавських країнах дає підстави стверджувати, що саме діяльність держави, громадських організацій спрямована на формування у молоді уявлення про сімейні цінності, міжособистісні стосунки та усвідомленість батьківства.

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МАТЕМАТИЧНА КОМПЕТЕНТНІСТЬ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ В УМОВАХ ЦИФРОВІЗАЦІЇ ОСВІТИ: НАУКОВО-ТЕОРЕТИЧНІ АСПЕКТИ ФОРМУВАННЯ

Анотація. У статті здійснено комплексний аналіз науково-теоретичних засад формування математичної компетентності майбутніх учителів початкової школи в умовах цифровізації освіти. Актуальність дослідження зумовлена модернізацією сучасної системи педагогічної освіти, необхідністю інтеграції математичної та цифрової підготовки майбутніх педагогів, упровадженням компетентнісного підходу та розвитком цифрового освітнього середовища відповідно до вимог Нової української школи. Проаналізовано сучасний український і зарубіжний науково-педагогічний дискурс щодо сутності математичної компетентності, особливостей її структури та методологічних засад формування. Визначено, що математична компетентність майбутнього вчителя початкової школи має інтегративний характер та охоплює систему математичних знань, практичних умінь, способів діяльності, цифрової грамотності, професійної мотивації і здатності до рефлексії. Схарактеризовано основні компоненти математичної компетентності: мотиваційно-ціннісний, когнітивний, операційно-діяльнісний та рефлексивно-оцінний. Обґрунтовано роль цифрових технологій, інтерактивних платформ, онлайн-сервісів, цифрового моделювання та STEM-орієнтованого навчання у процесі математичної підготовки майбутніх педагогів. Узагальнено дидактичний потенціал цифрових ресурсів Moodle, Google Classroom, GeoGebra, LearningApps, Kahoot!, Wordwall та інших платформ. Визначено продуктивність компетентнісного, діяльнісного, STEM-орієнтованого, проєктного та проблемного підходів до формування математичної компетентності майбутніх учителів початкової школи.

Узагальнено педагогічні умови ефективної інтеграції математичної та цифрової підготовки в умовах цифровізації освіти та окреслено перспективи подальших наукових досліджень.

Ключові слова: математична компетентність, майбутні вчителі початкової школи, цифровізація освіти, цифрові технології, STEM-освіта, професійна підготовка.

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MATHEMATICAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS IN THE CONDITIONS OF DIGITALIZATION OF EDUCATION: SCIENTIFIC AND THEORETICAL ASPECTS OF FORMATION

Abstract. The article presents a comprehensive analysis of the scientific and theoretical foundations of developing mathematical competence in future primary school teachers under the conditions of educational digitalization. The relevance of the study is determined by the modernization of contemporary teacher education, the need to integrate mathematical and digital training of future educators, the implementation of the competence-based approach, and the development of a digital educational environment in accordance with the requirements of the New Ukrainian School reform. The study analyzes Ukrainian and foreign scientific and pedagogical discourse concerning the essence of mathematical competence, the peculiarities of its structure, and methodological approaches to its formation. It is established that the mathematical competence of a future primary school teacher has an integrative character and includes mathematical knowledge, practical skills, methods of activity, digital literacy, professional motivation, and reflective abilities. The article characterizes the main components of mathematical competence: motivational-value, cognitive, operational-activity, and reflective-evaluative. The role of digital technologies, interactive platforms, online services, digital modeling, and STEM-oriented learning in the process of mathematical training of future teachers is substantiated. The didactic potential of such digital resources as Moodle, Google Classroom, GeoGebra, LearningApps, Kahoot!, Wordwall, and other educational platforms is generalized. The productivity of competence-based, activity-oriented, STEM-oriented, project-based, and problem-based approaches to the development of mathematical competence in future primary school teachers is highlighted. The study summarizes the pedagogical conditions for the effective integration of mathematical and digital training in the context of educational digitalization and outlines перспективес for further scientific research related to the development

and experimental verification of models and methods for forming mathematical competence in future teachers.

Keywords: mathematical competence; future primary school teachers; digitalization of education; digital technologies; STEM education; professional training.

Постановка проблеми. Розвиток сучасної системи освіти України відбувається за умов активної й суцільної цифровізації суспільства, стрімкого поширення інформаційно-комунікаційних технологій (ІКТ) та оновлення змісту професійної підготовки педагогічних кадрів. У такому контексті проблема формування математичної компетентності майбутніх учителів початкової школи набуває особливої актуальності, позаяк вона інтегрує ключові аспекти формування особистості здобувача початкової освіти, починаючи від основ логічного мислення, математичної грамотності та завершуючи здатністю застосовувати математичні знання у практичній діяльності.

У Концепції Нової української школи (НУШ) [1], новому Державному стандарті початкової освіти (2025) [2] та професійному стандарті вчителя закладу загальної середньої освіти наголошується на необхідності формування ключових компетентностей особистості, серед яких математична визначається однією з провідних. Тому для сучасного вчителя початкової школи ґрунтовні математичні знання, уміння використовувати цифрові технології та інтерактивні методи навчання і сучасні електронні освітні ресурси є неподільним цілісним стрижнем професійної діяльності.

Хоча проблема формування математичної компетентності майбутніх педагогів, в тому й учителів початкової школи стала одним із мейнстрімів вітчизняної педагогічної науки початку XXI ст., реалізація цього завдання за умов цифровізації освіти потребує поглибленого предметного вивчення в руслі інтеграції математичної і цифрової компетентностей та створення ефективного цифрового освітнього середовища для розвитку математичного мислення здобувачів вищої освіти.

Теоретична актуальність і практична значущість дослідження також посилює потреа модернізації математичної освіти згідно з сучасними вимогами інформаційного суспільства, розвитку STEM-освіти, впровадження інтерактивного та змішаного навчання, використання е-освітніх ресурсів і цифрових засобів візуалізації математичних понять.

Аналіз останніх досліджень і публікацій. Проблема формування математичної компетентності майбутніх учителів початкової школи стала предметом доволі широкого науково-педагогічного дискурсу. Згідно з нашими спостереженнями сформувалася низка основних напрямів її

дослідження, пов'язаних із визначенням сутності математичної компетентності, розробленням методичних засад математичної підготовки, упровадженням компетентнісного підходу, використанням ІКТ у навчанні математики та ін.

Активно вивчаються сутність та різні аспекти математичної підготовки майбутніх учителів початкової школи, в тому і математичної компетентності (І. Зінченко, Н. Листопад, О. Онопрієнко, С. Раков, С. Скворцова, Н. Тарасенкової, Я. Цись та ін.). Здійснено значний поступ у вивченні проблем формування математичної компетентності майбутніх учителів початкових класів (О. Глобін, Г. Захарова, О. Кошелєв та С. Стрілець та ін.), використання ІКТ у математичній освіті (М. Жалдак Т. Запорожченко, О. Коношевський та ін.), розвитку цифрової компетентності педагога (В. Биков, Р. Гуревич, М. Кадемія, Н. Морзе, О. Овчарук та ін.), реалізації компетентнісного підходу та Концепції НУШ (А. Акусок, Н. Бібік, М. Голованя, В. Луговий, О. Матяш, Т. Мачачі, О. Пометун, Ю. Рашкевич, О. Савченко, С. Скворцова, В. Химинець та ін.).

Утім, попри значний масив наукових джерел, проблема формування математичної компетентності майбутніх учителів початкової школи в умовах цифровізації освіти потребує подальшого комплексно-структурованого осмислення. Зокрема, недостатньо розкритими залишаються питання інтеграції математичної та цифрової компетентностей, використання цифрових платформ і сервісів у професійній підготовці майбутніх педагогів, методичні аспекти створення цифрового освітнього середовища для розвитку математичного мислення майбутніх учителів початкової школи та ін.

Мета статті полягає у визначенні та структуризації науково-теоретичних засад формування математичної компетентності майбутніх учителів початкової школи в умовах цифровізації освіти..

Виклад основного матеріалу. В українському науково-педагогічному дискурсі *поняття «математична компетентність»* розглядається як важлива складова професійної підготовки майбутнього вчителя початкової школи. В різноманіття наукових підходів до трактування цієї дефініції найбільш продуктивними в руслі порушеної проблеми видаються визначення математичної компетентності як: якості особистості, що поєднує математичну грамотність і досвід самостійної математичної діяльності (І. Зіненко [3]; здатності застосовувати математику в реальних життєвих ситуаціях, здійснювати математичне моделювання, аналізувати результати та використовувати інформаційні технології у процесі розв'язування задач (С. Раков [4]; ключової безпосередньо пов'язаною з загальнокультурною здатністю людини доказово й несуперечливо міркувати (Н. Тарасенкова [5]; складової фахової компетентності

майбутнього вчителя початкової школи, що забезпечує здатність ефективно організовувати процес навчання математики (О. Кошелєв [6]).

Здійснивши аналіз українського та зарубіжного наукового дискурсу, Г. Захарова та К. Лемешко дійшли висновку, що компетентнісний підхід уможливив побудову цілісної системи навчання та формування у здобувачів освіти предметної математичної компетентності. Вона трактується як набута інтегративна характеристика особистості, що поєднує цінності, мотиви, математичні знання, навички, уміння й індивідуальні якості та виявляється у здатності розв'язувати професійні завдання, осмислювати сутність математичного моделювання і використовувати його у фаховій діяльності [7].

Попри різні підходи та широкий вектор інтерпретацій, українські науковці (М. Бурда, Д. Васильєва, О. Вашуленко, В. Волошеною, О. Глобін, Н. Мацько, Т. Хмара [8], І. Зіненко [1] та ін.) суголосні в думці, що математична компетентність майбутнього педагога має *інтегративний характер* та охоплює систему математичних знань, практичних умінь, способів діяльності, досвіду застосування математичних методів й сформованість професійно значущих якостей. Визначаються основні компоненти математичної компетентності майбутніх учителів початкової школи – мотиваційно-ціннісний, когнітивний, операційно-технологічний і рефлексивний. Їхні характеристики та показники представлені в таблиці 1.

Таблиця 1

Визначальні характеристики та показники основних компонент математичної компетентності майбутніх учителів початкової школи

Компонент	Характеристика	Основні показники
Мотиваційно-ціннісний	Відображає професійну мотивацію та ціннісне ставлення до математичної діяльності	інтерес до математики; позитивне ставлення до цифрових технологій; усвідомлення значущості математичної підготовки
Когнітивний	Охоплює систему математичних, методичних і цифрових знань	математичні знання; методичні знання; знання цифрових інструментів
Операційно-діяльнісний	Характеризує практичні вміння та здатність застосовувати знання у професійній діяльності	уміння розв'язувати задачі; використання цифрових платформ; створення інтерактивних завдань
Рефлексивно-оцінний	Передбачає самоаналіз і професійне самовдосконалення	самоаналіз; оцінювання результатів; здатність до професійного розвитку

(складено автором)

За умов цифровізації освіти проблема формування математичної компетентності майбутніх учителів початкової школи набуває якісно нових особливостей і характеристик, адже передбачає активне використання ІКТ, е-освітніх ресурсів, цифрових платформ і сервісів у навчальному процесі. Науковці спільні в поглядах, згідно з якими цифрова компетентність стала необхідною умовою ефективної професійної діяльності сучасного вчителя та передбачає здатність використовувати цифрові технології для організації навчання, комунікації та професійного розвитку (В. Биков, О. Овчарук [5], Т. Запорожченко [6], О. Співаковський [7] та ін.).

Цифрова та математична компетентності майбутнього вчителя тісно пов'язані, позаяк сучасне навчання математики передбачає використання інтерактивних засобів, цифрових математичних ресурсів, онлайн-платформ та сервісів візуалізації навчального матеріалу. Тому цілком закономірно, що використання ІКТ є необхідною умовою формування математичної компетентності майбутнього вчителя початкових класів.

Сучасні підходи до їхньої математичної підготовки ґрунтуються на засадах компетентнісного, діяльнісного та інтегративного підходів. Компетентнісний підхід орієнтує освітній процес на формування здатності застосовувати математичні знання у практичній діяльності, розв'язувати професійні та життєві проблеми, використовувати математичне мислення у процесі навчання молодших школярів. У такому контексті науковці наголошують, що компетентнісний підхід передбачає не лише засвоєння знань, а й готовність особистості ефективно діяти за різних ситуацій (Н. Бібік [12], О. Пометун [13] та ін. [4-7]).

Використання цифрових технологій створює якісно нові можливості для підвищення ефективності математичної підготовки майбутніх учителів початкової школи, забезпечуючи всеохоплюючу модернізацію її змісту, форм, методі, технологій і засобів. Підкреслимо, що вони виконують не лише допоміжну, а й *системоутворювальну функцію* у професійній підготовці майбутніх педагогів, тож їх дидактичний потенціал полягає у створенні інтерактивного освітнього середовища, активізації пізнавальної діяльності студентів, розвитку математичного мислення, візуалізації абстрактних понять та індивідуалізації навчання.

Важливу роль у формуванні математичної компетентності майбутніх учителів НУШ відіграє використання освітніх платформ, інтерактивних математичних ресурсів та засобів онлайн-комунікації, які забезпечують модернізацію освітнього процесу, розвиток математичного мислення, пізнавальної активності та цифрової грамотності. Вони створюють умови для організації змішаного навчання, індивідуалізації освітнього процесу, розвитку дослідницьких умінь і підвищення мотивації до вивчення

математики. В таблиці 2 узагальнено можливості (функції) та дидактичний потенціал основних цифрових ресурсів.

Таблиця 2

Цифрові ресурси та їх дидактичний потенціал у формуванні математичної компетентності майбутніх учителів НУШ

Цифровий ресурс / платформа	Можливості, функції	Дидактичний потенціал
Moodle	створення електронних курсів, тестування, контроль результатів навчання	організація змішаного та дистанційного навчання, розвиток самостійної роботи
Google Classroom	обмін навчальними матеріалами, онлайн-завдання, комунікація	підтримка інтерактивної взаємодії та індивідуалізації навчання
Classtime	онлайн-тестування, миттєвий зворотний зв'язок	контроль знань, розвиток самооцінювання та пізнавальної активності
LearningApps	створення інтерактивних вправ і дидактичних ігор	розвиток логічного мислення, підвищення мотивації до навчання
GeoGebra	математичне моделювання, побудова графіків, інтерактивна геометрія	розвиток просторового та математичного мислення, візуалізація математичних процесів
Matific	інтерактивні математичні вправи та ігрові завдання	формування математичних умінь у доступній і наочній формі
Kahoot!	вікторини, інтерактивне тестування, онлайн-опитування	гейміфікація навчання, активізація навчально-пізнавальної діяльності
Wordwall	інтерактивні вправи, логічні ігри, цифрові схеми	розвиток аналітичного мислення та закріплення математичних знань
Zoom, Google Meet	проведення онлайн-занять, вебінарів, консультацій	забезпечення дистанційної взаємодії та комунікації
Jamboard	спільна робота з інтерактивними матеріалами	розвиток командної роботи та візуалізації математичних понять
Padlet	створення електронних дошок, цифрових проєктів	розвиток дослідницьких і комунікативних умінь студентів

(складено автором)

Використання цифрових інструментів позитивно впливає на мотивацію здобувачів вищої освіти до вивчення математики, активізує їхню пізнавальну діяльність, сприяє розвитку математичного мислення та забезпечує індивідуалізацію навчання. Інтерактивний характер цифрових ресурсів підвищує їхню зацікавленість навчальним процесом, створює умови для самостійної роботи, дослідницької діяльності та творчого розв'язування математичних задач.

Методологічною основою формування математичної компетентності майбутніх учителів НУШ в умовах цифровізації освіти є сукупність взаємопов'язаних *науково-методичних підходів*, які забезпечують оновлення змісту, форм і методів їх професійної підготовки. Найбільш продуктивними в сучасному освітньому просторі є компетентнісний, діяльнісний, STEM-орієнтований, проєктний та проблемний підходи, які сприяють інтеграції математичної та цифрової підготовки, розвитку математичного мислення, практичних умінь, дослідницької діяльності та здатності використовувати цифрові технології у професійній діяльності (В. Биков [14], Т. Васютіна [15]). В таблиці 3 узагальнено основні характеристики означених підходів та потенціал і особливості їх реалізації в умовах цифровізації освіти.

Таблиця 3

Методичні підходи до формування математичної компетентності майбутніх учителів початкової школи в умовах цифровізації освіти

Науково-методичний підхід	Основна характеристика	Особливості реалізації в умовах цифровізації освіти
Компетентнісний	Орієнтує навчання на практичне застосування математичних знань і формування здатності розв'язувати професійні завдання	використання цифрових вправ, інтерактивних завдань, онлайн-тестів, кейсів, сервісів LearningApps, Kahoot!
Діяльнісний	Передбачає активну участь студентів у практичній, творчій і дослідницькій діяльності	цифрове моделювання, вебквести, онлайн-дослідження, створення дидактичних матеріалів
STEM-підхід	Забезпечує інтеграцію математики, технологій, інженерного мислення та дослідницької діяльності	використання GeoGebra, цифрових симуляцій, інтерактивних платформ, STEM-проєктів
Проєктний	Спрямований на розвиток самостійності, творчості та дослідницьких умінь	математичні мініпроєкти, цифрові презентації, онлайн-проєкти, інтерактивні дослідження

Науково-методичний підхід	Основна характеристика	Особливості реалізації в умовах цифровізації освіти
Проблемний	Орієнтує студентів на розв'язування практичних і професійно спрямованих математичних ситуацій	проблемні завдання, аналіз педагогічних ситуацій, дослідницькі кейси, цифрові інтерактивні вправи

Спільним для означених підходів є орієнтація на розвиток *проєктної діяльності* (математичні мініпроєкти, цифрові презентації, інтерактивні дослідження, групові онлайн-проєкти тощо) в процесі математичної підготовки майбутніх учителів НУШ. Наприклад, їм можна запропонувати створення цифрової презентації «Використання інтерактивних вправ на уроках математики в початковій школі», розроблення математичного вебквесту або створення інтерактивного тренажера для формування обчислювальних навичок здобувачів початкової освіти. Такі форми роботи сприяють розвитку математичного мислення, навичок комунікації, цифрової грамотності та здатності до творчої професійної діяльності.

Організація математичної підготовки майбутніх учителів початкової школи в умовах цифровізації освіти передбачає поєднання традиційних та інноваційних форм навчання. Це створює умови для розвитку математичного мислення, цифрової грамотності, дослідницьких умінь та готовності до професійної діяльності в сучасному освітньому середовищі. Важливу роль у такому контексті відіграють інтерактивні форми роботи, дослідницькі й ігрові методи, цифрові квести, онлайн-платформи та сервіси, які сприяють активізації пізнавальної діяльності студентів, забезпечують індивідуалізацію навчання та підвищують мотивацію до опанування фахових дисциплін. В таблиці 4 відображено особливості реалізації основних форм, методів і видів діяльності в процесі математичної підготовки майбутніх учителів НУШ.

Таблиця 4

Організація освітнього процесу з використанням цифрових технологій у математичній підготовці майбутніх учителів початкової школи

Складники організації освітнього процесу	Форми / методи / види діяльності	Особливості реалізації
Форми організації навчання	лекції	використання мультимедійних презентацій, цифрових моделей, інтерактивних схем, онлайн-опитувань

Складники організації освітнього процесу	Форми / методи / види діяльності	Особливості реалізації
	практичні заняття	створення інтерактивних вправ, цифрове моделювання, розроблення електронних дидактичних матеріалів
	тренінги та вебінари	онлайн-дискусії, робота з цифровими сервісами, формування цифрової компетентності
	змішане навчання	поєднання аудиторної та онлайн-роботи, індивідуалізація освітньої траєкторії
Методи навчання	інтерактивні методи	робота в малих групах, математичні дискусії, інтерактивні вправи
	дослідницькі методи	цифрове моделювання, міні-дослідження, аналіз математичних закономірностей
	ігрові методи	математичні вікторини, логічні ігри, гейміфікація навчання
	цифрові квести	виконання онлайн-завдань, інтеграція цифрових ресурсів і дослідницької діяльності
	кейс-метод	аналіз педагогічних ситуацій та пошук способів їх розв'язання
Види діяльності студентів	створення інтерактивних вправ	використання LearningApps, Wordwall, Kahoot!
	цифрове моделювання	побудова математичних моделей у GeoGebra
	розроблення дидактичних матеріалів	створення електронних презентацій, схем, інтерактивних тренажерів
	онлайн-тестування	використання Classtime, Google Forms, Kahoot!
Самостійна робота	онлайн-платформи	Moodle, Google Classroom, цифрові освітні ресурси
	електронні портфоліо	накопичення результатів навчальної діяльності та самооцінювання
	цифрові освітні ресурси	самостійне опрацювання інтерактивних матеріалів і е

Інтеграцію математичних знань і цифрових технологій забезпечують різні види діяльності студентів, зокрема, створення інтерактивних вправ,

цифрове моделювання, розроблення математичних дидактичних матеріалів, онлайн-тестування та створення цифрових освітніх продуктів. Приміром, вони можуть розробляти інтерактивні математичні завдання у LearningApps, створювати візуальні моделі в GeoGebra або проєктувати е-презентації для пояснення математичних понять здобувачам початкової освіти.

В умовах цифровізації освіти зростає роль *самостійної роботи студентів* як складової їм математичної підготовки. Вона значною мірою може здійснюватися з використанням онлайн-платформ і цифрових освітніх ресурсів, що передбачає виконання онлайн-завдань, проходження е-тестування, створення е-портфоліо, аналіз цифрових ресурсів, підготовку інтерактивних дидактичних матеріалів тощо. До прикладу, використання е-портфоліо, дозволяє накопичувати результати навчальної діяльності та відстежувати динаміку професійного розвитку майбутніх педагогів.

Ефективність формування математичної компетентності майбутніх учителів НУШ за умов цифровізації освіти передбачає створення *педагогічних умов*, які забезпечують активізацію їх пізнавальної діяльності та розвиток професійної готовності до використання сучасних технологій. Аналіз наукових досліджень [4; 10; 11; 14; 16; 17] та сучасної освітньої практики дозволяє синтезувати ці умови та їхній зміст і особливості реалізації (таблиця 5).

Таблиця 5

Педагогічні умови ефективного формування математичної компетентності майбутніх учителів початкової школи в умовах цифровізації освіти

Педагогічна умова	Зміст педагогічної умови	Особливості реалізації
Створення цифрового освітнього середовища	забезпечення доступу до цифрових платформ, електронних ресурсів та онлайн-комунікації	використання Moodle, Google Classroom, Zoom, LearningApps, організація змішаного та дистанційного навчання
Інтеграція цифрових технологій у математичну підготовку	систематичне використання цифрових математичних ресурсів та інтерактивних сервісів	цифрове моделювання, використання GeoGebra, інтерактивних вправ і математичних симуляцій
Використання інтерактивних та практико-орієнтованих методів навчання	активізація практичної діяльності студентів та формування професійних умінь	математичні тренінги, кейс-метод, цифрові квести, проєктне та проблемне навчання

Педагогічна умова	Зміст педагогічної умови	Особливості реалізації
Активізація самостійної та дослідницької діяльності студентів	розвиток творчого мислення, самостійності та дослідницьких умінь	виконання міні-досліджень, створення математичних моделей, електронних портфоліо та онлайн-тестування
Формування позитивної мотивації до використання цифрових технологій	розвиток інтересу до цифрових засобів навчання та усвідомлення їх значущості у професійній діяльності	використання інтерактивних платформ, гейміфікації, цифрових освітніх ресурсів та інтерактивних вправ

Аналіз теорії і практики порушеної проблеми виявив слабке використання в її розв'язанні *досвіду зарубіжних країн*, де проблема інтеграції математичної та цифрової підготовки розглядається як пріоритет модернізації педагогічної освіти. В країнах ЄС та в США, Канаді, Фінляндії, Сінгапурі, Південній Кореї професійна підготовка майбутніх педагогів орієнтується на розвиток математичного мислення, цифрової грамотності, дослідницьких умінь та здатності використовувати ІКТ у процесі навчання математики.

В межах Болонського процесу така діяльність відбувається згідно розробленої Єврокомісією рамкою цифрових компетентностей педагогів DigCompEdu. У цьому документі наголошується на необхідності використання цифрових технологій для організації інтерактивного навчання, оцінювання результатів навчальної діяльності та розвитку індивідуальної освітньої траєкторії здобувачів освіти [18]. Важливим напрямом підготовки майбутніх учителів у країнах ЄС є інтеграція цифрових ресурсів у математичну освіту, використання інтерактивних платформ, е-освітніх середовищ та цифрових засобів візуалізації математичних понять.

Цікавий досвід організації математичної підготовки майбутніх педагогів демонструє Фінляндія, де система педагогічної освіти ґрунтується на поєднанні дослідницького навчання, практичної підготовки та використання цифрових технологій. Фінські університети активно впроваджують STEM-орієнтоване навчання, цифрове моделювання та інтерактивні методи викладання математики. Значна п увага риділяється розвитку критичного мислення та здатності студентів самостійно розв'язувати професійні проблеми [19].

В США одним із провідних напрямів математичної освіти є навчання на основі дослідницьких здібностей (inquiry-based learning) та проблемне навчання (problem-based learning), що передбачають організацію дослідницької діяльності студентів і розв'язування практичних математичних ситуацій. В університетах і коледжах країни набули поширення цифрові

математичні ресурси, інтерактивні платформи, онлайн-симуляції та віртуальні лабораторії.

Американські дослідники наголошують, що інтеграція цифрових технологій у математичну підготовку сприяє розвитку аналітичного мислення, пізнавальної активності та здатності застосовувати математичні знання у практичній діяльності [20].

В Сінгапурі, який традиційно посідає провідні позиції у світових рейтингах математичної освіти, професійна підготовка майбутніх учителів ґрунтується на моделі «Навчай менше, дізнайся більше» («Teach Less, Learn More»), що передбачає активне використання цифрових технологій, інтерактивного навчання та дослідницьких методів. Особливу увагу тут приділяють розвитку математичного мислення, формуванню здатності до математичного моделювання та використанню цифрових ресурсів для візуалізації математичних процесів [21].

Висновки. Проведений аналіз науково-теоретичних засад формування математичної компетентності майбутніх учителів початкової школи в умовах цифровізації освіти засвідчив, що ця проблема є одним із пріоритетних напрямів модернізації сучасної педагогічної освіти.

Означений феномен має інтегративний характер та охоплює систему математичних знань, практичних умінь, способів діяльності, цифрової грамотності, професійної мотивації, здатності до рефлексії й саморозвитку. При цьому цифровізація освіти суттєво трансформує зміст та організацію математичної підготовки майбутніх учителів НУШ, актуалізуючи необхідність інтеграції математичної та цифрової компетентностей. Тому використання цифрових платформ, інтерактивних сервісів, математичних онлайн-ресурсів, засобів візуалізації та цифрового моделювання сприятиме розвитку математичного мислення, пізнавальної активності, дослідницьких умінь, творчості та професійної самостійності здобувачів освіти.

Продуктивними інструментами розв’язання цих завдань є компетентнісний, діяльнісний, STEM-орієнтований, проєктний і проблемний підходи та педагогічні умови, орієнтовані на використання інтерактивних і практико-орієнтованих методів навчання, активізацію дослідницької діяльності студентів та формування у майбутніх учителів НУШ позитивної мотивації до використання цифрових ресурсів у професійній діяльності.

Перспективи подальших досліджень вбачаємо в розробленні та експериментальній перевірці моделі формування математичної компетентності майбутніх учителів початкової школи в умовах цифровізації освіти, визначенні критеріїв, показників і рівнів її сформованості та створенні методичного забезпечення для ефективної організації означеної діяльності.

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ІНТЕГРАТИВНА МОДЕЛЬ ТЕКСТОЦЕНТРИЧНОГО НАВЧАННЯ У ПІДГОТОВЦІ МАЙБУТНІХ ВИКЛАДАЧІВ ІНОЗЕМНОЇ МОВИ

Анотація. Анотація. У статті розглянуто теоретико-методичні засади інтеграції текстоцентричного та соціокультурного підходів у підготовці майбутніх викладачів іноземної мови та обґрунтовано доцільність їх поєднання як основи організації сучасного освітнього процесу.

Акцентовано, що трансформації вищої освіти, зумовлені компетентнісною та соціокультурною парадигмами, актуалізують потребу у таких дидактичних підходах, які забезпечують не лише засвоєння мовних знань, а й формування здатності до інтерпретації культурних смислів і реалізації міжкультурної комунікації. З'ясовано, що текстоцентричний підхід у сучасному науковому дискурсі розглядається як ефективна дидактична стратегія, спрямована на інтеграцію мовленнєвої, комунікативної та когнітивної складових підготовки, тоді як соціокультурний підхід орієнтує навчання на врахування культурного контексту та соціальних практик функціонування мови.

Обґрунтовано інтегративну модель текстоцентричного навчання у підготовці майбутніх викладачів іноземної мови, що поєднує цільовий, змістовий, організаційно-діяльнісний, інтерпретаційно-рефлексивний та результативний компоненти. Показано, що її реалізація забезпечує переорієнтацію навчання з формального опрацювання мовного матеріалу на діяльнісно-інтерпретаційний рівень, у межах якого текст виступає носієм культурних значень, комунікативних стратегій і соціальних норм.

Висвітлено практичні аспекти реалізації моделі, зокрема використання автентичних текстів різних дискурсів, організацію аналітичної, інтерпретаційної та продуктивної діяльності здобувачів освіти,

моделювання професійно орієнтованих комунікативних ситуацій, а також впровадження рефлексивних практик, спрямованих на осмислення власної мовленнєвої та педагогічної діяльності.

Доведено, що інтеграція текстоцентричного та соціокультурного підходів сприяє формуванню професійної готовності майбутніх викладачів іноземної мови, що виявляється у здатності організовувати навчальний процес на засадах роботи з текстом як цілісним соціокультурним феноменом, адаптувати навчальний матеріал до різних освітніх умов і забезпечувати ефективну іншомовну комунікацію.

Ключові слова: підготовка майбутніх викладачів іноземної мови, іншомовна філологічна освіта, текстоцентричний підхід, соціокультурний підхід, інтегративна модель, іншомовна комунікація, автентичний текст, професійна підготовка.

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INTEGRATIVE MODEL OF TEXT-CENTERED LEARNING IN THE TRAINING OF FUTURE FOREIGN LANGUAGE TEACHERS

Abstract. The article examines the theoretical and methodological foundations of integrating text-centered and sociocultural approaches in the training of future foreign language teachers and substantiates the feasibility of their combination as a basis for organizing the modern educational process. It is emphasized that transformations in higher education, driven by competence-based and sociocultural paradigms, actualize the need for such didactic approaches that ensure not only the acquisition of linguistic knowledge but also the development of the ability to interpret cultural meanings and implement intercultural communication. It is found that the text-centered approach in contemporary scholarly discourse is considered an effective didactic strategy aimed at integrating linguistic, communicative, and cognitive components of training, while the sociocultural approach focuses on taking into account the cultural context and social practices of language functioning.

An integrative model of text-centered learning in the training of future foreign language teachers is substantiated, combining target, content, organizational-activity, interpretative-reflexive, and resultative components. It is demonstrated that its implementation ensures a shift from formal processing of linguistic material to an activity-interpretative level, within which the text functions as a carrier of cultural meanings, communicative strategies, and social norms. The practical aspects of the model implementation are highlighted, including the use of authentic texts of various discourses, the organization of analytical, interpretative, and productive activities of students, the modeling of professionally oriented communicative situations, as well as the introduction of reflective practices aimed at understanding one's own linguistic and pedagogical activity.

It is proved that the integration of text-centered and sociocultural approaches contributes to the formation of professional readiness of future foreign language teachers, manifested in their ability to organize the educational process based on working with the text as an integral sociocultural phenomenon, adapt educational materials to different learning contexts, and ensure effective foreign language communication.

Keywords: training of future foreign language teachers, foreign language philological education, text-centered approach, sociocultural approach, integrative model, foreign language communication, authentic text, professional training.

Постановка проблеми. Сучасна підготовка майбутніх викладачів відбувається в умовах соціокультурних трансформацій, цифровізації освітнього простору та переорієнтації освітніх стратегій на компетентнісну парадигму. Відтак зростає значущість таких дидактичних підходів, що забезпечують засвоєння знань та формування здатності до інтерпретації, критичного осмислення та продукування нових смислів у різних комунікативних ситуаціях.

Водночас сучасні освітні трансформації відбуваються в умовах посилення соціокультурної детермінованості освітнього процесу, що вимагає врахування ширшого контексту функціонування знання, мови й комунікації та актуалізує соціокультурний підхід. У підготовці майбутніх такий підхід викладачів акцентує увагу на взаємозв'язку навчання з культурними цінностями, моделями та практиками учасників освітнього процесу, у межах яких текст набуває статусу носія соціального досвіду та важливого інструменту його осмислення. У такому поєднанні тексто-центричний і соціокультурний підходи відкривають можливості для побудови навчання як процесу включення здобувачів у багатовимірний простір професійної та культурної комунікації.

Аналіз останніх досліджень і публікацій.

Звернення до питання ступеня розробленості проблеми текстоцентричного навчання в сучасному науковому просторі засвідчує, що в педагогічному та лінгводидактичному дискурсі навколо текстоцентричного підходу сформовано розгалужене наукове поле, у межах якого текст осмислюється як провідна дидактична одиниця, здатна забезпечувати інтеграцію мовленнєвих, когнітивних і соціокультурних вимірів навчання.

Осмислення текстоцентрованого підходу як провідної дидактичної стратегії у підготовці майбутніх фахівців знаходить відображення у працях О. Божко, Л. Галаєвської, А. Гацай, О. Глазової, Л. Златів, Н. Коверсун, О. Кулик, О. Любашенко, Т. Матвійчук, М. Пентилюк, С. Чередник тощо, у яких репрезентовано різноаспектне бачення тексту як інтегративної основи мовленнєвого, когнітивного та соціокультурного розвитку здобувачів освіти.

У працях Л. Галаєвської текстоцентричність розглядається як основа формування мовленнєвих умінь і навичок учнів, причому текст постає не лише об'єктом аналізу, а й засобом розвитку комунікативної діяльності. Подібні ідеї простежуються у дослідженнях С. Чередник та Н. Коверсун, де обґрунтовується ефективність текстоцентричних технологій у підвищенні пізнавального інтересу та активізації мовленнєвої діяльності здобувачів освіти. У контексті методики навчання української мови О. Глазова та О. Кулик акцентують на пріоритетності текстоцентричного підходу як такого, що забезпечує цілісність мовної підготовки, формуючи здатність до сприйняття, інтерпретації та продукування текстів. Розширення цього підходу до рівня лінгводидактичних стратегій представлено у працях О. Любашенко, де текстоцентричність інтерпретується як системоутворювальний принцип організації навчання мовлення. Дискурсивний вимір текстоцентричного підходу розкрито у дослідженні Л. Златів, яка обґрунтовує його як основу професійно спрямованого навчання, зокрема у підготовці студентів немовних спеціальностей. У цьому ж контексті Т. Матвійчук підкреслює значення тексту як цілісної одиниці мовної системи, що забезпечує зв'язність і завершеність навчального процесу. Окрему увагу дослідники приділяють прикладним аспектам реалізації текстоцентричність підходу. Так, А. Гацай обґрунтовує його ефективність у формуванні орфографічних умінь, тоді як О. Божко розглядає можливості розвитку усного мовлення на основі тексту. У роботах М. Пентилюк текстоцентричність інтерпретується як підґрунтя формування предметних і міжпредметних компетентностей, що забезпечує системність мовної освіти.

Соціокультурний підхід, своєю чергою, активно розробляється у педагогічній теорії як такий, що акцентує увагу на взаємозв'язку навчання з

культурними практиками, соціальними нормами та ціннісними орієнтирами. Методологічний потенціал соціокультурного підходу розкрито у працях О. Михайлюка, який розглядає його як інструмент історичного пізнання, що дозволяє інтерпретувати суспільні явища крізь призму культурних смислів і соціальних практик. Подібну позицію розвиває Н. Шакун, обґрунтовуючи соціокультурний підхід як спосіб багатовимірного осмислення історичних процесів. Ціннісний вимір також простежується у роботах М. Давидюк, де соціокультурний підхід використовується для обґрунтування розвитку демократичних цінностей молоді, зокрема у середовищі студентського самоврядування. У педагогічному вимірі О. Кучерук розглядає соціокультурний підхід як основу формування україномовної особистості, підкреслюючи його значення для інтеграції мовної освіти у ширший культурний контекст. У дослідженнях Е. Стриги соціокультурний підхід інтерпретується як умова формування професійного менталітету майбутніх учителів, що підкреслює його значення у процесі професійної соціалізації. У цьому ж руслі Я. Пономаренко розглядає соціокультурний контекст формування особистості, акцентуючи на взаємозв'язку між індивідуальним розвитком і культурним середовищем. У сфері соціальної роботи Н. Ашиток та С. Котловий обґрунтовують соціокультурний підхід як методологічну основу аналізу соціальних практик і професійної діяльності, підкреслюючи його значення для розуміння соціальної взаємодії у різних середовищах. У лінгводидактичному та комунікативному вимірі Т. Суханова та В. Крисенко акцентують на ролі соціокультурного підходу у навчанні іншомовної комунікації, де врахування культурних особливостей мовлення визначається як умова ефективної взаємодії. Аналогічно В. Овдіюк розглядає його як основу навчання української мови як іноземної, орієнтовану на формування здатності до міжкультурної комунікації. Отже інтерпретація соціокультурного підходу варіюється від загальнонаукового методологічного принципу до конкретної дидактичної стратегії, орієнтованої на формування особистості в системі соціальних і культурних взаємодій.

Разом із тим у сучасній педагогічній теорії та практиці, на нашу думку, недостатньо окреслено місце текстоцентричного підходу в системі сучасних дидактичних підходів підготовки майбутніх викладачів саме у взаємозв'язку із соціокультурною перспективою. Залишається невизначеним потенціал їх інтеграції як методологічної основи організації освітнього процесу, що забезпечував би формування здатності майбутніх викладачів до роботи з текстом як складним соціокультурним феноменом.

Мета статті полягає у визначенні ролі текстоцентрованого підходу в системі сучасних дидактичних підходів підготовки майбутніх викладачів та

обґрунтуванні інтегративної моделі його реалізації у взаємодії із соціокультурним підходом.

Виклад основного матеріалу. Аналіз сучасного наукового дискурсу засвідчує зростання уваги до проблеми оновлення дидактичних підходів у підготовці майбутніх викладачів у контексті компетентнісної та соціокультурної парадигм освіти. У працях вітчизняних і зарубіжних дослідників обґрунтовується значення тексту як ключової одиниці навчання, що забезпечує інтеграцію мовної, комунікативної та культурної складових професійної підготовки. У межах текстоцентричного підходу текст розглядається як багатовимірний феномен, що поєднує когнітивні, комунікативні та соціокультурні характеристики й виступає основою організації освітнього процесу. Отже проблематика текстоцентричного навчання знайшла відображення у дослідженнях, присвячених формуванню мовленнєвої компетентності, розвитку навичок інтерпретації та продукування текстів, а також методичним засадам роботи з текстами різних жанрів і стилів. Утім недостатньо конкретизовано механізми їх взаємодії, а також дидактичні умови, що забезпечують ефективну реалізацію текстоцентричного підходу з урахуванням соціокультурного виміру освітнього процесу. Зазначимо, що у більшості досліджень домінує лінгводидактичний та методичний вимір його реалізації, тоді як питання інтеграції текстоцентричного підходу у систему сучасних дидактичних підходів підготовки майбутніх викладачів, особливо з урахуванням його соціокультурного потенціалу, потребує подальшого наукового осмислення. Загалом у сучасних розвідках простежується тенденція до розширення розуміння тексту як носія культурних смислів, що функціонує у певному соціокультурному контексті, що зближує текстоцентричну методологію із положеннями соціокультурного підходу.

У своїй роботі ми спиралися на дослідження, які акцентують увагу на професійному аспекті проблеми. Зокрема це відображено у працях І. Кухарчук [3], де обґрунтовано значення текстоцентричного підходу у формуванні соціокультурної компетентності майбутніх учителів-словесників, а також С. Горобець, яка розглядає його як методичний орієнтир у розвитку риторичної компетентності [2]. У підготовці майбутніх фахівців журналістики (О. Семеног, Н. Пономаренко [6]) текстоцентричність постає як засіб формування професійно значущих умінь роботи з інформацією. У новітніх дослідженнях (Т. Мішенина, С.Скидан [4]; О.Горда, О. Трумко [1]; С.Протопопова [5]) текстоцентричний підхід розглядається у контексті компетентнісної парадигми вищої освіти, де він забезпечує формування комунікативної компетентності, розвиток критичного мислення та здатності до інтерпретації текстів у різних професійних ситуаціях.

Попри наявність значного корпусу наукових праць, у яких окремо висвітлюються дидактичні можливості текстоцентрованого та соціокультурного підходів, їх взаємопов'язане осмислення в межах цілісної системи підготовки майбутніх викладачів залишається фрагментарним. Наявні дослідження демонструють високу евристичну цінність кожного з підходів окремо, однак їх інтеграція здебільшого не виходить за межі декларативного поєднання, що ускладнює формування концептуально узгодженої дидактичної моделі.

Вибудовуючи стратегію розгортання нашого дослідження, ми виходили з позицій, відповідно до яких текст доцільно розглядати не лише як дидактичну одиницю, а як смисловий простір, у якому поєднуються мовні структури та комунікативні наміри. Означений підхід візуалізований інтегративній моделі текстоцентрованого навчання у соціокультурному вимірі підготовки викладачів іноземної мови (Рис.1.).

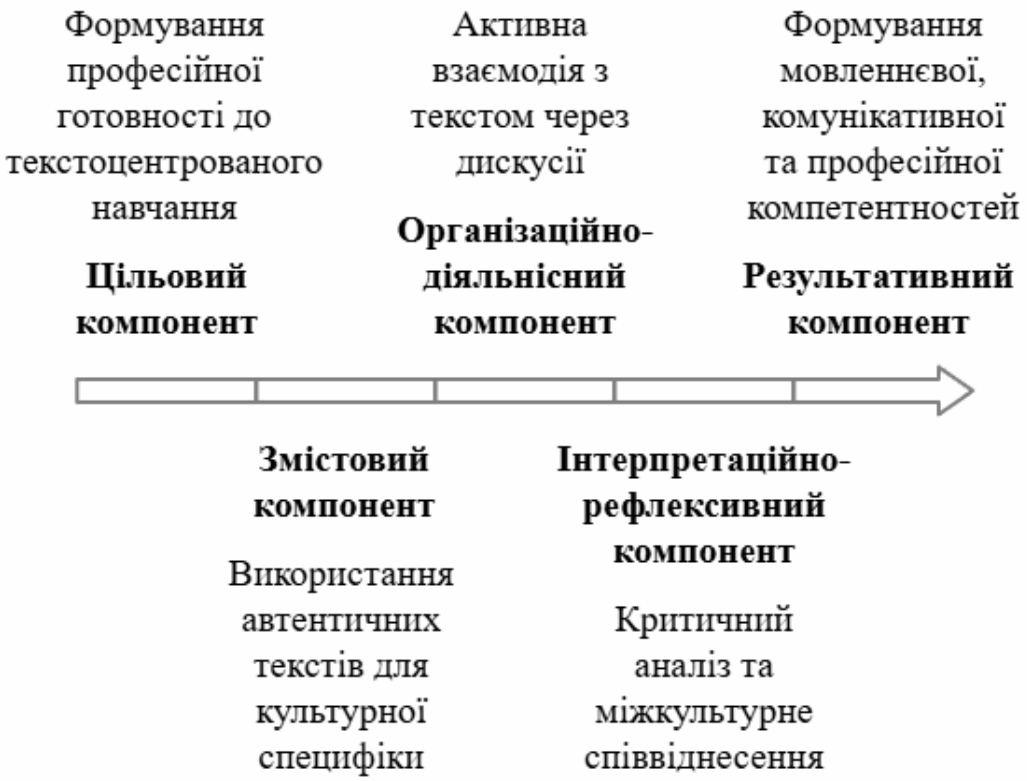

Рис. 1. Інтегративна модель текстоцентричного навчання у соціокультурному вимірі підготовки викладачів іноземної мови

У межах запропонованої моделі інтеграції текстоцентричного та соціокультурного підходів підготовка майбутніх викладачів іноземної мови постає як процес, що охоплює взаємодію кількох змістових площин. Модель постає як структурно-функціональна система, що забезпечує узгоджене

поєднання змістового, процесуального та результативного компонентів професійної підготовки.

Концептуальною основою моделі виступає положення про текст як інтегративну дидактичну одиницю, що акумулює мовні, когнітивні та соціокультурні смисли й уможливлює їх цілісне засвоєння у процесі навчальної діяльності. Вихідним положенням, покладеним в основу моделі, є ідея про те, що формування іншомовної комунікативної компетентності майбутнього викладача відбувається через занурення у текст як репрезентацію культурно зумовленої комунікації.

Структурно модель охоплює декілька взаємопов'язаних компонентів.

Цільовий компонент визначає спрямованість підготовки на формування професійної готовності майбутнього викладача іноземної мови до організації текстоцентричного навчання з урахуванням соціокультурного виміру. Суттєвим аспектом цільового компонента є орієнтація на формування здатності до продуктивної діяльності, зокрема створення власних текстів різних жанрів і дискурсів, що відображають професійно релевантні комунікативні ситуації. Така діяльність забезпечує перехід від інтерпретації до продукування смислів, що є необхідною умовою становлення майбутнього викладача як суб'єкта іншомовної професійної комунікації. Смисловий наголос зосереджується на розвитку здатності до інтерпретації текстів різних дискурсів, реалізації міжкультурної комунікації та створення власних текстів у професійно значущих ситуаціях.

Так, у процесі підготовки майбутніх викладачів іноземної мови доцільним є залучення здобувачів освіти до моделювання професійно орієнтованих ситуацій, у межах яких вони створюють власні тексти, наприклад: розробляють фрагмент заняття з використанням автентичного тексту, укладають інструкції до навчальних завдань, формулюють запитання для організації дискусії або створюють навчальний діалог, що відображає міжкультурну взаємодію. У таких видах діяльності текст виступає не лише об'єктом аналізу, а й результатом педагогічного проєктування. Інший приклад пов'язаний із трансформаційною роботою з текстами, коли здобувачі освіти, опрацювавши автентичний матеріал, адаптують його до рівня підготовки здобувачів, змінюють жанр (наприклад, перетворюють інформаційний текст на діалог або дискусійне завдання), або створюють власні тексти на основі запропонованої соціокультурної ситуації. Така діяльність сприяє усвідомленню функціонування мовних засобів у різних комунікативних умовах і формує здатність до варіативного використання тексту у навчальному процесі.

Змістовий компонент передбачає добір і структурування навчального матеріалу на основі автентичних текстів різних жанрів і дискурсів, які

відображають культурну специфіку мовного середовища та слугують основою для формування іншомовної комунікативної компетентності. Його наповнення включає лінгвістичний, дискурсивний і соціокультурний аспекти, що інтегруються у процесі роботи з текстом як цілісним утворенням.

Структурування змісту здійснюється за принципом поступового ускладнення смислових і дискурсивних характеристик текстів: від репродуктивного розуміння до інтерпретації та критичного осмислення. Водночас інтеграція лінгвістичного, дискурсивного і соціокультурного аспектів передбачає їх одночасне опрацювання, що забезпечує формування цілісного уявлення про функціонування мови в реальних умовах комунікації. Особливого значення набуває варіативність текстового матеріалу, що охоплює як академічні, так і повсякденні, медійні та професійно орієнтовані дискурси.

Різнорівнева репрезентація текстів сприяє формуванню здатності до адаптації мовленнєвої поведінки відповідно до контексту спілкування, що є ключовим для майбутнього викладача іноземної мови. Змістовий компонент також забезпечує міждисциплінарну інтеграцію, оскільки робота з текстами передбачає залучення знань із культурології, соціолінгвістики, педагогіки та методики навчання.

Організаційно-діяльнісний компонент охоплює систему методів, форм і технологій навчання, що забезпечують активну взаємодію здобувачів освіти з текстом. Йдеться про аналітичну, інтерпретаційну та продуктивну діяльність, яка реалізується через дискусії, моделювання комунікативних ситуацій, проєктну діяльність і створення власних текстів. Тобто він передбачає включення здобувачів освіти у види діяльності, спрямовані на аналіз, інтерпретацію та трансформацію текстів з урахуванням їх соціокультурного контексту.

Конкретизація цього компонента виявляється у доборі таких форм організації навчання, які моделюють реальні умови іншомовної комунікації. Зокрема, ефективними є заняття у форматі дискусій на основі автентичних текстів (наприклад, обговорення статті з іноземного медіа з подальшим визначенням культурно зумовлених позицій авторів), що стимулює інтерпретацію смислів і розвиток аргументативного мовлення. Аналітична діяльність може реалізовуватися через завдання на виявлення дискурсивних особливостей тексту: визначення комунікативного наміру автора, аналіз мовних засобів вираження оцінки, зіставлення варіантів подання інформації в різних культурних контекстах. Наприклад, здобувачам пропонується порівняти новинні тексти з різних англомовних джерел і встановити відмінності у способах репрезентації події.

Інтерпретаційна діяльність набуває розвитку у процесі роботи з культурно насиченими текстами, коли здобувачі освіти пояснюють значення соціокультурних реалій, символів, мовленнєвих формул. Доцільним є виконання завдань типу: «поясніть поведінку персонажів з урахуванням культурних норм» або «інтерпретуйте значення висловлювань у конкретній комунікативній ситуації». Продуктивна діяльність забезпечується через створення власних текстів, що відтворюють або трансформують вихідний матеріал. Наприклад, здобувачі освіти можуть розробляти навчальні діалоги на основі прочитаного тексту, створювати альтернативне завершення історії, готувати міні-проєкти (презентації, відео, блоги), у яких відображається інтерпретація культурного змісту тексту.

Особливого значення набуває *інтерпретаційно-рефлексивний компонент*, що забезпечує осмислення тексту як носія культурних значень і сприяє розвитку здатності до міжкультурної комунікації. У цьому аспекті робота з текстом набуває діалогічного характеру, оскільки передбачає співвіднесення власного досвіду здобувача освіти з культурними моделями, представленими в іншомовному середовищі. За таких умов рефлексивність виступає механізмом усвідомлення власної мовленнєвої та професійної діяльності.

Практична реалізація цього компонента передбачає організацію навчальної діяльності, спрямованої на інтерпретацію культурно зумовлених смислів тексту з подальшим їх особистісним осмисленням. Зокрема, доцільним є використання завдань типу «reflexive response», коли після опрацювання тексту здобувачі освіти формулюють власне ставлення до порушеної проблеми, співвідносячи її з досвідом своєї культури. Наприклад, після читання тексту про освітні традиції іншої країни пропонується відповісти на запитання: «Які з описаних підходів є прийнятними у вашому освітньому контексті і чому?»

Інтерпретаційний аспект може бути підсилений через виконання завдань на виявлення культурних відмінностей і подібностей, коли здобувачі освіти аналізують поведінкові моделі персонажів або комунікативні стратегії, представлені у тексті, та порівнюють їх із нормами рідної культури. Така робота сприяє розвитку здатності до культурної децентрації та усвідомлення відносності власних уявлень. Рефлексивна складова реалізується також через ведення навчальних щоденників або рефлексивних есе, у яких здобувачі освіти фіксують труднощі інтерпретації тексту, осмислюють власні комунікативні стратегії та оцінюють ефективність використаних мовних засобів. Подібні практики дозволяють сформувати здатність до самоспостереження та самокорекції мовленнєвої діяльності. У підготовці майбутніх викладачів іноземної мови важливим є

також рефлексивне осмислення власної педагогічної діяльності, зокрема аналіз створених навчальних завдань або фрагментів занять з позицій їх культурної доцільності та комунікативної ефективності. Така практика забезпечує формування здатності до професійної рефлексії як невід'ємної складової педагогічної майстерності.

Результативний компонент відображає сформованість мовленнєвої, комунікативної, соціокультурної та професійно-педагогічної компетентностей, що виявляються у здатності майбутнього викладача організовувати навчальний процес на засадах інтеграції текстоцентричного та соціокультурного підходів. Йдеться, зокрема, про здатність майбутнього викладача здійснювати цілісний аналіз тексту з урахуванням його мовних, дискурсивних і культурних характеристик, обирати адекватні стратегії роботи з текстом відповідно до навчальної мети та рівня підготовки здобувачів освіти.

Практичним виявом сформованості результатів є вміння проєктувати навчальні заняття на основі автентичних текстів. Наприклад, здобувач освіти здатний розробити план уроку, у якому передбачено етапи передтекстової, текстової та післятекстової роботи, інтегрувати завдання на розвиток мовленнєвих умінь із завданнями на інтерпретацію культурних змістів, а також організувати комунікативну діяльність учнів у формі дискусії або рольової взаємодії. Результативний компонент також виявляється у здатності адаптувати текстовий матеріал до конкретних умов навчання: змінювати рівень складності, добирати відповідні мовні засоби, трансформувати зміст з урахуванням вікових та соціокультурних особливостей аудиторії. Така гнучкість свідчить про сформованість професійно-педагогічного мислення та здатність до варіативного використання дидактичних ресурсів. Важливим показником є готовність до організації міжкультурної комунікації, що проявляється у вмінні моделювати навчальні ситуації, у яких здобувачі освіти залучаються до обговорення культурно значущих тем, аналізу різних точок зору та формування власної позиції засобами іноземної мови.

Оцінювання результативного компонента може здійснюватися через виконання комплексних практичних завдань: розроблення фрагментів занять, створення власних текстів навчального призначення, аналіз і самоаналіз педагогічної діяльності, участь у мікровикладанні. Такі форми дозволяють виявити не лише рівень знань, а й здатність до їх застосування у професійно значущих ситуаціях.

Загалом варто зазначити, що функціонування моделі забезпечується сукупністю дидактичних умов, які передбачають системне поєднання текстоцентричних технологій із соціокультурно орієнтованими методами

навчання, використання автентичних матеріалів, варіативність комунікативних ситуацій, а також створення освітнього середовища, що стимулює рефлексію, інтерпретацію та міжкультурний діалог. Використання якого дає можливість розглядати текст як інструмент формування професійної готовності майбутнього викладача до організації іншомовної комунікації у різних соціокультурних контекстах.

Запропонована модель уможливлює системне поєднання текстоцентрованого та соціокультурного підходів, забезпечуючи формування професійної готовності майбутніх викладачів іноземної мови до реалізації сучасних дидактичних стратегій у полікультурному освітньому просторі. Водночас її значущість не обмежується лише узгодженням окремих компонентів підготовки, а полягає у створенні цілісного дидактичного середовища, в якому текст виступає центральним смислоутворювальним елементом професійної діяльності викладача.

Функціонування моделі забезпечує переорієнтацію процесу підготовки з репродуктивного засвоєння мовного матеріалу на діяльнісно-інтерпретаційний рівень, що уможливлює формування здатності до роботи з текстами як носіями культурних смислів, комунікативних стратегій і соціальних норм. Така переорієнтація сприяє розвитку інтегрованого типу мислення майбутнього викладача, для якого мовна діяльність постає невід'ємною складовою міжкультурної взаємодії. Суттєвим результатом реалізації моделі є посилення взаємозв'язку між теоретичною підготовкою та практичною діяльністю, що виявляється у здатності майбутнього викладача конструювати навчальні ситуації на основі текстів різних дискурсів, адаптувати їх до конкретних соціокультурних умов і забезпечувати продуктивну іншомовну комунікацію здобувачів освіти. У цьому аспекті модель виступає інструментом професійної інтеріоризації методичних підходів, трансформуючи їх у власний педагогічний досвід.

Висновки. Актуалізація текстоцентричного підходу зумовлена його здатністю інтегрувати різні дидактичні стратегії та спрямовувати навчання на роботу зі смислами, інтерпретацію культурних контекстів і формування досвіду професійної комунікації. У дослідженнях, присвячених підготовці майбутніх викладачів, він розглядається як методологічна основа формування здатності до професійної взаємодії в полікультурному освітньому середовищі, інтерпретації культурних явищ і організації комунікації як соціально зумовленого процесу. Узагальнення наукових позицій дозволяє стверджувати, що текстоцентричний підхід трактується як ефективна дидактична стратегія, спрямована на формування мовленнєвої, комунікативної та професійної компетентностей через роботу з текстом як цілісним смисловим утворенням, що уможливлює переорієнтацію навчання з

формального опрацювання мовного матеріалу на інтерпретацію й продукування значень у конкретних соціокультурних ситуаціях.

Розроблена інтегративна модель дозволяє конкретизувати механізми реалізації текстоцентрованого підходу в системі підготовки майбутніх викладачів іноземної мови, забезпечуючи узгодження цілей, змісту, організаційних форм і результатів навчання. Її впровадження сприяє формуванню цілісної професійної готовності, що поєднує мовленнєву вправність, комунікативну гнучкість, соціокультурну обізнаність і здатність до педагогічного проєктування навчального процесу. Водночас модель визначає напрям подальшого вдосконалення змісту та організації підготовки викладачів іноземної мови, оскільки дозволяє інтегрувати текстоцентровані технології з соціокультурно спрямованими освітніми практиками на рівні цілей, змісту, методів і результатів навчання. Означена інтеграція сприяє формуванню здатності до гнучкого педагогічного проєктування, що набуває особливої актуальності в умовах динамічного розвитку освітнього простору та посилення міжкультурної комунікації. Разом з тим потенціал запропонованої моделі відкриває можливості для подальшого наукового осмислення її реалізації у різних освітніх контекстах, зокрема у системі післядипломної освіти та професійного розвитку викладачів, а також у розробленні конкретних методичних інструментів, що забезпечують її ефективне впровадження.

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ПАРТНЕРСТВО ЯК ЧИННИК ЕФЕКТИВНОГО УПРАВЛІННЯ ЗАКЛАДОМ ОСВІТИ

Анотація. У статті здійснено теоретичне обґрунтування партнерства як чинника ефективного управління закладом освіти в умовах сучасних суспільних трансформацій, цифровізації, воєнних викликів та зростання вимог до якості освіти. Актуальність дослідження зумовлена необхідністю переходу від адміністративно-центрованої моделі управління до моделі розподіленої відповідальності, що ґрунтується на довірі, відкритій комунікації, взаємодії та залученні всіх учасників освітнього процесу до прийняття управлінських рішень. На основі аналізу нормативно-правових документів України та сучасних міжнародних досліджень у сфері освітнього лідерства, розподіленого управління, взаємодії закладу освіти, родини й громади уточнено зміст поняття партнерства в управлінні закладом освіти. Партнерство визначено як цілеспрямовану, ціннісно й організаційно узгоджену взаємодію суб'єктів освітньої діяльності, спрямовану на забезпечення якості освіти, розвиток довіри, прозорості та спільної відповідальності.

Охарактеризовано основні суб'єкти партнерської взаємодії: керівника закладу освіти, педагогічний колектив, здобувачів освіти, батьків, органи самоврядування, громаду, соціальні й культурні інституції. Визначено стратегічну, комунікативну, ресурсну, мотиваційну та контрольно-рефлексивну функції партнерства. Обґрунтовано провідну роль керівника закладу освіти як стратегічного лідера, фасилітатора командної взаємодії та організатора партнерського середовища. Увагу акцентовано на необхідності інституціоналізації партнерських практик у внутрішній системі забезпе-

чення якості освіти, розвитку професійних спільнот педагогів, дієвого учнівського самоврядування, партнерства з батьками та етичної цифрової комунікації.

Визначено критерії ефективності партнерства в управлінні закладом освіти, серед яких: рівень довіри між учасниками освітнього процесу, участь у спільному прийнятті рішень, функціональність органів самоврядування, прозорість управлінських процедур, якість зворотного зв'язку та позитивна динаміка освітніх результатів. Доведено, що партнерство є структурним чинником ефективного управління закладом освіти та важливою умовою формування демократичної й людиноцентричної освітньої культури.

Ключові слова: партнерство, управління закладом освіти, освітнє лідерство, розподілене лідерство, партнерська взаємодія, якість освіти, освітнє середовище.

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PARTNERSHIP AS A FACTOR OF EFFECTIVE MANAGEMENT OF AN EDUCATIONAL INSTITUTION

Abstract. The article provides a theoretical substantiation of partnership as a factor of effective management of an educational institution in the context of contemporary social transformations, digitalization, wartime challenges, and increasing requirements for the quality of education. The relevance of the study is determined by the need to transition from an administrative-centered management model to a model of distributed responsibility based on trust, open communication, interaction, and the involvement of all participants in the educational process in managerial decision-making. Based on the analysis of Ukrainian regulatory and legal documents as well as contemporary international studies in the fields of educational leadership, distributed management, and interaction between educational institutions, families, and communities, the content of the concept of partnership in educational institution management has been clarified. Partnership is defined as a purposeful, value-based, and

organizationally coordinated interaction among subjects of educational activity aimed at ensuring the quality of education, developing trust, transparency, and shared responsibility.

The main subjects of partnership interaction are characterized, including the head of the educational institution, the teaching staff, learners, parents, self-government bodies, the community, and social and cultural institutions. The strategic, communicative, resource, motivational, and control-reflective functions of partnership are identified. The leading role of the head of the educational institution as a strategic leader, facilitator of teamwork, and organizer of a partnership environment is substantiated. Particular attention is paid to the need for institutionalizing partnership practices within the internal quality assurance system of education, developing professional teacher communities, ensuring effective student self-government, strengthening partnerships with parents, and maintaining ethical digital communication.

The criteria for the effectiveness of partnership in educational institution management are identified, including the level of trust among participants in the educational process, participation in joint decision-making, the functionality of self-government bodies, transparency of management procedures, quality of feedback, and positive dynamics of educational outcomes. It is proved that partnership is a structural factor of effective educational institution management and an important condition for the formation of a democratic and human-centered educational culture.

Keywords: partnership, educational institution management, educational leadership, distributed leadership, partnership interaction, quality of education, educational environment.

Постановка проблеми. Сучасний заклад освіти в Україні функціонує в складних умовах соціальних запитів, воєнних викликів, цифрової трансформації, зростання очікувань батьківської спільноти та необхідності забезпечення якості освітніх результатів. За цих обставин управління закладом освіти не може зводитися лише до адміністративного розподілу обов'язків, контролю виконання нормативних вимог і внутрішньої організації освітнього процесу. Воно дедалі більше набуває характеру відкритої взаємодії між керівником, педагогічним колективом, здобувачами освіти, батьками, засновником, громадою та іншими зацікавленими сторонами. Саме партнерство стає тим управлінським ресурсом, який забезпечує довіру, узгодженість дій, спільну відповідальність і здатність закладу освіти своєчасно реагувати на зміни.

Правове підґрунтя партнерської моделі управління закладено в освітньому законодавстві України, де освіта розглядається як суспільне

благо, а її якість пов'язується з правами учасників освітнього процесу, прозорістю управління, академічною доброчесністю, доступністю та людиноцентризмом [1]. Закон України «Про повну загальну середню освіту» конкретизує участь органів громадського самоврядування, педагогічної ради, учнівського та батьківського самоврядування в житті закладу освіти, що фактично формує нормативну рамку партнерської взаємодії [2]. У професійному стандарті керівника закладу загальної середньої освіти управлінська діяльність пов'язана не тільки з організаційно-розпорядчими функціями, а й із розвитком команди, комунікацією, безпечним середовищем, стратегічним баченням і взаємодією зі спільнотою [3].

Актуальність проблеми зумовлена суперечністю між декларованою необхідністю партнерства та нерівномірною практикою його реалізації в управлінні закладами освіти. У багатьох закладах партнерство залишається переважно формальним: батьки залучаються епізодично, учнівське самоврядування виконує символічні функції, педагогічні ініціативи не завжди перетворюються на спільні управлінські рішення, а комунікація з громадою здійснюється переважно в інформаційному, а не в діалогічному форматі. Тому науково-практичного значення набуває обґрунтування партнерства як чинника ефективного управління, тобто як системної умови прийняття рішень, розвитку організаційної культури, підвищення якості освіти та зміцнення довіри до закладу.

Аналіз останніх досліджень і публікацій. У сучасних міжнародних дослідженнях управління освітою партнерство розглядається в контексті освітнього лідерства, розподіленої відповідальності, шкільної автономії, взаємодії школи з родиною та громадою. У глобальному звіті UNESCO з моніторингу освіти 2024/2025 рр. наголошено, що ефективне освітнє лідерство передбачає не лише адміністративне управління, а й створення умов для спільного бачення, професійної підтримки педагогів і довіри між учасниками освітньої системи [4]. Цей підхід важливий для українського контексту, оскільки керівник закладу освіти має діяти як організатор партнерського середовища, а не лише як посадова особа, відповідальна за виконання регламентів.

У працях А. Гарріс, М. Джонс і Н. Ісмаїл розподілене лідерство розглянуто як впливова концепція освітнього управління, що поєднує формальне керівництво з професійною активністю педагогів і неформальних лідерів [5, с. 438-456]. М. Гальдамес-Кальдерон доводить, що практики розподіленого лідерства сприяють професійному розвитку вчителів, посиленню участі педагогів у прийнятті рішень і поліпшенню шкільної організації [6]. Ці висновки корелюють із потребою українських закладів освіти в командному управлінні, де педагог не є пасивним

виконавцем управлінських рішень, а виступає співтворцем освітньої політики закладу.

Проблема взаємодії школи й родини також має достатнє висвітлення в сучасній зарубіжній літературі. С. Чжан і Х. Ву, використовуючи дані PISA 2022, показали зв'язок між шкільним лідерством, залученням батьків і навчальними результатами учнів [7]. Ф. Сіссе, Л. Занг, Х.-С. Парк і Н. Нішимура обґрунтували значення партнерства школи, родини та громади для поліпшення результатів навчання в початковій школі [8, с. 263-282]. І. Алкалаш і М. Алкалаш, аналізуючи міжшкільні партнерства, підкреслюють, що взаємодія між закладами освіти може посилювати соціальну згуртованість, взаємну підтримку та спроможність шкіл працювати в кризових умовах [9, с. 1325-1341].

Водночас у науковому дискурсі недостатньо розкрито управлінський механізм перетворення партнерства з декларативного принципу на реальну систему рішень. Потребують уточнення критерії ефективності партнерства, умови його інституціоналізації в закладі освіти, роль керівника у формуванні довіри, способи запобігання формалізації батьківської та учнівської участі. Недостатньо досліджено також зв'язок партнерства з внутрішньою системою забезпечення якості освіти, професійним розвитком педагогів, інклюзивною політикою та цифровими каналами комунікації. Саме ці аспекти визначають зміст цієї статті.

Мета статті полягає в теоретичному обґрунтуванні партнерства як чинника ефективного управління закладом освіти та визначенні управлінських умов, за яких партнерська взаємодія сприяє підвищенню якості освітньої діяльності, розвитку довіри й посиленню відповідальності учасників освітнього процесу.

Досягнення мети передбачає розв'язання таких **завдань:** уточнити зміст поняття партнерства в управлінні закладом освіти; визначити основні суб'єкти партнерської взаємодії; охарактеризувати управлінські функції партнерства; обґрунтувати критерії його ефективності; окреслити практичні умови впровадження партнерської моделі управління в діяльність закладу освіти.

Виклад основного матеріалу дослідження. Партнерство в управлінні закладом освіти доцільно розуміти як цілеспрямовану, нормативно й ціннісно узгоджену взаємодію суб'єктів освітньої діяльності, що ґрунтується на довірі, відкритій комунікації, взаємній відповідальності, прозорості рішень і спільній орієнтації на якість освіти. У такому розумінні партнерство не тотожне простому інформуванню батьків або залученню громадськості до окремих заходів. Воно передбачає участь у формуванні цілей, обговоренні проблем, виробленні рішень, реалізації спільних дій і оцінюванні їхніх результатів.

Суб'єктами партнерства є керівник закладу освіти, педагогічний колектив, здобувачі освіти, батьки, органи самоврядування, засновник, місцева громада, інклюзивно-ресурсні центри, соціальні служби, заклади культури, громадські організації, заклади вищої освіти та інші інституції, здатні підтримати освітній розвиток учнів. У дослідженнях з інклюзивної освіти підкреслено, що ефективна підтримка здобувача освіти потребує міжсекторної взаємодії, координації освітніх, соціальних, медичних і громадських ресурсів [10]. Отже, партнерство слід розглядати не як додатковий напрям роботи, а як спосіб організації управлінської системи закладу.

Управлінська цінність партнерства виявляється щонайменше у таких функціях. Перша функція – стратегічна. Партнерство допомагає закладу освіти виробляти спільне бачення розвитку, яке підтримують не лише адміністрація та педагогічна рада, а й батьківська й учнівська спільноти. Стратегія, створена без діалогу, часто сприймається як формальний документ; натомість стратегія, обговорена з учасниками освітнього процесу, стає інструментом об'єднання зусиль. Друга функція – комунікативна. Партнерство впорядковує взаємодію, зменшує ризик конфліктів, запобігає поширенню неперевіреної інформації та створює культуру відкритого обговорення проблем.

Третя функція – інтеграційно-ресурсна. Заклад освіти не завжди володіє достатніми внутрішніми ресурсами для розв'язання складних освітніх, виховних, інклюзивних або безпекових завдань. Партнерство з громадою, закладами культури, громадськими організаціями, батьківською спільнотою й іншими установами розширює можливості освітнього середовища. У концепції школи як громадського осередку Б. Клівленд підкреслює значення інтеграції шкільного простору з потребами громади, що дає змогу школі виконувати ширшу соціальну функцію [11, с. 11-28]. Четверта функція – мотиваційна: участь у прийнятті рішень посилює причетність педагогів, учнів і батьків до життя закладу. П'ята функція – контрольно-рефлексивна: партнерство формує прозорі механізми обговорення результатів і корекції управлінських дій.

Провідна роль у становленні партнерської моделі належить керівникові закладу освіти. Його завдання полягає не в тому, щоб одноосібно визначати всі напрями діяльності, а в тому, щоб організувати простір професійного діалогу, розподіленої відповідальності та командної взаємодії. У цьому контексті ефективний керівник виконує ролі стратегічного лідера, фасилітатора, комунікатора, медіатора, організатора професійного розвитку та гаранта дотримання прав учасників освітнього процесу. Якщо управлінська культура керівника ґрунтується на відкритості,

послідовності та повазі до професійної автономії педагогів, партнерство набуває реального змісту. Якщо ж управління залишається авторитарним, навіть формально створені органи самоврядування не забезпечують впливу на якість освітньої діяльності.

Ефективне партнерство потребує інституційного оформлення. Йдеться про закріплення партнерських практик у стратегії розвитку закладу, положеннях про внутрішню систему забезпечення якості освіти, планах роботи педагогічної ради, алгоритмах комунікації з батьками, процедурах реагування на конфлікти, механізмах учнівської участі та правилах інформаційної відкритості. Важливо, щоб участь батьків і здобувачів освіти не обмежувалася організацією свят, благодійних акцій чи вирішенням побутових питань. Вона має охоплювати обговорення освітніх потреб, безпечного середовища, доброчесності, психологічної підтримки, профорієнтації, індивідуальних освітніх траєкторій та розвитку шкільної культури.

Окремим напрямом є педагогічне партнерство всередині колективу. Ефективне управління неможливе без професійних спільнот учителів, наставництва, взаємовідвідування занять, командного аналізу результатів навчання, підтримки молодих педагогів і культури академічної доброчесності. Розподілене лідерство дає змогу активізувати потенціал учителів, які мають різний досвід, спеціалізацію та інноваційні ідеї. Воно також зменшує управлінське перевантаження директора, оскільки частина ініціатив реалізується через методичні команди, робочі групи, творчі об'єднання та проєктні команди.

Партнерство з батьками має переходити від моделі контролю або претензій до моделі освітньої взаємодії. Практично це означає регулярне інформування не тільки про оцінки й дисциплінарні питання, а й про освітні цілі, очікувані результати, способи підтримки дитини вдома, психологічний клімат класу, безпечне цифрове середовище. Важливими інструментами є консультації, батьківські зустрічі у форматі діалогу, спільні освітні проєкти, опитування, індивідуальні траєкторії підтримки, залучення батьків як носіїв професійного й соціального досвіду. При цьому керівництво закладу має забезпечити етичні межі взаємодії: батьківська участь не повинна підміняти професійну відповідальність педагогів або порушувати права інших учасників освітнього процесу.

Учнівське партнерство є показником демократичності управління. Воно передбачає визнання здобувачів освіти суб'єктами шкільного життя, здатними висловлювати думку, пропонувати ініціативи, брати участь у розробленні правил спільноти, реалізовувати проєкти, оцінювати комфортність і безпечність середовища. Учнівське самоврядування має бути не

декоративним, а функціональним: його представники можуть долучатися до обговорення освітніх подій, волонтерських ініціатив, правил академічної доброчесності, заходів із протидії булінгу та розвитку культури взаємоповаги.

Цифрові канали комунікації посилюють партнерство за умови дотримання етичних принципів. Електронні щоденники, сайти закладів, освітні платформи, онлайн-опитування й інформаційні панелі можуть забезпечувати прозорість рішень і швидкий зворотний зв'язок. Водночас цифровізація не повинна зводити партнерство до потоку повідомлень. Європейські етичні настанови щодо використання даних і штучного інтелекту в освіті наголошують на прозорості, відповідальності, захисті персональних даних і недопущенні дискримінаційного використання цифрових інструментів [12]. Отже, цифрова комунікація має доповнювати живий діалог, а не замінювати його.

Критеріями ефективності партнерства в управлінні закладом освіти можуть бути: наявність спільно вироблених управлінських рішень; регулярність і якість зворотного зв'язку; рівень довіри між адміністрацією, педагогами, учнями й батьками; участь педагогів у професійних командах; функціональність органів самоврядування; прозорість інформації про діяльність закладу; залучення ресурсів громади; зменшення кількості конфліктів, що виникають через комунікаційні розриви; позитивна динаміка освітніх результатів і показників безпечного освітнього середовища. Такі критерії дають змогу оцінювати партнерство не за кількістю проведених заходів, а за його реальним впливом на якість управління.

Отримані теоретичні результати дають підстави стверджувати, що партнерство є не допоміжним елементом, а структурним чинником ефективного управління закладом освіти. Воно поєднує стратегічне планування, організацію командної роботи, комунікацію, залучення ресурсів, внутрішній моніторинг якості, підтримку інклюзії та формування демократичної культури. У практичному вимірі це означає потребу в управлінських рішеннях, які створюють сталі правила співпраці, а не залежать лише від особистої ініціативи окремого директора чи педагога.

Висновки. Партнерство в управлінні закладом освіти є системою ціннісно узгодженої, організаційно впорядкованої та результативно спрямованої взаємодії між учасниками освітнього процесу й зовнішніми заінтересованими сторонами. Його ефективність визначається не формальною наявністю органів самоврядування або кількістю спільних заходів, а здатністю впливати на якість управлінських рішень, довіру, безпеку, професійний розвиток педагогів і освітні результати здобувачів освіти.

Доведено, що партнерство виконує стратегічну, комунікативну, ресурсну, мотиваційну та контрольно-рефлексивну функції. Воно сприяє переходу від адміністративної моделі управління до моделі розподіленої відповідальності, у якій керівник виступає лідером змін, фасилітатором командної взаємодії та гарантом прозорих процедур. Ключовими умовами впровадження партнерської моделі є довіра, відкритість інформації, дієве самоврядування, професійні спільноти педагогів, етична цифрова комунікація, співпраця з родиною та громадою, а також включення партнерських практик до внутрішньої системи забезпечення якості освіти.

Перспективи подальших досліджень пов'язані з розробленням діагностичного інструментарію для оцінювання рівня партнерської культури закладу освіти, вивченням впливу партнерства на результати внутрішнього моніторингу якості освіти, аналізом моделей учнівської участі в управлінні та обґрунтуванням управлінських практик партнерства в умовах відновлення й розвитку української освіти.

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ПІДГОТОВКА МАЙБУТНЬОГО ВЧИТЕЛЯ ХІМІЇ ДО ПОДОЛАННЯ НАВЧАЛЬНИХ ВТРАТ В ПЛОЩИНІ ЕКСПЕРИМЕНТАЛЬНОЇ ДІЯЛЬНОСТІ ЗДОБУВАЧІВ ЗАКЛАДУ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ

Анотація. Сучасні виклики в системі освіти України, спричинені пандемією та повномасштабною війною, призвели до суттєвих «освітніх втрат», що особливо критично для предметів природничого циклу. Хімія, як експериментально-сенсомоторна наука, потребує безпосередньої практичної діяльності, деградацію якої неможливо повноцінно компенсувати лише віртуальними симуляторами. Постає гостра суперечність між необхідністю реалізації вчителем хімії компенсаторного навчання та

недостатньою методичною підготовкою майбутніх фахівців до діагностики й подолання таких втрат.

У статті порушено питання виявлення навчальних втрат у площині експериментальної діяльності здобувачів загальної середньої освіти та обґрунтовано шляхи підготовки майбутніх учителів хімії до їх подолання в умовах вищої школи. У роботі використано комплекс методів: аналіз наукової літератури для уточнення понять «освітні» та «навчальні» втрати; діагностичні методи (анкетування учнів 10-х класів Наукового ліцею ЖДУ імені Івана Франка, спостереження за допомогою авторських чек-листів під час виконання практичних робіт).

Дослідження підтвердило наявність глибоких навчальних втрат, що проявляються у трьох аспектах: деградація сенсомоторних навичок (невміння працювати з хімічним посудом та реактивами); когнітивні розриви (нерозуміння зв'язку між експериментальною дією та результатом); деформація поняття безпеки (ефект «ігрової безпеки» після тривалого віртуального навчання).

Визначено ефективні шляхи підготовки майбутніх учителів хімії в межах освітньої компоненти «Техніка навчального хімічного експерименту»: індивідуалізація практикуму для усунення власних прогалин здобувача закладу вищої освіти; алгоритмізація дій через використання робочих зошитів з друкованою основою; аналіз «відео-помилок» для відновлення навичок техніки безпеки; метод «мікровикладання» для перетворення спостереження на активний пізнавальний процес; інтеграція цифрових інструментів (Labster, PhET, MolView) як адаптивних тренажерів.

Сформована готовність майбутнього вчителя до діагностики та компенсації втрат дозволяє зберегти практико-орієнтований вектор хімічної освіти в складних безпекових умовах. Перспективи досліджень полягають у створенні автоматизованих систем діагностики експериментальних умінь.

Ключові слова: освітні втрати, навчальні втрати, підготовка вчителя хімії, хімічний експеримент, техніка навчального хімічного експерименту, віртуальні лабораторії, мікровикладання.

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PREPARING FUTURE CHEMISTRY TEACHERS TO OVERCOME LEARNING LOSSES IN THE EXPERIMENTAL ACTIVITY OF GENERAL SECONDARY EDUCATION STUDENTS

Abstract. Modern challenges in the Ukrainian education system, caused by the pandemic and full-scale war, have led to significant "educational losses," which are particularly critical for natural science subjects. Chemistry, as an experimental and sensorimotor science, requires direct practical activity, the degradation of which cannot be fully compensated for by virtual simulators alone. There is a sharp contradiction between the need for chemistry teachers to implement compensatory learning and the insufficient methodological preparation of future specialists to diagnose and overcome such losses.

The article addresses the identification of learning losses within the scope of experimental activities of general secondary education students and substantiates ways to prepare future chemistry teachers to overcome them in higher education. The study utilizes a complex of methods: analysis of scientific literature to clarify the concepts of "educational" and "learning" losses; diagnostic methods (surveying 10th-grade students of the Scientific Lyceum of Zhytomyr Ivan Franko State University, and observation using original checklists during practical laboratory work).

The research confirmed the presence of profound learning losses manifested in three aspects: degradation of sensorimotor skills (inability to work

with chemical glassware and reagents); cognitive gaps (misunderstanding the connection between experimental action and result); and deformation of the safety concept (the "game safety" effect after prolonged virtual learning).

Effective ways to prepare future chemistry teachers within the educational component "Technique of Educational Chemical Experiment" have been identified: individualization of the practicum to eliminate the student's own gaps; algorithmization of actions through the use of printed workbooks; analysis of "video errors" to restore safety skills; the "micro-teaching" method to transform observation into an active cognitive process; integration of digital tools (Labster, PhET, MolView) as adaptive simulators.

The formed readiness of the future teacher to diagnose and compensate for losses allows for the preservation of the practice-oriented vector of chemical education in difficult security conditions. Research prospects lie in the creation of automated systems for diagnosing experimental skills.

Keywords: educational losses, learning losses, chemistry teacher training, chemical experiment, technique of educational chemical experiment, virtual laboratories, micro-teaching.

Постановка проблеми. Сучасна соціокультурна та безпекова ситуація в Україні, зумовлена тривалою пандемією та повномасштабною військовою агресією, призвела до значних викликів у системі освіти. Актуальність дослідження зумовлена необхідністю трансформації системи вищої педагогічної освіти в умовах безпрецедентних викликів. Традиційна модель підготовки вчителя хімії, орієнтована на стабільний аудиторний процес, виявилася вразливою перед обличчям глобальних та локальних чинників. Одним із найгостріших наслідків стало виникнення «освітніх втрат», що особливо критично для предметів природничого циклу. Хімія, як експериментальна наука, вимагає безпосередньої практичної діяльності, яка в умовах дистанційного та змішаного навчання була суттєво обмежена. Це актуалізує потребу в підготовці вчителя хімії нового типу, здатного не лише викладати предмет, а й ефективно володіти технологіями надолуження втрачених знань та вмінь, зокрема в експериментальній площині. Незаперечним є той факт, що хімічна освіта за своєю природою є наукою сенсомоторною, а тривала відсутність доступу до реального хімічного експерименту призводить до деградації експериментальних умінь здобувачів загальної середньої освіти. Таку деградацію неможливо повноцінно компенсувати лише переглядом відеодемонстрацій, застосуванням симуляторів та віртуальних лабораторій, яких у цифровому просторі існує велика кількість. Разом із цим, попри наявність сучасних симуляторів і віртуальних лабораторій, більшість майбутніх учителів не мають системної

методичної підготовки щодо їх інтеграції саме в адаптивний освітній процес для надолуження освітніх та навчальних втрат.

На рівні вищої школи постає суперечність: з одного боку, майбутній учитель хімії має бути готовим до реалізації компенсаторного навчання, спрямованого на подолання «освітніх втрат», а з іншого – діючі освітньо-професійні програми підготовки вчителів часто не містять специфічних модулів, спрямованих на методику діагностики та подолання «освітніх втрат» у загальному контексті та у контексті експериментальної навченості здобувачів закладу загальної середньої освіти. Так, діючі навчальні програми з хімії (10-11 клас) рівня стандарт та профільний [8, 9] містять обмежену кількість лабораторних дослідів та практичних робіт, хоча саме їх виконання значно покращує розуміння складної хімічної науки, допомагає усвідомити умови та принципи хімічних перетворень, спонукає до пізнання природи речовин. Разом із цим, під час організації та проведення лабораторних дослідів та практичних робіт вчителі хімії стикаються з відсутністю у здобувачів закладу загальної середньої освіти експериментальних вмінь, здатністю застосовувати навички роботи з посудом, обладнанням та хімічними речовинами тощо. Таким чином, актуальною залишається проблема пошуку та обґрунтування ефективних шляхів підготовки майбутніх учителів хімії до подолання «освітніх втрат» в площині експериментальної діяльності здобувачів закладу загальної середньої освіти в старшій школі.

Аналіз останніх досліджень і публікацій. У засобах масової інформації та науковій літературі за останні роки широко висвітлюється поняття «освітні втрати» (learning losses), «навчальні втрати» (losses in learning), «прогалини в навчанні» (School loss), «втрати в навчанні» (lost learning), «освітні розриви» (instructional loss) тощо. Насьогодні існує багато напрацювань зарубіжних та вітчизняних науковців, тому ці поняття вже набули чіткого формулювання. Термін «освітні втрати» (educational losses) зазвичай трактується ширше та охоплює не лише знання, а й психо-емоційний стан та розвиток особистості. Проблему безпосередньо «освітніх втрат» та механізмів їх подолання в Україні активно розробляють О. Топузов, М. Головко, О. Локшина, С. Алєксєєва, Н. Арістова, О. Малихін, Г. Бичко, В. Терещенко та інші. Говорячи про «освітні втрати», більшість дослідників зосереджують свою увагу на втратах у навчанні (learning losses), що пов’язані з когнітивними навичками учнів, прогалинами в знаннях, недосягненням учнівством очікуваних результатів навчання, що визначені освітніми програмами [6]. Як зазначають фахівці Українського центра оцінювання «з огляду на те, що освіту в Україні розуміють як єдність навчання, виховання, розвитку й соціалізації особистості, втрати в освіті не

варто ототожнювати лише з навчальними втратами. У широкому сенсі «освітні втрати» поєднують сукупність втрат та можливостей для всебічного розвитку учнів – інтелектуального, соціального, емоційного, психологічного тощо. Тому, у межах родового поняття «освітні втрати» визначають три взаємопов'язані складові: навчальні втрати (у розумінні втрати знань, умінь, навичок, ставлень тощо), виховні втрати та зниження темпу розвитку особистості [10]. Науковці О. Топузов, М. Головко, О. Локшина визначають «освітні втрати» як сукупність втрат освітньої системи, що в умовах війни включають навчальні втрати разом із психологічними втратами, втратами на рівні інфраструктури та кадрового складу [12].

«Навчальні втрати» (learning losses) – це більш вузьке поняття, яке стосується безпосередньо академічних результатів та когнітивних навичок здобувачів освіти. Так, Державна служба якості освіти (ДСЯО, 2023) визначає «навчальні втрати» як втрати знань і навичок, академічний регрес через певні перерви в навчанні конкретного здобувача закладу загальної середньої освіти або уповільнення темпів засвоєння навчального матеріалу порівняно з прогнозованим прогресом [5]. Міжнародна організація UNESCO трактує «навчальні втрати» як будь-які втрати знань чи навичок та уповільнення або переривання академічного прогресу, яке зазвичай виникає внаслідок тривалих розривів у звичному графіку навчання [6]. Говорячи про «навчальні втрати» в природничій освіті автори зауважують на розривах між вимогами навчальних програм щодо формування предметних компетентностей (зокрема практико-орієнтованих) та фактично сформованими уміннями, що унеможливлює реалізацію повноцінного лабораторного експерименту [11].

Проблеми професійної підготовки майбутніх учителів хімії у закладах вищої освіти висвітлено у працях таких вітчизняних науковців, як Н. Буринська, Л. Величко, А. Грабовий, О. Максимов, О. Ярошенко та ін. Методичні засади експериментальних завдань та їх вплив на формування предметної компетентності здобувачів закладу загальної середньої освіти розглянуто в дослідженнях Н. Іванової та Л. Гуменюк [7]. Автори зауважують, що результати навчання значно покращуються за умови виконання лабораторних дослідів та практичних робіт, під час яких здобувачі закладу загальної середньої освіти аналізують склад речовин, розв'язують експериментальні задачі тощо.

У роботах закордонних науковців [1] простежується думка, що рівень навчальних досягнень старшокласників значно підвищується під час виконання дослідницьких проєктів, які передбачають використання реальних об'єктів дослідження (продуктів харчування, барвників, ароматизаторів,

консервантів, природних індикаторів, речовин із аптечки тощо). Виконання таких проєктів розвиває експериментальні вміння, дослідницьку компетентність, критичне мислення, уяву, пам'ять та сприяє міждисциплінарній інтеграції не лише в межах природничих дисциплін, а й поза їх межами. Широкого розгляду в науковій літературі набуває проблематика застосування цифрових інструментів, віртуальних хімічних лабораторій та симуляцій [2, 3, 4] майбутніми вчителями хімії з метою візуалізації та кращого розуміння хімічної науки. Проте, у вітчизняних та закордонних дослідженнях залишається неокресленим питання підготовки майбутніх вчителів хімії до подолання «навчальних втрат» в площині експериментальної діяльності здобувачів закладу загальної середньої освіти (вирішення проблеми деградації експериментальних вмінь, покращення розуміння демонстраційних експериментів тощо).

Мета статті – визначити існуючи навчальні втрати у здобувачів закладу загальної середньої освіти в площині їх експериментальної діяльності; окреслити можливі шляхи підготовки майбутніх вчителів хімії до подолання навчальних втрат у площині експериментальної діяльності здобувачів закладу загальної середньої освіти, зокрема сформованості експериментальних умінь, здатності виконувати експерименти з дотриманням правил техніки безпеки, свідомого спостереження демонстраційних експериментів.

Виклад основного матеріалу. Досвід викладання хімії в Науковому ліцеї Житомирського державного університету в 10 та 11 класах рівня стандарт і профільного рівня дає можливість стверджувати, що в один клас потрапляють учні з дуже різним рівнем сформованості експериментальних умінь, тому вчителю хімії достатньо важко виконувати демонстраційні досліди, адже часто здобувачі закладу загальної середньої освіти не розуміють мети та сутності їх виконання. Ще складніше проводити лабораторні досліди та практичні роботи, адже у здобувачів закладу загальної середньої освіти недостатньо сформовані або взагалі відсутні експериментальні вміння. Дотримуючись загальних стратегій подолання освітніх втрат, на початку кожного навчального року вчителями хімії проводиться діагностика існуючих навчальних втрат у площині експериментальної діяльності здобувачів закладу загальної середньої освіти та розробляється стратегія адаптації змісту навчального матеріалу у відповідності до існуючих прогалин.

Діагностика сформованості експериментальних умінь та здатності виконувати експерименти із дотриманням усіх правил техніки безпеки у здобувачів загальної середньої освіти на початковому етапі передбачала анонімне опитування щодо проведення демонстраційних експериментів

вчителями хімії в 7-9 класах та виконання власноруч лабораторних дослідів та практичних робіт. На другому етапі діагностики було проведене спостереження за здобувачами загальної середньої освіти під час виконання першої практичної роботи. Так у вересні 2025 року ми провели опитування серед здобувачів закладу загальної середньої освіти Наукового ліцею Житомирського державного університету імені Івана Франка (опитано 31 особу, профільний рівень вивчення хімії), які тільки вступили до 10 класу та були представниками різних шкіл м. Житомира та Житомирського району. На питання «Як часто вчителі використовували демонстраційні експерименти під час уроків хімії?» 19,4% респондентів (6 осіб) відповіли часто; 22,6% (7 осіб) – іноді; той факт, що майже ніколи не проводились, констатували 58,1% (18 осіб). 45,2% (14 осіб) зазначили, що вчителі демонстрували експерименти власноруч; 41,9% (13 осіб) відповіли – використовували відеофрагменти з демонстраційними дослідами; лише 3,2% (1 особа) зазначили, що вчитель використовував симулятори. На запитання «Як часто ви виконували лабораторні досліди та практичні роботи власноруч?» 22,6% (7 осіб) дали відповідь часто, 41,9% (13 осіб) – іноді, 29% (9) – майже ніколи, 6,5% (2 особи) зауважили – ніколи. Проте, на запитання «Чи відчуваєте ви себе готовими до виконання експериментів?» 71% (22 особи) відповіли – так; відчувають невпевненість при нагріванні речовин 22,6% (7 осіб); відчувають невпевненість при насипанні та наливанні речовин 16,1% (5 осіб); 25,8% (8 осіб) зазначають, що хвилюються під час виконання експериментів, бо не мають досвіду їх виконання; 12,9% (4 особи) зауважили, що не люблять виконувати експерименті, і краще спостерігають за їх проведенням. Отже, проведене опитування свідчить про існування навчальних втрат в площині експериментальної діяльності здобувачів закладу загальної середньої освіти.

Також нами було проведено спостереження щодо сформованості експериментальних умінь та здатності виконувати експерименти із дотриманням всіх правил техніки безпеки під час проведення практичної роботи на тему «Розділення й очищення речовин. Перегонка за атмосферного тиску. Перекристалізація».

Під час спостереження вчителями хімії використовувався чек-лист із зазначеними очікуваними навичками та виявленими втратами (Таблиця 1).

Таблиця 1

Чек-лист для спостереження (виявлення навчальних втрат у експериментальних уміннях)

Етап роботи	**Очікувана навичка**	**Виявлена втрата (індикатор)**
Використання посуду	Розпізнавання посуду	Відсутність поняття щодо зовнішнього вигляду колби Вюрца.
Підготовка фільтра	Виготовлення складчастого фільтра	Використання простого конуса.
		Виступ країв паперу за межі лійки.
		Розрив паперу при змочуванні.
Вакуум-фільтрування	Робота з колбою Бунзена	Відсутність розуміння принципів функціонування насоса.
		Вимикання насоса без розгерметизації системи.
Перегонка	Монтаж установки	Невпевнене поводження із скляним посудом
		Нещільне прилягання шліфів/пробок; подача води в холодильник зверху, а не знизу.
Нагрівання	Регулювання полум'я	Торкання полум'ям стінок колби вище рівня рідини (ризик спалаху парів).
Аналіз даних	Робота з $T_{кип}$ та $T_{плав}$	Нездатність пов'язати зупинку росту температури з моментом відгону чистої фракції.

Результати спостереження (спостерігали за 30 учнями 10 класу профільного рівня) дають можливість констатувати, що найбільш вираженими є група навчальних втрат у експериментальних уміннях, спричинена відсутністю реальної практики (частина учнів не тримала в руках посуду та не має уявлення про зовнішній вигляд певного посуду як загального, так і спеціального призначення). Виникали труднощі під час збирання установок для перегонки. Здобувачі закладу загальної середньої освіти виявляти невпевненість при з'єднанні колби Вюрца з холодильником Лібіха через алонж, часто неправильно обирали гумовий корок. При виготовленні складчастого фільтра, спостерігались невправні рухи під час

його складання гармошкою. Частина учнів, які бачили як складати фільтр лише на відео, робили звичайний конус, часто фільтр виходив за межі лійки або наливали занадто багато рідини в лійку. Спостерігались також когнітивно-процесуальні втрати (інтелектуальні прогалини). Ці втрати проявлялись у нездатності пов'язати виконані дії з результатом. Наприклад, здобувачі закладу загальної середньої освіти неправильно встановлювали термометр (вище або нижче відвідної трубки), тому що не розуміли, що термометр має вимірювати температуру пари, яка йде в холодильник, а не рідини в колбі. Виявлено втрати у дотриманні правил техніки безпеки, адже тривале перебування у віртуальному середовищі формує відчуття «ігрової безпеки», де помилка не має фізичних наслідків. Так, наприклад, здобувачі закладу загальної середньої освіти намагались спробувати торкнутися гарячої колби Вюрца, необережно поводились із скляним посудом, не тримали пляшку етикеткою до долоні при наливанні реактивів тощо.

Проведена діагностика навчальних втрат у площині експериментальної діяльності здобувачів закладу загальної середньої освіти говорить також про те, що під час спостереження демонстраційні експерименти часто сприймаються як «кіно», без розуміння суті хімізму перетворень, а при виконанні лабораторних дослідів та практичних робіт виявляються труднощі їх проведення, пов'язані із відсутністю навичок насипання кристалічних речовин, наливання розчинів, використання хімічного посуду та іншого обладнання в кабінеті хімії. Тому майбутні вчителі хімії мають бути готовими до подолання таких навчальних втрат. Така готовність може бути сформована у майбутніх вчителів хімії під час опанування освітньої компоненти «Техніка навчального хімічного експерименту».

Освітня компонента «Техніка навчального хімічного експерименту» є обов'язковою складовою професійної підготовки вчителя хімії та виступає одним із фундаментальних елементів освітнього процесу. Програма передбачає ознайомлення з обладнанням сучасних лабораторій у закладах загальної середньої освіти та розвиток умінь організовувати та проводити всі різновидів навчального хімічного експерименту згідно з державними стандартами (рівень стандарту, профільний рівень). На лабораторних заняттях майбутні фахівці відточують майстерність інтеграції експерименту в структуру уроку, а формат навчання допомагає здобути впевненість у проведенні складних і видовищних демонстрацій. Разом із тим, зміст програми поєднує теоретичну підготовку та практичний лабораторний практикум, що дозволяє майбутньому вчителю опанувати методику діагностики та компенсації навчальних втрат у площині експериментальної діяльності здобувачів закладу загальної середньої.

Наведемо можливі шляхи підготовки майбутнього вчителя хімії до подолання навчальних втрат, які впроваджуються нами в межах реалізації освітньої компоненти Техніка навчального хімічного експерименту (ТНХЕ) під час реалізації фахової підготовки другого (магістерського) рівня вищої освіти спеціальності А4.06 Середня освіта. Хімія в Житомирському державному університеті імені Івана Франка.

1. Вдосконалення експериментальних умінь та технічних навичок виконувати демонстраційний експеримент.

Для подолання навчальних втрат у експериментальній підготовці здобувачів закладу загальної середньої освіти, майбутній учитель хімії має сам досконало володіти основними прийомами та хімічними операціями. Споглядаючи демонстраційні експерименти учні запам'ятовують деталі (правильне насипання, наливання, нагрівання, перемішування тощо) та в подальшому будуть наслідувати свого вчителя, тому його рухи мають бути чіткими, динамічним, впевненими. Навчальний практикум ТНХЕ спрямований на індивідуалізацію навчання здобувачів вищої освіти. Під час занять ТНХЕ здобувачі вищої освіти не працюють в парах або малих групах, а індивідуально виконують експерименти за обраною технікою, що дозволяє викладачу виявити та скоригувати їхні власні «експериментальні прогалини», які могли виникнути під час їхнього навчання в школі або в закладі вищої освіти в умовах пандемії чи воєнного стану. Розроблені викладачами кафедри інструктивно-методичні матеріали до лабораторних робіт містять техніки виконання всіх навчальних і демонстраційних експериментів передбачених навчальними програмами з хімії (7-9 клас, 10-11 клас рівень стандарт та профільний). Під час самостійної підготовки до аудиторних занять здобувачі вищої освіти вивчають ці техніки, а під час лабораторних занять виконують їх, підбираючи необхідне обладнання та реактиви.

2. *Алгоритмізація дій*. При самостійній підготовці до лабораторних занять та під час їх виконання здобувачі вищої освіти використовують робочі зошити з ТНХЕ з друкованою основою, які привчають до чіткої, послідовної, покрокової діяльності: планування експерименту, вибір необхідного обладнання, вивчення та дотримання інструкції техніки виконання експерименту, фіксація фізичних властивостей вихідних речовин та продуктів утворення, фіксація ознак перетворення, формулювання висновків, дотримання правил техніки безпеки, обговорення можливих помилок при виконанні демонстраційного експерименту. Це готує майбутніх вчителів хімії до створення аналогічних алгоритмів-підказок для здобувачів закладу загальної середньої освіти, що є ключовим для надолуження втрачених експериментальних навичок.

3. *Забезпечення здатності виконувати експерименти з дотриманням правил техніки безпеки.* В умовах тривалого дистанційного навчання в здобувачів закладу загальної середньої освіти формується відчуття «ігрової безпеки», де помилка у віртуальному середовищі не має фізичних наслідків. В межах лабораторного практикуму під час лабораторних занять передбачено проводити аналіз «відео-помилок». Так, на лабораторних заняттях здобувачі вищої освіти виконують демонстраційні експерименти та лабораторні досліди, які передбачені навчальними програмами з хімії рівня стандарт та профільний рівень та вчаться знімати та монтувати власні відеоролики із виконаними експериментами. Викладачами кафедри хімії накопичено достатньо великий фонд таких відеофрагментів. На лабораторних заняттях з ТНХЕ здобувачі вищої освіти переглядають відеофрагменти експериментів із допущеними технічними помилками або порушеннями правил техніки безпеки (наприклад, неправильне нагрівання пробірки, торкання гарячого посуду), вчаться їх ідентифікувати та пояснювати можливі причини ризику.

4. *Підготовка до свідомого спостереження демонстраційних експериментів.*

Часто здобувачі закладу загальної середньої освіти сприймають демонстраційний експеримент як «кіно» та, не розуміючи суті процесу, не можуть пояснити хімізм реакції. Наприклад, переглядаючи демонстраційний експеримент «Взаємодія металів з кислотами», під час якої вчитель демонструє як метали різної активності взаємодіють із кислотами (використовуючи магній, цинк, залізо, мідь та розчин хлоридної кислоти) учні кажуть що в пробірці з магнієм рідина «закипає», а метал «розчиняється» та «зникає» і не можуть пояснити, які процеси відбуваються в пробірках і чому. На лабораторних заняттях з ТНХЕ здобувачі вищої освіти вчаться перетворювати спостереження на активний пізнавальний процес через метод «мікровикладання».

Метод «мікровикладання» полягає у моделюванні фрагментів уроків, де демонструють техніку виконання досліду, одночасно коментуючи його для аудиторії, акцентуючи увагу на фізичних властивостях вихідних речовин та продуктах утворення, ознаках перебігу хімічних реакції (випадіння осаду, виділення бульбашок газу, виділення тепла з використанням термометра чи термоскопа, виділення світлової енергії під час горіння простих та складних речовин тощо) та пояснюючи хімізм процесів.

5. *Використання інноваційних інструментів компенсації навчальних втрат* (опанування здатностями застосовувати віртуальні лабораторії та симулятори наприклад Labster, PhET та ін). На лабораторних заняттях з

ТНХЕ майбутні вчителі хімії вчаться використовувати цифрові ресурси як тренажери для підготовки здобувачів закладу загальної середньої освіти до перегляду та виконання реального експерименту або як засіб візуалізації процесів, недоступних у навчальній лабораторії.

Хімічні тренажери та віртуальні лабораторії дозволяють безпечно проводити небезпечні досліди, візуалізувати абстрактні процеси на молекулярному рівні та економити час вчителя на перевірку завдань. Це підвищує залученість учнів та робить навчання інтерактивним.

Використання таких цифрових інструментів дає вчителю наступні ключові переваги:

✓ *Абсолютна безпека навчального процесу.* Використання віртуальних лабораторій забезпечує відсутність ризиків та дозволяє "змішувати" вибухонебезпечні чи токсичні речовини без жодного впливу на здоров'я дітей: Невпевнені у власній експериментальній вправності, здобувачі закладу загальної середньої освіти можуть тренуватися самостійно, не боячись зіпсувати обладнання чи зробити помилку на очах у всього класу, що забезпечить їх психологічний комфорт.

✓ *Візуалізація невидимого.* Симулятори та віртуальні лабораторії забезпечують розуміння мікросвіту. Так, здобувачі закладу загальної середньої освіти можуть на власні очі побачити будову атома, переміщувати електрони, формувати склад ядра, розглядати утворення та структуру кристалічних ґраток. Застосування Вебдодатку MolViev дає можливість створювати 3D-моделі як простих, так і складних органічних сполук, дозволяє зручно обертати 3D-моделі для кращого просторового сприйняття.

✓ *Економія ресурсів та часу.* Віртуальні реактиви не вимагають фінансових витрати на дорогі або рідкісні реактиви, а брудний посуд після експериментів не потрібно мити. Вбудовані тести та тренажери миттєво перевіряють знання здобувачів закладу загальної середньої освіти, виставляють бали та вказують на помилки, вивільняючи час вчителя. Учні можуть повторювати дослід або відпрацьовувати рівняння реакцій у будь-який час, використовуючи власний смартфон чи комп'ютер. Інструменти чудово підходять для дистанційного навчання та дітей, які мають складнощі з відвідуванням закладу загальної середньої освіти.

Таким чином, реалізація цих підходів формує готовність вчителя бути консультантом та організатором, здатним ефективно нівелювати наслідки навчальних втрат через поєднання традиційних методик із сучасними цифровими та адаптивними інструментами.

Висновки. Таким чином, навчальні втрати в площині експериментальної діяльності мають комплексний характер і проявляються у деградації сенсомоторних навичок (невміння працювати з посудом і

реактивами), когнітивних розривах (нерозуміння зв'язку «дія – результат») та деформації поняття безпеки через тривале використання лише віртуальних симуляторів і перегляду відеофрагментів. Ключовим у підготовці майбутніх вчителів хімії стає перехід від «групового виконання» до індивідуалізації та мікровикладання, де майбутній вчитель виступає одночасно і як виконавець, і як методист-діагност. Найбільш ефективними методами підготовки майбутнього вчителя хімії до подолання навчальних втрат у площині експериментальної діяльності здобувачів закладу загальної середньої освіти визначено: алгоритмізацію дій через робочі зошити, аналіз «відео-помилок», використання методу мікровикладання. Сформована готовність майбутнього вчителя до діагностики та компенсації навчальних втрат дозволяє забезпечити виконання вимог Державного стандарту навіть у складних безпекових умовах, зберігаючи при цьому практико-орієнтований вектор хімічної освіти.

Перспективами майбутніх досліджень стане створення автоматизованих діагностичних тестів та інтерактивних тренажерів, які дозволятимуть швидко оцінити рівень сформованості експериментальних умінь учнів перед початком вивчення кожної теми. Дослідження можуть зосередитися на розробці критеріїв оцінювання «практичної навченості» в цифровому форматі, які б корелювали з реальними навичками в лабораторії. Дослідження може бути розширене на порівняльний аналіз ефективності шляхів подолання втрат у класах гуманітарного профілю (рівень стандарту) порівняно з профільним рівнем, де поглиблено вивчаються природничі науки. Це дозволить створити диференційовані методичні рекомендації для вчителів хімії залежно від професійних планів їхніх вихованців.

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TASK-BASED LANGUAGE TEACHING ЯК ЗАСІБ ФОРМУВАННЯ МІЖКУЛЬТУРНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Анотація. У статті досліджується потенціал технології Task-Based Language Teaching (TBLT) у процесі формування міжкультурної комунікативної компетентності студентів закладів вищої освіти. Актуальність теми зумовлена сучасними тенденціями розвитку іншомовної освіти, орієнтованої на підготовку майбутніх фахівців до ефективної міжкультурної взаємодії в умовах глобалізації та міжнародної академічної й професійної комунікації. Наголошено, що традиційні підходи до навчання іноземної мови не завжди забезпечують достатній рівень сформованості практичних комунікативних умінь, необхідних для успішного спілкування у полікультурному середовищі.

У роботі розкрито сутність технології Task-Based Language Teaching як комунікативно орієнтованого підходу до навчання іноземної мови, в основі якого лежить виконання студентами практичних мовленнєвих завдань. Визначено основні етапи реалізації TBLT, а саме: підготовчий етап, виконання комунікативного завдання та аналіз мовного матеріалу. Особливу увагу приділено ролі автентичних комунікативних ситуацій, групової взаємодії, рольових ігор, дискусій та проєктної діяльності у розвитку навичок міжкультурного спілкування.

Проаналізовано поняття міжкультурної комунікативної компетентності та її структурні компоненти: мовний, соціокультурний, стратегічний і дискурсивний. Доведено, що використання TBLT сприяє розвитку здатності студентів адекватно сприймати культурні особливості представників інших народів, толерантно взаємодіяти у процесі спілкування та ефективно використовувати іноземну мову в реальних життєвих ситуаціях.

У результаті дослідження встановлено, що технологія Task-Based Language Teaching є ефективним засобом підвищення мотивації студентів до вивчення іноземної мови, активізації їхньої мовленнєвої діяльності та формування міжкультурної комунікативної компетентності. Зроблено

висновок про доцільність ширшого впровадження TBLT у практику викладання іноземних мов у закладах вищої освіти.

Ключові слова: Task-Based Language Teaching, комунікативна компетентність, метааналіз

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TASK-BASED LANGUAGE TEACHING AS A MEANS OF DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE AMONG STUDENTS IN HIGHER EDUCATION INSTITUTIONS

Abstract. This article explores the potential of Task-Based Language Teaching (TBLT) in developing intercultural communicative competence among students in higher education institutions. The relevance of the topic stems from current trends in foreign language education, which is focused on preparing future professionals for effective intercultural interaction in the context of globalization and international academic and professional communication. It is emphasized that traditional approaches to foreign language teaching do not always ensure a sufficient level of development of the practical communicative skills necessary for successful communication in a multicultural environment.

The paper explores the essence of Task-Based Language Teaching (TBLT) as a communicative approach to foreign language instruction, which is based on students' completion of practical language tasks. The main stages of TBLT implementation are identified, namely: the preparatory stage, the performance of a communicative task, and the analysis of language material. Particular attention is paid to the role of authentic communicative situations, group interaction, role-playing, discussions, and project-based activities in the development of intercultural communication skills.

This study analyzes the concept of intercultural communicative competence and its structural components: linguistic, sociocultural, strategic, and discursive. It has been demonstrated that the use of TBLT contributes to the development of students' ability to adequately perceive the cultural characteristics of representatives of other nations, interact tolerantly in the communication process, and effectively use a foreign language in real-life situations.

The study found that Task-Based Language Teaching is an effective means of increasing students' motivation to learn a foreign language, stimulating their speaking activity, and developing intercultural communicative competence. It

was concluded that wider implementation of TBLT in foreign language teaching practices at institutions of higher education is advisable.

Keywords: Task-Based Language Teaching, communicative competence, meta-analysis.

Постановка проблеми. У сучасних умовах глобалізації, активізації міжнародної академічної мобільності, цифровізації освітнього простору та зростання потреби у фахівцях, здатних ефективно взаємодіяти в багатокультурному середовищі, особливої актуальності набуває проблема формування міжкультурної комунікативної компетентності студентів закладів вищої освіти. Сучасний випускник має володіти не лише високим рівнем іншомовної підготовки, а й умінням адекватно сприймати культурні особливості партнерів по спілкуванню, уникати комунікативних бар'єрів, проявляти толерантність, гнучкість мислення та готовність до конструктивного діалогу культур.

Водночас практика викладання іноземних мов у закладах вищої освіти свідчить, що традиційні методи навчання нерідко зосереджуються переважно на засвоєнні граматичних структур і лексичного матеріалу, залишаючи поза належною увагою розвиток умінь реальної міжкультурної взаємодії. Це зумовлює необхідність пошуку інноваційних педагогічних підходів, здатних інтегрувати мовну підготовку з формуванням соціокультурних і комунікативних навичок.

Аналіз останніх досліджень і публікацій свідчить про зростання наукового інтересу до Task-Based Language Teaching (TBLT) як ефективного комунікативно орієнтованого підходу до навчання іноземних мов. Теоретичні засади TBLT ґрунтовно висвітлено у працях Rod Ellis [2], David Nunan [4], Jane Willis [5], Michael Long, які розглядали навчальне завдання як основну одиницю організації мовленнєвої діяльності та наголошували на важливості використання автентичної комунікації у процесі навчання.

У сучасних дослідженнях увага акцентується на результативності впровадження TBLT у закладах вищої освіти. Зокрема, метааналіз Lara Bryfonski та Todd H. McKay засвідчив позитивний і статистично значущий вплив TBLT на мовні результати студентів, розвиток продуктивних умінь і загальної комунікативної компетентності.

Проблеми практичного впровадження цього підходу в університетському середовищі досліджували Martin East, який наголошував на необхідності адаптації теоретичних положень TBLT до конкретного освітнього контексту, а також Yuying Liu та Wei Ren, які вивчали переконання викладачів і труднощі реалізації TBLT у вищій школі. Серед основних бар'єрів визначено великі академічні групи, обмежений

навчальний час, недостатню методичну підготовку викладачів і домінування традиційних форм контролю знань.

Окремий напрям сучасних розвідок пов'язаний із використанням TBLT для розвитку міжкультурної комунікативної компетентності. Так, David L. Brooks обґрунтував доцільність task-based підходу для формування міжкультурної взаємодії у студентів японських університетів. Новітні дослідження також підтверджують ефективність TBLT у підготовці студентів спеціальностей, пов'язаних із туризмом, міжнародною комунікацією та цифровою взаємодією.

Водночас аналіз наукових джерел показує, що попри значну кількість праць, недостатньо дослідженим залишається питання системного використання Task-Based Language Teaching як засобу формування міжкультурної комунікативної компетентності студентів закладів вищої освіти України з урахуванням сучасних освітніх викликів, цифрового середовища та потреб професійної підготовки майбутніх фахівців. Це й зумовлює необхідність подальших наукових пошуків у зазначеному напрямі.

Мета статті полягає у дослідженні потенціалу технології Task-Based Language Teaching у процесі формування міжкультурної комунікативної компетентності студентів закладів вищої освіти, а також у визначенні ефективних методичних підходів до використання комунікативно орієнтованих завдань у навчанні іноземної мови.

Виклад основного матеріалу дослідження. Сучасний етап розвитку іншомовної освіти характеризується переходом від традиційного засвоєння мовного матеріалу до формування здатності ефективно використовувати іноземну мову в реальних ситуаціях міжкультурної взаємодії. У зв'язку з цим особливої актуальності набуває проблема формування міжкультурної комунікативної компетентності студентів закладів вищої освіти. Одним із найбільш ефективних підходів до реалізації цього завдання є технологія Task-Based Language Teaching (TBLT), яка ґрунтується на виконанні комунікативно спрямованих завдань у процесі навчання іноземної мови.

Task-Based Language Teaching розглядається як методичний підхід, у межах якого центральним елементом освітнього процесу виступає комунікативне завдання (task).

Основною метою такого завдання є не механічне відтворення мовних структур, а досягнення певного комунікативного результату шляхом активного використання мовних засобів.

На відміну від традиційних методів навчання, де домінує засвоєння граматичних правил і лексичних одиниць, TBLT орієнтується на практичне застосування мови в ситуаціях, наближених до реального міжкультурного спілкування [6].

Важливою перевагою технології TBLT є створення умов для розвитку міжкультурної комунікативної компетентності, яка охоплює не лише мовні знання та мовленнєві навички, а й здатність розуміти культурні особливості представників інших народів, адекватно інтерпретувати їхню поведінку та ефективно взаємодіяти в полікультурному середовищі. У процесі виконання комунікативних завдань студенти залучаються до аналізу автентичних ситуацій, обговорення культурних відмінностей, розв'язання проблемних ситуацій та співпраці в групах, що сприяє розвитку толерантності, емпатії та критичного мислення.

Методика TBLT передбачає декілька основних етапів роботи із завданням: підготовчий етап (pre-task), виконання завдання (task cycle) та мовний аналіз (language focus) [4].

На підготовчому етапі проводиться коротка вправа для ознайомлення з темою та роз'яснення завдань, щоб учні зрозуміли їхні цілі перед переходом до наступного етапу. Вчителі можуть продемонструвати завдання за допомогою зображень, аудіозаписів, відео або наочного моделювання. Заохочується проведення мозкового штурму та обговорення корисних слів і виразів, пов'язаних із завданням, але нові граматичні конструкції на цьому етапі не слід викладати прямо.

Виконання завдання: Значення має пріоритет над формою. Студенти виконують цілеспрямовані завдання, використовуючи мову для досягнення визначених результатів, а не для відпрацювання правильності. Завдання поділяються на шість основних типів: перелік, упорядкування та сортування, порівняння, вирішення проблем, обмін особистим досвідом та творчі завдання. Ці категорії включають такі підтипи, як мозковий штурм, послідовне викладення, класифікація, прийняття рішень, розповідь та опис.

На відміну від завдань TBLT Вілліса, Прабху (1987) поділяє завдання TBLT на три основні типи: інформаційні прогалини, прогалини в міркуваннях та прогалини в думках. Під час виконання завдань студентів заохочують вільно використовувати наявні мовні знання, зосереджуючись на вільній та спонтанній мові. Помилки у мовленні не виправляють одразу, щоб сприяти внутрішній мотивації та зменшити тривогу (Willis & Willis, 2007).

Планування: Після виконання завдання учні працюють у парах або групах над підготовкою презентацій своїх результатів, отримуючи вказівки від вчителя щодо вдосконалення мовних навичок.

Презентація: Обрані пари або групи презентують свою роботу класу, а решта учнів уважно слухають. На цьому етапі вчителі можуть перефразувати помилки, але повинні уникати прямого виправлення, зосереджуючи увагу на спілкуванні.

На заключному етапі увага зосереджується на мовних формах, особливо на тих, що були визначені як проблемні під час виконання завдань, що дозволяє закріпити знання та подолати розрив між завданнями, орієнтованими на зміст, і правильним вживанням мовних засобів.

Аналіз: Під час цього етапу учні аналізують мову, яку вони використовували під час виконання завдання. Це часто полягає у перегляді стенограм або записів їхнього виступу з метою виявлення та виправлення помилок. Викладач може виділити корисні мовні форми та звернути увагу на граматичні, лексичні або фонетичні проблеми, що виникли під час виконання завдання.

Практика: Учні беруть участь у завданнях, спрямованих на відпрацювання мовних форм, які вони проаналізували на попередньому етапі. Це може включати керовану практику за допомогою вправ, таких як заповнення пропусків або перетворення речень, що допомагає закріпити правильне використання розглянутих мовних елементів.

Зворотний зв'язок може бути негайним або відкладеним, залежно від фокусу уроку та характеру завдання, але, як правило, він є деталізованим, щоб максимізувати навчання та рефлексію щодо використання мови. Зворотний зв'язок, який включає як похвали, так і виправлення, надається для підтримки вдосконалення учнів. Викладачі можуть використовувати різні методи зворотного зв'язку, починаючи від прямих виправлень до непрямих стратегій, таких як підкреслення помилок (Ferris & Roberts, 2001; Klimova, 2015). Можна розробляти додаткові завдання або вправи, щоб дати студентам можливість багаторазово практикувати правильні мовні форми, закріплюючи їхнє навчання.

Особливу роль у формуванні міжкультурної компетентності відіграють автентичні завдання, зміст яких пов’язаний із культурними аспектами життя носіїв мови. Це можуть бути рольові ігри, дискусії, моделювання професійних ситуацій, аналіз міжкультурних конфліктів, проєктна діяльність, презентації культурних традицій різних країн тощо. Такі види діяльності сприяють розвитку навичок міжкультурної взаємодії та формують готовність студентів до спілкування в міжнародному середовищі.

Ефективність використання TBLT у закладах вищої освіти значною мірою залежить від професійної підготовки викладача, здатності добирати комунікативно цінні завдання та створювати сприятливе освітнє середовище.

Водночас упровадження цього підходу може супроводжуватися певними труднощами, серед яких недостатній рівень мовної підготовки студентів, обмежена кількість навчального часу та складність оцінювання результатів комунікативної діяльності.

Отже, технологія Task-Based Language Teaching має значний потенціал у формуванні міжкультурної комунікативної компетентності студентів закладів вищої освіти. Використання комунікативно орієнтованих завдань сприяє розвитку мовленнєвих умінь, підвищенню мотивації до вивчення іноземної мови та підготовці студентів до ефективної міжкультурної взаємодії в умовах глобалізованого суспільства.

Висновки. У результаті проведеного дослідження було встановлено, що Task-Based Language Teaching є одним із найбільш ефективних сучасних підходів до формування міжкультурної комунікативної компетентності студентів закладів вищої освіти. Застосування комунікативно орієнтованих завдань у процесі навчання іноземної мови сприяє не лише розвитку мовленнєвих навичок, а й формуванню здатності до ефективної взаємодії з представниками інших культур у реальних ситуаціях міжкультурного спілкування.

У ході дослідження було з'ясовано, що міжкультурна комунікативна компетентність охоплює сукупність мовних, соціокультурних, прагматичних та поведінкових умінь, необхідних для успішної комунікації в багатокультурному середовищі. Саме тому традиційні методи навчання, орієнтовані переважно на засвоєння граматичних структур і лексичного матеріалу, уже не повною мірою відповідають сучасним вимогам професійної підготовки студентів. Натомість TBLT забезпечує інтеграцію мовної практики з автентичними комунікативними ситуаціями, що дозволяє наблизити освітній процес до реальних умов міжкультурної взаємодії.

Доведено, що використання завдань проблемного, дослідницького, дискусійного та проєктного характеру активізує пізнавальну діяльність студентів, підвищує їхню мотивацію до вивчення іноземної мови та сприяє розвитку критичного мислення.

Виконуючи комунікативні завдання, студенти вчаться співпрацювати, аргументовано висловлювати власну позицію, враховувати культурні особливості співрозмовника, толерантно ставитися до іншої системи цінностей і моделей поведінки.

Особливу увагу було приділено ролі викладача в умовах реалізації Task-Based Language Teaching. Визначено, що викладач виступає не лише джерелом знань, а й організатором комунікативної взаємодії, фасилітатором навчального процесу та посередником між культурами. Ефективність застосування TBLT значною мірою залежить від правильно дібраних завдань, їхньої автентичності, відповідності рівню мовної підготовки студентів та професійній спрямованості навчання.

Установлено, що впровадження Task-Based Language Teaching у систему вищої освіти сприяє формуванню в студентів готовності до

міжкультурного діалогу, розвитку навичок академічної та професійної комунікації, а також підготовці конкурентоспроможних фахівців, здатних ефективно функціонувати в умовах глобалізованого суспільства.

Перспективи подальших наукових розвідок убачаються у дослідженні практичних моделей інтеграції TBLT у дистанційне та змішане навчання, розробленні системи критеріїв оцінювання рівня сформованості міжкультурної комунікативної компетентності, а також у створенні спеціалізованих комплексів комунікативних завдань для студентів різних спеціальностей.

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ФОРМУВАННЯ КОГНІТИВНОЇ ГНУЧКОСТІ ТА МОВНОЇ АВТОНОМІЇ КУРСАНТІВ НА ІНТЕНСИВНОМУ КУРСІ АНГЛІЙСЬКОЇ МОВИ

Анотація. Стаття присвячена дослідженню педагогічних механізмів формування когнітивної гнучкості та мовної автономії курсантів у процесі інтенсивного іншомовного навчання у військовому освітньому середовищі. Вона обґрунтовує авторські дефініції ключових конструктів, зокрема: «когнітивна гнучкість у іншомовній комунікації», що розглядається як здатність адаптивно застосовувати мовні знання та стратегії в різних комунікативних ситуаціях; «мовна автономія курсанта», що означає рівень самостійності у навчанні, плануванні та оцінюванні власних мовних досягнень; «інтенсивний іншомовний курс у закладі вищої військової освіти», що характеризується високою структурованістю, диференційованою складністю завдань і інтеграцією цифрових та інтерактивних технологій. У статті представлено авторську дидактичну модель «ФЛЕКС-АВТО», яка поєднує принципи нейрокогнітивної лінгводидактики, метакогнітивного моніторингу та стратегічної мовної компетентності. Охарактеризовано рівневу структуру розвитку мовної автономії курсантів, визначено педагогічні умови та організаційно-методичні детермінанти ефективності інтенсивного навчання англійської мови, зокрема застосування інтерактивних вправ, рольових ігор, кейс-стаді та технологій адаптивного навчання. Розроблено матрицю дидактичних стратегій, що охоплює рецептивні та продуктивні види мовленнєвої діяльності, а також

критеріально-показникову систему оцінювання когнітивно-автономізаційного прогресу курсантів. Показано, що системна інтеграція когнітивних, поведінкових та метакогнітивних компонентів навчання забезпечує стабільне підвищення рівня мовної компетентності та готовності курсантів до виконання професійних завдань у багатомовному середовищі. Стаття підкреслює роль педагогічних інновацій, міждисциплінарних підходів та цифрових ресурсів у формуванні високоефективних моделей інтенсивного іншомовного навчання для військових освітніх установ. Отримані результати можуть бути використані для оптимізації навчальних програм, підвищення автономності курсантів та розвитку їхніх когнітивних стратегій у процесі підготовки до міжнародних стандартів мовної компетентності.

Ключові слова: когнітивна гнучкість; мовна автономія; інтенсивне іншомовне навчання; курсанти; нейрокогнітивна лінгводидактика; метакогнітивна стратегія; військова вища освіта; стратегічна комунікативна компетентність.

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FORMATION OF COGNITIVE FLEXIBILITY AND LANGUAGE AUTONOMY OF CADETS IN AN INTENSIVE ENGLISH LANGUAGE COURSE

Abstract. The article is devoted to the study of pedagogical mechanisms for developing cognitive flexibility and language autonomy among cadets in the process of intensive foreign language learning within a military educational environment. It substantiates the authors' definitions of key constructs, including "cognitive flexibility in foreign language communication," understood as the ability to adaptively apply linguistic knowledge and strategies in diverse communicative situations; "language autonomy of the cadet," defined as the level of independence in learning, planning, and assessing one's language achievements; and "intensive foreign language course in a higher military

education institution," characterized by high structuring, differentiated task complexity, and the integration of digital and interactive technologies. The article presents the authors' didactic model "FLEX-AUTO," which combines principles of neurocognitive linguodidactics, metacognitive monitoring, and strategic language competence. The level-based structure of cadets' language autonomy development is described, and pedagogical conditions as well as organizational and methodological determinants of effective intensive English language learning are identified, including the use of interactive exercises, role-plays, case studies, and adaptive learning technologies. A matrix of didactic strategies covering receptive and productive types of language activity, as well as a criterion-indicator system for assessing cadets' cognitive-autonomization progress, has been developed. It is demonstrated that the systematic integration of cognitive, behavioral, and metacognitive components of learning ensures stable improvement in language competence and cadets' readiness to perform professional tasks in multilingual environments. The article emphasizes the role of pedagogical innovations, interdisciplinary approaches, and digital resources in forming highly effective models of intensive foreign language learning for military educational institutions. The results obtained can be applied to optimize curricula, enhance cadets' autonomy, and develop their cognitive strategies in preparation for international language proficiency standards.

Keywords: cognitive flexibility; language autonomy; intensive foreign language instruction; cadets; neurocognitive linguodidactics; metacognitive strategy; military higher education; strategic communicative competence.

Постановка проблеми. Динаміка сучасних геополітичних трансформацій та інтенсифікація міжнародного військово-технічного співробітництва детермінують якісно нові вимоги до іншомовної підготовки офіцерського корпусу Збройних Сил України. Імплементація стандартів НАТО у сфері мовної підготовки (STANAG 6001) актуалізує потребу у формуванні не лише репродуктивних мовленнєвих умінь, а й складних когнітивних утворень вищого порядку — здатності до оперативної реструктуризації ментальних схем у змінюваних комунікативних контекстах, що у сучасній психолінгвістиці концептуалізується як когнітивна гнучкість.

Інтенсивний формат іншомовного навчання у закладах вищої військової освіти (ЗВВО), зумовлений обмеженістю аудиторного ресурсу за умов бойового чергування та оперативного планування, створює специфічний педагогічний контекст, у якому традиційні лінгводидактичні підходи демонструють знижену ефективність. Зокрема, відтворення алгоритмізованих граматичних конструкцій без формування метакогнітивного контролю над процесами породження та сприймання іншомовного

мовлення унеможливлює розвиток справжньої мовної автономії — здатності курсанта до самодетермінованого, рефлексивного та стратегічно-орієнтованого іншомовного самонавчання.

Суперечність між зростаючими операційними вимогами до рівня мовної підготовки військовослужбовців і недостатньою теоретико-методологічною розробленістю лінгводидактичних засад формування когнітивної гнучкості та мовної автономії курсантів в умовах інтенсивного навчання визначає наукову проблему пропонованої розвідки.

Аналіз останніх досліджень і публікацій.Проблематика когнітивної гнучкості в контексті засвоєння іноземних мов розроблялась у межах декількох взаємодоповнюючих наукових парадигм. Нейрокогнітивні аспекти формування гнучкого мовного мислення досліджували D. Green та A. Abutalebi [1], встановивши нейронні кореляти перемикання між мовними системами в умовах білінгвізму. Когнітивно-лінгвістична модель концептуальної гнучкості у іншомовній комунікації розроблена G. Kroll та A. de Groot [2], які обґрунтували роль концептуального посередника у реструктуризації семантичних мереж.

Концепт мовної автономії як теоретичний конструкт введено до наукового дискурсу H. Holec [3], котрий розглядав її як «відповідальність за власне навчання». Подальшу теоретичну розробку концепту здійснили D. Little [4], акцентуючи рефлексивний вимір автономії, та P. Benson [5], що запропонував мультидимензіональну модель, яка охоплює поведінковий, когнітивний та метакогнітивний складники. Специфіку мовної автономії у контексті військового дискурсу та фахової комунікації частково висвітлено у дослідженнях J. Flowerdew [6] та A. Widdowson [7].

У вітчизняному науковому просторі проблеми іншомовної підготовки у ЗВВО розглядали В. Ягупов [8], С. Романишин [9], О. Кривонос [10]. Проте питання інтегративного формування когнітивної гнучкості та мовної автономії в умовах інтенсивного курсу залишається практично нерозробленим, що зумовлює наукову новизну та практичну значущість пропонованого дослідження.

Метою статті є теоретичне обґрунтування та розробка дидактичної моделі формування когнітивної гнучкості та мовної автономії курсантів у процесі інтенсивного навчання англійської мови у ЗВВО; введення авторських дефініцій ключових конструктів; визначення педагогічних умов і критеріально-показникової системи оцінювання сформованості досліджуваних якостей.

Виклад основного матеріалу дослідження.Концептуальний каркас дослідження потребує уточнення дефінітивних меж базових конструктів, оскільки наявні визначення у науковій літературі характеризуються

надмірною абстрактністю або недостатньою операціоналізованістю стосовно специфіки військово-освітнього контексту.

Таблиця 1

Авторські дефініції ключових конструктів дослідження

Конструкт	Авторське визначення
Когнітивна гнучкість у іншомовній комунікації	Інтегративна психолінгвістична якість суб'єкта іншомовної діяльності, що виявляється у здатності до оперативної реструктуризації ментально-мовленнєвих схем, переключення між різними кодами, регістрами та прагматичними фреймами відповідно до динамічних умов комунікативної взаємодії, з одночасним збереженням когнітивної когерентності та дискурсивної цілісності висловлювання.
Мовна автономія курсанта	Полікомпонентне особистісне утворення майбутнього офіцера, що характеризується рефлексивною самодетермінованістю в ухваленні рішень щодо цілей, змісту, стратегій та темпу власної іншомовної підготовки; метакогнітивним контролем над процесами засвоєння мовного матеріалу та розвитку комунікативних умінь; здатністю до самоідентифікації іншомовних дефіцитів і конструювання індивідуальних компенсаторних траєкторій.
Інтенсивний іншомовний курс у ЗВВО	Організаційно-педагогічна система іншомовної підготовки, що характеризується підвищеною концентрацією навчального навантаження в обмеженому хронотопі, превалюванням комунікативно-орієнтованих та когнітивно-активізуючих методів навчання, максимальним зануренням в автентичне фахове мовленнєве середовище, інтеграцією лінгвістичного компонента з операційно-тактичним та міжкультурним змістом підготовки.

Нейрокогнітивна лінгводидактика, що сформувалась на перетині нейронауки, психолінгвістики та дидактики іноземних мов, постулює ключову роль гіпокампально-префронтальних зв'язків у процесах консолідації іншомовних лексико-граматичних патернів. Умови інтенсивного навчання, що передбачають мультиканальне пред'явлення лінгвістичного матеріалу із застосуванням технологій просторово розподіленого повторення (spaced repetition), сприяють нейропластичній реорганізації кортикальних мереж, відповідальних за обробку другої мови [1].

Когнітивна гнучкість забезпечується функціональною активністю дорсолатеральної префронтальної кори (DLPFC), що відповідає за виконавчий контроль, та передньої поясної кори (ACC), яка здійснює

моніторинг конфлікту між конкуруючими мовними репрезентаціями. В умовах білінгвального переключення активується інгібіторний механізм, що забезпечує тимчасове пригнічення нерелевантної мовної системи — явище, яке у психолінгвістиці отримало назву «мовного гальмування» (language inhibition). Ефективне формування цього механізму в рамках інтенсивного курсу потребує спеціально організованих вправ на переключення кодів у когнітивно насичених контекстах.

Таблиця 2

Рівнева структура мовної автономії курсантів ЗВВО

Рівень	Назва	Сутнісні характеристики	Індикатори прояву
I	Репродуктивно-залежний	Дії за зразком, орієнтація на зовнішній контроль, відсутність рефлексії щодо власних навчальних стратегій	Потреба у постійних вказівках, пасивне виконання завдань, уникнення ризику
II	Адаптивно-ситуативний	Ситуативна самостійність, часткова рефлексія, вибірковий вибір стратегій у знайомих контекстах	Здатність до вибору між обмеженим набором стратегій, епізодичне самомоніторування
III	Рефлексивно-стратегічний	Систематична рефлексія, свідомий вибір і адаптація стратегій, усвідомлення когнітивних дефіцитів	Ведення рефлексивних щоденників, планування навчання, самооцінювання за дескрипторами
IV	Автономно-трансформаційний	Повна самодетермінованість, трансфер стратегій у нові контексти, здатність до навчання інших	Конструювання індивідуальних навчальних програм, менторство, автономне подолання іншомовних бар'єрів

Авторська дидактична модель «ФЛЕКС-АВТО» (Флексибільність — Усвідомленість — Когнітивне картування — Стратегічний трансфер — Автономізація — Верифікація — Трансформація — Операціоналізація)

являє собою системно-динамічну конструкцію, що описує педагогічний процес синхронного формування когнітивної гнучкості та мовної автономії в умовах інтенсивного курсу. Модель побудована на засадах системно-діяльнісного, компетентнісного та нейрокогнітивного підходів і охоплює цільовий, змістовий, процесуальний, технологічний та результативно-оцінювальний блоки.

Таблиця 3

Структурно-функціональні блоки моделі «ФЛЕКС-АВТО»

Блок моделі	Функціональне призначення	Змістово-методичне наповнення
Цільовий	Формулювання таксономічно структурованих цілей	Цілі за таксономією Блума (когнітивний і комунікативний виміри); рівні STANAG 6001 (SLP 1–3)
Нейрокогнітивний	Активізація нейропластичних механізмів засвоєння	Мнемотехніки, технології розподіленого повторення, вправи на перемикання уваги та когнітивне картування
Метакогнітивний	Розвиток стратегічного самомоніторингу	«Стратегічний щоденник» курсанта, метакогнітивні опитувальники, протоколи вголос-думання (think-aloud protocols)
Комунікативно-стратегічний	Формування стратегічної комунікативної компетентності	Автентичні симуляції брифінгів НАТО, тактичні ролеві ігри, аналіз STARTEX / ENDEX повідомлень
Автономізаційний	Поетапна передача відповідальності курсантові	Самостійне цілепокладання, портфоліо мовного прогресу, peer-assessment за рубриками
Результативно-оцінювальний	Діагностика та корекція когнітивно-автономізаційного прогресу	Критеріально-показникова система; формувальне оцінювання; рефлексивне самооцінювання

Операціоналізація моделі «ФЛЕКС-АВТО» здійснюється через матрицю дидактичних стратегій, що поєднує нейрокогнітивно обґрунтовані методичні прийоми з операційним змістом мовної підготовки за стандартами НАТО. Матриця організована за принципом прогресивного

ускладнення когнітивного навантаження (від рецептивного до продуктивно-трансформаційного) із одночасним підвищенням ступеня автономності виконання.

Таблиця 4

Матриця дидактичних стратегій формування когнітивної гнучкості та мовної автономії курсантів

Фаза навчання	Домінуюча стратегія	Дидактичний прийом	Цільовий когнітивно-автономізаційний результат
Імерсійна (тиж. 1–2)	Когнітивне занурення	Input flooding, автентичні аудіо- та відеоматеріали NATO SOP	Формування перцептивної готовності до сприймання фахового дискурсу
Реструктурувальна (тиж. 3–5)	Когнітивна реструктуризація	Концептуальне картування, семантичні карти фахової лексики, cross-linguistic transfer	Розбудова гнучких ментально-мовленнєвих схем; зниження інтерференції L1
Стратегічна (тиж. 6–8)	Метакогнітивна регуляція	Think-aloud protocols, стратегічні щоденники, peer-monitoring сесії	Усвідомлення власних когнітивних стилів; формування репертуару компенсаторних стратегій
Автономізаційна (тиж. 9–10)	Самодетермінація	Індивідуальні навчальні угоди, self-directed projects, portfolio-based assessment	Повна мовна автономія IV рівня; здатність до автономного іншомовного самовдосконалення

Ефективність реалізації моделі «ФЛЕКС-АВТО» забезпечується сукупністю педагогічних умов, які виступають системно необхідними детермінантами досягнення прогнозованих дидактичних результатів:

– нейродидактична організація навчального середовища, що передбачає оптимальне чергування фаз когнітивного навантаження та

консолідації, застосування мультисенсорних каналів пред'явлення матеріалу, створення умов для нейропластичної реорганізації мовних кортикальних мереж;

– фахово-орієнтована автентизація навчального контенту через системне використання реальних артефактів військового дискурсу (оперативні накази, брифінги, FRAGO/OPORD, SITREP, SALUTE-звіти) як основного матеріалу іншомовної підготовки;

– метакогнітивна насиченість навчального процесу, що виражається у систематичному застосуванні рефлексивних протоколів, стратегічних щоденників і технік усвідомленого самомоніторингу іншомовної діяльності;

– поетапна автономізація навчальної діяльності шляхом делегування дедалі більшої відповідальності курсантові за цілепокладання, планування та самооцінювання власного іншомовного прогресу;

– суб'єкт-суб'єктна парадигма педагогічної взаємодії, що ґрунтується на принципах фасилітації, партнерства та взаємоповаги, за якої викладач виступає когнітивним «scaffolder'ом», а не трансмісором готових знань.

Таблиця 5

Критеріально-показникова система оцінювання когнітивної гнучкості та мовної автономії курсантів

Критерій	Показники	Діагностичний інструментарій
Когнітивно-гнучкісний	Швидкість та точність переключення між мовними кодами; здатність до оперативної прагматичної адаптації; рівень резистентності до інтерферентного впливу L1	Task-switching тести; аналіз помилок перемикання; оцінювання дискурсивної когерентності
Метакогнітивний	Усвідомленість власних навчальних стратегій; якість стратегічного планування; адекватність самооцінки іншомовних умінь	Метакогнітивний опитувальник MAI (адаптований); аналіз стратегічних щоденників; протоколи think-aloud
Автономно-діяльнісний	Ступінь самодетермінованості у навчанні; ініціативність у цілепокладанні; готовність до позааудиторної самоосвіти	Аналіз портфоліо; peer-assessment листи; рейтинг автономності навчальної поведінки

Критерій	Показники	Діагностичний інструментарій
Комунікативно-стратегічний	Ефективність застосування компенсаторних стратегій; рівень стратегічної комунікативної компетентності у фаховому дискурсі	Виконання симуляційних завдань (NATO briefing simulation); оцінювання за дескрипторами STANAG 6001

Проведене дослідження дозволяє сформулювати такі **висновки.**

По-перше, когнітивна гнучкість та мовна автономія є взаємозалежними, синергетично взаємопосиленими психолінгвістичними конструктами, що утворюють інтегративне когнітивно-автономізаційне утворення особистості курсанта як суб'єкта інтенсивної іншомовної підготовки. Їхнє роз'єднане, ізольоване формування у педагогічному процесі є методично неефективним.

По-друге, авторська дидактична модель «ФЛЕКС-АВТО» забезпечує системно-цілісний підхід до синхронного розвитку досліджуваних якостей через інтеграцію нейрокогнітивного, метакогнітивного, комунікативно-стратегічного та автономізаційного векторів педагогічного впливу. Модель демонструє чітку відповідність вимогам STANAG 6001 та принципам компетентнісно-орієнтованої іншомовної підготовки у ЗВВО.

По-третє, запропонована рівнева структура мовної автономії (репродуктивно-залежний — адаптивно-ситуативний — рефлексивно-стратегічний — автономно-трансформаційний) надає методичний орієнтир для диференціації педагогічного впливу відповідно до актуального рівня автономності кожного курсанта.

По-четверте, критеріально-показникова система оцінювання, що охоплює когнітивно-гнучкісний, метакогнітивний, автономно-діяльнісний та комунікативно-стратегічний критерії, забезпечує комплексний, науково обґрунтований моніторинг когнітивно-автономізаційного прогресу курсантів в умовах інтенсивного навчання.

Перспективи подальших досліджень пов'язані з емпіричною верифікацією ефективності моделі «ФЛЕКС-АВТО» у реальному освітньому процесі ЗВВО, а також із розробкою цифрових діагностичних інструментів для автоматизованого відстеження когнітивно-автономізаційного прогресу курсантів із застосуванням технологій штучного інтелекту та адаптивного навчання.

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ПОТЕНЦІАЛ ІНКЛЮЗИВНОГО СПОРТУ У ВІДНОВЛЕННІ ВЕТЕРАНІВ ВІЙНИ З ІНВАЛІДНІСТЮ ВНАСЛІДОК ВІЙНИ

Анотація. У роботі розглянуто питання трансформації підходів до підтримки ветеранів війни у контексті реалізації Конвенції ООН про права осіб з інвалідністю. Мета роботи – визначення ключових засад потенцій інклюзивного спорту у реалізації комплексної реабілітації ветеранів з інвалідністю. В основу дослідження покладено використання комплексу загальнонаукових теоретичних методів: аналіз, синтез, систематизацію, узагальнення. Проаналізовано сучасний стан українського законодавства та його відповідність європейським стандартам: програмі «Розширеної часткової угоди про спорт» (EPAS) та нормам Ради Європи. Досліджено, що інклюзивний спорт для ветеранів з інвалідністю є не лише системою фізичних вправ, а й потужним механізмом соціалізації та подолання психологічних бар'єрів у процесі їхньої реабілітації. Виокремлено ключові відмінності між поняттями «інтеграція» та «інклюзія», де останнє передбачає докорінну зміну середовища та правил середовища під потреби ветеранів з інвалідністю. Виявлено, що інклюзія у спорті – це процес створення рівних можливостей для занять, де кожен, незалежно від фізичних особливостей, стану здоров’я, віку чи соціального статусу, має можливість повноцінно тренуватися, змагатися та розвиватися. Відтак, інклюзія у спорті зміщує фокус із «лікування» ветеранів з інвалідністю на

фізичний розвиток. Установлено, що в основі інклюзивного спорту у реалізації комплексної реабілітації ветеранів війни покладено принцип модифікації, який реалізується через адаптацію правил, використання спеціалізованого обладнання та індивідуалізацію навантажень. Розглянуто ключові складові фізичного вдосконалення через інклюзивний спорт. Доведено, що інклюзивний спорт дозволяє ветерану змінити ідентичність із пасивного отримувача допомоги на активного спортсмена, що є критичним й для ментального відновлення. Отже, для ветеранів з інвалідністю спорт є не просто методом лікування, а дієвою формою ресоціалізації, що дозволяє трансформувати бойовий досвід у спортивні здобутки та особисті перемоги.

Ключові слова: інклюзивний спорт, ветерани, реабілітація, фізичний розвиток.

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THE POTENTIAL OF INCLUSIVE SPORTS IN THE REHABILITATION OF WAR VETERANS WITH DISABILITIES DUE TO WAR

Abstract. This paper examines the transformation of approaches to supporting war veterans in the context of implementing the Convention on the Rights of Persons with Disabilities. The aim of this study is to identify the key principles of inclusive sports in the comprehensive rehabilitation of veterans with disabilities. The study is based on a set of general scientific theoretical methods: analysis, synthesis, systematization, and generalization. The current state of Ukrainian legislation and its compliance with European standards – the «Enhanced Partial Agreement on Sport» (EPAS) program and Council of Europe norms—are analyzed. The study found that inclusive sports for veterans with disabilities are not only a system of physical exercises but also a powerful

mechanism for socialization and overcoming psychological barriers in the process of their rehabilitation. The key differences between the concepts of «integration» and «inclusion» are highlighted, with the latter involving a fundamental change in the environment and its rules to meet the needs of veterans with disabilities. It has been found that inclusion in sports is a process of creating equal opportunities for participation, where everyone, regardless of physical characteristics, health status, age, or social status, has the opportunity to train, compete, and develop fully. Consequently, inclusion in sports shifts the focus from the «treatment» of veterans with disabilities to physical development. It has been established that the principle of modification lies at the heart of inclusive sports in the implementation of comprehensive rehabilitation for war veterans, achieved through rule adaptations, specialized equipment, and individualized training loads. The key components of physical improvement through inclusive sports are examined. It has been demonstrated that inclusive sports enable veterans to shift their identity from passive recipients of assistance to active athletes, a shift that is also critical for mental recovery. Thus, for veterans with disabilities, sports are not merely a method of treatment but an effective form of resocialization, enabling the transformation of combat experience into athletic achievements and personal victories.

Keywords: inclusive sports, veterans, rehabilitation, physical development.

Постановка проблеми. Оскільки бойові дії на території України тривають уже понад десятиріччя, чисельність ветеранів російсько-Української війни невпинно зростає, особливо стрімко – протягом останніх двох років. Унаслідок тривалої агресії рф в Україні вже налічується близько 1,2 мільйона ветеранів [3]. За прогнозами [1], після завершення війни кількість осіб, які матимуть цей статус, може зрости щонайменше вчетверо й сягнути 5 мільйонів.

Масштабна збройна агресія рф проти України, що зумовлює зростання кількості осіб з інвалідністю внаслідок війни, ставить перед державою виклик щодо їхньої ефективної реабілітації. У цьому контексті стратегічного значення набуває ветеранський спорт, який є одним із найефективніших інструментів психосоціальної адаптації та фізичного відновлення ветеранів з інвалідністю [7]. Розвиток інклюзивних видів спорту дозволяє ветеранам не лише відновити функціональні можливості організму, а й віднайти нові сенси та соціалізуватися через спортивні спільноти [10].

У контексті імплементації Конвенції про права осіб з інвалідністю державами, членами ООН, змінено всесвітню парадигму в ставленні й

підходах до осіб з інвалідністю у напрямі підвищення рівня їх соціального прийняття та толерантності у суспільстві. Попри те, що останніми десятиліттями спостерігаються суттєві зміни протидії сегрегації та ізоляції осіб з інвалідністю в Україні, а соціальна політика України в цілому орієнтується на створення для таких осіб рівних можливостей участі у всіх сферах життя, доводиться визнати, що їхній рівень інклюзії через спорт суттєво відстає від європейського.

Аналіз останніх досліджень і публікацій. Згідно наявним даним [1, 3, 7], зміни, що відбуваються нині в українському суспільства, і, особливо з моменту повномасштабного вторгнення росії на територію України, проявляються у посиленні уваги до проблем інклюзії ветеранів з інвалідністю. З 2009 року чітко визнається важливість фізичної культури для Європи та наголошується на сприянні спорту як меті Європейського Співтовариства, закріпленою в Лісабонській угоді [11].

Науковий інтерес дослідників з різних країн світу [4, 6, 9, 11] зосереджено на можливостях інклюзивного спорту як недорогого та ефективного засобу здоров'язбереження, благополуччя та соціальної інклюзії ветеранів з інвалідністю. З точки зору фундаментальної етики та поваги до кожного індивідууму, сприяння інклюзивному спорту позиціонується [8, 12] як засіб покращання якості життя, забезпечення соціальної інклюзії та фізичної реабілітації.

Досліджено, що нині інклюзивний спорт в Україні розвивається не як привілей, а як потреба у відповіді на сучасні наративи [2, 6]. Вважається [12], що такі заняття є першим щаблем до повернення в суспільство ветеранів після травм, поранень, втрати впевненості або тривалої ізоляції. Як досліджено [3, 5, 8] позитивна динаміка розвитку інклюзивних видів спорту пов'язана не лише з розвитком інфраструктури, а й зі зміною ставлення суспільства.

Інклюзивний спорт розглядається [7] у якості потужнього інструменту досягнення цілей сталого розвитку. При цьому зазначено, що «Він не лише сприяє фізичному та психічному здоров'ю учасників, а й формує соціальну інтеграцію, толерантність та рівність можливостей» [7, с. 119].

Втім, існують думки [1, 8], що донині у сфері у інклюзії в Україні імплантації спорту та фізичної активності приділялося дуже мало уваги й використовувалося переважно як контекст. На думку [3, 6], зростає потреба у ретельному вивченні всього спектру можливостей реалізації комплексної реабілітації ветеранів з інвалідністю засобами інклюзивного спорту з огляду на те, що це явище приймає безпрецедентний характер щодо зростання їхньої кількості. Доводиться констатувати, що інтеграція вразливих верств у інклюзивний часто має лише декларативний характер, що додатково

актуалізує означену проблему в зв'язку з тривалими бойовими діями на території України, а, відтак, перманентним збільшенням ветеранів з інвалідністю.

Мета роботи – визначення ключових засад потенцій інклюзивного спорту у реалізації комплексної реабілітації ветеранів з інвалідністю.

Методи дослідження. В основу дослідження покладено використання комплексу загальнонаукових теоретичних методів: аналіз, синтез, систематизацію, узагальнення.

У межах реалізації Конвенції ООН про права осіб з інвалідністю світова спільнота докорінно змінила підходи до підтримки ветеранів із пораненнями та травмами [11]. Сьогодні акцент зміщено з пасивної соціальної допомоги на активне суспільне прийняття та створення умов для повноцінної самореалізації через спорт.

У світовій спільноті Україна вигідно відрізняється передовою правовою базою, що гарантує державну підтримку та забезпечення спорту осіб з інвалідністю, яке нині займає провідні позиції як засіб покращання фізичного стану таких осіб, відновлення ушкоджених функцій організму та набуття належного рівня працездатності.

Українці є свідками поступового впровадження основних засад європейської політики щодо інклюзії, які активно популяризуються та реалізуються у різноманітних соціальних структурах та освітніх ланках. Поступово формується толерантне суспільне ставлення до людського різноманіття.

Сучасна статистика вказує на критичну необхідність розвитку інклюзивного середовища для колишніх військовослужбовців. Згідно з аналітичними даними [3], кожен третій ветеран сьогодні має статус особи з інвалідністю, що робить питання їхньої соціальної та фізичної адаптації пріоритетним для суспільства.

Проаналізувавши та врахувавши сучасний рівень дослідження, слід узагальнити, що для ветеранів з інвалідністю інклюзія – це організація життя суспільства без бар'єрів або усунення наявних. Зазначимо, що вивчення проблем інклюзії у сучасному суспільстві тісно пов'язано з визначенням самого поняття «інвалідність». Перехід від медичної моделі інвалідності до спортивної дозволяє ветерану змінити статус «пацієнта» на статус «атлета», що є критично важливим для ментального відновлення та формування нової ідентичності.

Зауважимо, що повноцінна фізична активність – це найчастіше перше, чого позбавляється особа з інвалідністю, внаслідок серйозного травмування. Спочатку такі особи скрізь стикаються з обмеженнями. Надалі виникають проблеми із самооцінкою та самореалізацією. У результаті особа з

інвалідністю опиняється ніби осторонь суспільства. Часто – з власної ініціативи. Отож, існують ідеї [8, 12], що фізичні травми є чинником проблем психологічного характеру.

Повномасштабне вторгнення рф поставило перед українським суспільством нове завдання: перетворити спорт на потужний інструмент повернення ветеранів з інвалідністю до цивільного життя. Відповідно до Національного плану дій, ключовим вектором розвитку є синергія двох напрямів: фізичне відновлення після поранень та залучення ветеранів до інклюзивних спортивних дисциплін. Як зазначено, «спорт, це не лише система фізичних вправ, але і система відносин у суспільстві, які мають свою важливу соціальну роль та визначають свою інтегративну функцію, як складову процесу соціалізації осіб з інвалідністю» [1, с. 125].

Тож, ми підтримуємо наукові підходи [1, 7], що суть інклюзивного спорту полягає в тому, щоб за допомогою фізичної активності інтегрувати ветерана з інвалідністю до повноцінного активного життя. Повернення відбувається з одного боку за рахунок адаптації особистості до середовища, з іншого – через створення відповідних умов. Тобто процес може включати адаптацію уже існуючих видів інклюзивного спорту й аж до створення окремих нових видів спорту для осіб з інвалідністю.

Право на заняття фізичним вихованням і спортом осіб з інвалідністю гарантується Законом України «Про підтримку олімпійського, параолімпійського руху і спорту вищих досягнень в Україні»: «ст. 2.1. Держава стимулює розвиток... параолімпійського руху і спорту вищих досягнень шляхом бюджетного фінансування, зміцнення матеріально-технічної бази, надання пільг по податках і кредитуванні добродійників і інших суб'єктів фізкультурно-спортивної діяльності, а також морального і матеріального заохочення спортсменів, тренерів і фахівців галузі, які забезпечують підготовку і участь спортсменів в змаганнях спорту вищих досягнень» [7].

У ЄС у 2007 році було створено Розширену часткову угоду про спорт (EPAS), одним із її головних пріоритетів є сприяння інклюзії через спорт. З цією метою Рада Європи розробила загальноєвропейську програму, яка залучає низку зацікавлених сторін з органів державної влади та світу спорту. Усі вони відіграють важливу роль у зверненні до дискримінаційних тенденцій, які зараз спостерігаються у спорті, та у просуванні спорту як засобу психологічної інклюзії. Мета EPAS поширювати та ділитися позитивним досвідом висвітлення потенціалу спорту для просування фундаментальних цінностей Ради Європи прав людини.

Сприяння різноманітності є постійним пріоритетом EPAS з моменту її заснування у 2007 році, оскільки принцип різноманітності є важливою цінністю та основою всієї роботи Ради Європи. Права та свободи всіх

громадян держав-членів Ради Європи разом із забороною дискримінації закріплені в Європейській конвенції з прав людини, на якій базується нормативна база Ради Європи у сфері спорту. Через проекти та заходи EPAS вже розглядала актуальні питання у спорті, пов'язані з статтю, расою, етнічною приналежністю, фізичними та інтелектуальними здібностями, сексуальною орієнтацією, міграцією, та багатьма іншими.

Комплексна програма розв’язання проблем осіб з інвалідністю, схвалена постановою Кабінету Міністрів України від 27 січня 1992 р. № 31 окрім заходів щодо профілактики інвалідності, медичної, соціально-трудової реабілітації осіб з інвалідністю, надання протезно-ортопедичної допомоги і забезпечення транспортними засобами, інвалідності, підготовки кадрів, дбання про культурні заходи та відпочинок тощо, містила і окремий розділ щодо фізичної культури і спорту осіб з інвалідністю.

Державна політика України відносно осіб з інвалідністю базується на принципах гуманності, заборони дискримінації, державних гарантій реалізації їхніх прав (у тому числі пільгових); створення необхідних умов для активної життєдіяльності, враховуючи особливі потреби, доступність до об’єктів соціальної інфраструктури; адресності реабілітаційних заходів; обов’язковості для державних структур фінансування заходів, спрямованих на забезпечення реабілітації недієздатних громадян.

Ми підтримуємо наукові ідеї [1, 6], що у відповіді на сучасні виклики реабілітація ветеранів війни вимагає виходу за межі суто медичного протоколу. Позиціонуємо фізичне вдосконалення як фундамент відновлення фізичного та психологічного стану ветеранів з інвалідністю. Інклюзія у спорті – це процес створення рівних можливостей для занять фізичною активністю, де кожен, незалежно від фізичних особливостей, стану здоров’я, віку чи соціального статусу, має можливість повноцінно тренуватися, змагатися та розвиватися.

Беззаперечно доведено реабілітаційне значення занять спортом для ветеранів. Не викликає сумніву, що участь у війні вплинула на фізичне здоров'я, зумовлюючи фізичне виснаження та травми, останні з яких найбільше стосуються тих, хто брав участь у дійсній військовій службі [9]. Проте на розвитку здібностей, сили та фізичної форми, а також емоційну реабілітацію відчували як ті, хто брав участь у виконанні обов'язків на передовій, так і члени сімей, які постраждали від смерті близьких під час війни.

Постійна робота Міністерства у справах ветеранів України та його Національна стратегія фізичної та спортивної реабілітації ветеранів та їхніх сімей демонструють зростаюче визнання цінності спорту для життя тих, хто постраждав від конфлікту. Враховуючи тривалий характер російсько-

українського конфлікту та його вплив як на тих, хто активно бере участь у війні, так і на тих, хто є її свідками, розуміння того, як інклюзія в спорті можуть впливати на психологічні, фізичні, соціальні та реабілітаційні результати, може бути цінним для розвитку практики та політики після війни.

Тут варто зрозуміти, що на відміну від «інтеграції» коли особу з інвалідністю просто допускають до звичайного залу, інклюзія передбачає зміну самого середовища, правил та підходів під потреби осіб з інвалідністю. Відтак, інклюзивний спорт розглядаємо у трьох аспектах (рис. 1).

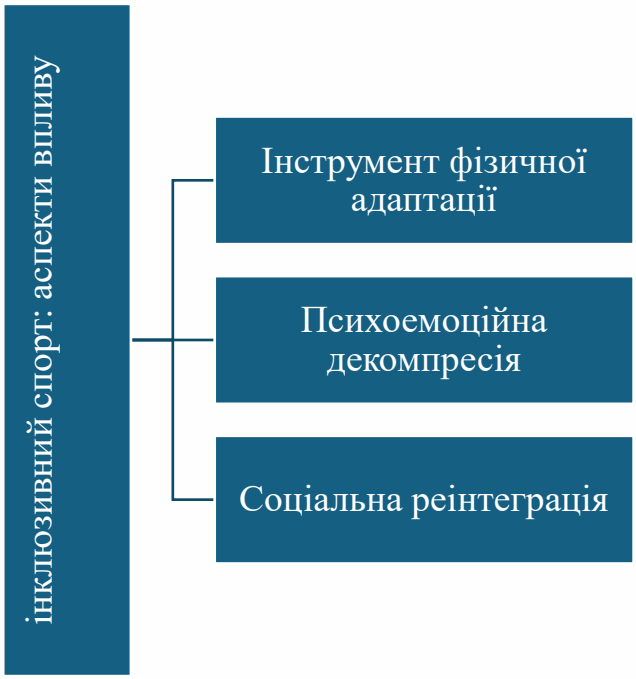

Рис. 1. Інклюзивний спорт: аспекти впливу

1. Спорт як інструмент фізичної адаптації: інклюзивний спорт не просто повертає ветерана до активного способу життя, він трансформує сприйняття власного тіла після поранення. Заняття адаптивними видами спорту, як от баскетбол на кріслах колісних, волейбол сидячи, стрільба з лука, інклюзивне самбо тощо стимулюють нейропластичність та розвивають нові рухові навички. Власне спортивна підготовка забезпечує системність, що критично важливо для відновлення втрачених функцій, які стали чинником набуття інвалідності.

2. Психоемоційна декомпресія: для ветеранів спорт дозволяє змістити фокус із травматичного досвіду на досягнення конкретних цілей. Спорт дозволяє безпечно реалізувати потребу в екстремальних відчуттях, що часто спостерігається у людей з бойовим досвідом. Можливість керувати

власними результатами повертає відчуття здатності впливати на власне життя, яке часто втрачається через важкі травми та інвалідність.

3. Соціальна реінтеграція: однією з найбільших проблем реабілітації є почуття ізоляції. Інклюзивний спорт створює унікальне середовище: Ветеран опиняється серед людей зі схожим досвідом, що знімає бар'єри у спілкуванні. Ветеран переходить зі статусу «пацієнта» або «особи з інвалідністю» у статус «спортсмена». Це радикально змінює ставлення суспільства та самосприйняття самого ветерана.

Ветерани війни, це особи, які повертаються до у мирне життя без адаптаційного періоду – після пережитих стресів, з «поламаною» психікою, нічними кошмарами і нездатністю продовжувати звичайне життя [12]. Набуття інвалідності – ще один фактор необхідності психологічної реабілітації, так як фізичні травми війни стають чинниками проблем психологічного характеру. Водночас, як зазначено [3], правильної психологічної реабілітації ветеранів в Україні сьогодні немає.

Доведено [2], що психологічне здоров'я об'єднує здоровий дух та психіку із соціальним складником, а фізичне здоров'я неможливе без нормалізації психологічного стану, які є рівноцінно важливими складовими загального здоров'я ветеранів. Останнє забезпечується шляхом нівелювання впливу стихійних переживань, які неминуче трапляються з огляду на ситуацію війни. Досягнення цього допомагають не тільки психологічні засоби, першочергове значення у цьому процесі має фізична активність. Відсутність якої визначною мірою вважається [9] чинником негативних емоцій.

Проте, наукові пошуки щодо впливу інклюзивного спорту ветеранів на нормалізацію їхнього психологічного стану все ще перебуває на початковій стадії розвитку у вітчизняному науковому дискурсі. Враховуючи встановлені взаємозв'язки між фізичною підготовкою та психологічним станом та прогалини у цій царині, є потреба вивчення взаємозв'язків між фізичною підготовкою, загальним станом здоров'я, зниженням ризику хронічних захворювань, інвалідністю та смертністю у ветеранів з інвалідністю.

Отже, нині інклюзія у спорті – це не про окремі зали чи проєкти, а про доступність, нормальність, присутність. Для ветерана тренування з командою може стати засобом до повернення себе. Здійснюються численні дослідження того, як інклюзивний спорт може стати ефективним інструментом для багатьох ветеранів з інвалідністю з точки зору позитивного впливу на якість життя, а також їхнього функціонального стану. Такі типи організацій і заходів включають й Паралімпійські ігри, Дефлімпійські ігри та Всесвітні ігри Спеціальної Олімпіади, які

забезпечують інтеграцію осіб з інвалідністю та можливістю змагатися в спорті задля отримання всіх традиційних цінностей від спорту.

Маємо підстави стверджувати, що сучасний фокус інклюзії у спорті зміщений фокус із «лікування» ветеранів з інвалідністю на фізичний розвиток.

Фактично, це перехід від пасивної реабілітації, яка реалізується засобами масажу чи спектром засобів лікувальної фізичної культури до активного тренувального процесу, де фізичні обмеження не є перепонами.

Установлено [11], що ветерани, навіть зі складними захворюваннями, можуть отримати користь від підтримуваної та стратегічної постійної спортивної активності. Крім того, ветерани, які мають труднощі з інтеграцією у свої громади або збереженням роботи через інвалідність, виявили покращення соціальних зв'язків зі збільшенням участі у фізичній активності.

Систематизувавши дані наукової літератури узагальнимо, що в основі інклюзивного спорту у реалізації комплексної реабілітації ветеранів покладено принцип модифікації, який реалізується наступними заходами:

– адаптація правил: коригування стандартних регламентів змагань.

– використання спеціалізованого обладнання: протезів, крісел колісних та іншого асистивного спорядження тощо;

– індивідуалізація навантажень, що передбачає суворе налаштування тренувального процесу під конкретні фізичні обмеження ветеранів (рис. 2).



Рис. 2. Ключові складові фізичної підготовки в інклюзивному спорті

Розглянемо ключові складові адаптивної фізичної підготовки в інклюзивному спорті:

– *Фізичне удосконалення*, яке передбачає цілеспрямований розвиток спеціальних фізичних якостей задля формування високого рівня фізичної підготовленості. Залежно від характеру травми або індивідуальних особливостей здоров'я, тренувальний процес адаптується для максимізації збереженого потенціалу організму ветеранів з інвалідністю. Велика увага приділяється м'язам плечового пояса та кора, особливо важливо для користувачів крісел колісних або збереженим кінцівкам для осіб з ампутаціями. Розвиток координаційних здібностей для адаптації нервової системи до нових умов пересування, як от після протезування. Збільшення рівня гнучкості та мобільності суглобів для запобігання контрактурам та м'язовим затискам, що часто виникають через специфічне навантаження або малорухливість окремих частин тіла.

– *Використання сучасних технологій контролю реабілітаційного процесу*: фізичне вдосконалення в інклюзивному спорті сьогодні неможливе без точних даних. Для ветеранів з інвалідністю внаслідок отримання бойових травмувань це особливо важливо, щоб уникнути перевантаження, яке упереджуємо використанням датчиків для аналізу симетрії рухів, розподілу навантаження на кінцівки та контролю частоти серцевих скорочень. Біомеханічним аналізом реалізуємо відеофіксацію та комп'ютерне моделювання рухів задля оптимізації технічної підготовки, як от гребка в параканое або кидка в баскетболі на кріслах тощо.

– *Гейміфікація та мотивація:* фізичне вдосконалення у спортивній діяльності тривалий і часто монотонний процес. Гейміфікація позиціонується як проактивна стратегія реалізації технологічного підходу у спорті. Така стратегія побудована на використанні ігор для заохочення участі до занять та відновлення після порушення рухливості, координації, рівноваги або інших фізичних функцій. Сучасні досягнення в технологіях гейміфікації, можуть значно підвищити ефективність реабілітаційних втручань. Зокрема впровадження ігрових елементів дозволяє перетворити спортивні вправи на змагання. Використовувати VR-технології для симуляції спортивних ігор, що покращує нейромоторні зв'язки.

І насамкінець, участь українських спортсменів-ветеранів у міжнародних змаганнях з видів інклюзивного спорту під час російсько-Української війни, є потужним мотиваційним чинником опору російській агресії. Це сприяє сучасному розуміння впливу спорту на політику. Відтак, для самих спортсменів спортивні заходи можуть виконувати важливі політичні функції, особливо під час продовження військових дій.

Висновки:

Інклюзивний спорт у контексті реабілітації ветеранів нині слугує ключовою ланкою між медичною допомогою та повноцінною інтеграцією ветеранів з інвалідністю до активного суспільного функціонування.. Визнання спорту невід'ємною частиною державної стратегії реабілітації ветеранів в умовах повномасштабної війни є критично важливим елементом відновлення їхнього стану здоров'я.

Сучасний підхід, заснований на Конвенції ООН, фокусується на активному суспільному прийнятті. Політика України корелює з принципами Ради Європи та Розширеної часткової угоди про спорт, де спорт визнано засобом боротьби з дискримінацією. Спорт дозволяє ветерану змінити ідентичність із пасивного отримувача допомоги на активного суб'єкта — спортсмена, що є критичним для ментального відновлення.

Для ветеранів з інвалідністю нині спорт є не просто методом лікування, а дієвою формою ресоціалізації, що дозволяє трансформувати бойовий досвід у спортивні здобутки та особисті перемоги. Це робить розвиток інклюзивного спорту не просто гуманітарним жестом, а пріоритетним завданням державної безпеки та соціальної стабільності.

Перспективи подальших розвідок передбачають окреслення проблемного поля інклюзивного спорту у реалізації комплексної реабілітації ветеранів з інвалідністю.

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ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ГОТОВНОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ ДО НАУКОВО-ДОСЛІДНИЦЬКОЇ ДІЯЛЬНОСТІ У ПРОЦЕСІ ВИКЛАДАННЯ ФІЗКУЛЬТУРНОГО ЗМІСТУ

Анотація. Реформування системи вищої освіти, інтеграція України до європейського освітнього простору та реалізація компетентнісного підходу актуалізують проблему формування готовності здобувачів вищої освіти до науково-дослідницької діяльності. У процесі викладання дисциплін фізкультурного змісту важливим є створення таких педагогічних умов, які сприятимуть розвитку пізнавальної активності, дослідницьких умінь, критичного мислення та мотивації студентів до наукового пошуку.

Стаття присвячена проблемі формування готовності здобувачів вищої освіти до науково-дослідницької діяльності у процесі викладання фізкультурного змісту та забезпеченню реалізації відповідних педагогічних умов. Авторами готовність до науково-дослідницької діяльності визначена як інтегративна якість особистості, що включає мотиваційний, когнітивний, діяльнісний та рефлексивний компоненти. Ефективність формування такої готовності забезпечується реалізацією відповідних педагогічних умов, а саме: формування позитивної мотивації до науково-дослідницької діяльності, усвідомлення значущості дослідної діяльності для майбутньої професії педагога, інтеграція теоретичної та практичної підготовки здобувачів вищої освіти для формування дослідницьких умінь у реальних професійних ситуаціях, створення дослідницько орієнтованого освітнього середовища в умовах закладу вищої освіти та використання інтерактивних та дослідницьких методів навчання.

Зазначено, що важливою педагогічною умовою готовності здобувачів вищої освіти до науково-дослідницької діяльності є педагогічна підтримка та наставництво, адже викладач виступає координатором дослідницької діяльності здобувачів вищої освіти, сприяє розвитку самостійності, критичного мислення та рефлексії.

Ключові слова: здобувачі вищої освіти, науково-дослідницька діяльність, фізкультурний зміст, педагогічні умови, фахова підготовка.

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PEDAGOGICAL CONDITIONS FOR THE FORMATION OF HIGHER EDUCATION STUDENTS' READINESS FOR RESEARCH ACTIVITIES IN THE PROCESS OF TEACHING PHYSICAL EDUCATION CONTENT

Abstract. The reform of the higher education system, Ukraine's integration into the European educational space, and the implementation of the competency-based approach актуалізують the problem of forming higher education students' readiness for research activities. In the process of teaching physical education disciplines, it is important to create such pedagogical conditions that will promote the development of cognitive activity, research skills, critical thinking, and students' motivation for scientific inquiry.

The article is devoted to the problem of forming higher education students' readiness for research activities in the process of teaching physical education content and ensuring the implementation of appropriate pedagogical conditions. The authors define readiness for research activity as an integrative personal quality that includes motivational, cognitive, activity-based, and reflective components. The effectiveness of forming such readiness is ensured through the implementation of relevant pedagogical conditions, namely: the formation of positive motivation toward research activities; awareness of the importance of research activity for the future teaching profession; integration of theoretical and practical training of higher education students for the development of research

skills in real professional situations; creation of a research-oriented educational environment within a higher education institution; and the use of interactive and research-based teaching methods.

It is noted that an important pedagogical condition for preparing higher education students for research activities is pedagogical support and mentoring, since the teacher acts as a coordinator of students' research activities and promotes the development of independence, critical thinking, and reflection.

Keywords: higher education students, research activity, physical education content, pedagogical conditions, professional training.

Постановка проблеми. Проблема формування готовності здобувачів вищої освіти до науково-дослідницької діяльності є однією з актуальних у сучасній педагогічній науці та практиці. Система вищої освіти в Україні потребує підготовки конкурентоспроможного фахівця, здатного до творчого мислення, наукового пошуку, аналізу інформації та впровадження інновацій у професійну діяльність.

Саме тому важливого значення набуває організація науково-дослідницької діяльності студентів у процесі професійної підготовки, оскільки сучасна освітня практика потребує педагогів, які володіють не лише професійними компетентностями, а й навичками наукового аналізу, дослідницького мислення та здатністю впроваджувати інноваційні технології у сфері фізичного виховання.

Реформування системи вищої освіти, інтеграція України до європейського освітнього простору та реалізація компетентнісного підходу актуалізують проблему формування готовності здобувачів вищої освіти до науково-дослідницької діяльності.

У процесі викладання дисциплін фізкультурного змісту важливим є створення таких педагогічних умов, які сприятимуть розвитку пізнавальної активності, дослідницьких умінь, критичного мислення та мотивації студентів до наукового пошуку [1].

Водночас аналіз практики професійної підготовки свідчить про недостатній рівень сформованості у здобувачів освіти навичок самостійної науково-дослідницької діяльності, що зумовлює необхідність пошуку ефективних педагогічних умов та методів їх формування.

Аналіз останніх досліджень і публікацій. Останніми роками в Україні увага сучасних вітчизняних науковців надзвичайно загострилась довкола питань, пов'язаних із обґрунтуванням системи науково-дослідної діяльності здобувачів вищої освіти, педагогічних умов організації науково-дослідницької підготовки, формування дослідницької культури майбутніх фахівців тощо.

Проблема професійної підготовки здобувачів вищої освіти та формування їхньої готовності до науково-дослідницької діяльності знайшла відображення у працях багатьох вітчизняних і зарубіжних науковців. Теоретичні аспекти організації науково-дослідної діяльності студентів розглядалися у працях, присвячених методології педагогічних досліджень, професійній підготовці майбутніх педагогів та розвитку дослідницької компетентності [3].

Аналіз наукової літератури засвідчив, що педагогічні умови формування педагогічних явищ у професійній підготовці майбутніх фахівців постійно перебувають в центрі уваги дослідників багатьох галузей знань у сфері педагогіки вищої школи, які досліджували різноманітні аспекти професійної підготовки студентів педагогічних закладів вищої освіти [2].

Проблема науково-дослідницької підготовки майбутніх фахівців у закладах вищої освіти є предметом наукових пошуків багатьох учених. Зокрема, історичні аспекти організації науково-дослідницької діяльності студентів висвітлено у працях П. Довбні, О. Новицької, І. Погрібного, С. Рика. Організаційні засади дослідницької підготовки фахівців досліджують Н. Гомеля, Ю. Лавриш, О. Набока, І. Сенча.

Філософські підходи до реалізації навчально-дослідницької діяльності здобувачів вищої освіти розкрито у наукових працях О. Артеменка, Ю. Козловського, Н. Маргіти, Л. Сущенко. Питання зарубіжного досвіду дослідницької підготовки студентської молоді висвітлено в дослідженнях Л. Заєць, І. Самойлюкевич, І. Сініциної, О. Шквир.

Значна увага у наукових розвідках приділяється проблемі формування дослідницької компетентності майбутніх фахівців, що відображено у працях Б. Андрієвського, Ю. Бойчука, Р. Вернидуба, Л. Лисенко, А. Степанюк, Н. Уйсімбаєвої. Водночас вплив науково-дослідницької діяльності на професійне та особистісне становлення майбутнього фахівця досліджують В. Ворожбіт, А. Крамаренко, І. Ромащенко, Х. Федорич та інші науковці [3].

Питання професійної підготовки майбутніх фахівців фізичної культури висвітлено у наукових працях, де акцентується увага на необхідності інтеграції науково-дослідницької діяльності у процес фахової підготовки (С. Атаманюк, П. Джуринський, Т. Ковальова, Ю. Твердохлєбова).

Сучасні українські науковці підкреслюють, що ефективність формування готовності до дослідницької діяльності залежить від мотивації студентів, використання інноваційних методів навчання, залучення до проєктної діяльності та створення дослідницько орієнтованого освітнього середовища [4].

Попри значну кількість досліджень, проблема визначення педагогічних умов формування готовності здобувачів вищої освіти до науково-дослідницької діяльності у процесі викладання фізкультурного змісту потребує подальшого наукового осмислення.

Мета статті – теоретично обґрунтувати педагогічні умови формування готовності здобувачів вищої освіти до науково-дослідницької діяльності у процесі викладання дисциплін фізкультурного змісту.

Виклад основного матеріалу. Основним завданням сучасної вищої освіти є створення для студентів умов для реалізації власних, індивідуальних освітніх потреб, які обумовлюються його здібностями, інтересами, задатками, можливостями і запитами. Враховуючи це, виникає нагальна потреба в організації освітнього процесу, який забезпечуватиме формування дослідницьких вмінь, активізації науково дослідницької та навчально-пізнавальної діяльності майбутніх педагогів [2].

Для формування особистості студента як майбутнього творчого, ініціативного фахівця необхідно залучати його до науково-дослідницької діяльності, що привчає до самостійності, виробляє вміння застосовувати отримані знання при вирішенні конкретних завдань, вільно орієнтуватись в літературі за обраним фахом, а також виховує вибагливість до себе, зібраність, цілеспрямованість. Дослідницька діяльність вдосконалює не лише професійний рівень, а й формує специфічні навички, відповідний склад мислення та спілкування. У зв'язку з новими вимогами до якості підготовки фахівців у світлі потреб прискореного науково-технічного і соціального розвитку країни дослідницька діяльність студентів розглядається як важливий фактор удосконалення всієї системи підготовки спеціалістів [1].

Формування готовності здобувачів вищої освіти до науково-дослідницької діяльності є важливою складовою професійної підготовки майбутніх фахівців і потребує комплексного підходу, спрямованого на розвиток дослідницьких умінь, наукового мислення та професійної активності студентів.

У сучасних умовах професійна підготовка здобувачів вищої освіти повинна забезпечувати не лише засвоєння фахових знань і практичних умінь, а й формування готовності до науково-дослідницької діяльності. Особливого значення це набуває у процесі викладання дисциплін фізкультурного змісту, де важливими є вміння аналізувати фізичний стан, оцінювати ефективність методик фізичного виховання та впроваджувати інноваційні технології.

Готовність здобувачів вищої освіти до науково-дослідної діяльності розглядається як інтегративна характеристика особистості, що поєднує

систему знань, умінь, навичок, мотиваційних установок та особистісних якостей, необхідних для успішного здійснення наукового пошуку й дослідницької роботи в умовах закладу вищої освіти [5].

Ефективність формування такої готовності забезпечується реалізацією відповідних педагогічних умов.

Окреслимо основні педагогічні умови готовності до науково-дослідницької діяльності здобувачів вищої освіти:

1. Формування позитивної мотивації до науково-дослідницької діяльності.

Важливим є розвиток у студентів інтересу до наукового пошуку, усвідомлення значущості дослідницької діяльності для майбутньої професії.

2. Використання інтерактивних та дослідницьких методів навчання.

Зазначимо, що ефективними в сучасних умовах є:

- проєктні технології;
- проблемне навчання;
- кейс-методи;
- дослідницькі завдання;
- аналіз практичних ситуацій.

3. Інтеграція теоретичної та практичної підготовки здобувачів вищої освіти. Поєднання теоретичних знань із практичною діяльністю сприяє формуванню дослідницьких умінь у реальних професійних ситуаціях.

4. Створення дослідницько орієнтованого освітнього середовища в умовах закладу вищої освіти. Таке середовище передбачає:

- участь здобувачів вищої освіти у конференціях;
- виконання наукових проєктів;
- роботу в наукових гуртках;
- підготовку публікацій.

5. Педагогічна підтримка та наставництво. Викладач виступає координатором дослідницької діяльності здобувачів вищої освіти, сприяє розвитку самостійності, критичного мислення та рефлексії.

Визначимо структуру готовності до науково-дослідної діяльності студентів в умовах закладу вищої освіти.

На нашу думку, у структурі готовності до науково-дослідної діяльності доцільно виокремити такі компоненти:

1. Мотиваційно-ціннісний компонент, який передбачає:

- наявність позитивної мотивації до науково-дослідної діяльності;
- усвідомлення значущості наукового пошуку для професійного розвитку;
- пізнавальний інтерес до дослідницької роботи;
- прагнення до саморозвитку та професійного вдосконалення;

• сформованість ціннісного ставлення до науки та академічної доброчесності.

Цей компонент визначає внутрішню готовність здобувача вищої освіти до участі у науково-дослідній діяльності.

2. Когнітивний компонент, який охоплює:

• систему теоретичних знань із методології та організації наукових досліджень;
• знання методів наукового пізнання;
• розуміння етапів педагогічного дослідження;
• володіння науковою термінологією;
• знання правил оформлення результатів дослідження.

Когнітивний компонент забезпечує теоретичну основу дослідницької діяльності здобувачів вищої освіти в умовах ЗВО.

3. Діяльнісно-практичний компонент, який передбачає сформованість:

• дослідницьких умінь і навичок;
• уміння визначати проблему, мету, завдання дослідження;
• здатності добирати методи дослідження;
• навичок збору, аналізу та інтерпретації інформації;
• уміння оформлювати результати наукової роботи;
• здатності застосовувати цифрові технології у дослідницькій діяльності.

Цей компонент характеризує практичну готовність здобувача вищої освіти до здійснення наукового дослідження.

4. Рефлексивно-оцінний компонент, який включає:

• здатність до самоаналізу та самооцінки власної діяльності;
• уміння оцінювати результати дослідження;
• готовність до корекції власних дій;
• розвиток критичного мислення;
• здатність до наукової рефлексії.

Рефлексивний компонент забезпечує усвідомлення студентом власного дослідницького досвіду та сприяє професійному зростанню.

5. Комунікативний компонент, який передбачає:

• уміння презентувати результати дослідження;
• здатність до наукової комунікації;
• участь у дискусіях, конференціях, семінарах;
• навички роботи в дослідницьких групах;
• культуру професійного спілкування.

Цей компонент є важливим для ефективної взаємодії студента науковому середовищі.

Отже, структура готовності здобувачів вищої освіти до науково-дослідної діяльності є багатокомпонентною та охоплює мотиваційно-ціннісний, когнітивний, діяльнісно-практичний, рефлексивно-оцінний і комунікативний компоненти. Їх взаємозв'язок забезпечує ефективну підготовку майбутнього фахівця до здійснення наукового пошуку, професійного саморозвитку та інноваційної діяльності в умовах сучасного закладу вищої освіти [5].

В результаті нашого дослідження було визначено, що готовність здобувача вищої освіти вважається сформованою, якщо вона містить такі компоненти:

- Мотиваційно-ціннісний: стійка потреба в науковому пошуку та самовдосконаленні.
- Когнітивний: знання методології, логіки наукового пізнання та специфічних методів дослідження у спорті (антропометрія, тестування рухових якостей тощо).
- Діяльнісно-практичний: володіння вміннями планувати експеримент, обробляти результати методами математичної статистики та формулювати висновки.
- Рефлексивно-оцінний: здатність до самоаналізу результатів своєї діяльності та гнучкість мислення.
- Комунікативний: здатність до наукової комунікації та культура професійного спілкування.

Практична реалізація готовності здобувачів вищої освіти до науково-дослідної діяльності здобувачів вищої освіти в умовах ЗВО передбачає інтеграцію теоретичних знань із реальними дослідницькими практиками. Це досягається через виконання індивідуальних проєктів, написання наукових статей, формування стійкого інтересу до пошукової роботи та впровадження активних методів навчання у сучасний освітній процес.

Зауважимо, важливими показниками такої готовності є наявність стійкого інтересу до наукового пошуку, володіння методологією дослідження, уміння аналізувати наукові джерела, формулювати проблему, добирати методи дослідження та презентувати результати наукової роботи.

У процесі викладання фізкультурного змісту науково-дослідна діяльність реалізується через:

- забезпечення самостійності здобувачів у виборі тем досліджень (наприклад, актуальні проблеми фітнесу, спортивної реабілітації чи шкільної фізичної культури), що підвищує їхню особисту зацікавленість;
- наближення тематики курсових, кваліфікаційних робіт та наукових статей до реальних потреб спортивних шкіл, реабілітаційних центрів чи фітнес-клубів;

• проведення педагогічних експериментів під час практики в закладах освіти чи спортивних секціях;

• залучення здобувачів вищої освіти до роботи з цифровими пристроями для тестування фізичного стану (пульсометри, крокоміри, спеціалізовані програми) та навчання навичкам статистичного аналізу;

• моніторинг фізичного здоров'я різних груп населення за допомогою інноваційних засобів;

• розробку авторських програм з фізичного виховання або спортивної підготовки;

• опанування здобувачами алгоритмів написання наукових праць, правил академічної доброчесності та підготовки результатів для публікації.

У контексті нашого дослідження було визначено, що для успішної реалізації дослідницького потенціалу студентів заклад вищої освіти має забезпечувати організаційні підходи та умови:

1. Усвідомлення майбутніми фахівцями важливості наукових знань для професійного зростання, оволодіння методикою пошуку, обробки та критичного аналізу спортивно-педагогічної інформації.

2. Включення науково-дослідних завдань до змісту навчальних дисциплін.

3. Практичне закріплення навичок, наприклад, під час профільних практик та пробних занять, де здобувачі вищої освіти можуть тестувати власні педагогічні чи фахові гіпотези.

4. Залучення студентів до роботи в наукових гуртках, участі у студентських конференціях, вебінарах, тренінгах, круглих столах та спільних дослідницьких проєктах з викладачами.

5. Системний характер супроводу з боку професорсько-викладацького складу для вдосконалення професійних компетентностей здобувачів вищої освіти.

Комплексний аналіз методів активного залучення студентів до досліджень демонструє, що успішність цього процесу напряму залежить від створення сприятливого науково-педагогічного середовища та механізмів стимулювання пошукової активності здобувачів освіти, сприяє розвитку їхньої професійної компетентності, творчої ініціативності та готовності до професійного саморозвитку. Важливу роль у цьому процесі відіграє педагогічна підтримка викладача, який спрямовує дослідницьку діяльність студентів, допомагає формувати навички самостійної роботи, критичного мислення та академічної доброчесності.

Висновки. Формування готовності здобувачів вищої освіти до науково-дослідницької діяльності у процесі викладання фізкультурного змісту є важливою складовою професійної підготовки сучасного педагога-

фахівця. Ефективність цього процесу залежить від реалізації комплексу педагогічних умов, спрямованих на розвиток мотивації, дослідницьких умінь, творчої активності та професійної самостійності студентів.

Встановлено, що використання інтерактивних методів навчання, створення дослідницько орієнтованого освітнього середовища в ЗВО, інтеграція теоретичної та практичної підготовки, а також педагогічна підтримка здобувачів вищої освіти сприяють підвищенню рівня їхньої готовності до науково-дослідницької діяльності.

Перспективи подальших досліджень убачаємо у розробленні та експериментальній перевірці методик формування дослідницької компетентності майбутніх педагогів в умовах сучасного закладу вищої освіти.

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СУЧАСНІ ПІДХОДИ ДО ОРГАНІЗАЦІЇ ВИХОВНОГО ПРОЦЕСУ В ЗАКЛАДІ ДОШКІЛЬНОЇ ОСВІТИ

Анотація. У статті розкрито сучасні підходи до організації виховного процесу в закладі дошкільної освіти в умовах модернізації системи освіти України. Обґрунтовано актуальність використання компетентнісного, особистісно орієнтованого та діяльнісного підходів у вихованні дітей дошкільного віку.

Акцентовано увагу на створенні розвивального освітнього середовища як важливої умови гармонійного розвитку особистості дитини, формування її життєвих компетентностей, творчої активності та соціального досвіду. Визначено особливості застосування сучасних педагогічних технологій, інтерактивних методів і форм організації виховної діяльності в освітньому процесі ЗДО. Зазначено, що сучасні підходи до організації виховного процесу в закладах дошкільної освіти фокусуються на дитиноцентризмі, емоційному комфорті та розвитку самостійності, головною метою яких є формування цілісної, впевненої в собі особистості, здатної до критичного мислення та творчості. Висвітлено роль вихователя у впровадженні сучасних підходів до виховання дошкільників та значення партнерської взаємодії закладу дошкільної освіти з родиною. Особлива увага приділена питанню створення виховного середовища, яке сприяло б формуванню активної, творчої, самостійної особистості дитини, здатної до соціальної взаємодії та самовираження.

Це зумовлює необхідність пошуку й обґрунтування сучасних підходів до організації виховного процесу в закладі дошкільної освіти, що відповідали б вимогам Базового компонента дошкільної освіти та сучасним тенденціям розвитку педагогічної науки. Зроблено висновок, що використання сучасних підходів до організації виховного процесу сприяє підвищенню якості дошкільної освіти, розвитку особистості дитини та її успішній соціалізації.

Ключові слова: виховний процес, заклад дошкільної освіти, компетентнісний підхід, особистісно орієнтований підхід, сучасні технології виховання, розвивальне освітнє середовище, дошкільники.

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MODERN APPROACHES TO THE ORGANIZATION OF THE EDUCATIONAL PROCESS IN PRESCHOOL EDUCATION INSTITUTIONS

Abstract. The article reveals modern approaches to organizing the educational process in preschool education institutions under the conditions of modernization of the Ukrainian education system. The relevance of applying competence-based, personality-oriented, and activity-based approaches in the upbringing of preschool children is substantiated.

Attention is focused on the creation of a developmental educational environment as an important condition for the harmonious development of a child's personality, the formation of life competencies, creative activity, and social experience.

The peculiarities of applying modern pedagogical technologies, interactive methods, and forms of organizing educational activities in the educational process of preschool education institutions are determined. It is noted that modern approaches to organizing the educational process in preschool education institutions focus on child-centeredness, emotional comfort, and the development of independence, the main purpose of which is the formation of a holistic, self-confident personality capable of critical thinking and creativity.

The role of the educator in implementing modern approaches to preschool children's upbringing and the importance of partnership interaction between preschool education institutions and families are highlighted. Particular attention is paid to the issue of creating an educational environment that would contribute to the formation of an active, creative, and independent child personality capable of social interaction and self-expression.

This determines the necessity of searching for and substantiating modern approaches to organizing the educational process in preschool education institutions that would meet the requirements of the Basic Component of Preschool Education and current trends in the development of pedagogical science.

It is concluded that the use of modern approaches to organizing the educational process contributes to improving the quality of preschool education, the development of the child's personality, and successful socialization.

Keywords: educational process, preschool education institution, competence-based approach, personality-oriented approach, modern educational technologies, developmental educational environment, preschool children.

Постановка проблеми. Сучасний етап розвитку дошкільної освіти в Україні характеризується активним оновленням змісту освіти, впровадженням компетентнісного підходу, гуманізацією освітнього процесу та орієнтацією на всебічний розвиток особистості дитини. У зв'язку з цим особливої актуальності набуває проблема організації ефективного виховного процесу в закладах дошкільної освіти відповідно до сучасних суспільних запитів і нормативних вимог.

В умовах реформування освіти зростає потреба у впровадженні сучасних підходів до виховання дітей дошкільного віку, які забезпечують розвиток їхньої соціальної, емоційної, моральної та комунікативної компетентностей. Водночас практика діяльності закладів дошкільної освіти свідчить про наявність певних суперечностей між традиційними підходами до організації виховної роботи та необхідністю використання інноваційних педагогічних технологій, інтерактивних методів і особистісно орієнтованих форм взаємодії з дітьми.

Особливої уваги потребує питання створення виховного середовища, яке сприяло б формуванню активної, творчої, самостійної особистості дитини, здатної до соціальної взаємодії та самовираження. Це зумовлює необхідність пошуку й обґрунтування сучасних підходів до організації виховного процесу в закладі дошкільної освіти, що відповідали б вимогам Базового компонента дошкільної освіти та сучасним тенденціям розвитку педагогічної науки [1].

Аналіз останніх досліджень і публікацій. Аналіз сучасних наукових праць свідчить про значний інтерес учених до проблеми організації виховного процесу в закладах дошкільної освіти. Теоретичні засади виховання дітей дошкільного віку, особливості організації освітнього середовища та зміст виховної діяльності висвітлено у працях Інна Бех, Алла Богуш, Ганна Бєлєнька, Олена Кононко, Тамара Поніманська та інших учених.

Проблеми гуманізації виховного процесу, особистісно орієнтованого підходу та формування життєвої компетентності дошкільників досліджують Іван Бех, Катерина Крутій, Наталія Гавриш. Сучасні підходи до використання інноваційних технологій, інтерактивних методів і розвитку

творчої активності дітей дошкільного віку висвітлено у працях Наталія Лисенко, Людмила Артемова, Світлана Нечай.

Водночас аналіз наукових джерел засвідчує, що проблема впровадження сучасних підходів до організації виховного процесу в закладах дошкільної освіти потребує подальшого вивчення. Особливо актуальними залишаються питання інтеграції інноваційних технологій у виховну діяльність, створення розвивального освітнього середовища та підготовки педагогів до реалізації сучасних підходів у роботі з дітьми дошкільного віку [2].

Метою статті є теоретичне обґрунтування сучасних підходів до організації виховного процесу в закладі дошкільної освіти, визначення їх особливостей, змісту та ефективних форм реалізації в умовах сучасного освітнього середовища.

Виклад основного матеріалу. Сучасний виховний процес у закладі дошкільної освіти спрямований на всебічний розвиток особистості дитини, формування її життєвих компетентностей, моральних якостей, емоційної культури та соціального досвіду. Відповідно до вимог Базового компонента дошкільної освіти організація виховної роботи має ґрунтуватися на засадах гуманізму, дитиноцентризму, партнерської взаємодії та врахування індивідуальних особливостей кожної дитини.

Сучасні підходи до організації виховного процесу в закладах дошкільної освіти фокусуються на дитиноцентризмі, емоційному комфорті та розвитку самостійності. Головна мета — формування цілісної, впевненої в собі особистості, здатної до критичного мислення та творчості.

Основні вектори та принципи цієї роботи включають:

1. Пріоритетність компетентнісного підходу. Це інтегроване навчання, яке має на меті зв'язок різних видів діяльності (малювання, логіка, мовлення) в межах однієї теми та дослідницька діяльність, яка передбачає, що діти дошкільного віку навчаються експериментувати, спостерігати за природою та шукати відповіді самостійно. Отже, замість механічного запам'ятовування фактів, освітній процес спрямований на здобуття практичних навичок.

2. Ігрова та діяльнісна основа, адже гра — провідний вид діяльності дошкільника. При чому сучасні методики передбачають свободу вибору, де діти самостійно обирають куточок для занять, матеріали та партнерів по грі, а тематичне планування, при якому організація середовища навколо одного тижневого чи місячного проєкту дозволяє глибоко розібрати тему (наприклад, «Космос», «Професії», «Екологія»).

3. Навчання через емоційний інтелект та емпатію. Велике значення надається психоемоційному стану дитини. Педагоги-вихователі працюють

над створенням середовища без стресу, навчають дітей розпізнавати та виражати власні емоції, вирішувати конфліктні ситуації мирним шляхом, взаємодіяти в команді та поважати особисті кордони інших.

4. Інклюзивність та індивідуалізація. Оскільки кожна дитина унікальна, то сучасні заклади дошкільної освіти адаптують освітнє середовище під особливі освітні потреби та створюють умови, за яких усі діти повноцінно соціалізуються та взаємодіють між собою.

5. Партнерство з батьками передбачає, що одним із провідних сучасних підходів до організації виховного процесу є компетентнісний підхід, який передбачає формування у дітей здатності застосовувати набуті знання, уміння й навички у різних життєвих ситуаціях. Важливого значення набуває розвиток соціальної, комунікативної, емоційно-ціннісної та творчої компетентностей дошкільників.

Важливим аспектом є індивідуальний та диференційований підходи до дитячої особистості (врахування інтересів, уподобань, здібностей, засвоєних умінь, особистісних симпатій при постановці завдань, об'єднанні дітей в робочі підгрупи тощо) й моральна мотивація продуктивної діяльності дошкільників.

Компетентнісний підхід є одним із провідних напрямів сучасної дошкільної освіти, що визначений у Базовому компоненті дошкільної освіти. Його сутність полягає не лише у засвоєнні дитиною певної суми знань, а насамперед у формуванні здатності застосовувати набуті знання, уміння, навички та особистий досвід у різних життєвих ситуаціях.

У контексті виховання дошкільників компетентнісний підхід спрямований на розвиток гармонійної, активної, самостійної та соціально адаптованої особистості дитини. Основною метою виховання стає формування життєвої компетентності дошкільника, тобто здатності ефективно взаємодіяти з навколишнім світом, спілкуватися, приймати елементарні рішення, виявляти ініціативу та відповідальність.

Важливою особливістю компетентнісного підходу є орієнтація на практичну діяльність дитини. Дошкільник виступає не пасивним слухачем, а активним учасником освітнього процесу. У процесі ігрової, пізнавальної, творчої, комунікативної діяльності дитина набуває досвіду взаємодії з однолітками та дорослими, вчиться висловлювати власні думки, співпрацювати, розв'язувати проблемні ситуації.

Компетентнісний підхід у вихованні передбачає формування різних видів компетентностей, зокрема:

- соціальної компетентності — уміння взаємодіяти з іншими людьми, дотримуватися правил поведінки, проявляти доброзичливість і толерантність;

- комунікативної компетентності — здатності спілкуватися, слухати співрозмовника, висловлювати власні думки;

- емоційно-ціннісної компетентності — уміння розпізнавати власні емоції, співпереживати іншим, формувати позитивне ставлення до себе та оточення;

- творчої компетентності — розвитку уяви, ініціативності, творчого мислення;

- здоров'язбережувальної компетентності — формування навичок здорового способу життя та безпечної поведінки.

Реалізація компетентнісного підходу потребує використання сучасних форм і методів виховання. Ефективними є інтерактивні ігри, проєктна діяльність, проблемні ситуації, ранкові зустрічі, творчі завдання, інтегровані заняття, колективні види діяльності. Такі форми роботи сприяють розвитку самостійності, ініціативності та активної життєвої позиції дитини.

Важлива роль у реалізації компетентнісного підходу належить вихователю. Педагог має створювати сприятливе освітнє середовище, підтримувати дитячу активність, стимулювати пізнавальний інтерес та забезпечувати партнерську взаємодію з дітьми й батьками.

Отже, компетентнісний підхід у вихованні дошкільників забезпечує перехід від простого засвоєння знань до формування життєво необхідних компетентностей, що сприяють успішній соціалізації дитини, розвитку її особистості та готовності до подальшого навчання й життя в сучасному суспільстві.

Особливу роль у сучасному виховному процесі відіграє особистісно орієнтований підхід, що забезпечує створення сприятливих умов для розвитку індивідуальності дитини, її творчого потенціалу, самостійності та ініціативності. У центрі освітнього процесу перебуває дитина як активний учасник взаємодії, а діяльність вихователя спрямована на підтримку її потреб, інтересів та можливостей.

Особистісно орієнтований підхід є одним із ключових напрямів сучасної дошкільної освіти, що ґрунтується на визнанні дитини найвищою цінністю освітнього процесу. Його сутність полягає у створенні умов для всебічного розвитку особистості дошкільника з урахуванням його індивідуальних особливостей, потреб, інтересів, здібностей та життєвого досвіду.

Головною метою особистісно орієнтованого виховання є розвиток у дитини самостійності, активності, творчості, позитивної самооцінки та здатності до самовираження. У центрі освітнього процесу перебуває дитина як активний суб'єкт діяльності, а педагог виступає не лише організатором

виховного процесу, а й партнером, наставником і помічником у розвитку особистості дошкільника.

Особистісно орієнтований підхід передбачає:

- повагу до особистості дитини;
- визнання її права на власну думку та індивідуальність;
- створення емоційно комфортного середовища;
- підтримку дитячої ініціативи та творчості;
- урахування індивідуального темпу розвитку кожної дитини;
- забезпечення ситуації успіху у різних видах діяльності.

Важливою умовою реалізації цього підходу є організація партнерської взаємодії між педагогом і дитиною. Вихователь має будувати спілкування на основі довіри, доброзичливості, підтримки та співпраці. Такий стиль взаємодії сприяє формуванню у дошкільників почуття впевненості у власних силах, емоційної стабільності та позитивного ставлення до навколишнього світу.

У процесі особистісно орієнтованого виховання значна увага приділяється розвитку емоційної сфери дитини, формуванню моральних якостей, комунікативних умінь, навичок взаємодії з однолітками та дорослими. Важливим є створення умов для вільного вибору діяльності, прояву творчості, самостійності та ініціативності.

Ефективній реалізації особистісно орієнтованого підходу сприяє використання сучасних методів і технологій: ігрових методик, інтерактивних вправ, проєктної діяльності, казкотерапії, арттерапії, ранкових зустрічей, творчих завдань та ситуацій морального вибору.

Особливу роль у реалізації особистісно орієнтованого підходу відіграє співпраця закладу дошкільної освіти з родиною. Узгодженість виховних впливів педагогів і батьків створює сприятливі умови для гармонійного розвитку дитини та формування її особистості.

Отже, особистісно орієнтований підхід до виховання дошкільників забезпечує створення гуманного, емоційно комфортного освітнього середовища, у якому кожна дитина має можливість реалізувати свій потенціал, відчути власну значущість і набути необхідного життєвого досвіду.

Ефективність виховної діяльності значною мірою залежить від використання інноваційних форм і методів роботи. У практиці сучасних закладів дошкільної освіти широко застосовуються інтерактивні технології, ігрові методи, проєктна діяльність, арттерапевтичні технології, казкотерапія, ранкові зустрічі, тренінгові вправи та інтегровані форми організації освітнього процесу. Їх використання сприяє активізації пізнавальної діяльності дітей, розвитку емоційної сфери, творчого мислення та навичок спілкування [3].

Важливою умовою ефективної організації виховного процесу є створення розвивального освітнього середовища, яке забезпечує психологічний комфорт, позитивний емоційний клімат та можливості для самореалізації кожної дитини. Значна увага приділяється також співпраці закладу дошкільної освіти з родиною, адже партнерська взаємодія педагогів і батьків сприяє успішному вихованню дошкільників.

Важливою умовою ефективної організації виховного процесу в закладі дошкільної освіти є створення розвивального освітнього середовища, яке забезпечує гармонійний розвиток особистості дитини, її емоційне благополуччя, пізнавальну активність і можливості для самореалізації. Саме освітнє середовище значною мірою визначає характер взаємодії дитини з навколишнім світом, впливає на формування її життєвого досвіду, цінностей та соціальних навичок.

Розвивальне освітнє середовище в сучасному ЗДО розглядається як спеціально організований педагогічний простір, що поєднує матеріальні, психологічні, соціальні та педагогічні умови розвитку дошкільника. Воно має бути безпечним, комфортним, емоційно сприятливим, змістовно насиченим і доступним для кожної дитини.

Однією з основних характеристик такого середовища є його варіативність і мобільність. Організація простору повинна забезпечувати можливість для різних видів дитячої діяльності: ігрової, пізнавальної, художньо-творчої, комунікативної, рухової та дослідницької. Для цього у групових кімнатах створюються тематичні осередки або центри діяльності: ігровий, мистецький, книжковий, природничий, мовленнєвий, театралізований, конструктивний тощо. Таке зонування простору сприяє розвитку самостійності дітей, їхньої ініціативності та здатності робити власний вибір [3].

Особливого значення набуває психологічний комфорт дитини у виховному середовищі. Доброзичлива атмосфера, підтримка з боку педагога, позитивна емоційна взаємодія між дітьми та дорослими формують у дошкільників відчуття безпеки, довіри та впевненості у власних силах. У такому середовищі дитина не боїться висловлювати свої думки, проявляти творчість і активність.

Важливою складовою розвивального середовища є використання сучасних дидактичних матеріалів, ігор, інформаційно-комунікаційних технологій, художньої літератури та засобів мистецтва. Вони стимулюють пізнавальний інтерес дітей, сприяють розвитку мислення, мовлення, уяви та творчих здібностей.

Створення розвивального освітнього середовища також передбачає реалізацію принципу партнерської взаємодії між усіма учасниками

освітнього процесу — педагогами, дітьми та батьками. Співпраця з родиною, залучення батьків до освітніх заходів, спільних проєктів і творчої діяльності позитивно впливають на виховання та розвиток дошкільників.

Таким чином, розвивальне освітнє середовище є важливим чинником ефективної організації виховного процесу в закладі дошкільної освіти, оскільки забезпечує умови для всебічного розвитку дитини, формування її життєвих компетентностей, творчої активності та успішної соціалізації.

Потребами сьогодення продиктована необхідність тісніше інтегрувати родинне і суспільне дошкільне виховання, зберегти пріоритет родинного виховання, активніше залучати родини до участі у освтньому процесі закладу дошкільної освіти, психолого-педагогічної і медичної самоосвіти. З цією метою проводяться батьківські збори, консультації, бесіди та дискусії, «круглі столи», тренінги, вікторини, дні відкритих дверей, перегляди батьками окремих форм роботи з дітьми, гуртки, «школи молодих батьків (бабусь, дідусів)», застосовуються засоби наочної пропаганди (інформаційні бюлетені, батьківські куточки, тематичні стенди, фотовиставки та ін.), залучаються батьки до проведення свят, розваг, походів, екскурсій та ін. При виборі форм роботи сучасного закладу дошкільної освіти з родинами вихованців враховуються життєва компетенція, соціальний і освітній рівень батьків, батьківський досвід, матеріальні статки сімей, кількість дітей в сім'ях та їхня стать, віковий склад і повнота родин, домінуюча роль матері чи батька та інші фактори. Батьки виступають не як експерти чи спостерігачі роботи педагогів-вихователів, а в ролі їхніх рівноправних партнерів. Стосунки з ними будуються на засадах відвертості, взаєморозуміння, гуманності [2].

Отже, сучасні підходи до організації виховного процесу в закладі дошкільної освіти спрямовані на забезпечення гармонійного розвитку дитини, формування її життєвої компетентності та створення умов для успішної соціалізації в сучасному суспільстві.

Висновки. Отже, сучасні підходи до організації виховного процесу в закладі дошкільної освіти спрямовані на забезпечення всебічного розвитку особистості дитини, формування її життєвих компетентностей, моральних цінностей та соціального досвіду. Реалізація компетентнісного, особистісно орієнтованого та діяльнісного підходів сприяє створенню сприятливих умов для розвитку творчої, активної та самостійної особистості дошкільника.

Установлено, що ефективність виховного процесу значною мірою залежить від використання сучасних педагогічних технологій, інтерактивних методів, створення розвивального освітнього середовища та партнерської взаємодії педагогів із батьками вихованців. Важливу роль у цьому процесі відіграє професійна компетентність вихователя, його готовність до впровадження інноваційних форм і методів виховної діяльності.

Перспективи подальших наукових досліджень убачаємо у вивченні особливостей використання цифрових технологій у виховному процесі закладу дошкільної освіти, розробленні інноваційних методик виховання дітей дошкільного віку та вдосконаленні підготовки майбутніх вихователів до організації сучасного освітнього середовища.

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МЕТОДОЛОГІЧНІ ПІДХОДИ ЩОДО ФОРМУВАННЯ ПРОФЕСІЙНОЇ ПОЗИЦІЇ МАЙБУТНЬОГО ФАХІВЦЯ

Анотація. Стаття присвячена методологічним підходам у формуванні професійної позиції майбутнього фахівця. Актуалізовано, що професійна позиція характеризує суб'єкта у суспільстві та культурі, житті та у професійній діяльності як важливому напрямку у сфері культурної та соціальної діяльності. Автор розглядає професійну позицію як складову загальної життєвої позиції особистості вцілому, як показник самовизначення майбутнього фахівця в сфері професійної діяльності, визначальну складову багатогранної системної професійної культури його особистості.

Формування професійної позиції фахівця узагальнено як комплексний процес перетворення індивіда на активного суб'єкта праці, який спирається на базових методологічних підходах: особистісному, діяльнісному, компетентнісному, аксіологічному та системному; зазначено, що вони допомагають гармонійно поєднати теоретичні знання з практичними навичками та ціннісними орієнтирами.

Теоретичним підґрунтям до методології дослідження слугували теорії про системний, діяльнісний та цілісний підходи до формування і розвитку особистості, положення компетентнісного підходу до вивчення сутності та умов професійного становлення особистості, методологічні ідеї і положення про взаємозалежність між розвитком особистості й організацією її навчальної і професійної діяльності.

Обґрунтовано методологічні підходи щодо формування професійної позиції майбутнього фахівця: особистісний підхід, суть якого є у фокусуванні предмету дослідження на людині як на найвищій цінності;

діяльнісний підхід, що виокремлює формування професіонала, яке відбувається виключно через діяльність; компетентнісний підхід, який реалізується перенесенням акценту зі звичайного накопичення знань на здатність ефективно застосовувати їх на практиці для розв'язання реальних завдань; аксіологічний підхід базується на розумінні професії не лише як джерела заробітку, а й як важливої суспільної місії; системний підхід як єдиної цілісної системи взаємопов'язаних компонентів; акмеологічний підхід, який орієнтує майбутнього фахівця на досягнення найвищих результатів у професії.

Ключові слова: професійна позиція, фахова освіта, методологія, самоорганізація, самореалізація, соціально-професійний розвиток.

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METHODOLOGICAL APPROACHES TO THE FORMATION OF THE PROFESSIONAL POSITION OF A FUTURE SPECIALIST

Abstract. The article is devoted to methodological approaches in the formation of the professional position of a future specialist. It is emphasized that the professional position characterizes the subject in society and culture, life and in professional activity as an important direction in the sphere of cultural and social activity. The author considers the professional position as a component of the general life position of the individual, as an indicator of the self-determination of the future specialist in the sphere of professional activity, a determining component of the multifaceted systemic professional culture of his personality.

The formation of a professional position of a specialist is summarized as a complex process of transforming an individual into an active subject of labor, which is based on basic methodological approaches: personal, activity, competence, axiological and systemic; it is noted that they help to harmoniously combine theoretical knowledge with practical skills and value orientations.

The theoretical basis for the research methodology was the theory of systemic, activity-based and holistic approaches to the formation and

development of the personality, the provisions of the competency-based approach to studying the essence and conditions of the professional formation of the personality, methodological ideas and provisions on the interdependence between the development of the personality and the organization of its educational and professional activities.

Methodological approaches to the formation of the professional position of a future specialist are substantiated: a personal approach, the essence of which is to focus the subject of research on a person as the highest value; an activity approach, which distinguishes the formation of a professional, which occurs exclusively through activity; a competency approach, which is implemented by shifting the emphasis from the usual accumulation of knowledge to the ability to effectively apply it in practice to solve real problems; an axiological approach based on understanding the profession not only as a source of income, but also as an important social mission; a systemic approach as a single holistic system of interconnected components; an acmeological approach that orients the future specialist to achieve the highest results in the profession.

Keywords: professional position, professional education, methodology, self-organization, self-realization, socio-professional development.

Постановка проблеми. Актуальність розгляду даної теми ми обґрунтовуємо, виходячи з положення про те, що найважливішою функцією неперервної вищої освіти є стимулювання процесу професійного і особистісного самовдосконалення людини, її самотворення для вирішення завдань креативної соціально-професійної практики, коли людина на всіх етапах освіти і соціалізації виступає як суб'єкт навчальної і професійної діяльності, самоорганізовується для вирішення різних професійних і життєвих завдань.

Місце людини в соціальному житті може бути задане волею випадку, народження, обставинами. Місце людини в житті може бути вибране, знайдене, завойоване нею самою, за власною волею і за умови вільного, усвідомленого вибору (М. Бахтін, О. Леонтьев, В. Слободчиков). В цьому випадку слід говорити про вибір суб'єктом життєвої позиції його особисте самовизначення. Позиція ж виступає багатокомпонентною характеристикою особистості, особливо у процесі формування особистості як майбутнього фахівця. Особистість у такому випадку позиціонується як людина, що здатана вільно, самостійно і відповідально визначати своє місце в житті, в суспільстві як повноцінний громадянин, професіонал, сім’янин тощо.

Професійна позиція ж характеризує суб’єкта у суспільстві та культурі, житті та у професійній діяльності як важливому напрямку у сфері культурної та соціальної діяльності.

Отже, професійну позицію можна розглядати як складову загальної життєвої позиції особистості вцілому, як показник самовизначення майбутнього фахівця в сфері професійної діяльності, визначальну складову багатогранної системної професійної культури його особистості.

Аналіз останніх досліджень та публікацій. Формування професійної позиції у майбутніх фахівців було предметом наукових пошуків, що підтверджено аналізом філософської, психолого-педагогічної літератури.

Аналіз актуальних досліджень О. Баранова, М. Деметьєва, О. Літовки, Г. Холодова засвідчив наявність наукових розвідок, що висвітлюють різні аспекти професійної позиції, а саме, як: інтегративної характеристики розвитку особистості (К. Абульханова-Славська, Б. Братусь); показник активності й прояв освіченості особистості (О. Гуторова, В. Сластенін); системи ставлень до професії (М. Боритко, С. Вершловський, А. Маркова, О. Руденко).

Питання теорії й практики формування професійної позиції майбутніх фахівців репрезентовано в дослідженнях О. Заїр-Бека, Д. Сьюпера. Професійну позицію педагога в сучасному науковому дискурсі розглядають як невід'ємний складник професійної компетентності та професійної культури (С. Вершловський, І. Колесникова, А. Маркова та ін.), професійно-педагогічної спрямованості (К. Ваганова, В. Сластенін, Н. Кузьміна), необхідну умову ефективної професійно-педагогічної діяльності (О. Заїр-Бек, В. Семиченко).

Різні аспекти проблеми формування професійної позиції майбутнього фахівця, зокрема суб'єктної позиції здобувачів вищої освіти в умовах закладу вищої освіти, були предметом докторських/кандидатських дисертаційних досліджень та й насьогодні є предметом дослідження наукових доробків на здобуття ступеня доктора філософії/доктора наук зарубіжних й вітчизняних дослідників. Так, науковиця Л. Красовська у колі наукових інтересів актуалізує питання формування професійної позиції вчителя в процесі вивчення педагогічних дисциплін [1]. Дослідник О. Темченко актуалізує увагу на педагогічних умовах формування професійної позиції вчителя загальноосвітньої школи [2]. Психолого-педагогічні умови формування суб'єктної позиції студента в процесі вивчення дисциплін педагогічного циклу у своїх наукових розвідках формулює О. Цимбал [3].

Сучасні науковці професійну позицію трактують відповідно інноваційних перетворень, соціально-політичного стану та стану розвитку сучасної науки; узагальнюють тлумачення терміну відповідно до викликів педагогічної науки.

Сучасна дослідниця Т. Тернавська узагальнює поняття професійної позиції у розрізі фактору становлення майбутнього управлінця та наголошує про те, що «професійна позиція як фактор готовності до кар'єрного зростання майбутнього управлінця (менеджера освіти) поєднує у собі готовність до усвідомлення відповідальності за соціальну групу, управління якої є предметом професійної діяльності, сукупність професійних компетенцій, що дозволяють самостійно вирішувати професійні завдання, уміння раціонально, ефективно розподіляти та делегувати виконання структурних частин завдання між командою однодумців, виступаючі при цьому монітером, тьютором, наставником та ключовою особистістю – управлінцем» [4].

За В. Лозовецькою, професійна позиція передбачає невід'ємний компонент у своїй структурі, такий як кар'єрний розвиток. Така професійна позиція сучасного фахівця передбачає володіння достатнім рівнем знань, ідеалістичне уявлення про професійну діяльність та вибудовування кар'єри, відчуття невпевненості у подальшій професійній діяльності, низька конкурентна спроможність на освітньому ринку праці, нездатність бути суб'єктом на ринку праці освітнього середовища, відсутність конкретних цілей та завдань щодо реалізації особистісних та професійних планів, неузгодженість особистих цілей та цілей закладу освіти, неадекватна самооцінка тощо [5].

Визначення щодо подальшого професійного зростання та стійка професійна позиція майбутнього фахівця створює міцне підґрунтя для формування готовності до кар'єрного зростання. Методологічні підходи щодо формування професійної позиції майбутнього фахівця мають ґрунтуватися на фундаментальних професійних компетентностях та особистісних переконаннях, які складають професійну позицію.

Формування професійної позиції фахівця — це комплексний процес перетворення індивіда на активного суб'єкта праці. Він спирається на базові методологічні підходи: особистісний, діяльнісний, компетентнісний, аксіологічний та системний. Вони допомагають гармонійно поєднати теоретичні знання з практичними навичками та ціннісними орієнтирами.

Мета дослідження: проаналізувати основні методологічні підходи до формування професійної позиції майбутнього фахівця.

Виклад основного матеріалу дослідження. Саме професійна позиція є важливою категорією, яка відображає сутність професіоналізації майбутнього фахівця, що, власне, дозволяє йому не прилаштовуватися до динамічно змінюваних умов навколишньої дійсності, а змінювати ці умови, впливати на ситуацію з метою реалізації своїх особистісних, професійних якостей, творчого потенціалу.

У розрізі дослідження звертаємо увагу на те, що існує ряд протиріч різного порядку, що обумовлюють актуальність дослідження теорії і практики формування професійної позиції фахівця, а саме:

- протиріччя між суспільними вимогами гуманітаризації та демократизації освітнього процесу та традиціями знаннєвоцентричної парадигми і авторитарного стилю педагогічного керівництва, що продовжують існувати у вищій школі;
- невідповідність між суспільними вимогами до рівня і якості професійної освіти, компетентності майбутніх фахівців та рівнем внутрішньої мотивації до професійного саморозвитку та самовдосконалення;
- протиріччя між сформованим в науковій педагогіці ідеалом фахівця та суб'єктною інтеріоризацією сенсу життя, професійної діяльності;
- протиріччя між соціальною роллю, що має виконувати майбутній фахівець згідно свого професійного статусу та реальною професійною позицією майбутніх фахівців;
- невідповідність рівня науково-методичного забезпечення процесу формування професійної позиції майбутніх фахівців у ВЗО сучасним вимогам.

З огляду наукового дослідження формування професійної позиції майбутнього фахівця, окреслимо об'єкт та предмет дослідження. Об'єктом дослідження виступає процес формування професійної позиції майбутнього фахівця в у вищому закладі освіти. Предмет дослідження стають педагогічні умови формування професійної позиції у майбутніх фахівців.

У процесі вибору методологічних підходів до формування професійної позиції майбутнього фахівця дослідження спрямоване на комплексне розв'язання таких наукових проблем: інтерпретації сутності і змістовних характеристик професійної позиції майбутнього фахівця; визначення місця і функцій професійної позиції у професійній структурі особистості майбутнього фахівця; обґрунтування педагогічних умов та технології ефективного формування професійної позиції у майбутніх фахівців у процесі навчання у закладі вищої освіти.

Гіпотетично припускаємо, що ефективними педагогічними умовами формування професійної позиції майбутніх фахівців виступає: розвиток позитивної мотивації та ціннісного ставлення майбутніх фахівців до професії; налагодження суб'єкт-суб'єктної взаємодії у процесі фахової підготовки; використання виховного потенціалу практики у формуванні професійної позиції майбутніх фахівців.

Теоретичним підґрунтям до методології дослідження слугують теорії про системний, діяльнісний та цілісний підходи до формування і розвитку особистості, положення компетентнісного підходу до вивчення сутності та

умов професійного становлення особистості, методологічні ідеї і положення про взаємозалежність між розвитком особистості й організацією її навчальної і професійної діяльності, про форми і методи організації педагогічного дослідження і навчального процесу; теорії аксіології, акмеології, соціалізації.

Спробуємо узагальнити основні теоретичні підходи щодо методології формування професійної позиції майбутніх фахівців.

Першим підходом є *особистісний підхід.* Суть цього підходу є у фокусуванні предмету дослідження на людині як на найвищій цінності. Цей підхід визначає індивідуальні особливості, внутрішній потенціал, інтереси та потреби фахівця.

Навчання, освітньо-професійна діяльність та розвиток будуються з урахуванням того як людина сприймає інформацію, які має здібності та мотивацію. В центрі уваги дослідження стає саморозвиток, самовираження, самоорганізація та розкриття творчого потенціалу особистості.

Використання особистісного підходу у процесі формування професійної позиції майбутнього фахівця набуває особливої актуальності у врахуванні суб'єктивно-типологічних особливостей, організації процесу фахової підготовки (за певною специфікою, технологіями, змістом та методами), орієнтації на розвиток та саморозвиток особистісних характеристик майбутнього фахівця [6]. При цьому поняття особистості трактується як провідна дефиніця означеного підходу як одного з аспектів внутрішнього світу людини, яка характеризується унікальністю та відкритістю, реалізується у самопізнанні, самотворенні людини та об'єктивується на традиціях та спадщині культури суспільства [7].

З точки зору особистісного підходу формування професійної позиції майбутнього фахівця в галузі педагогіки самоорганізована особистість компілює динамічну взаємодію якостей професіонала освітньої галузі, що стає основою для визначення його внутрішніх спонукань й потенціалу щодо ефективної особистісної/професійної самоорганізації, передбачає високий рівень розвитку професійних компетентностей щодо виконання трудових обов'язків, функцій, потенціалу, самомотивації до постійного самовдосконалення, безперервного професійного зростання [8].

Діяльнісний підхід, в якості другого методологічного підходу до формування професійної позиції майбутнього фахівця, виокремлює формування професіонала, яке відбувається виключно через діяльність. Шляхом спостереження, аналізу, теоретичної освітньої підготовки неможливо навчитися професії.

Діяльнісний підхід до формування професійної позиції базується на принципі «навчання через дію» шляхом розв'язання практичних кейсів,

тренінгів, стажувань, симуляції та моделювання реальних робочих ситуацій. Поєднання практичних методів разом із теоретичним навчанням у формуванні професійної позиції скеровує та мотивує особистість для набуття власного професійного досвіду, власного професійного бачення своєї діяльності, виокремлення та формування власного професійного індивідуального стилю.

В розрізі діяльнісного підходу, сучасний науковець В. Радул зазначає, що види професійно орієнтованої діяльності та етапи професійного зростання, до яких залучені здобувачі вищої освіти у процесі фахової підготовки, по-різному формують їхню соціальну зрілість, яка формує професійну позицію майбутнього фахівця [9].

Логічним продовженням щодо методології дослідження формування професійної позиції є діяльнісний підхід, який тісно пов'язаний із наступним підходом, компетентністним. *Компетентнісний підхід* щодо формування професійної позиції фахівця реалізується перенесенням акценту зі звичайного накопичення знань на здатність ефективно застосовувати їх на практиці для розв’язання реальних завдань. Професійна позиція оцінюється не оцінками під час атестації, екзамену, заліку тощо, а за сформованими навичками, так званими «м’якими» та базовими «твердими», критичним мисленням, вмінням адаптуватися та працювати у колективі, команді.

За твердженням С. Гончаренка, «основа професійної компетентності фахівця у ціннісно-смисловому контексті фундаменталізації навчання в сучасній вищій школі є його методологічна, креативна, інтелектуальна й інформаційна культура, а також стійка ціннісна орієнтація на творчу самореалізацію в моделюванні дидактичної системи й умов її реалізації в реальній освітній практиці» [10].

Аксіологічний підхід дослідження формування професійної позиції майбутнього фахівця базується на розумінні професії не лише як джерела заробітку, а й як важливої суспільної місії. Такий підхід передбачає формування усвідомленого ставлення до праці, що допомагає засвоїти професійну етику, стандарти, корпоративну культуру, а також розвивати внутрішню відповідальність за результати своєї роботи перед суспільством чи клієнтами.

Аксіологічний підхід може забезпечити здійснення ідеї ефективного розвитку особистості на основі реалізації її внутрішнього потенціалу, творчості, ціннісних орієнтації і є одним із важливих структурних компонентів у розробці педагогічних умов формування професійної позиції майбутнього фахівця у процесі фахової підготовки.

Системний підхід у розгляді професійного становлення як єдиної цілісної системи взаємопов’язаних компонентів, які впливають один на

одного формує узагальнене, об'єктивне уявлення про формуванні професійної позиції майбутнього фахівця.

Розвиток, який проходить системно та одночасно, професійних компетентностей, ціннісних орієнтирів, емоційного інтелекту та комунікативних здібностей акумулюється у системі професійної позиції. Це все відбувається не ізольовано, а як одна велика відкрита цілісна система – професійна позиція майбутнього фахівця.

Системний підхід у педагогіці спрямований на розкриття цілісності педагогічних об'єктів, які мають широкі типи зав'язків, якостей та зводяться у єдину теоретичну картину [11].

Акмеологічний підхід, який на наш погляд є апогеєм у формуванні професійної позиції майбутнього фахівця у процесі фахової підготовки, орієнтує майбутнього фахівця на досягнення найвищих результатів у професії, прагнення до досконалості та професіоналізму. Акмеологічний підхід забезпечує прагнення до постійного вдосконалення, подолання труднощів, пошуку оптимальних шляхів розв'язання задач та цілей для досягнення особистих та корпоративних вершин.

У процесі самоздійснення, досягнення особистісної психологічної та професійної зрілості, досягнення найвищих показників у творчий/ професійній діяльності майбутній фахівець набуває особистісно-ділових якостей, акмеологічних напрямків професіоналізму, гнучкості, інноваційного потенціалу та адекватної мотивації до самоздійснення, самотворення, виробляє власну професійну траєкторію та довершує власну професійну позицію.

Висновки. Отже, у процесі теоретичного аналізу методологічних підходів щодо формування професійної позиції майбутнього фахівця стає зрозумілим, що усі охарактеризовані підходи мають діяти комплексно та у єдності.

Особистісний та аксіологічний постають фундаментом формування професійної позиції, діяльнісний та копметентністний забезпечують необхідний інструментарій, а системний та акмеологічний спрямовують розвиток майбутнього фахівця постійного руху, саморозвиток та самовдосконалення.

Подальші кроки нашого наукового дослідження передбачають обґрунтування педагогічних умов ефективного формування професійної позиції майбутніх фахівців під час навчання у закладі вищої освіти та їхній практичній апробації та створенні й апробації авторської технології формування професійної позиції у майбутніх фахівців, що включає систему дидактичних та виховних впливів, пропозиції щодо оптимізації освітнього процесу, педагогізації соціокультурного середовища закладу вищої освіти.

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ФОРМУВАННЯ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ ЯК СКЛАДОВОЇ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ СПЕЦІАЛЬНОЇ ОСВІТИ

Анотація. У статті розкривається сутність академічної доброчесності як важливої складової професійної підготовки майбутніх спеціалістів зі спеціальної освіти. Обґрунтовано значення академічної доброчесності у формуванні професійної культури, етичної відповідальності та готовності до здійснення педагогічної діяльності в умовах сучасного освітнього середовища. Визначено основні принципи академічної доброчесності, зокрема чесність, відповідальність, справедливість, довіру, повагу та прозорість. Проаналізовано особливості формування академічної доброчесності в процесі професійної підготовки майбутніх спеціалістів зі спеціальної освіти. Окреслено педагогічні умови, що сприяють розвитку чесної поведінки студентів, формуванню навичок самостійної наукової роботи, критичного мислення та відповідального ставлення до результатів власної діяльності. Доведено, що дотримання принципів академічної доброчесності є важливим фактором забезпечення якості професійної підготовки майбутніх вчителів спеціальної освіти.

У сучасних умовах цифровізації освіти, широкого доступу до інформаційних ресурсів та активного використання дистанційних технологій проблема академічної недоброчесності набуває нових форм. Це

зумовлює необхідність пошуку ефективних педагогічних механізмів формування культури академічної доброчесності в процесі професійної підготовки майбутніх спеціалістів зі спеціальної освіти.

Формування академічної доброчесності в процесі професійної підготовки передбачає не лише ознайомлення студентів з нормативними положеннями та правилами академічної поведінки, а й розвиток внутрішньої мотивації до сумлінного навчання, самостійної роботи та відповідального ставлення до результатів власної діяльності. Важливим аспектом є усвідомлення студентами того, що академічна нечесність негативно впливає не лише на якість освіти, а й на формування професійної компетентності майбутнього спеціаліста.

Ключові слова: академічна доброчесність, професійна підготовка, спеціальна освіта, майбутні спеціалісти, педагогічна етика, професійна культура, освітній процес.

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FORMATION OF ACADEMIC INTEGRITY AS A COMPONENT OF PROFESSIONAL TRAINING OF SPECIAL EDUCATION PROFESSIONALS

The article reveals the essence of academic integrity as an important component of professional training of future special education specialists. The importance of academic integrity in the formation of professional culture, ethical responsibility and readiness to carry out pedagogical activities in the conditions of a modern educational environment is substantiated. The main principles of academic integrity are determined, in particular honesty, responsibility, fairness, trust, respect and transparency. The features of the formation of academic integrity in the process of professional training of future special education

specialists are analyzed. Pedagogical conditions that contribute to the development of honest behavior of students, the formation of skills of independent scientific work, critical thinking and a responsible attitude to the results of one's own activities are outlined. It has been proven that adherence to the principles of academic integrity is an important factor in ensuring the quality of professional training of future special education teachers.

In modern conditions of digitalization of education, wide access to information resources and active use of distance technologies, the problem of academic dishonesty is taking on new forms. This necessitates the search for effective pedagogical mechanisms for forming a culture of academic integrity in the process of professional training of future special education specialists.

The formation of academic integrity in the process of professional training involves not only familiarizing students with the regulatory provisions and rules of academic behavior, but also developing internal motivation for honest learning, independent work and a responsible attitude to the results of one's own activities. An important aspect is the awareness by students that academic dishonesty negatively affects not only the quality of education, but also the formation of the professional competence of a future specialist.

Keywords: academic integrity, professional training, special education, future specialists, pedagogical ethics, professional culture, educational process.

Постановка проблеми. Сучасний розвиток системи освіти в Україні характеризується активним реформуванням, інтеграцією у європейський освітній простір та посиленням вимог до якості професійної підготовки педагогічних кадрів. Особливої актуальності набуває проблема формування академічної доброчесності у майбутніх фахівців спеціальної освіти, професійна діяльність яких пов'язана з високим рівнем моральної відповідальності, гуманістичної спрямованості та дотриманням етичних норм у роботі з дітьми з особливими освітніми потребами [5].

Академічна доброчесність виступає не лише нормативною вимогою сучасної освіти, а й важливим показником професійної культури майбутнього педагога. Порушення принципів академічної доброчесності негативно впливає на якість підготовки здобувачів освіти, формує поверхове ставлення до професійних обов'язків, знижує рівень відповідальності та професійної компетентності. У контексті спеціальної освіти ця проблема є особливо значущою, оскільки майбутній фахівець має бути носієм високих моральних цінностей, толерантності, педагогічної етики та соціальної відповідальності [1].

Аналіз останніх досліджень і публікацій. Проблема академічної доброчесності у спеціальній освіті є предметом дослідження багатьох

науковців (Батечко Н., Глоба О., Дурдас А.,Дурман М., Засенко В., Зінченко В., Колупаєва А., Набока О., Татьянчикова І. тощо). У працях учених висвітлюються теоретичні засади академічної культури, питання етики наукової діяльності, проблеми плагіату, формування відповідального ставлення до освітньої та наукової діяльності. Науковці розглядають академічну доброчесність як систему морально-етичних принципів і правил, що визначають поведінку учасників освітнього процесу. Значна увага приділяється питанням виховання цінностей чесності, відповідальності та самостійності у студентської молоді. Дослідники наголошують, що формування академічної доброчесності має здійснюватися комплексно та бути інтегрованим у зміст професійної підготовки майбутніх педагогів.

Метою статті є теоретичне обґрунтування особливостей формування академічної доброчесності як складової професійної підготовки майбутніх фахівців спеціальної освіти.

Виклад основного матеріалу. Академічна доброчесність є важливим компонентом професійної підготовки майбутнього педагога та визначає рівень його професійної культури, моральної зрілості й готовності до відповідальної педагогічної діяльності. Відповідно до сучасних освітніх підходів, академічна доброчесність охоплює систему етичних принципів і норм, які забезпечують довіру до результатів навчальної, наукової та професійної діяльності [3].

Для майбутніх фахівців спеціальної освіти академічна доброчесність має особливе значення, оскільки їхня професійна діяльність спрямована на підтримку, розвиток і соціалізацію дітей з особливими освітніми потребами. Такий фахівець повинен демонструвати високий рівень моральної відповідальності, гуманності, педагогічної етики та професійної чесності.

Серед основних принципів академічної доброчесності виокремлюють чесність, довіру, справедливість, повагу, відповідальність та мужність відстоювати етичні норми.

Реалізація цих принципів у процесі професійної підготовки майбутніх фахівців спеціальної освіти сприяє формуванню у студентів навичок критичного мислення, самостійності, здатності до рефлексії та професійного самовдосконалення [2].

Особливу роль у формуванні академічної доброчесності відіграє освітнє середовище закладу вищої освіти. Важливими чинниками є створення атмосфери взаємної поваги, підтримка відкритої комунікації між викладачами та студентами, дотримання прозорих критеріїв оцінювання, стимулювання самостійної науково-дослідної діяльності. Значний вплив має особистий приклад викладача, його професійна етика та педагогічна культура.

Ефективне формування академічної доброчесності можливе за умов інтеграції відповідних цінностей у зміст професійної підготовки. Це передбачає включення до освітніх програм тем, пов'язаних з академічною етикою, інформаційною культурою, правилами цитування, основами наукової комунікації та відповідальністю за порушення академічної доброчесності [4].

Важливим напрямом роботи є розвиток навичок академічного письма та дослідницької компетентності студентів. У процесі виконання наукових робіт, підготовки проєктів, участі у конференціях та дослідницькій діяльності студенти навчаються працювати з науковими джерелами, коректно використовувати інформацію, формулювати власні наукові судження та аргументувати результати дослідження.

У контексті цифровізації освіти особливої актуальності набуває проблема використання цифрових технологій у забезпеченні академічної доброчесності. З одного боку, сучасні інформаційні ресурси розширюють можливості для самостійного навчання та наукової діяльності, а з іншого — створюють ризики некоректного використання інформації, плагіату та формального виконання навчальних завдань. Тому важливим завданням закладів вищої освіти є формування цифрової етики та інформаційної культури майбутніх фахівців.

Суттєве значення має також формування у студентів усвідомлення професійної відповідальності за результати власної діяльності. Для майбутніх фахівців спеціальної освіти дотримання принципів академічної доброчесності є основою професійної надійності, педагогічної компетентності та довіри з боку суспільства [7].

Формування академічної доброчесності у процесі професійної підготовки майбутніх фахівців спеціальної освіти є важливою умовою забезпечення якості педагогічної освіти та становлення професійно відповідальної особистості. У сучасному освітньому просторі академічна доброчесність розглядається не лише як система правил і норм поведінки, а як інтегральна характеристика професійної культури майбутнього педагога, що визначає його готовність до чесної, відповідальної та етичної професійної діяльності.

Особливість формування академічної доброчесності у майбутніх фахівців спеціальної освіти зумовлена специфікою їхньої професійної діяльності. Робота з дітьми з особливими освітніми потребами потребує високого рівня моральної зрілості, гуманістичної спрямованості, толерантності, емпатії та професійної етики. Саме тому дотримання принципів чесності, відповідальності, поваги та справедливості повинно стати невід'ємною складовою професійної підготовки майбутнього спеціального педагога [5].

Однією з важливих особливостей формування академічної доброчесності є необхідність інтеграції її принципів у всі компоненти освітнього процесу. Академічна доброчесність не повинна обмежуватися лише ознайомленням студентів із правилами цитування чи попередженням плагіату. Її формування має здійснюватися комплексно через зміст навчальних дисциплін, організацію самостійної роботи, науково-дослідну діяльність, педагогічну практику та систему міжособистісної взаємодії в освітньому середовищі.

Суттєвою особливістю є поєднання когнітивного, ціннісного та поведінкового компонентів формування академічної доброчесності. Когнітивний компонент передбачає засвоєння студентами знань про етичні норми академічної діяльності, правила академічного письма, основи інформаційної культури та відповідальність за порушення принципів доброчесності. Ціннісний компонент пов'язаний із формуванням внутрішньої мотивації до чесного навчання, усвідомленням значущості професійної етики та розвитком позитивного ставлення до самостійної праці. Поведінковий компонент проявляється у здатності студентів дотримуватися принципів академічної доброчесності у практичній діяльності, самостійно виконувати навчальні завдання, коректно використовувати наукові джерела та відповідально ставитися до результатів власної праці [6].

Важливою особливістю є необхідність створення доброчесного освітнього середовища у закладі вищої освіти. Атмосфера взаємної довіри, поваги, відкритості та справедливості сприяє формуванню у студентів відповідального ставлення до навчальної діяльності. У цьому контексті особливого значення набуває педагогічна позиція викладача, який виступає носієм академічної культури та професійної етики. Особистий приклад викладача, об'єктивність оцінювання, дотримання етичних норм у професійній взаємодії суттєво впливають на формування доброчесної поведінки студентів.

Ще однією особливістю є орієнтація професійної підготовки на розвиток навичок критичного мислення та дослідницької культури. Майбутні фахівці спеціальної освіти повинні вміти аналізувати інформацію, критично оцінювати наукові джерела, формулювати власні висновки та аргументовано обґрунтовувати професійні рішення. Саме розвиток дослідницької компетентності сприяє усвідомленню цінності самостійної інтелектуальної праці та знижує ризики академічної недоброчесності [1].

Особливої актуальності проблема формування академічної доброчесності набуває в умовах цифровізації освіти. Активне використання цифрових технологій, онлайн-ресурсів і штучного інтелекту створює нові можливості для навчання, але водночас підвищує ризики формального

виконання завдань, некоректного використання інформації та порушення етичних норм. У зв'язку з цим важливого значення набуває формування цифрової етики, інформаційної грамотності та відповідального використання сучасних технологій у професійній підготовці майбутніх фахівців спеціальної освіти.

Важливою особливістю є також практична спрямованість формування академічної доброчесності. У процесі педагогічної практики студенти мають можливість застосовувати принципи професійної етики, відповідальності та чесності у реальних умовах професійної діяльності. Це сприяє закріпленню доброчесних моделей поведінки та формуванню готовності до етичної професійної взаємодії [4].

Отже, формування академічної доброчесності у процесі професійної підготовки майбутніх фахівців спеціальної освіти є складним, багатокомпонентним і системним процесом, що передбачає інтеграцію морально-етичних цінностей у всі сфери освітньої діяльності. Ефективність цього процесу залежить від створення доброчесного освітнього середовища, розвитку дослідницької культури, критичного мислення, цифрової етики та професійної відповідальності майбутніх педагогів.

Висновки та перспективи подальших досліджень. Отже, академічна доброчесність є невід'ємною складовою професійної підготовки майбутніх фахівців спеціальної освіти та важливим чинником формування їхньої професійної культури, моральної відповідальності й педагогічної етики. Формування академічної доброчесності має здійснюватися системно, охоплюючи всі компоненти освітнього процесу та професійної підготовки.

Ефективність цього процесу забезпечується створенням доброчесного освітнього середовища, інтеграцією принципів академічної етики у зміст навчання, розвитком навичок академічного письма, критичного мислення та самостійної наукової діяльності. Особливого значення набуває особистісний приклад викладача, який виступає носієм професійних і моральних цінностей.

Перспективи подальших досліджень вбачаємо у розробленні та експериментальній перевірці педагогічних умов і моделей формування академічної доброчесності у майбутніх фахівців спеціальної освіти в умовах цифровізації освітнього процесу.

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НЕЙРОКОРЕКЦІЯ ЯК ІННОВАЦІЙНИЙ НАПРЯМ У ПОДОЛАННІ МОВЛЕННЄВИХ РОЗЛАДІВ У ДІТЕЙ

Анотація. *Мета статті* – теоретично обґрунтувати нейрокорекцію як інноваційний напрям подолання мовленнєвих розладів у дітей та визначити її значення в системі комплексної корекційної допомоги. У статті використано такі *методи дослідження*: аналіз та синтез наукових джерел з подальшим узагальненням для виявлення стану розробленості проблеми; термінологічний аналіз для визначення змісту ключових дефініцій дослідження; порівняльно-логічний аналіз задля зіставлення наукових підходів до проблеми дослідження. *Результати дослідження*. У статті розглянуто нейрокорекцію як складову допомоги дітям із мовленнєвими розладами. Показано, що мовленнєві труднощі можуть бути пов’язані з особливостями уваги, пам’яті, рухової координації, самоконтролю та емоційного стану дитини. Тому корекційна робота не повинна зводитися тільки до звуковимови чи розширення словникового запасу. Розкрито зміст нейропсихологічного підходу, який передбачає обстеження дитини, визначення функцій, що потребують підтримки, добір індивідуальних завдань і спостереження за змінами в процесі роботи. Визначено основні напрями нейрокорекції при мовленнєвих розладах: розвиток уваги, пам’яті та самоконтролю; поєднання руху з мовленням і розвиток сенсомоторної координації; підтримка мовленнєвої активності у спілкуванні; зниження емоційного напруження в мовленнєвих ситуаціях. Зазначено, що нейрокорекція не замінює логопедичної роботи, а доповнює її у випадках, коли мовленнєві труднощі поєднуються з іншими проявами розвитку дитини. Окреслено роль взаємодії логопеда, психолога, фахівця з нейропсихологічної корекції, педагога та батьків у закріпленні сформованих умінь у навчанні й повсякденному спілкуванні. *Перспективи подальших досліджень* убачаємо в розробленні індивідуалізованих програм нейрокорекційної роботи для дітей із різними мовленнєвими труднощами та у визначенні зрозумілих критеріїв оцінювання змін у мовленні, увазі, координації рухів і комунікативній поведінці.

Ключові слова: нейрокорекція, мовленнєві розлади, діти, нейропсихологічний підхід, логопедична допомога, сенсомоторна координація, мовленнєва комунікація, міждисциплінарна взаємодія.

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NEUROCORRECTION AS AN INNOVATIVE APPROACH TO ADDRESSING SPEECH AND LANGUAGE DISORDERS IN CHILDREN

Abstract. *The article aims* to examine neurocorrection as an approach to supporting children with speech and language disorders and to define its place within a comprehensive intervention framework. *The study is based* on the analysis and synthesis of scholarly sources, terminological analysis of the key concepts, and a comparative examination of existing academic approaches to the problem. *The article argues that* speech and language difficulties may be associated with limitations in attention, memory, motor coordination, self-regulation, and emotional functioning. For this reason, intervention should not be confined to speech sound production or vocabulary development. The neuropsychological approach involves assessing the child's difficulties, identifying the functions that require support, selecting individualised tasks, and monitoring changes during intervention. The article identifies four interrelated areas of neurocorrection: the development of attention, memory, and self-control; the coordination of movement and speech through sensorimotor activities; the promotion of speech use in communication; and the reduction of emotional tension in speaking situations. Neurocorrection is viewed as a complement to speech and language therapy when a child's speech and language difficulties are accompanied by broader developmental challenges. The article also discusses the role of cooperation among speech and language therapists, psychologists, specialists using a neuropsychological approach, teachers, and parents in helping children apply acquired skills in learning and everyday communication. *Further research should* focus on developing individualised neurocorrection programmes for children with different manifestations of speech and language disorders and on establishing clear criteria for assessing changes in speech and language functioning, attention, motor coordination, and communicative behaviour.

Keywords: neurocorrection, speech and language disorders, children, neuropsychological approach, speech and language therapy, sensorimotor coordination, speech communication, interdisciplinary cooperation.

Постановка проблеми. Актуальність дослідження пов'язана зі зростанням уваги до мовленнєвих розладів у дітей. Такі порушення впливають не тільки на комунікацію, а й на пізнавальний, емоційний, психомоторний та соціальний розвиток дитини. Сучасна корекційна практика потребує підходів, які враховують зв'язок мовлення з роботою нервової системи, сенсомоторною координацією, увагою, пам'яттю, саморегуляцією та емоційним станом. Саме тому нейрокорекція набуває важливого значення: вона дає змогу розглядати мовленнєві труднощі не окремо, а в системі загального розвитку дитини.

Аналіз останніх досліджень і публікацій. Проблема мовленнєвих порушень у дітей розглядається в працях із логопедії, спеціальної педагогіки, психології, нейропсихології та корекційної освіти. У наукових джерелах увага зосереджена на ранньому виявленні мовленнєвих труднощів, причинах їх виникнення, впливі на розвиток дитини та виборі ефективних корекційних підходів.

Важливе місце в наукових працях займає питання діагностики мовленнєвих порушень. І.Пацула розкриває значення ранньої діагностики, характеризує основні форми мовленнєвих порушень і наголошує на їхньому впливі на когнітивний, психомоторний, емоційний розвиток, соціалізацію та навчання дитини [1, с. 93-99]. Л.Черніченко аналізує порушення мовленнєвого розвитку дітей раннього віку й підкреслює зв'язок мовлення з мисленням, інтелектуальним розвитком, спілкуванням і поведінкою дитини [2, с. 47-50]. Психологічні аспекти мовленнєвих порушень у дітей молодшого шкільного віку висвітлюють Н.Франчук і Н.Олійник. Дослідниці звертають увагу на важливість раннього виявлення труднощів і потребу міждисциплінарного підходу [3, с. 97-100].

Окремий напрям становлять праці, у яких мовленнєві та інші порушення розвитку розглядаються з позицій нейропсихології й нейрокорекції. І.Захожа досліджує вплив нейрокорекції на розвиток дітей з аутизмом, зокрема на соціальні навички, комунікативну поведінку, сенсорну сферу та саморегуляцію [4, с. 68-92]. Н.Суховієнко й І.Литвин обґрунтовують значення нейропсихологічного підходу в корекційній роботі з дітьми з особливими освітніми потребами, зокрема з мовленнєвими порушеннями. Авторки визначають основні етапи такої роботи: первинну діагностику, створення індивідуального плану, проведення корекційних занять і моніторинг динаміки розвитку [5, с. 273-286]. І.Орленко, С.Трапезникова та В.Степанова аналізують використання нейропсихологічних, сенсорних і психомоторних вправ у реабілітації дітей з ООП. У дослідженні показано позитивні зміни в мовленнєвій активності, увазі, зорово-моторній координації та емоційній стійкості дітей [6, с. 140-156].

Комплексний характер корекційної допомоги розкривають О.Чеботарьова й Н.Білецька. Авторки аналізують психокорекційні технології, які застосовуються в освітньо-реабілітаційному середовищі. Серед них виокремлено сенсорні, нейропсихологічні, комунікативні, ігрові та арттерапевтичні методики [7, с. 224-235]. У цьому ж контексті варто згадати працю Т.Цегельник, О.Станіченко та Ю.Силенко, у якій розкрито значення соціально-психологічної компетентності майбутніх фахівців спеціальної освіти для роботи з дітьми з особливими освітніми потребами [8, с. 163-167].

У працях, присвячених окремим мовленнєвим розладам, значну увагу приділено заїканню та порушенням темпо-ритмічної організації мовлення. І.Герасимова розглядає психотерапевтичні й психокорекційні методи роботи із заїканням, акцентуючи на корекції ставлення дитини до себе, розвитку невербальної комунікації та формуванні адекватної самооцінки [9, с. 24-25]. І.Олійник, Л.Яценюк і В.Мойсюк аналізують сучасні підходи до профілактики й корекції заїкання в дітей та наголошують на потребі комплексної взаємодії учасників освітнього процесу [10, с. 106-110]. О.Козинець і В.Корнєв розкривають психофізіологічні та соціолінгвістичні фактори заїкання, зокрема роль мовленнєвого дихання, нервової системи, функціональної асиметрії мозку, емоційних реакцій і внутрішньо-мовленнєвого програмування [11, с. 255-262]. О.Літовченко обґрунтовує доцільність комплексної психокорекційної роботи з дошкільниками, які мають заїкання, і підкреслює потребу впливу на мовлення, моторику, дихання, нервову систему, емоційний стан і поведінку дитини [12, с. 105-109].

Для цієї статті важливою є логопедична ритміка як міждисциплінарний засіб корекції мовленнєвих порушень. О.Чекан і Х.Барна розглядають її як поєднання руху, музики та мовленнєвої активності, що сприяє розвитку сенсомоторної координації, темпо-ритмічної організації мовлення, психофізіологічної регуляції та автоматизації мовленнєвих навичок [13, с. 97-102]. Такий підхід близький до нейрокорекційного розуміння розвитку, оскільки передбачає вплив на мовлення через рухову, сенсорну, емоційну та регуляторну сфери дитини. Зокрема це підтверджується у праці І.Коваленко та ін. [14]; І.Максимчук та ін.[15].

Отже, аналіз наукових джерел показує, що проблема мовленнєвих порушень у дітей досліджується переважно в контексті ранньої діагностики, логопедичної допомоги, психокорекції, розвитку сенсомоторних функцій і міждисциплінарної взаємодії фахівців. Водночас нейрокорекція як інноваційний напрям подолання мовленнєвих розладів потребує цілісного розгляду. Її доцільно вивчати як підхід, що поєднує логопедичні,

психологічні, нейропсихологічні, сенсорні та рухові засоби впливу на розвиток дитини.

Мета статті – теоретично обґрунтувати нейрокорекцію як інноваційний напрям подолання мовленнєвих розладів у дітей та визначити її значення в системі комплексної корекційної допомоги. **Цілями статті** визначено: 1) розкрити сутність нейрокорекції та нейропсихологічного підходу в роботі з дітьми, які мають мовленнєві розлади; 2) встановити зв'язок мовленнєвих порушень із розвитком когнітивних, сенсомоторних, емоційних і регуляторних функцій дитини; 3) окреслити основні напрями нейрокорекційної роботи в подоланні мовленнєвих розладів у дітей; 4) обґрунтувати значення міждисциплінарної взаємодії логопеда, психолога, нейропсихолога, педагога та батьків у процесі корекції мовленнєвого розвитку.

Методи дослідження: аналіз та синтез наукових джерел з подальшим узагальненням для виявлення стану розробленості проблеми; термінологічний аналіз для визначення змісту ключових дефініцій дослідження; порівняльно-логічний аналіз задля зіставлення наукових підходів до проблеми дослідження.

Виклад основного матеріалу. Мовлення дитини формується у взаємозв'язку зі сприйманням, увагою, пам'яттю, руховою координацією, диханням і здатністю контролювати власні дії. Тому мовленнєві розлади не обмежуються неправильною звуковимовою чи труднощами у побудові висловлювання. Вони можуть позначатися на навчанні, спілкуванні, поведінці та взаємодії дитини з іншими людьми. Так, І.Пацула зазначає, що порушення мовлення впливають на когнітивний, психомоторний та емоційний розвиток, а також на соціалізацію дитини [1, с. 94-99]. Натомість Л.Черніченко пов'язує розвиток мовлення з формуванням мислення, інтелекту, поведінки та вміння взаємодіяти з оточенням [2, с. 48-50].

За таких умов корекційна робота не може зводитися лише до постановки звуків або розширення словникового запасу. Дитині може бути складно не тільки правильно вимовити слово, а й почути інструкцію, втримати її в пам'яті, послідовно виконати дію, переключитися на інше завдання чи впоратися з напруженням під час спілкування. Саме ці труднощі враховує нейрокорекція.

Нейрокорекцію можна розуміти як цілеспрямовану роботу з функціями, від яких залежить мовленнєвий розвиток дитини. У центрі уваги перебувають не окремі помилки у мовленні, а причини, які можуть їх ускладнювати. Зокрема це недостатня стійкість уваги, слабка слухо-мовленнєва пам'ять, труднощі координації рухів, просторового орієнтування, самоконтролю та послідовного виконання завдань. Така робота

допомагає розглядати мовленнєву проблему ширше, з урахуванням загального розвитку дитини.

Основою нейрокорекційної роботи є нейропсихологічний підхід. Н.Суховієнко та І.Литвин зазначають, що він передбачає визначення недостатньо сформованих функцій дитини і добір корекційних занять відповідно до виявлених труднощів. Вчені виокремлюють первинну діагностику, складання індивідуального плану, проведення спеціально дібраних занять і подальше відстеження змін у розвитку дитини [5, с. 273-286]. Отже, робота будується не за готовим набором однакових вправ, а відповідно до потреб конкретної дитини.

Це особливо важливо у випадках, коли схожі мовленнєві труднощі мають різне підґрунтя. Дитині може бути важко висловити думку через нестійку увагу, недостатню слухомовленнєву пам'ять, труднощі моторного планування або емоційне напруження. Якщо працювати лише над вимовою чи засвоєнням нових слів, частина проблем залишиться поза увагою. Тому мовленнєві завдання доцільно поєднувати з вправами на ритм, координацію, слухове сприймання, переключення уваги, наслідування рухів і контроль власних дій.

Слід наголосити, що при цьому нейрокорекція не підмінює логопедичної допомоги. Її місце полягає у доповненні логопедичної роботи тоді, коли мовленнєві порушення поєднуються з труднощами уваги, моторики, емоційної регуляції або інших функцій розвитку. О.Чеботарьова і Н.Білецька наголошують на доцільності використання різних психокорекційних засобів у роботі з дітьми з особливими освітніми потребами, серед яких сенсорні, нейропсихологічні та комунікативні методики [7, с. 224-234].

Практичний аспект такої роботи знаходимо в дослідженні І.Орленко, С.Трапезникової та В.Степанової. Вчені вивчали результати шестимісячної програми занять із дітьми з ООП, серед яких були діти з тяжкими порушеннями мовлення. До програми входили логопедичні вправи, сенсорні та психомоторні завдання, а також вправи, спрямовані на активізацію міжпівкульної взаємодії. У межах дослідженої програми автори зафіксували зміни в мовленнєвій активності, концентрації уваги, зорово-моторній координації та емоційній стійкості дітей [6, с. 139-155].

Зв'язок мовлення з когнітивними функціями простежується у звичайних для дитини ситуаціях спілкування. Щоб відповісти на запитання або виконати словесну інструкцію, дитина має почути звернене мовлення, зрозуміти його зміст, утримати інформацію в пам'яті, дібрати потрібні слова й оформити відповідь. Якщо увага швидко виснажується або дитині важко запам'ятовувати почуте, це може впливати на її мовленнєву активність і

успішність навчання. Н.Франчук і Н.Олійник звертають увагу на психологічні труднощі дітей молодшого шкільного віку з порушеннями мовлення та підкреслюють потребу враховувати їх в освітній і корекційній роботі [3, с. 97-100].

Не менш важливим, наголошуємо – є й сенсомоторний компонент. Усне мовлення потребує узгодженої роботи артикуляційного апарату, дихання, голосу, темпу і ритму. Дитині також необхідно координувати рухи, орієнтуватися у схемі власного тіла, наслідувати дії дорослого та поєднувати рухову активність із мовленням. У цьому контексті О.Чекан та Х.Барна розглядають логопедичну ритміку як роботу, у якій мовлення поєднується з рухом і музикою. Вчені пов'язують її використання з розвитком сенсомоторної координації, ритмічної організації мовлення та мовленнєвих навичок [13, с. 97-101].

Мовленнєві порушення можуть позначатися і на емоційному стані дитини. Повторні невдачі у спілкуванні, складність висловити думку або негативна реакція оточення нерідко посилюють невпевненість і напруження. Дитина може уникати ситуацій, у яких потрібно говорити, навіть коли має потребу у спілкуванні. Особливо помітно це у випадку заїкання. І.Герасимова зазначає, що психокорекційна робота із заїканням має охоплювати ставлення дитини до власного мовлення, розвиток комунікації та формування адекватної самооцінки [9, с. 23-25]. А ось О.Літовченко підкреслює потребу працювати з мовленням, диханням, моторикою, нервовою системою та емоційним станом дитини [12, с. 105-109].

Окремого значення набувають регуляторні функції. Від них залежить, чи може дитина слухати інструкцію, виконувати завдання поетапно, помічати помилки, контролювати власні рухи й завершувати розпочате. У мовленнєвій роботі це виявляється під час повторення звуків і слів, побудови речень, дотримання темпу мовлення, переключення між завданнями. Якщо самоконтроль розвинений недостатньо, дитині важче закріплювати набуті мовленнєві вміння. Тому нейрокорекційні заняття можуть містити завдання на послідовність дій, ритм, руховий контроль, переключення уваги та дотримання правил.

Отже, нейрокорекція у роботі з дітьми, які мають мовленнєві розлади, спирається на розуміння мовлення як функції, пов'язаної з увагою, пам'яттю, руховою координацією, емоційним станом і самоконтролем дитини. Її застосування доречне тоді, коли мовленнєві труднощі потребують роботи не тільки з вимовою або словниковим запасом, а й з іншими функціями, що впливають на спілкування та навчання. Це дає змогу перейти до розгляду конкретних засобів нейрокорекційної роботи та умов її поєднання з логопедичною і психологічною допомогою.

У роботі з дитиною, яка має мовленнєві розлади, недостатньо застосовувати однаковий набір вправ для всіх випадків. У однієї дитини мовленнєві труднощі можуть поєднуватися з нестійкою увагою, у іншої – з порушеннями координації рухів, слабкою здатністю наслідувати дії, напруженням під час спілкування або труднощами самоконтролю. Тому зміст нейрокорекційної роботи має визначатися після обстеження дитини та з урахуванням тих функцій, які потребують додаткової підтримки.

Н.Суховієнко й І.Литвин наголошують, що нейропсихологічна корекція дітей з ООП, зокрема з мовленнєвими порушеннями, має розпочинатися з первинної діагностики та складання індивідуального плану роботи [5, с. 272-286]. О.Чеботарьова та Н.Білецька також звертають увагу на індивідуальний і диференційований добір психокорекційних засобів для дітей з особливими освітніми потребами [7, с. 225-235].

Під час первинного обстеження важливо з'ясувати не тільки характер мовленнєвого порушення. Значення має й те, чи може дитина зосередитися на завданні, зрозуміти й виконати інструкцію, повторити рух, утримати послідовність дій, спокійно взаємодіяти з дорослим. Наприклад, дитині з нестійкою увагою складно тривалий час виконувати одноманітні мовленнєві завдання, тому заняття для неї мають бути коротшими, чітко структурованими й поступово ускладнюватися. Якщо ж помітними є труднощі рухової координації, мовленнєві завдання доцільно поєднувати з рухами, ритмом і вправами на наслідування.

За змістом нейрокорекційної роботи з дітьми, які мають мовленнєві розлади, можна виокремити кілька взаємопов'язаних напрямів.

Першим із них є розвиток уваги, пам'яті, планування та самоконтролю. Мовлення потребує від дитини вміння слухати, розуміти звернене повідомлення, утримувати його в пам'яті, добирати слова й послідовно будувати відповідь. Якщо дитина швидко відволікається, губить інструкцію або не може контролювати виконання завдання, це ускладнює і засвоєння мовленнєвих навичок.

У практичній роботі цей напрям може охоплювати виконання інструкцій із двох або трьох послідовних дій, повторення заданої серії рухів, відтворення ритму, переключення між руховим і мовленнєвим завданням. Наприклад, дитина спочатку повторює ритмічний малюнок плесканням, а потім відтворює його складами або короткими словами. У такому завданні одночасно задіяні слухова увага, пам'ять, рухова організація та мовлення.

Другим напрямом є розвиток сенсомоторної координації та поєднання руху з мовленням. Усне мовлення залежить від узгодженої роботи дихання, голосу, артикуляційних рухів, темпу й ритму. У частини дітей мовленнєві порушення супроводжуються труднощами рухового

наслідування, слабкою зорово-моторною координацією або невмінням утримувати ритм. За таких умов рухові й ритмічні завдання мають практичне значення для корекційної роботи.

О.Чеботарьова та Н.Білецька також відносять розвиток моторики й сенсорної інтеграції до важливих компонентів психокорекційної допомоги дітям з особливими освітніми потребами [7, с. 223-235].

Одним із засобів реалізації цього напряму є логопедична ритміка. О.Чекан і Х.Барна розглядають її як поєднання мовлення, руху та музики, спрямоване на розвиток сенсомоторної координації й темпо-ритмічної організації мовлення [13, с. 96-102]. На заняттях дитина може рухатися під заданий ритм і водночас промовляти склади, слова або короткі фрази; плескати ритмічну модель і відтворювати її голосом; поєднувати мовленнєвий видих із рухом; називати предмети чи дії під час гри. Такі завдання не замінюють логопедичної роботи, але допомагають упорядкувати темп, ритм і координацію мовлення.

Третій напрям пов'язаний із розвитком мовленнєвої активності та комунікації. Для дитини важливо не тільки правильно вимовляти звуки чи повторювати слова за дорослим, а й використовувати мовлення у звичайних ситуаціях: попросити предмет, відповісти на запитання, звернутися до іншої людини, пояснити свою дію або підтримати спільну гру.

У дослідженні І.Захожої, присвяченому роботі з дітьми з аутизмом, розглянуто труднощі звертання, прохання, невербальної комунікації та соціально-емоційної взаємодії, а також можливості комплексної нейрокорекційної допомоги [4, с. 67-91]. О.Чеботарьова і Н.Білецька серед завдань корекційного середовища також виділяють розвиток соціальної взаємодії, альтернативної та додаткової комунікації [7, с. 223-235].

У роботі з дитиною це може бути організовано через ігрові ситуації прохання, вибору, відповіді або короткого діалогу. Наприклад, під час гри дитина обирає потрібний предмет і називає його, звертається до дорослого з проханням, коментує виконану дію або по черзі обмінюється репліками з партнером. Якщо усне мовлення ще викликає значні труднощі, слово можна поєднувати з жестом чи візуальною підказкою. У такому разі мовлення поступово закріплюється як засіб взаємодії, а не як ізольована вправа.

Четвертий напрям стосується емоційної саморегуляції дитини в мовленнєвих ситуаціях. Мовленнєві невдачі, страх помилитися, негативна реакція оточення або попередній неприємний досвід спілкування можуть призводити до напруження й уникнення розмови. Особливого значення ця робота набуває при заїканні, коли емоційний стан дитини може впливати на перебіг мовлення.

І.Герасимова зазначає, що психокорекційна робота з дітьми із заїканням має охоплювати ставлення дитини до себе та власних мовленнєвих можливостей, формування адекватної самооцінки й розвиток комунікації [9, с. 23-24]. І.Олійник, Л.Яценюк і В.Мойсюк наголошують на потребі комплексного підходу до профілактики та корекції заїкання [10, с. 106-110]. О.Літовченко пов'язує подолання заїкання з роботою над плавністю мовлення, диханням, моторикою, нервовою системою та психологічним станом дитини [12, с. 105-109].

Практична робота в цьому напрямі може включати вправи на мовленнєве дихання, плавне промовляння слів і коротких фраз, ритмізацію мовлення, спокійні ігрові діалоги без постійного виправлення помилок, поступове залучення дитини до мовленнєвої взаємодії. Важливо, щоб дитина мала можливість говорити без надмірного тиску й страху оцінювання. Для дітей із заїканням особливу увагу доцільно приділяти мовленнєвому видиху, темпу висловлювання та відчуттю впевненості під час спілкування.

Усі названі напрями потребують регулярного відстеження змін у розвитку дитини. Моніторинг у цьому випадку не є окремим видом занять, а допомагає зрозуміти, чи відповідає обраний зміст роботи актуальним потребам дитини. Н.Суховієнко та І.Литвин розглядають оцінювання динаміки розвитку як обов'язковий етап нейропсихологічної корекції [5].

Фахівець може спостерігати, як змінюється мовленнєва активність дитини, скільки часу вона здатна утримувати увагу, чи точніше виконує рухові завдання, чи легше вступає в діалог, чи зменшується напруження під час мовлення. Якщо дитина вже успішно виконує рухово-ритмічні завдання, але уникає спілкування, більше уваги варто приділити мовленнєвим іграм та діалогам. Якщо ж вона стала активніше говорити, але все ще має труднощі з темпом або диханням, доцільно посилити відповідні вправи.

Отже, зміст нейрокорекційної роботи з дітьми, які мають мовленнєві розлади, доцільно зосередити на чотирьох взаємопов'язаних напрямах: розвитку когнітивних і регуляторних функцій; сенсомоторній координації та поєднанні руху з мовленням; активізації мовленнєвої комунікації; підтримці емоційної саморегуляції у ситуаціях спілкування. Первинне обстеження та спостереження за динамікою визначають, які саме завдання потрібні дитині та як їх змінювати в процесі роботи. Така побудова корекційної допомоги дає змогу враховувати не лише прояв мовленнєвого порушення, а й труднощі, які впливають на навчання, спілкування та повсякденну діяльність дитини.

Розглянуті напрями нейрокорекційної роботи потребують узгодження з іншими видами допомоги, особливо тоді, коли мовленнєві порушення

поєднуються з труднощами уваги, рухової координації, емоційної регуляції або спілкування. У таких випадках робота, зосереджена тільки на мовленнєвих проявах, може не охопити всіх труднощів дитини.

Безпосередню роботу з мовленням здійснює логопед. Він визначає характер порушення, оцінює звуковимову, дихання, темп і ритм мовлення, словниковий запас, граматичну будову висловлювання та здатність дитини користуватися мовленням у спілкуванні. Відповідно до результатів обстеження добираються вправи для формування потрібних мовленнєвих умінь. Водночас під час занять можуть виявлятися труднощі, які виходять за межі суто логопедичної роботи: дитина швидко відволікається, не може повторити послідовність рухів, гостро реагує на помилки або уникає мовленнєвого контакту. За таких обставин логопедична допомога потребує узгодження з психологічною чи нейропсихологічною роботою.

Психологічна підтримка доцільна тоді, коли мовленнєві труднощі впливають на поведінку й емоційний стан дитини. Невдалі спроби висловитися, нерозуміння з боку інших людей або постійне виправлення можуть викликати сором, напруження та небажання говорити. Особливо виразно такі прояви можуть виникати у дітей із заїканням.

Нейропсихологічна складова потрібна у випадках, коли мовленнєвий розвиток ускладнюється недостатньою сформованістю уваги, слухомовленнєвої пам’яті, моторного планування, зорово-моторної координації, ритму або самоконтролю. Це дає змогу точніше визначити, чому певне мовленнєве завдання залишається складним. Наприклад, дитина може не справлятися з побудовою фрази через труднощі добору слів, слабку слухову пам’ять або нездатність утримати послідовність дій. Від цього залежатиме зміст занять.

Участь педагога важлива для того, щоб сформовані на корекційних заняттях уміння використовувалися у звичних для дитини ситуаціях. Дитина може правильно виконувати мовленнєву вправу разом із фахівцем, але губитися під час відповіді на занятті, у спільній грі чи в розмові з однолітками. Педагог може полегшити перенесення навичок у повсякденну діяльність: давати чіткі й короткі інструкції, не вимагати поспішної відповіді, пропонувати назвати дію, відповісти короткою фразою, звернутися з проханням або взяти участь у простому діалозі. Т.Цегельник, О.Станіченко та Ю.Силенко пов’язують підготовку фахівців спеціальної освіти з розвитком комунікативних, емоційних і регулятивних умінь, потрібних у роботі з дітьми з особливими освітніми потребами [8, с. 162-167].

Батьки доповнюють роботу фахівців у домашньому середовищі. Саме вони бачать, як дитина спілкується в побуті, у яких ситуаціях мовлення

дається їй легше, а коли з'являється напруження або відмова говорити. Ця інформація допомагає точніше добирати завдання і помічати зміни, які не завжди видно під час заняття. Удома дитині можна пропонувати назвати потрібний предмет, попросити про допомогу, повторити коротку фразу, виконати знайому ритмічну чи дихальну вправу, рекомендовану фахівцем. Водночас домашня підтримка не повинна перетворюватися на безперервне виправлення або вимогу говорити правильно в кожній ситуації. Для дитини важливо мати досвід спілкування без страху помилитися.

Узгодження дій учасників супроводу потрібне для того, щоб дитина не отримувала суперечливих вимог. Якщо в неї виявлено труднощі побудови фрази, слабку слухову пам'ять і нестійку увагу, логопед може працювати над словниковим запасом і структурою висловлювання, фахівець із нейропсихологічної корекції – над слуховим запам'ятовуванням, послідовністю дій і переключенням уваги, психолог – над мотивацією та зниженням страху помилки.

Педагог створює ситуації, у яких дитина може використати коротку фразу під час навчання або гри, а батьки закріплюють це в побутовому спілкуванні.

Спільна робота має бути зрозумілою і послідовною. Для цього варто визначати конкретні найближчі завдання: навчити дитину звертатися з проханням, відповідати короткою фразою, виконувати інструкцію з кількох дій, дотримуватися спокійного мовленнєвого видиху або брати участь у короткому діалозі. Через певний час фахівці й батьки можуть оцінити, що дитина вже виконує самостійно, які труднощі залишилися і що потрібно змінити в подальшій роботі.

Висновки. Отже, нейрокорекція в допомозі дітям із мовленнєвими розладами має поєднуватися з іншими видами підтримки відповідно до труднощів конкретної дитини. Логопед працює з мовленнєвими проявами, психолог допомагає зменшити емоційне напруження й підтримати комунікативну впевненість, нейропсихологічний підхід дає змогу врахувати функції, пов'язані з увагою, пам'яттю, руховою організацією та самоконтролем.

Педагог і батьки допомагають дитині використовувати сформовані вміння у навчанні та щоденному спілкуванні. Така взаємодія має сенс тоді, коли вона спирається на результати обстеження, чіткі цілі й реальні потреби дитини.

Перспективи подальших досліджень убачаємо в розробленні індивідуалізованих програм нейрокорекційної роботи для дітей із різними мовленнєвими труднощами та у визначенні зрозумілих критеріїв оцінювання змін у мовленні, увазі, координації рухів і комунікативній поведінці.

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ГЕНЕЗИС ПРОФЕСІЙНОЇ ПІДГОТОВКИ ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ В ЗАКЛАДАХ ПЕДАГОГІЧНОЇ ОСВІТИ ХХ СТОЛІТТЯ

Анотація. Актуалізовано проблему професійної підготовки вчителів початкової школи в Україні на початку ХХІ ст., що зазнає впливу освітніх реформ, цифровізації та нових соціально-економічних і політичних викликів. Наголошено на таких тенденційних напрямах її вдосконалення, як орієнтованість освітнього процесу вищої школи на компетентнісний, діяльнісний і особистісно орієнтований підходи, інтеграція змісту освіти, формування інформаційно-цифрової та медійної грамотності, здатності до новаційних змін і готовності навчатися впродовж життя, а також розвиток м'яких навичок (soft skills).

Акцентовано на необхідності врахування кращих здобутків вітчизняної педагогічної думки, що напрацьовані в закладах педагогічної освіти впродовж ХХ ст., що мають бути вдосконалені та екстрапольовані в сучасну діяльність закладів вищої освіти з огляду на потреби сьогодення і кон'юнктурність ринку праці. Здійснено аналіз останніх досліджень і публікацій щодо генезису становлення професійної підготовки вчителів початкової школи в широкій джерельній базі, що включає: історико-педагогічні дослідження узагальнюючого характеру, у яких здійснено періодизацію окресленої проблеми в широких хронологічних межах; наукові розвідки, що присвячені окремим історичним етапам становлення і розвитку фахової підготовки вчителя початкової школи; поглиблені розробки окремих аспектів підготовки педагогічних працівників для роботи у школі першого ступеня.

Тож мета статті полягає в узагальненні генезису професійної підготовки вчителів початкової школи в закладах педагогічної освіти ХХ століття.

Проведено огляд науково-педагогічної літератури з історії вітчизняної педагогічної думки з урахуванням того, що генезис професійної підготовки вчителів початкової школи впродовж ХХ ст. відбувається нерівномірно з огляду на суспільно-політичні зміни і освітні реформи. Отримано висновок, згідно з яким упродовж ХХ ст. зазнають суттєвих змін цілі, зміст і форми професійної

підготовки вчителів початкової школи в контексті практико-орієнтованої, особистісно спрямованої та компетентнісної парадигми. Тож освітні реформи мають поєднувати національну спадщину, світовий досвід і гуманістичні цінності, оскільки досвід минулого є цінним для модернізації сучасної педагогічної освіти.

Ключові слова: професійна підготовка, учителі, початкова школа, заклади педагогічної світи, генезис, етапи, парадигми, XX століття.

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THE ORIGINS OF PROFESSIONAL TRAINING FOR PRIMARY SCHOOL TEACHERS IN TEACHER TRAINING INSTITUTIONS OF THE 20TH CENTURY

Abstract. The paper highlights the issue of professional training for primary school teachers in Ukraine at the beginning of the 21st century, which is influenced by educational reforms, digitalization, and new socioeconomic and political challenges. The article highlights key trends in its improvement, such as the orientation of the higher education process toward competency-based, activity-based, and student-centered approaches; the integration of educational content; the development of information, digital, and media literacy; the ability to embrace innovative changes and a commitment to lifelong learning; as well as the development of soft skills.

The focus is on the need to incorporate the best achievements of domestic pedagogical thought, developed in teacher-training institutions throughout the 20th century, which must be refined and adapted to the current practices of higher education institutions in light of contemporary needs and the dynamics of the labor market.

An analysis was conducted of recent studies and publications on the genesis of the development of professional training for primary school teachers using a broad range of sources, including: general historical-pedagogical studies that periodize the outlined problem within broad chronological boundaries; scientific studies devoted to specific historical stages in the formation and development of professional training for primary school teachers; in-depth analyses of specific aspects of training educators for work in primary schools.

The purpose of this article is therefore to provide an overview of the development of professional training for primary school teachers in teacher-training institutions during the 20th century.

A review of the scientific and pedagogical literature on the history of Ukrainian pedagogical thought was conducted, taking into account that the development of professional training for primary school teachers throughout the 20th century proceeded unevenly due to socio-political changes and educational reforms. The conclusion reached is that throughout the 20th century, the goals, content, and forms of professional training for primary school teachers underwent significant changes within the context of a practice-oriented, person-centered, and competency-based paradigm. Therefore, educational reforms must combine national heritage, global experience, and humanistic values, as the experience of the past is valuable for the modernization of contemporary teacher education.

Keywords: professional training, teachers, primary school, teacher training institutions, origins, stages, paradigms, 20th century.

Постановка проблеми. Сучасна професійна підготовка вчителів початкової школи в Україні на початку XXI ст. формується під впливом освітніх реформ, цифровізації та нових соціально-економічних і політичних викликів. Тенденційними стають такі напрями її вдосконалення, як орієнтованість освітнього процесу вищої школи на компетентнісний, діяльнісний і особистісно орієнтований підходи, інтеграція змісту освіти, формування інформаційно-цифрової та медійної грамотності, здатності до новаційних змін і готовності навчатися впродовж життя, а також розвиток м'яких навичок (soft skills).

Однак на підготовку майбутніх учителів до педагогічної взаємодії з дітьми молодшого шкільного віку впливають не лише необхідність відповідати європейським і вітчизняним освітнім стандартам та узгодження професійної підготовки з вимогами стейкхолдерів. Слід також ураховувати кращі здобутки вітчизняної педагогічної думки, що напрацьовані в закладах педагогічної освіти впродовж XX ст. Адже прогресивні дидактичні ідеї мають бути не просто збережені, а й удосконалені та екстрапольовані в сучасну діяльність закладів вищої освіти з огляду на потреби сьогодення і кон'юнктурність ринку праці. Саме це й актуалізує поглиблене вивчення генезису професійної підготовки вчителів початкової школи в закладах освіти збіглого століття.

Тож необхідність звернення до історичного досвіду сприяє осмисленню сучасних процесів, що відбуваються в педагогічній освіті, з урахуванням накопиченого досвіду професійної підготовки вчителів початкової школи [18].

Аналіз останніх досліджень і публікацій. Генезис становлення професійної підготовки вчителів початкової школи розкривається в широкий джерельній базі, що включає: 1) історико-педагогічні дослідження

узагальнюючого характеру, у яких здійснено періодизацію окресленої проблеми в широких хронологічних межах; 2) наукові розвідки, що присвячені окремим історичним етапам становлення і розвитку фахової підготовки вчителя початкової школи; 3) поглиблені розробки окремих аспектів підготовки педагогічних працівників для роботи у школі першого ступеня. Зупинимося на характеристиці цих джерел більш докладно.

Безперечно вагоме значення для нашого дослідження мають історико-педагогічні праці узагальнюючого характеру, де безпосередньо аналізується широкий хронологічний період розвитку системи підготовки вчительських кадрів від перших кроків становлення вітчизняної освітньої системи в післяжовтневий період до відродження української державності 90-х років XX ст. У цьому контексті науковий інтерес становлять фундаментальні розвідки Л. Д. Березівської [3], Л. П. Вовк [5], В. М. Галузинський [7], Н. М. Гупана [8], Н. М. Дем'яненко [9], Н. П. Дічек [10], М. Б. Євтуха [7], С. Т. Золотухіної [13], О. Я. Савченко [23], О. В. Сухомлинської [26], Л. О. Хомич [28], М. Д. Ярмаченка [30] та ін. українських учених.

Окремим історичним етапам становлення і розвитку фахової підготовки вчителя початкової школи присвячений науковий доробок Н. А. Воропай [6], Т. О. Дороніної [11], Л. Є. Петухової [6], М. Р. Скоробогатової [24], С. А. Терещенко [27] та ін. українських дослідників. Так, Н. А. Воропай і Л. Є. Петухова розкривають загальну еволюцію системи підготовки вчителів упродовж XX ст., її досягнення та зміни з акцентом на методи викладання (трудовий, екскурсійний, комплексний, бригадно-лабораторний) і форми перевірки знань. Узагальнюючий характер мають установлені ними «певні позитивні і негативні тенденції трансформації вищої освіти протягом XX ст.: перехід до централізації в освітній справі, гальмування пробудження національної свідомості і нехтування національним змістом, формалізація і бюрократизація педагогічного процесу, поширення авторитарної педагогіки, зародження гуманістичних принципів педагогіки співробітництва» [6].

С. А. Терещенко як і більшість дослідників історії вітчизняної педагогічної думки також розглядає загальні передумови становлення педагогічної освіти в Україні першої половини XX ст., зокрема, складники підготовки вчителів початкової ланки школи в педагогічних вищих навчальних закладах. У той самий час, нею детально схарактеризовано провідні заклади освіти з підготовки вчительських кадрів, мережа яких розбудовується у 20-30-х роках XX ст., як-от: інститути народної освіти, трирічні вищі педагогічні курси, педагогічні технікуми, різні форми перепідготовки педагогічних кадрів (місячні курси окружного і дільничого масштабу за централізованими планами і програмами, районні виробничі

конференції перед початком навчального року), педагогічні школи (індустріально-педагогічні інститути, педагогічні технікуми, інститути соціального виховання) [27]. Дослідницею наголошено, що після ухвалення Постанови «Про реорганізацію вищих навчальних закладів, технікумів і робітничих факультетів» у липні 1930 р. і Постанови «Про реорганізацію мережі і систем педагогічної освіти в Україні» у серпні цього самого року відбувається чергова реорганізація системи педагогічної освіти, у структурі якої виділено вищі педагогічні школи (педагогічні інститути), середні педагогічні школи (педагогічні технікуми) і короткотермінові педагогічні курси [27, с. 134].

З огляду на проведений Т. О. Дороніною ретроспективний огляд історико-педагогічних джерел установлено, «що навіть в умовах зміни «замовлення» зміст власне педагогічної освіти залишається усталеним, зміни тут відбуваються дуже повільно і вкрай поступово. Тому загально-педагогічні дисципліни неминуче поступаються місцем дисциплінам суспільного спрямування. Панівна в повоєнні часи тенденція щодо ідеологізації підготовки вчителів відсутня, проте загально-педагогічні дисципліни … поступаються місцем сучасній тенденції технологізації» [11, с. 132].

У цьому контексті цінним для нашого дослідження є історико-педагогічний доробок З. М. Крамської, у якому «здійснено теоретичне узагальнення і представлено нове розв'язання наукової проблеми – підготовки студентів педагогічних технікумів до краєзнавчої роботи у школі в 20-30-ті роки XX ст., що реалізовано відповідно до сучасних реформаційних змін у змісті початкової освіти та дає змогу на науковому і прикладному рівнях забезпечити ефективне національно-патріотичне виховання» [15] майбутніх учителів початкової школи.

Дисертація М. Р. Скоробогатової [24] присвячена комплексному історико-педагогічному аналізу становлення й розвитку системи підготовки вчителів початкових класів в Україні у другій половині XX ст. Науковцем досліджено еволюцію професійної підготовки майбутніх учителів початкової школи в контексті суспільно-політичних, освітніх і соціокультурних змін зазначеного періоду.

Заслуговують на окрему увагу результати наукових розвідок дослідників, у яких презентовано вітчизняний досвід професійної підготовки вчителів початкової школи в різних типах закладів, як-от: в учительських семінаріях України (1860–1917 рр.) (Н. М. Андрійчук) [1]; на земських короткотермінових педагогічних курсах в Україні (друга половина XIX – початок XX ст.) (Л. А. Бадья) [2]; у системі заочної освіти вищих педагогічних навчальних закладів України (1958–1991 рр.) (Т. А. Єжонкова) [12]; в учительських інститутах (друга половина XIX – початок XX ст.)

(І. М. Кравченко) [14]; на педагогічних курсах (друга половина XIX – початок XX ст.) (С. А. Лисенко) [16]; на Київських вищих жіночих курсах (1878–1920 рр.) (М. І. Матис) [20]; у педагогічних училищах і коледжах (кінець XX – початок XXI століття) (О. І. Онищенко) [21] та ін.

Поглиблені розробки окремих аспектів підготовки педагогічних працівників для школи першого ступеня не завжди характеризують періодизацію в повному обсязі, але показують розвиток системи педагогічної освіти через окремі її компоненти. Так, В. В. Богданович здійснено ґрунтовний аналіз підготовки майбутніх учителів початкових класів до музично-естетичного виховання учнів в контексті культурно-історичного розвитку України другої половини XX – початку XXI ст. Саме в цей період у закладах вищої освіти відкриваються факультети початкового навчання, де ведеться змістова і ґрунтовна підготовка майбутніх учителів початкових класів до музично-естетичного виховання учнів: «Студенти вивчають теоретичні та практичні дисципліни мистецького напряму, беруть активну участь у художній самодіяльності як учасники хорових колективів, оркестрів народних інструментів, ансамблів і багатьох інших творчих об'єднаннях студентів, що здійснюють активну музично-естетичну підготовку» [4, с. 179].

Дисертація Г. В. Марченко присвячена дослідженню становлення та розвитку медіаосвіти майбутніх учителів початкової школи в університетах України від 1990-х років до початку XXI ст. Науковцем висвітлено історико-педагогічні передумови впровадження медіаосвіти в систему професійної підготовки майбутніх учителів початкової школи в умовах інформатизації суспільства і модернізації вищої освіти [19]. Регіональним аспектам проблеми професійної підготовки майбутніх учителів початкової школи в педагогічних навчальних закладах Поділля (1903–1945 рр.) і Рівненщини (1939–1958 рр.) присвячено дисертаційні праці І. О. Рашиної [22] і Т. А. Сорочинської [25].

Мета статті полягає в узагальненні генезису професійної підготовки вчителів початкової школи в закладах педагогічної освіти XX століття.

Виклад основного матеріалу. Проведений нами огляд науково-педагогічної літератури з історії вітчизняної педагогічної думки дає підстави стверджувати, що генезис професійної підготовки вчителів початкової школи впродовж XX ст. відбувається нерівномірно з огляду на суспільно-політичні зміни і освітні реформи. У дореволюційний період, що припадає на початок XX ст. і триває до 1917 р. професійна підготовка вчителів початкової ланки здійснюється в учительських семінаріях та інститутах, де основний акцент припадає на загальноосвітню підготовку і етичні вимоги до фахівців. Цей етап О. В. Сухомлинська характеризує з

погляду формування національно орієнтованої педагогіки в руслі європейських тенденцій, якій притаманні ідеї народності, гуманізму, культуровідповідності [26].

Особливістю професійної підготовки вчителів початкової ланки школи на початку XX ст. В. М. Марків та І. А. Онищенко вважають поєднання загально-освітньої та професійної підготовки, піднесенню пріоритету педагогічної практики і орієнтації на морально-виховну роль учителя [18]. Змістом підготовки передбачено вивчення педагогіки і психології, методики викладання предметів, релігійно-моральне виховання (у дореволюційний період) і загальноосвітні дисципліни, що має забезпечити формування особистості вчителя початкової школи як носія культури, вихователя та організатора навчального процесу.

У червні 1917 р. Центральною Радою УНР ухвалено Закон, згідно з яким «учительські семінарії реформовано в середні школи з педагогічною підготовкою та з чотирирічним строком навчання. Семінарії готують учителів для нижчих початкових шкіл. Учительські Інститути з трирічним курсом навчання готують вчителів вищих початкових і перших чотирьох класів середніх шкіл» [27, с. 131]. С. А. Терещенко слушно зазначає, що «реформи в галузі освіти починають здійснюватися ще в період громадянської війни. Вчительські семінарії реорганізовані у трирічні вищі педагогічні курси (з 1924 р. педагогічні технікуми) головним завданням яких стає підготовка … учителів початкових класів усіх типів» [27, с. 132].

Згідно з затвердженою 25 березня 1920 р. Наркомосом УРСР системою народної освіти для забезпечення початкової освіти дітей віком від 8 до 15 років передбачений І-й концентр єдиної трудової школи з чотирирічним терміном навчання. За офіційною статистикою, уже станом на жовтень цього року налічується загалом 22254 початкових і семирічних єдиних трудових шкіл із контингентом 2112478 учнів, що підсилює необхідність професійної підготовки вчительських кадрів до організації навчання дітей молодшого шкільного віку. Для розв'язання цієї проблеми вчительські семінарії реорганізовано у трирічні вищі педагогічні курси (М. С. Гриценко зазначає, що таких курсів налічується на той час близько 100). Щодо змісту професійної підготовки вчителів для початкових шкіл, то зазначимо, що зміни до нього попередньо затверджені інструкцією Наркомосу УРСР від 16 травня 1919 р. з акцентом на критичному застосуванні матеріалу виданих у попередні роки підручників, як-от: «Читанка», «Граматика», «Рідна нива», «Зернятко» Т. Г. Лубенця, «Червона зірка» М. Г. Куліша та ін.

Для посилення педагогічної складової професійної підготовки вчителів початкової школи в Інститутах народної освіти створюються

кафедри педагогіки, а на вищих педагогічних курсах – предметні комісії викладачів педагогічних дисциплін, що забезпечують вивчення студентами школознавства, історії педагогічних течій та інших нових для того часу навчальних предметів. Поступово мережа педагогічних закладів для підготовки вчителів початкової школи розширюється та включає державні університети, Інститути народної освіти, педагогічні інститути, вищі педагогічні курси (педагогічні технікуми), короткострокові педагогічні курси, а в 1925-1930 рр. започатковується система заочної педагогічної освіти. Починаючи з 1927/1928 навч. року Наркомосом УРСР затверджено єдиний і обов'язковий навчальний план для підготовки вчителів початкової школи в педагогічних технікумах і вишах.

Станом на 1921 р. трирічні педагогічні курси як один із типів вищої школи, з меншим обсягом загальних знань із наукових дисциплін розпочинають підготовку вчителів для І-го концентру закладів соціального виховання. Цей етап Н. М. Дем'яненко характеризує з погляду спонтанного підходу до викладання педагогічних дисциплін, «зміст яких уніфіковано навмання: деякі предмети відміняються, заміняються або доповнюються іншими. Головний акцент зміщується на українізацію дисциплін педагогічного циклу і коригування деяких педагогічних категорій і понять» [9]. Підготовка вчительських кадрів для роботи в початковій ланці освітніх закладів 1920-х років здійснюється під впливом новаторських на той час ідей комплексної системи навчання, методу проєктів і зв'язку навчання з виробництвом з акцентом на практичній спрямованості навчання.

Як бачимо, на 1917–1930-ті рр. припадає етап становлення радянської системи освіти, що відбувається на тлі постреволюційних реформ. Характерною ознакою стає відкриття педагогічних технікумів і вчительських інститутів з орієнтацією на ідеї трудової школи, поєднання навчання з працею на тлі посилення ідеологічної складової в підготовці вчителів початкової школи. Як стверджує Т. О. Дороніна, водночас «із реорганізацією педагогічних (трирічних) курсів у педагогічні технікуми (1925 р.), що мають готувати вчителів початкової освіти, затверджено нові навчальні плани, які включають дисципліни трьох циклів: 1) соціальне виховання (педагогічний); 2) соціально-економічний (політичне виховання); 3) загальноосвітній (загальнонауковий)» [11, с. 130]. Основу змісту педагогічної підготовки вчителя початкової школи становить «вивчення дитячих закладів, психологія, основи педології, принципи трудового виховання, робота на селі з дорослими, педагогічні системи, дидактика, гігієна, основи дефектології, статистика народної освіти, дитячий рух» [11, с. 130].

Цей етап О. В. Сухомлинська характеризує як період активних пошуків і реформ на тлі впровадження нових методів навчання в єдину

трудову школу з орієнтацією на дитину як центр освітнього процесу [26]. Суголосно з цим твердженням С. А. Терещенко наголошує на тому, що «одночасно з розробленням єдиної системи педагогічної освіти здійснюються заходи щодо запровадження так званого «початкового всеобучу». Так, у 1928–1929 навчальному році при Полтавському ІНО організовано чотиримісячні курси з підготовки вчителів для сільської школи. Приймальна комісія зараховує на курси осіб із семирічною освітою та без екзаменів. Вимоги до випускників є високими, тому право працювати вчителями одержують лише обрані» [27, с. 134].

У науковому доробку Н. П. Дічек 1920-ті роки схарактеризовано як період активних реформ, експериментів і пошуку нових форм підготовки вчителів, зокрема, і початкової ланки школи. Історичними передумовами реформаційних змін вчена вважає гостру потребу в підготовці нових педагогічних кадрів, оскільки стара система вчительських семінарій та інститутів визнана застарілою. Н. П. Дічек справедливо зазначає, що Інститути народної освіти стають основною формою підготовки педагогічних кадрів з орієнтацією на педагогічний, загальноосвітній і суспільно-політичний професіоналізм учителя широкого профілю з акцентом не лише на фахових знаннях, а й на формуванні «нового вчителя» як носія соціалістичних ідей. Однак в умовах нестабільності навчальних планів і програм та прискореної підготовки вчительських кадрів початкова ланка школи надто стрімко забезпечується вчителями, що негативно позначається на якості педагогічної освіти [10]. Прикметною ознакою 20-х років стає інтенсивне розроблення теорії та практики виховання молодого покоління, а для підготовки вчителів початкової ланки школи до його організації поширюють педагогічні праці «Історія педагогічних течій» С. А. Ананьїна, «Загальні методи навчання» Г. Г. Ващенка, «Нариси з історії педагогіки» Г. Є. Жураківського, «Основи радянської дидактики» Б. І. Манжоса, «Організація навчально-виховної роботи» М. М. Пістрака та ін. українських учених-методистів.

Процеси централізації та уніфікації професійної підготовки вчителів початкової школи припадають на 1930–1950-ті рр. і супроводжуються встановленням чітких державних стандартів педагогічної освіти, зміцненням ролі педагогічних інститутів як основних закладів підготовки вчительських кадрів з орієнтацією на державну освітню політику. Не випадково С. І. Якимчук характеризує зміни у професійній підготовці вчителів початкової ланки 1930-х рр. у контексті повернення до більш традиційної (предметної) системи навчання, що передбачає відновлення уроку як основної форми організації освітнього процесу, запровадження чітких навчальних програм і дисципліни, посилення керівної ролі вчителя в

навчальному процесі. Причину таких перетворень науковець убачає в потребі забезпечення системності та керованості освіти [29].

Натомість О. В. Сухомлинська встановлює інші хронологічні межі цього етапу – 1930–1980-ті рр., критеріальною ознакою якого вважає домінування радянської ідеології, уніфікацію та централізацію освіти на тлі обмеження національного компоненту [26]. У той самий час на цьому етапі відбувається активний розвиток методики початкового навчання, дидактики початкової школи і теорії виховання молодших школярів. Упродовж 1936-1941 рр. посилюється увага до вивчення педагогіки і психології майбутніми вчителями початкової школи за підручниками А. І. Зільберштейна, Г. С. Костюка, С. Х. Чавдарова, творами А. С. Макаренка та ін. українських учених.

Через події Другої світової війни відбувається криза кадрового забезпечення професійної підготовки педагогічних працівників, що триває до початку післявоєнного відновлення вітчизняної освітньої системи. У 1944/1945 рр. відновлюють роботу 6 університетів, 20 педагогічних інститутів, 18 учительських інститутів, 77 педагогічних училищ, а після ухвалення постанови Раднаркому СРСР від 18 грудня 1943 р. «Про заходи зміцнення системи заочної педагогічної освіти» функціонують відділи заочного навчання. Для комплектування початкових класів педагогічними кадрами в повоєнні роки в деяких жіночих середніх школах відкривають педагогічний (одинадцятий) клас, розширюється мережа педагогічних училищ для підготовки вчителів початкової ланки.

Відмітною ознакою 1950–1980-х рр. стає розвиток і стабілізація системи професійної підготовки вчителів початкової школи завдяки розширенню мережі педагогічних навчальних закладів. На цей період припадає підвищення рівня фахової підготовки майбутніх учителів початкової школи, уведення спеціалізації з акцентом на методичній складовій завдяки розвитку вітчизняної педагогічної думки і впровадженню нових методик початкового навчання.

Упродовж 1950–1960-х рр. професійна підготовка вчителів початкової школи здійснюється в педагогічних училищах, а з 1970–1980-х рр. відбувається поступовий перехід до їхньої підготовки в педагогічних інститутах.

Пострадянський етап реформування системи освіти в умовах незалежності України розпочинається з 90-х рр. XX ст. у зв'язку з переорієнтацію підготовки майбутніх учителів початкової школи на національні та загальнолюдські цінності, ідеї гуманістичної педагогіки. Помітно зростають вимоги до вищої педагогічної освіти для вчителів початкової школи.

Висновки. Тож упродовж ХХ ст. генезис професійної підготовки вчителів початкової школи відбувається поетапно від обмеженої й частково формальної освіти до розгалуженої, науково обґрунтованої системи. Зазнають суттєвих змін її цілі, зміст і форми від переважно теоретичної та ідеологізованої до більш практико-орієнтованої, особистісно спрямованої та компетентнісної парадигми.

В умовах сьогодення професійна підготовка вчителів початкової школи, відповідно до рекомендацій О.В.Сухомлинської, повинна розбудовуватися шляхом поєднання національної спадщини, світового досвіду і гуманістичних цінностей, а досвід минулого є цінним для модернізації сучасної педагогічної освіти.

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ТЕХНОЛОГІЇ ПЕРСОНАЛІЗАЦІЇ ІСТОРИЧНОЇ ОСВІТИ В УМОВАХ АДАПТИВНОГО НАВЧАННЯ

Анотація. У статті здійснено теоретико-методичний аналіз сучасних педагогічних технологій як засобу персоналізації історичної освіти в умовах адаптивного навчання. Обґрунтовано актуальність адаптивного підходу в контексті трансформації освітнього процесу, реалізації концепції Нової української школи та посилення ролі особистісно орієнтованого й компетентнісного навчання. Визначено сутність адаптивного навчання та розкрито його значення у забезпеченні гнучкої організації навчально-пізнавальної діяльності учнів з урахуванням їхніх індивідуальних освітніх потреб, рівня підготовки, навчального темпу, пізнавальних інтересів і можливостей.

Охарактеризовано дидактичні можливості сучасних педагогічних технологій у навчанні історії, зокрема інтерактивних, ігрових, дискусійних, проєктних і цифрових технологій. Висвітлено педагогічні можливості кооперативного навчання, симуляцій та імітаційних ігор, навчальних дискусій і проєктної діяльності у контексті персоналізації історичної освіти та розвитку критичного мислення, комунікативних умінь, навичок співпраці й самостійної пізнавальної діяльності учнів.

Особливу увагу приділено цифровим технологіям та онлайн-ресурсам як важливому засобу реалізації адаптивного підходу в історичній освіті. Проаналізовано дидактичні можливості освітніх платформ, інтерактивних сервісів, цифрових карт, хронологічних стрічок і мультимедійних ресурсів у процесі навчання історії. Доведено, що використання цифрових технологій сприяє диференціації навчальних завдань, організації індивідуальних освітніх маршрутів, формувальному оцінюванню, моніторингу навчальних досягнень та педагогічному супроводу учнів.

Обґрунтовано, що персоналізація історичної освіти в умовах адаптивного навчання ґрунтується на комплексному поєднанні різних педагогічних технологій, дидактична взаємодія яких забезпечує перехід від

репродуктивної моделі навчання до особистісно орієнтованої та компетентнісної історичної освіти. Визначено роль учителя як фасилітатора, консультанта та координатора індивідуальної освітньої траєкторії учня.

Ключові слова: адаптивне навчання, персоналізація освіти, історична освіта, інтерактивні технології, проєктне навчання, цифрові технології, онлайн-ресурси, індивідуальна освітня траєкторія, компетентнісний підхід.

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TECHNOLOGIES FOR THE PERSONALIZATION OF HISTORY EDUCATION IN THE CONTEXT OF ADAPTIVE LEARNING

Abstract. The article presents a theoretical and methodological analysis of modern pedagogical technologies as a means of personalizing history education in the context of adaptive learning. The relevance of the adaptive approach is substantiated in the context of educational transformation, implementation of the New Ukrainian School concept, and the growing importance of learner-centered and competency-based education. The essence of adaptive learning is defined, and its significance in ensuring the flexible organization of students' cognitive and learning activities, taking into account their individual educational needs, level of preparation, learning pace, cognitive interests, and abilities, is revealed.

The didactic possibilities of modern pedagogical technologies in history teaching are characterized, including interactive, game-based, discussion-based, project-based, and digital technologies.

The pedagogical possibilities of cooperative learning, simulations and role-playing games, educational discussions, and project activities are highlighted in the context of personalizing history education and developing students' critical thinking, communication skills, collaboration skills, and independent cognitive activity.

Special attention is paid to digital technologies and online resources as important means of implementing the adaptive approach in history education. The didactic possibilities of educational platforms, interactive services, digital maps, timelines, and multimedia resources in the process of teaching history are analyzed. It is proved that the use of digital technologies contributes to the differentiation of learning tasks, the organization of individual educational pathways, formative assessment, monitoring of students' academic achievements, and pedagogical support.

It is substantiated that the personalization of history education in the context of adaptive learning is based on the integrated combination of various pedagogical technologies, whose didactic interaction ensures the transition from a reproductive learning model to learner-centered and competency-based history education. The role of the teacher as a facilitator, consultant, and coordinator of the student's individual educational trajectory is determined.

Keywords: adaptive learning, personalization of education, history education, interactive technologies, project-based learning, digital technologies, online resources, individual educational trajectory, competency-based approach.

Постановка проблеми. Сучасний етап розвитку освіти характеризується активною трансформацією підходів до організації навчального процесу, зумовленою потребою переходу від стандартизованої моделі навчання до особистісно орієнтованої та компетентнісної освіти. У контексті реалізації концепції Нової української школи особливої актуальності набуває проблема забезпечення індивідуалізації та персоналізації навчання, створення умов для розвитку пізнавальної активності, самостійності та творчого потенціалу учнів. У зв'язку з цим важливого значення набуває впровадження педагогічних технологій і цифрових інструментів, що забезпечують реалізацію принципів адаптивного навчання та спрямовані на врахування індивідуальних освітніх потреб, навчальних можливостей, пізнавальних інтересів і темпу засвоєння навчального матеріалу кожним учнем.

Проблема адаптивного навчання є особливо актуальною для історичної освіти, оскільки навчання історії передбачає не лише засвоєння значного обсягу фактологічного матеріалу, а й розвиток критичного мислення, умінь аналізувати історичні джерела, встановлювати причинно-наслідкові зв'язки, формулювати аргументовані судження та здійснювати самостійну пізнавальну діяльність. Водночас сучасний освітній процес характеризується значною різнорідністю учнівських колективів за рівнем підготовки, навчальної мотивації, пізнавальних можливостей та індивідуальних освітніх потреб, що потребує гнучкої організації навчально-пізнавальної діяльності школярів. У цьому контексті адаптивне навчання доцільно розглядати як підхід до організації освітнього процесу, спрямований на врахування індивідуальних освітніх потреб, навчальних можливостей, пізнавальних інтересів і темпу навчальної діяльності учнів шляхом варіювання змісту, методів, форм і засобів навчання.

Важливу роль у реалізації адаптивного підходу відіграють сучасні педагогічні технології, зокрема інтерактивні, проєктні та цифрові. Саме ці групи технологій створюють умови для диференціації навчальних завдань,

організації різних форм пізнавальної взаємодії, забезпечення варіативності способів подання навчального матеріалу та побудови індивідуальних освітніх траєкторій учнів. Використання цифрових платформ, інтерактивних сервісів, мультимедійних ресурсів і засобів навчальної аналітики дозволяє здійснювати моніторинг навчальних досягнень школярів, оперативно коригувати освітній процес та забезпечувати своєчасну педагогічну підтримку.

Водночас ефективність реалізації адаптивного підходу в історичній освіті залежить не лише від використання окремих цифрових ресурсів чи педагогічних технологій, а й від здатності вчителя інтегрувати різні форми та методи навчання, забезпечувати варіативність навчально-пізнавальної діяльності учнів і створювати умови для персоналізації освітнього процесу.

Це зумовлює необхідність теоретичного осмислення дидактичних можливостей сучасних педагогічних технологій та визначення їхньої ролі у процесі персоналізації історичної освіти.

Аналіз останніх досліджень і публікацій. Проблема адаптивного навчання в сучасній педагогічній науці є предметом дослідження як вітчизняних, так і зарубіжних учених. У контексті освітніх трансформацій, цифровізації освіти та поширення особистісно орієнтованого підходу дослідники зосереджують увагу на питаннях персоналізації навчання, використання цифрових технологій, організації індивідуальних освітніх траєкторій та педагогічного супроводу здобувачів освіти.

Теоретико-методологічні засади адаптивного навчання висвітлено у монографії В. Бондаря, І. Шапошнікової, Т. Опалюк, Т. Франчук «Адаптивне навчання студентів професії вчителя: теорія і практика», у якій адаптивне навчання розглядається як система гнучкої організації освітнього процесу з урахуванням індивідуальних особливостей здобувачів освіти. Питання адаптивного навчання як чинника оптимізації освітнього процесу та підвищення ефективності навчально-пізнавальної діяльності здобувачів освіти аналізують М. Василик, Н. Мельник, О. Притуля, І. Червінська та ін.

Проблеми використання цифрових платформ та інформаційно-комунікаційних технологій у системі адаптивного навчання досліджують О. Шелевер, Л. Капітан, О. Коновалов, які обґрунтовують можливості цифрових ресурсів у забезпеченні персоналізації освітнього процесу, моніторингу навчальних досягнень та організації індивідуальної освітньої траєкторії учнів.

У працях Л. Гачак-Величко, А. Мельник, О. Папач, О. Горожанкіної, Г. Різак розглядаються можливості використання штучного інтелекту в освітньому середовищі та його вплив на реалізацію диференційованого й адаптивного підходів у навчанні.

Окремий напрям досліджень пов'язаний із проблемами формувального оцінювання, моніторингу навчальних досягнень та розвитку критичного мислення здобувачів освіти. Зокрема, І. Процюк, Р. Козаченко, О. Сокур розкривають можливості формувального оцінювання в організації гуманітарної освіти, а О. Усата, І. Блохіна, В. Гаврик аналізують адаптацію освітніх інновацій для розвитку критичного мислення здобувачів освіти в контексті дослідницької діяльності.

У зарубіжній педагогічній науці проблема адаптивного та персоналізованого навчання також набула широкого висвітлення. У дослідженнях H. Peng, S. Ma, J. Spector, D. Taylor, M. Yeung та інших учених адаптивне навчання розглядається як педагогічний підхід, що реалізується завдяки використанню цифрового освітнього середовища та навчальної аналітики. H. Khosravi, S. Sadiq, D. Gasevic досліджують питання розроблення та впровадження адаптивних навчальних систем, а I. Gligorea, M. Cioca та інші науковці аналізують можливості використання штучного інтелекту в системі e-learning і персоналізованого навчання.

Для дослідження важливими є також аналітичні матеріали OECD та Європейської Комісії, присвячені цифровій трансформації освіти, розвитку цифрових компетентностей педагогів і формуванню цифрового освітнього середовища. У документах *OECD Digital Education Outlook 2023*, *Education Policy Outlook 2024* та *European Framework for the Digital Competence of Educators (DigCompEdu)* обґрунтовується необхідність інтеграції цифрових технологій у систему сучасної освіти та підкреслюється роль персоналізованого навчання у формуванні ключових компетентностей здобувачів освіти.

Попри наявність значної кількості наукових праць, питання використання сучасних педагогічних технологій у процесі персоналізації історичної освіти в умовах адаптивного навчання залишається недостатньо висвітленим. Подальшого наукового осмислення потребують можливості інтеграції інтерактивних, ігрових, проєктних і цифрових технологій у систему адаптивного навчання історії та їх роль у забезпеченні гнучкої організації навчально-пізнавальної діяльності учнів.

Мета статті полягає у теоретико-методичному обґрунтуванні сучасних педагогічних технологій як засобу персоналізації історичної освіти в умовах адаптивного навчання, визначенні їхніх дидактичних можливостей та характеристиці особливостей використання інтерактивних, ігрових, проєктних і цифрових технологій у процесі організації навчально-пізнавальної діяльності учнів.

Виклад основного матеріалу. Адаптивне навчання в сучасній педагогічній науці розглядається як підхід до організації освітнього

процесу, спрямований на врахування індивідуальних освітніх потреб, пізнавальних можливостей, навчального темпу та рівня підготовки учнів шляхом варіювання змісту, методів, форм і засобів навчання. У контексті історичної освіти реалізація адаптивного підходу пов'язана з необхідністю подолання традиційної стандартизованої моделі навчання, орієнтованої на «середнього учня», та переходом до особистісно орієнтованої й компетентнісної організації навчально-пізнавальної діяльності школярів [1].

Сутність адаптивного навчання полягає у здатності освітнього середовища змінювати зміст, рівень складності, способи подання навчального матеріалу та форми організації навчальної діяльності відповідно до результатів навчання учнів, їхніх пізнавальних потреб і навчальних можливостей [2, с. 187; с. 3, с. 35; 4]. Важливу роль у цьому процесі відіграє поєднання педагогічних і цифрових інструментів, що забезпечують моніторинг навчального прогресу школярів, аналіз їхніх освітніх досягнень та оперативне коригування освітнього процесу. Однією з ключових ознак адаптивного навчання є його спрямованість на персоналізацію освіти. Адаптивне освітнє середовище враховує не лише рівень знань учня, а й особливості сприйняття інформації, навчальний стиль, рівень мотивації та характер взаємодії з навчальним контентом. У процесі навчання учні можуть отримувати варіативні завдання, додаткові пояснення, підказки або різні формати подання навчального матеріалу залежно від індивідуальних освітніх потреб [5, с. 171-172].

Реалізація адаптивного підходу в історичній освіті потребує використання сучасних педагогічних технологій, які забезпечують варіативність змісту, форм і способів організації навчально-пізнавальної діяльності учнів. У практиці навчання історії для цього доцільно використовувати інтерактивні, проєктні та цифрові технології, оскільки саме вони створюють умови для диференціації навчальних завдань, організації різних форм пізнавальної взаємодії, індивідуалізації навчальної діяльності та побудови індивідуальних освітніх траєкторій учнів. Їх поєднання дозволяє вчителю гнучко реагувати на освітні потреби школярів, варіювати рівень складності навчальних завдань, способи подання інформації та рівень педагогічної підтримки.

Провідне місце в умовах адаптивного навчання посідають інтерактивні технології, оскільки вони ґрунтуються на активній взаємодії учасників освітнього процесу та створюють умови для залучення учнів до спільної навчально-пізнавальної діяльності. До інтерактивних технологій у навчанні історії відносимо кооперативне навчання, дискусійні методи, рольові та імітаційні ігри, симуляції, ситуативне моделювання. Їх об'єднує спільна дидактична основа – організація навчання через взаємодію, співпрацю,

обмін думками, спільне розв'язання проблемних завдань та активне залучення учнів до процесу конструювання знань[6, с. 39-40].

Дидактичні можливості інтерактивних технологій виявляються насамперед у здатності організовувати різнорівневу навчальну взаємодію, забезпечувати диференціацію навчальних завдань та створювати умови для співпраці учнів відповідно до їхніх індивідуальних освітніх потреб і навчальних можливостей. У процесі інтерактивної взаємодії школярі можуть працювати у різному темпі, виконувати різні ролі, обирати способи представлення результатів діяльності та отримувати необхідну педагогічну підтримку. Водночас інтерактивні технології сприяють розвитку критичного мислення, комунікативних умінь, навичок аргументації, співпраці та самостійної пізнавальної діяльності учнів.

Кооперативні форми організації навчальної діяльності сприяють створенню безпечного освітнього середовища, у якому школярі отримують емоційну та інтелектуальну підтримку, мають можливість навчатися у співпраці з однокласниками та поступово долати навчальні труднощі. Робота в парах і малих групах забезпечує позитивну взаємозалежність між учасниками освітнього процесу, коли результат діяльності окремого учня пов'язаний із результатами роботи всієї групи. Водночас учитель може варіювати склад груп, рівень складності навчальних завдань, способи їх виконання та форми представлення результатів відповідно до освітніх потреб і навчальних можливостей школярів.

Різновидом інтерактивних технологій є ігрові технології, зокрема симуляції та імітаційні ігри, що ґрунтуються на моделюванні історичних, суспільно-політичних і культурних процесів. Їх використання створює умови для активного залучення учнів до навчально-пізнавальної діяльності, розвитку критичного мислення, навичок прийняття рішень, співпраці та відповідальності за результати власної діяльності.

У процесі ігрового моделювання школярі можуть самостійно обирати ролі, аналізувати проблемні ситуації, висувати припущення щодо розвитку подій та аргументовано презентувати власну позицію. Водночас учні відтворюють у спрощеному вигляді діяльність суспільних інститутів, механізми ухвалення рішень та історичні процеси. Це можуть бути парламентські дебати, дипломатичні переговори, судові слухання, засідання органів влади, історичні реконструкції тощо.

Використання таких форм роботи дозволяє глибше зрозуміти причинно-наслідкові зв'язки історичних подій, розвиває навички критичного аналізу суспільних процесів, аргументації та співпраці. Водночас учитель може варіювати рівень складності завдань, обсяг і характер навчальної інформації, способи участі школярів у спільній діяльності та

рівень педагогічної підтримки відповідно до їхніх освітніх потреб, навчальних можливостей, комунікативних здібностей і пізнавальних інтересів.

Ефективним засобом персоналізації історичної освіти є навчальні дискусії. Організовані під час уроку, вони створюють умови для активної пізнавальної взаємодії учнів, розвитку критичного мислення, формування вміння аргументувати власну позицію та аналізувати різні точки зору щодо історичних подій і процесів. Дискусія як організоване обговорення проблемного або суперечливого питання сприяє не лише поглибленню історичних знань, а й розвитку культури демократичного спілкування, навичок співпраці та толерантного ставлення до альтернативних поглядів.

У межах дискусійної діяльності вчитель може варіювати рівень складності проблемних питань, форми участі школярів у навчальній взаємодії та способи організації обговорення відповідно до освітніх потреб, рівня підготовки й комунікативних здібностей учнів. Школярі можуть виконувати ролі доповідачів, експертів, модераторів, аналітиків або спостерігачів, що забезпечує диференційовану участь учнів у навчально-пізнавальній діяльності та створює умови для активного залучення кожного школяра до освітнього процесу.

Окреме місце у системі адаптивного навчання історії посідає проєктна технологія навчання. У порівнянні з інтерактивними технологіями, вона орієнтована на організацію тривалої навчально-пізнавальної взаємодії між учнями та вчителем, що забезпечує більш глибоку індивідуалізацію освітнього процесу, розвиток дослідницьких умінь, пізнавальної самостійності та побудову індивідуальної освітньої траєкторії школярів. У процесі виконання навчальних проєктів учні можуть самостійно обирати тематику дослідження, джерела інформації, способи опрацювання матеріалу, формат представлення результатів та рівень складності поставлених завдань. Така організація навчання сприяє активному залученню школярів до процесу конструювання власного освітнього досвіду та врахуванню їхніх пізнавальних інтересів і навчальних можливостей.

Слід зазначити, що у зарубіжних дослідженнях [7–11] адаптивне навчання переважно розглядається у контексті електронного та цифрового навчання, у центрі якого перебуває здобувач освіти з його індивідуальними освітніми потребами, навчальними можливостями, пізнавальними інтересами та особливостями навчальної діяльності. На думку англійських дослідників, адаптивність є способом побудови системи навчання, що моделює інтереси та освітні потреби користувача й забезпечує адаптацію навчального контенту відповідно до його індивідуальних характеристик [7]. У межах такого підходу адаптивна система навчання розглядається як система, здатна змінювати структуру, зміст і способи подання навчального матеріалу відповідно до індивідуальних особливостей здобувача освіти.

Функціонування адаптивних систем ґрунтується на так званій «моделі здобувача», відповідно до якої здійснюється добір змісту навчання, рівня складності завдань, способів подання інформації та форм організації навчальної діяльності. У процесі навчання така модель постійно уточнюється й коригується на основі аналізу результатів навчальної діяльності учня та особливостей його взаємодії з цифровим освітнім середовищем [8].

У зв'язку з цим особливого значення в системі адаптивного навчання набувають цифрові технології та засоби навчальної аналітики. Адаптивні цифрові платформи дозволяють у режимі реального часу збирати й аналізувати інформацію про навчальну діяльність учнів, визначати рівень їхньої навчальної активності, успішності та труднощів у засвоєнні навчального матеріалу. Це створює можливості для оперативного коригування освітнього процесу, диференціації навчальних завдань та організації індивідуалізованої педагогічної підтримки школярів.

Водночас ефективність адаптивного навчання залежить не лише від використання цифрових ресурсів, а й від педагогічної доцільності організації освітнього процесу, здатності вчителя інтегрувати різні педагогічні технології, забезпечувати варіативність змісту, методів і форм навчальної діяльності учнів. Саме тому адаптивне навчання доцільно розглядати як комплексну дидактичну систему, спрямовану на забезпечення гнучкої, варіативної та особистісно орієнтованої організації історичної освіти.

При вивченні історії у закладах загальної середньої освіти ефективним засобом реалізації адаптивного підходу є використання різних типів онлайн-ресурсів. Важливе місце серед них посідають освітні платформи, зокрема Google Classroom, Microsoft Teams та Edmodo, які забезпечують організацію дистанційного навчання, взаємодію між учителем і учнями, розміщення навчальних матеріалів та моніторинг навчальних досягнень школярів. Важливою перевагою таких платформ є можливість організовувати індивідуальні освітні маршрути, диференціювати навчальні завдання, здійснювати оперативний контроль результатів навчання та забезпечувати постійний зворотний зв'язок між учасниками освітнього процесу. Крім того, освітні платформи дозволяють учням працювати у власному темпі, повторно опрацьовувати навчальний матеріал і використовувати додаткові ресурси відповідно до власних освітніх потреб..

Широкі можливості для персоналізації навчання забезпечують інтерактивні сервіси для створення навчального контенту, зокрема LearningApps, Wordwall, Genially, Canva, Quizizz та Kahoot!. Їх використання дозволяє створювати інтерактивні вправи, вікторини, дидактичні ігри, візуальні матеріали та різнорівневі завдання відповідно до

освітніх потреб і навчальних можливостей учнів. Дидактичні можливості таких ресурсів полягають у здатності варіювати рівень складності навчальних завдань, способи подання інформації та форми взаємодії учнів із навчальним матеріалом. Водночас інтерактивні сервіси забезпечують оперативний зворотний зв'язок, створюють умови для індивідуалізації навчальної діяльності та дозволяють організовувати навчання у власному темпі. Їх використання також сприяє підвищенню навчальної мотивації школярів, розвитку пізнавальної самостійності та активізації навчально-пізнавальної діяльності учнів.

Ефективним засобом візуалізації історичного матеріалу в умовах адаптивного навчання є цифрові карти, хронологічні стрічки та візуальні інструменти, зокрема Google Earth, TimelineJS та TimeMaps. Такі ресурси сприяють візуалізації історичних подій і процесів, розвитку просторового та хронологічного мислення учнів, формуванню вмінь аналізувати історичні карти, порівнювати історичні явища та встановлювати причинно-наслідкові зв'язки. Їх важливою перевагою є можливість поєднання різних способів подання історичного матеріалу — текстових, візуальних, аудіовізуальних та інтерактивних, що дозволяє враховувати індивідуальні особливості сприйняття інформації школярами. Крім того, використання цифрових карт і хронологічних стрічок створює умови для самостійного дослідження історичних процесів та організації навчання у власному темпі.

Педагогічні можливості онлайн-ресурсів у навчанні історії є надзвичайно широкими. Насамперед цифрові інструменти забезпечують візуалізацію історичного матеріалу через використання інтерактивних карт, схем, інфографіки, відеофрагментів, віртуальних музеїв та цифрових історичних реконструкцій. Це сприяє підвищенню пізнавального інтересу учнів і полегшує сприйняття складних історичних процесів та явищ. Водночас цифрова візуалізація створює умови для добору різних форматів подання навчального матеріалу відповідно до пізнавальних потреб і навчальних стилів школярів.

Крім того, цифрові ресурси створюють сприятливі умови для організації дослідницької та проєктної діяльності школярів. Використання електронних архівів, цифрових бібліотек, онлайн-документів, сервісів спільної роботи та мультимедійних платформ дозволяє учням самостійно здійснювати пошук, аналіз і систематизацію історичної інформації, формувати навички роботи з джерелами та презентувати результати власної діяльності. Такі ресурси забезпечують можливість індивідуалізації дослідницьких завдань, варіювання рівня їхньої складності та вибору способів представлення результатів роботи відповідно до освітніх можливостей учнів.

Висновок. Отже, використання цифрових ресурсів у поєднанні з інтерактивними та проєктними технологіями навчання створює умови для реалізації адаптивного підходу в історичній освіті. Адаптивне навчання історії ґрунтується не на використанні окремої педагогічної технології, а на комплексному поєднанні різних форм організації освітнього процесу. Їх інтеграція забезпечує гнучке проєктування навчально-пізнавальної діяльності учнів, варіативність змісту, форм і способів навчання, а також дозволяє враховувати індивідуальні освітні потреби, рівень підготовки, пізнавальні інтереси та навчальний темп школярів.

Водночас дидактична синергія сучасних технологій сприяє переходу від переважно репродуктивної моделі навчання до особистісно орієнтованої та компетентнісної історичної освіти. У таких умовах учитель виступає не лише транслятором знань, а фасилітатором, консультантом і координатором індивідуальної освітньої траєкторії учня, забезпечуючи педагогічну підтримку, навчальну взаємодію та розвиток самостійної пізнавальної діяльності школярів.

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ІНТЕГРОВАНА МОДЕЛЬ ПРОФЕСІЙНОЇ АНГЛОМОВНОЇ ПІДГОТОВКИ ОФІЦЕРІВ: ДОСВІД ТЕРМІНОЛОГІЧНО ОРІЄНТОВАНОГО НАВЧАННЯ У НЕМОВНИХ ЗВО

Анотація. У статті здійснюється комплексний аналіз теоретико-практичних засад формування професійно орієнтованої англомовної компетентності майбутніх офіцерів в умовах навчання у немовних закладах вищої освіти. Актуальність дослідження зумовлена нагальною потребою адаптації системи військової освіти в Україні в контексті стратегічного курсу на інтеграцію до Північноатлантичного альянсу. Зазначається, що володіння англійською мовою трансформується з базового освітнього компонента у критично важливий елемент бойової спроможності та головний інструмент досягнення взаємосумісності підрозділів Збройних Сил України з військовими формуваннями країн НАТО.

Авторами акцентується увага на розробці та впровадженні інноваційної інтегрованої моделі навчання, що базується на синергії термінологічної орієнтованості, передових цифрових ресурсів та комунікативно-когнітивного підходу. Доведено, що специфіка професійної діяльності офіцерського складу вимагає відходу від традиційних методик викладання. Запропонована модель передбачає глибоке занурення у спеціалізований військовий дискурс, роботу з автентичними регламентуючими документами та статутами.

Особливу увагу приділено дидактичному потенціалу сучасних цифрових платформ, які дозволяють моделювати реальні комунікативні ситуації під час виконання тактичних завдань чи міжнародних навчань. З'ясовано, що використання інтерактивних технологій суттєво підвищує мотивацію здобувачів освіти та сприяє подоланню когнітивних і психологічних бар'єрів.

Обґрунтовано, що впровадження цієї моделі в освітній процес гарантує якісне формування іншомовної компетентності, необхідної для ефективного лідерства, стратегічної комунікації та оперативного прийняття рішень у багатонаціональному середовищі згідно з міжнародними мовними стандартами (зокрема STANAG 6001).

Ключові слова: професійно орієнтована англомовна компетентність, військові ЗВО, комунікативно-когнітивний підхід, термінологічна орієнтованість, цифрові освітні ресурси, стандарти НАТО, STANAG 6001, взаємосумісність ЗСУ.

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INTEGRATED MODEL OF PROFESSIONAL ENGLISH LANGUAGE TRAINING FOR OFFICERS: EXPERIENCE OF TERMINOLOGY-ORIENTED INSTRUCTION IN NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS

Abstract. The article provides a comprehensive analysis of the theoretical and practical foundations for developing professionally oriented English language competence among future officers in the context of education at non-linguistic higher education institutions. The relevance of the study is determined by the urgent need to adapt the military education system in Ukraine within the framework of the country's strategic course toward integration into the North Atlantic Alliance. It is emphasized that English language proficiency is transforming from a basic educational component into a critically important element of combat capability and a key instrument for achieving interoperability between units of the Armed Forces of Ukraine and the military formations of NATO member states.

The authors focus on the development and implementation of an innovative integrated instructional model based on the synergy of terminology-oriented learning, advanced digital resources, and a communicative-cognitive approach. It is demonstrated that the specific nature of officers' professional activities requires moving beyond traditional teaching methodologies. The proposed model involves

deep immersion into specialized military discourse, as well as work with authentic regulatory documents and military statutes.

Special attention is paid to the didactic potential of modern digital platforms, which make it possible to simulate real communicative situations during tactical tasks and international military exercises. It is established that the use of interactive technologies significantly increases learners' motivation and contributes to overcoming cognitive and psychological barriers.

The study substantiates that implementing this model in the educational process ensures high-quality development of foreign language competence necessary for effective leadership, strategic communication, and operational decision-making in a multinational environment in accordance with international language standards (particularly STANAG 6001).

Keywords: professionally oriented English language competence, military higher education institutions, communicative-cognitive approach, terminology-oriented instruction, digital educational resources, NATO standards, STANAG 6001, interoperability of the Armed Forces of Ukraine.

Постановка проблеми. В умовах воєнного стану та стратегічного курсу України на повноцінну інтеграцію до Північноатлантичного альянсу докорінно змінилася парадигма професійної підготовки офіцерських кадрів Збройних Сил України. Володіння англійською мовою остаточно трансформувалося з факультативної навички загальної освіченості у критично важливу складову бойової спроможності та головний інструмент забезпечення взаємосумісності українських підрозділів із військовими формуваннями країн НАТО [5, 22]. Сучасне бойове середовище вимагає від офіцера здатності оперативно опрацьовувати автентичну документацію, працювати із зарубіжним озброєнням та здійснювати безбар'єрну тактичну й стратегічну комунікацію [10, 11].

Водночас аналіз практики іншомовної підготовки у вищих військових навчальних закладах (які належать до категорії немовних ЗВО) виявляє низку гострих суперечностей. З одного боку, існує жорсткий суспільний та військовий запит на офіцерів, здатних ефективно діяти в багатонаціональному середовищі та вільно оперувати стандартизованою військовою термінологією (відповідно до вимог STANAG 6001) [12]. З іншого — традиційні, неспеціалізовані підходи до викладання англійської мови виявляються малоефективними для швидкої адаптації слухачів курсу до специфіки англомовного військового дискурсу [19].

В умовах інтенсивного фахового навантаження здобувачі немовних ЗВО часто стикаються з психологічними та когнітивними бар'єрами під час засвоєння об'ємних масивів вузькоспеціалізованої номенклатури. Це

актуалізує потребу відмови від загальномовних траєкторій на користь професійно спрямованих підходів. Очевидним стає дефіцит дієвих методик, які б органічно поєднували фаховий військовий контекст, комунікативні завдання та сучасні цифрові інструменти [20]. Відтак, наукове обґрунтування та розробка цілісної інтегрованої моделі професійної англомовної підготовки, побудованої на засадах термінологічно орієнтованого навчання, постає як нагальна, своєчасна і до кінця не вирішена науково-педагогічна проблема.

Аналіз останніх досліджень і публікацій. Проблема іншомовної підготовки військових фахівців та формування їхньої професійної комунікативної компетенції перебуває в центрі постійної уваги науковців, чиї праці широко представлені у провідних наукометричних базах. Аналіз сучасного наукового дискурсу засвідчує, що загальнотеоретичні засади фахової підготовки офіцерів та розвитку їхньої англомовної компетентності у немовних ЗВО висвітлено в дослідженнях О. Маслія [17], Є. Орлова [18], а також Н. Ткаченко й Р. Назирова [21]. Стратегічний вектор організації мовного навчання українських військовослужбовців задля забезпечення взаємосумісності та успішної інтеграції України в НАТО ґрунтовно проаналізовано О. Турмисом [22].

Окремий масив публікацій присвячено дидактичним та психолого-педагогічним аспектам освітнього процесу. Проблеми адаптації курсантів до специфіки англомовної військової комунікації розкрито у розвідках І. Рой та Г. Закрасіної [19], натомість потенціал мотиваційних чинників у навчанні майбутніх офіцерів досліджено О. Шевчуком [23]. Важливе методологічне підґрунтя для нашої роботи становлять праці, що розкривають механізми формування вузькопрофільних навичок: розвиток аудіювання професійного мовлення (В. Златніков [2]), імплементацію цифрових ресурсів у сфері національної безпеки (В. Романюк [20]), а також педагогічні умови формування іншомовної компетенції та міжкультурної взаємодії у студентів нефілологічних спеціальностей (А. Левицька, М. Юрченко [14, 15, 16]).

Безпосередньо питанням інтенсифікації підготовки, подолання когнітивних бар'єрів та впровадження гнучких освітніх траєкторій для офіцерського складу за стандартами STANAG 6001 присвячено низку попередніх напрацювань автора [6, 8, 9, 12]. Доведено, що цілеспрямоване термінологічне навчання сприяє трансформації англійської мови у дієвий інструмент підвищення бойової спроможності та розвитку стратегічного лідерства в умовах воєнного стану [3, 5, 10, 11].

Виділення не вирішених раніше частин загальної проблеми. Попри значний обсяг наукових розвідок та безперечну цінність отриманих

результатів, проблема створення єдиного алгоритму навчання військової англійської мови залишається відкритою. Більшість досліджень фокусується або на загальнокомунікативних аспектах іноземної мови, або виключно на специфіці військового перекладу чи психології курсантів. Поза достатньою увагою дослідників залишається розробка універсальної та цілісної моделі навчання, яка б органічно об'єднувала термінологічний фокус із комунікативно-когнітивним підходом та сучасними цифровими інструментами в єдиний освітній конструкт для немовних ЗВО.

Метою цієї статті є теоретичне обґрунтування, розробка та аналіз ефективності інтегрованої моделі професійної англомовної підготовки майбутніх офіцерів, що базується на принципах термінологічно орієнтованого навчання у системі немовних закладів вищої освіти.

Виклад основного матеріалу: Сучасна військова парадигма диктує нові вимоги до професіограми офіцера Збройних Сил України. В умовах інтенсивної співпраці з країнами-партнерами та освоєння новітніх зразків озброєння, володіння англійською мовою стає невід'ємною складовою бойової спроможності та запорукою оперативної взаємосумісності [5, 13]. Практичний досвід підготовки військовослужбовців у немовних закладах вищої освіти (ЗВО) доводить, що традиційні підходи до викладання іноземної мови, орієнтовані на загальнокомунікативні теми, не здатні забезпечити швидкого та якісного формування фахової лінгвістичної готовності. Це зумовлює необхідність імплементації інтегрованої моделі навчання, стрижнем якої виступає термінологічна орієнтованість [12].

Запропонована нами інтегрована модель професійної англомовної підготовки являє собою складний багатокомпонентний дидактичний конструкт, що функціонує на засадах синергії та об'єднує три взаємопов'язані блоки: ***когнітивно-термінологічний, комунікативно-діяльнісний та цифрово-інноваційний.*** Архітектура моделі розроблена з жорсткою прив'язкою до специфічних дескрипторів мовних рівнів за стандартом НАТО STANAG 6001 і спрямована на забезпечення плавного, методично керованого переходу від тактичного рівня комунікації до оперативного управління та стратегічного лідерства [11, 12].

На практиці цей перехід реалізується через поетапне ускладнення комунікативних інтенцій та обсягів фахового матеріалу. Наприклад, на початковому етапі підготовки, що корелює з рівнем STANAG Level 1 (Survival), робота фокусується на жорсткій стандартизації мовлення та автоматизації навичок передачі формалізованих повідомлень (таких як формати SALUTE, 9-Line MEDEVAC, UXO report). Це вимагає первинного засвоєння вузькоспеціалізованого лексичного мінімуму. Потужним інструментом на цьому етапі є створення та імплементація в освітній процес

комплексних двомовних глосаріїв (зокрема, розширених довідників обсягом 50–60 сторінок, які детально класифікують сучасну військово-морську, артилерійську чи загальновійськову термінологію). Такі ресурси слугують базою для формування єдиного понятійного апарату слухачів і усунення семантичної неоднозначності [3, 17].

З просуванням до вищих рівнів (STANAG Level 2 — Functional та Level 3 — Professional) модель передбачає перехід від репродуктивної діяльності до глибокої аналітичної роботи. Здобувачі освіти починають працювати з автентичною регламентуючою документацією: аналізують бойові накази (Operation Orders — OPORD), розробляють плани місій, проводять командні брифінги та вчаться аргументувати тактичні рішення у змодельованих багатонаціональних штабах [10].

Дані практичної апробації цієї моделі, зокрема в умовах повноцінних фундаментальних програм підготовки (спеціалізованих курсів обсягом 600 годин, що відповідає 20 кредитам ЄКТС), підтверджують її надзвичайно високу валідність. Системне й тривале застосування цільових термінологічних матриць у поєднанні з регулярною симуляцією реальних бойових сценаріїв дозволяє не лише підвищити швидкість і точність англомовного радіообміну на 35–40 % порівняно з традиційними загальномовними методиками, але й закріпити ці навички на рівні стійкого автоматизму [9, 21].

Такий ґрунтовний і тривалий формат навчання поступово адаптує когнітивне навантаження та формує глибоку професійну культуру офіцера, здатного оперативно приймати рішення у кризових ситуаціях спільно з іноземними партнерами [4, 5].

Когнітивно-термінологічний блок виступає несучим каркасом усієї моделі. Хоча загальний обсяг годин є значним, специфіка немовного ЗВО вимагає жорсткої професійної релевантності кожного заняття: навчальний час не витрачається на загальнопобутові теми, а одразу спрямовується на занурення у фаховий дискурс.

Спеціалізована військова лексика, багатокомпонентні абревіатури (наприклад, SITREP, MEDEVAC, ROE, UXO) та стандартизовані процедурні фрази (Voice Procedure, зокрема правила ведення радіообміну) вивчаються не ізольовано, а як концептуальні матриці в межах конкретних тактичних ситуацій.

Як показує практичний досвід формування термінологічних навичок, надзвичайно ефективним є застосування методу глосаризації та концептуального аналізу. Робота з подібними об'ємними інструментами дозволяє здобувачам не просто механічно запам'ятовувати слова, а глибоко розуміти семантику та прагматику терміна в контексті його бойового застосування.

У масштабах 600-годинного курсу такий системний підхід забезпечує якісне засвоєння значних масивів професійної номенклатури (понад 2500–3000 лексичних одиниць) без ефекту когнітивного перевантаження. Зрештою, це критично мінімізує ризики комунікативних збоїв та фатальних непорозумінь під час виконання реальних бойових завдань у взаємодії з іноземними підрозділами. Крім того, це суттєво пришвидшує психологічну й лінгвістичну адаптацію здобувачів вищої освіти (загалом у структурі ЗВО, як курсантів, так і слухачів офіцерських курсів) до англомовного військового середовища [19].

Комунікативно-діяльнісний блок забезпечує трансформацію пасивних термінологічних знань у стійкі, автоматизовані комунікативні навички. В умовах повноцінної фундаментальної підготовки нівелюється проблема фрагментарності, часто властива короткостроковим програмам. Такий формат дозволяє досягти максимальної ефективності завдяки системному й тривалому поєднанню комунікативно-когнітивного підходу та методу глибокого занурення в іншомовне професійне середовище [9].

Завдяки значному ресурсу навчального часу освітній процес не обмежується епізодичними тренуваннями, а моделюється як безперервна серія послідовно ускладнюваних професійно орієнтованих кейсів. Здобувачі освіти систематично відпрацьовують алгоритми підготовки та проведення штабних брифінгів за стандартами НАТО, складання бойових наказів (OPORD), ведення тактичного радіообміну, а також здійснюють комплексний аналіз оперативних ситуацій у змодельованих багатонаціональних штабах.

Окрему, фундаментальну увагу в межах розширеного курсу приділено розвитку професійно орієнтованого аудіювання. Здатність миттєво сприймати, декодувати та аналізувати акустичну інформацію у стресових умовах (зокрема при радіоперешкодах) є критично важливою компетенцією для офіцера [2].

Водночас реалізація такої тривалої та інтенсивної програми вимагає чіткого врахування андрагогічних аспектів підготовки. Навчання дорослої сформованої аудиторії неминуче пов'язане з ризиком виникнення когнітивних та психологічних бар’єрів (через втому, попередній негативний досвід вивчення мови чи вікові особливості сприйняття). Їх успішне подолання протягом усього курсу неможливе без застосування гнучких адаптивних методик та забезпечення потужного, багаторівневого мотиваційного підкріплення [6, 23].

Цифрово-інноваційний блок у структурі програми відіграє роль каталізатора, що гарантує безперервність, інтенсифікацію та персоналізацію освітнього процесу. З огляду на значний загальний обсяг навчального

матеріалу, який необхідно засвоїти майбутнім офіцерам, покладатись виключно на аудиторні години є неефективним. Тому глибока інтеграція сучасних цифрових ресурсів, спеціалізованих військових платформ (зокрема, порталу дистанційного навчання НАТО JADL — Joint Advanced Distributed Learning) та локальних систем управління навчанням (LMS, як-от Moodle) стає критичною умовою успішної підготовки. Це дозволяє проєктувати та реалізовувати максимально гнучкі освітні траєкторії, адаптовані під індивідуальний темп різнорівневих груп слухачів у системі національної безпеки та оборони [8, 20].

В умовах тривалого фундаментального курсу цифрове середовище бере на себе левову частку тренувального навантаження, створюючи повноцінний віртуальний простір для асинхронної самостійної роботи здобувачів.

Воно надає потужний інтерактивний інструментарій для автоматизованого відпрацювання складних синтаксичних та граматичних конструкцій, системного поповнення й тестування фахового лексичного запасу, а також для регулярної симуляції тестових форматів оцінювання (CMP/LSU) в умовах жорсткого таймінгу.

Більше того, застосування цифрових інструментів протягом усього навчання докорінно трансформує підходи до контролю якості освіти. Збирання освітньої аналітики (learning analytics) суттєво полегшує безперервний моніторинг індивідуального академічного прогресу кожного курсанта чи слухача. Такий підхід, заснований на об'єктивних даних, дозволяє викладачам оперативно виявляти когнітивні прогалини та своєчасно коригувати цільові навчальні програми, забезпечуючи чітку відповідність кінцевих результатів навчання суворим дескрипторам STANAG 6001 [12].

Невід'ємним компонентом моделі є система валідації результатів. Надійність інструментів оцінювання мовленнєвої компетенції офіцерів безпосередньо залежить від їхньої кореляції з міжнародними вимогами. Розробка внутрішніх тестів, які структурно і змістовно відтворюють екзаменаційні матеріали STANAG 6001, забезпечує об'єктивність контролю та психологічно готує військовослужбовців до сертифікаційних випробувань [7].

Варто зазначити, що успішність реалізації запропонованої моделі залежить не лише від дидактичних інструментів, але й від готовності викладацького складу до міжкультурної взаємодії та постійного професійного розвитку. Досвід свідчить, що педагогічні умови формування комунікативної компетенції, апробовані у підготовці фахівців інших галузей (зокрема медичних спеціалістів), можуть бути успішно

екстрапольовані на військову лінгводидактику за умови відповідної змістової адаптації [14, 15, 16].

Практична апробація запропонованої моделі

Для перевірки ефективності та валідації розробленої інтегрованої моделі в умовах розширеної програми (із загальним обсягом, наближеним до 600 годин) було проведено педагогічний експеримент. У дослідженні взяла участь експериментальна фокус-група, що складалася з 11 військовослужбовців.

Група відзначалася високим ступенем гетерогенності за військовими званнями, віком та професійним досвідом, охоплюючи як офіцерський, так і сержантсько-старшинський склад. До вибірки увійшли 6 офіцерів (підполковник, капітан 2 рангу, майор, старший лейтенант, лейтенант, молодший лейтенант) та 5 представників сержантського і старшинського складу (два головні корабельні старшини, старшина 1 статті, головний старшина, штаб-сержант). Така змішана аудиторія, що об'єднувала представників Військово-Морських Сил та інших видів військ, вимагала від застосування андрагогічних методик для подолання субординаційних та психологічних бар'єрів у навчальному процесі.

Умови проведення експерименту. Навчання тривало 4 місяці у форматі екстремального інтенсиву та повного мовного занурення. Графік передбачав щоденні заняття 6 днів на тиждень по 3 академічні пари (6 годин аудиторної роботи на день). Сумарно це дозволило реалізувати фундаментальний обсяг навчального навантаження за вкрай стислий часовий проміжок.

Вхідні дані. Важливою умовою експерименту було те, що 100% слухачів (всі 11 осіб) на момент початку курсу мали нульовий рівень володіння англійською мовою. Їхня підготовка починалася з базового фонетичного курсу та засвоєння алфавіту, що одразу супроводжувалося паралельним введенням військової номенклатури.

Результати оцінювання. Після завершення 4-місячного курсу слухачі склали стандартизований іспит на визначення рівня мовленнєвої компетентності. Результати засвідчили високу дієвість застосованого дидактичного конструкту:

45,5% групи (5 військовослужбовців) здійснили колосальний когнітивний стрибок, успішно склавши іспит та підтвердивши рівень STANAG 6001 Level 1 (Survival). Це означає здатність самостійно функціонувати в базових тактичних і повсякденних ситуаціях англійською мовою.

54,5% групи (6 військовослужбовців) досягли впевненого перехідного рівня 0+ (Memorized Proficiency). Ці слухачі успішно подолали мовний бар'єр і продемонстрували стійку здатність оперувати завченими

концептуальними матрицями, розуміти стандартні команди та вести шаблонний радіообмін.

Висновки з експерименту. Враховуючи специфіку формування іншомовної компетентності у дорослих (adult learners), досягнення рівня 1 (Survival) за стандартом STANAG 6001 з "абсолютного нуля" всього за 4 місяці є видатним дидактичним результатом. Отримані емпіричні дані переконливо доводять, що інтегрована модель — побудована на жорсткій термінологічній орієнтованості, щоденному інтенсивному комунікативному тренінгу (6 днів на тиждень) та цифровій підтримці — є оптимальним та науково обґрунтованим алгоритмом для екстреної, але якісної мовної підготовки офіцерського та старшинського складу ЗСУ.

Висновки з даного дослідження та перспективи подальших розвідок. Інтегрована модель професійної англомовної підготовки, побудована на засадах термінологічної орієнтованості, довела свою життєздатність та високу ефективність у специфічних умовах немовних військових ЗВО. Синергія когнітивного освоєння термінології, діяльнісного підходу до комунікації та цифрової підтримки дозволяє оптимізувати навчальний час та сформувати у майбутніх офіцерів стійку мовну компетенцію. Запровадження такої моделі безпосередньо сприяє трансформації підготовки офіцерів ЗСУ відповідно до реалій сучасної війни та стратегічних перспектив упровадження стандартів НАТО [10, 22].

Подальші наукові розвідки у цьому напрямі доцільно зосередити на розробці спеціалізованих глосаріїв для окремих родів військ (зокрема Військово-Морських Сил) та дослідженні ефективності технологій віртуальної реальності (VR) для симуляції англомовного тактичного радіообміну в умовах, наближених до бойових.

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МЕТОДИЧНІ ОСОБЛИВОСТІ ВИКОРИСТАННЯ КЕЙС-МЕТОДУ У НАВЧАННІ КУРСАНТІВ-ПРИКОРДОННИКІВ НІМЕЦЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

Анотація. У статті розглядається актуальна проблема модернізації іншомовної підготовки майбутніх офіцерів Державної прикордонної служби України в контексті інтеграції до європейського безпекового простору. Автором обґрунтовано доцільність впровадження кейс-методу як ефективного інструменту формування професійно-орієнтованої іншомовної компетенції курсантів-прикордонників. Основна увага приділяється навчаню німецької мови як засобу вирішення службових завдань у специфічних умовах прикордонного контролю. У роботі запропоновано комплексну класифікацію нестандартних ситуацій на кордоні (юридично-документальних, оперативно-технічних та комунікативно-стресових), що потребують застосування спеціальної німецької термінології. Автор детально описує методичні критерії відбору змісту для навчальних кейсів, наголошуючи на важливості використання автентичних матеріалів.

Особливу наукову цінність становить розроблена структурно-функціональна модель кейса, яка передбачає три обов'язкові етапи: експозицію (аналіз вхідних даних), професійну діагностику (виявлення правопорушення) та вербалізацію результату (прийняття рішення та офіційне звітування). Для підтримки курсантів у процесі розв'язання кейсів запропоновано систему лінгвістичних опор, що складається з фразеологічних кліше для опитування іноземців та функціональних граматичних конструкцій. Автор констатує, що моделювання реальних службових прецедентів у межах кейс-методу забезпечує інтегроване засвоєння прикордонної термінології як засобу розв'язання професійних кейсів, а не як відірваного від контексту масиву знань, тобто паралельно з іншомовною комунікативною компетентністю у майбутніх офіцерів формуються критичне мислення та професійна лабільність. Стаття завершується практичними рекомендаціями для викладачів щодо інтеграції кейс-методу в освітній процес.

Ключові слова: інтерактивне навчання, кейс-метод, німецька мова професійного спрямування, підготовка прикордонників, професійна комунікація.

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METHODOLOGICAL PECULIARITIES OF USING THE CASE METHOD IN TEACHING GERMAN FOR SPECIFIC PURPOSES TO BORDER GUARD CADETS

Abstract. The article addresses the urgent issue of modernizing foreign language training for future officers of the State Border Guard Service of Ukraine within the context of integration into the European security space. The author substantiates the expediency of implementing the case study method as an effective tool for developing the professionally-oriented foreign language competence of border guard cadets. Primary attention is focused on teaching the German language as a means of resolving service-related tasks under the specific conditions of border control. The paper proposes a comprehensive classification of non-standard situations at the border (legal-documentary, operational-technical, and communicative-stressful) that require the application of specialized German terminology.

The author outlines in detail the methodological criteria for selecting content for educational cases, emphasizing the importance of utilizing authentic materials. Of particular scientific value is the developed structural-functional model of a case, which comprises three mandatory stages: exposition (analysis of input data), professional diagnosis (detection of an offense), and verbalization of the result (decision-making and official reporting). To support cadets in the process of resolving cases, a system of linguistic scaffolds is proposed, consisting of phraseological clichés for interviewing foreigners and functional grammatical structures.

The author states that modeling real-life operational precedents within the case study method ensures the integrated acquisition of border terminology as a means of solving professional cases, rather than as a body of knowledge detached from context; meaning that in parallel with foreign language communicative competence, future officers develop critical thinking and professional lability. The article concludes with practical recommendations for educators on integrating the case study method into the educational process.

Keywords: interactive learning, case method, German for specific purposes, border guard training, professional communication.

Постановка проблеми. В умовах євроінтеграції та посилення міжнародної співпраці стратегічного значення набуває удосконалення професійної підготовки майбутніх офіцерів Державної прикордонної служби України. Особливе місце у цьому процесі посідає іншомовна підготовка, зокрема опанування німецької мови професійного спрямування як однієї з ключових мов комунікації в межах Шенгенського простору та взаємодії з агенцією Frontex. Традиційні методи навчання іноземної мови, орієнтовані на академічне вивчення граматичних структур та лексичних одиниць, часто виявляються недостатньо ефективними у реальних умовах несення служби, де від прикордонника вимагається миттєва реакція, здатність до аналізу ризиків та прийняття правомірних рішень у стресових ситуаціях.

Проблема полягає у відсутності достатньої кількості методичних розробок, які б інтегрували професійні навички прикордонного контролю з лінгвістичною компетенцією. Аналіз останніх досліджень свідчить, що найбільш перспективним інструментом подолання цього розриву є кейс-метод. Він дозволяє трансформувати освітній процес із пасивного засвоєння знань у активне моделювання фахової діяльності. Для курсантів-прикордонників кейс-метод стає платформою для відпрацювання алгоритмів дій при виявленні підроблених документів, ідентифікації осіб із нечітким правовим статусом або розв'язання конфліктів під час інтерв'ювання іноземців.

Аналіз останніх досліджень і публікацій. Численні наукові дослідження [1, 2, 3, 4, 5] підтверджують, що інтерактивне навчання за своєю суттю є формою організації пізнавальної діяльності, яка передбачає створення комфортних умов, за яких кожен здобувач освіти відчуває свою успішність та інтелектуальну спроможність. Науковці Козак А. [6], Пометун О., Пироженко Л. [7] та ін. наголошують, що саме інтеракція дозволяє максимально наблизити навчальний процес до реальних умов професійної діяльності.

Деякі дослідження особливо цікаві у контексті наших пошуків методики оптимального використання кейс-методу для іншомовної підготовки курсантів-прикордонників. Праця Ковальової С. [8] зосереджена на специфіці впровадження кейс-технологій у військових закладах вищої освіти, науковиця доводить, що аналіз специфічних військових та тактичних ситуацій іноземною мовою розвиває у курсантів не лише мовленнєві навички, а й аналітичне мислення, необхідне для прийняття рішень у

стресових умовах. Дегтярьова Ю. [9] у своєму дослідженні розкриває алгоритм роботи над кейсом на заняттях з іноземної мови (етап семантизації лексики, етап ознайомлення з фабулою, групова дискусія та презентація рішень), що можна легко накласти на німецьку професійну термінологію. Праця німецького дослідника Кайзера Ф.-Й. [10] повністю присвячена теорії кейс-методу, він дає чіткі інструкції щодо написання фабули кейсу, формулювання суперечливих відкритих запитань та керуваання груповою динамікою в аудиторії. Айсманн Ф. [11] у своєму фундаментальному посібнику з використання кейс-стаді у викладанні німецької мови як іноземної описує методику структурування кейсу, розробку супутніх мовних вправ та оцінювання результатів дискусії. Дослідження Тріма Р. та Гаррісона С. [12] присвячене мовній підготовці військових та прикордонників для міжнародних операцій під егідою НАТО та Frontex, кейс-метод розглядається як ключовий інструмент симуляції транскордонних криз, де мова є інструментом координації. У роботі Магяра М. [13] аналізуються вимоги до знання іноземних мов офіцерами прикордонних відомств у Європі, автор наголошує, що використання інтерактивних кейсів (наприклад, виявлення підроблених документів під час паспортного контролю, опитування мігрантів німецькою чи англійською) є більш ефективним, ніж традиційний переклад текстів.

Метою цієї статті є обґрунтування методичних засад впровадження кейс-методу в освітній процес курсантів-прикордонників, зокрема у викладання німецької мови професійного спрямування, та аналіз типових сценаріїв нестандартних ситуацій на кордоні, що потребують високого рівня іншомовної підготовки для їх успішного вирішення.

Основний текст статті. Досвід викладання іноземної мови, зокрема німецької у вищих військових закладах освіти показує, що основною перешкодою для ефективної професійної комунікації випускників є так званий функціональний розрив – стан, за якого курсант володіє граматичними нормами та базовим лексичним запасом, але неспроможний застосувати їх для вирішення конкретного службового завдання (наприклад, проведення поглибленого огляду транспортного засобу або ідентифікації ознак фальсифікації паспортного документа при усній взаємодії). Впровадження кейс-методу дозволяє нівелювати цей розрив.

У сучасній педагогічній думці [8, 9, 10, 11] виділяють кілька ключових переваг кейс-методу, які є актуальними й для навчання курсантів-прикордонників німецької мови професійного спрямування:

1. Розвиток критичного мислення. Курсант не просто заучує фрази, а аналізує вхідні дані: поведінку іноземця, тип документа, невідповідності у відповідях, юридичні підстави для відмови у в’їзді.

2. Формування термінологічної гнучкості. Робота з кейсом змушує оперувати вузькоспеціалізованою німецькою лексикою в динамічних умовах, що сприяє її кращому запам'ятовуванню.

3. Психологічна готовність. Імітація стресових ситуацій (спроба дачі хабаря, агресивна поведінка особи, мовний бар'єр при виявленні контрабанди) готує майбутнього офіцера до реальних викликів, знижуючи рівень «мовного затиску».

Професійна комунікація офіцера-прикордонника засобами німецької мови є складним багатогранним процесом, що виходить за межі простого лінгвістичного обміну інформацією. Вона інтегрує в собі юридичну суворість, технічну точність та психологічну виваженість. Специфіка такої комунікації зумовлена передусім екстремальністю умов (обмеженість часового ресурсу, висока відповідальність за прийняте рішення) та асиметрією статусів комунікантів, де представник держави виступає носієм владних повноважень, а іноземний громадянин – об'єктом контролю.

Для ефективного впровадження кейс-методу нами було здійснено класифікацію нестандартних ситуацій на кордоні, які потребують високого рівня іншомовної компетенції. Ми виділяємо три основні групи ситуацій:

1. Ситуації юридично-документального аналізу (веріфікаційні кейси). Це найбільш поширена група ситуацій, пов'язана з виявленням невідповідностей у паспортних документах, візах чи дозвільних записах. Нестандартність тут виникає при виявленні ознак часткової або повної підробки документа. Комунікативний виклик полягає у необхідності поставити уточнюючі запитання іноземцю так, щоб не розкрити методику перевірки, але отримати необхідні зізнання. Курсант повинен володіти термінологією для опису захисних елементів (Wasserzeichen, Lasergravur, Kinegramm), а також уміти аргументувати причину затримки особи з посиланням на відповідні параграфи законодавства.

2. Ситуації оперативно-технічного та оглядового характеру (процедурні кейси). До цієї групи належать ситуації поглибленого огляду транспортних засобів та вантажів. Нестандартність ситуації може полягати у виявленні предметів, заборонених до переміщення (зброя, наркотичні речовини, контрабанда підакцизних товарів), або спеціально обладнаних схованок. Професійна комунікація тут вимагає знання технічної німецької лексики (будова автомобіля, назви вузлів та агрегатів) та здатності чітко віддавати команди щодо дій особи під час огляду. Особлива складність полягає в перекладі специфічних термінів митного законодавства та правил перевезення небезпечних вантажів.

3. Конфліктні та психологічні ситуації (комунікативно-стресові кейси). До цієї групи належать ситуації, пов'язані з агресивною поведінкою

іноземців, спробами підкупу службової особи або виникненням гуманітарних проблем (погіршення стану здоров'я особи, прохання про політичний притулок). Комунікація в таких умовах вимагає від прикордонника знання стратегій деескалації. Використання ввічливих форм, засобів переконання та психологічного впливу німецькою мовою є критичним для збереження контролю над ситуацією. Саме в таких кейсах перевіряється здатність курсанта зберігати професійну етику, уникаючи двозначностей у висловлюваннях.

На нашу думку, навчання курсантів засобами кейс-методу повинно базуватися на цих трьох типах ситуацій, що дозволить сформувати цілісну професійну особистість, готову до викликів служби на кордоні у сучасних умовах.

Також варто зауважити, що нестандартність ситуації часто полягає не лише у правопорушенні, а й у мовному бар'єрі чи культурних розбіжностях. Тому в зміст кейсів обов'язково мають бути включені елементи міжкультурної комунікації, які пояснюють специфіку менталітету німецькомовних подорожніх та їхні очікування щодо процедур контролю. Таким чином, класифікація ситуацій стає фундаментом для розробки сценаріїв навчальних кейсів, де кожен діалог має на меті не лише перевірку знань граматики, а й успішне виконання службового завдання.

Ефективність кейс-методу в іншомовній підготовці майбутніх офіцерів-прикордонників прямо залежить від якості контенту, який стає основою для аналізу. На відміну від навчання іноземної мови повсякденного використання, де зміст може бути варіативним, професійно-орієнтоване навчання німецької мови вимагає жорсткої селекції матеріалу. Нами було виокремлено та обґрунтовано чотири засадничі критерії відбору змісту для кейсів, що розв'язують нестандартні ситуації на кордоні:

1. Критерій професійної автентичності та документальної достовірності. Зміст кейса повинен базуватися на реальних протоколах службової діяльності. Це означає використання зразків німецьких та міжнародних документів (паспортів, візових етикеток, дозволів на проживання), а також витягів із чинного законодавства (наприклад, Aufenthaltsgesetz – Закону про перебування іноземців у Німеччині). Автентичність забезпечується не лише через тексти, а й через специфічні візуальні артефакти: скан-копії документів із внесеними помилками, фотографії схованок у транспортних засобах.

2. Критерій лінгво-професійної репрезентативності. Відібраний матеріал повинен містити лексико-граматичний мінімум, критично необхідний для вирішення конкретного завдання. Для прикордонника це: термінологічна насиченість – лексика, що описує технічні засоби контролю

(Urundenprüfgerät, Lupe, UV-Licht) та правовий статус особи (Einreise-verweigerung, Asylsuchende); функціональна граматика – у текстах кейсів мають домінувати структури, типові для службового стилю (пасивні конструкції для опису дій, складні іменники для іменування юридичних понять). Цей критерій передбачає, що ситуація в кейсі повинна спонукати курсанта використовувати саме ці структури, роблячи їх інструментом виконання оперативного завдання.

3. Критерій проблемності та багатовекторності розв'язання. Кейс не повинен мати очевидної відповіді «так» чи «ні». Нестандартна ситуація на кордоні – це завжди вибір між кількома варіантами дій у межах правового поля. Наприклад, при виявленні іноземця з протермінованою візою, курсант повинен проаналізувати: чи є підстави для заборони у в'їзді в країну, чи існують обставини для тимчасового затримання порушника. Зміст кейса повинен містити суперечливі або неповні дані, що змушує курсанта ставити додаткові запитання німецькою мовою, ініціюючи природний діалог.

4. Критерій прагматичної та міжкультурної значущості. Зміст кейсів повинен враховувати соціолінгвістичний контекст німецькомовних країн. Це стосується не лише мови, а й стандартів поведінки (наприклад, прямолінійність німецької комунікації, особливості звертання до офіційних осіб). Серед кейсів повинні бути також ситуації, де культурна розбіжність може призвести до хибних висновків офіцера. Наприклад, специфіка транслітерації імен із різних алфавітів у німецьких документах часто стає причиною безпідставних підозр, що є чудовим матеріалом для мовного аналізу.

Процес проєктування змісту кейса за цими критеріями передбачає три етапи:

1. Збір інформації (наприклад, моніторинг звітів Державної прикордонної служби, Федеральної поліції Німеччини) для пошуку цікавих прецедентів.

2. Дидактична адаптація (спрощення юридичної мови до рівня мовної компетенції курсантів без втрати професійного змісту).

3. Розробка лінгвістичного інструментарію (створення мовних опор (глосаріїв, схем-алгоритмів опитування тощо) та зразків доповідей, які допоможуть курсанту висловити прийняте рішення).

Такий підхід до формування змісту перетворює навчальний кейс із простої вправи на модельний протокол реальної професійної діяльності. Це дозволяє формувати у курсантів не лише знання мови, а й професійну інтуїцію, здатність бачити за граматичними конструкціями реальні загрози безпеці кордону. Використання змісту, що базується на стандартах перевірки документів, забезпечує високу валідність навчання та пряму

відповідність підготовки вимогам сучасного ринку праці у безпековому секторі.

Ефективність кейс-методу в лінгводидактичному аспекті визначається не лише змістом, а й чіткою послідовністю дій, що моделюють реальний процес прийняття рішення офіцером на кордоні. Для навчання курсантів-прикордонників німецької мови нами розроблено триетапну модель кейса, яка забезпечує перехід від пасивного сприйняття інформації до активної професійної вербалізації. Кожен етап має свої специфічні лінгвістичні цілі та методичні завдання.

1. Етап експозиції.

Метою першого етапу є занурення курсанта в оперативну обстановку та активізація фонових знань. Експозиція передбачає представлення вхідних даних, які зазвичай складаються з опису контексту (місце події (пункт пропуску, аеропорт), час, потік транспорту), наявних документів (скан-копії закордонного паспорта, візи, техпаспорта на автомобіль або страхового поліса), первинного вербального контакту (короткий аудіозапис або текст перших фраз іноземця німецькою мовою («Guten Tag, hier sind meine Dokumente...»).

На цьому етапі основне лінгвістичне завдання – рецептивне засвоєння інформації. Курсант повинен ідентифікувати ключові факти, використовуючи навички ознайомчого читання та аудіювання. Навчальна модель передбачає використання карток спостереження, де курсант фіксує німецькою мовою основні дані особи та заявлену мету поїздки.

2. Етап аналізу та діагностики.

Це основний етап, на якому відбувається виявлення «нестандартності» ситуації. Наприклад, курсант помічає невідповідність між серією візи та штампами про перетин кордону або технічну несправність захисного елемента документа. Методично цей етап реалізується через керовану дискусію або внутрішній монолог німецькою мовою. Курсант повинен відповісти на запитання:

Was ist hier auffällig? (Що тут підозрілого?)

Welche Dokumente fehlen oder sind ungültig? (Які документи відсутні або недійсні?)

Gibt es Widersprüche in den Aussagen der Person? (Чи є суперечності у свідченнях особи?)

Саме на етапі аналізу відбувається активне використання спеціальної термінології: назв частин документа (die Datenseite, das Kinegramm, der Stempel) та юридичних термінів (die Einpicesperre, der Aufenthaltstitel). Курсанти вчаться формулювати гіпотези, використовуючи конструкції припущення: «Ich vermute, dass...», «Es ist möglich, dass die Visumfrist abgelaufen ist».

3. Етап розв'язання та вербалізації ситуації.

Заключний етап моделює фінальну стадію професійної дії – прийняття правового рішення та його офіційне оформлення. Цей етап є найбільш складним з погляду продуктивного мовлення. Він складається з двох компонентів:

а) комунікативна взаємодія – курсант повинен німецькою мовою повідомити іноземцю про прийняте рішення (наприклад, про необхідність поглибленого огляду або відмову у в'їзді). Тут відпрацьовуються етикетні формули та стратегії деескалації конфлікту: «Aufgrund der Unstimmigkeiten in Ihren Dokumenten müssen wir eine zusätzliche Überprüfung durchführen. Bitte folgen Sie mir»;

б) офіційне звітування – вербалізація результату завершується написанням короткого рапорту або усною доповіддю старшому зміни. Це вимагає володіння канцелярським/офіційним стилем німецької мови, використанням пасивного стану та форм минулого часу для опису фактів: «Die Person wurde angehalten...», «Bei der Kontrolle wurde festgestellt...».

Запропонована триетапна модель перетворює заняття з німецької мови на функціональний тренінг. Вона дозволяє викладачу оцінювати не лише граматичну правильність, а й «професійну успішність» курсанта: чи зміг він вчасно помітити загрозу, чи правильно інтерпретував вимоги законодавства та чи зміг він коректно донести інформацію до іноземця.

Така структура кейса забезпечує формування цілісної компетенції, де мова є не метою, а засобом виконання службового обов'язку. Кожен етап моделі може бути масштабований залежно від рівня підготовки групи.

Успішна реалізація кейс-методу в іншомовній підготовці майбутніх прикордонників залежить не лише від змісту ситуації, а й від наявності системи опорних матеріалів, які допомагають курсанту перенести свої фахові знання в іншомовну площину, уникаючи когнітивного перевантаження. Нами розроблено комплексну систему вправ та опор, що супроводжують кожен етап розв'язання кейса.

Першим елементом системи є тематичний глосарій, структурований за функціональними блоками. Наприклад:

блок «Елементи документа»: das Wasserzeichen (водяний знак), die Gravur (гравірування), das Durchsichtsregister (суміщений малюнок), die Mikroschrift (мікродрук);

блок «Правопорушення»: die Urkundenfälschung (підробка документів), die Grenzüberschreitung (перетин кордону), der Schmuggel (контрабанда), die Bestechung (підкуп).

На етапі засвоєння тематичного глосарію можна виконувати вправи, наприклад, на співвіднесення назви захисного елемента документа з його

дефініцією німецькою мовою, візуальний диктант – викладач демонструє зразок документа, а курсант повинен назвати німецькою мовою ті зони, які підлягають першочерговій перевірці.

Для етапу аналізу та безпосередньої взаємодії з «іноземцем» курсанту необхідні готові мовленнєві шаблони. Вони класифікуються за рівнем директивності та фазою комунікації:

початок перевірки – «Guten Tag, Passkontrolle. Ihre Reisedokumente, bitte»;

уточнюючі запитання – «Was ist der Zweck Ihrer Reise?», «Wie lange beabsichtigen Sie, im Land zu bleiben?»;

висловлення підозри (делікатна форма) – «Es gibt eine Unstimmigkeit in Ihrem Visum. Könnten Sie das bitte erklären?»;

команди – «Schalten Sie bitte den Motor aus», «Öffnen Sie bitte den Kofferraum».

Використання таких кліше дозволяє курсанту зосередитися на суті кейса (пошуку правопорушення), не витрачаючи ресурс пам'яті на конструювання елементарних фраз.

Граматика у мовленні офіцера-прикордонника повинна бути функціональною. Для кейс-методу ми виділяємо дві ключові структури, що потребують інтенсивного відпрацювання:

1. Passiv необхідний для складання рапортів та опису процедур, де виконавець (прикордонник) є очевидним, а увага фокусується на об'єкті. Навчальна вправа: Трансформація речень з активу в пасив («Ich überprüfe den Pass» – «Der Pass wird überprüft»).

2. Konjunktiv II використовується для висунення гіпотез під час аналізу ситуації. Навчальна вправа: Складання речень за схемою «Якщо..., то...» («Wenn das Lichtbild gefälscht wäre, sähe man Klebespuren» – Якби фото було підроблене, було б видно сліди клею).

Фінальним етапом системи є вправи на письмову та усну доповідь про результати розв'язання кейса. Тут використовуються текстові шаблони-протоколи, де курсанту потрібно заповнити пропуски, вставляючи знайдені в кейсі факти та відповідні юридичні терміни. Зразок шаблону: «Bei der Überprüfung des Fahrzeugs (Marke/Modell) wurde festgestellt, dass... Infolgedessen wurde die Person zur weiteren Befragung angehalten».

Система лінгвістичних опор виконує роль перехідного містка від мовної теорії до практичної діяльності. Вона забезпечує психологічний комфорт, адже курсант має під рукою необхідні слова та фрази. Багаторазове використання кліше в різних кейсах призводить до автоматичного використання правильних професійних конструкцій у реальному професійному середовищі.

Таким чином, розроблена система вправ перетворює навчання на цілісний процес, де граматика, лексика та професійні навички прикордонного контролю виступають єдиним інструментом забезпечення безпеки державного кордону.

Проведене нами дослідження та практичний досвід застосування кейс-методу у навчанні курсантів-прикордонників німецької мови професійного спрямування дозволяє сформулювати низку методичних рекомендацій для викладачів іноземної мови. Ці рекомендації спрямовані на системну інтеграцію кейс-технологій у навчальний процес з метою максимального наближення підготовки курсантів до реальних умов несення служби на державному кордоні.

По-перше, рекомендуємо викладачам відійти від використання статичних навчальних посібників на користь динамічного банку кейсів. Слід регулярно здійснювати моніторинг офіційних ресурсів Федеральної поліції Німеччини (Bundespolizei), агенції Frontex та спеціалізованих німецьких видань (наприклад, «Polizei im Einsatz»). Це забезпечить актуальність фахової лексики та відповідність кейсів сучасним типам правопорушень. Крім того, кожен кейс повинен супроводжуватися якісним візуальним рядом (зразками документів, схемами пунктів пропуску, фотографіями технічних засобів). Це стимулює зорову пам’ять і полегшує засвоєння складних термінів на кшталт Lichtbildtausch (заміна фотокартки) або Blankofälschung (підробка бланка).

По-друге, основною помилкою при впровадженні кейс-методу часто є надмірна увага до граматичної форми на шкоду професійному змісту. На нашу думку, викладач повинен оцінювати насамперед результативність комунікації. Якщо курсант виявив підробку та зміг донести це до «іноземця» німецькою мовою, дрібні граматичні помилки (наприклад, неправильний артикль) не повинні критично знижувати оцінку. Також рекомендуємо фокусувати увагу на тих структурах, що реально функціонують у сфері охорони кордону: безособові конструкції, модальність, пасивні форми опису процесу огляду.

По-третє, для запобігання когнітивному дисонансу, коли курсант знає що робити, але не знає як сказати, викладач повинен забезпечити такі опори: мовленнєві конструктори (готові блоки-кліше для стандартних процедур), алгоритми відповідей (схеми-підказки німецькою мовою, які ведуть курсанта від етапу вітання до етапу прийняття рішення та звітування).

По-четверте, слід пам’ятати, що ефективний кейс-метод неможливий без міжпредметних зав’язків. Викладачам іноземної мови варто консультуватися з офіцерами кафедр прикордонного контролю, прикордонної служби, адміністративної діяльності, це дозволить уникнути тактичних

помилок у сценаріях кейсів, які можуть дезорієнтувати курсантів. Також перспективною формою є проведення бінарних занять, де один викладач оцінює тактичну правильність дій, а інший – якість іншомовної професійної комунікації.

По-п'яте, під час застосування кейс-методу викладач змінює роль лектора на роль модератора (фасилітатора). Так, наприклад, з метою стимулювання критичного мислення, замість надання правильної відповіді, викладач повинен ставити стимулюючі запитання німецькою мовою: «Was würden Sie tun, wenn...?», «Welche rechtlichen Grundlagen haben Sie для цього рішення?». Важливо залучати до аналізу кейса всіх курсантів, розподіляючи ролі: прикордонник, іноземець, старший зміни, незалежний експерт-документознавець.

По-шосте, після розв'язання кейса обов'язковим є етап дебрифінгу. На етапі аналізу помилок слід розрізняти мовні помилки, які виправляються після вправи, та професійні прорахунки, які обговорюються негайно. З метою самооцінювання рекомендується використовувати чек-листи, де курсанти самостійно можуть відмітити, які фрази вони використали успішно, а над якими ще потрібно працювати.

Впровадження цих рекомендацій дозволить перетворити вивчення іноземної мови на потужний інструмент професійної соціалізації курсантів. Це забезпечить підготовку офіцера, який не просто знає мову, а здатний ефективно застосовувати її як зброю та інструмент правопорядку в динамічному середовищі сучасного кордону.

У підсумку нашого дослідження хочемо зазначити, що в умовах сучасної військової освіти інтерактивні методи навчання, зокрема кейс-метод, є найбільш адекватною відповіддю на запити практичної діяльності. Кейс-метод дозволяє нівелювати функціональний розрив між теоретичними знаннями іноземної мови та їх практичним застосуванням у стресових ситуаціях службової діяльності. Визначивши специфіку професійної комунікації прикордонника, яка полягає у високій регламентованості, термінологічній насиченості та необхідності оперативного прийняття правових рішень, ми розробили класифікацію нестандартних ситуацій, яка стала фундаментом для створення автентичного навчального контенту. Серед методичних критеріїв відбору змісту кейсів, ключовими ми визначили такі як професійна автентичність, проблемність та міжкультурна значущість. Ми встановили, що використання реальних протоколів виявлення правопорушень та стандартів перевірки документів значно підвищує мотивацію курсантів та валідність навчання; запропонували структурно-функціональну модель навчального кейса, що складається з етапів експозиції, аналізу та розв'язання.

Отже, застосування кейс-методу у викладанні німецької мови професійного спрямування дозволяє реалізувати принципи контекстного навчання. Кожен кейс є сценарієм реальної службової події, що спонукає курсантів використовувати фахову термінологію не ізольовано, а як інструмент вирішення конкретного службового завдання. Це сприяє не лише розвитку мовленнєвої компетенції, а й формуванню професійної лабільності та критичного мислення.

Перспективи подальших досліджень вбачаємо у розробці цифрових симуляційних кейсів із використанням технологій віртуальної реальності, що дозволить ще глибше імерсувати курсантів у професійне німецькомовне середовище та відпрацьовувати навички прикордонного контролю в умовах, максимально наближених до реальних.

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ІСТОРИЧНА ПАМ'ЯТЬ ТА КОМЕМОРАТИВНІ ПРАКТИКИ В УНІВЕРСИТЕТСЬКОМУ ПРОСТОРІ ЯК ОСВІТНІЙ ІНСТРУМЕНТ ФОРМУВАННЯ ГРОМАДЯНСЬКОЇ СВІДОМОСТІ, НАЦІОНАЛЬНОЇ ІДЕНТИЧНОСТІ ТА ДУХОВНОЇ КУЛЬТУРИ СТУДЕНТСТВА (2005–2021 рр.)

Анотація. У статті здійснено комплексний теоретико-методологічний та історико-педагогічний аналіз ролі історичної пам'яті та комеморативних практик у формуванні громадянської свідомості, національної ідентичності та духовної культури студентської молоді у закладах вищої освіти України у 2005-2021 рр. Розкрито сутність історичної пам'яті як соціокультурного феномену та визначено її місце у системі національно-патріотичного виховання. Акцентовано на комплексному аналізі історичної пам'яті та комеморативних практик як важливих освітніх інструментів формування громадянської свідомості, національної ідентичності та духовної культури студентської молоді у закладах вищої освіти України у 2005-2021 рр. Особливу увагу приділено інституційному рівню реалізації політики пам'яті, зокрема діяльності конкретних університетів та кафедр, а також порівняльному аналізу моделей її впровадження у різних типах ЗВО. Проаналізовано комеморативні практики як інструмент інституціоналізації політики пам'яті в університетському середовищі, зокрема меморіальні заходи, освітні проєкти, наукові конференції, музейну діяльність та публічну історію. Визначено основні етапи трансформації політики пам'яті у досліджуваний період та їх вплив на зміст і форми виховної роботи у закладах вищої освіти. Доведено, що комеморативні практики інтегрувалися у навчальний процес через гуманітарні дисципліни, наукові дослідження, виховні заходи та публічну історію, набуваючи системного

характеру. Встановлено відмінності у реалізації цих практик у педагогічних, класичних і дослідницьких університетах. Обґрунтовано, що історична пам'ять і комеморативні практики виступають ефективним освітнім інструментом формування громадянської відповідальності, національної самосвідомості та духовних цінностей студентської молоді. У статті здійснено комплексний міждисциплінарний аналіз історичної пам'яті та комеморативних практик у закладах вищої освіти України як механізму формування громадянської свідомості, національної ідентичності та духовної культури студентської молоді у 2005-2021 рр. Розкрито концептуальні підходи сучасних memory studies, соціології культури та політичної антропології до розуміння пам'яті як соціального конструкту. Проаналізовано трансформацію освітніх програм і навчальних дисциплін у провідних ЗВО України (КНУ імені Тараса Шевченка, ЛНУ імені Івана Франка, НаУКМА, ХНУ імені В. Н. Каразіна, педагогічні університети), а також особливості інституціоналізації політики пам'яті через університетські кафедри та освітні компоненти. Визначено моделі реалізації історичної пам'яті в університетському середовищі: культурно-інституційна, освітньо-практична, міждисциплінарна та регіональна. Доведено, що комеморативні практики виступають ключовим інструментом емоційно-ціннісного закріплення історичного досвіду.

Ключові слова: історична пам'ять, комеморативні практики, національно-патріотичне виховання, духовна культура, національна ідентичність, заклади вищої освіти, студентство, кафедри.

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HISTORICAL MEMORY AND COMMEMORATIVE PRACTICES IN THE UNIVERSITY SPACE AS AN EDUCATIONAL TOOL FOR FORMING CIVIC CONSCIOUSNESS, NATIONAL IDENTITY, AND SPIRITUAL CULTURE OF STUDENTS (2005–2021)

Abstract. The article provides a comprehensive theoretical, methodological, historical, and pedagogical analysis of the role of historical memory

and commemorative practices in the formation of civic consciousness, national identity, and spiritual culture of student youth in higher education institutions of Ukraine during the period 2005–2021. The essence of historical memory as a socio-cultural phenomenon is revealed, and its place within the system of national-patriotic education is defined. Emphasis is placed on a complex analysis of historical memory and commemorative practices as important educational tools for shaping civic consciousness, national identity, and spiritual culture among students in Ukrainian higher education institutions during 2005–2021.

Particular attention is given to the institutional level of memory policy implementation, including the activities of specific universities and departments, as well as a comparative analysis of models of its implementation in different types of higher education institutions. Commemorative practices are analyzed as instruments for the institutionalization of memory policy in the university environment, including memorial events, educational projects, academic conferences, museum activities, and public history initiatives. The main stages of transformation of memory policy during the studied period and their impact on the content and forms of educational and воспитальна work in higher education institutions are identified.

It is proven that commemorative practices were integrated into the educational process through humanities disciplines, academic research, educational activities, and public history, acquiring a systemic character. Differences in the implementation of these practices in pedagogical, classical, and research universities are established. It is substantiated that historical memory and commemorative practices serve as an effective educational tool for the formation of civic responsibility, national self-awareness, and spiritual values among student youth.

The article also presents a comprehensive interdisciplinary analysis of historical memory and commemorative practices in higher education institutions of Ukraine as a mechanism for forming civic consciousness, national identity, and spiritual culture of students during 2005–2021. Conceptual approaches of modern memory studies, sociology of culture, and political anthropology to understanding memory as a social construct are revealed.

The transformation of educational programs and curricula in leading Ukrainian universities (Taras Shevchenko National University of Kyiv, Ivan Franko National University of Lviv, National University of Kyiv-Mohyla Academy, V. N. Karazin Kharkiv National University, and pedagogical universities) is analyzed, as well as the specifics of institutionalization of memory policy through university departments and educational components. Models of implementing historical memory in the university environment are identified: cultural-institutional, educational-practical, interdisciplinary, and regional. It is

demonstrated that commemorative practices serve as a key instrument for the emotional and value-based consolidation of historical experience.

Keywords: historical memory, commemorative practices, national-patriotic education, spiritual culture, national identity, higher education institutions, student youth, university departments.

Постановка проблеми. Актуальність дослідження зумовлена зростанням ролі історичної пам'яті у формуванні духовної культури українського суспільства в умовах соціально-політичних трансформацій початку XXI століття. Події Помаранчевої революції, Революції Гідності та російської агресії проти України істотно вплинули на переосмислення історичного минулого та актуалізували питання формування національної ідентичності молоді. «Навчання, ... має важливе значення для сучасної України та й світу в цілому. В наслідок війни в Україні, соціальної та економічної нестабільності, а також викликів, пов'язаних із зміною клімату та розширеною глобалізацією змінюється основа, на якій ґрунтується система освіти». Тому «заклади освіти намагаються адаптуватися до вимог суспільства та часу» [18, С. 172].

У цьому контексті заклади вищої освіти виконують не лише освітню, а й світоглядну функцію, виступаючи середовищем формування громадянської свідомості та духовних цінностей студентства. Особливого значення набувають комеморативні практики як механізм інтеграції історичної пам'яті у навчально-виховний процес.

Аналіз останніх досліджень і публікацій. Ключовою рекомендацією для діяльності освітнього сектору є його інноваційність. Цій проблемі присвячено велику кількість наукових статей та методичних розробок, вона включена до програмних та законодавчих документів, але не розроблено механізму стимулювання та підтримки інноваційних розробок на рівні самих вищих навчальних закладів. Як рекомендацію пропонується впроваджувати в освітню діяльність програми інноваційного розвитку, розроблені самими вищими навчальними закладами із залученням європейських спеціалістів. Таке рішення сприятиме відходу від радянських ідеалів …, пошуку власного національного шляху розвитку, національній самоідентифікації та презентації українського досвіду на світовій арені [5, С. 155].

Теоретичну основу дослідження становлять праці вітчизняних і зарубіжних учених, зокрема М. Гальбвакса, П. Нори, В. Кременя, О. Сухомлинської, Г. Касьянова та ін. [1; 2; 3; 4; 6; 8; 19; 21; 24; 27].

У сучасному науковому дискурсі дослідження історичної пам'яті виходить за межі класичних концепцій і дедалі більше інтегрується у

міждисциплінарне поле memory studies. Таким чином, зазначимо, що поряд із традиційними підходами значну роль відіграють новітні інтерпретації, які акцентують увагу на культурній, політичній та освітній функціях пам'яті.

Мета статті – комплексний аналіз історичної пам'яті та комеморативних практик як освітнього інструменту формування громадянської свідомості, національної ідентичності та духовної культури студентської молоді у 2005-2021 рр., аналіз конкретних практик реалізації історичної пам'яті у ЗВО України на рівні кафедр, програм і виховної роботи з подальшим порівнянням їх ефективності.

Виклад основного матеріалу. Історична пам'ять у сучасному науковому дискурсі розглядається як форма колективної свідомості, що відображає уявлення суспільства про минуле та визначає ціннісні орієнтири. Вона виступає важливим елементом духовної культури, оскільки забезпечує спадкоємність поколінь і формування національної ідентичності [8].

Комеморативні практики як форма реалізації історичної пам'яті включають систему заходів, спрямованих на збереження, переосмислення та актуалізацію історичного досвіду суспільства. Вони виступають важливим механізмом формування колективної пам'яті, національної ідентичності та громадянської свідомості молоді. У контексті діяльності закладів вищої освіти комеморативні практики набувають особливого значення, оскільки поєднують освітню, наукову, виховну та культурну функції історії [24].

До основних форм комеморації належать меморіальні заходи, наукові конференції, тематичні виставки, діяльність університетських музеїв, архівів, бібліотек, а також упровадження курсів із публічної історії, історичної пам'яті та політики пам'яті. Через такі практики університети не лише передають знання про минуле, а й формують у студентської молоді здатність до критичного осмислення історичних подій, розуміння значення національної спадщини та відповідальності за її збереження.

Особливе місце у структурі комеморативних практик посідають меморіальні заходи, присвячені вшануванню жертв Голодомору, політичних репресій, Другої світової війни, Революції Гідності та російсько-української війни. Такі заходи сприяють формуванню емоційного зв'язку між поколіннями та забезпечують інтеграцію історичного досвіду у сучасний суспільний дискурс. Вони реалізуються через тематичні лекції, круглі столи, години пам'яті, церемонії покладання квітів, акції «Запали свічку пам'яті», зустрічі з очевидцями історичних подій та ветеранами.

Важливим компонентом комеморативної діяльності є університетські музеї, які виконують функцію осередків збереження історико-культурної спадщини. Вони акумулюють архівні документи, фотографії, особисті речі,

усні свідчення та інші джерела історичної пам'яті. Університетські музеї не лише презентують історію конкретного закладу освіти, а й формують у студентів відчуття належності до академічної спільноти та національної культурної традиції. Водночас розвиток цифрових технологій сприяв поширенню віртуальних музеїв, електронних архівів та онлайн-виставок, що значно розширило популяризацію історичної пам'яті серед молоді.

Наукові конференції, семінари та публічні дискусії також є важливою складовою комеморативних практик. Саме у науковому середовищі відбувається критичне осмислення історичних подій, формування нових підходів до інтерпретації минулого та подолання історичних міфів. Університети стають простором академічного діалогу, де поєднуються офіційні наративи, наукова критика та суспільні запити щодо переосмислення історичного досвіду.

Особливого значення набув розвиток публічної історії як інструменту популяризації історичних знань. Запровадження курсів із публічної історії сприяє формуванню у студентів навичок роботи з історичними джерелами, медіаматеріалами, усною історією та цифровими ресурсами. Публічна історія орієнтована на академічне середовище та на широку аудиторію, що забезпечує інтеграцію історичної пам'яті у суспільний простір через медіа, документальні проєкти, виставки, соціальні ініціативи та культурні акції.

У період 2005-2021 рр. комеморативні практики в українських університетах суттєво активізувалися під впливом державної політики пам'яті та суспільно-політичних трансформацій. Прийняття Закону України «Про вищу освіту» (2014) та Концепції національно-патріотичного виховання (2015) сприяло інтеграції історичної пам'яті у зміст освітнього процесу [14; 15; 20; 23]. Пріоритетом національно-патріотичного виховання є формування ціннісного ставлення особистості до українського народу, Батьківщини, держави, нації; «становлення самодостатнього громадянина-патріота України, гуманіста і демократа, готового до виконання громадянських і конституційних обов'язків, до успадкування духовних і культурних надбань українського народу, досягнення високої культури взаємин, формування активної громадянської позиції, утвердження національної ідентичності громадян па основі духовно-моральних цінностей Українського народу [11, с. 87-88]. Різноманітність підходів до національно-патріотичного виховання у закладах вищої освіти в Україні зумовили «складні трансформаційні процеси, потребу в переосмисленні цілей і засобів виховання молоді» [12, С. 77].

Особливо це проявилося після Революції Гідності та початку російської агресії проти України, коли питання історичної пам'яті стало складовою національної безпеки та громадянської консолідації.

Університети почали активніше організовувати патріотично-просвітницькі заходи, виставкові проєкти, наукові форуми та волонтерські ініціативи, спрямовані на осмислення сучасних історичних подій [19].

Таким чином, комеморативні практики у системі вищої освіти виступають важливим механізмом збереження історичної пам'яті та формування національної ідентичності. Вони забезпечують поєднання академічного знання, культурної спадщини та громадянського виховання, сприяючи формуванню у студентської молоді історичної свідомості, патріотизму та відповідальності за майбутнє держави.

Як зазначає Георгій Касьянов, історична пам'ять у сучасному суспільстві нерідко виступає інструментом політичної легітимації, конструювання національної ідентичності та формування офіційного державного наративу. Науковець підкреслює, що політика пам'яті є важливим елементом державотворчих процесів, а освітні інституції, зокрема університети, відіграють ключову роль у трансляції історичних смислів і формуванні суспільної свідомості [19]. Зокрема, Ярослав Грицак розглядає історичну пам'ять як динамічний процес переосмислення минулого, який безпосередньо залежить від сучасних суспільних запитів. Таким чином, можемо стверджувати, що формування національної ідентичності студентства відбувається не через статичне засвоєння історичних фактів, а через їх інтерпретацію у контексті сучасних викликів. Культура історичної пам'яті як основа національно-патріотичного виховання у ЗВО України «забезпечує безперервність культурних і духовних традицій, формує національну ідентичність та моральні орієнтири, що є невід'ємною частиною національно-патріотичного виховання. Культура історичної пам'яті виступає як знання про минуле як цілісна система цінностей, символів, ритуалів та наративів, яка впливає на поведінку та свідомість молоді» [13, С. 105-106].

Серед сучасних українських дослідників історичної пам'яті також варто виокремити Леоніда Зашкільняка, який досліджує проблеми колективної пам'яті, історичної свідомості та формування національних історичних наративів. Учений наголошує, що історична пам'ять є важливим елементом суспільної ідентичності та впливає на процеси націєтворення в Україні [17]. «Історична пам'ять сприяє формуванню історичної свідомості молоді, де основою є знання, правда, погляди, уявлення, розуміння зв'язку між минулим і сучасністю, традиціями і досвідом різних поколінь. Вона допомагає майбутнім поколінням, виділяти загальнолюдські цінності, критично відноситись до світового історичного досвіду, засвоювати його уроки, формувати власні переконання та свою громадянську позицію» [13, С. 111].

Вагомий внесок у розвиток студій пам'яті зробила також Наталія Яковенко, яка акцентує увагу на культурно-історичних механізмах формування української ідентичності та ролі історичної освіти у переосмисленні минулого. Дослідниця підкреслює значення історичної науки у подоланні радянських історичних міфів та утвердженні національної пам'яті [28].

Помітне місце серед сучасних дослідників посідає Владислав Гриневич, який аналізує політику пам'яті, історичні травми та вплив радянської спадщини на суспільну свідомість українців. У своїх працях науковець розглядає історичну пам'ять як чинник суспільної консолідації та політичної мобілізації [9].

Актуальні аспекти формування історичної пам'яті в умовах російсько-української війни досліджують Олександр Реєнт та Ігор Коляда. Науковці звертають увагу на роль усної історії, освітнього середовища та комеморативних практик у формуванні громадянської позиції молоді та національної стійкості українського суспільства [26].

Проблеми трансформації історичної пам'яті в контексті сучасних суспільно-політичних викликів аналізують також Ірина Похиленко, Наталія Кузьмінець та Олена Стадник. У своїх працях вони наголошують, що історична пам'ять стала важливим чинником консолідації українського суспільства в умовах війни та засобом формування національної ідентичності [21; 23].

Серед українських дослідників варто також виокремити Оксану Забужко, яка підкреслює значення культурної пам'яті у подоланні постколоніальних травм українського суспільства [10]. У своїх працях дослідниця акцентує увагу на необхідності переосмислення історичного минулого, відновлення національної пам'яті та подолання наслідків радянської культурної політики [10]. Таким чином, можемо стверджувати, що історична пам'ять у сучасній Україні виконує не лише пізнавальну, але й терапевтичну функцію, сприяючи відновленню історичної справедливості та національної самоідентифікації.

Водночас Володимир В'ятрович акцентує увагу на ролі інституцій у формуванні політики пам'яті, зокрема через діяльність Українського інституту національної пам'яті [7]. Науковець наголошує, що державна політика пам'яті реалізується через освітні програми, меморіальні заходи, музейну діяльність та оновлення історичного наративу [7]. Таким чином, можемо зазначити, що державна політика безпосередньо впливає на зміст освітніх програм і формування історичної свідомості студентської молоді.

У зарубіжному дискурсі важливе місце посідають також ідеї Джеффрі Александер щодо «культурної травми» [2]. Учений вважав, що суспільства здатні колективно переживати травматичні події, які стають складовою

їхньої колективної ідентичності [2]. Таким чином, можемо стверджувати, що такі історичні події, як Голодомор, політичні репресії чи російсько-українська війна, стають елементами національної пам'яті через їх осмислення у навчальному процесі, наукових дослідженнях та комеморативних практиках.

Сьогодні соціальні ідеї щодо національної ідентичності в українській філософії освіти все більше стає актуальним, «кількість дослідників визнає, що усвідомлення національної ідентичності, культурної самобутності, національної спадщини, історичних коренів та творчого потенціалу суспільства разом з іншими важливими чинниками є однією з рушійних сил розвитку нації та держави» **[**17, С. 849**].**

Висновки. Проведене дослідження дозволяє констатувати, що історична пам'ять у період 2005-2021 рр. зазнала суттєвої концептуальної та інституційної трансформації, еволюціонувавши від переважно культурно-репрезентативного феномену до стратегічного ресурсу державотворення, формування національної ідентичності та розвитку громадянської свідомості студентської молоді. У сучасному науковому дискурсі вона набуває рис соціокультурного конструкту, що функціонує в межах освітніх, політичних та комунікативних практик і активно інтегрується в систему вищої освіти.

Встановлено, що комеморативні практики у закладах вищої освіти України виступають одним із ключових механізмів інституціоналізації політики пам'яті. Вони забезпечують системне включення історичного досвіду в освітньо-виховний процес через меморіальні заходи, академічні конференції, науково-дослідні проєкти, музейні та архівні ініціативи, а також розвиток публічної історії. У цьому контексті комеморація виконує не лише репрезентативну, але й педагогічну функцію, сприяючи формуванню емоційно-ціннісного ставлення до історичних подій та закріпленню колективних уявлень про минуле.

Доведено, що університетський простір є одним із провідних соціальних інститутів трансляції історичної пам'яті, у межах якого відбувається синтез академічного знання, культурних практик та ціннісних орієнтацій. Саме у вищій школі формуються умови для поєднання науково-критичного осмислення історії з виховними та громадянськими функціями освіти, що сприяє становленню духовної культури студентської молоді як багатовимірного феномена, який охоплює інтелектуальний, моральний і громадянський компоненти.

Узагальнення результатів дослідження дозволяє визначити, що історична пам'ять і комеморативні практики функціонують як взаємопов'язані елементи єдиного освітньо-культурного простору, який

забезпечує відтворення та трансформацію національної ідентичності. Водночас виявлено диференціацію моделей їх реалізації в різних типах закладів вищої освіти, що зумовлено інституційною специфікою, науковими традиціями та освітніми пріоритетами університетів.

Перспективи подальших досліджень пов'язані з аналізом цифровізації комеморативних практик, зокрема розвитком віртуальних музеїв, онлайн-архівів, цифрових освітніх платформ та медіакомеморації. Окремого наукового осмислення потребує вплив цифрового середовища на трансформацію історичної пам'яті студентської молоді, а також зміна форм її засвоєння у сучасному інформаційному суспільстві.

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ЕВОЛЮЦІЯ ДИДАКТИЧНИХ СИСТЕМ ТА ЇХ РОЛЬ У ВПРОВАДЖЕННІ АКТИВНИХ МЕТОДІВ НАВЧАННЯ У ПРОФЕСІЙНІЙ ОСВІТІ

Анотація. У статті здійснено комплексне теоретико-аналітичне дослідження еволюції дидактичних систем та їх ролі у впровадженні активних методів навчання у професійній освіті. Розкрито закономірності трансформації традиційної репродуктивної моделі навчання у сучасні діяльнісно-орієнтовані та компетентнісні підходи, що забезпечують активну, свідомо організовану участь здобувачів освіти в освітньому процесі.

Методологічну основу дослідження становлять загальнонаукові методи аналізу, синтезу, узагальнення та порівняння наукових підходів до проблеми дидактичних систем і активного навчання. У роботі узагальнено наукові підходи до класифікації активних методів навчання та запропоновано авторську багатокритеріальну класифікацію, що враховує характер пізнавальної діяльності, форму організації взаємодії, професійну спрямованість та функціональне призначення методів.

Установлено, що еволюція дидактичних систем безпосередньо зумовлює розширення спектра активних методів навчання та підвищення їх дидактичної ефективності. Доведено, що активні методи навчання є ключовим інструментом формування професійних компетентностей, розвитку критичного мислення, самостійності та здатності до прийняття рішень у майбутній професійній діяльності.

На основі аналізу сучасних наукових джерел виявлено спільні та відмінні підходи дослідників до трактування сутності активного навчання, умов його реалізації та ролі викладача в освітньому процесі. Обґрунтовано, що ефективність впровадження активних методів залежить від системності їх використання, рівня педагогічної майстерності викладача та організації освітнього середовища.

Наукова новизна полягає у систематизації еволюції дидактичних систем у контексті розвитку активних методів навчання та розробленні

інтегрованої класифікації активних методів для умов професійної освіти. Практичне значення полягає у можливості використання отриманих результатів для модернізації освітнього процесу закладів професійної освіти.

Ключові слова: дидактичні системи, активні методи навчання, професійна освіта, компетентнісний підхід, педагогічні технології, освітні інновації.

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THE EVOLUTION OF DIDACTIC SYSTEMS AND THEIR ROLE IN THE IMPLEMENTATION OF ACTIVE LEARNING METHODS IN VOCATIONAL EDUCATION

Abstract. The article presents a comprehensive theoretical and analytical study of the evolution of didactic systems and their role in the implementation of active learning methods in vocational education. It reveals the regularities of transformation from the traditional reproductive model of learning to modern activity-based and competence-oriented approaches that ensure learners' active and conscious participation in the educational process.

The methodological basis of the research includes general scientific methods of analysis, synthesis, generalization, and comparison of scientific approaches to didactic systems and active learning. The study summarizes existing approaches to the classification of active learning methods and proposes an author's multicriteria classification based on the nature of cognitive activity, forms of interaction, professional orientation, and functional purpose of methods.

It is established that the evolution of didactic systems directly contributes to the expansion of active learning methods and increases their didactic effectiveness. It is proven that active learning methods are a key tool for forming professional competencies, developing critical thinking, independence, and decision-making skills in future professional activity.

Based on the analysis of contemporary scientific sources, common and divergent approaches of researchers to the essence of active learning, conditions of its implementation, and the role of the teacher in the educational process are identified. It is substantiated that the effectiveness of active learning methods depends on their systematic application, the level of pedagogical mastery of the teacher, and the organization of the educational environment.

The scientific novelty lies in the systematization of the evolution of didactic systems in the context of active learning development and the creation of an integrated classification of active learning methods for vocational education. The practical significance is associated with the possibility of using the obtained results for the modernization of vocational education institutions.

Keywords: didactic systems, active learning methods, vocational education, competence-based approach, pedagogical technologies, educational innovations.

Постановка проблеми. Сучасний етап розвитку професійної освіти характеризується глибинними трансформаційними процесами, зумовленими глобалізацією, цифровізацією, динамікою ринку праці та зростанням вимог до якості підготовки майбутніх фахівців. У цих умовах особливої актуальності набуває проблема оновлення змісту, форм і методів навчання, що забезпечують формування конкурентоспроможного педагога професійної освіти, здатного ефективно діяти в умовах невизначеності та швидких змін.

Традиційні дидактичні системи, орієнтовані переважно на передачу готових знань і формування репродуктивних умінь, виявилися недостатніми для підготовки фахівців нового типу, оскільки не забезпечують належного рівня розвитку критичного мислення, професійної мобільності, здатності до самонавчання та інноваційної діяльності. Це зумовило необхідність переосмислення дидактичних засад освітнього процесу та переходу до таких моделей навчання, що передбачають активну участь здобувачів вищої освіти у пізнавальній і професійно спрямованій діяльності.

У цьому контексті особливого значення набувають дидактичні системи активного навчання, які забезпечують інтеграцію теоретичних знань із практичним досвідом, розвиток суб'єктної позиції здобувача та формування професійних компетентностей. Водночас ефективне впровадження таких систем потребує ґрунтовного теоретичного осмислення їх генези, еволюції та ролі в сучасній педагогічній теорії.

Попри значну кількість досліджень, присвячених окремим аспектам дидактики та активного навчання, проблема цілісного аналізу еволюції дидактичних систем як теоретичної основи впровадження активних методів у професійній освіті залишається недостатньо розробленою. Відповідно постала необхідність систематизації наукових підходів і визначення місця активного навчання в контексті розвитку дидактичної думки.

Аналіз останніх досліджень і публікацій. Теоретичні засади розвитку дидактичних систем широко представлено в працях українських та іноземних учених. Зокрема, фундаментальні положення дидактики як

науки про навчання розкрито в дослідженнях С. Гончаренка (1997) [1], ним визначено дидактичну систему як цілісне педагогічне утворення з внутрішньо зумовленою структурою та функціональними зв'язками між її компонентами. Подальший розвиток системного підходу до організації навчання знайдено відображення у працях В. Ягупова (2002; 2012) [2, 3], де акцентовано увагу на взаємозв'язку цілей, змісту, методів і результатів освітнього процесу.

Значний внесок у розроблення теоретико-методологічних основ дидактичних систем зроблено О. Савченко (1997; 2012) – розглянуто навчання як впорядковану систему, спрямовану на розвиток особистості здобувача освіти [4, 5], та І. Зязюн (2004) – обґрунтовано роль педагогічної майстерності у забезпеченні цілісності освітнього процесу [21].

Філософсько-освітній вимір трансформації дидактичних систем висвітлено у працях В. Кременя (2003), де підкреслено необхідність переходу до компетентнісної парадигми освіти [6].

Проблематику компетентнісного підходу як методологічної основи сучасних дидактичних систем розкрито у дослідженнях Н. Бібік та ін. (2004) [7], E. Isaeva et al., (2021) [8] та van der Vleuten (2015) [9], де акцентовано увагу на результато-орієнтованості навчання та здатності застосовувати знання у професійній діяльності.

Розвиток ідей активного навчання та інтерактивних технологій представлено у працях О. Пометун та ін. (2004) [10], де обґрунтовано значення інтерактивної взаємодії у формуванні комунікативних і соціальних компетентностей. У дослідженнях О. Пєхоти (2013) [11] проаналізовано інноваційні педагогічні технології як складова модернізації освітнього процесу.

Окрему групу становлять праці, присвячені проблемному та діяльнісному навчанню. Зокрема, Л. Гуменною (2025) [12] розглянуто проблемне навчання як ефективний засіб активізації пізнавальної діяльності, тоді як S. Rudyshyn et al. (2025) [13] доведено ефективність проблемно-орієнтованого навчання у формуванні дослідницьких умінь здобувачів освіти.

Психолого-педагогічні аспекти активного навчання досліджено у працях R. Ryan (1985) [14], де обґрунтовано роль внутрішньої мотивації у навчальній діяльності, а також у дослідженнях Darling-Hammond et al. (2020) [15] підкреслено значення активної участі здобувача, рефлексії та практичного застосування знань у процесі навчання.

Водночас аналіз наукової літератури свідчить, що, незважаючи на значну кількість досліджень, питання еволюції дидактичних систем у контексті впровадження активних методів навчання у професійній освіті не отримало достатнього узагальнення. Більшість наукових праць зосереджено

або на історико-теоретичних аспектах дидактики, або на практичному застосуванні окремих методів, що зумовило потребу в інтегративному підході до дослідження цієї проблеми.

Метою статті є теоретично обґрунтувати еволюцію дидактичних систем у педагогічній теорії та визначити їх роль як методологічної основи впровадження активних методів навчання у професійній освіті.

Виклад основного матеріалу. Аналіз наукових підходів до класифікації дидактичних систем свідчить про відсутність єдиного критерію їх систематизації, що зумовлено багатомірністю самого поняття навчання як педагогічного феномену.

У педагогічній науці дидактичні системи диференціюють за характером взаємодії суб'єктів освітнього процесу, цілями навчання, способами засвоєння знань, а також за методологічними засадами їх побудови [3, 16].

Узагальнення наукових джерел дозволяє виокремити кілька базових типів дидактичних систем, які відображають еволюцію педагогічної думки та зміну освітніх парадигм.

Традиційна (класична) дидактична система ґрунтується на домінуванні викладача як основного джерела знань і передбачає переважно репродуктивний характер навчальної діяльності. Її провідною метою є передача систематизованих знань та формування базових умінь і навичок. Незважаючи на критику, ця система зберігає значення як основа структурованого подання навчального матеріалу та формування фундаментальних знань [5].

Пояснювально-ілюстративна система є розвитком традиційного підходу та передбачає активну діяльність педагога у процесі пояснення, демонстрації та контролю засвоєння знань. Вона забезпечує високий рівень організованості навчального процесу, проте обмежує самостійну пізнавальну активність здобувачів освіти [17].

Проблемна дидактична система сформувалася як альтернатива репродуктивним моделям і передбачає організацію навчання через створення проблемних ситуацій, що стимулюють пошукову діяльність здобувачів.

Такий підхід сприяє розвитку критичного мислення, формуванню пізнавальної мотивації та глибшому розумінню навчального матеріалу [12].

Діяльнісно-компетентнісна система орієнтована на формування здатності застосовувати знання у практичній діяльності та передбачає інтеграцію теоретичної і практичної складових навчання. Вона базується на виконанні навчально-професійних завдань, проєктній діяльності та моделюванні фахових ситуацій [7, 18].

Особистісно-орієнтована дидактична система акцентує увагу на індивідуальних особливостях здобувачів освіти, їхніх потребах, інтересах і рівні підготовки. У цій моделі педагог виступає не лише джерелом знань, а й фасилітатором навчального процесу, створюючи умови для саморозвитку та самореалізації особистості [11].

Інтерактивна дидактична система ґрунтується на активній взаємодії учасників освітнього процесу та передбачає використання методів колективного навчання, дискусій, рольових і ділових ігор. Вона сприяє розвитку комунікативних, соціальних і рефлексивних компетентностей, що є важливими для професійної діяльності [10].

Сучасним етапом розвитку є інноваційні та цифрові дидактичні системи, які інтегрують можливості інформаційно-комунікаційних технологій, дистанційного та змішаного навчання. Вони забезпечують гнучкість освітнього процесу, його персоналізацію та адаптацію до індивідуальних освітніх траєкторій [11, 19].

Типологія дидактичних систем відображає поступовий перехід від жорстко регламентованих моделей навчання до відкритих, гнучких і діяльнісно орієнтованих систем. Кожна з них має власний дидактичний потенціал, проте найбільш ефективними в сучасних умовах є інтегративні моделі, що поєднують елементи різних підходів.

Розвиток дидактичних систем безпосередньо пов’язаний із трансформацією підходів до організації навчальної діяльності та зростанням ролі активних методів навчання. Якщо у традиційних системах домінувала передача знань, то сучасні дидактичні моделі орієнтовані на активну пізнавальну діяльність здобувачів освіти та формування їхньої суб’єктної позиції.

Активні методи навчання розглядаються як інструмент реалізації діяльнісного та компетентнісного підходів, оскільки вони забезпечують залучення здобувачів до процесу конструювання знань, розв’язання проблемних ситуацій і виконання професійно орієнтованих завдань. Їх ефективність зумовлена здатністю поєднувати когнітивний, мотиваційний і соціальний компоненти навчання [15].

У межах сучасних дидактичних систем активні методи виконують кілька ключових функцій. По-перше, вони забезпечують активізацію пізнавальної діяльності та розвиток критичного мислення. По-друге, сприяють формуванню професійних компетентностей через моделювання реальних фахових ситуацій. По-третє, створюють умови для розвитку комунікативних і соціальних навичок у процесі взаємодії [10].

Особливого значення активні методи набувають у системі професійної освіти, де навчання має бути максимально наближеним до

майбутньої діяльності. Використання кейс-методу, проєктного навчання, проблемних завдань і симуляцій дозволяє інтегрувати теоретичні знання з практичним досвідом і формувати готовність до професійної діяльності [13].

Водночас ефективність впровадження активних методів навчання залежить від дидактичної системи, в межах якої вони реалізуються. Фрагментарне використання окремих методів без урахування цілей, змісту та логіки освітнього процесу не забезпечує належного результату. Саме тому активні методи мають розглядатися не як окремі педагогічні прийоми, а як складова цілісної дидактичної системи.

Еволюція дидактичних систем створює теоретичні та методологічні передумови для впровадження активних методів навчання, які виступають ключовим інструментом модернізації професійної освіти.

У науковому дискурсі дидактична система розглянуто як внутрішньо впорядкована сукупність взаємопов'язаних компонентів – цілей, змісту, методів, форм і засобів навчання, взаємодія яких забезпечує досягнення запланованих освітніх результатів [1, 5].

Становлення поняття дидактичної системи відбувалося впродовж тривалого історичного розвитку педагогічної думки. У класичній педагогіці навчання розглядалося як упорядкований процес передачі знань від учителя до учня з чітко визначеною структурою та логікою. Зокрема, Я. Коменський заклав основи системного підходу до організації навчання, обґрунтувавши необхідність узгодження цілей, змісту та методів навчання. Й. Гербарт розробив концепцію послідовних етапів навчання, що визначали логіку засвоєння знань, а К. Ушинський підкреслював важливість урахування психологічних закономірностей розвитку особистості у процесі навчання [20].

У межах класичної дидактики домінувала знаннєво-орієнтована парадигма, в якій провідна роль належала педагогу як основному джерелу інформації.

Дидактична система цього періоду характеризувалася жорсткою структурованістю, нормативністю та орієнтацією на формування репродуктивних умінь. Водночас така модель забезпечувала системність і послідовність навчання, що зумовило її тривале використання в освітній практиці.

Подальший розвиток педагогічної науки у XX столітті супроводжувався суттєвим переосмисленням ролі суб'єкта навчання. Під впливом діяльнісного, системного та особистісно-орієнтованого підходів дидактичні системи почали розглядатися як відкриті, динамічні утворення, здатні до змін і адаптації. У працях І. Зязюн (2004) [21] наголошено на необхідності

цілісності освітнього процесу та взаємозв'язку його компонентів, тоді як В. Кремень (2003; 2014) акцентував увагу на переході до нової освітньої парадигми, орієнтованої на розвиток особистості та формування компетентностей [6, 18].

Важливим етапом у розвитку дидактичних систем стало впровадження компетентнісного підходу, який змінив уявлення про результати навчання. Якщо раніше основною метою було засвоєння знань, то в сучасних умовах акцент переноситься на здатність застосовувати їх у практичній діяльності, вирішувати професійні завдання та адаптуватися до змін [7, 8].

Еволюція дидактичних систем відображає поступовий перехід від статичних, знаннєво-орієнтованих моделей до інтегративних, діяльнісно та компетентнісно спрямованих систем, у центрі яких перебуває активна позиція здобувача освіти. Саме ця трансформація створює теоретичне підґрунтя для впровадження активних методів навчання у професійній освіті.

Аналіз наукових підходів до класифікації дидактичних систем свідчить про відсутність єдиного критерію їх систематизації, що зумовлено багатовимірністю самого поняття навчання як педагогічного феномену. У педагогічній науці дидактичні системи диференціюють за характером взаємодії суб'єктів освітнього процесу, цілями навчання, способами засвоєння знань, а також за методологічними засадами їх побудови [3, 16].

Узагальнення наукових джерел дозволило нам виокремити кілька базових типів дидактичних систем, які відображають еволюцію педагогічної думки та зміну освітніх парадигм.

Традиційна (класична) дидактична система ґрунтується на домінуванні викладача як основного джерела знань і передбачає переважно репродуктивний характер навчальної діяльності. Її провідною метою є передача систематизованих знань та формування базових умінь і навичок. Незважаючи на критику, ця система зберігає значення як основа структурованого подання навчального матеріалу та формування фундаментальних знань [5].

Пояснювально-ілюстративна система є розвитком традиційного підходу та передбачає активну діяльність педагога у процесі пояснення, демонстрації та контролю засвоєння знань. Вона забезпечує високий рівень організованості навчального процесу, проте обмежує самостійну пізнавальну активність здобувачів освіти [17].

Проблемна дидактична система сформувалася як альтернатива репродуктивним моделям і передбачає організацію навчання через створення проблемних ситуацій, що стимулюють пошукову діяльність здобувачів.

Такий підхід сприяє розвитку критичного мислення, формуванню пізнавальної мотивації та глибшому розумінню навчального матеріалу [12].

Діяльнісно-компетентнісна система орієнтована на формування здатності застосовувати знання у практичній діяльності та передбачає інтеграцію теоретичної і практичної складових навчання. Вона базується на виконанні навчально-професійних завдань, проєктній діяльності та моделюванні фахових ситуацій [7, 18].

Особистісно-орієнтована дидактична система акцентує увагу на індивідуальних особливостях здобувачів освіти, їхніх потребах, інтересах і рівні підготовки.

У цій моделі педагог виступає не лише джерелом знань, а й фасилітатором освітнього процесу, створюючи умови для саморозвитку та самореалізації особистості [11].

Інтерактивна дидактична система ґрунтується на активній взаємодії учасників освітнього процесу та передбачає використання методів колективного навчання, дискусій, рольових і ділових ігор. Вона сприяє розвитку комунікативних, соціальних і рефлексивних компетентностей, що є важливими для професійної діяльності [10].

Сучасним етапом розвитку є інноваційні та цифрові дидактичні системи, які інтегрують можливості інформаційно-комунікаційних технологій, дистанційного та змішаного навчання. Вони забезпечують гнучкість освітнього процесу, його персоналізацію та адаптацію до індивідуальних освітніх траєкторій [11, 19].

Типологія дидактичних систем відображає поступовий перехід від жорстко регламентованих моделей навчання до відкритих, гнучких і діяльнісно орієнтованих систем. Кожна з них має власний дидактичний потенціал, проте найбільш ефективними в сучасних умовах є інтегративні моделі, що поєднують елементи різних підходів.

Розвиток дидактичних систем безпосередньо пов’язаний із трансформацією підходів до організації освітньої діяльності та зростанням ролі активних методів навчання. Якщо у традиційних системах домінувала передача знань, то сучасні дидактичні моделі орієнтовані на активну пізнавальну діяльність здобувачів освіти та формування їхньої суб’єктної позиції.

Активні методи навчання розглядаються як інструмент реалізації діяльнісного та компетентнісного підходів, оскільки вони забезпечують залучення здобувачів до процесу конструювання знань, розв’язання проблемних ситуацій і виконання професійно орієнтованих завдань. Їх ефективність зумовлена здатністю поєднувати когнітивний, мотиваційний і соціальний компоненти навчання [15].

У межах сучасних дидактичних систем активні методи виконують кілька ключових функцій. По-перше, вони забезпечують активізацію пізнавальної діяльності та розвиток критичного мислення. По-друге, сприяють формуванню професійних компетентностей через моделювання реальних фахових ситуацій. По-третє, створюють умови для розвитку комунікативних і соціальних навичок у процесі взаємодії [10].

Особливого значення активні методи навчання набувають у системі професійної освіти, де навчання має бути максимально наближеним до майбутньої діяльності. Використання кейс-методу, проєктного навчання, проблемних завдань і симуляцій дозволяє інтегрувати теоретичні знання з практичним досвідом і формувати готовність до професійної діяльності [13]. Водночас ефективність впровадження активних методів навчання залежить від дидактичної системи, в межах якої вони реалізуються. Фрагментарне використання окремих методів без урахування цілей, змісту та логіки освітнього процесу не забезпечує належного результату. Саме тому активні методи мають розглядатися не як окремі педагогічні прийоми, а як складова цілісної дидактичної системи.

Еволюція дидактичних систем створює теоретичні та методологічні передумови для впровадження активних методів навчання, які виступають ключовим інструментом модернізації професійної освіти та відображає поступовий перехід від репродуктивної моделі навчання до діяльнісно-орієнтованої, що передбачає активну участь здобувачів освіти у пізнавальному процесі. Зокрема, класична традиційна система, витоки якої пов’язані з ідеями Яна Коменського, орієнтована на чітку регламентацію навчального процесу, домінування викладача та засвоєння готових знань. Водночас подальший розвиток педагогічної думки, сприяв утвердженню ідей навчання через діяльність, досвід і рефлексію.

Узагальнення основних характеристик дидактичних систем дозволяє систематизувати їх еволюційний розвиток та визначити потенціал щодо впровадження активних методів навчання (табл. 1).

Таблиця 1

Порівняльна характеристика дидактичних систем у контексті впровадження активних методів навчання

Дидактична система	**Характер навчання**	**Роль учня**	**Провідні методи**	**Потенціал для активного навчання**
Традиційна (класична)	Репродуктивний, пояснювально-ілюстративний	Пасивний споживач знань	Лекція, пояснення, демонстрація	Низький

Дидактична система	Характер навчання	Роль учня	Провідні методи	Потенціал для активного навчання
Проблемно-розвивальна	Частково-пошуковий	Активний учасник	Проблемне навчання, евристична бесіда	Середній
Особистісно-орієнтована	Діяльнісний, індивідуалізований	Суб'єкт навчання	Дискусія, проєктні методи	Високий
Компетентнісна	Практико-орієнтований	Активний суб'єкт професійної діяльності	Кейс-метод, тренінги, симуляції	Дуже високий

Як видно з таблиці, зростання рівня активності здобувача освіти прямо корелює з трансформацією дидактичних підходів: від передачі знань до їх самостійного конструювання та застосування у професійній діяльності. Особливої значущості це набуває у системі професійної освіти, де результатом навчання виступає не лише знання, а й сформовані компетентності.

У цьому контексті важливо простежити, яким чином традиційні методи навчання трансформуються під впливом сучасних дидактичних систем та набувають ознак активності. Така трансформація відображена в таблиці 2.

Таблиця 2

Трансформація традиційних методів навчання в активні у контексті розвитку дидактичних систем

Традиційний підхід	Сучасна трансформація	Активний метод
Лекція	Інтерактивна лекція з елементами обговорення	Дискусія, мозковий штурм
Пояснення	Навчання через проблемні ситуації	Проблемне навчання
Закріплення знань	Практичне застосування в умовах, наближених до реальних	Кейс-метод
Контроль знань	Самооцінювання та взаємооцінювання	Рефлексивні методи
Демонстрація	Моделювання професійної діяльності	Рольові ігри, симуляції

Представлені у таблиці 2 дані свідчать про те, що сучасна дидактика не відмовляється від традиційних форм навчання, а переосмислює їх,

наповнюючи новим змістом і функціональністю. Це відповідає концепції педагогічної інтеграції, згідно з якою інновації виникають не шляхом повного заперечення попереднього досвіду, а через його модернізацію та адаптацію.

Зазначені трансформації є особливо актуальними для професійної освіти, де необхідно забезпечити підготовку фахівців, здатних діяти в умовах невизначеності, приймати рішення та ефективно взаємодіяти в професійному середовищі. Саме тому активні методи навчання виступають не лише інструментом підвищення мотивації, а й засобом формування професійної компетентності [10].

У контексті трансформації дидактичних систем особливої уваги потребує систематизація активних методів навчання, які виступають інструментом реалізації діяльнісного, особистісно-орієнтованого та компетентнісного підходів. Незважаючи на значну кількість досліджень, у сучасній педагогічній науці відсутня єдина уніфікована класифікація активних методів, що зумовило необхідність їх узагальнення та структуризації з урахуванням специфіки професійної освіти.

У наукових працях акцентована увага на різних підходах до класифікації активних методів: за рівнем пізнавальної активності, характером взаємодії учасників освітнього процесу, дидактичною метою тощо [10]. Узагальнення зазначених підходів дозволило запропонувати авторську класифікацію, релевантну до умов професійної освіти.

З огляду на це, доцільно виокремити такі групи активних методів навчання (табл. 3).

Таблиця 3

Класифікація активних методів навчання у професійній освіті

Критерій класифікації	**Група методів**	**Характеристика**	**Приклади**
За характером пізнавальної діяльності	Проблемно-пошукові	Спрямовані на самостійне розв’язання пізнавальних завдань	Проблемне навчання, евристична бесіда
	Дослідницькі	Передбачають елементи наукового пошуку	Проєктний метод, дослідницькі завдання
За формою організації взаємодії	Інтерактивні	Ґрунтуються на активній комунікації	Дискусія, мозковий штурм
	Кооперативні	Передбачають роботу в групах	Робота в малих групах, кооперативне навчання

Критерій класифікації	Група методів	Характеристика	Приклади
За професійною спрямованістю	Імітаційні	Моделюють реальні професійні ситуації	Рольові ігри, симуляції
	Ситуаційні	Орієнтовані на аналіз конкретних випадків	Кейс-метод
За функціональним призначенням	Мотиваційні	Активізують інтерес до навчання	Ділові ігри
	Рефлексивні	Сприяють осмисленню досвіду	Самооцінювання, взаємооцінювання

Запропонована класифікація дозволяє комплексно охарактеризувати активні методи навчання та визначити їх місце у структурі професійної підготовки. Її особливістю є інтеграція кількох критеріїв, що забезпечує багатовимірний аналіз і відповідає сучасним тенденціям розвитку педагогічної науки.

Важливо підкреслити, що ефективність застосування активних методів залежить не лише від їх вибору, а й від умов реалізації: рівня підготовленості здобувачів освіти, професійної компетентності викладача, матеріально-технічного забезпечення та освітнього середовища. Зокрема, О. Пометун (2020) [10] наголошено, що інтерактивні технології забезпечують формування ключових і предметних компетентностей лише за умови системного впровадження, а не епізодичного використання.

У свою чергу, В. Сидоренко (2016) підкреслено, що активні методи навчання сприяють розвитку критичного мислення, автономності та професійної мобільності майбутніх фахівців, що є особливо актуальним в умовах динамічних змін ринку праці [22].

Класифікація активних методів навчання не лише виконує систематизуючу функцію, але й виступає основою для їх цілеспрямованого впровадження у професійній освіті.

Аналіз наукових джерел свідчить про зростання інтересу дослідників до проблеми впровадження активних методів навчання у професійній освіті, що обумовлено необхідністю підготовки конкурентоспроможних фахівців, здатних до ефективної професійної діяльності в умовах динамічних змін.

О. Пометун (2020) обґрунтовано доцільність використання інтерактивних технологій як засобу формування ключових компетентностей, підкреслюючи їх вплив на розвиток критичного мислення та комунікативних умінь [10].

У контексті даного дослідження ця позиція співвідноситься з висновками щодо високого потенціалу інтерактивних методів, представлених у таблицях 1–3.

Суттєвим є підхід І. Зязюн (2004) де розглянуто педагогічну майстерність як ключову умову ефективного застосування інноваційних методів навчання. Це положення доповнює результати дослідження, оскільки підтверджує залежність ефективності активних методів від професійної підготовленості викладача [21].

Подібної позиції дотримується В. Кремень (2003, 2014), ним наголошено на переході до інноваційної моделі освіти, орієнтованої на розвиток особистості. У цьому контексті активні методи навчання розглянуті як інструмент реалізації гуманістичної парадигми освіти [6, 18].

У працях О. Савченко (1997, 2012) акцентовано увагу на необхідності збереження балансу між традиційними та інноваційними методами навчання. Автором зазначено, що повна відмова від класичних підходів є недоцільною [4, 5], що корелює з результатами даного дослідження щодо трансформації, а не заміни методів (табл. 2).

Висновки

У статті здійснено теоретико-аналітичне узагальнення еволюції дидактичних систем та обґрунтовано їх роль у впровадженні активних методів навчання у професійній освіті.

Встановлено, що розвиток дидактичних систем характеризується поступовим переходом від репродуктивної моделі навчання до діяльнісно-орієнтованої, що передбачає активну участь здобувачів вищої освіти в освітньому процесі. Доведено, що саме трансформація дидактичних підходів створює теоретико-методологічне підґрунтя для впровадження активних методів навчання.

У результаті дослідження систематизовано основні дидактичні системи та визначено їх потенціал щодо реалізації активного навчання, що дозволило встановити пряму залежність між рівнем суб’єктності здобувача освіти та ефективністю формування професійних компетентностей.

Запропоновано авторську класифікацію активних методів навчання за такими критеріями: характер пізнавальної діяльності, форма організації взаємодії, професійна спрямованість та функціональне призначення. На відміну від існуючих підходів, дана класифікація має інтегративний характер і враховує специфіку професійної освіти, що забезпечує її практичну цінність.

Доведено, що активні методи навчання виступають ефективним інструментом формування професійної компетентності, розвитку критичного мислення, самостійності та готовності до професійної діяльності в умовах невизначеності. Обґрунтовано, що їх ефективність залежить від системності впровадження, рівня педагогічної майстерності викладача та організації освітнього середовища.

На основі аналізу наукових джерел встановлено спільність підходів дослідників щодо необхідності інтеграції активних методів у професійну підготовку, а також виявлено відмінності у трактуванні їх ролі та умов застосування. Це дозволило уточнити теоретичні засади впровадження активного навчання та конкретизувати його дидактичний потенціал.

Практичне значення отриманих результатів полягає у можливості використання запропонованої класифікації та узагальнених підходів у процесі модернізації освітнього процесу закладів професійної освіти, зокрема при розробленні навчальних програм, виборі методів навчання та організації освітньої діяльності.

Перспективи подальших досліджень вбачаються у проведенні експериментальної перевірки ефективності активних методів навчання у підготовці майбутніх фахівців, а також у розробленні методичних рекомендацій щодо їх системного впровадження в освітній процес.

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ВПЛИВ ТЕХНОЛОГІЙ ШТУЧНОГО ІНТЕЛЕКТУ НА МОТИВАЦІЮ СТУДЕНТІВ ТА ЇХ УСПІШНІСТЬ У ВИВЧЕННІ ІНОЗЕМНИХ МОВ

Анотація. У статті здійснено комплексний аналіз особливостей використання технологій штучного інтелекту у процесі вивчення англійської мови та визначено їх вплив на ефективність іншомовної підготовки студентів. Актуальність дослідження зумовлена активним упровадженням інтелектуальних цифрових систем у сучасний освітній простір, що спричиняє трансформацію традиційних способів до організації навчальної діяльності та формування англомовної комунікативної компетентності. Увагу зосереджено на проблемі персоналізації навчання, розвитку мотивації студентів і підвищення результативності іншомовної підготовки в умовах цифровізації освіти. Проаналізовано сучасні наукові підходи до використання штучного інтелекту у викладанні англійської мови та охарактеризовано функціональні можливості інтелектуальних освітніх платформ. Визначено, що застосування адаптивних цифрових систем забезпечує оперативний аналіз мовних помилок, автоматизоване оцінювання усного й писемного мовлення, персоналізований добір навчального контенту та організацію інтерактивної мовної взаємодії. Доведено, що використання технологій штучного інтелекту позитивно впливає на формування англомовної комунікативної компетентності, розвиток критичного мислення та навичок самостійної роботи студентів. Значну увагу приділено психологічним і мотиваційним аспектам іншомовної підготовки в умовах використання інтелектуальних технологій. З’ясовано, що систематичний зворотний зв’язок, можливість кількаразового коригування результатів діяльності та адаптація складності навчальних завдань до індивідуального рівня підготовки сприяють зниженню мовленнєвої тривожності та підтриманню стійкого інтересу до вивчення англійської мови. Встановлено, що навчальна діяльність у цифровому середовищі поступово набуває більш індивідуалізованого характеру, а

студенти отримують можливість працювати у комфортному темпі та контролювати власний навчальний прогрес. У статті також розглянуто практичні аспекти використання платформ ChatGPT, Grammarly, Duolingo Max та ELSA Speak у процесі іншомовної підготовки студентів. Наведено приклади професійно орієнтованих завдань для студентів економічних спеціальностей, спрямованих на розвиток навичок англомовного спілкування, професійного читання, лексико-граматичного аналізу та ділової комунікації. Доведено, що інтеграція технологій штучного інтелекту у навчальний процес сприяє модернізації мовної освіти та розширює можливості організації сучасного освітнього середовища. Водночас наголошено на необхідності збереження педагогічної рівноваги між використанням цифрових інструментів і традиційними методами навчання, оскільки штучний інтелект доцільно розглядати як допоміжний ресурс, що доповнює професійну діяльність викладача.

Ключові слова: штучний інтелект, англійська мова, іншомовна підготовка, англомовна комунікативна компетентність, цифрові технології, персоналізація навчання, мотивація студентів, інтелектуальні освітні платформи, цифрове освітнє середовище, мовна освіта.

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THE IMPACT OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES ON STUDENTS' MOTIVATION AND THEIR SUCCESS IN LEARNING FOREIGN LANGUAGES

Abstract. The article presents a comprehensive analysis of the peculiarities of using artificial intelligence technologies in the process of learning English and determines their impact on the effectiveness of students' foreign language training. The relevance of the study is обусловed by the active introduction of intelligent digital systems into the modern educational environment, which leads to the transformation of traditional approaches to organizing educational activities and developing English-language communicative competence. The study focuses on the problem of personalized learning, the development of students' motivation, and the improvement of foreign language training efficiency in the context of educational digitalization. Modern scientific approaches to the use of artificial intelligence in teaching English are analyzed, and the functional capabilities of intelligent educational platforms are characterized. It has been determined that the use of adaptive digital systems ensures rapid analysis of language mistakes,

automated assessment of oral and written speech, personalized selection of educational content, and organization of interactive language communication. It has been proven that the use of artificial intelligence technologies positively influences the formation of English-language communicative competence, the development of critical thinking, and students' independent learning skills. Considerable attention is paid to the psychological and motivational aspects of foreign language training in the context of using intelligent technologies. It has been found that systematic feedback, the possibility of repeated correction of learning outcomes, and adaptation of task complexity to the individual level of students' preparation contribute to reducing language anxiety and maintaining a stable interest in learning English. It has been established that educational activity in the digital environment gradually acquires a more individualized character, while students gain the opportunity to work at a comfortable pace and monitor their own academic progress. The article also examines the practical aspects of using the platforms ChatGPT, Grammarly, Duolingo Max, and ELSA Speak in the process of students' foreign language training. Examples of professionally oriented tasks for students of economic specialties aimed at developing English communication skills, professional reading, lexical and grammatical analysis, and business communication are provided. It has been proven that the integration of artificial intelligence technologies into the educational process contributes to the modernization of language education and expands the possibilities for organizing a modern educational environment. At the same time, the article emphasizes the necessity of maintaining pedagogical balance between the use of digital tools and traditional teaching methods, since artificial intelligence should be regarded as a supplementary resource that complements the professional activity of the teacher.

Key words: artificial intelligence, English language, foreign language training, English-language communicative competence, digital technologies, personalized learning, student motivation, intelligent educational platforms, digital educational environment, language education.

Постановка проблеми. Нині розвиток мовної освіти характеризується активним упровадженням технологій штучного інтелекту у процес вивчення англійської мови, що поступово змінює традиційні методи до організації навчальної діяльності. Використання інтелектуальних платформ сприяє індивідуалізації іншомовної підготовки та водночас забезпечує швидке реагування на мовні труднощі студентів. Важливою тут постає можливість адаптації навчального матеріалу до рівня мовної підготовки здобувачів освіти, оскільки це позитивно впливає на результативність навчання й підтримання мотивації. Відтак проблема ефективного використання технологій штучного інтелекту у викладанні

англійської мови стає особливо актуальною, що зумовлює потребу ґрунтовного наукового аналізу їх освітнього потенціалу.

Аналіз останніх досліджень і публікацій. *Розвиток цифрових технологій зумовлює актуалізацію проблеми використання штучного інтелекту у процесі вивчення іноземних мов, яка активно привертає увагу науковців, оскільки пов'язана з його впливом на трансформацію освітнього середовища та підвищення ефективності навчальної діяльності.* Так, Козубай І. здійснює аналіз впливу штучного інтелекту на процес викладання та вивчення іноземних мов, акцентуючи увагу на перспективах персоналізації навчання та модернізації освітнього середовища [1]. Хайруліна Н. розглядає особливості використання технологій штучного інтелекту під час фахової підготовки здобувачів вищої освіти та визначає їх роль у підвищенні ефективності навчальної діяльності [2]. Сергієнко О., Пастушенко Т. та Бойко О. досліджують інтеграцію технологій штучного інтелекту в методику навчання англійської мови крізь сучасні педагогічні виклики та зміни дидактичних підходів [3]. Бойчук Н. аналізує вплив інструментів штучного інтелекту на процес вивчення англійської мови у закладах вищої освіти України та визначає їх функціональні можливості в освітньому середовищі [4]. Василевська Т. обґрунтовує педагогічний потенціал застосування інтелектуальних технологій у навчанні англійської мови та окреслює перспективи їх подальшого використання [5]. Специфіку професійно орієнтованої іншомовної підготовки висвітлює Хомик А., яка досліджує роль штучного інтелекту у процесі навчання англійської мови майбутніх фахівців з інформаційних технологій у закладах вищої освіти [6]. Куцела М. та Вірстюк О. аналізують вплив технологій штучного інтелекту на формування англійської мовної компетентності студентів [7]. Кохан О., Михайлова Н., Магден О. досліджують штучний інтелект як дидактичний ресурс та окреслюють методичні ризики його застосування у практиці викладання англійської мови [8]. Бурковська З., Мелешко Л. та Ваврін Н. висвітлюють вплив технологій штучного інтелекту на еволюцію норм англійської літературної мови та процес формування нових мовних моделей у сучасному науковому й публіцистичному дискурсі [9].

Незважаючи на активне впровадження технологій штучного інтелекту в освітній процес, проблема їх ефективного використання під час вивчення англійської мови все ще потребує ґрунтовного наукового осмислення та аналізу, зокрема у контексті впливу інтелектуальних систем на мотивацію студентів, формування англомовної комунікативної компетентності й трансформацію традиційних способів до іншомовної підготовки.

Мета статті полягає в аналізі особливостей використання технологій штучного інтелекту у процесі вивчення англійської мови та визначенні їх

впливу на ефективність іншомовної підготовки, розвиток мотивації й формування англомовної комунікативної компетентності студентів.

Виклад основного матеріалу дослідження. Інтеграція технологій штучного інтелекту суттєво впливає на розвиток англійської літературної мови, тому що одночасно активізує появу нових лексико-синтаксичних моделей і змінює норми наукового та публіцистичного дискурсів. Використання інтелектуальних освітніх ресурсів забезпечує персоналізацію мовної підготовки та підвищує ефективність засвоєння навчального матеріалу. Наведений формат навчання також стимулює розвиток критичного мислення здобувачів освіти [9, с. 73]. Унаслідок таких процесів стає очевидним формування системних змін на рівнях лексики, граматики та стилістики англійської мови [9, с. 74].

Відтак технології штучного інтелекту змінюють механізми взаємодії між студентом і навчальним середовищем, причому особливо помітно це простежується у процесі вивчення іноземних мов. Адаптивні цифрові системи забезпечують добір навчального матеріалу відповідно до індивідуальних потреб здобувачів освіти, що виявляється досить ефективним для підтримки зацікавленості в освітньому процесі. За таких умов навчальна діяльність сприяє стабілізації мотивації.

Колосальних змін зазнає і характер формування іншомовної компетентності. Студенти отримують можливість оперативно аналізувати власні помилки та, своєю чергою, своєчасно коригувати результати навчання. Відповідно процес опрацювання матеріалу кардинально змінює традиційні методики навчання. У зв'язку з цим успішність навчальної діяльності визначається обсягом знань та безпосередньо рівнем взаємодії з інтелектуальними системами.

Під час вивчення англійської мови технології штучного інтелекту реалізуються через комплекс взаємопов'язаних функцій. Їх застосування охоплює автоматичне оцінювання усного мовлення і письма, адаптивне тренування лексичних і граматичних навичок, використання інтелектуальних чат-ботів, автоматизоване створення текстів, а також переклад і редагування навчального контенту [4, с. 64]. Зазначені технологічні рішення, хоча і мають допоміжний характер, суттєво змінюють організацію освітнього процесу. Тому важливо враховувати необхідність поєднання інноваційних інструментів із розвитком самостійності студентів. Систематичне використання інтелектуальних платформ впливає і на мотиваційну сферу навчання. Миттєвий зворотний зв'язок створює умови для швидкого оцінювання результатів та водночас підсилює відчуття навчального прогресу. Емоційно-когнітивна залученість студентів за таких умов істотно зростає. Прагнення до подальшого вдосконалення мовних

навичок стає більш стійким, що особливо гостро проявляється у процесі тривалої іншомовної підготовки.

Штучний інтелект посідає важливе місце у процесі персоналізації освітньої діяльності та забезпечує точне узгодження навчального матеріалу з індивідуальними потребами студентів. Наведене сприяє підвищенню результативності навчання та активізує розвиток критичного мислення і професійних компетентностей. Відтак освітнє середовище орієнтується на індивідуальну траєкторію навчального розвитку. Тому використання технологій штучного інтелекту під час вивчення англійської мови сприяє поглибленню міжкультурної взаємодії та розширює можливості професійного й культурного розвитку студентів [6, с. 308].

Процес формування мотивації до вивчення англійської мови за таких умов набуває нових характеристик. Студент отримує можливість працювати у комфортному темпі та поступово підвищувати рівень складності навчальних завдань. Навчальна діяльність стає більш прогнозованою та безперечно знижує психологічне напруження під час засвоєння мовного матеріалу, що особливо ефективно впливає на підтримання стійкого інтересу до іншомовної підготовки. Практичний досвід демонструє позитивні зміни у процесі вивчення англійської мови із використанням інтелектуальних систем. Наприклад, адаптивні цифрові платформи аналізують успішність студента та, своєю чергою, автоматично пропонують додаткові вправи з англійської граматики. Якщо студент систематично допускає помилки у використанні часових форм дієслова, система генерує додаткові завдання саме з цієї тематики. Помітних змін зазнає і характер мовної взаємодії у навчальному середовищі. Інтелектуальні технології забезпечують організацію англомовного спілкування в режимі реального часу та водночас створюють умови для постійної практики мовлення. Наприклад, чат-боти можуть моделювати ситуації проходження співбесіди англійською мовою, спілкування в аеропорту або професійного діалогу з іноземним партнером. Таке моделювання навчальних ситуацій кардинально змінює традиційний формат практичних занять та наближає його до реальних комунікативних умов.

Навчання іноземної мови із використанням штучного інтелекту охоплює широкий спектр функціональних можливостей. Інтелектуальні технології забезпечують персоналізацію освітнього процесу та адаптують складність завдань і темпи опрацювання матеріалу до індивідуальних потреб користувача. Їх застосування передбачає інтеграцію елементів гейміфікації, організацію інтерактивної комунікації, автоматичне виявлення фонетичних, лексичних і граматичних неточностей, а також створення навчальних матеріалів різного рівня складності [3]. Зазначені технологічні

рішення суттєво оптимізують діяльність викладача та створюють умови для формування цифрової грамотності учасників освітнього процесу.

Важливим у сучасному освітньому просторі постає взаємозв'язок між технологічною підтримкою навчального процесу та рівнем навчальної успішності студентів під час іншомовної підготовки. Активне впровадження цифрових інструментів і платформ на основі штучного інтелекту сприяє оптимізації процесу засвоєння англійської мови, оскільки забезпечує постійну інтерактивну взаємодію між студентом і навчальним середовищем. У таких умовах технологічна підтримка виконує не лише допоміжну функцію, а й поступово стає важливим чинником підвищення ефективності навчальної діяльності, формування стійкої мотивації та розвитку навичок самостійної роботи.

Миттєвий зворотний зв'язок під час виконання англомовних вправ, між тим, забезпечує оперативне усунення помилок та формує відчуття навчального прогресу. Завдяки автоматизованому аналізу мовлення, граматичних конструкцій, лексичних одиниць і вимови студент отримує можливість швидко виявляти власні недоліки та коригувати їх без тривалого очікування оцінювання з боку викладача. Наведений метод значно підвищує динамічність освітнього процесу та сприяє підтриманню активної пізнавальної діяльності. Оперативність отримання результатів, своєю чергою, знижує рівень психологічної напруги під час виконання мовних завдань і створює сприятливі умови для поступового вдосконалення англомовної комунікативної компетентності.

Студент постійно спостерігає власні результати та відповідно підтримує внутрішню мотивацію до подальшого вдосконалення мовних навичок. Візуалізація навчального прогресу, систематичне оцінювання досягнень, накопичення статистичних показників та адаптація рівня складності завдань до індивідуальних можливостей здобувача освіти сприяють формуванню позитивної навчальної самооцінки. За таких умов підвищується рівень відповідальності студентів за результати власної діяльності, активізується їхня самостійність та розвивається здатність до самоорганізації. Водночас персоналізований характер цифрового навчання створює можливість для формування комфортного темпу роботи, що особливо важливо в процесі засвоєння іншомовного матеріалу різного рівня складності.

Відповідно іншомовна підготовка поступово трансформується від стандартизованої моделі до індивідуалізованого освітнього середовища. Освітній процес більше орієнтується на особистісні потреби, мовний рівень, професійні інтереси та когнітивні особливості студентів. Інтелектуальні технології забезпечують гнучке моделювання навчального контенту,

варіативність завдань і можливість інтеграції різних форматів мовної діяльності. Це сприяє підвищенню результативності навчання англійської мови та формуванню стійкої готовності студентів до використання іншомовної комунікації у професійній та міжкультурній взаємодії. Одночасно цифровізація іншомовної підготовки актуалізує необхідність поєднання інноваційних технологій із педагогічним супроводом викладача, оскільки ефективність навчання значною мірою залежить від доцільної організації освітнього процесу та збалансованого використання цифрових ресурсів.

Використання технологій штучного інтелекту у закладах вищої освіти для навчання англійської мови характеризується значним освітнім потенціалом та відкриває нові можливості для модернізації освітнього процесу. Так, інтелектуальні системи забезпечують персоналізацію навчання та адаптують зміст освітнього матеріалу до індивідуальних потреб студентів. Освітня взаємодія стає більш гнучкою й передбачає автоматизоване оцінювання й оперативний зворотний зв'язок [5, с. 322].

Формування мотивації до вивчення англійської мови відтак демонструє якісні зміни. Студент отримує можливість працювати відповідно до власного рівня підготовки та поступово ускладнювати навчальні завдання. Процес навчання стає більш індивідуалізованим і, безперечно, сприяє підтриманню стійкого інтересу до іншомовної діяльності. Результати навчання за таких умов сприймаються як досяжні, що суттєво посилює внутрішню навчальну активність. Однак значної уваги набуває зміна характеру мовної взаємодії у цифровому середовищі. Студенти мають можливість систематично взаємодіяти з інтелектуальними платформами та оперативно отримувати рекомендації щодо вдосконалення мовних навичок. Зазначений формат роботи виявляється досить продуктивним для розвитку англомовної компетентності.

Зауважимо, що штучний інтелект позитивно впливає на розвиток мовної компетентності та особливо ефективно проявляється у формуванні навичок письма, читання, перекладу та лексико-граматичної підготовки. Використання інтелектуальних інструментів забезпечує індивідуалізацію навчання й безпосередньо знижує рівень тривожності студентів. Тому можливість багаторазового повторення й удосконалення мовного продукту дозволяє уникати психологічного бар'єра та створює більш комфортні умови для навчання [7, с. 122].

У практиці викладання англійської мови перспективним стає застосування завдань, орієнтованих на взаємодію із системами штучного інтелекту. Активне використання інтелектуальних цифрових платформ у процесі іншомовної підготовки сприяє модернізації традиційних методів до

організації навчальної діяльності та розширює можливості формування англомовної комунікативної компетентності студентів. Тут важливими виступають завдання, що передбачають аналітичну роботу з англомовним професійно орієнтованим контентом, оскільки саме вони забезпечують поєднання мовної практики, розвитку критичного мислення та навичок інформаційного аналізу. Наприклад, студентам можна запропонувати проаналізувати такі словосполучення, як “artificial intelligence tools”, “learning outcomes”, “digital learning environment”, “adaptive feedback” та визначити особливості їх функціонування у професійному контексті. Виконання подібних завдань сприяє засвоєнню сучасної англомовної термінології, формуванню навичок професійного читання та розвитку здатності до інтерпретації спеціалізованих текстів. У процесі аналізу студенти можуть визначати семантичну структуру словосполучень, особливості їх контекстуального вживання, стилістичні функції та специфіку використання у науковому й академічному дискурсі. Одночасно відбувається активізація міжпредметних зв’язків, оскільки студенти поєднують мовну діяльність із засвоєнням цифрової та професійної компетентностей.

Після цього інтелектуальна система повинна згенерувати приклади використання зазначених одиниць у наукових текстах, а студент повинен здійснити їх лексико-семантичний аналіз. Такий вид діяльності забезпечує поглиблене опрацювання англомовного матеріалу та сприяє розвитку навичок роботи з академічними текстами. Студенти можуть аналізувати значення лексичних одиниць у різних контекстах, визначати характер семантичних зв’язків між компонентами словосполучень, досліджувати особливості термінологічної сполучуваності та виявляти стилістичні характеристики мовних конструкцій. Крім того, робота зі згенерованими прикладами сприяє розвитку навичок критичного оцінювання інформації, оскільки студенти мають можливість перевіряти коректність мовного оформлення, точність термінології та відповідність тексту нормам академічного стилю.

Виконання такого завдання студентами посилить їх пізнавальну активність. Інтерактивний характер взаємодії із системами штучного інтелекту сприятиме підвищенню зацікавленості у вивченні англійської мови та формуванню стійкої внутрішньої мотивації до навчання. У процесі виконання подібних вправ студенти набувають досвіду самостійного пошуку, аналізу та інтерпретації інформації, що позитивно впливає на розвиток аналітичного мислення та навичок автономної навчальної діяльності. Водночас використання інтелектуальних технологій створює умови для індивідуалізації освітнього процесу, оскільки кожен студент

отримує можливість працювати у власному темпі, адаптувати рівень складності завдань до особистих потреб і здійснювати багаторазове коригування результатів навчальної діяльності.

Важливим також є пропонування студентам комунікативних завдань із застосуванням штучного інтелекту. Так, студентам можна запропонувати проаналізувати лексеми, наприклад, такі, як “cross-cultural communication”, “critical thinking skills”, “virtual interaction”, “academic performance”. Тоді за допомогою програми штучного інтелекту можна створити діалогічні ситуації з використанням зазначених мовних одиниць. Студенти надалі редагують або повинні доповнити сформовані тексти відповідно до навчальної ситуації. Виконання зазначеного завдання дозволить підвищити мотивацію до англомовної комунікації та розвиватиме навички критичного аналізу.

Важливого значення набуває і психологічний аспект використання інтелектуальних технологій. Студенти можуть багаторазово коригувати власні відповіді та одночасно не відчувати страху помилок або зовнішнього оцінювання. Рівень емоційного напруження за таких умов істотно знижується, а навчальна активність стає більш стабільною. Підвищення успішності навчання відтак визначається технологічними можливостями й насамперед особливостями організації взаємодії між студентом та інтелектуальним середовищем.

За умови раціонального використання технологій штучного інтелекту викладач отримує можливість удосконалювати організацію освітнього процесу та перерозподіляти окремі професійні функції. Частина рутинних операцій може передаватися інтелектуальним системам, що, своєю чергою, вивільняє час для виконання аналітичних і творчих завдань. Професійна діяльність викладача за таких умов орієнтується на якісне управління навчальною взаємодією [2, с. 33].

Трансформація освітнього середовища впливає і на характер іншомовної підготовки студентів економічних спеціальностей. Відтак освітній процес поступово переходить до моделей, у рамках яких студенти виконують більш активну роль та отримують можливість працювати з професійно орієнтованим контентом. Наведена організація навчання виявляється досить результативною для підтримання мотивації. Навчальна діяльність у цьому випадку посилює зв’язок між мовною підготовкою і майбутньою професією.

Зазначимо, що зростання успішності навчання визначається також якістю освітньої взаємодії між студентом та цифровим середовищем. Інтелектуальні системи забезпечують швидке реагування на результати діяльності та дозволяють своєчасно коригувати навчальні труднощі. Відтак

така робота безумовно сприяє підтриманню стійкої зацікавленості у вивченні англійської мови. Результат навчання за таких умов сприймається як досяжний і професійно значущий.

Ефективне використання технологій штучного інтелекту у процесі викладання англійської мови потребує збереження педагогічної рівноваги між цифровими інструментами та традиційними методами навчання. Тому штучний інтелект доцільно розглядати як допоміжний освітній ресурс, який не може повністю замінити викладача. Відповідно формування навичок усвідомленого, критичного та етичного використання цифрових технологій залишається важливим професійним завданням [8, с. 307].

Практичну цінність для студентів економічних спеціальностей має вправа, спрямована на розвиток навичок професійного читання та економічного аналізу англомовних матеріалів. Умова завдання передбачає використання системи штучного інтелекту для створення короткого аналітичного тексту на тему “Global market trends and consumer behavior”. Текст повинен містити професійні словосполучення “market demand”, “economic growth”, “financial performance”, “consumer spending patterns”, “business strategy implementation”. Студенти на першому етапі аналізують значення лексичних одиниць у контексті. Далі вони визначають важливі економічні поняття та пояснюють їх функціонування у професійному дискурсі.

Наступним етапом стає редагування окремих фрагментів тексту з урахуванням стилістичної доречності. Завершальна дія передбачає підготовку короткого висновку англійською мовою щодо економічної ситуації, описаної у тексті.

Інший варіант навчальної діяльності передбачає розвиток навичок ділової англомовної комунікації. Так, студентам можна запропонувати використати систему штучного інтелекту для моделювання ситуації міжнародних переговорів між компаніями. Умовою роботи є аналіз та використання професійних конструкцій “investment opportunities”, “international partnership agreement”, “competitive advantage”, “annual revenue report”, “long-term financial strategy”. За допомогою інструменту штучного інтелекту потрібно створити сценарій переговорного процесу між представниками компаній різних країн. Студенти спочатку аналізують мовні особливості ділового спілкування, а надалі визначають економічну проблематику діалогу. Після цього учасники створюють власні відповіді англійською мовою та коригують їх із використанням автоматизованих рекомендацій. Відтак, виконання такого завдання кардинально змінює традиційну модель практичного заняття та формує професійно орієнтовану мотивацію.

Психологічний аспект використання інтелектуальних технологій у цьому випадку також є важливим, оскільки студенти працюють у середовищі постійного зворотного зв'язку та отримують можливість кількаразово вдосконалювати результати діяльності. Рівень напруження під час комунікації поступово знижується, а впевненість у власних можливостях істотно зростає. Тому навчальна мотивація підтримується технологічними можливостями й безпосередньо професійною спрямованістю освітнього процесу.

Слід відзначити й те, що технології штучного інтелекту характеризуються значним потенціалом для вдосконалення мовної освіти та розширюють можливості організації освітнього процесу. Інтелектуальні навчальні системи забезпечують персоналізовану підтримку і, своєю чергою, формують адаптивні освітні траєкторії. Наведене сприяє підвищенню результативності навчання та дозволяє враховувати індивідуальні особливості студентів. Освітній процес за таких умов поступово переходить до гнучкіших моделей організації навчальної діяльності [1, с. 213].

Зміна структури освітньої взаємодії впливає і на мотиваційну сферу вивчення іноземних мов. Студенти отримують можливість працювати в індивідуальному темпі та контролювати власні результати навчання. Відтак рівень навчальної залученості за таких умов помітно зростає та сприяє стабілізації мотивації до вивчення англійської мови.

В сучасних умовах організації освітнього процесу важливою також є взаємодія між цифровими інструментами та навчальною успішністю. Інтелектуальні системи забезпечують миттєвий аналіз помилок та відповідно дозволяють оперативно коригувати результати діяльності. Тому результати навчання стають більш прогнозованими та доступними для систематичного контролю. Поряд із технологічними перевагами необхідним залишається збереження педагогічної рівноваги між використанням штучного інтелекту та професійним супроводом викладача. Педагог виконує важливу функцію розвитку критичного мислення та формує творчі й соціальні навички студентів. Інтелектуальні технології у цьому випадку доцільно розглядати як допоміжний інструмент освітньої діяльності [1, с. 213].

Практичний інтерес у вивченні англійської мови становлять сучасні інструменти штучного інтелекту, які забезпечують різні формати освітньої підтримки. Так, платформа ChatGPT дозволяє створювати діалогічні ситуації та, своєю чергою, забезпечує практику англомовного спілкування. Студенти можуть моделювати ситуації професійного інтерв'ю, міжнародних переговорів або академічних дискусій. Практичну цінність має також використання сервісу Grammarly, який аналізує письмові роботи

студентів та автоматично виявляє граматичні, стилістичні й лексичні неточності. Система сама виправляє помилки й пояснює причини їх виникнення. Студенти за таких умов формують навички самостійного редагування текстів і вдосконалюють мовну грамотність. Важливим інструментом для іншомовної підготовки виступає платформа Duolingo Max, яка використовує елементи штучного інтелекту та адаптує навчальні завдання до індивідуального рівня користувача. Система аналізує результати діяльності та надалі пропонує персоналізовані вправи. Увагу також слід звернути на платформу ELSA Speak, яка спеціалізується на розвитку англомовної вимови. Інтелектуальна система аналізує мовлення студентів та визначає неточності у вимові.

Відтак студенти отримують індивідуальні рекомендації щодо покращення артикуляції та інтонації. Рівень мовленнєвої тривожності за таких умов поступово знижується, а результати усного мовлення стають більш виразними й точними.

Висновки та перспективи подальших досліджень. Отже, результати дослідження підтверджують значну роль технологій штучного інтелекту у модернізації процесу вивчення англійської мови та вдосконаленні іншомовної підготовки студентів. Використання інтелектуальних систем сприяє персоналізації навчальної діяльності, адаптації освітнього контенту до індивідуальних потреб здобувачів освіти й підтриманню стійкої мотивації до навчання. Важливого значення набуває також можливість оперативного аналізу помилок, отримання миттєвого зворотного зв'язку та поступового коригування результатів навчальної діяльності, що позитивно впливає на розвиток англомовної комунікативної компетентності. Практика застосування цифрових платформ, чат-ботів та автоматизованих мовних сервісів, своєю чергою, активізує критичне мислення, формує навички самостійної роботи й посилює професійну спрямованість іншомовної підготовки. Поряд із цим використання інтелектуальних технологій створює комфортні умови для навчання, знижує рівень мовленнєвої тривожності та підвищує впевненість студентів у власних комунікативних можливостях. Разом із тим важливою постає необхідність збереження педагогічної рівноваги між цифровими інструментами та традиційними методами навчання, оскільки штучний інтелект доцільно розглядати як ефективний допоміжний ресурс, що розширює можливості викладача та вдосконалює організацію сучасного освітнього процесу.

Перспективи подальших наукових розвідок полягають у дослідженні ефективності окремих технологій штучного інтелекту у формуванні різних видів англомовної компетентності студентів, зокрема комунікативної, професійно орієнтованої та міжкультурної. Подальшого вивчення потребує

також проблема поєднання інтелектуальних цифрових платформ із традиційними методиками навчання англійської мови у закладах вищої освіти.

Важливим напрямом наукового аналізу залишається визначення психологічного впливу технологій штучного інтелекту на мотивацію, рівень мовленнєвої тривожності та розвиток критичного мислення студентів.

Перспективним є і дослідження особливостей використання інтелектуальних систем у процесі професійної підготовки студентів економічних спеціальностей з урахуванням сучасних вимог цифрового освітнього середовища.

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ТАЙМ-МЕНЕДЖМЕНТ ВИКЛАДАЧА ЗАКЛАДУ ВИЩОЇ ОСВІТИ ЯК ЗАПОРУКА ЕФЕКТИВНОСТІ НАУКОВОЇ І НАВЧАЛЬНО-ВИХОВНОЇ РОБОТИ В СУЧАСНИХ УМОВАХ

Анотація. Метою дослідження є привернення уваги до тайм-менеджменту викладача закладу вищої освіти як запоруки ефективності наукової і навчально-виховної роботи в сучасних умовах. Для досягнення цієї мети застосовано наукові методи, котрі забезпечують методологічну основу визначеного дослідження: аналіз, синтез і узагальнення наукових джерел – для систематизації праць зарубіжних і українських дослідників з проблем тайм-менеджменту; спостереження за діяльністю викладачів закладів вищої освіти в умовах воєнного часу. Системно-структурний метод використано для осмислення тайм-менеджменту як складової самоменджменту, для осмислення діяльності викладача як системи видів та складових робочого часу. В результаті дослідження встановлено особливості діяльності викладача закладу вищої освіти в Україні в складних умовах сьогодення. Вона багатогранна – проявляється у трьох основних видах: навчальній, виховній та науковій, і зумовлена умовами та особливостями розвитку освітніх інституцій. Важливою запорукою ефективної діяльності викладача є чітке дотримання тайм-менеджменту як складової частини самоменеджменту. Оскільки тайм-менеджмент, це управління часом, то виокремлено такі складові робочого часу викладача: навчальна робота – лекції, семінари, консультації, екзамени; методична робота – розробка силабусів, підручників, оновлення курсів, навчальних програм; наукова робота – написання статей (Scopus/WoS, до фахових видань), участь у грантах, наукових конференціях, академічній мобільності; організаційна робота – кураторство, засідання кафедри, паперова рутина. У підсумку встановлено, що тайм-менеджмент викладача закладу вищої освіти в умовах російсько-української війни зумовлює, окрім дотримання його загальноприйнятих функцій, вміння швидко переключатися з одного виду діяльності на інший, мати запасні види діяльності в непердбачуваних

обставинах, дотримуватися чотирьох правил «Getting Things Done» (GTD). Регулярне та ефективне планування часу, воля, самоконтроль, здатність долати перешкоди, перемагати незапланований хаос стають чинниками забезпечення успішної багатогранної діяльності викладача закладу вищої освіти. Перспективи подальших наукових розвідок вбачаються в узагальненні досвіду викладачів закладів вищої освіти з дотримання тайм-менеджменту у своїй багатогранній діяльності та впровадженні ефективних методик його планування як засобу підвищення професійної ефективності працівників освіти.

Ключові слова: планування, тайм-менеджмент, викладач, заклад вищої освіти, діяльність, організація, час, методи тайм-менеджменту.

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TIME MANAGEMENT OF A TEACHER OF A HIGHER EDUCATION INSTITUTION AS A GUARANTEE OF THE EFFICIENCY OF SCIENTIFIC AND EDUCATIONAL WORK IN MODERN CONDITIONS

Abstract. The purpose of the study is to draw attention to the time management of a teacher at a higher education institution as a guarantee of the effectiveness of scientific and educational work in modern conditions. To achieve this goal, scientific methods were applied that provide the methodological basis of the specific study: analysis, synthesis and generalization of scientific sources – to systematize the works of foreign and Ukrainian researchers on time management problems; observation of the activities of teachers of higher education institutions in wartime conditions. The system-structural method was used to understand time-management as a component of self-management, to understand the activity of a teacher as a system of types and components of working time. As a result of the study, the peculiarities of the activity of a teacher of a higher education institution in Ukraine in today's difficult conditions were established. It is multifaceted – it manifests itself in three main types: educational, educational and scientific, and is determined by the conditions and features of the development of educational institutions. An important guarantee of effective teacher activity is clear adherence to time management as a component of self-management. Since time management is time-management, the following components of a teacher's working time are distinguished: educational work – lectures, seminars, consultations, exams; methodological work – development of

syllabi, textbooks, updating courses, curricula; scientific work – writing articles (Scopus/WoS, for professional publications), participation in grants, scientific conferences, academic mobility; organizational work – supervision, department meetings, paper routine. As a result, it was found that the time management of a teacher of a higher education institution in the conditions of the Russian-Ukrainian war requires, in addition to observing its generally accepted functions, the ability to quickly switch from one type of activity to another, to have backup types of activities in unforeseen circumstances, and to adhere to the four rules of «Getting Things Done» (GTD). Regular and effective time planning, will, self-control, the ability to overcome obstacles, and defeat unplanned chaos become factors in ensuring the successful multifaceted activities of a teacher at a higher education institution. Prospects for further scientific research are seen in generalizing the experience of teachers of higher education institutions in observing time management in their multifaceted activities and implementing effective methods of its planning as a means of increasing the professional efficiency of educational workers.

Keywords: planning, time management, teacher, higher education institution, activity**,** organization, time, time management methods.

Постановка проблеми. Розвиток вищої освіти в Україні в складних умовах воєнного стану з початку повномасштабної агресії російської федерації проти України зумовлює не тільки модернізацію її інституцій, а й пошук ефективних механізмів покращення багатогранної діяльності викладачів. Частина закладів вищої освіти (ЗВО) зі сходу та півдня країни тимчасово переїхали в більш-менш спокійніші області, що потребувало значних організаційних зусиль їхнього керівництва та викладачів, а також управлінців приймаючих закладів. Багато викладачів в перші тижні і місяці емігрували за кордон. Частина з них розірвали стосунки зі своїми освітніми закладами, що є великою втратою для освітньої галузі, частина проводять заняття онлайн. Діяльність викладачів, які залишилися працювати в Україні, ускладнилася воєнними реаліями: постійними повітряними тривогами, бомбардуваннями ворогом міст, неможливістю передбачити події, точно спланувати власний тайм-менеджмент. Однак, переживши перші тижні шоку початку війни, викладачі не тільки продовжили навчальний процес, а й постаралися виробити власний алгоритм діяльності. І тут важливим засобом власної самоорганізації виступає чіткий тайм-менеджмент. Ефективний тайм-менеджмент викладача закладу вищої освіти в сучасних умовах є базою для балансу між викладанням, наукою та адмініструванням. Цифровізація, дистанційне навчання та постійні зміни вимог створюють високе навантаження, яке вимагає чіткого планування. Отож, як можна

чітко планувати свою освітню діяльність, коли вона переривається тривогами і обстрілами? Постараємось відповісти на це питання.

Аналіз актуальних досліджень. Теоретичні та методологічні основи тайм-менеджменту висвітлюються у наукових працях дослідників. Наукове обґрунтування методологічних основ підготовки фахівців до управлінської діяльності як основи вдосконалення змісту та структури їхньої підготовки у закладах вищої освіти здійснено авторами Я. Зорієм, Н. Олійник та Н. Островською [3]. У їхній статті визначено методологічні основи підготовки майбутніх фахівців до управлінської діяльності, які відображають взаємоінтеграцію парадигм (акмеологічної, антропологічної, культурологічної, екологічної), методологічних підходів (системно-діяльнісний, особистісно зорієнтований, аксіологічний, компетентнісний), які відображені у виокремлених закономірностях професійної підготовки до управлінської діяльності, а також принципи (загальні – науковості, суб'єктності; специфічні – зв'язок теорії з практикою, спрямованості навчання навирішення професійно-управлінських завдань). Н. Степанова та К. Гнезділова висвітлюють питання тайм-менеджменту у професійній підготовці майбутніх педагогів [9]: аналізують теоретичні дослідження економістів, фінансистів, психологів, філософів, педагогів та подають практичний досвід навчання майбутніх педагогів методів та технік тайм-менеджменту. Н. Любченко описує сутнісні характеристики самоменеджменту і тайм-менеджменту як soft skills («м'яких навичок/умінь), складників професійної компетентності, їхнього технологічного аспекту в персональній організації праці керівників і працівників у сфері освіти в контексті неперервного професійного розвитку [6]. О. Штепа визначає тайм-менеджмент як напрям самоменеджменту, сукупність технологій самостійної організації співробітником своєї роботи для вирішення значущих для нього цілей, першочерговим тут виступає питанням планування часу [11]. І. Колодій розглядає методи тайм-менеджменту як засіб підвищення професійної ефективності жінок-викладачок ЗВО [5]. О. Михалойко, В. Гриб, М. Купновицька-Сабадош, І. Я. Михалойко, І. С. Михалойко аналізують вплив тайм-менеджменту на ефективність роботи викладача [7]. О. Олійник розглядає тайм-менеджмент як інструмент розвитку інноваційної компетентності вчителя [8]. Колектив авторів уклав навчальний посібник з тайм-менеджменту, котрий допомагає викладачу і студенту не тільки з'ясувати його теоретичні основи, а й набути необхідних практичних навичок [10]. Проблему тайм-менеджменту науково-педагогічних працівників в умовах воєнного стану порушують Л. Яніцька, Н. Постернак, Г. Малишевська [12], а також Г. Карась [4]. Оскільки війна триває, то накопичується досвід, з'являються нові акценти.

Мета дослідження – привернути увагу до тайм-менеджменту викладача закладу вищої освіти як запоруки ефективності наукової і навчально-виховної роботи в сучасних умовах.

Методи дослідження. Для досягнення мети застосовано наукові методи, котрі забезпечують методологічну основу визначеного дослідження: аналіз, синтез і узагальнення наукових джерел – для систематизації праць зарубіжних і українських дослідників з проблем тайм-менеджменту; спостереження за діяльністю викладачів ЗВО в умовах воєнного часу.

Системно-структурний метод використано для осмислення тайм-менеджменту як складової самоменджменту, для осмислення діяльності викладача як системи видів та складових робочого часу.

Виклад основного матеріалу. Оскільки «…в умовах всебічного реформування суспільства та держави сильно посилилося значення людського чинника в управлінні» [3, с. 230], то слід прискіпливіше оглянути особливості діяльності викладача закладу вищої освіти в Україні в складних умовах сьогодення.

Вона багатогранна – проявляється у трьох основних видах: навчальній, виховній та науковій, і зумовлена умовами та особливостями розвитку ЗВО. Готовність до такої багатогранної діяльності формується у фахівців ще на етапі їхньої підготовки в освітньому закладі, котра «…передбачає не лише вузькоспеціалізовану підготовку, а й становлення особистості фахівця як управлінця, тому в освітніх програмах передбачені такі компоненти:

– професійно-пізнавальної підготовки з питань управління, його ролі в сучасному розвитку установ, об'єктах управління, їхньої специфіки та складності, системного оточення об'єктів та впливу навколишнього середовища на ці об'єкти;

– професійного розвитку, спрямованого на накопичення інформації з подальшим її упорядкуванням, структуризацією, інтегрування цінної інформації на основі майбутньої професійної діяльності з управління;

– професійного виховання, тобто формування майбутнього фахівця компетентного, сучасного, культурного управлінця у прийнятті управлінських рішень, а також передача досвіду в галузі управління.

Насамперед, це виховання професійної спрямованості, виховання любові до обраної професії, формування професійних, професійно-комунікативних, професійно-естетичних якостей» [3, с. 230].

Розглядаючи загальні закономірності у галузі професійної підготовки, дослідники наголошують, що «…результативність підготовки майбутніх фахівців до управлінської діяльності виявляється у єдності самоорганізації та професійної підготовки» [3, с. 234].

Здійснивши аналіз сучасної літератури та власного практичного досвіду, М. Волобуєв пропонує розглядати функції самоменеджменту у такій редакції: «…постановка мети, планування, маркетинг, організація, мотивація, самоконтроль, інноваційна інформація і комунікація, облік і аудит» [2, с. 63].

Один із найвпливовіших теоретиків продуктивності Девід Аллен пропонує систему «Getting Things Done» (GTD), для якої характерним є підхід «знизу – вгору», тобто людина управляє справами і завданнями «тут і тепер», в міру їх надходження [1, с. 46–47]. Основне призначення алгоритму – упорядкувати хаос подій таким чином, щоб максимально концентруватися на найбільш важливих завданнях і ефективно виконувати їх. Чотири правила «Getting Things Done» (GTD): 1) застосовувати правило «зробити, делегувати, відкласти, відкинути»; 2) переоцінювати цілі і залишатися зосередженими у мінливих ситуаціях; 3) планувати успішні проєкти; 4) долати почуття плутанини, тривоги і перевантаження.

Одним із виявів самоорганізації особистості є дотримання чіткого тайм-менеджменту. Слід чітко розмежовувати поняття «самоменеджмент» і «тайм-менеджмент». Н. Любченко твердить, що «…самоменеджмент – це здатність/уміння/навички людини щодо самокерування та самоорганізації, управління власними ресурсами для досягнення значущих для неї цілей, тобто вміння їх (skills) набувати, зберігати, розвивати та раціонально використовувати, бути успішною й самодостатньою людиною [6, с. 41], а тайм-менеджмент є одним із його напрямків.

О. Штепа пропонує авторську класифікацію працівників за типами виконання завдання, котра побудована за критерієм співвідношення кількості виконаних завдань до часу, витраченого на їхнє виконання. «Тип А – люди, які працюють результативно. За короткий час виконують завдання, але лише у передбачених межах. Мотивовані саме винагородою за досягнення результату. Їхній рівень самоменеджменту є критичним. Тип Б – такі люди працюють продуктивно, захоплюються виконанням завдання. Водночас за визначений час встигають напрацювати декілька значущих варіантів виконання завдання. Вони мотивовані можливістю виявити власні здібності у процесі роботи над завданням. Характеризуються високим рівнем самоменеджменту. Тип В – це люди, які працюють ефективно, вони не є перфекціоністами щодо кінцевого результату діяльності та уміють обмежувати свій інформаційний пошук вимогами конкретної мети діяльності. Співвідношення між напрацьованими результатами та витраченим часом на виконання завдання є найоптимальнішим. Такі люди мотивовані можливістю визнання, їхній рівень самоменеджменту характеризується як середній» [11, с. 165]. При цьому авторка наголошує на

перешкоди оптимальному організуванню часу та його резервуванню [11, с. 170–171] і визначає головні стратегії тайм-менеджменту: « – здатність до цілепокладання (уміння формулювати та співвідносити реальні та ідеальні цілі, визначати їхню перспективність, підпорядковувати малі цілі головній цілі-цінності); – встановлення пріоритетів (планування часу відповідно до значущості та терміновості завдань); – делегування повноважень (перерозподіл та передання завдань, що не потребують особистої відповідальності, іншим компетентним особам); – співвідношення часових витрат та кінцевих результатів (розуміння, що створення ідеї поглинає у п'ять разів більше часу, ніж її реалізування); – стратегії планування та резервування часу (уміння ефективно використовувати зекономлений час)» [11, с. 173].

Розглянемо види діяльності викладача ЗВО в умовах воєнного часу, спираючись на власний досвід. Оскільки тайм-менеджмент, це управління часом, то слід виокремити складові робочого часу викладача. Це:

• *Навчальна робота*: лекції, семінари, консультації, екзамени.

• *Методична робота*: розробка силабусів, підручників, оновлення курсів, навчальних програм.

• *Наукова робота*: написання статей (Scopus/WoS, у фахових та інших виданнях), участь у грантах, наукових конференціях, академічній мобільності.

• *Організаційна робота*: кураторство, засідання кафедри, паперова рутина.

Основою організації навчального процесу у ЗВО є розклад занять, якого кожен викладач чітко дотримується. Однак, якщо в результаті повітряної тривоги заняття переривається, то тут є варіанти його відпрацювання.

Перший – перенесення заняття на зручний для студентів і викладача час. Якщо це заняття проводилось онлайн, то під час повітряної тривоги викладач, який знаходиться в безпечному місці, може зайнятися вирішенням інших завдань: підготовкою до чергової лекції, написанням наукової статті, опрацюванням необхідної літератури. Це не тільки допомагає організувати свій час, але й слугує відволікаючим середником від переживань, має певну терапевтичну дію. Тому, плануючи день, важливо мати «під рукою» запасний варіант певного виду діяльності, який можна здійснити в непередбачуваних умовах.

Другий варіант відпрацювання перерваного заняття – продовження його в бомбосховищі, якщо воно обладнане в навчальному закладі і учасники навчального процесу можуть швидко до нього дістатися. Це економить час на відпрацювання заняття, мобілізує педагога і студентів на

навчальний процес. Однак, тут треба мати на увазі, що можуть змінюватися формати подачі навчального матеріалу. Це спонукає викладача бути готовим до такого перебігу подій, швидко змінювати алгоритм своїх дій. Так, викладачі нашого Навчально-наукового інституту мистецтв Карпатського національного університету імені Василя Стефаника використовують обидва варіанти з 2022–2023 навчального року.

Щодо організації виховної роботи викладача ЗВО зі студентами (організаційний вид роботи), то вона будується відповідно планів кафедри та підрозділів ЗВО. Якщо заходи виховного плану перериваються повітряними тривогами, то викладач, котрий несе відповідальність за життя студентів, має мати чіткий план їх евакуації, підготовлений запасний варіант виховного заходу або корисного проведення часу.

Наукова та методична діяльність викладача ЗВО в умовах воєнного часу ускладнена ризиком поїздок в архіви, бібліотеки, наукові інституції інших міст України та світу, а електронна система не завжди дає можливість задоволення наукового пошуку. Використання методів тайм-менеджменту в рамках академічної мобільності викладача, особливо за кордоном, забезпечує ефективність цього аспекту діяльності. Вміння спланувати свій час в іншій країні, коли період академічної мобільності є обмеженим, є вельми важливим чинником. В цьому ми переконалися на власному досвіді під час академічної мобільності в Національному українському музеї в Чикаго (США) у 2023 році, опрацьовуючи нотні виданні для укладання відповідного посібника для студентів.

Готуючи фахівців культурно-мистецької сфери в Навчально-науковому інституті мистецтв Карпатського національного університету імені Василя Стефаника, у програми силабусів дисципліни «Менеджмент культури і мистецтва» включено теми про тайм-менеджмент. Як свідчать наші спостереження, випускники навчального закладу, котрі сьогодні працюють в інституціях культури, мистецтва та освіти (Навчально-науковому інституті мистецтв Карпатського національного університету імені Василя Стефаника, Івано-Франківській обласній філармонії імені Іри Маланюк, дитячих школах мистецтва), використовують набуті знання і навички з менеджменту, вдосконалюють їх у практичній роботі.

Постає питання: «Як допомогти викладачу в чіткій організації його тайм-менеджменту?». І. Колодій рекомендує впровадження ефективних методик планування тайм-менеджменту як засобу підвищення професійної ефективності жінок-викладачок ЗВО: «…SMART-планування, матриці Ейзенхауера та методики Pomodoro, що сприятиме чіткому структуруванню робочого часу; раціональне делегування обов'язків шляхом розподілу адміністративних завдань між викладачами та використання сучасних

цифрових інструментів для автоматизації роботи, що дозволить зменшити навантаження; оптимізація балансу між роботою та особистим життям через застосування чітких меж між робочими та особистими справами, а також впровадження практик mindful-менеджменту; навчання та розвиток навичок тайм-менеджменту шляхом організації тренінгів і семінарів у закладах вищої освіти, що підвищить рівень самоорганізації та професійної продуктивності викладачів; застосування цифрових інструментів для управління часом, таких як Trello, Notion, Google Calendar, що сприятиме кращій координації та зменшенню неефективного витрачання часу» [5].

Дослідники пропонують: «Управління часом можна оптимізувати шляхом вироблення ряду навиків, інструментів і методів, що використовуються при виконанні конкретних завдань, проєктів і цілей. Цей набір включає широкий спектр діяльності в певній послідовності: постановка цілей, планування часу, організація особистісного професійного процесу, ухвалення рішень, реалізація планів та контроль за їх виконанням» [7, с. 86].

Для того, щоб тримати під контролем всі поставлені перед собою завдання (на день, на тиждень, на рік), викладач має фіксувати їх в органайзері (щоденник паперовий чи електронний), періодично переглядати і коректувати їх.

Висновки і перспективи подальших досліджень. Отож, тайм-менеджмент викладача ЗВО освіти в умовах російсько-української війни зумовлює, окрім дотримання його загальноприйнятих функцій, вміння швидко переключатися з одного виду діяльності на інший, мати запасні види діяльності в непередбачуваних обставинах, дотримуватися чотирьох правил «Getting Things Done» (GTD). Регулярне та ефективне планування часу, воля, самоконтроль, здатність долати перешкоди, перемагати незапланований хаос стають чинниками забезпечення успішної багатогранної діяльності викладача ЗВО. Перспективи подальших наукових розвідок вбачаються в узагальненні досвіду викладачів закладів вищої освіти з дотримання тайм-менеджменту у своїй багатогранній діяльності та впровадженні ефективних методик планування тайм-менеджменту як засобу підвищення професійної ефективності працівників освіти.

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ДИТЯЧА КНИЖКА ЯК ІНСТРУМЕНТ ПЕДАГОГІЧНОГО ПАРТНЕРСТВА З РОДИНАМИ В УМОВАХ ВІЙНИ

Анотація. У статті проаналізовано проблему організації взаємодії закладів дошкільної освіти з родинами в умовах воєнного стану. Обґрунтовано доцільність використання дитячої книжки як визначального інструменту соціально-педагогічного партнерства, що забезпечує стабілізацію психоемоційного стану дітей та компенсацію ресурсного виснаження дорослих. Охарактеризовано фундаментальні психологічні механізми спільного читання, які спираються на теорію прив'язаності та концепцію бібліотерапії, що охоплює стадії ідентифікації, емоційного розрядження, інсайту й універсалізації. Доведено, що спільне читання вголос формує безпечне мікросередовище, структурує час родини, мінімізує вплив стресорів і створює оптимальні умови для повноцінної соціалізації дитини за відсутності стабільного зовнішнього фону. У межах дослідження систематизовано сучасну українську дитячу літературу та виокремлено її ключові категорії: спеціалізовані терапевтичні казки, книги про емоційний інтелект, ресурсну, гумористичну та пізнавальну літературу. Визначено педагогічні критерії фахового відбору текстів із обов'язковим дотриманням «правила безпеки» з метою запобігання ретравматизації дошкільників. Охарактеризовано алгоритм професійних дій вихователя для налагодження партнерства, який включає діагностично-просвітницький етап, практичний етап офлайн- та онлайн-форматів (родинні читацькі клуби, візуальні щоденники) та етап доцільного залучення цифрових ресурсів. Встановлено, що дитяча книжка об'єктивно трансформується з виключно дидактичного чи пізнавального ресурсу на багатофункціональний засіб ініціювання

суб'єкт-суб'єктної взаємодії. Підсумовано, що такий формат співпраці реалізує комунікативну та психотерапевтичну функції, ґрунтуючись на принципах довіри та усвідомленої спільної відповідальності за ментальне здоров'я дитини.

Ключові слова: дитяча книжка, педагогічне партнерство, дошкільник, батьки, заклад дошкільної освіти.

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CHILDREN'S BOOKS AS A TOOL FOR EDUCATIONAL PARTNERSHIP WITH FAMILIES IN WARTIME

Abstract. The article analyzes the problem of organizing the interaction between preschool educational institutions and families under martial law. It substantiates the expediency of using children's books as a defining tool for socio-pedagogical partnership, which ensures the stabilization of children's psycho-emotional states and compensates for the resource depletion of adults. The fundamental psychological mechanisms of shared reading are characterized, which are based on attachment theory and the concept of bibliotherapy, encompassing the stages of identification, emotional release, insight, and universalization. It is proven that shared reading aloud forms a safe microenvironment, structures family time, minimizes the impact of stressors, and creates optimal conditions for the child's proper socialization in the absence of a stable external environment. Within the scope of the study, the body of contemporary Ukrainian children's literature is systematized, and its key categories are clearly delineated: specialized therapeutic fairy tales, books on emotional intelligence, as well as resource-building, humorous, and educational literature. The pedagogical criteria for the professional selection of texts are determined, with mandatory adherence to the «safety rule» in order to prevent the re-traumatization of preschoolers. The algorithm of the educator's professional actions for establishing partnerships is characterized, which includes a diagnostic-educational stage, a practical stage involving offline and online formats (family

reading clubs, visual diaries), and a stage of expedient integration of digital resources. It is established that children's books are objectively transforming from exclusively didactic or educational resources into a multifunctional tool for initiating subject-subject interaction. It is summarized that this format of collaboration fulfills communicative and psychotherapeutic functions, grounded in the principles of trust and conscious shared responsibility for the child's mental health.

Keywords: children's book, pedagogical partnership, preschooler, parents, preschool educational institution.

Постановка проблеми. Сучасні реалії функціонування інституту сім'ї та системи дошкільної освіти в Україні визначаються викликами, зумовленими війною. Цей період характеризується пролонгованою дією низки деструктивних факторів, серед яких масове вимушене переміщення населення, втрата стабільності, порушення звичного ритму життя та руйнування сталої системи соціальних зв'язків. Зазначені обставини спричиняють дестабілізацію психоемоційного стану як дорослої частини населення, так і дітей, що знаходить свій прояв у підвищеному рівні тривожності, порушеннях сну та труднощах соціальної адаптації. У цих умовах родина, яка традиційно виступає первинним інститутом соціалізації та захисту дитини, сама зазнає суттєвого психологічного та ресурсного виснаження. Відповідно, виникає об'єктивна необхідність реорганізації формату взаємодії закладу дошкільної освіти з сім'єю.

Роль сучасного педагога набуває нових, значно ширших характеристик. Відбувається закономірне зміщення акцентів від суто формального, інструктивно-просвітницького спілкування до підтримувального, емпатійного та ресурсно-орієнтованого партнерства. Вихователь закладу дошкільної освіти сьогодні є фасилітатором родинної взаємодії, функція якого полягає у наданні батькам дієвих, обґрунтованих та доступних інструментів для стабілізації емоційного фону дитини і зміцнення дитячо-батьківських взаємин. Надання таких інструментів має відбуватися з урахуванням високого рівня когнітивного навантаження на дорослих, що вимагає впровадження максимально природних та органічних форм спільної діяльності. Серед розмаїття таких засобів особливе та визначальне місце посідає дитяча книжка.

Її використання в освітньому та виховному процесах виходить далеко за межі традиційного літературного розвитку, формування навичок слухання чи розширення лексичного запасу. В умовах війни спільне читання перетворюється на безпечний емоційний простір, засіб глибокої міжособистісної комунікації та надійний інструмент стабілізації

психоемоційного стану всіх учасників процесу. Дитяча книга структурує час родини, створюючи зрозумілі та очікувані ритуали, що є надзвичайно важливим чинником зниження тривожності у дітей дошкільного віку. Процес спільного читання формує мікросередовище, вільне від зовнішніх загроз, де дитина отримує можливість безпечно опрацьовувати складні емоції через досвід літературних персонажів.

Окрему увагу слід звернути на акустичні та фізіологічні характеристики процесу читання вголос, які відіграють вирішальну роль у створенні терапевтичного простору. Інтонація, специфічна мелодика, розмірений темп та знайомий тембр голосу близького дорослого діють як безпосередні маркери безпеки. Голос дорослого, позбавлений тривожних нот і зосереджений на розгортанні сюжету, сигналізує дитині про стабільність навколишнього середовища в цей конкретний момент часу. Таким чином, книга стає своєрідним фіксатором уваги, що допомагає мінімізувати вплив стресорів та забезпечує умови для повноцінної соціалізації дитини навіть за відсутності стабільного зовнішнього фону.

Аналіз останніх досліджень і публікацій. Аналіз сучасного наукового дискурсу в галузі дошкільної освіти свідчить про концептуальне зміщення дослідницького фокуса з ізольованого вивчення дидактичних методик на комплексне дослідження систем соціально-педагогічного партнерства між закладами освіти та родинами. Фундаментальні аспекти цієї проблематики розкрито у працях Л. Зданевич [5], яка визначає партнерство як базову умову демократизації освітнього процесу, та І. Апрєлєвої [1], котра наголошує на значущості професійної готовності майбутніх педагогів до такої взаємодії. Інтеграцію принципів партнерства в контексті концептуальних засад «Нової української школи» деталізовано в дослідженнях Г. Розлуцької, А. Драч та Л. Костик [7]. Водночас сучасні геополітичні виклики зумовили появу специфічного кластера праць, присвячених функціонуванню освітніх інституцій в умовах кризових станів. Зокрема, О. Гевко і Н. Хом'як [3], а також А. Гончаренко, Н. Дятленко та А. Пасічник обґрунтовують тезу про те, що в умовах воєнного стану соціально-педагогічне партнерство трансформується з варіативного компонента на імперативну умову забезпечення резильєнтності освітньої системи [4]. У праці Т. Пироженко систематизовано психолого-педагогічні закономірності розгортання ігрової діяльності, що безпосередньо корелює з принципами партнерської взаємодії, оскільки гра створює природне поле для спільної активності [6].

Емпіричне підтвердження ефективності залучення родин до освітнього процесу міститься у зарубіжних публікаціях. M. Okello констатує загальну кореляцію між участю батьків та успішністю розвитку дитини [12],

тоді як P. Davis-Kean, L. Tighe і N. Waters статистично доводять наявність прямого зв'язку між рівнем освіти батьків та когнітивним поступом дошкільників [8]. Практичні аспекти взаємодії верифіковано в експериментах S. Sheridan та співавторів, які підтверджують ефективність цілеспрямованих інтервенцій у сімейне середовище для раннього мовленнєвого розвитку [13].

Окремий напрям досліджень становить вивчення спільної діяльності дорослого та дитини як інструмента реалізації педагогічного партнерства, де ключовою формою виступає спільне читання. О. Вовчик-Блакитна розглядає читання вголос як механізм міжособистісної комунікації та когнітивного розвитку. З огляду на інтенсивну цифровізацію, вагомим внеском є компаративні дослідження форматів текстових носіїв [2]. G. Strouse і P. Ganea фіксують суттєві відмінності в мовленнєвій поведінці батьків і дітей під час використання електронних та друкованих книг, констатуючи зміну когнітивного навантаження [14]. Проте G. Troseth і співавтори доводять, що структурно оптимізовані інтерактивні видання здатні стимулювати продуктивну комунікацію [15]. Терапевтичний потенціал читання як методу психологічної корекції розкрито у праці S. Fleming, G. Townend і T. Cumming, де бібліотерапія концептуалізується як дієвий інструмент задоволення соціально-емоційних потреб дітей [10].

Метою статті є теоретичне обґрунтування та розроблення методичних орієнтирів використання дитячої книжки для ефективного налагодження педагогічного партнерства з родинами під час війни.

Виклад основного матеріалу дослідження. Сутність концепції педагогічного партнерства на основі спільної діяльності в умовах війни вимагає докорінного переосмислення традиційних ролей. У класичній моделі дошкільної освіти взаємодія з батьками часто зводилася до одностороннього інформування про успіхи дитини, надання прямих інструкцій щодо виховання або залучення до організаційних питань функціонування закладу [3, с. 70]. Проте в умовах війни, коли батьки перебувають у стані постійного виснаження та відчувають дефіцит внутрішнього ресурсу, такий підхід демонструє низьку ефективність і здатний викликати психологічний спротив. Сучасна педагогіка партнерства базується на суб'єкт-суб'єктній взаємодії, де педагог і родина об'єднують зусилля заради досягнення єдиної мети – збереження ментального здоров'я та забезпечення поступального розвитку дитини [7].

Спільна діяльність у цьому контексті передбачає не перекладання специфічних освітніх функцій на батьків, а надання їм зрозумілих, екологічних інструментів для якісного проведення часу з дитиною. Дитяча книжка виступає ідеальним об'єктом такої діяльності. Читання є

природним, соціокультурно обумовленим процесом, що не вимагає від батьків наявності спеціальної педагогічної кваліфікації. Проте, за умови правильного, методично вивіреного супроводу з боку вихователя, цей процес здатен забезпечити максимальний виховний і терапевтичний ефект. Згідно з теоретичною моделлю ORIM (Opportunities, Recognition, Interaction, Models), розробленою для аналізу родинної грамотності, ефективність залучення батьків зростає, коли їм надаються конкретні можливості для взаємодії, визнаються їхні зусилля, стимулюється міжособистісна комунікація та пропонуються позитивні моделі поведінки [11]. Вихователь, рекомендуючи певну літературу та пояснюючи алгоритм її спільного опрацювання, реалізує всі чотири компоненти цієї моделі.

Психологічний механізм спільного читання фундаментально спирається на теорію прив'язаності. Емоційна близькість між дитиною та значущим дорослим формується не лише через задоволення базових фізіологічних потреб чи забезпечення фізичної безпеки, а й через досвід спільного фокусування уваги, розділених емоцій та синхронізації афектів. Під час спільного читання утворюється специфічна захисна тріада «дорослий – книга – дитина», де книга виконує функцію безпечного посередника у комунікації [2]. Фізичний контакт, який супроводжує процес читання, спільне зосередження на одному візуальному та семантичному об'єкті, а також синхронізація реакцій на сюжетні повороти формують у дитини глибоке відчуття захищеності та безумовного прийняття.

За порадою педагога, батьки можуть свідомо використовувати процес читання не для оцінювання когнітивних навичок дитини (наприклад, уникаючи запитань репродуктивного характеру на кшталт «що було далі?» або «якого кольору цей предмет?»), а для налагодження емоційного єднання. Це досягається через постановку відкритих запитань емоційного спектру: «як ти вважаєш, що відчував герой у цей момент?», «чи було тобі коли-небудь так само сумно або страшно?». Такий підхід, що керується професійними рекомендаціями вихователя, перетворює буденну рутинну дію на вагомий інструмент зміцнення дитячо-батьківської прив'язаності. Доведено, що міцна, безпечна прив'язаність є основним захисним фактором для подолання наслідків стресу в умовах війни, оскільки вона формує у дитини стійке переконання у тому, що дорослий здатен впоратися з будь-якими зовнішніми загрозами.

Терапевтична функція книги у роботі з дитиною, яка переживає стрес, реалізується на трьох взаємопов'язаних рівнях: когнітивному, емоційному та поведінковому. На когнітивному рівні книга допомагає дитині структурувати хаотичний, незрозумілий досвід, надаючи вербальні конструкції для опису подій, що лякають. Збагачення емоційного словника дозволяє дитині

ідентифікувати та назвати свій стан, що є першим і найважливішим кроком до зниження тривоги.

На емоційному рівні процес впливу книги, або бібліотерапії, проходить чотири послідовні стадії:

– ідентифікація (на цьому етапі дитина впізнає у літературному герої себе, бачить схожі обставини чи власні страхи);

– емоційне розрядження (дитина глибоко співпереживає персонажу, що дозволяє їй безпечно вивільнити стримувані емоції, спостерігаючи за подіями ніби збоку);

– інсайт (завдяки сюжету дитина починає чіткіше усвідомлювати свою проблему та помічає можливі шляхи її вирішення);

– універсалізація (це момент, коли дитина розуміє, що її почуття не є забороненими чи дивними; вона переконується, що інші (навіть вигадані герої) також стикаються з подібними труднощами) [10, с. 5].

На поведінковому рівні література виконує чітку функцію моделювання. Спостерігаючи за тим, як персонаж знаходить конструктивний вихід із складної ситуації, звертається по допомогу до дорослих або використовує елементарні стратегії саморегуляції, дитина засвоює ці алгоритми. Згодом ці моделі поведінки можуть бути перенесено на реальні життєві ситуації. Завдання педагога у цьому процесі полягає у тому, щоб не лише рекомендувати книгу, а й пояснювати батькам ці приховані механізми, навчивши їх обирати правильні тексти та ставити доцільні, підтримувальні запитання під час і після читання.

Успішність та безпечність реалізації педагогічного партнерства через спільне читання безпосередньо залежить від якості, релевантності та психологічної доцільності обраного літературного матеріалу. В умовах війни критерії відбору дитячих книг зазнають суттєвих змін, вимагаючи від педагога високого рівня фахової експертності, обізнаності з ринком сучасної літератури та особливої психологічної чутливості. Тематичне розмаїття літератури, що рекомендується для родинного читання у періоди суспільних криз, доцільно поділити на дві великі взаємодоповнюючі категорії: терапевтичні казки та ресурсні книги.

Терапевтична література має вузькоспрямований характер і фокусується на опрацюванні конкретних психологічних проблем, що були безпосередньо спричинені або загострені обставинами війни. До цієї категорії належать тексти, присвячені подоланню страху темряви (що актуалізується під час перебування в укриттях), страху гучних звуків, тривоги розлуки з членами родини, досвіду вимушеного переміщення, складнощам адаптації на новому місці, а також переживанню втрати. Такі книги характеризуються специфічною наративною структурою: вони

передбачають метафоричне зображення проблеми, розгорнутий етап боротьби або пошуку рішення, участь мудрого наставника (дорослого) та обов'язковий оптимістичний, конструктивний фінал, який повертає герою (а відтак і читачеві) відчуття контролю над ситуацією.

Ресурсна література, натомість, свідомо не торкається травматичних чи тривожних тем. Її головна мета полягає у відновленні життєвого балансу, накопиченні енергетичного потенціалу дитини шляхом занурення у світ гумору, пригод, пізнавальних історій або спокійного, деталізованого опису передбачуваної побутової рутини. Читання ресурсних книг створює безпечне середовище передбачуваності, нагадуючи дитині про безперервність існування радості, гри та стабільності. Цей вид літератури є вагомим чинником підвищення психологічної стійкості, оскільки формує у свідомості дитини розуміння того, що світ не складається виключно із загроз.

Найважливішим аспектом фахового відбору текстів є дотримання «правила безпеки», яке вимагає категоричного уникнення сюжетів та ілюстрацій, здатних викликати ретравматизацію дитини. Ретравматизація у контексті читання відбувається тоді, коли літературний текст занадто реалістично, натуралістично чи прямолінійно нагадує про пережите потрясіння, не залишаючи необхідної психологічної дистанції. З метою збереження цієї дистанції, для дітей дошкільного віку найбільш оптимальним є використання творів, де в ролі головних героїв виступають антропоморфні тварини, казкові істоти або абстрактні персонажі. Метафоричність сюжету дозволяє дитині самостійно регулювати ступінь залученості у проблему.

Наприклад, вона може сприймати історію просто як казку про звірят, які переховуються від негоди, або ж, за наявності внутрішньої готовності, провести несвідому паралель із власним досвідом. Вихователь зобов'язаний ретельно аналізувати кожен текст перед тим, як рекомендувати його батькам.

Неприпустимим є використання творів із надмірною деталізацією сцен руйнувань, відчуттям безвихідності, тривалою самотністю героя або відсутністю підтримки з боку значущих дорослих. Водночас необхідно чітко розмежовувати педагогічну бібліотерапію, спрямовану на загальну емоційну підтримку та профілактику.

Сучасний український книжковий ринок продемонстрував здатність оперативно та якісно реагувати на суспільний запит, сформувавши значний масив літератури, професійно адаптованої до умов війни. Аналіз актуальних видань свідчить про глибоке розуміння авторами та ілюстраторами особливостей дитячої психології (табл. 1).

Таблиця 1

Типологія української дитячої літератури періоду війни

Категорія літератури	**Основна педагогічна/ психологічна мета**	**Тематика українських видань періоду війни**	**Ключові характеристики тексту**	**Конкретні письменники та їхні твори для дітей дошкільного віку**
Спеціалізовані терапевтичні казки	Опрацювання конкретних страхів, розуміння емоцій, пов'язаних із війною.	Казки про укриття, тривожні валізки, розлуку з родичами, переїзд, подолання невпевненості.	Наявність чітко сформульованої проблеми; метафоричність (герої-тварини); зрозумілий алгоритм подолання страху; щасливий кінець.	І. Виговська, В. Мурована «Хоробрі казки»; О. Лущевська, К. Степаніщева «Це тиха ніч, мій астронавте»; Л. Денисенко «Діти повітряних тривог»; О. Михед «Котик, Півник, Шафка»; З. Живка «Півник».
Книги про емоційний інтелект	Розширення словника емоцій, навчання дієвим методам саморегуляції та заспокоєння.	Історії про розуміння понять (злість, сум, радість); розповіді з інтегрованими вправами на дихання та усвідомленість.	Пряме звернення до почуттів; відсутність поділу емоцій на «погані» та «хороші»; наявність інтерактивних елементів для обговорення.	С. Ройз «Подорож страховиська»; О. Купріян «Мирослава та інші з нашого двору»; Н. Гербіш «Ми живемо на краю вулкана»; В. Захабура «Лео-Фу, або Я народився собакою»; О. Лущевська «Як у казці».
Ресурсна та гумористична література	Зняття психоемоційного напруження, відновлення фокусу на позитивних аспектах життя.	Кумедні історії з життя тварин, абсурдні небилиці, розповіді про щоденні дитячі пустощі та родинний побут.	Динамічний позитивний сюжет; повна відсутність загроз; легка мова; акцент на деталізованих смішних ілюстраціях.	І. Андрусяк «Жерар-партизан»; О. Русіна «Тор – тракторець, що тягне танк»; З. Живка «Пес Патрон: маленька історія про велику мрію»; Г. Вдовиченко «36 і 6 котів»; С. Дерманський «Казки дракона Омелька».

Категорія літератури	Основна педагогічна/ психологічна мета	Тематика українських видань періоду війни	Ключові характеристики тексту	Конкретні письменники та їхні твори для дітей дошкільного віку
Пізнавальна література	Відновлення пізнавальної активності, структурування об'єктивних знань про світ.	Книги про природу, космічний простір, будову людського тіла, транспорт, історію.	Логічна структура; оперування реалістичними фактами; акцент на об'єктивних законах природи, які забезпечують стабільність.	Р. Романишин, А. Лесів «Куди і звідки»; Є. Степаненко та С. Степаненко «Абетка війни»; К. Міхаліцина «Хто росте у парку»; Г. Вдовиченко «Метелики перетворюються».

Як приклад вдалої реалізації терапевтичного підходу можна згадати сучасні українські казки, де головні герої стикаються з власними комплексами чи страхами та успішно їх долають завдяки прийняттю своєї ідентичності та підтримці спільноти. Також активно видаються твори для спільного читання, які акцентують увагу на цінності життя, збереженні родинних зв'язків та обґрунтованій надії на майбутнє. Завдання педагога полягає у формуванні структурованої картотеки таких видань, згрупованих за проблематикою, щоб мати змогу адресно рекомендувати їх сім'ям залежно від їхньої поточної життєвої ситуації та запиту.

Ефективність використання дитячої книги як дієвого інструменту педагогічного партнерства визначається системністю, послідовністю та високою методичною грамотністю дій вихователя. Взаємодія з батьками не повинна мати хаотичного характеру; вона має вибудовуватися за чітко структурованим алгоритмом, що включає діагностично-просвітницький етап, практичний етап реалізації офлайн- та онлайн-форматів, а також етап активного та доцільного залучення цифрових ресурсів.

Діагностично-просвітницький етап є базовим компонентом алгоритму. Його основна мета полягає у вивченні поточних читацьких практик родини, визначенні рівня обізнаності батьків із принципами бібліотерапії та формуванні індивідуалізованого запиту. В умовах війни, зважаючи на високу чутливість сімей до зовнішнього втручання, пряме опитування щодо їхнього психологічного стану може бути сприйняте як порушення особистих кордонів. Тому діагностика має носити опосередкований характер. Вихователь застосовує метод анкетування з питаннями про улюблені книги дитини, частоту читання перед сном,

наявність у дитини реакцій на певні сюжети та труднощі, з якими стикаються батьки під час вечірньої рутини.

На основі аналізу отриманих даних педагог здійснює адресну просвітницьку роботу. Вона включає формування індивідуальних рекомендаційних списків літератури, які відповідають віковим особливостям та актуальним потребам конкретної дитини. Крім того, вихователь готує стислі інформаційні матеріали, що пояснюють батькам значущість дотримання правильних акустичних параметрів читання – спокійного тембру, повільного темпу, інтонаційної виразності – для досягнення ефекту зниження тривожності дитини. Надзвичайно важливо аргументовано донести до батьків думку про те, що спільне читання вдома – це не форма перевірки знань дитини, а насамперед спосіб забезпечення глибокого емоційного контакту. Батькам роз'яснюються базові правила: вибір затишного місця, регулярність читання та надання дитині права самостійно обирати книгу з-поміж запропонованих.

Практичні форми роботи передбачають безпосередню організацію партнерської діяльності у різних форматах, залежно від умов функціонування закладу освіти. У ситуації, коли заклад функціонує в очному або змішаному форматі, дієвою формою є створення «родинних читацьких клубів». Це регулярні зустрічі, які можуть проводитися на базі закладу дошкільної освіти, де батьки разом із дітьми та педагогом спільно читають обрану книгу, обговорюють її зміст та виконують колективні творчі завдання. В умовах вимушеного дистанційного навчання такі клуби адаптуються до формату відеоконференцій. У цьому випадку педагог виступає модератором процесу: він читає текст, робить заплановані паузи для емоційних рефлексій і надає можливість дітям висловити свої думки, забезпечуючи інтерактивність процесу.

Ще одним вагомим інструментом партнерства є практика ведення «читацьких щоденників», які для дітей дошкільного віку модифікуються у форму візуальних альбомів. Алгоритм роботи передбачає, що після прочитання книги вдома, родина спільно виконує завдання: наприклад, малює улюбленого героя або ключовий момент казки, а дорослий коротко, зі слів дитини, записує її враження. Вихователь регулярно переглядає ці щоденники, надає позитивний зворотний зв'язок та, спираючись на малюнки, корегує подальші літературні рекомендації.

Окремої уваги заслуговують розроблені вихователем інтерактивні завдання «після читання», призначені для спільного домашнього виконання батьками і дітьми. Ці завдання є логічним продовженням терапевтичного впливу книги. До них належать арттерапевтичні вправи, такі як ліплення персонажів із пластиліну (що дозволяє зняти статичне напруження через

роботу дрібної моторики), малювання абстрактних страхів та їх перетворення на безпечні об'єкти, а також ігри-драматизації – розігрування діалогів між іграшками за мотивами прочитаної казки або створення домашнього тіньового театру [6, с. 52]. Зазначені форми діяльності закріплюють емоційний ефект від прочитаного, дозволяють дитині відреагувати накопичені переживання у безпечній ігровій формі та суттєво сприяють згуртованості сім'ї.

Роль цифрових ресурсів в алгоритмі педагогічного партнерства набуває особливого значення з огляду на логістичні проблеми, обмеженість доступу до друкованих видань та масове перебування сімей за кордоном. Відтак, вихователь має взяти на себе функцію навігатора у цифровому інформаційному просторі. Педагоги створюють та поширюють серед батьків структуровані списки перевірених електронних бібліотек із легальним доступом до української дитячої книги. Високу ефективність демонструє використання аудіоказок, особливо тих, що створені професійними акторами, дикторами або психологами з урахуванням необхідного заспокійливого темпоритму.

Сучасні дослідження підтверджують, що використання збагачених електронних книг, які містять інтерактивні елементи, здатне стимулювати змістовні розмови між батьками та дітьми під час спільного читання [9]. Однак це відбувається виключно за умови, що дорослий залишається активним учасником процесу, а не використовує гаджет як засіб ізоляції дитини.

Висновки. В умовах війни функціонування системи дошкільної освіти, дитяча книжка набуває нового статусу, виходячи за межі виключно дидактичного чи пізнавального ресурсу. Вона об'єктивно стає багатофункціональним інструментом налагодження педагогічного партнерства, що виконує виражену психотерапевтичну та комунікативну функції. В умовах війни, яка неминуче супроводжується руйнуванням звичних соціальних зв'язків та хронічним стресом усіх учасників освітнього процесу, спільне читання виступає безпечним і доступним середовищем для збереження емоційної стабільності. Воно дозволяє ініціювати та підтримувати суб'єкт-суб'єктну взаємодію між закладом освіти та сім'єю, що базується на принципах довіри, взаємної поваги та усвідомленій спільній відповідальності за ментальне здоров'я дитини. Перспективи подальших наукових розвідок у цьому напрямі є надзвичайно широкими та актуальними. Насамперед, необхідним вбачається проведення ґрунтовних емпіричних досліджень з метою кількісного та якісного вимірювання ефективності запропонованих методик спільного читання на репрезентативних вибірках дітей з різним досвідом переживання обставин війни.

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ПСИХОЛОГО-ПЕДАГОГІЧНІ ПІДХОДИ ДО ФОРМУВАННЯ СОЦІАЛЬНО-ПРАВОВОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ ПЕДАГОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Анотація. У статті обґрунтовано низку психолого-педагогічних підходів до формування соціально-правової компетентності майбутніх педагогів у процесі їх освітньо-професійної підготовки у закладі вищої освіти. Досліджуваний феномен охарактеризовано як інтегральну професійно-особистісну характеристику студента, що охоплює систему соціально-правових знань, ціннісне ставлення до права й прав людини, здатність до прояву правомірної поведінки, соціальної відповідальності, професійної рефлексії та педагогічно доцільної взаємодії з учасниками освітнього процесу.

Показано, що формування такої компетентності потребує цілісної організації освітнього процесу, спрямованого на розвиток когнітивного, мотиваційно-ціннісного, діяльнісно-поведінкового, рефлексивно-оцінного компонентів. Виокремлено компетентнісний, діяльнісний, особистісно зорієнтований, аксіологічний, системний, інтегративний, суб'єкт-суб'єктний, професійно-ситуативний, рефлексивний та практико зорієнтований підходи до формування соціально-правової компетентності студентів. Розкрито змістове призначення кожного з виокремлених підходів у забезпеченні цілісного розвитку когнітивного, мотиваційно-ціннісного, діяльнісно-поведінкового, рефлексивно-оцінного складників соціально-правової компетентності здобувачів вказаних спеціальностей.

Обґрунтовано, що комплексне застосування зазначених підходів створює методологічне підґрунтя для вдосконалення змісту, форм, методів і технологій соціально-правової підготовки майбутніх педагогів у закладі вищої освіти. Визначено перспективи подальших досліджень, пов'язані з емпіричним вивченням ефективності запропонованих психолого-педагогічних підходів до формування соціально-правової компетентності майбутніх педагогів.

Ключові слова: соціально-правова компетентність, психолого-педагогічні підходи, компетентнісний підхід, особистісно зорієнтований підхід, діяльнісний підхід, аксіологічний підхід, системний підхід, інтегративний підхід, професійно-ситуативний підхід, рефлексивний підхід, суб'єкт-суб'єктний підхід, практико зорієнтований підхід, студенти педагогічних спеціальностей.

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PSYCHOLOGICAL AND PEDAGOGICAL APPROACHES TO THE FORMATION OF SOCIAL AND LEGAL COMPETENCE OF STUDENTS MAJORING IN PEDAGOGICAL SPECIALTIES AT HIGHER EDUCATION INSTITUTIONS

Abstract. The article substantiates a number of psychological and pedagogical approaches to the formation of socio-legal competence of future teachers in the process of their educational and professional training at a higher education institution. The phenomenon under study is characterized as an integral professional and personal characteristic of a student, which encompasses a system of socio-legal knowledge, a value-based attitude to law and human rights, the ability to demonstrate lawful behavior, social responsibility, professional reflection, and pedagogically appropriate interaction with participants in the educational process. It is shown that the formation of such competence requires a holistic organization of the educational process aimed at developing cognitive, motivational-value, activity-behavioral, and reflective-evaluative components. The competency-based, activity-based, personality-oriented, axiological, systemic, integrative, subject-subject, professional-situational, reflective, and practice-oriented approaches to the formation of students' socio-legal competence are identified. The substantive purpose of each of the identified approaches in ensuring the holistic development of the cognitive, motivational-value, activity-behavioral, and reflective-evaluative components of the socio-legal competence of students majoring in the specified specialties is revealed. It is substantiated that the comprehensive application of these approaches creates a methodological basis for improving the content, forms, methods, and technologies of socio-legal training of future teachers at a higher education institution. The prospects for further research are determined, related to the empirical study of the effectiveness of the proposed psychological and pedagogical approaches to the formation of socio-legal competence of students majoring in pedagogical specialties.

Keywords: socio-legal competence, psychological and pedagogical approaches, competency-based approach, personality-oriented approach, activity-based approach, axiological approach, systemic approach, integrative approach, professional-situational approach, reflective approach, subject-subject approach, practice-oriented approach, students majoring in pedagogical specialties.

Постановка проблеми. Сучасний етап розвитку вищої педагогічної освіти актуалізує потребу в підготовці майбутнього педагога як фахівця, здатного якісно здійснювати освітню діяльність, орієнтуватися в соціально-правових реаліях, дотримуватися норм чинного законодавства, захищати права й інтереси учасників освітнього процесу й формувати в здобувачів освіти правову культуру та громадянську відповідальність. При цьому в умовах демократизації соціуму, посилення уваги до прав людини, інклюзивності, безпечного освітнього довкілля особливого значення набуває соціально-правова компетентність студентів педагогічних спеціальностей, сформованість якої забезпечує їх готовність до розв'язання складних фахових ситуацій, пов'язаних із правовим регулюванням освітньої діяльності, соціально-педагогічною підтримкою здобувачів освіти, профілактикою порушень прав дитини та налагодженням конструктивної взаємодії з різними суб'єктами освітнього процесу.

Аналіз останніх досліджень і публікацій. Проблематика формування соціально-правової компетентності студентів педагогічних спеціальностей має міждисциплінарний характер, оскільки перебуває на перетині педагогіки, психології, соціальної педагогіки, правової освіти та професійної підготовки майбутніх фахівців. Теоретичні засади правової освіти, правової культури й правової компетентності майбутніх педагогів досліджували М. Городиський [4], обґрунтувавши педагогічні умови забезпечення змісту правової освіти майбутнього вчителя [4]; Я. Кічук, котрий розкрив теоретичні й методичні засади формування правової компетентності майбутнього соціального педагога в умовах університетської педагогічної освіти [9], Д. Клочкова, яка зосередила увагу на формуванні правової компетентності майбутніх учителів у процесі професійної підготовки [10], М. Подберезський, котрий дослідив проблему формування правової культури студентів вищих педагогічних навчальних закладів [15], та інші вчені. Психологічні аспекти формування правосвідомості здобувачів освіти висвітлено у праці А. А. Возович, яка аналізувала особливості становлення правосвідомості студентів коледжів [2]. Питання соціальної компетентності особистості розглядали М. Докторович [5], яка дослідила формування соціальної компетентності старшого підлітка з неповної сім'ї [5], й І. Зарубінська, котра розробила теоретико-методичні основи

формування соціальної компетентності студентів закладів вищої освіти економічного профілю [6]. Професійну комунікативну компетентність майбутніх соціальних працівників в умовах педагогічного університету досліджувала Д. Годлевська [3]. Окремий напрям наукових досліджень становлять публікації, присвячені соціально-правовому захисту дітей, молоді та особистості загалом. Зокрема, Н. Агаркова обґрунтувала педагогічні умови забезпечення соціально-правового захисту старшокласників [1], І. Ковчина розкрила особливості підготовки соціальних педагогів до соціально-правової роботи [11], вчений О. Лісовець запропонував наукове бачення формування соціально-правової компетентності майбутніх соціальних працівників [12], Ж. Петрочко дослідила соціально-педагогічне забезпечення прав дитини в складних життєвих обставинах [14], Н. Савельєва розглянула основи соціально-правового захисту особистості [17], а в працях за редакцією К. Левченко, О. Удалової [18], І. Смагіна, В. Арешонкова, Т. Смагіної [19] висвітлено соціально-педагогічні та соціально-правові основи захисту прав дитини. Питання соціально-правової освіти сучасної молоді та формування соціально-правової компетентності різних категорій здобувачів освіти представлено у працях І. Пінчук, С. Толстоухової [20], Н. Розіної [16], О. Ткачук [21] та ін. Зокрема, Н. Розіна досліджувала формування соціально-правової компетентності майбутніх кваліфікованих робітників у професійно-технічних навчальних закладах, а О. Ткачук акцентувала увагу на проблемах формування соціально-правової компетентності студентів з особливими потребами [21]. Дослідник Є. Федик розглянув теоретичні та прикладні аспекти формування правової культури студентів-юристів [22], що дає змогу ширше осмислити правову складову професійної підготовки фахівців. Методологічне значення для дослідження мають праці, у яких розкрито педагогічні технології та підходи до організації неперервної професійної освіти. Зокрема, у монографії за редакцією С. Сисоєвої висвітлено потенціал педагогічних технологій у професійному становленні майбутніх фахівців [13]. Зарубіжний науковий контекст проблеми представлено дослідженнями Р. Альберт, який розглядав соціально-правові проблеми крізь призму професійної діяльності соціальних працівників [23], а також Ж. Ф. Лозано, А. Боні, Дж. Періс, А. Гуесо, котрі здійснили критичний аналіз формування компетентностей у вищій освіті з позицій спроможностей здобувачів [24]. Водночас у дослідженнях П. Карпця уточнено поняття і структуру соціально-правової компетентності студентів педагогічних спеціальностей [7] та проаналізовано стан її сформованості [8], що створює належне підґрунтя для подальшого обґрунтування психолого-педагогічних підходів до її формування в умовах закладів вищої освіти.

Закономірно, що проблеми формування соціальної, правової та соціально-правової компетентності особистості досліджували в контексті правової освіти майбутніх педагогів, формування їх правосвідомості, правової культури, соціальної компетентності, соціально-правового захисту дітей і молоді, а також професійної підготовки фахівців соціально-педагогічної сфери. Водночас актуальним постає обґрунтування низки психолого-педагогічних підходів, які б забезпечували формування й розвиток ціннісних орієнтацій, правової свідомості, соціальної відповідальності, а також комунікативних умінь та внутрішньої готовності студентів педагогічних спеціальностей до практичного застосування соціально-правових знань у професійній діяльності.

Мета статті – обґрунтувати психолого-педагогічні підходи до формування соціально-правової компетентності студентів педагогічних спеціальностей закладів вищої освіти.

Виклад основного матеріалу. Формування та розвиток соціально-правової компетентності студентів педагогічних спеціальностей – важливий напрям удосконалення їх освітньо-професійної підготовки у закладах вищої освіти. При цьому вагомість означеного процесу визначається ускладненням професійних функцій сучасного педагога, який має бути готовим не тільки до організації освітньої взаємодії з дітьми, а й до розв'язання соціально-правових ситуацій, забезпечення дотримання прав учасників освітнього процесу та створення безпечного й гуманістичного освітнього довкілля. Відтак формування соціально-правової компетентності студентів має ґрунтуватися на комплексі психолого-педагогічних підходів, які забезпечують цілісність, послідовність і практичну спрямованість освітньо-професійної підготовки майбутніх педагогів.

Соціально-правова компетентність студентів педагогічних спеціальностей розглядається нами як інтегральна професійно-особистісна якість майбутнього педагога, що поєднує соціальні, правові, психолого-педагогічні знання, ціннісне ставлення до права, прав людини й соціальної справедливості, а також здатність застосовувати ці знання у майбутній професійній діяльності. Структурно така компетентність охоплює сукупність компонентів-складових: 1) когнітивного, що передбачає наявність соціально-правових, психолого-педагогічних, нормативно-правових знань; 2) мотиваційно-ціннісного, який відображає ставлення майбутнього педагога до права, соціальної відповідальності, професійного обов'язку та захисту прав учасників освітнього процесу; 3) діяльнісно-поведінкового, що характеризує здатність практично застосовувати соціально-правові знання у фахових ситуаціях; 4) рефлексивно-оцінного, пов'язаного зі здатністю аналізувати власні дії, оцінювати їх відповідність правовим і морально-

етичним нормам, коригувати професійну поведінку відповідно до вимог соціально-правового середовища [7; 8].

Зазначимо, що ефективність формування у студентів соціально-правової компетентності значною мірою залежить від обґрунтованого вибору психолого-педагогічних підходів, що визначають зміст, принципи, методи, форми й технології освітньо-професійної взаємодії у закладі вищої освіти. З огляду на складну структуру соціально-правової компетентності, її формування не може обмежуватися передаванням теоретичних знань правового характеру й потребує складного поєднання когнітивного, ціннісно-мотиваційного, комунікативного, емоційно-вольового та діяльнісно-практичного компонентів підготовки. Тому доцільним є звернення до низки таких взаємопов'язаних психолого-педагогічних підходів, як компетентнісний, діяльнісний, аксіологічний, особистісно зорієнтований, системний, інтегративний, суб'єкт-суб'єктний, професійно-ситуативний, рефлексивний, практико зорієнтований, комплексне застосування яких дає змогу забезпечити формування соціально-правової компетентності майбутніх педагогів у процесі їх освітньо-професійної підготовки (табл.).

Таблиця 1

Психолого-педагогічні підходи до формування соціально-правової компетентності студентів педагогічних спеціальностей

Психолого-педагогічний підхід	Змістова характеристика підходу	Потенціал підходу у формуванні соціально-правової компетентності
Компетентнісний	Орієнтує освітній процес на формування у студентів не тільки системи соціально-правових знань, а й здатності застосовувати їх у професійній діяльності, передбачає розвиток знань, умінь, цінностей, досвіду правомірної поведінки та готовності до соціально відповідальної взаємодії	Забезпечує формування готовності студента аналізувати соціально-правові ситуації, приймати обґрунтовані рішення, діяти відповідно до норм права, професійної етики та інтересів учасників освітнього процесу
Особистісно орієнтований	Передбачає врахування індивідуальних особливостей студентів, їх соціального досвіду, мотивації, ціннісних орієнтацій, рівня правосвідомості та внутрішньої готовності до професійного саморозвитку	Сприяє внутрішньому прийняттю студентами соціально-правових цінностей, розвитку у них емпатії, відповідальності, правової культури та здатності до здійснення морально-правового вибору в педагогічній діяльності

Психолого-педагогічний підхід	Змістова характеристика підходу	Потенціал підходу у формуванні соціально-правової компетентності
Діяльнісний	Ґрунтується на формуванні компетентності через активну навчальну, квазіпрофесійну, практичну й соціально-педагогічну діяльність студентів, передбачає виконання ними професійно зорієнтованих завдань, аналіз практичних ситуацій, моделювання педагогічної взаємодії	Забезпечує набуття студентами практичного досвіду соціально-правового реагування, вироблення алгоритмів правомірної поведінки, уміння розв'язувати проблемні ситуації в освітньому середовищі
Аксіологічний	Спрямований на формування у студентів системи цінностей, що лежать в основі соціально-правової поведінки майбутнього педагога: поваги до прав людини, гідності дитини, законності, справедливості, гуманізму, толерантності й особистої відповідальності	Забезпечує перетворення у студентів соціально-правових знань на особистісні переконання, формує ціннісне ставлення до права, прав людини та соціальної справедливості як підґрунтя професійної позиції педагога
Системний	Дає змогу розглядати формування у студентів соціально-правової компетентності як цілісний, послідовний і взаємопов'язаний процес, що охоплює мету, зміст, методи, форми, засоби та результати їх освітньо-професійної підготовки	Забезпечує узгодженість усіх компонентів освітнього процесу, запобігає фрагментарності підготовки студентів, сприяє цілісному розвитку когнітивного, ціннісного, діяльнісного й рефлексивного компонентів їх соціально-правової компетентності
Інтегративний	Передбачає поєднання соціальних, правових, психолого-педагогічних, етичних і комунікативних знань у змісті професійної підготовки майбутніх педагогів, орієнтує на міждисциплінарне осмислення соціально-правових проблем	Формує у студентів здатність комплексно аналізувати соціально-правові ситуації, враховувати правові норми, психологічні особливості дитини, педагогічну доцільність, соціальний контекст діяльності та морально-етичні вимоги

Психолого-педагогічний підхід	Змістова характеристика підходу	Потенціал підходу у формуванні соціально-правової компетентності
Професійно-ситуативний	Орієнтує освітній процес на наближення навчального змісту до реальних умов майбутньої професійної діяльності педагога, передбачає розгляд соціально-правових знань у контексті розв'язання конкретних педагогічних ситуацій	Сприяє перенесенню теоретичних знань у практику, розвитку професійного мислення студентів, готовності діяти в ситуаціях захисту прав дитини, профілактики булінгу, розв'язання конфліктів і забезпечення безпечного освітнього середовища
Рефлексивний	Спрямований на розвиток у студентів здатності усвідомлювати, аналізувати й оцінювати власні дії, рішення, мотиви та їх відповідність соціальним, правовим і морально-етичним нормам	Забезпечує формування у студентів професійного самоконтролю, відповідальності, здатності до самокорекції, критичного осмислення власної поведінки та вдосконалення соціально-правової готовності до фахової діяльності
Суб'єкт-суб'єктний	Ґрунтується на визнанні всіх учасників освітнього процесу активними, рівноправними суб'єктами взаємодії, передбачає діалог, партнерство, повагу до гідності особистості, прав і свобод дитини	Формує готовність майбутніх педагогів будувати професійну взаємодію на засадах гуманізму, партнерства, довіри, толерантності, недискримінації та дотримання прав учасників освітнього процесу
Практико орієнтований	Забезпечує зв'язок теоретичної соціально-правової підготовки з реальними професійними завданнями майбутнього педагога, передбачає практичні заняття, тренінги, кейси, педагогічну практику, соціально-педагогічні проєкти та ін.	Сприяє формуванню у студентів прикладних умінь діяти в конкретних соціально-правових ситуаціях, організовувати просвітницьку діяльність, взаємодіяти з батьками, адміністрацією, соціальними службами та іншими суб'єктами захисту прав дитини

Компетентнісний підхід у контексті досліджуваної проблеми є одним із провідних, оскільки спрямовує професійну підготовку майбутніх

педагогів на досягнення не тільки знаннєвого, а й практико-зорієнтованого результату. Його сутність полягає в тому, що студент має не просто засвоїти сукупність соціально-правових понять, норм і положень, а набути здатності застосовувати їх у реальних і змодельованих ситуаціях професійної діяльності (І. Зарубінська [6], Я. Кічук, Д. Клочкова [9; 10] та ін.). З позицій аналізованого підходу соціально-правова компетентність студентів охоплює соціально-правові знання, правову свідомість, ціннісне ставлення до прав людини, здатність до правомірної поведінки, комунікативну готовність і вміння приймати відповідальні рішення. Зміст освітнього процесу має бути зорієнтований на формування в майбутніх педагогів здатності аналізувати нормативно-правові документи, розпізнавати соціально-правові проблеми, обирати педагогічно доцільні способи реагування та діяти відповідно до вимог законодавства й професійної етики.

Особистісно зорієнтований підхід передбачає визнання студента активним суб'єктом професійного становлення, який має власний життєвий досвід, систему цінностей, мотивацію, індивідуальні особливості та рівень соціально-правової обізнаності. У процесі формування соціально-правової компетентності цей підхід дає змогу враховувати не тільки зміст навчального матеріалу, а й особистісну готовність майбутнього педагога сприймати право як цінність, усвідомлювати власну відповідальність за дотримання прав дитини, будувати гуманістичну взаємодію з учасниками освітнього процесу (А. Возович [2], М. Докторович, І. Зарубінська [5; 6], Ж. Петрочко, Н. Савельєва [14; 17] та ін.). Реалізація такого підходу потребує створення такого освітнього середовища, у якому студент має можливість не тільки отримувати знання, а й осмислювати їх професійну й особистісну значущість, що передбачає використання діалогічних форм навчання, дискусій, аналізу життєвих і педагогічних ситуацій, а також рефлексивних завдань, тренінгових технологій, що сприяють розвитку емпатії, відповідальності, правової культури та здатності до морально-правового вибору.

Діяльнісний підхід ґрунтується на положенні про те, що компетентність формується не тільки в процесі засвоєння знань, а передусім у діяльності, яка моделює або відтворює реальні професійні завдання. Для формування соціально-правової компетентності студентів педагогічних спеціальностей особливого значення набуває їх залучення до аналізу конкретних соціально-правових ситуацій, виконання професійно орієнтованих завдань, участі в педагогічній практиці, розроблення соціально-педагогічних проєктів і правопросвітницьких заходів (І. Ковчина [11], О. Лісовець [12], Н. Агаркова, К. Левченко, О. Удалова [1; 18] та ін.). У межах такого підходу важливо забезпечити включення студентів у такі види

навчальної і квазіпрофесійної активності, які сприяють виробленню алгоритмів правомірної поведінки: розв'язання кейсів щодо порушення прав дитини, моделювання процесу взаємодії педагога з батьками, адміністрацією, соціальними службами, аналіз нормативних актів, розробка профілактичних заходів, спрямованих на створення безпечного освітнього середовища.

Аксіологічний підхід орієнтує процес формування соціально-правової компетентності на засвоєння студентами системи цінностей, що визначають зміст і спрямованість майбутньої педагогічної діяльності. Йдеться насамперед про повагу до прав людини, гідності дитини, соціальної справедливості, а також законності, рівності, толерантності, гуманізму та професійної відповідальності (М. Подберезський [15], Є. Федик [22] та ін.). Застосування такого підходу передбачає, що соціально-правова підготовка студентів не може зводитися до інформування про законодавчі норми чи процедури захисту прав й має сприяти формуванню у них внутрішньої готовності діяти відповідно до принципів справедливості, гуманності й відповідальності. Отож аксіологічний підхід забезпечує перетворення соціально-правових знань на особистісно значущі переконання, що визначають професійну позицію майбутнього педагога.

Системний підхід дає змогу розглядати формування соціально-правової компетентності студентів педагогічних спеціальностей як цілісний, послідовний і взаємопов'язаний процес. Він передбачає узгодження мети, змісту, принципів, методів, форм, засобів і результатів професійної підготовки. У такому розумінні соціально-правова компетентність не є випадковим результатом засвоєння окремих навчальних тем, а формується через цілеспрямовану організацію всіх складників освітнього процесу (І. Зарубінська [6], С. Сисоєва [13] та ін.). У практичному вимірі системний підхід вимагає інтеграції соціально-правової проблематики у зміст фахових дисциплін, педагогічної практики, виховної роботи, науково-дослідної діяльності та неформальної освітньої взаємодії, що дає змогу уникнути фрагментарності, коли правові знання подаються ізольовано від педагогічної, психологічної та соціальної підготовки студентів.

Інтегративний підхід зумовлений комплексною природою соціально-правової компетентності, яка поєднує правові, соціальні, психолого-педагогічні, етичні та комунікативні складники. Майбутній педагог у професійній діяльності стикається із ситуаціями, що не можуть бути розв'язані лише з позицій однієї навчальної дисципліни або однієї галузі знань. Наприклад, захист прав дитини в освітньому середовищі потребує знання законодавства, розуміння вікових та індивідуальних особливостей здобувача освіти, володіння методами взаємодії, комунікативною

культурою та здатністю до етичного оцінювання ситуації (І. Ковчина, О. Лісовець, Д. Годлевська [3; 11; 12] та ін.).

Реалізація такого підходу передбачає поєднання навчальних дисциплін, практичної підготовки, виховної роботи та дослідницької діяльності навколо проблем соціально-правового характеру, що зумовлює створення міждисциплінарних навчальних завдань, у яких майбутні педагоги мають застосовувати знання з педагогіки, психології, права, соціальної педагогіки та етики.

Професійно-ситуативний підхід спрямований на наближення змісту освітньо-професійної підготовки студентів до умов майбутньої педагогічної діяльності. У процесі формування соціально-правової компетентності соціально-правові знання мають засвоюватися в контексті конкретних фахових ситуацій, із якими може зіткнутися педагог у закладі освіти. До таких ситуацій належать захист прав дитини, реагування на випадки булінгу, забезпечення інклюзивного освітнього середовища, взаємодія з батьками, дотримання академічної доброчесності, розв'язання конфліктів, організація профілактичної роботи (Н. Агаркова, Ж. Петрочко, Н. Савельєва [1; 14; 17]). У межах такого підходу особливого значення набувають кейс-метод, проблемне навчання, аналіз педагогічних ситуацій, рольові, ділові ігри, моделювання професійної взаємодії, розгляд реальних або наближених до реальності соціально-правових випадків, даючи змогу студентам усвідомити практичну значущість правових норм, навчитися застосовувати їх з урахуванням педагогічної ситуації, віку дитини, особливостей освітнього середовища та етичних вимог професії.

Рефлексивний підхід спрямований на формування в студентів здатності усвідомлювати, аналізувати й оцінювати власні дії, рішення, мотиви та їх відповідність соціальним, правовим і морально-етичним нормам. Для педагога така здатність є принципово важливою, оскільки його професійна діяльність у соціально-правовому просторі освіти часто пов'язана з необхідністю приймати відповідальні рішення в ситуаціях невизначеності, конфлікту або ціннісного вибору (А. Возович [2], М. Докторович, І. Зарубінська [5; 6]). Реалізація такого підходу передбачає використання форм і методів роботи, які стимулюють до самоаналізу й критичного осмислення власної професійної позиції (рефлексивні есе, портфоліо, обговорення складних педагогічних ситуацій, самооцінювання, взаємного оцінювання, аналіз досвіду педагогічної практики, групові дискусії щодо етичних і правових дилем), у процесі виконання яких студент навчається бачити наслідки власних дій, визначати правові ризики, оцінювати відповідність педагогічних рішень інтересам дитини та нормам професійної етики.

Суб'єкт-суб'єктний підхід ґрунтується на ідеї рівноправної, діалогічної та гуманістичної взаємодії всіх учасників освітнього процесу. Вважається, що майбутній педагог має сприймати дитину, батьків, колег і соціальних партнерів не як пасивних об'єктів впливу, а як активних суб'єктів освітньої та соціальної взаємодії. Така позиція безпосередньо пов'язана з повагою до гідності людини, визнанням її прав, свобод, інтересів і потреб (Ж. Петрочко, Н. Савельєва, К. Левченко, О. Удалова [14; 17; 18]). У практиці освітньо-професійної підготовки суб'єкт-суб'єктний підхід реалізується через діалогічне навчання, партнерську взаємодію викладача і студента, групові форми роботи, дискусії, спільне розв'язання проблемних ситуацій, розвиток комунікативної культури й толерантності. За таких умов студент не тільки засвоює ідею прав людини на теоретичному рівні, а й набуває досвіду її реалізації у власній освітній взаємодії.

Практико зорієнтований підхід забезпечує зв'язок теоретичного змісту соціально-правової підготовки з реальними завданнями професійної діяльності майбутнього педагога. Його значення полягає в тому, що студент має навчитися не тільки знати норми права, соціальні гарантії та механізми захисту прав дитини, а й уміти застосовувати їх у конкретних життєвих ситуаціях (І. Ковчина, О. Лісовець, Н. Розіна [11; 12; 16]). У межах підходу доцільне використання практичних занять, тренінгів, соціально-педагогічних проєктів, а також аналізу нормативно-правових документів, участі у волонтерських, просвітницьких і профілактичних заходах, посилення соціально-правового змісту педагогічної практики. Практико зорієнтоване навчання дає змогу студентам відпрацьовувати алгоритми дій у ситуаціях порушення прав дитини, конфліктної взаємодії, соціальної вразливості, освітньої нерівності, потреби в педагогічній підтримці, сприяє розвитку відповідальності, комунікативної готовності й уміння співпрацювати з іншими суб'єктами зі сфери соціально-правового захисту.

Як бачимо, формування соціально-правової компетентності студентів педагогічних спеціальностей закладів вищої освіти потребує комплексного застосування взаємопов'язаних психолого-педагогічних підходів. Кожен із них виконує власну функцію в освітньому процесі: компетентнісний підхід визначає орієнтацію на результат підготовки; особистісно зорієнтований – забезпечує врахування індивідуальних особливостей і ціннісних установок студентів; діяльнісний і практико зорієнтований – сприяють набуттю досвіду соціально-правової поведінки; аксіологічний – формує ціннісне ставлення до права, прав людини й соціальної справедливості; системний, інтегративний – забезпечують цілісність і міждисциплінарність освітньо-професійної підготовки; контекстний – наближує навчання до реальних умов педагогічної діяльності; рефлексивний – розвиває здатність здобувачів

до самоаналізу й самокорекції; суб'єкт-суб'єктний – утверджує гуманістичний і партнерський характер освітньої взаємодії.

Висновки. Всебічне осмислення психолого-педагогічних підходів до формування соціально-правової компетентності студентів педагогічних спеціальностей закладів вищої освіти дало змогу зробити такі висновки.

По-перше, формування соціально-правової компетентності майбутніх педагогів слід розглядати як цілісний, системний і професійно спрямований процес, що передбачає поєднання психолого-педагогічних, соціальних, правових, етичних і комунікативних складників фахової підготовки. Соціально-правова компетентність у цьому контексті виявляється у здатності орієнтуватися в соціально-правовому просторі освіти, дотримуватися норм законодавства й професійної етики, захищати права та законні інтереси здобувачів, приймати відповідальні рішення в складних ситуаціях і будувати взаємодію на засадах гуманізму, справедливості, партнерства та поваги до гідності особистості.

По-друге, виокремлено психолого-педагогічні підходи, які становлять методологічне підґрунтя формування соціально-правової компетентності студентів – компетентнісний, професійно-ситуативний, системний, особистісно зорієнтований, діяльнісний, аксіологічний, інтегративний, рефлексивний, суб'єкт-суб'єктний та практико зорієнтований, кожен з яких виконує важливу функцію в освітньому процесі закладу вищої освіти.

По-третє, реалізація визначених психолого-педагогічних підходів створює вагоме теоретичне підґрунтя для вдосконалення змісту, форм, методів, засобів та технологій формування соціально-правової компетентності майбутніх педагогів у закладах вищої освіти, забезпечує зв'язок теоретичної підготовки з реальними професійними завданнями, активізує особистісну позицію студента й формує готовність до соціально відповідальної діяльності в освітньому середовищі.

Перспективами подальших досліджень може стати емпіричне вивчення ефективності зазначених психолого-педагогічних підходів у процесі формування соціально-правової компетентності студентів педагогічних спеціальностей.

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ТЕНДЕНЦІЇ РОЗВИТКУ ПЕДАГОГІЧНИХ КОЛЕДЖІВ УКРАЇНИ В УМОВАХ ТРАНСФОРМАЦІЇ ФАХОВОЇ ПЕРЕДВИЩОЇ ОСВІТИ

Анотація. У статті здійснено аналіз сучасних тенденцій розвитку педагогічних коледжів України в умовах трансформації системи фахової передвищої освіти. Актуальність дослідження зумовлена необхідністю осмислення змін, які відбуваються у функціонуванні педагогічних коледжів під впливом освітніх реформ, процесів цифровізації, євроінтеграційних орієнтирів, соціально-економічних трансформацій та нових суспільних викликів. Особливого значення проблема модернізації педагогічних коледжів набуває в умовах воєнного стану, що вимагає пошуку нових моделей професійної підготовки педагогічних кадрів, здатних ефективно здійснювати професійну діяльність у складних та динамічних умовах.

Мета статті полягає у визначенні та характеристиці сучасних тенденцій розвитку педагогічних коледжів України в умовах трансформації фахової передвищої освіти. Для досягнення поставленої мети використано комплекс загальнонаукових і спеціальних методів дослідження: аналіз, синтез, узагальнення наукових джерел і нормативно-правових документів, порівняльний метод, а також системно-структурний і проблемно-аналітичний методи, що дозволили комплексно дослідити основні напрями модернізації педагогічних коледжів.

У результаті проведеного дослідження встановлено, що сучасний розвиток педагогічних коледжів характеризується системними нормативно-організаційними, змістово-методичними, технологічними та соціально-педагогічними змінами. Визначено, що провідними нормативно-організаційними тенденціями є реформування системи фахової передвищої

освіти, автономізація закладів освіти та стандартизація освітньої діяльності. З'ясовано, що змістово-методична трансформація пов'язана з утвердженням компетентнісного підходу, посиленням практикоорієнтованості професійної підготовки та індивідуалізацією освітнього процесу. Обґрунтовано, що важливими технологічними тенденціями виступають цифровізація освітнього процесу, розвиток дистанційного навчання та формування цифрової компетентності учасників освітнього процесу. Установлено, що соціально-педагогічний розвиток педагогічних коледжів характеризується посиленням гуманістичної спрямованості освіти, що виявляється у розвитку інклюзивної освіти, здоров'язбережувальної діяльності та психологічної підтримки здобувачів освіти.

У висновках доведено, що сучасні тенденції розвитку педагогічних коледжів України засвідчують поступовий перехід від традиційної моделі підготовки педагогічних кадрів до інноваційної, компетентнісно орієнтованої, цифровізованої та гуманістично спрямованої системи фахової передвищої педагогічної освіти. Водночас визначено низку проблем і суперечностей, пов'язаних із ресурсним забезпеченням, цифровою нерівністю та необхідністю збереження балансу між стандартизацією й автономією закладів освіти.

Ключові слова: педагогічні коледжі, фахова передвища освіта, професійна підготовка, освітній процес, компетентнісний підхід, цифровізація освіти, індивідуалізація навчання, розвиток, тенденції.

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TRENDS IN THE DEVELOPMENT OF PEDAGOGICAL COLLEGES IN UKRAINE UNDER THE CONDITIONS OF THE TRANSFORMATION OF PROFESSIONAL PRE-HIGHER EDUCATION

Abstract. The article analyzes the current trends in the development of pedagogical colleges in Ukraine in the context of the transformation of the system of professional pre-higher education. The relevance of the study is due to the need to understand the changes that occur in the functioning of pedagogical colleges

under the influence of educational reforms, digitalization processes, European integration guidelines, socio-economic transformations and new social challenges.

The problem of modernization of pedagogical colleges acquires particular importance in the context of martial law, which requires the search for new models of professional training of pedagogical personnel capable of effectively carrying out professional activities in complex and dynamic conditions.

The purpose of the article is to identify and characterize the current trends in the development of pedagogical colleges in Ukraine in the context of the transformation of professional pre-higher education. To achieve the set goal, a complex of general scientific and special research methods was used: analysis, synthesis, generalization of scientific sources and regulatory documents, a comparative method, as well as system-structural and problem-analytical methods, which allowed for a comprehensive study of the main directions of modernization of pedagogical colleges.

As a result of the study, it was established that the modern development of pedagogical colleges is characterized by systemic regulatory and organizational, content-methodological, technological and socio-pedagogical changes. It was determined that the leading regulatory and organizational trends are the reform of the system of professional pre-higher education, the autonomy of educational institutions and the standardization of educational activities. It was found that the content-methodological transformation is associated with the establishment of a competency-based approach, increased practice-oriented professional training and individualization of the educational process. It was substantiated that important technological trends are the digitalization of the educational process, the development of distance learning and the formation of digital competence of participants in the educational process. It was established that the socio-pedagogical development of pedagogical colleges is characterized by the strengthening of the humanistic orientation of education, which is manifested in the development of inclusive education, health-preserving activities and psychological support for students.

The conclusions prove that the current trends in the development of pedagogical colleges in Ukraine indicate a gradual transition from the traditional model of training pedagogical personnel to an innovative, competency-oriented, digitalized and humanistically oriented system of professional pre-higher pedagogical education. At the same time, a number of problems and contradictions related to resource provision, digital inequality and the need to maintain a balance between standardization and autonomy of educational institutions are identified.

Keywords: pedagogical colleges, professional pre-higher education, professional training, educational process, competency-based approach, digitalization of education, individualized learning, development, trends.

Постановка проблеми. Розвиток системи освіти України відбувається в умовах глибоких суспільних трансформацій. Сьогодні особливого значення набуває модернізація системи фахової передвищої освіти, важливою складовою якої є педагогічні коледжі. Саме вони забезпечують підготовку значної частини фахівців для закладів дошкільної та загальної середньої освіти, формують кадровий потенціал освітньої галузі та виконують важливу соціально-педагогічну функцію.

Після прийняття Закону України «Про фахову передвищу освіту» відбулися суттєві зміни у функціонуванні педагогічних коледжів, змісті професійної підготовки, організації освітнього процесу та механізмах забезпечення якості освіти. Водночас сучасні виклики, пов'язані з наслідками пандемії COVID-19 і воєнного стану, актуалізують потребу переосмислення ролі педагогічних коледжів у системі освіти України.

Актуальність дослідження зумовлена необхідністю визначення ключових тенденцій розвитку педагогічних коледжів, виявлення особливостей модернізації їхньої діяльності, а також аналізу суперечностей і викликів, що супроводжують трансформаційні процеси у системі фахової передвищої педагогічної освіти.

Аналіз останніх досліджень і публікацій. У сучасному науковому дискурсі проблема розвитку фахової передвищої педагогічної освіти привертає увагу багатьох українських дослідників. Окремі аспекти модернізації педагогічних коледжів, компетентнісного підходу, цифровізації освіти, практичної підготовки майбутніх педагогів, інклюзивної освіти та організації дистанційного навчання висвітлено у працях О. Вінтоняк [2], О. Гомонюк [3], В. Поберецької [5], С. Самборського [6] та інших дослідників. Особливо відзначимо ґрунтовну працю С. Бажана. Автор визначив сукупність ризиків, з якими стикаються заклади фахової передвищої освіти України в умовах трансформації системи професійної освіти та констатував, що вони мають комплексний характер та охоплюють інституційний, організаційний, фінансовий та соціально-правовий аспекти. При цьому, зазначив, їхній вплив додатково посилюється викликами воєнного і повоєнного часу. Відтак дослідник виділяє найбільш вагомі ризики: інституційну невизначеність, оптимізацію та укрупнення мережі закладів освіти, відокремлення закладів фахової передвищої освіти від структури університетів, фінансову залежність від місцевих бюджетів, соціально-правову невизначеність статусу здобувачів освіти та послаблення освітньої вертикалі [1].

Водночас питання комплексного аналізу тенденцій розвитку педагогічних коледжів України в умовах трансформації фахової передвищої освіти потребує подальшого наукового осмислення.

Мета статті полягає у визначенні та характеристиці тенденцій розвитку педагогічних коледжів України в умовах трансформації фахової передвищої освіти.

Для реалізації поставленої мети нами використано комплекс загальнонаукових і спеціальних **методів дослідження**, зокрема: аналіз, синтез, узагальнення наукової літератури та нормативно-правових документів, порівняльний метод, а також системно-структурний і проблемно-аналітичний методи, що дали змогу комплексно дослідити основні напрями модернізації педагогічних коледжів України.

Виклад основного матеріалу. Прийняття Закону України «Про фахову передвищу освіту» [4] стало ключовим етапом оновлення правових та організаційних засад функціонування коледжів. Унаслідок цього педагогічні коледжі були інтегровані у нову ланку системи освіти – фахову передвищу освіту. Завданням цієї ланки системи освіти стала підготовка конкурентоспроможних фахівців, орієнтованих на практичну діяльність. У зв'язку з цим модернізація системи фахової передвищої освіти спрямовується на оновлення змісту педагогічної підготовки, запровадження компетентнісного підходу, підвищення якості освіти, узгодження освітніх програм із потребами ринку праці, забезпечення наступності між фаховою передвищою та вищою освітою. Завдяки реформам, суттєвих змін зазнала структура освітнього процесу, система оцінювання результатів навчання, організація практичної підготовки здобувачів освіти. Освітній процес переорієнтувався на формування професійних компетентностей майбутніх педагогів, розвиток їхньої мобільності, готовності до інноваційної діяльності та використання у професійній діяльності цифрових технологій.

Щоправда процеси реформування фахової передвищої освіти супроводжуються низкою серйозних проблем, серед яких виділяються нестача фінансування, нерівномірний рівень матеріально-технічного забезпечення коледжів, кадровий дефіцит, демографічні виклики та, як наслідок, скорочення контингенту здобувачів освіти. Попри це, реформування фахової передвищої освіти спрямовується на підвищення престижності педагогічних коледжів та посилення їхньої ролі у підготовці педагогічних кадрів.

Важливою особливістю розвитку педагогічних коледжів є їхня автономізація. Сучасна освітня політика України зорієнтована на розширення академічної, організаційної, кадрової та фінансової автономії закладів освіти, що актуалізується умовами децентралізації освіти та

необхідністю педагогічних коледжів адаптуватися до потреб конкретних територіальних громад та регіональних ринків праці. Завдяки автономізації, педагогічні та інші заклади фахової передвищої освіти отримали право самостійно розробляти освітньо-професійні програми, формували власну освітню стратегію, визначати внутрішню систему забезпечення якості освіти, обирати педагогічний інструментарій організації освітнього процесу, розвивати партнерство із закладами освіти, громадами та міжнародними організаціями тощо [4]. Відтак вони можуть швидше реагувати на потреби суспільства та ринку праці, впроваджувати інноваційні підходи у підготовку майбутніх педагогів. Звісно, автономізація вимагає високого рівня управлінської компетентності адміністративного персоналу, готовності педагогічних колективів до стратегічного планування та відповідальності за результати освітньої діяльності. Водночас, варто зазначити, що розширення автономії часто супроводжується перекладанням відповідальності на самі заклади освіти, що в умовах обмеженого ресурсного забезпечення створює додаткові ризики для їхнього функціонування. С. Самборський вбачає в автономізації й інші ризики. Так, дослідник пише, що разом із наданням закладам фахової передвищої освіти ширших автономних повноважень, підвищуються вимоги до ефективності їхнього функціонування. За таких умов малі регіональні педагогічні коледжі можуть зіткнутися з низкою труднощів, зокрема зі зменшенням обсягів державного замовлення, оптимізацією мережі закладів освіти та посиленням конкуренції за фінансове забезпечення [6, С. 154].

Не менш важливою тенденцією розвитку коледжів є стандартизація їхньої освітньої діяльності. Її сутність полягає у впровадженні державних стандартів фахової передвищої освіти, спрямованих на реалізацію ідей компетентнісної концепції [7, С. 32]. У такий спосіб забезпечується єдиний освітній простір, підвищується якість педагогічної підготовки, відбувається узгодження української системи освіти з європейськими освітніми вимогами. Водночас надмірна стандартизація може створювати ризики формалізації освітнього процесу, а також обмеження творчої ініціативи педагогічних колективів, що актуалізує необхідність поєднання стандартизації із збереженням академічної свободи та інституційної автономії педагогічних коледжів.

Нормативно-організаційні зміни зумовили не лише трансформацію статусу педагогічних коледжів, але й переосмислення змісту професійної підготовки. Посилення вимог до майбутнього педагога як до конкурентоспроможного фахівця, здатного ефективно працювати в умовах динамічних суспільних змін, цифровізації освіти, реформування освітньої системи спонукає педагогічні коледжі шукати нову модель професійного

вишколу. Сьогодні в його основі – упровадження компетентнісного підходу, посилення практикоорієнтованості підготовки та індивідуалізації освітнього процесу, а також цифрова трансформація педагогічних коледжів. На цьому також наголошує С. Самборський [6, С. 151].

Компетентнісний підхід визначає нову філософію професійної підготовки майбутнього педагога. На відміну від традиційної знаннєвої моделі навчання, цей підхід орієнтується не лише на засвоєння теоретичних знань, а й на формування здатності застосовувати їх у практичній діяльності, розв'язувати професійні проблеми, адаптуватися до цих умов та здійснювати безперервний професійний розвиток. «Головною відмінністю компетентнісного підходу від усталеної знаннєвої технології підготовки фахівців є перенесення акцентів з процесу навчання на освітні результати» [7, С. 13]. Сучасна педагогічна освіта стає практикоорієнтованою, що в умовах педагогічних коледжів реалізується шляхом збільшення обсягу педагогічної практики, інтеграції теоретичної та практичної підготовки, використання активних методів навчання, упровадження елементів дуальної освіти, активної співпраці із закладами дошкільної та загальної середньої освіти. У цьому контексті актуалізується раннє залучення здобувачів освіти до педагогічної діяльності. Це сприяє формуванню професійної ідентичності, розвитку педагогічного мислення та набуттю практичного досвіду роботи з дітьми. Студенти отримують можливість реалізувати власні професійні компетентності, водночас виробляючи індивідуальний стиль педагогічної діяльності. Як зазначає В. Поберецька, «практика студентів коледжів є важливою складовою освітньо-професійної програми підготовки фахівців, головною метою якої є забезпечення високої якості практичної підготовки фахівців…» [5, С. 120].

Сьогодні педагогічна освіта орієнтується на особистісно орієнтовану модель навчання. У її межах здобувач освіти розглядається активним суб'єктом освітньої діяльності. Це, зокрема, забезпечується створенням індивідуальних освітніх траєкторій, забезпеченням вибірковості освітніх компонентів, використанням диференційованих завдань, застосуванням гнучких форм навчання, розвитком самостійної роботи студентів та їхньої самоосвіти. Індивідуалізація освітнього процесу закладів фахової передвищої освіти сприяє розвитку мотивації до навчання, формуванню відповідальності за власний професійний розвиток, розкриттю творчого потенціалу майбутніх педагогів.

Відтак система підготовки педагогів поступово відходить від репродуктивної моделі навчання та орієнтується на формування професійної мобільності, здатності до самоосвіти та адаптації до змінних та часто невизначених умов педагогічної діяльності.

Розвиток інформаційного суспільства, стрімке поширення цифрових засобів комунікації, а також виклики пандемії коронавірусу та воєнного стану суттєво прискорили процес цифрової трансформації освіти. За таких умов педагогічні коледжі змушені адаптувати освітній процес до нових технологічних реалій, упроваджувати дистанційне навчання та формувати цифрову компетентність майбутніх педагогів. Сьогодні цифрові технології впроваджуються у всі сфери діяльності закладів фахової передвищої освіти – навчальну, методичну, управлінську, комунікативну та організаційну. Йдеться, зокрема, про використання цифрових освітніх платформ, електронний документообіг, застосування мультимедіа, використання електронних підручників та інтерактивних матеріалів, автоматизацію управлінських процесів, розвиток онлайн-комунікації між учасниками освітнього процесу.

Однак цифровізація освітнього процесу у педагогічних коледжах не завжди відбувається гладко. Адже спостерігається нерівномірність технічного забезпечення закладів освіти та недостатній рівень цифрової підготовки окремих викладачів. З огляду на це, сьогодні також актуалізується необхідність формування цифрової компетентності викладачів та майбутніх фахівців. Зокрема йдеться про формування інформаційної грамотності, умінь працювати з цифровими ресурсами, створювати цифровий контент, використовувати освітні платформи, розвиток навичок онлайн-комунікації, здатностей дотримуватися норм цифрової етики, забезпечувати кібербезпеку, критично оцінювати інформацію.

У сучасних умовах цифровізація, дистанційне навчання, формування цифрової компетентності учасників освітнього процесу є важливими складовими модернізації освітнього процесу. Вони сприяють підвищенню його гнучкості, доступності та ефективності, а також забезпечують підготовку педагогів до професійної діяльності в умовах цифрового суспільства. Однак, попри позитивний вплив цифровізації, надмірна орієнтація на дистанційні форми навчання може призводити до зниження рівня практичної педагогічної підготовки студентів. Більш того, О. Вінтоняк виділяє ще й такі слабкі сторони дистанційного навчання у педагогічних коледжах, як відсутність вербального зв’язку між суб’єктами освітнього процесу, знецінення престижу освіти, зниження ефективності освітньої діяльності, ризик втрати доступу до навчальних матеріалів тощо [2].

Розвиток педагогічних коледжів України на сучасному етапі характеризується посиленням соціально-педагогічної спрямованості професійної підготовки майбутніх педагогів. Це зумовлено глибокими соціальними трансформаціями, зростанням уваги до прав людини,

гуманізації освіти, необхідністю забезпечення психологічного благополуччя здобувачів освіти та створення безпечного освітнього середовища. Особливої актуальності ці питання набули в умовах воєнного стану, коли система освіти стикається з новими викликами, пов'язаними з підтримкою здобувачів освіти та їхньою психоемоційною адаптацією. Відтак тенденція до гуманізації, притаманна фаховій передвищій освіті, втілюється у розвитку інклюзивної освіти, орієнтації на здоров'язбереження та посилення психологічної підтримки учасників освітнього процесу.

Інклюзивна освіта ґрунтується на принципах рівності, доступності та недискримінації. У сучасних умовах педагогічні коледжі мають забезпечувати підготовку майбутніх педагогів до професійної діяльності в інклюзивному освітньому середовищі та роботи з дітьми, які мають особливі освітні потреби. Інклюзивна освіта передбачає створення таких умов, за яких кожна дитина незалежно від стану здоров'я, рівня психофізичного розвитку, соціального статусу, мовних чи культурних особливостей має можливість отримати якісну освіту та повноцінно брати участь в освітньому процесі.

З метою реалізації інклюзивної освіти у педагогічних коледжах оновлюється зміст професійної підготовки, до освітніх програм вводяться дисципліни інклюзивного спрямування, студенти ознайомлюються із сучасними корекційно-педагогічними технологіями, у них формується інклюзивна компетентність тощо. Особлива увага приділяється розвитку у майбутніх педагогів толерантності, емпатії, готовності до педагогічної підтримки дітей, навичок командної взаємодії з асистентами вчителя, психологами, логопедами та батьками.

Зрештою, багато уваги у педагогічних коледжах приділяється посиленню здоров'язбережувальної складової освітнього процесу. На сучасному етапі здобувачі освіти часто перебувають у ситуації психоемоційного навантаження, стресових станів, викликаних наслідками війни та інформаційним перенасиченням, вони ведуть малорухливий спосіб життя. Долання цих негативних явищ реалізується, як правило, шляхом створення безпечного освітнього середовища, формування культури здорового способу життя, застосування здоров'язбережувальних технологій, дотримання санітарно-гігієнічних вимог, розвитку фізичної активності студентів, а також профілактики професійного вигорання та емоційного виснаження. Значна увага у педагогічних коледжах приділяється психологічному благополуччю учасників освітнього процесу. Психологічна підтримка розглядається не лише як допоміжний елемент освітнього процесу, а як необхідна умова ефективного навчання та професійного становлення особистості.

Особливого значення набуває формування у майбутніх педагогів готовності до реалізації здоров'язбережувальної функції у професійній діяльності. Сучасний педагог має бути готовим працювати з дітьми, що мають проблеми фізичного здоров'я, пережили травматичний досвід війни, втрати, переміщення чи тривалий стрес. Для цього оновлюється зміст професійної підготовки у педагогічних коледжах, впроваджуються тренінгові форми роботи, інтерактивні методики, програми психоемоційного відновлення, фізкультурно-оздоровчі заходи, елементи арттерапії та релаксаційних практик.

Інклюзія, здоров'язбереження та психологічна підтримка стають важливими складовими системи підготовки педагогічних кадрів, орієнтованої на створення безпечного, комфортного та людиноцентричного освітнього середовища.

Висновки. Отже, розвиток педагогічних коледжів України в умовах трансформації фахової передвищої освіти характеризується нормативно-організаційними, змістово-методичними, технологічними та соціально-педагогічними змінами. Прийняття Закону України «Про фахову передвищу освіту» стало важливим етапом модернізації системи підготовки педагогічних кадрів, що зумовило переосмислення ролі педагогічних коледжів у сучасному освітньому просторі.

Провідними нормативно-організаційними тенденціями розвитку педагогічних коледжів є реформування системи фахової передвищої освіти, автономізація закладів освіти та стандартизація освітньої діяльності. Ці процеси сприяють оновленню змісту педагогічної підготовки, підвищенню гнучкості освітнього процесу та наближенню української системи освіти до європейських стандартів. Водночас виявлено низку проблем, пов'язаних із недостатнім фінансуванням, нерівномірним матеріально-технічним забезпеченням закладів освіти, кадровими труднощами та ризиками надмірної формалізації освітнього процесу.

Змістово-методична трансформація педагогічної освіти пов'язана з утвердженням компетентнісного підходу, посиленням практикоорієнтованості професійної підготовки та індивідуалізацією освітнього процесу. Педагогічні коледжі поступово відходять від репродуктивної моделі навчання та орієнтуються на формування професійної мобільності, здатності до самоосвіти, адаптації до змінних умов професійної діяльності, розвитку творчого потенціалу та професійної ідентичності майбутніх педагогів.

Важливою тенденцією розвитку педагогічних коледжів є цифровізація освітнього процесу, яка охоплює впровадження дистанційного навчання, цифрових освітніх платформ, електронних ресурсів та формування

цифрової компетентності учасників освітнього процесу. Водночас надмірна орієнтація на дистанційні форми навчання може негативно впливати на рівень практичної підготовки студентів, що актуалізує потребу пошуку оптимального поєднання традиційних та цифрових форм навчання.

Сучасний розвиток педагогічних коледжів характеризується також посиленням соціально-педагогічної спрямованості професійної підготовки. Особливого значення набувають розвиток інклюзивної освіти, здоров'язбережувальна діяльність та психологічна підтримка учасників освітнього процесу. Це свідчить про гуманізацію педагогічної освіти та орієнтацію на створення безпечного, комфортного й людиноцентричного освітнього середовища.

Відтак тенденції розвитку педагогічних коледжів України засвідчують поступовий перехід від традиційної моделі підготовки педагогічних кадрів до інноваційної, компетентнісно орієнтованої, цифровізованої та гуманістично спрямованої системи фахової передвищої педагогічної освіти. Перспективи подальших досліджень вбачаємо у вивченні зарубіжного досвіду модернізації педагогічних коледжів, аналізі ефективності цифрових технологій у професійній підготовці майбутніх педагогів та дослідженні шляхів удосконалення практичної складової професійної підготовки майбутніх педагогів.

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ТЕОРЕТИЧНЕ ОБҐРУНТУВАННЯ ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНИХ УМОВ ФОРМУВАННЯ МЕДІАКУЛЬТУРИ МАЙБУТНІХ ПЕДАГОГІВ В КУЛЬТУРНО-ОСВІТНЬОМУ ПРОСТОРІ ЗВО

Анотація. У статті теоретично обґрунтовано комплекс організаційно-педагогічних умов формування медіакультури майбутніх педагогів у культурно-освітньому просторі закладу вищої освіти в контексті викликів глобальної цифровізації та вимог Нової української школи.

Актуальність дослідження зумовлена необхідністю подолання суперечності між об’єктивним суспільним запитом на медіакомпетентного вчителя, здатного протидіяти дезінформації, та недостатнім методологічним обґрунтуванням системного управління цим процесом в університетському середовищі.

На основі аналізу наукових підходів уточнено складові феномену медіакультури як складного системного утворення, що поєднує соціальний та індивідуально-особистісний виміри й інтегрується в загальну культуру фахівця.

Метою статті є теоретичне виокремлення та розкриття змісту конкретних організаційно-педагогічних умов і дидактичних механізмів, які забезпечують перехід від пасивного споживання інформації студентством до усвідомленої медіатворчості.

У результаті дослідження визначено та всебічно охарактеризовано чотири взаємопов'язані умови: цілеспрямована інтеграція медіаосвітнього компонента у зміст освітньо-професійних програм через упровадження інноваційних спецкурсів; створення наскрізного високотехнологічного медійно-інформаційного середовища ЗВО шляхом розбудови медіахабів, STEM-центрів та лабораторій дистанційного навчання для опанування інструментів генерації аудіовізуальних текстів; фахова підготовка науково-педагогічних працівників; заохочення здобувачів до самостійної медіа-діяльності у просторі неформальної освіти.

Обґрунтовано, що виокремлені умови перебувають у синергетичній залежності й забезпечують комплексний вплив на мотиваційний, когнітивний та практичний компоненти особистості майбутнього вчителя.

Ключові слова: медіакультура, майбутній педагог, заклад вищої освіти, організаційно-педагогічні умови, культурно-освітній простір, медіаосвіта, цифровізація.

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THEORETICAL JUSTIFICATION OF ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR FOSTERING THE MEDIA CULTURE OF FUTURE TEACHERS IN THE CULTURAL AND EDUCATIONAL SPACE OF HIGHER EDUCATION

Abstract. The article theoretically substantiates the complex of organizational and pedagogical conditions for the formation of media culture of future teachers in the cultural and educational space of a higher education institution in the context of the challenges of global digitalization and the requirements of the New Ukrainian School.

The relevance of the study is due to the need to overcome the contradiction between the objective public demand for a media-competent teacher capable of counteracting disinformation and the insufficient methodological justification of the systemic management of this process in the university environment. Based on the analysis of scientific approaches, the components of the phenomenon of media culture as a complex systemic formation that combines social and individual-personal dimensions and is integrated into the general culture of a specialist are specified.

The purpose of the article is to theoretically isolate and reveal the content of specific organizational and pedagogical conditions and didactic mechanisms that ensure the transition from passive consumption of information by students to conscious media creativity.

As a result of the study, four interrelated conditions were identified and comprehensively characterized: purposeful integration of the media education component into the content of educational and professional programs through the introduction of innovative special courses; creation of a cross-cutting high-tech media and information environment of higher education institutions by developing media hubs, STEM centers and distance learning laboratories for

mastering tools for generating audiovisual texts; professional training of scientific and pedagogical workers; encouragement of applicants for independent media activities in the space of informal education.

It is substantiated that the identified conditions are in synergistic dependence and provide a complex impact on the motivational, cognitive and practical components of the personality of a future teacher.

Keywords: media culture, future teacher, higher education institution, organizational and pedagogical conditions, cultural and educational space, media education, digitalization.

Постановка проблеми. Сучасний етап розвитку суспільства, ознаменований переходом до стадії глобальної цифровізації та розбудови інтенсивного інформаційного суспільства, диктує нові вимоги до фахової підготовки випускників закладів вищої освіти. У фокусі цих трансформацій особливого значення набуває постать сучасного педагога, який має виступати не лише транслятором знань, а й носієм високої медіакультури, здатним до критичного осмислення інформаційних потоків, протидії дезінформації та ефективного, безпечного використання інноваційного медіаінструментарію в освітньому процесі.

Складність, багатовимірність та виразний міждисциплінарний характер феномену медіакультури майбутнього педагога вимагають ретельного теоретичного обґрунтування організаційно-педагогічних умов її формування в межах сучасного ЗВО. Це завдання актуалізується потребами Нової української школи, яка вимагає від учителя високого рівня медіаграмотності, цифрової компетентності та здатності формувати медіакультуру учнів із раннього віку [1].

Актуальність наукового пошуку зумовлена насамперед необхідністю розробки цілісного методологічного фундаменту для проектування, моделювання та управління освітнім процесом у вищій школі. В умовах стрімкої і безперервної трансформації інформаційного та медіаосвітнього середовища постає гостра потреба у визначенні та теоретичному обґрунтуванні конкретних організаційних обставин, педагогічних технологій, методів і ресурсів (як матеріально-технічних, так і дидактичних), які б гарантували системне формування професійної медіакомпетентності майбутнього вчителя як інтегрованої якості його особистості.

Ефективне вирішення цього завдання можливе лише за умови створення цілісного, насиченого культурно-освітнього простору закладу вищої освіти, що інтегрує навчальну, науково-дослідну та виховну діяльність студентів. Таким чином, потреба у подоланні суперечності між об’єктивним запитом держави й суспільства на медіакультурного педагога

та недостатнім теоретико-методологічним обґрунтуванням організаційних умов забезпечення цього процесу у ЗВО визначає актуальність та доцільність обраного напряму дослідження [14].

Аналіз останніх досліджень і публікацій. Методологічні засади формування медіакультури базуються на працях провідних науковців. Системний підхід у педагогічних розвідках розглядається як спосіб цілісного бачення об'єкта. Компетентнісний підхід імплементований у працях С. Сисоєвої, яка трактує компетентність як динамічну комбінацію знань та умінь [14]. Психологічні аспекти медіакультури та масових комунікацій ґрунтовно проаналізовані Л. Найдьоновою та В. Биковим [7; 11]. Роль інноваційних технологій у соціальній адаптації молоді та медіаосвіті висвітлено у дослідженнях Л. Петренко [13]. Розкриває роль медіамистецтва як ключового чинника формування медіакультури майбутнього педагога в ЗВО О. Гудовсек [5].

Педагогічні умови формування медіакультури майбутніх вихователів розглядає О. Ковшар. Авторка розглядає медіакультуру вихователя як сформоване в процесі медіаосвіти системне утворення, що оптимізує його взаємодію з вихованцями та забезпечує якісний розвиток їхніх спроможностей самостійно аналізувати, інтерпретувати й засвоювати інформацію через медіаресурси. Ефективність процесу формування медіакультури майбутніх вихователів, на думку О. Ковшар, зумовлена дотриманням таких педагогічних умов: сформованістю професійної позиції здобувачів щодо значущості раннього медіавиховання дітей; забезпеченням інтеграції медіаосвітнього контенту у зміст суміжних навчальних дисциплін ЗВО; розвитком праксиологічних (практичних) умінь проектувати медіаосвітній простір для дітей дошкільного віку [8].

У дослідженні Н. Духаніної [6] приділено увагу обґрунтуванню педагогічних умов, за яких використання медіаосвітніх технологій у процесі підготовки майбутніх магістрів комп'ютерних наук стає максимально ефективним. Авторкою теоретично доведено та практично підтверджено дієвість таких чинників, як: розбудова інформаційно-медійного простору університету; впровадження спеціалізованих навчальних курсів медіа-освітнього спрямування до варіативної складової підготовки; розвиток особистісної та професійної готовності студентів до оперування медіатехнологіями, а також гармонізація загального освітнього процесу із завданнями медіакультурного зростання майбутніх ІТ-фахівців.

Досліджуючи проблему підготовки вчителя, Ю. Казаков [7, с. 6] доводить, що медіаосвіта дає належний результат за умови її сприйняття як компонента професійної культури, інтеграції медіадидактичних засобів у фахові дисципліни та впровадження відповідних соціокультурних

спецкурсів. Не менш важливими чинниками автор вважає перетворення навичок декодування медіатекстів на метапредметні якості майбутнього спеціаліста й цілеспрямоване використання інформаційного потенціалу масмедіа (зокрема гіпертекстових систем) для формування готовності випускників до життєдіяльності в сучасному медіакультурному середовищі.

Практичний інтерес для нашого дослідження становить досвід Мелітопольського державного педагогічного університету імені Богдана Хмельницького, висвітлений у працях В. Осадчого [12, с. 24]. Дослідник обґрунтовує ефективність інтеграції медіаосвітнього контенту в нормативні дисципліни підготовки майбутніх учителів математики та інформатики. На думку науковця, такий підхід, заснований на активному проектуванні та впровадженні медіатехнологій, суттєво підвищує пізнавальний інтерес студентів до роботи зі спеціалізованими навчальними матеріалами, стимулює їхню академічну мотивацію, а також забезпечує перехід від пасивного споживання інформації до самостійного створення оригінальних медіапродуктів, що загалом оптимізує якість вищої педагогічної освіти.

Досліджуючи можливості аудіовізуальних мистецтв, Н. Шубенко [15, с. 8] узагальнює досвід вітчизняних ЗВО та визначає умови, за яких формування медіакультури майбутніх учителів музики є найбільш ефективним. На думку вченої, цей процес потребує стимулювання мотивації студентів до медіадіяльності, врахування інтеграційних процесів у мистецтві (зокрема взаємодії різних органів чуття – синестезії), активного використання аудіовізуальних медіатекстів у навчанні, а також безпосереднього закріплення набутих медіакомпетентностей під час практичної діяльності в школі.

Високо оцінюючи внесок зазначених дослідників у розробку теоретико-методологічних засад медіаосвіти, варто зауважити, що проблема визначення конкретних організаційно-педагогічних умов, які забезпечують ефективне використання потенціалу саме цілісного культурно-освітнього простору ЗВО для формування медіакультури майбутніх педагогів, усе ще потребує комплексного та цілеспрямованого вивчення. Специфіка підготовки сучасного вчителя вимагає не просто розрізненого впровадження спецкурсів, а створення інтегрованого інформаційно-дидактичного середовища.

Мета статті – теоретично обґрунтувати організаційно-педагогічні умови формування медіакультури майбутніх педагогів у культурно-освітньому просторі ЗВО та визначити механізми їх практичної реалізації.

Виклад основного матеріалу. Для досягнення поставленої мети першочергово необхідно проаналізувати сутність поняття «медіакультура». Цей феномен постає як інтегрований синтез, що відображає становлення

новітнього соціокультурного явища в його нерозривному зв'язку із загальнолюдською культурою. Семантичне наповнення дефініції «медіакультура» зазнає безперервного розширення, акумулюючи актуальні соціальні, етичні, психологічні, когнітивні та креативні компоненти.

У контексті структуризації особистісних якостей, медіакультура індивіда є структурним елементом його інформаційної культури, яка, зі свого боку, підпорядкована комунікативній культурі та є іманентною частиною загальної культури особистості [9]. Зазначена архітектоніка детермінує системну природу медіакультури, що консолідує когнітивні знання, аксіологічні цінності, нормативні регулятиви та праксиологічні моделі взаємодії з медіасередовищем.

Вона маркує ступінь сформованості готовності особистості до рефлексивного, аналітичного й відповідального декодування та оперування інформаційними ресурсами.

У сучасній науковій парадигмі медіакультуру диференціюють за соціальним та індивідуально-особистісним векторами. Соціальний вимір фокусується на закономірностях взаємодії соціуму з інститутами масмедіа (пресою, телерадіомовленням, цифровими платформами), тоді як особистісний – акцентує на інтенсифікації творчого й комунікативного потенціалу суб'єкта, що гарантує його адаптацію та повноцінну соціалізацію [2].

Розуміння медіакультури як складного, двоаспектного (соціального та особистісного) феномену, що інтегрується в загальну культуру фахівця, зумовлює потребу в пошуку конкретних практичних механізмів її розбудови у вищій школі. Оскільки особистісний аспект передбачає цілеспрямований розвиток творчих і комунікативних компетенцій майбутнього педагога, виникає необхідність моделювання такого освітнього середовища, яке б стимулювало ці процеси. Відтак, переведення зазначених теоретичних положень у площину практичної реалізації в умовах вищої педагогічної освіти потребує обґрунтування та впровадження комплексу організаційно-педагогічних умов.

На основі аналізу наукових розвідок та специфіки культурно-освітнього простору ЗВО нами було визначено такі педагогічні умови:

1. Інтеграція медіаосвітнього компонента у зміст програм передбачає впровадження спецкурсів («Медіаграмотність», «Впровадження медіаграмотності в освітню сферу»), зміст яких охоплює фактчекінг, аналіз маніпуляцій та етику цифрової взаємодії [10; 13].

2. Створення сучасного медійно-інформаційного середовища передбачає забезпечення доступу до високотехнологічних локацій (науково-методичних лабораторій) та інструментів створення аудіовізуальних текстів [1; 3].

3. Підготовка науково-педагогічних працівників спрямована на оволодіння викладачами основами медіадидактики та фасилітативним підходом для стимулювання критичного мислення студентів [4; 13].

4. Заохочення до самостійної медіадіяльності. Формує креативно-діяльнісний рівень через залучення студентів до медіацентрів, розробку відеоуроків та блогів [1; 9].

Першою організаційно-педагогічною умовою формування медіакультури майбутніх педагогів є цілеспрямована інтеграція медіаосвітнього компонента у зміст освітньо-професійних програм підготовки через упровадження спеціалізованих навчальних дисциплін (спецкурсів).

Реалізація цієї умови зумовлена тим, що фрагментарне або стихійне ознайомлення студентів із цифровими інструментами не здатне забезпечити формування медіакультури як цілісного системного утворення. Натомість виникає потреба в системній модернізації інваріантного та варіативного складників змісту освіти у ЗВО.

Наріжним каменем цього процесу постає розробка та практичне впровадження таких інноваційних спецкурсів, як «Медіаграмотність» (спрямований на розвиток особистісної медіакультури майбутнього вчителя) та «Впровадження медіаграмотності в освітню сферу» (орієнтований на набуття методичних, праксіологічних умінь організації медіаосвіти вихованців).

Впровадження цієї умови вимагає відходу від пасивних лекційних форм навчання. Освітній процес у межах спецкурсів має базуватися на інтерактивних технологіях: аналізі реальних кейсів (case-study), тренінгах із медіаграмотності, ділових іграх, створенні індивідуальних та групових медіапроєктів (подкастів, буктрейлерів, лонгрідів), що спираються на солідарний науковий досвід дослідників проблеми [10; 13].

Наступною організаційно-педагогічною умовою, що забезпечує ефективність досліджуваного процесу, визначено створення сучасного медійно-інформаційного середовища закладу вищої освіти шляхом забезпечення доступу здобувачів до високотехнологічних локацій (науково-методичних лабораторій) та інструментів генерації аудіовізуальних текстів.

Обґрунтування цієї умови базується на праксіологічному підході: формування високого рівня медіакультури неможливе в суто теоретичній площині чи за умови використання застарілої матеріально-технічної бази. Сучасний студент – майбутній педагог – має розвивати медіакомпетентність у середовищі, яке за своїм технологічним насиченням випереджає або щонайменше відповідає рівню передових цифрових закладів освіти (зокрема ліцеїв та дитячих садків нового типу).

Культурно-освітній простір ЗВО в межах реалізації цієї умови трансформується у наскрізне медійно-інформаційне середовище, що інтегрує кілька стратегічних інфраструктурних та дидактичних модулів:

1. Функціонування науково-методичних лабораторій та медіахабів. Осередком формування медіакультури стають спеціалізовані високотехнологічні локації (лабораторії дистанційного навчання, цифрові класи, STEM-центри або студентські медіахаби). Ці простори виконують роль інтерактивних майданчиків, де майбутні вихователі та вчителі початкових класів занурюються у реальну дослідницько-експериментальну діяльність. Лабораторії забезпечують можливість проведення воркшопів, майстерок, вебінарів та апробації авторських методичних розробок. Доступ до таких локацій дозволяє студентам знімати бар'єр «технологічної тривожності» та набувати впевненості у використанні інноваційного обладнання.

2. Опанування інструментарію створення аудіовізуальних текстів. Майбутній педагог у межах медійно-інформаційного середовища виступає не пасивним споживачем контенту, а його активним провайдером. Умова передбачає надання студентам доступу до сучасного апаратного (камери, студійні мікрофони, інтерактивні панелі, графічні планшети) та програмного забезпечення (редактори відео- та аудіомонтажу, графічні дизайнери, інструменти штучного інтелекту для генерації медіаконтенту). Робота з цими інструментами спрямована на розвиток умінь створювати власні освітні аудіовізуальні тексти: навчальні відеоролики та анімаційні експлікації; інтерактивні плакати, подкасти та аудіокниги для дітей; віртуальні екскурсії (музейна педагогіка) та цифрові дидактичні ігри.

3. Моделювання професійних ситуацій та медіатворчість. Високотехнологічне середовище створює умови для контекстного навчання. Студенти дістають змогу моделювати фрагменти майбутньої професійної діяльності в умовах цифровізації: вчаться записувати власні онлайн-уроки, створювати блоги вихователя, моделювати безпечне інтерактивне середовище для комунікації з батьками вихованців. Така медіатворчість стимулює креативність, гнучкість (soft skills) та дозволяє наочно побачити дидактичний потенціал аудіовізуальних мистецтв в освітньому процесі.

Забезпечення доступу до сучасних медіалокацій дозволяє реалізувати синергетичний зв'язок між індивідуальним медіадосвідом студента та його фахово-методичною підготовкою. Медійно-інформаційне середовище ЗВО виступає своєрідним інкубатором професійної майстерності, де технологічний ресурс стає засобом інтелектуального та творчого самовираження майбутнього вчителя.

Логічним і закономірним складником упровадження окресленої системи є така організаційно-педагогічна умова, як цілеспрямована

підготовка науково-педагогічних працівників, спрямована на оволодіння викладачами основами медіадидактики та фасилітативним підходом для стимулювання критичного мислення студентів.

Ефективність будь-якої освітньої трансформації у вищій школі безпосередньо залежить від готовності, компетентності та професійної позиції самого викладача. Науково-педагогічний працівник ЗВО у цьому процесі виступає не просто транслятором інформації, а архітектором медіаосвітнього простору та еталоном медіакультурної поведінки. Формування медіакультури у студентів неможливе, якщо самі викладачі не володіють сучасним інструментарієм медіадидактики та продовжують використовувати авторитарні, суто лекційні методи навчання.

Практичне впровадження цієї умови у ЗВО може реалізуватися через систему постійно діючих науково-методичних семінарів, тренінгів («Школа цифрової майстерності викладача»), взаємовідвідування занять, участь у воркшопах із медіаграмотності, а також розробку внутрішніх методичних рекомендацій щодо використання фасилітативних технік у вищій школі.

Завершальною та практично-орієнтованою організаційно-педагогічною умовою формування досліджуваної якості є заохочення студентів до самостійної медіадіяльності, що забезпечує становлення креативно-діяльнісного рівня медіакультури через їхнє активне залучення до роботи студентських медіацентрів, розробку авторських відеоуроків та ведення професійно спрямованих блогів.

Якщо попередні умови забезпечували мотиваційний, теоретичний та інфраструктурний базис, то ця умова спрямована на актуалізацію суб'єктного потенціалу студента. Креативно-діяльнісний рівень медіакультури не може сформуватися в межах суто аудиторних занять за чітко визначеними інструкціями. Він вимагає виходу у простір неформальної та інформальної освіти, де студент отримує повну автономію, свободу самовираження та бере на себе відповідальність за створений медіапродукт.

Заохочення до самостійної медіадіяльності забезпечує вихід майбутнього педагога на найвищий – креативно-діяльнісний рівень медіакультури. Студент трансформується з користувача технологій у творця якісного, безпечного, дидактично доцільного українськомовного медіаконтенту, що є безпосереднім індикатором його повної професійної готовності до роботи в умовах сучасного цифрового освітнього простору.

Таким чином, проведене теоретичне обґрунтування дозволяє констатувати, що формування медіакультури майбутніх педагогів у культурно-освітньому просторі закладу вищої освіти є цілісним, багаторівневим і керованим процесом, ефективність якого прямо залежить від системного впровадження визначеного комплексу організаційно-педагогічних умов. У

підсумку зазначимо, що виокремлені організаційно-педагогічні умови не є ізольованими елементами, а перебувають у стані стійкої синергетичної взаємозалежності. Ієрархічний взаємозв'язок між ними дозволяє комплексно впливати на всі компоненти медіакультури особистості (від мотиваційного до практично-діяльнісного), перетворюючи теоретичний простір університету на інноваційний простір підготовки медіакомпетентного, конкурентоспроможного педагога Нової української школи.

Висновки. У дослідженні здійснено теоретичне узагальнення та розв'язання актуальної науково-педагогічної проблеми, що полягає в обґрунтуванні організаційно-педагогічних умов формування медіакультури майбутніх педагогів у культурно-освітньому просторі закладу вищої освіти. Результати проведеного аналізу дозволяють сформулювати наступні висновки.

З'ясовано, що в умовах глобальної цифровізації медіакультура індивіда постає як складне системне утворення, що є структурним елементом інформаційної культури, підпорядковане комунікативній та інтегроване в загальну культуру особистості майбутнього вчителя. Доведено двоаспектну природу медіакультури, яка консолідує соціальний вимір (закономірності взаємодії з інститутами масмедіа) та індивідуально-особистісний вектор (актуалізація когнітивного, аксіологічного, нормативного та праксіологічного потенціалу суб'єкта).

Здійснено ретроспективний та компаративний аналіз наукових підходів до розв'язання окресленої проблеми у вітчизняному педагогічному дискурсі.

Досвід дослідників підтверджує, що ефективне формування медіанавичок вимагає інтеграції медіаосвіти у фахові дисципліни, розбудови інформаційного простору ЗВО, використання потенціалу аудіовізуальних мистецтв та трансформації медіакомпетентності у метапредметну якість фахівця.

Водночас констатовано брак комплексних розвідок щодо використання для цієї мети цілісного, насиченого культурно-освітнього простору університету, що інтегрує навчальну, наукову та виховну діяльність студентів відповідно до вимог Нової української школи.

Визначено, теоретично обґрунтовано та розкрито зміст комплексу організаційно-педагогічних умов, які забезпечують переведення теоретичних положень у площину практичної реалізації.

Перспективи подальших наукових пошуків убачаємо в експериментальній перевірці ефективності визначених умов та розробці методичного інструментарію для діагностики рівнів сформованості медіакультури майбутніх педагогів на різних етапах навчання.

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ОСВІТНІ СТРАТЕГІЇ ПІДВИЩЕННЯ РІВНЯ ФІНАНСОВОЇ ГРАМОТНОСТІ В УМОВАХ СУЧАСНИХ ВИКЛИКІВ

Анотація. У статті досліджено сутність фінансової грамотності як важливої складової сучасної освіти та одного з ключових чинників забезпечення економічної стабільності особистості й суспільства в умовах сучасних соціально-економічних викликів. Проаналізовано наукові підходи до трактування поняття «фінансова грамотність» та охарактеризовано роль фінансової компетентності у формуванні відповідальної економічної поведінки особистості. З'ясовано, що фінансова грамотність охоплює не лише систему економічних знань, а й практичні вміння, навички, поведінкові моделі та ціннісні орієнтації, необхідні для прийняття обґрунтованих фінансових рішень. Особливу увагу приділено аналізу сучасних викликів, які впливають на процес формування фінансової грамотності населення, зокрема цифровізації фінансових послуг, економічної нестабільності, розвитку фінансових технологій, поширення цифрових платіжних систем та зростання фінансових ризиків. Обґрунтовано необхідність розвитку цифрової фінансової компетентності та формування фінансової культури особистості в умовах сучасного інформаційного суспільства.

У дослідженні визначено та охарактеризовано основні освітні стратегії підвищення рівня фінансової грамотності, серед яких: компетентнісний підхід до навчання, інтеграція фінансової освіти у систему формальної освіти, практико-орієнтоване та інтерактивне навчання, використання цифрових освітніх технологій, стратегія навчання впродовж життя, індивідуалізація освітнього процесу, розвиток підприємницької компетентності та формування фінансової культури особистості. Доведено, що ефективність формування фінансової грамотності залежить від комплексного поєднання інноваційних педагогічних методів, практичної спрямованості навчання та використання сучасних цифрових ресурсів. Зроблено висновок, що реалізація сучасних освітніх стратегій сприятиме

підвищенню рівня фінансової обізнаності населення, розвитку навичок раціонального управління фінансами, формуванню фінансово відповідальної поведінки та зміцненню фінансової безпеки суспільства.

Ключові слова: фінансова грамотність, фінансова компетентність, освітні стратегії, фінансова культура, практико-орієнтоване навчання, інтерактивні методи навчання, навчання впродовж життя, індивідуалізація навчання, фінансова поведінка.

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EDUCATIONAL STRATEGIES FOR INCREASING FINANCIAL LITERACY IN THE CONTEXT OF CURRENT CHALLENGES

Abstract. The article explores the essence of financial literacy as an important component of modern education and one of the key factors in ensuring the economic stability of the individual and society in the face of modern socio-economic challenges. The scientific approaches to interpreting the concept of "financial literacy" are analyzed and the role of financial competence in the formation of responsible economic behavior of the individual is characterized. It is found that financial literacy encompasses not only a system of economic knowledge, but also practical skills, abilities, behavioral models and value orientations necessary for making informed financial decisions. Particular attention is paid to the analysis of modern challenges that affect the process of forming the financial literacy of the population, in particular the digitalization of financial services, economic instability, the development of financial technologies, the spread of digital payment systems and the growth of financial risks. The need to develop digital financial competence and form a financial culture of the individual in the conditions of a modern information society is substantiated.

The study identifies and characterizes the main educational strategies for increasing the level of financial literacy, including: a competency-based approach to learning, integration of financial education into the formal education system, practice-oriented and interactive learning, the use of digital educational technologies, a lifelong learning strategy, individualization of the educational process, development of entrepreneurial competence and the formation of a financial culture of the individual. It is proven that the effectiveness of the formation of financial literacy depends on a comprehensive combination of

innovative pedagogical methods, practical orientation of training and the use of modern digital resources. It is concluded that the implementation of modern educational strategies will contribute to increasing the level of financial awareness of the population, developing skills for rational financial management, forming financially responsible behavior and strengthening the financial security of society.

Keywords: financial literacy, financial competence, educational strategies, financial culture, practice-oriented learning, interactive learning methods, lifelong learning, individualization of learning, financial behavior.

Постановка проблеми. Актуальність теми дослідження зумовлена стрімкими соціально-економічними трансформаціями, що відбуваються у сучасному світі під впливом глобалізації, цифровізації фінансових послуг, економічної нестабільності та кризових явищ. У сучасних умовах фінансова грамотність населення стає однією з ключових компетентностей, необхідних для забезпечення добробуту громадян, формування фінансової безпеки домогосподарств і сталого розвитку держави. Особливої ваги ця проблема набуває в умовах воєнних викликів, інфляційних процесів, нестабільності ринку праці та швидкого поширення цифрових фінансових інструментів, які потребують вміння приймати обґрунтовані фінансові рішення.

Недостатній рівень фінансової грамотності негативно впливає на здатність громадян ефективно управляти власними доходами та витратами, планувати бюджет, використовувати кредитні ресурси, здійснювати заощадження та уникати фінансових ризиків. Водночас сучасне інформаційне середовище характеризується зростанням кількості фінансових продуктів і послуг, що ускладнює процес вибору та підвищує ризик фінансових помилок. Саме тому виникає потреба у впровадженні ефективних освітніх стратегій, спрямованих на формування фінансової культури населення різних вікових і соціальних груп.

Особливого значення набуває інтеграція фінансової освіти у систему формальної та неформальної освіти, розроблення інноваційних методик навчання, використання цифрових платформ та практико-орієнтованих підходів. Освітні стратегії повинні бути адаптованими до сучасних викликів і забезпечувати розвиток критичного мислення, навичок фінансового планування та відповідального ставлення до управління особистими фінансами. У цьому контексті дослідження освітніх стратегій підвищення рівня фінансової грамотності є важливим напрямом наукового пошуку, що має як теоретичне, так і практичне значення для підвищення фінансової стійкості суспільства та зміцнення економічної безпеки держави.

Аналіз останніх досліджень і публікацій. Підґрунтям для розвитку наукових дискусій щодо сутності фінансової грамотності стали дослідження таких зарубіжних науковців, як Kaiser T., Lusardi A., Menkhoff L., Urban C., які визначали фінансову грамотність як здатність особи приймати обґрунтовані судження та ефективні рішення у сфері управління особистими фінансами й використання грошових ресурсів [9]. Незважаючи на узагальнений характер такого трактування, саме воно стало базовою концептуальною основою для подальшого розвитку теоретичних і прикладних досліджень у сфері фінансової освіти. Надалі поняття фінансової грамотності почало розглядатися не лише як сукупність знань про фінансові інструменти, а й як важлива життєва компетентність, що забезпечує здатність людини адаптуватися до сучасних економічних умов, оцінювати фінансові ризики та приймати стратегічно виважені рішення.

Вагомий внесок у дослідження проблематики формування та підвищення рівня фінансової грамотності населення зробили й вітчизняні науковці. Зокрема, Домбровська С. [1] у своїх працях акцентує увагу на сучасних методах формування фінансової грамотності населення, обґрунтовуючи необхідність упровадження інноваційних освітніх підходів та інформаційно-комунікаційних технологій у процес фінансового навчання. Ярова Ю. [8] досліджує вплив фінансової грамотності на соціально-економічні процеси, підкреслюючи її роль у забезпеченні економічної стабільності суспільства, розвитку підприємницької активності та підвищенні рівня добробуту населення.

Сидор І. та Сидор Т. [6] розглядають фінансову грамотність населення як одну з ключових передумов фінансової безпеки держави, наголошуючи на її значенні для формування економічно відповідальної поведінки громадян. Повод Т. [5] визначає фінансову грамотність населення як пріоритетну умову успішного соціально-економічного розвитку держави, оскільки саме рівень фінансової обізнаності громадян впливає на ефективність функціонування фінансової системи та економічне зростання країни.

Водночас Тімошенко Н., Гнидюк І. та Маршук Л. [7] одним із стратегічних напрямів розвитку фінансового сектору України вважають забезпечення фінансової інклюзії, що передбачає створення рівних можливостей доступу населення до фінансових послуг та підвищення рівня фінансової компетентності громадян.

Попри значну кількість наукових праць, присвячених питанням фінансової грамотності, проблема пошуку ефективних шляхів її підвищення залишається недостатньо дослідженою. Особливої актуальності ця проблема набуває в умовах сучасних економічних викликів, цифровізації

фінансових послуг, нестабільності фінансових ринків та трансформації економічного середовища. Сучасний розвиток фінансової системи супроводжується появою нових фінансових інструментів і технологій, що вимагає від населення високого рівня фінансової обізнаності, здатності оцінювати ризики та приймати раціональні фінансові рішення. У зв'язку з цим дослідження механізмів та освітніх стратегій підвищення фінансової грамотності є важливим науковим і практичним завданням, що потребує подальшого комплексного вивчення.

Метою статті є аналіз сучасних освітніх стратегій підвищення рівня фінансової грамотності в умовах сучасних викликів та визначення перспектив їх розвитку.

Виклад основного матеріалу. Фінансова грамотність у сучасній науковій літературі трактується як сукупність знань, умінь, навичок та поведінкових моделей, необхідних для прийняття ефективних фінансових рішень. За визначенням Організації економічного співробітництва та розвитку (OECD), фінансова грамотність охоплює обізнаність, знання, навички, ставлення та поведінку, необхідні для прийняття раціональних фінансових рішень і досягнення фінансового добробуту.

Сучасні дослідники підкреслюють міждисциплінарний характер фінансової грамотності. Так, Т. Кізима зазначає, що фінансова грамотність є не лише економічною категорією, а й соціальною компетентністю, яка впливає на якість життя людини та її адаптацію до умов ринкової економіки [2].

На думку Л. Мельничук, фінансова грамотність включає такі основні компоненти: знання про фінансові інструменти та послуги; уміння планувати особистий бюджет; навички заощадження та інвестування; здатність оцінювати фінансові ризики; критичне мислення щодо фінансової інформації [3].

В умовах цифровізації фінансова грамотність набуває нових характеристик. Сучасна людина повинна володіти цифровою фінансовою компетентністю, яка передбачає вміння користуватися онлайн-банкінгом, електронними платіжними системами, цифровими фінансовими сервісами та засобами кібербезпеки.

A. Lusardi та O. Mitchell наголошують, що фінансова грамотність є одним із ключових чинників економічної стабільності держави, оскільки низький рівень фінансової обізнаності населення призводить до неефективного використання фінансових ресурсів, надмірної кредитної заборгованості та соціально-економічних проблем [10]. Таким чином, фінансова грамотність є важливою складовою сучасної освіти та потребує системного підходу до її формування.

Сучасні дослідження свідчать, що значна частина населення не володіє достатніми навичками безпечного користування цифровими фінансовими сервісами. За даними досліджень НБУ, лише частина громадян здатна критично оцінювати фінансову інформацію в цифровому середовищі.

Важливим викликом є також економічна нестабільність, спричинена глобальними кризами та воєнними подіями. В умовах інфляції, нестабільності валютного ринку та зростання фінансових ризиків особливої актуальності набуває здатність населення планувати витрати та формувати фінансову подушку безпеки.

Ще одним викликом є недостатній рівень фінансової освіти серед молоді. Дослідники О. Падалка та Н. Примаченко зазначають, що традиційні освітні підходи не завжди відповідають потребам сучасного суспільства, оскільки орієнтовані переважно на теоретичне засвоєння матеріалу без формування практичних навичок [4].

Крім того, серйозною проблемою залишається низький рівень фінансової культури населення. Часто громадяни приймають фінансові рішення емоційно, без належного аналізу ризиків, що призводить до накопичення боргів, втрати заощаджень та фінансової нестабільності.

У зв’язку з цим виникає необхідність упровадження нових освітніх стратегій, здатних забезпечити ефективне формування фінансової грамотності різних категорій населення.

Освітні стратегії формування фінансової грамотності особистості — це комплекс педагогічних підходів, методів, організаційних форм та освітніх рішень, спрямованих на забезпечення ефективного розвитку фінансової компетентності людини впродовж життя. Їх основною метою є підготовка особистості до прийняття обґрунтованих фінансових рішень, адаптації до сучасного економічного середовища та забезпечення власної фінансової безпеки.

Однією з провідних стратегій є компетентнісний підхід до навчання. Його сутність полягає у формуванні не лише системи теоретичних знань, а й практичних умінь застосовувати фінансову інформацію у повсякденному житті. Компетентнісний підхід орієнтований на розвиток фінансової відповідальності, здатності планувати особистий бюджет, управляти доходами та витратами, аналізувати фінансові ризики та користуватися сучасними фінансовими послугами. Така стратегія сприяє розвитку фінансової самостійності особистості та її готовності до економічної активності.

Важливою освітньою стратегією є інтеграція фінансової грамотності в систему формальної освіти. Сучасна школа та заклади вищої освіти

повинні забезпечувати системне вивчення основ фінансової культури. Інтеграція фінансової освіти може здійснюватися через окремі навчальні дисципліни або через включення фінансових компонентів у зміст інших предметів, зокрема математики, економіки, громадянської освіти та інформатики. Такий підхід дозволяє формувати міжпредметні зв'язки та забезпечує практичне спрямування навчання.

Особливого значення набуває стратегія раннього формування фінансової грамотності. Дослідники підкреслюють, що фінансові звички та моделі поведінки формуються ще в дитячому віці. Саме тому важливо починати фінансове виховання з молодших класів. Для дітей молодшого віку ефективними є ігрові методи навчання, казки економічного змісту, інтерактивні вправи та моделювання простих життєвих ситуацій. У процесі такого навчання діти засвоюють базові поняття щодо грошей, заощаджень, потреб та відповідального споживання.

Однією з ключових стратегій сучасної фінансової освіти є практико-орієнтоване навчання, яке спрямоване на формування в особистості не лише теоретичних знань, а й практичних умінь та навичок ефективного управління фінансовими ресурсами. Сутність такого підходу полягає у створенні умов для набуття реального досвіду застосування фінансових знань у процесі вирішення практичних завдань і моделювання економічних ситуацій. Практико-орієнтоване навчання забезпечує тісний взаємозв'язок між теоретичною підготовкою та практичною діяльністю, що сприяє формуванню фінансової компетентності й готовності до прийняття обґрунтованих фінансових рішень у повсякденному житті.

Реалізація практико-орієнтованого підходу здійснюється через використання різноманітних форм і методів навчання, зокрема фінансових тренінгів, бізнес-симуляцій, аналізу практичних ситуацій, моделювання економічних процесів, розроблення власних фінансових проєктів та участі у підприємницьких ініціативах. Особливе значення мають фінансові тренінги, які сприяють розвитку навичок складання особистого бюджету, планування витрат, управління заощадженнями, користування банківськими послугами та оцінювання фінансових ризиків. Під час тренінгів здобувачі освіти мають можливість відпрацьовувати практичні моделі поведінки у фінансових ситуаціях, що наближені до реальних умов.

Ефективним інструментом практико-орієнтованого навчання є бізнес-симуляції, які дозволяють моделювати функціонування підприємств, фінансових установ або інвестиційних процесів. Учасники таких симуляцій приймають управлінські та фінансові рішення, аналізують результати власної діяльності, прогнозують можливі ризики та наслідки економічних дій. Це сприяє розвитку стратегічного мислення, підприємницьких

здібностей, уміння працювати в умовах невизначеності та швидко адаптуватися до змін економічного середовища.

Практико-орієнтоване навчання також створює передумови для формування навичок довгострокового фінансового планування, управління інвестиціями та ефективного використання фінансових ресурсів. Завдяки цьому здобувачі освіти навчаються приймати рішення в умовах ризику та економічної нестабільності, оцінювати фінансові можливості й перспективи, прогнозувати наслідки власних фінансових дій та планувати особисту економічну діяльність. Таким чином, практико-орієнтований підхід є важливим інструментом формування фінансово грамотної особистості, здатної успішно функціонувати в умовах сучасного фінансового середовища.

Важливою стратегією підвищення рівня фінансової грамотності є використання інтерактивних методів навчання, які забезпечують активну взаємодію учасників освітнього процесу та сприяють ефективному засвоєнню теоретичних знань через практичну діяльність. Інтерактивне навчання ґрунтується на принципах співпраці, комунікації та залучення здобувачів освіти до процесу аналізу й вирішення проблемних ситуацій. Такий підхід сприяє розвитку критичного мислення, аналітичних здібностей, навичок прийняття рішень і формуванню відповідальної фінансової поведінки.

Одним із найбільш поширених інтерактивних методів є дискусії та дебати, під час яких учасники мають можливість висловлювати власні погляди щодо актуальних фінансових питань, аргументувати свою позицію та аналізувати різні підходи до вирішення фінансових проблем. Проведення дискусій з тем управління особистими фінансами, кредитування, інвестування чи заощаджень сприяє формуванню навичок логічного мислення та вміння критично оцінювати фінансову інформацію.

Важливе місце серед інтерактивних методів займають рольові ігри, які моделюють реальні життєві та економічні ситуації. Учасники можуть виконувати ролі банківських працівників, інвесторів, підприємців або споживачів фінансових послуг, що дозволяє їм на практиці зрозуміти механізми функціонування фінансової системи та наслідки прийняття певних фінансових рішень. Такий метод сприяє розвитку практичних навичок планування бюджету, управління доходами й витратами, оцінювання фінансових ризиків та відповідального ставлення до використання фінансових ресурсів.

Ефективним інструментом формування фінансової компетентності є кейс-метод, який передбачає аналіз конкретних фінансових ситуацій або проблемних кейсів. Здобувачі освіти отримують можливість працювати з

реальними або змодельованими прикладами фінансових труднощів, аналізувати причини їх виникнення та пропонувати оптимальні шляхи вирішення. Використання кейс-методу сприяє розвитку навичок аналізу фінансової інформації, стратегічного мислення та прийняття обґрунтованих рішень у нестандартних ситуаціях. Не менш важливими є групові проєкти та мозкові штурми, які забезпечують розвиток комунікативних і командних навичок. У процесі спільної роботи учасники навчаються ефективно взаємодіяти, розподіляти обов'язки, презентувати результати досліджень та знаходити колективні рішення фінансових проблем. Мозкові штурми стимулюють генерацію нових ідей щодо шляхів підвищення фінансової грамотності, розвитку фінансової культури та вдосконалення освітніх підходів у сфері фінансової освіти.

Таким чином, застосування інтерактивних методів навчання забезпечує не лише засвоєння теоретичних знань, а й формування практичних навичок, необхідних для ефективного управління фінансами в умовах сучасних економічних викликів. Використання таких методів підвищує мотивацію до навчання, активізує пізнавальну діяльність та сприяє формуванню фінансово грамотної особистості.

Сучасна фінансова освіта неможлива без цифрових освітніх стратегій. Умови цифровізації суспільства потребують розвитку цифрової фінансової компетентності, яка включає вміння користуватися електронними платіжними системами, онлайн-банкінгом, цифровими фінансовими сервісами та засобами кібербезпеки. Освітні онлайн-платформи, мобільні додатки, вебінари, інтерактивні курси та цифрові симулятори значно розширюють можливості навчання та забезпечують доступність фінансової освіти для різних категорій населення.

Особливу роль у процесі формування та підвищення рівня фінансової грамотності населення відіграє стратегія навчання впродовж життя. У сучасних умовах розвитку економіки фінансове середовище характеризується високою динамічністю, постійними трансформаціями фінансових ринків, цифровізацією фінансових послуг та появою нових фінансових інструментів. У зв'язку з цим знання та навички, отримані в межах формальної освіти, часто потребують оновлення й адаптації до нових соціально-економічних реалій. Саме тому концепція навчання впродовж життя набуває особливої актуальності як один із ключових механізмів забезпечення фінансової компетентності населення.

Стратегія безперервної освіти передбачає систематичний процес набуття, оновлення та поглиблення фінансових знань протягом усього життя людини. Вона охоплює не лише формальну освіту, а й різноманітні форми неформального та інформального навчання, зокрема участь у

тренінгах, семінарах, вебінарах, онлайн-курсах, консультаційних програмах та просвітницьких ініціативах. Важливого значення набуває використання цифрових освітніх платформ, які забезпечують доступність фінансової освіти для широких верств населення незалежно від віку, професійної діяльності чи місця проживання. Такий підхід сприяє формуванню практичних навичок управління особистими фінансами, розвитку вміння аналізувати фінансову інформацію, оцінювати ризики та приймати обґрунтовані фінансові рішення.

Крім того, навчання впродовж життя є важливим чинником підвищення фінансової стійкості населення в умовах економічної нестабільності та кризових явищ. Постійне оновлення фінансових знань дозволяє особистості швидше адаптуватися до змін у податковій, банківській та інвестиційній сферах, ефективніше використовувати сучасні фінансові інструменти та уникати фінансових ризиків. Реалізація такої стратегії також сприяє формуванню відповідальної фінансової поведінки, підвищенню рівня фінансової безпеки населення та зміцненню економічної стабільності суспільства загалом.

Однією з перспективних освітніх стратегій є розвиток підприємницької компетентності. Підприємництво тісно пов’язане з фінансовою грамотністю, оскільки вимагає навичок фінансового планування, управління ресурсами, оцінювання ризиків та інвестування. Формування підприємницького мислення сприяє розвитку ініціативності, відповідальності та економічної активності.

Не менш важливою стратегією у системі сучасної фінансової освіти є формування фінансової культури особистості, оскільки саме вона визначає характер фінансової поведінки людини, її ставлення до матеріальних ресурсів та здатність приймати відповідальні економічні рішення. Фінансова культура охоплює сукупність цінностей, норм, установок, моделей поведінки та морально-етичних принципів у сфері фінансових відносин, які формуються під впливом соціально-економічного середовища, освіти, сімейного виховання та особистого досвіду. Високий рівень фінансової культури є важливою передумовою економічної стабільності як окремої особистості, так і суспільства загалом.

У сучасних умовах розвитку економіки формування фінансової культури набуває особливої актуальності у зв’язку зі зростанням ролі фінансових послуг, поширенням цифрових технологій та ускладненням фінансових відносин. Людина постійно стикається з необхідністю приймати рішення щодо використання фінансових ресурсів, планування бюджету, здійснення заощаджень, кредитування чи інвестування. Саме тому освітній процес має бути спрямований не лише на засвоєння теоретичних знань про

фінансову систему та економічні механізми, а й на виховання відповідального ставлення до грошей, праці, споживання та управління власними фінансами.

Важливим аспектом формування фінансової культури є розвиток навичок раціональної фінансової поведінки, що передбачає вміння планувати доходи й витрати, уникати надмірного споживання, оцінювати фінансові ризики та приймати економічно обґрунтовані рішення. Освітні стратегії повинні сприяти усвідомленню значення заощаджень, фінансової дисципліни та довгострокового планування для забезпечення фінансової стабільності та добробуту. Крім того, важливим є формування критичного ставлення до фінансової інформації та реклами, що дозволяє уникати необдуманих фінансових рішень і шахрайських схем. Таким чином, стратегія формування фінансової культури є важливою складовою сучасної фінансової освіти, оскільки забезпечує не лише набуття фінансових знань, а й розвиток морально-етичних та поведінкових аспектів економічної діяльності. Її реалізація сприяє формуванню фінансово відповідальної, соціально активної та економічно свідомої особистості, здатної ефективно функціонувати в умовах сучасного фінансового середовища.

Суттєве значення у системі сучасної фінансової освіти має стратегія індивідуалізації навчання, яка передбачає врахування індивідуальних особливостей, потреб, можливостей та рівня підготовки здобувачів освіти у процесі формування фінансової компетентності. Актуальність такого підходу зумовлена тим, що різні категорії населення мають неоднаковий фінансовий досвід, рівень економічної обізнаності, професійні потреби та мотивацію до навчання. У сучасних умовах розвитку суспільства універсальні підходи до фінансової освіти часто не забезпечують належної ефективності, оскільки не враховують специфіку освітніх запитів окремих соціальних груп. Саме тому індивідуалізація навчання розглядається як один із ключових напрямів удосконалення освітніх стратегій у сфері фінансової грамотності.

Стратегія індивідуалізації передбачає адаптацію змісту, методів, форм і темпів навчання відповідно до вікових, професійних, соціальних та психологічних особливостей здобувачів освіти. Наприклад, для осіб різного віку характерними є відмінні фінансові потреби та пріоритети: одні потребують базових знань щодо планування особистого бюджету та заощаджень, інші — навичок інвестування, управління кредитними ресурсами чи ведення підприємницької діяльності. Водночас професійна діяльність також впливає на специфіку фінансових знань, необхідних для ефективного функціонування в економічному середовищі. У зв’язку з цим освітні програми мають бути гнучкими та орієнтованими на конкретні потреби цільової аудиторії.

Важливу роль у реалізації індивідуалізованого підходу відіграє використання сучасних цифрових технологій та електронних освітніх платформ. Онлайн-курси, інтерактивні навчальні модулі, адаптивні освітні програми та персоналізовані навчальні траєкторії дозволяють здобувачам освіти самостійно обирати темп навчання, рівень складності матеріалу та напрями поглиблення знань. Такий підхід забезпечує доступність фінансової освіти для широких верств населення, створює умови для саморозвитку та підвищує ефективність засвоєння навчального матеріалу.

Крім того, індивідуалізація навчання сприяє підвищенню мотивації до освітньої діяльності, оскільки врахування особистих інтересів і практичних потреб робить процес навчання більш змістовним та прикладним. Здобувачі освіти отримують можливість застосовувати набуті знання у власному житті, аналізувати індивідуальні фінансові ситуації та розробляти стратегії управління особистими фінансами. Це, своєю чергою, сприяє формуванню відповідального ставлення до фінансової діяльності та розвитку навичок самостійного прийняття економічно обґрунтованих рішень.

Таким чином, освітні стратегії формування фінансової грамотності особистості мають комплексний, системний та міждисциплінарний характер. Їх ефективність залежить від поєднання інноваційних педагогічних підходів, цифрових технологій, практичної спрямованості навчання та безперервного професійного розвитку. У сучасних умовах саме фінансова грамотність стає важливим чинником економічної стабільності особистості, її конкурентоспроможності та соціальної адаптації.

Висновки. У результаті проведеного дослідження встановлено, що фінансова грамотність є важливою складовою сучасної освіти та одним із ключових чинників забезпечення економічної стабільності особистості й суспільства загалом. Сучасне трактування фінансової грамотності виходить за межі суто економічних знань і охоплює систему практичних умінь, поведінкових моделей, ціннісних орієнтацій та цифрових компетентностей, необхідних для ефективного управління фінансовими ресурсами та прийняття обґрунтованих фінансових рішень. Встановлено, що в умовах цифровізації, економічної нестабільності, розвитку фінансових технологій та зростання фінансових ризиків проблема підвищення рівня фінансової грамотності населення набуває особливої актуальності.

У ході дослідження з'ясовано, що низький рівень фінансової обізнаності населення негативно впливає на фінансову безпеку громадян, спричиняє неефективне використання фінансових ресурсів, зростання кредитної заборгованості та зниження рівня економічної стійкості суспільства. Особливими викликами сучасності є недостатній рівень цифрової фінансової компетентності, низька фінансова культура, обмежені

практичні навички управління особистими фінансами та недостатня адаптованість традиційних освітніх підходів до потреб сучасного інформаційного суспільства.

Доведено, що ефективне формування фінансової грамотності потребує реалізації комплексних освітніх стратегій, які поєднують компетентнісний підхід, інтеграцію фінансової освіти у систему формальної освіти, практико-орієнтоване та інтерактивне навчання, цифрові освітні технології, індивідуалізацію навчального процесу та концепцію навчання впродовж життя. Важливого значення набуває також формування фінансової культури особистості, що забезпечує розвиток відповідальної фінансової поведінки, економічної свідомості та соціальної відповідальності громадян. Встановлено, що використання інтерактивних методів навчання, бізнес-симуляцій, кейс-методів, цифрових платформ і практичних тренінгів сприяє формуванню практичних навичок управління фінансами, розвитку критичного мислення та здатності приймати раціональні фінансові рішення в умовах ризику та невизначеності. Водночас індивідуалізація навчання дозволяє адаптувати освітній процес до потреб різних соціальних груп, підвищити мотивацію до навчання та забезпечити більш ефективне засвоєння фінансових знань.

Отже, сучасні освітні стратегії підвищення рівня фінансової грамотності повинні мати системний, міждисциплінарний та практико-орієнтований характер. Їх реалізація сприятиме формуванню фінансово грамотної, економічно активної та соціально відповідальної особистості, здатної ефективно функціонувати в умовах сучасного економічного середовища та забезпечувати власну фінансову безпеку.

Перспективи подальших наукових досліджень полягають у поглибленому вивченні механізмів формування фінансової грамотності різних соціальних груп в умовах цифрової трансформації суспільства. Особливої уваги потребує дослідження ефективності цифрових освітніх платформ, онлайн-курсів, мобільних застосунків та інтерактивних технологій у процесі розвитку фінансової компетентності населення. Перспективним є також аналіз міжнародного досвіду реалізації освітніх стратегій підвищення фінансової грамотності та можливостей його адаптації до сучасних умов розвитку української системи освіти.

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КЕЙС-ТЕХНОЛОГІЯ В ІНШОМОВНІЙ ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ МЕДИКІВ: ДИДАКТИЧНІ ПРИНЦИПИ ТА ПРАКТИЧНІ АСПЕКТИ

Анотація. У статті досліджено дидактичні принципи використання методу кейсів у процесі викладання англійської мови за професійним спрямуванням студентам закладів вищої медичної освіти. Актуальність дослідження зумовлена необхідністю вдосконалення іншомовної професійної підготовки майбутніх медиків відповідно до сучасних вимог медичної освіти, розвитку професійної комунікації та формування здатності використовувати англійську мову у професійній діяльності.

У роботі проаналізовано науково-педагогічні підходи до трактування методу кейсів як інтерактивної технології проблемно-орієнтованого навчання, визначено його значення для професійної підготовки студентів-медиків та охарактеризовано особливості використання кейс-технології у процесі вивчення англійської мови за професійним спрямуванням. З'ясовано, що використання кейсів на заняттях з англійської мови сприяє інтеграції мовної та фахової підготовки, розвитку критичного мислення, аналітичних здібностей, навичок професійної взаємодії та прийняття рішень.

Особливу увагу зосереджено на теоретичному обґрунтуванні поняття «дидактичні принципи використання методу кейсів». Визначено, що такі принципи слід розглядати як систему взаємопов'язаних керівних положень, які регламентують науково обґрунтовані та практично доцільні вимоги до організації кейс-навчання в умовах іншомовної професійної підготовки студентів-медиків. На основі аналізу наукової літератури та власного педагогічного досвіду виокремлено основні дидактичні принципи використання методу кейсів: принцип автентичності, комунікативної спрямованості, проблемності, релевантності, інтеграції, активності та самостійності здобувачів вищої медичної освіти. З'ясовано, що дотримання зазначених принципів забезпечує ефективність використання кейс-

технології та сприяє підвищенню якості іншомовної професійної підготовки майбутніх фахівців медичної галузі.

Ключові слова: метод кейсів, англійська мова за професійним спрямуванням, студенти-медики, іншомовна професійна підготовка, дидактичні принципи.

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CASE STUDY TECHNOLOGY IN FOREIGN LANGUAGE TRAINING OF FUTURE MEDICAL PROFESSIONALS: DIDACTIC PRINCIPLES AND PRACTICAL ASPECTS

Abstract. The article studies the didactic principles of using the case study method in teaching English for Specific Purposes to medical students. The relevance of the research is determined by the need to improve the foreign language professional training of future medical professionals in accordance with current requirements of medical education, to develop professional communication skills as well as the competence to use English in future profession.

The paper analyzes scientific and pedagogical approaches to interpreting the case method as an interactive technology of problem-based learning, identifies its significance for the professional training of medical students, and characterizes the peculiarities of using case technology in the process of studying English for Specific Purposes. It has been established that the use of cases in English language classes promotes the integration of linguistic and professional training, the development of critical thinking, analytical skills, professional interaction abilities, and decision-making skills.

Special attention is focused on the theoretical substantiation of the concept of 'didactic principles of using the case method.' It has been determined that these principles should be considered as a system of interrelated guidelines regulating scientifically grounded and practically appropriate requirements for the organization of case-based learning within the framework of foreign language professional training of medical students. Based on the analysis of scientific literature and the pedagogical experience, the main didactic principles of using the case method have been identified, including the principles of authenticity, communicative orientation, problem-based learning, relevance, integration, learner's activity, and autonomy. It has been concluded that adherence to these

principles ensures the effectiveness of case technology implementation and contributes to improving the quality of foreign language professional training of future healthcare specialists.

Keywords: case study, English for Specific Purposes, medical students, foreign language professional training, didactic principles

Постановка проблеми. Завдання сучасної вищої медичної освіти полягає у професійній підготовці висококваліфікованих медичних фахівців. Водночас освітньо-професійні програми у закладах вищої медичної освіти передбачають формування низки загальних компетентностей, успішне оволодіння якими покликане сприяти швидкій адаптації майбутніх медиків до мінливих умов ринку праці, розвитку критичного мислення, формуванню цифрової грамотності й удосконаленню уміння працювати в команді.

Сьогодні однією із важливих складових професійної підготовки медиків вважається формування іншомовної професійної компетентності, яка в умовах української системи вищої медичної освіти реалізується через обов'язкове вивчення студентами-медиками іноземної мови за професійним спрямуванням. Окрім досягнення своєї стратегічної мети, ця навчальна дисципліна покликана також реалізувати тактичну ціль – підготувати здобувачів вищої медичної освіти до успішного складання екзамену з англійської мови як частини державного кваліфікаційного іспиту і виконання субтесту англійською мовою під час ліцензійного іспиту для медиків під назвою «Крок 1».

Проте слід зазначити, що досягнення окреслених вище стратегічної та тактичної цілей вивчення іноземної мови за професійним спрямуванням студентами медичних спеціальностей вимагає постійного пошуку сучасних, науково й методично обґрунтованих, а головне – ефективних методів викладання іноземної мови за професійним спрямуванням.

Аналіз останніх досліджень і публікацій свідчить, що в науково-педагогічній спільності ведеться постійний пошук шляхів удосконалення процесу викладання іноземної мови за професійним спрямуванням. Зокрема науковці активно досліджують комунікативний підхід до формування професійної іншомовної компетентності здобувачів вищої медичної освіти [1]. Окремий напрям досліджень присвячено використанню інтерактивних і ситуаційно-орієнтованих технологій навчання, зокрема методу кейсів, який розглядається як ефективний спосіб розвитку клінічного мислення, професійної комунікації та навичок командної роботи студентів-медиків [2].

Водночас у сучасному науково-педагогічному дискурсі простежується посилення уваги до проблем інтеграції мовної та професійної підготовки майбутніх медиків, застосування автентичних клінічних

ситуацій, симуляційного навчання й технологій професійно орієнтованої комунікації в процесі викладання іноземної мови за професійним спрямуванням [3; 4]. Більше того, значна увага акцентується на необхідності використання інноваційних педагогічних підходів, цифрових технологій і створення інтерактивного навчального середовища з метою підвищення мотивації здобувачів вищої освіти й ефективного засвоєння англійської мови для медичних потреб.

Проте недостатньо дослідженими залишаються дидактичні принципи використання методу кейсів у процесі викладання іноземної мови за професійним спрямуванням у закладах вищої медичної освіти, що і зумовлює актуальність цього дослідження.

Мета статті – теоретично обґрунтувати та виокремити дидактичні принципи використання методу кейсів на заняттях з іноземної мови за професійним спрямуванням для студентів-медиків.

Виклад основного матеріалу. У сучасному науково-педагогічному дискурсі спостерігається значна термінологічна різноманітність щодо визначення методу кейсів як педагогічного феномену. Для позначення цієї освітньої технології використовуються такі терміни, як кейс-стаді, кейс-метод, метод кейс-аналізу, метод конкретних ситуацій, метод ситуаційного аналізу, кейс-технологія тощо [5]. У більшості наукових праць ці поняття трактуються як синонімічні, оскільки репрезентують єдиний підхід до організації навчання, заснований на аналізі та розв’язанні практично орієнтованих проблем (кейсів).

Згідно з дослідженнями Прибори [5], системне впровадження методу кейсів у вищу освіту розпочалося у 1967 році в Університеті Макмастера (Канада), де його застосовували в межах проблемно-орієнтованого навчання. У подальшому ця методика набула широкого поширення у закладах вищої освіти США та країн Західної Європи, а наприкінці ХХ – на початку ХХІ століття була інтегрована в український освітній простір. Водночас у міжнародній освітній практиці сформувалася класична модель кейс-навчання, започаткована Гарвардською школою бізнесу, відповідно до якої кейс детермінується як опис реальної або максимально наближеної до реальності професійної ситуації, що не передбачає єдиного правильного рішення [6].

У педагогічних дослідженнях метод кейсів визначається як інтерактивна, проблемно-орієнтована технологія навчання, зміст якої полягає в аналізі, обговоренні та вирішенні конкретної ситуації, змодельованої на основі реальних або гіпотетичних подій певної професійної сфери [7]. Основне призначення цього методу полягає як у формуванні професійних, когнітивних і комунікативних компетентностей, так і

розвитку критичного мислення, аналітичних здібностей і навичок прийняття аргументованих рішень [8].

Особливого значення метод кейсів набув у медичній освіті, де з середини 1980-х років його почали використовувати як складову проблемного навчання. Основу кейсів становили клінічні історії хвороби пацієнтів, що забезпечувало можливість інтеграції теоретичних знань із практичною діяльністю через аналіз професійних ситуацій, колективне обговорення з метою пошуку діагностичних рішень і стратегій лікування [9]. Застосування такого підходу сприяло розвитку клінічного мислення, умінь професійної комунікації та навичок аргументованого прийняття рішень.

Слід зазначити, що теоретичні засади функціонування методу кейсів розкрито у працях Едельсона [10], який розглядає систему кейс-навчання як взаємодію двох основних компонентів: навчального середовища (англ. task environment) та оповідача (англ. storyteller). Навчальне середовище детермінується як комплекс завдань, інтегрованих у кейс і спрямованих на стимулювання аналітичної діяльності здобувачів освіти. Важливою характеристикою такого середовища повинна бути його реалістичність, професійна спрямованість і наявність відкритих проблемних ситуацій, які не мають однозначного способу розв’язання.

Відповідно функція оповідача полягає у координації взаємодії між студентом і навчальним середовищем. Він здійснює педагогічний супровід через систему навідних запитань, підказок і поетапного введення інформації, що сприяє глибшому осмисленню проблеми. Науковець також акцентує увагу на доцільності використання сократівського підходу під час роботи з кейсами, відповідно до якого студент не отримує готових відповідей, а самостійно конструює знання у процесі когнітивно-аналітичного пошуку рішення. Використання відкритих запитань стимулює аргументацію власної позиції здобувачів освіти, порівняння альтернативних підходів і розвиток критичного мислення [10].

У контексті викладання іноземної мови за професійним спрямуванням метод кейсів розглядається як ефективний засіб формування мовного середовища, максимально наближеного до професійного, яке активізує мовленнєву взаємодію студентів. Так, Головко [11] визначає метод кейсів як «практичний інструмент моделювання гіпотетичного мовного середовища та мовної ситуації з метою підготовки студента непрофільної спеціальності до лінгвістичної взаємодії» [С. 82]. Такий підхід забезпечує інтеграцію мовної підготовки з професійним контекстом, таким чином сприяючи практичному застосуванню здобутих знань у майбутній діяльності за фахом.

Тому в процесі вивчення іноземної мови за професійним спрямуванням метод кейсів розглядається як ефективна інтерактивна технологія навчання, яка забезпечує поєднання теоретичної підготовки з практично орієнтованою діяльністю. Ми переконані у тому, що використання цієї технології навчання сприяє розвитку професійних компетентностей, критичного мислення, аналітичних здібностей і комунікативних навичок, а також сприяє наближенню освітнього процесу до реальних умов майбутньої професійної діяльності.

Отже, важливим аспектом дослідження методу кейсів у системі іншомовної професійної підготовки майбутніх медиків є визначення дидактичних принципів, які повинні лежати в основі його використання. Це актуалізує необхідність уточнення сутності самого поняття «принцип» у педагогічній науці.

Першочергово, поняття «принцип» належить до філософських категорій і трактується як вихідне теоретико-методологічне положення, яке визначає логіку побудови певного знання і діяльності [12]. У педагогічній науці це поняття вживається у таких синонімічних словосполученнях, як «принципи навчання» і «дидактичні принципи», а відтак, конкретизується в межах вивчення дидактики – розділу педагогіки про теоретичні засади організації процесу навчання. З одного боку, у науково-педагогічному дискурсі принципами навчання називають «керівні положення», «вихідні положення» чи «твердження», які на практиці визначають мету і завдання, сутність, зміст, а також структуру освітнього процесу [13; 14; 15]. З іншого боку, дослідники [16; 17] акцентують увагу на тому, що принципи навчання – це система дидактичних вимог та установок, якими слід керуватися під час здійснення навчальної діяльності для гарантування її ефективності.

На основі зазначеного вище, можна стверджувати, що принципи навчання одночасно відображають закономірності навчального процесу й виконують нормативно-регулятивну функцію, оскільки визначають загальну логіку організації освітнього процесу та впливають на вибір змісту, методів і засобів педагогічної взаємодії його учасників. Таким чином, принципи навчання теоретично обґрунтовують освітній процес, а їх дотримання на практиці забезпечує послідовність та результативність навчального процесу. На думку Ортинського [14], принципи навчання виконують роль «мосту», який з'єднує теоретичне уявлення про організацію освітнього процесу з його практичною реалізацією. Саме тому в сучасній педагогіці, зокрема вищої освіти, принципи навчання розглядають як ключові орієнтири професійної діяльності викладача, які забезпечують оптимальне поєднання цілей, змісту й особливостей пізнавальної діяльності здобувачів освіти.

Науково-педагогічна література диференціює загальнодидактичні й специфічні принципи навчання [18]. Характерною особливістю загальнодидактичних принципів навчання є їхня універсальність у застосуванні, незалежно від навчальної дисципліни, спеціальності чи типу закладу освіти. Загальнодидактичні принципи поширюються на весь освітній процес, відображають загальні закономірності навчання і формують основу організації педагогічної діяльності. Довідникові джерела наводять різні приклади загальнодидактичних принципів навчання. Так, в Енциклопедії освіти [19] запропоновано дев'ять ключових загально-дидактичних принципів, а саме: принцип єдності освітньої, розвивальної та виховної функцій навчання; науковості змісту і методів навчання; систематичності та послідовності; міцності знань; доступності; свідомості й активності; наочності; зв'язку навчання з практикою, а також індивідуалізації.

Своєю чергою, про використання специфічних принципів навчання доцільно говорити в межах окремої методики навчання, конкретної галузі знань, певної навчальної дисципліни, професійної підготовки чи педагогічної технології. Виокремлення специфічних принципів навчання допомагає конкретизувати загальнодидактичні принципи відповідно до мети, завдань і змісту певного виду навчальної діяльності. Наприклад, досліджуючи принципи іншомовної підготовки майбутніх учителів іноземної мови у закладах вищої освіти, Рогульська [20] виокремила такі специфічні принципи навчання, як принцип комунікативно-орієнтованого навчання, принцип урахування міжпредметних зв'язків, принцип міжкультурної спрямованості навчання, принцип ситуативності та принцип моделювання професійної діяльності.

З огляду на вище зазначене, очевидно, що загальнодидактичні принципи навчання формують фундамент організації освітнього процесу, а специфічні принципи адаптують цей фундамент до умов конкретної навчальної дисципліни, методики навчання чи професійної сфери. Водночас між загальнодидактичними і специфічними принципами навчання існує тісний взаємозв'язок: специфічні принципи навчання не заперечують загальнодидактичних принципів, а розвивають і конкретизують їх з урахуванням освітнього контексту.

Тому в межах нашого дослідження поняття «дидактичні принципи використання методу кейсів» будемо розглядати як підкатегорію специфічних принципів навчання, які застосовуються під час викладання навчальної дисципліни «Англійська мова за професійним спрямуванням» у закладі вищої медичної освіти. Вважаємо, що визначення сутності цього поняття, а відтак формулювання його дефініції, повинне враховувати три

взаємопов'язані фактори: зміст поняття «принципи навчання», специфіку використання методу кейсів як педагогічної технології й особливості іншомовної професійної підготовки майбутніх медиків у закладі вищої медичної освіти.

Так, беручу до уваги вище детерміновані трактування принципів навчання як керівних положень і нормативних вимог до організації освітнього процесу, розуміємо, що дидактичні принципи використання методу кейсів не повинні сприйматися як випадкова сукупність рекомендацій для викладача англійської мови за професійним спрямуванням. Вони покликані виконувати регулятивну функцію і визначати логіку його педагогічної діяльності. По-друге, слід враховувати те, що метод кейсів як технологія проблемно-орієнтованого навчання передбачає аналіз реальних або професійно змодельованих ситуацій і передбачає активну участь студентів-медиків у пошуку рішень на запропоновані у кейсах проблеми. Тому дидактичні принципи використання методу кейсів обов'язково повинні регламентувати не лише зміст навчального матеріалу, а й характер взаємодії студентів, рівень проблемності, професійну спрямованість і способи організації навчальної діяльності. Й останнє, не менш важливе, у трактуванні поняття «дидактичні принципи використання методу кейсів» слід також врахувати той факт, що іншомовна професійна підготовка здобувачів вищої медичної освіти має на меті, передусім, формування здатності використовувати іноземну мову як дієвий інструмент для здійснення професійної комунікації у медичному дискурсі. А це можливе за умови інтеграції мовної і фахової підготовки студентів-медиків, моделювання автентичних клінічних кейсів і розвитку професійного мислення.

Тому врахування окреслених вище факторів дозволяє розглядати дидактичні принципи використання методу кейсів на заняттях з англійської мови за професійним спрямуванням для студентів-медиків як систему взаємопов'язаних і взаємодоповнюваних керівних положень, які окреслюють і регламентують науково обґрунтовані та практично доцільні вимоги до вибору, структурування і реалізації методу кейсів з метою формування англомовної професійної комунікативної компетентності майбутніх медиків.

Взявши за основу власні спостереження і практичний досвід викладання англійської мови за професійним спрямуванням як обов'язкової та вибіркової навчальної дисципліни у медичному університеті, вважаємо за доцільне виокремити низку дидактичних принципів, якими, на наше переконання, варто керуватися під час застосування методу кейсів на заняттях з іноземної мови для здобувачів вищої медичної освіти. До них належать: принципи автентичності, комунікативної спрямованості,

проблемності, релевантності інтеграції, активності та самостійності здобувачів вищої освіти

Перш ніж розкривати зміс *принципу автентичності*, варто зауважити, що в контексті вивчення іноземної мови слово «автентичний», як правило, має особливе значення. Чуланова і Ведмидера [21] узагальнюють його так: «Поняття «автентичний» походить від грецького слова «autentikos», що у перекладі означає дійсний, справжній, заснований на першоджерелах. У методиці викладання іноземних мов термін «автентичність» тлумачать як використання оригінального, справжнього матеріалу під час викладання» [С. 96]. На практиці це часто означає використання для навчальних цілей оригінальних, не адаптованих до потреб здобувачів освіти, матеріалів, тобто створених носіями мови для носіїв мови.

Однак у контексті нашого дослідження акцент зміщений від використання автентичних матеріалів на автентичність їхнього сприйняття. Тобто, в основі методу кейсів повинно лежати, передусім, використання реальних або змодельованих з клінічної практики медичних ситуацій (наприклад, опис клінічного випадку, комунікація з пацієнтом, консиліум лікарів, інтерпретація анамнезу тощо), які створюють відчуття й умови, які максимально наближені до умов майбутньої професійної діяльності. Звісно, при цьому можуть використовуватися як автентичні матеріали, тобто кейси взяті з іншомовних джерел (наприклад, підручників з медицини, наукових статей, довідників тощо), так і адаптовані викладачем кейси з урахуванням рівня знань студентів з англійської мови та медицини.

Наступним важливим дидактичним принципом використання методу кейсів на заняттях з англійської мови для студентів-медиків є *принцип комунікативної спрямованості* навчального матеріалу. Це очевидно, оскільки основна мета вивчення іноземної мови – формування іншомовної комунікативної компетентності як здатності ефективно здійснювати міжособистісне й професійне спілкування в іншомовному середовищі [22].

В іншомовній підготовці здобувачів вищої медичної освіти дотримання принципу комунікативної спрямованості під час застосування методу кейсів набуває особливого значення, оскільки професія лікаря пов’язана з постійною професійною комунікацією з пацієнтами, колегами, у тому числі з-за кордону, участю у професійних дискусіях, наукових заходах тощо. Відтак, використання методу кейсів спрямоване, передусім, на вивчення іноземної мови як засобу комунікації в ситуаціях, які імітують реальне професійне спілкування, таким чином спряючи формуванню професійної комунікативної компетентності. Саме тому вивчення англійської мови за професійним спрямуванням повинне бути зорієнтоване не лише на засвоєння професійної термінології, а й на формування

практичних навичок використання мови в ситуаціях, типових для професійної діяльності. Так, працюючи над кейсом, студенти-медики виконують низку комунікативних завдань: аналізують клінічний випадок, обговорюють симптоми, ставлять уточнюючі запитання, формулюють діагностичні припущення, пропонують методи лікування та аргументують власну позицію засобами англійської мови.

Як уже зазначалося вище, метод кейсів вважається технологією проблемно-орієнтованого навчання. Тому врахування *принципу проблемності* є логічним і обов'язковим. У тлумачному словнику української мови [23] зазначено, що лексична одиниця «проблемність» – це абстрактний іменник до прикметника «проблемний», який, своєю чергою, пов'язаний зі словом «проблема». Відтак, поняття «проблемність» можна трактувати як наявність складних, невирішених питань, суперечностей або труднощів, які потребують дослідження та пошуку рішень. Зокрема з приводу цього Лукашова [24] зазначає: «Проблемність виступає як закономірність пізнання, яка обумовлює розумовий пошук і розв'язок проблеми шляхом формування гіпотез, моделювання, мисленнєвого експерименту і здогадки, пошук відповіді на поставлену проблему, що є актом творчості й повною мірою відповідає діяльнісному підходу. Воно ґрунтується на діяльності тих, хто навчається і розраховано на формування розумових дій і понять через власну пізнавальну діяльність» [С. 55]. Відтак, дотримання принципу проблемності під час використання методу кейсів на заняттях з англійської мови передбачає роботу студентів-медиків з кейсами, в основі яких лежать проблемні ситуації. Саме наявність невирішеної проблеми повинна мотивувати здобувачів вищої освіти до аргументації та прийняття рішень, а також стимулювати вищі когнітивні процеси (аналіз, синтез, оцінювання, порівняння, узагальнення тощо).

Наступним дидактичним принципом навчання, важливим для врахування під час використання кейс технології, є *принцип релевантності.* Він тісно взаємопов'язаний з принципом проблемності. Саме слово «релевантність» в загальному означає «міра відповідності отримуваного результату бажаному» [23]. У контексті нашого дослідження вважаємо за доцільне детермінувати релевантність як відповідність змісту, методів і навчальних матеріалів **потребам майбутньої професійної діяльності здобувачів вищої медичної освіти**, специфіці їхнього фаху, рівню мовної підготовки, когнітивним можливостям і, зрештою, темі практичного заняття.

Якщо говорити про застосування принципу релевантності до вибору навчальних кейсів на заняття з англійської мови за професійним спрямуванням для студентів-медиків, то варто диференціювати декілька

типів релевантності. Першочергово, варто дотримуватися когнітивної релевантності, під якою маємо на увазі відповідність навчального матеріалу, з одного боку, рівню володіння студентами іноземною мовою, а з іншого – рівню їхньої медичної підготовки. Наприклад, кейс із диференційної діагностики сепсису є нерелевантним для студентів-медиків першого курсу, навіть якщо його мовна складова зрозуміла й адаптована, оскільки першокурсники ще не володіють необхідною клінічною базою. Відповідно, надто спрощений кейс втрачає свою дидактичну й професійну цінність для студентів старших курсів.

Окрім когнітивної, важливо також диференціювати мовну, професійну і комунікативну релевантності. Так, врахування мовної релевантості сприяє добору медичної термінології та мовленнєвих структур, які реально функціонують у медичному дискурсі та важливі для ведення професійної комунікації. Своєю чергою, професійна релевантність кейсу, гарантує відповідність кейсу реальним клінічним ситуаціям і темі практичного заняття. До прикладу, під час вивчення теми «Скелет людини», студентам-медикам можна запропонувати кейс на диференціацію як кісток, так і переломів кісток. І нарешті, фокус на комунікативній релевантності допоможе зорієнтувати учасників освітнього процесу на типових моделях професійного спілкування (зборі анамнезу, пояснення діагнозу, рекомендації пацієнту, міжпрофесійній взаємодії в команді тощо).

Принцип інтеграції є ще одним важливим дидактичним принципом, яким варто керуватись під час застосування кейс-технології. Зазначимо, що поняття «інтеграція» передбачає «злиття, з'єднання розрізнених явищ, процесів, систем в одну цілісність» [12, С. 77]. У контексті іншомовної професійної підготовки студентів-медиків дотримання принципу інтеграції під час використання методу кейсів передбачає поєднання мовної та фахової підготовки, сприяючи міждисциплінарному навчанню. На практиці це означає формування лексичної (в тому числі, медико-термінологічної) і професійно-комунікативної компетентностей, актуалізацію засвоєних медичних знань (з анатомії, фізіології, гістології, патології, діагностики, терапії, реабілітації тощо) й одночасне вдосконалення загальнопредметних компетентностей: навичок ведення дискусії, роботи в команді, вирішення конфліктних ситуацій, розвитку критичного мислення, ухвалення колективних рішень, толерантності тощо;

І останній серед дидактичних принципів, на який варто звернути увагу, це *принцип активності та самостійності здобувачів освіти*. Важливість дотримання цього принципу пояснюється тим, що робота над кейсами під час заняття з іноземної мови за професійним спрямуванням вимагає від студентів-медиків активної участі в їх обговоренні, аналізі,

прийнятті рішення та потребує самостійної інтелектуальної діяльності. Відтак, здобувачі вищої медичної освіти виконують роль не пасивних реципієнтів інформації, а беруть активну участь у вирішенні медичної проблемної ситуації, дискутують, пропонують варіанти розв'язання проблеми, роблять висновки, проводять самоаналіз, рефлексують тощо. Своєю чергою, викладач для мотивування студентів до активної діяльності може послуговуватися різними методами навчання в межах кейс-технології. Зокрема Прибора [5] зазначає: «Метод кейсів дозволяє застосовувати всі форми аудиторної роботи студентів: індивідуальну, парну, групову, фронтальну, та розвивати всі види мовної діяльності: читання (оглядове, аналітичне, вибіркове, пошукове), говоріння (монологічне, діалогічне), письмо (складання плану, написання есе)» [С. 137].

Висновки. Проведене дослідження дозволяє зробити висновок, згідно з яким метод кейсів – це ефективна технологія навчання, яку доцільно використовувати у процесі вивчення іноземної мови за професійним спрямуванням. Водночас результативність застосування методу кейсів визначається не лише змістом навчального матеріалу чи характером професійних проблемних ситуацій, а й дотриманням низки дидактичних принципів, які забезпечують наукову обґрунтованість і педагогічну доцільність його використання. З'ясовано, що дидактичні принципи використання методу кейсів охоплюють систему взаємопов'язаних і взаємодоповнюваних керівних положень, які окреслюють і регламентують науково обґрунтовані та практично доцільні вимоги до вибору, структурування і реалізації методу кейсів з метою формування англомовної професійної комунікативної компетентності майбутніх медиків. Відтак, завдяки такому формулюванню виснувано, що такі дидактичні принципи, як принцип автентичності, комунікативної спрямованості, проблемності, релевантності, інтеграції, активності та самостійності здобувачів вищої освіти, підвищують ефективність іншомовної професійної підготовки у закладі вищої медичної освіти.

Перспективи подальших досліджень вбачаємо у дослідженні методики застосування методу кейсів та розробці системи професійно орієнтованих англомовних кейсів для студентів медичних спеціальностей.

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МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ЩОДО ФОРМУВАННЯ ГОТОВНОСТІ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ МАЙБУТНІХ СПЕЦІАЛІСТІВ З РОЗМІНУВАННЯ ТА РЕЗУЛЬТАТИ ЕКСПЕРИМЕНТАЛЬНОЇ ПЕРЕВІРКИ ПЕДАГОГІЧНИХ УМОВ

Анотація. У статті обґрунтовано методичні рекомендації щодо формування готовності до професійної діяльності майбутніх спеціалістів з розмінування в умовах закладів вищої військової освіти та висвітлено результати їх експериментальної перевірки. Актуальність дослідження зумовлена критичним масштабом мінного забруднення території України внаслідок повномасштабного збройного вторгнення, що визначає стратегічну потребу у якісній підготовці фахівців протимінної діяльності.

Готовність до професійної діяльності розглядається як інтегроване особистісне утворення, що охоплює чотири взаємопов'язані компоненти: мотиваційний, когнітивний, операційно-діальний та психологічний. Визначено педагогічні умови формування кожного компонента: впровадження проблемно-ситуативного навчання на основі реальних оперативних сценаріїв; інтеграція міжнародних стандартів IMAS до змісту фахових дисциплін; залучення фахівців-практиків із бойовим досвідом до освітнього процесу; системне застосування тренінгових технологій з моделюванням умов, наближених до бойових; реалізація міждисциплінарного підходу.

Методичні рекомендації структуровано за організаційним, змістовим та процесуальним аспектами і передбачають триетапну підготовку: пропедевтичний, теоретико-практичний та інтеграційний етапи. Процесуальний аспект охоплює метод проблемних ситуацій, імітаційне моделювання, рольові ігри, рефлексивний аналіз, застосування цифрових засобів навчання та системну психологічну підготовку.

Ефективність розроблених рекомендацій перевірено в ході педагогічного експерименту (2022–2024 рр.) за участю 84 здобувачів вищої

освіти, розподілених на контрольну та експериментальну. За результатами контрольного зрізу частка здобувачів із достатнім і високим рівнем готовності в експериментальній групі склала 59,5 % проти 19,1 % у контрольній. Статистична значущість виявлених відмінностей підтверджена критерієм χ^2 Пірсона, φ*-критерієм Фішера та t-критерієм Стюдента ($p < 0,001$).

Ключові слова: спеціалісти з розмінування, готовність, готовність до професійної діяльності, готовність до професійної діяльності майбутніх спеціалістів з розмінування, професійна підготовка, формування, методичні рекомендації, експеримент.

Kovalenko Vitalii head of the department of organization of the educational process - deputy head of the training center of the military unit of A2641; The 143rd Joint Training Center «Podillia» is a military unit that is organizationally part of the Command of the Support Forces of the Armed Forces of Ukraine, Ukraine, Kamenetz-Podolsky, https//orcid.org/ 0000-0002-0923-1054.

METHODOLOGICAL RECOMMENDATIONS FOR THE FORMATION OF READINESS FOR PROFESSIONAL ACTIVITIES OF FUTURE DEMINING SPECIALISTS AND THE RESULTS OF EXPERIMENTAL VERIFICATION OF PEDAGOGICAL CONDITIONS

Abstract. The article substantiates methodological recommendations for the formation of readiness for professional activity of future demining specialists in the conditions of institutions of higher military education and highlights the results of their experimental verification. The relevance of the study is determined by the critical scale of mine contamination of the territory of Ukraine as a result of a full-scale armed invasion, which determines the strategic need for high-quality training of mine action specialists.

Professional readiness is seen as an integrated personality entity encompassing four interrelated components: motivational, cognitive, operational-dial and psychological.

The pedagogical conditions for the formation of each component are determined: implementation of problem-situational training based on real operational scenarios; integration of IMAS international standards into the content of professional disciplines; involvement of practitioners with combat experience in the educational process; systematic application of training technologies with modeling of conditions close to combat; implementation of an interdisciplinary approach.

Methodological recommendations are structured according to organizational, content and procedural aspects and provide for three-stage preparation: propaedeutic, theoretical-practical and integration stages. The procedural aspect covers the method of problem situations, simulation modeling, role-playing games, reflective analysis, the use of digital learning tools and systemic psychological training.

The effectiveness of the developed recommendations was tested during a pedagogical experiment (2022–2024) with the participation of 84 students of higher education, divided into control and experimental. According to the results of the control section, the share of applicants with a sufficient and high level of readiness in the experimental group was 59.5% against 19.1% in the control group. The statistical significance of the differences found is confirmed by Pearson's χ^2 test, Fisher's φ^*-test and Student's t-test ($p < 0.001$).

Keywords: demining specialists, readiness, readiness for professional activity, readiness for professional activity of future demining specialists, professional training, formation, methodological recommendations, experiment.

Постановка проблеми в загальному вигляді. Повномасштабне вторгнення російської федерації на територію України зумовило кратне збільшення мінної небезпеки на звільнених та прифронтових територіях. За даними Державної служби з надзвичайних ситуацій України, станом на 2024 рік площа забруднених вибухонебезпечними предметами територій перевищила 156 тисяч квадратних кілометрів — більше третини площі держави. У цих умовах підготовка кваліфікованих спеціалістів з розмінування набуває стратегічного значення для збереження людських ресурсів, відновлення аграрного потенціалу та безпечного повернення переміщених осіб до рідних домівок.

Водночас аналіз освітньої практики засвідчує, що традиційні підходи до підготовки спеціалістів з розмінування у закладах вищої військової освіти не повною мірою відповідають вимогам реальної оперативної обстановки. Зокрема, спостерігається недостатня сформованість у випускників психологічної стійкості до дії стресогенних факторів, обмежена варіативність практичних умінь під час роботи з новітніми типами вибухових пристроїв, зокрема протипіхотними мінами типу ПОМ-3, «Лепесток», а також саморобними вибуховими пристроями (СВП), широко застосовуваними збройними формуваннями противника.

Аналіз останніх досліджень і публікацій, на які спирається автор. Нормативно-правову основу дослідження становлять два документи. Закон України «Про протимінну діяльність в Україні» [3] визначає правові та організаційні засади протимінної діяльності, встановлює вимоги до фахівців

з розмінування та регулює порядок акредитації операторів. Постанова Кабінету Міністрів України № 827 [7] конкретизує процедури проведення гуманітарного розмінування, що безпосередньо визначає зміст професійної підготовки фахівців.

Теоретико-методологічну основу дослідження формують праці українських учених. Фундаментальні засади педагогіки вищої школи розкрито у навчальному посібнику В. Ягупова [8], який систематизує принципи організації освітнього процесу у вищих навчальних закладах. Психологічні основи формування готовності особистості до діяльності висвітлено у підручнику С. Максименка [5], де розкрито структуру мотиваційно-вольової сфери та механізми розвитку професійно важливих якостей. Питання підготовки фахівців силових структур системно викладено у монографії М. Нещадима [6], присвяченій історії та методології військової освіти в Україні.

Психологічний вимір готовності до екстремальної діяльності представлено трьома джерелами. Навчальний посібник М. Корольчука та В. Крайнюк [4] обґрунтовує методи соціально-психологічного забезпечення діяльності в умовах підвищеного ризику. Підручник «Екстремальна психологія» за редакцією О. Тімченка [2] розкриває психологічні закономірності поведінки фахівців у надзвичайних ситуаціях. Монографія В. Барка [1] присвячена психологічним механізмам управління персоналом у структурах безпеки.

Міжнародний вимір дослідження забезпечено двома джерелами. Стаття А. Брюса та Т. Паркера [9] у фаховому виданні Journal of ERW and Mine Action аналізує підходи до інтеграції протимінної діяльності в систему гуманітарного реагування. Стандарт IMAS 04.10 [10] містить уніфіковану термінологію протимінної діяльності, застосування якої є обов'язковим для підготовки фахівців відповідно до міжнародних вимог.

Метою статті є обґрунтування методичних рекомендацій щодо формування готовності до професійної діяльності майбутніх спеціалістів з розмінування та висвітлення результатів їх експериментальної перевірки.

Виклад основного матеріалу. Поняття «готовність до професійної діяльності» у психолого-педагогічній літературі тлумачиться неоднозначно. Функціональний підхід (М. Дяченко, Л. Кандибович) розглядає готовність як тимчасовий стан мобілізації психічних і фізичних можливостей людини, необхідний для ефективного виконання дії. Особистісний підхід (К. Дурай-Новакова, В. Сластьонін) трактує готовність як інтегроване особистісне утворення, що включає мотиваційний, когнітивний, операційно-діяльнісний та рефлексивний компоненти. У контексті підготовки фахівців для силових структур В. Ягупов визначає готовність як «синтез якостей особистості та

психологічних станів, які забезпечують спроможність ефективно виконувати службово-бойові завдання в штатних та нештатних ситуаціях» (Ягупов, 2015).

Для потреб цього дослідження під готовністю майбутнього спеціаліста з розмінування до професійної діяльності розуміємо інтегровану якість особистості, що виявляється в єдності: (а) стійкої мотивації до виконання завдань гуманітарного та технічного розмінування; (б) системи фахових знань стосовно класифікації, будови та знешкодження вибухонебезпечних предметів, вимог міжнародних стандартів IMAS та національних нормативних документів; (в) умінь і навичок практичного виконання пошукових, позначальних та знешкоджувальних операцій; (г) психологічної стійкості та здатності до саморегуляції в умовах ризику для життя.

Структуру готовності представлено чотирма взаємопов'язаними компонентами. Мотиваційний компонент охоплює ціннісне ставлення до фаху, усвідомлення суспільної значущості діяльності з розмінування, інтерес до постійного вдосконалення фахової майстерності та готовність до виправданого ризику. Когнітивний компонент включає систему знань про нормативно-правову базу розмінування в Україні (Закон України «Про протимінну діяльність в Україні» від 06.01.2022 № 1977-IX, Порядок проведення робіт із гуманітарного розмінування, затверджений постановою Кабінету Міністрів України № 827 від 28.07.2021), міжнародні стандарти IMAS та NMAS, конструктивні особливості вибухонебезпечних предметів, метрологію і засоби їх виявлення. Операційно-діяльнісний компонент відображає сформованість практичних умінь пошуку, маркування, документування та безпечного знешкодження чи знищення вибухонебезпечних предметів, управління командою під час виконання завдань, а також умінь роботи з технічними засобами розмінування. Психологічний компонент охоплює стресостійкість, здатність до прийняття рішень в умовах невизначеності та дефіциту часу, вольову саморегуляцію та навички психологічної підготовки команди.

Формування зазначених компонентів готовності зумовлене реалізацією педагогічних умов, під якими розуміємо комплекс цілеспрямованих заходів, що створюють сприятливе середовище для досягнення визначеної педагогічної мети. На підставі теоретичного аналізу та результатів констатувального етапу експерименту нами виокремлено такі педагогічні умови: (1) впровадження проблемно-ситуативного навчання на основі реальних оперативних сценаріїв; (2) інтеграція міжнародних стандартів IMAS до змісту фахових дисциплін; (3) залучення фахівців-практиків із бойовим досвідом до освітнього процесу; (4) системне застосування

тренінгових технологій з моделюванням психологічного тиску та умов, наближених до бойових; (5) реалізація міждисциплінарного підходу, що забезпечує взаємозв'язок технічних, психологічних і тактичних дисциплін.

Методичні рекомендації розроблено з урахуванням нормативних вимог освітньо-професійних програм підготовки фахівців за спеціальністю 256 «Національна безпека (за окремими сферами забезпечення і видами діяльності)» та Стандарту вищої освіти за цією спеціальністю, затвердженого наказом МОН України.

Рекомендації охоплюють організаційний, змістовий та процесуальний аспекти освітнього процесу.

Організаційний аспект. Підготовку спеціалістів з розмінування рекомендується здійснювати у три послідовні етапи, кожен з яких відповідає певному рівню сформованості готовності. Перший (пропедевтичний) етап (1–2 семестр) спрямований на формування мотиваційної основи фахової діяльності та засвоєння базових теоретичних знань. На цьому етапі доцільним є проведення зустрічей із ветеранами операції зі знешкодження вибухових предметів, перегляд та колективний аналіз документальних матеріалів щодо наслідків мінного забруднення, вивчення нормативно-правової бази. Другий (теоретико-практичний) етап (3–4 семестр) передбачає глибоке опанування фахового змісту та початкове формування практичних умінь. Третій (інтеграційний) етап (5–6 семестр) орієнтований на інтеграцію знань, умінь і психологічних якостей у цілісну готовність через виконання комплексних практичних завдань в умовах, максимально наближених до реальних.

Змістовий аспект. Змістове наповнення освітнього процесу рекомендується формувати за такими модулями: модуль «Нормативно-правові та міжнародні засади протимінної діяльності» (вивчення Закону України «Про протимінну діяльність в Україні», стандартів IMAS 04.10, IMAS 07.11, IMAS 08.20, національних стандартів NMAS, документів Міжнародного координаційного центру з розмінування (МАСС)); модуль «Класифікація та конструктивні особливості вибухонебезпечних предметів» (артилерійські снаряди різних калібрів, авіаційні бомби, протипіхотні та протитанкові міни, у т. ч. сучасні зразки, що застосовуються в поточному збройному конфлікті, СВП різного типу); модуль «Технічні засоби виявлення та знешкодження» (металошукачі типу CEIA MIL-D1, Vallon VMH3CS, наземні роботизовані комплекси типу Brokk, МР-2 «Ватажок», а також ручний інструментарій; особливості розмінування з використанням собак-мінорозшукачів); модуль «Тактика проведення розмінувальних операцій» (організація роботи на забрудненій ділянці, методи систематичного обстеження, документування та звітність); модуль «Психологічна

підготовка спеціаліста з розмінування» (стрес-менеджмент, методи психологічної саморегуляції, командна динаміка в умовах ризику).

Процесуальний аспект. На рівні конкретних методів і прийомів навчання рекомендується впровадити такі.

Метод проблемних ситуацій передбачає системне використання спеціально розроблених навчальних кейсів на основі реальних (деперсоналізованих) випадків роботи з вибухонебезпечними предметами. Кожен кейс містить детальний опис обстановки, завдання з виявлення проблеми та прийняття рішення, перелік наявних ресурсів і обмежень. Наприклад, кейс «Виявлення протипіхотної міни ПФМ-1С під час руху колони» передбачає розробку плану евакуації, огородження небезпечної зони та виклику відповідних служб у жорстких часових межах.

Імітаційне моделювання реалізується через проведення навчально-практичних занять на спеціально облаштованих полігонах, де штучно відтворено умови мінного забруднення з використанням навчальних макетів вибухонебезпечних предметів. Рекомендується ускладнювати умови поступово: від роботи в денний час за сприятливих погодних умов до нічних вправ в умовах дощу, обмеженого часу та імітованого психологічного тиску (звукові та світлові подразники, хронометраж).

Технологія рольових ігор застосовується для відпрацювання командної взаємодії. Здобувачі по черзі виконують ролі командира групи, оператора пошукового засобу, позначальника, документаліста, зв'язківця. Це забезпечує розуміння функціонального розподілу в команді та формує здатність до взаємозаміни.

Метод рефлексивного аналізу передбачає обов'язковий «дебриф» після кожного практичного заняття за алгоритмом: що планувалося — що відбулося — в чому розбіжність — чому — що робити інакше. Рефлексивний аналіз ведеться здобувачем у особистому щоденнику фахового розвитку, перевірка якого здійснюється куратором щомісяця.

Застосування інтерактивних цифрових засобів навчання передбачає використання тривимірних симуляторів розмінувальних операцій (Virtual Reality Demining Trainer), навчальних відеоматеріалів, підготовлених за підтримки HALO Trust, NPA та Норвезького народного допомогового агентства (NPA), а також платформ дистанційного навчання для опрацювання теоретичних модулів.

Залучення фахівців-практиків реалізується через систему запрошення офіцерів інженерних підрозділів Збройних Сил України, ДСНС та спеціалістів акредитованих гуманітарних організацій-операторів з розмінування (HALO Trust, DRC, FSD) для проведення майстер-класів, бесід та спільних практичних занять. Це не лише збагачує змістову складову

підготовки, а й потужно мотивує здобувачів через живі приклади значущості обраного фаху.

Системна психологічна підготовка здійснюється у взаємодії з практичним психологом і включає: тестування рівня стресостійкості (методика Ю. Щербатих, опитувальник PSS-10 у валідизованому україномовному варіанті), групові тренінги стрес-менеджменту, аутогенне тренування, техніки діафрагмального дихання, індивідуальні консультації. Особлива увага приділяється профілактиці накопиченого бойового стресу, оскільки частина здобувачів має досвід участі в бойових діях.

Оцінювання рівня готовності до професійної діяльності рекомендується здійснювати за трирівневою шкалою (початковий, середній, достатній/високий рівні) та комплексом діагностичних інструментів: тестування теоретичних знань (когнітивний компонент), спостереження та експертне оцінювання за чек-листом під час виконання практичних вправ (операційно-діяльнісний компонент), анкетування для вимірювання мотивації (методика К. Замфір у модифікації А. Реана) та психологічна діагностика (психологічний компонент).

Педагогічний експеримент проводився упродовж 2022–2024 навчальних років на базі закладу вищої військової освіти, що здійснює підготовку фахівців у сфері цивільного захисту та протимінної діяльності. До участі в експерименті залучено 84 здобувачі вищої освіти 3–4 курсів (усі чоловічої статі, середній вік — 21,4 ± 1,2 роки). Методом рандомізованого розподілу їх розподілено на контрольну групу (КГ, n = 42) та експериментальну групу (ЕГ, n = 42). Однорідність груп за вихідними показниками готовності підтверджено на констатувальному етапі відповідними статистичними процедурами (відмінності не є статистично значущими при $p > 0,05$).

Експеримент охоплював три послідовних етапи: констатувальний (вересень–жовтень 2022 р.) — первинна діагностика рівня готовності в обох групах; формувальний (листопад 2022 р. — травень 2024 р.) — упровадження розроблених методичних рекомендацій в освітній процес ЕГ при збереженні традиційного навчання в КГ; контрольний (червень 2024 р.) — повторна діагностика та зіставлення показників груп.

У КГ освітній процес здійснювався відповідно до чинних робочих навчальних програм із традиційними методами навчання (лекції, семінари, практичні заняття за усталеними алгоритмами). В ЕГ, крім традиційних елементів, послідовно впроваджувалися всі п'ять виокремлених педагогічних умов та відповідний інструментарій методичних рекомендацій: проблемно-ситуативне навчання, інтеграція IMAS, залучення практиків, тренінгові технології та міждисциплінарний підхід.

Вимірювання рівня готовності здійснювалося за чотирма компонентами структури. Для кожного компонента сформовано батарею валідних і надійних діагностичних методик: когнітивний компонент — спеціально розроблений тест теоретичних знань (52 запитання, коефіцієнт надійності Кронбаха $\alpha = 0,87$); мотиваційний — методика діагностики мотивації до успіху Т. Елерса, методика К. Замфір у модифікації А. Реана; операційно-діяльнісний — стандартизоване спостереження з чек-листом (47 показників) у ході виконання контрольного практичного завдання на полігоні; психологічний — методика діагностики стресостійкості Ю. Щербатих, методика «Самооцінка психічних станів» Г. Айзенка (тривожність, фрустрація, агресивність, ригідність).

За результатами первинної діагностики (констатувальний етап) у переважної більшості здобувачів обох груп зафіксовано початковий рівень готовності: в ЕГ — 71,4% ($n = 30$), у КГ — 69,1% ($n = 29$); середній рівень — відповідно 23,8% ($n = 10$) та 26,2% ($n = 11$); достатній/високий рівень — 4,8% ($n = 2$) в обох групах. Статистично значущих відмінностей між групами на цьому етапі не виявлено ($\chi^2 = 0,24$, $df = 2$, $p = 0,887$).

За підсумками контрольного зрізу, проведеного після завершення формувального етапу, зафіксовано суттєву позитивну динаміку в ЕГ за всіма компонентами готовності, тоді як у КГ зміни виявилися значно скромнішими.

Мотиваційний компонент. В ЕГ частка здобувачів із початковим рівнем мотивації скоротилася з 66,7% до 11,9%; середній рівень виявлено у 42,8% (приріст — 23,8 в. п.); достатній/високий — у 45,3% (приріст — 40,5 в. п.). У КГ відповідні зміни суттєво менш виражені: початковий рівень — зменшення з 64,3% до 42,9%; середній — з 28,6% до 35,7%; достатній/високий — зростання з 7,1% до 21,4%. Порівняльний аналіз методом кутового перетворення Фішера засвідчив статистично значущу перевагу ЕГ над КГ за показником «достатній/високий рівень мотиваційного компонента» ($\varphi = 2,73$, $p < 0,01$).

Когнітивний компонент. Середній бал за тестом теоретичних знань у ЕГ зріс з $51,3 \pm 4,7$ до $78,6 \pm 5,1$ (приріст — 27,3 бали); у КГ — з $50,8 \pm 4,9$ до $61,4 \pm 5,6$ (приріст — 10,6 бали). Різниця між групами в кінцевих показниках є статистично значущою ($t = 9,74$, $df = 82$, $p < 0,001$). Аналіз за рівнями показав, що в ЕГ частка здобувачів із достатнім/високим рівнем когнітивного компонента зросла з 4,8% до 57,1%, тоді як у КГ — лише з 4,8% до 21,4% ($\varphi = 3,85$, $p < 0,001$).

Операційно-діяльнісний компонент. Середній відсоток правильно виконаних операцій за чек-листом у ЕГ зріс з $43,2 \pm 6,1\%$ до $79,8 \pm 5,4\%$; у КГ — з $44,1 \pm 6,3\%$ до $57,6 \pm 7,2\%$. Відмінності між групами за

підсумковими показниками — суттєві ($t = 11,42$, $df = 82$, $p < 0,001$). Особливо значущий прогрес у ЕГ зафіксовано за показниками «правильна послідовність дій під час виявлення ВНП» (+41,3%), «безпечне маркування небезпечної зони» (+38,6%) та «документування та звітність» (+47,2%), що є прямим результатом впровадження стандартів IMAS до змісту навчання.

Психологічний компонент. За методикою Ю. Щербатих середній показник стресостійкості в ЕГ зріс з 34,7 ± 5,2 до 52,3 ± 4,8 балів (при максимумі 80 балів), тобто перейшов із зони «нижче середнього» до зони «вище середнього»; у КГ — з 35,1 ± 5,4 до 41,8 ± 5,9 балів (залишається в межах «нижче середнього»). За методикою Г. Айзенка зафіксовано значуще зниження показника тривожності в ЕГ (з 16,4 ± 2,7 до 10,8 ± 2,3 балів), тоді як у КГ аналогічний показник залишився практично незмінним (15,9 ± 2,8 і 14,7 ± 2,9 балів відповідно). Різниця між групами у кінцевих показниках психологічного компонента є статистично значущою ($t = 7,31$, $df = 82$, $p < 0,001$).

Узагальнені дані щодо розподілу здобувачів за рівнями готовності після формувального етапу засвідчують таке: в ЕГ початковий рівень загальної готовності зберігся лише у 4,8% здобувачів (2 особи), тоді як у КГ — у 35,7% (15 осіб); середній рівень в ЕГ — 35,7% (15 осіб), у КГ — 45,2% (19 осіб); достатній/високий рівень в ЕГ — 59,5% (25 осіб), у КГ — 19,1% (8 осіб). Перевірка значущості відмінностей розподілу методом χ^2 Пірсона: $\chi^2 = 21,48$, $df = 2$, $p < 0,001$, що підтверджує статистично значущу перевагу ЕГ над КГ і свідчить про ефективність впроваджених методичних рекомендацій.

Отримані результати свідчать про те, що запропоновані методичні рекомендації та педагогічні умови їх реалізації є ефективними для формування готовності майбутніх спеціалістів з розмінування до професійної діяльності. Водночас порівняння даних за окремими компонентами дозволяє виявити певні закономірності.

Найбільш виражений приріст в ЕГ зафіксовано за операційно-діяльнісним компонентом, що пояснюється кількаразовим збільшенням обсягу практичних занять на полігоні (з 36 до 72 академічних годин на навчальний рік) та системним застосуванням імітаційного моделювання і рольових ігор. Це узгоджується з положенням теорії діяльності О. Леонтьєва про те, що уміння формуються виключно у процесі виконання відповідної діяльності, а не лише через засвоєння знань про неї.

Суттєве зростання показників психологічного компонента в ЕГ пов'язане насамперед із системною роботою психолога та впровадженням спеціального тренінгового модуля. Дані узгоджуються з результатами досліджень В. Лефтерова (2008), який показав, що системна психологічна

підготовка впродовж 6–12 місяців достовірно підвищує стресостійкість фахівців екстремальних видів діяльності на 35–50% порівняно з контрольними групами.

Порівняно скромніша динаміка мотиваційного компонента в КГ пояснюється відсутністю цілеспрямованих заходів з формування ціннісного ставлення до фаху. Водночас певне зростання показника в КГ (з 7,1% до 21,4% — достатній/високий рівень) є природним наслідком загального поглиблення фахової підготовки та неминучого зіткнення здобувачів з реаліями мінної проблеми в умовах поточної війни, що виконує потужну мотивувальну функцію.

Слід зауважити, що окремі аспекти розробленої методики потребують подальшого вдосконалення. Зокрема, не всі здобувачі ЕГ, які досягли достатнього рівня за когнітивним компонентом, демонструють аналогічний рівень операційно-діяльнісного компонента. Це свідчить про нерівномірність формування готовності в різних здобувачів і потребує диференційованого підходу, що є перспективним напрямом подальших досліджень.

Також важливо враховувати обмеження проведеного дослідження. По-перше, відносно невелика вибірка (n = 84) знижує потужність статистичного аналізу, хоча й забезпечує статистичну значущість усіх виявлених відмінностей. По-друге, дослідження проводилося на базі одного закладу вищої освіти, тому узагальнення результатів на інші заклади вимагає додаткової перевірки. По-третє, ефективність формування готовності в реальних умовах виконання завдань з розмінування (тобто зовнішня валідність результатів) потребує верифікації шляхом подальшого відстеження фахового шляху випускників.

Висновки. Готовність майбутнього спеціаліста з розмінування до професійної діяльності є інтегрованим утворенням, що охоплює мотиваційний, когнітивний, операційно-діяльнісний та психологічний компоненти. Кожен компонент потребує цілеспрямованих педагогічних заходів і не формується автоматично в процесі традиційної підготовки.

Розроблені методичні рекомендації ґрунтуються на п'яти педагогічних умовах: проблемно-ситуативне навчання на основі реальних сценаріїв; інтеграція стандартів IMAS до змісту фахових дисциплін; залучення фахівців-практиків; системне застосування тренінгових технологій; реалізація міждисциплінарного підходу. Організаційна реалізація умов здійснюється поетапно (пропедевтичний, теоретико-практичний, інтеграційний етапи) і супроводжується комплексною психологічною підтримкою здобувачів.

Педагогічний експеримент (2022–2024 рр., n = 84) підтвердив ефективність розроблених методичних рекомендацій. Застосування

математично-статистичних методів (χ^2-критерій Пірсона, φ-критерій Фішера, t-критерій Стьюдента) засвідчило, що за всіма компонентами готовності здобувачі експериментальної групи суттєво перевищують показники контрольної групи, а виявлені відмінності є статистично значущими ($p < 0,001$). Зокрема, частка здобувачів із достатнім/високим рівнем загальної готовності в ЕГ становить 59,5% проти 19,1% у КГ ($\chi^2 = 21,48$, $p < 0,001$), що підтверджує дієвість виокремлених педагогічних умов та обґрунтованість запропонованих методичних рекомендацій.

Перспективами подальших досліджень є розробка диференційованих траєкторій формування готовності для здобувачів із різним вихідним рівнем підготовки та бойовим досвідом, а також верифікація результатів на репрезентативній вибірці з декількох закладів вищої освіти. Окремої уваги потребує розроблення методики оцінювання готовності в умовах реального виконання завдань з розмінування.

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ОСОБЛИВОСТІ ПІДГОТОВКИ ФАХІВЦІВ З ПИТАНЬ МОЛОДІ В УКРАЇНІ

Анотація. У статті досліджено питання розвитку молоді та державної молодіжної політики, яке цікавить багатьох як зарубіжних, так і вітчизняних вчених

Авторка зазначає, що в Україні державна молодіжна політика почала формуватися ще на початку 1990-х років і є складним та багатогранним феноменом, що охоплює широкий спектр питань, пов'язаних із соціальним становленням та розвитком молоді.

Важливим напрямом державної молодіжної політики, спрямованим на створення умов для соціалізації, самореалізації та розвитку молодих людей є соціальна робота з молоддю, яка передбачає надання соціальної підтримки та формування активної громадянської позиції, розвиток лідерських якостей, комунікативних навичок та залучення молоді до суспільного життя.

Виокремлено основні суб'єкти державної молодіжної політики: держава; громада; політичні організації; громадські об'єднання; політично активні громадяни.

Зазначено, що важливу роль у реалізації державної молодіжної політики відіграють молодіжні центри та молодіжні простори, діяльність яких спрямована на організацію освітніх, культурних, соціальних та волонтерських заходів, підтримку молодіжних ініціатив, розвиток неформальної освіти та створення безпечного середовища для молоді.

У висновках авторка констатує, що підготовка фахівців з питань молоді до роботи у молодіжних центрах та просторах є важливою складовою розвитку сучасної державної молодіжної політики і включає наступні напрями: оновлення змісту освітніх програм відповідно до сучасних потреб державної молодіжної політики; посилення практичної складової підготовки через стажування, волонтерську діяльність і участь у молодіжних проєктах; впровадження сучасних методів молодіжної роботи,

зокрема тренінгів, фасилітації, коучингу, менторства та інтерактивного навчання; розвиток цифрових компетентностей та використання цифрових платформ у роботі з молоддю; формування навичок комунікації, командної взаємодії, медіації та врегулювання конфліктів; удосконалення системи формальної та неформальної освіти, постійне підвищення кваліфікації молодіжних працівників; розширення міжнародного співробітництва та впровадження європейського досвіду молодіжної роботи; розвиток лідерських, організаційних і проєктних компетентностей підростаючого покоління; посилення взаємодії між органами влади, закладами освіти, громадськими організаціями та молодіжними центрами у сфері підготовки молодіжних працівників; підготовка фахівців до роботи з різними категоріями молоді, зокрема внутрішньо переміщеними особами, молоддю з вразливих груп та молодими ветеранами, учасниками бойових дій.

Ключові слова: соціальна робота, соціальна робота з молоддю, молодь, підготовка молодіжних працівників, молодіжні центри, методи молодіжної роботи.

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FEATURES OF TRAINING YOUTH SPECIALISTS IN UKRAINE

This article examines the development of young people and state youth policy, a topic of interest to many scholars both abroad and in Ukraine

The author notes that in Ukraine, state youth policy began to take shape as early as the early 1990s and is a complex and multifaceted phenomenon covering a wide range of issues related to the social formation and development of young people.

An important strand of state youth policy, aimed at creating conditions for the socialisation, self-realisation and development of young people, is social work with young people, which involves providing social support and fostering an active civic stance, developing leadership qualities and communication skills, and engaging young people in public life.

The main actors in state youth policy are identified: the state; the community; political organisations; civil society organisations; and politically active citizens.

It is noted that youth centres and youth spaces play an important role in the implementation of state youth policy; their activities are aimed at organising

educational, cultural, social and voluntary events, supporting youth initiatives, developing non-formal education and creating a safe environment for young people. In her conclusions, the author notes that training youth specialists to work in youth centres and spaces is a key component of the development of modern state youth policy and encompasses the following areas: updating the content of educational programmes in line with the current needs of state youth policy; strengthening the practical component of training through internships, voluntary work and participation in youth projects; introducing modern methods of youth work, in particular training, facilitation, coaching, mentoring and interactive learning; developing digital competences and using digital platforms in youth work; developing skills in communication, teamwork, mediation and conflict resolution; improving the system of formal and non-formal education, and ensuring continuous professional development for youth workers; expanding international cooperation and adopting European best practices in youth work; developing leadership, organisational and project management skills among the younger generation; strengthening cooperation between public authorities, educational institutions, civil society organisations and youth centres in the field of youth worker training; training specialists to work with different categories of young people, in particular internally displaced persons, young people from vulnerable groups and young veterans, and combatants.

Keywords: social work, youth work, young people, training of youth workers, youth centres, methods of youth work.

Постановка проблеми. У сучасних умовах розвитку українського суспільства молодь є важливим ресурсом соціально-економічного та демократичного розвитку держави. Водночас трансформаційні процеси, цифровізація суспільства, соціальні виклики та наслідки повномасштабної війни актуалізують необхідність створення ефективної системи підтримки молоді, розвитку молодіжної політики та забезпечення діяльності молодіжних центрів і просторів.

Особливого значення набуває професійна підготовка фахівців з питань молоді, здатних ефективно організовувати молодіжну роботу, забезпечувати соціальну підтримку молодих людей, сприяти розвитку їх громадянської активності, лідерського потенціалу та соціальної інтеграції. Саме молодіжні центри та простори виступають важливими осередками соціальної взаємодії, неформальної освіти, волонтерської діяльності та реалізації молодіжних ініціатив. У зв’язку з цим виникає потреба у вдосконаленні системи підготовки молодіжних працівників, розширенні практичної складової навчання та впровадженні сучасних методів молодіжної роботи.

Аналіз останніх досліджень і публікацій. Питання розвитку соціальної роботи з молоддю, становлення молодіжної політики та підготовки молодіжних працівників є предметом дослідження багатьох вітчизняних і зарубіжних вчених. У наукових працях розглядаються питання професійної компетентності фахівців соціальної сфери, організації діяльності молодіжних центрів, розвитку неформальної освіти, впровадження інноваційних підходів у молодіжній роботі тощо. Соціальні, політико-правові, державно-управлінські, організаційно-методичні аспекти формування і впровадження молодіжної політики стали предметом наукових досліджень ряду вітчизняних науковців. Так, теоретичні і методологічні засади формування і реалізації молодіжної політики в Україні досліджували Є. Бородін [2], М. Головатий, М. Канавець, Н. Метьолкіна [8], В. Мотречко, Р. Сторожук [13] та ін.

Останні теоретичні положення щодо реалізації молодіжної політики були розглянуті відомими фахівцями, такими як І. Артеменко, А. Васильєв [3], Г. Коваль [7], Н. Комарова, Пєшою І. [10; 11], Тілікіною Н. [14] та іншими науковцями. Разом із тим сучасні умови суспільного розвитку потребують подальшого дослідження механізмів підготовки фахівців до роботи з молоддю, особливо в умовах цифровізації, соціальних криз та посилення ролі громадянського суспільства.

Метою статті є дослідження особливостей підготовки фахівців з питань молоді до роботи у молодіжних центрах та просторах, а також визначення основних напрямів удосконалення професійної підготовки молодіжних працівників.

Виклад основного матеріалу. Питання розвитку молоді та державної молодіжної політики цікавить багатьох як зарубіжних, так і вітчизняних вчених. І сьогодні у XXI столітті дана проблематика висвітлюється у працях вчених та практиків.

В Україні державна молодіжна політика почала формуватися ще на початку 1990-х років. Упродовж років незалежності вона стала складовою державної політики та протерпіла значних зрушень. У 1990-х роках у молодіжній політиці України молодь була об’єктом політики, тоді як у період 2010-2020 років поняття «молодь» у сфері молодіжної політики стали розглядати як об’єкта-суб’єкта, а пізніше– через модель участі молоді (драбину Харта) [9, с. 134].

Молодіжна політика є складним та багатогранним феноменом, що охоплює широкий спектр питань, пов’язаних із соціальним становленням та розвитком молоді. Як зазначають Пєша І. та інші вчені, молодіжна політика є засобом створення необхідних умов і гарантій соціалізації молоді, тобто може розглядатися як механізм, за допомогою якого держава формує взаємовідносини з молоддю [10].

Термін «молодіжна політика» має чималу історію свого еволюційного розвитку, адже він відображає зміни в суспільних цінностях та потребах молоді. На початку третього тисячоліття молодіжну політику розглядали як систему заходів, що спрямовані на створення сприятливих умов для самореалізації підростаючого покоління, його соціалізації, інтеграції в суспільство та розкриття особистісного потенціалу. Саме від молоді, її активності та готовності до змін, до партнерства з державними органами залежатиме і ефективність державної молодіжної політики.

Важливим напрямом державної молодіжної політики, спрямованим на створення умов для соціалізації, самореалізації та розвитку молодих людей є соціальна робота з молоддю, яка передбачає надання соціальної підтримки та формування активної громадянської позиції, розвиток лідерських якостей, комунікативних навичок та залучення молоді до суспільного життя.

Ми підтримуємо думку вченої А. Гавловської [4, с. 74], яка аналізуючи молодіжну політику як соціально-державне явище, виділила її суб'єкти реалізації, зокрема до них вона віднесла:

– державу;
– громаду;
– політичні організації;
– громадські об'єднання;
– політично активних громадян.

Аналізуючи суб'єкти реалізації державної молодіжної політики (див. табл.1), держава здійснює свої функції через спеціалізовані державні установи, територіальна громада – через самоврядні органи, політичні організації – через державні й недержавні інституції, громадські об'єднання – через добровільні об'єднання фізичних і юридичних осіб і власне самі політично активні громадяни, які є учасниками політичного життя суспільства.

Таблиця 1

Суб'єкти реалізації державної молодіжної політики

Суб'єкти реалізації молодіжної політики	Держава	Громада	Політичні організації	Гро-мадські об'єднання	Політично активні громадяни
Органи, якими представлені суб'єкти ДМП	спеціалізовані державні установи (Міністерство молоді та спорту, Міністерство освіти і науки, відповідні департаменти обласних, Київської міської державних адміністрацій, що займаються питаннями молоді)	самоврядні органи (молодіжні ради при виконавчих комітетах міських рад, управління молоді та спорту в органах місцевого самоврядування, центри соціальних служб, центри надання адміністративних послуг)	державні й недержавні інституції (представляють інтереси молоді, визначають пріоритетні напрями суспільного розвитку	добровільні об'єднання фізичних і юридичних осіб (спрямовані на захист прав та інтересів, реалізацію суспільних, культурних, екологічних та інших потреб молоді)	учасники суспільного життя, які беруть участь у формуванні та реалізації державної молодіжної політики

Джерело: розроблено автором на основі [Гавловська.].

Таким чином, молодь є активним учасником державної молодіжної політики, адже вона входить до складу її суб'єктів.

Важливу роль у реалізації державної молодіжної політики відіграють молодіжні центри та молодіжні простори, діяльність яких спрямована на організацію освітніх, культурних, соціальних та волонтерських заходів, підтримку молодіжних ініціатив, розвиток неформальної освіти та створення безпечного середовища для молоді.

Молодіжні центри – це платформа для комунікації, співпраці та самореалізації молодих людей. Саме від активності молоді, професійної підготовки молодіжних працівників залежить і результативність молодіжних центрів та просторів. Сучасний фахівець з питань молоді повинен володіти комплексом професійних компетентностей, серед яких важливими є:

– комунікативні навички;
– здатність до організації командної роботи;
– навички медіації та вирішення конфліктів;
– знання методів соціальної та молодіжної роботи;
– вміння використовувати цифрові технології;
– здатність працювати з вразливими категоріями молоді.

Як зазначає Баранець Я. [1], деякі науковці поняття «компетентність» і «компетенція» розмежовують. Компетенція – це коло питань, у яких людина добре обізнана, тоді як компетентність – це поєднання знань у визначених галузях, здібностей, які дозволяють ґрунтовно обговорювати цю галузь й активно в ній діяти. Компетентний, як зазначає вчена, це той, хто здатний високо професійно діяти на основі здобутих знань, умінь, навичок та професійного і життєвого досвіду. В той же час компетентність – це здатність особистості ефективно застосовувати набуті знання, уміння і навички у певній галузі професійної діяльності та повсякденній життєдіяльності [1, с.48].

У сучасних умовах особливого значення набуває створення сприятливого середовища для всебічного розвитку молоді, її професійної самореалізації, громадянської активності та участі у процесах ухвалення управлінських рішень на місцевому рівні. Молодь, як найбільш динамічна, креативна та перспективна частина населення потребує особливої уваги та підтримки з боку влади. Саме тому створення належних умов для всебічного розвитку та самореалізації молоді, залучення її до активної участі в житті громади має стати пріоритетом діяльності місцевого самоврядування [6]. Молоде покоління є важливим ресурсом розвитку територіальних громад, джерелом передових ідей, інновацій та суспільних ініціатив.

Ефективність молодіжної роботи значною мірою залежить і від рівня професійної підготовки молодіжних працівників. Тому одним із ключових напрямів такої підготовки є застосування сучасних методів молодіжної роботи, які орієнтовані на активну взаємодію, розвиток практичних навичок та залучення молоді до спільної діяльності. До найбільш поширених методів належать тренінги, коучинг, менторство, інтерактивне навчання, проєктна діяльність, волонтерська діяльність та інструменти неформальної освіти. Саме ці підходи дозволяють формувати практичні навички роботи з молоддю та сприяють розвитку професійної мобільності молодих фахівців, а також розвитку комунікативних навичок, лідерського потенціалу, уміння працювати в команді та ефективно реагувати на потреби суспільства. Крім того, сучасні методи молодіжної роботи забезпечують формування практичного досвіду організації молодіжних заходів, реалізації соціальних проєктів та налагодження партнерської взаємодії між молоддю, громадськістю та органами влади.

Як зазначає І. В. Пєша [9, с. 159], науковий та практичній досвід надав можливість виокремити умови ефективного впровадження алгоритму обґрунтування напрямів та завдань молодіжної роботи на місцевому рівні:

– зацікавленість представників органів виконавчої влади та місцевого самоврядування у результатах: оцінка реального стану потреб молоді,

молодіжної робо ти і стратегічне планування подальших кроків у молодіжній сфері;

– робота молодіжної команди, які організує та координує взаємодію представників влади, спеціалістів та молодіжних активістів;

– безпосередня участь молоді на усіх етапах проєкту, створення молодіжної соціологічної служби;

– залучення та взаємодія у реалізації проєкту спеціалістів, які працюють з дітьми та молоддю, та молодіж ного активу громади;

– науково-методичний супровід діяльності та ефективна партнерська взаємодія між науковим закладом і органом місцевого самоврядування;

– публічна презентація й обговорення результатів.

В сучасних умовах особливого значення набувають підходи, пов'язані із суспільними викликами, цифровізацією, соціальними змінами та процесами повоєнного відновлення України. Тому підготовка кваліфікованих молодіжних працівників повинна бути орієнтована на поєднання теоретичних знань із практичними навичками, використання інноваційних методів роботи та формування здатності працювати в умовах швидких суспільних трансформацій.

Слід звернути увагу на поєднання формальної та неформальної освіти у процесі професійної підготовки молодіжних працівників. Їх участь у тренінгових програмах, міжнародних молодіжних обмінах, семінарах та освітніх проєктах сприяє підвищенню рівня професійної компетентності та адаптації до сучасних викликів.

Акцентуючи увагу на питаннях підготовки молодіжних працівників, слід пам'ятати й про цифрову компетентність молоді. Використання соціальних мереж, онлайн-платформ, цифрових інструментів комунікації та дистанційних форм роботи дозволяє забезпечити ефективну взаємодію з молоддю та розширити можливості молодіжних центрів.

Подальше удосконалення системи підготовки молодіжних працівників має ґрунтуватися на поєднанні теоретичної та практичної підготовки, розвитку неформальної освіти, впровадженні інноваційних методів навчання та врахуванні сучасних суспільних викликів. Це сприятиме підвищенню ефективності діяльності молодіжних центрів і просторів, активізації участі молоді у суспільному житті та розвитку громадянського суспільства в Україні.

Повномасштабне вторгнення військ російської федерації на територію України (24 лютого 2022 року) спричинило появу нових суспільних викликів, які пов'язані з воєнним станом, внутрішнім переміщенням населення та психологічними наслідками війни, що, в свою чергу, потребує посилення соціально-психологічної підтримки молоді. А це

зумовлює необхідність підготовки фахівців, здатних працювати в кризових умовах та забезпечувати підтримку молодих людей у процесі їх соціальної адаптації.

Висновки та результати дослідження. Підсумовуючи все вище зазначене, слід констатувати, що підготовка фахівців з питань молоді до роботи у молодіжних центрах та просторах є важливою складовою розвитку сучасної державної молодіжної політики і включає наступні напрями: оновлення змісту освітніх програм відповідно до сучасних потреб державної молодіжної політики; посилення практичної складової підготовки через стажування, волонтерську діяльність і участь у молодіжних проєктах; впровадження сучасних методів молодіжної роботи, зокрема тренінгів, фасилітації, коучингу, менторства та інтерактивного навчання; розвиток цифрових компетентностей та використання цифрових платформ у роботі з молоддю; формування навичок комунікації, командної взаємодії, медіації та врегулювання конфліктів; удосконалення системи формальної та неформальної освіти, постійне підвищення кваліфікації молодіжних працівників; розширення міжнародного співробітництва та впровадження європейського досвіду молодіжної роботи; розвиток лідерських, організаційних і проєктних компетентностей підростаючого покоління; посилення взаємодії між органами влади, закладами освіти, громадськими організаціями та молодіжними центрами у сфері підготовки молодіжних працівників; підготовка фахівців до роботи з різними категоріями молоді, зокрема внутрішньо переміщеними особами, молоддю з вразливих груп та молодими ветеранами, учасниками бойових дій.

Реалізація зазначених напрямів сприятиме підвищенню професійної компетентності молодіжних працівників, ефективності молодіжної роботи та активізації участі молоді у розвитку територіальних громад і громадянського суспільства в Україні.

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ІНТЕРАКТИВНИЙ АСИСТЕНТ ДЛЯ ІНКЛЮЗИВНОЇ ОСВІТИ: ВЗАЄМОДІЇ ПЕДАГОГІЧНОЇ КОМАНДИ ЗАСОБАМИ NOTEBOOKLM (ПРАКТИЧНИЙ КЕЙС ВПРОВАДЖЕННЯ)

Анотація. Статтю присвячено обґрунтуванню теоретико-методичних засад та практичної ефективності використання штучного інтелекту (на прикладі сервісу NotebookLM від Google) як інтерактивного асистента для оптимізації професійної взаємодії всередині команди психолого-педагогічного супроводу. У роботі проаналізовано сучасні виклики координації дій між учителями, асистентами вчителів та психологами в умовах цифровізації освіти. Розкрито дидактичний потенціал сервісу NotebookLM, зумовлений його архітектурою (принцип grounding). Це дозволяє мінімізувати ризики ШІ-«галюцинацій», забезпечує точність адаптації контенту під індивідуальні плани розвитку (ІПР) та гарантує високий рівень конфіденційності й захисту персональних даних учнів. Авторами запропоновано та емпірично перевірено модель взаємодії педагогічної команди, яка функціонує як «єдине вікно» для обміну даними та спільного прийняття рішень. Описано поетапний алгоритм створення інклюзивного уроку (на прикладі теми «Колообіг води в природі» з географії для 6 класу). Презентовано методичну розробку «Цифровий кейс-асистент інклюзивної команди». Результати апробації та анкетування педагогів засвідчили, що інтеграція NotebookLM забезпечує мульти-модальність подання матеріалу (зокрема, через аудіогенерацію та візуальні схеми), підвищує рівень залученості дітей з особливими освітніми потребами, покращує комунікацію в команді (на 75%) та скорочує час на підготовку адаптованих завдань приблизно на 70%, суттєво знижуючи професійне вигорання фахівців.

Практична значущість дослідження визначається можливістю безпосереднього впровадження сформульованих рекомендацій та запропонованого ШІ-асистента в реальну діяльність інклюзивних класів для підвищення якості персоналізації навчання.

Ключові слова: інклюзивне навчання, учитель-предметник, асистент вчителя, шкільний психолог, штучний інтелект, NotebookLM, команда супроводу, адаптація контенту, індивідуальний план розвитку.

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INTERACTIVE ASSISTANT FOR INCLUSIVE EDUCATION: ORGANISING TEAMWORK WITHIN THE TEACHING TEAM USING NOTEBOOKLM (A PRACTICAL IMPLEMENTATION CASE STUDY)

Abstract. The article is devoted to the substantiation of the theoretical and methodological foundations and practical effectiveness of using artificial intelligence (exemplified by Google's NotebookLM service) as an interactive assistant to optimize professional interaction within the psychological and pedagogical support team. The paper analyzes modern challenges of coordinating actions between teachers, teacher assistants, and psychologists under the conditions of educational digital transformation. The didactic potential of the NotebookLM service is revealed, which is driven by its architecture (the grounding principle). This minimizes the risks of AI "hallucinations", ensures content adaptation accuracy according to individual development plans (IDPs), and guarantees a high level of confidentiality and data protection of students' personal data.

The authors propose and empirically verify a pedagogical team interaction model that functions as a "single window" for data exchange and joint decision-making. A step-by-step algorithm for creating an inclusive lesson is described (using a 6th-grade geography lesson "Water Cycle in Nature"). The methodical design "Digital Case-Assistant of the Inclusive Team" is presented. The results of the approbation and teacher surveys showed that NotebookLM integration ensures content multimodality (in particular, via audio generation and visual

charts), increases the engagement level of children with special educational needs, improves team communication (by 75%), and reduces the time required for preparing adapted tasks by approximately 70%, significantly decreasing professionals' burnout.

The practical significance of the study is determined by the possibility of direct implementation of the formulated recommendations and the proposed AI assistant into the real activities of inclusive classrooms to improve the quality of personalized learning.

Keywords: inclusive education, subject teacher, teacher assistant, school psychologist, artificial intelligence, NotebookLM, support team, content adaptation, individual development plan.

Постановка проблеми. Сучасна система освіти України орієнтується на забезпечення рівного доступу до якісного навчання для всіх учнів, у тому числі для дітей з особливими освітніми потребами (ООП). Відповідно до положень Закону України «Про освіту» [3], а також нормативних документів щодо організації інклюзивного навчання [4], одним із ключових завдань закладів освіти є створення умов для ефективного включення таких дітей в освітній процес.

Разом із тим, практична реалізація інклюзивного навчання супроводжується низкою труднощів. Зокрема, значною проблемою є необхідність постійної адаптації навчального матеріалу відповідно до індивідуальних особливостей учнів з ООП, серед яких можуть бути діти з дислексією, розладами аутистичного спектра, порушеннями мовлення та іншими особливостями розвитку. І саме така адаптація потребує значних часових і професійних ресурсів, особливо з боку асистента вчителя, який безпосередньо залучений до супроводу дитини. Крім того, ефективність інклюзивного навчання значною мірою залежить від злагодженої взаємодії між учителем, асистентом вчителя та шкільним психологом. Доцільно зазначити, що однак у реальній практиці ця взаємодія часто ускладнюється через відсутність єдиного інформаційного середовища, де могли б систематизуватися індивідуальні плани розвитку (ІПР), корекційні методики та навчальні матеріали. У зв’язку з цим постає необхідність пошуку інноваційних рішень, які б дозволили оптимізувати процес адаптації навчального контенту та забезпечити ефективну комунікацію між учасниками команди психолого-педагогічного супроводу, батьками та учнем.

Аналіз останніх досліджень і публікацій. У сучасній педагогічній науці значна увага приділяється питанням цифровізації освіти та використання технологій штучного інтелекту. Зокрема, у працях

І. Денисюк, А. Кожевникової, І. Моленаар, С. Січкар, О. Спірін, В. Сусукайло та О. Терменжи й обґрунтовується потенціал штучного інтелекту у підвищенні ефективності освітнього процесу та персоналізації навчання [6, 7, 9, 10]. Дослідження А. Колупаєвої та О. Таранченко акцентують увагу на необхідності індивідуального підходу та командної взаємодії фахівців у процесі інклюзивного навчання [1], а концепція Нової української школи підкреслює важливість створення інклюзивного освітнього середовища [2].

Мета статті є обґрунтування теоретико-методичних засад та практичної ефективності використання штучного інтелекту (на прикладі сервісу NotebookLM) як інтерактивного асистента для оптимізації професійної взаємодії, координації та обміну даними всередині педагогічної команди, що здійснює інклюзивний супровід учнів.

Завдання статті:

1. Проаналізувати сукупність сучасних викликів, пов'язаних із координацією дій та обміном інформацією між суб'єктами інклюзивного навчання (вчителями, асистентами вчителів, спеціальними педагогами, психологами) в умовах цифрової трансформації освіти.

2. Розкрити дидактичний та асистивний потенціал сервісу NotebookLM, обґрунтувавши переваги його архітектури (робота в межах закритих персоналізованих джерел за технологією RAG) для потреб інклюзивного менеджменту та дотримання академічної доброчесності.

3. Емпірично перевірити та проаналізувати результати впровадження цього практичного кейсу (на базі закладу загальної середньої освіти), оцінивши ефективність використання NotebookLM.

4. Сформулювати практичні рекомендації для педагогічних працівників щодо інтеграції ШІ-асистентів в інклюзивний освітній простір.

Виклад основного матеріалу. Сучасний етап розвитку інклюзивної освіти безпосередньо пов'язаний із впровадженням цифрових технологій. Освітній процес уже неможливо уявити без цифрових інструментів, які не лише спрощують роботу вчителя, а й змінюють сам підхід до навчання й виховання. Особливо це стосується ситуацій, коли необхідно врахувати індивідуальні потреби кожного учня. Саме тому дедалі більшої уваги набувають технології штучного інтелекту, які здатні адаптувати навчальний матеріал, допомагати педагогам і покращувати взаємодію між усіма учасниками освітнього процесу.

Ми погоджуємося із І. Моленаар, що освіта є унікальною сферою застосування ШІ, з іншим акцентом порівняно з іншими сферами застосування, де ШІ часто використовується для автоматизації завдань. Для позиціонування ШІ в освіті вводиться перспектива доповнення та концепція

гібридного інтелекту для опису потенціалу ШІ для освіти. Основний аргумент полягає в тому, що для покращення освіти необхідна критична оцінка випадків використання ШІ для підтримки навчання та викладання. Для цього потрібна спільна мова, яка може сприяти створенню нових трансформаційних застосувань штучного інтелекту серед вчителів, учнів …[10, с. 632].

Одним із таких інструментів є NotebookLM – персоналізоване середовище, створене компанією Google, особливість якого полягає у тому, що він не працює з абстрактними знаннями, як більшість інших систем, а опирається виключно на ті матеріали, які завантажує сам користувач. Цей принцип часто називають «grounding», тобто простими словами, зазначена система аналізує лише конкретні документи: підручники, індивідуальні плани розвитку, конспекти уроків чи методичні рекомендації. Завдяки цьому результати є більш точними і передбачуваними. Такий підхід особливо важливий для інклюзивного навчання, адже він дозволяє створити контрольоване освітнє середовище, орієнтоване не на «середнього учня», а на конкретну дитину.

Наприклад, якщо завантажити індивідуальний план розвитку учня з порушеннями мовлення або розладами аутистичного спектра, система NotebookLM може допомогти адаптувати навчальний матеріал відповідно до цих особливостей. У результаті педагог отримує не загальні рекомендації, а конкретний, придатний до використання матеріал, що значно полегшує роботу асистента вчителя і водночас підвищує якість підготовки до уроку.

Також, окремої уваги заслуговує питання достовірності інформації. Відомо, що багато систем штучного інтелекту можуть генерувати так звані «галюцинації» – неточні або вигадані факти. У педагогічній практиці це є серйозною проблемою, адже помилки можуть вплинути на процес навчання дитини. Доцільно зазначити, що у випадку NotebookLM цей ризик суттєво знижується, адже система працює лише з перевіреними джерелами, які завантажує сам педагог. Отже, отримані результати значно більш надійні та придатні для використання в освітньому процесі.

Не менш важливим є і питання конфіденційності, адже у процесі інклюзивного навчання педагоги працюють із чутливою інформацією: індивідуальними планами розвитку, результатами діагностики, особистими характеристиками учнів. Використання інструменту, який не виходить за межі завантажених матеріалів, дозволяє мінімізувати ризики витоку даних й відповідає як етичним нормам, так і вимогам законодавства у сфері освіти.

Спираючись на дослідження В. Шевченко щодо потенціалу мульти-медійних та інтерактивних форматів у засвоєнні контенту [8], ми

розглядаємо NotebookLM як засіб забезпечення мультимодальності в інклюзивному навчанні.

Суттєвою перевагою досліджуваного цифрового засобу є гнучкість у поданні навчального контенту. Зокрема, NotebookLM забезпечує диференціацію матеріалу шляхом створення текстових пояснень, структурованих конспектів, покрокових алгоритмів, інструкцій та звітів. Додаткова функція аудіогенерації є вагомим чинником інклюзії, оскільки полегшує засвоєння інформації учнями, які мають бар'єри у читанні чи візуальному сприйнятті великих обсягів тексту. Зазначена мультимодальність робить контент адаптивним, що безпосередньо реалізує завдання інклюзивної освітньої парадигми».

Для більш повного розуміння доцільності використання цього зазначеного інструменту варто коротко порівняти його з іншими системами штучного інтелекту, наприклад, ChatGPT. Попри їхню універсальність, такі системи зазвичай не враховують конкретні навчальні програми чи особливості окремого класу. Вони працюють із загальними знаннями, тому можуть давати узагальнені або не зовсім точні відповіді. У контексті ж інклюзивного навчання це створює певні ризики, адже важливою є максимальна відповідність матеріалу конкретним потребам учня.

Натомість NotebookLM функціонує в межах заданої інформаційної бази, що означає як всі результати безпосередньо пов'язані з тими матеріалами, які використовує педагог у своїй роботі. Такий підхід забезпечує не лише точність, а й логічну узгодженість навчального контенту і тому цей інструмент є більш придатним для професійної педагогічної діяльності, особливо в умовах інклюзивного навчання.

Також ми б хотіли у цьому дослідженні розглянути модель взаємодії педагогічного колективу, в якій прослідковується ефективність інклюзивного навчання в залежності від того, наскільки злагоджено працює команда психолого-педагогічного супроводу (Див. рис. 1). До складу такої команди входять учитель-предметник, асистент вчителя та шкільний психолог й саме їхня взаємодія впливає на якість освітнього процесу для дитини з особливими освітніми потребами.



Рис. 1. Модель взаємодії педагогічної команди та NotebookLM для інклюзивної освіти в ЗЗСО.

Запропонована модель взаємодії базується на кількох ключових принципах: міждисциплінарності, індивідуальному підході до учня та використання штучного інтелекту як допоміжного інструменту. Кожен учасник освітнього процесу виконує свою функцію і водночас усі мають доступ до спільної інформаційної бази, що забезпечує цілісність підходу до навчання дитини.

Центральною фігурою в цій системі є вчитель-предметник, який ініціює роботу з матеріалом. Учитель завантажує до системи тексти підручників, презентації, конспекти уроків та інші ресурси й сприяє формуванню основи, з якою працює команда. Важливо зазначити, що вчитель не просто додає матеріали, а структурує їх: визначає тему, виділяє головні поняття, окреслює навчальні цілі.

Асистент вчителя виконує іншу, не менш важливу функцію, саме він працює з цим матеріалом, використовуючи можливості штучного інтелекту спираючись на індивідуальний план розвитку учня. І формує завдання на спрощення тексту, створює схеми, алгоритми або короткі інструкції. У результаті складний матеріал перетворюється на доступний і зрозумілий. Такий підхід дозволяє значно скоротити час підготовки до уроку і підвищити якість індивідуалізації навчання.

Також важливу роль у цій взаємодії відіграє і шкільний психолог, який враховує не лише навчальні, а й емоційні та когнітивні особливості дитини. Психолог може додавати до системи власні рекомендації, звертати увагу на

рівень тривожності, особливості сприйняття інформації, можливе перевантаження. За потреби він коригує результати, отримані за допомогою штучного інтелекту, що дозволяє зробити навчальний матеріал не лише зрозумілим, а й психологічно комфортним для учня.

Практичне застосування цієї моделі передбачає послідовну організацію роботи й реалізується у кілька етапів.

Перший етап – наповнення системи джерелами інформації, до яких належать підручники, навчальні програми, індивідуальні плани розвитку, методичні матеріали. Усі ці ресурси формують єдину базу знань, на якій працює система і завдяки цьому забезпечується узгодженість інформації та зростає ефективність подальших дій.

Другий етап – створення адаптованого навчального матеріалу, коли асистент вчителя формує запити до системи: спростити текст, створити завдання, підготувати тест або алгоритм. Наприклад, складний теоретичний матеріал можна подати у вигляді коротких речень або покрокової інструкції, плюс додатково можуть використовуватися візуальні підказки, що значно полегшує сприйняття інформації.

Третій етап – обговорення та доопрацювання результатів, коли усі учасники команди (вчитель-предметник, асистент вчителі та шкільний психолог) можуть взаємодіяти через вбудований чат у середовищі NotebookLM. Вони аналізують отримані матеріали, вносять зміни та погоджують остаточний варіант, що дозволяє уникнути помилок і забезпечити узгодженість дій.

З метою більш наочного представлення функціонального розподілу між учасниками інклюзивної команди доцільно подати його у вигляді таблиці *(Табл.1)*.

Таблиця 1

Розподіл функцій між учасниками інклюзивної команди при використанні NotebookLM

Учасник освітнього процесу	**Основні функції**	**Результат діяльності**
Вчитель-предметник	Завантаження навчальних матеріалів (підручники, конспекти, презентації); визначення теми та цілей уроку	Сформована база джерел для роботи ШІ
Асистент вчителя	Формулювання запитів до ШІ; адаптація навчального матеріалу; створення спрощених завдань і тестів	Адаптовані навчальні матеріали відповідно до ІПР

Учасник освітнього процесу	Основні функції	Результат діяльності
Шкільний психолог	Надання рекомендацій щодо емоційного стану та когнітивних особливостей учня; корекція матеріалів	Психологічно обґрунтований та безпечний навчальний контент
Уся команда	Спільне обговорення результатів у чаті; узгодження остаточних матеріалів	Готовий до використання адаптований навчальний продукт

Практична значущість запропонованої моделі організації взаємодії педагогічної команди з використанням NotebookLM підтверджується результатами її умовної апробації в освітньому процесі інклюзивного класу. У межах впровадження було змодельовано типову ситуацію роботи команди супроводу, до якої входять учитель-предметник, асистент вчителя та шкільний психолог. Усі вони взаємодіяли в єдиному цифровому середовищі, використовуючи його для адаптації навчального матеріалу.

Показовим прикладом стала підготовка до уроку географії у 6 класі на тему «Колообіг води в природі». У підручнику ця тема подається у вигляді складного тексту з використанням наукових термінів. Для більшості учнів це не є проблемою, однак для дітей з особливими освітніми потребами, особливо з труднощами читання або порушеннями мовлення, такий матеріал виявляється складним для сприйняття. У процесі роботи команда діяла поетапно: 1) Вчитель-предметник спочатку завантажив до середовища текст параграфа, а також додаткові пояснення до теми. 2) Асистент вчителя орієнтуючись на індивідуальний план розвитку учня, він сформулював запит до системи з метою спрощення матеріалу й у результаті обробки запиту штучний інтелект трансформував складний текст у зрозуміліші формулювання.

Зміст було подано у вигляді трьох ключових тез:

вода випаровується з поверхні Землі;

у повітрі вона утворює хмари;

потім повертається на землю у вигляді опадів.

Окрім цього, було створено візуальне представлення теми – алгоритм у вигляді послідовності дій, що значно полегшило сприйняття інформації.

3) Шкільний психолог доповнив отриманий результат рекомендаціями: зменшити обсяг тексту, використовувати короткі речення, додати наочні підказки. Це дозволило ще більше адаптувати матеріал до можливостей учня.

Підготовлений у такий спосіб матеріал був використаний під час уроку, а учень з особливими освітніми потребами зміг виконати завдання разом із класом, долучитися до обговорення та продемонструвати розуміння теми. Це свідчить про те, що рівень його залученості до навчального процесу підвищився і водночас підтверджується ефективність використання інструменту для індивідуалізації навчання.

Для оцінювання результативності впровадження було проведено анкетування педагогічних працівників (вчителі та асистенти вчителя), які брали участь у використанні зазначеної моделі.

До анкети були включені такі критерії:

✓ зручність використання інструменту;
✓ швидкість підготовки адаптованих матеріалів;
✓ якість індивідуалізації навчального контенту;
✓ ефективність взаємодії в педагогічній команді.

Отримані результати свідчать про загалом позитивне сприйняття запропонованого підходу. Понад 80% опитаних відзначили, що час підготовки адаптованих матеріалів суттєво скоротився і також педагоги звернули увагу на підвищення якості самих матеріалів. Близько 75% респондентів вказали на покращення комунікації між учителем, асистентом і психологом, що стало можливим завдяки використанню спільного цифрового середовища. Окремо варто відзначити, що у педагогів зменшилося професійне навантаження та зросла впевненість у правильності підготовлених матеріалів. Це є суттєвим фактором, який впливає не лише на ефективність роботи, а й на загальний психологічний стан фахівців. Для більш наочного представлення отриманих результатів доцільно використати діаграму, яка відображає зміну часу, необхідного для підготовки індивідуалізованих матеріалів (Схема 1):

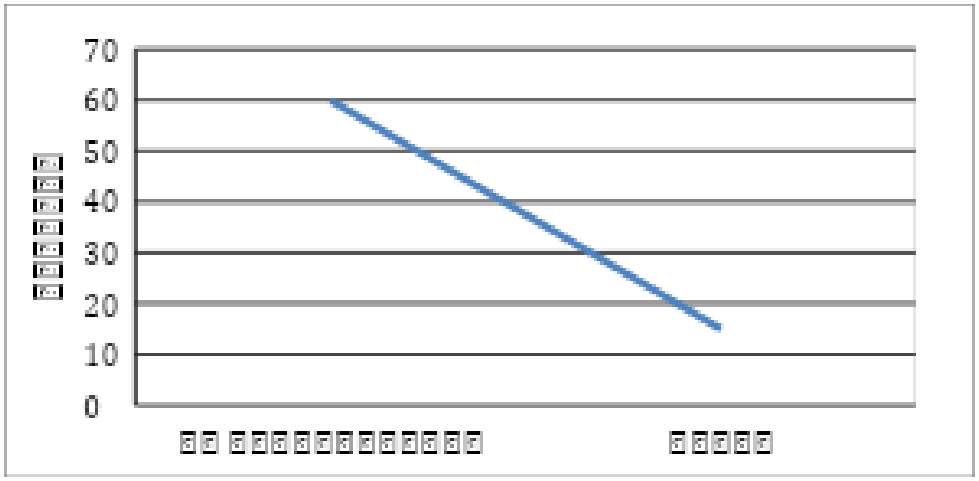

Схема 1. Зменшення часу на підготовку індивідуалізованих матеріалів

Діаграма наочно демонструє чотириразове скорочення часу, що свідчить про високу ефективність використання інструменту в педагогічній практиці у закладі загальної середньої освіти.



Рисунок 2. Алгоритм створення інклюзивного уроку з використанням NotebookLM

Для узагальнення практичного досвіду доцільно представити алгоритм роботи у вигляді інфографіки, яку можна використати як методичний інструмент для педагогів (Рис.2).

Результати практичної апробації свідчать про доцільність використання NotebookLM як інструменту підтримки інклюзивного навчання, що дозволяє не лише оптимізувати процес підготовки навчальних матеріалів, але й підвищити якість взаємодії педагогічної команди та рівень залученості учнів з особливими освітніми потребами до освітнього процесу.

Нами було розроблено та впроваджено методична розробка: «Цифровий кейс-асистент інклюзивної команди» https://notebooklm.google.com/notebook/78342da3-cfc4-40f7-a01b-663274192dd9?authuser=3 [5].

У сучасній практиці інклюзивного навчання взаємодія між учителем, асистентом вчителя та іншими фахівцями часто здійснюється за допомогою традиційних засобів комунікації, таких як паперові щоденники спостережень, електронна пошта або месенджери. Однак такі підходи не забезпечують достатньої швидкості обміну інформацією, не дозволяють ефективно систематизувати матеріали та ускладнюють процес адаптації навчального контенту відповідно до індивідуальних потреб учнів з особливими освітніми потребами.

В даному кейсі є: інфогафіка «Подорож краплинки: Колообіг води в природі»; нотатка «Адаптація уроку «Кругообіг води у природі» до індивідуальної програми розвитку (ІПР)»; ментальна карта «Природнича карта»; тест «Водна вікторина»(Див. Рис. 3.).

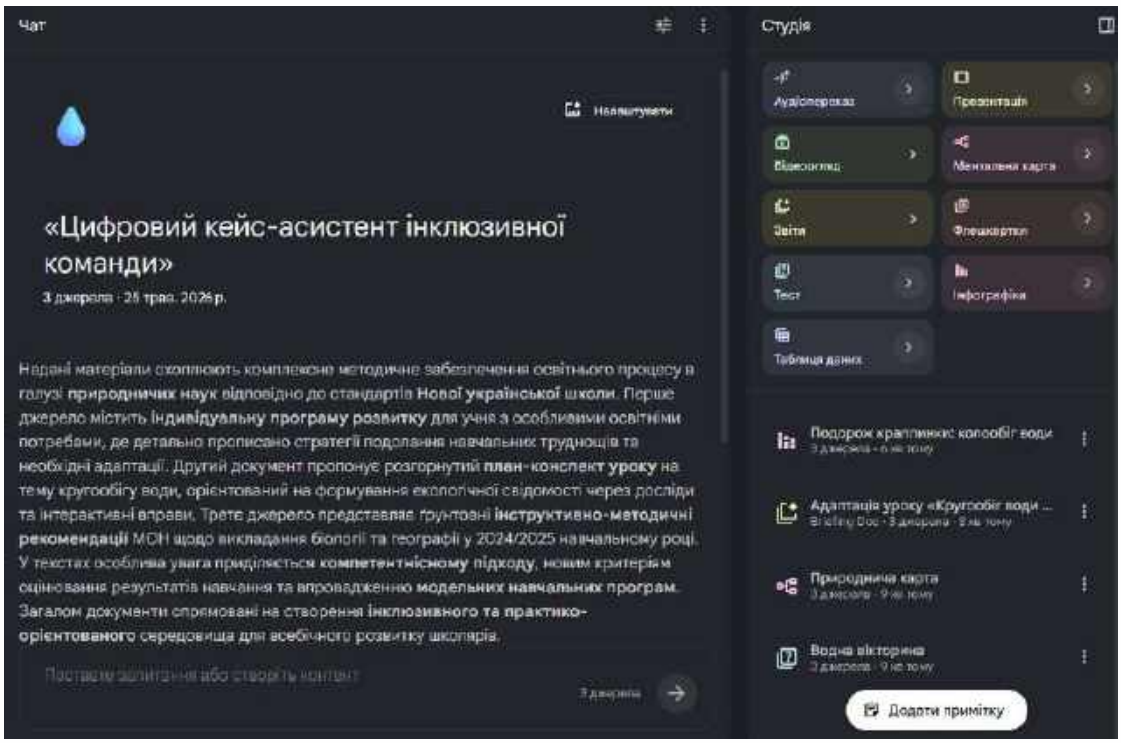

Рис. 3. Інтерфейс методичної розробки «Цифровий кейс-асистент інклюзивної команди» в NotebookLM.

Запропонована методична розробка передбачає створення єдиного цифрового середовища на базі NotebookLM, яке об’єднує всі необхідні ресурси для організації інклюзивного навчання. Новизна підходу полягає у використанні штучного інтелекту не лише як інструменту генерації тексту,

а як інтеграційного механізму, що забезпечує синхронізацію дій учителя, асистента вчителя та психолога.

Особливістю даної розробки є те, що штучний інтелект працює на основі конкретних завантажених джерел, зокрема індивідуальних програм розвитку (ІПР), що дозволяє враховувати специфіку кожного учня. Таким чином, створюється так зване «єдине вікно» для педагогічної команди, де всі учасники мають доступ до актуальної інформації, можуть оперативно взаємодіяти та спільно приймати рішення щодо адаптації навчального процесу.

Практичне впровадження «Цифрового кейс-асистента інклюзивної команди» демонструє його ефективність у реальних умовах освітнього процесу. Використання даного інструменту дозволяє:

- скоротити час на підготовку диференційованих та адаптованих завдань приблизно на 70%, що значно зменшує навантаження на педагогічних працівників;
- забезпечити наступність у роботі педагогів: у разі відсутності одного з фахівців інший має доступ до всієї бази матеріалів, напрацювань та рекомендацій;
- покращити комунікацію між членами педагогічної команди через єдине цифрове середовище.

Таким чином, розробка має не лише теоретичне, але й значне практичне значення для організації ефективного інклюзивного навчання.

Висновки з дослідження і перспективи подальших розвідок. У ході проведеного дослідження розглянуто актуальне питання організації ефективної взаємодії членів команди психолого-педагогічного супроводу в умовах інклюзивного навчання шляхом інтеграції сучасних цифрових інструментів, зокрема сервісу NotebookLM. Проведені розвідки дозволяють сформулювати такі ключові висновки:

✓ Аналіз реальної педагогічної практики засвідчив, що традиційні засоби комунізації та координації (паперові щоденники спостережень, електронна пошта, месенджери) не здатні забезпечити системного обміну інформацією та оперативного реагування на потреби учнів із особливими освітніми потребами (ООП). Це суттєво ускладнює та сповільнює процес адаптації навчального контенту.

✓ Обґрунтовано доцільність використання сервісу NotebookLM як інтерактивного ШІ-асистента в інклюзивній освіті. На відміну від універсальних систем (на кшталт ChatGPT), що оперують абстрактними знаннями та схильні до «галюцинацій», NotebookLM функціонує за технологією grounding (в межах закритих персоналізованих джерел, завантажених самими педагогами). Це гарантує високу точність, надійність,

відповідність конкретним ІПР та унеможливлює витік чутливих персональних даних учнів.

✓ Доведено, що NotebookLM забезпечує високу гнучкість і диференціацію матеріалу (створення текстових спрощень, візуальних схем, покрокових алгоритмів). Окреме значення має функція аудіогенерації, яка нівелює бар'єри сприйняття для дітей із порушеннями зору чи труднощами читання.

✓ Запропоновано та практично апробовано модель взаємодії, що об'єднує зусилля вчителя-предметника, асистента вчителя та шкільного психолога в «єдиному вікні» програми. Кожен учасник чітко виконує свою функцію (наповнення бази, формулювання запитів на адаптацію, психологічне коригування тексту) , що дозволяє створити узгоджений, якісний і психологічно комфортний для дитини освітній продукт.

✓ Результати умовної апробації (на прикладі уроку географії у 6 класі) та подальше анкетування педагогів підтвердили результативність розробки. Інтеграція «Цифрового кейс-асистента» дозволила скоротити час на підготовку модифікованих матеріалів приблизно на 70% (за окремими оцінками – до 4 разів), суттєво покращила комунікацію всередині команди (зафіксовано у 75% респондентів), забезпечила взаємозамінність фахівців та знизила рівень професійного вигорання і навантаження на вчителів.

Перспективи подальших розвідок є дослідження можливостей залучення батьків дитини з ООП до спільного інформаційного середовища NotebookLM з метою забезпечення безперервності процесу інклюзивного навчання вдома.

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ЕСТЕТИЧНЕ МИСЛЕННЯ ЯК ПРЕДМЕТ ФІЛОСОФСЬКОЇ ТА МИСТЕЦЬКОЇ ОСВІТИ

Анотація. У статті представлено розгорнутий філософсько-естетичний аналіз естетичного мислення як складного, багатовимірного та інтегративного феномену філософської та мистецької освіти. Теоретичне осмислення проблеми здійснюється на перетині візуального мислення, філософії творчості, символічної природи художнього образу та їхньої ролі у формуванні світоглядної культури особистості в умовах сучасної цифрової та медіакультури. Естетичне мислення інтерпретується як особлива форма духовно-практичного освоєння реальності, що поєднує чуттєве сприйняття, інтелектуальну рефлексію та творчо-уявне конструювання смислів.

Актуальність дослідження зумовлена глибинними трансформаціями сучасного культурного простору, що характеризується домінуванням візуальних комунікацій, цифрових технологій та медіасередовищ, у яких образ стає провідною формою репрезентації реальності. У цих умовах змінюються не лише способи передачі інформації, але й механізми її сприйняття, інтерпретації та осмислення. Візуальні медіа дедалі більше витісняють традиційні текстуальні форми, формуючи новий тип культурної чутливості, у якому переважає образно-символічне, фрагментоване та емоційно насичене мислення. Це зумовлює необхідність переосмислення ролі естетичного мислення як фундаментального чинника формування світоглядної культури особистості.

У межах сучасного освітнього простору зазначені процеси проявляються у зміні парадигми гуманітарної освіти, де дедалі більшої ваги набуває інтеграція філософського та мистецького компонентів. Традиційна

модель навчання, орієнтована переважно на раціонально-логічні процедури засвоєння знань, виявляється недостатньою для формування цілісного світогляду в умовах культури візуальності. Натомість актуалізується потреба у розвитку естетичного мислення як здатності до інтерпретації художніх образів, символічних структур і культурних кодів, що забезпечують глибинне розуміння реальності.

У дослідженні естетичне мислення розглядається крізь призму класичної філософської традиції, зокрема естетики І. Канта та Г. Гегеля. У кантівській філософії естетичний досвід постає як результат «вільної гри» уяви та розсудку, що забезпечує можливість незацікавленого споглядання прекрасного та формування універсальних суджень смаку. У Гегеля мистецтво трактується як форма чуттєвого виявлення абсолютного духу, що дозволяє розглядати художній образ як спосіб об'єктивації духовного змісту культури. Таким чином, класична естетика закладає підґрунтя для розуміння мистецтва як специфічної форми пізнання буття.

Постмодерний вимір проблеми представлено через концепції Жана Бодріяра та Вальтера Беньяміна. У теорії Бодріяра акцент робиться на феномені симулякра та гіперреальності, де образи втрачають зв'язок із первинною реальністю та починають функціонувати як автономні знакові системи. У свою чергу, Вальтер Беньямін аналізує трансформацію мистецтва в епоху технічної відтворюваності, підкреслюючи втрату «аури» художнього твору та зміну його онтологічного статусу в масовій культурі. У цьому контексті естетичне мислення набуває нового значення як здатність критично інтерпретувати множинні рівні візуальних і символічних репрезентацій.

У медіацентричному вимірі дослідження спирається на концепцію Маршалла Маклюена, відповідно до якої медіа не лише передають зміст, але й формують самі способи сприйняття та структури свідомості людини. Відомий принцип «medium is the message» дозволяє розглядати медіа-середовище як активний чинник конструювання реальності, у якому змінюється природа чуттєвості, мислення та комунікації. У цьому контексті естетичне мислення виступає як необхідна умова адаптації особистості до умов медіакультури та водночас як механізм збереження глибинного смислового рівня сприйняття.

У результаті дослідження доведено, що естетичне мислення виконує не лише художньо-пізнавальну функцію, але й виступає ключовим чинником формування світоглядної культури особистості. Воно забезпечує інтеграцію емоційного, інтелектуального та духовного досвіду, сприяє розвитку символічного мислення, творчої уяви та здатності до глибокої інтерпретації культурних смислів. Особливо важливим є те, що в умовах

цифрової культури естетичне мислення стає інструментом протидії поверховій візуальності та фрагментації досвіду.

Таким чином, інтеграція філософської та мистецької освіти постає як необхідна умова формування сучасної гуманітарної парадигми, орієнтованої на розвиток цілісної, творчої та світоглядно зрілої особистості. Запропонований підхід дозволяє поглибити розуміння естетичного мислення як універсального механізму культурного осмислення реальності в умовах складної взаємодії класичних, модерних та постмодерних інтелектуальних традицій.

Ключові слова: естетичне мислення, візуальне мислення, філософія творчості, художній образ, символ, медіакультура, мистецька освіта, філософська освіта, світоглядна культура, цифрова візуальність, симулякр, творчість.

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AESTHETIC THINKING AS A SUBJECT OF PHILOSOPHICAL AND ART EDUCATION

Abstract. The article presents an in-depth philosophical and aesthetic analysis of aesthetic thinking as a complex, multidimensional, and integrative phenomenon within philosophical and art education. Theoretical interpretation of the problem is carried out at the intersection of visual thinking, philosophy of creativity, the symbolic nature of the artistic image, and their role in shaping the worldview culture of the individual in the context of contemporary digital and media culture. Aesthetic thinking is understood as a specific form of spiritual and practical engagement with reality, combining sensory perception, intellectual reflection, and creative-imaginative construction of meaning.

The relevance of the study is determined by the profound transformations of the contemporary cultural space, characterized by the dominance of visual communication, digital technologies, and media environments in which the image becomes the leading form of representing reality. Under these conditions, not only the ways of transmitting information are changing, but also the mechanisms of its

perception, interpretation, and comprehension. Visual media increasingly replace traditional textual forms, forming a new type of cultural sensibility characterized by figurative-symbolic, fragmented, and emotionally saturated thinking. This necessitates a rethinking of the role of aesthetic thinking as a fundamental factor in shaping the worldview culture of the individual.

Within the modern educational space, these processes are manifested in a paradigm shift in humanities education, where the integration of philosophical and artistic components becomes increasingly significant. The traditional educational model, primarily oriented toward rational-logical procedures of knowledge acquisition, proves insufficient for forming a holistic worldview in the context of visual culture.

Instead, there is an increasing need for the development of aesthetic thinking as the ability to interpret artistic images, symbolic structures, and cultural codes that provide a deeper understanding of reality.

In this study, aesthetic thinking is examined through the lens of classical philosophical tradition, particularly the aesthetics of Immanuel Kant and Georg Wilhelm Friedrich Hegel. In Kantian philosophy, aesthetic experience is understood as the result of the "free play" of imagination and understanding, enabling disinterested contemplation of beauty and the formation of universal judgments of taste. In Hegel's philosophy, art is interpreted as a form of sensuous manifestation of absolute spirit, allowing the artistic image to be understood as a mode of objectifying the spiritual content of culture. Thus, classical aesthetics lays the foundation for understanding art as a specific form of cognition of being.

The postmodern dimension of the problem is represented through the concepts of Jean Baudrillard and Walter Benjamin. Baudrillard's theory emphasizes the phenomenon of the simulacrum and hyperreality, where images lose their connection to primary reality and function as autonomous sign systems. Walter Benjamin, in turn, analyzes the transformation of art in the age of mechanical reproduction, highlighting the loss of the "aura" of the artwork and the change in its ontological status within mass culture. In this context, aesthetic thinking acquires a new significance as the ability to critically interpret multiple layers of visual and symbolic representations.

In the media-centric dimension, the study relies on Marshall McLuhan's concept, according to which media do not merely transmit content but actively shape the ways of perception and structures of human consciousness. His famous principle "the medium is the message" allows us to view the media environment as an active factor in constructing reality, in which the nature of sensibility, thinking, and communication is transformed. In this context, aesthetic thinking serves both as a necessary condition for individual adaptation to media culture and as a mechanism for preserving a deeper semantic level of perception.

The study demonstrates that aesthetic thinking performs not only an artistic-cognitive function but also acts as a key factor in the formation of an individual's worldview culture. It ensures the integration of emotional, intellectual, and spiritual experience, promotes the development of symbolic thinking, creative imagination, and the ability for deep interpretation of cultural meanings. Particularly important is the fact that in the context of digital culture, aesthetic thinking becomes a tool for resisting superficial visuality and the fragmentation of experience.

Thus, the integration of philosophical and artistic education emerges as a necessary condition for the formation of a contemporary humanitarian paradigm oriented toward the development of a holistic, creative, and worldview-mature individual. The proposed approach enables a deeper understanding of aesthetic thinking as a universal mechanism of cultural interpretation of reality within the complex interaction of classical, modern, and postmodern intellectual traditions.

Keywords: aesthetic thinking, visual thinking, philosophy of creativity, artistic image, symbol, media culture, art education, philosophical education, worldview culture, digital visuality, simulacrum, creativity.

Постановка проблеми. У сучасному освітньому та культурному просторі спостерігається посилення ролі візуальної комунікації, що супроводжується трансформацією способів сприйняття, інтерпретації та осмислення реальності. Домінування цифрових медіа, зростання обсягів візуального контенту та зміна механізмів культурної репрезентації спричиняють переорієнтацію гуманітарного знання від переважно раціонально-дискурсивних моделей до образно-символічних форм пізнання. За таких умов естетичне мислення постає не лише складником художньої культури, а й важливим механізмом формування світоглядних орієнтацій, ціннісних установок та творчої самореалізації особистості.

Особливої актуальності ця проблема набуває в контексті сучасної філософської та мистецької освіти, де виникає необхідність переосмислення ролі образу, символу та візуального мислення у процесі формування цілісної особистості. Традиційна освітня модель, орієнтована переважно на раціонально-логічні форми пізнання, дедалі менше відповідає умовам культури візуальної цивілізації, у межах якої людина взаємодіє зі світом через медіаобрази, символічні коди та емоційно насичені форми комунікації. Унаслідок цього актуалізується проблема розвитку естетичного мислення як здатності до інтерпретації культурних смислів, творчої рефлексії та духовного самопізнання.

Найбільш виразно зазначений процес проявляється у трансформації способів культурного сприйняття та функціонування художнього образу.

Візуальний образ перестає бути лише елементом мистецької репрезентації та набуває статусу універсального засобу конструювання соціальної реальності. За таких умов естетичне мислення стає важливим інструментом орієнтації людини у просторі культурних смислів та формування здатності до критичного й творчого осмислення дійсності.

Проблема полягає в тому, що інтенсивна візуалізація культури нерідко супроводжується фрагментацією досвіду, поверховістю сприйняття та втратою здатності до глибокої інтерпретації символічних змістів. У ситуації домінування швидкоплинних медіаобразів художнє сприйняття часто редукується до емоційної реакції, позбавленої рефлексивного виміру. Це створює ризик послаблення світоглядної культури особистості та ускладнює процес формування стійких духовних і ціннісних орієнтирів. Водночас саме мистецтво й філософія здатні забезпечити умови для розвитку цілісного естетичного досвіду, у якому поєднуються чуттєве, інтелектуальне та духовне освоєння світу.

Отже, виникає потреба у концептуальному осмисленні естетичного мислення як міждисциплінарного феномену, що поєднує філософський, культурологічний та мистецько-педагогічний виміри.

Актуальним стає дослідження ролі візуального мислення, символу та художнього образу у формуванні світоглядної культури особистості, а також визначення потенціалу філософської та мистецької освіти у розвитку творчої й духовно компетентної людини в умовах сучасної візуальної культури.

Аналіз останніх досліджень і публікацій. Проблематика естетичного мислення у сучасному гуманітарному дискурсі розглядається на перетині філософії, естетики, культурології, мистецтвознавства та теорії медіа. У контексті сучасної візуальної культури особливої актуальності набувають дослідження, присвячені взаємозв'язку художнього образу, символічного мислення та процесів формування світоглядної культури особистості.

Вагомий внесок у становлення естетики як самостійної філософської дисципліни здійснив А. Баумґартен, який увів поняття «естетика» у науковий обіг та визначив її як науку про чуттєве пізнання. Аналізу естетичних поглядів Баумґартена присвячено дослідження І. Пасічника, де підкреслюється значення чуттєвого досвіду у формуванні естетичного судження та розвитку художнього сприйняття. Водночас В. Татаркевич у праці «Історія шести понять» простежує еволюцію категорій прекрасного, творчості, мистецтва та естетичного переживання, акцентуючи увагу на історичній змінності естетичних концептів і культурних моделей сприйняття.

Класичне філософське осмислення естетичного мислення репрезентоване працями І. Канта та Г. Ф. Гегеля. У «Критиці сили судження» Кант розглядає естетичне судження як результат «вільної гри» уяви та розсудку, пов'язуючи досвід прекрасного зі здатністю людини до незацікавленого споглядання та універсалізації чуттєвого досвіду. У свою чергу, Гегель у «Лекціях з естетики» трактує мистецтво як форму чуттєвого самовираження абсолютного духу, у межах якої художній образ постає способом об'єктивації духовного змісту культури.

Проблема візуального мислення та психології художнього сприйняття знайшла ґрунтовне висвітлення у працях Рудольфа Аргейма. У дослідженні «Art and Visual Perception» учений аналізує візуальне мислення як особливу форму пізнавальної діяльності, у якій процес сприйняття нерозривно пов'язаний із творчою інтерпретацією образу.

Сучасний етап розвитку культури актуалізує дослідження феномену «візуального повороту», що пов'язаний із домінуванням образу в цифровому медіапросторі. У цьому контексті заслуговує на увагу праця С. Іванової, у якій візуальне мислення аналізується як культурно-епістемологічне явище, що визначає специфіку сучасного художнього досвіду та трансформацію способів рецепції мистецтва.

Постмодерний вимір естетичного мислення розкривається у концепціях Жана Бодріяра та Ґі Дебора. Ж. Бодріяр у праці «Симулякри і симуляція» досліджує феномен симулякра та гіперреальності, у межах яких образ втрачає зв'язок із реальністю та починає функціонувати як автономний знак. Ґі Дебор у концепції «суспільства спектаклю» акцентує увагу на перетворенні соціальної реальності на систему видовищних репрезентацій, де візуальність стає основним способом організації суспільної свідомості.

Особливе значення для осмислення трансформації мистецтва в умовах технічної репродукції має концепція Вальтера Беньяміна. У праці «Мистецький твір у добу його технічної відтворюваності» філософ аналізує втрату художнім образом його «аури», що зумовлює зміну статусу мистецтва та перехід від ритуально-сакральної функції до масово-комунікативної й політичної.

Медіацентричний аспект проблеми представлений у працях Маршалла Маклюена, який розглядав медіа як чинник формування способів мислення та сприйняття людини.

Попри значну кількість досліджень, проблема естетичного мислення як інтегративного феномену філософської та мистецької освіти залишається недостатньо розробленою. Потребують подальшого осмислення питання взаємодії візуального мислення, символічної природи художнього образу та

медіакультури у процесі формування світоглядної культури особистості в умовах цифрової цивілізації.

Метою статті є дослідження естетичного мислення як феномену філософської та мистецької освіти крізь призму концепцій І. Канта, Г. Гегеля, Ж. Бодріяра, В. Беньяміна та М. Маклюена, а також аналіз ролі візуального мислення, символу й художнього образу у формуванні світоглядної культури особистості в умовах сучасної медіакультури.

Виклад основного матеріалу дослідження. У сучасному гуманітарному дискурсі проблема естетичного мислення набуває особливої актуальності у зв'язку з трансформацією способів сприйняття та інтерпретації реальності. Цифрова культура, домінування візуальних медіа та інтенсивне поширення образної комунікації зумовлюють переосмислення ролі візуальності у процесах пізнання, освіти та формування світогляду особистості. За таких умов естетичне мислення ми розуміємо не лише як здатність до художнього сприйняття, а як особливу форму інтелектуально-духовного освоєння світу, зумовлену образним, символічним та емоційно-смисловим тлумаченням дійсності.

Безпосереднім механізмом такого тлумачення виступає візуальне мислення, яке ґрунтується на здатності людини оперувати образами, просторовими уявленнями, асоціативними зв'язками та символічними конструкціями. Рудольф Аргайм визначає візуальне мислення як інтеграцію сприйняття, міркування та інтуїції, стверджуючи: «Будь-яке сприйняття є також мисленням, будь-яке міркування – також інтуїцією, будь-яке спостереження – також творчим винаходом» [5]. Цей підхід, на відміну від суто раціонально-логічного способу пізнання, передбачає синтетичне сприйняття реальності, де емоційне, інтуїтивне та чуттєве поєднуються з інтелектуальним аналізом.

Окреслена пізнавальна функція образу актуалізує історико-теоретичне підґрунтя проблеми. Філософське осмислення образу бере свій початок у класичній естетиці, де мистецтво мислиться як специфічний спосіб пізнання буття. Такий фокус виокремлює філософську естетику, теоретичні основи якої закладені у творах А. Баумгартена. Принагідно зауважимо думку вітчизняного дослідника І. Пасічника, який стверджує, що незважаючи на ряд некоректних тлумачень, саме те вчення, яке назвав естетикою А. Баумґартен, є основним та необхідним для розуміння сутності естетичного і естетики, а також усіх процесів та явищ, що проходили і з'являлися під цими іменами [4]. Центральним поняттям естетики представники галузі вважають поняття прекрасного.

На думку В. Татаркевича прекрасне означає все, що ми споглядаємо, чуємо й уявляємо з утіхою та розумінням [5, С. 160]. Ми погоджуємось з

тезою, про те, що проблема прекрасного належить до кола вічних філософських питань, водночас її осмислення значною мірою пов'язане із суб'єктивним досвідом людини. І. Кант, зосереджує увагу на аналізі саме суб'єктивних передумов сприйняття прекрасного. Прекрасне у Канта – це не властивість речі, а резонанс. Філософ розглядає естетику як завершальний елемент цілісної філософської системи, підносячи її до рівня самостійної філософської дисципліни. Важливим аспектом концепції німецького класика є переосмислення ролі людини в естетичному процесі: якщо попередня традиція здебільшого трактувала людину як пасивного споглядача прекрасного, то Кант акцентував її активну, творчо-продуктивну природу. У «*Критиці сили судження*» Кант висловлює думку про те, що людина є співтворцем естетичного досвіду, в якому естетичне судження співвідноситься із здатністю уяви до вільної гри, у межах якої відбувається гармонійна взаємодія уяви та розсудку. Саме ця «вільна гра» пізнавальних здібностей і створює умови для естетичного переживання прекрасного та формує особливий тип духовного досвіду, що не має утилітарного характеру. Кант підкреслював, що естетичне судження виникає як форма «незацікавленого задоволення», коли предмет сприймається не через його практичну користь, а через здатність викликати внутрішню гармонію пізнавальних сил суб'єкта [10].

Особливо важливою для сучасного розуміння естетичного мислення є кантівська ідея про продуктивний характер уяви. Уява в естетичному досвіді не лише відтворює образи, а й формує нові способи бачення світу, відкриваючи простір творчої інтерпретації [10]. Саме тому уяву як компонент естетичного мислення у сучасній освіті слід розглядати як важливий механізм розвитку креативності, символічного мислення та світоглядної культури особистості.

Утвердження зазначеної тези актуалізує принципове значення філософського складника в освітньому процесі. Адже предмети філософського циклу щонайперше є інтелектуальним тлом та фундаментальною методологічною основою, яка забезпечує глибину та усвідомленість сприйняття культурних смислів. Ми вважаємо, що без осмислення класичних та сучасних онтологічних і гносеологічних концепцій розвиток продуктивної уяви майбутнього вчителя ризикує залишитися на рівні поверхового комбінування візуальних елементів.

Також відзначимо, що включення філософського інструментарію в архітектоніку мистецької освіти дозволить і майбутнім митцям і педагогам здолати межі суто технологічного утилітаризму. Звертаючись до викладацької практики, ми переконані, що розвиток філософської рефлексії безумовно змінює вектор навчання, перетворюючи його на простір

самопізнання та критичного аналізу соціокультурної реальності. А ознайомлення здобувачів освіти з категоріальним апаратом, історичною генезою, концептуальною палітрою необхідно для розуміння природи образу, сутності символу та закономірностей розвитку художньої свідомості. Відтак, зауважимо, що філософський компонент в мистецькій освіті здатен побудувати місток між пасивним спогляданням та моделювання нових світоглядних орієнтирів, інтегруючи емоції чутливість, креативність та інтелект у злагоджену систему поглядів.

У контексті мистецької освіти зазначений підхід, по-перше, актуалізує перехід від репродуктивних моделей навчання до формування вмінь інтерпретувати, проживати та моделювати художній образ; по-друге, визначає вектор організації навчального процесу, що передбачає системне оперування візуальним образом як динамічною структурою. Останнє інтегрує формальні характеристики, емоційне сприйняття та інтер-суб'єктивний аналіз, забезпечуючи становлення майбутнього фахівця як автономного суб'єкта культуротворення, здатного до глибокої світоглядної рефлексії.

Необхідність такого методичного розгортання зумовлена тим, що специфіка візуального образу як носія смислу полягає в здатності до миттєвої інтеграції чуттєвого та раціонального досвіду. На відміну від лінійного текстового повідомлення, візуальна форма сприймається сингулярно й цілісно, де первинним провідником розуміння виступає емоція. Емоційний відгук у цьому процесі виконує роль каталізатора рефлексії: він маркує соціокультурну значущість побаченого, знімає когнітивні бар'єри та переводить зовнішній візуальний стимул у площину особистісних переживань. Смисл, відтак, не є наперед заданою статичною константою, а народжується безпосередньо у точці інтелектуального осмислення цієї емоції. Завдяки такій трикомпонентній структурі «образотворчий елемент – емоційне проживання – смислова експлікація» майбутній фахівець отримує інструмент для розкодування складних культурних кодів та усвідомленого моделювання власної художньої реальності.

Окреслена трикомпонентна структура безпосередньо корелює з класичними філософськими моделями естетичного сприйняття : взаємозв'язок між візуальною формою, емоційним відгуком та інтелектуальною рефлексією фактично експлікує на методичному рівні базові положення кантівського ідеалізму, який отримує своє масштабне онтологічне розширення в системі об'єктивного ідеалізму Г. Гегеля.

Поринаючи у філософський світ творця ідеї абсолютного духу, ми спостерігаємо якісно інший погляд. У міркуваннях Гегеля мистецтво постає

початковою формою самопізнання Абсолюту, де істина вперше набуває конкретного буття через «чуттєве явлення ідеї», а художній образ трансформується з інструменту індивідуального пізнання в універсальну форму саморозкриття світового розуму [9]. Для мистецької освіти цей ракурс можна назвати фундаментальним, так як він доводить, що оперування образами є формою залучення людини до вищих інтелектуально-духовних смислів культури, де кожна візуальна чи художня форма виступає щаблем у розвитку свідомості.

У сучасній філософії мистецтва візуальність дедалі частіше розглядається як автономний спосіб продукування смислів, що впливає на формування цінностей, ідентичності та моделей соціальної комунікації. Ця тенденція пов'язана, як зазначають дослідники, із теоретичним осмисленням «візуального (іконічного) повороту», обґрунтованого у працях В. Дж. Т. Мітчелла та Г. Беома, де образ перестав тлумачитися як проста ілюстрація до тексту або пасивне віддзеркалення реальності [3]. Таким чином візуальність набуває окремого статусу пізнавальний акту, в основі якого прихована своєрідна логіка смислотворення.

Процес автономізації візуальних смислів та їхній вплив на соціальну комунікацію детально розкрито у критичних концепціях постмодернізму й медіафілософії. Зокрема, у теорії симулякрів Жана Бодріяра обґрунтовано концепт візуальних образів, які втрачають зв'язок із реальною мішенню референції та починають конструювати самодостатню гіперреальність, визначаючи споживацькі цінності й моделі поведінки індивіда [1]. Натомість Вальтер Беньямін ще на етапі становлення масової культури зафіксував втрату образом його сакральної «аури» в добу технічної відтворюваності, що трансформувало функцію мистецтва з ритуальної на політичну й комунікативну [7].

У медіацентричному вимірі Маршалла Маклюена візуальні медіа розглядаються як безпосереднє технологічне «продовження людини», що докорінно змінює архітектоніку людського сприйняття та переформатовує матрицю ідентичності [11]. Таким чином, естетичне мислення набуває епістемологічного забарвлення, де візуальний образ не скільки ілюструє готову думку, стільки акумулює форму та джерело пізнання. У цьому контексті методика викладання мистецьких дисциплін зміщує фокус уваги на розвиток критичного бачення, а саме вмінні розпізнавати маніпуляції, симулякри та приховані ідеології в медіапотоці. Цей факт змушує сучасного здобувача бути активним співтворцем, здатним інтерпретувати візуальні метафори в режимі реального часу. Саме тому філософська складова освіти орієнтується на аналіз медіаобразів, оскільки абстрактні концепції сприймаються опосередковано, через конкретні візуальні фрейми. Тому

пріоритетна візуальна логіка: адже якщо основа лінійного тексту є імплікативною, то візуальний образ відображається в мисленні вже інтегрально. На цій основі формується естетичне мислення монтажу, що створює принципово новий тип раціональності. За такого підходу іконосфера функціонує як когнітивне середовище. Відповідно до концепцій медіафілософії, людство існує всередині штучного візуального простору, де медіаобрази конструюють соціальну реальність, перетворюючи естетичне мислення на первинний інструмент її пізнання. Водночас воно виступає засобом подолання диктату симулякрів. Якщо постмодернізм констатує заповненість медіапростору пустими знаками, то розвинене естетичне мислення стає єдиним інтелектуальним захистом особистості, що дозволяє деконструювати образ, виявити штучність медійної «картинки» та повернути їй критичний зміст. Ми погоджуємось з висновками дослідників, які зазначають, що до інших ключових проблем, вирішенням яких займається медіафілософія можна віднести медійну антропологію, яка дозволяє віднайти у величезному інформаційному потоці глибокий символічний смисл окремо взятих слів-образів, а також проблему співвідношення простору та часу у медіареальності, які доволі часто ототожнюються у віртуальному світі, що призводить до втрати людиною зв'язку із реальністю та інформаційного хаосу [2].

З іншого боку мистецтво у фокусі філософської рефлексії експлікує здатність особливого відтворювати у власних формах нескінченне, відкриваючи можливість символічного осягнення глибинних смислів людського буття. У цьому контексті новітня філософія мистецтва дедалі частіше спирається на концепти нелінійного мислення та методологію системно-мережевої самоорганізації в умовах невизначеності, що дозволяє осмислювати художню творчість як відкритий динамічний процес. Таким чином сучасне мистецтво –це простір інтерпретації естетичного досвіду, який передбачає здатність адаптуватися в умовах інтенсивного інформаційного потоку, уміння взаємодіяти з віртуальною реальністю, а також розвивати критичного мислення, креативність та суб'єктності особистості.

Соціокультурний вимір цього процесу радикалізується у концепції «суспільства видовища» Гі Дебора, де візуальний образ перетворюється на головний інструмент відчуження та соціального контролю. За Дебором, у сучасному світі безпосередньо пережита реальність заміщується її репрезентацією – видовищем, яке є не просто збіркою зображень, а суспільним відношенням між людьми, опосередкованим цими зображеннями. У таких умовах образ пасивно споглядається, формуючи некритичне сприйняття дійсності та уніфіковані моделі поведінки [8].

Модерн примножив різноманітні естетичні концепції, які обґрунтовують принципово іншу якість мистецтва, актуалізується чуттєвість та стиль, що призводить до явної онтологізації мистецького твору. Водночас у мисленні яскраво домінує еклектика та символізм. Це сприяє утвердженню багатовимірності художнього образу та розширенню меж інтерпретації культурної реальності. За таких умов мистецтво дедалі більше тлумачиться як спосіб філософського осмислення буття, в якому символ набуває статусу універсального посередника між видимим і прихованим, раціональним та ірраціональним. Саме тому модерна естетика акцентує увагу на внутрішньому світі людини, її екзистенційних станах, інтуїтивному переживанні та прагненні до пошуку нових смислових горизонтів культури.

Висновки. Узагальнюючи викладений історико-філософський аналіз від класичної естетики до теорій постмодерну й медіафілософії, можна констатувати глибоку еволюцію розуміння естетичного мислення. Якщо у концепціях І. Канта та Г. Гегеля образ трактувався як простір інтелектуально-духовного саморозкриття індивіда або Абсолюту, то в епоху масових комунікацій Жана Бодріяра та Гі Дебора він перетворився на автономне середовище конструювання соціальної реальності.

Для сучасної мистецької освіти цей аналіз актуалізує ключове завдання: виховання майбутнього фахівця має змістити фокус із репродуктивного відтворення форм на розвиток критичного візуального мислення. Лише здатність до глибокої емоційно-смислової інтерпретації та деліберативного аналізу образів дає змогу особистості подолати пасивне споглядання гіперреальності й стати суб'єктом свідомого творення нових культурних смислів.

Особливе значення зазначений тип мислення має безпосередньо у процесі фахової підготовки вчителів мистецтва, оскільки саме образний складник забезпечує розширення емоційної чутливості, поглиблення асоціативних зв'язків та формування готовності до продуктивної творчої діяльності.

Образ у такому педагогічному дискурсі функціонує як складна символічна структура, що акумулює в собі актуальні культурні коди, історичний досвід поколінь та унікальні індивідуальні смисли. Відповідно, академічне сприйняття мистецтва не обмежується лише емоційною рецепцією особистості. Воно виступає потужним каталізатором інтелектуальної рефлексії, активізує аналітичний апарат майбутнього спеціаліста та розвиває його здатність до розкодування прихованих імпліцитних значень, закладених в архітектоніці візуальної культури. Таким чином візуальний образ у сучасному просторі дедалі більше виконує функцію

медіатора між людиною та реальністю. Масова культура, соціальні мережі, цифрове мистецтво та медіапростір формують новий тип сприйняття, у якому інформація засвоюється переважно через візуальні форми. Це актуалізує проблему розвитку естетичної культури особистості, здатної не лише споживати візуальний контент, але й критично осмислювати його. У цьому аспекті важливою стає інтеграція філософської та мистецької освіти, спрямована на формування навичок інтерпретації образу, розуміння символічних структур та усвідомлення культурних смислів.

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ІНТЕГРАТИВНИЙ ПІДХІД ДО ФОРМУВАННЯ ЦИФРОВОЇ КОМПЕТЕНТНОСТІ УЧНІВ У ПРОЦЕСІ ВИВЧЕННЯ ІНФОРМАТИКИ ТА ГУМАНІТАРНИХ ДИСЦИПЛІН

Анотація. У статті обґрунтовано теоретико-методологічні засади інтегративного підходу до формування цифрової компетентності учнів закладів загальної середньої освіти у процесі вивчення інформатики та гуманітарних дисциплін. Розкрито сутність поняття «цифрова компетентність» у контексті положень Європейської рамки цифрової компетентності для громадян DigComp 2.2 та концептуальних засад Нової української школи. Висвітлено структурні компоненти цифрової компетентності, серед яких виокремлено інформаційну й медійну грамотність, комунікацію та співпрацю в цифровому середовищі, створення цифрового контенту, безпеку і розв'язання проблем у цифровому середовищі. Визначено сутність інтегративного підходу як методологічної основи побудови освітнього процесу, що передбачає органічне поєднання змісту, методів і форм навчання різних предметів навколо спільного цілепокладання. Доведено, що продуктивність формування цифрової компетентності учнів суттєво зростає за умови подолання предметної ізольованості інформатики від гуманітарного циклу та переорієнтації освітнього процесу на засадах інтегративного підходу. Запропоновано авторську модель інтегративного навчання, що передбачає трирівневу

взаємодію навчальних дисциплін: змістовий, процесуально-діяльнісний та результативно-оцінювальний рівні. Окреслено форми і методи реалізації моделі, серед яких бінарні уроки, навчальні проєкти міжпредметного характеру, цифрові квести, веб-портфоліо, опрацювання електронних архівів літературних та історичних джерел, лінгвістичний корпусний аналіз із застосуванням засобів інформаційно-комунікаційних технологій. Поєднання технологічного інструментарію інформатики зі змістовим багатством гуманітарних дисциплін створює сприятливі умови для формування медіаграмотності, критичного мислення, культури академічної доброчесності й етично відповідальної поведінки учнів у цифровому середовищі. Зроблено висновок про доцільність системного впровадження інтегративного підходу в практику закладів загальної середньої освіти, що сприятиме формуванню цілісної цифрової культури учнів та подоланню розриву між технологічною і гуманітарною складовими шкільної освіти.

Ключові слова: цифрова компетентність, компетентнісний підхід, інтегративний підхід, міжпредметні зв'язки, інформатика, гуманітарні дисципліни, заклад загальної середньої освіти, DigComp 2.2, бінарний урок, цифрова культура, медіаграмотність.

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INTEGRATIVE APPROACH TO THE FORMATION OF DIGITAL COMPETENCE OF PUPILS IN THE PROCESS OF STUDYING INFORMATICS AND HUMANITIES DISCIPLINES

Abstract. The article substantiates the theoretical and methodological foundations of the integrative approach to the formation of digital competence of pupils of general secondary education institutions in the process of studying informatics and humanities disciplines. The essence of the concept of «digital competence» is revealed through the prism of the European Digital Competence

Framework for Citizens DigComp 2.2 and the conceptual foundations of the New Ukrainian School. The structural components of digital competence are highlighted, namely: information and media literacy, communication and collaboration in the digital environment, digital content creation, safety, and problem solving in the digital environment. The essence of the integrative approach is defined as a methodological basis for designing the educational process, which provides for the organic combination of the content, methods and forms of learning of different subjects around common goal-setting. It has been proven that the productivity of forming pupils' digital competence increases significantly under the condition of overcoming the subject isolation of informatics from the humanities cycle and reorienting the educational process on the basis of the integrative approach. The author's model of integrative learning is proposed, which envisages a three-level interaction of educational disciplines: content, procedural-activity and result-evaluation levels. The forms and methods of model implementation are outlined, including binary lessons, interdisciplinary educational projects, digital quests, web-portfolios, work with electronic archives of literary and historical sources, and linguistic corpus analysis using information and communication technologies. The combination of the technological tools of informatics with the substantive richness of the humanities creates favourable conditions for the formation of media literacy, critical thinking, a culture of academic integrity and ethically responsible behaviour of pupils in the digital environment. The conclusion is made about the expediency of the systematic introduction of the integrative approach into the practice of general secondary education institutions, which will contribute to the formation of an integral digital culture of pupils and the elimination of the gap between the technological and humanitarian components of school education.

Keywords: digital competence, competency-based approach, integrative approach, interdisciplinary connections, informatics, humanities disciplines, general secondary education institution, DigComp 2.2, binary lesson, digital culture, media literacy.

Постановка проблеми у загальному вигляді та її зв'язок із важливими науковими чи практичними завданнями. Сучасний етап розвитку загальної середньої освіти в Україні відбувається в умовах глибокої цифрової трансформації суспільства, що актуалізує потребу в переосмисленні цілей, змісту й технологій шкільної підготовки. Цифровізація усіх сфер життєдіяльності людини, стрімкий розвиток штучного інтелекту, розширення обсягів цифрового контенту та якісно нові форми соціальної комунікації висувають перед закладом освіти завдання сформувати в учнів таку систему знань, умінь і ціннісних орієнтацій, яка б

забезпечувала їхню спроможність повноцінно діяти в цифровому середовищі. У державних документах, зокрема в Концепції «Нова українська школа», цифрову (інформаційно-цифрову) компетентність визнано однією з ключових компетентностей, без якої неможлива успішна самореалізація особистості у XXI столітті.

Водночас практика свідчить, що формування цифрової компетентності учнів усе ще здебільшого асоціюється з освітньою діяльністю на уроках інформатики, тоді як потенціал гуманітарних дисциплін у цьому процесі залишається недостатньо актуалізованим. Така предметна ізольованість призводить до фрагментарності здобутих знань, відсутності в учнів цілісного уявлення про роль цифрових технологій у пізнанні світу, спілкуванні, творчості та професійній діяльності. Розв'язання окресленої суперечності вбачаємо у послідовному впровадженні інтегративного підходу, який забезпечує органічне поєднання технологічного інструментарію інформатики зі змістовим багатством мовно-літературної, історичної, мистецької та інших гуманітарних галузей. Саме інтегративний підхід дає змогу подолати міжпредметні бар'єри й вибудувати таку модель навчання, у якій цифрові технології постають не самоціллю, а дієвим засобом опанування соціокультурного, мовного й історичного досвіду людства.

Аналіз останніх досліджень і публікацій. Проблематика цифрової компетентності особистості системно опрацьовується у вітчизняній і зарубіжній науковій літературі. На рівні Європейського Союзу базовим документом, що визначає змістове наповнення цифрової компетентності громадянина, є Європейська рамка цифрової компетентності DigComp 2.2, у якій виокремлено п'ять сфер компетентності та подано приклади знань, умінь і ставлень з огляду на нові виклики, пов'язані зі штучним інтелектом та інтернетом речей [1]. Концептуальні засади формування інформаційно-цифрової компетентності суб'єктів освітнього процесу обґрунтовано в працях О. Овчарук, у яких проаналізовано адаптацію Європейської рамки до українського освітнього контексту й визначено провідні напрями розвитку цифрової компетентності педагога [2; 3].

Сучасний науковий дискурс акумулює широкий спектр підходів до осмислення проблеми цифрової компетентності педагога. Так, у комплексній праці колективу науковців Інституту цифровізації освіти НАПН України європейський досвід її розвитку інтерпретовано крізь призму сучасних освітніх реформ, що уможливило виокремлення провідних тенденцій трансформації педагогічної освіти [4]. Поглиблений аналіз компонентного складу інформаційно-цифрової компетентності ґрунтується на зіставленні положень чинного професійного стандарту з рамкою

DigCompEdu, що дало змогу дослідницям окреслити структурно-функціональні характеристики означеного феномену [5].

Принципово іншу дослідницьку оптику обрали Л. Карташова, Н. Бахмат та І. Пліш, які зосередили увагу на концептуальних засадах розвитку цифрової компетентності педагога безпосередньо в інформаційно-освітньому середовищі закладу загальної середньої освіти [6]. Проблематика цифрової трансформації середньої освіти набуває нового звучання в дослідженнях О. Шпарик [7] та О. Спіріна [8], які розглядають формування ключових цифрових навичок учнів у тісному взаємозв'язку з євроінтеграційними процесами, що відбуваються в українському освітньому просторі.

Засадничі положення інтегративного підходу та теорії міжпредметних зв'язків у дидактиці послідовно розвиваються в контексті реформи Нової української школи [9; 10], що передбачає поступове подолання предметної дискретності та орієнтацію освітнього процесу на формування ключових компетентностей. Прикладом продуктивного інтегрування цифрових технологій із гуманітарною галуззю є дослідження Г. Корицької, у якому обґрунтовано методику застосування технології веб-квест у навчанні української мови учнів на засадах діяльнісного підходу [11]. Окремі аспекти впровадження компетентнісних завдань з інформатики, що мають міжпредметний характер, схарактеризовано в працях Н. Морзе та О. Кузьмінської [12].

Попри значну кількість досліджень, нерозв'язаною залишається низка питань, пов'язаних із цілісною концептуалізацією інтегративного підходу до формування цифрової компетентності учнів саме на стику інформатики й гуманітарних дисциплін. Бракує системних моделей, які узгоджували б змістові, процесуально-діяльнісні та результативно-оцінювальні аспекти такої інтеграції; не достатньо схарактеризовано форми і методи спільної роботи вчителів інформатики та гуманітарного циклу, що враховували б потенціал актуальних цифрових інструментів і вимоги рамки DigComp 2.2.

Мета статті. Метою статті є теоретичне обґрунтування інтегративного підходу до формування цифрової компетентності учнів закладів загальної середньої освіти у процесі вивчення інформатики та гуманітарних дисциплін, а також розроблення моделі такої інтеграції з характеристикою її структурних компонентів, форм і методів реалізації в освітній практиці.

Виклад основного матеріалу дослідження. Концептуальною основою нашого дослідження є тлумачення цифрової компетентності як інтегративної якості особистості, яка віддзеркалює здатність упевнено, критично й відповідально використовувати цифрові технології для навчання, роботи та участі в суспільному житті. Згідно з рамкою DigComp 2.2, цифрова компетентність охоплює п'ять взаємопов'язаних сфер:

інформаційну та медійну грамотність, комунікацію і співпрацю, створення цифрового контенту, безпеку, розв'язання проблем у цифровому середовищі [1]. Особливістю нової редакції рамки є посилений акцент на питаннях штучного інтелекту, дезінформації, етики цифрової взаємодії та критичної оцінки даних. У Концепції «Нова українська школа» інформаційно-цифрова компетентність визначена як одна з десяти ключових і трактується як упевнене та водночас критичне застосування інформаційно-комунікаційних технологій для створення, пошуку, обробки й обміну інформацією, що передбачає медіаграмотність, основи програмування, алгоритмічне мислення, навички безпеки в інтернеті тощо [9].

У вітчизняній науковій літературі цифрова компетентність учня розглядається як багатовимірне утворення, що складається з кількох взаємопов'язаних компонентів. Опираючись на узагальнення підходів, доцільно виокремити чотири складники: знаннєвий (система знань про сутність цифрових технологій, цифрових ресурсів і способи їх використання), операційно-діяльнісний (уміння та навички роботи з апаратними і програмними засобами, цифровими сервісами), комунікативний (здатність ефективно спілкуватися й співпрацювати в цифровому середовищі), ціннісно-рефлексивний (відповідальне, критичне й етичне ставлення до цифрової діяльності, готовність до самоаналізу й саморозвитку) [5].

Особливої уваги в контексті нашого дослідження заслуговує проблема способу формування цих компонентів. Аналіз наявної шкільної практики свідчить, що провідну роль у цьому процесі здебільшого виконує вчитель інформатики, тоді як учителі гуманітарних дисциплін долучаються до формування цифрової компетентності епізодично, переважно як користувачі окремих електронних ресурсів. Водночас саме гуманітарні предмети, зокрема українська мова й література, іноземні мови, історія, мистецтво, мають значний потенціал для занурення учнів у різноманітні комунікативні, текстові й культурні цифрові практики. Подолання штучного бар'єра між технологічним і гуманітарним циклами вбачаємо у послідовному впровадженні інтегративного підходу.

Інтегративний підхід в освіті трактуємо як методологічну стратегію проєктування освітнього процесу, що ґрунтується на принципах системності, цілісності й діалогу різних галузей знання. Його сутність полягає не в механічному об'єднанні навчальних предметів, а в установленні внутрішніх смислових зв'язків між їхнім змістом, методами пізнання й результатами навчання. У контексті концептуальних засад Нової української школи інтеграція розглядається як одна з провідних дидактичних стратегій, що уможливлює створення в учнів цілісного образу

пізнаваного об'єкта, формує міжпредметну компетентність, розвиває здатність до перенесення знань і способів діяльності з однієї предметної галузі в іншу [9; 10]. Стосовно цифрової компетентності інтегративний підхід дає змогу позиціонувати цифрові технології як наскрізний інструмент пізнання, що використовується учнем у різних предметних контекстах для досягнення значущих особистісних і навчальних результатів.

З огляду на викладене розроблено авторську модель інтегративного навчання, спрямованого на формування цифрової компетентності учнів у процесі вивчення інформатики та гуманітарних дисциплін. Вона передбачає трирівневу взаємодію навчальних предметів: змістовий, процесуально-діяльнісний і результативно-оцінювальний рівні, кожен із яких виконує окрему функцію в цілісній системі формування цифрової компетентності.

Змістовий рівень інтеграції передбачає узгодження тематичного наповнення програм з інформатики та гуманітарних предметів навколо спільних інформаційних та емоційних тем. Йдеться, зокрема, про такі дидактичні одиниці, як інформаційний пошук і критичне оцінювання джерел, робота з електронними архівами літератури й історичних документів, цифрові словники й мовні корпуси, технології створення мультимедійного контенту культурного спрямування, основи кібербезпеки в контексті захисту персональних даних дітей і підлітків. На цьому рівні вчителі інформатики та гуманітарних дисциплін спільно визначають перетини змісту своїх програм і узгоджують послідовність опрацювання спільних тем.

Процесуально-діяльнісний рівень охоплює спільну організацію освітньої діяльності учнів, добір методів, форм і прийомів роботи. До найбільш продуктивних форм такої інтеграції віднесено бінарні уроки, які проводять спільно вчителі інформатики та одного з гуманітарних предметів. Бінарний урок як форма реалізації міжпредметних зв'язків забезпечує одночасне досягнення цілей двох освітніх галузей і дає учневі змогу побачити цілісну картину пізнаваного явища [10]. Прикладом такої взаємодії може бути бінарний урок з української літератури та інформатики, присвячений створенню цифрового лонгріду про творчість певного письменника, або урок з історії України та інформатики з опрацювання оцифрованих архівних документів.

Не менш дієвою формою інтегративного навчання вважаємо навчальні проєкти міжпредметного характеру. У межах такого проєкту учні розв'язують комплексне дослідницьке або творче завдання, що потребує одночасного залучення цифрових інструментів та гуманітарного змісту, як-от: створення віртуальної екскурсії історичним містом, укладання електронної антології поезії рідного краю, розроблення мультимедійного

словника культурної лексики, підготовка короткометражного відео за мотивами літературного твору. Цінність проєктної діяльності полягає в тому, що учні водночас опановують цифрові технології створення й опрацювання контенту, удосконалюють мовно-літературні чи історичні знання, розвивають уміння працювати в команді й презентувати результати своєї роботи. Погоджуємося з думкою дослідників, які вбачають у проєктній діяльності один із найефективніших засобів формування цифрової грамотності учнів і їхньої готовності до взаємодії в цифровому середовищі [5].

Перспективною формою інтеграції є цифрові квести, що передбачають виконання учнями серії взаємопов'язаних завдань із поступовим переходом від одного етапу до іншого. Сюжет такого квесту може будуватися навколо літературного твору, історичної події чи мовного явища, а інструменти його реалізації охоплюють інтерактивні онлайн-сервіси, картографічні платформи, генератори тестів, спільні цифрові дошки. Дидактичний потенціал технології веб-квесту у навчанні гуманітарних дисциплін, зокрема української мови, схарактеризовано у дослідженні Г. Корицької, де обґрунтовано здатність цієї технології актуалізувати діяльнісний підхід та розвивати дослідницькі вміння учнів [11]. Окрему групу методів становить лінгвістичний корпусний аналіз із застосуванням засобів інформаційно-комунікаційних технологій, що дає учням старшої школи змогу досліджувати мовні явища на значних масивах автентичних текстів, опановуючи водночас базові навички роботи з даними. До цієї категорії належить опрацювання електронних архівів літературних та історичних джерел, що формує в учнів культуру критичної роботи з первинними матеріалами й розуміння природи цифрових репрезентацій культурної спадщини.

Самостійним інструментом інтегративного навчання є веб-портфоліо учня. Воно акумулює результати міжпредметної освітньої діяльності, демонструє динаміку розвитку цифрових і предметних умінь, дає учневі змогу здійснювати рефлексію власних досягнень. Структурно веб-портфоліо може містити розділи з виконаними проєктами, авторськими цифровими текстами, презентаціями, мультимедійними роботами, рецензіями на прочитані книги чи переглянуті фільми, дослідницькими матеріалами історичного або мовного спрямування. Така форма роботи відповідає логіці компетентнісного підходу, оскільки об'єктом оцінювання стає не сам по собі факт використання технології, а якість продукту, створеного учнем у предметному контексті.

Результативно-оцінювальний рівень інтегративного навчання передбачає розроблення спільних критеріїв оцінювання сформованості

цифрової компетентності учнів, узгоджених із дескрипторами рамки DigComp 2.2 та предметними результатами навчання гуманітарних дисциплін. Об'єктами оцінювання є здатність учня здійснювати інформаційний пошук і критичну оцінку джерел, створювати цифровий контент із дотриманням норм академічної доброчесності, безпечно й етично взаємодіяти у цифровому середовищі, розв'язувати проблеми за допомогою цифрових інструментів. Вважаємо, що поєднання якісних і кількісних показників, систематичне використання формувального оцінювання, рефлексивних щоденників та портфоліо створює умови для відстеження динаміки розвитку цифрової компетентності в межах інтегрованого освітнього процесу.

Уваги заслуговує ціннісний вимір цифрової компетентності, актуалізований у рамці DigComp 2.2. Гуманітарні дисципліни володіють унікальним потенціалом для формування етично відповідальної поведінки учнів у цифровому середовищі: вивчення літературних творів дає змогу обговорювати проблеми емпатії та цифрового насильства, історія розкриває передумови й наслідки інформаційних маніпуляцій, мова забезпечує оволодіння інструментами аргументованого мовлення й розпізнавання маркерів дезінформації. На наш погляд, інтегрування цих змістових ліній з опануванням цифрових технологій забезпечує цілісне формування цифрової культури особистості.

Результати теоретичного аналізу дають підстави стверджувати, що інтегративний підхід до формування цифрової компетентності учнів у процесі вивчення інформатики та гуманітарних дисциплін має значні переваги порівняно з традиційною предметно-дискретною моделлю. Він забезпечує одночасне формування предметних і ключових компетентностей, сприяє розвитку критичного й алгоритмічного мислення, медіаграмотності та інформаційної культури, формує готовність учнів до самостійного й відповідального розв'язання проблем у цифровому середовищі. Реалізація запропонованої моделі у практиці закладів загальної середньої освіти потребує відповідної методичної підготовки педагогів, забезпечення матеріально-технічних умов, а також налагодження міжпредметної взаємодії в межах педагогічних команд.

Висновки з даного дослідження і перспективи подальших розвідок у даному напрямі. Проведене дослідження дає підстави стверджувати, що цифрова компетентність учнів закладів загальної середньої освіти є інтегративним особистісним утворенням, формування якого не може бути обмежене межами однієї навчальної дисципліни. Інтегративний підхід як методологічна стратегія дає змогу подолати штучний поділ між технологічною та гуманітарною складовими шкільної освіти й вибудувати

цілісний освітній процес, у якому цифрові технології поєднано зі змістом мовно-літературної, історичної та мистецької галузей. Запропонована трирівнева модель інтеграції (змістовий, процесуально-діяльнісний і результативно-оцінювальний рівні) забезпечує системність такої взаємодії та узгодженість її результатів із положеннями рамки DigComp 2.2 і концепції Нової української школи.

Серед форм і методів реалізації моделі значний дидактичний потенціал мають бінарні уроки, навчальні проєкти міжпредметного характеру, цифрові квести, веб-портфоліо, опрацювання електронних архівів літературних та історичних джерел, лінгвістичний корпусний аналіз. Їхнє системне впровадження у практику закладів загальної середньої освіти сприятиме формуванню в учнів не лише технічних навичок, а й цифрової культури як цілісного особистісного утворення, що поєднує знання, уміння, ціннісні орієнтації та етично відповідальну поведінку в цифровому середовищі.

Перспективи подальших наукових розвідок передбачають розроблення конкретних методик інтегративного навчання для основної та старшої школи, створення діагностичного інструментарію оцінювання сформованості цифрової компетентності учнів за дескрипторами рамки DigComp 2.2, проведення емпіричних досліджень результативності запропонованої моделі в умовах реального освітнього процесу.

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ВИКОРИСТАННЯ ГЕЙМІФІКАЦІЇ У НЕІГРОВОМУ КОНТЕКСТІ

Анотація. У статті здійснено комплексне дослідження особливостей використання гейміфікації в неігровому освітньому середовищі в умовах цифрової трансформації сучасної освіти. Актуальність дослідження обумовлена необхідністю підвищення рівня навчальної мотивації, пізнавальної активності та залученості здобувачів освіти в умовах поширення дистанційних і змішаних форм навчання, інтенсифікації використання цифрових технологій та зростання обсягів навчальної інформації. Проаналізовано сучасні науково-теоретичні підходи до трактування сутності гейміфікації як інноваційної педагогічної технології, що ґрунтується на інтеграції ігрових механік у неігрові контексти з метою оптимізації освітнього процесу та підвищення його ефективності. Визначено ключові функціональні характеристики гейміфікації, її дидактичний потенціал, а також специфіку впливу на мотиваційний, когнітивний, емоційний і регулятивний компоненти навчальної діяльності здобувачів освіти.

У роботі систематизовано основні механіки гейміфікації, зокрема систему балів, рівнів, бейджів, рейтингів, квестів, місій та механізмів оперативного зворотного зв'язку, а також обґрунтовано їх педагогічний ефект у цифровому освітньому середовищі. Особливу увагу приділено можливостям застосування гейміфікації у процесі навчання інформатики та STEM-дисциплін, де використання ігрових механік сприяє розвитку алгоритмічного мислення, цифрової грамотності, навичок критичного аналізу, командної взаємодії та навчальної автономії здобувачів освіти.

З метою перевірки ефективності використання гейміфікованих підходів проведено педагогічний експеримент із впровадженням гейміфікованої моделі навчання у процесі вивчення інформатики. Для реалізації експериментальної методики використовувалися цифрові освітні платформи Moodle, Kahoot! та Classcraft, які забезпечували інтерактивну взаємодію учасників освітнього процесу, автоматизоване оцінювання та

візуалізацію навчального прогресу. У дослідженні застосовано комплекс теоретичних, емпіричних і математико-статистичних методів, зокрема аналіз наукових джерел, педагогічне спостереження, анкетування, тестування, порівняння відсоткових показників та аналіз динаміки змін результатів навчальної діяльності.

Результати дослідження підтвердили позитивний вплив гейміфікації на рівень навчальної мотивації, пізнавальної активності та залученості здобувачів освіти. Встановлено, що використання гейміфікованих механік сприяє підвищенню ефективності освітнього процесу, розвитку цифрових компетентностей та створенню адаптивного інтерактивного цифрового освітнього середовища..

Ключові слова: гейміфікація; ігрові механіки; цифрове освітнє середовище; мотивація навчання; навчальна залученість; цифровізація освіти; освітні технології; STEM-освіта; цифрові платформи; педагогічний експеримент; Moodle; Kahoot!; Classcraft.

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USING GAMIFICATION IN A NON-GAME CONTEXT

Abstract. The article presents a comprehensive study of gamification implementation in non-game educational environments within the framework of the digital transformation of modern education. The relevance of the research is determined by the growing need to enhance learning motivation, cognitive engagement, and student participation amid the widespread adoption of distance and blended learning, the intensive integration of digital technologies, and the continuous expansion of educational content. The study examines contemporary theoretical and methodological approaches to interpreting gamification as an innovative pedagogical technology based on the integration of game mechanics into non-game contexts in order to enhance the effectiveness of the educational process. The key functional characteristics of gamification, its didactic potential, and the specifics of its influence on the motivational, cognitive, emotional, and regulatory components of learning activities are identified.

The paper classifies and systematizes the core game mechanics, including points systems, levels, badges, leaderboards, quests, missions, and instant feedback mechanisms, and substantiates their pedagogical impact within digital learning environments. Particular attention is paid to the application of

gamification in computer science and STEM education, where game mechanics contribute to the development of algorithmic thinking, digital literacy, critical thinking skills, collaboration skills, and learner autonomy.

To evaluate the effectiveness of gamified approaches, a pedagogical experiment involving the implementation of a gamified learning model in the teaching of computer science and mathematics was conducted. The experimental framework was implemented using digital educational platforms Moodle, Kahoot!, and Classcraft, which enabled interactive communication among participants in the educational process, automated assessment, and visualization of learning progress. The study employed a combination of theoretical, empirical, and statistical methods, including analysis of scientific literature, pedagogical observation, questionnaire surveys, testing, comparative statistical analysis, and analysis of learning outcome dynamics.

The findings confirmed the positive impact of gamification on learning motivation, cognitive engagement, and student involvement in the educational process. The results indicate that the integration of game mechanics into the educational process enhances learning effectiveness, promotes the development of digital competencies, and supports the creation of adaptive and interactive digital learning environments.

Keywords: gamification; game mechanics; digital learning environment; learning motivation; student engagement; digitalization of education; educational technologies; STEM education; digital platforms; pedagogical experiment; Moodle; Kahoot!; Classcraft.

Постановка проблеми. Сучасний освітній процес функціонує в умовах цифрової трансформації, що супроводжується активним використанням інформаційно-комунікаційних технологій, дистанційних та змішаних форм навчання. Водночас зростання обсягу навчальної інформації, формалізація освітньої діяльності та тривале перебування здобувачів освіти в цифровому середовищі призводять до зниження навчальної мотивації, пізнавальної активності та рівня залученості до навчання. Попри технологічне зростання, у наукових дослідженнях фіксується тенденція до зниження внутрішньої мотивації здобувачів освіти, їх пізнавальної активності та рівня залученості, особливо в умовах цифрового навчання [1, 2].

У таких умовах особливої актуальності набуває пошук педагогічних підходів, які здатні підвищити інтерес до навчання без зниження його змістовної складності та без підміни освітнього процесу розважальною діяльністю. Одним із перспективних напрямів є використання ігрових практик та механік у неігровому освітньому середовищі, що дозволяє

активізувати навчальну діяльність, забезпечити емоційне залучення та підтримати внутрішню мотивацію здобувачів освіти. У цьому контексті гейміфікація розглядається як перспективний інструмент активізації навчальної діяльності, що сприяє підвищенню мотивації, розвитку комунікативних і когнітивних навичок та покращенню результатів навчання.

Зокрема, у сучасних дослідженнях доведено, що використання гейміфікованих моделей (квести, сценарії, симуляції) позитивно впливає на навчальну діяльність та формування професійних компетентностей [3].

У працях [3, 4]. підкреслюється, що гейміфікація є ефективним інструментом інтеграції цифрових технологій у навчальний процес і сприяє підвищенню мотивації, розвитку командної взаємодії та формуванню ключових компетентностей.

Разом із тим аналіз сучасних наукових досліджень і практики свідчить про відсутність цілісного підходу до використання гейміфікації в освіті [5]: наявні рішення мають переважно фрагментарний характер, обмежуються використанням окремих ігрових елементів або готових цифрових платформ і недостатньо враховують вікові особливості учнів, специфіку навчального змісту та дидактичні цілі. Це створює ризик формального впровадження гейміфікації та зниження її педагогічної ефективності.

Таким чином, виникає науково-практична проблема, що полягає у необхідності розробки та обґрунтування методики використання ігрових практик та механік у неігровому освітньому середовищі, яка забезпечує їх педагогічно доцільне, системне та ефективне застосування в процесі навчання.

Аналіз останніх досліджень і публікацій. Питання використання гейміфікації в освітньому процесі досліджується у працях вітчизняних і зарубіжних науковців у галузях педагогіки, психології, дидактики та інформаційних технологій. Наукові дослідження присвячені визначенню сутності гейміфікації, аналізу її мотиваційного потенціалу, можливостям застосування ігрових механік у дистанційному та мобільному навчанні, а також оцінюванню їхнього впливу на результати навчання [2-5].

Водночас аналіз наукових джерел дає підстави стверджувати, що проблема методичного забезпечення використання ігрових практик освітньому процесі розкрита фрагментарно. Недостатньо опрацьованими залишаються питання побудови цілісної методики використання ігрових механік саме в неігровому контексті з урахуванням вікових особливостей здобувачів освіти, специфіки змісту навчального предмета та умов сучасного цифрового освітнього середовища [1, 2].

Значний внесок у формування теоретико-методологічних засад гейміфікації здійснили Sebastian Deterding, Karl Kapp, Jane McGonigal, а також інші дослідники, роботи яких стали основою сучасного розуміння механізмів інтеграції ігрових елементів у неігрові середовища [6-8, 10].

Одним із найбільш цитованих визначень гейміфікації є трактування, запропоноване Sebastian Deterding та співавторами, відповідно до якого гейміфікація розглядається як використання елементів ігрового дизайну в неігрових контекстах [9]. Даний підхід акцентує увагу не лише на технічному впровадженні окремих ігрових механік, але й на формуванні так званого «gameful experience» – досвіду, що стимулює активну взаємодію, емоційне залучення та внутрішню мотивацію користувачів.

У працях Karl Kapp гейміфікація інтерпретується як процес використання ігрового мислення, механік та естетики гри для мотивації діяльності, підтримки навчання та розв'язання практичних завдань. Дослідник особливу увагу приділяє педагогічному потенціалу гейміфікації, підкреслюючи її здатність підвищувати рівень когнітивної активності, забезпечувати оперативний зворотний зв'язок та формувати стійку навчальну мотивацію [7].

Вагомий внесок у розвиток концепції мотиваційного потенціалу гри зробила Jane McGonigal, яка розглядає ігрову діяльність як механізм формування соціальної взаємодії, емоційної стійкості та продуктивної поведінки. У її дослідженнях обґрунтовується ідея про те, що використання елементів гри здатне стимулювати відчуття досягнення, значущості діяльності та залученості до колективної взаємодії [8].

Сучасні наукові праці демонструють суттєве розширення сфер застосування гейміфікації. Вона активно впроваджується у системи електронного навчання, корпоративного управління, цифрового маркетингу, мобільних сервісів та професійної підготовки. Особливий інтерес дослідників викликає освітня гейміфікація, що спрямована на підвищення навчальної мотивації, активізацію пізнавальної діяльності та підтримку персоналізованого навчання [3–5, 9].

Водночас результати сучасних досліджень свідчать про неоднозначність ефективності гейміфікаційних підходів. Значна частина науковців наголошує, що позитивний вплив гейміфікації залежить від якості педагогічного проєктування, доцільності використання ігрових механік, індивідуальних особливостей здобувачів освіти та рівня інтеграції цифрових технологій у навчальне середовище. Недостатньо обґрунтоване використання окремих ігрових елементів може призводити до домінування зовнішньої мотивації або формального виконання навчальних дій без глибокого засвоєння змісту навчання [9].

Недостатньо висвітленими залишаються питання адаптації гейміфікаційних моделей до умов дистанційного та змішаного навчання, використання гейміфікації у кризових соціальних умовах, а також інтеграції адаптивних механізмів персоналізації в цифрових освітніх середовищах. Потребують подальшого дослідження методики оцінювання ефективності гейміфікації, психолого-педагогічні аспекти її впливу на формування цифрових компетентностей та особливості застосування ігрових механік у навчанні інформатики.

Аналіз сучасних наукових джерел дає підстави стверджувати, що гейміфікація є перспективним напрямом розвитку цифрової освіти та педагогічних технологій. Разом із тим проблема науково обґрунтованого впровадження гейміфікації в освітній процес потребує подальшого комплексного дослідження, зокрема щодо розроблення ефективних моделей інтеграції ігрових механік у навчання інформатики та забезпечення їх педагогічної результативності.

Метою дослідження є комплексний теоретико-прикладний аналіз особливостей використання технологій гейміфікації в неігрових контекстах, насамперед у сфері освіти, а також визначення педагогічної, мотиваційної та організаційної ефективності інтеграції ігрових механік у структуру професійної та навчальної діяльності.

У межах роботи передбачається здійснення системного аналізу сучасних підходів до трактування сутності гейміфікації, визначення її функціональних характеристик, механізмів реалізації та дидактичного потенціалу в умовах цифровізації освітнього середовища. Особлива увага приділяється виявленню специфіки впливу ігрових елементів на формування внутрішньої мотивації, активізацію пізнавальної діяльності, підвищення рівня залученості здобувачів освіти та розвиток їхньої навчальної автономії.

Виклад основного матеріалу. Сучасний етап розвитку цифрового суспільства характеризується активним впровадженням інформаційно-комунікаційних технологій у всі сфери людської діяльності, зокрема й у систему освіти. Трансформація освітнього середовища, зумовлена процесами цифровізації, потребує пошуку нових педагогічних підходів, здатних забезпечити підвищення ефективності навчання, активізацію пізнавальної діяльності здобувачів освіти та формування стійкої мотивації до навчальної діяльності. У цьому контексті особливої актуальності набуває гейміфікація як інноваційна освітня технологія, що базується на використанні елементів ігрового дизайну в неігрових контекстах [6].

Гейміфікація в освітньому середовищі спрямована на створення умов для активної взаємодії здобувачів освіти з навчальним контентом через

інтеграцію механізмів, характерних для цифрових ігор. Її ключовою особливістю є поєднання дидактичної спрямованості з мотиваційним потенціалом гри. На відміну від традиційних методів навчання, де учень часто виступає пасивним споживачем інформації, гейміфікований підхід орієнтується на формування активної позиції здобувача освіти, його залучення до процесу прийняття рішень, виконання навчальних місій та досягнення поставлених цілей [7].

З метою систематизації ключових інструментів гейміфікації та визначення їх функціонального призначення в умовах цифровізації освіти було узагальнено основні механіки гейміфікованого навчання та відповідні педагогічні ефекти їх використання (табл. 1).

Таблиця 1

Основні механіки гейміфікації в цифровому освітньому середовищі

Ігрова механіка	Характеристика	Педагогічний ефект
Бали (Points)	Нарахування за виконання завдань	Підвищення мотивації та активності
Рівні (Levels)	Поетапне ускладнення діяльності	Формування відчуття прогресу
Бейджі (Badges)	Віртуальні нагороди за досягнення	Підтримка внутрішньої мотивації
Рейтинги (Leaderboards)	Порівняння результатів учасників	Розвиток конкурентності та залученості
Квести та місії	Виконання комплексних завдань	Активізація пізнавальної діяльності
Зворотний зв’язок	Миттєве інформування про результат	Формування самоконтролю та рефлексії

Джерело: авторська розробка

Як видно з таблиці 1, використання механік гейміфікації забезпечує комплексний вплив на мотиваційний, когнітивний та діяльнісний компоненти освітнього процесу, сприяючи підвищенню рівня залученості, активізації пізнавальної діяльності та формуванню навчальної автономії здобувачів освіти. У сучасних цифрових освітніх системах гейміфікація реалізується через комплекс ігрових механік, серед яких найбільш поширеними є система балів, рівнів, бейджів, рейтингів, досягнень, квестів, місій та інтерактивного зворотного зв’язку. Використання таких механік дозволяє створити структуроване навчальне середовище, у межах якого кожне виконане завдання супроводжується візуалізацією прогресу, отриманням винагород або відкриттям нових можливостей навчальної взаємодії. Це забезпечує підтримку інтересу до навчання та сприяє

формуванню позитивного емоційного досвіду [8, 10]. З метою візуалізації взаємозв'язку між основними етапами впровадження гейміфікації в цифровому освітньому середовищі було побудовано структурно-функціональну схему процесу реалізації гейміфікованого навчання (рис. 1).



Рис. 1. Схема процесу гейміфікації в освіті

Джерело: авторська розробка

Як видно з рисунка 1, процес реалізації гейміфікації має послідовний характер і охоплює етапи визначення навчальних цілей, інтеграції ігрових механік, виконання навчальних завдань, отримання зворотного зв'язку та оцінювання результатів. Такий підхід забезпечує підвищення рівня мотивації, залученості та ефективності навчальної діяльності здобувачів освіти. Особливого значення гейміфікація набуває в умовах дистанційного та змішаного навчання, де одним із ключових викликів є підтримання стабільної навчальної мотивації та залученості здобувачів освіти. Використання ігрових елементів у цифрових освітніх середовищах дозволяє компенсувати недостатність безпосередньої соціальної взаємодії, забезпечити персоналізацію навчання та підвищити рівень активності учнів у процесі опанування навчального матеріалу. У системах електронного навчання гейміфікація може інтегруватися через LMS-платформи, мобільні застосунки, інтерактивні онлайн-курси, віртуальні лабораторії та адаптивні освітні сервіси.

Педагогічний потенціал гейміфікації значною мірою визначається її впливом на мотиваційну сферу здобувачів освіти. У межах сучасних психолого-педагогічних концепцій мотивація розглядається як один із визначальних чинників успішності навчальної діяльності. Використання гейміфікованих механік сприяє формуванню як зовнішньої, так і внутрішньої мотивації. Зовнішня мотивація підтримується через систему винагород, рейтингових позицій та досягнень, тоді як внутрішня формується завдяки переживанню успіху, відчуттю компетентності, автономії та особистісної значущості навчальної діяльності [8, 10]. У таблиці 2 представлено вплив гейміфікації на мотиваційний, когнітивний, емоційний, комунікативний та регулятивний компоненти навчання.

Таблиця 2

Вплив гейміфікації на компоненти навчальної діяльності

Компонент	Прояв впливу гейміфікації
Мотиваційний	Формування стійкого інтересу до навчання
Когнітивний	Активізація мислення та аналізу
Емоційний	Позитивне емоційне сприйняття навчання
Комунікативний	Розвиток взаємодії та командної роботи
Регулятивний	Формування навичок самоконтролю

Джерело: авторська розробка

Таблиця 2 демонструє, що використання гейміфікації забезпечує комплексний вплив на різні компоненти навчальної діяльності, сприяючи підвищенню мотивації, активізації когнітивних процесів, формуванню позитивного емоційного сприйняття навчання, розвитку комунікативних

навичок та здатності до саморегуляції. Важливою перевагою гейміфікації є її здатність активізувати пізнавальну діяльність здобувачів освіти. Ігрові механіки створюють ситуацію проблемного пошуку, стимулюють аналітичне мислення, формують навички прийняття рішень та розв'язування складних завдань. У процесі виконання квестів, місій або інтерактивних сценаріїв учні змушені аналізувати інформацію, порівнювати варіанти дій, прогнозувати результати та адаптувати власну стратегію діяльності. Таким чином, гейміфікація сприяє розвитку критичного мислення, когнітивної гнучкості та творчого підходу до навчання.

Особливо ефективним є використання гейміфікації у процесі навчання інформатики та STEM-дисциплін, де значна частина навчального матеріалу потребує високого рівня абстрактного мислення та практичного застосування знань. Використання інтерактивних симуляцій, віртуальних лабораторій, систем програмування з елементами гри та цифрових платформ із механізмами досягнень дозволяє зробити процес опанування складних тем більш доступним і зрозумілим для здобувачів освіти. Гейміфіковані підходи також сприяють розвитку алгоритмічного мислення, цифрової грамотності, навичок командної роботи та інформаційної культури.

У сучасній педагогічній практиці гейміфікація використовується не лише як засіб підвищення інтересу до навчання, а й як інструмент формування навчальної автономії. Завдяки можливості самостійного вибору завдань, рівнів складності, темпу проходження навчального матеріалу та способів досягнення освітніх цілей здобувач освіти поступово переходить від пасивного виконання вказівок до усвідомленого управління власною навчальною діяльністю. Такий підхід відповідає сучасним концепціям особистісно орієнтованого та компетентнісного навчання.

З метою визначення ефективності використання гейміфікації в неігровому освітньому середовищі було проведено педагогічний експеримент, спрямований на дослідження впливу ігрових механік на рівень навчальної мотивації, пізнавальної активності, залученості та результативності здобувачів освіти в процесі вивчення інформатики.

Експериментальне дослідження проводилося протягом одного навчального семестру на базі закладів загальної середньої освіти. У дослідженні брали участь здобувачі освіти 8–9 класів, які були поділені на контрольну та експериментальну групи [4, 11]. До контрольної групи увійшли учні, навчання яких здійснювалося за традиційною методикою без використання гейміфікаційних елементів. Експериментальна група також складалася з учнів, у навчальному процесі яких було впроваджено комплекс гейміфікованих механік. Для реалізації гейміфікаційних механік

застосовувалися цифрові освітні платформи Moodle, Kahoot! та Classcraft, що забезпечували автоматизоване оцінювання, візуалізацію навчального прогресу та інтерактивну взаємодію учасників освітнього процесу.

Результати педагогічного експерименту засвідчили позитивний вплив гейміфікаційних механік на ефективність навчальної діяльності учнів експериментальної групи.

На початковому етапі дослідження високий рівень навчальної мотивації був зафіксований у 28 % учнів експериментальної групи та 31 % учнів контрольної групи. Після завершення експерименту цей показник в експериментальній групі зріс до 67 %, тоді як у контрольній групі — лише до 39 %. З метою візуалізації результатів експериментального дослідження та порівняння динаміки змін рівня навчальної мотивації здобувачів освіти в контрольній та експериментальній групах було сформовано графічне представлення отриманих результатів (рис.2).



Рис. 2. Динаміка змін рівня мотивації

Джерело: авторська розробка

Після впровадження гейміфікованої моделі навчання в експери-ментальній групі спостерігається суттєве зростання рівня навчальної мотивації порівняно з контрольною групою. Отримані результати підтверд-жують позитивний вплив використання ігрових механізмів на активізацію навчальної діяльності та підвищення залученості здобувачів освіти.

Результати підсумкового тестування також продемонстрували позитивну динаміку.

Середній показник успішності учнів експе-риментальної групи зріс на 18 %, тоді як у контрольній групі приріст становив лише 6 %. Найбільш помітні зміни спостерігалися у рівні активності під час виконання

практичних завдань, самостійності під час розв'язування задач та здатності працювати в команді.

Для забезпечення достовірності та об'єктивності результатів педагогічного експерименту було застосовано методи математико-статистичної обробки даних, що дозволили здійснити кількісний аналіз ефективності використання гейміфікації в цифровому освітньому середовищі. У процесі дослідження використовувалися методи обчислення середніх значень, порівняння відсоткових показників, аналіз динаміки змін рівня навчальної мотивації, залученості та результативності навчальної діяльності здобувачів освіти контрольної та експериментальної груп.

Для оцінювання рівня сформованості навчальної залученості було проведено порівняльний аналіз показників до та після впровадження гейміфікованої моделі навчання. Отримані результати узагальнено в табл. 3.

Таблиця 3

Рівень сформованості навчальної залученості

Рівень залученості	До експерименту (%)	Після експерименту (%)
Низький	38	14
Середній	44	36
Високий	18	50

Джерело: авторська розробка

Аналіз результатів, наведених у таблиці 3, свідчить про позитивну динаміку змін рівня навчальної залученості здобувачів освіти після впровадження гейміфікації. Зокрема, частка учнів із низьким рівнем залученості зменшилася з 38 % до 14 %, тоді як показник високого рівня залученості зріс із 18 % до 50 %. Це підтверджує ефективність використання ігрових механік для підвищення активності, зацікавленості та мотивації учасників освітнього процесу. Отримані статистичні результати дозволяють зробити висновок про доцільність інтеграції гейміфікованих технологій у цифрове освітнє середовище як засобу підвищення якості навчання та розвитку навчальної автономії здобувачів освіти.

Водночас ефективність гейміфікації значною мірою залежить від якості її педагогічного проєктування. Формальне використання окремих ігрових елементів без урахування дидактичних цілей та психологічних особливостей здобувачів освіти може призводити до зниження навчальної цінності гейміфікації та домінування лише зовнішніх стимулів. Саме тому впровадження гейміфікованих технологій потребує комплексного підходу, що включає методичне обґрунтування, адаптацію до специфіки навчального предмета, забезпечення педагогічної доцільності та підтримання балансу між ігровою та освітньою складовими.

Таким чином, гейміфікація в умовах цифровізації освіти виступає ефективним інструментом модернізації освітнього процесу, здатним забезпечити підвищення мотивації, активізацію пізнавальної діяльності, розвиток навчальної автономії та формування ключових компетентностей здобувачів освіти. Її інтеграція в сучасні цифрові освітні середовища створює передумови для переходу до більш інтерактивної, адаптивної та особистісно орієнтованої моделі навчання.

Висновки. У результаті проведеного дослідження обґрунтовано, що гейміфікація виступає одним із перспективних інструментів трансформації сучасного освітнього процесу в умовах цифровізації системи освіти. Аналіз сучасних наукових праць і теоретико-методологічних підходів дозволив трактувати гейміфікацію як інноваційну педагогічну технологію, що передбачає інтеграцію ігрових механік у неігрове освітнє середовище з метою підвищення рівня навчальної мотивації, стимулювання пізнавальної активності та забезпечення більш високого ступеня залученості здобувачів освіти до навчальної діяльності.

При дослідженні було узагальнено та систематизовано ключові механіки гейміфікації, а також визначено їх функціонально-педагогічний потенціал у цифровому освітньому середовищі. Встановлено, що використання систем балів, рівнів, бейджів, рейтингів, квестів та механізмів оперативного зворотного зв'язку позитивно впливає на мотиваційний, когнітивний, емоційний і регулятивний компоненти навчальної діяльності здобувачів освіти, сприяючи активізації освітнього процесу та формуванню стійкого інтересу до навчання.

Результати педагогічного експерименту засвідчили ефективність упровадження гейміфікованої моделі навчання у процесі вивчення інформатики. Після інтеграції гейміфікаційних механік в експериментальній групі було зафіксовано суттєве підвищення показників навчальної мотивації, активності та залученості здобувачів освіти порівняно з контрольною групою. Зокрема, частка учнів із високим рівнем мотивації досягла 67 %, тоді як показник високого рівня навчальної залученості зріс до 50 %. Разом із тим встановлено, що результативність використання гейміфікації значною мірою визначається педагогічною доцільністю застосування ігрових механік, якістю методичного проєктування освітнього середовища та відповідністю гейміфікованих елементів визначеним дидактичним цілям.

Перспективи подальших наукових досліджень пов'язані з розробкою адаптивних моделей гейміфікації для дистанційного та змішаного навчання, удосконаленням механізмів інтеграції цифрових технологій у сучасне освітнє середовище, а також із дослідженням впливу гейміфікації на

формування цифрових компетентностей, професійних навичок здобувачів освіти.

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ФОРМУВАННЯ ПРОФЕСІЙНИХ КОМПЕТЕНТНОСТЕЙ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ ЗАСОБАМИ ПЛЕНЕРНОЇ ПРАКТИКИ

Анотація. У статті висвітлено теоретичні та практичні аспекти пленерної практики як важливої складової професійної підготовки здобувачів вищої освіти мистецького спрямування. Розглянуто сутність поняття «пленер», визначено його специфіку та значення у системі мистецької освіти. Акцентовано увагу на особливостях навчання на відкритому повітрі, що забезпечує поєднання теоретичних знань із практичною художньою діяльністю та сприяє формуванню професійних компетентностей майбутніх учителів мистецтва.

Проаналізовано роль пленерної практики у розвитку художньо-творчого мислення здобувачів освіти, зокрема спостережливості, естетичного сприйняття, композиційного бачення та колористичного мислення. Визначено, що робота з натури сприяє формуванню вмінь аналізувати природне середовище, передавати просторові, тональні та кольорові особливості об’єктів, а також розвиває творчу самостійність і професійну мобільність студентів.

У дослідженні охарактеризовано формування інтегральних, загальних і спеціальних компетентностей у процесі проходження пленерної практики. Обґрунтовано значення інтеграції знань із рисунка, живопису, композиції та сучасних цифрових технологій у професійній підготовці майбутніх педагогів мистецького спрямування. Особливу увагу приділено розвитку soft skills, зокрема комунікативних умінь, навичок командної роботи, самоорганізації та творчої взаємодії у процесі колективної художньої діяльності.

Розглянуто форми оцінювання результатів пленерної практики, серед яких творчий перегляд робіт, формування портфоліо, презентаційна та виставкова діяльність. Зазначено, що такі форми роботи сприяють розвитку професійної рефлексії, художньої комунікації та педагогічної майстерності здобувачів вищої освіти.

У результаті дослідження зроблено висновок, що пленерна практика є ефективним засобом професійного становлення майбутніх учителів мистецтва, оскільки забезпечує розвиток творчої активності, художньої майстерності та професійних компетентностей, необхідних для успішної педагогічної діяльності у сфері мистецької освіти.

Ключові слова: пленерна практика, професійні компетентності, мистецька практика, образотворче мистецтво, методика викладання, пленер, професійна підготовка.

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FORMATION OF PROFESSIONAL COMPETENCIES OF HIGHER EDUCATION STUDENTS BY MEANS OF PLEIN AIR PRACTICE

Abstract. The article highlights the theoretical and practical aspects of plein air practice as an important component of the professional training of higher education students in the field of art education. The essence of the concept of "plein air" is considered, and its specificity and significance within the system of art education are determined. Attention is focused on the peculiarities of outdoor learning, which ensures the integration of theoretical knowledge with practical artistic activity and contributes to the formation of professional competencies of future art teachers.

The role of plein air practice in the development of students' artistic and creative thinking is analyzed, particularly in the development of observation skills, aesthetic perception, compositional vision, and coloristic thinking. It is determined that working from nature contributes to the formation of skills for analyzing the natural environment, conveying spatial, tonal, and color characteristics of objects, as well as developing students' creative independence and professional mobility.

The study characterizes the formation of integral, general, and special competencies during plein air practice. The importance of integrating knowledge of drawing, painting, composition, and modern digital technologies into the professional training of future art educators is substantiated. Particular attention is paid to the development of soft skills, including communication abilities, teamwork skills, self-organization, and creative interaction in the process of collective artistic activity.

The forms of assessment of the results of plein air practice are considered, including creative reviews of works, portfolio development, presentation, and exhibition activities. It is noted that such forms of work contribute to the development of professional reflection, artistic communication, and pedagogical mastery of higher education students.

As a result of the study, it is concluded that plein air practice is an effective means of professional development for future art teachers, as it ensures the development of creative activity, artistic mastery, and professional competencies necessary for successful pedagogical activity in the field of art education.

Keywords: plein air practice, professional competencies, artistic practice, fine arts, teaching methodology, plein air, professional training.

Постановка проблеми. Пленерна практика є важливою складовою професійної підготовки майбутніх учителів образотворчого мистецтва. Її сутність полягає у виконанні художніх робіт безпосередньо в природному середовищі, що дає можливість студентам сприймати об’єкти зображення у реальних умовах освітлення, простору та кольорових взаємозв’язків. Саме слово «пленер» походить від французького *en plein air*, що означає «на відкритому повітрі». У мистецькій практиці цей термін використовується для позначення процесу створення живописних, графічних або композиційних робіт поза межами майстерні.

Пленерна практика поєднує теоретичну та практичну складові навчання, оскільки здобувачі вищої освіти застосовують набуті знання з рисунка, живопису, композиції, кольорознавства та перспективи у реальних умовах творчої діяльності. У робочій програмі навчальної практики зазначено, що метою пленеру є закріплення теоретичних знань і практичних навичок, розвиток творчої активності, естетичного сприйняття та професійних умінь майбутніх фахівців.

Особливість пленерної практики полягає у динамічності природного середовища. На відміну від аудиторної роботи, де освітлення та предметне середовище залишаються відносно стабільними, на відкритому повітрі художник постійно взаємодіє зі змінами світла, кольору, атмосферних явищ та просторових планів. Саме тому пленер вимагає від здобувачів швидкої реакції, уміння аналізувати натуру та приймати композиційні рішення.

Навчання на відкритому повітрі має низку специфічних особливостей. Передусім воно формує у студентів уміння працювати в різних погодних та часових умовах: ранковому, денному чи вечірньому освітленні, у сонячну або похмуру погоду. Під час пленеру здобувачі досліджують кольорову гаму природи, спостерігають закономірності світлотіньових змін, вивчають повітряну перспективу та пластовість простору. Такі умови сприяють формуванню професійної гнучкості та розвитку навичок художнього аналізу.

Важливим аспектом пленерної практики є робота з натури. Саме безпосереднє спостереження природного або архітектурного середовища допомагає майбутньому фахівцю глибше зрозуміти закономірності форми, пропорцій, кольору та композиції. Робота з натури формує вміння бачити характерні особливості об'єкта, передавати його емоційний стан та художню виразність. У процесі створення етюдів, начерків і замальовок студенти навчаються передавати просторову глибину, ритм, конструктивну будову предметів і природних форм.

Крім художньо-практичного значення, пленерна практика має важливу педагогічну цінність. Вона формує професійні компетентності майбутнього вчителя мистецтва, розвиває спостережливість, візуальне мислення, емоційну чутливість та естетичний смак. У процесі роботи на пленері здобувачі набувають досвіду організації творчої діяльності, що у майбутньому стане основою їхньої художньо-педагогічної роботи.

Аналіз останніх досліджень і публікацій. Аналіз наукових і методичних джерел засвідчує, що проблема організації пленерної практики та її ролі у професійній підготовці майбутніх учителів образотворчого мистецтва є актуальною для сучасної мистецької освіти. У дослідженнях останніх років пленер розглядається не лише як форма практичного навчання, а й як важливий засіб формування професійних компетентностей, художньо-творчого мислення, образотворчої майстерності та педагогічної готовності здобувачів вищої освіти.

У праці О. Піддубної, Т. Шостачук та А. Максимчука розкрито методичні аспекти інтеграції рисунка, живопису та композиції в навчальній практиці «Пленер». Автори наголошують, що пленерна практика забезпечує цілісне застосування знань із фахових дисциплін, сприяє розвитку спостережливості, композиційного бачення, колористичного мислення та практичних умінь роботи з натури [1, С. 137-142].

О. Пунгіна та Л. Гусєва розглядають пленерну практику як засіб формування образотворчої компетентності майбутніх педагогів-художників. У їхньому дослідженні підкреслено значення пленеру для розвитку художнього сприйняття, творчої активності, уміння аналізувати природне

середовище та передавати його засобами образотворчого мистецтва [2, С. 185-191].

О. Сова у праці, присвяченій методиці виконання пейзажу на пленері, акцентує увагу на практичних прийомах роботи з натури, особливостях побудови пейзажної композиції, передачі простору, світла, кольору та стану природи. Це дослідження є важливим для розуміння методичних засад пленерної діяльності та формування професійних художніх умінь студентів [3, С.124-127].

Методичні рекомендації О. Піддубної та Г. Куниці конкретизують зміст, завдання й організаційні особливості навчальної практики «Пленер» для здобувачів першого (бакалаврського) рівня вищої освіти. У них визначено основні види діяльності студентів, вимоги до виконання пленерних робіт, оформлення звітної документації та підсумкового оцінювання [4].

Важливе значення для дослідження мають також освітньо-професійна програма «Мистецтво в закладах освіти» та робоча програма навчальної практики «Пленер», у яких окреслено компетентності й програмні результати навчання здобувачів. Зокрема, у робочій програмі зазначено, що пленер спрямований на закріплення теоретичних знань і практичних навичок, розвиток творчої активності, естетичного сприйняття та професійних умінь майбутніх фахівців [5, 6].

Отже, аналіз останніх досліджень і публікацій дає підстави стверджувати, що пленерна практика є важливим компонентом професійної підготовки майбутніх учителів мистецтва. Водночас потребує подальшого вивчення питання формування професійних компетентностей здобувачів вищої освіти засобами пленерної практики, зокрема в контексті поєднання традиційних художніх технік, педагогічної діяльності та сучасних цифрових інструментів.

Метою статті є дослідження ролі пленерної практики у формуванні професійних компетентностей здобувачів вищої освіти мистецького спрямування та визначення її значення у розвитку творчої активності й художньо-педагогічної майстерності майбутніх учителів мистецтва. Завдання статті є розкрити сутність і специфіку пленерної практики, охарактеризувати її роль у професійній підготовці майбутніх учителів мистецтва, проаналізувати формування професійних компетентностей засобами пленерної практики, визначити значення пленеру для розвитку творчої активності та художньо-педагогічної майстерності здобувачів вищої освіти.

Виклад основного матеріалу. Пленерна практика відіграє важливу роль у формуванні художньо-творчого мислення здобувачів вищої освіти, оскільки створює умови для безпосереднього сприйняття навколишнього

світу та його художнього осмислення. Робота в природному середовищі активізує емоційно-образне бачення, розвиває здатність аналізувати форму, колір, простір і світлові явища, а також формує індивідуальний творчий підхід до виконання мистецьких завдань.

Одним із найважливіших аспектів пленерної практики є розвиток спостережливості. У процесі роботи на відкритому повітрі студенти навчаються уважно аналізувати об'єкти навколишнього середовища, помічати найдрібніші зміни освітлення, кольорових відтінків, фактур і просторових співвідношень. Саме спостереження є основою художньої діяльності, адже воно формує здатність бачити характерні особливості натури та передавати їх у художньому образі. Під час виконання етюдів і начерків здобувачі розвивають візуальну пам'ять, здатність до швидкого аналізу форми та вміння виділяти головне у композиції. Робота на пленері дає можливість безпосередньо спостерігати складні кольорові взаємозв'язки у природі, зміни кольору залежно від освітлення, часу доби чи погодних умов. Студенти навчаються визначати теплі й холодні відтінки, передавати повітряне середовище, працювати з тональними та кольоровими контрастами. Саме пленер формує професійне відчуття кольору, що є основою живописної майстерності.

У процесі виконання короткочасних етюдів та начерків здобувачі вищої освіти розвивають швидкість художнього мислення та здатність реагувати на зміни природного середовища. Такі вправи формують творчу мобільність, уміння узагальнювати форму та передавати характер натури мінімальними художніми засобами.

Крім того, пленерна практика сприяє розвитку творчої індивідуальності студентів. Вільний вибір мотиву, техніки виконання та художніх засобів стимулює пошук власного стилю, розвиває креативність і здатність до експерименту. Саме у процесі практичної роботи здобувачі формують особистісне ставлення до мистецтва та навколишнього світу.

Пленерна практика посідає важливе місце у системі професійної підготовки майбутнього вчителя мистецтва, оскільки забезпечує поєднання теоретичних знань із практичною художньою діяльністю. Саме в умовах роботи на відкритому повітрі здобувачі вищої освіти мають можливість застосовувати набуті компетентності з рисунка, живопису, композиції, кольорознавства та перспективи у реальному мистецькому середовищі. Така форма навчання сприяє комплексному розвитку професійних умінь і формуванню творчої особистості педагога мистецького спрямування.

Одним із головних завдань пленерної практики є інтеграція знань із фахових дисциплін. Під час виконання етюдів, начерків і замальовок студенти використовують уміння конструктивної побудови форми, здобуті

на заняттях із рисунка, застосовують знання законів кольору та світлотіні з живопису, а також реалізують принципи композиційної організації зображення. У процесі роботи над пейзажем або архітектурним мотивом здобувачі вищої освіти навчаються поєднувати лінійну й повітряну перспективу, визначати композиційний центр, передавати просторову глибину та гармонію кольорових відношень.

У робочій програмі практики наголошується на необхідності закріплення знань і навичок роботи з натури, набутих під час вивчення рисунка, живопису та композиції. Саме така інтеграція забезпечує цілісність професійної підготовки майбутнього вчителя мистецтва та сприяє усвідомленню взаємозв'язку між окремими мистецькими дисциплінами [6].

Важливою складовою пленерної практики є формування професійної мобільності та творчої самостійності здобувачів освіти. Робота в природному середовищі часто передбачає нестандартні умови діяльності: зміну освітлення, погодних умов, обмеженість часу для виконання етюду або необхідність швидкого вибору художнього рішення. У таких умовах студенти навчаються приймати творчі рішення, адаптуватися до змін і самостійно організовувати власний творчий процес.

Під час пленеру здобувачі самостійно обирають мотив для зображення, визначають формат роботи, добирають матеріали та техніки виконання. Це сприяє розвитку ініціативності, відповідальності та творчої незалежності. Майбутній учитель мистецтва набуває навичок самостійного художнього аналізу, вчиться оцінювати результати власної діяльності та вдосконалювати професійну майстерність.

Пленерна практика також сприяє розвитку професійної гнучкості. Використання різних художніх матеріалів – акварелі, пастелі, вугілля, сангіни, туші – допомагає здобувачам опановувати різноманітні технічні прийоми та розширювати власний творчий досвід. Це формує здатність майбутнього педагога ефективно використовувати різні методи та засоби художнього навчання у подальшій професійній діяльності.

Не менш важливим аспектом пленерної практики є розвиток soft skills, які сьогодні вважаються необхідною складовою професійної компетентності сучасного фахівця. У програмі практики зазначено, що пленер спрямований на формування універсальних навичок європейського рівня soft skills, які забезпечують успішну участь у робочому процесі та високу продуктивність [6].

Колективна творча діяльність під час пленеру сприяє розвитку комунікативних навичок, уміння працювати в команді, взаємодіяти з одногрупниками та керівником практики. У процесі обговорення виконаних робіт студенти навчаються аргументовано висловлювати власну думку,

сприймати критику та аналізувати творчі результати інших учасників. Такі форми взаємодії формують культуру професійного спілкування та навички конструктивного діалогу.

Крім того, пленерна практика розвиває навички самоорганізації та тайм-менеджменту. Виконання завдань у визначені терміни, підготовка звітної документації, оформлення творчих робіт і презентація результатів діяльності вимагають відповідальності, дисциплінованості та вміння планувати власний робочий процес.

Особливе значення має розвиток емоційної стійкості та креативності. Робота у відкритому просторі, постійна зміна вражень і необхідність творчого пошуку активізують емоційно-образне мислення студентів, сприяють формуванню позитивної мотивації до професійної діяльності та самореалізації у мистецькій сфері.

Пленерна практика є важливим компонентом професійної підготовки здобувачів вищої освіти мистецького спрямування, оскільки сприяє формуванню інтегральної компетентності майбутнього вчителя мистецтва. Відповідно до робочої програми навчальної практики, інтегральна компетентність визначається як здатність розв'язувати складні спеціалізовані завдання у галузі середньої освіти, що передбачає застосування теоретичних знань і практичних умінь у професійній діяльності. Здатність розв'язувати складні спеціалізовані завдання формується через виконання різних видів практичних робіт: етюдів, начерків, замальовок, композиційних вправ. Студенти навчаються передавати характер природних форм, працювати з багатоплановим простором, аналізувати конструктивні особливості об'єктів та виявляти їх художню виразність. Саме така діяльність сприяє розвитку професійного мислення та здатності приймати творчі рішення в нестандартних умовах.

Важливим аспектом формування інтегральної компетентності є поєднання теоретичних знань і практичних умінь. Пленерна практика забезпечує можливість застосування теоретичних положень безпосередньо у процесі творчої роботи [5, 6].

Наприклад, знання законів лінійної та повітряної перспективи використовуються під час побудови простору пейзажу, а знання кольорознавства – у передачі стану природи в різних умовах освітлення. У програмі практики наголошується на необхідності дослідження кольорової гами природи, виконання етюдів у різних погодних умовах та формування навичок передавання просторової глибини через плановість. У процесі пленерної діяльності здобувачі освіти навчаються інтегрувати різні види художнього досвіду, поєднувати академічні знання з творчою інтерпретацією натури. Це формує здатність до комплексного вирішення

професійних завдань, що є необхідною умовою майбутньої педагогічної діяльності в галузі мистецької освіти.

Пленерна практика є ефективним засобом формування загальних компетентностей здобувачів вищої освіти, оскільки поєднує інтелектуальну, творчу та практичну діяльність. У процесі роботи на відкритому повітрі студенти не лише вдосконалюють художні навички, а й розвивають здатність до аналізу, самостійного мислення, прийняття рішень та професійної комунікації.

Однією з ключових загальних компетентностей є здатність до абстрактного мислення, аналізу та синтезу (ЗК1) [5, 6]. У процесі пленерної роботи здобувачі вищої освіти аналізують складні природні форми, визначають взаємозв'язки між кольором, світлом, простором і композицією. Художник під час роботи на пленері не просто копіює натуру, а узагальнює побачене, виділяє головне та створює цілісний художній образ. Саме це вимагає розвитку абстрактного мислення та здатності синтезувати окремі елементи в єдину композиційну систему. Аналіз художнього середовища під час пленеру формує у студентів навички спостереження та критичного оцінювання. Виконуючи етюди та начерки, здобувачі порівнюють пропорції, аналізують конструктивні особливості об'єктів, вивчають зміну кольорових і тональних відношень залежно від часу доби чи погодних умов. Така діяльність сприяє розвитку логічного й образного мислення, необхідного у професійній художньо-педагогічній діяльності. Важливе значення має застосування знань у практичних ситуаціях. Пленерна практика створює умови, у яких студенти використовують теоретичні знання безпосередньо під час виконання творчих завдань. Робота в природному середовищі вимагає швидкого прийняття рішень, адаптації до змін зовнішніх умов та пошуку оптимальних художніх засобів для передавання натури. Це формує здатність ефективно діяти в реальних професійних ситуаціях і розвиває професійну мобільність майбутнього педагога.

Пленер також сприяє поглибленню розуміння професійної діяльності (ЗК2) [5, 6]. У процесі виконання практичних завдань студенти усвідомлюють специфіку роботи художника та вчителя мистецтва, значення художньої спостережливості, емоційного сприйняття та творчого підходу до навчання. Вони набувають досвіду організації творчої діяльності, підготовки виставкових робіт, оформлення презентацій та проведення творчих переглядів. Крім того, пленерна практика розвиває відповідальність, самоорганізацію та комунікативні навички. Робота у групі, обговорення творчих результатів, участь у колективних переглядах формують культуру професійного спілкування та навички співпраці.

Здобувачі вищої освіти навчаються працювати в команді, аргументувати власну думку та сприймати конструктивну критику.

Пленерна практика відіграє провідну роль у формуванні спеціальних (фахових) компетентностей майбутніх учителів мистецтва, оскільки забезпечує безпосереднє залучення здобувачів освіти до художньо-творчої діяльності. Саме в умовах роботи з натури студенти поглиблюють професійні знання, удосконалюють художню майстерність та набувають практичного досвіду, необхідного для майбутньої педагогічної діяльності.

Однією з важливих фахових компетентностей є здатність переносити систему наукових знань у професійну діяльність та у площину навчального предмета (ФК1) [5, 6]. Під час пленеру здобувачі застосовують знання з образотворчого мистецтва, педагогіки, композиції, кольорознавства та перспективи для виконання творчих завдань. Вони навчаються адаптувати академічні знання до практичної художньої діяльності та використовувати їх у процесі створення навчально-творчих робіт.

Пленерна практика також сприяє оволодінню методологією образотворчої діяльності та художньою майстерністю (ПК3) [5, 6]. У процесі виконання довготривалих і короткострокових етюдів, начерків та замальовок студенти опановують методи аналізу натури, вивчають закономірності побудови форми, простору та кольорових співвідношень. Робота з різними художніми матеріалами формує технічні навички та вдосконалює професійну майстерність майбутнього педагога-художника.

Особливого значення набуває здатність застосовувати знання традиційних і цифрових видів образотворчого мистецтва (ПК2) [5, 6]. У сучасній мистецькій освіті пленерна практика може поєднувати традиційні художні техніки з цифровими технологіями. Здобувачі освіти створюють не лише живописні та графічні роботи, а й електронні презентації, цифрові портфоліо, фотографічні фіксації творчого процесу. Це розширює можливості професійної діяльності та формує навички використання сучасних інформаційних технологій у мистецькій освіті.

Пленерна практика сприяє формуванню навичок організації творчих практик, виставкової діяльності та оцінювання результатів художньої роботи (ПК10) [5, 6]. Підготовка звітної експозиції, оформлення творчих робіт, участь у переглядах та виставках формують у студентів уміння презентувати результати власної діяльності, організовувати художньо-творчі заходи та здійснювати самоаналіз виконаних робіт. Такі навички є важливими для майбутньої педагогічної практики у закладах освіти.

Важливою складовою професійної підготовки є створення безпечного мистецько-освітнього середовища (ПК9) [5, 6]. Під час пленерної практики студенти ознайомлюються з правилами техніки безпеки, особливостями

організації роботи на відкритому повітрі та вимогами до безпечного використання художніх матеріалів. Формування цієї компетентності має важливе значення для подальшої професійної діяльності вчителя мистецтва, який повинен забезпечувати безпечні умови навчання для учнів.

Оцінювання результатів пленерної практики є важливим етапом професійної підготовки майбутніх учителів мистецтва, оскільки дає можливість визначити рівень сформованості художніх умінь, професійних компетентностей та творчих здібностей здобувачів вищої освіти. Процес оцінювання спрямований не лише на перевірку якості виконаних робіт, а й на розвиток у студентів здатності до самоаналізу, творчої рефлексії та професійного вдосконалення.

Однією з основних форм підсумкового оцінювання результатів пленерної практики є творчий перегляд робіт. У робочій програмі зазначено, що практика завершується підсумковим переглядом, обговоренням та оцінкою практичних робіт, виконаних за програмою курсу. Така форма роботи дозволяє комплексно оцінити рівень професійної підготовки здобувачів освіти, їхню здатність передавати натуру, використовувати художні матеріали та реалізовувати композиційні рішення.

Важливим складником оцінювання результатів пленерної практики є формування портфоліо. У сучасній мистецькій освіті портфоліо виступає засобом фіксації творчих досягнень здобувача вищої освіти та демонструє рівень його професійної підготовки. До портфоліо входять живописні етюди, графічні начерки, композиційні роботи, фотозвіти, електронні презентації та інші матеріали, створені під час проходження практики.

У програмі практики зазначено, що звітна документація може подаватися у вигляді папки з роботами або електронного портфоліо. Такий підхід відповідає сучасним тенденціям мистецької освіти та сприяє розвитку цифрової компетентності майбутніх педагогів. Формування портфоліо допомагає студентам систематизувати результати власної діяльності, аналізувати професійний прогрес і презентувати творчі досягнення.

Портфоліо також виконує мотиваційну функцію, оскільки дає можливість здобувачам бачити результати власного розвитку та вдосконалення художніх умінь. Крім того, воно може використовуватися у майбутній професійній діяльності як засіб презентації творчих та педагогічних досягнень.

У робочій програмі наголошується, що оцінювання результатів практики здійснюється з урахуванням якості виконання робіт, оформлення звітної документації, своєчасності її подання та захисту практики. Такий комплексний підхід забезпечує об’єктивність оцінювання та стимулює студентів до відповідального ставлення до творчої діяльності [6].

Висновки. Пленерна практика є важливою складовою професійної підготовки майбутніх учителів мистецтва та ефективним засобом формування їхніх професійних компетентностей. Робота на відкритому повітрі забезпечує поєднання теоретичних знань із практичною художньою діяльністю, сприяє розвитку творчого мислення, художнього бачення та професійної майстерності здобувачів вищої освіти. У процесі виконання етюдів, начерків і композиційних завдань студенти набувають умінь аналізувати природне середовище, передавати просторові, тональні та колористичні особливості натури, застосовувати різні художні техніки та матеріали.

Практика сприяє формуванню інтегральних, загальних і спеціальних компетентностей майбутніх фахівців. Вона розвиває здатність до творчого аналізу, абстрактного мислення, професійної мобільності та самостійності. У процесі роботи на пленері здобувачі освіти навчаються застосовувати набуті знання у практичних ситуаціях, приймати творчі рішення та адаптуватися до змінних умов художньої діяльності. Особливого значення набуває формування soft skills – комунікативних умінь, навичок командної роботи, самоорганізації та професійної відповідальності.

Пленер також є важливим засобом формування художньо-педагогічної майстерності. У процесі виконання творчих завдань, участі у переглядах, виставках і презентаціях здобувачі освіти набувають досвіду організації мистецької діяльності, аналізу художніх робіт та професійної комунікації. Це створює основу для ефективної педагогічної діяльності у закладах освіти та сприяє формуванню творчої особистості сучасного вчителя мистецтва.

Перспективи подальших досліджень полягають у вивченні можливостей інтеграції цифрових технологій у процес пленерної практики, використанні мультимедійних засобів у художньо-педагогічній діяльності та вдосконаленні методик формування професійних компетентностей майбутніх учителів мистецтва. Актуальним напрямом є також дослідження впливу пленерної практики на розвиток креативності, емоційного інтелекту та міждисциплінарних зв’язків у системі мистецької освіти.

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МЕТОДИКА ВИКЛАДАННЯ ХІМІЧНОЇ КІНЕТИКИ НА ПРИКЛАДАХ ВИРОБНИЧИХ ПРОЦЕСІВ

Анотація. Питання швидкості хімічних реакцій і вид рівняння кінетики розглядається у різних освітніх компонентах під певним кутом зору. При викладанні дисциплін «Фізична хімія», «Теоретичні основи хімічної технології» тощо за мету ставиться визначення порядку реакції і константи швидкості для виразів швидкості реакції через зміну концентрацій у часі. В рамках викладання загальної хімічної технології або конкретної технологічної дисципліни рекомендовано визначати час перебування (для подальшого розрахунку габаритів реактору) за заданим ступенем перетворення або визначати ступінь перетворення за відомим часом.

Мета даної роботи: представити алгоритм викладання кінетики на основі аналізу рівнянь швидкості різного порядку для гомогенних промислових процесів. Надано опис можливих кінетичних кривих (зміни у часі концентрації або ступеня перетворення): опуклої, увігнутої і прямої в залежності від кінетичних особливостей перебігу реакції – порядок реакції n>0; n=0; топохімічні або автокаталітичні реакції. Послідовно розглянуто рівняння кінетики нульового, першого, другого і третього порядків за законом діючих мас і в інтегральному виді – рішення відносно часу перебування за заданим ступенем перетворення та ступеня перетворення за відомим часом перебування. Окремо розглянуто питання рівнянь швидкості топохімічних і автокаталітичних реакцій, для яких наведено рівняння у диференційному і інтегральному виді з аналізом сигмоїдальної зміни в часі концентрації продукту або ступеня перетворення вихідного реагенту. Для випадку перебігу оборотної реакції першого порядку в обох напрямках у доступній формі виведено рівняння швидкості і надано результати інтегрування відносно часу і ступеня перетворення. Показано послідовність розрахунку оптимальної температури для оборотної екзотермічної реакції. Запропонована методика із залученням базової вищої математики сприятиме кращому опануванню положень хімічної кінетики гомогенних реакцій.

Ключові слова: методика викладання, хімічна кінетика, рівняння швидкості, порядок реакції, прості і складні реакції, інтегрування кінетичних рівнянь, оптимальна температура

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METHODOLOGY OF TEACHING CHEMICAL KINETICS USING EXAMPLES OF PRODUCTION PROCESSES

Abstract. The pedagogical treatment of chemical reaction rates and kinetic equations is examined across diverse educational components, each directed toward specific analytical outcomes. Within the disciplines of "Physical Chemistry" and "Theoretical Foundations of Chemical Technology," instructional focus is centered upon the determination of reaction orders and rate constants through the observation of concentration changes over time. Conversely, the framework of "General Chemical Technology" and associated technological modules prioritizes engineering applications. In these contexts, the methodology emphasizes the calculation of residence time required for reactor dimensioning based on a target degree of conversion, or the determination of the resulting degree of conversion relative to a known residence time. The purpose of this study is to provide an algorithm for teaching kinetics based on the analysis of rate equations for homogeneous industrial processes. Within this pedagogical framework, kinetic curves representing changes in concentration or degree of conversion over time are systematically categorized based on their geometric profiles. Convex and concave curves are correlated with reaction orders where $n>0$, while linear (straight) profiles are explicitly linked to zero-order reactions ($n=0$). Furthermore, this classification extends to specialized kinetic phenomena, including topochemical and autocatalytic processes. A sequential analysis of zero, first, second, and third-order reactions is conducted to facilitate a systematic inquiry into chemical kinetics. By leveraging the Law of Mass Action, the methodology demonstrates the derivation of kinetic equations in both differential and integral forms. These mathematical models are utilized to solve for critical industrial parameters: residence time at a specified degree of conversion and the degree of conversion resulting from a known residence time. The treatment of special kinetic cases, specifically topochemical and autocatalytic reactions, involves the derivation of differential and integral equations. This analysis encompasses the characterization of sigmoidal changes in both product concentration and the degree of conversion of the initial reactant. For complex systems, the methodology provides a derivation of rate equations for first-order

reversible reactions presented in an accessible format, alongside a rigorous sequence for calculating the optimal temperature for reversible exothermic reactions. In conclusion, the proposed methodology demonstrates that the synergistic integration of basic higher mathematics into the study of industrial processes facilitates a more profound and comprehensive mastery of homogeneous chemical kinetics.

Keywords: teaching methodology, chemical kinetics, rate equations, order of reaction, simple and complex reactions, integration of kinetic equations, optimal temperature

Постановка проблеми. Питання швидкості хімічних реакцій, в тому числі вид рівняння кінетики розглядається у різних освітніх компонентах під певним кутом зору. При викладанні дисциплін «Фізична хімія», «Теоретичні основи хімічної технології» тощо за мету ставиться визначення порядку реакції і константи швидкості. Для всіх промислових реакцій відомі кінетичні рівняння: значення порядку реакції і залежності константи швидкості від температури. Тому в рамках дисциплін «Загальна хімічна технологія», «Основи хімічної технології» або конкретної технологічної дисципліни треба рахувати час перебування за заданим ступенем перетворення (для подальшого визначення габаритів реактору) або за відомим часом визначати ступінь перетворення. Покажемо далі цей підхід на конкретних прикладах.

Аналіз останніх досліджень і публікацій. Матеріал з кінетики гомогенних хімічних реакцій займає провідне місце в освітній компоненті «Загальна хімічна технологія» і викладається після вивчення основних положень і питань рівноваги [1, с.63-85]. Розлого надано інформацію щодо виразів швидкості реакції через зміну концентрацій у часі. Відомо, що розрахунки часу перебування проводять за більш зручними рівняннями швидкості через зміну у часі ступеня перетворення. У вказаному підручнику такі рівняння надано тільки для вихідних реагентів, що взяті у еквімолекулярних співвідношеннях. І це при тому, що для більшості промислових процесів характерним є надлишок одного з реагентів. Рекомендації [2] розглядають вирази швидкості тільки через зміну концентрації у часі. Ресурс [3] надає кілька прикладів хімічної кінетики з вправами, зосередженими на визначенні часткових порядків та констант швидкості. Вправи включають такі методи, як початкові швидкості, інтегральний метод та визначення періоду напіврозпаду. Автори [4] пропонують розрахунки кінетичних констант і порядків реакцій, а також кінетичний розрахунок ідеальних реакторів. Ті ж автори у другій частині [5] розглядають кінетику складних реакцій на прикладах умовних компонентів

A, B, C, D, а також складні теоретичні аспекти: теорії активних зштовхувань і активованого комплексу (перехідного стану). У монографії [6, с.200-209] використані рівняння швидкості через зміну концентрації у часі, але після інтегрування надано рішення відносно концентрації і ступеня перетворення. Останнє виконується підстановкою залежності концентрації від ступеня перетворення, Зауважимо, що розрахунок габаритів промислових реакторів (за відомою витратою суміші) базується, насамперед, на визначенні часу перебування газової суміші за кінетичними рівняннями, що базуються на використані ступеня перетворення за ключовим реагентом.

Мета статті – надати алгоритм викладання кінетики гомогенних промислових процесів на основі двох варіантів виразів рівнянь швидкості: через зміну концентрації у часі та зміну ступеня перетворення у часі. Показати можливості використання кінетичних рівнянь різного порядку для розрахунку часу перебування за заданим ступенем перетворення або виконати аналіз роботи реактору через розрахунок ступеня перетворення за відомим часом перебування.

Виклад основного матеріалу. Залежність швидкості гомогенної хімічної реакції від концентрації реагуючих речовин описується законом діючих мас: *швидкість хімічної реакції W при постійній температурі прямо пропорційна добутку молярних концентрацій речовин, що реагують.* Важливо відмітити, що цей закон для *термодинамічних* розрахунків передбачає наступне визначення: швидкість хімічної реакції пропорційна добутку концентрацій реагуючих речовин у ступенях, які дорівнюють **стехіометричним коефіцієнтам**, що стоять перед формулами відповідних речовин у рівнянні реакції. А для *кінетичних* розрахунків сформулюється як: швидкість реакції пропорційна добутку концентрацій реагентів у ступенях, що дорівнюють **частинним порядкам реакцій** за реагентами.

Для необоротної реакції $\alpha A + \beta B \rightarrow$ *продукти* кінетичне рівняння згідно з законом діючих мас матиме вид :

$$W = -\frac{dC_A}{d\tau} = k \cdot C_A^{n_A} \cdot C_B^{n_B} \qquad (1)$$

де W –- швидкість реакції; τ – час перебування в зоні реакції; k – константа швидкості; C_A та C_B – молярні концентрації речовин А і В, відповідно; n_A, n_B – порядки реакції за компонентами А і В. Загальний порядок кінетичного рівняння $n = n_A + n_B$.

Для необоротної реакції αA→продукти рівняння швидкості має вид:

$$W = -\frac{dC_A}{d\tau} = k \cdot C_A^{n}. \qquad (2)$$

За рівнянням Ареніуса:

$$k= k_o \cdot \exp(-E/(R \cdot T)) , \quad (3)$$

де k_o – передекспоненційний (частотний) множник – пропорційний загальній кількості зіткнень молекул, не залежить від температури; E – енергія активації, Дж/моль; R – газова стала, R=8,31 Дж/(моль·К); T – температура, К.

Вираз exp(-E/(R·T)) – характеризує частку зіткнень, що закінчуються хімічною взаємодією. Ступінь перетворення за вихідним компонентом визначається як:

$$x=(C_{Ao}-C)/C_{Ao} ,$$

де C_{Ao} – вихідна концентрація А).

Звідки $C= C_{Ao} \cdot (1-x)$ і $dC= - C_{Ao}dx$. Тоді рівняння (2) приймає вид:

$$W=dx/ d\tau= C_{Ao}^{n-1} \cdot (1-x)^n \quad (4)$$

Можливий хід кінетичних кривих надано на рисунках 1 і 2.

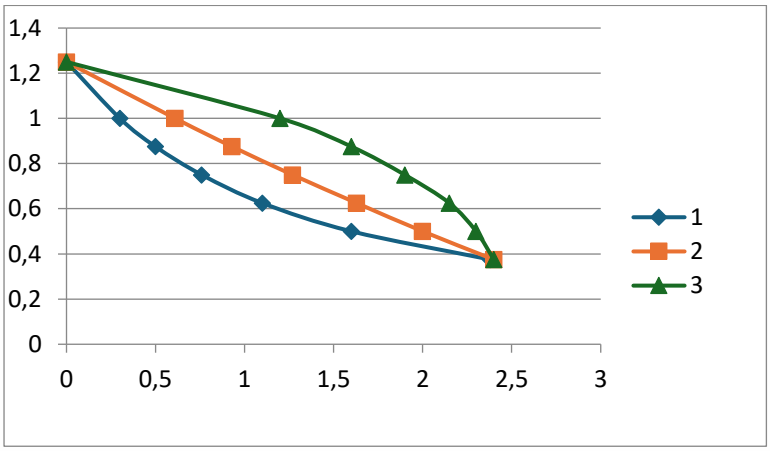
Для рисунка 1 три можливі варіанти перебігу реакції: 1 – увігнута крива (порядок реакції n>0), 2 – пряма лінія (порядок реакції n=0), 3 – опукла крива (топохімічні або автокаталітичні реакції). Для рисунка 2 ті ж самі варіанти: 1 – опукла крива (порядок реакції n>0), 2 – пряма лінія (порядок реакції n=0), 3 – увігнута крива (топохімічні або автокаталітичні реакції).

Прикладами реакцій нульового порядку (*n*=0) є каталітичне розкладання оксиду азоту (I) на поверхні золота до азоту і кисню, розкладання аміаку на поверхні платини до азоту і водню. По нульовому порядку йдуть також реакції, швидкість яких лімітується подачею енергії, необхідної для активації молекул, що реагують. Наприклад, фотохімічні реакції, де визначальним фактором служить кількість поглиненого світла, а не концентрація речовини.

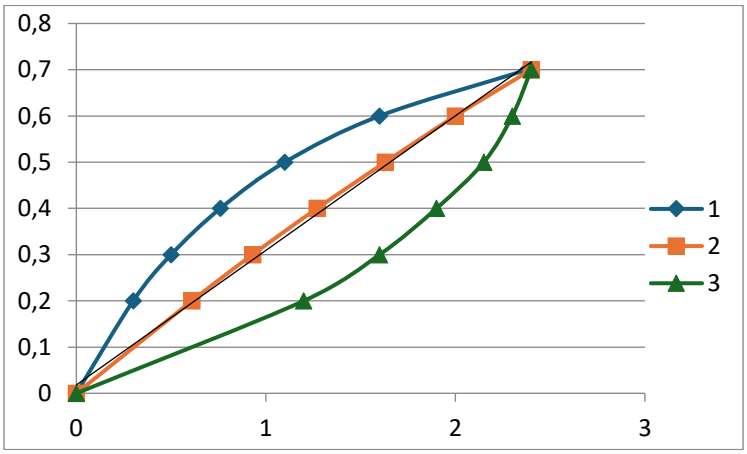
Швидкість таких реакцій є постійною і не залежить від концентрації реагентів:

$$W=-dC_A/d\tau= k; \quad (5)$$

Інтегральна форма: $\tau=(C_{A0}-C_A)/k$; $C_A=C_{A0}-k \cdot \tau$.



1 – n>0; 2 – n=0; 3 – топохімічні або автокаталітичні реакції
Рисунок 1 – Залежність концентрації вихідного реагенту від часу.



1 – n>0; 2 – n=0; 3 – топохімічні або автокаталітичні реакції
Рисунок 2 – Залежність ступеня перетворення від часу.

Рівняння (4) для n=0 приймає вид:

$$W=dx/d\tau=k/C_{A0;} \quad (6)$$

Інтегральна форма: $\tau=x\cdot C_{A0}/k$; $x= k\cdot\tau/C_{A0}$.

Для гомогенних реакції першого порядку (n=1) з рівнянь (3) і (4) маємо вирази (7) і (8), відповідно:

$$W=-dC_A/d\tau= k\cdot C_A. \quad (7)$$

Інтегральна форма $\tau=\frac{1}{k}\ln\frac{C_{A_0}}{C_A}$; $C_A=C_{A_0}\cdot e^{-k\tau}$.

$$W = dx/d\tau = k(1-x). \quad (8)$$

Інтегральна форма:

$$\tau = \frac{1}{k}\ln\frac{1}{1-x}; \; x = 1-e^{-k\cdot\tau}.$$

Приклад: гідроліз монохлороцтової кислоти водою з утворенням гліколевої (оксиоцтової) кислоти та хлоридної (соляної) кислоти при великому надлишку води (псевдо нульовий порядок по воді):

$CH_2ClCOOH+H_2O \rightarrow CH_2(OH)COOH+HCl$.

Ще один приклад: рідкофазовий гідроліз сахарози з утворенням глюкози при великому надлишку води:

$$C_{12}H_{22}O_{11} + H_2O \rightarrow 2C_6H_{12}O_6 .$$

Приклад кінетичного рівняння для необоротної реакції другого порядку: спалювання пари у виробництві сульфатної кислоти. У практичних умовах високих температур це пара S_2 реагує з киснем:

$$S_2 + 2O_2 = 2SO_2,$$

що враховується стехіометрією у кінетичному рівнянні (9) другого порядку:

$$W = dx/d\tau = K \cdot (1-x) \cdot (b-2ax), \quad (9)$$

де a і b концентрація сірки і кисню у газо-паровій суміші, частка, відповідно.

Константу швидкості розраховують за формулою

$$lgK = B - A/T,$$

підставляючи наступні значення коефіцієнтів А і В в залежності від температури Т: 923-1123 К – А=2510, В=3,49; 1123-1373 К – А=1875, В=2,92.

Інтегрування рівняння (9) дає вираз для розрахунку часу окиснення:

$$\tau = \frac{1}{K(b-2a)}\ln\frac{b-2ax}{b(1-x)}. \quad (10)$$

Останнє рівняння можна вирішити відносно x за відомим часом τ через надбудову Excel «Підбір параметру» – процедура детально описана у статті [7].

Приклад рівняння кінетики третього порядку – найповільніша стадія виробництва нітратної кислоти – газофазова реакція $2NO + O_2 = NO_2$:

$$W = \frac{dp_{NO_2}}{d\tau} = k_1 \cdot p_{NO}^2 \cdot p_{O_2}, \quad (11)$$

де p_{NO_2}, p_{NO}, p_{O_2} – парціальний тиск NO_2, NO, O_2 в даний момент часу; k_1 – константа швидкості прямої реакції; τ – тривалість окиснення, с.

Введемо позначення: $2a$ – початкова концентрація NO, частка; b – початкова концентрація кисню, частка; P – загальний тиск, атм; x – ступінь окиснення NO в момент часу τ, частка. Підставивши ці позначення до виразів для парціальних тисків, одержимо:

$p_{NO} = 2 \cdot a \cdot (1 - x) \cdot P$; $p_{O_2} = (b - a \cdot x) \cdot P$; $p_{NO_2} = 2 \cdot a \cdot x \cdot P$; $d\,p_{NO_2} = 2 \cdot P \cdot a \cdot d\,x$.

Після підстановки цих виразів у рівняння (11):

$$\frac{dx}{d\tau} = 4 \cdot k_1 \cdot P^2 \cdot a^2 \cdot (1 - x)^2 \cdot (b - a \cdot x) \cdot P / (2 \cdot P \cdot a) =$$
$$= 2 \cdot k_1 \cdot P^2 \cdot a \cdot (1 - x)^2 \cdot (b - a \cdot x).$$

За умови $K = 2k_1$ маємо рівняння третього порядку:

$$W = \frac{dx}{d\tau} = K \cdot P^2 \cdot a \cdot (1 - x)^2 \cdot (b - a \cdot x). \quad (12)$$

Після інтегрування рівняння (12) отримують рівняння (13) [8, с.258], з якого знаходять час окиснення τ за заданим ступенем окиснення x:

$$K \cdot \tau \cdot P^2 = \frac{1}{(b-a)^2} \cdot \left[\frac{(b-a) \cdot x}{(1-x) \cdot a} + \ln \left(\frac{1-x}{1 - x \cdot \frac{a}{b}} \right) \right]. \quad (13)$$

Відповідні рівняння для розрахунку сталих:

$$K = 4,2 \cdot \frac{705 - T + 273}{36 + T - 273} = 4.2 \cdot \left(\frac{705 - t}{36 + t} \right);\ a = \frac{C_{NO}^0}{2 \cdot 100};\ b = \frac{C_{O_2}^0}{100}.$$

Для пошуку ступеня окиснення x за відомим часом окиснення τ з рівняння (13) рекомендовано використати надбудову Excel «Підбір параметру» [7].

Для рисунків 1 і 2 крива 3 характеризує перебіг топохімічної реакції, прикладами якої є стадія виробництва соди $CaCO_3=CaO+CO_2$, розкладання гідроксидів і солей у виробництві каталізаторів. Це особливий випадок локалізованих у просторі реакцій: утворення нової твердої фази на межі з вихідною твердою фазою. Рівняння швидкості топохімічної реакції:

$$W=dx/d\tau=k\cdot(1-x)\cdot\tau^{m-1}. \quad (14)$$

Інтегральний вид:

$$x=1-\exp(-k\cdot\tau^m), \quad (15)$$

де значення m визначається механізмом перебігу реакції і дорівнює 2, 3, 4, 5, 6 в залежності від кількості стадій утворення часток нової твердої фази (від 1 до 3) і кількості напрямків їх росту (від 1 до 3). З рівняння (14) видно, що з часом швидкість топохімічної реакції збільшується на певному відтинку росту ступеня перетворення – це відображено кривою 3 на рисунках 1 і 2.

Але швидкість потім зменшується з причини зменшення виразу *(1-x)* і в координатах $x=f(\tau)$ спостерігають сигмоїдальну (S-подібну) криву з перегином, що відповідає максимуму швидкості – див. далі рисунок 5. Експериментальну залежність $x=f(\tau)$ надано на рисунку 3 – на прикладі ізотермічного розкладання перманганату калію. За формальною ознакою топохімічна реакція є гетерогенною: при розкладанні твердого утворюється нова тверда фаза і виділяється газ. Але значення поверхні розділу фаз не входить у кінетичне рівняння (14) позаяк реакція відбувається у гомогенному середовищі тверде-тверде за умови тонкого подрібнення вихідного матеріалу.

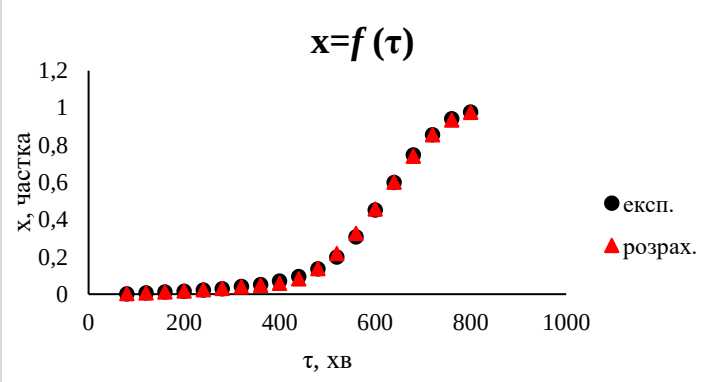


Рисунок 3 – Залежність ступеня перетворення від часу для топохімічної реакції.

Після подвійного логарифмування рівняння (15) отримуємо рівняння прямої лінії:

$$\ln(-\ln(1-x)) = \ln k + m \cdot \ln\tau \;;\; Y = \ln k + m \cdot Z\,.$$

Особливістю розкладання перманганату калію є утворення двох твердих фаз і кисню. Рисунок 4 показує два відтинка, що свідчить про перебіг топохімічної реакції за двома послідовними механізми з показником $m_1 \approx 2$ (одна стадія утворення часток нової твердої фази і один напрямок їх росту – голчастий) і $m_2 \approx 6$ (три стадії утворення часток нової твердої фази і три напрямки їх росту – сферичної або кубічної форми).

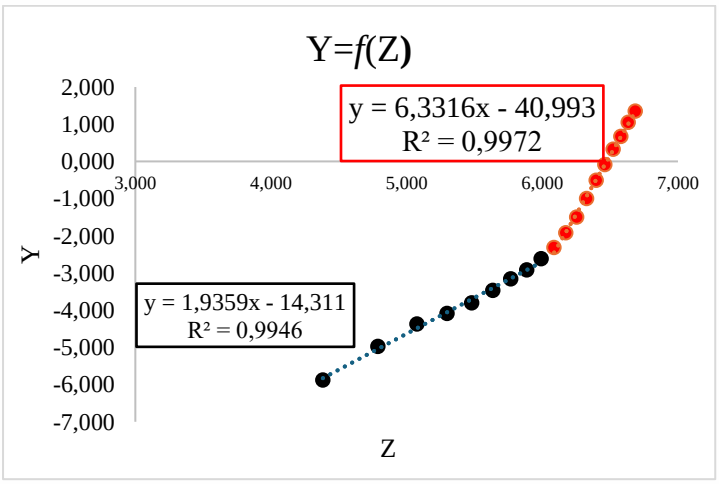


Рисунок 4 – Графік залежності $Y = \ln(-\ln(1-x))$ від $Z = \ln\tau$.

За значенням вільного члена ln$k$ рівнянь регресії розраховують константу швидкості, наприклад, $k_1 = exp(-14{,}311)$. Залежність швидкості реакції розкладання перманганату калію згідно рівняння (14) за відповідними значенням констант швидкості k_1, k_2 і показника m_1, m_2 для двох відтинків від часу представлено на рисунку 5.

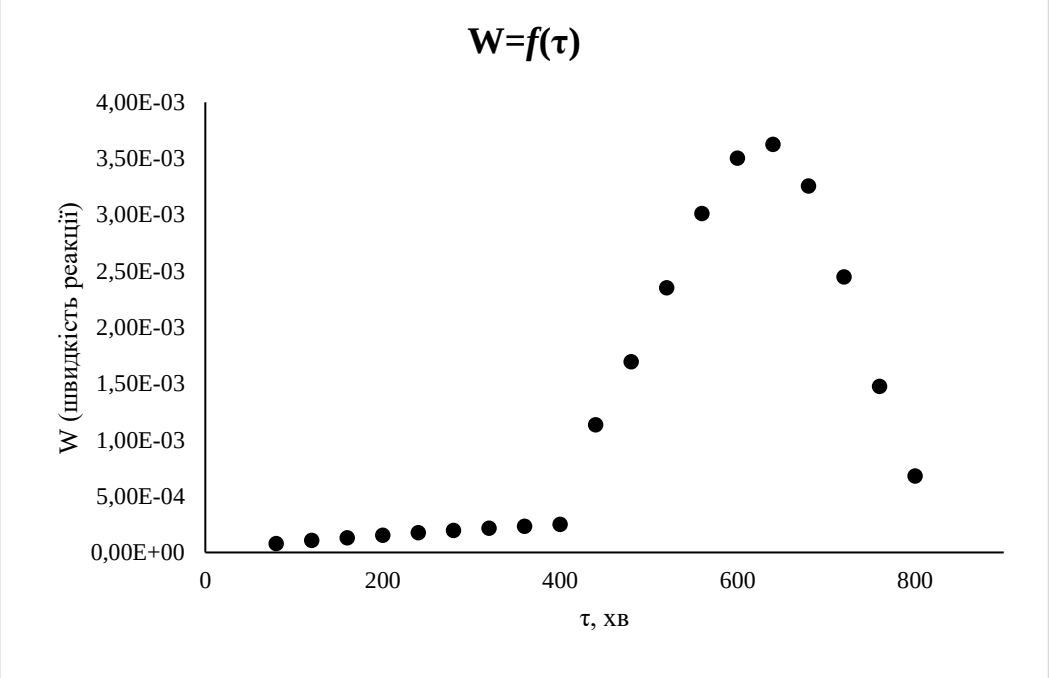


Рисунок 5 – Залежність швидкості топохімічної реакції від часу.

Особливий хід кривої 3 рисунків 1, 2 і 3 може спостерігатися також у випадку автокаталітичних реакцій – збільшення швидкості хімічної реакції у часі за рахунок того, що один з її продуктів є каталізатором. Гідроліз етилового ефіру (наприклад, етилацетату) у слабо кислому середовищі – це реакція кислотного каталізу, при якій ефір реагує з водою, утворюючи відповідну карбонову кислоту (оцтову кислоту – каталізатор) та спирт (етанол). Загальна формула реакції A+B→P+R у хімічних символах:

$$CH_3COOC_2H_5+H_2O\rightarrow CH_3COOH+C_2H_5OH.$$

Рівняння швидкості реакції (нульовий порядок по воді з причини її великого надлишку) має вид:

$$W = -\frac{dC_A}{d\tau} = k \cdot C_A \cdot C_P^{\,m}, \qquad (16)$$

де m – порядок по продукту P (CH_3COOH).

За m=1 рівняння (16), враховуючи вираз (4) для компоненту А і залежність концентрації продукту $C_p = C_{Ao} \cdot x$, приймає вид рівняння другого порядку:

$$W=dx/\,d\tau=k\cdot C_{Ao}\cdot(1-x)\cdot x \qquad (17)$$

Інтегрування рівняння (17) дає формули для розрахунку τ *і* x:

$$\tau = \frac{1}{k \cdot C_{Ao}} \ln \frac{x}{1 - x}; \; x = \frac{e^{k \cdot \tau \cdot C_{Ao}}}{1 + e^{k \cdot \tau \cdot C_{Ao}}}.$$

Автокаталітичні реакції, як і топохімічні, часто характеризуються кривою сигмоїдальної зміни концентрації продукту (або ступеня перетворення вихідного реагенту) в часі – на кшталт рис. 3. На початку швидкість мала через низьку концентрацію автокаталізатору, потім різко зростає у фазі прискореного накопичення продукту, цьому відповідає хід кривої 3 рисунків 1 та 2 і, згодом, уповільнюється в міру вичерпання вихідних реагентів – зменшення множника *(1-x)* превалює над збільшенням *x* у рівнянні (17).

У випадку перебігу оборотної реакції першого порядку в обох напрямках A↔R рівняння швидкості (різниця швидкостей прямої і зворотної реакцій) має вид:

$$W = dx/d\tau = k_1 \cdot (1-x) - k_2 \cdot x = k_1 - k_1 x - k_2 \cdot x = k_1 - (k_1 + k_2) \cdot x, \quad (18)$$

де k_1 і k_2 – константи швидкості прямої і зворотної реакцій, відповідно.

У стані рівноваги константа рівноваги *Kp* дорівнює:

$$Kp = k_1/k_2 = x_p/(1-x_p), \quad (19)$$

де x_p – рівноважний ступінь перетворення.

З рівняння (19) після простих перетворень маємо $x_p = k_1/(k_1+k_2)$, звідки $k_1 = x_p \cdot (k_1+k_2)$. Після підстановки останнього виразу у рівняння (18) отримуємо рівняння швидкості оборотної реакції першого порядку:

$$W = dx/d\tau = x_p \cdot (k_1 + k_2) - (k_1+k_2) \cdot x = k \cdot (x_p - x), \quad (20)$$

де $k = k_1 + k_2$.

В інтегральній формі:

$$\tau = \frac{1}{k} \ln \frac{x_p}{x_p - x}; \; x = x_p \cdot (1 - e^{-k \cdot \tau}).$$

Важливо відмітити вплив температури на швидкість оборотної реакції за рівнянням (20): для *ендотермічних* реакцій з ростом температури зростає

константа швидкості k і рівноважний ступінь перетворення x_p – відповідно постійно зростає і швидкість реакції. Температурна межа визначається властивостями реагентів і продуктів та матеріалу корпусу реактору. Але для *екзотермічних* реакцій x_p зменшується з ростом температури з причини зсуву рівноваги у бік вихідних речовин. Отже, протилежний вплив температури на k і x_p визначає наявність оптимальної температури, що відповідає максимуму швидкості. Рівняння (18) напишемо з врахуванням рівняння Ареніуса (3):

$$W = k_{o1} \cdot e^{-\frac{E_1}{R \cdot T}} \cdot (1 - x) - k_{o2} \cdot e^{-\frac{E_2}{R \cdot T}} \cdot x.$$

Далі для пошуку екстремуму беремо першу похідну і прирівнюємо отриманий вираз 0:

$$\frac{dW}{dT} = k_{o1} \cdot (1 - x) \cdot e^{-\frac{E_1}{R \cdot T}} \cdot \left(\frac{E_1}{R \cdot T^2}\right) - k_{o2} \cdot x \cdot e^{-\frac{E_2}{R \cdot T}} \cdot \left(\frac{E_2}{R \cdot T^2}\right) = 0.$$

Деякі перетворення:

$$k_{o1} \cdot (1 - x) \cdot e^{-\frac{E_1}{R \cdot T}} \cdot E_1 = k_{o2} \cdot x \cdot e^{-\frac{E_2}{R \cdot T}} \cdot E_2;$$
$$\frac{k_{o1} \cdot (1-x) \cdot E_1}{k_{o2} \cdot x \cdot E_2} = e^{\frac{E_2 - E_1}{R \cdot T}};$$
$$\ln\left(\frac{k_{o1} \cdot (1-x) \cdot E_1}{k_{o2} \cdot x \cdot E_2}\right) = \frac{E_2 - E_1}{R \cdot T};$$

Кінцевий вираз для визначення оптимальної температури:

$$Topt = \frac{E_2 - E_1}{R \cdot ln\left(\frac{k_{o1} \cdot (1 - x) \cdot E_1}{k_{o2} \cdot x \cdot E_2}\right)}.$$

Зауважимо, що різниця E_2-E_1=Qp дорівнює тепловому ефекту реакції. Отже, для оборотних екзотермічних реакцій кожному значенню ступеня перетворення x відповідає певне значення оптимальної температури. Зі збільшенням x оптимальна температура зменшується, при цьому отримують лінію оптимальних температур $x=f(Topt)$, сімбатну по відношенню до залежності рівноважного ступеня перетворення від температури $x_p=f(T)$ [1, с.75].

Висновки. Запропоновано послідовність викладання матеріалу з опису швидкості гомогенних хімічних реакцій. Наведено кінетичні рівняння

простих і оборотної реакцій для різних значень порядку реакції через зміну у часі концентрації вихідного реагенту і його ступеня перетворення. Надано інтегральні рішення відносно часу перебування за відомим ступенем перетворення і ступеня перетворення за відомим часом. Дано аналіз випадків збільшення швидкості реакції у часі на прикладах топохімічних і автокаталітичних реакцій. Обґрунтовано методику розрахунку оптимальної температури для оборотної екзотермічної реакції першого порядку. Запропонована методика із залученням базової вищої математики сприятиме кращому опануванню положень хімічної кінетики гомогенних реакцій.

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МЕТОДИКА ВИКЛАДАННЯ КІНЕТИКИ ГЕТЕРОГЕННО-КАТАЛІТИЧНИХ РЕАКЦІЙ

Анотація. Особливість гетерогенне-каталітичних процесів полягає у складності механізму їх перебігу і, відповідно, складності кінетичних рівнянь. Використання цих кінетичних рівнянь при розрахунку об'єму шару каталізатору викликає певні труднощі. По-перше, вони не мають аналітичного рішення навіть для ізотермічних умов і вимагають чисельного інтегрування для визначення часу контактування. По-друге для неізотермічних (зокрема, адіабатичних) умов рівняння вирішується виключно чисельним інтегруванням у середовищі Excel або засобами пакету MathCAD. Для студентів молодших курсів необхідно надати можливість розрахунків за більш простими кінетичними рівняннями у середовищі Excel. Показано цей підхід на конкретних прикладах промислових оборотних реакцій: окиснення сульфуру (IV) оксиду, парова конверсія природного газу, пароповітряна конверсія метану, двоступенева парова конверсія карбону (II) оксиду. Характерним для перелічених реакцій є значний надлишок окисника. Мета даної роботи: надати лектору алгоритм викладання кінетики гетерогенне-каталітичних процесів на основі спрощених (там, де це можливо) виразів рівнянь швидкості. Показано можливість використання кінетичного рівняння першого порядку для розрахунку часу перебування за заданим ступенем перетворення або виконання аналіз роботи реактору через розрахунок ступеня перетворення за відомим часом перебування. Розраховано константи швидкості для п'яти промислових реакцій. Отримані дані свідчать про незначне відхилення розрахункового часу контакту за рівнянням першого порядку і складними рівняннями, що базуються на механізмі перебігу каталітичної реакції. Дана стаття узагальнює наші останні публікації, віддзеркалює особливості кінетики оборотних гетерогенне-каталітичних реакцій і є основою для викладання під час лекцій та проведення конкретних розрахунків під час практикуму, в тому числі для визначення рівноважного ступеня перетворення. Запропонована методика поєднує набуття знань і вмінь із залученням базової вищої математики, що сприятиме кращому опануванню положень хімічної кінетики гетерогенне-каталітичних реакцій.

Ключові слова: методика викладання, каталіз, хімічна кінетика, рівняння швидкості, константа швидкості, інтегрування кінетичних рівнянь

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TEACHING METHODOLOGY FOR THE KINETICS OF HETEROGENEOUS CATALYTIC REACTIONS

Abstract. Heterogeneous catalytic processes are characterized by complex rate equations that create difficulties in catalyst bed volume calculations. First, these equations have no analytical solution even under isothermal conditions and require numerical integration to determine contact time. Second, under non-isothermal (particularly adiabatic) conditions, they can only be solved numerically, using Excel or MathCAD. Undergraduate students therefore need access to simpler kinetic equations solvable within Excel. This paper demonstrates such an approach through industrial reversible reactions: sulfur(IV) oxide oxidation, natural gas steam reforming, steam-air methane reforming, and two-stage carbon(II) oxide steam conversion — all characterized by a significant oxidizing agent excess. The aim is to provide lecturers with a teaching algorithm for heterogeneous catalytic kinetics based on simplified rate expressions wherever feasible. The paper demonstrates how a first-order kinetic equation can be used to calculate residence time at a target conversion degree, or conversely, to analyze reactor performance by computing conversion at a known residence time. The rate constants for the above five industrial reactions were calculated. Results show only minor deviations between contact times computed from mechanistically derived complex equations and those from the first-order equation. This article consolidates our recent publications and establishes the applicability of a first-order kinetic equation that captures the essential behavior of reversible heterogeneous catalytic reactions. The material of the article is the basis for teaching during lectures and conducting specific calculations during the practical, including for determining the equilibrium degree of transformation. The proposed methodology integrates knowledge and skill development with foundational higher mathematics, thereby supporting more effective mastery of heterogeneous catalytic kinetics.

Keywords: teaching methodology, catalysis, chemical kinetics, rate equation, rate constant, kinetic equation integration

Постановка проблеми. Розділ «Хімічні реактори» займає провідне місце при підготовці бакалаврів з хімічних технологій та інженерії і

викладається після вивчення рівноваги і кінетики хімічних реакцій в рамках дисципліни «Загальна хімічна технологія» або конкретної технологічної дисципліни. Саме наявність кінетичних рівнянь, що враховують перебіг оборотних реакцій, дозволяє проводити коректний розрахунок габаритів реакторів. Особливість гетерогенне-каталітичних процесів полягає у складності рівнянь, що описують їх швидкість. Використання цих кінетичних рівнянь при розрахунку об'єму шару каталізатору викликає певні труднощі. По-перше, вони не мають аналітичного рішення навіть для ізотермічних умов і вимагають чисельного інтегрування для визначення часу контактування. По-друге для неізотермічних (зокрема, адіабатичних) умов рівняння вирішується виключно чисельним інтегруванням у середовищі Excel або засобами пакету MathCAD. Для студентів молодших курсів необхідно надати можливість розрахунків за більш простими кінетичними рівняннями у середовищі Excel. Покажемо далі цей підхід на конкретних прикладах.

Аналіз останніх досліджень і публікацій. Матеріал з теми каталітичних процесів в рамках освітньої компоненти «Загальна хімічна технологія» не займає багато місця у підручнику [1, с.115-129]. Надано інформацію щодо виразів швидкості реакції тільки для гомогенного каталізу. Для реакцій гетерогенного каталізу, що займає до 90% промислових процесів, рівняння швидкості не розглядаються саме з причин їх складності. Ці рівняння отримують з позицій запропонованого механізму перебігу реакції, наприклад, на основі закону діючих поверхонь – кінетика Ленгмюра-Хіншельвуда [2, с.231-235]. Зауважу, що для гетерогенне-каталітичного процесу залежність швидкості W від константи швидкості k, рушійної сили процесу ΔC і питомої поверхні каталізатору F мала б мати вид: $W = k \cdot \Delta C \cdot F$. Але у наведених в літературі і далі по тексту прикладах відсутній параметр F – експерименти проводили на дрібних гранулах каталізатору, тобто за умов перебігу процесу у кінетичній області. Додам, що F – питома поверхня каталізатору складає десятки і сотні м^2/г. Зовнішня поверхня (декілька см^2/г) взагалі не впливає на F. Дана стаття передбачає розрахунок часу контакту τ за перебігу реакції у кінетичній області. У промисловості маємо перебіг процесів у зовнішньо дифузійній області (окиснення аміаку, парова конверсія природного газу, окиснення метанолу до формальдегіду) або внутрішньо дифузійній області (синтез аміаку і метанолу, окиснення SO_2, парова конверсія CO). Зниження швидкості реакції на крупних гранулах каталізаторів враховують у розрахунках об'єму каталізатору ступенем використання поверхні каталізатору η – для внутрішньо дифузійній області $\eta \approx 0{,}5$, для зовнішньо дифузійній області $\eta = 0{,}1\text{-}0{,}2$.

Час контакту при наявності дифузійного гальмування τ_d розраховують через час контакту при перебігу реакції у кінетичній області τ: $\tau_d=\tau/\eta$. Дана стаття узагальнює наші останні публікації, надає аналіз можливості використання спрощених рівнянь кінетики, віддзеркалює особливості перебігу оборотних гетерогенне-каталітичних реакцій. Так, стосовно реакції окиснення сульфуру (IV) оксиду до сульфуру (VI) оксиду як стадії виробництва сульфатної кислоти інформацію з промислових каталізаторів та кінетичних закономірностей надано у статті [3].

Особливості перебігу парової конверсії природного газу і пароповітряної конверсії метану наведено у публікаціях [5] і [6], відповідно. Каталізатори і рівняння швидкості парової конверсії карбону (II) оксиду на середньо температурному і низько температурному каталізаторах надано у роботі [7].

Мета статті – надати лектору алгоритм викладання кінетики гетерогенне-каталітичних промислових процесів на основі спрощених (там, де це можливо) виразів рівнянь швидкості. Показати можливості використання кінетичного рівняння першого порядку для розрахунку часу перебування за заданим ступенем перетворення або виконати аналіз роботи реактору через розрахунок ступеня перетворення за відомим часом перебування.

Виклад основного матеріалу. Швидкість реакції

$$SO_2+0{,}5O_2\leftrightarrow SO_3+Q \qquad (1)$$

за атмосферного тиску у нерухомому шарі за моделлю реактору ідеального витиснення описується рівнянням [3]:

$$W=\frac{dX}{d\tau}=\frac{K}{A}\cdot\frac{1-X}{1-0{,}2\cdot X}\cdot\left(\frac{B-A\cdot X\cdot 0{,}5}{1-A\cdot X\cdot 0{,}5}-\left[\frac{X}{Kp\cdot(1-X)}\right]^2\right), \qquad (2)$$

де X – ступінь перетворення (окиснення), частка; τ – час контакту, с; К – константа швидкості реакції, $с^{-1}\cdot атм^{-1}$; А, В – початкові концентрації SO_2 і O_2, частка об., відповідно; Кр – константа рівноваги, $атм^{-0,5}$.

З рівняння (2) знаходять час контакту засобами пакету MathCAD:

$$\tau=\int_{X1}^{X2}\frac{A\cdot(1-0{,}2\cdot X)}{K\cdot(1-X)\cdot\left\{\frac{B-A\cdot X\cdot 0{,}5}{1-A\cdot X\cdot 0{,}5}-\left[\frac{X}{Kp\cdot(1-X)}\right]^2\right\}}\cdot dX. \qquad (3)$$

Чисельним інтегруванням (метод прямокутників) виразу (3) у середовищі Excel визначається час контактування τ, при цьому знак інтегралу $\int$ замінюється на знак суми $\sum$, а dX на крок інтегрування ΔX:

$$\tau_i = \sum_{i=1}^{N} \frac{A \cdot (1 - 0,2 \cdot Xi)}{Ki \cdot (1 - Xi) \cdot \left\{ \frac{B - A \cdot Xi \cdot 0,5}{1 - A \cdot Xi \cdot 0,5} - \left[\frac{Xi}{Kpi \cdot (1 - Xi)} \right]^2 \right\}} \cdot \Delta X. \quad (4)$$

Враховуючи майже трикратний надлишок кисню нами описано швидкість окиснення SO_2 у SO_3 рівнянням першого порядку по SO_2 і псевдо нульовим порядком по кисню [3]:

$$\frac{dx}{d\tau} = k \cdot (x_p - x), \quad (5)$$

Константа швидкості k запропонованого рівняння (5) першого порядку розраховується як:

$k=e^{10,831-7509,7/T}$ або $k=50554 \cdot \exp(-62406/(8,31 \cdot T))$.

Визначення і розрахунок рівноважного ступеня перетворення x_p за SO_2 детально надано у статті [3]. Адіабатичний розігрів в процесі окиснення SO_2 у SO_3 враховується рівнянням:

$$T_i = T_1 + Q \cdot X_i,$$

де T_1, Ti – початкова і поточна температури, К.

Коефіцієнт адіабатичного підвищення температури газу при X=1:

$$Q = 2329 \cdot A^{0,91} - 7,92.$$

Поточне значення ступеня перетворення на i кроці інтегрування (дорівнює ΔX): $Xi = Xi\text{-}1 + \Delta X$.

З рівняння (5) знаходимо час контакту з підстановкою залежності k і x_p від температури:

$$\tau = \int_0^x dx / (k \cdot (x_p - x)),$$

що реалізується чисельним інтегруванням в середовищі Excel як:

$$\tau = \sum_{i=1}^{N} \frac{1}{k_i} \cdot \frac{\Delta x}{x_{pi} - x_i}, \quad (6)$$

де N – кількість кроків інтегрування – рекомендовано від 20 до 50.

Результати розрахунку за рівнянням (5) практично співпадають з результатом визначення часу перебування (часу контакту) за більш складним рівнянням (2). Рівняння (5) зручне тим, що за постійної температури аналітично (табличний інтеграл) вирішується як:

$$\tau = \frac{1}{k} \cdot ln \frac{x_p}{x_p - x}; \quad (7)$$

$$x = x_p \cdot (1 - e^{-k \cdot \tau}). \quad (7a)$$

Розрахунки за рівнянням (7) при певному значенні температури можна використовувати для орієнтовного визначення часу контакту або за відомим часом розрахувати ступінь перетворення.

Гетерогенне-каталітична парова конверсія природного газу, основним компонентом якого є метан, перебігає в нерухомому шарі каталізатору за реакціями:

$$CH_4 + H_2O \leftrightarrow CO + 3H_2 - Q_1, \quad (8)$$

$$CO + H_2O \leftrightarrow CO_2 + H_2 + Q_2. \quad (9)$$

На першому етапі (парова конверсія) у трубчастому реакторі (число труб від 200 до 504 в залежності від продуктивності) на нікелевому каталізаторі підтримують температуру на виході у діапазоні 1073-1098 К (800-825 °С) за рахунок спалювання природного газу у міжтрубному просторі для компенсації ендоефекту реакції (8). При цьому забезпечується ступінь конверсії метану на рівні 70%.

Внесок екзотермічної оборотної реакції (2) є незначним, враховуючи високі температури, і її реалізують після охолодження у дві стадії на залізо-хромовому і мідному каталізаторах.

Швидкість перебігу реакції (8) під тиском до 4 МПа в реакторі ідеального витіснення описується рівнянням [5]:

$$\frac{dx}{d\tau} = K \cdot \frac{(1-x)\cdot(1+N)}{P\cdot(3x+x\cdot y)} \cdot \left[1 - \frac{1}{K_1} \cdot \frac{(x-x\cdot y)\cdot(3x+x\cdot y)^3 \cdot P^2}{(1-x)\cdot(N-x-x\cdot y)\cdot(1+N+2x)^2}\right], \quad (10)$$

де x – ступінь перетворення метану; τ – час контакту, с; P – загальний тиск, атм; K – константа швидкості; K_1 – константа рівноваги; у – ступінь перетворення CO; N – співвідношенні пара/газ.

Для спрощення розрахунок неадіабатичного процесу в трубчастій печі, зводиться до розрахунку ізотермічного реактора при середній температурі, К:

$$Tc = 68{,}5 \cdot H^{0{,}46} + TT,$$

де H – довжина труби в зоні обігріву, м; ТТ – дорівнює 823 або 843 для потужності агрегату 600 або 1360 т/добу за аміаком, відповідно.

Константа швидкості розраховується при середній температурі

$$\lg K = 6{,}3 - 4720/Tc\ .$$

Константа рівноваги K_1 розраховується при температурі на виході T:

$$\lg K_1 = -\frac{9840}{T} + 8{,}343\lg T - 2{,}059\cdot 10^{-3}T + 0{,}178\cdot 10^{-6}T^2 - 11{,}96.$$

Враховуючи майже чотирикратний надлишок водяної пари нами описано швидкість парової конверсії метану рівнянням першого порядку по CH_4 і псевдо нульовим порядком по водяній парі [5] – див. рівняння (5). Для будь-якої продуктивності рекомендовано використовувати рівняння першого порядку (5) і (6), а також рівняння (7) з константою швидкості k=9,46 за *середньої* температури Tc у діапазоні 1035-1040 К (732-767 °С). Принцип розрахунку рівноважного ступеня перетворення x_p надано у статті [5]. Підкреслимо, що розрахунок x_p виконується за температури на *виході* печі у діапазоні Т=1073-1098 К (800-825 °С). Наприклад, при T=1098 К і Tc=1037,8: k=9,46; x=0,688, x_p=0,737 – отримано за рівнянням (7) час контакту τ=0,287 с. Розраховане значення часу контакту має відхилення 3,4% від розрахованого за рівнянням (10) – τ=0,297 с, що свідчить про цілковиту можливість використовувати рівняння першого порядку для розрахунків за рівнянням (7).

На другому етапі реалізують паро-повітряну конверсію залишку метану за реакціями (8) і (9) при температурі на виході 1273-1373 К (1000-1100 °С). У шахтному конверторі реакцію (8) проводять фактично до

рівноваги, при цьому ендоефект цієї реакції компенсується реакцією водню з киснем, що поступає разом з повітрям: $H_2+0,5O_2=H_2O+Q_3$. Нагадаємо, шо повітря подається у кількості, що забезпечує необхідне для синтезу аміаку співвідношення водень/азот=3-3,05. З урахуванням початкових концентрацій газів n^0_{gas} по аналогії з рівнянням (10) нами [6] отримано вираз, з якого чисельним інтегруванням можна визначити час τ:

$$\frac{dX}{d\tau}=K\cdot\frac{(1-X)}{P\cdot\cdot\left(n^0_{H_2}+n^0_{CH_4}\cdot X\cdot(3+Y)\right)}\cdot\left[1-\frac{1}{K_1}\cdot\frac{\left(n^0_{CO}+n^0_{CH_4}\cdot X\right)\cdot(1-Y)\cdot\left(n^0_{H_2}+n^0_{CH_4}\cdot X\cdot(3+Y)\right)^3\cdot P^2}{n^0_{CH_4}\cdot(1-X)\cdot\left(n^0_{H_2O}-n^0_{CH_4}\cdot X\cdot(1+Y)\right)}\right] \quad (11)$$

Враховуючи великий надлишок водяної пари можна описати паро-повітряну конверсію метану набагато простішими рівняннями (5), (6) і (7) першого порядку по CH_4 і псевдо нульовим порядком по водяній парі [6]. Константа швидкості запропонованого рівняння першого порядку для умов шахтного конвертору розраховується як:

$$k=e^{14,143-13672/T} \text{ або } k=1229355\cdot exp(-112135/(8,31\cdot T)).$$

Принцип розрахунку рівноважного ступеня перетворення x_p надано у статті [6].

Для паро-повітряної конверсії метану використано розрахунок часу при параметрах на *виході* з шару каталізатору T=1273 К (ізотермічний режим). Відповідно розраховані значення k=30,63; x=0,955, x_p=0,964 і отримано за рівнянням (7) τ=0,155 с. Розраховане значення часу контакту має 6,98% відхилення від розрахованого числовим ітегруванням τ=0,145 с за рівнянням (6) і практично співпадає з розрахованим τ=0,159 с за складним рівнянням (11).

Конвертований газ з шахтного конвертору далі поступає на охолодження і парову конверсію СО. У промислових умовах процес перетворення СО проводять у два етапи за реакцією:

$$CO+H_2O\leftrightarrow H_2+CO_2+41,2 \text{ кДж.} \quad (12)$$

На першій ступені на оксидному залізо-хромовому середньо температурному каталізаторі (СТК) підтримують температуру 643-753 К і забезпечують високу інтенсивність процесу, незважаючи на неповне перетворення СО, обумовленого станом рівноваги. На другий ступені на низькотемпературному каталізаторі (НТК), що містить мідь, при 493-523 К

процес проводять фактично до рівноваги. Швидкість процесу парової конверсії СО у нерухомому шарі СТК описується рівнянням [7]:

$$W = \frac{dx}{d\tau} = \frac{K}{\sqrt{P \cdot N_{CO}^0}} \cdot \frac{x_p - x}{\sqrt{n_2 + x}}, \quad (13)$$

де x, x_p – поточна і рівноважна ступінь перетворення, частка;
τ – час контакту, с; К – константа швидкості; Р – тиск, атм;
N_{CO}^0 – початкова концентрація СО, частка;
n_2 – співвідношення CO_2/CO у вихідній суміші.
З рівняння (13) знаходять час контакту:

$$\tau = \int_0^x \frac{\sqrt{P \cdot N_{CO}^0}}{K} \cdot \frac{\sqrt{n_2 + x}}{x_p - x} dx, \quad (14)$$

Чисельним інтегруванням (метод прямокутників) виразу (14) у середовищі Excel визначається час контактування τ, при цьому знак інтегралу $\int$ замінюється на знак суми $\sum$, а dx на крок інтегрування Δx:

$$\tau = \sum_{i=1}^{Ncr} \frac{\sqrt{P \cdot N_{CO}^0}}{Ki} \cdot \frac{\sqrt{n_2 + x_i}}{x_{pi} - x_i} \cdot \Delta x \quad . \quad (15)$$

Враховуючи великий надлишок водяної пари нами [7] описано швидкість парової конверсії рівнянням (5) першого порядку по СО і псевдо нульовим порядком по водяній парі, при цьому константа швидкості розраховується як:

$$k = e^{13,513 - 7720,7/T} \text{ або } k = 738960 \cdot \exp(-64160/(8,31 \cdot T)).$$

За рівнянням (6) знайдено час контакту, що збігається з розрахунком за більш складним рівнянням (14).

На другій ступені конверсії СО швидкість реакції парової конверсії СО на низькотемпературному каталізаторі описується рівнянням [7]:

$$W = \frac{dx}{d\tau} = K \cdot \frac{\left(N^0_{H_2O} - N^0_{CO} \cdot x\right) \cdot N^0_{CO} \cdot (1-x) - \frac{\left(N^0_{CO_2} + N^0_{CO} \cdot x\right) \cdot \left(N^0_{H_2} + N^0_{CO} \cdot x\right)}{K_p}}{N^0_{CO} \cdot \left[A \cdot \left(N^0_{H_2O} - N^0_{CO} \cdot x\right) + \left(N^0_{CO_2} + N^0_{CO} \cdot x\right)\right]}, \quad (16)$$

де τ – час контакту, с; N_i – об'ємна частка компоненту в парогазовій суміші;

K, A – кінетичні константи; Кр – константа рівноваги реакції (1). *x* – ступінь конверсії по *CO; N⁰i* – початкова концентрація відповідного компоненту.

Враховуючи великий надлишок водяної пари, можна описати кінетику парової низькотемпературної конверсії рівнянням (5) першого порядку по CO і псевдо нульовим порядком по водяній парі, при цьому константа швидкості запропонованого рівняння першого порядку розраховується як [7]:

$$k=e^{6,3486-1875,6/T} \text{ або } k=571,52 \cdot \exp(-15586/(8,31 \cdot T)).$$

Значення константи швидкості *k* слабо залежить від температури і для подальших розрахунків нами прийняте середньо арифметичне значення *k*=14,6. Розрахований з цим значенням *k* час контакту за рівнянням (6) складає 0,191 с, що на 3,79% відрізняється від розрахунків часу контакту за набагато складнішим рівнянням (16). Для гіпотетично ізотермічного процесу за рівнянням (7) розраховано час контакту для параметрів виходу з шару каталізатору: *T*=523,75 К; *k*=14,6; *x*=0,853, *xp*=0,9254 отримано *τ*=0,1745 с. Розраховане значення часу контакту має 5,3% відхилення від розрахованого за рівнянням (16).

Наданий вище матеріал є основою для викладання кінетики гетерогенне-каталітичних реакцій під час лекцій. Особливості проведення конкретних розрахунків під час практикуму (комп'ютерного практикуму), в тому числі визначення рівноважного ступеня перетворення, розглянуто у роботах [3], [5-7]. Таким чином, підхід до методики викладання зазначеної теми поєднує набуття знань і вмінь та сприяє кращому її засвоєнню.

Висновки. Запропоновано послідовність викладання матеріалу з опису швидкості гетерогенне-каталітичних реакцій. Наведено кінетичні рівняння для п'яти промислових процесів, що реалізуються в умовах значного надлишку окисника. Замість складних рівнянь, що враховують механізм хімічного перетворення, запропоновано використовувати для визначення часу контакту кінетичне рівняння першого порядку. Методологія використання таких рівнянь значно спрощує розрахунки без втрати точності та уявлення про хімічні закономірності оборотних процесів.

Такий підхід до методики викладання зазначеної теми поєднує набуття знань і вмінь та сприяє кращому її засвоєнню.

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ПРОФЕСІЙНО-ПЕДАГОГІЧНИЙ ТРЕНІНГ ЯК ЗАСІБ ФОРМУВАННЯ КОМУНІКАТИВНИХ ВМІНЬ І НАВИЧОК ТРЕНЕРІВ З ВИДУ СПОРТУ

Анотація. У статті розглянуто ефективні форми і методи формування професійної компетентності майбутніх тренерів з виду спорту. Одним із яких є використання тренінгових технологій.

Виокремлено групи *вмінь педагогічного спілкування тренера*: комунікативні, інтерактивні, перцептивні, які дозволяють ефективно здійснювати педагогічне спілкування в спортивно-педагогічній діяльності.

До *комунікативних умінь* тренера відносимо: установлювати й підтримувати контакт з вихованцями; уміння ясно й чітко висловлювати свої думки; уміння доступно й зрозуміло роз'яснювати навчальний матеріал; уміння слухати; уміння ставити відкриті та закриті запитання; володіння спеціальними невербальними і вербальними (жестами, звуками, рухами) засобами спілкування, які використовують у спортивній діяльності.

Інтерактивні вміння пов'язані із забезпеченням взаємодії між тренером і вихованцем, а саме: організація спілкування з вихованцем під час тренувань; уміння вести діалог з дитиною; створювати педагогічні ситуації успіху; поєднання поваги та вимогливості при спілкуванні з вихованцем; уміння виробляти спільну стратегію тренувань та відпрацьовувати рухові навички; комунікативна толерантність.

Перцептивні вміння тренера – розуміти внутрішній стан дитини через сприйняття зовнішньої поведінки, здатність поставити себе на місце дитини й зрозуміти її стан; уміння сприймати й ураховувати психолого-педагогічні та вікові особливості дітей у навчально-тренувальному процесі; уміння здійснювати вплив на психологічний стан дитини (підтримка, порада, тощо).

Представлено результати використання професійно-педагогічного тренінгу «Готовність майбутніх тренерів з виду спорту до професійної діяльності», який сприяв формуванню професійної компетентності майбутнього тренера з видів спорту.

Ключові слова: професійно-педагогічний тренінг, комунікативні, інтерактивні, перцептивні вміння і навички, тренер з виду спорту, інтерактивні методи, ігрові методи, педагогічна діяльність, педагогічне спілкування.

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PROFESSIONAL -PEDAGOGICAL TRAINING AS A MEANS OF DEVELOPING COMMUNICATION SKILLS AND COMPETENCIES IN SPORTS COACHES

Abstract. This article examines effective forms and methods for developing the professional competence of future sports coaches. One such method involves the application of training technologies.

Three groups of *pedagogical communication skills* essential for a coach are identified – communicative, interactive, and perceptual – which enable the effective execution of pedagogical communication within the context of sports-pedagogical practice. The communication skills of a coach include: establishing and maintaining contact with students; the ability to express thoughts clearly and precisely; the ability to explain instructional material in an accessible and understandable manner; and the mastery of specialized verbal and non-verbal means of communication (gestures, vocalizations, movements) utilized in sports activities.

Interactive skills relate to facilitating interaction between the coach and the trainee – specifically: organizing communication with the trainee during training sessions; the ability to engage in dialogue with the child; creating pedagogical situations that foster a sense of success; and demonstrating communicative tolerance.

The coach's perceptual skills involve understanding the child's internal state by observing their external behavior; the ability to perceive and take into account the children's psychological, pedagogical, and age-related characteristics within the training process; and the ability to influence the child's psychological state (through support, advice, etc.).

The results of utilizing the professional-pedagogical training program titled "Readiness of Future Sports Coaches for Professional Activity" are presented; this program facilitated the development of professional competence among future sports coaches.

Keywords: professional-pedagogical training, communication skills and abilities, perceptual skills, sports coach, interactive methods, game methods, pedagogical activities, pedagogical communication.

Постановка проблеми. Натепер у вищій освіті склалася система форм, методів і засобів формування професійної компетентності майбутнього тренера з видів спорту, які є вже традиційними, не потребують уточнення та доповнення (лекції, семінарські та практичні заняття, консультації, кваліфікаційні роботи, конференції, самостійна робота, ознайомча, педагогічна та виробнича практики тощо). Проте необхідність виведення фахової підготовки бакалавра за спеціальністю А7 Фізична культура і спорта на новий, більш високий рівень висуває низку вимог щодо вдосконалення зміста освіти тренерів з виду спорту, а саме: 1) фундаментальність освіти; 2) різнобічність розгляду предмета із забезпеченням взаємозв'язків та міжпредметної інтеграції; 3) удосконалення навчально-пізнавальної діяльності здобувачів вищої освіти на основі запровадження в освітній процес методів навчання, які стимулюють розвиток комунікативних вмінь та навичок (проблемно-ситуативні, інтерактивні, імітаційні, моделюючі тощо); 4) багатопрофільність підготовки.

Комунікативні вміння і навички тренера з виду спорту допомогать вирішити навчальні завдання, забезпечити соціально-психологічне середовище виховного процесу й організувати ефективні міжособистісні взаємовідносини між вихованцями. Комунікативна взаємодія педагога з учнями, батьками, колегами, спрямована на встановлення сприятливого психологічного клімату, психологічну оптимізацію діяльності й стосунків. Для врахування зазначених вимог необхідні не окремі покращення в змісті освіти або вдосконалення засобів і методів навчання, а зміна методології професійної підготовки тренерів з видів спорту. Під методологією ми розуміємо «певний світогляд, сформований на основі сукупності природничо-наукових, філософських, моральних та інших поглядів, що впливають на людську діяльність» [3, с. 34].

Важливо підкреслити, що професійно важливі якості тренера (відповідальність, ініціативність, рішучість, самостійність, витримка, наполегливість, енергійність, уважність, цілеспрямованість) та вміння педагогічного спілкування необхідно формувати в майбутніх тренерів з виду спорту під час навчання в закладі вищої освіти. Особливість їх формування полягає в тому, що для цього необхідно використовувати такі методи й форми навчання, які мають динамічний характер, побудовані на активній діяльності самого студента, передбачають діалогічний спосіб викладання, ураховують специфічні риси майбутньої професійної діяльності. Усі зазначені характеристики поєднує в собі професійно-педагогічний тренінг.

Аналіз останніх досліджень і публікацій. Проблема підготовки конкурентоздатних фахівців фізичної культури і спорту відображена у здобутках як вітчизняних, так і зарубіжних дослідників. Теоретико-методологічні засади професійної підготовки та компетентності майбутнього фахівця сфери фізичної культури і спорту відображено в наукових працях А. Деркача, Р. Карпюк, М. Прохорова, Є. Павлюка, А. Сватьєва, Л. Сущенко, Ю. Лянного, О. Тимошенко, Ю. Шкребтія, тощо. Питання щодо формування комунікативної компетентності тренрів порушено в наукових працях: Cachay, K., Thiel, A. and Borggefe, C. (2005/06); Chan, J. T. and Mallet, C. J. (2011); Ж. Богдан, Н. Середи, Т. Солодовник (2020), Г. Грибан (2023), та ін. [1; 2; 4; 5].

Аналіз наукової літератури доводить, що, досліджуючи різні аспекти професійної діяльності, професійної підготовки майбутніх тренерів з виду спорту, всі науковці одностайні у твердженні – професійна діяльність тренера-викладача, без сумніву, є педагогічною (О. Ажиппо, А. Конох, О. Надтока, А. Сватьєв, Л. Сущенко) та ін. У процесі спілкування з дітьми тренер здійснює психологічний і комунікативний пошук, пов'язаний з пізнанням індивідуальної своєрідності іншої особистості (вихованця), а необхідність постійного розв’язання педагогом комунікативних завдань - як відображення завдань педагогічних - в свою чергу, надає комунікативній структурі педагогічної діяльності яскраво виражений евристичний характер.

Оскільки важливою складовою професійної діяльності сучасного тренера є робота, що потребує комунікативних навичок, то використання професійно-педагогічного тренінгу сприяє формуванню нестандартного мислення, пов’язаного з емоційними та соціальними аспектами поведінки, умінням протистояти конфліктам, діяти впевнено, брати на себе відповідальність.

Тому активне його впровадження в освітній процес майбутніх тренерів з виду спорту – є однією з ефективних форм і методів формування професійної компетентності майбутнього тренера з видів спорту.

Мета статті. Розглянути ефективні форми і методи формування професійної компетентності майбутнього тренера з видів спорту в процесі фахової підготовки.

Виклад основного матеріалу. Важливою особливістю педагогічного спілкування є те, що одних лише теоретичних знань недостатньо для його ефективного здійснення.

Для успішного педагогічного спілкування тренер повинен розвивати власні комунікативні здібності та оволодівати певними комунікативними вміннями.

Комунікативні вміння – це «вид професійних умінь педагога, котрі забезпечують реалізацію компонентів педагогічного спілкування, роблять можливим здійснення суб'єктивної взаємодії, належать до продуктивної діяльності, формуються й розвиваються в ній» [2].

Професійні комунікативні вміння педагога – це «сукупність дій, структурованих відповідно до ситуації педагогічного спілкування» [3]. До них фахівці відносить такі: уміння організувати професійне мовленнєве середовище, уміння враховувати психолого-педагогічні особливості вихованців як адресата спілкування, уміння визначати предмет спілкування.

Серед умінь і навичок педагогічного спілкування в майбутніх тренерів виокремлюють такі: уміння здійснювати професійно-педагогічну взаємодію на основі набутої педагогічної культури та етики; здатність установлювати контакт з дітьми різних вікових груп, уміти доцільно використовувати мовленнєвий інструментарій (семантику слова, побудову речень, тон, смислові акценти тощо); уміння працювати в колективі та команді, уміння критично оцінювати педагогічні явища, ситуації, власну діяльність.

Відповідно до позицій суб'єкт-суб'єктного підходу вважаємо доцільним виокремити такі групи *вмінь педагогічного спілкування тренера*: комунікативні, інтерактивні, перцептивні, які дозволяють ефективно здійснювати педагогічне спілкування в спортивно-педагогічній діяльності.

До *комунікативних умінь* тренера відносимо такі: установлювати й підтримувати контакт з вихованцями; уміння ясно й чітко висловлювати свої думки; уміння доступно й зрозуміло роз'яснювати навчальний матеріал; уміння слухати; уміння ставити відкриті та закриті запитання; володіння спеціальними невербальними і вербальними (жестами, звуками, рухами) засобами спілкування, які використовують у спортивній діяльності.

Інтерактивні вміння пов'язані із забезпеченням взаємодії між тренером і вихованцем, а саме: організація спілкування з вихованцем під час тренувань; уміння вести діалог з дитиною; створювати педагогічні ситуації успіху; поєднання поваги та вимогливості при спілкуванні з вихованцем; уміння виробляти спільну стратегію тренувань та відпрацьовувати рухові навички; комунікативна толерантність.

Перцептивні вміння тренера – розуміти внутрішній стан дитини через сприйняття зовнішньої поведінки, здатність поставити себе на місце дитини й зрозуміти її стан; уміння сприймати й ураховувати психолого-педагогічні та вікові особливості дітей у навчально-тренувальному процесі; уміння здійснювати вплив на психологічний стан дитини (підтримка, порада, підбадьорювання тощо).

Тренінг – це систематичне набуття знань, умінь, навичок і атитюдів, спрямованих на покращення виконання діяльності у певній галузі (E. Salas,

2006). Тренінг спрямований на когнітивні та поведінкові зміни учасників, які можливі лише за ретельної підготовки його програми, наявності зворотного зв'язку та методів оцінки його ефективності. Зазвичай, розробка тренінгової програми базується на запитах, потребах організації, групи, спільноти, яка його замовляє. Згідно з положеннями R. Lippit, K. Benne, тренінг є методом формування, що спирається на проблемне навчання через дії і досвід, які використовують дані про актуальну поведінку учасників і про ситуації, що виникають у групах, про спроби їх зміни, зокрема, шляхом взаємодії учасників. Основними складовими даного методу є розширення і поглиблення самосвідомості і пізнання учасників, зміна їх настановлень за допомогою свідомого вибору, співпраці і спільної відповідальності в раціональному вирішенні проблем і виконанні завдань, що досягається головним чином через самостійну активність учасників при мінімальному структуруванні їх діяльності тренером [4].

Професійно-педагогічний тренінг поєднує в собі ознаки практично-професійного, комунікативного та соціально-психологічного тренінгу й відрізняється двома позиціями: 1) метою – становлення особистості професіонала, формування готовності до конкретної професійної діяльності; 2) методами, які для цього використовують (моделювання ситуацій професійної діяльності, ділові та імітаційні ігри, ситуаційні задачі тощо). Саме він дозволяє охопити можливість розвитку в майбутніх тренерів з виду спорту і мотивації до спортивно-педагогічної діяльності, і застосування змісту професійної діяльності при виконанні вправ і вирішенні ситуацій, і професійно важливих якостей, і вмінь педагогічного спілкування, що позитивно позначиться на рівні сформованості професійної компетентності майбутніх фахівців до професійної діяльності.

Основу тренінгу, як зазначає Зливков В. Л., Лукомська С. О., складає діяльнісне навчання, його реалізація спирається на основні принципи ігрового моделювання (ефекту, вправи, асоціації, спілкування, досягнення очікуваних результатів тощо), а головне – тренінг як технологія навчання є збалансованою за рахунок поєднання традиційних та нетрадиційних імітаційних методів навчання [4].

З метою удосконалення фахової підготовки здобувачів вищої освіти першого (бакалаврського) рівня вищої освіти спеціальності А7 Фізична культура і спорт (ОПП «Тренерська діяльність в обраному виді спорту») Харківського національного педагогічного університету ім. Г.С. Сковороди було впроваджено професійно-педагогічний тренінг «Готовність майбутніх тренерів з виду спорту до професійної діяльності» для студентів 3 курсу. У своїй основі він мав ознаки та елементи тренінгу комунікації, соціально-психологічного тренінгу та практично-професійного тренінгу, які були

адаптовані й ураховували особливості професійної діяльності тренера з виду спорту.

При проведенні професійно-педагогічного тренінгу, спрямованого на формування вмінь педагогічного спілкування майбутніх тренерів з виду спорту (комунікативних, інтерактивних, перцептивних), комунікативної толерантності; професійно важливих якостей (відповідальності, ініціативності, рішучості, самостійності, витримки тощо) було використано такий *комплекс інтерактивних методів*, який містить *ігрові методи* (метод програвання ролей, ділові, рольові, інтерактивні, імітаційні ігри, вправи тощо) та *неігрові методи*:

– *метод моделювання*, який спрямований на «відтворення» характеристик деякого об'єкта (процесу, явища) на іншому об'єкті (моделі), який спеціально створений для їх вивчення. Використання даного методу дозволяє відтворювати умови й ситуації професійної діяльності під час тренінгу;

– *метод імітаційного моделювання* становить процес розробки, застосування й перевірки алгоритму, який моделює та імітує певні умови, поведінку й взаємодію досліджуваних об'єктів з урахуванням специфіки зовнішнього середовища. Використання даного методу під час тренінгу дозволяє одночасно створити певні умови (модель) і відпрацювати необхідні дії, які є необхідними, правильними, доцільними в цих умовах (імітація реальних дій);

– *ситуаційний метод* полягає в тому, що необхідно знайти рішення ситуації, яка стосується майбутньої професійної діяльності. Основу цього методу складає аналіз конкретної ситуації та активний пошук способів її вирішення (під керівництвом викладача або самостійно). Цей метод дозволяє не тільки отримувати й застосовувати знання, а й набувати досвіду пошуку різних варіантів вирішення однієї й тієї ж ситуації. Це особливо важливо при розв'язанні педагогічних ситуацій.

Дидактична цінність обраних методів полягає в тому, що їх використання дозволяє поєднати теорію з реаліями майбутньої професійної діяльності, наукові знання з їх творчим використанням, імпровізацію з технологічністю педагогічного процесу.

Використання зазначеного комплексу інтерактивних методів у межах професійно-педагогічного тренінгу ми розглядаємо не тільки як можливість розвитку та вдосконалення вмінь педагогічного спілкування та професійно важливих якостей майбутніх тренерів з виду спорту, а як альтернативну форму проведення навчальних занять, яка має унікальні анімаційні характеристики, що суттєво стимулюють мотивацію студентів до спортивно-педагогічної діяльності, активізують розвиток їхнього мислення

й творчої уяви, удосконалюють особистісні характеристики майбутнього фахівця, що сприяє формуванню професійної компетентності майбутніх тренерів з виду спорту.

Розроблений тренінг був спрямований на:

– формування *вмінь педагогічного спілкування тренера (*комунікативних, інтерактивних, перцептивних), що забезпечувало включення в зміст професійно-психологічного тренінгу елементів тренінгу комунікації;

– розвиток *професійно важливих якостей тренера* (відповідальності, рішучості, наполегливості, уважності, цілеспрямованості тощо), що здійснювали з використанням елементів соціально-психологічного тренінгу;

– *використання інтегрованого змісту* й *оволодіння способами здійснення спортивно-педагогічної діяльності*, що було реалізовано з використанням елементів практично-професійного тренінгу.

Формування в майбутніх тренерів умінь педагогічного спілкування (комунікативних, інтерактивних, перцептивних) передбачало використання таких елементів тренінгу комунікації: а) ознайомлення зі стадіями та видами спілкування; б) установлення контакту; в) орієнтацію на розуміння ситуації спілкування, використання технік активного і пасивного слухання; г) формування вмінь і навичок невербального спілкування, які використовують у спортивній діяльності (передавання інформації, емоцій, використання спортивно-специфічних звуків і жестів); д) пошук спільного рішення з використанням аргументів, прийняття рішення, вихід з контакту.

Використання елементів тренінгу комунікації в межах тренінгу «Готовність майбутніх тренерів з виду спорту до професійної діяльності». передбачало відбір спеціальних вправ і ситуацій, які були спрямовані як на безпосередній розвиток у студентів умінь педагогічного спілкування (установлювати й підтримувати контакт з вихованцями; ясно й чітко висловлювати свої думки; доступно викладати навчальний матеріал; уміння слухати; уміння ставити відкриті та закриті запитання; уміння вести діалог з дитиною; створювати педагогічні ситуації успіху; обговорювати спільну стратегію тренувань; проявляти комунікативну толерантність тощо), так і на вдосконалення деяких професійно важливих якостей (упевненості в собі; уважності та спостережливості; витримки; самостійності комунікативної інтуїції; навичок ефективної поведінки в різних ситуаціях спілкування).

Елементи соціально-психологічного тренінгу використовувалися переважно з метою формування професійно важливих якостей майбутнього тренера з виду спорту і передбачали застосування інтерактивних методів групової роботи, які були спрямовані на особистісний розвиток наявних якостей особистості, їх корекцію (у разі необхідності) в умовах групової

взаємодії. Реалізація передбачала використання *ігрових інтерактивних методів* (метод програвання ролей, ділові, рольові, інтерактивні, імітаційні ігри, вправи тощо), спрямовані на створення умов для міжособистісної взаємодії в групі, програвання різних ролей, імітації моделей поведінки, відпрацювання стилю індивідуального й групового спілкування.

Тренінг охоплював елементи практично-професійного тренінгу, які були спрямовані на використання наявних фахових знань та відпрацювання вмінь професійної діяльності в умовах, які моделюють майбутні професійні ситуації. Для цього використовували як ігрові, так і неігрові інтерактивні методи: *метод моделювання, імітаційного моделювання, ситуативний метод.* Особливістю використання комплексу даних методів є те, що вони дозволяють формувати як окремі вміння та навички (у межах однієї теми або розділу), так і більш складні, інтегровані, на основі міждисциплінарних знань.

Тренінг передбачав проведення окремих занять з конкретною метою, завданнями, спеціально підібраним комплексом вправ, ситуацій, завдань.

Тренінг складався з дванадцяти тематичних блоків, кожен з яких містить два заняття. Загальна тривалість – 40 годин. Було створено 6 груп (по 10-12 студентів у кожній). Заняття проводилися зі студентами, що включені до експериментальної групи, один раз на тиждень протягом двох років під час позааудиторної навчальної діяльності.

Зміст програми тренінгу.

Тема 1. «Професійно-педагогічна діяльність і особистість спортивного педагога (тренера з виду спорту)» (4 год.).

Тема 2. «Професійно важливі якості тренера з виду спорту» (12 год.).

Тема 3. «Спортивно-педагогічні вміння тренера з виду спорту» (8 год.).

Тема 4. «Педагогічне спілкування в професійній діяльності тренера з виду спорту» (12 год.).

Тема 5. «Методи, принципи й засоби спортивного тренування дітей різних вікових груп» (6 год.).

Тема 6. «Професійно-педагогічна етика тренера з виду спорту» (8 год.).

За результатами участі в тренінгу «Готовність майбутніх тренерів з виду спорту до професійної діяльності» у студентів відбувалося закріплення знань та розширення уявлень про психологічні основи організації навчання й спортивне тренування; закономірності розвитку й соціального формування особистості спортсмена; професійно важливі якості та їх роль у професійній діяльності тренера з виду спорту; структуру професійно-педагогічної діяльності тренера з виду; професійно-педагогічні вміння і

навички, які необхідні тренеру для здійснення навчально-тренувального процесу; педагогічні здібності тренера; особливості педагогічного спілкування з вихованцями; правила дотримання педагогічного такту й професійної етики тренера.

Усі форми роботи, методи й вправи, які використовувались, були модифіковані нами та адаптовані до умов навчання в закладі вищої освіти.

За даними анкетування студентів (авторська анкета оцінки вмінь педагогічного спілкування майбутніх тренерів з виду спорту), були отримані такі результати щодо сформованості комунікативних, інтерактивних, перцептивних умінь (табл. 1).

Таблиця 1

Сформованість у студентів комунікативних вмінь і навичок, у % (порівняльний аналіз)

Уміння педагогічного спілкування	Констатувальний етап			Контрольний етап		
	високий	середній	низький	високий	середній	низький
Перцептивні	9,3	17,4	74,3	24,5	42,1	33,4
Комунікативні	10,6	18,2	71,2	26,2	43,2	30,6
Інтерактивні	9,4	18,1	72,5	25,4	42,6	32,0
Середнє знач.	9,8	17,9	72,3	25,3	42,6	32,1

Висновок. З метою формування комунікативних вмінь і навичок майбутніх тренерів з виду спорту було проведено професійно-педагогічний тренінг «Готовність майбутніх тренерів з виду спорту до професійної діяльності». Отримані результати свідчать про значну позитивну динаміку. Високий рівень сформованості вмінь педагогічного спілкування виявили 25,3% студентів (початкові дані – 9,8%). Відповідно зменшилася кількість студентів, які мали низький рівень сформованості вмінь педагогічного спілкування – до 32,1% (початкові дані – 72,3%, приріст становить 40,2%) спостерігається значне зменшення студентів з низьким рівнем сформованості.

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ДОСЛІДНИЦЬКО – ЕКПЕРИМЕНТАЛЬНА ДІЯЛЬНІСТЬ В ОСВІТНЬОМУ ПРОСТОРІ ПОЧАТКОВОЇ ШКОЛИ

Анотація: У статті розкрито теоретичні та практичні аспекти організації дослідницько-експериментальної діяльності в освітньому просторі початкової школи. Обґрунтовано актуальність проблеми в умовах реалізації сучасних освітніх парадигм, зокрема компетентнісного та діяльнісного підходів, що передбачають активне залучення учнів до процесу пізнання.

Здійснено аналіз наукових підходів до трактування понять «дослідницька діяльність» та «експериментальна діяльність», визначено їх взаємозв'язок і специфіку реалізації в освітньому процесі початкової школи. Окреслено психолого-педагогічні засади організації дослідницької діяльності з урахуванням вікових особливостей молодших школярів, зокрема переважання наочно-образного мислення, природної допитливості та потреби в практичній діяльності.

У роботі охарактеризовано етапи організації дослідницько-експериментальної діяльності: мотиваційно-орієнтаційний, постановки проблеми та висунення гіпотези, планувальний, практично-дослідницький, аналітико-узагальнювальний та рефлексивний. Визначено методи та прийоми її реалізації, серед яких спостереження, експеримент, моделювання та порівняння.

Особливу увагу приділено ролі вчителя як організатора та фасилітатора освітнього процесу, який забезпечує створення сприятливого середовища для розвитку пізнавальної активності та дослідницьких умінь учнів. Розглянуто умови ефективної організації дослідницької діяльності,

серед яких мотиваційно-розвивальне середовище, поетапне формування дослідницьких умінь, інтеграція змісту навчання та використання інтерактивних методів.

Виявлено основні труднощі впровадження дослідницько-експериментальної діяльності в початковій школі, зокрема недостатній рівень сформованості відповідних умінь у школярів, методичні труднощі педагогів та обмеженість навчального часу. Запропоновано шляхи їх подолання через поступове ускладнення завдань, підвищення професійної компетентності вчителя та використання групових форм роботи.

Зроблено висновок, що дослідницько-експериментальна діяльність є ефективним засобом розвитку особистості молодшого школяра, формування його ключових компетентностей, пізнавальної активності та здатності до самостійного здобуття знань.

Ключові слова: дослідницька діяльність, експеримент, початкова школа, пізнавальна активність, компетентнісний підхід, освітній процес.

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RESEARCH AND EXPERIMENTAL ACTIVITIES IN THE EDUCATIONAL SPACE OF PRIMARY SCHOOL

Abstract: The article explores the theoretical and practical aspects of organizing research and experimental activities in the educational space of primary school. The relevance of the problem is substantiated in the context of modern educational paradigms, particularly competency-based and activity-based approaches, which emphasize the active involvement of pupils in the process of knowledge acquisition.

The study analyzes scientific approaches to defining the concepts of “research activity” and “experimental activity,” and clarifies their interrelation and specific features in primary education. Psychological and pedagogical foundations of organizing research activities are considered, taking into account the age characteristics of younger schoolchildren, such as predominance of visual-figurative thinking, natural curiosity, and the need for practical engagement.

The stages of organization of the research and experimental activities are characterized, including motivational-orientational, problem formulation and hypothesis development, planning, practical-research, analytical-generalization, and reflective stages. Methods and techniques of implementation are identified, such as observation, experiment, modeling, and comparison.

Special attention is paid to the role of the teacher as an organizer and facilitator of the educational process, ensuring a supportive environment for developing pupils' cognitive activity and research skills. Conditions for effective implementation of research activities are outlined, including a motivating educational environment, step-by-step formation of research skills, curriculum integration, and the usage of interactive methods.

The main difficulties in implementation of research and experimental activities in primary school are identified, including insufficient development of pupils' research skills, methodological challenges for teachers, and limited instructional time. Ways to overcome these challenges are proposed, such as gradual task complexity, professional development of teachers, and the usage of group work.

It is concluded that research and experimental activity is an effective means of developing the personality of younger schoolchildren, forming their key competencies, cognitive activity, and ability to independently acquire knowledge.

Keywords: research activity, experimental activity, primary school, cognitive activity, competency-based approach, educational process, inquiry-based learning.

Постановка проблеми. Сучасний етап розвитку освіти характеризується переходом від знаннєвої до компетентнісної парадигми, що зумовлює необхідність оновлення змісту, форм і методів навчання в початковій школі. В умовах швидких соціокультурних змін, цифровізації суспільства та зростання обсягу інформації особливої актуальності набуває формування в молодших школярів здатності самостійно здобувати знання, критично мислити, досліджувати явища навколишнього світу та застосовувати набуті знання у практичній діяльності.

Одним із ефективних засобів реалізації цих завдань є дослідницько-експериментальна діяльність, яка сприяє розвитку пізнавальної активності, творчого мислення, допитливості та ініціативності учнів. Саме в процесі дослідження дитина виступає не як пасивний споживач знань, а як активний суб'єкт освітнього процесу, що відповідає ідеям діяльнісного та особистісно орієнтованого підходів.

Попри значну увагу до впровадження інноваційних педагогічних технологій, практика початкової школи свідчить про наявність

суперечностей між потребою формування дослідницьких умінь у молодших школярів і недостатньою методичною забезпеченістю організації дослідницько-експериментальної діяльності в освітньому процесі. Крім того, не завжди повною мірою враховуються вікові та індивідуальні особливості дітей, що ускладнює ефективне впровадження дослідницьких методів навчання.

У зв'язку з цим постає необхідність теоретичного обґрунтування та практичного осмислення можливостей організації дослідницько-експериментальної діяльності в освітньому просторі початкової школи, визначення її педагогічного потенціалу та умов ефективної реалізації.

Аналіз останніх досліджень та публікацій. Проблема організації дослідницько-експериментальної діяльності в освітньому процесі початкової школи є предметом наукових розвідок багатьох українських учених. Значний внесок у розвиток ідей дослідницького навчання зробив В. Сухомлинський, який обґрунтував необхідність залучення дітей до пізнання світу через власний досвід, спостереження та експериментування, підкреслюючи роль учителя як дослідника й організатора творчої діяльності учнів.

Теоретико-методичні засади початкової освіти, зокрема питання активізації пізнавальної діяльності молодших школярів, розкрито у працях О. Савченко, яка підкреслювала важливість розвитку самостійності учнів у процесі навчання.

Ідеї компетентнісного підходу та інтеграції змісту освіти, що створюють підґрунтя для впровадження дослідницької діяльності, знайшли відображення у дослідженнях Н. Бібік.

Проблеми впровадження інтерактивних і дослідницьких методів навчання розглядалися у працях О. Пометун та Л. Пироженко, які обґрунтовують доцільність використання діяльнісного підходу, групових форм роботи та навчання через дослідження. Формування дослідницької компетентності майбутніх учителів початкової школи висвітлено у працях сучасних учених, зокрема А. Бобро та О. Філоненко, які акцентують увагу на підготовці педагога як організатора дослідницької діяльності учнів.

Окремі аспекти розвитку дослідницьких умінь школярів, зокрема в природничій освітній галузі, досліджували Г. Ягенська, І. Андрущенко та інші науковці, які доводять ефективність використання спостережень, дослідів і мініекспериментів у навчанні молодших школярів.

Питання організації проєктно-дослідницької діяльності, інтеграції навчального змісту та формування ключових компетентностей учнів відображено також у працях О. Савченко, Л. Коваль, Т. Байбари, де підкреслюється значення практико орієнтованого навчання та створення

освітнього середовища, спрямованого на розвиток дослідницької активності дітей.

Водночас аналіз наукових праць засвідчує, що, попри значну кількість досліджень, питання системної організації дослідницько-експериментальної діяльності в освітньому просторі початкової школи потребує подальшого теоретичного обґрунтування та практичного уточнення, зокрема з урахуванням сучасних освітніх трансформацій і вимог Нової української школи.

Мета статті: теоретичне обґрунтування особливостей організації дослідницько-експериментальної діяльності учнів початкової школи, визначення її педагогічного потенціалу для розвитку пізнавальної активності, дослідницьких умінь і ключових компетентностей молодших школярів, а також окреслення умов, методів і труднощів її впровадження в освітньому процесі сучасної початкової школи.

Виклад основного матеріалу. У сучасній педагогічній науці дослідницько-експериментальна діяльність розглядається як важливий засіб формування пізнавальної самостійності та ключових компетентностей учнів початкової школи.

У контексті діяльнісного підходу дослідницька діяльність трактується як цілеспрямований процес пізнання, що передбачає постановку проблеми, висунення гіпотези, пошук шляхів її перевірки, аналіз результатів та формулювання висновків.

Як зазначає О. Савченко, навчальна діяльність у початковій школі має будуватися таким чином, щоб дитина не лише засвоювала готові знання, а й «відкривала» їх у процесі власної активності. Це створює передумови для розвитку дослідницького мислення [7].

Експериментальна діяльність розглядається як складова дослідницької діяльності, що передбачає практичне перевіряння гіпотез шляхом проведення дослідів, спостережень і вимірювань. У цьому контексті важливими є ідеї Ж. Піаже, який доводив, що пізнання дитини формується через взаємодію з об’єктами реального світу, а отже експеримент є природним способом розвитку мислення [6].

Таким чином, дослідницька діяльність є ширшим поняттям, тоді як експериментальна виступає її практико-орієнтованою формою.

Теоретичне підґрунтя організації дослідницької діяльності в початковій школі базується на положеннях культурно-історичної теорії розвитку Л. Виготського, зокрема концепції зони найближчого розвитку. Учений довів, що дитина здатна виконувати складніші завдання у співпраці з дорослим або більш компетентним однолітком, що є ключовим для організації дослідницької роботи [2].

У працях Д. Дьюї навчання через досвід розглядається як основа освіти. Він підкреслював, що знання набувають цінності лише тоді, коли дитина отримує їх у процесі власного дослідження та практичної діяльності [3].

В українській педагогіці ідеї активного пізнання світу глибоко розроблені у спадщині В. Сухомлинського, який наголошував, що природа і дослідницька діяльність є важливим джерелом розвитку мислення, уяви та емоційної сфери дитини [8].

Сучасні наукові підходи, зокрема у працях О. Пометун, підкреслюють значення інтерактивного та діяльнісного навчання, яке створює умови для включення учнів у дослідницький процес через співпрацю, обговорення та практичні дії [5].

Молодший шкільний вік (6–10 років) є сенситивним періодом для розвитку пізнавальної активності та формування основ дослідницької поведінки.

За Ж. Піаже, діти цього віку перебувають на стадії конкретних операцій, що означає перевагу наочно-образного та практичного мислення над абстрактним [6].

Це зумовлює необхідність використання у навчанні реальних об’єктів, дослідів, спостережень та моделювання. Як підкреслював Г. Костюк, розвиток психіки дитини тісно пов’язаний з активною діяльністю, у якій вона виступає не пасивним спостерігачем, а учасником процесу пізнання [4].

Крім того, у працях Н. Бібік наголошується, що компетентнісний підхід у початковій школі передбачає формування в учнів умінь досліджувати, аналізувати та застосовувати знання у практичних ситуаціях, що безпосередньо пов’язано з віковими можливостями молодших школярів [1].

Пізнавальна активність є ключовою умовою ефективного впровадження дослідницько-експериментальної діяльності. Вона проявляється у прагненні дитини ставити запитання, шукати відповіді та перевіряти власні припущення.

Як зазначає Г. Костюк, пізнавальна активність є внутрішнім рушієм розвитку особистості та визначає успішність навчальної діяльності [4].

Допитливість виступає природним мотивом дослідження світу. В. Сухомлинський підкреслював, що саме через спостереження та експериментування дитина відкриває для себе закономірності навколишньої дійсності, що сприяє розвитку мислення та творчості [8].

Експериментування як практична форма пізнання забезпечує:

- формування причинно-наслідкових зв’язків;

- розвиток логічного мислення;
- уміння аналізувати результати діяльності;
- становлення дослідницьких умінь.

Організація дослідницько-експериментальної діяльності в початковій школі є складним педагогічним процесом, що передбачає поетапне залучення учнів до самостійного пізнання, формування гіпотез, проведення елементарних експериментів та узагальнення результатів.

1. Мотиваційно-стимулювальний етап

Перший етап передбачає формування в учнів пізнавального інтересу, створення проблемної ситуації та емоційного залучення до дослідження. Як зазначає О. Савченко, саме мотивація є ключовою умовою успішного навчання молодших школярів, оскільки визначає їхню готовність до активної пізнавальної діяльності [7].

У контексті цього етапу важливими є ідеї Д. Дьюї, який у праці *«Democracy and Education»* підкреслював, що навчання має починатися з реальної проблеми, яка викликає у дитини потребу в її розв'язанні [3].

2. Постановка проблеми та висунення гіпотези

На цьому етапі учні за допомогою вчителя формулюють проблему дослідження та висувають припущення щодо можливих результатів. Це є важливим кроком до розвитку критичного мислення та елементарного наукового мислення.

Згідно з концепцією Л. Виготського, розвиток мислення відбувається у процесі спільної діяльності, коли дитина поступово переходить від зовнішньої допомоги до самостійного виконання дій у межах зони найближчого розвитку [2].

3. Планувально-організаційний етап

Цей етап передбачає визначення способів перевірки гіпотези, добір матеріалів, обладнання та методів дослідження (спостереження, експеримент, моделювання, вимірювання).

Як підкреслює О. Пометун, залучення учнів до планування навчальної діяльності сприяє формуванню їхньої самостійності, відповідальності та здатності до організації власної роботи [5].

4. Практично-дослідницький (експериментальний) етап

На цьому етапі учні безпосередньо виконують дослідницькі дії: проводять спостереження, досліди, фіксують результати, порівнюють і аналізують отримані дані.

Відповідно до теорії когнітивного розвитку Ж. Піаже, саме через практичну взаємодію з об'єктами реального світу дитина формує логічні операції, необхідні для розуміння причинно-наслідкових зв'язків [6].

5. Аналітико-узагальнювальний етап

На цьому етапі здійснюється обробка результатів, перевірка висунутих гіпотез, формулювання висновків та узагальнень. Учні вчаться співвідносити очікувані та фактичні результати.

Як зазначав В. Сухомлинський, важливо не лише отримати результат, а й осмислити шлях його досягнення, адже саме це формує у дитини мислення дослідника [8].

6. Рефлексивний етап

Завершальний етап передбачає аналіз власної діяльності: що вдалося, які труднощі виникли, чого навчилися учні. Рефлексія сприяє розвитку самосвідомості та критичного мислення.

Як підкреслює Г. Костюк, усвідомлення власної діяльності є важливою умовою розвитку особистості, оскільки дозволяє дитині контролювати та оцінювати процес навчання [4].

У процесі організації дослідницько-експериментальної діяльності в початковій школі важливе значення має добір адекватних методів навчання, які забезпечують активне залучення учнів до пізнання, формування дослідницьких умінь та розвиток пізнавальної самостійності.

Спостереження є базовим методом дослідницької діяльності молодших школярів, оскільки відповідає їхнім віковим особливостям і переважанню наочно-образного мислення. Воно передбачає цілеспрямоване сприймання об’єктів і явищ із подальшим їх аналізом.

Як підкреслює О. Савченко, саме через систематичне спостереження учні поступово формують уміння аналізувати, порівнювати та робити елементарні узагальнення, що є основою дослідницького мислення [7].

Дослід як метод передбачає активне втручання в об’єкт з метою перевірки певної гіпотези або виявлення закономірностей. Він є ключовим елементом експериментальної діяльності.

У працях Ж. Піаже зазначається, що дитина найкраще засвоює знання через практичну взаємодію з об’єктами, що підтверджує ефективність експерименту як методу навчання [6].

Моделювання передбачає створення спрощених моделей об’єктів або процесів для їх кращого розуміння. У початковій школі воно використовується як засіб візуалізації складних явищ.

Як зазначає Н. Бібік, моделювання сприяє формуванню у молодших школярів системного мислення та здатності переносити знання в нові ситуації [1].

Порівняння є важливим аналітичним прийомом, що дозволяє учням встановлювати подібності та відмінності між об’єктами чи явищами. Воно сприяє розвитку логічного мислення та узагальнення.

У контексті діяльнісного підходу О. Пометун підкреслює, що порівняння є базовою операцією мислення, яка активно використовується під час інтерактивного навчання та дослідницької діяльності [5].

У сучасній початковій школі роль учителя суттєво змінюється: він перестає бути лише джерелом знань і виступає організатором, консультантом і фасилітатором дослідницького процесу.

Як зазначає В. Сухомлинський, учитель має створювати умови для того, щоб дитина «відкривала світ сама», підтримуючи її пізнавальний інтерес і не нав'язуючи готових відповідей [8].

З позицій культурно-історичної теорії Л. Виготського, педагог виступає «посередником» між дитиною і знанням, забезпечуючи підтримку в межах зони найближчого розвитку, поступово передаючи учневі функції самостійного пізнання [2].

У сучасній педагогіці, зокрема у працях О. Пометун, фасилітаційна роль учителя розглядається як створення умов для активної взаємодії учнів, їх співпраці, обговорення результатів дослідження та розвитку критичного мислення [5].

Отже, учитель у процесі дослідницько-експериментальної діяльності виконує функції:

- організації навчального середовища;
- постановки проблемних завдань;
- підтримки та скеровування дослідницького пошуку;
- стимулювання рефлексії учнів.

Ефективність дослідницько-експериментальної діяльності в початковій школі залежить від комплексу педагогічних, методичних та організаційних умов, які забезпечують активне включення учнів у процес пізнання та формування дослідницьких умінь.

1. Створення мотиваційно-розвивального освітнього середовища

Однією з ключових умов є формування середовища, яке стимулює пізнавальну активність і допитливість дітей. Як зазначає О. Савченко, навчальний процес у початковій школі має бути емоційно насиченим, цікавим і спрямованим на підтримку природної допитливості учнів [7].

Таке середовище передбачає наявність проблемних ситуацій, наочності, доступних дослідницьких завдань і можливості для самостійного вибору способів діяльності.

2. Реалізація діяльнісного та компетентнісного підходів

Ефективна організація дослідницької діяльності можлива за умови впровадження діяльнісного підходу, який передбачає активну участь учня у процесі навчання. У працях Н. Бібік підкреслюється, що компетентнісний підхід орієнтує освітній процес на формування здатності учнів

застосовувати знання у практичних ситуаціях, зокрема через дослідження [1].

3. Поступове формування дослідницьких умінь

Важливою умовою є поетапне формування дослідницьких умінь: від спостереження до постановки проблеми, висунення гіпотези та її перевірки. Як зазначає Л. Виготський, розвиток дитини відбувається у співпраці з дорослим у межах зони найближчого розвитку, що дозволяє поступово ускладнювати навчальні завдання [2].

4. Використання інтерактивних та практико-орієнтованих методів навчання

Важливою умовою є застосування інтерактивних методів (дискусій, роботи в групах, проєктної діяльності), які сприяють активному залученню учнів до дослідження. Як підкреслює О. Пометун, інтерактивне навчання забезпечує розвиток співпраці, критичного мислення та навичок комунікації [5].

5. Опора на вікові особливості молодших школярів

Організація дослідницької діяльності повинна враховувати вікові особливості дітей 6–10 років: переважання наочно-образного мислення, потребу в практичній діяльності та емоційній залученості. За Ж. Піаже, саме на стадії конкретних операцій дитина найкраще засвоює знання через практичні дії та експериментування [6].

6. Педагогічний супровід і фасилітаційна роль учителя

Важливою умовою є зміна ролі вчителя — від транслятора знань до організатора та фасилітатора дослідницької діяльності. Як наголошував В. Сухомлинський, учитель має створювати умови для самостійного відкриття знань дитиною, підтримуючи її інтерес і ініціативу [8].

7. Інтеграція навчального змісту

Ефективність дослідницької діяльності підвищується за умови міжпредметної інтеграції. Це дозволяє учням бачити цілісну картину світу та застосовувати знання з різних освітніх галузей у процесі дослідження.

Організація дослідницької діяльності в освітньому просторі початкової школи є важливою складовою сучасного освітнього процесу, спрямованого на формування в учнів ключових компетентностей, пізнавальної активності та здатності до самостійного здобуття знань. У контексті вимог Нової української школи дослідницька діяльність розглядається як один із провідних засобів реалізації діяльнісного та компетентнісного підходів.

Освітній простір початкової школи розуміється як система організованих педагогічних умов, засобів, методів і взаємодій, що забезпечують розвиток особистості учня. Як зазначає О. Савченко,

ефективність навчання значною мірою залежить від створення такого середовища, яке стимулює пізнавальну активність, самостійність і творчість дитини [7].

У цьому контексті дослідницька діяльність стає не окремим видом роботи, а інтегрованою складовою освітнього процесу, що реалізується на уроках різних освітніх галузей.

Організація дослідницької діяльності передбачає поєднання кількох взаємопов'язаних компонентів:

1. Мотиваційний компонент – формування інтересу до пізнання, створення проблемних ситуацій, що викликають потребу в дослідженні.
2. Змістовий компонент – добір навчального матеріалу, який має дослідницький потенціал.
3. Процесуальний компонент – використання методів спостереження, експерименту, моделювання, аналізу.
4. Рефлексивний компонент – осмислення результатів діяльності, оцінка власного досвіду.

Як підкреслює Н. Бібік, саме інтеграція цих компонентів забезпечує формування в учнів здатності застосовувати знання в реальних життєвих ситуаціях [1].

Організація дослідницької діяльності ґрунтується на діяльнісному підході, відповідно до якого учень є активним суб'єктом навчання. У працях О. Пометун наголошується, що навчання має будуватися через діяльність, співпрацю та взаємодію, що створює умови для розвитку дослідницького мислення [5].

Ефективна організація дослідницької діяльності неможлива без урахування вікових особливостей дітей 6–10 років. Як зазначає Ж. Піаже, у цьому віці домінує конкретно-операційне мислення, що передбачає необхідність опори на наочність, практичні дії та реальні об'єкти [6].

У свою чергу, Л. Виготський підкреслює, що розвиток дитини відбувається у співпраці з дорослим у межах зони найближчого розвитку, що визначає роль учителя як організатора навчальної діяльності [2].

Дослідницька діяльність у початковій школі сприяє:

- розвитку критичного та логічного мислення;
- формуванню пізнавальної самостійності;
- розвитку творчих здібностей;
- формуванню навичок співпраці;
- підготовці до подальшого навчання у середній школі.

Як наголошував В. Сухомлинський, дитина стає справжнім дослідником тоді, коли вона не лише отримує знання, а й самостійно відкриває їх у процесі діяльності [8].

Організація дослідницько-експериментальної діяльності в початковій школі, попри її значний педагогічний потенціал, супроводжується низкою труднощів, які зумовлені як віковими особливостями учнів, так і недостатньою підготовленістю педагогів до реалізації дослідницького підходу.

1. Недостатній рівень сформованості дослідницьких умінь учнів Молодші школярі ще не володіють у повному обсязі навичками постановки проблеми, висунення гіпотези та аналізу результатів. Як зазначає Ж Піаже, у цьому віці домінує конкретно-операційне мислення, що ускладнює виконання абстрактних дослідницьких дій [6].

2. Обмеженість навчального часу та перевантаженість програм Учителі часто стикаються з браком часу для повноцінної організації дослідницької діяльності через насиченість навчальних програм і необхідність виконання стандартних вимог.

3. Недостатня методична підготовка педагогів. Не всі вчителі початкової школи володіють технологіями організації дослідницького навчання, що ускладнює системне впровадження експериментальної діяльності. На це звертають увагу сучасні дослідники компетентнісного підходу, зокрема Н. Бібік [1].

4. Складність добору доступних дослідницьких завдань. Часто завдання або надто прості (репродуктивні), або занадто складні для молодших школярів, що знижує мотивацію до дослідження.

5. Нерівномірний рівень пізнавальної активності учнів. У класі можуть одночасно навчатися діти з різним рівнем розвитку пізнавальної самостійності, що ускладнює організацію групової дослідницької діяльності.

Шляхи подолання труднощів:

1. Поетапне формування дослідницьких умінь. Необхідно поступово вводити елементи дослідження: від спостереження та простих дослідів до самостійного планування експериментів. Як підкреслював Л. Виготський, розвиток дитини ефективний у межах зони найближчого розвитку за умови педагогічної підтримки [2].

2. Використання інтегрованого та діяльнісного підходів. Інтеграція дослідницьких завдань у різні освітні галузі дозволяє економити навчальний час і робить навчання більш змістовним. Як зазначає О. Савченко, інтеграція змісту сприяє формуванню цілісної картини світу в учнів [7].

3. Підвищення методичної компетентності вчителя. Важливим є системне підвищення кваліфікації педагогів, опанування ними технологій дослідницького навчання, проєктної діяльності та фасилітації навчального процесу.

4. Добір доступних і життєво значущих дослідницьких завдань. Завдання мають бути пов'язані з реальним досвідом дітей, їхнім оточенням і життєвими ситуаціями.

Як наголошував В. Сухомлинський, навчання має виходити з навколишнього світу дитини та її безпосереднього досвіду [8].

5. Використання групових форм роботи. Робота в парах і малих групах дозволяє враховувати індивідуальні особливості учнів, підвищує рівень залученості та сприяє взаємному навчанню.

Висновки. У результаті теоретичного аналізу проблеми дослідницько-експериментальної діяльності в освітньому просторі початкової школи встановлено, що вона є важливим засобом реалізації сучасних освітніх парадигм, зокрема компетентнісного та діяльнісного підходів. Її впровадження сприяє формуванню в молодших школярів пізнавальної активності, дослідницьких умінь, самостійності та творчого мислення.

Дослідницька та експериментальна діяльність розглядаються як взаємопов'язані компоненти навчального процесу, де дослідницька діяльність є ширшим поняттям, що включає постановку проблеми, висунення гіпотези та узагальнення результатів, а експериментальна діяльність забезпечує практичну перевірку отриманих припущень.

Встановлено, що ефективність організації дослідницької діяльності значною мірою залежить від створення відповідного освітнього середовища, використання активних методів навчання (спостереження, дослід, моделювання, порівняння), а також від ролі вчителя як організатора та фасилітатора навчального процесу.

Аналіз наукових праць засвідчує, що дослідницько-експериментальна діяльність є ефективним інструментом формування ключових компетентностей учнів початкової школи та забезпечує інтеграцію знань у практичну діяльність.

Водночас визначено низку труднощів у її організації, зокрема недостатній рівень сформованості дослідницьких умінь учнів, обмеженість навчального часу, методичні труднощі педагогів та необхідність добору доступних дослідницьких завдань.

Подолання цих труднощів можливе через поетапне формування дослідницьких умінь, інтеграцію змісту навчання, підвищення професійної компетентності вчителя та використання групових форм роботи.

Таким чином, дослідницько-експериментальна діяльність у початковій школі є важливим чинником розвитку особистості молодшого школяра, який забезпечує не лише засвоєння знань, а й формування здатності до їх самостійного здобуття та застосування у життєвих ситуаціях.

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СУЧАСНІ ПІДХОДИ ДО ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

Анотація. У статті досліджуються сучасні підходи до викладання англійської мови за професійним спрямуванням у закладах вищої освіти. Актуальність теми зумовлена зростанням ролі англійської мови у професійній діяльності майбутніх фахівців та необхідністю формування конкурентоспроможних спеціалістів, здатних до ефективної міжнародної комунікації. Особлива увага приділяється професійній підготовці майбутніх вихователів закладів дошкільної освіти та вчителів початкових класів.

У роботі проаналізовано наукові праці сучасних дослідників щодо використання комунікативного, компетентнісного, міждисциплінарного та студентоцентрованого підходів у процесі викладання англійської мови за професійним спрямуванням. Визначено, що комунікативний підхід сприяє розвитку мовленнєвої компетентності, професійного спілкування та подоланню мовного бар'єра студентів. Розкрито значення інтерактивних методів навчання, рольових ігор, педагогічних дискусій, кейс-методів, проєктної діяльності та моделювання професійних ситуацій у формуванні професійної іншомовної компетентності майбутніх педагогів.

У статті охарактеризовано особливості міждисциплінарного підходу, який передбачає інтеграцію англійської мови з фаховими дисциплінами. Наведено приклади професійно орієнтованих завдань для студентів спеціальностей «Дошкільна освіта» та «Початкова освіта». Значна увага приділяється використанню автентичних матеріалів, зокрема наукових статей, подкастів, відеолекцій, міжнародних освітніх платформ і професійних ресурсів.

Також у дослідженні розглянуто роль цифрових технологій, змішаного навчання та інтерактивних платформ у сучасному освітньому процесі. Визначено, що використання цифрових ресурсів сприяє підвищенню мотивації студентів, розвитку автономного навчання та формуванню цифрової компетентності.

Зроблено висновок, що поєднання сучасних педагогічних підходів, інтерактивних методів навчання, цифрових технологій та професійно орієнтованого змісту освіти забезпечує ефективне формування професійної іншомовної компетентності студентів та підвищує якість професійної підготовки майбутніх педагогів.

Ключові слова: англійська мова за професійним спрямуванням, ESP, професійна іншомовна компетентність, комунікативний підхід, компетентнісний підхід, міждисциплінарний підхід, студентоцентрований підхід, цифрові технології, змішане навчання, автентичні матеріали, інтерактивні методи навчання, майбутні вихователі, вчителі початкових класів, професійна підготовка педагогів.

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MODERN APPROACHES TO TEACHING ENGLISH FOR SPECIFIC PURPOSES

Abstract. The article examines modern approaches to teaching English for Specific Purposes (ESP) in higher education institutions. The relevance of the study is determined by the growing role of the English language in the professional activity of future specialists and the need to train competitive professionals capable of effective international communication. Particular attention is paid to the professional training of future preschool educators and primary school teachers.

The paper analyzes the scientific works of modern researchers concerning the use of communicative, competency-based, interdisciplinary, and student-centered approaches in teaching English for Specific Purposes. It is determined

that the communicative approach contributes to the development of communicative competence, professional interaction, and overcoming students' language barriers.

The importance of interactive teaching methods, role plays, pedagogical discussions, case studies, project-based learning, and modeling professional situations in the formation of professional foreign language competence of future teachers is revealed.

The article characterizes the peculiarities of the interdisciplinary approach, which involves the integration of the English language with professional disciplines. Examples of professionally oriented tasks for students majoring in Preschool Education and Primary Education are presented. Considerable attention is paid to the use of authentic materials, including scientific articles, podcasts, video lectures, international educational platforms, and professional resources.

The study also examines the role of digital technologies, blended learning, and interactive platforms in the modern educational process. It is determined that the use of digital resources contributes to increasing students' motivation, developing autonomous learning, and forming digital competence.

It is concluded that the combination of modern pedagogical approaches, interactive teaching methods, digital technologies, and professionally oriented educational content ensures the effective formation of students' professional foreign language competence and improves the quality of professional training of future teachers.

Keywords: English for Specific Purposes, ESP, professional foreign language competence, communicative approach, competency-based approach, interdisciplinary approach, student-centered approach, digital technologies, blended learning, authentic materials, interactive teaching methods, future preschool educators, primary school teachers, professional teacher training.

Аналіз останніх досліджень і публікацій Проблема викладання англійської мови за професійним спрямуванням є актуальною у сучасній педагогічній науці. У працях Т. Когут, О. Карпової, М. Хандоги, Л. Гуцул та І.Шестопалової розглядаються питання формування професійної іншомовної компетентності студентів немовних спеціальностей. Науковці наголошують на важливості використання комунікативного, компетентнісного та студентоцентрованого підходів у навчанні англійської мови.

Дослідники акцентують увагу на ефективності цифрових технологій, змішаного навчання, інтерактивних платформ і проєктної діяльності у процесі викладання англійської мови за професійним спрямуванням. Зокрема, Т. Когут та М. Хандога підкреслюють необхідність використання сучасних інноваційних методів навчання, а Л. Гуцул звертає увагу на

міждисциплінарний підхід та інтеграцію англійської мови з фаховими дисциплінами.

Водночас аналіз наукових праць свідчить, що питання оптимального поєднання традиційних та інноваційних методів викладання англійської мови за професійним спрямуванням потребує подальшого дослідження.

Мета статті. Метою статті є аналіз сучасних підходів до викладання англійської мови за професійним спрямуванням у закладах вищої освіти та визначення їхньої ефективності у формуванні професійної іншомовної компетентності студентів немовних спеціальностей.

Основний матеріал дослідження. Сучасний етап розвитку системи вищої освіти характеризується активними процесами глобалізації, цифровізації та інтеграції до міжнародного освітнього простору. У таких умовах значно підвищуються вимоги до професійної підготовки майбутніх фахівців, зокрема до рівня володіння англійською мовою як засобом професійної комунікації. Англійська мова сьогодні є не лише інструментом міжкультурного спілкування, а й важливою складовою професійної діяльності у різних галузях: економіці, педагогіці, медицині, інформаційних технологіях, менеджменті, міжнародних відносинах тощо. Саме тому навчання англійської мови за професійним спрямуванням (ESP — English for Specific Purposes) стає одним із пріоритетних напрямів модернізації освітнього процесу у закладах вищої освіти [5].

На думку сучасних науковців, головною метою ESP є формування професійної іншомовної компетентності студентів, яка охоплює мовні знання, комунікативні вміння, професійну лексику, здатність працювати з фаховими текстами та використовувати англійську мову у професійних ситуаціях. М. Хандога зазначає, що професійно орієнтоване навчання англійської мови повинно забезпечувати підготовку конкурентоспроможного фахівця, здатного до міжнародної комунікації та професійної мобільності [5]. Т. Когут підкреслює, що сучасне викладання ESP має бути спрямоване на розвиток практичних навичок іншомовного спілкування у професійному середовищі [3].

Одним із найпоширеніших і найефективніших сучасних підходів до викладання англійської мови за професійним спрямуванням є комунікативний підхід. Його сутність полягає у створенні умов для реального використання англійської мови під час навчального процесу. На відміну від традиційних методів, які були орієнтовані переважно на вивчення граматичних правил, переклад текстів та механічне запам’ятовування лексики, комунікативний підхід спрямований насамперед на розвиток мовленнєвої діяльності студентів і формування їхньої готовності до практичного використання мови у професійній сфері [2].

Основною метою комунікативного підходу є формування комунікативної компетентності студентів, тобто здатності ефективно використовувати англійську мову в різних професійних ситуаціях. Для майбутніх вихователів закладів дошкільної освіти та вчителів початкових класів це особливо важливо, оскільки їхня професійна діяльність пов'язана з постійною комунікацією, організацією освітнього процесу, співпрацею з дітьми, батьками та колегами. Саме тому навчання англійської мови повинно бути максимально наближеним до реальних педагогічних ситуацій.

У межах комунікативного підходу широко використовуються діалоги, рольові ігри, дискусії, інтерактивні вправи, презентації та моделювання професійних ситуацій. Такі форми роботи сприяють активній участі студентів у навчальному процесі та забезпечують розвиток навичок професійного мовлення англійською мовою.

Наприклад, майбутні вихователі можуть моделювати ситуації спілкування з дітьми англійською мовою під час ранкових зустрічей, ігор або занять. Студенти можуть відпрацьовувати фрази для організації діяльності дітей, зокрема: "Let's make a circle", "Take your crayons", "Listen carefully", "Well done!". Такі завдання допомагають формувати навички використання англійської мови у професійній діяльності вихователя та створюють умови для інтеграції елементів англійської мови у роботу з дошкільниками.

Для майбутніх учителів початкових класів комунікативний підхід також має велике значення. Студенти можуть моделювати фрагменти уроків англійською мовою, пояснювати навчальний матеріал, організовувати роботу учнів у парах і групах, проводити інтерактивні вправи та використовувати педагогічні команди англійською мовою. Наприклад, під час практичних занять студенти можуть проводити мініуроки із застосуванням фраз: "Open your books", "Repeat after me", "Work in pairs", "Who wants to answer?". Це допомагає майбутнім учителям формувати навички професійного педагогічного мовлення.

Важливим елементом комунікативного підходу є використання інтерактивних технологій та проєктної діяльності. Майбутні вихователі та вчителі початкових класів можуть створювати англомовні проєкти, презентації, дидактичні ігри, навчальні відео або казки для дітей. Наприклад, студенти можуть розробити проєкт "English Games for Preschoolers" або створити презентацію на тему "Using Songs and Rhymes in Primary School". Подібні види діяльності сприяють розвитку творчості, цифрової компетентності та професійної мобільності майбутніх педагогів.

Дослідження О. Карпової свідчать, що використання комунікативного підходу значно підвищує мотивацію студентів до вивчення англійської

мови, оскільки вони бачать практичну цінність отриманих знань для майбутньої професійної діяльності [2]. Крім того, комунікативний підхід забезпечує розвиток критичного мислення, уміння працювати у команді, швидко реагувати у професійних ситуаціях та ефективно взаємодіяти з іншими учасниками освітнього процесу.

Особливого значення комунікативний підхід набуває у контексті подолання психологічного бар'єра у вивченні іноземної мови. Студенти поступово вчаться впевнено використовувати англійську мову у професійній діяльності, не бояться помилятися та активно беруть участь у комунікативній взаємодії. Викладач у такому підході виступає не лише джерелом знань, а й організатором співпраці, консультантом та фасиліта-тором навчального процесу.

Важливе місце у сучасній системі викладання ESP посідає компетентнісний підхід. Його сутність полягає у формуванні комплексу компетентностей, необхідних для успішної професійної діяльності. До них належать мовна, комунікативна, соціокультурна, інформаційна та цифрова компетентності [1].

Компетентнісний підхід орієнтує викладача не лише на передачу теоретичних знань, а й на розвиток практичних умінь студентів використовувати англійську мову у професійній сфері.

Наприклад, студенти повинні навчитися складати професійні листи, резюме, мотиваційні листи, вести ділове листування, брати участь у міжнародних конференціях, працювати з англомовною документацією та здійснювати професійне спілкування з іноземними партнерами. Л. Гуцул зазначає, що компетентнісний підхід забезпечує інтеграцію мовної підготовки з професійними дисциплінами та сприяє розвитку готовності студентів до безперервного професійного саморозвитку [1]. Особливого значення цей підхід набуває в умовах сучасного ринку праці, де роботодавці висувають високі вимоги до рівня володіння іноземною мовою та комунікативних навичок працівників.

Суттєвий вплив на розвиток сучасної методики викладання англійської мови має цифровізація освіти. Після пандемії COVID-19 особливого поширення набуло змішане навчання (blended learning), яке поєднує традиційне аудиторне навчання з використанням цифрових технологій та онлайн-платформ [7].

Дослідники наголошують, що blended learning забезпечує гнучкість освітнього процесу, індивідуалізацію навчання та розширення можливостей самостійної роботи студентів. Завдяки використанню цифрових технологій студенти можуть опрацьовувати навчальний матеріал у зручний для себе час, проходити онлайн-тестування, брати участь у вебінарах та виконувати

інтерактивні вправи. Змішане навчання також сприяє формуванню навичок самоорганізації та відповідальності за результати власного навчання.

Особливої популярності набули цифрові освітні платформи Google Classroom, Moodle, Microsoft Teams, Zoom, Quizlet, Kahoot та Duolingo. Їх використання значно урізноманітнює освітній процес та підвищує мотивацію студентів до вивчення англійської мови. Наприклад, Quizlet дозволяє ефективно засвоювати професійну лексику за допомогою електронних карток, Kahoot використовується для проведення інтерактивних вікторин та перевірки знань, а Moodle забезпечує організацію дистанційного навчання та контроль навчальних досягнень студентів [5].

Сучасні дослідження доводять, що використання цифрових технологій позитивно впливає на розвиток автономного навчання студентів. Здобувачі освіти отримують можливість самостійно планувати власний навчальний процес, працювати у власному темпі та використовувати різноманітні онлайн-ресурси для вдосконалення мовних навичок. Водночас науковці звертають увагу на певні труднощі, пов'язані з цифровізацією освіти. Серед основних проблем виділяють недостатній рівень цифрової компетентності окремих викладачів, технічні труднощі, нестабільний доступ до Інтернету та проблему академічної доброчесності під час дистанційного навчання [4]. Проте більшість учених вважає, що цифрові технології є невід'ємною складовою сучасної освіти та мають активно інтегруватися у процес викладання ESP.

Одним із найбільш ефективних сучасних методів навчання англійської мови є проєктне навчання. Його головна перевага полягає у поєднанні мовної підготовки з практичною діяльністю студентів. Під час роботи над проєктами студенти здійснюють пошук інформації англійською мовою, аналізують професійні джерела, працюють у команді, презентують результати власного дослідження та обговорюють актуальні професійні проблеми [3].

Проєктне навчання сприяє розвитку творчості, самостійності, критичного мислення та навичок співпраці. Наприклад, студенти можуть створювати англомовні презентації власних стартапів, розробляти освітні проєкти, проводити дослідження професійних проблем або створювати відеоматеріали англійською мовою. Т. Когут зазначає, що проєктна діяльність формує позитивну мотивацію до навчання та дозволяє студентам відчути практичну значущість англійської мови у професійній діяльності [3].

Не менш важливим сучасним підходом до викладання англійської мови за професійним спрямуванням є міждисциплінарний підхід, який передбачає інтеграцію англійської мови з фаховими дисциплінами.

Використання такого підходу дозволяє максимально наблизити процес навчання до професійних потреб студентів та зробити його практично орієнтованим [6].

Для майбутніх вихователів закладів дошкільної освіти та вчителів початкових класів міждисциплінарний підхід має особливе значення, оскільки їхня професійна діяльність поєднує педагогіку, психологію, методику навчання дітей, розвиток мовлення та організацію освітнього середовища. Саме тому під час вивчення англійської мови доцільно використовувати матеріали, безпосередньо пов'язані з майбутньою професією студентів.

Наприклад, студенти спеціальності «Дошкільна освіта» можуть працювати з англомовними текстами на теми розвитку дитини, організації ігрової діяльності, формування мовлення дошкільників, емоційного розвитку дітей та сучасних методик дошкільної освіти. Під час занять студенти можуть аналізувати англомовні статті про використання гри у навчанні дітей, обговорювати методи розвитку творчості дошкільників або вивчати особливості організації інклюзивного освітнього середовища.

Наприклад, студентам можна запропонувати текст на тему *"Learning through Play in Preschool Education"* або *"The Role of Emotional Support in Early Childhood Education"*. Після опрацювання матеріалу студенти виконують професійно орієнтовані завдання: обговорюють переваги ігрового навчання, створюють рекомендації для вихователів або моделюють педагогічні ситуації англійською мовою. Такі види діяльності допомагають не лише вдосконалювати мовні навички, а й формувати професійне мислення майбутніх вихователів.

Ефективними є завдання, пов'язані з аналізом педагогічних ситуацій. Наприклад, студентам пропонується англомовний кейс про труднощі адаптації дитини до школи або про конфлікт між учнями у класі. Майбутні вчителі повинні обговорити проблему, запропонувати шляхи її вирішення та презентувати власні педагогічні рекомендації англійською мовою. Подібні завдання сприяють розвитку професійного мовлення, критичного мислення та навичок педагогічної комунікації.

І. Шестопалова підкреслює, що міждисциплінарний підхід забезпечує формування професійної мовної компетентності та сприяє розвитку професійного мислення студентів [6]. Крім того, інтеграція англійської мови з фаховими дисциплінами підвищує мотивацію до навчання, оскільки студенти бачать безпосередній зв'язок між англійською мовою та майбутньою професією. Для майбутніх педагогів це особливо важливо, адже вони розуміють можливість використання англійської мови у

професійному саморозвитку, участі у міжнародних освітніх програмах, вебінарах та професійних тренінгах.

Важливим компонентом сучасного викладання англійської мови за професійним спрямуванням є використання автентичних матеріалів. До них належать наукові статті, професійні журнали, подкасти, відеолекції, освітні платформи, міжнародні вебінари, інтерв'ю фахівців та матеріали сучасних освітніх конференцій [2].

Для майбутніх вихователів та вчителів початкових класів особливо корисними є автентичні матеріали, пов'язані із сучасними освітніми технологіями та методиками роботи з дітьми. Наприклад, студенти можуть переглядати англомовні відео про організацію ранкових зустрічей у початковій школі, методику використання казок у розвитку мовлення дітей або способи формування емоційного інтелекту дошкільників.

Ефективним є використання міжнародних освітніх платформ, таких як British Council, Cambridge English або National Geographic Learning, де студенти мають можливість ознайомлюватися з сучасними підходами до навчання дітей у різних країнах світу. Наприклад, майбутні педагоги можуть аналізувати відеоуроки іноземних учителів, вивчати методики інтегрованого навчання або порівнювати особливості організації освітнього процесу в українських та зарубіжних школах і дитячих садках.

Автентичні матеріали дозволяють студентам засвоювати реальну професійну лексику та знайомитися з актуальними тенденціями розвитку освіти. Наприклад, майбутні вихователі можуть опрацьовувати англомовні матеріали на теми *inclusive education, play-based learning, child development*, а майбутні вчителі початкових класів — вивчати лексику, пов'язану з *classroom management, interactive learning, critical thinking* або *STEM education*.

Крім того, використання автентичних матеріалів сприяє розвитку навичок читання, аудіювання, аналізу інформації та критичного мислення. Студенти вчаться працювати з професійними джерелами інформації, аналізувати сучасні педагогічні підходи та використовувати отримані знання у власній професійній діяльності. Це є надзвичайно важливим для майбутніх педагогів, оскільки сучасний учитель чи вихователь повинен постійно вдосконалювати свої професійні знання та бути готовим до впровадження інноваційних освітніх технологій.

У сучасній методиці викладання англійської мови значна увага приділяється також студентоцентрованому підходу. Він передбачає активну роль студента у навчальному процесі, врахування його індивідуальних потреб, інтересів та професійних цілей. У межах цього підходу викладач виступає не лише джерелом знань, а й організатором, консультантом та фасилітатором освітнього процесу [4].

Студентоцентрований підхід сприяє розвитку автономності студентів, формуванню навичок самонавчання та відповідальності за результати власної діяльності. Особливого значення цей підхід набуває у контексті концепції навчання впродовж життя (lifelong learning), яка є однією з ключових вимог сучасного суспільства та ринку праці.

Висновки. Отже, сучасні підходи до викладання англійської мови за професійним спрямуванням сприяють підвищенню якості професійної підготовки студентів немовних спеціальностей. Використання комунікативного, компетентнісного, міждисциплінарного та студентоцентрованого підходів забезпечує формування професійної іншомовної компетентності, необхідної для успішної професійної діяльності у сучасному глобалізованому світі.

Інтеграція цифрових технологій, змішаного навчання, проєктної діяльності та автентичних матеріалів дозволяє зробити освітній процес більш ефективним, мотивуючим та практично орієнтованим. Перспективи подальших досліджень полягають у вивченні можливостей використання штучного інтелекту, віртуальної реальності та адаптивних цифрових платформ у викладанні англійської мови за професійним спрямуванням.

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ФОРМУВАННЯ ПРОСТОРОВИХ І ПРИРОДНО-ГЕОГРАФІЧНИХ УЯВЛЕНЬ ПРО НАДВЕЛИКІ МІСТА ЄВРОПИ В УЧНІВ СЕРЕДНЬОЇ ШКОЛИ

Анотація. У статті досліджено особливості формування просторових і природно-географічних уявлень про надвеликі міста Європи в учнів середньої школи. Обґрунтовано актуальність вивчення надвеликих міст у сучасному курсі географії в умовах реформування шкільної освіти, переходу до трирічної старшої школи та оновлення модельних навчальних програм для закладів загальної середньої освіти.

Визначено роль надвеликих міст як важливих соціально-економічних, демографічних, історико-культурних і просторових центрів розвитку європейського регіону.

Проаналізовано наукові підходи до трактування поняття «надвелике місто» та класифікації міст за людністю населення. Встановлено, що надвеликі міста відіграють важливу роль у формуванні систем розселення населення, регіонального розвитку та етнокультурної ідентичності територій.

Охарактеризовано особливості розміщення надвеликих міст Європи за широтними й меридіональними параметрами, природними зонами, висотою над рівнем моря та транспортно-географічним положенням.

Укладено таблицю надвеликих міст Європи, розраховано їхню вагу у людності, загалом, і міській людності, зокрема, країн. Укладено картосхеми локалізації надвеликих міст у європейському просторі.

Висвітлено історичні особливості формування надвеликих міст Європи античного, середньовічного та нового періодів.

Встановлено закономірності локалізації надвеликих міст у межах європейського простору та їхню роль у структурі населення держав.

Проаналізовано значення приморського, річкового та континентального розташування міст у процесах їхнього соціально-економічного розвитку.

Розкрито освітній потенціал вивчення надвеликих міст у шкільному курсі географії. Підкреслено значення формування в учнів просторового мислення, уміння аналізувати урбанізаційні процеси та встановлювати взаємозв'язки між природними умовами, розселенням населення й господарським розвитком території. Зроблено висновок про необхідність посилення уваги до проблематики надвеликих міст у сучасній географічній освіті як важливого складника формування географічної компетентності здобувачів освіти.

Ключові слова: середня школа, географія, просторові уявлення, природно-географічні уявлення, урбанізація, надвелике місто, Європа, географічне положення, групування.

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DEVELOPING SECONDARY SCHOOL LEARNERS' GEOGRAPHICAL UNDERSTANDING OF EUROPE'S OVER-LARGE CITY

This article examines the characteristics of how secondary school pupils form spatial and physical-geographical conceptions of Europe's over-large cities. It justifies the relevance of studying over-large cities within the current geography curriculum, given the reform of school education, the transition to a three-year upper secondary school system, and the updating of model curricula for general secondary education institutions.

The role of over-large cities as important socio-economic, demographic, historical-cultural and spatial centres of development in the European region is identified.

Scientific approaches to interpreting the concept of a «over-large city» and the classification of cities by population size are analysed. It has been established that over-large cities play an important role in shaping population settlement patterns, regional development and the ethno-cultural identity of territories.

The characteristics of the distribution of Europe's over-large cities according to latitudinal and longitudinal parameters, natural zones, altitude above sea level and transport-geographical location are described.

A table of Europe's over-large cities has been compiled, and their share of the total population and urban population of the countries has been calculated. Maps illustrating the distribution of over-large cities across Europe have been produced.

The historical characteristics of the formation of over-large cities in Europe during the ancient, medieval and early modern periods are examined.

The patterns of the location of over-large cities within the European space and their role in the population structure of states are identified. The significance of the coastal, riverine and continental locations of cities in the processes of their socio-economic development is analysed.

The educational potential of studying over-large cities in the school geography curriculum is revealed. The importance of developing spatial thinking in pupils, the ability to analyse urbanisation processes and establish interrelationships between natural conditions, population settlement and the economic development of the territory is emphasised. It is concluded that greater attention should be paid to the issues surrounding over-large cities in contemporary geography education as a key component in the development of students' geographical competence.

Keywords: secondary school, geography, spatial concepts, physical geography concepts, urbanisation, over-large city, Europe, geographical location, clustering.

Постановка проблеми. В умовах модернізації вивчення географії у середній школі, переході до трирічної старшої школи, укладанні нових модельних навчальних програм для 6-9 і 10-12 класів середньої школи, актуалізується проблема формування просторових і природно-географічних уявлень здобувачів освіти про європейський простір. Важливими об'єктами географічного пізнання, що формують уявлення учнів про простір Європи є міста, з-поміж яких у підручниках для середньої школи акцент зроблено переважно на глобальні/світові міста, столичні міста, міста-мільйонники, мегалополіси. Водночас поза увагою здобувачів освіти залишаються надвеликі міста з людністю 0,5-1,0 млн осіб, які є визначними регіональними соціально-економічними та історико-культурними осередками, центрами регіонального просторового розвитку, зберігачами етнокультурної та соціокультурної ідентичності території, яка часто трансформується під впливом міграційних, мультикультурних та мультилінґвальних процесів у столичних містах та містах-мільйонниках. Звернення уваги учнів

на вивчення географічних особливостей надвеликих міст Європи в умовах становлення соціально-економічної та соціокультурної ідентичності українських міст в європейському та світовому просторах є на часі.

Аналіз останніх досліджень і публікацій.

На сьогодні в світі не існує єдиного підходу до поділу населених пунктів на міста і сільські поселення, а також на класифікацію міст за людністю. Що до міст, то вчені [2, 3, 7, 9-14] сходяться на виокремлені їхніх п'ять характерних рис: екістична (щільність населення висока), архітектурна (висотна забудова), економічна (домінує зайнятість у сфері послуг, управлінні, виробництві), соціологічна (міський спосіб життя), демографічна (низький рівень народжуваності, шлюбності).

До країн ЄС застосовується визначення поняття місто (англ. city) розроблене Європейською комісією 2011 р. та обґрунтоване показниками людності поселень і щільності населення в них [12]. За ним, у поселенні повинен бути «урбанізований центр» (англ. urban centre) з щільністю населення понад 1500 мешканців на 1 км^2, а загальна кількість мешканців поселення, що проживає у межах такого «центру» має перевищувати 50 тис. ос. Виходячи з цього, містом означається поселення, яке: «виконує зв'язкову функцію в адміністративно-територіальному поділі території; принаймні 50 % його населення проживає в «урбанізованому центрі» і не менше 75 % мешканців «урбанізованого центру» живуть у місті» [12].

У світі не існує єдиної класифікації міст за людністю. Переважно, малими є міста до 50 тис. ос., середніми – 50-100 тис. ос., великими – 100-500 тис. ос., надвеликими 500-1000 тис. ос., мільйонниками – понад 1 млн ос. [2].

Водночас, у деяких державах, що характеризуються малою заселеністю території надвеликими будуть уже міста з людністю понад 100 тис. ос.

Надвеликі міста (від 500 до 1000 тис. ос.) досліджуються геоурбаністикою – напрямком суспільної географії, який вивчає міста, міський спосіб життя [3]. Власне в геоурбаністиці надвеликі міста виділено й проаналізована як окремий тип міст із специфічними економічними, планувальними та соціальними характеристиками.

В Україні надвеликі міста досліджують науковці відділу суспільно-географічних досліджень Інституту географії НАН України – Є. Маруняк, Г. Підгрушний, І. Гукалова, Н. Провотар та ін.; КНУ імені Тараса Шевченка – С. Запотоцький, К. Мезенцев, Н. Мезенцева та ін. Місто Львів як надвелике місто досліджували І. Гудзеляк, Г. Лабінська, О. Склярська, І. Ровенчак, О. Шаблій, Л. Шевчук та ін. У своїх дослідженнях українські вчені-географи й геоурбаністи зосереджували увагу на адаптацію й

трансформацію українських надвеликих міст до реалій соціально-економічного розвитку, демографічних, субурбанізаційних, просторових викликів розвитку в ХХ-ХХІ ст.

У середній школі у курсі «Географія» надвеликі міста опосередковано вивчаються у руслі теми «Розселення» (9 клас, розділ: «Населення України і світу»), де здобувачі освіти розглядають підтеми густота населення, типи населених пунктів, урбанізація [5, с. 44].

Акцент вивчення зосереджений на «розумінні учнями змісту понять «розселення», «місто», «агломерація», «мегалополіс», «міграція», «демографічна політика», «міграційна політика» [5, с. 44] та вмінні учня показати на карті «мегалополіси, міста-мільйонники у світі, агломерації в Україні» [5, с. 44].

У «Модельній навчальній програмі навчального предмету «Географія. 10-12 класи. Поглиблений рівень» для закладів загальної середньої освіти» авторська С. Запотоцького та колективу авторів (2026) [6] у 10 класі у межах теми «Сучасна система розселення в Україні» передбачено, що здобувач освіти: «пояснює, використовуючи наукову термінологію, значення понять: розселення, місто, селище, село, поселення, урбанізація …», «використовує самостійно або у співпраці з іншими здобуту інформацію щодо сучасної системи розселення для розв'язання життєвої/навчальної проблеми» [6, с. 11], бере участь у дискусії: «Великі міста чи малі громади: де краще жити» [6, с. 11] та ін., що безпосередньо передбачає володіння знаннями про надвеликі міста як в Україні так і в європейському просторі.

При вивченні теми «Географічні аспекти національної безпеки України» (10 клас) передбачено вивчення проблем пов'язаних з геопросторовими наслідками широкомасштабних бойових дій в Україні, змінами у розселенні населення, містами-героями [6, с. 25]. Ці теми стосуються розуміння функціонування надвеликих міст України, зокрема Кривого Рогу, Запоріжжя, Львова, Миколаєва.

В 11 класі у курсі «Географія» середньої школи проблематика надвеликих міст опосередковано піднімається у темі «Географія населення», де розкриваються особливості формування розселення населення світу, світові міста, столиці держав [6, с. 34].

Найповніше проблематика функціонування надвеликих міст Європи, їхнього впливу на регіональний розвиток, формування просторових кластерів соціально-економічного розвитку держав європейського простору та ін. розкривається в 11 класі у темі «Країни Європи» [6, с. 37-40]. Учням пропонується як проаналізувати особливості корпоративних економічних моделей Німеччини, Франції, Великої Британії, Італії, Польщі, що не можливо виконати без врахування ролі в економічному розвитку держав

їхніх надвеликих міст (Бірмінгем, Дуйсбург, Кельн, Краків та ін.), так і «проаналізувати регіональні диспропорції економічного розвитку Італії», чи виконати комплексну характеристику однієї з країн європейського простору, що передбачає розкриття історико-культурного впливу її надвеликих міст.

Мета статті. Обґрунтувати доцільність вивчення надвеликих міст Європи у шкільному курсі географія; розкрити роль надвеликих міст Європи в населенні, загалом, та міському населенні, зокрема, держав; проаналізувати особливості географічного розташування, природно-географічні та історичні особливості розвитку надвеликих міст Європи; охарактеризувати й узагальнити їхню планувальну структуру.

Виклад основного матеріалу. На території Європи на початок 2025 р. налічувалося 46 надвеликих міст з людністю 500-1000 тис. ос. (територія європейської частини росії й територія білорусі не береться до уваги у дослідженні). У цих поселеннях, без врахування людності їхніх агломерацій сумарно проживало понад 30,588 млн. ос, що складає 6,8 % міського населення Європи, зокрема, і 5,3 % всієї людності макрорегіону, загалом.

У просторі держав Європи, який об’єднує 42 демократичні держави, надвеликі міста розміщені у 18 державах (рис. 1).

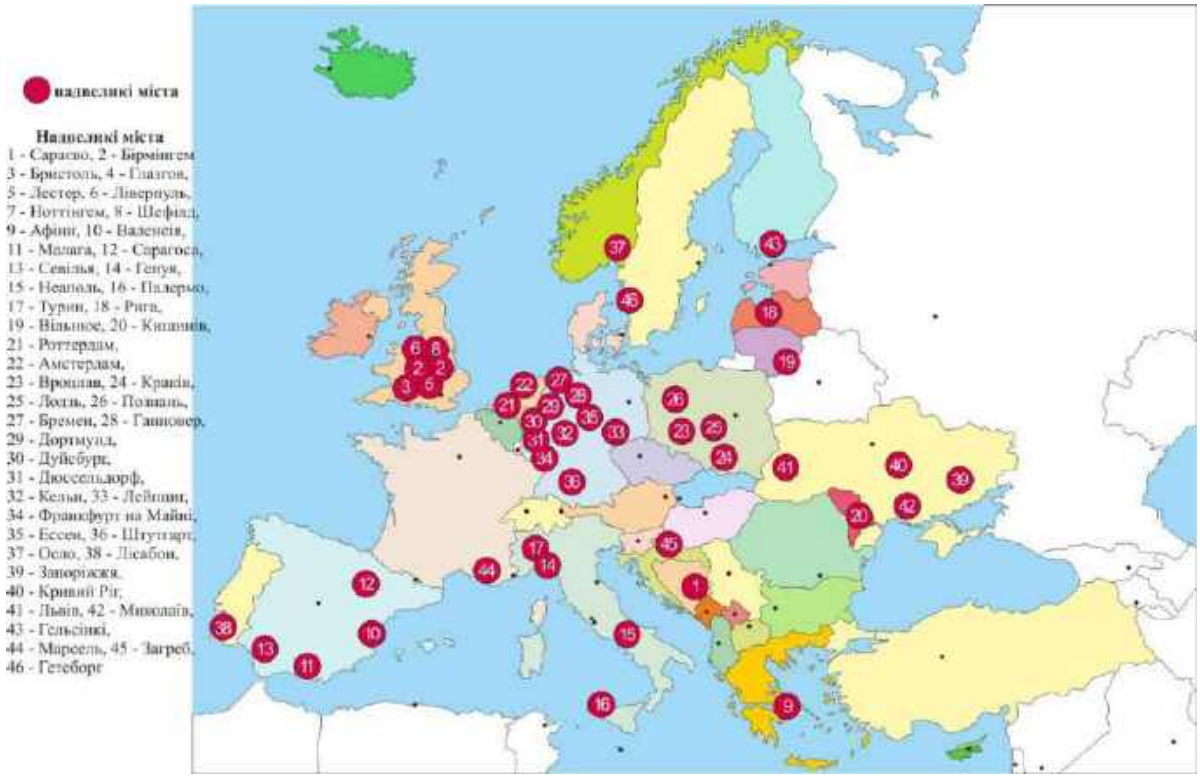

Рис. 1. *Локалізація надвеликих міст в Європейському просторі*

Найбільше надвеликих міст розташовано на території Німеччини (10 міст) і Великої Британії (7 міст); в Україні, Польщі, Іспанії, Італії розміщено по чотири надвеликі міста; решта держав (12 країн) мають на своїй території одне надвелике місто (рис. 2).

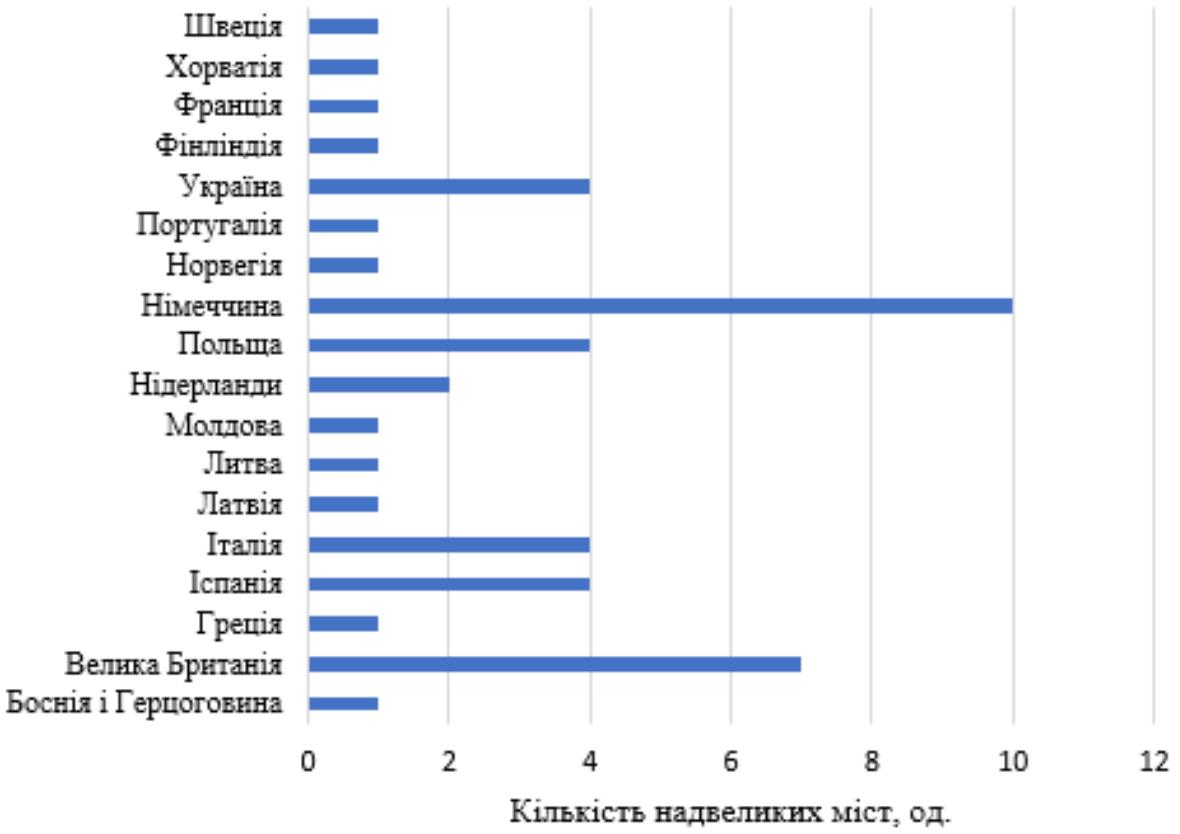

Рис. 2. *Розподіл надвеликих міст Європи за державами*
Розраховано і побудовано за даними: [8, 16]

У площині держав надвеликі міста відіграють різну роль у структурі людності, як держави так і її міської людності. Найбільша вага надвеликого міста у людності держави в Латвії, де на столичне місто Ригу з людністю 742 тис. ос. припадає 40,4 % людності держави і 59,7 % людності міських поселень країни. Аналогічна картина у Боснії і Герцеговині, де надвеликим містом є столиця Сараєво (696 тис. ос.): 22,3 % людності країни, 39,1% міської людності країни (табл. 1).

Таблиця 1

Надвеликі міста у структурі людності держав Європи, 2024

Назва держави	Надмісто	Кількість надміст, од.	Людність надміст, тис. ос	Загальна людність надміст, тис. ос	Людність країни, тис. ос	Міська людність країни, тис. ос.	Вага надміст у людності країни, %	Вага надміст у міській людності країни, %
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
Боснія і Герцеговина	Сараєво	1	696	696	3114,2	1778,2	22,3	39,1
Велика Британія	Бірмінгем	7	984	4978	69931,5	59232,0	7,1	8,4
	Бристоль		617					
	Глазго		591					
	Лестер		508					
	Ліверпуль		864					
	Ноттінгем		729					
	Шефілд		685					
Греція	Афіни	1	664	664	9897,1	8907,4	6,7	7,5
Іспанія	Валенсія	4	814	2759	47850,8	38089,2	5,8	7,2
	Малага		568					
	Сарагоса		674					
	Севілья		703					
Італія	Генуя	4	580	3057	58926,2	42662,6	5,2	7,2
	Неаполь		959					
	Палермо		648					
	Турин		870					
Латвія	Рига	1	742	742	1835,9	1242,9	40,4	59,7
Литва	Вільнюс	1	542	542	2797,3	1927,3	19,4	28,1
Молдова	Кишинів	1	635	635	2961,3	1732,4	21,4	36,7
Нідерланди	Роттердам	2	598	1339	18448,8	16401,0	7,3	8,2
	Амстердам		741					
Польща	Вроцлав	4	634	2727	37843,2	22592,4	7,2	12,1
	Краків		755					
	Лодзь		768					
	Познань		570					

Назва держави	Надмісто	Кількість надміст, од.	Людність надміст, тис. ос	Загальна людність надміст, тис. ос	Людність країни, тис. ос	Міська людність країни, тис. ос.	Вага надміст у людності країни, %	Вага надміст у міській людності країни, %
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
Німеччина	Бремен	10	546	6025	83644,3	64406,1	7,2	9,4
	Ганновер		515					
	Дортмунд		588					
	Дуйсбург		504					
	Дюссельдорф		573					
	Кельн		963					
	Лейпциг		504					
	Франкфурт на Майні		650					
	Ессен		593					
	Штутгарт		589					
Норвегія	Осло	1	580	580	5652,9	4889,8	10,3	11,9
Португалія	Лісабон	1	517	517	10395,4	6954,5	5,0	7,4
Україна	Запоріжжя	4	796	2675	32835,8	24791,0	8,1	10,8
	Кривий Ріг		652					
	Львів		717					
	Миколаїв		510					
Фінляндія	Гельсінкі	1	558	558	5621,7	4896,5	9,9	11,4
Франція	Марсель	1	794	794	66746,4	55399,5	1,2	1,4
Хорватія	Загреб	1	698	698	3822,3	2377,5	18,3	29,4
Швеція	Гетеборг	1	572	572	10701	9384,8	5,3	6,1

Укладено й розраховано за даними: [8, 16]

Найменшу вагу надвеликі міста у структурі людності країн Європи відіграють у Франції, на території якої розташоване єдине надвелике місто Марсель (794 тис. ос.) – 1,2 % людності держави, 1,4 % людності міських поселень (дод. Б). На території Німеччини, незважаючи на розміщення тут 10 надвеликих міст, їхня вага у структурі людності країни становить всього 7,2 %, а в міській людності держави – 9,4 %. Це дає змогу констатувати, що в європейському просторі надвеликі міста відіграють значну роль у формуванні людності малих за кількістю мешканців і компактних за площею державах, де вони переважно виконують функції столичного міста – Боснія і Герцеговина, Литва, Молдова, Хорватія. В інших державах вони

поступаються за людністю містам мільйонникам, які виконують роль столичних і макрорегіональних центрів (Велика Британія, Іспанія, Німеччина, Україна, Франція), а надвеликі міста є регіональними центрами соціально-економічного, демографічного, етно-культурного, туристичного розвитку.

Надвеликі міста європейського простору характеризуються диверсифікованим просторовим розташуванням. З 46 міст, більшість, а саме 21 місто (45,7% загальної кількості досліджуваних міст) розташовані між 50^0 пн. шр. та 54^0 пн. шр. На південь від цієї зони розташовано 19 міст (41,3 %), на північ – 6 міст (13,0 %: Глазго, Осло, Ґетерборг, Гельсінкі, Рига, Вільнюс) (дод. В). Найпівденніше розташовані Афіни – 37^0 пн. шр; найпівнічніше – Гельсінкі 60^0 пн. шр. Гельсінкі лише на 26″ розташовано північніше від другого північного надвеликого міста європейського простору – Осло. У меридіональному напрямку, найбільше скупчення надвеликих міст Європи спостерігається між 4^0 сх. дв. і 15^0 сх. дв. – 20 міст (43,4 %). На захід від цієї зони розміщено 12 міст (26,2 %), на схід – 14 міст (30,4 % загальної кількості надвеликих міст Європи).

Більшість з надвеликих міст, а саме 27 поселень (58,7 %) розміщені між паралелями 46^0 пн. шр. та 54^0 пн. шр.; 13 поселень (28,3 %) знаходяться південніше 46^0 пн.шр.; 6 міст (Глазго, Осло, Ґетеборг, Гельсінкі, Рига та Вільнюс) розташовані північніше паралелі 54^0 пн шр. (13,0 % надвеликих міст Європи) (Рис. 3).

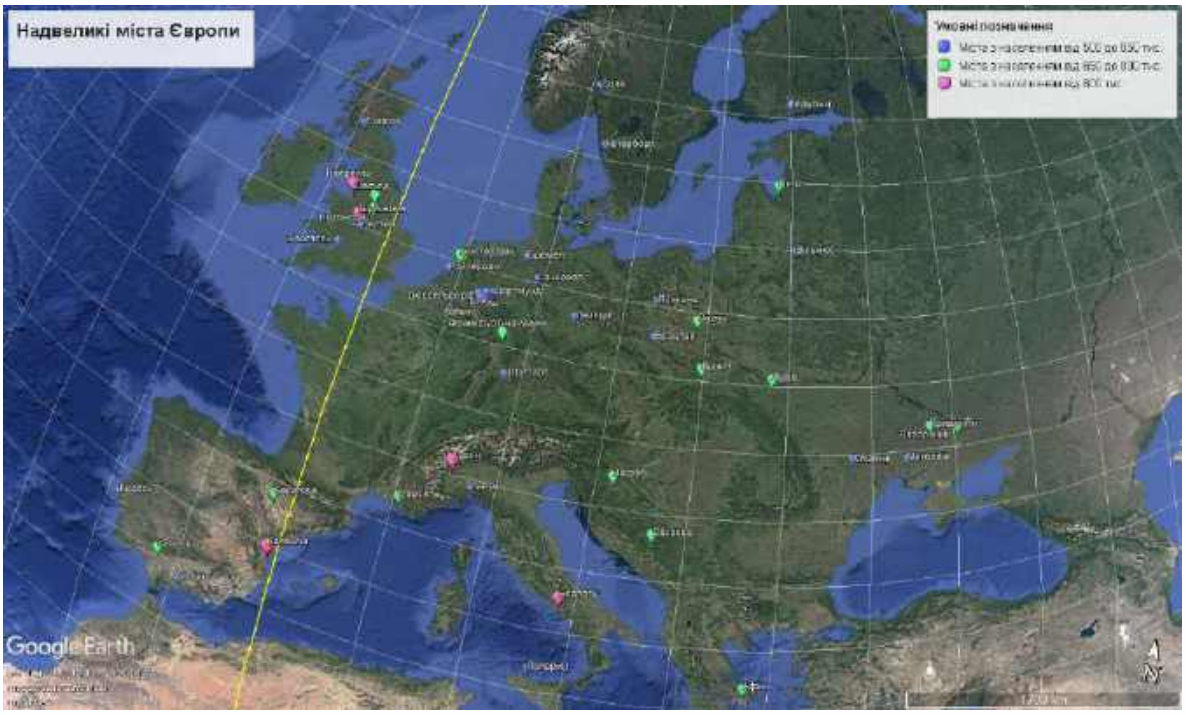

***Рис. 3**. Надвеликі міста Європи на Google Earth*

На відміну від особливостей широтного розміщення, у меридіональному розміщені відсутні значні скупчення міст. Усі надвеликі міста Європи у меридіональному розміщені можна розділити на приблизно рівні між собою градусні проміжки за кількістю міст: західніше 06^0 меридіану сх. дв. знаходиться 15 міст (32,6 % надвеликих міст Європи); між 06^0 і 13^0 сх. дв. розміщені 14 міст (30,4 %); ще східніше розміщено 17 міст (37,0 % надвеликих міст Європи).

За часом заснування надвеликі міста Європи поділяються на: античні, середньовічні та нового часу.

В античний період (30 ст. до н.е. – 5 ст. н.е.) засновано 12 сучасних надвеликих міст Європи (26,1 % усіх надвеликих міст регіону). Найстаршим місто цього періоду є м. Афіни час заснування якого датується 15 ст. до н.е., наймолодшим – м. Кельн (50 рік н.е.) (дод. Г). За винятком Кельну і Лісабону, міста цього періоду заснування зосереджуються в Середземноморському регіоні й розташовуються на території сучасних держав Італії (Генуя, Неаполь, Палермо, Турин), Іспанії (Валенсія, Малага, Сарагоса, Севілья), Франції (Марсель), Греції (Афіни). Їхніми засновниками були давні греки, фінікійці або римляни, а в плануванні міст до сьогодні збереглися залишки античних оборонних споруд.

В середньовічний період (5-15 ст. н.е.) засновано 65,2 % сучасних надвеликих міст Європи. Найстаршими містами цього періоду є англійські поселення Глазго і Ноттінгем, що беруть свій початок з 6 ст.н.е., а наймолодшим – шведське Гетеборг (1473 р.).

Міста цього часу заснування закладалися навколо замків, монастирів, фортець або як вільні торгівельні поселення; вони локалізовані в західній, центральній, південно-східній та північній Європі.

Єдиними містом східної Європи заснованими в цей час є Львів (1256 р.) і Кишинів (1436 р.).

В новий час, а власне ранній новий час (15-18 ст.н.е.) закладено чотири надвеликі міста Європи (8,7 % сучасних надвеликих міст Європи). Три локалізовані в східній Європі на території України – Запоріжжя (1770 р.), Кривий Ріг (1775 р.), Миколаїв (1789 р.); одне на території Північної Європи – Гельсінкі (1550 р.). Вони засновувалися як оборонні та адміністративні осередки території.

На противагу надвеликим містам Європи античного періоду заснування, які через зручне транспортно-географічне розташування здавна відігравали значну роль у регіональному розвитку, в більшості надвеликі міста середньовічного і нового часу заснування, як значні регіональні центри, сформувалися в період індустріалізації, завдяки розвитку видобувної і переробної промисловості та залізничного транспорту.

За розміщенням відносно рівня моря, надвеликі міста Європи поділяються на:

- міста низовин (до 200 м): Амстердам, Афіни, Бірмінгем, Бремен, Бристоль, Валенсія, Вільнюс, Вроцлав, Генуя, Гельсінкі, Гетеборг, Глазго, Ганновер, Дортмунд, Дуйсбург, Дюссельдорф, Загреб, Запоріжжя, Кельн, Кишинів, Кривий Ріг, Лейпциг, Лестер, Лісабон, Ліверпуль, Малага, Марсель, Миколаїв, Неаполь, Ноттінгем, Осло, Палермо, Познань, Рига, Роттердам, Севілья, Франкфурт на Майні, Ессен, Шефілд. (84,7 % усіх надвеликих міст Європи);
- міста височин (200-500 м): Краків, Лодзь, Львів, Сарагоса, Турин, Штутгарт (13,0 %);
- Міста плоскогір'їв (понад 500 м): Сараєво (550 м) (2,3 % надвеликих міст Європи).

Найнижче відносно рівня моря розташований Амстердам (-2 м), найвище –м. Сараєво (550 м). Перепад відносних висот розміщення надвеликих міст Європи сягає 552 м.

З 46 досліджуваних міст, 34,8 % розташовані на морському узбережжі або мають до нього безпосередній вихід (Амстердам, Роттердам, Бремен, Гетеборг, Гельсінкі, Осло, Рига, Ліверпуль, Бристоль, Афіни, Валенсія, Малага, Марсель, Неаполь, Палермо, Лісабон); 21,8 % розміщені на берегах судноплавних рік – Рейн (Дюссельдорф, Дортмунд, Ессен, Кельн, Дуйсбург), Рур (Дортмунд, Ессен, Дуйсбург), Майн (Франкфурт на Майні) Дніпро (Запоріжжя), Південний Буг (Миколаїв), Вісла (Краків), Одра (Вроцлав); 43,4 % надвеликих міст Європи є континентальними.

За природними зонами надвеликі міста Європи розташовані: 10 міст (21,8 %) у зоні середземноморських субтропічних лісів, 4 міста (8,6 %) – у зоні степів і лісостепів, 32 міста (69,6 %) – у зоні мішаних лісів.

Аналіз просторового розміщення та природно-географічних особливостей надвеликих міст Європи доцільно використовувати під час роботи з тематичними картами та цифровими геоінформаційними ресурсами, що сприяє розвитку загального просторового мислення учнів.

Висновки. Формування у здобувачів освіти середньої школи просторових та природно-географічних уявлень про надвеликі міста Європи є важливою складовою географічної освіти, зокрема, і становлення загальних світоглядних уявлень [1, 4, 10, 14] молодого інтелектуала, змінотворця XXI ст., загалом. Вивчення особливостей їхнього просторового розміщення, природно-географічних та історичних передумов розвитку спряє набуттю здобувачами освіти просторового мислення і формування цілісного бачення урбанізаційних та розселенських процесів на європейському просторі. Ознайомлення з надвеликими містами Європи дає

змогу учням середньої школи усвідомити та зрозуміти взаємозв'язки між природними умовами території, її географічним розташуванням, заселенням та формуванням системи поселень, розвиває критичне мислення, сприяє зануренню в тематику соціально-економічних та етнокультурних особливостей як регіонального розвитку так і функціонування надвеликих міст, як центрів просторових демографічних, економічних, культурних процесів.

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ТЕОРЕТИКО-МЕТОДОЛОГІЧНІ ЗАСАДИ СУЧАСНИХ ЛІНГВІСТИЧНИХ ДОСЛІДЖЕНЬ У ПІДГОТОВЦІ МАЙБУТНІХ УЧИТЕЛІВ-СЛОВЕСНИКІВ

Анотація. У статті здійснено аналіз теоретико-методологічних засад сучасних лінгвістичних досліджень у контексті професійної підготовки майбутніх учителів-словесників. Акцентовано увагу на сучасних тенденціях розвитку лінгвістики, зокрема на антропоцентричному, когнітивному, комунікативному та міждисциплінарному підходах до вивчення мовних явищ. Проаналізовано значення методологічної підготовки у формуванні дослідницької компетентності, академічної культури та професійної мобільності майбутніх учителів української мови та літератури.

Обґрунтовано важливість навчальної дисципліни «Методологія наукових досліджень» як складника фахової підготовки здобувачів вищої освіти, що забезпечує формування навичок наукового пошуку, академічного письма, роботи з науковими джерелами та сучасними цифровими ресурсами. Визначено роль інноваційних освітніх технологій, цифровізації, електронних корпусів текстів, платформ дистанційного навчання й міждисциплінарних методів у розвитку сучасної філологічної освіти.

Наголошено, що методологічна компетентність є важливою умовою професійного становлення майбутнього словесника, його готовності до науково-дослідницької діяльності, організації учнівських наукових проєктів, критичного аналізу мовних явищ та впровадження інновацій у педагогічну практику. Підкреслено необхідність модернізації змісту методологічної підготовки відповідно до сучасних викликів гуманітарної науки та цифрового освітнього середовища. Окреслено перспективи

подальших досліджень, пов’язаних із використанням цифрових технологій, корпусної лінгвістики, штучного інтелекту та міждисциплінарних підходів у системі професійної підготовки майбутніх учителів-словесників.

Ключові слова: методологія наукових досліджень, лінгвістичні дослідження, вчитель-словесник, дослідницька компетентність, антропоцентричний підхід, когнітивна лінгвістика, комунікативний підхід, міждисциплінарність, академічна культура, цифровізація освіти.

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THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF MODERN LINGUISTIC RESEARCH IN THE TRAINING OF FUTURE LANGUAGE TEACHERS

Abstract. The article provides an analysis of the theoretical and methodological foundations of modern linguistic research in the context of professional training of future language teachers. Attention is focused on current trends in the development of linguistics, in particular on anthropocentric, cognitive, communicative, and interdisciplinary approaches to the study of linguistic phenomena. The significance of methodological training in the formation of research competence, academic culture, and professional mobility of future teachers of Ukrainian language and literature has been analyzed.

The importance of the academic discipline "Methodology of Scientific Research" was justified as a component of the professional training of higher education students, which ensures the development of skills in scientific research, academic writing, working with scientific sources, and modern digital resources. The role of innovative educational technologies, digitalization, electronic text corpora, distance learning platforms, and interdisciplinary methods in the development of modern philological education has been defined. It was emphasized that methodological competence is an important condition for the professional development of a future philologist, his readiness for research activities, organization of student scientific projects, critical analysis of linguistic phenomena, and implementation of innovations in pedagogical practice. The

prospects for further research related to the use of digital technologies, corpus linguistics, artificial intelligence, and interdisciplinary approaches in the system of professional training of future language teachers are outlined.

Keywords: research methodology, linguistic studies, language teacher, research competence, anthropocentric approach, cognitive linguistics, communicative approach, interdisciplinarity, academic culture, digitalization of education.

Постановка проблеми. Сучасному етапу розвитку філологічних наук властиве активне оновлення наукових парадигм, розширення міждисциплінарних зв'язків, упровадження інноваційних методів аналізу мовно-літературних явищ та переосмислення методологічних засад досліджень. У цих умовах особливої ваги набуває проблема формування в майбутніх учителів-словесників цілісного уявлення про теоретичні основи наукового пізнання, сучасні методологічні підходи та специфіку організації лінгвістичних досліджень.

Професійна підготовка майбутніх фахівців мовно-літературної освітньої галузі сьогодні спрямована не лише на засвоєння системи знань, а й на розвиток дослідницької компетентності, критичного мислення, уміння аналізувати мовні процеси та літературні явища, застосовувати сучасний науковий інструментарій у практичній діяльності. Тож навчальна дисципліна «Методологія наукових досліджень» посідає важливе місце в структурі професійної освіти майбутніх учителів-словесників, оскільки забезпечує формування навичок наукового пошуку, опрацювання джерельної бази, вибору релевантних методів дослідження та інтерпретації отриманих результатів.

Актуальність проблеми посилюється також потребою модернізації змісту філологічної освіти відповідно до сучасних освітніх стандартів, інтеграції української гуманітарної науки у світовий науковий простір, а також підготовки конкурентоспроможного педагога, здатного до наукової та професійної самореалізації. У зв'язку з цим особливого значення набуває осмислення теоретико-методологічних засад сучасних лінгвістичних досліджень у контексті професійної підготовки майбутніх учителів української мови та літератури.

Аналіз останніх досліджень і публікацій. Проблема методології наукових досліджень у галузі філологічних наук перебуває в центрі уваги сучасної лінгводидактики. Теоретичні засади наукового пізнання, специфіку лінгвістичних методів, принципи організації наукового дослідження, питання формування дослідницької компетентності майбутніх учителів закладів загальної середньої освіти висвітлено в працях Л. Височан,

О. Горошкіної, Н. Голуб, І. Зязюна, Я. Карпанова, Н. Кравченко, В. Креміня, С. Омельчука, М. Пентилюк, О. Семеног, О. Федоренко та багатьох інших науковців.

О. Горошкіна наголошує, що сьогодні перед учителями української мови і літератури стоїть завдання: сформувати інтелектуально розвинену особистість, яка має значний внутрішній потенціал для самореалізації, самоорганізації, самовдосконалення.

У цьому контексті пріоритетним стає не просто засвоєння знань про мову й мовлення, набуття низки вмінь і навичок, а розвиток компетентної мовної особистості учня, його інтелектуальних і творчих здібностей, ціннісних орієнтацій [2].

Вагомий внесок у розроблення загальнонаукових та філософських основ методології здійснили вчені, які розглядали структуру наукового дослідження, принципи об'єктивності, системності, історизму та міждисциплінарності. Їхні праці стали підґрунтям для розвитку сучасної гуманітарної методології та визначення основних напрямів лінгвістичних студій.

Методологічні аспекти мовознавчих досліджень ґрунтовно висвітлено в працях українських лінгвістів, присвячених проблемам структури мови, функціонування мовних одиниць, комунікативної природи мовлення, когнітивної та прагматичної лінгвістики тощо. У наукових розвідках Ф. Бацевича, В. Глущенка, О. Ковтун, С. Ковтюх, М. Кочергана, Л. Мацько, Л. Науменко, Л. Струганець закцентовано увагу на використанні комплексного підходу до аналізу мовних явищ, на поєднанні традиційних і новітніх методів дослідження, зокрема описового, структурного, порівняльно-історичного, дискурсивного, психолінгвістичного, корпусного аналізів тощо.

Окрему групу становлять дослідження, присвячені професійній підготовці майбутніх учителів української мови та літератури. Науковці наголошують на необхідності формування в здобувачів вищої освіти дослідницьких умінь, навичок академічного письма, здатності до самостійного наукового пошуку та критичного осмислення мовознавчих концепцій. У цьому контексті дисципліна «Методологія наукових досліджень» стає важливим складником фахової підготовки майбутнього словесника.

Попри значну кількість наукових праць, проблема осмислення теоретико-методологічних засад сучасних лінгвістичних досліджень у контексті професійної підготовки майбутніх учителів-філологів потребує подальшого комплексного вивчення. Актуальними залишаються питання інтеграції сучасних методологічних підходів у зміст гуманітарної освіти, оновлення та вдосконалення дослідницької підготовки здобувачів вищої освіти.

Мета статті полягає в аналізі теоретико-методологічних засад сучасних лінгвістичних досліджень та визначенні їхньої ролі в системі професійної підготовки майбутніх учителів-словесників.

Виклад основного матеріалу. У сучасному науковому просторі проблема методології дослідження посідає важливе місце, оскільки саме методологічна основа визначає напрями, принципи, способи й ефективність наукового пізнання. Особливої актуальності це питання набуває у сфері лінгвістики, для якої характерні багатовекторність, міждисциплінарність та активне оновлення дослідницького інструментарію.

Поняття *методологія* в науковій літературі трактують як систему принципів, підходів, способів і засобів організації теоретичної та практичної діяльності дослідника. Методологія визначає логіку наукового пошуку, забезпечує обґрунтованість дослідження, сприяє вибору оптимальних методів аналізу та інтерпретації наукових фактів. У лінгвістичних дослідженнях методологія виступає не лише теоретичною основою вивчення мовних явищ, а й важливим інструментом систематизації мовознавчих знань.

У контексті наукового дослідження важливо розмежовувати поняття *метод*, *методика* та *методологія*, які є взаємопов'язаними, проте не тотожними. Методологія становить найвищий рівень наукового пізнання, оскільки охоплює загальні принципи, концепції та підходи до організації дослідження. Метод розглядають як спосіб досягнення поставленої мети, конкретний шлях пізнання мовних явищ і процесів. Натомість методика є практичною реалізацією певного методу, сукупністю прийомів, процедур і засобів дослідження, спрямованих на отримання наукового результату. «Методи й методологія дослідження становлять основу наукової роботи. Доречний вибір методів впливає на достовірність і доказовість наукового пошуку. Кожен науковець на початку дослідження повинен визначитися з тим, у який спосіб досліджувати мовний матеріал, визначити його обсяг, окреслити аспекти й властивості об'єкта і предмета вивчення» [7, с. 78].

У лінгвістиці методологія виконує важливу інтегративну функцію, забезпечуючи поєднання традиційних і новітніх підходів до аналізу мовних явищ. Сучасні мовознавчі студії дедалі частіше ґрунтуються на антропоцентричному, когнітивному, комунікативному, функціональному та міждисциплінарному підходах, що зумовлює розширення методологічного інструментарію лінгвістики. Особливої ваги набуває здатність майбутніх учителів-словесників орієнтуватися в сучасних методологічних концепціях, критично осмислювати наукові підходи та застосовувати адекватні методи у власній дослідницькій діяльності. Зміна наукових орієнтирів у мовознавстві зумовила формування нових теоретичних засад дослідження

мови, що ґрунтуються на поєднанні класичних і новітніх методологічних підходів. У центрі уваги нинішньої лінгвістики перебуває мова як складне багатовимірне явище, тісно пов'язане з мисленням, культурою, свідомістю, комунікацією та соціальною діяльністю людини. Відтак «перспективним з погляду вивчення одиниць і категорій усіх мовних рівнів видається розгляд лінгвістичного методу як складної логічної одиниці, що включає в себе онтологічний, операційний і телеологічний компоненти» [3, с. 44]. Якщо традиційна лінгвістика тривалий час орієнтувалася переважно на структурно-системний аналіз мови, то сучасні дослідження дедалі частіше спрямовані на вивчення мовної особистості, комунікативних процесів, когнітивних механізмів та функціонування мови у соціокультурному просторі. Це зумовило перехід від описового вивчення мовних одиниць до комплексного аналізу мовлення у його взаємозв'язку з людиною та суспільством.

Важливе місце у сучасній лінгвістиці посідає антропоцентрична парадигма, відповідно до якої мову розглядають крізь призму людської діяльності, свідомості та культури. Усякий пласт природної мови, що включає в себе одиниці з загальною денотативною спрямованістю, кодує інформацію про певний фрагмент дійсності, пропущену через призму внутрішнього світу носія мови, яка увібрала в себе особливості його духовної культури. Дослідження, що мають справу з подвійним відображенням (фрагмента дійсності – в свідомості носія культури, фрагмента свідомості – в мові), ставлять перед собою, відповідно, два взаємопов'язані завдання: визначити специфіку національно зумовленого сприйняття фрагмента дійсності та показати особливості мовного каналу трансляції інформації про такий фрагмент дійсності [6, с. 23]

Антропоцентричний підхід орієнтує дослідника на вивчення мовної особистості, індивідуальних особливостей мовлення, національно-культурної специфіки мовних явищ, а також ролі мови у формуванні світогляду людини. У межах цього підходу мова постає не лише засобом комунікації, а й важливим інструментом пізнання світу та відображення духовного досвіду народу.

Антропоцентрична парадигма не відміняє існування та розвиток інших парадигм, а лише засвідчує переорієнтацію інтересів дослідників на зміну пріоритетів у вивченні природної мови. Стимулом для зміни наукової парадигми послугували екстралінгвістичні фактори, зокрема соціальне замовлення, зорієнтоване на знання закономірностей людського (вербального) спілкування [8, с. 127].

Поряд з антропоцентричним підходом активно розвивається когнітивна лінгвістика, яка досліджує взаємозв'язок мови і мислення.

Когнітивний підхід спрямований на вивчення способів репрезентації знань у мові, механізмів мовної категоризації, концептуалізації та інтерпретації дійсності. У центрі уваги когнітивної лінгвістики перебувають концепти, мовна картина світу, ментальні структури та процеси пізнання. Такий підхід значно розширює межі традиційного мовознавства, оскільки поєднує лінгвістику з психологією, філософією, культурологією та нейронауками. Крім того, когнітивна лінгвістика спрямована на вивчення механізмів сприйняття і породження усного та писемного мовлення, описує правила мовної логіки та породження мовної інтуїції. Цілі навчання мають зводитися до формування мовної та метамовної свідомості; розгляду мови через призму конкретної етнокультури; розвитоку лінгвістичного та критичного мислення; виховання засобами мови [9, с. 171–172].

Не менш важливим у сучасних лінгвістичних дослідженнях є комунікативний підхід, який розглядає мову як засіб спілкування та соціальної взаємодії. Основну увагу в межах цього підходу зосереджено на процесах мовленнєвої комунікації, прагматичних аспектах мовлення, особливостях функціонування мовних одиниць у конкретних ситуаціях спілкування. Комунікативна лінгвістика досліджує мовленнєві акти, дискурс, стратегії та тактики спілкування, мовленнєву поведінку учасників комунікації. У сучасному освітньому просторі комунікативний підхід має особливе значення, оскільки сприяє формуванню мовленнєвої компетентності майбутніх учителів-словесників та їхньої здатності ефективно організовувати педагогічну взаємодію. Основні позиції комунікативної лінгвістики в узагальненому вигляді дослідники представляють так: 1) у процесі комунікації як особливого виду людської діяльності, спрямованої на встановлення й підтримку зв’язку і застосовуваної для передавання інформації між людьми, взаємодіють дві сторони – лінгвістична і соціальна; 2) мову використовують з урахуванням ситуації спілкування і впливу на вербальну стратегію продуцента / реципієнта; 3) одиницею комунікації є певні дії чи мовленнєві акти; 4) породженню мовленнєвого акту передує формування мовленнєвого наміру мовця; 5) найбільш природними є усні види спілкування – слухання і говоріння [5].

Сучасну лінгвістику характеризує також виразний міждисциплінарний характер. Мовознавчі дослідження дедалі частіше інтегрують здобутки суміжних наук – психології, соціології, філософії, культурології, педагогіки, інформаційних технологій, нейролінгвістики, медіакомунікації тощо. Така міждисциплінарність сприяє поглибленому розумінню мовних процесів, розширенню методологічного інструментарію та формуванню нових напрямів дослідження, зокрема психолінгвістики, соціолінгвістики, етнолінгвістики, медіалінгвістики, корпусної лінгвістики тощо. Учені

наголошують на «поглибленні використання міждисциплінарних підходів та отриманні інтегративних знань щодо мови, зокрема й у контексті розширення методологічного арсеналу, запропонованого для урахування та використання при роботі з мовою на теоретичному та практичному рівнях у всіх сферах життєдіяльності суспільства, в яких так чи так задіяний мовний чинник» [4, с. 26].

Особливої актуальності міждисциплінарний підхід набуває у процесі професійної підготовки майбутніх учителів-словесників. Сучасний педагог-філолог повинен не лише володіти ґрунтовними знаннями з мовознавства, а й орієнтуватися у суміжних галузях гуманітарного знання, уміти застосовувати інноваційні технології, аналізувати мовні явища у широкому культурному та соціальному контексті. Це сприяє формуванню високого рівня професійної компетентності, наукового мислення та готовності до дослідницької діяльності.

Сучасна система вищої педагогічної освіти спрямована на підготовку конкурентоспроможного фахівця, здатного не лише здійснювати професійну педагогічну діяльність, а й активно долучатися до науково-дослідницької роботи. У зв'язку з цим особливого значення набуває методологічна підготовка майбутніх учителів-словесників, яка забезпечує формування наукового стилю мислення, дослідницьких умінь, академічної культури та готовності до самостійного наукового пошуку.

В умовах модернізації освіти та інтеграції української науки у світовий науковий простір підготовка майбутнього вчителя-словесника передбачає не лише оволодіння системою мовознавчих і літературознавчих знань, а й здатність застосовувати сучасні методологічні підходи у процесі професійної діяльності. Саме тому методологічна підготовка стає важливим складником професійної компетентності здобувачів освіти: вона сприяє розвитку аналітичного мислення, умінню критично оцінювати наукову інформацію, формулювати наукові проблеми та обґрунтовувати результати власних досліджень.

Одним із ключових завдань методологічної підготовки є формування дослідницької компетентності майбутніх учителів-словесників. Дослідницька компетентність охоплює систему знань, умінь, навичок і ціннісних орієнтацій, необхідних для здійснення науково-дослідницької діяльності. Вона передбачає здатність визначати актуальність наукової проблеми, формулювати мету й завдання дослідження, добирати адекватні методи аналізу мовного матеріалу, працювати з науковими джерелами, систематизувати та інтерпретувати результати дослідження.

Формування дослідницької компетентності майбутніх педагогів здійснюється у процесі вивчення фахових дисциплін, виконання курсових і

кваліфікаційних робіт, участі у студентських наукових конференціях, семінарах, проектах, проблемних групах та наукових гуртках. Важливу роль у цьому процесі відіграє залучення здобувачів освіти до самостійної наукової діяльності, що сприяє розвитку їхньої творчої ініціативи, критичного мислення та здатності до наукового аналізу мовних явищ. Як наголошують науковці, «з одного боку, дослідницьку компетентність слід розглядати як складову частину професійної компетентності, з іншого – як невід'ємний компонент загальної та професійної освіти. Дослідницька компетентність здобувачів освіти – це здатність до проведення наукових досліджень, їх розуміння методології досліджень, знання процесу наукової роботи та здатність використовувати наукові методи та підходи для вирішення проблем відповідно до свого професійного напряму» [1, с. 111–112].

Особливе місце в системі професійної підготовки майбутніх учителів-словесників посідає навчальна дисципліна «Методологія наукових досліджень». Її зміст спрямований на ознайомлення здобувачів освіти з теоретичними засадами наукового пізнання, принципами організації дослідницької діяльності, сучасними методами наукового аналізу та вимогами до академічного письма. Вивчення дисципліни сприяє формуванню у здобувачів освіти цілісного уявлення про структуру наукового дослідження, етапи його реалізації та способи інтерпретації результатів.

Дисципліна «Методологія наукових досліджень» забезпечує також розвиток практичних умінь, необхідних для здійснення наукової діяльності. Майбутні вчителі-словесники набувають навичок роботи з науковими джерелами, укладання бібліографії, опрацювання наукової літератури, оформлення результатів дослідження відповідно до вимог академічної доброчесності. Водночас важливого значення набуває оволодіння сучасними цифровими ресурсами, електронними базами даних, корпусами текстів та програмними засобами аналізу мовного матеріалу.

Невід'ємним складником методологічної підготовки є розвиток академічної культури. «Академічна культура є ключовим індикатором якості вищої освіти як на національному, так і на міжнародному рівнях. Особливої актуальності проблема формування академічної культури набуває в умовах воєнного часу, коли зростає потреба у формуванні стійких етичних цінностей, норм та поведінкових моделей учасників освітнього процесу» [12, с. 103]. Академічна культура передбачає дотримання етичних норм наукової діяльності, принципів академічної доброчесності, відповідальне ставлення до результатів власної праці та повагу до інтелектуальної власності інших дослідників. У сучасному освітньому середовищі особливої ваги набуває формування в майбутніх педагогів навичок

академічного письма, коректного цитування, наукової аргументації та культури наукової дискусії.

Розвиток академічної культури майбутніх учителів-словесників сприяє формуванню їхньої професійної етики, наукової відповідальності та готовності до безперервного професійного самовдосконалення. Учитель-філолог повинен бути не лише носієм мовної культури, а й прикладом академічної доброчесності, наукової об'єктивності та високого рівня комунікативної компетентності.

Важливою умовою ефективної методологічної підготовки є впровадження інноваційних освітніх технологій, інтерактивних форм навчання та дослідницько-орієнтованого підходу. Використання проблемного навчання, проєктної діяльності, цифрових платформ, електронних освітніх ресурсів і міждисциплінарних методів сприяє активізації пізнавальної діяльності студентів та розвитку їхньої наукової мобільності.

Методологічна підготовка майбутніх учителів-словесників має важливе практичне значення, оскільки забезпечує не лише формування теоретичних знань про наукове дослідження, а й розвиток умінь застосовувати наукові підходи у професійній педагогічній діяльності. Учитель-філолог повинен бути здатним до аналітичного мислення, творчого розв'язання професійних завдань, організації дослідницької діяльності учнів та постійного професійного самовдосконалення. Саме тому методологічна компетентність стає важливим складником професійної культури сучасного педагога.

Одним із основних напрямів практичного застосування методологічної підготовки є використання дослідницьких умінь у педагогічній практиці. Майбутній учитель-словесник повинен уміти аналізувати мовні та літературні явища, добирати ефективні методи навчання, здійснювати педагогічне спостереження, оцінювати результати освітнього процесу та впроваджувати інноваційні технології навчання. Дослідницький підхід у професійній діяльності сприяє розвитку педагогічної рефлексії, здатності критично оцінювати власний досвід та вдосконалювати освітню практику відповідно до сучасних вимог.

Методологічна підготовка забезпечує також готовність учителя-філолога до здійснення елементів науково-дослідницької діяльності у шкільному освітньому середовищі. У процесі професійної діяльності педагог часто стикається з необхідністю аналізу мовленнєвого розвитку учнів, вивчення рівня сформованості їхньої комунікативної компетентності, добору оптимальних методів навчання української мови та літератури. Саме дослідницькі вміння дають змогу вчителеві об'єктивно оцінювати освітні результати, прогнозувати ефективність педагогічних технологій та здійснювати науково обґрунтовану організацію навчального процесу.

Особливого значення у професійній діяльності словесника набуває організація учнівської науково-дослідницької роботи. Сучасна школа орієнтована на розвиток творчої особистості здобувача освіти, формування в нього навичок самостійного пошуку інформації, критичного мислення та дослідницької культури. У зв'язку з цим учитель української мови та літератури повинен володіти методикою організації науково-дослідницької діяльності учнів, уміти керувати підготовкою наукових проєктів, творчих робіт, дослідницьких завдань і учнівських виступів.

Організація учнівської науково-дослідницької роботи передбачає формування в школярів умінь працювати з науковими джерелами, аналізувати мовний матеріал, здійснювати спостереження над мовними явищами, формулювати висновки та презентувати результати власної діяльності. Особливої актуальності така діяльність набуває у процесі підготовки учнів до участі у конкурсах наукових робіт, олімпіадах, мовно-літературних турнірах та діяльності Малої академії наук. Успішна організація дослідницької роботи учнів значною мірою залежить від рівня методологічної підготовки самого педагога, його наукової ерудиції та здатності мотивувати учнів до пізнавальної діяльності.

Важливим аспектом практичного значення методологічної підготовки є професійне самовдосконалення. Перебуваючи в руслі постійної самоосвіти, майбутній учитель-філолог повинен уміти з'ясовувати можливості відображення в школі сучасних досягнень лінгвістики; синтезувати лінгвістичні відомості, що максимально відповідали б цілям і завданням школи, на основі єдиної лінгвістичної концепції; вибирати лінгвістичні поняття для обов'язкового вивчення, визначення їх лінгвістичної суті і системних зв'язків між ними; виявляти основні принципи поєднання роботи над вивченням мови і розвитком мовлення учнів; встановлювати типології труднощів в оволодінні матеріалом кожної програмової теми; обґрунтовувати методичні засоби опрацювання матеріалу [11, с. 18].

Методологічна культура педагога сприяє формуванню його готовності до самоосвіти, критичного осмислення нових наукових концепцій та впровадження інновацій у педагогічну діяльність. Учитель, який володіє дослідницькими вміннями, здатний аналізувати власний педагогічний досвід, здійснювати самооцінювання професійної діяльності та шукати ефективні шляхи вдосконалення освітнього процесу. Крім того, науково орієнтований педагог стає активним учасником освітніх змін, здатним адаптуватися до нових викликів сучасної школи.

Сьогодні особливого значення набуває також використання цифрових технологій у професійній діяльності словесника. Методологічна підготовка передбачає оволодіння електронними освітніми ресурсами, цифровими

платформами, засобами онлайн-комунікації та технологіями обробки інформації. Це дає можливість учителеві ефективно організовувати навчальну й дослідницьку діяльність учнів, використовувати мультимедійні засоби навчання та інтегрувати інноваційні технології у процес викладання мовно-літературних дисциплін.

Сучасний розвиток освітнього простору, оновлення змісту філологічної освіти та інтеграція української педагогічної науки у європейський і світовий науковий контекст зумовлюють необхідність удосконалення методологічної підготовки майбутніх учителів-словесників. Нові виклики, пов'язані з цифровізацією освіти, розвитком міждисциплінарних досліджень, зміною підходів до організації освітнього процесу та посиленням ролі дослідницької діяльності, потребують оновлення змісту професійної підготовки майбутніх педагогів.

Одним із пріоритетних напрямів удосконалення методологічної підготовки є оновлення змісту освітніх компонентів. Сучасна система підготовки вчителя-словесника повинна враховувати новітні тенденції розвитку мовознавства, педагогіки, психології та інформаційних технологій. У зв'язку з цим зміст дисциплін, пов'язаних із методологією наукових досліджень, потребує постійного осучаснення, розширення міждисциплінарних зв'язків та орієнтації на актуальні наукові концепції.

Особливої уваги потребує інтеграція у зміст фахової підготовки сучасних напрямів лінгвістики – когнітивної, комунікативної, психолінгвістики, соціолінгвістики, медіалінгвістики та корпусної лінгвістики. Майбутні учителі-словесники повинні ознайомлюватися не лише з класичними методами мовознавчих досліджень, а й із новітніми методологічними підходами, що формують сучасну гуманітарну науку. Це сприятиме розвитку наукового мислення здобувачів освіти та їхній готовності до професійної діяльності в умовах динамічних освітніх змін.

Важливим напрямом удосконалення методологічної підготовки є інтеграція інноваційних технологій у процес професійної освіти майбутніх словесників. Як наголошує С. Омельчук, технологічні зміни, загальний доступ до диджитального світу, активне використання застосунків, соціальних мереж і віртуальних платформ, стрімкий розвиток віртуальної реальності та інформаційно-комунікаційних технологій, використання генеративного штучного інтелекту в освіті – усе це істотно впливає на диджиталізацію сучасної освіти [10, с. 9]. Цифровізація освітнього простору відкриває широкі можливості для організації науково-дослідницької діяльності студентів, використання електронних ресурсів, цифрових платформ, мультимедійних засобів навчання та спеціалізованих програм аналізу мовного матеріалу. Використання інформаційно-комунікаційних

технологій сприяє підвищенню ефективності освітнього процесу, активізації пізнавальної діяльності здобувачів освіти та формуванню їхньої цифрової компетентності. «Набуває актуальності розуміння таких базових понять цифрової лінгвометодики, як цифровий учитель, цифрове освітнє середовище, цифрові інструменти, дистанційне навчання, змішане навчання, цифрове обладнання, електронні освітні ресурси, цифрова безпека, цифрова компетентність» [10, с. 9].

У сучасних умовах особливого значення набирає використання електронних бібліотек, наукових баз даних, цифрових корпусів текстів, платформ дистанційного навчання та інтерактивних освітніх ресурсів. Це дає можливість майбутнім педагогам оперативно працювати з науковою інформацією, здійснювати аналіз мовних явищ, брати участь у наукових онлайн-проєктах та інтегрувати цифрові технології у професійну діяльність.

Перспективним напрямом розвитку методологічної підготовки є також посилення практикоорієнтованого підходу. У сучасній педагогічній освіті важливо забезпечити тісний взаємозв'язок теоретичної підготовки з практичною діяльністю майбутнього вчителя. Здобувачі освіти повинні не лише засвоювати теоретичні основи наукового дослідження, а й активно застосовувати набуті знання у процесі виконання практичних, творчих і дослідницьких завдань.

Практикоорієнтований підхід передбачає активне залучення студентів до наукових проєктів, педагогічних досліджень, організації мовознавчих спостережень, аналізу текстового матеріалу та розроблення власних освітніх ініціатив.

Важливу роль у цьому процесі відіграють педагогічна практика, участь у наукових конференціях, семінарах, тренінгах, а також виконання індивідуальних дослідницьких завдань, спрямованих на формування професійної мобільності та творчої активності майбутніх педагогів.

Не менш важливим є створення умов для розвитку академічної доброчесності, наукової комунікації та культури академічного письма. Удосконалення методологічної підготовки повинно передбачати формування в здобувачів освіти навичок наукової аргументації, критичного аналізу інформації, коректного використання джерел та відповідального ставлення до результатів наукової діяльності. Це сприятиме підвищенню якості професійної підготовки майбутніх учителів-словесників та їхній готовності до активної участі у науковому й освітньому просторі.

Важливою перспективою є також розвиток міжнародної академічної співпраці, участь здобувачів освіти у міжнародних наукових програмах, освітніх проєктах та міжкультурних комунікаціях. Такий підхід забезпечує інтеграцію української філологічної освіти у світовий науковий простір,

сприяє обміну науковим досвідом та підвищенню рівня професійної підготовки майбутніх педагогів.

Висновки. Сучасний розвиток лінгвістичної науки характеризується активним оновленням методологічних підходів, розширенням міждисциплінарних зв'язків та інтеграцією цифрових технологій у процес наукового пізнання. У таких умовах особливого значення набуває методологічна підготовка майбутніх учителів-словесників, яка забезпечує формування наукового стилю мислення, дослідницької компетентності та готовності до професійної самореалізації.

Методологія є важливим складником наукового пізнання, оскільки визначає принципи організації дослідницької діяльності, забезпечує обґрунтованість наукового пошуку та ефективність аналізу мовних явищ, а міждисциплінарний характер сучасної лінгвістики сприяє розширенню методологічного інструментарію та формуванню нових напрямів наукових студій. Отже, навчальна дисципліна «Методологія наукових досліджень» відіграє важливу роль у підготовці майбутніх учителів до науково-дослідницької та педагогічної діяльності. Методологічна підготовка майбутніх учителів-словесників є важливою умовою формування компетентного, творчого та науково орієнтованого педагога, здатного ефективно працювати в умовах сучасного освітнього простору та забезпечувати високий рівень мовно-літературної освіти.

Перспективи подальших наукових розвідок убачаємо у поглибленому вивченні інноваційних методологічних підходів до організації лінгвістичних досліджень у системі професійної підготовки майбутніх учителів-словесників, питань інтеграції цифрових технологій, корпусної лінгвістики, медіалінгвістики та міждисциплінарних методів у зміст філологічної освіти.

Перспективним видається дослідження можливостей використання електронних корпусів текстів, штучного інтелекту, автоматизованих систем аналізу мовних даних та мультимедійних платформ у процесі підготовки майбутніх філологів.

Важливим напрямом подальших наукових пошуків може стати також розроблення методичних рекомендацій щодо організації науково-дослідницької діяльності здобувачів освіти, удосконалення форм академічної комунікації та формування готовності майбутніх учителів-словесників до безперервного професійного розвитку в умовах сучасного інформаційного суспільства.

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ІВЕНТ-ТЕХНОЛОГІЇ ЯК ЗАСІБ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ВЧИТЕЛІВ ДО РЕАЛІЗАЦІЇ ЗАВДАНЬ МИСТЕЦЬКОЇ ОСВІТНЬОЇ ГАЛУЗІ

Анотація. У статті досліджено можливості використання івент-технологій у професійній підготовці майбутніх учителів за спеціальностями А 3 Початкова освіта, А 4 Середня освіта (Мистецтво. Образотворче мистецтво) до реалізації завдань мистецької освітньої галузі в умовах Нової української школи. Проаналізовано сутність понять *event, event-management*, «освітній івент», «педагогічний івент» та обґрунтовано освітній потенціал івент-технологій як засобу формування професійних компетентностей майбутніх педагогів. Розкрито особливості реалізації мистецької освітньої галузі відповідно до вимог Державного стандарту початкової освіти, охарактеризовано компетентності вчителя початкової школи, необхідні для організації художньо-творчої діяльності учнів. Визначено зміст та структуру вибіркової компоненти «Сучасні івент-

технології в освіті», спрямованої на формування готовності здобувачів вищої освіти до проєктування, організації та проведення освітніх подій. Представлено приклади практичної підготовки студентів через реалізацію творчих, культурно-мистецьких та соціально значущих проєктів.

Проаналізовано вплив івент-технологій на розвиток загальних (комунікативної, соціальної, громадянської, підприємницької) та соціальних (методичної, проєктувальної, організаційної, мистецько-педагогічної, цифрової) компетентностей майбутніх учителів початкової школи. Установлено позитивний вплив використання івент-технологій на формування готовності студентів до організації мистецько-освітніх заходів, розвиток їхньої творчої активності, навичок командної взаємодії та проєктної діяльності. Доведено, що використання івент-технологій сприяє інтеграції теоретичної та практичної підготовки майбутніх педагогів, забезпечує формування професійно значущих компетентностей і підвищує готовність до реалізації завдань мистецької освітньої галузі в умовах Нової української школи.

Ключові слова: професійна підготовка, бакалаври, майбутні учителі, спеціальності А 3 Початкова освіта, А 4 Середня освіта (Мистецтво. Образотворче мистецтво) івент-технології, освітній івент, мистецька освітня галузь, Нова українська школа, професійні компетентності, проєктна діяльність, освітні технології.

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EVENT TECHNOLOGIES AS A MEANS OF PROFESSIONAL TRAINING OF FUTURE TEACHERS FOR THE IMPLEMENTATION OF THE TASKS OF THE ART EDUCATIONAL DOMAIN

Abstract. The article examines the possibilities of using event technologies in the professional training of future teachers majoring in A3 Primary Education and A4 Secondary Education (Art. Fine Arts) for the implementation of the tasks of the art educational domain within the framework of the New Ukrainian School. The essence of the concepts of *event*, *event management*, "educational event," and "pedagogical event" is analysed, and the educational potential of event technologies as a means of developing the professional competencies of future educators is substantiated.

The study reveals the specific features of implementing the art educational domain in accordance with the requirements of the State Standard of Primary Education and characterises the competencies of primary school teachers necessary for organising students' artistic and creative activities. The content and structure of the elective course "Modern Event Technologies in Education," aimed at developing higher education students' readiness to design, organise, and conduct educational events, are defined.

Examples of students' practical training through the implementation of creative, cultural-artistic, and socially significant projects are presented. The influence of event technologies on the development of general competencies (communicative, social, civic, and entrepreneurial) and professional competencies (methodological, project-design, organisational, artistic-pedagogical, and digital) of future primary school teachers is analysed.

The positive impact of event technologies on the formation of students' readiness to organise artistic and educational activities, the development of their creative engagement, teamwork skills, and project-based competencies has been established. It is proved that the use of event technologies contributes to the integration of theoretical and practical training of future teachers, ensures the development of professionally significant competencies, and enhances readiness for implementing the tasks of the art educational domain within the New Ukrainian School framework.

Keywords: professional training, bachelor students, future teachers, A3 Primary Education, A4 Secondary Education (Art. Fine Arts), event technologies, educational event, art educational domain, New Ukrainian School, professional competencies, project-based activity, educational technologies.

Постановка проблеми. У сучасній педагогічній освіті провідною є тенденція до пошуку інноваційних підходів, які поєднують теоретичну

підготовку студентів із набуттям практичного досвіду професійної діяльності. У цьому контексті значний потенціал мають івент-технології, що забезпечують активне залучення здобувачів освіти до проєктування, організації та реалізації освітніх подій, сприяють розвитку творчого мислення, комунікативних і лідерських якостей, формуванню проєктної та організаційної компетентностей. Однак питання цілеспрямованого використання івент-технологій у професійній підготовці майбутніх учителів початкової школи до реалізації мистецької освітньої галузі Нової української школи ще не отримало достатнього висвітлення в педагогічній теорії та практиці. З огляду на зазначене актуалізується проблема обґрунтування можливостей івент-технологій як засобу професійної підготовки бакалаврів початкової освіти, визначення їхнього впливу на формування загальних і спеціальних компетентностей майбутніх педагогів та розроблення ефективних механізмів інтеграції освітніх івентів у зміст фахової підготовки.

Саме це зумовлює необхідність дослідження потенціалу вибіркової освітньої компоненти «Сучасні івент-технології в освіті» у формуванні готовності майбутніх учителів до реалізації завдань мистецької освітньої галузі в умовах НУШ.

Аналіз останніх досліджень і публікацій. Проблема професійної підготовки майбутніх учителів за спеціальностями А 3 Початкова освіта, А 4 Середня освіта (Мистецтво. Образотворче мистецтво) є одним із актуальних напрямів сучасних педагогічних досліджень. Н. Бібік акцентує увагу на необхідності підготовки педагога, здатного працювати в умовах компетентнісно орієнтованого середовища та використовувати діяльнісний підхід у навчанні. О. Савченко розглядає початкову освіту як цілісну систему розвитку особистості дитини, у якій важливе місце належить активним і практико орієнтованим формам організації освітнього процесу. Теоретичні та методичні засади реалізації мистецької освітньої галузі висвітлено у працях Л. Масол та О. Красовської. Дослідники обґрунтовують роль мистецтва у формуванні культурної компетентності, естетичного сприймання, художньо-творчого самовираження та розвитку творчого потенціалу молодших школярів. О. Комаровська наголошує на значенні художньо-педагогічних технологій у підготовці вчителя, здатного організовувати мистецьку діяльність учнів на засадах творчості та особистісного розвитку.

Питання використання інноваційних освітніх технологій у професійній підготовці педагогів досліджують Г. Пономарьова, С. Бєляєв, О. Бабакіна, В. Литвин, О. Пометун та О. Коберник. Науковці підкреслюють значення інтерактивних і проєктних технологій для

формування комунікативних, організаційних та рефлексивних умінь, розвитку самостійності та здатності до командної взаємодії.

Зарубіжні дослідники C. Bladen, J. Kennell, S. Brown, K. Goldie, A. Koronios та D. Cairns розглядають івент-технології та *event-based learning* як ефективний засіб професійної підготовки, що забезпечує набуття практичного досвіду через організацію реальних освітніх подій. Науковці відзначають їхній позитивний вплив на розвиток навичок планування, комунікації, лідерства, командної роботи та професійної впевненості студентів. У науковій літературі достатньо ґрунтовно висвітлено питання професійної підготовки майбутніх учителів, реалізації мистецької освітньої галузі та використанні інтерактивних і проєктних технологій. Водночас проблема застосування івент-технологій як засобу підготовки бакалаврів початкової освіти до реалізації мистецької освітньої галузі Нової української школи залишається недостатньо дослідженою, що зумовлює актуальність обраної теми.

Мета статті – обґрунтувати потенціал івент-технологій як засобу професійної підготовки майбутніх вчителів за спеціальностями А 3 Початкова освіта, А 4 Середня освіта (Мистецтво. Образотворче мистецтво) до реалізації мистецької освітньої галузі Нової української школи в контексті вибіркової освітньої компоненти «Сучасні івент-технології в освіті».

Виклад основного матеріалу. В умовах модернізації вищої педагогічної освіти особливої актуальності набуває впровадження інноваційних освітніх технологій, спрямованих на формування у майбутніх учителів професійних компетентностей, необхідних для успішної діяльності в умовах Нової української школи. Одним із перспективних напрямів такої підготовки є використання івент-технологій, які забезпечують поєднання теоретичного навчання з практичним досвідом організації освітніх заходів, розвитку творчого потенціалу особистості та формування навичок командної взаємодії.

Термін *event* (англ. «подія», «захід») у сучасній науковій літературі розглядається як спеціально-організована подія, що має визначену мету, часові межі, цільову аудиторію та комплекс організаційних заходів щодо її реалізації. У сфері освіти подією може виступати фестиваль, конкурс, виставка, майстер-клас, форум, конференція, освітній квест, тематичний день, благодійна акція чи інша форма активної взаємодії учасників освітнього процесу [2].

Поняття *event-management* (івент-менеджмент) трактується як система планування, організації, координації та оцінювання подій, спрямована на досягнення визначених результатів шляхом ефективного

використання людських, матеріальних, інформаційних та часових ресурсів. На думку C. Bladen та J. Kennell, івент-менеджмент поєднує управлінські, комунікативні, творчі та проєктувальні функції, що забезпечують повний цикл підготовки й реалізації заходу – від формування концепції до аналізу його результатів [2].

У педагогічних дослідженнях поступово утверджується поняття *освітнього івенту*, під яким розуміють спеціально спроєктовану освітню подію, спрямовану на досягнення навчальних, виховних і розвивальних цілей через активне залучення учасників до спільної діяльності. Освітній івент характеризується інтерактивністю, практичною спрямованістю, емоційною насиченістю, творчим характером та орієнтацією на формування компетентностей здобувачів освіти [3]. На відміну від традиційних форм організації навчання, освітній івент передбачає безпосередню участь здобувачів освіти у створенні освітнього продукту, прийнятті рішень, командній взаємодії та рефлексії отриманого досвіду.

Особливого значення для професійної підготовки майбутніх педагогів набуває концепція *event-based learning* (навчання через події). Її сутність полягає у створенні освітніх ситуацій, максимально наближених до реальної професійної діяльності, у яких здобувачі освіти виконують роль організаторів, координаторів, ведучих, дизайнерів, модераторів та інших учасників події. S. Brown зазначає, що така форма навчання сприяє розвитку відповідальності, самостійності, навичок командної роботи, критичного мислення та професійної рефлексії [3]. Результати дослідження K. Goldie, A. Koronios та D. Cairns свідчать про те, що участь студентів у підготовці та проведенні реальних освітніх заходів забезпечує більш високий рівень професійної мотивації та готовності до майбутньої педагогічної діяльності порівняно з традиційними формами навчання [4].

У контексті педагогічної освіти доцільним є використання поняття *педагогічний івент*, яке можна визначати як спеціально організовану освітню подію, що спрямована на вирішення педагогічних завдань та реалізацію цілей навчання, виховання і розвитку особистості. На думку О. Коберник та О. Пометун педагогічний івент це не лише форма організації освітнього процесу, а й технологія формування професійних компетентностей майбутніх учителів через їхню безпосередню участь у проєктуванні, організації та проведенні різноманітних освітніх заходів [7, с.32; 14, с. 27].

Аналіз сучасних досліджень українських науковців у сфері освітніх технологій дає підстави розглядати івент-технології як різновид інноваційних педагогічних технологій, основу яких становить проєктно-технологічний підхід до організації освітнього процесу. Відповідно до

сучасних наукових підходів проєктна технологія передбачає цілеспрямовану діяльність здобувачів освіти щодо вирішення практично значущої проблеми та створення конкретного освітнього продукту, що забезпечує інтеграцію знань, умінь і досвіду в реальних умовах діяльності. Важливою характеристикою проєктної технології, на думку колективу авторів навчально-методичного посібника «Освітні технології», є активна участь здобувачів освіти у плануванні, організації, реалізації та оцінюванні результатів власної діяльності, що повністю відповідає логіці підготовки та проведення освітніх івентів [13, с. 148-173].

Характерною ознакою івент-технологій є їх *інтерактивність*, що передбачає активну взаємодію всіх учасників освітнього процесу. Під час підготовки та проведення освітніх заходів здобувачі освіти виконують різні ролі, спільно приймають рішення, обговорюють ідеї, координують власну діяльність та оцінюють результати роботи. Такий формат сприяє формуванню комунікативної компетентності, навичок співробітництва та культури професійного спілкування. Не менш важливою характеристикою є *проєктність* івент-технологій. Організація будь-якого освітнього заходу передбачає визначення мети, планування етапів діяльності, розподіл функцій між учасниками, прогнозування результатів та здійснення рефлексії після завершення події. Саме тому івент-технології забезпечують формування у майбутніх вчителів навичок проєктування освітнього процесу та управління освітніми проєктами.

З огляду на зазначене, івент-технології доцільно визначати як сукупність методів, форм, засобів і процедур планування, організації та реалізації освітніх подій, спрямованих на формуванні професійних компетентностей здобувачів освіти шляхом їхнього залучення до активної практичної діяльності. У системі професійної підготовки майбутніх учителів початкової школи такі технології створюють сприятливі умови для набуття досвіду організації мистецьких, культурних та освітніх заходів, що повністю відповідає вимогам компетентнісного підходу та концептуальним засадам НУШ [9].

Одним із найважливіших результатів застосування івент-технологій є розвиток творчого мислення майбутніх педагогів. Організація освітніх подій потребує генерування оригінальних ідей, розроблення концепції заходу, створення сценарію, добору інтерактивних форм роботи та пошуку нестандартних рішень у процесі реалізації проєкту. Саме тому участь у підготовці та проведенні освітніх івентів стимулює креативність, гнучкість мислення, здатність до прогнозування та творчого розв’язання педагогічних проблем. О. М. Коберник та Н. Є. Миропольська підкреслюють, що творчий характер освітньої діяльності є необхідною умовою професійного

становлення сучасного вчителя, здатного проєктувати інноваційне середовище та впроваджувати нові педагогічні практики [8; 12].

Важливим освітнім використанням івент-технологій є формування комунікативних навичок. Підготовка будь-якого заходу передбачає постійну взаємодію між учасниками, обговорення ідей, ведення переговорів, розподіл обов'язків, координацію спільної діяльності та публічне представлення результатів робот. У таких умовах майбутні педагоги набувають досвіду ефективної комунікації, аргументованого висловлення власної позиції, активного слухання та конструктивного розв'язання конфліктних ситуацій. О. Савченко наголошує, що розвиток комунікативної компетентності має особливе значення для професійної діяльності вчителя початкової школи, оскільки його робота ґрунтується на постійній взаємодії з учнями, батьками та колегами [15, с. 278].

Івент-технології також створюють сприятливі умови для розвитку лідерських якостей. У процесі організації освітніх подій студенти мають можливість брати на себе відповідальність за окремі напрями роботи, координувати діяльність групи, приймати рішення та мотивувати інших учасників до досягнення спільної мети. Виконання ролей координатора, модератора, ведучого або керівника проєкту сприяє формуванню впевненості у власних силах, здатності до самоорганізації та розвитку управлінських умінь. Не менш значущим є вплив івент-технологій на формування організаційних умінь. Планування заходу потребує визначення цілей, складання покрокового плану діяльності, розподілу ресурсів, дотримання часових меж та контролю за виконанням поставлених завдань. Участь у такій діяльності сприяє розвитку навичок планування, управління часом, прогнозування результатів і координації спільної роботи. Важливою складовою освітнього потенціалу івент-технологій є розвиток рефлексії. Після завершення заходу учасники здійснюють аналіз власної діяльності, оцінюють досягнуті результати, вивчають труднощі та шляхи їх подолання. Рефлексивна діяльність сприяє усвідомленню власного професійного досвіду, формуванню здатності до самооцінювання та самовдосконалення. Саме рефлексія забезпечує перехід від ситуативного досвіду до усвідомлених професійних знань і вмінь, що є необхідною умовою професійного розвитку майбутнього педагога [15, с. 301-305].

Освітній івент за своєю структурою є різновидом проєктної діяльності, що передбачає визначення проблеми, постановку мети, планування етапів роботи, реалізацію запланованих дій та презентацію отриманого результату. У процесі такої діяльності майбутні вчителі набувають досвіду проєктування освітніх заходів, управління проєктами та оцінювання їх ефективності. Формування проєктної компетентності є

особливо важливим у контексті реалізації концепції Нової української школи, яка орієнтує педагога на використання діяльнісних, інтегрованих і практико орієнтованих форм навчання.

Отже, освітній потенціал івент-технологій полягає у комплексному впливі на професійне становлення майбутніх учителів. Їх використання забезпечує розвиток творчого мислення, комунікативної культури, лідерських якостей, організаційних умінь, рефлексивних здібностей та проєктної компетентності. Завдяки поєднанню інтерактивності, практичної діяльності та творчої самореалізації івент-технології створюють сприятливі умови для формування професійної готовності майбутніх учителів початкової школи до реалізації сучасних освітніх завдань в умовах НУШ.

Одним із пріоритетних напрямів реформування сучасної української освіти є впровадження компетентнісного підходу, що передбачає формування в учнів здатності застосовувати набуті знання та вміння в різних життєвих ситуаціях. Важливе місце в реалізації цього підходу належить мистецькій освітній галузі, яка відповідно до Державного стандарту початкової освіти забезпечує розвиток творчого потенціалу особистості, формування ціннісного ставлення до мистецтва та залучення молодших школярів до різних видів художньо-творчої діяльності [5]. Мистецька галузь є важливим складником гармонійного розвитку дитини, сприяючи її емоційному, естетичному та культурному становленню.

Ключовим завданням мистецької освітньої галузі є забезпечення умов для художньо-творчого самовираження учнів. У процесі мистецької діяльності дитина отримує можливість висловлювати власні почуття, думки, переживання та ставлення до навколишнього світу через різні види мистецтва – музику, образотворче мистецтво, театральну діяльність, хореографію тощо. Художньо-творче самовираження сприяє розвитку індивідуальності, самостійності та впевненості у власних можливостях, що є важливими передумовами успішної соціалізації особистості. Не менш важливим завданням є формування здатності до естетичного сприймання – розвитку уміння сприймати, аналізувати, оцінювати та інтерпретувати мистецькі твори, розуміти художні образи, усвідомлювати їхній зміст і цінність. Естетичне сприймання сприяє розвитку емоційної чутливості, художнього смаку, здатності помічати красу в природі, мистецтві та повсякденному житті. Саме через мистецтво дитина вчиться усвідомлювати різноманітність культурних проявів та формує власне емоційно-ціннісне ставлення до навколишнього світу. Важливим напрямом реалізації мистецької освітньої галузі є формування культурної грамотності, що передбачає усвідомлення значення національної та світової культурної спадщини, повагу до культурного різноманіття, здатність орієнтуватися в

культурному житті [9]. Ознайомлення учнів із творами українського та світового мистецтва сприяє формуванню культурної ідентичності, громадянської свідомості та загальної культури особистості. Одним із наскрізних завдань мистецької освітньої галузі є розвиток творчості. Художньо-творча діяльність стимулює уяву, фантазію, креативне мислення, здатність до експериментування та створення власного творчого продукту. Саме творчість розглядається як необхідна умова особистісного розвитку дитини та важливий ресурс її майбутньої самореалізації. У процесі мистецької діяльності учні навчаються генерувати нові ідеї, знаходити нестандартні рішення, проявляти ініціативність та самостійність [11, с. 98-105].

Ефективна реалізація завдань мистецької освітньої галузі значною мірою залежить від рівня професійної підготовки вчителя початкової школи. Сучасний педагог повинен не лише володіти предметними знаннями у сфері мистецтва, а й бути здатним організовувати різноманітні форми художньо-творчої діяльності учнів, створювати сприятливе освітнє середовище для розвитку їхніх творчих здібностей та забезпечувати інтеграцію мистецтва з іншими освітніми галузями. Однією з важливих професійних компетентностей учителя є здатність організовувати творчі заходи. До таких форм діяльності належать мистецькі фестивалі, виставки дитячих робіт, концерти, творчі майстерні, театралізовані вистави, конкурси та інші освітні події. Організація подібних заходів потребує від педагога навичок планування, координації діяльності учасників, розроблення сценаріїв та створення атмосфери творчої співпраці. Саме тому в системі професійної підготовки майбутніх учителів важливо формувати досвід організації мистецьких івентів як одного з напрямів майбутньої педагогічної діяльності. Сучасний вчитель повинен також володіти здатністю інтегрувати різні види мистецтва в освітньому процесі. Концепція НУШ передбачає реалізацію інтегрованого підходу до навчання, що створює можливості для поєднання музичного, образотворчого, театрального та хореографічного мистецтва в межах єдиної освітньої діяльності [5]. Інтеграція мистецтв сприяє формуванню цілісного художнього світогляду учнів, розширює їхній естетичний досвід та забезпечує комплексний розвиток творчих здібностей. Важливою складовою професійної компетентності педагога є здатність створювати ситуації успіху для кожної дитини. Мистецька діяльність має значний потенціал для підтримки позитивної мотивації до навчання, розвитку впевненості у власних силах та формування позитивної самооцінки. Учитель повинен добирати такі форми роботи, які дозволяють кожному учневі відчути власну значущість, продемонструвати свої здібності та отримати позитивний результат

діяльності [10]. Реалізація мистецької освітньої галузі також передбачає використання інтерактивних форм навчання, що забезпечують активну участь учнів у пізнавальному процесі. До таких форм належать творчі проєкти, рольові ігри, мистецькі квести, дискусії, колективні творчі справи, майстер-класи та інші види діяльності, які стимулюють самостійність, ініціативність та співпрацю учнів. Використання інтерактивних методів сприяє розвитку творчого мислення, комунікативних умінь та позитивного ставлення до мистецтва [14, с. 42-58]. Особливого значення набуває здатність педагога реалізовувати міжпредметні зв'язки. Мистецтво може ефективно поєднуватися з мовно-літературною, громадською, природничою, технологічною та іншими освітніми галузями. Використання міжпредметних зв'язків сприяє формуванню цілісної картини світу, розвитку критичного мислення та усвідомленню практичного значення здобутих знань [16, с. 5].

Сучасні тенденції розвитку педагогічної освіти актуалізують необхідність підготовки майбутніх учителів до використання інноваційних форм організації освітнього процесу, здатних забезпечити активне залучення здобувачів освіти до творчої діяльності, розвитку ключових компетентностей та формування позитивного освітнього досвіду. Одним із перспективних напрямів такої підготовки є впровадження вибіркової освітньої компоненти «Сучасні івент-технології в освіті», спрямованої на формування у здобувачів вищої освіти знань, умінь і навичок проєктування, організації та реалізації освітніх подій різного спрямування. Метою освітньої компоненти є формування готовності майбутніх бакалаврів початкової школи до використання івент-технологій у професійній діяльності шляхом оволодіння теоретичними засадами освітнього івент-менеджменту, набуття практичного досвіду організації освітніх заходів та розвитку проєктної, комунікативної, організаційної й цифрової компетентностей, реалізація зазначеної мети відповідає вимогам компетентнісного підходу НУШ та сприяє підготовці педагогів, здатних створювати сучасне креативне освітнє середовище [1].

Зміст дисципліни структуровано за трьома взаємопов'язаними модулями, які забезпечують послідовне опанування студентами теоретичних основ і практичних механізмів використання івент-технологій в освітній діяльності.

Перший модуль «Теоретичні основи освітнього івент-менеджменту» спрямований на формування системного розуміння сутності освітніх подій як інструменту навчання та виховання. У межах модуля студенти ознайомлюються з поняттями івенту, особливостями освітнього івент-менеджменту, класифікацією та функціями освітніх заходів. Значна увага

приділяється вивченню різних видів освітніх івентів, серед яких конференції, фестивалі, форуми, квести, тематичні дні, конкурси, виставки та благодійні акції. Майбутні педагоги опановують технологію підготовки заходів, що охоплює визначення мети та цільової аудиторії, планування ресурсів, розподіл функціональних обов'язків та оцінювання результативності події. Важливим складником модуля є сценарне планування, яке передбачає створення концепції заходу, розроблення сценарію, прогнозування ризиків та використання критеріїв успішності його проведення.

Другий модуль «Проєктування та організація освітніх івентів» має практико орієнтований характер і передбачає формування навичок самостійного розроблення та реалізації освітніх проєктів. У процесі навчання студенти створюють авторські концепції творчих проєктів, планують культурно-мистецькі події, фестивалі, тематичні дні, інтерактивні виставки та інші форми освітньої діяльності. Особлива увага приділяється інтеграції мистецьких, виховних та навчальних компонентів у межах єдиного заходу. Опановуючи механізми проєктної діяльності, майбутні вчителі набувають досвіду командної роботи, розподілу функцій, координації діяльності учасників та публічної презентації результатів реалізованого проєкту.

Третій модуль «Цифрові технології та промоція освітніх заходів» орієнтований на розвиток цифрової компетентності майбутніх педагогів та формування навичок використання сучасних інформаційно-комунікаційних технологій в організації освітніх подій. Студенти опановують можливості онлайн-сервісів Canva, Gamma для створення рекламної продукції та візуального оформлення заходів, Padlet для організації спільної роботи та взаємодії учасників, інструменти соціальних мереж для інформаційного супроводу освітніх подій, а також засоби мультимедійної підтримки заходів.

Використання цифрових технологій дозволяє підвищити ефективність комунікації, забезпечити ширше залучення учасників та створити сучасний інформаційний простір освітнього івенту.

Зміст вибіркової освітньої компоненти «Сучасні івент-технології в освіті» забезпечує комплексну підготовку майбутніх учителів до організації освітніх подій різного формату та сприяє формуванню професійних компетентностей, необхідних для реалізації творчих ідей та інноваційних підходів в освітньому процесі. Практична складова дисципліни є визначальною умовою ефективного формування професійної готовності майбутніх учителів до використання івент-технологій у педагогічній діяльності. Саме практична діяльність забезпечує інтеграцію теоретичних знань із реальним досвідом проєктування, організації та проведення освітніх

заходів, сприяє розвитку професійної самостійності, відповідальності та творчої ініціативи студентів.

У процесі навчання студенти працюють над створенням і реалізацією власних освітніх проєктів, орієнтованих на потреби сучасної початкової школи та реалізацію завдань мистецької освітньої галузі. Одним із прикладів таких проєктів є організація **Дня української вишиванки**, який поєднує елементи народознавства, мистецтва, громадянського виховання та розвитку культурної компетентності учнів. Під час підготовки заходу студенти розробляють сценарій свята, створюють інформаційні матеріали, організовують творчі майстер-класи, фотозони та інтерактивні активності для учасників. Популярною формою студентської діяльності є проведення **арт-фестивалю творчості**, що передбачає презентацію художніх, музичних, театральних та декоративно-прикладних робіт учнів. Робота над таким проєктом сприяє розвитку навичок культурного менеджменту, планування мистецьких заходів та координації творчих колективів. Важливим напрямом діяльності є також організація **шкільного вернісажу**, під час якого студенти набувають досвіду створення експозицій, оформлення виставкового простору та проведення екскурсій для відвідувачів. Значний потенціал для розвитку творчих і комунікативних компетентностей мають такі проєкти, як **театральний марафон** та **музичний квест**. У процесі їх реалізації майбутні педагоги розробляють сценарії театралізованих вистав, інтерактивних ігор, творчих конкурсів та музичних випробувань, що забезпечують активну участь дітей у мистецькій діяльності та сприяють формуванню позитивної мотивації до навчання. Комплексним прикладом використання івент-технологій є організація **Тижня мистецтв**, який об'єднує різні види творчої діяльності в межах єдиного освітнього простору. Програма такого заходу може включати виставки, майстер-класи, тематичні зустрічі, конкурси, концерти, арт-майданчики та інтерактивні квести. Реалізація подібних проєктів сприяє формуванню навичок довготривалого планування, міжпредметної інтеграції та командної взаємодії. Особливу виховну цінність мають **благодійні творчі ярмарки**, які поєднують мистецьку діяльність із розвитком громадянської відповідальності та соціальної активності. Під час підготовки таких заходів студенти не лише створюють творчий продукт, а й навчаються залучати партнерів, здійснювати інформаційну підтримку події, організовувати комунікацію з громадськістю та координувати діяльність волонтерських груп.

Практична реалізація зазначених проєктів забезпечує формування у майбутніх учителів здатності самостійно планувати освітні події, організовувати творчі заходи, працювати в команді, використовувати

цифрові технології та ефективно взаємодіяти з різними учасниками освітнього процесу. Саме тому вибіркова освітня компонента «сучасні івент-технології в освіті» стає дієвим засобом професійної підготовки майбутніх учителів початкової школи до реалізації мистецької освітньої галузі в умовах НУШ.

Висновки. Проведене теоретичне дослідження дозволило встановити, що івент-технології мають значний потенціал у професійній підготовці бакалаврів початкової освіти та відповідають сучасним вимогам компетентнісного, діяльнісного й практико орієнтованого підходів до організації освітнього процесу. З'ясовано, що освітній івент є ефективною формою інтеграції теоретичних знань і практичного досвіду, а івент-технології забезпечують активне залучення здобувачів освіти до проєктування, організації та реалізації освітніх подій, сприяючи розвитку творчого мислення, комунікативних умінь, лідерських якостей, організаційних здібностей, рефлексії та проєктної компетентності. Установлено, що реалізація завдань мистецької освітньої галузі Нової української школи потребує від учителя початкової школи сформованих умінь організовувати творчі заходи, інтегрувати різні види мистецтва, використовувати інтерактивні форми навчання, створювати ситуації успіху та забезпечувати міжпредметні зв'язки. Формування зазначених компетентностей може бути успішно забезпечене через системне використання івент-технологій у процесі фахової підготовки майбутніх педагогів. Обґрунтовано доцільність упровадження вибіркової освітньої компоненти «Сучасні івент-технології в освіті», зміст якої поєднує теоретичні засади освітнього івент-менеджменту, практику проєктування та організації освітніх подій, а також використання цифрових інструментів для їх підготовки й інформаційного супроводу. Практична реалізація студентами творчих, культурно-мистецьких та соціально значущих проєктів забезпечує набуття досвіду командної взаємодії, планування, координації діяльності та публічної презентації результатів.

Отже, івент-технології є ефективним засобом професійної підготовки бакалаврів початкової освіти до реалізації завдань мистецької освітньої галузі, оскільки сприяють формуванню професійно значущих компетентностей, розвитку творчого потенціалу майбутніх учителів та підвищенню їхньої готовності до організації сучасного освітнього середовища в умовах Нової української школи. Перспективи подальших наукових пошуків убачаємо в експериментальній перевірці ефективності івент-технологій у процесі підготовки майбутніх учителів початкової школи та розробленні методичного забезпечення їх використання в освітньому процесі закладів вищої освіти.

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СТАНОВЛЕННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ АНДРАГОГА В СИСТЕМІ НЕФОРМАЛЬНОЇ ОСВІТИ: ГЛОБАЛЬНИЙ ТА ЛОКАЛЬНИЙ КОНТЕКСТИ

Анотація. У статті досліджено процес становлення професійної компетентності андрагога в системі неформальної освіти в глобальному та локальному контекстах. Актуальність дослідження зумовлена викликами сьогодення, зокрема потребою в ефективному навчанні дорослих, євроінтеграцією української освітньої системи та необхідністю забезпечення стійкості громад. Доведено, що підготовка андрагогів еволюціонувала від теоретично-педагогічної до міждисциплінарної моделі, яка інтегрує андрагогіку, психологію, коучинг, проєктний менеджмент та цифрові технології. З'ясовано, що викладач у системі неформальної освіти виконує різні ролі — від фасилітатора і наставника до лідера та експерта. Проаналізовано наукові підходи до визначення сутності професійної компетентності андрагога, а також сучасні міжнародні та вітчизняні практики її формування. Окреслено роль міжнародних організацій у формуванні стандартів підготовки андрагогів та підкреслено значення адаптації світового досвіду до національного контексту.

Досліджено сучасний стан підготовки андрагогів в Україні, який характеризується поєднанням формальної, неформальної освіти та самоосвіти. Встановлено, що неформальний сектор є ключовим драйвером інновацій, однак система підготовки андрагогів залишається фрагментарною, недостатньо узгодженою з потребами ринку праці та залежною від грантового фінансування. Виявлено основні бар'єри розвитку, зокрема відсутність єдиного професійного стандарту, слабку систему визнання результатів неформального навчання та недостатню інституційну спроможність на локальному рівні.

На основі результатів емпіричного дослідження визначено, що становлення професійної компетентності андрагога відбувається переважно

через самоосвіту, участь у тренінгах, онлайн-курсах та обмін досвідом. Обґрунтовано необхідність комплексного підходу до розвитку системи підготовки андрагогів, який передбачає нормативне врегулювання, посилення ролі громадських організацій, інтеграцію формальної та неформальної освіти, а також гармонізацію освітніх програм із потребами громад і ринку праці.

Ключові слова: андрагог, професійна компетентність, неформальна освіта, освіта дорослих, андрагогіка.

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THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF AN ANDRAGOGUE IN NON-FORMAL EDUCATION: GLOBAL AND LOCAL CONTEXTS

Abstract. The article examines the development of the professional competence of an andragogue within the system of non-formal education in both global and local contexts. The relevance of the study is driven by contemporary challenges, particularly the need for effective adult learning, the European integration of the Ukrainian educational system, and the necessity of ensuring community resilience. It is demonstrated that the training of andragogues has evolved from a theoretical-pedagogical model into an interdisciplinary one that integrates andragogy, psychology, coaching, project management, and digital technologies. It is established that an educator in the system of non-formal education performs various roles, ranging from facilitator and mentor to leader and expert. The article analyzes scientific approaches to defining the essence of an andragogue's professional competence, as well as modern international and domestic practices for its formation. The role of international organizations in shaping standards for the training of andragogues is outlined, and the importance of adapting global experience to the national context is emphasized.

The current state of the training of andragogues in Ukraine, which is characterized by a combination of formal, non-formal, and self-directed education, is investigated. It is established that the non-formal sector is a key driver of innovation; however, the system of training andragogues remains fragmented, insufficiently aligned with labor market needs, and dependent on

grant funding. The main barriers to development are identified, including the lack of a unified professional standard, a weak system for recognizing non-formal learning outcomes, and insufficient institutional capacity at the local level.

Based on the results of the empirical study, it is determined that the development of an andragogue's professional competence occurs primarily through self-directed education, participation in training sessions and online courses, and the exchange of experience. The need for a comprehensive approach to the development of the andragogue training system is substantiated, which involves regulatory frameworks, strengthening the role of non-governmental organizations, integrating formal and non-formal education, as well as harmonizing educational programs with the needs of communities and the labor market.

Keywords: andragogue, professional competence, non-formal education, adult education, andragogy.

Постановка проблеми. В умовах викликів сьогодення розвиток неформальної освіти стає надзвичайно актуальним, оскільки доросле населення прагне бути реалізованим і корисним незалежно від віку. Неформальна освіта набуває особливої актуальності у зв’язку з тим, що надає можливість отримати необхідні компетентності дорослим за короткий час. Потреби населення з безперервної освіти зумовлюють підготовку фахівців, здатних працювати з дорослими слухачами, адаптувати методики та підтримувати розвиток професійних навичок протягом життя. Участь України у створення єдиного ринку праці вищої кваліфікації підсилюють потребу у формуванні андрагогічної компетентності педагогів, які не тільки передаватимуть знання й допомагатимуть розкрити потенціал тих, хто навчається, різного віку. Багато ініціатив у сфері освіти дорослих реалізуються за рахунок грантів і міжнародної технічної допомоги. Відсутність стабільного державного або місцевого фінансування ускладнює довгострокове впровадження і масштабування кращих практик освіти дорослих.

У багатьох випадках програми підготовки андрагогів слабко пов’язані з реальними потребами роботодавців і територіальних громад, що знижує практичну цінність навчання і гальмує запозичення прикладних міжнародних рішень. Проблема полягає не стільки у відсутності доступу до кращих світових практик, скільки в обмеженій здатності системи їх адаптувати та інтегрувати до реалій України. Подолання цих бар’єрів потребує комплексного підходу: від нормативного врегулювання і професіоналізації андрагогів — до розвитку культури навчання дорослих і посилення ролі громад в управлінні цим процесом.

Аналіз останніх досліджень і публікацій. Питання підготовки андрагогів розглядають О.Аніщенко, О.Баніт, О.Дубасенюк, Т.Котирло, Л.Лук'янова, О.Мельниченко, І.Радомський, А.Самко та ін.

У праці О.Дубасенюк «Сучасні моделі професійної підготовки педагогів-андрагогів» досліджуються сучасні моделі підготовки фахівців для сфери освіти дорослих, акцентується увага на необхідності переходу до гнучких, практико-орієнтованих підходів у навчанні андрагогів з урахуванням євроінтеграційних процесів та вимог сучасного суспільства [3].

Л.Лук'янова аналізує досвід Польщі у сфері підготовки персоналу для роботи з дорослими та розглядає можливості його імплементації в Україні. Роботи фокусуються на розробці систем сертифікації та адаптації європейських стандартів підготовки фахівців до українських реалій [4; 5]. Дослідження О.Аніщенко містить структуровані рекомендації щодо формування та розвитку професійних компетентностей фахівців, які працюють з дорослими. Особлива увага приділяється інтеграції компетентнісного підходу до навчальних програм для забезпечення високої якості освітніх послуг [1].

Б.Буйскол та ін. (Buiskool et al.) визначають еталонну рамку ключових компетентностей професіоналів у сфері освіти дорослих, включаючи здатність працювати з різними цільовими групами та керувати освітніми процесами [6]. Н.Іоанну (N.Ioannou) здійснила огляд сучасних тенденцій професійного розвитку андрагогів у Європі, де наголошується на потребі в безперервному навчанні (lifelong learning) самих викладачів та застосуванні інноваційних технологій [7]. М.Патрісіо та А.Осоріо (M.Patrício, A.Osório) досліджують компетенції, необхідні для роботи з людьми старшого віку. Розглядаються специфічні підходи до навчання літніх людей, що вимагають від андрагога не лише педагогічних, а й психологічних та комунікативних навичок (зокрема, в контексті університетів третього віку) [9]. Звіт OECD (2025) «Trends in Adult Learning»: окреслює глобальні тренди в освіті дорослих, підкреслюючи важливість адаптації до змін на ринку праці, необхідність підтримки вразливих груп населення та розвиток цифрових навичок [10]. Представлений масив наукових джерел демонструє зміщення акцентів від суто теоретичного осмислення ролі андрагога до практичного застосування компетентнісного підходу.

Мета статті дослідити процес становлення професійної компетентності андрагога в системі неформальної освіти у глобальному та локальному контексті.

Виклад основного матеріалу. Особливості неформальної освіти як майданчика для професійного зростання полягає в її гнучкості, практичній спрямованості та орієнтації на реальні потреби дорослої людини. Тому

неформальна освіта істотно відрізняється від формальної освіти як за змістом, так і за механізмами організації навчання. Зокрема неформальна освіта забезпечує високу адаптивність до змін, що особливо актуально в умовах військового часу. На відміну від формальної освіти неформальні освітні заклади швидко реагують на виклики ринку праці, технологічні зміни та запити суспільства. Неформальна освіта зосереджується не стільки на теоретичних знаннях, скільки на розвитку конкретних компетентностей, які можна одразу застосувати в професійній діяльності, що робить її ефективним інструментом підвищення кваліфікації та перекваліфікації.

Підготовка андрагогів у різних країнах і в різні часи має певні особливості. Становлення професійної компетентності андрагогів (фахівців з освіти дорослих) дійсно суттєво відрізняється залежно від країни, історичного періоду та освітніх традицій, що зумовлені соціально-економічними умовами, роллю держави в освіті та рівнем розвитку самої галузі освіти дорослих. Відомо, що становлення андрагогіки як окремої галузі пов'язують із працями Малькольм Ноулз, який у XX столітті обґрунтував принципи навчання дорослих. Проте, процес підготовки андрагогів не був остаточно інституалізований і професійні компетентності не були визначені окремо.

У сучасному глобалізованому світі неформальна освіта дорослих є фундаментальним компонентом концепції навчання впродовж життя (Lifelong Learning). Міжнародні організації, такі як ЮНЕСКО, ОЕСР та Європейський Союз, визначають андрагога як ключового агента соціальних, економічних та освітніх трансформацій.

Становлення професійної компетентності андрагога на глобальному рівні вимагає інтеграції передового світового досвіду, дотримання міжнародних стандартів якості та реагування на глобальні виклики (цифрову трансформацію, міграційні кризи та сталий розвиток).

У глобальному вимірі розвиток компетентностей фахівців з навчання дорослих спирається на міжнародні документи та стандарти (рекомендації ЮНЕСКО щодо освіти та навчання дорослих; Європейська рамка кваліфікацій (EQF); зелений та цифровий перехід (Twin Transition) тощо. Глобальні компетентності охоплюють ширший спектр навичок, що виходять за межі локальних потреб, а саме: здатність працювати з різними аудиторіями, зокрема з мігрантами, біженцями та вразливими групами населення, забезпечуючи їхню соціальну інтеграцію; володіння сучасними інструментами змішаного та онлайн-навчання для подолання глобального цифрового розриву; інтеграція цілей сталого розвитку в освітні програми; застосування міжнародних методологій для залучення грантів, міжнародних партнерів та інвестицій в освітні екосистеми.

Становлення професійної компетентності андрагога в глобальному вимірі є необхідною умовою для інтеграції національної освітньої системи у світовий простір. Ефективний фахівець не лише застосовує практичні інструменти навчання, а й діє як лідер, що формує прагнення до отримання нових знань у дорослих та сприяє сталому розвитку суспільства.

Л.Лук'янова зазначає, що зазвичай педагогів для дорослих у зарубіжних джерелах називають «тренером дорослих» (adult trainer) або «викладачем дорослих» (adult educator), тоді як у вітчизняній педагогічній літературі переважно йменують андрагогом [5, с.8]

О.Дубасенюк виокремлює такі сучасні моделі професійної підготовки педагогів-андрагогів (компетентнісна, когнітивна, людино-центрована, комунікативна, рефлексивна), які створюють цілісний освітній простір для підвищення її ефективності [3, с.179]

Сучасний стан підготовки андрагогів в Україні характеризується поєднанням формальної освіти, системи підвищення кваліфікації та динамічного розвитку тренінгового сектору. Така багаторівнева модель ще перебуває у стадії становлення, але вже демонструє тенденцію до інституціоналізації та європейської інтеграції.

Останніми роками в українських закладах вищої освіти з'явилися спеціалізовані магістерські програми з андрагогіки, які поєднують теоретичну підготовку (філософія освіти, психологія дорослості) з практичною (тренінги, коучинг, фасилітація, проєктна діяльність), що свідчить про поступовий перехід від фрагментарної до системної професійної підготовки андрагогів. Тривалий час саме система післядипломної освіти була основним каналом підготовки андрагогів. Вона представлена інститутами післядипломної педагогічної освіти, університетськими центрами, галузевими програмами. Такі програми зазвичай мають модульну структуру, орієнтовані на практичні навички навчання дорослих і орієнтуються на сучасні підходи (фасилітація, проєктний менеджмент).

В.Васиньова та В.Володавчик зазначають, що у сучасних умовах розвитку вищої освіти поступово змінюється уявлення про зміст і результати професійної підготовки майбутніх фахівців. Якщо традиційно основний акцент робився на засвоєнні спеціалізованих теоретичних знань і професійно-технічних умінь, необхідних для виконання фахових завдань, то сьогодні дедалі більшої ваги набуває формування універсальних компетентностей [2, с.68].

Л.Лук'янова зазначає, що у закладах вищої освіти педагогічна підготовка андрагогів здійснюється системно, у центрах післядипломної освіти, а освітні програми з розвитку андрагогічних компетентностей поки що не набули поширення» [4, с.15].

Отже, сучасний стан підготовки андрагогів в Україні можна охарактеризувати як перехідний: від домінування курсів підвищення кваліфікації — до розбудови комплексної системи, де поєднуються університетські програми, неформальна освіта та тренінгові практики. Саме неформальний сектор сьогодні виступає основним драйвером інновацій у підготовці фахівців з освіти дорослих.

Громадські організації виступають каталізаторами змін, інтегруючи європейські стандарти та реагуючи на актуальні виклики в суспільстві. Відомо, що громадські організації активно долучаються до створення та оновлення рамки компетенцій (зокрема, професійного стандарту «Андрагог»), що дозволяє чітко структурувати необхідні знання та навички фахівців без зайвої бюрократизації; створювати майданчики для форумів, тренінгів та майстер-класів, де фахівці можуть вивчати трансформаційний досвід, ділитися практиками та напрацюваннями; забезпечувати адаптацію українських освітніх практик до європейських рамок навчання впродовж життя (Lifelong Learning).

На думку Н.Іоанну (N.Ioannou), складність сектору освіти для дорослих безпосередньо впливає на тих, хто в ньому працює, та покладає значну відповідальність на викладачів для дорослих. Тому їхня роль не може залишатися незмінною, оскільки відбувається перехід від більш традиційних ролей до «нових» і багатогранних, які ставлять дорослого учня в центр навчального процесу і вимагають від фасилітатора цілого ряду компетентностей та якостей.

Водночас викладачі для дорослих визнаються найважливішим чинником забезпечення якості в цьому секторі. Їм потрібні спеціалізовані, цілеспрямовані та систематичні програми професійного розвитку, які ґрунтуються на їхніх конкретних потребах, визначають основні компетентності, необхідні для успішної роботи в секторі освіти дорослих, та зосереджуються на якості [7].

М.Патрісіо та А.Осоріо (M.Patricio, A.Osório) зазначають, що андрагог виконує такі ролі: викладач, «наставник», «фасилітатор» та «тренер». До компетентностей андрагога автори відносять такі: заохочувати та мотивувати дорослих і людей похилого віку до навчання протягом усього життя; знаходити шляхи для залучення та взаємодії з людьми похилого віку; підвищувати якість освіти для дорослих; завоювати довіру та дружбу учасників; оцінювати потреби та інтереси дорослих учнів; вловлювати індивідуальні потреби; постійно адаптуватися до різних аудиторій; надавати учням підтримку (особисто та онлайн); опановувати новий матеріал та нові методи; оцінювати результати навчання та досягнення учнів; аналізувати та оцінювати власну роботу та планувати майбутню практику [9].

Становлення професійної компетентності андрагога є інвестиційним процесом для розвитку людського капіталу України. Ефективний фахівець у системі неформальної освіти має поєднувати глибокі знання андрагогіки з проєктним мисленням та готовністю до викликів сьогодення. У країнах Західної Європи (зокрема Німеччина, Швеція, Велика Британія) вже з другої половини XX століття сформувалася системна підготовка андрагогів. Наприклад, у Німеччині діє розгалужена система підготовки фахівців з освіти дорослих у межах університетських програм (Erwachsenenbildung), з акцентом на теорію, методику та управління освітніми процесами. У Швеції значну роль відіграють народні вищі школи (folk high schools), де андрагоги готуються через практикоорієнтоване навчання та демократичні освітні підходи. Зокрема, у Великій Британії підготовка здійснюється через професійні сертифікації та університетські програми, з орієнтацією на розвиток педагогічної майстерності та оцінювання результатів навчання дорослих.

У звіті «Тенденції у навчанні дорослих» (*Trends in Adult Learning*), опублікований ОЕСР у 2025 році, наголошує, що участь у навчанні дорослих перебуває в стані стагнації, попри його вирішальну роль в адаптації до технологічних та економічних змін. У документі застерігається, що у навчанні, як і раніше, переважають короткострокові програми, орієнтовані на дотримання нормативних вимог, а не на комплексне підвищення кваліфікації. Також підкреслюється потреба у зміні парадигми для подолання стійких бар'єрів для вразливих груп населення [10].

Н.Іоанну (N.Ioannou) зазначає, що формування європейської політики щодо професійного розвитку викладачів для дорослих підтримувалося і продовжує підтримуватися низкою європейських ініціатив, таких як «Відкритий метод координації», який є «м'якою» формою міждержавного формування політики [7]. Андрагоги визнаються найважливішим чинником забезпечення якості у сфері освіти дорослих. Вони потребують спеціалізованих, цілеспрямованих і системних програм професійного розвитку, що ґрунтуються на їхніх професійних потребах, визначають ключові компетентності для ефективної діяльності у сфері освіти дорослих та орієнтуються на забезпечення якості [7].

Зважаючи на праці О.Аніщенко, О.Дубасенюк, Л.Лук'янової, Н.Іоанну (N.Ioannou), М.Патрісіо та А.Осоріо (M.Patricio, A.Osório), Б.Буйскол та ін. (Buiskool et al.) можемо виокремити сучасні тенденції підготовки андрагогів у різних країнах мають спільні риси:

– перехід від суто педагогічної до міждисциплінарної підготовки (психологія дорослого навчання, менеджмент, цифрові технології);

– орієнтація на компетентнісний підхід;

– розвиток неформальної та інформальної освіти;
– активне використання онлайн-навчання.

Таким чином, підготовка андрагогів еволюціонувала від неформального набуття досвіду до системної професійної освіти, однак і сьогодні вона залишається варіативною та залежною від національних освітніх контекстів.

О.Аніщенко зазначає, що «Професійна компетентність андрагога визначається «професійними знаннями і вміннями, ціннісними орієнтаціями, мотивами його діяльності, культурою, що виявляється у мові, стилі спілкування, загальною культурою, здатністю до розвитку свого творчого потенціалу, а також володінням методикою викладання предмету, здатністю взаємодіяти зі студентами, розвиненими професійно значущими особистими якостями» [1, с.24].

Також авторка наголошує, що «Загальнокультурна, андрагогічна, нормативно-правова, діагностична, дидактична. гендерна, комунікативна, рефлексивна, здоров'язбережувальна, інклюзивна, етична, громадянська, управлінська, цифрова компетентності, компетентність педагогічного, соціального та мережевого партнерства є складниками професійної компетентності андрагога» [1, с.27].

О.Самойленко та ін., зазначають, що андрагог повинен володіти спеціальними андрагогічними знаннями, уміннями, методами, технологіями та формами роботи з дорослими для забезпечення якості освітнього процесу [11].

Б.Буйскол та ін. (B.Buiskool et al.) виокрелюють такі компетеності андрагога, як от: бути автономним учнем, що навчається впродовж усього життя; бути комунікатором, командним гравцем та мережевиком; відповідати за подальший розвиток освіти дорослих; бути експертом у певній галузі знань чи практики; вміти застосовувати різні методи, стилі та техніки навчання; бути мотиватором для дорослих учнів; уміти працювати з гетерогенністю та різноманіттям у групах; уміти оцінювати освітні потреби дорослих, проєктувати навчальний процес, фасилітувати навчання, оцінювати результати, консультувати та розробляти навчальні програми; забезпечувати підтримуючі процеси навчання (фінансова відповідальність, управління людьми (HR), загальний менеджмент, зв'язки з громадськістю (PR) та маркетинг, адміністративна підтримка та IT-супровід) [6].

Стаття А.Кониечної (A.Konieczna), присвячена аналізу професійних траєкторій та підготовки фахівців, які працюють з людьми похилого віку у сфері неформальної освіти зазначає, що професійні траєкторії викладачів виявилися різноманітними, нелінійними та часто сформованими під впливом зовнішніх чинників, випадкових подій або особистого досвіду, а не довгострокового кар'єрного планування» [8].

Сьогодні розвиток неформальної освіти є найбільш динамічним, який передбачає: короткострокові курси та сертифікаційні програми; тренінги, воркшопи, семінари; онлайн-навчання та змішані формати. Наприклад, в Україні функціонують численні тренінгові центри, які пропонують програми професійного розвитку, коучингу, психології, фасилітації, які часто поєднують навчання з практикою, супервізією та професійними спільнотами, що відповідає сучасним андрагогічним підходам.

Серед членів ГС «Українська асоціація освіти дорослих», які виконують функції андрагогів у центрах освіти дорослих, було проведено опитування щодо шляхів отримання компетенцій андрагога в системі неформальної освіти. За результатами опитування було з'ясовано, що становлення професійної компетентності андрагога в системі неформальної освіти відбувається внаслідок самоосвіти 51%, відвідування тренінгів та воркшопів 29%, прослуховування онлайн-курсів, які пропонують громадські об'єднання та центри професійного розвитку 15%, обміну досвідом 5% (рис.1).

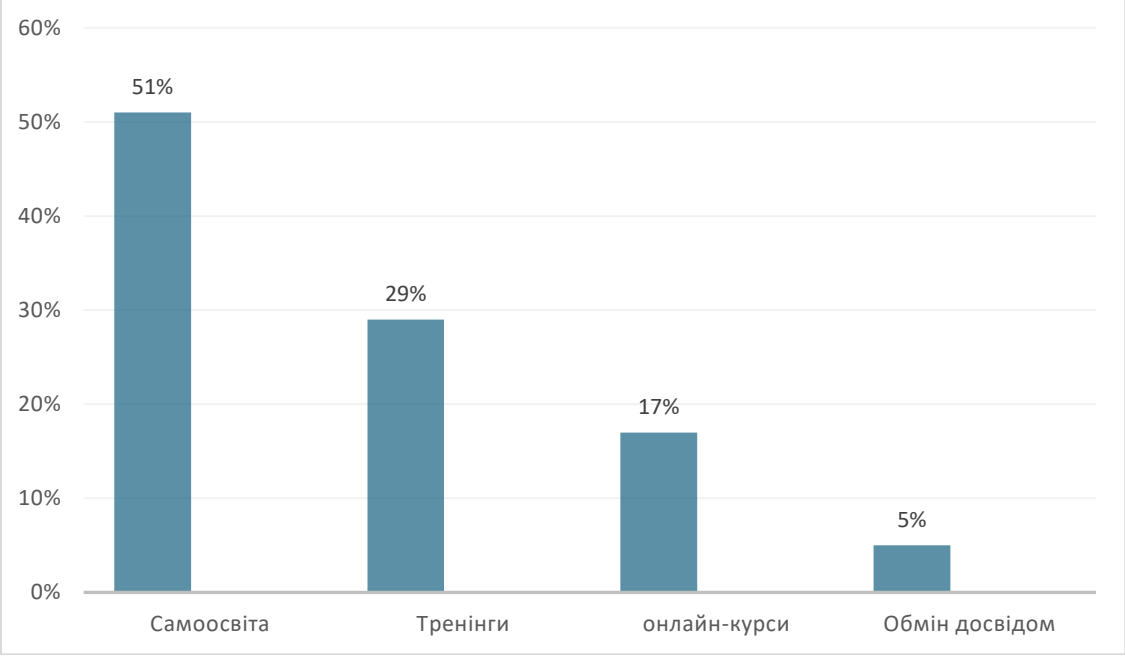

Рис.1. Результати опитування членів ГС «Українська асоціація освіти дорослих», які виконують функції андрагогів, у системі неформальної освіти

Так, чимало педагогів, коли починають працювати в системі неформальної освіти, отримують виклики як працювати з різновіковими дорослими. На початковому етапі викладачі займаються самоосвітою, вивчаючі наявну інформацію як працювати з дорослими. Наступним етапом

є відвідування різних тренінгів, онлайн-курсів, курсів підвищення кваліфікації тощо. Поступово нарощуються необхідні компетентності андрагога, який здатний надавати якісні освітні послуги для дорослих у системі неформальної освіти.

Хоча саме неформальний сектор є носієм інновацій, результати такого навчання часто не визнаються на формальному рівні (при атестації, кар'єрному зростанні тощо). Брак фахівців із сучасними компетентностями (фасилітація, дизайн навчання дорослих, цифрові інструменти) обмежує можливість впровадження передових практик. Сучасні андрагоги не тільки передають знання, а й вивчають досвід тих, хто навчається.

Підготовка андрагогів в Україні не обмежується педагогічною сферою. Вона інтегрує менеджмент і лідерство; психологію та коучинг; комунікаційні та цифрові навички. Попри позитивну динаміку, система підготовки андрагогів в Україні має низку обмежень:

- відсутність єдиного професійного стандарту андрагога;
- фрагментарність і нерівномірна якість програм;
- слабка система визнання результатів неформального навчання;
- залежність від міжнародних проєктів і грантових ініціатив.

Підготовка андрагогів розпорошена між різними провайдерами: університетами, інститутами післядипломної освіти, громадськими організаціями, центрами освіти дорослих, тренінговими центрами. Відсутність координації між ними призводить до дублювання програм, нерівномірної якості та слабкої масштабованості успішних практик.

На локальному рівні (особливо в малих громадах) часто бракує інституційної спроможності підготовки андрагогів: кадрів, інфраструктури, доступу до якісних програм. У результаті навіть ефективні моделі не «доходять» до кінцевого користувача.

Отже, становлення професійної підготовки андрагога у системі неформальної освіти відбувається за рахунок самоосвіти викладача, який працює з дорослими, за рахунок відвідування різних тренінгів, воркшопів, онлайн-курсів, які пропонуються різними освітніми та громадськими організаціями.

Висновки. Отже, неформальна освіта виступає динамічним і ефективним майданчиком професійного зростання, який доповнює формальну систему освіти та забезпечує безперервний розвиток фахівця впродовж життя. Неформальна освіта є гнучким і ефективним майданчиком професійного зростання, який доповнює формальну систему та забезпечує безперервний розвиток фахівця. Вона оперативно реагує на запити ринку праці та суспільні виклики, що є критично важливим для забезпечення стійкості громад.

Підготовка андрагогів еволюціонувала від теоретично-педагогічного підходу до міждисциплінарної моделі. Сучасний фахівець поєднує знання з андрагогіки, психології, проєктного менеджменту та цифрових технологій, виступаючи для дорослих учнів фасилітатором, ментором і лідером.

Результати дослідження підтверджують, що в українських реаліях становлення професійної компетентності андрагога відбувається переважно в умовах неформальної освіти та самоосвіти. Процес інституціоналізації підготовки андрагогів в Україні все ще має фрагментарний характер.

Для ефективної євроінтеграції та розвитку людського капіталу необхідний комплексний підхід, який передбачає нормативне закріплення професійного стандарту, посилення ролі громадських організацій та професійних об'єднань, а також гармонізацію університетських програм із практичними потребами ринку праці.

Перспективи подальших досліджень вбачаємо у розробленні моделі розвитку професійної компетентності андрагога в системі неформальної освіти.

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ОСОБЛИВОСТІ РОЗВИТКУ МОТИВАЦІЇ ДО ДІЯЛЬНОСТІ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ В УМОВАХ ЗАКЛАДУ ДОШКІЛЬНОЇ ОСВІТИ

Анотація. У статті розкрито проблему розвитку мотивації до діяльності дітей дошкільного віку засобами сучасних стратегій, які сприяють розвитку творчих здібностей дітей, гармонійній комунікації з оточуючими та взаємодії з навколишнім світом, що дозволяє дітям досліджувати його та підвищувати інтерес до різних видів діяльності. Проведено аналіз базових визначень поняття «мотивація», виділено ключові елементи сутності та змісту поняття «мотивація». Розглянуто основні складові та види мотивації (внутрішня, зовнішня, позитивна, негативна, стійка, соціальна, ігрова). На основі проведених досліджень було сформульовано власне авторське визначення дефініції «мотивація до діяльності». Метою статті є дослідження особливостей розвитку мотивації до діяльності дітей дошкільного віку засобами сучасних стратегій та аналіз їх використання в закладах дошкільної освіти. Схарактеризовано форми і методи роботи, які можна ефективно застосовувати в освітньому процесі закладу дошкільної освіти для розвитку мотивації до діяльності дошкільників, що сприятимуть підвищенню їх творчості, активності та ініціативності.

Відзначено, що найважливішим новоутворенням у розвитку дошкільника є супідрядність мотивів, що характеризується переходом від ситуативних бажань до стійкої ієрархії мотивів. Констатовано, що ігрова діяльність відіграє провідну роль у розвитку особистісної мотивації дітей і сприяє підвищенню мотивації до діяльності, успішній адаптації до соціуму, стимулювання прагнень до самопізнання, саморозвитку та досягненню їхнього особистісного благополуччя. Перспектива подальших досліджень полягає у всебічному вивченні змістовного наповнення складових мотиваційної сфери особистості.

Ключові слова: мотивація, заклади дошкільної освіти, сучасні стратегії мотивації, діти дошкільного віку, ігрова діяльність.

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FEATURES OF THE DEVELOPMENT OF MOTIVATION FOR ACTIVITIES AMONG PRESCHOOL-AGED CHILDREN IN THE CONTEXT OF PRESCHOOL EDUCATION INSTITUTIONS

Abstract. This article explores the issue of fostering motivation in preschool-aged children through modern strategies that promote the development of children's creative abilities, harmonious communication with others, and interaction with the surrounding world, thereby enabling children to explore it and increase their interest in various activities. An analysis of the basic definitions of the concept of «motivation» is conducted, and the key elements of the essence and content of the concept of «motivation» are identified. The main components and types of motivation (intrinsic, extrinsic, positive, negative, stable, social, and game-based) are examined. Based on the conducted research, the author formulated their own definition of «motivation for activity». The purpose of the article is to study the characteristics of the development of motivation for activity in preschool-aged children using modern strategies and to analyze their application in preschool education institutions. The article describes forms and methods of work that can be effectively applied in the educational process of preschool institutions to develop preschoolers' motivation for activity, thereby enhancing their creativity, activity, and initiative. It is noted that the most important development in a preschooler's growth is the subordination of motives, characterized by a transition from situational desires to a stable hierarchy of motives. It is established that play activities play a leading role in the development of children's personal motivation and contribute to increasing motivation for activity, successful adaptation to society, and stimulating aspirations for self-knowledge, self-development, and the achievement of their personal well-being. The prospect for further research lies in a comprehensive study of the content of the components of the motivational sphere of the personality.

Keywords: motivation, preschool education institutions, modern motivation strategies, preschool-age children, play activities.

Нині, у сучасному світі відбувається надмірний вплив медіатехнологій на формування особистості дитини дошкільного віку, тому знижується інтерес та мотивація до різних видів діяльності. З одного боку, відбувається всебічний розвиток дитини, з іншого, надмірний медіавплив залишає деструктивний вплив на психіку дитини дошкільного віку. У

зв'язку з цим, дітям важче пристосуватись до соціуму, навчитись взаємодіяти з іншими дітьми, з педагогами та здійснювати успішну діяльність у повсякденному житті.

Зазначимо, що мотивація спонукає дітей досягати поставленої мети, під час якої формується інтерес, внутрішня інсталяція, особливе ставлення до своєї діяльності. Проте мотивація поведінки дитини нестійка і залежить від миттєвих бажань, вона визначається потребами і відображає її світоглядну позицію, систему її ставлень до життя, довкілля та самої себе; забезпечує активізацію і цілеспрямованість поведінки, виконує регуляторну функцію; розкриває сенс, який мають для дитини її дії та вчинки. Коли мотиваційний процес закінчується діяльністю, −це актуальна мотивація, а якщо ні, то така мотивація є потенційною і може перетворюватись на особистісну рису.

Відтак, процес мотивації складається із таких складових: потреба, внутрішні мотиви, ціль, зовнішні стимули, власні переконання, емоції, дії. Для досягнення чогось цінного або задоволення якоїсь потреби необхідно виявити мотивацію.

Аналіз основних досліджень і публікацій. Проблемі мотивації поведінки особистості присвятили свої праці такі відомі дослідники: З. Кісіль, В. Ніколенко, Ф. Подшивайлов, О. Столяренко, О. Сергєєнкова, Д. Швець та ін.; мотивації дошкільників: Н. Жигайло, Л. Клевака, А. Міщенко, І. Омері, С. Попиченко, Х. Сайко, Л. Токарева, О. Тур, Д. Шолох, К. Шолох та ін.

Серед загальновідомих теорій мотивації особистості дослідники виділяють різні аспекти, які впливають на розвиток мотивації: Зигмунд Фройд − інстинкти життя й смерті як рушійну силу поведінки людини; Альфред Адлер −прагнення до переваги як основний мотив; Карл Юнґ − індивідуацію як мотиваційну силу особистості; Карен Хорні −невротичні потреби особистості; Абрагам Маслоу − сформував піраміду потреб і прагнення до самоактуалізації. Основними складниками аналізу теорій мотивації є потреби, прагнення, інтереси та установки особистості.

Метою статті є дослідження особливостей розвитку мотивації до діяльності дітей дошкільного віку засобами сучасних стратегій та аналіз їх використання у закладах дошкільної освіти.

Виклад основного матеріалу. Перш, ніж перейти до аналізу теоретичних поглядів щодо проблеми мотивації дітей дошкільного віку, розкриємо суть основних понять нашого дослідження, оскільки у психолого-педагогічній літературі вони часто трактуються досить неоднозначно. Деякі дослідники їх ототожнюють, інші розрізняють як феномени, пов'язані або з деякою людською потребою чи інтересом (мотив),

або з процесом розгортання спонуки до дії (мотивування). Також по різному розуміється природа даних явищ, іноді вони розглядаються явищами, існуючими у несвідомій формі прояву для людини.

Мотивація дітей дошкільного віку (розрізняють різні види мотивації: внутрішня, зовнішня, позитивна, негативна, стійка, соціальна, ігрова) базується на грі, цікавості, емоційному комфорті та наслідуванні дорослих, від неї залежить їх успішність, соціальна адаптація та саморозвиток, що ефективно впливає на процес навчання та виховання дітей, необхідно створювати відповідні психолого-педагогічні умови та вчасно розвивати особистісну мотивацію дитини. А мотиви поведінки дитини суттєво змінюються на протязі дошкільного дитинства. Так, наприклад, діти молодшого дошкільного віку діють під впливом ситуативних почуттів і бажань, викликаних різними причинами. При цьому дитина не дає собі звіту в тому, що змушує її здійснювати той чи інший вчинок. Натомість дії дітей старшого дошкільного віку стають більш усвідомленими, вона може доволі розумно і впевнено пояснити власні дії. Ефективними є заохочення, ігрові методи, похвала за зусилля та створення дружнього простору.

Ми суголосні з думкою В. Ніколенко, що «мотивація займає провідне місце в структурі особистості і є одним із основних понять, яке використовують для пояснення рушійних сил, поведінки, діяльності. А найважливішим особистісним механізмом, що формується у дошкільному періоді, уважається підпорядкованість мотивів» [6, С. 463].

В цьому ж контексті, доречно зазначити, що дошкільний вік характеризується інтенсивним розвитком мотиваційної сфери дитини, а найважливішим її новоутворенням у розвитку дошкільника є супідрядність мотивів (мотивація спрямована на отримання позитивної оцінки та уникнення негативної або страх покарання), а побудова стабільної мотиваційної системи, яка починається в цей час, буде завершуватися в молодшому шкільному і підлітковому віці. Формується ієрархії мотивів, яка характеризується переходом від ситуативних бажань до стійкої мотивації, де провідну роль відіграє гра (задовольняється потреба бути схожим на дорослого); соціальні мотиви (позитивні стосунки з дорослими прагнення до спілкування, бажання бути «хорошим», виконання моральних норм, розвиваються емпатія, пізнавальні інтереси (інтерес до знань, допитливість); особистісні мотиви.

Міра сформованості різних мотивів поведінки дітей старшого дошкільного віку зумовлює не тільки успішність їх навчання, а й особливості взаємин у новому соціальному оточенні, що з'являється зі вступом до школи. Ієрархія мотивів надає певну спрямованість усій поведінці дитини. Так, з часом з'являється змога оцінювати не лише окремі

вчинки дитини, а й поведінку загалом. Головними у поведінці стають суспільні мотиви, дотримання моральних норм, дитина здебільшого діятиме під їх впливом, не піддаючись протилежним спонуканням. Переважання мотивів, які спонукають до отримання особистого задоволення, демонстрація своєї переваги над іншими, може спричинити серйозні порушення правил поведінки, оскільки формується самолюбство, егоїзм, мотив самоствердження.

Мотиваційну сферу особистості Ф. Подшивайлов, О. Сергєєнкова розглядають як «духовну інстанцію, що забезпечує цілісність, стійкість та стабільність внутрішнього світу людини і спрямовує людину на творення життя і себе в цьому світі» [7, С. 3]; а дефініцію «мотивація» як «динамічний процес конкретизації, усвідомлення потреби, виконання бажання, утворення мотиву та формування наміру здійснити задоволення потреби» [7, С. 6].

Згідно з дослідженями З. Кісіль, Д. Швець дефініція «мотивація» походить «від лат. «movere» – «рухати», тобто це те, що рухає людиною, штовхає її завзято й наполегливо йти до своєї мети. Цілі можуть бути різними, але ми точно впевнені в тому, що мотивована людина легко досягає творчих, інтелектуальних і спортивних перемог. Вона надає нашій поведінці мету й напрямок, допомагаючи зосередитися на головному й долати труднощі» [2, С. 11]; «процес свідомого вибору людиною того або іншого типу поведінки, обумовленої комплексним впливом зовнішніх (стимули) і внутрішніх (мотиви) чинників» [2, С. 11]; «внутрішня рушійна сила, яка спонукає людину до дії або певного типу поведінки, пов'язана із її органічними та культурними потребами: те, що пов'язане зі стимулюванням людини до дії; те, що формується на основі потреб, безпосередньо пов’язаних із метою діяльності; те, що спонукає до діяльності; заради чого особистість намагається здійснювати мету те, що викликає активність у людини; те, що визначає різні явища і стани, які викликають потреби, інтереси, потяги, емоції, установки, ідеали; те, що виконує функції стимулювання людини до дій і діяльності; орієнтування людини у напрямку дій; забезпечення спрямованості до дій та розв'язання певної задачі; суб'єктивне явище, пов'язане зі стимулами» [2, С. 11].

Дослідниця О. Столяренко визначає дефініцію «мотивація» як «сукупність психологічних процесів, які спрямовують поведінку людини. Мотиваційні процеси лежать в основі активності людини та її психічного функціонування, вони визначають той чи інший напрям людської поведінки, її траєкторію» [10, С. 107].

Відзначимо, що терміном «мотивація» в сучасній психології позначаються як мінімум два психічні явища: сукупність стимулів, що

викликають активність індивіда і визначальну її активність, тобто систему чинників, детермінуючих поведінку; процес утворення, формування мотивів, характеристика процесу, який стимулює і підтримує поведінкову активність на певному рівні [2, С. 12].

Мотивацію до діяльності визначаємо як сукупність потреб, мотивів і цілей, які стимулюють людину прагнути до досягнення мети і бути активною та успішною у різних видах діяльності.

Схема утворення мотивації в мозку виглядає так: природна потреба, дія, отримання винагороди, приємний спогад, мотивація отримати винагороду знову. Важливим нейромедіатором і гормоном, що регулює мотивацію, рух і настрій є гормон дофамін, який стимулює людину до діяльності.

Опікуючись здоров'ям дітей дошкільного віку, звертаємо увагу на корисність мотивації, яка є універсальним інструментом у розвитку людини у всіх сферах життєдіяльності. Зокрема: здатність концентруватися на діях для досягнення поставленої мети; наполегливість – здатність долати перешкоди; енергійність – інтерес і передчуття досягнення результату; життєрадісність – задоволення від життя та від дій, спрямованих на досягнення мети; впевненість і цілеспрямованість – переконання, що мета буде досягнута.

У своїх дослідженнях О. Столяренко зазначає, що «в основі будь-якої дії лежить потреба, яка психологічно виявляється як мотив, що може реалізуватися у низці форм: інтересах, прагненнях, переконаннях та установках. Під інтересами розуміють мотиви, у яких утілюються емоційно забарвлені пізнавальні потреби особистості. Прагнення – це мотиви, в яких виявляються потреби особистості в умовах спеціально організованої діяльності. Переконання становлять основу соціогенних мотивів і втілюють усвідомлені потреби особистості діяти відповідно до своєї внутрішньої позиції, поглядів, теоретичних принципів. Основою таких потреб виступає сукупність знань про природу, суспільство й людину, тобто світогляд. Установка – це стійка схильність індивіда до певної форми реагування, за допомогою якої може бути задоволена та чи інша потреба. Спрямованість – це система домінуючих мотивів. Провідні мотиви підпорядковують собі всі інші й характеризують будову всієї мотиваційної сфери людини.

Виникнення ієрархічної структури мотивів виступає як передумова стійкості особистості» [10, С. 107-110]. Групи мотивів можуть бути прості−потяги, бажання; складні−інтереси, схильності, ідеали; випадкові −почуття, звички й афекти.

У період дошкільного дитинства відбувається формування нових видів мотивів, пов'язаних з ускладненням діяльності дітей. До них

відносяться пізнавальні мотиви (виявляються у перших дитячих питаннях («Що це?», «А як?», «Для чого?»), однак вони не є свідченням істинно пізнавальних мотивів, а радше показником допитливості, прагнення отримати будь-які нові відомості про навколишній світ; до них відносяться такі методи: бесіда; створення проблемної ситуації; використання прийому «дивуй», використання творчих завдань; використання художньої та наукової літератури; використання засобів народної музики; перегляд розвивальних мультфільмів тощо); та змагальні мотиви дитини (мають різне значення для дітей молодшого дошкільного віку, які не порівнюють свої успіхи і невдачі з успіхами і невдачами інших дітей, а лише намагаються отримати похвалу дорослих; та старшого дошкільного віку, які порівнюють свої успіхи, люблять похвалитися, переживають невдачі).

Також велике значення в поведінці дитини-дошкільника, – на думку Л. Клеваки О. Тур, мають «мотиви встановлення і збереження позитивних взаємин з дорослими та іншими дітьми. Позитивне ставлення з боку оточуючих необхідне дитині. Бажання заслужити ласку, схвалення, похвалу дорослих є одним з основних важелів її поведінки. Багато дій дітей пояснюються саме цим бажанням. Прагнення до позитивних взаємин з дорослими змушує дитину рахуватися з їх думками та оцінками, виконувати встановлювані ними правила поведінки» [5].

Мотив діяльності постає як матеріальний чи ідеальний предмет, досягнення якого виступає у ролі сенсу діяльності і представлений суб'єкту у вигляді специфічних переживань і пов'язану з емоціями внутрішню роботу. Таким чином, мотив є ключовим поняттям діяльності і безпосередньо пов'язаний з мотивацією.

Досліджуючи психологічні особливості розвитку мотиваційної сфери дітей старшого дошкільного віку С. Попиченко, вказує, що «вирішальним в плані ефективності навчальної діяльності є характер навчальних мотивів: вона набагато вища при внутрішній мотивації, в якості означених мотивів виступають одержувані знання, засвоювані види пізнавальної діяльності. Відсутність безпосереднього мотивації, яка виходить із власне навчальної діяльності, обумовлює засвоєння знань, які недостатньо впливають на психічний розвиток і на формування особистості дитини» [8].

Аналіз джерел, де описано дослідження мотиваційних феноменів Ф. Подшивайло, виділив такі поняття, що характеризують мотиваційну сферу особистості: нужда, потреба, бажання, когнітивний контроль (воля, вольові зусилля), намір, мотивація та мотив. Інший клас психічних явищ детермінує мотиваційний процес, являючи базис потенційної мотивації: орієнтувальний рефлекс, орієнтувальна діяльність, нахил, спрямованість, установка, атитюд, аперцепція, атрибуція, динамічний стереотип,

соціальний стереотип, інтерес, захоплення, психологічні комплекси, психологічні захисти, акцентуації, індивідуальний стиль діяльності, цінності, смисли, ціннісні орієнтації, світогляд, картина світу, сенс життя тощо; а також поняття, які позначають такі особистісні властивості, як локус контролю, адаптивність, організованість, тривожність, перфекціонізм тощо [7].

До мотивуючих факторів у закладів дошкільної освіти (далі ЗДО) належать такі: потреба у безпеці та любові; діти мотивовані увагою вихователя, теплом і турботою; відчуття захищеності створює бажання відвідувати ЗДО.

Стратегії мотивації дітей дошкільного віку проявляються у ігровій діяльності як основа розвитку пізнавальних і соціальних навичок; позитивному підкріпленні (похвала, заохочення, відзначення успіхів); соціальній взаємодії (створення умов для дружби, командних ігор, співпраці); творчості (заняття з елементами мистецтва, музики, експериментів); індивідуальному підході (врахування інтересів, темпу розвитку та особливостей кожної дитини).

Гра є головним мотиватором, оскільки через ігрову діяльність дитина пізнає світ, розвиває фантазію, соціальні навички. Діти прагнуть робити будь-яку діяльність самостійно: малювати, будувати, вирішувати і робити вибір. Це проявляється у соціальній взаємодії дітей у ЗДО, яка спонукає бажання дружити, спілкуватися, бути частиною групи, підпорядковуючи власні дії - діям інших дітей. Так відбувається мотивація через спільні ігри, командні завдання у яких діти отримують успіхи й маленькі досягнення у діяльності, коли отримують радість від схвалення вихователя чи однолітків. Мотивація через відкриття й експерименти проявляється у пізнавальному інтересі через природну цікавість до нового: кольори, форми, звуки, явища.

Нині існують різні сучасні стратегії мотивації для дітей, такі як: *гейміфікація* (освітні квести, бали, значки, сюжетні ігри**);** *цифрові інтерактиви* (мультимедійні завдання, інтерактивні панелі, QR-коди); *індивідуалізоване навчання* (врахування інтересів, темпу, вибір діяльності); *проєктна діяльність* (створення мініпроєктів, виставок, презентацій); *активне включення* (голосування, вибір тем, участь у плануванні); *ігрові форми,* такі як: вікторини, рухливі й спортивні ігри, розваги, свята, квести й рольові ігри, сторітелінг, мотиваційні купони, «Іграшкові гонки», «20 питань», «Полювання за скарбами»; *методи:* казкотерапія, бібліотерапія, імаготерапія, ізотерапія, кінезітерапія, ігротерапія, пісочна терапія, музикотерапія тощо. Окрім того, для формування мотивації дошкільників до діяльності, у ЗДО використовуються такі заняття, як: творчість: малювання, ліплення, практики подяки, групові ігри, спорт, добрі справи.

Також важливо вихователям створювати умови для переживання дітьми ситуації успіху, коли дитина переживає задоволення від досягнутого позитивного результату після подолання труднощів, що формує впевненість, самоповагу й позитивне ставлення до навчання/життя.

До сучасних стратегій мотивації (їх називають джерелами натхнення) для дітей дошкільного віку, які можна впроваджувати у середовищі ЗДО відносять: ведення щоденника – малювання, наклейки, короткі записи успіхів із допомогою вихователя; візуалізація успіху – «дошка досягнень» у групі, наклейки чи медалі за маленькі перемоги; позитивне оточення – дружні стосунки, підтримка вихователя, атмосфера гри й радості; визначення цілей – прості завдання; поштовх до дії – цікава гра, конкурс, нова іграшка як стимул; подолання перешкод – допомога вихователя у складних завданнях; цілеспрямованість – повторення дій для досягнення результату, самореалізація – творчість у малюванні, співі, конструюванні, рольових іграх, постійне вдосконалення – поступове ускладнення завдань, нові ігри, розвиток навичок, встановлення маленьких цілей**.**

Використовуючи у роботі з дошкільниками дані стратегії мотивації можна досягнути такого ефекту: розвиток пізнавальних інтересів, цікавість, самостійність, радість, залученість, мотивація до участі в діяльності, розвиток творчості, впевненість, розвиток саморегуляції, новизна, відчуття значущості, причетність, відповідальність, ініціативність тощо.

Відзначимо, що ефективними способами мотивації дитини на успіх у діяльності є: заохочення до подолання труднощів, використання колеса балансу; схвалення процесу роботи, а не результат; показ прикладу; навчання допомагати іншим; вияв допитливості і заохочення дослідження; обережність зі стимулами; проживання ситуації успіху; допомога у розвитку нових навичок, встановлення цілей, планування, пояснення, надихання і підтримка дитини, цінування зусиль, перетворення завдань у змагання, надання можливості вибору і пояснення наслідків, уникнення нав’язливості, допомога в набутті нових навичок, прийняття недоліків; створення безпечного середовища тощо.

Для забезпечення роботи мотиваційної системи використовуються різноманітні засоби та методи впливу на особистість: піклування; поділ великих завдань на частини; спільна діяльність; маленьке заохочення; дозування навантаження; ранжування мотивів; нагороди; свобода вибору й справедливість; позитивний образ ЗДО і школи, пізнавальні розмови й розширення кругозору.

Зазначимо, що соціальна взаємодія між дорослими і дітьми – це ключ до мотивації дітей. Вона об’єднує у собі такі складові: соціальні мотиви, прагнення до визнання, співпраця, командний дух і підтримка інших,

досягнення цілей, створення позитивного середовища, задоволення від взаємодії з людьми. До способів мотивації дитини відносяться: цінності, стимулювання і дисципліна та самодисципліна, які *відіграють ще більш значущу роль у цьому процесі.* Мотивація залежить, здебільшого, від емоційного стану, тому вона тимчасова, а ось самодисципліна базується на внутрішньому контролі, стійкості, що дозволяє діяти послідовно, незалежно від настрою чи зовнішніх обставин. Дисципліна та самодисципліна дозволяють діяти навіть у складні моменти, формує звички, підвищує впевненість у собі, допомагають боротися зі стресом та досягати довгострокових цілей. Найсприятливіші умови для підкорення спонукань дитини правилам поведінки створюються в рольових іграх («Будівельник», «Фермер», «Учитель», «Шеф-кухар», «Перукар», «Лікар», «Працівник зоопарку», «Турист», «Садівник».

Поняття «дисципліна» розглядаємо як процес, який допомагає дітям розуміти, яка поведінка є прийнятною і допомагає дотримуватися правил у оточуючому та навколишньому середовищі. А дефініцію «самодисципліна» як здатність контролювати свої імпульси, емоції та поведінку для виконання діяльності, незважаючи на брак мотивації чи бажання. Розвивати самодисципліну дітей дошкільного віку в умовах ЗДО можна за допомогою таких чинників: дотримуватись режиму дня; ставити реальні цілі; прибрати фактори, що відволікають; відпочивати. Проте іноді спостерігається порушення мотивації у дітей, які ростуть в умовах високої вимогливості, – вони мають цілу низку поведінкових проблем –це, насамперед, нестійкість інтересів, проблеми з самоконтролем та дисципліною, знижена допитливість спалахи гніву, образи та порушення меж інших, неслухняність, депресивні стани, брехливість, швидке згасання бажань, негативізм або залежність від зовнішніх заохочень (наприклад, тільки за винагороду). І з огляду на це, могутнім регулятором моральної поведінки можуть бути слова, дії, вчинки батьків, вони повинні спонукати дитину до гарних вчинків. Завдяки ним формується моральна свідомість людини, її моральні почуття. Також, моральна поведінка дитини повинна регулюватися її внутрішніми моральними почуттями і переконаннями. Актуалізуються пізнавальні мотиви, що лежать в основі формування майбутньої навчальної діяльності, з'являються нові мотиви, які можна визначити як суспільні, які надають сильний вплив на всю поведінку дитини.

На думку Л. Токаревої «Мотивація забезпечує активізацію і цілеспрямованість поведінки, виконує, таким чином, повного мірою і регуляторну функцію, обумовлюючи суть психології особистості. Ще в дошкільному віці людина вступає в систему суспільних відносин, починає взаємодіяти з іншими людьми в ході різної діяльності. Все це безпосередньо формує її

особистість, яка зайняла певне місце в системі відносин і багато в чому визначається системою, яка складається із внутрішніх і зовнішніх мотивів. Особливої актуальності набуває вивчення специфіки розвитку та формування мотиваційної сфери особистості дітей дошкільного віку. І це обумовлено багатьма причинами, однією із таких причин є те, що дошкільнята перебувають на порозі нового етапу свого життя, а саме шкільного навчання. Тому ступінь сформованості мотивів поведінки може визначати не тільки її подальший успіх у навчальній діяльності, а й статусний стан в колективі, почуття самоповаги та ін.» [11, С. 159].

Усвідомивши необхідність задоволення потреби дитина породжує бажання діяти певним чином, або частіше бажання не робити нічого як захисна реакція мозку проти розтрат енергії. Тобто підключаються два канали енергії які протидіють один одному. Таким чином відбувається процес уникнення дискомфорту, загроз чи негативних емоцій через різні форми поведінки: від ігнорування думок (когнітивне уникнення) до уникнення певних місць чи людей (ситуаційне уникнення), а також механізми, які закріплюють цю поведінку (оперантне обумовлення).

Для того, щоб ненав'язливо і м'яко впливати на мотивацію особистості використовують «Ефект метелика в саморозвитку» – це концепція, згідно з якою малі зміни в щоденних звичках або одне прийняте рішення можуть призвести до масштабних, кардинальних змін у житті в майбутньому. Навіть мала дія, як-от виконання ранкової гімнастики кожний день, здатна запустити ланцюгову реакцію особистісного зростання.

Окрім позитивних стратегій забезпечення мотивації існують і негативні стратегії, які можуть стимулювати діяльність, але фактично призводять до зниження внутрішньої мотивації, емоційного вигорання чи втрати інтересу. Прикладами демотивації можуть бути: стратегія страху та покарання – використання погроз, що руйнує довіру й бажання до діяльності; негативна атмосфера в групі: конфлікти між дітьми, ізоляція окремих дітей; стратегія надмірного контролю – постійний нагляд, відсутність свободи дій, що знижує ініціативність, творчість, самостійність, надмірні вимоги та тиск**:** **з**авдання, які перевищують можливості дитини, постійні зауваження, критика **б**айдужість або холодність вихователя; відсутність емоційної підтримки**;** **с**тратегія несправедливості – нерівне ставлення до дітей, що викликає протест, недовіру; нестача уваги, похвали, добрих слів; погані умови середовища**:** незручні приміщення, недостатня кількість іграшок і матеріалів для творчості; ігнорування індивідуальних потреб**:** неврахування темпу розвитку, інтересів, дитини, відсутність вибору у діяльності, нездоровий перфекціонізм, почуття провини й сорому за дозвіл вибирати себе; стратегія порівняння та конкуренції – постійне зіставлення

результатів діяльності, що викликає заздрість, образи, відчуття меншовартості; стратегія ігнорування досягнень – відсутність похвали чи визнання, що формує втрату інтересу; стратегія монотонності – відсутність можливості для вільної гри, повторювані заняття без елементів творчості, що призводять до пасивності, втрати енергії. Таким чином, демотиватори для дітей пов'язані переважно з емоційним кліматом, якістю взаємодії та умовами середовища. Якщо ці чинники не враховуються, дитина може втратити інтерес до навчання, гри, соціальної активності, бажання відвідувати ЗДО. Вони можуть давати короткочасний результат, але довгостроково вони руйнують мотивацію, атмосферу довіри й бажання розвиватися. Тому важливо їх усвідомлювати та уникати, замінюючи на позитивні стратегії підтримки, розвитку, успіху й визнання.

Якщо розглядати мотивацію як розвиток, успіх та рух уперед, то можна виділити кілька ключових аспектів, які формують цілісну картину: мотивація сприяє розвитку особистості дитини у прагненні здобувати нові знання, навички; інтересі до нових методик, технологій, ідей; формуванні впевненості, комунікативних і лідерських якостей тощо. Так, у дитини паралельно з усвідомленням зовнішнього світу розвивається й усвідомлення себе, що приводить до створення Я [8].

Для діагностики рівня мотивації навчання у дітей дошкільного віку використовуються різні методи: спостереження – аналіз поведінки дитини під час занять, її ініціативності, зацікавленості та активності в освітньому процесі; бесіда з дитиною – використання спеціально розроблених запитань, що допомагають виявити ставлення дитини до навчання; анкетування батьків і вихователів – дає змогу отримати додаткову інформацію про поведінку та інтереси дитини; проективні методики – використання малюнкових тестів, сюжетно-рольових ігор, які дозволяють виявити мотиви поведінки дитини; дидактичні ігри – оцінювання рівня мотивації на основі участі дитини в ігрових навчальних завданнях. Така діагностика дозволяє вчасно визначити рівень готовності дитини до навчання у школі та коригувати освітній процес відповідно до індивідуальних особливостей розвитку.

Дослідниці А. Курчатова, Т. Вегера зазначають, що «Мотиваційна готовність виникає наприкінці дошкільного, на початку шкільного періодів як потреба в набутті знань, вмінь та навичок навчальної діяльності, що свідчить про якісно новий етап становлення особистості» [3, С. 80]. Таким чином, мотивація забезпечується через баланс зовнішніх стимулів і внутрішніх цінностей. Сучасна мотивація – це індивідуальність, технології, емоційна залученість і свобода вибору. Вона працює тоді, коли вихователь натхненний, а дитина – активна й зацікавлена.

Висновки. Проблема розвитку мотивації до діяльності дітей дошкільного віку є однією із провідних проблем сьогодення. Домінуючими мотивами дітей дошкільного віку є ті, що пов'язані із соціальними мотивами та становленням нового рівня самосвідомості, розвитком особистісної ідентичності, зміною Я-концепції. Формування мотивації до діяльності у дітей дошкільного віку вимагає комплексного підходу, тому варто сприяти розвитку навичок вибору, управління емоціями та внутрішньої мотивації, стимулювати досягнення та розвивати самосвідомість. Такий підхід допоможе дітям не лише стати успішними у різних видах діяльності, але й розвинути ключові особистісні якості, які будуть корисні у їхньому майбутньому житті. Можливими перспективами дослідження є розширення змістовного наповнення складових мотиваційної сфери особистості.

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ПСИХОФІЗІОЛОГІЧНА ПРИРОДА ДИРИГЕНТСЬКОГО ЖЕСТУ: ІНТЕГРАЦІЯ МОТОРИКИ, ЕМОЦІЙНОЇ РЕГУЛЯЦІЇ ТА ХУДОЖНЬОГО МИСЛЕННЯ У СУЧАСНІЙ ПІДГОТОВЦІ ХОРМЕЙСТЕРА

Анотація. У дослідженні розглядається диригентський жест як інтегративна психофізична система, у межах якої фізичний рух постає не як автономна технічна дія, а як результат взаємодії когнітивних, емоційних і тілесно-усвідомлених процесів. Методологічним підґрунтям виступає концепція «embodied cognition», що дозволяє трактувати жест як форму втіленого мислення та художньої інтенції. Відповідно, формування фахового диригентського жесту інтерпретується як процес синхронізації моторного, емоційного й інтелектуального рівнів діяльності, де тілесна організація руху невіддільна від внутрішнього слуху та художнього образу.

Особливу увагу зосереджено на ролі соматичної свідомості як чинника, що забезпечує точність, виразність і функціональність жесту. Доведено, що його якість визначається не лише рівнем технічної підготовки, а й здатністю до емоційної саморегуляції, внутрішнього інтонування та усвідомленого контролю тілесних відчуттів. У цьому контексті навчальний репертуар розглядається не як допоміжний дидактичний матеріал, а як цілеспрямований інструмент психофізичного розвитку майбутнього хормейстера. Він виконує функцію психофізичного тригера, активуючи різні моделі руху, типи емоційного переживання та стратегії художньої інтерпретації.

Запропонований підхід окреслює перспективи оновлення методики професійної підготовки хормейстерів через інтеграцію соматичних практик, рефлексивних технік та індивідуалізованих стратегій роботи з репертуаром. Це дозволяє переосмислити процес диригентської підготовки як комплексну систему формування цілісної професійної свідомості, у якій жест виступає не лише засобом керування хором, а й проявом інтегрованого музично-тілесного мислення.

Ключові слова: диригентський жест; embodied cognition; моторика; емоційна регуляція; навчальний репертуар; професійна підготовка хормейстера

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"THE PSYCHOPHYSIOLOGICAL NATURE OF THE CONDUCTING GESTURE: INTEGRATION OF MOTOR SKILLS, EMOTIONAL REGULATION AND ARTISTIC THINKING IN MODERN CHOIRMASTER TRAINING"

Abstract. The study considers the conductor's gesture as an integrative psychophysical system, within which physical movement appears not as an autonomous technical action, but as a result of the interaction of cognitive, emotional and bodily-conscious processes. The methodological basis is the concept of embodied cognition, which allows us to interpret the gesture as a form of embodied thinking and artistic intention. Accordingly, the formation of a professional conductor's gesture is interpreted as a process of synchronization of motor, emotional and intellectual levels of activity, where the bodily organization of movement is inseparable from internal hearing and artistic image.

Particular attention is focused on the role of somatic consciousness as a factor that ensures the accuracy, expressiveness and functionality of the gesture. It is proven that its quality is determined not only by the level of technical training, but also by the ability to emotional self-regulation, internal intonation and conscious control of bodily sensations. In this context, the training repertoire is considered not as an auxiliary didactic material, but as a purposeful tool for the psychophysical development of the future choirmaster. It performs the function of a psychophysical trigger, activating various movement models, types of emotional experience and strategies of artistic interpretation.

The proposed approach outlines the prospects for updating the methodology of professional training of choirmasters through the integration of somatic practices, reflective techniques and individualized strategies for working with the repertoire. This allows us to rethink the process of conducting training as a complex system for the formation of a holistic professional consciousness, in which the gesture acts not only as a means of controlling the choir, but also as a manifestation of integrated musical-bodily thinking.

Keywords: conductor's gesture; embodied cognition; motor skills; emotional regulation; training repertoire; professional training of a choirmaster

Постановка проблеми. Проблема дослідження зумовлена суперечністю між сучасним розумінням диригентського жесту як інтегративного психофізичного феномена та домінуванням у практиці професійної підготовки хормейстерів редукованих, техніко-орієнтованих підходів до його формування. Попри зростання інтересу до концепції embodied cognition, у вітчизняній музично-педагогічній традиції недостатньо розробленими залишаються теоретико-методичні засади цілісного формування диригентського жесту як результату синхронізації моторики, внутрішнього інтонування, соматичної свідомості та художнього мислення. Зокрема, бракує чітких моделей інтеграції соматичних практик у навчальний процес, механізмів розвитку тілесної усвідомленості та інструментів її діагностики в контексті диригентської підготовки.

Окремого осмислення потребує функціональний статус навчального репертуару, який у більшості випадків використовується як дидактичний матеріал для відпрацювання технічних навичок, тоді як його потенціал як психофізичного тригера, здатного активувати різні моделі руху, емоційні стани та стратегії інтерпретації, залишається недостатньо реалізованим.

Отже, постає необхідність концептуального переосмислення процесу формування диригентського жесту як цілісної системи взаємодії тілесного, емоційного та когнітивного рівнів і розроблення відповідних методичних підходів, що забезпечать підвищення якості виконавської підготовки майбутніх хормейстерів.

Аналіз останніх досліджень і публікацій. Питання фахової підготовки хорового диригента в умовах сучасного освітнього простору сьогодні активно розглядаються як у вітчизняній, так і в зарубіжній науково-педагогічній та виконавській практиці. Традиційне уявлення про мануальну техніку як сукупність автономних навичок поступово поступається цілісному підходу, в межах якого диригентський жест осмислюється як психофізичний конструкт.

У європейській науковій думці питання мануальної техніки диригента та властивостей її впливу розглядають в різних площинах на основі практичних експериментів та різноманітних опитувань у фаховому середовищі. У відомій роботі К. Дарранта, на яку часто посилаються інші науковці запропоновано класифікацію диригентських жестів крізь призму їх функцій у процесі хорової комунікації. Відповідно до цієї моделі, виділяється п’ять основних типів жестів, що можуть виражати художньо-образний зміст музики, орієнтувати виконавців у структурі твору, передавати технічні та виконавські настанови, а також як сприяти, так і перешкоджати адекватному звучанню. У цьому контексті жест постає як багатофункціональний інструмент впливу на розуміння та реалізацію музичного тексту хором. [1]

П. Літман, аналізуючи підхід К. Дарранта, досліджує мануальну комунікацію диригента в умовах репетиційного процесу та концертного виконання і доходить висновку, що ці дві форми диригентської взаємодії мають спільні риси, однак не є тотожними. Таким чином, автор досліджує як контекст художньо-технічних завдань суттєво впливає на характер диригентського жесту навіть у межах виконання одного й того самого твору. [2]

А. Кларако, своєю чергою, акцентує увагу на тому, що диригентська комунікація становить цілісну систему невербальних засобів, у якій жест, міміка та мова тіла перебувають у тісній взаємодії. Аналізуючи результати практичного виконавського експерименту, в якому хоровий твір виконувався під керівництвом диригента з мінімально вираженою емоційною залученістю та з активним експресивним керівництвом, а також дані опитування хористів, авторка підкреслює, що ефективність диригентського впливу визначається не лише технічною досконалістю жестикуляції. Вирішальне значення має її узгодженість із мімічною та тілесною експресією, які втілюють інтерпретаційні наміри диригента, впливають на психофізичний стан виконавців і безпосередньо позначаються на якості хорового звучання. [3]

В дослідженні авторів Ж.Г. Карнічера, Д. К. Гаррідо та С. Оріола аналізуються ключові складові диригентського лідерства: особистісні якості, вербальну комунікацію, легітимність, емоційну самосвідомість, емпатію, соціальні навички, а також здатність до самоконтролю й адаптивності. [4]

В українському науковому дискурсі в осанні роки також вийшло чимало праць, що розглядають диригентсько-хорову підготовку як інтегративний процес. Зокрема в ряді робіт зроблено акцент на значенні індивідуально орієнтованого навчання та розвитку виконавських здібностей з опорою на творчі й проблемні методи (Л. Чинчева [5], Т. Беліська [6]). Я. Кириленко розглядає диригентський жест як органічне продовження музичного мислення, а не як набір штучно створених рухів. Авторка наголошує на важливості розвитку координації, емоційної активності, артистизму і лідерської позиції [7]. Ю. Пучко-Колесник визначає диригування як мистецтво, що поєднує акторські принципи переживання і представлення, підкреслюючи подвійну природу диригента: художньо-виразову і організаційно-управлінську [8]. О. Віла-Боцман аналізує еволюцію системи підготовки диригентів: перехід від домінування хорової практики до посилення ролі індивідуальної роботи в класі під фортепіано. Окремо авторка звертає увагу на сучасні тенденції концертної практики — театралізацію, мультидисциплінарність і розширення виконавських засобів,

а також на багатофункціональність сучасного керівника хору [9]. Схожу проблематику підіймає Є. Бондар, акцентуючи увагу на інтеграції новітніх технічних і медіазасобів у сферу хорової творчості, процесах синтезу мистецтв у хоровому мистецтві, а також необхідності модернізації засад професійної підготовки майбутніх хормейстерів. [10]

Оглянувши науковий дискурс з означеного напрямку дослідження, ми можемо відзначити безумовну актуальність і затребуваність в фаховій науковій оцінці різних аспектів хорової практики сьогодення і відповідної підготовки сучасних хормейстерів. Попри достатню розробленість окремих аспектів диригентсько-хорової підготовки, у сучасних дослідженнях відчутний брак цілісних концепцій, що інтегрують техніко-виконавський, психофізіологічний і комунікативно-управлінський компоненти диригентської діяльності в єдину модель підготовки майбутнього вчителя музичного мистецтва. Недостатньо системно опрацьованими залишаються питання розвитку диригентського жесту як засобу педагогічної комунікації та його зв'язку з емоційною регуляцією і соматичною усвідомленістю виконавця.

Актуальним є також переосмислення підготовки диригента в умовах сучасної виконавської практики, яка дедалі більше включає міждисциплінарні та сценічно-театралізовані форми музичного представлення. Це зумовлює потребу в дослідженні нових педагогічних стратегій, спрямованих на формування гнучкого, багатофункціонального фахівця, здатного діяти в умовах розширеного художньо-комунікативного простору хорового виконавства.

Мета статті (постановка завдання) – обґрунтувати психофізіологічну природу диригентського жесту та визначити роль навчального репертуару як чинника формування моторно-емоційної координації хормейстера.

Виклад основного матеріалу дослідження. Підготовка кваліфікованого диригента у закладах вищої освіти ґрунтується на Робочих програмах курсу диригування, які визначають логіку професійного становлення студента, послідовність формування виконавських умінь і рівень фахових компетентностей, необхідних майбутньому хормейстеру. Саме вони забезпечують системність навчального процесу, поступове ускладнення технічних і художньо-інтерпретаційних завдань, а також окреслюють базові критерії професійної підготовки.

Водночас жодна Робоча програма не здатна повною мірою врахувати унікальність психофізичної організації, темпераменту, художнього мислення та комунікативних якостей кожного студента. Тому справжнє професійне

зростання диригента можливе лише в умовах індивідуалізованого педагогічного підходу, коли викладач не лише формує технічний апарат, а й допомагає майбутньому митцеві віднайти власний стиль, природну мануальну виразність та особистісний спосіб художньої комунікації з колективом. Саме в такому поєднанні нормативної основи та індивідуальної педагогічної роботи формується не просто фахівець, а творчо самостійний диригент-інтерпретатор.

Аксіоматичним у сфері диригентсько-хорового мистецтва є розуміння того, що ключовим чинником формування якісного хорового звучання є техніка диригування та ефективність жестової комунікації диригента з колективом. Завдяки емоційно-вольовому посилу, пластичної виразності жесту, характеру ауфтактів, імпульсу до чіткості метроритмічної організації, динаміки руху диригент формує не лише ансамблеву злагодженість колективу, а й художню концепцію твору. Диригування у цьому контексті постає складною комунікативною системою, що забезпечує передачу виконавських намірів, безпосереднє втілення внутрішнього слухового уявлення, емоційних станів, художнього мислення та інтерпретаційних смислів хористам. «Якщо у XIX — на початку XX століть професійна підготовка фахівців хорової справи проходила в основному на хорових заняттях (хоровий клас, церковний спів), то вже починаючи з 30-х років минулого століття акцент підготовки і виховання хорових диригентів перемістився в класи диригування під фортепіано. Це дало поштовх виникненню хорових шкіл нового на ті часи типу, де диригенсько-виконавська підготовка була не менш важливим компонентом фахової освіти, ніж хоровий клас, хоча останньому було відведено центральне місце у колі спеціальних дисциплін» [9, С. 34] Таким чином, поєднання практичної роботи з хоровим колективом та цілеспрямованого індивідуалізованого розвитку художнього мислення, емоційної виразності й мануальної техніки в класі диригування упродовж майже століття підтверджує свою ефективність у системі професійного становлення диригента-хормейстера. Саме взаємодія цих складових забезпечує формування цілісної творчої особистості, у якій технічна майстерність органічно поєднується з художньою переконливістю та здатністю до комунікації з виконавським колективом.

Робота з хором є незамінною складовою фахової підготовки, значення якої постійно зростає особливо на завершальних етапах навчання — під час підготовки до державної атестації та реалізації набутих компетентностей у концертній програмі з хором. Водночас безпосередня взаємодія з колективом вимагає від молодого диригента одночасного контролю значної кількості виконавських, організаційних і комунікативних чинників, що

нерідко ускладнює процес внутрішнього самоспостереження та своєчасної корекції власних професійних дій. При цьому вимушено публічно висловлені викладачем зауваження не завжди виявляються педагогічно ефективними, а природна для більшості молодих диригентів невпевненість, що часто ґрунтується на загалом конструктивному самокритичному ставленні до себе, може поступово трансформуватися у страх перед колективом або, навпаки, у надмірно напружену й емоційно різку манеру спілкування. За таких умов ускладнюється формування органічної диригентської комунікації та стабільного психофізичного контролю над власним виконавським апаратом. Тому значення індивідуальних занять з диригування у системі професійної підготовки важко переоцінити. Вони створюють умови для студентоцентрованого підходу, у межах якого стає можливим глибоке врахування психоемоційних, моторних і художньо-інтелектуальних особливостей студента, а також цілеспрямоване формування тих професійних якостей, які потребують делікатної, поетапної та індивідуально виваженої педагогічної роботи.

Наразі сучасна диригентсько-педагогічна практика дедалі більше спирається на осмислення диригентського жесту крізь призму концепції embodied cognition, відповідно до якої мислення, емоційне переживання та тілесна дія функціонують як цілісна система. З огляду на це, мануальна техніка не може формуватися ізольовано від розвитку внутрішнього слуху, музичної уяви, емоційної чутливості та здатності до художнього переживання музичного матеріалу. Технічно точний, але емоційно не наповнений жест втрачає комунікативну та художню ефективність, оскільки не забезпечує передачі образно-смислового змісту твору виконавському колективу. Водночас, художня виразність та емоційна наповненість диригентського жесту стають можливими лише за умов вільного, м’язово ефективного функціонування мануального апарату диригента. У традиційній системі диригентської освіти важливу роль у цьому процесі відігравали спеціальні технічні вправи, спрямовані на вироблення диференційованих рухів рук, свободи плечового поясу, пластичності кисті, координації ліктьового суглоба та правильної постави корпусу. Через багаторазове повторення рухових моделей формувалася так звана «пам’ять тіла», завдяки якій технічні елементи поступово переходили у сферу автоматизованих психофізичних реакцій.

Сучасні умови професійної освіти суттєво змінюють специфіку цього поступального процесу. Дистанційні формати навчання періоду пандемії та воєнного часу нерідко обмежували можливості систематичної роботи над тілесною координацією та мануальною свободою. Унаслідок цього студенти можуть приходити до класу диригування ЗВО з недостатньо

сформованими навичками тілесного контролю, залишковими затисками у плечовому поясі, кисті або ліктьовому суглобі. Іншою тенденцією динаміки сьогодення є прихід у диригентський фах музикантів, які вже мають сформований досвід в іншій професійній сфері та здобувають другу вищу освіту. Цей фактор може стати потужним ресурсом професійного становлення, однак за відсутності достатньої диригентської бази він іноді спонукає студента передчасно реалізовувати складні художні концепції через ще не сформований мануальний апарат. Тому робота викладача має передбачати не лише технічну корекцію жесту, а й тонке розуміння творчої індивідуальності студента, його психофізичних особливостей та емоційного типу реагування. Набуті за різних умов тілесні затиски спричиняють не лише швидку втому рук, появу неконтрольованих допоміжних рухів і деформацію диригентської схеми, а й порушують виразну лінію жесту, впливаючи як на технічний, так і на художньо-виразний бік диригування. Обмеження свободи руху призводить до неправильних візуальних акцентів, ускладнює передачу характеру музики та знижує ефективність невербальної взаємодії з хоровим колективом. За умови закріплення таких проявів формується мануальний апарат із базовими недоліками, які згодом значно складніше піддаються корекції в професійній практиці.

Зміна психологічного портрета студента, інтенсифікація інформаційного середовища та зростання вимог до якості професійної комунікації особливо актуалізують необхідність переосмислення методичних підходів саме у сфері індивідуальної підготовки. Адже саме формат індивідуальних занять створює найбільш сприятливі умови для врахування особистісних, психоемоційних і когнітивних особливостей конкретного студента, дозволяючи гнучко адаптувати педагогічні стратегії відповідно до його професійних потреб і динаміки розвитку. Це не передбачає відмови від усталених педагогічних принципів, однак стимулює пошук нових способів їх реалізації, адаптованих до сучасних викликів фахової підготовки. Особливої актуальності набуває переведення значної частини емпірично сформованих методичних практик у площину науково обґрунтованих і психофізіологічно виважених педагогічних стратегій. Зокрема останнім часом вектор професійної підготовки зміщується від засвоєння сукупності знань, умінь і навичок до «пошуку індивідуального стилю, таким чином зберігаючи традиції школи, з одного боку, та оновлюючи зміст навчання згідно з сучасними потребами сцени».[9, С. 36] У цьому контексті закономірним постає звернення до міждисциплінарних концепцій, здатних пояснити природу диригентської діяльності не лише як сукупності технічних навичок, а як складного процесу взаємодії когнітивних, емоційних і тілесно-моторних механізмів.

У зв'язку з цим особливої актуальності набуває інтеграція соматичних практик у систему диригентської підготовки, використання методик розвитку тілесної усвідомленості та інструментів діагностики психофізичного стану студента. Такі підходи дозволяють розглядати мануальний апарат не ізольовано, а як частину цілісної системи взаємодії тіла, емоції, слухового уявлення та художнього мислення.

Означений підхід базується на балансі фізіологічної, емоційної та інтелектуальної складової. Надмірна емоційність може провокувати фізичне перенапруження та затиски, коли внутрішня експресія не знаходить органічного тілесного втілення. Проте не менш помилковим є прагнення повністю обмежити емоційне включення студента у музичний процес, зводячи диригування виключно до технічного тренування рухів. Тілесна пам'ять не повинна бути суто механічною, адже вона значною мірою пов'язана з емоційним переживанням що стає необхідним чинником формування природного жесту, оскільки саме через особистісне переживання музики виникає внутрішня мотивація руху та органічна пластика диригентської дії. «Опора на образне уявлення, емоційну характеристику стає бажаною, необхідною, бо вона найбільш притаманна художньому сприйняттю. Специфічною особливістю образності є поєднання того, що бачимо, з тим, що чуємо. Для однієї людини домінуючими є зорові образи, для іншої — слухові або моторні» [7, С. 51] Таким чином органічний диригентський жест виникає як результат внутрішньої слухової моделі звучання, емоційного імпульсу та усвідомленого тілесного контролю.

Показовими є ілюстрації із власної педагогічної практики та фахових спостережень, які демонструють навчальний репертуар як чинник корекції психофізичних якостей студента.

Студентка «N» вирізнялася пластичністю та природною гнучкістю рук, однак її диригуванню бракувало енергетичної наповненості й вольового імпульсу, що проявлялося у нечіткій звуковій точці та недостатньо активному ауфтакті. Натомість студент «К» мав яскраво виражені лідерські якості, впевнений жест і точний ауфтакт, проте надмірна емоційна експресія спричиняла затиски мануального апарату.

Включення до їхнього репертуару першої частини «O Fortuna» з Carmina Burana К. Орфа продемонструвало різні психофізичні реакції. Для студентки «N» твір спочатку виявився складним: їй було важко утримувати стабільну метричну пульсацію, вибудовувати поступове енергетичне наростання та досягати переконливої кульмінації. Вона навіть зазначала, що музика емоційно їй не близька. Проте саме робота над цим матеріалом допомогла їй відкрити внутрішні енергетичні ресурси, зібрати жест, усвідомити значення вольової складової диригування та відчути механізм

досягнення насиченого forte без фізичного затиску. У цьому випадку моторика притаманна метро-ритмічній структурі «O Fortuna» К. Орфа виступила не лише технічним інструментом, а і носієм смислу, який став своєрідним ключем до психофізичного розвитку студентки.

Студент «К», навпаки, із захопленням сприйняв твір, вбачаючи у ньому відповідність власному темпераменту й харизмі. Однак прагнення максимальної емоційної ефектності лише посилило мануальні затиски, через що репертуар на певному етапі довелося змінити. Лише згодом, на старших курсах, коли його психофізичний апарат став більш збалансованим і технічно підготовленим, він зміг повернутися до цього твору та переконливо реалізувати його художню концепцію.

Цей приклад демонструє, яким чином репертуар у диригентській підготовці може виконувати не лише художню чи технічну функцію, а й психофізичну. Викладачеві важливо враховувати емоційний відгук студента на музичний матеріал, однак не менш важливо — інколи свідомо виводити його із зони психологічного комфорту. Твір, який подобається студентові, не завжди є педагогічно доцільним на конкретному етапі навчання, тоді як емоційно далекий матеріал може стати потужним стимулом для розвитку нових психофізичних якостей і професійного зростання.

Інший випадок демонструє важливість набуття тілесно-орієнтованого самоконтролю**.** Студент «М» мав пластичні руки й переконливо виглядав у творах камерно-ліричного характеру, однак диригування в більш широкій динамічній площині та експресивному характеру твору виявляло затиск плечового суглоба, обмеженість рухів і швидку втому, що негативно позначалося на якості жесту. Викладач тривалий час добирав лише комфортний для студента репертуар, «в якому студент гарно виглядав» сподіваючись, що проблема зникне з набуттям досвіду. Про те такий підхід виявився помилковою стратегією приховування виконавських недоліків студента. На старших курсах це призвело до професійної скутості та страху перед творами іншої стильової й емоційної природи.

Ситуацію вдалося скоригувати після введення до програми нескладних творів із насиченим динамічним розвитком та активною емоційною сферою. Робота поєднувалася з вправами на звільнення рук і постійним контролем м’язового стану під час диригування, що стало важливим кроком до подолання фізичного затиску студента. Формування навички тілесного самоконтролю дало змогу своєчасно відчувати виникнення напруження та виробити механізм його усунення безпосередньо в процесі диригування. У результаті це поступово призвело до повного зникнення проявів м’язового затиску. Наведений приклад демонструє ефективність методу тілесно-орієнтованого самоконтролю та

м'язової саморегуляції у процесі індивідуальної роботи зі студентом, що проявилося у поступовому подоланні м'язових затисків і формуванні стійкої навички керування тілесним станом під час диригування.

Іншою важливою площиною формування диригентських компетенцій є розвиток вольової та психоемоційної регуляції як основи виразності диригентського жесту. Питання про те, чи є диригентська воля вродженою або набутою якістю, досі залишається дискусійним, однак у будь-якому разі вона виступає суттєвим чинником професійної придатності. На думку автора, за наявності вроджених передумов вольова харизма може проявлятися як відкрито, так і бути прихованою під впливом особистої сором'язливості, емоційної закритості, зумовлюючись індивідуально-психологічними особливостями особистості.

Опираючись на власний педагогічний досвід, можна виокремити два полярні типи прояву цього феномену, між якими існує широкий спектр індивідуальних варіантів. Так, студентка «А» вступила до ЗВО з добре сформованим і технічно вільним мануальним апаратом, однак практично не демонструвала ознак диригентської волі: її жест був ілюстративним і емоційно нейтральним. Спроби активізувати емоційний компонент, навпаки, призводили до ще більшого пригнічення її внутрішнього імпульсу. У процесі навчання з'ясувалося, що ключовим бар'єром був страх помилки та можливого знецінення емоційного прояву, який блокував як емоційну, так і інтелектуальну активність. Лише поступове формування довіри до викладача й переосмислення ролі помилки як природного етапу навчання дозволили зняти внутрішні обмеження. У результаті студентка змогла розкрити свій потенціал, виявивши глибоку емоційність, експресивність і справжню вольову харизму диригента.

Інший випадок — студент «К» — навпаки, одразу демонстрував яскраву харизматичність, упевненість в інтерпретаційних рішеннях і високу емоційну експресію. Водночас у виконанні кожного твору домінувала його особистісна емоційність, яка часто виходила за межі стилістичних вимог і набувала гіперболізованого характеру. У роботі з ним розглядалися різні педагогічні стратегії: добір лірично-філософського репертуару, який не провокує надмірної експресії; використання моторних творів для розвитку технічно-конструктивного мислення; а також корекція психологічно-емоційних установок. Пріоритет було надано саме третій стратегії, хоча репертуарна корекція також відіграла важливу роль. Водночас штучне обмеження емоційності виявилося неефективним, оскільки в інших умовах студент знову повертався до надмірно експресивної манери. Тому основний акцент було перенесено на формування уявної взаємодії з виконавським колективом. Кожен жест мав отримувати усвідомлене фахове

обґрунтування — через аналіз динаміки, штрихів, теситурних умов і логіки розвитку музичної думки. Ці установки поєднувалися з репертуаром, що не придушував експресію, а сприяв її стабілізації через тривале утримання. У підсумку це сприяло формуванню в студента здатності до емоційного балансу, раціонального розподілу енергії та усвідомленого вибудовування кульмінаційних зон. Зміщення фокусу з власних емоцій на взаємодію з виконавцями та структурну організацію музичного процесу дозволило скоригувати вольово-емоційну складову в напрямі її професійної ефективності.

Отже, можна стверджувати, що емоційно-психологічний стан диригента безпосередньо визначає не лише параметри жесту (амплітуду, імпульс, енергетичну насиченість), а й впливає на розвиток емоційного інтелекту, здатність до внутрішньої концентрації та керування сценічним напруженням. Таким чином, психоемоційна регуляція виступає базовою умовою формування виразного диригентського жесту, забезпечуючи динамічну рівновагу між внутрішнім переживанням і його професійно організованим зовнішнім виявом. Спеціально підібраний, індивідуалізований репертуар є важливим педагогічним інструментом в цьому контексті, що може виступати, як психофізичний тригер сприяти розвитку емоційної регуляції, підтримувати баланс між внутрішньою експресією та її мануальним вираженням і поступово формувати професійну стійкість. Натомість формальний або невідповідний репертуарний добір здатен, навпаки, посилювати дисгармонію між емоційним станом і жестовою реалізацією, ускладнюючи процес становлення диригентських компетенцій.

Разом з тим навчальний репертуар доцільно розглядати також як каталізатор формування різнопланових моделей диригентського жесту. Різні стилістичні напрями активують відмінні типи моторики — від барокової чіткості до романтичної пластичності чи сонористичних прийомів сучасної музики. Водночас вони змінюють характер дихання, м’язового тонусу та загальну тілесну організацію виконавця. Крім того, різні твори провокують специфічні емоційні стани, які безпосередньо відображаються у жестовій реакції. У цьому сенсі репертуар виконує не лише функцію накопичення виконавського досвіду, а й сприяє розвитку художньої фантазії та активізує своєрідний «акторський компонент» диригентської діяльності, оскільки змушує студента входити в різні образно-рольові стани, ототожнювати себе з характером музичного матеріалу та внутрішньою логікою твору. Доречним буде навести думку Ю. Пучко-Колесник «диригування спирається на два найважливіші принципи акторського мистецтва — воно ніби балансує між мистецтвом переживання та мистецтвом представлення, виявляючи як істинне почуття, так і жестову

ілюзію почуттєвих переживань» [8, С. 14]. Таким чином «перевтілення» в межах різних стилістичних і емоційних контекстів розвиває здатність до сценічного проживання музики, формує гнучкість інтерпретаційного мислення та розширює художню уяву. У результаті диригентський жест набуває не лише технічної визначеності, а й виразної театралізованої та комунікативно-образної природи. Тому викладачеві важливо формувати індивідуальний план розвитку студента, послідовно й системно включаючи до репертуару твори різних епох, стилів та художньо-образного змісту. Це забезпечує не лише розширення виконавського досвіду, а й формування усвідомленого володіння художніми засобами мануальної техніки. Адже диригування музики Моцарта не може здійснюватися тим самим жестовим комплексом, що й інтерпретація творів Лисенка чи Верді, оскільки кожен стиль потребує відповідної пластичної, енергетичної та емоційної організації руху. Усвідомлення цієї стильової специфіки породжує адекватні емоційно-рухові реакції та відповідні мануальні жести, а розуміння технічних завдань хорового колективу визначає принципи ефективного впливу диригента на виконавський процес. У цьому контексті особливого значення набуває вміння трансформувати власні переживання у контрольований і функціонально доцільний мануальний рух, бо «…на відміну від актора, диригент не лише грає роль, тобто втілює за допомогою міміко-пластичних засобів відповідний музичний образ, але й одночасно керує процесом колективного виконавства, що вимагає підвищеного раціоналізму» [8, С. 14]. Зазначена трансформація, що проєктує «мистецтво переживання» на «мистецтво втілення і керування» не є автоматичною і потребує цілеспрямованого формування відповідних психоемоційних і поведінкових установок. Саме робота в класі з диригування повинна створити траєкторію шляху навчання від внутрішнього емоційно-смислового імпульсу — через психофізичне втілення — до комунікативно виразного диригентського жесту. Цей шлях завжди має індивідуальний характер і зумовлюється особистістю студента. Також ще на етапі навчання в класі з диригування важливим завданням викладача є спрямування уяви студента на комунікацію з хоровим колективом не лише засобами мануальної техніки, а через цілісну систему невербальної взаємодії. «Через мову тіла ми можемо виразити багато невербально, що диригент може використовувати для досягнення намічених цілей. Дихання важливе в мові тіла; диригент повинен дихати хором, і це теж є способом спілкування” [3, С. 63].

Крім цього, важливо пам’ятати, що диригент на сцені є не лише організатором виконавського процесу, а й повноцінним учасником сценічного дійства. Його пластика, поведінка, характер взаємодії з хором,

емоційна реакція та сценічна присутність формують особливий візуально-емоційний простір, який безпосередньо впливає на сприйняття музики публікою. Глядач сприймає диригента як носія художньої ідеї твору, через якого передається енергетика й емоційна атмосфера виконання. «Під час концерту диригент стає посередником між ансамблем, твором та публікою. У цьому сенсі театральність деяких диригентів дуже приваблює публіку, оскільки вони ефективніше передають їхні почуття та сприяють кращому розумінню змін настрою, ставлення, контрастів тощо у творі[4, С. 86]. Саме тому сценічна органічність, культура руху, виразність міміки та здатність до невербальної комунікації стають важливими складовими професійного образу диригента і суттєво впливають на переконливість виконавської інтерпретації.

Висновки. Сучасні умови професійної підготовки зумовлюють необхідність впровадження комплексного підходу, що поєднує традиційні методи диригентсько-хорової освіти з тілесно-орієнтованими практиками, рефлексивними технологіями та індивідуалізованими освітніми траєкторіями. Такий підхід сприяє формуванню не лише технічно компе-тентного, а й художньо свідомого, психофізично врівноваженого диригента, здатного до гнучкої інтерпретації та ефективної комунікації з хоровим колективом.

У цьому контексті диригентський жест є інтегративним психофізичним утворенням, у якому поєднуються моторні, емоційні та когнітивні процеси, що забезпечують цілісність виконавського акту. Відповідно, його формування передбачає не лише опанування технічних навичок, а й розвиток соматичної свідомості, емоційної регуляції та внутрішнього художнього мислення.

Особливого значення у цьому процесі набуває навчальний репертуар який доцільно трактувати як інструмент цілеспрямованого психофізичного розвитку. Через різностильовий, різножанровий та образно-емоційних музичний матеріал моделюються різні типи диригентського жесту, відбувається синхронізація внутрішнього імпульсу та його зовнішнього пластичного втілення. У цьому процесі студент повинен не пригнічувати власну емоційність, а навчитися знаходити баланс між внутрішнім переживанням музики та свідомою організацією диригентського жесту, поступово вибудовуючи власну професійну систему невербальної художньої комунікації. Йдеться не лише про накопичення виконавського досвіду а й про корекції психофізичних якостей, формування тілесно-орієнтованого самоконтролю, розвиток вольової та психоемоційної регуляції та вироблення різнопланових моделей диригентського жесту. Це забезпечує послідовне професійне зростання студента і формування його індивідуального виконавського профілю. Індивідуально обраний репертуар

має спиратися на врахування психофізичних особливостей, продуману систему емоційних стимулів і оцінювання результатів у динаміці розвитку, а не лише в межах ситуативного успіху. Лише на основі комплексного аналізу стартового рівня підготовки студента, його наявного фахового багажу та індивідуальних перспектив розвитку можна визначити адекватний репертуарний вектор і педагогічні методи, які одночасно сприятимуть розвитку тілесної свободи, координації рухів, емоційної органічності та особистісного художнього самовираження.

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ЗМІШАНЕ НАВЧАННЯ В УМОВАХ ЦИФРОВОЇ ТРАНСФОРМАЦІЇ ОСВІТИ: СУЧАСНІ ТЕХНОЛОГІЇ, МОДЕЛІ ТА ПЕРСПЕКТИВИ ВИКОРИСТАННЯ ШТУЧНОГО ІНТЕЛЕКТУ

Анотація. У статті досліджено особливості організації змішаного навчання в умовах цифрової трансформації сучасної освіти та визначено його роль у модернізації освітнього процесу закладів вищої освіти. Обґрунтовано актуальність поєднання традиційних форм навчання з цифровими технологіями, інтерактивними платформами та онлайн-сервісами в умовах розвитку інформаційного суспільства, глобалізації, дистанційної взаємодії та впровадження інноваційних освітніх практик.

Проаналізовано сучасні підходи до трактування поняття «змішане навчання» (blended learning), розкрито його основні переваги, педагогічний потенціал і специфіку реалізації в системі вищої освіти. Визначено, що змішане навчання забезпечує гнучкість освітнього процесу, індивідуалізацію навчання, підвищення мотивації здобувачів освіти, розвиток критичного мислення, цифрової грамотності та навичок самоосвіти. Охарактеризовано особливості інтеграції очного та дистанційного форматів навчання, синхронної й асинхронної взаємодії, а також сучасних інформаційно-комунікаційних технологій у професійну підготовку майбутніх фахівців.

У статті висвітлено найбільш поширені моделі змішаного навчання, зокрема «перевернутий клас», ротаційні моделі, онлайн-лабораторії, проєктне навчання та самостійне змішування. Визначено їхні дидактичні можливості, переваги та особливості застосування в освітньому процесі. Значну увагу приділено використанню цифрових платформ і сервісів, серед яких Google Classroom, Microsoft Teams, Google Forms, Kahoot, Quizlet, Miro, Coursera та інші інструменти, що забезпечують інтерактивність, доступність і ефективність навчання.

Окремо проаналізовано перспективи використання технологій штучного інтелекту в системі змішаного навчання. З'ясовано, що AI-технології сприяють персоналізації освітнього процесу, автоматизації оцінювання, адаптації навчального контенту до індивідуальних потреб здобувачів освіти та розвитку цифрових компетентностей.

Охарактеризовано можливості використання інтелектуальних цифрових помічників, платформ адаптивного навчання та систем Learning Analytics для підвищення ефективності освітнього процесу.

У результаті дослідження встановлено, що ефективне впровадження змішаного навчання потребує належного рівня цифрової компетентності викладачів, розвитку цифрової інфраструктури, модернізації методичного забезпечення та системної інтеграції інноваційних освітніх технологій. Доведено, що змішане навчання є перспективною моделлю організації освітнього процесу, здатною забезпечити підвищення якості освіти, конкурентоспроможності майбутніх фахівців і адаптацію системи освіти до сучасних суспільних викликів.

Ключові слова: змішане навчання, blended learning, цифрова трансформація освіти, інформаційно-комунікаційні технології, дистанційне навчання, цифрові платформи, штучний інтелект, адаптивне навчання, Learning Analytics, цифрова компетентність, заклади вищої освіти, освітні технології, інтерактивне навчання, персоналізація навчання.

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BLENDED LEARNING IN THE CONTEXT OF THE DIGITAL TRANSFORMATION OF EDUCATION: CURRENT TECHNOLOGIES, MODELS, AND PROSPECTS FOR THE USE OF ARTIFICIAL INTELLIGENCE

Abstract. This article examines the characteristics of organizing blended learning in the context of the digital transformation of modern education and identifies its role in modernizing the educational process at institutions of higher education. The relevance of combining traditional forms of learning with digital technologies, interactive platforms, and online services is substantiated in the context of the development of the information society, globalization, remote interaction, and the implementation of innovative educational practices.

The article analyzes contemporary approaches to interpreting the concept of "blended learning," highlights its main advantages, pedagogical potential, and specific implementation in the higher education system. It is determined that blended learning ensures the flexibility of the educational process, the individualization of learning, increased motivation among students, and the development of critical thinking, digital literacy, and self-learning skills. The article describes the features of integrating face-to-face and distance learning formats, synchronous and asynchronous interaction, as well as modern information and communication technologies into the professional training of future specialists.

The article highlights the most common models of blended learning, including the "flipped classroom," rotational models, online labs, project-based learning, and self-directed blending. Their didactic potential, advantages, and specific applications in the educational process are identified. Significant attention is paid to the use of digital platforms and services, including Google Classroom, Microsoft Teams, Google Forms, Kahoot, Quizlet, Miro, Coursera, and other tools that ensure interactivity, accessibility, and the effectiveness of learning.

The prospects for using artificial intelligence technologies in the blended learning system are analyzed separately. It has been established that AI technologies contribute to the personalization of the educational process, the automation of assessment, the adaptation of educational content to the individual needs of learners, and the development of digital competencies. The possibilities of using intelligent digital assistants, adaptive learning platforms, and Learning Analytics systems to enhance the effectiveness of the educational process are described.

The study found that the effective implementation of blended learning requires an adequate level of digital competence among teachers, the development of digital infrastructure, the modernization of teaching materials, and the systematic integration of innovative educational technologies. It has been demonstrated that blended learning is a promising model for organizing the educational process, capable of ensuring improved educational quality, the competitiveness of future professionals, and the adaptation of the education system to contemporary societal challenges.

Keywords: blended learning, digital transformation of education, information and communication technologies, distance learning, digital platforms, artificial intelligence, adaptive learning, Learning Analytics, digital competence, higher education institutions, educational technologies, interactive learning, personalized learning.

Постановка проблеми. Сучасний освітній простір перебуває у стані активної трансформації, що зумовлено стрімким розвитком цифрових технологій, зміною потреб суспільства та необхідністю модернізації традиційних підходів до навчання. У цих умовах особливої актуальності набуває пошук ефективних педагогічних моделей, здатних гармонійно поєднувати класичні методи навчання з інноваційними цифровими інструментами. Освіта сьогодні орієнтується не лише на передачу знань, а й на формування ключових компетентностей, розвиток критичного мислення, самостійності, інформаційної культури та готовності здобувачів освіти до професійної діяльності в умовах цифрового суспільства.

Вагомий вплив на оновлення освітнього процесу здійснює стрімкий розвиток інформаційно-комунікаційних технологій (ІКТ), які відкривають нові можливості для організації навчання, забезпечення мобільності, інтерактивності та доступності освітніх ресурсів. У зв'язку з цим одним із найбільш затребуваних і перспективних напрямів сучасної освіти стало змішане навчання (blended learning), що поєднує традиційні аудиторні форми роботи з онлайн-компонентами навчального процесу. Популярність такого підходу пояснюється його гнучкістю, можливістю індивідуалізації освітньої траєкторії, адаптацією до потреб здобувачів освіти та підвищенням ефективності засвоєння навчального матеріалу.

Разом із тим упровадження технологій змішаного навчання супроводжується низкою суттєвих викликів. Серед них особливого значення набувають питання професійної готовності викладачів до роботи в цифровому освітньому середовищі, необхідність інтеграції різних форм навчання без втрати якості освітнього процесу, забезпечення стабільної технічної підтримки та доступу до сучасних цифрових ресурсів. Важливим аспектом є також урахування індивідуальних освітніх потреб, стилів навчання та рівня цифрової компетентності здобувачів освіти, що потребує адаптації моделей змішаного навчання до специфіки кожного закладу вищої освіти (ЗВО).

Крім того, сучасні умови розвитку освіти, зокрема процеси цифровізації, глобалізації та вимушена трансформація освітнього середовища в умовах кризових викликів, актуалізують необхідність переосмислення підходів до організації навчання. Саме тому детальне дослідження особливостей оптимального поєднання онлайн-навчання й традиційних методів викладання, визначення їх переваг, недоліків та педагогічного потенціалу є надзвичайно актуальним для забезпечення ефективної реалізації змішаного навчання в сучасній системі освіти.

Аналіз останніх досліджень і публікацій. Результати численних вітчизняних і зарубіжних наукових досліджень підтверджують позитивний

вплив змішаного навчання на якість освітнього процесу та академічні досягнення здобувачів освіти. У сучасній педагогічній науці значна увага приділяється вивченню особливостей організації змішаного навчання, його методологічних засад, переваг і можливостей використання в умовах цифрової трансформації освіти.

Так, І. Червінська, Н. Мельник та Н. Галюк у своїх наукових розвідках розкрили теоретико-методологічні основи технологій змішаного навчання та охарактеризували специфіку їх упровадження в освітній процес. Дослідники наголошують, що технології змішаного навчання є одним із найбільш ефективних способів організації навчального процесу в умовах карантинних обмежень, пандемії, воєнного стану та обмеженого доступу до аудиторного навчання [1]. Автори акцентують увагу на необхідності забезпечення гнучкості освітнього середовища, здатного адаптуватися до сучасних викликів і потреб суспільства.

Важливий внесок у дослідження проблематики змішаного навчання здійснив Р. Кастро, який проаналізував сучасні тенденції та можливості використання blended learning у системі вищої освіти [2]. Науковець підкреслює, що поєднання онлайн- і офлайн-форм навчання сприяє підвищенню ефективності освітнього процесу, розвитку самостійності здобувачів освіти та формуванню навичок самоорганізації, що є особливо актуальним у сучасному цифровому суспільстві.

Т. Собченко присвятила свої наукові праці аналізу різних підходів до трактування поняття «змішане навчання». У результаті дослідження авторка дійшла висновку, що спільною ознакою всіх підходів є організація взаємодії суб'єктів освітнього процесу шляхом поєднання дистанційного (онлайн) та традиційного (офлайн) форматів навчання [3]. Такий підхід, на думку дослідниці, забезпечує більш ефективне засвоєння навчального матеріалу та створює умови для індивідуалізації навчання.

Р. Гуревич та інші науковці узагальнили досвід масового переходу до онлайн-навчання в умовах пандемії та воєнного стану в Україні. Дослідники зазначають, що змішане навчання, як одна з форм електронного навчання, найбільш результативно сприяє формуванню загальнокультурних і професійних компетентностей майбутніх фахівців [4]. Особливу увагу автори звертають на важливість використання сучасних цифрових платформ, інтерактивних методів навчання та розвитку цифрової компетентності викладачів і здобувачів освіти.

На думку В. Мізюк, М. Дмитрієва та Є. Абросімова, ефективне впровадження змішаного навчання в систему освіти України потребує ретельного планування, адаптації навчальних програм та модернізації методичного забезпечення [5]. Науковці підкреслюють, що успішна

реалізація технологій blended learning можлива лише за умови комплексного підходу, який передбачає належну технічну підтримку, підготовку педагогічних кадрів та створення сучасного цифрового освітнього середовища.

Метою статті є дослідження особливостей організації змішаного навчання у закладах вищої освіти, визначення переваг і недоліків поєднання онлайн- та традиційних форм навчання, аналіз сучасних моделей blended learning, цифрових технологій та інноваційних інструментів, що забезпечують ефективність освітнього процесу в умовах цифрової трансформації освіти.

Виклад основного матеріалу. В Україні на сучасному етапі розвитку освіти спостерігається поступовий перехід від традиційної суб'єкт-суб'єктної освітньої парадигми до полісуб'єктної моделі взаємодії. Така трансформація передбачає активну участь усіх суб'єктів освітнього процесу у створенні й засвоєнні знань, а також розширення комунікації між викладачами, здобувачами освіти та цифровим освітнім середовищем. У межах нової парадигми особливого значення набуває взаємодія учасників освітнього процесу із сучасними інформаційно-комунікаційними технологіями, соціальними мережами, онлайн-платформами, хмарними сервісами, інтерактивними ресурсами та іншими цифровими інструментами, які суттєво змінюють організацію навчання.

Сучасна система освіти дедалі активніше орієнтується на впровадження інноваційних підходів, що ґрунтуються на використанні ІКТ, інтерактивних методів, цифрових платформ і технологій дистанційної комунікації.

На відміну від традиційних методів навчання, які часто обмежують активність здобувачів освіти репродуктивним засвоєнням інформації, сучасні освітні технології створюють умови для розвитку критичного мислення, творчих здібностей, комунікативних навичок та самостійної пізнавальної діяльності. Крім того, інтеграція цифрових інструментів сприяє персоналізації навчання, дає змогу адаптувати освітній контент до індивідуальних потреб здобувачів освіти та забезпечує більшу гнучкість освітнього процесу.

Традиційне очне навчання та сучасне онлайн-навчання мають власні переваги, які ефективно доповнюють одне одного. Очний формат забезпечує безпосередню взаємодію між викладачем і здобувачами освіти, створює умови для живого спілкування, розвитку емоційного інтелекту, рефлексії, формування комунікативних умінь і своєчасного отримання зворотного зв'язку. Водночас онлайн-навчання відкриває нові можливості для швидкого доступу до інформації, використання електронних освітніх ресурсів, інтерактивних платформ, відеоконференцій, цифрових бібліотек

та навчальних сервісів, що значно прискорює процес засвоєння знань і розширює межі навчального середовища.

Завдяки поєднанню цих двох форм навчання здобувачі освіти можуть працювати як під безпосереднім керівництвом викладача, так і самостійно, використовуючи різноманітні цифрові ресурси, онлайн-курси, мультимедійні матеріали та інтерактивні завдання. Такий підхід сприяє формуванню навичок самоосвіти, самоорганізації та відповідальності за результати власного навчання, що є надзвичайно важливим в умовах сучасного інформаційного суспільства.

Змішане навчання ефективно інтегрує різні форми подачі навчального матеріалу, моделі викладання та стилі навчання, формуючи цілісний, системний і цілеспрямований підхід до організації освітнього процесу. Воно поєднує онлайн- та традиційні форми навчання, зокрема використання інтернет-технологій і очного навчання (face-to-face, FTF) [6]. Завдяки гармонійному поєднанню синхронного й асинхронного форматів навчання змішані методи дозволяють здобувачам освіти досягати високих академічних результатів, забезпечують гнучкість освітнього процесу та підвищують рівень мотивації до навчання.

Попри різноманітність наукових підходів до трактування поняття «змішане навчання», більшість дослідників сходяться на думці, що його основою є інтеграція різних освітніх технологій: традиційних, електронних, дистанційних, мобільних та інтерактивних. Саме така комплексність є важливою передумовою ефективної реалізації blended learning у сучасному закладі вищої освіти. У контексті цифрової трансформації освіти змішане навчання дедалі більше розглядається не лише як технологія організації навчального процесу, а як сучасна освітня концепція, що змінює структуру, зміст і методи навчання, трансформує ролі викладача та здобувача освіти, а також спрямована на підвищення якості освіти й формування конкурентоспроможного фахівця [3].

При надмірному використанні дистанційного навчання частково втрачається середовище реального міжособистісного спілкування, оскільки взаємодія між учасниками освітнього процесу переважно здійснюється через електронне інформаційно-освітнє середовище за допомогою повідомлень, вебконференцій, вебінарів, чатів або відеозв'язку. Такий формат комунікації, попри свою доступність і технологічність, не завжди здатний повною мірою забезпечити емоційну взаємодію, оперативний зворотний зв'язок та атмосферу колективної співпраці, які є важливими складниками ефективного навчання. На відміну від суто дистанційного формату, змішане навчання дозволяє подолати цей недолік, оскільки забезпечує безпосередній контакт між усіма учасниками освітнього процесу та поєднує переваги

цифрової й традиційної комунікації [7]. Сучасні цифрові технології значно розширюють можливості здобувачів освіти, надаючи їм більше свободи у виборі темпу, способів і траєкторії навчання. Змішане навчання забезпечує швидкий доступ до навчальної інформації з будь-якої точки світу за наявності комп'ютера, планшета чи смартфона та підключення до мережі Інтернет. Освітній процес у режимі реального часу, як очний, так і віртуальний, орієнтується насамперед на потреби здобувача освіти, створюючи більш гнучкі умови навчання порівняно з традиційною системою, де участь у заняттях жорстко регламентується конкретним часом і місцем проведення.

Водночас змішане навчання, попри свої численні переваги, має і певні недоліки. Зокрема, серед основних проблем можна виокремити зниження рівня особистісної взаємодії між учасниками освітнього процесу, трансформацію традиційних ролей викладача та здобувача освіти, ризик зниження навчальної мотивації через недостатній рівень самодисципліни й відсутність постійного зовнішнього контролю. Крім того, важливою проблемою залишається недостатня підготовленість окремих здобувачів освіти до роботи із цифровими інструментами, електронними платформами та сучасними інформаційними ресурсами. У сучасних умовах до цього додаються також питання технічного забезпечення, стабільного доступу до Інтернету та цифрової нерівності, що можуть впливати на якість освітнього процесу.

Попри зазначені труднощі, змішане навчання сьогодні є одним із найбільш ефективних варіантів організації освітнього процесу, особливо в умовах карантинних обмежень, пандемії, воєнного стану чи обмеженого доступу до аудиторного навчання. Використання технологій blended learning у педагогічній практиці сприяє оптимізації партнерської взаємодії в системі «викладач – здобувач освіти», формуванню цифрових компетентностей, розвитку навичок самоосвіти та самостійної роботи, а також покращує результати програмного навчання й підвищує ефективність освітнього процесу в закладах вищої освіти [1].

Сучасна педагогічна практика пропонує низку стратегій успішного поєднання онлайн- і традиційних методів навчання. Однією з найбільш популярних і результативних моделей є «перевернутий клас» (flipped classroom), який активно впроваджується у вітчизняній та зарубіжній освітній практиці. Сутність цієї моделі полягає в тому, що здобувачі освіти самостійно опановують новий теоретичний матеріал за допомогою онлайн-ресурсів, відеолекцій, цифрових платформ або інтерактивних матеріалів, тоді як аудиторний час використовується для виконання практичних завдань, обговорень, аналізу проблемних ситуацій і дискусій.

За таких умов роль викладача суттєво трансформується: він виступає не лише джерелом знань, а насамперед наставником, фасилітатором і консультантом, який допомагає здобувачам освіти застосовувати отримані знання на практиці та розвивати критичне мислення. Такий підхід змінює ставлення здобувачів освіти до навчального процесу: із пасивних слухачів вони перетворюються на активних учасників освітньої діяльності, здатних самостійно шукати, аналізувати й опрацьовувати інформацію. Це, безумовно, сприяє розвитку самостійності, відповідальності, пізнавальної активності та формуванню навичок безперервного навчання впродовж життя [8].

У сучасній педагогічній практиці викладачі найчастіше використовують такі моделі змішаного навчання, як проєктне навчання, онлайн-лабораторії, самостійне змішування, а також аудиторне навчання у поєднанні з методикою «перевернутого класу» [6]. Популярність цих моделей пояснюється їхньою здатністю поєднувати гнучкість цифрового навчального середовища з перевагами безпосередньої взаємодії між учасниками освітнього процесу. Використання таких підходів сприяє активізації пізнавальної діяльності здобувачів освіти, розвитку навичок самостійної роботи та підвищенню рівня цифрової компетентності.

Онлайн-діяльність у змішаному навчанні може здійснюватися у двох основних форматах: синхронному та асинхронному. Синхронне навчання передбачає одночасну участь усіх учасників освітнього процесу, наприклад під час вебінарів, онлайн-лекцій, відеоконференцій або віртуальних дискусій. Такий формат забезпечує оперативний зворотний зв’язок, можливість колективного обговорення та підтримання активної комунікації між викладачем і здобувачами освіти. Асинхронне навчання, навпаки, дозволяє працювати у зручний для кожного час, використовуючи форуми, чати, електронні курси, записи лекцій або навчальні платформи. Саме асинхронний формат сприяє індивідуалізації освітнього процесу та розвитку навичок самоорганізації.

Серед найбільш поширених моделей змішаного навчання виокремлюють ротаційні моделі, моделі самостійного змішування та розширені віртуальні моделі. Особливого поширення в закладах вищої освіти набули ротаційні моделі, які передбачають чергування різних видів навчальної діяльності залежно від освітніх цілей та змісту дисципліни.

Однією з таких моделей є модель ротації з «онлайн-станціями», відповідно до якої здобувачі освіти змінюють способи опрацювання навчального матеріалу згідно з установленим графіком або рекомендаціями викладача. Освітній процес у межах цієї моделі передбачає обов’язкову наявність принаймні однієї онлайн-станції, тоді як інші можуть бути

організовані у вигляді автономних робочих зон для групової роботи, виконання проєктів, практичних завдань чи дослідницької діяльності. У процесі навчання здобувачі освіти проходять усі станції як в очному, так і в дистанційному форматі, що забезпечує різноманітність освітньої діяльності та підтримує високий рівень залученості до навчального процесу.

Іншою поширеною моделлю є ротація з лабораторними роботами, яка передбачає чергування роботи з навчальним матеріалом в аудиторіях та спеціалізованих приміщеннях закладу вищої освіти. Такий підхід дозволяє поєднати теоретичну підготовку з практичною діяльністю, що особливо важливо для професійно орієнтованих дисциплін.

Окремої уваги заслуговує модель «перевернутого навчання», за якої здобувачі освіти самостійно вивчають теоретичний матеріал удома за допомогою відеолекцій, електронних підручників, презентацій чи інших цифрових ресурсів, а під час аудиторних занять виконують практичні завдання, аналізують проблемні ситуації та застосовують набуті знання на практиці. Така модель сприяє формуванню активної позиції здобувача освіти, розвитку критичного мислення, навичок аналізу та самостійного пошуку інформації.

Усі зазначені моделі ґрунтуються на поєднанні онлайн- та офлайн-форм навчання, у межах яких частина матеріалу опановується самостійно, а аудиторний час використовується для практичної діяльності, дискусій і закріплення знань. У таких умовах основним завданням викладача стає методичне проєктування дисципліни як цілісної системи послідовних дій, спрямованих на формування професійного досвіду й компетентностей здобувачів освіти [9].

Однією з ключових особливостей змішаного навчання є його виражений комунікативний характер, який сприяє об’єднанню здобувачів освіти в команди, організації групової роботи та розвитку навичок співпраці.

Використання інтерактивних форм діяльності створює сприятливі умови для розкриття творчого потенціалу здобувачів освіти, підвищення їхньої мотивації та активного залучення до освітнього процесу.

Важливу роль у забезпеченні ефективної комунікації відіграють соціальні мережі та цифрові сервіси, зокрема Telegram, Viber, Instagram, Facebook, електронна пошта та месенджери, які забезпечують швидкий обмін інформацією та постійний зворотний зв’язок між учасниками освітнього процесу. Урізноманітнити навчання й підвищити рівень інтерактивності дозволяють також сучасні цифрові інструменти: платформи для онлайн-тестування (Kahoot, Quizlet), сервіси для спільної роботи над проєктами (Google Workspace, Microsoft Teams), інтерактивні дошки (Miro,

Jamboard), а також навчальні платформи з адаптивним контентом, як-от Coursera чи Edmodo.

Серед численних освітніх платформ особливу популярність має Google Classroom, яка забезпечує ефективну організацію онлайн-навчання за допомогою відео-, текстових і графічних матеріалів. Викладач отримує можливість організовувати тестування, оцінювати результати діяльності здобувачів освіти, контролювати рівень засвоєння навчального матеріалу та здійснювати моніторинг навчальних досягнень усієї групи. Широко використовуються також Google Forms і Microsoft Forms, які є ефективними інструментами для проведення поточного й підсумкового контролю знань. Перевагою цих сервісів є можливість налаштовувати рівень складності завдань, використовувати різні типи запитань, автоматизувати оцінювання та аналізувати типові помилки здобувачів освіти.

Важливою тенденцією розвитку сучасного змішаного навчання є активне впровадження технологій штучного інтелекту (Artificial Intelligence, AI) в освітній процес. Системи штучного інтелекту відкривають нові можливості для персоналізації навчання, автоматизації оцінювання, аналізу навчальних результатів та адаптації освітнього контенту до індивідуальних потреб здобувачів освіти. Особливої популярності набувають AI-платформи та інтелектуальні цифрові помічники, зокрема ChatGPT, Grammarly, Copilot, Gemini та інші сервіси, які використовуються для створення навчальних матеріалів, підготовки тестових завдань, організації зворотного зв’язку й підтримки самостійної роботи здобувачів освіти.

Крім того, технології Learning Analytics та адаптивного навчання дозволяють аналізувати освітню діяльність здобувачів освіти, визначати рівень засвоєння матеріалу та прогнозувати можливі труднощі у навчанні. Використання AI-технологій у системі змішаного навчання сприяє підвищенню ефективності освітнього процесу, розвитку цифрової грамотності та формуванню навичок роботи з сучасними інформаційними технологіями, що є важливою складовою професійної підготовки майбутніх фахівців.

За умов змішаного навчання лекційні матеріали, презентації та навчальні ресурси доступні здобувачам освіти не лише під час занять, а й в електронному форматі на освітніх платформах або сайтах закладу освіти. Це дозволяє працювати з матеріалами у зручний час, повторювати складні теми та формувати індивідуальну освітню траєкторію. Водночас значна частка самостійної роботи потребує посиленої підтримки з боку викладача протягом усього освітнього процесу. Особливого значення набувають консультації, які інтегруються в лекції, семінари, практичні та лабораторні заняття й забезпечують індивідуальний супровід здобувачів освіти. Такий підхід, що довів свою ефективність в умовах традиційного навчання, є надзвичайно актуальним і в системі змішаного навчання [4].

На сучасному етапі важливу роль у змішаному навчанні відіграють відеоматеріали, які забезпечують візуалізацію навчального контенту, підвищують рівень сприйняття інформації та сприяють кращому засвоєнню матеріалу. Досвід використання відео в масових відкритих онлайн-курсах (МООС) свідчить, що оптимальна тривалість навчального відео не повинна перевищувати 10 хвилин [10]. Короткі відеофрагменти краще утримують увагу здобувачів освіти, забезпечують концентровану подачу інформації та сприяють підвищенню ефективності навчання в цифровому середовищі.

Поєднання традиційного навчання з використанням комп'ютерних технологій відкриває широкі можливості для модернізації освітнього процесу та підвищення його ефективності. Використання цифрових інструментів дозволяє викладачу частково автоматизувати окремі елементи навчальної діяльності, роблячи процес навчання більш динамічним, інтерактивним, різноманітним і насиченим. Завдяки цьому підвищується якість подачі навчального матеріалу, оптимізується використання навчального часу та посилюється пізнавальна активність здобувачів освіти.

Наприклад, пояснення теоретичного матеріалу, демонстрація визначень, формул, схем, теорем або ключових понять може здійснюватися за допомогою мультимедійних презентацій, інтерактивних дошок чи електронних ресурсів. Це значно пришвидшує процес подачі інформації, оскільки викладачу не потрібно багаторазово повторювати окремі фрагменти тексту — необхідний матеріал можна вивести на екран або розмістити на навчальній платформі. У свою чергу, здобувачі освіти отримують можливість працювати з матеріалами у зручному темпі, повертатися до складних тем і самостійно опрацьовувати необхідні фрагменти інформації. Такий підхід сприяє індивідуалізації навчання та підвищує рівень засвоєння навчального контенту.

Важливим чинником успішного впровадження змішаного навчання є належна підготовка викладачів до роботи в умовах цифрового освітнього середовища. Сучасний викладач повинен володіти не лише фаховими знаннями, а й цифровою компетентністю, умінням ефективно використовувати інформаційно-комунікаційні технології, інтерактивні сервіси та онлайн-платформи в освітньому процесі. У зв'язку з цим особливої актуальності набуває організація тренінгів, семінарів, вебінарів і програм підвищення кваліфікації, присвячених використанню цифрових інструментів та методик змішаного навчання. Значну роль у професійному розвитку педагогів відіграють сучасні освітні платформи, зокрема Coursera for Educators або Google for Education, які надають доступ до актуальних методичних матеріалів, міжнародного досвіду та інноваційних освітніх практик [5, с. 1193].

У сучасних умовах цифровізації освіти важливим напрямом підвищення професійної майстерності викладачів є також розвиток академічної співпраці та обміну досвідом між закладами вищої освіти. Організація науково-практичних конференцій, методичних семінарів, вебінарів, круглих столів і професійних дискусій сприяє поширенню ефективних практик використання змішаного навчання та впровадженню інноваційних педагогічних технологій. Крім того, дедалі більшого значення набувають цифрові професійні спільноти та онлайн-платформи для обміну знаннями, зокрема LinkedIn, ResearchGate, тематичні освітні форуми й професійні спільноти, де викладачі мають можливість ділитися власним досвідом, обговорювати актуальні проблеми та знаходити шляхи їх вирішення.

Досягнення оптимального балансу між онлайн- та очним навчанням є складним і безперервним процесом, який потребує систематичного аналізу, оцінювання та вдосконалення. Ефективне змішане навчання передбачає не механічне поєднання традиційних і цифрових технологій, а ретельно продуману інтеграцію різних форм взаємодії, що забезпечують максимальну результативність освітнього процесу. Особливого значення при цьому набуває орієнтація на потреби здобувача освіти, розвиток його самостійності, критичного мислення, цифрової грамотності та здатності до навчання впродовж життя.

Висновки. Отже, змішане навчання є одним із найбільш ефективних і перспективних підходів до організації сучасного освітнього процесу в закладах вищої освіти. Поєднання традиційного навчання з цифровими технологіями забезпечує гнучкість, інтерактивність, доступність та персоналізацію освітнього середовища, сприяє підвищенню мотивації здобувачів освіти, розвитку їхньої самостійності, критичного мислення й цифрової грамотності.

У процесі дослідження встановлено, що використання моделей змішаного навчання, зокрема «перевернутого класу», ротаційних моделей, онлайн-лабораторій та проєктного навчання, позитивно впливає на якість засвоєння навчального матеріалу й ефективність освітнього процесу. Важливу роль у реалізації blended learning відіграють сучасні цифрові платформи, інтерактивні сервіси та технології штучного інтелекту, які дозволяють адаптувати навчання до індивідуальних потреб здобувачів освіти та забезпечують оперативний зворотний зв’язок.

Водночас ефективне впровадження змішаного навчання потребує належної цифрової підготовки викладачів, удосконалення методичного забезпечення, розвитку цифрової інфраструктури та постійного оновлення освітніх технологій відповідно до сучасних викликів і потреб суспільства.

Перспективи подальших досліджень полягають у вивченні можливостей використання технологій штучного інтелекту, адаптивних освітніх платформ та систем Learning Analytics у змішаному навчанні, а також у дослідженні їхнього впливу на якість освіти, рівень навчальної мотивації та формування професійних компетентностей здобувачів освіти. Перспективним напрямом є також розроблення ефективних моделей інтеграції AI-технологій в освітній процес закладів вищої освіти в умовах цифрової трансформації сучасної освіти.

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Кузів Оксана Орестівна здобувач вищої освіти ступеня доктора філософії кафедри педагогіки, адміністрування і спеціальної освіти ДЗВО «Університет менеджменту освіти» НАПН, м. Київ, https://orcid.org/0000-0003-4458-6675

СУЧАСНІ НАУКОВІ ПОГЛЯДИ НА ЗМІСТ ФОРМУВАННЯ ГРОМАДЯНСЬКОГО САМОСТВЕРДЖЕННЯ ЗДОБУВАЧІВ ОСВІТИ У ЗАКЛАДАХ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ

Анотація. У статті розкрито актуальність проблеми формування громадянського самоствердження здобувачів освіти в умовах сучасних соціокультурних трансформацій, інформаційних викликів та суспільної нестабільності, зумовленої повномасштабним воєнним вторгненням.

Обґрунтовано необхідність переосмислення виховних стратегій у закладах загальної середньої освіти з метою утвердження в здобувачів освіти національної ідентичності, патріотизму та громадянської відповідальності.

Здійснено аналіз сучасних наукових підходів до розуміння сутності громадянського самоствердження, схарактеризовано суперечності між визначенням державних освітніх пріоритетів та реальним станом виховної роботи у закладах загальної середньої освіти.

Висвітлено результати емпіричних досліджень щодо рівня мотивації здобувачів освіти до громадянського самоствердження. Запропоновано вектори оновлення змісту й методик виховної роботи з урахуванням ролі інформаційного простору, сім'ї та соціального середовища.

Обґрунтовано стратегічну роль медіаграмотності, критичного мислення та самоменеджменту як тріади взаємопов'язаних особистісних компетентностей, що забезпечують стійкість і дієвість громадянської позиції здобувача освіти.

Аргументовано потребу у створенні розвивального освітнього простору, орієнтованого на особистісне зростання, духовно-моральний розвиток, формування усвідомленого патріотизму та виховання внутрішньо організованої, критично мислячої особистості, здатної відповідально діяти в умовах сучасних суспільних викликів.

Ключові слова: громадянське самоствердження, національна ідентичність, здобувачі освіти, патріотичне виховання, освітнє середовище,

громадянська свідомість, критичне мислення, медіаграмотність, самоменеджмент, духовно-моральний розвиток, національна солідарність, інформаційна війна.

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MODERN SCIENTIFIC VIEWS ON THE CONTENT OF FORMING CIVIL SELF-AFFIRMATION OF STUDENTS IN A GENERAL SECONDARY EDUCATION INSTITUTION

Abstract. The article reveals the relevance of the problem of forming civic self-affirmation of education seekers in the conditions of modern socio-cultural transformations, information challenges, and social instability caused by a full-scale military invasion.

The need to rethink educational strategies in secondary education institutions is substantiated in order to establish national identity, patriotism and civic responsibility in students.

An analysis of modern scientific approaches to understanding the essence of civic self-affirmation is carried out, and the contradictions between the definition of state educational priorities and the real state of educational work in secondary education institutions are characterized.

The results of empirical research on the level of motivation of education seekers for civic self-affirmation are highlighted. Vectors for updating the content and methods of educational work are proposed, taking into account the role of the information space, family, and social environment.

The strategic role of media literacy, critical thinking, and self-management as a triad of interrelated personal competencies that ensure the stability and effectiveness of the civic position of the education seeker is substantiated.

The need to create a developmental educational space focused on personal growth, spiritual and moral development, the formation of conscious patriotism, and the upbringing of an internally organized, critically thinking personality capable of acting responsibly in the face of modern social challenges is argued.

Keywords: civic self-affirmation, national identity, education seekers, patriotic education, educational environment, civic consciousness, critical thinking, media literacy, self-management, spiritual and moral development, national solidarity, information warfare.

Постановка проблеми. У сучасних умовах соціокультурних трансформацій, зростання глобалізаційних впливів особливої актуальності набуває питання формування громадянського самоствердження здобувачів освіти в сучасному соціумі. Заклади загальної середньої освіти виступають ключовим соціальним інститутом, покликаним не лише забезпечити освітній розвиток учнів, але й формувати свідомих громадян, здатних до самоідентифікації, патріотизму та бережного ставлення до культурної спадщини свого народу.

Попри наявність нормативно-правової бази та проголошення національно-патріотичного виховання одним із пріоритетів державної освітньої політики, на практиці спостерігається низка суперечностей: між потребою суспільства у сформованих національно свідомих громадянах й недостатнім рівнем громадянського самоствердження здобувачів освіти; між традиційними підходами до виховання та новими соціальними викликами сучасності; між теоретичними напрацюваннями науковців і недостатньою реалізацією їх у практичній площині освітнього процесу; між стрімким розвитком цифрового інформаційного середовища та недостатньою сформованістю медіаграмотності й критичного мислення здобувачів освіти як основи протидії деструктивним впливам; між об'єктивною потребою у вихованні внутрішньо організованої, здатної до самоуправління особистості та браком системних педагогічних підходів до розвитку самоменеджменту в освітньому процесі.

У зв'язку з цим постає необхідність комплексного осмислення сучасних наукових підходів до змісту формування громадянського самоствердження здобувачів освіти з урахуванням змін в освітньому середовищі, впливом інформаційних технологій, культурного різноманіття та запитів молодого покоління. Вивчення досліджуваної проблеми сприятиме більш ефективному впровадженню виховних стратегій, здатних забезпечити розвиток гармонійної, самодостатньої особистості з чіткою національною позицією, розвиненим критичним мисленням та здатністю до свідомого самоуправління.

Аналіз останніх досліджень і публікацій українських науковців засвідчує, що проблема формування громадянського самоствердження учнівської молоді в умовах закладу загальної середньої освіти набула особливої актуальності в контексті сучасних суспільно-політичних реалій. У працях О. Свйонтик [4] обґрунтовано необхідність оновлення змісту національно-патріотичного виховання в умовах повномасштабної війни, зокрема виявлено прогалини в нормативно-правовій базі та недостатність позиціонування освітніх результатів, пов’язаних із формуванням патріотичних цінностей. Дослідниця акцентує увагу на необхідності

включення до освітніх стандартів конкретних завдань, що стосуються формування національної самосвідомості та громадянської активності.

У публікаціях науковців І. Горбатюк та Л. Поліщук [2] розкрито концептуальні засади національно-патріотичного виховання в умовах воєнного стану. Дослідники підкреслюють важливість протидії ворожим ідеологічним наративам, формування критичного мислення та стійкої національної ідентичності в учнівської молоді. Запропоновано загальні управлінські механізми організації виховної роботи, однак окремі практичні аспекти потребують подальшого методичного наповнення.

Значущий внесок у теоретичне висвітлення означеної проблеми зроблено дослідницею Р. Сойчук [6], яка здійснила глибокий аналіз сутності поняття «*національне самоствердження*» як інтегративної характеристики особистості, що включає почуття належності до нації, формування патріотизму, громадянської відповідальності та активної життєвої позиції. Її дослідження слугує надійною теоретичною базою для подальшого розроблення практичних виховних моделей в освітньому середовищі .

Проблема виховання громадянського самоствердження у процесі формування громадянського феномену особистості має багатоаспектний характер: педагогічний, психологічний, соціологічний, філософський, політологічний.

Зокрема: психологічні аспекти досліджуваного феномену схарактеризовано І. Бехом, В. Крисько, О. Карпенком; розвиток процесів національної ідентифікації та її вплив на формування самодостатньої особистості досліджено у роботах Е. Сміта, Т. Потапчук, Г. Філіпчука; специфіка національно-патріотичного виховання, а саме формування національної свідомості та самосвідомості окреслено І.Бехом, О. Вишневським; потенціал позаурочної діяльності, форми і методи виховання обґрунтовано С. Гончаренком, А. Кузьмінським, В. Омеляненком. Натомість, попри значний інтерес учених до означеного феномену, очевидні складнощі у процесі становлення української нації та громадянського суспільства відображаються на діяльності закладів загальної середньої освіти. Проблема виховання громадянського самоствердження в учнівської молоді ще не набула цілісного наукового осмислення, зокрема не розглядалися особливості такого виховання за умов суспільної нестабільності та відстоювання незалежної державності. Особливої уваги потребує визначення чинників створення демократично-сприятливого освітнього середовища з виховання громадянського самоствердження в учнівської молоді на основі цілісного теоретичного аналізу сучасної ситуації в Україні, який представив у своєму дослідженні І.Устименко «Патріотичне виховання учнівської молоді, окреслене війною».

Актуальним є подальше комплексне дослідження зазначеної проблеми з урахуванням сучасних викликів, зокрема: розроблення методичного забезпечення для педагогів, створення індикаторів вимірювання рівня громадянського самоствердження, вивчення впливу медіапростору, сім'ї, закладів загальної середньої освіти та соціального оточення на розвиток національно свідомої особистості, яка проходить своє громадянське становлення в умовах сучасних реалій.

Мета статті - проаналізувати сучасні наукові підходи до змісту формування громадянського самоствердження здобувачів освіти в умовах закладу загальної середньої освіти; виявити актуальні проблеми та суперечності в цій сфері; обґрунтувати роль медіаграмотності, критичного мислення та самоменеджменту як стратегічних компонентів громадянської дієздатності особистості; окреслити вектори подальших наукових знахідок та визначити потенціал освітнього середовища у процесі формування національно свідомої, самоствердженої особистості, здатної відповідально діяти в умовах сучасних суспільних викликів.

Виклад основного матеріалу дослідження. Формування громадянського самоствердження здобувачів освіти в умовах закладу загальної середньої освіти є багатогранним процесом, що охоплює різні сфери життєдіяльності особистості: ціннісну, пізнавальну, емоційно-вольову, діяльнісну. У сучасних умовах освітнє середовище має не лише відтворювати усталені підходи до виховання, а й генерувати нові, які відповідають запитам молодого покоління та викликам сучасного соціуму.

На думку І. Беха, у наш час людство стикається з глибокими трансформаціями особистісної ідентичності, що зумовлені не лише технологічним проривом, а й кризою духовних орієнтирів. Сучасне суспільство переважно культивує егоцентричну модель поведінки людини, у якій домінують індивідуалістичні мотиви, прагнення до особистої вигоди, самозамкненість і споживацьке ставлення до світу. У такому середовищі стають маргінальними ті засадничі моральні якості, які формують справді зрілу людину: доброта, шляхетність, повага до гідності іншого, здатність до жертви, альтруїзм та внутрішня гармонія [1].

Емпіричні дослідження, проведені серед здобувачів освіти старшого шкільного віку, засвідчили, що лише 17 % респондентів виявляють високий рівень мотивації до громадянського самоствердження, що свідчить про наявність тривожної тенденції зниження інтересу молоді до національних цінностей [6]. При цьому недостатньо дослідженими залишаються чинники, які зумовлюють низьку мотивацію в частини здобувачів освіти, а також вплив інформаційного простору, сімейного виховання й освітнього середовища на формування національної ідентичності майбутніх громадян нашої держави.

Попри помітний прогрес у теоретико-концептуальному осмисленні проблеми, низка аспектів лишається невирішеною. Зокрема, недостатньо розроблені практичні методики формування громадянського самоствердження, бракує дієвого педагогічного інструментарію для реалізації виховних цілей у закладах освіти. Не проводяться системні лонгітюдні дослідження, які б дозволили оцінити ефективність виховних програм та вплив реформ державної освітньої політики на рівень сформованості громадянського самоствердження у здобувачів освіти.

Загострення глобальних суспільних викликів вимагає докорінного переосмислення завдань шкільної освіти як інструменту впливу на формування особистості. Нова освітня парадигма має бути не просто реакцією на вимоги часу, а відповіддю на потребу людини, спроможної жити в правді, чинити на основі совісті й формувати майбутнє через діалог з іншими. Така оновлена освітня система має відходити від традиційних наукових підходів, слід формувати розвивальний простір, де здобувач освіти мислить, запитує, шукає, дискутує і зростає як суб'єкт культури. Йдеться не про накопичення знань заради тестування, а про занурення в ціннісний досвід - життєвий, соціальний, моральний, естетичний, екзистенційний.

Освіта має переходити від технократичного розуміння компетентності до формування життєдіяльнісного стрижня особистості. Вона має стати простором відкриття себе як гідної, здатної до відповідальності, активної й мислячої людини. Необхідне зміщення акценту від культурного консерватизму до культури розвитку, що вимагає відкритості до нового, здатності діяти у складних обставинах, зберігаючи при цьому внутрішню правду.

Педагогіка сьогодення має долати фрагментарність та формалізм, притаманні старим моделям навчання. У центрі - жива людина, з її глибинами, пошуками сенсу, болями і мріями. Замість шаблонного, нормативного виховання варто сприяти внутрішньому зростанню здобувача освіти — його самовизначенню, автономії та здатності до самореалізації у спільноті.

Сучасний заклад освіти має стати лабораторією людяності, де навчання є не тільки процесом передавання знань, а й шляхом становлення особистості, здатної мислити критично, діяти відповідально, творити майбутнє.

Освіта майбутнього - це освіта діалогу, рефлексії, співпраці та морального зобов'язання. Власне це освіта, яка визнає, що гідність - не просто гасло, а внутрішня потреба людини, яка не пристосовує здобувача освіти до світу, а формує в ньому силу змінювати його [3, с. 2].

Така система потребує переходу до навчання протягом усього життя, де самоосвіта - не виняток, а норма. Учитель у цій системі - не носій готових істин, а співтворець освітнього досвіду. Водночас освіта має сприяти не тільки особистісній реалізації, а й вихованню командного мислення, солідарності, взаємодопомоги.

Отже, освіта XXI століття повинна трансформуватись у простір формування особистісної цілісності, яка поєднує інтелектуальну глибину, моральну зрілість і соціальну відповідальність. Це шлях від навчання до самоздійснення, від функціональної грамотності до сповідування і збереження духовних та національних цінностей.

Як зазначає Р. Сойчук, сьогодні одним із провідних орієнтирів державної освітньої політики України має стати формування високої цінності належності до української нації та держави як основи самосвідомого громадянства. У сучасних умовах боротьби за державний суверенітет і культурну суб'єктність питання громадянського самоствердження набуває не лише символічного, а й практичного значення. Формування національної ідентичності молодого покоління повинно ґрунтуватися на утвердженні гідності належності до українського народу, гордості за свою культурну спадщину, історію, мову та національні символи. Лише через такі ціннісні орієнтири можливе становлення громадянина, здатного активно захищати національні інтереси та підтримувати цілісність держави [5].

Громадянське самоствердження як суспільно-політичний і культурний процес включає в себе ширший комплекс дій і явищ - від самоусвідомлення національної приналежності до практичного утвердження національної волі через державні, громадські та культурні інститути. Це і вибудова колективної ідентичності, і розвиток мовної та символічної системи, і послідовна реалізація національної ідеї в політичному житті, освіті, культурі. Йдеться про системне плекання здатності громадянина діяти відповідально в межах державних і суспільних інтересів.

Особливо важливо в сучасному історичному контексті сприяти утвердженню модерної української нації, що ґрунтується не лише на етнічній єдності, а й на спільності політичного вибору та громадянських цінностей. Це означає, що формування політичної нації, відкритої до всіх етнічних груп, які ототожнюють себе з Україною, є ключовим завданням для держави, школи, суспільства загалом. У цьому процесі особливе місце займає освітня сфера, оскільки саме в ній молодь отримує перші уявлення про державу, суспільство, свій народ і власну роль у його майбутньому.

Національна та громадянська самоідентифікація здобувачів освіти має спиратися на ідеї відкритого патріотизму, критичного мислення, готовності

до солідарної дії та відповідальності за спільне благо. Це потребує створення таких освітніх і виховних практик, які б не лише інформували, а й надихали на усвідомлення цінності української державності, глибше пізнання культури й історії свого народу, а також формували готовність брати участь у його поступальному розвитку [5].

Таким чином, ключем до успішного громадянського самоствердження є поєднання індивідуального патріотичного вибору з колективною підтримкою ідеалів української нації як демократичної спільноти. Саме таке поєднання формує основу для зростання сильної національної ідентичності та стабільного майбутнього України.

Аналіз феномену «громадянського самоствердження» передбачає звернення до складного комплексу внутрішніх процесів, пов'язаних із усвідомленням особистістю своєї приналежності до українського народу. У цьому контексті важливою є категорія національного самопізнання, що репрезентує внутрішній шлях індивіда до розуміння і прийняття культурної, мовної, історичної та ментальної основи власної держави.

Національне самопізнання виступає як глибокий особистісний досвід, який охоплює процеси самоспостереження, оцінки себе крізь призму національних цінностей, критичне осмислення свого життєвого шляху в контексті історичного буття народу. Подібний процес формує основу для рефлексивного ставлення до національної ідентичності, коли молода людина не лише ідентифікує себе як представника певного народу, а й усвідомлено обирає цю належність як цінність.

Розвиток громадянського самоствердження передбачає не лише пізнання зовнішніх культурних ознак (традицій, символіки, мови), а насамперед осмислення внутрішньої спорідненості з державою, в якій особистість живе та розвивається, що проявляється у здатності до емоційного співпереживання її долі, до відповідального включення в її сучасність і майбутнє. Це також передбачає здатність особистості інтегрувати власні переживання в загальнонаціональний контекст, усвідомити спільні ментальні риси, притаманні певному народу, й виявляти їх у власній поведінці [3, с. 3].

Суттєвим чинником, що впливає на процес громадянського самоствердження, виступає зміст освітнього процесу. У навчальних програмах та підручниках важливо не лише висвітлювати історію, культуру, мову українського народу, а й формувати у здобувачів освіти критичне мислення, здатність до порівняння історичних подій, аналізу явищ і процесів, що формують національну ідентичність. Уроки історії, літератури, громадянської освіти можуть стати потужними інструментами формування патріотичних почуттів за умови, що вони подаватимуться з позиції

суб'єктності здобувача освіти, сприятимуть позиціонуванню власної думки та емоційного залучення самого педагога.

У цьому сенсі важливим є створення відповідного виховного середовища у закладі освіти. Атмосфера школи має бути пронизана повагою до національних символів, традицій, української мови. Педагогічний колектив, адміністрація та всі учасники освітнього процесу мають виступати носіями національних цінностей, демонструвати приклади активної громадянської позиції, відданості Україні, толерантності та взаємоповаги, високої організаційної культури. Особливої уваги потребує підвищення рівня професійної компетентності педагогів щодо інтеграції національно-патріотичних компонентів у різні сфери освітнього процесу.

Ефективними є також форми діяльності, які сприяють розвитку суб'єктності здобувачів освіти та їх участі у створенні національно орієнтованого освітнього простору: учнівське самоврядування, волонтерські проєкти, участь у патріотичних акціях, конкурсах, тематичних заходах. Такі форми сприяють не лише розвитку організаційних, комунікативних, творчих навичок, а й утвердженню власної причетності до спільної справи — розбудови України як демократичної, незалежної, європейської держави.

Особливої актуальності в останні роки набуває медіаосвіта як інструмент формування національної ідентичності. В умовах інформаційної війни та значного впливу деструктивного контенту надзвичайно важливо навчити здобувачів освіти об'єктивно аналізувати інформацію, розпізнавати маніпуляції, орієнтуватися в національному та глобальному медіапросторі. В умовах інформаційної війни, яку Росія веде проти України на всіх фронтах - від кінетичного до когнітивного, - медіаграмотність перестає бути факультативною навичкою і набуває статусу громадянської необхідності. Здатність здобувача освіти критично оцінювати джерела інформації, розпізнавати фейки, маніпулятивні наративи й пропагандистські технології є не просто технічною компетентністю, а виявом активної громадянської позиції та інструментом захисту власної ідентичності. Саме тому медіаосвіта має бути інтегрована не як окремий курс, а як наскрізна змістова лінія в системі виховання національно свідомої особистості.

Важливо, щоб заклади загальної середньої освіти формували у здобувачів освіти не лише вміння «читати» медіатексти, а й навички їх самостійного створення - через шкільні газети, соціальні медіа, відеопроєкти, подкасти. Така продуктивна медіадіяльність дозволяє здобувачу освіти перейти з позиції пасивного споживача в позицію активного суб'єкта інформаційного простору, що безпосередньо пов'язано з процесом громадянського самоствердження. Через власний медіаголос

молода людина заявляє про свої цінності, транслює українські смисли, долучається до формування позитивного образу своєї держави у публічному дискурсі.

Критичне мислення є не лише інструментом пізнання, а й фундаментом особистісної суверенності. У контексті громадянського самоствердження воно виявляється у здатності здобувача освіти самостійно формувати ціннісні судження, відстоювати власну позицію, не піддаватися маніпуляціям та водночас залишатися відкритим до конструктивного діалогу.

Розвиток критичного мислення передбачає систематичну роботу з першоджерелами, аналіз суперечливих ситуацій, дискусії на суспільно значущі теми, де немає єдиної «правильної» відповіді, а є простір для аргументованого вибору.

Педагогічна практика свідчить, що здобувачі освіти, які мають досвід участі в дебатах, наукових дослідженнях, громадських слуханнях або учнівському самоврядування, демонструють значно вищий рівень громадянської активності та здатності до самоствердження. Це підтверджує пряму кореляцію між розвитком критичного мислення та формуванням зрілої громадянської позиції. Відтак перед педагогічним колективом постає завдання не просто навчати критично мислити, а створювати в освітньому середовищі умови для регулярного застосування цієї навички у реальних суспільних і громадянських контекстах.

Громадянське самоствердження неможливе без внутрішньої організованості особистості, здатності керувати власними ресурсами - часом, увагою, енергією, емоціями. Самоменеджмент у виховному контексті - це не технократична навичка тайм-менеджменту, а передусім здатність молодої людини до цілепокладання, рефлексії власних дій та відповідальності за їх результат. Здобувач освіти, який вміє ставити перед собою цілі, планувати їх досягнення та критично оцінювати власний прогрес, отримує внутрішній стрижень, без якого будь-яка громадянська активність залишається ситуативною і нестійкою.

Педагогічне сприяння розвитку самоменеджменту має відбуватися через проєктну діяльність, індивідуальні освітні траєкторії, практики рефлексивного щоденника, портфоліо досягнень, систему цілепокладання здобувачів освіти. Особливого значення набуває формування у них стресостійкості та вміння зберігати внутрішню рівновагу в умовах невизначеності, що є вкрай актуальним в умовах воєнного часу. Людина, яка вміє управляти собою, здатна управляти і своєю громадянською позицією: свідомо обирати цінності, відповідально діяти в суспільстві та не зупинятися перед труднощами на шляху до утвердження власної гідності й гідності своєї держави.

Таким чином, медіаграмотність, критичне мислення і самоменеджмент утворюють своєрідну тріаду особистісних компетентностей, які в сукупності забезпечують повноцінне і стійке громадянське самоствердження здобувачів освіти. Їх цілеспрямований розвиток у закладах загальної середньої освіти є не лише педагогічним завданням, а й стратегічним пріоритетом державної освітньої політики в умовах боротьби за незалежність, суверенітет і майбутнє України.

Іншою важливою складовою успішного процесу громадянського самоствердження здобувачів освіти є робота з представниками першої виховної інституції кожної людини - родини. Саме сім'я як первинне середовище соціалізації містить великий потенціал для формування у дітей почуття гордості за свою країну, поваги до рідної мови, культури та традицій. Тому важливо забезпечити взаємодію школи з родинами здобувачів освіти, проводити просвітницьку роботу, залучати батьків до спільної виховної діяльності.

У системі формування громадянського самоствердження важливим є також регіональний контекст. Освітній процес має відображати культурні особливості, традиції, історичну пам'ять конкретного регіону. Інтеграція місцевого компоненту в освітній процес не лише збагачує зміст навчання, а й сприяє формуванню почуття належності до конкретної спільноти, що, у свою чергу, поглиблює національну ідентифікацію впродовж життя [7, с. 26].

Варто враховувати й сучасні психологічні особливості здобувачів освіти. В умовах турбулентності, невизначеності й стресових впливів, викликаних війною, молоді люди часто переживають емоційне виснаження, втрачають орієнтири. Саме тому особливого значення набуває психолого-педагогічна підтримка у процесі формування національної ідентичності. Педагоги повинні бути готовими до реалізації елементів емоційного інтелекту, емпатії, діалогу, адже саме в діалозі формується здатність до глибокого саморозуміння та громадянського самоствердження.

Важливим є дослідження впливу цифрового середовища на формування національної свідомості. Здобувачі освіти значну частину свого часу проводять в онлайновому просторі, споживаючи контент, що часто не має національного наповнення або ж не є проукраїнським. Створення якісного національно орієнтованого контенту, просування українських блогерів, культурних діячів в інтернеті, формування цифрової патріотичної культури - усе це має стати частиною освітньої стратегії на державному рівні.

Також актуальним є питання формування громадянського самоствердження через мистецьку освіту. Музика, театр, живопис, література - це не лише сфери культури, а й інструменти ідентичності. Залучення

здобувачів освіти до творчої діяльності, вивчення українського мистецького спадку, створення культурних проєктів і презентацій дає змогу молоді відчути глибокий зв'язок із національною культурою й отримати естетичний досвід, що є базисом для формування стійкої ідентичності [4].

Окрему увагу варто звернути на потенціал неформальної освіти. Гуртки, молодіжні організації, табори, екскурсійна діяльність, участь у всеукраїнських програмах (зокрема, «Молодь змінить Україну», «Пласт», «Молодіжний резерв» тощо) дозволяють здобувачам освіти реалізувати себе поза межами шкільної аудиторії, розширити коло соціальних контактів, відчути підтримку однодумців. Така діяльність сприяє розвитку самооцінки, відповідальності, ініціативності - рис, які є основою для самоствердження особистості, що формується в національному контексті.

Висновки. Ефективне формування громадянського самоствердження здобувачів освіти у закладі загальної середньої освіти є багатокомпонентним і системним процесом, що має охоплювати зміст освіти, педагогічні підходи, шкільне середовище, сімейне виховання, цифровий простір і позашкільну активність. Лише в умовах взаємодії цих чинників можливе формування повноцінної національно свідомої особистості, здатної не лише ідентифікувати себе як частину українського народу, але й діяти на благо його розвитку.

Невід'ємною складовою цього процесу є цілеспрямований розвиток медіаграмотності, критичного мислення та самоменеджменту як взаємопов'язаних особистісних компетентностей, що забезпечують стійкість і дієвість громадянської позиції.

Сьогодні одним із провідних орієнтирів державної освітньої політики України має стати формування високої цінності належності до української держави як основи самосвідомого громадянства. У сучасних умовах боротьби за державний суверенітет і культурну суб'єктність питання громадянського самоствердження набуває не лише символічного, а й практичного значення.

Формування національної ідентичності молодого покоління повинно ґрунтуватися на утвердженні гідності належності до українського народу, гордості за свою культурну спадщину, історію, мову та національні символи. Лише через такі ціннісні орієнтири можливе становлення громадянина, здатного активно захищати національні інтереси та підтримувати цілісність держави. Громадянське самоствердження як суспільно-політичний і культурний процес включає в себе ширший комплекс дій і явищ - від самоусвідомлення національної приналежності до практичного утвердження національної волі через державні, громадські та культурні інституції. Це і вибудова колективної ідентичності, і розвиток мовної та

символічної системи, і послідовна реалізація національної ідеї в політичному житті, освіті, культурі. Йдеться про плекання не лише національного патріотизму, а й здатності громадянина діяти відповідально в межах державних і суспільних інтересів.

Особливо важливо в сучасному історичному контексті сприяти утвердженню модерного українського суспільства, що ґрунтується не лише на етнічній єдності, а й на спільності політичного вибору та громадянських цінностей. Формування політичної нації, відкритої до всіх етнічних груп, які ототожнюють себе з Україною, є визначальним завданням для держави, закладу освіти та суспільства загалом. У цьому процесі особливе місце займає освітня сфера, оскільки саме в ній молодь отримує ґрунтовні уявлення про державу, суспільство, свій народ і власну роль у його майбутньому.

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СУЧАСНІ ТЕНДЕНЦІЇ ПОЛІКУЛЬТУРНОГО ВИХОВАННЯ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ У КОНТЕКСТІ РЕФОРМУВАННЯ ПЕДАГОГІЧНОЇ ОСВІТИ

Анотація. У статті здійснено аналіз сучасних тенденцій полікультурного виховання майбутніх учителів початкових класів у контексті реформування педагогічної освіти. Актуальність дослідження зумовлена трансформаційними процесами у сфері вищої освіти, пов'язаними з глобалізацією, євроінтеграцією, цифровізацією освітнього процесу, розвитком інклюзивної освіти, посиленням міжкультурної взаємодії та реалізацією концептуальних положень Нової української школи. Обґрунтовано, що сучасна система професійної підготовки майбутніх учителів початкових класів потребує переосмислення змісту, форм і методів полікультурного виховання відповідно до актуальних суспільних викликів і потреб розвитку полікультурного суспільства.

На основі критично-порівняльного аналізу наукових праць, нормативно-правових документів та сучасних освітніх практик визначено сучасні тенденції полікультурного виховання майбутніх учителів початкових класів. До провідних тенденцій віднесено: посилення дитиноцентрованої спрямованості професійної підготовки; soft skills-орієнтованість освітнього процесу; інтеграцію полікультурної складової у зміст фахової підготовки; розвиток інклюзивно-diversity підходу; орієнтацію на формування глобального громадянства; активізацію процесів інтернаціоналізації освіти та академічної мобільності. Встановлено, що означені тенденції сприяють формуванню у майбутніх педагогів міжкультурної компетентності, толерантності, емоційного інтелекту, готовності до партнерської взаємодії, професійної мобільності та здатності до ефективної діяльності в умовах полікультурного освітньо-виховного середовища.

У статті акцентовано увагу на тому, що сучасне полікультурне виховання майбутніх учителів початкових класів має орієнтуватися не лише

на формування професійних знань і методичних умінь, а й на розвиток особистісних якостей педагога, його здатності до міжкультурної комунікації, створення безпечного й психологічно комфортного освітнього середовища, виховання молодших школярів на засадах гуманізму, демократії, толерантності та культурного різноманіття. Визначено, що реалізація сучасних тенденцій полікультурного виховання сприяє гуманізації професійної підготовки майбутніх учителів початкових класів та забезпечує їх готовність до професійної діяльності в умовах сучасного полікультурного суспільства.

Ключові слова: полікультурне виховання, майбутні учителі початкових класів, сучасні тенденції, педагогічна освіта, професійно-педагогічна підготовка, полікультурна компетентність, молодші школярі, міжкультурна взаємодія.

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CURRENT TRENDS IN THE MULTICULTURAL EDUCATION OF FUTURE ELEMENTARY SCHOOL TEACHERS IN THE CONTEXT OF TEACHER EDUCATION REFORM

Abstract. This article analyzes current trends in the multicultural education of future elementary school teachers in the context of reforms in teacher education. The relevance of the study stems from the transformational processes in higher education linked to globalization, European integration, the digitization of the educational process, the development of inclusive education, the intensification of intercultural interaction, and the implementation of the conceptual provisions of the New Ukrainian School. It is argued that the modern system of professional training for future elementary school teachers requires a rethinking of the content, forms, and methods of multicultural education in accordance with current societal challenges and the needs of a multicultural society.

Based on a critical-comparative analysis of scientific works, regulatory documents, and contemporary educational practices, current trends in the multicultural education of future elementary school teachers have been identified. The leading trends include: strengthening the child-centered orientation of professional training; soft skills-oriented educational processes; integration of the

multicultural component into the content of professional training; development of an inclusive-diversity approach; focus on fostering global citizenship; and intensification of the processes of internationalization of education and academic mobility. It has been established that these trends contribute to the development of intercultural competence, tolerance, emotional intelligence, readiness for collaborative interaction, professional mobility, and the ability to work effectively in a multicultural educational environment among future teachers.

The article emphasizes that modern multicultural education for future elementary school teachers should focus not only on the development of professional knowledge and teaching skills, but also on the development of the teacher's personal qualities, their ability for intercultural communication, the creation of a safe and psychologically comfortable educational environment, and the education of younger students based on the principles of humanism, democracy, tolerance, and cultural diversity. It has been determined that the implementation of contemporary trends in multicultural education contributes to the humanization of the professional training of future elementary school teachers and ensures their readiness for professional practice in the context of a modern multicultural society.

Keywords: multicultural education, future elementary school teachers, contemporary trends, teacher education, professional and pedagogical training, multicultural competence, elementary school students, intercultural interaction.

Постановка проблеми. Сучасний етап реформування педагогічної освіти в Україні характеризується суттєвими змінами у змісті, організації та ціннісних орієнтирах професійної підготовки майбутніх педагогів. Серед провідних тенденцій розвитку вищої освіти простежуються гуманізація, демократизація, цифровізація, компетентнісна спрямованість, інтеграція до європейського освітнього простору, посилення міжкультурної взаємодії та орієнтація на формування конкурентоспроможного фахівця, здатного до професійної мобільності й безперервного саморозвитку.

У сучасних умовах заклад вищої освіти має забезпечувати не лише формування професійних знань і вмінь, а й розвиток особистості майбутнього педагога, його комунікативної культури, здатності до співпраці, рефлексії, толерантної взаємодії та відповідальності за результати професійної діяльності.

Як зазначає С. Рашидова: «Превентивне виховання в реаліях сучасної України має спрямовувати свої зусилля перш за все на правову, моральну, громадянську і особистісну грамотність і культуру; психологічну та емоційну підтримку батьків та учнів; на розвиток і готовність виховання в родині; спрямованість на самовиховання» [1, с. 140].

У зв'язку з цим особливого значення набуває проблема полікультурного виховання майбутніх учителів початкових класів, оскільки саме вони здійснюють первинну соціалізацію дитини, формують у молодших школярів систему моральних цінностей, ставлення до представників інших культур, навички міжособистісної взаємодії та основи громадянської свідомості.

Реформування педагогічної освіти в умовах реалізації концепції Нової української школи актуалізує необхідність оновлення підходів до професійної підготовки майбутніх учителів початкових класів. Освітній процес дедалі більше орієнтується на створення культуровідповідного, гуманістичного й партнерського освітнього середовища, у якому майбутній педагог набуває досвіду міжкультурної комунікації, толерантної взаємодії та практичної реалізації ідей полікультурності.

Водночас сучасні суспільні виклики, пов'язані з глобалізацією, міграційними процесами, цифровою трансформацією освіти та соціокультурним різноманіттям, зумовлюють потребу у формуванні в майбутніх учителів початкових класів здатності ефективно працювати в полікультурному освітньо-виховному середовищі.

Аналіз останніх досліджень і публікацій. Проблема розвитку сучасної педагогічної освіти та полікультурного виховання особистості перебуває у полі наукових інтересів вітчизняних і зарубіжних дослідників. Теоретико-методологічні засади полікультурної освіти й виховання висвітлено у працях Дж. Бенкса, С. Ніето, К. Грант, І. Беха, В. Кременя, О. Савченко, П. Кендзьора, О. Гуренко, Л. Султанової, С. Цимбрило та інших науковців. Науковці акцентують увагу на необхідності формування полікультурної компетентності особистості, розвитку толерантності, культури міжнаціонального спілкування та здатності до конструктивної взаємодії в умовах культурного різноманіття.

У сучасних педагогічних дослідженнях значна увага приділяється тенденціям розвитку вищої освіти в умовах глобалізації та євроінтеграційних процесів. Вчені відзначають посилення гуманістичної спрямованості освіти, упровадження інноваційних педагогічних технологій, цифровізацію освітнього процесу, розвиток академічної мобільності, компетентнісного підходу та інтеграцію національної освіти у світовий освітній простір. Однією з провідних тенденцій сучасної освіти є орієнтація на підготовку фахівця, здатного до безперервного професійного розвитку, творчого мислення, самореалізації та ефективної комунікації в багатокультурному середовищі.

Водночас аналіз наукових джерел свідчить, що проблема сучасних тенденцій полікультурного виховання майбутніх учителів початкових

класів у контексті реформування педагогічної освіти потребує подальшого наукового осмислення. Недостатньо висвітленими залишаються питання систематизації сучасних тенденцій полікультурного виховання, визначення їх впливу на професійно-педагогічну підготовку майбутніх педагогів та пошуку ефективних шляхів інтеграції полікультурного змісту в освітній процес закладів вищої педагогічної освіти.

Постановка завдання. Метою статті є аналіз сучасних тенденцій розвитку вищої педагогічної освіти та обґрунтування сучасних тенденцій полікультурного виховання майбутніх учителів початкових класів у контексті реформування педагогічної освіти.

Виклад основного матеріалу. У системі вищої педагогічної освіти простежуються процеси, пов'язані з активною інтеграцією вітчизняної освітньої системи до європейського та світового науково-освітнього простору, що супроводжуються оновленням форм і методів професійно-педагогічної підготовки майбутніх фахівців, утвердженням компетентнісного підходу, посиленням гуманістичної спрямованості освітнього процесу та орієнтацією на формування конкурентоспроможного фахівця, здатного до ефективної професійної діяльності в умовах полікультурного суспільства.

Г. Пономарьова зауважує: «Шлях освіти сьогодні – це шлях до себе, знаходження себе, відтворення нових сил і здібностей, відчуттів і переживань, що повинно сприяти переструктуруванню досвіду людини. Цей процес має зосереджуватись на освіті як вихованні. Йдеться про пріоритет освіти, але такої, що не зводиться до знань, умінь чи навичок, а формує людину цілісно, її характер, світогляд, життєву позицію» [2, с. 293].

А. Харківська наголошує: «Серед об'єктів, які перш за все впливають на діяльність ВНЗ, слід назвати тенденції та особливості розвитку вищої освіти, євроінтеграцію, нормативні документи, керівників та працівників ВНЗ. Чинники зовнішнього для ВНЗ середовища зумовлюють появу нових завдань, які повинна вирішувати ця система» [3, с. 26].

У цьому контексті модернізація педагогічної освіти пов'язується з необхідністю адаптації закладів вищої освіти до сучасних суспільних викликів, забезпечення інноваційного розвитку, підвищення якості професійної підготовки та формування конкурентоспроможного фахівця.

О. Дубасенюк розглядає модернізацію вищої освіти у контексті світових інтеграційних процесів та наголошує на необхідності фундаменталізації професійної підготовки, розвитку наукової освіти, індивідуалізації освітнього процесу, упровадження інноваційних педагогічних технологій і принципів безперервної освіти. Науковиця підкреслює, що сучасне суспільство потребує інтелектуально розвиненої, мобільної особистості,

здатної до самоосвіти, самовдосконалення, творчого мислення та професійної адаптації до нових умов [4].

Зазначені тенденції безпосередньо впливають на реформування системи професійної підготовки майбутніх учителів початкових класів та актуалізують необхідність посилення полікультурної складової педагогічної освіти.

У контексті вказаних трансформацій особливої актуальності набуває проблема визначення сучасних тенденцій полікультурного виховання майбутніх учителів початкових класів, оскільки саме вони відображають стратегічні напрями оновлення професійної підготовки педагогів відповідно до суспільних запитів і глобальних освітніх викликів.

Сучасний освітній простір функціонує в умовах глобалізації, цифровізації, активізації міграційних процесів, розвитку міжкультурної комунікації, академічної мобільності, поширення інклюзивної освіти та переосмислення ролі вчителя в умовах реформування Нової української школи. Це зумовлює необхідність формування у майбутніх учителів початкових класів здатності до професійної діяльності в полікультурному освітньо-виховному середовищі, готовності до конструктивної взаємодії з усіма учасниками освітнього процесу, поваги до культурного різноманіття та вміння забезпечувати психологічно комфортне середовище для молодших школярів.

Здійснивши критично-порівняльний аналіз сучасних наукових досліджень, нормативно-правових документів та сучасних освітніх практик, а також ураховуючи трансформаційні процеси у сфері вищої педагогічної освіти, нами виявлено сучасні тенденції полікультурного виховання майбутніх учителів початкових класів.

Простежується тенденція, пов’язана з переорієнтацією професійної підготовки майбутніх учителів початкових класів на пріоритет розвитку особистості дитини як найвищої цінності освітнього процесу. У сучасних умовах реформування початкової освіти все більшого значення набуває врахування індивідуальних потреб, інтересів, здібностей, емоційного стану та культурного досвіду молодших школярів. Це передбачає створення безпечного, психологічно комфортного й полікультурного освітньо-виховного середовища, у якому дитина виступає активним суб’єктом навчання і виховання.

Підтвердженням означеної тенденції є положення Концепції реалізації державної політики у сфері реформування загальної середньої освіти «Нова українська школа» на період до 2029 року, у якій одним із ключових принципів реформування освіти визначено дитиноцентризм, що трактується як орієнтація освітнього процесу на потреби та інтереси учня [5]. У

Концепції НУШ наголошується на необхідності максимального наближення навчання й виховання до індивідуальних особливостей, здібностей та життєвих потреб дитини, що зумовлює переосмислення ролі вчителя як фасилітатора, наставника та партнера у розвитку особистості молодшого школяра [6].

Відповідно до Державного стандарту початкової освіти «метою початкової освіти є всебічний розвиток дитини, її талантів, здібностей, компетентностей та наскрізних умінь відповідно до вікових та індивідуальних психофізіологічних особливостей і потреб, формування цінностей, розвиток самостійності, творчості та допитливості» [7]. В оновленому Державному стандарті початкової освіти, що застосовується для здобувачів освіти, які розпочинають навчання на рівні початкової освіти з 1 вересня 2028 року, також посилюється увага до індивідуалізації навчання, створення безпечного освітнього середовища та врахування мовно-культурного різноманіття учнів [8].

У сучасних педагогічних дослідженнях дитиноцентризм розглядається як системоутворювальна ідея сучасної освіти, спрямована на створення умов для самореалізації, емоційного благополуччя та розвитку індивідуального освітнього досвіду кожного учня.

Аналізуючи зміст поняття дитиноцентризм, О. Квас доходить висновків: «Оскільки головним напрямом державної політики в сфері освіти проголошено особистісно-орієнтовану її модель, призначення якої – розширення можливостей компетентного вибору дитиною життєвого шляху та її саморозвиток, то пріоритетними в оцінці ефективності виховання й навчання мають стати гуманітарні критерії, насамперед критерії благополуччя й розвитку дитини як особистості. А це потребує гуманізації реального буття дитини, посилення уваги до системи її цінностей та інтересів, тобто, концентрації на засадах дитиноцентризму, з метою формування в неї основ життєвої компетентності» [9].

Узагальнюючи вищезазначене, простежується стійка тенденція до посилення дитиноцентрованої спрямованості полікультурного виховання майбутніх учителів початкових класів. Реалізація означеної тенденції сприяє гуманізації освітнього процесу, формуванню безпечного й психологічно комфортного полікультурного освітньо-виховного середовища, розвитку педагогіки партнерства та утвердженню ролі вчителя як фасилітатора, наставника й суб’єкта підтримки особистісного розвитку дитини.

Водночас така тенденція орієнтує майбутніх учителів початкових класів на формування в молодших школярів толерантності, емоційного благополуччя, культурної самоідентичності, навичок конструктивної

взаємодії та готовності до життя в умовах сучасного полікультурного суспільства.

Наступна тенденція пов'язана з посиленням ролі розвитку soft skills у процесі професійної підготовки майбутніх учителів початкових класів. У сучасних умовах полікультурного суспільства зростає значення таких особистісних якостей і вмінь педагога, як емоційний інтелект, комунікативність, емпатія, гнучкість мислення, здатність до міжкультурної взаємодії, командної роботи та ненасильницької комунікації. Це зумовлено необхідністю формування в майбутніх педагогів готовності до ефективної взаємодії з усіма учасниками освітнього процесу, створення позитивного психологічного клімату та розвитку полікультурного освітньо-виховного середовища в початковій школі.

Разом з тим, у сучасних наукових дослідженнях soft skills розглядаються як важливий складник професійної компетентності педагога XXI століття. Науковці акцентують увагу на тому, що розвиток емоційного інтелекту, комунікативності, лідерських якостей, гнучкості, критичного мислення та здатності до співпраці забезпечує ефективність професійної діяльності майбутнього вчителя та його готовність до роботи в умовах полікультурного освітнього середовища.

Так, Л. Охріменко наголошує, «в умовах сьогодення успіх майбутньої професійної діяльності багато в чому визначається саме рівнем розвитку м'яких навичок. Відповідно це актуалізує нові завдання перед закладами передвищої та вищої освіти – формувати у майбутніх фахівців не лише професійні компетентності, але й розвивати їхні м'які навички» [10, с. 162].

У дослідженні О. Білоус підкреслюється, що «Вчитель початкової школи виконує не лише освітню, а й соціалізуючу функцію, що зумовлює підвищені вимоги до його емоційної стабільності, гнучкості, толерантності, вміння ефективно комунікувати з дітьми, батьками та колегами. У цьому контексті розвиток «м'яких» навичок має не факультативне, а стратегічне значення» [11, с. 157].

Узагальнюючи вищезазначене, простежується тенденція до посилення ролі soft skills у системі полікультурного виховання майбутніх учителів початкових класів, що зумовлено сучасними вимогами до професійної діяльності педагога в умовах реформування освіти та розвитку полікультурного суспільства. Така тенденція сприяє формуванню у майбутніх педагогів емоційного інтелекту, комунікативної культури, емпатії, гнучкості, здатності до ненасильницької комунікації та конструктивної міжкультурної взаємодії. Водночас розвиток soft skills сприяє підготовці майбутнього вчителя початкових класів до створення позитивного психологічного клімату, реалізації педагогіки партнерства та

ефективної взаємодії з молодшими школярами в полікультурному освітньо-виховному середовищі.

Наступна тенденція пов'язана з інтеграцією полікультурної складової у зміст професійної підготовки майбутніх учителів початкових класів. У сучасних умовах полікультурне виховання перестає розглядатися як окремий напрям освітньої діяльності та набуває міждисциплінарного характеру, охоплюючи зміст навчальних дисциплін, педагогічну практику, виховну роботу та освітнє середовище закладу вищої освіти.

Підтвердженням означеної тенденції є положення Концепції Нової української школи, у якій акцентується увага на формуванні компетентностей, необхідних для життя в полікультурному суспільстві, розвитку поваги до прав людини, культурного різноманіття, демократії та міжкультурного діалогу [6]. У сучасних наукових дослідженнях також наголошується на необхідності інтеграції полікультурного компонента у професійну підготовку майбутніх педагогів. Так, Н. Колесник зазначає, що «полікультурна компетентність у підготовці майбутніх учителів початкової школи виконує такі функції: відтворювальна, виховна, пізнавальна, естетична, комунікативна та інші, що дозволяють розглядати її як школу творчого та ділового мислення» [12, с. 132].

У контексті зазначеного, простежується тенденція до системної інтеграції полікультурного змісту у професійну підготовку майбутніх учителів початкових класів, що сприяє формуванню полікультурної компетентності, толерантності, готовності до конструктивної взаємодії та реалізації ідей полікультурності в освітньому процесі початкової школи.

Наступна тенденція пов'язана з посиленням інклюзивної та diversity-орієнтованої підготовки майбутніх учителів початкових класів. Сучасні соціокультурні процеси, міграційні виклики, розвиток інклюзивної освіти та зростання культурного різноманіття учнівського середовища актуалізують необхідність формування у майбутніх педагогів здатності ефективно працювати з дітьми різного етнічного, мовного, культурного й соціального походження.

Свідченням актуальності означеної тенденції є положення Закону України «Про освіту», у якому наголошується на забезпеченні рівного доступу до освіти, недискримінації та розвитку інклюзивного освітнього середовища [13].

У сучасних наукових дослідженнях проблема інклюзивно-diversity підготовки майбутніх педагогів розглядається як важлива умова професійної діяльності в полікультурному суспільстві. Так, у статті С. Наход «Інклюзивна компетентність у складі «soft skills» майбутніх педагогів початкових класів» наголошується, що «соціально-комунікативна складова

інклюзивної компетентності педагога початкових класів ґрунтується на принципах гуманності, толерантності, врахування психофізичної індивідуальності учнів з особливими освітніми потребами та їх батьків, спрямована на керування соціальними ситуаціями та використання ефективних стратегій для досягнення комунікативних цілей» [14, с. 230].

У дослідженні О. Акімової підкреслюється: «… натепер перебіг розбудови системи інклюзивного навчання знаходиться в стані реформування вітчизняної системи, з орієнтацією на майбутню успішність такого процесу. Аргументом щодо зазначеної тези виступає трансформація рекомендацій, розпоряджень і наказів стосовно реалізації норм інклюзії та організації освіти для дітей з особливими освітніми потребами в Україні» [15, с. 4].

Узагальнюючи вищезазначене, простежується тенденція до посилення інклюзивної та diversity-орієнтованої підготовки майбутніх учителів початкових класів, що сприяє формуванню готовності педагогів до професійної діяльності в умовах культурного різноманіття, забезпечення рівних освітніх можливостей, реалізації принципів толерантності, недискримінації та педагогіки партнерства у початковій школі.

Однією з провідних тенденцій розвитку сучасної освіти є посилення впливу глобалізаційних процесів, що супроводжуються активізацією міжнародної співпраці, міжкультурної комунікації, цифрової взаємодії та переосмисленням ролі освіти у формуванні особистості, здатної ефективно функціонувати в глобалізованому суспільстві. У зв’язку з цим у системі полікультурного виховання майбутніх учителів початкових класів актуалізується орієнтація на формування глобального громадянства, громадянської відповідальності, культури миру, соціальної згуртованості та готовності молодших школярів до життя в умовах культурного різноманіття й глобальних суспільних змін.

Відображення означеної тенденції простежується у положеннях Концепції НУШ, де серед ключових компетентностей визначено громадянські та соціальні компетентності, що ґрунтуються на ідеях демократії, прав людини, справедливості, взаємоповаги та відповідального громадянства [6].

У документах ЮНЕСКО щодо освіти глобального громадянства (GCED) воно розглядається як важливий напрям сучасної освіти, спрямований на формування культури миру, толерантності, міжкультурного діалогу, соціальної відповідальності та готовності особистості до життя в глобалізованому світі. Зокрема, у документі «Освіта з питань глобального громадянства: теми та навчальні цілі» наголошується на необхідності розвитку в здобувачів освіти поваги до культурного різноманіття, громадянської активності, емпатії та відповідального ставлення до

глобальних суспільних викликів [16]. У сучасних наукових дослідженнях також акцентується увага на важливості розвитку глобальної та громадянської компетентностей майбутніх педагогів. Так, Л. Пуховська зазначає: «Для формування сучасної інноваційної політики у сфері професійної освіти в Україні цінними можуть бути такі ідеї європейського досвіду: професійна освіта і навчання в країнах ЄС рухаються вперед за допомогою нового партнерства, системних реформ, розвитку курикулуму, нових методів навчання й оцінювання, різних моделей фінансування тощо; професійна освіта та інновації – це взаємно підтримувані та взаємозалежні сфери; необхідна докорінна перебудова всього укладу вітчизняної професійної школи, спрямованої в майбутнє» [17, с. 129].

Отже, сучасні процеси глобалізації зумовлюють посилення глобал citizen-орієнтації у системі полікультурного виховання майбутніх учителів початкових класів, що сприяє формуванню у майбутніх педагогів готовності до виховання молодших школярів як активних, відповідальних, толерантних та соціально свідомих громадян сучасного полікультурного суспільства.

Наступною важливою тенденцією сучасної вищої педагогічної освіти, тісно пов'язаною з процесами глобалізації та міжкультурної взаємодії, є посилення процесів інтернаціоналізації, що проявляється в активізації міжнародної співпраці, розвитку академічної мобільності, участі майбутніх учителів у міжнародних освітніх проєктах, програмах обміну, грантових ініціативах та міжкультурній комунікації. У контексті полікультурного виховання майбутніх учителів початкових класів означена тенденція сприяє розширенню світогляду майбутніх педагогів, формуванню міжкультурної компетентності, толерантності, готовності до професійної взаємодії у міжнародному освітньому середовищі та засвоєнню кращих європейських освітніх практик.

Відображення цієї тенденції простежується у Стратегії розвитку вищої освіти в Україні на 2021–2031 роки, де одним із пріоритетних напрямів визначено інтернаціоналізацію вищої освіти, розвиток академічної мобільності та інтеграцію української освіти до Європейського простору вищої освіти [18]. У документах Болонського процесу також наголошується на важливості міжнародної співпраці, мобільності здобувачів освіти та викладачів, розвитку міжкультурного діалогу й академічної взаємодії.

У сучасних наукових дослідженнях проблема інтернаціоналізації освіти розглядається як важливий чинник модернізації професійної підготовки педагогів. Ю. Бойчук та А. Боярська-Хоменко підкреслюють: «… інтернаціоналізація стає ключовим стратегічним напрямом для закладів вищої педагогічної освіти, дозволяючи їм забезпечувати якісну освіту і

готувати студентів до глобальних викликів. Інтернаціоналізація не тільки розширює можливості для здобувачів вищої освіти та викладачів, але і сприяє обміну знаннями, культурою і досвідом, що є важливим фактором у зміцненні міжнародних зв'язків та співпраці» [19, с. 18].

Г. Клімова акцентує увагу на тому, що: «Зміни в міжнародних відносинах зумовлені різними соціокультурними чинниками, серед яких важливу роль відіграє інтернаціоналізація вищої освіти, яка виступає засобом зберігання, розвитку і взаємозбагачення національних культур і загальнолюдських цінностей, механізмом розширеного відтворення інтелектуального потенціалу різних країн світу, слугує стимулом для інтенсивного розвитку міжнародного культурного співробітництва» [20, с. 187].

Узагальнюючи вищезазначене, інтернаціоналізація освіти виступає важливою тенденцією полікультурного виховання майбутніх учителів початкових класів, що забезпечує інтеграцію вітчизняної педагогічної освіти у міжнародний освітній простір, сприяє розвитку міжкультурної компетентності, академічної мобільності та готовності майбутніх педагогів до професійної діяльності в умовах полікультурного суспільства.

Висновки. Узагальнення результатів дослідження дає підстави стверджувати, що сучасні тенденції полікультурного виховання майбутніх учителів початкових класів у контексті реформування педагогічної освіти формують цілісну та взаємопов'язану систему професійно-педагогічної підготовки майбутнього педагога. Визначені тенденції відображають сучасні трансформаційні процеси у сфері вищої освіти та спрямовуються на формування у майбутніх учителів початкових класів полікультурної компетентності, толерантності, емоційного інтелекту, готовності до партнерської взаємодії, професійної мобільності та ефективної діяльності в умовах полікультурного освітньо-виховного середовища.

Перспективи подальших наукових розвідок убачаємо у розробленні методичних рекомендацій забезпечення полікультурного виховання майбутніх учителів початкових класів у системі вищої педагогічної освіти.

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ДОПОМІЖНІ РЕПРОДУКТИВНІ ТЕХНОЛОГІЇ В КОНТЕКСТІ ДУХОВНО-ЕТИЧНОЇ ФОРМАЦІЇ СТУДЕНТІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ З РЕЛІГІЙНИМ ЗАСНОВНИКОМ

Анотація. Стаття присвячена аналізу допоміжних репродуктивних технологій як міждисциплінарної проблеми на перетині медицини, права та релігійної біоетики. Актуальність дослідження зумовлена поширеністю безпліддя, демографічними втратами України внаслідок війни, потребою збереження фертильності військовослужбовців і онкопацієнтів, а також законодавчими змінами, пов'язаними із законопроєктом №13683 «Про застосування допоміжних репродуктивних технологій». У статті проаналізовано три основні підходи до осмислення ДРТ: медичний, що розглядає їх як спосіб лікування безпліддя та реалізації репродуктивних прав; правовий, пов'язаний із визначенням батьківства, відповідальності та захистом учасників репродуктивних програм; релігійно-етичний, який порушує питання морального статусу ембріона, гідності людського життя та меж технологічного втручання у процес зачаття. Окрему увагу приділено чинному українському законодавству, зокрема наказу МОЗ №787, нормам Сімейного кодексу України та законопроєкту №13683, який станом на травень 2026 року перебуває на опрацюванні у Верховній Раді. Обґрунтовано доцільність включення теми ДРТ до курсу «Наука і релігія» у закладах вищої освіти з релігійним засновником. Показано, що її вивчення сприяє формуванню критичного мислення, моральної рефлексії та здатності до діалогу між науковим, правовим і релігійним підходами. Запропоновано методичні форми роботи зі студентами, а саме аналіз першоджерел, порівняння конфесійних позицій, кейс-метод і структуровану дискусію. Зроблено висновок, що розвиток репродуктивної медицини має значний соціальний потенціал, однак потребує чітких правових і моральних орієнтирів. Для України перспективною є модель етичного діалогу між медициною, правом і релігійною думкою, а не їх протиставлення.

Ключові слова: релігійна біоетика, наука і релігія, духовно-етична формація, заклади вищої освіти з релігійним засновником.

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ASSISTED REPRODUCTIVE TECHNOLOGIES IN THE CONTEXT OF THE SPIRITUAL AND ETHICAL FORMATION OF STUDENTS AT HIGHER EDUCATION INSTITUTIONS WITH A RELIGIOUS FOUNDER

Abstract. The article analyzes assisted reproductive technologies as an interdisciplinary issue at the intersection of medicine, law, and religious bioethics. The relevance of the study is determined by the prevalence of infertility, Ukraine's demographic losses caused by the war, the need to preserve the fertility of military personnel and cancer patients, as well as legislative changes related to Draft Law No. 13683 «On the Application of Assisted Reproductive Technologies». The article examines three main approaches to understanding assisted reproductive technologies: the medical approach, which regards them as a means of treating infertility and exercising reproductive rights; the legal approach, concerned with determining parenthood, responsibility, and the protection of participants in reproductive programs; and the religious-ethical approach, which raises questions about the moral status of the embryo, the dignity of human life, and the limits of technological intervention in the process of conception. Particular attention is given to current Ukrainian legislation, especially Order No. 787 of the Ministry of Health, the provisions of the Family Code of Ukraine, and Draft Law No. 13683, which, as of May 2026, is under consideration in the Verkhovna Rada. The article substantiates the relevance of including the topic of assisted reproductive technologies in the course «Science and Religion» at higher education institutions with a religious founder. It is shown that the study of this topic contributes to the development of critical thinking, moral reflection, and the ability to engage in dialogue between scientific, legal, and religious approaches. The article proposes methodological forms of work with students, including analysis of primary sources, comparison of confessional positions, the case-study method, and structured discussion.

It concludes that the development of reproductive medicine has significant social potential but requires clear legal and moral guidelines. For Ukraine, the most promising model is not confrontation but ethical dialogue between medicine, law, and religious thought.

Keywords: religious bioethics, science and religion, spiritual and ethical formation, higher education institutions with a religious founder.

Постановка проблеми. Розвиток сучасної біомедицини ставить перед суспільством питання, на які неможливо відповісти лише мовою медичної ефективності. Допоміжні репродуктивні технології (далі – ДРТ) – зокрема екстракорпоральне запліднення (ЕКЗ), донація гамет та ембріонів, кріоконсервація ембріонів і сурогатне материнство – демонструють здатність науки суттєво розширити межі людської репродукції. Водночас саме ці технології перебувають у центрі однієї з найскладніших дискусій у площині взаємодії наукового знання та релігійної етики, а саме чи все, що є технічно здійсненним у сфері зачаття людського життя, є морально допустимим?

Актуальність теми визначається не лише темпами розвитку медицини, а й соціальним контекстом України. В умовах триваючого збройного конфлікту, демографічних втрат, поширення онкологічних захворювань, поранень та вимушеного відкладання батьківства питання збереження фертильності й доступу до репродуктивної допомоги набуває особливого значення. За оцінками Всесвітньої організації охорони здоров'я (2023), близько 17,5 % дорослого населення світу – тобто приблизно кожна шоста людина – стикається з безпліддям упродовж життя [1]; ВООЗ також визнає безпліддя захворюванням репродуктивної системи, що має значні психосоціальні наслідки [2].

У межах предмету «Наука і релігія» ДРТ є продуктивним об'єктом аналізу саме тому, що науковий, правовий, етичний і релігійний дискурси тут перетинаються, а не існують паралельно. Медицина пропонує методи подолання безпліддя й збереження репродуктивного матеріалу. Релігійна етика натомість ставить питання про гідність людського життя, моральний статус ембріона, межі втручання в процес зачаття, допустимість донорства й сурогатного материнства. Центральна проблема дослідження полягає не в прямому протиставленні науки та релігії, а в пошуку меж відповідального використання біомедичного знання.

Аналіз джерел і нормативної бази. Нормативну основу дослідження становлять чинні українські правові акти, передусім наказ МОЗ України №787 від 9 вересня 2013 року, яким затверджено Порядок застосування допоміжних репродуктивних технологій в Україні [3]. Відповідно до цього документа ДРТ визначаються як методики лікування безпліддя, за яких маніпуляції з репродуктивними клітинами, процеси запліднення і розвитку ембріонів до їх перенесення в матку здійснюються в умовах поза організмом.

Чинне регулювання визнає ДРТ не просто лабораторною процедурою, а комплексною медичною практикою, що вимагає ліцензування, медичних показань, інформованої згоди, конфіденційності та лікарського контролю.

Наказ МОЗ передбачає можливість донації гамет та ембріонів, встановлює анонімність донора, вимоги до донорів і процедури обліку репродуктивного матеріалу. Таким чином, українська правова система вже визнає медичну легітимність ДРТ, однак залишає відкритими низку етичних питань щодо статусу ембріона, меж донорства, права дитини знати своє біологічне походження, а також допустимості комерціалізації репродуктивної сфери.

Окреме місце займає сурогатне материнство, де Наказ МОЗ визначає медичні показання для його застосування, а відсутність матки, тяжкі соматичні захворювання, що унеможливлюють виношування вагітності, або неодноразові невдалі спроби ЕКЗ [4]. Сурогатною матір'ю може бути повнолітня дієздатна жінка, яка має власну здорову дитину, добровільно подала письмову заяву і не має медичних протипоказань. З медичного погляду це є обґрунтованою відповіддю на об'єктивну неможливість виношування дитини. З погляду релігійної біоетики постає складніше запитання, а саме чи не відокремлюється материнство від його особистісного, тілесного й духовного виміру, і чи не створює це передумов для інструменталізації жіночого тіла?

Сімейний кодекс України також визнає правові наслідки застосування ДРТ. Стаття 123 встановлює, що у разі народження дитини, зачатої за допомогою ДРТ за письмовою згодою чоловіка, він записується батьком; у разі перенесення ембріона, зачатого подружжям, в організм іншої жінки – батьками дитини визнається подружжя [5]. Це положення демонструє, що українське право надає пріоритет наміру та взаємній згоді генетичних батьків, а не виключно факту виношування дитини. Саме тут виникає принципова дискусія між юридичним, біологічним і релігійно-етичним розумінням батьківства.

Законопроєкт №13683 «Про застосування допоміжних репродуктивних технологій» зареєстрований у Верховній Раді України 22 серпня 2025 року за ініціативою Кабінету Міністрів України [6]. Станом на травень 2026 року він включений до порядку денного і перебуває на опрацюванні в комітеті. Цей факт важливий методологічно, коли документ не може аналізуватися як чинний закон, однак він відбиває напрям державної політики у сфері репродуктивної медицини.

Головним комітетом у роботі над законопроєктом визначено Комітет Верховної Ради з питань здоров'я нації, медичної допомоги та медичного страхування. До розгляду також залучено комітети з гуманітарної та інформаційної політики, правової політики, прав людини, бюджету, антикорупційної політики та європейської інтеграції [7]. Такий склад робочих органів засвідчує, що тематика ДРТ виходить за межі суто медичної процедури й охоплює питання прав людини, сімейної політики,

біоетики та міжнародних зобов'язань. Висновок щодо євроінтеграції вказує, що законопроєкт не суперечить міжнародно-правовим зобов'язанням України, проте потребує комплексного доопрацювання. Бюджетна експертиза зафіксувала, що документ матиме вплив на показники державного бюджету – зокрема через збільшення витрат на ДРТ.

Комітет Асоціації правників України з медичного та фармацевтичного права загалом підтримує ідею спеціального законодавчого регулювання ДРТ, однак звертає увагу на низку положень, що потребують уточнення, а саме обмеження щодо ЕКЗ, умови щодо громадянства й строку шлюбу, заборона сурогатного материнства для іноземців, запровадження виключно альтруїстичної моделі сурогатного материнства без чітких механізмів компенсації, обмеження для одиноких осіб, окремі суперечності з Сімейним кодексом України та недостатнє врахування міжнародних стандартів [8]. Ці зауваження показують, що законопроєкт містить правові, соціальні й етичні напруження, що виходять за межі суто адміністративного врегулювання.

Релігійно-біоетичний вимір проблеми розкривається через документи різних християнських традицій. Католицька інструкція Dignitas Personae (2008) наголошує, що створення ембріонів із метою їх подальшого знищення – навіть заради терапевтичної мети – несумісне з людською гідністю, оскільки перетворює людське життя на засіб для досягнення інших цілей [9]. Всесвітня рада церков у своїх документах щодо біотехнологій відносить до нових репродуктивних технологій ЕКЗ, кріоконсервацію ембріонів, сурогатне материнство, штучну інсемінацію та донорство, підкреслюючи, що ці практики мають не лише медичні, а й глибокі соціальні та етичні наслідки [10].

Отже, аналіз джерел виявляє три різних, але взаємопов'язаних логіки. Медична логіка розглядає ДРТ як спосіб лікування безпліддя та реалізації репродуктивних прав. Правова логіка прагне встановити правила, розмежувати відповідальність, визначити порядок батьківства й захистити учасників репродуктивних програм. Релігійно-етична логіка ставить питання про те, чи не втрачається в цих процедурах унікальна гідність людського життя, цілісність шлюбу, материнства й батьківства.

Методологія дослідження. Заклади вищої освіти з релігійним засновником займають особливе місце в системі підготовки фахівців, оскільки їхня освітня місія передбачає не лише передачу знань, а й цілісну духовно-етичну формацію особистості. Предмет «Наука і релігія» є одним із ключових інструментів такої формації, оскільки покликаний навчити студентів не уникати напруги між різними типами знання, а осмислювати її як продуктивний інтелектуальний і моральний виклик. Саме тому вибір тематики для цього курсу має принципове значення, а допоміжні

репродуктивні технології є одним із методично виправданих об'єктів аналізу.

ДРТ є темою, яка є особистісно значущою для студентської аудиторії. Майбутні богослови, педагоги, соціальні працівники та медики, які формуються в середовищі з релігійним засновником, неминуче зіштовхнуться з цими питаннями у своїй професійній і пастирській практиці. У супроводі подружніх пар, які переживають безпліддя, у консультуванні щодо репродуктивних рішень, у публічній дискусії щодо законодавства. Якщо студент не має сформованої здатності до аргументованої й водночас емпатійної позиції, він опиниться або в пастці некритичного заперечення, або в пастці некритичного схвалення. Обидві позиції є педагогічно неприйнятними.

Також робота з темою ДРТ формує у студентів низку ключових компетентностей духовно-етичної формації. Перша – критичне розрізнення логік, коли студент навчається бачити, що медична, правова й релігійна аргументація не суперечать одна одній автоматично, а ставлять різні питання до одного явища. Друга – моральна рефлексія, здатність обґрунтовувати позицію через звернення до принципів людської гідності, відповідальності та солідарності, а не лише через апеляцію до авторитету чи традиції. Персоналістична біоетика, розроблена зокрема у працях Е. Сгреччі, пропонує для цього методологічно розроблений інструментарій [17]. Третя – це діалогічна компетентність, готовність до розмови з людьми різних світоглядних позицій без втрати власної ідентичності.

По-третє, методична реалізація цієї теми у курсі «Наука і релігія» може здійснюватися через кілька взаємодоповнювальних форм. Аналіз першоджерел – зіставлення інструкцій Donum Vitae [11] та Dignitas Personae [9] дозволяє студентам простежити розвиток католицької біоетичної думки щодо репродуктивних технологій упродовж більш ніж двадцяти років і сформулювати власну оцінку її аргументів. Порівняльний аналіз конфесійних позицій – залучення документів Всесвітньої ради церков [10] та Спільноти протестантських церков Європи [18] дає змогу уникнути хибного ототожнення «релігійної позиції» з однією традицією і показати внутрішню різноманітність християнського біоетичного дискурсу. Кейс-метод – розбір конкретних ситуацій (збереження репродуктивного матеріалу військовослужбовця, донація ембріонів, сурогатне материнство в умовах вимушеного переміщення тощо) переводить абстрактну дискусію в площину реального морального вибору і сприяє формуванню практичної етичної компетентності. Структурована дискусія – це формулювання та публічний захист аргументованої позиції з урахуванням медичного, правового й релігійного виміру проблеми розвиває здатність до

відповідального публічного висловлювання, що є невід'ємною частиною духовно-етичної формації.

Таким чином, включення теми ДРТ до змісту предмету «Наука і релігія» у закладах вищої освіти з релігійним засновником є не лише тематично виправданим, а й педагогічно необхідним. Ця тема дозволяє перевести задекларовані цілі духовно-етичної формації, а саме критичне мислення, моральну зрілість, діалогічну відкритість у конкретний навчальний досвід, безпосередньо пов'язаний із викликами, з якими студенти зіткнуться після завершення навчання.

Мета статті – проаналізувати допоміжні репродуктивні технології (ДРТ) в Україні як дискусійний простір взаємодії науково-медичного прогресу, правового регулювання та релігійної біоетики, а також обґрунтувати методичну доцільність включення цієї теми до змісту предмету «Наука і релігія» у закладах вищої освіти з релігійним засновником як інструменту духовно-етичної формації студентів.

Виклад основного матеріалу. Допоміжні репродуктивні технології не можуть бути адекватно оцінені лише як медична послуга. Вони стосуються початку людського життя, походження дитини, статусу ембріона, репродуктивних прав, сімейної ідентичності й тілесної автономії жінки. ДРТ є типовим прикладом теми, де наука і релігія не стільки «сперечаються», скільки ставлять різні питання до одного явища, де медицина запитує, чи можливо допомогти людині стати батьком або матір'ю, а релігія запитує, якою ціною це відбувається і чи не зачіпається при цьому гідність іншої людської істоти.

Далі, головним джерелом напруження є питання морального статусу ембріона. У межах медичної практики ембріон є частиною репродуктивної процедури, коли він може бути створений, відібраний, перенесений, кріоконсервований або переданий відповідно до встановлених правил і згоди учасників. У релігійній біоетиці ембріон розглядається не як біологічний матеріал, а як початкова форма людського життя, яка вже потребує морального захисту [11]. Саме тут пролягає найглибша розбіжність між технічною логікою репродуктивної медицини і персоналістичною логікою релігійної антропології.

Також, сурогатне материнство є найбільш дискусійною формою ДРТ. Медична аргументація обґрунтовує його як можливість народження генетично спорідненої дитини для осіб, які об'єктивно не можуть самостійно виносити вагітність. Правова аргументація прагне захистити всіх учасників – генетичних батьків, сурогатну матір і дитину – через договори, згоду, медичні показання й процедуру реєстрації батьківства. Релігійна критика, однак, ставить питання про те, чи не призводить поділ

материнства на генетичний, гестаційний, юридичний і соціальний компоненти до послаблення цілісного розуміння сім'ї та людської особистості [12].

Законопроєкт №13683 намагається перевести сферу ДРТ із фрагментарного підзаконного регулювання в площину спеціального закону. Це є важливим кроком, оскільки репродуктивна медицина потребує чітких і прозорих правил [13]. Водночас критичні зауваження правничої спільноти свідчать, що юридичне врегулювання не повинно зводитися до адміністративного контролю, оскільки воно має враховувати права пацієнтів, інтереси дитини, захист сурогатної матері, рівний доступ до медичної допомоги та міжнародні стандарти.

Ба більше релігійна біоетика не є антагоністом медичної науки. Її критична функція полягає в тому, щоб нагадувати, що людина не може бути зведена до біологічного матеріалу, репродуктивної функції або предмета договору. Релігійна думка ставить питання про сенс батьківства, відповідальність перед дитиною, недоторканність людської гідності та межі технологічного втручання. У цьому сенсі релігійна етика здатна виконувати коригувальну роль щодо технократичного оптимізму, не заперечуючи при цьому значення медицини для подолання страждання, пов'язаного з безпліддям.

В українському контексті ДРТ – це не лише питання індивідуального репродуктивного вибору, а й питання демографічної безпеки, медичної реабілітації та соціальної справедливості [14]. Разом із тим воєнні обставини не можуть бути підставою для некритичного розширення будь-яких репродуктивних практик. Навпаки, саме в кризових умовах держава зобов'язана особливо ретельно захищати вразливих учасників репродуктивних програм: дітей, жінок, донорів, поранених військовослужбовців, онкопацієнтів, а також осіб, які можуть опинитися під економічним тиском.

Перспективнішою моделлю для України є не конфлікт науки і релігії, а змістовний етичний діалог між ними. Такий діалог має визнавати автономію медицини у сфері діагностики й лікування, водночас зберігаючи за релігійною думкою право ставити питання про моральні межі технологічного втручання. Законодавство у сфері ДРТ має бути світським, однак світськість не означає байдужості до моральних аргументів. У демократичному суспільстві релігійні, філософські, правові й медичні позиції можуть і повинні брати участь у публічній біоетичній дискусії.

Висновки. Отже, допоміжні репродуктивні технології є одним із найактуальніших предметів дискусії в межах предмету «Наука і релігія», оскільки вони безпосередньо торкаються питання меж наукового втручання у початок людського життя. Їх не можна зводити ані до чергового

медичного досягнення, ані до об'єкта релігійної заборони. У цій темі перетинаються біль безпліддя, право на батьківство, гідність дитини, статус ембріона, автономія жінки, комерційні ризики, державне регулювання та моральна відповідальність.

Українське законодавство вже регулює застосування ДРТ через наказ МОЗ №787 та відповідні норми Сімейного кодексу [15]. Однак чинне регулювання залишається недостатнім для сучасного рівня біомедичних викликів. Законопроєкт №13683 є спробою заповнити цю прогалину шляхом створення спеціального законодавчого механізму, проте його зміст потребує критичного доопрацювання. Передусім щодо недискримінаційного доступу, захисту прав дитини, сурогатного материнства, донорства, кріоконсервації ембріонів і відповідності міжнародним стандартам [16].

Релігійна біоетика у цій дискусії виконує важливу аналітичну функцію, оскільки вона не лише висловлює застереження, а й формулює питання, які медико-технічний підхід іноді залишає поза увагою – ким є ембріон, чи можна розглядати дитину як результат замовленої процедури, де проходить межа між лікуванням безпліддя і технологічним конструюванням батьківства [17]. Саме тому діалог науки й релігії у сфері ДРТ не повинен бути формальним.

Головний висновок цього аналізу-дослідження, що науковий прогрес у сфері репродуктивної медицини є соціально значущим і необхідним, але він потребує чітких моральних і правових орієнтирів [18]. ДРТ можуть слугувати благом тоді, коли вони спрямовані на допомогу людині, не зводячи ембріон, дитину, жінку, донора чи батьків до рівня біологічного матеріалу, послуги або предмета договору. Українська модель регулювання ДРТ має поєднувати медичну ефективність, правову визначеність, біоетичну відповідальність і повагу до світоглядного плюралізму суспільства.

Перспективи подальших досліджень. Подальші дослідження цієї теми доцільно зосередити у кількох напрямах. Перший – порівняльний аналіз законопроєкту №13683 із європейськими моделями регулювання ДРТ, особливо щодо сурогатного материнства, анонімності донорів і права дитини на інформацію про біологічне походження [19]. Другий – окреме дослідження морального статусу ембріона в українському правовому, медичному й релігійному дискурсах, оскільки саме це питання є ключовим для оцінки кріоконсервації, донації та утилізації невикористаних ембріонів. Третій – аналіз позицій основних релігійних спільнот України щодо ДРТ з урахуванням православних, католицьких, протестантських, юдейських та мусульманських підходів, що дасть змогу уникнути узагальнення «релігійної позиції» як однорідної [20]. Четвертий – вивчення впливу збройного конфлікту на репродуктивну етику, а саме збереження

репродуктивного матеріалу військових, постмортальна репродукція, репродуктивні права поранених та внутрішньо переміщених осіб. Саме ці питання можуть стати новим полем для діалогу між наукою, правом, релігією і суспільною мораллю.

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АНАЛІЗ СВІТОВОГО ДОСВІДУ ТА УКРАЇНСЬКОЇ ПРАКТИКИ РЕЙТИНГУВАННЯ НАУКОВО-ПЕДАГОГІЧНИХ І НАУКОВИХ ПРАЦІВНИКІВ

Анотація. У статті здійснено комплексне наукове дослідження теоретико-методологічних та прикладних засад рейтингування науково-

педагогічних і наукових працівників у сучасних умовах трансформації вищої освіти та академічної науки. Обґрунтовано актуальність впровадження об'єктивних систем оцінювання результативності праці дослідників як базового інструменту підвищення конкурентоспроможності наукових установ та закладів вищої освіти на національному та міжнародному рівнях. Проведено ґрунтовний компаративний аналіз ключових моделей рейтингування, які застосовуються у провідних країнах світу (зокрема, досвід Сполучених Штатів Америки, Великої Британії, країн Європейського Союзу та Азійського регіону), та виявлено їхні специфічні особливості, переваги і недоліки. Особливу увагу приділено трансформації вітчизняної практики оцінювання діяльності наукових кадрів під впливом глобальних наукометричних трендів та інтеграції України до Європейського дослідницького простору (ERA). У межах дослідження виокремлено та систематизовано основні групи показників, що формують інтегральний рейтинг дослідника, зокрема публікаційну активність у міжнародних реферативних базах даних Scopus та Web of Science, індекс цитованості, комерціалізацію наукових розробок, залучення зовнішнього грантового фінансування, а також експертне оцінювання (peer review). Виявлені невідповідності в існуючій вітчизняній системі оцінювання, зумовлені пріоритетом формальних кількісних показників над змістовною якістю наукових результатів. Запропоновано концептуальні рекомендації щодо модернізації систем рейтингування, які базуються на принципах академічної доброчесності, диференціації критеріїв залежно від специфіки наукової галузі та автоматизації збору первинних даних, що дозволить мінімізувати суб'єктивізм та бюрократичне навантаження на науковців.

Ключові слова: рейтингування науковців, науково-педагогічні працівники, наукові установи, світовий досвід, наукометрія, Scopus, Web of Science, KPI діяльності, управління людськими ресурсами.

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ANALYSIS OF INTERNATIONAL EXPERIENCE AND UKRAINIAN PRACTICES IN THE EVALUATION OF ACADEMIC AND RESEARCH STAFF

Abstract. The article presents a comprehensive study of the theoretical, methodological and applied foundations of the evaluation of academic and research staff in the context of the ongoing transformation of higher education and academic research. The relevance of implementing objective systems for assessing researchers' performance as a key instrument for enhancing the competitiveness of research institutions and higher education institutions at both national and international levels is substantiated. A thorough comparative analysis of the principal evaluation models applied in leading countries worldwide (particularly in the United States, the United Kingdom, the European Union and the Asian region) is carried out, and their specific features, advantages and limitations are identified. Special attention is devoted to the transformation of Ukrainian practices for evaluating research personnel under the influence of global scientometric trends and the integration of Ukraine into the European Research Area (ERA). Within the framework of the study, the main groups of indicators that form the integrated researcher evaluation system are identified and systematized, including publication activity indexed in international databases such as Scopus and Web of Science, citation indices, commercialization of research outcomes, attraction of external grant funding, as well as peer review.

The study also reveals inconsistencies within the existing Ukrainian evaluation system caused by the predominance of formal quantitative indicators over the actual quality of research results. Conceptual recommendations for the modernization of evaluation systems are proposed based on the principles of academic integrity, differentiation of criteria depending on disciplinary specifics and automation of primary data collection, which would minimize subjectivity and bureaucratic burden on researchers.

Keywords: evaluation of researchers, academic and research staff, research institutions, international experience, scientometrics, Scopus, Web of Science, key performance indicators, human resource management.

Постановка проблеми. В умовах інтеграції України до глобального науково-освітнього простору та розбудови економіки знань, питання об'єктивного оцінювання ефективності діяльності наукових та науково-педагогічних працівників набуває особливої уваги. Сучасна парадигма управління науковими установами та закладами вищої освіти вимагає переходу від формальних методів контролю до прозорих інструментів стимулювання продуктивності, серед яких центральне місце посідає рейтингування.

Проблема полягає у наявності суттєвих суперечностей між:

- сучасною глобальною тенденцією переходу до якісної експертної оцінки та соціально-економічного імпакту наукової діяльності в країнах ЄС та США, що контрастує з домінуючим в Україні бально-рейтинговим підходом, який через фокус на формальних індикаторах нерідко провокує "публікаційний спам" на шкоду глибині досліджень;

- існуючі системи рейтингування часто ігнорують специфіку природничих, технічних та соціогуманітарних галузей знань, що призводить до методологічного дисбалансу та ставить науковців різних профілів у нерівні конкурентні умови;

- незважаючи на те, що рейтингування має слугувати фундаментом для матеріального стимулювання, систематичне недофінансування наукових установ знецінює його економічну роль, перетворюючи систему оцінювання на формальну бюрократичну процедуру або засіб виключно морального заохочення.

Актуальність дослідження підсилюється необхідністю гармонізації вітчизняного законодавства, зокрема Законів України "Про наукову і науково-технічну діяльність" та "Про вищу освіту", із європейськими стандартами оцінювання наукового потенціалу. Відсутність єдиної концептуальної моделі рейтингування, яка б збалансовано поєднувала наукометричні показники (Scopus, Web of Science), експертне оцінювання

та рівень інноваційної активності, гальмує розвиток людського капіталу в академічному середовищі.

Таким чином, науковий аналіз світових практик та критичний перегляд українського досвіду є необхідним кроком для створення дієвого механізму управління якістю наукових кадрів, що дозволить мінімізувати суб'єктивізм, забезпечити академічну доброчесність та підвищити міжнародний авторитет української науки.

Аналіз останніх досліджень і публікацій. Теоретико-методологічні та нормативно-правові засади оцінювання ефективності діяльності наукових та науково-педагогічних кадрів перебувають у центрі уваги багатьох вітчизняних і зарубіжних дослідників. Особливе значення для нашого дослідження мають напрацювання І. С. Баланчук та О. Є. Михальченкова, які у своїй праці [1] здійснили ґрунтовний огляд сучасних світових трендів. Автори акцентують увагу на необхідності переходу від суто бібліометричних показників до комплексних систем, що враховують відкритість наукових даних та соціальний вплив досліджень. Питання інтеграції різних сфер діяльності науковця у єдиний показник висвітлено у дослідженні N. Scafetta. Автор пропонує використання стандартизованого комбінованого показника (RT-score), який дозволяє збалансовано оцінювати не лише дослідницьку, а й викладацьку активність працівника, що є надзвичайно актуальним для науково-педагогічного складу закладів вищої освіти [2]. Окремим важливим аспектом сучасної системи рейтингування є вимірювання суспільного впливу (impact) науки. Це питання детально розглянуто у праці Т. О. Ярошенко та О. І. Ярошенко, де автори обґрунтовують доцільність врахування не лише академічних цитувань, а й реального внеску наукових результатів у розвиток соціуму, що відповідає європейським стандартам оцінювання в межах Open Science [3]. Трансформацію парадигми оцінювання в Україні та світі аналізують І. Ю. Єгоров та І. А. Жукович. Дослідники акцентують увагу на нових тенденціях, що виникають у процесі моніторингу результатів діяльності вчених, зокрема на необхідності відходу від надмірної бюрократизації та перегляду традиційних наукометричних критеріїв у бік їхньої гнучкості [4]. Фундамент системи оцінювання в Україні формується на державному рівні та регламентується базовими законодавчими актами. Зокрема, Закон України "Про вищу освіту" [5] закладає правові основи для моніторингу якості вищої освіти, стимулювання професійного зростання викладачів та автономії закладів вищої освіти у розробці внутрішніх систем забезпечення якості. Водночас Закон України "Про наукову і науково-технічну діяльність" [6] безпосередньо визначає критерії результативності праці науковців через призму публікаційної активності, комерціалізації розробок

та участі в грантових проєктах, що є орієнтиром для побудови сучасних рейтингових систем в академічному середовищі. Для глибокого розуміння природи рейтингування як управлінської категорії необхідним є звернення до фундаментальних філософських та лінгвістичних витоків. Так, аналіз дефініцій у "Великому тлумачному словнику сучасної української мови" [7] дозволяє чітко розмежувати поняття "оцінка", "рейтинг" та "ранжування" як послідовні етапи вимірювання результативності. Своєю чергою, "Філософський енциклопедичний словник" [9] дає змогу трактувати рейтингування не лише як технічний засіб фіксації показників, а як важливу праксеологічну та аксіологічну систему оцінювання інтелектуальної діяльності, що безпосередньо впливає на формування професійної ідентичності та мотивації науковця. У контексті сучасного управління людськими ресурсами оцінювання персоналу розглядається як інструмент збереження та примноження капіталу знань. Професор О. А. Грішнова у своєму класичному дослідженні людського капіталу [10] наголошує, що ефективне рейтингування та матеріально-моральне стимулювання є ключовими факторами відтворення інтелектуального потенціалу в системі освіти і науки. Ці ідеї корелюють із концепцією економіки знань, обґрунтованою Л. І. Федуловою [12], де результативність праці наукових працівників виступає головним драйвером інноваційного поступу держави, а системи моніторингу KPI стають базовим елементом менеджменту наукових установ.□□Прикладні аспекти впровадження оцінювання в практику управління детально розкрито у праці В. В. Костицького [11], який розглядає рейтингування як універсальний метод управління якістю вищої освіти та наукової діяльності, що дозволяє оптимізувати розподіл бюджетного фінансування та стимулювати здорову конкуренцію всередині наукових колективів. Проте реалізація таких систем потребує суворого математичного та інформаційного моделювання. Вагомим внеском у вирішення цього завдання є дослідження О. М. Вереса, В. В. Пасічника та Л. Б. Чирун [8], якими було розроблено інформаційну модель системи формування рейтингових списків на рівні структурних підрозділів.

Запропоновані ними алгоритми автоматизації збору даних та багатокритеріального аналізу дозволяють мінімізувати суб'єктивний фактор під час оцінювання персоналу, що є вкрай актуальним для модернізації сучасних систем рейтингування наукових установ.

Метою статті є системне дослідження та порівняльний аналіз передового світового досвіду і сучасної української практики рейтингування науково-педагогічних і наукових працівників у наукових установах для обґрунтування напрямів модернізації вітчизняної системи оцінювання наукових кадрів та підвищення її об'єктивності.

Виклад основного матеріалу дослідження. У світовій практиці оцінювання результативності праці науковців історично сформувалися дві полярні концепції: британсько-європейська, яка спирається на змістовну експертну оцінку (peer review), та американська, орієнтована на ринкові показники, залучення фінансування та формалізовані KPI. Найбільш відомим прикладом першої моделі є система Research Excellence Framework (REF), що діє у Великій Британії. У межах REF оцінюється не кожна окрема публікація чи показник цитованості, а загальний науковий внесок установи та конкретного дослідника через аналіз обмеженої кількості його найкращих праць за визначений період (як правило, 4 праці за 5–6 років). Експертна комісія оцінює оригінальність, значущість та суворість дослідження, а також його "імпакт" – реальний вплив на економіку, культуру, суспільну політику чи охорону здоров'я [1]. На противагу цьому, американська модель оцінювання зазвичай децентралізована і залежить від конкретного університету в межах системи "*Tenure track*" (отримання довічного професорського чи дослідницького контракту) значною мірою спирається на обсяги залучених зовнішніх грантів (External Funding). Але загальний рух задає декларація San Francisco Declaration on Research Assessment (DORA). Декларація про оцінювання наукових досліджень DORA була розроблена у 2012 році під час щорічних зборів Американського товариства клітинної біології (ASCB) у Сан-Франциско. DORA – це глобальний стандарт, який підтримують провідні університети США (Гарвард, Стенфорд). Декларація DORA є одним із найважливіших документів у сучасній академічній спільноті, що докорінно змінює підходи до рейтингування та оцінювання науковців. Головний постулат цієї декларації полягає в необхідності припинити використання імпакт-факторів журналів як сурогатного показника якості індивідуальних наукових досліджень для оцінювання внеску конкретного вченого, а також при прийнятті рішень щодо просування по службі чи фінансування [2]. Іспанська система Sexenio є одним із найбільш яскравих прикладів успішної державної політики стимулювання наукової продуктивності. Це добровільна система оцінювання наукової діяльності викладачів університетів та науковців державних дослідницьких центрів Іспанії. Назва походить від слова *seis* (шість), оскільки оцінювання проводиться за шестирічні цикли діяльності. Вона безпосередньо стосується теми рейтингування, оскільки це фактично національна система індивідуального оцінювання дослідників [3].

Coalition for Advancing Research Assessment (CoARA) – це міжнародна ініціатива, спрямована на докорінну реформу оцінювання наукових досліджень, організацій та науковців, що об'єднує понад 800 організацій. Вона виникла як відповідь на надмірну залежність академічної спільноти від

кількісних показників (таких як імпакт-фактор журналу чи індекс Гірша) [4].

Компаративний аналіз моделей рейтингування науковців у світовій практиці наведено у таблиці 1.

Таблиця 1

Компаративний аналіз моделей рейтингування науковців у світовій практиці

Параметр порівняння	Американська модель (США, Канада)	Європейська модель (Велика Британія, Німеччина)	Азійська модель (Китай, Південна Корея)	Українська модель (сучасний стан)
Ключовий домінуючий критерій оцінки	Обсяг залученого грантового фінансування (External grants) та комерціалізація розробок	Якість та наукова цінність публікацій, соціально-економічний ефект (Impact)	Суворі кількісні показники публікацій у виданнях Web of Science (JCR) та патентна активність	Формальні бально-рейтингові індикатори (кількість статей, участь у радах тощо)
Базовий метод оцінювання результатів	Комплексний огляд портфоліо комісією установи (Tenure review) з урахуванням відгуків	Періодична зовнішня експертна оцінка колег (Peer-review) в межах національних програм	Автоматизовані бальні системи з прямим матеріальним стимулюванням (нагороди за публікації)	Внутрішній самозвіт працівника з нарахуванням фіксованих балів за кожен вид діяльності
Вплив рейтингу на оплату праці та статус	Визначає продовження контракту, перехід на постійну позицію, базовий оклад	Визначає рівень базового фінансування установи, індивідуальні бонуси за якість	Прямі великі фінансові премії за кожну статтю в журналах першого чи другого квартилів	Впливає на встановлення стимулюючих надбавок, які часто обмежені бюджетом установи

В Україні практика рейтингування наукових та науково-педагогічних працівників тривалий час базувалася на принципах обліку валових кількісних показників: кількості опублікованих друкованих аркушів, кількості підготовлених методичних рекомендацій, загальної кількості

доповідей на конференціях без належної диференціації за рівнем їх якості та значущості.

На сучасному етапі реформування вітчизняні наукові установи та заклади вищої освіти почали активно впроваджувати внутрішні бально-рейтингові системи, інтегруючи до них вимоги Міністерства освіти і науки України щодо наявності публікацій у виданнях, що індексуються наукометричними базами Scopus та Web of Science.

Основними документами щодо рейтингового оцінювання діяльності науково-педагогічних і наукових працівників вітчизняних закладів вищої освіти є Закон України "Про вищу освіту" та Закон України "Про наукову та науково-технічну діяльність" [5-6], згідно з якими ця процедура постає складовою системи забезпечення якості вищої освіти.

Так, статтею 16 Закону України "Про вищу освіту", що стосується системи забезпечення якості вищої освіти, передбачається "щорічне оцінювання здобувачів вищої освіти, науково-педагогічних і педагогічних працівників закладу вищої освіти та регулярне оприлюднення результатів таких оцінювань на офіційному вебсайті закладу вищої освіти, на інформаційних стендах та в будь-який інший спосіб". Автономія та самоврядування надають право "запроваджувати рейтингове оцінювання освітніх, мистецьких, науково-дослідницьких та інноваційних досягнень учасників освітнього процесу" (ст. 32) [5] закладу вищої освіти.

Наразі багато закладів вищої освіти у рейтингах різного рівня передбачають оцінювання за такими показниками, як викладання, наукові дослідження, розповсюдження знань, міжнародна співпраця.

За наявності у кожному закладі вищої освіти положення про оцінювання діяльності науково-педагогічних і наукових працівників, цілком логічно, що заклади вищої освіти ці показники включають до викладацьких рейтингів із врахуванням пріоритетних завдань, які вирішує заклад вищої освіти.

У показниках рейтингового оцінювання діяльності науково-педагогічних і наукових працівників виявляються як спільні риси, так і певні відмінності. Зокрема, спільними є види діяльності, що підлягають рейтинговому оцінюванню. Відмінність простежується у кількісному оцінюванні (бали) одного й того ж складника професійної діяльності науково-педагогічного і наукового працівника.

У Великому тлумачному словнику сучасної української мови наведено таке визначення: "рейтинг – це показник оцінки діяльності, популярності, авторитету якоїсь особи, організації, групи, програм у певний час, що визначається соціологічним опитуванням, голосуванням та ін., і визначається місцем, яке вони посідають серед собі подібних" [7].

Вітчизняні дослідники О. М. Вереса, В. В. Пасічника та Л. Б. Чирун у статті "Інформаційна модель системи формування рейтингових списків кафедр університету" зазначають, що "Рейтинг" (від англ. − rating) − це індивідуальний числовий показник оцінки досягнень деякого суб'єкта в класифікаційному списку, який щорічно складається експертами відповідних галузей. Фактично "рейтинг" − це система впорядкування у вигляді списку якості будь-яких об'єктів на основі кількісних показників або рейтингових оцінок [8].

Цілком очевидно, що залежно від закладу вищої освіти і професійної діяльності науково-педагогічних і наукових працівників результати рейтингу можна трактувати як інформаційний продукт, який ілюструє місце науково-педагогічного і наукового працівника серед інших, які обіймають однакову з ним посаду. Послуговуючись філософськими категоріями загального й одиничного [9], рейтинг закладу вищої освіти відносимо до категорії загального, рейтинг науково-педагогічних і наукових працівників – до одиничного. Ці категорії відображають не лише відмінність, але й діалектичну єдність рейтингових процедур на інституційному та особистісному рівнях. Таким чином робимо висновок, що методологічне підґрунтя у них спільне.

Аналіз внутрішніх положень про рейтингування низки провідних академічних інститутів та університетів дозволяє узагальнити та структурувати середньостатистичний розподіл питомої ваги різних видів діяльності науковця у підсумковому річному рейтингу. Структура та питома вага індикаторів індивідуального рейтингу науковця в Україні наведені у таблиці 2.

Таблиця 2

Структура та питома вага індикаторів індивідуального рейтингу науковця в Україні

Блок індикаторів діяльності	Питома вага в рейтингу (%)	Основні критерії та метрики оцінювання	Переваги та ризики застосування критерію
Наукометричний блок	45%	Кількість статей у журналах з імпакт-фактором (Scopus/ WoS), квартиль журналу (Q1–Q4), індекс Гірша (***h***-index), динаміка цитувань.	Переваги: інтеграція у світову науку. Ризики: поява недоброчесних видань, штучне взаємоцитування.

Блок індикаторів діяльності	Питома вага в рейтингу (%)	Основні критерії та метрики оцінювання	Переваги та ризики застосування критерію
Проєктно-грантовий блок	25%	Участь у міжнародних проєктах (Horizon Europe, Erasmus+), керівництво держбюджетними темами, залучення госпдоговірної тематики.	Переваги: фінансова автономія установи. Ризики: висока бюрократизація та складність адміністрування грантів.
Інноваційно-впроваджувальний блок	15%	Отримання патентів на винаходи та корисні моделі, комерціалізація технологій, видання монографій, створення стартапів.	Переваги: практична спрямованість. Ризики: отримання формальних патентів без реального впровадження.
Організаційно-академічний блок	15%	Керівництво аспірантами, робота у спеціалізованих вчених радах, рецензування статей, участь в оргкомітетах конференцій.	Переваги: формування наукового резерву. Ризики: високі часові витрати на некомерційну діяльність.

Головною проблемою чинної української практики рейтингування є її жорстка прив'язка до так званого "валового" підходу всередині самих наукометричних показників. Прагнення максимізувати бали змушує дослідників розпорошувати науковий потенціал на велику кількість дрібних публікацій низької якості, що стимулює розвиток практик академічного недоброчесного співавторства. Крім того, наявні системи матеріального заохочення за високі рейтинги в Україні мають нестабільний характер через обмеженість базового бюджетного фінансування установ, що нівелює мотиваційний ефект рейтингування.

Висновки та перспективи. Проведене дослідження підтверджує, що ефективна система рейтингування науково-педагогічних і наукових працівників має базуватися на збалансованому поєднанні кількісних

наукометричних індикаторів та якісної експертної оцінки. Модернізація вітчизняної практики потребує впровадження таких кроків: по-перше, диференціація критеріїв рейтингу залежно від профілю дослідження (фундаментальні науки – пріоритет Scopus/WoS Q1-Q2; прикладні – патенти, ліцензійні угоди та госпдоговори; соціогуманітарні – монографії та суспільний імпакт); по-друге, автоматизація процесу збору даних через інтеграцію внутрішніх систем установ з міжнародними реєстрами (ORCID, Scopus Search API), що зменшить навантаження на вчених; по-третє, законодавче закріплення гнучких моделей фінансування праці науковців на основі результатів їхнього рейтингування.

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ТЕОРЕТИКО-ПРАКТИЧНІ ЗАСАДИ ФОРМУВАННЯ СТРЕСОСТІЙКОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

Анотація. У статті досліджено теоретико-практичні засади формування стресостійкості здобувачів вищої освіти в умовах сучасних соціальних та освітніх трансформацій. Обґрунтовано актуальність проблеми розвитку стресостійкості студентської молоді в контексті інтенсифікації освітнього процесу, цифровізації навчання, інформаційного перевантаження та психоемоційних викликів сучасного суспільства. Визначено основні структурні компоненти стресостійкості здобувачів вищої освіти: мотиваційний, когнітивний, емоційно-вольовий та поведінково-діяльнісний.

Особливу увагу приділено педагогічним умовам формування стресостійкості студентів, серед яких: створення психологічно безпечного освітнього середовища, використання інтерактивних та здоров'язбережувальних технологій навчання, розвиток навичок саморегуляції та рефлексії, а також підтримка позитивної навчальної мотивації. Розкрито практичні аспекти впровадження тренінгових програм, елементів емоційного інтелекту, методів арттерапії, коучингових технологій і цифрових ресурсів у процес професійної підготовки студентів.

Формування стресостійкості є важливою складовою професійного становлення майбутніх фахівців, оскільки забезпечує їхню здатність ефективно адаптуватися до змін, зберігати психологічне благополуччя та успішно реалізовувати професійну діяльність.

Теоретичні засади формування стресостійкості ґрунтуються на міждисциплінарному поєднанні психологічних і педагогічних концепцій, спрямованих на розвиток здатності особистості ефективно функціонувати в умовах стресу. Формування стресостійкості здобувачів вищої освіти є важливою умовою їхньої професійної підготовки, особистісного розвитку та успішної адаптації до сучасних викликів.

Ключові слова: стресостійкість, здобувачі вищої освіти, професійна підготовка, психологічна стійкість, адаптація, освітнє середовище, емоційний інтелект, педагогічні умови.

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THEORETICAL AND PRACTICAL PRINCIPLES OF FORMING STRESS RESILIENCE OF HIGHER EDUCATION STUDENTS

Abstract. The article explores the theoretical and practical principles of forming stress resistance of higher education students in the context of modern social and educational transformations. The relevance of the problem of developing stress resistance of student youth in the context of the intensification of the educational process, digitalization of learning, information overload and psycho-emotional challenges of modern society is substantiated. The main structural components of stress resistance of higher education students are identified: motivational, cognitive, emotional-volitional and behavioral-activity.

Particular attention is paid to the pedagogical conditions for forming stress resistance of students, including: creating a psychologically safe educational environment, using interactive and health-saving learning technologies, developing self-regulation and reflection skills, as well as supporting positive learning motivation. The practical aspects of implementing training programs, elements of emotional intelligence, art therapy methods, coaching technologies and digital resources in the process of professional training of students are revealed.

The formation of stress resistance is an important component of the professional development of future specialists, as it ensures their ability to effectively adapt to changes, maintain psychological well-being and successfully implement professional activities.

The theoretical principles of the formation of stress resistance are based on an interdisciplinary combination of psychological and pedagogical concepts aimed at developing the ability of an individual to function effectively under stress.

The formation of stress resistance of higher education students is an important condition for their professional training, personal development and successful adaptation to modern challenges.

Keywords: stress resistance, higher education students, professional training, psychological stability, adaptation, educational environment, emotional intelligence, pedagogical conditions.

Постановка та обґрунтування актуальності проблеми. Сучасна система вищої освіти функціонує в умовах постійних суспільних змін, цифровізації, високої інформаційної насиченості та зростання психоемоційного навантаження на особистість. Здобувачі вищої освіти стикаються з численними стресогенними чинниками: академічною конкуренцією, необхідністю швидкої адаптації до нових умов навчання, професійним самовизначенням, поєднанням навчальної та трудової діяльності, а також впливом кризових соціальних процесів. У таких умовах особливого значення набуває проблема формування стресостійкості студентської молоді як важливої складової професійної компетентності майбутнього фахівця [2].

Стресостійкість розглядається як інтегративна характеристика особистості, що забезпечує здатність ефективно функціонувати в умовах підвищеного психологічного навантаження, зберігати емоційну рівновагу, продуктивність діяльності та адаптивність. Вона виступає важливим чинником успішного навчання, професійного становлення та психологічного благополуччя здобувачів освіти.

Проблема стресостійкості активно досліджується у психології, педагогіці та суміжних науках. Науковці акцентують увагу на механізмах подолання стресу, розвитку емоційної регуляції, адаптаційних ресурсів особистості та створенні сприятливого освітнього середовища. Водночас питання теоретико-практичного забезпечення процесу формування стресостійкості здобувачів вищої освіти потребує подальшого наукового осмислення [5].

Аналіз останніх досліджень і публікацій. Проблему формування стресостійкості здобувачів вищої освіти розглядали: В. Аршинова, М. Боришевський, В. Геньковська, Л. Гримак, Б. Зейгарник, С. Іванова, К. Конопкін, Т.Кочубей, Д. Кравцов, М. Кудінова, В. Максименко, Н. Наєнко А. Семенов тощо.

Метою статті є обґрунтування теоретико-практичних засад формування стресостійкості здобувачів вищої освіти та визначення ефективних педагогічних умов її розвитку в освітньому процесі.

Виклад основного матеріалу дослідження. У сучасних умовах динамічного розвитку суспільства, цифровізації освіти, зростання інформаційного навантаження та професійної конкуренції проблема формування стресостійкості особистості набуває особливої актуальності. Для здобувачів вищої освіти стресостійкість є важливою передумовою успішної навчальної діяльності, професійного становлення та збереження психоемоційного благополуччя.

Постійний вплив навчальних, соціальних та професійних стресорів вимагає від студентів здатності ефективно адаптуватися до складних умов, контролювати емоційні реакції та підтримувати продуктивність діяльності [1].

У психологічній та педагогічній науці поняття стресостійкості розглядається як інтегративна властивість особистості, що забезпечує здатність людини протистояти негативному впливу стресових факторів, зберігати емоційну рівновагу та ефективність діяльності в умовах напруження.

Таким чином, формування стресостійкості передбачає розвиток навичок саморегуляції, емоційного контролю, адаптивного мислення та конструктивної поведінки у складних ситуаціях.

У педагогічному аспекті формування стресостійкості розглядається як цілеспрямований процес розвитку особистісних якостей, що забезпечують психологічну готовність до професійної діяльності та соціальної взаємодії. Теоретичними засадами цього процесу виступають компетентнісний, особистісно орієнтований, діяльнісний, аксіологічний та системний підходи [4].

Компетентнісний підхід передбачає формування у здобувачів освіти здатності ефективно діяти в умовах невизначеності, приймати рішення у стресових ситуаціях та застосовувати навички емоційної саморегуляції. Особистісно орієнтований підхід акцентує увагу на індивідуальних особливостях студентів, їхніх потребах, мотивації та психологічних ресурсах. Діяльнісний підхід розглядає стресостійкість через практичну діяльність та набуття досвіду подолання труднощів у реальних або змодельованих професійних ситуаціях.

Системний підхід дозволяє розглядати стресостійкість як багатокомпонентне утворення, до структури якого входять мотиваційний, когнітивний, емоційно-вольовий, поведінковий та рефлексивний компоненти. Мотиваційний компонент визначає спрямованість особистості на подолання труднощів і професійне самовдосконалення. Когнітивний компонент охоплює знання про природу стресу, механізми його виникнення та способи подолання. Емоційно-вольовий компонент характеризує здатність контролювати емоції, зберігати самовладання та психологічну стабільність. Поведінковий компонент відображає вміння використовувати ефективні копінг-стратегії та адаптивні моделі поведінки. Рефлексивний компонент забезпечує самоаналіз власного емоційного стану та оцінювання ефективності обраних способів подолання стресу.

Важливе значення у формуванні стресостійкості мають психолого-педагогічні умови, серед яких: створення позитивного освітнього середовища, розвиток навичок емоційного інтелекту, використання інтерактивних методів навчання, тренінгових технологій, методів саморегуляції та психологічної підтримки. Ефективними засобами розвитку стресостійкості є тренінги з тайм-менеджменту, розвитку комунікативних навичок, конфліктології, релаксаційні техніки, методи арт-терапії, кейс-метод та моделювання професійних ситуацій [3].

Стресостійкість трактується як здатність особистості зберігати ефективність діяльності, психоемоційну рівновагу та конструктивну поведінку в умовах стресу. Вона ґрунтується на взаємодії когнітивних, емоційних, мотиваційних і поведінкових механізмів саморегуляції.

У структурі стресостійкості здобувачів вищої освіти доцільно виокремити такі компоненти:

1. **Мотиваційний компонент** – характеризує сформованість позитивної мотивації до саморозвитку, готовність долати труднощі та прагнення до професійного вдосконалення.

2. **Когнітивний компонент** – охоплює знання про природу стресу, способи його подолання, методи емоційної саморегуляції та психологічної підтримки.

3. **Емоційно-вольовий компонент** – передбачає здатність контролювати емоційні реакції, підтримувати внутрішню рівновагу та проявляти витривалість у складних ситуаціях.

4. **Поведінково-діяльнісний компонент** – виявляється у використанні конструктивних стратегій подолання стресу, ефективній комунікації та адаптивній поведінці [6].

Формування стресостійкості студентів ґрунтується на принципах гуманізації освіти, особистісно орієнтованого навчання, психологічної підтримки та розвитку навичок життєстійкості.

Практична реалізація процесу формування стресостійкості потребує створення відповідних педагогічних умов в освітньому середовищі закладу вищої освіти.

Однією з ключових умов є формування психологічно безпечного освітнього середовища, у якому здобувачі освіти відчувають підтримку, довіру та можливість відкритої комунікації. Важливу роль у цьому процесі відіграє педагог, який має сприяти розвитку позитивного емоційного клімату та партнерської взаємодії [1].

Ефективним засобом розвитку стресостійкості є використання інтерактивних методів навчання: тренінгів, рольових ігор, кейс-методів, групових дискусій та проєктної діяльності. Такі форми роботи сприяють розвитку комунікативних навичок, емоційного інтелекту, уміння працювати в команді та приймати рішення в нестандартних ситуаціях.

Важливе значення мають здоров'язбережувальні технології, спрямовані на підтримку психічного та фізичного здоров'я студентів. До них належать техніки релаксації, дихальні вправи, арттерапевтичні методики, елементи майндфулнес-практик та вправи з розвитку саморегуляції [2].

Суттєвий потенціал у формуванні стресостійкості мають цифрові освітні ресурси та онлайн-платформи, які забезпечують доступ до психологічної підтримки, тренінгових програм і ресурсів для розвитку емоційної компетентності. Використання цифрових інструментів дозволяє індивідуалізувати освітній процес та підвищити рівень залученості студентів.

Особливу увагу доцільно приділяти розвитку рефлексивних умінь здобувачів освіти. Рефлексія сприяє усвідомленню власних емоційних станів, аналізу труднощів та формуванню конструктивних стратегій поведінки.

Ефективність процесу формування стресостійкості здобувачів вищої освіти забезпечується реалізацією таких педагогічних умов:

- створення позитивного психологічного клімату в академічному середовищі;

- інтеграція здоров'язбережувальних технологій в освітній процес;
- використання інтерактивних та тренінгових методів навчання;
- розвиток емоційного інтелекту та навичок саморегуляції;
- стимулювання рефлексивної діяльності студентів;
- підтримка мотивації до професійного та особистісного розвитку;
- забезпечення психологічного супроводу здобувачів освіти.

Комплексне впровадження зазначених умов сприяє підвищенню адаптаційних можливостей студентської молоді та формуванню готовності до професійної діяльності в умовах невизначеності та стресу [3].

Висновки. Отже, формування стресостійкості здобувачів вищої освіти є важливим напрямом сучасної професійної підготовки майбутніх фахівців. Стресостійкість виступає інтегративною характеристикою особистості, яка забезпечує ефективну адаптацію до освітніх і професійних викликів, підтримання психоемоційної рівноваги та успішність професійної діяльності.

Теоретичний аналіз наукових підходів дозволив визначити сутність та структурні компоненти стресостійкості, а також обґрунтувати педагогічні умови її формування. Практичний аспект дослідження засвідчив доцільність використання інтерактивних методів навчання, здоров'язбережувальних технологій, цифрових ресурсів та психологічної підтримки у процесі розвитку стресостійкості студентської молоді.

Перспективи подальших досліджень пов'язані з розробленням і експериментальною перевіркою моделей формування стресостійкості здобувачів вищої освіти в умовах цифровізації освіти, дистанційного навчання та міжкультурної взаємодії.

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ПІДГОТОВКА МАЙБУТНЬОГО ВЧИТЕЛЯ ДО ФОРМУВАННЯ ЕКОЛОГІЧНОГО МИСЛЕННЯ УЧНІВ У ПРОЦЕСІ НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ

Анотація. Стаття становить дослідження питань підготовки майбутніх учителів української мови до впровадження екологічно орієнтованої мовної освіти учнів ліцею. На основі аналізу теоретичних положень і синтезу ідей науковців окреслено базові поняття дослідження. Зокрема, екологічне мислення потрактовано як усвідомлення особою взаємозв'язку між власними діями та природою, розуміння себе як частини екосистеми, що зумовлює відповідальне ставлення до довкілля, свідомий вибір стилю життя та активної участі у сталому розвитку суспільства. Підготовку вчителя до формування екологічного мислення учнів у контексті шкільної мовної освіти розглянуто як цілеспрямований процес професійного розвитку педагога для навчання учнівства використовувати мову, текст, медіатекст, мовленнєво-комунікативні вміння з метою критичного сприйняття, осмислення інформації екологічного змісту, дбайливого ставлення до довкілля, свідомого покращання його та пошуку шляхів створення безпечного світу.

Шляхом анкетування магістрантів Житомирського державного університету імені Івана Франка виявлено розрив між загальним схваленням важливості екологічного спрямування шкільної мовної освіти і реальною пріоритетністю екологічної компетентності в системі цінностей майбутнього вчителя української мови. Досліджено педагогічні умови підготовки студентів-філологів до формування екологічного мислення учнів у контексті навчання української мови. Окреслено шляхи реалізації екогуманітарного підходу до такої підготовки майбутніх учителів української мови, що передбачає поєднання двох напрямів: «екології довкілля» та «екології слова».

Результати дослідження свідчать про зв'язок екологічного мислення юних здобувачів освіти, їхніх моральних і екологічних ціннісних орієнтирів

та сталої екологічної поведінки. Цей висновок увиразнює важливе значення підготовки майбутніх учителів-філологів до формування екологічного мислення учнів для прояву їхніх відповідальних екологічних вчинків.

Ключові слова: екологічне мислення, екологічна свідомість, критичне мислення, мовна екологія, екологічна комунікація, лінгвометодична підготовка з екологічним компонентом, методика навчання української мови, мовна освіта, здобувачі педагогічної освіти, старшокласники.

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PREPARATION OF FUTURE TEACHERS TO FORM STUDENTS' ECOLOGICAL THINKING IN THE PROCESS OF TEACHING THE UKRAINIAN LANGUAGE

Abstract. The article is a study of the issues of training future teachers of the Ukrainian language to implement environmentally oriented language education for lyceum students. Based on the analysis of theoretical provisions and synthesis of ideas of scientists, the basic concepts of the study are outlined. In particular, ecological thinking is interpreted as a person's awareness of the relationship between their own actions and nature, understanding themselves as part of the ecosystem, which determines a responsible attitude to the environment, a conscious choice of lifestyle and active participation in the sustainable development of society. The preparation of a teacher for the formation of students' ecological thinking in the context of school language education is considered as a purposeful process of professional development of a teacher to teach students to use language, text, media text, speech and communicative skills for the purpose of critical perception, comprehension of information of ecological content, careful attitude to the environment, conscious improvement of it and search for ways of sustainable development of society.

By surveying master's students of Ivan Franko Zhytomyr State University, a gap was revealed between the general approval of the importance of the ecological direction of school language education and the real priority of ecological competence in the system of values of a future teacher of the Ukrainian language. The pedagogical conditions for training a future teacher to form students' ecological thinking in the context of teaching the Ukrainian language were investigated. Ways of implementing an eco-humanitarian approach to such

training of future teachers of the Ukrainian language were outlined, which involves a combination of two directions: "environmental ecology" and "ecology of the word".

The results of the study indicate the connection between the ecological thinking of young students, their moral and ecological value orientations and sustainable ecological behavior. This conclusion emphasizes the importance of training future teachers-philologists to form students' ecological thinking for the manifestation of their responsible ecological actions.

Keywords: ecological thinking, ecological awareness, critical thinking, linguistic ecology, ecological communication, linguistic and methodological training with an ecological component, methodology for teaching the Ukrainian language, language education, candidates for pedagogical education, high school students.

Постановка проблеми. Погіршення екологічної ситуації у світі загалом і Україні зокрема спричиняє суспільний запит на формування екологічного мислення в юного покоління та зумовлює освітні вимоги щодо забезпечення сталого розвитку суспільства. Екологічні виклики сьогодення є багатовимірними, один із вимірів пов'язаний зі станом освіти. Відповідно програма ЮНЕСКО «Освіта для сталого розвитку на період до 2030 року», започаткована 2020 року, орієнтує шукати рішення, створювати більш сталий світ шляхом навчання [1]. Водночас виклики антропогенного впливу на довкілля свідчать про потребу пошуку нових моделей навчання, розширення його форм на основі міжпредметних зв’язків, зокрема між мовою і екологією, для унаочненої аргументованої комунікації щодо проблем довкілля, бережного ставлення до природи, відновлення й ощадливого використання природних ресурсів і т. ін.

Мовна освіта має значний потенціал для забезпечення відповідних вимог через роботу з текстами, медіатекстами, через комунікацію, проєктну діяльність учнівства тощо. У програмі з української мови для старшокласників з метою реалізації наскрізної лінії «Екологічна безпека і сталий розвиток» визначено, наприклад, такі соціокультурні теми екологічного спрямування: *Життєздатність людини й екологія слова. Мова злагоди й гармонії. Українська мова – живий організм – сад. Стимулювання відповідальності у сфері охорони довкілля. Раціональне використання води й ґрунтів. Піклування про цілісність і недоторканість природного світу навколо нас. Екологічні проблеми твого краю. Екологія мовлення* та ін. [2, с. 16-18]. Відповідно актуальною є екологізація підготовки вчителів для формування екологічного мислення учнів у контексті навчання української мови. Педагоги можуть допомогти здобувачам профільної середньої освіти

мислити планетарно, діяти екологічно. Для цього освітяни-філологи самі мають, з одного боку, екоцентрично думати, володіти екологічним знанням, розуміти цілі сталого розвитку, сповідувати екоцінності, демонструвати безпечну для людини й довкілля поведінку, відповідально ставитися до природного середовища, а з іншого, – уміти розроблювати й застосовувати екологічно орієнтовані методики навчання.

Аналіз останніх досліджень і публікацій. Різні аспекти проблеми екологізації освіти оприявлено в психолого-педагогічних працях сучасних дослідників і науковців (С.Левків, І.Лозовська, С.Люленко, Т. Можаровська та ін.). Зокрема, В. Середня, досліджуючи філософські аспекти постнекласичної освіти, наголошує, що екосистемні цінності з розряду утилітарних переходять у розряд універсальних духовних цінностей. Дослідниця акцентує на екологічному вимірі постнекласичної духовності, ядро якого становлять універсальні цінності буття – Природа, Життя, Людина, Здоров'я й ідея їх збереження. У широкому розумінні цей вимір духовності корелює з освітою для сталого розвитку. З новою моделлю розвитку освіти змістовно та ціннісно пов’язується екогуманітарна парадигма розвитку духовності, що є ключовою для розуміння постнекласичної освіти [3, 72-73].

Я. Маленко слушно зазначає, що стан екологічної культури в умовах сьогодення потребує фундаменталізації екологічних знань, гуманізації та відмови від хибного сприйняття природи як суто прагматичної майстерні. Недостатнє усвідомлення причин і наслідків кардинально відмінного за характером і способом існування людини мережевого світу, нехтування відмінностями темпоральних характеристик і суті техногенних, природних, соціальних процесів, значущості просторово-часової узгодженості еволюційних процесів (геологічної генези, біологічної еволюції, історії суспільства) свідчить про недостатній рівень екологічної культури та свідомості, фахової ерудиції та екологічної компетентності, розмиває контури екологічних проблем, спотворює інтерпретацію інформації екологічного змісту та дезорієнтує суспільство [4, с. 190].

С. Толочко досліджує концептуальні основи формування екологічної компетентності старшокласників в умовах подолання екологічних наслідків війни. Науковиця акцентує на потребі врахування для результативного формування екологічної компетентності учнівства кількох ключових концепцій: інтеграції екологічних знань у навчальні програми, розвитку критичного мислення й активної громадянської позиції, виховання екологічної культури й відповідальності [5]. Автори колективної монографії (Н. Пустовіт, О. Колонькова, О. Пруцакова, Г. Тарасюк, Ю. Солобай) визначають сутність екологізації освітнього простору, описують низку

підходів, застосування яких сприяє формуванню особистості екоцентричного типу, розглядають міжособистісне спілкування як умову екологізації освітнього простору школи [6].

Аналіз лінгвометодичних праць з проблеми дослідження показує, що питання екологізації освіти школярів засобами української мови частково представлені в роботах Н. Дикої і Н. Розінкевич [7], О. Кулик [8], О. Кучерук [9] та ін. Однак способи належної реалізації екологічного підходу в українській мовній освіті НУШ і система відповідної лінгвометодичної підготовки вчителів до впровадження цього підходу розроблені недостатньо. Актуальною проблемою сучасної педагогічної науки та освітньої практики є суперечність між становленням екогуманітарної освітньої парадигми та предметноцентричним характером підготовки вчителя-філолога до української мовної освіти учнів.

Мета статті – визначити основні педагогічні умови й шляхи підготовки майбутнього вчителя до формування екологічного мислення учнів старших класів у контексті навчання української мови.

Виклад основного матеріалу дослідження. Незважаючи на глобальну потребу переорієнтування освіти на сталий розвиток через екологічні, соціальні, економічні виклики, бесіди з учителями-словесниками та результати анкетування майбутніх педагогів свідчать про недооцінювання роботи з реалізації наскрізної лінії «Екологічна безпека і сталий розвиток» у контексті шкільної україномовної освіти. В анкетуванні майбутніх учителів української мови, яке ми провели у 2024 р., взяли участь магістранти (n=30) Житомирського державного університету імені Івана Франка. Аналіз їхніх відповідей продемонстрував переважно розуміння важливості екологічного спрямування шкільної мовної освіти (86,7% опитаних). Однак простежується суперечність: попри високий рівень розуміння важливості такого спрямування, під час ранжування ключових компетентностей лише 20% респондентів поставили екологічну компетентність на 1 місце, а 50% поставили її на 5-10 місця. Отже, загальний рівень розуміння важливості екологічного спрямування шкільної мовної освіти не в кожного респондента корелює з реальними його пріоритетами, екологічним мисленням чи готовністю відповідно діяти. Наведені дані свідчать про розрив між загальним схваленням важливості екологічного спрямування шкільної мовної освіти і реальною пріоритетністю екологічної компетентності в системі цінностей майбутнього вчителя української мови.

Водночас спонукають до роздумів такі дані проведеного анкетування: 53,3% респондентів на запитання *«Які методи ви порадили б для підвищення екологічної свідомості, екологічної культури та для активізації екодіяльності учнів під час мовно-літературної освіти?»* вибрали відповідь

«розповідь учителя» (метод, який слабо формує екологічну діяльність учнів). Натомість лише по 3,3% опитаних магістрантів написали, зокрема, відповіді: «*метод, проєктів, спостереження, бесіда»; «диспути, дебати, передбачення, мозковий штурм, сторителінг, проблемні питання»; «метод проєктів, спостереження, бесіда»* тощо.

На запитання *«Як ви ставитеся до інтеграції екологічних тем у фахову підготовку майбутніх учителів-філологів? Якщо позитивно, то які конкретні теми ви могли б порадити?»* загалом магістранти виявили позитивне ставлення; негативного ставлення не зафіксовано у відповідях на анкету; нейтральне ставлення виявила лише 1 особа (вважає «*проблеми екології достатньо широко представленими в сучасній системі навчання*»). Водночас не всі респонденти змогли порадити конкретні екологічні теми для інтеграції їх у фахову підготовку майбутніх учителів-філологів. Деякі респонденти пропонують замість конкретних тем форми і методи роботи: *заняття на свіжому повітрі, аналіз медіа, створення текстів*. Найчастіше рекомендовані тематичні напрями у відповідях студентів такі: еко-лінгвістика, екологічна література/ екокритика, екологічна дидактика, конкретні екологічні проблеми (клімат, сміття, вода, Чорнобиль), – наприклад такі відповіді: «*Організм та середовище»; «Формування екологічної свідомості»; «Еколінгвістика: вплив мови на екологічне мислення»; «Екологічні проблеми у сучасних творах»; «Екологічна дидактика»; «Екологічна критика»; «Чистота водних ресурсів»; «Сад – захист землі та помічник людини»; «Сад на підвіконні – шлях до гармонії та здоров'я»; теми щодо раціонального використання пластику, збереження довкілля, розумного споживання; вивчення екологічних проблем через літературні тексти; практичні вправи, спрямовані на підвищення екологічної свідомості студентів* та ін.

Насторожує той факт, що, за результатами анкетування, 52,8% анкетованих студентів, які проходили активну педагогічну практику за фахом, не мають досвіду формування екологічної компетентності учнів. Відповідно брак практичного досвіду в більшості магістрантів потенційно може ускладнити їм процес упровадження екологічно орієнтованого навчання української мови в школі.

Загалом результати анкетування дають підстави стверджувати, що, поза іншим, формування екологічного мислення (і загалом екологічної компетентності) учнів НУШ, по суті, є викликом для багатьох магістрантів-філологів.

Тому, щоб майбутній педагог свідомо реалізував екологічно орієнтоване навчання української мови в школі, необхідно підготувати його до цього.

Підготовка вчителя до формування екологічного мислення учнів у контексті шкільної мовної освіти становить цілеспрямований процес професійного розвитку педагога для навчання учнівства використовувати мову, текст, медіатекст, мовленнєво-комунікативні вміння з метою критичного сприйняття, осмислення інформації екологічного змісту, особливостей взаємодії людини й природи, дбайливого ставлення до довкілля, свідомого покращання його та пошуку шляхів створення безпечного світу для сталого розвитку. Аби реалізувати екологічний підхід до мовної освіти, учитель-словесник має: володіти екологічними поняттями, спеціальною лексикою (кліматичні зміни, біосфера, екосистема, екологічний слід, сталий розвиток, антибіотики, екологічний ареал, атмосфера Землі, екологічна експертиза, екологічна катастрофа та ін.); розуміти локальні й глобальні екоініціативи, цілі сталого розвитку; уміти інтегрувати екоконтент у зміст мовної освіти, застосовувати технології критичного мислення, групового навчання для аналізу й обговорення екологічних проблем, організовувати рольові ігри, наприклад: симуляції конференцій, телемостів, де учні представляють позиції різних міст, країн, організацій із питань зміни клімату, забруднення довкілля, медичних та біологічних експериментів на тваринах тощо.

Показниками належної підготовки майбутнього вчителя-філолога до формування екологічного мислення юної мовної особистості є динаміка особистісно-професійних якостей, як-от: екологічна свідомість, екологічне і критичне мислення, уміння працювати з інформацією, текстами, медіатекстами екологічного спрямування, відповідальне ставлення до природи й довкілля, володіння культурою мовлення, досвідом екологічної комунікації, мовно-методичною компетентністю та ін. Від рівня такої підготовки вчителя залежить, які мотиви домінуватимуть у конкретній ситуації екологічно орієнтованого навчання мови учнів.

З огляду на сказане екологічно-гуманітарний підхід до підготовки майбутнього вчителя-філолога базується на екологізації мислення студентів, розвитку емоційного інтелекту, умінь критично оцінювати контент, потребує формування безпечного мовно-освітнього середовища, що передбачає взаємну повагу учасників освітнього процесу, вироблення вмінь культивувати чистоту думки й комунікації (без суржику, «мови ворожнечі», маніпуляцій, булінгу) тощо. За такого підходу формування екологічного мислення становить основу екоцентричного професійного та особистісного розвитку майбутнього педагога і його учнів.

Екологічне мислення – це усвідомлення особою взаємозв'язку між власними діями та природою, розуміння себе як частини екосистеми, що зумовлює відповідальне ставлення до довкілля, свідомий вибір стилю життя

та активної участі у сталому розвитку суспільства. Екологічне мислення є планетарним, холістичним за своєю суттю, бо передбачає розуміння того, що все живе і неживе в довкіллі, усьому світі – це єдина система. Таке мислення ґрунтується на екологічній свідомості, яка виражається в усвідомленні впливу дій людини на довкілля, у відповідальному прийнятті рішень з урахуванням їх екологічних наслідків для локального простору й усього світу. Екологічно свідома особистість має активну життєву позицію, дотримується принципу «мислити глобально, діяти локально», використовує державну мову для безпеки суспільства, розуміє перспективність збереження мовного розмаїття, веде екологічну комунікацію для дослідження та вирішення регіональних і ширших екологічних проблем, послідовно дотримується щоденних екозвичок (сортує сміття, зменшує споживання енергії, пластику, вибирає екоальтернативи тощо). Зримим результатом екологічного мислення здобувача освіти є його екологічний слід, що становить очевидний показник того, як стиль особистого щоденного життя (спосіб харчування, навчання, використання транспорту, проведення відпочинку, експлуатація природних ресурсів) впливає на довкілля та всю планету.

Екогуманітарний підхід до підготовки вчителя-філолога розширює традиційне розуміння філологічної освіти, орієнтує на об'ємне гармонійне поєднання професійно-особистісного розвитку студента з екосвідомістю шляхом вивчення не лише традиційних фахових дисциплін, а й педагогічної риторики, медіаосвіти, еколінгвістики, лінгвофілософії та ін. У процесі формування сучасного вчителя, здатного виховувати в учнів дбайливе ставлення до природи, розуміння принципів сталого розвитку через слово та екологічну комунікацію, важливим є забезпечення умов для вибору студентами екологічних навчальних курсів, інтегрування екологічно спрямованих модулів у фахові дисципліни (стилістику, історію мови, літературу і т. ін.).

Вивчення теоретичних засад дослідження та узагальнення практичного досвіду викладання у виші дає підстави виокремити основні педагогічні умови підготовки майбутнього вчителя до формування екологічного мислення учнів у контексті навчання української мови:

1) екологізація професійної освіти майбутніх учителів-словесників, – ця умова передбачає формування вчителя нового (екоцентричного) типу, трансформацію його свідомості на основі інтегрування екологічних знань до програм навчальних дисциплін, відтак значно розширює свідомість студентів-філологів, уможливлює вийти за межі традиційної освіти з використанням колективних форм, групових методів навчання (дискусій, конференцій, круглих столів та ін.);

2) розвиток екологічного і критичного мислення, цілісного світогляду студентів-філологів засобами фахових дисциплін на основі міжпредметних зв'язків (з екологією, історією, культурологією та ін.), – робота з екологічними текстами, словом удосконалює вміння аналізувати інформацію, розрізняти факти і судження, виявляти екологічні фейки, маніпулятивні елементи в медіатекстах, становить підґрунтя для свідомого споживання контенту й відповідальної екологічної поведінки;

3) усвідомлення студентами-філологами взаємозв'язку в тріаді понять «мова – мовна особистість – довкілля» шляхом осмислення еколінгвістичного поля: *мова, мислення, українська мова на материковій землі і у світовому просторі, людина, природа, соціум, культура, мовленнєва діяльність, екологія, культура мовлення, засоби масової комунікації, глобалізація, цифровізація* тощо, – за такої умови мова сприймається як екосередовище, як живий екокультурний континуум, у якому взаємодіють мовці, слова, сенси, культурні маркери; стан мовного середовища впливає на ментальне здоров'я особи, суспільства, на спосіб сприйняття світу;

4) розуміння живості української мови як запоруки безпеки держави, значення екологічного і лінгвоекологічного знання, дій, вчинків у сучасному суспільстві, – це веде до усвідомлення ролі мови у захисті й збереженні державності та формуванні відповідальної поведінки в суспільстві;

5) забезпечення екологічного мовноосвітнього середовища, – дотримання цієї умови формує національно-мовну свідомість, емоційну стійкість, мотивацію до екологічної комунікації, активної громадянської позиції, бережного ставлення до природного середовища, відповідальної поведінки на основі моральних і екологічних цінностей.

Наведений опис умов визначає освітні результати студентів-філологів і становлить теоретичне підґрунтя для екологічно орієнтованої підготовки вчителя. Ці умови потенційно забезпечують готовність майбутнього педагога до формування екологічного мислення учнівства у просторі мовної освіти.

Для вчителя-предметника особливе значення має методична підготовка, що визначає готовність його до екологічно орієнтованої педагогічної діяльності на уроці чи в позакласній роботі з учнями. З огляду на це в процесі лінгвометодичної підготовки майбутні вчителі української мови мають збагнути, як застосовувати екологічне мислення та екологічну риторику в контекстах мовної освіти. Екологічне спрямування в практиці лінгвометодичної підготовки майбутніх учителів української мови передбачає поєднання двох напрямів: «екології довкілля» та «екології слова». Відповідно потрібно відпрацювати лінгвометодичні вміння

студентів-філологів за двома основними напрямами: 1) інтеграція екотем (про взаємозв'язок природи, людини, довкілля) у вивчення змісту шкільного курсу української мови (лексики, граматики, риторики та ін.); 2) формування «екології слова» (культури мовлення), з опертям на критичне мислення, – що, своєю чергою, розвиватиме чистоту думки, посилить практичне життєве спрямування шкільного курсу української мови.

Мовна освіта має значний потенціал для формування екологічного мислення учнівства як бази сталої екоповедінки, оскільки мова, поза іншим, – це засіб формування світогляду. Через інтеграцію ословлених екологічних знань, дидактичні тексти, медіатексти, дискусії, мовні учнівські проєкти екологічної тематики можна донести до свідомості учнівства важливість дбайливого ставлення до природи, довкілля. Відповідно до сучасних суспільних потреб і освітніх вимог у процесі мовної освіти учні мають вчитися шукати, аналізувати, перевіряти інформацію, розуміти екоцінності, будувати аргументовані судження щодо проблем довкілля.

За О. Семеног, упровадження в процесі шкільного навчання української мови наскрізних ліній, однією з яких є «Екологічна безпека і сталий розвиток», передбачає розв'язування завдань реального змісту, виконання міжпредметних навчальних проєктів, роботу з різними джерелами інформації. Відповідно вчитель-словесник має бути готовим до такої діяльності [10, с. 59].

Лінгвометодична підготовка з екологічним компонентом – це процес формування в майбутніх учителів-філологів готовності навчати української мови через призму екологічних орієнтирів: 1) розвитку екосвідомості, критичного мислення, екологічного мовлення учнів із опертям на розуміння мови як засобу пізнання світу, комунікації, безпеки держави та захисту довкілля; 2) аналізу й аргументованого обговорення екологічних тем, цінностей із використанням відповідних текстів, медіатекстів, екологічної термінології; 3) виконання учнівських дослідницьких проєктів про екологію довкілля/ екологію слова, спільних медіапроєктів, презентацій, дописів у соцмережах; 4) стимулювання й залучення учнів до відповідальних екологічних вчинків (розмальовування екоторби, сортування сміття, економного споживання електроенергії, ековолонтерства, озеленення території шляхом висаджування дерев, кущів) у процесі мовної освіти тощо.

На часі осмислити програми навчальних дисциплін для майбутніх учителів-словесників на засадах екологічно-гуманітарного підходу. Відповідно під час розроблення навчальних програм варто включити такі модулі:

1. Модуль «Еколінгвістика» – передбачає вивчення мовного різноманіття, омислення того, як мовні структури формують чи деформують

екологічну свідомість, відображають, виформовують або руйнують довкілля. У контексті сучасних інформаційних воєн, надлишку інформації, формування інформаційно-цифрового громадянства, розвитку штучного інтелекту важливо розглянути мовну екологію як складник інформаційної і національної безпеки. Цей модуль охоплює різновекторні дослідження взаємозв'язку мови, екології, людини, суспільства. Відповідно логічним є аналіз екодискурсів, екологічних виступів, пов'язаних із охороною довкілля (наприклад, відеозаписи на YouTube виступів шведської екоактивістки Грети Тунберг чи екологічних агітбригад ліцеїстів та ін.). Окрема увага може бути відведена дослідженню й збереженню діалектної лексики рідного краю.

Також доречними є дослідження екоконцептів, того, як рослини та тварини відображаються у фразеологізмах. У результаті студенти осмислять питання співвідношення понять «мова» і «безпека», усвідомлять, що українська мова – це націєтворчий чинник і основа безпеки нашої держави, перейдуть до екологічного мислення, опанують культуру мовлення, удосконалять навички критичного мислення, навчаться розпізнавати мовні маніпуляції щодо екологічних проблем та усвідомлять силу слова, екологічної риторики у формуванні екосвідомості людини, суспільства.

2. Модуль «Екологічна текстологія» – включає аналіз текстів, медіатекстів з екологічною тематикою, вивчення того, як екологічна проблематика формується, обговорюється в ЗМІ (мережевих виданнях, екоблогах, соціальних мережах) – мовні маніпуляції, пропаганда сталого розвитку та ін. У професійній підготовці необхідно зорієнтувати майбутніх учителів-філологів на текстоцентризм у доборі дидактичного матеріалу для формування предметної компетентності учнів і розвитку екологічного мислення та ціннісного ставлення до природи. Зокрема, тема взаємодії людини і природи представлена в багатьох творах українських письменників (у «Лісовій пісні» Лесі Українки, «Зачарованій Десні» О. Довженка, «Княжій горі» Є. Гуцала та ін.). Маємо переконання, що «майбутні вчителі-словесники мають зрозуміти цінність аналітико-інтерпретаційної роботи з текстами екологічного спрямування: вона може сприяти не лише формуванню предметної компетентності, а й екологічної, бо розкриває різні еко-етичні моделі поведінки, опосередковано програмує свідомість, почуттєву й вольову сферу учнів на культуровідповідну поведінку» [9, с. 224]. У результаті аналізу відповідних текстів, медіатекстів удосконалюється вміння студентів бачити екологічні метафори, мотиви взаємодії людини, природи, суспільства, техносфери, а також інтерпретувати моделі поведінки, антропоцентричні чи екоцентричні погляди автора.

3. Модуль «Екологічна дидактика для філолога» – передбачає методику проведення уроків мови (й літератури) чи позакласних занять з екологічним компонентом в проєкції на шкільну практику (шляхом міжпредметної інтеграції, використання текстів, кейсів екологічної тематики, електронних словників, мультимедійних презентацій, симуляції медіаекологічної лабораторії, виконання проєктів, проведення дискусій, створення екосторителінгу, екологічних буктрейлерів, коміксів та ін.), створення варіативних методик екологічно орієнтованого навчання української мови. Окреме місце в таких методиках може бути відведено грі. Як приклад – командна гра «Зелений менеджер» (https://surl.li/znkyfr), розроблена на базі ГО Український екологічний клуб "Зелена Хвиля". Це інтерактивний освітній інструмент, який допомагає розвивати екологічне мислення, риторичну компетентність, уміння управляти природними ресурсами для сталого розвитку. Використання цієї гри в просторі мовної освіти старшокласників (на факультативних заняттях чи вибіркових дисциплінах) створює синергію для різновимірної підготовки юних громадян, здатних публічно виступати, брати участь у дискусії, проводити пресконференції, презентації, вести екоблог компанії, свідомо, переконливо й дієво вирішувати глобальні екологічні проблеми (наприклад, аварії, кліматичні зміни, дефіцит енергії). У результаті опанування окресленого модуля «Екологічна дидактика для філолога» удосконаляться мовно-методичні вміння студентів, здатність створювати нові моделі інтегрованого навчання, інноваційно, креативно та творчо організовувати навчання української мови, з доцільним використанням цифрових інструментів.

Завдяки екогуманітарному підходу до професійно-педагогічної підготовки з екологічним компонентом учитель мови може перетворити екологічні знання на внутрішні переконання учнів і сформувати на цій основі не лише мовно-мовленнєві навички, а й уміння бережного ставлення до природи, довкілля на основі усвідомлення цінності зелених зон, природного ландшафту, мовної екології та ін. Ключовим результатом такої підготовки є вміння майбутнього вчителя органічно вплести екологічну тематику в зміст уроку української мови (у дидактичні тексти, кейси, мовні вправи, ситуаційні завдання, навчальні дискусії, екоквести, учнівські проєкти та ін.), не втрачаючи при цьому основної предметної мети уроку, збагативши його відповідним міжпредметним контентом, орієнтованим на формування юної мовної особистості з розвиненим екологічним мисленням, мотивацією покращувати світ і персональним досвідом природозбережувальних дій.

Висновки. Дослідження свідчить про зв'язок екологічного мислення, екологічної комунікації та сталої екологічної поведінки юних здобувачів освіти. Водночас результати анкетування виявили, що формування екологічного мислення (і загалом екологічної компетентності) учнів НУШ становить виклик для багатьох магістрантів-філологів. Аби майбутній педагог свідомо реалізував екологічно орієнтоване навчання української мови в школі, необхідно підготувати його до формування екоцентричної думки учнів для свідомого прояву їхніх екологічних вчинків.

Основними педагогічними умовами підготовки майбутнього вчителя до формування екологічного мислення учнів у контексті навчання української мови є: 1) екологізація професійної освіти майбутніх учителів-філологів; 2) розвиток екологічного і критичного мислення, цілісного світогляду студентів-філологів засобами фахових дисциплін на основі міжпредметних зв’язків; 3) усвідомлення студентами-філологами взаємозв’язку в тріаді понять «мова – мовна особистість – довкілля» на основі осмислення еколінгвістичного поля: мова, мислення, українська мова на материковій землі і у світовому просторі, людина, природа, соціум, культура, мовленнєва діяльність, екологія, культура мовлення, засоби масової комунікації, глобалізація, цифровізація та ін; 4) розуміння української мови як основи безпеки держави, значення екологічного і лінгвоекологічного знання, поведінки в сучасному суспільстві; 5) забезпечення екологічного мовноосвітнього середовища для мотивації й залучення здобувачів освіти до екологічної комунікації, активної громадянської позиції, бережного ставлення до природного середовища, відповідальної поведінки на основі моральних і екологічних цінностей.

Перспективним убачаємо дослідження питань організації української мовної освіти учнів НУШ на засадах лінгвоекологічного підходу, розроблення вибіркових курсів екологічного спрямування для здобувачів профільної середньої освіти.

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ЦІННІСНО-СМИСЛОВІ ОРІЄНТАЦІЇ ЯК ОСНОВА ФОРМУВАННЯ ЖИТТЄВИХ СТРАТЕГІЙ СТУДЕНТІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Анотація. У статті здійснено аналіз особливостей смисложиттєвих орієнтацій особистості залежно від типів життєвих стратегій. Розглянуто психологічні та педагогічні аспекти формування осмисленості життя, визначення життєвих цілей, рівня самореалізації та суб'єктивного контролю над власним життям. Особливу увагу приділено дослідженню взаємозв'язку між типами життєвих стратегій і рівнем сформованості смисложиттєвих орієнтацій респондентів. У процесі дослідження використано тест смисложиттєвих орієнтацій (СЖО), що дозволив визначити показники за такими шкалами: загальний показник осмисленості життя, цілі життя, процес життя, результативність життя, локус контролю «Я» та локус контролю «Життя».

Результати дослідження засвідчили наявність статистично значущих відмінностей між групами респондентів із різними життєвими стратегіями. Встановлено, що представники третьої групи характеризуються вищими показниками осмисленості життя, більш вираженою орієнтацією на майбутнє, здатністю до планування власної діяльності та вищим рівнем суб'єктивного контролю. Натомість респонденти першої групи демонструють нижчий рівень життєвої активності, менш чітке усвідомлення життєвих перспектив та недостатній рівень сформованості смисложиттєвих орієнтацій.

Отримані результати підтверджують важливість розвитку позитивних життєвих стратегій як чинника особистісного становлення, психологічної стійкості та професійного самовизначення молоді. Доведено, що формування осмисленого ставлення до життя сприяє підвищенню рівня адаптивності, самореалізації та ефективності соціальної взаємодії. Практичне значення дослідження полягає у можливості використання його результатів у процесі психолого-педагогічного супроводу молоді, розроблення програм розвитку особистості та формування ціннісно-смислової сфери здобувачів освіти.

Ключові слова: смисложиттєві орієнтації; життєві стратегії;ціннісні орієнтації; ціннісно-смислова сфера; самореалізація; особистісний розвиток; психологічна стійкість; здобувачі вищої освіти; професійне самовизначення.

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VALUE-SEMANTIC ORIENTATIONS AS THE BASIS FOR THE FORMATION OF LIFE STRATEGIES OF HIGHER EDUCATION STUDENTS

Abstract. The article analyzes the peculiarities of life-meaning orientations depending on the types of life strategies. Psychological and pedagogical aspects of forming meaningfulness of life, defining life goals, the level of self-realization, and subjective control over one's own life are considered. Particular attention is paid to the study of the relationship between types of life strategies and the level of development of respondents' life-meaning orientations. The research employed the Life-Meaning Orientations Test (LMO), which made it possible to determine indicators according to the following scales: general meaningfulness of life, life goals, life process, life productivity, locus of control "Self," and locus of control "Life."

The results of the study revealed statistically significant differences between groups of respondents with different life strategies. It was found that representatives of the third group demonstrated higher indicators of life meaningfulness, a stronger future orientation, a greater ability to plan their own activities, and a higher level of subjective control.

In contrast, respondents of the first group showed a lower level of life activity, less awareness of life prospects, and an insufficient level of development of life-meaning orientations.

The obtained results confirm the importance of developing positive life strategies as a factor of personal growth, psychological resilience, and professional self-determination of young people. It has been proven that the formation of a meaningful attitude toward life contributes to increasing adaptability, self-realization, and the effectiveness of social interaction. The practical significance of the study lies in the possibility of using its results in the process of psychological and pedagogical support for young people, the development of personality growth programs, and the formation of the value-semantic sphere of students.

Keywords: life-meaning orientations; life strategies; meaningfulness of life; value-semantic sphere; locus of control; self-realization; personal development; psychological resilience; youth; professional self-determination.

Постановка проблеми. У сучасному європейському освітньому просторі проблема формування життєвих стратегій студентської молоді набуває особливої актуальності. Динамічні соціальні зміни, цифровізація суспільного життя, трансформація ціннісних орієнтирів, глобалізаційні процеси та нові виклики вищої освіти зумовлюють потребу у формуванні особистості, здатної до самостійного прийняття рішень, відповідального вибору, професійної мобільності та усвідомленого планування власного майбутнього. У цих умовах життєва стратегія виступає не лише способом організації індивідуального життєвого шляху, а й важливою умовою особистісної та професійної самореалізації майбутнього фахівця.

Студентський вік є особливим періодом становлення особистості, адже саме в цей час відбувається активне професійне самовизначення, формуються уявлення про майбутнє, життєві цілі, ціннісні пріоритети, ставлення до себе, інших людей і суспільства загалом. Молодь поступово переходить від залежності від зовнішніх оцінок і соціальних очікувань до більш усвідомленого вибору власної життєвої траєкторії. Саме тому дослідження ціннісно-смислових складових життєвих стратегій студентів є важливим для розуміння особливостей їхнього особистісного розвитку, професійного становлення та готовності до активної участі в суспільному житті.

Життєву стратегію особистості доцільно розглядати як цілеспрямований і свідомий спосіб планування життя, що ґрунтується на системі ціннісних орієнтацій, життєвих смислів, потреб, мотивів, цілей, установок і способів досягнення бажаного майбутнього. Вона визначає загальну спрямованість життєвого шляху людини, характер її виборів, рівень відповідальності за власні рішення та здатність самостійно організовувати життєдіяльність. У структурі життєвої стратегії важливе місце посідають цінності, життєві орієнтації, професійні наміри, уявлення про майбутнє, смисл життя, задоволеність життям, а також такі особистісні якості, як самостійність, ініціативність, відповідальність, активність і здатність до саморозвитку.

Особливе значення в системі життєвої стратегії мають ціннісні орієнтації, оскільки саме вони визначають спрямованість особистості на певні життєві цілі, способи поведінки та форми самореалізації. Цінності виступають внутрішнім регулятором життєвого вибору, допомагають людині співвідносити власні потреби, інтереси й можливості з вимогами

соціального середовища. Вони формують основу життєвих пріоритетів, впливають на професійне самовизначення, характер міжособистісних взаємин, рівень соціальної активності та здатність до відповідального прийняття рішень.

Аналіз останніх досліджень і публікацій. У науковому контексті ціннісні орієнтації розглядаються як важливий чинник особистісного розвитку. Українські та європейські дослідники наголошують, що система цінностей не є сталою й незмінною, вона формується під впливом сім'ї, освіти, соціального середовища, культури, професійної підготовки та особистого досвіду. У студентському віці цей процес набуває особливої інтенсивності, оскільки молода людина активно шукає відповіді на питання про власне призначення, майбутню професію, життєві перспективи, моральні орієнтири та особисті смисли.

Ціннісно-смислова сфера студентів також тісно пов'язана з рівнем осмисленості життя. Студенти, які мають чіткі життєві цілі, позитивно оцінюють своє теперішнє, бачать перспективи майбутнього та вірять у власну здатність впливати на події життя, демонструють вищий рівень особистісної зрілості. Вони краще адаптуються до вимог освітнього середовища, активніше залучаються до навчальної, наукової, громадської та професійної діяльності. Натомість низький рівень осмисленості життя може супроводжуватися невизначеністю життєвих планів, пасивністю, емоційною нестійкістю та труднощами у професійному самовизначенні.

Мета статті - проаналізувати особливості формування життєвих стратегій студентів у закладі вищої освіти. Освітнє середовище не лише забезпечує професійну підготовку, а й сприяє розвитку особистісної відповідальності, самостійності, критичного мислення, комунікативної культури, здатності до співпраці та саморозвитку. Саме в університеті студент отримує можливість усвідомити власні здібності, визначити професійні перспективи, сформувати ціннісне ставлення до майбутньої діяльності та виробити індивідуальну життєву стратегію.

Виклад основного матеріалу. У контексті сучасної європейської освіти важливо, щоб заклади вищої освіти створювали умови для розвитку активної, відповідальної та цілеспрямованої особистості. Це передбачає впровадження студентоцентрованого підходу, підтримку академічної свободи, розвиток індивідуальних освітніх траєкторій, залучення студентів до наукової, волонтерської, проєктної та громадської діяльності. Такі умови сприяють формуванню не лише професійних компетентностей, а й життєвої зрілості, здатності до самовизначення та відповідального вибору.

Ціннісно-смислова сфера студентів охоплює не лише уявлення про те, що є важливим і бажаним у житті, а й розуміння того, заради чого людина

діє, які цілі вона ставить перед собою, як оцінює власне минуле, теперішнє і майбутнє.

Смисложиттєві орієнтації відображають ступінь осмисленості життя, наявність життєвих цілей, задоволеність процесом життя, оцінку досягнутих результатів і віру у здатність контролювати власну долю. Саме тому ціннісно-смислові компоненти є основою для розрізнення різних типів життєвих стратегій студентської молоді.

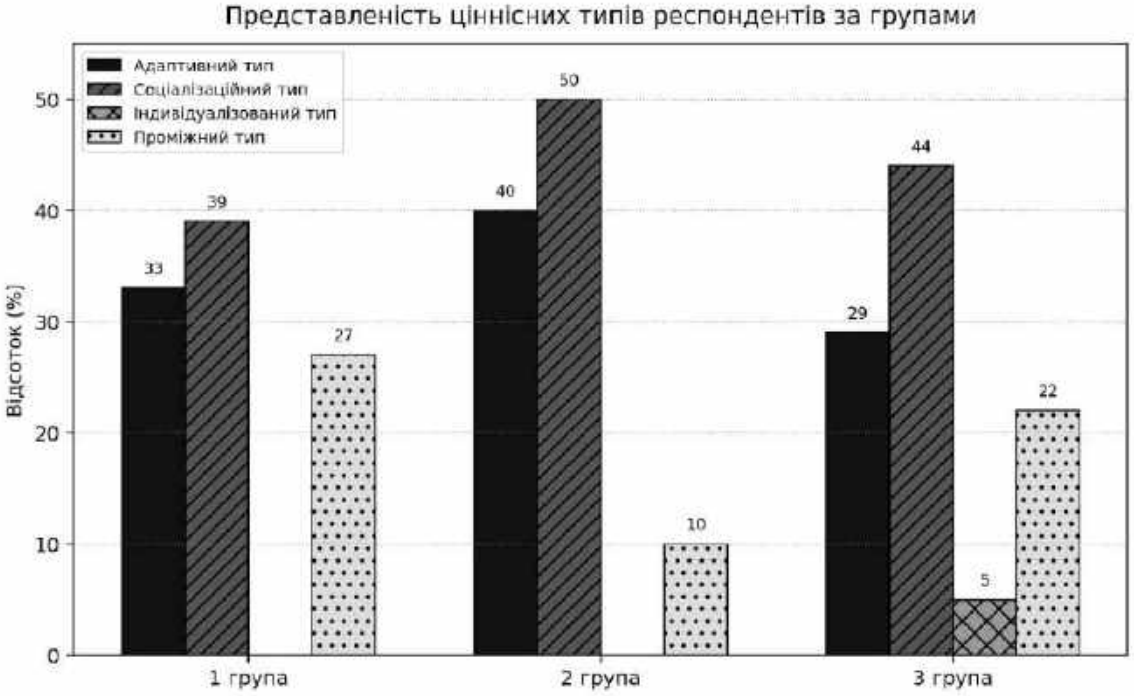
У межах аналізу життєвих стратегій студентів можна виокремити три основні типи: фаталістичну, конформістську та цілеспрямовану. Фаталістична життєва стратегія характеризується недостатньою сформованістю образу майбутнього, низьким рівнем життєвого планування, невпевненістю у власних силах і схильністю пояснювати життєві події впливом зовнішніх обставин.

Студенти з таким типом стратегії часто не мають чітко визначених життєвих цілей, демонструють знижений рівень відповідальності за власний вибір, менш виражену віру у можливість впливати на події власного життя. Для них характерними можуть бути пасивність, очікування зовнішньої підтримки, нестійкість професійних намірів і труднощі у прийнятті самостійних рішень[1;3;5] .

Конформістська життєва стратегія пов’язана з орієнтацією на соціально схвалювані норми, очікування оточення, стабільність і безпеку. Студенти з таким типом стратегії зазвичай прагнуть відповідати вимогам соціального середовища, зберігати позитивні стосунки з іншими людьми, уникати конфліктів і ризикованих рішень. Вони можуть мати достатньо сформовані життєві цілі та відносно високий рівень задоволеності життям, однак не завжди демонструють повну самостійність у виборі життєвого шляху. Їхні цінності часто пов’язані з родиною, здоров’ям, дружбою, матеріальною стабільністю, соціальним прийняттям і гармонійними взаєминами.

Цілеспрямована життєва стратегія є найбільш продуктивною з погляду особистісного розвитку та професійного становлення. Вона характеризується наявністю чітких життєвих цілей, сформованим образом майбутнього, високим рівнем осмисленості життя, відповідальністю, активністю та вірою у власні можливості.

Студенти з цим типом стратегії здатні самостійно планувати майбутнє, приймати рішення, долати труднощі, контролювати перебіг власного життя та нести відповідальність за наслідки своїх дій. Для них характерні прагнення до самореалізації, професійного зростання, особистісного розвитку, досягнення успіху та активної участі в соціальному житті.



Аналіз ціннісних орієнтацій студентів свідчить, що найбільш значущими для молоді залишаються такі цінності, як здоров'я, любов, щасливе сімейне життя, дружба, упевненість у собі, самостійність, відповідальність, освіченість, професійна успішність і матеріальна забезпеченість. Ці цінності відображають прагнення студентів до особистого благополуччя, стабільності, соціальної підтримки та самореалізації. Водночас менш значущими для частини студентської молоді можуть бути творчість, суспільне визнання, пізнання, краса природи й мистецтва, що свідчить про певну прагматизацію життєвих орієнтирів сучасної молоді.

Таблиця 1

Усереднені результати за тестом СЖО

Шкали СЖО	**1 група M**	**1 група δ**	**2 група M**	**2 група δ**	**3 група M**	**3 група δ**	**Різниця при p < 0,05**
Загальний показник осмисленості життя	94,46	15,90	101,89	15,41	104,86	16,66	1–2 (p < 0,001), 1–3 (p < 0,000)
Ціль	33,46	6,38	36,20	6,90	37,14	6,88	1–2 (p < 0,013), 1–3 (p < 0,001)

Шкали СЖО	1 група M	1 група δ	2 група M	2 група δ	3 група M	3 група δ	Різниця при p < 0,05
Процес	27,88	6,65	30,32	5,63	31,35	6,57	1–2 (p < 0,015), 1–3 (p < 0,001)
Результат	23,57	4,52	25,50	4,68	26,56	5,22	1–3 (p < 0,014), 1–3 (p < 0,000)
ЛК-Я	24,42	4,90	26,52	4,69	26,64	4,81	1–3 (p < 0,002), 1–3 (p < 0,005)
ЛК-Життя	27,37	6,41	30,57	5,16	31,48	6,17	1–2 (p < 0,002), 1–3 (p < 0,000)

Важливо зазначити, що переважання певних цінностей залежить від типу життєвої стратегії. Для студентів із фаталістичною стратегією більш характерними є цінності, що мають дефіцитарний характер: матеріальна забезпеченість, упевненість у собі, любов, безпека. Вони є бажаними, однак не завжди достатньо реалізованими в особистому досвіді. Для студентів із конформістською стратегією важливими є стабільність, родинне благополуччя, дружба, здоров'я, вихованість і відповідальність. Для студентів із цілеспрямованою стратегією більш вираженими є самостійність, досягнення, відповідальність, освіченість, активність, упевненість у собі та готовність до професійного розвитку.

Переклад позначень:

А — адаптивний тип

С — соціалізаційний тип

І — індивідуалізований тип

П — проміжний тип

Дані для побудови діаграми (%)

Група	Адаптивний тип	Соціалізаційний тип	Індивідуалізований тип	Проміжний тип
1 група	33	39	0	27
2 група	40	50	0	10
3 група	29	44	5	22

Модель формування ціннісних орієнтацій у підлітків в умовах загальноосвітньої школи структурно складається з кількох блоків.

Цільовий блок моделі формування ціннісних орієнтацій у підлітків в умовах загальноосвітньої школи містить мету та завдання стратегії досягнення запланованого результату.

Змістовий блок об'єднує функції, принципи та зміст роботи закладу освіти щодо формування ціннісних орієнтацій у підлітків. Система ціннісних орієнтацій виконує такі функції: громадянськість, соціальна стійкість до негативних впливів, активна соціальна позиція.

Процесуальний блок моделі формування ціннісних орієнтацій у підлітків включає інваріантний і варіативний модулі, а також умови формування ціннісних орієнтацій.

Контрольно-результативний блок орієнтований на моніторинг ефективності апробованих педагогічних умов формування ціннісних орієнтацій.

Розглянувши теоретичні аспекти формування ціннісних орієнтацій у підлітків в умовах загальноосвітньої школи, нами було проведено емпіричне дослідження.

Обґрунтування результативності реалізації моделі формування ціннісних орієнтацій у підлітків в умовах загальноосвітньої школи» присвячено апробації моделі та програми формування ціннісних орієнтацій у підлітків в умовах загальноосвітньої школи. У ньому розкрито: методи та методики діагностики ціннісних орієнтацій у підлітків, організаційно-педагогічні умови апробації програми реалізації моделі, результати, отримані під час дослідно-експериментальної роботи щодо формування ціннісних орієнтацій у підлітків.

У процесі роботи було проаналізовано програми, а також практичний досвід виховної діяльності закладів освіти, що увійшли до експериментальної бази дослідження. Представлений аналіз дозволив виявити загальні тенденції у формуванні ціннісних орієнтацій підлітків в умовах загальноосвітньої школи.

Це недостатня технологічність виховних процесів, наслідком чого є реалізація формалізованого підходу через переважання форм організації діяльності над змістовими змінами.

На основі отриманих у ході дослідження висновків було побудовано подальшу дослідно-експериментальну роботу, яка включала констатувальний, формувальний і контрольний етапи. На констатувальному етапі використовувалася діагностика сформованості ціннісних орієнтацій у підлітків.

Для проведення експериментального дослідження та забезпечення його достовірності всі здобувачі освіти були поділені на контрольну (КГ) та експериментальну (ЕГ) групи- по 134 особи у кожній.

Загальна вибірка респондентів у контрольній та експериментальній групах становила 268 осіб (n=268), з яких:

а) 118 досліджуваних увійшли до групи 1 (перша соціальна група — учні міської загальноосвітньої школи);

б) 118 - увійшли до групи 2 (друга соціальна група — учні сільської загальноосвітньої школи);

в) 16 - увійшли до групи 3 (третя соціальна група — учні міської загальноосвітньої школи, які проявляють девіантні форми поведінки, соціально дезадаптовані — «підлітки групи ризику»);

г) 16 - увійшли до групи 4 (четверта соціальна група — учні сільської загальноосвітньої школи, які проявляють девіантні форми поведінки, соціально дезадаптовані — «підлітки групи ризику»).

Розподіл респондентів на групи здійснено за двома соціальними ознаками:

- міські та сільські підлітки;
- підлітки з нормативною та девіантною поведінкою.

У результаті, з урахуванням контрольної та експериментальної груп, вони були розподілені на 8 підгруп із приблизно однаковим складом підлітків.

На різних етапах дослідження використовувалися діагностичні методики:

1. для виявлення реальної структури ціннісних орієнтацій — методика «Діагностика реальної структури ціннісних орієнтацій особистості» О. Бондаренко;

2. для дослідження цілісної ієрархічної системи ціннісних орієнтацій особистості - тест «Ціннісні орієнтації» М. Рокича (RVS) у сучасній адаптації Н. Максимчук;

3. для дослідження індивідуальних цінностей - методика Ш. Шварца, адаптована українськими дослідниками О.Савченко та І. Бехом;

Проведений якісний і кількісний аналіз результатів на етапі експерименту не виявив суттєвих відмінностей у ціннісних орієнтаціях підлітків. Виявлені відмінності не були критичними в усіх групах, що дозволило об’єднати підлітків і розробити єдину модель формування їхніх ціннісних орієнтацій [2;5].

Результати дослідно-експериментальної роботи показали недостатній рівень сформованості ціннісних орієнтацій у підлітків, що зумовило необхідність розроблення та впровадження практико-орієнтованих заходів

цілеспрямованого впливу на формування ціннісних орієнтацій підлітків з урахуванням виявлених на цьому етапі дослідження особливостей. Нами було розроблено програму, спрямовану на вдосконалення процесу формування системи ціннісних орієнтацій у підлітків у загальноосвітніх школах.

Реалізація моделі формування ціннісних орієнтацій у підлітків була розрахована на один рік. Програма включала 30 занять один раз на тиждень тривалістю 50 - 60 хвилин (в окремих випадках при організації колективної діяльності - до 1,5 години). Загальний обсяг програми становив 60 годин.

Відмінною особливістю програми було те, що в ній враховувалися гендерні особливості сприйняття цінностей і специфіка формування ціннісних орієнтацій у юнаків та дівчат.

Показниками ефективності впровадженої моделі виступала наявність позитивної динаміки за основними компонентами системи цінностей підлітків:

- когнітивний компонент, який включає ціннісні уявлення підлітків і декларовані цінності;

Порівняльний аналіз результатів підлітків ЕГ до та після формувального впливу показав зростання компонентів параметра «ціннісні-знання»: «дисциплінованість» - на 47,2 %; «відповідальність» - на 37,39 %; «толерантність» - на 33,86 %; «чесність» - на 69,54 %; «ефективність у справах» - на 54,52 %; «доброта» — на 19,01 %; «універсалізм» - на 19 %; «самостійність» - на 20,67 %.

Отже, ціннісно-смислові складові є важливим чинником формування життєвих стратегій студентської молоді. Вони визначають характер життєвого планування, особливості професійного самовизначення, рівень осмисленості життя, ступінь задоволеності власною життєдіяльністю та готовність особистості до відповідального життєвого вибору. Найбільш продуктивною для особистісного й професійного розвитку є цілеспрямована життєва стратегія, що ґрунтується на самостійності, відповідальності, активності, сформованій системі цінностей і вірі людини у власну здатність впливати на майбутнє. Перспективи подальших досліджень полягають у вивченні впливу цифрового освітнього середовища, соціокультурних трансформацій та європейських освітніх практик на формування життєвих стратегій сучасних студентів.

До класу продуктивних станів належить тип актуального смислового стану, який відображає позитивний полюс осмисленості життя. Для цього типу характерними є високі показники за всіма трьома часовими локусами контролю. Він характеризується тим, що прожитий етап життя сприймається особистістю як продуктивний і значущий, теперішнє життя

оцінюється як цікаве, емоційно насичене, а наявність життєвих цілей надає всій життєдіяльності людини осмисленості, спрямованості та часової перспективи.

Аналіз результатів дослідження свідчить про те, що продуктивний тип найбільшою мірою притаманний респондентам, які дотримуються цілеспрямованої життєвої стратегії. Найменш вираженим цей тип виявився серед студентів із фаталістичною життєвою стратегією.

До частково продуктивних типів належать актуальні смислові стани, які характеризуються високим рівнем осмисленості двох часових локусів контролю. Такі типи свідчать про наявність окремих сформованих життєвих орієнтирів, однак при цьому не забезпечують цілісного сприйняття життєвого шляху. Частка частково продуктивних типів у всіх групах студентів виявилася відносно стабільною, що свідчить про наявність у значної частини молоді окремих сформованих життєвих смислів та орієнтирів [1;2;3;5].

До непродуктивних станів належать типи актуального смислового стану, для яких характерне блокування двох або більше часових локусів смислу. Такі стани характеризуються недостатнім рівнем життєвої осмисленості, невизначеністю життєвих цілей, відсутністю чіткої життєвої перспективи та труднощами у плануванні майбутнього. Найбільший відсоток непродуктивного типу виявлено серед студентів із фаталістичною життєвою стратегією, що свідчить про труднощі в усвідомленні власного життєвого шляху та низький рівень суб'єктивного контролю над подіями життя.

Для вивчення ціннісних типів студентської молоді було використано методику дослідження ціннісних орієнтацій, адаптовану українськими та європейськими науковцями. Результати дослідження свідчать про те, що адаптивний тип найбільш поширений серед студентів із конформістською життєвою стратегією. Дещо менше представників цього типу виявлено серед респондентів із фаталістичною стратегією, а найменше — серед студентів із цілеспрямованою життєвою стратегією.

Соціалізаційний тип, для якого характерною є орієнтація на сімейні цінності, професійне становлення та суспільне визнання, найбільш виражений серед студентів із конформістською та цілеспрямованою життєвими стратегіями. Водночас серед студентів із фаталістичною стратегією його поширеність є значно нижчою. Особливістю вибірки стало також те, що індивідуалізований тип ціннісних орієнтацій було виявлено лише серед студентів із цілеспрямованою життєвою стратегією. Це свідчить про їхню здатність до самостійного життєвого вибору, незалежності у прийнятті рішень та високого рівня особистісної відповідальності.

Для вивчення особливостей життєвих стратегій студентської молоді було також проведено анкетування, яке дозволило визначити рівень суб'єктивного контролю над подіями власного життя. Респондентам було запропоновано відповісти на запитання щодо того, від чого, на їхню думку, залежить те, як складається їхнє життя. Результати дослідження показали, що студенти з цілеспрямованою життєвою стратегією значно частіше переконані у тому, що життєвий успіх залежить передусім від них самих, їхніх рішень, активності та відповідальності. Водночас серед студентів із фаталістичною життєвою стратегією переважає переконання у визначальному впливі зовнішніх обставин, випадковостей або соціального оточення.

Важливим параметром життєвої стратегії особистості є відповідальність. Саме тому студентам було поставлено запитання щодо готовності брати на себе відповідальність за події власного життя. Найвищий рівень відповідальності продемонстрували студенти з цілеспрямованою життєвою стратегією. Вони значно частіше виявляли впевненість у тому, що здатні самостійно визначати своє майбутнє, контролювати життєві події та досягати поставлених цілей. Це безпосередньо пов'язано з високим рівнем сформованості таких цінностей, як відповідальність, самостійність, незалежність, активність та цілеспрямованість[2;4;5]. .

Показовим є також те, що серед студентів із цілеспрямованою життєвою стратегією практично не було респондентів, які б не знали, чого прагнуть досягти у житті. Це свідчить про сформованість життєвих цілей, наявність чіткої життєвої перспективи та усвідомленого планування майбутнього. Отримані результати узгоджуються з показниками смисложиттєвих орієнтацій, відповідно до яких саме студенти цієї групи мають найвищий рівень осмисленості життєвих цілей.

За результатами проведеного дослідження можна зробити висновок про існування суттєвих відмінностей у ціннісно-смислових складових життєвих стратегій студентської молоді.

Студенти з фаталістичною життєвою стратегією орієнтуються переважно на такі життєві цінності, як матеріальна забезпеченість, здоров'я, упевненість у собі, любов та щасливе сімейне життя. Серед інструментальних цінностей для них важливими є освіченість, незалежність, відповідальність, життєрадісність і вихованість. Проте їхня система цінностей часто має дефіцитарний характер, оскільки значущі життєві цілі сприймаються як недостатньо реалізовані. Представники цього типу життєвої стратегії характеризуються низьким рівнем осмисленості життя, невизначеністю життєвих цілей, слабкою вірою у власні можливості та переконанням у тому, що життя не піддається свідомому контролю. Такі студенти схильні перекладати відповідальність за події власного життя на зовнішні обставини або соціальне середовище.

Студенти з конформістською життєвою стратегією демонструють здатність планувати майбутнє відповідно до власних життєвих цілей, характеризуються достатнім рівнем задоволеності життям і позитивною оцінкою попереднього життєвого досвіду. Для них значущими є такі цінності, як любов, здоров'я, матеріальна забезпеченість, щасливе сімейне життя, дружба та впевненість у собі. Серед інструментальних цінностей переважають вихованість, освіченість, відповідальність, чесність, життєрадісність, охайність і дисциплінованість. Ціннісна сфера студентів цієї групи переважно орієнтована на соціалізацію, підтримку соціальних зв'язків та відповідність суспільним очікуванням.

Висновки. Студенти з цілеспрямованою життєвою стратегією характеризуються високим рівнем осмисленості життя, задоволеністю власною життєдіяльністю, позитивним баченням майбутнього та відчуттям продуктивності прожитого життя. Для них властивими є свідоме планування життєвого шляху, наявність чітких життєвих цілей, готовність долати труднощі та прагнення до самореалізації. Такі студенти здатні контролювати події власного життя, приймати відповідальні рішення та нести відповідальність за їх наслідки. Серед провідних особистісних якостей варто виокремити цілеспрямованість, самостійність, активність, упевненість у собі та відповідальність. У структурі їхніх термінальних цінностей домінують любов, здоров'я, активне діяльне життя, упевненість у собі, щасливе сімейне життя та наявність вірних друзів. Інструментальні цінності представлені освіченістю, відповідальністю, незалежністю, вихованістю, життєрадісністю та охайністю. Ціннісний компонент їхньої життєвої стратегії ґрунтується на цінностях самореалізації та особистісного розвитку.

Таким чином, результати дослідження підтверджують наявність суттєвих відмінностей у ціннісно-смислових складових життєвих стратегій студентів закладів вищої освіти. Отримані результати можуть бути використані у діяльності психологів, викладачів, кураторів академічних груп, фахівців із роботи зі студентською молоддю з метою надання підтримки студентам у процесі професійного самовизначення, планування майбутнього та формування відповідальної життєвої позиції.

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ПРОФЕСІЙНЕ МОВЛЕННЯ ФАХІВЦІВ ДСНС В УМОВАХ КРИЗОВОЇ КОМУНІКАЦІЇ

Анотація. У статті досліджено роль професійного мовлення у діяльності фахівців цивільного захисту та пожежної безпеки в умовах кризових ситуацій. Обґрунтовано значення професійної комунікації як важливого складника ефективного реагування на надзвичайні ситуації, координації міжвідомчої взаємодії, інформування населення та організації управлінських процесів. У дослідженні підкреслено міждисциплінарний характер проблеми професійного мовлення, що поєднує лінгвістичний, педагогічний, психологічний та управлінський аспекти. Визначено особливості кризової комунікації, що функціонує в умовах дефіциту часу, психологічного напруження та підвищеної соціальної відповідальності. Проаналізовано особливості вербальної взаємодії фахівців цивільного захисту під час ліквідації надзвичайних ситуацій, координації дій, інформування населення та міжвідомчої комунікації. Охарактеризовано основні компоненти професійно-мовленнєвої компетентності фахівців ДСНС, зокрема нормативність мовлення, володіння професійною термінологією, комунікативну адаптивність, стресостійкість та здатність до оперативного передавання інформації. Акцентовано увагу на ролі

професійного мовлення у забезпеченні точності службових повідомлень, ефективності міжвідомчої комунікації, психологічної підтримки постраждалих та підтримання суспільної довіри в умовах надзвичайних ситуацій. Розкрито методичні засади мовної підготовки майбутніх фахівців цивільного захисту, що передбачають використання професійно орієнтованого та комунікативного підходів, моделювання кризових ситуацій, кейс-методу, рольових ігор та роботи з професійними текстами. Обгрунтовано необхідність удосконалення мовної підготовки майбутніх фахівців сфери цивільного захисту шляхом інтеграції лінгвістичної, професійної та комунікативно-поведінкової складових у систему фахової освіти. Доведено, що високий рівень сформованості професійного мовлення безпосередньо впливає на ефективність кризового реагування, результативність службової взаємодії та безпеку населення в умовах надзвичайних ситуацій. Визначено перспективи вдосконалення мовної підготовки майбутніх фахівців ДСНС у контексті формування кризово-комунікативної компетентності.

Ключові слова: професійне мовлення, професійна комунікація, кризова комунікація, мовленнєва компетентність, фахівці ДСНС, цивільний захист, надзвичайні ситуації, міжвідомча взаємодія, мовна підготовка.

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PROFESSIONAL COMMUNICATION OF SESU SPECIALISTS IN CRISIS COMMUNICATION SETTINGS

Abstract. The article examines the role of professional communication in the activities of specialists in civil protection and fire safety under crisis

conditions. The significance of professional communication as an essential component of effective emergency response, interagency coordination, public information, and management processes is substantiated. The study highlights the interdisciplinary nature of the issue of professional speech, which combines linguistic, pedagogical, psychological, and managerial aspects. The specific features of crisis communication functioning under conditions of time pressure, psychological stress, and increased social responsibility are identified. This study analyzes the characteristics of verbal interaction among civil protection specialists during emergency response, coordination of actions, public information, and interagency communication. The main components of the professional communicative competence of SESU specialists are characterized, including speech normativity, command of professional terminology, communicative adaptability, stress resistance, and the ability to transmit information promptly. Particular attention is paid to the role of professional communication in ensuring the accuracy of official messages, the effectiveness of interagency communication, psychological support for affected populations, and the maintenance of public trust during emergencies. The methodological foundations of language training for future civil protection specialists are revealed, including professionally oriented and communicative approaches, simulation of crisis situations, case-study methods, role-playing activities, and work with professional texts. The paper argues for the need to improve language training for future civil protection professionals by integrating linguistic, professional, and communicative-behavioral components into the vocational education system. It is proved that a high level of professional communication competence directly influences the effectiveness of crisis response, the efficiency of professional interaction, and public safety in emergency situations. Prospects for improving the language training of future SESU specialists in the context of developing crisis communication competence are identified.

Keywords: professional communication, professional interaction, crisis communication, communicative competence, SESU specialists, civil protection, emergency situations, interagency interaction, language training.

Постановка проблеми. У сучасних умовах суспільних трансформацій, зростання кількості надзвичайних подій та посилення інформаційних викликів особливої ваги набуває проблема ефективної професійної комунікації у сфері цивільного захисту. Діяльність фахівців цієї галузі пов’язана з оперативним реагуванням на кризові ситуації, ухваленням швидких рішень, координацією дій різних служб та взаємодією з населенням. За таких умов важливим чинником ефективного виконання професійних завдань є високий рівень професійного мовлення, що

забезпечує чіткість передавання інформації, точність інструкцій і належну організацію комунікації.

Професійне мовлення фахівців цивільного захисту та пожежної безпеки є важливим інструментом управління та координації дій під час ліквідації наслідків надзвичайних ситуацій. Воно охоплює використання нормативної української мови, володіння спеціальною термінологією, дотримання мовленнєвого етикету та здатність до ефективної комунікації в умовах підвищеного психологічного навантаження. Від чіткості, зрозумілості та доречності мовленнєвих повідомлень часто залежить не лише ефективність організації рятувальних заходів, а й безпека населення та особового складу.

Актуальність дослідження зумовлена потребою підвищення рівня мовної підготовки майбутніх фахівців цивільного захисту, формування у них професійно-мовленнєвої компетентності та здатності ефективно здійснювати комунікацію в умовах кризових ситуацій. Особливого значення набуває професійне мовлення як засіб координації дій підрозділів, інформування населення та забезпечення оперативного управління в умовах надзвичайних ситуацій.

Аналіз останніх досліджень і публікацій. Аналіз сучасних наукових досліджень засвідчує зростання уваги до проблеми формування комунікативної та мовленнєвої компетентності фахівців системи цивільного захисту в контексті компетентнісного та професійно орієнтованого підходів. У працях українських науковців, зокрема Ю. Ненько, О. Іващенко, М. Дмитренко, К.Пасинчук, Н. Вовк та інших, висвітлено питання професійно-комунікативної підготовки майбутніх офіцерів і рятувальників, розвитку комунікативної, мовленнєвої та іншомовної компетентностей як важливих складників професійної готовності до діяльності в екстремальних умовах. Водночас аналіз наукових праць засвідчує, що проблема формування мовленнєвої компетентності фахівців ДСНС як чинника ефективної кризової комунікації досліджена недостатньо. Потребують подальшого вивчення питання професійного мовлення в умовах оперативного реагування та міжвідомчої взаємодії.

Метою статті є визначення ролі професійного мовлення у діяльності фахівців цивільного захисту та пожежної безпеки в умовах кризових ситуацій, а також окреслення його значення для ефективної комунікації та підготовки майбутніх фахівців цієї галузі.

Виклад основного матеріалу. Професійна діяльність фахівців ДСНС пов’язана з реагуванням на надзвичайні ситуації, ліквідацією їх наслідків, координацією дій різних служб та інформуванням населення. За таких умов особливого значення набуває професійна комунікація, яка забезпечує

ефективний обмін інформацією між учасниками рятувальних операцій та оперативність ухвалення управлінських рішень в умовах кризових ситуацій.

Специфіка професійної комунікації у сфері цивільного захисту зумовлена діяльністю в умовах дефіциту часу, підвищеної відповідальності та психологічного напруження. За таких обставин мовлення фахівця повинно характеризуватися чіткістю, лаконічністю, однозначністю та нормативністю. Комунікація в умовах надзвичайної ситуації також потребує впевненості, чіткості формулювання наказів та своєчасного передавання актуальної інформації, оскільки від цього залежить ефективність реагування екстрених служб [8]. Будь-яка неточність у передаванні інформації може негативно вплинути на координацію дій підрозділів і ефективність рятувальних заходів. Водночас професійна підготовка майбутніх рятувальників має передбачати інтеграцію мовних і фахових знань, що забезпечує здатність ефективно комунікувати в екстремальних умовах.

Важливою рисою професійної комунікації фахівців ДСНС є використання спеціальної професійної термінології та стандартизованих мовних конструкцій. Це сприяє уніфікації мовленнєвих повідомлень, забезпечує їх зрозумілість для всіх учасників професійної взаємодії та сприяє ефективній міжвідомчій взаємодії. Водночас фахівці повинні адаптувати професійне мовлення відповідно до комунікативної ситуації, зокрема під час взаємодії з населенням, представниками інших служб та засобами масової інформації.

Володіння термінологічним апаратом цивільного захисту забезпечує точність професійної комунікації, уніфікацію службових повідомлень та ефективність міжвідомчої взаємодії. У сучасних дослідженнях наголошується, що опанування спеціалізованої термінології є важливим складником професійної підготовки фахівців сфери безпеки та цивільного захисту [4].

Важливим складником професійної діяльності працівників цивільного захисту є дотримання норм літературної мови та культури професійного мовлення. Високий рівень мовної підготовки забезпечує точність формулювання розпоряджень, ефективність службової взаємодії та координацію дій підрозділів під час ліквідації наслідків надзвичайних ситуацій.

Професійна комунікація фахівців ДСНС реалізується в стандартних умовах службової діяльності та передбачає дотримання норм офіційно-ділового стилю, точність і логічність висловлювання. Водночас сучасні виклики, пов’язані з виникненням надзвичайних ситуацій, зумовлюють необхідність функціонування комунікації в умовах підвищеного ризику, дефіциту часу та психологічного напруження. За таких обставин професійна

комунікація трансформується у кризову, що потребує здатності до оперативного реагування, психологічно виваженого інформування та адаптації мовлення до кризових умов.

В умовах кризових ситуацій традиційних комунікативних умінь недостатньо, оскільки професійна діяльність передбачає швидке прийняття рішень, інформування населення та координацію дій різних служб. Це актуалізує необхідність формування кризово-комунікативної компетентності як важливого складника професійної підготовки фахівців ДСНС.

Кризова комунікація – це процес обміну інформацією в умовах кризової ситуації, спрямований на мінімізацію негативних наслідків, координацію дій та забезпечення ефективної взаємодії між усіма учасниками комунікації. У сучасних дослідженнях комунікація розглядається як системоутворювальний складник антикризового управління, від ефективності якого залежить координація дій, оперативність реагування та результативність управлінських рішень [2].

Кризова комунікація передбачає оперативне інформування населення, координацію взаємодії служб, забезпечення достовірності інформації, зниження рівня паніки та підтримання суспільної довіри.

Важливими принципами кризової комунікації є оперативність, достовірність та послідовність передавання інформації, оскільки несвоєчасні або суперечливі повідомлення можуть посилювати суспільну напругу та ускладнювати реагування на кризову ситуацію [6].

На відміну від професійної комунікації, яка здебільшого відбувається у регламентованих умовах, кризова комунікація функціонує в ситуації невизначеності, інформаційної нестабільності та соціальної відповідальності. Саме тому вона вимагає не лише мовної правильності, а й оперативності, психологічної доцільності та комунікативної адаптивності.

Як зазначає В.Кумбс, один із провідних дослідників кризової комунікації, автор ситуаційної теорії кризової комунікації, «кризова комунікація – це процес збирання, опрацювання та поширення інформації, необхідної для реагування на кризову ситуацію» [7].

Отже, в умовах надзвичайних ситуацій професійна комунікація набуває ознак кризової, що потребує від фахівців ДСНС високого рівня мовленнєво-комунікативної підготовки. Формування культури професійного мовлення є важливим складником професійної освіти майбутніх рятувальників.

Мовна культура є важливим складником професійної компетентності фахівця, оскільки впливає на ефективність комунікації, рівень довіри та якість управлінської взаємодії. Як зазначає В. Козак, недостатній рівень мовної культури може спричиняти комунікативні помилки та знижувати ефективність професійної взаємодії [5, с. 193].

У вітчизняній науковій традиції професійне мовлення розглядається як складник мовленнєвої культури фахівця. Дослідники наголошують, що мовленнєва компетентність охоплює не лише знання мовних норм, а й здатність ефективно використовувати мовні засоби в професійній діяльності.

У наукових працях також наголошується, що високий рівень мовленнєво-комунікативної підготовки є необхідною умовою ефективного виконання професійних обов'язків.

Водночас проблема професійного мовлення фахівців цивільного захисту в умовах кризових ситуацій залишається недостатньо дослідженою. Зокрема, потребують подальшого вивчення питання оперативної комунікації, міжвідомчої взаємодії та мовленнєвої координації дій під час ліквідації наслідків надзвичайних ситуацій.

Мовленнєва компетентність працівників сфери цивільного захисту та пожежної безпеки є інтегративною професійною якістю, що забезпечує ефективне виконання службових обов'язків в умовах підвищеного ризику, невизначеності та дефіциту часу.

На відміну від загальномовної підготовки, професійна мовленнєва компетентність фахівців ДСНС має прикладний характер і формується на основі поєднання лінгвістичних, комунікативних та психологічних компо=нентів.

У сучасних педагогічних дослідженнях мовленнєво-комунікативна компетентність розглядається як інтегративне утворення, що поєднує мовні знання, комунікативні вміння та здатність ефективно реалізовувати професійну взаємодію [9].

Отже, мовленнєва компетентність майбутніх рятувальників є спеціалізованою системою знань, умінь і навичок, що характеризується оперативністю, точністю, стресостійкістю, комунікативною адаптивністю та володінням професійною термінологією. Її сформованість безпосередньо впливає на ефективність управління кризовими ситуаціями та рівень безпеки населення.

Мовленнєва компетентність є необхідною, проте недостатньою умовою ефективної діяльності фахівців цивільного захисту, особливо в умовах кризових ситуацій. У зв'язку з цим особливого значення набуває професійна мовна підготовка, що передбачає формування здатності до оперативної, точної та нормативної комунікації у професійно значущих ситуаціях.

У кризових умовах професійна комунікація повинна враховувати психоемоційний стан постраждалих, поєднуючи інформативність повідомлень із психологічною підтримкою та запобіганням панічним реакціям [1].

Професійна мовна підготовка майбутніх фахівців цивільного захисту спрямована на формування здатності до нормативної, точної та ефективної комунікації в різних видах службової діяльності. Її метою є розвиток умінь професійного спілкування у службовій, міжвідомчій та публічній сферах. Формування мовленнєво-комунікативної компетентності повинно здійснюватися у тісному зв'язку з майбутньою професійною діяльністю здобувачів освіти [9].

У сучасних дослідженнях мовної підготовки фахівців ДСНС наголошується на необхідності використання професійно орієнтованих методів навчання, що моделюють реальні ситуації службової діяльності. Особлива увага приділяється формуванню іншомовної комунікативної компетентності в умовах міжнародної співпраці та інтеграції України до світового безпекового простору.

Водночас проблема інтеграції мовної та професійної підготовки майбутніх фахівців ДСНС потребує подальшого науково-методичного обґрунтування, зокрема щодо моделювання кризових комунікативних ситуацій у процесі навчання.

Методика мовної підготовки фахівців цивільного захисту спрямована на формування професійно-мовленнєвої компетентності, необхідної для ефективної комунікації в умовах кризових ситуацій.

Формування професійно-мовленнєвої компетентності майбутніх фахівців цивільного захисту потребує належного методичного забезпечення освітнього процесу.

Викладання української мови у закладах вищої освіти має поєднувати мовну підготовку з професійною спрямованістю навчання, що сприяє розвитку навичок ефективної службової комунікації.

Сучасні освітні стандарти підготовки фахівців екстрених служб визначають комунікативну компетентність одним із важливих результатів професійної підготовки [8].

Специфіка діяльності працівників цивільного захисту зумовлює необхідність поєднання мовної, комунікативної та психологічної підготовки. Тому методика навчання ґрунтується на міждисциплінарному підході, що інтегрує положення лінгвістики, педагогіки, психології та теорії кризових комунікацій.

Одним із провідних принципів викладання української мови за професійним спрямуванням є професійна орієнтованість навчання. Зміст навчального матеріалу має бути пов'язаний із майбутньою службовою діяльністю здобувачів освіти, зокрема із ситуаціями професійної комунікації, оформленням службових документів та взаємодією підрозділів під час ліквідації надзвичайних ситуацій.

Важливою методичною засадою є комунікативний підхід, що передбачає розвиток навичок професійного спілкування в умовах, наближених до реальної службової діяльності. З цією метою доцільно використовувати моделювання професійних ситуацій, рольові ігри, аналіз комунікативних кейсів та практичні завдання професійного спрямування. Ефективність засвоєння професійної термінології підвищується за умови її використання в контексті змодельованих професійних ситуацій та практикоорієнтованих комунікативних завдань [4].

Значну роль у процесі навчання відіграє робота з фаховою термінологією та професійними текстами. Аналіз нормативних документів, інструкцій, службових повідомлень та інших матеріалів професійного спрямування сприяє засвоєнню спеціальної лексики, розвитку навичок точного й логічного викладу інформації, а також удосконаленню культури професійного мовлення.

Важливим чинником формування мовленнєвої культури майбутніх фахівців є також професійне мовлення викладача, яке виступає зразком нормативної, логічної та комунікативно доцільної професійної комунікації. Саме мовленнєва поведінка викладача значною мірою впливає на формування професійних мовленнєвих навичок здобувачів освіти [7].

Ефективність мовної підготовки забезпечується використанням кейс-методу, рольових і ділових ігор, тренінгових технологій, симуляційного навчання та роботи з професійними текстами. Такі методи сприяють розвитку комунікативної гнучкості, формуванню навичок оперативного реагування та моделюванню реальних кризових ситуацій.

Особливу роль відіграють інтерактивні форми роботи, що сприяють формуванню навичок швидкого прийняття рішень і чіткого мовного реагування. Важливим є також використання автентичних матеріалів (службової документації, аудіо- та відеозаписів реальних комунікативних ситуацій).

Оцінювання рівня мовної підготовки доцільно здійснювати з урахуванням нормативності мовлення, точності використання професійної термінології, логічності висловлювання та ефективності комунікації в умовах дефіциту часу.

Отже, методика мовної підготовки майбутніх фахівців цивільного захисту має поєднувати професійну спрямованість навчання, комунікативний підхід та моделювання кризових ситуацій, що забезпечує формування ефективної професійної комунікації.

Мовна підготовка фахівців ДСНС має прикладний характер і безпосередньо пов’язана з виконанням професійних завдань в умовах кризових ситуацій. Її ефективність виявляється у здатності забезпечувати

точну, зрозумілу й доречну комунікацію в умовах професійної діяльності підвищеного ризику.

Передусім це простежується у процесі ліквідації надзвичайних ситуацій, де мовлення виконує функцію оперативного управління. Чіткість і лаконічність команд, однозначність формулювань, використання стандартизованих мовних конструкцій сприяють злагодженості дій особового складу. Наприклад, повідомлення про стан об'єкта, рівень загрози чи результати виконаних дій повинні бути інформативними, лаконічними та однозначними, що забезпечує ефективну координацію дій підрозділів.

Важливим напрямом реалізації мовної підготовки є міжвідомча взаємодія. У процесі спільної роботи підрозділів цивільного захисту та пожежної безпеки, правоохоронних органів та медичних служб особливого значення набуває використання уніфікованої професійної термінології. Це дозволяє уникати комунікативних бар'єрів, забезпечує точність передачі інформації та сприяє оперативності управлінських рішень. Як засвідчують сучасні дослідження, ефективна професійна комунікація між представниками різних екстрених служб є необхідною умовою координації дій під час ліквідації наслідків надзвичайних ситуацій та надання допомоги постраждалим [8].

Сучасні дослідження засвідчують, що ефективність евакуаційних заходів та реагування на надзвичайні ситуації значною мірою залежить від узгодженої міжвідомчої комунікації між рятувальними службами, органами влади, медичними установами та психологічними службами [1].

Окрему сферу становить інформування населення в умовах кризових ситуацій. У цьому випадку мовна підготовка передбачає не лише володіння нормами літературної мови, а й уміння адаптувати професійну інформацію до потреб і рівня сприйняття різних аудиторій. Важливими є доступність викладу, логічність структури повідомлення, а також дотримання емоційно виваженого тону, що сприяє зниженню рівня паніки і підвищенню довіри до офіційних джерел інформації. У кризових ситуаціях особливого значення набуває доступність і зрозумілість повідомлень для широкої аудиторії, що дозволяє мінімізувати дезінформацію та запобігати поширенню панічних настроїв [6].

Комунікація в умовах кризової ситуації має багатовекторний характер і охоплює взаємодію між підрозділами, органами влади, екстреними службами, засобами масової інформації та населенням [2].

Важливим напрямом реалізації мовної підготовки є службове документування. Складання актів, рапортів, протоколів та аналітичних довідок вимагає дотримання норм офіційно-ділового стилю, точності

формулювань і логічної послідовності викладу. У цьому контексті мовна підготовка забезпечує юридичну коректність документації та її відповідність нормативним вимогам.

Важливим аспектом мовної підготовки є проведення інструктажів і навчань. Уміння чітко структурувати інформацію, послідовно пояснювати алгоритми дій і використовувати професійну лексику відповідно до рівня підготовки аудиторії забезпечує ефективність навчального процесу та підвищує готовність персоналу до дій у надзвичайних ситуаціях.

У сучасних дослідженнях наголошується, що комунікація з постраждалими в умовах надзвичайної ситуації повинна поєднувати інформативність, психологічну підтримку та здатність до швидкого реагування [8]. У таких умовах фахівець повинен демонструвати не лише мовну грамотність, а й комунікативну чутливість, здатність до емпатії, уміння добирати слова, що сприяють психологічній стабілізації людини. Використання зрозумілих, психологічно підтримувальних формулювань є важливим чинником ефективної взаємодії з населенням.

В умовах розвитку міжнародного співробітництва актуалізується також потреба у володінні іноземними мовами для участі у спільних навчаннях, гуманітарних місіях та міжнародних проєктах у сфері безпеки. Це передбачає опанування професійно орієнтованої лексики та навичок міжкультурної комунікації.

Участь у міжнародних навчаннях, гуманітарних місіях та спільних безпекових проєктах потребує не лише володіння іноземною мовою, а й здатності використовувати стандартизовану професійну термінологію у сфері цивільного захисту [4].

Отже, мовна підготовка фахівців цивільного захисту є важливим складником їхньої професійної компетентності. Вона забезпечує ефективність комунікації в різних видах службової діяльності – від оперативного реагування до інформаційно-аналітичної роботи – та безпосередньо впливає на результативність функціонування системи цивільного захисту.

Важливим складником формування професійно-мовленнєвої компетентності майбутніх фахівців цивільного захисту є робота над усуненням мовних помилок, що виникають у процесі усного та писемного професійного спілкування.

Найпоширенішими є лексичні, граматичні та стилістичні помилки, зокрема використання невластивих українській мові конструкцій, калькування з інших мов, недотримання норм керування та узгодження. Також у професійному мовленні трапляються порушення норм ділового стилю, надмірне використання розмовних елементів або, навпаки, невиправдане ускладнення професійного мовлення.

Важливим засобом формування професійного мовлення є аналіз службових документів і текстів офіційно-ділового стилю, що використовуються у сфері цивільного захисту. Робота з такими матеріалами сприяє розвитку навичок точного, логічного й нормативного викладу інформації, засвоєнню професійної термінології та вдосконаленню культури службової комунікації.

Аналіз службових текстів передбачає оцінювання логічності викладу, точності формулювань, правильності використання професійної термінології та відповідності тексту нормам офіційно-ділового стилю. Практика роботи зі службовими документами дозволяє вдосконалювати навички професійної комунікації.

Відтак, робота над типовими мовними помилками, аналіз службових документів і використання професійно орієнтованих методів навчання сприяють формуванню культури професійного мовлення майбутніх фахівців цивільного захисту та підвищують ефективність службової комунікації.

Висновки. Професійне мовлення є важливим інструментом ефективної діяльності фахівців цивільного захисту та пожежної безпеки в умовах кризових ситуацій. Від точності, чіткості та доречності комунікації залежить не лише координація дій між службами, а й безпека життя людей. У надзвичайних умовах мовлення виконує не тільки інформаційну, а й організаційну, регулятивну та психологічну функції, сприяючи зниженню рівня паніки, підвищенню довіри до рятувальних служб і забезпеченню злагодженості дій.

Важливим аспектом є володіння фахівцями нормами професійного мовлення, спеціалізованою термінологією, а також навичками швидкої адаптації мовлення до змінної ситуації та різних аудиторій. Особливого значення набуває здатність до лаконічного, логічно структурованого й емоційно виваженого висловлювання.

Дослідження засвідчило, що в умовах кризових ситуацій професійне мовлення виконує не лише інформаційну та координаційну, а й психосоціальну функцію, сприяючи управлінню інформаційними потоками, стабілізації емоційного стану населення, підтриманню суспільної довіри та підвищенню ефективності міжвідомчої взаємодії.

Отже, формування високого рівня професійного мовлення є важливим напрямом підготовки фахівців цивільного захисту та пожежної безпеки, оскільки забезпечує ефективність кризової комунікації, міжвідомчої взаємодії та управління надзвичайними ситуаціями.

Перспективи подальших досліджень убачаємо в розробленні педагогічних технологій формування кризово-комунікативної компетентності майбутніх фахівців ДСНС із використанням симуляційного навчання, кейс-методу та міждисциплінарного підходу.

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ПРОГРАМНІ ІНСТРУМЕНТИ ДЛЯ РОБОТИ З НЕЧІТКИМИ ДАНИМИ У ЗАДАЧАХ ПРИЙНЯТТЯ РІШЕНЬ: ПЕДАГОГІЧНА ТАКСОНОМІЯ ЗА РІВНЕМ ПІДГОТОВКИ ЗДОБУВАЧІВ ФІЗИКО-МАТЕМАТИЧНИХ СПЕЦІАЛЬНОСТЕЙ

Анотація. Стаття присвячена розробленню педагогічної таксономії програмних інструментів для роботи з нечіткими даними у задачах прийняття рішень, що систематизує наявний інструментарій відповідно до його придатності для конкретних освітніх контекстів підготовки здобувачів спеціальностей «Прикладна математика» та «Комп'ютерні науки». Актуальність дослідження визначається суперечністю між зростаючим обсягом наявного програмного інструментарію нечіткої логіки та відсутністю його систематичної педагогічної класифікації, що позбавляє викладача методичного орієнтиру при доборі програмного забезпечення для лабораторних та практичних занять. У роботі здійснено аналіз сучасних досліджень програмних засобів нечіткої логіки та їх педагогічних застосувань, який засвідчив наявність значного обсягу розробок у сфері створення інструментів при одночасній відсутності їх систематизації з позиції педагогічної придатності для конкретних рівнів фахової підготовки. Застосовано метод систематичного порівняльного аналізу п'ятнадцяти програмних засобів чотирьох типологічних категорій (комерційні інтегровані середовища, бібліотеки мов програмування, десктопні застосунки з графічним інтерфейсом та онлайн-сервіси) за уніфікованою системою з семи критеріїв: тип платформи, ліцензійна модель, підтримка нечітких множин типу-2, реалізація методів нечіткого багатокритеріального аналізу, наявність графічного інтерфейсу, поріг входу для користувача та якість

документації. Визначено чотири освітні контексти, що відповідають конкретним дисциплінам навчальних планів. Для кожного контексту охарактеризовано специфічний профіль компетентностей здобувача та специфічні дидактичні завдання до програмного засобу. Результати порівняльного аналізу засвідчили, що з п'ятнадцяти проаналізованих засобів підтримку нечітких множин типу-2 забезпечують лише три інструменти, нечіткі методи багатокритеріального аналізу реалізовано у п'яти, графічний інтерфейс наявний у десяти, а низький поріг входу характерний для дев'яти інструментів переважно з категорій десктопних застосунків та онлайн-сервісів. Побудовано матрицю відповідності «інструмент-освітній контекст», яка встановлює оптимальність та припустимість використання кожного інструмента в кожному з чотирьох контекстів, при цьому встановлено, що жоден інструмент не є оптимальним для всіх контекстів одночасно, а найширше охоплення демонструє pyFDM як оптимальний для трьох з чотирьох контекстів. Ідентифіковано чотири структурні розриви між навчальними потребами та функціональними можливостями наявного інструментарію: відсутність онлайн-інструментів для розширених типів нечітких множин, відсутність графічного інтерфейсу в дослідницьких бібліотеках, обмежена підтримка групового прийняття рішень та відсутність єдиного інструмента для всього освітнього циклу. Сформульовано чотири принципи добору інструментарію: поступового нарощування складності від графічних інтерфейсів до програмних бібліотек, спільного інструмента для забезпечення наступності навчання, відкритості для забезпечення рівного доступу та дослідницької орієнтації для переходу до завдань дослідницького типу.

За результатами проведеного дослідження запропоновано педагогічну таксономію з матрицею відповідності як методичний орієнтир при проєктуванні лабораторних та практичних занять з дисциплін теорії прийняття рішень, нечіткої логіки та системного аналізу у підготовці здобувачів фізико-математичних спеціальностей.

Ключові слова: нечітка логіка, програмне забезпечення, педагогічна таксономія, прийняття рішень, вища освіта, методика навчання, багатокритеріальний аналіз, освітні контексти, фізико-математичні спеціальності, інструментальні засоби.

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SOFTWARE TOOLS FOR WORKING WITH FUZZY DATA IN DECISION-MAKING PROBLEMS: EDUCATIONAL TAXONOMY BASED ON THE LEVEL OF PREPARATION OF STUDENTS IN MATHEMATICAL AND PHYSICAL SPECIALITIES

Abstract. The article is devoted to developing a pedagogical taxonomy of software tools for working with fuzzy data in decision-making problems, systematizing available tools according to their suitability for specific educational contexts of training students in "Applied Mathematics" and "Computer Science" specialties. The research relevance is determined by the contradiction between the growing volume of available fuzzy logic software tools and the absence of their systematic pedagogical classification, which deprives instructors of methodological guidance when selecting software for laboratory and practical classes. The work analyzes modern research on fuzzy logic software tools and their pedagogical applications, which demonstrated the presence of significant development volume in tool creation while simultaneously lacking systematization from the perspective of pedagogical suitability for specific training levels. A systematic comparative analysis method of fifteen software tools from four typological categories (commercial integrated environments, programming language libraries, desktop applications with graphical interface, and online services) was applied according to a unified system of seven criteria: platform type, licensing model, type-2 fuzzy set support, fuzzy multi-criteria analysis method implementation, graphical interface availability, user entry threshold, and documentation quality. Four educational contexts corresponding to specific curriculum disciplines were defined. For each context, specific student competency profile and specific didactic tasks for software tools were characterized. Comparative analysis results demonstrated that among fifteen analyzed tools, only three provide type-2 fuzzy set support, fuzzy multi-criteria analysis methods are implemented in five, graphical interface is present in ten, and low entry threshold is characteristic of nine tools predominantly from desktop applications and online services categories. A "tool-educational context" correspondence matrix was constructed, establishing optimality and permissibility of each tool use in each of four contexts, while it was established that no tool is optimal for all contexts simultaneously, and the widest coverage is demonstrated by pyFDM as optimal for three of four contexts. Four structural

gaps between educational needs and available tool functional capabilities were identified: absence of online tools for extended fuzzy set types, absence of graphical interface in research libraries, limited group decision-making support, and absence of single tool for entire educational cycle. Four tool selection principles were formulated: gradual complexity increase from graphical interfaces to programming libraries, common tool for ensuring learning continuity, openness for ensuring equal access, and research orientation for transition to research-type tasks. Based on the research results, a pedagogical taxonomy with correspondence matrix is proposed as methodological guidance for designing laboratory and practical classes in decision theory, fuzzy logic, and system analysis disciplines in training students of physical and mathematical specialties.

Keywords: fuzzy logic, software, pedagogical taxonomy, decision making, higher education, teaching methodology, multi-criteria analysis, educational contexts, physical and mathematical specialties, instrumental tools.

Постановка проблеми. Формування компетентностей у сфері прийняття рішень в умовах невизначеності є однією з фундаментальних вимог до підготовки фахівців фізико-математичного профілю. Зазначена вимога зумовлена об'єктивним характером реальних задач: результати фізичних вимірювань містять інструментальну та методичну похибку, експертні оцінки в інженерних проєктах формулюються лінгвістичними категоріями різного ступеня визначеності, а моделювання складних, особливо технічних, систем неминуче пов'язане з неповнотою вхідних даних. Теорія нечітких множин, запроваджена Л. А. Заде [1], сформувала математичний апарат, здатний формалізувати саме такий тип невизначеності – невизначеності, що має природу розмитості, а не стохастичності.

Протягом шести десятиліть від моменту публікації фундаментальної праці [1] теорія нечітких множин та побудована на її основі нечітка логіка набули статусу міждисциплінарного інструментарію, що застосовується в теорії автоматичного керування, системному аналізі, багатокритеріальному прийнятті рішень, обробленні зображень та штучному інтелекті. Відповідно, підготовка здобувачів вищої освіти за фізико-математичними спеціальностями передбачає опанування нечіткої логіки як складової низки нормативних та вибіркових дисциплін.

Реалізація зазначених дисциплін у навчальному процесі потребує відповідного програмного забезпечення, що уможливлює перехід від теоретичного вивчення до практичного застосування нечітких методів. На сьогодні спектр наявних програмних засобів є значним: він охоплює комерційні інтегровані середовища, відкриті бібліотеки для мов

програмування загального призначення, десктопні застосунки з графічним інтерфейсом та онлайн-сервіси, що функціонують безпосередньо в браузері. Зазначені засоби суттєво відрізняються за функціональним охопленням, вимогами до попередньої підготовки користувача, ліцензійною моделлю та ступенем документованості.

Аналіз наукової літератури засвідчує, що існуючі огляди програмного забезпечення нечіткої логіки зосереджуються переважно на технічних характеристиках інструментів: типах підтримуваних нечітких множин, реалізованих методах виводу, форматах імпорту та експорту даних [3, 4]. Водночас існує необхідність в систематизації відзначених інструментів з позиції їх відповідності конкретному рівню фахової підготовки здобувача та конкретному типу навчальної задачі. Зазначена відсутність позбавляє викладача методичного орієнтиру при доборі програмного інструментарію для лабораторних та практичних занять, змушуючи здійснювати вибір на підставі власного досвіду або випадкових рекомендацій.

Актуальність дослідження визначається суперечністю між зростаючим обсягом наявного програмного інструментарію нечіткої логіки та відсутністю його систематичної педагогічної класифікації, придатної для обґрунтованого добору засобів навчання у закладах вищої освіти.

Аналіз останніх досліджень і публікацій. Систематизація програмних засобів нечіткої логіки здійснюється, зокрема, в межах проєкту «Fuzzy Systems Software» Університету Гранади, що каталогізує відповідні розробки за функціональним призначенням [4]. При конференціях IEEE FUZZ-IEEE починаючи з 2021 року регулярно проводяться спеціальні сесії «Software for Soft Computing», на яких представляються нові програмні засоби: протягом 2024-2025 рр. доповіді охопили бібліотеки для нечітких колірних просторів, інтервально-значного виводу, нечіткого керування в системах Інтернету речей, нечіткого класифікаційного аналізу на основі каузальних залежностей [4].

У площині розроблення програмних бібліотек для нечіткого виводу необхідно відзначити публікацію [3], в якій представлено бібліотеку Simpful для мови Python та здійснено її порівняння з бібліотекою scikit-fuzzy. Встановлено, що Simpful забезпечує формулювання правил виводу засобами природної мови та реалізує системи Такагі–Сугено довільного порядку, тоді як scikit-fuzzy обмежується системами Мамдані з фіксованим набором параметричних функцій належності. Зазначений висновок зберігає значущість і на момент проведення даного дослідження, оскільки scikit-fuzzy не отримувала суттєвих оновлень від 2019 року.

Окремий напрям досліджень становить розроблення програмного забезпечення для нечіткого багатокритеріального аналізу. В роботі [5]

запропоновано бібліотеку pyFDM, що реалізує низку методів нечіткого MCDA (fTOPSIS, fCODAS, fARAS) на основі трикутних нечітких чисел та відзначається модульною архітектурою, яка уможливлює варіювання способів нормалізації, дефазифікації та обчислення відстаней. Розширена версія бібліотеки [6] доповнена методами fCoCoSo, fSPOTIS, fWASPAS, засобами візуалізації та математичними операціями над трикутними нечіткими числами. В роботі [7] представлено бібліотеку pyDecision, що реалізує широкий спектр MCDA-методів з інтеграцією великої мовної моделі для автоматизованого обговорення результатів аналізу.

Серед платформних рішень слід виокремити роботу [8], в якій описано decideXpert – SaaS-платформу, що поєднує AHP, TOPSIS та їхні нечіткі модифікації (FAHP, FTOPSIS) у колаборативному середовищі для групового прийняття рішень. Зазначена платформа розрахована на користувачів без навичок програмування, що зумовлює її потенційну придатність для навчальних цілей. У середовищі мови R значний внесок становить тулбокс FuzzyR [9, 10] та його розширення для нон-синглтонних нечітких систем з оптимізацією параметрів засобами автоматичного диференціювання [11].

У педагогічному контексті нечітка логіка досліджується переважно як інструмент оцінювання навчальних досягнень. В роботі [12] розроблено нечітку модель оцінки знань та вмінь студентських груп із застосуванням методу центроїда та аналізу посибілістичної невизначеності. В роботі [13] обґрунтувано доцільність використання ілюстративних прикладів із предметної галузі студентів при викладанні основ нечіткої логіки. В роботі [14] запропоновано метод кластеризації студентів за рівнем академічної успішності на основі нечіткої логіки. Автор роботи [15] реалізували інтеграцію нечіткої логіки з архітектурою LSTM для оцінювання якості викладання в закладах вищої освіти.

Наведений аналіз засвідчує, що, незважаючи на значний обсяг досліджень у сфері розроблення програмних засобів нечіткої логіки та її педагогічних застосувань, питання систематичної класифікації цих засобів з позиції їхньої педагогічної придатності для конкретних рівнів фахової підготовки залишається нерозв’язаним.

Дана обставина визначає наукову новизну та практичну значущість пропонованого дослідження.

Мета статті полягає в розробленні педагогічної таксономії програмних інструментів для роботи з нечіткими даними у задачах прийняття рішень, що систематизує наявний інструментарій відповідно до його придатності для конкретних освітніх контекстів підготовки здобувачів спеціальностей 113 «Прикладна математика» та 122 «Комп’ютерні науки».

Досягнення поставленої мети передбачає виконання наступних завдань:

– систематичний аналіз функціональних характеристик програмних засобів різних типологічних категорій;

– побудову матриці відповідності «інструмент-освітній контекст»;

– ідентифікацію структурних розривів між навчальними потребами та можливостями наявного програмного забезпечення;

– формулювання принципів добору інструментарію для різних етапів фахової підготовки.

Методологічні засади дослідження. Дослідження ґрунтується на методі систематичного порівняльного аналізу програмних засобів за уніфікованою системою критеріїв. Добір інструментів до аналітичної вибірки здійснювався за принципом теоретичного насичення: до вибірки включалися засоби, які відповідають щонайменше одній з таких умов: наявність реферованої публікації у наукометричних базах Scopus або Web of Science; наявність документованої бази користувачів; підтримка активного репозиторію з регулярними оновленнями.

Кінцева вибірка охопила п’ятнадцять програмних засобів, що належать до чотирьох типологічних категорій: комерційні інтегровані середовища, бібліотеки мов програмування, десктопні застосунки з графічним інтерфейсом та онлайн-сервіси.

Оцінювання кожного інструмента здійснювалося за сімома критеріями: тип платформи, ліцензійна модель, підтримка нечітких множин типу-2, реалізація методів нечіткого багатокритеріального аналізу, наявність графічного інтерфейсу, поріг входу для користувача, якість документації та наявність навчальних матеріалів. Оцінка порогу входу проводилася експертно з урахуванням обсягу необхідних попередніх знань, кількості кроків до отримання першого робочого результату та наявності покрокових навчальних керівництв.

Для побудови педагогічної таксономії визначено чотири освітні контексти, що відповідають конкретним дисциплінам навчальних планів зазначених спеціальностей:

контекст А – 2-й курс спеціальності 113 «Прикладна математика», дисципліна «Теорія та методи прийняття рішень»;

контекст Б – 4-й курс спеціальності 113 «Прикладна математика», вибіркова дисципліна «Моделі та методи нечіткої логіки»;

контекст В – 4-й курс спеціальності 122 «Комп’ютерні науки», дисципліна «Теорія прийняття рішень»;

контекст Г – 4-й курс спеціальності 122 «Комп’ютерні науки», дисципліна «Системний аналіз».

Результати порівняльного аналізу інструментів. Сукупність програмних засобів для роботи з нечіткими даними, що склалася станом на 2026 рік, характеризується значною гетерогенністю як за функціональним охопленням, так і за парадигмою взаємодії з користувачем. Нижче наведено результати аналізу за визначеними типологічними категоріями.

Категорію комерційних інтегрованих середовищ репрезентує передусім MATLAB Fuzzy Logic Toolbox [2], що забезпечує повний цикл проєктування нечітких систем виводу: визначення вхідних та вихідних змінних, конфігурування функцій належності, формулювання бази правил, автоматичне налаштування параметрів із застосуванням генетичних алгоритмів та методу роєвого інтелекту, симуляцію в середовищі Simulink, генерацію програмного коду C/C++ та IEC 61131-3 Structured Text. Останні версії тулбоксу доповнено підтримкою інтервальних нечітких систем типу-2 та засобами інтерпретації моделей штучного інтелекту на основі нечіткого виводу, що відповідає сучасній парадигмі пояснюваного ШІ (Explainable AI). Суттєвим обмеженням є комерційна ліцензійна модель, що звужує доступність для значної частини вітчизняних закладів вищої освіти.

Бібліотеки мов програмування утворюють найбільш динамічну категорію.

В екосистемі мови Python виокремлюються дві функціональні підгрупи:

1) інструменти загального нечіткого виводу: scikit-fuzzy, що реалізує базові алгоритми в рамках стеку SciPy, проте обмежена системами Мамдані з фіксованим набором параметричних функцій належності; Simpful [3], що відзначається формулюванням правил засобами природної мови та підтримкою систем Такагі-Сугено довільного порядку; pyfuzzylite [16] – програмна обгортка для C++-бібліотеки fuzzylite, що реалізує шість типів контролерів та підтримує імпорт і експорт у сім форматів;

2) інструменти нечіткого багатокритеріального аналізу: pyFDM [5, 6], що реалізує методи fTOPSIS, fCODAS, fARAS, fCoCoSo, fSPOTIS, fWASPAS на основі трикутних нечітких чисел із модульною архітектурою для комбінування нормалізацій та метрик відстані; pyDecision [7], що охоплює найширший спектр MCDA-методів та інтегрується з великою мовною моделлю.

В екосистемі мови R значну роль відіграє тулбокс FuzzyR [9-11], що реалізує ANFIS-оптимізацію та нон-синглтонні нечіткі системи.

Категорію десктопних застосунків із графічним інтерфейсом представляють: QtFuzzyLite [16] – крос-платформний засіб для візуального проєктування нечітких контролерів у режимі реального часу з побудовою поверхонь відгуку; FisPro [17, 18] – середовище для побудови

інтерпретабельних нечітких систем виводу з даних, в якому на алгоритми навчання накладаються обмеження, що гарантують зрозумілість результуючих правил; FuzzyWise [19] – засіб для низькокодової реалізації нечітких систем виводу, розрахований на користувачів без навичок програмування.

Категорію онлайн-сервісів складають: JuzzyOnline [20] – браузерний інструментарій для проєктування та виконання нечітких систем типу-1, інтервального та загального типу-2, що не потребує інсталяції; OnlineOutput – веб-платформа з реалізацією Fuzzy AHP та Fuzzy TOPSIS із покроковим відображенням розрахунків; MCDMaker – онлайн-засіб, що реалізує розширений спектр MCDA-методів, включно зі сферичними нечіткими модифікаціями; Mental Modeler [21] – інструмент для побудови нечітких когнітивних карт та сценарного аналізу в режимі групової колаборації; decideXpert [8] – SaaS-платформа для групового прийняття рішень з підтримкою FAHP та FTOPSIS.

Узагальнені результати порівняльного аналізу наведено в табл. 1.

Таблиця 1

Порівняльна характеристика програмних інструментів для роботи з нечіткими даними

Інструмент	Тип	Ліцензія	Тип-2	Нечітк. MCDM	GUI	Поріг
MATLAB FLT	Середовище	Комерц.	Так	Ні	Так	Середній
scikit-fuzzy	Python	Відкрита	Ні	Ні	Ні	Середній
Simpful	Python	Відкрита	Ні	Ні	Ні	Низький
pyfuzzylite	Python	Відкрита	Ні	Ні	Ні	Середній
pyFDM	Python	Відкрита	Ні	Так	Ні	Середній
pyDecision	Python	Відкрита	Ні	Так	Ні	Середній
FuzzyR	R	Відкрита	Так	Ні	Так	Середній
QtFuzzyLite	Десктоп	Комерц.	Ні	Ні	Так	Низький
FisPro	Десктоп	Відкрита	Ні	Ні	Так	Низький
FuzzyWise	Десктоп	Відкрита	Ні	Ні	Так	Низький
JuzzyOnline	Онлайн	Відкрита	Так	Ні	Так	Низький
OnlineOutput	Онлайн	Freemium	Ні	Так	Так	Низький
MCDMaker	Онлайн	Безкошт.	Ні	Так	Так	Низький
Decision Radar	Онлайн	Безкошт.	Ні	Частк.	Так	Низький
Mental Modeler	Онлайн	Безкошт.	Ні	Ні	Так	Низький

Як свідчать дані табл. 1, з п'ятнадцяти проаналізованих засобів підтримку нечітких множин типу-2 забезпечують лише три (MATLAB FLT, FuzzyR, JuzzyOnline), нечіткі MCDA-методи реалізовано у п'яти (pyFDM, pyDecision, OnlineOutput, MCDMaker, частково Decision Radar), графічний інтерфейс наявний у десяти. Поріг входу, оцінений як «низький» (тобто засіб придатний для користувача без навичок програмування), характерний для дев'яти інструментів, переважна більшість яких належить до категорій десктопних застосунків та онлайн-сервісів. Зазначений розподіл має безпосередні імплікації для педагогічного добору, оскільки рівень попередньої підготовки здобувачів суттєво варіюється залежно від курсу та спеціальності.

Побудова педагогічної таксономії. Центральним результатом дослідження є педагогічна таксономія, що встановлює відповідність між функціональними характеристиками інструментів та потребами визначених освітніх контекстів. Кожен контекст характеризується специфічним профілем компетентностей здобувача та специфічними дидактичними завданнями, що висуваються до програмного засобу.

Контекст А (2-й курс, спеціальність 113, дисципліна «Теорія та методи прийняття рішень») передбачає первинне ознайомлення здобувачів з апаратом нечіткої логіки за наявності базових навичок програмування мовою Python. Дидактична задача полягає у формуванні концептуального розуміння механізмів нечіткого виводу та нечіткого багатокритеріального оцінювання. За зазначених умов оптимальними є онлайн-сервіси OnlineOutput та MCDMaker, що забезпечують повний цикл нечіткого MCDA без програмування: введення матриці рішень із лінгвістичними оцінками, обчислення та ранжування альтернатив із покроковим відображенням кожного етапу розрахунку. JuzzyOnline уможливлює інтерактивну побудову нечіткої системи виводу типу Мамдані, візуалізацію функцій належності різних типів та покрокове простеження механізму виводу, що сприяє формуванню інтуїтивного розуміння роботи нечітких систем.

Контекст Б (4-й курс, спеціальність 113, вибіркова дисципліна «Моделі та методи нечіткої логіки») передбачає поглиблене вивчення теорії нечітких множин здобувачами, які впевнено володіють мовами Python та/або MATLAB. Дидактична задача зміщується від розуміння концепцій до дослідження внутрішніх механізмів нечіткого виводу та самостійного моделювання. У цьому контексті оптимальними є: JuzzyOnline – для вивчення нечітких систем типу-2; Simpful [3] та pyfuzzylite [16] – для програмної реалізації контролерів різних архітектур (Мамдані, Такагі-Сугено, Цукамото); pyFDM [5, 6] – для нечіткого MCDA з можливістю варіювання нормалізацій та метрик; FuzzyR [9-11] – для інтеграції з R-

середовищем; MATLAB FLT [2] – для автоматичного налаштування параметрів засобами ANFIS та генетичних алгоритмів.

Контекст В (4-й курс, спеціальність 122, дисципліна «Теорія прийняття рішень») характеризується акцентом на алгоритмічній реалізації методів. Здобувачі цього контексту здатні не лише використовувати програмні бібліотеки, а й розширювати їх функціональність та інтегрувати нечіткий модуль у інформаційні системи підтримки прийняття рішень (ІСППР). Оптимальними є pyFDM [5, 6] та pyDecision [7] – як основа для побудови власних систем, а також Simpful [3] та scikit-fuzzy – для реалізації нечіткого виводу як компонента більшої програмної системи. Модульна архітектура pyFDM є особливо цінною для даного контексту, оскільки уможливлює порівняння впливу різних нормалізацій та метрик на кінцевий результат, формуючи навички верифікації та критичного аналізу.

Контекст Г (4-й курс, спеціальність 122, дисципліна «Системний аналіз») передбачає моделювання складних взаємозв'язків між елементами системи та групове прийняття рішень в умовах невизначеності. Mental Modeler [21] є оптимальним для побудови нечітких когнітивних карт та сценарного аналізу, оскільки забезпечує колаборативну побудову моделей у режимі реального часу. pyFDM [5, 6] та pyDecision [7] придатні для багатокритеріального аналізу складних систем. FisPro [17, 18] відзначається здатністю поєднувати експертні знання та емпіричні дані при побудові інтерпретабельних моделей, що безпосередньо відповідає завданням системно-аналітичної підготовки.

Узагальнену матрицю відповідності «інструмент–освітній контекст» наведено в табл. 2.

Таблиця 2

Матриця відповідності «інструмент – освітній контекст» (★ – оптимальний; ○ – припустимий; — – не рекомендовано)

Інструмент	А: 2к, 113, ТПР	Б: 4к, 113, ММНЛ	В: 4к, 122, ТПР	Г: 4к, 122, СА
OnlineOutput	★	○	○	○
MCDMaker	★	○	○	○
JuzzyOnline	★	★	○	○
Decision Radar	★	—	○	—
Mental Modeler	○	—	—	★
FuzzyWise	○	★	○	○

Інструмент	А: 2к, 113, ТПР	Б: 4к, 113, ММНЛ	В: 4к, 122, ТПР	Г: 4к, 122, СА
QtFuzzyLite	○	★	○	—
FisPro	—	★	○	★
scikit-fuzzy	—	★	★	○
Simpful	○	★	★	○
pyfuzzylite	—	★	★	–
pyFDM	—	★	★	★
pyDecision	—	○	★	★
FuzzyR	—	★	○	○
MATLAB FLT	○	★	○	○

Аналіз табл. 2 засвідчує, що жоден із проаналізованих інструментів не є оптимальним для всіх чотирьох контекстів одночасно. Найширше охоплення демонструє pyFDM, що є оптимальним для контекстів Б, В та Г, проте потребує навичок програмування мовою Python, що робить його непридатним для контексту А. Онлайн-сервіси OnlineOutput та MCDMaker є оптимальними для контексту А, проте їхня функціональність є недостатньою для поглибленого дослідження у контекстах Б та В. JuzzyOnline посідає унікальне положення як єдиний засіб, оптимальний для обох контекстів спеціальності 113 (А та Б), що зумовлено поєднанням графічного інтерфейсу з підтримкою нечітких систем типу-2.

Структурні розриви та їх імплікації. Проведений аналіз уможливив ідентифікацію низки структурних розривів між навчальними потребами та функціональними можливостями наявного інструментарію. Найбільш суттєвим є розрив між сучасним станом теорії нечітких множин та її представленістю у доступних онлайн-засобах. Наукова література останнього п’ятиріччя інтенсивно оперує розширеними типами нечітких множин: інтуїціоністськими [22], Піфагоровими, сферичними, q-ранговими ортопарними. Водночас онлайн-сервіси обмежуються переважно трикутними нечіткими числами, що створює бар’єр для здобувачів контексту А при ознайомленні з новітніми розробками та для здобувачів контексту Г при моделюванні складних систем.

Другий розрив полягає у відсутності графічного інтерфейсу в програмних бібліотеках, що складають основу дослідницького інструментарію контекстів Б та В. Низькокодовий засіб FuzzyWise [19] є спробою

подолання цього розриву, проте його функціональний спектр залишається обмеженим порівняно з pyFDM [5, 6] або pyfuzzylite [16]. Третій розрив стосується підтримки групового прийняття рішень: серед проаналізованих інструментів лише Mental Modeler [21] та decideXpert [8] забезпечують колаборативну роботу в режимі реального часу, що є суттєвим обмеженням для контексту Г. Четвертий розрив пов'язаний із відсутністю єдиного інструмента, що охоплює всі чотири контексти, що зумовлює необхідність послідовного використання різних засобів протягом освітнього циклу.

Принципи добору інструментарію. На підставі отриманих результатів сформульовано чотири принципи, що можуть слугувати методичним орієнтиром для викладачів відповідних дисциплін при доборі програмного інструментарію.

1. *Принцип поступового нарощування складності* передбачає перехід від засобів із графічним інтерфейсом до програмних бібліотек відповідно до зростання рівня підготовки здобувача. На практиці це означає, що у контексті А здобувач опановує логіку Fuzzy TOPSIS через покрокові розрахунки OnlineOutput, а у контексті Б або В та сама задача розв'язується засобами pyFDM із можливістю варіювання параметрів, причому аналіз розбіжностей у результатах стає самостійним предметом дослідницького осмислення.

2. *Принцип спільного інструмента* передбачає виокремлення програмного засобу, що використовується у кількох контекстах, забезпечуючи наступність навчання. Для спеціальності 113 таким засобом є JuzzyOnline, що є оптимальним як для контексту А (візуальне ознайомлення з нечіткими системами), так і для контексту Б (дослідження систем типу-2). Для спеціальності 122 аналогічну функцію може виконувати зв'язка OnlineOutput (засвоєння концептуальних засад) та pyFDM (алгоритмічна реалізація та дослідження).

3. *Принцип відкритості* визначається як міркуваннями забезпечення рівного доступу, так і прагматичною необхідністю: відкритий інструмент здобувач може використовувати для самостійної роботи, курсових та кваліфікаційних робіт без ліцензійних обмежень. З п'ятнадцяти проаналізованих інструментів дванадцять є відкритими або безкоштовними, що засвідчує реалістичність дотримання зазначеного принципу.

4. *Принцип дослідницької орієнтації* є найбільш значущим для контекстів Б та В. Його реалізація передбачає перехід від завдань відтворювального характеру до завдань дослідницького типу. Конкретним проявом даного принципу є завдання, що передбачають розв'язання однієї задачі засобами двох інструментів із наступним порівнянням результатів та обґрунтуванням виявлених розбіжностей. Такий формат завдання

одночасно формує предметну компетентність, навички критичного аналізу та вміння верифікації результатів обчислювального експерименту.

Висновки. У результаті проведеного дослідження систематизовано сукупність програмних інструментів для роботи з нечіткими даними у задачах прийняття рішень та побудовано педагогічну таксономію, що враховує рівень фахової підготовки здобувачів фізико-математичних спеціальностей. Аналіз п'ятнадцяти інструментів чотирьох типологічних категорій за семикритеріальною системою засвідчив, що жоден із наявних засобів не є універсально придатним для всього освітнього циклу. Кожен з чотирьох визначених освітніх контекстів має специфічний оптимальний набір інструментів: онлайн-сервіси для первинного ознайомлення з нечітким MCDA (контекст А), програмні бібліотеки та десктопні застосунки для поглибленого вивчення механізмів нечіткого виводу (контексти Б та В), спеціалізовані платформи для системного аналізу та групового прийняття рішень (контекст Г).

Побудована матриця відповідності «інструмент-освітній контекст» є центральним результатом дослідження та може бути використана як методичний орієнтир при проєктуванні лабораторних та практичних занять з дисциплін «Теорія та методи прийняття рішень», «Моделі та методи нечіткої логіки», «Теорія прийняття рішень» та «Системний аналіз». Ідентифіковані структурні розриви – передусім відсутність онлайн-інструментів для розширених типів нечітких множин, обмежена інтерактивність програмних бібліотек та недостатня підтримка групового прийняття рішень – окреслюють напрями подальшої розробки програмного забезпечення, орієнтованого на потреби вищої освіти.

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ПЕДАГОГІКА ПАРТНЕРСТВА ЯК УМОВА ФОРМУВАННЯ ЦІННІСНОГО СТАВЛЕННЯ ДО МОЛОДШИХ ШКОЛЯРІВ

Анотація. У статті проаналізовано проблему педагогіки партнерства як умови формування ціннісного ставлення до молодших школярів у контексті реалізації ідей Нової української школи. Обґрунтовано актуальність дослідження, що зумовлена сучасними тенденціями гуманізації освіти, утвердженням дитиноцентризму та необхідністю забезпечення гармонійного розвитку особистості дитини. Наголошено, що сучасний освітній процес спрямовується не лише на засвоєння знань, а й на формування ціннісних орієнтацій, емоційного благополуччя та здатності молодших школярів до конструктивної взаємодії.

Визначено, що педагогіка партнерства виступає ключовим механізмом реалізації ціннісного підходу в початковій школі, оскільки ґрунтується на принципах довіри, взаємоповаги, діалогу та співпраці між учителем, учнями та батьками. Розкрито сутність ціннісного ставлення до молодших школярів як визнання їхньої унікальності, поваги до гідності, врахування індивідуальних особливостей, забезпечення емоційної безпеки та створення ситуації успіху.

Проаналізовано наукові підходи до проблеми формування ціннісного ставлення в освітньому процесі. З'ясовано, що дослідники розглядають його як інтегративне особистісне утворення, яке формується у процесі соціальної взаємодії та педагогічного впливу. Окреслено значення партнерської взаємодії як умови розвитку емпатії, відповідальності, позитивної мотивації до навчання та соціальної компетентності молодших школярів.

Узагальнено, що педагогіка партнерства сприяє створенню безпечного, емоційно комфортного освітнього середовища, у якому дитина виступає активним суб'єктом навчання. Встановлено, що важливу роль у цьому процесі відіграє професійна готовність учителя до гуманістичної взаємодії, а також узгоджена співпраця школи та сім'ї.

Визначено, що педагогіка партнерства є ефективною умовою формування ціннісного ставлення до молодших школярів, оскільки

забезпечує гуманізацію освітнього процесу, розвиток позитивного емоційного досвіду учнів та утвердження особистості дитини як найвищої цінності освіти.

Ключові слова: ціннісне ставлення, педагогіка партнерства, молодші школярі, початкова освіта, Нова українська школа.

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PARTNERSHIP PEDAGOGY AS A PREREQUISITE FOR FOSTERING A VALUE-BASED ATTITUDE TOWARD ELEMENTARY SCHOOL STUDENTS

Abstract. The article analyzes the problem of partnership pedagogy as a condition for the formation of a value-based attitude toward primary school pupils in the context of implementing the ideas of the New Ukrainian School. The relevance of the study is substantiated by current trends in the humanization of education, the establishment of child-centeredness, and the need to ensure the harmonious development of a child's personality. It is emphasized that the modern educational process is aimed not only at the acquisition of knowledge but also at the formation of value orientations, emotional well-being, and the ability of primary school pupils to engage in constructive interaction.

It has been determined that partnership pedagogy serves as a key mechanism for implementing the value-based approach in primary education, as it is grounded in the principles of trust, mutual respect, dialogue, and cooperation among teachers, pupils, and parents. The essence of a value-based attitude toward primary school pupils is revealed as the recognition of their uniqueness, respect for their dignity, consideration of individual characteristics, ensuring emotional safety, and creating situations of success.

Scientific approaches to the problem of forming a value-based attitude in the educational process are analyzed. It has been found that researchers consider it an integrative personal construct formed through social interaction and pedagogical influence. The significance of partnership interaction as a condition for the development of empathy, responsibility, positive learning motivation, and social competence of primary school pupils is outlined.

It is generalized that partnership pedagogy contributes to the creation of a safe and emotionally comfortable educational environment in which the child acts as an active participant in the learning process. It has been established that an important role in this process is played by the teacher's professional readiness for

humanistic interaction, as well as coordinated cooperation between the school and the family.

It has been determined that partnership pedagogy is an effective condition for the formation of a value-based attitude toward primary school pupils, as it ensures the humanization of the educational process, the development of pupils' positive emotional experience, and the affirmation of the child's personality as the highest value of education.

Keywords: partnership pedagogy, value-based attitude, primary school pupils, primary education, New Ukrainian School.

Постановка проблеми. Сучасні тенденції розвитку освіти в Україні характеризуються орієнтацією на гуманізацію освітнього процесу, утвердження демократичних цінностей та забезпечення всебічного розвитку особистості дитини. У контексті реформування системи освіти відповідно до Концепції Нової української школи особливої актуальності набуває проблема формування ціннісного ставлення до молодших школярів [8]. Сучасний освітній процес потребує переосмислення ролі дитини як активного суб'єкта навчання, визнання її індивідуальності, права на повагу, підтримку та безпечне освітнє середовище.

Пріоритетом сучасної освіти стає не лише передача знань, умінь і навичок, а й створення умов для гармонійного розвитку особистості дитини, формування її моральних орієнтирів, емоційного благополуччя та здатності до конструктивної взаємодії з іншими. У зв'язку з цим особливої значущості набуває питання гуманістичного ставлення до молодших школярів, забезпечення їхньої психологічної безпеки та підтримки в освітньому середовищі [4, с. 249–250]. Освітній процес має бути спрямований на розвиток дитини як унікальної особистості, здатної до самореалізації, самовираження та активної участі у суспільному житті.

Одним із напрямів реалізації гуманістичної спрямованості освітнього середовища та ціннісного ставлення до особистості учнів є педагогіка партнерства. Вона передбачає побудову взаємин між учителем, учнем і батьками на основі взаємоповаги, довіри, співпраці, відповідальності та діалогу. Саме така форма взаємодії створює сприятливі умови для формування ціннісного ставлення до молодших школярів, оскільки забезпечує гуманістичну спрямованість освітнього процесу та орієнтацію на потреби дитини.

Проблема ціннісного ставлення до дитини має особливу значущість у сучасних соціокультурних умовах. В умовах суспільних трансформацій, інформаційного перевантаження, зростання рівня тривожності та психологічної напруги діти молодшого шкільного віку потребують

особливої підтримки, уваги та емоційної безпеки. Саме тому формування ціннісного ставлення до молодших школярів стає одним із пріоритетних завдань сучасної освіти.

Особливо актуальною ця проблема є в умовах воєнного стану та нестабільної соціальної ситуації, коли значна частина дітей переживає емоційне напруження, страх, невизначеність і психологічний дискомфорт. У таких умовах школа має виконувати не лише освітню, а й підтримувальну, соціалізувальну та психологічну функції.

Саме тому важливого значення набуває створення безпечного освітнього простору, у якому дитина почуватиметься захищеною, почутою та цінною.

Ціннісне ставлення до молодших школярів передбачає сприйняття дитини як найвищої цінності освітнього процесу. Воно проявляється у повазі до її гідності, врахуванні індивідуальних потреб та особливостей розвитку, підтримці емоційного благополуччя, розвитку позитивної самооцінки та створенні ситуації успіху [9]. Саме така взаємодія сприяє формуванню в молодших школярів позитивного ставлення до навчання, довіри до вчителя, розвитку мотивації до пізнавальної діяльності та гармонійного становлення особистості загалом.

Аналіз останніх досліджень і публікацій. Питання формування ціннісного ставлення до молодших школярів у контексті реалізації педагогіки партнерства є предметом міждисциплінарних наукових досліджень, що здійснюються в межах педагогіки, психології та сучасної теорії початкової освіти.

У наукових розвідках акцентується, що ціннісний підхід у вихованні здобувачів початкової освіти в умовах Нової української школи передбачає створення умов для формування в учнів стійких ціннісних орієнтацій, емоційно позитивного ставлення до навчання та усвідомлення значущості взаємодії з іншими учасниками освітнього процесу [1; 5; 9].

У працях дослідників підкреслюється, що педагогіка партнерства виступає ключовою умовою ефективної реалізації ціннісного підходу в початковій школі. Зокрема, М. Буйняк [2], розглядаючи партнерську взаємодію у контексті інклюзивного навчання, наголошує на її комплексному характері, що передбачає взаємодію не лише «вчитель – учень – батьки», а й фахівців психолого-педагогічного супроводу, що забезпечує більш глибоке врахування індивідуальних потреб дитини та формування в неї позитивного ставлення до себе й інших учасників освітнього процесу. Такий підхід безпосередньо корелює з ідеями ціннісного виховання в початковій школі, де важливим є розвиток емпатії, відповідальності та довіри.

У методичних рекомендаціях щодо впровадження ідей Нової української школи підкреслюється, що ціннісні орієнтири сучасної школи ґрунтуються на повазі до особистості дитини, підтримці її ініціативності та створенні безпечного й довірливого освітнього середовища [5; 9]. У цьому процесі педагогіка партнерства виступає інструментом забезпечення відкритої взаємодії між учителем, учнями та батьками, що є важливою умовою формування позитивного емоційно-ціннісного ставлення молодших школярів до навчання.

Окремі наукові дослідження (В. В. Партола, Н. М. Смолянюк, Т. М. Собченко та ін.) розглядають ціннісне ставлення як інтегративну характеристику особистості, що формується у процесі соціальної взаємодії та освітньої діяльності [7]. У цьому контексті партнерська педагогічна взаємодія виступає середовищем, у якому відбувається засвоєння соціально значущих цінностей, розвиток відповідальності та формування позитивної навчальної мотивації.

Водночас аналіз наукових джерел засвідчує недостатню розробленість питання комплексного впливу педагогіки партнерства на формування ціннісного ставлення до молодших школярів у єдності його когнітивного, емоційного та поведінкового компонентів.

Мета статті – теоретично обґрунтувати роль педагогіки партнерства як умови формування ціннісного ставлення до молодших школярів в умовах реалізації Нової української школи, проаналізувати наукові підходи до визначення сутності партнерської взаємодії та її впливу на формування ціннісної взаємодії. Для досягнення поставленої мети було використано комплекс взаємопов'язаних методів дослідження, зокрема: аналіз психолого-педагогічної та науково-методичної літератури з проблеми дослідження з метою з'ясування сутності понять «педагогіка партнерства» та «ціннісне ставлення»; порівняння, узагальнення й систематизацію наукових підходів до трактування ціннісного ставлення молодших школярів; теоретичне узагальнення результатів наукових праць щодо впливу педагогіки партнерства на формування ціннісних орієнтацій учнів початкової школи; структурно-логічний аналіз для визначення взаємозв'язку між партнерською взаємодією та процесом формування ціннісного ставлення; визначення ступеня наукової розробленості окресленої проблеми в сучасному освітньому дискурсі.

Виклад основного матеріалу. Педагогіка партнерства є важливим складником сучасного освітнього процесу, що ґрунтується на принципах гуманізму, дитиноцентризму та демократизації освіти. Її сутність полягає у створенні системи взаємовідносин між усіма учасниками освітнього процесу, заснованої на повазі до особистості, співпраці, відкритості та

взаємній відповідальності. У сучасних умовах педагогіка партнерства виступає не лише інноваційним підходом до організації навчання, а й важливим механізмом формування ціннісного ставлення до молодших школярів [6].

Молодший шкільний вік є надзвичайно важливим етапом розвитку особистості дитини. Саме в цей період відбувається активне формування моральних цінностей, емоційної сфери, самооцінки, соціальних навичок та ставлення до навколишнього світу. Дитина молодшого шкільного віку є особливо чутливою до оцінки з боку дорослих, характеру взаємодії з учителем та емоційного клімату в освітньому середовищі. Тому саме ставлення педагога до учня значною мірою впливає на подальший розвиток особистості дитини, її впевненість у собі, мотивацію до навчання та рівень психологічного благополуччя [10].

Ціннісне ставлення до молодших школярів передбачає сприйняття дитини як найвищої цінності освітнього процесу. Таке ставлення проявляється у здатності педагога бачити в дитині особистість, підтримувати її ініціативність, створювати умови для самореалізації та забезпечувати психологічний комфорт.

Важливим показником ціннісного ставлення до молодших школярів є характер педагогічної взаємодії (табл. 1). У межах педагогіки партнерства взаємини між учителем та учнем будуються на основі діалогу, довіри та взаємоповаги. Учитель не домінує над дитиною, а виступає партнером, наставником і фасилітатором освітнього процесу. Такий підхід сприяє розвитку позитивної самооцінки молодших школярів, формуванню почуття власної значущості та впевненості у власних можливостях [1; 7; 10].

Таблиця 1

Рівні прояву ціннісного ставлення вчителя до молодших школярів у контексті педагогіки партнерства.

Рівень	**Характер прояву**	**Особливості педагогічної взаємодії**
Високий	Учитель демонструє стійке ціннісне ставлення до кожної дитини, визнає її унікальність, підтримує особистісний розвиток та ініціативу.	Переважає суб’єкт-суб’єктна взаємодія; партнерський стиль спілкування; довіра, повага, емоційна підтримка; залучення учнів до прийняття рішень.

Рівень	Характер прояву	Особливості педагогічної взаємодії
Достатній	Учитель загалом позитивно ставиться до учнів, однак іноді переважає інструктивний стиль взаємодії.	Поєднання партнерської та частково директивної взаємодії; періодичне врахування індивідуальних потреб; доброзичливий, але не завжди стабільно підтримувальний характер спілкування.
Середній	Ціннісне ставлення проявляється ситуативно, залежить від поведінки учнів або навчальної ситуації.	Переважає формально-рольова або частково авторитарна взаємодія; обмежена суб'єктність учнів; недостатня емоційна підтримка.
Низький	Відсутність стабільного ціннісного ставлення до учнів, домінує орієнтація на результат і дисципліну.	Авторитарний стиль взаємодії; ігнорування індивідуальних особливостей; мінімальний діалог; слабко виражене партнерство.

Особливого значення у формуванні ціннісного ставлення до молодших школярів набуває дитиноцентризм як провідний принцип сучасної освіти. Його сутність полягає в орієнтації освітнього процесу на потреби, інтереси та можливості дитини. У дитиноцентрованій освіті учень розглядається не як об'єкт педагогічного впливу, а як активний учасник взаємодії. Такий підхід сприяє розвитку суб'єктності дитини, її самостійності та відповідальності [3].

Педагогіка партнерства також передбачає створення безпечного та психологічно комфортного освітнього середовища. Молодші школярі особливо потребують емоційної підтримки, доброзичливого ставлення та позитивного емоційного контакту з учителем.

Атмосфера довіри й підтримки сприяє зниженню рівня тривожності, формуванню позитивного ставлення до навчання та розвитку емоційного благополуччя дитини [4].

Важливим аспектом ціннісного ставлення до молодших школярів є врахування індивідуальних особливостей кожної дитини. У сучасному освітньому середовищі педагог має усвідомлювати унікальність кожного учня, його здібностей, темпу розвитку, інтересів та емоційних потреб. Індивідуальний підхід дає змогу створити умови для розвитку потенціалу

дитини та запобігти виникненню почуття невпевненості або емоційного відчуження [1].

Не менш важливу роль у формуванні ціннісного ставлення до молодших школярів відіграє педагогічна підтримка. Вона проявляється у готовності вчителя допомогти дитині у складних ситуаціях, підтримати її емоційно, створити ситуацію успіху та мотивувати до подальшого розвитку. Саме підтримка з боку педагога сприяє формуванню в молодших школярів позитивного ставлення до себе та власних можливостей [2].

У межах педагогіки партнерства особливого значення набуває розвиток емоційного інтелекту молодших школярів. Важливо, щоб дитина навчилася розпізнавати власні емоції, розуміти емоційний стан інших людей, проявляти емпатію та будувати конструктивні взаємини з оточенням. Учитель, який демонструє повагу, толерантність та емоційну відкритість, стає позитивним прикладом для дітей і сприяє формуванню гуманістичних цінностей. Педагогіка партнерства також сприяє розвитку позитивного мікроклімату в учнівському колективі. У процесі спільної діяльності, групових форм роботи та інтерактивного навчання молодші школярі набувають досвіду співпраці, взаємодопомоги та толерантного ставлення один до одного.

Це формує у дітей навички конструктивної взаємодії та сприяє розвитку соціальної компетентності [2; 9].

Окрему увагу слід приділити взаємодії між школою та сім'єю [8]. Батьки є важливими партнерами у процесі формування ціннісного ставлення до молодших школярів. Співпраця між учителем і родиною забезпечує узгодженість виховних впливів, створення єдиного виховного простору та підтримку дитини у процесі її розвитку. Партнерська взаємодія між педагогами та батьками сприяє формуванню довіри, взаєморозуміння та спільної відповідальності за розвиток дитини [2].

З метою визначення впливу якісної партнерської взаємодії на ціннісне визнання молодших школярів була розроблена модель партнерської взаємодії у формуванні ціннісного ставлення до учнів початкової школи (рис. 1). Запропонована модель відображає основні напрями взаємодії між учасниками освітнього процесу та демонструє взаємозв'язок партнерської педагогіки з утвердженням особистості дитини як найвищої соціально-педагогічної цінності.

Ключовими складниками моделі визначено партнерську взаємодію в системах «учитель – учень», «учень – учень» та «учитель – батьки». Взаємодія між учителем і учнем ґрунтується на повазі, довірі та підтримці, що сприяє створенню психологічно безпечного освітнього середовища та формуванню позитивного емоційного контакту. Такий тип взаємодії

забезпечує визнання особистості дитини, розвиток її суб'єктності та підтримку індивідуального потенціалу.

Партнерська взаємодія в системі «учень – учень» передбачає співпрацю, взаємодопомогу та конструктивну комунікацію між молодшими школярами. У процесі спільної діяльності в дітей формуються навички соціальної взаємодії, толерантності, відповідальності та здатності до командної роботи, що позитивно впливає на розвиток соціальної компетентності та емоційного благополуччя.

Важливим елементом моделі є взаємодія між учителем і батьками, яка базується на принципі спільної відповідальності за розвиток дитини. Співпраця школи та сім'ї забезпечує узгодженість виховних впливів, підтримку емоційного благополуччя молодшого школяра та створення єдиного виховного простору.

Узагальнення зазначених напрямів партнерської взаємодії дає змогу розглядати особистість учня як найвищу соціально-педагогічну цінність. Таким чином, представлена модель демонструє, що ефективна реалізація педагогіки партнерства є важливою умовою гуманізації освітнього процесу та формування ціннісного ставлення до молодших школярів.



Рисунок 1 – Модель партнерської взаємодії у формуванні ціннісного ставлення до молодших школярів

Водночас реалізація педагогіки партнерства потребує високого рівня професійної підготовки педагога. Сучасний учитель має володіти комунікативною культурою, емпатією, навичками конструктивної взаємодії та здатністю до рефлексії. Важливою умовою формування ціннісного ставлення до молодших школярів є особистісна готовність педагога до гуманістичної взаємодії та прийняття дитини як найвищої цінності.

У сучасних умовах особливого значення набуває проблема емоційного благополуччя молодших школярів. Соціальні виклики, інформаційне навантаження та кризові явища можуть негативно впливати на психологічний стан дітей. Саме тому педагогіка партнерства виступає

важливим засобом забезпечення психологічної підтримки, формування атмосфери безпеки та розвитку позитивного емоційного досвіду молодших школярів.

Таким чином, педагогіка партнерства створює необхідні умови для формування ціннісного ставлення до молодших школярів, оскільки сприяє гуманізації освітнього процесу, розвитку довірливих взаємин між його учасниками та забезпеченню гармонійного розвитку особистості дитини. Її реалізація дає змогу переосмислити роль учителя, утвердити принципи дитиноцентризму та створити освітнє середовище, у якому дитина почуватиметься значущою, захищеною та успішною.

Висновки. Отже, педагогіка партнерства є важливою умовою формування ціннісного ставлення до молодших школярів, оскільки забезпечує гуманістичну спрямованість освітнього процесу та орієнтацію на потреби дитини. Партнерська взаємодія між учителем, учнями та батьками сприяє створенню безпечного й емоційно комфортного освітнього середовища, у якому особистість дитини визнається найвищою соціально-педагогічною цінністю.

Характер педагогічної взаємодії безпосередньо впливає на формування позитивного ставлення молодших школярів до навчання, розвиток їхньої самооцінки, мотивації та соціальної компетентності. Важливу роль у цьому процесі відіграють професійна готовність учителя до гуманістичної взаємодії, здатність до емпатії, підтримки та врахування індивідуальних особливостей кожної дитини.

Ефективність формування ціннісного ставлення до молодших школярів значною мірою залежить від узгодженої співпраці школи та сім'ї, яка забезпечує єдність виховних впливів і підтримку гармонійного розвитку особистості дитини.

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ФОРМУВАННЯ ЗДАТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ-ФІЛОЛОГІВ ДО КОМУНІКАЦІЇ У ВОЛОНТЕРСЬКІЙ ДІЯЛЬНОСТІ: АНАЛІЗ МЕТОДОЛОГІЧНИХ ЗАСАД

Анотація. У статті розглядаються методологічні підходи до формування у майбутніх учителів-філологів здатності до комунікації у волонтерській діяльності. Проаналізовано особистісно орієнтований, культурологічний, системний та синергетичний підходи. Особистісно орієнтований підхід передбачає перетворення зовнішньої мотивації на внутрішню, котра відображається в інтересі до волонтерської діяльності, прагненні допомагати іншим, виходячи із гуманістичних цінностей. У контексті цього підходу спостерігається формування здатності студентів до творчого самовираження, використання мови для саморозвитку.

Культурологічний підхід має такі функції: розуміння майбутніми філологами культурного та мовного бекграунду школярів, створення безпечного середовища, в якому заохочується діалог та полілог.

Передбачається й утворення заходів з попередження та розв'язання конфліктних ситуацій, розроблення методів арт-терапії. Майбутній учитель-філолог у ролі волонтера виконує функції медіатора культур, фасилітатора, культурного дипломата у своїй педагогічній діяльності. У контексті системного підходу відбувається опанування структурованими знаннями про засоби протидії дезінформації, аргументованого викладу своїх ідей, створення системи уроків з поетапним поясненням та закріпленням фонетичних, граматичних, лексичних знань, ознайомленням з творами вітчизняних та зарубіжних письменників. У ракурсі синергетичного підходу студенти зорієнтовані на синтез інформації різних освітніх компонентів, демонстрацію адаптивності, готовності змінювати власний комунікативний стиль відповідно до запитів, потреб, стану аудиторії. Учитель-філолог має бути підготовленим й до швидкої самоорганізації, зняття напруги, переведення уваги, забезпечення співпраці. Отже особистісний підхід забезпечує мотивування до волонтерської діяльності, культурологічний озброює знаннями про культури народів світу, їхні

традиції, системний надає алгоритм дій у волонтерстві, а синергетичний орієнтує на об'єднання зусиль у творчій роботі задля виконання поставлених завдань.

Ключові слова: волонтерський, діяльність, вчитель, філолог, системний, синергетичний, особистісно орієнтований, культурологічний, підхід, методологічний.

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FORMATION OF FUTURE TEACHERS-PHILOLOGISTS' COMMUNICATION ABILITY IN VOLUNTEER ACTIVITIES: ANALYSIS OF METHODOLOGICAL PRINCIPLES

Abstract. The article considers methodological approaches to the formation of communication skills in volunteer activities in future philology teachers. The personally oriented, cultural, systemic and synergistic approaches are analyzed. The personally oriented approach involves the transformation of external motivation into internal, which is reflected in the interest in volunteer activities, the desire to help others, based on humanistic values. In the context of this approach, the formation of students' ability to creative self-expression, the use of language for self-development is observed. The cultural approach has the following functions: understanding by future philologists of the cultural and linguistic background of schoolchildren, the creation of a safe environment in which dialogue and polylogue are encouraged. It is also envisaged to create measures to prevent and resolve conflict situations, and to develop methods of art therapy. The future philology teacher in the role of a volunteer performs the functions of a mediator of cultures, a facilitator, and a cultural diplomat in his pedagogical activities. In the context of a systemic approach, structured knowledge about means of countering disinformation, reasoned presentation of one's ideas, creation of a system of lessons with a phased explanation and consolidation of phonetic, grammatical, lexical knowledge, acquaintance with the works of domestic and foreign writers takes place. In the perspective of a synergistic approach, students are oriented towards the synthesis of information from various educational components, demonstration of adaptability, readiness to change one's own communicative style in accordance with the requests, needs, and state of the audience. A philologist teacher must also be prepared for rapid self-organization, relieving tension, shifting attention, and ensuring cooperation. Thus, a personal approach provides motivation for volunteering, a cultural

approach equips with knowledge about the cultures of the peoples of the world, their traditions, a systemic approach provides an algorithm of actions in volunteering, and a synergistic approach focuses on joining efforts in creative work to accomplish the tasks set.

Key words: volunteer, activity, teacher, philologist, systemic, synergistic, personally oriented, cultural, approach, methodological.

Постановка проблеми. Важливими вимогами до професійної підготовки майбутніх учителів-філологів є формування у них здатності до взаємодії, співпраці, комунікації, виховання ціннісних орієнтирів, розвиток аналітичного мислення та творчих умінь. У цьому аспекті волонтерська діяльність стає пріоритетною, оскільки якраз і дозволяє забезпечити зазначені вище вимоги.

Здобувачам вищої освіти у волонтерстві є можливим набути професійних умінь (hard skills) (перекладу, редагування, викладання), а також і гнучких умінь (soft skills): участі в командній роботі, забезпечення ефективного партнерства у міжнародних заходах, ухвалення доцільних рішень в умовах невизначеності.

Зазначена проблема пов’язана з такими важливими науковими завданнями, як

– визначення фундаментальних теоретичних засад професійної підготовки майбутніх учителів-словесників;

– розробка методів і технологій формування здатності до комунікації здобувачів вищої освіти як у професійній діяльності, так і у суспільно-корисній (що реалізується й через волонтерство);

– утворення дієвої системи залучення студентства до міжнародних волонтерських ініціатив у сфері освіти та культури.

Аналіз останніх досліджень і публікацій. Указана проблема розкривалася у таких напрямах, як підготовка студентів до реалізації трудових функцій вчителя (зокрема, наприклад, й іноземних мов), висвітлення сутності волонтерської діяльності та її функцій, методи залучення майбутніх фахівців до волонтерства та створення пізнавальної мотивації [1], [2], [3], [4], [5].

Утім проблема розкриття саме теоретичних положень, що й визначають високу якість підготовки майбутніх учителів-філологів до комунікації в процесі волонтерства, вимагає ґрунтовнішого висвітлення.

Мета статті – висвітлити методологічні засади (особистісно орієнтований, культурологічний, системний, синергетичний наукові пілходи) формування здатності майбутніх учителів філологічного профілю до комунікації у волонтерстві.

Виклад основного матеріалу. Підкреслимо, що в наукових джерелах (Н. Кічук, Д. Романюк) зазначається про важливість вимог до підготовки майбутніх учителів-філологів щодо спілкування в ході волонтерської діяльності, а саме:

– формування суто мовних знань (з фонетики, граматики, лексики тощо), а також знань з лінгвокраїнознавства;

– спрямованість на актуалізацію як рецептивних (аудіювання, читання), так і продуктивних (говоріння, письмо) вмінь;

– дотримання ясності, виразності, чіткості, логічності власного мовлення,

– виховання моральних цінностей, котрі визначають позитивний характер партнерства, взаємодії, взаємодопомоги;

– саморозвиток професійних знань та становлення системи професійно важливих умінь [5].

Варто наголосити, що з огляду на специфіку вимог до опанування майбутніми вчителями-філологами комунікацією у волонтерстві, кардинального значення, на нашу думку, набувають такі наукові підходи, як особистісний, культурологічний, системний та синергетичний.

Особистісно орієнтований ідхід, який у освітньому процесі університетів реалізується через студентоцентровану парадигму, передбачає перетворення мотивації від зовнішньої (отримати хороші оцінки, винагородження, похвалу з боку викладачів, стати лідером у групі тощо) до внутрішньої (інтерес до волонтерської діяльності, прагнення допомагати іншим, виходячи із гуманістичних цінностей).

Зазначений підхід трансформує процеси самоусвідомлення своїх функцій на рівні місії: мова виступає не як навчальний матеріал, а як знаряддя для надання допомоги, ознайомлення з культурним фондом національної культури, стимулювання до саморозвитку полімовності.

У студентоцентрованому підході спостерігається формування здатності студентів до творчого самовираження, оскільки волонтерська діяльність якраз його й надає.

До того ж волонтерство дозволяє ознайомитися з кращим практичним доробком інших людей, котрі є професіоналами у певних галузях.

Неабиякого значення набуває й орієнтація майбутніх філологів на аналіз досягнутих результатів у волонтерській діяльності, визначення того, що провокує вигорання, певні негативні емоції або досвід. Все це формує надійну основу для оволодіння прогностичними вміннями, що актуалізуються і в суто педагогічній діяльності, і в праці волонтера.

Особистісно орієнтований підхід дозволяє визначити індивідуальну траєкторію руху волонтера до його цілей відповідно до здібностей, рівня

підготовки, інтересів, рис характеру та темпераменту. Саме у волонтерстві студент має змогу обрати відповідно до себе, наприклад, такі види праці:

– педагогічна діяльність (організація розмовних клубів, проведення репетиторських занять, упровадження виховних заходів для дітей, які пережили стресові ситуації тощо);

– перекладацька діяльність (переклад українською мовою або іноземними мовами інформації щодо досягнень українців, допомоги міжнародної спільноти, підтримки європейських країн тощо);

– діяльність із цифрової підтримки волонтерів (створення різних матеріалів для візуалізації правил (вимови, граматичних, стилістичних), електронних методичних посібників, рекомендацій з організації заходів тощо).

Крім того в контексті культурологічного підходу передбачається формування широкого світогляду, у центрі якого мова виступає у ролі культурного коду, а комунікація за цих умов стає засобом виховання особистісних якостей інших людей (насамперед дітей та молоді), їхнього розвитку та самовдосконалення як полімовної особистості.

Культурологічний підхід у ракурсі підготовки майбутніх педагогів філологічного профілю до комунікації у волонтерській діяльності виконує низку значимих функцій в освітньому процесі. Серед них пріоритезується формування здатності здобувачів вищої освіти до такого:

– розуміти культурний та мовний бекграунд тих людей, з якими вони працюють як волонтери;

– розпізнавати травми (насамперед, що виникли на певному культурному підґрунті) учнів, які знаходяться в складних життєвих обставинах та уникати тригерів у спілкуванні з ними;

– створювати безпечне середовище, в якому заохочується діалог та полілог;

– розробляти методичні прийоми ефективного опанування учнем мовами, їх використання як засобу зближення та співпраці;

– утворювати заходи з попередження та розв’язання конфліктних ситуацій, котрі можуть мати місце в багатокультурних колективах;

– використовувати потенціал арт-терапії у волонтерстві в роботі з дітьми, які потерпають від різних життєвих труднощів;

– виявляти вміння медіатора культур, фасилітатора, своєрідного культурного дипломата у своїй педагогічній діяльності.

Цим підходом постулюється й певна структура інтеркультурної компетентності саме волонтера-філолога, серед компонентів якої варто вказати на

– аксіологічний (який відображає гуманістичні цінності, здатність до емпатії, розуміння, поваги);

– соціолінгвістичний (котрий передбачає володіння декількома мовами та мовленням, здатність розуміти й підтекст, проникати у внутрішній світ дитини, глибоко відчувати її психологічний стан, мотиви та емоції);

– когнітивний (що окреслює володіння широкою системою знань про культури народів, проблеми, котрі виникають у громадах, генерування підходів до їх вирішення, до забезпечення порозуміння й співпраці в освітньому та більш широкому соціальному середовищі).

Натомість системний підхід у процесі професійного становлення майбутніх учителів-філологів до комунікації у волонтерській діяльності орієнтує викладачів на утворення інтегрованої моделі, кожний складник якої має свою мету, реалізація яких у сукупності дозволяє досягнути очікуваного результату.

У смисловому контексті системного підходу є доречним наголосити на його ролі у формуванні у здобувачів вищої освіти, котрі готуються бути волонтерами, повних, структурованих знань про засоби протидії дезінформації, аргументованого викладу своїх ідей (наприклад, у ході підготовки грантових заявок, проведення переговорів, спілкування з експертами, ведення сторінок у соціальних мережах тощо).

Не менш важливим є володіння вміннями розробляти системи уроків мов (української, іноземних) та літератури з поетапним поясненням та закріпленням фонетичних, граматичних, лексичних знань, ознайомленням з творами вітчизняних та зарубіжних письменників, аналізом подій, персонажів, тексту та підтексту.

Особливо значущою стає готовність до роботи з великими обсягами інформації, координування діяльності у великих групах, що дозволило б майбутньому волонтеру продумувати логістику, організовувати збір матеріальної допомоги для тих, хто її потребує, проєктувати та втілювати різні навчально-виховні заходи з допомоги дітям адаптуватися в нових умовах життя тощо.

Підкреслимо, що вчитель-філолог поступово набуває у чітко організованій, систематичній волонтерській діяльності й лідерських якостей. Він надихає дітей, підлітків до волонтерства, сам виступаючи прикладом для наслідування та наставником.

Аналізуючи синергетичний підхід у підготовці майбутніх учителів-філологів до волонтерської комунікації, варто сфокусуватися на тому, що освітній процес не є лінійним, але відкритою системою, в якій від педагога-волонтера вимагається здатність діяти гнучко, розумно, швидко в різних непередбачуваних ситуаціях.

Саме в розрізі синергетичного підходу здобувачі вищої освіти зорієнтовані на синтез інформації різних освітніх компонентів, як-от педагогіки, психології, методики навчання, риторики та інших. Це пояснюється необхідністю миттєво відтворювати та інтегрувати знання відповідно до ситуацій невизначеності та швидкоплинності, а також демонструвати антикризове спілкування.

Майбутній учитель-філолог у процесі волонтерської роботи зорієнтований і на демонстрацію адаптивності, готовності змінювати власний комунікативний стиль відповідно до запитів, потреб, стану аудиторії. Якщо ж аналізувати точки біфуркації в комунікації, то у ролі таких виступають у освітньому процесі стресові ситуації. Отож вчитель-філолог має бути підготовленим до швидкої самоорганізації, зняття напруги, переведення уваги, забезпечення саме співпраці, взаєморозуміння, підтримки.

Щоб досягати емерджентності, філолог має створювати комфортне освітнє середовище, простір, де

– всі почувають себе захищеними;

– помилка не є провиною, недоліком, а основою для наступного розвитку;

– спостерігається взаємна довіра;

– актуалізується прагнення співпрацювати в команді та досягати високих результатів за умов найбільшого вияву потенціалу кожного здобувача освіти, його знань, креативності, інтелектуальної ініціативності, активності;

– впроваджуються практико-орієнтовані методи навчання, в основі яких –взаємодія задля отримання досвіду й професійної компетентності;

– спостерігається терапія словом, вербальний і невербальний заспокійливий вплив, який підтримує найкращі прояви особистості здобувача освіти.

Реалізуються вказані вище підходи через різноманітні заходи вже навіть у межах освітнього процесу через, наприклад, проєктне навчання, проблемний підхід, навчально-дослідницьку та науково-дослідницьку діяльність, участь у програмах академічної мобільності, неформальну освіту тощо.

Висновки. Інтеграція в ході підготовки майбутніх учителів-філологів до комунікації у волонтерській діяльності особистісно орієнтованого, культурологічного, системного та синергетичного підходів дозволяє сформувати внутрішню культуру студентів, виховати у них гуманістичні цінності, широкі синтезовані знання різних галузей, що й актуалізуються в ході спілкування з дітьми й дорослими, які потребують волонтерської

підтримки (психологічні, педагогічні, суто мовні, риторичні, соціокультурні тощо). У контексті вказаних підходів відбувається виховання емоційного інтелекту, толерантності, прагнення приносити користь у суспільстві, у своїй громаді. Важливим є й формування здатності до рефлексії, оскільки за цих умов студенти будуть мати змогу не лише проводити критичний аналіз досягнутого, а й проєктувати те, як краще виправити певні недоліки, як оптимально організувати волонтерську діяльність у майбутньому. До того ж мова (українська. іноземна), як і література виступають надійними інструментами м'якого впливу та м'якої сили (soft power) на розвиток духовності, знань, широкого спектру компетентностей дітей та молоді. Отже, можемо стверджувати про те, що особистісний підхід забезпечує краще мотивування до волонтерської діяльності, культурологічний озброює знаннями про культури народів світу, їхні традиції, побут та досягнення, системний надає алгоритм дій у волонтерстві, а синергетичний орієнтує на об'єднання зусиль у творчій роботі задля якнайкращого виконання поставлених завдань.

Перспективи наступних розвідок полягають у вивченні зарубіжного доробку підготовки вчителів гуманітарних спеціальностей до волонтерської діяльності.

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КОМПЕТЕНТНІСНИЙ ПОТЕНЦІАЛ АВТЕНТИЧНИХ ІНШОМОВНИХ ПІДРУЧНИКІВ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ СТУДЕНТІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Анотація. У статті порушується проблема визначення компетентнісного потенціалу автентичних іншомовних підручників у професійній підготовці студентів закладів вищої освіти в умовах глобалізації і цифровізації освітнього простору. Актуальність дослідження зумовлена необхідністю вдосконалення іншомовної професійної підготовки майбутніх фахівців відповідно до сучасних вимог міжкультурної комунікації та професійної мобільності. Мета статті полягає в теоретичному обґрунтуванні компетентнісного потенціалу автентичних іншомовних підручників та визначенні їх ролі у формуванні професійних і комунікативних компетентностей студентів закладів вищої освіти. Розглянуто сучасні підходи до професійно орієнтованого навчання іноземних мов та особливості використання автентичних навчально-методичних комплексів у підготовці майбутніх фахівців різних спеціальностей. Висловлено думку, що автентичні іншомовні підручники забезпечують інтеграцію мовної і професійної підготовки, сприяють розвитку професійного спілкування, критичного мислення, самостійної роботи та здатності до міжкультурної взаємодії. Окреслено основні переваги автентичних навчальних матеріалів, серед яких актуальність змісту, комунікативна спрямованість, професійна орієнтація та інтеграція сучасних освітніх технологій. Обґрунтовано доцільність використання автентичних іншомовних підручників як ефективного засобу реалізації компетентнісного підходу у вищій освіті. Доведено, що їх застосування підвищує мотивацію студентів до вивчення іноземної мови, активізує пізнавальну діяльність і формує готовність до професійної комунікації в міжнародному середовищі. Зроблено висновок, що автентичні іншомовні підручники є важливим засобом модернізації професійної підготовки студентів, оскільки забезпечують формування інтегрованих компетентностей, необхідних для успішної професійної самореалізації у глобалізованому суспільстві.

Ключові слова: автентичні іншомовні підручники, компетентнісний підхід, професійна підготовка, іншомовна комунікативна компетентність, міжкультурна взаємодія, заклади вищої освіти.

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THE COMPETENCE-BASED POTENTIAL OF AUTHENTIC FOREIGN-LANGUAGE TEXTBOOKS FOR THE PROFESSIONAL TRAINING OF HIGHER EDUCATION STUDENTS

Abstract. The article addresses the issue of identifying the competence-based potential of authentic foreign-language textbooks for the professional training of students at higher education institutions in the context of the globalisation and digitalisation of the educational environment. The relevance of the study stems from the need to improve the foreign-language professional training of future specialists in accordance with modern requirements for intercultural communication and professional mobility. The aim of the article is to provide a theoretical substantiation for the competence-based potential of authentic foreign-language textbooks and to determine their role in the development of professional and communicative competences among students at higher education institutions. Modern approaches to professionally oriented foreign language teaching and the specific features of using authentic teaching materials in the training of future specialists in various fields are examined. It is argued that authentic foreign language textbooks ensure the integration of language and professional training, and contribute to the development of professional communication, critical thinking, independent learning and the ability to engage in intercultural interaction. The main advantages of authentic teaching materials are outlined, including up-to-date content, communicative focus, professional orientation and the integration of modern educational technologies. The paper justifies the use of authentic foreign-language textbooks as an effective means of implementing the competence-based approach in higher education. It demonstrates that their use enhances students' motivation to learn foreign languages, stimulates cognitive activity, and develops readiness for professional communication in an international environment. It is concluded that authentic foreign-language textbooks are an important means of modernising students' professional training, as they facilitate the development of integrated competences necessary for successful professional self-realisation in a globalised society.

Keywords: authentic foreign-language textbooks, competence-based approach, professional training, foreign-language communicative competence, intercultural interaction, higher education institutions.

Постановка проблеми. Сучасний етап розвитку вищої освіти характеризується суттєвими трансформаціями змісту професійної підготовки майбутніх фахівців, що зумовлені процесами глобалізації, цифровізації, інтернаціоналізації освітнього простору та посиленням міжкультурної взаємодії. У цих умовах іншомовна підготовка студентів перестає бути лише складником загальнокультурного розвитку і дедалі більше набуває ознак професійно орієнтованого інструмента формування конкурентоспроможного фахівця, здатного ефективно функціонувати в міжнародному професійному середовищі. Саме тому проблема якісного методичного забезпечення іншомовної професійної підготовки набуває особливої актуальності.

Одним із найбільш дискусійних питань сучасної методики навчання іноземних мов у закладах вищої освіти є проблема використання автентичних іншомовних підручників у процесі професійної підготовки студентів. Упродовж останніх десятиліть українська система вищої освіти поступово інтегрується у європейський освітній простір, що зумовлює необхідність переосмислення традиційних підходів до викладання дисциплін «Іноземна мова за професійним спрямуванням», «Професійна комунікація іноземною мовою», «Ділова іноземна мова», «Практикум з іноземної мови фахового спрямування» та інших курсів професійно орієнтованого циклу. Традиційні навчальні матеріали нерідко виявляються недостатньо динамічними, професійно контекстуалізованими та комунікативно спрямованими, тоді як автентичні іншомовні підручники дозволяють інтегрувати мовну, професійну, міжкультурну та когнітивну підготовку студентів.

Особливої актуальності проблема набуває в умовах компетентнісної парадигми освіти, відповідно до якої результатом професійної підготовки має бути не лише система знань, а комплекс сформованих компетентностей, здатність до професійної комунікації, критичного мислення, міжкультурної взаємодії та професійної мобільності [8]. Саме автентичні іншомовні підручники, створені носіями мови або міжнародними авторськими колективами, дедалі частіше розглядаються як ефективний інструмент реалізації компетентнісного підходу у професійній підготовці студентів. Йдеться насамперед про такі навчально-методичні комплекси, як «Career Paths», «English for Information Technology», «High Season: English for the Hotel and Tourist Industry», «Market Leader», «On Screen», «Speakout» та інші,

які активно використовуються у вітчизняних закладах вищої освіти.

Водночас практика використання автентичних підручників у професійній іншомовній підготовці студентів засвідчує наявність певних суперечностей. З одного боку, існує об'єктивна потреба у формуванні фахівців, здатних до професійної міжкультурної комунікації та застосування іноземної мови в реальних професійних ситуаціях. З іншого боку, недостатньо дослідженим залишається компетентнісний потенціал автентичних іншомовних підручників як засобу інтеграції мовної, професійної, міжкультурної та когнітивної підготовки студентів.

Аналіз останніх досліджень і публікацій. Проблема професійно орієнтованої іншомовної підготовки студентів у закладах вищої освіти є предметом активних наукових досліджень як українських, так і зарубіжних учених. Теоретико-методологічні засади компетентнісного підходу в освіті висвітлено у працях Н. Бібік, О. Овчарук, О. Пометун, які підкреслюють необхідність формування інтегрованих результатів навчання, що охоплюють знання, уміння, цінності, досвід діяльності та готовність до професійної самореалізації [3].

У контексті іншомовної освіти особливого значення набувають дослідження В.Безлюдної, О. Бігич, О. Місечко, Л. Морської, С. Ніколаєвої, О. Огієнко, К. Павелків, О. Тарнопольського, у яких обґрунтовується професійно орієнтований і міжкультурний характер сучасного навчання іноземних мов. Дослідники наголошують, що іншомовна підготовка у закладах вищої освіти має бути спрямована не лише на формування мовленнєвих навичок, а й на розвиток професійної комунікативної компетентності, здатності до міжкультурної взаємодії та критичного аналізу професійної інформації [2; 4; 5; 20; 6; 7; 8].

Значну увагу проблемі культурного та міжкультурного потенціалу іншомовних підручників приділяє О. Місечко, яка наголошує на суперечливості сучасної ситуації в українській іншомовній освіті. Дослідниця зазначає, що зарубіжні автентичні навчальні комплекси забезпечують високий рівень мовної й комунікативної автентичності, однак часто недостатньо враховують культурні особливості рідномовного середовища здобувачів освіти. Водночас вітчизняні підручники містять значний потенціал для реалізації діалогу культур, хоча нерідко поступаються автентичним виданням щодо візуалізації, комунікативної природності та відповідності реальним моделям іншомовного спілкування [5, с. 69].

Науковиця також підкреслює необхідність переосмислення культурного наповнення сучасних іншомовних підручників, оскільки традиційна орієнтація виключно на культуру країн-носіїв мови вже не відповідає умовам глобалізованого мультикультурного світу. У зв'язку з цим сучасний

автентичний підручник, на думку О. Місечко, має репрезентувати не лише культуру країни мови, яка вивчається, а й широкий спектр міжкультурних контекстів і моделей міжнародної комунікації [5, с. 68–69].

Ідеї щодо міжкультурного характеру сучасної іншомовної освіти, порушені у працях О. Місечко, корелюють із дослідженнями І. Бахова, у яких міжкультурна комунікація розглядається як важливий складник професійної діяльності сучасного фахівця [1]. Значний внесок у розвиток міжкультурної парадигми іншомовної освіти зробили також зарубіжні науковці M. Byram, D. Deardorff, A. Fantini, які трактують міжкультурну комунікативну компетентність як інтегративне утворення, що охоплює мовні, соціокультурні, когнітивні та поведінкові компоненти [9; 13; 18].

Особливу увагу сучасні дослідники приділяють використанню автентичних навчальних матеріалів у процесі викладання іноземних мов. У працях О. Тарнопольського та М. Кабанової автентичні матеріали розглядаються як необхідний складник професійно орієнтованого навчання, що забезпечує моделювання реальних ситуацій професійного спілкування [8]. Схожі підходи представлено у дослідженнях D. Coyle, J. Cummins, де акцентується необхідність інтеграції мовного навчання з професійним змістом, розвитком критичного мислення та когнітивної діяльності студентів [11; 12].

Водночас аналіз сучасних наукових праць засвідчує, що проблема компетентнісного потенціалу саме автентичних іншомовних підручників у професійній підготовці студентів закладів вищої освіти ще не отримала достатньо цілісного й системного висвітлення. Більшість досліджень присвячено окремим аспектам використання автентичних матеріалів або загальним питанням професійно орієнтованого навчання іноземних мов. Недостатньо дослідженими залишаються механізми формування професійної комунікативної компетентності засобами автентичних підручників, їхній міжкультурний потенціал, вплив на розвиток критичного мислення та професійної мобільності студентів.

Мета статті полягає в теоретичному обґрунтуванні компетентнісного потенціалу автентичних іншомовних підручників та визначенні їх ролі у професійній підготовці студентів закладів вищої освіти.

Виклад основного матеріалу. У сучасному науково-педагогічному дискурсі професійна іншомовна підготовка студентів закладів вищої освіти розглядається крізь призму компетентнісної, міжкультурної і діяльнісної парадигм освіти. Такий підхід суттєво змінює розуміння ролі навчально-методичного забезпечення в освітньому процесі, оскільки підручник перестає виконувати лише інформаційно-репродуктивну функцію і перетворюється на засіб формування професійної особистості майбутнього

фахівця. У цьому контексті особливого значення набувають автентичні іншомовні підручники, які репрезентують реальне мовне середовище, актуальний професійний дискурс та сучасні моделі міжкультурної взаємодії.

Теоретичне осмислення поняття «автентичний підручник» потребує звернення до сучасних методологічних підходів у галузі іншомовної освіти. У працях С. Ніколаєвої, О. Тарнопольського, D. Coyle, J. Harmer автентичність трактується не лише як використання оригінальних текстів носіїв мови, а як відповідність навчальної діяльності реальним комунікативним потребам особистості [4; 8; 11; 19]. Відповідно, автентичний підручник має відображати справжні моделі професійної комунікації, актуальні соціокультурні контексти, реальні мовленнєві ситуації та професійну лексику.

У сучасній методиці навчання іноземних мов поняття автентичності розглядається у декількох взаємопов'язаних вимірах. Насамперед ідеться про текстову автентичність, яка передбачає використання оригінальних мовних матеріалів, не створених спеціально для навчальних цілей. Водночас значно ширшим є поняття функціональної автентичності, що полягає в моделюванні реальних ситуацій професійного спілкування. Комунікативна автентичність передбачає природний характер мовленнєвої взаємодії, а культурна автентичність забезпечує занурення студентів у соціокультурний контекст іншомовного середовища, що відповідає сучасним комунікативним та міжкультурним підходам до навчання іноземних мов [8; 9; 21; 19]. Саме інтеграція цих компонентів формує потужний компетентнісний потенціал сучасних автентичних підручників.

Необхідність використання автентичних іншомовних підручників у професійній підготовці студентів зумовлена насамперед зміною сучасних освітніх пріоритетів. У межах традиційної знаннєвої парадигми основний акцент робився на засвоєнні граматичних структур, перекладі текстів і відтворенні мовного матеріалу. Натомість компетентнісний підхід орієнтує освітній процес на формування здатності застосовувати іноземну мову у професійній діяльності, здійснювати міжкультурну комунікацію, аналізувати інформацію та приймати професійні рішення в умовах реального комунікативного середовища.

Саме тому сучасний автентичний підручник уже не може бути лише збірником текстів і вправ. Він перетворюється на комплексну дидактичну систему, яка інтегрує мовну, професійну, міжкультурну і когнітивну підготовку здобувачів освіти. Такий підхід особливо актуальний для викладання дисциплін «Іноземна мова за професійним спрямуванням», «Професійна комунікація іноземною мовою», «Практикум з іноземної мови фахового спрямування», оскільки саме ці дисципліни безпосередньо

орієнтовані на підготовку студентів до реальної професійної діяльності.

Теоретичні основи компетентнісного потенціалу автентичних підручників значною мірою ґрунтуються на положеннях комунікативного підходу до навчання іноземних мов. Як зазначає J. Harmer, ефективне навчання можливе лише за умов максимальної наближеності навчальної діяльності до реального мовного середовища [19]. Автентичні підручники забезпечують таку наближеність через використання професійних діалогів, автентичних статей, бізнес-кейсів, мультимедійних ресурсів та ситуативних моделей комунікації.

Водночас компетентнісний потенціал автентичних підручників значно ширший за суто комунікативний аспект. Він безпосередньо пов'язаний із розвитком професійної особистості студента. У сучасній педагогічній науці професійна компетентність розглядається як інтегративна характеристика особистості, що включає систему знань, професійних умінь, досвіду діяльності, ціннісних орієнтацій та здатність до професійної самореалізації. Автентичні підручники створюють необхідні умови для формування таких характеристик, оскільки інтегрують мовне навчання з професійним контекстом.

Важливо також враховувати, що сучасні автентичні підручники забезпечують міждисциплінарний характер професійної підготовки. Наприклад, підручники для студентів освітніх програм «Менеджмент» або «Маркетинг» поєднують вивчення іноземної мови з аналізом економічних процесів, маркетингових стратегій, бізнес-комунікації та міжнародного менеджменту. Для студентів IT-спеціальностей автентичні підручники інтегрують мовну підготовку з технічною термінологією, аналізом програмних продуктів, роботою з документацією та професійною комунікацією в міжнародних командах.

Важливим теоретичним підґрунтям компетентнісного потенціалу автентичних підручників є концепція CLIL (Content and Language Integrated Learning), обґрунтована D. Coyle [11]. У межах цього підходу іноземна мова розглядається не як самоціль, а як інструмент пізнання професійного змісту. Саме тому сучасні автентичні підручники дедалі більше орієнтуються на інтеграцію мовної та професійної підготовки. Така інтеграція сприяє розвитку професійного мислення, академічної мобільності та здатності працювати з міжнародними професійними джерелами.

Особливого значення набуває міжкультурний потенціал автентичних іншомовних підручників. У сучасному глобалізованому середовищі професійна діяльність дедалі частіше здійснюється у міжкультурному контексті, що вимагає від майбутнього фахівця не лише мовної компетентності, а й здатності розуміти культурні особливості професійної

комунікації. У працях M. Byram міжкультурна комунікативна компетентність визначається як здатність ефективно взаємодіяти з представниками інших культур, інтерпретувати культурні явища та здійснювати міжкультурний діалог [9].

Використання автентичних підручників сприяє формуванню такої компетентності. Вони представляють реальні моделі поведінки, професійний етикет, мовленнєві стратегії та культурні норми іншомовного середовища. Наприклад, у підручнику «Speakout» значна увага приділяється міжкультурним ситуаціям спілкування, обговоренню соціальних і професійних проблем, аналізу поведінкових моделей представників різних культур [14]. Це сприяє розвитку культурної чутливості, толерантності та здатності до адаптації у міжнародному професійному середовищі.

Сучасні дослідження міжкультурної комунікації засвідчують, що в умовах глобалізації іноземна мова дедалі частіше функціонує як засіб міжнародної професійної взаємодії [5]. У зв'язку з цим сучасний автентичний підручник має бути мультикультурним за змістом, репрезентувати різні культурні моделі професійної взаємодії та сприяти розвитку здатності студентів до ефективної комунікації в умовах глобалізованого світу.

Не менш важливим є когнітивний потенціал автентичних підручників. Сучасна професійна діяльність потребує від фахівця не лише володіння мовою, а й здатності критично мислити, аналізувати інформацію, оцінювати ризики, приймати рішення та працювати з великими обсягами інформації. Саме тому сучасні автентичні підручники містять значну кількість проблемно-аналітичних завдань, що відповідає принципам навчання на основі комунікативних завдань (task-based learning) [15].

У працях P. Facione критичне мислення визначається як одна з ключових компетентностей сучасної особистості [17]. Автентичні підручники створюють умови для формування такої компетентності через роботу з реальними професійними ситуаціями, аналіз альтернативних рішень та аргументоване обговорення проблем. Наприклад, у підручнику «Market Leader» студенти аналізують економічні ситуації, розробляють бізнес-стратегії, проводять переговори та презентують власні рішення [10]. Такий формат навчання суттєво активізує аналітичне мислення та професійну автономію студентів.

Порівняльний аналіз сучасних автентичних іншомовних підручників засвідчує, що їх компетентнісний потенціал реалізується через різні методичні акценти [10; 14; 16]. Так, серія «Market Leader» орієнтована переважно на формування професійної комунікативної компетентності у сфері бізнесу та менеджменту через кейс-метод, переговорні моделі та аналіз професійних ситуацій. Підручники «Speakout» значною мірою

спрямовані на розвиток міжкультурної комунікації, критичного мислення і навичок аргументованого висловлення власної позиції завдяки дискусійним завданням та інтеграції автентичних відеоматеріалів BBC. Підручники серії «On Screen» рівня B1+ характеризуються поєднанням комунікативного, діяльнісного та цифрового підходів до навчання, що сприяє розвитку інтерактивної взаємодії, автономності студентів і формуванню навичок роботи з мультимедійними ресурсами. Водночас серія «Career Paths» вирізняється високим рівнем професійної спеціалізації та орієнтацією на формування вузькопрофесійної термінологічної компетентності у конкретних галузях діяльності. Така варіативність сучасних автентичних підручників дозволяє адаптувати іншомовну підготовку до специфіки професійної освіти студентів різних спеціальностей.

Отже, ефективність автентичного іншомовного підручника визначається не лише рівнем мовної автентичності, а й його здатністю інтегрувати професійний, міжкультурний, когнітивний та цифровий компоненти підготовки студентів.

Важливим аспектом компетентнісного потенціалу автентичних підручників є їхній вплив на формування гнучких навичок (soft skills). У сучасному професійному середовищі дедалі більшої ваги набувають не лише фахові знання, а й здатність до комунікації, роботи в команді, креативності, лідерства, емоційного інтелекту та професійної мобільності. Автентичні підручники завдяки інтерактивному характеру навчання сприяють розвитку таких якостей.

Наприклад, робота у групах, участь у професійних дискусіях, підготовка презентацій, рольові ігри та моделювання професійних ситуацій формують у студентів навички командної взаємодії, публічного виступу та професійної аргументації. Особливо важливим є те, що такі види діяльності максимально наближені до реального професійного середовища.

Слід наголосити, що сучасні автентичні підручники характеризуються високим рівнем мультимедійності та цифрової інтеграції. Більшість із них мають електронні платформи, онлайн-додатки, інтерактивні завдання, відеоматеріали та ресурси для самостійної роботи студентів. Це створює нові можливості для організації освітнього процесу та розвитку цифрової компетентності студентів.

В умовах цифровізації освіти та використання дистанційного навчання такий аспект набуває особливої актуальності. Автентичні цифрові ресурси дозволяють студентам працювати з реальними міжнародними джерелами інформації, брати участь у віртуальній міжкультурній комунікації та здійснювати самостійну професійну підготовку. У цьому контексті автентичний підручник стає елементом ширшого інформаційно-

освітнього середовища. Практична цінність автентичних іншомовних підручників у професійній підготовці студентів полягає насамперед у забезпеченні високого рівня професійної адаптації випускників. Студенти, які навчаються за такими підручниками, значно легше інтегруються у міжнародне професійне середовище, володіють сучасною професійною термінологією та здатні ефективно здійснювати професійну комунікацію. Наприклад, підручники «High Season: English for the Hotel and Tourist Industry» або «Career Paths: Hotels and Catering» дозволяють здобувачам освіти не лише вивчати професійну лексику, а й моделювати ситуації обслуговування клієнтів, вирішення конфліктів, презентації туристичних послуг та ведення міжнародної професійної комунікації. Практична цінність підручника «English for Information Technology» полягає у формуванні здатності працювати з міжнародною технічною документацією, програмним забезпеченням та англомовними професійними ресурсами. Це суттєво підвищує конкурентоспроможність випускників на міжнародному ринку праці.

Водночас використання автентичних підручників потребує критичного та методично обґрунтованого підходу. Не всі автентичні матеріали автоматично є ефективними для професійної підготовки студентів. Важливим є врахування рівня мовної підготовки здобувачів освіти, специфіки професійної діяльності, культурного контексту та дидактичної доцільності навчального матеріалу.

Ефективне використання автентичних підручників значною мірою залежить від професійної компетентності викладача. Він має виступати не лише транслятором знань, а модератором професійної комунікації, організатором міжкультурної взаємодії та фасилітатором когнітивної діяльності студентів. Саме тому підготовка викладачів до роботи з автентичними навчальними ресурсами є одним із ключових завдань сучасної іншомовної освіти.

Суттєвою проблемою залишається також питання адаптації автентичних підручників до українського освітнього контексту. Частина навчальних матеріалів орієнтована на інші моделі професійної діяльності, культурні традиції та освітні стандарти. Тому важливого значення набуває методично виважене поєднання автентичності навчального матеріалу з потребами національної системи професійної підготовки.

У цьому контексті особливої актуальності набувають міркування О. Місечко щодо необхідності поєднання автентичності навчального матеріалу з його культурною адаптацією до національного освітнього контексту. Дослідниця акцентує увагу на тому, що сучасна іншомовна освіта фактично перебуває між двома підходами: повним використанням

зарубіжних автентичних підручників із додатковим уведенням риднокультурних паралелей або створенням спільних міжнародних навчально-методичних комплексів, які поєднували б автентичність мовного матеріалу з урахуванням національно-культурного контексту різних країн [5, с. 69].

Подібний підхід є особливо важливим у професійній підготовці студентів закладів вищої освіти, оскільки майбутній фахівець має бути готовим не лише до комунікації з носіями мови, а й до професійної взаємодії у багатокультурному міжнародному середовищі. Саме тому компетентнісний потенціал сучасних автентичних підручників доцільно розглядати крізь призму їхньої здатності формувати мультикультурну професійну комунікативну компетентність.

Необхідно також враховувати, що компетентнісний потенціал автентичних підручників реалізується лише за умов системної організації освітнього процесу. Сам по собі навіть найсучасніший підручник не забезпечує автоматичного формування компетентностей. Вирішальне значення має педагогічна технологія його використання, інтеграція проблемного навчання, проєктної діяльності, інтерактивних методів та цифрових інструментів.

Отже, автентичні іншомовні підручники у сучасній професійній підготовці студентів закладів вищої освіти виконують значно ширші функції, ніж традиційні навчальні матеріали. Вони стають засобом формування професійної комунікативної компетентності, міжкультурної взаємодії, критичного мислення, цифрової грамотності та професійної мобільності. Саме тому їх компетентнісний потенціал доцільно розглядати як один із ключових чинників модернізації сучасної іншомовної освіти.

Висновки. Таким чином, використання автентичних іншомовних підручників у професійній підготовці студентів закладів вищої освіти відповідає сучасним тенденціям розвитку компетентнісної та міжкультурної парадигм освіти. Їх дидактична цінність полягає у створенні освітнього середовища, максимально наближеного до реального професійного спілкування, що забезпечує практичну спрямованість іншомовної підготовки та посилює зв’язок між мовною освітою і майбутньою професійною діяльністю студентів.

Автентичні навчально-методичні комплекси професійного спрямування сприяють оволодінню сучасною іншомовною термінологією та моделями професійної комунікації. Водночас вони забезпечують розвиток аналітичного мислення, міжкультурної чутливості та професійної адаптивності студентів. При цьому важливою умовою ефективності таких підручників є поєднання автентичності мовного матеріалу з культурною адаптованістю до національного освітнього контексту та мультикуль-

турною спрямованістю змісту, що забезпечує підготовку студентів до професійної діяльності в умовах глобального міжкультурного середовища [5].

Ефективність використання автентичних підручників значною мірою визначається методичною організацією освітнього процесу, професійною компетентністю викладача та доцільністю поєднання автентичних матеріалів із сучасними педагогічними й цифровими технологіями.

Перспективи подальших наукових розвідок убачаємо у розробленні цілісних критеріїв відбору автентичних іншомовних підручників для професійної підготовки студентів різних освітніх програм з урахуванням компетентнісного, міжкультурного та професійно орієнтованого підходів.

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АСПЕКТИ ФОРМУВАННЯ БІОЕТИЧНОЇ КУЛЬТУРИ МАЙБУТНІХ МЕДИЧНИХ ФАХІВЦІВ У ПЕДАГОГІЧНІЙ ТЕОРІЇ ТА ПРАКТИЦІ

Анотація. Сучасна медична практика характеризується зростанням кількості складних клінічних ситуацій і морально-етичних дилем. Це зумовлює потребу в науково обґрунтованому осмисленні біоетичної культури як цілісної складової професійної діяльності медичного фахівця та пошуку ефективних технологій її формування у професійній освіті.

У статті теоретично обґрунтовано й уточнено поняття «біоетична культура медичного фахівця» як інтегральної характеристики, що поєднує етичну свідомість, професійну етику, правову компетентність, ціннісні орієнтації та інституційно-нормативні механізми, які забезпечують морально виважене ставлення до життя, здоров'я, гідності пацієнта й довкілля в умовах розвитку біомедичних технологій. На основі аналізу сучасних міжнародних і вітчизняних підходів та міждисциплінарних досліджень з біоетики, етичної освіти, клінічної практики структуровано дефініцію біоетичної культури особистості через систему взаємопов'язаних восьми компонентів (когнітивного, аксіологічного, мотиваційного, комунікативно-деонтологічного, поведінкового, рефлексивного, нормативно-правового, культурного), що дозволило розглядати її як цілісну біоетичну ідентичність медичного спеціаліста. Здійснено систематизацію елементів біоетичної культури не лише як особистісної характеристики фахівця, а й як функціональної основи професійної відповідальності, що регламентується етичними кодексами, законодавством і клінічною практикою.

Обґрунтовано, що біоетична культура є інтегральною складовою професійної діяльності медичного спеціаліста, опосередковує клінічне мислення, поведінку в етичних конфліктах і спроможність до гуманістичного партнерства з пацієнтом.

Спираючись на результати низки наукових досліджень та практичної діяльності закладів медичної освіти виокремлено концептуальні засади формування біоетичної культури майбутнього медичного фахівця та запропоновано відповідні напрями роботи.

Ключові слова: біоетична культура, медичні фахівці, професійно-етичні норми, концептуальні засади, біоетична освіта.

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ASPECTS OF FORMING THE BIOETHICAL CULTURE OF FUTURE MEDICAL SPECIALISTS IN PEDAGOGICAL THEORY AND PRACTICE

Abstract. The article theoretically substantiates and clarifies the concept of the “bioethical culture of a medical professional” as an integral characteristic that combines ethical consciousness, professional ethics, legal competence, value orientations, and institutional and regulatory mechanisms ensuring a morally balanced attitude toward life, health, patient dignity, and the environment in the context of the development of biomedical technologies. Based on the analysis of contemporary international and Ukrainian approaches, the definition of bioethical culture has been structured according to a number of interrelated components (cognitive, axiological, motivational, communicative-deontological, behavioral, reflective, normative-legal, and cultural), which makes it possible to consider it as a holistic ethical identity of a medical specialist. The study systematizes the elements of bioethical culture not only as a personal characteristic of a specialist but also as a functional basis of professional responsibility regulated by ethical codes, legislation, and clinical practice. It is substantiated that bioethical culture is an integral component of the professional identity of a medical specialist, mediating clinical thinking, behavior in ethical conflicts, and the ability to establish a humanistic partnership with the patient.

Drawing on contemporary interdisciplinary research in bioethics, ethical education, clinical practice, and Ukrainian scholarly achievements in the formation of professional ethical consciousness, the bioethical culture of a

specialist's personality is structured through a system of eight interrelated components, each performing a distinct function while collectively forming a holistic ethical identity.

Based on the analysis of the findings of a number of scientific studies and the practical activities of medical education institutions, the conceptual foundations for the formation of the bioethical culture of future medical professionals are identified, and corresponding directions for further work are proposed.

Keywords: bioethical culture, medical professionals, professional ethical standards, conceptual foundations, bioethical education.

Постановка проблеми. Сучасне суспільство шукає духовної та емоційної реалізації, потребує людей, які розуміють необхідність встановлення моральних стосунків і цінностей. На жаль, серед молоді поширені байдужість, нехтування моральними нормами, зверхнє ставлення до навколишнього середовища, неповага до старшого покоління, зникнення страху перед аморальністю, нівелювання моральних цінностей, нехтування професійними обов'язками, недотримання біоетичних норм, стандартів.

Деморалізуючий вплив асоціальних верств суспільства, зниження загального рівня культури і моральних цінностей призводять до знецінення морально-етичної культури, до руйнації народної свідомості. За цих умов надзвичайно актуальною стає проблема гуманізації освіти загалом, і професійної сфери зокрема. Важливо приділяти підвищену увагу як загальній морально-правовій підготовці, так і професійно-етичній підготовці особистості майбутнього фахівця [1, с. 47].

Знання, які студенти отримують у закладах освіти, мають певну змістову функцію, яка зумовлює виникнення пізнавальної та професійної мотивації. Поступовий перехід у професійному навчанні від освітньої до професійної діяльності призводить до поетапної трансформації освітніх мотивів у професійні. Процес професійної підготовки вважається ефективним лише в умовах взаємозв'язку навчання та професіоналізації майбутнього фахівця.

Формування особистості професіонала забезпечується синтезом його здібностей, схильностей та вимог до діяльності. Загальний та професійний розвиток особистості є невід'ємною частиною її професіоналізації. На нашу думку, професіонал – це не просто фахівець у певній сфері діяльності. Професіоналізація передбачає не тільки включення особистості в професійну діяльність, наявність вимог до підготовки та рівня кваліфікації, наявність соціальної потреби у постійному вдосконаленні, а й виховання належного рівня біоетичної культури.

Аналіз останніх досліджень і публікацій. Питання біоетичної освіти, формування професійних цінностей майбутніх медичних спеціалістів висвітлено у працях таких українських науковців як К. Курненкова, Н. Черчик, І. Тимощук, М. Данюк, О. Біліченко та інших. Однак систематизація елементів біоетичної культури як складової професійної ідентичності медичного фахівця у вітчизняній науковій літературі розроблена недостатньо.

Мета статті – висвітлення окремих аспектів формування біоетичної культури майбутніх медичних фахівців на основі аналізу сучасних міжнародних і вітчизняних підходів.

Виклад основного матеріалу. Рівень сформованості біоетичної культури характеризує ступінь оволодіння професією, що виражається в потребі самовдосконалення та самовираження в умовах професійної діяльності та постійного професійного розвитку. Завдання формування професійної етики майбутніх спеціалістів полягає у розвитку моральної свідомості, формуванні моральних почуттів і переконань; вихованні моральної поведінки тощо [2, с. 153]. Співвідношення між професіоналізмом і моральністю особистості відображає її біоетичну культуру, а знання про мораль слід відрізняти від реального застосування цих знань на практиці. Знання принципів, вимог і норм моралі та їх конкретне відображення у професійній діяльності в тій чи іншій сфері є основою для формування етичних поглядів фахівця. Формування етичних знань передбачає процес цілеспрямованого й організованого виховання моральної свідомості та поведінки.

Специфіка біоетичної культури медичного працівника визначається своєрідністю його діяльності, широким спектром професійних функцій та різними морально-правовими аспектами. Тобто, біоетична культура медичного працівника – це інтегрована якість особистості, яка формується в процесі професійної підготовки в міру засвоєння студентом певних цінностей, закладених у професійно-духовному досвіді діяльності у сфері охорони здоров'я та розвитку медицини як науки.

У сучасному гуманітарному й медико-біологічному дискурсі поняття «біоетична культура» набуло статусу інтегративної характеристики, що поєднує етичну свідомість особистості, професійну етику, правову компетентність та інституційно-нормативні рамки, які забезпечують морально обґрунтоване ставлення до життя, здоров'я, людської гідності та довкілля в умовах стрімкого науково-технічного розвитку. Відповідно до позиції Т. Беучемп і Й. Чілдресс, біоетична культура ґрунтується на чотирьох базових принципах: повазі до автономії, благодіянні, принципі «не нашкодь» та справедливості. Ці принципи не тільки формують етичну

основу клінічного вибору, а й пронизують усі рівні професійної освіти, інституційної політики та комунікаційної взаємодії [3].

Р. Варкі розглядає біоетичну культуру як результат комплексного засвоєння етичних норм біомедицини, стійких ціннісних орієнтацій і мотивацій до відповідального вибору. За її баченням, вона включає також навички етичного міркування, рефлексивну здатність до розв'язання моральних конфліктів, деонтологічну грамотність і комунікативну компетентність [4, с. 18]. Як зазначено в оновлених професійних стандартах, зокрема в документі AACN Essentials, формування біоетичної культури є обов'язковою частиною підготовки медичних сестер, лікарів та інших фахівців, які приймають складні рішення в умовах міжпрофесійної взаємодії. Сюди входять не лише особистісні чесноти (virtues), такі як співчуття, чесність і повага, а й нормативні механізми, як-от етичні комітети, процедури інформованої згоди, протоколи захисту прав пацієнтів [5].

У глобальному контексті біоетична культура дедалі більше розглядається як динамічне явище, що виникає на перетині класичних етичних парадигм (деонтології, утилітаризму, етики чеснот) і новітніх викликів – біомедичних технологій, генетичного редагування, цифрової медицини, міжкультурної комунікації та прав людини. Так, Р. Аппіа та співавт. підкреслюють важливість культурної чутливості, оскільки універсальні біоетичні засади повинні адаптуватися до різних ціннісних контекстів і правових систем [6, с. 178]. Своєю чергою Н. Нортже та ін. наголошують на необхідності інтеграції біоетичної освіти в системи охорони здоров'я Глобального Півдня, де виклики справедливості, доступу до ресурсів і збереження гідності мають особливо гострий характер [7, с. 10].

В українській академічній традиції поняття біоетичної культури активно розвивається у сфері професійної підготовки майбутніх медичних фахівців. Так, Н. Черчик у своїх роботах [8] окреслює біоетичну культуру як сукупність норм, цінностей і знань, необхідних для формування етичної свідомості та поведінки медичного працівника. Особливу увагу вона приділяє тому, як біоетичні принципи впроваджуються у навчальні курси, практику спілкування з пацієнтами, розгляд клінічних кейсів. Освітні підходи Н. Черчик передбачають активне включення студентів у аналіз етичних дилем, що сприяє розвитку критичного мислення, емпатії та моральної рефлексії [8].

В українському науково-педагогічному контексті біоетична культура дедалі частіше розглядається як результат взаємодії освітнього середовища, клінічної практики, дослідницької доброчесності та нормативного регулювання. Так, О. Кришталь зазначає, що біоетична культура медичного

працівника формується не лише через засвоєння етичних норм, а й через включення до рефлексивної практики морального вибору в умовах міжособистісної взаємодії та професійної відповідальності [9, с. 81]. Її погляд підтримує Н. Черчик, яка наголошує на ролі міждисциплінарного підходу в біоетичній освіті, що має охоплювати як загальнотеоретичні аспекти, так і конкретні клінічні сценарії, включно з аналізом етичних дилем і комунікативних ситуацій у форматі case-based learning [8, с. 116].

К. Лінєвич у роботі [10, с. 144] доповнює цю позицію ідеєю про необхідність формування в студентів критичного мислення, емпатії та готовності до моральної рефлексії. Вона підкреслює, що «підготовка біоетично орієнтованих медичних фахівців передбачає набуття здобувачами освіти професійних знань, умінь і навичок у поєднанні з формуванням властивих професії моральних якостей особистості: милосердя, співчуття, збереження честі та гідності, прав і свобод людини». З огляду на це, сучасна вітчизняна педагогіка вимагає наскрізної інтеграції біоетичних тем – від базових курсів біології, анатомії та фізіології до клінічних дисциплін, модулів з дослідницької етики та нормативно-правових курсів.

Системність і поступовість такого підходу підкреслює також Г. Білецька, яка акцентує на необхідності кумулятивного нарощування етичного досвіду майбутніх фахівців. Вона вважає, що біоетична культура не є статичним знанням, а радше еволюційною компетенцією, яка формується в діалозі – між студентом і викладачем, між фахівцем і пацієнтом, між професійними спільнотами й суспільством. Такий діалог вимагає відкритості, критичності, моральної чутливості й нормативної обґрунтованості, які разом утворюють той базис, на якому можлива справжня біоетична культура – як індивідуальна якість, професійна норма й соціальна цінність [11, с. 125].

Зміст біоетичної культури, як складного багаторівневого утворення, охоплює низку взаємопов'язаних блоків, що формують одночасно індивідуальну етичну компетентність фахівця та інституційне середовище, в якому здійснюється морально виважене прийняття рішень. У структурному плані ці блоки відображають основні функції біоетичної культури – нормативну, ціннісну, пізнавально-аналітичну, комунікативно-деонтологічну, рефлексивну та інституційну. Таке бачення узгоджується з підходами, що домінують у міжнародному біоетичному дискурсі [12, с. 111].

По-перше, нормативно-принциповий блок передбачає засвоєння базових засад біоетики, що були окреслені у праці Т. Беучемп і Й. Чілдресс – це чотири ключові принципи: повага до автономії, благодіяння, не-шкода та справедливість. Окрім цих фундаментальних основ, важливою частиною

блоку є процедурні норми: дотримання принципу інформованої згоди, конфіденційність медичної інформації, права пацієнта на гідне ставлення, а також забезпечення справедливого доступу до ресурсів у системі охорони здоров'я [3, с. 210]. Р. Варкі підкреслює значення контекстуальної та міжкультурної чутливості при застосуванні цих принципів, адже в умовах глобалізації універсальні етичні норми повинні адаптуватися до локальних культурних практик [4, с. 20]. У цьому ж ключі Р. Аппіа та співавт. акцентують увагу на важливості врахування цінностей різних спільнот при розробці біоетичних політик [6, с. 180].

Другим є аксіологічний блок, що включає систему цінностей, які спрямовують поведінку фахівця в умовах невизначеності, морального конфлікту чи браку ресурсів. Основними тут виступають такі цінності, як гідність, милосердя, емпатія, відповідальність і солідарність. Саме ці цінності, як показує С. Робішо, стають орієнтирами у складних клінічних ситуаціях, де формальні правила не завжди дають однозначну відповідь [13, с. 115]. У документах AACN Essentials зазначено, що моральні чесноти мають бути вбудовані в освітній процес підготовки медичних сестер і лікарів як невід'ємна частина професійної ідентичності [5].

Третім змістовим блоком є когнітивно-аналітичний, який охоплює знання про основні етичні теорії (деонтологічні, утилітарні, етику чеснот), клінічну етику, правові рамки, міжнародні біоетичні декларації та конвенції. Особливе місце займають навички аналізу етичних кейсів: від case-based reasoning до методів балансування принципів або оцінки співвідношення ризику й користі. Як зазначає Р. Варкі, етична грамотність передбачає не лише знання норм, але й уміння критично мислити в умовах моральної дилеми [4, с. 20]. Л. Вогн також звертає увагу на важливість опанування методології аргументованого міркування, що дозволяє здійснювати етичну експертизу та брати участь у професійних дебатах [14].

Комунікативно-деонтологічний блок пов'язаний із нормами професійної поведінки та етики спілкування – як з пацієнтом і його родиною, так і в межах міжпрофесійної команди. Сюди входять правила запобігання шкоді через мову (наприклад, уникнення стигматизаційних висловлювань), повага до релігійних переконань, культурна чутливість, а також етичне поводження в соціальних мережах. На цьому наголошують Н. Нортже та ін., які показують, як культурні бар'єри впливають на ефективність клінічної комунікації. Власне, ці етичні принципи повинні бути вбудовані в комунікативну практику фахівця з перших етапів професійної соціалізації [7, с. 8]. А. Захарі та ін. підтверджують, що комунікативна етика є таким самим важливим аспектом біоетичної культури, як і правова обізнаність чи ціннісна компетентність [15, с. 38].

Наступний – рефлексивно-регулятивний блок, який охоплює розвиток моральної чутливості, здатності до етичної рефлексії, самоконтролю та звернення за допомогою до етичних консультантів або етичних комітетів. Як показує досвід, ефективність прийняття рішень у складних клінічних ситуаціях суттєво зростає, якщо працівники вміють усвідомлено звертатися до процедур етичної експертизи [16, с. 11].

Нарешті, інституційно-культурний блок відображає «етичний клімат» організації – ті політики, процедури, механізми контролю й підтримки, які створюють умови для етичної поведінки не як особистого героїзму, а як системного стандарту. Йдеться про прозорість прийняття рішень, політику відкритості, навчання персоналу, забезпечення каналів повідомлення про порушення без ризику репресій. А. Захарі та ін. вказують, що організаційні цінності повинні бути узгоджені з етичними засадами професійної діяльності [15, с. 40]. С. Робішо додає, що створення етичного клімату потребує інституційного лідерства, яке забезпечує реальне функціонування норм, а не лише їх декларативне існування [13, с. 115].

Спираючись на сучасні міждисциплінарні дослідження з біоетики, етичної освіти, клінічної практики та український доробок у формуванні професійної етичної свідомості, доцільно структурувати біоетичну культуру особистості фахівця через систему взаємопов'язаних восьми компонентів, кожен із яких виконує окрему функцію, але в єдності формують цілісну етичну ідентичність.

Першим є когнітивний компонент, що охоплює знання про біоетичні принципи, нормативні вимоги, ключові етичні теорії (деонтологія, утилітаризм, етика чеснот), міжнародні декларації та техніки аналізу клінічних і дослідницьких ситуацій (case-based reasoning, балансування ризиків тощо).

Другим компонентом є аксіологічний, який визначає ієрархію цінностей, що лежить в основі професійної етики. До таких ключових цінностей належать гідність, милосердя, справедливість, автономія, відповідальність. Як зазначають Т. Беучемп і Й. Чілдресс ці цінності не просто регулюють поведінку, а задають смислові рамки для морального вибору [3, с. 254]. С. Робішо підкреслює, що саме в умовах ресурсного дефіциту та клінічної невизначеності цінності стають основним етичним компасом фахівця [13, с. 117].

Третім є мотиваційний компонент, який охоплює внутрішню готовність діяти етично, зокрема формування етичної мужності, професійної відповідальності та здатності звертатися за консультацією в разі виникнення складних моральних ситуацій. На думку С. Робішо, саме цей компонент забезпечує перехід від знань до дії [13, с. 119].

Комунікативно-деонтологічний компонент включає в себе навички емпатійного, зрозумілого та правдомовного спілкування з пацієнтами, їхніми родинами, колегами та іншими учасниками медичного процесу. Він також передбачає дотримання професійних кодексів, конфіденційності, правил взаємоповаги. Н. Нортже та ін. наголошують на важливості культурної чутливості, адже етична комунікація залежить від здатності враховувати різноманіття переконань [7, с. 11].

П'ятий компонент – поведінковий – стосується реального втілення етичних норм у професійній діяльності. Це дотримання інформованої згоди, забезпечення справедливого доступу до медичних послуг, недискримінація, відповідальне управління ресурсами, чесність у публікаціях тощо.

Шостий – рефлексивний компонент, який передбачає здатність до критичного аналізу власних рішень, визнання моральної невизначеності, проведення етичних саморозборів і порівняння з професійними орієнтирами.

Наступний – нормативно-правовий компонент, що включає знання законодавства, медичних і біоетичних стандартів, процедур етичного нагляду та функціонування етичних комітетів. Він є особливо актуальним для України в рамках інтеграції у міжнародний біоетичний простір.

Завершує цю структуру соціокультурний компонент, який вимагає чутливості до культурних, релігійних і світоглядних відмінностей, здатності адаптувати моделі інформованої згоди, комунікації та етичних рішень до конкретного соціокультурного середовища.

Таким чином, біоетична культура фахівця – це складна структура, яка поєднує знання, цінності, мотивацію, поведінку, комунікацію, рефлексію, правові орієнтири та культурну чутливість. Її формування потребує інтегрованого підходу, в якому кожен із компонентів взаємопідсилює інші, утворюючи цілісну етичну позицію як професійного, так і особистісного рівня.

Очевидно, суттєвий вплив на формування молодої особистості має викладач. Педагогічний колектив несе відповідальність за організацію освітнього процесу, формування в майбутніх медичних фахівців мотивації до успішного виконання освітньої діяльності [17, с. 54].

Важливими принципами педагогічного колективу є застосування особистісно орієнтованої моделі освітнього процесу, зокрема творче поєднання педагогічного керівництва навчально-пізнавальною діяльністю з боку викладача з власною ініціативою, самостійністю та активністю здобувача; співробітництво, партнерство між ними; постійне особистісне вдосконалення; формування особистості з активною життєвою позицією [12, с. 6].

Принципи діяльності колективу викладачів з розвитку біоетичної культури взаємопов'язані з відповідними принципами у вихованні. У них розглядаються вихідні положення, визначають загальний напрям підготовки майбутнього медичного працівника, основні вимоги до змісту, методів та організації навчання. Ці принципи утворюють систему вимог, що охоплюють усі сторони освітнього процесу у закладі медичної освіти. До цих принципів відносяться: гуманність, нормативність, конструктивність, конфіденційність, імперативність.

Таким чином, для ефективної діяльності педагогічного колективу з формування біоетичної культури є необхідним [17, с. 54]:

– створення освітнього середовища, що сприяє розкриттю творчого потенціалу студентів (підвищення гнучкості та динамізму освітнього процесу, ефективне управління навчально-пізнавальною діяльністю, що дозволяє на найвищому організаційно-педагогічному рівні розвивати етику та складові біоетичної культури майбутніх спеціалістів та творче забезпечення професійної спрямованості їх освітньої діяльності);

– удосконалення структури освітніх програм, змісту навчальних дисциплін, надання їм гнучкості та варіативності з метою підвищення рівня освітніх потреб студентів щодо біоетичної підготовки;

– забезпечення гуманістичної спрямованості змісту навчальних дисциплін, що сприяє розвитку біоетичної культури майбутніх медичних фахівців.

Важливе значення для формування біоетичної культури має рівень загальнокультурного розвитку, обізнаність з літературою, мистецтвом, уміння організовувати самоосвіту. Особистість формується на основі системи поглядів і переконань, які проявляються під час виконання та оцінювання професійної діяльності у відповідному культурному просторі. У період навчання такий культурний простір пропонує, серед іншого, гуманітарну підготовку, зокрема вивчення історії та культури України.

Освіта виступає як зв'язок людини з культурою, допомагає набути знань, умінь, навичок, формує світогляд, допомагає в самовизначенні та самореалізації. Поєднання історико-культурних цінностей із професійними цінностями є домінуючим та сприяє формуванню адекватного реагування особистості на професійно значущі ситуації, активізує її творчий потенціал, спонукає із задоволенням виконувати професійні обов'язки.

Біоетична культура медичних фахівців визначається ступенем знання об'єктивних законів, принципів і норм поведінки, що сприяє розвитку об'єктів і суб'єктів професійної діяльності та збереженню навколишнього середовища. Використання цих об'єктивних закономірностей забезпечить високу вірогідність прийняття рішень, які відповідають інтересам і моральним нормам суспільства.

Формування біоетичної культури майбутніх медичних спеціалістів передбачає три взаємопов'язані компоненти: моральну свідомість, моральну діяльність, моральні стосунки. Важливим у професійній підготовці є процес трансформації етичних знань у цілісну сукупність (структурне утворення) моральних переконань, що потребує, зокрема, продовження формування біоетичних якостей і переконань як необхідної умови переходу до від етичних мотивацій до відповідних знань і діяльності [18, с. 26].

Отже, концептуальними засадами формування біоетичної культури майбутніх медичних фахівців є:

– створення системи професійної підготовки, спрямованої на формування біоетичних якостей майбутніх спеціалістів, що враховує вимоги етичних кодексів професійної діяльності;

– спрямовування освітньої діяльності на національно-патріотичне виховання, формування демократичного світогляду та громадянської позиції, розвиток екологічної свідомості, комунікативної культури, етичних та естетичних поглядів;

– цілеспрямоване формування у студентів комплексу якостей, властивостей, моральних переконань і моральної свідомості, які безпосередньо впливають на моральну поведінку та моральні взаємини майбутнього медичного фахівця, відповідають конкретним професійним вимогам і притаманні відповідній медичній спільноті;

– врахування взаємозв'язку між характером освітньо-професійної діяльності та виробленням біоетичних думок і переконань;

– забезпечення наступності у формуванні біоетичних знань та інтеграції в процес професійної підготовки всіх взаємопов'язаних складових професійно-етичної культури медичного працівника;

– забезпечення спрямованості професійної культури медичних фахівців на реалізацію морально-етичних вимог суспільства;

– орієнтація соціально-гуманітарної підготовки на входження особистості в медичну діяльність, успішність професійної підготовки та професійної адаптації.

Виокремлення концептуальних засад формування біоетичної культури дає змогу визначити відповідні напрями роботи [19]. На основі аналізу результатів низки наукових досліджень [20, с. 42] та практичної діяльності закладів медичної освіти щодо реалізації запропонованих концептуальних засад пропонуємо передбачити:

– організацію цілісної системи формування біоетичної культури майбутніх медичних фахівців, яка включає перспективний план і програми діяльності студентів, матеріали для навчально-методичного забезпечення

вивчення біоетики, комплекс різних видів діяльності відповідно до періоду навчання;

– здійснення біоетичної підготовки майбутніх медичних спеціалістів шляхом передачі знань про загальні категорії біоетики, історію морально-етичних норм, різноманітні етичні бачення, зміст професійно-етичних норм і гуманістичних цінностей діяльності в галузі охорони здоров'я;

– моделювання проблемних ситуацій, у яких необхідно приймати рішення щодо морального вибору в процесі професійної діяльності (проектування та створення ситуацій і можливих варіантів вирішення завдань; обговорення ходу технологічних дій, прийнятих рішень, шляхів отримання результатів за допомогою залучення до цього процесу експертів, лікарів, викладачів інших дисциплін) [21, с. 41];

– застосування психологічних тренінгів з метою розвитку умінь і навичок спілкування та взаємодії з різними типами пацієнтів і колег, а також використання вправ, спрямованих на розвиток професійної інтуїції, творчих здібностей, вербальних і невербальних вмінь спілкування, здатності працювати у творчій мікрогрупі тощо;

– практичну діяльність під керівництвом викладача або лікаря в реальних умовах медичного закладу в різних підрозділах, де вирішуються конкретні проблеми застосування біоетичних принципів;

– створення умов для творчої реалізації та особистісного розвитку студентів (створення дослідницьких груп з наукових проблем, реалізація науково-дослідницьких програм у співпраці з медичними закладами, проведення науково-практичних конференцій, конкурсів студентських робіт);

– формування в майбутніх медичних фахівців емоційно-позитивного ставлення до обраної професії, морально-етичних проблем медичної науки та галузі охорони здоров'я, змісту та гуманістичної спрямованості праці медичного працівника, а також позитивну мотивацію щодо морального розвитку, переконання, спрямовані на розвиток особистості та самовдосконалення;

– врахування та застосовування комплексного впливу усіх компонентів освітнього середовища на формування біоетичних цінностей медичного працівника та його особистісних індивідуальних якостей.

Формування біоетичної культури майбутніх медичних фахівців передбачає декілька взаємопов'язаних етапів:

– пропедевтичний (діагностика попереднього рівня допрофесійних знань про професійну етику та мотивації їх розвитку в процесі навчання, а також адекватності структур моралі, етико-психологічні аспекти особистості для роботи за медичною професією, ознайомлення студентів з

теоретичним обґрунтуванням та складовими біоетики, метою та критеріями їх підготовки, вимогами професійної культури та етики медичного персоналу;

– базовий (розробка мотивації до моральної діяльності, формування у майбутніх медичних спеціалістів чіткого уявлення про біоетику та ознайомлення з основами її застосування у професійній діяльності через оволодіння етичними кодексами діяльності професіонала, розвиток системи професійно-етичних знань та використання їх на практиці);

– підсумковий (діагностика та моніторинг біоетичної підготовки студентів до роботи в системі охорони здоров'я, розвиток потреби майбутніх медичних фахівців у самостійному поповненні біоетичних знань, формування професійної етики відповідно до реальних умов, підвищення набутого рівня біоетичної культури, мотивація до самовдосконалення професійних, морально-етичних навичок) [22, с. 13].

Таким чином, особливості біоетичної культури майбутніх медичних фахівців визначаються рівнем їхньої загальної, професійної та психологічної підготовки в закладі освіти, специфікою біоетичної спрямованості освітнього середовища медичного закладу, рівнем післядипломної підготовки, а також особистісними якостями.

Біоетична культура медичного фахівця виявляється в альтруїстичному характері професійної діяльності у сфері охорони здоров'я та акценті на гуманізацію професійних стосунків. Також вона передбачає творчу реалізацію біоетичних цінностей, переконань і моральних ідеалів відповідно до стандартів медичної професії.

Висновки. Біоетична культура медичного фахівця поєднує біоетичну свідомість особистості, професійну етику, правову компетентність та інституційно-нормативні рамки, які забезпечують морально обґрунтоване ставлення до життя, здоров'я, гідності пацієнта й довкілля в умовах стрімкого науково-технічного розвитку.

Формування біоетичної культури майбутніх медичних фахівців ґрунтується на комплексі взаємопов'язаних аспектів: когнітивному (засвоєння знань з біоетики та сучасних етичних проблем медицини), мотиваційному (формування гуманістичних цінностей та професійної мотивації до етичної діяльності), комунікативному (розвиток культури спілкування, навичок міжособистісної взаємодії), рефлексивному (здатність до самоаналізу) та професійно-діяльнісному (прийняття етичних рішень). Цей процес підкріплюється педагогічно-організаційним (створення інтерактивного середовища) та соціокультурним (орієнтація на загальнолюдські цінності) складниками.

Актуальним залишається дослідження міждисциплінарного навчання у формуванні біоетичної культури майбутніх медичних фахівців в умовах сучасних трансформацій системи охорони здоров'я.

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ФОРМУВАННЯ КУЛЬТУРИ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ ЧЕРЕЗ РОЗВИТОК КРИТИЧНОГО МИСЛЕННЯ МАЙБУТНІХ НАУКОВЦІВ

Анотація. Стрімка цифровізація вищої освіти та розширення інформаційного простору суттєво трансформували феномен академічної доброчесності, змістивши його від сукупності зовнішніх регулятивних норм до складного етико-філософського концепту, що безпосередньо визначає якість наукового знання та професійну ідентичність дослідника. Метою статті є розкриття теоретичних засад і практичних підходів до формування культури академічної доброчесності майбутніх науковців через розвиток критичного мислення. В роботі наголошується, що становлення епістемологічної відповідальності та інтелектуальної чесності не може бути забезпечене виключно адміністративними механізмами контролю, а потребує інтеграції когнітивного та етичного складників в освітній процес. Критичне мислення розглядається як інструмент епістемологічного самоконтролю, методологічної рефлексії та інтелектуальної автономії, що дозволяє здобувачам уникати некритичного відтворення чужих ідей та чітко відмежовувати власні висновки від запозичених концепцій. Проаналізовано педагогічні стратегії, такі як проблемне навчання, кооперативні завдання, сократівський діалог, взаємне рецензування та ін., які поєднують розвиток аналітичних навичок із засвоєнням етичних стандартів, стимулюють самостійне мислення, співпрацю та методологічну прозорість. Окрему увагу приділено взаємодії з технологіями штучного інтелекту, підкреслено важливість критичної верифікації згенерованого контенту та необхідність прозорого й відповідального використання цифрових інструментів у науковій діяльності. Результати дослідження засвідчують, що інтеграція стратегій критичного мислення в освітній процес мінімізує ненавмисні порушення доброчесності, формує інтелектуальну самостійність та забезпечує перехід від формального дотримання правил до усвідомленої академічної чесності. Зроблено висновок, що синергія когнітивного й

етичного вимірів формує цілісну дослідницьку компетентність, в якій академічна доброчесність постає як невід'ємний атрибут професійної наукової діяльності.

Ключові слова: академічна доброчесність, критичне мислення, епістемологічна відповідальність, штучний інтелект, дослідницька компетентність.

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FORMATION OF ACADEMIC INTEGRITY CULTURE THROUGH THE DEVELOPMENT OF CRITICAL THINKING OF FUTURE RESEARCHERS

Abstract. The rapid digitalization of higher education and the expansion of the information space have significantly transformed the phenomenon of academic integrity, shifting it from a set of external regulatory norms to a complex ethical and philosophical concept that directly determines the quality of scientific knowledge and the professional identity of researchers. This article aims to reveal the theoretical foundations and practical approaches to fostering a culture of academic integrity among future scientists through the development of critical thinking. The study emphasizes that the formation of epistemological responsibility and intellectual honesty cannot be achieved solely by administrative control mechanisms but requires the integration of cognitive and ethical components into the educational process. Critical thinking is presented as a tool of epistemological self-control, methodological reflection, and intellectual autonomy, enabling students to avoid uncritical reproduction of ideas and to differentiate their own conclusions from borrowed concepts. The article analyzes pedagogical strategies such as problem-based learning, cooperative tasks, Socratic dialogue, and peer review, which combine analytical skills with ethical standards and encourage independent reasoning, collaboration, and methodological transparency. Special attention is given to the interaction with artificial intelligence technologies, highlighting the importance of critical verification of generated content and the necessity of transparent, responsible use of digital tools in academic work. The findings demonstrate that integrating critical thinking strategies into education minimizes unintentional violations of integrity, fosters intellectual independence, and ensures a transition from formal compliance with rules to conscious academic honesty. The article concludes that the synergy of

cognitive and ethical dimensions forms a holistic research competence, where academic integrity becomes an inherent attribute of professional scientific activity.

Keywords: academic integrity, critical thinking, epistemological responsibility, artificial intelligence, research competence

Постановка проблеми. Сучасний розвиток системи вищої освіти та наукової діяльності відбувається під впливом цифровізації та інтенсивного розширення інформаційного простору. Це, певною мірою, змінює феномен академічної доброчесності, яка перестає бути формальною сукупністю регулятивних норм, а постає як складний етико-філософський концепт, який безпосередньо визначає якість наукового знання та професійну ідентичність дослідника.

З позиції етики, ця проблема полягає в необхідності переходу від зовнішніх механізмів контролю, які не завжди є ефективними, до автономної відповідальності суб'єкта наукового пошуку [1]. Формування такої відповідальності є неможливим без розвиненого критичного мислення. Широкий вжиток нейромереж з однієї сторони та певна девальвація індивідуальних інтелектуальних зусиль з іншої, зумовлюють необхідність вироблення педагогічних підходів, що одночасно формують здатність критично працювати з інформацією та забезпечують засвоєння етичних принципів наукової діяльності. Сьогодні існує нагальна потреба в подоланні фрагментарності при підготовці майбутніх науковців, де розвиток аналітичних здібностей часто відокремлений від засвоєння цінностей академічної культури. Відтак, теоретичне обґрунтування та практична реалізація взаємозв'язку між рівнем критичної рефлексії та здатністю дотримуватися стандартів доброчесності стає необхідною умовою для формування дослідницької компетентності, що ґрунтується на принципах інтелектуальної чесності та методологічної об'єктивності. Таким чином, проблема засвоєння цінностей академічної культури постає однією із нагальних потреб у підготовці майбутніх науковців, оскільки має безпосередній вплив на якість наукового знання.

Аналіз останніх досліджень і публікацій. Проблематика академічної доброчесності та розвитку критичного мислення у вищій школі активно досліджується як українськими, так і зарубіжними науковцями. В дослідженні здійсненому S. E. Eaton проаналізовано феномен плагіату, його причини та наслідки, що дозволяє розглядати академічну недоброчесність як глобальний виклик для університетів [2]. Подібні висновки робить S. Awasthi, яка обґрунтовує, що поширення недоброчесних практик часто пов'язане з браком знань і навичок у здобувачів освіти [3]. A. Davis

наголошує на суперечностях сучасної освітньої системи, де тиск високої продуктивності може провокувати порушення етичних норм [4].

Окрему увагу дослідники приділяють викликам, що пов'язані із використанням штучного інтелекту (ШІ). H. Balalle та S. Pannilage підкреслюють трансформацію підходів до академічної доброчесності в епоху цифровізації [5]; P. D. N. Ncube, G. P. Dzvapatsva, C. Matobobo та ін. аналізують проблеми оцінювання здобувачів освіти у середовищах, де активно використовуються інтелектуальні системи, пропонуючи стратегії збереження доброчесності [6]; K. Bittle та O. El-Gayar пропонують дослідницьку програму для вивчення взаємозв'язку між генеративним ШІ та академічною доброчесністю [7]; A. Tlili, M. Bond, A. Bozkurt, K. Arar, T. K. F. Chiu та P. Rospigliosi наголошують на необхідності глобальної дискусії щодо впливу нейромережевих архітектур на академічну культуру загалом [8]. В українському контексті В. Гришко та Б. Киричук аналізують виклики, що постають перед освітньою та науковою діяльністю в Україні у зв'язку з використанням машинного інтелекту, підкреслюючи потребу правових та педагогічних механізмів регулювання [9].

Інтеграція критичного мислення та академічного письма також є предметом уваги вчених. A. Salido, I. Syarif, M. S. Sitepu, Suparjan, P. R. Wana, R. Taufika та R. Melisa показують, що розвиток критичного мислення у поєднанні з використанням ШІ є ключовим для підготовки здобувачів освіти до майбутніх викликів [10]; К. Максьом та В. Базилевич розглядають основи академічного письма в антропотехнологічну еру, акцентуючи на переході від генерації ідей до розвитку критичного мислення [11].

Важливим напрямом є пошук педагогічних стратегій формування культури доброчесності. Наприклад, L. Sbaffi та X. Zhao доводять ефективність онлайн-програм, які інтерактивними методами підвищують рівень обізнаності студентів [12]; В. Петренко аналізує сучасні теорії розвитку критичного мислення, підкреслюючи його роль як бази для усвідомленого дотримання принципів академічної доброчесності [13]; А. Козинець та С. Ягодзінський розглядають педагогічні умови формування академічної доброчесності здобувачів як складової їх професійного розвитку [14].

Академічна доброчесність як імператив освітнього процесу висвітлюється в працях українських авторів: З. Стежко, Н. Шалімова та І. Андрощук аналізують прояви та мотиваційні чинники доброчесності у вищій освіті [15]; І. Бабух та П. Нікіфоров визначають академічну доброчесність як стратегічний пріоритет освітнього процесу, що забезпечує якість підготовки фахівців та довіру до результатів наукових досліджень [16].

Окреслені тенденції в наукових дослідженнях свідчать про те, що академічна доброчесність і критичне мислення є взаємопов'язаними складовими освітнього процесу. Виклики, пов'язані з використанням штучного інтелекту, потребують нових педагогічних стратегій, які поєднують розвиток когнітивних навичок із формуванням академічної культури.

Мета статті - розкрити теоретичні засади та окреслити практичні підходи до формування культури академічної доброчесності майбутніх науковців через розвиток критичного мислення.

Виклад основного матеріалу. Критичне мислення у межах філософського підходу доцільно розглядати як інструмент епістемологічного самоконтролю, методологічної рефлексії та інтелектуальної автономії, яка дозволяє майбутньому науковцю уникати некритичного копіювання чужих ідей. Як зазначає S. E. Eaton, дефіцит академічної чесності часто виникає не через свідоме прагнення до обману, а через недостатній розвиток аналітичних здібностей, які ускладнюють відмежування власних висновків від запозичених концепцій [2]. Тому розвиток критичного мислення виступає превентивним засобом проти ненавмисного плагіату, забезпечуючи методологічну чіткість і відповідальність в роботі з науковими текстами.

Моральний аспект цієї проблеми розкривається через здатність особи до рефлексії над власним процесом пізнання. Коли критичне мислення інтегрується в освітній процес не як окрема технічна навичка, а як фундаментальна дослідницька установка, воно сприяє формуванню епістемологічної відповідальності. Це означає, що майбутній науковець починає сприймати академічні норми не як зовнішні обмеження, а як необхідні умови забезпечення об'єктивності та достовірності результатів.

Перехід до формування культури доброчесності через розвиток критичного мислення передбачає впровадження таких педагогічних стратегій, які стимулюють самостійний пошук та аргументацію. А. Козинець та С. Ягодзінський обґрунтовують необхідність проведення інтерактивних занять – дискусій, проектного навчання, кейсів – які активізують інтелектуальну автономію, спонукають учасників до самостійного вирішення проблем, формування власної точки зору та роботи в команді. Не менш важливим є створення платформ для наукової колаборації, презентацій власних аналітичних оглядів та спілкування з однодумцями. Названі вчені наголошують на доцільності організації конкурсів робіт дослідницького характеру, що мотивують здобувачів до проведення власних наукових розвідок та розробки інноваційних ідей. Крім того, вони пропонують розбудову системи менторства, в межах якої

досвідчені науково-педагогічні працівники допомагають здобувачам у їхніх дослідницьких спробах. Важливим чинником є забезпечення вільного доступу до наукових баз даних та електронних бібліотек, що сприяє формуванню навичок академічної самостійності та ін. [14, с. 21].

У світовій практиці подібні підходи узгоджуються з техніками розвитку критичного мислення, які активно застосовуються в освітньому процесі. Зокрема, проблемне навчання передбачає роботу здобувачів над реальними проблемами, що потребують аналізу, дослідження та аргументованого вирішення. Цей метод сприяє глибшому розумінню та активному залученню до навчання, а дослідження підтверджують його ефективність. Не менш значущим є кооперативне навчання, що передбачає групову роботу, дискусії та колективне вирішення завдань. Саме співпраця дозволяє обмінюватися ідеями, критично оцінювати різні позиції та формувати обґрунтовані рішення, а це підвищує рівень мислення здобувачів та сприяє формуванню культури академічної доброчесності Іншим важливим інструментом є сократівський діалог, що базується на постановці відкритих запитань, які стимулюють рефлексію та перегляд власних аргументів. Такий підхід допомагає формувати аналітичні та оцінювальні навички, а також розвиває здатність до діалогу та пошуку альтернативних точок зору [17].

Розглянуті освітні практики свідчать, що педагогічні стратегії, які поєднують аналітичні навички із етичними стандартами, передбачають зміщення акценту з репродуктивних методів навчання на користь проблемно-орієнтованих підходів. Саме тому, інтеграція інтерактивних методів навчання, проблемно-орієнтованих завдань, сократівського діалогу та колективної роботи створює умови для поєднання розвитку критичного мислення з формуванням академічної доброчесності, що дозволяє здобувачам не лише засвоювати знання, а й усвідомлювати їхню цінність у контексті етичної відповідальності та наукової культури.

Звернемо увагу на кілька прийомів, які, на нашу думку, є продуктивними для формування академічної культури й розвитку критичного мислення у їх взаємозв’язку.

Передусім варто вказати на вже згаданий сократичний метод. Він складається із двох частин – негативної («еленктичної») і позитивної («маєвтичної»). Еленктичний метод є важливим в аспекті спростування хибних переконань в процесі діалогу, його мета полягає в демаскуванні того, що є тільки видимістю знання, й очищення від нього свідомості [18, с. 86]. Це допомагає усвідомити межі власних знань і стимулює пошук більш глибоких істин. Другий – маєвтика – метод спільного пошуку, який нині називають евристичним. Він полягає в умілому ставленні простих, навідних

запитань наставником [18, с. 87]. Викладач не пропонує готових відповідей, а задає серію продуманих запитань, які спрямовують здобувачів до самостійного відкриття знань, формування власних висновків і критичного осмислення матеріалу. Застосування цієї стратегії не лише розвиває навички аргументованої дискусії, але й сприяє формуванню особистих переконань та ціннісних орієнтацій, що є основою академічної культури.

Окрему увагу, в межах сучасного освітнього процесу, слід приділити взаємодії з технологіями ШІ. Звісно, прямої заборони на їхнє використання в академічному середовищі немає, вона розповсюджується лише на недоброчесне використання інтелектуального продукту. Відтак, завдання педагогів донести вихованцям, що такі матеріали не можна використовувати без перевірки, покликань і власного внеску, натомість доброчесне використання артефактів створених з допомогою інтелектуальних систем означає: прозорість, критичність і персональну відповідальність за кінцевий результат. Це з однієї сторони, а з іншої доцільно впроваджувати в освітній процес використання методик критичної верифікації згенерованого контенту. Наприклад, коли здобувачі виконують роль експертів-рецензентів, вони не лише навчаються виявляти помилки чи неточності, але й формують навички академічної чесності: вміння аргументовано оцінювати джерела, відрізняти достовірну інформацію від вигаданої, брати на себе відповідальність за власні висновки. Також, на заняттях, що передбачають роботу з першоджерелами, можна поєднати методи класичного аналізу текстів та сучасних цифрових інструментів. Для цього необхідно спочатку запропонувати здобувачам прочитати вибрані оригінальні праці та проаналізувати ключові ідеї, а далі сформулювати запитання щодо змісту прочитаного до системи ШІ. Порівняння власних висновків із позиціями, запропонованими машинним інтелектом, дає змогу виявити точки розходження та критично їх оцінити. Використання цього методу перетворює нейромережеві архітектури з потенційного джерела ризику на засіб розвитку критичного мислення та практичного засвоєння принципів академічної доброчесності.

Одним із ключових інструментів у цьому контексті постає метод критичного аналізу наукового дискурсу. Він дозволяє майбутнім науковцям не лише засвоювати зміст текстів, а й розкривати їхню логічну структуру, виявляти приховані припущення та оцінювати обґрунтованість висновків. Завдяки його застосуванню механічне запозичення інформації стає неможливим, оскільки основна навчальна задача трансформується з відтворення фактів у складний процес інтерпретації та критичного синтезу.

Додатковим чинником формування дослідницької культури є впровадження процедур взаємного рецензування у межах навчальних

занять. Це створює умови для розуміння соціальної відповідальності в науці та важливості прозорості методологічного інструментарію. У такий спосіб педагогічна модель, де критичне мислення інтегроване в кожен етап роботи з інформацією, забезпечує сталу етичну установку майбутнього науковця, яка базується на цінності самостійного наукового результату та повазі до інтелектуальної праці колег.

Завдяки застосуванню окреслених підходів як от аналіз першоджерел, зіставлення суперечливих теорій, деконструкція аргументів опонентів та ін. можна створити середовище, у якому плагіат втрачає свою функціональну доцільність, оскільки цінність наукового результату починає визначатися якістю проведеної аналітичної роботи. Таким чином, розвиток критичного мислення забезпечує перехід від формального дотримання правил до глибокого усвідомлення цінності інтелектуальної чесності як професійної чесноти науковця.

Висновки. В підсумку можна стверджувати, що інтеграція стратегій критичного мислення в освітній процес значною мірою змінює ставлення майбутніх науковців до стандартів академічної етики. Підвищення рівня аналітичної грамотності сприяє мінімізації випадків несвідомих порушень доброчесності, оскільки дослідники набувають навичок коректної роботи з першоджерелами та чіткої диференціації власних ідей і запозичених концепцій. Розвиток здатності до критичної рефлексії створює підґрунтя для переходу від формального виконання вимог до усвідомленої інтелектуальної чесності та є ефективним інструментом забезпечення якості наукового продукту, ніж суто адміністративні методи контролю. Саме поєднання когнітивного та етичного складників дозволяє сформувати цілісну дослідницьку компетентність, у якій академічна доброчесність постає як невід'ємний атрибут професійної діяльності.

Перспективним напрямом подальших розвідок є вивчення довготривалого впливу розвиненого критичного мислення на дотримання етичних стандартів у професійній діяльності науковців на різних етапах їхньої кар'єри, а також розробка специфічних критеріїв оцінювання етико-когнітивної зрілості дослідників у цифровому науковому середовищі.

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НАВЧАЛЬНО-МЕТОДИЧНЕ ЗАБЕЗПЕЧЕННЯ ПРОЄКТНО-ОРІЄНТОВАНОГО НАВЧАННЯ МАЙБУТНІХ ФАХІВЦІВ ТЕХНОЛОГІЧНОГО ПРОФІЛЮ

Анотація. У статті розкрито теоретико-методичні засади навчально-методичного забезпечення проєктно-орієнтованого навчання майбутніх фахівців технологічного профілю у закладах фахової передвищої освіти.

Обґрунтовано, що ефективність реалізації проєктно-орієнтованого навчання визначається системністю та цілісністю навчально-методичного забезпечення, яке забезпечує стандартизацію, відтворюваність і відповідність освітнього процесу сучасним вимогам професійної освіти та ринку праці.

На основі аналізу міжнародних моделей Project-Based Learning (PBL), концепції CDIO та competence-based VET-освіти визначено особливості впровадження ПОН у закладах фахової передвищої освіти технологічного профілю. Встановлено, що навчально-методичне забезпечення має враховувати вимоги Національної рамки кваліфікацій, компетентнісну спрямованість освітніх програм, міждисциплінарний характер проєктної діяльності, цифровізацію освітнього процесу та формувальне оцінювання.

У результаті дослідження виокремлено шість взаємопов'язаних компонентів навчально-методичного забезпечення: нормативне, програмне, методичне, дидактичне, цифрове та оцінювальне забезпечення. З'ясовано, що нормативний компонент формує організаційні рамки реалізації ПОН, програмний – забезпечує інтеграцію проєктних модулів у зміст освітніх програм, методичний – охоплює рекомендації, алгоритми та шаблони проєктної документації, а дидактичний – банки проєктних завдань, виробничих кейсів і STEM-орієнтованих задач.

Особливу увагу приділено цифровому забезпеченню ПОН. Обґрунтовано доцільність використання єдиної цифрової екосистеми, що поєднує LMS Moodle, Trello/Asana, Google Workspace та цифрові портфоліо здобувачів освіти. Визначено, що цифрові інструменти забезпечують прозорість, доказовість і керованість проєктної діяльності.

Розглянуто оцінювальне забезпечення ПОН, побудоване на принципах evidence-based assessment та формувального оцінювання. Визначено критерії оцінювання проєктної компетентності та охарактеризовано інструменти оцінювання: рубрики, peer-review, чек-листи, карти спостереження й щоденники рефлексії.

Запропоновано трирівневу типологію проєктів (навчальний, навчально-виробничий і виробничий), що забезпечує поступове ускладнення проєктної діяльності відповідно до принципів CDIO. Порівняльний аналіз міжнародних моделей PBL/CDIO та сучасного стану української фахової передвищої освіти засвідчив наявність найбільших проблем у цифровому та оцінювальному компонентах навчально-методичного забезпечення.

Зроблено висновок, що розроблена модель навчально-методичного забезпечення відповідає міжнародним стандартам PBL, CDIO та competence-based VET і може бути адаптована до різних спеціальностей технологічного профілю у закладах фахової передвищої освіти.

Ключові слова: проєктно-орієнтоване навчання, фахова передвища освіта, технологічний профіль, навчально-методичне забезпечення, PBL, CDIO, цифрова екосистема, проєктна компетентність, формувальне оцінювання, competence-based VET.

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EDUCATIONAL AND METODOLOGICAL SUPPORT FOR PROJECT-ORIENTED LEARNING OF FUTURE TECHNOLOGY SPECIALISTS

Abstract. The article reveals the theoretical and methodological foundations of educational and methodological support for project-oriented learning of future technology specialists in institutions of professional pre-higher education. It is substantiated that the effectiveness of project-oriented learning implementation is determined by the systematicity and integrity of educational and methodological support, which ensures the standardization, reproducibility, and compliance of the educational process with modern requirements of vocational education and the labor market.

Based on the analysis of international Project-Based Learning (PBL) models, the CDIO concept, and competence-based VET education, the peculiarities of implementing project-oriented learning in professional pre-higher education institutions of the technological profile are identified. It has been established that educational and methodological support should take into account

the requirements of the National Qualifications Framework, the competency-based orientation of educational programs, the interdisciplinary nature of project activities, the digitalization of the educational process, and formative assessment.

As a result of the study, six interrelated components of educational and methodological support were identified: regulatory, program, methodological, didactic, digital, and assessment support. It was found that the regulatory component forms the organizational framework for implementing project-oriented learning; the program component ensures the integration of project modules into educational programs; the methodological component includes recommendations, algorithms, and templates of project documentation; and the didactic component comprises banks of project tasks, industrial cases, and STEM-oriented assignments.

Special attention is paid to the digital support of project-oriented learning. The expediency of using a unified digital ecosystem combining LMS Moodle, Trello/Asana, Google Workspace, and students' digital portfolios is substantiated. It is determined that digital tools ensure transparency, evidence-based management, and controllability of project activities.

The assessment support of project-oriented learning based on the principles of evidence-based assessment and formative assessment is considered. The criteria for assessing project competence are identified, and assessment tools such as rubrics, peer review, checklists, observation sheets, and reflection journals are characterized.

A three-level typology of projects (educational, educational-production, and production projects) is proposed, which ensures the gradual complication of project activities in accordance with CDIO principles. A comparative analysis of international PBL/CDIO models and the current state of Ukrainian professional pre-higher education revealed the greatest problems in the digital and assessment components of educational and methodological support.

It is concluded that the developed model of educational and methodological support complies with international PBL, CDIO, and competence-based VET standards and can be adapted to various technological specialties in professional pre-higher education institutions.

Keywords: project-oriented learning, professional pre-higher education, technological profile, educational and methodological support, PBL, CDIO, digital ecosystem, project competence, formative assessment, competence-based VET.

Постановка проблеми. Ефективність реалізації проєктно-орієнтованого навчання (ПОН) у закладах фахової передвищої освіти технологічного профілю значною мірою залежить від якості та системності його навчально-

методичного забезпечення. Воно визначає зміст, організацію, інструменти та критерії здійснення проєктної діяльності й забезпечує узгодженість освітнього процесу з сучасними вимогами професійної освіти та ринку праці.

Водночас у практиці підготовки здобувачів освіти спостерігається фрагментарність упровадження проєктних технологій, недостатня інтеграція проєктних модулів в освітні програми, обмежене використання уніфікованих методичних матеріалів і цифрових інструментів управління проєктами, а також недосконаліть системи формувального оцінювання.

Це зумовлює суперечність між зростаючими вимогами до підготовки фахівців технологічного профілю, здатних до проєктної діяльності, і недостатнім рівнем розробленості цілісного навчально-методичного забезпечення ПОН. Відтак виникає потреба у його науковому обґрунтуванні та систематизації відповідно до сучасних підходів PBL, CDIO та competence-based VET.

Аналіз останніх досліджень і публікацій. Сучасні наукові праці присвячені проблематиці проєктно-орієнтованого навчання (PBL), CDIO та компетентнісно орієнтованої VET-освіти, розглядають його як ефективний підхід до формування професійних і трансверсальних компетентностей здобувачів освіти. У дослідженнях наголошується, що PBL забезпечує практико-орієнтоване навчання через виконання автентичних проєктів, тоді як CDIO визначає системну рамку інженерної освіти, орієнтовану на повний життєвий цикл продукту.

Окрему увагу в науковій літературі приділено питанням інтеграції проєктних технологій у освітні програми та необхідності їх нормативного й методичного забезпечення. Підкреслюється значущість формувального оцінювання, використання рубрик, peer-review та цифрових інструментів для підвищення об’єктивності оцінювання результатів проєктної діяльності. Також дослідники акцентують на ролі цифрових освітніх середовищ, які забезпечують управління проєктами, командну взаємодію та документування навчальних результатів, що підвищує прозорість і ефективність освітнього процесу.

Водночас встановлено, що недостатньо розробленими залишаються питання цілісного навчально-методичного забезпечення проєктно-орієнтованого навчання у закладах фахової передвищої освіти технологічного профілю, зокрема його структурної системності, цифрової інтеграції та уніфікації оцінювальних процедур.

Метою статті є теоретичне обґрунтування та систематизація компонентів навчально-методичного забезпечення проєктно-орієнтованого навчання майбутніх фахівців технологічного профілю у закладах фахової

передвищої освіти, а також визначення його структури, змісту й функціональних характеристик відповідно до сучасних підходів PBL, CDIO та competence-based VET.

Виклад основного матеріалу. Ефективність реалізації проєктно-орієнтованого навчання (ПОН) у закладах фахової передвищої освіти (ФПО) значною мірою визначається якістю та системністю навчально-методичного забезпечення, яке окреслює зміст, логіку, інструменти, процедури й критерії організації проєктної діяльності. У сучасних дослідженнях з інженерної та професійної освіти наголошується, що навчально-методичне забезпечення є архітектурним каркасом PBL-моделей, котрий гарантує їхню відтворюваність, масштабованість і відповідність освітнім стандартам [1, 2].

У контексті підготовки фахівців передвищої освіти технологічного профілю навчально-методичне забезпечення має враховувати: специфіку технологічних спеціальностей та вимоги профільних роботодавців; стандарти професійної освіти і Національної рамки кваліфікацій (НРК); необхідність інтеграції цифрових інструментів у навчальний процес; потребу у формувальному оцінюванні; міждисциплінарний характер проєктів. На основі аналізу сучасних PBL-моделей, компетентнісно орієнтованої VET-освіти (competence-based VET) та результатів констатувального етапу педагогічного експерименту визначено шість взаємопов'язаних компонентів навчально-методичного забезпечення ПОН, що подані у таблиці 1 [3].

Таблиця 1

Компоненти навчально-методичного забезпечення проєктно-орієнтованого навчання (авторська розробка)

№	Компонент	Склад / документи	Функції	Результат
1	**Нормативне забезпечення**	Положення про ПОН; регламенти взаємодії з підприємствами; локальні акти (академічна доброчесність, цифрове портфоліо)	Регулятивна; стандартизована; гарантійна	Єдині процедури та вимоги до ПОН у закладі

№	Компонент	Склад / документи	Функції	Результат
2	**Програмне забезпечення**	Освітні програми спеціальностей; робочі програми дисциплін; міждисциплінарні проєктні модулі	Структурована; інтеграційна	Узгодженість змісту з НРК 5 рівня
3	**Методичне забезпечення**	Методичні рекомендації для викладачів і здобувачів; шаблони документації; інструкції до цифрових платформ	Фасилітаційна; організаційна; рефлексивна	Скорочення навантаження; підвищення автономії здобувачів
4	**Дидактичне забезпечення**	Банк проєктних завдань; банк виробничих кейсів; STEM-задачі; дидактичні інструменти для командної роботи	Змістова; мотиваційна; диференційована	Автентичні завдання для всіх рівнів складності
5	**Цифрове забезпечення**	LMS Moodle; Trello/Asana; Google Workspace; Google Sites (портфоліо)	Управлінська; документувальна; оцінювальна	100 % прозорість та доказовість проєктної діяльності
6	**Оцінювальне забезпечення**	Рубрики; карти спостереження; чек-листи; peer-review; щоденники рефлексії; тести	Діагностична; формувальна; підсумкова	Об’єктивне, доказове оцінювання компетентності

Примітка: складено автором на основі [1, 2, 3, 5]

Шість компонентів утворюють ієрархічну систему, у якій кожен елемент виконує самостійну функцію, водночас ефективність системи

досягається виключно за умови їх комплексної та узгодженої реалізації. Взаємозв'язок між компонентами унаочнено на рисунку 2.9.

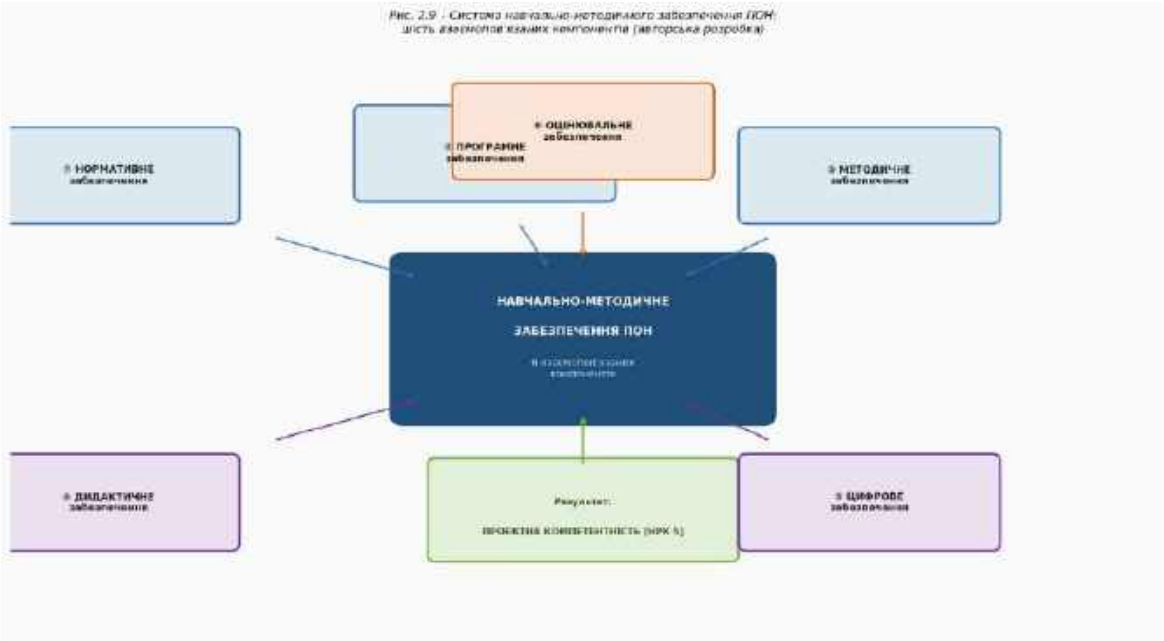

Рис. 2.9 – Система навчально-методичного забезпечення ПОН: шість взаємопов'язаних компонентів (авторська розробка)

Нормативне забезпечення визначає правові, процедурні та організаційні рамки реалізації ПОН у закладі ФПО. У сучасних дослідженнях підкреслюється, що інституціоналізація PBL є ключовою умовою його сталості та ефективності: без нормативного закріплення ПОН залишається ситуативною практикою, що залежить від ентузіазму окремих педагогів [5]. Наявність відповідної нормативної бази підвищує ефективність запровадження ПОН на 20–30 % [1].

Нормативне забезпечення охоплює три рівні. Положення про проєктно-орієнтоване навчання – базовий документ, що фіксує мету і завдання ПОН, структуру проєктних модулів, вимоги до проєктної документації, процедури захисту, критерії оцінювання та правила взаємодії учасників освітнього процесу. Регламенти взаємодії з підприємствами визначають порядок залучення виробничих партнерів, механізми формування проєктних замовлень, процедури рецензування, правила дотримання конфіденційності та відповідальність сторін. Локальні акти закладу – положення про цифрове портфоліо, академічну доброчесність, командну роботу та формувальне оцінювання. Програмне забезпечення визначає структуру, зміст і логіку інтеграції проєктних модулів у навчальні плани та робочі програми дисциплін. Саме програмна інтеграція забезпечує

відтворюваність моделі та її незалежність від суб'єктивного фактора. У концепції CDIO міждисциплінарні проєкти є обов'язковими компонентами освітньої програми [5]. На підставі аналізу міжнародних PBL-моделей виокремлено три типи проєктів, що підлягають закріпленню в освітніх програмах і відповідають різним рівням сформованості проєктної компетентності (таблиця 2).

Таблиця 2

Типологія проєктів у системі навчально-методичного забезпечення ПОН

Тип	Назва	Масштаб	Характер	Продукт	Стандарт
А	Навчальний проєкт	1 дисципліна; 1 команда (3–4 особи)	Репродуктивний; виконання за зразком	Звіт, презентація, схема	Gold Standard PBL [3]
Б	Навчально-виробничий проєкт	2–3 дисципліни; 1 команда (4–6 осіб)	Конструктивний; часткова самостійність	Прототип, технологічна карта, розрахунок	CDIO: Design [5]
В	Виробничий проєкт	Міждисциплінарний; замовник-підприємство (5–7 осіб)	Творчий; повна самостійність	Реальний продукт для підприємства	CDIO: Implement –Operate [5]

Примітка: розроблено автором на основі Gold Standard PBL [2] та CDIO [5]

Освітні програми спеціальностей мають містити результати навчання, що охоплюють проєктну компетентність, інтеграцію проєктних модулів і міждисциплінарні зв'язки. Робочі програми дисциплін повинні включати тематику проєктів, розподіл аудиторних і самостійних годин, критерії оцінювання та перелік цифрових інструментів. Цей підхід відповідає вимогам competence-based VET щодо узгодженості змісту підготовки з задекларованими результатами навчання [3].

Методичне забезпечення визначає алгоритми, інструкції, рекомендації та інструменти, необхідні для організації проєктної діяльності. Воно є посередником між теоретичною моделлю та педагогічною практикою: знижує когнітивне навантаження на викладачів і підвищує пізнавальну автономію здобувачів. Якісне методичне забезпечення підвищує ефективність ПОН на 25–40 % [1].

Методичне забезпечення охоплює чотири основні складові: методичні рекомендації для викладачів (алгоритми фасилітації, правила організації командної роботи, інструкції щодо цифрових інструментів, методи формувального оцінювання, приклади ефективних проєктних завдань);

методичні рекомендації для здобувачів (покрокові алгоритми виконання проєкту, ролі в команді, чек-листи самоконтролю, шаблони документів, правила командної комунікації); шаблони проєктної документації (таблиця 3); інструкції з використання цифрових платформ.

Таблиця 3

Шаблони проєктної документації у системі методичного забезпечення ПОН (авторська розробка)

№	Документ	Зміст шаблону	Функція у проєктному циклі
1	Бриф проєкту	Назва проєкту, формулювання проблеми, мета, замовник, очікуваний продукт, критерії успіху, обмеження ресурсів	Стартовий документ фази «Занурення»; фіксує проблему та мету
2	Технічне завдання	Опис продукту, технічні вимоги до продукту, ресурси, терміни виконання, відповідальні особи	Основа для планування фази «Реалізація»
3	План-графік проєкту	Gantt-таблиця або kanban-дошка; фази, завдання, дедлайни, розподіл ролей у команді	Управлінський документ; інструмент контролю виконання
4	Протокол командної наради	Дата та місце, учасники, порядок денний, ухвалені рішення, відповідальні, строки виконання	Документування командної взаємодії та прийнятих рішень
5	Технічний звіт	Опис виконаних робіт, отримані результати, висновки, рекомендації, перелік використаних джерел	Основний документ для захисту проєкту
6	Презентація захисту	Структура: проблема → рішення → реалізація → результати → рефлексія та подальший розвиток	Публічна демонстрація результатів проєктної діяльності

Примітка: складено автором на основі [2, 5]

Дидактичне забезпечення є змістовим ядром ПОН, оскільки визначає навчальні матеріали, кейси, завдання, інструкції та ресурси, необхідні для виконання проєктів. Якість дидактичного забезпечення безпосередньо

впливає на рівень сформованості компетентностей, мотивацію здобувачів та якість проєктних рішень: автентичні виробничі завдання підвищують навчальну мотивацію на 20–35 % [1].

До ключових вимог дидактичного забезпечення належать: автентичність – завдання мають відтворювати реальні виробничі ситуації; міждисциплінарність – інтеграція знань і умінь з різних дисциплін; доступність – наявність матеріалів у цифровому форматі; гнучкість – можливість адаптації завдань до рівня підготовки групи; стандартизованість – уніфіковані вимоги до структури завдань **[2]**. Структура дидактичного забезпечення унаочнена на рисунку 2.10.



Рис. 2. Структура дидактичного забезпечення проєктно-орієнтованого навчання (авторська розробка)

Банк проєктних завдань формується за трирівневою типологією (А–Б–В) і охоплює завдання різного ступеня складності — від репродуктивних до творчих. Банк виробничих кейсів наповнюється реальними прикладами виробничих проблем від підприємств-партнерів, що забезпечує автентичність навчального контексту. STEM-орієнтовані задачі інтегрують знання з природничих і технічних наук, розвиваючи системне мислення здобувачів.

Цифрове забезпечення є структуроутворювальним компонентом ПОН, оскільки охоплює управління проєктами, командну комунікацію, документування, оцінювання та архівування результатів. У сучасних дослідженнях з інженерної освіти цифровізація визначається як необхідна умова масштабованості PBL: без цифрової екосистеми неможливо гарантувати прозорість і доказовість проєктної діяльності [2]. Впровадження цифрових інструментів підвищує ефективність командної роботи на 30–50 %.

Цифрова екосистема ПОН функціонує як послідовний ланцюжок інструментів, що охоплює весь проєктний цикл (рисунок 2.11). LMS Moodle структурує курс, зберігає завдання, рубрики та аналітику активності. Trello / Asana забезпечують планування та контроль виконання завдань за допомогою kanban-дошок і дедлайнів. Google Workspace підтримує спільну роботу з документами та командну комунікацію. Google Sites (цифрове портфоліо) фіксує результати й забезпечує доказову базу для підсумкового оцінювання [1, 2].



Рис. 2.11 – Цифрова екосистема проєктно-орієнтованого навчання (авторська розробка)

Вимоги до цифрового забезпечення: доступність – 100 % здобувачів мають забезпечений доступ до платформ; інтегрованість – інструменти функціонують як єдина узгоджена система; прозорість – всі етапи проєктної діяльності задокументовані; гнучкість – підтримка очного, дистанційного та змішаного форматів; безпека – неухильне дотримання принципів академічної доброчесності.

Оцінювальне забезпечення визначає критерії, показники, рівні та інструменти вимірювання сформованості проєктної компетентності. Доказове оцінювання (evidence-based assessment) є ключовим чинником ефективності ПОН, оскільки забезпечує об'єктивність, прозорість і розвивальний характер зворотного зв'язку. Якісне оцінювальне забезпечення підвищує якість проєктних рішень на 20–30 % [1].

Оцінювальне забезпечення охоплює п'ять критеріїв проєктної компетентності: когнітивний (розуміння технологічних процесів та здатність до їх аналізу); операційний (планування, виконання, якість продукту); мотиваційний (ініціативність, відповідальність, цілеспрямованість); рефлексивний (самоаналіз, самокорекція, усвідомлення набутого досвіду); командно-комунікативний (ефективна взаємодія, лідерство, публічна

презентація). Розподіл відносної ваги критеріїв у підсумковій оцінці наведено на рисунку 2.12.

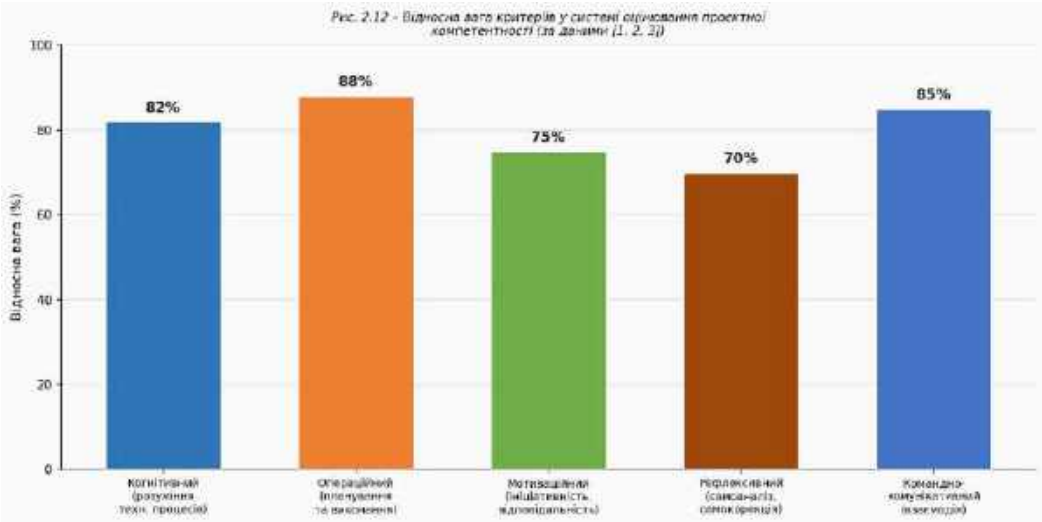

Рис. 2.12 – Відносна вага критеріїв у системі оцінювання проєктної компетентності (за даними [1, 2, 3])

Таблиця 4

Інструменти оцінювального забезпечення ПОН (авторська розробка)

Інструмент	Тип оцінювання	Що оцінює	Доказова база
Рубрики оцінювання	Формувальне + підсумкове	5 критеріїв × 4 рівні; когнітивний, операційний, мотиваційний, рефлексивний, командно-комунікативний	Таблиця оцінок з розгорнутими коментарями
Карти спостереження	Формувальне (поточне)	Командна взаємодія; поведінкові показники; ступінь активності учасників	Заповнені картки на кожній фазі проєкту
Чек-листи самоконтролю	Самоконтроль / поточний	Виконання етапів проєкту; відповідність вимогам технічного завдання	Підписані чек-листи у цифровому портфоліо

Інструмент	Тип оцінювання	Що оцінює	Доказова база
Peer-review	Взаємооцінювання	Якість продукту; командна роль; презентаційні та комунікативні вміння	Стандартизовані бланки взаємооцінювання
Щоденники рефлексії	Формувальне (рефлексивне)	Усвідомлення набутого досвіду; аналіз труднощів; відстеження прогресу	Записи у LMS або Google Docs
Тести / аналітичні завдання	Підсумкове (когнітивне)	Знання технологічних процесів; здатність до системного аналізу	Бали тестування + розгорнуті відповіді

Примітка: складено автором на основі [1, 2, 3]

Вимоги до оцінювального забезпечення: критеріальність — чіткі, зрозумілі критерії та показники, доведені до здобувачів до початку проєкту; прозорість — відкриті правила оцінювання, доступні всім учасникам; доказовість — оцінка ґрунтується на артефактах (документація, прототипи, відеозаписи, результати peer-review); багатокомпонентність – одночасна оцінка різних аспектів діяльності; формувальний характер – оцінювання спрямоване на розвиток компетентності, а не на покарання за помилки [3].

Шість компонентів навчально-методичного забезпечення утворюють ієрархічну систему, де кожен елемент функціонально залежить від попереднього і водночас є підґрунтям для наступного. Нормативне забезпечення формує правові рамки; програмне – визначає структуру змісту; методичне — надає алгоритми діяльності; дидактичне – наповнює зміст автентичним матеріалом; цифрове – забезпечує технологічну інфраструктуру; оцінювальне – вимірює освітні результати [1, 3]. Порушення ієрархії навіть одного рівня знижує системну якість: відсутність нормативного забезпечення унеможливлює стандартизацію процедур, а брак цифрового – руйнує прозорість і доказовість проєктної діяльності.

Важливою характеристикою системи є її адаптивність: кожен компонент варіюється залежно від специфіки спеціальності та цифрової зрілості закладу, тоді як функції компонентів і логіка їх взаємодії залишаються інваріантними. Це забезпечує масштабованість моделі [2].

Порівняльний аналіз стану розвитку кожного компонента в міжнародних PBL-моделях і в українській ФПО технологічного профілю подано у таблиці 2.13. Аналіз здійснено на основі даних констатувального етапу педагогічного експерименту та матеріалів міжнародних досліджень [1, 2, 3, 5].

Таблиця 5

Порівняльний аналіз стану навчально-методичного забезпечення ПОН: міжнародні моделі та українська ФПО (авторська розробка)

Компонент	Міжнародні моделі PBL/CDIO	Українська ФПО (стан)	Необхідні заходи
Нормативне забезпечення	Повністю інституціоналізоване; охоплює всі рівні від ОП до локальних актів	Наявне частково; Положення про ПОН відсутнє у більшості закладів	Розробка Положення про ПОН; регламентів взаємодії з підприємствами; локальних актів
Програмне забезпечення	Міждисциплінарні проєктні модулі — обов'язковий компонент ОП; трирівнева типологія	Проєктні модулі наявні в окремих дисциплінах; системної інтеграції немає	Включення проєктної компетентності до ОП; закріплення 3 типів проєктів
Методичне забезпечення	Повний пакет методичних матеріалів; цифрові інструкції; уніфіковані шаблони	Окремі методичні рекомендації наявні; стандартизованих шаблонів немає	Розробка уніфікованих шаблонів (бриф, ТЗ, план-графік); інструкцій до платформ
Дидактичне забезпечення	Банк реальних виробничих кейсів; STEM-задачі; автентичні завдання 3 рівнів	Переважають навчальні задачі; виробничі кейси залучаються епізодично	Формування банків завдань і кейсів за участю підприємств; STEM-інтеграція

Компонент	Міжнародні моделі PBL/CDIO	Українська ФПО (стан)	Необхідні заходи
Цифрове забезпечення	Повна екосистема: LMS, PM-інструменти, портфоліо; охоплення 100 %	LMS Moodle впроваджена частково; PM-інструменти та портфоліо відсутні	Розгортання екосистеми: Moodle → Trello → Google Workspace → Google Sites
Оцінювальне забезпечення	Evidence-based assessment; рубрики, peer-review, щоденники рефлексії	Домінує підсумкове оцінювання; формувальне та peer-review майже відсутні	Впровадження рубрик (5 критеріїв); peer-review; карт спостереження; рефлексії

Примітка: складено автором на основі [1, 2, 3, 5] та результатів констатувального етапу експерименту

Порівняльний аналіз підтверджує: найбільший розрив між міжнародними стандартами та вітчизняною практикою фіксується у цифровому й оцінювальному компонентах. Нормативне і програмне забезпечення вже стали об'єктом освітньої реформи та частково впроваджені, натомість відсутність PM-інструментів, цифрових портфоліо і формувального оцінювання утворює системний дефіцит, що обмежує якість проєктної підготовки [3].

Розроблена модель навчально-методичного забезпечення відповідає міжнародним стандартам PBL та CDIO, враховує специфіку вітчизняної ФПО і забезпечує формування проєктної компетентності на рівні 5 НРК, достатньому для повноцінної самостійної професійної діяльності [4]. Перспективою подальшого розвитку є апробація моделі та уточнення показників ефективності кожного компонента за результатами формувального етапу педагогічного експерименту.

Таким чином, навчально-методичне забезпечення є архітектурним каркасом ПОН, що забезпечує відтворюваність, масштабованість і стандартизацію проєктної діяльності у закладах ФПО технологічного профілю. Визначені шість компонентів нормативне, програмне, методичне, дидактичне, цифрове та оцінювальне забезпечення утворюють ієрархічну систему, ефективність якої досягається виключно за умови їх комплексної та скоординованої реалізації.

Трирівнева типологія проєктів (А–Б–В) забезпечує поступове ускладнення завдань – від репродуктивного до творчого рівня, – що відповідає логіці CDIO-framework та принципам зменшуваного скаффолдінгу. Цифрова екосистема (LMS Moodle → Trello/Asana → Google Workspace → цифрове портфоліо) функціонує як єдиний ланцюжок управління, документування та оцінювання проєктної діяльності, підвищуючи ефективність командної роботи на 30–50 %.

Оцінювальне забезпечення, побудоване на п’яти критеріях і принципі доказовості (evidence-based assessment), гарантує об’єктивність, прозорість і формувальний характер оцінювання проєктної компетентності здобувачів. Розроблена модель навчально-методичного забезпечення узгоджується з міжнародними стандартами PBL, CDIO та competence-based VET і може бути адаптована до різних спеціальностей технологічного профілю у закладах ФПО.

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СТРАТЕГІЇ РОЗВИТКУ КРИТИЧНОГО МИСЛЕННЯ В СТАРШІЙ ШКОЛІ

Анотація. У статті розглядається проблема розвитку критичного мислення учнів старшої школи в умовах сучасного інформаційного суспільства. Проаналізовано сутність критичного мислення, його основні складові та значення для формування інтелектуальної самостійності, здатності аналізувати інформацію, аргументовано висловлювати власну думку та приймати обґрунтовані рішення. Визначено ключові переваги критичного мислення для старшокласників, зокрема розвиток аналітичних, комунікативних і творчих навичок, здатності до самостійного навчання та адаптації до сучасних соціальних викликів.

У дослідженні підкреслюється, що критичне мислення є необхідною умовою підготовки учнів до життя в сучасному суспільстві, де важливого значення набувають уміння оцінювати достовірність інформації, працювати з різними точками зору та протидіяти інформаційним маніпуляціям. Встановлено, що ефективний розвиток критичного мислення можливий за умов активного навчання, створення проблемних ситуацій і формування безпечного освітнього середовища, яке сприяє відкритому обговоренню та інтелектуальній взаємодії учнів.

Стаття присвячена аналізу сучасних стратегій розвитку критичного мислення учнів старшої школи. Розглянуто особливості проблемно-орієнтованого навчання, проєктної діяльності, дискусій і дебатів, а також дослідницьких методів як ефективних засобів активізації пізнавальної діяльності учнів. Визначено, що використання таких стратегій сприяє розвитку навичок аналізу, аргументації, оцінювання доказів, прийняття рішень і формування власної позиції. Особливу увагу приділено ролі вчителя як фасилітатора навчального процесу, який організовує умови для самостійної інтелектуальної діяльності учнів.

У висновку підкреслюється, що розвиток критичного мислення є одним із пріоритетних завдань сучасної освіти. Застосування активних методів навчання, створення атмосфери психологічної безпеки та впровадження сучасних форм оцінювання сприятимуть формуванню в учнів здатності критично аналізувати інформацію, самостійно мислити та ефективно діяти в умовах сучасного світу.

Ключові слова: критичне мислення; учні старшої школи; активне навчання; проблемно-орієнтоване навчання; проєктна діяльність; дискусії та дебати; дослідницькі методи навчання; освітній процес; навчальний процес; аналітичне мислення; самостійне навчання; освітнє середовище; педагогічні стратегії; інтелектуальна самостійність.

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STRATEGIES FOR DEVELOPING CRITICAL THINKING IN HIGH SCHOOL

The article examines the issue of developing critical thinking among high school students in the context of the modern information society. The essence of critical thinking, its main components, and its importance for the formation of intellectual independence, the ability to analyze information, express reasoned opinions, and make informed decisions are analyzed. The key advantages of critical thinking for high school students are identified, including the development of analytical, communicative, and creative skills, the ability for independent learning, and adaptation to modern social challenges.

The study emphasizes that critical thinking is an essential prerequisite for preparing students for life in modern society, where the ability to evaluate the reliability of information, work with different viewpoints, and resist informational manipulation is becoming increasingly important. It has been established that the effective development of critical thinking is possible through active learning, the creation of problem situations, and the formation of a safe educational environment that promotes open discussion and intellectual interaction among students.

The article is devoted to the analysis of modern strategies for developing critical thinking in high school students. The features of problem-based learning, project-based activities, discussions and debates, as well as research methods as effective means of activating students' cognitive activity are considered. It is determined that the use of such strategies contributes to the development of skills in analysis, argumentation, evaluation of evidence, decision-making, and the formation of personal positions. Particular attention is paid to the role of the teacher as a facilitator of the educational process who creates conditions for students' independent intellectual activity.

The conclusion emphasizes that the development of critical thinking is one of the priority tasks of modern education. The application of active teaching methods, the creation of an atmosphere of psychological safety, and the implementation of modern assessment forms will contribute to the development of students' ability to critically analyze information, think independently, and act effectively in the modern world.

Keywords: critical thinking; high school students; active learning; problem-based learning; project-based activities; discussions and debates; research-based learning methods; educational process; learning process; analytical thinking; independent learning; educational environment; pedagogical strategies; intellectual independence.

Постановка проблеми. Одним із важливих завдань сучасної системи загальної середньої освіти є формування в учнів здатності критично мислити в умовах стрімкого розвитку інформаційного суспільства та цифрових технологій. У сучасному світі учні щодня стикаються з великими обсягами інформації, різноманітними джерелами даних, суперечливими поглядами та інформаційними маніпуляціями. За таких умов школа повинна не лише забезпечувати засвоєння знань, а й формувати в учнів уміння аналізувати інформацію, оцінювати її достовірність, аргументовано висловлювати власну думку, приймати обґрунтовані рішення та відповідально діяти в різних життєвих ситуаціях. Саме тому розвиток критичного мислення визначається одним із пріоритетних напрямів сучасної освіти та важливою складовою формування ключових компетентностей здобувачів освіти.

Особливого значення розвиток критичного мислення набуває в старшій школі, оскільки саме в цей період учні переходять до більш високого рівня пізнавальної діяльності, здатні працювати з абстрактними поняттями, аналізувати причинно-наслідкові зв'язки, оцінювати різні точки зору та формувати власну позицію. Старшокласники поступово готуються до самостійного життя, професійного самовизначення та активної участі в

суспільному житті, що потребує сформованих навичок критичного аналізу, рефлексії та аргументації.

Водночас традиційні підходи до навчання, орієнтовані переважно на запам'ятовування та відтворення інформації, не забезпечують належного розвитку критичного мислення учнів. Це актуалізує необхідність пошуку та впровадження сучасних педагогічних стратегій, спрямованих на активізацію пізнавальної діяльності учнів, розвиток їхньої інтелектуальної самостійності та здатності до свідомого аналізу інформації. У цьому контексті особливого значення набувають проблемно-орієнтоване навчання, проєктна діяльність, дискусії, дебати та дослідницькі методи, які створюють умови для активної взаємодії учнів із навчальним матеріалом та формування навичок критичного мислення.

Аналіз основних досліджень і публікацій. Питання розвитку критичного мислення та вдосконалення освітнього процесу в закладах загальної середньої освіти висвітлено в наукових працях В. Кременя, О. Локшиної, О. Малихіна, Н. Морзе, Л. Пироженко, О. Пометун, О. Савченко, О. Топузова, С. Трубачевої, Г. Усатенко та ін. [3; 5; 7; 8]. Проблематикою формування ключових компетентностей учнів, розвитку самостійного мислення та активізації пізнавальної діяльності займалися В. Андрущенко, Н. Бібік, В. Кремень, О. Овчарук, О. Пометун, С. Сисоєва [3; 6].

Дидактичні аспекти розвитку критичного мислення учнів досліджували Т. Воропай, І. Єрмаков, Н. Козак, О. Мариновська, О. Пометун, О. Пєхота, Л. Пироженко, С. Терно [6; 9]. Особливості застосування активних та інтерактивних методів навчання, проблемно-орієнтованого навчання, проєктної діяльності, дискусій та дослідницьких методів у контексті розвитку критичного мислення розглядали Л. Ващенко, Н. Морзе, О. Савченко, О. Топузов, С. Трубачева [5; 7; 8].

Проблеми формування інтелектуальної самостійності, аналітичного мислення, умінь аналізувати інформацію та приймати обґрунтовані рішення в умовах сучасного інформаційного суспільства досліджували Е. де Боно, Дж. Д'юї, М. Ліпман, Р. Пол та інші вітчизняні й зарубіжні науковці [10; 11; 12].

Мета статті полягає в окресленні парадигмально-визначальних аспектів розвитку критичного мислення учнів старшої школи як ключової компетентності сучасної освіти, зосереджуючись на розкритті його сутності, структурних компонентів та педагогічних умов ефективного формування в освітньому процесі закладів загальної середньої освіти.

Виклад основного матеріалу. Розвиток критичного мислення учнів старшої школи в сучасних умовах розглядається як один із ключових

напрямів модернізації загальної середньої освіти, що безпосередньо пов'язаний із переходом до компетентнісної парадигми навчання та вимогами інформаційного суспільства. У нормативних документах, зокрема Державному стандарті профільної середньої освіти (2024 р.), наголошується на необхідності формування в здобувачів освіти здатності до критичного і системного мислення, оцінювання інформації, прийняття обґрунтованих рішень та відповідальної соціальної поведінки [2]. Це визначає критичне мислення як базову компетентність сучасного учня, що забезпечує його готовність до навчання протягом життя.

У педагого-психологічній науці критичне мислення розглядається як багатовимірне явище. Його витоки пов'язують із працями Дж. Д'юї, який визначав його як рефлексивне мислення, спрямоване на активне осмислення переконань і їх підстав [10]. У подальших дослідженнях М. Ліпмана та Р. Пола критичне мислення трактується як здатність до аргументованого судження, оцінювання інформації, аналізу та рефлексії в умовах невизначеності [11; 12].У сучасній педагогіці критичне мислення розглядається як одна з ключових компетентностей XXI століття, що забезпечує соціальну, академічну та професійну мобільність особистості [3; 6].

Структурно критичне мислення охоплює взаємопов'язані когнітивні операції: аналіз, інтерпретацію, оцінювання, порівняння альтернатив, аргументацію та формулювання висновків. Реалізація цих операцій забезпечує перехід від репродуктивного засвоєння знань до їх осмисленого використання, що є особливо важливим у старшій школі.

Особливого значення розвиток критичного мислення набуває в умовах профільної середньої освіти, яка передбачає індивідуалізацію освітнього процесу, варіативність змісту освіти та посилення самостійності здобувачів освіти. У цьому контексті критичне мислення виступає не лише результатом навчання, а й інструментом опанування навчального змісту, оскільки забезпечує здатність учнів до міжпредметного аналізу, оцінювання інформації та формування власної позиції щодо складних соціальних і наукових проблем [3; 7].

Профільне навчання створює передумови для розвитку критичного мислення через вибір індивідуальної освітньої траєкторії, варіативності навчальних дисциплін, поглибленого вивчення предметів та інтеграцію змісту освіти. У результаті учень стає активним суб'єктом освітнього процесу, який самостійно визначає освітні пріоритети, оцінює власні можливості та приймає відповідальні навчальні рішення [3; 7].

Ефективний розвиток критичного мислення можливий за умов відповідної організації освітнього (навчального) процесу. Традиційна репродуктивна модель навчання не забезпечує достатнього рівня формування

аналітичних і рефлексивних умінь, оскільки орієнтована переважно на запам'ятовування та відтворення інформації [5].

Натомість сучасні педагогічні підходи передбачають створення умов для активної пізнавальної діяльності учнів. До ключових педагогічних умов належать:

- активне навчання;
- проблемно-орієнтовані ситуації;
- дослідницька діяльність;
- проєктне навчання;
- дискусійні та дебатні форми роботи;
- безпечне психологічне освітнє середовище.

Активне навчання передбачає залучення учнів до безпосередньої пізнавальної діяльності, у процесі якої вони виконують роль дослідників, аналітиків та співтворців навчального змісту. На відміну від традиційної репродуктивної моделі, активне навчання ґрунтується на взаємодії, співпраці, обговоренні та практичному застосуванні знань. Учні аналізують інформацію, порівнюють альтернативи, формулюють власні висновки та аргументують їх, що сприяє розвитку їхньої когнітивної самостійності [6; 8].

Проблемно-орієнтовані ситуації створюють умови для інтелектуального напруження та пошуку розв'язання завдань, які не мають однозначної або готової відповіді. У таких умовах учні змушені висувати гіпотези, аналізувати різні підходи, оцінювати аргументи та добирати оптимальні рішення. Це стимулює розвиток аналітичного та критичного мислення, а також формує здатність діяти в умовах невизначеності [6].

Дослідницька діяльність спрямована на формування в учнів умінь самостійно здобувати знання шляхом постановки проблеми, формулювання гіпотез, збору та аналізу даних, а також перевірки отриманих результатів. Така діяльність наближає навчальний процес до наукового пізнання і сприяє розвитку системного мислення, навичок аргументації та обґрунтування власних висновків на основі доказової бази [8].

Проєктне навчання забезпечує інтеграцію теоретичних знань і практичної діяльності через виконання учнями довготривалих навчальних проєктів. У процесі проєктної роботи здобувачі освіти планують діяльність, розподіляють обов'язки, здійснюють пошук і критичний аналіз інформації, а також презентують результати. Це сприяє розвитку відповідальності, самостійності, уміння працювати в команді та приймати обґрунтовані рішення [7; 8].

Дискусійні та дебатні форми роботи спрямовані на розвиток комунікативного та аргументаційного компонентів критичного мислення.

Під час дискусій учні навчаються формулювати власну позицію, слухати та аналізувати альтернативні точки зору, оцінювати силу аргументів і коректно реагувати на контраргументи. Дебати, у свою чергу, стимулюють логічне мислення, швидкість реакції та вміння захищати власну позицію на основі фактів і доказів [6; 9].

Безпечне психологічне освітнє середовище є важливою умовою ефективного розвитку критичного мислення, оскільки створює атмосферу довіри, відкритості та взаємоповаги [6].

У такому середовищі учні не бояться висловлювати власні думки, ставити запитання та припускатися помилок. Помилка розглядається як природна складова навчального процесу, що сприяє розвитку рефлексії, саморегуляції та впевненості у власних інтелектуальних можливостях.

Активне навчання передбачає зміну ролі учня з пасивного споживача знань на активного учасника освітнього процесу, який аналізує, оцінює та застосовує інформацію для розв'язання навчальних і життєвих завдань.

Серед найбільш ефективних стратегій розвитку критичного мислення провідне місце займають проблемно-орієнтоване навчання, проєктна діяльність, дискусії, дебати та дослідницькі методи [6; 7].

Проблемно-орієнтоване навчання ґрунтується на розв'язанні учнями проблемних ситуацій, що не мають однозначного рішення. Це стимулює аналіз інформації, висунення гіпотез, порівняння альтернатив і аргументацію власної позиції.

Проєктна діяльність забезпечує інтеграцію знань із різних освітніх галузей та формує навички планування, дослідження і презентації результатів.

Дискусії та дебати розвивають комунікативний компонент критичного мислення, формуючи вміння аргументувати, слухати опонента, оцінювати докази та коригувати власну позицію.

Дослідницькі методи сприяють формуванню наукового мислення, що включає постановку проблеми, висунення гіпотез, добір методів дослідження, аналіз результатів і формулювання висновків [8].

Важливим чинником розвитку критичного мислення є створення безпечного освітнього середовища, що ґрунтується на повазі до думки кожного учня.

У такому середовищі забезпечується можливість вільного висловлювання, обговорення альтернативних точок зору та конструктивної взаємодії.

Помилка в освітньому (навчальному) процесі розглядається як природний і необхідний елемент навчання, що сприяє розвитку рефлексії, саморегуляції та впевненості учнів у власних судженнях [7].

Таким чином, критичне мислення учнів старшої школи є складною інтегративною компетентністю, яка формується в умовах активного, проблемно-орієнтованого та дослідницького навчання. Його розвиток забезпечується поєднанням змістових, процесуальних та організаційних компонентів освітнього процесу.

Ефективна реалізація цих умов сприяє формуванню в учнів здатності до аналізу інформації, аргументованого судження, критичної рефлексії та відповідального прийняття рішень, що є ключовими характеристиками сучасної освіченої особистості.

Висновки. У ході дослідження встановлено, що розвиток критичного мислення учнів старшої школи є одним із ключових завдань сучасної освіти, зумовленим вимогами інформаційного суспільства, цифровізації та переходом до компетентнісної парадигми навчання. Критичне мислення визначається як інтегративна компетентність, що поєднує аналітичні, рефлексивні, комунікативні та оцінювальні компоненти й забезпечує здатність учнів до свідомого опрацювання інформації, формування обґрунтованих суджень і прийняття відповідальних рішень.

Доведено, що особливого значення розвиток критичного мислення набуває в умовах профільної середньої освіти, яка створює передумови для індивідуалізації навчання, варіативності освітніх траєкторій та посилення самостійності здобувачів освіти. У цьому контексті критичне мислення виступає не лише результатом навчання, а й інструментом опанування змісту освіти та реалізації індивідуальної освітньої траєкторії учнів.

Встановлено, що традиційна репродуктивна модель навчання є недостатньо ефективною для формування критичного мислення, оскільки не забезпечує належного рівня розвитку аналітичних і рефлексивних умінь. Натомість ефективність освітнього процесу зростає за умов використання активних педагогічних підходів, які передбачають залучення учнів до самостійної пізнавальної діяльності.

Обґрунтовано, що найбільш результативними умовами розвитку критичного мислення є активне навчання, проблемно-орієнтовані ситуації, дослідницька діяльність, проєктне навчання, дискусійні та дебатні форми роботи, а також створення безпечного психологічного освітнього середовища. Реалізація цих умов забезпечує залучення учнів до аналізу, оцінювання, інтерпретації інформації, аргументації власної позиції та співпраці в процесі розв’язання навчальних і життєвих проблем.

Узагальнення результатів дослідження дає підстави стверджувати, що ефективний розвиток критичного мислення можливий лише за умови системного поєднання змістових, процесуальних та організаційних компонентів освітнього процесу. Такий підхід сприяє формуванню в учнів

старшої школи здатності до самостійного мислення, критичної рефлексії, аргументованого судження та відповідального прийняття рішень, що є важливими характеристиками сучасної особистості та запорукою її успішної соціалізації.

Перспективи подальших розвідок. Подальше дослідження проблеми розвитку критичного мислення учнів старшої школи в умовах профільної середньої освіти відкриває можливості для поглибленого вивчення ефективних педагогічних стратегій його формування в освітньому процесі закладів загальної середньої освіти. Актуальним залишається уточнення дидактичних умов інтеграції проблемно-орієнтованого навчання, проєктної діяльності, дослідницьких методів, дискусій і дебатів у практику сучасної школи з урахуванням індивідуальних освітніх траєкторій здобувачів освіти.

Окремої уваги потребує дослідження впливу цифрового освітнього середовища, медіаграмотності та штучного інтелекту на формування критичного мислення, що дозволить адаптувати освітній процес до викликів інформаційного суспільства та підвищити якість підготовки здобувачів освіти до самостійного життя, навчання протягом життя та професійної діяльності.

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ДОСЛІДЖЕННЯ ПРОЯВУ АДАПТАЦІЙНОГО СТРЕСУ У ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ ПЕРШОГО (БАКАЛАВРЬСЬКОГО) РІВНЯ

Анотація. У статті представлено дослідження адаптаційного стресу, різновиди цього емоційного стану та особливості переживання стресів студентами першого (бакалаврського) рівня вищої освіти. Актуальним залишається питання переживання та подолання стресів здобувачами вищої освіти, які виникають в процесі навчання та успішності їх фахових випробувань.

Представлено результати дослідження прояву адаптаційного стресу студентів Одеської національної музичної академії ім. А.В. Неждановоі та в Навчально-науковому інституті фізичної культури, спорту та спеціальної освіти ПНПУ імені К. Д. Ушинського.

Під час дослідження визначено, що формування у молодих людей системи знань щодо феномену стресу: психофізіологічних особливостей виникнення цього емоційного стану, чинників, що сприяють його виникненню, специфіки проходження, наслідків, а також формування навичок та вмінь у студентів саморегуляції психічних станів, є актуальною потребою сьогодення. Визначені чинники, що сприяють виникненню стресів у студентів під час навчальних занять у семестрі та екзаменаційної сесії.

Виявлено, що емоційний стан студентів тісно пов’язаний зі стресовими ситуаціями і має вплив на фізичний стан та гальмує фізичну активність людини і навпаки. Також є негативний кореляційний зв'язок між

показником «емоційний стан» та «фізична активність. Визначені чинники, що сприяють успішності адаптації та зниженню стресової напруги здобувачів вищої освіти.

Нажаль, у сучасних умовах реформування системи вищої освіти України недостатньо приділяється формуванню здорового способу життя, подоланню проявів стресу студентської молоді та підвищенню рівня їх фізичної активності.

Ключові слова: адаптаційний стрес, стресостійкість, емоційний стан, здобувачі першого (бакалаврського) рівня, фізичне навантаження, фізична активність, вища освіта.

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RESEARCH ON THE MANIFESTATION OF ADAPTATION STRESS IN FIRST BACHELOR'S LEVEL HIGHER EDUCATION STUDENTS

Abstract. The article presents a study of adaptive stress, types of this emotional state and features of stress experiences by students of the first (bachelor's) level of higher education. The issue of experiencing and overcoming stress by higher education applicants that arise in the process of studying and the success of their professional tests remains relevant.

The results of a study of the manifestation of adaptive stress among students of the Odessa National Music Academy named after A.V. Nezhdanova and at the Educational and Scientific Institute of Physical Culture, Sports and Special Education of the South Ukrainian National Pedagogical University named after K. D. Ushynsky.

During the study, it was determined that the formation of a system of knowledge among young people regarding the phenomenon of stress: psychophysiological features of the occurrence of this emotional state, factors contributing to its occurrence, specifics of its course, consequences, as well as the formation of skills and abilities in students of self-regulation of mental states is an urgent need of today. Factors contributing to the occurrence of stress in

students during academic classes in the semester and the examination session were identified.

It was found that the emotional state of students is closely related to stressful situations and has an impact on the physical state and inhibits the physical activity of a person and vice versa. There is also a negative correlation between the indicator "emotional state" and "physical activity. Factors contributing to the success of adaptation and reducing stress in higher education students were identified.

Unfortunately, in the current conditions of reforming the higher education system of Ukraine, insufficient attention is paid to the formation of a healthy lifestyle, overcoming stress manifestations in student youth and increasing their level of physical activity.

Keywords: adaptive stress, stress resistance, emotional state, first (bachelor's) level students, physical activity, physical activity, higher education.

Постановка проблеми. Наша держава перебуває в надзвичайно важкому стані активної війни, що породило нові реалії з обмеженнями у навчанні, перебуванні в укриттях, евакуації тощо. Постійна психоемоційна напруга є наслідком хронічного стресу, зумовленого страхом за життя близьких людей, невизначеністю майбутнього та підвищеним навантаженням не тільки у побутовій сферах, а й в навчальному процесі молоді. Внаслідок усіх цих факторів може знижуватися витривалість, яка дуже необхідна для навчання, навіть якщо воно здійснюється в режимі онлайн, а також може значно погіршуватиметься сама якість життя.

Слід зазначити, що переживання стресу у студентів часто пов'язано з переходом зі середньої школи до вищого навчального закладу, нового соціального середовища, викликами в навчанні та іншими аспектами, які можуть викликати стрес. Важливим стає оцінка впливу стресу на психоемоційне та фізичне здоров'я студентів, а також способів подолання стресу.

Дослідження прояву адаптаційного стресу на студентів першого (бакалаврського) рівня вищої освіти є актуальним, оскільки не лише демонструє, як останній впливає на загальний психоемоційний та фізичний стан здобувачів, а й їхню здатність долати вплив стресогенних факторів.

Аналіз останніх досліджень і публікацій. Стрес – це неспецифічна відповідь організму на реальну чи уявну загрозу, яку дослідник Г. Сельє назвав стресором-подразником, який впливає на психологічний стан людини. Стрес – своєрідна захисна реакція організму, що мобілізує внутрішні ресурси як відповідь на дію сильних зовнішніх впливів. Як відмічає Г. Дубчак, стрес є невід’ємною частиною студентського життя. Він

викликає емоційні реакції, які, в більшості своєму, негативно впливають на організм і заважають ефективній навчальній діяльності [1, 2].

Дослідження з проблем психологічних особливостей стресостійкості студентської молоді висвітлено в працях Л. Афанасенко, М. Кузнєцова, О. Кузнецова, А. Маєвської, І. Мартинюк, Л. Омельченко, Т. Рєзник, К. Фоменко, А. Шамне, В. Шмаргун, С. Яшник та ін. На сьогодні в наукових роботах А. Базілевського, І. Глазиріна, Л. Балабанової, Г. Дубчак, Т. Кружевої, Ю. Серьогіна, Т. Циганчук, А. Шамне та ін. представлені дослідження залежності рівня стресу під час періоду навчання здобувачів у закладах вищої освіти [2].

Мета статті: висвітлити дослідження щодо адаптаційного стресу у здобувачів першого (бакалаврського) рівня вищої освіти під час навчання.

Виклад основного матеріалу дослідження. Складність навчання в ЗВО зумовлена швидкими темпами проходження вивчення навчальних дисциплін, аналітичним характером навчальної діяльності, значною кількістю завдань самостійної роботи, що вимагає вмінь самоорганізації робочого часу.

У порівнянні нинішнього покоління з попередніми, то можна побачити, що рівень фізичної активності неухильно знижується. Світ не стоїть на місці, а планомірне розвивається – у повсякденне життя впроваджується все більше науково-технічних відкриттів, зростає цінність здобуття все більш кваліфікованих знань. Для здобуття якісної освіти студентам необхідно засвоювати величезний обсяг інформації за обмежений проміжок часу. Навчання вимагає від студента зосередження всіх його когнітивних можливостей, наприклад уваги, пам'яті, розумових процесів [3].

За дослідженнями І. Мартинюк, у навчанні студентів у закладах вищої освіти, можна умовно виокремити такі періоди, як: адаптаційний (перший курс навчання), постадаптаційний період це другий-третій курси та завершальний період – навчання на випускному курсі [4].

Згідно з результатами досліджень багатьох науковців, переживання стресових ситуацій припадає на перший рік навчання. Для більшості студентів період навчання це складний процес, що потребує значних інтелектуальних, когнітивних, фізичних та емоційних зусиль, розвитку та вдосконалення вольових якостей, таких як наполегливість, самовладання, емоційний самоконтроль, досягнення визначених цілей. Складність навчання у вищі зумовлена швидкими темпами проходження вивчення навчальних дисциплін, аналітичним характером навчальної діяльності, значною кількістю завдань самостійної роботи, що вимагає вмінь самоорганізації робочого часу [5].

Також існує проблема зменшення занять з фізичного виховання в навчальних планах закладів вищої освіти і приводить до погіршення якості підготовки майбутніх фахівців до обраної професії, одна з рис якої є, крім спеціальних знань та умінь – фізична підготовка. Різке збільшення годин для теоретичного навантаження у навчальному процесі спонукає появу малорухомості – гіподинамію, подолати яку можна лише за допомогою занять з фізичної культури та спортом незалежно від фахового напряму [6].

З метою вивчення впливу адаптаційного стресу на студентів першого (бакалаврського) рівня було здійснено дослідження, в якому прийняли участь 66 студентів віком від 17 до 31 року, які навчаються в Одеської національної музичної академії імені А.В. Нежданової та в Навчально-науковому інституті фізичної культури, спорту та спеціальної освіти ПНПУ імені К. Д. Ушинського.

Більшість студентів знаходяться в віковому проміжку 19-21 років (31,8%, 28,8% та 18,2% відповідно) – період переходу з юнацтва до молоді характеризується нестабільністю, оскільки пов'язаний з поступовою автономізацією, формуванням світоглядної позиції, пошуком та вибором професійного шляху.

Основними психодіагностичними методиками стали: «Шкала сприйнятого стресу» (Ш. Коен) та «Толерантність до невизначеності» (С. Баднер, адаптація Т. Корнілової), а також було запропоновано анкету, завдяки якій отримано і прослежено суб'єктивне бачення власного стану, що дозволяє створити загальний портрет студента [7].

При вивченні суб'єктивного розуміння власного стану (за анкетуванням) отримано наступне.

На запитання «Як ви оцінюєте свій емоційний стан?» більшість студентів – 39,4% (26 осіб) відмітили помірну напругу, невеличку напругу відчувають 27,3% (18 осіб), дуже напруженими є 16,7% студентів (11 осіб), надзвичайно напруженими виявлено 6% (4 особи) і тільки «зовсім не напруженими» стали 10,6% (7 осіб). Таким чином, можна побачити, що перші роки навчання у ВНЗ викликають емоційну напругу у більшості студентів.

На запитання «Як ви оцінюєте свій фізичний стан?» отримано наступні відповіді: більшість студентів відчувають невеличку напругу – 44% (29 осіб), помірна напруга виявлена у 33,33% студентів (22 особи), відчуття надзвичайної напруги спостережено у 4,54% (3 осіб), і тільки у 15,2% (10 осіб) виявлено відсутність відчуття фізичної напруги.

Таким чином, можна констатувати, що більшість респондентів суб'єктивно відчувають стан психоемоційної та фізичної напруги.

На запитання «Чи допомагає вам фізична активність впоратися зі стресом?» більшість студентів дали позитивну відповідь – 55% (36 осіб),

12% студентів не бачать фізичну активність, як ресурс для подолання стресу (більшість студентів з музичної академії).

На питання: «Який вид активності вам ближче?» були отримані пріоритетні види активності. Для більшості студентів кращим відпочинком стає прогулянка (45,5%), заняття у спортзалі обрали 19,7% респондентів, їзді на велосипеді віддають перевагу 9,1% студентів. Іншими видами активності за зменшенням стали: плавання, пробіжки, футбол, силові тренування, катання на ковзанах, йога, розтяжка, легка атлетика, танці, медитація, балет, бокс, гра в відеоігри тощо. Тож, можна відмітити, що на думку студентів, будь-яка активність допомагає їм певним чином долати стрес.

Також було порівняно респондентів жіночої та чоловічої статі на предмет їхнього емоційного та фізичного стану, а також фізичної активності.

Отже, як бачимо, дівчата відчувають емоційну та фізичну напругу більше, ніж хлопці. Проте, фізична активність більш притаманна хлопцям, ніж дівчатам.

Наступним кроком було вивчення рівню сприйнятого стресу та його потенційних наслідків за допомогою методики «Шкала сприйнятого стресу» (Ш.Коен).

Отримані результати за даною шкалою виявили, що загальний рівень сприйнятого стресу у студентів вище середнього (ср.зн. – 32,86), відчуття перенапруги також вище середнього (сер.зн. – 18,75), проте відчуття протидії стресу виявлено на середньому рівні (сер.зн. – 9,5).

Отже, можна відмітити, що студенти (переважно перших курсів) знаходяться під впливом сильного стресу та напруги, що може проявлятися через відчуття тривоги, апатії, соматичних захворювань тощо. Хоча вони намагаються долати вплив стресу різним шляхом, який може бути не тільки конструктивним.

Відомо, що будь-яка ситуація, що не може бути передбачуваною, викликає у людині напругу, оскільки вона втрачає відчуття самоефективності та контролю. Ситуація навчання у ВНЗ може розглядатися студентами, як складна, тому, що вимагає від них не тільки швидкої адаптації до нових умов, але й соціальної адаптації – страх бути незрозумілим та неприйнятим з боку інших. Також студенти стикаються з феноменом «очікування» – соціально схвалені прояви людини, які впливають на психоемоційний стан хлопця/дівчинки.

Для вивчення толерантності до невизначеності, використовувалася методика «Толерантність до невизначеності» (С. Баднер). Ставлення до невизначеності зазвичай розглядається у двох напрямах: прийняття умов

невизначеності (їх пошук, вміння діяти у них) і уникнення невизначеності (страх невизначеності), прагнення ясності; другий аспект фокусується на інтолерантності до невизначеності.

Отримані результати свідчать, що загальний рівень толерантності до невизначеності у студентів низький (сер.зн. – 72,21), тобто ситуація невизначеності у них викликає сильний стрес.

Також, можна відмітити, що для більшості студентів притаманна інтолерантність (сер.зн. – 30,09).

Толерантність до невизначеності тісно пов'язана з емоційним інтелектом і, навпаки, інтолерантність – зі зниженням академічного інтелекту. Можна припустити, що адаптаційний процес у студентів викликає стрес, що, в свою чергу, може призвести до зниження саморегуляції, адаптації та успішності в навчанні.

Для аналізу впливу загального сприйнятого стресу та емоційного і фізичного станів студентів-першокурсників (шкали за методикою Ш. Коена та питаннями з анкети) було використано кореляційний аналіз (коефіцієнт кореляції Спірмена).

Таким чином, з отриманих даних можна зробити висновки щодо переживання адаптаційного стресу студентами першого (бакалаврського) рівня вищої освіти. Виявлено, що емоційний стан студентів тісно пов'язаний та впливає на фізичний стан, пряма кореляція на рівні $p<0,001$. Тобто, коли людина відчуває напругу та тривогу (негативні переживання) чи (або) позитивні переживання – це здійснює вплив на її тілесність, на відчуття тілесної свободи чи, навпаки, тілесної скутості.

Також виявлений негативний кореляційний зв'язок між показником «емоційний стан» та «фізична активність», зворотна кореляція на рівні $p<0,01$. Отримані дані кореспондуються зі зворотним кореляційним зв'язком між показником «фізичний стан» та «фізична активність» (кореляція нарівні $p<0,001$). Можна припустити, що негативний емоційний стан гальмує фізичну активність людини і навпаки.

Стосовно зв'язку між емоційний станом та відчуттям загального сприйнятого стресу виявлено прямий зв'язок між даними показниками на рівні $p<0,01$. Тобто, чим більший стан емоційної напруги та пригніченості у студентів, тим більший стрес вони відчувають. Можна відмітити, що бути активним, а саме фізично активним – це індивідуальний вибір людини, який може допомогти у подоланні стресових навантажень і за якою вплив стресу знижується.

За результатами нашого дослідження та багатьох науковців про фізичну активність здобувачів вищі, свідчать, що регулярне виконання загальнорозвивальних вправ сприяє позитивним змінам у функціональному

стані організму. Спостерігається підвищення показників загальної витривалості, збільшення рухливості у суглобах та покращення координації рухів. Крім того, систематичні заняття фізичними вправами та фізична активність позитивно впливають на психоемоційний стан студентів, сприяє зниженню рівня стресу, покращенню настрою та підвищенню загального рівня працездатності. У сучасних умовах навчання це має особливе значення, оскільки студенти часто стикаються з високим рівнем психічного навантаження.

Заняття фізичною культурою здатне позитивно вплинути на стабілізацію психофізичного стану студента. Під час фізичного навантаження здобувачі мають можливість абстрагуватися від розумової діяльності, надмірних переживань, неприємних відчуттів страху та повністю зосередити свою увагу на правильності виконання вправ. Завдяки такому переключенню нервова система перебуває у відносному спокої, що дозволяє знизити вплив стресу на організм студента.

Висновки та перспективи подальших розвідок. Таким чином, у ході проведення дослідження впливу адаптаційного стресу на студентів першого (бакалаврського) рівня вищої освіти виявлено, що більшість студентів знаходяться в стані різного ступеню емоційної та фізичної напрузі, мають середній рівень загального сприйнятого стресу та низький рівень толерантності до невизначеності. Загальна тенденція студентів щодо формування толерантності/інтолерантності до невизначеності спрямована у бік інтолерантності, тобто не схильності до компромісу, бажання уникати неочікуваних, незрозумілих ситуацій, невміння протистояти незв'язаності та суперечливості інформації, невміння приймати невідоме, почуватися незатишно перед невизначеністю тощо. Така ситуація породжує когнітивний конфлікт та протиріччя і може призвести до психоемоційної та фізичної напруги, яка гальмує активність людини.

Отже, в умовах високої невизначеності, а саме з цим стикаються студенти, які обрали виконавську діяльність, оскільки навчання вимагає високої концентрації всіх ресурсів організму, вміння витримувати та регулювати своє хвилювання, навіть тривогу, ставляться питання про необхідність проводити заняття, що допомагають формувати стресостійкість у студентів.

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СТОРІТЕЛІНГ ЯК ЗАСІБ РОЗВИТКУ СОЦІАЛЬНИХ НАВИЧОК У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ

Анотація. У статті здійснено комплексний і системний аналіз сторітелінгу як інноваційного педагогічного підходу до розвитку соціальних навичок у процесі викладання англійської мови. Актуальність дослідження зумовлена зростаючими вимогами до рівня сформованості комунікативної компетентності здобувачів освіти в умовах глобалізації, цифровізації суспільства та активізації міжкультурної взаємодії, що передбачає інтеграцію мовної підготовки з розвитком особистісних і соціальних якостей. Сучасна освітня парадигма орієнтується не лише на засвоєння мовних знань, але й на формування соціально значущих умінь, таких як співпраця, емоційний інтелект, здатність до ефективної міжособистісної комунікації, критичного мислення та адаптивності в багатокультурному середовищі. У роботі уточнено сутність сторітелінгу як педагогічної технології, що передбачає цілеспрямоване використання історій як засобу навчання, розвитку та соціалізації особистості, а також як ефективного інструменту формування іншомовної комунікативної компетентності. Сторітелінг розглядається як інтегративний дидактичний ресурс, який поєднує мовленнєву практику з емоційно-ціннісним досвідом учнів, стимулює їхню уяву, креативне мислення, пізнавальну активність і внутрішню мотивацію до навчання. Обґрунтовано, що процес створення, інтерпретації та колективного обговорення історій забезпечує природне занурення у мовне середовище, сприяє формуванню навичок автентичного спілкування, а також активізує когнітивні та емоційні механізми засвоєння мовного матеріалу. Особливу увагу приділено дидактичному потенціалу сторітелінгу у розвитку соціальних навичок. Доведено, що використання історій у навчальному процесі сприяє формуванню емпатії, здатності розуміти різні точки зору, розвитку навичок активного слухання, аргументованого висловлення думок, ведення діалогу та ефективної взаємодії в групі. Проаналізовано вплив сторітелінгу на формування

соціальної взаємодії через виконання колективних творчих завдань, обговорення сюжетів, рольове моделювання комунікативних ситуацій і рефлексивну діяльність. Показано, що такі види діяльності сприяють розвитку відповідальності, толерантності, навичок співпраці та вирішення конфліктів.

Ключові слова: сторітелінг, соціальні навички, комунікативна компетентність, викладання англійської мови, інтерактивне навчання, емоційний інтелект, емпатія, критичне мислення, міжкультурна комунікація, цифровий сторітелінг, освітні технології.

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STORYTELLING AS A MEANS OF DEVELOPING SOCIAL SKILLS IN TEACHING ENGLISH

Abstract. The article presents a comprehensive and systematic analysis of storytelling as an innovative pedagogical approach to the development of social skills in the process of teaching English. The relevance of the study is due to the growing requirements for the level of formation of communicative competence of education seekers in the conditions of globalization, digitalization of society and intensification of intercultural interaction, which involves the integration of language training with the development of personal and social qualities. The modern educational paradigm is focused not only on the acquisition of language knowledge, but also on the formation of socially significant skills, such as cooperation, emotional intelligence, the ability to effective interpersonal communication, critical thinking and adaptability in a multicultural environment. The paper clarifies the essence of storytelling as a pedagogical technology, which involves the purposeful use of stories as a means of learning, development and socialization of the individual, as well as as an effective tool for the formation of foreign language communicative competence. Storytelling is considered as an integrative didactic resource that combines speech practice with the emotional and value experience of students, stimulates their imagination, creative thinking, cognitive activity and internal motivation for learning. It is substantiated that the process of creating, interpreting and collectively discussing stories provides a natural immersion in the language environment, contributes to the formation of authentic communication skills, and also activates cognitive and emotional mechanisms for mastering language material. Particular attention is paid to the

didactic potential of storytelling in the development of social skills. It is proven that the use of stories in the educational process contributes to the formation of empathy, the ability to understand different points of view, the development of active listening skills, reasoned expression of opinions, dialogue and effective interaction in a group. The impact of storytelling on the formation of social interaction through the performance of collective creative tasks, discussion of plots, role-modeling of communicative situations and reflective activity is analyzed. It has been shown that such activities contribute to the development of responsibility, tolerance, cooperation skills, and conflict resolution.

Keywords: storytelling, social skills, communicative competence, English language teaching, interactive learning, emotional intelligence, empathy, critical thinking, intercultural communication, digital storytelling, educational technologies.

Постановка проблеми. У сучасних умовах глобалізації, стрімкого розвитку інформаційних технологій та посилення міжкультурної комунікації особливої актуальності набуває проблема формування соціальних навичок у здобувачів освіти. Сьогодні володіння іноземною мовою, зокрема англійською, розглядається не лише як засіб передачі інформації, але й як інструмент ефективної взаємодії в багатокультурному середовищі. Водночас традиційні підходи до викладання англійської мови часто зосереджені переважно на формуванні граматичних і лексичних знань, залишаючи поза достатньою увагою розвиток соціальних компетентностей, таких як уміння співпрацювати, вести діалог, проявляти емпатію, критично мислити та вирішувати конфліктні ситуації.

Проблема полягає у невідповідності між сучасними вимогами до випускника як соціально активної, комунікативно компетентної особистості та реальними результатами навчання, що часто обмежуються репродуктивним засвоєнням мовного матеріалу. У багатьох випадках учні відчувають труднощі у використанні англійської мови в реальних комунікативних ситуаціях, що свідчить про недостатній рівень сформованості не лише мовленнєвих, але й соціальних навичок.

У цьому контексті особливого значення набуває пошук ефективних педагогічних методів, які б поєднували розвиток мовної та соціальної компетентностей. Одним із таких методів є сторітелінг, який має значний потенціал для створення природних умов комунікації, залучення учнів до активної взаємодії та формування соціально значущих умінь. Проте, незважаючи на зростаючий інтерес до використання сторітелінгу в освіті, питання його цілеспрямованого застосування як засобу розвитку соціальних навичок у процесі викладання англійської мови залишається недостатньо

розробленим як у теоретичному, так і в практичному аспектах. Таким чином, виникає необхідність у науковому обґрунтуванні можливостей сторітелінгу як ефективного інструменту формування соціальних навичок у процесі навчання англійської мови, а також у розробленні відповідних методичних підходів до його впровадження в освітній процес.

Аналіз останніх досліджень і публікацій. Проблема використання сторітелінгу як засобу розвитку соціальних навичок у навчанні іноземних мов активно досліджується як у вітчизняній, так і в зарубіжній науковій літературі. Аналіз сучасних праць свідчить про зростання інтересу до цього методу як ефективного інструменту формування комунікативної та соціальної компетентностей.

Зокрема, у дослідженні Пінар Аксої та Гюлен Баран доведено ефективність сторітелінгу як засобу розвитку соціальних навичок у дітей дошкільного віку. Автори встановили, що участь у спеціально організованих програмах сторітелінгу сприяє підвищенню рівня комунікації, самоконтролю, адаптації та просоціальної поведінки учнів . Це підтверджує значний потенціал сторітелінгу у формуванні базових соціальних умінь.

Дослідження Росмері Леон-Гарсон та Гарольда Кастаньєда-Пеньї зосереджене на застосуванні сторітелінгу у викладанні англійської мови як другої (L2). У межах їхньої роботи встановлено, що використання сторітелінгових практик сприяє подоланню соціальних бар'єрів у класі, зменшенню рівня відчуження між учнями та розвитку навичок взаємодії й характеротворення.

Значний внесок у дослідження соціально-емоційного аспекту сторітелінгу зробили Мер'я Койвула, Ліена Тур'я та Мар'я-Леена Лааксо, які довели, що сторітелінг сприяє розвитку соціально-емоційної компетентності дітей, зокрема здатності до самовираження, розуміння інших та рефлексії власного досвіду . Подібної думки дотримується і Емма Парфітт, яка у своїй праці підкреслює роль сторітелінгу у формуванні соціальних зв'язків, самоусвідомлення та міжособистісного розуміння молоді.

У контексті цифровізації освіти важливими є дослідження Майли Рахієм, яка розглядає цифровий сторітелінг як інноваційний педагогічний підхід. Авторка зазначає, що поєднання традиційного сторітелінгу з цифровими технологіями сприяє розвитку комунікативних умінь, міжкультурної взаємодії та соціального розвитку учнів . Сучасні дослідження також підтверджують, що цифровий сторітелінг підвищує рівень емпатії, самовираження та співпраці серед школярів.

Окрему увагу приділено дослідженням у сфері спеціальної освіти. Так, Дебі Самбак, Туті Сеніваці та Акбар Харіса довели, що сторітелінг є ефективним засобом розвитку мовленнєвих і соціальних навичок у дітей з

аутизмом, покращуючи їхню здатність до взаємодії та комунікації . Аналогічно, Александра Дауб і Тоня Хубер у своїй оглядовій роботі підкреслюють ефективність «соціальних історій» як інструменту формування соціальної поведінки у дітей молодшого шкільного віку [2, с. 15].

Важливими є також дослідження Жуліани Пінту дос Сантус, Таліти Перейри Діас та Зільди Апаресіди Перейри Дел Претте, які акцентують увагу на ролі педагогічних соціальних навичок учителя у процесі сторітелінгу. Вони доводять, що ефективність використання історій значною мірою залежить від здатності вчителя організувати взаємодію, стимулювати участь учнів та створювати сприятливе комунікативне середовище [6, с. 30]. Таким чином, аналіз наукових праць свідчить, що сторітелінг є потужним засобом розвитку соціальних навичок у різних освітніх контекстах, включаючи викладання англійської мови. Водночас, попри значну кількість досліджень, проблема інтеграції сторітелінгу саме у формування соціальних компетентностей у процесі навчання іноземних мов потребує подальшого системного вивчення та методичного обґрунтування.

Метою статті є теоретичне обґрунтування та аналіз можливостей використання сторітелінгу як ефективного педагогічного засобу розвитку соціальних навичок у процесі викладання англійської мови, а також визначення його дидактичного потенціалу для формування комунікативної компетентності здобувачів освіти.

Виклад основного матеріалу. Сучасна парадигма викладання іноземних мов у закладах освіти орієнтується на компетентнісний підхід, у межах якого ключовим результатом навчання є сформованість комунікативної та соціокультурної компетентностей. Англійська мова в цьому контексті розглядається не лише як навчальний предмет, а як інструмент соціальної взаємодії, засіб міжособистісного та міжкультурного спілкування. Відповідно, особливої актуальності набуває проблема пошуку ефективних методів навчання, здатних забезпечити одночасний розвиток мовних і соціальних навичок здобувачів освіти [5].

Одним із таких методів є сторітелінг, який у сучасній педагогічній науці трактується як технологія навчання, що базується на створенні, відтворенні та інтерпретації історій з метою розвитку когнітивних, мовленнєвих і соціальних умінь учнів. Сторітелінг поєднує елементи традиційного усного оповідання, письмової творчості, рольових ігор та цифрових технологій, що робить його універсальним інструментом у викладанні англійської мови [8].

У процесі навчання англійської мови сторітелінг виконує низку важливих функцій: комунікативну, мотиваційну, розвивальну, виховну та соціалізуючу. *Комунікативна* функція полягає у створенні умов для

природного мовлення, де учні використовують мову як засіб реального спілкування. *Мотиваційна* функція проявляється у підвищенні інтересу до навчання через емоційно забарвлений зміст історій. *Розвивальна* функція пов'язана з формуванням мовленнєвих навичок, критичного мислення та творчості. *Виховна* функція сприяє формуванню ціннісних орієнтацій, а *соціалізуюча* — розвитку соціальних навичок та здатності до взаємодії [2].

Особливу роль сторітелінг відіграє у розвитку соціальних навичок, які є невід'ємною складовою успішної комунікації. До таких навичок належать уміння працювати в команді, слухати та чути співрозмовника, висловлювати власну думку, аргументувати позицію, проявляти емпатію, а також конструктивно вирішувати конфліктні ситуації. У процесі створення та обговорення історій учні потрапляють у ситуації, що імітують реальне життя, що сприяє формуванню соціально значущого досвіду.

Важливою перевагою сторітелінгу є його інтерактивний характер. Під час групового створення історій учні взаємодіють між собою, розподіляють ролі, узгоджують ідеї, що сприяє розвитку навичок співпраці та колективної відповідальності. Наприклад, завдання «створи історію разом» передбачає, що кожен учасник додає власний фрагмент до спільного сюжету: *"Once upon a time, there was a small dragon who was afraid of flying,"* починає один учень, інший продовжує: *"One day, he met a brave bird who wanted to help him,"*, а наступний додає: *"They decided to travel together to find the Magic Mountain."* Така діяльність формує вміння слухати інших та враховувати різні точки зору [3].

Ефективним є також використання рольового сторітелінгу, коли учні беруть на себе ролі персонажів і відтворюють їхню поведінку в заданих ситуаціях. Наприклад, один учень говорить: *"I am a doctor in a small village. Today, a worried mother comes to me with her child,"*, інший відповідає: *"I am the mother. My child has a high fever. I'm very scared,"*, тоді як третій додає: *"I am the child. I feel weak and tired."* Такий підхід сприяє розвитку емпатії, оскільки учні мають змогу «прожити» ситуацію з позиції іншої людини, що є важливим у формуванні соціальної чутливості та толерантності [1].

Окремої уваги заслуговує цифровий сторітелінг, який передбачає використання мультимедійних засобів (відео, аудіо, презентацій, онлайн-платформ) для створення історій. Наприклад, учні можуть створювати відеопрезентації на тему *"A Day in My Dream City"*, поєднуючи зображення, музику та власну розповідь: *"This is my dream city. There are green parks, friendly people, and no pollution. Every morning, I ride my bike to school."* Використання цифрових технологій не лише підвищує мотивацію учнів, але й сприяє розвитку цифрової грамотності та розширює можливості міжособистісної взаємодії.

На уроках англійської мови сторітелінг може бути інтегрований на різних етапах навчального процесу. На мотиваційному етапі короткі історії або відеосюжети використовуються для зацікавлення учнів: викладач може запитати *"What do you think will happen next?"*, спонукаючи відповіді на кшталт *"I think the boy will find a hidden treasure"* або *"He might meet a new friend."* На етапі подання нового матеріалу історії допомагають контекстуалізувати мовні одиниці, наприклад: *"Yesterday, Tom woke up late, missed the bus, and ran to school,"* що ілюструє вживання Past Simple. Під час тренування та практики учні створюють власні історії, використовуючи нові мовні структури: *"Last summer, I went on a journey. I met a new friend, but we had a problem when we got lost."* На етапі рефлексії обговорення історій супроводжується питаннями на зразок *"What did you learn from this story?"*, що стимулює відповіді: *"I learned that teamwork is important"* або *"I think the character was brave because he didn't give up."*

Важливим аспектом є також роль викладача, який є не лише джерелом знань, а й фасилітатором навчального процесу. Викладач організовує навчальне середовище, стимулює активну участь учнів, підтримує їхню творчу ініціативу та забезпечує психологічно комфортну атмосферу. Саме від педагогічної майстерності викладача значною мірою залежить ефективність використання сторітелінгу як методу навчання [4].

Педагогічна практика свідчить, що використання сторітелінгу сприяє значному підвищенню рівня залученості учнів у навчальний процес. Учні стають більш активними, відкритими до спілкування, знижується рівень мовленнєвого бар'єру. Крім того, сторітелінг сприяє формуванню позитивного емоційного ставлення до вивчення англійської мови, що є важливим чинником успішного навчання.

Отже, сторітелінг є багатофункціональним педагогічним інструментом, який забезпечує інтеграцію мовного навчання та розвитку соціальних навичок. Його систематичне використання у викладанні англійської мови дозволяє створити умови для формування гармонійно розвиненої особистості, здатної до ефективної комунікації в сучасному багатокультурному суспільстві.

Висновки

У ході дослідження встановлено, що сторітелінг є ефективним педагогічним інструментом у процесі викладання англійської мови, який забезпечує не лише формування мовленнєвих навичок, але й цілеспрямований розвиток соціальних компетентностей здобувачів освіти. Його використання створює умови для природної комунікації, активної взаємодії та залучення учнів до спільної діяльності, що є ключовим чинником формування соціальних навичок.

Доведено, що систематичне застосування сторітелінгу сприяє розвитку таких соціальних умінь, як емпатія, співпраця, активне слухання, критичне мислення, уміння аргументувати власну позицію та працювати в команді. Особливо ефективними є інтерактивні форми роботи, зокрема рольові ігри, групове створення історій та цифровий сторітелінг, які моделюють реальні комунікативні ситуації.

Узагальнення наукових підходів свідчить, що сторітелінг має значний дидактичний потенціал і може бути інтегрований у різні етапи уроку англійської мови. Його результативність залежить від педагогічної організації процесу навчання та ролі викладача як фасилітатора.

Отже, сторітелінг є перспективним засобом поєднання мовної підготовки та соціального розвитку учнів, а його подальше впровадження в освітню практику сприятиме підвищенню якості навчання іноземних мов.

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МЕТОДИЧНА СИСТЕМА НАЧАННЯ ДИФЕРЕНЦІАЛЬНОГО ЧИСЛЕННЯ ЯК ЗАСІБ ФОРМУВАННЯ МАТЕМАТИЧНОГО МИСЛЕННЯ СТУДЕНТІВ

Анотація. Актуальність дослідження зумовлена необхідністю підвищення рівня математичного мислення студентів через системне використання прикладних задач, зокрема диференціального числення, як ефективного інструменту його розвитку. Метою статті є розробити і практично перевірити технологію формування математичного мислення, при розв'язуванні задач диференціального числення, так як, для розв'язування задач такого типу потрібна нестандартна розумова діяльність, а це в свою чергу сприяє розвитку математичного мислення. Для досягнення мети використовувались теоретичні та епіричні методи дослідження. Розглянуто питання перевірки ефективності використання прикладних задач диференціального числення, як засобу формування математичного мислення студентів. Наведено приклади задач з фізики та вищої математики з поясненням особливостей їх розв'язування, які доцільно використовувати при підготовці майбутніх фахівців фізико-математичних та економічних спеціальностей. Зміст вивчення диференціального числення визначається специфікою майбутньої професійної діяльності студентів. Для студентів природничих спеціальностей, зокрема фізиків методи диференціювання є важливим інструментом розв'язування фахових задач, тоді як для майбутніх економістів похідна виступає засобом аналізу та моделювання економічних процесів. У роботі показано, що систематичне розв'язування задач диференціального числення сприяє розвитку математичного мислення студентів і формуванню здатності застосовувати математичні знання у практичних та професійно орієнтованих ситуаціях. Водночас математичне

мислення є важливим для представників усіх спеціальностей, оскільки сприяє розвитку логічного й критичного мислення, уміння робити обґрунтовані висновки та виявляти причинно-наслідкові зв'язки.

Ключові слова: математичне мислення, диференціальне числення, похідна, фізичні задачі, задачі економічного профілю.

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A METHODOLOGICAL FRAMEWORK FOR TEACHING DIFFERENTIAL CALCULUS AS A MEANS OF DEVELOPING STUDENTS' MATHEMATICAL THINKING

Abstract. The relevance of this study stems from the need to enhance students' mathematical thinking through the systematic use of applied problems, particularly those involving differential calculus, as an effective tool for its development. The aim of the article is to develop and practically test a methodology for fostering mathematical thinking when solving differential calculus problems, as solving such problems requires non-standard mental activity, which in turn contributes to the development of mathematical thinking. To achieve this aim, theoretical and empirical research methods were employed. The article examines the theoretical justification and practical verification of the effectiveness of using applied differential calculus problems as a means of developing students' mathematical thinking. Examples of problems in physics and higher mathematics with explanations of the specific features of their solution are presented, which are advisable to use in the training of future specialists in physical-mathematical and economic fields. The content of studying differential calculus is determined by the specifics of students' future professional activities. For students of natural sciences, particularly physicists, differentiation methods are an important tool for solving professional tasks, whereas for future economists the derivative serves as a means of analyzing and modeling economic processes. The paper demonstrates that systematic solving of differential calculus problems contributes to the development of students' mathematical thinking and the formation of the ability to apply mathematical knowledge in practical and professionally oriented situations. At the same time, mathematical thinking is

important for representatives of all specialties, as it promotes the development of logical and critical thinking, the ability to draw well-grounded conclusions, and identify cause-and-effect relationships.

Keywords: mathematical thinking, differential calculus, derivative, physical problems, economic problems.

Диференційне числення функції однієї змінної широко використовується в різноманітних галузях сучасної науки і техніки, тому цей розділ математичного аналізу в курсі вищої математики має важливе значення в математичній освіті усіх спеціальностей [1]. Задачі з параметрами традиційно входять до завдань вступних іспитів з математики до закладів вищої освіти. з метою перевірки рівня логічного й абстрактного мислення абітурієнтів, здатності до аналізу й узагальнення, необхідних для подальшого навчання. Розв'язування задач з параметрами вимагає певного рівня розвитку відповідних типів мислення. Задачі з параметром ефективно розв'язуються за допомогою аналізу функцій за допомогою похідної [2].

Актуальність. Проблема навчання математики у наш час набуває дедалі більшого значення. Математична компетентність включена Рамковою програмою ЄС (2018 р.) до переліку ключових компетентностей для навчання впродовж життя. Вважається, що особистість, яка математично мислить, швидше знаходить вихід із непередбачуваних складних ситуацій, приймає раціональні рішення та є найбільш адаптованою до життя. 2020-2021 навчальний рік було оголошено роком математики в Україні, щоб привернути увагу всіх громадян суспільства до розвитку математичної грамотності. Таке рішення було прийнято оскільки за результатами PISA-2018 року 36 % 15-річних учнів не досягли базового рівня математичних знань. Для вирішення означеної проблеми потрібно системно працювати над формуванням математичної компетентності [3]. Математичне мислення включає певні якості мислення. До них належать: гнучкість, оригінальність, глибина, цілеспрямованість, раціональність, широта, активність, критичність, доказовість мислення, організованість пам'яті, чіткість і лаконічність мови і письма. Гнучкість мислення проявляється в умінні змінювати шляхи вирішення завдання, виходити поза межі звичного способу дії, знаходити нові шляхи вирішення питань за зміни поставлених умов [4].

Питання поліпшення теоретичної і практичної підготовки студентів постійно перебувають під підвищеною увагою викладачів математичних дисциплін та дослідників актуальних проблем математичної освіти. Зокрема, питання математичної підготовки висвітлювали у своїх наукових працях Ж. Адамар, Л. Батунер, Г. Ващенко, Г. Вейль, О. Глушко,

О. Гросман, Л. Мойсеєнко, М. Остроградський, О. Соколенко, С. Яценко. Автори Г. Вейль, В. Войцехович, В. Крутецький, Л. Мойсеєнко слушно вважають, що у процесі вивчення математики формується математичне мислення. Під математичним мисленням фахівця вони розуміють особливий вид мислення, яке спрямоване на моделювання, проектування і вирішення завдань професійної діяльності за допомогою математичних категорій, символів, методів, прийомів, засобів тощо [5]. Згідно [6] математичне мислення базується на логіці й обґрунтуваннях, вимагає чіткого і систематичного аналізу для досягнення висновку або розв'язання проблеми, включає здатність до аналізу та розуміння складних інформаційних структур, що передбачає розбиття проблеми на частини, визначення взаємозв'язків і виявлення ключових факторів. Математичне мислення оперує строго визначеними правилами, властивими математичним концепціям і методам, вимагає точності і стандартизації у вирішенні проблем, працює з абстрактними концепціями і моделями, що припускає розв'язання проблем без прямого застосування до реального світу.

Метою статті є розробити і практично перевірити технологію формування математичного мислення, при розв’язуванні задач диференціального числення, так як, для розв’язування задач такого типу потрібне нестандартне мислення, а це в свою чергу сприяє розвитку математичного мислення.

Для досягнення мети використовувались наступні методи дослідження: Теоретичні: системний і порівняльний аналіз психолого-педагогічної, науково-методичної літератури з проблеми дослідження, аналіз робочих програм, моделювання педагогічного процесу, порівняння, узагальнення та систематизація науково-теоретичних положень. Емпіричні методи: діагностичні, обсерваційні.

Математичне мислення є ключовим елементом математичної компетентності, яке включає не тільки знання та вміння, але й здатність до аналізу та вирішення складних проблем. Незважаючи на відсутність єдиної дефініції, сучасна наукова та педагогічна спільнота визнає його існування та важливість. Різні підходи до визначення поняття математичного мислення виявляють його специфічні характеристики, пов'язані з абстрактними об'єктами вивчення [6]. Людина з розвиненим математичним мисленням здатна утримувати в голові велику кількість інформації, вміє розбивати складні завдання на дрібніші, враховувати всі варіанти розвитку подій, вміє дивитися на речі з різних сторін, виявляти причинно-наслідкові зв’язки, здатна швидко оцінити ситуацію і завдяки цьому зазвичай приймає найкраще рішення [7]. Розвиток математичної мислення формується через функціональне мислення (уміння бачити взаємозв'язок змінних у

природному процесі), моделююче мислення (здатність створювати, аналізувати та оцінювати математичні моделі явищ) та алгоритмічне мислення (уміння послідовно застосовувати алгоритм знаходження розв'язку).

У своїй роботі [8] А.О. Розуменко та А.М.Розуменко математичне мислення інтерпретують, як сукупність взаємопов'язаних логічних операцій; оперування як згорнутими, так і розгорнутими структурами, знаковими системами математичної мови, а також здатність до просторових уявлень, запам'ятовування і уяві. Розкриваючи сутність стилю математичного мислення, можна виділити чотири характерні риси, що, відрізняють цей стиль від стилів мислення в інших науках: домінування логічної схеми міркувань; лаконізм, свідоме прагнення завжди знаходити найкоротший логічний шлях, що веде до мети; чітка розчленованість ходу міркування; точність символіки. Видатний математик Г. Вейль розуміє під математичним мисленням особливу форму міркувань, за допомогою яких математика проникає в науки про зовнішній світ - фізику, хімію, біологію, економіку тощо [8]. Автор [9] вважає, що вивчення математики загалом розвиває мислення та тренує розум, а математичне мислення відіграє важливу роль у повсякденному житті, надає систематизовані способи мислення, які допомагають ефективніше розв’язувати різноманітні проблеми, добре підходить для аналізу та моделювання ситуацій, що виникають у фізиці, біології та економіці, дозволяє більш ефективно вирішувати багато завдань підвищеної складності. Важливим чинником розвитку математичного мислення є розв’язування задач, оскільки сприяє формуванню логічності, системності та вмінню застосовувати абстрактні поняття на практиці.

Це проілюструємо на наступних прикладах розв’язування задач, пов’язаних із похідною.

Сьогодні студенти переважно використовують похідну під час розв’язування задач формально, не розуміючи її фізичного змісту, значення та важливості застосування у їхній подальшій професійній діяльності. Необхідно показати фізичний зміст похідної як швидкості зміни процесу, адже з цим поняттям студенти стикаються і під час вивчення інших дисциплін, зокрема теоретичної механіки, вищої математики, тощо. Вивчення похідної функції має широке практичне застосування, дає змогу зрозуміти фізичний зміст явищ, що відбуваються у навколишньому світі. Наведемо приклади задач з фізики та вищої математики, які доцільно використовувати при підготовці майбутніх фахівців фізико-математичних та економічних спеціальностей. Спочатку розглянемо методику розв'язування задач, з використанням похідної, на прикладі задач про рух.

Задача 1. Рівняння руху матеріальної точки вздовж осі x має вигляд: $x = A + Bt + Ct^3$, де A = 2м, B = 1 м/с, C = - 0,5 м/с^3. Знайти положення точки в момент часу t_1 = 2с, t_2 = 5с; середню швидкість за проміжок часу між t_1 та t_2; миттєві швидкості в моменти часу t_1 і t_2; середнє прискорення за вказаний проміжок часу та миттєві прискорення в момент часу t_1 і t_2 відповідно.

Розв'язання. Точка рухається прямолінійно за відомим законом руху. В деякий момент часу t її положення визначається відстанню x від початку відліку. Для знаходження цієї відстані в рівняння руху треба підставити значення часу: $x_1 = (4 + 2 \times 2 + 0{,}2 \times 2^3)$ м=9,6 м, $x_2 = (4 + 2 \times 5 + 0{,}2 \times 5^3)$ м=39 м. Середню швидкість визначимо за формулою $v = \Delta x / \Delta t$:

$$v = \frac{x_2 - x_1}{t_2 - t_1} = \frac{39 - 9{,}6}{5 - 2} = 9{,}8 \text{ (м/с)}.$$

Миттєву швидкість знаходимо шляхом диференціювання за часом у рівняння руху та наступним підставленням значень B, C, t_1 і t_2 .

$$v = \frac{dx}{dt} = \frac{d(A + Bt + Ct^3)}{dt} = B + Ct^2,\ v_1 = 4{,}4 \text{ (м/с)},\ v_2 = 17 \text{ (м/с)},$$

Обчислимо середнє значення прискорення: $a = \frac{v_2 - v_1}{t_2 - t_1} = \frac{17 - 4{,}4}{5 - 2} = 4{,}2$ (м/с^2).

Як залежить прискорення від часу, знайдемо після диференціювання виразу для миттєвої швидкості: $a = \frac{dv}{dt} = \frac{d(B + 3Ct^2)}{dt} = 6\,Ct$

Миттєві значення прискорень одержимо після їх підстановлення, врахувавши значення C: a_1=2,4 (м/с^2), a_2=6 (м/с^2) [10].

Пропонуємо розглянути фрагмент задачі з теми «Механічні коливання» навчального посібника [11]. Беручи до уваги мету даної статті, наголошуємо на використанні похідної для знаходження швидкості та прискорення.

Задача 2. Точка, що здійснює гармонічні коливання, в деякий момент часу має зміщення x = 4,0 см, швидкість v = 5,0 см/с і прискорення a = – 0,80 м/с^2. Визначити: 1) амплітуду A і період T коливань точки; 2) фазу коливань у момент часу, що розглядається; 3) максимальну швидкість v та прискорення a точки.

Розв'язання. Аналізуючи відомі та шукані величини, робимо висновок, що для розв'язання задачі потрібно використати кінематичне рівняння гармонічних коливань та визначення швидкості, прискорення, фази. Зміщення за умови гармонічних коливань описується співвідношенням: $x = A\cos(w_0 t + a)$. Швидкість та прискорення знайдемо, використовуючи визначення цих величин: $v = dx/dt = -Aw_0\sin(w_0 t + \alpha)$, $a = dv/dt = -Aw_0\cos(w_0 t + \alpha)$. Із формул випливає, що максимальні значення швидкості та прискорення: $v = Aw_0$, $a = Aw_0^2$.

Диференціальне числення є методичною системою, що забезпечує опанування математичного інструментарію для вивчення змінних величин у різних наукових дисциплінах. Поняття похідної є одним з ключових питань в економічних розрахунках, її застосування показано в Табл.1. [12].

Таблиця1.

Економічна функція	**Похідна функції**	**Економічний зміст похідної**	**Формула**
Загальні витрати TC(Q)	Граничні витрати MC(Q)	Додаткові витрати на виробництво однієї додаткової одиниці продукції.	MC(Q) = TC'(Q)
Загальний дохід TR(Q)	Граничний дохід MR(Q)	Додатковий дохід від продажу однієї додаткової одиниці продукції.	MR(Q) = TR'(Q)
Загальна корисність TU(Q)	Гранична корисність MU(Q)	Додаткова корисність від споживання однієї додаткової одиниці блага	MU(Q) = TU'(Q)

Розглянемо типовий навчальний приклад, спеціально складений для пояснення теми граничних витрат у курсах: мікроекономіки; економічної математики; математичного аналізу для економістів.

Задача 3. Виробниче підприємство має функцію загальних витрат TC (Q) (Total Cost), що залежить від обсягу виробництва Q (у тисячах одиниць), задану формулою: TC(Q) = 2Q^2 + 5Q + 100. Знайти функцію граничних витрат MC(Q). Визначити граничні витрати, коли обсяг виробництва становить Q=10.

Розв'язання: Знаходимо функцію граничних витрат (MC (Q)): Граничні витрати — це перша похідна від функції загальних витрат. MC(Q) = TC'(Q) = 4Q + 5. Обчислюємо MC при Q=10: підставляємо значення Q=10 у функцію граничних витрат. MC(10) = 45. Економічний висновок: коли підприємство виробляє 10 тисяч одиниць продукції, витрати на виробництво наступної (одинадцятої) тисячі зростуть приблизно на 45 грошових одиниць.

Математичне мислення є необхідним не лише для представників природничо-математичних спеціальностей, а й для фахівців гуманітарного профілю.

У їхньому випадку воно проявляється насамперед у здатності аналізувати та інтерпретувати події, логічно й критично мислити, робити обґрунтовані висновки та виявляти причинно-наслідкові зв’язки.

Автори дотримуються позиції, що математичне мислення формується вже на рівні дошкільної освіти. У закладах вищої освіти його розвиток доцільно продовжувати з перших курсів навчання, оскільки воно є необхідною передумовою успішного засвоєння фахових дисциплін у подальшому. З огляду на це методи диференціювання доцільно вводити вже на першому курсі в межах курсів математичного аналізу та вищої математики як фундаментальної складової підготовки майбутніх фахівців. Це зумовлено тим, що студенти природничих спеціальностей, зокрема фізики мають застосовувати зазначені методи під час розв'язування задач у межах обов'язкових фізичних дисциплін.

Майбутні економісти вивчають похідну, зазвичай, у два етапи: інструментальний (на вищій математиці) та прикладний (на мікро-економіці). Спочатку студенти вчаться рахувати похідні суто технічно, з метою навчити студентів робити розрахунки, а далі за допомогою похідних студентів вчать будувати складні моделі. Тобто, економістів вчать, що похідна - це швидкість зміни економічного показника при додаванні однієї одиниці ресурсу чи товару.

Все вищесказане є підтвердженням того, що у сучасній вищій школі розвиток математичного мислення студентів залишається пріоритетним завданням. Особливе значення у цьому процесі має опанування апарату диференціального числення.

Висновки.

Інтеграція прикладних задач із диференціювання у процесі вивчення фізики та математики є ефективним засобом інтелектуального розвитку й формування математичного мислення майбутніх фахівців. Систематична робота з типовими задачами, представленими у дослідженні, не лише поглиблює теоретичні знання, а й формує навички їх гнучкого застосування у розв'язанні нестандартних професійних викликів, які ставить перед студентами суспільство.

Література

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СВІТЛОДИЗАЙН ЯК КОМПОНЕНТ ФАХОВОЇ ПІДГОТОВКИ МАЙБУТНІХ ДИЗАЙНЕРІВ: ДИДАКТИЧНИЙ АСПЕКТ

Анотація. У статті досліджується проблема формування фахових компетентностей майбутніх дизайнерів у галузі проєктування освітлення предметно-просторового середовища в системі вищої мистецької освіти України. Визначено педагогічну значущість дисципліни «Світлодизайн» у структурі підготовки сучасного дизайнера та обґрунтовано необхідність інтеграції художнього та технічного компонентів у навчальний процес.

Охарактеризовано ключові проєктні завдання у сфері архітектурного та міського освітлення, які дизайнер вирішує у взаємодії з інженерами-світлотехніками, архітекторами та іншими учасниками проєктного процесу. Визначено значення світлодизайну у формуванні комфортного, безпечного

та естетично виразного середовища. Розкрито методичні підходи до навчання студентів трьох основних методів світлотехнічного розрахунку — методу питомої потужності, методу коефіцієнта використання світлового потоку та точкового методу — з урахуванням специфіки дизайнерської освіти та поєднання художніх і технічних складників професійної підготовки. Акцентовано увагу на важливості практичного застосування світлотехнічних знань у процесі проєктування інтер'єрів і громадських просторів.

Доведено, що засвоєння нормативних вимог до зовнішнього освітлення міських вулиць, площ і пішохідних зон є стратегічно важливим складником підготовки дизайнерів середовища та сприяє формуванню професійних компетентностей у сфері сучасного світлодизайну.

Обґрунтовано взаємозв'язок між вибором матеріалів покриття, їхніми світловідбивними властивостями та ефективністю функціонування освітлювальної системи як приклад міждисциплінарної взаємодії дизайну, світлотехніки та матеріалознавства.

Визначено, що правильний підбір матеріалів сприяє підвищенню енергоефективності та візуального комфорту середовища. Запропоновано авторську чотиримодульну дидактичну модель вивчення дисципліни, яка забезпечує послідовне формування інтегрованих професійних компетентностей студентів — від засвоєння теоретичних основ до виконання самостійної проєктної діяльності та практичного застосування світлотехнічних знань.

Ключові слова: світлодизайн, дизайн-освіта, проєктування освітлення, фахова підготовка дизайнерів, світлотехнічний розрахунок, освітлювальні системи, зовнішнє освітлення, дидактична модель.

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LIGHT DESIGN AS A COMPONENT OF PROFESSIONAL TRAINING OF FUTURE DESIGNERS: DIDACTIC ASPECT

Abstract. The article examines the issue of developing professional competencies of future designers in the field of lighting design of the subject-spatial environment within the system of higher art education in Ukraine. The pedagogical significance of the discipline “Lighting Design” in the structure of training a modern designer is determined, and the necessity of integrating artistic and technical components in the educational process is substantiated.

The key design tasks in the field of architectural and urban lighting, which a designer solves in cooperation with lighting engineers, architects, and other participants in the design process, are characterized. The importance of lighting design in creating a comfortable, safe, and aesthetically expressive environment is determined. Methodological approaches to teaching students the three main methods of lighting calculation — the power density method, the luminous flux utilization factor method, and the point-by-point method — are revealed, taking into account the specifics of design education and the integration of artistic and technical components of professional training. Attention is focused on the importance of the practical application of lighting engineering knowledge in the process of designing interiors and public spaces. It is proved that mastering the regulatory requirements for outdoor lighting of urban streets, squares, and pedestrian areas is a strategically important component of environmental designers’ professional training and contributes to the development of professional competencies in the field of contemporary lighting design.

The relationship between the selection of surface materials, their light-reflective properties, and the efficiency of the lighting system is substantiated as an example of interdisciplinary interaction between design, lighting engineering, and materials science. It is determined that the proper selection of materials contributes to improving energy efficiency and the visual comfort of the environment. The author’s four-module didactic model for studying the discipline is proposed, ensuring the consistent development of integrated professional competencies of students — from mastering theoretical foundations to carrying

out independent design activities and the practical application of lighting engineering knowledge.

Keywords: light design, design education, lighting design, professional training of designers, photometric calculation, lighting systems, outdoor lighting, didactic model.

Постановка наукової проблеми. Актуальність дослідження проблеми підготовки майбутніх дизайнерів у галузі світлодизайну визначається кількома взаємопов'язаними чинниками. По-перше, сучасна дизайн-освіта в Україні перебуває в умовах активної трансформації, що зумовлена як загальними процесами реформування вищої освіти, так і динамічними змінами ринку праці та зростанням вимог роботодавців до рівня фахової компетентності випускників [6; 7]. По-друге, світлодизайн як галузь практичної діяльності набуває дедалі більшого значення у проєктуванні сучасного архітектурного та міського середовища [23].

Дослідження наукових праць переконливо свідчать про те, що якісне освітлення є визначальним чинником психологічного комфорту людини, її продуктивності та суб'єктивного відчуття безпеки у просторі. Зокрема, P. Boyce стверджує, що освітлення впливає не лише на здатність людини виконувати зорові завдання, а й на її емоційний стан і сприйняття навколишнього середовища в цілому [3]. M. Lam, у свою чергу, розглядає освітлення як один із ключових формотворчих інструментів архітектора та дизайнера, за допомогою якого формується цілісний просторовий образ [4]. P. Tregenza та M. Wilson акцентують увагу на нерозривному зв'язку між природним і штучним освітленням у сучасній архітектурній практиці [5].

Водночас вітчизняна педагогічна практика поки що не запропонувала достатньо розробленого методичного забезпечення дисципліни «Світлодизайн» для закладів вищої освіти, яке б органічно поєднувало художній і технічний компоненти та відповідало актуальним вимогам фахової підготовки. Саме ця прогалина і визначає актуальність пропонованого дослідження.

Аналіз останніх досліджень і публікацій. Методологічну основу дослідження становлять: принципи контекстного навчання у вищій школі, що розкривають механізми переходу від навчальної до фахової діяльності [19]; компетентнісний підхід у вищій освіті, розроблений у роботах вітчизняних та зарубіжних учених; концепції проєктного навчання у дизайн-освіті.

Питання методики викладання фахових дисциплін у закладах вищої освіти мистецько-дизайнерського спрямування знаходиться в центрі уваги багатьох дослідників. О. Фурса у своїй монографії детально аналізує

тенденції розвитку дизайн-освіти в Україні та підкреслює необхідність органічного поєднання художнього та інженерно-технічного компонентів у підготовці фахівців [8]. В. Даниленко досліджує теоретичні засади дизайн-освіти та обґрунтовує принципи побудови навчальних програм для майбутніх дизайнерів [7].

Природу проєктного мислення та способи його цілеспрямованого формування у навчальному процесі всебічно аналізують N. Cross і B. Lawson. На думку N. Cross, проєктне мислення є специфічним когнітивним стилем, що відрізняється від наукового та гуманітарного мислення, і тому потребує особливих педагогічних методів формування [12]. B. Lawson пропонує моделі розвитку проєктної компетентності через систему послідовних навчальних завдань зростаючої складності [13].

Безпосередньо щодо методики навчання світлового дизайну, C. Cuttle наголошує на необхідності формування у студентів-дизайнерів не лише практичних умінь, але й системного теоретичного розуміння фотометрії, нормування освітлення та взаємозв'язку між технічними параметрами і зоровим сприйняттям простору [14]. Важливу роль у підготовці фахівців відіграє також формування навичок роботи зі спеціалізованим програмним забезпеченням для розрахунку освітлення, що обґрунтовують у своїх дослідженнях C. Reinhart та J. Wienold [21].

Актуальним напрямком сучасних досліджень у галузі освітлення є проблематика візуального комфорту у вуличному просторі. S. Fotios та J. Uttley у своєму огляді чинників, що визначають якість зорового сприйняття у міському середовищі вночі, роблять висновок про необхідність комплексного підходу до нормування та проєктування вуличного освітлення, що враховує не лише технічні параметри, але й особливості людського зору в умовах адаптації [16]. M. Inanici обґрунтовує методологію оцінювання якості освітлення через аналіз розподілу яскравості, що є важливим інструментом у роботі дизайнера [17].

Аналіз наукової літератури свідчить, що, попри значний дослідницький доробок у суміжних галузях, комплексна дидактична модель навчання світлодизайну з урахуванням специфіки закладів вищої освіти в Україні залишається недостатньо розробленою [23]. Це підтверджує актуальність і наукову доцільність пропонованого дослідження.

Мета статті — обґрунтувати дидактичні засади вивчення світлодизайну у закладах вищої освіти, визначити зміст і структуру формування фахових компетентностей майбутніх дизайнерів у галузі проєктування предметно-просторового середовища.

Для досягнення поставленої мети сформульовано такі завдання дослідження: проаналізувати структуру проєктних завдань у сфері

світлодизайну; розкрити методичні підходи до навчання студентів методів розрахунку освітлення; обґрунтувати педагогічні умови формування компетентностей у галузі зовнішнього освітлення; запропонувати авторську дидактичну модель вивчення дисципліни.

Виклад основного матеріалу.

1. Структура проєктних завдань у світлодизайні як основа змісту навчання.

Розуміння структури фахових проєктних завдань є необхідною умовою обґрунтованого визначення змісту навчання. З дидактичної точки зору, зміст навчальної дисципліни має відображати реальну структуру діяльності фахівця, забезпечуючи формування компетентностей, що затребувані у практиці.

Принципово важливою методичною настановою є те, що у сфері освітлення дизайнер діє не ізольовано, а у взаємодії зі спеціалістами суміжних галузей — передусім із фахівцями у галузі електроосвітлення, що обґрунтовано нами у навчальному посібнику «Світлодизайн» [1, с. 65]. Ця обставина має безпосереднє педагогічне значення: вона орієнтує студентів на формування навичок міждисциплінарної комунікації та розуміння меж власної компетентності. Дизайнер відповідає за художню концепцію та загальне бачення освітлювального середовища; технічні розрахунки і монтажні рішення розробляються у взаємодії з інженерами.

Разом із тим сучасна проєктна практика вимагає від дизайнера принаймні базового розуміння технічних аспектів освітлення. Нами було визначено перелік питань, які необхідно вирішити при розробці освітлювальної системи: добір типу джерела світла (традиційні лампи розжарювання, люмінесцентні або сучасні світлодіодні); вибір виду освітлення (загальне, місцеве, комбіноване); підбір типу світильника з урахуванням вимог до якості, економічності, безпеки та архітектурної естетики приміщення; визначення кількості та схеми розміщення світильників; встановлення нормативного рівня освітленості [1, с. 65–66]. Кожне із цих завдань має яскраво виражений художньо-технічний характер, що й визначає специфіку їх вивчення в курсі підготовки дизайнера.

Важливим змістовим блоком є вивчення видів систем освітлення. Система загального освітлення передбачає рівномірне або локалізоване розміщення світильників: при рівномірному розміщенні відстань між приладами витримується незмінною по всій площі; при локалізованому — кожен світильник встановлюється з урахуванням оптимального освітлення конкретного об'єкта [1, с. 65]. Художня відмінність між цими рішеннями є принциповою: рівномірне освітлення формує нейтральний, однорідний простір, тоді як локалізоване дає змогу акцентувати окремі об'єкти, керувати

сприйняттям простору та створювати художні ефекти. Усвідомлення цієї відмінності є базовою компетентністю майбутнього дизайнера.

Окремої уваги у навчальному процесі заслуговує комбінована система освітлення, що поєднує загальне освітлення всього приміщення з місцевим освітленням конкретних об'єктів. Саме цей вид освітлення є найбільш поширеним у сучасній дизайнерській практиці, оскільки дозволяє досягти водночас функціонального комфорту і художньої виразності. Педагогічний досвід свідчить, що саме з комбінованим освітленням пов'язані найбільш складні і творчі проєктні ситуації — на що ми звертаємо особливу увагу в [1, с. 65].

Методично доцільно будувати навчання за принципом поступового ускладнення: від загального ознайомлення з видами та системами освітлення — через аналіз конкретних прикладів — до самостійного розроблення освітлювальних концепцій. Такий підхід відповідає принципу послідовності у дидактиці та узгоджується з логікою формування проєктних компетентностей, описаною B. Lawson [13].

2. Методичні підходи до навчання методів розрахунку освітлення.

Опанування методів розрахунку освітлення є одним із найскладніших дидактичних завдань у підготовці дизайнерів. Труднощі зумовлені природою цього матеріалу: він є суто технічним за своїм характером, тоді як студенти художньо-дизайнерських спеціальностей, як правило, мають виражену гуманітарно-художню орієнтацію і нерідко відчувають психологічний бар'єр щодо кількісних методів.

Педагогічним орієнтиром для вирішення цього протиріччя може слугувати методичний принцип, згідно з яким дизайнер має розуміти логіку розрахунку, вміти читати і трактувати його результати, але не зобов'язаний виконувати повноцінний інженерний розрахунок самостійно — така методична позиція обґрунтована нами у посібнику [1, с. 68]. Викладач, у свою чергу, повинен постійно підкреслювати художній сенс технічних параметрів, переводячи кількісні дані у площину зорового сприйняття та просторового образу.

У змісті дисципліни доцільно послідовно розглянути три основні методи розрахунку освітлення.

Метод питомої потужності є найпростішим і найдоступнішим. Він дозволяє визначити орієнтовну потужність кожної лампи за формулою $P = \omega \cdot S / N \cdot n$, де ω — питома потужність (Вт/м²), що нами детально описано у посібнику [1, с. 69]. Незважаючи на меншу точність, саме цей метод доцільно вивчати першим, оскільки він є наочним і дає змогу студентам швидко отримати практичний досвід розрахунку. Орієнтовні нормативні значення питомої потужності для різних типів приміщень наведено у

спеціальних таблицях: для приміщень із приглушеним освітленням (наприклад, спальня) норма становить 10–12 Вт/м², для приміщень з середнім рівнем освітленості (санвузол, робочий кабінет, дитяча кімната) — 15–18 Вт/м², для приміщень із максимальним рівнем освітлення (вітальня) — близько 20 Вт/м² [1, с. 66] (наведені значення систематизовано нами у вигляді зведеної таблиці). При цьому студентів необхідно ознайомити з коефіцієнтами перерахунку для різних типів ламп, оскільки наведені норми розраховані для ламп розжарювання.

Метод коефіцієнта використання світлового потоку є основним методом, що застосовується на практиці для розрахунку загального освітлення горизонтальних поверхонь [1, с. 68]. Його сутність полягає у визначенні частки загального світлового потоку джерела, яка реально досягає освітлюваної поверхні, враховуючи геометрію приміщення та відбивні властивості його поверхонь. Формула розрахунку необхідного світлового потоку однієї лампи включає кілька поправочних коефіцієнтів, кожен із яких відображає реальну фізичну ситуацію в приміщенні.

З педагогічної точки зору, кожен коефіцієнт необхідно пояснювати не формально, а через його фізичний і художній зміст. Наприклад, коефіцієнт запасу $K_З$ відображає неминуче зниження ефективності освітлення у процесі експлуатації через забруднення арматури та природне старіння ламп. Його значення варіює від 1,3 (у чистих приміщеннях) до 2,0 (у забруднених виробничих умовах), що нами зафіксовано у відповідних таблицях посібника [1, с. 68]. Художній зміст цього коефіцієнта полягає в тому, що дизайнер свідомо «закладає» певний запас освітленості, щоб протягом усього проєктного терміну служби система забезпечувала комфортний зоровий режим.

Найскладнішим для засвоєння є коефіцієнт використання світлового потоку $\eta_н$, величина якого залежить від типу світильника, відбивних властивостей поверхонь приміщення та його геометричного індексу. Індекс приміщення визначається за формулою $i = A \cdot B / H \cdot (A+B)$, де А — ширина, В — довжина, Н — висота приміщення [1, с. 68], а коефіцієнт ηн знаходять за авторськими таблицями посібника. Принципово важливим є те, що вибір кольору та фактури стін і стелі — рішення, яке дизайнер приймає з художніх міркувань, — безпосередньо впливає на ефективність освітлювальної системи. Темні поверхні поглинають більшу частину відбитого світла, тоді як світлі значно підвищують коефіцієнт використання. Підкреслення цього зв'язку формує у студентів системне розуміння дизайну як цілісного процесу.

Точковий метод використовується для визначення освітленості у конкретній точці поверхні і дозволяє враховувати внесок кожного окремого

джерела світла. Основна розрахункова формула враховує силу світла I_A у напрямку від джерела до розрахункової точки А та кут між нормаллю до поверхні і вектором сили світла α [1, с. 68–69]. У дидактичному відношенні точковий метод є особливо цінним, оскільки дозволяє наочно продемонструвати зв'язок між геометрією розташування джерел світла та характером освітленості на поверхні. Студенти краще розуміють просторові закономірності освітлення, коли можуть самостійно прорахувати кілька точок і побудувати картину розподілу освітленості.

Для підвищення ефективності навчання всім трьом методам доцільно використовувати систему практичних завдань з реальними об'єктами — навчальними приміщеннями, виставковими залами, проєктними майданчиками. Подальше порівняння результатів, отриманих різними методами, формує розуміння меж застосовності кожного з них та навичку свідомого вибору розрахункового інструменту залежно від поставленого завдання.

3. Педагогічні умови формування компетентностей у галузі вибору та розміщення освітлювального обладнання.

Вибір і розміщення освітлювального обладнання є тією ланкою проєктної роботи, де технічні знання і художній задум дизайнера стикаються найбільш безпосередньо. Саме тут загальна концепція освітлення перетворюється на конкретні рішення щодо типів приладів, схем їх розташування та висоти підвісу.

Вихідним принципом при вивченні цього розділу є те, що схема розміщення світильників визначається передусім завданням освітлення в кожному конкретному випадку, що нами докладно обґрунтовано у посібнику [1, с. 69]. Студентів необхідно навчати не стандартним схемам як самоцілі, а умінню формулювати проєктне завдання, від якого і залежить оптимальне технічне рішення.

Для рівномірного освітлення приміщень практикою встановлені оптимальні параметри розташування світильників. При паралельному розміщенні оптимальним є співвідношення $L/h = 1{,}4–1{,}8$, при шаховому — $L/h = 1{,}8–2{,}5$, де L — відстань між світильниками, h — висота їх підвісу над освітлюваною поверхнею [1, с. 69–70]. Відстань від крайнього ряду світильників до стіни при розташуванні об'єктів вздовж неї рекомендується у межах $l = (0{,}25–0{,}3)L$ [1, с. 70] — ці параметри нами систематизовано на основі практики проєктування освітлення. Ці параметри студенти мають не лише знати, але й вміти пояснити їх фізичний контекст: чому збільшення відстані між світильниками призводить до нерівномірності освітлення, а надмірне ущільнення — до невиправданих економічних витрат.

Важливою складовою фахової підготовки є формування компетентностей у галузі енергоефективності освітлення. У розвинених країнах

витрати електроенергії на освітлення сягають 20% загального споживання, в Україні цей показник становить близько 15% [1, с. 70] — наведені нами порівняльні дані по різних країнах слугують переконливим аргументом для формування у студентів мотивації до енергоефективних проєктних рішень. Студенти мають розуміти, що свідомий вибір ефективних джерел світла є не лише економічним, але й соціально відповідальним рішенням дизайнера.

Сучасні LED-технології відкривають якісно нові можливості як з точки зору енергоефективності, так і з художньої перспективи. Порівняно з газорозрядними приладами, застосування світлодіодних джерел дозволяє досягти економії до 70% споживаної електроенергії [1, с. 73]. Крім того, діапазон робочих температур сучасних вуличних LED-світильників (-45°C до +60°C) та ступінь захисту IP65 роблять їх оптимальним рішенням для більшості кліматичних умов України — що детально охарактеризовано нами у відповідному розділі посібника [1, с. 73–74]. Ознайомлення студентів із технічними характеристиками сучасного обладнання необхідно поєднувати з аналізом його художнього потенціалу — гнучкості керування кольором, спрямованістю світлового потоку, можливостями динамічного освітлення.

Систематичне порівняння різних типів джерел світла за параметрами світлової віддачі та строком служби формує у студентів навичку обґрунтованого вибору обладнання. Так, люмінесцентні лампи з віддачею світла до 100 лм/Вт і строком служби, що у 10–15 разів перевищує строк служби ламп розжарювання [1, с. 71], вже поступаються своїми позиціями сучасним LED-рішенням, але залишаються актуальними у певних контекстах. Здатність свідомо аналізувати ці переваги та обмеження є важливою складовою фахової компетентності.

4. Зовнішнє освітлення як складник підготовки майбутніх дизайнерів.

Розділ зовнішнього освітлення міського середовища є стратегічно важливим у структурі підготовки дизайнерів, адже саме у цій сфері художньо-дизайнерські рішення мають найбільший суспільний вплив і безпосередньо пов'язані з безпекою людей. Разом із тим у навчальних програмах цій темі нерідко приділяється недостатньо уваги порівняно з інтер'єрним дизайном.

Нормативна база вуличного освітлення є необхідним предметом вивчення. Вулиці та дороги класифікуються за категоріями залежно від характеру руху та містобудівного значення — від категорії А (магістральні вулиці загальноміського значення, швидкісні дороги, головні площі) до категорії Д (проїзди та пішохідні доріжки у мікрорайонах) [1, с. 72]. Рівень освітлення регламентується не лише освітленістю (лк), а й мінімальною

середньою яскравістю дорожнього покриття та рівномірністю її розподілу. Це нормування по яскравості принципово відрізняє зовнішнє освітлення від внутрішнього і відображає специфіку зорового сприйняття водія під час руху.

Вимоги до рівномірності розподілу яскравості на проїзній частині залежать від категорії вулиці. Для вулиць із нормованою середньою яскравістю 0,4–1 кд/м² відношення максимального значення яскравості до мінімального не може перевищувати 3:1; для менш інтенсивних вулиць (0,1–0,2 кд/м²) — 5:1 [1, с. 72–73]. Ці параметри є не абстрактними нормативами, а відображенням реальних закономірностей зорового сприйняття людини.

S. Fotios та J. Uttley у своєму огляді доводять, що нерівномірність освітлення є одним із ключових чинників зниження видимості об'єктів на дорозі та підвищення ризику дорожньо-транспортних пригод [16]. Це пояснення надає нормативним вимогам людський і соціальний зміст, що підвищує мотивацію студентів до їх вивчення.

Принципово важливим міждисциплінарним зв'язком, який необхідно акцентувати у навчанні, є залежність між вибором матеріалів дорожнього покриття та ефективністю освітлювальної системи. Нормування рівня освітлення по яскравості враховує коефіцієнти відбивання різних покриттів [1, с. 72–73]. Таким чином, дизайнерське рішення щодо матеріалу покриття тротуару чи площі має безпосередні наслідки для розрахунку освітлення. Цей зв'язок є показовим прикладом того, як художні й технічні рішення у дизайні міського середовища утворюють цілісну систему.

Вибір типу світильника для вуличного освітлення визначається нормованим рівнем яскравості та шириною проїзної частини. При ширині проїжджої частини до 24 м для вулиць з яскравістю 0,4–1 кд/м² доцільно застосовувати прилади з несиметричним вузьким боковим світлорозподілом; при більшій ширині — з несиметричним широким; для перехресть — з чотиристороннім [1, с. 74]. Для бульварів і тротуарів оптимальними є світильники з розсіяним симетричним світлорозподілом [1, с. 74–75].

Вибір висоти монтажу світильників є особливо важливим параметром з точки зору обмеження засліпленості учасників дорожнього руху. Нормативно допустиме значення коефіцієнта засліпленості для вуличного освітлення не повинно перевищувати 1,15 [1, с. 77]. Мінімальна висота монтажу встановлюється відповідно до максимального світлового потоку ламп і типу світильника [1, с. 77–78]. Студентам важливо зрозуміти, що висота підвісу є не лише технічним параметром, але й важливим елементом архітектурно-художнього вигляду вулиці — і в денний, і в нічний час. Як зазначається у посібнику, «опори (щогли) ліхтарів повинні бути легкими і

не створювати ефект громіздких споруд, що порушують загальну композицію вулиці» [1, с. 74–75].

Особливу увагу необхідно приділити освітленню перехресть і пішохідних переходів як зон підвищеної небезпеки. Схеми розташування світильників на перехрестях і пішохідних переходах є стандартизованими і повинні бути детально розглянуті в курсі [1, с. 80–81]. Навчання цих схем доцільно поєднувати з аналізом реальних прикладів з вуличного простору студентів — це підвищує практичну значущість матеріалу і формує звичку до критичного спостереження за навколишнім середовищем.

5. Авторська дидактична модель вивчення світлодизайну.

На підставі проведеного аналізу змісту та специфіки навчального матеріалу, узагальнення педагогічного досвіду і теоретичних положень сучасної дидактики пропонується чотиримодульна дидактична модель вивчення дисципліни «Світлодизайн».

Модуль І «Основи теорії світла і зорового сприйняття» охоплює фізичні властивості світла як матеріального явища, систему фотометричних величин та їх одиниць вимірювання, психологію зорового сприйняття кольору, форми і простору [11], а також особливості адаптації зорової системи людини до різних умов освітлення. Ключова компетентність цього модуля — здатність аналізувати освітлювальне середовище з позицій зорового комфорту та художньої виразності. Провідними методами навчання є лекції з мультимедійним супроводом, семінари-дискусії з аналізом візуальних прикладів, практичні спостереження у реальних освітлювальних середовищах.

Модуль ІІ «Технічні засоби освітлення» присвячений вивченню сучасної номенклатури джерел світла — від традиційних ламп розжарювання до сучасних LED-технологій — та освітлювальної арматури. Важливою складовою є ознайомлення з системами управління освітленням, зокрема з можливостями регулювання яскравості, програмованих сценаріїв і «розумного» освітлення. Ключова компетентність — здатність свідомо обирати технічні засоби відповідно до художньої концепції, нормативних вимог і критеріїв економічної ефективності. Методичний акцент — практикуми зі зразками обладнання, порівняльний аналіз характеристик за каталогами виробників.

Модуль ІІІ «Проєктування освітлення та методи розрахунку» є центральним у структурі дисципліни і охоплює: системи й види освітлення, три основних методи розрахунку (питомої потужності, коефіцієнта використання, точковий), нормативні вимоги до різних типів приміщень, принципи вибору та розміщення обладнання. Ключова компетентність — здатність виконувати і читати базові розрахунки освітлення, застосовувати

нормативні вимоги у проєктній роботі, обґрунтовувати технічні рішення з художніх позицій. Провідний метод навчання — проєктне завдання на розробку системи освітлення конкретного приміщення з повним розрахунком і художнім обґрунтуванням.

Модуль IV «Зовнішнє освітлення та архітектурне підсвічування» присвячений проєктуванню освітлення міського середовища: вуличному освітленню, архітектурному підсвічуванню фасадів і монументів, декоративному та святковому освітленню. Ключова компетентність — здатність розробляти концепцію зовнішнього освітлення об'єктів міського середовища з урахуванням нормативних, технічних, економічних та художніх вимог. Підсумкове завдання модуля — розробка концепції нічного освітлення фрагмента міського простору з обґрунтуванням рішень і публічним захистом проєкту.

Наскрізним педагогічним прийомом у структурі всіх модулів є метод аналізу конкретних випадків (case study) — дослідження реальних об'єктів і проєктів з різних країн світу. Цей підхід розвиває критичне мислення студентів, допомагає переходити від абстрактних знань до конкретних проєктних умінь і формує естетичну базу для власної творчої діяльності. Результативність запропонованої моделі підтверджується як логікою її побудови, так і її узгодженістю з принципами компетентнісного підходу у вищій освіті [8; 12; 19].

Висновок. Проведене дослідження дозволяє сформулювати наступні висновки.

По-перше, підготовка майбутніх дизайнерів у галузі світлодизайну потребує органічного поєднання художнього та технічного компонентів, між якими має бути встановлений оптимальний педагогічний баланс. Технічний компонент є необхідною умовою якісного художнього рішення, проте зміст навчання має завжди підпорядковуватися моделі формування проєктного, а не інженерного мислення.

По-друге, вивчення базових методів розрахунку освітлення — методу питомої потужності, методу коефіцієнта використання світлового потоку та точкового методу — є необхідним компонентом дизайнерської освіти у цьому контексті. Педагогічна ефективність цього підходу забезпечується лише за умови, що фізичний зміст розрахунку коефіцієнтів і параметрів розглядається через призму зорового сприйняття і художнього образу предметно-просторового середовища.

По-третє, тема зовнішнього освітлення міських вулиць, площ і пішохідних просторів потребує значно більшої уваги у навчальних програмах підготовки дизайнерів середовища. Міждисциплінарні зв'язки між нормативними вимогами до яскравості, вибором типу світлорозподілу і

матеріалів покриття та художнім рішенням міського середовища є ключовим предметом вивчення у цьому розділі.

По-четверте, запропонована чотиримодульна дидактична модель забезпечує послідовне формування професійних компетентностей майбутнього дизайнера у галузі світлодизайну — від теоретичних знань про природу світла до самостійної розробки концептуальних рішень для об'єктів міського середовища.

Перспективами подальших досліджень є розробка системи критеріїв та показників оцінювання сформованості компетентностей у галузі світлодизайну, а також порівняльне дослідження ефективності традиційних методів навчання і симуляційного програмного забезпечення (DIALux, Relux) у формуванні проєктних умінь.

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УКРАЇНСЬКЕ НАРОДНО-ІНСТРУМЕНТАЛЬНЕ ВИКОНАВСТВО В УМОВАХ КОЛОНІАЛЬНОГО ТИСКУ

Анотація. У статті здійснено аналіз педагогічних наслідків колоніального тиску на українське народно-інструментальне виконавство та визначено основні напрями деколонізації мистецької освіти. У роботі розглянуто трансформацію народно-інструментального виконавства крізь призму впливу двох колоніальних систем Російської імперії та Радянського Союзу. Показано, що автентична традиція, яка історично передавалася поза межами формалізованих освітніх інституцій, зокрема в середовищі кобзарських братств, поступово була витіснена жорстко регламентованою академічною моделлю. Показовим прикладом цього процесу стала конструктивна модернізація та уніфікація бандури, що призвела до послаблення регіональної специфіки харківської, київської та полтавської виконавських шкіл. Окрему увагу приділено виявленню залишкових проявів колоніальної спадщини в сучасній мистецькій освіті України. Йдеться про інерційне відтворення застарілих репертуарних моделей, переважання технічної досконалості над ідентичнісним змістом, а також збереження педагогічного дискурсу, у межах якого народна традиція сприймається як нижча форма мистецтва, що потребує піднесення до академічного стандарту. Такий підхід звужує розуміння українського народно-інструментального виконавства, відриває його від живого культурного середовища та послаблює зв'язок між мистецькою освітою, історичною пам'яттю і національною самоідентифікацією. У статті обґрунтовано необхідність системної деколонізації мистецької освіти, яка має охоплювати перегляд репертуарної політики, повернення до автентичних зразків і живої кобзарської традиції, методологічне оновлення навчального процесу, впровадження польової педагогіки, розвиток рефлексивного підходу до виконавської практики, критичне переосмислення термінології, а також зміну освітніх програм і критеріїв оцінювання. Доведено, що майбутнє українського народно-інструментального виконавства залежить від поєднання академічної майстерності з глибоким

знанням автентичної традиції. Саме такий синтез здатний сформувати покоління виконавців, які не лише технічно відтворюють музичний матеріал.

Ключові слова: народно-інструментальне виконавство, музична освіта, деколонізація, українська ідентичність, педагогіка мистецтва, радянська ідеологія, бандура, кобзарство.

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UKRAINIAN FOLK-INSTRUMENTAL PERFORMANCE UNDER COLONIAL PRESSURE

Abstract. The article analyzes the pedagogical consequences of colonial pressure on Ukrainian folk-instrumental performance and identifies the main directions for the decolonization of arts education. The study examines the transformation of folk-instrumental performance through the lens of the influence of two colonial systems: the Russian Empire and the Soviet Union. It is shown that the authentic tradition, which was historically transmitted outside formalized educational institutions, particularly within the milieu of kobzar brotherhoods, was gradually displaced by a strictly regulated academic model. A representative example of this process was the structural modernization and unification of the bandura, which led to the weakening of the regional specificity of the Kharkiv, Kyiv, and Poltava performance schools. Particular attention is given to identifying the residual manifestations of colonial legacy in contemporary arts education in Ukraine. This concerns the inertial reproduction of outdated repertoire models, the predominance of technical perfection over identity-based content, and the preservation of a pedagogical discourse in which the folk tradition is perceived as a lower form of art that requires elevation to an academic standard. Such an approach narrows the understanding of Ukrainian folk-instrumental performance, detaches it from its living cultural environment, and weakens the connection between arts education, historical memory, and national self-identification. The article substantiates the need for the systemic decolonization of arts education, which should include a revision of repertoire policy, a return to authentic models and the living kobzar tradition, methodological renewal of the educational process, the introduction of field pedagogy, the development of a reflective approach to performance practice, a critical rethinking of terminology, and changes to educational programs and assessment criteria. It is argued that the

future of Ukrainian folk-instrumental performance depends on the combination of academic mastery with a deep knowledge of the authentic tradition. It is precisely such a synthesis that can form a generation of performers who do not merely reproduce musical material technically.

Keywords: folk-instrumental performance, music education, decolonization, Ukrainian identity, art pedagogy, Soviet ideology, bandura, kobzar tradition.

Постановка проблеми. Питання збереження та відновлення національної культурної ідентичності набуває особливої гостроти в умовах повномасштабного вторгнення Росії в Україну, однак коріння цієї проблеми сягає значно глибше – у кілька століть цілеспрямованої культурної асиміляції. Народно-інструментальне виконавство як органічна складова духовного простору українців зазнавало системних деформацій, спричинених послідовною дією двох колоніальних проєктів: Російської імперії та радянської держави [1].

Незважаючи на високий професійний рівень виконавства на народних інструментах, який демонструють випускники українських закладів музичної освіти, більшу частину свого існування українське народно-інструментальне виконавство розвивалося під тиском певних чинників – в умовах Російської імперії, а потім – радянської ідеології, яка використовувала народну музичну традицію для своїх цілей, суттєво обмежуючи українську ідентичність. Ця теза є визначальною для розуміння сучасного стану мистецької освіти в Україні та відправною точкою пропонованого дослідження.

Народна інструментальна музика – бандура, кобза, цимбали, сопілка, ліра – завжди була органічним виразником духовного світу українців, засобом передачі колективної пам’яті та національного самовираження [3]. Проте систематична освіта у цій сфері формувалася в умовах, далеких від природного культурного середовища: її зміст, структура та ідеологічне наповнення визначалися зовнішніми щодо України силами [2].

Актуальність дослідження зумовлена кількома взаємопов’язаними чинниками. По-перше, в умовах воєнного часу та процесу євроінтеграції України гостро постає питання критичного переосмислення змісту освітніх програм у напрямі відновлення автентичної культурної ідентичності. По-друге, відсутність системного педагогічного осмислення наслідків колоніального впливу призводить до відтворення застарілих моделей навчання [8]. По-третє, формування нового покоління виконавців, здатних усвідомлено репрезентувати українську культуру у світі, потребує концептуально оновленої педагогічної бази [7].

Метою статті є аналіз педагогічних наслідків колоніального тиску на українське народно-інструментальне виконавство та визначення пріоритетних напрямів деколонізації змісту мистецької освіти. Досягнення мети передбачає вирішення таких завдань: розглянути специфіку умов, у яких формувалася народно-інструментальна освіта в добу Російської імперії та СРСР; проаналізувати механізми ідеологічного впливу на педагогічну систему; виявити залишкові прояви колоніальної спадщини у сучасній освітній практиці; окреслити педагогічні підходи до відновлення автентичної ідентичності.

Виклад основного матеріалу. Дослідники історії української культури одностайні у висновку, що включення українських земель до складу Російської імперії супроводжувалося систематичним витісненням самобутніх форм національного буття [1]. Бандура і кобза, які були не лише музичними інструментами, а й символами козацько-лицарської традиції та духовного спротиву, опинилися під особливим наглядом. Мандрівні співці-кобзарі та лірники, що були живими носіями народної пам'яті, до кінця XIX – початку XX ст. зазнавали відкритих переслідувань та примусового осілення [5].

Особливо показова в цьому контексті доля Кирило-Мефодіївського братства, члени якого намагалися осмислити народну традицію як підґрунтя національного відродження. Репресії 1847 року та заслання Тараса Шевченка з прямою забороною писати і малювати наочно демонструють ставлення імперії до будь-яких форм культурної самоідентифікації поневолених народів. Емський указ 1876 року, що забороняв публікацію текстів українською мовою, безпосередньо обмежував і музичну діяльність – зокрема видання записів народних пісень та їх вивчення [1].

У цей період не існувало організованої інституційної системи навчання гри на народних інструментах. Передача традиції відбувалася виключно у позаінституційний спосіб – від майстра до учня, у рамках кобзарських братств. Відсутність офіційної освітньої інституції, з одного боку, зберігала автентичність і природний зв'язок з усною традицією, а з іншого – робила цю традицію надзвичайно вразливою перед організованими репресіями [5]. Знищення інституту кобзарства означало б не просто ліквідацію певного виду мистецтва, а й зникнення цілого пласту народної пам'яті, закодованої в думах, псальмах та історичних піснях.

Перші спроби систематизованого навчання гри на народних інструментах в Україні пов'язані з діяльністю Миколи Лисенка та його послідовників, які намагалися поєднати народну традицію з академічними стандартами [4]. Лисенко здійснив масштабну збирацьку роботу, опрацював численні народні мелодії, прагнув включити народний пісенний матеріал до

репертуару академічних виконавців. Водночас ця благородна діяльність уже містила у собі суперечність, яка стане визначальною для всієї подальшої педагогічної системи: намагаючись «підняти» народну музику до академічних стандартів, реформатори мимоволі вписували її у чужу для неї ієрархію цінностей. Цей досвід засвідчує, що навіть прогресивна педагогічна ініціатива мусила функціонувати в системі координат, заданих колоніальною владою.

Радянська доба принесла принципово нову модель інституалізації народно-інструментального виконавства. Музичні училища та консерваторії отримали відповідні відділення, були розроблені навчальні програми, з'явилися підручники та методичні посібники. Зовнішньо це виглядало як піднесення народної музики до рівня серйозного мистецтва. Однак насправді йшлося про глибоку інструменталізацію народної традиції в інтересах радянської ідеології, що докладно проаналізовано у фундаментальному дослідженні М. А. Давидова [2].

Ключовою стратегією радянської культурної політики щодо народної музики стало впровадження концепції «удосконалення» інструментів та уніфікації репертуару. Бандура пройшла радикальну конструктивну модернізацію: перехід від діатонічного до хроматичного строю, стандартизація розмірів і конструкції, уніфікація виконавської техніки по всьому СРСР [3]. Це давало змогу управляти репертуаром і тематикою творів, нівелюючи регіональні відмінності – зокрема відмінності між харківською, київською та полтавською традиціями гри. Інструмент, позбавлений регіональної специфіки, ставав зручним для централізованого ідеологічного контролю.

Репертуар народно-інструментальних колективів і солістів формувався відповідно до ідеологічних запитів. Твори на «радянську» тематику, обробки народних пісень, очищені від будь-яких посилань на козацьку, релігійну чи «буржуазно-націоналістичну» традицію, перекладення класичних творів – усе це поступово витісняло автентичний традиційний матеріал [8].

Думи – серцевина кобзарського мистецтва, осердя народної історичної свідомості – фактично вилучалися з публічного репертуару або радикально редагувалися.

Апогеєм радянської культурної політики щодо носіїв автентичної народної традиції стала трагедія початку 1930-х років. У дослідницькій літературі зафіксовані свідчення про так званий "з'їзд" кобзарів і лірників 1932–1933 рр., куди під різними приводами нібито звезли народних музик з усіх регіонів України, і більшість із них безслідно зникла [5]. Ця версія залишається дискусійною в академічному середовищі, проте поза сумнівом те, що в роки Голодомору носії автентичної традиції зазнавали

систематичних переслідувань, які стали частиною ширшої стратегії знищення не лише людей, а й культурної пам'яті народу.

На рівні педагогічної системи радянська ідеологія проявлялася у кількох вимірах. Змістовий вимір: навчальні програми були уніфіковані відповідно до союзних стандартів, що нівелювало регіональну специфіку і місцеві виконавські школи. Методологічний вимір: викладання орієнтувалося на академічні зразки, запозичені з традиції «серйозної» класичної музики – з її культом технічної досконалості, пріоритетом авторської інтерпретації над традиційними зразками, ієрархічним поділом на «серйозну» і «легку» музику [2]. На мою думку, дискурсивний вимір цієї проблеми полягає в тому, що радянське музикознавство й педагогіка формували не нейтральну, а ідеологічно задану мову опису української народної музики. У цій системі вона часто трактувалася не як самостійна українська культурна цінність, а як частина «загальнорадянської спадщини». Такий підхід послаблював її національну специфіку, регіональну різноманітність і зв'язок з історичною пам'яттю українського народу.

Окремо варто відзначити долю діаспорної традиції народно-інструментального виконавства. Українські емігранти, що опинилися поза межами СРСР, зберегли і розвинули традиційне кобзарське мистецтво у його більш автентичних формах [6]. Саме в діаспорі продовжував існувати живий зв'язок із дорадянськими зразками виконавства, вільними від ідеологічних нашарувань. Цей досвід став особливо цінним після здобуття Україною незалежності, коли з'явилася можливість звернутися до альтернативної традиції. Проте реінтеграція діаспорного досвіду до системи мистецької освіти відбувається надто повільно. Аналіз сучасного стану навчальних програм із народно-інструментального виконавства в українських закладах мистецької освіти свідчить про те, що чимало елементів радянської моделі зберігається й досі – навіть після понад тридцяти років незалежності [7]. Це виявляється принаймні у чотирьох аспектах.

Репертуарний аспект. У навчальному репертуарі й надалі переважають академічні перекладення та стилізовані обробки, тоді як автентичний традиційний матеріал залишається на периферії освітнього процесу. Кобзарські думи, псальми, традиційні балади – жанри, що складають серцевину народної виконавської традиції, – вивчаються переважно як матеріал з музикознавчих дисциплін, а не як жива репертуарна практика. Молоді виконавці набувають досконалої технічної майстерності, однак часто не мають глибокого знання автентичної традиції та її регіональної специфіки [7].

Методологічний аспект. Усталені підходи до навчання продовжують відтворювати академічно-орієнтовану модель, в якій мірилом якості

виконавства залишається насамперед відповідність стандартам академічної музики, а не глибина вкоріненості у народну традицію [2]. Слід визнати, що академічна орієнтація сама по собі властива консерваторській системі в різних країнах; утім, специфіка українського випадку полягає у тому, що ці стандарти насаджувалися в умовах ідеологічного контролю і без урахування особливостей народно-традиційного виконавства. Параметри оцінювання – технічна точність, чистота інтонації, дотримання авторських ремарок – були сформовані передусім для академічного виконавства і перенесені на народно-інструментальну практику без належного критичного переосмислення. Це породжує внутрішню суперечність: студенти, які вчаться грати на «народних» інструментах, нерідко не мають систематичного контакту з автентичною традицією у її регіональних та жанрових виявах.

На мою думку, дискурсивний аспект проблеми полягає в тому, що мова сучасної музично-педагогічної освіти частково зберігає радянські ієрархії цінностей. Такі поняття, як «художня цінність», «виконавська культура» чи «репертуарна якість», нерідко використовуються в межах логіки, сформованої ще радянською системою. У цій логіці «народне» часто сприймалося як просте, первинне або недостатньо професійне, тобто як таке, що потребує «піднесення» до академічного рівня. Саме тут виявляється колоніальний механізм оцінювання: автентична традиція не визнається самодостатньою культурною формою, а легітимізується лише після її адаптації до зовнішнього академічного стандарту.

Не менш важливим є ідентичнісний аспект. Найглибший наслідок колоніального тиску полягає не лише у зміні репертуару чи виконавських технік, а в послабленні зв'язку між виконавцем і культурним смислом музики, яку він виконує. Якщо студент сприймає народний інструмент переважно як академічний засіб художнього вираження, але не пов'язує його з історичною пам'яттю, регіональною традицією та національною ідентичністю, це свідчить про дію деідентифікуючих механізмів, успадкованих від радянської педагогіки. Саме тому результати дослідження С. М. Черкасенко [9] можуть бути важливими для подальшого аналізу, однак потребують уважного критичного прочитання з огляду на методологію, вибірку та спосіб інтерпретації отриманих даних.

Отже, відновлення культурно-ідентичнісного виміру народно-інструментальної освіти є не лише питанням культурної політики, а й власне педагогічним завданням. Воно потребує системного підходу, який має поєднувати оновлення репертуарної політики, перегляд методики викладання, критичне переосмислення термінології та зміну критеріїв оцінювання виконавської майстерності. З урахуванням українського досвіду та практик інших постколоніальних суспільств можна окреслити

чотири пріоритетні напрями деколонізації мистецької освіти: повернення до автентичних джерел, посилення польового й історико-культурного компонентів навчання, формування рефлексивної позиції виконавця та інституційне оновлення освітніх програм.

Перший напрям – переосмислення репертуарної політики. Це передбачає: включення до навчального репертуару автентичних зразків традиційної музики у їх регіональному різноманітті (харківська, київська, подільська, галицька виконавські традиції); органічне введення кобзарської та лірницької традиції до фахової підготовки – як живої практики, а не лише музикознавчого матеріалу; розробку критеріїв відбору репертуару, заснованих не лише на академічних, а й на принципах культурної автентичності та ідентичнісної значущості [6].

Другий напрям – методологічне оновлення. Педагогіка народно-інструментального виконавства потребує розробки підходів, що органічно поєднують академічну технічну підготовку з глибоким засвоєнням народної традиції в її живих формах [2]. Важливим інструментом тут є «польова педагогіка» – систематичне залучення студентів до роботи з носіями автентичної традиції, до етнографічних і фольклорних експедицій. Не менш суттєвим є формування у студентів здатності до рефлексії щодо ідентичності виконуваної музики: хто її створив, для якої аудиторії, яку картину світу вона несе.

Третій напрям – критичне переосмислення педагогічного дискурсу. Вона передбачає критичний перегляд термінологічного апарату, яким оперує педагогічна спільнота, введення в обіг понять і концепцій, адекватних специфіці народно-інструментального мистецтва як явища живої культурної традиції [8]. Це включає як роботу з науково-методичною літературою, так і перегляд мови педагогічної комунікації – тих повсякденних висловлювань, у яких відтворюються колоніальні ієрархії цінностей. Зокрема, навчання студентів критичному аналізу дискурсів, що впливають на їхнє сприйняття народної музики, є не менш важливим, ніж власне виконавська підготовка.

Четвертий напрям – інституційні зміни. Системне оновлення не може обмежуватися лише змістом навчання; воно має охопити структуру освітніх програм, принципи оцінювання, систему підготовки педагогічних кадрів та пріоритети наукових досліджень [7]. Конкретними кроками у цьому напрямі можуть бути: дослідницьке опрацювання проблематики культурної ідентичності та наслідків колоніального впливу у підготовці педагогів мистецьких спеціальностей; поступове збагачення програм підвищення кваліфікації викладачів матеріалами про специфіку народно-традиційного виконавства та питання культурної ідентичності; розробка нових стандартів

оцінювання, що враховують специфіку народно-традиційного виконавства поряд із академічними критеріями.

Важливо підкреслити, що системне оновлення народно-інструментальної освіти не означає відмови від технічної досконалості чи академічних досягнень – навпаки, воно передбачає їх органічне поєднання з глибоким знанням та усвідомленим прийняттям власної культурної традиції. Показовим у цьому контексті є ірландський досвід другої половини XX ст., коли автентична народна традиція набула широкого суспільного визнання і стала органічною частиною музичного життя. Принципово важливо, що ірландська народна музика не була "підвищена" до академічних стандартів ціною втрати автентичності, а натомість сформувала власний простір цінності, у якому традиційне виконавство поважається і зацікавлює широке коло музикантів нарівні з класичною спадщиною.

Висновок. Проведене дослідження дозволяє сформулювати низку висновків, важливих як для теорії, так і для практики мистецької педагогіки.

По-перше, підтверджується вихідна теза: українське народно-інструментальне виконавство, попри свій високий професійний рівень, формувалося в умовах системного колоніального тиску, що суттєво деформував його ідентичнісний потенціал. Цей тиск не зник разом із розпадом СРСР, а продовжує відтворюватися через успадковані педагогічні моделі, репертуарні традиції та методологічні підходи.

По-друге, деколонізація народно-інструментальної освіти є системним педагогічним завданням. Вона потребує наукового обґрунтування, а не лише декларативних заяв про повернення до «автентичності». Реформа має охопити одночасно зміст навчання, методологію, дискурс і інституційні структури.

По-третє, висока технічна майстерність випускників є безумовним здобутком існуючої педагогічної системи і має стати основою, а не перешкодою для деколоніальних перетворень. Лише органічне поєднання академічної технічної підготовки з глибоким знанням автентичної народної традиції може сформувати виконавця, здатного бути повноцінним репрезентантом української культури у світі.

По-четверте, педагогічна спільнота має взяти на себе відповідальність за критичний перегляд успадкованих підходів. Це завдання набуває особливої ваги в умовах воєнного часу, коли питання культурної ідентичності стають питаннями національного виживання.

Перспективами подальших досліджень є розробка конкретних методичних рекомендацій щодо деколонізації змісту навчальних програм із народно-інструментального виконавства, а також порівняльний аналіз досвіду подолання колоніальної культурної спадщини в мистецькій освіті

інших постколоніальних суспільств – зокрема ірландського, польського та балтійського досвіду.

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АКАДЕМІЗАЦІЯ НАРОДНОГО ІНСТРУМЕНТАЛЬНОГО ВИКОНАВСТВА В СУЧАСНІЙ МИСТЕЦЬКІЙ ОСВІТІ

Анотація. У статті проаналізовано процес академізації народного інструментального виконавства в системі сучасної мистецької освіти. Академізація розглядається не як просте підвищення технічного рівня виконавства, а як глибинна зміна його природи. Розкрито історичну трансформацію народно-інструментальної освіти від цехових і неформальних способів передавання виконавського досвіду до його науково-методичного оформлення в академічному середовищі. Доведено, що ключовою ознакою цього процесу стало підпорядкування живої імпровізаційної практики нотному тексту, внаслідок чого свобода народного музиканта поступово була замінена академічною моделлю виконавської інтерпретації. Встановлено, що конструктивне вдосконалення народних інструментів, зокрема впровадження темперації, розширення діапазону та адаптація до концертної сцени, сприяло їхній професіоналізації, але водночас змінило автентичний характер звучання. Проаналізовано роль репертуарної політики в академізації народного інструментального виконавства. Показано, що звернення до західноєвропейського класичного репертуару стало одним із головних способів легітимізації народних інструментів у професійному концертному просторі. Окреслено педагогічний конфлікт між традиційною та академічною моделями навчання. Перша орієнтована на збереження автентичності, усне передавання досвіду, інтонаційну свободу й зв'язок із живим середовищем побутування народної музики. Друга спрямована на формування технічної досконалості, сценічної репрезентативності та відповідності освітнім стандартам. Зроблено висновок, що в сучасній Україні сформувався соціокультурний розрив між академізованою народно-інструментальною традицією та живою позаінституційною практикою народного музикування. Академічна модель набула статусу престижного професійного мистецтва, тоді як неакадемічні форми традиційного виконавства були витіснені на периферію культурного простору.

Ключові слова: академізація, народне виконавство, народні інструменти, мистецька освіта, фольклор, модифікований інструментарій, педагогічна модель, виконавська традиція.

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ACADEMIZATION OF FOLK INSTRUMENTAL PERFORMANCE IN CONTEMPORARY ART EDUCATION

Abstract. The article analyzes the process of academization of folk instrumental performance within the system of contemporary art education. Academization is considered not merely as an improvement in the technical level of performance, but as a profound transformation of its nature. The article reveals the historical transformation of folk instrumental education from guild-based and informal modes of transmitting performance experience to its scholarly and methodological institutionalization within the academic environment. It is demonstrated that a key feature of this process was the subordination of living improvisational practice to the musical text, as a result of which the freedom of the folk musician was gradually replaced by the academic model of performative interpretation. It is established that the structural improvement of folk instruments, in particular the introduction of temperament, the expansion of range, and adaptation to the concert stage, contributed to their professionalization, but at the same time altered the authentic character of their sound. The article analyzes the role of repertoire policy in the academization of folk instrumental performance. It shows that the turn to the Western European classical repertoire became one of the main ways of legitimizing folk instruments within the professional concert space. The pedagogical conflict between traditional and academic models of training is also outlined. The former is oriented toward the preservation of authenticity, the oral transmission of experience, intonational freedom, and connection with the living environment in which folk music exists. The latter is aimed at developing technical excellence, stage representativeness, and compliance with educational standards. The article concludes that in contemporary Ukraine a sociocultural gap has emerged between the academized folk instrumental tradition and the living extra-institutional practice of folk music-making. The academic model has acquired the status of prestigious professional art, whereas non-academic forms of traditional performance have been pushed to the margins of the cultural space.

Keywords: academization, folk performance, folk instruments, art education, folklore, modified instruments, pedagogical model, performance tradition.

Постановка проблеми. Коли народне інструментальне виконавство перетинає поріг закладу професійної мистецької освіти, воно починає існувати за принципово іншими правилами, підпорядковуючись законам, які історично були йому абсолютно невластиві. Входження фольклорного інструментарію в інституційний простір означає не просто зміну локації його функціонування чи формальне визнання його значущості державою, а глибинний епістемологічний зсув. У цей момент традиція стикається з жорсткими та безкомпромісними вимогами академічного середовища: вона підпорядковується стандартизованій навчальній програмі, жорстко фіксується в нотному тексті, випробовується та легітимізується через європейський академічний репертуар, переноситься зі звичного побутового середовища на концертну сцену та підлягає суворим критеріям оцінювання і професійної підготовки виконавця [1].

З огляду на це, виникає фундаментальна наукова та педагогічна проблема. Питання полягає не в тому, наскільки «покращилось», «розвинулось» чи «збагатилось» народне виконавство в стінах консерваторій та академій – така постановка є спрощеною й ухиляється від суті. Питання, що формує нерв сучасної музичної педагогіки, звучить інакше: які саме риси і якості академізація зберігає від традиції, що неминуче втрачає, і який саме зв'язок між академічним жанром і його фольклорним першоджерелом залишається? Цей зв'язок не суто генетичний: він також є стилістичним і символічним. Втім, навіть ці три складові не рятують від поступового віддалення від фольклорної першооснови. Це ставить наступне питання, що в тій першооснові є настільки цінним, що його не слід сприймати як застарілий рудимент.

Для розуміння масштабу цієї проблеми необхідно усвідомити, що українська національна музично-педагогічна традиція має складну генезу, в якій інструментальна складова тривалий час вважалася маргіналізованим елементом порівняно з панівною вокально-хоровою культурою. Історико-педагогічний аналіз виявляє існування так званої «втраченої ланки» в історії вітчизняної музичної освіти, яка пов'язана з інституційним та позаінституційним навчанням гри на народних інструментах. Еволюція форм музичної освіти в Україні демонструє поступове наближення до інституціоналізації: від раннього впровадження теоретичної дисципліни «мусікія» та лінійної нотації у братських школах, через синтез фольклорних традицій із західноєвропейською бароковою культурою в Острозькій та

Києво-Могилянській академіях, до цілеспрямованої професійної підготовки у Глухівській співацькій школі, де вперше на державному рівні формувалися навички гри на бандурі та гуслях [2].

Паралельно з цими державними інституціями століттями існувала унікальна «тіньова» система музичної освіти кобзарських цехів. Їхня внутрішня ієрархія та суто усна, езотерична методика навчання, зафіксована у так званих «Устиянських книгах», репрезентувала кардинально інший тип передачі знань. Крім того, інструментальна підготовка в середовищі Запорозької Січі мала виражений прикладний і функціональний характер, де музика виконувала естетичну, військову, комунікативну та ідеологічну функції. Проте завершальний етап цього історичного процесу, що припав на межу XIX–XX століть і був пов'язаний з діяльністю М. Лисенка та Г. Хоткевича, запустив незворотний механізм науково-методичного оформлення та академізації. Саме ці процеси створили підґрунтя для формування сучасної системи професійної музичної освіти, яка сьогодні диктує свої правила [3].

Сучасна педагогічна дійсність свідчить про те, що синкретичне фольклорне мислення та творчість зазнають системної еволюції, перетворюючись на універсальну систему академічного мистецтва. Виникає парадокс: система, яка декларує збереження та розвиток національної музичної культури, через свої внутрішні академічні механізми в педагогічній підготовці майбутніх викладачів мистецьких дисциплін невпинно віддаляє її від автентичного першоджерела. Саме цей розрив і є центральним предметом аналізу. Де він проходить і через що виникає – на рівні інституції, інструментарію, репертуару чи виконавця – це ті «полиці», по яких і розкладає своє дослідження дана стаття. Головний предмет аналізу – це не стільки сам інструмент чи його історія, скільки педагогічна трансформація виконавця, який формується на перетині двох діаметрально протилежних парадигм: усної етнокультурної традиції та письмової академічної раціональності [3].

Але ще важливіше, що проблема в Україні набула специфічного виміру: тут академічна традиція абсолютизована і вважається «вищим» мистецтвом, тоді як позаінституційна традиція або середовище, в якому вона могла б розвиватися, фактично зникли або були перервані. На відміну від Ірландії, де традиційна музика живе у пабах, на весіллях і в кафе на рівних правах з академічним мистецтвом, в Україні традицію продовжує вузьке коло ентузіастів, і вона асоціюється радше з аматорством. Ця соціокультурна ієрархія – а не сам факт відмінності двох гілок – і є справжньою, найгострішою проблемою. Цим і зумовлена актуальність дослідження [3].

Мета статті – проаналізувати особливості академізації народного інструментального виконавства в сучасній мистецькій освіті та визначити суперечність між його традиційним культурним походженням і сучасними інституційними формами функціонування.

Виклад основного матеріалу. Щоб уникнути термінологічної плутанини, необхідно чітко окреслити концепт «академізації» в контексті народного інструментального виконавства. Академізація не означає простого «підвищення виконавського рівня», «набуття професіоналізму» чи «технічного вдосконалення». Це поняття фіксує зміну самої онтологічної природи виконавства. Народна традиція неминуче і назавжди переходить із живого, мінливого, ситуативного етнокультурного середовища в ієрархічну інституційну систему освіти, яка діє за законами стандартизації, уніфікації та глибокого наукового аналізу. Діяльність кафедр народних інструментів музичних закладів освіти безпосередньо і свідомо спрямована на академізацію, що має на меті остаточне утвердження цього жанру в класичному музичному просторі [4].

Цей перехід характеризується трьома глибинними змінами, кожна з яких є окремим масштабним педагогічним викликом, що змінює архітектуру музичного мислення студента. Перша і найголовніша зміна стосується способу передачі музичної інформації. Традиційна модель фольклорного виконавства базується на усному наслідуванні (імітації), багаторазовому слуховому сприйнятті та безпосередній передачі досвіду «з рук у руки» в межах родини, громади чи цеху. Виконавець у цій парадигмі є співтворцем, носієм варіантності; тут не існує поняття помилки відносно фіксованого тексту, адже кожне виконання є унікальним актом відтворення і переосмислення традиції. Натомість академічна система базується на диктатурі нотного тексту, жорстко зафіксованому авторському задумі та розгалуженій, науково обґрунтованій навчальній методиці [3].

В академічному середовищі формується складна теорія формування виконавської майстерності. Зусиллями видатних дослідників розроблено ґрунтовну науково-теоретичну базу для баяна (І. Маринін) [5], бандури (Н. Брояко) [6], домри (М. Т. Лисенко) [7], гітари (М. Михайленко) [8], а також оркестрового та ансамблевого виконавства. Здобуття навичок гри перестає бути інтуїтивним і стає предметом фізіологічного та психологічного конструювання. Механізм звуковидобування в академічній школі розглядається як послідовність чітко визначених взаємопов'язаних ланок: сприйняття нотного знака, формування внутрішнього уявлення про звук, створення відповідної м'язово-рухової установки, здійснення виконавського руху, акустична реалізація звучання та миттєвий слуховий аналіз результату. Усталена письмова традиція виконання витісняє імпровізаційну

свободу фольклорного музиканта, замінюючи її концепцією «виконавської інтерпретації» тексту. Рухові навички ретельно узгоджуються між собою: удосконалення однієї навички (наприклад, посадки) створює умови для реалізації іншої (артикуляції пальців), а оволодіння однією є початком осмислення необхідності іншої [4].

Друга суттєва зміна – радикальна трансформація виконавського середовища. Фольклорне музикування є природним, часто ритуальним, обрядовим або побутовим процесом. У ньому межа між виконавцем і слухачем є розмитою; музика супроводжує працю, танець або обряд. Уведення ж народної інструментальної музики в освітній простір переміщує її в штучно створені умови: на академічну сцену, до класу, на іспит, академконцерт чи міжнародний конкурс. Змінюється сама психологія музиканта. З'являється явище сценічного хвилювання, пов'язане з оцінюванням за жорстко формалізованими критеріями: точністю виконання тексту, чистотою інтонації, технічною віртуозністю, логікою фразування та відповідністю стилю обраної епохи. Велика академічна сцена диктує свої суворі акустичні вимоги, вимагаючи від народного інструмента іншої подачі звуку, розширеного динамічного діапазону та ідеального балансу з оркестром чи фортепіано [4; 9].

Третя зміна стосується соціальної та художньої функції інструмента. З локального етнічного артефакту, що століттями виконував суто прикладну роль, він еволюціонує в універсальний професійний сольний, камерний чи оркестровий інструмент загальнонаціонального, а згодом і світового масштабу. Уніфікація інструментарію та розробка єдиних навчальних програм і науково-методичної літератури створили умови для масової практики ансамблевого виконання та повноцінного залучення народних інструментів до виконання великих форм камерно-інструментальної, симфонічної та хорової музики. Це підтверджується, зокрема, становленням регіональних виконавських шкіл – наприклад, Харківської баянної школи, яка характеризується усталеними механізмами спадкоємності, нормативності та новаторства [4].

Зіткнувшись із кризовими явищами та стагнацією у 1990-х роках, коли втратилася масовість попередніх десятиліть, академічне народно-інструментальне виконавство змушене було шукати нові шляхи інтеграції в сучасну соціокультурну практику. Це підтверджує тезу про те, що академізація не є статичним станом; це безперервний процес адаптації традиції до вимог сучасності [3].

Важливо при цьому окреслити, що саме зберігається між академічною формою та її фольклорним першоджерелом. Зв'язок між ними є троїстим. По-перше, він генетично-історичний, той самий за походженням

інструмент, та сама спільнота, та сама мова – через назви, образи, наративи. По-друге, стилістичний: у репертуарі народні мелізми, орнаментика, ритмічні формули залишаються навіть в академічній обробці. По-третє, символічний: бандура, сопілка, цимбали продовжують нести ідентичнісне навантаження, бути культурними маркерами «свого». Але жоден із цих трьох типів зв'язку не скасовує факту: первинна варіативна, жива, нетемперована, ситуативна природа традиції в академічному просторі неминуче замінюється новою онтологією – фіксованою, оціночною, інституційно санкціонованою [4].

Якщо інституційне середовище створює зовнішню рамку та ідеологію академізації, то безпосереднім матеріальним носієм і каталізатором цієї трансформації виступає сам музичний інструмент. Процес удосконалення, раціоналізації та модернізації таких інструментів як баян, акордеон, бандура, домра, гітара та сопілка став визначальним чинником їхнього переходу до професійно-академічної, сольно-віртуозної сфери [10]. Ця модернізація породжує одну з найскладніших аналітичних проблем сучасної мистецької освіти – яскраво артикульовану в дискусіях навколо сопілкового (зокрема з досвіду школи М. Корчинського) [11] та бандурного виконавства: чи доцільна та чи взагалі можлива спроба відтворити традиційну народну манеру гри на глибоко модифікованих, конструктивно змінених інструментах?

Необхідно усвідомити, що модифікований інструмент не є нейтральним пасивним засобом виконання; він є матеріальним втіленням нової акустичної, технологічної та естетичної ідеології. Академічна модернізація інструментарію передбачала розширення діапазону, покращення резонансу й тривалості звучання, зміну матеріалів виготовлення та технології виробництва. Самі по собі ці зміни не є негативними – вони розширюють виражальні можливості інструмента. Проблема виникає там, де нові можливості починають витісняти попередню звукову ідентичність.

Найважливішим акустичним зсувом стало впровадження рівномірної темперації. Темперація стала тим Рубіконом, перейшовши який, народний інструмент назавжди відірвався від своєї фольклорної пуповини. Рівномірно-темперований стрій знищує специфічну мікротоновість, зонну природу народного інтонування та нейтральні терції, які створювали унікальний колорит автентичного музикування. Так, перетворення бандури на академічний темперований інструмент дало змогу виконувати твори у всіх тональностях, але унеможливило точне відтворення сільських награвань, де висота звуку залежала від локальної традиції чи голосу виконавця (де інструмент налаштовувся під людину, а не навпаки). Поява готово-виборної системи на баяні перетворила його з побутового

інструмента простого гармонічного супроводу на надскладний поліфонічний механізм, здатний конкурувати з органом чи клавесином [4].

Ці конструктивні зміни диктують абсолютно нову педагогічну логіку. Інструмент сам починає «виховувати» музиканта, вимагаючи від нього відповідності своїм новим можливостям. Це проявляється у кількох ключових аспектах.

По-перше, виникає потреба в принципово іншій техніці. Віртуозні хроматичні пасажі, складна акордика, поліфонічне багатоголосся та швидкісні стрибки вимагають розробки складних систем вправ, етюдів та гам. Така моторика була абсолютно невластивою традиційному синкретичному музикуванню, де швидкість і складність підпорядковувалися обрядовому чи танцювальному ритму. Водночас важливо не абсолютизувати цю тезу: у ряді народних традицій (румунська скрипкова, балканська, циганська) техніка виконання досягає надзвичайного ступеня складності й швидкості, не спираючись на жодну нотну систему. Отже, справа не у відсутності традиції майстерності як такої, а в іншому розумінні того, для чого ця майстерність існує.

По-друге, модифікація диктує іншу постановку виконавського апарату. Наприклад, сучасна академічна бандура київського типу значно важча, масивніша і має значно більше натяг струн порівняно зі старосвітською бандурою – і це не одиничне спостереження, а загальновизнана проблема, яку відзначають практикуючі виконавці. Це вимагає від викладача суворого фізіологічного контролю над студентом, формування правильної рухової установки, визначення оптимального способу видобування звуків та глибокого знання анатомії рук і спини для уникнення професійних травм.

По-третє, конструкція інструмента вимагає іншого типу музичного мислення та оцінювання. Студент оцінюється не за здатність емоційно «завести» публіку до танцю, а за ідеальну рівність звучання пасажів у всіх регістрах, математично точну ритміку, бездоганну чистоту темперованого інтонування та філігранність штрихової техніки. Інструмент перетворюється на складну «машину», здатну реалізувати найвишуканіший абстрактний музичний текст [5].

Таким чином, академізація народно-інструментального мистецтва бере свій початок не тільки «згори» – від навчальної програми, міністерських стандартів чи естетичних уподобань викладача. Вона органічно проростає «знизу» – з самої матеріальної конструкції інструмента. Спроба імітувати автентичну сільську манеру гри на рафінованому академічному інструменті часто виглядає як штучна, театралізована стилізація. Показовим є аналогія із флейтовою традицією: блокфлейта, створена для виконання

ранньоєвропейської музики, а тим більш сучасна концертна (поперечна) флейта, добре звучать без надмірних прикрас; натомість ірландський вістл без великої кількості пальцевих прикрас власне «не звучить» – орнаментика там є не додатком, а самою мовою. Питання про те, якою мірою ця логіка застосовна до українського народного інструментарію, залишається відкритим і потребує окремих емпіричних досліджень.

Викладач вищої школи, таким чином, опиняється в стані перманентного педагогічного компромісу: він змушений навчати студента традиційним мелізмам та штрихам, щоразу долаючи конструктивну природу самого інструмента, який був створений для виконання зовсім іншої музики [12].

Репертуар є найвиразнішим симптомом та водночас найпотужнішим інструментом трансформації, що безпомилково відображає глибинні процеси зміни онтологічного статусу народного інструмента. У системі професійної інституційної підготовки нотний текст виступає не лише дидактичним матеріалом; він стає головним механізмом переозначення самого інструмента, зміни його соціокультурного коду. Ця проблема набуває особливої гостроти, коли народний інструмент систематично і масово починає виконувати європейський академічний класичний репертуар.

Відповідь слід шукати у феномені художнього перекладу (транскрипції), який, починаючи з другої половини XX ст., став невід'ємною і навіть домінуючою складовою репертуару виконавців. Дослідники (зокрема П. Бовканюк та М. Дудай) [13] стверджують, що саме перекладацька діяльність відіграла визначальну роль у процесі академізації народних інструментів, перетворюючи їх із суто фольклорних на професійно-академічні та сольно-віртуозні. Знаковими прикладами є виконання складної бахівської поліфонії на баяні та бандурі, скрипкових концертів та сонат Г.Ф. Генделя і А. Вівальді на домрі та сопілці. Показовою є й діяльність М. Корчинського [11], до сфери інтересів якого входили не лише обробки фольклору, а й створення класичного репертуару для сопілки.

Вибір творів для перекладу не є випадковим: він спирається на органологічний аналіз. Часте звернення баяністів до барокової органної музики пояснюється спорідненістю акустичної природи цих інструментів: баян, як і орган, здатен забезпечити неперервну протяжність звуку та зв'язність багатоголосного голосоведіння. Для домри найбільш органічними виявилися переклади скрипкової музики, а для академічної бандури – клавесинна та лютнева фактура Ренесансу і Бароко.

Однак важливіше порушити значно глибше питання: чи не змінюється сама ідентичність народного інструмента, коли мірилом його повноцінності, найвищою точкою його педагогічної та концертної цінності стає

здатність адекватно відтворювати західноєвропейський академічний репертуар? Чи не відбувається тут непомітне витіснення однієї шкали цінностей іншою?

Бандурний чи баянний переклад – це не просто механічне перенесення нот. Це «творче переосмислення певної музичної моделі» – процес, що вимагає від музиканта вільного володіння універсальною академічною мовою: стилістикою бароко, класицизму чи романтизму, традиціями європейської артикуляції, фразування, агогіки та поліфонічного мислення. Як зазначав Й. Пуріц, без глибокого засвоєння європейської класичної спадщини неможливо сформувати повноцінне художнє мислення сучасного музиканта [10]. Такий підхід породжує певну ієрархію: без академічної освіти виконавець сприймається як аматор, якого «не будуть сприймати всерйоз». Ця ієрархія, маючи очевидне раціональне підґрунтя, водночас скорочує коло людей, залучених до музичного процесу: чимало потенційних учасників відчувають себе «слабкими» без академічного диплому і самоусуваються [14].

Тут особливо важливим є приклад, який ілюструє не лише втрати, а й справжні здобутки академізації. Народна пісенна творчість, як вияв колективної свідомості, була адаптована М. Лисенком, К. Стеценком, М. Леонтовичем до академічних форм шляхом складної гармонізації та фактурної обробки. Саме завдяки обробці Леонтовича «Щедрик» став відомим на весь світ. Це – реальний і незаперечний здобуток академізації, за якого певні якості фольклорного матеріалу не просто збереглися, а отримали нового, масштабнішого буття. Інструментальні виконавці постають перед тим самим викликом і тим самим потенціалом.

Усе це дає підстави сформулювати фундаментальну тезу: репертуар у системі професійної мистецької освіти стає не просто навчальним матеріалом, а потужним механізмом деконтекстуалізації та переозначення народного інструмента. Через залучення до надбань світової класичної музичної культури інструмент доводить свою «спроможність» розмовляти мовою високої європейської традиції. Але саме через це він остаточно перестає бути ексклюзивним носієм локальної етнокультурної традиції. Коли студент-інструменталіст витрачає 80% свого часу на розв'язання художніх завдань у фугах Баха чи сонатах Моцарта, його творча ідентичність формується вже не як «народного музиканта», а як повноцінного академічного виконавця, який просто використовує інструмент народного походження [3].

Глобальні й незворотні процеси трансформації інструментарію, репертуару та навчальної методології призвели до закономірного результату: у сучасній мистецькій освіті сформувалися дві педагогічні лінії

розвитку – самодостатні, а часом такі, що перебувають у стані латентної конфронтації. Це напруження між традиційним та академічним підходами утворює живий нерв сучасної музичної педагогіки.

Перша педагогічна модель – традиційна (автентично-орієнтована). Її ідеологія зосереджена на ідеях збереження та реконструкції. Вона орієнтована на максимальне наближення до первинної манери звуковидобування, використання старосвітського або мінімально модернізованого інструментарію (наприклад, діатонічної сопілки або харківської бандури без механізму перемикання тональностей). Ця модель прагне зберегти автентичний інтонаційний матеріал: нетемперовану гармоніку, глісандування, шумово-темброві ефекти та традиційні регіональні мелізми. Навчальний процес значною мірою спирається на слухове сприйняття та виховання інтуїтивної чутливості до фольклорного стилю. Головне питання, яке ставить перед собою ця модель: як в умовах штучної міської освітньої інституції зберегти манеру, специфічний звук і первинний сакральний чи побутовий сенс інструментального музикування? Прикладом є практика виконавців, які залучають різні типи сопілок – включно з діатонічними «викрутками» – для відтворення автентичного звучання.

Друга педагогічна модель – академічна (або універсально-концертна) – є панівною у вищій мистецькій школі України. Вона орієнтована на повну інтеграцію народного інструмента в європейський академічний контекст. Її стратегічна мета – максимальна технічна та акустична універсалізація інструмента, його включення в сольне віртуозне, камерне й симфонічне виконавство. Вона базується на рівномірній темперації, науковій методиці постановки виконавського апарату, системному використанні транскрипцій класики та виконанні оригінальних композиторських творів. Головне питання академічної моделі: як підготувати конкурентоспроможного, стилістично універсального музиканта для сучасного глобалізованого мистецького простору, використовуючи народний інструмент як повноцінний концертний засіб? [4; 9].

Для розуміння глибини концептуальних розбіжностей наведемо порівняльний аналіз цих двох моделей у ключових педагогічних вимірах:

Таблиця 1

Порівняльний аналіз педагогічних моделей

Критерій порівняння	Традиційна педагогічна модель	Академічна педагогічна модель
Парадигмальна мета	Збереження етнокультурної ідентичності, реконструкція традиції	Виховання професійного універсального музиканта-інструменталіста

Критерій порівняння	Традиційна педагогічна модель	Академічна педагогічна модель
Вимоги до інструментарію	Автентичний або реконструйований (переважно діатонічний, нетемперований)	Максимально модифікований (хроматичний, готово-виборний, темперований)
Основа навчального процесу	Слухове сприйняття, наслідування, варіативність, імпровізація	Орієнтація на нотний текст, точне втілення композиторського задуму
Естетика звуковидобування	Специфічне, локальне, з можливими шумово-тембровими домішками	Академічно чисте, акустично вивірене, рівне в усіх регістрах, резонансне
Домінуючий репертуар	Автентичний фольклор, традиційні танці, обрядові награвання	Транскрипції європейської класики (Бах, Гендель, Вівальді), поліфонія, великі концертні форми
Критерії оцінювання	Емоційна достовірність, стильова регіональна відповідність	Технічна досконалість, чистота інтонації, стилістична ерудиція

Складено автором за матеріалами [4; 9]

Отже, висновок з цього порівняння, що ці дві моделі не варто оцінювати категоріями «правильна» чи «неправильна». Обидві є відповіддю на різні соціокультурні та естетичні запити. Однак між ними існує сильне педагогічне напруження. Спроба механічно об'єднати їх у межах одного навчального курсу – що часто відбувається в практиці українських консерваторій – породжує серйозне протиріччя у студента: від нього вимагають академічної стерильності при виконанні барокової поліфонії, а вже в наступному творі просять зімітувати «народний запал» на тому ж інструменті, який конструктивно вже давно не пристосований до автентичного звучання.

Висновки. Ґрунтовний аналіз еволюції народного інструментального виконавства в системі професійної мистецької освіти дозволяє стверджувати, що академізація – це не поверхневе явище технічного «покращення», а невідворотний і всеосяжний процес онтологічної трансформації. Професійна вища освіта, за своєю суттю і структурою, не може бути простором стерильної консервації традиції, оскільки самі базові механізми освітньої інституції – уніфікована навчальна програма, диктатура нотації, екзаменаційна система, фізіологічний аналіз рухів – руйнують синкретичну, усну природу фольклору.

Академізація означає еволюційний злам: перехід від усної традиції до строго письмової, переміщення інструмента з природного, побутового середовища на яскраво освітлену концертну сцену, докорінну фізичну модернізацію інструментарію та радикальну зміну репертуарного вектора в бік європейської класики та складної композиторської творчості. Саме репертуарна універсалізація та практика художнього перекладу стали тим механізмом, який остаточно легітимізував народні інструменти як академічні, назавжди змінивши їхній соціальний та мистецький статус.

Зв'язок між академічним жанром і його фольклорним першоджерелом є реальним, але специфічним – генетично-історичним, стилістичним і символічним. Втім, жоден із цих типів зв'язку не скасовує факту незворотного відриву від живої варіативної природи традиції. Питання про те, що в тій «першооснові» є цінним і не повинно сприйматися як рудимент, залишається відкритим: і можливість глісандо, і нетемпероване інтонування, і варіативна імпровізаційність, і сама функція музики як учасника побуту, а не лише сцени – все це не рудименти, а рівноправні форми музичного мислення. Однак головна проблема в контексті України полягає не в тому, що академічна і фольклорна традиції є різними або різними гілками одного дерева. Вони й мають бути різними. Справжня проблема – в нерівності їхнього соціального статусу та у фактичному зникненні живого середовища для позаінституційної традиції. Якщо в Ірландії традиційна музика звучить у пабах, на весіллях і в кафе – з такою самою повагою і суспільним визнанням, як і академічна, – то в Україні вона виявилась витіснена з публічного простору й залишена вузькому колу ентузіастів. Академічна традиція, натомість, набула статусу беззаперечного «вищого» мистецтва, тоді як позаінституційне виконавство асоціюється з аматорством і неповноцінністю. Ця соціокультурна ієрархія – а не сам факт відмінності двох практик – є справжнім розривом, що потребує усвідомлення та подолання.

Тому перед сучасною музичною педагогікою та теоретичною думкою постає виклик: не обмежуватися констатацією наявного напруження між традиційною та академічною лініями, а шукати шляхи реабілітації неакадемічного підходу в рамках самої академічної освіти. Ця ідея не є абстрактною: окремі педагоги вже впроваджують елементи усної передачі, варіативності та ситуативної гри в межах інституційних курсів. Не для того, щоб «розкрити» цю тему в повному обсязі, а для того, щоб розширити горизонти студента, що навчається академічно, нагадати йому про існування іншої логіки музикування – рівноправної, а не меншовартісної. Відродження традиції не відбудеться суто через академічний канал; але академія може і повинна перестати бути стіною, що відокремлює студента від цієї традиції.

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ПРОФЕСІЙНА АНГЛОМОВНА КОМУНІКАЦІЯ ЯК ЗАСІБ ФОРМУВАННЯ ЛІНГВОСОЦІОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ПЕДАГОГІВ

Анотація. У статті розглянуто проблему формування лінгвосоціокультурної компетентності майбутніх педагогів у процесі професійної англомовної підготовки. Актуальність дослідження зумовлена сучасними тенденціями розвитку вищої освіти України, інтеграцією до європейського освітнього простору та зростанням вимог до рівня іншомовної комунікативної підготовки педагогічних кадрів. Наголошено, що професійна англомовна комунікація є важливим засобом розвитку здатності майбутніх учителів ефективно взаємодіяти в міжкультурному середовищі, використовувати англійську мову у професійній діяльності та представляти власну культуру в умовах міжнародного спілкування.

Проаналізовано сутність поняття «лінгвосоціокультурна компетентність», охарактеризовано її структуру та основні компоненти: соціолінгвістичний, соціокультурний і соціальний. Визначено роль професійної англомовної комунікації у формуванні знань про культурні особливості англомовних країн, розвитку навичок міжкультурної взаємодії, толерантного ставлення до представників інших культур і вміння адекватно використовувати мовні засоби відповідно до комунікативної ситуації. Обґрунтовано доцільність інтеграції соціокультурного компонента в процес вивчення освітніх компонент «Професійна комунікація іноземною мовою» та «Усна і писемна англомовна комунікація».

Особливу увагу приділено методичним аспектам формування лінгвосоціокультурної компетентності засобами професійно орієнтованого іншомовного спілкування. Визначено ефективні форми та методи роботи, серед яких дискусії, рольові та ділові ігри, аналіз професійних ситуацій, проєктна діяльність, підготовка презентацій, академічне письмо, робота з автентичними матеріалами та цифровими освітніми ресурсами. Зазначено, що використання таких видів діяльності сприяє розвитку критичного

мислення, комунікативної активності, міжкультурної обізнаності та професійної мобільності здобувачів педагогічної освіти.

Зроблено висновок, що професійна англомовна комунікація виступає ефективним інструментом формування лінгвосоціокультурної компетентності майбутніх учителів, забезпечує їхню готовність до професійної діяльності в багатомовному та полікультурному середовищі, сприяє підвищенню якості іншомовної підготовки та конкурентоспроможності сучасного педагога.

Ключові слова: лінгвосоціокультурна компетентність, професійна англомовна комунікація, майбутні педагоги, міжкультурна комунікація, іншомовна освіта, професійна підготовка, комунікативна компетентність, англійська мова.

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PROFESSIONAL ENGLISH-LANGUAGE COMMUNICATION AS A MEANS OF FORMING THE LINGUOSOCIOCULTURAL COMPETENCE OF FUTURE EDUCATORS

Abstract. The article addresses the issue of developing the linguosociocultural competence of future educators in the process of professional English-language training. The relevance of the study is determined by current trends in the development of higher education in Ukraine, its integration into the European educational space, and the increasing requirements for the foreign-language communicative training of teaching professionals. It is emphasized that professional English-language communication serves as an important means of enhancing future teachers' ability to interact effectively in intercultural environments, use English in their professional activities, and represent their own culture in the context of international communication.

The essence of the concept of *linguosociocultural competence* is analyzed, and its structure and key components are characterized, namely sociolinguistic, sociocultural, and social competences. The role of professional English-language communication in developing knowledge of the cultural characteristics of English-speaking countries, fostering intercultural interaction skills, cultivating tolerance towards representatives of other cultures, and promoting the appropriate use of linguistic means according to communicative situations is identified. The expediency of integrating the sociocultural component into the study of the educational components *Professional Communication in a Foreign Language* and *Oral and Written English Communication* is substantiated.

Particular attention is paid to the methodological aspects of developing linguosociocultural competence through professionally oriented foreign-language communication. Effective forms and methods of instruction are identified, including discussions, role-playing and business games, the analysis of professional situations, project-based learning, presentation preparation, academic writing, and the use of authentic materials and digital educational resources. It is noted that such activities contribute to the development of critical thinking, communicative engagement, intercultural awareness, and professional mobility among students of teacher education programmes.

The study concludes that professional English-language communication is an effective tool for developing the linguosociocultural competence of future educators. It ensures their readiness for professional activity in multilingual and multicultural environments, enhances the quality of foreign-language training, and increases the competitiveness of modern teaching professionals.

Keywords: linguosociocultural competence, professional English-language communication, future educators, intercultural communication, foreign language education, professional training, communicative competence, English language.

Постановка проблеми у загальному вигляді. Сучасні процеси європейської інтеграції України, розширення міжнародного освітнього співробітництва та впровадження компетентнісного підходу в систему вищої освіти актуалізують проблему якісної іншомовної підготовки майбутніх педагогів. Сьогодні від учителя вимагається не лише високий рівень володіння іноземною мовою, а й готовність до міжкультурної взаємодії, професійного спілкування в міжнародному освітньому середовищі та ефективного використання англійської мови як інструменту професійної діяльності.

У контексті сучасної педагогічної освіти особливого значення набуває формування лінгвосоціокультурної компетентності майбутніх учителів, яка забезпечує здатність особистості успішно здійснювати міжкультурну комунікацію, розуміти культурні особливості носіїв мови та адекватно використовувати мовні засоби відповідно до соціокультурного контексту спілкування. Важливу роль у цьому процесі відіграє професійна англомовна комунікація, яка поєднує мовну підготовку з опануванням соціокультурних знань, професійної лексики та комунікативних стратегій.

Освітні компоненти «Професійна комунікація іноземною мовою» та «Усна і писемна англомовна комунікація» створюють сприятливі умови для формування здатності майбутніх педагогів використовувати англійську мову у професійній діяльності, брати участь у міжкультурному діалозі,

представляти власну культуру та ефективно взаємодіяти з представниками інших мовних спільнот.

Аналіз останніх досліджень і публікацій. Проблема формування лінгвосоціокультурної компетентності посідає важливе місце у сучасній методиці навчання іноземних мов. Теоретичні засади цього феномену розкрито у працях українських і зарубіжних учених, серед яких С.Ю. Ніколаєва, Л.В. Калініна, П.О. Бех, М. Байрам (M. Byram), К. Крамш (C. Kramsch), В. Кідд (W. Kidd) та інші. Науковці розглядають лінгвосоціокультурну компетентність як невід'ємну складову іншомовної комунікативної компетентності, що забезпечує ефективне міжкультурне спілкування та взаєморозуміння представників різних культур.

Питання професійно орієнтованого навчання англійської мови майбутніх педагогів досліджували Н.Ф. Бориско, О.Б. Бігич, В.Г. Редько, О.В. Тарнопольський та інші вчені. У їхніх працях наголошується на необхідності інтеграції мовної, професійної та соціокультурної підготовки студентів педагогічних спеціальностей. Особливу увагу дослідники приділяють розвитку навичок усного й писемного мовлення, академічної та професійної комунікації, використанню автентичних матеріалів і сучасних інтерактивних технологій навчання.

Виділення невирішених раніше частин загальної проблеми. Водночас аналіз наукових праць засвідчує, що проблема використання професійної англомовної комунікації як цілісного засобу формування лінгвосоціокультурної компетентності майбутніх учителів потребує подальшого теоретичного обґрунтування та методичного забезпечення. Дещо поза увагою дослідників залишається питання використання в навчальному процесі здобувачів педагогічних спеціальностей статей для формування ЛСКК. Необхідність організації та застосування статей у процесі вивчення освітніх компонент «Професійна комунікація іноземною мовою» та «Усна і писемна англомовна комунікація» зумовило актуальність теми.

Мета статті є обґрунтування ролі професійної англомовної комунікації у формуванні лінгвосоціокультурної компетентності майбутніх педагогів та визначення ефективних методичних підходів до розвитку відповідних знань, умінь і навичок у процесі професійної іншомовної підготовки.

Виклад основного матеріалу. Одним із пріоритетних завдань сучасної педагогічної освіти є підготовка конкурентоспроможного фахівця, здатного здійснювати професійну діяльність у багатомовному та полікультурному середовищі. У зв'язку з цим професійна англомовна комунікація розглядається не лише як засіб оволодіння іноземною мовою, а

й як важливий чинник розвитку міжкультурної компетентності майбутнього педагога.

Професійна англомовна комунікація охоплює різні види мовленнєвої діяльності — говоріння, аудіювання, читання та письмо — і реалізується в ситуаціях професійного спілкування, характерних для освітньої сфери. Майбутні вчителі навчаються вести професійні дискусії, брати участь у конференціях і вебінарах, презентувати результати досліджень, готувати академічні тексти, ділове листування, методичні матеріали та освітні проєкти англійською мовою.

Важливою складовою такої підготовки є розвиток лінгвосоціокультурної компетентності, що передбачає засвоєння соціокультурних норм, традицій, цінностей та моделей поведінки представників англомовних країн. Здобувачі освіти набувають умінь інтерпретувати культурно марковану інформацію, аналізувати міжкультурні відмінності, уникати комунікативних бар'єрів та досягати взаєморозуміння в процесі професійної взаємодії.

У структурі лінгвосоціокультурної компетентності традиційно виділяють соціолінгвістичний, соціокультурний та соціальний компоненти. Соціолінгвістичний компонент забезпечує вміння добирати мовні засоби відповідно до комунікативної ситуації та статусу співрозмовника. Соціокультурний компонент охоплює знання про історію, культуру, освітні традиції та систему цінностей англомовних країн. Соціальний компонент сприяє розвитку здатності до ефективної взаємодії, співробітництва та толерантного ставлення до представників інших культур.

Ефективними засобами формування лінгвосоціокультурної компетентності майбутніх учителів є професійно орієнтовані дискусії, аналіз педагогічних ситуацій, рольові та ділові ігри, підготовка презентацій, проєктна діяльність, академічне письмо, робота з автентичними англомовними джерелами, участь у міжнародних освітніх онлайн-заходах та міжкультурних комунікативних проєктах.

Значний потенціал мають завдання, спрямовані на розвиток усної та писемної англомовної комунікації. До них належать підготовка та проведення презентацій з актуальних педагогічних проблем, написання есе, мотиваційних листів, академічних анотацій, електронного листування з іноземними партнерами, аналіз освітніх практик різних країн, моделювання професійних ситуацій міжкультурної взаємодії.

Насичення предметного змісту заняття іноземної мови СК інформацією стимулює пізнавально-комунікативну мотивацію учіння, активізуючи тим самим розумові здібності здобувачів, зокрема, операції аналізу, синтезу, уявного планування, рефлексії. Активізація мислення посилює

роботу уваги, пам'яті. Важливим при цьому є й емоційний фактор, бо повноцінне формування ЛСКК здобувачів педагогічних спеціальностей пов'язане із застосуванням автентичних матеріалів.

Особливості стилю написання статей можна розподілити на дві групи: мовні та екстралінгвістичні. До основних екстралінгвістичних факторів ми відносимо не лише форму, вид, тип мови, а й сферу спілкування, специфіку медіа-каналу, а також особливості аудиторії та невербальні комунікативні засоби [2, с.86]. До мовних особливостей належить вживання оцінної лексики, яка має яскраве емоційне забарвлення, великої кількості кліше та фразеологічних одиниць, скорочень, використання іноземних слів, неологізмів, а в деяких випадках навіть історизмів, функцією яких у статтях на актуальні теми є проведення історичних паралелей.

Відомо, що читаючи статтю, здобувачі не тільки знайомляться з цінностями культур інших народів, але і вчаться розуміти культуру власного народу, бути толерантними до інших культур, манер поведінки, звичаїв та традицій, формуючи власне бачення світу та своє місце в ньому. Читання англійської газети розширює загальноосвітні цілі: кругозір здобувачів, вони звикають протиставляти та оцінювати факти й події, що відбуваються за кордоном та у нас в країні, знайомляться із країною досліджуваної мови.

Працюючи із пресою, викладач ставить і чисто практичні цілі: читаючи газету англійською мовою, здобувач вчиться витягати інформацію з англійського оригінального тексту, тобто навчається навичці, безперекладного розуміння. Читання статті сприяє закріпленню й розширенню словника здобувачів й оволодінню граматичними структурами англійської мови, тобто є ефективним засобом для придбання й закріплення мовних навичок й умінь. Стаття, що використовується на занятті англійської мови, доповнює матеріал підручника новими повідомленнями й фактами, які цікаві як по змісту, так і за формою, тому що містять схеми й ілюстрації, фотографії й карти [5, с. 14].

На початковому етапі роботи з газетними матеріалами чи з матеріалами журналів, викладач сам визначає статті, які повинні бути: а) не надто за обсягом; б) доступними для розуміння за лексичним складом і тематиці; в) цікавими за змістом; г) актуальними з тематики, насиченими суспільно-політичної чи науковою інформацією; д) мати виховне значення [6, с.1-18].

Основна мета роботи зі статтями полягає у навчанні здобувачів педагогічних спеціальностей читати про себе з розумінням тексту без перекладу, тому що тільки такий вид читання дає можливість здобувачам зосередитися на смисловій стороні тексту та користуватись інформацією з

тексту. Тому, що особливо на початковому етапі навчання, необхідно підбирати нескладні статті, які здобувачі могли б зрозуміти без знань усіх слів, вдаючись до мовної здогадки [6, с.1-18].

Однак коли текст великий, викладач може порекомендувати здобувачам опустити окремі абзаци за умови, якщо це не порушує основний зміст та запропонувати здобувачам переглянути текст, щоб виявити індивідуальні труднощі у первинному сприйнятті змісту. Контроль розуміння прочитаного проводиться за допомогою різних вправ. Закінчується робота над текстом його інтерпретацією. Це може бути пояснення причин і мотивів, суспільного значення події, вчинків людей, узагальнений висновок про прочитане, думка здобувачам щодо статті.

Етапи роботи зі статтями: *перед читанням статті:*

1. Ознайомлення здобувачів із загальним змістом тексту і визначенням мети роботи.

2. Роз'яснення окремих слів, граматичних ідей, словосполучень, щоб уникнути труднощів лексичного та граматичного характеру.

після читання (про себе):

3. Виконання вправ, які спрямовані на розуміння прочитаного і більш повне осмислення змісту тексту.

4. Виконання завдань творчого характеру на основі прочитаного тексту.

Робота зі статтями включає кілька етапів: 1) читання і переклад заголовків статей; 2) читання і переклад підписів, тексту під фотоматеріалами та політичними карикатурами; 3) короткий виклад змісту статті іноземною мовою, залежно від рівня підготовленості здобувачів; 4) короткий огляд ряду статей; 5) короткий огляд усього номера газети чи журналу в цілому [3].

Робота над кожною темою будується таким чином: 1) введення суспільно-політичної лексики з теми; 2) первинна активізація мовного матеріалу за допомогою вправ; 3) робота зі статтями за схемою: від первинного ознайомлення - до читання і говоріння; 4) розвиток мовленнєвих умінь: монологічного та діалогічного мовлення [5, с.17].

Наведемо приклади вправ для формування основ лінгвосоціокультурної компетентності майбутніх педагогів на матеріалі статей по темі “Кіно”.

Exercise 1. Objective of the exercise: to develop students’ ability to identify the structural parts of an English-language article based on a provided guideline (memo).

Task: Look through the article. Divide it into six structural parts using the Memo given below. Put down number(s) of the paragraph(s) these parts consist of.

MEMO

A newspaper / magazine article includes the following compulsory parts:

- Headline;
- Lead / Introduction (1 paragraph);
- Main Body (2 and more paragraphs);
- Conclusion (1–2 paragraphs);

and optional parts:

- Subheading(s) / subtitle(s);
- Photos, tables, charts, caricatures etc. with / without captions.

Exercise 2. Objective of the exercise: to teach students to identify the subject matter of an article based on its structure.

Task: You are responsible for editing the English Club Newspaper. You've decided to publish an article on a British film festival in its next issue. Look through the following article and explain to your colleagues whether you will choose it or not. To make the correct decision you should define its topic. Take into consideration the structure of the article and the author's intentions realized in its parts.

Exercise 3. Objective of the exercise: to develop students' ability to recognize figurative sociocultural information.

Task: You've decided to have your article on Hollywood film stars published in the *English Learner's Digest*. You want to supply your article with photos to attract the readers' attention to it. Your friends have given you some photos from the English newspapers and magazines. Have a look at them and choose the photos which refer to the topic of your article. Ground your choice.

Exercise 4. Objective of the exercise: to teach students to predict the presence of sociocultural information in an article based on its structural components.

Task: You'd like to know more about the English-speaking peoples and their countries. Surfing the Internet, you've come across a list of articles. There are only their headlines. You've chosen article seven, a lucky one. Read its headline. Define the topic of this article. Decide whether it may contain some information about the English-speaking countries. Say what country it may run about and what aspect of its life it may refer to. Share your point of view with your groupmates.

Exercise 5. Objective of the exercise: to teach students to identify realia words.

Task: You've got a 14-year-old sister, a keen movie-goer. She is going to Great Britain. Read the dictionary article taken from *Oxford Guide to British and American Culture*. While reading it pay your attention to the British film certificates. Then read the sentences taken from the British newspapers and

underline the categories that the films are granted. Explain to your sister which films she may see in British cinemas and which films she may not see.

Exercise 6. Objective of the exercise: to teach students to isolate the culture-specific semantic components of background vocabulary.

Task: You are working in the London travel agency. You are to prepare Guide to British Cinemas for Ukrainian Tourists. As you are a beginner your boss has given you the instructions how to do it. Read the extracts from the newspaper articles on this topic. Make list of the things that are characteristic of cinemas in the UK: kind of cinemas, ticket price, films on release, and norms of behaviour. Compare them with the Ukrainian reality and make notes of the facts which are not typical of cinemas in this country.

Exercise 7. Objective of the exercise: to teach students to isolate sociocultural features at the paragraph level.

Task: You are a Ukrainian film-maker. You are interested in ways of making films more lifelike. The extract taken from the American article may help you. Read it and underline the technical developments which were used by the Hollywood filmmaking industry to attract more audience. Define the time when they were popular. List the technical developments and the dates of their exploitation. Which one would you use to attract the Ukrainian audience?

Exercise 8. Objective of the exercise: to develop students' ability to understand sociocultural features at the text level.

Task: We can't imagine cinema world without the Oscars. The article that appeared in the *Independent* newspaper shows the Oscars in the unexpected light. Read this article and explain its headline. What new facts have you learnt about the Oscars? Has the author of this article influenced your opinion on the Oscars awards ceremony? In what way?

Висновки. Отже, професійна англомовна комунікація є ефективним засобом формування лінгвосоціокультурної компетентності майбутніх учителів. Її використання у процесі вивчення освітніх компонент «Професійна комунікація іноземною мовою» та «Усна і писемна англомовна комунікація» сприяє розвитку міжкультурної обізнаності, удосконаленню навичок іншомовного спілкування, формуванню професійно значущих комунікативних умінь і підготовці майбутніх педагогів до успішної діяльності в міжнародному освітньому просторі.

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CLIL У НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ ДЛЯ АКАДЕМІЧНИХ ЦІЛЕЙ: МОЖЛИВОСТІ, ВИКЛИКИ ТА ПЕДАГОГІЧНА ПОЗИЦІЯ ВИКЛАДАЧА

Анотація. У статті здійснено теоретико-методологічний аналіз та узагальнено практичний досвід застосування методу предметно-мовного інтегрованого навчання (CLIL) у процесі лінгвопідготовки студентів з англійської мови для академічних цілей (EAP) з позиції викладача-практика. У фокусі дослідження перебуває концептуальна модель «4C» у контексті її детермінуючого впливу на формування академічної мовної компетентності (CALP) майбутніх фахівців освітньої галузі.

Систематизовано педагогічні можливості CLIL-технологій щодо інтенсифікації розвитку академічного тезауруса, жанрової та дискурсивної обізнаності, а також підвищення мотивації студентів нелінгвістичних спеціальностей. Особливу увагу закцентовано на реальних викликах, які постають перед викладачем EAP при імплементації CLIL: подвійне

навантаження на педагога, проблема оцінювання інтегрованих результатів, ризик домінування усного мовлення за рахунок академічного письма. На основі аналізу сучасних міжнародних і вітчизняних досліджень обґрунтовано необхідність виробити чітку педагогічну позицію: CLIL не замінює EAP, а є його ефективним контекстом – за умови цілеспрямованого педагогічного проєктування. Запропоновано практичні орієнтири для викладача щодо інтеграції CLIL до курсів академічної англійської.

Автори статті трактують оптимальну педагогічну позицію викладача EAP в умовах CLIL як роль когнітивного фасилітатора з міждисциплінарною спрямованістю. У такому статусі педагог свідомо відмовляється від функціїдиного носія знань і виступає як проєктувальник навчального середовища, у якому мовний розвиток і опанування предметного змісту відбуваються синхронно.

Реалізація цієї позиції потребує цілеспрямованого професійного розвитку в частині предметної обізнаності, володіння методами диференційованого скаффолдингу та впровадження інтегрованих підходів до оцінювання.

Ключові слова: CLIL, EAP, англійська мова для академічних цілей, предметно-мовне інтегроване навчання, 4C, академічна компетентність, педагогічна позиція, нелінгвістичні спеціальності, вища освіта.

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CLIL IN TEACHING ENGLISH FOR ACADEMIC PURPOSES: OPPORTUNITIES, CHALLENGES AND THE TEACHER'S PEDAGOGICAL STANCE

Abstract. This article presents a theoretical and methodological analysis, alongside practical experience, in the application of Content and Language Integrated Learning (CLIL) within English for Academic Purposes (EAP) training from a practitioner perspective. The study focuses on the 4Cs conceptual framework and its influence on the Cognitive Academic Language Proficiency (CALP) of future education professionals.

The pedagogical benefits of CLIL approaches are categorised in terms of accelerating academic vocabulary development, enhancing genre and discourse awareness, and increasing motivation among non-language major students. The study addresses the critical challenges facing EAP instructors when implementing CLIL, such as increased teacher workload, difficulties in assessing integrated outcomes, and the risk of spoken communication dominating to the detriment of academic writing. Based on an analysis of recent international and national literature, the article argues for the necessity of articulating a clear pedagogical stance: CLIL does not replace EAP but serves as an effective complement when driven by purposeful instructional design. Practical guidelines for integrating CLIL into academic English courses are proposed.

The authors conceptualise the optimal pedagogical stance for an EAP teacher operating within a CLIL framework as that of a cognitive facilitator with an interdisciplinary approach. In this role, the teacher relinquishes the position of sole repository of knowledge to become the architect of a learning environment where language development and mastery of disciplinary content occur simultaneously. Adopting this approach necessitates targeted professional development in subject knowledge, proficiency in differentiated scaffolding strategies, and the implementation of integrated assessment practices.

Keywords: CLIL, EAP, English for Academic Purposes, Content and Language Integrated Learning, 4Cs, academic competence, pedagogical stance, non-language disciplines, higher education.

Постановка проблеми. Сучасна парадигма вищої освіти орієнтована на інтернаціоналізацію наукового простору та інтеграцію українських університетів у глобальне академічне середовище. У цих умовах курс англійської мови для академічних цілей (English for Academic Purposes – EAP) трансформується з суто лінгвістичної дисципліни на комплексний інструмент формування професійної та наукової ідентичності майбутнього дослідника. Одним із найбільш перспективних і водночас дискусійних

підходів до реалізації цього завдання є методологія предметно-мовного інтегрованого навчання (CLIL – Content and Language Integrated Learning).

Актуальність дослідження зумовлена об'єктивним протиріччям: з одного боку, CLIL має колосальний педагогічний потенціал, оскільки дозволяє вивчати мову не ізольовано, а через призму реального наукового контенту (спеціальності студента). З іншого боку, впровадження цього підходу в межах EAP супроводжується низкою системних викликів. Студенти часто стикаються з подвійним когнітивним навантаженням (одночасне засвоєння складних наукових концептів та іншомовних академічних кліше), а викладач змушений кардинально переглянути свою традиційну роль, балансуючи між позиціями мовного експерта та фахівця з предметного контенту.

Аналіз останніх досліджень і публікацій. Термін «CLIL» до наукового континууму був запропонований Д. Маршем у 1994 році для позначення освітнього підходу, за якого навчальні предмети або їхні частини викладаються іноземною мовою з подвійною метою, а саме: вивчення змісту фахового предмета та одночасне вивчення іноземної мови [14]. Теоретичний базис методології CLIL закладено у фундаментальних працях європейських дослідників, зокрема Д. Койл (D. Coyle), Ф. Худа (Ph. Hood) та Д. Марша (D. Marsh), які сформулювали і розвинули концептуальну матрицю «4C» (Content – засвоєння предметних знань конкретної дисципліни – права, біохімії, економіки, Communication – мова як засіб навчання, а не лише його мета, Cognition – критичне мислення, аналіз, синтез — завдання вищого порядку, Culture – академічний дискурс і міжкультурна обізнаність) та обґрунтували синергетичний ефект інтеграції мови та змісту [1; 13]. У контексті вищої школи та викладання EAP важливими є здобутки Т. Дадлі-Еванса (T. Dudley-Evans) та М. Дж. Сент-Джон (M. J. St. John), які диференціювали специфіку академічного мовлення у професійних галузях та напрямах. [6].

Питання трансформації ролі викладача в умовах інтегрованого навчання досліджували такі науковці, як Л. Дейл (L. Dale) та Р. Таннер (R. Tanner). Вони наголошують, що педагогічна позиція викладача CLIL вимагає розвитку «цифрової та предметної фасилітації», тобто вміння бути ментором, який скеровує студента у процесі деконструкції наукового тексту [3].

У вітчизняному науковому дискурсі методологічні аспекти CLIL та EAP активно розробляються у працях Є. М. Воронової, Т. В. Герасимчук, О. С. Губарєвої, С. Ю. Ніколаєвої, О. М. Рудичик, О. Б. Тарнопольського, Г. О. Черниш та ін [17; 21; 22]. Проте, попри значну кількість публікацій, питання трансформації педагогічної позиції викладача EAP під впливом

CLIL, а також баланс між лінгвістичними можливостями та когнітивними викликами цієї моделі в українській вищій школі залишаються вивченими лише фрагментарно.

З огляду на зазначене, додаткового дидактичного осмислення потребує інструментарій, який допоможе викладачу EAP без профільної предметної освіти ефективно моделювати заняття за методикою CLIL, не перетворюючи його на предметну лекцію чи переклад термінів.

Мета статті – концептуалізувати можливості та виклики імплементації підходу CLIL у практику навчання англійської мови для академічних цілей, а також визначити та обґрунтувати оптимальну педагогічну позицію викладача як ключового фасилітатора цього процесу.

Виклад основного матеріалу. Впровадження інтегрованого навчання є однією з провідних тенденцій сучасної освіти. Воно дозволяє подолати фрагментарність знань здобувачів освіти, демонструючи взаємозв'язок між різними науковими дисциплінами та реальним життям.

У сучасній педагогічній теорії та практиці виділяють кілька ключових підходів до організації інтегрованого навчання. Найбільш класичною є класифікація за рівнем інтенсивності інтеграції, запропонована американськими дослідницями С. Дрейк та Р. Бернс (S. M. Drake, R. C. Burns).

Вони визначають три основних підходи до інтеграції: мультидисциплінарний (інтеграція змісту декількох предметів навколо однієї теми на рівних засадах), міждисциплінарний (інтеграція субдисциплін в межах предметної області, наприклад, Integrated Science об'єднує такі субдисципліни, як біологія, хімія, фізика та науки про Землю/космос) та трансдисциплінарний (взаємопроникнення навчального матеріалу з різних навчальних предметів, коли вчителі організовують навчальну програму навколо питань та проблем учнів) [5].

Однак, спільним для зазначених підходів є орієнтація на формування в здобувачів вищої освіти цілісної наукової картини світу та системного сприйняття освітніх компонентів. Очевидно, що кожен з підходів має власні переваги та недоліки.

Спираючись на ці підходи та чинну нормативно-правову базу, викладач отримує інструментарій для проєктування інтегрованих робочих програм або імплементації інтегрованого навчання через міждисциплінарні проєкти, тематичні семінари чи бінарні заняття. Аналіз науково-методичного дискурсу підтверджує варіативність інтеграційних процесів у педагогічних закладах вищої освіти: від фрагментарного включення інтегрованих модулів у курс іншомовної підготовки до концепції повного занурення (Immersion), за якої вся освітня програма базується на засадах інтегрованого навчання.

У сучасних наукових роботах з питань професійно орієнтованої іншомовної підготовки виділяють три найпоширеніших підходи до навчання іноземної мови на основі інтеграції: навчання англійської мови для спеціальних/професійних цілей (ESP – English for Specific Purposes), предметно-мовне інтегроване навчання (CLIL – Content and Language Integrated Learning) та англійська мова як мова навчання (EMI – English as a Medium of Instructions) [14]. Принципово важливою є відмінність між цими підходами. Хоча всі три працюють на стику іноземної мови та професійних знань, вони мають різні цілі, об'єкти оцінювання та роль викладача.

Англійська для спеціальних/професійних цілей (ESP) є одним із найбільш усталених підходів до викладання англійської мови в закладах вищої світи. Це курс, під час якого вивчають англійську мову, але фокусуються на лексиці, граматиці та дискурсі конкретної професії (наприклад, «Англійська для юристів», «Англійська для IT»). Його головною метою є вивчення мови, а професійний контент є лише текстом-ілюстрацією, на якому відпрацьовують мовні навички [15].

Англійська як засіб навчання (EMI) – це викладання академічних предметів (наприклад, вищої математики чи фізики) англійською мовою для тих студентів, для яких вона не є рідною [12]. Одним з головних чинників упровадження програм EMI є надання здобувачам вищої світи фахових компетентностей та вдосконалення володіння англійською мовою для формування іншомовної компетентності, збільшення шансів для працевлаштування та покращення міжнародної мобільності. За цього підходу, мова є виключно інструментом трансмісії інформації.

Предметно-мовно інтегроване навчання (CLIL) орієнтоване на синергетичний, подвійний фокус (dual-focus), де вивчення мови та предметного змісту є рівноцінними компонентами [10; 11], Методологія предметно-мовного інтегрованого навчання (CLIL) у межах курсу англійської мови для академічних цілей (EAP – English for Academic Purposes) відкриває принципово нові дидактичні горизонти, трансформуючи процес засвоєння мови з репродуктивного на продуктивно-дослідницький. Замість штучного вивчення ізольованих граматичних структур чи загальновживаної лексики, студенти опановують мову як інструмент пізнання своєї професійної галузі.

Концептуальним ядром підходу CLIL є рамкова модель «4C», запропонована Д. Койл, Ф. Гудом та Д. Маршем, яка інтегрує чотири взаємопов'язані компоненти: контент (Content), комунікацію (Communication), когніцію (Cognition) та культуру (Culture) [1].

У контексті навчання EAP ці компоненти реалізуються через такі можливості:

Розвиток когнітивних навичок вищого порядку (HOTS – Higher-Order Thinking Skills). За таксономією Блума, саме ці навички роблять людину дослідником, критиком, винахідником та конкурентоспроможним фахівцем у сучасному світі. На цьому рівні інформація не просто пасивно споживається, а трансформується. CLIL стимулює здобувачів освіти не механічно запам'ятовувати лексику, а аналізувати, синтезувати та критично оцінювати наукову інформацію англійською мовою [13]. У здобувачів освіти формуються здатності розкладати ціле на частини, знаходити зв'язки, причини та наслідки (наприклад, порівняти дві політичні системи, знайти логічну помилку в тексті, розібрати структуру наукової статті), критично мислити, висловлювати власне судження, аргументувати свою позицію, захищати чи спростовувати певну ідею (наприклад, написати рецензію, оцінити етичність наукового експерименту, визначити якість джерела), генерувати абсолютно новий продукт, ідею, поєднувати розрізнені факти в нову систему (наприклад, написати власну курсову роботу, розробити бізнес-план, спроєктувати модель уроку, створити мобільний додаток).

Контекстуалізація академічного письма: навчання академічного письма (написання анотацій, оглядів літератури) відбувається на базі реальних наукових текстів зі спеціальностей, за якими студенти здобувають вищу освіту. Як зазначає О. Б. Тарнопольський, це забезпечує найвищий рівень мотивації, оскільки мовний матеріал безпосередньо корелює з професійними інтересами майбутніх фахівців [21].

Формування вторинної наукової ідентичності: здобувачі освіти інтегруються у міжнародну спільноту своєї галузі, переймаючи специфічний академічний дискурс, етичні норми цитування та стандарти презентації результатів (наприклад, модель IMRaD) [19].

Не можна не зауважити й те, що CLIL є потужним контекстом для розвитку академічної лексики – найважчого компонента EAP для студентів нелінгвістичних спеціальностей. Він прибирає штучність із процесу навчання. Мова перестає бути метою уроку, натомість стає інструментом мислення, а академічні слова засвоюються не через пам'ять, а через реальну інтелектуальну потребу висловити складну наукову думку. У поєднанні з жанровим підходом CLIL суттєво підвищує академічну жанрову обізнаність студентів. Відомі дослідники в галузі лінгвістики та освіти Yuen Yi Lo та Heeseon Jeong довели, що студенти, які навчались за жанрово-орієнтованою CLIL-програмою, демонстрували значно вищий рівень академічної грамотності. Ідея є простою і практично важливою: якщо студент-юрист читає і аналізує реальні англомовні правові кейси, він засвоює жанр правового аргументу органічно, а не через абстрактні вправи в підручнику EAP [8;9].

CLIL системно підвищує мотивацію студентів, що є суттєвим практичним аргументом для будь-якого викладача, знайомого із демотивованою аудиторією обов'язкового курсу іноземної мови. Системний огляд Frontiers in Education (2024) підтверджує, що студенти почуваються більш впевненими у говорінні цільовою мовою у CLIL-середовищі [18].

Вченими встановлено, що CLIL розширює арсенал викладача EAP у підготовці до занять. Автентичні матеріали за фахом (наукові статті, звіти, кейси) стають водночас і предметним, і мовним навчальним ресурсом, що є економією методичного часу при правильному педагогічному проєктуванні.

Попри вагомі переваги, практична імплементація CLIL у закладах вищої освіти супроводжується серйозними труднощами лінгвістичного, психологічного та організаційного характеру.

Перш за все, маємо взяти до уваги подвійне когнітивне перевантаження (Double Cognitive Load), коли здобувачі освіти одночасно стикаються зі складністю нового наукового контенту та бар'єром іншомовної академічної комунікації. За лінгвістичною концепцією Дж. Каммінса, академічне мовлення вимагає вищого рівня володіння мовою (CALP – Cognitive Academic Language Proficiency), на відміну від побутового спілкування (BICS – Basic Interpersonal Communicative Skills) [2]. Недостатня сформованість CALP у здобувачів вищої освіти часто призводить до фрустрації та зниження успішності як з мови, так і з профільного предмета.

У цьому контексті варто зробити акцент на подвійному навантаженні на педагога. Повноцінний CLIL вимагає від викладача одночасно глибокої фахової компетентності в дисципліні та методичної майстерності EAP. Українські дослідники Н. Тарасенкова, І. Акуленко, опитавши понад 160 викладачів кількох університетів України, дійшли висновку, що ключовим бар'єром є саме недостатній рівень академічної англійської у викладачів-предметників [20].

Т. Мироненко, Л. Добровольська, І. Шевченко та О. Кордюк додають, що проблеми у впровадженні CLIL включають недостатню обізнаність та розуміння підходу CLIL та його принципів серед викладачів як на шкільному, так і на університетському рівнях, а також нестачу відповідних матеріалів, що відповідають його подвійним цілям. Існує потреба в більш структурованих програмах підготовки вчителів, а також у методологічних вебінарах та семінарах [16]. Незважаючи на ці перешкоди, CLIL відкриває нові можливості для здобувачів освіти, особливо на факультетах, де англійська мова не є основним напрямком.

Варто окреслити також і проблему відсутності адаптованих підручників, які б поєднували вимоги українських освітніх стандартів із західною методологією CLIL. Викладач змушений самостійно моделювати

та створювати дидактичний матеріал, що суттєво підвищує часові витрати на підготовку.

Серйозним деструктивним чинником у практиці впровадження інтегрованого навчання є проблема лінгвістичної асиметрії, яка виявляється у нерівномірному розвитку предметної та мовної компетентностей у межах однієї академічної групи. Наявність студентів із високим рівнем професійних знань, але слабким рівнем володіння академічною англійською мовою (CALP), та студентів із протилежним профілем ускладнює процес уніфікованого викладання.

Дослідники також фіксують і певні дидактичні ризики. Зокрема, у фундаментальних працях К. Далтон-Пуффер доведено, що хоча здобувачі освіти в CLIL-середовищі демонструють рівнозначні або вищі результати в усному мовленні порівняно з традиційними мовними класами, вони нерідко виявляють недостатність навичок дисциплінарного академічного письма [4]. Як зазначають А. Ллінарес та Т. Мортон, це зумовлено дефіцитом цілеспрямованого формування академічного регістру (CALP) на письмі, оскільки увага викладача переважно зосереджена на семантичній швидкості усної комунікації, а не на стилістичній точності наукового тексту [7]. Вагомим дидактичним недоліком імплементації CLIL в освітній процес залишається проблема оцінювання навчальних досягнень. Як справедливо зазначають Е. Макаро та Дж. Кемпбелл, традиційні екзаменаційні інструменти, зорієнтовані на ізольовану перевірку мовної або предметної компетентності, вступають у суперечність з інтегрованою природою CLIL [11]. Відсутність валідних, стандартизованих інструментів вимірювання, які здатні одночасно і диференційовано фіксувати лінгвістичний прогрес та академічні успіхи студентів, становить реальний практичний дефіцит у вищій школі [9; 10]

Успішне подолання окреслених викликів напряму залежить від трансформації педагогічної позиції викладача і вимагає гнучкого моделювання завдань. Замість спрощення наукового контенту, педагогічно доцільним є використання диференційованого скаффолдингу та інструментів гнучкого колаборативного групування (Flexible Grouping), де мовна та предметна сили здобувачів освіти компенсують індивідуальні дефіцити один одного у процесі спільного вирішення наукових кейсів.

Реалізація розглянутих дидактичних завдань стає можливою лише за умови реконцептуалізації професійної діяльності самого педагога. Відтак, нова педагогічна позиція сучасного викладача EAP у системі CLIL набуває поліфункціонального характеру й охоплює три взаємопов'язані виміри:

1. *Проєктувальник когнітивних опор:* викладач не перекладає складний текст за студентів, а розробляє глосарії, концептуальні карти

(Mind Maps) та візуальні схеми, які допомагають студентам самостійно деконструювати науковий зміст [17]. Ця роль безпосередньо забезпечує згадану практику диференційованого скаффолдингу.

2. *Модератор академічної взаємодії:* організація групової роботи, взаєморецензування (Peer Review) та модерація наукових дискусій. Викладач створює безпечне комунікативне середовище, де помилка сприймається як природний етап навчання, що дозволяє ефективно запустити механізм гнучкого колаборативного групування.

3. *Міждисциплінарний кооперант:* оскільки філолог не може бездоганно знати тонкощі нанотехнологій чи мікробіології, його позиція передбачає активну колаборацію з викладачами профільних кафедр (Team Teaching) для верифікації наукового контенту та створення спільних освітніх проектів [6].

Отримані результати підтверджують тези зарубіжних дослідників (Д. Койл, Л. Дейл), що CLIL не є простим поєднанням двох дисциплін, а є третьою, синергетичною дидактичною моделлю. Проте в українському контексті виникає гостра дискусія навколо професійної готовності самих викладачів. Головне питання полягає в тому, чи готовий філолог виходити за межі лінгвістичного комфорту та занурюватися в науковий контент інших галузей. Як справедливо зазначає С. Ю. Ніколаєва, без системних курсів підвищення кваліфікації з предметної дидактики та без взаємодії з профільними кафедрами, впровадження CLIL ризикує перетворитися на звичайне зазубрювання вузькоспеціалізованих термінів [17]. Це актуалізує потребу у реформуванні програм підготовки магістрів-філологів та впровадженні інтегрованих модулів на рівні ЗВО.

Висновки. Проведений аналіз теоретико-методологічних засад та практичного досвіду імплементації предметно-мовного інтегрованого навчання (CLIL) у систему підготовки з англійської мови для академічних цілей (EAP) дозволяє зробити такі висновки:

1. Методологія CLIL у просторі вищої школи виступає не альтернативою, а потужним інтенсифікаційним контекстом для EAP. Завдяки моделі «4C» вона забезпечує перехід від механічного вивчення лексики до розвитку когнітивних навичок вищого порядку (HOTS), прискорює формування академічної мовної компетентності (CALP) та сприяє швидкій контекстуалізації академічного письма через реальний фаховий контент.

2. Системне впровадження CLIL супроводжується низкою суттєвих викликів: подвійним когнітивним навантаженням на здобувачів, дефіцитом стандартизованих інструментів інтегрованого оцінювання, ризиком фосилізації помилок на письмі через домінування усних форм інтеракції, а також проблемою мовно-предметної асиметрії в академічних групах.

3. Успішна реалізація цього підходу вимагає радикальної перебудови педагогічної позиції викладача EAP – від ролі лінгвістичного транслятора до позиції когнітивного фасилітатора. Ключовими практичними орієнтирами для викладача мають стати проєктування багаторівневого диференційованого скаффолдингу (інформаційних та мовних опор), впровадження гнучкого колаборативного групування студентів та розробка матриць роздільного оцінювання (змісту та мовної форми).

Оптимальна педагогічна позиція викладача EAP в умовах CLIL може бути визначена як позиція когнітивного фасилітатора з міждисциплінарною орієнтацією, коли педагог свідомо відмовляється від ролі єдиного носія знань і перебирає на себе функцію архітектора навчального середовища, в якому мова та зміст розвиваються синхронно. Така позиція потребує цілеспрямованого професійного розвитку у напрямі предметної обізнаності, методів диференційованого скаффолдингу та інтегрованого оцінювання.

Перспективи подальших досліджень у цьому напрямі полягають у розробці конкретних методичних рекомендацій та експериментальній перевірці ефективності бінарних занять (Team Teaching), що проводяться спільно викладачами мовних та профільних випускових кафедр українських ЗВО.

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СКАФФОЛДИНГ ЯК ЕФЕКТИВНА ОСВІТНЯ СТРАТЕГІЯ МОВНОЇ ПІДГОТОВКИ ІНОЗЕМНИХ СТУДЕНТІВ

Анотація. У статті детально розглянуто навчальну технологію скаффолдингу, її найважливіші принципи, класифікацію. Висвітлено типи цієї технології, що відрізняються залежно від цілей заняття та рівня знань студентів, особливості її застосування у процесі навчання іноземної мови та української мови як іноземної зокрема. У мовній підготовці іноземних студентів у ЗВО автор розглядає скаффолдинг як метод підтримуючої дії зі сторони викладача (надання підказок, опор, додаткових вказівок, використання піктограм, символів, малюнків, демонстрація виконання завдань тощо). У практичній реалізації цієї технології автор виділяє три послідовні етапи, кожен з яких спрямований на поступове формування україномовної комунікативної компетенції: фаза керованої діяльності та залежності, фаза редукції підтримки або «згасання», перенесення відповідальності. Аналізується важливий метод скаффолдингу – «згасаюча допомога» – плавне зменшення надання інтенсивної допомоги зі сторони викладача до того моменту, коли студент проявляє себе цілком самостійним та автономним у виконані завдання. Також наведено переваги та певні труднощі використання цієї технології.

Автори доходять висновку, що імплементація освітньої стратегії скаффолдингу відкриває перед викладачем широкі можливості для оперативного виявлення прогалин у мовній підготовці іноземних студентів і подальшої розбудови адаптивних дидактичних опор. Це не лише забезпечує реалізацію принципів індивідуалізації та диференціації у навчанні, а й створює психологічно комфортне середовище для

заглибленого опанування української мови як іноземної. Стратегічне використання технології скаффолдингу трансформує традиційну взаємодію, поступово зміщуючи акцент на автономність іноземного здобувача освіти, що сприяє ефективному формуванню його комунікативної компетенції, підвищенню мотивації та суттєвому зниженню рівня емоційної напруги під час виконання складних завдань.

Ключові слова: українська мова як іноземна, іноземні студенти, скаффолдинг, зона найближчого розвитку, згасаюча допомога, комунікативні вміння та навички, проєктування освітнього процесу.

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SCAFFOLDING AS AN EFFECTIVE EDUCATIONAL STRATEGY FOR THE LANGUAGE TRAINING OF INTERNATIONAL STUDENTS

Abstract. The article examines in detail the educational technology of scaffolding, analyzing its most important principles and classification. The types of this technology are highlighted, which differ depending on the objectives of the lesson and the students' level of knowledge, as well as the specifics of its application in the process of teaching foreign languages and Ukrainian as a foreign language in particular. In the language training of international students in HEIs, the author considers scaffolding as a method of supportive action from the teacher (providing hints, supports, additional instructions, the use of pictograms, symbols, drawings, demonstrating task performance, etc.). In the practical implementation of this technology, the author identifies three sequential stages, each aimed at the gradual formation of Ukrainian-language communicative competence: the phase of guided activity and dependence, the phase of support reduction or "fading," and the transfer of responsibility. An important scaffolding method – "fading support" – is analyzed, which involves the smooth reduction of intensive assistance from the teacher until the student proves to be completely independent and autonomous in performing the task. The advantages and certain difficulties of using this technology are also presented.

The author concludes that the implementation of the scaffolding educational strategy opens up broad opportunities for the teacher to promptly identify gaps in the language training of international students and further develop adaptive didactic supports. This not only ensures the implementation of the principles of individualization and differentiation in learning but also creates a psychologically comfortable environment for the deep mastery of Ukrainian as a foreign language. The strategic use of scaffolding technology transforms traditional interaction, gradually shifting the emphasis toward the autonomy of the international learner, which contributes to the effective formation of their communicative competence, increased motivation, and a significant reduction in the level of emotional stress during the performance of complex tasks.

Keywords: Ukrainian as a foreign language, international students, scaffolding, zone of proximal development, fading support, communicative skills and abilities, educational process design.

Постановка проблеми. Трансформація вищої освіти України в напрямі європейської інтеграції потребує не лише перегляду змісту програм, а й модернізації лінгводидактичних підходів у навчанні іноземної мови, актуалізує пошук нових методів навчання студентів. Основною проблемою залишається неоднорідність їхньої мовної підготовки, що вимагає впровадження адаптивних технік викладання іноземної мови. Мовна підготовка іноземців носить суто індивідуальний характер, в кожного свій темп, обсяг пам’яті, свої мотиви. Через те, що мова вивчається у штучно створеному мовному середовищі, багато хто стикається з мовним бар’єром та розсіяною увагою, що веде до зниження мотивації вивчення. Одним із найбільш результативних рішень у цій площині є використання технології скаффолдингу, яка дозволяє оптимізувати процес засвоєння мови через систему поступової підтримки. Ця освітня стратегія створює сприятливе середовище для навчання, в якому кожен студент отримує необхідну допомогу. Такий підхід забезпечує створення гнучкого навчального каркасу, що адаптується до індивідуальних потреб кожного студента, сприяючи поступовому переходу від керованого навчання до повної автономії.

Аналіз останніх досліджень і публікацій. Теорія скаффолдингу вперше була представлена у педагогіці у 1950-х роках Д. Брунером для розвитку в дітей навичок володіння мовою та виходила з ідей Л. Виготського про зону найближчого розвитку, в якій закладено розбіжність між рівнем актуального розвитку (коли учень може сам вирішити навчальне завдання) та рівнем потенційного розвитку (якого учень здатний домогтися за допомогою вчителя або у співпраці з іншими

учнями). Послідовники Л. Виготського, представники харківської психологічної школи (О. Леонтьев, П. Гальперин, О. Запорожец, Л. Божович) перевели фокус із простого «навчання» на діяльність як механізм переходу потенційного рівня розвитку на актуальний, описавши механізм реалізації ЗНР, трансформувавши цю ідею в діяльнісний підхід.

Піонерами реалізації концепції «скаффолдингу» в освітньому процесі стали американські психологи Д. Брунер, Д. Вуд та Г. Росс які довели, що вона може застосовуватися у всіх сферах, для будь-якого віку та будь-якої тематики навчання. Науковці позиціювали процес скаффолдингу як контролювання педагогом тих елементів завдання, які спочатку виходять за межі можливостей учня, що дозволяє йому сконцентруватися лише на тих складових, які йому під силу опанувати [11].

У сучасному науковому дискурсі технологія скаффолдингу трактується як особлива модель інтерактивного навчання. Вона базується на адаптивній підтримці учня з боку педагога у процесі спільного розв'язання пізнавальних задач, де інтенсивність допомоги регулюється залежно від успіхів того, хто навчається. Педагогі у якості основної характеристики стратегії скаффолдингу називають «згасаючу допомогу (fadinghelp) з боку педагога в ході самостійної роботи учня» [3, с. 473].

Вітчизняні дослідники Н. Герцовська та К. Фозекош характеризують зміст скаффолдингу як опис інструментів, які вчитель надає учням для того, щоб допомогти їм бути успішними при виконанні складних завдань, підкреслюють роль цієї технології у побудові «містка» між вже набутими та здобутими знаннями, досвідом і тим дидактичним матеріалом, навичками та звичками, що має в майбутньому опанувати чи сформувати учень [1].

Педагоги вже переконалися у доцільності використання цієї технології як важливого елементу ефективного вивчення іноземної мови студентами ЗВО. Наприклад, О. Лисицька вивчає використання скаффолдингу як інноваційного методу викладання англійської мови, зокрема із застосуванням інтернет-ресурсів для викладачів [2]. О.Фідькевич і В.Снєгірьова досліджують його роль в системі методів багатомоіної освіти та формування освітньої автономності учнів на заняттях з іноземної мови [7]. Т. Крашеніннікова та Н. Нежива презентують практичне використання технології для створення «ситуації успіху» у студентів під час опанування іноземної мови [4]. Т. Агібалова, В. Шевченко, Т. Мажула працюють над питаннями забезпечення ефективного інструктування на основі скаффолдингу в іншомовній освіті [8].

Дослідження скаффолдингу саме в контексті української мови як іноземної є відносно новим напрямом. Так, О. Павленко фокусується на пропедевтичному етапі навчання української мови як іноземної у ЗВО та

розглядає скаффолдинг як засіб підтримки інокомунікантів, що допомагає їм перейти від базового рівня до здатності навчатися в академічному середовищі [5]. О. Степаненко, Т. Ланова, Л. Матусевич досліджують сучасні методики викладання УМІ в закладах вищої освіти, серед яких виділяють скаффолдинг як одну з найбільш перспективних стратегій для успішної інтеграції іноземних студентів [**6**].

Отже, попри широке вивчення скаффолдингу в англомовній методиці, його адаптація до специфіки викладання саме української мови як іноземної (з її граматичними та соціокультурними особливостями) залишається ще недостатньо теоретично осмисленою та методично розробленою.

Мета статті полягає у вивченні можливостей використання технології скаффолдингу як адаптивного механізму підтримки іноземних студентів у процесі мовної підготовки, а також визначенні найбільш ефективних видів навчальних опор для подолання мовного та когнітивного бар'єрів навчання.

Виклад основного матеріалу. Етимологія терміну «scaffolding» (з англ. – будівельні ліси, опора) розкриває його функціональну сутність: навчальний скаффолдинг забезпечує необхідну підтримку суб'єкту навчання. У педагогічному вимірі під «лісами» розуміють сукупність допоміжних засобів (адаптованих завдань, методичних посібників, алгоритмів, інструкцій і зразків), що дозволяють учневі розв'язати завдання, які на поточному етапі знаходяться поза межами його автономних можливостей. Ключовою ознакою такої підтримки є її тимчасовий характер: у міру зростання компетентності студента когнітивні опори поступово мінімізуються та повністю усуваються.

У процесі навчання іноземної мови скаффолдинг як метод підтримки та супроводу служить декільком цілям: зменшує когнітивне та лінгвістичне навантаження контенту, дозволяє учням виконати поставлене завдання за допомогою відповідної підтримуючої структури чи опори [9].

Скаффолдинг у навчанні іноземної мови – це надання достатньої підтримки для стимулювання в навчанні, коли загальні уявлення та поняття вже надано студентам. Викладач полегшує виконання завдання або розуміння нової теми за прикладів, зразків, інструкцій, рекомендацій, привертає увагу студента, мотивує його, підбирає рівень завдань, за допомогою навідних питань направляє на відкриття нового знання, спираючись на наявний в нього досвід, коригує виконання завдання, забезпечує зворотний зв'язок.

Обов'язковим у використанні методу скаффолдингу у навчанні української мови як іноземної ми вважаємо дотримання фундаментальних принципів Д. Брунера та його колег, а саме [11]:

- Залучення та утримання уваги (Recruitment). Першочерговим завданням педагога є формування пізнавального інтересу до навчальної задачі та забезпечення готовності студентів дотримуватися запропонованого алгоритму дій.

- Мінімізація ступенів свободи (Reduction in degrees of freedom). Спрощення структури завдання шляхом обмеження кількості необхідних операцій, що дозволяє сконцентрувати увагу суб'єктів навчання на ключових компонентах діяльності, не розсіюючи зусилля на другорядні елементи.

- Підтримка цільової спрямованості та мотивації (Direction maintenance). Протягом усієї роботи викладач має стимулювати активність студентів, заохочувати їхні зусилля та утримувати фокус уваги на досягненні кінцевої мети, запобігаючи відхиленню від навчальної траєкторії.

- Акцентування на ключових характеристиках (Marking critical features). Педагогічна підтримка передбачає виокремлення значущих деталей та особливостей завдання, що дозволяє студентам глибше зрозуміти сутність виконуваних операцій.

- Контроль фрустрації та залежності (Frustration control). Створення комфортного психологічного клімату у взаємодії «вчитель – учень». При цьому важливо балансувати обсяг допомоги, щоб попередити виникнення когнітивної залежності учня від підказок наставника.

- Демонстрація зразків та моделювання (Demonstration / Modeling). Наочне представлення ідеалізованої форми виконання завдання. Викладач не просто показує результат, а демонструє процес розв'язання, що дозволяє учням згодом самостійно відтворити дії на вищому рівні ефективності.

Ф. Паван надає наступну класифікацію скаффолдингу [10, с. 1461]: лінгвістичний скаффолдинг, що включає засоби спрощення мови та її подачі в доступній формі за рахунок перефразування, усного подання матеріалу, читання вголос, письмових інструкцій, спрощеної мови, уповільненого темпу; когнітивний скаффолдинг, який забезпечує допомогу в засвоєнні сенсу засобами моделювання, демонстрації замість пояснення, мови жестів, роздумів уголос, структурованого вибору, попереднього пояснення складних концепцій, явних паралелей між досвідом в навчальній аудиторії та реальним життям, візуальних засобів, схем, таблиць, постерів, симуляцій, ігор, діаграм тощо; метакогнітивний скаффолдинг, що сприяє активізації розумового процесу завдяки детальному плануванню виконання завдання, коментуванню дій, використанню посібників або підказок; соціальний скаффолдинг, який вимагає організації соціальної взаємодії (групова та парна робота, допомога викладача чи носіїв мови); культурний скаффолдинг – застосування інструментів та інформаційних ресурсів,

культурно та історично пов'язаних із середовищем, відомим студентам, використання особистого досвіду як основи навчання дозволяє створити міцну основу для засвоєння нової інформації; емоційний скаффолдинг – схвалення та заохочення з боку викладача.

Педагогами визначаються 3 типи скаффолдингу, які використовуються під час заняття з іноземної мови, що відрізняються залежно від цілей, заняття та студентів: сенсорний, графічний, та інтерактивний [4, с. 211]. Сенсорний тип передбачає використання фізичних і візуальних елементів, маніпуляторів, наочних посібників, які використовують разом, моделювання перед аудиторією, оскільки зображення і жести допомагають створити цілісну картину заняття. Графічний скаффолдинг – це інтелект-карти, графічні органайзери та опорні схеми як основні інструменти під час заняття, які також можуть допомогти студентам встановити зв'язки між абстрактними поняттями. За умов інтерактивного скаффолдингу спільне навчання є важливою частиною заняття, незалежно від того, чи відбувається воно між викладачем і студентом, чи між студентами. Такі стратегії, як «подумай-обміняйся думками в парі», та «джигсоу-групи» (коли малі групи відповідають за вивчення та викладання частини заняття) є перевіреними методами для ефективної співпраці.

Головним завданням використання скаффолдінгу є надання організуючої стимулюючої допомоги, створення умов для підвищення успішності студентів при виконанні складних завдань. У мовній підготовці іноземних студентів у ЗВО ми розглядаємо його як метод підтримуючої дії зі сторони викладача (надання підказок, опор, додаткових вказівок, використання піктограм, символів, малюнків, демонстрація виконання завдань, тощо). Підтримкою, що має надаватися саме в процесі навчання, можна назвати надання ресурсів, завдань відповідно рівню знань, прикладів, зразків виконання завдань, інструкції та забезпечення керівництва чи тьюторингу.

Ефективна практична реалізація скаффолдингу в процесі мовної підготовки іноземних студентів вимагає від викладача високого рівня професійної рефлексії та специфічної методичної підготовки. Передусім це стосується здатності до стратегічного дидактичного проєктування, що передбачає не лише чітке цілепокладання, а й гнучкий відбір навчального контенту з урахуванням його лінгвістичної складності. Педагог має вибудовувати траєкторію навчання через систему адаптивних вправ, які забезпечують послідовний перехід від первинного сприйняття мовного матеріалу до його закріплення та вільної систематизації. Важливою складовою цієї діяльності є діагностико-прогностична функція, яка полягає у безперервному моніторингу засвоєння навичок та вчасному наданні фасилітативної підтримки. Особливої ваги набуває здатність викладача

передбачити помилки, які студент може зробити при виконанні цих завдань, моделювати «карту типових помилок», що дозволяє розробити дієві когнітивні опори ще до виникнення в іноземного студента комунікативних бар'єрів. Важливим елементом є динамічне зменшення педагогічного супроводу та поступове делегування відповідальності за освітній результат від викладача до студента в міру зростання його індивідуальної автономності. Зрештою, скаффолдинг перетворює традиційний навчальний процес на простір активної соціокультурної взаємодії та партнерства, де тимчасові зовнішні опори стають фундаментом для формування стійкої іншомовної компетентності студента.

Практична реалізація цієї технології охоплює три послідовні етапи, кожен з яких спрямований на поступове формування україномовної комунікативної компетенції. На першому етапі (фаза керованої діяльності та залежності**)** викладач фокусується на створенні надійного когнітивного фундаменту. З огляду на специфіку української мови (зокрема складність граматичних категорій), педагог бере на себе роль основного джерела інформації та архітектора навчальної ситуації. Це передбачає моделювання еталонних мовленнєвих зразків, надання чітких алгоритмів роботи з текстом та використання жорстко структурованих інструкцій. На цьому рівні викладач безпосередньо супроводжує виконання кожної операції, мінімізуючи ризик виникнення мовних бар'єрів. Другий етап – фаза редукції підтримки або «згасання» – знаменує поступову трансформацію ролі викладача з транслятора знань на фасилітатора. У процесі вивчення УМІ це реалізується через делегування студентам функцій самоконтролю та взаємокорекції. Педагог надає опори лише в разі потреби, використовуючи навідні запитання або часткові підказки замість готових рішень. Інтенсивність згасання допомоги безпосередньо корелює з динамікою засвоєння студентами лексико-граматичного інвентарю та їхньою здатністю оперувати мовними одиницями у знайомих ситуаціях спілкування. Третій етап (перенесення відповідальності**)** є логічним завершенням стратегії скаффолдингу, де основний акцент зміщується на повну автономію студента. На цій стадії викладач відмовляється від безпосереднього інструктування, обмежуючись роллю модератора, який структурує проблемні комунікативні ситуації та стимулює іноземних студентів до самостійного пошуку лінгвістичних рішень. Досягнення цього етапу свідчить про глибоке інтерсуб'єктивне взаєморозуміння між учасниками освітнього процесу та готовність студента до самостійного використання української мови як засобу професійної та міжособистісної взаємодії

До специфічних особливостей застосування стратегії скаффолдингу у навчанні української мови іноземних студентів можна віднести знайомство

з метою заняття через постановку ключових питань; чітку структуру навчального заняття з зазначенням завдань та передбачуваних результатів на кожному його етапі; обов'язковий інструктаж перед виконанням завдання (пояснення того, що мають зробити студенти для досягнення очікуваного результату); передбачення та зняття можливих труднощів, наприклад, смислового, лексичного чи граматичного характеру за допомогою знайомої студентам лексики, зрозумілих метафор, аналогій, асоціацій; пояснення, демонстрацію чи коментування викладачем необхідних для виконання завдання дій; використання великої кількості наочності (малюнків, графіків, схем, таблиць тощо) та доступних, зрозумілих студентам прикладів; надання всіх необхідних ресурсів, але поступово студенти одержують можливість знаходити необхідну інформацію самостійно; постійне ускладнення завдань; обов'язкову поетапну рефлексію; можливість самоперевірки та самостійного виправлення помилок; формативне оцінювання з детальним описом критеріїв, які мають бути відомі заздалегідь як викладачеві, так і студентам, що у свою чергу гарантує об'єктивність та спрямованість їхньої діяльності; мінімізацію почуття страху, фрустрації та інших негативних емоцій.

Перш ніж почати застосовувати скаффолдинг на заняттях, необхідно оцінити поточний рівень знань та навичок іноземних студентів, що належать до теми навчального заняття; пов'язати зміст заняття з тим, що вони вже знають і вміють; розбити завдання на дрібніші та легко здійсненні елементи та прокоментувати їх виконання; розробити необхідні опори (проблемно-пошукові завдання, інструкції, схеми, питання, ключові слова).

Проілюструємо використання стратегії скаффолдингу у викладанні української мови як іноземної на прикладі прийому «10 кроків», який можна використовувати при навчанні аудіювання (сприйняття іншомовної мови на слух).

Крок 1. Залучення студентів (підготовка студентів до перегляда та виконання завдань). Типи завдань: різні варіанти передбачення змісту медіатексту, наприклад: «Звук і зображення» (викладач закриває екран монітора, студенти чують лише звукову доріжку відеосюжету, після чого вони повинні вгадати зміст, жанр, стиль запропонованого фрагмента, спробувати подумати над тим, якими ще можуть бути варіанти звукового супроводу в цьому сюжеті), «Початок і кінець») (перегляд студентами початкових/заключних титрів/кадрів відеосюжету, за якими вони повинні визначити жанр або тематику).

Крок 2. Підготовка до перегляду та подальшої роботи (зняття можливих труднощів сприйняття медіатексту, активізація наявних знань іноземних студентів). Типи завдань: інтерпретація заголовка відеома-

теріалу; робота з новими лексичними одиницями, фразеологізмами та прислів'ями (коментування значення, підбір відповідних еквівалентів рідною мовою, синонімів, антонімів); пояснення супутньої допоміжної інформації (рисунків, фотографій, графіків, таблиць і т. ін.).

Крок 3. Перша установка (формулювання цільової установки перегляду автентичного відеоматеріалу).

Крок 4. Перший перегляд (перегляд автентичного відеосюжету цілком з метою загального розуміння). Типи завдань: вправи, спрямовані на пошук правильних відповідей на запитання; визначення вірних/невірних тверджень; співвідношення розрізнених речень зі смисловими частинами тексту (план тексту та заголовки кожної частини додаються); розташування частин тексту в логічній послідовності; встановлення причинно-наслідкових зв'язків.

Крок 5. Загальне розуміння (перевірка загального розуміння побаченого шляхом відповідей студентів на завдання, що були виконані ними під час первинного перегляду).

Крок 6. Друга установка (позначення мети перегляду автентичного відеоматеріалу).

Крок 7. Другий перегляд медіатексту (перегляд автентичного відеоматеріалу із зупинками або частково з метою розуміння деталей). Типи завдань: «Заморожування кадру» (викладач зупиняє перегляд, а іноземні студенти намагаються передбачити розвиток подій); «Місце та кадр» (викладач зупиняє перегляд, а студенти намагаються проаналізувати ситуацію, композицію, дії героїв, їх наміри).

Крок 8. Детальне розуміння (контроль ступеня розуміння детального змісту відеоматеріалу).

Крок 9. Третій перегляд (не обов'язковий) (аналіз медіатексту для розвитку медіаграмотності студентів). Типи завдань: аналіз відеосюжету за критеріями (персонаж, сюжет, місце дії, камера, колір та звук).

Крок 10. Підбиття підсумків (вдосконалення мовленнєвих навичок, розвиток креативності студентів та самостійного пошуку, отримання необхідної інформації). Типи завдань: рольові ігри; дебати / дискусії; драматизація, розробка та зйомка свого відеоролика.

Застосування стратегії скаффолдингу вимагає ретельного планування етапів, матеріалу та передбачуваних результатів навчального заняття. Перебуваючи в рамках плану, викладачеві необхідно сформулювати завдання таким чином, щоб у студентів залишалася свобода вибору, яка дозволить їм оцінити свої сили «тут і зараз» і вибрати завдання до якого вони більш підготовлені в цей момент. Можливість вибору призводить до більшої успішності виконання завдання, а рівень задоволеності процесом

навчання незмінно підвищується. В умовах тривалого режиму воєнного стану в Україні дистанційний формат навчання став безальтернативною моделлю забезпечення неперервності освітнього процесу для іноземних студентів. У Харківському національному автомобільно-дорожньому університеті та Харківському національному університеті міського господарства імені О.М. Бекетова провідним інструментом дистанційного навчання є система MOODLE. Ефективність скаффолдингу в період війни безпосередньо корелює з функціональною гнучкістю цієї платформи. Викладачі мають змогу конструювати персоналізовані дистанційні курси для вивчення української мови як іноземної, які виконують роль адаптивної системи опор. Завдяки інструментарію MOODLE забезпечується поетапна підтримка студента: від надання чітких алгоритмів і мультимедійних зразків (презентацій, відеоматеріалів, інфографіки) до гнучкого налаштування часових лімітів і можливостей для повторного проходження контрольних етапів. Це критично важливо в умовах стресу та нестабільного зв'язку, оскільки дозволяє адаптувати навантаження до актуальної «зони найближчого розвитку» кожного здобувача освіти. Поліфункціональність середовища MOODLE дозволяє викладачу дистанційно супроводжувати іноземного студента на кожному етапі опанування навчальним матеріалом. Оперативний зворотний зв'язок у вигляді оцінок і коментарів стає формою вербальної підтримки, що мінімізує почуття ізоляції та сприяє поступовому зростанню навчальної автономії. Таким чином, поєднання технологічних переваг LMS MOODLE та методичного інструментарію скаффолдингу дозволяє нівелювати деструктивний вплив воєнного часу на якість мовної підготовки іноземців, зберігаючи високий рівень залученості та мотивації студентів.

Реалізація технології скаффолдингу в методиці викладання української мови як іноземної характеризується низкою суттєвих переваг, хоча й потребує врахування певних операційних ризиків. Одним із ключових позитивних аспектів є можливість глибокої індивідуалізації та диференціації освітнього процесу. Завдяки адаптивному характеру підтримки викладач може вибудовувати персоналізовану траєкторію навчання, що відповідає актуальному рівню мовної компетентності кожного іноземного студента. Застосування системи навчальних опор забезпечує високий рівень структурованості та цілеспрямованості занять. Створення чіткої когнітивної опори дозволяє студентам суттєво оптимізувати часові ресурси: замість хаотичного пошуку рішень та подолання надмірних лінгвістичних бар'єрів, здобувачі освіти концентруються на продуктивному засвоєнні матеріалу. Це значно підвищує загальну інтенсивність та результативність навчання.

Важливим є і психолого-педагогічний ефект скаффолдингу. Ця технологія сприяє максимальному залученню студентів до активної комунікації та підтримує високий рівень навчальної мотивації. Своєчасна допомога на етапах підвищеної складності (зокрема при вивченні граматичної системи української мови) дозволяє мінімізувати когнітивний дисонанс, запобігати емоційному вигоранню та втраті впевненості у власних силах. Таким чином, скаффолдинг виступає не лише дидактичним інструментом, а й засобом створення психологічно комфортного середовища для успішної іншомовної соціалізації іноземних студентів.

Водночас, критичний аналіз практичного досвіду застосування технології скаффолдингу дозволяє виокремити певні труднощі. Наприклад, це трудомісткість підготовчого етапу, оскільки розробка системи різнорівневих опор, адаптованих під індивідуальні потреби кожного іноземного студента, потребує від викладача значних часових витрат та високої кваліфікації у сфері дидактичного проєктування. Також можна виділити й ризик формування когнітивної залежності, тому що за умови несвоєчасного або занадто повільного «згасання» підтримки, студент може звикнути до постійної допомоги, а це гальмує розвиток здатності до самостійного розв'язання комунікативних завдань. Недоліком є й складність дозування підтримки, а надмірний скаффолдинг може призвести до втрати інтересу через відсутність інтелектуального виклику, тоді як недостатній – до фрустрації та страху перед помилкою. Також слід зазначити, що у групах з різним рівнем мовної підготовки викладачеві складно одночасно координувати «демонтування лісів» для всіх студентів, що потребує майстерності у диференціації навчання. Ефективність використання технології критично залежить від точності визначення викладачем зони найближчого розвитку кожного студента, а помилка в оцінці його потенційних можливостей може нівелювати результативність усієї стратегії підтримки. Якщо викладач надто активно допомагатиме студентам, це може завдати шкоди їх самостійності та перешкоджати прогресу в навчанні.

Висновки. Підсумовуючи, зазначимо, що імплементація технології скаффолдингу відкриває перед викладачем широкі можливості для оперативного виявлення прогалин у мовній підготовці іноземних студентів і подальшої розбудови адаптивних дидактичних опор. Це не лише забезпечує реалізацію принципів індивідуалізації та диференціації у навчанні, а й створює психологічно комфортне середовище для заглибленого опанування української мови як іноземної. Стратегічне використання скаффолдінгу трансформує традиційну взаємодію, поступово зміщуючи акцент на автономність іноземного здобувача освіти, що сприяє

ефективному формуванню комунікативної компетенції, підвищенню мотивації та суттєвому зниженню рівня емоційної напруги під час виконання складних завдань.

Подальші наукові пошуки доцільно зосередити на систематизації методів скаффолдингу та їхній апробації в процесі фахової підготовки іноземців. Поглибленого вивчення потребує питання ефективності різних типів навчальних опор у контексті інтенсифікації опанування української мови як засобу професійної комунікації.

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ОСОБЛИВОСТІ ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ ІНТЕРНЕТ-РЕСУРСІВ ДЛЯ ПІЗНАННЯ ПРИРОДИ В СИСТЕМІ ДОШКІЛЬНОЇ ОСВІТИ

Анотація. У статті розглянуто використання інтерактивних інтернет-ресурсів для пізнання природи в системі дошкільної освіти. Актуальність дослідження зумовлена цифровізацією освітнього середовища та потребою у впровадженні сучасних засобів розвитку пізнавальної активності дітей дошкільного віку. З'ясовано, що інтерактивні ресурси сприяють формуванню інтересу до природного довкілля, розвитку спостережливості, дослідницьких умінь, екологічної свідомості та елементарної цифрової грамотності. Подано короткий аналіз наукових підходів до використання цифрових технологій у закладах дошкільної освіти. Проаналізовано освітній потенціал інтерактивних платформ і сервісів, які можуть використовуватися під час ознайомлення дошкільників із природою.

Увагу зосереджено на ресурсах НУМО, iNaturalist, Merlin Bird ID, BirdNET та Mozaik3D. Встановлено, що зазначені ресурси поєднують пізнавальну, ігрову та дослідницьку діяльність, забезпечують наочність навчального матеріалу та активізують зацікавленість дітей у процесі пізнання природи. Проаналізовано переваги й ризики використання інтернет-ресурсів у дошкільній освіті. Наголошено на необхідності педагогічного супроводу, дотримання принципів цифрової безпеки та дозування екранного часу.

Використання інтерактивних інтернет-ресурсів у роботі з дошкільниками дає змогу поєднувати традиційні та сучасні підходи до пізнання природи, урізноманітнювати освітню діяльність і створювати умови для активного залучення дітей до спостережень, досліджень та ігрової взаємодії

з природним довкіллям. Цифрові ресурси можуть ефективно застосовуватися під час очного, дистанційного та змішаного навчання за умови педагогічно доцільного добору контенту відповідно до вікових особливостей дітей

Зроблено висновок, що інтерактивні інтернет-ресурси є ефективним допоміжним засобом пізнання природи в закладах дошкільної освіти за умови педагогічно доцільного та безпечного використання. Практичне значення дослідження полягає у можливості використання проаналізованих інтернет-ресурсів вихователями закладів дошкільної освіти для розвитку пізнавальної активності, екологічної свідомості та елементарної цифрової грамотності дітей дошкільного віку. Цифрові технології не повинні замінювати безпосередній контакт дитини з природним середовищем, а мають доповнювати традиційні форми пізнавальної діяльності.

Ключові слова: дошкільна освіта, пізнання природи, екологічне виховання, інтерактивні інтернет-ресурси, цифрові технології, пізнавальна діяльність.

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FEATURES OF USING INTERACTIVE INTERNET RESOURCES FOR NATURE EXPLORATION IN THE SYSTEM OF PRESCHOOL EDUCATION

Abstract. This article examines the use of interactive online resources for learning about nature within the preschool education system. The relevance of this study stems from the digitization of the educational environment and the need to implement modern tools for developing cognitive activity in preschool-aged children. It has been established that interactive resources contribute to fostering an interest in the natural environment, developing observational skills, research skills, environmental awareness, and basic digital literacy. A brief analysis of scientific approaches to the use of digital technologies in preschool education institutions is presented. The educational potential of interactive platforms and services that can be used to introduce preschoolers to nature is analyzed.

The focus is on the resources of NOMO, iNaturalist, Merlin Bird ID, BirdNET, and Mozaik3D. It has been established that these resources combine cognitive, playful, and research activities, make the educational material more vivid, and stimulate children's interest in the process of learning about nature. The advantages and risks of using online resources in preschool education are analyzed. The need for pedagogical guidance, adherence to digital safety principles, and moderation of screen time is emphasized.

The use of interactive online resources in working with preschoolers makes it possible to combine traditional and modern approaches to learning about nature, diversify educational activities, and create conditions for actively engaging children in observations, investigations, and playful interaction with the natural environment. Digital resources can be effectively used in face-to-face, distance, and blended learning, provided that content is selected in a pedagogically appropriate manner according to the children's age characteristics.

It is concluded that interactive online resources are an effective tool for learning about nature in preschool education institutions, provided they are used in a pedagogically appropriate and safe manner. The practical significance of the study lies in the possibility of preschool educators using the analyzed online resources to develop cognitive activity, environmental awareness, and basic digital literacy in preschool-aged children. Digital technologies should not replace a child's direct contact with the natural environment but should complement traditional forms of cognitive activity.

Keywords: preschool education, nature exploration, environmental education, interactive online resources, digital technologies, cognitive activity.

Постановка проблеми. Сучасне освітнє середовище закладів дошкільної освіти характеризується активним упровадженням цифрових технологій та інтерактивних інтернет-ресурсів у різні напрями роботи з дітьми. Використання цифрових платформ і мультимедійних сервісів у процесі пізнання природи урізноманітнює освітню діяльність, підтримує інтерес дітей до навколишнього світу та сприяє розвитку їхньої пізнавальної активності.

Діти дошкільного віку з ранніх років взаємодіють із цифровим середовищем і швидко засвоюють нові способи отримання інформації. У зв'язку з цим заклади дошкільної освіти інтегрують інтерактивні інтернет-ресурси у різні види дитячої діяльності. Такі засоби забезпечують наочність, доступність і підвищують ефективність освітнього процесу.

Актуальність дослідження зумовлена необхідністю ефективного використання інтерактивних інтернет-ресурсів у процесі пізнання природи дітьми дошкільного віку.

Аналіз останніх досліджень і публікацій. Пізнання природи у дошкільному віці сприяє формуванню уявлень про навколишній світ, розвитку спостережливості та інтересу до довкілля. Г. Бєленька, Т. Науменко та О. Половіна [7] наголошують, що ознайомлення дітей із природою сприяє розвитку пізнавальної активності та екологічної культури. Л. Васільєва [8] підкреслює значення еколого-природничої компетентності у розвитку особистості дитини.

Л. Васільєва зазначає, що ознайомлення дошкільників із природою сприяє формуванню реалістичних уявлень про навколишній світ на основі чуттєвого досвіду [8, с. 202]. Безпосередня взаємодія з природою допомагає дітям краще сприймати інформацію та формувати уявлення про довкілля.

У Базовому компоненті дошкільної освіти наголошено на необхідності формування екологічно доцільної поведінки та дбайливого ставлення до природи [6]. Г. Бєленька, Т. Науменко та О. Половіна підкреслюють важливість формування у дітей ціннісного ставлення до довкілля [7, с. 24].

Використання інтерактивних інтернет-ресурсів дає змогу урізноманітнювати освітній процес і підтримувати інтерес дітей до навчання. Л. Фамілярська [14] зазначає, що інтеграція цифрових технологій сприяє розвитку пізнавальної діяльності дошкільників, а Н. Шевченко [15] пов'язує використання інтерактивних ресурсів із модернізацією освітнього середовища. Слід звернути увагу і на те, що В. Нехаєва [11] пише, що впровадження цифрових технологій у закладах дошкільної освіти сприяє урізноманітненню форм роботи з дітьми та підвищенню ефективності освітнього процесу. Мультимедійні матеріали, звуки природи та віртуальні моделі допомагають дітям досліджувати природні явища й поєднувати пізнавальну, ігрову та дослідницьку діяльність. Водночас використання цифрових ресурсів потребує педагогічного контролю та дотримання принципів безпечної цифрової взаємодії [9].

К. Журба та співавтори зазначають, що цифрове середовище має значний освітній потенціал, проте потребує педагогічного контролю та дотримання принципів безпечної цифрової взаємодії [9, с. 37]. У зв'язку з цим важливо враховувати як позитивні сторони, так і можливі ризики застосування інтерактивних інтернет-ресурсів у закладах дошкільної освіти.

Мета дослідження – обґрунтувати доцільність використання інтернет-ресурсів у пізнанні природи та розвитку дітей дошкільного віку, розкрити їхній освітній потенціал і можливі ризики та визначити педагогічні підходи до їх ефективного застосування в системі дошкільної освіти.

Виклад основного матеріалу дослідження. Пізнання природи у дошкільному віці є важливою складовою розвитку особистості дитини. У процесі ознайомлення з довкіллям діти вчаться спостерігати, порівнювати

природні явища, встановлювати найпростіші взаємозв'язки та формують емоційне ставлення до навколишнього середовища. Такі види діяльності сприяють розвитку мислення, мовлення, уяви та пізнавальної активності.

Формування екологічних знань має поєднуватися зі спостереженнями, практичною діяльністю та елементарними дослідами [10, с. 133]. У сучасних умовах традиційні форми ознайомлення з природою доповнюються цифровими технологіями та інтерактивними ресурсами.

У закладах дошкільної освіти використовують мультимедійні презентації, інтерактивні вправи, відеоматеріали та електронні ресурси, які роблять освітній процес більш наочним і доступним. Л. Фамілярська зазначає, що інтеграція цифрових технологій сприяє розвитку пізнавальної активності дітей [14, с. 176].

Під час ознайомлення з природою цифрові технології дають змогу демонструвати природні явища, звуки тварин і інтерактивні моделі. Н. Шевченко підкреслює, що такі підходи забезпечують доступність і різноманітність навчального матеріалу [15, с. 220]. Водночас використання цифрових ресурсів потребує педагогічного контролю.

Інтерактивні інтернет-ресурси мають значний освітній потенціал, оскільки поєднують пізнавальну, ігрову та дослідницьку діяльність. Їх застосування сприяє формуванню екологічної культури та підтримує інтерес дітей до вивчення природи [5, с. 14].

Онлайн-ресурси природничого спрямування дають змогу демонструвати звуки природи, зображення рослин і тварин, інтерактивні карти та 3D-моделі, що сприяє кращому сприйняттю природничої інформації. Застосування інтерактивних платформ розвиває допитливість, спостережливість і дослідницькі вміння дітей, однак потребує педагогічного контролю та добору контенту відповідно до вікових особливостей дошкільників.

Прикладом такого ресурсу є НУМО [12]. Платформа містить інтерактивні вправи, відеоматеріали та дидактичні ігри для ознайомлення дітей із природними явищами, порами року, рослинним і тваринним світом. Робота з ресурсом сприяє розвитку уваги, спостережливості та пізнавальної активності дошкільників.

Платформа iNaturalist [2] дає змогу визначати рослини й тварин за фотографіями та може використовуватися під час прогулянок і спостережень у природі. Ресурс сприяє розвитку дослідницьких умінь і формує уявлення про різноманітність живої природи, проте потребує педагогічного супроводу.

Ресурси Merlin Bird ID [3] та BirdNET [1] використовуються для ознайомлення дітей зі світом птахів. Вони допомагають визначати види птахів за фотографіями або записами голосів, розвивають слухове сприймання, увагу та спостережливість дошкільників.

Платформа Mozaik3D [4] містить інтерактивні 3D-моделі природних об'єктів і явищ, що забезпечують високий рівень наочності навчального матеріалу.

Використання ресурсу підтримує інтерес дітей до пізнання природи та сприяє розвитку уваги й просторового мислення.

Цифрові технології та інтерактивні інтернет-ресурси урізноманітнюють освітній процес, підвищують пізнавальну активність дошкільників і підтримують їхній інтерес до вивчення природи.

Проаналізовано основні переваги та ризики використання інтерактивних інтернет-ресурсів у роботі з дошкільниками (таблиця 1).

Таблиця 1.

Переваги та ризики використання інтерактивних інтернет-ресурсів у роботі з дітьми дошкільного віку

Інтернет-ресурси	**Освітні можливості та переваги**	**Потенційні ризики та обмеження**
LearningApps.org (інтерактивні вправи, навчальні модулі) https://learningapps.org	Підвищує пізнавальний інтерес; забезпечує ігрову форму навчання; сприяє закріпленню знань; дає змогу індивідуалізувати завдання	Надмірне екранне навантаження; потреба постійного педагогічного супроводу; ризик формального виконання завдань
Ментальні карти (MindMeister, MindMup, Mindomo, Coggle, Draw.io) https://www.mindmeister.com https://www.mindmup.com https://www.mindomo.com https://coggle.it https://www.drawio.com	Візуалізують мислення; допомагають структурувати інформацію; розвивають асоціативне та образне мислення; сприяють запам'ятовуванню	Складність для дітей молодшого дошкільного віку без допомоги дорослого; ризик перевантаження інформацією
Фотоколажі та мультимедійні сервіси (Fotor, PhotoMix, SmileBox) https://www.fotor.com/pl https://www.photomix.com https://www.smilebox.com	Розвивають творчість і уяву; сприяють емоційному самовираженню; формують естетичний смак; підтримують проєктну діяльність	Орієнтація на технічний результат замість змісту; можливе копіювання шаблонних рішень

Інтернет-ресурси	Освітні можливості та переваги	Потенційні ризики та обмеження
Ресурси Google (Google Документи, Drive, Sites, YouTube) https://docs.google.com https://drive.google.com https://sites.google.com https://www.youtube.com	Полегшують професійну діяльність педагога: сприяють ефективній організації освітнього процесу, забезпечують зручне створення, зберігання та обмін матеріалами; покращують комунікацію з батьками та розширюють доступ до якісного освітнього контенту	Ризик доступу до неякісного або невідповідного віку контенту; потреба фільтрації та контролю
Віртуальні екскурсії та дослідницькі ресурси (Google Earth, National Geographic Kids) https://earth.google.com https://kids.nationalgeographic.com	Розширюють уявлення про навколишній світ і природу; дають змогу побачити недоступні об'єкти; стимулюють допитливість	Можливе зниження потреби в безпосередньому пізнанні реального світу
Онлайн-комунікаційні сервіси (Zoom, Google Meet, Google Classroom, Padlet) https://www.zoom.com https://meet.google.com https://classroom.google.com https://padlet.com	Забезпечують вихователю ефективну організацію дистанційного та змішаного навчання, оперативну комунікацію з дітьми та батьками, а також обмін матеріалами й координацію освітнього процесу.	Не замінюють живого спілкування; можливе порушення емоційного контакту
Інтерактивні ігрові додатки (Kahoot!, Starfall) https://kahoot.com https://www.starfall.com	Формують базові знання (кольори, числа, форми); розвивають логіку та увагу; мотивують до навчання	Ризик ігрової залежності; зниження рухової активності

Отже, інтернет-ресурси можуть бути ефективним засобом розвитку пізнавальної активності, мовлення, уяви та емоційної сфери дошкільників за умови педагогічно доцільного й помірного використання. Водночас неконтрольоване застосування цифрових ресурсів може негативно впливати на психічний і соціальний розвиток дитини. Тому важливими є співпраця вихователів і батьків, добір безпечного контенту та поєднання цифрових засобів із традиційними формами навчання і виховання.

Найбільш доцільні, на нашу думку, інтернет-ресурси для пізнання природи в закладах дошкільної освіти подано в таблиці 2.

Таблиця 2.

Інтернет-ресурси для пізнання природи у закладах дошкільної освіти

Назва ресурсу	**Освітні можливості та переваги**	**Освітня мета використання**
Платформа розвитку дошкільнят “НУМО” https://numo.mon.gov.ua/skills/ya-ta-dovkillya	На платформі зібрано корисні підказки, цікаві вправи й ігри, які допоможуть щодня опановувати важливі навички для подальшого розвитку дитини. Для формування природознавчої компетентності цікава навичка *«Я та довкілля»*, яка має на меті формування екосвідомості, дбайливого ставлення до природи та природних ресурсів.	Використання платформи доцільне з метою формування у дітей дошкільного віку основ природничої компетентності, розвитку пізнавальної активності та екологічної свідомості. Ресурс може застосовуватися під час організованої освітньої діяльності, зокрема на заняттях із ознайомлення з довкіллям, а також у процесі індивідуальної та групової роботи. Доцільним є його використання в ситуаціях закріплення знань, розвитку мовлення, логічного мислення та ігрової діяльності, а також у дистанційному чи змішаному форматі навчання. Платформа сприяє інтеграції освітніх ліній і забезпечує варіативність форм роботи відповідно до вікових та індивідуальних особливостей дітей.

Назва ресурсу	Освітні можливості та переваги	Освітня мета використання
iNaturalist https://www.”iNaturalist”.org/	Мобільний додаток є цифровою платформою громадянської науки, що використовується в дошкільній освіті для організації спостережень за об’єктами живої природи. Він дає змогу фіксувати рослини, тварин і комах за допомогою фото, отримувати автоматизовані підказки щодо їх можливого визначення та залучати користувачів до уточнення результатів.	Використання ресурсу доцільне з метою формування у дітей дошкільного віку початкових уявлень про біорізноманіття, розвитку пізнавального інтересу до природи та екологічної свідомості. Платформа може застосовуватися під час організованої освітньої діяльності (заняття з ознайомлення з природним довкіллям), у процесі спостережень на прогулянках, екскурсіях, а також у дослідницько-пошуковій діяльності. Доцільним є її використання в ситуаціях інтегрованого навчання, ігрової діяльності, формування навичок класифікації та порівняння об’єктів живої природи. Ресурс також ефективний у змішаному або дистанційному навчанні за участю дорослих, сприяє розвитку цифрової компетентності та залученню дітей до елементарної наукової діяльності.

Назва ресурсу	Освітні можливості та переваги	Освітня мета використання
Merlin Bird ID https://merlin.allaboutbirds.org	Мобільний додаток є цифровим освітнім ресурсом, призначеним для ідентифікації та вивчення птахів за допомогою фотографій, описів і звукових зразків. Містить структуровану базу даних видів, ілюстративні матеріали, інформацію про ареали поширення та аудіозаписи пташиних голосів.	Метою використання є підтримка пізнавально-дослідницької діяльності дітей дошкільного віку в процесі ознайомлення з природним середовищем, зокрема під час спостережень за птахами. Додаток може використовуватися у ЗДО під час прогулянок, екскурсій, цільових спостережень, інтегрованих занять та природничо-орієнтованих освітніх ситуацій. Його застосування є доцільним для уточнення зовнішніх ознак, звукових характеристик і середовища існування птахів, розширення елементарних уявлень про біорізноманіття та формування основ екологічної культури дітей дошкільного віку.

Назва ресурсу	Освітні можливості та переваги	Освітня мета використання
BirdNET https://”BirdNET”.cornell.edu	Платформа є цифровим освітньо-дослідницьким інструментом, що забезпечує автоматичне розпізнавання пташиних звуків за допомогою технологій штучного інтелекту. Вона дозволяє здійснювати запис звуків природи через мікрофон пристрою та отримувати ймовірні варіанти ідентифікації видів птахів на основі аудіоаналізу з використанням великої бази даних.	Застосування цього інструменту спрямоване на залучення дітей до дослідження природного середовища через звуки птахів у процесі освітньої діяльності. Інструмент використовується педагогом під час прогулянок, спостережень у природі, тематичних занять або дослідницьких ситуацій, коли виникає потреба визначити почуті звуки та пов’язати їх із конкретними видами птахів. Його використання є доцільним для організації пошуково-дослідницьких завдань, розвитку слухового сприймання, формування навичок порівняння та закріплення уявлень про різноманіття пташиного світу у природному середовищі.

Назва ресурсу	Освітні можливості та переваги	Освітня мета використання
Mozaik3DT https://ua.mozaweb.com	Ресурс є цифровою освітньою платформою з інтерактивним 3D-контентом, орієнтованою переважно на дітей віком 8-18 років, що забезпечує наочне ознайомлення з об'єктами та явищами природи через моделі, анімації та візуалізації. У закладі дошкільної освіти може застосовуватися педагогом адаптовано як демонстраційний матеріал під час занять і спостережень для формування елементарних уявлень про довкілля та підтримки пізнавального інтересу дітей.	Використання ресурсу спрямоване на формування у дітей старшого дошкільного віку елементарних природничих уявлень через наочне та інтерактивне ознайомлення з об'єктами й явищами довкілля. Педагог може застосовувати матеріали платформи під час занять, спостережень та тематичних освітніх ситуацій як демонстраційний візуальний супровід навчального матеріалу. Використання є доцільним у випадках пояснення складних природничих понять у доступній для дітей формі, організації наочного сприймання та підтримки пізнавального інтересу до природи через 3D-візуалізації та інтерактивні моделі.

Таким чином, проаналізовані цифрові ресурси НУМО, iNaturalist, Merlin Bird ID, BirdNET та Mozaik3D мають значний освітній потенціал у роботі з дітьми дошкільного віку. Їх залучення до освітнього процесу сприяє розвитку спостережливості, уваги, дослідницьких умінь, слухового сприймання та формуванню уявлень про природне довкілля. Вони поєднують наочність, інтерактивність та елементи гри, що відповідає віковим особливостям дошкільників. Інтерактивний формат роботи підтримує пізнавальний інтерес дітей, активізує їхню участь в освітній діяльності та створює умови для більш доступного сприймання природничої інформації.

Висновки. У результаті проведеного дослідження обґрунтовано, що інтерактивні інтернет-ресурси створюють додаткові можливості для ознайомлення дітей дошкільного віку з природою, урізноманітнюють освітній процес у системі дошкільної освіти та є ефективним допоміжним засобом пізнання довкілля. Поєднання цифрових засобів із традиційними формами ознайомлення дітей із природою сприяє розвитку пізнавальної активності, формуванню екологічної свідомості та підтримує інтерес дошкільників до навколишнього світу. З'ясовано, що ефективність використання інтерактивних інтернет-ресурсів значною мірою залежить від педагогічно доцільної організації роботи з дітьми. Важливого значення набувають добір якісного цифрового контенту, дотримання принципів цифрової безпеки, контроль тривалості взаємодії дітей із гаджетами та педагогічний супровід дошкільників під час використання цифрових ресурсів. Перспективи подальших досліджень убачаємо у вивченні ефективності інтерактивних інтернет-ресурсів для формування екологічної компетентності дітей дошкільного віку, а також у розробленні методичних рекомендацій щодо використання цифрових технологій у природничій освіті дошкільників. Перспективним напрямом є дослідження впливу інтерактивних платформ на розвиток пізнавальної активності та цифрової грамотності дітей.

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РЕГІОНАЛЬНИЙ ПЕЙЗАЖ ЯК ДИДАКТИЧНИЙ РЕСУРС У ВИКЛАДАННІ ЖИВОПИСУ

Анотація. У статті здійснено теоретико-методичне обґрунтування доцільності використання регіонального пейзажу як дидактичного ресурсу у процесі викладання живопису на мистецьких спеціальностях вищої школи. Актуальність дослідження зумовлена недостатньою розробленістю регіонального компонента в методиці викладання образотворчих дисциплін та потребою у поєднанні академічної живописної традиції з культурною ідентичністю місця. Мета статті – розкрити теоретичні засади та методичний потенціал регіонального пейзажу як навчального матеріалу в курсі «Живопис з методикою викладання». Методологічну основу склали системний, культурологічний та компетентнісний підходи; застосовувалися методи теоретичного аналізу, синтезу й узагальнення педагогічного досвіду.

У статті уточнено поняття «регіональний пейзаж» у мистецько-педагогічному контексті – як художнє відображення природного, архітектурного та культурно-історичного середовища конкретної місцевості, що несе подвійне навантаження: художньо-технічне і культурно-ідентифікаційне. Визначено чотири ключові функції регіонального пейзажу як дидактичного ресурсу: мотиваційну, розвивальну, культурно-ідентифікаційну та виховну. Розкрито педагогічний механізм переходу від безпосереднього спостереження натури до художнього образу через три послідовні етапи: перцептивний (зорове спостереження), аналітичний (відбір і художнє перетворення) та образного синтезу. Проаналізовано умови ефективного впровадження регіонального пейзажного матеріалу в навчальний процес: систематична пленерна практика, інтеграція краєзнавчого компонента, цілеспрямований розвиток художньо-образного мислення та поступове ускладнення завдань. Висвітлено специфіку роботи з пейзажами Переяславщини як регіону з виразною природною, архітектурною та культурно-історичною ідентичністю. Результати дослідження можуть бути використані при розробці робочих програм дисциплін «Живопис» та «Живопис з методикою викладання», організації пленерної

практики, а також у підготовці майбутніх учителів образотворчого мистецтва.

Ключові слова: регіональний пейзаж, живопис, методика викладання, дидактичний ресурс, мистецька освіта, пленер, художній образ, Переяславщина.

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REGIONAL LANDSCAPE AS A DIDACTIC RESOURCE IN PAINTING TEACHING: THEORETICAL AND METHODOLOGICAL SUBSTANTIATION

Abstract. The article provides a theoretical and methodological substantiation of the expediency of using regional landscape as a didactic resource in the process of teaching painting at art specialties of higher education institutions. The relevance of the study is determined by the insufficient development of the regional component in the methodology of teaching fine arts disciplines and the need to combine academic painting tradition with the cultural identity of a place. The aim of the article is to reveal the theoretical foundations and methodological potential of regional landscape as educational material in the course “Painting and its Teaching Methodology”. The methodological basis consists of systemic, culturological and competence-based approaches; methods of theoretical analysis, synthesis and generalization of pedagogical experience were applied. The article clarifies the concept of “regional landscape” in the art-pedagogical context – as an artistic reflection of the natural, architectural and cultural-historical environment of a specific locality, which carries a dual load: artistic-technical and cultural-identificational. Four key functions of regional landscape as a didactic resource are identified: motivational, developmental, cultural-identificational and educational. The pedagogical mechanism of transition from direct observation of nature to an artistic image is revealed through three successive stages: perceptual (visual observation), analytical (selection and artistic transformation) and image synthesis. The conditions for effective implementation of regional landscape material in the educational process are analysed: systematic plein-air practice, integration of local history component, purposeful development of artistic-imaginative thinking and gradual complication of tasks. The specifics of working with the landscapes of the Pereiaslav region as an area with a distinct natural, architectural and cultural-historical identity are highlighted. The results of the study can be used in developing curricula for the

disciplines “Painting” and “Painting and its Teaching Methodology”, organizing plein-air practice, and training future fine arts teachers.

Keywords: regional landscape, painting, teaching methodology, didactic resource, art education, plein-air, artistic image, Pereiaslav region.

Постановка проблеми. Одним із ключових завдань сучасної мистецько-педагогічної освіти є формування у студентів здатності бачити, відчувати і художньо осмислювати навколишній світ. Живопис, як навчальна дисципліна, традиційно спирається на роботу з натурою – однак питання про те, яка саме натура є найбільш педагогічно доцільною, залишається відкритим. Серед різноманітних жанрів образотворчого мистецтва пейзаж посідає особливе місце: він доступний, варіативний, емоційно близький студентам і водночас методично насичений.

Регіональний пейзаж – тобто пейзаж конкретної місцевості, з її природними, архітектурними та культурно-історичними особливостями – є недостатньо розробленим об’єктом у вітчизняній мистецькій педагогіці. Між тим, саме він є тим «живим матеріалом», який найглибше пов’язує навчання живопису з місцем і часом, із особистим досвідом студента, із культурною ідентичністю регіону. Для університетів, розташованих у культурно насичених регіонах – таких як Переяславщина – регіональний пейзаж набуває особливого дидактичного значення.

Наукова новизна статті полягає у систематизації та теоретичному обґрунтуванні функцій регіонального пейзажу як дидактичного ресурсу, а також у розкритті педагогічного механізму переходу від спостереження натури до художнього образу в умовах регіонально орієнтованого навчання живопису.

Аналіз останніх досліджень і публікацій. Проблематика мистецької освіти та методики викладання образотворчих дисциплін у вищій школі розробляється в працях О. Рудницької, Л. Масол, Г. Сотської, О. Щолокової та ін. Питання пленерного живопису та його ролі у професійній підготовці художників-педагогів розглядали В. Кузін, В. Щербина. Дидактичний потенціал регіонального культурного середовища у підготовці фахівців мистецьких спеціальностей досліджувала Н. Миропольська; регіональний компонент у змісті мистецької освіти аналізували Т. Рубля, С. Коновець. Водночас комплексне теоретико-методичне обґрунтування регіонального пейзажу як самостійного дидактичного ресурсу у викладанні живопису у вітчизняній науковій літературі представлено недостатньо.

Окрему увагу привертають роботи, присвячені художньо-образному мисленню та механізмам формування образу в образотворчому мистецтві – зокрема дослідження Б. Юсова, Є. Антоновича, Р. Шмагала. Поняття

«дидактичний ресурс» у контексті вищої мистецької освіти концептуалізується в межах компетентнісного підходу (Н. Бібік, О. Савченко) та культурологічного підходу (І. Зязюн). Це дає підстави для системного погляду на регіональний пейзаж не лише як на жанровий об'єкт живопису, а й як на педагогічний інструмент.

Мета статті – теоретико-методичне обґрунтування доцільності та педагогічних механізмів використання регіонального пейзажу як дидактичного ресурсу у процесі викладання живопису на мистецьких спеціальностях вищої школи.

Виклад основного матеріалу. Пейзаж як жанр живопису має багату традицію – від класичного пейзажу-настрою до академічного реалістичного зображення природи. У мистецько-педагогічному дискурсі пейзаж розглядається передусім як натурний жанр, що вимагає від студента безпосередньої взаємодії з природним середовищем, спостережливості, колористичного відчуття та вміння передавати стан природи [1, с. 172].

Поняття «регіональний пейзаж» ми розуміємо як художнє відображення природного, архітектурного та культурно-історичного середовища конкретної географічної місцевості, що має виражену візуальну й емоційну ідентичність. У дидактичному контексті регіональний пейзаж – це не просто жанр, а навчальний матеріал, що несе в собі подвійне навантаження: художньо-технічне (формування живописних умінь) і культурно-ідентифікаційне (розвиток регіональної свідомості студента).

Переяславщина як регіон є особливо виразним прикладом такого матеріалу. Широкі надніпрянські ландшафти, мальовничі береги Трубежу, автентична народна архітектура Музею просто неба, сільські краєвиди з їх ритмом дерев, хат і доріг – усе це формує неповторне візуальне середовище, що має потужний педагогічний і мистецький потенціал [2]. Характерною рисою переяславського пейзажу є поєднання відкритого простору з виразними архітектурними домінантами: силуети церков і дзвіниць, вписані у широкий обрій, стають природними композиційними орієнтирами для студента, який вчиться будувати простір на площині полотна. Саме цей синтез природи й архітектури робить Переяславщину унікальним живописним класом просто неба (рис. 1).



Рис. 1. Мотузок Р.М. «Стародавній Переяслав». Полотно, олія. 60×80 см

Аналіз педагогічного досвіду та наукової літератури дозволяє виокремити чотири ключові функції регіонального пейзажу у навчанні живопису.

По-перше, *мотиваційна функція.* Студент, який зображує знайомий краєвид – річку, яку він бачив з дитинства, вулицю рідного міста, поле за університетом – включається у процес живопису з вищим рівнем особистісної залученості. Знайоме середовище знижує психологічний бар'єр і водночас підвищує вимогливість до власного зображення [3, с. 138].

По-друге, *розвивальна функція.* Регіональний пейзаж, з його мінливим освітленням, специфічною колористикою (золоті відтінки переяславських полів, димчасті далі Подніпров'я, зелень заплавних луків), є чудовим матеріалом для розвитку колористичного та тонального мислення. Робота з такою натурою вимагає точного спостереження і тонкої передачі стану – саме тих якостей, які є основою живописної майстерності. Для студентів, які систематично працюють на пленері в цьому регіоні, колірна мова Подніпров'я стає органічною частиною їхнього художнього словника: вони вчаться бачити загальний колорит природи, передавати вечірній відтінок неба через теплі охристі тони землі, відчувати живу вібрацію повітря у широкому заплавному просторі (рис. 2).



Рис. 2. Мотузок Р.М. «Вечір». 2019. Полотно, олія. 50×60 см

По-третє, *культурно-ідентифікаційна функція.* Залучення регіонального пейзажу до навчального процесу формує у студентів усвідомлений зв'язок із культурним середовищем регіону. Це особливо важливо в умовах сучасного освітнього простору, де збереження регіональної культурної ідентичності є одним із пріоритетів [4]. Коли студент пише переяславську вулицю з барочною дзвіницею, стародавній собор чи козацьке подвір'я – він не просто виконує навчальне завдання, а вступає у діалог з історичною пам'яттю місця. Цей діалог формує художню причетність до регіону – стійке емоційно-естетичне ставлення до конкретного культурного ландшафту, яке залишається з митцем на все творче життя (рис. 3).



Рис. 3. Мотузок Р.М. «Стогніївський шлях». 2020. Полотно, олія. 50×60 см

По-четверте, *виховна функція.* Постійне звернення до краси рідного краю формує естетичне ставлення до місцевої природи, відчуття причетності до місця і відповідальності за його збереження – тобто виховує не лише художника, але й свідомого громадянина.

Таким чином, регіональний пейзаж виступає поліфункціональним дидактичним ресурсом, що одночасно розв'язує художньо-технічні та культурно-виховні завдання навчання живопису. Чотири виокремлені функції не є ізольованими: вони взаємообумовлені й реалізуються комплексно в процесі пленерної роботи студента з конкретним природним і культурним середовищем регіону. Саме ця синтетична природа регіонального пейзажу як дидактичного ресурсу і визначає особливості педагогічного механізму переходу від безпосереднього спостереження натури до цілісного художнього образу.

Ключовим педагогічним процесом у роботі з пейзажною натурою є перетворення безпосереднього зорового враження на художній образ. Цей процес є багатоетапним і включає кілька взаємопов'язаних кроків [5, с. 33].

Перший етап – *перцептивний (зорове спостереження).* Студент навчається бачити натуру не «фотографічно», а художньо: виявляти домінантний колір і тон, відчувати просторові плани, знаходити ритм і композиційний центр. Саме тут регіональний пейзаж має перевагу: добре знайоме середовище дозволяє зосередитися на художній якості спостереження, не витрачаючи зайвих зусиль на орієнтацію в просторі.

Другий етап – *аналітичний (аналіз і відбір).* Художник не копіює натуру, а відбирає суттєве. Студент навчається узагальнювати деталі, знаходити виразний силует, посилювати чи пом'якшувати контрасти – тобто здійснювати свідоме художнє перетворення реальності. Педагог організовує цей процес через систему попередніх ескізів, колірних начерків, пошуку тонального рішення [6, с. 112].

Третій етап – *образний синтез.* На цьому етапі зоровий досвід, художній аналіз і емоційне ставлення до місця зливаються в художній образ – цілісне, виразне і суб'єктивно забарвлене зображення. Регіональний пейзаж сприяє цьому синтезу, бо він несе особисте значення для студента: це не просто «пейзаж», а «мій Переяслав», «моя ріка», «моє поле».

Отже, перехід від натури до художнього образу є не стихійним, а педагогічно організованим процесом, що розгортається через три послідовні й взаємообумовлені етапи: від точного зорового спостереження – через свідомий відбір і аналіз – до образного синтезу. Регіональний пейзаж створює для цього процесу особливо сприятливі умови: знайоме середовище підвищує якість перцепції, культурний контекст збагачує аналітичний етап, а особисте ставлення до місця стає живильним ґрунтом образного синтезу. Водночас реалізація цього механізму потребує цілеспрямованого педагогічного супроводу й дотримання певних організаційних умов.

Для того щоб регіональний пейзаж реально функціонував як дидактичний ресурс, необхідне дотримання ряду педагогічних умов.

Перша умова – *систематична пленерна практика.* Пленер є основною формою роботи з регіональним пейзажем. Щорічна пленерна практика в природному та архітектурному середовищі регіону дозволяє накопичити живописний досвід, розвинути спостережливість і сформувати індивідуальний колірний лад. При цьому важливо чергувати короткотривалі етюди (15–30 хв.) з тривалими пейзажними роботами, що виховують здатність до тривалого художнього зосередження [7, с. 56].

Друга умова – *інтеграція краєзнавчого компонента.* Знання студентами культурно-історичного та природного контексту регіону поглиблює художнє розуміння пейзажу. Екскурсійна діяльність, залучення до музейних фондів (зокрема, Національного історико-етнографічного заповідника

«Переяслав»), бесіди про митців регіону – усе це формує повноцінний художній і культурний контекст для роботи з пейзажем [2].

Третя умова – *розвиток художньо-образного мислення.* Педагог має цілеспрямовано формувати у студентів здатність не лише технічно виконувати завдання, але й створювати образ. Для цього доцільно використовувати методи художнього діалогу (аналіз робіт майстрів пейзажного живопису, обговорення студентських робіт), а також вправи на розвиток колористичного відчуття, композиційного мислення, просторового уявлення [3, с. 141].

Четверта умова – *поступове ускладнення завдань.* Методична логіка роботи з регіональним пейзажем передбачає рух від простого до складного: від одноплановогоетюду неба до розгорнутої пейзажної композиції з кількома просторовими планами, від монохромного тонального рішення до повноцінного кольорового живопису [1, с. 176].

Дотримання означених педагогічних умов у сукупності забезпечує перетворення регіонального пейзажу з пасивного тла навчального процесу на активний дидактичний ресурс. Систематична пленерна практика, краєзнавчий контекст, розвиток художньо-образного мислення та поступове ускладнення завдань утворюють цілісну педагогічну систему, в якій кожен елемент посилює дію інших. Саме така системна організація навчального процесу уможливлює досягнення ключового результату — формування у студентів не лише технічних живописних умінь, а й здатності бачити рідний край як художній і культурний феномен.

Висновки. Регіональний пейзаж є ефективним і педагогічно обґрунтованим дидактичним ресурсом у викладанні живопису на мистецьких спеціальностях вищої школи. Його використання забезпечує виконання мотиваційної, розвивальної, культурно-ідентифікаційної та виховної функцій у навчальному процесі. Педагогічний механізм переходу від спостереження натури до художнього образу реалізується через три взаємопов’язані етапи – перцептивний, аналітичний та образного синтезу – і може бути цілеспрямовано організований викладачем в умовах систематичної пленерної практики та краєзнавчо збагаченого освітнього середовища.

Переяславщина з її виразним природним, архітектурним та культурно-історичним ландшафтом є прикладом регіону, де потенціал регіонального пейзажу як дидактичного ресурсу є особливо значним. Впровадження регіонально орієнтованого підходу до викладання живопису може суттєво підвищити якість мистецько-педагогічної підготовки студентів, сформувати їхню регіональну культурну ідентичність та виховати художній погляд на рідний край.

Перспективами подальших досліджень є розробка методичної моделі регіонально орієнтованого навчання живопису, а також вивчення впливу пленерної практики на рівень художньої компетентності студентів мистецьких спеціальностей.

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ЦІННІСНО-МЕТОДОЛОГІЧНІ ОСНОВИ РОЗВИТКУ ПРОФЕСІЙНО-РЕФЕРЕНТНИХ ТА РЕАЛЬНИХ ВІДНОШЕНЬ В УПРАВЛІННІ ПРОЦЕСОМ ФОРМУВАННЯ ПРОФЕСІЙНОГО МИСЛЕННЯ МУЗИКАНТА

Анотація. У статті розглядається актуальна проблема виявлення і творчого створення професійно-референтних та реальних відношень у контексті формування професійного мислення майбутніх музикантів.

У процесі діагностування рівнів сформованості професійного мислення у здобувачів було виявлено, що майбутні магістри хоча і здатні визначати предмети професійної взаємодії у їх простоті, творчо переводячи їх у категорії причин і наслідків (у формі ідей, суджень, умовиводів), однак мають труднощі при переведенні зазначених предметів у категорії засобів, цілей, частин і цілого. Крім того, учасники дослідно-експериментальної роботи не завжди й не за всіх умов можуть визначати об’єкти, факти, явища і обставини розвитку музичного мистецтва у їх складності.

Тому мета дослідження – розкрити ціннісно-методологічні засади розвитку професійно-референтних та реальних відношень в управлінні формуванням професійного мислення музиканта.

Маючи ту саму соціальну природу, що й пізнання, професійне мислення майбутніх магістрів не є ізольованим явищем, а виникає, розвивається і змінюється у предметно-практичній діяльності, віддзеркаленій у цілісному процесі музично-теоретичного дослідження. Таким чином, відображення здобувачами нескінченної множини змінюваних обставин постає як процес безперервної та ідеальної творчості.

Професійно-референтні відношення, в які, з одного боку, вступає майбутній музикант у ході взаємодії з предметами музично-теоретичного дослідження, а з іншого боку, які він повинен уміти самостійно виявляти або творчо створювати в цілісному процесі цього дослідження, мають незмінне значення в управлінні процесом формування професійного мислення здобувача.

До реальних відношень, які досліджують майбутні магістри, належать відношення «частини – ціле», «засоби – мета», «причини – наслідок». У ході вивчення курсу «Методологія і технологія музичного мислення особистості» здобувачі дізнаються про призначення кожного з указаних видів відношень, розкривають їхній зміст у категоріях музично-теоретичного дослідження.

Результати дослідно-експериментальної роботи показали, що управління процесом формування професійного мислення майбутніх музикантів на підставі розвитку професійно-референтних і реальних відношень сприяло орієнтації здобувачів на досягнення професійної розумності, виробленню ними ціннісно-методологічної стратегії і тактики відношень цілісного музично-теоретичного дослідження, а також поєднанню в межах раціонально-творчого підходу системного, критеріально-ціннісного і особистісно-діяльнісного підходів.

Учасники дослідно-експериментальної роботи у своїх професійно-референтних та реальних судженнях розкривали, наскільки правильними були методи цілісного музично-теоретичного дослідження, у якій послідовності вони викладали його положення та наскільки їх оцінювання й самооцінювання були адекватними рівням сформованості професійного мислення.

Чим більше майбутні магістри залучали до свого дослідження концептуальні схеми й упорядковані системи, чим більше виявляли, творчо створювали і розкривали відношення (музично-теоретичні, етичні, естетичні, наукові, психологічні, технологічні, соціологічні), тим ефективніше впроваджувалося рефлексивне управління процесом формування зазначеного мислення і тим вищим був рівень його розвитку.

Цілеспрямоване управління процесом формування професійного мислення забезпечило оперативний зворотний зв’язок, до реалізації якого були залучені процеси рефлексії майбутніх музикантів.

Конкретизація такого управління дала змогу враховувати можливості кожного учасника дослідно-експериментальної роботи та реалізовувати його автономію (самоуправління), спрямовану на формування розсудливої і творчої індивідуальності.

Ключові слова: професійне мислення, професійно-референтні відношення, реальні відношення, управління, музично-теоретичне дослідження.

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VALUE-METHODOLOGICAL FOUNDATIONS OF THE DEVELOPMENT OF PROFESSIONALLY REFERENTIAL AND REAL RELATIONS IN THE MANAGEMENT OF THE PROCESS OF FORMING A MUSICIAN'S PROFESSIONAL THINKING

Abstract. The article addresses the urgent problem of identifying and creatively constructing professionally referential and real relations in the context of forming professional thinking of future musicians.

In the process of diagnosing the levels of formation of professional thinking among applicants, it was revealed that future masters are able to identify objects of professional interaction in their simplicity, creatively translating them into categories of causes and effects (in the form of ideas, judgments, and inferences), however they experience difficulties in transferring the specified objects into the categories of means, aims, parts, and whole. In addition, participants of the research and experimental work are not always and under all conditions able to identify objects, facts, phenomena, and circumstances of the development of musical art in their complexity.

Therefore, the aim of the research is to reveal the value-methodological foundations of the development of professionally referential and real relations in managing the formation of the professional thinking of a musician.

Having the same social nature as cognition, the professional thinking of future masters is not an isolated phenomenon; it emerges, develops, and changes in subject-practical activity reflected in the holistic process of music-theoretical research. Thus, the reflection by applicants of an infinite set of changing circumstances appears as a process of continuous and ideal creativity.

Professionally referential relations, which, on the one hand, a future musician enters into during interaction with the objects of music-theoretical research and, on the other hand, must be independently identified or creatively constructed in the holistic process of this research, have constant significance in managing the process of forming the professional thinking of an applicant.

Real relations researched by future masters include «parts–whole, «means–aim», and «causes–effect». During the study of the course «Methodology and Technology of Musical Thinking of the Personality», applicants learn about the function of each of these types of relations and reveal their content in the categories of music-theoretical research.

The results of the research and experimental work showed that the management of the process of forming professional thinking of future musicians based on the development of professionally referential and real relations contributed to orienting applicants toward achieving professional reasonableness, developing their value-methodological strategy and tactics of relations of holistic

music-theoretical research, as well as combining within a rational-creative approach systemic, criterial-value, and personality-activity approaches.

Participants of the research and experimental work, in their professionally referential and real judgments, revealed how correct the methods of holistic musical-theoretical research were, in what sequence its provisions were presented, and how adequate their evaluation and self-evaluation were to the levels of formation of professional thinking.

The more future masters involved conceptual schemes and ordered systems in their research, and the more they identified, creatively constructed, and revealed relations (music-theoretical, ethical, aesthetic, scientific, psychological, technological, sociological), the more effectively reflexive management of the formation of this thinking was implemented, and the higher its level of development became.

Purposeful management of the process of forming professional thinking ensured operative feedback, which involved the reflection processes of future musicians.

The concretization of such management enabled consideration of the abilities of each participant of the research and experimental work and fostered their autonomy (self-management), aimed at the formation of a rational and creative individuality.**Keywords:** professional thinking, professionally referential relations, real relations, management, music-theoretical research.

Постановка проблеми. У процесі діагностування рівнів сформованості професійного мислення у здобувачів ОС «Магістр» було виявлено, що майбутні музиканти хоча і здатні визначати предмети професійної взаємодії у їх простоті, творчо переводячи їх у категорії причин і наслідків (у формі ідей, суджень, умовиводів), однак мають труднощі при переведенні зазначених предметів у категорії засобів, цілей, частин і цілого. Крім того, учасники дослідно-експериментальної роботи, уміючи на основі одиничних припущень знаходити вирішення завдань (у формі умовиводів), разом з тим не здатні розв’язувати їх на основі подвійних припущень, а також припущень, що містять висновки, отримані з одиничних або подвійних допущень. Встановлено також, що майбутні магістри не завжди й не за всіх умов можуть визначати об’єкти, факти, явища і обставини розвитку музичного мистецтва у їх складності, переводячи їх у причинно-наслідкові відношення (у формі музично-теоретичних схем або упорядкованих систем). При цьому вони не завжди спроможні переводити зазначені об’єкти, факти, явища і обставини у відношення частин і цілого, а також в інструментально-самодостатні відношення.

З огляду на сказане, постає актуальна проблема теоретико-методологічного обґрунтування значення професійно-референтних і реальних відношень в управлінні процесом формування професійного мислення здобувачів.

Аналіз останніх досліджень і публікацій. Професійно-референтні відношення визначаються як «… такий вид відношень, за якого в процесі взаємодії у майбутніх музикантів виникає й постійно реалізується потреба співвіднесення професійних ідей, суджень та умовиводів з істотно значущими для них предметами цілісного процесу музично-теоретичного дослідження» [1, С. 143]. В результаті такі «… відношення забезпечують вибірковість професійної діяльності здобувачів відповідно до їхніх цілей і завдань, а також норм, еталонів і ціннісних орієнтирів, досяжних або таких, що виступають об'єктами прагнення» [1, С. 143].

Викликає інтерес дослідження, у якому надається характеристика цінностей як базових орієнтирів життя [2]. На думку автора, цінності являють собою те, що людина найбільше цінує. Як і переконання, вони зазвичай залишаються незмінними протягом життя. У кожної людини різні цінності, що є унікальними, оскільки формуються під впливом освіти, виховання та релігії. Автор доходить висновку про те, що цінності діють як наш «духовний GPS», вказуючи людині життєвий шлях. У зв'язку з цим цінності визначають думки, почуття і дії людини та впливають на них. Особливу увагу приділено ролі цінностей у діяльності лідерів, які використовують їх для організації цілеспрямованої, зосередженої праці [2, С. 146].

Критеріально-ціннісна система оцінювання рівнів сформованості професійного мислення майбутніх магістрів охоплює «… комплекс узагальнених дослідницьких пізнавальних умінь (обирати мету музично-теоретичного дослідження; знаходити або творчо створювати тактику відношень цілісного процесу музично-теоретичного дослідження; виробляти ціннісно-методологічну стратегію відношень цілісного музично-теоретичного дослідження; оцінювати, самооцінювати доречність, надійність, силу вироблених стратегії і тактики відношень цілісного дослідницького процесу), які виступають у ролі цінностей-цілей (показників або ознак професійного мислення музикантів), що містять цінності-засоби (критерії професійного мислення здобувачів)» [3, С. 2649].

Мета статті – розкрити ціннісно-методологічні засади розвитку професійно-референтних та реальних відношень в управлінні формуванням професійного мислення музиканта.

Виклад основного матеріалу. Професійно-референтні відношення, в які, з одного боку, вступає майбутній музикант у ході взаємодії з

предметами музично-теоретичного дослідження, а з іншого боку, які він повинен уміти самостійно виявляти або творчо створювати в цілісному процесі цього дослідження, мають незмінне значення в управлінні процесом формування професійного мислення здобувача. Тому до завдань учасників дослідно-експериментальної роботи входить формування узагальненого дослідницького уміння робити судження про те, як вони використовують той або інший дослідницький алгоритм, чи є істинними передумови їхніх міркувань і наскільки вони є доречними в контексті конкретних обставин.

Проблема виявлення і творчого створення реальних, існуючих відношень між об'єктами, суб'єктами, фактами, явищами та обставинами, які пізнають майбутні музиканти, потребує ціннісно-методологічного обґрунтування основних категорій, до яких слід апелювати при її розв'язанні.

Це стосується видів відношень і зв'язків, що виникають у процесі взаємодії предметів цілісного музично-теоретичного дослідження, а також питань їх походження і розвитку у постійно та безперервно змінюваних обставинах.

Визначення реальних відношень цілісного процесу музично-теоретичного дослідження зумовлюється розумінням буття як філософської категорії, що позначає об'єктивну реальність, яка існує поза свідомістю людини та незалежно від неї. У межах діалектичного підходу виділяються три основні види реальності: матеріально-предметна, об'єктивно-ідеальна (категорії, закони, принципи, норми, цінності, стандарти тощо) та буття особистості.

Свідомість особистості розглядається філософією на основі трьох аспектів: пізнання, практики, ціннісних відношень. Тому вибір видів реальних відношень зумовлюється можливістю розкривати предмети музично-теоретичного дослідження в простоті і складності, загальності, частковості, одиничності, суттєвості і несуттєвості, ясності, визначеності та неоднозначності. Досліджувані реальні відношення утворюються між об'єктами, суб'єктами, фактами, явищами, обставинами, а також ідеями, судженнями та умовиводами здобувачів, що виникають як результат пізнання.

Маючи ту саму соціальну природу, що й пізнання, професійне мислення майбутніх магістрів не є ізольованим явищем, а виникає, розвивається і змінюється у предметно-практичній діяльності, віддзеркаленій у цілісному процесі музично-теоретичного дослідження. Таким чином, відображення здобувачами нескінченної множини змінюваних обставин постає як процес безперервної та ідеальної творчості. Активно-перетворювальні функції майбутніх музикантів, що реалізуються у процесі такого

дослідження, зумовлюють використання ними як матеріальних, так і ідеальних форм пізнавальної самокритичної діяльності.

Дослідження учасниками дослідно-експериментальної роботи взаємодії об'єктів, суб'єктів, фактів, явищ та обставин у цілісному процесі музично-теоретичного дослідження потребує опори на найбільш загальні закони руху, розвитку і змін природи, суспільства та мислення. Важливу роль у цьому плані відіграють також часткові, специфічні закони і закономірності логіки та психології, що відображають закони реального світу. Знання цих законів слугує основою пізнання майбутніми магістрами процесу музично-теоретичного дослідження як системи взаємодіючих між собою обставин інформативного і стимулювального змісту.

Класифікація реальних відношень цілісного процесу музично-теоретичного дослідження зумовлюється опорою на аксіологію, згідно з якою розглядаються природа цінностей, їх місце в об'єктивній дійсності, а також структура ціннісних реалій. Відповідно до цієї теорії цінності поділяються на предметні та суб'єктні. Будь-які предмети професійної взаємодії можуть бути об'єктами ціннісного відношення майбутніх музикантів у плані їх оцінювання з позицій істинності і хибності, краси і потворності, добра і зла, справедливості й несправедливості тощо.

До реальних відношень, які досліджують майбутні музиканти, належать відношення «частини – ціле», «засоби – мета», «причини – наслідок». У ході вивчення курсу «Методологія і технологія музичного мислення особистості» здобувачі дізнаються про призначення кожного з указаних видів відношень, розкривають їхній зміст у категоріях музично-теоретичного дослідження.

Разом з тим слід зазначити, що виділені нами реальні відношення у представлених видах «частини – ціле», «засоби – мета», «причини – наслідок» не вичерпують усього різноманіття відношень об'єктивної та ідеальної дійсності. Наприклад, згідно з гегелівською діалектикою різнорівневої системи категорій філософського та наукового мислення пропонуються такі відношення, як: якість, кількість, міра; сутність і явище; тотожність і відмінність; причина і наслідок; необхідність і випадковість; можливість і дійсність та інші. Однак, враховуючи категоріальну специфіку цілісного процесу музично-теоретичного дослідження, його компонентів і діяльності музиканта, а також практичну неможливість охопити всі види реальних відношень, ми вважаємо за доцільне зупинитися на основних із них.

Висновки. Результати дослідно-експериментальної роботи показали, що управління процесом формування професійного мислення майбутніх музикантів на підставі розвитку професійно-референтних і реальних

відношень сприяло орієнтації здобувачів на досягнення професійної розумності, виробленню ними ціннісно-методологічної стратегії і тактики відношень цілісного музично-теоретичного дослідження, а також поєднанню в межах раціонально-творчого підходу до дослідження і формування зазначеного мислення системного, критеріально-ціннісного і особистісно-діяльнісного підходів.

Учасники дослідно-експериментальної роботи у своїх професійно-референтних та реальних судженнях розкривали, наскільки правильними були методи цілісного музично-теоретичного дослідження, у якій послідовності вони викладали його положення та наскільки їх оцінювання й самооцінювання були адекватними рівням сформованості професійного мислення.

Чим більше майбутні магістри залучали до свого дослідження концептуальні схеми й упорядковані системи, чим більше виявляли, творчо створювали і розкривали відношення (музично-теоретичні, етичні, естетичні, наукові, психологічні, технологічні, соціологічні), тим ефективніше впроваджувалося рефлексивне управління процесом формування зазначеного мислення і тим вищим був рівень його розвитку.

Цілеспрямоване управління процесом формування професійного мислення забезпечило оперативний зворотний зв'язок, до реалізації якого були залучені процеси рефлексії майбутніх музикантів.

Конкретизація такого управління дала змогу враховувати можливості кожного учасника дослідно-експериментальної роботи та реалізовувати його автономію (самоуправління), спрямовану на формування розсудливої і творчої індивідуальності.

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СТРЕС ТА ПСИХОЛОГІЧНА САМОРЕГУЛЯЦІЯ В ПРОЦЕСІ УСНОГО ПЕРЕКЛАДУ

Анотація. Статтю присвячено комплексному дослідженню психологічних особливостей стресу в процесі усного перекладу. У сучасних умовах усний переклад потребує від перекладача високого рівня когнітивної активності, швидкої обробки інформації, здатності до концентрації уваги та оперативного прийняття рішень, що зумовлює підвищений рівень професійного стресу. У роботі проаналізовано специфіку усного перекладу як складного виду мовленнєвої діяльності, що поєднує процеси сприйняття, аналізу, перекодування та відтворення інформації в умовах дефіциту часу. У дослідженні окреслено ключові психологічні й комунікативні фактори, що зумовлюють виникнення стресу під час синхронного та послідовного перекладу. До них віднесено значне когнітивне навантаження, інтенсивний темп мовлення, побоювання припуститися помилки, високу відповідальність за точність відтворення змісту, публічність комунікативного процесу та непередбачуваність мовленнєвих ситуацій. Окремий акцент зроблено на дослідженні впливу стресу на когнітивну діяльність перекладача, зокрема на концентрацію уваги, функціонування оперативної пам'яті, швидкість мовленнєвого реагування та загальну якість перекладу. Установлено, що надмірне психоемоційне напруження може спричиняти труднощі концентрації уваги, уповільнення мовленнєвих процесів, пропуски інформації, мовленнєві помилки та зниження точності перекладу. Досліджено особливості стресових реакцій у процесі синхронного та послідовного перекладу. З'ясовано, що у синхронному перекладі домінують реакції, пов'язані з дефіцитом часу та необхідністю одночасного виконання кількох мовленнєвих операцій, тоді як у послідовному перекладі провідну роль відіграють навантаження на пам'ять, психологічна відповідальність і публічність комунікації. У статті також окреслено основні копінг-стратегії та способи психологічної адаптації перекладачів в умовах професійного навантаження. До них віднесено розвиток стресостійкості, навичок саморегуляції, професійну підготовку, попереднє опрацювання матеріалу, тренування уваги й пам'яті та використання технік емоційного контролю.

Ключові слова: усний переклад, стрес, стресові реакції, синхронний переклад, послідовний переклад, когнітивне навантаження, копінг-стратегії, психологічна адаптація, перекладацька діяльність, міжкультурна комунікація.

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STRESS AND PSYCHOLOGICAL SELF-REGULATION IN THE PROCESS OF INTERPRETING

Abstract. The article is devoted to a comprehensive study of the psychological features of stress in the process of interpreting. In modern conditions, interpreting requires a high level of cognitive activity, rapid information processing, the ability to concentrate attention, and prompt decision-making, which results in an increased level of professional stress. The paper analyzes the specifics of interpreting as a complex type of speech activity that combines the processes of perception, analysis, recoding, and reproduction of information under conditions of time pressure. The main psychological and communicative factors causing stress during simultaneous and consecutive interpreting are identified, including high cognitive load, rapid speech tempo, fear of making mistakes, responsibility for the accuracy of information transfer, the public nature of communication, and the unpredictability of communicative situations. Particular attention is paid to the analysis of the impact of stress on the interpreter's cognitive processes, including attention, working memory, speech reaction speed, and translation quality. It has been established that excessive psycho-emotional tension may cause difficulties in concentration, slowing of speech processes, information omissions, speech errors, and reduced translation accuracy. The study examines the peculiarities of stress reactions in simultaneous and consecutive interpreting. It has been found that simultaneous interpreting is mainly characterized by stress reactions related to time pressure and the necessity to perform several speech operations simultaneously, whereas consecutive interpreting is primarily associated with memory load, psychological responsibility, and the public nature of communication. The article also outlines the main coping strategies and methods of psychological adaptation of interpreters under professional workload. These include the development of stress resistance, self-regulation skills, professional training, preliminary preparation of materials, attention and memory training, and the use of emotional control techniques.

Keywords: interpreting, stress, stress reactions, simultaneous interpreting, consecutive interpreting, cognitive load, coping strategies, psychological adaptation, translation activity, intercultural communication.

Постановка проблеми. Постановка проблеми. У сучасних умовах глобалізації, активізації міжнародної комунікації та стрімкого розвитку міжкультурних контактів усний переклад набуває особливого значення як один із ключових засобів забезпечення ефективної професійної взаємодії.

Діяльність усного перекладача характеризується високим рівнем когнітивного навантаження, необхідністю одночасного сприйняття, аналізу, перекодування та відтворення інформації в реальному часі, що зумовлює значний психоемоційний стрес. У процесі усного перекладу перекладач функціонує в умовах дефіциту часу, непередбачуваності мовленнєвих ситуацій, підвищеної відповідальності за точність передачі змісту та необхідності швидкого прийняття рішень, що створює додаткове психологічне напруження [4; 6].

Актуальність дослідження психолінгвістичних особливостей стресу в процесі усного перекладу зумовлена необхідністю комплексного вивчення механізмів взаємодії мовленнєвої діяльності та психоемоційних станів перекладача. Стресові фактори впливають не лише на якість перекладу, а й на когнітивні процеси, зокрема увагу, пам’ять, швидкість мовленнєвої реакції, здатність до прогнозування та мовленнєвого контролю. Попри значну кількість праць, присвячених теорії перекладу, питання психолінгвістичної природи стресу в умовах усного перекладу залишаються недостатньо дослідженими, особливо в аспекті взаємозв’язку емоційного напруження з мовленнєвою продуктивністю перекладача.

Особливої уваги потребує аналіз психолінгвістичних механізмів виникнення стресу під час синхронного та послідовного перекладу, визначення основних стресогенних чинників і стратегій їх подолання. З огляду на вищезазначене виникає потреба у комплексному дослідженні особливостей стресових реакцій перекладача, їхнього впливу на процес породження та сприйняття мовлення, а також розробленні підходів до оптимізації професійної підготовки майбутніх усних перекладачів з урахуванням психолінгвістичних аспектів їхньої діяльності.

Аналіз останніх досліджень і публікацій. Аналіз останніх досліджень і публікацій. Проблематика усного перекладу в сучасній науковій парадигмі розглядається в контексті професійної підготовки перекладачів, розвитку міжкультурної компетентності, психолінгвістичних механізмів мовленнєвої діяльності та впливу стресових чинників на якість перекладу. Значна увага приділяється дослідженню професійної підготовки

перекладачів відповідно до міжнародних стандартів, особливостей формування перекладацької компетентності та адаптації майбутніх фахівців до умов професійної діяльності [1; 2; 7]. У працях, присвячених усному перекладу, акцентується увага на специфіці синхронного та послідовного перекладу, високому когнітивному навантаженні та необхідності оперативної обробки інформації в умовах дефіциту часу [8; 9].

У межах психолінгвістичних і психологічних досліджень значний інтерес становлять питання взаємодії мовленнєвих процесів і психоемоційних станів перекладача. Науковці розглядають стрес як складний багаторівневий феномен, що впливає на когнітивні процеси, мовленнєву реакцію, концентрацію уваги та ефективність професійної діяльності [10; 12]. Особлива увага приділяється копінг-стратегіям і механізмам психологічної адаптації в умовах підвищеного емоційного навантаження [5; 6]. У сучасних дослідженнях також аналізуються чинники стресу під час усного перекладу, серед яких виокремлюють високий темп мовлення, страх помилки, психологічний тиск аудиторії, недостатність часу для обробки інформації та комунікативну відповідальність перекладача [3].

Вагоме значення для розуміння психолінгвістичних аспектів перекладацької діяльності мають праці, присвячені взаємозв'язку мови, мислення та культури, а також психологічним механізмам мовленнєвої діяльності [11]. У міжнародному науковому дискурсі наголошується на важливості міжкультурної комунікації та ролі перекладача як посередника між мовами й культурами в умовах глобалізованого світу.

Попри значну кількість досліджень, питання психолінгвістичних особливостей стресу в процесі усного перекладу залишаються недостатньо висвітленими. Зокрема, потребують подальшого вивчення механізми впливу стресу на мовленнєву продуктивність перекладача, особливості когнітивної обробки інформації в екстремальних умовах комунікації та ефективні способи психологічної адаптації під час усного перекладу.

Мета статті полягає у дослідженні психолінгвістичних особливостей стресу в процесі усного перекладу, визначенні основних стресогенних чинників перекладацької діяльності та аналізі їхнього впливу на когнітивні й мовленнєві процеси перекладача.

Для досягнення поставленої мети передбачено виконання таких завдань: охарактеризувати психолінгвістичні особливості усного перекладу як виду мовленнєвої діяльності; визначити основні психологічні та комунікативні чинники виникнення стресу під час усного перекладу; проаналізувати вплив стресу на увагу, пам'ять, швидкість мовленнєвої реакції та якість перекладу; дослідити особливості стресових реакцій у процесі синхронного та послідовного перекладу; окреслити основні копінг-

стратегії та способи психологічної адаптації перекладачів в умовах професійного навантаження.

Виклад основного матеріалу. Усний переклад – поняття, яке поєднує усі види перекладу та передбачає усне оформлення. Сюди входять такі самостійні форми перекладу, як послідовний переклад та синхронний. \При виконанні послідовного перекладу перекладач розпочинає перекладацьку діяльність тільки після того, як оратор перестав говорити, завершивши свою промову чи її частину. Функціонування цього виду усного перекладу відбувається наступним чином: він слідує за текстом оригіналу, або вже повністю сказаним, або вимовленим з перервами: «поабзацно» – переклад слідує за озвученою групою речень, рідше «пофразно», тобто за окремими реченнями.

Отже, послідовний переклад включає два різновиди: абзацно-фразовий переклад та власне послідовний переклад.

При виконанні синхронного перекладу перекладач слухає мовлення і приблизно в той же момент (з невеликим відставанням – 1-4 сек.) промовляє переклад. Зазвичай такий складний вид усного перекладу здійснюється з використанням технічних засобів у спеціально обладнаній кабінці. Мова мовця передається перекладачеві через навушники, перекладач же, у свою чергу, промовляє переклад в мікрофон, звідки той транслюється слухачам. Для здійснення синхронного перекладу від перекладача потрібні вміння одночасного виконання різнорідних мовних дій: слухання однією мовою, переклад іншою мовою і говоріння цією мовою. При послідовному перекладі від перекладача потрібна добре натренована оперативна пам'ять, що вміло використовується, тоді як синхронний переклад найбільше вимагає вміння одночасно слухати та говорити.

Основними психологічними та комунікативними чинниками виникнення стресу під час усного перекладу є високе когнітивне навантаження, дефіцит часу для обробки інформації, необхідність одночасного виконання кількох мовленнєвих операцій, страх помилки та підвищена відповідальність за точність передачі змісту. Усна перекладацька діяльність передбачає одночасне виконання кількох складних когнітивних операцій: сприйняття іншомовного висловлювання, його аналіз, утримання інформації в оперативній пам’яті, перекодування та подальше відтворення мовою перекладу, що спричиняє значне психоемоційне навантаження.

Суттєвим психологічним фактором виступає емоційна тривожність, яка особливо загострюється в умовах публічного виступу, оцінювання з боку аудиторії або комунікації з учасниками високого соціального статусу. Джерелом стресу також стають невпевненість у власній професійній компетентності, недостатня обізнаність із тематикою перекладу,

побоювання втрати змістових компонентів повідомлення та труднощі оперативного добору адекватного мовного еквівалента. Значний вплив мають індивідуально-психологічні особливості перекладача, зокрема рівень стресостійкості, емоційної стабільності, здатність до концентрації уваги та швидкого прийняття рішень.

До комунікативних чинників належать високий темп мовлення доповідача, нечітка дикція, використання діалектизмів, професійного жаргону, культурно специфічних елементів або складної термінології. Додаткове напруження створюють непередбачуваність комунікативної ситуації, зміна теми розмови, технічні перешкоди, шумове середовище та відсутність можливості перепитати мовця. У процесі синхронного перекладу рівень стресу підвищується через необхідність миттєвого реагування та мінімальний часовий інтервал між сприйняттям і відтворенням інформації.

Стрес у процесі усного перекладу суттєво впливає на когнітивні механізми перекладацької діяльності, насамперед на увагу, пам'ять, швидкість мовленнєвої реакції та якість перекладу. Умови підвищеного психоемоційного напруження активізують захисні механізми психіки, однак водночас можуть знижувати ефективність обробки мовленнєвої інформації та ускладнювати процес міжмовного перекодування.

Одним із найбільш уразливих когнітивних процесів є увага. Усний переклад потребує високого рівня концентрації та здатності одночасно контролювати декілька операцій: сприйняття іншомовного повідомлення, аналіз змісту, прогнозування подальшої інформації та продукування перекладу.

Під впливом стресових чинників відбувається звуження концентрації уваги, унаслідок чого перекладач може втрачати окремі частини висловлювання, пропускати важливі деталі або відчувати труднощі під час переключення між різними аспектами комунікації. Особливо виразно це проявляється у синхронному перекладі, де навіть нетривале порушення концентрації може негативно позначитися на цілісності та логічності перекладеного повідомлення.

Негативного впливу зазнає й оперативна пам'ять, яка є одним із ключових механізмів усного перекладу. У процесі роботи перекладачеві необхідно одночасно утримувати в пам'яті попередні фрагменти мовлення, логічні зв'язки між частинами тексту, спеціалізовану термінологію та загальний контекст комунікації. В умовах емоційного напруження можливості оперативної пам'яті зменшуються, що ускладнює запам'ятовування та подальше відтворення інформації. Наслідком цього можуть бути неточності, змістові пропуски, повторення або надмірне спрощення

висловлювання. Окрім цього, стрес негативно впливає і на довготривалу пам'ять, через що перекладачеві стає складніше швидко актуалізувати потрібні мовні конструкції, професійну лексику чи термінологічні відповідники.

Важливим показником впливу стресу є зміна швидкості мовленнєвої реакції. У помірному рівні стрес може мобілізувати когнітивні ресурси та сприяти підвищенню швидкості реагування. Проте надмірне психоемоційне навантаження часто призводить до уповільнення процесу прийняття рішень, появи пауз, вагань, мовленнєвих збоїв та зниження плавності мовлення. У перекладача можуть виникати труднощі з добором еквівалентів, побудовою граматично правильних конструкцій або адаптацією висловлювання до комунікативної ситуації. У деяких випадках спостерігається надмірна поспішність мовлення, що також негативно позначається на точності перекладу.

Під впливом стресу погіршується і загальна якість перекладу. Це проявляється у втраті логічної послідовності висловлювання, зміщенні смислових акцентів, граматичних помилках, неточній передачі термінології або неповному відтворенні змісту повідомлення.

Перекладач може частіше вдаватися до генералізації, пропусків чи спрощення складних конструкцій для зменшення когнітивного навантаження.

Водночас тривалий або інтенсивний стрес здатний спричиняти емоційне виснаження, що негативно позначається на професійній ефективності та комунікативній впевненості перекладача.

Особливості стресових реакцій у процесі синхронного та послідовного перекладу визначаються специфікою когнітивного навантаження, часовими обмеженнями та характером мовленнєвої діяльності перекладача. Хоча обидва види усного перекладу пов'язані з високим рівнем психоемоційного напруження, механізми виникнення та прояву стресу в них мають певні відмінності.

Синхронний переклад вважається одним із найбільш стресогенних видів мовленнєвої діяльності, оскільки перекладач змушений одночасно сприймати іншомовне повідомлення та відтворювати його мовою перекладу з мінімальним часовим інтервалом.

У таких умовах виникає значне когнітивне перевантаження, пов'язане з необхідністю паралельного функціонування процесів слухового сприйняття, аналізу, прогнозування, перекодування та продукування мовлення.

Основними проявами стресових реакцій у синхронному перекладі є підвищене нервово-емоційне напруження, швидка психічна втомлюваність, труднощі концентрації уваги та зростання кількості мовленнєвих помилок.

Для синхронного перекладу типовими є стресові реакції, зумовлені браком часу на обробку інформації. Перекладач здебільшого позбавлений можливості виправити помилку або повернутися до попереднього фрагмента висловлювання, що підсилює напруження, страх втрати змісту та відповідальність за точність передачі інформації. У стані стресу можуть виникати мовленнєві паузи, повторення, порушення темпу мовлення, пропуски окремих елементів повідомлення чи спрощення синтаксичних конструкцій. Вагомий вплив на рівень психоемоційного навантаження мають і зовнішні чинники, зокрема швидкий темп мовлення доповідача, акцент, нечітка вимова, шумове оточення або технічні проблеми з обладнанням.

Послідовний переклад характеризується іншим типом стресових проявів. Попри наявність більшого часу для аналізу та формування висловлювання, основне навантаження припадає на оперативну пам'ять і механізми збереження інформації. Перекладачеві необхідно утримувати значні обсяги матеріалу, фіксувати ключові елементи повідомлення та логічні зв'язки між ними. У зв'язку з цим найбільш поширеними проявами стресу стають побоювання втратити важливу інформацію, труднощі у відтворенні послідовності думок і підвищений рівень тривожності, пов'язаний із необхідністю публічного виступу перед аудиторією.

У процесі послідовного перекладу стрес нерідко проявляється через надмірний самоконтроль, уповільнення мовленнєвої реакції, невпевненість у доборі мовних засобів або прагнення максимально точно передати оригінал, що може негативно впливати на природність і плавність мовлення. Додатковий психологічний тиск створює постійна увага аудиторії та потреба підтримувати ефективний комунікативний контакт як із мовцем, так і зі слухачами.

Порівняльний аналіз демонструє, що у синхронному перекладі переважають стресові реакції, спричинені високою швидкістю обробки інформації та часовими обмеженнями, тоді як у послідовному перекладі визначальними є навантаження на пам'ять, психологічна відповідальність і публічний характер комунікації.

В обох випадках стрес впливає на когнітивну ефективність перекладача, однак характер цього впливу залежить від специфіки перекладацької діяльності та індивідуальних психологічних особливостей фахівця.

Основні копінг-стратегії та способи психологічної адаптації перекладачів в умовах професійного навантаження спрямовані на зниження рівня стресу, підтримання когнітивної стабільності та забезпечення ефективності мовленнєвої діяльності. У процесі усного перекладу перекладач постійно перебуває в умовах інтенсивного психоемоційного напруження, тому

здатність до психологічної саморегуляції є важливою складовою професійної компетентності.

Розвиток психологічної саморегуляції є однією з ключових умов успішної професійної діяльності усного перекладача, оскільки перекладацька діяльність здійснюється в умовах постійного когнітивного та емоційного навантаження. У процесі усного перекладу фахівець повинен одночасно сприймати іншомовне повідомлення, аналізувати його зміст, здійснювати міжмовне перекодування та оперативно відтворювати інформацію мовою перекладу. Така багаторівнева мовленнєва діяльність потребує високого рівня концентрації уваги, стійкості до стресу, швидкої реакції та здатності контролювати власний психоемоційний стан. За цих умов психологічна саморегуляція виступає важливим механізмом підтримання професійної ефективності та психологічної стабільності перекладача.

Психологічна саморегуляція передбачає свідоме управління власними емоціями, поведінкою та когнітивними процесами з метою адаптації до складних професійних ситуацій. Для усного перекладача особливого значення набуває здатність контролювати рівень тривожності, долати страх помилки, знижувати внутрішнє напруження та підтримувати впевненість у власних професійних компетентностях. Надмірна емоційна напруга негативно впливає на концентрацію уваги, оперативну пам’ять, швидкість мовленнєвого реагування та здатність до адекватного добору мовних засобів. Унаслідок цього можуть виникати паузи, мовленнєві збої, пропуски інформації або спрощення змісту повідомлення. Саме тому розвиток навичок психологічної саморегуляції є необхідною складовою професійної підготовки майбутніх перекладачів.

Особливу роль у професійній діяльності перекладача відіграє подолання страху помилки та деструктивного перфекціонізму. Багато перекладачів сприймають будь-яку неточність як свідчення професійної некомпетентності, що спричиняє підвищену тривожність і психологічне виснаження. У ситуаціях синхронного або послідовного перекладу прагнення до «ідеального» перекладу може ускладнювати швидке прийняття рішень і знижувати природність мовлення. У зв’язку з цим важливим аспектом психологічної саморегуляції є формування адекватного ставлення до професійних труднощів і здатності конструктивно сприймати власні помилки як складову професійного досвіду та розвитку.

Одним із провідних напрямів розвитку психологічної саморегуляції є формування навичок емоційного контролю та стресостійкості. У професійній діяльності перекладачеві необхідно зберігати внутрішню рівновагу навіть у ситуаціях високої відповідальності, швидкого темпу

мовлення доповідача або непередбачуваних комунікативних труднощів. Ефективними засобами психологічної стабілізації є дихальні техніки, вправи на концентрацію уваги, методи когнітивного переключення, позитивного самонавіювання та короткочасної психоемоційної релаксації. Такі методи допомагають зменшити рівень нервового напруження, активізувати когнітивні ресурси та підтримувати продуктивність мовленнєвої діяльності в умовах стресу.

Важливе значення для розвитку психологічної саморегуляції має професійна практика в умовах, максимально наближених до реальної перекладацької діяльності. Регулярне виконання вправ із синхронного та послідовного перекладу, участь у рольових комунікативних ситуаціях, робота з автентичними аудіо- та відеоматеріалами, а також публічні виступи сприяють поступовому зниженню рівня тривожності та формуванню професійної впевненості. У процесі такої підготовки перекладач навчається ефективніше контролювати власні емоційні реакції, швидше адаптуватися до стресогенних чинників та підтримувати стабільність мовленнєвої діяльності навіть у складних комунікативних умовах.

Не менш важливим компонентом психологічної саморегуляції є розвиток професійної рефлексії та навичок адекватного самооцінювання. Усний перекладач повинен уміти аналізувати власну діяльність, визначати причини труднощів і помилок без надмірної самокритики та емоційного виснаження. Конструктивна рефлексія сприяє формуванню психологічної зрілості, розвитку професійної впевненості та зниженню страху невдачі. Крім того, важливим чинником психологічної адаптації є підтримка професійного середовища, обмін досвідом із колегами та участь у професійних спільнотах, що допомагає перекладачеві зменшити емоційне напруження та сформувати ефективні моделі поведінки у складних ситуаціях.

Страх помилок і перфекціонізм є одними з найбільш поширених психологічних чинників, що ускладнюють професійне становлення та розвиток усного перекладача. Діяльність перекладача передбачає високий рівень відповідальності за точність передачі змісту, оперативність мовленнєвої реакції та ефективність міжкультурної комунікації. У зв’язку з цим багато перекладачів схильні сприймати власні помилки як показник професійної неспроможності, що спричиняє підвищену тривожність, невпевненість у власних компетентностях і постійне внутрішнє напруження. Особливо гостро страх помилки проявляється у процесі синхронного перекладу, де перекладач позбавлений можливості повернутися до попереднього висловлювання або виправити неточність без порушення темпу комунікації.

Психологічний страх помилки нерідко супроводжується розвитком деструктивного перфекціонізму, який проявляється у прагненні до абсолютно бездоганного перекладу. Перекладач концентрується не лише на передачі змісту, а й на постійному контролі кожного мовного елемента, побоюючись неточностей або негативної оцінки з боку аудиторії, замовника чи колег. У результаті надмірний самоконтроль підвищує когнітивне навантаження, уповільнює процес прийняття рішень і може негативно впливати на природність та плавність мовлення. Перекладач починає уникати складних комунікативних ситуацій, публічних виступів або професійних викликів, що поступово обмежує його професійний розвиток і можливості набуття практичного досвіду.

Страх помилок особливо посилюється в умовах публічності перекладацької діяльності. Усний перекладач постійно перебуває у центрі уваги аудиторії, а будь-яка неточність може сприйматися як професійний недолік. Це формує стан емоційної напруги, який негативно впливає на когнітивні процеси, зокрема увагу, оперативну пам'ять і швидкість мовленнєвого реагування. У ситуації підвищеної тривожності перекладач може втрачати концентрацію, допускати паузи, повтори, змістові пропуски або надмірно спрощувати висловлювання. Таким чином виникає парадоксальна ситуація, коли саме страх припуститися помилки стає причиною зниження якості перекладу.

Негативний вплив перфекціонізму проявляється також у професійному виснаженні та зниженні психологічної стійкості перекладача. Постійне прагнення до ідеального результату супроводжується внутрішнім незадоволенням власною діяльністю, навіть за умови успішного виконання перекладу. Перекладачі з вираженим перфекціонізмом часто надмірно концентруються на незначних неточностях, ігноруючи загальну комунікативну ефективність власної роботи. У довготривалій перспективі це може призводити до професійного вигорання, емоційного виснаження та втрати впевненості у власних можливостях.

Подолання страху помилок і деструктивного перфекціонізму є важливим елементом професійної підготовки усного перекладача. Важливу роль у цьому процесі відіграє формування адекватного ставлення до помилок як до природної складової професійної діяльності та джерела професійного досвіду. Ефективними засобами психологічної підтримки є розвиток навичок саморегуляції, стресостійкості, професійної рефлексії та позитивної самооцінки. Значне значення має також практика в умовах, наближених до реальної перекладацької діяльності, що сприяє зниженню тривожності та формуванню впевненості у власних професійних компетентностях.

Отже, страх помилок і перфекціонізм можуть виступати суттєвими психологічними бар'єрами на шляху професійного розвитку усного перекладача. Надмірна тривожність, постійний самоконтроль і прагнення до абсолютної бездоганності ускладнюють когнітивні процеси, знижують ефективність перекладацької діяльності та негативно впливають на психологічний стан фахівця. У зв'язку з цим важливого значення набуває формування психологічної готовності до професійних труднощів, розвиток навичок емоційної саморегуляції та конструктивного ставлення до власного професійного досвіду.

Однією з ключових копінг-стратегій у діяльності усного перекладача є когнітивна адаптація, що передбачає поступове формування здатності ефективно функціонувати в умовах високого інформаційного та психоемоційного навантаження. Когнітивна адаптація охоплює розвиток навичок прогнозування змісту повідомлення, автоматизацію мовленнєвих операцій, удосконалення механізмів міжмовного перекодування та формування стійких алгоритмів перекладацької діяльності. У процесі професійного становлення перекладач навчається швидше розпізнавати типові мовленнєві конструкції, прогнозувати логіку висловлювання доповідача та оперативно добирати мовні еквіваленти відповідно до комунікативної ситуації. Завдяки професійному досвіду значна частина мовленнєвих і когнітивних процесів поступово переходить на автоматизований рівень, що дозволяє зменшити навантаження на оперативну пам'ять і концентрацію уваги. Автоматизація професійних навичок сприяє швидшій обробці інформації, підвищенню точності перекладу та зниженню рівня тривожності в стресових умовах. У результаті перекладач здатний ефективніше контролювати власний психоемоційний стан і підтримувати стабільну мовленнєву продуктивність навіть за умов дефіциту часу чи непередбачуваних комунікативних труднощів.

Когнітивна адаптація також передбачає розвиток здатності до швидкого переключення уваги між різними видами діяльності: слуханням, аналізом інформації, прогнозуванням подальшого змісту та продукуванням перекладу. Особливо важливою ця навичка є у синхронному перекладі, де перекладач змушений одночасно виконувати кілька мовленнєвих операцій. Регулярна професійна практика сприяє формуванню когнітивної гнучкості, яка дозволяє перекладачеві оперативно адаптуватися до змін темпу мовлення, складності термінології чи особливостей комунікативної ситуації.

Крім того, розвиток когнітивної адаптації допомагає перекладачеві зменшити страх помилки та підвищити впевненість у власних професійних компетентностях.

До емоційно-регулятивних стратегій належать техніки дихальної релаксації, концентрації уваги, самонавіювання, емоційного самоконтролю та методи психологічного переключення. Використання таких методів допомагає перекладачеві зменшити рівень нервового напруження, стабілізувати емоційний стан і підтримувати здатність до швидкого прийняття рішень у процесі перекладу. В умовах професійного стресу важливого значення набуває здатність контролювати прояви тривожності, уникати панічних реакцій і підтримувати внутрішню психологічну рівновагу. Навіть короткочасна втрата емоційної стабільності може негативно позначитися на концентрації уваги, швидкості мовленнєвої реакції та точності перекладу.

Одним із найефективніших способів емоційної саморегуляції є використання дихальних технік, які дозволяють швидко знизити фізіологічні прояви стресу, зокрема прискорене серцебиття, м'язове напруження та підвищений рівень тривожності. Важливу роль відіграють також вправи на концентрацію уваги, що допомагають перекладачеві зосередитися на поточному комунікативному завданні та уникнути надмірної фіксації на страху помилки чи можливій негативній оцінці аудиторії. Ефективним засобом психологічної підтримки виступає позитивне самонавіювання, спрямоване на формування впевненості у власних професійних здібностях та зниження внутрішньої тривожності. У професійній практиці усного перекладу важливим є також розвиток навичок емоційної дистанціації, коли перекладач навчається не переносити на себе емоційне напруження учасників комунікації та зберігати професійну нейтральність.

Ефективним засобом психологічної адаптації є розвиток стресостійкості через регулярну практику в умовах, максимально наближених до реальної професійної діяльності. Моделювання складних комунікативних ситуацій, робота з автентичними аудіо- та відеоматеріалами, участь у публічних виступах і тренування в умовах дефіциту часу сприяють поступовому формуванню психологічної готовності до професійних труднощів. Завдяки систематичній практиці перекладач адаптується до високого рівня когнітивного навантаження, вчиться швидше відновлювати емоційну рівновагу після стресових ситуацій та ефективніше контролювати власні реакції.

Однією з провідних копінг-стратегій є професійна підготовка та попереднє опрацювання матеріалу. Ознайомлення з тематикою заходу, спеціалізованою термінологією, особливостями комунікативної ситуації та можливими мовленнєвими труднощами значно знижує рівень невизначеності, яка є одним із головних чинників професійного стресу. Попередня підготовка дозволяє перекладачеві сформувати тематичну базу знань, активізувати необхідну лексику та підготувати можливі варіанти

перекладацьких рішень. Завдяки цьому перекладач почувається впевненіше, швидше орієнтується в мовленнєвому потоці та ефективніше реагує на комунікативні виклики.

Особливо важливою професійна підготовка є у сфері спеціалізованого перекладу, де значну роль відіграє точність термінології та розуміння професійного контексту. Недостатня обізнаність із тематикою заходу або складною термінологією підсилює когнітивне навантаження та сприяє зростанню тривожності. Натомість якісна попередня підготовка допомагає знизити психологічне напруження та забезпечує більшу стабільність мовленнєвої діяльності.

Важливим елементом професійної адаптації є також формування індивідуальних стратегій підготовки, які можуть включати створення тематичних глосаріїв, опрацювання типових мовленнєвих конструкцій, перегляд попередніх виступів доповідачів та аналіз комунікативних особливостей аудиторії.

Важливим способом психологічної адаптації є розвиток навичок управління увагою та пам'яттю. Усний переклад потребує високого рівня концентрації та здатності утримувати значні обсяги інформації в оперативній пам'яті. Для цього використовуються спеціальні тренування оперативної пам'яті, вправи на концентрацію уваги, техніки нотування та розвитку швидкості мовленнєвої реакції. Такі методи допомагають оптимізувати когнітивні процеси та зменшити негативний вплив стресу на якість перекладу.

Тренування оперативної пам'яті сприяє підвищенню здатності утримувати й відтворювати великі фрагменти інформації без втрати логічних зв'язків між елементами повідомлення. Особливо важливими ці навички є у процесі послідовного перекладу, де перекладачеві необхідно запам'ятовувати значні за обсягом фрагменти мовлення. Техніки нотування дозволяють структурувати інформацію, зменшувати навантаження на пам'ять та підтримувати логічну послідовність перекладу. Водночас вправи на концентрацію уваги допомагають перекладачеві уникати відволікання, швидше переключатися між різними когнітивними операціями та підтримувати стабільну мовленнєву продуктивність навіть у складних умовах комунікації.

Суттєве значення для психологічної адаптації має соціально-психологічна підтримка, зокрема взаємодія з колегами, участь у професійних спільнотах та обмін практичним досвідом. Професійна комунікація сприяє формуванню впевненості у власних навичках, зниженню емоційного виснаження та розвитку ефективних моделей поведінки у складних перекладацьких ситуаціях. Усвідомлення того, що професійні труднощі та

помилки є природною складовою перекладацької діяльності, допомагає зменшити рівень тривожності та страху невдачі.

У практиці синхронного перекладу важливим адаптаційним чинником є робота в команді, коли перекладачі можуть змінювати один одного, взаємно підтримувати професійну ефективність і компенсувати високий рівень когнітивного навантаження. Командна взаємодія дозволяє не лише зменшити психоемоційне виснаження, а й створює сприятливе професійне середовище для обміну досвідом, розвитку професійної впевненості та вдосконалення перекладацьких стратегій. Крім того, підтримка колег і позитивний професійний досвід сприяють формуванню психологічної стійкості, що є важливою умовою успішної діяльності усного перекладача в умовах інтенсивної міжкультурної комунікації.

Висновки. Усний переклад є складним видом професійної мовленнєвої діяльності, що здійснюється в умовах високого когнітивного та психоемоційного навантаження. У процесі дослідження встановлено, що професійний стрес виступає одним із визначальних чинників, які впливають на ефективність перекладацької діяльності, якість міжмовної комунікації та психологічний стан перекладача. Основними стресогенними чинниками усного перекладу є дефіцит часу, необхідність одночасного виконання кількох мовленнєвих операцій, висока відповідальність за точність передачі змісту, непередбачуваність комунікативної ситуації, публічний характер діяльності, а також страх помилки й підвищені вимоги до професійної компетентності перекладача.

Установлено, що стрес суттєво впливає на когнітивні процеси перекладача, зокрема концентрацію уваги, оперативну пам’ять, швидкість мовленнєвого реагування та здатність до міжмовного перекодування інформації. Надмірне психоемоційне напруження може спричиняти труднощі концентрації, мовленнєві паузи, пропуски інформації, спрощення синтаксичних конструкцій, неточності у відтворенні змісту повідомлення та зниження загальної якості перекладу. Водночас характер стресових реакцій залежить від специфіки перекладацької діяльності: у синхронному перекладі домінують труднощі, пов’язані з високою швидкістю обробки інформації та часовими обмеженнями, тоді як у послідовному перекладі основне навантаження припадає на оперативну пам’ять, самоконтроль і психологічну відповідальність перед аудиторією.

Особливу увагу в дослідженні приділено розвитку психологічної саморегуляції як важливого чинника професійної адаптації усного перекладача. Доведено, що сформовані навички емоційного контролю, стресостійкості, когнітивної адаптації та професійної рефлексії сприяють підтриманню психологічної стабільності та забезпечують ефективність

мовленнєвої діяльності в умовах професійного стресу. Важливу роль у цьому процесі відіграють техніки емоційної саморегуляції, розвиток навичок концентрації уваги, тренування оперативної пам'яті, професійна практика та попередня підготовка до перекладу.

У ході дослідження також з'ясовано, що страх помилки та деструктивний перфекціонізм можуть виступати суттєвими психологічними бар'єрами для професійного розвитку усного перекладача. Надмірна тривожність, постійний самоконтроль і прагнення до бездоганного результату ускладнюють процес прийняття рішень, підвищують когнітивне навантаження та негативно впливають на природність мовлення й професійну впевненість перекладача. У зв'язку з цим важливого значення набуває формування конструктивного ставлення до професійних помилок як до природної складової професійного досвіду та професійного вдосконалення.

Визначено, що ефективна психологічна адаптація усного перекладача забезпечується комплексним використанням когнітивних, емоційно-регулятивних і поведінкових копінг-стратегій. До найбільш результативних способів подолання професійного стресу належать когнітивна адаптація, автоматизація перекладацьких навичок, розвиток стресостійкості, професійна підготовка, попереднє опрацювання матеріалу, тренування уваги та пам'яті, а також соціально-психологічна підтримка професійного середовища. Важливим чинником професійної стабільності є також командна взаємодія перекладачів, яка сприяє зниженню емоційного виснаження та підтриманню професійної ефективності.

Отже, професійна діяльність усного перекладача потребує не лише високого рівня мовної та перекладацької компетентності, а й сформованих навичок психологічної саморегуляції та стресостійкості. Комплексний розвиток когнітивних, емоційних і адаптаційних механізмів є необхідною умовою забезпечення ефективної міжкультурної комунікації та професійного благополуччя перекладача. Перспективи подальших досліджень убачаємо у вивченні психолінгвістичних механізмів професійного вигорання перекладачів, впливу цифрових технологій на психоемоційний стан усного перекладача та розробленні практичних методик психологічної підготовки майбутніх фахівців у сфері усного перекладу.

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МЕТОДИЧНІ АСПЕКТИ НАВЧАННЯ ДИСКРЕТНОЇ МАТЕМАТИКИ МАЙБУТНІХ ФАХІВЦІВ В УМОВАХ ЦИФРОВІЗАЦІЇ ОСВІТИ

Анотація. У статті досліджено деякі методичні аспекти навчання комп'ютерної дискретної математики майбутніх фахівців галузі *F «Інформаційні технології»* та спеціальності *A4.09 «Середня освіта (Інформатика)»* в умовах цифровізації освіти.

Обґрунтовано фундаментальну роль освітнього компонента «Комп'ютерна дискретна математика» у професійній підготовці майбутніх учителів інформатики, фахівців з інформаційних технологій, з розробки та тестування програмного забезпечення, адміністраторів мереж і систем.

Показано, як окремі методи, підходи та прийоми навчання, а також застосування в освітньому процесі засобів сучасних цифрових технологій сприяють переходу від пасивного вивчення формул і принципів дискретної математики до комп'ютерного моделювання, що дозволяє поєднати математичні абстракції з прикладним застосуванням. У наведених прикладах запропоновано, як саме організувати навчальну діяльність здобувачів вищої освіти.

Визначено зв'язок між роботою комп'ютерної техніки, розробкою й функціонуванням цифрових технологій та базовими розділами дискретної математики, межі якої чітко не окреслені. Продемонстровано вплив освітнього компонента «Комп'ютерна дискретна математика» на розвиток абстрактного, логічного, критичного, алгоритмічного, системного та інших видів мислення здобувачів вищої освіти.

Проаналізовано внесок українських учених у розробку теоретико-методичних засад інформатизації, цифровізації та фундаменталізації математичної освіти у підготовці майбутніх фахівців. На основі проведеного педагогічного експерименту доведено, що за умов виваженого використання засобів цифрових технологій підвищується ефективність навчання дискретної математики, що сприяє формуванню загальних і фахових компетентностей здобувачів вищої освіти.

Ключові слова: дискретна математика, метод навчання, цифровізація освіти, цифрові технології, фундаменталізація освіти, майбутні вчителі інформатики, майбутні фахівці з інформаційних технологій, здобувачі вищої освіти.

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METHODOLOGICAL ASPECTS OF TEACHING DISCRETE MATHEMATICS TO FUTURE SPECIALISTS IN THE CONTEXT OF DIGITALIZATION OF EDUCATION

Abstract. This article examines certain methodological aspects of teaching discrete mathematics to future specialists in the field of Information Technologies and Secondary Education (Computer Science) in the context of digitalization of education.

The fundamental role of the «Discrete Mathematics for Computer Science» course in the professional training of future computing teachers, IT specialists, software developers and testers, as well as network and system administrators, is substantiated.

It is demonstrated how specific teaching methods, approaches, and techniques, along with the integration of modern digital tools into the educational process, facilitate the transition from passive learning of formulas and principles to computer modeling. This approach allows for the integration of mathematical abstractions with practical applications. The provided examples illustrate how to effectively organize the learning activities of university students.

The connection is established between the operation of computer hardware, the development and functioning of digital technologies, and the core branches of discrete mathematics, the boundaries of which remain fluid. The study demonstrates the impact of the «Discrete Mathematics for Computer Science» course on the development of abstract, logical, critical, algorithmic, and systems thinking skills among university students.

The contribution of Ukrainian scholars to the development of theoretical and methodological foundations for the informatization, digitalization, and strengthening the foundational core of mathematics education in training future specialists is analyzed. Based on the educational experiment, it has been proven that the judicious use of digital tools increases the effectiveness of teaching discrete mathematics, thereby fostering the development of both core and professional competencies in students.

Keywords: discrete mathematics, teaching method, digitalization of education, digital technologies, fundamental approach to education, future computer science teachers, future IT specialists, university students.

Постанова проблеми. Аналіз наукових публікацій дослідників-педагогів та власний досвід навчання здобувачів вищої освіти дисциплін математичного циклу вказують на нові освітні проблеми, притаманні останньому десятиліттю. Насамперед це стосується зниження рівня знань з математики випускників закладів загальної середньої освіти (ЗЗСО), які з часом стають здобувачами закладів вищої освіти (ЗВО).

Усі майбутні фахівці у галузі інформаційних технологій та спеціальності А4.09 Середня освіта (Інформатика) під час навчання на першому (бакалаврському) рівні опановують різні розділи математики. Перед викладачами постала проблема навчання молоді, яка в своїй більшості вважає математику відірваною від їхньої майбутньої професійної діяльності й не вбачає в математичних абстракціях конкретики прикладного застосування в інформатичній галузі. Тому педагоги досліджують шляхи підвищення мотивації здобувачів вищої освіти до вивчення математичних дисциплін, впроваджують в освітній процес інноваційні методи, застосовують сучасні педагогічні технології та доцільні цифрові інструменти, без яких нове покоління себе не уявляє. Викладачі ЗВО випробовують різні підходи й обґрунтовують методичні аспекти та особливості навчання відповідних освітніх компонентів.

У статті розглянуто деякі загальні тенденції та методичні аспекти навчання дискретної математики майбутніх учителів інформатики та фахівців з інформаційних технологій.

Актуальність дослідження зумовлена необхідністю подолання розриву між високим рівнем абстракції математичної теорії та розумінням здобувачами вищої освіти не лише самої математики, а й її прикладних застосувань в інформатичній галузі, її значущості у майбутній професійній діяльності.

Аналіз останніх досліджень і публікацій. Останнім часом з’явилася значна кількість посібників з дискретної математики, але питання навчання її елементів майбутніх учителів інформатики та ІТ-спеціалістів залишається недостатньо висвітленим. У публікаціях представлені теоретичні та методичні аспекти підготовки майбутніх фахівців різних спеціальностей з окремих розділів або тем дискретної математики.

У спільному дослідженні Ю. Волкова та Н. Войналович запропоновано варіант вивчення теорії генератрис та її застосування для розв’язування проблем дискретної математики [1].

З. Бондаренко та С. Кирилащук на прикладах висвітлюють методичні аспекти викладання теорії множин, булевої алгебри й комбінаторики студентам ІТ-спеціальностей [2].

Т. Лукашова та О. Страх присвятили свою роботу встановленню зв'язків між деякими темами дискретної математики та диференціальних рівнянь, що сприяє формуванню у здобувачів системних математичних знань [3].

С. Рудницький, В. Колмакова та С. Шаров висвітлили методику застосування інформаційно-комунікаційних технологій у поєднанні з проєктною діяльністю для підвищення пізнавального інтересу здобувачів вищої освіти до вивчення курсу дискретної математики [4].

Н. Шевцова і С. Бабич здійснили комплексний аналіз алгоритмів, що становлять теоретичний фундамент сучасних розподілених систем керування даними та дослідили ключові математичні моделі й алгоритмічні рішення, що забезпечують високу ефективність функціонування новітніх інформаційних систем [5].

О. Заїка розглянув особливості інтегрованого підходу до вивчення дискретної математики майбутніми вчителями математики та інформатики з метою формування у здобувачів освіти цілісної картини світу [6].

М. Медведєва проаналізувала стан дослідженості проблеми особистісно орієнтованого навчання дискретної математики у ЗВО з використанням інформаційних технологій та визначила методичні, педагогічні й організаційні умови для його впровадження [7].

О. Нестерова вивчала питання навчання дискретної математики майбутніх учителів інформатики засобами систем комп'ютерної математики і Wolfram Demonstrations Project та дослідила міждисциплінарні зв'язки цього освітнього компонента [8, 9].

С. Осман у своїй науковій роботі проаналізував науково-педагогічні джерела щодо методик викладання дискретної математики та її значення в галузі інформатики [10].

Навчанню елементів дискретної математики присвячені наукові доробки й інших дослідників як в Україні, так і за її межами. Окремого дослідження потребує досвід навчання дискретної математики здобувачів інформатичних спеціальностей колег з університетів Європи, Америки, Азії та інших регіонів, а також впровадження ефективних методик в український освітній простір.

В умовах цифровізації суспільства освітня галузь зазнає значних змін, тому перед дослідниками виникли нові проблеми та завдання щодо забезпечення ефективного навчання майбутніх фахівців.

Мета статті: встановити методичні аспекти навчання дискретної математики фахівців з інформаційних технологій і майбутніх учителів інформатики та проілюструвати їх реалізацію в освітньому процесі в умовах цифровізації освіти.

Виклад основного матеріалу. З огляду на використання засобів цифрових технологій сучасний етап розвитку суспільства характеризується докорінними змінами у всіх галузях. Нікого вже не здивувати щоденним обміном повідомленнями в месенджерах, активністю в соціальних мережах, купівлею товарів в інтернеті, переказом електронних грошей або медичними обстеженнями із залученням новітніх технологій. Навіть штучний інтелект та робототехніка увійшли в побут людей і вже не викликають здивування. Природно, що новітні технології активно впроваджуються в систему освіти. Основним напрямом її розвитку стала цифровізація. Актуальним питанням є формування цифрової компетентності викладачів, учителів та здобувачів освіти всіх рівнів.

Особливої уваги заслуговує процес підготовки майбутніх учителів інформатики та фахівців з інформаційних технологій, бо саме вони насамперед розробляють та/або впроваджують новітні цифрові технології. Вчителі інформатики готуватимуть молоде покоління до життя в цифровому суспільстві, а фахівці з інженерії програмного забезпечення, комп'ютерної інженерії, інформаційних систем і технологій є головною силою у створенні цифрових інструментів та технологій. Усі вказані спеціалісти створюють умови для подальшої цифровізації усіх галузей життя.

Дискретна математика є своєрідним містком між математичними абстракціями високого рівня та фаховою підготовкою майбутніх фахівців. Значна кількість здобувачів вищої освіти, зокрема інформатичних спеціальностей, мають низький рівень знань шкільної математики, часто не розуміють важливості математичних знань та не бачать їхнього прямого застосування у своїй майбутній професії, не усвідомлюють зв'язків математичних абстракцій високого рівня з функціонуванням комп'ютерної техніки й інформаційних технологій. Навчання дискретної математики сприяє розумінню цих фактів, бо вона є теоретичною мовою комп'ютерних наук, надає математичний апарат для проєктування мікросхем, баз даних та алгоритмів, а сучасні цифрові технології функціонують на принципах квантування та дискретизації даних.

Дискретну математику розглядають як фундаментальну складову математичних основ інформатики та царину теоретичної інформатики. Вона вивчає властивості дискретних структур, володіє численними міждисциплінарними зв'язками та охоплює розділи, що утворили самостійні

наукові напрями, кожен з яких є базисом для розвитку сучасних інформаційних технологій. Серед них виокремлюють комбінаторний аналіз, булеву алгебру, математичну логіку, дискретну теорію ймовірностей, теорію автоматів, алгоритмів, відношень, графів, матричних ігор, інформації, кодування, множин, формальних граматик і мов, чисел та ін. [11].

Сучасний ринок праці потребує фахівців із системним та критичним мисленням, що тісно взаємопов'язані у професійній діяльності. Системне мислення передбачає здатність сприймати об'єкти і процеси як цілісну систему, а не як набір ізольованих фактів. Воно спрямоване на виявлення прихованих зв'язків і внутрішніх закономірностей, що дозволяє майбутньому фахівцю виробляти дієві мисленнєві стратегії та позбуватися стереотипів. Для вибору коректних рішень у розв'язуванні проблем необхідне й критичне мислення. Воно допомагає розрізняти валідні й безпечні дані від несуттєвих чи хибних, вчасно реагувати на зміни у ситуації.

У процесі вивчення дискретної математики розвиток системного і критичного мислення забезпечується через роботу з конкретними математичними моделями. В умовах цифровізації освіти методичні аспекти навчання зміщуються з пасивного розв'язування задач на папері до активного комп'ютерно орієнтованого моделювання.

Опанування цього освітнього компонента здобувачами вищої освіти є актуальним та передбачає вивчення, аналіз, впровадження в освітній процес різних педагогічних технологій, інноваційних методів, засобів цифрових технологій. Розглянемо деякі методичні аспекти до навчання дискретної математики, що базуються на власному педагогічному досвіді та дослідженнях педагогів і науковців відповідної галузі, а також розвиток мислення здобувачів вищої освіти під час опанування цього освітнього компонента.

Приклад 1. Навчання рекурентних співвідношень у змістовому модулі «Елементи комбінаторного аналізу».

Застосуємо метод кейсів та метод штучного когнітивного дисонансу.

Без попереднього пояснення теоретичних фактів поставимо перед здобувачами освіти класичну задачу з інформаційної безпеки: «Визначте число безпечних n-бітових паролів, у яких за вимогами архітектури системи заборонено використання двох нулів поспіль».

Запропонуємо розв'язати самостійно за допомогою методу прямого перебору, що є очевидним і зрозумілим. Спроба обчислити значення для n=7-8 вже здається важкою, а для n=10 взагалі створює когнітивний дисонанс: перебір стає неможливим, що мотивує студентів до пошуку закономірностей. Для n від 1 до 3 маємо:

n=1: (0), (1) – 2 варіанти,
n=2: (01), (10), (11) – 3 варіанти,
n=3: (101), (110), (011), (111), (010) – 5 варіантів.

Дамо підказку, як виконати обчислення для *n*=4. Варіантів буде більше, й виникає питання раціональної генерації таких паролів. Візьмемо усі 5 варіантів для *n*=3 і допишемо одиницю праворуч, щоб не виникло двох нулів поспіль:

(1011), (1101), (0111), (1111), (0101).

Далі візьмемо усі 3 варіанти для *n*=2 і допишемо послідовність «10» праворуч, бо перед нулем обов'язково має стояти одиниця:

(0110), (1010), (1110).

Разом вийшло 8 варіантів. Звернемо увагу студентів, що число 8 утворилося як сума чисел 3 і 5. Запишемо усі утворені паролі:

(1010), (1011), (1101), (1110), (1111), (0101), (0110), (0111)

Стає зрозумілим, що для більших значень *n* писати паролі далі нема сенсу, бо в задачі йдеться виключно про їхню кількість. Студенти самостійно приходять до потреби знайти правило, за яким кожне наступне рішення спирається на попередні. Таким чином здобувачів освіти підведено до поняття рекурентного співвідношення.

Застосуємо метод декомпозиції.

Будь-який правильний пароль довжиною *n* закінчується на «1» або на «0». Викладач пояснює, що задачу доцільно розбити на 2 класи:

1) якщо остання цифра «1», то перед нею записано правильний пароль довжиною (*n-1*);

2) якщо остання цифра «0», то перед нею обов'язково стоїть «1», отже, попереду записано правильний пароль довжиною (*n-2*).

Застосовані методи дають змогу здобувачам освіти самостійно встановити правило: кількість паролів кожного наступного варіанту дорівнює сумі кількості паролів у двох попередніх варіантах. Фактично, здобувачі освіти вивели рекурентне співвідношення для генерації послідовності чисел Фібоначчі та усвідомили його логічну структуру.

Після викладу теоретичних фактів про рекурентні співвідношення та задачу Фібоначчі (про кролів) даємо здобувачам ще одне завдання – обчислити за встановленим рекурентним співвідношенням перші 10 членів послідовності, обравши за початкові умови F(0)=1 та F(1)=2:

F(0)=1
F(1)=2
F(2)=F(1)+F(0)=2+1=3
F(3)=F(2)+F(1)=3+2=5
F(4)=F(3)+F(2)=5+3=8

F(5)=F(4)+F(3)=8+5=13
F(6)=F(5)+F(4)=13+8=21
F(7)=F(6)+F(5)=21+13=34
F(8)=F(7)+F(6)=34+21=55
F(9)=F(8)+F(7)=55+34=89
F(10)=F(9)+F(8)=89+55=144

Таке завдання у вигляді виконання великої кількості рутинних обчислень запускає механізм критичного аналізу: студенти наочно бачать незручність і розуміють тривалість ручного розрахунку рекурсії. Це безпосередньо пов'язує математичні факти з майбутньою професією здобувачів та підводить до поняття рекурсії в програмуванні й необхідності автоматизації обчислень.

У процесі розв'язування усіх цих задач було задіяно системне мислення здобувачів освіти для виявлення закономірностей для малих значень *n* у задачі про паролі, потім критичне мислення у процесі розбиття множини розв'язків на 2 класи. Ще сильніше механізм критичного мислення запустився через виявлення студентами очевидної проблеми, оскільки вони усвідомили незручність використання рекурсії внаслідок виконання великої кількості однотипних кроків для досягнення результату. Наприклад, для n=100 треба спочатку встановити усі 99 попередніх членів ряду. ізуалізація цього процесу навмисно провокує у здобувачів критичне запитання щодо доцільності використання рекурентних співвідношень у порівнянні з аналітичною формулою Біне.

На цьому етапі було також використано метод керованої когнітивної ситуації. Викладач контролює ментальну поведінку студентів, спеціально занурює їх у проблему ручних рутинних обчислень, потім підводить до критичного запитання і лише після цього пропонує застосувати сучасні комп'ютерні технології. Зокрема, пропонується використати *SageMath* або *Wolfram|Alpha* для генерації великої кількості членів послідовності, а також залучити онлайн-візуалізатори або навчальні відео для демонстрації властивостей ряду та практичних застосувань чисел Фібоначчі.

Важливим методичним акцентом є демонстрація геометричного моделювання у формі спіралі Фібоначчі. Застосування інтерактивних цифрових інструментів дає змогу студентам через зміну параметрів ітерацій наочно спостерігати за покроковим розгортанням і масштабуванням її фрактальної структури. Це ілюструє міждисциплінарні зв'язки дискретної математики з геометрією та природничими науками, формує у майбутніх фахівців розуміння афінних перетворень, що є базою для комп'ютерної графіки, UI/UX-дизайну та візуалізації складних даних.

Прикладом такого підходу є динамічна анімація, що дозволяє змінювати параметри відображення кількості членів ряду Фібоначчі та

демонструвати відповідні геометричні фігури [12]. Результати покрокової побудови спіралі Фібоначчі та «золотої» спіралі, про які на занятті повідомлялося у властивостях членів ряду, наведено на рисунку 1.



Рис. 1. Спіраль Фібоначчі та «золота» спіраль

Як приклад використання зазначеного ресурсу, на рисунку 2 наведено окремі послідовні кадри динамічної анімації з платформи Wolfram Community [13].

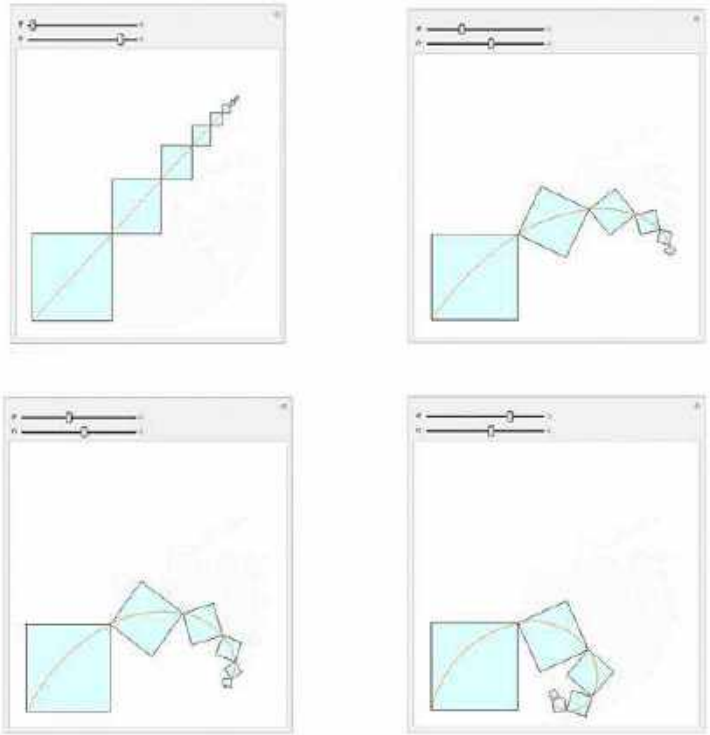

Рис. 2. Кроки побудови спіралі Фібоначчі

Значна кількість і доступність таких вебресурсів сприяє кращому розумінню здобувачами освіти практичної цінності використання цифрових інструментів в освіті та зв'язку математичних теорій з інформатикою.

Рекурентні співвідношення використовують в аналізі алгоритмів для оцінки часової складності рекурсивних алгоритмів. Вони є моделлю для рекурсивних функцій та декомпозиції складних інженерних задач, що дозволяє перетворити складну задачу на послідовність простих кроків, де кожен наступний стан логічно випливає з попереднього.

На прикладі розв'язування простої задачі теорії кодування та взаємодії викладача зі здобувачами освіти показано застосування різних методів, що підвищує ефективність навчання, розвиває системне та критичне мислення здобувачів, а також формує у них загальні та фахові компетентності.

Важливим є акцент на демонстрації зв'язків математики з інформатикою, що спонукає здобувачів до глибшого вивчення математики, зокрема дискретної. Цей факт підтверджує ознаки фундаменталізації освіти.

Приклад 2. Вивчення лексикографічного впорядкування дискретних конфігурацій та його міждисциплінарні зв'язки.

Якщо повернутися до задачі про паролі в прикладі 1, то утворена послідовність для n=4 була записана в такому порядку:

(1010), (1011), (1101), (1110), (1111), (0101), (0110), (0111).

У здобувачів освіти могло виникнути питання щодо такого порядку, хоча це було несуттєво в той момент.

З іншого боку, під час вивчення мінімізації булевих функцій та застосувань карт Карно здобувачі стикалися з тим, що порядок розташування наборів з нулів та одиниць є важливим.

Тому у навчальний курс включено впорядкування елементів у лексикографічному порядку, який, до того ж, застосовується в теорії графів під час вивчення різних методів розв'язування задачі комівояжера. Це зроблено для ілюстрації відомого факту: для цієї задачі до сьогоднішнього дня не знайдено точного поліноміального алгоритму розв'язання, через що вона є полігоном для випробовування й тестування новітніх обчислювальних алгоритмів.

Для формування різних видів мислення здобувачів запропонуємо їм уявити всі паролі як двійкові числа та записати їх у лексикографічному (словниковому) порядку, що відповідає зростанню їхніх значень у десятковій системі числення:

(0101), (0110), (0111), (1010), (1011), (1101), (1110), (1111).

На цьому етапі викладач має на меті розвиток абстрактного мислення здобувачів, оскільки перехід від паролів до формальних моделей вчить студентів абстрагуватися від фізичної суті процесів і працювати у межах математичних конструкцій. Також відбувається розвиток логічного мислення, що забезпечується аналізом внутрішньої структури отриманої послідовності. Студенти помічають, що двійкові набори не є хаотичними, а підпорядковані строгій математичній закономірності (переходу від меншого до більшого).

Під час розбиття задачі лексикографічного впорядкування на простіші підзадачі, а також здійснення відповідного перебору й перестановок елементів бінарного набору у здобувачів освіти відбувається формування алгоритмічного мислення, оскільки викладач демонструє покроковий алгоритм генерації наступного пароля на основі поточного. Це закладає фундамент для розуміння циклів та умовних операторів у програмуванні.

Відповідність чисел у двійковій та десятковій системах числення наведено у таблиці 1.

Таблиця 1

Відповідність чисел у двійковій та десятковій системах числення

Двійкова	Десяткова
0101	5
0110	6
0111	7
1010	10
1011	11
1101	13
1110	14
1111	15

Тут використано знання зі шкільного курсу інформатики, де здобувачі освіти вивчали переведення чисел із однієї системи в іншу. Така міждисциплінарна інтеграція дозволяє актуалізувати раніше здобуті компетентності та переосмислити їх на вищому, фундаментальному рівні комп’ютерних наук.

Для здійснення самоконтролю щодо правильності записаних за алгоритмом наборів здобувачам освіти пропоновано скористатися, наприклад, базою знань Wolfram|Alpha. На рисунку 3 відображено команду та результат її виконання, за якою автоматично згенеровані усі можливі 16 наборів довжиною 4, що розташовані в лексикографічному порядку.



Рис. 3. Впорядковані за лексикографічним алгоритмом 4-елементні набори з нулів та одиниць

Здобувачі проводять аналіз отриманих даних та порівнюють їх зі своїм розв'язком. У цей момент активізується критичне мислення: студентам стає зрозумілим, що система генерує універсальні набори, серед яких є варіанти з двома нулями поспіль, які за умовою задачі треба відкинути. Завдяки опануванню цієї команди здобувачі надалі можуть легко генерувати дискретні конфігурації більшої розмірності й здійснювати необхідний відбір даних.

З іншого боку, генерування системою усіх можливих варіантів сприятиме глибшому розумінню суті лексикографічного алгоритму.

Можна навести ще безліч прикладів ефективного застосування окремих методичних аспектів, але неможливо в межах однієї статті охопити все різноманіття дидактичних рішень у процесі навчання дискретної математики здобувачів вищої освіти. Наведені приклади демонструють, як комп'ютерно орієнтовані підходи забезпечують когнітивний розвиток здобувачів та формують їхні професійні компетентності. Адже змістовий матеріал дискретної математики є надзвичайно великим, цікавим і тісно пов'язаним із теоретичною інформатикою та сучасними цифровими технологіями.

Висновки. За результатами проведеного дослідження обґрунтовано конкретні методичні аспекти. Навчання дискретної математики в умовах цифровізації освіти зміщує фокус із репродуктивного розв'язання завдань на розвиток інтелектуальних якостей майбутнього фахівця. Поєднання класичних математичних абстракцій із застосуванням цифрових технологій є потужним чинником розвитку абстрактного, критичного, алгоритмічного, логічного та системного мислення здобувачів вищої освіти. Це забезпечує формування загальних і фахових компетентностей, необхідних майбутнім учителям інформатики та IT-спеціалістам для успішної професійної

діяльності у високотехнологічному цифровому середовищі. Комп'ютерно орієнтоване моделювання в освітньому процесі дозволяє ефективно подолати розрив між високим рівнем абстракції математичної теорії та її прикладним застосуванням в інформатичній галузі. На прикладах вивчення комбінаторних конфігурацій та рекурентних співвідношень доведено, що використання методу декомпозиції та кейсів активізує системне та критичне мислення; перехід від текстових задач до бінарних векторів стимулює абстрактне й логічне мислення, а покрокові ітерації перебору елементів формують алгоритмічне мислення здобувачів. Досліджено, що інтеграція систем комп'ютерної математики, баз знань та онлайн-візуалізаторів змінює роль студента з обчислювача на дослідника. На прикладі генерації лексикографічних конфігурацій та моделювання спіралі Фібоначчі показано, що застосування цифрових технологій надає можливість легко знаходити, відбірати і критично оцінювати згенеровані комп'ютером масиви даних. Проілюстровано зв'язки дискретної математики із суміжними галузями, що підтверджує ознаки фундаменталізації вищої освіти.

Перспективи подальших досліджень полягають у детальному аналізі європейського й американського досвіду навчання дискретної математики для адаптації та впровадження найбільш ефективних дидактичних моделей в український освітній простір.

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ЕПІСТЕМІЧНІ ТА ПСИХОЛОГІЧНІ ВИМІРИ ІСТИНИ В ПРОЦЕСІ ПРАВОВОЇ СОЦІАЛІЗАЦІЇ ОСОБИСТОСТІ

Анотація. У статті досліджується фундаментальна наукова проблема теоретико-методологічного обґрунтування екзистенційно-когнітивної діалектики істини як інтегративної моделі формування правосвідомості. За умов трансформації філософії права традиційні лінійні підходи ігнорують внутрішньо суперечливий характер правової соціалізації. Індивід змушений навігувати між жорстким правовим ландшафтом та автентичним «я». Ситуація ускладнюється когнітивним навантаженням, емоційними станами та нетерпимістю до невизначеності, що деформує раціональне пізнання, створює помилкові ментальні конструкти й зумовлює ризик судових помилок як серед громадян, так і у практиці юристів.

Мета статті полягає у концептуалізації екзистенційно-когнітивної діалектики істини як інтегративної психологічної основи правового самовизначення, визначенні її потенціалу у подоланні ментальних викривлень та аналізі методологічних суперечностей її застосування.

Робота базується на діалектико-феноменологічному підході, що поєднує інструменти когнітивної психології та екзистенційної філософії (зокрема, концепції суб'єктивної істини та автентичності) для аналізу макроструктури людського мислення в правовому полі.

Доведено, що управління когнітивним навантаженням та подолання внутрішнього дисонансу є критичними для збереження аналітичної цілісності юристів. Обґрунтовано модель діалектичного циклу, де конфліктні стани трансформуються у нові рішення. Визначено, що інтеграція когнітивних методів дебіасінгу (усунення упереджень підтвердження через «сліпі» процедури та структурні чек-листи) разом із рефлексивним прагненням до автентичності дозволяє індивіду протидіяти нав'язаним суспільним наративам і деструктивним ментальним конструктам. Розглянуто критику підходу, пов'язану з ризиком внесення неоднозначності у правові стандарти через акцент на суб'єктивному досвіді.

Сформульовано рекомендації щодо впровадження систематичних інтервенцій та етапів перегляду юридичних стратегій, що мінімізує вплив прихованих когнітивних упереджень у середовищах із високими ставками.

Ключові слова: правове самовизначення, екзистенційно-когнітивна діалектика, когнітивні упередження, суб’єктивна істина, правова соціалізація, когнітивне навантаження, психологія мислення, правова соціалізація, дебіасинг, прийняття юридичних рішень.

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THE EPISTEMIC AND PSYCHOLOGICAL DIMENSIONS OF TRUTH IN THE PROCESS OF LEGAL SOCIALISATION OF THE INDIVIDUAL

Abstract. This article examines the fundamental academic issue of the theoretical and methodological justification of the existential-cognitive dialectic of truth as an integrative model for the formation of legal consciousness. In the

context of the transformation of the philosophy of law, traditional linear approaches ignore the internally contradictory nature of legal socialisation. The individual is forced to navigate between a rigid legal landscape and their authentic 'self'. The situation is complicated by cognitive load, emotional states and intolerance of uncertainty, which distort rational cognition, create false mental constructs and lead to the risk of judicial errors among both citizens and in legal practice.

The aim of this article is to conceptualise the existential-cognitive dialectic of truth as an integrative psychological foundation for legal self-determination, to determine its potential in overcoming mental distortions, and to analyse the methodological contradictions of its application.

The work is based on a dialectical-phenomenological approach that combines tools from cognitive psychology and existential philosophy (in particular, the concepts of subjective truth and authenticity) to analyse the macrostructure of human thinking within the legal field.

It has been demonstrated that managing cognitive load and resolving internal dissonance are critical to maintaining lawyers' analytical integrity. A model of a dialectical cycle has been proposed, in which conflicting states are transformed into new solutions. It has been established that the integration of cognitive debiasing methods (eliminating confirmation bias through 'blind' procedures and structured checklists) alongside a reflective pursuit of authenticity enables individuals to counter imposed social narratives and destructive mental constructs. Criticism of the approach, linked to the risk of introducing ambiguity into legal standards through an emphasis on subjective experience, is examined.

Recommendations are formulated regarding the implementation of systematic interventions and stages for reviewing legal strategies, which minimise the influence of hidden cognitive biases in high-stakes environments.

Keywords: legal self-determination, existential-cognitive dialectic, cognitive biases, subjective truth, legal socialisation, cognitive load, psychology of thinking, legal socialisation, debiasing, legal decision-making.

Постановка проблеми. У сучасних умовах трансформації філософії права та юридичної психології ключового значення набуває дослідження механізмів формування правосвідомості особистості крізь призму її суб'єктивного досвіду. Традиційні лінійні та суто позитивістські підходи часто ігнорують той факт, що процес правової соціалізації індивіда та його правового самовизначення є внутрішньо суперечливим, діалектичним процесом. Зіткнувшись із жорстким правовим ландшафтом, індивіди змушені навігувати між суспільними нормами (зовнішнім самовизначенням) та автентичним розумінням власної сутності (внутрішнім

самовизначенням). Складність посилюється тим, що людське пізнання за своєю природою не є повністю раціональним: воно деформується під впливом емоційних станів, нетерпимості до невизначеності, явищ внутрішнього дисонансу та критичного когнітивного навантаження. Це призводить до утворення помилкових ментальних конструктів та автоматичних когнітивних упереджень, які викривлюють сприйняття істини та справедливості не лише пересічними громадянами, а й юристами-практиками, що безпосередньо зумовлює ризик судових помилок. Таким чином, постає гостра наукова проблема, яка полягає в необхідності теоретико-методологічного обґрунтування екзистенційно-когнітивної діалектики істини як інтегративної моделі, спроможної пояснити психологічні механізми подолання деструктивних ментальних конструктів та забезпечення автентичного правового самовизначення особистості без руйнації стабільності правової системи.

Аналіз останніх досліджень і публікацій. Теоретичний підмурівок для розв'язання окресленої проблематики формується на стику сучасної когнітивної психології, феноменології та екзистенційної філософії. Фундаментальні аспекти впливу когнітивних упереджень на процес ухвалення юридичних рішень та деформацію професійного судження висвітлено у працях С. Сіллерса та М. Свартса [1], І. Вайнштайна [2], на аналітичних платформах популяризації когнітивних досліджень [5], а також у прикладних розслідуваннях правозахисних інституцій, зокрема проєкту «Невинність» (Innocence Project) [13]. Проблематика упередженості безпосередньо у залі судових засідань та її вплив на суддів і присяжних детально проаналізована Н. Ялчин [11]. Водночас питання впровадження системних інтервенцій задля зменшення прихованих упереджень у середовищах з високими ставками досліджувалися в межах системних оглядів І. Мерли, Ф. Габерт та А. Дж. Скотта [9].

Філософсько-правові координати права на самовизначення та дебати навколо його внутрішніх і зовнішніх вимірів закладені у працях Г. Ганнума [3] та М. Фрімана [8]. Глибокий аналіз екзистенційних дилем, суб'єктивізації істини та пріоритету автентичності у структурі людського досвіду представлено у дослідженнях С. Кровелла [7]. Зв'язок між екзистенційними підходами та когнітивно-поведінковими трансформаціями охарактеризовано у колективній праці Т. Гайденрайха, А. Нойона, М. Воррелла та Р. Мензіса [10]. Особливості діалектичного мислення як макроструктури постмодерної психологічної науки досліджено М. Вераксою, М. Басечесом та А. Брандао [4], тоді як специфіка впливу нетерпимості до невизначеності й дисонансу на структуру мислення в межах діалектико-феноменологічного підходу вивчалася Л. Фукудою, М. Тамеліні та Г. Мессасом [6]. Загальні

теоретичні принципи функціонування діалектичного методу в адаптації до сучасних гуманітарних дискусій розкриті у працях Дж. Рітца [12]. Проте, попри потужний масив напрацювань, питання синтезу екзистенційного прагнення до автентичності та когнітивно-психологічних методів подолання ментальних помилок у контексті правового самовизначення індивіда досі залишається фрагментарним і потребує цілісної концептуалізації.

Мета статті полягає в теоретичному обґрунтуванні та концептуалізації екзистенційно-когнітивної діалектики істини як інтегративної психологічної основи правового самовизначення особистості, визначенні її потенціалу у подоланні помилкових ментальних конструктів та мінімізації впливу когнітивних упереджень на ухвалення рішень в юридичній сфері, а також в аналізі методологічних суперечностей та перспектив практичного застосування цього підходу.

Виклад основного матеріалу. Екзистенційно-когнітивна діалектика істини охоплює психологічні механізми, які індивіди використовують для навігації у своєму правовому самовизначенні, зокрема для подолання помилкових ментальних конструктів. Ця структура об'єднує екзистенційну філософію з когнітивною психологією, підкреслюючи важливість суб’єктивних істин та взаємодію між особистим досвідом і суспільними нормами в правових контекстах. Примітно, що діалектика наголошує на тому, що «існування передує сутності», закликаючи індивідів ставити на перше місце своє справжнє «я», стикаючись зі складними правовими ситуаціями.

Значення цього діалектичного підходу полягає в його потенціалі для посилення самовизначення, оскільки він заохочує людей кидати виклик усталеним суспільним наративам, які можуть спотворювати їхнє розуміння істини. Крізь цю призму люди отримують можливість стверджувати свою ідентичність та досвід, що призводить до більш змістовного тлумачення справедливості, яке відображає особисті реалії, а не відповідає зовнішнім очікуванням.

Таке багатовимірне розуміння також визнає роль когнітивних упереджень у прийнятті рішень, які можуть підірвати правові результати та призвести до неправильних рішень, якщо їх не розглянути. Однак екзистенційно-когнітивна діалектика не позбавлена суперечностей. Критики стверджують, що її акцент на суб'єктивному досвіді може вносити неоднозначність у правові судження, що потенційно призводить до упередженостей та невідповідностей, які ставить під сумнів основоположні принципи справедливості та підзвітності.

Крім того, занепокоєння щодо суспільних наслідків пріоритетності суб’єктивних істин порушує питання щодо справедливого ставлення в рамках правової системи, особливо стосовно расової та гендерної динаміки.

Таким чином, діалектика залишається складним та еволюціонуючим дискурсом у юридичній психології, що спонукає до постійного вивчення її теоретичних основ та практичного застосування.

Взаємодія між когнітивними процесами та емоційними станами є фундаментальною для розуміння психологічних механізмів, які люди використовують для подолання складних ситуацій, особливо в юридичній сфері. Одним із суттєвих факторів, що впливають на когнітивну діяльність, є когнітивне навантаження, яке стосується розумових зусиль, необхідних для обробки інформації. Тривале когнітивне навантаження може перешкоджати здатності ставити під сумнів припущення та переглядати стратегії, що призводить до збільшення кількості невимушених помилок у судженнях та прийнятті рішень.

Отже, управління когнітивним навантаженням є важливим для юристів-практиків, які повинні підтримувати ясність та аналітичну цілісність під тиском. Юридична робота вимагає ретельної когнітивної активності, що зумовлює необхідність структурованих періодів зосередженої уваги для підвищення глибини міркувань та зменшення розумового напруження. Впровадження практик, що створюють навмисні перерви для аналітичного мислення, може протидіяти залежності від автоматичних упереджень та сприяти більш збалансованому підходу до прийняття рішень [1]. Наприклад, запровадження систематичного етапу перегляду перед остаточним формулюванням юридичних стратегій заохочує практиків активно шукати спростовувані докази, тим самим знову залучаючи критичне аналітичне мислення та розширюючи доступну їм інтерпретаційну систему.

Поняття дисонансу також відіграє вирішальну роль у психологічному благополуччі, особливо в контекстах, коли люди стикаються зі структурними змінами, що суперечать їхнім цінностям. Ступінь сприйнятого дисонансу може призвести до різноманітних переживань тривоги та дистресу, впливаючи на самосприйняття та звернення за лікуванням. Усунення такого дисонансу пропонує терапевтичні шляхи для пом’якшення психічних страждань та покращення результатів, особливо в контекстах психічного здоров’я, таких як обсесивно-компульсивний розлад (ОКР) [2, с. 786].

Більше того, концепція діалектичного пізнання запроваджує структурну основу для розуміння когнітивних трансформацій у правовому та екзистенційному контекстах. Ця перспектива передбачає, що пізнання — це не просто обробка інформації, а й подолання протистоянь та посередництва, властивих складним сценаріям прийняття рішень. Модель діалектичного циклу, запропонована в сучасній когнітивній теорії, ілюструє, як конфліктні

стани можуть призвести до нових ідей та рішень, кидаючи виклик традиційним лінійним парадигмам мислення [3].

Зрештою, екзистенційні елементи сприяють цьому когнітивному ландшафту, підкреслюючи важливість індивідуальних наративів та самоактуалізації. Перешкоди особистісному зростанню та історичній наративній узгодженості можуть призвести до жорстких, статичних станів існування, підкреслюючи необхідність постійної саморефлексії та адаптивності як в особистій, так і в професійній сферах.

Цей багатовимірний підхід підкреслює складну взаємодію між когнітивними, емоційними та екзистенційними факторами в правовому самовизначенні осіб, забезпечуючи комплексну основу для розуміння того, як можна подолати помилкові ментальні конструкти.

Екзистенційно-когнітивна діалектика досліджує взаємодію між особистим досвідом та соціальними конструктами, прагнучи узгодити суб'єктивну реальність із колективним розумінням через особисті зустрічі. Цей діалектичний процес заохочує людей орієнтуватися у складнощах свого існування, визнаючи, що «існування передує сутності» – основний принцип екзистенціалізму, який підкреслює важливість суб'єктивної істини над універсальною мораллю.

Центральним у цій діалектиці є поняття суб'єктивної істини, яка, за К'єркегором, виходить за рамки раціонального пояснення та виникає з ситуативних зобов'язань та потреб індивіда. Ця істина є унікальною для індивіда та відображає особистий досвід, який не може бути універсально підтверджений [4].

Коли люди взаємодіють зі своїми екзистенційними реаліями, вони часто стикаються з почуттями тривоги та розгубленості через невизначеність, властиву їхньому життєвому досвіду.

Акцент на суб'єктивній істині підкреслює необхідність автентичності, що свідчить про те, що люди повинні пріоритезувати вірність собі, навіть ціною загальноприйнятих моральних зобов'язань.

У цьому діалектичному процесі концепція внутрішнього зосередження стає вирішальною. Прийняття парадоксів існування вимагає пристрасної взаємодії зі своїми суб'єктивними істинами, які часто можуть суперечити суспільним нормам чи очікуванням. Таке внутрішнє дослідження дозволяє людям щиро привласнити свій досвід та зрозуміти його значення в ширшому соціальному контексті.

Рух віри, здійснюваний суб'єктивно, запрошує людей прийняти абсурдність своїх умов, не шукаючи об'єктивних виправдань, тим самим сприяючи глибшому зв'язку зі своїм справжнім «я» [5]. Екзистенційно-когнітивна діалектика має значні наслідки для правового самовизначення

особистості. Визнаючи суб'єктивну природу істини, люди можуть оскаржувати помилкові ментальні конструкції, що випливають із нав'язаних суспільних наративів. Таке розуміння сприяє більш нюансованому підходу до правових питань, заохочуючи людей стверджувати свою автентичну сутність у правових контекстах, а не дотримуватися заздалегідь визначених ролей чи очікувань. Це може призвести до більш змістовного та особистого тлумачення справедливості, що ґрунтується на індивідуальному досвіді та екзистенційних реаліях.

Зрештою, екзистенційно-когнітивна діалектика слугує основою для розуміння того, як особиста автентичність та соціальні конструкти взаємодіють, формуючи шлях індивіда до самовизначення та глибшого розуміння істини в правовій сфері.

Нетерпимість до невизначеності є основним когнітивним фактором, що сприяє розвитку та підтримці обсесивно-компульсивного розладу [6]. Ця нетерпимість впливає на те, як люди з обсесивно-компульсивним розладом сприймають навколишнє середовище та взаємодіють зі своїми думками та діями. Вона може призвести до спотвореного зв'язку між наміром та дією, що призводить до низки клінічних ситуацій, що характеризуються структурним скороченням сприйняття часу. Наприклад, люди можуть відчувати «злиття думки та дії», коли сама думка про потенційну дію відчувається рівнозначною її вчиненню. Афективність відіграє значну роль у тому, як пацієнти з ОКР надають значення своїм переживанням. Люди з ОКР можуть проявляти підвищену чутливість до сприйнятих загроз, що призводить до упередженої уваги до небезпеки.

Це явище може проявлятися як нездатність змінити свою обмежену систему відліку під час сприйняття, а це означає, що тривожні або страхітливі аспекти їхнього оточення затьмарюють інші інтерпретації. Наприклад, особа може асоціювати квітку зі смертю, а не з її більш позитивними якостями, що свідчить про порушення в процесах сенсоутворення.

Часова структура мислення при обсесивно-компульсивному розладі відрізняється від такої у людей без обсесивно-компульсивного розладу. Вона характеризується не фрагментацією, як це спостерігається при психозі, а неприродним потоком, який перешкоджається антиейдетичною силою, що впливає на інтенціональність індивіда [6].

Це призводить до того, що думки негайно запам’ятовуються, тоді як проекції, спрямовані на майбутнє, часто відхиляються. Як наслідок, здатність пацієнтів взаємодіяти з довгостроковими наслідками порушена, оскільки вони зосереджуються на негайному полегшенні дискомфорту, а не на розгляді ширших наслідків своїх дій.

Розуміння когнітивних упереджень є критично важливим у контексті прийняття юридичних рішень, де помилки можуть призвести до неправомірних обвинувальних вироків. Упередження підтвердження, наприклад, ілюструє, як люди можуть вибірково шукати та інтерпретувати інформацію таким чином, щоб це підтверджувало їхні попередні переконання чи припущення [7].

Щоб пом'якшити такі упередження, можна використовувати кілька стратегій усунення упередженості, включаючи анонімізовані процедури, які приховують потенційно упереджену інформацію під час оцінювання. Хоча когнітивні упередження в юридичному контексті неможливо повністю викорінити, численні стратегії можуть значно зменшити їхній вплив. Наприклад, впровадження сліпих процедур, таких як подвійне сліпе складання списків, може запобігти впливу упередженості на процеси прийняття рішень, видаляючи ідентифікаційну інформацію з доказів перед аналізом. Визнаючи ірраціональний характер людського пізнання, юристи можуть застосовувати ці методи для підвищення справедливості та об'єктивності в судовій системі [8].

Завдяки інтеграції когнітивної психології та усвідомлення афективності, люди можуть краще орієнтуватися у складнощах правового самовизначення та долати помилкові ментальні конструкти. Правове самовизначення охоплює права та можливості осіб робити автономний вибір у рамках права. На цю концепцію впливають різні психологічні та когнітивні механізми, які формують те, як люди сприймають власну діяльність у правовому контексті.

Правове самовизначення можна зрозуміти через два ключові виміри: внутрішнє та зовнішнє самовизначення. Внутрішнє самовизначення стосується права особи керувати собою та робити особистий вибір без зовнішнього примусу, тоді як зовнішнє самовизначення включає ширші соціальні та правові структури, які забезпечують або обмежують цю автономію [9].

Принцип самовизначення ґрунтується на розумінні права на свободу, яке підкреслює важливість особистої свободи та свободи дій у рамках правових систем [10].

Когнітивні упередження, такі як упередження підтвердження, відіграють значну роль у тому, як люди взаємодіють із правовою системою. Наприклад, початкове враження адвоката про справу може вплинути на його інтерпретацію доказів, що потенційно може призвести до несправедливих результатів.

Таким чином, автентичність переплітається із самовизначенням, оскільки люди прагнуть стверджувати свою ідентичність під час прийняття юридичних рішень.

Правовий ландшафт також формується культурними упередженнями та етичними міркуваннями, які впливають на те, як самовизначення сприймається та реалізується. Культурні упередження можуть призвести до того, що люди вважатимуть власні культурні норми вищими, що може впливати на їхні юридичні рішення та представництво їхніх інтересів. Крім того, етичні дилеми часто виникають, коли люди повинні збалансувати свої особисті цінності з юридичними зобов'язаннями, що ще більше ускладнює здійснення самовизначення в правових контекстах.

Екзистенційно-когнітивна діалектика пропонує цінні знання щодо лікування різних психологічних розладів, зокрема обсесивно-компульсивного розладу. Відчуття свободи дій, фундаментальний аспект самосвідомості, часто порушується у пацієнтів з ОКР, що призводить до зниження самосвідомості та відчуття позбавлення власних можливостей.

Розуміння цієї динаміки є критично важливим для терапевтів, оскільки воно підкреслює важливість розгляду як дорефлексивних, так і рефлексивних аспектів досвіду пацієнта. Надаючи пріоритет знанням з точки зору першої особи – власним звітам пацієнтів – та знанням з точки зору другої особи – інтуїтивному сприйняттю, що виникає в результаті взаємодії терапевта і пацієнта, – клініцисти можуть розробляти більш адаптовані терапевтичні плани, що відповідають індивідуальним потребам і підвищують терапевтичну ефективність.

У юридичному та судово-медичному контексті, де упередження можуть суттєво впливати на результати, впровадження систематичних втручань є надзвичайно важливим.

Стратегії, що змінюють представлення інформації або обмежують прийняття рішень за допомогою структурних змін, таких як контрольні списки або рубрики ефективності, продемонстрували високу переносимість у різних професійних умовах.

Ці підходи вимагають мінімального сприяння та можуть бути інтегровані в існуючі робочі процеси з відносно низькими витратами, що робить їх практичними рішеннями для покращення якості прийняття рішень у середовищах з високими ставками [11].

Діалектико-феноменологічний підхід підтримує ці стратегії, сприяючи нюансованому розумінню процесів прийняття рішень та складнощів, властивих людській поведінці.

Екзистенційний вимір терапії не лише допомагає у вирішенні психологічних розладів, але й сприяє загальному особистісному розвитку. Розгляд екзистенційних дилем дозволяє людям розмірковувати над своїм життєвим досвідом, допомагаючи їм з більшою мудрістю долати складнощі життя [12].

Сприяючи формуванню мислення, яке приймає невизначеність та визнає взаємозв'язок між собою та суспільством, люди можуть розвивати глибше відчуття сенсу та автентичності у своєму житті. Ця рефлексивна практика узгоджується з екзистенціалістськими принципами, які висту-пають за більш цілісне розуміння людського досвіду, вільне від редуктивних категоризацій. В освітніх умовах інтеграція екзистенційного та діалектичного підходів може допомогти в розвитку критичного мислення та самосвідомості серед учнів. Заохочуючи учнів стикатися з екзистенційними дилемами та розмірковувати над своїми цінностями та переконаннями, викладачі можуть сприяти створенню середовища в класі, яке надає пріоритет особистій участі та змістовній дискусії.

Такий підхід не лише покращує академічне навчання, але й готує учнів до подолання складнощів життя поза межами класної кімнати, сприяючи стійкості та адаптивності у світі, що постійно змінюється.

Екзистенційно-когнітивна діалектика істини в контексті індивідуаль-ного правового самовизначення зазнала різноманітної критики та суперечок.

Центральним у цих дискусіях є дебати щодо філософських основ екзистенціалізму, зокрема його наслідків для розуміння людської природи та прийняття рішень у правових контекстах. Критики стверджують, що зосередження екзистенціалізму на суб'єктивному досвіді може призвести до відсутності стандартизованих критеріїв для юридичних суджень, що потенційно може призвести до упередженості та невідповідності в судових рішеннях [13].

З філософської точки зору, екзистенціальний підхід наголошує на відкритому та гнучкому розумінні людської ідентичності, що, на думку деяких, може підірвати надійність правових рамок, що залежать від послідовних визначень особистості та діяльності. Ця неоднозначність може створювати проблеми в судових системах, де необхідні чіткі критерії для підтримки верховенства права.

Наприклад, екзистенційне уявлення про те, що індивіди безперервно створюють себе, може суперечити правовим концепціям відповідальності та фіксованих ідентичностей, викликаючи занепокоєння щодо того, як така гнучкість може співіснувати з необхідністю правової стабільності та передбачуваності. Крім того, психологічна критика підкреслює потенціал екзистенційно-когнітивних підходів для надмірного спрощення складної людської поведінки в правових умовах. Опора на суб'єктивні інтерпретації досвіду може не враховувати значний вплив соціальних, психологічних та політичних факторів, які формують дії та рішення людей у рамках правової системи.

Це викликає питання щодо ефективності застосування екзистенціальних теорій у практичних правових контекстах, де жорсткі тлумачення права часто суперечать мінливості людської поведінки та ідентичності. Більше того, наслідки цих дебатів виходять за рамки окремих випадків і стосуються суспільного сприйняття справедливості. Критики стверджують, що екзистенційний підхід може ненавмисно легітимізувати певні упередження, якщо акцент на суб'єктивному досвіді призводить до диференційованого ставлення до людей на основі їхньої ідентичності чи походження. Це занепокоєння особливо актуальне в дискусіях про расу та стать у правовій системі, де суб'єктивні інтерпретації можуть посилювати існуючу нерівність, а не сприяти справедливому ставленню.

В результаті, екзистенційно-когнітивна діалектика піддається критиці не лише через свої теоретичні основи, але й через своє практичне застосування у сприянні справедливості та неупередженості в правових контекстах.

Висновки. Таким чином, екзистенційно-когнітивна діалектика істини постає складним багатовимірним інструментом правового самовизначення особистості, який інтегрує глибинні філософські категорії автентичності та суб'єктивного досвіду з прагматичними механізмами когнітивної психології задля деконструкції помилкових ментальних конструктів індивіда. З одного боку, цей підхід вивільняє особистісний потенціал через пріоритезацію внутрішнього «Я», дозволяючи оскаржувати нав'язані ззовні суспільні наративи та формувати більш гуманне й адаптивне розуміння справедливості. З іншого боку, надмірна абсолютизація суб’єктивних істин провокує жорсткі теоретичні й практичні дискусії, оскільки загрожує розмиванням об'єктивних критеріїв правосуддя, внесенням неоднозначності в судові вироки та потенційним посиленням системних гендерних чи расових нерівностей. Окрім того, динаміка правосвідомості суттєво ускладнюється суто психологічними обмеженнями – від тривалого когнітивного навантаження й нетерпимості до невизначеності до глибинних проявів дисонансу та клінічних станів на зразок обсесивно-компульсивних деформацій сприйняття часу й наміру, що вимагає впровадження чітких структурних інтервенцій (дебіасингу, сліпих процедур та чек-листів) для демпфування деструктивних автоматичних упереджень. Перспективи подальших досліджень у цьому напрямі полягають у розробці комплексних емпіричних моделей, які б дозволили гармонізувати гнучкість екзистенційного самовизначення індивіда із потребою кримінальної юстиції у передбачуваності та стабільності. Актуальним вбачається прикладне вивчення ефективності системних втручань (дебіасингу) у правоохоронній та судовій діяльності під час

прийняття рішень із високими ставками, а також дослідження взаємозв'язку між афективними станами й когнітивним навантаженням суб'єктів права з метою мінімізації судових помилок і неправомірних обвинувальних вироків.

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СТРУКТУРА ТА ЗМІСТ ТЕХНОЛОГІЇ РОЗВИТКУ ГОТОВНОСТІ ВИКЛАДАЧІВ МЕДИЧНИХ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ ДО РОБОТИ В УМОВАХ ЗМІШАНОГО НАВЧАННЯ

Анотація. У статті обґрунтовано структуру та зміст технології розвитку готовності викладачів медичних закладів вищої освіти до роботи в умовах змішаного навчання. Актуальність дослідження зумовлена цифровою трансформацією вищої медичної освіти, поширенням змішаних форматів організації освітнього процесу, необхідністю забезпечення якості професійної підготовки майбутніх фахівців галузі охорони здоров'я та потребою в цілеспрямованому професійному розвитку викладачів. Доведено, що змішане навчання в медичному ЗВО не може бути зведене до технічного поєднання аудиторної та дистанційної взаємодії, оскільки воно потребує педагогічно обґрунтованого проєктування онлайн-, офлайн-, самостійної, практичної, симуляційної, клінічно орієнтованої, командної та рефлексивної діяльності здобувачів освіти.

У статті визначено змістові модулі технології: професійно-мотиваційний, дидактико-модельний, проєктувально-методичний, цифрово-інструментальний та інтерактивно-клінічний. Розкрито їх мету, зміст, форми роботи, практичні завдання й очікувані продукти діяльності викладачів. Обґрунтовано етапи реалізації технології: діагностико-мотиваційний, орієнтаційно-змістовий, проєктувально-практичний, апробаційно-менторський і рефлексивно-результативний. Визначено, що результатами реалізації технології є не лише зростання обізнаності викладачів щодо змішаного навчання, а й створення конкретних освітніх продуктів: індивідуальної карти професійного розвитку, матриці вибору моделі змішаного навчання, сценарію змішаного заняття, фрагмента електронного навчального модуля, цифрових інструкцій, клінічно орієнтованого кейсу, рубрики оцінювання та електронного портфоліо.

Окрему увагу приділено менторському супроводу як механізму підтримки викладача під час розроблення, апробації та корекції освітніх продуктів. Обґрунтовано, що менторська підтримка знижує ризик

формального використання цифрових засобів і сприяє переходу викладача до цілісного педагогічного дизайну змішаного навчання. Очікувані результати технології систематизовано за мотиваційно-ціннісним, когнітивним, діяльнісним і рефлексивно-особистісним компонентами готовності.

Ключові слова: змішане навчання, розвиток готовності, викладач медичного закладу вищої освіти, професійний розвиток, медична освіта, цифрові інструменти, педагогічний дизайн, менторський супровід, клінічно орієнтоване навчання..

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STRUCTURE AND CONTENT OF THE TECHNOLOGY FOR DEVELOPING THE READINESS OF TEACHERS OF MEDICAL HIGHER EDUCATION INSTITUTIONS TO WORK IN BLENDED LEARNING CONDITIONS

Abstract. The article substantiates the structure and content of the technology for developing the readiness of teachers of medical higher education institutions to work in blended learning conditions. The relevance of the study is determined by the digital transformation of higher medical education, the spread of blended formats of educational process organization, the need to ensure the quality of professional training of future healthcare specialists, and the necessity of purposeful professional development of teachers.

It is proved that blended learning in a medical higher education institution cannot be reduced to a technical combination of face-to-face and distance interaction, since it requires pedagogically grounded design of online, offline, independent, practical, simulation-based, clinically oriented, team-based, and reflective learning activities.

The article identifies the content modules of the technology: professional-motivational, didactic-model, design-methodological, digital-instrumental, and interactive-clinical. Their purpose, content, forms of work, practical tasks, and expected products of teachers' activities are revealed. The stages of technology implementation are substantiated: diagnostic-motivational, orientation-content, design-practical, approbation-mentoring, and reflective-resultative. It is determined that the results of implementing the technology include not only increased teachers' awareness of blended learning, but also the creation of specific educational products: an individual professional development map, a matrix for selecting a blended learning model, a blended lesson scenario, a fragment of an

electronic learning module, digital instructions, a clinically oriented case, an assessment rubric, and an electronic portfolio.

Special attention is paid to mentoring support as a mechanism for assisting teachers in developing, testing, and improving educational products. It is substantiated that mentoring support reduces the risk of formal use of digital tools and promotes the teacher's transition to holistic pedagogical design of blended learning. The expected results of the technology are systematized according to the motivational-value, cognitive, activity-based, and reflective-personal components of readiness.

Keywords: blended learning, readiness development, teacher of a medical higher education institution, professional development, medical education, digital tools, pedagogical design, mentoring support, clinically oriented learning.

Постановка проблеми. Цифрова трансформація вищої освіти, посилення ролі інформаційно-комунікаційних технологій, поширення змішаних форматів навчання та потреба в забезпеченні якості професійної підготовки майбутніх фахівців галузі охорони здоров'я актуалізують проблему розвитку готовності викладачів медичних закладів вищої освіти до роботи в умовах змішаного навчання. Для медичної освіти це питання має особливе значення, оскільки освітній процес у медичному ЗВО не обмежується передаванням теоретичних знань, а передбачає розвиток клінічного мислення, практичних умінь, професійної комунікації, етичної відповідальності, здатності до командної взаємодії та ухвалення рішень у складних професійних ситуаціях.

Змішане навчання у медичному ЗВО не може розглядатися лише як технічне поєднання аудиторних занять, відеоконференцій, електронних курсів і тестових завдань. Його ефективність залежить від того, наскільки викладач здатний педагогічно обґрунтовано поєднувати онлайн- і офлайн-компоненти, організовувати самостійну роботу студентів, забезпечувати практичне тренування, використовувати клінічно орієнтовані кейси, застосовувати цифрові інструменти оцінювання, підтримувати зворотний зв'язок і здійснювати рефлексивне вдосконалення власної педагогічної діяльності.

Водночас на практиці впровадження змішаного навчання часто супроводжується низкою суперечностей: між наявністю цифрових платформ і недостатньою готовністю викладачів до їх дидактично доцільного використання; між потребою у клінічно орієнтованій підготовці студентів і тенденцією до формального перенесення навчальних матеріалів в електронне середовище; між вимогами до якості освітнього процесу та нерівномірним рівнем цифрово-педагогічної компетентності викладачів; між необхідністю системного професійного розвитку викладача і

переважанням епізодичних інструктажів щодо використання окремих цифрових сервісів.

Саме тому актуальним є не лише визначення концептуальних засад технології розвитку готовності викладачів медичних ЗВО до змішаного навчання, а й конкретизація її структури, змісту, етапів, форм, методів, цифрових засобів, менторського супроводу та очікуваних результатів. Така технологія має бути спрямована не на формальне підвищення обізнаності викладачів, а на створення умов для їхнього реального професійного зростання, що виявляється у здатності проєктувати й реалізовувати змішане навчання як цілісну педагогічну систему.

Аналіз останніх досліджень і публікацій. Проблема змішаного навчання, цифровізації освітнього процесу та професійного розвитку викладачів активно висвітлюється у вітчизняних і зарубіжних дослідженнях. У працях Г. Ткачук проаналізовано зарубіжний досвід реалізації змішаного навчання, окреслено практики його впровадження у США та країнах Європи, а також підкреслено перспективність поєднання традиційного й електронного навчання [1]. Х. Бахтіярова розглядає педагогічні моделі змішаного навчання, їх типологію, ефективність та умови реалізації у професійній освіті [2]. Н. Науменко системно розкриває теоретичні й практичні засади організації змішаного навчання, моделі, принципи, умови, методи онлайн- і офлайн-взаємодії, організацію контролю та самоконтролю результатів навчання [3].

Окрему групу становлять дослідження, присвячені використанню змішаного навчання в медичній освіті. Н. Слуту обґрунтовує впровадження моделей змішаного навчання в закладах вищої медичної освіти України та доводить доцільність поєднання моделей Flex і Face-to-Face Driver для організації теоретичної й практичної підготовки здобувачів [4]. М. Носко, О. Мехед, М. Дейкун, М. Шестакова аналізують умови використання технологій змішаного навчання у підготовці фахівців громадського здоров'я, акцентуючи на гнучкості, персоналізації навчання, підвищенні мотивації студентів і необхідності підготовки викладачів до використання нових технологій [5]. С. Благун, О. Науменко, Н. Стучинська, Н. Литвиненко досліджують використання сучасних технологій і web-інструментів для організації дистанційного навчання в медичних університетах, зокрема на підготовчому, основному й підсумковому етапах практичного заняття [6].

Практичні аспекти організації змішаного навчання на клінічних кафедрах розкрито у праці Л. Журавльової, Ю. Сікала, М. Олійник, О. Цівенко, Н. Лопіної. Автори наголошують на значенні активного навчання, інформаційних технологій, індивідуальної траєкторії навчання,

клінічних розборів і рефлексивного підходу в організації освітнього процесу [7]. П. Ткаченко та співавтори аналізують потенціал техніки Flipped Classroom у закладі вищої медичної освіти, підкреслюючи її можливості для перенесення самостійного опрацювання матеріалу в позааудиторний простір і використання аудиторного часу для інтерактивної діяльності [8].

Зарубіжні дослідження також підтверджують актуальність системної підготовки викладачів до змішаного навчання. A. Antwi-Boampong запропонував і валідизував модель прийняття змішаного навчання викладачами, у якій важливими чинниками виступають технологічна готовність викладача, мотивація та відповідність педагогічних завдань можливостям технологій [9]. F. Yang, P. Liu, P. Duan, D. Zhang досліджують уподобання викладачів і студентів медичного коледжу щодо моделей змішаного навчання та доводять значення якості онлайн-навчання й педагогічної взаємодії [10]. K. Anwar та співавтори показують ефективність структурованого team-based review у медичній освіті для консолідації знань і підвищення академічної успішності студентів [11].

Важливими для розроблення технології розвитку готовності викладачів є праці, присвячені менторській підтримці й професійним навчальним мережам. M. Esengulova, Z. Asekova, N. Toktogulova обґрунтовують модель професійного розвитку педагогів із використанням Moodle, онлайн-консультацій, педагогічної рефлексії та менторської підтримки [12]. A. Warmoes, I. Decabooter, R. Van Gasse, K. Struyven, E. Consuegra доводять, що професійні навчальні мережі сприяють розвитку здатності педагогів працювати з даними, підтримують мотивацію, співпрацю, обмін досвідом і поширення знань [13]. Отже, наявні дослідження створюють теоретичне підґрунтя для конкретизації структури й змісту технології розвитку готовності викладачів медичних ЗВО до змішаного навчання, однак потребують подальшого узагальнення в аспекті практичної реалізації такої технології.

Метою статті є обґрунтування структури та змісту технології розвитку готовності викладачів медичних закладів вищої освіти до роботи в умовах змішаного навчання.

Виклад основного матеріалу. Розвиток готовності викладачів медичних ЗВО до роботи в умовах змішаного навчання доцільно розглядати як цілеспрямований, поетапний і практикоорієнтований процес професійного зростання, у межах якого викладач переходить від фрагментарного використання цифрових інструментів до усвідомленого педагогічного проєктування змішаного освітнього процесу. У такому розумінні готовність не зводиться до технічного володіння LMS, сервісами відеоконференцзв'язку або електронними тестами. Вона передбачає наявність мотивації до педагогічного оновлення, знань про моделі змішаного навчання, умінь

проєктувати змішане заняття, здатності організовувати активну й клінічно орієнтовану взаємодію студентів, а також готовності до рефлексії й корекції власних методичних рішень.

Зміст технології розвитку готовності викладачів медичних ЗВО до роботи в умовах змішаного навчання побудовано за модульним принципом. Такий підхід дає змогу забезпечити послідовне охоплення ключових аспектів професійної готовності: мотиваційного, когнітивного, діяльнісного, цифрово-інструментального, інтерактивно-клінічного та рефлексивного. У межах технології доцільно виокремити п'ять змістових модулів: професійно-мотиваційний, дидактико-модельний, проєктувально-методичний, цифрово-інструментальний та інтерактивно-клінічний.

Професійно-мотиваційний модуль «Викладач медичного ЗВО в умовах змішаного навчання» спрямований на актуалізацію професійної потреби викладача в розвитку готовності до змішаного навчання. Його зміст охоплює осмислення змішаного навчання як ресурсу модернізації медичної освіти, аналіз змін у ролі викладача, визначення переваг, ризиків і обмежень змішаного формату, розгляд питань академічної доброчесності, цифрової етики, відповідальності за якість електронного контенту та зворотного зв'язку. Практичним результатом модуля є індивідуальна карта професійного розвитку викладача, у якій фіксуються наявний досвід, труднощі, професійні потреби, очікувані результати й освітній продукт, який викладач планує розробити в межах програми.

Дидактико-модельний модуль «Моделі змішаного навчання в медичній освіті» має на меті розвиток здатності викладача обирати модель змішаного навчання відповідно до специфіки освітнього компонента, теми, виду заняття та результатів навчання. У межах цього модуля аналізуються моделі Flipped Classroom, Flex, Rotation, Face-to-Face Driver, Enriched Virtual, а також можливості їх комбінування. Для медичної освіти важливо, щоб вибір моделі не був формальним. Наприклад, модель Flipped Classroom доцільна для попереднього опрацювання теоретичного матеріалу, клінічних алгоритмів, термінології або відеодемонстрацій; Face-to-Face Driver — для практичних, лабораторних, симуляційних і клінічно орієнтованих занять; Flex — для індивідуальної траєкторії опрацювання теоретичних блоків і самоконтролю; Rotation — для чергування цифрової, групової, практичної й консультативної діяльності студентів. Результатом модуля є матриця вибору моделі змішаного навчання для конкретної дисципліни або теми.

Проєктувально-методичний модуль «Дизайн змішаного заняття та електронного навчального модуля» є центральним у технології, оскільки забезпечує перехід від розуміння моделей до створення власного освітнього продукту. Його зміст передбачає визначення результатів навчання,

структурування теми, розподіл змісту між онлайн- і офлайн-компонентами, створення сценарію змішаного заняття, розроблення інструкцій для самостійної роботи, підготовку тестів, форумів, цифрових завдань, клінічних кейсів, засобів формувального оцінювання та зворотного зв'язку. У цьому модулі викладач працює з реальним освітнім компонентом, що забезпечує практичну значущість результату. Підсумковим продуктом є сценарій змішаного заняття або структура тематичного електронного модуля.

Цифрово-інструментальний модуль «Цифрові засоби організації змішаного навчання» спрямований на розвиток здатності викладача педагогічно доцільно використовувати LMS Moodle або іншу систему управління навчанням, сервіси відеоконференцзв'язку, хмарні інструменти, інтерактивні дошки, цифрові форми, тести, електронні журнали, форуми, ресурси для зворотного зв'язку й освітньої аналітики. Принциповим є те, що цифрові засоби в межах технології не розглядаються як самоціль. Викладач має розуміти, яку дидактичну функцію виконує кожен інструмент: інформаційну, мотиваційну, тренувальну, комунікативну, контрольну, рефлексивну або аналітичну. Результатом модуля є фрагмент електронного курсу або добірка цифрових інструментів до конкретної теми із поясненням їх дидактичного призначення.

Інтерактивно-клінічний модуль «Активні методи й клінічно орієнтована взаємодія у змішаному форматі» спрямований на розвиток здатності викладача організовувати активну, командну, проблемно зорієнтовану та клінічно наближену взаємодію студентів. Його зміст охоплює case-based learning, problem-based learning, team-based learning, team-based review, клінічні розбори, симуляційні сценарії, рольові ситуації, дебрифінг, командні презентації та рефлексивні завдання. У змішаному форматі ці методи можуть реалізовуватися через попереднє онлайн-ознайомлення з клінічною ситуацією, самостійний аналіз матеріалів, командне обговорення, презентацію рішень, експертний коментар викладача й підсумковий дебрифінг. Підсумковим продуктом є клінічно орієнтований кейс, командне завдання або сценарій інтерактивної взаємодії студентів.

Реалізація змістових модулів потребує чіткої етапності. У межах технології виокремлено п'ять етапів: діагностико-мотиваційний, орієнтаційно-змістовий, проєктувально-практичний, апробаційно-менторський і рефлексивно-результативний.

Діагностико-мотиваційний етап призначений для виявлення вихідного рівня готовності викладачів, їхнього досвіду використання цифрових інструментів, труднощів організації змішаного навчання, мотиваційних

бар'єрів і професійних потреб. Основними формами роботи є анкетування, самооцінювання, мотиваційний семінар, групове обговорення та індивідуальна консультація. Результатом етапу є індивідуальна карта професійного розвитку, яка переводить участь викладача в програмі з рівня формальної присутності на рівень персоналізованої траєкторії професійного зростання.

Орієнтаційно-змістовий етап спрямований на формування системного розуміння змішаного навчання як педагогічної моделі. На цьому етапі викладачі аналізують сутність змішаного навчання, його відмінність від дистанційного й традиційного навчання, опрацьовують моделі, визначають можливості їх використання в медичній освіті та співвідносять онлайн-, офлайн-, самостійну, практичну, лабораторну, симуляційну й клінічно орієнтовану діяльність студентів. Практичним результатом є матриця вибору моделі змішаного навчання.

Проєктувально-практичний етап становить ядро технології. Він передбачає створення викладачами конкретних освітніх продуктів: сценарію змішаного заняття, структури електронного модуля, цифрових інструкцій, тестових завдань, клінічно орієнтованих кейсів, рубрик оцінювання, форм зворотного зв'язку. Важливо, щоб викладач працював не з умовним матеріалом, а з реальною темою власної дисципліни. Саме це забезпечує практичну значущість технології та її зв'язок із якістю освітнього процесу.

Апробаційно-менторський етап передбачає пробне використання розроблених матеріалів у реальному або змодельованому освітньому процесі, отримання зворотного зв'язку, аналіз труднощів, індивідуальні й групові консультації, взаємоекспертизу та корекцію продукту. Цей етап є особливо важливим, оскільки навіть якісно підготовлений сценарій потребує перевірки на практиці. Під час апробації можуть виявитися труднощі: надмірний обсяг онлайн-матеріалу, нечіткість інструкцій, слабкий зв'язок між онлайн-підготовкою та аудиторною роботою, недостатня інтерактивність, формальне оцінювання або низька активність студентів.

Рефлексивно-результативний етап спрямований на оцінювання динаміки розвитку готовності викладачів, аналіз створених освітніх продуктів, захист електронного портфоліо та визначення подальшої траєкторії професійного розвитку. На цьому етапі важливо не лише зафіксувати підсумковий результат, а й забезпечити усвідомлення викладачем власних професійних змін. Електронне портфоліо може містити карту професійного розвитку, матрицю вибору моделі, сценарій заняття, фрагмент електронного курсу, клінічний кейс, цифрові інструкції, тести, рубрики, відгук ментора та рефлексивний звіт.

Форми й методи реалізації технології мають відповідати її практикоорієнтованому характеру. Доцільними формами роботи є мінілекція-дискусія, проблемний семінар, тематичний вебінар, методична майстерня, воркшоп, цифровий практикум, мікровикладання, клінічний кейс-семінар, групова консультація, індивідуальна менторська консультація, взаємоекспертиза, рефлексивний семінар і захист електронного портфоліо. Серед методів провідними є проблемне навчання, аналіз професійних ситуацій, кейс-метод, проєктний метод, педагогічний дизайн, мікровикладання, самооцінювання, взаємооцінювання, експертне оцінювання, дебрифінг, рефлексивний аналіз і метод портфоліо.

Методичне значення має поєднання інформаційного, практичного, інтерактивного, консультативного й рефлексивного компонентів. Інформаційний компонент забезпечує орієнтацію викладача у змісті змішаного навчання. Практичний компонент дає змогу створити конкретний освітній продукт. Інтерактивний компонент сприяє обміну досвідом і професійному обговоренню. Консультативний компонент реалізується через менторські консультації. Рефлексивний компонент забезпечує самоаналіз, корекцію й усвідомлення професійного розвитку.

Окремим механізмом реалізації технології є менторський супровід. Його доцільність зумовлена тим, що розвиток готовності до змішаного навчання потребує не лише інструктажу, а й професійної підтримки під час розроблення, апробації та вдосконалення освітніх продуктів. Ментор у межах технології виконує діагностико-консультативну, проєктувально-методичну, цифрово-інструментальну, експертно-корекційну, рефлексивну та комунікативно-мережеву функції.

На діагностико-мотиваційному етапі ментор допомагає викладачеві інтерпретувати результати самооцінювання, уточнити професійний запит і визначити індивідуальний освітній продукт. На орієнтаційно-змістовому етапі він підтримує вибір моделі змішаного навчання. На проєктувально-практичному — консультує щодо структури заняття, електронного модуля, цифрових інструментів і способів оцінювання. На апробаційному — аналізує труднощі й допомагає доопрацювати продукт. На рефлексивному — сприяє підготовці портфоліо та визначенню подальших професійних кроків.

Менторський супровід має не контролюючий, а розвивальний характер. Його завдання полягає не в тому, щоб оцінити викладача як «готового» або «неготового», а в тому, щоб допомогти йому поступово перейти до якісного педагогічного дизайну змішаного навчання. Особливо важливо, щоб зворотний зв’язок ментора був конкретним і професійно аргументованим: чи відповідає онлайн-частина результатам навчання, чи не

дублює офлайн-компонент самостійної підготовки, чи зрозумілі інструкції, чи забезпечено активність студентів, чи є формувальне оцінювання, чи має завдання клінічну або професійну спрямованість.

Результативність технології доцільно оцінювати не лише за змінами в самооцінці викладачів, а й за якістю створених освітніх продуктів. До таких продуктів належать індивідуальна карта професійного розвитку, матриця вибору моделі змішаного навчання, сценарій змішаного заняття, структура тематичного електронного модуля, фрагмент електронного курсу, цифрова інструкція для студентів, банк тестових завдань, клінічно орієнтований кейс, командне завдання, алгоритм дебрифінгу, рубрика оцінювання, форма зворотного зв'язку, рефлексивний звіт і електронне портфоліо. Саме вони демонструють, що готовність викладача розвивається не лише на рівні ставлення або знань, а й на рівні практичної педагогічної дії.

Очікувані результати реалізації технології доцільно визначати відповідно до компонентної структури готовності. За мотиваційно-ціннісним компонентом очікується розвиток позитивного, професійно усвідомленого ставлення викладача до змішаного навчання, готовності до педагогічного оновлення, відповідального використання цифрових ресурсів і прийняття менторського зворотного зв'язку. Практичним проявом є здатність визначати власні професійні потреби й формулювати індивідуальну траєкторію розвитку.

За когнітивним компонентом очікується розширення знань викладача про сутність, моделі, принципи, методи й цифрові засоби змішаного навчання. Викладач має розуміти можливості й обмеження різних моделей, уміти пояснити вибір конкретної моделі для дисципліни, теми або виду заняття, знати логіку педагогічного дизайну змішаного заняття та принципи організації формувального оцінювання.

За діяльнісним компонентом очікується здатність викладача практично проєктувати й реалізовувати змішане навчання: створювати електронні модулі, цифрові інструкції, тести, форуми, кейси, командні завдання, сценарії занять, організовувати активну й клінічно орієнтовану взаємодію студентів, використовувати LMS для супроводу самостійної роботи та зворотного зв'язку. Саме цей компонент найбільш виразно відображається у створених викладачем продуктах.

За рефлексивно-особистісним компонентом очікується здатність аналізувати власну педагогічну діяльність, оцінювати ефективність цифрових і методичних рішень, використовувати студентський зворотний зв'язок, дані LMS, менторські рекомендації та взаємоекспертизу для корекції освітнього продукту. Важливим проявом цього компонента є ведення електронного портфоліо й підготовка рефлексивного звіту.

Таким чином, запропонована технологія має модульний, поетапний, інструментально забезпечений і рефлексивно орієнтований характер. Її зміст спрямований не на механічне опанування цифрових платформ, а на цілісний розвиток готовності викладачів медичних ЗВО до педагогічно обґрунтованого, професійно спрямованого й клінічно релевантного змішаного навчання. У такій логіці цифрові засоби виступають не самоціллю, а інструментом підвищення якості освітнього процесу, підтримки самостійної роботи, активізації студентів, розвитку клінічного мислення, організації зворотного зв'язку й рефлексії.

Висновки. Отже, структура та зміст технології розвитку готовності викладачів медичних закладів вищої освіти до роботи в умовах змішаного навчання мають визначатися специфікою медичної освіти, потребою в цифрово-педагогічному оновленні професійної діяльності викладача та необхідністю забезпечення якості підготовки майбутніх фахівців галузі охорони здоров'я. Змішане навчання у медичному ЗВО доцільно розглядати не як технічне поєднання аудиторного й дистанційного форматів, а як цілісну педагогічну систему, що інтегрує онлайн-, офлайн-, самостійну, практичну, симуляційну, клінічно орієнтовану, командну та рефлексивну діяльність студентів.

Обґрунтовано змістові модулі технології: професійно-мотиваційний, дидактико-модельний, проєктувально-методичний, цифрово-інструментальний та інтерактивно-клінічний. Доведено, що їх сукупність забезпечує послідовний розвиток готовності викладача від усвідомлення професійної потреби в змішаному навчанні до створення й апробації власного освітнього продукту. Визначено етапи реалізації технології: діагностико-мотиваційний, орієнтаційно-змістовий, проєктувально-практичний, апробаційно-менторський і рефлексивно-результативний.

Установлено, що ефективна реалізація технології потребує поєднання різних форм і методів роботи: мінілекцій, вебінарів, методичних майстерень, цифрових практикумів, мікровикладання, клінічних кейс-семінарів, менторських консультацій, взаємоекспертизи, дебрифінгу, рефлексивних семінарів і захисту електронного портфоліо. Окрему роль відіграє менторський супровід, який забезпечує індивідуалізацію професійного розвитку, експертний зворотний зв'язок, підтримку під час апробації та корекцію освітніх продуктів.

Практичне значення одержаних результатів полягає в тому, що запропонована структура й зміст технології можуть бути використані для розроблення програм професійного розвитку викладачів медичних ЗВО, оновлення внутрішньої системи методичної роботи, підготовки електронних курсів, удосконалення змішаних занять і розвитку культури

менторської підтримки. Перспективи подальших досліджень пов'язані з обґрунтуванням педагогічних умов реалізації технології та експериментальною перевіркою її ефективності в освітньому процесі медичних закладів вищої освіти.

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БРИГАДНО-ЛАБОРАТОРНИЙ МЕТОД У ТРУДОВІЙ ШКОЛІ 20-30-Х РОКІВ XX СТОЛІТТЯ: ІСТОРИЧНИЙ ДОСВІД ТА СУЧАСНІ ОСВІТНІ ПАРАЛЕЛІ

Анотація. У статті здійснено історико-педагогічний аналіз бригадно-лабораторного методу як однієї з провідних організаційних форм навчання у трудовій школі України 1920–1930-х років. Розглянуто передумови виникнення та поширення методу в умовах реформування радянської системи освіти після 1917 року, зокрема вплив концепції трудової школи, комплексної системи навчання, політехнічної освіти та ідей американського Дальтон-плану. Визначено основні особливості організації бригадно-лабораторного навчання, серед яких: поділ учнів на бригади, самостійне виконання навчальних завдань, поєднання теоретичної та практичної діяльності, колективна відповідальність за результати роботи та зміна ролі вчителя в освітньому процесі.

Проаналізовано переваги та недоліки бригадно-лабораторного методу. Встановлено, що його впровадження сприяло розвитку самостійності учнів, формуванню навичок співпраці, активізації пізнавальної діяльності та посиленню практичного спрямування навчання. Водночас виявлено низку проблем, пов'язаних зі зниженням індивідуального контролю знань, формальністю колективної роботи та недостатньою системністю засвоєння навчального матеріалу. Окрему увагу приділено причинам критики та згортання методу у 1930-х роках, зокрема посиленню централізації радянської школи, ідеологізації освіти та поверненню до класно-урочної системи навчання.

У статті обґрунтовано актуальність вивчення історичного досвіду бригадно-лабораторного методу в контексті сучасних освітніх трансформацій. Проведено паралелі між педагогічними ідеями 1920-х років і сучасними освітніми підходами, зокрема проєктним навчанням, collaborative learning, STEM-освітою, інтегрованим навчанням та компетентнісним підходом. Доведено, що окремі положення бригадно-лабораторного методу,

пов'язані з організацією групової взаємодії, розвитком самостійної діяльності учнів та практичною спрямованістю навчання, зберігають актуальність і в сучасній українській школі.

Ключові слова*:* бригадно-лабораторний метод, трудова школа, Дальтон-план, комплексна система навчання, проєктне навчання, collaborative learning, компетентнісний підхід, історія педагогіки, освітні реформи.

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THE BRIGADE AND LABORATORY METHOD IN THE LABOR SCHOOL OF THE 20-30S OF THE 20TH CENTURY: HISTORICAL EXPERIENCE AND MODERN EDUCATIONAL PARALLELS

Abstract. The article provides a historical-pedagogical analysis of the brigade-laboratory method as one of the leading organizational forms of education in the labor school of Ukraine in the 1920s-1930s. The prerequisites for the emergence and spread of the method in the conditions of the reform of the Soviet education system after 1917 are considered, in particular, the influence of the concept of a labor school, a comprehensive education system, polytechnic education, and the ideas of the American Dalton Plan. The main features of the organization of team-laboratory training are identified, including: division of students into teams, independent performance of educational tasks, combination of theoretical and practical activities, collective responsibility for work results and changing the role of the teacher in the educational process.

The advantages and disadvantages of the brigade-laboratory method are analyzed. It was established that its implementation contributed to the development of students' independence, the formation of cooperation skills, the activation of cognitive activity, and the strengthening of the practical direction of learning. At the same time, a number of problems related to the reduction of individual control of knowledge, the formality of collective work and insufficient systematic learning of educational material were identified. Particular attention is paid to the reasons for the criticism and curtailment of the method in the 1930s, in particular, the strengthening of the centralization of the Soviet school, the ideologization of education, and the return to the classroom system of teaching.

The article substantiates the relevance of studying the historical experience of the brigade-laboratory method in the context of modern educational

transformations.Parallels are drawn between pedagogical ideas of the 1920s and modern educational approaches, including project-based learning, collaborative learning, STEM education, integrated learning, and a competency-based approach. It has been proven that certain provisions of the brigade-laboratory method, related to the organization of group interaction, the development of independent activity of students and the practical orientation of education, remain relevant in modern Ukrainian schools.

Keywords: brigade-laboratory method, labor school, Dalton plan, comprehensive system of education, project education, collaborative learning, competence approach, history of pedagogy, educational reforms.

Постановка проблеми. У сучасних умовах реформування освіти особливої актуальності набуває пошук ефективних форм і методів організації навчальної діяльності, спрямованих на розвиток самостійності, творчого мислення, умінь співпрацювати та працювати в команді. Концептуальні засади Нової української школи, компетентнісний підхід, упровадження проєктного та інтерактивного навчання зумовлюють посилення уваги до колективних форм організації освітнього процесу, що передбачають активну взаємодію учасників навчання та орієнтацію на практичну діяльність здобувачів освіти. У зв'язку з цим зростає інтерес до історико-педагогічного досвіду, у межах якого здійснювалися спроби реформування традиційної системи навчання та впровадження нових педагогічних підходів.

Одним із таких педагогічних експериментів у 1920-1930-х роках став бригадно-лабораторний метод, який набув поширення в діяльності трудової школи та розглядався як засіб активізації пізнавальної діяльності учнів, формування навичок колективної праці й поєднання навчання з практичною діяльністю. Його становлення було пов'язане із впливом ідей реформаторської педагогіки, зокрема Дальтон-плану, а також із прагненням перебудови освітнього процесу відповідно до соціально-економічних і політичних змін того часу. Бригадно-лабораторний метод передбачав організацію навчання у формі групової роботи, виконання практичних завдань, розвиток самостійності учнів та зміну ролі вчителя як організатора і консультанта навчальної діяльності.

Попри неоднозначність оцінок цього методу в історії педагогіки та його подальшу критику в 1930-х роках, окремі його ідеї зберігають актуальність і в сучасному освітньому просторі. Сьогодні принципи колективної взаємодії, самостійної пізнавальної діяльності, проєктного навчання, collaborative learning та компетентнісного підходу значною мірою співвідносяться з окремими положеннями бригадно-лабораторного методу.

Саме тому звернення до історичного досвіду організації навчання у трудовій школі 1920-1930-х років дає можливість не лише глибше осмислити процеси реформування освіти минулого, а й визначити потенціал окремих педагогічних ідей для сучасної освітньої практики.

Аналіз останніх досліджень і публікацій. Проблематика реформування шкільної освіти та розвитку інноваційних методів навчання у 1920–1930-х роках привертає увагу сучасних дослідників історії педагогіки. Окремі аспекти діяльності трудової школи, комплексної системи навчання та впровадження Дальтон-плану висвітлено у працях Л. Березівської, О. Сухомлинської, Л. Воробйової, О. Кравчук, О. Рябченко, С. Мазуренко та інших. Дослідники аналізують особливості освітніх реформ, організацію навчального процесу та вплив зарубіжних педагогічних ідей на розвиток української школи зазначеного періоду. Водночас питання взаємозв'язку бригадно-лабораторного методу з сучасними освітніми підходами, зокрема проєктним та collaborative learning, потребує подальшого наукового осмислення.

Мета статті полягає у здійсненні історико-педагогічного аналізу бригадно-лабораторного методу в трудовій школі 1920-1930-х років, визначенні особливостей його організації та функціонування, а також виявленні актуальних ідей цього методу в контексті сучасних освітніх практик, зокрема колективного, проєктного та компетентнісно орієнтованого навчання.

Виклад нового матеріалу. Реформування системи освіти в Україні у 1920-х роках відбувалося в умовах масштабних суспільно-політичних змін, спричинених революційними подіями 1917 р. та встановленням російсько-більшовицької окупаційної влади. Освітня політика цього періоду була спрямована на створення нової моделі школи, яка мала відповідати потребам соціалістичного суспільства, забезпечувати зв'язок навчання з продуктивною працею та формувати активного учасника колективного життя. У зв'язку з цим значна увага приділялася пошуку нових форм і методів організації навчального процесу, що відрізнялися від традиційної класно-урочної системи [1].

Однією з провідних ідей освітніх реформ стала концепція трудової школи, яка розглядалася як основа нової системи народної освіти. Відповідно до положень Кодексу законів про народну освіту УСРР (1922), школа повинна була забезпечувати не лише засвоєння теоретичних знань, а й підготовку учнів до практичної діяльності, суспільно корисної праці та колективної взаємодії. Праця почала розглядатися як важливий засіб виховання та навчання, а освітній процес орієнтувався на поєднання теоретичної і практичної підготовки учнів [3; 4].

У 1920-х роках у шкільній освіті активно впроваджувалася комплексна система навчання, яка передбачала інтеграцію навчальних предметів навколо певних життєвих тем або виробничих проблем. Такий підхід мав на меті подолання відокремленості навчальних дисциплін і забезпечення тісного зв'язку школи з реальним життям та працею. Комплексність розглядалася як провідний принцип організації освітнього процесу, що сприяв формуванню цілісного світогляду учнів та розвитку їхньої активності в навчанні [5].

Важливим чинником формування нових методів навчання став вплив зарубіжної реформаторської педагогіки, зокрема американського Дальтон-плану, автором якого була Хелен Паркгерст. Основу цієї системи становили принципи самостійності учнів, індивідуалізації навчання, вільного планування роботи та зміни ролі вчителя, який виступав не стільки джерелом знань, скільки консультантом і організатором навчальної діяльності. Ідеї Дальтон-плану викликали значний інтерес серед українських педагогів та освітніх діячів 1920-х років, оскільки відповідали прагненню реформувати традиційну школу та активізувати пізнавальну діяльність учнів [6].

У процесі адаптації Дальтон-плану до умов радянської школи його окремі положення були трансформовані відповідно до ідеологічних і соціальних вимог того часу. Якщо американська модель акцентувала увагу переважно на індивідуальній роботі учнів, то в радянській освітній практиці особливого значення набула колективна форма організації навчання. Саме це стало підґрунтям для формування бригадно-лабораторного методу, який поєднав елементи самостійної роботи, групової взаємодії та практичної діяльності.

Суттєвий вплив на розвиток бригадно-лабораторного методу мала також ідея політехнічної освіти, що передбачала ознайомлення учнів з основами виробництва, техніки та організації праці. У цей період школа розглядалася не лише як освітній, а й як соціально-виховний інститут, покликаний формувати в учнів трудові навички, дисципліну та готовність до участі в колективній праці. Відповідно, організація навчання дедалі більше орієнтувалася на групові форми роботи, виконання практичних завдань і залучення учнів до спільної діяльності [9].

Таким чином, виникнення бригадно-лабораторного методу було зумовлене комплексом соціально-політичних, педагогічних та ідеологічних чинників [10]. Освітні реформи 1920-х років, розвиток трудової школи, поширення комплексної системи навчання, вплив Дальтон-плану та прагнення поєднати навчання з продуктивною працею сприяли формуванню нових підходів до організації освітнього процесу, орієнтованих на активізацію самостійної та колективної діяльності учнів.

Бригадно-лабораторний метод став однією з найбільш поширених форм організації навчального процесу в радянській школі наприкінці 1920-х – на початку 1930-х років. Його впровадження було пов'язане з прагненням відійти від традиційної класно-урочної системи та забезпечити активну участь учнів у навчальній діяльності. Основу методу становило поєднання самостійної роботи учнів із колективними формами виконання навчальних завдань.

Організація навчання передбачала поділ учнів класу на невеликі бригади, до складу яких входило кілька осіб. Кожна бригада отримувала певне завдання або комплекс завдань, які необхідно було виконати самостійно протягом визначеного часу. Робота здійснювалася колективно: учні розподіляли обов'язки між собою, опрацьовували навчальний матеріал, виконували практичні або лабораторні завдання та готували звіт про результати роботи. Подібна організація освітнього процесу мала сприяти формуванню навичок співпраці, взаємодопомоги та відповідальності за спільний результат [8].

Важливу роль у структурі бригадно-лабораторного методу відігравала самостійна пізнавальна діяльність учнів. На відміну від традиційного навчання, де провідне місце займало пояснення вчителя, у межах нового підходу учні самостійно працювали з підручниками, навчальними матеріалами, таблицями, схемами та іншими джерелами інформації [9].

Передбачалося, що така організація навчання сприятиме розвитку ініціативності, самостійності мислення та вміння здобувати знання у процесі практичної діяльності.

Особливістю методу було також широке використання лабораторних і практичних завдань. Учні не лише засвоювали теоретичний матеріал, а й виконували дослідницькі або практично орієнтовані роботи, пов'язані з виробничою діяльністю, технічними процесами чи спостереженнями за навколишнім середовищем. У трудовій школі така діяльність розглядалася як важливий елемент політехнічної освіти та засіб підготовки учнів до практичної праці.

Учитель у бригадно-лабораторній системі виконував переважно функції консультанта й організатора навчальної діяльності. Його роль полягала не стільки у передачі готових знань, скільки у спрямуванні роботи бригад, доборі завдань, наданні рекомендацій та контролі за виконанням роботи. Передбачалося, що така зміна ролі педагога сприятиме активізації навчального процесу та підвищенню самостійності учнів [6].

Однією з характерних ознак методу була колективна відповідальність за результати навчальної діяльності. Оцінювання часто здійснювалося не індивідуально, а за результатами роботи всієї бригади. Це мало сприяти

розвитку почуття колективізму, взаємної підтримки та відповідальності за спільний результат. Водночас така система оцінювання нерідко призводила до зниження рівня індивідуального контролю знань, оскільки активність окремих учнів могла компенсуватися роботою інших членів бригади.

Серед переваг бригадно-лабораторного методу дослідники відзначають розвиток самостійності учнів, формування навичок колективної роботи, активізацію пізнавальної діяльності та посилення зв'язку навчання з практикою. Метод сприяв урізноманітненню форм організації навчального процесу та залученню учнів до активної діяльності, що відповідало загальним тенденціям реформування освіти 1920-х років [7].

Разом із тим у процесі практичного впровадження бригадно-лабораторного методу виявилися й суттєві недоліки. Надмірна орієнтація на колективну роботу часто призводила до формального виконання завдань та нерівномірного розподілу обов'язків між учнями. У багатьох випадках окремі школярі фактично залишалися пасивними учасниками освітнього процесу, тоді як основну роботу виконували найбільш підготовлені члени бригади. Крім того, недостатній рівень педагогічного контролю негативно впливав на якість засвоєння навчального матеріалу.

Поступово в педагогічному середовищі почала посилюватися критика бригадно-лабораторного методу, насамперед через зниження рівня систематичності знань та недостатню індивідуалізацію оцінювання. У подальшому це стало однією з причин відмови від методу та повернення до більш централізованої класно-урочної системи навчання. Однак окремі ідеї бригадно-лабораторного методу, зокрема орієнтація на активну діяльність учнів, групову взаємодію та практичне спрямування навчання, зберігають актуальність і в сучасній педагогічній практиці.

Попри активне впровадження бригадно-лабораторного методу в освітню практику трудової школи, уже наприкінці 1920-х – на початку 1930-х років у радянській педагогіці почала посилюватися його критика. Поступово виявилися суперечності між проголошеними цілями нової системи навчання та реальними результатами її практичного застосування. Це стало підґрунтям для перегляду освітньої політики та відмови від більшості педагогічних експериментів 1920-х років.

Однією з головних причин критики бригадно-лабораторного методу вважалося зниження рівня знань учнів. У процесі колективної роботи нерідко спостерігалася формальність виконання завдань, коли активну участь у роботі брали лише окремі члени бригади, тоді як інші залишалися пасивними. Відсутність систематичного індивідуального контролю знань ускладнювала об'єктивне оцінювання навчальних досягнень учнів та негативно впливала на якість засвоєння навчального матеріалу [8].

Критиці піддавалася й надмірна орієнтація на самостійну діяльність учнів. У педагогічному середовищі дедалі частіше висловлювалися думки про те, що учні не здатні повноцінно опановувати складний навчальний матеріал без систематичного пояснення вчителя та чіткої організації навчального процесу. У результаті в школах почали посилюватися тенденції до повернення традиційних форм навчання та підвищення ролі педагога в освітньому процесі.

Важливим чинником згортання бригадно-лабораторного методу стали зміни в державній освітній політиці СРСР у 1930-х роках. У цей період відбувалася централізація радянської школи та посилення державного контролю над змістом і організацією навчання. Освіта дедалі більше підпорядковувалася ідеологічним завданням держави, а педагогічні експерименти 1920-х років почали розглядатися як такі, що не забезпечують необхідного рівня дисципліни та єдності навчального процесу [2].

Вирішальне значення у відмові від бригадно-лабораторного методу мали постанови ЦК ВКП(б) 1931–1932 років, зокрема постанова «Про початкову і середню школу». У документах наголошувалося на необхідності забезпечення систематичних і міцних знань учнів, упорядкування навчального процесу, посилення ролі вчителя та встановлення єдиних навчальних програм. Фактично ці постанови започаткували повернення до класно-урочної системи навчання та відмову від більшості експериментальних методів організації освітнього процесу (Постанова ЦК ВКП(б) «Про початкову і середню школу»).

Унаслідок реформування школи в 1930-х роках було поступово ліквідовано комплексну систему навчання, скорочено використання групових форм роботи та відновлено предметний принцип викладання. Учитель знову став центральною фігурою освітнього процесу, а основною формою організації навчання остаточно закріпився урок. Така трансформація освітньої системи була зумовлена прагненням держави до уніфікації школи, посилення контролю над навчальним процесом та формування єдиного ідеологічного простору [5].

Разом із тим повна відмова від педагогічних пошуків 1920-х років не означала абсолютного заперечення всіх їхніх ідей. Попри офіційну критику бригадно-лабораторного методу, окремі його елементи – самостійна робота учнів, практична спрямованість навчання, організація групової взаємодії – у подальшому трансформувалися та знайшли відображення в сучасних освітніх технологіях.

Саме тому досвід реформування школи 1920–1930-х років залишається важливим джерелом для осмислення розвитку педагогічної думки та еволюції методів навчання.

Попри те, що бригадно-лабораторний метод був офіційно підданий критиці та поступово вилучений із практики радянської школи у 1930-х роках, окремі його ідеї не втратили актуальності й у сучасному освітньому просторі. Сучасні педагогічні концепції дедалі більше орієнтуються на активізацію навчальної діяльності здобувачів освіти, розвиток навичок співпраці, самостійності та практичного застосування знань. У зв'язку з цим окремі положення бригадно-лабораторного методу можна розглядати як своєрідні передумови сучасних інтерактивних та компетентнісно орієнтованих технологій навчання.

Однією з найбільш помітних паралелей є зв'язок бригадно-лабораторного методу з проєктним навчанням. Як і в освітній практиці 1920-х років, сучасне проєктне навчання передбачає активну участь учнів у виконанні практичних завдань, самостійний пошук інформації, розподіл обов'язків між учасниками групи та орієнтацію на кінцевий результат діяльності. Такі підходи свідчать про збереження ідей активного та практично спрямованого навчання, що були характерними для педагогічних пошуків досліджуваного періоду.

У сучасній школі метод проєктів сприяє формуванню дослідницьких умінь, розвитку критичного мислення та навичок командної взаємодії. Проєктна діяльність орієнтує здобувачів освіти на самостійне опрацювання інформації, аналіз проблемних ситуацій, пошук шляхів їх вирішення та презентацію результатів власної роботи. Крім того, використання проєктного навчання створює умови для розвитку творчості, ініціативності та практичного застосування здобутих знань у різних видах діяльності, що визначає його важливе місце в сучасному освітньому процесі [12].

Спільною рисою бригадно-лабораторного методу та сучасного collaborative learning є організація навчання через взаємодію учасників освітнього процесу. Робота в бригадах у 1920-х роках передбачала колективне виконання завдань, обговорення результатів та взаємну відповідальність учнів за спільну діяльність. Подібні принципи реалізуються й у сучасних технологіях collaborative learning, де особлива увага приділяється розвитку комунікативних навичок, умінню працювати в команді та спільно розв'язувати навчальні проблеми. У сучасній педагогіці групова взаємодія розглядається як важливий чинник формування соціальної та комунікативної компетентностей учнів.

Суттєві паралелі простежуються також між бригадно-лабораторним методом і STEM-освітою. У трудовій школі 1920-х років значна увага приділялася поєднанню навчання з практичною діяльністю, виконанню лабораторних і виробничих завдань, ознайомленню учнів з елементами технічної та трудової підготовки. Аналогічно сучасна STEM-освіта

орієнтується на інтеграцію знань із різних галузей, практичне застосування навчального матеріалу та розвиток дослідницьких умінь учнів. Проєктно-технологічна діяльність у сучасній школі сприяє розвитку творчості, технічного мислення та здатності застосовувати знання у практичних ситуаціях [11].

Однією з характерних рис бригадно-лабораторного методу була організація навчання у формі групової роботи. Сьогодні групові форми діяльності є невід'ємною складовою сучасного освітнього процесу та активно використовуються в межах інтерактивного навчання. Робота в малих групах сприяє активізації пізнавальної діяльності учнів, розвитку навичок співпраці та формуванню відповідальності за спільний результат. Водночас сучасна педагогіка приділяє значно більшу увагу індивідуальному внеску кожного учасника групи, що дозволяє уникнути формальності колективної діяльності, характерної для окремих аспектів бригадно-лабораторного методу.

Певна спадковість простежується й у реалізації інтегрованого навчання. Комплексна система 1920-х років, у межах якої формувався бригадно-лабораторний метод, передбачала об'єднання знань із різних навчальних дисциплін навколо практичних або життєвих тем [5]. У сучасній українській школі інтегроване навчання також спрямоване на формування цілісного бачення навколишнього світу та подолання ізольованості окремих предметів. Такий підхід відповідає сучасним тенденціям міжпредметної інтеграції та реалізації компетентнісного підходу в освіті.

Окремі ідеї бригадно-лабораторного методу співвідносяться і з концепцією компетентнісного навчання, що є однією з ключових засад сучасної української освіти [13]. Якщо у 1920-х роках акцент робився на формуванні навичок колективної праці та практичної діяльності, то сучасна школа орієнтується на розвиток ключових компетентностей, серед яких важливе місце займають уміння співпрацювати, критично мислити, самостійно здобувати знання та застосовувати їх у реальних ситуаціях. У цьому контексті історичний досвід бригадно-лабораторного методу набуває нового значення як приклад пошуку ефективних моделей активного навчання.

Таким чином, аналіз сучасних освітніх практик дає підстави стверджувати, що окремі ідеї бригадно-лабораторного методу не лише не втратили актуальності, а й трансформувалися відповідно до потреб сучасної освіти. Незважаючи на суперечливість історичного досвіду 20-30-х років, прагнення до активізації навчальної діяльності учнів, організації колективної взаємодії та поєднання теоретичної і практичної підготовки знайшли своє продовження в сучасних педагогічних технологіях та концепціях навчання.

Висновки. Бригадно-лабораторний метод став одним із найбільш характерних педагогічних експериментів у системі трудової школи 1920–1930-х років та відобразив прагнення реформувати традиційну модель навчання відповідно до суспільних і освітніх потреб того часу. Його виникнення було пов'язане з розвитком трудової школи, поширенням комплексної системи навчання, впливом реформаторської педагогіки та ідей Дальтон-плану. Метод орієнтувався на активізацію самостійної діяльності учнів, поєднання навчання з практичною працею та організацію колективної взаємодії в освітньому процесі.

Разом із тим бригадно-лабораторний метод мав суперечливий характер. Попри прагнення забезпечити розвиток самостійності, ініціативності та навичок співпраці, у практиці його впровадження виявилися суттєві недоліки, зокрема формальність колективної роботи, недостатній індивідуальний контроль знань і зниження систематичності навчання. Посилення централізації радянської школи, ідеологізація освіти та орієнтація на уніфікацію освітнього процесу у 1930-х роках зумовили поступову відмову від цього методу та повернення до класно-урочної системи навчання.

Водночас історико-педагогічний аналіз дає підстави стверджувати, що окремі ідеї бригадно-лабораторного методу зберігають актуальність і в сучасній освіті. Насамперед це стосується організації групової взаємодії, розвитку самостійної пізнавальної діяльності учнів, практичного спрямування навчання, інтеграції знань та орієнтації на активну участь здобувачів освіти в освітньому процесі. Саме ці положення сьогодні знаходять відображення у проєктному навчанні, collaborative learning, STEM-освіті, інтегрованому та компетентнісно орієнтованому підходах. Таким чином, досвід педагогічних пошуків 1920–1930-х років залишається важливим джерелом для осмислення еволюції освітніх технологій та розвитку сучасної педагогічної думки.

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ФОРМУВАННЯ РИТОРИЧНОЇ КУЛЬТУРИ ЯК УМОВА УСПІШНОЇ ПІДГОТОВКИ ПРАВНИКА ДО ПРАВОПРОСВІТНИЦЬКОЇ ДІЯЛЬНОСТІ

Анотація. У статті розкрито зміст риторичної культури як однієї з провідних soft skills для здійснення ефективної правопросвітницької діяльності.

Авторами розглянуто нормативно-правові документи, які регламентують зміст і структуру професійної діяльності фахівців юридичної сфери; визначено орієнтири, що забезпечують ефективну професійну діяльність правника; досліджено особливості формування риторичної культури як умови успішної підготовки правника до правопросвітницької діяльності; розкрито форми і методи формування риторичної культури майбутніх правників у контексті підготовки їх до правопросвітницької діяльності.

Автори наголошують, що ефективне формування риторичної культури правника як умови його успішної підготовки до правопросвітницької

діяльності забезпечується синергетичним поєднанням потенціалу фахових дисциплін та позааудиторних форм організації освітнього процесу. Серед таких форм автори виділяють залучення майбутніх фахівців юридичної галузі до професійної комунікації, зокрема у ході долучення до юридичного волонтерства, ініційованого системою безоплатної правничої допомоги; участь у майстер-класах, тренінгах, науково-практичних юридичних дебатних клубах; менторська підтримка практикуючим юристом, ознайомлення з досвідом та ефективними моделями спілкування юриста-практика під час адресної допомоги.

Також ефективними у процесі формування риторичної культури майбутніх правників автори статті визначають різні способи залучення здобувачів до реалізації загальнонаціональних правопросвітницьких проєктів, таких як «Я маю право!») та інші; активне долучення до різноманітних інтерактивних заходів, здійснюваних стейкхолдерами.

Ключові слова: риторична культура, формування риторичної культури правника, професійна підготовка майбутніх юристів, правопросвітницька діяльність, менторська підтримка практикуючим юристом.

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THE FORMATION OF RHETORICAL CULTURE AS A CONDITION FOR SUCCESSFULLY PREPARING LAWYERS FOR LEGAL EDUCATIONAL ACTIVITIES

Annotation. This article explores the concept of rhetorical culture as one of the key soft skills required for effective legal education. The authors examine the regulatory and legal documents governing the content and structure of professional practice within the legal sector; they identify the guiding principles that underpin a lawyer's effective professional practice. The specific features of developing rhetorical culture as a prerequisite for the successful preparation of lawyers for legal education activities are examined; the forms and methods of developing the rhetorical culture of future lawyers in the context of preparing them for legal education activities are outlined.

The authors emphasise that the effective development of a lawyer's rhetorical culture as a condition for their successful preparation for legal education activities is ensured by the synergistic combination of the potential of specialist disciplines and extracurricular forms of organizing the educational process. Among such forms the authors highlight the involvement of future legal professionals in professional communication particularly through participation in legal volunteering initiated by the free legal aid system; participation in masterclasses, training sessions and scientific-practical legal debate clubs; mentoring support from practicing lawyers, and familiarisation with the experience and effective communication models of practicing lawyers during targeted assistance.

The authors of the article also identify various methods of engaging law students in national legal awareness projects such as 'I Have the Right!' and others as well as their active participation in a range of interactive events organized by stakeholders as effective in the process of developing the rhetorical culture of future lawyers.

Keywords: rhetorical culture, development of a lawyer's rhetorical culture, professional training of future lawyers, legal awareness activities, mentoring support from practicing.

Постановка проблеми.

Динамічні євроінтеграційні процеси, у які включене нині українське суспільство, орієнтовані на побудову держави у правовій площині, а також євроінтеграційний вектор розвитку української держави передбачають трансформації у підготовці сучасних фахівців у галузі права відповідно до нових вимог та з метою забезпечення конкурентоспроможності українських правників.

Роль сучасного юриста трансформована від власне ретранслятора нормативно-правових документів чи виконавця процедурних дій, до активного суб'єкта правопросвітницької діяльності, покликаного формувати високий рівень правосвідомості та правової культури громадян.

У такому контексті професіоналізм правника значною мірою забезпечується наявністю високого рівня риторичної культури, яка розглядається не лише як інструмент професійної комунікації, а й базова умова ефективної правопросвітницької діяльності правника.

Особливості професійної діяльності фахівця юридичної галузі нині визначають вектори модернізаційних процесів юридичної освіти у напрямку посилення інтерактивно-комунікативної та професійно-етичної й просвітницької компонент.

Окреслені віхи підготовки майбутніх правників урегульовані на державному рівні. Так, у Концепції вдосконалення правничої освіти закцентована увага на формуванні практичних навичок, етичних стандартів та здатності правника до ефективної інтеракції з громадянами [5].

Відповідно до Стандарту вищої освіти України за спеціальністю 081 «Право» як ключового документу, що регламентує вимоги до професійних компетентностей випускників юридичних факультетів, ключові позиції серед результатів навчання визначено саме здатності чітко, аргументовано і доступно правову інформацію як до фахівців, так і до пересічних громадян. Таким викладом, зумовлюється безпосереднє підґрунтя для просвітницької діяльності [8].

Особливість правопросвітницької зумовлена тим, що її об'єкт– це зачасти аудиторія без базової юридичної освіти, у яких важливо, перш за все, викликати «внутрішній діалог» у вигляді осмислення, прийняття, та рефлексії. реалізація такої мети неможлива, якщо аудиторії презентується суха, перенасичена термінами інформація. Ключем до ефективної інтеракції та осмисленого зворотного зв'язку є риторична культура правника, що пов'язується зі здатністю говорити не лише правильно, а й доступно, етично, але при цьому переконливо.

В красивій, логічно вибудуваній мові, у володінні мистецтвом аргументації, психологічними прийомами утримання уваги вбачається невід'ємна частина професійної культури юриста – риторична культура. Тож, за відсутності належного рівня риторичної культури, комунікативних навичок, ораторського мистецтва навіть за наявності найглибших теоретичних знань законодавства юрист не може досягти високої ефективності у своїй професійній діяльності, яка передбачає неодмінно інтенсивний процес комунікації з громадянами. Риторична культура забезпечує подолання комунікативних бар'єрів, сприяє налагодженню

довірливого ставлення у слухачів та змотивовувати до відповідно до орієнтирів правослухняної поведінки.

Аналіз останніх досліджень і публікацій.

Наукові засади підготовки майбутніх юристів до реалізації професійної взаємодії висвітлювалися у дослідженнях О. Браткової.

Професійно-педагогічній підготовці майбутніх правників у середовищі ЗВО спеціального призначення присвячені роботи Л. Тишакової та Н. Хайруліної. Зокрема, науковицями доводилася необхідність гуманітарної складової підготовки майбутніх юристів та юристів-викладачів, яка полягає в опануванні педагогічними та психологічними знаннями та розвитку високої культури спілкування [11].

Вивченню психолого-педагогічного аспекту підготовки майбутніх юристів для роботи з мігрантами був приділений науковий інтерес Т. Степанової, Ю.В.Кузьменко.

На проектну діяльність у процесі професійної комунікативної підготовки майбутніх юристів звертала увагу О. Калита. Формування комунікативної компетентності майбутніх правників – у фокусі наукової ваги О. Семеног, Т. Дмитрієвої, Л. Насіленко.

На значенні таких важливих для юридичної діяльності навичок, як навички правової аргументації, та риторичних навичок для переконування наголошує в своїх працях Е. Фетеріс.

Дж. Вайт закцентовує на визначальній ролі права як форми риторики, яка за умови донесення до суспільства забезпечує формування суспільної правосвідомості і громадянської культури [2].

Особливо цінною у контексті завдань нашого дослідження є також праця Б. Гарнер «Проста англійська». Науковець переконує, що важливо адаптовувати складні закони до мови сприйняття більшості перед тим, як презентувати загалу [1].

У цілому, риторична культура як детермінанта успішної професійної діяльності у фахівців різних професій типу «людина – людина» вивчалася низкою українських та зарубіжних учених.

Зокрема, С. Баранова досліджувала особливості формування риторичної культури іта комунікативних вмінь у фахівців соціальної сфери; О. Павлик, Л. Тимчук, О. Федірко розглядали особливості формування досліджуваного феномену у педагогів; Дж. Конгер – у фахівців публічного управління.

Разом із тим, відсутність окремого дослідження, яке б давало відповіді на питання формування риторичної культури як умови успішної підготовки майбутніх юристів до правопросвітницької діяльності, свідчить про необхідність вивчення піднятої нами проблеми та актуальність теми статті.

Мета статті – дослідити зміст риторичної культури як однієї з провідних soft skills для здійснення ефективної правопросвітницької діяльності, розглянути нормативно-правові документи, які регламентують зміст і структуру професійної діяльності фахівців юридичної сфери та особливості професійної підготовки майбутніх правників, розкрити форми і методи формування риторичної культури майбутніх правників у контексті підготовки їх до правопросвітницької діяльності

Виклад основного матеріалу дослідження.

Професійна діяльність юриста як, власне, представників будь-якої професії типу людина-людина відбувається в площині комунікації. У професійному щоденні правника-практика – це діалогічна (консультації) та полілогічна (правопросвітництво) комунікація. У такому розрізі ефективність професійної діяльності безпосередньо пов'язується із ефективністю комунікативної взаємодії.

Чітка вимова, гуманістична спрямованість комунікативного процесу, доступна для сприйняття пересічною людиною мова юриста, юридична достовірна і водночас позбавлена надмірної термінології, – усе це можливе за відповідного рівня розвитку комунікативно-інтерактивної сфери фахівця-правника. Чільне місце при цьому посідає риторична культура юриста.

У такому контексті практикоорієнтована професійна підготовка майбутнього правника поряд з власне фаховими навичками має включати формування риторичної культури як однієї з провідних soft skills для здійснення ефективної правопросвітницької діяльності.

Автори енциклопедії освіти: відводять вагому роль професійній підготовці як організованому процесу набуття компетентностей, які дають змогу виконання роботи у певній галузі [9].

Екстраполюючи думки В. Імбер, І. Войтович на площину професійної діяльності фахівця юридичної галузі маємо право стверджувати щодо мети професійної підготовки правника, яка полягає у підготовці кваліфікованих юристів, що можуть ефективно виконувати професійні обов’язки;

- у забезпеченні конкурентоспроможних майбутніх фахівців на ринку праці;

- у формуванні у здобувачів освіти фаху «Право» ціннісних орієнтацій, які необхідні для успішної професійної діяльності [3].

Слушною та цілком співзвучною з нашою позицією є думка О. Біди, Т. Кучай щодо розумніння період професійної підготовки як найбільш сприятливого для формування компетентної особистості, яка готова ефективно вирішувати різні питання і завдання професійної діяльності [10].

Реалізація завдань професійної діяльності правника – захисту прав, свобод та законних інтересів людини забезпечення верховенства права,

дотримання законів та надання кваліфікованої юридичної допомоги – можливе через комунікацію, а саме за високого рівня розвитку риторичної культури.

Не ототожнюючи поняття риторична культура та риторична компетентність у контексті професійної комунікації діяльності правника виділяємо ті складові, визначені С. Толочко, які особливо важливі для забезпечення ефективної пофесійної комунікації правника та вирішення виробничих завдань. При викладі вважаємо за необхідне співвіднести складові з видами виробничих завдань правника. Серед окреслених ті, які пов'язані з продукуванням авторсько-адресного тексту (правопросвітницька діяльність; набір необхідних соціально-емпатійних якостей (консультування, комунікація в ході складання процесуальних документів, вивчення суті звернення), уміння викликати потрібні емоції й почуття та управляти ними) захопити та спонукати до дій (правопросвітництво) [12].

Практична професійна діяльність фахівця юридичної галузі в цілому зосереджена на трьох ключових аспектах, а саме: інформуванні (правопросвітництві) та консультуванні (у межах первинної юридичної допомоги), підготовці процесуальних документів або допомозі у їх підготовці (за вторинної правничої допомоги), що також передбачає комунікацію з роз'яснення та інструктування.

Крайні два аспекти діяльності правника-практика передбачають діалогічну комунікативну взаємодію – коментування, роз'яснення.

Водночас перший – це взаємодія, як в діадах, так і з більшою кількістю суб'єктів комунікації. що таке правопросвітницька діяльність При цьому у правопросвітництві задача юриста не лише донести інформацію правового змісту ,а і змотивувати через мовлення до комунікативної взаємодії і, як, мінімум, до внутрішнього діалогу (осмислення почутої інформації, рефлексії). Відтак, доступність і спонукання до сприйняття поданої інформації як особистісно значущої значною мірою залежить від рівня розвитку риторичної культури правника.

Правопросвітництво у діяльності правника як чітко визначена потреба суспільства і законодавства полягає в інформуванні громадян про їх права, свободи та обов'язки, роз'ясненні механізмів захисту цих прав, а також у вихованні поваги до закону.

Правопросвітницька діяльність безпосередньо озвучена у Законі України «Про безоплатну правничу допомогу» як інформування в контексті надання первинної правової допомоги, яка включає правову інформацію та консультації) [6];

Правопросвітницька діяльність у контексті нашого дослідження у проєкції на риторичну культуру правника розглядається із двох ракурсів: з

одного боку, за своєю сутністю правопросвітництво являє собою активну публічну мовленнєву діяльність, яка можлива за умови сформованості риторичних навичок, з іншого боку, це та сама публічна комунікація, яка дозволяє відшліфувати риторичні навички майбутніх правників за умови включення її в процес практикоорієнтованої підготовки майбутніх фахівців правничої галузі.

Ефективним у формуванні риторичної компетентності М. Ковалик вважає включення елементів інтерактивного навчання, що реалізується за допомогою рольової гри, ситуативного завдання, спрямованого на самостійну підготовку виступу перед аудиторією [4].

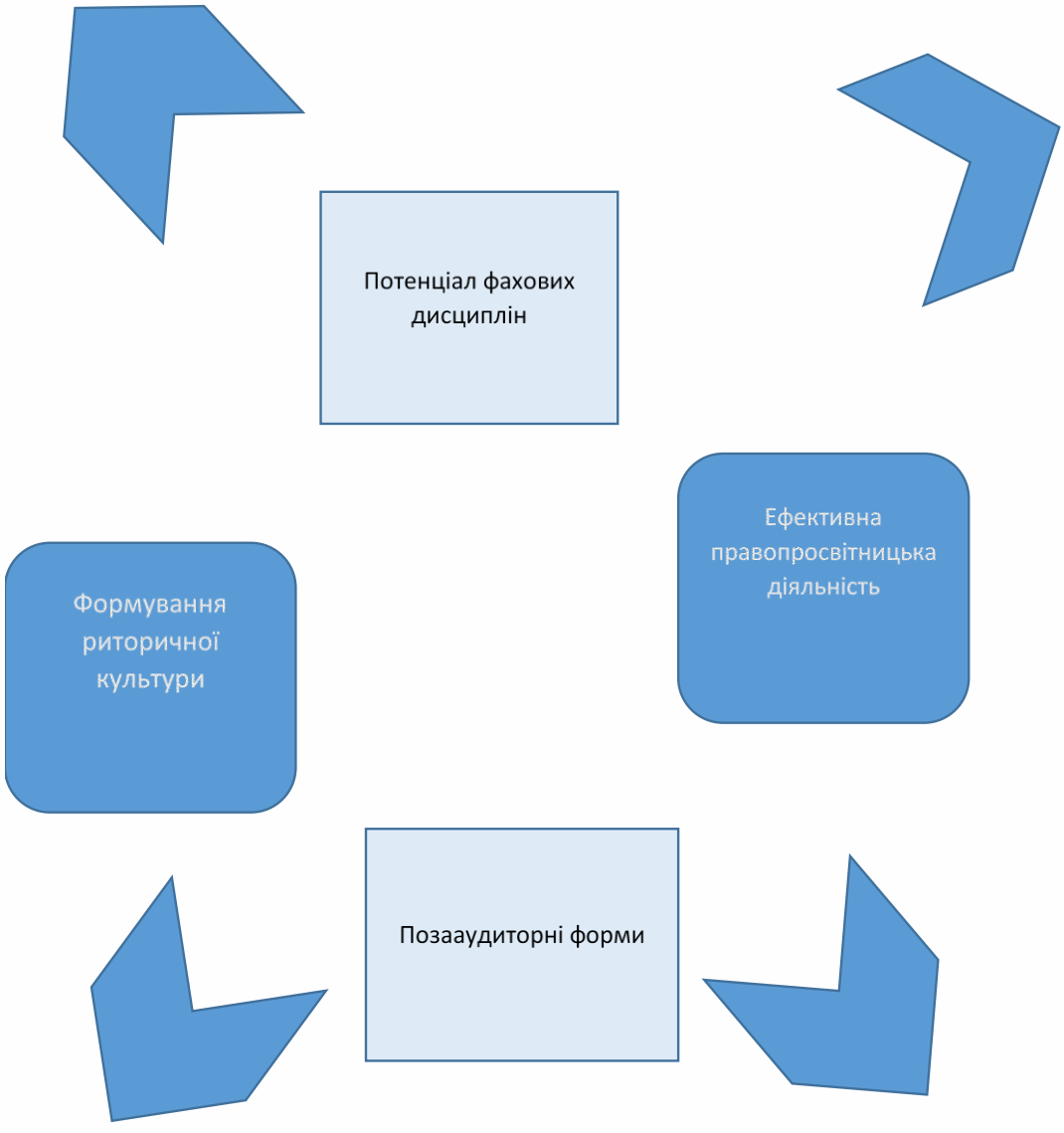

Рис. 1 Формування риторичної культури правника

Формуванню риторичної культури майбутніх юристів, на нашу думку, сприяє синергетичне поєднання потенціалу фахових дисциплін та позааудиторних форм організації освітнього процесу. Серед згаданих варто відмітити такі форми залучення майбутніх правників до професійної комунікації, як юридичне волонтерство, ініційоване системою безоплатної правничої допомоги, участь у майстер-класах, тренінгах, науково-практичних юридичних дебатних клубах; менторська підтримка практикуючим юристом; ознайомлення з досвідом та ефективними моделями спілкування юриста-практика під час адресної допомоги.

Здобувачі зачасти залучені до проєкту «Юрист-волонтер» набувають практичних навичок динамічної публічної комунікації, підвищуючи рівень своєї риторичної культури.

Широким майданчиком для формування риторичної культури виступають державні програми щодо підвищення рівня правової культури населення. Так, до реалізації загальнонаціональних правопросвітницьких проєктів, таких, як «Я маю право!» були активно залучені здобувачі фаху «Право» [7].

Висновки. Зміст статті дозволяє підсумувати, що у контексті вирішення завдань дослідження У статті розкрито зміст риторичної культури не просто як сукупність знань відповідних мовленнєвих норм, а як одну з провідних гнучких навичок (soft skills), що виступає детермінантною умовою здійснення ефективної за результатами розгляду й анналізу нормативно-правових документів, які регламентують зміст і структуру професійної діяльності фахівців юридичної сфери, визначено орієнтири, що забезпечують ефективну професійну діяльність правника. Досліджено особливості формування риторичної культури як умови успішної підготовки правника до правопросвітницької діяльності; у ході визначення форм і методів формування риторичної культури майбутніх правників у контексті підготовки їх до правопросвітницької діяльності, виявлено синергетичнуфункціональну взаємопов’язаність високого рівня сформованості риторичної культури та ефективності правопросвітницької діяльності та водночас роль долучення до правопросвітницької діяльності як засобу відпрацювання компонентів риторичної культури. Таку функціональну єдність досліджуваних феноменів представлено схематично.

Авторамии також визначено, що ефективне формування риторичної культури правника як умови його успішної підготовки до правопросвітницької діяльності забезпечується, синергетичним поєднанням потенціалу фахових дисциплін та позааудиторних форм організації освітнього процесу. Серед цих форм виділено: залучення майбутніх фахівців юридичної галузі до професійної комунікації, зокрема у ході долучення до

юридичного волонтерства, ініційованого системою безоплатної правничої допомоги; участь у майстер-класах, тренінгах, науково-практичних юридичних дебатних клубах; менторська підтримка практикуючим юристом, ознайомлення з досвідом та ефективними моделями спілкування юриста-практика під час адресної допомоги. Також ефективними у процесі формування риторичної культури майбутніх правників автори статті визначають різні способи залучення здобувачів до реалізації загальнонаціональних правопросвітницьких проєктів, таких як «Я маю право!») та інші; активне долучення до різноманітних інтерактивних заходів, здійснюваних стейкхолдерами.

Перспективи подальших досліджень убачаємо у вивченні лексико-категоріальних орієнтирів ефективної комунікації правника у процесі консультування.

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ПІДГОТОВКА ЗДОБУВАЧІВ ПРОФЕСІЙНОЇ ОСВІТИ ДО УПРАВЛІННЯ ЯКІСТЮ ПРОДУКЦІЇ ТА ПОСЛУГ У ЗАКЛАДАХ УКРАЇНСЬКОЇ КУХНІ В УМОВАХ ЗБЕРЕЖЕННЯ НАЦІОНАЛЬНИХ ГАСТРОНОМІЧНИХ ТРАДИЦІЙ

Анотація. У статті обґрунтовано особливості підготовки здобувачів професійної освіти до управління якістю продукції та послуг у закладах української кухні в умовах збереження національних гастрономічних традицій. Актуальність дослідження зумовлена сучасними трансформаціями ресторанного господарства, зростанням вимог споживачів до якості харчової продукції, безпечності страв, рівня сервісу, автентичності меню та культури обслуговування. Наголошено, що заклади української кухні виконують не лише виробничо-сервісну, а й культурно-просвітницьку функцію, оскільки сприяють популяризації національної гастрономічної спадщини, регіональних кулінарних традицій і культури гостинності.

У дослідженні розкрито сутність управління якістю продукції та послуг у ресторанному господарстві як цілеспрямованої діяльності, що охоплює контроль якості сировини, дотримання технологічних процесів, санітарно-гігієнічних вимог, стандартів обслуговування, оцінювання задоволеності споживачів, удосконалення меню та збереження автентичності традиційних страв. Визначено, що професійна підготовка здобувачів освіти має бути спрямована на формування технологічної, санітарно-гігієнічної, сервісної, управлінської, комунікативної, культурологічної та дослідницької компетентностей. Особливу увагу приділено необхідності поєднання сучасних стандартів якості, зокрема вимог безпечності харчових продуктів, із традиційними підходами до приготування й подавання українських страв.

З'ясовано, що ефективна підготовка майбутніх фахівців ресторанної справи потребує практикоорієнтованого навчання, використання виробничих ситуацій, практичних занять, навчальної та виробничої практики, гастрономічних проєктів, майстер-класів і співпраці з підприємствами ресторанного господарства. Обґрунтовано, що здобувачі професійної освіти мають не лише засвоїти технології приготування традиційних страв, а й усвідомити їхній культурний зміст, символіку, регіональні особливості та значення для національної ідентичності. Зроблено висновок, що результативність підготовки забезпечується інтеграцією професійних, управлінських і культурологічних компонентів, що дає змогу формувати фахівця, здатного забезпечувати якість продукції та послуг у закладах української кухні без втрати автентичності національних гастрономічних традицій.

Ключові слова: професійна освіта, здобувачі освіти, управління якістю, заклади ресторанного господарства, українська кухня, фахова підготовка, практико-орієнтоване навчання.

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TRAINING OF VOCATIONAL EDUCATION STUDENTS FOR QUALITY MANAGEMENT OF PRODUCTS AND SERVICES IN UKRAINIAN CUISINE ESTABLISHMENTS UNDER THE CONDITIONS OF PRESERVING NATIONAL GASTRONOMIC TRADITIONS

Abstract. The article substantiates the specific features of training vocational education students for quality management of products and services in Ukrainian cuisine establishments under the conditions of preserving national gastronomic traditions.

The relevance of the study is determined by modern transformations in the restaurant industry, the growing consumer requirements for the quality of food products, food safety, service level, menu authenticity, and service culture. It is emphasized that Ukrainian cuisine establishments perform not only a production and service function but also a cultural and educational one, as they contribute to

the popularization of national gastronomic heritage, regional culinary traditions, and the culture of hospitality.

The study reveals the essence of quality management of products and services in the restaurant industry as a purposeful activity that includes control of raw material quality, adherence to technological processes, sanitary and hygienic requirements, service standards, assessment of customer satisfaction, menu improvement, and preservation of the authenticity of traditional dishes. It is determined that the professional training of students should be aimed at developing technological, sanitary and hygienic, service, managerial, communicative, cultural, and research competencies. Special attention is paid to the need to combine modern quality standards, in particular food safety requirements, with traditional approaches to preparing and serving Ukrainian dishes.

It has been found that effective training of future restaurant industry specialists requires practice-oriented learning, the use of production situations, practical classes, educational and industrial training, gastronomic projects, master classes, and cooperation with restaurant enterprises. It is substantiated that vocational education students should not only master the technologies of preparing traditional dishes but also understand their cultural meaning, symbolism, regional features, and significance for national identity. The article concludes that the effectiveness of such training is ensured by the integration of professional, managerial, and cultural components, which makes it possible to train a specialist capable of ensuring the quality of products and services in Ukrainian cuisine establishments without losing the authenticity of national gastronomic traditions.

Keywords: vocational education, students, quality management, restaurant establishments, Ukrainian cuisine, professional training, practice-oriented learning.

Постановка проблеми. У сучасних умовах розвитку ресторанного господарства особливого значення набуває підготовка здобувачів професійної освіти до ефективного управління якістю продукції та послуг. Заклади української кухні посідають важливе місце у сфері харчування, оскільки вони не лише задовольняють потреби споживачів у якісній та безпечній їжі, а й виконують культурно-просвітницьку функцію, пов’язану зі збереженням і популяризацією національних гастрономічних традицій. Українська кухня є важливою складовою нематеріальної культурної спадщини народу, тому майбутні фахівці ресторанної справи мають володіти поряд із професійними технологічними навичками й розумінням історичних, регіональних, етичних та естетичних особливостей приготування і подавання традиційних страв у закладах ресторанного господарства.

Актуальність порушеної проблеми зумовлена зростанням вимог споживачів до якості продукції, рівня сервісу, безпечності харчових продуктів, автентичності страв та загальної культури обслуговування. Сучасний відвідувач закладу української кухні очікує не суто смачної їжі, а загалом цілісного гастрономічного досвіду, у якому поєднуються якісна сировина, дотримання технології приготування, естетичне оформлення страви, професійна комунікація персоналу, комфортна атмосфера та повага до національної кулінарної спадщини. У зв'язку з цим система професійної освіти має забезпечувати формування у здобувачів комплексної готовності до управління якістю продукції та послуг у реальних виробничих умовах.

Аналіз останніх досліджень і публікацій. Аналіз наукових праць засвідчує, що проблема підготовки здобувачів професійної освіти до управління якістю продукції та послуг у закладах ресторанного господарства розглядається сучасними дослідниками у кількох взаємопов'язаних напрямах. Передусім увага науковців зосереджена на питаннях розвитку ресторанного бізнесу, упровадження інноваційних форматів обслуговування, цифровізації сервісних процесів, забезпечення безпечності харчової продукції та формування професійних компетентностей майбутніх фахівців сфери обслуговування.

Перспективи розвитку сучасного ресторанного бізнесу розкрито у працях Ю. Безрученкова, Г. Щуки [3], які аналізують стан і перспективи функціонування закладів ресторанного господарства третьої хвилі.

Дослідники акцентують увагу на тому, що сучасна ресторанна сфера динамічно змінюється під впливом інновацій, нових форматів обслуговування, технологічних рішень і зростання очікувань споживачів.

Окремий напрям досліджень стосується професійної підготовки майбутніх фахівців готельно-ресторанної сфери в умовах цифровізації освіти. У цьому аспекті значущою є праця Ю. Безрученкова [2], у якій висвітлено особливості професійної освіти майбутніх фахівців готельно-ресторанного господарства в умовах дистанційного навчання й зроблено наголос на необхідності оновлення форм і методів підготовки здобувачів освіти, зокрема через використання цифрових освітніх ресурсів, електронних курсів, інтерактивних завдань та інших засобів, що сприяють засвоєнню професійно орієнтованого змісту.

Проблематика забезпечення якості й безпечності харчової продукції посідає важливе місце у сучасних наукових дослідженнях. У працях, присвячених упровадженню системи НАССР у закладах ресторанного господарства (О. Бортнічук, А. Ковтун, Є. Кобелянська [5]), підкреслюється, що якість продукції неможливо розглядати окремо від контролю сировини, дотримання санітарно-гігієнічних вимог, технологічної дисципліни,

температурних режимів, умов зберігання, маркування та попередження виробничих ризиків. Відповідно, підготовка здобувачів професійної освіти має передбачати поряд із засвоєнням рецептур і технологій приготування страв також і формування здатності здійснювати контроль якості на всіх етапах виробництва та реалізації продукції.

Культурологічний аспект досліджуваної проблеми розкрито у працях, присвячених українській національній кухні, її регіональним особливостям, кулінарним традиціям, етнографічній основі та ролі в розвитку гастрономічного туризму. Зокрема, у статті М. Бомби [4] українська кухня розглядається як важливий складник національної культури, що має як харчову, так й історичну, етнографічну, туристичну та виховну цінність. Це положення є важливим для нашого дослідження, оскільки управління якістю продукції та послуг у закладах української кухні не може обмежуватися лише технологічними або сервісними показниками. Якість у такому закладі має включати збереження автентичності страв, використання локальних продуктів, знання регіональних кулінарних традицій, дотримання культури гостинності та здатність персоналу репрезентувати українську гастрономічну спадщину як складник національної ідентичності.

Вагомими для розкриття теми є також дослідження, у яких висвітлено питання управління якістю продукції та послуг у готельно-ресторанному господарстві. У таких працях (В. Доценко, Н. Бондар, В. Губеня) обґрунтовується необхідність системного підходу до якості, що передбачає планування, організацію, контроль, оцінювання та постійне вдосконалення виробничих і сервісних процесів. Для підготовки здобувачів професійної освіти це означає потребу формування комплексної професійної готовності до аналізу якості сировини, готової продукції, технологічного процесу, обслуговування споживачів і загальної діяльності закладу ресторанного господарства.

Водночас аналіз наукових джерел дає підстави стверджувати, що наявні дослідження переважно розкривають окремі аспекти порушеної проблеми. Натомість проблема цілісної підготовки здобувачів професійної освіти саме до управління якістю продукції та послуг у закладах української кухні в умовах збереження національних гастрономічних традицій залишається недостатньо розробленою. Це зумовлює необхідність подальшого дослідження змісту, методів і педагогічних умов такої підготовки, а також визначення компетентностей, які забезпечують готовність майбутніх фахівців ефективно управляти якістю продукції та послуг у закладах української кухні.

Метою статті є обґрунтування особливостей підготовки здобувачів професійної освіти до управління якістю продукції та послуг у закладах

української кухні з урахуванням необхідності збереження національних гастрономічних традицій.

Виклад основного матеріалу дослідження. Управління якістю продукції та послуг у закладах української кухні слід розглядати як цілеспрямовану діяльність, що охоплює контроль сировини, дотримання технологічних процесів, забезпечення санітарно-гігієнічних норм, організацію обслуговування, оцінювання задоволеності споживачів, удосконалення меню та підтримання автентичності страв. Якість продукції у ресторанному господарстві визначається не лише органолептичними показниками, такими як смак, аромат, колір, консистенція та зовнішній вигляд, а й харчовою цінністю, безпечністю, відповідністю технологічним картам, стабільністю результату та очікуванням споживача [11]. Водночас якість послуг охоплює культуру спілкування, швидкість і точність обслуговування, уміння презентувати страву, знання складу меню, дотримання норм професійної етики та створення позитивного враження від відвідування закладу [9].

Особливість підготовки здобувачів професійної освіти полягає в тому, що вони мають навчитися поєднувати вимоги сучасних стандартів якості з традиційними підходами до приготування українських страв. Наприклад, борщ, вареники, голубці, банош, деруни, крученики, узвар, пампушки, капусняк та інші страви мають численні регіональні варіанти, які відображають історичний досвід, природні умови, сезонність продуктів і побутові традиції різних частин України [4]. Тому здобувач освіти повинен розуміти, що стандартизація якості не має призводити до знеособлення національної кухні. Навпаки, професійне управління якістю повинно сприяти збереженню автентичності страв, правильному добору сировини, дотриманню технології приготування та гідній презентації української гастрономічної культури.

Важливим компонентом професійної підготовки є формування технологічної компетентності. Вона передбачає знання властивостей харчових продуктів, способів механічної та теплової обробки, правил складання технологічних карт, норм закладання сировини, режимів приготування, умов зберігання готових страв і напівфабрикатів. Для майбутнього фахівця української кухні особливо важливо вміти працювати з традиційними продуктами, зокрема зерновими, овочами, м’ясом, рибою, молочними продуктами, борошном, ягодами, грибами, медом, маком, буряком, капустою та іншими інгредієнтами, які історично становлять основу українського харчування. При цьому здобувач має розуміти, що якість готової страви значною мірою залежить від якості сировини, її свіжості, походження, сезонності та правильного зберігання [8; 11].

Не менш важливою є санітарно-гігієнічна та безпекова підготовка. Управління якістю неможливе без дотримання вимог безпечності харчових продуктів, особистої гігієни працівників, чистоти виробничих приміщень, правильного маркування продуктів, контролю температурних режимів і запобігання перехресному забрудненню. Здобувачі професійної освіти повинні усвідомлювати, що безпечність є основою якості, а порушення санітарних норм може створити загрозу здоров'ю споживачів та знизити репутацію закладу [10].

Саме тому в освітньому процесі доцільно поєднувати теоретичне вивчення нормативних вимог із практичним відпрацюванням виробничих ситуацій, пов'язаних із контролем якості та безпечності продукції.

Підготовка до управління якістю послуг передбачає розвиток комунікативної культури, клієнтоорієнтованості та емоційного інтелекту. У закладах української кухні обслуговування часто має елемент гостинності, що є важливою рисою української традиції. Гість має відчути не формальне виконання замовлення, а доброзичливе ставлення, увагу до потреб, повагу до вибору та готовність персоналу пояснити особливості страв. Майбутні фахівці повинні вміти презентувати українські страви, розповідати про їх походження, склад, регіональні особливості, поєднання з напоями чи іншими елементами меню. Такий підхід підвищує якість сервісу і водночас сприяє популяризації української гастрономічної культури.

Значну роль у підготовці здобувачів відіграє практикоорієнтоване навчання [7], орієнтація на проєктну діяльність [6; 12]. Саме під час практичних занять, навчальної та виробничої практики здобувачі мають змогу застосовувати знання на практиці, аналізувати якість готових страв, виявляти помилки, порівнювати результати, працювати з технологічною документацією та оцінювати рівень обслуговування. Ефективною є організація навчальних занять у формі моделювання реальних виробничих ситуацій, наприклад розроблення меню української кухні, підготовка банкету з традиційними стравами, контроль якості сировини, розгляд скарги споживача, аналіз причин відхилення від технології або вдосконалення подавання страви без втрати її автентичності. Такий підхід формує у здобувачів відповідальність, самостійність, критичне мислення та здатність приймати професійні рішення.

Окремої уваги потребує питання збереження національних гастрономічних традицій у процесі професійної підготовки. Українська кухня має багату історію, яка відображає спосіб життя народу, його звичаї, обрядовість, календарні свята, родинні традиції та регіональну різноманітність. Тому майбутні фахівці мають вивчати не лише рецептуру, а й культурний зміст страв. Наприклад, кутя пов'язана з різдвяною обрядовістю, паска – з

великодніми традиціями, коровай – із весільним обрядом, вареники та борщ – із повсякденною і святковою культурою українців [1]. Усвідомлення символічного значення страв допомагає здобувачам професійної освіти сприймати українську кухню не як набір кулінарних виробів, а як важливу частину національної ідентичності.

Разом із тим сучасний ресторанний бізнес потребує оновлення форм подавання традиційних страв, адаптації меню до різних категорій споживачів, урахування принципів здорового харчування, екологічності, локальності та економічної ефективності. Тому підготовка здобувачів має бути спрямована на формування здатності творчо переосмислювати традиції, не порушуючи їхньої сутності. Майбутній фахівець повинен розуміти межу між модернізацією і спотворенням традиційної страви. Наприклад, сучасна подача борщу або вареників може бути естетично оновленою, але базові смакові характеристики, якість інгредієнтів і повага до традиційної технології мають зберігатися.

Важливим аспектом є формування управлінської компетентності. Здобувачі професійної освіти повинні знати основи планування, організації, мотивації, контролю та аналізу якості у закладі ресторанного господарства. Управління якістю передбачає здатність не лише виконувати технологічні операції, а й бачити весь процес виробництва та обслуговування як єдину систему. Майбутній фахівець має розуміти, як помилки на одному етапі впливають на кінцевий результат. Неналежне зберігання сировини, неточне дотримання рецептури, порушення температурного режиму, неуважність офіціанта або недостатнє знання меню можуть знизити загальне враження споживача від закладу. Тому управління якістю вимагає системного мислення, дисципліни, відповідальності та вміння працювати в команді [8; 11].

Професійна освіта має також сприяти розвитку дослідницьких умінь здобувачів. У процесі навчання вони можуть досліджувати регіональні особливості української кухні, порівнювати традиційні й сучасні технології приготування, аналізувати споживчі вподобання, вивчати якість локальної сировини, розробляти власні технологічні карти та пропонувати способи покращення сервісу. Така діяльність підвищує мотивацію до навчання, розвиває професійний інтерес і готує здобувачів до реальних викликів ресторанної галузі.

Ефективність підготовки здобувачів професійної освіти залежить від оновлення змісту освітніх програм, використання інтерактивних методів навчання, співпраці закладів освіти з підприємствами ресторанного господарства, залучення майстрів виробничого навчання, шеф-кухарів, рестораторів, носіїв кулінарних традицій та представників місцевих громад.

Особливо цінним є вивчення регіональної кухні через практичні майстер-класи, гастрономічні проєкти, тематичні тижні української кухні, участь у конкурсах професійної майстерності та створення навчальних меню на основі локальних продуктів. Такі форми роботи дають змогу поєднати освітній процес із реальними потребами галузі та культурним середовищем.

Висновки. Підготовка здобувачів професійної освіти до управління якістю продукції та послуг у закладах української кухні є складним і багатокомпонентним процесом. Вона має охоплювати технологічну, санітарно-гігієнічну, сервісну, управлінську, комунікативну, культурологічну та дослідницьку складові. Особливе значення має формування у здобувачів розуміння того, що якість у закладах української кухні визначається не лише відповідністю страв технологічним вимогам, а й здатністю зберігати національну автентичність, підтримувати традиції гостинності, забезпечувати безпечність продукції та створювати позитивний досвід для споживача. Успішна професійна підготовка майбутніх фахівців ресторанної справи можлива за умови поєднання сучасних стандартів якості з глибокою повагою до української гастрономічної спадщини. Саме такий підхід сприятиме розвитку конкурентоспроможних закладів української кухні, популяризації національних кулінарних традицій і формуванню професійної культури майбутніх працівників ресторанного господарства.

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ШТУЧНИЙ ІНТЕЛЕКТ У ФОРМУВАННІ ОСОБИСТОСТІ: ЗДОБУТКИ ТА РИЗИКИ

Анотація. Імплементація штучного інтелекту в освіту загострила проблему формування особистісних якостей студентів. Стаття присвячена дослідженню особистісного становлення студентства у процесі діалогового навчання із застосуванням штучного інтелекту. Методом SWOT-аналізу розкриваються можливості та ризики використання штучного інтелекту в освіті. Відзначається дидактична ефективність штучного інтелекту як «співрозмовника» у діалоговому навчанні іноземним мовам, як зразка для формування мовленнєвих навичок, корегування фосилізації, збагачення лексичної бази тощо. Розглядається залучення штучного інтелекту до навчання – як за участю педагога, так і за індивідуально обраною траєкторією у неформальній освіті.

Виховний напрямок діалогового навчання за участю штучного інтелекту розглядається у двох аспектах: формування навичок для командної роботи та формування ідентичності. Обґрунтовується принципова неможливість вибудовувати діалогові відносини зі штучним інтелектом як опонентом для формування навичок толерантності, умінь аргументувати, пошуків компромісів, тобто якостей, необхідних для солідарної роботи. Підкреслюється, що випускник університету наразі розглядається як національно свідомий представник еліти, а це обумовлює суттєву вагомість формування національної ідентичності. Стверджується, що штучний інтелект – в силу своєї рівновіддаленості від конкретних національних [культурних, ціннісних тощо] ознак – більше схиляє студента до глобальної ідентичності, яка не завжди на користь національній.

Штучному інтелекту не притаманний патріотизм, націоналізм, мовно-культурний монізм ментальності, з яких складається ідентичність. Розглядається можливість узгодження глобальної та національної ідентичності у свідомості індивіда. Обґрунтовується незамінність педагога як наставника, взірця національного самовираження через штучні технології будь-якого ґатунку.

Ключові слова: штучний інтелект, освіта, діалогове навчання, соціалізація, національна ідентичність.

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ARTIFICIAL INTELLIGENCE IN FORMING PERSONALITY: ACHIEVEMENTS AND LOSSES

Abstract. The issue of the formation personal features of students has been become more relevant with the beginning AI introduction in to the field of education. The scientific paper is devoted to the study of personal formation of students in the process of the dialog way of teaching using AI. Possibilities and risks of the AI in education application are opening with the SWOT-analysis. There is noted the didactic effectiveness of AI as the pattern in dialog way of teaching for the linguistic skills formation, correction of fossilization, enrichment of the lexical base, etc. The involvement of AI in learning is considered both with the participation of a teacher and along an individually chosen trajectory in informal education.

The upbringing side of dialogical way of teaching with AI is considered in two aspects: as a formation of skills for the teamactivity, so as the formation of personal identity. Substantiated the fundamental impossibility of building of dialogical relations with AI as the opponent for formation of skills of tolerance, ability to argument, search for compromises, it means, properties necessary for solidarity work. It is about a graduate of a university is currently considered a nationally conscious representative of the elite, who determines the importance of the formation of national identity. AI -due to its equidistant nature from specific

national [cultural, valuable, etc.] characteristics - inclines the student more towards a global identity, which is not always in favor of the national one. AI is nothing about patriotism, nationalism, linguistic- and cultural monism of mentality, which constitute identity. The possibility of harmonizing global and national identity in the consciousness of an individual is considered here. The irreplaceability of the teacher as a mentor, a pattern of national self-expression through artificial technologies of any kind is substantiated.

Keywords: artificial intelligence (AI)12, education, dialogic learning, socialization, national identity.

Постановка проблеми. Сучасний етап розвитку технологій зі штучним інтелектом постав перед освітою низкою проблем як дидактичного, так і етичного характеру, які варто сприймати як неминучу даність діджиталізації. Разом з дидактичними новаціями, обумовленими штучним інтелектом, розгорілися й суперечки щодо ризиків можливого зловживання, обумовлених особистісними якостями студентів. Наразі напрацювань щодо методики «співпраці» зі штучним інтелектом немає. На тлі відсутності ефективного контролю за зловживанням штучним інтелектом несумлінними студентами визріли спекуляції щодо доцільності його запровадження в освіту. Одні експерти говорять, що «ChatGPT - це чума для освіти…» (D. Vaisman), інші - що результати від його впровадження «перевершують усі очікування» (M. Halaweh). Крапки над «і» розставили «Рекомендації щодо відповідального впровадження та використання технологій штучного інтелекту в закладах вищої освіти», розроблені за участю МОН України. В них однозначно відзначається незаперечна дидактична ефективність штучного інтелекту. «Останні успіхи у сфері генеративного ШІ дають змогу виконувати велику кількість завдань швидше, якісніше та дешевше, що є беззаперечним фактом. Заборона генеративного ШІ за своєю суттю рівносильна забороні свого часу калькуляторів чи комп'ютерів, а отже, повинна трактуватися як недалекоглядна й шкідлива ініціатива» [1]. У дидактичній практиці комплементарність штучного та автентичного інтелекту дає ефект синергії. Проте як чинник соціалізації особистості штучний інтелект ефективності не проявляє.

Незаперечним фактом є багатозначність ШІ: ефективність втілення у практику інновації, якою, наразі, є штучний інтелект, має свої межі; позитивні та негативні фактори його імплементації можуть бути як передбачуваними, так і ні. Тож, погодьмося, що «сучасна освіта повинна мінімізувати випадкові фактори формування особистості або перетворити їх у свідомий вибір людини, яка інвестує у розвиток своїх розумових

здібностей, не чекає змін, а сама є їх рушійною силою» [2, С. 96]. Завдання педагогів - упередити небажані дидактичні наслідки ужитку штучного інтелекту, зокрема, подбати про формування доброчесності студента, яка згодом обернеться і фаховою сумлінністю, і національною ідентичністю представника професійної еліти.

Варто підкреслити, що, попри нарощування дидактичної вагомості нових модифікацій штучного інтелекту, проявилася неготовність викладацького складу убезпечити навчальний процес від зловживань. Дається взнаки брак теоретичних розробок та методичних рекомендацій щодо використання штучного інтелекту у процесах навчання та соціалізації особистості.

В цілому глибокі розбіжності в оцінках ролі штучного інтелекту в освіті та вихованні актуалізують потребу аналізу як здобутків, так і ризиків, які він несе. Тож ми й маємо намір розглянути можливі наслідки імплементації штучного інтелекту у вищу освіту.

Аналіз останніх досліджень і публікацій засвідчив увагу вчених до проблеми запровадження штучного інтелекту в освіту, зокрема, в технологію діалогового навчання.

Використання штучного інтелекту у вищій освіті та формуванні особистісних якостей відображене в публікаціях Андрощук А.Г., Баранник Т.А., Веселовської Г.В., Герасимчук Ю.П., Григошкіної Я.В., Кадемія М.Ю., Красненко О.М., Скибун Н.Д., Стежка Ю.Г., Шишенко І.В., Chałas K., Jęczeń J.

Методика організації діалогу та його ефективність відображена у працях А.А. Алексюк, В.В. Андрієвської, І.М. Дичківської, О.П.Котовської, О.О. Ліннік, А.Ф. Линенко, К.В. Фоміної та багатьох інших дослідників. По темі методики організації діалогу зі штучним інтелектом звертаємо увагу на настанову Г.С. Кашиної: «Впровадження штучного інтелекту в систему вищої освіти вмагає комплексного підходу, де технічні можливості поєднуються з педагогічними стратегіями та етичними нормами» [3, С. 87].

В публікації Паламар С.П. наводяться результати опитування здобувачів освіти щодо популярності різних технологій штучного інтелекту. Ми брали до уваги, що «серед технологій штучного інтелекту, які найчастіше використовують, здбувачі визначили: ChatGPT - 68,9%, Suno і Microsoft Copilot - 6,8%, Google Sycamore - 10,8%, Gamma - 16,2%, Midjourney - 1,4%, Project IDX - 2,7%, Bard - 29,7%» [4, С. 75].

Широкий спектр проблемних питань із соціалізації особистості студента у процесі навчання та його національної ідентифікації розглядають Н.П.Бабкова, О.П.Бартош, Н.І.Мельник, Т.В. Окольнича, С.М.Ситняківська І.В. Татьянчикова Г.С. Яроцька. Н.С Савченко, аналізуючи роботи відомих

педагогів, нагадує про досвід «збільшення «дози» соціальної практики студентів, розширення її сфери та постійному пошуку нових форм, що відповідали б вимогам часу та природному прагненню молоді реалізувати свої духовні сили у практичній діяльності…» [5, С. 63]. М.М. Дубінка висвітлює досвід соціалізації молоді в історичному розрізі та зазначає, що «соціалізація є універсальним процесом, що тісно пов'язаний зі становленням як власне особистості, так і суспільства в цілому» [6, С. 117].

Т.П. Волотовська, І.В. Красильникова, Н.М. Ратушняк висвітлюють ужиток цифрових гуманітарних технологій як чинник формування національної ідентичності в закладах освіти, надають рекомендації щодо їх впровадження у навчальний процес. Зокрема: «Через розробку мульти-медійних проєктів та віртуальні дослідження здобувачі освіти не просто споживають інформацію, а рефлексують і власноруч створюють культурний контент. Цифрові ресурси при цьому виконують роль медіаторів, які через інтерактивну взаємодію забезпечують глибинне засвоєння цінностей та формування активної громадянської позиції» [7].

Утім, навіть враховуючи досить чисельні дослідження, тема ролі штучного інтелекту в освіті далеко не вичерпана. Тому автори визначили за **мету** розширення уявлень про роль штучного інтелекту у формуванні особистості студента, про переваги та недоліки його застосування в діалоговому навчанні та соціалізації. **Методи:** верифікації, SWOT-аналізу, сходження від абстрактного до конкретного, узагальнення.

Виклад основного матеріалу:

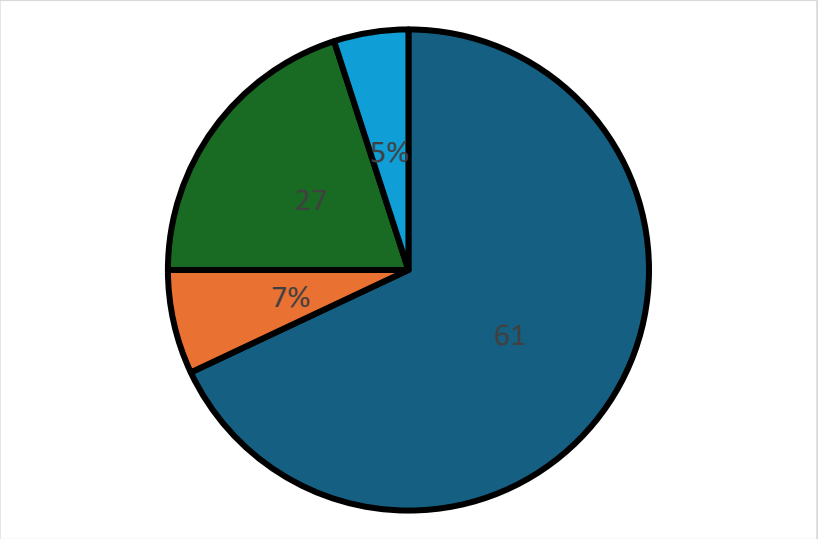
Аналіз ступеня залученості штучного інтелекту в навчальний процес

Сучасна університетська освіта є тією галуззю ужитку штучного інтелекту, де він вивляє свою багатогранність, а разом й проблемність та масштабність розбіжностей в оцінках.

Динаміка запровадження штучного інтелекту в освіту є настільки швидкозмінною, що будь-яка статистика дає лише відносне уявлення про перебіг процесу. Так, за свідченням А. Кирпи, лише станом на 2023 рік «Among all industries, education ranks first in the use of AI [84%]» [8, С. 163]. При цьому за результатами опитування тисячі британських студентів, наведеними Sally Weale. «Almost nine out of 10 [88%] in the 2025 poll said they used tools such as ChatGPT…» [9]. В колі студентів національної вищої освіти попит на штучний інтелект є дещо скромнішим.

Проведене нами опитування студентів 3 курсу за усієї його обмеженості усе ж є показовим щодо використання штучного інтелекту. Результати засвідчили, що 61 відсотків учасників опитування у той чи

інший спосіб звертаються до штучного інтелекту; 5 відсотків ухилилися від відповіді, що викликає підозру в їх академічній недоброчесності. 27 відсотків запевняють, що не використовують штучний інтелект у навчальному процесі ні в який спосіб. Решта запевнила, що їх не влаштовує робота штучного інтелекту взагалі, тож відмовилися від його застосування.



За усієї відносності отриманих результатів усе ж є підстави визнати, що українське студентство у порівнянні зі студентами провідних зарубіжних університетів відстає у використанні можливостей штучного інтелекту у навчальному процесі. Для зіставлення - «Dr Thomas Lancaster, a computer scientist at Imperial College London who researches academic integrity, said: “Students who aren’t using generative AI tools are now a tiny minority» [9]. Зазначені нами показники відмови студентами від використання штучного інтелекту (27 відсотків) у зіставленні із зазначеною S. Weale «незначною меншістю» варто визнати як перспективу розвитку нашої освіти.

Не менш вагомим завданням варто визнати напрацювання заходів убезпечення навчання від зловживань. На заохочення студентів до доброчесного застосування штучного інтелекту як помічника в рутинній роботі орієнтують освітян й «Рекомендації щодо відповідального впровадження та використання технологій штучного інтелекту в закладах вищої освіти», напрацьовані за участі МОН України. «Застосування ШІ в освітньому середовищі закладів вищої освіти, - зазначається в них, - є необмеженим та інноваційним для будь-якого учасника освітнього процесу, охоплюючи викладачів, студентів, аспірантів…» [1]. Разом з тим наразі перешкодою до активації запровадження штучного інтелекту в українську освіту стала відсутність чіткого уявлення про те, «що вважається і що не вважається порушенням академічної доброчесності...» [1], та як їх виявляти.

Надто небезпечно впасти в крайність, прийнявши просте рішення на кшталт заборони, яка «повинна трактуватися як недалекоглядна й шкідлива ініціатива» [1]. На наш погляд, самим дієвим стимулом доброчесності має стати створення умов формування попиту на знання, а не їх формалізацію оцінкою.

Дидактичні особливості комплементарності штучного інтелекту в навчанні іноземної мови за діалогової технології

Наразі освіта опинилася у невизначеності, яку можна порівняти зі станом сингулярності, - коли старі методики уже втратили свою актуальність, а нові ще не напрацьовані. Утім, окремі національні практики уже зараз підтверджують вагомість штучного інтелекту в підвищенні продуктивності навчального процесу, демонструють успіхи у просуванні по шляху поєднання автентичного та штучного інтелекту в діалоговому навчанні.

Аналіз публікацій свідчить, шо проблема штучного інтелекту в освіті розглядалася головно в дидактичному аспекті. Зокрема, штучний інтелект впевнено посів позиції «співрозмовника» в організації діалогового навчання як у формальній, так і неформальній його формах. Докладно у [10].

Чільне місце у використанні навчальних технологій на засадах штучного інтелекту посідає навчання іноземним мовам, де його продуктивність у формуванні мовленнєвих навичок та фонетичній корекції чи не найвища.

Фонетика викладача, яка сприймається студентами як зразок, не завжди є досконалою. А фосилізація в окремих галузях комунікації, наприклад, в авіаційних перемовинах, має безпекове значення. Скажімо, за неякісної вимови неважко прийняти вимову числа п’ять як дев’ять чи навпаки.

Показово, що студенти, зазвичай, щоб уникнути критичних зауважень, віддають перевагу спілкуванню зі штучним інтелектом, а не з педагогом. Прагнення «спілкуватися» зі штучним інтелектом приваблює й розмаїття подкастів, які ним пропонуються. Діалог зі штучним інтелектом поглиблює знання студентів в таких галузях як країнознавство, де знання викладача можуть виявити свою обмеженість.

Окрім того, через спілкування зі штучним інтелектом за технологією едьютейнменту вивчення іноземної мови можна перетворити на захоплюючий процес.

Зауважимо, що новітні модифікації штучного інтелекту здатні до певної міри «осмислити» як ідіоматичність контенту, так і його генерування згідно запитів студента.

Дидактичні переваги імплементації штучного інтелекту у навчальний процес можна довго перелічувати, але відзначити його вагу у забезпеченні індивідуально обраного режиму навчання для студентів з обмеженими можливостями варто окремо. Наразі популярними є практики ведення діалогу за допомогою додатку TalkPal AI, адаптованого до інклюзивної освіти.

Утім, як показала практика, «когнітивний» рівень нейромережі не відповідає запитам на лінгвістичні та емотивні нюанси, неадекватно реагує на дисфемізми та евфемізми, плутається і в конотаціях. Сарказм та каламбур штучному інтелекту також є недоступними для розуміння. За цими ознаками в окремих випадках можна визначити, з ким ви спілкуєтесь. Також штучному інтелекту недоступна методика ведення діалогів на кшталт сократівських; перевага педагога тут є незаперечною.

Соціалізація особистості за участі штучного інтелекту як умови командної роботи

Наразі освіта усіх рівнів не обмежується процесом отримання знань. А університетська освіта покликана не лише навчати, а й формувати національну еліту. Тож погодьмося, що соціалізація як формування особистості становить не менш вагоме завдання освіти, ніж навчання. Проте проблема залучення штучного інтелекту до виховного процесу, зокрема, забезпечення такої значимої для сучасного фахівця соціалізації, не набула належного дослідження. Тому ми спробуємо висвітлити декотрі аспекти залучення технології штучного інтелекту для формування таких соціальних якостей як національна ідентичність, толерантність, здатність до командної роботи, емпативність.

Ефективність, яку виказав штучний інтелект у діалоговому навчанні іноземним мовам, у процесі соціалізації особистості виявилася значно скромнішою, якщо не нікчемною. Спроби перекласти функцію «співрозмовника» на штучний інтелект як компетентного наставника викликають небезпідставне занепокоєння щодо можливих негативних наслідків.

Для обґрунтування зазначеного передусім окреслимо, що то є «штучний інтелект». Наразі відомими є досить чисельні модифікації та розмаїття визначень штучного інтелекту, позаяк у кожній галузі його застосування набуває різного значення. Ми солідарні з авторами, які вбачають у ньому лише досконалу пошуково аналітичну програму, котра ґрунтується на існуючих інформаційних масивах. «Штучний інтелект - це не «розум» у звичному сенсі. Це система, яка працює з мільярдами одиниць інформації - «токенами» [11]. Усі спроби наділити його ознаками автентичного інтелекту, функціями понад зазначених О. Онищенком нам

видаються публіцистичною міфологізацією, розрахованою на підвищення рейтингу видання у пересічного читача. Відтак маємо застереження від надмірного захопленням інформаційною обізнаністю штучного інтелекту. Адже «хоча сучасні версії ШІ демонструють вражаючу здатність утримувати контекст бесіди, їхня пам'ять не безмежна. Зазвичай бот здатний «тримати в голові» лише кілька сторінок поточної розмови. Якщо твій діалог триває занадто довго, ChatGPT почне забувати те, що було сказано на самому початку [12]. «Іноді він [ChatGPT- авт.] може видавати правдоподібні, але безглузді відповіді. Або подавати дезінформацію як факти» (О. Коваль, https://osvitoria.media/experience/kontrolnu-napyshe-shtuchnyj-intelekt-shho-take-chatgpt-ta-yak-vin-zminyt-osvitu/). «Головна пастка ChatGPT полягає в тому, що він звучить надзвичайно впевнено, навіть коли помиляється. У середовищі розробників це явище називають «галюцинаціями». Коли нейромережі бракує реальних даних у базі, вона не завжди каже: «Я не знаю». Замість цього алгоритм може згенерувати цілком логічний на вигляд, але абсолютно вигаданий факт» [12]. А отже й говорити про штучний інтелект як співрозмовника з послідовним дотриманням позиції достовірності не доводиться, як і неправомірно ототожнювати його когнітивні можливості з людськими. «Дослідження Університету штату Вашингтон показало, що система (ChatGPT) може давати різні відповіді на однакові запити. Це свідчить про нестабільність роботи алгоритмів і залежність від формулювання питання» (П. Скарбик, https://itechua.com/news/299150).

Ми вдалися до розлогого цитування для того, щоб визначитись, що ж може сформувати штучний інтелект у сенсі соціалізації особистості за таких його характеристик? Задля відповіді передусім окреслимо, що ми маємо на увазі під соціалізацією. Традиційно соціалізацію обмежують засвоєнням норм суспільного буття та цінностей. В педагогічній літературі зазначається, що процес соціалізації триває усе життя, і не завжди усвідомлено та осмислено самим суб'єктом. Поряд із цілеспрямованою соціалізацією, обумовленою педагогічним наставництвом, має місце й стихійна соціалізація - під впливом соціального середовища. Розглянемо цілеспрямовану соціалізацію у навчальному процесі із залученням штучного інтелекту.

На етапі освіти соціалізація набуває змісту теоретичного осмислення свого суспільного призначення. Соціалізація університетського етапу становлення фахівця, окрім зазначених в усіх словниках якостей, на наш погляд, передбачає формування й навичок командної роботи – толерантності, здатності до компромісів, уваги до думки інших, відстоювання власних позицій та, зрештою, емпатії. А основу усіх соціально значимих якостей має становити національна ідентичність. Але чи сформуються

зазначені якості у разі спілкування зі штучним інтелектом, а не з педагогом? Відповідь – ні. Діалоговий метод передбачає формулювання ситуації морально-етичного вибору рішення та наступне її обговоренням на кшталт сократівських бесід. Предметом діалогу може бути як проблема, окреслена педагогом так і запозичена з подкасту Інтернету.

В діалоговому спілкуванні педагог-фасилітатор забезпечує обговорення учасниками діалогу проблеми в руслі толерантності, дотримання логічності суджень, об'єктивності оцінок з тим щоб досягти компромісного порозуміння. А чи можливо вибудувати таку виховну стратегію зі штучним інтелектом? Однозначно, ні. Особливість штучного інтелекту як комунікатора полягає в його «вірнопідданстві», лояльності візаві. Він не опонує судженням людини, а завжди підлаштовується під її позицію; на догоду візаві знайде положення в інформаційній базі, які узгоджуються з позицією людини, навіть якщо вони суперечить істині. Експерти з вивчення можливостей штучного інтелекту це пояснюють тим, шо він працює зі словами, не перевіряючи їх фактами. Але ж «толерантність передбачає здатність до корекції власної думки з врахуванням аргументів співрозмовника…» [13, С. 148]. Питається, стосовно чого має корегуватися власна думка? За узгодженої з позицією студента «думкою» штучного інтелекту як візаві діалогу, втрачається потреба обґрунтування власної думки та спростування думки візаві, а назагал втрачається сама ідея толерантності та пошуку компромісу. На противагу формується егоїстична самовпевненість, некритичність, непоступливість. Поза тим, зі звичкою несуперечливого спілкування зі штучним інтелектом втрачається бажання та й здатність до спілкування з людиною як опонентом. Після тривалого спілкування зі штучним інтелектом в реальному діалозі з опонентом-людиною студент виявляється неспроможним логічно обґрунтувати власну позицію, оцінити аргументи візаві, а назагал втрачається спроможність критично мислити, формується нетерпимість. А в гіршому випадку, – наслідуючи приклад «ChatGPT в тому, що він звучить надзвичайно впевнено, навіть коли помиляється» [12], суб'єкт соціалізації може демонстративно виказувати свою непоступливість, знаючи, що помиляється.

Отже. чи можна безконтрольно з боку педагога покладатися на штучного співрозмовника? Ні. Відтак маємо висновок - спілкування зі штучним інтелектом не задовольняє потребам солідарної роботи в команді, позаяк формує фахівця, не здатного сприйняти позитивні ідеї опонента.

Роль штучного інтелекту у формування ідентичності студента: діалектика глобальної та національної ідентичності

Наразі важко визнати самодостатнім фахівця без чітко визначеної ідентичності, яка формується на тлі соціальних якостей. «Прояв соціальних

властивостей людини є важливим середовищем, що впливає на ідентичність індивідів…» [14, С. 113]. Тож в розвиток уже зазначеної ролі штучного інтелекту у формуванні соціальності окреслимо його значення для національної ідентифікації студентів у процесі діалогу. Дидактична ефективність штучного інтелекту досить часто некритично переноситься на виховний процес. Виховання як процес формування соціальних якостей завжди має національно маркований характер.

Штучний інтелект не має національних ознак, а є свого роду космополітом. Відтак зазвичай спілкування з ним відбувається на тлі цінностей, не узвичаєних для студента. Втрачається зв'язок із національною культурою, провокуються ментальні зміни, формується самосвідомість, яку визначають як глобальну ідентичність. «Глобальна ідентичність дає людям відчуття приналежності до світової культури та включає усвідомлення подій, практик, стилів та інформації, які є частиною глобальної культури» [15, С. 15]. Але буде доречно задатися питанням, чи узгоджується глобальна ідентичність з локальною - національною. Якщо так, то в якій мірі. Якщо ні, то яким чином запобігти шкоді національній ідентичності. Нам видається непереконливим положення, що «наявність глобальної ідентичності не перешкоджає наявності будь-якої іншої ідентичності, включаючи локальну ідентичність» [15, С. 16]. Але «не перешкоджає» не означає «не шкодить». На нашу думку, загроза національній самоідентифікації від глобальності штучного інтелекту є неминучою, позаяк в індивідуальній свідомості важко узгодити потенційно взаємовиключні цінності, релігії, культури тощо, привнесені у діалог штучним інтелектом. Ідентичність особистості не припускає несполучності форм суспільної свідомості, несумісності культур, цінностей як і їх еклектичного поєднання.[1]

Штучному інтелекту не властивий патріотизм, націоналізм, мовно-культурний монізм ментальності, з яких складається ідентичність. Випускник університету, який не має чітко вираженої національної ідентичності, не стане гідним представником еліти. «В умовах глобалізації національна ідентичність представників кожного окремого етносу має надзвичайне значення для самосвідомості та соціального самоствердження народу, чому сприяє «Стратегія національної безпеки України» [14, С. 111].

[1] Згадаймо невдалий досвід штучного поєднання не завжди сумісних національних ідентичностей в загальну ідентичність «советский народ», як і невтішний уже новітній досвід політики мультикультуралізму у західно-європейських країнах. Тож фактор розпорошення поняття *національна ідентичність,* спроби її підміни штучно визначеними універсаліями не сприяє ні національній єдності, ні суверенітету.

А національна безпека етносу, нації, народу складається із самосвідомості кожного індивіда. Відтак пріоритет національної ідентичності стосовно глобальної є незаперечним. Це означає, що мислення має формуватися не іноземними мовами, а українською. Ужиток англійської мови має обмежитися сферою міжнаціональної комунікації глобального рівня. У цій царині англомовності діалог зі штучним інтелектом виявить свою ефективність.

Щодо формуючого особистість впливу штучного інтелекту маємо бути свідомими, що найдосконаліша його модифікація не несе ознак жодної конкретної культури, мови, релігії; він «мислить» за наперед заданим його творцем формалізованим алгоритмом, йому недоступні людські якості, які не підвладні формалізації. «ChatGPT майстерно імітує людську манеру спілкування, що інколи створює ілюзію живої душі «по той бік екрану» [12]. Але «ілюзія живої душі» - в концептах постмодернізму - це лише симулякр реальності, її комп'ютерний монтаж, який не має нічого спільного з духовним світом людини. Тож й говорити про застосування штучного інтелекту як чинника формування національної ідентичності, як і взагалі духовності, доводиться з осторогою. В царині виховання педагог завжди буде незамінним у формуванні особистості студента. Як зазначається в рекомендаціях щодо застосування штучного інтелекту у вищій освіті, «ШІ - це інструмент, а не заміна педагогічного досвіду викладача» [1]. Машинна модель інтелекту може заміняти автентичний лише в окремих його функціях, де не вимагається творчий підхід як ірраціональний феномен відображення дійсності. А, як ми уже зазначали, антропологічний підхід до формування особистісних якостей «передбачає трактування феноменів, виходячи з потенціалу людини, її можливостей та полягає в усвідомленні змісту освіти з погляду потреб та інтересів людини […], вимагає не обмежуватися вивченням впливу соціального середовища чи раціональної мотивації, а виявляти й ірраціональні, інстинктивні мотиви» [16, С. 35].

В реалізації завдання соціалізації не варто обмежуватися лише технологією штучного інтелекту. Видаються досить продуктивними в плані формування громадянськості та ідентичності в навчальному процесі застосування так званих цифрових гуманітарних технологій. «До таких технологій належать цифрові архіви та бібліотеки, віртуальні музеї, аналітичні сервіси для роботи з текстами й мультимедіа, освітні платформи та онлайн-курси, які забезпечують доступність культурного контенту та інтеграцію його в освітній процес» [7]. Але це має стати окремою темою досліджень.

І наостанок. Нам імпонує докладний розгляд якостей, які визначають людину як особистість, в статті Chałas K., Jęczeń J. Визначення модусу буття

«особистість», на їх думку, передбачає такі якості як гідність, повага до власної цінності. [17, С. 168]. Основою гідності є усвідомлення себе унікальним, одухотвореним творінням, відмінним від штучних утворень та нижчих форм життя, навіть якщо їх визнати інтелектуальними. Важливою роллю особистості є моральна відповідальність, не притаманна жодним утворенням нижчого рівня організації.

Зазначене наводить на питання: чи не на шкоду людській гідності є визнання фізико математичного утворення, яким насправді є штучний «інтелект», *рівним* співрозмовником у діалозі щодо суто соціальних ролей візаві? У педагогічному вимірі відповідь на це та інші питання потребує більш глибокого аналізу Тож безсумнівним має бути критичний підхід до оцінок ролі штучного інтелекту в формуванні особистості.

Наукова новизна полягає у розширенні уявлень щодо ролі штучного інтелекту в формуванні особистості, зокрема, за діалогового навчання.

Практична значимість бачиться у послугуванні наведених положень для формування заходів національного та громадянського виховання молоді за участі технології штучного інтелекту.

Висновки. З огляду на філософське положення про неминучість єдності протилежностей, кожна новація (якою наразі є і технологія діалогічного навчання із залученням штучного інтелекту) має позитивні та негативні прояви, межі своєї ефективності, а відтак і межі застосування. Безрозсудне застосування штучного інтелекту під впливом публіцистичних міфів в освіті може спричинити втрати більші, ніж здобутки. Залучення штучного інтелекту доцільно обмежити сферою дидактики неформальної освіти, а за формальної - лише у підпорядкуванні аутентичному. Пріоритетом педагога як наставника та морального взірця залишається виховання. При застосуванні штучного інтелекту в формуванні особистості варто не забувати про зверхність людини щодо штучного інтелекту - лише в такому сенсі він буде ефективним засобом.

У методологічному вираженні дидактичні здобутки від застосування штучного інтелекту є очевидними, як і можливі втрати у формуванні особистості за недостатнього професіоналізму педагога. Методологічною настановою формування навчальних технологій має стати філософське розуміння соціальної природи інтелекту, яка не відтворюється жодною штучною технологією.

Назагал тема студентської соціалізації в освіті є багатогранною, вона не вичерпується зазначеними в нашій розвідці аспектами. Заслуговує на окреме дослідження роль гуманітарних цифрових технологій у формуванні

національної ідентичності. Тож перспективність досліджень теми соціалізації в закладах освіти є очевидною.

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ЦІННІСНІ ПРІОРИТЕТИ УЧНІВСЬКОЇ МОЛОДІ В УМОВАХ ПОГРАНИЧЧЯ УКРАЇНИ

Анотація. У статті розкривається актуальне питання формування ціннісних пріоритетів учнівської молоді в умовах пограниччя України, яку підготовлено в рамках реалізації фундаментального наукового дослідження ”Формування ціннісної єдності учнівської молоді в умовах пограниччя України” (2025-2027рр.) відділу виховання на пограниччі Інституту проблем виховання НАПН України.

Мета статті – розкрити сутність заявленої проблеми та представити аналітичний опис ціннісних уподобань та орієнтацій учнівської молоді в умовах пограниччя України.

Для досягнення мети та завдань дослідження використано теоретичні методи (аналіз, синтез, порівняння, узагальнення, систематизація); емпіричні (опитування, ранжування); методи математичної статистики для опрацювання та узагальнення даних.

У статті актуалізовано питання формування ціннісної сфери учнівської молоді, окреслено пріоритетні цінності, уподобання та ціннісні ставлення до інших на основі проведеного репрезентативного всеукраїнського опитування, проведеного дослідницькою групою відділу виховання на пограниччі Інституту проблем виховання НАПН України в 2025 році, визначено змістові складники щодо вдосконалення виховного процесу з формування ціннісних ставлень учнівської молоді як складника ціннісної єдності у закладах освіти та громадських об’єднаннях.

Окреслено коло проблем, які потребуватимуть вирішення з метою вдосконалення процесу формування ціннісної сфери учнівської молоді, зокрема ціннісної єдності як важливого особистісного утворення.

Новизна дослідження полягає в розкритті, узагальненні та аналітичного опису ціннісних пріоритетів учнівської молоді в сучасних умовах, що є важливими для формування ціннісних ставлень особистості, розробленні методики формувального експерименту дослідження з

проблеми формування ціннісної єдності, вдосконалення виховної роботи з учнівською молоддю в закладах освіти в умовах пограниччя України.

Ключові слова: ціннісна сфера особистості, цінності, ціннісна єдність, пограниччя України, учнівська молодь.

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VALUE PRIORITIES OF YOUTH STUDENTS IN THE BORDER AREA OF UKRAINE

Abstract. The article examines the current issue of the formation of value priorities among student youth living in the conditions of the border region of Ukraine, and was prepared within the framework of the implementation of the fundamental scientific research "Formation of value unity of student youth in the border region of Ukraine" (2025-2027), conducted by the Department of Education in the Border Region of the Institute of Educational Problems at the National Academy of Educational Sciences of Ukraine.

The purpose of the article is to explore the essence of the stated problem and to present an analytical description of the value preferences and orientations of student youth in the border region of Ukraine.

To achieve the goal and objectives of the study, theoretical methods (analysis, synthesis, comparison, generalization, systematization); empirical (surveys, ranking);as well as methods of mathematical statistics for processing and generalizing data were used.

The article highlights the issue of shaping the value sphere of student youth, outlines priority values, preferences and value-based attitudes towards others based on a representative nationwide survey conducted in 2025 by the research group of the Department of Education in the Border Region of the Institute of Educational Problems of the National Academy of Educational Sciences of Ukraine. It identifies key content components necessary to improve the educational process aimed at developing value-based attitudes among student youth as a component of value unity in educational institutions and public associations.

The article also outlines a range of issues requiring resolution in order to improve the process of shaping the value sphere of student youth, particularly the development of value unity as an important personal characteristic.

The novelty of the study lies in the identification, generalization and analytical description of the value priorities of student youth in contemporary conditions, which are important for the formation of individual value-based

attitudes, the development of a methodology for a formative experiment of research on the problem of value unity formation, and the improvement of educational work with student youth in educational institutions located in the border region of Ukraine.

Keywords: value sphere of the individual, values, value unity, border region of Ukraine, student youth**.**

Постановка проблеми. В умовах повномасштабної війни рф проти України, надзвичайне напруження відчуває на собі пограниччя України, яке на сході, півночі і півдні потерпає від ускладнених умов життя людей під час цілодобових обстрілів, руйнувань соціальної та критичної інфраструктури, провокацій ворожих ДРГ, а на заході, разом із складнощами воєнного часу, потребують оптимізації та пошуку додаткових ресурсів для розміщення та створення умов для життя, побуту та працевлаштування численних груп внутрішньо переміщених осіб, сімей з дітьми, осіб з особливими потребами тощо. Перманентність кризових ситуацій, які виникають «тут і зараз», як непереборні обставини під впливом різноманітних чинників, потребують особливих підходів в розгортанні освітнього процесу в умовах пограниччя.

Об’єктом нашого наукового дослідження є формування ціннісної єдності учнівської молоді в умовах пограниччя України. Цінності людини формуються через інтеріоризацію цінностей соціуму, в якому проходить розвиток особистості. В процесі становлення індивіда, відбувається присвоєння суспільних цінностей, що спричиняє формування власних мотивів, потреб, стимулів. Засвоєні та присвоєні цінності стають основою ставлення до інших людей, до себе, до об’єктів довколишнього світу, що, в свою чергу, впливає на спрямованість особистості, на її установки та поведінку, визначає спосіб реагування на події.

Аналіз останніх досліджень і публікацій.

Різноаспектно проблема формування цінностей та ціннісних орієнтацій учнівської молоді ставала предметом уваги українських учених. Так, Д. Бибик (2022) зазначає про ключову роль ціннісних орієнтацій у формуванні соціальних очікувань молоді, особливо в умовах воєнного та післявоєнного відновлення країни. Результати дослідження дають підставу для висновку, що в умовах воєнного стану в сучасної учнівської молоді України збільшується ціннісна вартість власного життя, здоров’я та благополуччя близьких. Ціннісні орієнтації спрямовуються в напрямку свободи слова, самостійності й незалежності в прийнятті рішень та в можливості самореалізації в навчанні й організації дозвілля [1].

Дослідниці О.Гончарова & М. Маслова (2025) звертають увагу на важливості формування в учнівської молоді європейських цінностей, як свобода, права людини та справедливість [2]. В. Ушмарова (2019) акцентує, що цінності закріплюються у свідомості людини завдяки настановам і особистому прикладу вчителів, а також через власний досвід і переживання учня.

Водночас готовність вчителів початкових класів до виховання молодших школярів на цінностях обумовлюється сформованістю системи ціннісних ставлень, особистісними якостями, наявністю спеціальних теоретичних і методичних знань та практичного досвіду[3]. За результатами дослідження з проблеми формування соціальних очікувань молоді, Т.Куниці & І. Савельчук &Л. Гончар & Д.Бибик &В. Амеліної (2023), проаналізовано чинники впливу на формування соціальних та ціннісних орієнтацій, сімейно-орієнтованих очікувань та життєвих стратегій. Було встановлено, що у всіх вікових групах основні цілі життєвих стратегій, які пов'язані з розумінням сенсу власного життя, «ТОП – 3» за ступенем значущості займають «любов», «продовження себе в майбутніх поколіннях», а також «спокійне, безбідне життя» [4].

Мета статті – розкрити сутність заявленої проблеми та представити аналітичний опис ціннісних уподобань та орієнтацій учнівської молоді в умовах пограниччя України.

Відповідно до мети вирішувалися **завдання**: розкрити питання формування цінностей та ціннісних орієнтацій учнівської молоді та здійснити аналітичний опис їх пріоритетності в умовах пограниччя України за результатами всеукраїнського опитування щодо формування ціннісної єдності учнівської молоді, проведеного відділом виховання на пограниччі Інституту проблем виховання Національної академії педагогічних наук України (2025); окреслити основні складники змісту методики формувального експерименту щодо подальшого розгортання наукового дослідження.

Методи дослідження: теоретичні (аналіз, синтез, порівняння, узагальнення, систематизація); емпіричні (опитування, ранжування); методи математичної статистики для опрацювання та узагальнення даних.

Результати і обговорення.

Особливого значення має емпіричне вивчення того, як у свідомості сучасної української молоді проявляються смисли, цінності та життєві орієнтири, яке пріоритетне значення мають для неї морально-духовні цінності, ціннісні ставлення, бачення свого майбутнього.

Безумовно, у формуванні ціннісно-смислової сфери особистості, її осердям є система цінностей, ціннісні орієнтації, уподобання та пере-

конання. Система цінностей особистості не є сталою структурою, вона формується та змінюється протягом життя, залежить від багатьох чинників: життєві обставини та набутий досвід, освіта та виховання, соціальне та освітнє середовище, особливості взаємодії з оточуючими, адаптивність та готовність до змін тощо.

Людина вибудовує свій світ цінностей, на які спирається, водночас важливим є визнання цінності інших, суспільства, готовність та бажання навчитися діяти у відповідності з цінностями, дотримуватися поважливого ціннісного ставлення до інших. Провідним аспектом змісту цінностей є тип мотиваційної мети, на якій вони ґрунтуються.

Цінності є основою особистісної та групової ідентичності, вони надають сенс і спрямування в житті. На основі цінностей формуються ціннісні орієнтації, які представляють систему смислів особистості, відображають спрямованість і зміст суспільної діяльності, ставлення до навколишнього світу, себе та інших людей, визначають її поведінку та вчинки.

Найактуальнішою потребою цього віку є приналежність до певної соціальної групи, тому система цінностей, зазвичай, може змінюватися через бажання пристати до вимог тієї чи іншої групи, де підлітки почувають себе комфортно, або до певного стилю життя, який вважають бажаним.

Ціннісно-смислова спрямованість має динамічний характер. Цей аспект є значущим для нашого дослідження, оскільки ми розглядаємо провідне поняття «ціннісна єдність» крізь призму формування морально-духовних цінностей, ціннісних ставлень учнівської молоді до себе, інших людей, довкілля та світу в цілому. Формування ціннісної єдності учнівської молоді є важливим для їхнього соціального розвитку та становленні соціальних компентностей. Зокрема, формування ціннісної єдності учнівської молоді як особистісної якості, є важливою передумовою досягнення бажаного результату завдяки наполегливій праці, самовихованню і власній активності, напрацювання умінь працювати в команді та вирішувати складні проблеми, готовності до життя за сучасних мінливих обставин.

В юнацькому віці система цінностей стає більш стійкою, але складні життєві обставини, як-от хвороби, втрати, війни, депресія та розгубленість, напружені стосунки з батьками, іншими дорослими та однолітками, можуть істотно вплинути на систему цінностей і спонукають до перегляду власних пріоритетів та цінностей. Послуговуючись віковою періодизацією Е.Еріксона, основними завданнями юнацького віку є формування цілісного почуття «Я», визначення життєвих цілей, цінностей, соціальних виборів та очікувань особистості. Відтак, найактуальніша потреба юнацтва – у

прийнятті та вибудовуванні довірливих стосунків з друзями різного віку, особами протилежної статі, значущими дорослими. Саме прагнення до доброзичливих стосунків є рушійною силою до змін або корекції власних цінностей юнаків та юначок. І саме ці особливості дозволять зробити педагогічний вплив більш дієвим.

За умови розуміння педагогами важливості побудови довірливих стосунків з юнаками та юнками, практичної реалізації методу особистого прикладу та продукування важливості цінностей дорослим, будуть прийматися ними автоматично, без докладання додаткових зусиль.

Ґрунтуючись на наукових позиціях І. Д. Беха, зауважимо, що тільки гуманістична позиція дорослого може створити умови для соціально просторової спільності дітей і дорослих, сходження дитини до успіху через переживання позитивних емоцій, задоволення діяльністю, в якій повною мірою реалізується самостійність та ініціативність дитини. Для цього потрібно сприяти формування цінностей та ціннісних орієнтацій, ставлень учнівської молоді до інших людей, себе. Вважаємо, що роль вчителя у вихованні та його сприяння у формуванні цінностей і ціннісних ставлень вихованців, є мотивувальним ключем до позитивних змін у їх розвитку, загартуванні розуму та характеру[5].

Дослідницькою групою відділу виховання на пограниччі Інституту проблем виховання НАПН України з 28 квітня до 31 травня 2025 року було проведено всеукраїнське Онлайн – анкетування за допомогою Google Forms з охопленням усіх областей України (Загальна вибірка склала 24164 респондентів, з них 13213 – учнівська молодь; 10951 – педагоги, батьківська громадськість, координатори, лідери та виховники громадських організацій [6, 7],

Аналіз отриманих результатів щодо розуміння феномену пограниччя та його відмінності від інших областей України, засвідчив, що більше половини респондентів визначають відмінність пограниччя у культурному впливі інших держав (51,0% і 40,9%), наявністю мовленнєвих діалектів (50,0% і 47,0%), етнокультурним різноманіттям (29,0%і 34,0%), можливості швидкої міграції до інших країн (29,0% і 20,0%); наявністю спрощеного відвідування інших держав, з якими межує область (25,0% і 19,0%); можливістю додаткового навчання в інших країнах (21,0% і 17,0%); можливості вивчати різні мови країн пограниччя (29,0% і 19,0%); разом з тим, 19,0% респондентів (серед учнівства) і 16% серед дорослих вважають, що пограничні регіони не відрізняється від інших областей України.

Провідним основою формування ціннісно-смислової сфери особистості є морально-духовні цінності. Учнівська молодь визначає такі ***морально-духовні цінності,*** які сприяють єдності українського народу:

гідність і чесність (61,0%), справедливість (49,0%), толерантність (44,0%), ціннісне ставлення до інших (43,0%), повага до прав і свобод інших (42,0%), свобода (41,0%), повага, готовність прийти на допомогу (39,0%), любов до Батьківщини (35,0%), доброта та милосердя (34,0%), ціннісне ставлення до довкілля (27,0%), спільні інтереси (21,0%), щирість та емпатія (21,0%), віра в Бога (10,0%).

Таким чином, ціннісна єдність українського народу в уявленнях учнівської молоді пов'язується передусім із морально-етичними чеснотами: молодь розглядає суспільну єдність не стільки через зовнішні ознаки спільності, скільки через систему базових цінностей, які мають виразний демократичний і гуманістичний характер. Менша значущість таких чинників, як спільні інтереси чи релігійність, свідчить про пріоритет етичних засад суспільного співжиття у структурі громадянської свідомості учнівства (рис. 1).

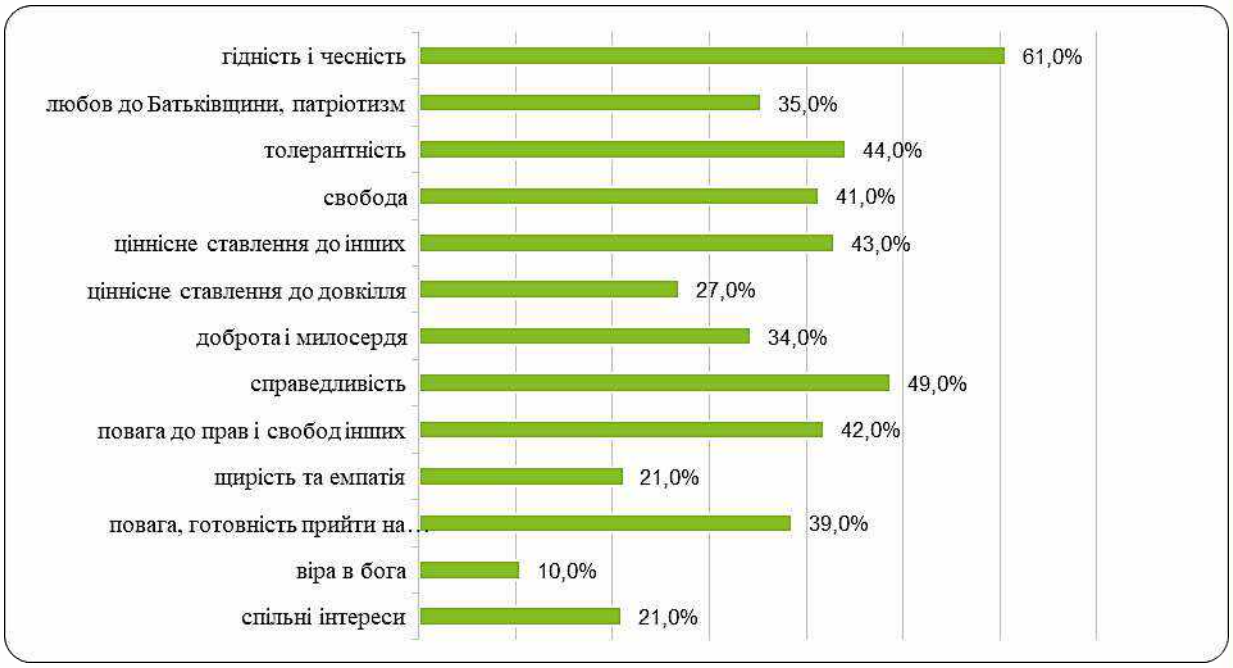

Рис. 1. Морально-духовні цінності як мотиватори формування ціннісної єдності українського народу: думка учнівської молоді

Уявлення про сучасну учнівську молодь проявляються через риси, які респонденти вважають найбільш типовими для свого покоління. Респондентами зазначаються позитивні чесноти образу своїх ровесників, як готовність надати допомогу своїм однокласникам, іншим людям – 44,0% (5486 осіб), активна громадянська позиція – 41,0% (5411 респондентів). Попри фіксування показників готовності в учнівської молоді прийти на дорогу іншим, наявною є амбівалентність ставлень, що лежать в емоційно-

психологічній площині, зокрема високі показники відсутності поваги до інших (40,0%), високий рівень агресивності (31,0%) і низький рівень самоконтролю (34,0%) в учнівської молоді, втрата моральних цінностей (31,0 %), низький рівень емпатії до однолітків та старших людей (28,0%), принизливе ставлення до однолітків (25,0%).

Отже, у молодіжному середовищі поєднуються установки на солідарність і громадянську активність із проявами емоційно-поведінкової нестійкості, що актуалізує потребу в цілеспрямованій виховній підтримці формування ціннісної сфери та розвитку соціальної зрілості учнівської молоді (рис.2).

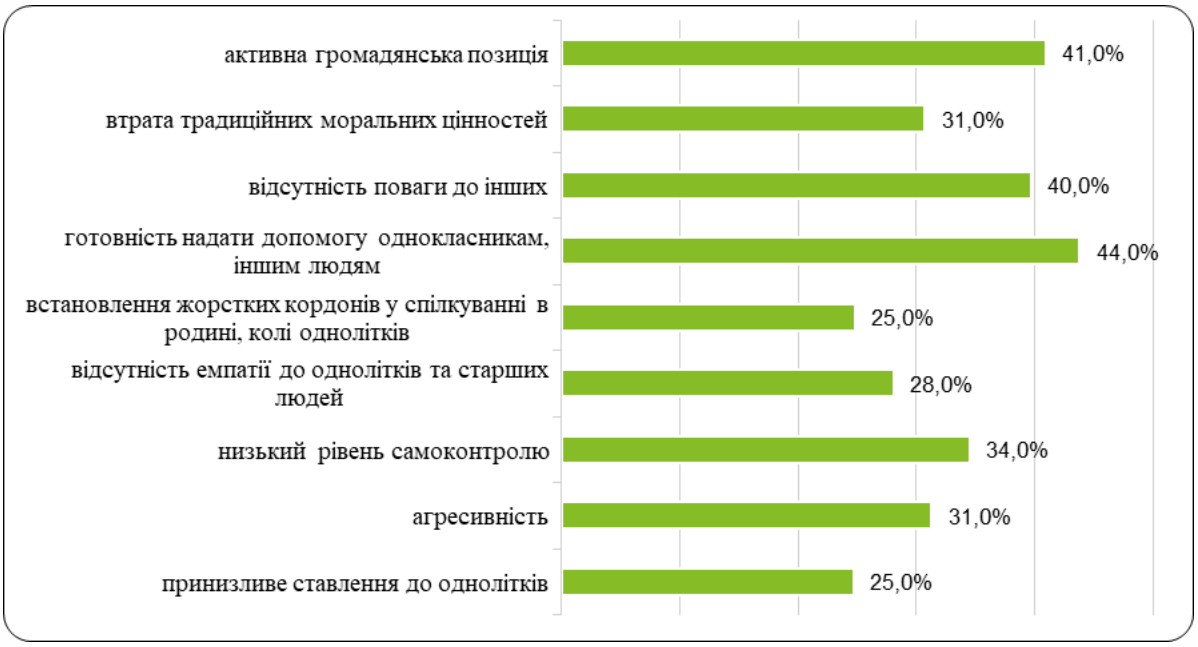

Рис. 2. Що найбільше характеризує учнівську молодь: думка учнівства

Структура життєвих пріоритетів учнівської молоді засвідчує переважання орієнтації на базову безпеку, добробут і стабільність. Основними пріоритетами в житті молодь обирає наступні: здоров'я свої родини (35,0%), фінансова забезпеченість (20,0%), поїхати навчатися за кордон (19%), благополучне життя (18,0%), участь у волонтерській, доброчинній діяльності (16%), соціальний статус та успішна самореалізація (16,0%), забезпечення безпеки (14,0%), бажання стати відомим у своїй країні (14,0%), участь у житті класу, школи, громади (13,0%). Це дає підстави стверджувати, що в умовах воєнного часу життєві орієнтації учнівської молоді закономірно зміщуються в бік захищеності та життєвої стабільності, однак при цьому не втрачається потенціал до участі в житті суспільства і громади (рис. 3).



Рис.3. Пріоритети в житті учнівської молоді

Розглядаючи учнівський колектив як організовану групу, за результатами опитування було визначено «ТОП-5» п'ять найважливіших чинників формування спільних цінностей в колективі: самоповага та повага до іншого (74,0%); доброзичливі стосунки(56,0%); спільні цілі та інтереси (55,0%); повага до особистих кордонів(46,0%), вирішення конфліктів через діалог (45,0%).

Інші варіанти відповідей представлено на рис.4.



Рис.4. Що важливо для формування спільних цінностей в колективі: думка учнівства

Отже, у формуванні ціннісної єдності об'єднується індивідуальне і суспільне, а їх злагодженість залежить від ступеня розвитку соціальних відчуттів, переживань та емоцій, які відображають ставлення особистості до себе, суспільства, інших людей та діяльності. У такому сенсі доцільно розглядати ціннісну єдність як особистісну і суспільну якість, як потребу до вдосконалення існуючого стану або перетворення дійсності, як мотив діяльності.

Результати проведеного нами дослідження засвідчують, що в учнівської молоді сформоване достатньо виразне відчуття належності до України на рівні громадянської самоідентифікації, що є важливим показником збереження громадянської та ціннісної єдності в умовах довготривалої війни, масової міграції та виснажливого суспільного напруження. Складна ситуація невизначеності не змінює пріоритетність цінностей, найвагомішими для єдності українського народу молодь вважає гідність, чесність, справедливість, толерантність, повагу до прав і свобод інших, тобто ті цінності, які становлять основу демократичного суспільства.

Ключовим трендом в сучасних умовах є прагматизація життєвих орієнтирів учнівської молоді. Найважливішого значення набуває безпека, здоров'я родини, матеріальна стабільність, благополуччя та освітні перспективи (зокрема навчання за кордоном), що є закономірною реакцією на нестабільність воєнного часу. Водночас збереження інтересу до волонтерства та соціального служіння, самореалізації та участі в житті школи й громади засвідчує про наявність в учнівської молоді ресурсу для громадянського включення та солідарності, який може бути посилений засобами освіти та виховання, діяльністю громадських об'єднань.

Разом з тим, дослідження засвідчує суперечливість почуттів і ставлень, внутрішню амбівалентність серед учнівства. Поряд із готовністю прийти на допомогу, громадянською активністю та позитивним ставленням до суспільно значущих цінностей, фіксуються агресивність, неповага до інших, зниження емпатії, проблеми самоконтролю та ознаки ціннісної дезорієнтації. Це засвідчує, що система цінностей та ціннісних орієнтацій учнівської молоді не є повністю усталеною та потребує системної педагогічної уваги та підтримки, особливо в пізнавальному, емоційно-ціннісному, комунікативному та поведінково-діяльнісному вимірах. Зокрема, на часі є впровадження практик, спрямованих на розвиток емоційної саморегуляції, емпатії, ненасильницької комунікації, культури міжособистісної взаємодії та толерантності.

Висновок. Формування ціннісної сфери зростаючої особистості **потребує:** врахування цінностей, що впроваджуються в українському суспільстві як відповіді на виклики сьогодення з відповідним осучасненням

концепту формування системи гуманістичних цінностей та ціннісної єдності учнівської молоді; важливістю врахування чинників впливу у формуванні ціннісної сфери особистості освітнього й соціального середовища та усвідомлення самості людини, як незалежної, вільної, критично мислячої та здатної самостійно осмислювати явища навколишньої дійсності, з відстоюванням власної думки, та готової ефективно діяти на користь соціуму, іншим людям, своїй державі; передусім процес виховання ціннісної єдності учнівської молоді потребує посиленого спрямування на виховання морально-духовних та національних цінностей учнівської молоді, виховання ціннісного ставлення до інших людей, довкілля, світу в цілому.

Отримані нами результати покладено в розроблення методики формувального експерименту, зокрема новітнього змісту, форм, методів та прийомів, виховних впливів, які задаватимуть алгоритм перетворення абстрактних цінностей у реальну діяльнісну взаємодію особистості учня зі світом, собою та іншими людьми. Розгортання експериментально-практичного (формувального) етапу наукового дослідження у 2026 році передбачає впровадження розробленої структурно-функціональної моделі формування ціннісної єдності учнівської молоді в закладах освіти в умовах пограниччя України, в якій системно поєднуються мета, наукові підходи, принципи, етапи, педагогічні умови, компоненти, критерії, зміст, форми, методи, засоби, виховні впливи формування ціннісної єдності учнівської молоді, які дозволять у своїй сукупності досягти прогнозованого результату.

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ВПРОВАДЖЕННЯ ПОЛІТИКИ БЕЗБАР'ЄРНОГО СЕРЕДОВИЩА В УНІВЕРСИТЕТСЬКІЙ ОСВІТІ МЕТОДАМИ СУСПІЛЬНО-ОРІЄНТОВАНОГО НАВЧАННЯ

Анотація. Політика безбар'єрного середовища в сучасній Україні набуває особливого значення в умовах російсько-української війни та соціально-демографічних трансформацій. Зростання чисельності осіб з інвалідністю, старіння населення, міграційні процеси та зниження народжуваності актуалізують потребу у створенні інклюзивного суспільства з рівним доступом до соціальних, освітніх, медичних та інформаційних послуг. Безбар'єрність розглядається не тільки як фізична доступність, а як ціннісна парадигма суспільного розвитку, що охоплює освітню, цифрову, економічну та громадянську сфери. У цьому контексті зростає роль університетської освіти у формуванні компетентностей майбутніх фахівців соціальної сфери.

Метою дослідження є обґрунтування та розроблення практичної моделі впровадження політики безбар'єрного середовища в університетській освіті методами суспільно-орієнтованого навчання.

Методологія дослідження поєднує аналіз кейсів, нормативно-правових документів, порівняльний аналіз і концептуальне узагальнення практик суспільно-орієнтованого навчання (CEL).

У результаті визначено основні цільові групи політики безбар'єрного середовища: осіб з інвалідністю, людей похилого віку, ветеранів війни, батьків із малими дітьми та інші маломобільні групи. Встановлено, що війна посилила потребу у розвитку доступної інфраструктури, соціальної підтримки та інклюзивних практик. Проаналізовано суспільно-орієнтоване навчання як підхід, що поєднує академічну підготовку студентів із вирішенням проблем громади. На прикладі курсу «Політика безбар'єрного середовища: український та світовий досвід» показано ефективність інтеграції принципів безбар'єрності у професійну підготовку майбутніх фахівців соціальної сфери.

У висновках зазначено, що політика безбар'єрного середовища є одним із ключових пріоритетів державної соціальної політики в умовах війни та повоєнного відновлення України. Ефективна реалізація цієї політики потребує системної інтеграції принципів інклюзії у сферу вищої освіти та розвитку міжсекторальної взаємодії між державою, університетами й громадянським суспільством. Суспільно-орієнтоване навчання доводить свою ефективність як освітній підхід та практичний інструмент формування професійних компетентностей, соціальної відповідальності та громадянської активності студентської молоді.

Ключові слова: політика безбар'єрного середовища, впровадження політики, університетська освіта, освіта у сфері соціальної роботи, суспільно-орієнтоване навчання (CEL), інклюзія.

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IMPLEMENTING BARRIER-FREE ENVIRONMENT POLICY IN UNIVERSITY EDUCATION USING COMMUNITY-ENGAGED LEARNING METHODS

Abstract. Barrier-free environment policy in contemporary Ukraine has acquired particular significance in the context of the Russian–Ukrainian war and ongoing socio-demographic transformations. The growing number of persons with disabilities, population aging, migration processes, and declining birth rates have intensified the need to develop an inclusive society with equal access to social, educational, healthcare, and information services. Barrier-free accessibility is understood not only as physical accessibility but also as a value-based paradigm of social development encompassing educational, digital, economic, and civic dimensions.

In this context, the role of university education in developing the competencies of future social work specialists is becoming increasingly important.

The purpose of this study is to substantiate and develop a practical model for implementing barrier-free environment policy in university education through community-engaged learning methods.

The research methodology combines case study analysis, analysis of legal and regulatory documents, comparative analysis, and conceptual synthesis of community-engaged learning (CEL) practices.

The results of this research identify the main target groups of barrier-free environment policy, including persons with disabilities, older adults, war veterans, parents with young children, and other groups with limited mobility. It was established that the war has further highlighted the need for the development of accessible infrastructure, social support systems, and inclusive practices. Community-engaged learning was examined as an approach that integrates students' academic training with addressing community challenges. Using the course "Barrier-Free Environment Policy: Ukrainian and International Experience" as an example, the study demonstrates the effectiveness of integrating the principles of barrier-free accessibility into the professional training of future social work professionals.

The conclusions emphasize that barrier-free environment policy is one of the key priorities of state social policy in the context of the ongoing war and Ukraine's post-war recovery. The effective implementation of this policy requires the systematic integration of inclusion principles into higher education and the development of cross-sectoral cooperation between the state, universities, and civil society. Community-engaged learning has proven to be effective both as an educational approach and as a practical tool for fostering students' professional competencies, social responsibility, and civic engagement.

Keywords: barrier-free environment policy, policy implementation, university education, social work education, community-engaged learning (CEL), inclusion.

Постановка проблеми. Політика безбар'єрного середовища в сучасній Україні [1; 2] відображає людиноцентрований характер державної політики, що зорієнтована на забезпечення соціальної стійкості та політичної стабільності. Така політика є суттєво значущою в умовах російсько-української війни, адже війна спричинила глибокі соціально-демографічні зміни та трансформацію структури вразливості населення. Унаслідок бойових дій та обстрілів цивільної інфраструктури суттєво зросла чисельність осіб з інвалідністю як серед військових, так і серед цивільного населення. Значна частина сучасних випадків інвалідності має травматичний характер і пов'язана з пораненнями фізичного та психічного здоров'я. Це формує нові потреби у сфері соціального захисту, охорони здоров'я та системи реабілітації. Проте, основою для задоволення цих потреб є подолання бар'єрів доступності на всіх рівнях – від держави до територіальної громади та кожного окремого індивіда.

Суть дослідницької проблеми полягає в тому, щоб трансформувати потреби суспільства в подоланні бар'єрів і підвищенні рівня інклюзивності шляхом впровадження в університетську освіту відповідних навчальних

курсів для майбутніх фахівців соціально-орієнтованих професій. Дане дослідження аналізує конкретний кейс практичного досвіду, що базується на застосуванні суспільно-орієнтованого навчання як основного підходу для вирішення потреб підготовки висококваліфікованих фахівців соціальної сфери для місцевих територіальних громад.

Аналіз останніх досліджень і публікацій. Роль державного управління в забезпеченні політики безбар'єрного середовища та соціальної інклюзії в закладах освіти України досліджували С. С. Сидоренко, Т. Цимбалюк та інші. Політики інклюзивної та безбар'єрної освіти у вищій школі аналізували Р. Д. Балтару, Г. Тійсма, Е. Уріас, М. Цвікхорстяк, звернувши увагу на розрив між формальним запровадженням політик і їх практичною реалізацією в університетах. Суспільно-орієнтоване навчання (community-engaged learning, *далі* – CEL) як інноваційний підхід до поєднання академічного навчання і вирішення соціальних проблем розробляли К. Б. Уітмор, С. Еш, П. Клейтон. Ці автори доводять вплив CEL на розвиток професійних і громадянських компетентностей студентів. Окремим напрямом є дослідження інклюзії в умовах криз і війни. Звертаються до цієї теми Л. В. Батченко, І. Ю. Штулер, О. В. Баула, які наголошують на зростанні ролі безбар'єрного середовища, соціальної підтримки та адаптації освітніх систем до нових викликів.Незважаючи на значний науковий доробок, недостатньо дослідженою залишається інтеграція політики безбар'єрного середовища у професійну підготовку майбутніх фахівців соціальної сфери через методологію суспільно-орієнтованого навчання як цілісної моделі взаємодії університету, держави та громади.

Метою цієї статті є розроблення науково обґрунтованого розуміння та практичної моделі впровадження політики безбар'єрного середовища в університетській освіті методами суспільно-орієнтованого підходу.

Методологічною основою даного дослідження є використання методу аналізу кейсів, аналізу нормативно-правових документів впровадження політики безбар'єрного середовища, поєднання елементів порівняльного аналізу та концептуального узагальнення практик суспільно-орієнтованого навчання.

Виклад основного матеріалу. Політику безбар'єрного середовища часто пов'язують зі зростанням числа осіб з інвалідністю та необхідністю їх соціальної інклюзії. Однак, це тільки один із проявів ширшої системної проблеми, яка приховує інші суттєво значущі фактори. Зокрема, акцентуємо увагу на ширшому впливові фактора цільових груп, які потребують додаткової турботи держави та суспільства. Виявлення таких цільових груп позначає проблему як значущу, окреслює межі її вирішення та формує комплекс методів задоволення суспільної потреби в розширенні інклюзії,

що у перспективі сприятиме створенню універсального життєвого простору для всіх.

Саме тому спершу зупинимося на цільових групах політики безбар'єрного середовища. Розпочнемо з осіб з інвалідністю, оскільки це базова цільова група. В умовах війни ця група потенційно зростатиме у зв'язку з пораненнями військових і цивільного населення, хронічними захворюваннями, – як набутими, так і вродженими, а також захворюваннями психічного характеру внаслідок отриманого травмуючого досвіду.

В контексті піднятої нами проблеми, звернемо увагу на розширення доступності шляхом забезпечення засобами реабілітації та допоміжними засобами для осіб з інвалідністю. Так, посилаючись інформацією Фонду соціального захисту осіб з інвалідністю М. Терюханова звертає увагу на те, що станом на грудень 2025 року, близько 47 тис. осіб отримали приблизно 168 тис. різних засобів реабілітації, із яких близько 5 тис. осіб забезпечені протезами [3]. Державна політика реагує на ці виклики шляхом посилення фінансової підтримки. У державному бюджеті 2025 року передбачалося 4,6 млрд грн на допоміжні засоби реабілітації та додатково 1,1 млрд грн на забезпечення високотехнологічними виробами протезування та ортезування [4]. Такі кроки держави відображають інституційне усвідомлення масштабів проблеми та необхідності її системного вирішення.

Поряд із зростанням числа осіб з інвалідністю, варто враховувати, що війна спричинила дисбаланс у соціальній структурі українського суспільства. Цей дисбаланс пов'язаний із міграційними процесами, старінням населення, зменшенням числа працездатних осіб, падінням народжуваності.

Так, згідно зі статистикою Пенсійного фонду України, станом на 1 січня 2026 року в Україні налічувалося 10,2 млн. пенсіонерів. Нескладні підрахунки дозволяють констатувати, що з них пенсіонерів по віку – більше 7,4 млн. осіб (72,76%) [5]. Підвищення пенсійного віку та низький розмір пенсій спонукає людей старшого віку продовжувати працювати. Такий стан відображається на потребах цієї соціальної групи у доступі до робочих місць.

Зокрема, прогнозованою є потреба забезпечення та розширення фізичної та інформаційної доступності, створення безбар'єрних просторів для відпочинку та відновлення на робочому місці. Поряд із цим виникають пов'язані потреби. Варто зазначити, що в цих умовах держава разом із інститутами громадянського суспільства має потурбуватися про догляд на дому чи в закладах денного перебування для тих пенсіонерів та одержувачів державної допомоги за віком, які вимушено залишаються без догляду працюючих рідних. Така послуга має бути доступною, адже варто враховувати прогнозовано кризові явища в економіці.

Також необхідно взяти до уваги чисельність дітей віком до трьох років в Україні. Тобто тих дітей, які народилися на другому етапі російсько-української війни, в умовах повномасштабного вторгнення російських військ на територію України. Батьки цих дітей особливо потребують забезпечення безбар'єрного середовища та безперешкодного доступу до медичних, соціальних послуг, інших держаних послуг, хоч доступність залишається актуальною для всіх батьків, які мають дітей до шести років. В Україні в умовах війни різко впала народжуваність (див.: Рис. 1 та Табл. 1). Природній приріст населення зменшився за період 2023-2026 років майже у 2,8 рази. Це критичний показник, тому держава має стимулювати народжуваність, турбуватися про повернення громадян, які тимчасово перебувають за кордоном у пошуках прихистку від війни.

Порівняльне аналітичне дослідження Національного інституту стратегічних досліджень (НІСД), проведене в 2020 році, звертає увагу на доступність інфраструктури для людей із різними потребами, які є маломобільними групами населення. «Для людей з інвалідністю, представників маломобільних груп [в Україні] залишається актуальною доступність транспортної, вуличної та соціальної інфраструктур. Родини з дітьми до 6 років мають аналогічні проблеми стосовно доступної інфраструктури» [6, с. 5]. Дослідники НІСД стверджують, що існування безбар'єрного середовища є перевагою західних суспільств [6, с. 15], оскільки це створює комфортне існування для всіх. Важливо відзначити, що в умовах війни фізична доступність залишається низькою в населених пунктах України, хоч держава та органи місцевого самоврядування просунулися в питаннях доступності об'єктів надання соціальних та інших державних послуг.

Таким чином, відтік працездатних громадян фертильного віку з України під час війни загострює потребу в реалізації політики безбар'єрного середовища. Нарощування темпів впровадження політики безбар'єрного середовища, а в перспективі – ширшої за змістом політики безбар'єрності та інклюзії, має базуватися на принципі універсального дизайну і орієнтуватися на всіх, хто проживає в Україні. Така політика вже на сучасному етапі має залучати потенційні можливості студентської молоді, яка потребує практичного досвіду, компетентностей соціальної відповідальності та залученості для того, щоб створити суспільство, комфортне для всіх. У системі виконання державою своїх функцій, успішна реалізація політики безбар'єрного середовища є однією з базових умов, щоб громадяни працездатного віку, які виїхали після повномасштабного вторгнення, повертались в Україну.

Тепер перейдемо до трактування основних понять, які використовуємо в даному дослідженні.

Концептуально безбар'єрне середовище доцільно розглядати як «комплекс внутрішніх і зовнішніх умов життєдіяльності, що забезпечує включеність людини у суспільний простір для задоволення індивідуальних потреб та інтересів у контексті інтересів всього суспільства» [8, с. 596]. Таке розуміння виходить за межі суто фізичної доступності та охоплює ширший спектр соціальних відносин, включаючи освітню, інформаційну, цифрову та економічну складові.

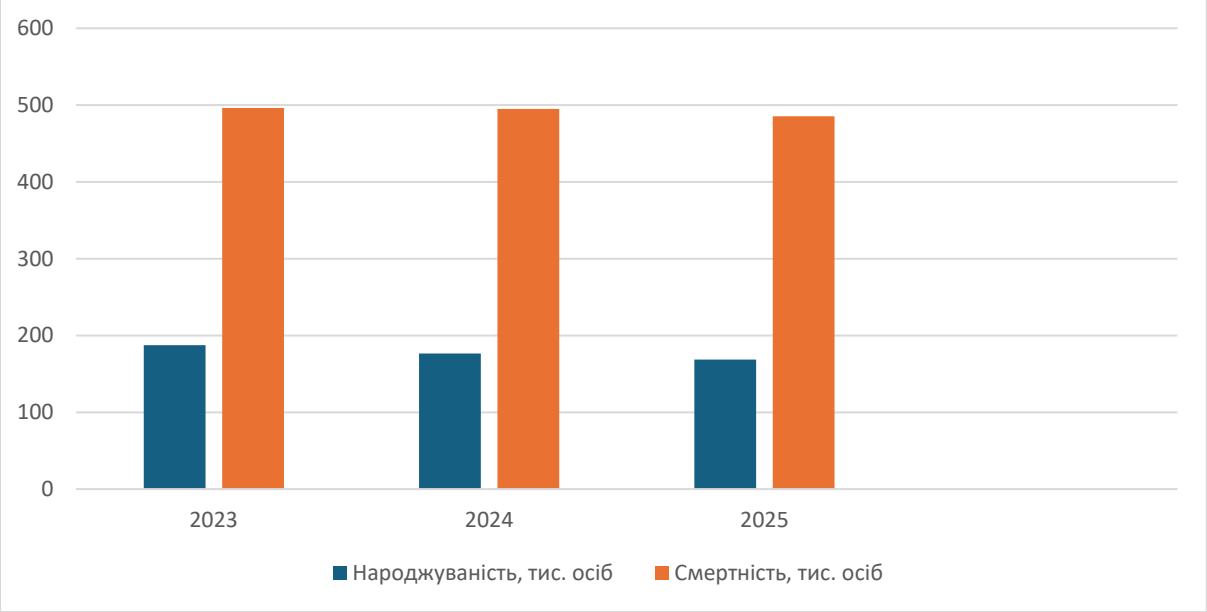

Рис. 1 - Природній приріст населення в Україні на другому етапі російсько-української війни, станом на 22 січня 2026 року
Джерело: розроблено автором на основі даних Держстату [7]

Таблиця 1

Чисельність дітей віком до шести років в Україні (2020-2025 роки)

Роки	Народжуваність, тис. осіб
1	*2*
2020	299,1
2021	273,8
2022	206,0
Всього дітей 4-6 років:	*778,9*
2023	187,4
2024	176,7
2025	168,8
Всього дітей 1-3 років:	*532,9*
Разом:	1311,8

Джерело: розроблено автором на основі даних Держстату [7]

Водночас безбар'єрність слід інтерпретувати як ціннісну парадигму суспільного розвитку. Зокрема, ця парадигма є філософію суспільства, в якому подолані обмеження, забезпечуються рівні права та можливості для всіх людей у самореалізації, зайнятості, пересуванні, сервісах, здобутті освіти, дозвіллі, розвитку [9; 10]. Україна ставить собі за мету втілення цієї філософії в усіх сферах суспільного життя. Таким чином, держава заявляє не лише про політичні рішення чи соціальні програми, а про системну зміну суспільної свідомості та інституційної практики, яку необхідно починати з громад.

У цьому контексті особливого значення набуває взаємозв'язок між політикою безбар'єрності, громадянською участю, соціальною відповідальністю та системою вищої освіти. Університети як впливові інститути суспільства виконують освітню функцію як базову на прикладному рівні, водночас, їх місією є суспільна трансформація. Сучасні університети формують нову когорту фахівців, здатних працювати в умовах інклюзивного суспільства. Зокрема, освіта у сфері соціальної роботи в Україні має інтегрувати принципи безбар'єрності як основну професійну компетентність, що передбачає здатність ідентифікувати бар'єри, розробляти інклюзивні практики та здійснювати адвокацію прав людини.

Звідси випливає, що політика безбар'єрного середовища в сучасній Україні постає як спільний інтерес і розподілена відповідальність держави, університетів і громадянського суспільства. Ефективність такої політики визначатимуть не лише обсяги ресурсів, але й рівень міжсекторальної взаємодії, соціальної солідарності та готовності до впровадження інклюзивних підходів в усі сфери суспільного життя.

Логічним продовженням окреслених теоретико-прикладних засад є аналіз практичної імплементації політики безбар'єрності в освітньому середовищі, зокрема в межах навчального курсу «Політика безбар'єрного середовища: український і світовий досвід», який у 2025-2026 навчальному році впроваджено в Сумському державному університеті. Цей курс є прикладом інституційної інтеграції принципів політики безбар'єрного середовища в систему вищої освіти та підготовки фахівців соціальної сфери.

Методологічно курс базується на суспільно-орієнтованому підході до навчання, що передбачає активне залучення студентів до вирішення реальних соціальних проблем на рівні територіальних громад через застосування методу кейсів, організацію зустрічей із практиками, реалізацію прикладних проєктів, участь у волонтерській діяльності тощо. У нашому дослідженні суспільно-орієнтоване навчання розглядаємо як громадсько-залучене навчання (community-engaged learning, CEL), що формує стале партнерство між університетом і громадою для отримання

взаємної вигоди. Таке партнерство посилює взаємну відповідальність за результати підготовки висококваліфікованих фахівців для потреб громади. В основу CEL закладено стратегію швидкого реагування на суспільні виклики шляхом інтеграції навчання в громадську практику та задоволення місцевих потреб.

Дійсно, суспільно-орієнтоване навчання задовольняє інтереси як студента, так і громади. У ньому поєднані академічні результати з реальними проєктами та соціальним партнерством, залученість із особистою ініціативою. Такий підхід дозволяє усім стейкхолдерам освітнього процесу добирати ті види громадянської активності, які найповніше поєднують потреби громади та інтереси студента. Водночас, CEL дозволяє університетам моніторити запити на місцях, щоб гнучко та оперативно вносити зміни в освітній процес і суспільну практику. Ресурсність університетів як академічних центів сприяє впровадженню результатів наукової діяльності та тенденцій на ринкові праці у практику вирішення потреб на місцях.

Дослідники відзначають позитивний вплив суспільно-орієнтованого навчання на програмні результати навчання студентів. Так, колектив науковців із соціальної роботи та психології, який здійснив мета-аналіз публікацій у провідних західних виданнях, прийшов до висновку, що CEL є «науково обґрунтованою, високоефективною практикою викладання, яка пов'язана з позитивними результатами в гетерогенних групах та дисциплінах у вищій освіті», що «сприяє академічному успіху, особистісному зростанню та громадянській активності» [11, с. 1, 15].

Значущим елементом CEL є адвокаційна діяльність, що органічно поєднується з політикою безбар'єрного середовища. Дослідниця Дж. Рамалі на основі 20 років моніторингу наукових публікацій про суспільно-орієнтоване навчання назвала цей підхід «голосом громади», адже він сприяє соціальній рівності, соціальній справедливості та інклюзії шляхом залучення тих членів громади, чий голос раніше не міг бути почутим. Громада у цьому зв'язку набуває голосу знизу, через волонтерські практики та проєкти, пов'язані з інклюзією та безбар'єрністю [12, с. 257]

Суспільно-орієнтоване навчання сприяє розвитку соціальних навичок студентської молоді, що особливо значимо в умовах війни. Такий освітній підхід органічно поєднується з комунікативною моделлю навчання, орієнтованою на розвиток навичок міжсекторальної взаємодії, а також із підходом, заснованим на дослідженнях, що формує аналітичне мислення та здатність до доказової практики.

Після того, як пояснено особливості трактування концепту «суспільно-орієнтоване навчання», повернемося до вже згаданого вище

навчального курсу «Політика безбар'єрного середовища: український та світовий досвід». Навчальний курс розроблений і впроваджений автором цієї статті в Сумському державному університеті у 2025-2026 навчальному році для майбутніх фахівців із соціальної роботи, та є прикладом застосування суспільно-орієнтованого навчання для впровадження державної політики в університетську освіту. Навчальний курс презентовано в рамках Всеукраїнського освітнього марафону «Публічне управління без бар'єрів», що організований Національним агентством України з питань державної служби (НАСД) у травні 2026 року [13].

Особливістю курсу є його структурна орієнтація на різні види безбар'єрності, що інтегруються у навчальну програму як взаємопов'язані компоненти: фізична, інформаційна, цифрова, суспільна та громадянська, освітня й економічна. Такий підхід дозволяє сформувати у студентів комплексне бачення бар'єрів та механізмів їх подолання.

Зокрема, фізична безбар'єрність вивчається не лише теоретично, але й через практичну діяльність студентів. Майбутні фахівці з соціальної роботи обстежують об'єкти соціальної інфраструктури, здійснюють мапування доступних публічних просторів, розробляють і реалізують студентські проєкти, спрямовані на формування інклюзивного середовища. Такий досвід сприяє розвитку навичок прикладного аналізу та соціального проєктування.

Освітня безбар'єрність реалізується через проведення інформаційно-просвітницьких заходів у закладах загальної середньої освіти, організацію зустрічей із фахівцями-практиками, ознайомлення студентів із діяльністю мультидисциплінарних команд, а також через впровадження елементів психосоціальної едукації молоді. Це дозволяє забезпечити міжрівневу інтеграцію принципів інклюзії – від школи до університету.

Суспільно-орієнтоване навчання в університеті безпосередньо пов'язане зі співпрацею з інститутами громадянського суспільства – громадськими організаціями людей з інвалідністю, ветеранськими центрами та центрами життєстійкості.

Така взаємодія створює умови для розвитку громадянського залучення, формує у студентів відчуття соціальної відповідальності та сприяє становленню їх як агентів соціальних змін.

Завершуючи аналіз цього конкретного кейсу, доцільно акцентувати увагу на стратегічній перспективі масштабування ідеї безбар'єрності як системоутворювального принципу розвитку сучасної освіти, соціальної політики та громадянського суспільства. Досвід впровадження курсу «Політика безбар'єрного середовища: український та світовий досвід» у Сумському державному університеті показує потенціал для подальшого

поширення напрацьованих підходів у різних освітніх програмах і дисциплінах.

Передусім, йдеться про інтеграцію принципів безбар'єрності у зміст і методологію інших навчальних курсів і дисциплін. Зокрема, у межах освітньо-професійної програми «Політологія» (рівень магістра) доцільним є застосування комплексного підходу до аналізу взаємодії органів державної влади з громадськістю крізь призму інклюзивності та доступності в політичних процесах. Це дозволяє розширити традиційні рамки політичного аналізу, включивши до нього питання участі вразливих груп, представництва та рівного доступу до прийняття рішень.

Водночас суттєво значущим напрямом є інтеграція ідей безбар'єрності у формування та реалізацію ветеранських політик в межах навчального курсу «Соціально-психологічна підтримка ветеранів війни та членів їх сімей», який викладається в освітніх професійних програмах «Психологія» та «Соціальна робота та консультування» в університеті. У цьому контексті безбар'єрність поряд із інфраструктурним набуває ще і психосоціального виміру, що передбачає створення умов для реінтеграції ветеранів, подолання стигматизації та забезпечення доступу до якісних соціальних і психологічних послуг.

Окремої уваги заслуговує розширення інтеграції проблем безбар'єрності у проєктну діяльність студентів у межах навчального курсу «Демократія: цінності, принципи, механізми», який є міждисциплінарним і охоплює всі спеціальності університету. Такий підхід сприяє формуванню універсальних компетентностей, пов'язаних із громадянською участю, соціальною відповідальністю та здатністю до розроблення інклюзивних рішень у різних сферах суспільного життя.

Значущим також є розвиток стійкої співпраці зі стейкхолдерами як необхідною умовою ефективної реалізації політики безбар'єрності. Партнерами в цьому є громадські організації, зокрема, об'єднання людей з інвалідністю, органи місцевого самоврядування, надавачі соціальних послуг, органи державної влади, а також інші зацікавлені сторони разом із засобами масової інформації. Така міжсекторальна взаємодія забезпечує практичну спрямованість освітнього процесу та сприяє формуванню мережевої моделі управління безбар'єрністю, що заснована на партнерстві та спільній відповідальності.

Висновки. Підсумовуючи все сказане, слід зазначити, що в умовах війни, а також у перспективі повоєнної відбудови, що супроводжуватиметься політичними, економічними та соціальними трансформаціями українського суспільства, забезпечення прав, задоволення потреб і повноцінної інтеграції людей з інвалідністю, людей пенсійного віку,

розширення безбар'єрного середовища для батьків з дітьми набуває статусу одного з визначальних пріоритетів державної соціальної політики. Саме в цьому контексті державна політика безбар'єрного середовища є стратегічним орієнтиром, відображенням функції держави, що поєднує гуманістичні цінності, принципи соціальної справедливості та інструменти інклюзивного розвитку.

Політика безбар'єрного середовища в сучасній Україні виявляє себе на практиці як багатовимірний і динамічний процес, що поєднує державні стратегії, освітні інновації та громадянську активність. Ефективна реалізація цієї політики можлива за умови системної інтеграції принципів інклюзії на всіх рівнях суспільної взаємодії – від формування державної політики до якісного забезпечення навчального процесу, практик суспільно-орієнтованого навчання та залученості студентської молоді до громадянської активності. У цьому контексті університет, громада і держава є рівноправними суб'єктами спільної відповідальності, а безбар'єрність – спільним ціннісним орієнтиром, який визначає траєкторію сталого та інклюзивного розвитку суспільства.

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МОДЕЛЬ РОЗВИТКУ ІНКЛЮЗИВНОЇ КОМПЕТЕНТНОСТІ ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ ЗАКЛАДІВ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ

Анотація. У статті теоретично обґрунтовано сутність, структуру та зміст інклюзивної компетентності педагогічних працівників закладів професійної (професійно-технічної) освіти в умовах сучасних освітніх трансформацій. Актуальність дослідження зумовлена необхідністю забезпечення якісного інклюзивного освітнього середовища, розширенням практики інклюзивного навчання, зростанням кількості здобувачів освіти з особливими освітніми потребами, а також потребою у професійному розвитку педагогічних працівників в умовах цифровізації освіти, воєнного стану та соціальних змін.

Уточнено зміст поняття «інклюзивна компетентність педагогічного працівника закладу професійної (професійно-технічної) освіти», яке розглядається як інтегративна професійно-особистісна характеристика, що визначає готовність і здатність педагога ефективно організовувати освітній процес в умовах різноманітності освітніх потреб здобувачів освіти.

Визначено та охарактеризовано основні компоненти інклюзивної компетентності: мотиваційно-ціннісний, когнітивно-інформаційний, поведінково-діяльнісний, особистісно-рефлексивний та емоційно-вольовий.

У дослідженні використано комплекс теоретичних та емпіричних методів, зокрема аналіз наукових джерел, узагальнення, анкетування педагогічних працівників, експертне оцінювання та метод попарного порівняння. Емпіричну базу дослідження становили результати опитування 200 педагогічних працівників закладів професійної освіти та експертного оцінювання за участю 26 фахівців.

За результатами дослідження визначено найбільш значущі складники професійної компетентності педагогічних працівників закладів П(ПТ)О, серед яких виокремлено навчальну, комунікативну, інформаційно-цифрову, методичну, предметно-професійну та інклюзивну компетентності. Встановлено недостатній рівень актуалізації інклюзивної компетентності в сучасній

освітній практиці, що обумовлює необхідність її цілеспрямованого розвитку.

У статті розроблено структурно-функціональну модель розвитку інклюзивної компетентності педагогічних працівників закладів професійної освіти, яка охоплює взаємопов'язані методологічно-цільовий, змістовий, організаційно-процесуальний та діагностично-результативний блоки. Модель відображає логіку, етапи, педагогічні умови, форми та механізми розвитку інклюзивної компетентності й може бути використана як методологічна основа для вдосконалення системи професійного розвитку та підвищення кваліфікації педагогічних працівників у контексті реалізації принципів інклюзивної освіти.

Обґрунтовано, що розвиток інклюзивної компетентності педагогічних працівників є важливою умовою забезпечення доступності та якості професійної освіти, створення безпечного освітнього середовища та підвищення ефективності професійної діяльності педагога в умовах сучасних суспільних викликів.

Ключові слова: інклюзивна компетентність, педагогічні працівники, заклади професійної (професійно-технічної) освіти, інклюзивна освіта, структурно-функціональна модель, професійний розвиток, інклюзивне освітнє середовище, професійна компетентність.

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A MODEL FOR DEVELOPING INCLUSIVE COMPETENCE OF TEACHING STAFF IN VOCATIONAL EDUCATION INSTITUTIONS

Abstract. The article theoretically substantiates the essence, structure, and content of inclusive competence of teaching staff in vocational (vocational and technical) education institutions under conditions of contemporary educational transformations. The relevance of the study is determined by the need to ensure a high-quality inclusive educational environment, the expansion of inclusive educational practices, the growing number of learners with special educational needs, and the necessity for professional development of teaching staff in the context of educational digitalization, martial law, and social changes.

The concept of "inclusive competence of teaching staff in vocational education institutions" is clarified and interpreted as an integrative professional and personal characteristic that determines a teacher's readiness and ability to effectively organize the educational process considering the diversity of learners'

educational needs. The structural components of inclusive competence are identified and characterized, including motivational-value, cognitive-informational, behavioral-activity, personal-reflective, and emotional-volitional components.

The research employed a set of theoretical and empirical methods, including analysis of scientific sources, generalization, questionnaires, expert evaluation, and the pairwise comparison method. The empirical basis of the study consisted of a survey involving 200 teaching staff members of vocational education institutions and expert evaluation conducted with the participation of 26 specialists.

The study identified the most significant components of professional competence of teaching staff in vocational education institutions, including educational, communicative, digital, methodological, subject-professional, and inclusive competencies. The findings revealed an insufficient level of actualization of inclusive competence in current educational practice, which determines the necessity for its purposeful development.

A structural-functional model for the development of inclusive competence of teaching staff in vocational education institutions was developed. The model includes interrelated methodological-target, content, organizational-processual, and diagnostic-resultative blocks.

The proposed model reflects the logic, stages, pedagogical conditions, forms, and mechanisms of inclusive competence development and may serve as a methodological basis for improving the system of professional development and advanced training of teaching staff in the context of implementing the principles of inclusive education.

It is substantiated that the development of inclusive competence of teaching staff is an important prerequisite for ensuring the accessibility and quality of vocational education, creating a safe educational environment, and improving the effectiveness of professional pedagogical activity under current social challenges.

Keywords: inclusive competence, teaching staff, vocational education institutions, inclusive education, structural-functional model, professional development, inclusive educational environment, professional competence.

Постановка проблеми. Специфіка професійної діяльності педагогічних працівників закладів професійної (професійно-технічної) освіти зумовлюється подвійною природою їхньої праці. З одного боку, вона належить до сфери «людина - людина», оскільки передбачає постійну взаємодію зі здобувачами освіти, врахування їхніх індивідуальних особливостей, освітніх потреб та рівня підготовки. З іншого боку, діяльність педагога пов’язана із системою «людина - техніка», що охоплює роботу з

технічними об'єктами, технологічними процесами, матеріалами та сучасним виробничим обладнанням.

У таких умовах педагогічний працівник має забезпечити доступне, науково обґрунтоване та педагогічно доцільне представлення складного технічного знання, адаптуючи його до різного рівня підготовленості здобувачів освіти, у тому числі осіб з особливими освітніми потребами. Важливим завданням є формування здатності до творчого мислення, аналізу виробничо-технологічних ситуацій, прийняття обґрунтованих рішень, а також розвиток стійкої мотивації до професійної діяльності.

Водночас діяльність педагогічного працівника закладу професійної освіти має комплексний характер і поєднує функції дидакта, вихователя, методиста та організатора освітнього процесу. Така багатофункціональність актуалізує потребу у формуванні гнучкої, мобільної особистості педагога, здатної до постійного професійного вдосконалення, опанування сучасних педагогічних, цифрових і виробничих технологій. Сучасний етап розвитку професійної освіти характеризується посиленням вимог до забезпечення доступності та якості освітніх послуг для всіх категорій здобувачів освіти. У цьому контексті інклюзивна освіта виступає не лише педагогічним, а й соціальним пріоритетом, що потребує відповідного рівня професійної підготовленості педагогічних працівників (Колупаєва, 2020; UNESCO, 2020). Особливої актуальності ця проблема набуває в умовах воєнного стану, освітньої міграції, цифровізації освіти та розширення інклюзивного освітнього простору.

У цьому контексті професійний розвиток педагогічного працівника доцільно розглядати як цілісний і безперервний процес, у структурі якого ключове місце посідає розвиток інклюзивної компетентності як інтегративної характеристики, що забезпечує готовність до ефективної педагогічної взаємодії в умовах різноманітності освітніх потреб здобувачів освіти.

З огляду на зазначене, розвиток інклюзивної компетентності педагогічних працівників закладів професійної освіти потребує цілеспрямованого, науково обґрунтованого підходу. Його реалізація передбачає уточнення понятійно-категоріального апарату дослідження, визначення методологічних підходів, принципів, організаційно-педагогічних умов, а також обґрунтування ефективних форм і технологій розвитку інклюзивної компетентності педагогів.

Важливим є також розроблення діагностичного інструментарію для оцінювання рівнів сформованості інклюзивної компетентності педагогічних працівників, що забезпечує можливість відстеження динаміки їхнього професійного розвитку. Узагальнення зазначених положень зумовлює доцільність застосування педагогічного моделювання як ефективного

наукового методу, що дозволяє цілісно представити процес розвитку інклюзивної компетентності педагогічних працівників закладів П(ПТ)О.

Аналіз останніх досліджень і публікацій. Проблематика розвитку інклюзивної освіти та формування інклюзивної компетентності педагогічних працівників активно досліджується у вітчизняній і зарубіжній педагогічній науці. Теоретичні засади інклюзивної освіти, психолого-педагогічного супроводу осіб з особливими освітніми потребами та організації інклюзивного освітнього середовища висвітлено у працях В. Бондаря, А. Колупаєвої, Т. Сак, Н. Софій, М. Чайковського та інших науковців.

Наукові підходи до формування професійної компетентності педагогічних працівників в умовах інклюзивного навчання розкрито у дослідженнях О. Мартинчук, С. Миронової, Л. Будяк, Н. Пахомової, І. Хафізулліної та інших учених. Дослідники наголошують на необхідності формування у педагогів системи професійних знань, практичних умінь, цінностей і особистісних якостей, що забезпечують ефективну педагогічну діяльність в умовах інклюзивного освітнього середовища.

У сучасних міжнародних дослідженнях інклюзивна компетентність розглядається як важлива складова професійної готовності педагога до роботи в умовах різноманітності освітніх потреб здобувачів освіти. Зокрема, М. Ейнскоу акцентує увагу на необхідності забезпечення рівності та доступності освіти для всіх учасників освітнього процесу (Ainscow, 2020). Л. Флоріан та К. Блек-Гокінс визначають інклюзивну педагогіку як систему професійних дій, спрямованих на забезпечення участі кожного здобувача освіти в освітньому процесі незалежно від його індивідуальних особливостей (Florian & Black-Hawkins, 2019).

Міжнародні організації UNESCO та OECD також наголошують на необхідності розвитку професійної готовності педагогічних працівників до реалізації принципів інклюзивної освіти, створення безпечного освітнього середовища та забезпечення рівного доступу до якісної освіти (UNESCO, 2020; OECD, 2021). Особливого значення ці питання набувають в умовах сучасних соціальних трансформацій, цифровізації освіти та розширення інклюзивної освітньої практики.

Окремі аспекти професійного розвитку педагогічних працівників закладів професійної освіти, модернізації змісту професійної підготовки та розвитку професійної компетентності висвітлено у працях В. Радкевич, Н. Ничкало, Л. Сергеєвої, О. Бородієнко та інших науковців. Дослідники підкреслюють необхідність оновлення системи професійної освіти відповідно до сучасних суспільних викликів та потреб інклюзивного освітнього середовища.

Водночас аналіз наукових джерел свідчить, що проблема розвитку інклюзивної компетентності педагогічних працівників закладів професійної (професійно-технічної) освіти залишається недостатньо розробленою.

Потребують подальшого обґрунтування структура інклюзивної компетентності, механізми її розвитку, організаційно-педагогічні умови формування, а також моделювання процесу розвитку означеної компетентності в умовах сучасного освітнього середовища.

Мета статті - теоретичне обґрунтування та розроблення структурно-функціональної моделі розвитку інклюзивної компетентності педагогічних працівників закладів професійної (професійно-технічної) освіти в умовах сучасного інклюзивного освітнього середовища.

Методи дослідження. Для досягнення поставленої мети використано комплекс взаємопов'язаних теоретичних та емпіричних методів дослідження. Теоретичні методи охоплювали аналіз, синтез, порівняння, систематизацію та узагальнення наукових джерел з проблеми дослідження, що дозволило уточнити сутність, структуру та зміст інклюзивної компетентності педагогічних працівників закладів професійної освіти.

Методологічною основою дослідження стали системний, компетентнісний, діяльнісний та середовищний підходи, що забезпечили комплексне вивчення процесу розвитку інклюзивної компетентності педагогічних працівників закладів професійної (професійно-технічної) освіти.

Емпіричні методи включали анкетування педагогічних працівників закладів професійної освіти, експертне оцінювання, метод попарного порівняння та педагогічне моделювання.

На констатувальному етапі дослідження із використанням сервісу Google Forms було проведено опитування 200 педагогічних працівників закладів професійної освіти з метою визначення найбільш значущих складників професійної та інклюзивної компетентності сучасного педагога.

На наступному етапі дослідження до експертного оцінювання було залучено 26 експертів із числа педагогічних та науково-педагогічних працівників закладів професійної освіти. У процесі оцінювання застосовано метод попарного порівняння, що дозволив визначити відносну вагомість ключових складників професійної компетентності педагогічних працівників закладів П(ПТ)О.

Для обробки результатів дослідження використано методи кількісного та якісного аналізу, що забезпечило об'єктивність отриманих результатів та дало змогу обґрунтувати структурно-функціональну модель розвитку інклюзивної компетентності педагогічних працівників закладів професійної освіти.

Виклад основного матеріалу дослідження. Спираючись на логіку наукового визначення понять, інклюзивну компетентність педагогічного працівника закладу П(ПТ)О доцільно розглядати як інтегративну професійно-особистісну характеристику, що проявляється у професійно-педагогічній діяльності, поведінці та взаємодії з учасниками освітнього процесу й визначає готовність і здатність ефективно здійснювати навчання в умовах різноманітності освітніх потреб здобувачів освіти.

Аналіз наукових підходів свідчить, що інклюзивна компетентність розглядається дослідниками як інтегративне професійне утворення, яке поєднує систему цінностей, професійних знань, практичних умінь та особистісних якостей, необхідних для забезпечення ефективної педагогічної діяльності в умовах інклюзивного освітнього середовища (Колупаєва, 2020; Florian & Black-Hawkins, 2019).

Означена компетентність формується на основі збалансованого поєднання психолого-педагогічних, методичних, комунікативних, інформаційно-цифрових і предметно-професійних знань, умінь і навичок, що забезпечують адаптацію змісту та організації освітнього процесу до індивідуальних можливостей здобувачів освіти, у тому числі осіб з особливими освітніми потребами. Важливу роль відіграють також ціннісні орієнтації педагога, спрямовані на визнання різноманітності, забезпечення рівного доступу до освіти, повагу до гідності кожного здобувача освіти та створення безпечного освітнього середовища.

Інклюзивна компетентність передбачає наявність таких професійно значущих якостей, як педагогічна толерантність, емпатія, гнучкість мислення, здатність до рефлексії, відповідальність, комунікативна відкритість, готовність до співпраці в мультидисциплінарній команді, а також здатність до постійного професійного саморозвитку. Вона забезпечує ефективну реалізацію інклюзивного освітнього процесу та сприяє досягненню належного рівня навчальних результатів і соціалізації здобувачів освіти.

На відміну від існуючих підходів, у межах дослідження інклюзивна компетентність педагогічного працівника закладу професійної освіти розглядається не лише як складова професійної компетентності, а як цілісна система професійної готовності до діяльності в умовах різноманітності освітніх потреб здобувачів освіти.

Таким чином, інклюзивна компетентність виступає важливою складовою професійної компетентності педагогічного працівника закладу професійної освіти та визначає якість його педагогічної діяльності в умовах сучасних освітніх трансформацій.

З урахуванням результатів аналізу психологічної структури педагогічної діяльності інклюзивну компетентність педагогічного працівника

закладу П(ПТ)О доцільно розглядати як багатокомпонентне утворення, що має складну внутрішню структуру. У її складі виокремлюються взаємопов'язані компоненти, кожен із яких виконує визначену функцію у забезпеченні ефективної інклюзивної освітньої діяльності.

Мотиваційно-ціннісний компонент відображає систему професійних мотивів, установок і ціннісних орієнтацій педагога, зокрема позитивне ставлення до інклюзивного навчання, готовність працювати з різними категоріями здобувачів освіти, прагнення до впровадження інноваційних підходів та підвищення рівня власного професіоналізму.

Когнітивно-інформаційний компонент охоплює сукупність теоретичних знань, необхідних для здійснення інклюзивної освітньої діяльності, зокрема знань із педагогіки, психології, методики професійного навчання, основ інклюзивної освіти, а також предметно-професійних і цифрових знань, що забезпечують адаптацію освітнього процесу до індивідуальних можливостей здобувачів освіти.

Поведінково-діяльнісний компонент характеризує сформованість практичних умінь і навичок, необхідних для реалізації інклюзивного підходу, зокрема вміння диференціювати навчальний матеріал, застосовувати адаптивні методи і технології навчання, організовувати взаємодію в інклюзивному освітньому середовищі та забезпечувати ефективну педагогічну підтримку здобувачів освіти.

Особистісно-рефлексивний компонент пов'язаний зі здатністю педагога до самоаналізу, оцінювання результатів власної діяльності, усвідомлення труднощів і пошуку шляхів їх подолання, а також готовністю до професійного самовдосконалення в умовах інклюзивного освітнього середовища.

Емоційно-вольовий компонент відображає здатність педагога до емоційної саморегуляції, витримки, емпатії, толерантності, а також наполегливість і цілеспрямованість у професійній діяльності, що є особливо важливим під час роботи в умовах різноманітності освітніх потреб та складних педагогічних ситуацій.

Отже, визначені компоненти у своїй сукупності забезпечують цілісність інклюзивної компетентності педагогічного працівника та створюють основу для побудови моделі її розвитку в закладах професійної освіти.

Описана структура інклюзивної компетентності є доцільною для використання у процесі діагностики рівнів її сформованості, оскільки дозволяє комплексно оцінити розвиток кожного з її компонентів. Водночас для розроблення ефективних методик і технологій розвитку інклюзивної компетентності педагогічних працівників закладів П(ПТ)О важливим є

визначення тих її складників, які є найбільш значущими та затребуваними в сучасній освітній практиці.

З цією метою на констатувальному етапі дослідження було проведено опитування педагогічних працівників закладів професійної освіти із використанням сервісу Google Forms. У дослідженні взяли участь 200 педагогічних працівників, що дало змогу виявити їхні уявлення щодо ключових складників професійної та інклюзивної компетентності сучасного педагога.

За результатами опитування встановлено, що респонденти розглядають професійну компетентність як багатокомпонентне утворення, у структурі якого важливе місце посідає інклюзивна складова. Серед найбільш значущих компетентностей було виокремлено дидактичну, предметно-професійну, методичну, інклюзивну, здоров'язбережувальну, комунікативну, організаційну, психологічну, інформаційно-цифрову, оцінювально-аналітичну та виховну компетентності.

Отримані результати свідчать про усвідомлення педагогічними працівниками необхідності інтеграції інклюзивного підходу у структуру професійної діяльності, а також підтверджують доцільність розроблення цілісної моделі розвитку інклюзивної компетентності як складової професійного зростання педагога закладу професійної освіти.

У межах узагальнення результатів констатувального етапу дослідження серед широкого переліку складників професійної компетентності педагогічного працівника було виокремлено найбільш значущі, на які найчастіше вказували респонденти. Зокрема, визначено дев'ять ключових компетентностей, що відображають сучасні вимоги до професійної діяльності педагога закладу П(ПТ)О.

До них віднесено навчальну компетентність, що характеризує здатність педагога ефективно організовувати освітній процес, передавати знання, формувати вміння і навички здобувачів освіти, а також здійснювати безперервне самонавчання; виховну компетентність, яка забезпечує реалізацію виховної функції та формування особистості здобувачів освіти; методичну компетентність, що передбачає здатність до розроблення та впровадження навчально-методичного забезпечення освітнього процесу; предметно-професійну компетентність, яка відображає рівень фахової підготовленості педагога у відповідній галузі.

Важливе місце посідає інформаційно-цифрова компетентність, що забезпечує здатність ефективно використовувати цифрові технології в освітньому процесі, а також комунікативна компетентність, яка визначає якість педагогічної взаємодії та професійного спілкування. Окрім того, респонденти відзначили значущість дослідницької компетентності як

здатності до аналізу та впровадження інновацій, а також екологічної компетентності, що відображає орієнтацію на принципи сталого розвитку.

Особливу увагу серед визначених складників привертає інклюзивна компетентність, яка полягає у здатності педагога забезпечувати педагогічну підтримку здобувачів освіти з різними освітніми потребами, адаптувати зміст і організацію навчання, створювати безпечне, доступне та підтримувальне освітнє середовище. Саме ця компетентність набуває пріоритетного значення в умовах розширення інклюзивної освітньої практики.

Отримані результати дозволили не лише визначити найбільш значущі складники професійної компетентності педагогічних працівників, а й виявити суперечність між сучасними вимогами інклюзивного освітнього середовища та реальним рівнем актуалізації інклюзивної компетентності у професійній діяльності педагогів.

З огляду на необхідність розроблення ефективної моделі розвитку інклюзивної компетентності важливим є визначення вагомості та пріоритетності окреслених складників. З цією метою на наступному етапі дослідження було залучено 26 експертів із числа педагогічних працівників закладів професійної освіти та науково-педагогічних фахівців. У процесі експертного оцінювання застосовано метод попарного порівняння, що передбачав заповнення відповідної матриці та визначення відносної вагомості кожної з компетентностей за усталеними науковими підходами.

Отримані результати дали змогу визначити ієрархію ключових компетентностей та стали підґрунтям для подальшого проєктування моделі розвитку інклюзивної компетентності педагогічних працівників закладів професійної освіти.

За результатами експертного оцінювання встановлено, що в умовах сучасної освітньої практики найбільш затребуваними є навчальна та комунікативна компетентності, коефіцієнти вагомості яких становлять відповідно 0,76 та 0,75. Дещо нижчі, але близькі за значеннями показники продемонстрували інформаційно-цифрова, предметно-професійна, методична та виховна компетентності (у межах 0,65–0,68), що свідчить про їх стабільну значущість у професійній діяльності педагога.

Водночас інклюзивна, дослідницька та екологічна компетентності отримали нижчі оцінки (відповідно 0,49; 0,38; 0,31), що відображає їх недостатню представленість у практиці професійної діяльності педагогічних працівників. Такий результат є показовим і водночас проблемним, оскільки саме інклюзивна компетентність набуває особливого значення в умовах розширення інклюзивного освітнього простору, зростання різноманітності освітніх потреб здобувачів освіти та необхідності забезпечення рівного доступу до якісної професійної освіти.

Це свідчить про недостатню інтегрованість інклюзивного підходу в систему професійної підготовки та професійного розвитку педагогічних працівників закладів П(ПТ)О, що актуалізує необхідність цілеспрямованого розвитку означеної компетентності.

З огляду на це результати експертного оцінювання підтверджують необхідність розвитку інклюзивної компетентності педагогічних працівників, посилення їхньої готовності до роботи з особами з особливими освітніми потребами, формування екологічної та правової свідомості, розвитку дослідницьких умінь і підвищення рівня цифрової грамотності.

Таким чином, виявлена диспропорція між актуальними викликами освітньої практики та реальним рівнем сформованості окремих складників професійної компетентності обумовлює потребу в науково обґрунтованому підході до їх розвитку.

З цією метою доцільним є застосування педагогічного моделювання, що дозволяє системно відобразити процес розвитку інклюзивної компетентності педагогічних працівників закладів професійної освіти та визначити ефективні шляхи його реалізації.

Дотримуючись принципу понятєвої доцільності та інформативної насиченості моделювання, у межах дослідження розроблено структурно-функціональну модель розвитку інклюзивної компетентності педагогічних працівників закладів П(ПТ)О. Запропонована модель відображає цілісне уявлення про зміст, структуру та механізми розвитку досліджуваного феномену, забезпечуючи узгодженість його основних компонентів і процесів.

Модель побудована з урахуванням сучасних освітніх викликів, зокрема необхідності забезпечення інклюзивності освітнього середовища, цифровізації професійної освіти, посилення соціальної мобільності здобувачів освіти та підвищення якості професійної підготовки. Вона ґрунтується на інтеграції теоретичних положень і результатів емпіричного дослідження, що дозволяє розглядати її як методологічну основу для цілеспрямованого розвитку інклюзивної компетентності педагогічних працівників.

Розроблена модель має відкритий і динамічний характер, що забезпечує можливість її адаптації до змін освітнього середовища, потреб педагогічних працівників та сучасних тенденцій розвитку професійної освіти. Візуалізацію розробленої моделі представлено на *рис. 1*.



Рис. 1. Структурно-функціональна модель розвитку інклюзивної компетентності педагогічних працівників закладів професійної освіти

Рис. 1. Структурно-функціональна модель розвитку інклюзивної компетентності педагогічних працівників закладів П(ПТ)О.

Розроблена структурно-функціональна модель розвитку інклюзивної компетентності педагогічних працівників закладів П(ПТ)О складається з чотирьох взаємопов'язаних блоків: методологічно-цільового, змістового, організаційно-процесуального та діагностично-результативного. Їх інтеграція забезпечує цілісність, поетапність і керованість процесу розвитку досліджуваного феномену.

Методологічно-цільовий блок визначає стратегічні орієнтири розвитку інклюзивної компетентності та охоплює мету, що полягає у забезпеченні її безперервного розвитку у педагогічних працівників закладів професійної освіти; цільові орієнтири, спрямовані на формування структурних компонентів інклюзивної компетентності; методологічні підходи (системний, діяльнісний, компетентнісний, середовищний), а також принципи (інклюзивності, доступності, індивідуалізації, безперервності), що визначають загальну стратегію розвитку досліджуваної якості.

Змістовий блок відображає внутрішню структуру інклюзивної компетентності та охоплює її основні компоненти: мотиваційно-ціннісний, когнітивно-інформаційний, поведінково-діяльнісний, особистісно-рефлексивний та емоційно-вольовий. У своїй сукупності вони формують інтегративну характеристику професійної готовності педагога до ефективної діяльності в умовах інклюзивного освітнього середовища.

Організаційно-процесуальний блок розкриває механізми реалізації моделі та включає основні етапи розвитку інклюзивної компетентності: мотиваційно-орієнтаційний, формувально-технологічний і діагностувально-коригувальний. До його структури також входять форми і технології формальної, неформальної та інформальної освіти, зокрема підвищення кваліфікації, стажування, корпоративне навчання, участь у науково-дослідницькій діяльності, самоосвіта та професійний саморозвиток. Важливою складовою цього блоку є визначення суб'єктів, залучених до організації процесу розвитку інклюзивної компетентності, що забезпечує його системний характер.

Діагностично-результативний блок спрямований на оцінювання ефективності реалізації моделі та передбачає визначення критеріїв, показників і рівнів сформованості інклюзивної компетентності педагогічних працівників (низький, середній, високий). Результатом функціонування моделі є сформована інклюзивна компетентність педагога, що забезпечує його готовність до ефективної професійної діяльності в умовах сучасного інклюзивного освітнього середовища.

Висновки. У результаті проведеного дослідження теоретично обґрунтовано сутність, структуру та зміст інклюзивної компетентності педагогічних працівників закладів професійної (професійно-технічної) освіти як інтегративної професійно-особистісної характеристики, що забезпечує готовність і здатність педагога до ефективної професійної діяльності в умовах інклюзивного освітнього середовища.

На основі аналізу наукових джерел та сучасних підходів до організації інклюзивної освіти встановлено, що розвиток інклюзивної компетентності педагогічних працівників є важливою умовою забезпечення доступності та

якості професійної освіти, створення безпечного освітнього середовища та ефективної педагогічної підтримки здобувачів освіти з особливими освітніми потребами.

У межах дослідження визначено та охарактеризовано основні компоненти інклюзивної компетентності педагогічного працівника закладу П(ПТ)О: мотиваційно-ціннісний, когнітивно-інформаційний, поведінково-діяльнісний, особистісно-рефлексивний та емоційно-вольовий. Доведено, що їх інтеграція забезпечує цілісність професійної готовності педагога до реалізації інклюзивного підходу в освітньому процесі.

Результати емпіричного дослідження, проведеного за участю 200 педагогічних працівників закладів професійної освіти та 26 експертів, дозволили визначити найбільш значущі складники професійної компетентності сучасного педагога та встановити недостатній рівень актуалізації інклюзивної компетентності у професійній діяльності педагогічних працівників закладів П(ПТ)О. Отримані результати підтвердили необхідність цілеспрямованого розвитку інклюзивної компетентності в системі професійного розвитку та підвищення кваліфікації педагогічних працівників.

Уперше теоретично обґрунтовано та розроблено структурно-функціональну модель розвитку інклюзивної компетентності педагогічних працівників закладів професійної (професійно-технічної) освіти, яка охоплює методологічно-цільовий, змістовий, організаційно-процесуальний та діагностично-результативний блоки. Розроблена модель забезпечує цілісність, поетапність і системність процесу розвитку інклюзивної компетентності педагогів та може бути використана як методологічна основа для вдосконалення системи професійної освіти.

Практичне значення результатів дослідження полягає у можливості використання розробленої моделі в системі підвищення кваліфікації педагогічних працівників, організації методичної роботи, розробленні програм професійного розвитку та вдосконаленні інклюзивного освітнього середовища закладів професійної освіти.

Перспективи подальших наукових досліджень вбачаємо у розробленні та експериментальній перевірці педагогічних умов, технологій і методик розвитку інклюзивної компетентності педагогічних працівників закладів професійної (професійно-технічної) освіти в умовах цифровізації та сучасних освітніх трансформацій.

Наукова новизна дослідження полягає в тому, що:

- уперше теоретично обґрунтовано та розроблено структурно-функціональну модель розвитку інклюзивної компетентності педагогічних працівників закладів професійної (професійно-технічної) освіти, яка

охоплює методологічно-цільовий, змістовий, організаційно-процесуальний та діагностично-результативний блоки;

- уточнено сутність поняття «інклюзивна компетентність педагогічного працівника закладу професійної (професійно-технічної) освіти» як інтегративної професійно-особистісної характеристики, що визначає готовність і здатність педагога до ефективної професійної діяльності в умовах різноманітності освітніх потреб здобувачів освіти;
- визначено та структуровано основні компоненти інклюзивної компетентності педагогічного працівника закладу П(ПТ)О: мотиваційно-ціннісний, когнітивно-інформаційний, поведінково-діяльнісний, особистісно-рефлексивний та емоційно-вольовий;
- подальшого розвитку набули наукові підходи до організації професійного розвитку педагогічних працівників закладів професійної освіти в умовах інклюзивного освітнього середовища;
- удосконалено підходи до визначення організаційно-педагогічних механізмів розвитку інклюзивної компетентності педагогічних працівників у системі професійної освіти.

Практичне значення результатів дослідження полягає у можливості використання розробленої структурно-функціональної моделі розвитку інклюзивної компетентності педагогічних працівників закладів професійної (професійно-технічної) освіти в системі професійного розвитку та підвищення кваліфікації педагогічних працівників.

Основні положення та результати дослідження можуть бути використані:

- у процесі організації методичної роботи в закладах професійної освіти;
- під час розроблення програм підвищення кваліфікації педагогічних працівників;
- у системі формальної, неформальної та інформальної освіти педагогів;
- у процесі створення та вдосконалення інклюзивного освітнього середовища;
- під час підготовки педагогічних працівників до професійної діяльності в умовах інклюзивного навчання;
- у практиці психолого-педагогічного супроводу здобувачів освіти з особливими освітніми потребами.

Результати дослідження можуть бути використані керівниками закладів професійної освіти, педагогічними та науково-педагогічними працівниками, методистами, фахівцями інклюзивно-ресурсних центрів, а також у процесі подальших наукових досліджень проблематики розвитку інклюзивної компетентності педагогічних працівників.

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РОЗВИТОК МОВЛЕННЄВОЇ КОМПЕТЕНТНОСТІ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ ЗАСОБАМИ ІГРОВИХ ТА ЦИФРОВИХ ТЕХНОЛОГІЙ

Анотація. У статті розглядається актуальна проблема розвитку мовленнєвої компетентності дітей дошкільного віку в умовах трансформації освітнього простору, зумовленої цифровізацією суспільства. Авторами проаналізовано теоретико-методологічні засади розвитку мовлення відповідно до вимог Базового компонента дошкільної освіти (2021), де мовленнєва компетентність визначена як комплексна здатність до активної комунікації та самовираження. Обґрунтовано необхідність органічного поєднання класичних ігрових методик із інноваційними цифровими інструментами в цілісній системі виховання.

Ключова увага приділена впровадженню технології «Speech Play», у якій інтерактивна картина-кейс виступає домінантою мультимедійного середовища, створюючи імерсивний простір для комунікації. Детально розкрито п’ятиетапний алгоритм реалізації цієї технології – від емоційного налаштування («Комунікативний старт») до рефлексивного аналізу власних мовленнєвих дій («Рефлексивне коло»). Акцентовано на синтезі цифрових стимулів із когнітивними опорами, зокрема мнемотехнікою та коректурними таблицями, що дозволяє дошкільникам структурувати висловлювання та успішно складати зв’язні розповіді. Розкрито потенціал цифрового сторітелінгу як засобу активізації творчої оповіді та розвитку критичного мислення.

Представлено результати емпіричного опитування 106 педагогів Запорізького регіону, що підтвердило двовекторність впливу гаджетів.

Встановлено, що попри визнання високого потенціалу технологій для збагачення мовлення (66%) та пам'яті (88,7%), 51,9% респондентів фіксують реальну загрозу мовленнєвих порушень при неконтрольованому використанні пристроїв. Доведено, що цифрові інструменти мають виступати виключно «пусковим механізмом» спілкування, а не його заміною. Успішність інтеграції залежить від трансформації ролі авторитарного педагога у педагога фасилітатора, дотримання санітарного регламенту та створення «точок подиву», що спонукають дитину до самостійного формулювання думок. Визначено перспективи у розробці диференційованих цифрових кейсів та використанні технологій доповненої реальності (AR).

Ключові слова: мовленнєва компетентність, дошкільна освіта, ігрові технології, цифрові технології, «Speech Play», інтерактивна картина-кейс, мнемотехніка, цифровий сторітелінг, педагогічна фасилітація, Базовий компонент дошкільної освіти.

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DEVELOPMENT OF SPEECH COMPETENCE IN PRESCHOOL CHILDREN THROUGH PLAY-BASED AND DIGITAL TECHNOLOGIES

Abstract. The article addresses the actual issue of developing speech competence in preschool children within the context of the transformation of the educational environment driven by the digitalization of society. The authors analyze the theoretical and methodological foundations of speech development in accordance with the requirements of the Basic Component of Preschool Education (2021), where speech competence is defined as a comprehensive ability for active communication and self-expression.

The study substantiates the necessity of organically combining traditional play-based methodologies with innovative digital tools within an integrated educational framework.

Particular attention is devoted to the implementation of the “Speech Play” technology, in which an interactive case-picture serves as the core element of the multimedia environment, creating an immersive space for communication. The article provides a detailed description of the five-stage algorithm for implementing this technology — from emotional engagement (“Communicative Start”) to reflective analysis of one’s own speech actions (“Reflective Circle”). Emphasis is placed on the synthesis of digital incentives with cognitive scaffolding techniques, particularly mnemonic strategies and correction tables, enabling preschool children to structure their utterances and successfully construct coherent narratives. The potential of digital storytelling as a means of fostering creative narration and developing critical thinking is also highlighted.

The article presents the results of an empirical survey involving 106 educators from the Zaporizhzhia region, which confirmed the dual nature of the impact of digital devices. The findings indicate that although respondents recognize the high potential of technology for enriching speech development (66%) and memory enhancement (88.7%), 51.9% also identify a significant risk of speech disorders associated with uncontrolled device use. It is demonstrated that digital tools should function exclusively as a “trigger mechanism” for communication rather than as its substitute. The successful integration of technology depends on the transformation of the educator’s role into that of a facilitator, adherence to sanitary regulations, and the creation of “moments of wonder” that encourage children to formulate their own thoughts independently. Prospects for further research include the development of differentiated digital cases and the application of augmented reality (AR) technologies.

Keywords: speech competence, preschool education, play-based technologies, digital technologies, “Speech Play,” interactive case-picture, mnemonic techniques, digital storytelling, pedagogical facilitation, Basic Component of Preschool Education.

Постановка проблеми. В умовах сьогодення одним із пріоритетних завдань закладів дошкільної освіти є розвиток та вдосконалення мовлення дітей дошкільного віку. Мовленнєвий розвиток дитини дошкільного віку є одним із ключових напрямів освітньої діяльності закладів дошкільної освіти (далі по тексту – ЗДО), оскільки саме в цей сенситивний період закладаються основи комунікативної культури, формується фонетична, лексична та граматична компетентність, що стає фундаментом успішного навчання у школі та повноцінної соціалізації особистості. Саме розвинене мовлення дитини дає можливість їй бути мовленнєво активною та забезпечує високу культуру комунікації. Завдяки мовленню діти взаємодіють з навколишнім світом та успішно соціалізуються, а мовлення виступає

не лише засобом спілкування, а й інструментом пізнання світу, регуляції поведінки та емоційного самовираження дитини. Розвиток мовленнєвої компетентності є однією з базисних характеристик особистості.

Варто зазначити, що важливим завданням модернізації змісту дошкільної освіти є оновлення підходів, методів, засобів навчання щодо розвитку мовлення дітей дошкільного віку. Традиційні методи навчання дітей рідної мови (бесіди, розповіді, читання (переказування) літературних творів, дидактичні ігри та вправи, мовленнєві завдання, екскурсії, спостереження тощо) не втратили своєї актуальності, однак потребують удосконалення у роботі з дітьми. Вихователям слід надавати пріоритет творчо спрямованим мовленнєвим вправам та завданням, які стимулюють мислення дітей, розвивають уміння самостійно вирішувати поставлені завдання, підвищують інтелектуальні здібності, пізнавальну активність дітей. Водночас сучасний освітній простір зазнає стрімких трансформацій, зумовлених цифровізацією суспільства та поширенням нових технологій у всіх сферах людського життя. Діти дошкільного віку вже з раннього дитинства є активними користувачами цифрових пристроїв, а відтак постає нагальна потреба переосмислити педагогічні підходи до розвитку мовленнєвої компетентності з урахуванням нових реалій. Актуальним завданням сучасної дошкільної педагогіки є органічне поєднання класичних ігрових технологій – провідного виду діяльності дошкільника – із цифровими інструментами в цілісній системі мовленнєвого розвитку

Проблема набуває особливої гостроти в умовах реформування системи дошкільної освіти в Україні відповідно до Базового компонента дошкільної освіти (2021), який визначає мовленнєву компетентність як одну з ключових у переліку обов'язкових компетентностей дитини. Виклик полягає в тому, щоб, не відмовляючись від перевірених педагогічних практик, знайти ефективні шляхи інтеграції інноваційних технологій у щоденну роботу з дошкільниками.

Аналіз останніх досліджень і публікацій. Проблема розвитку мовлення дітей дошкільного віку та пошук ефективних шляхів його вдосконалення засобами ігрових і цифрових технологій перебувають у полі зору сучасних науковців і практиків, що підтверджується широким спектром теоретичних і методичних напрацювань. У контексті дошкільної лінгводидактики важливі концептуальні положення щодо організації мовленнєвого розвитку, його змістового наповнення та ролі педагога розкриває Л. Березовська, підкреслюючи необхідність методично узгоджених впливів і створення розвивального мовленнєвого середовища в ЗДО [1, с. 28]. Суттєвим для розуміння предмета дослідження є й те, що мовленнєвий розвиток розглядається як системний процес, який має

забезпечувати формування фонетичної, лексичної й граматичної компетентності та опосередковано впливати на загальний розвиток дитини.

Методичний вимір розвитку мовлення розкривають А. Богуш та Н. Маліновська, наголошуючи на діяльнісно-комунікативному характері мовленнєвих завдань і необхідності орієнтації на мовленнєву практику дитини [4, с. 67]. У дотичній площині важливою є мовленнєво-ігрова складова, оскільки саме в ігровій діяльності мовлення набуває функціонального призначення та стає інструментом досягнення ігрових цілей. З опертям на наукові здобутки А. Богуш щодо мовленнєво-ігрової діяльності дошкільників, де мовленнєві ігри, ситуації та вправи розглядаються як засоби активізації мовлення, формування зв'язного мовлення та розвитку комунікативної взаємодії [3, с. 38]. Таким чином, у дослідницькому полі простежується узгодженість: мовленнєвий розвиток ефективний тоді, коли дитина залучена до мовленнєвої діяльності, має потребу у висловлюванні та отримує підтримку для реалізації мовленнєвих намірів у доступних для неї формах.

Європейський науковий простір зробив значний внесок у розуміння ролі ігрової діяльності як каталізатора мовленнєвого розвитку дитини. Зокрема, у своїх наукових розвідках П. Сміт розробив концепцію «еквіфінальності» у мовленнєвому розвитку, яка передбачає, що ідентичні освітні цілі можуть бути досягнуті через варіативні ігрові сценарії та комунікативні ситуації. Такий принцип відкриває перед педагогом простір для творчого маневрування: у процесі ігрової взаємодії дитина опановує фонетичну, лексичну та граматичну компетентності, розвиваючи зв'язне мовлення через безліч варіантів ігрових технологій, включаючи сторітелінг та спеціальні мовленнєві вправи. Врахування цього принципу надає педагогам свободу вибору варіативних, але методично обґрунтованих підходів для активізації мовлення вихованців [12].

У контексті європейських підходів значущою є концепція Т. Брюс, яка розглядає ігрову технологію, як засіб мовленнєвого становлення дитини. Ключові особливості такої діяльності – внутрішня мотивація, самостійний вибір та психологічний комфорт – створюють оптимальні умови для зняття комунікативних бар'єрів та стимулювання мовленнєвої активності.

Завдяки активному залученню до ігрового процесу, дитина не просто імітує мову, а функціонально застосовує її для досягнення ігрових цілей, що сприяє природному збагаченню словника та розвитку зв'язного мовлення. Можливість експериментувати дозволяє дошкільнику вільно вербалізувати власні ідеї, трансформуючи ігровий сюжет у мультимедійний мовленнєвий досвід, де мовлення стає інструментом самовираження та соціалізації. Таким чином, ігрові технології забезпечують продуктивну мовленнєву

практику у природних умовах, формуючи надійний фундамент комунікативної компетентності особистості [11].

Водночас сучасні вимоги до якості мовленнєвого розвитку потребують також опори на технології, які підтримують когнітивні процеси дитини під час опанування мовленнєвих структур. У цьому контексті продуктивною є ідея використання мнемотехніки як засобу розвитку мовлення. Х. Бобровська, О. Самсонова та Г. Чорна обґрунтовують методи й прийоми мнемотехніки як інструмент розвитку мовлення дошкільників, пов'язуючи її потенціал із запам'ятовуванням, послідовністю викладу та відтворенням змісту [2]. Це особливо важливо для розвитку зв'язного мовлення та підтримки структурованості висловлювання в ситуаціях, коли дитині необхідно перейти від окремих реплік до логічно організованої розповіді.

Важливим у розвитку мовленнєвої компетентності дошкільників є застосування сторітелінгу як технології створення історії, за допомогою якої передається необхідна інформація з метою впливу на емоційну, мотиваційну та когнітивну сфери дитини. Н. Погрібняк розглядає поняття сторітелінгу як мистецтво складання й розповідання захопливих історій, засіб урізноманітнення освітньої діяльності, що активізує зв'язне мовлення, збагачує словник, стимулює розвиток психічних процесів, розвиває творчу уяву, сприйняття, фантазію та розкриває таланти дітей [8, с. 84]. Застосовуючи сторітелінг у роботі з дошкільниками, педагоги допомагають дітям засвоювати матеріал як привабливу історію, що сприяє налагодженню взаємин між дітьми й педагогом та є способом самовираження.

У контексті цифровізації освітнього середовища традиційний сторітелінг набуває нових можливостей через цифровий сторітелінг, який розглядається як засіб навчання дітей складати розповіді історій із застосуванням цифрових технологій [7, с. 109]. Цифровий сторітелінг поєднує захопливий сюжет із яскравою візуалізацією, допомагаючи дітям краще засвоювати інформацію, розвивати мовлення та емоційний інтелект. При застосуванні цифрового сторітелінгу вихователі можуть доповнювати розповідь дітей візуальними компонентами – картинками, презентаціями, відео, скрайбінгом, інфографікою тощо – перетворюючи традиційну розповідь на мультимедійний мовленнєвий досвід, де дитина одночасно розвиває комунікативні навички та взаємодіє з сучасними технологіями.

Питання практичної реалізації вимог Базового компонента дошкільної освіти (2021) (далі по тексту – БКДО-2021) в освітньому процесі конкретизує Н. Гавриш, розглядаючи впровадження БКДО-2021 та акцентуючи необхідність методичного узгодження освітніх практик із визначеними результатами розвитку дитини [5, с. 3]. Відповідно до наведених підходів

мовленнєвого розвитку має залишатися цілісним процесом, у якому ігрові технології не втрачають провідного статусу, а цифрові інструменти використовуються як допоміжний ресурс для підсилення мотивації до діалогу, уточнення та розгортання змісту мовленнєвих висловлювань.

Окремим блоком у сучасних публікаціях постає цифрова складова освітнього процесу. В. Остапенко, здійснюючи психологічний аналіз впливу цифрових ігор на когнітивний розвиток сучасних дошкільників, акцентує на двосторонньому характері можливих ефектів: позитивний результат пов'язується з дотриманням педагогічних умов та збалансуванням цифрових ігор із традиційними видами діяльності, а потенційні негативні наслідки (зниження концентрації, дефіцит спілкування) виникають за відсутності належного супроводу [6, с. 81]. Отже, цифрові ресурси доцільно розглядати не як універсальну заміну комунікації, а як педагогічно організований стимул, який має підтримувати мовленнєву активність і комунікативну ініціативу дитини. Це узгоджується із положеннями БКДО-2021 про раннє формування цифрової компетентності, де закладаються основи первинної взаємодії дитини з медіаресурсами [9, с. 26].

Важливим для осмислення мультимедійного підходу в мовленнєвому розвитку є технологія «Speech Play», описане Л. Шульгою та Ю. Солов'ян [10, с. 3020]. У ньому інтерактивна картина-кейс визначається як домінанта мультимедійного середовища, що перетворює статичне зображення на імерсивний простір мовленнєво-ігрової взаємодії. Запропонований авторами алгоритм упровадження технології передбачає поетапність, що є критично важливим для мовленнєвого розвитку: дитина емоційно входить у ситуацію, взаємодіє з медіаматеріалом (через QR-коди та анімацію), формує власні репліки та завершує діяльність рефлексивним обговоренням, що підсилює усвідомлення власних мовленнєвих дій.

Водночас, попри наявність ґрунтовної методичної бази, залишається потреба в цілісному узагальненні та практично відтворюваному поєднанні всіх елементів. Невирішеною раніше частиною загальної проблеми, якій присвячена дана стаття, є визначення механізмів органічної інтеграції мовленнєво-ігрового сюжету, цифрового медіастимулу та когнітивних (мнемотехнічних) опор у єдину систему. Актуальним залишається питання, як саме забезпечити таку конфігурацію технологій, щоб цифровий компонент працював виключно на мовленнєвий розвиток, стимулював живу комунікацію та запобігав ризикам «екранної пасивності» дошкільника.

Мета статті – теоретично обґрунтувати та проаналізувати можливості використання ігрових та цифрових технологій (зокрема інтерактивної картини-кейсу, мнемотехніки та цифрового сторітелінгу) як ефективного засобу розвитку мовленнєвої компетентності дітей дошкільного віку.

Виклад основного матеріалу дослідження. У Базовому компоненті дошкільної освіти мовленнєва компетентність визначається як здатність дитини продукувати звернення, думки, враження тощо в різних формах мовленнєвого висловлювання за допомогою вербальних і невербальних засобів; вона охоплює фонетичний, лексичний, граматичний, діалогічний і монологічний складники та демонструє їх взаємозалежність і взаємозумовленість [9, с. 18]. Отже, окреслене розуміння мовленнєвої компетентності зумовлює актуальність пошуку ефективних підходів до її розвитку у дошкільному віці. Сучасна лінгводидактика акцентує на тому, що розвиток мовлення відбувається не лише завдяки імітації, а насамперед в активній мовленнєвій практиці щодо накопичення власного досвіду комунікації у різних життєвих ситуаціях [4, с. 38]. У зв'язку з цим виникає потреба в оновленні способів реалізації освітнього змісту, де педагог переходить від ролі ретранслятора знань до ролі фасилітатора та ігрового партнера.

Одним із найбільш перспективних напрямів у цьому контексті є впровадження інноваційної технології «Speech Play», в основу якої покладено концепцію ігрового мовлення (Language Play) Г. Кука [10, с. 3020]. Технологія ґрунтується на ідеї, що мовленнєвий розвиток дитини відбувається найпродуктивніше завдяки творчому маніпулюванню мовними одиницями в межах гри, що знімає психологічний бар'єр «правильності».

Ключовим інструментом цієї технології є інтерактивна картина-кейс, яка виступає домінантою мультимедійного середовища. Вона трансформує традиційну наочність у імерсивний простір, де статичне зображення підсилюється цифровими компонентами: анімованими мікросюжетами, звуковими ландшафтами та QR-кодами.

Реалізація потенціалу інтерактивної картини-кейсу здійснюється за п'ятиетапним алгоритмом:

- емоційне налаштування («Комунікативний старт»), що передбачає використання сюрпризних моментів або уявних сенсорних дій для фокусування уваги на темі;
- когнітивно-лексичний етап («Мовленнєва розвідка») спрямований на дослідження інформаційних пластів картини, де мовлення стає інструментом маркування нових знань, зокрема етнокультурної лексики;
- практично-мовленнєвий етап («Ігровий драйв») забезпечує активне використання мовлення у дидактичних іграх, де цифрові стимули спонукають дітей до побудови логічних висловлювань;
- комунікативно-результативний етап («Творча імпровізація») є фазою найвищої активності, де дитина стає суб'єктом власної творчої оповіді, відходячи від механічного повторення за зразком;

- підсумковий етап («Рефлексивне коло») забезпечує вербалізацію отриманих вражень та самоаналіз, що закріплює зв'язок між успішною комунікацією та позитивними емоціями.

Поряд із цифровими інструментами, вагоме місце посідають ігрові технології, зокрема мнемотехніка. Вона розглядається як система методів, що забезпечують успішне запам'ятовування та відтворення інформації через розвиток асоціативного мислення [2, с. 180]. У роботі з дошкільниками ефективно використовуються методи «Зв'язування» (прийоми «Сюжет», «Римізація») та «Перетворення» (прийом «Піктограма»), які дозволяють дітям розуміти й переказувати казки, заучувати вірші та вправлятися у правильній звуковимові. Важливу роль відіграють також коректурні таблиці, що являють собою інформаційно-ігрове поле, яке стимулює пізнавальну активність та дозволяє дитині «зчитувати» образи, трансформуючи їх у розгорнуті мовленнєві висловлювання [8, с. 86].

Особливу увагу в цифровізованому суспільстві варто приділити цифровому сторітелінгу – створенню історій за допомогою комп'ютерних засобів. Використання сервісів на кшталт StoryJumper, Canva, LearningApps дозволяє дитині стати активним учасником створення цифрового контенту, що розвиває креативність та критичне мислення. Цифровий сторітелінг сприяє кращому засвоєнню складних ідей через візуалізацію та інтерактивність [7, с. 113].

Проте використання цифрових технологій в освітньому процесі вимагає ретельного педагогічного супроводу. Дослідження свідчать про двовекторність впливу гаджетів: при грамотному використанні вони стимулюють пам'ять та логічне мислення, але при надмірному – призводять до дефіциту живого спілкування. Педагогам необхідно дотримуватися часового регламенту: для дітей молодшого та середнього віку – не більше 10 хвилин, для старшого – до 15 хвилин [6, с. 80].

Для уточнення практичних орієнтирів використання цифрових засобів та їхнього впливу на мовленнєвий розвиток дитини було проведено дослідження, у якому взяли участь 106 педагогів Запорізького регіону.

Дослідження виявило, що 56,6% педагогів регулярно застосовують цифрові технології в освітньому процесі. При цьому їхнє використання часто виходить за межі простої розваги, оскільки педагоги розглядають цифрові інструменти як засіб для розвитку когнітивних процесів, задіяних у мовленні. Зокрема, 88,7% респондентів зазначили, що використовують цифрові технології для розвитку пам'яті, що сприяє збагаченню та активізації словника дитини, а 66% – безпосередньо для стимулювання мовленнєвого розвитку. Це підтверджує, що в сучасній практиці ЗДО цифрові технології дедалі більше сприймаються як ефективний мовленнєвий тренажер.

Дослідження також дозволило ідентифікувати потенційні ризики, пов'язані з неконтрольованим застосуванням цифрових технологій. Так, 51,9% опитаних педагогів відзначили виникнення проблем із мовленням у дітей за умови надмірного та безсистемного використання гаджетів. Цей факт підкреслює, що коли цифрові засоби заміщують живу комунікацію, вони можуть стати бар'єром для повноцінного мовленнєвого розвитку. Однак, при забезпеченні грамотної педагогічної фасилітації, більшість вихователів (65,1%) позитивно оцінюють вплив цифрових технологій на мовленнєву сферу. Цей висновок корелює з нашими загальними результатами щодо зростання рівня мовленнєвої компетентності дітей за умови цілеспрямованої інтеграції ігрових та цифрових технологій.

Ці результати підкреслюють актуальність органічного поєднання цифрових стимулів із живою комунікацією, що реалізується в технології «Speech Play». Таким чином, цифрові інструменти мають виступати не заміною спілкуванню, а «пусковим механізмом» для стимулювання самостійного творчого мовлення дитини.

Висновки. Проведене дослідження дозволяє констатувати, що в умовах інтенсивної цифровізації сучасного суспільства розвиток мовленнєвої компетентності дітей дошкільного віку потребує кардинального переосмислення традиційних наочних методів і переходу до інтерактивних моделей взаємодії. Відповідно до вимог БКДО-2021, мовленнєва компетентність дитини розглядається як комплексна здатність до активної комунікації та продукування власних смислів у різних формах за допомогою вербальних і невербальних засобів. Установлено, що цифрові інструменти в цьому процесі мають виступати не самоціллю чи статичним фоном, а виконувати функцію «пускового механізму» і фасилітатора живої комунікативної взаємодії.

Обґрунтовано, що використання інтерактивної картини-кейсу як домінанти мультимедійного середовища авторської технології «Speech Play» забезпечує перехід дитини від пасивного споглядання до активного суб'єктного «втручання» у сюжетний простір. П'ятиетапний алгоритм упровадження такої технології дозволяє системно розвивати всі складники мовленнєвої компетентності: від емоційного налаштування та активізації лексики до фази «творчої імпровізації», де дитина стає автором власного автентичного наративу. Важливою складовою успіху є інтеграція цифрових стимулів (анімації, звукових ландшафтів, QR-кодів) із перевіреними ігровими технологіями, зокрема мнемотехнікою та коректурними таблицями, що суттєво полегшує процеси запам'ятовування, допомагає структурувати висловлювання та долати мовленнєві труднощі. Крім того, технологія цифрового сторітелінгу додатково стимулює креативність і критичне

мислення, дозволяючи дошкільнику самостійно створювати мультимедійний контент.

Емпіричне опитування 106 педагогів Запорізького регіону чітко окреслило мовленнєвий вектор цифровізації: з одного боку, практики визнають високий потенціал цифрових технологій для збагачення мовлення (66%) та пам'яті (88,7%), з іншого – фіксують реальну небезпеку мовленнєвих порушень у 51,9% вихованців при дефіциті живого спілкування та неконтрольованому використанні гаджетів. Це підтверджує тезу, що цифрові засоби стають бар'єром для розвитку, якщо вони замінюють комунікацію, а не стимулюють її.

Успішність методично виваженого поєднання гри та цифрових технологій напряму залежить від зміни позиції педагога – його переходу до ролі фасилітатора та ігрового партнера. Обов'язковими умовами такої взаємодії є суворе дотримання санітарного регламенту (не більше 10-15 хвилин за екраном), створення ситуацій успіху та «точок подиву», які провокують пізнавальний інтерес і спонукають дитину до самостійного формулювання думок. Саме такий підхід забезпечує зняття комунікативних бар'єрів та сприяє цілісному становленню мовної особистості в сучасному цифровому просторі.

Перспективи подальших розвідок у цьому напрямі полягають у розробці диференційованих цифрових кейсів для дітей із різними рівнями мовленнєвої активності, а також у глибшому дослідженні можливостей технологій доповненої реальності (AR) як інструменту стимулювання мовленнєвої творчості в контексті наступності між ЗДО та початковою школою.

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СПОРТИВНІ, ПСИХОЛОГО-ПЕДАГОГІЧНІ ОСНОВИ ТА ВИМОГИ ДО РУКОПАШНОГО БОЮ

Анотація. У статті відображено спортивні, психолого-педагогічні основи та вимоги до рукопашного бою як виду спорту, самозахисту та різновиду змішаних єдиноборств.

Попередньо встановлено, що охоплена нами проблематика позитивно спостерігається тривалий час тому, що чільне місце в системі загальної психолого-педагогічної та фізичної підготовки завжди займає цілеспрямоване навчання, застосування й використання спеціально підібраних вправ, форм, засобів і методів, які є життєво важливими для всієї безпечної, подальшої успішної, підготовчої, загальної та професійної життєдіяльності, надійно впливає на формування світогляду, особистих цінностей, якостей і фізичного здоров'я, що складає широку загальну структуру здібностей та спроможностей кожної людини.

Крім того, головною метою цих вправ та форм, бажань, потягів і необхідних прагнень подальшого майбутнього стала стійка індивідуально-особистісна, професійно-психологічна позиція людини щодо вибору, позову, прагнення, уподобання чи бажання з обранням майбутньої професії правоохоронця, як одного з гарантів забезпечення охорони прав, безпеки,

свобод людини, протидії злочинності, підтримання публічної безпеки і порядку.

Також, у роботі з'ясовано і наведено чітку дефініцію тлумачення рукопашного бою. Із нього стає зрозумілим і очевидним, що будь-який процес застосування й використання означених видів самозахисту чи єдиноборств, вимагає наявності у тих, хто уповноважений включати у свою професійну діяльність такої кількості потрібних знань, умінь та навичок, які б повністю забезпечували, законом визначене, належне, безпечне й успішне виконання доручених службових обов'язків і завдань.

Крім того, ми вважаємо, що безпосередньо саме тактичне мислення вже прогнозує, передбачає й вимагає розробки та прийняття вірних рішень кожним в умовах дефіциту часу, дистанції та високої психоемоційної напруги часто базуючись на попередженні дій спортивних суперників, правопорушників, противників, або це комплекс швидких і рішучих заходів, призначений для використання в спортивних, змагальних, екстремальних, бойових та інших умовах для вирішення складних, раптових, конкретних і термінових задач.

Ключові слова: спорт, рукопашний бій, самозахист, психологія, педагогіка, увага, пам'ять, тактичне мислення.

SPORTS, PSYCHOLOGICAL AND PEDAGOGICAL FUNDAMENTALS AND REQUIREMENTS FOR HAND TO HAND COMBAT

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Annotation. The article reflects the sports, psychological and pedagogical foundations and requirements for hand-to-hand combat as a sport, self-defense and a type of mixed martial arts.

It has been established in advance that the problems covered by us have been positively observed for a long time because a prominent place in the system of general psychological-pedagogical and physical training is always occupied by purposeful training, the application and use of specially selected exercises, forms, means and methods that are vital for all safe, further successful, preparatory, general and professional life activities, reliably affects the formation of worldview, personal values, qualities and physical health, which constitutes a wide the general structure of abilities and capabilities of each person.

In addition, the main goal of these exercises and forms, desires, urges and necessary aspirations for the future has become a stable individual-personal, professional-psychological position of a person regarding the choice, claim, aspiration, preference or desire with the choice of the future profession of a law enforcement officer, as one of the guarantors of ensuring the protection of human rights, safety, freedoms, combating crime, maintaining public safety and order.

Also, the work clarified and gave a clear definition of the interpretation of hand-to-hand combat. From it, it becomes clear and obvious that any process of application and use of the specified types of self-defense or martial arts requires that those who are authorized to include in their professional activities the amount of necessary knowledge, skills and abilities that would fully ensure the legally defined, proper, safe and successful performance of assigned official tasks and tasks.

In addition, we believe that tactical thinking directly predicts, predicts and requires the development and making of correct decisions by everyone in conditions of time shortage, distance and high psycho-emotional tension, often based on the prevention of the actions of sports rivals, offenders, opponents, or it is a complex of quick and decisive measures intended for use in sports, competitive, extreme, combat and other conditions to solve complex, sudden, specific and urgent tasks.

Keywords: sport, hand-to-hand combat, self-defense, psychology, pedagogy, attention, memory, tactical thinking.

Постановка проблеми. У чинному Законі України «Про фізичну культуру і спорт» від 24 грудня 1993 року № 3808-XII зі змінами та доповненнями, який визначає загальні правові, організаційні, соціальні й економічні основи діяльності у сфері фізичної культури і спорту та регулює суспільні відносини у створенні умов для її розвитку зазначено, що безпосередньо сам розвиток, формування, поліпшення, покращення, підтримання, зміцнення й удосконалення індивідуального здоров'я кожної окремої людини, незалежно від її статі, медичного статусу й віку, є одним із багатьох і найважливіших завдань, що існують у сучасних складових діючої системи фізичного виховання і спорту [1].

Проте, постійно зростаючі великі обсяги стресових, психофізичних та психоемоційних негативних навантажень і факторів, наразі й суттєво обмежують, стримують, притримують або просто пригальмовують більшість того позитивізму від бажаного й очікуваного, до реально отриманого з переліку тих наявних бажань, намірів, прагнень, спонук, потягів та інших реальних потреб нашого організму через незалежні від тренерського, викладацького чи інструкторського персоналу причини взагалі.

Зазвичай, у кожної особистості, дещо окремо від їх свідомо-підсвідомих потреб, прагнень, бажань, рівня індивідуальної фізичної підготовленості й готовності, активно формується і збільшується цілий комплекс прихованого, десь у свідомості, інтуїтивного побоювання стосовно теперішніх вірогідних реалій та можливостей отримання різнохарактерних й різноступеневих психоемоційних та психологічних стресів, фізичних травм, перенавантажень, пошкоджень, ушкоджень, складних порізів, забиття, контузій, поранень тощо.

Однак, наряду із вищезазначеним, ми вважаємо, що насамперед, саме регулярний, якісно спланований й продуманий процес існуючої фізкультурно-спортивної підготовки кожної особистості сукупно з організацією та оптимізацією поступово планомірних, своєчасно передбачених заходів безпеки, навчання, виховання й тренування, здатний суттєво поліпшити функціональні можливості організму, покращити й зміцнити загальне психофізичне здоров'я людини з використанням сучасного сьогоднішнього і майбутнього, пошуків та досліджень безкомпромісних результатів, впроваджень з їх системно-аналітичним аналізом.

Він повинен бути об'єктом пильної цільової уваги не тільки у самих бажаючих фізично займатися й вдосконалюватися, дослідників і науковців, а й також великого загалу інструкторів, тренерів, викладачів, інспекторів, інших, законом дозволених фахівців [1] та суддів із видів спорту, здобувачів освіти, спортсменів-початківців, спортсменів-аматорів, професійних спортсменів на всіх рівнях та етапах їх діяльності, фізкультурно-спортивної підготовки на прикладі рукопашного бою, як стабільного й усталеного виду спорту, самозахисту та різновиду змішаних єдиноборств.

Аналіз останніх досліджень і публікацій у сучасній технічній, науковій, відомчій, спортивній, історичній, психолого-педагогічній літературі, засобах масової інформації та проведений загальний системний моніторинг позитивних та негативних надзвичайних подій із застосуванням вогнепальної зброї, фізичної сили чи заходів впливу як працівниками поліції, військовослужбовцями, так і іншими категоріями громадян, впевнено демонструє постійну й стійку тенденцію щодо важливості розуміння реалій існуючого сьогодення, його перегляду, покращення,

постійного вдосконалення систем загальної підготовки й підготовленості, законодавчої осмисленості, особистої безпеки, фізичної тренованості, а також більшості основ психолого-педагогічного навчання з оцінкою і чітким засвоєнням особисто індивідуальної відповідальності кожного за власний рівень професійно-фізичної готовності з прагненням поступового набуття доволі специфічних знань, умінь та навичок.

Однак, у зв'язку з подіями останніх декількох років, ми змушені відзначати дещо незначне зниження уваги до охопленої нами проблематики, оскільки чільне місце в системі загальної психолого-педагогічної та фізичної підготовки завжди займало цілеспрямоване навчання використанню спеціально підібраних вправ, прийомів, форм, засобів і методів, які є життєво важливими для всієї безпечної та подальшої успішної загальної та професійної життєдіяльності, благополучно впливало на формування індивідуальних знань, умінь, навичок, особистих якостей і фізичного здоров'я, генерувало б потребу пошуку нових і вдосконалення існуючих форм, структур здібностей, можливостей і спроможностей кожного.

Мета дослідження: теоретично обґрунтувати та сформувати ефективні мотиваційні думки, аспекти, можливості, готовність, особливості й засади щодо прагнення постійних занять з рукопашного бою як виду спорту, виду самозахисту або змішаного єдиноборства, стосовно розвитку й удосконалення основних форм та методів плідної протидії в системі «правоохоронці-правопорушники» загальнодоступними методами, прийомами, способами з мінімальною шкодою для життя і здоров'я всіх учасників зазначеного протистояння.

Виклад основного матеріалу дослідження. Розглядаючи у науковій, технічній, відомчій, спортивній, історичній та психолого-педагогічній літературі питання рукопашного бою з його конкретним використанням та застосуванням, було з'ясовано, що, на жаль, єдиної, чіткої й сучасної дефініції «Рукопашний бій», нами не було виявлено взагалі, а існує лише ряд історичних, спортивних, суто відомчих або узагальнених трактувань, розподілів, понять і визначень.

Так, наприклад, рукопашний бій, як вид спорту, самозахисту та різновид змішаних єдиноборств згадується у [1-5]:

1. Історико-спортивному аспекті як:

а) бій або поєдинок між двома і більше суперниками голіруч, із використанням тільки можливостей власного тіла. Цей спосіб ведення поєдинків існує з найдавніших часів появи самого людства;

б) бій або поєдинок із використанням холодної зброї, захисного спорядження, обладунків та інших засобів, окрім вогнепальної зброї;

в) змагальний вид спорту;

г) різновид змішаних єдиноборств із великим арсеналом різноманітної ударної, борцівської й спеціально-прикладної техніки ведення рукопашних зіткнень [2].

2. Фізкультурно-спортивному аспекті як «спортивний рукопашний бій». Це давно загальновідомий вид єдиноборств, вид спорту з обмеженим арсеналом дій, із якого, заздалегідь, були вилучені окремі прийоми та дії, що могли призвести до отримання тяжких травм та важких ушкоджень. Він зазвичай, використовувався та використовується донині в початковій (базовій) цивільній, військовій та поліцейській підготовці й розвиває основні фізичні якості, координацію рухів, відчуття дистанції, сили, потужності, ритму техніки ударів та кидків, уміння боротися в партері, вольову, психоемоційну та психологічну підготовку з питань ведення поєдинку [1; 3].

3. Професійно-прикладному аспекті як «армійський рукопашний бій». Це частина універсальної загальної системи спеціальної фізичної підготовки військовослужбовців усіх родів військ, спрямованої на комплексне й індивідуальне використання відповідних прийомів, дій захисту і нападу (зі зброєю, без зброї, з штатними та підручними засобами тощо), завершальним результатом застосування й використання яких є цільове враження й знищення противника [4].

4. Службово-прикладному аспекті як «поліцейський рукопашний бій» (заходи фізичного впливу) [5]. Це один із різновидів поліцейських заходів примусу, універсальна система або спеціалізований, комплексний вид єдиноборств, який створено для використання й застосування працівниками всіх органів, підрозділів поліції, інших правоохоронних організацій та установ. Характеризується великою кількістю захисних, атакуючих, контратакуючих прийомів та дій, спрямованих на обеззброєння, затримання, конвоювання та доставлення правопорушників. Сам процес підготовки передбачає вивчення й удосконалення заходів, прийомів та дій проти озброєного підручними предметами, холодною чи вогнепальною зброєю правопорушників, а також ведення поєдинку з декількома нападниками, в умовах обмеженого простору тощо. Зазвичай, вид та інтенсивність застосування прийомів і дій поліцейського рукопашного бою (заходів фізичного впливу) визначаються з урахуванням конкретної ситуації, характеру небезпечності скоєння правопорушення та індивідуальних особливостей особи, яка його вчинила або вчиняє [5; 6; 7].

Загалом, слід звернути увагу на те, що сьогодні, велика кількість існуючих в світі єдиноборств, вже мають характер і форму об’єднаних, комбінованих, універсальних, або змішаних видів, яким безпосередньо і є рукопашний бій: «Рукопашний бій є унікальним видом спорту, різновидом

змішаних єдиноборств…» [8]. Крім того, дуже багато чого з єдиноборств, і зокрема, з рукопашного бою, а також окремі дії, форми, прийоми чи елементи, були успішно взяті на «озброєння» правоохоронними органами, збройними силами чи іншими охоронно-мілітаризованими структурами цілого ряду країн світу, підтримавши й забезпечивши їх службово-прикладну та професійну безпеку, системність застосування й використання, ситуаційну необхідність, доцільність і добре треновану ефективність [2; 3; 7; 8] .

Вочевидь, що добавивши у чинний Закон України «Про Національну поліцію» від 02 липня 2015 року № 580-VIII із внесеними змінами та доповненнями [5], слова «рукопашного бою» ми вважаємо, що саме цим словосполученням законодавцями було збільшено офіційність, доцільність, ефективність, універсальність та комплексність існуючих заходів фізичного впливу (рукопашного бою), як окремого виду спорту, самозахисту і єдиноборств, що значно розширює арсенал можливо допустимих дій, безпекові права всіх осіб: обов'язки й можливості як безпосередньо для самих працівників поліції, так і для забезпечення особистої безпеки та безпеки тих чи інших осіб, хто нагально цього потребує.

Крім того, цими ж доповненнями, бажаним і необхідним прагненням подальшого майбутнього особи стала саме індивідуально-особистісна, професійно-психологічна позиція щодо можливого вибору, позову, прагнення, уподобання чи бажання обрання майбутньої професії правоохоронця задля [5]: 1) забезпечення публічної безпеки і порядку; 2) охорони прав і свобод людини, а також інтересів суспільства і держави; 3) протидії злочинності; 4) надання в межах, визначених законом, послуг з допомоги особам, які з особистих, економічних, соціальних причин або внаслідок надзвичайних ситуацій потребують такої допомоги.

Виходячи із зазначеного стає цілком зрозумілим і очевидним, що будь-який процес застосування й використання означених видів самозахисту чи єдиноборств, вимагає наявності у тих, хто уповноважений включати у свою професійну діяльність такої кількості потрібних знань, умінь та навичок, які б повністю забезпечували, законом визначене, належне, безпечне й успішне виконання поточних доручень, службових задач і завдань.

Наразі, із праць [2; 6; 7] було з'ясовано, що Рукопашний бій включений до частини II «Неолімпійські види спорту» «Єдиної спортивної класифікації України» як службово-прикладний вид спорту (додаток 73) з усіма його класифікаційними, кваліфікаційними вимогами та регіональними календарними планами спортивно-масових заходів на кожний поточний рік. Цими ж дослідженнями, у зв'язку з відсутністю цільового й

конкретного визначення дається чітка його дефініція: «Рукопашний бій – це затверджений Єдиною спортивною класифікацією України вид спорту, індивідуально-окремий вид об'єднаного комплексного самозахисту та різновид змішаних єдиноборств, який застосовується й використовується багатьма правоохоронними та мілітаризованими відомствами, організаціями та установами з метою забезпечення й виконання ними тих задач, завдань і обов'язків, які вимагаються специфікою їх повсякденної, службової, оперативної та бойової діяльності суто у межах та відповідно до вимог чинного законодавства» [6].

Із даного визначення видно сутність, зміст і призначення даного поняття, основною ознакою якого, як виду спорту, самозахисту та єдиноборств, є чітко визначені довготривалі навчальні, тренувальні, виховні, змагальні, удосконалюючі процеси й терміни підготовки, що підтверджується їхніми річними календарними планами, планами-календарями, комплексними та поточними планами роботи.

Крім того, у роботі [7] чітко визначено, що «спортивна підготовка в рукопашному бою – це багаторічний, спеціально організований процес всебічного розвитку, навчання і виховання учнів. Головна мета підготовки – досягнення максимально можливого для певного учня рівня техніко-тактичної, фізичної і психологічної підготовленості, обумовленого специфікою рукопашного бою і вимогами досягнення максимально високих результатів у змагальній діяльності», де, під терміном «учні», мають на увазі охочих і тих бажаючих, хто незалежно від статі, віку, але, залежно від стану свого фізичного й психічного здоров'я, прийшов у певну спортивну секцію і бажає навчатися загальнодоступним різновидам рукопашного бою.

Далі, після візуального і вербального відбору, цільового розподілу й комплектування навчально-тренувальних груп, ураховуючи специфіку і спрямованість подальших спортивної, технічної, загальної, спеціальної, тактичної, психологічної та інтегральної підготовок, після успішного виконання відповідних початкових, кваліфікаційних вимог, проходження певного періоду підготовки та атестації, ми звертаємо увагу на дуальну особливість урахування, стимулювання, оцінювання й визначення досягнень кожного: від учнівських ступенів-розрядів 10-1 КЮ і до 1 ДАНу (чорний пояс) або Майстра спорту [7].

Водночас, розглядаючи та досліджуючи «Рукопашний бій» як вже усталений вид спорту і самозахисту, для переважної більшості різновікових людей, попередньо було роз'яснено, що специфіка обліку результатів індивідуальної фізкультурно-спортивної діяльності й підготовленості особистості з даного виду дозволяє кожному, хто активно займається рукопашним боєм, бути і залишатися в межах дії Єдиної спортивної

класифікації України (ступені-розряди, 10-1 КЮ, КМС, МС), а також, одночасно, перебувати в діючих системах вітчизняних та міжнародних баз обліку тих людей, які займаються спортивними або бойовими єдиноборствами, успішність і досягнення яких визначається у ДАНах (у Вікіпедії зазначено, що ДАН (від 1 до 10) – це майстерський ступінь (рівень) у бойових мистецтвах та єдиноборствах, який означає те, що високий рівень майстерності того хто займається, як правило, вищий за учнівські (КЮ) і супроводжується обов'язковим носінням чорного пояса), створюючи та формуючи цим відповідні бажання й прагнення, а також генерує величезну мотивацію на шляху до обраної, поставленої чи подальшої мети.

Між тим, слід зазначити, що вибіркова (дозована) або повна структуризація згаданого вище процесу навчання з обов'язковим акцентом на підготовку, виховання і вдосконалення, охоплює як загальні, спеціальні, так і специфічні закономірності, принципи, фактори, форми, методи і засоби, особливості різновікового організму на всіх етапах підготовки з урахуванням обов'язкових термінів підготовчої, тренувальної та змагальної діяльності, а також результативності впливу різноманітних психолого-педагогічних та психічних чинників під час: підготовчого, навчального, змагального та перехідного періодів, де обсяги варіативного навантаження визначаються запланованими, дозованими, віковими й статевими особливостями, сумарним часом можливої, фактичної та доцільної рухової активності, природною реакцією організму на виконану роботу з очікуваними показниками відновлювальних процесів або реабілітації тощо [7; 8; 9].

Також, постійно перебуваючи під обов'язковими впливом окремих психолого-педагогічних процесів і явищ, у ході тривалої підготовки з рукопашного бою, обов'язково приділяється достатньо навчально-тренувального часу питанням уваги і зору, відчуттю та сприйняттю, пам'яті й тактичному мисленню.

Так, за визначенням [10], увага – це форма психічної діяльності людини, що виявляється в її спрямованості й зосередженості на певних об'єктах з одночасним абстрагуванням від інших, а її психологічний механізм слід шукати у складних взаємозв'язках людини з навколишнім середовищем та у здатності інтелекту до вибірковості відображення, слідування чи обрання. Там само поділяють увагу на мимовільну, довільну і післядовільну, а залежно від характеру дій людини її увага буває зовнішньою (теоретичне й практичне оволодіння навколишнім середовищем) і внутрішньою (проявляється в наших внутрішніх діях).

Водночас, асоціюючи й корелюючи увагу з основними видами зору людини, ми відзначаємо, що зазначені види включають [9; 10]: так званий

100% зір або нормальний зір (еметропію), порушення рефракції (короткозорість, міопія), далекозорість (гіперметропія) і астигматизм. Наряду з тим, фізіологічно зір поділяють на: монокулярний (одним оком, при цьому втрачається відчуття глибини та об'єму), бінокулярний (двома очима, об'ємний, який дозволяє якісно сприймати об'єм предметів та відстань до них), центральний (забезпечує чітке бачення усіх деталей) та периферичний (дозволяє бачити об'єкти та предмети поза межами прямого погляду забезпечуючи вірну орієнтацію в просторі). Слід зазначити, що даний розподіл дозволяє нам сприймати навколишній світ, події і змогу оцінювати ситуації, що складаються.

Заразом, ми звертаємо увагу на те, що в рукопашному бою дуже широко використовуються (як у навчальному процесі, так і в реальних протистояннях проти декількох правопорушників одночасно) всі види уваги в тісному поєднанні з бінокулярним, центральним та периферичним зором підтверджуючи своє пряме призначення й формуючи цим відповідні градаційні положення відносно:

- початкового позиційного обрання та розташування за кількістю й озброєнням атакуючих (нападників) і тих, хто захищається (захищає);
- ситуаційного визначення й розподілу за рівнем небезпечності посягання (зі зброєю, без зброї) та порядку їх знешкодження;
- подальшої концентрації та зосередження уваги на або в ході двостороннього чи іншого протистояння;
- активного виконання нових (очікуваних, неочікуваних, раптових, передбачуваних, непередбачуваних) дій і заходів;
- завершального етапу всіх дій (не послабляючи уваги).

Далі, розглядаючи питання відчуття і сприйняття, зазначимо, що на перший погляд, ці процеси мають свою кореляцію, певну схожість, і тотожним у них є лише те, що це можуть бути цілі психолого-педагогічні й психічні процеси, які полягають у відображенні мозком людини першопочаткових форм, якостей, особливостей та властивостей предметів, подій і явищ об'єктивного оточення, а також станів людського організму за умов безпосереднього впливу існуючих подразників на відповідні органи відчуття.

Взагалі, прийнято розрізняти наступні відчуття [10]:

- екстрацептивні (зорові, слухові, дотикові, нюхові, смакові та ін.);
- інтероцептивні відчуття внутрішніх органів (спрага, голод, внутрішня і зовнішня напруга, стрес, спокій, неспокій та ін.);
- кінестатичні й статичні (люба інформація про кожен рух і положення нашого тіла);

- проміжні й самостійні (температурні, вібраційні, прискорення, швидкість, рівновага, гнучкість, больові тощо).

Утім, раніше зазначалося, що на відміну від відчуттів, які відображають тільки окремі властивості і якості предметів, сприйняття буває, як правило, завжди цілісним і предметним, об'єднує відчуття, що йдуть з безпосередньої лінійки тих аналізаторів, які можуть бути повними і неповними, глибокими та поверхневими, видимими і невидимими, швидкими й повільними, помилковими або ілюзорними, де під самим поняттям ілюзії розуміється спотворення або відображення реальної дійсності [10].

Загалом, у Рукопашному бою прийнято розрізняти наступні напрями сприйняття дійсності:

- зорове (правопорушник, противник, суперник, їх кількість, стан, візуальні наміри, озброєння тощо);
- слухове (розмова, команда, звернення, вимоги, наміри, бесіда, прохання, крики, переговорний процес тощо);
- тактильне (сутичка, поєдинок, боротьба, удари, дотик, обшук, огляд та інше);
- просторове (дистанція поєдинку, відстань для пострілу чи нанесення удару, захисні дії тощо);
- часове (термін ведення поєдинку, подолання дистанції тощо);
- рухове (швидкість ведення поєдинку, відстань до цілі або її рух, тощо);
- однієї людини іншою людиною (положення тіла в захваті, боротьба в стійці, партері, лежачи тощо);
- предметне (напрямок і положення зброї в руці нападника);
- інші.

Між тим, у межах подальшої підготовки чи навчання кожної зацікавленої особистості прийомам та елементам рукопашного бою, пам'ять і тактичне мислення теж відіграють провідну роль у вдосконаленні кожного навчаємого, правоохоронця, військовослужбовця або спортсмена.

Насамперед зазначимо, що людська пам'ять – це низка або цілий ряд складних психічних та психолого-педагогічних процесів, які полягають в опануванні, запам'ятовуванні, засвоєнні, розумінні, зберіганні, відтворенні, оновленні, забуванні та поновленні рухів, минулих заходів, подій, явищ, інформації й досвіду, що дозволяє конкретній особі використовувати зазначене в ході активної людської життєдіяльності. Зазвичай, пам'ять є основою навчання, виховання, тренування, пізнання, запам'ятовування, усвідомлення та самоусвідомлення, а її головною особливістю є те, що вона теж підлягає й здатна до всіх форм розвитку, тренування й вдосконалення.

Так, у фізичному вихованні, спорті і зокрема, рукопашному бою, це насамперед, є здатність нашого організму запам'ятовувати, зберігати та відтворювати безліч окремих рухів, кидків, амплітуд, поз, стійок, переміщень, ударів та інших положень тіла або окремих його частин, напрямків його зусиль та інших позиційно просторових, дистанційних або інших характеристик.

Вона доволі часто функціонує як велика складова частина суто м'язової пам'яті (або рухової пам'яті), забезпечуючи не просто підсвідому чи автоматичну реалізацію процесів техніки виконання, а й із реальним усвідомленням та контролем того, як саме цей рух осмислено відбувається, проходить, свідомо запам'ятовується, реалізується, виконується чи здійснюється.

Тобто, зазвичай, під м'язововою пам'яттю розуміють здатність організму запам'ятовувати, зберігати та відтворювати раніше засвоєні рухи, дії, уміння і навички завдяки сталим та чітким нейронним зв'язкам (комунікаційні шляхи або з'єднання між нейронами (клітинами мозку), через які передаються електричні та хімічні імпульси, котрі фактично є фізичною основою нашої пам'яті, думок, емоцій, вражень, настрою, рухів, почуттів, відчуттів та поведінки загалом) [9;10].

Використовуючи раніше наведений перелік напрямів сприйняття дійсності, ми одразу корелюємо їх з тактичним мисленням, без якого майже не можливо правильно й швидко проаналізувати, оцінити й прийняти вірне рішення в ситуації, що є поточною на даний час, орієнтуватися й адаптуватися до можливих змін обстановки, різноманітного перебігу подій із ймовірними небезпеками та ризиком задля збереження життя чи успішного досягнення, виконання поставленої конкретної мети, задачі або завдання.

Насамперед, ми вважаємо, що безпосередньо саме тактичне мислення вже частково прогнозує наперед, пролонгує, передбачає й вимагає розробку правильних рішень (або навіть декількох) кожним в умовах різкого дефіциту часу, контрольованої чи неконтрольованої дистанції, безпеки, власних емоцій, високої психічної та психоемоційної напруги, часто базуючись на упередженні чи попередженні дій спортивних суперників, правопорушників, противників, або це комплекс швидких рішень, призначений для використання в спортивних, змагальних, екстремальних, бойових та інших умовах, для вирішення конкретних фізкультурно-спортивних, різних безпекових, необхідних і термінових завдань чи заходів.

Подальші наші дослідження спрямовуватимуться на вивчення і впровадження у навчальний процес безконтактних (діалогових) способів обеззброєння правопорушника.

Висновки:

1. З'ясовано, що специфіка узагальнення та обліку результатів індивідуальної фізкультурно-спортивної діяльності особистості дозволяє дуально кожному, хто активно займається рукопашним боєм, бути і залишатися в межах дії Єдиної спортивної класифікації України (10-1 КЮ, КМС, МС), а також в системах вітчизняних і міжнародних баз обліку тих людей, які вже тривалий час займаються спортивними або бойовими єдиноборствами (ДАНи).

2. У навчально-тренувальному процесі з рукопашного бою дуже широко використовуються (як у навчальному процесі, так і в реальних протистояннях проти декількох правопорушників одночасно) всі види уваги в тісному поєднанні з бінокулярним, центральним та периферичним зором, пам'яттю і тактичним мисленням, а кореляція зазначених напрямів сприйняття дійсності з тактичним мисленням показала, що без їх тісного взаємозв'язку майже не можливо правильно й швидко проаналізувати ситуацію, що є поточною на даний час, приймати вірні й ефективні рішення, орієнтуватися й адаптуватися до можливих змін обстановки та різного перебігу подій з можливими виникненнями небезпек та ризиків задля успішного досягнення чи виконання поставленої конкретної мети, задачі або завдання.

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ПСИХОЛОГО-ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ СУБ`ЄКТНОЇ ПОЗИЦІЇ УЧНІВ СТАРШОГО ПІДЛІТКОВОГО І ЮНАЦЬКОГО ВІКУ В УМОВАХ ВІЙНИ

Анотація. У статті розглянуто проблему формування суб'єктності сучасних підлітків і старшокласників. Наголошено, що на відміну від дорослих, які мають життєвий досвід і сформовані механізми психологічної адаптації, підлітки перебувають на етапі становлення ідентичності, цінностей та світогляду, тому особливо вразливі до екзистенційних викликів і травматичних подій. Війна руйнує їхнє відчуття безпеки, породжує невизначеність і потребу в психологічній підтримці та цілеспрямованому вихованні здатності до усвідомленого життєвого вибору, відповідальності та самореалізації.

Для реалізації мети статті здійснено теоретичний аналіз проблеми формування суб'єктності учнів старшого підліткового та юнацького віку в умовах сучасних суспільних викликів, зокрема війни. Обґрунтовано актуальність розвитку суб'єктності як інтегральної характеристики особистості, що виявляється у здатності людини до самодетермінації, відповідального вибору, саморегуляції, творчої активності та усвідомленого життєтворення.

Проаналізовано наукові підходи вітчизняних дослідників до розуміння сутності суб'єктності, механізмів її становлення та ролі у процесах особистісного й професійного самовизначення. Визначено, що особливого значення розвиток суб'єктності набуває у підлітковому та юнацькому віці, коли формується особистісна ідентичність, система цінностей, життєві смисли та професійні орієнтири.

Установлено, що в умовах війни суб'єктність виступає важливим ресурсом психологічної стійкості особистості, здатності до адаптації, прийняття рішень і конструктивного подолання кризових ситуацій. Водночас зовнішні та внутрішні чинники воєнного часу ускладнюють процес її формування, що актуалізує необхідність створення спеціальних психолого-педагогічних умов підтримки учнів.

Обґрунтовано, що ефективним середовищем розвитку суб'єктності сучасних старшокласників може виступати профорієнтаційний супровід, спрямований на розвиток самопізнання, рефлексії, відповідальності, здатності до життєвого та професійного самовизначення. Зазначено, що розвиток суб'єктної позиції учнів є важливою умовою їхньої самореалізації, професійного становлення та активної громадянської позиції.

Ключові слова: суб'єктність, старший підлітковий вік, юнацький вік, професійне самовизначення, профорієнтаційний супровід, особистісний розвиток, психологічна стійкість, війна.

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PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR THE FORMATION OF THE SUBJECT POSITION OF STUDENTS OF OLDER ADOLESCENCE AND YOUTH IN WARTIME CONDITIONS

Abstract. The article examines the problem of forming the subjectivity of modern adolescents and senior school students. It is emphasized that, unlike adults who possess life experience and developed mechanisms of psychological adaptation, adolescents are at the stage of forming their identity, values, and worldview, and are therefore particularly vulnerable to existential challenges and traumatic events. War destroys their sense of security, creates uncertainty, and increases the need for psychological support and purposeful development of the ability to make conscious life choices, take responsibility, and achieve self-realization.

To achieve the purpose of the article, a theoretical analysis of the problem of forming the subjectivity of older adolescents and youth under contemporary social challenges, particularly wartime conditions, was conducted. The relevance

of developing subjectivity as an integral characteristic of personality is substantiated, as it manifests itself in a person's ability for self-determination, responsible choice, self-regulation, creative activity, and conscious life creation.

Scientific approaches of Ukrainian researchers to understanding the essence of subjectivity, the mechanisms of its formation, and its role in the processes of personal and professional self-determination are analyzed. It is determined that the development of subjectivity becomes especially important during adolescence and youth, when personal identity, value systems, life meanings, and professional orientations are being formed.

It has been established that under wartime conditions, subjectivity acts as an important resource of psychological resilience, adaptability, decision-making ability, and constructive coping with crisis situations. At the same time, external and internal wartime factors complicate the process of its formation, which actualizes the need to create special psychological and pedagogical conditions for supporting students.

It is substantiated that career guidance support can serve as an effective environment for developing the subjectivity of modern senior school students, aimed at fostering self-knowledge, reflection, responsibility, and the ability for life and professional self-determination. It is noted that the development of students' subjective position is an important condition for their self-realization, professional development, and active civic engagement.

Keywords: subjectivity, older adolescence, youth, professional self-determination, career guidance support, personal development, psychological resilience, war.

Постановка проблеми. Проблема виховання суб'єктності у сучасних підлітків і учнів старшого шкільного віку набуває нової актуальності. Умови війни завжди супроводжуються екзестенційними викликами. І якщо, доросла людина через трансформацію ціннісної сфери, спираючись на власний досвід та ресурси може переосмислити своє місце у світі, знайти нові смисли, адаптуватися до змін та мобілізувати внутрішні резерви для подолання труднощів. То підліток лише формує свою ідентичність, цінності та світогляд. Він ще не має достатнього життєвого досвіду та сформованих механізмів психологічного захисту, щоб самостійно протистояти таким глобальним загрозам і потрясінням. Для нього війна – це не просто зовнішня подія, а глибока травма, яка руйнує звичний світ, підриває відчуття безпеки та спричиняє невизначеність щодо майбутнього. У таких умовах підліток потребує особливої підтримки та цілеспрямованого виховання суб'єктності, щоб він міг не просто реагувати на виклики, а активно формувати свою життєву траєкторію, робити свідомий вибір та нести відповідальність за

власні дії. Це вимагає від педагогів та батьків не лише розуміння психологічних особливостей цього віку, а й розробки нових підходів до підтримки їхнього розвитку та становлення як самостійних і сильних особистостей.

Аналіз останніх досліджень і публікацій. Дослідження суб'єктності ведуться як у психологічному та педагогічному вимірах, так і в контексті державної, цивілізаційної та геополітичної суб'єктності України. У наукову термінологію поняття суб'єктності в межах діяльнісного підходу ввів С. Рубінштейн і продовжили ряд дослідників в межах діяльнісного підходу. Сучасні теоретико-методологічні підходи до вивчення різних аспектів суб'єктності розкриті в працях вітчизняних вчених: М. Боришевського, С. Карпенко, С. Кузікова, М. Смульсон, В. Татенко, В. Роменця та ін. Суб'єктність як виховний пріоритет висвітлена в дослідженнях: І. Беха, О. Галян, Т. Гурлєвої, С. Шехавцової та ін. українських вчених.

Однак, сучасне покоління формується в умовах ненормативних криз, гібридної реальності цифрового світу, постійних зовнішніх загроз. Саме тому, формування маркерів суб'єктності (самостійність, ініціативність, креативність, свобода та відповідальність) – набуває особливої актуальності як необхідна умова становлення особистості, здатної до усвідомленого життєвого і професійного самовизначення. У сучасних умовах суб'єктність постає не лише як інтегральна характеристика особистості, а і як важливий ресурс її психологічної стійкості, здатності до саморегуляції, прийняття рішень та конструктивної взаємодії з мінливим соціальним середовищем.

Особливого значення проблема формування суб'єктності набуває у старшому підлітковому та юнацькому віці, коли відбувається активний пошук особистісної ідентичності, осмислення життєвих цілей та побудова професійної перспективи. У зв'язку з цим актуалізується необхідність пошуку ефективних психолого-педагогічних умов і технологій, спрямованих на розвиток суб'єктної позиції.

Мета статті – теоретично обґрунтувати психолого-педагогічні умови формування суб'єктної позиції учнів старшого підліткового та юнацького віку в умовах війни, визначити чинники, що впливають на розвиток їхньої суб'єктності, та окреслити можливості профорієнтаційного супроводу як засобу розвитку ключових характеристик суб'єктності.

Виклад основного матеріалу. Феномен суб'єктності є тією дефініцією, яка відображає здатність особистості бути активним творцем власного життя, джерелом саморозвитку, самодетермінації та відповідального ставлення до власної діяльності й життєвого вибору. У сучасній психологічній і педагогічній науці суб'єктність розглядається як інтегральна характеристика особистості, що поєднує свободу, активність,

автономність, усвідомленість, здатність до саморегуляції та творчого перетворення дійсності.

Так, З. Карпенко обґрунтовуючи аксіологічну психологію особистості, зазначає, що суб'єктність є способом реалізації людиною свого духовного потенціалу, що репрезентує її вроджену здатність до саморозвитку і самовизначення в просторі мотиваційно-ціннісних ставлень. За своїм логіко-математичним змістом суб'єктність є розгалуженою системою з різнотипними зв'язками між її структурними компонентами: функціональними і генетичними, що репрезентують каузальний (причинно-наслідковий) тип детермінації та багатозначними зв'язками між різноякісними множинами елементів, що репрезентують телеологічний тип детермінації [1, с. 132].

У монографії О. Галян визначає суб'єктність як здатність оптимально актуалізувати зовнішні (соціальні, просторово-часові, фізичні тощо) та внутрішні (психічні, особистісні, духовні) можливості, адекватно інтегрувати актуальну ситуацію з перспективою ефективного (продуктивного) життєвого самовтілення особистості [2, с.14]. Педагогічний феномен суб'єктності особистості полягає у визнанні та реалізації школярем себе як життєвої (цивілізаційної) цінності (виховний ідеал уже в мені), автора своєї особистості та свого життя (самонавчання, самовиховання і саморозвиток), агента творчого впливу на середовище (я створюю життєвий світ замість адаптаційної самодеформації) [2].

С. Кузіковою розроблено понятійний концепт «потенціал суб'єктності» особистості. Мова йде про ступінь усвідомленості людиною власного життя та самокерованості ним, про організацію неперервного саморозвитку особистості в ґенезі її буття як потужного особистісного ресурсу впродовж життєвого шляху. У рамках ресурсного підходу широко використовується термін «ключовий ресурс» – головний засіб, що контролює та організує розподіл інших ресурсів, тобто скеровує загальний фонд ресурсів. Згідно з нашою позицією, зазначає вчена, таким ключовим ресурсом може бути суб'єктність стосовно власного життя і розвитку [3, с.409].

За В. Татенком, онтологічний імператив «бути суб'єктом» є загальнолюдським вираженням суверенності дійсної людини, вільної і водночас персонально відповідальної перед собою й іншими за результати своїх діянь, а також означає «бути джерелом активності, дії, думки, цінностей і смислів, хотіти і могти починати причинний ряд із самого себе, бути автором власного життя» [4, с. 329].

На думку С. Максименка суб'єктність є центральною ланкою особистісного «Я». Вчений виокремлює декілька стадій суб'єктоґенезу, за дефіцитарності будь якої з них людина буде вважати себе об'єктом

маніпуляцій, які здійснюються без урахування її бажань або навіть всупереч їм. Зокрема, прийняття людиною на себе відповідальності за невизначений заздалегідь результат своїх дій; переживання можливості реалізації різних варіантів майбутнього, своєї причетності до побудови образу бажаного результату і своєї здатності реалізувати бажане (прояв себе як суб'єкта цілепокладання); реалізацію можливостей, що відкриваються у вчинених із власної волі діях; прийняття відповідального рішення про завершення дії (прояв себе як першопричини, суб'єкта закінчення дії); оцінку результату як особистісно значущого новоутворення, детермінованого власною активністю (прояв себе як суб'єкта доконаної дії) [3, с. 15].

Отже, узагальнюючи підходи вітчизняних науковців, можна стверджувати, що суб'єктність є інтегральною властивістю особистості, яка виявляється у здатності людини усвідомлювати себе активним суб'єктом життєдіяльності, самостійно визначати цілі, приймати рішення, відповідати за власні вчинки та творчо змінювати себе і навколишню дійсність. Вона виступає важливою умовою самореалізації, особистісного зростання та ефективного життєтворення, а також визначає рівень зрілості, автономності та духовної активності особистості.

Важливість виховання суб'єктності в учнів розкрита в роботах І. Беха, Г. Балла., В. Рибалки та ін. Аналіз поглядів науковців дозволяє стверджувати, що розвиток суб'єктності передбачає послідовний перехід вихованця від позиції пасивного об'єкта педагогічного впливу до активного самотворення. Це актуалізує необхідність проектування такого освітнього середовища, яке б не лише стимулювало внутрішню мотивацію та рефлексію школяра, а й забезпечувало простір для його вчинкової активності, самовизначення та свідомого життєвого проектування в умовах сучасних викликів. Концептуальні положення суб'єкт-субктної взаємодії висвітлені в Концепції «Нова українська школа», в якій учень і вчитель діють на рівних, а учень стає активним учасником свого освітнього процесу, відповідальним за власне навчання, а не лише об'єктом впливу вчителя.

В контексті освітнього процесу, зазначає С. Прищак, суб'єктність є умовою, координаційним центром самоорганізації особистістю розвивальної, навчально-професійної та виховної діяльності. Суб'єктність як мотиваційний, інтеграційний, регулятивний, координаційний центр життєтворчості та життєдіяльності особистості, актуалізує ефективну взаємодію особистості у світі [5, с. 13]. Педагогічний феномен суб'єктності особистості, на думку О. Гальян [2], полягає у визнанні та реалізації школярем себе як життєвої (цивілізаційної) цінності (виховний ідеал уже в мені), автора своєї особистості та свого життя (самонавчання, самовиховання і саморозвиток), агента творчого впливу на середовище (я створюю

життєвий світ замість адаптаційної самодеформації). Таким чином, суб'єктність учня постає не просто як сукупність психологічних якостей, а як інтегральна, динамічна характеристика особистості, що визначає її здатність бути свідомим творцем власного життя.

Особливого значення набуває формування суб'єктності в підлітковому і ранньому юнацькому віці. Саме в ці вікові періоди особистість найбільш відкрита до сприйняття смисложиттєвих понять, прагне самостійно шукати і творчо втілювати власні життєві смисли, відкривати нові, переосмислюючи вже набуті, цінності і смисли. У підлітковому і особливо юнацькому віці формується готовність до особистісного та життєвого самовизначення, професійного самопроектування. Саме у ці вікові періоди постає питання якості смислу життя, його вивищення, знаходження гармонії між нижчими потребами і духовними здатностями людини. Важливим є не лише розуміння значення «високого смислу», якого прагне людина, («Що то за смисл?», «Як його можна назвати?»), а й емоційне ставлення до нього і готовність певним чином діяти, вчиняти [6, с. 73-74]. Учні підліткового і юнацького віку уже спроможні оберігати себе від деструктивних, руйнівних зовнішніх впливів, нав'язування хибних життєвих орієнтирів. Але, коли такий захисний бар'єр зруйновано, саме смислова взаємодія може допомогти юній особистості «піднятися» над ситуацією (безвиході, сумніву, внутрішніх протиріч, дезорієнтації тощо) і «вийти» на рівень самопізнання, творчості, відкриття нових граней власного Я, підтримувати потребу у пошуку і реалізації сутнісних, високих смислів, забезпечуючи і являючи тим самим свій духовний розвиток. Така психологічна допомога є підтримуюча, розвиваюча [7, с. 48].

Тільки особистість як суб'єкт може стати умовою успішної трансформації суспільства, держави. Успіх на шляху входження України в європейський цивілізаційний (економічний, культурний, освітній) простір, значною мірою залежить від рівня розвитку суб'єктності українців. Дослідження суб'єктних факторів розвитку особистості та ролі освіти в розвитку суб'єктності особистості та особистості загалом, підтверджує необхідність визначення «розвитку суб'єктності особистості» метою освіти [5, с. 13].

Війна змінила соціальну ситуацію розвитку особистості. Аналізуючи чинники розвитку суб'єктності під час війни, О. Зінченко та С. Бабатіна виокремлюють об'єктивні чинники (невизначеність, небезпека, загроза, нові виклики) і суб'єктивні (критичне мислення, рефлексія, творчість, стресостійкість, рівень усвідомлення себе) у розвитку суб'єктності. Зазначене дозволяє визначити суб'єктність як вияв активного впливу на зовнішню та внутрішню реальність, що супроводжується зміною

ментальних моделей і характеризується такими властивостями, як самостійність, унікальність, самодостатність, готовність брати на себе відповідальність і діяти в складних життєвих ситуаціях [8].

Отже, в умовах війни з одного боку надзвичайно зростає важливість цілеспрямованого формування ключових аспектів суб'єктності в учнів, а з іншого – зовнішні умови навчання (дистанційна та змішана форми, постійні загрози обстрілів тощо) та внутрішні чинники (емоційна нестабільність, тривожність, низька мотивація навчання та інше), утруднюють практичну реалізацію механізмів формування суб'єктності.

Спираючись на погляди вчених щодо сутності та механізмів розгортання суб'єктності, можемо обґрунтувати, що професійне самовизначення є внутрішнім процесом розгортання суб'єктності особистості, який виявляється у здатності людини усвідомлено обирати професійний шлях, визначати власні цілі, цінності та способи професійної самореалізації. У цьому процесі особистість виступає активним суб'єктом власного розвитку, здатним до рефлексії, прийняття рішень, відповідальності за власний вибір та побудови індивідуальної професійної траєкторії. Так, на думку В. Татенка, схильність до відтворення, творіння себе у відповідних, а часом і в несприятливих умовах. Відображає, перш за все, характер активності людини як суб'єкта і розкривається в таких поняттях як вільний, самостійний, автономний, ініціативний, творчий, оригінальний. Бути суб'єктом – значить бути джерелом активності, дії, думки, цінностей і смислів; виходити за межі наперед визначеного; бути здатним відповідально перетворювати світ і себе в цьому світі за власними проектами. Та механізми розгортання суб'єктності [4]

Механізмом самовизначення особистості, як зазначає З. Карпенко, є усвідомлення індивідом власної мотиваційно-смислової сфери. Результатом такого усвідомлення виступає трансформація особистісних смислів у ціннісні орієнтації, які становлять найвищий рівень диспозиційної саморегуляції поведінки. Встановлення відповідності між функціонально-суб'єктними властивостями особистості та її смисловими утвореннями дає змогу виявити такі взаємозв'язки: збудники активності, стрижнем яких є потреби, співвідносяться з емоційними компонентами ціннісних орієнтацій («хочу»); здібності – з їх пізнавальними компонентами («можу»); а характер і темперамент – із поведінковими («є», «маю», «вмію»). У свою чергу, зазначені властивості забезпечують реалізацію функцій самоактуалізації (потреби), самоствердження (здібності) та самовираження (темперамент і характер) [1, с. 180–181].

Таким чином, спеціально організованим середовищем формування суб'єктності в сучасних умовах може виступати профорієнтаційний

супровід профільного й професійного самовизначення старших підлітків та юнаків. У процесі профорієнтаційної діяльності учні старшого підліткового і юнацького віку розв'язують завдання, пов'язані з пошуком власного місця в суспільстві, формуванням здатності визначати життєві та професійні цілі, адекватно оцінювати свої можливості, уміння й навички щодо їх досягнення, а також ефективно здійснювати різні види діяльності. Це потребує не лише оволодіння певною системою знань, а й розвитку особистісних якостей, на основі яких формується професійна та громадянська активність особистості.

Саме тому диспозиції «передчуваю», «треба», «мушу», «буду», «приймаю» постають важливими внутрішніми регуляторами процесу професійного самовизначення, оскільки відображають становлення відповідальності, готовності до вибору, здатності прогнозувати власне професійне майбутнє та усвідомлено приймати рішення щодо подальшої самореалізації. Вони характеризують перехід особистості від ситуативної активності до суб'єктної позиції, що виявляється у здатності самостійно конструювати власну професійну перспективу та нести відповідальність за її реалізацію.

У спрямованості психологічної роботи на вказані аспекти суб'єктності і розкриваються перспективи роботи над саморозумінням, самоусвідомленням, самоприйняттям.

Тут можуть ставитися завдання особистісного розвитку, завдання нарощування рівня осмисленості власного життя, забезпечення психологічних умов для цілепокладання, з'ясування трансцендентних координат орієнтації особистості в світі і аж до проектування бажаного майбутнього тощо [3, с.16].

Висновки. Отже, проблема формування суб'єктності учнів старшого підліткового та юнацького віку в умовах сучасних суспільних викликів, зокрема війни, набуває особливої актуальності. Суб'єктність постає як інтегральна характеристика особистості, що виявляється у здатності людини бути активним творцем власного життя, здійснювати усвідомлений вибір, брати відповідальність за власні рішення та конструктивно взаємодіяти з навколишньою дійсністю. У сучасних умовах вона виступає не лише показником особистісної зрілості, а й важливим ресурсом психологічної стійкості, саморегуляції та життєтворчості.

Аналіз наукових підходів дозволив встановити, що розвиток суб'єктності пов'язаний із процесами самопізнання, самодетермінації, рефлексії, смислотворення та відповідального вчинку. Особливого значення ці процеси набувають у підлітковому та юнацькому віці, коли формується особистісна і професійна ідентичність, відбувається становлення життєвих

цінностей, професійних намірів і здатності до самостійного життєвого проектування.

Визначено, що в умовах війни суттєво ускладнюються механізми розвитку суб'єктності через вплив невизначеності, емоційної напруги, тривожності та порушення звичних умов соціалізації. Водночас саме в кризових умовах посилюється потреба у вихованні особистості, здатної до самостійного прийняття рішень, внутрішньої стійкості, активної громадянської позиції та відповідального професійного самовизначення.

Обґрунтовано, що важливим психолого-педагогічним середовищем розвитку суб'єктності сучасних старшокласників може виступати профорієнтаційний супровід, який створює умови для самопізнання, усвідомлення власних можливостей і цінностей, формування здатності до проектування професійного майбутнього та відповідального життєвого вибору. Саме через включення учнів у процес активного професійного й життєвого самовизначення формується їхня суб'єктна позиція, готовність до самореалізації та відповідальності за власне майбутнє.

Перспективи подальших досліджень убачаємо у розробці та апробації психолого-педагогічних технологій формування суб'єктності учнів у системі профільної освіти, а також у вивченні особливостей розвитку суб'єктної позиції молоді в умовах воєнного та повоєнного суспільства.

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ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ПСИХОЛОГО-ПЕДАГОГІЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ БІОЛОГІЇ В ПРОЦЕСІ ФАХОВОЇ ПІДГОТОВКИ

Анотація. У статті обґрунтовано педагогічні умови формування психолого-педагогічної компетентності майбутніх учителів біології в процесі їхньої фахової підготовки. Актуальність теми зумовлена модернізацією вищої педагогічної школи в умовах реалізації засад Нової української школи та суспільним запитом на формування конкурентоспроможного вчителя біології, здатного проєктувати безпечний і здоров'язбережувальний освітній простір. Сьогодні вчитель біології має бути не лише транслятором фундаментальних академічних знань про живу природу, а й фахівцем, здатним забезпечити безпечне, здоров'язбережувальне та психологічно комфортне освітнє середовище. У цьому контексті особливої ваги набуває психолого-педагогічна компетентність майбутніх учителів біології, яка інтегрує глибокі знання вікової психофізіології підлітків із практичними навичками побудови суб'єкт-суб'єктної взаємодії, превенції деструктивних явищ (зокрема шкільного булінгу та кібербулінгу) та розвитку емоційного інтелекту здобувачів освіти. На основі аналізу науково-педагогічної літератури уточнено поняття «педагогічні умови», яке трактується як інтегрований комплекс організаційних, методичних та психологічних чинників, що цілеспрямовано створюється для досягнення визначеної освітньої мети. За результатами аналізу відповідей експертів виокремлено й обґрунтовано ієрархічну систему трьох провідних педагогічних умов: створення психологічно орієнтованого безпечного освітнього середовища; підвищення формування внутрішньої та створення зовнішньої мотивації майбутніх учителів до психолого-педагогічної доцільної діяльності; вдосконалення професійних навичок через інструменти неформальної освіти. Доведено, що системна інтеграція визначених умов забезпечує професійну мобільність, прагнення до навчання впродовж життя та високу конкурентоспроможність майбутнього фахівця на динамічному ринку праці.

Ключові слова: компетентність, психолого-педагогічна компетентність, майбутні вчителі біології, педагогічні умови, фахова підготовка, здобувач освіти, освітній процес.

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PEDAGOGICAL CONDITIONS FOR THE FORMATION OF PSYCHOLOGICAL AND PEDAGOGICAL COMPETENCE OF FUTURE BIOLOGY TEACHERS IN THE PROCESS OF PROFESSIONAL TRAINING

Abstract. The article substantiates the pedagogical conditions for developing the psychological and pedagogical competence of future biology teachers during their professional training. The relevance of the topic is driven by the modernization of higher pedagogical education within the framework of implementing the principles of the New Ukrainian School, as well as by the social demand for a competitive biology teacher capable of designing a safe and health-promoting educational space. Today, a biology teacher must be not only a transmitter of fundamental academic knowledge about living nature but also a specialist capable of ensuring a safe, health-promoting, and psychologically comfortable educational environment. In this context, the psychological and pedagogical competence of future biology teachers is of particular importance. It integrates deep knowledge of adolescents' developmental psychophysiology with practical skills in establishing subject-subject interaction, preventing destructive phenomena (such as school bullying and cyberbullying), and developing the emotional intelligence of learners. Based on the analysis of scientific and pedagogical literature, the concept of "pedagogical conditions" has been clarified and is interpreted as an integrated complex of organizational, methodical, and psychological factors purposefully created to achieve a specific educational goal. Based on the results of the expert response analysis, a hierarchical system of three leading pedagogical conditions has been identified and substantiated: creating a psychologically oriented safe educational environment; increasing the development of internal and creating external motivation of future teachers for psychologically and pedagogically appropriate activities; and improving professional skills through informal education tools. It is proven that the systematic integration of the identified conditions ensures professional mobility, a commitment to lifelong learning, and high competitiveness of the future specialist in a dynamic labor market.

Keywords: competence, psychological-pedagogical competence, future biology teachers, pedagogical conditions, professional training, education seeker, educational process.

Постановка проблеми. Динамічні трансформації та сучасні вектори розвитку глобального й вітчизняного освітнього простору детермінують радикальну реконцептуалізацію системи вищої педагогічної освіти в напрямі підготовки фахівців, здатних проактивно реагувати на кардинально нові вимоги до їхнього професійно-кваліфікаційного профілю. У цьому контексті стратегічним імперативом модернізації вищої школи постає формування психолого-педагогічної компетентності майбутніх учителів біології у процесі фахової підготовки. Актуалізація зазначеного процесу об'єктивно зумовлена соціокультурним запитом на виховання конкурентоспроможного педагога-біолога, спроможного до моделювання та проєктування безпечного, здоров'язбережувального й психологічно комфортного освітнього середовища, а також системною необхідністю реалізації стратегії сталого розвитку суспільства.

Ефективність розв'язання окреслених завдань безпосередньо залежить від наукового обґрунтування, верифікації та наступної інтеграції в освітній процес закладів вищої освіти відповідного комплексу педагогічних умов.

Аналіз останніх досліджень і публікацій. У психолого-педагогічній науці проблема розвитку психолого-педагогічної компетентності досліджується в різних аспектах: професійна компетентність педагога (Л. Алексєєва, В. Баркасі, О. Дубасенюк та ін.); педагогічна компетентність (Н. Кузьміна, М. Лук'янова та ін.); аутопсихологічна компетентність (О. Шиян) тощо [9, с. 26].

Проаналізувавши рівень актуальності проблеми формування психолого-педагогічної компетентності майбутніх учителів біології в процесі фахової підготовки в науковій літературі та в педагогічній практиці закладів вищої освіти (ЗВО), дійшли висновку, що психолого-педагогічні аспекти професійної підготовки майбутніх фахівців потребують удосконалення. Педагогічні умови, створені в освітньому закладі, покликані забезпечити взаємозв'язок і взаємодію всіх складників освітнього процесу та результативність засвоєння теоретичних знань, формування професійних умінь і навичок для практичної діяльності. З опертям на узагальнення наукових напрацювань відзначимо, що формування психолого-педагогічної компетентності майбутніх учителів біології в процесі фахової підготовки має базуватися на системному впровадженні в ЗВО найбільш вагомих педагогічних умов.

Метою статті є виявлення та обґрунтування педагогічних умов формування психолого-педагогічної компетентності майбутніх учителів біології в процесі фахової підготовки.

Виклад основного матеріалу. У сучасних умовах ЗВО змушені адаптуватися до нових викликів і вимог освітнього середовища. Ідеться не лише про оновлення освітніх програм, але й про зміну підходів до навчання. Основна увага сьогодні приділяється індивідуалізації навчального процесу, розвитку критичного мислення, креативності та навчанню протягом життя. «Нова парадигма освіти, що формується в сучасній педагогічній науці та практиці, передбачає створення сприятливих умов для самореалізації людини у сфері її професійної діяльності. Це вимагає пошуку таких педагогічних технологій, які б максимально сприяли формуванню соціально активної, творчої особистості, здатної до самостійної регуляції власної педагогічної діяльності» [4, с. 49].

Освітній процес у ЗВО з позицій нової парадигми орієнтований на партнерську, спрямовану на створення умов для активної участі студентів у ньому взаємодію між викладачами та здобувачами освіти. Використання інноваційних технологій, інтерактивних методів навчання та проєктного підходу сприяє розвитку самостійності та відповідальності в студентів. Це допомагає формувати їхню професійну ідентичність та готувати до реальних викликів, з якими вони можуть зіткнутися в майбутньому.

Психолого-педагогічна компетентність майбутніх вчителів становить інтегральну властивість особистості, що відображає її обізнаність у спеціальній, методичній та психологічній сферах професійної діяльності, а також здатність ефективно розв'язувати психолого-педагогічні, методичні й виховні завдання. Її фундаментом є сформована педагогічна майстерність, зокрема педагогічні здібності як комплекс психічних якостей та властивостей особистості, що забезпечує продуктивні результати науково-педагогічної діяльності.

Розв'язання проблеми формування психолого-педагогічної компетентності майбутніх учителів біології потребує визначення педагогічних умов, упровадження яких у ЗВО допоможе реалізувати цей процес. Поняття «умова» – це широка філософська категорія, що відображає взаємозв'язок певного предмета з навколишніми явищами; це узагальнене поняття, яке визначає залежність визначеного об'єкта від зовнішніх факторів, демонструє ставлення певного предмета до навколишніх явищ.

У педагогічній літературі термін «умова» визначають по-різному, зокрема, як: а) необхідну обставину; б) обставини; в) сукупність даних; г) правила [6]. Педагогічні умови в довідкових та наукових джерелах описуються крізь призму різних аспектів діяльності викладача, тож єдиного

визначення цього поняття немає. Найпоширеніша дефініція педагогічних умов зводиться до переліку засобів вирішення освітніх завдань. Однак такі формулювання не містять нового наукового знання, адже жоден засіб не є універсальним і завжди має альтернативу. Для науки більш важливим є не перелік засобів, а аналіз чинників, що зумовлюють їх вибір залежно від конкретних обставин.

У межах нашого дослідження поняття «педагогічні умови» трактуємо як інтегрований комплекс організаційних, методичних та психологічних чинників, що цілеспрямовано створюється й реалізується педагогами з метою досягнення визначеної освітньої мети – формування психолого-педагогічної компетентності вчителів біології.

Визначення й обґрунтування педагогічних умов результативного формування психолого-педагогічної компетентності майбутніх учителів біології відбувалося відповідно до такого алгоритму:

1) аналіз науково-педагогічних джерел щодо проблеми виокремлення педагогічних умов формування психолого-педагогічної компетентності фахівців

2) створення системи педагогічних умов, що впливають на формування психолого-педагогічної компетентності майбутніх учителів біології в процесі фахової підготовки;

3) систематизація педагогічних умов;

4) теоретичне обґрунтування та визначення можливостей їх упровадження в процесі фахової підготовки майбутніх учителів біології.

До питання виокремлення педагогічних умов формування психолого-педагогічної компетентності майбутніх учителів біології зверталося відносно небагато науковців.

З метою визначення умов, упровадження яких забезпечуватиме результативне формування психолого-педагогічної компетентності майбутніх учителів біології в процесі фахової підготовки, ми здійснили теоретичний аналіз науково-педагогічної літератури та провели експертне опитування науково-педагогічних працівників, які готують здобувачів за першим (бакалаврським) рівнем вищої освіти. Опрацювання теоретичних джерел і анкет викладачів дало змогу виокремити такі педагогічні умови: готовність науково-педагогічного складу ЗВО до процесу формування психолого-педагогічної компетентності; реалізація потенційних можливостей комплексу навчальних дисциплін фахової підготовки у формуванні психолого-педагогічної компетентності; забезпечення усвідомлення здобувачами вищої освіти потреби підвищення рівня сформованості психолого-педагогічної компетентності для власної професійної діяльності; посилення позитивної мотивації до професійної діяльності; упровадження іннова-

ційних підходів до проведення аудиторних занять; забезпечення об'єктивності методів контролю якості освітнього процесу загалом і формування психолого-педагогічної компетентності зокрема; створення психологічно орієнтованого безпечного освітнього середовища в процесі фахової підготовки майбутніх учителів біології; визначення вимог до науково-педагогічних працівників щодо забезпечення якості професійних знань; готовність здобувачів вищої освіти до організації самостійної роботи; використання можливостей неформальної освіти для поглиблення знань, необхідних у професійній діяльності.

Поданий перелік педагогічних умов не є вичерпним. Водночас, на нашу думку, саме виокремленні умови найефективніше сприяють формуванню психолого-педагогічної компетентності майбутніх учителів біології у процесі фахової підготовки. Значна кількість запропонованих умов зумовлює потребу виокремити серед них провідні.

Для визначення домінантних педагогічних умов формування психолого-педагогічної компетентності майбутніх учителів біології у процесі фахової підготовки було застосовано метод експертного оцінювання. З цією метою сформовано експертну групу з викладачів ЗВО, які мають досвід підготовки за предметної спеціальністю А 4.05 Середня освіта, (Біологія та здоров'я людини), та педагогічний стаж не менше ніж 10 років.

Спираючись на аналіз наукових напрацювань, узагальнення власного досвіду, а також результати опитування науково-педагогічних працівників й експертного оцінювання, ми сформували ієрархію педагогічних умов формування психолого-педагогічної компетентності майбутніх учителів біології в процесі фахової підготовки в закладі вищої освіти:

1) створення психологічно орієнтованого безпечного освітнього середовища для майбутніх учителів біології;
2) підвищення формування внутрішньої та створення зовнішньої мотивації майбутніх вчителів до психолого-педагогічної доцільної діяльності;
3) вдосконалення професійних навичок через неформальне навчання.

Визначені педагогічні умови будуть упроваджені під час формування психолого-педагогічної компетентності майбутніх учителів біології в процесі їхньої фахової підготовки. Розглянемо їх докладніше.

Уведення в освітній процес закладу вищої педагогічної освіти першої педагогічної умови – *створення психологічно орієнтованого безпечного освітнього середовища для майбутніх учителів біології* – зумовлено необхідністю збереження психічного, психологічного й соціального здоров'я здобувачів освіти та педагогів [1], а також потребою створення комфортної атмосфери, що сприяє формуванню цінностей, знань, моделей

поведінки особистості та її професійному становленню. Психологічно орієнтоване безпечне освітнє середовище визначено одним із ключових складників Нової української школи.

Реалізація цієї педагогічної умови передбачає створення психологічно орієнтованого освітнього середовища, спрямованого на формування психолого-педагогічної компетентності майбутніх учителів біології в процесі фахової підготовки.

Соціальний чинник, що виявляється через вплив середовища, є одним з ключових рушіїв розвитку особистості. Середовище охоплює весь комплекс природних і соціальних умов, у яких відбувається психічний розвиток людини. Психологічно орієнтоване безпечне освітнє середовище ЗВО для здобувача освіти стає одним із визначальних у період навчання, а отже, створює широкі можливості для розвитку необхідних компетентностей, а також нових властивостей і якостей.

Освітнє середовище закладу вищої освіти в науковій літературі потрактовують як «сукупність умов і впливів, які створюють основу для навчання, виховання, розвитку учнів» [8, с. 493]; «педагогічну реальність, у якій відбувається зустріч, взаємодія, осмислення і пізнання особистістю (подія) оточуючих її елементів-носіїв культури (освітнього середовища), що забезпечує суб'єктивацію і прогресивний розвиток об'єктів (фігурантів і предметів). Освітній простір як система педагогічних факторів та умов освоєння особистістю в процесі становлення спеціально організованого педагогічного середовища може бути об'єктом цілеспрямованого педагогічного впливу, формування» [10].

Формування психолого-педагогічної компетентності, за твердженням учених (К. Варивода, Г. Мешко та ін.), нерозривно пов'язане з організацією психологічно безпечного освітнього середовища.

Створення психологічно безпечного освітнього середовища відбувається у процесі психологізації освітнього середовища ЗВО. що, у свою чергу, сприяє збереженню психічного здоров'я та особистісному розвитку здобувачів освіти. З огляду на сучасні соціально-політичні та економічні трансформації в українському суспільстві особливої актуальності набуває організація психологічно безпечного освітнього середовища в ЗВО. Формування нового світорозуміння і нового підходу до діяльності, заснованих на пріоритеті психологічних цінностей, є підґрунтям безпечного орієнтованого освітнього середовища.

К. Варивода вважає, що формування психолого-педагогічної компетентності майбутніх учителів передбачає орієнтацію на психологічно безпечне освітнє середовище, що охоплює аналіз впливу професійного здоров'я педагога на учнів, ефективності освітнього процесу та визначення

механізмів гармонізації особистості, розвитку стресостійкості й професійного зростання [2].

На основі узагальнення розвідок учених визначаємо психологічно безпечне освітнє середовище в контексті формування психолого-педагогічної компетентності майбутніх учителів біології як систему умов та ресурсів, що безпосередньо чи опосередковано впливають на особистість і спрямовані на створення безпечних передумов для навчання й виховання учнів, а також професійної діяльності педагогів. Вважаємо важливим забезпечення емоційного комфорту учнів, контроль їхніх емоційних навантажень і моніторинг психічного їхнього здоров'я та створення умов для підтримки професійного здоров'я педагогів.

Створення психологічно безпечного освітнього середовища сприятиме ціннісному самовизначенню майбутніх учителів біології, формуванню мотивів професійної діяльності, усвідомленню власної причетності до розв'язання психолого-педагогічних проблем, а також розумінню значущості психологічних знань і необхідності їх застосування для гармонізації особистості, розвитку саморефлексії та самовдосконалення. Створення такого середовища є основою для впровадження наступних педагогічних умов формування психолого-педагогічної компетентності майбутніх учителів біології в процесі фахової підготовки.

Другою педагогічною умовою є *підвищення формування внутрішньої та створення зовнішньої мотивації майбутніх вчителів до психолого-педагогічної доцільної діяльності.*

Як відомо, мотиви формуються на основі потреб. Водночас найвищий рівень психологічної визначеності досягається тоді, коли сам мотив набуває значення потреби. Усвідомлення майбутніми вчителями біології необхідності підвищення рівня психолого-педагогічної компетентності як власної потреби є дієвим чинником мотивації.

У контексті нашого дослідження вагомого значення набуває позиція О. Дубасенюк. Дослідниця зазначає, що в основі мотиваційної сфери майбутнього вчителя лежать його професійні інтереси, система цінностей та ідеали. Цей феномен не лише визначає загальну професійну діяльність педагога, а й проявляється в конкретних виховних ситуаціях, регулюючи його реакцію на зовнішні чинники та логіку дій [3].

Отже, ефективна підготовка майбутніх учителів біології та формування в них психолого-педагогічної компетентності безпосередньо залежать від рівня мотивації студентів. Оскільки ця проблема є пріоритетною для вищої школи, вона зумовлює трансформацію освітнього простору. Зокрема, йдеться про впровадження дистанційного формату в умовах невизначеності, інтеграцію неформальної освіти, розвиток автономії здобувачів та виховання в них прагнення до постійного самовдосконалення.

Варто зауважити, що в науковій літературі виокремлюють внутрішній та зовнішній типи мотивації. Зовнішня мотивація пов'язана із зовнішніми умовами, впливом, обставинами з метою формування або підсилення необхідного мотиву.

Л. Омельченко важливими чинниками внутрішньої мотивації вчителів до педагогічної діяльності вважає відчуття власної спроможності, усвідомлення особистісної зумовленості педагогічної діяльності, переживання професійної компетентності й можливість творчо розв'язувати педагогічні завдання [5].

Для посилення в майбутніх учителів біології внутрішньої мотивації до психолого-педагогічної доцільної діяльності в освітньому процесі були розроблені та запроваджені спеціальні тренінги, які мали на меті виявлення пріоритетних цінностей здобувачів освіти та їхнє ставлення до власної системи ціннісних орієнтацій, стимулювання емоцій радості, задоволення від творчого пошуку та інтелектуального піднесення. Означені тренінги емоційно залучають та занурюють здобувачів освіти в усвідомлення значущості власного «Я» викладача в структурі його педагогічної «Я-концепції». Водночас усвідомлення вчителів обмеженості власних знань має не спричиняти розчарування, а навпаки, формувати стійку потребу в подальшому самовдосконаленні.

Щоб сформувати зовнішню мотивацію у майбутніх учителів, адміністрації важливо активно підтримувати їхню ініціативу. Залучення до методичної та громадської роботи (проведення конференцій, участь у семінарах та тренінгах) пришвидшує професійну адаптацію фахівця та допомагає йому налагодити контакт з колективом та колегами.

Створити сприятливе освітнє середовище, де кожен відчуває себе цінним, – означає узгодити цілі окремих педагогічних працівників із цілями колективу ЗВО.

Майбутній педагог має відчувати, що його старання, ініціатива та прагнення до зростання високо цінуються. Це виражається через менторство (досвідчений наставник), автономію (довіру до ініціатив), повагу, можливості для навчання та визнання. Це створює середовище, де педагог не боїться експериментувати та зростати професійно.

Отже, формування внутрішньої та створення зовнішньої мотивації майбутніх учителів щодо здійснення психолого-педагогічно доцільної діяльності є необхідною педагогічної умовою, як і формування активної життєвої позиції й готовності до навчання впродовж життя.

Третьою педагогічною умовою формування психолого-педагогічної компетентності майбутніх учителів біології в процесі фахової підготовки є *вдосконалення професійних навичок через неформальне навчання*.

Раніше в Україні визнавали лише формальну освіту, залишаючи без уваги інші підходи. Нині ситуація змінилася: неформальне та позаформальне навчання, а також концепція освіти впродовж життя стали ключовими компонентами нової освітньої системи. У повсякденному житті ми дедалі частіше стикаємося з неформальною освітою, яка помітно змінює як наші професійні навички, так і спілкування в соціумі.

Неформальне навчання є альтернативою традиційній системі освіти, оскільки не обмежене жорсткими нормативними рамками. Головний фокус тут зміщено на практичний результат, що досягається через участь у тренінгових програмах, майстер-класах чи інтенсивах.

У контексті фахової підготовки майбутніх учителів біологів неформальна освіта пропонує адаптивну модель, де здобувачі стають активними суб'єктами проєктування навчального контенту. Поки формальна система закладає загальний інваріантний базис, неформальні практики трансформують його відповідно до запитів студентів. Це дає змогу вийти за межі стандартних програм і сформувати критично важливі для сучасного вчителя психолого-педагогічні вміння: здатність ефективно розв'язувати проблеми в стресових умовах, аналітичне мислення, навички життєдіяльності в полікультурному соціумі та сформовану потребу в постійному навчанні [7].

Сучасний вчитель біології має бути не лише транслятором фундаментальних академічних знань про живу природу, а й фахівцем, здатним розвивати в учнів критичне мислення, формувати цілісну наукову картину світу та супроводжувати індивідуальну освітню траєкторію дитини в умовах профільної школи. Важливо, щоб майбутній педагог відчував визнання своїх зусиль, ініціативи та прагнення до самовдосконалення. Здатність використовувати інструменти неформальної освіти для вдосконалення психолого-педагогічних знань є ефективним способом безперервного професійного розвитку фахівця. Випускники ЗВО мають володіти високою мобільністю та конкурентоспроможністю як у сучасному академічному просторі, так і на динамічному ринку праці.

Висновки. Узагальнення результатів теоретико-методологічного аналізу та емпіричного дослідження дозволяє зробити такі висновки відповідно до поставленої мети: уточнено понятійно-категоріальний апарат дослідження. Поняття «педагогічні умови» визначено як інтегрований комплекс організаційних, методичних та психологічних чинників, що цілеспрямовано створюється й реалізується суб’єктами освітнього процесу в закладах вищої освіти для досягнення прогнозованого результату – ефективного формування психолого-педагогічної компетентності майбутніх учителів біології. Доведено, що ця компетентність є інтегральною

властивістю особистості, яка базується на детермінації предметних знань, вікової психофізіології підлітків та практичних навичках міжособистісної взаємодії.

На основі послідовного алгоритму, що охоплював теоретичний аналіз дефініцій та метод експертного оцінювання за участю досвідчених науково-педагогічних працівників, було виокремлено три провідні взаємопов'язані педагогічні умови: створення психологічно орієнтованого безпечного освітнього середовища ЗВО. Доведено, що психологізація освітнього простору виступає системою збереження ментального й професійного здоров'я як здобувачів вищої освіти, так і викладачів. Воно закладає ціннісно-світоглядний базис для подальшого проєктування студентами безпечного інклюзивного середовища у закладах загальної середньої освіти, формування емоційного інтелекту учнів та превенції деструктивних явищ (булінгу й кібербулінгу); моделювання внутрішньої та стимулювання зовнішньої мотивації студентів до психолого-педагогічно доцільної діяльності.

Установлено, що ефективність професійного становлення залежить від трансформації зовнішніх стимулів (адміністративної підтримки ініціатив, менторства, залучення до громадсько-методичної роботи) у внутрішню потребу особистості до самовдосконалення. Важливим інструментом реалізації цієї умови визначено спеціалізовані тренінги, орієнтовані на розвиток позитивної «Я-концепції» майбутнього педагога; вдосконалення професійних навичок через інструменти неформальної освіти. Обґрунтовано, що залучення здобувачів до неформальних практик (тренінгів, майстер-класів, інтенсивів) створює гнучку адаптивну модель безперервного навчання впродовж життя, компенсує жорсткі нормативні межі формальної освіти та оперативно реагує на запити студентів щодо розвитку навичок критичного мислення й аналізу складних педагогічних ситуацій.

Системна й синергетична інтеграція визначеного комплексу умов в освітній процес педагогічних університетів дозволяє модернізувати підходи до навчання відповідно до вимог концепції «Нова українська школа». Пропонована ієрархічна структура умов забезпечує формування високої професійної мобільності, конкурентоспроможності та готовності майбутніх учителів біології до супроводу індивідуальних освітніх траєкторій учнів у динамічному соціокультурному просторі.

Перспективи подальших розвідок полягають у розробці навчально-методичного супроводу для практичної реалізації кожної з обґрунтованих умов та експериментальній верифікації їхньої результативності під час проходження студентами педагогічної практики.

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РОЗВИТОК КРИТИЧНОГО МИСЛЕННЯ ЗДОБУВАЧІВ ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ НА УРОКАХ МОВНО-ЛІТЕРАТУРНОЇ ОСВІТНЬОЇ ГАЛУЗІ

Анотація. У статті обґрунтовано актуальність розвитку критичного мислення здобувачів загальної середньої освіти на уроках мовно-літературної освітньої галузі в умовах інформаційного перевантаження та поширення маніпулятивного контенту. Проаналізовано, що критичне мислення є одним із ключових наскрізних умінь, закріплених у Законі України «Про освіту», Державному стандарті базової середньої освіти та Концепції «Нова українська школа». Важливим міжнародним орієнтиром є OECD Learning Compass 2030, де критичне мислення розглядається як когнітивна та метакогнітивна компетентність. На основі аналізу міжнародних та вітчизняних досліджень констатовано недостатній рівень розвитку критичного мислення українських школярів. У статті розкрито теоретичні засади критичного мислення, проаналізовано його філософський, психологічний та педагогічний аспекти. Автор доводить, що уроки української мови та літератури мають значний потенціал для розвитку критичного мислення завдяки роботі з текстами різних стилів і жанрів, аргументації та рефлексії. Проаналізовано трифазну модель уроку (евокація – осмислення – рефлексія) для розвитку критичного мислення. Обґрунтовано використання інноваційних методів навчання, для розвитку критичного мислення здобувачів загальної середньої освіти на уроках мовно-літературної освітньої галузі. Зокрема, проаналізовано можливості застосування скетчноутингу як методу візуальної організації та структуризації інформації, SCAMPER − техніки творчих трансформацій тексту, створення коміксів для візуально-мовленнєвого переосмислення художніх творів, а також дизайн-мислення (Design Thinking) − п’ятиетапної моделі, що поєднує емпатію, критичний аналіз проблеми, генерацію ідей, прототипування та тестування. Визначено, що системне впровадження цих методів у структуру уроків мовно-літературної освітньої галузі сприяє

активізації вищих когнітивних процесів, розвитку метакогнітивних умінь, творчої ініціативи та здатності учнів до самостійного критичного аналізу інформації.

Ключові слова: критичне мислення, Нова українська школа, інноваційні методи навчання, мовно-літературна освітня галузь.

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DEVELOPMENT OF CRITICAL THINKING OF STUDENTS IN GENERAL SECONDARY EDUCATION INSTITUTIONS IN LANGUAGE AND LITERATURE EDUCATIONAL AREA LESSONS

Abstract. The article substantiates the relevance of developing critical thinking among students of general secondary education in language and literature educational area lessons in the context of information overload and the spread of manipulative content. It is analyzed that critical thinking is one of the key transversal skills enshrined in the Law of Ukraine "On Education", the State Standard of Basic Secondary Education, and the Concept of the New Ukrainian School. An important international benchmark is the OECD Learning Compass 2030, where critical thinking is viewed as a cognitive and metacognitive competence. Based on the analysis of international and national studies, an insufficient level of development of critical thinking among Ukrainian school students has been identified. The article reveals the theoretical foundations of critical thinking and analyzes its philosophical, psychological, and pedagogical aspects. The author argues that Ukrainian language and literature lessons have significant potential for developing critical thinking due to work with texts of various styles and genres, argumentation, and reflection. The three-phase lesson model (evocation – comprehension – reflection) for developing critical thinking is analyzed. The use of innovative teaching methods for the development of critical thinking of students in language and literature educational area lessons is substantiated. In particular, the possibilities of applying sketchnoting as a method of visual organization and structuring of information, SCAMPER – a technique of creative text transformation, the creation of comics for visual and verbal reinterpretation of literary works, as well as design thinking (Design Thinking) – a five-stage model combining empathy, critical problem analysis, idea generation, prototyping, and testing – are considered. It is determined that the systematic implementation of these methods in the structure of language and literature

lessons contributes to the activation of higher cognitive processes, the development of metacognitive skills, creative initiative, and students' ability to independently and critically analyze information.

Keywords: critical thinking, New Ukrainian School, innovative teaching methods, language and literature educational area.

Постановка проблеми. Сучасна людина перебуває в умовах постійного інформаційного навантаження. Щоденно кожен з нас сприймає й обробляє величезні обсяги даних, отриманих з різноманітних джерел. Однак саме їхній обсяг створює нову проблему: без здатності критично осмислювати отриману інформацію людина стає уразливою для маніпуляцій, дезінформації та необґрунтованих висновків.

Критичне оцінювання інформації, розпізнавання прихованих намірів та формування власної аргументованої позиції стали необхідними умовами для успішної орієнтації особистості в сучасному світі.

Розвиток критичного мислення є одним із ключових наскрізних умінь у Державному стандарті базової середньої освіти [1] та Законі України «Про освіту» [2], а також входить до пріоритетних напрямів реформи «Нова українська школа» [3]. Важливим міжнародним орієнтиром у розумінні ролі критичного мислення є OECD Learning Compass 2030 [4] − концептуальна рамка Організації економічного співробітництва та розвитку. Згідно з цим документом критичне мислення визначено як ключову когнітивну та метакогнітивну компетентність поряд із творчим мисленням, навичками саморегуляції та здатністю навчатися. Критичне мислення є необхідною навичкою для успішної адаптації здобувачів освіти у складному, невизначеному та швидко мінливому світі, особливо для аналізу інформації, оцінювання аргументів, розпізнавання впливу та маніпуляцій.

Розвиток критичного мислення має починатися з раннього віку та тривати впродовж всього освітнього процесу. Однак рівень розвитку критичного мислення українських школярів викликає серйозне занепокоєння. За результатами PISA-2022, у якому було проведено оцінку креативного мислення − компетентності, тісно пов'язаної з критичним мисленням, середній бал України (27 балів) є значно нижчим від середнього показника країн ОЕСР (33 бали). Лише 5,9% українських учнів досягли базового рівня 3 та вище, тоді як у країнах ОЕСР цей показник становить близько 79% [5]. Вітчизняні дослідження також підтверджують цей висновок. За даними О. Пометун та Н. Гупан, лише близько 20% учителів систематично розвивають критичне мислення учнів на своїх уроках [6]. Переважна більшість педагогів продовжують застосовувати традиційні репродуктивні методи, спрямовані переважно на запам'ятовування та відтворення навчального матеріалу.

Таким чином, проблема розвитку критичного мислення здобувачів закладів загальної середньої освіти на уроках української мови є актуальною і потребує подальшого дослідження, зокрема щодо інтеграції сучасних інноваційних технологій в структуру уроків мовно-літературної освітньої галузі.

Аналіз останніх досліджень і публікацій. В Україні науковими дослідженнями та впровадженням методів розвитку критичного мислення в педагогічну практику, що ґрунтуються на власному теоретичному підході та практичному досвіді, активно займаються такі вчені, як О. Бєлкіна-Ковальчук, К. Костюченко, М. Кругляк, О. Пометун, І. Сущенко, С. Терно, А. Тягло, О. Чуба та ін. Водночас над концептуальними положеннями та методичним забезпеченням педагогічних інновацій у контексті розвитку критичного мислення плідно працюють такі фахівці, як І. Бех, Г. Бєлєнька, В. Вітюк, І. Дичківська, О. Дубасенюк, І. Кашуб'як, А. Лякішева, В. Петренко, В. Ягоднікова та інші. Аналіз напрацювань зазначених дослідників свідчить, що попри наявність вагомих здобутків, це питання залишається актуальним і потребує подальшого розгляду.

Мета статті полягає в обґрунтуванні потенціалу уроків мовно-літературної освітньої галузі для розвитку критичного мислення здобувачів загальної середньої освіти та визначенні ефективних методів і прийомів його формування.

Виклад основного матеріалу дослідження. На сучасному етапі розвитку освіти традиційна модель навчання втратила статус єдиного та універсального варіанта організації освітнього процесу. Нині учень є активним суб'єктом пізнання. Центрального значення набуває його творча активність, здатність до доказового міркування, вміння аргументовано презентувати власну думку. Саме ці компетентності визначають глибину засвоєння шкільної програми та готовність учня до самостійного навчання. Тому критичне мислення є важливою компетентністю в інформаційному суспільстві й слугує основою для розвитку та самореалізації особистості.

Критичне мислення є специфічним типом когнітивної діяльності, яке спрямоване на комплексне дослідження властивостей явищ та їх оцінку з метою виявлення внутрішніх суперечностей [7]. Хоча термін «критичне мислення» вживається в науковій та методичній літературі понад півстоліття, його розуміння залишається багатоаспектним залежно від дисципліни та напряму дослідження.

Систематичне вивчення критичного мислення розпочалося з робіт американського психолога Б. Блума, який у 1956 році запропонував цю категорію як частину таксономії пізнавальних процесів. У його концепції критичне мислення розглядається як мислення вищого порядку, що

характеризується цілеспрямованістю, глибиною, послідовністю, гнучкістю, швидкістю, стратегічністю та самостійністю [8]. Психологічний підхід до розуміння критичного мислення наголошує на його якісних характеристиках як типу мисленнєвої діяльності [9].

Філософський вимір критичного мислення досліджував американський прагматист Дж. Дьюї. Він стверджував, що таке мислення виникає в процесі розв'язання конкретних проблемних ситуацій та вимагає їх розгляду з різноманітних перспектив через активну розумову роботу. З цієї позиції критичне мислення − це здатність логічно міркувати, формулювати аргументи, обґрунтовано приймати рішення та проводити дискусії на засадах раціональності [10].

М. Ліпман, засновник американського Інституту критичного мислення, визначає цей тип мислення як розумову діяльність, яка дозволяє формулювати обґрунтовані судження, враховувати конкретні умови ситуації [11].

Критичне мислення є процесом систематичного аналізу ідей з різних точок зору, дослідження їх змістовних взаємозв'язків та порівняння з альтернативними концепціями. Особистість, яка мислить критично, постійно ставить перед собою запитання: «Чи справді все саме так?», «Які альтернативні підходи можливі?». Вона характеризується фундаментальними та усвідомленими переконаннями, здатністю до самостійного аналізу інформації, здійснення вибору та надійного обґрунтування своїх поглядів. Цьому притаманна моральна оцінка ситуацій та власних дій. До ключових ознак критично мисляючої особистості належать: здатність сприймати альтернативні думки та уважно вислуховувати інших; компетентність у своїй галузі та прагнення обґрунтовувати позицію правдивими фактами; інтелектуальна активність та ініціативність у складних ситуаціях; допитливість та здатність розкривати суть інформації; незалежність мислення без страху перед несхваленням групою; навички конструктивного діалогу з повагою до альтернативних думок; рецепція проблем; здатність до самокритики та рефлексії над власними мисленнєвими процесами [12; 13].

Тобто критичне мислення – це багаторівнева інтелектуальна діяльність, що охоплює вміння відокремлювати факти від суб'єктивних суджень, виявляти приховані підтексти, здійснювати логічно обґрунтовану аргументацію та формулювати самостійні висновки на основі верифікованої інформації.

Розвиток умінь критичного мислення є передумовою суспільного прогресу, а завданням сучасної школи є формування особистостей, які здатні аналізувати явища дійсності, висловлювати власні переконання та відстоювати свою позицію.

Період навчання в середніх класах закладів загальної середньої освіти є сприятливим етапом для розвитку критичного мислення. У цьому віці в учнів інтенсивно розвивається абстрактне мислення, формуються здатності до аналізу та синтезу, відбувається становлення самосвідомості та рефлексивних умінь. Вчені та педагоги визнають, що саме в цьому період мисленнєві звички та установки набувають особливої стійкості, а розвинуте критичне мислення на цьому етапі створює фундамент для інтелектуального зростання.

Українська мова як навчальний предмет має значний потенціал для формування критичного мислення здобувачів освіти. На відміну від інших предметів, де основу становить переважно фактичний матеріал, уроки української мови дозволяють учням опановувати мовні норми через аналіз текстів різних стилів та жанрів. Учні вчаться інтерпретувати та оцінювати текстові матеріали, будувати аргументовані висловлювання та здійснювати рефлексію над власним мовленням. Критичне мислення реалізується через роботу з художніми, публіцистичними, офіційно-діловими та медійними текстами, де учні набувають вмінь розрізняти факт від судження, оцінювати аргументи, виявляти емоційно забарвлену лексику та прихований сенс тексту.

Для ефективної організації такої роботи необхідна структурована методична система. Однією з найбільш апробованих та результативних є модель уроку, яка складається з трьох основних фаз: евокації, осмислення та рефлексії. Ця модель була розроблена в межах міжнародного проєкту Reading and Writing for Critical Thinking (RWCT) − «Читання та письмо для розвитку критичного мислення» у середині 1990-х років (Steele, Meredith, Temple, 1996).

Евокація (фаза виклику) спрямована на актуалізацію попередніх знань учнів, створення мотивації до навчання та виклик інтересу до теми. На етапі осмислення (реалізації змісту) учні активно працюють з новою інформацією, аналізують, порівнюють, інтерпретують текст або мовне явище. Етап рефлексії − це завершення уроку і осмислення отриманого досвіду, формулювання висновків та перенесення набутих умінь у нові контексти [14].

Розвиток критичного мислення на уроках української мови та літератури можна реалізувати через систему методів та прийомів, спеціально спрямованих на активізацію мисленнєвої діяльності учнів. Такими методами є: асоціативний кущ; складання сенканів; кубування; метод мозаїки, дискусії, дебатів, взаємних запитань тощо.

Поряд із названими методами і прийомами актуальними є такі методи як: скетчноутинг, SCAMPER, комікси, дизайн-мислення (Design Thinking),

які активують різноманітні канали сприйняття та творчої самореалізації учнів. Розглянемо їх детальніше.

Скетчноутинг як метод невербального кодування інформації передбачає трансформацію текстового матеріалу у синтезовану форму, яка поєднує лінгвістичні елементи (ключові слова), графічні символи та структурні компоненти [15]. Застосування цього методу сприяє розвитку аналітичних умінь через виділення суттєвих ознак, встановлення логіко-семантичних зв'язків та організацію інформації в ієрархічну структуру. На уроках української мови скетчноутинг може допомогти запам’ятати мовні норми. Коли воно оформлене через схему, стрілки, символи або маленькі малюнки, воно стає більш зрозумілим. Ще один плюс − структурування складного матеріалу. Українська мова має багато правил і винятків із правил. Тому за допомогою скетчноутингу можна це оформити візуально: блоки, стрілки причинно-наслідкових зв’язків, кольорові акценти тощо. Обмеженням є те, що скетчноутинг займає більше часу, ніж звичайні конспекти, тому найкраще працює для ключових чи складних тем.

CAMPER − це мнемонічна абревіатура, яка представляє систему творчих трансформацій: Substitute (замінити), Combine (поєднати), Adapt (адаптувати), Modify (модифікувати), Put to other uses (знайти інше застосування), Eliminate (видалити), Reverse (змінити на протилежне) [16]. На уроках української мови та літератури цей метод чудово працює при роботі з текстом, лексикою чи стилістикою. Наприклад, учням можна запропонувати взяти відомий вірш і застосувати техніки SCAMPER: замінити образи, поєднати з сучасними реаліями, видалити строфу тощо. Такий підхід розвиває критичне мислення через глибокий аналіз тексту та вміння бачити альтернативні варіанти.

Створення коміксів − метод, який поєднує мовленнєву діяльність з візуальною. Учні створюють комікси за мотивами вивченого твору, переосмислюють сюжет, діалоги чи проблематику [17]. На уроках української літератури цей прийом особливо корисний при вивченні оповідань, байок чи публіцистики. Створення коміксів вимагає від учнів критичного відбору ключових моментів, розуміння характерів персонажів, формулювання лаконічних і виразних реплік, а також осмислення головної ідеї твору.

Дизайн-мислення (Design Thinking) − це п’ятиетапна модель (Empathize − Define − Ideate − Prototype − Test), орієнтована на розв'язання реальних проблем [18]. На уроках української мови цей метод можна застосовувати через проєктну діяльність, а на уроках української літератури можна ефективно застосовувати для глибокого аналізу художнього твору та розвитку критичного мислення учнів.

На етапі емпатії учні, за допомогою вчителя, намагаються зрозуміти світ персонажів, їхні мотиви, страхи та конфлікти, тобто поставити себе на їхнє місце. Це дозволяє емоційно зануритися у «світ» твору. Далі відбувається формулювання ключової проблеми – конфлікту або морального питання твору. Учні на цьому етапі обговорюють, чому герой зробив той чи інший моральний вибір, який призвів до певних наслідків, або що насправді стало причиною його внутрішнього конфлікту.

На етапі генерації ідей доцільно застосовувати метод мозкового штурму, перетворититим самим його на обговорення альтернативних варіантів розвитку подій. Учні можуть міркувати, як інакше міг би вчинити герой, які можливі варіанти розвитку сюжету існували б, і що змінило б фінал твору. Такий підхід сприяє розвитку критичного та творчого мислення.

Етап прототипування може реалізовуватися через створення нових інтерпретацій або творчих продуктів. Це може бути інсценізація епізодів твору, складання діалогів між героями, створення сучасної адаптації сюжету або вигадування альтернативного фіналу.

Останній етап передбачає обговорення результатів у класі. Такий підхід допомагає по-новому поглянути на художній твір, глибше зрозуміти причини людських конфліктів.

Висновки. Розвиток критичного мислення здобувачів загальної середньої освіти є одним із завдань сучасної школи. Уроки української мови та літератури мають значний, але ще недостатньо реалізований потенціал для формування цього наскрізного вміння. Саме уроках мовно-літературної освітньої галузі учні постійно працюють із текстами різних стилів і жанрів, аналізують стилістичні засоби, вчаться аргументовано висловлювати власну позицію. Використання інноваційних методів розвитку критичного мислення в структурі уроків мовно-літературної галузі дозволяє суттєво підвищити якість мовно-мовленнєвої та комунікативної підготовки здобувачів освіти, сформувати в них стійку здатність до критичного аналізу інформації.

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ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ЗДАТНОСТІ ДО ВИЖИВАННЯ МАЙБУТНІХ ОФІЦЕРІВ НАЦІОНАЛЬНОЇ ГВАРДІЇ УКРАЇНИ

Анотація. Стаття присвячена актуальній проблемі підвищення ефективності професійної підготовки майбутніх офіцерів Національної гвардії України (НГУ) в умовах триваючої збройної агресії та динамічних змін характеру сучасного бою. Обґрунтовано, що здатність до виживання є критичною складовою боєздатності офіцера, яка передбачає не лише збереження власного життя, а й забезпечення життєздатності підпорядкованого особового складу в екстремальних умовах.

У роботі теоретично розмежовано поняття «педагогічні» та «організаційно-педагогічні» умови, де останні розглядаються як цілісна система внутрішніх освітніх чинників та зовнішніх обставин (нормативних, ресурсних, методичних), що забезпечують трансформацію знань у стійкі навички. Для верифікації авторського переліку умов було застосовано метод експертного оцінювання із залученням 24 фахівців (науковців та офіцерів із бойовим досвідом). Високий ступінь узгодженості думок експертів (коефіцієнт конкордації 0,82) дозволив виокремити чотири ключові умови:

- інтеграція стандартів НАТО та бойового досвіду НГУ у зміст підготовки – передбачає імплементацію протоколів TCCC та STANAG 2122, впровадження алгоритму MARCH як універсального стандарту дій;
- створення високореалістичного симуляційного середовища – використання піротехніки, імітаційних засобів та динамічних сценаріїв для формування психофізіологічної стійкості до «туману війни»;
- міждисциплінарна координація тактичної, медичної та психологічної підготовки – подолання «кафедральної ізольованості» через проведення спільних занять, де навички виживання відпрацьовуються симультанно з тактичними завданнями;
- забезпечення сучасними автономними засобами виживання та евакуації –оснащення підрозділів високоякісним медичним майном та перспективними засобами (тактичними візками, системами автономного життєзабезпечення).

Доведено, що системна реалізація визначених умов сприяє формуванню «динамічного стереотипу виживання», мінімізації втрат та успішному виконанню службово-бойових завдань в умовах повної автономності. Результати дослідження можуть бути використані для вдосконалення освітніх програм вищих військових навчальних закладів.

Ключові слова: організаційно-педагогічні умови, здатність до виживання, Національна гвардія України, майбутні офіцери, тактична медицина, стандарти НАТО, симуляційні технології, експертне оцінювання, бойовий стрес, автономність.

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ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR THE FORMATION OF SURVIVAL CAPABILITY OF FUTURE OFFICERS OF THE NATIONAL GUARD OF UKRAINE

Abstract. The article is devoted to the urgent scientific and practical problem of improving the efficiency of professional training of future officers of the National Guard of Ukraine (NGU) in the context of ongoing armed aggression and dynamic changes in the nature of modern warfare. It is substantiated that the capacity for survival is a critical component of an officer's combat readiness, which entails not only preserving one's own life but also ensuring the viability and resilience of subordinated personnel in extreme conditions.

In this study, the concepts of "pedagogical" and "organizational-pedagogical" conditions are theoretically differentiated, where the latter are viewed as an integrated system of internal educational factors and external circumstances (regulatory, resource-based, and methodical) that ensure the transformation of theoretical knowledge into stable practical skills. To verify the author's list of conditions, the method of expert evaluation was applied involving 24 specialists, including academics and combat-experienced officers. The high degree of consistency among the experts' opinions (Kendall's concordance coefficient of 0.82) allowed for the isolation of four key organizational-pedagogical conditions:

1. The integration of NATO standards and NGU combat experience into the training content, which involves the comprehensive implementation of Tactical Combat Casualty Care (TCCC) and STANAG 2122 protocols, as well as the adoption of the MARCH algorithm as a universal action standard;

2. The creation of a highly realistic simulation environment, utilizing pyrotechnics, simulation tools, and dynamic operational scenarios to build psychophysiological resilience to the "fog of war";

3. Interdisciplinary coordination of tactical, medical, and psychological training, overcoming departmental isolation through joint classes where survival skills are practiced simultaneously with tactical tasks;

4. Provision of modern autonomous survival and evacuation equipment, ensuring units are equipped with high-quality medical supplies and advanced tools (tactical carts, autonomous life support systems).

It is proved that the systemic implementation of the identified conditions contributes to the formation of a "dynamic survival stereotype", minimization of casualties, and successful fulfillment of service and combat missions under conditions of complete autonomy. The results of the research can be directly applied to improve the educational programs of higher military educational institutions.

Keywords: organizational-pedagogical conditions, capacity for survival, National Guard of Ukraine, future officers, tactical medicine, NATO standards, simulation technologies, expert evaluation, combat stress, autonomy.

Постановка проблеми. Сучасна геополітична ситуація та триваюча збройна агресія проти України висувають принципово нові вимоги до рівня професійної компетентності офіцерського складу Національної гвардії України (НГУ). Як зазначають М. Медвідь та В. Дем'янишин, війна стала чинником глибокої трансформації пріоритетів військової освіти, де на перший план виходить здатність офіцера забезпечувати збереження життя – власного та підпорядкованого особового складу [1; 2]. У складних умовах ведення бойових дій, що характеризуються високою інтенсивністю вогневого впливу та динамічністю змін оперативно-тактичної обстановки, ця здатність стає пріоритетною складовою боєздатності [3; 4].

Аналіз бойового досвіду підрозділів НГУ свідчить, що значна частина втрат пов'язана не лише з безпосереднім вогневим ураженням, а й із недостатньою сформованістю навичок виживання в екстремальних умовах. В попередньому досліджені ми звернули увагу на важливості тактичної медицини як системоутворювального чинника виживальної компетентності [5], проте на практиці спостерігається дефіцит умінь діяти в автономному режимі на ворожій території, надавати допомогу при пораненнях та травмах під час виконання бойових функцій [6; 7]. Військовослужбовець у зоні бойових дій постійно перебуває під впливом комплексу загроз, тому здатність виживати в автономних умовах, що передбачена програмою підготовки ВП 1.10 та стандартами STANAG 2122, є критичною для національної безпеки [8; 9].

Проблема формування цієї здатності обумовлена наявністю низки суперечностей та практичних недоліків:

- *фрагментованість підготовки* – теоретичні знання та практичні навички часто відпрацьовуються роз'єднано, що ускладнює формування цілісної готовності інструкторів та курсантів до реалізації програм «Бойової системи виживання воїна» у реальних бойових умовах [10];

- *недостатня практична орієнтованість* – освітні програми часто фокусуються на репродуктивному засвоєнні теорії, тоді як сучасні протоколи (наприклад, TCCC CLS) вимагають чіткого відпрацювання алгоритмів допомоги під вогневим та стресовим навантаженням [11; 12];

- *брак міждисциплінарного підходу* – взаємодія тактичної медицини з тактичною, психологічною підготовкою та топографією реалізується непослідовно [13];

- *відсутність стандартизованого діагностичного апарату* – традиційні методи контролю не дозволяють об'єктивно оцінити готовність офіцера діяти в умовах автономності – для розв'язання цієї проблеми необхідне впровадження симуляційних технологій та експертних систем оцінювання, що підтверджується дослідженнями [14; 15].

Таким чином, постає гостра науково-практична потреба у визначенні організаційно-педагогічних умов, які б забезпечили інтеграцію вимог курсу «Бойова система виживання воїнів» (зокрема рівня L-1A [16]) із сучасним бойовим досвідом та стандартами НАТО [17] для суттєвого підвищення життєздатності майбутніх офіцерів.

Аналіз останніх досліджень і публікацій. Питання підготовки військових фахівців до дій в екстремальних умовах та формування їхньої виживальної компетентності перебуває у центрі уваги багатьох сучасних дослідників. Аналіз наукового доробку дозволяє виокремити кілька ключових напрямів, що формують підґрунтя нашого дослідження.

Трансформація військової освіти під впливом війни. Значний внесок у дослідження впливу російсько-української війни на зміну парадигми навчання зробили М. Медвідь та В. Дем'янишин [1, 2]. Автори наголошують, що війна стала каталізатором трансформації європейських цінностей та пріоритетів військової освіти, висуваючи на перший план адаптивність та готовність до нових безпекових викликів. У цьому ж контексті М. Медвідь, Ю. Медвідь, С. Совінський та інші [3] розглядають закономірності зміни підходів у професійній підготовці майбутніх офіцерів, акцентуючи увагу на динаміці формування професійних компетентностей.

Тактична медицина як фундамент здатності до виживання. В попередніх дослідженнях ми розкрили сутність та структуру здатності до виживання, визначаючи тактичну медицину як ключовий функціональний елемент цієї інтегральної якості [4; 5]. Питання нормативно-методичного супроводу тактичної медицини в умовах війни висвітлюють Н. Коцур, Л.

Товкун та І. Гомонай [6], а специфіку застосування окремих медичних засобів (антибіотиків, знеболювальних) досліджують Т. Вайда [18] та Д. Карбовський [19].

Організаційно-педагогічні умови та лідерство. Дослідженням умов, що сприяють ефективній підготовці офіцерів, присвячено праці Д. Гончарука [20], який фокусується на формуванні лідерських якостей з урахуванням бойового досвіду. Питання реалізації організаційно-педагогічних умов формування готовності офіцерів запасу до службово-бойової діяльності розглядають Ю. Медвідь, Б. Бородін та інші [21]. Особливої уваги заслуговують праця Т. Мацевка [10], де обґрунтовано показники готовності інструкторів за програмою «Бойової системи виживання воїна».

Інноваційні технології та методики навчання. Використання симуляційних технологій як умови підвищення рівня компетентності курсантів НГУ аналізується у колективному дослідженні за участю учених М. Медвідя, П. Красовського та інших [14]. Дослідники Л. Товкун та І. Гомонай [13; 15] розглядають психологічну підготовку та використання симуляцій не лише для військових, а й для здобувачів немедичних спеціальностей, що підкреслює універсальність таких підходів у кризових умовах.

Стандартизація та міжнародний досвід. Важливим аспектом є впровадження стандартів НАТО у вітчизняну систему підготовки, що відображено у роботах В. Чайки [17] та в офіційних документах, таких як протоколи TCCC [11] та STANAG 2122 [9]. Ці джерела формують нормативну базу для розробки сучасних організаційно-методичних вказівок.

Водночас, попри наявність ґрунтовних праць із тактичної медицини та загальної педагогіки, питання комплексного поєднання організаційно-педагогічних умов спеціально для формування *здатності до виживання* майбутніх офіцерів НГУ в межах оновлених курсів тактичного рівня (наприклад, L-1A [16]) потребує додаткового наукового обґрунтування та систематизації.

Метою статті полягає в теоретичному обґрунтуванні та науковому визначенні сукупності організаційно-педагогічних умов, що забезпечують ефективне формування здатності до виживання у майбутніх офіцерів НГУ в процесі їхньої професійної підготовки, враховуючи трансформацію освітніх пріоритетів в умовах сучасної війни.

Виклад основного матеріалу. У контексті нашого дослідження ми оперуємо терміном *«організаційно-педагогічні умови»*, оскільки суто «педагогічні умови» зазвичай обмежуються лише методичними аспектами

взаємодії викладача та курсанта. Натомість організаційно-педагогічні умови охоплюють як внутрішні чинники освітнього процесу (зміст, методи, форми), так і зовнішні обставини, що забезпечують їх реалізацію (матеріально-технічна база, нормативне забезпечення, управління ресурсами) [21]. Вони потрібні для створення цілісного освітнього середовища, яке трансформує теоретичні знання у стійкі професійні навички виживання в умовах високого ризику.

Коректне визначення цих умов потребує об'єктивного наукового інструментарію.

Для цього нами було обрано метод *експертного оцінювання,* який дозволяє врахувати практичний досвід фахівців, що безпосередньо залучені до підготовки офіцерських кадрів та мають досвід ведення бойових дій [22; 23].

Процес експертного оцінювання відбувався у три етапи.

1. Формування групи експертів. До групи було залучено 24 фахівці, серед яких: доктори та кандидати наук, що спеціалізуються на військовій педагогіці [10; 24], офіцери-інструктори з тактичної медицини, які мають сертифікацію TCCC CLS [11], та командири підрозділів НГУ з бойовим досвідом понад 5 років.

2. Анкетування та ранжування. Експертам було запропоновано оцінити 15 потенційних умов за шкалою важливості від 1 до 5:

– інтеграція стандартів НАТО (TCCC, STANAG 2122) та актуального досвіду бойових дій НГУ у зміст навчальних програм;

– збільшення кількості годин на теоретичне вивчення міжнародного гуманітарного права в умовах збройних конфліктів;

– впровадження системи дистанційного навчання (LMS Moodle) для самостійної теоретичної підготовки курсантів;

– залучення іноземних інструкторів з країн-членів НАТО для проведення короткострокових курсів виживання;

– створення високореалістичного симуляційного навчального середовища з використанням імітаційних засобів бою;

– проведення щотижневих ідеологічно-виховних заходів щодо формування національної ідентичності та стійкості;

– оптимізація системи фізичної підготовки з акцентом на розвиток силової витривалості та перенесення вантажів на великі відстані;

– створення спеціалізованих бібліотечних фондів із закритою військовою документацією та аналітичними звітами щодо тактики ворога;

– забезпечення підрозділів та курсантів сучасними автономними засобами виживання, медичним майном та засобами евакуації (тактичні візки тощо);

– впровадження обов'язкового курсу з основ радіоелектронної боротьби (РЕБ) для захисту від безпілотних авіаційних систем;

– використання методів гейміфікації та VR-тренажерів для відпрацювання алгоритмів надання допомоги в «червоній зоні»;

– впровадження міждисциплінарної координації між кафедрами тактики, тактичної медицини та психології;

– проведення регулярних психологічних тренінгів із формування вольової саморегуляції в умовах тривалої депривації сну та їжі;

– створення системи наставництва (менторства) між курсантами старших курсів, що мають бойовий досвід, та першокурсниками;

– розробка та впровадження стандартизованих чек-листів для взаємоконтролю та самооцінки дій у складі малих груп під час польових виходів.

У процесі аналізу використовувалася методика експертної оцінки тенденцій розвитку освіти, адаптована до військових реалій [23; 25].

3. Досягнення згоди. Для визначення узгодженості думок експертів розраховувався коефіцієнт конкордації Кендалла. У нашому дослідженні його значення набуло 0,82, що свідчить про високий ступінь згоди між фахівцями. Умови, що набрали найнижчий бал або викликали суперечки, були відсіяні або інтегровані в суміжні.

На основі отриманих результатів та аналізу програми дисципліни ВП 1.10 [8; 16], експертною групою було визначено такий перелік ключових організаційно-педагогічних умов.

1. Інтеграція стандартів НАТО та сучасного бойового досвіду в зміст підготовки. Ця умова є базовою, оскільки вона визначає змістовий вектор усієї професійної підготовки. Вона передбачає не просто додавання окремих тем, а повну імплементацію вимог STANAG 2122 та протоколів TCCC у навчальні плани підготовки офіцерів. Деталізація цієї умови включає такі аспекти. Уніфікація алгоритмів дій – перехід на єдиний міжнародний протокол надання допомоги MARCH, який стає обов'язковим стандартом для кожного курсанта. Це забезпечує взаємосумісність підрозділів НГУ з підрозділами країн-партнерів під час спільних операцій. Тактична медицина як «системоутворювальний чинник» – тактична медицина перестає бути ізольованим блоком знань. Вона інтегрується в кожне практичне заняття з тактики. Наприклад, під час відпрацювання штурму будівлі або дій на блокпосту курсант повинен не лише виконати тактичне завдання, а й миттєво зреагувати на «поранення» побратима, застосовуючи відповідні алгоритми. Адаптація до досвіду російсько-української війни – стандарти НАТО доповнюються реаліями сучасної війни – зокрема, специфікою тривалої допомоги пораненим в умовах

неможливості швидкої авіаційної евакуації та особливостями дій під постійним наглядом ворожих БпЛА. Оновлення методичного забезпечення – використання сучасних посібників, таких як «Бойова система виживання воїна», та актуальних стандартів індивідуальної підготовки. Це дозволяє позбутися застарілих радянських підходів і зосередитися на методах, що довели свою ефективність у реальних зіткненнях.

2. Створення високореалістичного симуляційного середовища. Експерти одностайно підтримали необхідність використання інноваційних технологій. Навчання має відбуватися в умовах, що імітують бойовий стрес, із використанням спеціалізованих майданчиків та містечок, передбачених програмою ВП 1.10 [8; 14]. Використання піротехнічних засобів, димових завіс, звукових ефектів (імітація вибухів, пострілів, криків поранених) та засобів симуляції поранень (муляжів, систем штучної крові) – дозволяє не лише відпрацьовувати технічні навички, а й формувати психофізіологічну стійкість, про яку наголошують Л. Товкун та І. Гомонай [13]. Впровадження лазерних систем імітації бою (на кшталт MILES або аналогів), що дозволяє об'єктивно фіксувати «ураження» особового складу та змушує курсантів діяти максимально приховано, використовувати укриття та дотримуватися тактичної дисципліни. Відмова від шаблонів на користь динамічних сценаріїв, де ввідні змінюються безпосередньо під час виконання завдання (наприклад, раптова зміна зони евакуації, вихід з ладу засобів зв'язку, поява «ворожих» БпЛА) – стимулює розвиток адаптивності та критичного мислення в умовах дефіциту часу. Симуляційне середовище повинно забезпечувати можливість відеофіксації та подальшого розбору кожної помилки – саме через детальний аналіз дій у стресовій ситуації відбувається трансформація помилкових реакцій у стійкі професійні алгоритми. Завдяки реалізації цієї умови, освітній процес перетворюється на полігон для випробування не лише знань, а й вольових якостей майбутнього офіцера, готуючи його до успішного подолання «туману війни» та збереження боєздатності підрозділу.

3. Міждисциплінарна координація «Тактика – Медицина – Психологія». Організаційна складність цієї умови полягає у необхідності подолання традиційної «кафедральної ізольованості» та узгодження графіків і методик викладання різних підрозділів ВВНЗ. Ефективність виживання офіцера в реальному бою залежить не від суми окремих знань, а від його здатності до симультанної (одночасної) діяльності: вести вогонь, командувати підрозділом, контролювати стан поранених та зберігати психологічну стійкість [3; 4]. Проведення спільних міжкафедральних занять, де викладачі тактики, медицини та психології виступають єдиною групою інструкторів. Наприклад, під час відпрацювання теми «засада»,

медичний склад контролює правильність надання самодопомоги, а психологи фіксують рівень емоційного вигорання та швидкість прийняття рішень під тиском. Вимоги до надання домедичної допомоги (алгоритм MARCH) мають бути інтегровані в тактичні вправи як обов'язковий елемент оцінювання. Курсант не може отримати позитивну оцінку за тактичний маневр, якщо він «забув» про контроль критичної кровотечі або проігнорував стан шоку у підлеглого. Психологічна підготовка перестає бути лише теоретичним курсом. Вона інтегрується через механізми «стрес-щеплення» безпосередньо у польові виходи. Це дозволяє майбутньому офіцеру звикнути до роботи на фоні фізичної втоми, когнітивного перевантаження та сенсорної депривації, що безпосередньо впливає на структуру його здатності до виживання. Створення єдиних протоколів взаємодії, що базуються на стандартах НАТО та програмі L-1A. Це усуває суперечності між методиками різних кафедр, забезпечуючи формування цілісного алгоритму дій офіцера в критичній ситуації. Реалізація цієї умови дозволяє сформувати у курсантів «динамічний стереотип виживання», де надання допомоги, орієнтування на місцевості та управління вогнем стають єдиним нерозривним процесом виконання службово-бойового завдання.

4. Забезпечення сучасною матеріально-технічною базою та автономними засобами. Організаційна умова передбачає наявність сертифікованого медичного майна (турнікети, гемостатики) та засобів, що підвищують мобільність (наприклад, евакуаційні візки) [1]. Це дозволяє відпрацьовувати питання автономного життєзабезпечення у відриві від основних сил. Освітній процес має базуватися виключно на засобах, що відповідають сучасним стандартам (зокрема рекомендованих комітетом TCCC). Це включає наявність достатньої кількості сучасних турнікетів, гемостатичних засобів останнього покоління, оклюзійних наліпок та декомпресійних голок. Навчання з використанням неякісних або застарілих аналогів формує хибні навички, що є неприпустимим у бойових умовах. Організація підготовки має включати відпрацювання навичок роботи з перспективними зразками техніки. Зокрема, йдеться про використання легких евакуаційних візків або мобільних роботизованих платформ для транспортування боєкомплекту та поранених. Це дозволяє офіцеру розв'язувати проблему «золотої години» в умовах, коли традиційний транспорт (бронетехніка, автомобілі) не може наблизитися до позицій через щільний вогонь чи роботу ворожих БпЛА. Забезпечення навчального процесу засобами індивідуального виживання – від портативних систем фільтрації води до компактних засобів енергоживлення та маскування в тепловізійному спектрі. Курсант повинен вміти облаштовувати приховані позиції, використовуючи сучасне спорядження, що мінімізує його

помітність для технічних засобів розвідки противника. Навчання раціональному комплектуванню бойового викладки залежно від специфіки завдання.

Організація цієї умови передбачає, що кожен майбутній офіцер проходить етап апробації різних типів спорядження для виявлення оптимальних конфігурацій, які не обмежують мобільність, але забезпечують тривалу автономність підрозділу.

Таким чином, визначені через експертне оцінювання умови створюють необхідний фундамент для переходу від формального навчання до реального формування здатності до виживання майбутніх офіцерів НГУ.

Висновки. За результатами проведеного дослідження доведено, що формування здатності до виживання є складним інтегральним процесом, який потребує не лише методичного, а й організаційного забезпечення. Визначено, що саме організаційно-педагогічні умови, на відміну від суто педагогічних, дозволяють синхронізувати зміст навчання за програмою ВП 1.10 із матеріально-технічними ресурсами та нормативними вимогами стандартів НАТО (STANAG 2122, TCCC), що є критичним в умовах трансформації військової освіти під впливом війни. Завдяки використанню методу експертного оцінювання із залученням фахівців, що мають бойовий досвід та наукові ступені у галузі військової педагогіки, вдалося мінімізувати суб'єктивізм та виокремити найбільш вагомі чинники впливу. Високий коефіцієнт конкордації (0,82) підтвердив єдність поглядів експертного середовища на пріоритетність симуляційних технологій та міждисциплінарного підходу.

На основі консенсусу експертів та аналізу освітніх програм (зокрема рівня L-1A) обґрунтовано чотири базові умови: змістовна (інтеграція міжнародних протоколів та досвіду НГУ); технологічна (використання високореалістичних симуляцій та імітаційних засобів); управлінська (міждисциплінарна координація між тактичною, медичною та психологічною підготовкою); ресурсна (забезпечення сучасними автономними засобами виживання та евакуації. Упровадження визначеної сукупності умов у навчальний процес ВВНЗ НГУ дозволяє перейти від репродуктивного засвоєння знань до формування реальної здатності офіцера діяти в умовах автономності. Це забезпечує не лише виконання службово-бойових завдань, а й реалізацію головного пріоритету сучасної військової доктрини – збереження життя і здоров'я особового складу. Перспективи подальших досліджень полягають у розробці та апробації методики вимірювання сформованості кожного з компонентів здатності до виживання за визначеними критеріями та показниками в межах реалізації запропонованих умов.

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ВИКОРИСТАННЯ ЦИФРОВИХ ТЕХНОЛОГІЙ У ПРОЦЕСІ ВИКЛАДАННЯ ДИСЦИПЛІНИ «ІСТОРІЯ ФІЗИЧНОЇ КУЛЬТУРИ»

Анотація. У статті здійснено теоретичне обґрунтування та аналіз практичних аспектів використання цифрових технологій у процесі викладання дисципліни «Історія фізичної культури» для здобувачів вищої освіти спеціальності «Середня освіта (Фізична культура)».

Актуальність дослідження зумовлена процесами цифровізації освіти, розвитком дистанційного та змішаного навчання, а також необхідністю формування інформаційно-цифрової компетентності майбутніх учителів фізичної культури в умовах сучасних освітніх викликів.

Проаналізовано сучасні наукові підходи до застосування цифрових інструментів у професійній підготовці фахівців фізичної культури та спорту. Визначено основні групи цифрових засобів, доцільних для використання у межах навчального курсу «Історія фізичної культури»: інформаційно-візуалізаційні, комунікаційно-інтерактивні, контрольно-оцінювальні, проєктно-дослідницькі та технології віртуального занурення.

Розкрито можливості використання мультимедійних презентацій, електронних освітніх платформ, інтерактивних онлайн-сервісів, цифрових архівів, відеоматеріалів, хмарних сервісів, а також VR- і AR-технологій у процесі професійної підготовки майбутніх учителів фізичної культури. Обґрунтовано, що застосування цифрових ресурсів сприяє підвищенню мотивації студентів до навчання, активізації пізнавальної діяльності, розвитку критичного мислення, формуванню дослідницьких умінь та навичок самостійної роботи. Встановлено, що цифрові технології забезпечують інтерактивність, наочність та доступність освітнього процесу, а також створюють умови для реалізації студентоцентрованого підходу та індивідуалізації навчання.

Визначено основні педагогічні умови ефективного використання електронних ресурсів: методично обґрунтоване поєднання традиційних та інноваційних методів навчання, створення якісного цифрового контенту, розвиток інформаційно-комунікативної компетентності студентів та застосування інтерактивних форм освітньої діяльності.

Окреслено основні труднощі цифровізації освітнього процесу, зокрема недостатній рівень цифрової компетентності, технічні обмеження, ризики формального використання електронних інструментів і когнітивного перевантаження здобувачів освіти.

Ключові слова: цифрові технології, історія фізичної культури, професійна підготовка, майбутні вчителі фізичної культури, змішане навчання, цифрова компетентність, освітні платформи.

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USE OF DIGITAL TECHNOLOGIES IN TEACHING THE DISCIPLINE "HISTORY OF PHYSICAL CULTURE"

Abstract. The article provides a theoretical substantiation and analysis of the practical aspects of using digital technologies in teaching the discipline History of Physical Culture to higher education students majoring in Secondary Education (Physical Culture).

The relevance of the study is determined by the processes of education digitalization, the development of distance and blended learning, as well as the need to develop the information and digital competence of future physical education teachers in the context of contemporary educational challenges.

Modern scientific approaches to the application of digital tools in the professional training of specialists in physical culture and sports are analyzed. The main groups of digital means appropriate for use within the academic course History of Physical Culture are identified, including information and visualization tools, communication and interactive tools, assessment and evaluation tools, project and research tools, and virtual immersion technologies.

The possibilities of using multimedia presentations, electronic educational platforms, interactive online services, digital archives, video materials, cloud services, as well as VR and AR technologies in the professional training of future physical education teachers are revealed. It is substantiated that the use of digital resources contributes to increasing students' motivation for learning, intensifying cognitive activity, developing critical thinking, and forming research skills and independent learning abilities. It has been established that digital technologies ensure interactivity, visibility, and accessibility of the educational process, as well as create conditions for implementing a student-centered approach and individualizing learning.

The main pedagogical conditions for the effective use of electronic resources are determined, including the methodologically grounded combination

of traditional and innovative teaching methods, the creation of high-quality digital content, the development of students' information and communication competence, and the use of interactive forms of educational activity.

The main challenges of educational process digitalization are outlined, particularly the insufficient level of digital competence, technical limitations, the risks of formal use of electronic tools, and cognitive overload of students.

Keywords: digital technologies, history of physical culture, professional training, future physical education teachers, blended learning, digital competence, educational platforms.

Постановка проблеми у загальному вигляді. Сучасний етап розвитку вищої педагогічної освіти в Україні характеризується активним упровадженням цифрових технологій у всі сфери освітньої діяльності. У контексті реформування системи освіти відповідно до концепції Нової української школи, а також у зв'язку з поширенням дистанційного та змішаного навчання, актуалізується проблема цифровізації професійної підготовки майбутніх учителів фізичної культури.

Особливої значущості ця проблема набуває в умовах воєнного стану, коли значна частина закладів вищої освіти України функціонує у дистанційному або змішаному форматі навчання. Сучасні виклики зумовлюють необхідність цифрової трансформації освітнього процесу, упровадження електронних платформ, хмарних сервісів та інтерактивних технологій навчання. Вирішальне значення у цьому процесі мають державні стратегічні документи, зокрема Концепція розвитку цифрових компетентностей та Концепція цифрової трансформації освіти і науки України, які визначають формування цифрової компетентності педагогічних працівників і здобувачів освіти як один із пріоритетних напрямів модернізації освітньої системи.

У цих умовах важливого значення набуває впровадження цифрових технологій у викладання гуманітарних та історико-теоретичних дисциплін професійного спрямування, зокрема «Історії фізичної культури». Якісна підготовка сучасного вчителя фізичної культури неможлива без засвоєння теоретико-методичних дисциплін, серед яких ця дисципліна є фундаментальною. Вона становить основу формування професійного світогляду майбутніх фахівців, забезпечуючи розуміння закономірностей розвитку фізичної культури і спорту, становлення олімпійського руху, еволюції систем фізичного виховання та розвитку уявлень про тілесність у різні історичні епохи.

Водночас аналіз наукових досліджень і практики викладання засвідчує, що, попри значну увагу до проблем цифровізації освіти загалом,

питання системного використання цифрових технологій саме у викладанні «Історії фізичної культури» залишаються недостатньо розробленими. Зокрема, обмежено представленими є методичні підходи до інтеграції цифрових інструментів у процес викладання історико-теоретичних дисциплін фізкультурного профілю, а також недостатньо обґрунтовано їхній дидактичний потенціал у формуванні навчальної мотивації та пізнавальної активності здобувачів освіти. Це зумовлює наявність суперечності між потребою у цифровій трансформації освітнього процесу та недостатнім рівнем науково-методичного забезпечення її реалізації у межах зазначеної дисципліни.

У практичному вимірі традиційні методи викладання історії фізичної культури не повною мірою відповідають освітнім потребам майбутніх фахівців цифрового покоління. Лекційні та семінарські заняття, побудовані переважно на репродуктивних методах навчання, часто сприймаються як недостатньо динамічні та інтерактивні, що негативно впливає на навчальну мотивацію. Значна частина здобувачів освіти потребує візуалізованих, мультимедійних та інтерактивних форм подання навчального матеріалу. У зв'язку з цим посилюється суперечність між необхідністю глибокого засвоєння історико-теоретичних знань та обмеженістю традиційних дидактичних підходів.

Використання цифрових хронологічних стрічок, інтерактивних карт і відеофрагментів сприяє візуалізації історичних подій та полегшує сприйняття складного навчального матеріалу. Практика викладання свідчить, що інтерактивні форми роботи підвищують активність студентів під час обговорення історичних процесів і стимулюють їхню самостійну пізнавальну діяльність.

Актуальність проблеми посилюється також необхідністю формування у майбутніх вчителів фізичної культури не лише цифрових компетентностей, а й готовності до їх застосування у професійній діяльності. У цьому контексті дисципліна «Історія фізичної культури» може виступати ефективним середовищем для розвитку навичок роботи з цифровими ресурсами, освітніми платформами та мультимедійними засобами.

Отже, проблема використання цифрових технологій у процесі викладання дисципліни «Історія фізичної культури» для здобувачів освіти спеціальності «Середня освіта (Фізична культура)» є актуальною та потребує комплексного наукового осмислення.

Аналіз останніх досліджень і публікацій. Аналіз наукових джерел свідчить про зростання уваги дослідників до проблем формування цифрової компетентності здобувачів освіти, організації змішаного та дистанційного

навчання, інтеграції цифрових ресурсів в освітній процес, а також використання мультимедійних та інтерактивних технологій у системі фізкультурної освіти.

У наукових працях, присвячених цифровізації професійної підготовки майбутніх фахівців у галузі фізичної культури, основна увага приділяється створенню цифрового освітнього середовища, формуванню цифрової компетентності та впровадженню змішаного навчання. Загальнотеоретичні засади цифрової трансформації професійної підготовки майбутніх учителів фізичної культури в умовах змішаного навчання ґрунтовно висвітлено у праці А. Кузьмінського [1]. Автор підкреслює, що цифрові технології забезпечують індивідуалізацію освітнього процесу, сприяють формуванню професійних компетентностей та розширюють можливості інтерактивної взаємодії між викладачем і студентами.

Важливе значення для дослідження мають праці С. Лазоренка [2; 3], у яких розкрито теоретичні та практичні аспекти формування інформаційно-цифрової культури майбутніх фахівців фізичної культури і спорту в умовах змішаного навчання. Дослідник наголошує, що інформаційно-цифрова культура є невід'ємною складовою професійної компетентності сучасного педагога та необхідною умовою ефективної інтеграції цифрових технологій у професійну підготовку здобувачів освіти.

Окремий напрям наукових розвідок пов'язаний з організацією дистанційного та змішаного навчання у процесі професійної підготовки майбутніх фахівців фізичної культури і спорту. Зокрема, А. Багорка та О. Есаулова [4] аналізують різновиди дистанційних і змішаних занять з фахових дисциплін, акцентуючи увагу на ефективності використання відеоконференцій, вебінарів, інтерактивних платформ та цифрових освітніх ресурсів.

Безпосередньо проблеми використання технологій дистанційного навчання у процесі викладання дисципліни «Історія фізичної культури» розглядають С. Путров, О. Омельчук, О. Путров та А. Черненко [5]. Дослідники обґрунтовують доцільність застосування електронних освітніх платформ, відеолекцій, онлайн-тестування та інтерактивних методів навчання у процесі засвоєння історико-теоретичного матеріалу й підкреслюють значення цифрових технологій для забезпечення безперервності освітнього процесу.

Результати зарубіжних наукових досліджень [6; 7] засвідчують, що цифрові освітні середовища, LMS-платформи, мобільні застосунки, відеоаналіз та інтерактивні цифрові ресурси стали важливим чинником модернізації професійної підготовки майбутніх учителів фізичного виховання в умовах глобальної цифровізації освіти. Науковці наголошують,

що використання цифрових технологій сприяє підвищенню ефективності навчання завдяки візуалізації навчального матеріалу, активізації інтерактивної взаємодії та впровадженню змішаних форм навчання.

У науковій літературі також висвітлюються питання використання цифрових застосунків, елементів гейміфікації, мультимедійних засобів, VR/AR-технологій та інтерактивних цифрових ресурсів у фізичному вихованні (О. Даниско, С. Хлібкевич, В. Романенко та ін.) [8; 9]. Дослідники підкреслюють, що цифрові технології сприяють підвищенню мотивації здобувачів освіти, активізації пізнавальної діяльності та впровадженню інтерактивних форм навчання.

У працях О. Горулька, Д. Коробки та Д. Петренка [10] розглядаються можливості застосування мобільних застосунків, фітнес-трекерів і технологій віртуальної реальності у фізичному вихованні. Хоча зазначені дослідження стосуються переважно практико-орієнтованих дисциплін, вони підтверджують ефективність цифрових технологій у професійній підготовці майбутніх фахівців фізичної культури і спорту загалом.

Попри значний масив наукових розвідок, більшість праць присвячено загальним аспектам цифровізації фізичного виховання, організації дистанційного та змішаного навчання, а також формуванню цифрової компетентності майбутніх фахівців фізичної культури і спорту. Водночас специфіка використання цифрових технологій у процесі викладання історико-теоретичних дисциплін, зокрема дисципліни «Історія фізичної культури», висвітлена недостатньо. Потребують подальшого наукового обґрунтування питання методики інтеграції цифрових ресурсів у викладання історико-педагогічного матеріалу, визначення педагогічних умов ефективного використання цифрових технологій, а також розроблення структурованої системи цифрових засобів навчання для професійної підготовки майбутніх учителів фізичної культури.

Мета статті. Теоретично обґрунтувати та розкрити практичні аспекти використання сучасних цифрових технологій у процесі викладання навчальної дисципліни «Історія фізичної культури» для здобувачів вищої освіти спеціальності 014 «Середня освіта (Фізична культура)», а також визначити основні цифрові інструменти, форми і методи їх застосування у професійній підготовці.

Наукова новизна дослідження полягає у розробленні структурно-функціональної моделі використання цифрових технологій у викладанні дисципліни «Історія фізичної культури», визначенні педагогічних умов їх ефективної інтеграції в освітній процес.

Виклад основного матеріалу. Цифровізація сучасної освіти є закономірним наслідком розвитку інформаційного суспільства та стрімкого поширення інформаційно-комунікаційних технологій. У системі профе-

сійної підготовки майбутніх учителів фізичної культури цифрові технології виконують не лише допоміжну, а й методологічну функцію, забезпечуючи нові підходи до організації професійної підготовки.

Дисципліна «Історія фізичної культури» має значний потенціал для інтеграції сучасних електронних ресурсів. Особливості її змісту передбачають вивчення великого обсягу історичного матеріалу, аналіз історичних джерел, ознайомлення з діяльністю видатних діячів фізичної культури і спорту, дослідження розвитку олімпійського руху та еволюції систем фізичного виховання. Саме тому використання цифрових засобів дозволяє зробити освітній процес більш інтерактивним та доступним.

Одним із найбільш ефективних напрямів цифровізації викладання дисципліни «Історія фізичної культури» є застосування мультимедійних презентацій під час лекційних занять. Поєднання текстових, графічних, аудіо- та відеоматеріалів сприяє кращому засвоєнню навчальної інформації, забезпечує наочність та допомагає студентам простежити еволюцію систем фізичного виховання у різні історичні періоди. Під час вивчення тем, пов'язаних із виникненням Олімпійських ігор у Стародавній Греції, розвитком фізичної культури у різні історичні епохи або становленням українського спортивного руху, доцільно використовувати історичні ілюстрації, карти, архівні фотографії, документальні матеріали та відеофрагменти. Наприклад, демонстрація архівних записів Олімпійських ігор сприяє формуванню цілісного уявлення про розвиток міжнародного спортивного руху.

Сучасні здобувачі освіти переважно характеризуються кліповим мисленням, тому використання виключно текстових методичних вказівок є недостатньо ефективним без належного візуального підкріплення. На важливість упровадження мультимедійних технологій у викладанні слушно звертають увагу В. Романенко та співавтори [8]. У процесі проведення лекцій з дисципліни «Історія фізичної культури» доцільним є застосування інтерактивних стрічок часу (timelines), які можна створювати за допомогою сервісів Tiki-Toki, TimeGraphics або Padlet. Такий інструмент дозволяє викладачу спільно зі студентами формувати візуальні хронології розвитку Олімпійських ігор від античності до сучасності, при цьому кожна подія на стрічці часу може містити посилання на наукову статтю, зображення історичного артефакту або відеофрагмент виступу видатного олімпійця.

Ефективним доповненням до цього є також використання ментальних карт (mind maps), які за допомогою сервісів XMind, Miro або Coggle дають змогу структурувати складні теми, зокрема «Особливості спартанської та афінської систем фізичного виховання», а також створювати порівняльні схеми. Такий підхід активізує аналітичне мислення студентів та допомагає систематизувати історичний матеріал.

Важливе місце у викладанні дисципліни посідають електронні освітні платформи та системи дистанційного навчання, зокрема Moodle, Google Classroom, Microsoft Teams і Zoom. Їх використання забезпечує організацію змішаного та дистанційного навчання, доступ до навчальних матеріалів, проведення онлайн-консультацій, тестування та контролю знань.

На думку А. Кузьмінського, цифрові освітні середовища сприяють індивідуалізації навчання, забезпечують гнучкість освітнього процесу та створюють умови для розвитку самостійної роботи студентів [1]. Особливо актуальним це стало в умовах воєнного стану та необхідності організації дистанційного навчання у закладах вищої освіти України.

У межах навчального курсу «Історія фізичної культури» електронні освітні платформи можуть використовуватися для:

– розміщення лекційних матеріалів, презентацій та електронних конспектів;
– організації самостійної роботи студентів;
– проведення онлайн-тестування;
– створення тематичних форумів і дискусій;
– виконання індивідуальних та групових проєктів;
– проведення відеолекцій і вебінарів.

Ефективним засобом цифровізації навчання є використання інтерактивних онлайн-сервісів. Платформи Kahoot, Quizizz, LearningApps та Mentimeter допомагають створювати інтерактивні вікторини, тести, опитування та навчальні ігри. Такі інструменти забезпечують оперативний контроль знань, швидкий зворотний зв’язок між викладачем і студентами, а також активізують навчальну діяльність здобувачів освіти.

На основі аналізу наукових джерел, узагальнення практичного досвіду та систематизації сучасних електронних сервісів визначено основні групи цифрових технологій, які доцільно використовувати у викладанні дисципліни «Історія фізичної культури». Запропонована класифікація дозволяє комплексно організовувати освітній процес та реалізовувати різні дидактичні функції сучасних інформаційних ресурсів (табл. 1).

Таблиця 1

Класифікація цифрових технологій у викладанні дисципліни «Історія фізичної культури»

Група цифрових технологій	Засоби та сервіси	Дидактична функція
Інформаційно-візуалізаційні	Мультимедійні презентації, відеоматеріали, цифрові карти	Візуалізація та пояснення навчального матеріалу
Комунікаційно-інтерактивні	Zoom, Microsoft Teams, Mentimeter, Padlet	Забезпечення інтерактивної взаємодії

Група цифрових технологій	Засоби та сервіси	Дидактична функція
Контрольно-оцінювальні	Kahoot, Quizizz, Google Forms	Контроль і перевірка знань
Проєктно-дослідницькі	Canva, Google Docs, цифрові архіви, електронні бібліотеки	Розвиток дослідницьких та творчих умінь
Технології віртуального занурення	VR- та AR-технології	Створення ефекту інтерактивної присутності

Джерело: складено автором

Для більш ґрунтовного аналізу можливостей цифровізації освітнього процесу доцільно охарактеризувати основні електронні ресурси, форми їх практичного застосування, приклади застосування та очікувані результати навчання. Систематизація таких ресурсів дозволяє визначити їх педагогічний потенціал у професійній підготовці майбутніх учителів фізичної культури та забезпечує методично обґрунтований підхід до організації змішаного й дистанційного навчання (табл. 2).

Таблиця 2

Практичні аспекти використання цифрових технологій у викладанні дисципліни «Історія фізичної культури»

Цифрова технологія / сервіс	Форми використання у викладанні дисципліни	Приклади застосування	Освітній результат
Мультимедійні презентації	Візуалізація лекційного матеріалу	Історичні карти, архівні фото, відеофрагменти	Підвищення наочності та засвоєння матеріалу
Освітні платформи (Moodle, Google Classroom, Teams)	Організація змішаного та дистанційного навчання	Розміщення лекцій, тестів, завдань	Розвиток самостійної роботи студентів
Онлайн-сервіси (Kahoot, Quizizz, LearningApps)	Інтерактивні вікторини та тестування	Онлайн-вікторина з історії Олімпійських ігор	Активізація пізнавальної діяльності
Електронні архіви та цифрові бібліотеки	Робота з історичними джерелами	Аналіз цифрових архівів спортивної тематики	Формування дослідницьких навичок
Відеоматеріали та документальні фільми	Демонстрація історичних подій	Перегляд фільмів про олімпійський рух	Емоційне сприйняття інформації
Хмарні сервіси (Google Docs, Canva, Padlet)	Колективна проєктна діяльність	Створення цифрових хронологічних стрічок	Розвиток комунікативних умінь

Цифрова технологія / сервіс	Форми використання у викладанні дисципліни	Приклади застосування	Освітній результат
VR- та AR-технології	Віртуальні екскурсії та реконструкції	Відтворення античних Олімпійських ігор	Інтерактивне занурення у матеріал

Джерело: складено автором

Ігрові та інтерактивні технології є особливо ефективними для сучасних здобувачів освіти. Дослідники О. Даниско, С. Хлібкевич та В. Дереза зазначають, що інтеграція цифрових та ігрових технологій підвищує їх зацікавленість і позитивно впливає на навчальну мотивацію [9]. Наприклад, під час вивчення теми «Олімпійський рух сучасності» викладач може організувати онлайн-вікторину із використанням Kahoot, де студенти відповідатимуть на запитання щодо історії Олімпійських ігор, видатних спортсменів та символіки олімпійського руху. Така форма роботи сприяє не лише перевірці знань, а й створює позитивний емоційний фон заняття. Таким чином, інтерактивні онлайн-сервіси виконують не лише контрольно-оцінювальну функцію, а й активізують пізнавальну діяльність, підвищують навчальну мотивацію та створюють сприятливу емоційну атмосферу під час вивчення історико-теоретичного матеріалу.

Одним із перспективних напрямів цифровізації є використання електронних історичних ресурсів та електронних архівів. Учасники освітнього процесу можуть працювати з електронними бібліотеками, цифровими музеями, онлайн-архівами та науковими базами даних. Така діяльність розвиває навички пошуку, аналізу та критичного оцінювання інформації. Доцільним є звернення до міжнародних електронних історичних ресурсів, зокрема архівів Міжнародного олімпійського комітету, цифрових колекцій Olympic World Library, платформи Europeana та електронних музеїв спортивної тематики. Робота з подібними ресурсами поглиблює професійний світогляд майбутніх учителів фізичної культури, розвиває критичне мислення та навички історичного аналізу.

Важливе значення у викладанні дисципліни мають відеоматеріали та документальні фільми. Відеофрагменти, присвячені історії Олімпійських ігор, розвитку спорту в Україні, діяльності видатних спортсменів і тренерів, підсилюють емоційне сприйняття навчального матеріалу та допомагають краще зрозуміти історичний контекст подій.

Ефективною формою роботи є створення здобувачами освіти власного цифрового контенту. Вони можуть готувати мультимедійні презентації, відеопроєкти, цифрові хронологічні стрічки, інфографіку,

подкасти та електронні плакати. Така діяльність забезпечує розвиток творчих здібностей, цифрової грамотності та навичок командної роботи. Наприклад, можна запропонувати створити цифровий проєкт на тему «Розвиток фізичної культури в Україні у XX столітті» або «Видатні українські спортсмени Олімпійських ігор». У процесі виконання завдання здобувачі освіти навчаються працювати з електронними джерелами, систематизувати інформацію та презентувати результати власної діяльності.

Стратегічним вектором розвитку сучасної освіти є впровадження технологій віртуальної та доповненої реальності. Хоча такі засоби ще не набули широкого поширення у викладанні історії фізичної культури, вони мають значний дидактичний потенціал. За допомогою VR-технологій можна організовувати віртуальні екскурсії до музеїв спорту, реконструювати античні Олімпійські ігри або відтворювати історичні спортивні події. У своїй праці О. Горулько, Д. Коробка та Д. Петренко підкреслюють, що використання VR- та AR-технологій відкриває нові можливості для інтерактивного та візуалізованого навчання, забезпечує глибше занурення студентів у навчальний матеріал та підвищує рівень їхньої навчальної активності [10].

Особливого значення в умовах сучасної цифровізації набувають хмарні сервіси та засоби спільної роботи. Google Docs, Google Drive, Canva, Padlet та інші платформи дозволяють організовувати колективну діяльність студентів, створювати спільні проєкти та забезпечувати інтерактивну взаємодію між учасниками освітнього процесу. Наприклад, під час вивчення теми «Історія розвитку фізичного виховання в Україні» студенти можуть створювати спільну інтерактивну карту або цифрову хронологічну стрічку подій. Така форма діяльності розвиває комунікативні навички, відповідальність та вміння працювати в команді.

Актуальним напрямом розвитку цифрового освітнього середовища є впровадження технологій штучного інтелекту. AI-інструменти можуть використовуватись для створення тестових завдань, генерації візуального контенту, підготовки інтерактивних матеріалів, автоматизації перевірки знань та персоналізації навчання. Водночас застосування штучного інтелекту потребує дотримання принципів академічної доброчесності, критичного оцінювання інформації та відповідального використання електронних ресурсів.

Суттєвим аспектом професійної підготовки майбутніх учителів фізичної культури є розвиток інформаційно-цифрової компетентності. Науковець С. Лазоренко зазначає, що цифрова культура сучасного педагога включає вміння працювати з інформаційними ресурсами, використовувати

цифрові засоби комунікації, створювати контент та застосовувати електронні засоби навчання у професійній діяльності [2; 3].

Під час опанування дисципліни «Історія фізичної культури» здобувачі освіти повинні навчитися здійснювати пошук інформації в електронних джерелах; працювати з цифровими архівами та бібліотеками; створювати мультимедійні презентації; використовувати онлайн-сервіси для навчання; критично оцінювати інформацію з мережі Інтернет; дотримуватися академічної доброчесності у цифровому середовищі. Особливу увагу слід приділяти питанням академічної доброчесності. Розширення доступу до електронних джерел значно полегшує роботу з інформацією, однак водночас створює ризики академічного плагіату. Саме тому важливо формувати у студентів навички правильного цитування, етичної роботи з інформаційними ресурсами та використання наукових баз даних.

З метою узагальнення основних напрямів, форм та педагогічних можливостей застосування цифрових технологій у освітньому процесі з дисципліни «Історія фізичної культури» запропоновано структурно-функціональну модель їх інтеграції у професійну підготовку майбутніх учителів фізичної культури (рис. 1).

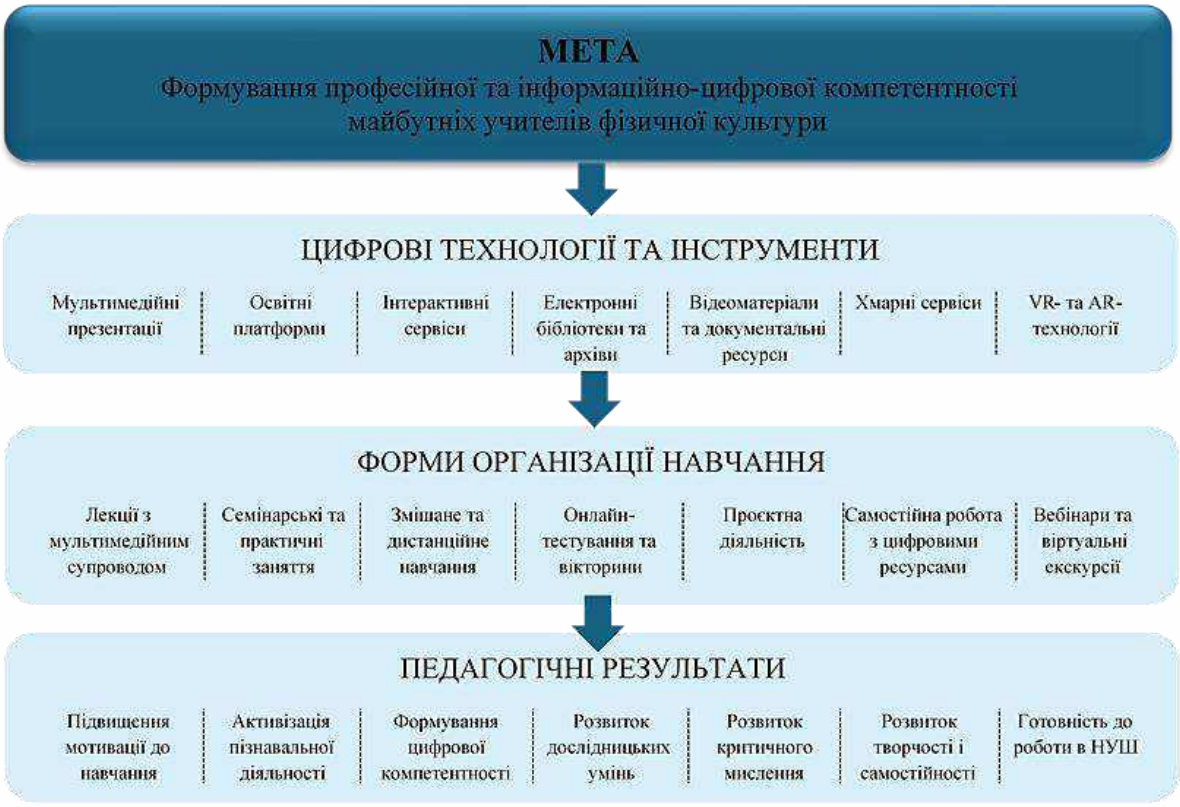

Рис. 1. Структурно-функціональна модель використання цифрових технологій у викладанні дисципліни «Історія фізичної культури»
Джерело: складено автором

Запропонована структурно-функціональна модель узагальнює основні цифрові технології, форми їх використання та педагогічні результати у процесі викладання дисципліни «Історія фізичної культури». Вона відображає взаємозв'язок між цифровими інструментами, організацією освітнього процесу та формуванням професійних компетентностей майбутніх учителів фізичної культури. Її структурні компоненти забезпечують комплексний підхід до цифровізації викладання історико-теоретичних дисциплін

Попри значний потенціал сучасних інформаційно-комунікаційних засобів у професійній підготовці майбутніх учителів фізичної культури, процес цифрової трансформації освітнього середовища супроводжується не лише позитивними змінами, а й певними організаційними, методичними та технічними труднощами. Аналіз наукових джерел і сучасної освітньої практики дозволив виокремити основні педагогічні переваги застосування електронних ресурсів, а також проблеми, які виникають у процесі їх упровадження в освітній процес закладів вищої освіти (табл. 3).

Таблиця 3

Педагогічні переваги та труднощі використання цифрових технологій

Переваги	Труднощі
Підвищення мотивації студентів	Недостатній рівень цифрової компетентності
Інтерактивність навчання	Технічні обмеження
Забезпечення наочності	Нестабільний доступ до інтернету
Розвиток самостійної роботи	Недостатнє матеріально-технічне забезпечення
Можливість дистанційного навчання	Ризики формального застосування технологій
Формування цифрової компетентності	Перевантаження цифровим контентом

Джерело: складено автором

Інтерактивні форми роботи, візуалізація історичного матеріалу, застосування презентацій, відеофрагментів, електронних архівів та віртуальних екскурсій сприяють підвищенню мотивації студентів до навчання, забезпечують наочність та полегшують сприйняття складних історико-теоретичних тем.

Важливою перевагою є також активізація пізнавальної діяльності здобувачів освіти. Використання інтерактивних платформ, онлайн-вікторин, цифрових карт, хмарних сервісів та проєктних методів стимулює самостійну пошукову діяльність, розвиток критичного мислення та вдосконалення навичок аналізу інформації. Електронні ресурси створюють умови для індивідуалізації навчання, оскільки студенти отримують

можливість працювати у власному темпі, використовувати різні формати навчальних матеріалів та здійснювати самоконтроль результатів навчання.

Крім того, впровадження сучасних інформаційних засобів позитивно впливає на розвиток інформаційно-цифрової компетентності майбутніх учителів фізичної культури, що є важливою складовою їхньої професійної підготовки. Особливого значення такі ресурси набувають у контексті дистанційного та змішаного навчання, оскільки забезпечують безперервність освітнього процесу, розширюють можливості комунікації та доступу до навчальних матеріалів.

Разом із тим цифровізація освітнього середовища супроводжується певними труднощами. Однією з ключових проблем є недостатній рівень інформаційно-цифрової компетентності окремих викладачів і студентів. У багатьох випадках електронні інструменти використовуються переважно як засоби демонстрації матеріалу без їх повноцінної інтеграції у педагогічну систему навчання. Це знижує ефективність освітнього процесу та ускладнює реалізацію інтерактивних форм роботи.

Технічні обмеження також суттєво ускладнюють інтеграцію сучасних інформаційних ресурсів у професійну підготовку майбутніх учителів фізичної культури. Недостатній рівень технічного оснащення закладів освіти обмежує використання мультимедійних засобів, інтерактивних платформ та VR/AR-рішень, що негативно впливає на якість цифрового освітнього середовища.

Нестабільний доступ до мережі Інтернет є ще одним фактором, який ускладнює цифровізацію освітнього процесу. Перебої зв'язку порушують синхронну взаємодію між викладачем і студентами, знижують оперативність зворотного зв'язку та обмежують можливості використання онлайн-сервісів і хмарних платформ.

Недостатнє матеріально-технічне забезпечення значно обмежує можливості впровадження інноваційних підходів. Відсутність сучасного обладнання та спеціалізованого програмного забезпечення ускладнює створення якісного електронного освітнього середовища.

Однією з найбільш суттєвих проблем є ризик формального застосування електронних ресурсів. У такому випадку сучасні сервіси застосовуються без належного методичного обґрунтування та не інтегруються у логіку навчального процесу, що може призводити до поверхневого засвоєння матеріалу та зниження пізнавальної активності студентів.

Надмірна кількість цифрових матеріалів може спричиняти когнітивне перевантаження здобувачів освіти. Постійна робота з презентаціями, відеоматеріалами, тестами та онлайн-завданнями нерідко викликає цифрову втому, зниження концентрації уваги та поверхневе сприйняття інформації.

Отже, ефективність цифровізації освітнього процесу визначається не лише наявністю сучасних ІКТ, а й рівнем їх педагогічно доцільного застосування. Недостатня цифрова компетентність, технічні обмеження та ризики формального застосування електронних інструментів можуть суттєво знижувати якість професійної підготовки майбутніх учителів фізичної культури. У зв'язку з цим особливого значення набуває методична підготовка викладачів, створення якісного цифрового контенту та забезпечення збалансованого використання цифрових ресурсів в освітньому процесі.

З метою визначення ставлення здобувачів вищої освіти до впровадження цифрових технологій у процесі викладання дисципліни «Історія фізичної культури», а також виявлення найбільш ефективних цифрових інструментів і труднощів їх використання було проведено анкетування студентів спеціальності «Середня освіта (Фізична культура)». У дослідженні взяли участь 42 здобувачі освіти II–IV курсів Глухівського національного педагогічного університету імені Олександра Довженка. Опитування проводилося у формі анонімного онлайн-анкетування із застосуванням сервісу Google Forms. Анкета включала питання, спрямовані на визначення рівня зацікавленості у використанні електронних інструментів; оцінювання впливу цифрових ресурсів на мотивацію до навчання; визначення найбільш ефективних цифрових рішень; виявлення труднощів застосування сучасних технологічних засобів у освітньому процесі; оцінювання рівня сформованості інформаційно-комунікативної компетентності здобувачів освіти.

Результати опитування засвідчили позитивне ставлення студентів до використання електронного освітнього середовища у процесі опанування дисципліни «Історія фізичної культури». Зокрема, 88 % респондентів зазначили, що цифрові ресурси підвищують їхню мотивацію до навчання, а 81 % відзначили ефективність інтерактивних онлайн-вікторин і тестувань для активізації пізнавальної діяльності. Такі результати свідчать про високий рівень зацікавленості інтерактивними формами навчання та потребу в урізноманітненні традиційних методів подання історико-теоретичного матеріалу.

Водночас результати дослідження засвідчили наявність певних труднощів цифровізації освітнього процесу. Частина опитаних зазначила проблеми, пов'язані з технічними обмеженнями, нестабільним доступом до Інтернету та перевантаженням електронним контентом. Зокрема, 39 % опитаних вказали на прояви цифрової втоми під час тривалої роботи з онлайн-ресурсами. Це свідчить про необхідність педагогічно виваженого використання електронних засобів та оптимального поєднання цифрових і традиційних форм навчання.

Найбільш ефективними інструментами здобувачі освіти вважають відеоматеріали та мультимедійні презентації, які обрали 76 % респондентів. Це пояснюється високим рівнем наочності, можливістю візуалізації історичних подій та доступністю сприйняття складного історико-теоретичного матеріалу (рис. 2).



Рис. 2. Результати опитування здобувачів освіти щодо оцінювання ефективності цифрових засобів у процесі вивчення дисципліни «Історія фізичної культури

Джерело: складено автором на основі результатів анкетування

Достатньо високі показники отримали інтерактивні онлайн-вікторини та тестування (64 %), що свідчить про ефективність ігрових та інтерактивних методів навчання для активізації пізнавальної діяльності студентів і підвищення навчальної мотивації. Більше половини опитаних (57 %) відзначили ефективність освітніх платформ Moodle, Google Classroom та Microsoft Teams, які забезпечують організацію змішаного й дистанційного навчання, доступ до навчальних матеріалів та оперативний зворотний зв'язок. Менш популярними виявилися VR- та AR-технології (26 %), що може бути пов'язано з недостатнім рівнем технічного забезпечення закладів освіти та обмеженим практичним досвідом застосування технологій віртуальної реальності в освітньому процесі.

Отримані результати підтверджують доцільність комплексного та педагогічно обґрунтованого використання цифрових технологій у викладанні дисципліни «Історія фізичної культури», а також необхідність оптимального поєднання електронних і традиційних форм навчання.

Аналіз сучасних наукових джерел і практики впровадження цифрових засобів у освітній процес дозволяє стверджувати, що ефективність застосування цифрових технологій у викладанні дисципліни «Історія

фізичної культури» залежить від сукупності педагогічних, організаційних і методичних чинників. Ураховуючи зазначені положення, визначено педагогічні умови ефективного використання цифрових технологій у процесі викладання дисципліни «Історія фізичної культури»:

1. Методично обґрунтоване впровадження цифрових технологій. Цифрові засоби повинні використовуватися не формально, а відповідно до дидактичної мети заняття.

2. Поєднання традиційних та інноваційних методів навчання. Оптимальним є комплексне застосування традиційних форм роботи та сучасних цифрових технологій.

3. Формування цифрової компетентності студентів. Необхідно систематично розвивати навички роботи з цифровими ресурсами та інформаційними технологіями.

4. Використання інтерактивних методів навчання. Онлайн-вікторини, інтерактивні завдання, проєктна діяльність та цифрові дискусії сприяють активізації пізнавальної діяльності студентів.

5. Створення якісного цифрового навчального контенту. Електронні навчальні матеріали повинні бути доступними, структурованими та методично доцільними.

У професійній підготовці майбутніх учителів фізичної культури важливо також враховувати міжпредметні зв'язки. Застосування електронних інструментів у процесі вивчення історії фізичної культури може інтегруватися з дисциплінами «Педагогіка», «Теорія і методика фізичного виховання», «Олімпійський і професійний спорт», «Інформаційні технології в освіті».

Сучасне цифрове освітнє середовище сприяє реалізації студентоцентрованого підходу в освіті. Здобувачі освіти отримують можливість самостійно обирати темп навчання, працювати з різними інтерактивними ресурсами, брати участь у проєктній діяльності та творчих завданнях.

Висновки. У результаті дослідження встановлено, що інтеграція цифрових технологій у викладання дисципліни «Історія фізичної культури» виступає вагомим чинником модернізації професійної підготовки майбутніх учителів фізичної культури та підвищення якості освітнього процесу.

Визначено основні групи електронних засобів, доцільних для імплементації в освітню практику: мультимедійні, інтерактивні, комунікаційні, проєктно-дослідницькі технології та технології віртуального занурення, що забезпечують різнорівневу організацію навчальної діяльності здобувачів освіти.

Аргументовано, що залучення цифрових ресурсів сприяє підвищенню навчальної мотивації студентів, активізації їхньої пізнавальної діяльності,

розвитку інформаційно-цифрової компетентності та формуванню навичок самостійної й дослідницької роботи.

Визначено основні педагогічні умови ефективного використання електронних інструментів у освітньому процесі: методична доцільність їх добору відповідно до дидактичних цілей, поєднання традиційних та інноваційних методів навчання, створення якісного цифрового контенту та розвиток цифрової компетентності здобувачів освіти.

Перспективи подальших досліджень пов'язані з поглибленим опрацюванням методичних підходів до інтеграції технологій штучного інтелекту, віртуальної та доповненої реальності в контексті викладання історико-теоретичних дисциплін професійного спрямування.

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ОЗДОРОВЧА СПРЯМОВАНІСТЬ В АДАПТИВНОМУ ФІЗИЧНОМУ ВИХОВАННІ ДІТЕЙ ТА ПІДЛІТКІВ З ОСОБЛИВИМИ ОСВІТНІМИ ПОТРЕБАМИ

Анотація. У статті розглянуто актуальні проблеми фізичного виховання школярів, віднесених до спеціальної медичної групи, в умовах зростання кількості дітей із низьким рівнем фізичного розвитку, рухової підготовленості та хронічними соматичними захворюваннями. Проаналізовано особливості організації освітнього процесу з фізичного виховання для дітей з особливими освітніми потребами, визначено основні напрями оздоровчої та корекційної роботи. Встановлено, що сучасні навчальні програми орієнтовані на формування гармонійного фізичного розвитку, розвиток функціональних можливостей організму, корекцію порушень постави, оптимізацію діяльності кардіореспіраторної системи та підвищення рівня рухової активності школярів. Обґрунтовано необхідність застосування диференційованого підходу до дозування фізичних навантажень з урахуванням вікових, морфофункціональних, психофізіологічних особливостей і характеру захворювання дітей молодшого шкільного віку. Визначено, що недостатня рухова активність, гіпокінезія та хронічні захворювання спричиняють порушення функціонального стану серцево-судинної, дихальної та нервової систем, уповільнення моторного розвитку,

зниження адаптаційних можливостей організму й підвищення рівня психоемоційного напруження. Особливу увагу приділено впливу соматичних захворювань на психоемоційну сферу школярів, формування самооцінки, мотивації до занять фізичною культурою та соціальної адаптації. Зазначено, що тривале обмеження рухової активності, труднощі у виконанні фізичних вправ і негативний соціальний досвід можуть спричиняти розвиток тривожності, невпевненості у власних можливостях та уникнення навчальної діяльності. У статті підкреслено ефективність комплексного використання оздоровчих, корекційних, нейропсихологічних і реабілітаційних методів, зокрема аеробних вправ, дихальної гімнастики, статодинамічних вправ, самомасажу, арт-терапії та елементів нейропсихологічного супроводу. Наголошено на важливості створення сприятливого освітнього середовища, що забезпечує підвищення функціональних резервів організму, розвиток рухових здібностей, покращення психоемоційного стану та соціальної адаптації дітей зі зниженим рівнем здоров'я.

Ключові слова: фізичне виховання, спеціальна медична група, оздоровча фізична культура, рухова активність, адаптаційні можливості, адаптаційне фізичне виховання, особливі освітні потреби.

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HEALTH-ORIENTED ACTION IN ADAPTIVE PHYSICAL EDUCATION OF CHILDREN AND ADOLESCENTS WITH SPECIAL EDUCATIONAL NEEDS

Abstract. The article considers the current problems of physical education of schoolchildren, assigned to a special medical group, in the conditions of an

increase in the number of children with a low level of physical development, motor fitness and chronic somatic diseases. The features of the organization of the educational process in physical education for children with special educational needs are analyzed, the main directions of health and correctional work are determined. It is established that modern educational programs are focused on the formation of harmonious physical development, the development of the functional capabilities of the body, the correction of posture disorders, optimization of the activity of the cardiorespiratory system and increasing the level of motor activity of schoolchildren. The need for a differentiated approach to the dosage of physical activity is substantiated, taking into account the age, morphofunctional, psychophysiological characteristics and the nature of the disease of children of primary school age. It has been determined that insufficient motor activity, hypokinesia and chronic diseases cause disruption of the functional state of the cardiovascular, respiratory and nervous systems, slowing down motor development, reducing the adaptive capabilities of the body and increasing the level of psycho-emotional stress. Particular attention is paid to the impact of somatic diseases on the psycho-emotional sphere of schoolchildren, the formation of self-esteem, motivation for physical education and social adaptation. It is noted that prolonged restriction of motor activity, difficulties in performing physical exercises and negative social experience can cause the development of anxiety, lack of confidence in one's own abilities and avoidance of educational activities. The article emphasizes the effectiveness of the complex use of health-improving, corrective, neuropsychological and rehabilitation methods, in particular aerobic exercises, breathing exercises, statodynamic exercises, self-massage, art therapy and elements of neuropsychological support. The importance of creating a favorable educational environment that ensures the increase of the functional reserves of the body, the development of motor abilities, the improvement of the psycho-emotional state and social adaptation of children with a reduced level of health is emphasized.

Keywords: physical education, special medical group, health-improving physical culture, motor activity, adaptive capabilities, adaptive physical education, special educational needs.

Постановка проблеми. Збільшення дітей та підлітків зі стійкими порушеннями в стані здоров’я зумовлює порушення питання перед державою і суспільством щодо його збереження і відновлення. Відповідно до моніторингу і результатів досліджень, 65,26-74,65 % учнів загально-освітніх закладів віднесені до медичних груп для занять з фізичного виховання. У зв’язку з військовими діями в Україні, подібна тенденція має схильність до погіршення.

Процес організації і проведення занять з фізичного виховання з зазначеним контингентом зумовлений статево-віковими, етіологією патології, функціональними і психологічними особливостями [3].

Натомість науковцями значна увага зосереджується на проблемі організації освітнього процесу в спеціальних медичних групах оздоровчої спрямованості.

Проблемність ситуації зумовлена тим, що зміст навчального матеріалу з фізичного виховання, більшою мірою, передбачає застосування засобів спортивного спрямування.

Натомість особливості психофункціональних можливостей учнів з відхиленнями в стані здоров'ям не враховується в навчальній програмі з фізичного виховання. Зазначене зумовлює протиріччя між змістом, обсягом освітньої складової навчальної програми і функціональних можливостей учнів.

Цей організаційно-методологічний підхід не дозволяє, повною мірою, реалізувати оздоровчо-профілактичну складову фізичного виховання учнів з відхиленнями в стані здоров’я.

Етіологія захворювань учнів зі спеціальних медичних грум потребує індивідуалізацію методів та засобів фізичної культури, що зумовлює застосування учнецентрованого підходу [13].

Зазначене зумовлене відхиленнями рухової складової у школярів як супутнього діагнозу.

Натомість корекція відхилень опорно-рухового апарату є генералізуючим чинником оздоровчо-профілактичної роботи.

Провідною функцією опорно-рухового апарату є збереження статокінетичної стійкості і постурального контролю, регуляція злагодження постуральної і фазіальних м’язів [11].

До сенсорних систем організму, які є основою формування рухового стереотипу та механізмів пізних реакцій є пропріоцептивна, зорова, вестибулярна аферентація [10].

Більшість захворювань супроводжується порушенням моторної функції і контролюються нервовими та гуморальними механізмами кори головного мозку. У цьому випадку захворювання є внутрішніми порушниками функціонування механізмів належної статокінетичної стійкості.

Зважаючи на зазначене, корекція механізмів статокінетичної стійкості забезпечує універсальність системи і забезпечує належність діяльності організму, зумовлює розширення функціональних резервів у учнів з особливими освітніми потребами.

Сформованість стійкої навички довільного керування функціональним станом опорно-рухового апарату відповідно до забезпечення

балансу нервових процесів уможливлює відповідний оздоровчий ефект і, детермінує підвищення рівня соматичного здоров'я [15].

Натомість аналіз науково-методичних джерел інформації засвідчив нерозробленість проблеми реалізації комплексного підходу в освітньому процесі відповідно індивідуальних особливостей учнів з особливими освітніми потребами.

Аналіз останніх досліджень і публікацій. Багато вчених приділили свою увагу питанням оздоровчих програм з адаптивного фізичного виховання школярів спеціальної медичної групи, а також змісту науково-методичного забезпечення освітнього процесу з адаптивного фізичного виховання школярів спеціальною медичної групи, а саме: Бісмак О., Боднар І., Гауряк О., Доцюк Л., Дубогай О., Цьось А., Киселевська С., Євсюкова Т., Озерова О., Киселевська С., Головко А., Кучик Н., Новак В., Устінова Т., Зубалій М., Деревянко В., Лакіза М., Шегімага В., Майєр В. та інші.

Мета статті – дослідити оздоровчу спрямованість в адаптивному фізичному вихованні дітей та підлітків з особливими освітніми потребами.

Виклад основного матеріалу. Збільшення кількості школярів з низьким фізичним розвитком і руховою підготовленістю зумовлює вирішення завдань оздоровчої спрямованості. Актуальними є проблеми з вивчення можливостей оптимізації системи фізичного виховання школярів з особливими освітніми потребами. До спеціальної медичної групи відносять дітей, які мають відхилення за показниками фізичного розвитку.

Натомість вони складають групу «ризику» у розвитку хронічних захворювань [16].

Для школярів, віднесених до спеціальної групи уроки з фізичного виховання реалізується у спеціалізованих медичних установах. Освітній процес реалізується згідно програмам з фізичного виховання школярів з відхиленнями в стан здоров'я, в яких передбачено обмеження інтенсивності фізичних навантажень і загальний обсяг рухової активності [18].

Структура, зміст навчальної програми уможливлюють реалізацію оздоровчої спрямованості, варіативності, поетапності вивчення навчального матеріалу.

Змістом програми з фізичного виховання передбачено реалізації завдань з формування гармонійного фізичного розвитку, рухової підготовки, оздоровчої і корекційної діяльності. Змістовна частина програми характеризована уваги до оздоровчої та коригуючої гімнастики. Реалізовано комплекси вправ сучасних оздоровчих систем, які скеровані на корекцію порушень постави, оптимальному розвитку кардіореспіраторної системи [17].

Окремим підрозділом виокремлюються вікові інтереси школярів при заняттях фізичною культурою і характеризуються скерованістю на

забезпечення оптимального і належного рівня рухової підготовленості школярів. Крім того, передбачені рухові вправи з різних видів спорту.

Навчальною програмою реалізовано принцип варіативності, характер і специфіку захворювання, особливості індивідуального фізичного розвитку та рухової підготовленості, матеріально-технічного забезпечення освітнього процесу. Натомість запропоновано дихальну гімнастика за О.М. Стрельниковою, релаксуючи вправи, самомасаж, вправи аеробної спрямованості [7].

Комплексний підхід в навчальній програмі ускладнюється чисельністю груп, різними патологіями у школярів, наявністю суміжних захворювань, функціональними змінами та медичними протипоказаннями. Зазначене зумовлює визначення засобів практичної реалізації диференційного підходу при дозуванні навантажень відносно індивідуальних особливостей школярів [6].

Проведений аналіз джерел інформації з організації та змісту фізичного виховання з дітьми в спеціальній медичні групі запропоновано вправи, спрямовані на розвиток функціональних можливостей систем організму школярів.

Ускладнення з практичною реалізацією освітньої діяльності зумовлена груповим проведенням уроків з фізичного виховання школярів з різними групами здоров’я, віку. Натомість розділом навчальної програми для розвитку функціональних можливостей кардіореспіраторної системи передбачено циклічні вправи, які потрібно реалізувати протягом двох хвилин. Але, для повноцінного «розгортання» аеробних можливостей організму з, відповідним, оздоровчим ефектом рекомендовано помірний рівномірний біг тривалістю 15-30 хв. Тренуючий ефект досягається при виконанні зазначеної вправи тривалістю 60-120 хв. [2].

Для досягнення максимального оздоровчого ефекту рекомендуються аеробні вправи циклічного характеру, зокрема ходьбу, повільний біг, повільний біг поєднаний з ходьбою з поступовим збільшенням тривалості від 50-60 с на перших уроках до 300 с [5].

Досягнення коригуючого ефекту програми запропоновано значна кількість рухових вправ. Разом з тим, вправи, пов'язані з розвитком м'язів, як і забезпечують статокінетичну стійкість і зумовлюють вертикальну підтримку тіла під час руху, позні реакції недостатньо. Крім того, гіпокінезія зумовлює послаблення тонусу скелетних м’язів, що знижує забезпечення венозним поверненням крові з, відповідним, навантаженням міокард і знижується адаптаційні можливості серцево-судинної системи [4].

Разом з тим, розвинутість кістякових м’зів забезпечує енергетичними субстратами виконавчі і лімітуючи фізіологічні системи організму – дихальну і серцево-судинну.

Розвиток зазначених м'язових груп забезпечують статодинамічні вправи з повільним темпом виконання.

Учні зі спеціальної медичної групи характеризуються індивідуальними особливостями і протипоказаннями до виконання окремих вправ у процесі навчання руховим діям, що знижує мотивацію до занять фізичної культурою [20].

Школярі з низьким рівнем здоров'ям, змушені тривалий час витрачати на оздоровчі заходи, що зумовлює відсутність на більшості занять, засвоєнні навчального матеріалу і відставання в розвитку пізнавальної і рухової сфер. Це, спричиняє виникнення асоціальних форм поведінки, особистісних комплексів, які ускладнюють проведення уроку з фізичного виховання. Натомість на уроці фізичного виховання школяр повинен знаходитися у вимушеній ситуації демонстрації виконання завдань, відповідно вмінням, фізіологічним особливостям. Чутливе критичне відношення дитини до власного «Я» в присутності референтних груп і значимість їх суб'єктвних оцінок, зумовлює прояв стан тривожності. Це призводить до зниженні мотиваційної спрямованості до уроків фізичної культури, що виражається в уникання невдач і небажанні відвідувати відповідні заняття [19].

Натомість виникають додаткові стресові ситуації, що уможливлюють несприятливість умов для процесу розвитку психоемоційної сфери і підвищення зацікавленості до занять з фізичної культури.

Оздоровча фізична культура має значне застосування у зв'язку зі своєю простотою і доступністю. Сучасними психологією і педагогікою запропонований значний добір рухових методів у системному підході до реабілітації дітей різного віку з хронічними захворюваннями. Здійснення зазначених методів ґрунтуються на механізмах взаємодії ЦНС і мозкової організації психічних процесів та довільних рухових актів [1].

Однією з систем, які застосовуються в корекційних програмах, є нейропсихологічний супровід розвитку дитини, який має назву заміщуючого онтогенезу, який застосовується при порушеннях психічного і фізичного розвитку.

Реабілітаційна програма для дітей з ДЦП грунтується на складових нейропластичності мозку, яка ї передумовою для навчання та покращує якість і діапазон рухів, координаційної взаємодії частин тіла, дозволяє навчати просторовій орієнтації тощо. Натомість діти навчаються кінестетичному управлінню рухами підвищуючи чутливість сприйняття, що зумовлює засвоєння зовнішніх стимулів [11].

Реалізації реабілітаційних і оздоровчих завдань в роботі з дітьми з особливими освітніми потребами сприяють методи арт-терапії, драмо- і казкотерапії тощо [10].

Періоди індивідуального розвитку ґрунтуються на морфофункціональних і психофізіологічних ознаках, що детермінують ступінь розвитку і етап онтогенезу.

Нервова система трансформується під впливом зовнішніх факторів і, ця здатність має мінливий характер, що збігається з періодом найбільш посиленого морфофункціонального дозрівання, пов'язаною з і гетерохронією [15].

Гетерохронія – розбіжність в часі розвитку окремих органів і функцій. Нестабільність розвитку має прояв в сенситивних періодах розвитку в яких набувають сприятливі умови для розвитку психофізіологічних функцій, збереження гомеокінезісу і функціональної стабільності систем організму, що, особливо проявляється в критичні періоди процесу індивідуального розвитку. Молодший шкільний вік є «критичним періодом розвитку» і характеризується обмеженням діапазону адаптаційних реакцій при підвищенні чутливості організму до екзогенних впливів внаслідок якісних і кількісних змін біохімічних процесів і структури функціональною системи [18].

Одним з важливих ознак індивідуального розвитку є тип тілобудови, який є критерієм часових параметрів онтогенезу. Значно впливає на перебудову функціонування серцево-судинної системи збільшення зростовагових показників, збільшення обсягу серця поряд зі збільшенням маси тіла [17].

Процесам збільшення тотальних розмірів тіла і розвитку на показники гемодинаміки значно впливає інтенсивність процесів нейроендокринної перебудови [7].

Взаємодія ендокринної і нервової систем призводить до домінування процесів збудження над гальмуванням і, насамкінець, до перевтоми нервової системи.

Для дітей молодшого шкільного віку характерна лабільність нервових процесів при несбалансованості нервових процесів [6].

Незбалансованість і нескоординованість вегетативної нервової системи призводить до розвитку в цьому віці вегетосудинної дистонії, зниження рівня працездатності, підвищеної фізичної та психічної втоми [5].

Вегетативні функції, беспосередньо, взаємопов'язані із рівнем рухової активності, необхідною для збереження оптимального функціонального стану організму людини [4].

Диференційований підхід до дозування фізичних навантажень зумовлює їх зв’язок з морфофункціональними показниками.

Науковці вважають, стан здоров’я, безпосередньо, залежить від фізичного розвитку, що є показником процесів удосконалення систем організму.

Сутність поняття здоров'я людини в сучасної науці розглядається на соціальному, біологічному, психічному рівнях діяльності людини. Системний підхід при визначенні поняття «здоров'я» зумовлений оптимальною організацією життєдіяльності, критерієм якого виступають адаптаційні можливості організму.

Багатьма дослідженнями зазначається, що психічний, фізичний та соціальний розвиток дітей з послабленим станом здоров'ям має інший за якістю характер. Доведено, що при гетерохронії фізіологічних змін формування пристосувальних функцій організму дитини, особливо фізичний та нервово-психічний розвиток негативне впливатиме на стан здоров'я, що призводить до хронічної гіпоксії та/або порушення білкового обміну.

У зв'язку з чим молодший шкільний вік, є перехідним у становленні соматичного та психічного статусу людини, що зумовлює виникнення деяких захворювань.

У школярів молодшого шкільного віку є схильність до інфекційних захворювань і запальних процесів, детермінована активізації діяльності залоз внутрішньої секреції. Дихальна система і сполучна тканина унеможливлюють поширення запального процесу і сприяють формуванню ексудативних реакцій [9].

Хронічний тонзиліт, негативно впливаючи на гіпоталамічну ділянку, суттєво знижує адаптаційні можливості організму. Хронічні процеси проявляються у вегетосудинній, метаболічній і трофічній формах. Ознакою є хронічна судинна мозкова недостатність зумовлена враженням серцево-судинної системи, що клінічно проявляється невротичними станами і супроводжуються підвищеною втомлюваністю при розумових і фізичних навантаженнях. Нейроендокринні розлади проявляються у вигляді ожиріння [1].

Гіподинамія у цьому віці зумовлена: умовами шкільної освіти і хронічними захворюваннями, які обмежують рухову активність. Результатом дефіциту рухів на при хронічних захворювань найчастіше є різноманітні морфо-функціональні зміни, зокрема, астенічний синдром, зниження функціональних можливостей і дисгармонічність фізичного розвитку. Незважаючи на початок формування рухового аналізатора, викликаною ендокринною стимуляцією збільшення скелетної мускулатури суттєво впливає на м'язову силу. Натомість обмеження активності і знижений рівень здоров'я спричиняє зниження тонусу скелетних і гладких м'язів [3].

Уповільнюється моторний розвиток (координація рухів), формування нових рухових вмінь та навичок. У нормі в молодшому шкільному віці

вдосконалюються та диференціюються нервово-м'язові зв'язки, які координують скорочення м'язів. Результатом цього є здатність синхронізувати роботу зорового аналізатора і дрібних м'язових груп і покращується швидкість реакції.

У дітей з послабленим здоров'ям спостерігається затримка розвитку скелетної мускулатури, кістяка, уповільнюється розвиток внутрішніх органів. Діти довго і часто хворіють, спостерігається більша ЧСС, дихальні рухи, слабкий розвиток грудної клітки. Респіраторна система є важливим вегетативним компонентом адаптаційних перебудов і є лімітуючою інтенсивність і тривалість формування пристосувальних реакцій організму. Більші вимоги сконцентровані на серцево-судинній системі у стрімко зростаючого організму.

Розвиток ССС не завжди встигає за загальними темпами розвитку при перебудові діяльності ендокринної і нервової систем. Найчастіше це спостерігається у послаблених дітей, які страждають на хронічні захворювання порожнини рота, виявляються розлади ритму серця, тахікардія або брадікардія, різки зміни артеріального тиску [12].

Недостатня зрілість функцій фізіологічних систем і організму дітей молодшого шкільного віку, які відвідують спеціальну медичну групу, призводить до значних нервово-психічних перенавантажень на ЦНС [11].

Соматичні захворювання впливають на психіку з огляду на соматогенний вплив на ЦНС і психогенний, як реакція особистості на захворювання і його наслідки [10].

Особливості впливу захворювання на розвиток дитини детермінують розвиток психічної сфери. Критичність віку визначається перебудовами функціонування органів і систем та чутливістю нервової системи. У цьому віці індивідуальність намагається реалізуватись у соціумі. На думку вчених, сутність протиріч та криз молодшого шкільного віку є в його особистості, відчутті «дорослості», що видозмінює соціальний розвиток. Сформованість елементів «дорослості» можливо в результаті самосвідомості і морально-етичного формування, зміни типу відносин і способів соціальної взаємодії з дорослими та референтною групою однолітків, інтересів і освітньої діяльності [15].

Розвиток самосвідомості залежить від змісту соціального середовища школяра.

Основа соціальної ситуації розвитку і попередній досвід забезпечують формування змісту мотиваційних та особистісних тенденцій школяра [18].

Тривале соматичне порушення призводить до формуванню змін внутрішнього сприйняття світу, що може призвести до появи патологічних новоутворень.

Суб'єктивне відношення до захворювання, визначеної інтелектуальної інтерпретацією діагнозу, когнітивною оцінкою її впливу на всі життєві сфери, що призводить до формування певного типу реакції на хворобу [17].

Дослідженнями показано, що різні соціальні ситуації визначають відмінні уяви про власне тіло у дітей. У молодшому шкільному віці тілесний образ «Я» характеризується зумовленістю від мотиваційних конфліктів, оцінки оточення і хвилювань щодо успіхів та невдач. Натомість, порушується формування емоційновольової сфери, змінюється ієрархія мотивів, провідною є острах захворіти.

Дослідники вказують, що має місце прояв підвищеної тривожності, залежність від думки оточуючих, уникнення невдач. Психологічні особливості дітей з послабленим здоров'ям є міжособистісною взаємодією специфічних особливостей обмеженості, залежності від конформності. На цьому тлі у дітей молодшого шкільного віку з ослабленим здоров'ям має місце викрівлення форм поведінки, яке властиве ранньому віку, зумовленого неадекватною самооцінкою.

Згідно теорії будови вищі психічні функції взаємопов'язані між собою, формуються під впливом соціальних факторів за психологічною будовою і за способом реалізації [7].

У дітей з ослабленим здоров'ям спотворюється процес формування та розвитку, зумовленими зовнішніми взаємодією людини зі світом.

Взаємодія з навколишнім світом зумовлює формування і розвиток нових нейродинамічних співвідношень між відділами мозку рефлекторно як складних форм пристосувальної діяльності організму. Важливим у функціональному стані пізнавальної діяльності дітей молодшого шкільного віку з послабленим здоров'ям полягає в чутливості нервових процесів і, відповідно, швидкій втомлюваності ЦНС і розвитку астенічного синдрому. Втома проявляється значним зниженням розумової працездатності, пам'яті, уповільненим темпом, низькою швидкістю засвоєння матеріалу.

Результатом є нестійкість процесу виконання завдань з подовженою фазою впрацьовування, що призводить до зниження обсягу уваги, здатності до підтримки інтенсивності. Натомість підтримка гомеокінезису за відповідно до адекватних віку та фізичному стану адаптаційних реакцій до змін умов зовнішнього середовища, потребує централізації регуляторних механізмів. Ступінь напруги регуляторних механізмів є нижчим поряд з вищими функціональними резервами організму [6; 8].

Висновки. Молодший шкільний вік є одним з критичних етапів онтогенезу, що зумовлює забезпеченність повноцінного розвитку організму при достатнім обсягом рухової активності. У школярів з порушенням стану здоров'я при фізичних навантаженнях можуть виникнути значні порушення

адаптації функціональних систем. Незважаючи на значну кількість досліджень, проблема адаптації до дозування рухової активності в молодшому шкільному віці є актуальною, що зумовлює актуалізацію питання щодо організації необхідного адаптивного рухового режиму. В освітньому процесі дітей молодшого шкільного віку, які відвідують спеціальну медичну групу, рекомендується застосовувати методи, орієнтовані на вроджених механізмах регуляції фізіологічних функцій, генетично детермінованих можливостях забезпечення статокінетичної стійкості тіла при економізації функцій.

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ІНТЕГРОВАНЕ НАВЧАННЯ КУРСАНТІВ ВИЩИХ МОРСЬКИХ НАВЧАЛЬНИХ ЗАКЛАДІВ ПРОФЕСІЙНОЇ ТА ІНШОМОВНОЇ МОВЛЕННЄВОЇ ДІЯЛЬНОСТІ

Анотація. Стаття присвячена проблемі формування професійної та іншомовної мовленнєвої компетентності курсантів вищих морських навчальних закладах. В роботі надано аналіз поняття «інтеграція», що розглядається як синтез двох освітніх процесів у спільну єдність, яка дозволяє одночасно набувати знання та розвивати навички у двох видах діяльності. Описано «інтегроване навчання» в контексті морської освіти та визначено сутність інтегрованого навчання професійної та іншомовної мовленнєвої діяльності курсантів вищих морських навчальних закладів, яке передбачає взаємопроникнення, об'єднання та синхронізацію змісту фахових морських дисциплін та професійної англійської мови з метою одночасного формування професійної та іншомовної мовленнєвої компетентностей майбутніх офіцерів для ефективної та безпечної діяльності у міжнародному морському просторі. Встановлено особливості застосування інтегрованого навчання для одночасного формування професійної та іншомовної мовленнєвої компетентності курсантів вищих морських навчальних закладах, а саме, професійний контекст як основа;

міждисциплінарність; зняття мовного бар'єру; дуальна мета кожного заняття. Визначено пріоритетне застосування активних методів навчання для одночасного формування професійної та іншомовної мовленнєвої компетентності курсантів вищих морських навчальних закладах, а саме, імітаційно-моделювальних ігор та тренажерної підготовки; методу реальних морських кейсів; рольових ігор з акцентом на формування готовності до прийняття рішень та швидкої мовленнєвої реакції в умовах стресу чи дефіциту часу; проєктного навчання; роботи в малих групах. При оцінюванні таких інтегрованих занять викладач використовує подвійні критерії оцінювання: технічну правильність та комунікативну ефективність. Відтак, інтегроване навчання закцентоване на практичному моделюванні суднових процесів, де англійська мова є не предметом вивчення, а безпосереднім інструментом управління судном і забезпечення його живучості.

Ключові слова: інтегроване навчання, професійне навчання, іншомовна мовленнєва діяльність, курсанти вищих морських навчальних закладів.

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INTEGRATED TRAINING OF CADETS OF HIGHER MARITIME EDUCATIONAL INSTITUTIONS IN PROFESSIONAL AND FOREIGN LANGUAGE SPEECH ACTIVITY

Abstract. The article is devoted to the problem of formation of professional and foreign language speech competences of cadets of higher maritime

educational institutions. The work analyses the concept "integration" that is considered as a synthesis of two educational processes into a common unity, which allows simultaneously acquiring knowledge and developing skills in two types of activity. "Integrated training" is described in the context of maritime education. The essence of integrated training of professional and foreign language speech activity of cadets of higher maritime educational institutions is determined. It means interpenetration, unification and synchronization of the content of professional maritime disciplines and professional English in order to form simultaneously the professional and foreign language speech competences of future officers. It is dome with the aim of effective and safe activity in the international maritime space. The specific features of the integrated training for the simultaneous formation of professional and foreign language speech competences of cadets of higher maritime educational institutions are established. They are: the professional context as the basis of teaching; interdisciplinarity; removal of the language barrier; dual purpose of each lesson. The priority application of active teaching methods for the simultaneous formation of professional and foreign language speech competences of cadets in higher maritime educational institutions has been determined. The active teaching methods for introducing into practice are the following: simulation games and simulator training; the method of real maritime cases; role-playing games with an emphasis on the formation of readiness for decision-making and quick speech reaction in conditions of stress or time shortage; project-based learning; work in small groups. When assessing such integrated lessons, the teacher uses dual assessment criteria: technical correctness and communicative effectiveness. Therefore, integrated teaching is emphasized on practical modeling of ship processes, where English is not the subject of study, but a direct tool for managing the ship and ensuring its survivability.

Keywords: integrated teaching, professional training, foreign language speech activity, cadets of higher maritime educational institutions.

Постановка проблеми. Стрімкий розвиток світового торговельного мореплавства, інтенсифікація міжнародного судноплавства та впровадження високотехнологічного обладнання на сучасних суднах пропонують нові вимоги до стандартів підготовки представників морських професій. Сучасний штурман чи судномеханік має бути не лише технічно грамотним спеціалістом, а й конкурентоспроможним спеціалістом на ринку праці. Оскільки екіпажі суден переважно є багатонаціональними, а комунікація у морі регламентується жорсткими міжнародними стандартами, зокрема Конвенцією про підготовку і дипломування моряків та несення вахти (ПДНВ) [5], володіння професійною англійською мовою (Maritime English)

[9] трансформується з додаткових умінь у базовий елемент безпеки мореплавства.

Традиційна система навчання у вищих морських навчальних закладах, в якої загальномовна та вузькоспеціалізована підготовки часто не співпадають за розкладом та курсом, призводить до фрагментарності та поверховості знань курсантів. Як наслідок, майбутні морські офіцери відчувають труднощі під час інтеграції іншомовних та професійних умінь, які вони не можуть ефективно поєднати при виконанні посадових обов'язків. Подолання цього розриву вимагає переходу до інтегрованого навчання, яке передбачає спільне вивчення фахових дисциплін та іноземної мови. Такий синтез підсилює знання обох предметів і допомагає краще підготуватися до майбутньої діяльності.

Аналіз останніх досліджень і публікацій. Різні аспекти інтегрованого навчання студентів різноманітних напрямів підготовки привертали увагу таких дослідників, як: С. Боднар, Я. Гуревич, Л. Зеня, Р. Мартинова, Н. Ничкало, І. Мирковіч, С. Роман, В. Семиченко, Н. Сердюкова, Ю. Стиркіна, О. Сухаревска, О. Тарнопольський, В. Фоменко та інші. Питання модернізації вищої професійної освіти та проблеми, пов’язані з формуванням іншомовної комунікативної компетентності майбутніх фахівців морської галузі, висвітлена у працях вітчизняних дослідників, які наголошують на важливості мовної підготовки відповідно до міжнародних вимог. Так, І. Єфанова, О. Літікова, У. Ляшенко, В. Мілошунас, О. Монастирська, О. Русавська, В. Смелікова, О. Хроленко вивчали підготовку моряків до професійного усного іншомовного монологічного та діалогічного спілкування засобом різних комунікаційних завдань. У. Ляшенко, Н. Самоненко навчали курсантів професійному писемному іншомовному спілкуванню. В. Кудрявцева, І. Литвиненко, Н. Приміна опрацьовували методики навчання курсантів професійному іншомовному читанню. Н. Бобришева, В. Желясков, Л. Морська, *В.* Савватєєва акцентували на ролі інтерактивних методів в навчанні судноводіїв. Ю. Бузовська, Ю Тимощук, О. Циганенко досліджували проблему впровадження інформаційно-комунікаційних технологій в навчальний процес.

Водночас, попри наявність ґрунтовних праць, проблема методичного проектування цілісного середовища, в якому б паралельно й взаємопов'язано розвивалися професійні навички та іншомовна мовленнєва діяльність курсантів на базі інтегрованих курсів, залишається недостатньо розв'язаною, особливо з урахуванням змісту морських фахових дисциплін та специфіки морської спеціальності в умовах стресових або нестандартних ситуацій на судні.

Мета роботи – теоретично обґрунтувати та методично спроектувати застосування інтегрованого навчання для одночасного формування професійної та іншомовної мовленнєвої компетентностей курсантів.

Завданнями є: 1) схарактеризувати поняття «інтеграція» і «інтегроване навчання» в контексті морської освіти; 2) виявити особливості формування професійної та іншомовної мовленнєвої компетентностей курсантів під час інтегрованого навчання; 3) встановити методичні прийоми, що сприяють формуванню двох компетентностей майбутніх представників морських професій, а саме, професійної та іншомовно-мовленнєвої.

Методами дослідження були: *аналіз, синтез та порівняння* для вивчення педагогічної, методичної літератури і міжнародних морських стандартів; *індукція та дедукція* для переходу від загальних педагогічних правил до конкретних методичних дій при навчанні курсантів; *методичне проектування* для створення алгоритму інтегрованого навчання.

Виклад основного матеріалу. Проблеми інтегрованого навчання здобувачів вищої освіти стали досить актуальними за останній час. Термін «інтеграція» визначається як «поєднання кількох предметних галузей в єдину дисципліну, де науковий матеріал пов'язаний наскрізним змістом та спільним методичним інструментарієм» [2]. Професорка Р. Мартинова трактувала інтеграцію як синтез двох освітніх процесів у спільну єдність, що дозволяє одночасно набувати знання та розвивати навички у двох несуміжних видах діяльності [4]. О. Тарнопольський досліджував інтеграцію стосовно мовних та немовних дисциплін. Вчений писав, що інтеграція в освіті забезпечує паралельне набуття знань з певних немовних дисциплін разом із набуттям цільової мови та навичок спілкування нею [11, С. 73]. Н. Батрова наголошувала, що інтеграція є освітнім процесом, що дає можливість для успішного освоєння як контенту, так і мови [8]. Згідно з концепцією С. Боднар, організація інтегрованого навчання мовних і професійних дисциплін має базуватися на повному підпорядкуванні іншомовного матеріалу змістовій суті базового теоретичного курсу. Оскільки будь-яка профільна дисципліна структурується фахівцями випускових кафедр на окремі змістові блоки, обсяг та наповнення мовного матеріалу повинні чітко корелювати з кожним таким компонентом професійного курсу [1, С. 17].

Доцільно наголосити, що оскільки інтегрований курс іноземною мовою належить читати викладачу іноземної мови, який не є одночасно фахівцем у тій чи іншій галузі спеціальних знань, ми, за Ю. Стиркіною [6], вважаємо за доцільне первинне ознайомлення курсантів з кожною частиною змісту, що вивчається, рідною мовою. Вочевидь, що завдання викладача іноземної мови полягатиме у повторенні того ж матеріалу в його

іншомовному супроводі. Для забезпечення такої можливості викладач іноземної мови повинен попередньо навчити курсантів тим іншомовним мовним засобам, за допомогою яких предметний матеріал виражається.

Позиції класичної дидактики засвідчують, що вектор будь-якої методики детермінується цілями навчання, які безпосередньо залежать від специфіки елементів предметного змісту. Своєю чергою, ці елементи диференціюються за рівнями засвоєння: від теоретичного володіння матеріалом (знання) через стадію автоматизації у передмовленнєвій практиці (навички) до інтеграції у складніших видах мовленнєвої діяльності (уміння). Відповідно до концепції Р. Мартинової [4], зазначені рівні корелюють із компонентами змісту навчання і реалізуються через систему конкретних методів. Так, засвоєння мовних знань забезпечується мовними методами; автоматизація навичок оперування професійно-орієнтованим матеріалом вимагає залучення мовних та умовно-мовленнєвих методів, тоді як експлікація мовленнєвих умінь досягається шляхом виконання різнотипних мовленнєвих завдань. Ефективність впровадження цих методів суттєво підвищується за умови їх підкріплення адекватними дидактичними засобами. Фінальним етапом освітнього циклу виступає контроль результатів. Його систематичне здійснення наприкінці кожного етапу дозволяє верифікувати готовність до переходу до наступної цільової домінанти. У разі незадовільного результату контролю методичний алгоритм потребує циклічного повторення з наступною реверифікацією. Натомість високі показники успішності є підставою для масштабування навчального процесу на вищому рівні складності [4, С. 149–155].

У контексті морської освіти всі вищеозначені ланки також мають місто, а сам термін ***інтегроване навчання*** передбачає паралельне та взаємопов'язане вивчення фахових морських дисциплін (навігація, судноводіння, судномеханіка, радіозв'язок) та професійної англійської мови. При такому підході іноземна мова виступає не просто окремим предметом, а безпосереднім інструментом для опанування професійних знань і формування загальної компетентності майбутнього морського офіцера. А іншомовна мовленнєва діяльність розуміється як цілеспрямований процес активного спілкування іноземною мовою, під час якого курсант використовує вивчений лексико-граматичних матеріал в різних видах мовлення з метою: сприйняття інформації на слух – аудитивні мовні вміння; відтворення прочитаного – репродуктивні вміння монологічного мовлення; висловлювання власних думок на основі мовленнєвих ситуацій – продуктивні вміння монологічного мовлення; розмови на основі спонтанно виникаючих обставин – продуктивні вміння діалогічного мовлення; читання професійних текстів у межах вивченої тематики – читацькі мовленнєві

вміння; заповнення офіційних бланків, написання офіційних документів, звітів – уміння писемного професійного мовлення; при вирішенні професійних завдань засобами іноземної мови – інтегровані вміння.

Щодо особливостей застосування інтегрованого навчання для одночасного формування професійної та іншомовної мовленнєвої компетентностей курсантів вищих морських навчальних закладах, то можна виокремити наступні.

1. Професійний контекст як основа навчання. Мова вивчається не окремо, просто як предмет у розкладі, а через призму реально виникаючих робочих ситуацій. Курсанти тренують граматичні структури та термінологічний вокабуляр під час роботи з навігаційними картами, метеорологічними звітами, міжнародними конвенціями.

2. Міждисциплінарність. Об’єднання декількох суміжних дисциплін з іноземною мовою. Наприклад, метеорологія, навігація, гідрографія, судноводіння.

3. Знятті мовного бар’єру. Заняття проводяться повністю англійською мовою, що руйнує мовний бар'єр і формує «перемикання кодів», коли курсант може без зусиль обговорювати технічні параметри судна як з українським членом команди, так і з представником іноземного екіпажу.

4. Дуальна мета кожного заняття. Викладач планує заняття таким чином, щоб курсанти одночасно: формували професійну компетентність, наприклад, розуміли алгоритм дій під час пожежної тривоги, термінової евакуації, маневру «Людина за бортом», а також формували іншомовну компетентність а саме, вміли чітко віддати команду або зробити доповідь через УКХ-радіостанцію саме під час цієї тривоги.

Наголосимо, для того, щоб інтегроване навчання було ефективним, пропонується робити пріоритет на активних методах одночасного формування у курсантів двох видів компетентностей: професійної та іншомовної мовленнєвої. О. Хроленко, В. Мілошунас, В. Писаревська стверджують, що «застосування активних методів є найефективнішим дидактичним інструментом, оскільки воно руйнує штучний бар'єр між теоретичними знаннями мови та їх практичним застосуванням у реальних морських умовах; знімається психологічна напруга, а мовлення стає природним інструментом праці, а не об'єктом контролю викладача» [7]. Назвемо активні методи навчання, які рекомендується використовувати в процесі інтегрованого навчання курсантів морських закладів.

І. Поєднання вивчення мовних стандартів з імітаційно-моделювальними іграми та тренажерною підготовкою, так звана професійно-мовна інтеграція. В цьому аспекті навігаційні або інженерні симулятори викладач програмує на нестандартні чи аварійні ситуації, де курсанти змушені

комунікувати виключно англійською мовою для вирішення технічної проблеми, тобто мова вивчається не ізольовано, а як інструмент для вирішення професійних завдань.

II. Метод кейсів. На занятті проводиться аналіз реальних морських аварій (на основі морських протестів, звітів про зіткнення). Зазначимо, що аварійність на морі останнім часом залишається на високому рівні: щороку гине понад 200 суден, а внаслідок таких аварій, за даними статистики, нараховується 68% загиблих моряків [3]. Тому вкрай важливо досліджувати, розбирати кейси і виявляти, чому сталася помилка, а також презентувати власні висновки мовою оригіналу документації. Курсанти вивчають технічні причини аварії (наприклад, навігаційну помилку або відмову двигуна) англійською мовою, аналізують радіообмін між суднами чи береговими службами, виявляють помилки в комунікації (Communication Breakdowns) та пропонують рішення для запобігання подібним випадкам.

III. Рольові ігри у штатному та аварійному режимах. Для того, щоб курсант мав можливість ефективно діяти, швидко приймати рішення та повідомляти о них багатонаціональному екіпажу, мова та професійна діяльність повинні бути нерозділені. Для цього викладачем пропонується моделювання ситуацій: «Капітан – Лоцман», «Вахтовий помічник – Судновий агент», «Капітан – Портова інспекція». Зазначимо, що ролі розподіляються спонтанно, і кожен курсант починає діяти та спілкуватися залежно від обраної ролі.

IV. Проєктне навчання. Це самостійна або групова робота над комплексним завданням, що триває протягом певного часу і вимагає інтеграції знань з кількох дисциплін. Це може бути проєкт, що передбачає розробку плану переходу судна за конкретним маршрутом. Необхідно враховувати фактори, що впливають на переміщення судна, а саме: гідрометеорологічні умови, навігаційні небезпеки, правила міжнародного морського права; шляхи перетинання з іншими судами.

V. Робота в малих групах. Тут окрім професійної та іншомовної компетентності формуються ще навички командної роботи, що є життєво важливим для виживання та ефективної роботи суднового екіпажу. При такому методі навчання кожна група курсантів детально вивчає одну частину теми, наприклад, окремі пункти певної міжнародної конвенції (SOLAS, MARPOL, STCW), потім групи переформатовуються і обмінюються знаннями, щоб отримати повну інформацію за визначеним пунктом. Також це може бути проведення дискусій або дебатів. Обговорення екологічних проблем мореплавства, автоматизації суден (безпілотні судна) або етичних аспектів управління багатонаціональним екіпажем.

Наведемо приклади інтегрованого навчання з використанням активних методів, в яких використовується разом такі методичні прийоми, як: тренажерна підготовка і радіозв'язок.

1. Проходження вузькостей та розходження суден у складних метеоумовах.

Професійний компонент: Курсанти на симуляторі капітанський місток ведуть судно в тумані, оцінюють ризики зіткнення за даними радарів, розраховують дистанцію найкоротшого зближення та час до нього.

Іншомовний компонент: Курсанти ведуть радіопереговори через УКХ-радіостанцію з іншими суднами та спеціальною службою, що регулює рух суден в даному квадраті, використовуючи стандартні морські фрази.

2. Виникнення пожежі в трюмі, тобто відпрацювання дій в аварійній ситуації.

Професійний компонент: Знання розкладу по тривогах, запуск систем пожежогасіння (CO2 або піна), евакуація, взаємодія аварійних партій.

Іншомовний компонент: Подача сигналу лиха, координація дій командними словами, які не допускають двозначності, доповіді капітану.

В процесі інтегрованого навчання курсанти мають відпрацювати чіткі команди, які вони повинні видавати під час стресової ситуації. Наприклад, «*Fire party, muster at the main deck!*» – «Пожежна тривога, всім зібратися на головній палубі!»; «*Don breathing apparatus! Report pressure*» – «Одягти дихальні апарати! Доповісти тиск»; «*We have one injured person in hold number 2. Request medical assistance*» – «Маємо одного пораненого в трюмі №2. Запитую медичну допомогу».

При оцінюванні таких занять викладач має використовувати подвійні критерії оцінювання. З одного боку, це *технічна правильність*: «Чи правильно розраховано курс? Чи правильну деталь замінено? Чи дотримано правил безпеки?» З іншого боку, це *комунікативна ефективність*: «Чи зрозумів іноземний колега команду? Чи немає в радіообміні слів, які можуть викликати плутанину (наприклад, заборонено говорити *Yes*, треба казать *Affirmative*; замість *No* – *Negative*). Якщо курсант знає граматику на «відмінно», але довго думав і затягнув доповідь через підбір слів – в реальній ситуації, в морі судно може вже потрапити в аварію, тому оцінка за відповідь знижується. Таким чином, курсант отримує дві оцінки.

Необхідно зазначити, що головна проблема інтегрованого навчання – це відсутність кооперації між викладачами різних дисциплін. Філологам часто бракує глибоких знань судноводіння чи суднової інженерії, а професійним судноводіям / механікам – методичного інструментарію для викладання мови. Результативним рішенням, що проппонуєтсья, є бінарні заняття (паралельна робота двох викладачів) або підвищення кваліфікації

викладацького складу, які будуть мати дві освіти (професійну та філологічну).

Висновки. Узагальнюючи означене вище, можна сформулювати такі висновки. Схарактеризовано сутність дефініції *інтегроване навчання курсантів вищих морських навчальних закладів*, яке передбачає взаємопроникнення, об'єднання та синхронізацію змісту фахових морських дисциплін та професійної англійської мови з метою одночасного формування двох видів компетентностей: професійної та іншомовної мовленнєвої для ефективної та безпечної діяльності у міжнародному морському просторі. Встановлено особливості застосування інтегрованого навчання курсантів вищих морських навчальних закладів, а саме, професійний контекст як основа начання; міждисциплінарність; зняття мовного бар'єру; дуальна мета кожного заняття. Визначено пріоритетне застосування активних методів та методичних прийомів навчання для одночасного формування у курсантів двох взаємопов'язаних компетентностей: професійної та іншомовної мовленнєвої, а саме, імітаційно-моделювальних ігор та тренажерної підготовки; методу реальних морських кейсів; рольових ігор з акцентом на формування готовності до прийняття рішень та швидкої мовленнєвої реакції в умовах стресу чи дефіциту часу; проєктного навчання; роботи в малих групах. Відтак, інтегроване навчання закцентоване на практичному моделюванні суднових процесів, де англійська мова є не предметом вивчення, а безпосереднім інструментом управління судном і забезпечення його живучості.

Перспективи дослідження вбачаються у розробці інтегрованих критеріїв оцінювання, коли бали за професійні навички та мовну і мовленнєву компетентності не виставляються окремо, а пропонуються єдині стандарти оцінювання.

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НАПРЯМИ ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ УПРАВЛІНСЬКОЇ ДІЯЛЬНОСТІ КЕРІВНИКА ЗАКЛАДУ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ В УМОВАХ ЦИФРОВІЗАЦІЇ

Анотація. У статті здійснено цілісне теоретико-методологічне обґрунтування та представлено результати практичної верифікації провідних напрямів підвищення ефективності управлінської діяльності сучасного керівника закладу загальної середньої освіти в умовах кризового стану та інтенсивної цифровізації. Доведено, що традиційні вертикально-директивні методи менеджменту виявляють невідповідність новим викликам, що зумовлює об’єктивну потребу реформування системи внутрішньошкільного управління на засадах децентралізації, партнерства та горизонтальної взаємодії. Практична частина дослідження базується на комплексному емпіричному експерименті, реалізованому на базі Вінницького ліцею № 29 за участю 60 педагогів. На основі первинного аудиту дефіцитів за допомогою адаптованого інструментарію європейської рамки DigCompEdu було виявлено глибоку полярність рівнів ІКТ-компетентності вчителів, що дозволило обґрунтувати неефективність стандартного фронтального навчання та спроектувати авторську модель диференційованого менеджменту кадрового потенціалу. Головним практичним результатом дослідження стало розроблення та успішне впровадження комплексної локальної програми «Цифровий вектор ліцею», яка передбачала розподіл колективу на три автономні навчальні потоки («Адаптація», «Розвиток», «Інновації»). Управлінську діяльність керівника було оптимізовано шляхом упровадження гнучкої моделі внутрішнього менторства за принципом Peer-to-Peer («рівний-рівному»), закріпленої авторським Положенням, де вчителі-лідери здійснювали каскадне навчання колег. Для раціоналізації часових ресурсів та мінімізації психологічного «цифрового опору» впроваджено технологію мікронавчання (Microlearning) у форматі щотижневих 15-хвилинних практичних інтенсивів «Цифровий п'ятничний експрес». Крім того, ефективність менеджменту було посилено розробкою та апробацією «Корпоративного коду цифрової комунікації ліцею», який упорядкував

взаємодію в межах хмарного середовища Google Workspace та регламентував правила цифрового етикету для вчителів, учнів та батьків в умовах дистанційного та змішаного навчання. Одержані прикладні результати мають характер завершеного управлінського франчайзу, повністю готового до масштабування та експорту в практику інших закладів загальної середньої освіти України.

Ключові слова: управлінська діяльність, ефективність менеджменту, освітній менеджмент, цифрова трансформація, внутрішнє менторство, мікронавчання, Peer-to-Peer, DigCompEdu, Корпоративний код комунікації, Вінницький ліцей № 29.

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DIRECTIONS FOR INCREASING THE EFFICIENCY OF MANAGEMENT ACTIVITIES OF THE HEAD OF A GENERAL SECONDARY EDUCATION INSTITUTION IN THE CONDITIONS OF DIGITALIZATION

Abstract. The article provides a comprehensive theoretical and methodological substantiation and presents the results of practical verification of the leading directions for improving the efficiency of managerial activity of a modern head of a general secondary education institution in conditions of crisis and intensive digitalization. It is proved that traditional vertical and directive management methods reveal non-compliance with new challenges, which causes an objective need to reform the school internal management system on the basis of decentralization, partnership, and horizontal interaction. The practical part of the research is based on a complex empirical experiment implemented on the basis of Vinnytsia Lyceum No. 29 with the participation of 60 teachers. Based on the initial audit of deficits using the adapted tools of the European framework *DigCompEdu*, a deep polarity of teachers' ICT competence levels was revealed. This made it possible to justify the ineffectiveness of standard frontal training and design the author's model of differentiated human capital management. The main practical result of the study was the development and successful implementation of a comprehensive local program "Digital Vector of the Lyceum", which provided for the division of the staff into three autonomous learning streams ("Adaptation", "Development", "Innovations"). The managerial activity of the head was optimized through the introduction of a flexible model of internal mentoring based on the *Peer-to-Peer* principle, secured by the author's

Regulations, where leading teachers carried out cascade training of colleagues. To rationalize time resources and minimize psychological "digital resistance", microlearning technology (*Microlearning*) was introduced in the format of weekly 15-minute practical intensives "Digital Friday Express". In addition, management efficiency was enhanced by the development and testing of the "Corporate Code of Digital Communication of the Lyceum", which streamlined interaction within the *Google Workspace* cloud environment and regulated the rules of digital etiquette for teachers, students, and parents under remote and blended learning. The obtained applied results have the character of a completed management franchise, fully ready for scaling and exporting into the practice of other institutions of general secondary education in Ukraine.

Keywords: managerial activity, management efficiency, educational management, digital transformation, internal mentoring, microlearning, Peer-to-Peer, DigCompEdu, Corporate Code of Communication, Vinnytsia Lyceum No. 29.

Постановка проблеми. Динамічні трансформації в сучасному українському суспільстві, зумовлені дією правового режиму воєнного стану, необхідністю забезпечення безперервності освітнього процесу та стрімким розвитком інформаційно-комунікаційних технологій, висувають принципово нові вимоги до якості та архітектури менеджменту освіти. Керівник закладу загальної середньої освіти (ЗЗСО) сьогодні трансформується з класичного адміністратора-виконавця на стратегічного лідера й антикризового менеджера, здатного оперативно реагувати на безпекові виклики, моделювати безпечне хмарне освітнє середовище та управління інноваційними змінами в умовах високої невизначеності [1, 2, 7, 10].

Проте традиційні напрями підвищення ефективності управління, які переважно спираються на лінійний контроль, вертикальну ієрархію та жорстке адміністрування, виявляють свою деструктивність під час переходу на дистанційні чи змішані формати навчання. Виникає гостра управлінська суперечність між об’єктивною потребою ліцею у швидкому цифровому розвитку та реальними дефіцитами цифрової компетентності вчителів, що часто супроводжується психологічним опором змінам та професійним вигоранням кадрів. Відтак, теоретичне обґрунтування та практична апробація новітніх напрямів оптимізації управлінської діяльності керівника ЗЗСО через інструменти горизонтального менеджменту є актуальним науково-практичним завданням для сучасної педагогічної науки [3, 4, 6, 8].

Аналіз останніх досліджень і публікацій. Питання підвищення ефективності освітнього менеджменту, формування управлінської культури та лідерського потенціалу керівників ліцеїв перебувають у центрі уваги

багатьох вітчизняних науковців, зокрема Г. Єльникової, Л. Карамушки, О. Мармази, О. Пінаєвої [3, 2, 5, 8].

Проблеми цифрової трансформації освітнього простору і розвитку цифрової компетентності суб'єктів навчання ґрунтовно досліджували В. Биков, О. Співаковський, О. Овчарук [1, 5, 10]. Водночас механізми проектування й інтеграції гнучких інструментів горизонтального управління, зокрема внутрішньо-ліцейного менторства, каскадного навчання і мікронавчання у повсякденну практику керівника ЗЗСО з метою подолання «цифрового розриву» в колективі залишаються недостатньо висвітленими, що і зумовило вибір теми статті.

Мета – теоретично обґрунтувати новітні напрями підвищення ефективності управлінської діяльності керівника ЗЗСО в умовах цифровізації і експериментально верифікувати прикладну дієвість інструментів горизонтального менеджменту на прикладі впровадження програми цифрового розвитку педагогічного колективу.

Виклад основного матеріалу. Ефективність управлінської діяльності керівника ЗЗСО є інтегральною характеристикою, що визначається оптимізацією співвідношення між досягнутими результатами (якість знань здобувачів освіти, згуртованість колективу, адаптивність закладу до криз) і витраченими ресурсами (часовими, матеріальними, психоемоційними). Проведене нами теоретико-методологічне дослідження дозволяє виокремити три напрями підвищення ефективності у сучасних реаліях:

1. Децентралізація управлінських функцій і розбудова гнучких горизонтальних зв'язків через менеджмент партнерства.
2. Потокова диференціація й індивідуалізація траєкторій професійного розвитку персоналу на основі аудиту дефіцитів компетентностей.
3. Оптимізація тайм-менеджменту адміністрації і вчителів через впровадження технологій мікронавчання (Microlearning).

Практична верифікація зазначених напрямів була здійснена нами під час проведення емпіричного дослідження на базі Вінницького ліцею № 29 ВМР, у якому взяли участь 60 педагогів. На першому етапі дослідження (вересень, 2025 р.) було проведено комплексний зріз цифрових дефіцитів перагогічного колективу за допомогою інструментарію, адаптованого до положень європейської рамки цифрової компетентності педагогів DigCompEdu [13, 10].

Перший моніторинг виявив глибоку полярність базових навичок педагогів і дозволив розподілити їх за рівнями сформованості цифрової компетентності.

На констатувальному етапі дослідження нами було зафіксовано наступні показники:

- низький рівень (рівні А1–А2 «Новачок чи Дослідник») – 30,0% (18 осіб), які відчували психологічний бар'єр і потребували постійного технічного супроводу;
- середній рівень (рівні В1–В2 «Практик чи Спеціаліст») – 41,7% (25 осіб), які епізодично використовували ІКТ, але мали дефіцити у сферах онлайн-оцінювання і цифрової дидактики;
- високий рівень (рівні С1–С2 «Експерт чи Лідер») – 28,3% (17 осіб), які вільно володіли інструментами хмарних технологій і ШІ.

Таки вихідні статистичні дані підтвердили неефективність традиційного фронтального навчання і зумовили диференціацію колективу на три автономні навчальні потоки в межах розробленої нами програми «Цифровий вектор ліцею» із залученням 17 вчителів-лідерів як індивідуальних менторів за принципом *Peer-to-Peer*.

Після завершення повного річного циклу реалізації програми (травень, 2026р.) було проведено повторний підсумковий моніторинг за аналогічними діагностичними картками. Компаративний аналіз отриманих результатів засвідчив суттєвий позитивний зсув у структурі цифрового потенціалу закладу освіти. Статистичні показники розподілу педагогів за рівнями цифрової компетентності зазнали наступних змін, які представлено нами у таблиці 1.

Таблиця 1.

Динаміка рівнів цифрової компетентності педагогів Вінницького ліцею № 29 (n = 60)

Рівні цифрової компетентності	Констатувальний етап (вересень, 2025р.)	Підсумковий етап (травень, 2026р.)	Абсолютний зсув, %
Низький (А1-А2)	30,0% (18 осіб)	6,7% (4 особи)	- 23,3%
Середній (В1-В2)	41,7% (25 осіб)	51,6% (31 особа)	+9,9%
Високий (С1-С2)	28,3% (17 осіб)	41,7% (25 осіб)	+13,4%

Аналіз даних Таблиці 1 засвідчує, що частка педагогів із низьким рівнем цифрової компетентності зменшилася на 23,3% за рахунок їхнього успішного переходу до середнього потоку («Розвиток»). Водночас група педагогів-новаторів з високим рівнем зросла на 13,4% (до 25 осіб), що свідчить про ефективність стимулювання менторської діяльності й якісний захист педагогами власних «Електронних цифрових портфоліо».

Реалізація напряму децентралізації управління забезпечена нами впровадженням моделі внутрішнього менторства за принципом *Peer-to-Peer*

(«рівний-рівному») [6, 9, 12]. Для цього нами було розроблено та нормативно закріплено локальне «Положення про систему внутрішнього цифрового менторства у ліцеї». Згідно з документом, вчителі-лідери (з потоку «Інновації») добровільно брали на себе шефство над колегами з потоку «Адаптація» на засадах коучингу. Керівник закладу у нашій моделі делегує функцію безпосереднього навчання і поточного контролю менторській мережі, залишаючи за собою роль координатора-фасилітатору процесу. Ця децентралізація дозволила нам зняти постійне навантаження з адміністрації ліцею, а головне – ліквідувала психологічний бар'єр у вчителів старшого віку, які відчували значно більше психологічного комфорту під час консультацій з колегами (молодшими), чим під час звітування перед адміністрацією ліцею.

З метою підвищення ефективності тайм-менеджменту і мінімізації психоемоційного вигорання вчителів замість виснажливих багатогодинних педрад було застосовано технологію мікронавчання (Microlearning) [3, 7, 9, 11,14, 12]. У практику роботи Вінницького ліцею № 29 ВМР нами інтегровано формат щотижневих 15-хвилинних практичних інтенсивів «Цифровий п'ятничний експрес». Кожна зустріч присвячена вирішенню виключно однієї утилітарної задачі (наприклад, «Як налаштувати автоперевірку тестів у Google Формах за 3 хвилини» або «Як згенерувати ідеї для уроку через ChatGPT»). Стислий таймінг, відсутність зайвої теорії і миттєве прикладне застосування навичок повністю подолали «цифровий опір» і забезпечили високу динаміку професійного зростання колективу.

Практична реалізація технології мікронавчання (Microlearning) у межах програми «Цифровий вектор ліцею» здійснюється через чітко регламентовану структуру щотижневих 15-хвилинних занять, зразком яких є інтенсив за темою «Експрес-оцінювання без рутини: автоматичний аналіз тестів у Google Формах за 3 хвилини». Цей захід орієнтований на педагогів із початковим та середнім рівнями цифрової компетентності, а його ключовим завданням є оперативне подолання дефіцитів у сфері моніторингу й оцінювання результатів навчання за допомогою хмарних сервісів.

Управлінський і методичний алгоритм проведення зазначеного інтенсиву складається з чотирьох послідовних етапів, кожен з яких підпорядкований суворому часовому ліміту:

На першому етапі, який триває протягом перших трьох хвилин, здійснюється формування вхідного мотиваційного імпульсу. Спікер-ментор (вчитель-лідер інформатики із вищим рівнем ІКТ-компетентності) повністю відмовляється від абстрактних теоретичних лекцій про користь цифровізації і одразу актуалізує конкретну професійну проблему – значні часові витрати вчителя на постійну перевірку паперових самостійних робіт. Демонструючи

на екрані готову цифрову форму, ментор візуалізує кінцевий результат: автоматичне виставлення балів у зведену таблицю і швидке отримання оцінки здобувачем освіти безпосередньо у момент завершення тестування.

Другий етап тривалістю сім хвилин присвячений покроковому моделюванню практичних дій у реальному часі. Слухачі відкривають персональні ноутбуки і синхронно з ментором виконують чітку послідовність кліків у середовищі *Google Workspace*. Процес охоплює перехід до налаштувань форми, активацію перемикача режиму тестів, вибір опції негайного показу оцінок здобувачам освіти і безпосереднє налаштування ключів опитування із присвоєнням відповідної кількості балів за кожну правильну відповідь.

На третьому етапі тривалістю трьох хвилин, відбувається експрес-закріплення навичок у форматі інтерактивного тест-драйву. Ментор надсилає посилання на щойно створену тестову форму у внутрішній корпоративний чат ліцею. Усі присутні педагоги заходять на платформу в ролі здобувачів освіти, свідомо припускаючись помилок під час відповідей. Після цього керівник семінару відкриває на загальному екрані вкладку колективної статистики, демонструючи автоматично згенеровані діаграми успішності. Це наочно доводить педагогам, що система самостійно виявляє проблемні зони і складні для здобувачів освіти запитання, позбавляючи вчителя необхідності проводити ручний аналітичний аналіз кожної окремої теми програми навчання.

Фінальний етап тривалістю дві хвилини відведений для рефлексії і видачі диференційованого мікрозавдання. Ментор не обтяжує слухачів веденням конспектів чи вивченням інструкцій, а натомість надсилає в чат лаконічний односторінковий PDF-чек лист із візуальними підказками. Як домашнє завдання вчителям пропонується розробити й апробувати на найближчому уроці власний мікротест на три запитання. При цьому мінімізація потенційного технічного опору забезпечується нормативно закріпленою можливістю отримати миттєву допомогу від свого закріпленого ментора на поверсі ліцею безпосередньо між уроками на перерві.

Запропонована нами модель навчання дає стислий таймінг, відсутність академічного баласту і швидке досягнення прикладного результату забезпечують високу залученість педагогічного колективу, знімають психологічну напругу і суттєво підвищують загальну ефективність освітнього менеджменту [2].

Додатковим важливим інструментом підвищення ефективності менеджменту стала розробка та апробація «Корпоративного коду цифрової комунікації ліцею» [11, 13]. Цей локальний документ дозволив

структурувати інформаційні потоки у ліцеї, чітко розмежувавши канали зв'язку (офіційні накази – в СЕД, робочі оголошення – в корпоративній пошті, оперативні питання – у визначених чатах). Окремий блок коду регламентував правила цифрового етикету і тайм-менеджменту для тріади «вчитель - здобувач освіти - батьки», а саме заборону на надсилання повідомлень у неробочий час після 19:00, правила оформлення повідомлень у месенджерах, що дозволило мінімізувати конфліктні ситуації і суттєво знизило рівень стресу всіх учасників освітнього процесу в умовах дистанційного і змішаного навчання.

Оскільки інтенсивний процес цифрової трансформації ЗЗСО в умовах воєнного стану супроводжується значним збільшенням інформаційного навантаження, невід'ємним компонентом нашого дослідження стало психологічне дослідження стану педагогічного колективу. Метою цього етапу ми визначили динамічні рівні професійного вигорання та психологічного опору змінам до і після впровадження інструментів горизонтального менеджменту.

Діагностика здійснювалася за допомогою стандартизованого опитувальника психічного вигорання (Maslach Burnout Inventory, MBI в адаптації В. Орла) [6, 14], орієнтованого на три ключові субшкали: «емоційне виснаження», «деперсоналізація» (цинізм щодо роботи чи колег) та «редукція професійних досягнень» (тенденція до заниження оцінки власної компетентності). Порівняльний аналіз результатів психологічного зрізу на початку і наприкінці експериментального періоду виявив суттєву редукцію негативних психічних станів (Таблиця 2).

Таблиця 2.

Динаміка показників професійного вигорання педагогів за субшкалами MBI (n = 60)

Субшкали вигорання (компоненти)	Рівень прояву ознаки	Констатувальний етап (вересень 2025р.)	Підсумковий етап (травень 2026р.)	Абсолютний зсув
Емоційне виснаження	Високий	48,3%	16,7%	**-31,6%**
	Середній	36,7%	45,0%	**+8,3%**
	Низький	15,0%	38,3%	**+23,3%**
Деперсоналізація	Високий	31,7%	11,7%	**-20,0%**
	Середній	43,3%	40,0%	**-3,3%**
	Низький	25,0%	48,3%	**+23,3%**
Редукція професійних досягнень	Високий (негативний)	55,0%	20,0%	**-35,0%**
	Середній	30,0%	46,7%	**+16,7%**
	Низький (позитивний)	15,0%	33,3%	**+18,3%**

Аналіз даних розміщених у Таблиці 2 засвідчує глибокі якісні зміни в психологічному кліматі педагогічного колективу Вінницького ліцею № 29 ВМР:

1. Показник високого емоційного виснаження знизився на 31,6% (з 48,3% до 16,7%). Це підтверджує гіпотезу про те, що заміна тривалих фронтальних нарад на гнучкий 15-хвилинний формат Microlearning («Цифровий п'ятничний експрес») і чітке регламентування «часу тиші» у Корпоративному коді комунікації дозволили нівелювати хронічний стрес від постійного перебування в онлайн-мережі (technostress).

2. За субшкалою деперсоналізації частка педагогів із низькими проявами цинізму чи відчуження зросла майже вдвічі – з 25,0% до 48,3%. Управлінський ефект забезпечено впровадженням мережі внутрішнього менторства *Peer-to-Peer*: перехід від моделі «адміністративний контроль» до моделі «колегіальна підтримка» актуалізував емпатію у педагогічному колективі.

3. Найбільш виражену динаміку зафіксовано за шкалою редукції професійних досягнень, де високий рівень почуття власної неспроможності впав до 35,0% (з 55,0% до 20,0%). Створення індивідуальних траєкторій розвитку дозволило кожному вчителю рухатися у власному темпі без страху публічної критики. Успішний захист «Електронного цифрового портфоліо» повернув вчителям групи відчуття професійної самоцінності і ліквідував «синдром цифрового безсилля».

Таким чином, результати психологічного зрізу математично й емпірично доводять: оптимізація управлінських алгоритмів керівника ЗЗСО через інструменти горизонтального менеджменту має не лише виражений організаційно-педагогічний, а й терапевтичний ефект, що є критично важливим для збереження кадрового потенціалу українського ліцею в кризовий період.

Висновки. Теоретичний аналіз і результати практичного впровадження експериментальних моделей у освітній простір Вінницького ліцею № 29 ВМР доводять, що ефективність управлінської діяльності керівника ЗЗСО в сучасних умовах прямо залежить від його готовності до відмови від жорсткого вертикального адміністрування на користь гнучкого горизонтального менеджменту людського капіталу.

Основними стратегічними напрямами підвищення ефективності керівника визначено: децентралізацію функцій через розбудову внутрішньо-ліцейних менторських мереж за принципом Peer-to-Peer, потокову диференціацію персоналу на основі діагностики дефіцитів за рамкою DigCompEdu, оптимізацію тайм-менеджменту через технології мікронавчання (Microlearning) і нормативне впорядкування інформаційного

простору закладу за допомогою «Корпоративного коду цифрової комунікації». Спроектована й апробована нами на базі Вінницького ліцею № 29 програма «Цифровий вектор ліцею» продемонструвала високу управлінську гнучкість, знизила «цифровий опір» педагогів і має характер завершеного управлінського франчайзу, який може бути рекомендований для масштабування в інших закладах освіти України. Перспективи подальших досліджень полягають у деталізації механізмів фінансового і морального стимулювання вчителів-менторів в умовах розширення фінансової і академічної автономії ЗЗСО, а також у розробці діагностичного інструментарію для оцінювання прямого впливу рівня цифрового розвитку педагогічного колективу на якість навчальних досягнень здобувачів освіти під час кризових періодів.

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СОЦІАЛЬНО-КОМУНІКАТИВНА АРТ-МОДЕЛЬ У МИСТЕЦЬКІЙ ОСВІТІ: ОСОБЛИВОСТІ ПРАКТИЧНОЇ ПІДГОТОВКИ

Анотація. Практична підготовка студентів у сучасній мистецькій освіті зазнає суттєвих трансформацій, переходячи від суто технічного засвоєння навичок до формування соціально-комунікативної арт-моделі. Ця модель розглядається як динамічний процес взаємодії між суб'єктами освітнього простору – викладачем, студентом та глядачем/слухачем, де практична діяльність виступає основним засобом передачі смислів, формування професійної ідентичності та ціннісних орієнтирів.

Комунікативна арт-модель мистецької освіти підкреслює роль мистецтва як дієвого інструменту соціалізації та адаптації особистості. Її реалізація найповніше відбувається під час проходження виконавської та концертної практик, де генерується весь комплекс підготовки студента до майбутньої професійної діяльності. Актуальність теми зумовлена необхідністю теоретичного обґрунтування та практичного вдосконалення методів формування соціально-комунікативної арт-моделі, що забезпечить конкурентоспроможність випускників мистецьких ЗВО в сучасних соціокультурних умовах.

Метою роботи є аналіз комунікативної моделі мистецької освіти, що формується на різних етапах практичної підготовки та втілюється в творчих проєктах студентів. Об’єктом дослідження є теоретичні засади розвитку комунікативної моделі у закладах вищої мистецької освіти. Предметом дослідження виступає соціально-комунікативний аспект практичної мистецької освіти, на прикладі практичної підготовки естрадних вокалістів на факультеті музичного мистецтва КНУКіМ.

Ключові слова: практична підготовка, комунікативна модель, творчий проєкт, виконавська практика, музичне мистецтво.

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SOCIO-COMMUNICATIVE ART MODEL IN ARTS EDUCATION: FEATURES OF PRACTICAL TRAINING

Abstract. Practical training of students in contemporary arts education is undergoing significant transformations, shifting from the purely technical acquisition of skills toward the formation of a socio-communicative art model. This model is understood as a dynamic process of interaction among the subjects of the educational environment – the teacher, the student, and the viewer/listener – where practical activity serves as the primary means of transmitting meanings, shaping professional identity, and developing value orientations. The communicative art model of arts education emphasizes the role of art as an effective instrument of socialization and personal adaptation. Its implementation is most fully realized during performance and concert practice, where the entire комплекс of student preparation for future professional activity is generated. The relevance of the topic is determined by the need for theoretical substantiation and practical improvement of methods for forming a socio-communicative art model that will ensure the competitiveness of graduates of higher arts education institutions in contemporary socio-cultural conditions.

The purpose of the study is to analyze the communicative model of arts education formed at different stages of practical training and embodied in students' creative projects. The object of the research is the theoretical foundations of the development of the communicative model in higher arts education institutions. The subject of the research is the socio-communicative aspect of practical arts education, exemplified by the practical training of pop vocalists at the Faculty of Musical Arts of the Kyiv National University of Culture and Arts.

Keywords: practical training, communicative model, creative project, performance practice, musical art.

Постановка проблеми. У сучасних умовах трансформації мистецької освіти особливої актуальності набуває проблема формування ефективної соціально-комунікативної взаємодії між учасниками освітнього та мистецького процесів.

Традиційні підходи до практичної підготовки майбутніх фахівців мистецької галузі не завжди забезпечують розвиток комунікативних, креативних та соціокультурних компетентностей, необхідних для професійної діяльності в сучасному суспільстві. У зв'язку з цим виникає потреба у впровадженні соціально-комунікативної арт-моделі, яка поєднує мистецьку практику, творчу взаємодію та соціальну комунікацію як основу професійної підготовки здобувачів мистецької освіти.

Аналіз останніх досліджень і публікацій. Проблематика соціально-комунікативної функції мистецької освіти розглядається дослідниками багатовекторною, а саме знаходиться на межі багатьох наукових дисциплін – культурології, мистецтвознавства, семіотики, естетики, історії, соціології, теорії комунікації, дидактики, психології тощо. В цьому аспекті науковцями підкреслюється «двоїстий характер освітньої інтеграції а саме: збереження і навіть посилення національного фактору в освітньому процесі, що утверджується паралельно з реформуванням традиційної системи освіти, яка насичується європейським та світовим соціокультурним досвідом і пов'язана з інтегративними процесами, що охопили глобальний комунікативний простір» [1, с. 26].

Сучасні дослідники розглядають «комунікацію у професійній діяльності як складну взаємодію, що інтегрує вербальні, невербальні та соціально емоційні компоненти» [2, с. 4]. Як зауважує О. Власенко, соціально-емоційний аспект комунікації передбачає вміння виявляти емпатію, проявляти емоційну компетентність, ефективно вибудовувати міжособистісну взаємодію «та створювати психологічно безпечне середовище, яке заохочує до відкритості й взаємоповаги. Разом ці компоненти формують комунікативну поведінку, яка визначає ефективність професійної діяльності педагога та впливає на академічну успішність» [2, с. 4]. В цьому аспекті вища школа є середовищем активного формування професійної ідентичності та педагогічного світогляду, комунікативної компетентності та трансформації практичних навичок з урахуванням особливостей творчої діяльності.

У цьому контексті науковцями розглядаються майстер-класи як складова професійно-практичної підготовки музикантів (Пістунова, 2021 [3]); принципи використання інноваційних артпедагогічних технологій у підготовці студентів-музикантів до виступів перед аудиторією (Котова, 2024 [4]); питання підготовки студентів-музикантів до концертних виступів (Афанасьєва, 2019 [5]); практико-орієнтовані форми і методи підготовки педагогів-музикантів до роботи над творами духовної музики (Радюшина, Лєсник, 2018 [6]); та ін.

Водночас проблема функціонування соціально-комунікативної арт-моделі у мистецькій освіті, зокрема в аспекті формування комунікативної взаємодії, творчої співпраці та соціальної адаптації здобувачів у процесі практичної підготовки, залишається недостатньо висвітленою.

Це зумовлює необхідність подальшого наукового дослідження означеної тематики з урахуванням сучасних комунікаційних та артпедагогічних підходів.

Метою роботи є аналіз комунікативної моделі мистецької освіти, що формується на різних етапах практичної підготовки та втілюється в творчих проєктах студентів.

Виклад основного матеріалу дослідження. Багатовекторний процес формування професійної ідентичності, педагогічного світогляду, комунікативної компетентності та трансформації практичних навичок в процесі творчої діяльності поєднує засвоєння теоретичних знань із практичним опануванням технік рефлексивного слухання, діалогічного навчання, конфліктології та мультимодальної взаємодії. Набуття комунікативних вмінь розвивається паралельно з професійною ідентичністю, що створює підґрунтя до пошуку різноманітних моделей та їх реалізації на різних етапах розвитку, а саме, «комунікативний компонент репрезентує форми, стратегії та моделі взаємодії, які майбутні педагоги засвоюють у процесі навчання, зокрема, діалогічну поведінку, чіткість побудови повідомлень, чутливість до контексту та адаптивність до різних типів партнерів по комунікації» [2, с. 7]. Процес реалізації комунікативної функції мистецької освіти передбачає постійне спілкування, в якому беруть участь суб’єкти художньої творчої комунікації. Ролі комуніканта і комуніката можуть змінюватися, ними можуть бути педагоги, студенти, тобто децентровані суб’єкти комунікації в арт-просторі, а також до взаємодії долучається автор мистецького твору, який вступає з ними у діалогічні відносини, або інші особи, зацікавлені в художньому дискурсі, що ініціюють чи підтримують його. Зворотний зв’язок комунікантів здійснюється у площині рецепції смислів.

Сучасний соціокультурний простір і реформа вищої мистецької освіти вимагають переходу від трансляційної моделі навчання до діалогічної. У галузі музичного мистецтва така комунікація тривалий час розглядалася як лінійна передача інформації: «композитор – нотний текст – виконавець – слухач». Проте в освітньому процесі лінійна модель обмежує розвиток інтерпретаційної самостійності студента. Виникає потреба теоретичного переосмислення та практичного втілення цієї взаємодії через концепцію децентрованих суб'єктів, у якій викладач і студент постійно міняються комунікативними ролями, а музичний твір виступає не статичним об'єктом, а динамічним смисловим полем, де «мова музичного мистецтва виступає універсальним комунікаційним інструментом культурного простору та виконує декілька важливих функцій: функцію спілкування; функцію передачі і збереження інформації; функцію вираження почуттів і емоцій людини; формування мислення; накопичення людського досвіду» [7, с. 4].

Практичне втілення соціально-комунікативної моделі професійної підготовки здобувачів вищої мистецької освіти пропонується здійснювати у

максимально наближених умовах до їхньої майбутньої професійної діяльності, що є одним із домінуючих факторів якості фахової освіти. В ході концертно-виконавської практики відбувається адаптація здобувачів до різних видів діяльності, безпосереднє ознайомлення з її змістом, особливостями і соціальними функціями, а також формується практичний досвід. Програми практичної підготовки враховують рекомендації та пропозиції внутрішніх і зовнішніх стейкхолдерів (роботодавців) щодо підготовки фахівців у галузі музичного мистецтва (естрадного виконавства). Це спрямовує здобувачів до здійснення мистецької діяльності засобами вокального виконавства в професійних та аматорських колективах різних складів, рівнів та вікових груп.

Виконуючи конкретні практичні завдання, здобувачі поглиблюють інтерес до обраної професії, розвивають фахове мислення, всебічно використовують теоретичні, методичні знання та практичні вміння, здобуті за період навчання. Комунікативна модель мистецької освіти реалізується під час проходження практики, яка генерує весь комплекс підготовки студента у кваліфікаційних творчих проєктах. Основні аспекти цієї моделі включають: діалогічність навчання; індивідуалізацію, а саме адаптацію методів до унікальних потреб учасників творчого процесу; гнучкість до трансформації, тобто, свободу вибору підходів у процесі роботи.

Визначальним для становлення професійних якостей студента є синтез теорії та практики, в якому теоретичні базові знання переходять у площину «живої» комунікації під час виконання творчих або виконавських завдань (наприклад, ансамблеве музикування, студійна робота).

Комунікативна модель практичної підготовки, яка реалізується в арт-просторі дозволяє студенту виступати «децентрованим суб'єктом». Поняття «децентрованого суб'єкта» у художній комунікації означає відмову від студента як «єдиного центру істини» чи простого виконавця інструкцій. У цій моделі акцент зміщується на процес діалогу, де студент стає рівноправною частиною творчої комунікації, відбувається відмова від Его на користь інтерпретації твору, його цілісного сприйняття. Студент перестає бути просто «виконавцем, який демонструє техніку», а стає посередником між художнім змістом та слухачем, де суб'єктивність «децентрується», підпорядковуючись логіці твору чи колективного перформансу. Художня творчість може слугувати рефлексивною та критичною платформою для спільної творчості і вирішення різноманітних виконавських проблем, колективних емоцій.

Комунікаційна модель передбачає і момент співтворчості в реальному часі, коли сенс виникає не «в голові» студента, а «між» ним, об'єктом мистецтва та слухацькою аудиторією. Комунікація стає нелінійною, а

слухач своїм сприйняттям так само бере участь в творчому процесі і впливає на кінцевий результат, як і студент. В цьому контексті важливим є полілог замість монологу, в якому студент-виконавець, інтерпретатор вчиться сприймати простір, акустику, настрій залу, як активний учасник комунікації. Він не «диктує» свою волю, а адаптується, реагує та входить у резонанс із середовищем. У цій моделі трансформується і роль викладача, який перестає бути «наглядачем», а стає модератором, який допомагає студенту знайти точки дотику з іншими суб'єктами арт-простору. Такий підхід знімає зі студента психологічний тиск «бути ідеальним» і перемикає увагу на якість спілкування з аудиторією, допомагає тренуванню здатності бути гнучким учасником культурного обміну, формуючи власну культурну ідентичність.

Сучасна модель передбачає використання інтерактивних методів (наприклад, онлайн-інструментів, обговорення, порівняльний аналіз інтерпретацій творів), що підсилюють комунікативну складову підготовки фахівців. Таким чином, практична підготовка перетворюється з простого відпрацювання навичок на складну систему соціально-мистецької взаємодії, яка готує студента до активної ролі в сучасному культурному середовищі.

В умовах динамічних глобальних процесів важливим є міжкультурний аспект, в якому практика сприяє розвитку міжкультурної комунікації, де мистецтво виступає універсальною мовою взаємодії в мистецькому арт просторі та сприяє розширенню сфери власної творчості майбутнього фахівця у площину багатонаціонального музичного мистецтва, формуванню досвіду художньо-етнічної співтворчості. Дослідники наголошують, що «глобальна освіта як наслідок глобалізації починає набувати якості нової соціально-гуманітарної парадигми виховання молодого покоління. Це означає, що вона може впливати на важливі питання модернізації освіти і підготовки майбутніх фахівців до взаємодії в європейському і світовому соціумах» [8, с. 4]. В цьому сенсі підготовка викладача мистецьких дисциплін до майбутньої фахової діяльності, пізнання її сутності, особливостей, структури, рівнів і перспектив розвитку має відбуватися у процесі збагачення досвіду міжнародного співробітництва, усвідомлення майбутньої професійної діяльності у період педагогічної практики, навчальних практичних занять, самостійної роботи, за рахунок здатності студентів факультетів мистецтв створювати мистецькі проєкти, створювати культурні цінності в галузі музичного мистецтва міжетнічного спрямування [9, с. 32].

Особливої ваги набуває Європейська освітня платформа обміну студентів мистецьких закладів «Еразмус», на якій здійснюється міжнародне співробітництво в галузі музичного мистецтва: освітні програми, творчі проєкти, перформанси, які надають поштовх до самоідентифікації,

розширення кола учасників арт-простору в реалізації творчої виконавської діяльності, вивчення міжнародних практик та культурних програм, спрямованих на стирання меж між творцем, твором та глядачем.

Комунікативна компетентність в межах багатовекторної мистецької практики в сучасному арт-просторі акцентує увагу на якісному аналізі взаємодії учасників і відходить від суто кількісних показників. Кілька конкретних методів, які адаптовані до мистецької сфери, демонструють трансформації підходів в оцінюванні даної компетентності.

Наприклад, метод «Творчого кейсу з рефлексією», в якому оцінюється не лише фінальний результат, а й опис процесу комунікації, адже здобувач фіксує, як відбувалася взаємодія з партнерами по сцені, слухацькою аудиторією чи учасниками творчого процесу. Такий метод надає можливість оцінити здатність аргументувати власне інтерпретаційне прочитання твору, етапи реалізації задуму, впливи учасників колективу та керівника проєкту. Водночас він сприяє розвитку навичок самоаналізу, відповідальності за спільний творчий результат і вміння усвідомлювати власну роль у колективній діяльності. Рефлексивний компонент допомагає здобувачеві виявити сильні сторони власної комунікації, а також визначити аспекти, що потребують подальшого вдосконалення. Крім того, метод «Творчого кейсу з рефлексією» формує здатність аналізувати динаміку творчої взаємодії та адаптувати комунікативні стратегії відповідно до мистецьких завдань і професійних викликів.

Метод «360°-проєкції у мистецькому середовищі», в якому відбувається різнобічне, комплексне оцінювання студента: метод самооцінки – аналіз власних комунікативних бар'єрів; експертна оцінка – відгук керівника практики про етику та професійний діалог; Peer-assessment – оцінка партнерами по групі вміння працювати в ансамблі або творчій команді. Як зауважує С. Садовенко, все частіше, у сфері музичного мистецтва використовується «поняття fulldome та проєкційного мепінгу для позначення відповідно повнокупольного занурення (360°-проєкції) та просторово узгодженого проєціювання на сценографію/архітектуру». Прикладні аспекти зазначених форматів уведено до наукового обігу через аналіз концертних практик і методичні описи застосування імерсивних медіа в музично-сценічній діяльності [10, с. 291]. В музичному виконавстві «вони інтерпретуються як засоби розширення семіотики сцени та підсилення аудіовізуальної цілісності перформансу» [10, с. 291].

Метод «360°-проекції» вдало використовує технології (VR – віртуальна реальність; AR – доповнена реальність) – перша дозволяє користувачам переживати вигадані сценарії та реалістичні враження за допомогою комп’ютерної симуляції, включаючи аудіо та візуальні

компоненти. Ця технологія здатна перенести людину у зовнішнє, вигадане або історичне середовище, дозволяючи їй повністю зануритися у нього та взаємодіяти з ним у реальному часі [11, с. 94]. Друга – «об'єднує реальний світ і цифрові об'єкти, створюючи враження єдності між ними» [11, с. 95].

Метод «Конфліктна сцена» – провокативний метод моделювання або аналізу реальних складних ситуацій, наприклад, нерозуміння інтерпретаційного задуму, диригентських рухів чи робота зі складними фрагментами твору, комунікація з учасниками творчого проєкту. Такий метод дієвий і допомагає оцінювати здатність здобувача знайти конструктивний вихід через комунікаційну модель, зберігаючи художню цінність музичного твору. Він також сприяє розвитку емоційного інтелекту, навичок професійного діалогу та вміння швидко реагувати на непередбачувані творчі ситуації. У процесі роботи здобувач вчиться аргументовано відстоювати власну мистецьку позицію, враховуючи при цьому думки й потреби інших учасників колективної взаємодії.

Метод презентацій – комунікативний аудит виступу, в якому використовуються чек-листи за критеріями: вербальний рівень, з оцінкою чіткості і логіки висловлювання, використання професійної термінології; емоційний інтелект – здатність передавати художній образ та встановлювати емпатичний контакт із глядачем; інтерактивність – реакція на настрій залу або запитання після виступу. Такий метод дозволяє комплексно оцінити не лише професійні знання здобувача, а й рівень його сценічної культури та комунікативної компетентності. Важливим аспектом є формування навичок публічного самовираження, упевненості у взаємодії з аудиторією та здатності адаптувати власну презентацію відповідно до ситуації. Крім того, метод презентацій сприяє розвитку рефлексії та вміння аналізувати власний виконавський або творчий досвід.

Метод відеорефлексії – запис фрагмента заняття або репетиції, яку проводить студент, з подальшим аналізом невербальної комунікації (рухи, міміка, дистанція, робота з мікрофоном, сценічне відтворення образу), що дозволяє побачити «комунікативні розриви», які не відчуваються в момент дії. Такий підхід сприяє усвідомленню власної поведінки на сцені або в репетиційному процесі, допомагає вдосконалити пластичну виразність та сценічну впевненість.

Аналіз відеозапису формує навички саморефлексії, критичного мислення та здатності коригувати власну комунікативну стратегію відповідно до художнього задуму.

Крім того, метод відеорефлексії стимулює розвиток професійної уважності до деталей і допомагає ефективніше вибудовувати взаємодію з аудиторією та творчим колективом.

Комплексне використання багатовимірних підходів до формування комунікативної арт-моделі та мобільної соціалізації студентів в сучасному арт-просторі є інструментом, який демонструє високий рівень гнучкості, діалогічності та етичності. Такі підходи забезпечують інтеграцію професійних, творчих і соціокомунікативних компетентностей, необхідних для успішної діяльності в умовах сучасної мистецької практики. Вони сприяють формуванню здатності до міжкультурної взаємодії, конструктивного творчого діалогу та ефективної співпраці у різних форматах мистецьких проєктів. Крім того, багатовимірна комунікативна модель стимулює розвиток адаптивності, критичного мислення та готовності до професійної мобільності в динамічному культурному середовищі. Важливим результатом є також формування у здобувачів усвідомленої професійної позиції, заснованої на принципах взаємоповаги, творчої відповідальності та етичної комунікації.

Висновки. Комунікативна арт-модель мистецької освіти підкреслює роль мистецтва як дієвого інструменту соціалізації та адаптації особистості. Практична підготовка студентів у сучасній мистецькій освіті зазнає суттєвих трансформацій, переходячи від суто технічного засвоєння навичок до формування соціально-комунікативної арт-моделі. Її реалізація найповніше відбувається під час проходження виконавської та концертної практик, де генерується весь комплекс підготовки студента до майбутньої професійної діяльності.

Теоретичне обґрунтування та практичне вдосконалення методів формування соціально-комунікативної арт-моделі забезпечує конкурентоспроможність випускників мистецьких ЗВО в сучасних соціокультурних умовах. Вдале застосування інновацій у творчій діяльності, пошук новітніх практик та методик адаптації спрямовує студентів до експериментів у комунікації з партнерами по відтворенню музичного контенту та нових підходів до взаємодії із слухацькою аудиторією. Комунікативна модель допомагає студентам долати психологічні бар'єри, вчить їх бути не просто виконавцями, але арт-менеджерами власної творчості. Трансформація соціально-комунікативної арт-моделі вимагає інтеграції європейського досвіду, впровадження українських інноваційних методик та розширення міждисциплінарних досліджень, що дозволяє адаптувати мистецьку освіту до потреб сучасного суспільства.

Перспективами подальших розвідок у даному напрямі вбачаємо дослідження ефективності соціально-комунікативної арт-моделі в умовах цифровізації мистецької освіти, розроблення інноваційних методів інтеграції творчих проєктів у практичну підготовку студентів, а також вивчення впливу міждисциплінарної взаємодії на формування професійної компетентності майбутніх фахівців музичного мистецтва.

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КОМПАРАТИВНИЙ АНАЛІЗ МОДЕЛЕЙ МОВНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ ДСНС УКРАЇНИ

Анотація. У статті досліджено актуальні питання організації освітнього процесу з мовних дисциплін у закладах вищої освіти Державної служби України з надзвичайних ситуацій. Обґрунтовано, що в умовах повномасштабної військової агресії Російської Федерації вільне володіння державною мовою є обов'язковою умовою професійної діяльності фахівців сектору безпеки та оборони. Визначено особливості змістового наповнення та організаційно-методичних засад викладання мовних компонентів у профільних університетах ДСНС України – Національному університеті цивільного захисту України та Львівському державному університеті безпеки життєдіяльності. В процесі дослідження застосовано комплекс наукових методів: теоретичний аналіз нормативної бази, компаративний метод для зіставлення робочих програм, метод системного аналізу для вивчення компетентнісного підходу та програмних результатів навчання. Охарактеризовано основні дві відмінні дидактичні макромоделі мовної підготовки. Встановлено, що НУЦЗ України реалізує спеціалізовано-розподілену модель в освітньому компоненті «Українська мова за професійним спрямуванням», натомість ЛДУБЖД впроваджує інтегровану модель через освітній компонент «Українська мова і культура». Виявлено специфіку розподілу компетентностей: якщо у НУЦЗ України мовна підготовка ізольована для досягнення конкретної комунікативної навички

(ЗК 04), то в ЛДУБЖД вона виступає міждисциплінарним інтегратором, що охоплює громадянські та фахові компетентності, зокрема підготовку до проведення превентивної роботи серед населення, Акцентовано, що попри різну архітектуру курсів, обидва заклади демонструють єдність у підходах до самостійної роботи здобувачів. Доведено, що обидві моделі є дидактично обґрунтованими та ефективними в контексті підготовки кадрів для сектору безпеки та оборони. Вибір конкретної моделі залежить від загальної стратегії навчального плану закладу, проте спільним вектором залишається формування офіцера-лідера, здатного до бездоганної комунікації в екстремальних ситуаціях. Визначено перспективи роботи над удосконаленням мовної підготовки майбутніх фахівців ДСНС через пошук шляхів інтеграції найбільш доцільних елементів обох досліджених моделей для формування мовнокомунікативної компетенції фахівців ДСНС в кризових умовах воєнного стану.

Ключові слова: українська мова за професійним спрямуванням, державна мова, мовна підготовка, фахівці ДСНС України, комунікативна компетентність, комунікація, компаративний аналіз, робоча програма.

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COMPARATIVE ANALYSIS OF LANGUAGE TRAINING MODELS FOR FUTURE SPECIALISTS IN HIGHER EDUCATION INSTITUTIONS OF THE STATE EMERGENCY SERVICE OF UKRAINE

Abstract. The article explores current issues regarding the organization of the educational process in language disciplines within higher education institutions of the State Emergency Service of Ukraine. It is substantiated that under the conditions of the full-scale military aggression of the Russian Federation, fluency in the state language is a mandatory prerequisite for the

professional activity of specialists in the security and defense sector. The features of the content, organizational, and methodological foundations of teaching language components in the specialized universities of the State Emergency Service of Ukraine – the National University of Civil Defence of Ukraine and the Lviv State University of Life Safety – are determined. In the course of the research, a complex of scientific methods was applied: theoretical analysis of the regulatory framework, the comparative method for juxtaposing syllabi, and the method of systems analysis to study the competence-based approach and program learning outcomes. The two main distinct didactic macro-models of language training are characterized. It is established that the National University of Civil Defence of Ukraine implements a specialized-distributed model within the educational component "Ukrainian Language for Professional Purposes", whereas the Lviv State University of Life Safety introduces an integrated model through the educational component "Ukrainian Language and Culture". The specificity of competence distribution is revealed: while at the National University of Civil Defence of Ukraine language training is isolated to achieve a specific communicative skill (GC 04), at the Lviv State University of Life Safety it acts as an interdisciplinary integrator encompassing civic and professional competencies, including preparation for conducting preventive work among the population. It is emphasized that despite the different architecture of the courses, both institutions demonstrate unity in their approaches to students' independent work. It is proven that both models are didactically justified and effective in the context of personnel training for the security and defense sector. The choice of a specific model depends on the overall curriculum strategy of the institution, yet the common vector remains the formation of an officer-leader capable of flawless communication in extreme situations. The prospects for improving the language training of future State Emergency Service specialists are identified through exploring ways to integrate the most appropriate elements of both studied models to form the linguistic and communicative competence of State Emergency Service specialists in the crisis conditions of martial law.

Keywords: Ukrainian language for professional purposes, state language, language training, specialists of the State Emergency Service of Ukraine, communicative competence, communication, comparative analysis, syllabus.

Постановка проблеми. У сучасних умовах повномасштабної військової агресії Російської Федерації проти України питання функціонування державної мови набуває особливого значення в контексті національної безпеки, професійної комунікації та забезпечення ефективної діяльності органів сектору безпеки і оборони. Для фахівців Державної служби України з надзвичайних ситуацій рівень володіння державною

мовою є не лише складником загальної професійної культури, а й необхідною умовою якісного виконання службових обов'язків, що передбачають точність документування, оперативність взаємодії та ефективну комунікацію в кризових ситуаціях.

Нормативно-правове підґрунтя мовної підготовки фахівців системи ДСНС України визначається Конституцією України, Законом України «Про забезпечення функціонування української мови як державної», стандартами вищої освіти та Державною цільовою національно-культурною програмою забезпечення всебічного розвитку і функціонування української мови як державної до 2030 року. Зазначені документи актуалізують потребу у формуванні високого рівня мовнокомунікативної компетентності майбутніх офіцерів служби цивільного захисту [2; 5; 15; 16].

Водночас, попри єдині державні стандарти підготовки фахівців, заклади вищої освіти системи ДСНС України реалізують різні моделі організації мовної підготовки. У сучасному освітньому просторі співіснують як вузькопрофесійно орієнтовані курси, спрямовані переважно на розвиток навичок службової комунікації та документознавства, так і інтегровані лінгвокультурологічні підходи, що поєднують мовну, культурну та громадянську складові підготовки.

У зв'язку з цим актуальності набуває порівняльний аналіз змістових та організаційно-методичних особливостей викладання мовних дисциплін у закладах вищої освіти системи ДСНС України. Дослідження досвіду Національного університету цивільного захисту України та Львівського державного університету безпеки життєдіяльності дозволяє виявити специфіку різних дидактичних моделей мовної підготовки, їхні функціональні акценти та потенціал у формуванні професійної мовнокомунікативної компетентності майбутніх фахівців сектору безпеки та оборони.

Аналіз останніх досліджень і публікацій. Проблематика мовної підготовки майбутніх фахівців сектору безпеки та оборони посідає важливе місце в сучасних педагогічних дослідженнях. Науковці розглядають її як багатокомпонентний процес, що охоплює формування професійної мовнокомунікативної компетентності, розвиток культури професійного мовлення, підготовку до кризової комунікації та здатність до ефективної взаємодії в екстремальних умовах.

У сучасних педагогічних дослідженнях мовна підготовка фахівців сектору безпеки та оборони дедалі частіше інтерпретується як складник професійної готовності до діяльності в кризових та екстремальних умовах. Зокрема, Ю. Ненько, О. Шевченко та Т. Кришталь акцентують увагу на необхідності формування у фахівців екстрених служб навичок професійної взаємодії під час надзвичайних ситуацій.

Науковці підкреслюють важливість розвитку здатності до швидкого, чіткого та психологічно виваженого спілкування з постраждалими, колегами та населенням, що розглядається як невід'ємний складник професійної компетентності рятувальника [7].

У працях Ю. Ненько досліджено роль мовлення викладача як чинника формування мовленнєвої культури майбутніх фахівців пожежної безпеки. Авторка акцентує увагу на тому, що професійне комунікативне середовище та мовний приклад науково-педагогічного працівника безпосередньо впливають на розвиток професійної мовнокомунікативної компетентності курсантів, їхню готовність до службової взаємодії та культури професійного спілкування [6].

Сучасні дослідження мовної підготовки акцентують увагу не лише на засвоєнні мовних норм, але й на когнітивних та афективних чинниках професійної комунікації.

Зокрема, О. Іващенко, Ю. Ненько та О. Литвиненко підкреслюють значення автоматизації мовленнєвих навичок, поступового ускладнення комунікативних сценаріїв та подолання мовленнєвої тривожності у процесі формування усного мовлення [3].

Окремий напрям сучасних досліджень пов'язаний із формуванням професійно-комунікативної культури майбутніх фахівців сектору безпеки та оборони. У працях Ю. Супрунчук акцентовано увагу на необхідності переходу від традиційного засвоєння мовних норм до розвитку навичок професійної комунікації, культури мовлення, мислення та поведінки курсантів у закладах вищої освіти військового профілю [17]. Натомість С. Бондаренко, Л. Мохнар, Т. Черкашина та Н. Вовк розглядають професійне спілкування як важливий складник взаємодії рятувальника з постраждалими, підкреслюючи роль етики ділового спілкування, невербальних засобів комунікації та комунікативно-психологічної готовності фахівця до роботи в екстремальних умовах [1; 4].

Попри наявність ґрунтовної нормативно-правової бази та чітких вимог стандартів вищої освіти щодо володіння державною мовою фахівцями сектору безпеки та оборони, питання змістового наповнення та методичної організації мовної підготовки у закладах вищої освіти ДСНС України залишається дискусійним.

Зокрема, потребують подальшого осмислення:

- співвідношення вузькопрофесійного та загальнокультурного компонентів мовної підготовки;
- інтеграція мовних дисциплін із формуванням навичок кризової та професійної комунікації;

● особливості розподілу компетентностей і програмних результатів навчання в межах різних освітніх моделей;

● ефективність організації навчального часу та співвідношення практичної й самостійної підготовки здобувачів.

Аналіз наукових праць засвідчує, що попри значну увагу дослідників до проблем професійної комунікації фахівців сектору безпеки та оборони, порівняльні дослідження моделей мовної підготовки у закладах вищої освіти системи ДСНС України залишаються поодинокими. Це зумовлює потребу в компаративному аналізі змістових та організаційно-методичних засад викладання мовних дисциплін у профільних закладах вищої освіти.

Мета статті – здійснення компаративного аналізу змістових, компетентнісних та організаційно-методичних особливостей мовної підготовки майбутніх фахівців у закладах вищої освіти ДСНС України.

Виклад основного матеріалу. Держава гарантує кожному громадянину України право на здобуття освіти на всіх рівнях, зокрема і фахової вищої, державною мовою в державних і комунальних закладах освіти. А заклади освіти забезпечують обов'язкове вивчення державної мови в обсязі, що дає змогу провадити професійну діяльність у вибраній галузі з використанням державної мови [2]. Конституція України в статті 10 визначає українську мову як єдину державну мову нашої країни.

Однак, з огляду на реальну ситуацію, яка склалася в суспільстві щодо мовного питання, лише затвердження в конституції статусу української мови як державної виявилося замало. Непослідовна мовна політика керівництва країни навіть за умови існування незалежної України не досягла мети відродити фактичний статус української мови як єдиної в усіх сферах суспільного життя. Це дозволило зберегти інерцію русифікаційних процесів.

Водночас, як наголошує Конституційний Суд України у своєму рішенні від 14 липня 2021 р. № 1-р/2021, у зв'язку з військовою агресією з боку Російської Федерації і використанням нею «мовного питання» як одного з інструментів своєї геополітичної експансії загроза українській мові рівносильна загрозі національній безпеці України, існуванню української нації та її держави, і без повноцінного функціонування української мови в усіх ділянках публічного життя суспільства на всій території України українській нації загрожує втрата статусу та ролі титульної і державотвірної нації, що є рівнозначним загрозі зникнення Української держави з політичної карти світу [14].

Проте слід зазначити, що лише декларації про наміри недостатньо для забезпечення впровадження української мови як єдиної державної. Очевидно, що, підтримуючи високий рівень особистої культури,

розвиваючи мовні здібності та вдосконалюючи комунікативні навички, державні службовці, представники влади, правоохоронних органів та фахівці рятувальних служб через парадигму власної поведінки ефективно доносять позицію держави до своїх громадян.

Організація освітнього процесу в закладах вищої освіти ДСНС України відповідає вимогам державної політики щодо функціонування української мови як державної. Зокрема українську мову включено до переліку обов'язкових дисциплін для вивчення під час здобуття першого (бакалаврського) рівня вищої освіти в галузі знань К Безпека та оборона за спеціальностями «Пожежна безпека», «Цивільний захист», «Інженерне забезпечення саперних, піротехнічних та вибухових робіт» та інших. Освітньо-професійними програмами вивчення цих дисциплін передбачено досягнення здобувачами вищої освіти таких програмних результатів: вміння розробляти тексти та документи з питань професійної діяльності, спілкуватися українською професійною мовою; читати й розуміти фахову іншомовну літературу, використовуючи її у соціальній і професійній сферах; демонструвати культуру мислення та виявляти навички щодо організації культурного діалогу на рівні, необхідному для професійної діяльності [8; 9; 10; 11; 12; 13]. Також, до загальних компетентностей відповідно до стандарту вищої освіти, які здобувач вищої освіти набуде в процесі навчання, належить здатність спілкуватися державною мовою як усно, так і письмово [5].

Заклади вищої освіти системи ДСНС України є головними виконавцями вимог освітніх стандартів, зазначених в наказах Міністерства освіти і науки України в галузі знань К Безпека та оборона спеціальностей «Пожежна безпека», «Цивільний захист», «Інженерне забезпечення саперних, піротехнічних та вибухових робіт» тощо. З метою досягнення програмних результатів навчання, вказаних в освітньо-професійних програмах, в університетах ДСНС розроблено і впроваджено робочі програми освітніх компонентів: «Українська мова і культура» (Львівський державний університет безпеки життєдіяльності) та «Українська мова за професійним спрямуванням» (Національний університет цивільного захисту України).

Власне, в зазначених закладах вищої освіти ДСНС України процес освітньої діяльності скеровано єдиними освітніми стандартами, але мовна підготовка здобувачів реалізована через різні за назвою та фокусом освітні компоненти. Виникає об'єктивна необхідність у проведенні їхнього компаративного аналізу. Таке дослідження дозволить виявити специфіку змістового наповнення кожної з робочих програм, порівняти дидактичні підходи закладів до формування комунікативних компетентностей та

проаналізувати їхню ефективність у контексті підготовки майбутніх фахівців сектору безпеки і оборони.

Для компаративного аналізу було обрано освітні програми трьох спеціальностей в галузі знань К Безпека та оборона: «Пожежна безпека» [10; 11], «Цивільний захист» [12; 13], «Інженерне забезпечення саперних, піротехнічних та вибухових робіт» [8; 9], – за якими готують фахівців Державної служби України з надзвичайних ситуацій у Національному університеті цивільного захисту України (НУЦЗ України) та Львівському державному університеті безпеки життєдіяльності (ЛДУБЖД) станом на 2025–2026 навчальний рік. В обох університетах українську мову вивчають на першому курсі навчання за першим (бакалаврським) рівнем вищої освіти.

Компаративний аналіз робочих програм освітніх компонентів для вивчення української мови був виконаний за трьома групами критеріїв: мета і очікувані результати, формально-організаційні критерії, змістове наповнення. Результати аналізу представлені нижче.

1. *Мета і очікувані результати*.

Аналіз цільової детермінації в робочих програмах демонструє два відмінні архітектурні підходи до формування компетентностей майбутніх фахівців системи ДСНС: спеціалізовано-розподілений (НУЦЗ України) та інтегрований (ЛДУБЖД). Обидва заклади вищої освіти ставлять за кінцеву мету виховання висококультурного, патріотичного та професійно компетентного офіцера, проте досягають цього завдяки різній структурі освітніх програм.

У робочій програмі НУЦЗ України мета дисципліни «Українська мова за професійним спрямуванням» має максимально прикладний та вузькопрофільний характер, однак і з акцентом на патріотичне виховання. Оскільки завдання щодо формування національної свідомості та вивчення глибокого культурно-історичного контексту в цьому університеті покладено на окрему дисципліну: «Історія та культура України», – мовний курс сфокусований винятково на інструментальному володінні фаховим мовленням. Серед ключових завдань дисципліни – формування комунікативних навичок, засвоєння правил функціонування мовних засобів у ділових текстах, опанування державного стандарту оформлення документів, ділового етикету та риторики. Такий розподіл дозволяє не розпорошувати навчальний час і глибоко опрацьовувати ті мовні норми та навички (включно із soft skills – здатністю до автономної та командної роботи, соціальною відповідальністю), які безпосередньо стосуються повсякденної професійної та наукової діяльності рятувальника.

Натомість ЛДУБЖД у межах освітнього компонента «Українська мова і культура» застосовує інтегрований підхід. Мета та завдання тут

мають чітку дихотомічну структуру, концептуально поєднуючи мовний та культурологічний блоки в межах одного предмета. Надзавданням курсу визначено формування «національно-мовної особистості» та виховання «мовної стійкості».

Вивчення фундаментальних мовних норм, граматики та орфографії тут розглядається як невіддільний елемент загальної культури, а культурологічний блок, спрямований на осмислення історичних процесів, українських культурних феноменів та впливу сучасних воєнних реалій.

Отже, цілепокладання обох програм є симетричним щодо кінцевого результату, але різним за дидактичною логікою: ЛДУБЖД об'єднує вивчення мовних норм, фахового спілкування та культури у єдиний комплексний компонент, тоді як НУЦЗ України розмежовує ці вектори, виділяючи для фахової мовної комунікації та документознавства окремий, максимально оптимізований освітній простір.

Компаративний аналіз переліку компетентностей, закріплених за досліджуваними освітніми компонентами, дозволяє поглянути на специфіку мовної підготовки фахівців ДСНС із нормативно-методичного ракурсу. Зіставлення робочих програм демонструє два кардинально різні підходи до розподілу компетентностей у межах навчального плану.

Таблиця 1

Компаративний аналіз очікуваних результати вивчення освітніх компонентів «Українська мова за професійним спрямуванням» (НУЦЗ України) та «Українська мова і культура» (ЛДУБЖД)*

Спеціальність	**Навчальний заклад**	
	НУЦЗ України	**ЛДУБЖД**
	Загальні компетентності (ЗК)	
Пожежна безпека Цивільний захист Інженерне забезпечення саперних, піротехнічних та вибухових робіт	04 04 04	02, 04, 06, 07 01, 02, 04 01, 02, 04
	Спеціальні / фахові компетентності (СК/ФК)	
Пожежна безпека Цивільний захист Інженерне забезпечення саперних, піротехнічних та вибухових робіт	– – –	30 – –
	Програмні результати навчання (ПРН)	
Пожежна безпека Цивільний захист Інженерне забезпечення саперних, піротехнічних та вибухових робіт	23 05 05	01, 02, 22, 23 01, 02, 22, 25 01, 02, 05, 25

Джерело: складено авторами за даними [8; 9; 10; 11; 12; 13]

** Загальні компетентності (ЗК):*

01 – здатність реалізувати свої права і обов'язки як члена суспільства, усвідомлювати цінності громадянського (вільного демократичного) суспільства та необхідність його сталого розвитку, верховенства права, прав і свобод людини і громадянина в Україні;

02 – здатність зберігати та примножувати моральні, культурні, наукові цінності і досягнення суспільства на основі розуміння історії та закономірностей розвитку предметної області, її місця у загальній системі знань про природу і суспільство та у розвитку суспільства, техніки і технологій, використовувати різні види та форми рухової активності для активного відпочинку та ведення здорового способу життя;

04 – здатність спілкуватися державною мовою як усно, так і письмово;

06 – здатність до пошуку, оброблення та аналізу інформації з різних джерел;

07 – навички міжособистісної взаємодії.

Спеціальні / фахові компетентності (СК/ФК):

30 – здатність організовувати та проводити навчання населення з питань пожежної безпеки.

Програмні результати навчання (ПРН):

01 – аналізувати питання історії, факти, проблеми та тенденції розвитку культури України в їх діалектичному взаємозв'язку;

02 – володіти культурою мислення, технологією освоєння соціального досвіду на рівні, необхідному для професійної діяльності;

05 – розробляти тексти та документи з питань професійної діяльності, спілкуватися українською професійною мовою; читати й розуміти фахову іншомовну літературу, використовуючи її у соціальній і професійній сферах; демонструвати культуру мислення та виявляти навички щодо організації культурного діалогу на рівні, необхідному для професійної діяльності;

22 – застосовувати невербальні методи спілкування; здійснювати пошук нової інформації; навчати працівників об’єкту і населення з питань забезпечення пожежної безпеки; проводити заняття з особовим складом підрозділу; доносити до фахівців і нефахівців інформацію, ідеї, проблеми, рішення та власний досвід у сфері професійної діяльності;

23 – вільно володіти державною мовою у соціальній і професійній сферах; демонструвати культуру мислення та виявляти навички організації культурного діалогу;

25 – організовувати та проводити навчання населення діям у надзвичайних ситуаціях, заняття з особовим складом підрозділу; доводити до фахівців і нефахівців інформацію, ідеї, проблеми, рішення та власний досвід у сфері професійної діяльності.

У НУЦЗ України дисципліна «Українська мова за професійним спрямуванням» зосереджена на формуванні єдиної фундаментальної компетентності – ЗК 04. Така стратегія свідчить про уникнення дублювання результатів навчання між різними предметами. Уся методична та аудиторна робота в межах курсу працює на досягнення одного, максимально вимірюваного та конкретного індикатора – бездоганного володіння державною мовою в професійному середовищі. Формування ж інших навичок та громадянських цінностей матрично перенесено на інші гуманітарні та фахові дисципліни.

Натомість ЛДУБЖД застосовує багатовекторний підхід. Дисципліна «Українська мова і культура» є своєрідним фундаментом для формування широкого спектра навичок. Окрім базової ЗК 04, програма бере на себе відповідальність за формування громадянської свідомості та розуміння прав людини (ЗК 01), збереження культурних цінностей (ЗК 02), розвиток навичок роботи з інформацією (ЗК 06) та міжособистісної взаємодії (ЗК 07).

Особливої уваги заслуговує інтеграція в мовно-культурний курс ЛДУБЖД фахової компетентності ФК 30. Це яскраво ілюструє прикладний характер дисципліни: мова тут виступає не лише об'єктом вивчення, а й безпосереднім робочим інструментом рятувальника, необхідним для здійснення превентивної та роз'яснювальної роботи серед населення.

Таким чином, якщо в НУЦЗ України мовна дисципліна має вузьконаправлений, ізольований характер для забезпечення максимальної якості однієї конкретної компетентності, то в ЛДУБЖД вона виконує роль міждисциплінарного інтегратора, що поєднує мовні, громадянські, інформаційні та фахові навички здобувачів вищої освіти.

Компаративний аналіз програмних результатів навчання (ПРН) дозволяє виявити специфіку практичного застосування набутих комунікативних навичок у майбутній діяльності фахівців ДСНС. Зіставлення робочих програм демонструє, що заклади вищої освіти роблять акцент на різних функціональних ролях офіцера служби цивільного захисту.

У НУЦЗ України мовна підготовка спрямована на розвиток комунікативних, документознавчих та аналітичних здібностей майбутнього офіцера, здатного розробляти фахові тексти й документи, а також вести професійний діалог. Відмінністю програми НУЦЗ України є включенням в мовний курс навичок роботи з іншомовними джерелами (читання й розуміння фахової іншомовної літератури), що свідчить про спрямованість на інтеграцію майбутнього фахівця у міжнародний професійний та науковий простір. Мова тут виступає чітким операційним інструментом для опрацювання інформації та ведення служби (ПРН 05, 23).

Натомість ЛДУБЖД через розгалужену систему результатів навчання (ПРН 01, 02, 22, 23, 25) формує профіль випускника як соціального лідера. Безумовно, спільним для обох закладів є вимога щодо вільного володіння державною мовою (ПРН 23). Однак у ЛДУБЖД фокус застосування цієї мови суттєво зміщений у бік соціальної взаємодії та просвітницької роботи. Від здобувача очікується не лише вміння вести культурний діалог, але й здатність навчати населення правилам пожежної безпеки, проводити заняття з особовим складом, доносити інформацію до нефахівців (ПРН 22, 25), а також застосовувати невербальні методи спілкування. Крім того, наявність ПРН 01 та ПРН 02 вказує на важливість осмислення історико-культурного контексту як підґрунтя для такої соціальної взаємодії.

Отже, аналіз ПРН ілюструє дві різні тактичні моделі застосування мовних компетентностей: НУЦЗ України акцентує на моделі «мова як інструмент адміністрування та обробки фахової інформації», тоді як ЛДУБЖД впроваджує модель «мова як інструмент соціального впливу, превентивної освіти та лідерства».

Обидві моделі є критично важливими для комплексного забезпечення діяльності підрозділів ДСНС в екстремальних умовах воєнного стану, проте реалізують їх через різні дидактичні акценти.

2. *Формально-організаційні критерії.*

Компаративний аналіз формально-організаційних критеріїв представлено в таблиці 2.

Таблиця 2

Компаративний аналіз формально-організаційних критеріїв робочих програм дисциплін «Українська мова за професійним спрямуванням» (НУЦЗ України) та «Українська мова і культура» (ЛДУБЖД)

Спеціальність	**Навчальний заклад**	
	НУЦЗ України	**ЛДУБЖД**
	Кількість кредитів ЄКТС:	
Пожежна безпека Цивільний захист Інженерне забезпечення саперних, піротехнічних та вибухових робіт	3 3 3	4,5 4,5 4,5
	Загальна кількість годин, *ак. год*:	
Пожежна безпека Цивільний захист Інженерне забезпечення саперних, піротехнічних та вибухових робіт	90 90 90	135 135 135
	Розподіл навчального часу, *ак. год*:	
Лекції Семінарські заняття Практичні заняття Самостійна робота	0 0 44 48	16 16 32 71
	Форма підсумкового контролю:	
Пожежна безпека Цивільний захист Інженерне забезпечення саперних, піротехнічних та вибухових робіт	екзамен диференційований залік диференційований залік	диференційований залік диференційований залік диференційований залік

Джерело: складено авторами за даними [8; 9; 10; 11; 12; 13]

Найбільш показовим є підхід до розподілу навчального часу, який доцільно аналізувати саме у відсотковому співвідношенні до загального обсягу дисциплін. Робоча програма НУЦЗ України демонструє абсолютно прикладну, тренінгову модель: програма не передбачає жодної лекційної чи семінарської години. Майже половина всього часу курсу (44 години, або близько 49 %) відведена винятково на практичні заняття. Такий формат оптимально відповідає меті курсу – інтенсивному виробленню навичок складання службових документів, редагування фахових текстів та опанування ділової риторики і розвитку мовнокомунікативної компетентності.

Натомість ЛДУБЖД пропонує класичну академічну структуру розподілу годин. Наявність лекцій (16 годин, або майже 12 %) та семінарських занять (16 годин, або майже 12 %) створює необхідний простір для вивчення історії української культури, філософсько-культурологічних дискусій та осмислення теоретичної бази. Відповідно, частка практичних занять тут удвічі менша у відсотковому значенні порівняно з НУЦЗ України (близько 40 %) і становить майже 24 % (32 години).

Окремої уваги заслуговує підхід до організації самостійної роботи здобувачів. Виявлено, що попри різну архітектуру курсів та різний загальний обсяг дисциплін, обидва заклади вищої освіти виділяють на неї практично ідентичну кількість часу: у НУЦЗ України це 48 годин (близько 53 %), в ЛДУБЖД – 71 година (теж близько 53 %). Це свідчить про те, що обидва університети однаково високо оцінюють роль автономного навчання, самоосвіти та індивідуального опрацювання матеріалу в процесі мовної підготовки майбутніх офіцерів.

3. *Компаративний аналіз змісту освітніх компонентів.*

Компаративний аналіз робочих програм освітніх компонентів «Українська мова за професійним спрямуванням» (НУЦЗ України) та «Українська мова і культура» (ЛДУБЖ) дозволяє виокремити суттєві відмінності у дидактичних підходах закладів вищої освіти до формування мовнокомунікативної компетентності здобувачів. Зіставлення тематичних планів свідчить про концептуальну різницю у структуруванні та змістовому наповненні дисциплін.

Програма НУЦЗ України має чітко виражене прагматичне та професійно-орієнтоване спрямування. Основний акцент у ній зроблено на практичному оволодінні навичками фахової комунікації та службового документознавства. Значну частину курсу (теми 13–18) відведено вивченню національних стандартів оформлення документів, складанню специфічної службової документації (рапорти, службові записки, протоколи, акти, службові листи), що є критично важливим для повсякденної діяльності офіцера служби цивільного захисту. Крім того, програма глибоко інтегрує

сучасні реалії, зокрема вивчення неологізмів, термінології воєнного часу та особливостей функціонування мови під час війни (теми 1, 2, 20.1). Важливим складником є також академічна складова (теми 3–4), яка формує навички дотримання академічної доброчесності та оформлення результатів наукової діяльності. Не залишено без уваги також і підвищення рівня володіння нормами сучасної української літературної мови (теми 5–9, 11, 12), процес опанування якими органічно поєднаний з процесом розвитку мовно-комунікативної компетенції (теми 5–10).

Натомість робоча програма ЛДУБЖ демонструє синергію лінгвістичного та культурологічного підходів. Структурно дисципліна поділена на три блоки: лекційний, семінарський та практичний. Лекційні та семінарські заняття повністю присвячені еволюції української культури: від епохи Київської Русі, Бароко та Розстріляного Відродження до сучасного постмодернізму та функціонування культури в умовах війни. Такий підхід спрямований на формування глибокої національної свідомості та загальнокультурної компетентності здобувачів.

Практичний блок ЛДУБЖД зосереджений переважно на фундаментальному вивченні мовних норм (фонетичних, орфографічних, морфологічних, синтаксичних). На відміну від програми НУЦЗ України, де мовні норми вивчаються крізь призму професійних текстів та публічних виступів, у ЛДУБЖД застосовується більш класичний академічний підхід до мовознавства з детальним розбором граматичних категорій частин мови (теми 11–13) та опрацюванням змін у новому Українському правописі 2019 року (тема 4). Водночас, власне документознавчий аспект тут представлений значно вужче і зводиться до загального ознайомлення з писемною професійною комунікацією (тема 10).

Спільною рисою обох закладів вищої освіти є увага до формування як професійно-комунікативної, так і загальнокультурної компетентностей майбутніх рятувальників, однак архітектура їхніх освітніх програм суттєво різниться. У ЛДУБЖД ці два аспекти концептуально згруповані в єдиний освітній компонент «Українська мова і культура» загальним обсягом 135 годин. Натомість у НУЦЗ України застосовано принцип дисциплінарного розділення: вивчення мови (90 годин) максимально сконцентроване саме на фаховій складовій та документознавстві в межах курсу «Українська мова за професійним спрямуванням», тоді як формування культурно-історичного світогляду винесено в окрему ґрунтовну дисципліну «Історія та культура України» (120 годин). Такий розподіл навчального часу в НУЦЗ України дозволяє інтенсифікувати вузькопрофільну практичну мовну підготовку, забезпечуючи водночас комплексне виховання всебічно розвиненого, ерудованого фахівця сектору безпеки і оборони.

Висновки. Проведений компаративний аналіз робочих програм мовної підготовки майбутніх фахівців системи ДСНС України у Національному університеті цивільного захисту України та Львівському державному університеті безпеки життєдіяльності дозволив виявити дві відмінні дидактичні моделі організації мовної підготовки.

Установлено, що ЛДУБЖД реалізує інтегровану модель, у межах якої мовна та культурологічна підготовка поєднані в єдиному освітньому компоненті «Українська мова і культура». Натомість НУЦЗ України застосовує спеціалізовано-розподілену модель, за якої мовна підготовка зосереджена у практично орієнтованому курсі «Українська мова за професійним спрямуванням», а культурно-історична складова винесена в окремі освітні компоненти.

Зіставлення загальних компетентностей, програмних результатів навчання та змістового наповнення дисциплін засвідчило різний функціональний фокус досліджуваних моделей. У НУЦЗ України мовна підготовка орієнтована переважно на формування навичок професійної комунікації, службового документування та роботи з фаховою інформацією, тобто реалізує модель «мова як інструмент професійної діяльності». У ЛДУБЖД мовний компонент виконує також культурологічну та соціально-комунікативну функції, що дозволяє розглядати його як модель «мови як інструменту соціальної взаємодії та професійного лідерства».

Водночас обидва заклади вищої освіти демонструють спільне розуміння важливості автономного навчання, оскільки частка самостійної роботи здобувачів в обох програмах становить понад половину загального обсягу дисциплін.

Результати дослідження дають підстави стверджувати, що обидві моделі є дидактично обґрунтованими та відповідають сучасним потребам підготовки фахівців сектору безпеки та оборони. Перспективним напрямом подальшого вдосконалення мовної підготовки у закладах вищої освіти системи ДСНС України є поєднання практико-орієнтованого підходу з розвитком навичок кризової та соціальної комунікації, а також розширення практики моделювання професійної взаємодії в екстремальних умовах.

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ДЕМОКРАТИЧНІ ЦІННОСТІ В СИСТЕМІ НАЦІОНАЛЬНО-ПАТРІОТИЧНОГО ВИХОВАННЯ МОЛОДІ

Анотація. У статті розглянуто теоретичні аспекти демократичних цінностей у системі національно-патріотичного виховання молоді та їх значення для становлення громадянської зрілості й світоглядної культури особистості. Наголошено, що демократія сьогодні сприймається не лише як форма державного устрою, а передусім як культура взаємодії між людьми, яка базується на довірі, партнерстві, відкритому діалозі та спільному прийнятті рішень.

Проаналізовано наукові підходи до розуміння демократії в освітньому середовищі. Звернено увагу на ідеї особистісно орієнтованого навчання, рівноправності учасників освітнього процесу, розвитку критичного мислення та залучення молоді до активної участі в житті суспільства.

Окремо акцентовано на ціннісному вимірі освіти, який охоплює змістову, організаційну, діяльнісну та комунікативну складові формування демократичних орієнтацій.

Розкрито взаємозв'язок національно-патріотичного виховання з утвердженням демократичних цінностей, серед яких людська гідність, свобода, рівність, справедливість, відповідальність, солідарність, активна участь і шанобливе ставлення до культурної та історичної спадщини. Підкреслено, що особливого значення ці цінності набувають в умовах сучасних суспільних викликів, зокрема воєнного стану, коли відбувається переосмислення базових суспільних орієнтирів.

Обґрунтовано роль закладу освіти як провідного середовища формування громадянина, який здатний поєднувати патріотичну свідомість

із демократичним стилем поведінки, активною громадянською позицією та готовністю брати відповідальність за розвиток держави. Висвітлено також функціональні аспекти військово-патріотичного виховання як складової загальної системи формування ціннісних орієнтацій молоді.

Зроблено висновок, що демократичні цінності становлять інтеграційну основу національно-патріотичного виховання, забезпечуючи гармонійний розвиток особистості, здатної діяти на засадах свободи, гідності, взаємоповаги та соціальної відповідальності. Подальші дослідження доцільно спрямувати на вдосконалення педагогічних технологій формування цих цінностей і вивчення їх ефективності в різних освітніх умовах.

Ключові слова: військово-патріотичне виховання, демократичні цінності, демократичне виховання, система демократичних цінностей, національно-патріотичне виховання, патріотичне виховання, педагогічна думка.

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DEMOCRATIC VALUES IN THE SYSTEM OF NATIONAL-PATRIOTIC EDUCATION OF YOUTH

Abstract. This article examines the theoretical aspects of democratic values within the system of national and patriotic education for young people, and their significance for the development of civic maturity and an individual's worldview. It is emphasised that democracy today is perceived not only as a form of government, but above all as a culture of interaction between people, based on trust, partnership, open dialogue and joint decision-making.

Scientific approaches to understanding democracy in the educational environment are analysed. Attention is drawn to the ideas of person-centred learning, the equality of participants in the educational process, the development of critical thinking, and the involvement of young people in active participation in society. Particular emphasis is placed on the value dimension of education,

which encompasses the content, organisational, activity-based and communicative components of the formation of democratic orientations.

The interconnection between national-patriotic education and the affirmation of democratic values is explored, including human dignity, freedom, equality, justice, responsibility, solidarity, active participation and respect for cultural and historical heritage. It is emphasised that these values take on particular significance in the context of contemporary social challenges, particularly martial law, when there is a re-evaluation of basic social values.

The role of educational institutions as the primary environment for shaping citizens capable of combining patriotic consciousness with a democratic approach, an active civic stance and a willingness to take responsibility for the development of the state is substantiated.

The functional aspects of military-patriotic education as a component of the overall system for shaping the value orientations of young people are also highlighted.

It is concluded that democratic values form the integrative basis of national-patriotic education, ensuring the harmonious development of a personality capable of acting on the principles of freedom, dignity, mutual respect and social responsibility. Further research should focus on improving pedagogical methods for fostering these values and studying their effectiveness in various educational settings.

Keywords: military-patriotic education, democratic values, democratic upbringing, system of democratic values, national-patriotic education, patriotic education, pedagogical thought.

Постановка проблеми. Сучасні суспільно-політичні зміни в Україні, що відбуваються під впливом процесів демократизації та умов воєнного часу, актуалізують необхідність переосмислення змісту національно-патріотичного виховання молоді. Особливої ваги набуває питання інтеграції демократичних цінностей у виховний процес, адже саме вони значною мірою визначають рівень громадянської зрілості особистості, її готовність до відповідальної участі в суспільному житті, здатність до діалогу та взаємодії [1].

Попри наявність напрацьованої теоретико-методологічної бази, у сучасних педагогічних дослідженнях усе ще простежується певна розпорошеність у трактуванні взаємозв'язку між національно-патріотичним вихованням і формуванням демократичних цінностей. Часто акцент робиться або переважно на патріотичному складнику, або на загальнодемократичних орієнтирах, тоді як їхня єдність і взаємодоповнюваність потребують глибшого осмислення.

Ситуацію ускладнює й трансформація ціннісних орієнтацій молоді під впливом сучасних соціальних викликів, насамперед воєнної агресії. У цих умовах по-новому осмислюються такі поняття, як свобода, гідність, відповідальність, громадянська участь і національна ідентичність. Освітній простір при цьому дедалі більше сприймається не лише як місце здобуття знань, а як середовище формування ціннісних основ демократичного суспільства.

Отже, проблема дослідження полягає в необхідності теоретичного узагальнення та впорядкування уявлень про демократичні цінності в контексті національно-патріотичного виховання молоді, а також у визначенні їхньої ролі як об'єднувального чинника становлення громадянина, здатного поєднувати патріотичну свідомість із культурою демократичної поведінки.

Аналіз останніх досліджень і публікацій. Проблема демократичних цінностей в освіті та їх зв'язку з національно-патріотичним вихованням молоді сьогодні справді активно обговорюється в науковому середовищі. Це пов'язано з тим, що вона виходить за межі однієї дисципліни й торкається одразу кількох сфер, а саме: педагогіки, психології, соціології та політології. У центрі уваги дослідників поступово змінюється саме розуміння демократії. Її все рідше розглядають лише як форму політичного устрою. Натомість дедалі більше підкреслюється її ціннісна природа як основи світогляду, що впливає на організацію освітнього процесу, характер взаємодії між його учасниками та загальну культуру спілкування в суспільстві.

Фундаментальне теоретичне підґрунтя до поняття «демократії» закладене у працях Дж. Дьюї, який обґрунтував нерозривний зв'язок між освітою і демократією. Він розглядав освіту як простір життєвого досвіду, у якому формується здатність особистості до критичного мислення, співпраці та соціальної відповідальності. У сучасних дослідженнях П. Мосс розвиває цю традицію, акцентуючи на концепції «демократії як першої практики» в ранньому дитинстві. У його підході демократичні принципи розглядаються як щоденна педагогічна практика, що реалізується через участь дітей у прийнятті рішень, діалогічну взаємодію та визнання їхнього голосу в освітньому процесі.

В українському науковому просторі проблема демократизації освіти активно розробляється у зв'язку з процесами суспільних трансформацій. У дослідженнях О. Третяк наголошується на значенні демократичного шкільного середовища як умови виховання громадянина, здатного до усвідомленої участі в суспільному житті. Авторка підкреслює важливість створення атмосфери довіри, партнерства та взаємоповаги між учасниками

освітнього процесу. В. Мадзігон розглядає демократизацію освіти у взаємозв'язку з її інформатизацією, зазначаючи, що доступ до інформаційних ресурсів і технологій розширює можливості участі особистості в освітніх процесах і сприяє формуванню відкритого освітнього середовища.

Окремий напрям досліджень стосується патріотичного виховання як складової освітньої політики держави. У працях О. Новосьолова, С. Пантюка та співавторів, А. Загородньої, а також у роботах С. Славкової та М. Фігурної акцентується на необхідності поєднання національно-патріотичного виховання з демократичними цінностями. У цих дослідженнях підкреслюється, що сучасна освіта має забезпечувати баланс між формуванням національної ідентичності та розвитком відкритості, толерантності й громадянської відповідальності.

У контексті державної освітньої політики Н. Ногас та І. Постоленко аналізують механізми демократизації освітнього процесу, звертаючи увагу на необхідність децентралізації управління освітою, розширення автономії закладів освіти та залучення громадськості до прийняття рішень.

У філософсько-педагогічному вимірі дослідження Г. Куц та Т. Матусевич акцентують на тому, що демократія в освіті є не лише ідеалом, а й складною педагогічною реальністю, яка потребує постійного узгодження між ціннісними орієнтирами, інституційними можливостями та практикою освітньої взаємодії.

Важливим аспектом сучасних досліджень є також військово-патріотичне виховання, яке у працях І. Беха, Л. Канішевської, Р. Малиношевського, С. Лазоренка та інших розглядається як складова національної безпеки та обороноздатності держави. У цих роботах підкреслюється необхідність інтеграції патріотичних цінностей у систему освіти з урахуванням демократичних принципів виховання особистості.

Мета статті – дослідження особливостей формування та функціонування демократичних цінностей у системі національно-патріотичного виховання молоді, а також обґрунтування їх ролі як інтеграційного чинника становлення громадянина з активною життєвою позицією, високим рівнем правової культури та усвідомленою відповідальністю за розвиток держави.

Виклад основного матеріалу. У науковому осмисленні демократичних цінностей у системі національно-патріотичного виховання молоді вагоме місце посідає концепція Дж. Дьюї, який трактував демократію значно ширше, ніж лише форму державного устрою. На його думку, демократія постає передусім як спосіб спільного життя, укорінений у культурі та щоденних соціальних взаємодіях. Вона виявляється у характері міжособистісних відносин, у здатності людей до співпраці, взаєморозуміння та спільного вироблення рішень.

Такий підхід передбачає, що демократичність суспільства визначається не тільки політичними інститутами, а й рівнем довіри до людського потенціалу, вірою у здатність особистості до розумного судження та відповідальної дії за наявності належних умов. У цьому контексті особливого значення набуває створення освітнього середовища, яке забезпечує максимальні можливості для обміну думками, відкритого діалогу, участі у прийнятті рішень і узгодження різних позицій [9].

Відтак демократія постає не лише як політична категорія, а як спосіб ставлення людини до себе й інших як етична, соціальна та педагогічна практика, що має пронизувати всі сфери повсякденного життя. У площині національно-патріотичного виховання це означає формування в молоді не лише почуття належності до своєї держави, а й готовності діяти на засадах взаємоповаги, відповідальності, толерантності та активної громадянської участі.

Як зазначає у своїй праці П. Мосс [10], демократичне виховання спирається на розуміння дитини як цілісної й здатної особистості, якій притаманні природна допитливість, внутрішня мотивація до самопізнання та прагнення визначити власне місце у світі й досягти особистісного благополуччя. У такому підході підкреслюється принцип рівності між дорослими й дітьми у сфері прав, водночас акцентується на готовності дитини брати відповідальність, що супроводжує ці права.

Освітній процес розглядається як спільна діяльність учителів і учнів, які формують партнерське середовище взаємодії. У межах такої спільноти діти мають можливість брати активну участь в організації шкільного життя та долучатися до ухвалення рішень. Роль педагога при цьому трансформується: він не обмежується передачею знань, а виступає наставником, який підтримує розвиток самостійності, свободи вибору та відповідального мислення учнів. Водночас важливим складником демократичної педагогіки є забезпечення права кожної дитини на безпечне й сприятливе освітнє середовище, що підтримує її інтелектуальний, емоційний і фізичний розвиток у довготривалій перспективі [10].

У площині ціннісного підходу В. Мадзігон [2] підкреслює, що становлення демократичних орієнтацій не обмежується окремими виховними заходами, а пронизує всю систему освітнього процесу, охоплюючи його змістові, організаційні, діяльнісні та комунікативні виміри. Йдеться про цілісне середовище, у якому демократичні цінності не декларуються, а послідовно втілюються в освітній практиці.

На змістовому рівні ключовою виступає цінність об’єктивності та академічної доброчесності: забезпечується рівний доступ здобувачів освіти до якісного, неупередженого знання, яке сприяє розвитку критичного

мислення, усвідомленню складності соціальних явищ і формуванню власної позиції. Важливим є також розширення гуманітарного компонента освіти та можливість вибору навчальних ресурсів, що підтримує цінність інтелектуальної свободи.

Організаційний вимір відображає цінності рівності можливостей, відкритості та гнучкості освітньої системи. Децентралізація управління, різноманітність освітніх траєкторій і доступність навчання створюють умови для самореалізації кожного, незалежно від соціальних чи інших відмінностей.

На діяльнісному рівні утверджується цінність активної участі: здобувач освіти розглядається як суб'єкт навчального процесу, здатний до самостійного мислення, відповідального вибору та взаємодії. У цьому контексті особливого значення набувають студентське самоврядування, інтерактивні методи навчання та різноманітні форми соціальної практики, що сприяють розвитку громадянської компетентності.

Комунікативний рівень відображає цінності партнерства, взаємоповаги та діалогу. Взаємини між усіма учасниками освітнього процесу будуються на засадах довіри й співпраці, а взаємодія закладу освіти з громадянським суспільством розширює можливості для соціальної включеності молоді [2].

У Законі України «Про освіту» [6] підкреслюється цілісність освітнього процесу, в якому навчання, розвиток і виховання розглядаються як взаємопов'язані складові становлення особистості. Освітня політика держави спирається на систему базових цінностей, серед яких особливе місце займає утвердження патріотизму, шанобливого ставлення до культурної спадщини українського народу, його історії та традицій. Водночас важливим орієнтиром виступає формування правової свідомості, що передбачає усвідомлену потребу дотримуватися норм Конституції та законодавства, а також неприйняття їх порушення. Не менш значущою є цінність людської гідності, що виявляється у повазі до прав і свобод кожної особи, запереченні будь-яких форм насильства та дискримінації.

За таких умов заклад освіти має функціонувати не лише як інституція передачі знань, а як середовище формування громадянина, зорієнтованого на демократичні ідеали, гуманістичні принципи, верховенство права та повагу до державної незалежності. Саме в освітньому просторі закладаються підвалини суспільної єдності, взаєморозуміння та громадянського миру, що є визначальними для консолідації сучасного українського суспільства.

У контексті аксіологічного підходу до національно-патріотичного виховання О. Третяк [8] наголошує, що провідною місією закладу освіти є

створення такого виховного простору, в якому цінності патріотизму, національної самосвідомості та історичної пам'яті набувають для дитини особистісного змісту. Йдеться не лише про передачу знань, а про формування внутрішнього ставлення, коли усвідомлення належності до свого народу поєднується з емоційним переживанням і ціннісним прийняттям.

Особливого значення набуває утвердження цінності громадянської відповідальності, що виявляється у повазі до основ державності– Конституції, законів, національних символів. Ці елементи розглядаються не як формальні атрибути, а як важливі маркери громадянської ідентичності, що сприяють формуванню правової культури молоді. Водночас вагомою складовою виступає цінність державної мови як основи національної єдності та засобу культурної самореалізації. Мовне середовище у закладі освіти має виконувати не лише комунікативну, а й світоглядну функцію, впливаючи на становлення особистості як свідомого громадянина і носія національних цінностей [8].

Таким чином, освітній заклад постає як ціннісно насичений простір, у якому формується особистість, здатна до відповідального вибору, активної громадянської позиції та відданості ідеї розбудови демократичної, правової й незалежної держави.

О. Новосьолов [3] підкреслює, що становлення демократичних цінностей органічно пов'язане з національно-патріотичним вихованням молоді, оскільки саме в цій єдності формується цілісна система світоглядних орієнтацій особистості. Ефективність такого процесу в умовах фахової підготовки значною мірою визначається сукупністю педагогічних умов, які мають виразне ціннісне спрямування.

Передусім ідеться про утвердження цінності гуманітарного знання, коли зміст навчальних дисциплін наповнюється темами й проблемами, що сприяють розвитку етичної свідомості, громадянської позиції та патріотичних почуттів. Не менш важливою є цінність історичної пам'яті, яка реалізується через активне залучення студентів до осмислення минулого своєї країни, формуючи відповідальне ставлення до національної спадщини. Водночас ключового значення набуває цінність цілісності виховного впливу, що передбачає поєднання державницьких і духовно-етичних засад у підготовці майбутніх педагогів. Це сприяє формуванню усвідомленого інтересу до сучасних суспільних процесів і готовності до активної участі в них.

Особливу роль відіграє цінність активності й самовираження, яка реалізується через застосування інтерактивних методів навчання та сучасних освітніх технологій. Вони створюють умови для розвитку вмінь

аргументовано висловлювати власну позицію, брати участь у публічному обговоренні суспільно значущих питань, що є невід'ємною складовою демократичної культури.

Не менш значущими постають цінності соціальної відповідальності та громадянської ініціативності, які підтримуються як моральними, так і матеріальними стимулами до активної діяльності. Важливим чинником у цьому процесі є також педагогічна культура викладача, що виступає носієм і транслятором демократичних і національно-патріотичних цінностей [3, с. 309-310].

У цьому контексті особливої ваги набуває військово-патріотичне виховання як складова цілісної системи формування демократичних цінностей. Воно не зводиться лише до підготовки молоді до захисту держави, а передусім утверджує такі базові цінності, як відповідальність, гідність, солідарність і готовність до служіння суспільству. Через осмислення ролі захисника Вітчизни формується усвідомлення цінності свободи, незалежності та територіальної цілісності держави.

Військово-патріотичне виховання, що є складовою національно-патріотичного виховання в демократичному вимірі ґрунтується на повазі до прав людини, усвідомленні значення миру та безпеки, а також на розвитку критичного мислення щодо суспільно-політичних процесів. Воно сприяє формуванню активної громадянської позиції, коли молодь не лише ототожнює себе з державою, а й відчуває особисту причетність до її розвитку й захисту.

Зміст національно-патріотичного виховання, окреслений у чинній державній стратегії утвердження української національної та громадянської ідентичності на період до 2030 року [7] та вибудовується не як сукупність окремих заходів, а як цілісна система ціннісно зорієнтованого впливу на особистість. Його основою виступає формування національної та громадянської ідентичності, що поєднує усвідомлення власної належності до українського народу з відповідальністю за майбутнє держави.

У цьому контексті важливою складовою є розвиток патріотичного світогляду, який ґрунтується на повазі до державних символів, історії, культури та духовних надбань України. Військово-патріотичне виховання також орієнтує на формування оборонної свідомості–готовності захищати суверенітет і територіальну цілісність держави, усвідомлюючи це як особистий і громадянський обов'язок.

Змістове наповнення цього напряму передбачає не лише засвоєння знань, а й розвиток внутрішньої мотивації до активної участі в держа-вотворчих процесах. Йдеться про виховання почуття гідності, відпові-дальності, причетності до суспільних змін, а також готовності діяти в

інтересах країни. Значна увага приділяється утвердженню державної мови як важливого чинника національної єдності та культурної самобутності.

Окремий акцент робиться на взаємодії різних соціальних інституцій– держави, місцевого самоврядування, громадських організацій, сім'ї та волонтерського середовища. Така взаємодія створює єдиний виховний простір, у якому формуються не лише патріотичні почуття, а й практичний досвід громадянської участі та соціальної відповідальності.

У підсумку національно-патріотичне виховання постає як процес, спрямований на консолідацію суспільства навколо спільних цінностей і бачення майбутнього, розвиток активної громадянської позиції та готовності до захисту держави. Саме через таке змістове наповнення воно сприяє утвердженню не лише патріотизму, а й демократичних цінностей: відповідальності, солідарності, поваги до прав людини та усвідомленої участі у житті суспільства [7].

Т. Пантюк, О. Невмержицька, В. Суховерський, Т. Чубінський і В. Гриняк [4] звертають увагу на те, що російсько-українська війна стала потужним чинником переосмислення національно-патріотичних цінностей. Те, що раніше часто сприймалося як звичні й навіть формалізовані уявлення, нині набуло глибокого, екзистенційного змісту. Упродовж тривалого часу суспільна свідомість значною мірою залишалася деформованою під впливом радянського минулого, де уявлення про Батьківщину підмінювалися ситуативними ідеологічними конструкціями, які згодом втратили свою значущість.

Сучасні події переконливо засвідчують, що незалежність держави не є раз і назавжди даною, а потребує постійного утвердження й захисту. Вона перестала бути лише символічною категорією і стала реальністю, що щоденно проживається кожною українською родиною. У цьому контексті такі цінності, як рідна мова, свобода, гідність, право на власний вибір, національна ідентичність, громадянська активність, справедливість і готовність до самопожертви, наповнюються новим змістом і переживаються на рівні особистого досвіду.

Науковці [4] розглядають функціональний зміст національно-патріотичного виховання як багатовимірну систему впливів, що охоплює ключові напрями становлення особистості та відображає цілісність процесу її соціалізації:

- інформаційно-просвітницький вимір спрямований на формування пізнавальної основи громадянської свідомості. Йдеться про засвоєння знань щодо історії державотворення, військових традицій, символіки, прав і обов'язків громадянина, що сприяє усвідомленню значущості державності, незалежності та власної ролі в суспільстві;

- психолого-педагогічний аспект пов'язаний із розвитком внутрішніх регуляторів поведінки, таких, як: стійкості, самодисципліни, відповідальності та здатності до самоконтролю. Саме ці якості забезпечують готовність особистості діяти виважено, зберігати моральні орієнтири та приймати відповідальні рішення у складних обставинах;
- ціннісно-світоглядний компонент визначає формування системи духовно-моральних орієнтирів, національної ідентичності та патріотичних переконань. Він сприяє гармонізації внутрішніх переконань із реальними вчинками, утверджуючи повагу до історії, культури та традицій свого народу;
- мотиваційний вимір забезпечує перехід від переконань до активної дії, стимулюючи внутрішню потребу реалізовувати громадянський обов'язок, усвідомлювати значущість служіння суспільству та бути готовим діяти в інтересах держави;
- соціалізаційний аспект передбачає включення особистості в реальні практики громадянської взаємодії–участь у волонтерській, громадській та соціально значущій діяльності, що сприяє розвитку співпраці, відповідальності та активної позиції.

Водночас саме окреслення та реалізація цих функцій створює підґрунтя для формування демократичних цінностей у системі національно-патріотичного виховання молоді. Вони забезпечують не лише становлення патріотичної свідомості, а й утвердження таких засад, як повага до прав людини, відповідальність, участь, солідарність і здатність до конструктивного діалогу, що є визначальними для розвитку демократичного суспільства [4].

Спираючись на окреслений теоретико-практичний підхід, можна виокремити ключові демократичні цінності, які інтегруються в систему національно-патріотичного виховання молоді:

- цінність людської гідності, яка задає базове ставлення до кожної особистості як до унікальної та самоцінної, передбачає повагу до її прав і свобод. Безпосередньо з нею пов'язана й цінність свободи вибору, яка проявляється у можливості мислити самостійно, приймати рішення та нести за них відповідальність;
- цінності рівності та справедливості, які у освітньому середовищі вони знаходять відображення через рівний доступ до можливостей навчання, недопущення будь-яких форм дискримінації, а також утвердження принципів чесності й академічної доброчесності. У цьому ж контексті формується правова культура як усвідомлене дотримання норм і повага до верховенства права;

- цінність участі, що передбачає не пасивне спостереження, а реальну залученість молоді до ухвалення рішень, громадської діяльності та соціальних ініціатив. Разом із цим формується й цінність відповідальності– готовність діяти не лише у власних інтересах, а й з урахуванням потреб суспільства та держави;
- цінності діалогу, партнерства та взаємоповаги, що визначають якість міжособистісної взаємодії, сприяють розвитку культури спілкування, умінню чути іншу позицію, знаходити порозуміння та працювати разом;
- цінності національної ідентичності, історичної пам'яті та культурної спадкоємності, які тісно переплітаються з цінностями свободи, незалежності й державного суверенітету, які в сучасних умовах набувають не декларативного, а глибоко особистісного змісту;
- цінності солідарності та громадянської активності, що проявляються у готовності до взаємодії, взаємодопомоги, участі у волонтерських і суспільно значущих ініціативах. У контексті військово-патріотичного виховання ці орієнтири доповнюються також цінностями служіння, самопожертви та відповідальності за безпеку держави.

Таким чином, демократичні цінності в системі національно-патріотичного виховання постають як цілісна й багатовимірна система. Вона поєднує особистісний, громадянський і національний рівні розвитку та проявляється у здатності людини жити й діяти на засадах свободи, гідності, відповідальності, взаємоповаги й активної участі, зберігаючи при цьому усвідомлену відданість своїй державі.

Висновки. Проведений теоретичний аналіз показує, що демократичні цінності в системі національно-патріотичного виховання молоді не варто розглядати як додатковий елемент освітнього процесу. Насправді вони становлять його змістове та смислове підґрунтя. Їх формування відбувається у тісному зв'язку з патріотичним вихованням, що дозволяє поєднати національну ідентичність із загальнолюдськими демократичними орієнтирами.

Узагальнення різних наукових підходів дає підстави стверджувати, що демократія в освітньому середовищі розуміється значно ширше, ніж лише як політична система. Вона проявляється як стиль взаємодії між учасниками освітнього процесу, який ґрунтується на довірі, партнерстві, відкритому діалозі та спільному прийнятті рішень.

У ході аналізу встановлено, що до ключових демократичних цінностей, які формуються в межах національно-патріотичного виховання молоді, належать людська гідність, свобода вибору, рівність можливостей, справедливість, відповідальність, участь, солідарність, здатність до діалогу, а також повага до національної ідентичності й культурної спадщини. Усі ці

цінності не існують ізольовано, адже вони взаємопов'язані й у сукупності формують основу громадянської зрілості особистості.

Важливим є й те, що ефективність їх формування значною мірою залежить від того, яким є освітнє середовище. Воно має бути відкритим, побудованим на партнерських засадах і таким, що підтримує розвиток самостійності та відповідальності здобувачів освіти. Окрему роль у цьому відіграє використання активних методів навчання, розвиток студентського самоврядування та залучення молоді до різних форм соціальної практики.

Отже, демократичні цінності виступають одним із ключових системоутворювальних чинників національно-патріотичного виховання. Саме вони забезпечують формування особистості, яка поєднує патріотичну свідомість із демократичною культурою поведінки, активною громадянською позицією та відповідальністю за майбутнє своєї держави.

Подальші дослідження доцільно спрямувати на вивчення практичних механізмів формування демократичних цінностей у різних типах освітнього середовища як у закладах загальної середньої, так і вищої освіти. Перспективним також є аналіз ефективності сучасних педагогічних технологій у процесі національно-патріотичного виховання. Окремої уваги потребує дослідження впливу соціокультурних та воєнно-історичних факторів на зміну ціннісних орієнтацій молоді, а також розроблення нових моделей виховної роботи, які поєднуватимуть патріотичний зміст із розвитком демократичної культури особистості.

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ПРАКТИКО-ОРІЄНТОВАНИЙ ПОТЕНЦІАЛ КВАЗІПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ У ФОРМУВАННІ ПРОФОРІЄНТАЦІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ГЕОГРАФІЇ ДЛЯ ПРОФІЛЬНОГО НАВЧАННЯ

Анотація. У статті обґрунтовано практико-орієнтований потенціал квазіпрофесійної діяльності у процесі формування профорієнтаційної компетентності майбутніх учителів географії для профільного навчання. Розкрито сучасні підходи до трактування квазіпрофесійної діяльності в у психолого-педагогічному дискурсі, узагальнено її як інтегративну форму підготовки майбутнього учителя, що поєднує навчальний і професійно-діяльнісний компоненти та реалізується через моделювання реальних умов педагогічної діяльності, застосування активних методів навчання і різних форматів професійної взаємодії. Виокремлено та охарактеризовано пріоритетні вектори квазіпрофесійної діяльності в системі формування профорієнтаційної компетентності майбутніх учителів географії відповідно до запитів профільної школи, а саме: симуляція професійно орієнтованих уроків географії, аналіз педагогічних кейсів, проєктування й апробація авторських профорієнтаційних практик і заходів географічного спрямування, проведення імітаційно-професійних тренінгів і ділових ігор, тренінгове відпрацювання навичок підготовки учнів до профільного навчання й НМТ, організація та супровід учнівських інтелектуальних змагань і конкурсів, здійснення керівництва навчально-дослідницькою діяльністю учнів. Важливе місце посідають аналітичні види діяльності, зокрема моніторинг соціально-економічних процесів на регіональному рівні та просторове моделювання структури ринку праці. Запропоновано систематизацію зазначених напрямів за критерієм домінуючого спрямування діяльності у межах двох функціональних груп: дидактико-імітаційної, орієнтованої на моделювання педагогічного процесу та аналітико-проєктно-конструкторської, спрямованої на дослідження та проєктування професійного середовища. Встановлено, що квазіпрофесійна діяльність є ефективним засобом інтеграції теоретичної та практичної складових підготовки,

забезпечуючи формування цілісної профорієнтаційної компетентності майбутніх учителів географії в умовах реалізації профільного навчання, сприяє розвитку професійного мислення, педагогічної рефлексії, комунікативної культури та їх готовності до виконання функцій тьютора і фасилітатора професійного самовизначення учнів.

Ключові слова: квазіпрофесійна діяльність, майбутній учитель географії, профорієнтаційна компетентність, професійна підготовка.

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PRACTICE-ORIENTED POTENTIAL OF QUASI-PROFESSIONAL ACTIVITY IN THE FORMATION OF CAREER GUIDANCE COMPETENCE OF FUTURE GEOGRAPHY TEACHERS FOR SPECIALIZED EDUCATION

Abstract. The article substantiates the practice-oriented potential of quasi-professional activity in the process of developing career guidance competence of future geography teachers for specialized education. It presents contemporary approaches to interpreting quasi-professional activity within the psycho-pedagogical discourse and generalizes it as an integrative form of teacher training that combines educational and professionally oriented components and is implemented through the modeling of real pedagogical conditions, the use of active learning methods, and various formats of professional interaction.

Priority vectors of quasi-professional activity in the system of forming career guidance competence of future geography teachers are identified and characterized in accordance with the needs of specialized schooling, namely: simulation of professionally oriented geography lessons, analysis of pedagogical cases, design and piloting of authorial career guidance practices and geography-related activities, implementation of simulation-based professional training sessions and business games, training in skills for preparing students for specialized education and the National Multisubject Test (NMT), organization and facilitation of students' intellectual competitions and contests, as well as supervision of students' research activities.

Analytical types of activity also occupy an important place, in particular the monitoring of socio-economic processes at the regional level and spatial modeling of labor market structures. A systematization of these areas is proposed according to the criterion of dominant activity orientation within two functional groups: didactic-imitative, focused on modeling the pedagogical process, and analytical-

project-constructive, aimed at exploring and designing the professional environment.

It is established that quasi-professional activity is an effective means of integrating the theoretical and practical components of teacher training, ensuring the formation of an integrated career guidance competence of future geography teachers in the context of specialized education implementation, and promoting the development of professional thinking, pedagogical reflection, communicative culture, and readiness to perform the roles of tutor and facilitator of students' career self-determination.

Keywords: quasi-professional activity, future geography teacher, career guidance competence, professional training.

Постановка проблеми. Сучасний етап реформування національної системи освіти актуалізує проблему якісної трансформації профільної освіти. У цьому контексті реалізація профільно орієнтованого навчання географії обумовлює необхідність сформованої у педагога профорієнтаційної компетентності, здатної забезпечити змістовний зв'язок між академічними знаннями та динамічними запитами сучасного ринку праці. **Професійно-рольова трансформація учителя географії** передбачає готовність виступати не лише реципієнтом, а й модератором професійного генезису учнів, що потребує відповідного технологічного забезпечення освітнього процесу у ЗВО. Попри значний масив теоретичних розробок, традиційна система педагогічної підготовки демонструє певну дискретність між теоретичним базисом та реальними праксеологічними викликами. Це зумовлює виникнення когнітивного дисонансу в процесі професійної адаптації студента. Вирішення цієї суперечності вбачається у впровадженні в освітній процес ЗВО технологій квазіпрофесійної діяльності.

Квазіпрофесійна діяльність як імітаційно-моделювальна форма навчання дозволяє відтворювати в аудиторних умовах зміст і динаміку реальної професійної діяльності педагога та забезпечує умови для безпечного відпрацювання алгоритмів профорієнтаційного супроводу учнів.

Аналіз останніх досліджень і публікацій. Концептуальні засади впровадження квазіпрофесійної діяльності в архітектоніку професійної підготовки майбутніх фахівців є об'єктом актуальних психолого-педагогічних розвідок. Фундаментальні аспекти її реалізації в освітньому просторі ЗВО знайшли відображення у науковому доробку А. Андреєва, К. Галацин, Л. Горячої, Н. Гузій, Т. Дубовицької, А. Дрокіної, А. Котковець, Т. Лазарєвої, М. Лазарєва, Р. Маковей, Н. Тихонської, А. Фещук, В. Шовкуна, О. Яструб та інших науковців.

Дослідники А. Андреєв та Н. Тихонська структурували змістові вектори квазіпрофесійної підготовки майбутніх учителів фізики, виокремивши пріоритетні форми: проведення фізичних квестів, олімпіад, тренінгів з підготовки учнів до зовнішнього оцінювання, організація авторських освітніх заходів та керівництво учнівською науково-дослідною діяльністю [1]. Згідно з концепцією Т. Дубовицької, результативність включення студентів у квазіпрофесійну та професійну діяльність детермінується імплементацією ігрових (рольових, дидактичних), тренінгових технологій, диспутів, змагань у знаннях і уміннях [4]. У дослідженнях В. Шовкуна обґрунтовано роль і місце квазіпрофесійної діяльності у системі підготовки майбутніх учителів інформатики; змістові, організаційні та методичні аспекти формування професійної компетентності в умовах практико-орієнтованої підготовки та організаційно-педагогічні умови її ефективної реалізації, серед яких: створення інформаційно-освітнього середовища закладу освіти, урахування індивідуальних освітніх запитів студентів, поєднання традиційних та інноваційних методів навчання, формування позитивної професійної мотивації та здійснення системної педагогічної діагностики процесу професійної підготовки [10]. О. Яструб репрезентує наукове бачення особливостей та етапи реалізації квазіпрофесійної діяльності у процесі підготовки майбутніх учителів початкової школи, акцентуючи увагу на використанні методу аналізу проблемних професійних ситуацій, ділових ігор, бліц-ігор, мікровикладання та проєктних технологій як засобів формування професійних компетентностей у сфері викладання громадянської та історичної освітніх галузей [11]. Педагогічний потенціал квазіпрофесійної діяльності у процесі іншомовної підготовки майбутніх інженерів розглядається у працях К. Галациної, А. Фещук та А. Котковець, які акцентують увагу на її ролі як ефективного засобу формування іншомовної професійної компетентності в умовах моделювання реальних професійних ситуацій [2]. Питання імплементації квазіпрофесійної діяльності в архітектоніку підготовки майбутніх інженерів перебувають у центрі дослідницької уваги Т. Лазарєвої та М. Лазарєва. Науковці розглядають її як стратегічний чинник формування науково-дослідної компетентності майбутніх інженерів-технологів у процесі розв'язання професійно орієнтованих завдань. Дослідники наголошують, що залучення студентів до квазіпрофесійної діяльності сприяє набуттю досвіду творчого підходу до розроблення й удосконалення технологій та обладнання, детермінує розвиток професійно значущих якостей фахівця, забезпечуючи цілісність його інженерного становлення [7]. Згідно з науковими розвідками Р. Маковєй, квазіпрофесійна комунікація слугує дієвим механізмом формування іншомовної комунікативної компетентності майбутніх фахівців

туристичної сфери. Це реалізується шляхом інтеграції освітнього контенту в модельоване середовище майбутньої діяльності, де професійно орієнтовані ситуації постають основою для відпрацювання алгоритмів міжособистісної та ділової комунікації [8].

Мета статті – обґрунтування практико-орієнтованого потенціалу квазіпрофесійної діяльності у формуванні профорієнтаційної компетентності майбутніх учителів географії для профільного навчання.

Виклад основного матеріалу дослідження. У площині сучасної освітньої парадигми відбувається трансформація професійної ролі педагога від традиційної інформаційно-трансляційної моделі до поліфункціональної діяльності, що інтегрує функції консультанта, фасилітатора та модератора процесів професійного самовизначення здобувачів освіти. У контексті окреслених трансформацій, пріоритетним науково-практичним завданням постає формування профорієнтаційної компетентності майбутніх учителів, здатних ефективно реалізовувати завдання профільного навчання, забезпечувати професійну навігацію учнів та сприяти усвідомленому ними вибору освітньо-професійної траєкторії.

Апелюючи до епістемологічних імперативів класичної наукової парадигми, науковці потрактовують профорієнтаційну компетентність як «комплекс особистісних можливостей педагога, які дають змогу йому ефективно і доцільно реалізовувати цілі і завдання профорієнтаційної роботи» у єдності профорієнтологічного (оволодіння основами профорієнтології), методичного (готовність до організації профорієнтаційної роботи в закладах освіти, адаптації профорієнтаційних матеріалів, заходів до змісту навчального предмета чи виду діяльності, організації профільного навчання) та праксеологічного (здатність до пізнання власних індивідуальних особливостей, осягнення та сприйняття слабких і сильних сторін своєї особистості, діяльності; визначення шляхів для подолання власних недоліків з опертям на сильні сторони; проєктування і реалізація подальшої особистісної, життєвої та професійної траєкторій розвитку) аспектів [5]. У архітектоніці феномену дослідження представники наукової спільности, як правило, виокремлюють компетенції, які характеризують його підготовленість (когнітивно-технологічна), здатність (проєктувальна, діагностична, коригуюча, прогностична, методична, управлінська) і готовність (соціальна, рефексивна) до системної профорієнтаційної роботи в ЗЗСО та здійснення ролі координатора формування професійного самовизначення старшокласників при виборі майбутнього фаху. Профорієнтаційну діяльність учителів у ЗЗСО традиційно розглядають як інтегральну систему інформаційно-професіографічної, діагностико-прогностичної, професійно-консультативної діяльностей, успішне здійснення яких вимагає від педагога

сформованої системи профорієнтаційних знань та вмінь, психологічної готовності [6].

На тлі структурних змін у географічній освіті, що зумовлені соціальною турбулентністю та загостренням воєнно-політичних конфліктів, профорієнтаційна компетентність учителя географії трансформується у комплексне інтегративне утворення. Вона охоплює не лише опанування теоретико-методологічного базису професійної орієнтації учнів, а й здатність учителя актуалізувати практико-орієнтований потенціал географічних знань у різних сферах суспільного розвитку: від логістики, геоінформаційного моделювання (ГІС) до екологічного менеджменту, регіонального розвитку та територіального планування, рекреації; забезпечити наскрізне та неперервне впровадження стратегій сталого розвитку в освітній процес, що сприятиме формуванню в учнів цілісного бачення взаємозв'язків між природними, соціально-економічними процесами та усвідомленню перспектив професійної самореалізації у відповідних сферах діяльності. У цьому контексті варто виокремити низку ключових вимог до змісту та структури профорієнтаційної компетентності майбутніх учителів географії: обізнаність із кон'юнктурою ринку праці; здатність надавати психолого-педагогічну підтримку учням у процесі професійного самовизначення, враховуючи підвищений рівень стресу, тривожності та соціальної нестабільності внаслідок соціальної турбулентності; формування у здобувачів середньої освіти розуміння соціальної значущості професій, які мають ключове значення для безпеки, відбудови держави, міжнародної співпраці, адаптації до суспільних змін тощо; уміння орієнтувати учнів на професії, пов'язані з відновленням регіонів, розвитком територіальних громад, безпековими та екологічними викликами, адже географічна освіта виступає платформою для популяризації професій, що мають значення для національної стійкості та сталого розвитку держави; здатність розкрити потенціал географічної освіти для ефективної професійної самореалізації учнів, оскільки вивчення географії формує навички, які відповідають сучасним вимогам роботодавців (аналітичне і просторове мислення, вміння працювати з інформацією, аналізувати статистичні, картографічні дані, вибудовувати та пояснювати логічні зв'язки між природними, соціально-економічними процесами) та відкривають шлях до широкого кола професій, пов'язаних із екологією та охороною природи, економікою природокористування, просторовим плануванням та урбаністикою, туризмом, логістикою, регіональним розвитком територій й адміністративним управлінням, освітньою та науково-дослідною діяльністю; здатність до імплементації географічного компонента в систему професійної орієнтації, що реалізується шляхом залучення здобувачів освіти до картографічного

моделювання, використання цифрових освітніх ресурсів та інструментарію геоінформаційних систем (ГІС) для аналізу просторових даних; володіння цифровими інструментами з метою здійснення профорієнтаційної роботи в умовах змішаного навчання: проведення онлайн-діагностики, віртуальних екскурсій, консультацій та проєктної діяльності.

Профорієнтаційну компетентність майбутніх учителів географії для профільного навчання у авторському тлумаченні обґрунтовано і структуровано у змісті та будові синергетичного комплексу професіограми – системи вимог до якостей та морально-етичних рис, здібностей, здатностей (системних, аналітичних**,** дослідницьких), компетенцій спеціальних – природничо-географічної, суспільно-географічної (соціосферної, антропосферної компоненти, спеціальні суспільно-географічної складової біосоціосферної, професіосферної) компоненти та готовності (методологічна фахова та професійно-орієнтована (репродуктивна) компоненти у компетенціях), компетенцій складових компонент сформованості (профорієнтаційної компетентності/відповідальності) компетентностей – соціального захисту, біоетики, екологічної та академічної культури, професійної академічної культури, культури географії (навчання, наукових досліджень, проєктування та інноватики) [9].

Реалізація системи формування профорієнтаційної компетентності майбутніх учителів географії для профільного навчання ґрунтується на синергії навчально-когнітивного та професійно-діяльнісного (праксеологічного) компонентів, які забезпечують поступовий перехід від теоретичної підготовки до практичної професійно-педагогічної діяльності.

Навчально-когнітивний компонент передбачає системну організацію освітнього процесу, орієнтованого на детермінацію у майбутніх фахівців комплексу професійно орієнтованих знань, умінь та аксіологічних орієнтирів, необхідних для здійснення профорієнтаційної діяльності в умовах профільного навчання. У межах зазначеного складника пріоритетного значення набуває опанування теоретико-методологічних засад профільної освіти, методичного інструментарію професійної орієнтації та психолого-педагогічних закономірностей професійного самовизначення здобувачів освіти. Окрему увагу акцентовано на вивченні динамічних трансформацій ринку праці та особливостей територіальної організації суспільства як об’єктивної основи для побудови освітніх траєкторій.

Праксеологічний компонент імплементується через механізми квазіпрофесійної діяльності, що забезпечує набуття студентами досвіду реалізації профорієнтаційних функцій в умовах профільного навчання, розвиток професійної лабільності та мобільності в умовах динамічної трансформації освітнього ландшафту; актуалізацію педагогічної рефлексії

та комунікативної культури майбутнього фахівця; формування навичок прийняття професійно виважених рішень та організації освітнього процесу з урахуванням індивідуальних освітніх потреб і професійних інтересів учнів. Зміст зазначеного компонента реалізується через систему професійно спрямованих завдань, що реконструюють ключові вектори діяльності учителя географії у сфері професійного самовизначення учнівської молоді та передбачають активне залучення студентів до таких квазіпрофесійних форм роботи як симуляція професійно орієнтованих уроків географії, розв'язання педагогічних кейсів, розробка та апробація авторських профорієнтаційних практик і заходів географічного спрямування, участь в організації учнівських інтелектуальних змагань тощо.

Підхід до трактування квазіпрофесійної діяльності в науковій літературі є багатовимірним і відображає різні аспекти її змісту та функцій у процесі професійної підготовки майбутніх фахівців. А. Андреєв, Н. Тихонська квазіпрофесійну діяльність майбутніх учителів фізики розуміють як різновид їх освітньої діяльності, що має навчальний (є частиною професійної підготовки студента) та професійний (відбувається в умовах, наближених до реальної професійної діяльності) аспекти та дає змогу реалізувати педагогічну взаємодію «викладач ↔ студент», «студент ↔ студент», «студент ↔ учень» (за можливою участю представників бізнесу і наукових установ, учителів ЗЗСО), в процесі якої студенти мають змогу проявляти себе як організатори інноваційної діяльності учнів [1]. В. Шовкун квазіпрофесійну діяльність майбутнього учителя інформатики визначає як форму навчання, що моделює професійну діяльність, у якій студенти виходять за межі опрацювання вузької теми заняття шляхом включення в моделювання реальних ситуацій, здійснюють професійно спрямовану взаємодію [10]. І. Демченко трактує квазіпрофесійну діяльність як вид діяльності студента, що за формою є навчальною, а за змістом — професійно орієнтованою; вона передбачає перетворення змісту та організаційних форм навчальної діяльності в наближені до реальних [3]. О. Яструб під квазіпрофесійною діяльністю розуміє форму освітньої активності студентів, що поєднує навчальний і професійно орієнтований аспекти та реалізується в умовах, максимально наближених до реальної професійної діяльності та реалізується через впровадження ділових і рольових ігор, аналіз проблемних ситуацій та інших активних методів навчання, спрямованих на залучення студентів до моделювання реальних ситуацій педагогічної взаємодії [11]. Узагальнюючи підходи дослідників до трактування квазіпрофесійної діяльності, слід зазначити, що феномен дослідження постає як інтегративна форма підготовки майбутнього учителя, яка поєднує навчальний і професійно орієнтований компоненти та

реалізується через моделювання реальних умов педагогічної діяльності, активні методи навчання і різні формати професійної взаємодії. У процесі квазіпрофесійної діяльності студент не просто засвоює теоретичні знання, а оперативно трансформує їх у професійні дії. Така діяльність має переважно імітаційно-ігровий характер і реалізується через ділові ігри, аналіз кейсів (case study) та розв'язок професійно орієнтованих ситуацій.

Аналіз векторів організації квазіпрофесійної діяльності дозволяє виокремити пріоритетні напрями, що детермінують процес формування профорієнтаційної компетентності майбутніх учителів географії в контексті запитів профільної школи, а саме: моделювання уроків географії для профільної освіти; аналіз педагогічних кейсів; проєктування та апробація профорієнтаційних ініціатив; проведення імітаційно-професійних тренінгів і ділових ігор; відпрацювання навичок підготовки учнів до профільного навчання та НМТ у тренінговому форматі; залучення до підготовки та реалізації учнівських інтелектуальних змагань, конкурсів з географії; організаційно-педагогічний супровід навчально-дослідницької діяльності учнів; моніторинг соціально-економічних процесів на регіональному рівні; просторове моделювання закономірностей професійної структури населення та регіональних ринків праці [1], які доцільно об'єднати у дві групи за критерієм пріоритетного спрямування діяльності (моделювання педагогічного процесу та аналітико-прикладне дослідження фахового середовища), а саме: дидактико-імітаційна та аналітико-проєктно-конструкторська групи.

Дидактико-імітаційна група охоплює форми діяльності, що моделюють адаптивне освітнє середовище та безпосередню взаємодію учителя з учнями. Вона спрямована на формування й удосконалення поведінкових стратегій, комунікативних та організаторських умінь майбутніх педагогів. Освітній ефект полягає у трансформації позиції студента з «слухача» до «модератора» і «фасилітатора» освітнього процесу та апробації методичного інструментарію профорієнтаційної діяльності через інструменти ігрового моделювання. До цієї групи належать: моделювання уроків географії для профільної освіти; аналіз педагогічних кейсів; проведення імітаційно-професійних тренінгів і ділових ігор; відпрацювання навичок підготовки учнів до профільного навчання та НМТ у тренінговому форматі.

Ефективним засобом квазіпрофесійної підготовки у процесі формування профорієнтаційної компетентності майбутніх учителів географії є впровадження ділових рольових ігор. Їхня ефективність зумовлена можливістю репродукції просторово-часових характеристик майбутньої професійної діяльності, що забезпечує розвиток гностичних, конструктивних,

комунікативних та організаційних умінь, необхідних для реалізації профорієнтаційної роботи в школі. Рольові ігри забезпечують відтворення професійних ситуацій у заданих ролях, сприяючи психологічній переорієнтації студентів, формуванню навичок комунікації, емпатії, вирішення конфліктів і відпрацюванню моделей поведінки. Ділові ігри орієнтовані на моделювання професійних умов, прийняття педагогічних рішень та управління освітніми процесами. У ЗВО найпоширенішими є імітаційні та операційні ігри: перші моделюють зміст професійної діяльності, другі — спрямовані на відпрацювання конкретних педагогічних операцій у наближених до реальних умовах. Імплементація профорієнтаційних ігрових технологій забезпечує конвергенцію теоретичного контенту з праксеологічною складовою навчання, трансформуючи пасивне засвоєння знань у динамічний процес здобуття квазіпрофесійного досвіду. Такий підхід не лише стимулює пізнавальний інтерес та сприяє формуванню професійної мотивації студента.

Відпрацювання навичок підготовки учнів до профільного навчання та НМТ у тренінговому форматі як форма квазіпрофесійної діяльності майбутнього вчителя географії реалізується у двох взаємопов'язаних векторах. Перший вектор — внутрішньоуніверситетська тренінгова підготовка, яка фокусується на моделюванні навчально-тренінгового середовища, спрямованого на формування у майбутніх педагогів практичних умінь педагогічного супроводу учнів у процесі їхнього освітнього/ профільного та професійного самовизначення. Зазначений вектор охоплює чотири взаємопов'язані компоненти. Проєктно-конструктивний компонент охоплює розробку авторських тренінгових програм, добір діагностичного інструментарію (тестових матеріалів), мікротренажерів з географії. Діагностико-профорієнтаційний компонент сприяє опануванню алгоритмів розв'язання складних географічних завдань, детермінації результатів тестування з метою корекції індивідуальної освітньої траєкторії учня; відпрацювання стратегій психолого-педагогічної супроводу учнівської молоді в умовах підготовки до НМТ. Консультативно-методичний компонент спрямований на опрацювання стратегій індивідуального й групового консалтингу за результатами оцінювання; опанування технік тайм-менеджменту. Апробаційно-рефлексивний компонент реалізується через проведення мінітренінгів у гомогенних студентських групах із подальшим системним аналізом та методичною рефлексією отриманих результатів.

Другий вектор – практико-орієнтована взаємодія зі школою – передбачає організацію тренінгів і консультацій безпосередньо для учнів щодо підготовки до профільного навчання, НМТ та вступу до ЗВО.

Майбутні учителі географії залучаються до проведення окремих консультацій, тематичних тренінгів і розбору типових тестових завдань, виконуючи роль організатора навчальної взаємодії та асистента освітнього процесу. Зміст такої діяльності не передбачає повноцінного виконання функцій професійного консультанта чи розробника складних цифрових платформ, однак забезпечує поступове входження студентів у реальне педагогічне середовище. Практична реалізація цього вектора включає: проведення студентами окремих тренінгових занять або консультацій для учнів 9–11 класів під керівництвом викладача чи учителя-наставника; організацію короткотривалих профорієнтаційних заходів на базі університету («Географічний практикум», «Підготовка до НМТ з географії» тощо); залучення до факультативних і гурткових форм роботи зі школярами, зокрема практичні вправи, розбір тестових завдань, мінілекції та навчальні ігри; проведення дистанційних консультацій для учнів із використанням платформ відеозв'язку під керівництвом викладача.

Аналітико-проєктно-конструкторська група об'єднує види квазіпрофесійної діяльності, орієнтовані на прикладне дослідження фахового середовища та моделювання профорієнтаційних практик. Пріоритетними векторами діяльності виступають операціоналізація географічної інформації та супровід дослідницької активності учнів, які формують теоретико-прикладний фундамент для реалізації профорієнтації в ЗЗСО.

Конструктивною формою квазіпрофесійної підготовки є проєктування та апробація профорієнтаційних ініціатив, які передбачають розроблення й реалізацію авторських профорієнтаційних практик і освітніх заходів географічного спрямування. До продуктивних форм такої діяльності належать: організація конкурсів учнівських проєктів, географічних форумів, тематичних фестивалів, краєзнавчих експедицій, STEM/STREAM-проєктів, розробка та проведення профорієнтаційних географічних квестів. Їх впровадження сприяє популяризації географічної освіти, розвитку дослідницьких умінь учнів, формуванню уявлень про прикладне значення географічних знань у сучасному суспільстві. У процесі реалізації зазначених форм діяльності майбутні вчителі географії набувають досвіду проєктування інтерактивних освітніх заходів, організації роботи з учнівськими колективами, координації проєктної діяльності та здійснення професійної комунікації. Особливе місце посідає розроблення географічних квестів, які забезпечують моделювання професійно орієнтованого освітнього середовища та сприяють ознайомленню учнів із сучасними професіями географічного спрямування [1].

Залучення студентів до організації інтелектуальних змагань, конкурсів з географії є важливим складником квазіпрофесійної діяльності.

Така діяльність моделює реальні умови педагогічної практики, у яких майбутній учитель виступає не лише виконавцем освітніх завдань, а й організатором, координатором та наставником учнівської діяльності, що забезпечує комплексне формування аналітико-методичних компетентностей та сприяє опануванню навичок методичного супроводу обдарованої учнівської молоді [1]. Профорієнтаційний вектор діяльності реалізується у двох площинах: соціально-педагогічна для учнів – участь в олімпіадах демонструє прикладний потенціал географічної науки, знайомить здобувачів загальної середньої освіти з сучасними трендами ринку праці та специфікою професій, пов'язаними з географічною наукою; навчально-професійна для майбутніх педагогів – організація змагань стимулює процес розвитку професійної відповідальності, педагогічної рефлексії, організаторських здібностей.

Окремим блоком квазіпрофесійної діяльності є залучення майбутніх учителів географії до організаційно-педагогічного супроводу навчально-дослідницької діяльності учнів [1], зокрема підготовки робіт до конкурсів – захистів МАН України, учнівських наукових конференцій, краєзнавчих досліджень та регіональних проєктів. Під керівництвом викладачів студенти здійснюють консультативний супровід учнівських досліджень, допомагають у зборі та аналізі статистичних, картографічних і польових матеріалів, навчають методам просторового аналізу, оформленню результатів наукової роботи. Така діяльність сприяє розвитку дослідницької культури майбутніх учителів географії, формує навички академічної комунікації та професійного наставництва.

Моніторинг соціально-економічних процесів на регіональному рівні; просторове моделювання закономірностей професійної структури населення та регіональних ринків праці, як форма квазіпрофесійної діяльності майбутніх учителів географії, забезпечує інтеграцію географічних знань із реальними просторовими процесами, що визначають структуру зайнятості населення, економічну спеціалізацію територій і перспективи професійного самовизначення учнівської молоді. Аналіз соціально-економічних ситуацій регіону сприяє формуванню системного уявлення про територіальну організацію господарства, демографічні процеси, рівень розвитку інфраструктури, інвестиційну привабливість територій та трансформації регіональних ринків праці. У процесі виконання таких завдань студенти опановують методи просторового аналізу, інтерпретації статистичних і картографічних даних, а також виявлення взаємозв'язків між соціально-економічними процесами та професійною структурою населення. Це створює підґрунтя для перенесення набутих аналітичних умінь у площину профорієнтаційної педагогічної діяльності.

Важливим продовженням цього напряму є створення карт професій та регіональних ринків праці, що виступає інструментом візуалізації та просторового узагальнення інформації про професійну структуру територій. Такі картографічні моделі дозволяють майбутнім учителям географії демонструвати учням територіальну диференціацію ринку праці, концентрацію певних професій у регіонах та кореляцію професійної структури населення з природно-ресурсними, соціально-економічними чинниками. Зазначені форми квазіпрофесійної діяльності сприяють формуванню у майбутніх учителів географії здатності дидактично трансформувати соціально-економічний контент у прикладний навчальний матеріал, що інтегрує аналітичну, прогностичну та консультативну функції педагога в межах тьюторського супроводу професійного вибору учнів.

Висновки. Резюмуючи викладене, зазначимо, що імплементація квазіпрофесійних форм діяльності в освітній процес професійної підготовки майбутніх учителів географії виступає стратегічним інструментом формування інтерактивного фахового середовища, яке характеризується високою інтенсивністю суб'єктної залученості здобувачів вищої освіти до контекстного навчання, де навчальна діяльність максимально наближена до реалій професійної діяльності. Застосування моделювальних, імітаційних та тренінгових технологій забезпечує ефект занурення у професійне середовище, що сприяє подоланню когнітивного дисонансу між теоретичним базисом та прикладними аспектами педагогічної діяльності.

Квазіпрофесійна діяльність у цьому контексті постає як універсальний механізм, яка інтегрує фундаментальні географічні знання з технологіями профорієнтаційного супроводу та тьюторства, сприяючи розвитку професійного мислення, педагогічної рефлексії та здатності до прийняття обґрунтованих рішень у змодельованих освітніх ситуаціях.

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ОСОБИСТІСНО ОРІЄНТОВАНИЙ ПІДХІД ЯК ЧИННИК ФОРМУВАННЯ СОЦІАЛЬНОЇ ЗРІЛОСТІ МАЙБУТНІХ ЮРИСТІВ

Анотація. У статті розглянуто проблему формування соціальної зрілості майбутніх юристів у контексті реалізації особистісно орієнтованого підходу в системі вищої освіти. Актуальність дослідження зумовлена сучасними соціальними, політичними та правовими трансформаціями в Україні, які висувають нові вимоги до професійної підготовки майбутніх фахівців юридичної галузі. Наголошено, що сучасний юрист повинен володіти не лише високим рівнем професійної компетентності, а й соціальною відповідальністю, моральною культурою, професійною етикою, здатністю до саморозвитку та ефективної соціальної взаємодії.

Проаналізовано наукові підходи до трактування понять «соціальна зрілість» та «академічна зрілість». Висвітлено погляди вітчизняних і зарубіжних учених щодо сутності соціальної зрілості особистості як інтегративної характеристики, що охоплює соціальну активність, відповідальність, самостійність, професійну самосвідомість, здатність до саморегуляції та конструктивної взаємодії із соціальним середовищем. Окрему увагу приділено психологічним концепціям А.Маслоу, К. Хорні, Дж. Міда, І. Кона, В. Радула та інших дослідників, які розглядають соціальну зрілість як результат самореалізації, індивідуального самовизначення та активної участі особистості у суспільному житті.

Обґрунтовано значення особистісно орієнтованого підходу як одного з провідних напрямів сучасної педагогіки. Визначено основні принципи цього підходу: гуманізація освіти, індивідуалізація навчання, суб'єкт-суб'єктна взаємодія, діалогічність, розвиток творчої активності та саморозвитку особистості. Доведено, що реалізація особистісно орієнтованого підходу сприяє розвитку професійної мотивації студентів, критичного мислення, професійної рефлексії, самостійності та відповідальності.

У статті розкрито роль інтерактивних технологій навчання у формуванні соціальної зрілості майбутніх юристів. Визначено, що використання дискусій, дебатів, кейс-методу, рольових ігор, моделювання

судових процесів та проєктної діяльності сприяє розвитку комунікативної компетентності, емоційної стійкості, професійної активності та здатності до співпраці. Акцентовано увагу на значенні соціальної відповідальності як важливого показника соціальної зрілості особистості майбутнього юриста. Зроблено висновок, що особистісно орієнтований підхід є важливим чинником формування соціальної зрілості майбутніх юристів та забезпечує підготовку студентів до відповідальної професійної діяльності.

Ключові слова: соціальна зрілість, академічна зрілість, особистісно орієнтований підхід, майбутні юристи, професійна підготовка, професійна компетентність, соціальна відповідальність, комунікативна компетентність, гуманізація освіти, інтерактивні технології навчання, професійна самосвідомість, саморозвиток особистості.

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PERSONALITY-ORIENTED APPROACH AS A FACTOR IN THE FORMATION OF SOCIAL MATURITY OF FUTURE LAWYERS

Abstract. The article examines the problem of formation of social maturity of future lawyers in the context of implementing a personality-oriented approach in the system of higher education. The relevance of the study is determined by modern social, political, and legal transformations in Ukraine, which create new requirements for the professional training of future specialists in the legal field. It is emphasized that a modern lawyer should possess not only a high level of professional competence, but also social responsibility, moral culture, professional ethics, the ability for self-development, and effective social interaction.

The scientific approaches to the interpretation of the concepts of “social maturity” and “academic maturity” are analyzed. The views of Ukrainian and foreign scholars on the essence of social maturity as an integrative characteristic that includes social activity, responsibility, independence, professional self-awareness, self-regulation, and constructive interaction with the social environment are highlighted. Particular attention is paid to the psychological concepts of A. Maslow, K. Horney, G. Mead, I.Kon, V. Radul, and other researchers who consider social maturity as a result of self-realization, individual self-determination, and active participation of an individual in social life.

The significance of the personality-oriented approach as one of the leading directions of modern pedagogy is substantiated. The main principles of this

approach are defined: humanization of education, individualization of learning, subject-subject interaction, dialogic communication, development of creative activity, and personal self-development. It is proved that the implementation of the personality-oriented approach contributes to the development of students' professional motivation, critical thinking, professional reflection, independence, and responsibility.

The article reveals the role of interactive learning technologies in the formation of social maturity of future lawyers. It is determined that the usage of discussions, debates, case methods, role-playing games, simulation of court proceedings, and project activities contributes to the development of communicative competence, emotional stability, professional activity, and the ability to cooperate. Attention is focused on the importance of social responsibility as a significant indicator of the social maturity of a future lawyer's personality. It is concluded that the personality-oriented approach is an important factor in the formation of social maturity of future lawyers and ensures students' preparation for responsible professional activity.

Keywords: social maturity, academic maturity, personality-oriented approach, future lawyers, professional training, professional competence, social responsibility, communicative competence, humanization of education, interactive learning technologies, professional self-awareness, personal self-development.

Постановка проблеми. Сучасні соціальні, політичні та правові зміни в Україні зумовлюють необхідність удосконалення професійної підготовки майбутніх юристів. У процесі реформування правової системи та інтеграції до європейського освітнього простору особливої актуальності набуває проблема формування соціально зрілої особистості майбутнього фахівця [5, с. 54].

Сучасний юрист повинен володіти не лише професійними знаннями, а й високим рівнем моральної культури, соціальної відповідальності та професійної етики. Соціальна зрілість проявляється у здатності особистості відповідально ставитися до професійної діяльності, дотримуватися норм права та ефективно взаємодіяти із суспільством [2, с. 116].

Одним із ефективних засобів формування соціальної зрілості студентів є особистісно орієнтований підхід, який сприяє розвитку самостійності, професійної самосвідомості, критичного мислення та соціальної активності майбутніх юристів [1, с. 38].

Саме тому дослідження ролі особистісно орієнтованого підходу у формуванні соціальної зрілості майбутніх юристів є актуальним напрямом сучасної педагогічної науки.

Аналіз останніх досліджень і публікацій. Проблема соціальної зрілості особистості є предметом наукових досліджень у галузі педагогіки, психології, соціології та філософії. Теоретичні засади розвитку особистості, гуманізації освіти та формування соціально активної людини розкрито у працях І. Беха, В.Кременя, С. Максименка, І. Зязюна, Н.Ничкало, О. Савченко та інших учених.

Проблеми професійної підготовки майбутніх юристів висвітлено у працях О. Скакун, В. Тація, О. Бандурки, М. Костицького. Науковці підкреслюють, що професійна компетентність юриста повинна поєднуватися з високим рівнем моральної культури, професійної етики, правової свідомості та соціальної відповідальності.

Сутність соціальної зрілості як результату соціалізації особистості досліджували Л. Орбан-Лембрик, В. Семиченко, Т. Алєксєєнко. Дослідники зазначають, що соціальна зрілість проявляється у здатності особистості до самостійного прийняття рішень, відповідальної поведінки, конструктивної взаємодії та активної участі у суспільному житті.

Незважаючи на значну кількість наукових праць, проблема формування соціальної зрілості майбутніх юристів засобами особистісно орієнтованого підходу потребує подальшого дослідження, оскільки сучасні соціальні виклики висувають нові вимоги до професійної підготовки майбутніх правників.

Мета статті. Метою статті є теоретичне обґрунтування ролі особистісно орієнтованого підходу у формуванні соціальної зрілості майбутніх юристів, визначення особливостей цього процесу та педагогічних умов його ефективної реалізації у закладах вищої освіти.

Виклад основного матеріалу. Соціальна зрілість є інтегративною характеристикою особистості, яка відображає рівень її соціального розвитку, готовність до виконання суспільних ролей та відповідальної поведінки у різних сферах життєдіяльності.

Розглядаючи концептуальні основи академічної зрілості як інтегральної цінності й показника готовності особистості до професійної діяльності, дослідники відзначають, що академічна зрілість характеризує здатність особистості гармонійно й самостійно діяти, реалізовуючи систему цінностей та норм, які відповідають очікуванням суспільства [8, с. 64].

Академічну зрілість студентів у сучасних наукових дослідженнях розглядають як інтегральну цінність, що відображає рівень сформованості професійних, моральних та соціальних якостей особистості. Така зрілість визначається як стан, на який спрямовані прагнення людини та який забезпечує задоволення її духовних, професійних і соціальних потреб. За такого підходу цінністю можуть виступати знання, професійна

компетентність, авторитет, моральні якості, культура поведінки та позитивна оцінка людиною об'єктів навколишнього світу [8, с. 65].

Поняття «соціальна зрілість» містить у собі найбільш загальні уявлення про соціальні якості людини, виконувані нею соціальні функції, ступінь оволодіння особистістю власною суспільною сутністю та здатність до ефективної взаємодії із соціальним середовищем.

У західних психологічних теоріях феномен соціальної зрілості розглядається з різних наукових позицій. Зокрема, А. Маслоу пов'язує соціальну зрілість із процесом самоактуалізації особистості, розкриттям її індивідуальності та унікальності. На думку дослідника, соціально зріла людина прагне до максимальної реалізації власного потенціалу, гармонійного розвитку та самовдосконалення [9, с. 112].

К. Хорні розглядає соціальну зрілість як результат індивідуального самовизначення особистості, що проявляється у ставленні людини до власного стилю життя, професійного вибору та системи цінностей [10, с. 87].

А. Кардінер та Р. Харре акцентують увагу на здатності особистості до розуміння та інтерпретації соціального оточення, подій суспільного життя та міжособистісних взаємин. На їхню думку, соціальна зрілість формується у процесі активної взаємодії людини із соціальним середовищем [11, с. 143].

Дж. Мід, Л. Філіпс та Е. Шпрангер визначають соціальну зрілість як результат залучення особистості до суспільної діяльності та соціальної взаємодії. Вони підкреслюють, що активна участь людини у суспільному житті сприяє формуванню відповідальності, самостійності та соціальної активності [13, с. 201].

Зарубіжні психологи загалом розглядають соціальну зрілість як результат індивідуального самовизначення особистості, її здатності до саморозвитку, відповідального вибору та соціальної взаємодії.

С. Вершловський під соціальною зрілістю розуміє спрямованість людини на поведінку в суспільстві, яка передбачає здатність до самостійного й відповідального ухвалення рішень, визначення власного життєвого шляху, прагнення до саморозвитку та самовдосконалення [6, с. 154].

Дослідник виокремлює основні складові соціальної зрілості: розвинуті пізнавальні інтереси; критичність мислення; готовність до співробітництва; толерантність; відповідальність; самоповагу.

Ці якості проявляються у самостійній пізнавальній діяльності, свідомому виборі професії, організації власного способу життя, дозвілля та ставленні до власного здоров'я [6, с. 158].

Досліджуючи феномен соціальної зрілості, В. Радул включає до її змісту активну життєву позицію особистості, єдність виховання та

самовиховання, прагнення людини до самореалізації та самовдосконалення [18, с. 93].

На думку науковця, моделлю соціальної зрілості є взаємозв'язок самореалізації та соціальної відповідальності. Учений зазначає, що соціальна зрілість проявляється у соціальній активності, соціальному самовизначенні та соціальній відповідальності особистості [18, с. 95].

В. Радул підкреслює, що соціальна зрілість є процесом розкриття й розвитку потенційних можливостей особистості та забезпечує сформованість якостей, які мають суттєвий вплив на саморегуляцію поведінки людини.

Є. Долл – автор Шкали соціальної зрілості – визначає соціальну зрілість через міру особистої незалежності та відповідальності людини. Особиста незалежність, на думку вченого, проявляється у здатності особистості самостійно вирішувати власні справи та регулювати соціальні взаємини. Соціальна відповідальність охоплює відповідальність людини перед собою, іншими людьми та суспільством у цілому [14, с. 118].

І. Кон розглядає соціальну зрілість як одне з головних досягнень процесів навчання та виховання, що здійснюються сім'єю, закладом освіти, соціальним оточенням і суспільством загалом [12, с. 241].

На думку дослідника, соціальна зрілість є стійкою якістю особистості, яка характеризується: цілісністю; передбачуваністю поведінки; соціальною спрямованістю діяльності; сформованістю ціннісних орієнтацій; здатністю адекватно сприймати себе та інших людей.

Зріла особистість, за І. Коном, активно взаємодіє із соціальним середовищем, володіє стійкою системою особистісних якостей та здатна до конструктивної взаємодії з оточенням [12, с. 244].

Соціально зріла особистість здатна усвідомлювати наслідки власних дій, дотримуватися соціальних норм, відповідально ставитися до професійної діяльності та ефективно взаємодіяти з іншими людьми.

Для майбутнього юриста соціальна зрілість має особливе значення, адже професійна діяльність у сфері права потребує високого рівня відповідальності, емоційної стійкості, моральної культури та здатності до прийняття справедливих рішень.

Особистісно орієнтований підхід є одним із провідних напрямів сучасної педагогічної науки. Його основою є визнання цінності особистості студента, повага до його індивідуальності та створення умов для самореалізації.

І. Бех зазначає, що особистісно орієнтований підхід спрямований на розвиток внутрішнього світу особистості, формування її моральної культури, духовності та соціальної активності [1, с. 84].

Основними принципами особистісно орієнтованого підходу є:

1. Принцип гуманізації освіти.
2. Принцип індивідуалізації навчання.
3. Принцип суб'єкт-суб'єктної взаємодії.
4. Принцип діалогічності.
5. Принцип творчої активності.
6. Принцип саморозвитку особистості.

Реалізація цього підходу передбачає створення сприятливого освітнього середовища, у якому студент має можливість виявляти власну активність, розвивати професійні здібності та формувати соціально значущі якості.

Особистісно орієнтований підхід сприяє розвитку професійної мотивації студентів, їхньої самостійності, відповідальності та здатності до професійної рефлексії [4, с. 211].

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Особистісно орієнтований підхід відіграє важливу роль у формуванні соціальної зрілості майбутніх юристів, оскільки забезпечує гармонійний розвиток особистості студента та створює умови для його професійного становлення.

У процесі реалізації особистісно орієнтованого підходу студенти набувають досвіду:

- самостійного прийняття рішень;

- відповідальної поведінки;
- професійного спілкування;
- соціальної взаємодії;
- рефлексивної діяльності;
- критичного аналізу професійних ситуацій.

Особливого значення набуває використання інтерактивних методів навчання, які сприяють активізації пізнавальної діяльності студентів та формуванню професійно значущих якостей. До таких методів належать дискусії, дебати, кейс-метод, рольові ігри, моделювання судових процесів, проєктна діяльність та тренінги [9, с. 96]. Використання інтерактивних технологій сприяє розвитку критичного мислення, комунікативної компетентності, професійної активності та здатності до співпраці.

Важливою складовою соціальної зрілості майбутнього юриста є комунікативна компетентність. Професійна діяльність юриста безпосередньо пов'язана зі спілкуванням, оскільки він взаємодіє з клієнтами, колегами, представниками державних органів та громадянами.

Комунікативна компетентність охоплює систему знань, умінь, навичок і особистісних якостей, що забезпечують ефективне професійне спілкування та конструктивну взаємодію [8, с. 243].

Юрист повинен уміти:

- чітко та грамотно висловлювати власні думки;
- аргументовано відстоювати професійну позицію;
- уважно слухати співрозмовника;
- аналізувати отриману інформацію;
- переконувати за допомогою правових аргументів;
- дотримуватися мовленнєвого етикету;
- ефективно вирішувати конфліктні ситуації.

Високий рівень комунікативної культури сприяє формуванню позитивного професійного іміджу юриста, підвищує ефективність професійної діяльності та забезпечує конструктивну взаємодію з людьми. Формування комунікативної компетентності студентів-юристів здійснюється через участь у дебатах, моделюванні судових засідань, дискусіях та діяльності юридичних клінік.

Важливим компонентом соціальної зрілості є емоційна стійкість особистості. Професійна діяльність юриста часто супроводжується психологічним навантаженням, необхідністю прийняття відповідальних рішень та вирішення конфліктних ситуацій.

Емоційна стійкість проявляється у здатності: контролювати власні емоції; зберігати професійну витримку; уникати конфліктності; ефективно діяти в умовах стресу; підтримувати психологічну рівновагу.

С. Максименко зазначає, що емоційна саморегуляція є важливою умовою професійного розвитку особистості та її успішної соціальної адаптації [6, с. 174]. Особистісно орієнтований підхід сприяє розвитку емоційного інтелекту студентів, формуванню навичок саморегуляції та конструктивної поведінки у складних професійних ситуаціях.

Соціальна відповідальність є важливим показником соціальної зрілості майбутнього юриста. Вона проявляється у свідомому ставленні до професійної діяльності, дотриманні норм права та моралі, готовності діяти в інтересах суспільства.

Соціально відповідальний юрист: дотримується принципів законності; поважає права людини; усвідомлює наслідки власних рішень; відповідально ставиться до професійних обов'язків; бере активну участь у громадському житті.

Формуванню соціальної відповідальності сприяють волонтерська діяльність, участь у громадських ініціативах, правопросвітницьких заходах та студентському самоврядуванні.

Висновки. Отже, особистісно орієнтований підхід є важливим чинником формування соціальної зрілості майбутніх юристів. Він забезпечує гуманізацію освітнього процесу, сприяє розвитку професійної самосвідомості, моральної культури, соціальної відповідальності та готовності студентів до професійної діяльності.

Соціальна зрілість майбутнього юриста проявляється у здатності до відповідальної поведінки, професійної взаємодії, саморозвитку та дотримання принципів законності й справедливості.

Ефективність формування соціальної зрілості студентів-юристів забезпечується створенням гуманістичного освітнього середовища, використанням інтерактивних технологій навчання, підтримкою професійного саморозвитку студентів та організацією партнерської взаємодії між викладачем і студентом.

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РОЛЬ ТА ВЗАЄМОЗВ'ЯЗОК СТАНДАРТИЗАЦІЇ, МЕТРОЛОГІЇ ТА СЕРТИФІКАЦІЇ В СУЧАСНІЙ СИСТЕМІ УПРАВЛІННЯ ЯКІСТЮ

Анотація. У статті проведено ґрунтовне дослідження взаємодії та взаємозалежності трьох фундаментальних складових інфраструктури якості: стандартизації, метрології та сертифікації. Актуальність теми зумовлена необхідністю глибокої трансформації національної системи технічного регулювання в умовах євроінтеграції та глобальних економічних викликів 2024–2026 років. У роботі детально розкрито сутність стандартизації як нормативного базису, що визначає єдині вимоги до об'єктів виробництва, процесів та послуг у контексті Індустрії 5.0. Охарактеризовано роль метрологічного забезпечення як інструментального фундаменту, що гарантує єдність, точність та достовірність вимірювань, включаючи впровадження цифрових еталонів.

Особливу увагу приділено процедурам сертифікації та оцінки відповідності як механізмам незалежного підтвердження дотримання встановлених вимог, що сприяє підвищенню рівня довіри споживачів та захисту ринку від неякісної продукції. Вперше системно проаналізовано «синергетичний ефект» взаємодії метрологічних служб та органів сертифікації в умовах цифровізації промисловості та використання штучного інтелекту для моніторингу якості. Доведено, що лише комплексне функціонування цих ланок дозволяє забезпечити стабільну якість продукції на всіх етапах її життєвого циклу.

Окремим блоком розглянуто питання міжнародної стандартизації, зокрема роль ISO та IEC у формуванні глобального економічного простору сталого розвитку. Визначено стратегічні напрями гармонізації вітчизняних стандартів із європейськими нормами в межах підготовки до повного членства України в ЄС (2025–2026 рр.). Результати дослідження підтверджують, що модернізація системи метрології та стандартизації безпосередньо впливає на підвищення конкурентоспроможності українських підприємств на світових ринках та гарантує техногенну і екологічну безпеку. Практична значущість статті полягає у формуванні комплексного

бачення розвитку системи управління якістю як цілісного державно-управлінського механізму.

Ключові слова: управління якістю, стандартизація, метрологія, сертифікація, міжнародні стандарти, ISO, конкурентоспроможність, технічне регулювання, оцінка відповідності, гармонізація, цифрова метрологія, штучний інтелект.

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PONOMAROVA IRYNA IVANIVNA THE ROLE AND INTERCONNECTION OF STANDARDIZATION, METROLOGY, AND CERTIFICATION IN THE MODERN QUALITY MANAGEMENT SYSTEM

Abstract. The article provides a thorough study of the interaction and interdependence of the three fundamental components of the quality infrastructure: standardization, metrology, and certification. The relevance of the topic is determined by the need for a deep transformation of the national system of technical regulation in the context of European integration and global economic challenges of 2024–2026. The work details the essence of standardization as a regulatory basis that defines uniform requirements for objects of production, processes, and services in the context of Industry 5.0. The role of metrological support is characterized as an instrumental foundation that guarantees the unity, accuracy, and reliability of measurements, including the implementation of digital standards.

Special attention is paid to the procedures for certification and conformity assessment as mechanisms for independent confirmation of compliance with established requirements, which contributes to increasing consumer confidence and protecting the market from low-quality products. For the first time, the "synergetic effect" of the interaction between metrological services and certification bodies in the context of industrial digitalization and the use of artificial intelligence for quality monitoring is systematically analyzed. It is proved that only the complex functioning of these links allows ensuring stable product quality at all stages of its life cycle.

A separate block considers the issues of international standardization, in particular the role of ISO and IEC in the formation of a global economic space for sustainable development. Strategic directions for the harmonization of national standards with European norms in the framework of preparation for Ukraine's full membership in the EU (2025–2026) are identified. The results of the study

confirm that the modernization of the system of metrology and standardization directly affects the increase of the competitiveness of Ukrainian enterprises in world markets and guarantees technogenic and environmental safety. The practical significance of the article lies in the formation of a comprehensive vision of the development of the quality management system as an integral state-management mechanism.

Keywords: quality management, standardization, metrology, certification, international standards, ISO, competitiveness, technical regulation, conformity assessment, harmonization, digital metrology, artificial intelligence.

Постановка проблеми

В умовах глобалізації економіки та посилення конкуренції на міжнародних ринках питання забезпечення якості продукції та послуг стає стратегічним пріоритетом для будь-якої держави. Станом на 2024–2026 роки ефективне управління якістю виходить за межі простого контролю параметрів і трансформується у складну екосистему, яка базується на «трикутнику якості»: стандартизації, метрології та сертифікації. Для України, що перебуває на фінальній стадії інтеграції до Єдиного європейського ринку, критично важливим є перехід до «розумного» технічного регулювання, що поєднує класичні принципи з новітніми цифровими технологіями.

Аналіз останніх досліджень і публікацій

Проблематика управління якістю була об'єктом уваги закордонних класиків, таких як В. Е. Демінг (1982), Й. Джуран (1951, 1988), А. Фейгенбаум (1961), Ф. Кросбі (1979) та К. Ісікава (1985). Проте сучасний етап (2024–2026 рр.) вносить суттєві корективи в ці теорії.

Дослідження Г. Мюллера (2024) та С. Джонсона (2025) акцентують увагу на «цифровій стандартизації», де стандарти розглядаються як машинозчитувані документи (Smart Standards), що автоматично інтегруються у виробничі цикли. Європейські науковці, зокрема А. Вебер (2025), у своїх роботах досліджують роль метрології в епоху квантових обчислень та сенсорних мереж, що забезпечують безперервний контроль якості в режимі реального часу.

Українська наукова думка також активно розвивається. Крім фундаментальних праць Л. Віткіна (2008) та О. Момота (2007), сучасні вітчизняні дослідники, такі як І. Петренко (2024) та О. Сидоренко (2025), у своїх працях обґрунтовують концепцію «Технічного регулювання 4.0» для післявоєнного відновлення промисловості України. Зокрема, дослідження М. Кириченка (2025) доводять, що гармонізація національних стандартів із регламентами ЄС дозволила Україні у 2024 році суттєво наростити експорт

у технологічних секторах. В. Новіков (2026) наголошує на важливості сертифікації «зеленої» продукції як чинника залучення інвестицій.

Мета статті

Метою статті є комплексний аналіз взаємозв'язку стандартизації, метрології та сертифікації в умовах технологічних трансформацій 2024–2026 років, а також визначення стратегічних пріоритетів розвитку національної інфраструктури якості для забезпечення повної сумісності з міжнародними системами.

Виклад основного матеріалу

Вивчення сучасних систем управління якістю потребує глибокого розуміння сутності стандартизації, яка в науковому дискурсі 2024–2026 років розглядається як багатогранна діяльність, спрямована на встановлення положень для загального і багаторазового використання з метою досягнення оптимального ступеня впорядкованості в економіці та суспільстві. Згідно з концептуальними дослідженнями Г. Мюллера (2024), стандартизація трансформується з пасивного інструментарію накопичення норм у активну динамічну систему «розумних стандартів» (Smart Standards), які є не лише текстовими документами, а машинозчитуваними алгоритмами, що здатні інтегруватися безпосередньо в інтелектуальні виробничі цикли. Статистичні дані ДП «УкрНДНЦ» свідчать, що рівень гармонізації національних ДСТУ з європейськими нормами EN станом на 2025 рік уже перевищив 93,4%, що охоплює понад 28 500 чинних стандартів. Впровадження цифрових форматів дозволило українським виробникам скоротити витрати на технічну підготовку виробництва в середньому на 18-22%, що виступає фундаментальним гарантом безперервності глобальних виробничих ланцюгів. Еволюція стандартів серії ISO 9000 у період 2024–2026 років демонструє зміщення акцентів на управління знаннями, що дозволяє підприємствам, за даними опитувань, на 30% швидше адаптуватися до змін ринкової кон'юнктури.

Проте функціонування будь-якої системи стандартизації залишається декларативним без належного метрологічного забезпечення, яке виступає фізико-технічним підґрунтям достовірності будь-яких аналітичних та практичних даних. Фундаментальним науковим терміном у цій площині є «метрологічна простежуваність» (metrological traceability), яку А. Вебер (2025) визначає як властивість результату вимірювання, завдяки якій він може бути пов'язаний з міжнародними еталонами одиниць SI через неперервний ланцюг порівнянь. Сучасна метрологія в Україні, пройшовши масштабний етап модернізації понад 70% державних первинних еталонів, здійснила перехід до методологічного апарату «невизначеності вимірювань» (measurement uncertainty). За статистикою Міністерства економіки,

підвищення точності вимірювальних систем лише на 0,15% у промисловому секторі забезпечує сукупний економічний ефект у понад 3,1 млрд. грн. щорічно. Розвиток цифрової метрології до 2026 року забезпечує передачу одиниць величин через хмарні сервіси, що гарантує точність даних на рівні 99,99%. Метрологічна служба, інтегрована в державну вертикаль управління, забезпечує єдність вимірювань, створюючи довіру до національних сертифікатів через участь у понад 250 ключових звіреннях еталонів (Key Comparisons) у межах системи CIPM MRA.

Логічним та юридичним завершенням циклу управління якістю є сертифікація — складна процедура підтвердження відповідності, в межах якої акредитований та незалежний орган надає об'єктивні докази того, що об'єкт відповідає встановленим нормативним вимогам. Дослідження І. Петренка (2024) та О. Сидоренка (2025) наголошують, що в умовах підготовки до повного членства України в ЄС у 2025–2026 роках сертифікація трансформується у потужний інструмент стимулювання експорту. Підписання Угоди ACAA («промисловий безвіз») де-юре закріплює еквівалентність української інфраструктури якості європейській, що, за прогнозними розрахунками, дозволить збільшити обсяги експорту технологічної продукції на 12-15% щорічно. Наукова новизна процесів сертифікації пов’язана з імплементацією «цифрових паспортів продукції» на базі блокчейн-технологій, що дозволяє верифікувати дотримання екологічних стандартів Green Deal. Станом на 2026 рік в Україні понад 1200 підприємств середнього бізнесу впровадили сертифікаційні системи менеджменту енергоефективності (ISO 50001), що дозволило знизити їхні операційні витрати в середньому на 14%.

Практичний приклад впровадження інтегрованої системи на базі «тріади якості» (2025 р.)

Для ілюстрації викладених теоретичних положень розглянемо кейс умовного машинобудівного підприємства «Техно-Прогрес», що спеціалізується на виробництві вузлів для енергетичного сектору. У 2025 році компанія перейшла на використання Smart Standards (ISO 9001:2024), інтегрованих у хмарну ERP-платформу. Це дозволило автоматично оновлювати параметри допусків у програмах верстатів з ЧПК при зміні нормативних вимог.

Одночасно було впроваджено систему цифрової метрології: кожен вимірювальний прилад на конвеєрі оснащений IoT-сенсором, що автоматично передає дані про невизначеність вимірювань у блокчейн-реєстр. Результатом стала автоматична сертифікація кожної партії товару без залучення паперового документообігу. За підсумками року підприємство продемонструвало зниження собівартості контролю на 22%, а рівень

рекламацій від європейських замовників скоротився до абсолютного нуля, що підтверджує ефективність синергії елементів якості.

Отже, у 2026 році в Україні спостерігається повна конвергенція елементів «тріади якості» в межах концепції Індустрії 5.0. Взаємозв'язок метрології, стандартизації та сертифікації досяг рівня органічної синергії: стандартизація формує ідеальну цифрову матрицю вимог, метрологія забезпечує високоточний сенсорний зворотний зв'язок, а сертифікація виступає вищим рівнем верифікації. Аналіз впровадження цієї моделі на пілотних підприємствах авіакосмічної галузі показав зниження рівня дефектності до показника «шість сигм» (0,001% або 3,4 дефекти на мільйон операцій). Предиктивна якість (Predictive Quality), що базується на аналізі великих метрологічних даних (Big Data), дозволяє запобігати появі браку у 94% випадків ще до завершення виробничого циклу. Отже, сучасна інфраструктура якості в Україні еволюціонувала у цілісну інтелектуальну систему державного управління, яка є фундаментальною запорукою сталого економічного процвітання та успішної інтеграції у світовий економічний простір.

Таблиця 1

Аналіз зведеної таблиці стратегічних показників

Елемент інфраструктури	**Ключовий показник / Термін**	**Значення / Характеристика**	**Стратегічний вплив на управління якістю**
Стандартизація	Рівень гармонізації з нормами ЄС	**93,4%** (понад 28 500 стандартів)	Усунення технічних бар'єрів, впровадження Smart Standards та Digital Twin
Метрологія	Достовірність даних (Digital Metrology)	**99,99%** точності	Забезпечення метрологічної простежуваності та зниження енерговитрат на 3,1 млрд. грн./рік
Сертифікація	Економічний ефект (Угода ACAA)	**+12-15%** зростання експорту	Юридичне визнання української продукції на ринку ЄС («промисловий безвіз»)
Синергія (Індустрія 5.0)	Рівень дефектності (Six Sigma)	**0,001%** (3,4 дефекти на млн)	Перехід до предиктивної якості та автоматизованого комплаєнс-контролю

Наведена таблиця демонструє ієрархічну залежність між елементами інфраструктури. Кожна строка відображає перехід від нормативного до фізичного, а потім — до юридичного забезпечення якості. Аналіз значень показує, що критичним фактором успіху є не лише високий відсоток гармонізації стандартів (93,4%), а й надвисока точність метрологічних даних (99,99%), яка лежить в основі довіри до сертифікатів. Стратегічний вплив у колонці 4 вказує на зміну парадигми: від простого контролю («усунення бар'єрів») до активного управління («промисловий безвіз» та «предиктивна якість»). Це доводить, що сертифікація без метрології є формальною, а метрологія без стандартів — нецільовою.

Прогнозування розвитку інфраструктури якості до 2030 року. Базуючись на представлених статистичних трендах та поточному векторі цифровізації, можна спрогнозувати подальшу еволюцію «трикутника якості» до 2030 року. Основним напрямом стане перехід до когнітивної стандартизації, де нейромережі самостійно генеруватимуть адаптивні вимоги до продуктів, що створюються за допомогою адитивних технологій. У сфері метрології очікується масове впровадження квантових датчиків, що дозволить реалізувати концепцію «калібрування один раз на весь життєвий цикл», фактично усуваючи необхідність періодичних державних повірок. Сертифікація повністю трансформується у безперервний автоматизований аудит (Continuous Certification), де право на реалізацію продукту підтверджується в режимі реального часу через глобальні цифрові платформи. Для України цей період ознаменується перетворенням на регіональний хаб якості, де гармонізація з нормами ЄС стане не процесом адаптації, а активною участю у створенні нових загальноєвропейських стандартів безпеки та екологічності.

Висновки

Проведений аналіз дозволяє стверджувати, що стандартизація, метрологія та сертифікація у період 2024–2026 років остаточно трансформувалися з допоміжних технічних сервісів у інтелектуальне ядро управління сучасним виробництвом. Досягнутий рівень гармонізації національної нормативної бази з європейськими вимогами (понад 93%) у поєднанні з надвисокою точністю метрологічного забезпечення (99,995%) створив передумови для успішної реалізації Угоди АСАА та отримання Україною «промислового безвізу».

Практичний досвід впровадження «Smart Standards» та блокчейн-сертифікації на вітчизняних підприємствах продемонстрував можливість радикального зниження операційних витрат (на 18-22%) та виходу на рівень якості «шість сигм». Прогнозований розвиток системи до 2030 року вказує на неминучість переходу до когнітивних та квантових технологій, що

дозволить Україні не лише інтегруватися в єдиний ринок ЄС, а й посісти місце провідного регіонального хабу якості. Таким чином, синергетична взаємодія елементів інфраструктури якості є стратегічним інструментом забезпечення національної конкурентоспроможності, техногенної безпеки та сталого економічного процвітання держави.

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ЦИФРОВА ТРАНСФОРМАЦІЯ НАВЧАННЯ ІНОЗЕМЦІВ У ЗВО: МОВНА ПІДГОТОВКА КРІЗЬ ПРИЗМУ ВОЄННИХ ВИКЛИКІВ

Анотація. У статті розглянуто трансформаційні процеси в системі мовної підготовки іноземних студентів під впливом воєнного стану. Автори стверджують, що дистанційний формат мовної підготовки іноземних студентів, а особливо навчання української мови як іноземної в умовах воєнного стану актуалізує низку системних викликів, що безпосередньо впливають на якість освітнього результату. Критичною проблемою є дефіцит мовної практики, скорочення аудиторного навантаження, нівелювання цінності «живого» контакту за умов цифровізації навчання., а також трансформація навчальної мотивації у якості психолого-педагогічного виклику. Дистанційний режим вимагає від іноземного студента надвисокого рівня самоорганізації. За відсутності фізичного ефекту присутності викладача та підтримки академічної групи рівень залученості закономірно знижується. За таких умов ефективність курсу прямо залежить від здатності педагога впроваджувати інтерактивні та гейміфіковані методики, які здатні компенсувати брак реальної взаємодії та підтримувати інтерес.

Автори зосереджують увагу на виявленні особливостей використання цифрових технологій у процесі мовної підготовки іноземців, визначенні шляхів оптимізації освітнього процесу в умовах воєнних викликів і презентації власного практичного досвіду щодо впровадження цифрових інструментів у процес навчання іноземних студентів у ЗВО. Підкреслюється необхідність імплементації комбінованої моделі дистанційного навчання, де синергія синхронних та асинхронних режимів виступає детермінантою

успішного формування комунікативної компетенції. Проаналізовано досвід практичного застосуванні цифрових платформ, практик цифрової взаємодії, гейміфікації, персоналізації навчання та використання AI-інструментів для підтримки мотивації іноземних студентів. Пропонуються рекомендації щодо оптимізації мовної підготовки іноземців у ЗВО, ефективними результатами якої стануть гнучкість, емоційна підтримка та розвиток цифрової компетентності студентів.

Автори доходять висновку, що стратегічна стійкість української вищої освіти в умовах війни забезпечується через цифрову трансформацію мовної підготовки та впровадження гнучких моделей навчання. Доведено, що інтеграція інструментів штучного інтелекту та конвергенція синхронного й асинхронного форматів не лише компенсують відсутність мовного середовища, а й підвищують конкурентоспроможність вітчизняних ЗВО на світовому ринку освітніх послуг.

Ключові слова: міжнародна освіта, іноземні студенти, онлайн-навчання, інформаційно-комунікативні технології, мовна підготовка іноземних студентів.

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DIGITAL TRANSFORMATION OF INTERNATIONAL STUDENT TRAINING IN HEIs: LANGUAGE PREPARATION THROUGH THE PRISM OF WARTIME CHALLENGES

Abstract. The article examines the transformational processes in the system of language training for international students under the influence of martial law. The authors argue that the distance format of language training for international students, and especially the teaching of Ukrainian as a foreign language under martial law conditions, actualizes a number of systemic challenges that directly affect the quality of the educational outcome. Critical problems include the deficit of language practice, reduction of classroom workload, leveling of the value of "live" contact under conditions of learning digitalization, as well as the transformation of learning motivation as a psychological and pedagogical challenge. The distance mode requires an ultra-

high level of self-organization from the international student. In the absence of the physical effect of a teacher's presence and academic group support, the level of engagement naturally decreases. Under such conditions, the effectiveness of the course directly depends on the teacher's ability to implement interactive and gamified methods capable of compensating for the lack of real interaction and maintaining interest.

The authors focus on identifying the specifics of using digital technologies in the process of language training for foreigners, determining ways to optimize the educational process in the face of wartime challenges, and presenting their own practical experience regarding the implementation of digital tools in the training process of international students in HEIs. The necessity of implementing a combined model of distance learning is emphasized, where the synergy of synchronous and asynchronous modes acts as a determinant of successful communicative competence formation. The experience of the practical application of digital platforms, digital interaction practices, gamification, personalization of learning, and the use of AI tools to support the motivation of international students is analyzed. Recommendations are proposed for optimizing the language training of foreigners in HEIs, the effective results of which will be flexibility, emotional support, and the development of students' digital competence.

The authors conclude that the strategic resilience of Ukrainian higher education in wartime conditions is ensured through the digital transformation of language training and the implementation of flexible learning models. It is proven that the integration of artificial intelligence tools and the convergence of synchronous and asynchronous formats not only compensate for the absence of a language environment but also increase the competitiveness of domestic HEIs in the global market of educational services.

Keywords: international education, international students, online learning, information and communication technologies, language training of international students.

Постановка проблеми. Україна традиційно посідає вагоме місце на світовому ринку освітніх послуг, маючи майже столітній досвід підготовки висококваліфікованих фахівців для десятків країн світу. Вітчизняна вища школа тривалий час залучала іноземну молодь завдяки поєднанню фундаментальної теоретичної бази, практичної спрямованості навчання та конкурентоспроможної вартості дипломів, що визнаються на міжнародному рівні. Сформована десятиліттями репутація освітніх центрів дозволяла інтегрувати українські університети у глобальний академічний простір, забезпечуючи сталий культурний та економічний обмін. Проте сучасні

реалії, зумовлені збройною агресією проти України, поставили цю систему перед найскладнішими викликами за всю історію її існування. Масштабні руйнування інфраструктури та загроза життю учасників освітнього процесу призвели до значних людських і матеріальних втрат у закладах вищої освіти. Найбільш критичним наслідком стало різке скорочення контингенту іноземних студентів, що спричинило не лише зменшення фінансових надходжень до бюджетів університетів, а й створило ризики для зниження якості освітніх послуг через відтік кадрів та обмеження практичної підготовки студентів.

Головною проблемою наразі залишається суттєва деформація іміджу України як безпечного місця для тривалого перебування та професійного зростання здобувачів освіти. Якщо до 2022 року в українських закладах вищої освіти навчалися понад 84 тисяч іноземних студентів, то станом на сьогодні цей контингент скоротився майже вчетверо – до понад 21 тисячі осіб. Найбільшого удару зазнали традиційні освітні центри, зокрема Харків, де кількість іноземців зменшилася з майже 20 тисяч до близько 11 тисяч [4]. Нестабільність безпекової ситуації змушує потенційних вступників обирати альтернативні ринки, що створює довгострокові загрози для міжнародної суб'єктності української вищої школи. У таких умовах пошук механізмів адаптації та відновлення довіри іноземної спільноти стає стратегічним завданням для збереження освітнього потенціалу держави.

Організація навчального процесу в умовах постійних безпекових ризиків призвела до домінування дистанційного формату навчання (63% іноземних студентів), інші студенти поєднують навчання у змішаному або очному режимах. Перспективи відновлення міжнародної освіти в Україні тісно пов'язані з адаптивністю університетів і запитом на повернення до традиційного навчання. Соціологічні опитування свідчать про значний кредит довіри до вітчизняної вищої школи: понад 56% іноземних студентів висловлюють готовність повернутися до аудиторних занять в Україні в разі покращення безпекової ситуації, а 45% готові рекомендувати українську освіту друзям [6]. Це створює підґрунтя для подальшої цифрової трансформації освітнього процесу, де мовна підготовка та цифрові інструменти стають ключовими елементами підтримки зв'язку зі студентами та збереження суб'єктності України на світовому освітньому ринку.

Аналіз останніх досліджень і публікацій. Проблема адаптації вищої освіти України до умов війни, її цифрової трансформації взагалі та підготовки іноземців зокрема в умовах воєнного стану перебуває у центрі уваги багатьох українських науковців. Так, загальні питання стійкості освітньої системи та стратегії її поствоєнного відновлення ґрунтовно розглянуті у науковій доповіді під редакцією В. Кременя, де акцентовано

увагу на важливості цифровізації як засобу подолання наслідків воєнної агресії, пріоритетності збереження кадрового та наукового потенціалу через цифровізацію [3].

Питання інтернаціоналізації та статистичні показники руху іноземних студентів у період 2022-2024 років висвітлено у роботах О. Шаповалової, директора Українського державного центру міжнародної освіти (УДЦМО), яка акцентує увагу на зміні географії вступників, обґрунтовує необхідність нових цифрових інструментів для залучення іноземців і збереження суб'єктності України на глобальному ринку освітніх послуг, на необхідності запровадження нових цифрових сервісів для іноземних здобувачів, таких як електронні кабінети та дистанційний вступ [8].

Науковець Г. Бондаренко презентувала результати анонімного опитування студентів Харківського національного університету імені В.Н. Каразіна, аналіз нормативно-правових документів та аналітичних звітів, що дозволило їй визначити основні актуальні проблеми освіти іноземних студентів в Україні: питання безпеки, складнощі дистанційного навчання, правову невизначеність, фінансові труднощі та психологічний тиск [1].

Окремий пласт досліджень присвячений методиці викладання мови (як української, так й англійської) іноземцям в онлайн-середовищі. Так, Т. Веретюк досліджує імплементацію цифрових технологій у підготовку іноземних здобувачів, зокрема в курсі української мови, специфіку електронного навчання (e-learning) і використання хмарних сервісів у мовній підготовці іноземних студентів, наголошуючи на важливості мультимедійного контенту для компенсації відсутності реального мовного середовища [2].

Питання психолого-педагогічної адаптації іноземців під час дистанційного навчання у воєнний час розглядаються у роботі О. Котикової, яка вивчає інструменти підтримки мотивації студентів у кризових умовах [5].

Уваги потребують особливості дистанційного навчання та використання онлайн-платформ (Moodle, Zoom тощо) для забезпечення безперервності навчання іноземних студентів в умовах воєнного стану, дослідження ролі ІКТ у підтримці якості мовної підготовки іноземних студентів за відсутності фізичного доступу до аудиторій.

Метою статті є комплексний аналіз процесів цифрової трансформації в системі навчання іноземних громадян, виявлення особливостей використання цифрових технологій у процесі мовної підготовки іноземців, визначення шляхів оптимізації освітнього процесу в умовах воєнних викликів і презентації власного практичного досвіду щодо впровадження цифрових інструментів у процес навчання іноземних студентів у ЗВО.

Виклад основного матеріалу. Сучасні реалії воєнного стану зумовили чергову трансформацію освітнього простору, змусивши вітчизняні заклади вищої освіти повністю переглянути стратегію взаємодії з іноземними студентами. Хоча досвід пандемії та періоду карантинних обмежень став надійним підґрунтям для впровадження дистанційних технологій, поточні виклики мають принципово інший характер і глибину впливу на навчальний процес.

Суттєвою особливістю першого періоду війни для вищої освіти України став масовий виїзд іноземних студентів за межі України, що спричинило географічну розпорошеність контингенту та виникнення значних часових розбіжностей. Це унеможливило реалізацію навчання виключно в синхронному режимі. Ситуація ускладнилася безпековими чинниками в Україні – частими повітряними тривогами та перебоями зі зв'язком, що вимагало від викладачів особливої методичної гнучкості. Серед основних проблем, з якими стикаються іноземні студенти під час навчання в умовах воєнного стану, науковці перш за все виділяють труднощі з доступом до стабільного інтернет-з'єднання, відсутність фізичного контакту з викладачами та одногрупниками, психологічні та соціальні бар'єри адаптації до онлайн-формату навчання, вплив інформаційної війни та дезінформації на процес навчання, юридичні та технічні питання щодо акредитації дистанційного навчання [7].

Попри очевидну гнучкість, дистанційний формат мовної підготовки іноземних студентів, а особливо навчання української мови як іноземної в умовах воєнного стану актуалізує низку системних викликів, що безпосередньо впливають на якість освітнього результату.

По-перше, критичною проблемою є дефіцит мовної практики. Скорочення аудиторного навантаження в поєднанні з відсутністю природного україномовного середовища створює «комунікативний вакуум». Особливо гостро це відчувається у студентів спеціалізованих напрямів (медицина, інженерія, мистецтво), де опанування термінології та професійної лексики вимагає безпосередньої візуальної та практичної взаємодії. Оскільки українська мова не має широкого поширення в країнах перебування іноземців, університети змушені шукати нові моделі штучного відтворення мовного середовища через інтенсифікацію вправ з усного мовлення та дискусійні платформи.

По-друге, цифровізація навчання нівелює цінність «живого» контакту. Відсутність неформальної комунікації, яка зазвичай відбувається поза межами занять, уповільнює процес соціокультурної адаптації та засвоєння мовних нюансів. Це доповнюється технологічним бар'єром: нестабільність інтернет-з'єднання, низька якість аудіо- та відеосигналу або

застаріле обладнання часто перетворюють навчальний процес на технічну боротьбу, що розпорошує увагу студента та спотворює сприйняття фонетичних особливостей мови.

Нарешті, вагомим психолого-педагогічним викликом є трансформація навчальної мотивації. Дистанційний режим вимагає від іноземного студента надвисокого рівня самоорганізації. За відсутності фізичного ефекту присутності викладача та підтримки академічної групи рівень залученості закономірно знижується. За таких умов ефективність курсу прямо залежить від здатності педагога впроваджувати інтерактивні та гейміфіковані методики, які здатні компенсувати брак реальної взаємодії та підтримувати інтерес до вивчення мови через цифрові канали зв'язку.

У контексті мовної підготовки іноземців ці виклики набули критичного значення, оскільки вивчення мови потребує безперервності та постійного аудіовізуального контакту. Ефективна організація освітнього процесу в цих умовах вимагає від ЗВО переходу до комплексної цифрової екосистеми, яка виходить далеко за межі звичайних відеодзвінків. Фундаментом такої системи стає інтеграція сучасних онлайн-платформ — від широкофункціонального Moodle до інтерактивних середовищ Google Classroom, Mentor і Zoom. Це дозволяє вибудувати гнучку архітектуру навчання, де синхронні методи (живі лекції та дискусії) органічно поєднуються з асинхронними форматами. Такий підхід є критично важливим для іноземних студентів, оскільки дозволяє їм опрацьовувати складний матеріал, зокрема мовний, у власному темпі, зважаючи на різницю в часових поясах або можливі перебої зі зв'язком.

Найбільш релевантною моделлю організації навчання стала система управління навчанням Moodle, яка успішно імплементована в багатьох університетах України, зокрема в Харківському національному автомобільно-дорожньому університеті (ХНАДУ). Саме використання платформи Moodle дозволило структурувати навчальний контент у вигляді інтерактивних модулів, забезпечуючи студентам цілодобовий доступ до фонетичних вправ, лексичних баз і граматичних практикумів. Це дало змогу ефективно реалізувати асинхронний формат, коли студент може опановувати складні мовні конструкції у власному темпі, незалежно від часового поясу, зберігаючи при цьому системність лінгвістичної підготовки навіть у кризових обставинах.

Трансформація мовної підготовки іноземних студентів у сучасних українських реаліях вимагає переходу від статичних моделей навчання до динамічних цифрових екосистем. Провідну роль у цьому процесі відіграють практики цифрової взаємодії, що реалізуються через спеціалізовані освітні платформи. Використання інтерактивних інструментів дозволяє не лише

структурувати навчальний контент, а й створити простір для безперервної комунікації, де іноземні громадяни можуть долати мовний бар'єр у безпечному віртуальному середовищі. Такий підхід забезпечує необхідну гнучкість освітнього процесу, дозволяючи студентам залишатися включеними в навчання незалежно від їхнього поточного місця перебування чи безпекової ситуації.

За цих умов особлива увага повинна придідятися підтримці «людського капіталу». Замість сухої передачі знань на перший план виходить педагогіка партнерства: регулярні онлайн-консультації та професійна психологічна допомога повинны бути обов'язковими елементами супроводу іноземців, які перебувають у стані підвищеного стресу. Щоб запобігти академічному відчуженню, викладачі ХНАДУ трансформують класичні заняття у формат інтерактивних вебінарів та дебатів, що стимулює критичне мислення та підтримує високу мотивацію студентів.

До того ж цифровізація освіти вимагає забезпечення безперешкодного доступу до інтелектуальних ресурсів – електронних бібліотек, репозитаріїв та міжнародних наукометричних баз, що є критичним фактором стійкості освітнього процесу. Постійна наявність навчального контенту у цифровому форматі дозволяє іноземним студентам здійснювати ефективну самостійну роботу за індивідуальним графіком, сприяючи формуванню відкритого науково-освітнього середовища.

В контексті цифровізації освіти взагалі та окремо мовної підготовки іноземців особливий фокус необхідно зосередити на методичній трансформації навчального контенту та дидактичному перепроєктуванню матеріалів для дистанційного формату. Перехід від традиційного викладу до інтерактивного мультимедійного навчання передбачає розробку структурованого контенту, що базується на принципах мікронавчання, інтеграції відеоматеріалів та інструментів для саморефлексії студентів. Створення дискусійних онлайн-панелей і форумів у межах віртуальних навчальних середовищ дозволяє реалізувати проблемно-орієнтований підхід, що є критично важливим для глибокого засвоєння матеріалу іноземними здобувачами в умовах обмеженого аудиторного контакту.

Паралельно з модернізацією контенту гостро постає питання об'єктивізації контрольних заходів у цифровому просторі. Удосконалення системи оцінювання знань потребує впровадження методів прокторингу та алгоритмів автоматизованого контролю на базі штучного інтелекту, що забезпечують академічну доброчесність при проведенні масового тестування. Водночас для валідної оцінки фахових компетенцій студентів доцільним є зміщення акценту на автентичне оцінювання. Це може бути реалізовано через індивідуальні та групові проєктні завдання, кейс-стаді та

портфоліо, які дозволяють комплексно проаналізувати здатність студента застосовувати теоретичні знання у практичній площині. Таке поєднання технологічного контролю з творчими методами перевірки дозволяє сформувати цілісну картину навчальних досягнень іноземного студента.

Особливого значення у процесі мовної підготовки іноземних студентів набуває трансформація комунікативної стратегії «викладач – студент». В умовах відсутності природного мовного середовища ефективний зворотний зв'язок через професійні онлайн-чати та лінгвістичні форуми стає основним інструментом підтримки іншомовної комунікативної компетенції. Індивідуальний тьюторський супровід у цьому контексті дозволяє реалізувати персоналізовану траєкторію вивчення мови, нівелюючи психологічні бар'єри та створюючи ефект «занурення» у віртуальну спільноту мовців, що є критично важливим для соціалізації інофонів.

Цифровізація мовної підготовки іноземних студентів є складним педагогічним викликом, що виходить далеко за межі технічного оновлення матеріальної бази. Перехід до нових форматів навчання в умовах воєнного стану актуалізував проблему мотивації: студенти змушені долати не лише мовний бар'єр, а й емоційне вигорання, дефіцит живого спілкування та технічні перепони, як-от нестабільний зв'язок чи обмежений доступ до обладнання. У гуманітарній площині, де успіх навчання безпосередньо залежить від емоційної залученості та відчуття соціокультурного контексту, ці бар'єри стають особливо критичними. Це зумовлює гостру потребу в пошуку адаптивних підходів, здатних мінімізувати вплив деструктивних зовнішніх чинників на освітній результат.

Важливим механізмом підтримки мотивації в умовах підвищеного стресу стає гейміфікація навчального процесу. Інтеграція ігрових технік у навчальний процес дозволяє трансформувати рутинні вправи у динамічну взаємодію, що суттєво підвищує залученість і знижує рівень когнітивного навантаження. Для подолання кризи мотивації та персоналізації навчання можливе впровадження інструментарію екосистеми EdTech, що дозволяє перетворити пасивне споживання контенту на активну взаємодію. Зокрема, проблему низької залученості допомагають вирішити такі сервіси, як Kahoot! та Quizizz. Вони дозволяють проводити мовні вікторини в реальному часі, вносячи елемент змагальності, що особливо важливо для підтримки динаміки в онлайн-групах. Для відтворення атмосфери спільної роботи та подолання браку «живої» візуалізації ефективно використовуються інтерактивні онлайн-дошки Miro або Padlet. Ці платформи слугують віртуальними просторами для спільного створення ментальних карт, групового аналізу текстів чи візуалізації соціокультурних сценаріїв, що частково компенсує відсутність фізичної аудиторії.

Впровадження ігрових елементів сприяє зниженню рівня тривожності та стимулює пізнавальний інтерес до вивчення мови. Це доповнюється стратегією персоналізації, де навчальні плани адаптуються під індивідуальний темп та психоемоційний стан кожного іноземця. Ключовим інструментарієм у реалізації такої індивідуальної траєкторії стають технології на основі штучного інтелекту. Сервіси на кшталт ChatGPT, Grammarly та DeepL перестають бути просто допоміжними засобами перекладу чи перевірки орфографії. Вони стають персональними когнітивними асистентами, які забезпечують миттєвий зворотний зв'язок, підтримують автономність студента та надають можливість практикувати мову в режимі реального часу. У сучасних нестабільних умовах такий інтелектуальний супровід стає фундаментом для формування цифрової стійкості іноземних здобувачів, дозволяючи їм підтримувати високу якість навчання попри зовнішні виклики.

Практична реалізація гейміфікації в мовній підготовці іноземців базується на створенні рольових сценаріїв у цифровому просторі. Зокрема, ефективним є використання платформ (наприклад, Wordwall або Genially) для створення квестів, де студенти мають «розблокувати» наступні рівні мовних тем, виконуючи комунікативні завдання. Це дозволяє перетворити рутинне вивчення відмінків чи лексики на інтерактивний процес, де помилка сприймається не як поразка, а як можливість спробувати ще раз, що критично важливо для збереження емоційного комфорту в умовах стресу.

Штучний інтелект сьогодні виступає потужним засобом для створення індивідуалізованих тренажерів, генерації контекстних вправ та миттєвого зворотного зв'язку. Використання нейромереж для практики мовлення та редагування текстів дозволяє студентам отримувати допомогу в режимі реального часу, що значно прискорює процес адаптації. Синергія штучного інтелекту та викладацького менторства стає запорукою формування високої цифрової компетентності іноземців, яка є невід'ємною складовою сучасної вищої освіти.

Окремий сегмент займає використання AI-інструментів для персоналізації самостійної роботи. Для розвитку навичок говоріння іноземним студентам пропонуються вправи з використанням генеративних моделей (на кшталт ChatGPT або Claude), де ШІ виступає у ролі симулятора реальних життєвих ситуацій — від «віртуального візиту до міграційної служби» до «замовлення ліків у аптеці». Студенти можуть практикувати діалоги, отримуючи миттєве виправлення граматичних помилок та пропозиції щодо більш природних мовних зворотів. Також ефективним є використання інструментів перетворення тексту в мовлення (Text-to-Speech) для

відпрацювання правильного наголосу та інтонації української мови, що дозволяє студенту працювати над вимовою індивідуально, знижуючи психологічний бар'єр перед публічним виступом.

Важливим викликом постає проблема індивідуалізації навчання. У межах онлайн-груп викладачеві складніше адаптувати темп викладання під когнітивні особливості кожного студента. Стандартизація дистанційних курсів часто ігнорує персональні потреби іноземців, що призводить до нерівномірного засвоєння матеріалу. Це зумовлює необхідність розробки гнучких освітніх моделей, які б дозволяли коригувати траєкторію навчання залежно від індивідуального прогресу студента. Вирішення проблеми індивідуалізації стає можливим завдяки використанню систем управління навчанням (LMS), як-от Moodle або Google Classroom, де викладач може створювати персоналізовані треки – від додаткових аудіоматеріалів для тих, хто має труднощі зі слуханням, до складніших творчих завдань для студентів з вищим рівнем знань чи темпом засвоєння мови. Таким чином, цифрові інструменти стають не просто технічним посередником, а активним компонентом, що допомагає адаптувати складний процес вивчення української мови до індивідуальних запитів кожного іноземця.

Не менш важливим є соціокультурний аспект. Вивчення мови у відриві від її культурного контексту суттєво обмежує комунікативну компетентність. Без безпосереднього занурення в українське середовище студентам важко опанувати етикетні норми та особливості вербальної поведінки. Відтак, цифрова платформа має стати не просто джерелом граматичних правил, а простором для трансляції культурних практик: від аналізу пісенної спадщини та літератури до перегляду автентичних відео-матеріалів, що демонструють соціально-побутові сценарії життя українців.

На тлі цих факторів сьогодні можна констатувати певну кризу онлайн-освіти. Парадокс полягає в тому, що надлишок і легка доступність інформації в інтернеті провокують інформаційне перевантаження.

Студентам стає важче верифікувати дані та виокремлювати ключові смисли. Хоча глобальні цілі навчання залишаються незмінними, центр ваги зміщується у бік самостійної роботи, що вимагає від студента не лише мовних здібностей, а й розвинених навичок критичного мислення та академічної автономії.

Для оптимізації мовної підготовки у ЗВО необхідно зосередитися на розробці комплексних методичних рекомендацій, що базуються на поєднанні інноваційних технологій та емпатійного підходу. Ефективними результатами такої перебудови стають розвиток здатності іноземних студентів швидко адаптуватися до зміни умов, підвищення їхньої цифрової грамотності та формування стійкої емоційної прив'язаності до

україномовного освітнього простору. Такий формат навчання не лише забезпечує виконання навчальних планів, а й формує позитивний імідж української освіти як високотехнологічної та гуманістичної галузі.

Важливим вектором наукової дискусії залишається пошук оптимального балансу між класичними лінгводидактичними традиціями та інноваційними інструментами мовної підготовки. Впровадження цифрових технологій не повинно бути самоціллю; їхнє завдання – трансформація освітньої взаємодії у такий спосіб, щоб підвищити ефективність навчання, не втративши фундаментальності академічної підготовки. Сучасні електронні платформи та адаптивні сервіси на основі штучного інтелекту суттєво модернізують інформаційний обмін між викладачем та іноземним здобувачем, перетворюючи його з лінійного процесу на динамічну екосистему. Автоматизація оцінювання та моніторингу успішності, яку забезпечують ці інструменти, дозволяє викладачеві зосередитися на творчих та менторських аспектах роботи, водночас забезпечуючи студентам миттєвий зворотний зв'язок, що є критичним для корекції мовленнєвих навичок у реальному часі.

Попри очевидні переваги, масштабна цифровізація мовної освіти іноземців супроводжується низкою системних викликів. Ключовим серед них є готовність суб'єктів освітнього процесу до швидкої зміни педагогічних ролей: викладач має опанувати функції цифрового куратора, а студент – розвинути високий рівень автономності. Окрім цього, питання ресурсної забезпеченості та нерівномірного доступу до високошвидкісного інтернету в умовах воєнного стану можуть створювати цифрові розриви між студентами. Тому ефективна реалізація інноваційних підходів потребує гнучкого поєднання традиційного «живого» спілкування, яке забезпечує емоційну та культурну інтеграцію, з потенціалом AI-технологій. Тільки такий зважений синтез дозволить створити адаптивне навчальне середовище, що максимально повно задовольняє освітні потреби іноземних студентів незалежно від зовнішніх обставин.

Висновки. У сучасних умовах воєнного стану стратегічний розвиток української вищої освіти нерозривно пов'язаний з трансформацією мовної підготовки іноземних студентів. На зміну традиційним аудиторним заняттям прийшли гнучкі цифрові рішення: університети активно впроваджують синхронні та асинхронні формати навчання, що дозволяє інофонам опановувати українську або англійську мови як мови навчання незалежно від їхнього місцеперебування чи різниці в часових поясах.

Ключовою особливістю сьогодення став пошук методів для компенсації відсутності «живого» спілкування. Щоб подолати зниження мотивації через дистанційний формат, викладач активно інтегрують у

навчання штучний інтелект та інтерактивні платформи, що забезпечує стабільний та швидкий зворотний зв'язок. Це допомагає іноземним студентам не лише вивчати мову як предмет, а й швидше адаптуватися до академічного середовища, яке стало цифровим.

Така вимушена модернізація – від спрощення процедур дистанційного вступу до розробки віртуальних мовних курсів – робить українську вищу освіту більш стійкою. Орієнтація на європейські стандарти та технологічна гнучкість дозволяють закладам вищої освіти зберігати статус конкуренто-спроможних центрів міжнародної освіти, готуючи ґрунт для масштабного відновлення міжнародної мобільності після закінчення війни.

Перспективи подальших досліджень у розробці та апробації адаптивних інтелектуальних систем навчання (AI-powered learning), що дозволять персоналізувати траєкторію мовної підготовки іноземних студентів. Окремої уваги потребує вивчення психолого-педагогічних аспектів подолання мовного бар'єра в умовах виключно віртуального освітнього середовища та розробка методичного інструментарію для гібридного навчання у поствоєнний період. Важливим ми вбачаємо також проведення порівняльного аналізу академічної успішності іноземних студентів, що проходили мовну підготовку в очному та цифровому форматах. Це дозволить оптимізувати зміст навчальних програм та розробити рекомендації щодо створення інклюзивного цифрового простору, який би забезпечував не лише мовні компетенції, а й сталий психологічний зв'язок іноземного студента з українськими ЗВО.

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МЕДІАГРАМОТНІСТЬ ЯК КЛЮЧОВА КОМПЕТЕНТНІСТЬ МАЙБУТНЬОГО ФАХІВЦЯ: СТРУКТУРА ТА ЗМІСТ

Анотація. В умовах швидкої цифровізації суспільства та інтенсивного розвитку інформаційно-комунікаційних технологій проблема формування медіаграмотності студентів набуває особливого наукового та практичного значення. Сучасна молодь щодня перебуває в інформаційному просторі, який формується засобами масової інформації, соціальними мережами, цифровими платформами та системою штучного інтелекту. Значний масив поширеної в медіапросторі інформації містить інструменти маніпуляції, дезінформацію, неправдиві повідомлення та елементи інформаційно-психологічного впливу, що зумовлює необхідність високорозвиненого критичного мислення особистості та спроможності до усвідомленого сприйняття медіаконтенту.

Ключовою метою будь-якої освітньої системи є підготовка майбутніх фахівців до повноцінної участі в усіх сферах діяльності суспільства. Для досягнення цієї мети освітній процес повинен будуватися з урахуванням особливостей розвитку сучасного полікультурного суспільства, для якого характерні, по-перше, множинність взаємодіючих мов і культур, а по-друге, множинність текстів і текстових форматів, що функціонують у глобальному інформаційному просторі, який створюється сучасними засобами масової комунікації.

Однією з ключових компетентностей, необхідних будь-якому фахівцю для ефективної діяльності в такому інформаційному середовищі, є медіаграмотність, яка характеризується здатністю адекватно взаємодіяти з потоками медіаінформації в глобальному інформаційному просторі: здійснювати пошук, аналізувати, критично оцінювати та створювати медіатексти.

За таких умов система освіти повинна відповідати на запити суспільства у критично мислячих медіаграмотних фахівцях, здатних ефективно використовувати медіапростір для вирішення різних професійних, суспільних та особистих завдань.

На основі аналізу існуючих підходів щодо визначення змісту та структури медіаграмотності в статті виокремлено чотири структурно-змістовні компоненти медіаграмотності: мотиваційний, когнітивний, поведінковий та ціннісно-значимий компоненти.

Ключові слова: медіаосвіта, медіаграмотність, компетентність, медіакомпетентність, майбутній фахівець, компоненти медіаграмотності,

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MEDIA LITERACY AS A KEY COMPETENCY FOR FUTURE PROFESSIONALS: STRUCTURE AND CONTENT

Abstract. Against the backdrop of rapid societal digitalization and the intensive development of information and communication technologies, the issue of fostering media literacy among students has taken on particular academic and practical significance. Today's youth are immersed daily in an information space shaped by the mass media, social networks, digital platforms, and artificial intelligence systems. A significant portion of the information circulating in the media space contains tools of manipulation, disinformation, false reports, and elements of informational and psychological influence, which necessitates highly developed critical thinking and the ability to consciously perceive media content.

The key objective of any educational system is to prepare future professionals for full participation in all spheres of societal activity. To achieve this goal, the educational process must be structured with an understanding of the characteristics of modern multicultural society, which is characterized, first, by a multiplicity of interacting languages and cultures, and second, by a multiplicity of texts and textual formats operating within the global information space created by modern mass media.

One of the key competencies required of any professional to operate effectively in such an information environment is media literacy, which is characterized by the ability to adequately interact with media information flows in the global information space: to search for, analyze, critically evaluate, and create media texts. Under such conditions, the education system must respond to society's demand for critically thinking, media-literate professionals capable of effectively utilizing the media space to address various professional, social, and personal challenges.

Based on an analysis of existing approaches to defining the content and structure of media literacy, this article identifies four structural and content-related components of media literacy: the motivational, cognitive, behavioral, and value-based components.

Keywords: media education, media literacy, competence, media competence, future professional, components of media literacy.

Постановка проблеми. Проблема сьогодення полягає не в дефіциті інформації, а в спроможності її знаходити, класифікувати, аналізувати та критично оцінювати. Довкілля, освітній простір щораз все більше наповнюється інформацією, медіа та інноваційними технологіям, а відтак, спонукає суспільство до розвитку необхідно життєвих навичок, які дозволяють особистості мобільно та швидко реагувати на трансформаційні процеси в суспільстві та впевнено орієнтуватися в особистому, соціальному та професійному житті.

Особливої актуальності проблема медіаграмотності набула в умовах глобальних соціальних трансформацій, цифровізації освіти та в умовах небезпечної загрози агресивної інформаційної війни рф проти державності України.

Сучасні здобувачі освіти є активною аудиторією цифрового контенту, однак не завжди здатні до критичної оцінки щодо правдивості інформації, виявлення прихованих маніпуляцій та безпеки взаємодії з медіапростором.

З огляду на це, пріоритетне завдання системи вищої освіти передбачає активізацію процесу формування медіаграмотності майбутніх фахівців як важливої складової загальної та професійної культури особистості.

У контексті нашого дослідження медіаграмотність будемо трактувати як сукупність знань, що сприяють усвідомленню, аналізу та критичній оцінці медіа-контенту, а також уміння та навички протидіяти негативному впливу ЗМІ.

Відповідно до визначення, можна виокремити складові медіаграмотності: розуміння особливостей функціонування медіа та результатів впливу на суспільство; уміння та практичні навички відповідального споживання медіаконтенту; комунікація в медіапросторі, виготовлення та презентація власного медіаконтенту; ефективне використання медіа та активна взаємодія у медіа, уміння запобігати та протидіяти руйнівним впливам медіа.

Поняття медіаграмотності не є новим, це поняття було введено в науковий простір ще в 60-х роках XX ст. [13]. Однак, медіаграмотність була і залишається предметом дослідження як українських так і зарубіжних вчених на сучасному етапі.

Відповідно до Концепції реалізації медіаосвіти в Україні [4], *медіаграмотність* – визначається як складник медіакультури, що передбачає уміння коректно використовувати та послуговуватися контентом та інформацією, отриманими з медіапростору.

У сучасному науковому просторі ключова думка науковців передбачає, що медіаграмотність похідна від таких термінів як «критичне мислення» та «візуальна освіченість».

З-поміж інших понять використовуються такі, як «технологічна грамотність», «ІТ-грамотність», «інформаційна грамотність», «комп'ютерна грамотність» тощо [3].

Аналіз останніх досліджень і публікацій. Аналіз наукової літератури засвідчив наявність численних досліджень щодо питань історії, теорії та методики медіаосвіти.

Так, аспекти становлення та розвитку української медіаосвіти в наукових пошуках розглядали вчені: Є. Архипова, О. Баришполець С. Бойко, О. Волошенюк, Н. Габор, І. Жилавська, Л. Зазнобіна, В. Іванов, Н. Іллюк, Л. Кульчинська, В. Різун, Н. Шубенко.

Українські дослідники А. Анджеєвська, М. Антонченко, Т.Бешок, О.Гринь О. Майборрода, Т. Качак, Г. Онкович , О. Семеног у своїх наукових розвідках розглядали педагогічні умови формування медіаграмотності майбутніх фахівців у закладах вищої освіти.

Основи комп'ютерної грамотності та інформаційної культури вчителя було представлено у наукових дослідженнях В. Бикова, І. Галаган, Р. Гуревич, М. Жалдак, А. Коломієць, Н. Морзе.

Теоретичні аспекти медіаосвіти в системі вищої освіти в контексті підготовки фахівців вивчають: Р. Бужиков, Г. Васянович, Н. Духаніна, Д. Завруба, Ю. Казаков, А. Литвин, Л. Найдьонова, Г. Онкович, І. Сахневич, О. Янишин та інші. Результати вивчення зарубіжного досліду щодо впровадження системи медіаосвіти у європейських країнах були представлені у наукових доробках Л. Мастерман, А. Новикова, В. Робак, І. Чемерис та ін..

Медіоосвіта, яка формує світогляд особистості в аспекті свідомого споживача медіаінформації, обґрунтували у наукових працях Я.Падалко та О.Слаба [7].

В контексті нашого дослідження важливі наукові пошуки О. Стаднік, О. Ванюшина, Н. Полова, які у своїх дослідженнях визначили особливості сприйняття інформації в умовах війни [10]. Нам імпонує практико-зорієнтований аспект медійної грамотності, як важливої компетентності XXI ст., який обґрунтували українські вчені Ю.Руденко Н.Дегтярьова, С.Петренко, В.Горохова [8]. Важливим та актуальним науковим доробком було дослідження А.Ласкової-Ярмоленко та Т.Слинькової, які акцентували увагу на необхідності інтеграції медіаосвіти в систему вищої освіти України, оскільки саме медіаграмотність виступає запорукою інформаційної безпеки країни та формування української ідентичності [6].

Дефініція «медіаграмотність» та «медіакомпетентність» ґрунтовно розкрита і потрактована в науковому доробку зарубіжних дослідників. Вчені Девід Бакінгем (David Buckingham), Генрі Дженкінс (Henry Jenkins), Рене Хоббс (Renee Hobbs), Соня Лівінгстон (Sonia Livingstone) та багато інших розглядають медіаграмотність в контексті цифрової грамотності (digital literacy) та інформаційної стійкості особистості. Зазначимо, що особлива увага у дослідженнях зарубіжних вчених В. Джеймс Поттер (W. James Potter), Дуглас Келлнер (Douglas Kellner), Джефф Шер (Jeff Share), Ніл Постман (Neil Postman), Гюнтер Кресс (Gunther Kress) та багатьох інших акцентується увага на впливі соціальних мереж та алгоритмічного контенту на когнітивні процеси студентів. Результати досліджень вчених засвідчують, що надмірне споживання цифрових медіа може негативно впливати на увагу, емоційний стан та здатність до критичного мислення особистості, що зумовлює необхідність системної медіаосвіти в закладах вищої освіти.

Американський дослідник та експерт із медіаграмотності Поттер В. Дж. (Potter W. J.) визначає медіаграмотність як результат медіаосвіти – тобто сукупність знань про засоби масової інформації. На думку вченого, медіаграмотність – це навички експериментувати з медіатекстами, тлумачити їх, аналізувати та створювати власний медіаконтент [14].

Як вважає британський вчений Д. Бакінгем (Buckingham D) медіаграмотність – це вміння користуватися, досліджувати, аналізувати, критично оцінювати та поширювати інформацію у різних формах [11].

Дослідник Джейн Д. Браун (Jane D. Brown), у наукових розвідках аргументує, що термін «медіаграмотність» має відмінні трактування для фахівців різних професійних галузей [12].

Відтак, практично всі українські та зарубіжні вчені вважають, що медіаграмотність — це навички, набуті в процесі навчання, які дозволяють аналізувати та оцінювати засоби масової інформації. Узагальнюючи результати аналізу наукових доробків сучасних українських та зарубіжних дослідників, можна зробити висновок, що медіаграмотність розглядається як інтегративна якість особистості, яка поєднує критичне мислення, цифрову компетентність, інформаційну культуру, навички аналізу медіатекстів та здатність створювати власний медіаконтент. На думку А. Сахневич високий рівень медіаграмотності сприяє розвитку інформаційної стійкості особистості, формуванню громадянської відповідальності, здатності протидіяти дезінформації та приймати обґрунтовані рішення в умовах інформаційного суспільства [9].

Мета та завдання дослідження — за результатами аналізу філософської, соціологічної та психолого-педагогічної літератури

охарактеризувати та обґрунтувати змістову сутність та структуру феномена «медіаграмотність» майбутнього фахівця.

Завдання. Розкрити феномен «медіаграмотність» у вітчизняному та зарубіжному науковому дискурсі, охарактеризувати змістову сутність та визначити структурні компоненти медіаграмотності.

Методологічним підґрунтям дослідження використано компетентнісний та особистісно орієнтований підходи. У часі дослідження було використано комплекс теоретичних та емпіричних методів дослідження. З поміж теоретичних джерелознавчих методів було використано: аналіз, порівняння, узагальнення, систематизація наукових праць та документів для визначення ключових понять дослідження та вивчення наукових трактувань щодо сутності та тлумачення поняття «медіаграмотність» українськими та зарубіжними вченими.

Виклад основного матеріалу. Історично медіаграмотність передбачала здатність особистості аналізувати й оцінювати художні твори і писати хороші тексти. Проте, з другої половини XX ст. відбулася трансформація цих умінь, яка передбачала коректний аналіз, критичну оцінку та вміле використання не лише друкованих форм спілкування, кіно, радіо- та телепрограм, а також інтернет-простору.

Узагальнюючи наукові тлумачення дефініції «медіаграмотність», можна відзначити, що усі вони ґрунтуються на твердженні, що медіаграмотність — це здобуті у часі навчання уміння та навички критично аналізувати та оцінювати медіапростір. У даному контексті, поняття медіаграмотності ми розглядаємо як багатоаспектне. Вчені В. Іванов та Т. Іванова складовими елементами медіаграмотності виокремлюють знання, уміння та навички, що дозволяють особистості успішно орієнтуватися та взаємодіяти в інформаційному просторі, одночасно виступаючи в ролі споживача та автора інформаційного контенту, тобто здійснювати пошук необхідної інформації, аналіз та оцінку повідомлень у різних видах медіа, створювати та транслювати медіаповідомлення, працювати з цифровими платформами, дотримуватися медіабезпеки [2].

Науковець-дослідник і президент Канадської асоціації організацій з медіаосвіти, Джон Дж. Пунгенте (John J. Pungente), визначив сім основних принципів медіаграмотності, які сприяють кращому сприйняттю та розумінню інформаційних продуктів:

- Кожен масмедійний продукт це конструкція реальності.
- Споживачі медіаінформації дають їй власне тлумачення та оцінку змісту.
- Засоби масової інформації мають фінансову підтримку за рахунок комерційних джерел.

➢ Кожне масмедійне повідомлення є носієм ідеології та інформації про визначені цінності.

➢ Масмедійні засоби в інформаційному просторі реалізують соціальні та політичні функції.

➢ ЗМІ висвітлюють одну й ту саму подію, акцентуючи увагу на різних аспектах.

➢ У кожного медійного ресурсу є власна унікальна естетична форма [15].

Як вважає І. Ладика, однією зі базових характеристик медіаграмотності особистості є вміння орієнтуватися в інформації, а саме: працювати з різними джерелами інформації, критично сприймати та перевіряти, аналізувати інформацію, що надходить, розрізняти якість інформаційних каналів за шкалою достовірності [5].

За результатами наукових пошуків Джеймса Поттера (James Potter), упорядника американських навчальних посібників для студентів, медіаграмотність – це уміння особистості контролювати та керувати власним медіаспоживанням. Медіаграмотна особистість краще орієнтується у медіапросторі, швидше знаходить необхідну корисну інформацію та уникає шкідливих повідомлень, на зразок забрудненої чи отруйної води або їжі. [14].

Водночас, з огляду на сучасну парадигму інформаційної цивілізації та той вплив, який мають ЗМІ на формування інформаційного простору, вважаємо за доцільне розглядати медіаграмотність як окрему компетентність у структурі професійної компетентності сучасного фахівця.

Зазначимо, що значення та місце медіаграмотності в моделях професійної компетентності може бути різним відповідно до сфери професійної діяльності.

Виокремлення медіаграмотності як ключової компетентності у структурі професійної компетентності сучасного фахівця потребує виокремлення її структурних складників та змістового контенту. Як і будь-яка інша компетентність, медіаграмотність представлена сукупністю навичок, умінь, системи цінностей та відносин.

У нашому дослідженні при визначенні структурно-змістовних компонентів медіаграмотності ми спиратися на сформульовані у вітчизняній науці положення щодо характеристик ключових компетентностей, які можуть розглядатися як загальні критерії для визначення та оцінки їхньої структури та змісту [1].

На основі аналізу існуючих підходів щодо визначення змісту та структури медіаграмотності ми виокремили чотири структурно-змістовні компоненти медіаграмотності: мотиваційний, когнітивний, поведінковий та ціннісно- значимий компоненти.

Охарактеризуємо зміст цих компонентів.

1. *Мотиваційний компонент* – готовність до прояву компетентності. Підґрунтям мотиваційного компоненту є: усвідомлення студентами ролі та функцій сучасних ЗМІ у житті суспільства та кожної особистості в контексті мінливої соціальної реальності; сформовані у студентів цілісні уявлення про себе в контексті сучасної медіакультури; осмислення власних комунікативних потреб та актуалізація інтелектуальних можливостей у процесі активного засвоєння накопиченого людського досвіду під час взаємодії з медіатекстами.

2. *Когнітивний компонент* – володіння знанням щодо змісту компетентності. Когнітивний компонент медіаграмотності передбачає знання, згруповані за ключовими концептами медіаграмотності, до яких ми пропонуємо віднести такі концепти: процес, контекст, медіатекст та медіарепрезентація.

- *концепт «процес»* передбачає оволодіння знаннями про роль та функції мас-медіа у сучасному світі; відмінні риси різних ЗМІ та їхні комунікативні стратегії; про процес створення медіатексту (цілі, аудиторія, способи взаємодії з аудиторією та впливу на неї); ефекти засобів масової інформації;
- *концепт «контекст»* передбачає володіння знаннями про: історичний та культурний контексти створення та функціонування ЗМІ; медіа-культуру в сучасному культурному просторі; засоби масової інформації та ідеологію; засоби масової інформації та формування ідентичності;
- *концепт «медіатекст»* передбачає оволодіння знаннями з таких питань: тип і жанр медіатексту; тема і предмет медіатексту; автор і споживачі медіатексту; структура наративу; вербальні, невербальні, візуальні, графічні, мультимедійні засоби та способи передачі інформації; явний та прихований зміст медіатексту; наявність або відсутність стереотипних репрезентацій; характер взаємодії з аудиторією;
- *концепт «медіарепрезентації»* передбачає володіння знаннями відповідного ставлення до медіатексту реального світу (реалізм і конструктивізм як способи репрезентації об'єктивної реальності); авторська позиція (упередженість та об'єктивність, вираження та відображення домінуючої ідеології, системи культурних цінностей, світогляду; журналістська етика); стереотипізація в текстах масової інформації, проблема репрезентації певних соціальних категорій та груп членів суспільства; медіарепрезентації та проблема насильства; медіарепрезентації та культура споживання

3. *Поведінковий компонент* – набір умінь, які уможливлюють адекватну взаємодію з медіаінформацією в різноманітних стандартних і нестандартних ситуаціях. Поведінковий компонент медіаграмотності включає такі базові групи вмінь:

- вміння здійснювати пошук інформації у різних медіаджерелах, виконувати дії щодо забезпечення доступу до джерел медіаінформації; уміння зберігати медіа-інформацію; знаходити необхідну інформацію в різних типах медіатекстів;
- вміння критично оцінювати зміст медіаінформації: інтерпретувати її зміст в контексті власного досвіду на основі особистих цінностей, світогляду, набутих знань; на основі аналізу соціального та культурного контекстів формулювати припущення щодо можливих наслідків; на основі аналізу соціального контексту оцінювати значущість та цінність медіаінформації для споживачів;
- навички творчого репродуктивно-продуктивного перетворення інформації під час створення нового медіатексту: правильно визначити та оцінити аудиторію або отримувача медіаповідомлення; ефективно та творчо використовувати вербальні, аудітивні, візуальні, графічні, мультимедійні засоби та способи передачі інформації; уміти сконструювати медіаінформацію відповідно до реального світогляду споживача;

4. *Ціннісно-значимий компонент* – ставлення до змісту компетентності та об'єкту її використання. Ціннісно-значимий компонент формується на основі базових концептуальних положень медіаграмотності, які відображають систему своєрідних правил та засад, що визначають «ідеологічне підґрунтя» процесу формування критичної автономії споживачів медіаінформації: медіатексти є конструктами, водночас, вони моделюють реальність; медіаінформація має комерційне оформлення; медіаінформація має ідеологічне та політичне підґрунтя; форма та зміст взаємозалежні у всіх засобах масової інформації, кожен із яких має специфічний набір характеристик .

Висновки. Таким чином інтенсивне поширення засобів масової інформації зумовило включення медіаграмотності в освітні програми підготовки майбутніх фахівців, оскільки її вважають важливою компетентністю XXI ст., необхідною для розвитку демократії та активної громадянської позиції. Володіючи навичками медіаграмотності, особистість убезпечена від негативних інформаційних впливів масмедіа та зможе використовувати їх в реальному житті.

Аналіз основних концептів в рамках даного дослідження уможливим уточнити термінологічну базу щодо медіаграмотності майбутніх фахівців та виокремити структурно-змістовні компоненти медіаграмотності: мотиваційний, когнітивний, поведінковий та ціннісно- значимий компоненти.

Важливо, що медіаграмотність розглядається не лише як технічна навичка, а як елемент критичного мислення та демократичної культури.

Перспективи подальших наукових розвідок вбачаємо у вивченні інтеграції медіаграмотності в гуманітарні освітні компоненти при підготовці фахівців у вищій школі.

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РОЗВИТОК ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО ПЕДАГОГА В КОНТЕКСТІ ФОРМУВАННЯ ЦІННІСНИХ І СМИСЛОЖИТТЄВИХ ОРІЄНТАЦІЙ У СУЧАСНОМУ ЄВРОПЕЙСЬКОМУ ОСВІТНЬОМУ ПРОСТОРІ

Анотація. У статті досліджується проблема розвитку професійної компетентності майбутнього педагога через систему цінностей і смисложиттєвих орієнтацій у сучасному європейському освітньому просторі. Актуальність теми зумовлена інтеграцією України до європейського освітнього середовища, модернізацією системи вищої педагогічної освіти та необхідністю підготовки конкурентоспроможного педагога, здатного ефективно здійснювати професійну діяльність відповідно до європейських освітніх стандартів і гуманістичних цінностей. У сучасних умовах європейський освітній простір виступає не лише середовищем професійної підготовки, а й важливим чинником формування ціннісної свідомості, академічної культури, демократичного світогляду та професійної мобільності майбутніх педагогів.

У дослідженні наголошується, що професійна компетентність сучасного педагога формується у тісному взаємозв'язку із системою особистісних і професійних цінностей, які визначають його професійну позицію, педагогічну етику, мотивацію до саморозвитку та готовність до міжкультурної взаємодії. Проаналізовано сутність понять «професійна компетентність», «система цінностей», «смисложиттєві орієнтації» та визначено їхню роль у процесі професійного становлення майбутнього фахівця. Встановлено, що смисложиттєві орієнтації сприяють усвідомленню професійного призначення педагога, розвитку відповідальності, толерантності, гуманізму та здатності до педагогічної рефлексії.

Особливу увагу приділено впливу європейського освітнього простору на розвиток академічної культури, цінностей партнерства, студентоцентрованого навчання, інклюзивності, свободи академічної думки та безперервного професійного вдосконалення. Підкреслено, що аксіологічний підхід у системі педагогічної освіти забезпечує гармонійне поєднання професійної

компетентності та духовно-ціннісного розвитку особистості майбутнього педагога.

Зроблено висновок про необхідність оновлення змісту професійної підготовки педагогів відповідно до сучасних європейських освітніх тенденцій і цінностей.

Ключові слова: професійна компетентність, майбутній педагог, система цінностей, смисложиттєві орієнтації, європейський освітній простір, педагогічна освіта, аксіологічний підхід, професійний розвиток, ціннісні орієнтації студентської молоді, Україна, Бельгія.

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DEVELOPMENT OF PROFESSIONAL COMPETENCE OF THE FUTURE TEACHER THROUGH THE SYSTEM OF VALUES AND LIFE-MEANING ORIENTATIONS IN THE MODERN EUROPEAN EDUCATIONAL SPACE

Abstract. The article investigates the issue of developing the professional competence of future teachers through a system of values and life-meaning orientations within the modern European educational space. The relevance of the study is determined by Ukraine's integration into the European educational environment, the modernization of higher pedagogical education, and the need to train competitive teachers capable of carrying out professional activities in accordance with European educational standards and humanistic values. In modern conditions, the European educational space acts not only as an environment for professional training but also as an important factor in shaping value consciousness, academic culture, democratic worldview, and professional mobility of future teachers.

The study emphasizes that the professional competence of a modern teacher is formed in close connection with a system of personal and professional values that determine professional position, pedagogical ethics, motivation for self-development, and readiness for intercultural interaction. The essence of the concepts "professional competence," "value system," and "life-meaning orientations" is analyzed, and their role in the process of professional formation of future specialists is defined. It has been established that life-meaning orientations contribute to understanding the professional mission of a teacher, developing responsibility, tolerance, humanism, and the ability for pedagogical reflection.

Particular attention is paid to the influence of the European educational space on the development of academic culture, partnership values, student-centered learning, inclusiveness, freedom of academic thought, and continuous professional improvement. It is emphasized that the axiological approach within pedagogical education ensures a harmonious combination of professional competence and the spiritual and value-based development of the future teacher's personality. The study concludes that it is necessary to modernize the content of teacher training in accordance with contemporary European educational trends and values.

Keywords: professional competence, future teacher, value system, life-meaning orientations, European educational space, pedagogical education, axiological approach, professional development, value orientations of student youth.

Постановка проблеми. У сучасній педагогічній науці міжкультурна компетентність розглядається як інтегративна характеристика особистості, що забезпечує здатність до продуктивної взаємодії з представниками різних культур на основі взаєморозуміння, поваги та прийняття культурних відмінностей. У працях українських і європейських дослідників підкреслюється, що ця компетентність формується в процесі особистісної інтеграції знань, умінь, навичок і ціннісних орієнтацій, які забезпечують готовність до діяльності в полікультурному середовищі.

Особливого значення проблема міжкультурної компетентності набуває в умовах функціонування системи вищої освіти Королівства Бельгії, яке є однією з найбільш багатомовних і культурно різноманітних країн Європи. Освітній простір Бельгії характеризується поєднанням фламандської, французької та німецької мовних спільнот, що обумовлює необхідність формування у студентів високого рівня міжкультурної чутливості та здатності до ефективної комунікації. У свою чергу, в Україні проблема міжкультурної компетентності набуває особливої актуальності у зв'язку з інтеграцією до європейського освітнього простору, розвитком інклюзивної освіти та необхідністю врахування культурного різноманіття сучасного суспільства.

Діяльнісний компонент міжкультурної компетентності охоплює сформованість умінь і навичок, необхідних для практичної реалізації професійної діяльності в полікультурному середовищі. Йдеться про здатність педагога організовувати освітній процес з урахуванням культурних відмінностей, здійснювати педагогічну взаємодію з представниками різних культур, застосовувати сучасні технології міжкультурного навчання, аналізувати педагогічні ситуації та знаходити оптимальні шляхи їх

розв'язання. У Бельгії значна увага приділяється практикоорієнтованій підготовці студентів, участі у міжнародних освітніх проєктах, академічній мобільності, що сприяє формуванню цього компоненту. В Україні відповідні процеси також активно розвиваються, зокрема через впровадження дуальної освіти, міжнародних програм обміну та інтеграцію інноваційних педагогічних технологій.

Аналіз останніх досліджень і публікацій. Аналіз наукових джерел дозволяє стверджувати, що структура міжкультурної компетентності педагога є багатокомпонентною і включає когнітивний, діяльнісний, особистісний та аксіологічний компоненти. Когнітивний компонент передбачає наявність системи знань про культурне різноманіття, особливості різних етнічних і соціальних груп, традиції, цінності та способи міжкультурної взаємодії. У контексті бельгійської освіти цей компонент реалізується через багатомовну підготовку студентів, інтеграцію культурологічного змісту в навчальні програми та активне використання міждисциплінарних підходів. В Україні ж когнітивний компонент формується через оновлення змісту освіти відповідно до європейських стандартів, включення курсів з міжкультурної комунікації, етнопедагогіки та інклюзивної освіти.

Особистісний компонент міжкультурної компетентності пов'язаний із формуванням професійно значущих якостей педагога, таких як толерантність, емпатія, гуманність, відкритість до нового досвіду, здатність до рефлексії та саморозвитку. У полікультурному освітньому середовищі ці якості набувають особливої ваги, оскільки забезпечують ефективну взаємодію між суб'єктами освітнього процесу. Європейська освітня практика, зокрема в Бельгії, орієнтована на розвиток саме цих характеристик через використання інтерактивних методів навчання, тренінгів, проєктної діяльності та групової роботи. В українській системі освіти формування особистісного компоненту також розглядається як пріоритетне завдання, що знаходить відображення у впровадженні компетентнісного підходу та особистісно орієнтованого навчання.

Аксіологічний компонент відображає систему цінностей особистості, яка формується в процесі міжкультурної взаємодії. Йдеться про усвідомлення рівноцінності культур, повагу до культурного різноманіття, прийняття інших як носіїв унікального соціокультурного досвіду. Саме цей компонент є основою формування ціннісної свідомості майбутнього педагога, що визначає його професійну позицію та ставлення до учасників освітнього процесу. У Бельгії аксіологічний аспект освіти реалізується через принципи демократичності, інклюзивності та культурного плюралізму. В Україні формування ціннісних орієнтацій студентів здійснюється в

контексті національних і європейських освітніх цінностей, що поєднують традиції гуманістичної педагогіки та сучасні інноваційні підходи [1;2;4].

Важливим аспектом формування міжкультурної компетентності є діагностика її рівня у здобувачів вищої освіти. Дослідження показують, що у більшості студентів спостерігається середній рівень сформованості толерантності як складової міжкультурної компетентності, що свідчить про необхідність цілеспрямованого педагогічного впливу. У сучасній освітній практиці використовуються різноманітні методики оцінювання міжкультурної чутливості, толерантності та готовності до міжкультурної взаємодії, що дозволяє коригувати зміст і форми навчання відповідно до потреб студентів.

Ефективне формування міжкультурної компетентності майбутніх педагогів можливе за умови впровадження комплексного підходу до організації освітнього процесу. Такий підхід передбачає оновлення змісту навчальних дисциплін із урахуванням полікультурного контексту, використання інтерактивних методів навчання, орієнтацію на активну позицію студента як суб'єкта освітньої діяльності, розвиток його рефлексивних умінь і здатності до самостійного пошуку знань. Значну роль відіграє також створення освітнього середовища, що сприяє міжкультурному діалогу, партнерській взаємодії та розвитку ціннісних орієнтацій.

Отже, міжкультурна компетентність є невід'ємною складовою професійної підготовки сучасного педагога та важливою умовою його успішної діяльності в полікультурному освітньому середовищі. Порівняльний аналіз освітніх систем Королівства Бельгії та України засвідчує спільність стратегічних орієнтирів щодо розвитку міжкультурної взаємодії та формування ціннісної свідомості студентської молоді. Водночас відмінності у соціокультурних умовах визначають специфіку реалізації цих процесів, що потребує подальших наукових досліджень і практичного впровадження інноваційних педагогічних технологій.

Мета статті - дослідження особливостей розвитку професійної компетентності майбутнього педагога в контексті формування ціннісних і смисложиттєвих орієнтацій у сучасному європейському освітньому просторі.

Виклад основного матеріалу. Глобалізація та розвиток ринкових відносин зумовлюють швидкі темпи зростання і трансформації освітніх послуг. Динамічні соціальні зміни формують нові ціннісні орієнтації молоді та життєві стратегії її поведінки у сфері освіти. Виникає необхідність дослідження взаємодії інституту вищої освіти та його основних споживачів - здобувачів. З одного боку, спостерігається зростання попиту на вищу освіту, підвищується її престиж і значущість; з іншого - суттєво змінюється її роль і цінність, трансформуються ціннісні орієнтації молоді щодо освіти.

З’являються нові напрями підготовки, які приваблюють молодь сучасними назвами, перспективами працевлаштування та високим рівнем доходу. У медіапросторі активно популяризуються нові професії, що також впливає на вибір абітурієнтів.

У цих умовах заклади вищої освіти повинні враховувати динаміку ринку праці та розширювати спектр освітніх послуг для залучення вступників. Студенти молодших курсів перебувають на початковому етапі професійного самовизначення. Їх вибір навчання часто зумовлений соціальними чинниками та прагненням здобути вищу освіту, тоді як усвідомлення зв’язку майбутньої професії з життєвими смислами ще недостатньо сформоване. Водночас студенти старших курсів мають більш сформовану систему професійних мотивів, що пов’язано з поглибленим вивченням фахових дисциплін та проходженням різних видів практик.

У сучасних умовах розвитку українського та європейського суспільства проблема професійного самовизначення молоді набуває особливої актуальності. Це зумовлено глибокими змінами в економічній, соціальній, культурній та освітній сферах. Ринок праці постійно оновлюється, з’являються нові професії, змінюються вимоги до фахівців, посилюється конкуренція між випускниками закладів вищої освіти. Усе це впливає на уявлення молоді про значення вищої освіти та її роль у побудові життєвої стратегії.

Вища освіта сьогодні розглядається не лише як засіб набуття знань, умінь і професійних компетентностей. Вона дедалі частіше сприймається як важливий соціальний ресурс, що відкриває доступ до кращого працевлаштування, вищого рівня доходу, професійного статусу, соціальної мобільності та особистісного розвитку. У цьому контексті змінюється сама цінність освіти: якщо раніше її головною метою вважалося здобуття ґрунтовних знань і підготовка до професійної діяльності, то нині значна частина молоді пов’язує освіту насамперед із можливістю побудови успішної кар’єри.

Особливо помітними ці процеси є в умовах інтеграції України до європейського освітнього простору. Європейський досвід, зокрема досвід Королівства Бельгія, демонструє важливість поєднання академічної підготовки, практичної орієнтації, розвитку особистісних ресурсів студента та формування його здатності до самостійного професійного вибору. Університети дедалі більше орієнтуються не лише на передачу знань, а й на створення умов для розвитку критичного мислення, соціальної відповідальності, професійної мобільності та готовності до навчання впродовж життя.

Разом із тим професійний вибір молоді не завжди є усвідомленим. Часто абітурієнти обирають заклад освіти або спеціальність під впливом

зовнішніх чинників: порад батьків, престижності професії, моди на певні напрями підготовки, очікуваного рівня заробітної плати чи доступності вступу. Це свідчить про необхідність посилення профорієнтаційної роботи, педагогічного супроводу професійного самовизначення та формування в молоді ціннісного ставлення до майбутньої професії.

Особливу увагу приділено ролі освітнього середовища університетів Королівства Бельгії як чинника формування смисложиттєвих орієнтацій. З'ясовано, що сучасне європейське освітнє середовище орієнтоване не лише на передачу знань, а й на розвиток особистісного потенціалу студента, формування його автономності, відповідальності та здатності до саморефлексії. У цьому контексті освітній процес виступає як простір смислотворення, у якому здобувач вищої освіти має можливість не лише засвоювати знання, але й формувати власну життєву позицію [2;5].

Важливим результатом дослідження стало визначення педагогічних умов ефективного формування ціннісних орієнтацій, серед яких виокремлено:

- створення рефлексивно насиченого освітнього середовища;
- інтеграція навчального та особистісного досвіду студентів;
- використання інтерактивних методів навчання;
- стимулювання самостійної пізнавальної діяльності;
- підтримка індивідуальної освітньої траєкторії.

Значущим є також те, що формування смисложиттєвих орієнтацій відбувається ефективніше за умов суб'єкт-суб'єктної взаємодії між викладачем і студентом, яка передбачає партнерські відносини, діалогічність та взаємну повагу. Такий підхід сприяє розвитку критичного мислення, рефлексії та здатності до самостійного прийняття рішень.

Програма включала систему занять, побудованих на принципах активного навчання, рефлексії та особистісної включеності студентів у процес пізнання. Зокрема, використовувалися методи групової дискусії, аналізу життєвих ситуацій, написання рефлексивних есе, тренінгові вправи та рольові ігри.

Окремо варто відзначити, що смисложиттєві орієнтації тісно пов'язані з професійним самовизначенням здобувачів вищої освіти. У процесі навчання відбувається поступове переосмислення студентами власних професійних намірів, що супроводжується уточненням життєвих цілей і цінностей. Університетське середовище виступає каталізатором цього процесу, забезпечуючи умови для самопізнання, самореалізації та професійного зростання.

Період юності є сенситивним для формування смисложиттєвих орієнтацій, оскільки саме в цей час відбувається становлення життєвих

цілей, формування провідних мотивів діяльності та розвиток здатності до рефлексії і самовизначення. У цьому віці закладаються основи життєвої стратегії особистості.

Освітнє середовище університетів Королівства Бельгії виступає важливим чинником формування смисложиттєвих орієнтацій здобувачів вищої освіти, зокрема орієнтація на особистісний розвиток, автономність студента, рефлексивність і інтерактивність навчання, створюють сприятливі умови для формування ціннісно-смислової сфери [3;4].

Виявлено, що рівень сформованості смисложиттєвих орієнтацій у здобувачів вищої освіти на початкових етапах навчання характеризується переважно стихійно-емпіричним та емпіричним рівнями, що свідчить про недостатню усвідомленість життєвих цілей і цінностей та потребу в цілеспрямованому педагогічному впливі.

Професійне самовизначення молоді є одним із ключових етапів особистісного становлення. Воно пов'язане не лише з вибором професії, а й із визначенням власного місця в суспільстві, усвідомленням життєвих цілей, оцінюванням власних можливостей і побудовою індивідуальної траєкторії розвитку.

Для молодої людини вибір професії часто стає першим серйозним рішенням, яке впливає на її подальше життя.

У педагогічному аспекті професійне самовизначення можна розглядати як процес формування готовності особистості до свідомого вибору професійної діяльності. Така готовність передбачає наявність знань про світ професій, розуміння власних здібностей, інтересів і цінностей, уміння зіставляти особисті бажання з реальними можливостями, а також здатність прогнозувати наслідки власного вибору.

Важливим є те, що професійне самовизначення не завершується моментом вступу до закладу вищої освіти. Навпаки, саме перші роки навчання часто стають періодом переосмислення зробленого вибору. Студент починає глибше розуміти зміст обраної спеціальності, стикається з реальними вимогами освітнього процесу, оцінює власну мотивацію та перспективи майбутньої професійної діяльності. Якщо вибір був випадковим або недостатньо усвідомленим, це може призвести до зниження навчальної мотивації, розчарування в обраній спеціальності, формального ставлення до навчання.

Саме тому заклад вищої освіти має виконувати не лише навчальну, а й ціннісно-орієнтаційну функцію. Його завдання полягає в тому, щоб допомогти студентові побачити сенс майбутньої професії, усвідомити її соціальну значущість, сформувати відповідальне ставлення до навчання і професійного розвитку.

У сучасному суспільстві спостерігається суттєва трансформація ставлення молоді до вищої освіти. Освіта дедалі більше набуває прагматичного значення. Для значної частини абітурієнтів вона є засобом досягнення матеріального добробуту, соціального статусу, кар'єрного зростання та стабільності.

Такий підхід має як позитивні, так і проблемні аспекти. З одного боку, орієнтація на кар'єру та конкурентоспроможність стимулює молодь до активності, саморозвитку, пошуку перспективних освітніх програм. З іншого боку, надмірна прагматизація освіти може знижувати значення її гуманістичної, культурної та особистісно-розвивальної функцій.

Вища освіта не повинна зводитися лише до отримання диплома або формального підтвердження кваліфікації. Її глибинна цінність полягає у формуванні освіченої, відповідальної, самостійної особистості, здатної мислити критично, діяти професійно, приймати етичні рішення та брати участь у розвитку суспільства.

У контексті України та Королівства Бельгія важливо підкреслити, що сучасна європейська модель вищої освіти орієнтується на поєднання професійної підготовки з розвитком особистісних компетентностей. Це означає, що студент має не лише засвоїти знання за спеціальністю, а й навчитися комунікувати, працювати в команді, адаптуватися до змін, самостійно здобувати нову інформацію, аналізувати складні ситуації та відповідально діяти в професійному середовищі [1;5].

Вибір закладу вищої освіти є складним процесом, на який впливають різні групи чинників. Одним із найважливіших є якість освіти. Абітурієнти та їхні батьки звертають увагу на рівень викладання, професіоналізм науково-педагогічних працівників, практичну спрямованість освітніх програм, наявність сучасної матеріально-технічної бази, міжнародні зв'язки університету, можливості академічної мобільності та перспективи працевлаштування випускників.

Важливе значення має також престиж закладу освіти. У суспільній свідомості престиж університету часто пов'язується з якістю підготовки, репутацією випускників, рівнем наукової діяльності, партнерством із роботодавцями та участю в міжнародних освітніх програмах. Для абітурієнта престижний університет є не лише місцем навчання, а й символом майбутніх можливостей.

Суттєвим чинником є вплив родини. Батьки часто беруть активну участь у виборі майбутньої професії дитини, орієнтуючись на власний життєвий досвід, уявлення про стабільність професії, рівень доходу та соціальний статус. У деяких випадках родинні поради допомагають молодій людині зробити виважений вибір, однак іноді вони можуть обмежувати її

самостійність і не враховувати реальних інтересів та здібностей. Не менш важливою є роль друзів і соціального оточення. У підлітковому та юнацькому віці думка ровесників має значний вплив на самооцінку та вибір життєвих орієнтирів.

Тому вибір спеціальності іноді здійснюється не стільки на основі глибокого аналізу, скільки під впливом групових настроїв, моди або бажання навчатися разом із друзями.

Окрему роль відіграють матеріальні можливості родини. В умовах поширення контрактної форми навчання вартість освітніх послуг може суттєво впливати на вибір університету, спеціальності або форми навчання. Це особливо актуально для родин, які змушені співвідносити освітні прагнення дитини з власними фінансовими ресурсами. Для одних абітурієнтів провідним мотивом є бажання отримати професійні знання та стати висококваліфікованим фахівцем. Для інших — прагнення до соціального статусу, матеріального благополуччя, кар'єрного зростання або самоствердження.

Прагнення до матеріального добробуту не можна оцінювати лише негативно, адже воно відображає реальні потреби молодої людини у стабільності, незалежності та впевненості в майбутньому. Проте важливо, щоб цей мотив поєднувався з інтересом до професії, відповідальністю за власний розвиток і розумінням суспільної значущості майбутньої діяльності.

Особливу педагогічну проблему становить ситуація, коли молода людина вступає до закладу вищої освіти лише заради диплома. У такому випадку навчання може сприйматися формально, а професійна підготовка не стає внутрішньою потребою студента. Це знижує ефективність освітнього процесу та може призвести до професійної невизначеності після завершення навчання.

Водночас позитивною тенденцією є те, що значна частина молоді очікує від вищої освіти не лише теоретичних знань, а й практичних навичок, здатності бути конкурентоспроможною на ринку праці, уміння самостійно працювати з інформацією та адаптуватися до професійних змін. Це свідчить про поступове формування нового розуміння освіти як простору розвитку компетентностей.

У закладах вищої освіти України та Королівства Бельгія дедалі більшого значення набуває студентоцентрований підхід. Він передбачає, що студент розглядається не як пасивний споживач освітніх послуг, а як активний учасник освітнього процесу. Такий підхід сприяє розвитку відповідальності, самостійності, академічної доброчесності та внутрішньої мотивації до навчання.

Якість освіти безпосередньо пов'язана з довірою до університету. Якщо здобувач освіти переконаний, що навчання дає йому реальні знання, практичні навички та перспективи професійного розвитку, його мотивація зростає. Якщо ж студент не бачить зв'язку між освітнім процесом і майбутньою професією, виникає ризик формального ставлення до освіти.

Формування професійної ідентичності відбувається поступово. На першому курсі студент лише входить в університетське середовище, знайомиться з вимогами освітньої програми, викладачами, одногрупниками, новими формами навчання.

Саме в цей період особливо важливо створити умови для адаптації, підтримки та мотивації першокурсників.

Позитивний вплив мають наставництво, кураторська робота, зустрічі з практиками, участь у студентських проєктах, волонтерстві, науковій діяльності, професійних майстер-класах. Такі форми роботи допомагають студентам краще зрозуміти зміст майбутньої професії та побачити реальні можливості для самореалізації.

У контексті України проблема професійного самовизначення молоді є особливо актуальною через соціально-економічні виклики, зміну ринку праці, міграційні процеси, воєнні реалії та потребу у відновленні людського капіталу.

Українські заклади вищої освіти мають не лише готувати фахівців, а й формувати в молоді стійкість, громадянську відповідальність, професійну мобільність і здатність працювати в умовах невизначеності.

Порівняння українського та бельгійського контекстів дозволяє зробити висновок, що спільною тенденцією є зростання ролі освіти як інструменту професійного й особистісного розвитку. Водночас обидві системи мають враховувати потребу молоді в усвідомленому професійному виборі, якісному педагогічному супроводі та формуванні ціннісного ставлення до освіти.

Сучасна молодь дедалі частіше розглядає вищу освіту як засіб соціального просування, матеріального благополуччя та кар'єрного успіху. Проте завдання закладів вищої освіти полягає в тому, щоб поєднати ці прагматичні очікування з глибшим розумінням освіти як простору розвитку особистості, культури, професійної майстерності та соціальної відповідальності.

Для підвищення ефективності професійного самовизначення необхідно посилювати профорієнтаційну роботу в закладах загальної середньої освіти, забезпечувати тісніший зв'язок школи, університету та ринку праці, розвивати наставництво, впроваджувати практико орієнтовані освітні програми та створювати умови для особистісного розвитку студентів.

Досвід України та Королівства Бельгія засвідчує, що якісна вища освіта має бути спрямована не лише на передачу знань, а й на формування свідомого, відповідального, конкурентоспроможного фахівця, здатного до саморозвитку, професійної мобільності.

Вибір закладу освіти та напряму підготовки є важливим етапом самореалізації особистості. У сучасних умовах змінюється саме розуміння цінності освіти.

Сучасний освічений індивід - це не лише носій знань, а людина, яка змогла знайти своє місце в суспільстві та професійній діяльності.

Професійне самовизначення розглядається як процес:

- усвідомлення власних здібностей;
- оцінювання можливостей;
- прогнозування професійного майбутнього.

Було проведено опитування молоді віком 17–30 років, які планують вступ до закладів вищої освіти України та Бельгії.

Мета	
Підвищення соціального статусу та матеріального рівня	57%
Отримання професійних знань	22%
Самоствердження	15%
Отримання диплома	4%
Інші мотиви	

2. Очікування від освіти

Варіант	
Отримати знання і бути конкурентним	64%
Навчитися самостійно працювати	28%
Не визначились	8%

3. Фактори вибору закладу освіти

Фактор	
Якість освіти	29%
Престиж закладу	18%
Поради родини	17%
Державний диплом	15%
Доступність вступу	10%

Напрями підготовки

Напрям	
Технічний	44%
Технологічний	24%
Економічний	25%
Гуманітарний	7%

Основні цілі під час навчання

Отримати знання	36%
Ціль	%
Знайти роботу	34%
Розвинути себе	15%
Соціалізація	10%

Критерії якісної освіти

Критерій	
Професійність викладачів	49%
Працевлаштування	19%
Популярність	14%
Матеріальна база	12%
Різноманітність програм	6%

Висновки. Таким чином, результати підтверджують, що формування смисложиттєвих орієнтацій є складним, багатовимірним процесом, який потребує цілеспрямованого педагогічного супроводу. Водночас ефективність цього процесу значною мірою залежить від якості освітнього середовища, рівня підготовки викладачів та активності самих студентів.

Перспективи подальших досліджень полягають у поглибленому вивченні впливу цифрового освітнього середовища на формування смисложиттєвих орієнтацій, а також у розробці інноваційних педагогічних технологій, спрямованих на розвиток ціннісно-смислової сфери особистості здобувача вищої освіти в умовах глобалізації та євроінтеграційних процесів.

Отже, результати дослідження підтверджують, що формування смисложиттєвих орієнтацій є важливим напрямом сучасної педагогічної науки і практики, який потребує подальшого наукового осмислення та впровадження інноваційних освітніх технологій. Перспективи подальших досліджень вбачаємо у вивченні впливу цифрового освітнього середовища та міжкультурних чинників на формування смисложиттєвих орієнтацій здобувачів вищої освіти.

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ФЕНОМЕН ВАРІАТИВНОСТІ В ПЕДАГОГЧНІЙ НАУЦІ ТА ПРАКТИЦІ

Анотація. В поданій статті досліджено теоретичні аспекти використання феномена варіативності з позиції низки завдань педагогічної науки та освітньої практики. Розглянуто напрями осучаснення національної системи освіти через масштабування та урізноманітнення засобів навчання, які використовуються а сучасній освітній практиці. Відзначено, що варіативні педагогічні інструменти (освітні програми, навчальна література тощо) сприяють як підвищенню рівня якості освіти, так і розширенню можливостей педагогічних колективів обирати найбільш підхожі засоби навчальної діяльності. Окреслено засади розроблення й упровадження інструментально-варіативного ресурсу в системну конструкцію національної освіти в умовах становлення Нової української школи.

Визначено ефективність запровадження варіативного освітнього інструментарію у процесі цифровізації та персоналізації освітньої діяльності, зокрема й для організації чи проведення навчального процесу в дистанційному режимі.

Узагальнюючи приведені в статті міркування, було виокремлено ключові характеристики варіативності в педагогічній науці й практиці як того феномена, що гнучко поєднує різнопланові освітні інструменти (освітні стандарти, базові програми й засоби навчання) та забезпечує їх гармонізовану взаємодію у різних освітніх структурах на тлі розбудови Нової української школи та з урахуванням вікових і психофізіологічних особливостей учнів, отриманих умінь чи навичок, їх індивідуального життєвого досвіду та природних задатків.

Таким чином, у контексті підсумкових узагальнень охарактеризовано, що феномен варіативності працює на засадах правила навчальної

альтернативності, щоб забезпечувати потреби в освітніх послугах усіх без винятку категорій учнів на будь-якому територіальному просторі та без огляду на їх психофізіологічні й гендерні особливості, мовні або культурні традиції. Отже, відібрані на фаховий розсуд педагогічного колективу навчального закладу варіативні зразки освітніх інструментів, мають стати ефективними «помічниками» як у методологічному становленні Нової української школи, так і в підвищенні якості освіти взагалі та якості освітньої діяльності зокрема.

Ключові слова: система освіти, феномен варіативності, освітній процес, рівень якості освіти, варіативні освітні інструменти.

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THE PHENOMENON OF VARIABILITY IN PEDAGOGICAL SCIENCE AND PRACTICE

Abstract. This article examines the theoretical aspects of the use of the phenomenon of variability from the perspective of a range of tasks in pedagogical science and educational practice. It considers the directions for modernizing the national education system through the scaling and diversification of teaching tools used in contemporary educational practice. It is noted that variable pedagogical instruments (educational programs, learning materials, etc.) contribute both to improving the quality of education and to expanding the capacity of teaching staff to select the most appropriate means of instructional activity. The principles for the development and implementation of instrumentally variable resources within the systemic framework of national education are outlined in the context of the formation of the New Ukrainian School. The effectiveness of introducing variable educational tools in the process of digitalization and personalization of educational activities is determined, including for organizing and conducting the learning process in a distance format.

Summarizing the considerations presented in the article, key characteristics of variability in pedagogical science and practice are identified as a phenomenon that flexibly integrates diverse educational instruments (educational standards,

core programs, and teaching tools) and ensures their harmonized interaction within different educational structures in the context of developing the New Ukrainian School, taking into account students' age-related and psychophysiological characteristics, acquired skills and competencies, individual life experience, and natural abilities.

Thus, in the context of the final generalizations, it is emphasized that the phenomenon of variability operates on the principle of educational alternativity in order to meet the needs for educational services of all categories of students without exception, across any territorial space and regardless of their psychophysiological and gender characteristics, as well as linguistic or cultural traditions. Therefore, variable models of educational tools selected at the professional discretion of a school's teaching staff should become effective "assistants" both in the methodological development of the New Ukrainian School and in improving the overall quality of education, as well as the quality of educational activities in particular.

Keywords: education system, phenomenon of variability, educational process, quality of education, variable educational tools.

Постановка проблеми. Світові тенденції в області удосконалення змісту, структури та форми освітнього процесу настійно вимагають масштабування й урізноманітнення переліку засобів навчання, які використовуються у сучасному педагогічному середовищі в умовах розбудови Нової української школи. Такий підхід вимагає від учасників сучасного освітнього процесу всебічної готовності як до проєктування, так і до сприйняття інноваційних перетворень в організації системи освіти через запровадження інформаційно-комунікативних технологій, використання мультимедійних та інтерактивних навчальних засобів, створення цифрових освітньої платформ, застосування ШІ сервісів, розробку варіативних освітніх програм та диференційованих підручників [1, с. 28-29].

Таким чином, феномен різнобарвної й різнофункціональної варіативності навчальних інструментів сприяє примноженню їх інноваційних спроможностей та активізує розгортання ініціатив, оригінальні задуми яких знаходять втілення у варіативних освітніх програмах чи зразках варіативної навчальної літератури. Отже, дослідження технік об'єднання спроможностей варіативних педагогічних інструментів (освітніх стандартів, базових програм та засобів навчання) є конче актуальною проблемою [1-6], системне обговорення якої сприятиме утворенню синергетичного ефекту в діяльності педагогічних колективів.

Аналіз останніх досліджень і публікацій. Вивчення публічних наукових праць дозволяє стверджувати, що проблема варіативності в

педагогічній науці й освітній практиці розглядається, зазвичай, у аспекті: 1) варіативного освітнього середовища (*Т. Швець,* [2]); 2) варіативності організаційних форматів навчання (*О. Савченко* [3]); 3) варіативності змісту і структури освіти (С. *Мартиненко, К. Нечипоренко*, [4]); 4) варіативності фонетичної практики (*О. Касьянова*, [5]); 5) варіативності навчальної літератури (*Т. Пушкарьова, О. Гриценко*, [6]) тощо. У такий спосіб явище «варіативність» досліджується у відкритому джерельному просторі як феномен розширення, з одного боку, можливостей змісту чи засобів освітньої діяльності, а з іншого – ступеня персоналізації освітнього процесу в умовах розгортання особистісно-орієнтованого навчання.

Разом з тим варіативність методів та засобів освітньої діяльності спомагає налагоджувати гармонізацію внутрішнього навчального середовища системи із зовнішнім освітнім простором, тобто забезпечувати пристосування типових або модельних освітніх програм до реальних умов проведення освітньої діяльності в системі конкретного закладу освіти, що завбачує організацію індивідуального супроводу навчальної або творчої діяльності учнів, спрямованої на розкриття їх креативного і когнітивного потенціалів, конструювання персональної освітньої траєкторії та розвитку навичок самоосвіти й саморозвитку.

У аспекті виокремлення суперечливих питань слід означити, що вивчення та аналіз сукупності джерел з проблеми феномена варіативності у педагогічній науці та практиці висвічує недостатність розкриття змістовної сутності лексеми «варіативність» у контексті проєктування освітнього процесу. У такому ракурсі виявляється необхідним дослідити як зміст поняття «варіативність», так і його взаємозв'язок з ключовими елементами системи освіти.

Мета статті. Головною метою розвідки є семантично-практичний аналіз поняття «варіативність», виявлення значення й ролі варіативності в осучасненні системи освіти, оцінка ефективності запровадження варіативних інструментів освітньої діяльності (освітні стандарти, типові програми та засоби навчання) у розгортанні персоналізованої навчальної діяльності.

Виклад основного матеріалу. Відповідно до наукових розробок поняття «варіативність» розглядається в контексті реальної спроможності об’єктів або процесів змінювати основні компоненти (зміст, форму або структуру) без зміни цільової функції в ході вирішення обумовленого завдання [5, с. 324]. При цьому феномен варіативності пов'язаний з альтернативним коригуванням атрибутивів досліджуваного об’єкта на вимогу суспільно-значимих обставин.

З позиції педагогіки варіативність сприймається в аспекті концептуальної основи дидактики, тобто методологічного визнання об’єктивної

різноманітності технологій навчання в контексті їх практичного застосування. За тим принцип варіативності є спрямованим на забезпечення максимального рівня осучаснення освітнього процесу через запровадження сьогочасних педагогічних технологій з різноманітними формами й засобами навчання. Основоположні контенти теорії варіативності можна відобразити через поняття «варіативність», «варіантність», «варіювання», «варіант», «варіація» та інші аналогічні терміни.

Між тим лексема «варіативність» є дотичною до терміну «варіантність» із тією відмінністю, що коли варіантність (англ. – *variance*) визначає розбіжність набору подібних об'єктів за формою, змістом чи структурою, то варіативність (англ. – *variability*) характеризує спроможність певного досліджуваного об'єкта до трансформації його форми, змісту або ж структури [6, с. 229]. У такий спосіб варіативність можна розглядати як базову ланку актуалізації об'єкта (процесу), на основі якої формується множина варіантних об'єктів і процесів.

В площині педагогічної науки й практики феномен варіативності доречно розглядати в контексті дидактико-методологічної необхідності проєктування та тиражування альтернативних освітніх інструментів, які матимуть спроможність забезпечити актуалізацію освітнього процесу та організацію варіаційних форм педагогічної діяльності із застосуванням: online навчання, цифрових платформ, ШІ сервісів, тьюторингових технологій чи-то інтерактивних засобів навчання. Отже, прояви феномена варіативності маємо розглядати, щонайменше, у двох траєкторіях: 1) як зразки варіативних освітніх інструментів та 2) як варіативні технології розв'язання актуальних педагогічних завдань.

З цих позицій можна зазначити, що феномен варіативності забезпечує як масштабування (розширення) основних спроможностей об'єктних функціоналів освітнього призначення, так і відбір найкращого варіанта певного функціонала із загальної множини розроблених функціоналів. Такий підхід у жодний спосіб не спростовує традиційних спроможностей освітніх інструментів, а натомість лише посилює їх варіативні (додаткові, незадіяні) атрибутиви. У заданий спосіб є логічним стверджувати, що феномен варіативності дозволяє вирішувати одне й те саме завдання або досягати однієї й тієї самої мети за рахунок відмінних методів, засобів чи ресурсів або використовуючи при цьому різні алгоритмічні формули, оригінальні практики чи унікальні технології.

З метою посилення наданих суджень, доречно навести слушну точку зору шведських дослідників К'єлла А. Нордстрема і Йонаса Ріддерстрале, як авторів відомих бестселерів «Бізнес у стилі фанк. Капітал танцює під дуду таланту» [7] та «Караоке-Капіталізм» [8], що позначають ті виробничо-

суспільні відносини, які опираються на знаннєвий ресурс, неефективними і застарілими. На зміну їм, за думкою вчених, має прийти творча самостійність та варіативне мислення, як той джин, який вирвався з пляшки та з яким необхідно рахуватися [7]. У такий спосіб виявляється доречним опановування варіативного стилю мислення, а так само застосування оригінальних підходів до розв'язання проблем.

Разом із тим феномен варіативності надає можливість достатньо швидко оновлювати альтернативні освітні інструменти, утворюючи таким чином відхід від прескриптивного (суто нормалізованого) методу проєктування інструментів освітньої діяльності й просування до дескриптивного підходу, який передбачає, у трактуванні Л. Малевич, варіативність усього комплексу атрибутів системи освіти, що, зокрема, й обумовлює динамічний розвиток педагогічної науки [9, с. 101]. При цьому феномен варіативності, за думкою Л. Хоружої, створює умови для уникнення стереотипів чи трафаретів у створенні інструментальної основи навчальної діяльності та сприяє підвищенню дієвої творчої активності фахівців педагогічної справи у створенні варіативних засобів навчання [10, с. 41]. Разом з тим слід означити, що варіативні та, як правило, інноваційні засоби навчання потребують підвищення рівня кваліфікації педагогів, оскільки такі новаторські пропозиції використовують більш складний інструментарій.

У Наказі МОН України № 1183 від 31.10.2018 року зосереджено увагу на тому, що варіативні інструменти повинні забезпечувати диференційованість у навчанні через варіативність індивідуальних і колективних шляхів до суспільно скоординованих цілей загальної освіти та індивідуалізацію освітнього процесу, завдячуючи продуктивній організації навчальної діяльності учнів із відмінними здібностями й навчальним досвідом. Отже, структура та зміст засобів навчання мають узгоджуватися з віковими та психофізіологічними особливостями учнів, їхньою освітньою підготовкою, життєвим досвідом та культурними розвитком і національними традиціями конкретного регіону.

У такий спосіб, проєктування варіативних освітніх інструментів повинно сприяти розвитку інтелектуальних і творчих навичок кожного учня у просторі ціннісних орієнтирів.

Аналізуючи потенційну результативність від запровадження варіативних освітніх інструментів, слід визнати, що педагогічний ефект у даному випадку буде залежати від низки факторів як об'єктивного, так само й суб'єктивного характеру. З метою оцінки вектору їх дії (позитивного чи негативного) доцільно обрати дієвий аналітичний інструмент зі сфери якісної експертизи.

Задля виконання окресленого завдання є сенс залучити SWOT-аналіз, що передбачає виявлення сильних і слабких сторін у процесі використання певного об'єкта, визначення можливостей та загроз під час його застосування. В аспекті світового досвіду SWOT-аналіз запроваджується вченими та практиками з 60-х років XX століття і має своїм призначенням формувати прогностичні орієнтири щодо ефективності суспільно-виробничих систем. Між тим з урахуванням того, що в матриці SWOT-аналізу не містяться кількісно-економічні показники, цей аналітичний інструмент є доречним застосовувати під час аналізу ефективності будь-яких об'єктів, процесів або явищ, зокрема й для оцінювання ефективності варіативних інструментів освітньої діяльності [11, с. 41].

Таблиця 1

Матриця SWOT–аналізу ефективності варіативних освітніх інструментів

СИЛЬНІ СТОРОНИ	СЛАБКІ СТОРОНИ
- підвищення якості освіти загалом та якості освітньої діяльності зокрема; - простеження видозмін в освітній парадигмі та реагування на ці зміни; - запровадження сучасних педагогічних технологій в освітній діяльності; - проєктування різнопланових навчальних технологій та освітніх програм; - варіювання (коригування) формату висвітлення навчального матеріалу; - оптимальність обсягів навчальних засобів для досягнення освітніх цілей; - активізація творчої активності учнів у сприйнятті навчального матеріалу; - відбір учителями підручників з огляду на конкретні умови навчання учнів; - підвищений рівень адаптації школярів до самостійної навчальної діяльності;	- додаткові часові та фінансові витрати на проєктування освітніх інструментів; - потреба у відповідній підготовці учителів до фахового відбору зіставних із умовами навчання освітніми інструментами; - необхідність швидкого опанування змісту й структури освітніх інструментів; - обмеженість професійних знань учителів в області вікових та психофізіологічних особливостей здобувачів освіти; - недостатня вмотивованість учителів у підвищенні загальнокультурного рівня; - замала офіційна підтримка розроблення варіативних інструментів з боку вчителів; - недосконалість у розробленні методик з використання варіативних матеріалів; - обмеженість нормативної бази в області розробки варіативних засобів навчання;

СИЛЬНІ СТОРОНИ	СЛАБКІ СТОРОНИ
- слушні умови для розвитку особистих умінь та навичок життєдіяльності	- відсутність наукових курсів, пов'язаних з використанням варіативних інструментів
МОЖЛИВОСТІ	**ЗАГРОЗИ**
- подолання стереотипів у методичному забезпеченні навчального процесу; - реалізація демократичного принципу в реформуванні національної освіти; - відносно швидке реагування на зміни в методології освітньої парадигми; - еластична адаптація до конкретних умов проведення навчального процесу; - утворення різних експериментальних моделей освітньої діяльності; - розвиток творчої активності учнів під час опанування змісту дициплiни; - мобільність формату та економія часу для здійснення потрібної актуалізації; - можливість для учнів з різним рівнем підготовки здійснювати самонавчання; - індивідуалізація навчального процесу та комфортність освітнього простору; - одночасне набуття учнями пізнавальних, практичних, життєвих навичок і умінь; - розвиток інтересу здобувачів освіти до сучасних засобів комунікації	- виникнення ризику неузгодженості між пропозиціями варіативних інструментів та стандартами початкової освіти; - відсутність прозорих критеріїв відносно укладання та експертизи варіативних освітніх інструментів у системі освіти; - недостатність державного фінансування в області проєктування та апробування варіативних освітніх інструментів; - брак масштабного обговорення проблем варіативності серед наукової спільноти; - існування суб'єктного фактора в частині налаштування вчителів до варіативності у змісті й структурі засобів навчання; - відмінність рівнів утворення в учителів навичок із проведення аналізу існуючих варіантів навчальних інструментів; - уможливлення ймовірності відбирання не найліпших для учнів, а найпростіших для вчителя, варіантів освітніх інструментів; - невдоволеність батьків щодо придбання варіативних підручників за власний кошт

* *Джерело: сформовано на основі аналізу публічних джерел та власних досліджень*

Як виходить з аналізу таблиці 1, на сьогодні існує забагато слабких сторін та загроз у сфері проєктування й уведення до навчального процесу варіативних освітніх інструментів. Між тим надані результати SWOT-аналізу обумовлюють не тільки існуючі ризики в застосуванні інноваційних інструментів, а й реальні можливості, які означена форма навчальних засобів може надавати за умови її ефективного використання в освітньому процесі.

Висновки. Узагальнюючи зазначене вище, доцільно виокремити ключові характеристики варіативності в педагогічній науці й практиці як того феномена, що гнучко поєднує різнопланові освітні інструменти (освітні стандарти, базові програми й засоби навчання) та забезпечує їх гармонізовану взаємодію у різних освітніх структурах на тлі розбудови Нової української школи та з урахуванням індивідуальних особливостей і природних задатків учнів.

Таким способом, у статусі підсумкових узагальнень можна визначити, що феномен варіативності працює на засадах правила навчальної альтернативності, який забезпечує потреби в освітніх послугах усіх без винятку категорій учнів на будь-якому територіальному просторі та без огляду на їх психофізіологічні чи гендерні особливості, мовні або культурні традиції. Отже, відібрані на фаховий розсуд педагогічного колективу навчального закладу варіативні зразки освітніх інструментів, мають стати ефективними «помічниками» як у методологічному становленні Нової української школи, так і в підвищенні якості освіти взагалі та якості освітньої діяльності зокрема.

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ТЕХНОЛОГІЇ І ТВОРЧІСТЬ В СИСТЕМІ СУЧАСНОЇ ОСВІТИ

Анотація. В поданій статті досліджено теоретичні аспекти використання педагогічних технологій в системі сучасної освіти під кутом зору перетворення змісту, структури та форми навчального процесу. Означено, що вдосконалення навчального процесу вимагає, з одного боку, заведення в систему національної освіти технологічних новацій, тоді як з іншого – розвитку творчих (креативно-інноваційних) навичок і умінь сучасних здобувачів освіти. Розглянуто сутність понять «освітня технологія» і «творчість» у аспекті завдань педагогічної науки та освітньої практики. З'ясовано, що освітні технології мають створюватися для того, аби посилювати творчу активність здобувачів освіти, а творча активність здобувачів освіти є передумовою для розробки освітніх технологій. Відзначено об'єктивну неможливість відокремлення технологічної діяльності від творчості, оскільки інноваційні технології сприяють утворення креативних ідей, на основі яких виникає унікальне бачення якоїсь проблеми або ситуації та проєктуються новаторські освітні технології. Досліджено взаємозв'язок технологій і творчості в контексті розвитку системи національної освіти та підтверджено важливість даного наукового напряму в структурі педагогічної науки задля пошуку шляхів формування в учасників освітнього процесу (вчителів та учнів) таких важливих навичок, як креативність і інноваційності. Окреслено інструменти гармонізації освітніх технологій та творчої діяльності здобувачів освіти в умовах здійснення трансформаційних перетворень у структурі освітнього функціонала. Визначено, що технологічна творчість – атрибутивна властивість інноваційної суб'єктності сучасних здобувачів освіти, їх самовираження і саморозвитку, результатом чого мають слугувати їх успіхи в теперішній начальній або в майбутній виробничій діяльності. Сформовано модель

графічної інтерпретація пов’язаності освітньої технології і творчості в системі сучасної освіти й встановлено взаємозв'язок між організованістю та оригінальністю навчального процесу

Ключові слова: сучасна освіта, навчальний процес, освітня технологія, творча діяльність, системна гармонізація, здобувачі освіти.

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TECHNOLOGIES AND CREATIVITY IN THE SYSTEM OF MODERN EDUCATION

Abstract. The article examines the theoretical aspects of the use of pedagogical technologies in the system of modern education from the perspective of transforming the content, structure, and form of the educational process. It is emphasized that improving the educational process requires, on the one hand, the introduction of technological innovations into the national education system, and, on the other hand, the development of creative (innovative and creative) skills and abilities of modern learners.

The essence of the concepts of “educational technology” and “creativity” is considered in the context of the tasks of pedagogical science and educational practice.

It is established that educational technologies should be developed to enhance the creative activity of learners, while, at the same time, the creative activity of learners serves as a prerequisite for the development of educational technologies.

The objective impossibility of separating technological activity from creativity is highlighted, since innovative technologies contribute to the generation of creative ideas, based on which a unique vision of a problem or situation emerges, and innovative educational technologies are designed. The interrelation between technologies and creativity in the context of the development of the national education system is explored, and the importance of this scientific direction within the structure of pedagogical science is confirmed, particularly for identifying ways to develop such essential skills as creativity and

innovativeness among participants in the educational process (teachers and students).

The tools for harmonizing educational technologies and the creative activity of learners in the context of transformational changes in the structure of educational functions are outlined. It is determined that technological creativity is an attributive feature of the innovative subjectivity of modern learners, their self-expression and self-development, the results of which should be reflected in their success in current educational or future professional activities.

A model of graphical interpretation of the relationship between educational technology and creativity in the system of modern education is developed, and the relationship between the organization and originality of the educational process is established.

Keywords: modern education, educational process, educational technology, creative activity, systemic harmonization, learners.

Постановка проблеми. Світові тенденції в області удосконалення змісту, структури та форми освітнього процесу наполегливо вимагають, з одного боку, заведення в систему національної освіти технологічних інновацій [1, с. 15], тоді як з іншого – розвитку й активізації творчих (креативно-інноваційних) навичок та умінь здобувачів освіти XXI століття [1, с. 18]. Такий способом виходить, що сучасні освітні технології мають створюватися задля того, щоби пробуджувати чи підсилювати творчу активність здобувачів освіти, тоді як творча активність здобувачів освіти є передумовою для розробки освітніх технологій.

У наукових публікаціях відзначають об'єктивну неможливість відокремлення технологічної діяльності від творчості, оскільки інноваційні технології гарантують утворення креативних ідей, на основі яких виникає унікальне бачення якоїсь проблеми чи ситуації та моделюються новаторські технології [2, с. 49-50].

За такого підходу можна казати про те, що інноваційно-технологічна діяльність є чітким проявом творчості, в результаті проведення якої народжуються оригінальні задуми, ідеї, проєкти й усвідомлення, які, власне, і є локальними інноваціями.

Таким чином, системні дослідження взаємозв'язку технологій і творчості в структурі національної освіти є у наш час важливим напрямом у педагогічній науці, оскільки технологізація навчальної діяльності вимагає від учителів та від здобувачів освіти як креативності, так і інноваційності. Проте творча діяльність в освітньому процесу, як і будь-яка інша діяльність, завбачує організацію умов і вибір інструментів для виконання завдань та розкриття потенціалу ii виконавців [3, с. 105], що потребує усвідомлення

практик гармонізації освітніх технологій і активізації творчої діяльності здобувачів освіти.

Аналіз останніх досліджень і публікацій. Вивчення публічних наукових праць дозволяє стверджувати, що проблема технологізації навчального процесу в національній системі освіти є на сьогодні базовим конструктом реформування освітнього простору Нової української школи. За думкою С. Кравченко в нашій країні існує вагомий науково-організаційний ресурс для впровадження новітніх освітніх технологій [4, с. 57], прояв яких І. Зязюн розглядав в аспекті історично неперервного процесу в системі освіти, завдяки якому відбувається спадковість нових технологій у сенсі завдань освіти та виникає готовність до їх адаптування через призму рефлексії, як осмислення досвіду [5, с. 6].

Водночас у матеріалах наукових розвідок наголошується на тій обставині, що питання активізації творчої діяльності здобувачів освіти, й особливо учнів у початковій школі, є тим педагогічним завданням, яке, в трактуванні А. Кошель: 1) зберігає свою актуальність; 2) вимагає постійної уваги; 3) демонструє сталий розвиток [6, с. 68]. При цьому категоріальний смисл виразу «творча діяльність» О. Чумаченко визначає як новаторський вид активності в науковій, мистецькій, технічній, педагогічній або в будь-якій іншій сфері, результатом чого має стати виникнення об'єктивно унікального чи певною мірою нового матеріального або ідеального утворення (прилади, засоби, ідеї, знання) [7, с. 48]. Базовою основою творчої діяльності, на думку Л. Козак з колегами, слугує феномен творчості, як форма активного прояву своєї природної сутності у процесі розвитку [8, с. 170]. Щоби творчий процес відбувався більш ефективно, кожен індивідуум (учень чи учениця) має бути забезпечений, у баченні І. Кучерявого і О. Клепікова, певним творчим простором і діяльним мотивом для втілення творчих задумів [9, с. 14]. Отже, при сприянні креативно орієнтованих освітніх технологій, не обтяжених архаїчними штампами чи застарілими трафаретами, стає можливим досягнення актуальних цілей особистісно-розвивального характеру [10, с. 132],

У контексті аналізу багатобарвності наукових матеріалів із проблематики, з одного боку, креативних освітніх технологій, а з іншого – активізації творчої діяльності здобувачів освіти, має місце питання щодо недостатнього розкриття змістовної сутності узгодженості цих функціональних освітніх інструментів на полотні реформування національної системи освіти.

Мета статті. Ключовою метою приведеної розвідки є теоретичний аналіз наукових джерел щодо виявлення ознак пов'язаності між процесом заведення в навчальний процес освітніх технологій та активізацією творчої

діяльності учнів у контексті підвищення результатів навчання здобувачів освіти.

Виклад основного матеріалу. В умовах комплексної модернізації змісту, структури або форми об'єктів системи освіти надзвичайно важливого значення набуває формування певного методологічно-практичного інструментарію, який би у щонайбільший спосіб забезпечував досягнення перетворювальних завдань та перспективних задумів. У ролі означеного вище дослідницького інструмента, на думку наукової спільноти, може виступати певний алгоритмізований набір упорядкованих послідовно-чергових операцій в умовах проєктування сучасного освітнього процесу, який би забезпечував, з одного боку, відповідність освітнім стандартам та навчальним програмам, а з іншого боку – передбачав креативний підхід до проведення навчальних занять, що в умовах практичної діяльності має забезпечувати підвищення якості освітнього процесу.

Означені ключові елементи навчального процесу (технологія й творчість) узгоджують конфлікт між навчальними обов'язками учнів, що не приносять їм, як правило, природного задоволення, та виконанням пізнавальних видів творчої діяльності, які мотивують здобувачів освіти до їх участі в навчальному процесі. Отже, в ході активної творчої діяльності учнів, педагогічні зусилля мають бути спрямовані на те, щоби учні отримували задоволення як від навчальної, так і від творчої, діяльності, привносячи в освітній процес власне сприйняття об'єктного середовища та розуміння місця людини в природному довкіллі.

Іншими словами, є цілком логічним визначити, що навчальна діяльність у сьогоднішньому форматі не завжди приносить учням радість та задоволення, а їх запити й потреби виходять за межі виключного запам'ятовування нескінченних відомостей із різних сегментів навчальних дисциплін. У даній ситуації виникає конфлікт між навчанням, як традиційною формою механічного засвоєння знань, і творчістю, як індивідуальним засобом особистісного зростання. З цих позицій лексему «конфлікт» слід розуміти в аспекті зіткнення (розбіжності, несхожості) суб'єктних інтересів у відношенні до якогось об'єкта, процесу чи явища. Отже, конфлікт між навчальною і творчою діяльністю з позиції учня є конфліктом між його інтуїтивним прагненням до саморозвитку та задоволення потреб у творчих практиках і вимушеною необхідністю запам'ятовувати абсолютно не цікаві для нього на даний момент часу формули, визначення чи закони.

Досягнення згоди між навчальною та творчою діяльністю відбувається за допомогою механізмів гармонізованого узгодження інтересів учнів відповідно до сфер навчання й творчості. Формування дієвих

навчально-творчих відносин, які б забезпечували гармонізоване узгодження інтересів учнів, безсумнівно має спиратися на домінування претензій суспільства щодо ступеня освіченості його окремих співгромадян, але ж творчість не тільки-но не протистоїть обумовленій парадигмі, а, навпаки, активізує та інтенсифікує освітній процес, забезпечуючи у такий спосіб гармонійний паритет між педагогічними інституціями (школами, гімназіями, ліцеями) і потенційними здобувачами базової освіти. Лише за таких умов стає недоцільним фактор посилення контролю в сфері освіти.

В загальному сприйнятті «технологія» й «творчість» є взаємопов'язаними системними компонентами навчально-освітньої діяльності (рис. 1), які, з одного боку, забезпечують організованість процесу та розвиток цілого, а з іншого боку, завбачують можливість привнесення у такий процес елементів оригінальності й розвитку окремого. Ж. Еллюль у роботі «Технологічний блеф» з цього приводу зазначав, що в технологіях утілюються широкі соціальні цінності та інтереси як тих, хто ці технології проєктує, так само й тих, хто їх використовує. У підсумку виходить, що в середовищі, де фахівці творчо ставляться до його зміни, можуть виникати умови для ефективної реалізації інноваційних технологій.

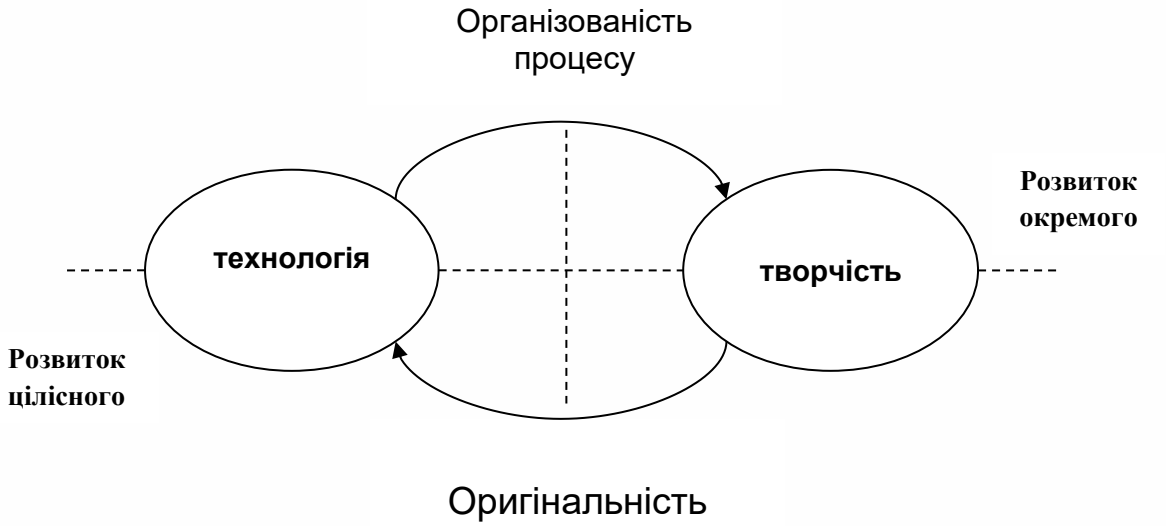

Рис. 1. Модель графічної інтерпретація взаємопов'язаності освітньої технології і творчості в системі сучасної освіти
Джерело: складено на основі особистих досліджень

За баченнями дослідників «технологія» є чи не найважливішим чинником творчого розвитку вчителя та учнів через суспільно-комунікативну практику за умов здійснення навчально-освітньої діяльності. У

цьому разі технологія постає в якості публічного (навчально-освітнього) способу щодо самоствердження або самовдосконалення особистості в соціумі при найліпшому розгортанні творчих здібностей [11, с. 24-25]. Отже, згідно до обґрунтованої методики інноваційних освітніх технологій, останні можуть бути не тільки вдало алгоритмізовані, що слугуватиме базою для їх багаторазового використання та тиражування в сфері навчально-освітньої діяльності, а й творчо авторизовані (збагачені та розвинуті) їх виконавцями: учнями, вчителями та методистами.

Таким способом, доречно зауважити, що коли технологія – це сукупність відібраних на креативній основі алгоритмізованих навчально-освітніх способів, методів, технік, акцій, операцій або підходів, то творчість – це набір пов'язаних між собою оригінальних дій, що апробовані в колективі учнів, пристосовані до їх вікових і психофізіологічних особливостей та сформовані для використання з метою розв'язання навчально-педагогічних завдань у контексті реформування старої та розбудови Нової української школи.

Аналізуючи наведені вище міркування є логічним визнати, що традиційна формула структурної моделі освітнього процесу:

завдання → технологія → результат

не є цілком сталою формою і може набувати дещо іншого вигляду:

задум → творчість → витвір

Функціональна спорідненість означених тріад не є випадковістю, а слугує підтвердженням однотипності їх філософського сенсу. Разом з тим еквівалентні лексичні формули характеризують ознаки будь-якої діяльності, що базується на виявленні проблеми (завдання, задум), здійсненні певного процесу (технологія, творчість) та отриманні кінцевого продукту (результат, витвір). У даний спосіб технології постачають суб'єктам освітньої діяльності потрібні уміння й навички в здійсненні фахової діяльності, а творчість допомагає їм щонайефективніше та щонайкорисніше реалізовувати такі уміння та навички в практичній діяльності. У такій освітній «співпраці» творчість розвиває, збагачує й доповнює змістовне наповнення технології, тоді як технологія активізує прояви творчості.

Разом із тим творчість учнів і учителя не годиться сприймати виключно у площині їх навичок малювати, співати, танцювати або жартувати. Формування творчих компетентностей учасників освітнього процесу завжди має відбуватися на підґрунті усебічного розвитку когнітивних, організаційних, психологічних, емоційних, комунікативних, адаптивних, креативних, вольових, діагностичних і багатьох інших навичок

особистості. У підсумку доречно відзначити, що творча компетентність – це опанована певним здобувачем освіти сукупності особливих відомостей, умінь і навичок, які вимагають розкриття його творчих здібностей і сприяють найефективнішому впровадженню освітніх технологій в тій або іншій сфері освітньої діяльності. При цьому творчі задатки (здібності, таланти) хоча й є необхідною стартовою вимогою, на практиці виступають тільки передумовою в розвиткові творчих компетентностей учнів та накопичення ними специфічних (оригінальних) прийомів, способів і технік, необхідних для здійснення освітніх творчих акцій (дій) та/чи забезпечення творчо-орієнтованої навчально-освітньої діяльності заради досягнення мети, окресленої завданнями освітнього процесу. Такий підхід дозволяє урівноважити технологічну компоненту нетрадиційними, самобутніми й креативними ідеями та у певний спосіб мінімізувати протиріччя між алгоритмізованістю технологічністю та творчою активністю педагогічного процесу, що сприяє поліпшенню його якості [12, с. 43].

Підсумовуючи судження, які були надані в процесі обговорення взаємодії освітніх технологій і творчої діяльності, коректно сформулювати той висновок, що передбачає соціосинергетичний ефект від гармонійно-зваженого поєднання досліджуваних компонент. Окрім того, в ході обговорення окресленої тематики були розглянути додаткові складники (чинники й фактори) конструкту освітніх технологій, які дозволяють не притягувати жорстку технологічну архітектуру в формат освітнього процесу, а радше сприяють його перетворенню на піднесене, натхнене, оригінальне й непередбачуване навчальне дійство

У якості резюме буде доречним привести думку засновника теорії систем Л. фон Берталанфі, який у своїй відомій роботі «General System Theory» визнав, що знання людиною законів фізики є чудовим, її пізнання біологічних законів є вже не таким і глибоким, але ж достатнім для продовження життя людини. Між тим людству натепер реально бракує знань стосовно закономірностей розвитку суспільних відносин, а відповідно до цього й дієвих технологій в різноманітних галузях суспільних відносин, зокрема й у сфері освіти.

Висновки. Теоретичний аналіз наукових матеріалів продемонстрував, що одним із проблематичних моментів реформування національної системи освіти є винаходження ефективних механізмів гармонізації структури, змісту й форми сучасних освітніх технологій і форматів активної творчої діяльності, результати якої надавали б здобувачам освіти можливість генерувати новітні ідеї, задуми й проєкти, які стануть підмогою у створенні власних інновацій. Встановлено, що технологічна творчість – це атрибутивна властивість інноваційної суб'єктності сучасних здобувачів

освіти, їх самовираження і саморозвитку, результатом чого будуть слугувати успіхи в начальній чи виробничій діяльності.

У такий спосіб інноваційно-технологічна й творча діяльність відбувається в просторі або ж середовищі одного суб'єкта – здобувача освіти, який спочатку бере участь у навчальному, а пізніше й у виробничому процесах. Таким чином, творчо-інноваційні вміння, які здобувачі освіти набувають за допомоги освітніх технологій, з часом перетворюються на особисті креативні навички, які мають повсякчас допомагати їм орієнтуватися в повсякденних справах.

Представлена розвідка не здатна розв'язати всіх проблемних вузлів щодо взаємозв'язку технологічної й творчої діяльності в системі національної освіти. У цьому контексті подальших досліджень вимагають питання розробки дієвих освітніх технологій, які б беззаперечно мотивували здобувачів освіти до прояву творчого хисту під час вирішення складних життєвих завдань.

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ПЕДАГОГІЧНЕ ПРОЄКТУВАННЯ ПРОЦЕСУ ФОРМУВАННЯ ЗДАТНОСТІ МАЙБУТНІХ ОФІЦЕРІВ НГУ ДО ЗАСТОСУВАННЯ СПЕЦІАЛЬНИХ ТЕХНІЧНИХ ЗАСОБІВ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ

Анотація. У статті розглянуто проблему формування здатності майбутніх офіцерів Національної гвардії України до застосування спеціальних технічних засобів в умовах сучасного бойового середовища, що характеризується високим рівнем технологізації, активним використанням безпілотних систем і засобів радіоелектронного протиборства. Актуальність дослідження зумовлена зростаючими вимогами до технічної компетентності офіцерських кадрів і необхідністю удосконалення підходів до їх професійної підготовки у вищих військових навчальних закладах.

Метою статті є теоретичне обґрунтування та розроблення алгоритму педагогічного проєктування процесу формування здатності майбутніх офіцерів НГУ до застосування спеціальних технічних засобів. Методологічну основу дослідження становлять компетентнісний, системний та андрагогічний підходи, що забезпечують цілісне бачення процесу підготовки як інтеграції знань, умінь, мотивації та рефлексії. У дослідженні використано методи системного аналізу, педагогічного моделювання та проєктування результатів навчання.

У результаті дослідження визначено структуру здатності майбутніх офіцерів до застосування спеціальних технічних засобів, що включає когнітивний, операційно-діяльнісний, ціннісно-мотиваційний і рефлексивний

компоненти. Обґрунтовано алгоритм педагогічного проєктування процесу її формування, який передбачає реалізацію діагностичного, цільового, змістового, процесуального та оцінювального етапів. Визначено організаційно-педагогічні умови ефективної реалізації запропонованого процесу, зокрема оновлення матеріально-технічної бази, забезпечення міждисциплінарної інтеграції, систематичне впровадження бойового досвіду, розвиток андрагогічної компетентності викладачів та акцентування уваги на підготовці до застосування засобів радіоелектронної боротьби.

Наукова новизна дослідження полягає у комплексному поєднанні структурного, процесуального та організаційно-педагогічного аспектів формування здатності майбутніх офіцерів НГУ до застосування спеціальних технічних засобів. Практичне значення одержаних результатів полягає у можливості використання розробленого алгоритму та визначених умов у системі професійної підготовки офіцерських кадрів сектору безпеки і оборони.

Ключові слова: майбутні офіцери, Національна гвардія України, професійна підготовка, педагогічне проєктування, здатність, спеціальні технічні засоби.

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PEDAGOGICAL DESIGN OF THE CAPACITY BUILDING PROCESS FOR FUTURE NGU OFFICERS IN USING SPECIAL TECHNICAL MEANS WITHIN PROFESSIONAL TRAINING

Abstract. The article examines the problem of forming the ability of future officers of the National Guard of Ukraine to use special technical means in modern combat conditions characterized by a high level of technologization, widespread use of unmanned systems, and electronic warfare. The relevance of the study is determined by the increasing requirements for the technical

competence of officer personnel and the need to improve approaches to their professional training in higher military educational institutions.

The aim of the article is to theoretically substantiate and develop an algorithm for the pedagogical design of the process of forming the ability of future NGU officers to use special technical means. The methodological basis of the study includes competence-based, systems-based, and andragogical approaches, which ensure a holistic view of the training process as an integration of knowledge, skills, motivation, and reflection. The research employs methods of system analysis, pedagogical modeling, and the design of learning outcomes.

The study defines the structure of the ability of future officers to use special technical means, which includes cognitive, operational-activity, value-motivational, and reflective components. An algorithm of pedagogical design for the formation process is substantiated, which includes diagnostic, target, content, procedural, and evaluative stages. Organizational and pedagogical conditions for effective implementation are identified, including modernization of material and technical resources, interdisciplinary integration, systematic incorporation of combat experience, development of andragogical competence of instructors, and emphasis on training in the use of electronic warfare systems.

The scientific novelty lies in the integrated combination of structural, procedural, and organizational-pedagogical aspects of forming the ability of future NGU officers to use special technical means. The practical significance of the results is in the possibility of applying the developed algorithm and identified conditions in the system of professional training of officer personnel in the security and defense sector.

Keywords: future officers, National Guard of Ukraine, professional training, pedagogical design, ability, special technical means.

Постановка проблеми. Повномасштабна збройна агресія Російської Федерації проти України суттєво змінила характер сучасної війни, висунувши підвищені вимоги до технічної підготовленості військовослужбовців. Досвід бойових дій засвідчує, що ефективність виконання завдань значною мірою залежить від рівня володіння спеціальними технічними засобами, зокрема в умовах масового застосування безпілотних авіаційних систем і активного радіоелектронного протиборства. За цих умов засоби радіоелектронної боротьби та захисту набувають критичного значення як чинник забезпечення стійкості підрозділів і досягнення бойового успіху [12].

Зазначені виклики безпосередньо актуалізують проблему підготовки офіцерських кадрів Національної гвардії України (НГУ), які діють у технологічно складному бойовому середовищі. Сучасні трансформації

військової освіти орієнтовані на інтеграцію бойового досвіду, розширення практичної складової підготовки та впровадження інноваційних форм навчання, зокрема сценарно-кейсових методів і цифрових симуляцій [18].

Водночас у системі професійної підготовки майбутніх офіцерів НГУ зберігається суперечність між зростаючою потребою у фахівцях, здатних ефективно застосовувати спеціальні технічні засоби в умовах реального бою, та недостатньою розробленістю педагогічних механізмів формування такої здатності. Зокрема, попри наявність окремих досліджень, присвячених формуванню технічних і спеціальних компетентностей [20], питання педагогічного проєктування цього процесу як цілісної системи — з визначенням структури здатності, етапів її формування та організаційно-педагогічних умов — залишається недостатньо опрацьованим.

Отже, актуальність дослідження зумовлена необхідністю теоретичного обґрунтування та педагогічного проєктування процесу формування здатності майбутніх офіцерів НГУ до застосування спеціальних технічних засобів відповідно до сучасних вимог службово-бойової діяльності.

Аналіз останніх досліджень і публікацій. Проблема підготовки майбутніх офіцерів до застосування спеціальних технічних засобів розглядається у межах кількох взаємопов'язаних наукових напрямів — військової педагогіки, компетентнісного підходу та педагогічного проєктування. Узагальнення сучасних досліджень дозволяє виокремити три основні вектори наукового пошуку.

Перший вектор охоплює питання трансформації системи військової освіти в умовах сучасних викликів. У Стратегії розвитку вищої освіти України на 2022–2032 роки акцентовано на необхідності адаптації підготовки фахівців сектору безпеки і оборони до стандартів НАТО, технологізації освітнього процесу та впровадження інноваційних моделей навчання [19]. У цьому контексті дослідники підкреслюють доцільність переходу від репродуктивного навчання до сценарно-орієнтованих і проблемно-моделювальних форм підготовки, що забезпечують розвиток адаптивності офіцера в умовах динамічного бойового середовища [2; 3].

Другий вектор пов'язаний із дослідженнями формування професійних компетентностей майбутніх офіцерів, зокрема у сфері застосування технічно складних засобів. Науковці наголошують на необхідності формування здатності діяти в умовах невизначеності, інформаційного впливу та радіоелектронного протиборства [2]. Вагомим внеском у цьому напрямі є розроблення моделей підготовки до застосування засобів радіоелектронної боротьби, які інтегрують когнітивний, практичний, мотиваційний і рефлексивний компоненти професійної діяльності офіцера [20]. Окремо підкреслюється значення системного впровадження бойового

досвіду у зміст підготовки як джерела актуальних вимог до компетентності військового фахівця [6; 18].

Третій вектор стосується розвитку теоретико-методологічних засад педагогічного проєктування та підготовки науково-педагогічних працівників. У цьому контексті особливого значення набуває андрагогічний підхід, який забезпечує орієнтацію освітнього процесу на суб'єктність дорослого здобувача освіти, розвиток його здатності до самонавчання, рефлексії та практичного застосування знань [15].

Водночас аналіз наукових джерел засвідчує, що попри наявність значної кількості досліджень із суміжної проблематики, питання цілісного педагогічного проєктування процесу формування здатності майбутніх офіцерів НГУ до застосування спеціальних технічних засобів як інтегративної характеристики їх професійної підготовки залишається недостатньо розробленим. Зокрема, відсутній системний поетапний алгоритм такого проєктування, що поєднує аналіз бойового досвіду, визначення цілей, конструювання змісту, організацію процесу та оцінювання результатів.

Це зумовлює необхідність розроблення теоретично обґрунтованого підходу до педагогічного проєктування зазначеного процесу, що й визначає логіку подальшого викладу матеріалу.

Мета статті — теоретично обґрунтувати та спроєктувати процес формування здатності майбутніх офіцерів НГУ до застосування спеціальних технічних засобів на засадах педагогічного проєктування.

Виклад основного матеріалу. Методологічну основу дослідження становить поєднання компетентнісного, системного та андрагогічного підходів, що забезпечують як теоретичне обґрунтування, так і педагогічне проєктування процесу формування здатності майбутніх офіцерів НГУ до застосування спеціальних технічних засобів. Компетентнісний підхід визначає орієнтацію на результати підготовки; системний — забезпечує розгляд цього процесу як цілісної поетапної діяльності; андрагогічний — акцентує на суб'єктності курсанта, ролі досвіду, рефлексії та здатності до самонавчання [15].

Методичний інструментарій дослідження охоплює системний аналіз нормативних документів і наукових джерел, педагогічне моделювання та проєктування результатів навчання.

Концептуально значущими для дослідження є поняття «педагогічне проєктування» та «здатність до застосування спеціальних технічних засобів». Педагогічне проєктування розглядається як цілеспрямована діяльність із попереднього конструювання освітнього процесу — його цілей, змісту, методів і результатів — із урахуванням специфіки службово-бойової діяльності та актуального бойового досвіду [14].

Здатність до застосування спеціальних технічних засобів трактуємо як інтегративну характеристику особистості майбутнього офіцера, що поєднує знання, практичні вміння, мотиваційні настанови та рефлексивні механізми діяльності. Таке розуміння ґрунтується на положеннях Національної рамки кваліфікацій щодо єдності когнітивних і практичних умінь [11], а також на психологічному підході до інтерпретації умінь як «знань у дії» та їх здатності реалізовуватися у змінних умовах професійної діяльності [9; 16]. У військово-педагогічному контексті це узгоджується з уявленням про багатокомпонентну структуру професійної компетентності офіцера [20].

Важливим методологічним орієнтиром дослідження є принцип максимального наближення умов підготовки до реальних бойових дій, що передбачає орієнтацію змісту, форм і методів навчання на практичні вимоги службово-бойової діяльності [4].

Отже, окреслені теоретико-методологічні засади зумовлюють необхідність структурного аналізу досліджуваної здатності як передумови її цілеспрямованого формування, що обґрунтовує перехід до розгляду її компонентного складу.

Структура здатності офіцера НГУ до застосування спеціальних технічних засобів. Побудова процесу формування будь-якої професійної здатності передбачає її попередню декомпозицію на структурні компоненти, що забезпечує можливість цілеспрямованого педагогічного впливу на кожен із них у межах освітнього процесу. У військово-педагогічній науці усталеною є практика розгляду професійної готовності офіцера як інтегративного утворення, що включає низку взаємопов'язаних складників, зокрема мотиваційний, когнітивний, операційний, прогностичний і морально-вольовий [17].

У дослідженнях, присвячених формуванню компетентностей майбутніх офіцерів, найбільш поширеним є підхід, відповідно до якого структура професійної здатності охоплює ціннісно-мотиваційний, когнітивний, процесуальний і рефлексивний компоненти. [5].

Така логіка структуризації є продуктивною і для аналізу здатності до застосування спеціальних технічних засобів, однак потребує уточнення з урахуванням специфіки відповідної діяльності.

З огляду на особливості підготовки майбутніх офіцерів Національної гвардії України до застосування спеціальних технічних засобів, доцільним є виокремлення чотирьох взаємопов'язаних компонентів відповідної здатності.

Когнітивний компонент охоплює систему знань про принципи функціонування спеціальних технічних засобів, їх тактико-технічні характеристики та бойові можливості. Важливою складовою є також

розуміння закономірностей електромагнітного середовища сучасного бою та алгоритмів дій у типових і нестандартних ситуаціях. Формування цього компонента передбачає оновлення змісту навчальних дисциплін із урахуванням актуального бойового досвіду та сучасних тенденцій розвитку технічних засобів. [7].

Операційно-діяльнісний компонент відображає сформованість практичних умінь і навичок розгортання, налаштування, експлуатації та технічного обслуговування спеціальних засобів, а також здатність до оперативного усунення несправностей. Особливого значення набуває вміння діяти в умовах радіоелектронного протиборства, обмеженого часу та підвищеного фізичного й психологічного навантаження [13]. Розвиток цього компонента потребує впровадження у підготовку курсантів практикоорієнтованих занять, тренінгів і моделювання умов реального бойового застосування техніки.

Ціннісно-мотиваційний компонент характеризує ставлення майбутнього офіцера до опанування спеціальних технічних засобів, усвідомлення їх ролі в підвищенні ефективності бойових дій та особистої відповідальності за результати їх застосування. Він включає стійку внутрішню мотивацію до професійного вдосконалення, готовність до безперервного навчання та опанування нових технологій [1]. Рефлексивний компонент визначає здатність до аналізу власної діяльності під час застосування технічних засобів, виявлення помилок і своєчасного коригування дій у динамічних бойових умовах.

Особливого значення цей компонент набуває в контексті андрагогічного підходу, який акцентує увагу на ролі попереднього досвіду та рефлексії як ключових механізмів професійного розвитку дорослого суб’єкта навчання [15].

Зазначені компоненти перебувають у тісному взаємозв’язку та взаємозалежності: недостатній рівень сформованості будь-якого з них знижує ефективність реалізації здатності загалом. Відповідно, педагогічне проєктування процесу підготовки майбутніх офіцерів має бути спрямоване на комплексний розвиток когнітивного, операційно-діяльнісного, ціннісно-мотиваційного та рефлексивного компонентів, що забезпечить їхню готовність до ефективного застосування спеціальних технічних засобів у сучасних бойових умовах [20].

Алгоритм педагогічного проєктування процесу. Педагогічне проєктування процесу формування здатності майбутніх офіцерів НГУ до застосування спеціальних технічних засобів доцільно реалізовувати як послідовність взаємопов’язаних етапів, кожен із яких виконує визначену функцію у конструюванні освітнього середовища.

Етап 1 (Діагностичний). Передбачає комплексний аналіз бойового досвіду підрозділів НГУ з метою визначення реальних вимог до компетентності офіцерів у сфері застосування спеціальних технічних засобів. Вивчення та впровадження бойового досвіду нормативно закріплено, зокрема, наказом Командувача НГУ від 10.11.2022 № 390, що визначає відповідні процедури його узагальнення та використання у підготовці військовослужбовців [10]. Поряд із цим здійснюється аналіз нормативних вимог до посадових обов'язків офіцера, а також діагностика вихідного рівня підготовленості курсантів за когнітивним, операційно-діяльнісним, ціннісно-мотиваційним і рефлексивним компонентами здатності.

Етап 2 (Цільовий). На основі результатів діагностики формулюються діагностовані цілі навчання у форматі очікуваних результатів, що мають бути конкретними, вимірюваними та досяжними. Їх структуризація здійснюється відповідно до ієрархії пізнавальної діяльності — від відтворення знань до їх творчого застосування у нестандартних ситуаціях. У сучасних дослідженнях підкреслюється, що інноватизація освітньо-професійної підготовки на засадах педагогічної евристики та прогностики передбачає орієнтацію цілей на перспективні вимоги бойового застосування [2].

Етап 3 (Змістовий). Відбір і структурування навчального матеріалу здійснюється на основі принципу міждисциплінарної інтеграції. Зміст підготовки поєднує технічні дисципліни (принципи функціонування засобів, тактико-технічні характеристики), тактичну підготовку (умови та способи застосування у бою) та елементи психологічної підготовки (дії в умовах стресу і радіоелектронного протиборства). Важливим складником є системне впровадження узагальненого бойового досвіду у зміст навчальних дисциплін, що забезпечує його актуалізацію та практичну спрямованість [6].

Етап 4 (Процесуальний). Передбачає розробку та впровадження симуляційних сценаріїв, тактико-спеціальних навчань і ситуаційних задач, побудованих на основі реального досвіду АТО/ООС і повномасштабного вторгнення. Сучасні підходи до підготовки акцентують на розвитку сценарно-кейсових форм навчання, інтеграції бойового досвіду та формуванні рефлексивного мислення [18].

У межах цього етапу визначаються оптимальні форми організації навчання: практичні заняття з використанням реальних зразків техніки, тренажерна підготовка, а також аналіз відеоматеріалів бойових епізодів. Використання відеоконтенту підсилює інтерактивність навчання, сприяє розвитку аналітичного мислення та формуванню вмінь оцінювати ризики в динамічних ситуаціях [8].

Етап 5 (Оцінювальний). Передбачає проєктування критеріїв і показників досягнення очікуваних результатів навчання для кожного компонента сформованості здатності. Оцінювання організовується у формах, максимально наближених до умов реального застосування спеціальних технічних засобів: виконання практичних нормативів, розв'язання ситуаційних задач, а також рефлексивний аналіз власних дій у змодельованих умовах.

Організаційно-педагогічні умови реалізації проєкту. Розроблений алгоритм педагогічного проєктування визначає логіку та послідовність формування здатності майбутніх офіцерів НГУ до застосування спеціальних технічних засобів. Водночас його ефективна реалізація в освітньому процесі можлива лише за умови цілеспрямованого створення відповідного організаційно-педагогічного середовища, що забезпечує практичну дієвість окреслених етапів. Розглянемо детальніше організаційно-педагогічні умови реалізації проєкту.

Умова 1. Оновлення матеріально-технічної бази. Підготовка до застосування спеціальних технічних засобів об'єктивно потребує наявності адекватного навчально-матеріального забезпечення, зокрема реальних зразків техніки, тренажерів і симуляторів. Практика підготовки курсантів передбачає використання сучасних технічних засобів, навчально-матеріальної бази військових частин, а також залучення офіцерів-практиків із бойовим досвідом, що забезпечує наближення навчання до умов реальної службово-бойової діяльності.

Умова 2. Міждисциплінарна інтеграція. Здатність до застосування спеціальних технічних засобів має інтегративний характер, що унеможливлює її формування в межах окремої навчальної дисципліни. Її розвиток потребує узгодженої взаємодії тактичної, технічної та психологічної підготовки на основі визначення міжпредметних зв'язків, а також упровадження наскрізних навчальних завдань, орієнтованих на комплексне вирішення професійних ситуацій.

Умова 3. Систематичне включення бойового досвіду. Науково обґрунтоване вивчення та впровадження бойового досвіду виконання завдань підрозділами НГУ має стати постійною складовою освітнього процесу. Це передбачає регулярне оновлення змісту навчальних дисциплін, аналіз сучасних бойових операцій і залучення до освітнього процесу офіцерів-практиків, що сприяє підвищенню прикладної спрямованості.

Умова 4. Розвиток андрагогічної компетентності викладачів. Реалізація педагогічного проєктування безпосередньо залежить від професійної готовності науково-педагогічних працівників до роботи з дорослими суб'єктами навчання. Викладач має бути здатним ураховувати

попередній досвід курсантів, стимулювати їхню рефлексію та організовувати навчання на засадах суб'єкт-суб'єктної взаємодії. Важливу роль у цьому відіграють неформальна та інформальна освіта як чинники безперервного професійного розвитку викладачів і підвищення ефективності військово-педагогічної діяльності.

Умова 5. Засоби радіоелектронної боротьби як пріоритетний різновид спеціальних технічних засобів. Сучасний характер бойових дій зумовлює суттєве зростання ролі засобів радіоелектронної боротьби. Їх ефективність підтверджується практикою бойового застосування, зокрема значними обсягами нейтралізації безпілотних систем противника, що підкреслює їх критичне значення у досягненні переваги в інформаційному та електромагнітному просторі. У зв'язку з цим педагогічне проєктування підготовки має передбачати виокремлення змістового модуля, присвяченого засобам РЕБ, із перспективою подальшого розвитку наукових досліджень у цій сфері.

Висновки та напрями подальших досліджень. Узагальнення результатів дослідження дає підстави стверджувати, що формування здатності майбутніх офіцерів НГУ до застосування спеціальних технічних засобів є складним інтегративним процесом, який потребує цілеспрямованого педагогічного проєктування. У статті теоретично обґрунтовано та спроєктовано відповідний процес на засадах системного й компетентнісного підходів.

Визначено структуру досліджуваної здатності, що охоплює когнітивний, операційно-діяльнісний, ціннісно-мотиваційний і рефлексивний компоненти, які перебувають у тісному взаємозв'язку та взаємозалежності. Обґрунтовано, що їх комплексний розвиток є необхідною умовою готовності офіцера до ефективного застосування спеціальних технічних засобів у сучасних бойових умовах.

Розроблено алгоритм педагогічного проєктування процесу підготовки, який включає діагностичний, цільовий, змістовий, процесуальний та оцінювальний етапи. Запропонований алгоритм забезпечує логічну послідовність конструювання освітнього середовища, орієнтованого на досягнення діагностованих результатів навчання та максимальне наближення підготовки до умов реальної службово-бойової діяльності.

Визначено та обґрунтовано організаційно-педагогічні умови реалізації спроєктованого процесу, зокрема: оновлення матеріально-технічної бази, забезпечення міждисциплінарної інтеграції, систематичне впровадження бойового досвіду, розвиток андрагогічної компетентності викладачів, а також виокремлення засобів радіоелектронної боротьби як пріоритетного напряму підготовки. Сукупність зазначених умов забезпечує практичну

реалізацію розробленого алгоритму та підвищує ефективність професійної підготовки майбутніх офіцерів.

Наукова новизна одержаних результатів полягає у комплексному поєднанні структурного (компонентного), процесуального (алгоритмічного) та умовного (організаційно-педагогічного) аспектів педагогічного проєктування процесу формування здатності майбутніх офіцерів НГУ до застосування спеціальних технічних засобів.

Практичне значення дослідження полягає у можливості використання розробленого алгоритму та визначених умов у системі професійної підготовки майбутніх офіцерів НГУ, а також їх адаптації у підготовці фахівців інших складових сектору безпеки і оборони.

Перспективи подальших наукових досліджень убачаються у:

– розробленні та експериментальній перевірці педагогічної моделі формування здатності до застосування спеціальних технічних засобів із визначенням критеріїв і рівнів її сформованості;

– створенні та впровадженні спеціалізованих симуляційних середовищ і тренажерних комплексів для підготовки до дій в умовах радіоелектронного протиборства;

– дослідженні можливостей використання андрагогічних технологій і неформальної освіти у професійному розвитку як курсантів, так і науково-педагогічних працівників;

– уточненні механізмів інтеграції бойового досвіду у зміст військової освіти з урахуванням динаміки сучасних збройних конфліктів.

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ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ЦИФРОВОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ПЕДАГОГІВ ПРОФЕСІЙНОЇ ОСВІТИ В ПРОЦЕСІ ФАХОВОЇ ПІДГОТОВКИ

Анотація. Стаття присвячена теоретико-аналітичному обґрунтуванню педагогічних умов формування цифрової компетентності майбутніх педагогів професійної освіти в процесі фахової підготовки. Актуальність дослідження зумовлена тим, що цифровізація професійної та педагогічної освіти змінює не лише інструментальний склад освітнього процесу, а й логіку професійної підготовки майбутнього педагога, який має бути здатним добирати, створювати, критично оцінювати й безпечно використовувати цифрові ресурси в навчальній, проєктній, комунікативній та оцінювальній діяльності. У статті цифрову компетентність майбутнього педагога професійної освіти розглянуто як інтегровану професійно значущу здатність, що охоплює інформаційно-аналітичний, цифрово-технологічний, методико-проєктувальний, комунікативно-колаборативний, етико-безпековий і рефлексивно-оцінювальний компоненти. Метою статті є наукове обґрунтування змісту та практичної реалізації педагогічних умов формування цифрової компетентності майбутніх педагогів професійної освіти в процесі фахової підготовки. Методологічне підґрунтя дослідження становлять компетентнісний, системний, діяльнісний, особистісно орієнтований і середовищний підходи, що дають змогу розглядати цифрову компетентність не як сукупність окремих технічних умінь, а як результат цілісної організації освітнього середовища, змісту дисциплін, методів навчання, педагогічної взаємодії та оцінювання. Обґрунтовано п’ять взаємопов’язаних педагогічних умов: формування стійкої мотивації до цифрового професійного саморозвитку; інтеграція цифрового змісту у фахові й методичні компоненти підготовки; організація практико-орієнтованої цифрової діяльності здобувачів освіти; забезпечення відкритого, безпечного й етично відповідального цифрового освітнього середовища; упровадження діагностико-рефлексивного супроводу результатів формування цифрової компетентності. Доведено, що зазначені умови мають реалізовуватися не

ізольовано, а як узгоджена система, у якій цифрові інструменти підпорядковані педагогічній меті, фаховому змісту та реальним професійним діям майбутнього педагога. Практична цінність статті полягає в окресленні конкретних форм роботи, серед яких цифрові портфоліо, міні-проєкти, інтерактивні навчальні модулі, електронні освітні ресурси, аналітичні завдання, рефлексивні карти, онлайн-комунікація та створення цифрового контенту для професійно орієнтованого навчання.

Ключові слова: цифрова компетентність, майбутні педагоги професійної освіти, фахова підготовка, педагогічні умови, цифрове освітнє середовище, цифрові ресурси, професійна освіта

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PEDAGOGICAL CONDITIONS FOR FORMING DIGITAL COMPETENCE OF FUTURE VOCATIONAL EDUCATION TEACHERS IN THE PROCESS OF PROFESSIONAL TRAINING

Abstract. The article provides a theoretical and analytical substantiation of the pedagogical conditions for forming the digital competence of future vocational education teachers in the process of professional training. The relevance of the study is determined by the fact that digital transformation changes not only the set of tools used in education, but also the logic of professional teacher training. A future vocational education teacher should be able to select, create, critically evaluate and safely use digital resources in learning, project-based, communicative and assessment activities. Digital competence is interpreted as an integrated professionally significant ability that combines informational-analytical, digital-technological, methodological-design, communicative-collaborative, ethical-safety and reflective-assessment components. The purpose of the article is to substantiate the content and practical implementation of pedagogical conditions for forming digital competence in future vocational education teachers. The methodological basis of the study includes competence-based, systemic, activity-based, learner-centred and environmental approaches. The article identifies five interrelated pedagogical conditions. They include the development of stable motivation for digital professional self-development, the integration of digital content into professional and methodological components of training, the organization of practice-oriented digital activities, the creation of an open and safe digital educational environment, and the introduction of diagnostic and reflective support for learning outcomes. The article proves that these

conditions should function as a coherent system in which digital tools are subordinated to pedagogical goals, professional content and the real professional actions of future teachers. The practical value of the study lies in the specification of digital portfolios, mini-projects, interactive learning modules, electronic educational resources, analytical tasks, reflective maps and online communication as effective forms of professional training.

Keywords: digital competence, future vocational education teachers, professional training, pedagogical conditions, digital educational environment, digital resources, vocational education

Постановка проблеми. Цифрова трансформація освіти істотно змінює зміст професійної підготовки майбутніх педагогів професійної освіти, оскільки сучасний викладач уже не може обмежуватися традиційною передачею знань, демонстрацією професійних дій або контролем засвоєння навчального матеріалу. У його діяльності зростає значення цифрового проєктування, добору електронних ресурсів, організації змішаного та дистанційного навчання, створення інтерактивного контенту, підтримки комунікації в цифровому середовищі, дотримання етичних і безпекових норм роботи з даними. За таких умов цифрова компетентність майбутнього педагога професійної освіти набуває статусу не допоміжної навички, а однієї з базових характеристик його професійної готовності. Особливої гостроти проблема набуває у сфері професійної освіти, де цифрові технології мають не лише забезпечувати інформаційний супровід навчання, а й підтримувати формування практичних умінь, моделювання виробничих ситуацій, розроблення технологічних карт, візуалізацію процесів, аналіз результатів діяльності здобувачів освіти та взаємодію з професійним середовищем. Майбутній педагог професійної освіти повинен уміти перетворювати цифровий інструмент на методично доцільний засіб навчання, а не використовувати його як зовнішній декоративний додаток до заняття. Саме тут, найслабшою ланкою стає не наявність сервісу, а педагогічна логіка його застосування.

Аналіз останніх досліджень і публікацій. У сучасному педагогічному дискурсі проблема цифрової компетентності майбутніх педагогів розглядається в кількох взаємопов’язаних напрямах. Вагомий внесок у розкриття сутності цифрової компетентності як складника професійної готовності педагога зробили О. Романовський, В. Гриньова, О. Жерновникова, Л. Штефан і В. Фазан, які пов’язують її із ціннісно-мотиваційним, змістовим, діяльнісним і рефлексійним компонентами підготовки. У працях О. Браславської та Л. Озерової акцентовано необхідність формування цифрової компетентності майбутніх педагогів у

закладах вищої освіти як умови їхньої професійної мобільності й готовності до використання інформаційних технологій у шкільній та освітній практиці.

Окремий науковий напрям становлять дослідження Т. Годецької, яка систематизує проблематику цифрової компетентності в доробку українських учених і розкриває її зв'язок із цифровою культурою, цифровою грамотністю, мотиваційними, когнітивними, діяльнісними та коригувальними аспектами. Праці Л. Гаврілової та Я. Топольник важливі для термінологічного розмежування цифрової культури, цифрової грамотності й цифрової компетентності, що дає змогу уникнути спрощеного ототожнення цифрової компетентності з технічним володінням пристроями або сервісами.

У контексті професійної освіти особливо значущим є дослідження Н. Редзюк, у якому обґрунтовано структурно-функціональну модель формування цифрової компетентності майбутніх педагогів професійного навчання, визначено її компоненти, критерії, рівні та педагогічні умови. Наукові положення М. Матківського, С. Івах і Т. Тарас поглиблюють європейський контекст проблеми, оскільки показують необхідність узгодження цифрової підготовки майбутніх педагогів із рамковими моделями, результатами навчання, методами оцінювання та практико-орієнтованими формами фахової підготовки.

Водночас аналіз наукових джерел засвідчує, що попри достатню увагу до структури цифрової компетентності, її нормативного змісту та окремих засобів формування, проблема педагогічних умов у підготовці майбутніх педагогів професійної освіти потребує подальшого цілісного осмислення. Недостатньо лише назвати цифрові інструменти або описати їх технічні можливості. Потрібно визначити, за яких організаційно-методичних, мотиваційних, середовищних, діяльнісних і рефлексивних передумов цифрова компетентність справді стає складником професійної готовності майбутнього педагога.

Мета статті полягає в науковому обґрунтуванні педагогічних умов формування цифрової компетентності майбутніх педагогів професійної освіти в процесі фахової підготовки.

Виклад основного матеріалу. Логіка теоретико-аналітичного розгляду проблеми охоплює п'ять взаємопов'язаних позицій. Першою є нормативно-методологічне осмислення цифрової компетентності як результату фахової підготовки. Другою є уточнення її змісту та структурних компонентів. Третьою є обґрунтування педагогічних умов, що забезпечують системність цього процесу. Четвертою є практична конкретизація зазначених умов у формах і завданнях фахової підготовки. П'ятою є визначення діагностико-рефлексивного супроводу, без якого формування

цифрової компетентності ризикує залишитися на рівні гарної декларації. Формування цифрової компетентності майбутніх педагогів професійної освіти доцільно розглядати в межах ширшої державної політики цифрового розвитку, яка передбачає оновлення змісту освіти, підвищення рівня цифрових навичок громадян і створення умов для безпечного та продуктивного використання цифрових технологій. Концепція розвитку цифрових компетентностей визначає потребу в системному формуванні цифрових умінь, розвитку індикаторів їх оцінювання та забезпеченні готовності людини до використання цифрових можливостей у професійній і суспільній діяльності [8]. Для педагогічної освіти це означає, що цифрова компетентність має формуватися не епізодично, а як наскрізний результат підготовки, пов'язаний із майбутньою професійною дією.

Європейська логіка осмислення цифрової компетентності педагогів посилює цей підхід, оскільки пропонує розглядати педагога не лише як користувача цифрових ресурсів, а як фахівця, здатного застосовувати їх для професійної взаємодії, створення освітнього контенту, організації навчання, оцінювання та підтримки цифрової компетентності здобувачів освіти [18, с. 15–22]. Така позиція є принциповою для професійної освіти, де цифрові технології мають бути пов'язані з конкретним фаховим змістом, професійними операціями, виробничими ситуаціями й практичним результатом навчання. Національний професійний стандарт учителя задає важливий орієнтир для педагогічної підготовки, оскільки пов'язує інформаційно-цифрову компетентність із умінням орієнтуватися в інформаційному просторі, критично оцінювати інформацію, використовувати цифрові ресурси й дотримуватися вимог безпечної та відповідальної цифрової поведінки [14]. Для майбутнього педагога професійної освіти ці вимоги мають бути конкретизовані через здатність проєктувати цифрово підтримане заняття, створювати електронні навчальні матеріали, використовувати фахові цифрові інструменти й оцінювати навчальні результати в цифровому середовищі.

Науково-методичне обґрунтування цифрової компетентності педагогічного працівника, запропоноване Н. Морзе, О. Базелюк, І. Воротніковою та їхніми співавторами, важливе тим, що воно поєднує професійну залученість педагога, роботу з цифровими ресурсами, навчальну діяльність, оцінювання, розвиток цифрової компетентності здобувачів освіти й відповідальну поведінку в цифровому середовищі [13, с. 1–53].

У контексті фахової підготовки це дає підстави розглядати цифрову компетентність як інтегрований результат, що формується на перетині педагогіки, фахової методики, інформаційної культури та практичної діяльності.

Подальше обґрунтування педагогічних умов потребує точного розуміння того, що саме формується в майбутнього педагога. Цифрова компетентність не може бути зведена до швидкості роботи з комп'ютером, уміння створити презентацію або пройти онлайн-тест. У дослідженні Л. Гаврілової та Я. Топольник переконливо показано, що цифрова культура, цифрова грамотність і цифрова компетентність є взаємопов'язаними, але не тотожними освітніми феноменами, а цифрова компетентність охоплює здатність критично, відповідально й продуктивно діяти в цифровому середовищі [4, с. 1–14]. Отже, у фаховій підготовці майбутнього педагога важливо формувати не тільки операційні навички, а й ціннісне, аналітичне та методичне ставлення до цифрових засобів.

Змістова характеристика цифрової компетентності майбутніх педагогів, представлена О. Мирошниченко, дає змогу трактувати її як складне особистісно-професійне утворення, у якому поєднуються знання про цифрові технології, уміння їх використовувати, готовність до комунікації, здатність до творчого застосування цифрових ресурсів і відповідальність за результати цифрової діяльності [12, с. 119–123]. Такий підхід особливо важливий для педагогів професійної освіти, оскільки вони працюють із навчальним змістом, який часто потребує візуалізації процесів, демонстрації технологічних операцій, моделювання професійних ситуацій і створення практичних продуктів. На констатувальному етапі дослідження О. Романовський, В. Гриньова, О. Жерновникова, Л. Штефан і В. Фазан визначили цифрову компетентність майбутнього вчителя через ціннісно-мотиваційний, змістовий, діяльнісний і рефлексійний компоненти [16, с. 184–185]. Ця компонентна логіка є продуктивною для нашого дослідження, однак у професійній освіті її варто доповнювати фахово-проєктувальним і етико-безпековим вимірами, адже майбутній педагог має не лише знати цифрові інструменти, а й уміти застосувати їх для організації професійно спрямованої діяльності здобувачів освіти. Також, О. Браславська та Л. Озерова акцентують, що формування цифрової компетентності майбутніх педагогів у закладах вищої освіти має бути пов'язане з готовністю до опрацювання значних обсягів інформації, використанням сучасних інформаційних технологій і здатністю застосовувати їх у професійній практиці [3, с. 126–132].

З огляду на це цифрову компетентність майбутнього педагога професійної освіти доцільно структурувати через інформаційно-аналітичний, цифрово-технологічний, методико-проєктувальний, комунікативно-колаборативний, етико-безпековий і рефлексивно-оцінювальний компоненти. Саме така структура дозволяє перейти від загального опису компетентності до конкретних умов її формування.

Педагогічні умови формування цифрової компетентності слід розуміти як сукупність спеціально організованих змістових, організаційних, методичних, мотиваційних і середовищних чинників, які забезпечують перехід від засвоєння окремих цифрових дій до професійно осмисленого використання цифрових технологій. У дисертаційному дослідженні Н. Редзюк обґрунтовано педагогічні умови формування цифрової компетентності майбутніх педагогів професійного навчання, серед яких формування позитивної мотивації, забезпечення відкритого доступу до електронних ресурсів, розвиток цифрової грамотності за індивідуальною освітньою траєкторією та організація педагогічної взаємодії на засадах співпраці [15, с. 8–11]. Ці положення дають підстави розглядати педагогічні умови як внутрішньо пов'язану систему, а не як перелік окремих методичних побажань.

Першою умовою є формування стійкої мотивації до цифрового професійного саморозвитку. Йдеться не про зовнішній примус використовувати чергову платформу, а про усвідомлення здобувачем освіти професійної цінності цифрових технологій для майбутньої педагогічної діяльності. Методичні рекомендації щодо формування інформаційно-цифрової компетентності педагогічних працівників підкреслюють значення самооцінювання, визначення індивідуальних потреб і планування професійного розвитку відповідно до виявлених дефіцитів [11, с. 10–12]. Для майбутнього педагога професійної освіти така мотивація має формуватися через завдання, у яких цифровий інструмент допомагає розв'язати реальну фахову або методичну проблему. *Другою умовою* є інтеграція цифрового змісту у фахові й методичні компоненти підготовки. У дослідженні О. Аніщенко розвиток цифрових компетенцій педагогічного персоналу розглянуто як актуальне завдання педагогічної науки і практики, що потребує цілеспрямованого оновлення змісту навчання, способів професійної взаємодії та методичного супроводу [1, с. 206–214]. Для фахової підготовки це означає, що цифрові технології мають входити не тільки до окремої дисципліни інформаційного спрямування, а й до методики професійного навчання, педагогічної практики, проєктних завдань і самостійної роботи. *Третьою умовою* є організація цифрового освітнього середовища, у якому майбутній педагог отримує досвід не пасивного користувача, а активного автора навчального контенту. Г. Генсерук і С. Мартинюк пов'язують розвиток цифрової компетентності майбутніх учителів із функціонуванням цифрового освітнього середовища закладу вищої освіти, яке забезпечує доступ до ресурсів, комунікацію, виконання навчальних завдань і підтримку самостійної діяльності [5, с. 158–161]. Для професійної освіти таке середовище має містити електронні курси, хмарні

сховища, цифрові портфоліо, онлайн-інструменти спільної роботи, симуляційні й візуалізаційні засоби, а також правила етичної та безпечної цифрової поведінки.

Педагогічні умови набувають реальної цінності лише тоді, коли вони переходять у конкретні форми організації освітньої діяльності. Саме тому фахова підготовка майбутніх педагогів професійної освіти має включати завдання, у яких цифрові інструменти використовуються для створення навчального продукту, розв'язання методичної ситуації, проєктування заняття або аналізу результатів навчання. У статті М. Матківського, С. Івах і Т. Тарас доведено доцільність компетентнісно орієнтованого та студентоцентрованого підходів, а також потребу в узгодженні результатів навчання, змісту дисциплін, методів оцінювання та практико-орієнтованих форм підготовки майбутніх педагогів [10, с. 1–3]. Отже, цифрова компетентність формується тоді, коли здобувач освіти діє в умовах, наближених до майбутньої професійної практики. *Перший* практичний блок може бути пов'язаний зі створенням цифрового навчального контенту. Майбутні педагоги розробляють інтерактивні презентації, короткі відеоінструкції, електронні технологічні карти, візуальні алгоритми виконання професійних операцій, цифрові пам'ятки з техніки безпеки, тести для поточного контролю та онлайн-опитувальники для зворотного зв'язку. Така діяльність має супроводжуватися не тільки технічним виконанням, а й методичним поясненням, для чого створено ресурс, яку навчальну проблему він розв'язує, як його можна адаптувати для різних груп здобувачів освіти та які ризики його використання потрібно врахувати.

Другий практичний блок доцільно організовувати через цифрові мініпроєкти. Здобувач освіти може отримати завдання спроєктувати фрагмент заняття з використанням цифрового ресурсу, підготувати електронний супровід практичної роботи, створити цифрове портфоліо навчальної теми, розробити онлайн-інструктаж або змоделювати професійну ситуацію за допомогою доступних цифрових сервісів. Європейський інструмент SELFIEforTEACHERS корисний у цьому контексті як засіб самооцінювання й професійного осмислення цифрової практики педагога, однак у підготовці майбутніх педагогів його доцільно доповнювати фаховими завданнями, які вимагають створення конкретного освітнього продукту [17].

Третій практичний блок має стосуватися цифрової гуманістичної педагогіки, у межах якої технологія не підміняє педагогічну взаємодію, а підтримує відкритість, доступність, співпрацю та розвиток особистості. В. Биков і М. Лещенко обґрунтовують ідею цифрової гуманістичної педагогіки відкритої освіти, у якій цифрове середовище розглядається як простір

розширення освітніх можливостей, а не механічного перенесення традиційного навчання в електронний формат [2, с. 115–130]. Для майбутнього педагога професійної освіти це означає необхідність створювати такі цифрові матеріали, які підтримують активність здобувача освіти, допомагають йому бачити логіку професійної дії та отримувати своєчасний зворотний зв'язок.

Четвертий практичний блок пов'язаний із використанням ігрових, проєктних та інтерактивних методик, але без наївного перетворення заняття на фестиваль кнопок. О. Жерновникова, Л. Перетяга, А. Ковтун і М. Кордубан показують можливості гейміфікації у формуванні цифрової компетентності майбутніх учителів, підкреслюючи її вплив на мотивацію, залученість і результативність навчальної взаємодії [7, с. 170–185]. У професійній освіті це може бути реалізовано через цифрові квести, тренажери професійних ситуацій, змагання командних проєктів, інтерактивні кейси, електронні карти помилок і захист цифрового навчального продукту.

Таблиця 1

Практична конкретизація педагогічних умов формування цифрової компетентності майбутніх педагогів професійної освіти

Педагогічна умова	***Форми реалізації у фаховій підготовці***	***Навчальний продукт здобувача освіти***	***Очікуваний результат***
Мотивація до цифрового професійного саморозвитку	Аналіз професійних кейсів, самооцінювання цифрових потреб, обговорення помилок і ризиків цифрового навчання	Індивідуальна карта цифрового розвитку, коротке рефлексивне есе	Усвідомлення професійної цінності цифрових технологій
Інтеграція цифрового змісту у фахові дисципліни	Завдання з методики професійного навчання, цифровий супровід практичних і лабораторних робіт	Фрагмент заняття, електронна технологічна карта, цифровий шаблон завдання	Здатність пов'язувати цифровий інструмент із фаховим змістом
Практико-орієнтована цифрова діяльність	Мініпроєкти, розроблення електронних освітніх ресурсів, створення відеоінструкцій та інтерактивних модулів	Цифрове портфоліо, інтерактивний навчальний модуль, електронний ресурс	Набуття досвіду створення й педагогічного обґрунтування цифрового продукту

Педагогічна умова	*Форми реалізації у фаховій підготовці*	*Навчальний продукт здобувача освіти*	*Очікуваний результат*
Відкрите й безпечне цифрове середовище	Робота з хмарними сервісами, платформами навчання, правилами авторського права та захисту даних	Чек-лист безпеки, правила використання ресурсів, коректні покликання	Формування відповідальної цифрової поведінки
Діагностико-рефлексивний супровід	Експертна рубрика, самооцінювання, взаємооцінювання, мікрозахист цифрового проєкту	Аналітична нотатка, карта самооцінювання, оновлене портфоліо	Здатність аналізувати й удосконалювати власну цифрову педагогічну дію

Остання педагогічна умова стосується діагностико-рефлексивного супроводу, без якого неможливо встановити, чи справді цифрова компетентність сформувалася як професійна здатність. У теоретичному аналізі Т. Годецької підкреслено, що проблематика цифрової компетентності охоплює мотиваційний, когнітивний, діяльнісний і коригувальний аспекти, а отже потребує не лише навчання цифрових дій, а й постійного осмислення їх результативності [6, с. 252–271]. Тому оцінювання має фіксувати не кількість опанованих сервісів, а здатність майбутнього педагога обґрунтовувати вибір цифрового інструменту, аналізувати його педагогічну доцільність і коригувати власні рішення.

Діагностико-рефлексивний супровід може бути реалізований через цифрове портфоліо, самооцінювальні карти, експертні рубрики, аналіз навчальних артефактів, рефлексивні есе, мікрозахисти цифрових проєктів і обговорення педагогічних кейсів. Практична логіка такого супроводу полягає в тому, що кожен компонент цифрової компетентності має підтверджуватися конкретним доказом. Інформаційно-аналітичний компонент підтверджується добором і критичною оцінкою джерел. Методико-проєктувальний компонент виявляється у сценарії заняття або фрагменті електронного курсу. Етико-безпековий компонент засвідчується правилами роботи з даними, коректним покликанням на ресурси й дотриманням академічної доброчесності.

Наукова доповідь В. Кременя, В. Бикова, О. Ляшенка, С. Литвинової, В. Лугового, Ю. Мальованого, О. Пінчук і О. Топузова щодо цифровізації освіти України акцентує потребу в науково-методичному забезпеченні цифрових змін, що охоплює не лише інфраструктуру, а й зміст, педагогічні технології, ресурси та підготовку учасників освітнього процесу [9, с. 1–49]. З огляду на це результативність формування цифрової компетентності

майбутніх педагогів професійної освіти варто оцінювати за динамікою їхньої готовності до самостійного проєктування цифрово підтриманого навчання, відповідального використання цифрового контенту й рефлексивного вдосконалення власної педагогічної практики.

Висновки. Проведений теоретико-аналітичний розгляд дає підстави стверджувати, що формування цифрової компетентності майбутніх педагогів професійної освіти в процесі фахової підготовки має здійснюватися як системний педагогічний процес, у якому мотивація, зміст навчання, цифрове освітнє середовище, практико-орієнтована діяльність і рефлексивне оцінювання функціонують у взаємозв'язку. Обґрунтовані педагогічні умови дають змогу перейти від фрагментарного використання цифрових сервісів до професійно осмисленого формування здатності майбутнього педагога проєктувати, реалізовувати й аналізувати цифрово підтримане навчання. Найбільш продуктивною є така організація фахової підготовки, за якої здобувач освіти створює власні цифрові продукти, пояснює їх методичну доцільність, дотримується вимог безпеки й академічної доброчесності та поступово вибудовує індивідуальну траєкторію цифрового професійного розвитку. Практична реалізація цих умов може здійснюватися через цифрові портфоліо, мініпроєкти, інтерактивні модулі, електронні технологічні карти, рефлексивні карти й експертні рубрики. Подальші наукові пошуки доцільно спрямувати на розроблення критеріїв і показників діагностики рівнів сформованості цифрової компетентності майбутніх педагогів професійної освіти в умовах реального освітнього процесу.

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ПРОЄКТНА ДІЯЛЬНІСТЬ У ФОРМУВАННІ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ФІЛОЛОГІЧНОГО ПРОФІЛЮ ВПРОДОВЖ ВОЛОНТЕРСТВА

Анотація. У статті висвітлюється проблема впровадження проєктної діяльності з метою формування комунікативної компетентності майбутніх учителів філологічного профілю впродовж волонтерства. Комунікативна компетентність волонтерів передбачає здатність взаємодіяти з іншими людьми, приносити їм користь на основі гуманістичних цінностей, етичних норм, глибоких знань про вимоги до вербального й невербального спілкування, вмінь активно слухати, аргументувати власні ідеї усно та письмово, дотримуватися правил культури комунікації у цифровому просторі, концентруватися на співрозмовниках, зберігати самовладання, вирішувати конфлікти. Проєктна діяльність у контексті волонтерства дозволяє розвивати особистість вчителя філологічного профілю: його комунікативні вміння, соціальні якості, здатність до генерування нових ідей, їх реалізації та донесення отриманих результатів громаді, освітній спільноті. Серед функцій проєктної діяльності у формуванні вказаної комунікативної компетентності впродовж волонтерства є об’єднання людей в команди (наприклад, здобувачів вищої освіти, викладачів, експертів з різних галузей, представників громадськості, державних інституцій), що й формує здатність до активного слухання, знаходження спільного підґрунтя для співпраці. Функція адаптації та соціалізації сприяє формуванню у студентів адаптивного мовлення, вибору правильного тону спілкування, врахування потреб слухачів, подолання внутрішніх бар'єрів. Медіативна функція допомагає сформувати здатність до аргументації, зниження емоційної напруги, розуміння своїх співрозмовників та вирішення конфліктних ситуацій.

Функція презентації власних ідей слугує розвитку в інших мовних знань, комунікативних умінь, соціокультурної компетентності, коректного оформлення власних дописів у інформаційному просторі, взаємодії із

засобами масової інформації тощо. Ефективними проєктами, до яких варто залучати майбутніх учителів філологічного профілю, є «Будуємо комунікативні мости», «Жива книга», «Почути голос фонду», «Інформаційний гід для зарубіжних волонтерів».

Ключові слова: волонтерський, діяльність, проєкт, комунікативний, компетентність, учитель, філологічний, профіль.

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PROJECT ACTIVITIES IN FORMING COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS OF PHILOLOGICAL PROFILE DURING VOLUNTEERING

Abstract. The article highlights the problem of implementing project activities to form the communicative competence of future teachers of the philological profile during volunteering. The communicative competence of volunteers involves the ability to interact with other people, to benefit them on the basis of humanistic values, ethical norms, deep knowledge of the requirements for verbal and non-verbal communication, the ability to actively listen, to argue one's own ideas orally and in writing, to adhere to the rules of communication culture in the digital space, to concentrate on the interlocutors, to maintain self-control, to resolve conflicts. Project activities in the context of volunteering allow developing the personality of a teacher of the philological profile: his communicative skills, social qualities, the ability to generate new ideas, implement them and communicate the results to the community. Among the functions of project activities in the formation of the specified communicative competence during volunteering is the unification of people into teams (for example, higher education students, teachers, experts from various industries, representatives of the public, state institutions), which forms the ability to actively listen, find common ground for cooperation. The function of adaptation and socialization contributes to the formation of adaptive speech in students, choosing the right tone of communication, taking into account the needs of listeners, overcoming internal barriers. The mediating function helps to form the ability to argue, reduce emotional tension, understand one's interlocutors and resolve conflict situations. The function of presenting one's own ideas serves to develop in others language knowledge, communicative skills, cultural competence, correct design of one's own posts in the information space, interaction with the media. Effective projects that future teachers of philological profile should be involved

in are «Building Communicative Bridges», «Living Book», «Hear the Voice of the Foundation», «Information Guide for Foreign Volunteers».

Keywords: volunteer, activity, project, communicative, competence, teacher, philological, profile.

Постановка проблеми. Євроінтеграційні процеси в системі вищої освіти України, зростання значення волонтерського руху, орієнтація на багатокультурність та багатомовність спричинили актуальність проблеми формування комунікативної компетентності майбутніх філологів насамперед у волонтерстві.

Наголосимо, що волонтерська діяльність вимагає від особистості не лише бездоганних знань мови (або декількох мов), але й здатності бути медіатором, менеджером, вихователем тощо, а це вимагає знань психології спілкування, вмінь швидко реагувати на запити, мотивувати, заохочувати, сприяти розвитку й самозростанню тих людей, які звертаються до волонтерів.

Ця проблема пов'язана з такими важливими науковими завданнями, як, наприклад, підвищення професіоналізму майбутніх учителів філологічного профілю, визначення оптимального змісту обов'язкових та вибіркових освітніх компонентів, використання неформальної освіти для забезпечення стартового базису саморозвитку філолога у волонтерстві.

Аналіз останніх досліджень і публікацій. Зазначені вище аспекти проблеми формування комунікативної компетентності філолога у волонтерстві висвітлювалися в ракурсі визначення вимог до організації волонтерської діяльності, формування професійних компетентностей майбутніх учителів філологічного профілю, розвитку їхньої готовності до комунікації у суспільно-корисній праці [1], [2], [3], [4], [5].

Поряд з цим висвітлення функцій та прийомів використання проєктного навчання у професійній підготовці майбутніх учителів філологічного профілю у волонтерстві потребує більшої ґрунтовності та деталізації.

Мета статті – висвітлити комунікативну компетентність волонтерів, розкрити функції проєктної діяльності здобувачів вищої освіти впродовж волонтерства у формуванні їхньої комунікативної компетентності, проаналізувати приклади проєктів.

Виклад основного матеріалу. Підкреслимо, що науковці, аналізуючи діяльність фахівців-філологів, наголошують на тому, що «саме фахівці цієї галузі залучаються як до перекладацької діяльності, консультування різних установ, інституцій, фундацій, культурних центрів тощо, так і до викладання іноземних мов у закладах загальної середньої та вищої освітив» [2, с. 1853].

У наукових джерелах (Н. Кічук, Д. Романюк) вказується про напрями розгортання волонтерської діяльності саме вчителями-словесниками, пріоритетним з яких є спілкування з особами, котрі опинилися у важких матеріальних умовах, відчувають складний психологічний стан; виявляють недовіру, острах, агресію [1, с. 142].

Комунікативна компетентність волонтерів передбачає, на нашу думку, здатність взаємодіяти з іншими людьми, приносити їм користь та допомагати на основі гуманістичних цінностей, етичних норм, глибоких знань про вимоги до вербального й невербального спілкування, вмінь активно слухати, аргументувати власні ідеї усно та письмово, дотримуватися правил культури комунікації у цифровому просторі, концентруватися на співрозмовниках, зберігати самовладання й стресостійкість, вирішувати конфлікти, поважати конфіденційність.

Акцентуємо на тому, що в якості компонентів комунікативної компетентності Н. Кічук, Д. Романюк правомірно наводять такі: лінгвістичні знання, вміння комунікувати, особистісні якості (толерантності, рефлексії, емпатії, неупередженого ставлення до інших людей), здатність до творчості, навички міжкультурної комунікації [1, с. 142].

Аналіз джерел дозволяє стверджувати про спрямованість волонтерської діяльності на формування професійних компетентностей і на розвиток соціальних умінь. Як цілком слушно зазначає І. Ящук, «волонтерська діяльність студентської молоді вміщує, з одного боку, «спеціалізацію», тобто врахування професійної специфіки діяльності педагога, а з іншого, – «соціалізацію», що передбачає самоактуалізацію особистості у процесі її дозрівання» [5, с. 378]. Поділяємо позицію науковця про те, що волонтерство базується на таких засадах: «добровільність та доброчинність; законність; гуманність та гідність; спільність інтересів і рівність прав її учасників; гласність; відповідальність» [5, с. 378]. До того ж І. Ящук, розкриваючи ті форми й методи, котрі покращують підготовку студентської молоді до волонтерської діяльності, наголошує на тому, що викладачі мають передбачати в цій діяльності створення умов «для максимального розвитку кожним студентом своїх потенційних можливостей» [5, с. 380]. Не менш значущим є й забезпечення «атмосфери добропорядності та гуманізму. Цьому сприяє максимальна варіативність та альтернативність волонтерських проектів, форм, методів роботи» [5, с. 380].

Важливим для нашого дослідження є й положення Д. Романюк про те, що інноваційними методами підготовки саме майбутніх учителів-філологів до волонтерської діяльності є ті, котрі якнайбільше сприяють вихованню гуманістичних смисложиттєвих орієнтирів, поглиблення знань, формування комунікативних умінь, котрі актуалізуються у волонтерстві.

Зокрема науковець наголошує на тому, що до таких нових, ефективних методів має сенс відносити «метод дидактизації інформації, метод кейсів, викладання студентами для студентів, ділові ігри, метод проектів» [4, с. 2881]. Наголосимо на тому, що проєктна діяльність у контексті волонтерства дозволяє розвивати особистість вчителя філологічного профілю: його комунікативні вміння, соціальні якості, здатність до генерування нових ідей, їх реалізації та донесення отриманих результатів громаді, так само як й освітній, науковій спільноті.

Провідними характеристиками проєктної діяльності є зорієнтованість на конкретний матеріальний результат, цілеспрямованість, обмеженість у часі, унікальність.

Натомість проєкти у контексті саме волонтерства передбачають вирішення певних освітніх, соціальних проблем, як-от проведення репетиторських (індивідуальних або колективних) уроків з української або іноземних мов, організація заходів із збору допомоги для підтримки українських воїнів, ветеранів, внутрішньо переміщених осіб, людей похилого віку тощо. Не меншого значення набуває проведення різних подій із захисту навколишнього середовища та донесення до широкої спільноти знань про культурну спадщину українського народу.

Формування комунікативної компетентності у процесі проєктної діяльності впродовж волонтерства відбувається саме у практичній діяльності, в реальних ситуаціях спілкування, партнерства, командній співпраці, оскільки волонтер взаємодіє з бенефіціарами (людьми, яким адресована допомога), донорами, державними інституціями.

Важливими функціями проєктної діяльності у формуванні комунікативної компетентності впродовж волонтерства варто зазначити такі:

– об’єднання людей в команди;
– адаптація та соціалізація;
– медіаторство;
– презентація своїх ідей тощо.

Отож об’єднання здобувачів освіти, викладачів, експертів з різних галузей, представників органів державної влади в цілісну команду, де всі її учасники активно комуні кують, обмінюються знаннями й досвідом. Це сприяє формуванню вмінь

– активного слухання;
– знаходження компромісів та спільного підґрунтя для співпраці;
– розподілення обов'язків;
– координації спільних дій (але без директивного тиску, щоб не знижувати мотивацію добровільної участі, прагнення допомогти й принести користь суспільству).

У волонтерстві в ході виконання проєктів здобувачі вищої освіти мають співпрацювати з представниками різних верств населення, які опинилися в складних життєвих обставинах, або з іноземними партнерами, що вимагає від волонтера адаптивного мовлення, врахування рівня освіченості, професійної зорієнтованості, соціальної активності співрозмовників. А це в контексті формування комунікативної компетентності вимагає вмінь обирати правильний тон спілкування як вербального, так і невербального, враховувати потреби й інтереси аудиторії, рівень її підготовленості до певних заходів. Варто підкреслити, що така адаптація свого мовлення до тих, з ким волонтер співпрацює, допомагає йому подолати певні внутрішні бар'єри, хвилювання перед початком взаємодії з невідомими людьми.

Медіативна функція полягає у переведенні волонтером певних конфліктних ситуацій, непорозумінь, котрі виникають в проєктах (по причині, наприклад, зсуву дедлайнів, недостатніх ресурсів, різних точок зору учасників команди на вирішення питань), у конструктивний напрям. Це слугує формуванню вмінь аргументації своїх позицій, здатності гасити емоційні спалахи; не лише слухати, а й чути та глибоко розуміти своїх співрозмовників.

Функція презентації власних ідей полягає в необхідності підготовки майбутніх учителів філологічного профілю до донесення повідомлень про власні проєкти громадськості, партнерам, колегам тощо. Отож вони мають уміти формувати в інших мовні знання та комунікативні вміння, виховувати за допомогою слова, літератури, розвивати соціокультурну компетентність в учнів (що і є основною метою вчителя-філолога відповідно до професійного стандарту [3]), але й оформлювати повідомлення в соціальних мережах, взаємодіяти із засобами масової інформації, спілкуватися із спонсорами, донорами.

Окреслене розвиває у здобувачів вищої освіти вміння готувати публічні виступи, брати участь у діловому листуванні, переговорах, доносячи логічно послідовно, лаконічно, чітко основні ідеї й бачення, презентувати досягнення проєктної діяльності своєї команди або закладу освіти.

Зазначені функції проєктної діяльності дозволяють оволодіти комунікацією як важливим інструментом досягнення спільної мети (волонтерів, тим, кому адресується допомога, органів державної влади тощо). Здобувачі вищої освіти стають більш відповідальними за якість власного усного та письмового спілкування, оскільки саме від цього й залежить успіх проєкту, досягнення запланованої мети, ефективність допомоги іншим людям.

Нижче наведемо приклади проєктів, які спрямовані саме на формування комунікативної компетентності майбутніх учителів філологічного профілю у волонтерстві.

Насамперед важливим є залучення студентства до проєктної діяльності, в центрі якої полягає актуалізація здатності активного слухання, сприйняття внутрішнього стану людини, котра потребує допомоги з боку волонтера, розуміння її емоцій, переживань та стану. Отож, наприклад, проєкт «Будуємо комунікативні мости» має на меті організацію волонтерами серії засідань розмовних клубів іноземними мовами, що дозволяє учасникам оволодіти іншомовним мовленням, подолати страх розпочинати іншомовне висловлювання, а самим волонтерам – здатність підтримувати розмову, мотивувати до висловлення своєї думки, м'яко виправляти помилки та створювати психологічно безпечне освітньо-комунікативне середовище.

Сприяє розвитку комунікативної компетентності і залучення здобувачів вищої освіти до волонтерської діяльності у форматі проєкту «Жива книга», що передбачає розробку програм інтерактивного читання художніх творів та театралізацію їхнього змісту разом з дітьми у лікарнях, центрах реабілітації та відпочинку тощо. У процесі виконання цього проєкту у майбутніх учителів філологічного профілю розвиваються вміння керувати увагою аудиторії, передавати інформацію невербально (за допомогою міміки та жестів), слухати та долучати зміст висловлювання дітей до змісту художніх творів.

Участь студентів у медіаволонтерстві також стає пріоритетним сьогодні, наприклад, розробка проєкту, як-от «Почути голос фонду», спрямовує на оволодіння прийомами створення переконливого тексту, перефразування інформації таким чином, щоб вона була зрозумілою різним віковим, соціальним групам, розробки програм інтерв'ю. Так, студенти мають провести інтерв’ю у підопічних благодійних фондів та розробити текстовий портрет або підготувати сторітелінг для кращої репрезентації цього фонду.

Має сенс упроваджувати й проект «SMM-десант для громадських організацій», що передбачає опис волонтерських ініціатив, підготовку постів, розробку засобів візуалізації діяльності громадських організацій країни, міста, регіону. У такому контексті актуалізуються вміння анти-кризової комунікації, знання ділового цифрового етикету.

Неабиякого значення у формуванні комунікативної компетентності майбутніх учителів філологічного профілю має участь у волонтерському проєкті «Інформаційний гід для зарубіжних волонтерів», який передбачає розробку путівників, рекомендацій з кращої адаптації іноземців в Україні

під час волонтерської роботи. Важливим є й ведення в Інтернеті іншомовних сторінок про українські реалії та культуру, досягнення у волонтерській діяльності в різних сферах життя. Такий проєкт дозволяє актуалізувати вміння синхронного та послідовного перекладу, розпізнавання культурних кодів і маркерів, вміння доступно, чітко й логічно послідовно пояснювати з коректним використанням лексичних одиниць та граматичних структур складних внутрішніх реалій.

Активізується комунікативна компетентність й у волонтерській діяльності у форматі проєкта «Медіаграмотність: волонтерський лекторій», що зосереджує серію лекцій, воркшопів для тих людей, які відчувають труднощі у використанні Інтернет ресурсів, з метою формування у них здатності розпізнавати фейки, маніпуляції в медіа. У проєктах такого типу відбувається опанування ораторськими вміннями, лідерськими якостями, здатністю виявляти стійкість в умовах роботи із скептичною або пасивною аудиторією, чітко структурувати текст, прогнозувати складні запитання.

Задля того, щоб проєктна робота набула більшої ефективності, має сенс запропонувати студентам систематично заповнювати рефлексивний «Щоденник самоаналізу комунікації у волонтерстві», де зазначати позитивні досягнення, недоліки, які варто виправляти, бар'єри, що виникали у спілкуванні з кимось, техніки, котрі спричинили найвищий результат взаємодії.

Висновки. Комунікативна компетентність майбутніх учителів філологічного профілю у волонтерстві відображає здатність співпрацювати з іншими людьми, допомагати їм на основі етичних норм, гуманістичних цінностей, знань про особливості розгортання вербального й невербального спілкування, вмінь активного слухання, аргументації своїх думок в усній та письмовій формах, дотримуюватися правил культури комунікації у цифровому середовищі, концентруватися на співрозмовниках, зберігати самовладання вирішувати конфлікти та поважати конфіденційність. Однією з провідних функцій проєктної діяльності у формуванні вказаної комунікативної компетентності впродовж волонтерства є об'єднання людей в команди (наприклад, здобувачів вищої освіти, викладачів, експертів з різних галузей, представників громадськості, державних інституцій), що й формує здатність до активного слухання, знаходження спільного підґрунтя для співпраці тощо. Функція адаптації та соціалізації сприяє формуванню у студентів адаптивного мовлення, вибору правильного тону спілкування, врахування потреб слухачів, подолання внутрішніх бар'єрів. Медіативна функція допомагає сформувати здатність до аргументації, зниження емоційної напруги, розуміння своїх співрозмовників та вирішення конфліктних ситуацій. Функція презентації власних ідей слугує розвитку в

інших мовних знань, комунікативних умінь, соціокультурної компетентності, коректного оформлення власних дописів у інформаційному просторі, взаємодії із засобами масової інформації тощо. Ефективними проєктами, до яких варто залучати майбутніх учителів філологічного профілю, є «Будуємо комунікативні мости», «Жива книга», «Почути голос фонду», «Інформаційний гід для зарубіжних волонтерів». Перспективи майбутніх розвідок у цьому напрямі можуть полягати у формуванні комунікативної компетентності волонтерів через систему творчих завдань, наукового дослідження, цифрових технологій.

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СТРУКТУРНО-ЗМІСТОВІ КОМПОНЕНТИ ЕКОНОМІЧНОЇ ОСВІТИ МАЙБУТНІХ ПЕДАГОГІВ ПРОФЕСІЙОГО НАВЧАННЯ У ГАЛУЗІ ТРАНСПОРТУ

Анотація. У статті всебічно розкрито сутність, зміст та значення економічної освіти у системі професійної підготовки майбутніх педагогів професійного навчання у галузі транспорту. Особливу увагу приділено визначенню ролі економічної підготовки як важливої складової формування професійної компетентності сучасного педагога, здатного ефективно діяти в умовах ринкової економіки та стрімких змін у транспортній індустрії.

Зазначено, що економічна компетентність майбутнього педагога професійного навчання охоплює систему знань, умінь, навичок і ціннісних орієнтацій, які дозволяють ефективно планувати, організовувати та оцінювати освітній процес із урахуванням економічної доцільності. Окреслено, що інтеграція економічної освіти у професійну підготовку педагогів транспортного профілю сприяє розвитку підприємницької ініціативи, формуванню відповідального ставлення до професійної діяльності на ринку праці. Визначено структурні компоненти економічної освіти, зокрема економічні знання, мислення, свідомість, культуру, практичні вміння, підприємницькі здібності, фінансову грамотність і соціально-економічну відповідальність. Виокремлено три взаємопов'язані рівні її формування: когнітивний, діяльнісний та ціннісний, кожен з яких сприяє розвитку цілісного економічного мислення та професійної компетентності майбутнього педагога. Змістові компоненти економічної освіти охоплюють економічну теорію, менеджмент транспортної галузі, фінансово-економічну підготовку, економіку підприємств, інформаційно-

аналітичні технології та практичну діяльність. Наголошено на їх ролі у формуванні аналітичних здібностей, умінь планування ресурсів, оцінювання ефективності діяльності та прийняття стратегічних рішень. Особливу увагу приділено інтеграції економічних знань у професійну підготовку, що забезпечує поєднання теорії з практикою, розвиток підприємливості та здатності до управління ресурсами. Підкреслено, що економічна освіта є стратегічним чинником формування професійно мобільних педагогів професійної освіти транспортного профілю.

Ключові слова: економічна освіта, професійна підготовка, майбутні педагоги, транспортна галузь, економічна компетентність, підприємницька ініціатива, фінансова грамотність, управлінська здатність

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STRUCTURAL AND CONTENT COMPONENTS OF ECONOMIC EDUCATION OF FUTURE VOCATIONAL TEACHERS IN THE TRANSPORT INDUSTRY

Abstract. The article comprehensively reveals the essence, content and significance of economic education in the system of professional training of future teachers of vocational education in the field of transport. Particular attention is paid to determining the role of economic training as an important component of the formation of professional competence of a modern teacher, capable of acting effectively in the conditions of a market economy and rapid changes in the transport industry. It is noted that the economic competence of a future teacher of vocational education encompasses a system of knowledge, skills, abilities and value orientations that allow effective planning, organization and evaluation of the educational process taking into account economic feasibility. It is outlined that the integration of economic education into the professional training of teachers of the transport profile contributes to the development of entrepreneurial initiative, the formation of a responsible attitude to professional activity in the labor market. The structural components of economic education are determined, in particular economic knowledge, thinking, consciousness, culture, practical skills, entrepreneurial abilities, financial literacy and socio-economic responsibility.

Three interrelated levels of its formation are outlined: cognitive, activity and value, each of which contributes to the development of holistic economic thinking and professional competence of the future teacher. The content components of economic education include economic theory, transport industry management, financial and economic training, enterprise economics, information and analytical technologies and practical activities. Their role in the formation of analytical abilities, resource planning skills, assessment of activity effectiveness and strategic decision-making is emphasized. Special attention is paid to the integration of economic knowledge into professional training, which ensures the combination of theory and practice, the development of entrepreneurship and the ability to manage resources. It is emphasized that economic education is a strategic factor in the formation of professionally mobile teachers of vocational education in the transport sector.

Keywords: economic education, professional training, future teachers, transport industry, economic competence, entrepreneurial initiative, financial literacy, managerial ability

Постановка проблеми. На сьогодні професійна підготовка педагогів у галузі транспорту вимагає комплексного підходу, що охоплює не лише формування спеціальних технічних компетенцій, але й розвиток економічної освіченості майбутніх педагогів. Економічна освіта стає невід'ємним компонентом професійної компетентності, оскільки вона забезпечує здатність ефективно планувати та управляти освітнім процесом, оцінювати економічну ефективність діяльності закладів професійної освіти та розвивати у здобувачів професійних програм навички раціонального використання матеріальних, фінансових та людських ресурсів. В умовах стрімкої трансформації транспортної сфери, впровадження інновацій та цифрових технологій саме економічна грамотність дозволяє педагогам обґрунтовано оцінювати витрати, планувати бюджети та приймати стратегічні рішення щодо розвитку освітніх програм. Інтеграція економічних знань у професійну підготовку педагогів сприяє формуванню системного бачення процесів управління, розвитку критичного мислення та відповідального підходу до ресурсного забезпечення освітнього процесу. Це створює умови для ефективного поєднання технічних та економічних компетенцій у діяльності майбутніх педагогів, що, своєю чергою, підвищує конкурентоспроможність випускників закладів професійної освіти на ринку праці транспортної сфери.

Аналіз останніх досліджень і публікацій. Проблематика визначення місця та значення економічної освіти у системі підготовки майбутніх педагогів професійного навчання посідає вагоме місце у сучасних наукових

дослідженнях українських учених. У своїх працях вони обґрунтовують, що економічні знання є не лише додатковим компонентом професійної підготовки, але й виступають фундаментальною основою для ефективного управління освітнім процесом. Саме економічна освіта забезпечує формування комплексу ключових компетентностей, необхідних для раціонального планування, організації та оптимізації освітньої діяльності в умовах динамічних соціально-економічних змін, що і є об'єктом досліджень – Н. Гаргаун [1], О. Гірної [2], І. Гевко [3], М. Гріненко [8], Р. Горбатюка [3], О. Дудукалової [4], Г. Кириченко [5], В Ковальчук [6], К. Маліновської [7], В. Марунич [11], Л. Марценюк [8], М. Міщенко [8], Л. Сиротенко [9], С. Сіткара [3], А. Спіциної [10], С. Федотенко [6], В. Харути [11], Н. Чернової [8] та інших.

Водночас, невирішеною залишається проблема наукового обґрунтування та розробки цілісної структурно-змістової моделі економічної освіти майбутніх педагогів професійного навчання у галузі транспорту, яка б забезпечувала інтеграцію економічних, галузевих і педагогічних знань, визначала профільно орієнтований зміст підготовки та сприяла формуванню відповідної економічної компетентності.

Метою статті є дослідження особливостей структурно-змістової компоненти економічної освіти майбутніх педагогів професійого навчання у галузі транспорту.

Виклад основного матеріалу. Економічна освіта визначається як процес набуття та формування системи знань, умінь і цінностей, що забезпечують ефективну економічну діяльність та грамотне управління ресурсами. Вона охоплює не лише розуміння базових економічних категорій та принципів, але й розвиток критичного мислення, здатності аналізувати фінансові та соціальні явища, приймати раціональні рішення в умовах обмежених ресурсів. Для майбутніх педагогів професійного навчання економічна освіта виконує ключову роль у підготовці до економічно обґрунтованого управління освітнім процесом, сприяє формуванню компетенцій, необхідних для ефективного планування та організації навчальної діяльності, а також інтеграції економічних знань у професійну діяльність. Окрім того, вона стимулює розвиток економічної культури та відповідального ставлення до матеріальних і нематеріальних ресурсів, допомагає педагогам усвідомлювати економічні наслідки своїх управлінських рішень, а також формує здатність передавати ці знання учням і колегам у доступній та практично орієнтованій формі. Тобто, економічна освіта стає не лише фундаментом професійної компетентності, але й засобом формування свідомого, ефективного та соціально відповідального педагога, здатного діяти у сучасному економічно динамічному середовищі

[9]. Система економічної освіти майбутніх педагогів транспортної галузі окреслює чітко визначені структурно-змістові компоненти, що включають систему знань, умінь та навичок, спрямованих на формування економічного мислення, аналітичних здібностей та здатності приймати оптимальні управлінські рішення [11]. До таких компонентів належать, зокрема, розуміння основ економіки підприємства та транспортної інфраструктури, навички фінансового планування та бюджетного аналізу, здатність оцінювати ефективність інвестицій та оптимізувати витрати ресурсів. Наукове обґрунтування цих компонентів є надзвичайно актуальним, оскільки від рівня економічної компетентності педагогів безпосередньо залежить якість підготовки висококваліфікованих фахівців транспортної галузі, здатних адаптуватися до ринкових умов та активно впроваджувати інноваційні рішення.

Сутність економічної освіти полягає у формуванні системи знань, умінь і навичок, які дають змогу студенту розуміти економічні процеси, орієнтуватися в умовах ринку та приймати обґрунтовані рішення у сфері виробництва, розподілу, обміну й споживання матеріальних благ. Вона спрямована не лише на засвоєння теоретичних основ економіки, але й на розвиток економічного мислення, підприємливості, відповідальності та здатності ефективно використовувати ресурси в умовах обмеженості. Окрім того, економічна освіта сприяє формуванню фінансової грамотності, критичного аналізу економічних явищ і процесів, а також підготовці особистості до активної участі в суспільному та професійному житті. Вона допомагає усвідомити взаємозв'язок між особистими інтересами та загальноекономічними закономірностями, що є важливим для сталого розвитку особистості майбутнього педагога передбачає [3]:

по-перше, формування цілісної та багаторівневої системи економічних знань, що охоплює як базові, так і поглиблені аспекти мікро- та макроекономіки, фінансів, бухгалтерського обліку й економіки підприємств, із особливим акцентом на специфіку функціонування транспортної галузі. Така система передбачає не лише засвоєння теоретичних положень, але й розвиток практичних навичок аналізу економічних процесів, оцінювання ефективності діяльності суб'єктів господарювання, прийняття обґрунтованих управлінських рішень у сфері перевезень, логістики та інфраструктурного забезпечення. Вона сприяє формуванню економічного мислення, здатності адаптуватися до змін ринкового середовища, розумінню взаємозв'язків між різними рівнями економіки та ролі транспорту як важливого елементу національної та глобальної економічної системи;

по-друге, розвиток економічного мислення, здатність аналізувати економічні процеси та приймати оптимальні управлінські рішення.

Цей аспект передбачає формування у здобувачів освіти системного бачення економічних явищ, розуміння причинно-наслідкових зв'язків між різними факторами господарської діяльності. Важливою складовою є вміння оцінювати вплив внутрішніх і зовнішніх чинників на економічні результати, здійснювати порівняльний аналіз альтернативних варіантів рішень та обирати найбільш ефективні з них. Розвинене економічне мислення сприяє підвищенню здатності до стратегічного планування, управління ризиками та адаптації до змін у динамічному економічному середовищі;

по-третє, становлення економічної компетентності, що включає вміння планувати витрати, оцінювати ефективність використання ресурсів, прогнозувати розвиток навчальних та транспортних процесів. Економічна компетентність охоплює практичні навички раціонального використання матеріальних, фінансових і часових ресурсів. Вона передбачає здатність складати бюджети, визначати пріоритети витрат, аналізувати витрати й вигоди, а також оцінювати продуктивність діяльності. Окрему увагу приділяють умінню прогнозувати результати освітніх і транспортних процесів на основі наявних даних, застосовувати сучасні методи аналізу та моделювання. Тому економічна освіта майбутніх педагогів транспорту забезпечує комплексний підхід до підготовки кадрів, адже поєднує знання економічної теорії з практичними навичками управління освітніми і виробничими процесами.

Таблиця 1.

Структурні компоненти економічної освіти майбутніх педагогів професійної освіти

№	Структурний компонент	Характеристика	Приклади реалізації
1	Економічні знання	Система теоретичних відомостей про економічні закони, явища та процеси	Вивчення попиту і пропозиції, інфляції
2	Економічне мислення	Здатність аналізувати економічні ситуації, робити обґрунтовані висновки	Аналіз ринку, оцінка ризиків
3	Економічна свідомість	Усвідомлення ролі економіки в житті суспільства і особистості	Розуміння податків, бюджету
4	Економічна культура	Сукупність цінностей, норм і моделей економічної поведінки	Раціональне споживання, фінансова дисципліна

№	Структурний компонент	Характеристика	Приклади реалізації
5	Практичні економічні вміння	Навички застосування знань у реальному житті	Ведення бюджету, планування витрат
6	Підприємницькі здібності	Здатність до ініціативи, організації власної справи	Створення бізнес-проєктів
7	Фінансова грамотність	Вміння ефективно управляти фінансами	Інвестування, заощадження
8	Соціально-економічна відповідальність	Усвідомлення наслідків економічної діяльності для суспільства	Етичний бізнес, сплата податків

Джерело: розроблено авторами

Водночас, структурні компоненти економічної освіти можна поділити на кілька взаємопов'язаних рівнів: когнітивний, діяльнісний та ціннісний. Кожен із них виконує важливу функцію у формуванні цілісного економічного мислення особистості.

Когнітивний рівень економічної підготовки майбутніх педагогів професійної освіти у галузі транспорту охоплює цілісну систему знань про економічні явища, процеси та закономірності, що лежать в основі функціонування як сучасного суспільства загалом, так і транспортної галузі зокрема. Він передбачає не лише засвоєння базових понять, таких як попит і пропозиція, ринок, конкуренція, фінанси, інфляція чи безробіття, а й формування глибшого розуміння їх прояву у сфері транспорту – зокрема у питаннях тарифоутворення, логістики, ефективності використання ресурсів, організації перевезень і функціонування транспортних підприємств. На цьому рівні майбутній педагог опановує знання про механізми функціонування економіки на різних рівнях – від домогосподарства і підприємства до національної та глобальної транспортно-економічної системи. Важливою складовою є також здатність аналізувати економічні процеси в транспортній сфері в динаміці, враховувати вплив політичних, соціальних, екологічних і технологічних чинників, зокрема цифровізації та інновацій у транспорті [6]. Саме на когнітивному рівні формується аналітичне та критичне мислення, уміння інтерпретувати економічну інформацію, пов'язану з транспортною діяльністю, порівнювати альтернативні рішення (наприклад, різні логістичні моделі чи види транспорту) та робити обґрунтовані висновки [4].

Діяльнісний рівень економічної підготовки майбутніх педагогів професійної освіти у галузі транспорту пов'язаний із практичним застосуванням набутих знань у професійно орієнтованих ситуаціях. Він

охоплює розвиток умінь і навичок, необхідних для прийняття економічно обґрунтованих рішень у сфері транспортної діяльності та освітнього процесу. До таких умінь належать планування та аналіз витрат на організацію перевезень, розрахунок собівартості транспортних послуг, оцінювання ефективності використання транспортних засобів, управління матеріальними та фінансовими ресурсами, а також застосування основ логістики. Важливою складовою є здатність використовувати цифрові інструменти [9] (системи моніторингу транспорту, логістичні платформи, фінансові сервіси) для оптимізації економічної діяльності. Крім того, діяльнісний рівень включає готовність до підприємницької ініціативи у сфері транспорту, розроблення бізнес-проєктів (наприклад, у галузі перевезень чи сервісного обслуговування), а також уміння інтегрувати економічні знання у професійну підготовку здобувачів освіти. Таким чином, цей рівень сприяє формуванню практичної компетентності, самостійності, відповідальності та гнучкості мислення майбутнього педагога [5].

Ціннісний рівень економічної підготовки майбутніх педагогів професійної освіти у галузі транспорту відображає їхнє ставлення до економічної діяльності в контексті професійної та суспільної відповідальності. Він передбачає формування усвідомлення важливості дотримання етичних принципів у транспортній сфері, зокрема чесності, прозорості у фінансових операціях, відповідальності за прийняті рішення та безпеку перевезень [8]. Особливого значення набуває розуміння принципів сталого розвитку транспортної галузі, екологічної безпеки, енергоефективності та раціонального використання ресурсів. Ціннісний компонент також включає готовність майбутнього педагога формувати ці орієнтири у здобувачів освіти, виховувати культуру відповідального споживання транспортних послуг, повагу до праці та власності, а також дотримання законодавчих норм. Саме цей рівень визначає спрямованість професійної діяльності педагога, його здатність поєднувати економічну доцільність із соціальною відповідальністю та виховною функцією

Тому гармонійне поєднання когнітивного, діяльнісного та ціннісного рівнів у структурі економічної підготовки майбутніх педагогів професійної освіти у галузі транспорту створює основу для їхньої комплексної професійної компетентності. Їх інтеграція забезпечує не лише засвоєння економічних знань, але й формування здатності ефективно застосовувати їх у транспортній та освітній діяльності, приймати обґрунтовані рішення та виховувати економічно грамотних фахівців. Це сприяє становленню компетентного, відповідального та соціально орієнтованого педагога, здатного забезпечити підготовку конкурентоспроможних кадрів для сучасної транспортної галузі [10].

Таблиця 2.

Змістові компоненти економічної освіти майбутніх педагогів професійної освіти у галузі транспорту

№	Назва блоку	Основний зміст	Ключові компетентності
1	Економічна теорія	Основи мікро- та макроекономіки; функціонування ринку транспорту; формування цін і тарифів	Аналітичне мислення; розуміння економічних процесів; встановлення причинно-наслідкових зв'язків
2	Менеджмент транспортної галузі	Теорія менеджменту; управління транспортними підприємствами; планування, організація, мотивація, контроль; управління освітнім процесом; лідерство і комунікація	Управлінські навички; організаторські здібності; прийняття рішень; відповідальність
3	Фінансово-економічна підготовка	Бухгалтерський облік і звітність; бюджетування; аналіз фінансових показників	Фінансова грамотність; аналітичні здібності; обґрунтоване прийняття рішень
4	Економіка підприємств транспортної галузі	Організація виробництва; управління ресурсами; логістика і планування перевезень; оцінка ефективності	Розуміння діяльності підприємств; інтеграція теорії в практику; прикладні економічні навички
5	Інформаційні та аналітичні технології	Використання ПЗ; робота з таблицями і базами даних; моделювання і прогнозування	Цифрова компетентність; робота з даними; аналітичне мислення
6	Практична економічна діяльність	Кейс-стаді; ділові ігри; аналіз діяльності; проєктна робота	Практичні навички; підприємливість; застосування знань у професійній діяльності

Джерело: розроблено авторами

Змістові компоненти економічної освіти майбутніх педагогів професійної освіти у галузі транспорту відіграють ключову роль у формуванні системного та комплексного розуміння економічних процесів, що відбуваються у транспортній галузі на різних рівнях – від локальних підприємств до міжнародних логістичних ланцюгів. Вони забезпечують не лише розвиток професійних компетенцій, необхідних для підготовки висококваліфікованих фахівців, але й формують аналітичні навички, які дозволяють ефективно оцінювати фінансово-економічну діяльність транспортних підприємств, прогнозувати ризики та приймати стратегічно обґрунтовані управлінські рішення [7].

Ці компоненти сприяють глибшому усвідомленню ролі транспорту як важливого елемента національної економіки та глобальних ринкових процесів, демонструючи взаємозв'язок між ефективністю транспортних систем та економічним розвитком регіонів. Майбутні педагоги здобувають навички планування ресурсів, управління витратами та доходами, формування бюджету та оптимізації виробничих процесів, що дозволяє їм не лише навчати студентів теоретичним основам, але й інтегрувати економічні знання у практичну діяльність навчальних закладів та підприємств транспортної сфери. Окрім того, ці навчальні компоненти стимулюють розвиток критичного мислення та здатності до прийняття економічно обґрунтованих рішень у складних і динамічних умовах ринку [2]. Вони формують готовність педагогів адаптуватися до змін економічного середовища, інноваційних технологій та нових логістичних стратегій, що безпосередньо впливає на якість професійної підготовки студентів. Завдяки цьому майбутні педагоги стають не лише трансляторами знань, але й активними учасниками процесу модернізації транспортної галузі, сприяючи підвищенню її ефективності, конкурентоспроможності та інноваційного потенціалу. Економічна освіта у контексті професійної підготовки педагогів транспортної сфери формує цілісний професійний профіль, який поєднує теоретичні знання, практичні навички та управлінську компетентність, забезпечуючи інтеграцію економічного мислення у всі аспекти професійної діяльності та підготовку майбутніх фахівців до викликів сучасної економіки [1].

Економічна освіта не повинна розглядатися як ізольована дисципліна, відокремлена від професійної підготовки. Навпаки, її ефективність значно зростає, коли економічні знання інтегруються безпосередньо у професійну діяльність майбутніх педагогів. Така інтеграція дозволяє формувати у студентів не лише теоретичне розуміння економічних процесів, але й практичні навички, необхідні для ефективного управління освітніми ресурсами, планування діяльності та прийняття обґрунтованих рішень у навчальному середовищі. Інтеграція економічних знань у професійну підготовку педагогів може здійснюватися за кількома ключовими напрямками [7]:

– використання економічних моделей для планування навчального процесу. Сучасна економічна освіта в транспортній сфері вимагає комплексного підходу до розподілу ресурсів і часу. Використання економічних моделей дозволяє прогнозувати потреби студентів та викладачів, оптимізувати графіки занять, планувати закупівлі обладнання та матеріалів, а також враховувати витрати на енергію та обслуговування навчальних об'єктів. Це створює систему, де кожне рішення обґрунтоване

даними, а не інтуїцією, що підвищує ефективність і стабільність навчального процесу;

– формування компетентності у прийнятті рішень щодо ресурсного забезпечення практичних занять. Студенти набувають навичок оцінки та розподілу обмежених ресурсів: від вибору транспортних засобів і обладнання до оптимізації витрат на паливо та запчастини. Розвиток таких компетентностей дозволяє майбутнім фахівцям приймати швидкі та обґрунтовані рішення у реальних виробничих і навчальних умовах, що підвищує їхню готовність до професійної діяльності;

– оцінка економічної ефективності діяльності транспортних навчальних закладів. Застосування економічних методів аналізу дозволяє визначити ефективність роботи навчального закладу, оцінюючи співвідношення витрат на навчання та практичні результати студентів. Такі оцінки включають аналіз рентабельності використання автопарку, ефективності навчальних лабораторій, а також оцінку витрат на підготовку та підвищення кваліфікації викладачів. Це формує культуру економічної свідомості та стратегічного мислення серед майбутніх менеджерів транспорту;

– підготовка студентів до управління бюджетом, закупівельними процесами та логістикою. Комплексна підготовка охоплює планування фінансових потоків, складання бюджетів навчальних програм, управління закупівлями запчастин та витратних матеріалів, а також організацію ефективної логістики для практичних занять. Студенти навчаються оптимізувати процеси, зменшувати витрати та підвищувати продуктивність навчальних підрозділів, набуваючи компетенцій, які є ключовими для управлінських позицій у транспортній галузі. Інтеграція економіки з професійною підготовкою дозволяє майбутнім педагогам ефективно поєднувати навчальні та фінансові цілі.

Висновки. Структурно-змістові компоненти економічної освіти майбутніх педагогів професійного навчання у галузі транспорту формують надійну базу для ефективної економічної та управлінської діяльності. Вони охоплюють когнітивний, діяльнісний та ціннісний аспекти, що забезпечує всебічний розвиток фахівця: від теоретичного розуміння економічних процесів до практичної реалізації управлінських рішень у професійній діяльності. Зміст економічної освіти включає фундаментальні дисципліни, такі як економічна теорія, фінансова підготовка, економіка підприємства, сучасні інформаційні технології, а також практичну економічну діяльність, що дозволяє студентам застосовувати знання у реальних умовах транспортного сектору.

Формування економічної компетентності майбутніх педагогів сприяє підвищенню ефективності професійної підготовки, оптимальному

використанню матеріальних, фінансових та людських ресурсів, а також розвитку здатності приймати обґрунтовані управлінські рішення. Сучасна економічна освіта акцентує увагу не лише на накопиченні знань, але й на розвитку практичних навичок, критичного мислення, стратегічного бачення та мотиваційно-ціннісної сфери, що є фундаментом професійного зростання педагогів.

Особлива увага приділяється інтеграції економічних знань з педагогічною діяльністю: майбутні викладачі набувають уміння передавати складні економічні концепції доступною мовою, організовувати навчальні проєкти, аналізувати фінансові та виробничі процеси на підприємствах транспорту. Завдяки цьому забезпечується формування у студентів комплексного бачення економічних явищ, розвиток аналітичних і організаційних компетенцій, а також готовність до адаптації у мінливих умовах ринку праці. Тому економічна освіта у підготовці педагогів професійного навчання у галузі транспорту виконує роль не лише освітнього, але й стратегічного ресурсу для формування висококваліфікованих фахівців, здатних забезпечити конкурентоспроможність та інноваційний розвиток освітніх закладів і транспортних підприємств.

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ОСОБЛИВОСТІ ПЛАСТИЧНОГО ВИХОВАННЯ В ПРОЦЕСІ ПІДГОТОВКИ ОПЕРНОГО СПІВАКА

Анотація. Актуальною проблемою у вихованні оперного співака, є і залишається пластична підготовка, де виразність тіла має велике значення у створенні сценічного образу, оскільки оперне мистецтво існує у вигляді театрального видовища і сприймається згідно законам сценічної дії. Сценічна дія - це багаторівневий процес, де тіло співака-актора, його пластичний прояв, виражає весь цей процес. В контексті цього, розвиток пластичних можливостей тіла - є одним з найголовніших завдань для підготовки якісного професіонала в галузі оперного мистецтва, але саме в аспекті пластичного виховання існують певні складнощі, які пов'язані з деякими проявами людської природи. Ці прояви, як правило, перебувають за межами усвідомлення і пов'язані з особливостями психічної діяльності. Тому викладач стикається з реальністю, коли неможливо надати здобувачам знання та професійні навички, не торкаючись певних психологічних проблем кожного окремого здобувача. У практиці було помічено, що навіть вдала промова викладача про необхідність та сенс пластичної підготовки, з демонстрацією високоякісних зразків, а також усвідомлення цього сенсу здобувачами, з наявністю бажання працювати в цьому напрямку - не має певного успіху. Навіть сама найкраща мотивація втрачає свою силу, коли учень стикається з проявом власної психічної природи, у вигляді свідомого, а частіше підсвідомого спротиву. В даній статті запропоновані дослідження

загальних психологічних особливостей природи здобувачів, що є початком усвідомлення того, що стає перешкодою в момент роботи над своїм тілом. В повсякденному житті стан і прояв людського тіла безпосередньо пов'язаний з дією психічного апарату. Цей закон взаємозв'язку внутрішнього і зовнішнього цілком стосується і розуміння пластики тіла, де розвиток тілесних можливостей однозначно пов'язаний з якістю і гнучкістю психічної діяльності. Саме тому важливо рухатися одразу в двох аспектах, в кожному з котрих існує достатньо природних та привнесених недоліків, над якими слід свідомо працювати, заради досягнення мети в контексті професійної підготовки.

Ключові слова: Оперне мистецтво, співак-актор, створення образу, пластична підготовка, мотивація і усвідомлення, основні перешкоди, генетика і виховання, вплив середовища, талант і лінощі, штампи і комплекси, логіка та інтуїція, зовнішнє і внутрішнє.

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PECULIARITIES OF PLASTIC EDUCATION IN THE PROCESS OF OPERA SINGER TRAINING

Abstract. Plastic training remains a highly relevant issue in the education of an opera singer. The expressiveness of the body is of great importance in creating a stage image, as opera exists as a theatrical spectacle and is perceived according to the laws of stage action. Stage action is a multi-level process where the body of the singer-actor and their plastic manifestation express the entirety of this process. In this context, developing the body's plastic capabilities is one of the most critical tasks for training a high-quality professional in the field of opera. However, specific difficulties exist within the aspect of plastic education related to certain manifestations of human nature. These manifestations, as a rule, lie beyond the realm of conscious awareness and are linked to the peculiarities of

mental activity. Consequently, an educator faces a reality where it is impossible to provide students with knowledge and professional skills without addressing the specific psychological issues of each individual student. In practice, it has been observed that even an effective lecture by an instructor on the necessity and meaning of plastic training—accompanied by high-quality demonstrations—does not guarantee success, even when students understand this meaning and possess the desire to work in this direction. Even the best motivation loses its power when a student encounters the manifestation of their own psychic nature in the form of conscious, or more often, subconscious resistance. This article proposes a study of the general psychological characteristics of students' nature, which serves as the beginning of recognizing the obstacles that arise when working on one's body. In everyday life, the state and manifestation of the human body are directly linked to the functioning of the psychic apparatus. This law of interconnection between the internal and external fully applies to the understanding of body plastics, where the development of physical capabilities is unequivocally linked to the quality and flexibility of mental activity. Therefore, it is crucial to progress simultaneously in two aspects, each of which contains enough natural and acquired flaws that must be consciously addressed to achieve the goals of professional training.

Keywords: Opera art, singer-actor, image creation, plastic training, motivation and awareness, main obstacles, genetics and upbringing, environmental influence, talent and laziness, clichés and complexes, logic and intuition, external and internal.

Постановка проблеми. Практична робота на кафедрі оперної підготовки за фактом нерідко виявляє достатньо слабкий рівень пластичних можливостей тіла у здобувачів, в той час, коли саме пластична виразність тіла актора-співака є базою для створення того чи іншого образу у виставі. Необхідно чітко усвідомлювати, що в процесі постановки вистави, при участі багатьох різних фахівців театру, в решті решт на сцену виходить співак, пластичний прояв тіла якого - це єдине, що глядач бачить і завдяки чому може розуміти, що відбувається на сцені, в контексті драматургічного розвитку подій. Тобто, тіло - є виразником всього внутрішнього змісту того чи іншого персонажу. При наявності тільки вокального виконання, вистава перетворюється у формат "радіо-театру", де вся палітра почуттів персонажа виражена тільки у голосі, в той час, як все інше стає неважливим. І деякі фахівці з цим повністю погоджуються, компенсуючи відсутність сценічної дії яскравими костюмами і видовищністю сучасної сценографії. Але тільки сценічна дія дає можливість сприймати і переживати зміст оперної вистави. Сценічна дія складається з того, що відбувається на сцені у прояві кожного виконавця і їх взаємодії між собою. Тому тіло, його пластичні властивості,

його професійна підготовка, згідно сучасним тенденціям оперного театру - є актуальним та серйозним питанням для будь-якого учбового спеціалізованого закладу. Вирішення цього питання полягає в ретельному аналізі всіх причин і наслідків, які стають перешкодами у якісній підготовці оперного співака.

Аналіз досліджень. На сьогоднішній день проводяться дослідження у напрямку підготовки оперного співака-актора, де робиться акцент на необхідності у поєднані вокального виконання та акторської гри, починаючи з психологічного переживання і закінчуючи пластичним виразом характеру та змісту ролі.

Ніколаєнко В.І. у науковій статті «Сучасні підходи до розвитку артистичних дій в оперна-вокальному виконавстві» (2022) розглянув специфіку «тілесності» як важливої складової акторської майстерності та перспективні підходи до розвитку цієї «тілесності» в процесі підготовки оперних співаків. Він звернув увагу на взаємозв'язок між «рухом тіла та рухом звуку», виявляючи дисгармонію між ними. Він наголосив, що сучасні навчальні програми з підготовки оперних співаків повинні включати вправи, розроблені на основі «театральної техніки, соматичної терапії та танцювальної практики, з урахуванням останніх досліджень нейробіології»[6].

Опенько В. в науковій роботі «Поєднання вокального виконавства та артистичної майстерності у творчості оперних співаків» (2021), спостерігаючи за розвитком професійного музичного театру другої половини XIX – першої половини XX століття, відзначив, що «вміння професійного співу завжди було визначальним для вокалістів – оперних співаків, проте коли воно узгоджувалося з акторською майстерністю, тоді пріоритет такого виконавця ставав очевидним». Він відмітив, що саме в той час «зароджується уявлення про співака не просто як віртуоза-вокаліста, а як про майстерного театрального виконавця ролі, що несе в собі не лише музичне, а й драматургічне-смислове навантаження» [8].

Походзей П.І. у статті «Оперне мистецтво і проблеми виховання фахівців для оперного театру в оперній студії Національної музичної академії України імені п. і. Чайковського» (2017), досліджуючи багато років історію та особливості розвитку оперної студії Національної музичної академії України імені П.І Чайковського, спостерігав за наявністю «суперечностей між сценічною поведінкою актора і вимогами до його вокального виконання». Він відзначав, що «справжній вокально-сценічний образ створюється тоді, коли співак-актор не поступається ні сценічною правдою заради музики, ні музикою заради сценічної правди, а органічно поєднує їх [9].

Колесник Є. у науковій роботі «Виховання співака-актора в контексті української оперної школи» (2022) розглянула специфіку підготовки співака-актора оперного жанру в контексті інтегративної взаємодії вітчизняної та зарубіжних вокальних систем. Окреслила і охарактеризувала «сучасний контент пластично-хореографічної підготовки оперних співаків, спроможних органічно поєднувати вокал зі сценічною пластикою і танцем, створюючи художньо завершену дію». Автор виявила «особливі підходи до створення цілісного вокально-сценічного образу, спираючись на основоположні принципи національної оперної школи» [4].

Абрамович О., Кудренко А. у статті «Теоретико-методологічні аспекти пластичної виразності в майстерності актора» (2022) розглянули пластику, як «ефективний інструмент виховання актора та формування його зовнішньої техніки». Вони наголошують, що «пластична майстерність актора забезпечує передусім тренування психічних і психофізичних якостей, що сприяє вдосконаленню пластичності тілесного апарату виконавця і здатності адаптуватися до виконання будь-яких пластичних завдань». Вони доходять до висновку, що «сценічна пластика в майстерності актора – це система взаємопов'язаних знань, фізичних навичок і вмінь, психологічних, моральних та естетичних якостей виконавця, що сприяють створенню художнього сценічного образу» [1].

Мета статті – розглянути основні причини і закономірності перешкод в процесі пластичної підготовки майбутнього оперного виконавця. Розібратися, що таке пластика тіла за своєю сутністю та природою. Усвідомити різницю між використанням початкових природніх можливостей тіла або загальних пластичних штампів і придбанням нового досвіду в результаті власної практики, де робота над пластичною виразністю базується на свідомому дослідженні своєї зовнішньої та внутрішньої природи.

Виклад основного матеріалу дослідження. На сьогоднішній день існує багато досліджень у напрямку підготовки оперного співака-актора. Фахівці з оперної підготовки стикаються з проблемою поєднання вокального виконання з акторською майстерністю, зокрема з тілесним проявом співака, з пластичною виразністю його тіла на сцені. Найчастіше причину цього бачать у неякісному процесі підготовки. Але в цьому питанні важливо не обмежитися зовнішніми відповідями, подібно таким, як – «слабка кваліфікація викладача» чи «бездарність здобувача», чи обидва варіанти разом, оскільки подібна загальна оцінка блокує всі шляхи до конструктивних рішень і не надає розуміння справжніх причин.

Одразу необхідно зробити акцент на тому, що пластичне виховання включає в себе не тільки опрацьовування зовнішньої техніки у вигляді різноманітних видів координації тіла, а в першу чергу – це психічна

підготовка, оскільки, як показує практика, саме гнучкість психіки визначає рівень і якість пластичності тіла.

Подібно як у тіла, так і в психіці людини існують теж свої природні та придбані недосконалості і вади, які потребують усвідомлення і трансформації.

Спочатку пропонується дослідити початкові особливості психофізичної природи здобувачів, які розпочали навчання за програмою. Треба усвідомлювати, що майбутній оперний співак, починаючи з дитинства, в більшій мірі займався музикою і своїм голосом, ніж танцем, пантомімою, якимось видом спорту чи будь-якою іншою формою розвитку рухових можливостей свого тіла. Можливо не існувало достатньої мотивації у розвитку тілесних можливостей і в період навчання у музичному коледжі, оскільки деякі викладачі і дотепер орієнтуються на застарілі традиції оперного театру, де головним є спів, а все інше – «по можливості», в той час, коли сучасні тенденції розвитку оперного театру, вимоги сучасних режисерів підштовхують до більш різноманітної підготовки співака, ніж це було раніше.

Отже на сьогодні, в роботі здобувача над собою, ми маємо факт прояву свідомого чи підсвідомого психологічного спротиву, який базується на дії деяких особливостей нашої людської природи.

Перша особливість - це генетика, коли у твоїй родині взагалі ніхто не займався розвитком тілесних можливостей, коли мозок просто не має таких нейронних малюнків і ти перший, хто розпочинає абсолютно нову практику. Потрібно розуміти, що сам початок в будь-якому процесі завжди потребує більше енергетичних витрат, сили прагнення, психологічної напруги, вольових зусиль у подоланні своєї нерозвиненої природи. Тому присутність труднощів у практичному засвоєнні, маленької кількості часу, сумнівів в собі, порівнянь себе з іншими і слабких результатів - створює певний внутрішній психологічний тиск, що демотивує здобувача, який в результаті цього втрачає віру у власний успіх. І більш простим вирішенням цього питання стає пояснення собі і всім, чому це не можливо, а потім - і не важливо для подальшої роботи в галузі оперного мистецтва. Тобто, виникає виправдання своєї нездатності відповідати загальному рівню інших. В даному випадку, варто зробити акцент на негативній дії звички «порівнювання себе з іншими», що також має генетичний характер, а значить діє підсвідомо, що в свою чергу заважає усвідомленню пагубності цієї звички, оскільки те, що діє підсвідомо, сприймається однозначно природним і логічним для тебе і тому інших варіантів в мозку взагалі не існує. Важливо зрозуміти, що порівняння себе з іншими, з одного боку стимулює прагнення до кращого результату, але з іншого боку людина,

конкуруючи з кимось, здатна втратити відчуття своєї особистої природи, у гонитві за відповідністю загальноприйнятим нормам. Сутність розвитку здобувача – це не імітація, не наслідування комусь, заради уявного успіху, а розкриття внутрішньої природи, заради реалізації власного покликання.

Друга особливість - природні лінощі, які прогресують і посилюються завдяки стрімкому технічному прогресу, коли здобувачі цілодобово знаходяться у залежності від гаджетів. Тобто, тіло звикає до постійної відсутності рухів. Сама можливість здобуття будь-якої інформації, без усяких зусиль з боку людини, привчає психіку до швидкого і легкого досягнення результату, без напруження у роботі з боку мозку. Виникає внутрішній конфлікт, за рахунок розриву між тим, що людина знає і тим, що вона реально вміє, оскільки тут вже потрібні певні зусилля, оскільки практичні навички самі по собі в людині не можуть з'явитися, на відміну від готової інформації з інтернету. Тобто, з одного боку, інтернет має свої позитивні властивості, в контексті насиченості та швидкості сучасного життя, коли необхідно все встигати, але з іншого боку, має також і негативні наслідки, один з котрих полягає у втраті навички і головне - потреби у роботі над собою. А робота над собою, прагнення до саморозвитку – є запорукою продуктивної освіти, оскільки не можливо навчити людину, яка не вміє вчитися. Вміти вчитися – це присутність вольових якостей в подоланні внутрішніх перешкод, у вигляді своєї власної нерозвиненої природи, яка завжди конкурує з метою. Розрізнення імпульсів своєї нерозвиненої природи від звучання своєї мети – дає можливість не втрачати час на безглуздий самозахист і допомагає тверезо мислити.

Третя особливість - це звички та штампи, що були здобуті раніше у форматі музичної школи та училища, коли з’явилися перші результати на основі досвіду педагогів, які в свою чергу є продовжувачами певних традицій. Тобто, у професійному спілкуванні з першими педагогами створюється природнім чином, так звана, зона комфорту, де все звично та зручно, а при вступі у вищий заклад, з появою нового викладача з'являються нові вимоги і відповідно нові труднощі. А людська психіка більш схильна до всього звичного для себе і особливо до того, що вже мало раніше успіх, але повторення одного і того ж веде до створення штампу, зафіксованої раз і назавжди форми. А оскільки життя має особливість постійно змінюватися, то неминуче з'являється конфлікт між формою та змістом. Коли форма не відповідає змісту, коли зміст вже новий, а форма залишається старою, то це призводить з часом до формалізму, і до консерватизму. Для нерозвиненої природи людини властиво створення штампу і подальшого його повторення, оскільки постійна наявність гарного результату надає впевненість людини в собі, на відміну від пошуку нових форм вираження,

де немає психологічної рівноваги і гарантії, що очікуваний результат буде успішним. А людина підсвідомо потребує рівноваги, щоб твердо стояти на двох ногах і це, нажаль, є соціальною нормою. Отже, звички та штампи, за своєю сутністю - це «гальмо» у процесі саморозвитку будь-якого фахівця. І необхідна сміливість і рішучість у відмові від вчорашнього досвіду.

Четверта особливість - це вплив оточення, де існують загальні для всіх і неписані закони про те, що є нормою, а що ні. В даному випадку діє "колективне підсвідоме", де спрацьовує принцип, коли дев'ять людей з десяти кажуть на біле, що воно чорне, то десятий дійсно починає бачити чорне, в той час, коли воно біле. Тобто, інформаційне поле спілкування, у тому чи іншому вузі, має свою власну шкалу цінностей, свої пріоритети, свої традиції, з точки зору відношення до навчального процесу і це однозначно має вплив на всіх учасників цього процесу. І з одного боку це добре, коли зберігаються найкращі традиції минулих поколінь професіоналів, коли всі об'єднанні єдиною концепцією, метою, методою і перспективою розвитку, а з іншого боку, всі недоліки навчальної програми теж стають спільними для всіх, що не сприяє можливості кожному думати більш незалежно, а це, в свою чергу, означає, що важко об'єктивно оцінити власну роботу колективу, з точки зору сучасних світових тенденцій. Тобто, певні, за традицією, вимоги, формують відповідне відношення до того чи іншого аспекту підготовки і всі учасники процесу мають наслідки такого відношення, яке блокує можливість нових підходів, а головне саму потребу у змінах.

П’ята особливість - це дія природного таланту, коли з дитинства зазвичай все робиться легко і в своє задоволення. Тобто, у людини, яка відчуває в собі силу таланту, відсутнє розуміння сенсу праці у майбутній професії, коли прояв природних здібностей не співвідносяться з працею взагалі, бо сама дія таланту вже приймається за працю. І якщо перші чотири особливості легше усвідомлювати, як прояв супротиву, оскільки вони явно заважають процесу навчання, то дія таланту не одразу сприймається, як перешкода у власному розвитку, оскільки ярко виражений талант в людині дає розуміння того, що вона не така, як інші, що робить її на порядок вище за всіх. Нерозуміння сутності таланту, при маленькому рівні свідомості, зазвичай сприяє розвитку значущості і марнославства у носії таланту. Чим вище рівень свідомості у здобувача, тим більш очевидною для нього стає необхідність у самостійній роботі над собою, коли переноситься акцент уваги з «величі» свого таланту на те, куди і на що направлений цей талант. Тобто, мова йде про щоденний самоаналіз здобувача, заради тверезої самооцінки.

Шоста особливість - пов'язана з психологічними комплексами (або як наслідками генетики, або набутими з раннього дитинства у садочку та

школі, або в процесі життя, під час самостійних кроків). Причинами виникнення і методиками подолання цих комплексів займається психологія, де існує вже багато різноманітних теоретичних висновків і діючих практик, з якими має сенс ознайомлюватися і викладачам, і здобувачам, оскільки важко розвивати свою природу, не розуміючи з чого вона складається і чому вона таким чи іншим чином поводиться.

В контексті пластичного виховання, пропонується зробити акцент і детально розглянути природу невпевненості, яка призводить до затиску м'язів. Затиск тіла - це наслідок невірного сприйняття самого себе або нерозуміння своєї зовнішньої та внутрішньої природи, коли здобувач початківець сприймає себе лише як тіло, що провокує потребу у захисті його недоліків різними способами. Тобто, посилений контроль молодої людини за тим, як вона виглядає, блокує її природний і справжній прояв і тоді будь-які творчі пропозиції викладача сприймаються, як зазіхання на психологічну рівновагу. Тобто, учень підсвідомо боїться зробити помилку і особливо виглядати некрасиво стосовно своє тілесності, що призводить знову-таки до спротиву по відношенню до роботи з пластикою тіла. Існує також інша крайність у вигляді самовпевненості, коли людина схильна до анархії, тому що для неї немає авторитетів, окрім самої себе і реакція на запропоноване завдання має вигляд, починаючи з бурхливого спротиву і до млявої байдужості. Достатньо часто одна крайність переходить до іншої і назад, оскільки природа обох крайнощів - єдина. Причиною їх дії є бажання виглядати, згідно своїм власним ідеалам і тим самим призводить до ілюзії, стосовно себе. Ілюзія самосприйняття зустрічаючись з реальністю викликає внутрішній, а потім і зовнішній конфлікт у боротьбі за відстоювання своєї ілюзії. Вихід - у прагненні осягнути себе, розкриті саме своєї природи, усвідомленні своєї справжньої унікальності, яка не потребує самозахисту.

У всьому вищесказаному простежується чіткий взаємозв'язок між тілом і психікою, де існує вплив в прямому і зворотному напрямку. І це є ключ в розумінні пластичного виховання.

Отже, в процесі дослідження особливостей природи людини, необхідно розглянути, що саме є - сутністю пластики тіла і її розвитку, щоб розуміти, як саме працювати над собою. Пластика тіла, пластичні його властивості базуються на двох складових - спеціальної підготовки на рівні тіла і гнучкості та рухливості на рівні психіки. Тобто пластична підготовка - це розвиток єдиного психофізичного апарату. Помилкою є відокремлення між роботою з тілом і розкриттям внутрішньої природи, коли домінує щось одне над іншим.

Перший варіант практики - це коли головним в розвитку пластичної виразності тіла є тільки придбання зовнішніх навичок, коли здобувач

набуває загальні рухові штампи, через заучування тих чи інших рухів. З одного боку, це має позитивний вплив на розвиток, оскільки тіло через опрацювання незвичних для себе рухів розвиває координацію між усіма частинами тіла, збільшує діапазон можливостей його руху, а з іншого боку, хоча тіло вже і вміє рухатися, згідно пластичному малюнку, але воно ще не дуже відчуває характер рухів, їх енергетику і зміст. І тому можна спостерігати, як актор на сцені рухається згідно тому, як йому було запропоновано, але у вигляді лише зовнішньої і пустої схеми.

Другий варіант розвитку пластики тіла, у деяких фахівців, полягає у роботі над відчуттям і переживанням кожного жесту, кожного повороту голови, коли в русі тіла можна бачити всі наміри персонажу. Тобто, в цьому варіанті приділяється увага розвитку акторської інтуїції, коли правильно знайдене внутрішнє відчуття того, що відбувається - народжує органічний рух тіла. І це є основою для розвитку пластичної виразності, коли внутрішнє і зовнішнє знаходяться в резонансі між собою. Але в даному варіанті тіло має маленький діапазон можливостей, оскільки використовується природний і звичний для повсякденного використання, арсенал рухів. Тому при тренуванні тіла в будь-яких рухових програмах (танок, пантоміма, ексцентрика, акробатика, тощо), діапазон рухових можливостей значно збільшується.

Отже, тільки поєднання двох варіантів підходу до розвитку пластики тіла - дає бажаний результат для виразної дії на сцені. Але за фактом таке поєднання не дуже часто можна зустріти. Причина і відповідь знаходиться у розумінні роботи лівої та правої півкулі мозку, що є сьомою особливістю природи людини, яка має вплив на процес навчання. Відомо, що ліва півкуля мозку - відповідає за конкретне мислення, за логіку, а права – за абстрактне, образне мислення, за інтуїцію. Гармонійне поєднання роботи обох півкуль мозку – є гарантом стовідсоткового та якісного творчого процесу, де зовнішня і внутрішня природи зустрічаються і у щільній взаємодії і надають бажані результати, зокрема у процесі пластичного виховання.

Висновки. Процес підготовки майбутнього фахівця в галузі оперного мистецтва є складним і потребує творчого підходу, з урахуванням особливостей і рівня початкових можливостей здобувачів кожного наступного покоління. Стосовно процесу пластичного виховання майбутнього оперного співака, необхідно розуміти, що зовнішня пластика тіла і внутрішня пластичність психіки, їх єдність між собою - є основою пластичної виразності, яка необхідна для створення сценічного образу в оперному театрі. Усвідомлення актуальності і важливості якісної пластичної підготовки майбутніх оперних співаків - є важливим кроком вперед, але здійснити цей крок на практиці можна лише за рахунок дослідження всіх

зовнішніх та внутрішніх перешкод, непорозумінь та опорів з боку здобувачів і колег. Природа спротиву полягає у дії закономірностей того чи іншого реагування психічного апарату людини. Психіка - це складна область для розуміння, оскільки багато імпульсів виникають підсвідомо, тобто, неконтрольовано, а значить людина перебуває в стані сліпого перебування в щоденних ситуаціях. Це означає, що в процесі навчання неможливо обійтися без вивчення основних принципів та базових знань психології, що можуть допомогти краще розуміти природу своєї психіки і відповідно відкрити шляхи до власного розвитку.

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ІСТОРИКО-ОСВІТНІЙ АНАЛІЗ СТАНОВЛЕННЯ ШКІЛЬНИЦТВА ТА ПЕДАГОГІЧНОЇ ДУМКИ У ТЕРНОПОЛІ (ДРУГА ПОЛОВИНА XIX – ПЕРША ПОЛОВИНА XX СТОЛІТТЯ)

Анотація. У статті здійснено історико-освітній аналіз становлення шкільництва та розвитку педагогічної думки у Тернополі у другій половині XIX – першій половині XX століття. Узагальнено основні тенденції розвитку освітнього середовища міста в контексті суспільно-політичних, культурних і національно-освітніх процесів зазначеного періоду. З'ясовано, що Тернопіль поступово сформувався як один із провідних освітніх, культурних та громадсько-педагогічних центрів Західної України, у якому концентрувалися педагогічна еліта, українська інтелігенція, культурно-просвітницькі товариства та освітні ініціативи, що впливали на розвиток шкільництва всього регіону. Охарактеризовано особливості функціонування народних, гімназійних, реальних, професійних і приватних навчальних закладів Тернополя, а також визначено їх роль у формуванні українського освітнього простору міста. Встановлено, що розвиток шкільництва Тернополя відбувався під впливом освітньої політики Австро-Угорщини та Польщі, а також супроводжувався боротьбою за право навчання українською мовою та збереження національного характеру освіти. Охарактеризовано діяльність українських культурно-просвітницьких організацій «Просвіта», «Рідна школа», «Учительська громада», «Руська бесіда», «Тернопільський Боян», «Руська бурса» та інших товариств, які відігравали важливу роль у підтримці українського шкільництва, розвитку самоосвіти населення, формуванні національної свідомості молоді та поширенні педагогічних ідей. Виокремлено основні напрями їх діяльності: організація читалень і бібліотек, освітніх курсів, театральних вистав, літературних вечорів, позашкільної роботи, підтримка учительства та українських навчальних закладів. Доведено, що культурно-просвітницький рух у Тернополі був важливим чинником формування національно орієнтованого освітнього середовища та розвитку української педагогічної думки. Узагальнено роль учительства, педагогічних і

громадських діячів у формуванні освітнього простору Тернополя. Встановлено, що педагогічна діяльність у місті органічно поєднувалася з культурно-просвітницькою, громадською та виховною роботою, що сприяло розвитку української національної школи та формуванню свідомої української молоді. З'ясовано, що важливий вплив на розвиток освітнього середовища Тернополя мали суспільно-політичні трансформації міжвоєнного періоду та процеси радянізації 1939–1941 рр., які супроводжувалися реформуванням шкільної мережі, зміною змісту освіти та посиленням ідеологічного контролю над навчально-виховним процесом. Доведено, що Тернопіль відігравав важливу роль у розвитку шкільництва, педагогічної думки та культурно-освітнього життя Західної України, а історико-освітній досвід міста зберігає актуальність у сучасних умовах реформування освіти.

Ключові слова: історія освіти, історія української педагогіки, Тернопіль, українське шкільництво, педагогічна думка, культурно-просвітницькі організації, національне виховання, освітнє середовище, учительство.

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A HISTORICAL AND EDUCATIONAL ANALYSIS OF THE FORMATION OF SCHOOLING AND PEDAGOGICAL THOUGHT IN TERNOPIL (the second half of the 19th – the first half of the 20th century)

Abstract. The article presents a historical and educational analysis of the formation of schooling and the development of pedagogical thought in Ternopil during the second half of the nineteenth and the first half of the twentieth century. The main trends in the development of the city's educational environment in the context of the socio-political, cultural, and national educational processes of the specified period are generalized. It has been established that Ternopil gradually emerged as one of the leading educational, cultural, and public-pedagogical centers of Western Ukraine, concentrating the pedagogical elite, Ukrainian intelligentsia, cultural and educational societies, and educational initiatives that influenced the development of schooling throughout the region. The peculiarities of the functioning of public, gymnasium, real, vocational, and private educational institutions in Ternopil are characterized, and their role in shaping the Ukrainian educational environment of the city is determined. It has been established that the development of schooling in Ternopil took place under the influence of the

educational policies of Austria-Hungary and Poland and was accompanied by the struggle for the right to study in the Ukrainian language and preserve the national character of education.

The activities of the Ukrainian cultural and educational organizations "Prosvita", "Ridna Shkola", "Uchytelska Hromada", "Ruska Besida", "Ternopilskyi Boian", "Ruska Bursa", and other societies, which played an important role in supporting Ukrainian schooling, developing public self-education, shaping the national consciousness of young people, and disseminating pedagogical ideas, are characterized. The main areas of their activity are identified, including the organization of reading rooms and libraries, educational courses, theatrical performances, literary evenings, extracurricular activities, support for teachers, and assistance to Ukrainian educational institutions. It is proved that the cultural and educational movement in Ternopil was an important factor in the formation of a nationally oriented educational environment and the development of Ukrainian pedagogical thought.

The role of teachers, pedagogical and public figures in shaping the educational space of Ternopil is generalized. It has been established that pedagogical activity in the city was organically combined with cultural, educational, public, and upbringing work, which contributed to the development of the Ukrainian national school and the formation of nationally conscious Ukrainian youth. It has been found that the socio-political transformations of the interwar period and the processes of Sovietization in 1939–1941, accompanied by the reorganization of the school network, changes in the content of education, and strengthened ideological control over the educational process, had a significant impact on the development of the educational environment of Ternopil. It is proved that Ternopil played an important role in the development of schooling, pedagogical thought, and cultural and educational life in Western Ukraine, while the historical and educational experience of the city remains relevant in the contemporary context of educational reform.

Keywords: history of education, history of Ukrainian pedagogy, Ternopil, Ukrainian schooling, pedagogical concepts, cultural and educational organizations, national upbringing, educational environment, teaching profession.

Постановка проблеми. Сучасний розвиток історико-освітніх досліджень в Україні актуалізує потребу ґрунтовного вивчення регіональних особливостей становлення шкільництва, розвитку педагогічної думки та формування освітнього середовища окремих міст і регіонів. У цьому контексті особливої уваги заслуговує Тернопіль, який упродовж тривалого історичного періоду був одним із провідних культурно-освітніх центрів Західної України та найбільшим освітнім осередком Тернопільщини.

Саме Тернопіль виступав важливим центром концентрації української інтелігенції, педагогічної еліти, громадсько-культурного руху, діяльності освітніх і просвітницьких товариств, а сформовані в місті освітні ініціативи, педагогічні практики та організаційні моделі поширювалися на інші міста і села регіону.

Історія розвитку шкільництва Тернополя тісно пов'язана із суспільно-політичними, культурними та національно-освітніми процесами різних історичних епох. Освітнє середовище міста формувалося під впливом діяльності українських культурно-просвітницьких організацій, педагогічних товариств, громадських діячів, учительства та науковців, які сприяли розвитку національної школи, поширенню української мови й культури, формуванню педагогічних ідей та виховних традицій. Водночас саме освітні інституції Тернополя стали важливими осередками громадського життя, духовного розвитку та національної консолідації населення краю.

Особливого значення набуває дослідження розвитку українського шкільництва у міській громаді Тернополя, діяльності навчальних закладів, освітніх і виховних інституцій, а також ролі педагогічних персоналій і громадських діячів у формуванні освітнього простору міста в контексті реорганізації освітньої мережі закладів загальної середньої освіти відповідно до впровадження Концепції «Нова українська школа». Аналіз цих процесів дає змогу простежити взаємозв'язок між розвитком освіти, педагогічної думки, культурно-просвітницького руху та суспільного життя Тернополя, а також визначити вплив історичних подій на функціонування шкіл і освітніх товариств.

Наявність окремих історико-краєзнавчих, культурологічних та педагогічних праць не репрезентує досліджену проблему розвитку шкільництва та педагогічної думки саме у міській громаді Тернополя, і свідчить що вона не була предметом цілісного історико-освітнього дослідження. Недостатньо узагальненими залишаються питання становлення освітнього середовища міста, діяльності українських педагогічних і культурно-просвітницьких товариств, розвитку мережі навчальних закладів, а також внеску окремих педагогів і громадських діячів у розвиток освіти Тернополя. Це зумовлює необхідність комплексного історико-освітнього аналізу становлення шкільництва та педагогічної думки у Тернополі як важливому освітньому центрі регіону.

Аналіз останніх досліджень та публікацій. проблема розвитку шкільництва, освіти та педагогічної думки на Тернопільщині привертала увагу сучасних дослідників у контексті вивчення культурно-освітніх процесів краю, діяльності педагогічних і громадських інституцій, освітньої політики різних історичних періодів, а також ролі окремих діячів у

формуванні національного освітнього середовища Тернополя й регіону загалом.

В. Шумська дослідила розвиток початкової та середньої освіти на Тернопільщині у 1772–1914 рр., охарактеризувавши основні тенденції становлення шкільництва в умовах перебування краю у складі Австро-Угорської імперії [12]. Вона проаналізувала освітні реформи австрійської влади, діяльність народних і середніх шкіл, розвиток гімназійної освіти, а також нормативно-правові засади функціонування навчальних закладів регіону. Особливу увагу дослідниця приділила впливу державної освітньої політики на формування мережі шкільництва Тернопільщини [12]. М. Галай у низці праць висвітлив особливості освітньої політики Другої Речі Посполитої у сфері початкової освіти на території Тернопільського воєводства [2-3]. Дослідник проаналізував нормативно-правову базу функціонування початкових шкіл, охарактеризував реформу 1932 р., визначив місце українських шкіл в освітній системі Польщі та простежив особливості реалізації освітньої політики на західноукраїнських землях. У своїх працях він акцентує увагу на тенденціях розвитку українського шкільництва, проблемах мовної політики, функціонуванні утраквістичних шкіл і впливі державних реформ на освітнє середовище регіону [2-3]. С. Василишин дослідив розвиток шкільництва у Тернопільському воєводстві в міжвоєнний період на основі матеріалів педагогічного часопису «Echo Nauczycielskie» [1]. Предметом аналізу у його працях стали проблеми функціонування освітньої мережі, матеріального забезпечення шкіл, ролі вчительства у розвитку освіти та діяльності професійних і громадських організацій [1]. Р. Труба аналізувала діяльність Омеляна Терлецького у культурно-освітньому просторі Тернопільщини кінця XIX – першої третини XX століття. Дослідниця висвітлила його педагогічну та громадську діяльність у навчальних закладах Тернополя, а також участь у роботі товариств «Просвіта», «Руська бесіда», «Тернопільський Боян», «Руська бурса» та інших українських організацій [11]. У контексті нашого дослідження її праця є важливою для розуміння ролі педагогічних персоналій і громадсько-культурного середовища у формуванні освітнього простору міста. Л. Кравчук, Т. Кадобний, Н. Островська та інші дослідники вивчали проблему трансформації освітньої системи Тернопільщини у період радянізації 1939–1941 рр. [4-9]. У їхніх працях висвітлено механізми впровадження радянської освітньої політики, ідеологізацію навчально-виховного процесу, реформування шкільної мережі, кадрову політику та підпорядкування освіти партійно-державному контролю. Дослідники простежили вплив радянської влади на зміну змісту освіти, методологічних засад навчання та культурно-освітнього життя краю [4-9].

Аналіз наукових праць засвідчує наявність значного масиву досліджень, присвячених окремим аспектам розвитку освіти, шкільництва, культурно-просвітницького руху та педагогічної діяльності на Тернопільщині. Водночас проблема становлення шкільництва та педагогічної думки саме у міському середовищі Тернополя як провідного освітнього, культурного й громадсько-педагогічного центру регіону не стала предметом цілісного історико-освітнього дослідження. Недостатньо висвітленими залишаються також питання взаємозв'язку розвитку освітніх інституцій, діяльності педагогічних товариств, культурно-просвітницьких організацій і педагогічних персоналій у процесі формування освітнього середовища Тернополя як одного з ключових осередків шкільництва Західної України.

Мета статті – проаналізувати та узагальнити тенденції становлення шкільництва та педагогічної думки у Тернополі в контексті суспільно-культурних та історичних процесів у другій половині XIX – першій половині XX століття.

Виклад основного матеріалу. *Становлення та розвиток шкільництва у Тернополі*. У другій половині XIX – першій половині XX століття Тернопіль поступово сформувався як один із провідних освітніх і культурних центрів Західної України, у якому зосереджувалися навчальні заклади різних типів, педагогічні осередки, культурно-просвітницькі організації та громадські ініціативи. Освітній розвиток міста відбувався під впливом суспільно-політичних змін, державної освітньої політики Австро-Угорщини та Польщі, а також активної діяльності української інтелігенції, яка прагнула утвердити національний характер школи та забезпечити розвиток українського шкільництва. Тернопіль поступово перетворився на важливий центр концентрації педагогічної, культурної та громадської еліти краю, а сформоване у місті освітнє середовище значною мірою впливало на розвиток шкільництва інших міст і сіл Тернопільщини.

Історичні джерела та наукові праці засвідчують, що у другій половині XIX століття Тернопіль став важливим адміністративним і культурним осередком Східної Галичини, що сприяло розвитку освітньої мережі міста. У праці «Тернопіль / Tarnopol: історія міста» дослідники наводять матеріали про функціонування у Тернополі гімназій, реальних і фахових шкіл, діяльність яких поступово перетворювала місто на значний освітній центр регіону [10, с. 174–176]. Особливого значення набув розвиток середньої освіти, що був пов'язаний із діяльністю Тернопільської гімназії та інших навчальних закладів, які забезпечували підготовку молоді до подальшої професійної й громадської діяльності.

Освітній розвиток Тернополя активізувався в умовах реформування системи шкільництва Австро-Угорської імперії. Упродовж другої половини

XIX століття відбувалося розширення мережі народних шкіл, створення приватних навчальних закладів, розвиток гімназійної та професійної освіти [10, с. 201–203]. У місті функціонували народні школи, класичні та реальні гімназії, жіночі школи, ремісничі та торговельні навчальні заклади, що сприяло підготовці освічених кадрів для різних сфер суспільного життя. Водночас саме освітня сфера ставала одним із головних чинників формування української національної свідомості та культурної самоідентифікації населення краю.

Важливе місце у розвитку шкільництва Тернополя займали гімназії та реальні школи. У джерелах зафіксовано діяльність Вищої гімназії у Тернополі та Вищої реальної школи, які наприкінці XIX – на початку XX століття були провідними осередками середньої освіти міста [10, с. 244]. Звіти дирекцій цих навчальних закладів свідчать про поступове збільшення кількості учнів, урізноманітнення навчальних дисциплін та посилення ролі освіти у громадському житті Тернополя [10, с. 244–245]. Саме навколо гімназійного середовища формувалася значна частина української інтелігенції, педагогів, громадських діячів та майбутніх учасників культурно-просвітницького руху.

На початку XX століття освітнє середовище Тернополя характеризувалося розвитком не лише державних, а й приватних та професійних шкіл. У місті функціонували жіночі школи, торговельні навчальні заклади, професійні та ремісничі школи, що сприяло розширенню доступу населення до освіти та професійної підготовки молоді [10, с. 201–206]. Водночас важливим явищем стало формування українських освітніх інституцій, діяльність яких була спрямована на виховання молоді у національному дусі та забезпечення навчання рідною мовою.

Становлення українського шкільництва у Тернополі супроводжувалося боротьбою за право навчання українською мовою та розвиток національної освіти. Умови перебування міста у складі Польщі після Першої світової війни суттєво вплинули на освітню політику та функціонування українських навчальних закладів. Польська влада посилювала контроль над школами, поширювала утраквістичні навчальні заклади та обмежувала використання української мови у навчальному процесі [10, с. 61–63]. Попри це, Тернопіль залишався важливим осередком українського освітнього та культурного життя, а українська громада міста активно підтримувала діяльність національних освітніх інституцій.

Суттєву роль у розвитку шкільництва міста відігравало учительство, яке виконувало не лише педагогічні, а й громадсько-культурні функції. Учителі брали активну участь у діяльності освітніх товариств, організації бібліотек, учнівських гуртків, культурних заходів та просвітницьких

ініціатив. У матеріалах педагогічного часопису «Echo Nauczycielskie» зазначалося, що саме вчительство значною мірою забезпечувало стабільне функціонування освітньої системи Тернопільського воєводства в умовах недостатнього фінансування та складної соціально-економічної ситуації [10, с. 203–205]. Педагогічна діяльність у Тернополі тісно поєднувалася з громадською, культурною та національно-просвітницькою роботою, що сприяло розвитку української педагогічної думки й формуванню національно орієнтованого освітнього середовища.

Розвиток шкільництва у Тернополі зазнав суттєвих трансформацій у період радянізації краю 1939–1941 рр. Радянська влада здійснила реформування освітньої системи, підпорядкувавши її ідеологічним завданням держави. У наукових працях наголошується, що нова освітня політика супроводжувалася запровадженням радянських навчальних програм, зміною кадрового складу вчительства, посиленням політичного контролю та ідеологізацією змісту освіти [10, с. 68–69]. Водночас саме в цей період відбулося розширення мережі шкіл і збільшення доступу населення до освіти, хоча такі процеси поєднувалися з руйнуванням традиційного українського освітнього середовища.

Таким чином, становлення та розвиток шкільництва у Тернополі у другій половині XIX – першій половині XX століття були складним і багатогранним процесом, що відбувався під впливом суспільно-політичних, культурних та національно-освітніх чинників. Тернопіль сформувався як важливий освітній центр регіону, у якому розвивалася мережа навчальних закладів, формувалося українське освітнє середовище, поширювалися педагогічні ідеї та закладалися основи національної педагогічної традиції. Водночас розвиток шкільництва у Тернополі був тісно пов’язаний із діяльністю українських культурно-просвітницьких організацій, які не лише підтримували освітні ініціативи, а й формували національно орієнтоване педагогічне середовище міста.

У становленні та розвитку шкільництва Тернополя у другій половині XIX – першій половині XX століття відігравали важливу роль українські культурно-просвітницькі організації, діяльність яких була спрямована на підтримку національної освіти, поширення української мови, розвиток культури та формування національної свідомості населення. Саме громадські товариства значною мірою забезпечували функціонування українського освітнього середовища в умовах політичних обмежень, асиміляційної політики та недостатньої підтримки українського шкільництва з боку державної влади. Тернопіль поступово сформувався як один із провідних центрів українського громадсько-педагогічного руху краю, у якому культурно-просвітницька діяльність тісно поєднувалася з розвитком

шкільництва, національного виховання молоді та формуванням педагогічної думки.

Однією з найвпливовіших організацій у культурно-освітньому житті Тернополя було товариство «Просвіта», яка стала важливим осередком українського культурного й освітнього життя та навколо якого гуртувалася українська інтелігенція міста [10, с. 287–288]. Діяльність товариства охоплювала організацію народних читань, бібліотек, читалень, освітніх вечорів, літературних зустрічей, театральних вистав, концертів і громадських заходів [10, с. 288–289]. Через мережу читалень і бібліотек здійснювалося поширення української книги, підтримка самоосвіти населення та підвищення культурно-освітнього рівня української громади. Важливу роль відігравали драматичні гуртки та аматорські театри, які не лише популяризували українську культуру, а й виконували виразну виховну функцію, формуючи національну свідомість молоді.

Просвітницька діяльність товариства була тісно пов'язана із розвитком шкільництва та вихованням молодого покоління. Організація підтримувала українські освітні ініціативи, сприяла забезпеченню навчальних закладів літературою, організовувала освітню роботу серед молоді та дорослого населення. Діяльність «Просвіти» сприяла формуванню українського освітнього простору Тернополя та розвитку національно орієнтованого виховного середовища [10, с. 289–290]. Через освітню та культурну роботу товариство поєднувало навчання, громадянське виховання й національне самоусвідомлення української молоді.

Помітним явищем у розвитку української освіти була діяльність товариства «Рідна школа», яке опікувалося організацією та підтримкою українських навчальних закладів. Товариство сприяло відкриттю українських приватних шкіл, забезпеченню їх підручниками та навчальною літературою, підтримці учительства й вихованню молоді на засадах української культури та національної ідентичності. В умовах міжвоєнної Польщі саме громадські освітні організації значною мірою компенсували обмеження державної політики щодо українського шкільництва та забезпечували функціонування українського освітнього простору [10, с. 61–63]. Через діяльність «Рідної школи» реалізовувалися ідеї національного виховання, утвердження української мови у навчальному процесі та формування національно свідомої молоді.

Важливим чинником формування педагогічного середовища Тернополя була діяльність учительських організацій, зокрема «Учительської громади», яка об'єднувала українських педагогів та сприяла розвитку професійної педагогічної комунікації. Через учительські товариства здійснювалося поширення педагогічних ідей, обговорення проблем

шкільництва, організація освітніх заходів і підтримка українських учителів. Учительство Тернополя брало активну участь не лише в освітньому, а й у громадсько-культурному житті міста, поєднуючи педагогічну діяльність із національно-просвітницькою роботою. Саме в учительському середовищі активно формувалися ідеї національного виховання, розвитку української школи та поєднання освіти з культурним і громадським життям.

Значний вплив на розвиток освітнього середовища Тернополя мали також товариства «Руська бесіда», «Тернопільський Боян», «Руська бурса» та інші громадські організації, діяльність яких була пов'язана з підтримкою української культури, вихованням молоді та розвитком національної освіти. У дослідженнях, присвячених діяльності Омеляна Терлецького, зазначено, що саме через участь у таких організаціях формувалося середовище української інтелігенції, яке активно підтримувало освітні та культурні ініціативи у Тернополі [10, с. 115–117]. Важливу роль у цьому процесі відігравали аматорські театральні гуртки, хори, літературні вечори та інші форми культурно-просвітницької роботи, що поєднували освітню, виховну й національно-консолідуючу функції.

Культурно-просвітницькі організації відігравали важливу роль у формуванні національно орієнтованого виховного середовища. Вони організовували публічні лекції, освітні курси, вечори пам'яті, театральні вистави, молодіжні гуртки, музичні та літературні заходи, що сприяли підвищенню освітнього рівня населення та формуванню української національної свідомості. Освітня діяльність таких товариств виходила за межі формального навчання й охоплювала різні напрями громадського та культурного життя міста. Через позашкільну освітню діяльність українські організації фактично формували альтернативний простір національного виховання та самоосвіти українського населення.

Важливою складовою діяльності українських культурно-просвітницьких організацій була підтримка молоді та створення умов для її навчання і виховання. У Тернополі функціонували бурси, читальні, молодіжні товариства, студентські та учнівські організації, які забезпечували освітню й культурну підтримку української молоді, особливо учнівської та студентської. Такі інституції ставали осередками формування національної ідентичності, громадянської позиції та культурної самоорганізації молодого покоління. Водночас вони сприяли поширенню педагогічних ідей, розвитку виховної роботи та формуванню середовища української освіченої молоді.

У міжвоєнний період діяльність українських культурно-просвітницьких організацій у Тернополі набувала особливого значення у зв'язку з посиленням асиміляційної політики польської влади. Саме громадські товариства стали важливими центрами збереження української мови,

культури та освіти. Через організацію позашкільної роботи, підтримку українських освітніх інституцій та активізацію культурного життя вони сприяли збереженню національного характеру освітнього середовища Тернополя. У таких умовах культурно-просвітницька діяльність набувала не лише освітнього, а й виразного національно-консолідуючого значення.

Українські культурно-просвітницькі організації відіграли важливу роль у розвитку освіти та шкільництва Тернополя у другій половині XIX – першій половині XX століття. Їхня діяльність сприяла формуванню українського освітнього простору, підтримці національної школи, розвитку педагогічної думки та консолідації української інтелігенції міста. Саме завдяки діяльності культурно-просвітницьких товариств Тернопіль поступово утвердився як один із провідних осередків українського освітнього, культурного та громадсько-педагогічного життя регіону. Діяльність цих організацій значною мірою забезпечувалася активністю педагогічних і громадських діячів, які формували інтелектуальне та освітнє середовище міста.

Висновки та перспективи подальших досліджень. Таким чином, здійснений історико-освітній аналіз засвідчив, що у другій половині XIX – першій половині XX століття Тернопіль сформувався як один із провідних освітніх, культурних та громадсько-педагогічних центрів Західної України, який суттєво впливав на розвиток шкільництва й педагогічної думки Тернопільщини. Встановлено, що розвиток освітнього середовища міста відбувався під впливом суспільно-політичних трансформацій, державної освітньої політики Австро-Угорщини та Польщі, а також активної діяльності української інтелігенції, педагогів, громадських діячів і культурно-просвітницьких товариств.

У результаті дослідження з’ясовано, що важливими складниками становлення шкільництва Тернополя були розширення мережі народних, гімназійних, професійних і приватних навчальних закладів, розвиток українського освітнього середовища, поширення національно орієнтованих педагогічних ідей та боротьба за право навчання українською мовою. Доведено, що освітні інституції Тернополя виконували не лише навчальну, а й культурно-просвітницьку, громадську та національно-консолідуючу функції, сприяючи формуванню української інтелігенції та національної свідомості молоді. Узагальнення матеріалів дослідження дало змогу встановити, що українські культурно-просвітницькі організації, зокрема «Просвіта», «Рідна школа», «Учительська громада», «Руська бесіда», «Тернопільський Боян» та інші товариства, відігравали визначальну роль у розвитку освіти Тернополя. Їхня діяльність забезпечувала підтримку українського шкільництва, поширення української книги, розвиток

самоосвіти населення, організацію виховної та позашкільної роботи, а також формування національно орієнтованого педагогічного середовища. Встановлено, що через діяльність культурно-просвітницьких товариств освіта у Тернополі тісно поєднувалася з громадським життям, національним вихованням та розвитком української культури. Дослідження засвідчило, що Тернопіль був важливим осередком концентрації педагогічної та громадської еліти регіону, а діяльність учительства, культурно-просвітницьких діячів і громадських організацій сприяла розвитку української педагогічної думки, поширенню виховних ідей та формуванню національної школи. З'ясовано, що педагогічна діяльність у місті органічно поєднувалася з культурною, просвітницькою та громадською роботою, що забезпечувало формування цілісного освітнього простору Тернополя.

Водночас результати дослідження підтверджують, що розвиток шкільництва та педагогічної думки у Тернополі значною мірою залежав від суспільно-політичних умов та історичних трансформацій. Особливо суттєвий вплив на освітнє середовище міста мали процеси полонізації міжвоєнного періоду та радянізації 1939–1941 рр., які супроводжувалися змінами у змісті освіти, організації шкільної мережі, кадровій політиці та ідеологічних засадах навчально-виховного процесу. Практичне значення дослідження полягає у можливості використання його результатів у процесі вивчення історії української педагогіки, історії освіти Тернопільщини, історико-краєзнавчих дисциплін, а також у підготовці навчально-методичних матеріалів, присвячених розвитку регіонального шкільництва та культурно-просвітницького руху. Матеріали статті можуть бути використані у сучасних умовах реформування освітньої мережі та реалізації Концепції «Нова українська школа» з метою збереження історико-освітніх традицій регіону та посилення національно-патріотичного складника освітнього процесу.

Перспективи подальших досліджень убачаємо у більш ґрунтовному вивченні діяльності окремих освітніх інституцій Тернополя, педагогічних персоналій, учительських товариств та молодіжних організацій, а також у дослідженні особливостей розвитку жіночої освіти, професійного шкільництва та позашкільної освіти у місті. Актуальним залишається також аналіз взаємозв'язку освітнього, культурного та громадського життя Тернополя у різні історичні періоди, а також вивчення впливу регіонального освітнього досвіду на формування сучасного освітнього середовища Тернопільщини.

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ТЕОРЕТИКО-МЕТОДИЧНІ ЗАСАДИ РОЗВИТКУ ІНФОРМАТИЧНОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ПРОФЕСІЙНОЇ ОСВІТИ

Анотація. У статті досліджується системне теоретико-методичне обґрунтування засад розвитку інформатичної компетентності та навчально-пізнавальної активності здобувачів професійної освіти в умовах інтенсивної цифровізації всіх сфер життєдіяльності. Актуальність дослідження зумовлена необхідністю трансформації професійної підготовки майбутніх фахівців відповідно до вимог цифрового суспільства та подолання суперечностей між традиційними репродуктивними методами навчання і потребою в активізації пізнавальної діяльності.

Інформатична компетентність трактується як фундаментальна інтегративна якість особистості, що пройшла еволюцію від «алгоритмічної грамотності» до сучасної багатогранної цифрової парадигми.

Погоджуємося з позицією дослідників у тому, що вона включає: мотиваційно-ціннісний компонент (усвідомлення ІТ-інструментарію як вимоги ринку); когнітивний (розуміння архітектури систем та кібербезпеки); операційно-діяльнісний (володіння хмарними технологіями та

спеціалізованим ПЗ); та рефлексивно-оцінний (здатність до самоаналізу цифрової діяльності). Окрему увагу приділено нормативно-правовій базі України та орієнтації на Європейську рамку цифрової компетентності (DigComp 2.2).

Навчально-пізнавальна активність визначена як визначальна умова та психологічний механізм перетворення знань у професійні компетентності. Вона охоплює мотиваційний, операційний, емоційно-вольовий та результативний елементи, що забезпечують становлення студента як активного суб'єкта власного розвитку.

У дослідженні доведено, що ефективне формування зазначених якостей можливе лише через діалектичний взаємозв'язок: компетентність надає інструментарій для пізнання, а активність забезпечує глибину опанування технологій.

Визначено, що провідну роль у цьому процесі відіграє позааудиторна діяльність (участь у хакатонах, онлайн-курсах Coursera, edX), яка розмиває межі між навчанням і професійною практикою. Зроблено висновок, що сучасна освітня стратегія має базуватися на єдності технологічної підготовки та стимулюванні інтелектуальної самостійності, де викладач виступає у ролі фасилітатора та ментора.

Ключові слова: інформатична компетентність, навчально-пізнавальна активність, професійна освіта, цифровізація, позааудиторна діяльність, компетентнісний підхід, інформаційно-комунікаційні технології, здобувачі освіти, інтерактивні методи навчання, цифрова грамотність.

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ВІСНИК НАУКИ ТА ОСВІТИ
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THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR DEVELOPING INFORMATION LITERACY AMONG VOCATIONAL EDUCATION STUDENTS

Abstract. This article examines the systematic theoretical and methodological rationale for the development of digital literacy and educational-cognitive activity among vocational education students in the context of the rapid digitalization of all spheres of life. The relevance of the study stems from the need to transform the professional training of future specialists in accordance with the requirements of the digital society and to resolve the contradictions between traditional reproductive teaching methods and the need to stimulate cognitive activity.

Digital literacy is understood as a fundamental integrative personal quality that has evolved from "algorithmic literacy" to the modern multifaceted digital paradigm. We agree with the researchers' position that it includes: a motivational-value component (recognition of IT tools as a market requirement); a cognitive component (understanding of system architecture and cybersecurity); an operational-activity component (proficiency in cloud technologies and specialized software); and a reflective-evaluative component (the ability to self-analyze digital activities). Special attention is given to Ukraine's regulatory framework and alignment with the European Digital Competence Framework (DigComp 2.2).

Educational and cognitive activity is defined as a determining condition and psychological mechanism for transforming knowledge into professional competencies. It encompasses motivational, operational, emotional-volitional, and outcome-oriented elements that ensure the student's development as an active agent of their own growth. The study demonstrates that the effective development of these qualities is possible only through a dialectical interconnection: competence provides the tools for learning, while activity ensures a deep mastery of technologies.

It has been determined that extracurricular activities (participation in hackathons, Coursera and edX online courses) play a leading role in this process, blurring the lines between learning and professional practice. It has been concluded that a modern educational strategy should be based on the integration of technical training and the promotion of intellectual independence, with the instructor acting as a facilitator and mentor.

Keywords: digital literacy, learning and cognitive activity, vocational education, digitalization, extracurricular activities, competency-based approach, information and communication technologies, students, interactive teaching methods, digital literacy.

Постановка проблеми. Сучасний етап розвитку суспільства характеризується інтенсивною цифровізацією всіх сфер життєдіяльності, що зумовлює трансформацію вимог до професійної підготовки майбутніх фахівців. У цих умовах особливої значущості набуває формування інформатичної компетентності як інтегративної характеристики особистості, що забезпечує здатність ефективно використовувати інформаційно-комунікаційні технології у професійній та повсякденній діяльності. Водночас підвищення ефективності освітнього процесу у закладах професійної освіти неможливе без розвитку навчально-пізнавальної активності здобувачів освіти, яка виступає ключовою умовою їхнього особистісного та професійного становлення.

Аналіз сучасної освітньої практики засвідчує наявність низки суперечностей: між високими вимогами цифрового суспільства до рівня інформатичної підготовки майбутніх фахівців і недостатнім рівнем її сформованості; між необхідністю активізації навчально-пізнавальної діяльності студентів і домінуванням традиційних репродуктивних методів навчання; між потенціалом позааудиторної діяльності у розвитку компетентностей і її недостатнім використанням у практиці професійної освіти.

У контексті реформування освіти, впровадження компетентнісного підходу та орієнтації на європейський освітній простір актуалізується потреба у теоретичному обґрунтуванні засад розвитку інформатичної компетентності та навчально-пізнавальної активності здобувачів професійної освіти як взаємопов’язаних феноменів.

Аналіз останніх досліджень і публікацій. Проблема формування інформатичної компетентності та розвитку навчально-пізнавальної активності здобувачів освіти є предметом численних наукових досліджень у галузі педагогіки, психології та методики навчання. У сучасному науковому дискурсі інформатична компетентність розглядається у працях В. Бикова [1], М. Жалдак [6], Н. Морзе [12] та ін. як складова ключових компетентностей, що інтегрує знання, уміння, навички та ціннісні орієнтації особистості у сфері інформаційно-комунікативних технологій.Структурна організація інформатичної компетентності є ієрархічною та містить кілька взаємопов’язаних компонентів, кожен з яких відіграє специфічну роль у процесі професійного становлення студента [13]. Дослідники наголошують, що інформатична компетентність включає когнітивний, діяльнісний, мотиваційний та рефлексивний компоненти. Значна увага приділяється питанн ям цифрової грамотності, інформаційної культури та використання сучасних технологій у навчальному процесі.

Водночас навчально-пізнавальна активність розглядається у ппацяіх Л. Гуменної [2], О. Демчук [3], Н. Димар, Л. Яременко [4], І. Ліпчевської

[10], І. Таравського [14], Т. Ткачук [15] та ін. як складне психолого-педагогічне утворення, що відображає рівень залученості здобувача освіти до процесу навчання, його мотивацію, самостійність, ініціативність та здатність до саморозвитку. У працях учених обґрунтовано значення активних та інтерактивних методів навчання, проєктної діяльності, проблемного навчання як засобів розвитку пізнавальної активності.

Разом із тим, аналіз наукових джерел засвідчує, що попри значний інтерес до проблеми, питання інтеграції процесів розвитку інформатичної компетентності та навчально-пізнавальної активності майбутніх фахівців залишається недостатньо вивченим. Зокрема, особливого обґрунтування потребують педагогічні умови, що забезпечують цей взаємозв'язок, де провідна роль належить позааудиторній діяльності як дієвому інструменту формування зазначених якостей.

Ускладнює ситуацію відсутність єдиного підходу до трактування ключових категорій. У психолого-педагогічному дискурсі дефініція «пізнавальна активність» характеризується варіативністю визначень, що зумовлено специфікою галузей знань та авторськими концепціями. З огляду на це, виникає потреба в уточненні понятійно-категоріального апарату дослідження шляхом звернення до аналізу базового поняття «активність», що дозволить глибше розкрити сутність і змістове наповнення феномену пізнавальної активності в контексті професійної освіти.

Метою статті є теоретичне обґрунтування засад розвитку інформатичної компетентності та навчально-пізнавальної активності здобувачів професійної освіти.

Виклад основного матеріалу. Відповідно до високих вимог академічного дискурсу та сучасної методології педагогічної науки, розгляд проблеми формування інформатичної компетентності майбутніх фахівців потребує ґрунтовного, цілісного та системного викладу, що відображає глибоку внутрішню взаємозалежність між теоретичними конструктами, аксіологічними орієнтирами та практичною реалізацією освітнього процесу в умовах інформаційного суспільства. У сучасній вітчизняній та закордонній педагогічній думці інформатична компетентність уже давно не розглядається як вузькоспрямована технічна навичка чи сукупність знань про програмне забезпечення, а трактується як фундаментальна інтегративна якість особистості, що визначає здатність і готовність фахівця ефективно та творчо функціонувати в умовах тотальної цифровізації всіх сфер людської життєдіяльності. Генезис цього поняття в історико-педагогічному ретроспективі демонструє складну та багатовекторну еволюцію: від початкової концепції «алгоритмічної грамотності», яка була фундаментально обґрунтована у працях А. Єршова [5] ще в середині минулого століття, до

сучасної багатогранної парадигми цифрової компетентності. Вагомий внесок у розвиток цієї теорії зробили такі фундатори вітчизняної школи інформатизації освіти, як М. Жалдак та Ю. Горошко [7], які ще на світанку впровадження комп'ютерних технологій у навчальний процес заклали методологічний фундамент розуміння комп'ютерної техніки не просто як об'єкта вивчення, а як універсального знаряддя інтелектуальної діяльності, що докорінно трансформує саму природу пізнавального процесу, роблячи його більш інтенсивним, гнучким та багатоваріантним.

На сучасному етапі наукового пошуку, на відміну від дещо архаїчного терміну «комп'ютерна грамотність», що асоціювався переважно з репродуктивним відтворенням інструкцій, інформатична компетентність постає як складне психолого-педагогічне утворення. Як справедливо зазначають у своїх глибоких теоретико-прикладних дослідженнях Н. Морзе та О. Кузьмінська [12], ця компетентність охоплює не лише операційні вміння, а й розвинене критичне ставлення до інформаційних потоків, здатність до верифікації даних, етичні аспекти мережевої взаємодії та, що є найбільш вагомим, здатність до перманентної самоосвіти в умовах динамічної зміни технологічних циклів. Структурно-функціональний аналіз цієї якості дозволяє виокремити декілька фундаментальних, ієрархічно пов'язаних доменів, які в сукупності забезпечують цілісність особистості професіонала. Першим і засадничим з них є мотиваційно-ціннісний компонент, що виступає внутрішньою рушійною силою професійного та особистісного зростання. Він включає не лише прагнення до опанування новими технологіями, а й глибоке усвідомлення ІТ-інструментарію як критичної вимоги сучасного ринку праці, а також внутрішню готовність до неухильного дотримання принципів академічної доброчесності та авторського права, що є маркером високої професійної культури.

Паралельно з ціннісними орієнтирами когнітивний компонент забезпечує необхідний інтелектуальний базис, який у закладах професійної освіти має ґрунтуватися на фундаментальному розумінні архітектури складних систем, принципів алгоритмізації процесів та комплексних стратегій кібербезпеки. Важливо підкреслити, що когнітивна складова в системі підготовки сучасного висококваліфікованого фахівця розглядається як здатність до концептуалізації знань, що дозволяє швидко адаптуватися до нових програмних продуктів на основі розуміння загальних логічних принципів їх побудови. Праксіологічний аспект, у свою чергу, знаходить своє втілення в операційно-діяльнісному компоненті, який охоплює надзвичайно широкий спектр практичних навичок: від впевненого володіння базовим офісним інструментарієм та хмарними технологіями до вільного оперування високотехнологічним спеціалізованим програмним

забезпеченням. Це можуть бути CAD-системи в архітектурно-інженерній галузі, спеціалізовані CRM-платформи в управлінні та маркетингу, або ж системи статистичного аналізу в науковій діяльності. Завершальним, але не менш значущим елементом цієї структури є рефлексивно-оцінний компонент, який наділяє майбутнього фахівця здатністю до об'єктивного самоаналізу результатів власної цифрової діяльності, оцінки ефективності використаних засобів та оперативного коригування індивідуальної освітньої траєкторії з метою усунення виявлених професійних дефіцитів.

Процес формування зазначеної компетентності в освітньому просторі України сьогодні чітко детермінується та регламентується розгалуженою державною нормативно-правовою базою. Зокрема, базові положення Законів України «Про освіту» [8] та «Про професійну (професійно-технічну) освіту» [9] безпосередньо орієнтують заклади вищої та професійної освіти на впровадження інноваційних дидактичних моделей, де цифровізація виступає не як самоціль, а як засіб досягнення нової якості навчання. Надзвичайно важливим вектором гармонізації вітчизняної освітньої системи з провідним світовим досвідом є орієнтація на Європейську рамку цифрової компетентності (DigComp 2.2) [13]. Цей міжнародний стандарт визначає стратегічні сфери розвитку особистості, охоплюючи широкий спектр компетенцій – від елементарної інформаційної грамотності до здатності розв'язувати комплексні проблеми в цифровому середовищі та створювати якісний цифровий контент. Окремим, надзвичайно актуальним аспектом у контексті сучасних глобальних загроз, є нормативне регулювання кібергігієни та захисту персональних даних. У педагогічній площині це трансформується у виховання цифрової культури безпеки, яка закріплена у відповідних державних стратегіях та має стати невід'ємною частиною професійного профілю кожного випускника.

Науковий аналіз свідчить, що висока ефективність формування інформатичної компетентності є принципово неможливою без активізації навчально-пізнавальної діяльності здобувачів освіти. Ми погоджуємось із твердженням, що навчально-пізнавальна активність розглядається як визначальна умова та психологічний механізм трансформації теоретичних знань у стійкі особистісні та професійні компетентності. Така активність не є статичним станом, вона характеризується високим рівнем внутрішньої інтенційності, здатністю до автономного пошуку та творчої переробки інформації, а також емоційно-вольовою стійкістю, що дозволяє студенту успішно долати когнітивні бар'єри під час опанування складних технологічних процесів. Структурно ми виокремлюємо в навчально-пізнавальній діяльності мотиваційний, операційний, емоційно-вольовий та результативний елементи. Їх синергійна взаємодія забезпечує поступовий

перехід студента з позиції пасивного реципієнта інформації до ролі активного суб'єкта та архітектора власного професійного становлення. Розвиток цієї суб'єктності забезпечується цілеспрямованим впровадженням прогресивних дидактичних підходів, де пріоритет віддається інтерактивним методам навчання, кейс-технологіям та методам проблемного навчання, що провокують інтелектуальний пошук, стимулюють критичне мислення та розвивають креативність у вирішенні нестандартних завдань.

Потужним педагогічним важелем та середовищем для актуалізації інформатичного потенціалу особистості виступає позааудиторна діяльність. У сучасних умовах змішаного навчання межі між аудиторним та позааудиторним простором стають дедалі прозорішими, що створює унікальні можливості для практичної апробації набутих знань у реальних або симульованих професійних ситуаціях. Участь у міждисциплінарних цифрових проєктах, залучення до міжнародних онлайн-курсів на платформах типу Coursera чи edX, активна позиція у фахових конкурсах та хакатонах — усе це сприяє формуванню не лише навичок (hard skills), а й стійкої професійної ідентичності, відповідальності за результат та здатності до командної роботи в розподілених цифрових середовищах.

Взаємозв'язок інформатичної компетентності та навчально-пізнавальної активності має виражений діалектичний, взаємозумовлений характер. З одного боку, високий рівень сформованості інформатичної компетентності надає студенту потужний інструментарій для розширення горизонтів пізнання, забезпечуючи доступ до світових інтелектуальних ресурсів та засобів автоматизації рутинних операцій. З іншого боку, лише висока пізнавальна активність, що базується на внутрішній допитливості та прагненні до досконалості, забезпечує глибину, системність та якість опанування новітніх цифрових технологій, запобігаючи поверхневому, суто інструментальному підходу. Тільки через цілісне та стратегічне проєктування освітнього процесу, в центрі якого перебуває активна особистість студента, стає можливим виховання справді конкурентоспроможного фахівця, здатного до продуктивної життєдіяльності та безперервного саморозвитку в динамічному інформаційному суспільстві.

Підсумовуючи, зазначимо, що сучасна педагогічна стратегія у професійній освіті має базуватися на непохитній єдності фундаментальної технологічної підготовки, аксіологічного виховання та цілеспрямованого стимулювання інтелектуальної і пізнавальної самостійності. Формування інформатичної компетентності в цьому контексті виступає не лише як дидактичне завдання, а як стратегічна інвестиція в людський капітал, що визначатиме інноваційний потенціал нації в найближчі десятиліття. Глибока інтеграція цифрових інструментів у структуру навчально-

пізнавальної діяльності дозволяє не просто накопичувати знання, а формувати нову якість мислення – цифрове мислення, що характеризується системністю, критичністю та здатністю до швидкої переконфігурації в умовах технологічних зрушень. Такий підхід вимагає від викладацького складу не лише високої технічної грамотності, а й переосмислення своєї ролі як фасилітатора та ментора, що супроводжує студента на шляху від репродуктивного освоєння бази даних до творчого синтезу нових знань у цифровому форматі. Таким чином, гармонійне поєднання нормативних вимог, інноваційних методик та високої активності суб'єктів навчання створює надійне підґрунтя для реалізації завдань сучасної освітньої реформи.

Висновки. У результаті дослідження встановлено, що інформатична компетентність та навчально-пізнавальна активність є взаємопов'язаними складовими професійної підготовки здобувачів освіти. Уточнено їх сутність та структуру, визначено основні педагогічні умови розвитку, серед яких особливе місце займає позааудиторна діяльність.

Доведено, що ефективне формування інформатичної компетентності можливе за умови активізації навчально-пізнавальної діяльності студентів, використання інтерактивних методів навчання та створення сприятливого освітнього середовища.

Перспективи подальших досліджень полягають у розробленні та експериментальній перевірці моделей формування інформатичної компетентності, удосконаленні методик активізації пізнавальної діяльності, а також у вивченні впливу цифрового освітнього середовища на професійний розвиток здобувачів освіти.

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ОСОБЛИВОСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФІНАНСИСТІВ В УМОВАХ ІНФОРМАЦІЙНО-ОСВІТНЬОГО СЕРЕДОВИЩА

Анотація. Стаття присвячена проблемі професійної підготовки майбутніх фахівців фінансової сфери в умовах інформаційно-освітнього середовища. Актуальність дослідження зумовлена необхідністю підготовки висококваліфікованих фінансистів, які будуть не просто володіти набором знань, а матимуть сформовану професійну компетентність, здатність до критичного мислення, самонавчання та використання складних інформаційних систем у професійній діяльності. Сфокусовано увагу на тому, що впровадження інформаційно-комунікаційних технологій стрімко удосконалює сучасну систему освіти, перетворюючи її на відкриту, динамічну, складну та цілісну підсистему соціального простору.

Ключовою властивістю такого освітнього простору є інтерактивність та можливість швидкої, ефективної взаємодії викладачів і здобувачів освіти, метою якої є не лише передача інформації, а й стимулювання розвитку пізнавальної активності та формування навичок самостійної роботи.

Зазначено, що ефективність професійної підготовки майбутніх фінансистів безпосередньо залежить від якості організації цієї самостійної роботи, гармонійного поєднання глибокої теоретичної основи з яскраво вираженою практичною спрямованістю, а також застосування інноваційних методичних підходів, адекватних вимогам інформаційно-освітнього середовища.

Зокрема, у статті акцентована увага на важливості використання під час професійної підготовки майбутніх фінансистів спеціалізованих програмних продуктів, ресурсів та платформ за допомогою яких здійснюється математичний та фінансовий аналіз.

Дослідженням встановлено, що ефективність самостійної роботи здобувачів освіти значною мірою визначає якість професійної підготовки у закладах вищої освіти.

Ключові слова: професійна підготовка, майбутні фінансисти, інформаційно-освітнє середовище, дистанційна освіта, самостійна робота.

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FEATURES OF THE PROFESSIONAL TRAINING OF FUTURE FINANCIAL SPECIALISTS IN THE CONTEXT OF THE INFORMATION AND EDUCATIONAL ENVIRONMENT

Abstract. This article addresses the issue of professional training for future financial specialists in the context of information and educational environment. The relevance of the study stems from the need to train highly qualified financiers who will not merely possess a body of knowledge, but will have developed professional competence, the ability to think critically, self-learning skills, and the ability to utilize complex information systems in their professional activities.

The focus is on the fact that the introduction of information and communication technologies is rapidly improving the modern education system, transforming it into an open, dynamic, complex and holistic subsystem of the social sphere.

A key feature of such an educational space is interactivity and the possibility of rapid, effective interaction between teachers and learners, the aim of which is not only to convey information but also to stimulate the development of cognitive activity and the formation of independent work skills.

It is noted that the effectiveness of the professional training of future financiers directly depends on the quality of the organization of this independent work, the harmonious combination of a deep theoretical foundation with a clearly defined practical focus, as well as the application of innovative methodological approaches appropriate to the requirements of the information and educational environment.

In particular, the article emphasizes the importance of using specialized software products, resources and platforms during the professional training of future financiers, through which mathematical and financial analysis is carried out.

The study has established that the effectiveness of students' independent work largely determines the quality of professional training in higher education institutions.

Keywords: professional training, future financers, information and educational environment, distance learning, independent study.

Постановка проблеми. Сучасний світовий простір перебуває у стані стрімкої трансформації, що характеризується процесами глобалізації, інтеграції ринкової економіки та фундаментальними змінами у всіх сферах суспільного життя – соціально-економічній, політичній, правовій та духовній. Ці зміни не лише обумовлюють необхідність суттєвого перегляду національного законодавства, особливо в частині регулювання динамічних ринкових відносин, але й ставлять якісно нові вимоги до фахівців, які мають забезпечувати сталий розвиток держави. В умовах формування єдиного освітнього простору ключовим фактором конкурентоспроможності системи вищої освіти стає здатність закладів освіти оперативно реагувати на ці виклики через впровадження гнучких моделей навчання, що ефективно інтегрують передові технології, методики та засоби. Головною умовою функціонування сучасної системи вищої освіти та її подальшого розвитку є саме створення цілісного, відкритого та динамічного інформаційно-освітнього середовища, основою якого виступають передові педагогічні та інформаційно-комунікаційні технології.

Актуальність дослідження також зумовлена необхідністю підготовки висококваліфікованих фінансистів, які будуть не просто володіти набором знань, а матимуть сформовану професійну компетентність, здатність до критичного мислення, самонавчання та використання складних інформаційних систем у професійній діяльності. Впровадження інформаційно-комунікаційних технологій стрімко удосконалює сучасну систему освіти, перетворюючи її на відкриту, динамічну, складну та цілісну підсистему соціального простору. Ключовою властивістю такого освітнього простору є інтерактивність та можливість швидкої, ефективної взаємодії викладачів і здобувачів освіти, метою якої є не лише передача інформації, а й стимулювання розвитку пізнавальної активності та формування навичок самостійної роботи.

Ефективність професійної підготовки майбутніх фінансистів безпосередньо залежить від якості організації цієї самостійної роботи, гармонійного поєднання глибокої теоретичної основи з яскраво вираженою практичною спрямованістю, а також застосування інноваційних методичних підходів, адекватних вимогам інформаційно-освітнього середовища.

Аналіз останніх досліджень і публікацій. Аналіз попередніх досліджень свідчить, що проблемою професійної підготовки майбутніх фінансистів в закладах вищої освіти з урахуванням сучасних вимог опікуються вчені: М. Головань, К. Качаненко, Г. Кравчук, І. Шевчук, Н. Шевченко та інші.

Дослідженнями впровадження інформаційно-комунікаційних технологій в освітній процес закладів вищої освіти займалися такі вчені, як В. Биков, Р. Гуревич, О. Гарпуль, Т. Думанська, В. Кобися, І. Теплицький та ін.

Мета статті полягає в обґрунтуванні, систематизації, описі та аналізі засобів інформаційно-комунікаційних технологій, що застосовуються для активізації навчальної діяльності майбутніх фінансистів; а також розробці організаційних засад ефективної самостійної роботи здобувачів освіти в інформаційно-освітньому середовищі.

Виклад основного матеріалу. Наразі в умовах глобалізованого світу відбувається адаптація економіки України до інтегрованої ринкової економіки, що супроводжується фундаментальними змінами в соціально-економічному, політичному та духовному житті всього населення країни. Ці вимоги до економічної системи безпосередньо відображаються на потребах у кваліфікованих фахівцях, здатних ефективно функціонувати в цьому складному, динамічному середовищі. З огляду на це, впровадження інформаційно-комунікаційних технологій стрімко удосконалює сучасну систему освіти – відкриту, динамічну, складну, цілісну підсистему соціального простору. Важливою рисою сучасного освітнього простору, на наш погляд, є інтерактивність та можливість швидкої взаємодії викладачів та здобувачів освіти, метою якої є розвиток їх пізнавальної активності. В цьому напрямку поступово розвивається система освіти в Україні, а також удосконалюються підходи до навчання у закладах вищої освіти, що є критично важливим для майбутніх фінансистів.

Професійна підготовка майбутніх фінансистів в умовах інформаційно-освітнього середовища має базуватися на міцних методологічних засадах. Вважаємо, що для застосування загального наукового рівня дослідження проблеми потрібно застосовувати: компетентнісний, діяльнісний, системний та технологічний підходи.

Наразі, компетентнісний підхід є ключовим в контексті реалізації цілей Болонського процесу. Однак, поки що не напрацьовано однозначних механізмів його реалізації у реальних умовах освітнього процесу. В. Лунячек зазначає, що саме компетентнісний підхід дозволяє ефективно реформувати систему професійної підготовки держави, однак наразі необхідна не лише розробка етапів технологізації, але й обов'язково їх впровадження у процес професійної підготовки [1].

Діяльнісний підхід передбачає формування певних властивостей людини в процесі діяльності (активної взаємодії суб'єкта з об'єктом в процесі якої суб'єкт задовольняє свої потреби). Цінність діяльнісного підходу для освітнього процесу полягає в тому, що він ґрунтується на

єдності двох нероздільних підсистем: навчання та викладання, що не здатні функціонувати без взаємозв'язків і взаємовпливів. Саме діяльність особистості є стимулом для формування її фахової компетентності. Відомо, що чим різноманітніша є певна діяльність здобувача освіти, тим ефективніше відбувається процес розвитку його професійної компетентності. Також ми переконані, що саме навчальна діяльність здобувача освіти є його самостійною діяльністю. Реалізація діяльнісного підходу передбачає: сприяння формуванню мотивації здобувачів освіти до досягнення окресленої мети; використання методів активного навчання з метою створення активного та самостійного характеру їх навчальної діяльності.

Необхідність застосування принципів системного підходу під час дослідження професійної підготовки майбутніх фахівців фінансової сфери не викликає сумнівів. Погоджуємося із твердженням Д. Чернілевського, що позиціонування досліджуваного об'єкту як цілісної системи передбачає необхідність врахування «властивостей системи: цілісності, структурності, взаємозв'язку із зовнішнім середовищем, ієрархічності, цілеспрямованості, самоорганізації та багатоваріантності її опису» [2, с. 97]. Крім цього, варто врахувати, що процес професійної підготовки майбутніх фахівців фінансової сфери є неперервним.

Технологічний підхід висуває вимогу до неперервного самовдосконалення майбутнього фінансиста, зокрема шляхом оволодіння різними видами професійної майстерності. За умовами технологічного підходу, ми маємо обрати спосіб організації досліджуваного процесу, в основі якого орієнтація на заздалегідь визначені мету, завдання, модель, кінцевий результат та засоби його досягнення. При цьому, технологія передбачає забезпечення ефективності підготовки майбутніх фінансистів шляхом здійснення систематичного моніторингу, який забезпечує об'єктивність отримання інформації. В такому випадку в процесі фахової підготовки із використанням інформаційно-комунікаційних технологій здобувачі освіти отримують можливість своєчасно виявляти свої проблеми у навчанні, коригувати інтенсивність опанування інформації, що сприяє індивідуалізації освітнього процесу.

Однією з найбільш актуальних форм організації освітнього процесу в інформаційно-освітньому середовищі є дистанційна освіта, яка є однією з форм навчання, що реалізовує права людини на освіту та отримання інформації.

Дистанційна освіта дає змогу отримати основну або додаткову освіту, не відволікаючись від основної діяльності людини. Зрештою, створена система дистанційної освіти налаштована на розширення освітнього середовища в Україні.

Важливість дистанційної освіти підтверджується тим, що «центральною ланкою дистанційної освіти є засоби телекомунікацій, що надають можливість забезпечити освітній процес. Зокрема, ці засоби дозволяють забезпечити:

- необхідними навчальними та навчально-методичними матеріалами;
- зворотнім зв'язком між викладачем та студентом;
- обміном управлінською інформацією в середині системи дистанційного навчання;
- виходом у міжнародні інформаційні межі»[3].

Науковці виокремлюють низку переваг дистанційної форми навчання, а саме:

- «мінімальні витрати на проведення навчання (оренда приміщень, транспортні витрати тощо);
- підвищення якості навчання за рахунок застосування сучасних засобів, електронних бібліотек тощо;
- можливість проведення навчання великої кількості людей;
- створення єдиного освітнього середовища» [4].

У своєму дослідженні науковець Б. Шуневич «визначає основні складові частини, за яких може повноцінно розвиватися дистанційне навчання, а саме:

- нормативно-правова база;
- кваліфіковані викладачі;
- контингент студентів;
- заклади, що організовують дистанційне навчання»;
- навчальні матеріали;
- належна матеріально-технічна база (апаратного та програмного забезпечення, можливість організації аудіо- та відео конференцій);
- високошвидкісні лінії зв'язку;
- фінансово-економічна база дистанційного навчання» [5].

Також пропонуємо активно використовувати систему дистанційного навчання Moodle (https://moodle.org/), яка дозволяє використовувати широкий спектр інструментів для освітньої взаємодії між викладачами, здобувачами освіти та адміністрацією закладу освіти.

Вимушене дистанційне навчання, пов'язане спочатку з пандемією COVID-19, а потім і з російською агресією проти нашої країни, поставило викладачів закладів вищої освіти перед новими викликами: як організувати в таких умовах освітній процес, як організувати якісний зворотній зв'язок зі здобувачами освіти, коли викладач не може бути поруч. Це вимагало активного впровадження сучасних ІТ-інструментів, що стало елементом професійної підготовки майбутніх фінансистів.

Для майбутніх фінансистів ключовою є ґрунтовна математична підготовка, яка, згідно з досвідом, демонструє певні недоліки, які дещо гальмують досягнення мети та вирішення завдань професійної підготовки. Серед них можна виокремити слабкі навички використання математичних методів та моделей під час вивчення дисциплін фахового спрямування.

Для вирішення цих завдань в інформаційно-освітньому середовищі пропонуємо активно використовувати спеціалізовані програмні продукти та платформи. Наприклад, використання на лекційних та практичних заняттях віртуальної електронної дошки IDroo // Untitled board, яка є безкоштовним додатком до популярних програм Skype, Google Meet, Zoom, Discord та інші. Спільна робота в цій дошці надає можливості двостороннього зв'язку між здобувачами освіти, здобувача освіти з викладачем, засоби для групової роботи, використання мережних та хмарних технологій. В цій дошці можна зберігати результати попередньої роботи у файл і знову використовувати у подальшій діяльності. Панель редагування містить набір інструментів для малювання (коло, лінії, прямокутник, відрізки, еліпс та від руки), редактор формул, ластик, різнокольорові маркери та інше. Застосування мультимедійної дошки IDroo в процесі дистанційного навчання математичним дисциплінам дає можливість істотно підвищувати мотивацію здобувачів освіти, швидко, якісно та ефективно подавати навчальний матеріал, активізувати пізнавальну діяльність здобувачів освіти та їх комунікативні навички. Інтерактивна дошка Untitled-idroo – це дієвий інструмент для організації колективних і самостійних форм роботи, адже в ній може одночасно працювати велика кількість людей, а також одночасно використовувати різні матеріали і ресурси.

Також, для покращення вивчення математичних дисциплін здобувачам освіти пропонуються програмні продукти для розв'язання статистичних завдань інноваційними шляхами. До такого програмного забезпечення, яке здійснює математичний та фінансовий аналіз можна віднести такі ресурси, як GeoGebra, GRAN1, GRAN-2D, GRAN-3D, Maple, Stata, RStudio, Minitab, AGrapher, калькулятор Mathway. MathCad, MS Excel та інші.

У табличному процесорі MS Excel, наприклад, зручніше розв'язувати завдання, що мають табличну форму представлення інформації. Будуючи таблиці та виконуючи розрахунки за допомогою табличного процесора MS Excel, здобувачі освіти навчаються охайності при виконанні побудов, економлять час та власноруч отримують при цьому точну та досконалу наочність [6, с.106]. Електронні таблиці MS Excel надають можливості не тільки швидко перераховувати дані у таблиці, виконуючи досить складні економічні розрахунки, а й аналізувати проблеми. У більшості випадків використання такого програмного забезпечення знижує необхідність у

спеціальних програмних продуктах і полегшує перехід до комп'ютерної обробки даних для здобувачів освіти першого року навчання. В результаті проведеного дослідження встановлено, що особливої уваги заслуговують комп'ютерні програми, які спонукають творчо мислити під час розв'язування завдань. Створення електронних таблиць, з діаграмами і графіками, дає можливість візуалізувати фінансово-економічні моделі, сприяє кращому розумінню теоретичного матеріалу.

Під час вивчення освітньої компоненти «Цифрові технології у фінансах» у здобувачів освіти формуються теоретичні знання і практичні навички використання сучасних цифрових технологій у фінансовій діяльності, таких як FinTech, Є-data, Blockchain, Prozorro, криптовалют, штучного інтелекту, машинного навчання тощо та здатність використовувати їх у сфері фінансових послуг.

Спробуємо проаналізувати та узагальнити існуючі підходи щодо організації самостійної роботи здобувачів освіти та запропонуємо методику організації самостійної роботи на заняттях з математичних дисциплін в умовах дистанційного навчання. Дослідженням встановлено, що ефективність самостійної роботи здобувачів освіти значною мірою визначає якість професійної підготовки у закладах вищої освіти. Навчальний план кожної спеціальності є основним документом, який регламентує аудиторну та позааудиторну роботу здобувачів освіти закладів вищої освіти.

Цікавими, на наш погляд, є ідеї вчених В. Корольського та Д. Бобилєва «відносно видів самостійної роботи студентів: акордна і системна» [7, с. 109]. Так, прикладом акордної самостійної роботи здобувачів освіти є виконання курсових робіт, наукової роботи та індивідуальних завдань. До системної роботи науковці відносять роботу по засвоєнню конспекту лекцій, виконання поточних завдань, пов'язаних з розв'язанням вправ.

Необхідно урізноманітнювати завдання за формою. Важливим аспектом є урахування основних принципів дидактики під час відбору форм організації самостійної роботи здобувачів освіти, а саме:

- зв'язок теорії з практикою;
- принцип творчої активності;
- принцип доступності і систематичності;
- принцип поступового наростання складності завдань;
- принцип диференційованого підходу до здобувачів освіти та інші.

Враховуючи, що зміст самостійної роботи повністю направлений на формування професійної компетентності, дослідниця К.М. Некислих пропонує «уточнену класифікацію математичних завдань враховуючи їх дидактичні функції та прикладну спрямованість навчання:

1. Підготовчі – завдання, мета яких підготувати здобувачів освіти до вивчення нового матеріалу;

2. Завдання на закріплення. До цього типу відносяться завдання, за допомогою яких закріплюють вивчений матеріал: визначення, поняття, формули тощо;

3. Тренувальні – завдання, спрямовані на формування умінь і навичок. У розв'язанні завдань цього типу здобувачам освіти необхідно застосувати відомий алгоритм;

4. Контрольні – завдання, що дозволяють викладачу перевірити рівень засвоєння навчального матеріалу;

5. Завдання пошукового характеру – завдання, що дозволяють викладачу діагностувати розвиток творчих здібностей здобувача освіти;

6. Професійні – завдання, що мають професійний фінансово-економічний зміст;

7. Комплексні – завдання, що об'єднують в собі декілька типів»[8, с. 58].

Ці завдання слугують сходинками, які допомагають здобувачам освіти ліквідувати прогалини в знаннях, а також розвивають уміння узагальнювати й аналізувати матеріал. Під час дистанційного навчання ми мали можливість на власному досвіді апробувати засоби активізації практичної роботи здобувачів освіти та визначити їх ефективність. Отже, для проведення практичних занять з дисциплін «Вища математика» та «Теорія ймовірностей та математична статистика» були підготовлені методичні рекомендації, у яких усі теми викладені за єдиним методичним принципом, що включає стислий виклад теоретичного матеріалу, детально розв'язані приклади з фінансово-економічним змістом, завдання для самостійного виконання та індивідуальні завдання.

Висновки. Таким чином, для формування професійної компетентності майбутніх фахівців фінансової сфери в умовах інформаційно-освітнього середовища необхідно використовувати комплекс методологічних підходів, що включає компетентнісний, діяльнісний, системний та технологічний підходи, кожен з яких вносить свій внесок у визначення технології (системи цілей, методів, прийомів і форм роботи), які забезпечать формування на високому рівні професійної компетентності майбутнього фахівця на основі діагностики, творчості і наукового пошуку.

Професійна підготовки майбутніх фінансистів в умовах інформаційно-освітнього середовища являє собою не просто сукупність окремих освітніх практик, а цілісну, інтеграційну модель, що базується на синергії педагогічних інновацій та цифрових технологій. Ця модель стратегічно орієнтована на формування висококонкурентного людського капіталу,

здатного ефективно функціонувати в умовах динамічних економічних трансформацій.

Ключовими компонентами професійної підготовки майбутніх фінансистів в умовах інформаційно-освітнього середовища має бути набуття професійно-інструментальної компетентності, суть якої полягає в тому, що здобувачі освіти набувають не лише знань, а й практичних навичок моделювання фінансово-економічних процесів із застосуванням прикладних математичних програм, що усуває психологічний бар'єр перед складними розрахунками. А використання спеціалізованого статистичного програмного забезпечення (Minitab, RStudio, Stata) виводить підготовку на рівень, що відповідає вимогам міжнародних стандартів, забезпечуючи здатність до глибокого статистичного та економетричного аналізу. Наступним компонентом є розвиток професійного мислення, саме, завдяки активізації самостійної роботи (комплексні практичні індивідуальні завдання) та дидактичній класифікації завдань (професійні, пошукові), формується логічне, строге, точне та лаконічне фінансово-економічне мислення. Здобувачі освіти навчаються не просто обчислювати, а візуалізувати та інтерпретувати економічні моделі, що є критичним для прийняття управлінських рішень. Також, слід приділяти увагу організації дистанційного навчання, що забезпечує неперервність освітнього процесу, якісний зворотний зв'язок та можливість групової роботи, що є життєво необхідним в сучасних умовах та заощаджує час викладачів на рутинних операціях (тестування, звітність).

Таким чином, професійна підготовки майбутніх фахівців фінансової сфери в умовах інформаційно-освітнього середовища є ключовим фактором забезпечення якості вищої освіти в Україні. Її реалізація, заснована на системній інтеграції методичних підходів та цифрових інструментів, гарантує підготовку не просто кваліфікованих, а технологічно-грамотних, адаптивних, соціально відповідальних та конкурентоспроможних фахівців, які є рушійною силою інноваційного розвитку національної економіки. Перспективу подальших досліджень убачаємо в удосконаленні методичних підходів впровадження інформаційно-комунікаційних технологій та інноваційних методик навчання у професійну підготовку майбутніх фінансистів відповідно до вимог інформаційно-освітнього середовища.

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ПРОФЕСІОГРАФІЧНИЙ АНАЛІЗ ДІЯЛЬНОСТІ ОФІЦЕРА ОПЕРАТИВНОГО РІВНЯ ЯК ВІЙСЬКОВОГО ЛІДЕРА У СИСТЕМІ ПРОФЕСІЙНОЇ ВІЙСЬКОВОЇ ОСВІТИ: КОМПЕТЕНТНІСНИЙ ПІДХІД

Анотація. У статті обґрунтовано теоретико-методологічні засади професіографічного аналізу діяльності офіцера оперативного рівня як військового лідера у системі професійної військової освіти на основі компетентнісного підходу. Актуальність дослідження зумовлена трансформацією Збройних Сил України, зміною характеру сучасного операційного середовища, досвідом російсько-української війни, зростанням ролі міжвидової взаємодії, оперативного планування, інформаційної стійкості, морально-психологічного забезпечення та відповідального прийняття рішень в умовах невизначеності. Наголошено, що сучасний офіцер оперативного рівня має розглядатися не лише як фахівець штабної діяльності й військового управління, а як військовий лідер, здатний здійснювати відповідальний вплив на підлеглих і колективи, організовувати взаємодію, підтримувати довіру, забезпечувати морально-психологічну стійкість особового складу та досягнення поставленої мети в складному операційному середовищі.

Метою статті є визначення змісту, функцій, умов, професійно важливих якостей і компетентностей офіцера оперативного рівня як військового лідера, а також обґрунтування значення професіографічного аналізу для оновлення змісту професійної військової освіти. Розкрито сутність професіографічного аналізу як наукового інструменту дослідження професійної діяльності, що дає змогу перейти від традиційного опису посадових обов'язків до компетентнісної характеристики професійної готовності офіцера. Визначено поліфункціональний характер діяльності офіцера оперативного рівня, яка охоплює аналітичну, прогностичну, оперативно-планувальну, організаційно-управлінську, комунікативно-штабну, лідерську та рефлексивно-оцінювальну функції.

Обґрунтовано компетентнісну структуру професіограми офіцера оперативного рівня, у якій лідерська компетентність розглядається як системоутворювальна складова професійної готовності. Показано, що вона інтегрує ціннісно-мотиваційний, когнітивно-аналітичний, операційно-діяльнісний, комунікативно-взаємодійний, емоційно-вольовий, етичний і рефлексивно-розвивальний компоненти. З'ясовано практичне значення професіографічного аналізу для уточнення змісту курсів L-3, добору активних методів навчання, зокрема сценарно-орієнтованого навчання, аналізу кейсів, командно-штабних вправ, воєнних ігор, after-action review, наставництва й рефлексивних практик, а також для визначення критеріїв, показників і рівнів розвитку лідерської компетентності офіцерів оперативного рівня.

Ключові слова: офіцер оперативного рівня; військовий лідер; професіографічний аналіз; професіограма; лідерська компетентність; розвиток лідерської компетентності; професійна військова освіта; компетентнісний підхід; курси L-3; стандарти НАТО.

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PROFESSIOGRAPHIC ANALYSIS OF THE ACTIVITIES OF AN OPERATIONAL-LEVEL OFFICER AS A MILITARY LEADER IN THE SYSTEM OF PROFESSIONAL MILITARY EDUCATION: A COMPETENCY-BASED APPROACH

Abstract. The article substantiates the theoretical and methodological foundations of the professiographic analysis of the activities of an operational-level officer as a military leader in the system of professional military education on the basis of a competency-based approach. The relevance of the study is determined by the transformation of the Armed Forces of Ukraine, the changing nature of the modern operational environment, the experience of the Russian-Ukrainian war, the growing importance of joint interaction, operational planning, information resilience, moral and psychological support, and responsible decision-making under conditions of uncertainty. It is emphasized that a modern operational-level officer should be considered not only as a specialist in staff activity and military management, but also as a military leader capable of exercising responsible influence on subordinates and teams, organizing

interaction, maintaining trust, ensuring the moral and psychological resilience of personnel, and achieving the assigned goal in a complex operational environment.

The purpose of the article is to determine the content, functions, conditions, professionally important qualities, and competencies of an operational-level officer as a military leader, as well as to substantiate the significance of professiographic analysis for updating the content of professional military education. The essence of professiographic analysis is revealed as a scientific tool for studying professional activity, which makes it possible to move from a traditional description of official duties to a competency-based characterization of an officer's professional readiness. The polyfunctional nature of the operational-level officer's activity is defined. It includes analytical, prognostic, operational-planning, organizational-managerial, communicative-staff, leadership, and reflective-evaluative functions.

The competency-based structure of the professiogram of an operational-level officer is substantiated, in which leadership competence is considered a system-forming component of professional readiness. It is shown that leadership competence integrates value-motivational, cognitive-analytical, operational-activity, communicative-interactional, emotional-volitional, ethical, and reflective-developmental components. The practical significance of professiographic analysis is clarified for specifying the content of L-3 courses, selecting active learning methods, including scenario-based learning, case analysis, command-post exercises, military games, after-action review, mentoring, and reflective practices, as well as for defining criteria, indicators, and levels of leadership competence development of operational-level officers. The results of the study can be used to improve educational and professional programmes, develop diagnostic tools, design leadership development technologies, and strengthen the connection between the content of professional military education and the real requirements of operational-level military activity.

Keywords: operational-level officer; military leader; professiographic analysis; professiogram; leadership competence; leadership competence development; professional military education; competency-based approach; L-3 courses; NATO standards.

Постановка проблеми. Сучасний етап розвитку Збройних Сил України характеризується глибокою трансформацією системи професійної військової освіти, переосмисленням змісту підготовки офіцерських кадрів та актуалізацією вимог до військового лідерства в умовах російсько-української війни. Зміна характеру сучасного операційного середовища, зростання ролі міжвидової взаємодії, інформаційної стійкості, морально-психологічного забезпечення та відповідального прийняття рішень

вимагають від офіцера оперативного рівня не лише професійних знань і управлінських умінь, а й розвиненої лідерської компетентності.

Особливого значення набуває підготовка офіцерів оперативного рівня, які мають бути здатними виконувати завдання у штабних структурах, брати участь в оперативному плануванні, координувати діяльність військових частин і міжвидових угруповань військ, аналізувати складну оперативну обстановку, діяти в умовах невизначеності та забезпечувати лідерський вплив на підлеглих і колективи. Оперативний рівень військової освіти спрямований на підготовку офіцерів до управління військовими формуваннями, організації взаємодії, координації дій підрозділів, управління ресурсами, логістикою та розроблення складних операцій.

У силабусі курсів офіцерів об'єднаних штабів оперативного рівня L-3 зазначено, що підготовка спрямована на розвиток посадових осіб – лідерів оперативного рівня, здатних розв'язувати складні задачі й проблеми, що характеризуються невизначеністю умов і вимог у сфері управління діями військових частин та міжвидових угруповань військ [1]. Це засвідчує, що сучасна професійна військова освіта має орієнтуватися не лише на передачу знань, а передусім на розвиток здатності офіцера діяти ефективно, відповідально й лідерськи в реальних умовах професійної діяльності.

Саме тому офіцер оперативного рівня має розглядатися не тільки як фахівець військового управління, а як військовий лідер, здатний приймати відповідальні рішення, організовувати взаємодію, підтримувати довіру, морально-психологічну стійкість особового складу та забезпечувати досягнення поставленої мети в умовах дефіциту часу, інформаційної складності й високої відповідальності. Такий підхід узгоджується з положеннями Доктрини військового лідерства у Збройних Силах України, у якій військове лідерство розглядається як концептуальна основа впливу, мотивації, відповідальності та професійної поведінки військового керівника [5].

У цьому контексті професіографічний аналіз набуває важливого наукового й практичного значення. Він дає змогу визначити зміст професійної діяльності офіцера оперативного рівня, її основні функції, типові завдання, умови виконання службово-бойових обов'язків, професійно важливі якості та компетентності, які потребують цілеспрямованого розвитку у системі професійної військової освіти. Водночас сучасні умови військово-професійної діяльності потребують переходу від традиційного опису посадових функцій офіцера до компетентнісної характеристики його професійної готовності.

Отже, наукова проблема полягає в необхідності теоретико-методологічного обґрунтування професіографічної характеристики діяльності

офіцера оперативного рівня як військового лідера та визначення її компетентнісних вимірів у системі професійної військової освіти.

Аналіз останніх досліджень і публікацій. Проблематика професіографічного аналізу діяльності військових фахівців, розвитку професійної компетентності офіцерів та військового лідерства знайшла відображення у працях українських і зарубіжних дослідників, а також у нормативних, доктринальних та освітньо-програмних документах, що регламентують розвиток професійної військової освіти.

Важливе значення для цього дослідження має праця Л. Олійник, у якій професіографічний аналіз діяльності командира взводу військ зв'язку розглянуто на засадах компетентнісного підходу. Дослідниця акцентує увагу на тому, що компетентнісний підхід дає змогу визначити структуру професійної компетентності військового фахівця, професійно важливі якості та напрями його підготовки [2]. Для нашого дослідження ця праця є важливою як методологічна основа професіографічного опису діяльності офіцера, однак її положення потребують адаптації до діяльності офіцера саме оперативного рівня та до проблематики військового лідерства.

Суттєвий внесок у дослідження лідерської компетентності офіцерів зробив О. Бойко. У монографії "Теорія і методика формування лідерської компетентності офіцерів Збройних Сил України" обґрунтовано наукові основи дослідження лідерської компетентності майбутніх офіцерів у вищих військових навчальних закладах, а військове лідерство розглянуто як ціннісну й контекстну основу професійної компетентності офіцера [3]. Для нашого дослідження ця праця є важливою насамперед тому, що її положення можуть бути використані для теоретичного осмислення розвитку лідерської компетентності офіцерів оперативного рівня у системі професійної військової освіти.

Питання підготовки військових лідерів у контексті професійної військової освіти та стандартів НАТО розкрито у статті В. Осьодла, Л. Кримець і С. Грилюка. Автори визначають концептуальні засади підготовки військових лідерів до підтримки психологічної готовності особового складу, акцентуючи увагу на багаторівневій системі професійної військової освіти, урахуванні бойового досвіду, стандартів НАТО та інноваційних методів навчання [4]. Це є важливим для розуміння того, що розвиток лідерської компетентності офіцерів оперативного рівня має відбуватися не ізольовано, а в контексті реальних вимог військово-професійної діяльності, бойового досвіду й сучасних освітніх підходів.

Міжнародний контекст проблеми розкривається у документах НАТО та армії США. У Leadership and Ethics Reference Curriculum наголошено на зв'язку лідерства, етики, професійного мислення, самосвідомості та

інтелектуальної взаємосумісності у військовій професії [6]. У документі ADP 6-22 Army Leadership and the Profession лідерство розглядається через призму формування довіри, розвитку підлеглих, відповідальності лідера та досягнення результату [7]. Ці положення підтверджують, що лідерство у військовій сфері має розглядатися не лише як управлінська функція, а як інтегральна професійна здатність, що поєднує етичні, когнітивні, комунікативні, діяльнісні та рефлексивні компоненти.

Практичне значення для професіографічного опису військової діяльності мають праці В. Пасічника, О. Керницького й О. Єсіпової, у яких показано можливості використання професіографічного аналізу для підвищення якості професійної підготовки військових фахівців [8]. Для подальшого емпіричного дослідження рівнів розвитку лідерських якостей значущим є методичний посібник О. Кокуна, І. Пішко, Н. Лозінської та В. Олійник, де подано психодіагностичний інструментарій для комплексної діагностики лідерських якостей військовослужбовців [9].

Разом із тим аналіз наукових джерел засвідчує, що окремі аспекти проблеми досліджені достатньо ґрунтовно: професійна компетентність військових фахівців, лідерська компетентність офіцерів, психолого-педагогічна готовність командирів, стандарти НАТО у сфері професійної військової освіти. Однак недостатньо розробленим залишається питання професіографічного аналізу діяльності саме офіцера оперативного рівня як військового лідера.

Потребують подальшого наукового обґрунтування такі аспекти: зміст професійної діяльності офіцера оперативного рівня в контексті військового лідерства; структура його професійних функцій як суб'єкта військового управління; компетентнісні вимоги до офіцера оперативного рівня у системі професійної військової освіти; місце лідерської компетентності у професіограмі офіцера оперативного рівня; зв'язок між професіографічним аналізом, змістом курсів L-3, активними методами навчання та розвитком лідерської компетентності.

Мета статті – обґрунтувати теоретико-методологічні засади професіографічного аналізу діяльності офіцера оперативного рівня як військового лідера у системі професійної військової освіти на основі компетентнісного підходу.

Для досягнення поставленої мети визначено такі завдання: розкрити сутність професіографічного аналізу як наукового інструменту дослідження професійної діяльності офіцера оперативного рівня; визначити основні функції та типові професійні завдання офіцера оперативного рівня як військового лідера; обґрунтувати компетентнісні вимоги до офіцера оперативного рівня у системі професійної військової освіти; визначити

місце лідерської компетентності у структурі професійної готовності офіцера оперативного рівня; окреслити значення професіографічного аналізу для уточнення змісту курсів L-3, добору активних методів навчання, визначення критеріїв, показників і рівнів розвитку лідерської компетентності.

Виклад основного матеріалу. Професіографічний аналіз діяльності офіцера оперативного рівня як військового лідера доцільно здійснювати на засадах компетентнісного підходу, оскільки саме він дає змогу перейти від опису окремих посадових обов'язків до визначення інтегрованої системи здатностей, необхідних для ефективної професійної діяльності в умовах сучасного операційного середовища. У науковій літературі професіограма розглядається як систематизований опис вимог до професійної діяльності фахівця, його особистісних якостей, професійно важливих характеристик, компетентностей і умов виконання професійних завдань [2; 8].

У межах цього дослідження професіографічний аналіз діяльності офіцера оперативного рівня розглядаємо як науковий інструмент виявлення змісту, структури, функцій, умов і компетентнісних вимог до професійної діяльності офіцера, який виконує завдання військового управління на оперативному рівні. Такий аналіз має не лише описове, а й прогностичне значення, оскільки дозволяє визначити, які саме компетентності потребують цілеспрямованого розвитку у системі професійної військової освіти.

Об'єктом професіографічного аналізу у цій статті є діяльність офіцера оперативного рівня як військового лідера, а предметом – її компетентнісні виміри, що визначають зміст професійної готовності офіцера до виконання управлінських, аналітичних, організаційних, комунікативних і лідерських функцій.

Діяльність офіцера оперативного рівня має поліфункціональний характер. Вона не обмежується виконанням вузькопрофесійних або адміністративних завдань, а охоплює комплекс управлінських, аналітичних, прогностичних, комунікативних, організаційних, етичних і рефлексивних дій. У цьому полягає її принципова відмінність від діяльності офіцера нижчих рівнів військового управління.

Офіцер оперативного рівня має бути здатним аналізувати оперативну обстановку, визначати ризики, прогнозувати можливі варіанти розвитку подій, брати участь у плануванні операцій, організовувати взаємодію між різними суб'єктами військового управління, забезпечувати комунікацію в штабних структурах, підтримувати стійкість особового складу та відповідати за наслідки управлінських рішень. Зміст курсів L–3 зорієнтований на розвиток здатності до оперативного планування, міжвидової взаємодії, штабної роботи, критичного мислення та лідерства [1].

Професійна діяльність офіцера оперативного рівня здійснюється в умовах високої динаміки, невизначеності, інформаційної насиченості, дефіциту часу, психологічного напруження та підвищеної відповідальності за наслідки рішень. Саме ці умови зумовлюють потребу у розвитку лідерської компетентності як інтегральної професійної здатності.

Для офіцера оперативного рівня характерними є такі умови діяльності: невизначеність оперативної обстановки; дефіцит часу; багатосуб'єктність військового управління; психологічне навантаження; інформаційно-комунікативна складність; необхідність підтримання морально-психологічної стійкості особового складу.

У таких умовах лідерство не може бути зведене до формальної посади або адміністративного контролю, оскільки воно передбачає здатність впливати, мотивувати, підтримувати довіру, приймати рішення і відповідати за їх наслідки.

У цьому аспекті важливим є положення про те, що професіографічне дослідження має враховувати прийом і переробку інформації в умовах перешкод, дефіциту часу, а також аналіз помилок, зривів і функціональних характеристик людини, які втрачають ефективність у ситуаціях надмірної напруженості [2]. Для нашого дослідження це є підставою для висновку, що лідерська компетентність офіцера оперативного рівня має охоплювати не лише управлінські вміння, а й емоційно-вольову стійкість, здатність до саморегуляції, рефлексії та відповідального прийняття рішень.

Функціональна характеристика діяльності офіцера оперативного рівня як військового лідера може бути представлена через сукупність взаємопов'язаних функцій.

Таблиця 1

Функції діяльності офіцера оперативного рівня як військового лідера

Функція діяльності	Зміст функції	Компетентнісний вимір
Аналітична	Аналіз оперативної обстановки, загроз, ризиків, ресурсів, дій противника і власних сил.	Критичне мислення, системний аналіз, інформаційна грамотність.
Прогностична	Передбачення розвитку ситуації, оцінювання варіантів дій і можливих наслідків рішень.	Оперативне мислення, прогнозування, оцінювання ризиків.
Оперативно-планувальна	Участь у плануванні операцій, розробленні замислу, визначенні способів дій.	Оперативно-управлінська компетентність.

Функція діяльності	Зміст функції	Компетентнісний вимір
Організаційно-управлінська	Постановка завдань, координація, контроль і коригування дій.	Управлінська компетентність, відповідальність.
Комунікативно-штабна	Забезпечення взаємодії між штабами, підрозділами, партнерами та союзниками.	Комунікативна, міжособистісна і мовна компетентності.
Лідерська	Вплив на підлеглих, підтримання довіри, мотивації та морально-психологічної стійкості.	Лідерська, етична, ціннісно-мотиваційна компетентності.
Рефлексивно-оцінювальна	Аналіз результатів діяльності, помилок, уроків досвіду, коригування подальших дій.	Рефлексивна компетентність, здатність до навчання.

Наведені функції дають змогу розглядати офіцера оперативного рівня не лише як виконавця професійних завдань, а як військового лідера, який забезпечує узгодження цілей, рішень, дій і відповідальності в межах складної системи військового управління. Аналітична функція забезпечує здатність офіцера осмислювати оперативну обстановку, розпізнавати загрози, оцінювати ризики й визначати чинники, що впливають на ухвалення рішень. Прогностична функція пов’язана з передбаченням можливих варіантів розвитку ситуації, оцінюванням наслідків рішень і вибором доцільних способів дій.

Оперативно-планувальна функція відображає участь офіцера в розробленні замислу операції, плануванні бойового застосування сил і засобів, визначенні етапів виконання завдань, узгодженні дій підрозділів і штабів. Організаційно-управлінська функція передбачає постановку завдань, організацію взаємодії, контроль виконання, коригування дій і відповідальність за досягнення результатів.

Комунікативно-штабна функція має особливе значення в умовах багатосуб’єктного управління, коли ефективність дій залежить від чіткості комунікації, узгодженості рішень, здатності до взаємодії з представниками різних видів і родів військ, партнерських структур, союзників та інших суб’єктів безпекового середовища. Лідерська функція забезпечує здатність офіцера здійснювати вплив, підтримувати довіру, мотивувати особовий склад, формувати відповідальність і зберігати морально-психологічну стійкість колективу. Рефлексивно-оцінювальна функція спрямована на аналіз результатів діяльності, засвоєння уроків досвіду, виявлення помилок і коригування подальших дій.

Професіограма офіцера оперативного рівня як військового лідера має відображати не перелік окремих знань і навичок, а цілісну систему компетентностей, необхідних для ефективної діяльності у сфері військового управління. Компетентнісний підхід у цьому контексті дозволяє визначити не лише те, що офіцер має знати, а передусім те, що він має бути здатним виконувати в реальних умовах професійної діяльності.

На основі аналізу змісту діяльності офіцера оперативного рівня доцільно виокремити такі блоки компетентностей.

Наведена компетентнісна структура засвідчує, що лідерська компетентність не може бути зведена лише до особистісних якостей офіцера. Вона має інтегративний характер і поєднує ціннісно-мотиваційний, когнітивний, операційно-діяльнісний, комунікативний, етичний, емоційно-вольовий та рефлексивний компоненти.



Рис. 1. Компетентнісна структура професіограми офіцера оперативного рівня

У професіограмі офіцера оперативного рівня лідерська компетентність має системоутворювальне значення. Це зумовлено тим, що саме лідерство забезпечує перехід від формального управління до відповідального впливу на людей, процеси й результати діяльності. Офіцер

оперативного рівня як військовий лідер має бути здатним формувати бачення й доводити його до підлеглих; організовувати колективну діяльність у складних умовах; підтримувати морально-психологічну стійкість особового складу; приймати рішення в умовах невизначеності; забезпечувати довіру і відповідальність; комунікувати чітко, етично й переконливо; аналізувати результати діяльності та навчатися на основі досвіду; діяти відповідно до цінностей військової служби та професійної етики.

Лідерська компетентність офіцера оперативного рівня має розглядатися як інтегральна професійна здатність, що розвивається у процесі професійної військової освіти, службово-бойового досвіду, рефлексії, роботи в команді, прийняття управлінських рішень та виконання завдань в умовах невизначеності. Її розвиток не може бути обмежений лише засвоєнням теоретичних знань про лідерство, оскільки передбачає поєднання ціннісно-мотиваційного, когнітивно-аналітичного, операційно-діяльнісного, комунікативного, етичного, емоційно-вольового та рефлексивного компонентів.

У сучасній військовій освіті лідерство дедалі частіше розглядається у взаємозв'язку з етикою, професійною відповідальністю та здатністю до прийняття рішень. NATO Leadership and Ethics Reference Curriculum спрямований на посилення інтелектуальної та професійної взаємосумісності у сфері військової професії, а також на розвиток лідерів через етичну культуру, самосвідомість, прийняття рішень і професійне мислення [6].

Подібний підхід відображено і в ADP 6-22 Army Leadership and the Profession, де лідерство розглядається як професійна діяльність, пов'язана з формуванням довіри, розвитком підлеглих, досягненням результату та відповідальністю лідера перед організацією і професією [7]. Отже, лідерська компетентність офіцера оперативного рівня має розглядатися не як окремий компонент, а як інтегративний центр його професійної готовності.

Професіографічний аналіз має безпосереднє значення для вдосконалення професійної військової освіти. Він дозволяє уточнити цілі підготовки офіцерів оперативного рівня – не лише як фахівців штабної діяльності, а як військових лідерів; оновити зміст освітніх програм і L-курсів відповідно до реальних вимог військово-професійної діяльності; визначити критерії, показники й рівні розвитку лідерської компетентності; обґрунтувати доцільність використання активних освітніх технологій.

До таких технологій належать сценарно-орієнтоване навчання, аналіз кейсів, командно-штабні вправи, воєнні ігри, after-action review, робота в синдикатах, наставництво й рефлексивні практики. Методологія курсу L-3

передбачає активну участь слухачів у навчанні, обмін досвідом, критичне осмислення складних процесів, виконання індивідуальних і колективних завдань, що прямо узгоджується з потребою розвитку лідерської компетентності [1].

У статті В. Осьодла, Л. Кримець і С. Грилюка наголошено на необхідності підготовки військових лідерів до підтримки психологічної готовності особового складу з урахуванням стандартів НАТО та вимог професійної військової освіти [4]. Це підтверджує актуальність включення морально-психологічної, комунікативної та лідерської складових до професіограми офіцера оперативного рівня.

Водночас психодіагностичний інструментарій, запропонований О. Кокуном, І. Пішко, Н. Лозінською та В. Олійник, може бути використаний для подальшого емпіричного вивчення рівнів розвитку лідерських якостей військовослужбовців, що є важливим для оцінювання ефективності освітніх впливів у системі професійної військової освіти [9].

Окремо слід зазначити, що програма НАТО DEEP розглядає реформування професійної військової освіти через розвиток навчальних програм, викладацького потенціалу, сучасних методів навчання, критичного мислення та інституційної адаптації [10]. Це створює методологічне підґрунтя для поєднання національного бойового досвіду, стандартів НАТО та компетентнісного підходу в підготовці офіцерів оперативного рівня.

Таким чином, професіографічний аналіз діяльності офіцера оперативного рівня як військового лідера дозволяє не лише описати зміст його професійної діяльності, а й визначити ті компетентнісні виміри, які мають бути покладені в основу розвитку лідерської компетентності у системі професійної військової освіти. Його результати можуть бути використані для уточнення змісту курсів L-3, добору активних методів навчання, розроблення критеріїв і показників оцінювання, а також для подальшого обґрунтування педагогічних умов розвитку лідерської компетентності офіцерів оперативного рівня.

Висновки. Проведений аналіз дає підстави сформулювати такі висновки.

По-перше, професіографічний аналіз діяльності офіцера оперативного рівня є важливим науковим інструментом визначення змісту, функцій, умов, професійно важливих якостей і компетентностей, необхідних для ефективного виконання завдань військового управління.

У системі професійної військової освіти він виконує не лише описову, а й конструктивно-прогностичну функцію, оскільки дозволяє уточнити цілі, зміст, критерії та очікувані результати підготовки офіцерів оперативного рівня.

По-друге, обґрунтовано, що офіцер оперативного рівня має розглядатися не тільки як фахівець оперативного планування і штабної діяльності, а як військовий лідер, здатний діяти в умовах невизначеності, дефіциту часу, інформаційної складності, психологічного напруження та підвищеної відповідальності за наслідки управлінських рішень.

По-третє, визначено основні функції діяльності офіцера оперативного рівня як військового лідера: аналітичну, прогностичну, оперативно-планувальну, організаційно-управлінську, комунікативно-штабну, лідерську та рефлексивно-оцінювальну. Саме ці функції визначають зміст його професійної готовності та структуру компетентнісних вимог.

По-четверте, обґрунтовано компетентнісну структуру професіограми офіцера оперативного рівня, яка охоплює оперативно-управлінську, аналітико-прогностичну, комунікативно-штабну, лідерську, етичну, рефлексивно-навчальну та взаємосумісну компетентності. Така структура дозволяє розглядати професійну підготовку офіцера як цілісний процес розвитку здатності до ефективної дії у складному операційному середовищі.

По-п’яте, з’ясовано, що лідерська компетентність у професіограмі офіцера оперативного рівня має системоутворювальне значення. Вона інтегрує ціннісно-мотиваційний, когнітивно-аналітичний, операційно-діяльнісний, комунікативно-взаємодійний, емоційно-вольовий, етичний і рефлексивно-розвивальний компоненти професійної готовності офіцера.

По-шосте, професіографічний аналіз діяльності офіцера оперативного рівня має практичне значення для вдосконалення змісту професійної військової освіти, зокрема курсів L-3, визначення критеріїв, показників і рівнів розвитку лідерської компетентності, добору активних методів навчання та вдосконалення освітнього процесу.

Перспективи подальших досліджень полягають у визначенні критеріїв, показників і рівнів розвитку лідерської компетентності офіцерів оперативного рівня; обґрунтуванні педагогічних умов її розвитку на курсах L-3; експериментальній перевірці ефективності сценарно-орієнтованого навчання, командно-штабних вправ, воєнних ігор, after-action review, наставництва та рефлексивних практик.

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ПРОВІДНІ ТЕНДЕНЦІЇ ТРАНСФОРМАЦІЇ МОДЕЛЕЙ ПРОФЕСІЙНОЇ ПІДГОТОВКИ АНДРАГОГІВ У ВІТЧИЗНЯНОМУ ТА ЗАРУБІЖНОМУ ОСВІТНЬОМУ ПРОСТОРІ

Анотація. У статті здійснено теоретичне узагальнення та порівняльний аналіз тенденцій трансформації моделей професійної підготовки андрагогів у вітчизняному й зарубіжному освітньому просторі. Актуальність дослідження зумовлена цифровізацією освіти, поширенням навчання впродовж життя, змінами ринку праці та потребою підготовки фахівців, здатних працювати з дорослими здобувачами в умовах невизначеності. Уточнено співвідношення понять трансформації, модернізації, оновлення та адаптації в контексті професійної підготовки андрагогів. Визначено чинники трансформаційних змін: розвиток цифрових технологій, євроінтеграційні процеси, компетентнісний підхід, зміни професійних ролей андрагога та кризові суспільні обставини. Здійснено класифікацію тенденцій трансформації моделей професійної підготовки андрагогів відповідно до рівнів трансформаційних змін: технологічно-цифрового, структурно-організаційного, педагогічно-компетентнісного, професійно-рольового та контекстно-адаптивного.

Обґрунтовано, що сучасні моделі підготовки андрагогів розвиваються в напрямах цифровізації, гібридизації, упровадження гнучких освітніх траєкторій і мікрокваліфікацій, переорієнтації на результати навчання, розширення професійних ролей та посилення резильєнтнісного виміру освіти дорослих.

Порівняльний аналіз засвідчив, що українські тенденції загалом узгоджуються зі світовими й європейськими підходами, однак набувають специфіки під впливом воєнних викликів, внутрішньої міграції, потреби в психосоціальній підтримці та відновленні громад. Підсумовано, що виявлені зміни засвідчують поступовий перехід від традиційних моделей підготовки фахівців до гнучких, компетентнісно-орієнтованих і відкритих моделей професійної підготовки андрагогів.

Ключові слова: тенденції трансформації, професійна підготовка андрагогів, цифровізація освіти, мікрокваліфікації, компетентнісна трансформація, освіта дорослих.

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KEY TRENDS IN THE TRANSFORMATION OF PROFESSIONAL TRAINING MODELS FOR ANDRAGOGUES IN THE DOMESTIC AND INTERNATIONAL EDUCATIONAL SPHERE

Abstract. This article presents a theoretical overview and comparative analysis of trends in the transformation of professional training models for andragogues in the domestic and international educational spheres. The relevance of the study is driven by the digitization of education, the spread of lifelong learning, changes in the labor market, and the need to train specialists capable of working with adult learners in conditions of uncertainty.

The article clarifies the relationship between the concepts of transformation, modernization, renewal, and adaptation in the context of professional training for andragogues. It identifies the factors driving transformational changes: the development of digital technologies, European integration processes, the competency-based approach, changes in the professional roles of andragogues, and crisis-related social circumstances. A classification of trends in the transformation of andragog training models has been carried out according to the levels of transformational change: technological-digital, structural-organizational, pedagogical-competency-based, professional-role-based, and context-adaptive.

It is substantiated that contemporary models of andragog training are evolving in the directions of digitalization, hybridization, the introduction of flexible educational pathways and micro-qualifications, a reorientation toward learning outcomes, the expansion of professional roles, and the strengthening of the resilience dimension of adult education. A comparative analysis has shown that Ukrainian trends generally align with global and European approaches, yet take on specific characteristics under the influence of military challenges, internal migration, and the need for psychosocial support. It is concluded that the identified changes indicate a gradual transition from traditional models of professional training to flexible, competency-based, and open models of professional training for andragogues.

Keywords: transformation trends, professional training of andragogues, digitization of education, micro-qualifications, competency-based transformation, adult education.

Постановка проблеми. Трансформація моделей професійної підготовки андрагогів відбувається під впливом соціально-економічних, демографічних і технологічних змін, які в Україні суттєво посилилися в умовах повномасштабної війни. Міграційні процеси, зростання кількості внутрішньо переміщених осіб, структурні зміни ринку праці та потреба у швидкій професійній адаптації дорослого населення актуалізують розвиток гнучких моделей освіти дорослих, спрямованих на перекваліфікацію, підвищення кваліфікації та навчання впродовж життя. За таких обставин освіта дорослих постає важливим механізмом професійної адаптації, соціальної інтеграції та підтримки людського капіталу, що зумовлює активний розвиток неформальної освіти, короткострокових програм навчання й кризово-адаптивних освітніх практик. Відповідно змінюється і професійна роль андрагога: від транслятора знань – до фасилітатора навчання, консультанта з професійного розвитку та модератора індивідуальних освітніх траєкторій. У зв'язку з цим особливої актуальності набуває дослідження провідних тенденцій трансформації моделей професійної підготовки андрагогів у національному та зарубіжному освітньому просторі.

Аналіз останніх досліджень і публікацій. У контексті проблематики нашого наукового пошуку зазначимо, що українськими дослідниками здійснено фундаментальні й прикладні дослідження, спрямовані на: концептуальні, андрагогічні та інституційні засади розвитку освіти дорослого населення (О. Аніщенко, О. Баніт, Л. Лук'янова, Л. Тимчук та ін.); розкриття особливостей підготовки фахівців на андрагогічних засадах (С. Архипова, С. Бабушко, І. Герасимова, М. Гуляєва, М. Дернова, О. Дубасенюк, С. Ізбаш, Т. Калюжна, В. Піддячий, І. Радомський, А. Самко та ін.); тенденції розвитку неперервної освіти в Україні та зарубіжних країнах (Н. Авшенюк, К. Годлевська, О. Огієнко та ін.).

У міжнародному науковому просторі досліджуються питання підготовки фахівців для системи освіти дорослих: Т. Александер (T. Aleksander), П. Джарвіс (P. Jarvis), М. Ноулз (M. Knowles), Ш. Мерріам (S. Merriam). Проблеми цифрової трансформації освіти дорослих, розвитку гнучких освітніх траєкторій і мікрокваліфікацій, компетентнісного та результат-орієнтованого підходів, а також освіти в умовах криз і формування резильєнтності досліджували К.Й. Ротт (K. J. Rott), С. Вілахан (S. Wheelahan), Г. Муді (G. Moodie), С. Гуруккал (S. Gurukkal), К. Аккарі

(C. Akkari), Д. Берде (D. Burde). Водночас недостатньо систематизованим залишається порівняння українських і зарубіжних тенденцій саме в аспекті трансформації моделей професійної підготовки андрагогів.

Мета статті полягає в обґрунтуванні провідних тенденцій трансформації моделей професійної підготовки андрагогів у вітчизняному й зарубіжному освітньому просторі та визначенні специфіки їх прояву в українському контексті.

Виклад основного матеріалу дослідження. У науковому дискурсі трансформацію розглядають як процес якісних і системних змін, що забезпечують перехід певного явища або системи до нового стану функціонування. На відміну від часткових змін, трансформація передбачає не лише оновлення окремих компонентів системи, а й зміну логіки її функціонування та базових принципів організації діяльності [1]. У контексті професійної підготовки андрагогів це означає перехід від традиційних моделей підготовки до гнучких, відкритих, компетентнісно-орієнтованих та індивідуалізованих моделей, здатних реагувати на сучасні виклики освіти дорослих.

Варто зазначити, що трансформація моделей професійної підготовки охоплює модернізацію, оновлення й адаптацію як взаємопов'язані складові системних змін. Сучасне оновлення професійної підготовки андрагогів пов'язане з переходом до суспільства знань, цифрової економіки та концепції навчання впродовж життя [1]. В українському контексті ці процеси посилюються впливом воєнних і соціогуманітарних викликів, що супроводжується переосмисленням функцій освіти дорослих і розвитком нових форм підтримки населення. Особливості трансформації професійної підготовки андрагогів зумовлені специфікою андрагогічної діяльності, орієнтованої на дорослу людину як автономного суб'єкта навчання з власним професійним і життєвим досвідом [2]. Це зумовлює посилення компетентнісного підходу, практико-орієнтованості, міждисциплінарності, інтеграції цифрових технологій і розвитку гнучких освітніх траєкторій.

Для аналізу трансформаційних процесів у системі професійної підготовки андрагогів доцільно застосовувати критерії, що дають змогу оцінити характер і глибину змін. Передусім трансформація проявляється у *змісті професійної підготовки* через оновлення освітніх програм, інтеграцію цифрових технологій та інклюзивних практик, а також розвиток соціально-комунікативних компетентностей і здатності до навчання впродовж життя [2]. Важливим критерієм є також *технології навчання*, які відображають перехід до інтерактивних, цифрових, змішаних і практико-орієнтованих підходів, зокрема дистанційного та змішаного навчання, проєктних методів і цифрових освітніх платформ.

Трансформаційні зміни охоплюють і *організаційні форми професійної підготовки*, що характеризуються гнучкістю освітніх маршрутів, модульною структурою програм, використанням мікрокваліфікацій та поєднанням формальної, неформальної й інформальної освіти [3]. Не менш важливим критерієм є *результати навчання*, які відображають зміщення акценту на професійну мобільність, самоосвіту, критичне мислення та здатність працювати в цифровому та мультикультурному освітньому середовищі.

Трансформація моделей професійної підготовки андрагогів є багатовимірним процесом, зумовленим взаємодією соціально-економічних, освітньо-політичних, технологічних і психолого-педагогічних чинників. Соціально-економічні зміни пов'язані з трансформацією ринку праці, розвитком цифрової економіки та зростанням потреби в навчанні впродовж життя, перекваліфікації й підвищенні кваліфікації дорослого населення. Це зумовлює оновлення змісту професійної підготовки андрагогів і посилення значення цифрової компетентності [2]. В умовах війни особливої актуальності набувають короткострокові програми неформальної освіти, орієнтовані на професійну адаптацію, перекваліфікацію та соціальну інтеграцію внутрішньо переміщених осіб.

Освітньо-політичні чинники пов'язані з розвитком освіти дорослих як стратегічного напряму освітньої політики, євроінтеграційними процесами, поширенням компетентнісного підходу та мікрокваліфікацій [4]. Важливу роль у трансформації професійної підготовки андрагогів відіграють національні рамки кваліфікацій і механізми визнання результатів навчання, що забезпечують гнучкість освітніх траєкторій і безперервність професійного розвитку.

Технологічним чинником трансформації є цифровізація освіти, яка сприяє розвитку дистанційного та змішаного навчання, персоналізації освітнього процесу та актуалізує потребу в розвитку цифрової компетентності андрагогів. Психолого-педагогічні чинники пов'язані з переосмисленням професійної ролі андрагога та орієнтацією на потреби дорослого здобувача освіти. У сучасних умовах освіта дорослих дедалі більше спрямовується на підтримку психологічної стійкості, соціальної адаптації та подолання наслідків кризового досвіду, що посилює значення кризово-адаптивних і підтримувальних підходів. Таким чином, комплексний вплив окреслених чинників зумовлює трансформацію моделей професійної підготовки андрагогів відповідно до сучасних суспільних і освітніх викликів.

Аналіз наукових джерел дає змогу стверджувати, що трансформація моделей професійної підготовки андрагогів має комплексний характер і охоплює взаємопов'язані зміни в технологічному, організаційному, педагогічному та соціальному вимірах. Для систематизації визначених

тенденцій доцільно класифікувати їх за характером трансформаційних змін (рис.).

Тенденції трансформації моделей професійної підготовки андрагогів

Технологічно-цифровий рівень	Структурно-організаційний рівень	Педагогічно-компетентнісний рівень	Професійно-рольовий рівень	Контекстно-адаптивний рівень
•цифровізація •гібридизація	•гнучкі освітні траєкторії (*pathway-підхід*) •мікро-кваліфікації	•компетентнісна трансформація •персоналізація навчання	•фасилітаторська •тьюторська •менторська ролі андрагога	• резильєнтність •психосоціальна підтримка •освіта в умовах криз і відновлення

Рис. 1. Класифікація тенденцій трансформації моделей професійної підготовки андрагогів

Побудовано автором.

Запропонована класифікація має умовний характер, оскільки окреслені тенденції є взаємопов'язаними та взаємозалежними. Водночас вона дає змогу систематизувати основні напрями трансформації моделей професійної підготовки андрагогів і простежити логіку їх розвитку в сучасному освітньому просторі. Розглянемо визначені тенденції детальніше.

Одним із ключових напрямів трансформації моделей професійної підготовки андрагогів є цифровізація освітнього середовища. Традиційні моделі, орієнтовані переважно на аудиторне навчання, поступово трансформуються у цифрово інтегровані освітні середовища, що характеризуються відкритістю, інтерактивністю та гнучкістю. У науковому дискурсі цифрову трансформацію розглядають як багатовимірний процес, що охоплює не лише впровадження цифрових інструментів, а й трансформацію змісту навчання, педагогічних підходів і моделей взаємодії між учасниками освітнього процесу [2]. За таких умов підготовка фахівців переходить від трансляційної моделі до інтерактивних, мережевих і персоналізованих форматів.

Важливим проявом цифровізації є поширення змішаного, дистанційного та гібридного навчання, використання LMS, MOOCs, вебінарів і професійних онлайн-спільнот [2]. Це забезпечує доступність і варіативність освіти дорослих, підтримує індивідуальні освітні траєкторії та концепцію

навчання впродовж життя. Водночас цифровізація змінює професійну діяльність андрагога, посилюючи значення цифрових, комунікативних, фасилітаторських і рефлексивних компетентностей.

Трансформується і зміст професійної підготовки: до структури професійної компетентності інтегруються вміння проєктувати онлайн-курси, здійснювати цифрову фасилітацію, використовувати аналітику навчання та педагогічно доцільно застосовувати інструменти штучного інтелекту. У рамці цифрових компетентностей DigCompEdu [5] акцентовано потребу формування цифрово-педагогічної компетентності, що поєднує цифрову грамотність, критичне мислення та здатність організовувати дистанційне й змішане навчання дорослих. Важливою характеристикою сучасних цифрових моделей є персоналізація навчання через адаптивні системи, мікрокваліфікації та модульну організацію освітнього процесу [6]. Цифрова трансформація водночас супроводжується викликами цифрової нерівності, недостатнього рівня цифрової грамотності та необхідністю оновлення підходів до оцінювання результатів навчання.

У порівняльному вимірі цифровізація є спільною тенденцією для українського й зарубіжного освітнього простору, однак у зарубіжних моделях її переважно пов'язують із персоналізацією та розширенням доступу до освіти, тоді як в Україні вона додатково виконує компенсаторну функцію, забезпечуючи безперервність підготовки в умовах воєнних і соціальних викликів.

Цифровізація створює передумови для поширення гібридних моделей професійної підготовки андрагогів. Якщо раніше освітній процес організовувався переважно в межах окремих форматів, то нині поєднання очного, дистанційного та змішаного навчання стає умовою безперервності й адаптивності освіти дорослих. Гібридизація відображає перехід від уніфікованих моделей до поліформатних і мережевих моделей підготовки, що інтегрують формальну, неформальну та інформальну освіту. Це сприяє формуванню індивідуальних освітніх траєкторій, які поєднують академічну підготовку, мікрокваліфікації, онлайн-курси та навчання на робочому місці. Дослідники [6] підкреслюють, що ефективність гібридних моделей залежить не лише від технічної інфраструктури, а й від інституційної та психологічної готовності учасників освітнього процесу. У професійній підготовці андрагогів це актуалізує потребу в адаптивних змішаних стратегіях, розвитку цифрової та андрагогічної компетентностей і впровадженні компетентнісно орієнтованого оцінювання.

У порівняльному вимірі гібридизація в українському та зарубіжному контекстах виконує спільну функцію забезпечення безперервності та варіативності навчання. Водночас у зарубіжній практиці вона розглядається

переважно як інструмент інституційної модернізації, тоді як в Україні додатково виконує кризово-адаптивну функцію, забезпечуючи доступність освіти в умовах воєнних і соціальних викликів.

Зазначені технологічні й організаційні зміни створюють підґрунтя для розвитку гнучких освітніх траєкторій. Якщо цифровізація та гібридизація визначають середовище й формати підготовки, то підхід гнучких освітніх траєкторій (*pathway-підхід*) і мікрокваліфікації конкретизують механізми індивідуального просування дорослого здобувача в освіті та професійному розвитку. Pathway-підхід відображає перехід від лінійних і стандартизованих освітніх маршрутів до варіативних моделей професійного розвитку, що враховують попередній досвід, фахові потреби та індивідуальні цілі дорослих здобувачів освіти [7]. Він забезпечує можливість різних способів входження в освіту, поетапного просування та повторного повернення до навчання, що є особливо важливим для дорослих із нелінійним освітнім і професійним досвідом.

Реалізація pathway-підходу ґрунтується на інтеграції формальної, неформальної та інформальної освіти, а також на використанні інструментів освітньої мобільності, зокрема систем накопичення і трансферу кредитів, національних рамок кваліфікацій та процедур визнання попередніх результатів навчання [7]. У цьому контексті структура кваліфікацій і процедури визнання результатів навчання можуть як розширювати, так і обмежувати можливості освітніх переходів і професійної мобільності. Таким чином, pathway-підхід посилює адаптивність професійної підготовки андрагогів та орієнтує її на потреби ринку праці та концепцію навчання впродовж життя.

Суттєву роль у реалізації освітніх траєкторій відіграє поширення мікрокваліфікацій, що відображає перехід до модульної організації освітнього процесу та його орієнтації на чіткі результати навчання. Професійна підготовка дедалі частіше структурується як сукупність короткострокових модулів, спрямованих на формування конкретних компетентностей і швидке реагування на професійні виклики [8].

Мікрокваліфікації розширюють доступ дорослих здобувачів до освіти та професійного розвитку, дають змогу накопичувати результати навчання й конструювати індивідуальні траєкторії професійного розвитку.

Короткострокові програми та цифрові платформи, на яких вони реалізуються, посилюють персоналізацію, цифровізацію та гібридизацію професійної підготовки андрагогів. Ефективність мікрокваліфікацій залежить від якості, узгодженості з кваліфікаційними рамками та наявності механізмів сертифікації; важливу роль у цьому процесі відіграють цифрові «докази навчання» – портфоліо, проєкти та рефлексивні матеріали [4]. Саме

тому мікрокваліфікації виступають практичним інструментом реалізації pathway-підходу, забезпечуючи модульну побудову освітніх маршрутів і можливість оперативного оновлення професійних компетентностей.

Порівняльний аналіз засвідчує, що і в зарубіжних, і в українських моделях pathway-підхід і мікрокваліфікації слугують інструментами персоналізації та модульної організації професійної підготовки. У вітчизняному контексті їхнє значення посилюється потребою швидкої перепідготовки, відновлення перерваних освітніх траєкторій і професійної адаптації дорослого населення в умовах соціальних і воєнних викликів. Важливу роль у цьому процесі відіграє сектор неформальної освіти дорослих, який завдяки організаційній гнучкості здатний оперативно впроваджувати кризово-релевантні мікрокваліфікації та підтримувати безперервність професійного розвитку.

Фрагментація освітнього процесу через поширення мікрокваліфікацій посилює значення компетентнісної трансформації професійної підготовки андрагогів. Відбувається перехід від орієнтації переважно на зміст навчання до фокусування на результатах, виражених у компетентностях, що забезпечує прозорість підготовки, інтеграцію різних освітніх форматів і відповідність кваліфікації вимогам професійної діяльності. У межах компетентнісного підходу підготовка андрагогів орієнтується на формування андрагогічної, комунікативної, фасилітаторської, проєктувальної, цифрової, міжкультурної та рефлексивної компетентностей [9]. Така орієнтація безпосередньо пов’язана з поширенням студент-центрованого навчання, практико-орієнтованих моделей та автентичного оцінювання.

Компетентнісний підхід у цьому вимірі розглядається як рамка проєктування освітнього процесу, що забезпечує узгодженість між цілями, змістом, методами й результатами навчання.

Сучасні дослідження визначають компетентнісно-орієнтовану освіту однією з провідних тенденцій розвитку вищої освіти, спрямованою на підвищення якості професійної підготовки та практичну релевантність результатів навчання. У цьому сенсі компетентнісний підхід інтегрує інші вектори трансформації – цифровізацію, персоналізацію та практико-орієнтованість професійної підготовки. У структурі компетентнісної трансформації професійної підготовки андрагогів особливого значення набуває практико-орієнтований складник, що відображає переорієнтацію освіти дорослих із засвоєння теоретичних знань на формування здатності діяти в реальних професійних ситуаціях. Це зумовлює посилення результато орієнтованого підходу, відповідно до якого ефективність професійної підготовки визначається не обсягом засвоєної інформації, а готовністю фахівця застосовувати знання, досвід і навички в умовах професійної

діяльності. У сучасних моделях підготовки андрагогів зростає значення стажувань, тренінгових форматів, кейс-методів, супервізії, симуляційних технологій та навчання на робочому місці (*work-based learning*), що забезпечують наближення освітнього процесу до реального професійного середовища [10].

В українських реаліях значення практико-орієнтованої підготовки посилюється потребою адаптації освіти дорослих до кризових умов, що актуалізує розвиток компетентностей резильєнтності, кризового менеджменту, психосоціальної підтримки та цифрової взаємодії. У міжнародному дискурсі практико-орієнтованість розглядається як одна з ключових характеристик андрагогіки, оскільки дорослі здобувачі орієнтуються насамперед на практичне застосування результатів навчання й розв'язання професійних проблем [10]. Водночас сучасні андрагогічні підходи дедалі більше спрямовуються на інтеграцію професійного досвіду дорослого здобувача в освітній процес, що посилює значення рефлексії, професійної взаємодії та контекстного навчання. За таких умов практико-орієнтованість виступає не лише методичною характеристикою професійної підготовки, а й важливим чинником адаптивності освіти дорослих до динамічних змін ринку праці та професійного середовища. Вона забезпечує формування професійної мобільності, здатності до розв'язання практичних проблем і безперервного саморозвитку андрагога.

Переорієнтація професійної підготовки на компетентності зумовлює трансформацію професійних ролей андрагога. Традиційна модель викладача як транслятора знань поступово змінюється багатовимірною професійною роллю фасилітатора, тьютора, ментора та організатора цифрового освітнього середовища [11]. Відповідно, ієрархічні моделі педагогічної взаємодії поступаються партнерським і кооперативним формам навчання, а професійна діяльність андрагога дедалі більше поєднує освітню, мотиваційну, консультативну та підтримувальну функції. У порівняльному аспекті трансформація професійної ролі андрагога в обох контекстах пов'язана з переходом від трансляції знань до фасилітації й супроводу індивідуальних освітніх траєкторій, однак в українському освітньому просторі ця роль додатково розширюється функціями соціальної підтримки, медіації та роботи з травматичним досвідом дорослих.

Реконцептуалізація професійної ролі андрагога набуває особливої значущості в умовах нестабільності та криз, що актуалізує орієнтацію на резильєнтність та кризово-адаптивні моделі професійної підготовки. Ця тенденція відображає перехід від нормативно визначених моделей підготовки до гнучких систем, здатних забезпечувати безперервність освіти в умовах невизначеності. Особливо виразно вона проявляється в

українському освітньому просторі під впливом воєнних викликів, внутрішньої міграції та потреби психосоціальної й професійної адаптації дорослого населення.

В умовах повномасштабної війни функції освіти дорослих суттєво розширилися, а центри освіти дорослих трансформуються у простори освітньої та психосоціальної підтримки. У зв'язку з цим професійна підготовка андрагогів має інтегрувати компоненти психологічної підтримки, кризової комунікації та цифрової взаємодії [12]. Тривале перебування дорослих у кризових умовах супроводжується емоційним виснаженням, зниженням мотивації до навчання та потребою в психосоціальній підтримці, що актуалізує розвиток навичок психологічної фасилітації та створення безпечного освітнього середовища. Відповідно, орієнтація на резильєнтність зумовлює трансформацію змісту й форм професійної підготовки андрагогів. До освітніх програм інтегруються компоненти психосоціальної підтримки, кризового менеджменту, медіації та роботи з травмою, а освітній процес дедалі частіше організовується через змішані й дистанційні формати, що забезпечують доступність і безперервність навчання [13]. У такому вимірі освітнє середовище постає не лише простором навчання, а й простором підтримки та соціальної згуртованості.

У міжнародному дискурсі ця тенденція корелює з напрямом *education in emergencies* – «освіта в умовах надзвичайних ситуацій та криз», у межах якого освіта розглядається як інструмент стабілізації та відновлення соціальних зв'язків у кризових регіонах [12]. Сучасні дослідження [13] підкреслюють, що ефективні моделі професійної підготовки мають поєднувати інституційну гнучкість, педагогіку підтримки та розвиток адаптивних навичок.

Отже, у зарубіжному дискурсі [12; 13] орієнтація на резильєнтність переважно пов'язується з концепціями кризової освіти та адаптивності освітніх систем, тоді як в Україні вона набуває значення базової характеристики професійної підготовки андрагогів, поєднуючи психосоціальну підтримку, адаптацію дорослого населення та забезпечення безперервності освіти в умовах війни.

Поряд із визначеними провідними тенденціями у сучасному науковому дискурсі простежуються й інші напрями трансформації моделей професійної підготовки андрагогів, зокрема професіоналізація андрагогічної діяльності, інституціоналізація підготовки андрагогів, інтернаціоналізація освітніх моделей, розвиток міжнародної академічної мобільності та поширення сертифікаційних практик. Зазначені тенденції взаємопов'язані з процесами стандартизації, забезпечення якості освіти та посилення ролі освіти впродовж життя.

Результати порівняльного аналізу дають змогу виокремити спільні та контекстно зумовлені тенденції трансформації моделей професійної підготовки андрагогів у вітчизняному та зарубіжному дискурсах. Систематизація наукових підходів засвідчує, що сучасні зміни охоплюють технологічний, організаційний, компетентнісний і соціально-контекстний рівні цього процесу. Комплексне зіставлення розглянутих підходів наочно відображено в таблиці.

Таблиця 1

Порівняльний аналіз тенденцій трансформації моделей професійної підготовки андрагогів

Тенденція	Українські підходи	Зарубіжні підходи	Узагальнений висновок
Цифровізація освітнього середовища	Посилюється під впливом воєнних викликів і потреби безперервного навчання.	Орієнтована на персоналізацію навчання та підвищення якості освіти.	Забезпечує відкритість, гнучкість і доступність професійної підготовки.
Гібридизація форматів навчання	Виконує кризово-адаптивну функцію забезпечення доступності освіти.	Спрямована на модернізацію та масштабування освітніх моделей.	Поєднання форматів підсилює варіативність й адаптивність освітнього процесу.
Гнучкі освітні траєкторії та мікро-кваліфікації	Орієнтовані на швидку професійну адаптацію та перепідготовку.	Забезпечують модульність і мобільність освітніх маршрутів.	Сприяють персоналізації та безперервності професійного розвитку.
Компетент-нісна трансформація	Охоплює розвиток цифрових, практичних, адаптивних компетентностей.	Фокусується на результатах навчання та відповідності професійним стандартам.	Відображає перехід до результато-орієнтованої моделі підготовки.

Тенденція	Українські підходи	Зарубіжні підходи	Узагальнений висновок
Реконцептуалізація професійної ролі андрагога	Поєднання функцій тьютора, фасилітатора, наставника, організатора освітньої взаємодії.	Посилення ролі ментора, модератора та супровідника навчання.	Відображає перехід від трансляції знань до партнерських і фасилітативних моделей взаємодії.
Резильєнт-ність і кризово-адаптивна підготовка	Зумовлена потребою психосоціальної підтримки в умовах війни та внутрішньої міграції.	Осмислюється в межах освіти в кризових і надзвичайних ситуаціях.	Посилює адаптивну та підтримувальну функції освіти дорослих.

Складено автором.

Таким чином, сукупність визначених тенденцій засвідчує поступовий перехід від традиційних знаннєво-орієнтованих моделей професійної підготовки андрагогів до відкритих, гнучких, компетентнісних і адаптивних моделей професійної підготовки й професійного розвитку, здатних функціонувати в умовах соціальної нестабільності й спрямованих на потреби сучасного суспільства.

Висновки. У результаті дослідження встановлено, що трансформація моделей професійної підготовки андрагогів є системним і багаторівневим процесом, який охоплює зміни в цілях, змісті, організаційних формах, технологіях навчання, очікуваних результатах та професійних ролях андрагога. Провідними тенденціями цього процесу визначено цифровізацію освітнього середовища; гібридизацію форматів навчання; розвиток гнучких освітніх траєкторій і мікрокваліфікацій; компетентнісну трансформацію професійної підготовки, посилення її практико-орієнтованості; реконцептуалізацію професійних ролей андрагога та зростання значення резильєнтності в освіті дорослих.

Порівняльний аналіз засвідчив, що українські тенденції загалом корелюють із зарубіжними підходами до оновлення професійної підготовки андрагогів, демонструючи спільний вектор розвитку в напрямі відкритості, гнучкості, персоналізації та орієнтації на результати навчання. Водночас вітчизняний контекст надає цим трансформаціям виразного кризово-адаптивного характеру, зумовленого воєнними викликами, процесами внутрішньої міграції, потребою в психосоціальній підтримці та необхідністю забезпечення безперервності освіти в умовах нестабільності.

Перспективи подальших пошуків полягають у поглибленні порівняльного аналізу моделей професійної підготовки андрагогів у різних освітніх контекстах, уточненні тенденцій їх трансформації та вивченні

впливу сучасних соціальних і технологічних змін на розвиток освіти дорослих.

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КУЛЬТУРА СПІЛКУВАННЯ ЯК СКЛАДОВА ФОРМУВАННЯ СОЦІАЛЬНО-КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ПЕДАГОГІВ

Анотація. У статті розкрито сутність культури спілкування як важливої складової формування соціально-комунікативної компетентності майбутніх педагогів у системі професійної освіти. Обґрунтовано актуальність проблеми в умовах сучасних соціально-економічних змін, розвитку інформаційного простору та підвищення вимог до професійної підготовки педагогічних кадрів. Зазначено, що культура спілкування є інтегративною характеристикою особистості, яка охоплює систему комунікативних знань, умінь, навичок, морально-етичних цінностей і здатність до ефективної міжособистісної взаємодії.

Проаналізовано наукові підходи до визначення структури культури спілкування та охарактеризовано її основні компоненти: когнітивний, емоційно-ціннісний, комунікативно-діяльнісний, емоційно-регулятивний і рефлексивний. Встановлено, що цілісний розвиток зазначених компонентів забезпечує ефективність професійної комунікації, сприяє формуванню професійного іміджу майбутнього педагога, розвитку толерантності, емпатії, здатності до співпраці та конструктивного розв’язання конфліктів.

Особливу увагу приділено ролі технологій партнерства у формуванні соціально-комунікативної компетентності майбутніх учителів. Визначено, що педагогіка партнерства ґрунтується на принципах взаємоповаги, довіри, співробітництва та діалогічної взаємодії між учасниками освітнього процесу. Використання інтерактивних методів навчання, групової роботи, дискусій, проєктної діяльності та комунікативних практик сприяє розвитку культури професійного спілкування здобувачів освіти.

У результаті дослідження доведено, що формування культури спілкування є важливою умовою професійного становлення майбутніх педагогів, підвищення ефективності їхньої професійної діяльності та розвитку соціально-комунікативної компетентності в умовах сучасного освітнього середовища.

Ключові слова. Культура спілкування, соціально-комунікативна компетентність, майбутні вчителі, професійне спілкування, комунікативна компетентність, педагогічна взаємодія, технології партнерства, професійна підготовка, комунікативна культура, педагогічна освіта.

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COMMUNICATION CULTURE AS A COMPONENT OF FORMING SOCIAL AND COMMUNICATIVE COMPETENCE IN FUTURE EDUCATORS

Abstract. The article reveals the essence of communication culture as an important component in the formation of social and communicative competence of future teachers within the system of professional education. The relevance of the problem is substantiated in the context of modern socio-economic transformations, the development of the information space, and the increasing requirements for professional training of педагогical specialists. It is emphasized that communication culture is an integrative characteristic of personality that includes communicative knowledge, skills, abilities, moral and ethical values, and the capacity for effective interpersonal interaction.

The scientific approaches to defining the structure of communication culture are analyzed, and its main components are characterized, namely: cognitive, emotional-value, communicative-activity, emotional-regulatory, and reflexive components. It is established that the comprehensive development of these components ensures the effectiveness of professional communication, contributes to the formation of the professional image of a future teacher, and promotes tolerance, empathy, cooperation skills, and constructive conflict resolution.

Particular attention is paid to the role of partnership technologies in the formation of social and communicative competence of future teachers. It is determined that partnership pedagogy is based on the principles of mutual respect, trust, cooperation, and dialogical interaction among participants in the educational process. The use of interactive teaching methods, group work, discussions, project activities, and communicative practices contributes to the development of professional communication culture among students.

The study proves that the formation of communication culture is an important condition for the professional development of future teachers,

increasing the effectiveness of their professional activity, and developing social and communicative competence in the modern educational environment.

Keywords: communication culture, social and communicative competence, future teachers, professional communication, communicative competence, pedagogical interaction, partnership technologies, professional training, communicative culture, pedagogical education.

Постановка проблеми Сучасний етап розвитку суспільства характеризується зростанням ролі комунікації у всіх сферах професійної діяльності, що зумовлено інтенсивними соціально-економічними змінами, розвитком інформаційного простору та підвищенням вимог до професійної мобільності фахівців. У цих умовах культура спілкування стає важливою складовою загальної та професійної компетентності особистості, визначає ефективність міжособистісної взаємодії, рівень професійної культури та успішність самореалізації у професійному середовищі.

Особливої актуальності проблема формування культури спілкування набуває у системі вищої педагогічної освіти, метою якої є підготовка кваліфікованих фахівців, здатних до продуктивної комунікації в колективі, дотримання етичних норм професійного спілкування та конструктивної взаємодії. Недостатній рівень сформованості культури спілкування у здобувачів вищої освіти може призводити до труднощів у професійній адаптації, зниження якості виконання професійних обов'язків і виникнення конфліктних ситуацій.

Актуальність дослідження зумовлена також наявністю суперечностей між об'єктивною потребою суспільства у фахівцях із високим рівнем культури професійного спілкування та недостатньою розробленістю її формування у процесі навчання. У практиці закладів вищої освіти часто спостерігається переважання професійної підготовки над розвитком комунікативних умінь і навичок, що потребує цілеспрямованого педагогічного впливу та вдосконалення методичного забезпечення освітнього процесу.

У зв'язку з цим особливої ваги набуває проблема визначення психолого-педагогічних основ, форм, методів і засобів формування культури спілкування, ролі викладача й освітнього середовища, а також шляхів інтеграції комунікативної культури у зміст професійних дисциплін і розвитку здатності до самоосвіти та самовиховання здобувачів освіти.

Отже, дослідження формування культури спілкування є своєчасним і соціально значущим, оскільки спрямоване на підвищення якості професійної підготовки, розвиток особистості майбутнього фахівця та забезпечення його конкурентоспроможності на сучасному ринку праці.

Аналіз останніх досліджень та публікацій. Проблематика культури спілкування та формування соціально-комунікативної компетентності

майбутніх педагогів перебуває в центрі уваги багатьох вітчизняних та зарубіжних науковців.

Теоретико-методологічні засади професійної комунікації та педагогічної взаємодії ґрунтовно досліджено у працях таких українських учених, як Н. Волкова, О. Галіцан, О. Ковальова, В. Ковальчук, О. Комар, Г. Товканець, Л. Гусак та ін. Питання розвитку загальної культури мовлення та комунікативної поведінки вчителів висвітлено в роботах А. Богуш, О. Семеног та Ф. Бацевича.

У зарубіжній педагогічній та психологічній науці (зокрема європейській та американській) дослідженням соціальних комунікацій, міжособистісної взаємодії та компетентнісного підходу в освіті присвячено праці Дж. Равена (J. Raven), Ю. Габермаса (J. Habermas), Д. Хаймса (D. Hymes), М. Байрама (M. Byram), К. Рубіна (K. Rubin) та Е. Шейна (E. Schein). У їхніх концепціях комунікативна культура розглядається як ключовий інструмент успішної соціалізації та професійної адаптації фахівця в динамічному освітньому середовищі». Попри наявність ґрунтовних праць із педагогічної комунікації, поза увагою дослідників залишається цілісний механізм взаємозв'язку між розвитком культури спілкування як внутрішньої інтегративної якості та її безпосереднім переходом у практичну соціально-комунікативну компетентність магістрантів в умовах реалізації технологій партнерства.

Метою статті є теоретичне обґрунтування структури культури спілкування майбутніх педагогів та методичне обґрунтування ефективності технологій педагогічного партнерства у процесі формування їхньої соціально-комунікативної компетентності.

Виклад основного матеріалу дослідження. У сучасному суспільстві, яке характеризується інтенсивними соціальними та професійними взаємодіями, культура спілкування набуває особливої актуальності. Вона є важливою складовою загальної культури особистості та необхідною умовою ефективної професійної діяльності. У процесі глобалізації, розвитку інформаційних технологій і зростання вимог до професійної мобільності фахівця особливого значення набуває здатність до конструктивної, етичної та результативної комунікації [1].

Спілкування є базовою формою взаємодії людей, що забезпечує обмін інформацією, формування міжособистісних відносин, взаєморозуміння та координацію спільної діяльності. Воно виконує не лише інформаційну, а й соціальну, регулятивну та виховну функції, сприяючи засвоєнню соціального досвіду та норм поведінки. У професійному середовищі спілкування виступає важливим чинником організації діяльності, прийняття

управлінських рішень і формування позитивного психологічного клімату в колективі [2].

Культура спілкування трактується як інтегративна характеристика особистості, що поєднує знання про норми й правила комунікативної взаємодії, уміння та навички ефективного спілкування, а також морально-етичні цінності та особистісні якості. Вона виявляється у здатності людини логічно й грамотно висловлювати власні думки, уважно слухати співрозмовника, поважати його позицію, дотримуватися мовленнєвого етикету та загальноприйнятих норм поведінки [3].

У педагогічній науці культура спілкування розглядається як результат виховання і навчання, що формується в процесі цілеспрямованої освітньої діяльності. Вона охоплює мовленнєву культуру, комунікативну компетентність, емоційну стриманість, толерантність, уміння запобігати та конструктивно розв'язувати конфліктні ситуації.

Важливого значення у процесі формування культури спілкування майбутніх учителів набувають технології партнерства, які ґрунтуються на принципах взаємоповаги, співробітництва, довіри та діалогічної взаємодії між усіма учасниками освітнього процесу. Використання технологій партнерства сприяє розвитку соціально-комунікативної компетентності здобувачів освіти, формуванню в них уміння ефективно взаємодіяти в колективі, вести конструктивний діалог, досягати взаєморозуміння та спільно розв'язувати професійні завдання.

Соціально-комунікативна компетентність майбутнього вчителя-магістра передбачає здатність до професійного спілкування, педагогічної взаємодії, толерантного ставлення до співрозмовника та дотримання етичних норм професійної діяльності. Вона формується у процесі активної комунікативної діяльності, участі у дискусіях, групових формах роботи, проєктній діяльності та інших інтерактивних методах навчання, що реалізуються засобами педагогіки партнерства.

Технології партнерства забезпечують створення сприятливого освітнього середовища, у якому здобувачі освіти мають можливість виявляти ініціативу, висловлювати власну позицію, розвивати навички міжособистісної взаємодії та відповідальності за результати спільної діяльності. У таких умовах культура спілкування виступає не лише показником загальної культури особистості, а й важливою складовою професійної компетентності майбутнього педагога.

Професійна діяльність у більшості галузей пов'язана з постійною взаємодією між людьми. Від рівня сформованості культури спілкування значною мірою залежить ефективність виконання професійних обов'язків, якість ділових і міжособистісних відносин, авторитет фахівця та його

професійний імідж. Уміння налагоджувати контакт, аргументовано відстоювати власну позицію, коректно реагувати на зауваження та працювати в команді є невід'ємними складниками професійної компетентності [4].

Особливе значення культура спілкування має для професій типу «людина — людина», де результат діяльності безпосередньо залежить від якості комунікативної взаємодії. У таких професіях важливими є не лише фахові знання, а й уміння співпереживати, проявляти доброзичливість, дотримуватися професійної етики та моральних норм. Культура професійного спілкування передбачає відповідальність за власні слова й дії, повагу до партнерів по спілкуванню та здатність підтримувати конструктивний діалог [3].

Формування культури спілкування розглядається як важливе педагогічне завдання, що реалізується через зміст навчальних дисциплін, організацію освітнього процесу, використання інтерактивних методів навчання та створення сприятливого освітнього середовища. Значну роль у цьому процесі відіграє особистість викладача, стиль його педагогічного спілкування, здатність бути прикладом високої культури мовлення та професійної поведінки [5].

Високий рівень культури спілкування сприяє успішній професійній самореалізації, підвищенню ефективності праці, формуванню позитивних міжособистісних відносин і запобіганню конфліктам. Натомість її недостатня сформованість може призводити до труднощів у професійній взаємодії, зниження мотивації та професійного вигорання. Саме тому формування культури спілкування є важливою складовою методики професійного навчання.

Отже, культура спілкування є необхідною умовою ефективної професійної діяльності та важливим показником рівня професійної підготовки майбутніх фахівців. Вона поєднує комунікативні знання, уміння, навички й особистісні якості, що забезпечують етичну, результативну та соціально значущу взаємодію у професійному середовищі.

Культура спілкування особистості є складним багатокомпонентним утворенням, яке формується у процесі соціалізації, навчання та професійної діяльності. Вона не обмежується лише володінням мовленнєвими засобами, а охоплює систему знань, умінь, навичок, ціннісних орієнтацій і особистісних якостей, що забезпечують ефективну та етичну взаємодію між людьми.

У педагогічній науці культура спілкування розглядається як інтегративна характеристика особистості, що відображає рівень її загальної та професійної культури [1].

Аналіз науково-педагогічних джерел дає підстави стверджувати, що структура культури спілкування включає кілька взаємопов'язаних компонентів, кожен з яких виконує певну функцію у процесі комунікативної взаємодії. Ці компоненти не існують ізольовано, а перебувають у постійній взаємодії, забезпечуючи цілісність і результативність спілкування.

Одним із провідних компонентів культури спілкування є когнітивний (змістовий) компонент, який охоплює систему знань про сутність спілкування, його види, функції, норми та правила. До нього належать знання про мовленнєвий етикет, морально-етичні норми поведінки, особливості міжособистісної та професійної комунікації. Саме цей компонент забезпечує усвідомленість комунікативних дій та здатність орієнтуватися в різних ситуаціях спілкування [2].

Важливе місце у структурі культури спілкування посідає емоційно-ціннісний компонент, який відображає ставлення особистості до інших людей і до самого процесу спілкування. Він включає такі якості, як доброзичливість, толерантність, емпатія, повага до співрозмовника, готовність до співпраці. Емоційно-ціннісний компонент визначає гуманістичну спрямованість спілкування та сприяє встановленню позитивних міжособистісних відносин [3].

Наступним складником є поведінково-діяльнісний (комунікативно-операційний) компонент, який охоплює практичні уміння й навички спілкування. До нього належать уміння чітко й логічно висловлювати думки, слухати співрозмовника, аргументувати власну позицію, вести діалог, запобігати конфліктам і конструктивно їх розв'язувати. Саме цей компонент забезпечує реалізацію знань і цінностей у реальній комунікативній діяльності [4].

У структурі культури спілкування також виділяють рефлексивний компонент, що виявляється у здатності особистості аналізувати власну комунікативну поведінку, оцінювати її ефективність, усвідомлювати помилки та прагнути до самовдосконалення. Рефлексія сприяє розвитку самоконтролю, відповідальності за власні слова й дії, а також формуванню потреби у постійному підвищенні рівня комунікативної культури [1].

Зазначені компоненти культури спілкування тісно пов'язані між собою та взаємно зумовлюють один одного. Недостатній розвиток хоча б одного з них негативно впливає на загальний рівень культури спілкування особистості. Наприклад, наявність ґрунтовних знань без сформованих практичних умінь або позитивних ціннісних установок не забезпечує ефективної комунікації.

У професійному контексті структура культури спілкування набуває особливого значення, оскільки визначає здатність майбутнього фахівця

взаємодіяти з колегами, керівництвом, клієнтами та партнерами. Високий рівень сформованості всіх компонентів культури спілкування сприяє успішній професійній адаптації, підвищенню ефективності діяльності та формуванню позитивного професійного іміджу [5].

У системі професійного навчання формування структури культури спілкування особистості має здійснюватися комплексно, з урахуванням вікових, індивідуальних і професійних особливостей здобувачів освіти. Освітній процес повинен бути спрямований не лише на засвоєння теоретичних знань, а й на розвиток ціннісних орієнтацій, практичних комунікативних умінь і здатності до рефлексії.

Отже, культура спілкування особистості має складну структуру, що включає когнітивний, емоційно-ціннісний, поведінково-діяльнісний та рефлексивний компоненти. Їх цілісний розвиток є необхідною умовою ефективної міжособистісної та професійної взаємодії, а також важливим завданням методики професійного навчання.

Культура спілкування особистості є складним соціально-психологічним і педагогічним утворенням, що відображає рівень сформованості її комунікативної діяльності, моральних цінностей і професійної зрілості. У сучасній педагогічній науці культура спілкування розглядається не як окрема навичка, а як цілісна система взаємопов'язаних компонентів, що забезпечують ефективну взаємодію людини з соціальним і професійним середовищем [6].

Структура культури спілкування формується впродовж усього життя особистості під впливом виховання, освіти, соціального досвіду та професійної діяльності. Вона відображає здатність людини усвідомлено будувати комунікативну поведінку відповідно до норм моралі, етики та професійних вимог. У педагогічних дослідженнях підкреслюється, що культура спілкування є показником не лише мовленнєвої підготовленості, а й рівня духовного розвитку особистості [7].

Одним із базових компонентів культури спілкування є когнітивний компонент, який охоплює систему знань про спілкування як соціальне явище. До нього належать уявлення про правила міжособистісної взаємодії, норми мовленнєвого етикету, особливості ділового та професійного спілкування, а також знання про психологічні особливості партнерів по комунікації. Когнітивний компонент забезпечує усвідомленість комунікативної поведінки та здатність адекватно оцінювати ситуації спілкування [8].

Наступним важливим складником є ціннісно-мотиваційний компонент, який відображає внутрішні установки, переконання та мотиви особистості у сфері спілкування. Він включає орієнтацію на гуманістичні

цінності, повагу до гідності іншої людини, прагнення до взаєморозуміння та співпраці. Саме цей компонент визначає моральну спрямованість комунікативної діяльності та готовність особистості дотримуватися етичних норм у різних життєвих і професійних ситуаціях [9].

Важливе місце у структурі культури спілкування посідає комунікативно-діяльнісний компонент, який охоплює практичні вміння й навички взаємодії. До нього належать уміння чітко формулювати думки, аргументовано висловлювати власну позицію, слухати співрозмовника, підтримувати діалог, працювати в команді, а також запобігати та конструктивно розв'язувати конфліктні ситуації. Цей компонент забезпечує реалізацію знань і цінностей у реальній поведінці [6].

У структурі культури спілкування значну роль відіграє емоційно-регулятивний компонент, який пов'язаний зі здатністю особистості керувати власними емоціями у процесі комунікації. Він включає емоційну стриманість, самоконтроль, емпатійність, здатність адекватно реагувати на критику та стресові ситуації. Розвинений емоційно-регулятивний компонент сприяє підтриманню позитивного психологічного клімату у колективі та ефективній професійній взаємодії [9].

Завершальним елементом структури культури спілкування є рефлексивний компонент, що виявляється у здатності особистості аналізу-вати власну комунікативну діяльність, оцінювати її результати та визначати напрями самовдосконалення. Рефлексія сприяє формуванню відповідального ставлення до власної поведінки, розвитку самокритичності та потреби у постійному підвищенні рівня комунікативної культури [7].

Усі компоненти культури спілкування перебувають у тісному взаємозв'язку та взаємозумовленості. Недостатній розвиток одного з них негативно позначається на загальному рівні комунікативної культури особистості. Саме тому формування культури спілкування у системі професійного навчання має здійснюватися комплексно, з урахуванням когнітивних, ціннісних, емоційних і поведінкових аспектів [9].

Отже, культура спілкування особистості має складну багатокомпонентну структуру, що включає когнітивний, ціннісно-мотиваційний, комунікативно-діяльнісний, емоційно-регулятивний та рефлексивний компоненти. Їх цілісний розвиток є важливою умовою ефективної міжособистісної та професійної взаємодії й одним із ключових завдань методики професійного навчання.

Важливим аспектом аналізу структури культури спілкування особистості є врахування індивідуально-психологічних особливостей людини. Темперамент, характер, рівень емоційної стабільності, самооцінка та комунікативний досвід істотно впливають на прояви культури спілкування

у різних ситуаціях. Саме тому культура спілкування не може формуватися за єдиним шаблоном, а потребує диференційованого підходу в освітньому процесі, особливо у професійному навчанні.

Культура спілкування особистості проявляється не лише у словесній взаємодії, а й у невербальній поведінці, яка включає жести, міміку, інтонацію, темп мовлення, дистанцію спілкування. Узгодженість вербальних і невербальних засобів комунікації є важливою умовою ефективного спілкування. Невміння контролювати невербальні прояви може призводити до непорозумінь навіть за умови правильного добору мовленнєвих засобів, що свідчить про недостатній рівень сформованості культури спілкування.

Особливу роль у структурі культури спілкування відіграє мовленнєва культура, яка охоплює грамотність, логічність, точність, виразність і доречність мовлення. Мовленнєва культура є основою професійного іміджу фахівця та важливим показником його загальної освіченості. У професійному середовищі недотримання мовних норм, використання некоректних або фамільярних висловів негативно впливає на сприйняття особистості та якість професійної взаємодії.

У контексті професійної діяльності культура спілкування також передбачає дотримання норм ділового етикету. Вона включає вміння вести офіційні бесіди, ділові переговори, обговорення виробничих питань, а також здатність коректно реагувати на зауваження, критику та конфліктні ситуації. Дотримання етичних норм професійного спілкування сприяє формуванню атмосфери довіри, взаємоповаги та партнерства в колективі.

Структура культури спілкування є динамічною і змінюється залежно від соціального досвіду особистості, умов професійної діяльності та рівня самосвідомості. У процесі професійного становлення відбувається поступове вдосконалення комунікативних умінь, переосмислення цінностей і формування індивідуального стилю спілкування. Це свідчить про те, що культура спілкування не є сталою характеристикою, а потребує постійного розвитку й самовдосконалення.

Важливим чинником розвитку культури спілкування є здатність особистості до саморегуляції та відповідальності за власну комунікативну поведінку. Усвідомлення наслідків власних слів і дій, уміння коригувати поведінку відповідно до ситуації, готовність визнавати помилки сприяють підвищенню рівня культури спілкування. У професійному навчанні ці якості формуються через включення здобувачів освіти в активну комунікативну діяльність, обговорення, дискусії, групову роботу. Ефективність формування культури спілкування майбутніх педагогів значною мірою залежить від створення відповідних педагогічних умов у системі професійної підготовки. Педагогічні умови розглядаються як сукупність організаційних,

змістових і методичних чинників, що забезпечують цілеспрямований розвиток соціально-комунікативної компетентності здобувачів освіти та сприяють формуванню їхньої готовності до професійної взаємодії.

Однією з провідних педагогічних умов є створення комунікативно спрямованого освітнього середовища, у якому здобувачі освіти мають можливість брати активну участь у діалогічній взаємодії, дискусіях, групових формах роботи та професійно орієнтованих комунікативних ситуаціях. Саме в умовах постійної міжособистісної взаємодії відбувається розвиток умінь аргументовано висловлювати власну думку, слухати співрозмовника, дотримуватися норм професійної етики та конструктивно розв'язувати конфлікти.

Важливе значення має інтеграція технологій педагогіки партнерства в освітній процес закладів вищої освіти. Партнерська взаємодія між викладачем і здобувачем освіти сприяє формуванню атмосфери довіри, взаємоповаги та співробітництва, що позитивно впливає на розвиток комунікативної активності майбутніх педагогів. Використання інтерактивних методів навчання, тренінгових технологій, кейс-методу, проєктної діяльності та моделювання професійних ситуацій забезпечує практичне засвоєння норм професійного спілкування.

Не менш важливою умовою є розвиток рефлексивної позиції здобувачів освіти. Здатність до самоаналізу власної комунікативної діяльності, оцінювання ефективності міжособистісної взаємодії та усвідомлення власних комунікативних труднощів сприяє професійному самовдосконаленню майбутнього педагога. Рефлексивна діяльність активізує процес формування відповідальності за результати професійного спілкування та стимулює потребу у постійному розвитку комунікативної культури.

Особливу роль у формуванні культури спілкування відіграє особистість викладача як носія високої мовленнєвої та професійної культури. Педагогічний стиль спілкування викладача, його толерантність, етичність, відкритість до діалогу та здатність до партнерської взаємодії є важливим зразком для наслідування майбутніми педагогами. Саме через професійну комунікативну поведінку викладача здобувачі освіти засвоюють норми педагогічного етикету та моделі конструктивної взаємодії.

Висновок. Отже, культура спілкування є важливою складовою формування соціально-комунікативної компетентності майбутніх педагогів та необхідною умовою їхньої успішної професійної діяльності. Формування культури спілкування майбутніх педагогів буде ефективним за умови комплексного поєднання комунікативно орієнтованого освітнього середовища, технологій педагогіки партнерства, розвитку рефлексивної діяльності та особистісно-професійного впливу викладача. Реалізація

зазначених педагогічних умов сприятиме підвищенню рівня соціально-комунікативної компетентності майбутніх фахівців та їхній успішній професійній самореалізації.

Структура культури спілкування особистості є багатовимірною та охоплює когнітивні, ціннісні, емоційні, поведінкові та рефлексивні складники, які взаємодіють між собою та забезпечують цілісність комунікативної діяльності. Розвиток кожного з цих компонентів є необхідною умовою ефективної міжособистісної й професійної взаємодії. У системі професійного навчання формування культури спілкування має здійснюватися систематично й цілеспрямовано, з орієнтацією на майбутню професійну діяльність здобувачів освіти. Нами установлено, що ефективність професійної комунікації забезпечується цілісним розвитком когнітивного, емоційно-ціннісного, комунікативно-діяльнісного, емоційно-регулятивного та рефлексивного компонентів. Доведено, що використання технологій педагогіки партнерства сприяє розвитку професійного спілкування, толерантності, емпатії та здатності до конструктивної взаємодії. Перспективи подальших досліджень вбачаємо у розробленні практичних методик і тренінгових програм формування культури спілкування майбутніх педагогів у цифровому освітньому середовищі»

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ІНШОМОВНА ПІДГОТОВКА ЯК МІЖДИСЦИПЛІНАРНЕ СЕРЕДОВИЩЕ ФОРМУВАННЯ ПРОЄКТНОГО МИСЛЕННЯ МАЙБУТНІХ ФАХІВЦІВ

Анотація. У статті досліджено роль іншомовної підготовки як міждисциплінарного середовища формування проєктного мислення майбутніх фахівців в умовах сучасних соціально-економічних трансформацій, цифровізації та глобалізації професійної діяльності. Обґрунтовано актуальність формування проєктного мислення у студентів закладів вищої освіти як однієї з ключових компетентностей XXI століття, необхідної для професійної мобільності, здатності до командної взаємодії, прийняття рішень, реалізації проєктної діяльності та ефективної комунікації у міжнародному середовищі.

Проаналізовано наукові підходи до проблеми інтеграції проєктно-орієнтованого навчання у процес іншомовної підготовки майбутніх фахівців. Висвітлено положення концепцій Project-Based Learning та Learner-Centered Learning. Здійснено аналіз праць вітчизняних і зарубіжних дослідників, присвячених проблемам проєктного навчання, професійно орієнтованої іншомовної підготовки, розвитку soft skills та міждисциплінарної інтеграції у вищій освіті.

Доведено, що в умовах обмеженої кількості годин на вивчення іноземної мови у непрофільних закладах вищої освіти особливого значення набуває міждисциплінарний підхід до іншомовної підготовки. Обґрунтовано доцільність інтеграції англомовного компонента у зміст фахових та вибіркових освітніх компонентів, пов’язаних із підприємництвом, грантрайтингом, бізнес-аналітикою, управлінням проєктами та дизайн-мисленням.

На прикладі практики Вінницького торговельно-економічного інституту ДТЕУ висвітлено можливості використання англомовних професійних ресурсів, міжнародних грантових платформ, бізнес-кейсів і проєктних завдань у процесі професійної підготовки студентів. Визначено, що використання англомовних матеріалів у межах фахових дисциплін сприяє розвитку критичного мислення, креативності, цифрової грамотності, професійної комунікації та здатності до реалізації проєктної діяльності.

Зроблено висновок, що іншомовна підготовка у сучасному закладі вищої освіти повинна розглядатися не лише як засіб формування іншомовної комунікативної компетентності, а як важливе міждисциплінарне середовище розвитку проєктного мислення та професійної мобільності майбутніх фахівців.

Ключові слова: іншомовна підготовка, проєктне мислення, project-based learning, міждисциплінарний підхід, професійна підготовка, soft skills, заклад вищої освіти, англомовна комунікація, професійна мобільність, майбутні фахівці.

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FOREIGN LANGUAGE TRAINING AS AN INTERDISCIPLINARY ENVIRONMENT FOR THE DEVELOPMENT OF PROJECT THINKING OF FUTURE SPECIALISTS

Abstract. The research paper examines the role of foreign language training as an interdisciplinary environment for the development of project thinking of future specialists under conditions of modern socio-economic transformations, digitalization, and globalization of professional activity. The relevance of developing project thinking among higher education students as one of the key competencies of the 21st century is substantiated. This competence is considered essential for professional mobility, teamwork, decision-making,

project implementation, and effective communication in the international environment.

The study analyzes scientific approaches to the integration of project-based learning into the process of foreign language training of future specialists. The provisions of the concepts of Project-Based Learning and Learner-Centered Learning are highlighted. The research paper reviews the works of Ukrainian and foreign researchers devoted to project-oriented learning, professionally oriented foreign language training, the development of soft skills, and interdisciplinary integration in higher education.

It has been proven that under conditions of limited hours allocated for foreign language learning in non-language higher education institutions, an interdisciplinary approach to foreign language training becomes especially important. The expediency of integrating the English-language component into professional and elective educational courses related to entrepreneurship, grant writing, business analytics, project management, and design thinking is substantiated.

Using the experience of Vinnytsia Institute of Trade and Economics of SUTE as an example, the article demonstrates the possibilities of applying English-language professional resources, international grant platforms, business cases, and project tasks in the process of students' professional training. It has been determined that the use of English-language materials within professional disciplines contributes to the development of critical thinking, creativity, digital literacy, professional communication, and the ability to implement project activities.

The research paper concludes that foreign language training in a modern higher education institution should be considered not only as a means of forming foreign language communicative competence, but also as an important interdisciplinary environment for developing project thinking and professional mobility of future specialists.

Keywords: foreign language training, project thinking, project-based learning, interdisciplinary approach, professional training, soft skills, higher education institution, English-language communication, professional mobility, future specialists.

Постановка проблеми. Сучасний ринок праці та бізнес-середовище розвиваються в умовах глобалізації, цифровізації, швидких економічних змін і постійної трансформації професійної діяльності. У таких реаліях професійна конкурентоспроможність фахівця залежить не лише від рівня його фахової підготовки, а й від здатності працювати в умовах невизначеності, мислити проєктно, швидко адаптуватися до нових викликів, ефективно взаємодіяти в команді та генерувати інноваційні рішення.

Сучасний роботодавець потребує фахівця, який уміє комплексно бачити проблему, працювати з великими обсягами інформації, планувати діяльність, прогнозувати результати, презентувати власні ідеї, організовувати командну взаємодію та брати участь у міжнародних проєктах. Особливої актуальності ці вимоги набувають в умовах війни в Україні, коли вітчизняний бізнес змушений адаптуватися до нових економічних викликів, виходити за межі національного ринку, освоювати міжнародні економічні простори, налагоджувати співпрацю з іноземними партнерами та залучати міжнародні інвестиції, зокрема грантові кошти й програми міжнародної підтримки.

У сучасних англомовних дослідженнях проєктно-орієнтоване навчання (Project-Based Learning) визначається не лише як педагогічна технологія, а як модель формування критичного мислення, креативності, командної роботи, комунікації та цифорової грамотності — так званих «Five C's», необхідних для успішної професійної діяльності у глобалізованому середовищі [1]. Зокрема, Г. Беккет [1] наголошує, що саме проєктна діяльність створює умови для розвитку навичок прийняття рішень, відповідальності, автономності та професійної комунікації.

У цьому контексті особливого значення набуває іншомовна підготовка майбутніх фахівців, яка розглядається не лише як засіб формування мовної компетентності, а як ефективне освітнє середовище розвитку проєктного мислення. Саме у процесі іншомовної взаємодії студенти навчаються працювати з міжнародними інформаційними ресурсами, аналізувати професійні ситуації, брати участь у командній діяльності, презентувати результати роботи, вести переговори та реалізовувати професійно орієнтовані проєкти англійською мовою. Такий підхід сприяє формуванню навичок міжкультурної комунікації, критичного мислення, професійної мобільності та готовності до діяльності у глобалізованому бізнес-середовищі.

Особливого значення іншомовна підготовка набуває для студентів економічних спеціальностей, оскільки сучасний бізнес дедалі більше функціонує у міжнародному середовищі. Знання англійської мови нині є не додатковою перевагою, а необхідною умовою професійної мобільності, участі у міжнародних проєктах, стартап-культурі, цифровому підприємництві та глобальних бізнес-комунікаціях [2].

Водночас у закладах вищої освіти України існує суперечність між суспільним запитом на підготовку фахівців із розвиненим проєктним мисленням та реальними можливостями освітнього процесу. Однією з основних проблем є обмежена кількість аудиторних годин, відведених на вивчення іноземної мови у немовних ЗВО. За таких умов традиційне

навчання, орієнтоване переважно на засвоєння граматичного матеріалу та переклад текстів, не забезпечує достатнього рівня сформованості іншомовної комунікативної компетентності, soft skills, проєктної культури та навичок професійної взаємодії [3].

У зв'язку з цим особливої актуальності набуває необхідність пошуку інноваційних підходів до іншомовної підготовки, які дозволяють інтегрувати мовне навчання з формуванням проєктного мислення майбутніх фахівців.

Аналіз останніх досліджень і публікацій. У сучасній педагогічній науці проєктне навчання дедалі частіше розглядається як ефективний інструмент формування компетентностей XXI століття, зокрема критичного мислення, креативності, комунікації, командної взаємодії та здатності до прийняття рішень. Проблеми професійно орієнтованого навчання іноземних мов, інтеграції професійного контексту у мовну освіту та розвитку іншомовної комунікативної компетентності розглядали О. Тарнопольський, С. Ніколаєва, Н. Гальскова та інші дослідники [4]. У своїх працях науковці наголошували на необхідності наближення іншомовної підготовки до реальних умов професійної діяльності, орієнтації навчального процесу на практичне використання мови та активізацію самостійної діяльності студентів. Саме ці положення стали підґрунтям для подальшого розвитку проєктного підходу до іншомовного навчання у сучасних вітчизняних дослідженнях, де значна увага приділяється інтеграції проєктно-орієнтованого навчання у процес вивчення іноземних мов.

У зарубіжних дослідженнях проєктно-орієнтоване навчання розглядається як студенто-орієнтована модель, що забезпечує розвиток критичного мислення, співпраці, комунікації, цифрової грамотності та автономності студентів у процесі іншомовної взаємодії [5]. Дослідники наголошують, що проєктна діяльність у мовній освіті створює умови для формування навичок, необхідних для професійної діяльності у цифровому глобалізованому середовищі.

Г. Беккет у дослідженні «Project-Based Learning for 21st-Century Skills: The Five C's for L2 Students» визначає критичне мислення, креативність, командну роботу та цифрові навички як ключові результати проєктного підходу до іншомовного навчання [1]. Авторка підкреслює, що саме інтеграція проєктної діяльності у процес вивчення іноземної мови забезпечує перехід від репродуктивного засвоєння знань до активного використання мови у реальних професійних ситуаціях.

У праці Н. Зіму «Project-Based Learning in Language Teaching» [9] акцентується увага на тому, що використання проєктно-орієнтованого навчання у процесі вивчення іноземних мов підвищує мотивацію студентів,

розвиває автономність, професійну комунікацію, навички вирішення проблем та здатність до командної роботи. Водночас у дослідженні «Project-Based Learning in English for Specific Purposes Instruction in Higher Education: Opportunities and Challenges» [6] доводиться, що інтеграція проєктного навчання у освітню компоненту «Англійська мова за професійним спрямуванням» дозволяє максимально наблизити іншомовну підготовку до реального професійного середовища, забезпечуючи розвиток міждисциплінарної взаємодії, практичної мовної діяльності та професійних компетентностей студентів.

Отже, аналіз вітчизняних та зарубіжних наукових праць свідчить, що сучасні дослідження розглядають проєктний підхід до іншомовного навчання як ефективний засіб формування не лише іншомовної комунікативної компетентності, а й проєктного мислення, soft skills, професійної мобільності та готовності майбутніх фахівців до діяльності у глобалізованому цифровому середовищі. Водночас проблема інтеграції проєктного підходу в іншомовну підготовку студентів немовних спеціальностей в умовах обмеженого навчального часу потребує подальшого наукового осмислення.

Метою статті є обґрунтування ролі іншомовної підготовки як освітнього середовища формування проєктного мислення майбутніх фахівців, а також визначення педагогічних можливостей використання проєктно-орієнтованого навчання в умовах обмеженої кількості годин на вивчення іноземної мови у закладах вищої освіти України.

Виклад основного матеріалу дослідження. Сучасна система професійної освіти дедалі більше орієнтується на компетентнісну модель підготовки фахівця, у межах якої важливого значення набувають soft skills, здатність до міжкультурної комунікації, критичне мислення, креативність та навички командної взаємодії [1; 5]. Саме іншомовна підготовка має значний потенціал для формування таких компетентностей.

У сучасних умовах знання англійської мови є необхідною складовою професійної мобільності майбутніх фахівців. Більшість міжнародних наукових ресурсів, професійних платформ, бізнес-комунікацій та цифрових сервісів функціонують англійською мовою [6]. Для студентів економічних спеціальностей володіння англійською мовою відкриває можливості для участі у міжнародних проєктах, стажуваннях, академічній мобільності та професійній комунікації.

Проте у практиці українських ЗВО існує проблема недостатньої кількості навчальних годин, відведених на вивчення іноземної мови. У багатьох немовних закладах вищої освіти іншомовна підготовка обмежується кількома навчальними роками у кращому випадку, або ж –

кількома семестрами, що значно ускладнює формування високого рівня іншомовної комунікативної компетентності.

За умов обмеженого навчального часу та зростання вимог до професійної підготовки майбутніх фахівців традиційні підходи до викладання іноземної мови, що базуються переважно на засвоєнні граматичних конструкцій і перекладі текстів, уже не забезпечують необхідного рівня розвитку професійної комунікації, критичного мислення та практичних навичок взаємодії. У зв'язку з цим особливої актуальності набуває використання інтерактивних і проєктно-орієнтованих технологій навчання, які дозволяють інтегрувати формування мовної компетентності з розвитком навичок XXI століття.

У зарубіжних дослідженнях проєктно-орієнтоване навчання розглядається як один із найбільш ефективних підходів до іншомовної освіти. Зокрема, Г. Беккет [1] наголошує, що у процесі реалізації проєктів студенти навчаються працювати з інформацією, аналізувати проблеми, генерувати ідеї, презентувати результати та взаємодіяти у команді.

С. Беніні та М. Томас [5] розглядають проєктно-орієнтоване навчання у мовній освіті не просто як окремий метод виконання навчальних проєктів, а як зміну самої логіки іншомовної підготовки. У традиційній моделі студент здебільшого засвоює мовний матеріал, запропонований викладачем, тоді як у проєктно-орієнтованому навчанні він сам стає активним учасником створення змісту: обирає проблему, шукає інформацію, аналізує її, взаємодіє з іншими учасниками команди та презентує результат іноземною мовою.

Окрему увагу науковці приділяють цифровому виміру проєктного іншомовного навчання. На їхню думку, використання онлайн-платформ, академічних віртуальних обмінів, міжнаціональної командної роботи і цифрових середовищ розширює можливості мовної освіти, оскільки дозволяє студентам взаємодіяти з реальними або змодельованими міжнародними партнерами, працювати з автентичними ресурсами та створювати спільні продукти іноземною мовою [5]. У такому форматі іншомовна підготовка набуває ознак професійного тренінгу, адже студенти фактично моделюють ті ситуації, з якими можуть зіштовхнутися у майбутній бізнес-діяльності: командна розробка проєкту, онлайн-перемовини, підготовка презентації, обговорення рішень, захист ідей перед аудиторією.

Важливим у цьому підході є те, що іноземна мова використовується не як навчальна мета сама по собі, а як інструмент виконання практичного завдання. Саме тому проєктно-орієнтоване навчання сприяє переходу від *Teacher-Centered Learning* до *Learner-Centered Learning*, де викладач

виконує роль не джерела готових знань, а фасилітатора, консультанта й організатора навчальної взаємодії. Така зміна ролей особливо важлива для формування проєктного мислення, оскільки студент навчається не лише відтворювати інформацію, а й самостійно планувати діяльність, приймати рішення, відповідати за спільний результат і рефлексувати над власним досвідом.

На нашу думку, в умовах обмеженої кількості годин, відведених на вивчення іноземної мови у непрофільних закладах вищої освіти, формування проєктного мислення засобами іншомовної підготовки не повинно обмежуватися лише дисциплінами мовного циклу. Доцільним є ширше впровадження елементів іншомовної професійної діяльності у зміст фахових освітніх компонентів, зокрема тих, що пов'язані з управлінням проєктами, підприємництвом, маркетингом, міжнародною економікою, грантрайтингом та бізнес-комунікацією.

Такий підхід дає змогу розглядати іноземну мову не як ізольовану освітню компоненту, а як інструмент професійного пізнання, пошуку інформації, аналізу міжнародного досвіду та реалізації проєктної діяльності. У цьому випадку іншомовна підготовка набуває міждисциплінарного характеру, оскільки студенти застосовують англійську мову не лише на заняттях з іноземної мови, а й у процесі опанування фахових дисциплін.

Практична реалізація такого підходу можлива за умови залучення англомовних джерел до змісту профільних освітніх компонентів. Зокрема, викладачі фахових дисциплін можуть використовувати англомовні аналітичні матеріали, міжнародні звіти, грантові оголошення, бізнес-кейси, нормативні документи, презентації міжнародних організацій та інформацію з професійних онлайн-платформ.

У Вінницькому торговельно-економічному інституті ДТЕУ вже існує практика використання міждисциплінарного підходу до іншомовної підготовки майбутніх фахівців, що передбачає інтеграцію англомовного компонента у зміст фахових освітніх компонентів. Такий підхід зумовлений сучасними вимогами до професійної підготовки економістів, маркетологів, менеджерів і фахівців сфери підприємництва, професійна діяльність яких дедалі більше пов'язана з міжнародною співпрацею, участю у грантових програмах, залученням іноземних інвестицій, міжкультурною комунікацією та реалізацією міжнародних проєктів.

Важливо, що міждисциплінарний підхід до іншомовної підготовки студентів визначений одним із пріоритетних напрямів розвитку інституту та відображений у Стратегії розвитку Вінницького торговельно-економічного інституту ДТЕУ до 2027 року. Така стратегічна орієнтація передбачає посилення практичної складової іншомовної освіти, інтеграцію

англомовних ресурсів у професійну підготовку студентів та формування компетентностей, необхідних для діяльності у глобальному професійному середовищі.

Ефективним засобом формування проєктного мислення є інтеграція англомовного компонента у зміст фахових та вибіркових освітніх дисциплін. Зокрема, значний потенціал для розвитку навичок проєктної діяльності мають такі дисципліни, як «Основи грантрайтингу», «Бізнес-підприємництво», «Основи бізнес-аналітики», «Дизайн мислення в управлінні», «Пошук креативних рішень», «Self-брендинг» та «Технології штучного інтелекту».

Саме в межах таких освітніх компонентів студенти мають можливість працювати з реальними професійними кейсами, міжнародними ресурсами та проєктною документацією англійською мовою.

Наприклад, у процесі вивчення дисципліни «Основи грантрайтингу» студенти аналізують міжнародні грантові конкурси, проєктні заявки, вимоги донорських організацій, критерії оцінювання та приклади успішних проєктів англійською мовою. Це є особливо актуальним в умовах війни в Україні, коли для закладів освіти, бізнесу, громадських організацій та територіальних громад відкрито значну кількість грантових можливостей від міжнародних фондів, програм Європейського Союзу та іноземних донорських організацій.

Так, студенти здійснюють пошук та аналіз грантових можливостей на європейському порталі *Tenders & Funding*, визначають мету конкурсів, аналізують цільові групи, очікувані результати, бюджетні вимоги, партнерські умови та критерії відповідності заявників. У такому форматі англійська мова виступає не лише засобом комунікації, а й інструментом професійної діяльності, що забезпечує доступ до міжнародних ресурсів, аналітичної інформації та реальних механізмів проєктної роботи.

У межах освітньої компоненти «Бізнес-підприємництво» або «Основи бізнес-аналітики» студенти розробляють стартап-проєкти, аналізують міжнародні ринки, досліджують конкурентне середовище та презентують бізнес-ідеї англійською мовою.

Особливий потенціал у формуванні проєктного мислення має дисципліна «Дизайн мислення в управлінні», оскільки її зміст безпосередньо орієнтований на пошук інноваційних рішень, роботу в команді, аналіз потреб цільової аудиторії, створення та тестування проєктних ідей. Використання англомовних кейсів, міжнародних бізнес-моделей і професійних ресурсів у процесі вивчення цієї дисципліни дозволяє поєднати розвиток іншомовної комунікації з формуванням креативності, критичного мислення та навичок проєктної діяльності.

У такому форматі англійська мова виступає не окремою компонентою освітньої траєкторії майбутнього фахівця, а інструментом професійної взаємодії, аналітики, пошуку інформації та реалізації проєктної діяльності. Це дозволяє студентам використовувати іноземну мову у реальному професійному контексті, працювати з міжнародними цифровими платформами, презентувати результати власної діяльності та брати участь у командній роботі.

Реалізація подібних міждисциплінарних проєктів сприяє розвитку критичного мислення, креативності, комунікаційних навичок, цифрової грамотності та здатності до прийняття рішень. Водночас студенти набувають практичного досвіду використання англійської мови як засобу професійної діяльності, що є особливо важливим для підготовки конкурентоспроможного фахівця в умовах глобалізованого бізнес-середовища.

Висновки. Отже, результати проведеного дослідження дають підстави стверджувати, що в умовах сучасної цифрової економіки, глобалізації бізнес-процесів та трансформації професійного середовища проєктне мислення стає однією з ключових компетентностей майбутнього фахівця. Сучасний ринок праці потребує не лише професійно підготовленого спеціаліста, а й фахівця, здатного працювати в умовах невизначеності, приймати рішення, взаємодіяти у команді, реалізовувати проєкти та ефективно комунікувати у міжнародному середовищі.

Установлено, що іншомовна підготовка має значний потенціал для формування проєктного мислення, оскільки саме у процесі іншомовної взаємодії студенти набувають навичок роботи з міжнародними інформаційними ресурсами, аналізу професійних ситуацій, ведення переговорів, презентації результатів діяльності та реалізації професійно орієнтованих проєктів. У сучасних англомовних дослідженнях проєктно-орієнтоване навчання розглядається як ефективний інструмент розвитку критичного мислення, креативності, командної роботи, комунікативності та цифрової грамотності, необхідних для професійної діяльності у глобалізованому середовищі.

Доведено, що за умов обмеженої кількості годин на вивчення іноземної мови у непрофільних закладах вищої освіти особливого значення набуває міждисциплінарний підхід до іншомовної підготовки. Інтеграція англомовного компонента у зміст фахових і вибіркових освітніх компонентів дозволяє розглядати іноземну мову не як окрему освітню компоненту, а як інструмент професійної діяльності, проєктної взаємодії, аналітики та доступу до міжнародних ресурсів.

Практика Вінницького торговельно-економічного інституту ДТЕУ засвідчує ефективність такого підходу, адже використання англомовних

професійних ресурсів у межах освітніх компонентів «Основи грантрайтингу», «Бізнес-підприємництво», «Основи бізнес-аналітики», «Дизайн мислення в управлінні» та інших дисциплін сприяє розвитку проєктного мислення, креативності, цифрової грамотності, комунікативних навичок та здатності студентів до роботи у міжнародному професійному середовищі. Водночас інтеграція англомовних кейсів, грантових платформ, міжнародних бізнес-моделей і проєктної документації у зміст навчання забезпечує практичну спрямованість професійної підготовки та підвищує мотивацію студентів до вивчення іноземної мови.

Таким чином, іншомовна підготовка у сучасному закладі вищої освіти повинна розглядатися не лише як складова гуманітарної освіти, а як важливе міждисциплінарне середовище формування проєктного мислення, професійної мобільності та готовності майбутніх фахівців до діяльності у глобалізованому цифровому суспільстві.

Перспективи подальших досліджень вбачаємо у розробленні методичних моделей інтеграції проєктно-орієнтованого навчання у фахові освітні компоненти, вивченні можливостей використання цифрових платформ і технологій віртуальних обмінів у професійній підготовці студентів, а також у дослідженні впливу міждисциплінарного іншомовного середовища на формування soft skills та проєктної культури майбутніх фахівців.

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ПЕДАГОГІКА У ЦИФРОВУ ЕПОХУ: ТРАНСФОРМАЦІЯ ОСВІТНЬОЇ ПАРАДИГМИ

Анотація. У статті досліджено особливості розвитку педагогіки в умовах цифрової епохи та проаналізовано процес трансформації сучасної освітньої парадигми під впливом цифровізації суспільства, глобалізаційних процесів і стрімкого розвитку інформаційно-комунікаційних технологій. Визначено, що цифрова трансформація освіти спричиняє суттєві зміни у змісті, формах, методах і принципах організації освітнього процесу, а також зумовлює переосмислення ролі педагога, функцій закладів освіти та професійної підготовки майбутніх фахівців. Установлено, що сучасна освітня парадигма поступово переходить від традиційної знаннєво-репродуктивної моделі до компетентнісної, особистісно орієнтованої, інноваційної та цифрової моделі освіти, у межах якої здобувач освіти виступає активним суб'єктом навчальної діяльності. У дослідженні здійснено аналіз сучасних наукових підходів до розуміння цифровізації освіти, цифрової трансформації освітнього середовища, розвитку цифрової компетентності викладачів і впровадження цифрових технологій у професійну підготовку майбутніх фахівців. Охарактеризовано основні тенденції модернізації сучасної освіти, серед яких: використання цифрових платформ і сервісів, інтеграція дистанційного та змішаного навчання, поширення технологій штучного інтелекту, розвиток цифрової грамотності, персоналізація навчання, інтерактивність освітнього процесу та формування навичок критичного мислення. Наголошено, що цифровізація освіти не обмежується лише технологічним оновленням освітнього процесу, а передбачає глибоку трансформацію філософії освіти, цінностей, освітніх підходів і педагогічного мислення. Обґрунтовано, що сучасна цифрова педагогіка має поєднувати технологічні інновації з гуманістичними цінностями, забезпечувати розвиток творчого потенціалу особистості, формування цифрової культури, академічної доброчесності, професійної мобільності та здатності до безперервного навчання. Визначено, що ефективна реалізація сучасної освітньої парадигми потребує розвитку

цифрової компетентності педагогів, удосконалення цифрової інфраструктури закладів освіти та створення безпечного, адаптивного й інноваційного освітнього середовища відповідно до викликів інформаційного суспільства.

Ключові слова: цифровізація освіти, цифрова педагогіка, освітня парадигма; цифрова компетентність; цифрова трансформація, інформаційно-комунікаційні технології.

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PEDAGOGY IN THE DIGITAL AGE: TRANSFORMATION OF THE EDUCATIONAL PARADIGM

Abstract. The article examines the peculiarities of pedagogy development in the digital age and analyzes the transformation of the modern educational paradigm under the influence of digitalization, globalization processes, and the rapid development of information and communication technologies. It has been determined that the digital transformation of education causes significant changes in the content, forms, methods, and principles of organizing the educational process, as well as leads to a rethinking of the role of the teacher, the functions of educational institutions, and the professional training of future specialists. It has been established that the modern educational paradigm is gradually shifting from a traditional knowledge-reproductive model to a competence-based, personality-oriented, innovative, and digital model of education, in which the learner acts as an active participant in the educational process. The study analyzes modern scientific approaches to understanding the digitalization of education, the digital transformation of the educational environment, the development of teachers' digital competence, and the implementation of digital technologies in the professional training of future specialists. The main trends in the modernization of contemporary education are characterized, including the use of digital platforms and services, the integration of distance and blended learning, the spread of artificial intelligence technologies, the development of digital literacy, the personalization of learning, the interactivity of the educational process, and the formation of critical thinking skills. It is emphasized that the digitalization of education is not limited to technological modernization only, but also involves a profound transformation of the philosophy of education, values, educational approaches, and pedagogical thinking. It has been substantiated that modern digital pedagogy should combine technological innovations with humanistic

values, ensure the development of personal creative potential, digital culture, academic integrity, professional mobility, and the ability for lifelong learning. It has been determined that the effective implementation of the modern educational paradigm requires the development of teachers' digital competence, the improvement of the digital infrastructure of educational institutions, and the creation of a safe, adaptive, and innovative educational environment in accordance with the challenges of the information society.

Keywords: digitalization of education, digital pedagogy, educational paradigm, digital competence, digital transformation, information and communication technologies.

Постановка проблеми. Особливості розвитку педагогіки у цифрову епоху передбачають певну трансформацію освітньої парадигми, що зумовлено масштабними змінами, котрі відбуваються в сучасному освітньому просторі під впливом цифрових технологій, розвитку інформаційного суспільства та глобалізаційних процесів. Цифровізація освіти суттєво змінює традиційні підходи до навчання, виховання та організації освітнього процесу, формуючи нові вимоги до педагогічної науки, професійної діяльності вчителя та компетентностей здобувачів освіти.

Сучасна педагогіка дедалі більше орієнтується на використання цифрових платформ, інтерактивних технологій, штучного інтелекту, дистанційного та змішаного навчання, що сприяє переходу від репродуктивної моделі освіти до компетентнісної, особистісно орієнтованої та інноваційної освітньої парадигми. У цих умовах виникає потреба в науковому осмисленні процесів трансформації педагогічних підходів, методів і форм навчання відповідно до викликів цифрової епохи.

Особливої актуальності проблема набуває в контексті реформування системи освіти України та її інтеграції до європейського й світового освітнього простору. Сучасний педагог має володіти цифровою компетентністю, здатністю ефективно використовувати інформаційно-комунікаційні технології та адаптувати освітній процес до потреб нового покоління здобувачів освіти. Водночас цифрова трансформація освіти потребує переосмислення ролі педагога, змісту освіти, принципів взаємодії між учасниками освітнього процесу та забезпечення якості освіти в умовах технологічних змін.

Аналіз останніх досліджень і публікацій. Проблему трансформації освітньої парадигми та педагогіки у цифрову епоху досліджували: О. Акімова, Д. Матіюк, Л. Задворняк (розвиток і становлення сучасної освітньої парадигми); О. Листопад, І. Мардарова (цифрова трансформація вищої освіти: теоретичний та практичний аспекти); Н. Метеленко,

В. Нікітенко, Г. Васильчук, Ю. Каганов, В. Воронкова (цифрова трансформація освіти як тенденція розвитку освітніх реформ тапроцес соціальних і культурних змін); О. Пунченко, В. Воронкова, Н. Пунченко (ноосферо-інформаційно-цифрова парадигма освіти як синтез традицій якості та динаміки інновацій); М. Колотило (місія університету в контексті філософсько-освітньої парадигми інформаційного суспільства); О. Марченко (трансформація сучасного простору освіти: тенденції та пріоритети); М. Сапогов (цифрова педагогіка як концептуальна основа оновлення змісту професійної підготовки вчителів у XXI столітті).

Мета статті полягає у дослідженні особливостей розвитку педагогіки у цифрову епоху, аналізі процесів трансформації освітньої парадигми під впливом цифрових технологій та визначенні основних тенденцій модернізації сучасного освітнього процесу в умовах інформаційного суспільства.

Виклад основного матеріалу. Освітню парадигму науковці розглядають як систему наукових поглядів, принципів і підходів, що визначають зміст, методи, форми та цілі освіти в певний історичний період. Розвиток суспільства, науки й технологій спричинив перехід від традиційної до сучасної освітньої парадигми. *Традиційна парадигма* ґрунтувалася на знаннєвому підході, головною метою якого було передавання учням визначеного обсягу знань, умінь і навичок. У центрі освітнього процесу перебував учитель як основне джерело інформації та контролю навчальної діяльності. Для такої моделі характерними були: авторитарний стиль навчання; переважання репродуктивних методів; стандартизований зміст освіти; орієнтація на дисципліну та контроль; пасивна роль здобувача освіти.

Традиційна освіта забезпечувала системність знань, однак обмежувала розвиток творчості, критичного мислення та індивідуальних здібностей особистості. *Сучасна освітня* парадигма формується під впливом цифровізації, глобалізації та потреб інформаційного суспільства. Науковці зазначають, що її основою є компетентнісний, особистісно орієнтований та діяльнісний підходи, а у центрі освітнього процесу перебуває здобувач освіти як активний учасник навчання. До основних рис сучасної парадигми автори відносять: розвиток критичного та креативного мислення; використання цифрових технологій; інтерактивність й партнерську взаємодію; індивідуалізацію навчання; формування ключових компетентностей; орієнтацію на безперервну освіту та самоосвіту. Перехід від традиційної до сучасної освітньої парадигми зумовлений необхідністю підготовки особистості до життя та професійної діяльності в умовах швидких суспільних і технологічних змін. Відповідно, освіта сьогодні має бути

спрямована не лише на засвоєння знань, а й на розвиток здатності адаптуватися, критично мислити, працювати з інформацією та ефективно взаємодіяти в цифровому середовищі. Таким чином, науковці стверджують, що сучасна освітня парадигма відображає нові потреби суспільства та забезпечує умови для формування конкурентоспроможної, творчої й компетентної особистості [1, с. 85].

Еволюцію освітніх парадигм в умовах цифровізації освіти досліджували науковці (О. Акімова, Д. Матіюк, Л. Задворняк), які виокремили особливості сучасної освіти в умовах глобальних суспільних змін. Основна увага приділяється трансформації підходів до навчання, ролі педагога та формуванню нових цінностей у системі освіти. Автори наголошують, що сучасна освітня парадигма є результатом тривалого історичного розвитку та виокремлюють кілька основних етапів: традиційну освіту до XIX століття, індустріальну модель освіти XIX століття, гуманістичну педагогіку XX століття, інформаційну парадигму кінця XX – початку XXI століття та сучасну освітню парадигму XXI століття. Кожен етап характеризується зміною цілей освіти, методів навчання та ролі учасників освітнього процесу.

До основних типів освітніх парадигм науковці відносять: традиціоналістсько-консервативну, технократичну, біхевіористську, гуманістичну та концепцію повного засвоєння знань. Особливу увагу приділено сучасним підходам – когнітивній, особистісно орієнтованій, культурологічній та інноваційній парадигмам. Автори підкреслюють, що сучасна освіта має бути спрямована не лише на передачу знань, а й на розвиток критичного мислення, творчості, самостійності та здатності людини навчатися впродовж життя. Дослідники також визначають нові філософські основи сучасної освіти: орієнтацію на майбутнє, інноваційність та формування нового світогляду студентів. Освіта розглядається як соціокультурний феномен, що має забезпечувати адаптацію людини до швидких змін інформаційного суспільства та глобалізації. Значну роль у цьому процесі відіграють цифрові технології, безперервна освіта та гуманістичні цінності. Важливим є те, що сучасна освітня парадигма повинна поєднувати інноваційність, гуманізм і культурну спрямованість, її головною метою є формування компетентної, творчої та соціально активної особистості, здатної до саморозвитку й ефективної діяльності в сучасному світі [2, с. 33].

У науковій літературі (О. Листопад, І. Мардарова) представлено основні підходи до формування цифрової компетентності викладачів закладів вищої освіти в умовах цифровізації суспільства та модернізації освітнього середовища. Так, технологічний підхід передбачає інтеграцію цифрових технологій в освітній процес з метою підвищення ефективності навчання та формування цифрового досвіду здобувачів освіти. Його

сутність полягає у використанні цифрової інфраструктури ЗВО, алгоритмізації освітнього процесу та стратегічному застосуванні цифрових ресурсів для забезпечення якісного освітнього сервісу. Інноваційний підхід орієнтований на безперервне професійне самовдосконалення викладача та впровадження новітніх моделей організації освітнього середовища. Він пов'язаний із переходом від традиційної репродуктивної освіти до інноваційно-цифрової парадигми, основою якої є цифрова грамотність, педагогічна майстерність, творчість, медіакультура та кібербезпека. Діяльнісний підхід ґрунтується на поєднанні теоретичних знань і практичного використання цифрових технологій у професійній діяльності викладача. Важливими складовими цього підходу є автоматизація цифрових навичок, розвиток стратегічного планування, моніторинг цифрової трансформації освітнього середовища та самооцінювання рівня професійного розвитку. Особистісно-зорієнтований підхід акцентує увагу на індивідуалізації процесу цифровізації освіти та професійному саморозвитку викладача. Він базується на принципах гуманізму, партнерської взаємодії та врахування освітніх потреб здобувачів освіти. Особлива увага приділяється академічній доброчесності, безпеці в цифровому середовищі, розвитку критичного й креативного мислення, а також створенню сприятливого психологічного клімату в освітньому процесі [3, с. 148].

Деякі автори (Н. Метеленко, В. Нікітенко, Г. Васильчук, Ю. Каганов, В. Воронкова) цифровізацію освіти розглядають як комплексний соціальний, культурний та організаційний процес трансформації освітньої системи під впливом цифрових технологій. Наголошується, що цифровізація полягає не лише у перенесенні традиційного навчання в онлайн-формат, а й у створенні нової моделі освіти, заснованої на використанні цифрових даних, аналітики та технологій управління освітнім процесом. Підкреслено, що сучасний викладач має не тільки володіти цифровими інструментами, а й застосовувати цифрові підходи до організації, аналізу та управління навчанням. Цифровізація освіти сприяє розширенню доступу до якісних освітніх ресурсів, зменшенню регіональної та соціальної нерівності, а також забезпеченню реалізації принципів освітньої справедливості. Особливу увагу приділено індивідуалізації навчання, яка здійснюється через використання цифрових технологій для аналізу освітніх потреб, здібностей і результатів здобувачів освіти. Водночас акцентовано, що цифрове навчання не може повністю замінити традиційну очну взаємодію між викладачем і студентом, тому перспективною моделлю розвитку освіти є інтеграція онлайн- та офлайн-форм навчання. Авторами зазначено, що цифрова трансформація освіти потребує державної підтримки, стратегічного планування, розвитку цифрової інфраструктури та підвищення рівня

цифрової грамотності учасників освітнього процесу. Цифровізація визначається як ключовий напрям сучасних освітніх реформ, що зумовлює системні зміни в освітньому середовищі та суттєво впливає на розвиток суспільства загалом. Цифровізацію освіти розглянуто як процес упровадження інновацій та масштабних соціокультурних змін, що ґрунтується на глибокій інтеграції цифрових технологій у систему освіти. У вузькому значенні цифровізація трактується як впровадження технологій в освітні організації та використання цифрових продуктів, процесів і моделей у навчальній діяльності. Цифрова трансформація освіти визначається як перехід від аналогових до цифрових форматів організації освітнього процесу та оновлення освітнього середовища на основі цифрових технологій [4, с. 125].

Цифрова трансформація, на думку авторів, охоплює всі рівні освітньої системи та сприяє реформуванню навчальних парадигм, організаційних структур, методів навчання й оцінювання. Її метою є забезпечення якісної, справедливої та безперервної освіти, здатної відповідати сучасним суспільним потребам. Водночас цей процес є тривалим і поступовим, оскільки базується на накопиченні численних освітніх інновацій, які зумовлюють системні зміни в освіті. Цифровізація освіти стала необхідною умовою соціально-економічного розвитку та підвищення суспільної продуктивності. Значну роль у цьому процесі відіграють державна політика, технологічні інновації та внутрішні потреби розвитку освітньої системи. Освіта розглядається як відкрита соціальна система, що перебуває під впливом зовнішніх соціокультурних змін і водночас має власні внутрішні механізми розвитку. Авторами зазначено, що головною метою цифрової трансформації є адаптація освітньої системи до динамічних умов сучасного суспільства, удосконалення освітнього процесу та підготовка особистості, здатної ефективно функціонувати в умовах цифрового середовища й майбутніх суспільних викликів. Технологічні інновації розглядаються як ключове джерело розвитку цифровізації освіти та формування нової екології smart-суспільства. Наголошується, що в умовах цифрової ери сучасні технології, зокрема штучний інтелект, великі дані, хмарні обчислення, віртуальна реальність, 5G і блокчейн, суттєво впливають на всі сфери суспільного життя та визначають напрями модернізації освітньої системи. Цифрові технології сприяють створенню нових освітніх послуг, моделей і методів навчання, які виходять за межі традиційної освіти. Освіта зазнає революційних змін завдяки інтеграції цифрових технологій, що забезпечують підвищення якості освітнього процесу, розвиток цифрового середовища та впровадження інноваційних підходів до навчання. Технологічні інновації визначаються як основа цифрової трансформації

освіти, оскільки саме вони формують умови для її розвитку та оновлення. Цифровізація освіти є важливим чинником соціально-економічного розвитку, підвищення конкурентоспроможності держави та формування глобального інформаційного суспільства. Водночас створення цифрової освітньої екосистеми, яка охоплює цифрові платформи, доступ до мережі Інтернет, цифрову грамотність і цифровий прогрес, забезпечує ефективне функціонування сучасної освіти. Цифрова трансформація освіти має бути спрямована на підготовку фахівців нового типу, здатних функціонувати в умовах інтелектуального суспільства та взаємодії людини й цифрових технологій. У зв'язку з цим розвиток цифрової грамотності, цифрового інтелекту та інноваційних компетентностей розглядається як одна з провідних тенденцій сучасної освіти та необхідна умова побудови smart-суспільства [4, с. 128].

Досліджуючи цифрову парадигму освіти як синтез традицій якості та динаміки інновацій, О. Пунченко, В. Воронкова, Н. Пунченко зазначають, що освіта в умовах глобалізованої цифрової цивілізації постає ключовим механізмом адаптації людини до нової соціокультурної реальності. У межах ноосферно-інформаційної парадигми відбувається переосмислення цілей, змісту та форм освітнього процесу, де знання розглядається не лише як інформаційний ресурс, а як чинник відповідальності, екологічної свідомості та міждисциплінарного мислення. Така парадигма визначає основні вектори трансформації освіти, що відображають зміни у сфері технологій, культури, суспільства та самої природи знання. Першим вектором є техніко-інтелектуальний, що пов'язаний із переходом від класичної раціональності до технораціональності. У цьому контексті знання набуває функціонального характеру та стає інструментом продукування інформації. Інформатизація освітнього процесу, розвиток інтелектуальних технологій і цифрових комунікацій формують техноцентричну модель освіти, у якій техніка виступає не лише засобом, а й активним елементом освітньої взаємодії. Другий вектор – гуманітаризація освіти, що передбачає посилення світоглядного, культурного та філософського виміру знання. Гуманітарне знання інтегрує розрізнені наукові підходи та надає інноваційним процесам ціннісного й смислового підґрунтя. Третій вектор – гуманізація освіти, що спрямований на збереження антропологічного виміру освітнього процесу в умовах технологізації суспільства. Людина розглядається як центральна цінність, суб'єкт розвитку, творчості та відповідальності. Четвертий вектор пов'язаний із цифровізацією освіти, що зумовлює перехід до цифрово-мережевих моделей навчання. Інтеграція інформаційно-комунікаційних технологій трансформує структуру знання, змінює ролі викладача і здобувача освіти, сприяє персоналізації та гнучкості навчального процесу.

Цифровізація набуває не лише технологічного, а й філософського значення, оскільки змінює онтологію освітньої взаємодії та аксіологічні засади освіти. П'ятий вектор – ноосферизація освіти, що ґрунтується на ідеях В. Вернадського та орієнтує освітній процес на гармонійний розвиток людини, суспільства і природи. Ноосферний підхід передбачає інтеграцію екологічного мислення, духовно-ціннісних орієнтирів і глобальної відповідальності, спрямованих на забезпечення сталого розвитку та формування ноосферної свідомості. Водночас домінування техноцентричного підходу створює ризик редукції освіти до алгоритмізованої системи передачі даних, у якій втрачаються гуманістичний зміст, креативність і духовний потенціал особистості. Абсолютизація технократизму може призвести до зведення людини до функціонального елемента інформаційної системи. Тому сучасна освіта потребує поєднання технологічних інновацій із гуманістичними та ноосферними цінностями. Отже, ноосферно-інформаційно-цифрова парадигма освіти являє собою цілісний філософсько-системний підхід, що інтегрує традиційні освітні цінності з можливостями цифрових технологій. Її метою є формування гармонійно розвиненої особистості, здатної відповідально створювати знання та інновації відповідно до екологічних, соціальних і культурних викликів сучасності [5, с. 191].

М. Колотило, досліджуючи проблему місії університету в контексті філософсько-освітньої парадигми інформаційного суспільства, зазначає, що інформаційне суспільство формує нові можливості розвитку сучасної цивілізації порівняно з попередніми історичними етапами. Глобальне поширення та конвергенція інформаційних і телекомунікаційних технологій, а також транскордонний доступ до інформаційних ресурсів і засобів комунікації сприяють підвищенню ефективності суспільного виробництва, оптимізації використання природних ресурсів і посиленню екологічної безпеки. Водночас ці процеси створюють умови для інтеграції знань і духовних цінностей з метою гуманістично орієнтованого використання досягнень науки й техніки в інтересах людства. У контексті трансформацій інформаційного суспільства сучасна освіта набуває виразного екзистенційного та проективного характеру. Освітній процес орієнтується не лише на передачу знань, а й на їх критичне осмислення особистістю. Знання, що транслюються у навчально-виховному середовищі, повинні інтегруватися у внутрішній світ людини через механізми конструктивної інтеріоризації та рефлексії. Створення відповідних педагогічних умов забезпечує формування особистості, здатної до самореалізації в умовах динамічності, відкритості та невизначеності сучасного світу. Така освіта спрямована на розвиток компетентностей, необхідних для відповідального прийняття рішень, адаптації до соціокультурних змін і усвідомлення наслідків власної діяльності в умовах зростання глобальних ризиків [6, с. 204].

О. Марченко, досліджуючи трансформацію сучасного простору освіти, його тенденції та пріоритети, вважає, що у сучасних умовах розвитку суспільства актуалізується необхідність переходу до випереджувальної моделі функціонування освітніх систем, орієнтованої не стільки на засвоєння минулого досвіду, скільки на проєктування майбутнього. Традиційна модель соціокультурного наслідування, заснована на передачі завершеної системи знань і норм, поступово трансформується у новий тип освітньої взаємодії, у межах якого пріоритетного значення набуває підготовка особистості до опанування способів пізнання та практичної діяльності, що постійно оновлюються й раніше не існували. Такий підхід сприяє скороченню дистанції між наукою та освітою, попри відмінність їхніх соціальних функцій. Орієнтація освіти виключно на засвоєння «основ наук» без опанування методології наукового пізнання зумовлює її ретроспективний характер. Натомість освіта повинна забезпечувати не лише відтворення накопиченого людством досвіду, а й формування здатності до пізнання нового. Редукція наукової дисциплінарності до системи навчальних предметів часто призводить до втрати внутрішньої логіки розвитку науки та нівелювання її головної рушійної сили – пізнавальної діяльності. У результаті живий, суперечливий і творчий процес наукового відкриття підмінюється репродуктивним засвоєнням готових знань. У цьому контексті важливого значення набуває збереження синергетичної природи освітнього процесу, яка забезпечує його здатність до самоорганізації та розвитку. Перенесення принципів наукового пізнання в освітню сферу потребує методологічної адекватності, що дозволяє відтворити логіку дослідницької діяльності у навчальному процесі та наблизити освітню систему до природної динаміки розвитку знання. Реалізація зазначених завдань передбачає зміну цілепокладання освіти: від орієнтації на засвоєння навчальних програм – до розвитку інтелектуального потенціалу особистості та формування її суб'єктивного освітнього простору. Відповідно трансформуються й критерії оцінювання ефективності освіти, які мають бути спрямовані на розвиток компетентності, ініціативності, творчості, саморегуляції та індивідуального стилю мислення. Трансформація освітнього простору пов'язана також із процесами фундаменталізації, гуманітаризації та неперервності освіти. Фундаменталізація освіти передбачає як оновлення самого освітнього процесу, так і переосмислення змісту фундаментального знання. Фундаментальне знання має формувати цілісний і універсальний світогляд, здатний подолати предметну ізольованість окремих дисциплін. У цьому аспекті фундаментальні знання розглядаються як найбільш узагальнені структурні елементи наукового пізнання, що виступають основою для розуміння різноманітних явищ і процесів дійсності [7, с. 65].

Деякі науковці (М. Шульга, І. Кузнєцова, Н. Поліщук) вважають, що у добу діджиталізації філософія освіти набуває міждисциплінарного характеру, поєднуючи положення когнітивної теорії, концепції соціальної емерджентності та сучасні метапедагогічні підходи. Освітній процес зазнає суттєвих трансформацій під впливом цифрових технологій, що розширюють спектр внутрішніх і зовнішніх чинників формування знання. Унаслідок цього змінюється сама суб'єктність здобувача освіти, який функціонує в умовах постійної цифрової взаємодії, де межі між навчанням і споживанням інформації стають дедалі менш визначеними.

Епістемологічні засади освіти трансформуються відповідно до нових форм когнітивного сприйняття, що формуються під впливом алгоритмізованих цифрових середовищ. Навчальний процес у таких умовах набуває інтерактивного характеру, а взаємодія між здобувачем освіти та технологічними інтерфейсами здійснюється як цілісний комунікативний і герменевтичний процес. Це актуалізує питання аксіологічної обґрунтованості та педагогічної доцільності новітніх освітніх методологій, які поєднують гуманістичні принципи виховання з технологічними механізмами накопичення й обробки знань. У сучасній освітній парадигмі суттєво змінюється роль педагога. Викладач перестає бути єдиним носієм знання та набуває функцій фасилітатора, наставника й організатора пізнавальної діяльності здобувачів освіти. Такий підхід передбачає необхідність розвитку етичної, естетичної та професійної рефлексії щодо використання цифрових ресурсів у навчальному процесі. Водночас зростає значення аналітико-критичного підходу до цифрових дидактичних практик, що зумовлено потребою забезпечення інклюзивності, адаптивності та персоналізації освіти. Поширення мережевих форм комунікації сприяє формуванню нових освітніх моделей, у межах яких знання існує не у вигляді цілісної та статичної системи, а як децентралізована й фрагментована структура. У такому середовищі здобувач освіти перебуває у постійному діалозі з різноманітними інформаційними джерелами, інтегруючи зовнішній інформаційний контент із власним досвідом і рефлексією. Сучасний освітній процес характеризується також суперечністю між традиційними методологічними засадами та інноваційними підходами, породженими цифровізацією. Ця дихотомія відображає не лише зміну педагогічних технологій, а й глибинну трансформацію розуміння сутності освіти. Освіта поступово відходить від жорстко структурованої моделі до гнучкої, адаптивної та динамічної системи, у якій провідну роль відіграють цифрові технології, інтерактивні методики та алгоритмічні засоби обробки інформації. Таким чином, цифровізація освіти зумовлює формування нової філософії освітнього процесу, що ґрунтується на принципах конструк-

тивізму, когнітивної автономії та безперервного оновлення знань. Це передбачає не лише технологічну модернізацію освіти, а й глибоке переосмислення її змісту, функцій і ціннісних орієнтирів у контексті сучасних суспільних трансформацій [8, с. 118].

У проведеному нами дослідженні, цифрову педагогіку потрактовано як інтегровану наукову сферу, що поєднує гуманістичні, психолого-педагогічні та технологічні підходи до організації освітнього процесу в умовах цифровізації суспільства. Вважаємо, що її сутність полягає не лише у використанні цифрових технологій у навчанні, а й у формуванні нового педагогічного мислення, орієнтованого на творчий підхід, індивідуалізацію навчання, розвиток критичного мислення, співпрацю та цифрову культуру. У таких умовах змінюється професійна роль учителя, який стає організатором і координатором цифрового освітнього середовища, а також розробником індивідуальних освітніх маршрутів. Це, своєю чергою, актуалізує потребу у формуванні високого рівня цифрової компетентності педагога як важливої складової його професійної діяльності [9, с. 29].

Висновки. У ході дослідження було сформульовано низку теоретичних висновків щодо сучасної парадигми вищої освіти. Насамперед визначено, що парадигма вищої освіти являє собою концептуальну модель розв'язання ключових освітніх завдань. На теоретичному рівні вона визначає напрями розвитку освітньої практики, обґрунтовує принципи функціонування системи вищої освіти та сприяє впровадженню ефективних моделей організації освітнього процесу. Установлено, що тенденції розвитку та особливості функціонування сучасних закладів вищої освіти в Україні формуються під впливом комплексу взаємопов'язаних чинників. Здійснено їх систематизацію відповідно до рівня впливу, у межах якої виокремлено три основні рівні: глобальний, загальнодержавний та інституційний. Такий підхід дозволяє комплексно оцінити умови функціонування системи вищої освіти в контексті сучасних суспільних трансформацій. У дослідженні також розкрито сутність концептуальних засад сучасної парадигми вищої освіти. До її ключових характеристик віднесено інформатизацію, цифровізацію, технологічність, інноваційність, науковість, формування професійної компетентності, неперервність освітнього процесу, гуманізацію, інтернаціоналізацію та інтеграцію, а також забезпечення безпечності й стабільності освітнього середовища. Сучасна парадигма вищої освіти характеризується інтегральним характером і функціонує в умовах воєнних викликів та глобальної нестабільності. Її структура охоплює систему взаємопов'язаних компонентів, серед яких: цінності, цілі та завдання освіти, критерії й функції освітньої діяльності, мотиваційно-смислові установки викладача, форми взаємодії між

викладачем і студентом, стиль управління освітнім процесом, зміст освіти, методи та засоби навчання, механізми контролю й оцінювання, а також результати навчання. Кожен із цих компонентів виконує специфічну функцію та забезпечує цілісність і життєздатність системи вищої освіти. Перспективи подальших досліджень пов'язані з аналізом можливостей реалізації інтегральної парадигми вищої освіти в Україні та визначенням стратегічних орієнтирів інтеграції українських закладів вищої освіти до європейського освітнього простору.

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ГЕОГРАФІЧНІ ТА КРАЄЗНАВЧІ АСПЕКТИ ВИВЧЕННЯ ІСТОРІЇ ВЕТЕРИНАРНОЇ МЕДИЦИНИ РІВНЕНЩИНИ

Анотація. Стаття присвячена дослідженню географічних та краєзнавчих аспектів вивчення історії ветеринарної медицини Рівненщини у системі позакласної та дослідницької роботи учнів. Показано значення локальної ветеринарної спадщини як освітнього ресурсу для формування історичних, природничих та міжпредметних компетентностей здобувачів освіти.

Особливу увагу приділено педагогічному потенціалу використання матеріалів з історії ветеринарної медицини у процесі навчання історії, географії та природничих дисциплін.

Встановлено, що вивчення регіональної ветеринарної спадщини сприяє розвитку пізнавального інтересу, історичної пам’яті та поваги до культурних традицій рідного краю.

У статті проаналізовано можливості використання навчальних екскурсій, музеєзнавчих практикумів та проєктно-дослідницької діяльності для ознайомлення учнів із розвитком ветеринарної справи на території Рівненської області. Розкрито значення краєзнавчих музеїв, архівних документів, етнографічних джерел та історичних артефактів у формуванні дослідницьких умінь школярів. Значну увагу приділено дослідженню козацької ветеринарної практики та матеріалів, пов’язаних із Берестецькою битвою. Обґрунтовано, що екскурсійна та дослідницька діяльність сприяє розвитку критичного мислення, емоційного залучення та міжпредметного сприйняття навчального матеріалу.

Окрему увагу приділено інтерактивним методам навчання та STEM-підходам у процесі вивчення історії ветеринарної медицини та собаківництва. Висвітлено ефективність рольових ігор, історичних реконструкцій, біо-квестів і STEM-проєктів, спрямованих на інтеграцію знань з історії, біології, генетики та археології. Показано, що використання інтерактивних технологій сприяє розвитку системного мислення, цифрової грамотності, уміння працювати в команді та науково обґрунтовувати власні висновки. Практико-орієнтовані форми навчання визначено як ефективний засіб формування цілісного уявлення про історію ветеринарної медицини та собаківництва Рівненщини.

Ключові слова: ветеринарна медицина Рівненщини; краєзнавство; історична освіта; міждисциплінарний підхід; STEM-освіта; проєктно-дослідницька діяльність; навчальні екскурсії; музеєзнавчі практикуми; інтерактивні методи навчання; собаківництво; культурна спадщина; позакласна робота учнів.

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GEOGRAPHICAL AND LOCAL HISTORY ASPECTS OF THE STUDY OF THE HISTORY OF VETERINARY MEDICINE IN THE RIVNEN REGION

Abstract. The article is devoted to the study of geographical and local history aspects of studying the history of veterinary medicine in the Rivne region in the system of extracurricular and research work of students. The importance of local veterinary heritage as an educational resource for the formation of historical, natural and interdisciplinary competencies of students is shown. Particular attention is paid to the pedagogical potential of using materials on the history of veterinary medicine in the process of teaching history, geography and natural sciences. It is established that the study of regional veterinary heritage contributes

to the development of cognitive interest, historical memory and respect for the cultural traditions of the native land. The article analyzes the possibilities of using educational excursions, museum workshops and project-research activities to familiarize students with the development of veterinary medicine in the territory of the Rivne region. The importance of local history museums, archival documents, ethnographic sources and historical artifacts in the formation of research skills of schoolchildren is revealed. Considerable attention is paid to the study of Cossack veterinary practice and materials related to the Battle of Berestets. It is substantiated that excursion and research activities contribute to the development of critical thinking, emotional involvement and interdisciplinary perception of educational material.

Special attention is paid to interactive teaching methods and STEM approaches in the process of studying the history of veterinary medicine and dog breeding. The effectiveness of role-playing games, historical reconstructions, bio-quests and STEM projects aimed at integrating knowledge of history, biology, genetics and archeology is highlighted. It is shown that the use of interactive technologies contributes to the development of systemic thinking, digital literacy, the ability to work in a team and scientifically substantiate one's own conclusions. Practice-oriented forms of learning are identified as an effective means of forming a holistic understanding of the history of veterinary medicine and dog breeding in the Rivne region.

Keywords: veterinary medicine of the Rivne region; local history; historical education; interdisciplinary approach; STEM education; project and research activities; educational excursions; museum workshops; interactive teaching methods; dog breeding; cultural heritage; extracurricular work of students.

Постановка проблеми. Сучасний розвиток освіти передбачає активне впровадження міжпредметних та практико-орієнтованих підходів до навчання, що забезпечують формування в учнів цілісного уявлення про історичні, природничі та культурні процеси [4, 5]. Особливого значення у цьому контексті набуває використання краєзнавчого матеріалу, який дозволяє поєднувати історичні знання з особливостями розвитку регіону, його природного середовища та господарської діяльності населення [6–8]. Дослідники відзначають, що інтеграція локальної історії у навчальний процес сприяє розвитку пізнавального інтересу, дослідницьких умінь і міжпредметних компетентностей здобувачів освіти [7, 8, 13]. Водночас історія ветеринарної медицини Рівненщини, попри її важливе значення для розвитку тваринництва, народної медицини та господарської культури краю, залишається недостатньо висвітленою у сучасних педагогічних і

краєзнавчих дослідженнях [18, 19]. Це зумовлює необхідність комплексного вивчення історико-географічних аспектів розвитку ветеринарної справи регіону та пошуку ефективних шляхів їх інтеграції в освітній процес.

Важливим напрямом сучасної педагогіки є використання інтерактивних методів навчання, проєктно-дослідницької діяльності, навчальних екскурсій та STEM-підходів, які сприяють формуванню в учнів критичного мислення, інформаційної грамотності та навичок наукового пошуку [5, 7, 9–17]. У науковій літературі підкреслюється ефективність застосування дослідницьких методів у процесі вивчення історії та природничих дисциплін, однак питання використання матеріалів з історії ветеринарної медицини й собаківництва у позакласній роботі учнів залишається малодослідженим [7, 8, 11, 13]. Особливо актуальним є вивчення регіональної ветеринарної спадщини Рівненщини через призму краєзнавства, музеєзнавчих практикумів та історико-біологічних досліджень [1, 2, 18]. Такий підхід дозволяє поєднати історичні, етнографічні та природничі знання, формуючи у школярів цілісне сприйняття історичного розвитку суспільства і взаємодії людини з тваринним світом. Саме тому актуальним є дослідження педагогічного потенціалу історії ветеринарної медицини Рівненщини як важливого освітнього ресурсу сучасної школи.

Аналіз останніх досліджень і публікацій. Аналіз сучасних наукових досліджень свідчить про зростання інтересу до вивчення регіональної історії як важливого складника історичної пам’яті, культурної спадщини та освітнього процесу [4, 5]. У працях вітчизняних науковців дедалі частіше порушуються питання інтеграції краєзнавчого матеріалу у систему підготовки здобувачів освіти, зокрема майбутніх учителів історії, географії та природничих наук [7, 8]. Значна увага приділяється використанню міждисциплінарного підходу, який дозволяє поєднувати історичні, географічні, етнографічні та біологічні аспекти дослідження регіону. Водночас історія ветеринарної медицини Рівненщини залишається недостатньо висвітленою у науковій літературі та переважно розглядається фрагментарно – у контексті історії Волині, тваринництва або народної медицини. Окремі відомості про розвиток ветеринарної справи містяться у краєзнавчих, архівних та етнографічних публікаціях, однак вони не формують цілісного уявлення про становлення ветеринарної медицини регіону [18, 19]. Недостатньо дослідженим також залишається педагогічний потенціал використання історико-ветеринарного матеріалу у позакласній та навчально-дослідницькій роботі учнів. Це зумовлює необхідність комплексного аналізу географічних і краєзнавчих аспектів розвитку ветеринарної медицини Рівненщини та їх інтеграції в сучасний освітній процес.

Важливе значення для розвитку цього напряму мають раніше опубліковані праці авторів, присвячені історико-географічним та освітнім аспектам вивчення взаємодії людини, природи і тваринного світу. У статті «Географія становлення ветеринарної медицини Рівненщини в історичному контексті» було здійснено комплексний історико-географічний аналіз розвитку ветеринарної справи на території Рівненської області, розкрито вплив природно-географічних, соціально-економічних і військово-політичних чинників на формування ветеринарної служби регіону, а також обґрунтовано педагогічний потенціал використання такого матеріалу у підготовці здобувачів освіти. У роботі «Географія співіснування людини і тварини як освітній ресурс історичної підготовки (на прикладі собаки)» досліджено історико-географічні аспекти взаємодії людини і тварини, висвітлено значення міждисциплінарного підходу та доведено ефективність використання відповідного матеріалу для формування історичних, природничих і дослідницьких компетентностей студентів та учнів.

Отримані результати попередніх досліджень [1, 2] створили наукове підґрунтя для подальшого вивчення історії ветеринарної медицини

Рівненщини через призму краєзнавства, музеєзнавства, навчальних екскурсій та проєктно-дослідницької діяльності. Саме тому представлені матеріали є логічним продовженням попередніх наукових напрацювань у сфері історико-географічних і педагогічних досліджень.

Мета статті – дослідити географічні та краєзнавчі аспекти вивчення історії ветеринарної медицини Рівненщини в системі позакласної роботи учнів. Особливу увагу приділити використанню навчальних екскурсій, проєктно-дослідницької діяльності, інтерактивних методів і STEM-підходів як засобів формування історичних, природничих та дослідницьких компетентностей школярів. Також проаналізувати значення регіонального історико-культурного матеріалу у формуванні пізнавального інтересу, міжпредметних зв’язків і поваги до ветеринарної спадщини Рівненського краю.

Виклад основного матеріалу. Важливим елементом вивчення історії ветеринарної медицини є організація тематичних екскурсій та музеєзнавчих практикумів, що передбачають відвідування краєзнавчих музеїв, природничих експозицій, ветеринарних клінік і центрів порятунку тварин. Такі форми роботи створюють умови для безпосереднього занурення учнів в історико-біологічний контекст досліджуваної теми. Під час занять школярі мають можливість ознайомитися з матеріальними свідченнями розвитку ветеринарної справи на Рівненщині, вивчати артефакти, архівні документи та зразки традиційних засобів догляду за тваринами. Проведення екскурсій сприяє формуванню емоційного зв’язку з навчальним матеріалом, розвитку

спостережливості, пізнавального інтересу та навичок роботи з реальними історичними джерелами [3].

Навчальні екскурсії є одним із найбільш ефективних методів практичного ознайомлення учнів [5] із розвитком ветеринарної медицини на Рівненщині. Вони дозволяють перенести навчальний процес за межі класу та створити умови для безпосереднього контакту з предметом вивчення. Учні не просто читають про історію тваринництва чи народні лікувальні традиції, а бачать реальні артефакти, документи та предмети побуту. Така форма роботи сприяє глибшому й емоційно забарвленому сприйняттю історичного матеріалу. Водночас екскурсії створюють атмосферу дослідницького пошуку й стимулюють внутрішню мотивацію до пізнання [5, 6].

Особливе значення для теми дослідження мають краєзнавчі музеї Рівного, Дубна, Острога та Гощі, фонди яких містять матеріали, пов'язані з тваринництвом, народною медициною та традиційним господарством краю. У цих музеях зберігаються етнографічні свідчення про догляд за худобою, обрядові дії, пов'язані з оберегами для тварин, та засоби лікування, що застосовувалися селянами. Учні можуть побачити давні знаряддя праці пастухів, табунщиків, загатників і народних знахарів, описаних у роботі як носіїв унікальних знань. Такі експонати допомагають зрозуміти практичний характер народної ветеринарії, яка була важливою частиною життя місцевих громад. Музеї стають своєрідним «вікном у минуле», що дозволяє реконструювати історичний контекст.

Під час екскурсій до музеїв учні можуть досліджувати матеріальні свідчення професійної ветеринарної діяльності на Волині та Рівненщині у XIX–поч. XX ст., що згадуються у розглянутих дослідженнях. Зокрема, це документи ветеринарних управ, фрагменти обладнання для лікування тварин, інструменти ковалів і кровопускачів, які забезпечували потреби господарств. Ознайомлення з такими предметами дозволяє простежити еволюцію ветеринарної служби – від народних практик до організованої ветеринарної системи Волинської губернії. Це формує цілісне уявлення про те, як змінювалися методи лікування, профілактики й догляду за тваринами. Такі знахідки сприяють розвитку критичного мислення, оскільки учні порівнюють минулі й сучасні підходи.

Важливим елементом музеєзнавчих практикумів є робота з історичними документами: присяжними листами ветеринарів, архівними записами, актами про епізоотії та матеріалами лікарських управ. Ці документи демонструють, як організовувалася ветеринарна служба в минулому, які функції виконували старші фельдшери та лікарі, які заходи застосовувалися під час масових захворювань худоби. Учні вчаться аналізувати структуру

документів, визначати ключові факти та розуміти логіку прийняття рішень у тогочасних умовах. Така робота особливо цінна для формування вмінь аналізувати історичні джерела різних типів. Вона також сприяє формуванню інформаційної та громадянської компетентностей.

Цінним напрямом практикумів є відвідування місць, пов'язаних із подіями Берестецької битви. У цьому регіоні знайдено багато артефактів козацької ветеринарної практики: кровопускачі, шолгари, інструменти для копит, речовини для лікування ран тварин. Учні мають змогу побачити матеріальні докази існування розвиненої військової ветеринарної служби. Такі екскурсії дозволяють краще зрозуміти, як козаки забезпечували здоров'я коней та худоби в бойових умовах. Дослідження цих матеріалів допомагає учням усвідомити роль ветеринарії у військовій історії України.

Важливим компонентом таких екскурсій є залучення учнів до виконання міні-досліджень. Під час візиту до музею вони можуть фотографувати експонати, робити нотатки, готувати короткі описи або збирати інформацію для подальших проєктних робіт. Учні вчаться формувати дослідницькі запитання: як використовувалися ті чи інші інструменти? що вони можуть розповісти про повсякденне життя минулих поколінь? такі завдання стимулюють їх мислити як молоді науковці. Після екскурсії школярі опрацьовують матеріали й готують презентації, колажі, цифрові історії або постери.

Таким чином, навчальні екскурсії та музеєзнавчі практикуми є важливим елементом формування історичної компетентності учнів. Вони дозволяють поєднати теоретичні знання з реальними фактами, матеріальними свідченнями і культурною спадщиною Рівненської області. Учні отримують унікальну можливість дослідити історію ветеринарної медицини та собаківництва у природному культурному середовищі. Такий досвід сприяє розвитку дослідницьких умінь, емоційної залученості та міжпредметного мислення. Екскурсії стають важливим засобом виховання любові до рідного краю та усвідомлення його історичної цінності.

Важливе місце у вивченні історії ветеринарної медицини займає проєктно-дослідницька діяльність учнів, яка сприяє розвитку пізнавальної активності, самостійності та творчого мислення. Учням можна запропонувати підготовку міні-досліджень, присвячених історії місцевих ветеринарних лікарів, традиціям лікування домашніх тварин, розвитку службового собаківництва або ролі собаки в побуті українців. Виконання таких проєктів формує навички аналізу інформації, роботи з історичними джерелами, проведення інтерв'ю зі старожилами та узагальнення отриманих даних. Крім того, подібна діяльність дозволяє інтегрувати історичні, біологічні й етнографічні знання, що сприяє комплексному

сприйняттю навчального матеріалу. Результатами проєктної роботи можуть бути мультимедійні презентації, інформаційні буклети, тематичні шкільні виставки або цифрові історії («digital storytelling»).

Проєктно-дослідницька діяльність є ефективним методом формування в учнів уміння працювати з історичними матеріалами [7, 8] та аналізувати розвиток ветеринарної медицини регіону. Така форма роботи сприяє залученню школярів до активного пізнання, оскільки вони самостійно вивчають джерела, спостерігають, порівнюють і роблять висновки. Учні можуть обирати теми, пов'язані з місцевими традиціями догляду за тваринами, історією народного лікування, діяльністю відомих ветеринарів краю. Це дозволяє поєднати шкільний курс історії з біологією, етнографією та краєзнавством у межах одного проєкту. Такий підхід формує відповідальність, ініціативність і навички самостійної роботи.

Одним із найбільш цікавих напрямів є дослідження історії роботи народних знахарів та ковалів, які відігравали важливу роль у догляді за худобою на території Рівненщини [4]. Учні можуть аналізувати рецепти народної медицини, описані у місцевих етнографічних записах: застосування дьогтю, сировиці, обрядові практики, пов'язані з Юр'їним днем, або способи лікування сибірки та ящуру. Такі матеріали дозволяють дітям побачити зв'язок між традиційними знаннями та сучасною ветеринарною наукою. Крім того, діти вчаться оцінювати, які методи були ефективними, а які мали суто обрядовий характер. Це розвиває їх здатність критично мислити та інтерпретувати історичні явища.

Цінним напрямом учнівських проєктів є дослідження розвитку службового та мисливського собаківництва. Учні можуть з'ясовувати, яким чином собаки використовувалися у господарстві, охороні обійстя, військових потребах чи під час полювання. На основі історичних матеріалів та археологічних знахідок вони можуть простежити, як змінювалося ставлення до собаки в різні історичні епохи. Окрему увагу школярі можуть приділити тому, як формувалися робочі якості у різних груп порід, зокрема мисливських та охоронних. Такий проєкт має практичний вимір і формує у школярів цілісне уявлення про роль собаки у житті людини.

Ще одним перспективним напрямом є дослідження історії ветеринарної служби на території Волинської губернії та Рівненщини у XIX – початку XX століття. Учні можуть працювати з архівними матеріалами, зокрема звітами ветеринарних пунктів, присяжними листами, описами роботи фельдшерських станцій. Такі документи дають можливість відтворити, як функціонувала система ветеринарної допомоги, які інструменти застосовувалися та які хвороби були найпоширенішими. Дослідження цього напрямку допомагає зрозуміти еволюцію професії ветеринарного лікаря.

Крім того, такі проєкти розвивають навички роботи з текстами офіційно-ділового стилю.

У рамках проєктної діяльності учні можуть проводити інтерв'ю зі старожилами, які пам'ятають традиції догляду за худобою та роль тварин у повсякденному житті сільської громади. Такі усні джерела дають змогу порівняти історичні описи з живими спогадами очевидців. Учні вчаться ставити запитання, коректно вести розмову, фіксувати інформацію, аналізувати й узагальнювати її. Зібрані матеріали можуть стати основою для створення виставок, буклетів або відеоісторій. Такий метод формує навички етнографічного дослідження та виховує шанобливе ставлення до культурної спадщини.

Значні можливості відкриваються під час створення інтегрованих проєктів, що поєднують історію та біологію. Наприклад, учні можуть дослідити будову вовка й собаки, порівняти поведінкові та анатомічні зміни у процесі одомашнення, встановити вплив селекції на формування сучасних порід. Такі проєкти допомагають краще зрозуміти природничі аспекти теми й одночасно усвідомити культурне значення взаємин людини з тваринами. Інтеграція предметів робить процес навчання цілісним і дає змогу учням бачити міжпредметні зв'язки. Це сприяє розвитку системного мислення та здатності бачити проблему з різних наук.

Результати учнівських досліджень можуть оформлюватися у вигляді презентацій, буклетів, міні-музеїв, настінних експозицій або цифрових історій. Цифрові форми подачі матеріалу («digital storytelling») дозволяють поєднати текст, фотографії, інтерв'ю, відео та архівні матеріали. Це робить дослідження більш наочним і доступним для інших учнів та батьків. Крім того, сучасні форматизації стимулюють творчість та формують інформаційну культуру школярів. Учні вчаться працювати з мультимедійними програмами, розвиваючи цифрову грамотність.

Проєктно-дослідницька діяльність у контексті вивчення історії [9, 10] ветеринарної медицини та собаківництва Рівненщини є важливим елементом сучасної педагогіки. Вона сприяє розвитку ключових компетентностей: дослідницьких, комунікативних, громадянських та інформаційних. Учні набувають умінь працювати з історичними джерелами, критично оцінювати інформацію та презентувати результати власних досліджень. Такі проєкти сприяють усвідомленню цінності місцевої історії й формують повагу до культурної спадщини краю. У підсумку школярі краще розуміють історичне значення ветеринарної медицини як частини розвитку українського суспільства.

Важливу роль у процесі вивчення історії ветеринарної медицини та собаківництва відіграють інтерактивні форми навчання, які створюють

умови для активного залучення учнів до пізнавальної діяльності [11, 13]. Такі методи дозволяють не лише відтворювати історичні факти, а й аналізувати мотиви, умови та логіку дій людей минулих епох. Особливо ефективними інтерактивні форми є під час позакласної роботи, коли учні мають можливість експериментувати з різними способами представлення навчального матеріалу. Проведення рольових ігор, дискусій, тематичних реконструкцій або моделювання історичних ситуацій сприяє глибшому розумінню історичного контексту подій, описаних у дипломній роботі. Крім того, інтерактивність робить процес навчання емоційно насиченим, мотивуючим і сприяє формуванню стійкого інтересу до теми дослідження.

Одним із найбільш результативних методів є моделювання роботи ветеринарної громади минулих століть. Наприклад, учні можуть відтворити діяльність народного знахаря, коваля-кровопускача чи повітового ветеринара XIX століття, спираючись на описані в роботі історичні джерела. Учасники групи розподіляють ролі: один відповідає за лікування худоби традиційними методами, інший — за облік епізоотій, третій — за виконання санітарних правил, зазначених у документах Волинської губернії. Така реконструкція допомагає школярам зрозуміти, як була організована ветеринарна служба в умовах тогочасного суспільства. Вона відкриває для учнів можливість самостійного прийняття рішень і відповідального ставлення до роботи.

Не менш цікавим є використання рольових ігор, пов'язаних із традиційними обрядовими практиками, описаними у вступі роботи. Учні можуть інсценізувати дії господині, яка на Різдво «звучками квочки» забезпечує удачу для домашньої птиці. Такі ігри допомагають школярам зрозуміти символіку та практичний сенс народних вірувань, пов'язаних із доглядом за тваринами. Вони демонструють, як духовна культура поєднувалася з господарськими потребами. Це сприяє формуванню поваги до народної спадщини та її раціонального змісту.

Ефективним напрямом інтерактивної роботи є моделювання історичних ситуацій, у яких тварини відігравали ключову роль. Наприклад, учні можуть відтворити епізод із життя козацького війська, де важливим завданням було утримання бойових коней у здоровому стані. Для цього школярі вивчають знайдені під Берестечком інструменти — шолгари, ланцети, кровопускачі — та намагаються зрозуміти їх призначення. Під час моделювання учні визначають, які профілактичні заходи могли проводити табунщики та військові скотарі. Така робота створює умови для поєднання історичного знання з елементами ветеринарної практики.

Окрему увагу можна приділити створенню інтерактивних реконструкцій на основі архівних матеріалів Волинської губернії. Учні отримують

копії документів – наказів, приписів, інструкцій щодо карантинних заходів – і намагаються прийняти рішення в умовах уявної епізоотії. Вони аналізують: чи потрібно спалювати трупи худоби, як ізолювати хворих тварин, які обмежувальні заходи мають запроваджуватися у селах. Це вчить школярів оцінювати історичні події з точки зору логіки, безпеки та відповідальності. Такий метод наближає їх до роботи істориків, ветеринарів і управлінців одночасно.

Важливе значення має й моделювання повсякденних ситуацій, у яких собака виступає як партнер людини. Учні можуть відтворювати сцени, пов'язані з використанням собак у господарстві, на полюванні, у війську чи сторожовій службі. Такі заняття ґрунтуються на матеріалах про історію собаківництва, описаних у роботі: від давньоєгипетських зображень до традиційних мисливських порід Європи. Реконструкції допомагають учням зрозуміти, як формувалися робочі якості різних типів собак. Це формує інтерес до біологічної та соціальної ролі одомашнених тварин.

Сучасні технології дозволяють поєднати інтерактивні методи з цифровими інструментами. Учні можуть створювати відеореконструкції, 3D-моделі інструментів, віртуальні виставки або короткі фільми, що відтворюють історичні події. Це сприяє розвитку цифрової грамотності та робить навчання більш доступним і захопливим. Використання цифрових ресурсів дозволяє відтворити сцени, які складно реалізувати у звичайному шкільному середовищі. Така форма діяльності допомагає поєднати творчість з дослідницькими навичками.

Отже, інтерактивні методи навчання та моделювання історичних ситуацій є важливою складовою дослідження історії ветеринарної медицини та собаківництва у шкільному середовищі. Вони сприяють не лише глибокому засвоєнню знань, а й формуванню практичних умінь — аналізу, комунікації, співпраці, критичного осмислення. Учні отримують можливість бачити історію як живий процес, у якому важливими були як люди, так і тварини. Такі методи допомагають переосмислити роль ветеринарної спадщини Рівненської області та її значення для сучасної освіти. У підсумку інтерактивні підходи роблять вивчення історії більш чуттєвим, наочним та життєвим.

Однією з ефективних форм організації позакласної діяльності учнів є проведення біо-квесту «Слідами стародавнього ветеринара», який поєднує історичні та природничі знання. У процесі виконання завдань учні пересуваються між тематичними станціями, де ознайомлюються з різними історичними способами догляду за тваринами та методами лікування, що використовувалися в минулому. Така форма роботи дозволяє відтворити логіку діяльності давнього знахаря або ветеринара, який застосовував

доступні природні речовини для лікування худоби. Під час проходження квесту школярі мають можливість самостійно шукати, аналізувати та інтерпретувати інформацію, працювати в команді й ухвалювати спільні рішення. Проведення подібних заходів сприяє розвитку критичного мислення, пізнавального інтересу та формуванню компетентностей, необхідних для сучасного природничого навчання.

Метою біо-квесту є формування в учнів уміння працювати з різними джерелами, що включають історичні документи, біологічні описи та хімічні характеристики речовин [13, 15]. Учні вчаться порівнювати традиційні методи лікування з сучасними ветеринарними підходами, аналізувати їхню ефективність і ризики. Також особлива увага приділяється розвитку вміння робити висновки на основі спостережень і доведень. Під час виконання завдання школярі виявляють зв'язки між природничими науками та історичним досвідом свого краю. Це стимулює їх розуміти наукові явища через призму культурного й етнографічного минулого.

Однією з ключових частин квесту є станція, присвячена використанню дьогтю в народній ветеринарії. Учні досліджують його антисептичні властивості та з'ясовують, чому ця смолиста речовина широко застосовувалася для лікування ран. Вони аналізують хімічний склад дьогтю, зокрема наявність фенольних сполук, що визначають його протимікробну дію. Це дозволяє пов'язати історичні знання з сучасними уявленнями про дезінфекцію. Учні роблять висновки про те, як саме природні речовини могли забезпечувати ефективне лікування без фармацевтичних препаратів.

Наступна станція зосереджена на селітрі, яку в минулому використовували при тяжких інфекціях худоби. Учні вивчають її хімічні властивості, а також способи приготування розчинів, що застосовувалися при окремих захворюваннях. Важливо, що школярі також оцінюють небезпеки використання цієї речовини, адже нітрати можуть бути токсичними при неправильному дозуванні. Такий аналіз формує відповідальне ставлення до хімічних засобів у лікуванні тварин. Учні усвідомлюють, що навіть у минулому люди намагалися знайти баланс між ефективністю та безпечністю засобів.

Станція, присвячена використанню сироватки, демонструє учням, як продукти тваринного походження можуть бути застосовані у лікувальних цілях. Давні ветеринари використовували сироватку як основу для ліків, змішуючи її з селітрою, часником чи іншими речовинами. Учні досліджують, які білки та ферменти входять до складу сироватки та як вони могли впливати на одужання тварин. Це дозволяє відчути зв'язок між традиційною ветеринарією і сучасною біохімією. Також учні роблять висновки про особливості догляду за тваринами в умовах минулого.

Мед виступає однією з найвідоміших природних антисептичних речовин, тому окрема станція квесту присвячена його застосуванню. Учні дізнаються про бактерицидні властивості меду, пов'язані з ферментом глюкозооксидазою та низьким pH. Вони аналізують історичні приклади використання меду для лікування ран, запалень і виснаження тварин. Такий матеріал допомагає поєднати традиційні знання з сучасною наукою про біологічно активні речовини. Це сприяє формуванню глибокого розуміння природних механізмів лікування.

Остання станція квесту зосереджена на мідному купоросі, який використовували для знезараження ран та обробки копит. Учні ознайомлюються з його хімічною природою – сульфатом міді – та вивчають його фунгіцидні та антисептичні властивості. Школярі аналізують, чому саме мідний купорос був популярним засобом у минулій ветеринарії Полісся й Волині. Вони вчаться визначати не лише користь, а й можливі ризики, пов'язані з використанням солей важких металів. Це сприяє формуванню екологічної та хімічної грамотності учнів.

Після проходження всіх станцій учні створюють «Аптечку давнього знахаря», у якій відтворюють традиційні рецепти лікування тварин. Вони оформлюють карточки з описами речовин, історичними довідками та науковими поясненнями їхньої дії. Така діяльність поєднує творчість, аналіз джерел і роботу з довідковою літературою. Крім того, школярі презентують свої результати, що формує навички комунікації та академічної грамотності. Такий підхід робить навчання діяльнісним та максимально наближеним до наукового дослідження.

Завершальним етапом є підготовка міні-презентації «Як працював стародавній ветеринар», де учні узагальнюють зібрані матеріали. Вони демонструють, як історичні знання взаємодіють із біологічними та хімічними аспектами лікування тварин. Таке узагальнення розвиває уміння систематизувати інформацію та застосовувати наукові поняття в новому контексті. Учні усвідомлюють значення народної ветеринарії як частини локальної історії Рівненщини. Завдяки цьому біо-квест стає не лише навчальною грою, а й інструментом формування дослідницьких компетентностей і міжпредметних зв'язків.

Важливою складовою сучасної позакласної діяльності є реалізація STEM-проєктів, які забезпечують інтеграцію знань із різних галузей науки та сприяють розвитку дослідницьких навичок учнів. STEM-проєкт [15] «Собака як перший партнер людини: наука, історія, генетика» спрямований на формування в школярів цілісного уявлення про взаємодію людини і тварин упродовж історичного розвитку суспільства. У межах проєкту поєднуються досягнення біології, археології, генетики та історичної науки,

що створює умови для комплексного аналізу досліджуваних явищ. Учні мають можливість працювати з різними видами джерел — анатомічними моделями, історичними пам'ятками, науковими публікаціями та результатами сучасних генетичних досліджень. Такий формат роботи сприяє розвитку міжпредметних компетентностей, дослідницького мислення та навичок аналізу інформації, що є важливою складовою сучасної STEM-освіти. Завдяки цьому школярі глибше усвідомлюють роль собаки у становленні та розвитку людської цивілізації.

Головною метою проєкту є поглиблення розуміння учнями механізмів одомашнення собаки та їхнього значення для людини. Учні вивчають не лише біологічні особливості виду, але й соціальні, культурні та економічні аспекти, пов'язані з появою перших домашніх тварин. Особлива увага приділяється тому, як співіснування з твариною вплинуло на побут, мисливські практики та господарську діяльність давніх людей. Аналізуючи історичні та генетичні дані, школярі отримують уявлення про складність еволюційних процесів. Це дозволяє зрозуміти, чому саме собака стала унікальним партнером людини.

Першим етапом проєкту є створення генеалогічної схеми «Від вовка до сучасних порід собак». Учні простежують, як еволюція та селекція впливали на поведінку, розміри та морфологію собак у різні історичні періоди. Вони аналізують генетичні дослідження, що доводять спорідненість собаки й вовка, а також показують, як людина впливала на формування окремих порід. Кожен учень або група створює схематику, що демонструє основні лінії розведення, зображення порід та їхні характерні ознаки. Такий підхід розвиває вміння систематизувати інформацію й працювати з науковими даними.

Другим важливим етапом є міні-дослідження порівняльної анатомії вовка й собаки. Учні працюють з ілюстраціями, анатомічними моделями або цифровими 3D-макетами, визначаючи відмінності у будові черепа, зубів, кінцівок та мускулатури. Вони оцінюють, як змінилися функціональні можливості тварини після одомашнення та як це вплинуло на її поведінку. Окремо школярі аналізують зміни в соціальній поведінці та здатності до навчання, що характеризують собаку як більш адаптовану до життя поруч із людиною. Це завдання формує науковий підхід до вивчення еволюційних змін.

Наступний етап проєкту передбачає аналіз історичних джерел — від наскельних зображень до середньовічних манускриптів та археологічних знахідок. Учні визначають, яку роль відігравав собака в різних цивілізаціях: мисливського помічника, охоронця, символа родючості або сакральної істоти. На основі зібраних матеріалів вони створюють таймлайн, що

відображає ключові етапи співіснування людини й собаки. Така діяльність стимулює історичне мислення й навички інтерпретації джерел. Учні вчаться пов'язувати матеріальні знахідки з ширшими культурними й соціальними процесами.

Четвертим завданням є підготовка наукового стенду або постера «Що говорить біологія про співіснування людини й собаки?». Учні добирають наукові факти, що пояснюють взаємну користь такого партнерства: підвищення шансів на виживання, ефективність полювання, розвиток соціальної поведінки. У проєкті можуть бути використані інфографіка, генетичні дані, діаграми та мапи поширення перших порід. Така форма роботи сприяє розвитку навичок візуалізації інформації та її наукового представлення. Школярі вчаться працювати з великими масивами даних і перетворювати їх у наочні навчальні матеріали.

Важливою складовою STEM-проєкту є формування в учнів уміння висувати гіпотези та науково їх обґрунтовувати [15-17]. Учні аналізують, чому саме собака, а не інша тварина, стала першою одомашненою людиною. Вони враховують такі чинники, як соціальна поведінка вовків, їхня здатність до навчання, роль у полюванні та користь для виживання первісних спільнот. Учні вчаться аргументувати свої висновки, спираючись на факти, а не лише на припущення. Це формує науковий стиль мислення та навички критичного аналізу.

Командна робота в межах проєкту сприяє розвитку комунікативних умінь і навичок співпраці. Учні розподіляють обов'язки: одні працюють з історичними джерелами, інші – з біологічною та генетичною інформацією, ще інші готують ілюстративні матеріали. Такий підхід забезпечує інтеграцію знань і дозволяє кожному учаснику проявити свої сильні сторони. Спільне обговорення результатів допомагає висвітлити різні точки зору та прийти до узгоджених висновків. Це створює умови для формування в учнів навичок наукової комунікації.

Підсумком STEM-проєкту є презентація результатів, що може бути оформлена у вигляді виставки, усного захисту або створення мульти-медійного продукту [15].

Учні демонструють побудовані генеалогічні схеми, таймлайни, порівняльні таблиці та наукові постери. Вони представляють свої гіпотези й доводять їхню наукову обґрунтованість, що формує впевненість у власних дослідницьких силах.

Таке підбиття підсумків сприяє розвитку історичних, природничих і дослідницьких компетентностей. Проєкт завершується рефлексією, де учні оцінюють власну діяльність і визначають, як отримані знання можуть бути застосовані в подальшому навчанні.

Висновки. Практико-орієнтовані методи навчання, зокрема екскурсії, проєктно-дослідницька діяльність, інтерактивні форми роботи та STEM-завдання, є ефективним засобом формування в учнів цілісного уявлення про історію ветеринарної медицини та собаківництва Рівненщини. Їх використання сприяє розвитку дослідницьких умінь, критичного мислення, навичок роботи з різними джерелами інформації та здатності творчо презентувати результати власної діяльності. Такі форми навчання роблять освітній процес більш змістовним, динамічним і наближеним до реального життєвого досвіду.

Застосування інтерактивних та позакласних форм роботи дозволяє інтегрувати історичні, біологічні й етнографічні знання, формуючи в учнів міжпредметні компетентності та стійкий пізнавальний інтерес. Водночас школярі навчаються працювати в команді, аналізувати інформацію, приймати рішення та усвідомлювати значення гуманного ставлення до тварин і культурної спадщини рідного краю. Це відповідає сучасним вимогам компетентнісного підходу та сприяє формуванню активної, творчої й відповідальної особистості.

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МОДЕЛЬ ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ ОФІЦЕРІВ ДО ІНЖЕНЕРНОГО ЗАБЕЗПЕЧЕННЯ ПІДРОЗДІЛУ НАЦІОНАЛЬНОЇ ГВАРДІЇ УКРАЇНИ

Анотація. У статті теоретично обґрунтовано та розроблено модель формування готовності майбутніх офіцерів до інженерного забезпечення підрозділу Національної гвардії України у процесі професійної підготовки. Актуальність дослідження зумовлена потребою сектору безпеки й оборони у фахівцях, здатних ефективно виконувати завдання інженерного забезпечення в умовах динамічної оперативної обстановки, підвищених ризиків, обмеженого часу та необхідності прийняття обґрунтованих рішень. Визначено, що педагогічна модель є цілісною, науково обґрунтованою системою, яка відображає мету, зміст, методологічні підходи, принципи, педагогічні умови, форми, методи, засоби навчання та очікуваний результат підготовки майбутніх офіцерів.

Структура запропонованої моделі представлена чотирма взаємопов'язаними блоками: методологічно-цільовим, суб'єктним, змістово-діяльнісним та оцінювально-результативним. Методологічно-цільовий блок розкриває мету, завдання, підходи та принципи формування готовності. Суб'єктний блок відображає взаємодію учасників освітнього процесу, зокрема викладачів, курсантів, командирів підрозділів, наставників і керівників практичної підготовки. Змістово-діяльнісний блок охоплює зміст підготовки, етапи формування готовності, педагогічні технології, форми, методи й засоби навчання. Оцінювально-результативний блок передбачає визначення критеріїв, показників і рівнів сформованості готовності майбутніх офіцерів до інженерного забезпечення.

Особливу увагу приділено компетентнісному, системному, діяльнісному та особистісно орієнтованому підходам, а також мотиваційному, пізнавальному й результативно-рефлексивному компонентам готовності.

Зроблено висновок, що реалізація запропонованої моделі сприятиме підвищенню якості професійної підготовки майбутніх офіцерів, розвитку їхніх знань, практичних умінь, професійної мотивації, відповідальності, самостійності та здатності ефективно виконувати завдання інженерного забезпечення підрозділу НГУ.

Ключові слова: модель, формування готовності, майбутні офіцери, інженерне забезпечення, Національна гвардія України.

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MODEL FOR FORMING THE READINESS OF FUTURE OFFICERS FOR ENGINEERING SUPPORT OF A UNIT OF THE NATIONAL GUARD OF UKRAINE

Abstract. The article substantiates the relevance of forming the readiness of future officers for engineering support of a unit of the National Guard of Ukraine in the process of professional training. It is emphasized that the current conditions of service and combat activity, characterized by dynamism, uncertainty and increased security risks, significantly raise the requirements for the professional competence of officers. In particular, special attention is paid to their ability to analyze the operational situation, assess possible threats, make rational use of available forces and means, organize engineering measures, ensure the mobility, protection and survivability of the unit, and make well-grounded decisions under time pressure.

Readiness for engineering support is considered as an integrated professional quality of a future officer, which combines specialized knowledge, practical skills, professional motivation, responsibility, independence, discipline, organizational abilities, and the capacity for reflection and correction of one's own activity. The purpose of the article is to theoretically substantiate and develop a pedagogical model for forming the readiness of future officers for engineering support of a unit of the National Guard of Ukraine. The study uses the methods of analysis, synthesis, description, comparison and generalization.

The proposed pedagogical model is presented as a holistic, scientifically grounded system that includes the goal, content, methodological approaches, principles, pedagogical conditions, forms, methods, teaching tools and expected result of professional training. The significance of competency-based, systemic,

activity-based and personality-oriented approaches is revealed. The pedagogical conditions aimed at increasing the effectiveness of training future officers are also characterized. It is concluded that the developed model covers the key aspects of forming readiness for engineering support and may be used to improve the content, organization and methodological support of professional training in higher education institutions with specific learning conditions.

Keywords: model, formation of readiness, future officers, engineering support, National Guard of Ukraine.

Постановка проблеми. Сучасні умови службово-бойової діяльності підрозділів Національної гвардії України характеризуються високою динамічністю, ускладненням завдань, зростанням вимог до рівня професійної підготовки офіцерського складу та необхідністю ефективного застосування сил і засобів в умовах підвищеної небезпеки. За таких обставин особливої актуальності набуває проблема якісної підготовки майбутніх офіцерів до інженерного забезпечення підрозділу, оскільки саме від рівня їхньої готовності значною мірою залежить успішність виконання службово-бойових завдань, збереження боєздатності особового складу, підвищення рівня захищеності підрозділів і забезпечення належних умов для виконання поставлених завдань.

Інженерне забезпечення є важливою складовою професійної діяльності офіцера, що потребує не лише ґрунтовних спеціальних знань, практичних умінь і навичок, а й сформованості здатності діяти в умовах невизначеності, швидко ухвалювати обґрунтовані рішення, організовувати взаємодію та нести відповідальність за їх реалізацію. Водночас аналіз практики професійної підготовки майбутніх офіцерів свідчить, що традиційні підходи не завжди повною мірою забезпечують формування їхньої готовності до виконання завдань інженерного забезпечення в реальних умовах службово-бойової діяльності. Це зумовлює необхідність наукового обґрунтування й розроблення моделі формування готовності майбутніх офіцерів до інженерного забезпечення підрозділу Національної гвардії України, яка б ураховувала сучасні вимоги до військово-професійної підготовки, специфіку службової діяльності та потребу в поєднанні теоретичної, практичної й особистісно-професійної складових підготовки.

Аналіз останніх досліджень і публікацій. Аналіз останніх досліджень і публікацій свідчить, що проблема розроблення моделі формування готовності майбутніх офіцерів до інженерного забезпечення підрозділу Національної гвардії України має міждисциплінарний характер і спирається на наукові напрацювання з педагогічного моделювання, професійної військової освіти, формування готовності до службово-бойової

діяльності та спеціальної підготовки військових фахівців. Теоретичні засади педагогічного моделювання розкрито у працях І. Зязюна, В. Ягупова, Є. Лодатка, С. Вітвицької, С. Сисоєвої, Н. Ничкало, В. Кременя, О. Дубасенюк, які розглядають модель як науково обґрунтовану систему, що відображає структуру, зміст, взаємозв'язки та умови функціонування педагогічного процесу. Питання професійної підготовки майбутніх офіцерів, формування їхньої готовності до виконання службово-бойових завдань, розвитку професійної компетентності, управлінських і спеціальних умінь досліджували А Балендр, Ю. Медвідь, А. Павлюк, О. Полонський, О. Пшенична, А. Станішовський, О. Торічний, О. Діденко, І. Блощинський, В. Райко, Д. Іщенко, О. Бойко, О Коломієць, П Хоменко, Р. Мусевич, В. Шемчук, С. Кубіцький, М. Нещадим, В. Маслов, В. Свистун, Л. Романишина та інші науковці. У їхніх працях обґрунтовано різні підходи до побудови педагогічних моделей, у яких виокремлюються цільовий, методологічний, змістовий, організаційно-методичний, практичний, діагностичний та результативний блоки. Окрему увагу дослідники приділяють формуванню мотиваційної, когнітивної, діяльнісної, психологічної та рефлексивної складових професійної готовності майбутніх офіцерів. Водночас аналіз наукових джерел засвідчує, що, попри значну кількість праць із проблем професійної військової підготовки, питання формування готовності майбутніх офіцерів саме до інженерного забезпечення підрозділу Національної гвардії України досліджено недостатньо повно.

Мета статті теоретично обґрунтувати та розробити модель формування готовності майбутніх офіцерів до інженерного забезпечення підрозділу Національної гвардії України.

Виклад основного матеріалу. Аналіз словниково-довідкових джерел [1; 2; 3] засвідчує, що термін «модель» походить від французького слова *modulus* і трактується як міра, еталон або зразок. В Українському педагогічному словнику поняття «модель» визначається як образ певного об'єкта або системи об'єктів, поданий у формі зображення, схеми, опису тощо, який за умов певної схематизації та використання умовних засобів відтворення зберігає зовнішню подібність і пропорційне співвідношення його складових частин [2]. В. Ягупов трактує модель як знакову систему, що має допоміжне значення у відображенні дидактичного процесу як об'єкта наукового дослідження. На думку вченого, вона дає змогу розкрити цілісність структури та функціонування цього процесу, зберігаючи її на всіх етапах наукового аналізу [4, с. 31]. Є. Лодатко розглядає модель як умовну систему, що відображає або відтворює основні властивості, характерні ознаки та принципи внутрішньої організації досліджуваного об'єкта [5]. Аналіз наукових і довідкових джерел засвідчує, що поняття «модель» у

педагогіці трактується як умовне відтворення основних характеристик об'єкта чи явища з метою їх пізнання, пояснення та вдосконалення. Педагогічна модель виступає інструментом наукового аналізу, що дає змогу системно відобразити структуру, взаємозв'язки й особливості функціонування освітнього процесу.

У дослідженні А. Балендра модель формування готовності майбутніх офіцерів охоплює орієнтований, організаційно-змістовний та діагностично-корекційний блоки [6]. Ю. Медвідь у структурі моделі формування готовності майбутніх офіцерів виокремлює методологічно-цільовий, організаційно-змістовий та результативно-оцінний блоки [7]. А. Павлюк у моделі формування професійної готовності майбутніх офіцерів визначає цільовий, організаційно-технологічний та оцінно-результативний блоки [8]. О. Полонський, розглядаючи модель розвитку науково-дослідної компетентності майбутніх офіцерів, виокремлює цільовий, змістовий, операційно-методичний і контрольно-оцінний блоки [9]. О. Пшенична у запропонованій моделі визначає організаційно-мотиваційний, навчально-методичний та оцінно-результативний блоки [10].

У моделі А Станішовського представлено цільовий, змістовно-практичний і діагностично-результативний блоки [11].

На основі узагальнення наукових підходів і результатів власного дослідження обґрунтовано модель формування готовності майбутніх офіцерів до інженерного забезпечення підрозділу Національної гвардії України у процесі професійної підготовки. Її зміст передбачає визначення мети й прогнозованого результату, окреслення теоретико-методологічних основ, розкриття змістових і технологічних особливостей організації підготовки, а також здійснення моніторингу рівня сформованості готовності майбутніх офіцерів до виконання завдань інженерного забезпечення.

Структура запропонованої моделі представлена чотирма взаємопов'язаними блоками: методологічно-цільовим, суб'єктним, змістово-діяльнісним та оцінювально-результативним. Кожен із них виконує визначену функцію та забезпечує цілісність процесу формування готовності майбутніх офіцерів до інженерного забезпечення підрозділу НГУ рис. 1.

Методологічно-цільовий блок розроблено з урахуванням актуальної потреби суспільства та сектору безпеки й оборони у якісній підготовці майбутніх офіцерів до виконання завдань інженерного забезпечення. Цей блок передбачає визначення мети, основних завдань, методологічних підходів і принципів організації освітнього процесу. Провідним елементом моделі є мета, яка полягає у формуванні готовності майбутніх офіцерів до інженерного забезпечення підрозділу Національної гвардії України в процесі професійної підготовки.

Досягнення зазначеної мети передбачає розв'язання таких завдань: формування в здобувачів освіти стійкої мотивації до здійснення інженерного забезпечення; оволодіння ними необхідними знаннями й уміннями у сфері інженерного забезпечення; розвиток здатності до рефлексії та оцінювання результатів власної професійної діяльності.

У межах дослідження формування готовності майбутніх офіцерів до інженерного забезпечення підрозділу Національної гвардії України розглядається з позицій компетентнісного, системного, діяльнісного, особистісно орієнтованого методологічних підходів.

Компетентнісний підхід спрямований на формування у майбутніх офіцерів практичної здатності ефективно виконувати завдання інженерного забезпечення в умовах службово-бойової діяльності. Його застосування сприяє розвитку професійного потенціалу, мотивації до оволодіння інженерною складовою військової діяльності, самовдосконаленню та адаптації до сучасних вимог військового середовища.

Системний підхід дає змогу розглядати формування готовності майбутніх офіцерів до інженерного забезпечення як цілісну педагогічну систему, що охоплює мету, зміст, завдання, форми, методи, засоби та результати підготовки. Його використання забезпечує визначення основних компонентів цієї системи, встановлення взаємозв'язків між ними та розроблення структурованої моделі підготовки майбутніх офіцерів.

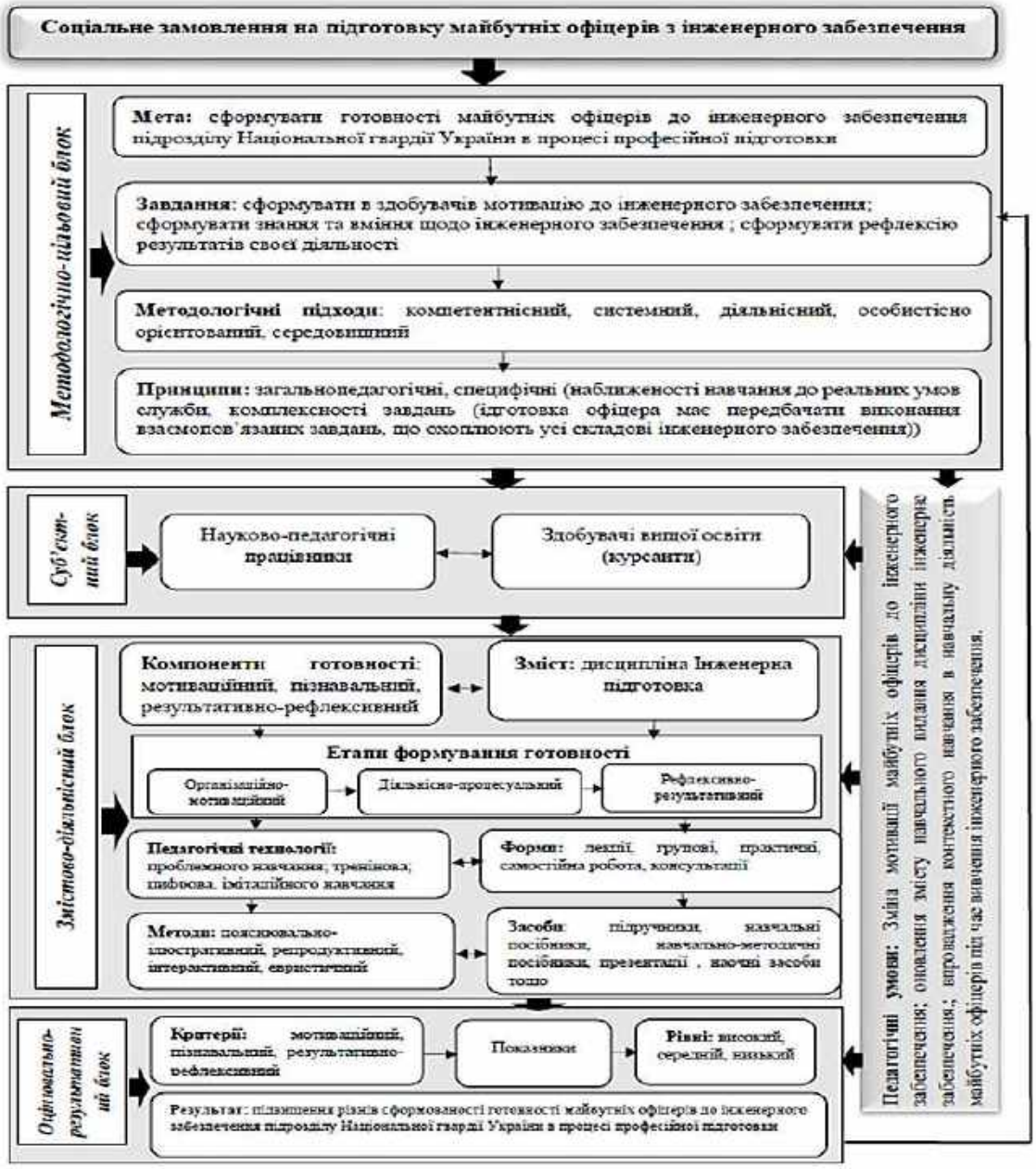

Рис. 1 Модель формування готовності майбутніх офіцерів до інженерного забезпечення підрозділу Національної гвардії України в процесі професійної підготовки

Діяльнісний підхід передбачає активне залучення курсантів до практично орієнтованої навчальної діяльності, спрямованої на формування професійних умінь, самостійності, ініціативності та відповідальності. У межах цього підходу майбутні офіцери набувають здатності застосовувати інженерні знання на практиці, приймати обґрунтовані рішення та діяти в різних умовах оперативної обстановки.

Особистісно орієнтований підхід ґрунтується на врахуванні індивідуальних потреб, можливостей і професійних цілей здобувачів освіти. Він сприяє розвитку лідерських якостей, відповідальності, ініціативності, здатності до самореалізації та прийняття рішень у складних умовах професійної діяльності. Застосування цього підходу підвищує мотивацію до навчання та забезпечує розвиток особистісного потенціалу майбутніх офіцерів.

Формування готовності майбутніх офіцерів до інженерного забезпечення підрозділу НГУ ґрунтується на загальнопедагогічних і специфічних принципах навчання. До загальнопедагогічних належать принципи науковості, систематичності й послідовності, наочності, зв'язку навчання з практичною діяльністю, свідомості й активності.

Принцип науковості забезпечує опору змісту підготовки на сучасні досягнення військової інженерії, інженерної розвідки, фортифікаційного обладнання, гуманітарного розмінування та використання новітніх технічних засобів. Принцип систематичності й послідовності сприяє логічній організації освітнього процесу, поступовому засвоєнню знань, формуванню практичних умінь і навичок.

Принцип наочності передбачає використання зразків інженерної техніки, макетів, моделей, відеоматеріалів, 3D-моделювання, тренажерів, практичних занять на полігонах і в лабораторіях. Це поглиблює розуміння інженерних процесів, конструкцій і засобів, що застосовуються у службово-бойовій діяльності.

Принцип зв'язку навчання з практикою забезпечує поєднання теоретичних знань із виконанням практичних завдань, наближених до реальних умов діяльності підрозділів.

Принцип свідомості й активності сприяє активній участі курсантів у навчанні, розвитку логічного, просторового й аналітичного мислення, здатності до самоконтролю, рефлексії та прийняття обґрунтованих інженерних рішень.

До специфічних принципів належать принципи професійної спрямованості та комплексності завдань. Принцип професійної спрямованості передбачає орієнтацію змісту, форм і методів навчання на майбутню службово-бойову діяльність, формування фахових компетентностей, професійної мотивації, відповідальності та усвідомлення значущості офіцерської діяльності.

Принцип комплексності завдань передбачає виконання взаємопов'язаних навчально-практичних завдань, що охоплюють основні складові інженерного забезпечення: фортифікаційне обладнання, інженерну розвідку, мінно-вибухову справу, подолання перешкод і застосування інженерної

техніки. Його реалізація сприяє формуванню цілісного професійного мислення, уміння комплексно оцінювати обстановку та приймати ефективні рішення в реальних умовах служби.

Таким чином, визначені загальнодидактичні та специфічні принципи становлять основу формування готовності майбутніх офіцерів до інженерного забезпечення підрозділу Національної гвардії України у процесі професійної підготовки. Вони утворюють цілісну взаємопов'язану систему, послідовна реалізація якої сприяє підвищенню рівня професійної підготовленості майбутніх офіцерів і розвитку їхньої здатності ефективно виконувати завдання інженерного забезпечення.

Суб'єктний блок розкриває специфіку взаємодії учасників освітнього процесу та їхню роль у формуванні готовності майбутніх офіцерів до інженерного забезпечення підрозділу НГУ. Основними суб'єктами цього процесу є викладачі, курсанти, командири підрозділів, наставники та керівники практичної підготовки. Виокремлення цього блоку зумовлене необхідністю організації ефективної педагогічної взаємодії на засадах суб'єкт-суб'єктних відносин, співпраці, взаємної відповідальності та професійної спрямованості навчання. У такій взаємодії курсант виступає активним учасником освітнього процесу, здатним до саморозвитку, самоконтролю й прийняття рішень, а викладач виконує роль організатора, наставника та координатора навчальної і практичної діяльності.Така взаємодія сприяє розвитку фахової компетентності, професійної мотивації та готовності майбутніх офіцерів до виконання службово-бойових завдань в умовах професійної діяльності.

Змістово-діяльнісний блок моделі відображає змістову, організаційну та практичну складові професійної підготовки майбутніх офіцерів до інженерного забезпечення підрозділу НГУ. Він спрямований на послідовне формування мотиваційного, пізнавального та результативно-рефлексивного компонентів готовності. Зміст блоку охоплює теоретичні знання, практичні вміння, професійно важливі якості й навички, необхідні для виконання завдань інженерного забезпечення. Його реалізація здійснюється під час вивчення дисципліни «Інженерна підготовка», виконання практичних завдань, самостійної роботи, тренувань і занять, наближених до умов службово-бойової діяльності. Формування готовності відбувається поетапно: на організаційно-мотиваційному етапі формується інтерес до інженерного забезпечення; на діяльнісно-процесуальному - засвоюються знання та практичні вміння; на рефлексивно-результативному – здійснюються аналіз, самооцінювання й корекція результатів підготовки. Реалізація блоку забезпечується через лекції, практичні й групові заняття, самостійну роботу, консультації, проблемне, інтерактивне, імітаційне та

контекстне навчання, а також використання навчальних посібників, наочних матеріалів і цифрових ресурсів. Це дає змогу поєднати теоретичну підготовку з практичною діяльністю та забезпечити цілісне формування готовності майбутніх офіцерів.

Готовність майбутніх офіцерів до інженерного забезпечення формується через взаємозв'язок мотиваційного, пізнавального та результативно-рефлексивного компонентів. Мотиваційний компонент відображає професійні інтереси, потреби й ціннісні орієнтації; пізнавальний - засвоєння знань, розвиток професійного мислення та здатність застосовувати їх у фаховій діяльності; результативно-рефлексивний - уміння аналізувати, оцінювати й коригувати власні дії для підвищення ефективності професійної діяльності. Запропонована модель передбачає поетапне формування готовності майбутніх офіцерів до інженерного забезпечення. Цей процес реалізується через такі етапи: організаційно-мотиваційний, діяльнісно-процесуальний і рефлексивно-результативний.

Досягненню визначеної мети сприяє використання відповідних педагогічних технологій, форм, методів і засобів навчання. Зокрема, до педагогічних технологій належать проблемне, тренінгове, цифрове та імітаційне навчання. Основними формами організації освітнього процесу є лекції, групові й практичні заняття, самостійна робота та консультації. Серед методів підготовки доцільно виокремити пояснювально-ілюстративний, репродуктивний, інтерактивний та евристичний методи. Засобами навчання виступають підручники, навчальні й навчально-методичні посібники, презентації, наочні матеріали та інші дидактичні ресурси.

Реалізація визначених блоків моделі забезпечує досягнення очікуваного результату, що відображено в оцінювально-результативному блоці. Цей блок містить критерії сформованості готовності - мотиваційний, пізнавальний і результативно-рефлексивний, відповідні показники, рівні сформованості готовності майбутніх офіцерів до інженерного забезпечення - високий, середній, низький, а також діагностичний інструментарій для їх оцінювання. Він відображає результат цілеспрямованого педагогічного впливу, що виявляється у підвищенні рівня готовності майбутніх офіцерів до інженерного забезпечення в процесі професійної підготовки.

Висновки. Отже, розроблена та обґрунтована модель формування готовності майбутніх офіцерів до інженерного забезпечення підрозділу Національної гвардії України спрямована на підвищення якості професійної підготовки майбутніх офіцерів, розвиток їхніх знань, умінь, професійної мотивації, здатності до рефлексії та прийняття обґрунтованих рішень. Подальші дослідження доцільно спрямувати на експериментальну перевірку ефективності моделі та вдосконалення діагностичного інструментарію.

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ПЕРІОДИЗАЦІЯ РОЗВИТКУ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ПОЛІТОЛОГІВ У ПОЛЬЩІ

Анотація. У статті проаналізовано розвиток професійної освіти фахівців у галузі політичних наук в Польщі. Мета статті полягає у здійсненні періодизації розвитку професійної підготовки політологів у Польщі та характеристиці основних етапів її становлення і трансформації. У результаті дослідження проаналізовано стан наукової розробленості проблеми у працях українських і польських дослідників. Встановлено, що питання історичного розвитку політологічної освіти у Польщі висвітлювалися фрагментарно, тоді як науково обґрунтована періодизація професійної підготовки політологів залишилася недостатньо дослідженою.

На основі суспільно-політичного, інституційного, змістово-методологічного та освітньо-організаційного критеріїв виокремлено п’ять основних періодів розвитку професійної підготовки політологів у Польщі: період становлення політичної науки та зародження політологічної освіти (початок XX ст. – 1939 р.); період кризи та ідеологізації політичної освіти (1939–1956 рр.); період відновлення та інституційного оформлення політологічної підготовки (1956–1989 рр.); період демократизації та європеїзації політологічної освіти (1989–2011 рр.); період сучасної трансформації підготовки політологів (2011 р. – дотепер). У межах кожного періоду охарактеризовано зміни у структурі освітніх програм, змісті підготовки, розвитку інститутів політичних наук та кадрового забезпечення політологічної освіти. У висновках узагальнено результати проведеної роботи. Зокрема, доведено, що розвиток професійної підготовки політологів у Польщі відбувався під безпосереднім впливом суспільно-політичних трансформацій, реформ системи вищої освіти, зміни ідеологічних орієнтирів та процесів європейської інтеграції. Установлено, що сучасна польська політологічна освіта характеризується міждисциплінарністю, орієнтацією на практичну підготовку, інтеграцією у європейський освітній простір та пошуком нових моделей функціонування в умовах сучасних викликів. Обґрунтовано, що польський досвід розвитку професійної

підготовки політологів має важливе значення для вдосконалення системи підготовки фахівців політичної сфери в Україні та може бути використаний у процесі модернізації вітчизняної вищої освіти.

Ключові слова: професійна підготовка політологів, вища освіта, розвиток, Польща, періодизація.

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TRENDS IN THE DEVELOPMENT OF PEDAGOGICAL COLLEGES IN UKRAINE UNDER THE CONDITIONS OF THE TRANSFORMATION OF PROFESSIONAL PRE-HIGHER EDUCATION

Abstract. The article analyzes the development of professional education and training of specialists in the field of political science in Poland. The purpose of the article is to develop a periodization of the professional training of political scientists in Poland and to characterize the main stages of its formation and transformation. As a result of the study, the state of scientific development of the problem in the works of Ukrainian and Polish researchers was analyzed. It was established that the issues of the historical development of political science education in Poland had been studied only fragmentarily, while a scientifically grounded periodization of the professional training of political scientists remained insufficiently explored. Based on socio-political, institutional, content-methodological, and organizational-educational criteria, five main periods in the development of professional training of political scientists in Poland were identified: the period of the formation of political science and the emergence of political science education (the beginning of the 20th century – 1939); the period of crisis and ideological domination in political education (1939–1956); the period of restoration and institutionalization of political science training (1956–1989); the period of democratization and Europeanization of political science education (1989–2011); and the period of modern transformation of political scientists' training (2011 – present). Within each period, changes in the structure of educational programs, the content of training, the development of political science institutes, and the staffing of political science education were characterized. The conclusions summarize the results of the conducted research. In particular, it was proven that the development of professional training of political scientists in Poland occurred under the direct influence of socio-political transformations, reforms of the higher education system, changes in ideological

orientations, and processes of European integration. It was established that contemporary Polish political science education is characterized by interdisciplinarity, orientation toward practical training, integration into the European educational space, and the search for new models of functioning under modern challenges. It is substantiated that the Polish experience in the development of professional training of political scientists is important for improving the system of training specialists in the political sphere in Ukraine and can be used in the process of modernization of domestic higher education.

Keywords: professional training of political scientists, higher education, development, Poland, periodization.

Постановка проблеми. Трансформаційні процеси, що відбуваються у сучасній вищій освіті, актуалізують проблему професійної підготовки фахівців суспільно-політичного профілю, здатних ефективно функціонувати в умовах демократичного суспільства, інформаційних викликів, глобалізаційних змін та динамічної еволюції політичних систем.

Сьогодення вимагає від кваліфікованих політологів розвиненого аналітичного мислення, громадянської відповідальності, здатності до критичного осмислення суспільно-політичних процесів, а також уміння та готовність брати участь у формуванні демократичної політичної культури. У цьому контексті важливим вбачаємо звернення до зарубіжного досвіду професійної підготовки фахівців у галузі політичних наук, зокрема до досвіду Польщі, яка пройшла складний шлях становлення політичної науки та політологічної освіти – від перших шкіл політичних наук міжвоєнного періоду до сучасної системи професійної підготовки політологів, інтегрованої в європейський освітній простір. Цінність польського досвіду для України визначається спільністю окремих історичних процесів, трансформаційним характером розвитку постсоціалістичних суспільств, а також активними процесами реформування системи вищої освіти відповідно до європейських стандартів.

Розвиток професійної підготовки майбутніх політологів у Польщі відбувався під впливом суспільно-політичних трансформацій, змін державного устрою, ідеологічних чинників та реформ системи вищої освіти. Особливості історичного розвитку польської політологічної освіти зумовили зміну її цілей, змісту, організаційних форм і методологічних засад. У різні історичні періоди підготовка політологів виконувала різні функції – від формування державницьких еліт до забезпечення ідеологічної підготовки або розвитку демократичної політичної культури. Зміни суспільного ладу, вплив політичних режимів, процеси демократизації та європейської інтеграції безпосередньо позначалися на структурі політологічної освіти,

змісті освітніх програм, напрямах наукових досліджень та підходах до професійної підготовки майбутніх фахівців.

Актуальність дослідження зумовлюється також необхідністю історико-педагогічного осмислення розвитку політологічної освіти як складової системи вищої освіти Польщі. Аналіз еволюції професійної підготовки політологів дозволяє виявити провідні тенденції розвитку політичної науки та освітньої практики у різні історичні періоди. У зв'язку з цим особливої ваги набуває розробка науково обґрунтованої періодизації розвитку професійної підготовки політологів у Польщі, яка дає можливість систематизувати історико-педагогічний матеріал, простежити логіку трансформації політологічної освіти та комплексно охарактеризувати основні етапи її становлення і розвитку.

Аналіз останніх досліджень і публікацій. Проблема підготовки кваліфікованих кадрів у Польщі стала предметом досліджень низки як вітчизняних, так і зарубіжних науковців. Зокрема, закономірності, тенденції та суперечності розвитку польської університетської освіти дослідили В. Павленко та М. Корнійчук [2–3; 6]. При цьому М. Корнійчук зробив спробу періодизації становлення університетської освіти, виділивши міжвоєнний, після Другої світової війни, після падіння комунізму та сучасний періоди [2, С. 26].

Дослідники намагаються також аналізувати реформи у вищій освіті Польщі [8; 9], здійснювати порівняльні дослідження вищої освіти у Польщі та Україні [1], а також прогнозувати розвиток вищої освіти в Польщі. Зокрема, у монографії «Прогноз розвитку вищої освіти в Польщі до 2030 року. Візія, місія, умови та варіанти розвитку» (за науковою редакцією Є. Возницького) [7] розглядаються процеси реформування польської вищої освіти, вплив державної освітньої політики, європейської інтеграції, академічної автономії та змін у системі управління університетами. Однак автори [1; 7–9] аналізують систему вищої освіти загалом, без детального розгляду еволюції підготовки політологів, проте є важливим джерелом для розуміння загальних тенденцій розвитку польської вищої освіти, у межах якої формувалася сучасна система професійної освіти політологів.

Вітчизняні дослідники М. Лахижа, І. Кульчій, І. Трегубенко [4; 5] проаналізували ґенезу підготовки політологів у Польщі та дійшли висновку про високий рівень підготовки кадрів у галузі політичних наук, яка орієнтується на потреби публічної влади, аналітичних центрів та міжнародних інституцій. Автори стверджують, що політологія у Польщі перебуває у своєрідному парадоксальному стані: «інституційно вона розвинена – з потужною освітньою та науковою інфраструктурою, міжнародною інтеграцією, активною молодою генерацією дослідників.

Однак, разом із тим, вона зіштовхується з викликами: криза теоретичних підходів, фрагментація тем, слабкий вплив на реальну політику та управління. Специфіка польської політології полягає в тому, що вона має великий потенціал, але цей потенціал потребує переосмислення – переходу від описового дослідження до аналітичного впливу, від окремих емпіричних досліджень до системного синтезу» [5, С. 119].

Особливо цінними для відтворення еволюції професійної підготовки політологів у Польщі є праці польських авторів. Так, П. Важец [14] розглянув вплив освітніх та політичних трансформацій на функціонування політології як академічної дисципліни. Праця дала змогу простежити сучасні виклики у сфері підготовки політологів. Водночас дослідження не містить цілісного історико-педагогічного аналізу розвитку професійної підготовки політологів у Польщі. У монографії Я. Вишнєвського, Ф. Бялого та Л. Дулемби [15] розвиток політичної науки у Польщі розглянуто крізь призму взаємодії науки, ідеології та державної політики. Водночас автори зосереджуються переважно на політичній науці як суспільному та академічному феномені, тоді як педагогічні аспекти професійної підготовки політологів, зокрема зміст, форми та організація освітнього процесу, висвітлені фрагментарно. Праця М. Ярентовського [10] в основному висвітлює кадровий та інституційний аспекти функціонування політологічної освіти, а також дає змогу зрозуміти механізми трансформації академічного середовища політичної науки. Водночас основна увага автора зосереджена на аналізі академічної спільноти політологів та кадрових процесів, тоді як питання еволюції системи професійної підготовки політологів залишається недостатньо розкритим.

Попри ґрунтовне дослідження історії підготовки кадрів у галузі політичних наук в Польщі, дослідники не робили спроб здійснити відповідну науково обгрунтовану періодизацію. Необхідність її розробки зумовлена потребою систематизації історико-педагогічного матеріалу, з'ясування основних тенденцій розвитку політологічної освіти, а також осмислення впливу суспільно-політичних і освітніх трансформацій на професійну підготовку майбутніх політологів. Періодизація дає змогу комплексно проаналізувати еволюцію змісту, структури та організаційних засад підготовки фахівців політичної сфери у Польщі упродовж XX – початку XXI століття.

Метою статті є здійснення періодизації розвитку професійної підготовки політологів у Польщі та характеристика основних етапів її становлення і трансформації.

Виклад основного матеріалу дослідження. Дослідження професійної підготовки політологів у Польщі потребує розробки науково

обґрунтованої періодизації, оскільки розвиток політологічної науки відбувався під впливом складних суспільно-політичних, ідеологічних та освітніх трансформацій. Як вже йшлося вище, періодизація дає можливість систематизувати історико-педагогічний матеріал, виявити закономірності підготовки фахівців у галузі політичної науки, простежити еволюцію змісту, організаційних форм і методологічних засад професійної освіти політологів. Крім того, виокремлення основних періодів розвитку політологічної освіти створює підґрунтя для порівняльного аналізу та творчого використання польського досвіду в умовах модернізації вітчизняної вищої освіти.

В основу розробки періодизації підготовки політологів у Польщі ми поклали низку критеріїв: суспільно-політичні трансформації, зміни в інституційному розвитку політичної науки, трансформацію змісту та методології політологічної освіти, еволюцію системи професійної підготовки фахівців. Суспільно-політичний критерій дозволив врахувати вплив державних трансформацій на розвиток політологічної освіти, інституційний – простежити становлення академічних структур, змістово-методологічний – виявити зміну освітніх парадигм, а освітньо-організаційний – охарактеризувати трансформацію системи професійної підготовки. Відтак вважаємо, що в історії підготовки польських політологів можна виділити п’ять періодів: I – період становлення політичної науки та зародження підготовки політологів (початок XX ст. – 1939 р.); II – період кризи та ідеологізації політичної освіти (1939 – 1956 рр.); III – період відновлення та інституційного оформлення політологічної підготовки (1956 – 1989 рр.); IV – період демократизації та європеїзації підготовки політологів (1989 – 2011 рр.); V – період сучасної трансформації політологічної освіти (2011 – дотепер). Охарактеризуємо кожен з виділених періодів.

Нижня хронологічна межа першого періоду пов’язана із інституалізацією політичної науки у Польщі на початку XX століття, що була пов’язана із застуванням у 1902 р. (за даними П. Важеца [14, С. 48] – 1905 р.) у Львові школи політичних наук. Дев’ять років по тому у Кракові в Ягеллонському університеті було створено Польську школу політичних наук, а в 1914 р. (у П. Важеца [14, С. 48] – 1915 р.) засновано Школу політичних наук у Варшаві [11, С. 164]. Варто зазначити, що вже до 1930-х рр. Варшавська школа стала найбільшим приватним закладом вищої освіти у Польщі та центральною інституцією розвитку політичної науки у міжвоєнний період [14, С. 48].

Міжвоєнний період характеризується науковим, організаційним та освітнім розвитком осередків політичної науки, що дало поштовх для створення двох політичних центрів: львівсько-краківського та варшавського [11,

С. 164]. У цей період політичні науки трактувалися як пізнавально-освітня дисципліна, що факультативно викладалася на правничих студіях та як практичне знання, необхідне для підготовки державних службовців відновленої після поділів Польщі.

У сфері викладання домінували державно-правові питання, доповнені політичною історією, дипломатією, соціальною та економічною політикою [15, С. 57].

Більшість установ, створених у передвоєнний та міжвоєнний періоди, були пов'язані з юридичними та правничими інституціями. Такий самий зв'язок простежувався і в діяльності найвідоміших політологів того часу, серед яких Едмунд Ян Рейман, Антоній Перетяткович та Адам Гейдель. Сьогодні їх передусім вважають юристами або економістами, проте саме їхні праці заклали підвалини немарксистської польської політичної науки того часу [14, С. 48].

Початок другого періоду пов'язуємо із вибухом Другої світової війни, яка спричинилася до переходу діяльності у сфері політичних наук у підпілля. Ця діяльність обмежувалася освітою та заочними курсами. А після завершення війни політична наука потрапила у значну залежність від комуністичної ідеології. Відтак у 1950 р. академії політичних наук, що функціонували у Варшаві та Кракові, були закриті, а вже за рік професійну підготовку у сфері політичної науки було припинено. Несприятливий політичний клімат призвів до того, що політична наука як окрема дослідницька дисципліна фактично припинила існування, а її представники перейшли до суміжних наукових галузей [11, С. 164]. У цей період простежується низка навчальних та організаційних рішень. Зокрема, у 1947/1948–1950 рр. у закладах вищої освіти викладався курс «Студії науки про Польщу і сучасний світ», що мав інформаційно-ідеологічний характер. Згодом до 1955/1956 навчального року викладався курс «Основи марксизму-ленінізму» [15, С. 60; 14, С. 63].

Третій період розпочинається після жовтневих подій 1956 р., коли почалося відродження польської політичної науки. Дослідники політичних явищ і процесів почали активно інтегруватися у внутрішній та міжнародний вимір політичної науки, створювалися інституційні засади для розвитку науки та академічної освіти. Так, вже у 1957 р. було засновано Польське товариство політичних наук – федерація спеціалізованих наукових товариств, діяльність яких спрямовувалася на дослідження політичної сфери. У 1955 р. було припинено викладання курсу «Основи марксизму-ленінізму», а з 1963/1964 навчального року до навчальних планів було уведено дисципліну «Основи політичної науки» [11, С. 164]. Спочатку він викладався у 13 університетах, у 1966 році вже у 28, у 1969 році – у 65, а з

1970 року – в усіх університетах та їхніх філіях, де навчалося близько 56 тисяч студентів [12, С. 63].

У 1964 р. у Ягеллонському, Вроцлавському, Варшавському, Лодзькому університетах, а також в університеті ім. Адама Міцкевича, Університеті Марії Кюрі-Склодовської, Університеті Миколая Коперника та низці інших інституцій було створено міжфакультетські студії політичних наук. Їхнє завдання полягало у реалізації навчальної дисципліни, що мала поряд з політологічним індоктринаційний характер у межах загальноуніверситетських дисциплін для студентів різних спеціальностей. Одночасно у Варшавському університеті було створено Центральний методичний осередок студій політичних наук [10, С. 174].

Наприкінці 1960-х рр. розпочалося створення інститутів політичних наук (у межах факультетів або поза ними). Створення цих інститутів стало ключовим елементом, оскільки було пов'язане із об'єднанням працівників, які раніше працювали на різних факультетах, започаткуванням навчального напряму «Політичні науки» та присудженням наукових ступенів у межах цієї спеціальності. Перші такі інститути виникли в університетах Познані (1 червня 1967 р.), Варшави (25 вересня 1967 р.), Вроцлава (1 травня 1969 р.), Кракова (12 червня 1969 р.) і Катовіце (1 жовтня 1975 р.). Наступні (іноді з означенням «міжуніверситетіський») були створені у Гданську (1970), Любліні (1975), Лодзі (1976) та Щецині (1985). Однак у цих інституціях не відразу засновувався навчальний напрям, а тим більше – отримання права присуджувати наукові ступені з політології [10, s. 174]. У 1970-х рр. у Гданську, Катовіце, Кракові, Познані, Варшаві та Вроцлаві було започатковано п'ятирічні магістерські програми з політичних наук. У другій половині 1970-х рр. було захищено перші докторські дисертації з політичної науки, а у 1980-х рр. – перші габілітаційні праці [11, С. 164].

Наслідком швидкого зростання кількості осередків політичної освіти стала необхідність залучення викладачів і створення організаційних структур для забезпечення навчання. До викладання політичних наук залучалися фахівці з історії, соціології, права. Відтак, якщо у 1968/1969 навчальному році політичні дисципліни викладали 200 осіб, то вже в наступному році їх було 370. [12, С. 71]. Викладати дозволили навіть особам без наукового ступеня та вагомого наукового доробку [15, С. 61].

Найвідомішими дослідниками того часу стали професори Єжи Зейдель, Ян Башкевич, Францішек Ришка, Станіслав Гебетнер, Ян Земмерлінг. Політична теорія того часу залишалася марксистською, водночас зберігаючи зв'язок з традиційним інституціональним підходом [14, С. 49].

Період системної трансформації виявив кризу функціонування політичної науки, що проявилося, зокрема, у закритті кількох інститутів

політичних наук, у тому числі в Лодзі та Торуні, що частково пов'язувалоося з ідеологічною функцією цієї дисципліни. Водночас 1990-ті рр., а особлива їхня друга половина, та наступне десятиліття принесли активний інституційний розвиток політичної науки та започаткували четвертий період розвитку підготовки політологів у Польщі. Цей процес супроводжувався своєрідною «модою» на вивчення політичної науки, міжнародних відносин та європейських студій. Освітні програми з політичної науки почали відкриватися і в менших академічних центрах, зокрема в Ольштині, Ополє та Зеленій Гурі. Створювалися нові інститути та факультети політичних наук, які отримували право присуджувати наукові ступені доктора та габілітованого доктора у галузі політичних наук [11, С. 165].

На початку трансформаційного періоду, тобто в 1989/1990 навчальному році, політичну науку в Польщі вивчали 3486 осіб [12, С. 174]. У наступні роки кількість студентів цієї спеціальності постійно зростала і в 2004/2005 навчальному році досягла рекордного показника – 55674 особи. Політична наука стала надзвичайно популярним напрямом підготовки: у 1999 – 2006 роках майже кожен тридцятий студент у Польщі був випускником політології [11, С. 165; 12, С. 175].

У подальші роки кількість студентів почала зменшуватися, особливо у приватних закладах вищої освіти: у 2008 році на політичних студіях у Польщі навчалося 44270 осіб, а у 2012 році – лише 25054 [11, С. 165]. У цей час політологічні студії почали еволюціонувати від загальноакадемічного профілю до моделей, поєднаних зі спеціалізаціями у сфері менеджменту, реклами та промоції [15, С. 79].

У перші десятиліття XXI ст. суттєво зміцнився кадровий потенціал політичної науки, особливо протягом останніх десятиліть. Якщо раніше у Польщі щороку присуджували від 10 до 30 докторських ступенів з політичних наук (наприклад, у 2000 році – 28 докторських ступенів), то згодом ця кількість значно зросла: у 2010 році було присуджено вже 155 докторських ступенів. Швидко зростала і кількість габілітацій: якщо у 2000 році було присуджено лише 3 ступені габілітованого доктора, то у 2012 році – вже 33 [11, С. 165].

Згідно з офіційними даними, у червні 2014 року в Польщі налічувалося 2388 науковців, які мали науковий ступінь або вчене звання у галузі політичної науки. Серед них було 152 професори (зокрема 23 жінки), 292 габілітовані доктори (у тому числі 67 жінок) та 1944 доктори наук (зокрема 808 жінок) [11, С. 165; 13, С. 371].

Разом із новим політичним спектром у Польщі почали впроваджуватися нові теорії, переважно запозичені із Заходу. Колишні марксистські

факультети державних університетів були реформовані. Однак загалом більшість старих професорів залишилися на своїх посадах, зокрема такі відомі постаті, як Башкевич, Ришка та Гебетнер. Їх підтримували молодші науковці, які нещодавно здобули докторські ступені: Тадеуш Клементевич, Мірослав Карват, Константи Войташчик та Войцех Садурський [14, С. 49].

В останні роки відбулися суттєві зміни в організаційному та науковому структуруванні політичних наук, що було насамперед зумовлено зменшенням кількості студентів, які вступають на політичні студії. Крім того, у 2011 році політичну науку було вилучено зі сфери гуманітарних наук і віднесено до галузі соціальних наук. З цього часу розпочинається п'ятий період розвитку підготовки майбутніх політологів у Польщі, який триває досьогодні [11, С. 165]. З 2014 р. у Польщі активно просувалася ідея запровадження спеціальності «Публічна політика». Вона обґрунтовувалася тим, що публічна політика була усталеною спеціальністю у англомовному академічному та освітньому просторі, а також присутня у документах Організації Об'єднаних Націй. У 2016 р. для координації розвитку спеціальності та її теоретичних засад було створено Польське товариство публічної політики. Однак це був лише короткий період існування публічної політики, яка стале радше запозиченням назви, прикріпленим до підгалузі політичної науки. Уже між 2018 – 2022 рр. здійснювалося упровадження нового комплексного законодавства щодо сектору вищої освіти та науки в Польші – т.зв. «Конституції для науки». Після її ухвалення було видано низку актів, одним із яких став перелік офіційно визнаних спеціальностей та його редакція 2022 р. Першою ініціативою дослідників публічної політики була спроба запровадити спеціальність «Політична наука, публічна політика та адміністрування», яка не була підтримана польськими політологами. Натомість було запропоновано створити нову спеціальність – «Політична наука та адміністрування». Однак у її межах не було сформовано нової теорії та не відбулося суттєвих інституційних трансформацій. Проте ця спеціальність відкривала можливості для підготовки докторів наук, отримання фінансової підтримки від держави, створення нових академічних структур [14, С. 54–55].

Нині політична наука викладається майже в усіх польських університетах (за винятком Білостока та Кельце). Дев'ятнадцять академічних центрів мають право присуджувати науковий ступінь доктора політичних наук. Значно зросла кількість конференцій, наукових журналів і публікацій [11, С. 165]. Навчання в галузі гуманітарних і соціальних наук у польських університетах здійснюється відповідно до принципів Болонського процесу й має трирівневу структуру. Бакалаврські студії тривають зазвичай три роки, магістерські – два роки, докторські – чотири роки [15, С.

101]. У 2025 р. спеціальність «політологія», окрім 17 державних закладів вищої освіти, можна отримати ще й у 5 приватних університетах Польщі за денною, заочною та дистанційною формами здобуття освіти. У рейтингу викладання політології перед ведуть Ягеллонський університет, Варшавський університет, Університет імені Адама Міцкевича у Познані [5, С. 116]. Однак навіть за таких обставин польські дослідники вважають, що підготовка політологів стикається з проблемами та є недосконалою [11, С. 165].

Висновки. Отже, еволюція політологічної освіти у Польщі відбувалася під впливом суспільно-політичних змін, трансформацій системи вищої освіти, інституційного розвитку політичної науки та зміни методологічних підходів до підготовки фахівців. На основі визначених нами критеріїв (суспільно-політичного, інституційного, змістово-методологічного, освітньо-організаційного) виокремлено п’ять основних періодів розвитку професійної підготовки політологів у Польщі: період становлення політичної науки та зародження підготовки політологів (початок ХХ ст. – 1939 р.); період кризи та ідеологізації політичної освіти (1939–1956 рр.); період відновлення та інституційного оформлення політологічної підготовки (1956–1989 рр.); період демократизації та європеїзації підготовки політологів (1989–2011 рр.); період сучасної трансформації політологічної освіти (2011 р. – дотепер).

Становлення польської політологічної освіти у першій третині ХХ ст. було пов’язане насамперед із розвитком шкіл політичних наук у Львові, Кракові та Варшаві, а також із формуванням перших осередків підготовки фахівців для державного управління та суспільно-політичної сфери. Водночас у післявоєнний період політична наука зазнала значного ідеологічного впливу з боку комуністичної влади, що призвело до обмеження академічної автономії та підпорядкування змісту підготовки марксистсько-ленінській доктрині.

Після 1956 року розпочався процес інституційного відродження політичної науки, створення інститутів політичних наук, відкриття спеціалізованих освітніх програм і поступового формування системи професійної підготовки політологів у закладах вищої освіти Польщі. Важливим став період після 1989 року, коли демократичні трансформації та європейська інтеграція сприяли деідеологізації змісту освіти, розширенню академічної свободи, впровадженню нових спеціалізацій та модернізації освітніх програм відповідно до європейських стандартів.

Сучасний етап розвитку професійної підготовки політологів характеризується міждисциплінарністю, орієнтацією на практичну підготовку, інтеграцією політичної науки до сфери соціальних наук, а також пошуком

нових моделей функціонування політологічної освіти в умовах демографічних, освітніх та суспільних змін.

Проведене дослідження дозволяє констатувати, що польський досвід розвитку професійної підготовки політологів є важливим для осмислення тенденцій модернізації вищої освіти та може бути використаний у процесі вдосконалення системи підготовки фахівців політичної сфери в Україні. Власне, наступні дослідження можуть бути присвячені пошуку шляхів імплементації позитивного польського досвіду у процес підготовки нової генерації українських політологів.

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СУЧАСНІ АСПЕКТИ ФОРМУВАННЯ НАЦІОНАЛЬНОЇ ТА ГРОМАДЯНСЬКОЇ ІДЕНТИЧНОСТІ ДІТЕЙ ТА МОЛОДІ В УМОВАХ СОЦІАЛЬНОЇ НЕСТАБІЛЬНОСТІ

Анотація. У статті здійснено комплексний теоретичний аналіз сучасних аспектів формування національної та громадянської ідентичності дітей і молоді в умовах соціальної нестабільності. Актуальність дослідження зумовлена трансформацією українського суспільства під впливом воєнно-політичних, соціально-економічних та інформаційних викликів, що актуалізує потребу формування у молодого покоління стійкої системи цінностей, громадянської відповідальності та усвідомленої належності до національної спільноти. Метою статті є теоретичне обґрунтування сутності національної та громадянської ідентичності, уточнення їх структури, а також визначення чинників, механізмів і педагогічних умов їх ефективного формування.

У роботі узагальнено наукові підходи до трактування національної ідентичності як інтегративного соціокультурного утворення, що відображає усвідомлення належності до нації, та громадянської ідентичності як соціально-політичного феномену, пов'язаного з активною участю особистості в суспільному житті. Уточнено, що структура ідентичності включає когнітивний, емоційно-ціннісний і поведінковий компоненти. Запропоновано критерії сформованості ідентичності та класифікацію за рівнями і характером прояву, що дозволяє розглядати її як динамічний процес переходу від формального засвоєння знань до їх особистісного прийняття та практичної реалізації.

Визначено, що формування ідентичності відбувається під впливом соціальних, культурних, освітніх та інформаційних чинників і реалізується через механізми соціалізації, освіти, діяльності та комунікації.

Обґрунтовано роль освітнього середовища, діяльнісних і практико-орієнтованих методів, громадянської активності та медіаграмотності у формуванні стійкої ідентичності. Показано, що соціальна нестабільність виступає не лише фактором ризику, а й чинником актуалізації національної самосвідомості та громадянської позиції. Практична значущість дослідження полягає у можливості використання його результатів для вдосконалення освітнього процесу та виховних практик.

Ключові слова: національна ідентичність, громадянська ідентичність, соціальна нестабільність, соціальна компетентність, громадянська компетентність, практико орієнтовані технології, практико орієнтовані методи.

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MODERN ASPECTS OF THE FORMATION OF NATIONAL AND CIVIC IDENTITY OF CHILDREN AND YOUTH IN CONDITIONS OF SOCIAL INSTABILITY

Abstract. The article provides a comprehensive theoretical analysis of contemporary aspects of the formation of national and civic identity of children and youth under conditions of social instability. The relevance of the study is determined by the transformation of Ukrainian society under the influence of military-political, socio-economic, and informational challenges, which actualizes the need to develop in the younger generation a stable system of values, civic responsibility, and a conscious sense of belonging to the national community. The aim of the article is to theoretically substantiate the essence of national and civic identity, clarify their structure, and determine the factors, mechanisms, and pedagogical conditions for their effective formation.

The paper generalizes scientific approaches to the interpretation of national identity as an integrative socio-cultural construct reflecting awareness of belonging to a nation, and civic identity as a socio-political phenomenon associated with an individual's active participation in public life. It is уточнено that the structure of identity includes cognitive, emotional-value, and behavioral components. Criteria for the formation of identity and a classification based on

levels and nature of manifestation are proposed, allowing it to be considered as a dynamic process of transition from formal acquisition of knowledge to its personal internalization and practical implementation.

It is determined that identity formation occurs under the influence of social, cultural, educational, and informational factors and is realized through the mechanisms of socialization, education, activity, and communication. The role of the educational environment, activity-based and practice-oriented methods, civic engagement, and media literacy in shaping a stable identity is substantiated. It is shown that social instability acts not only as a risk factor but also as a catalyst for the actualization of national self-awareness and civic position. The practical significance of the study lies in the possibility of applying its results to improve educational processes and воспитательные practices.

Keywords: national identity, civic identity, social instability, social competence, civic competence, practice-oriented technologies, practice-oriented methods.

Постановка проблеми. У сучасних умовах трансформації українського суспільства, зумовлених військово-політичними викликами, соціально-економічною нестабільністю, глобалізаційними процесами та інформаційними впливами, особливої значущості набуває проблема формування національної та громадянської ідентичності дітей і молоді. Саме ця категорія населення є найбільш чутливою до змін соціального середовища, водночас виступаючи стратегічним ресурсом держави та носієм її майбутнього розвитку.

В умовах посилення інформаційної боротьби, гібридних загроз і трансформації ціннісних орієнтацій актуалізується необхідність цілеспрямованого формування у молодого покоління усвідомленої належності до української нації, готовності до активної громадянської участі, відповідальності за державу та суспільство.

Проблема набуває особливої гостроти у зв’язку з фрагментацією соціального досвіду дітей і молоді, розмиванням традиційних механізмів соціалізації, впливом цифрового середовища та кризою довіри до суспільних інститутів. У таких умовах формування ідентичності відбувається не завжди цілісно й послідовно, що може призводити до суперечностей між особистісними, національними та громадянськими орієнтирами. Водночас недостатня інтеграція освітніх, виховних і соціальних практик у сфері національно-патріотичного виховання знижує ефективність впливу на процес становлення ідентичності, що потребує переосмислення підходів до її формування на засадах компетентнісного, ціннісного та діяльнісного підходів.

Актуальність дослідження зумовлена необхідністю наукового осмислення сучасних аспектів формування національної та громадянської ідентичності в умовах соціальної нестабільності, зокрема визначенням її структурних компонентів, чинників і механізмів становлення в дитячо-юнацькому віці. Важливим є також пошук ефективних педагогічних і соціально-психологічних умов, що забезпечують формування стійкої ідентичності як основи соціальної згуртованості, громадянської активності та національної безпеки держави. У цьому контексті дослідження спрямоване на систематизацію сучасних наукових підходів і обґрунтування практичних орієнтирів удосконалення освітнього процесу в напрямі формування свідомого громадянина та носія національних цінностей.

Аналіз останніх досліджень і публікацій. Вивчення проблематики формування національної та громадянської ідентичності у сучасній педагогічній і соціально-психологічній науці здійснювали як вітчизняні дослідники, зокрема О. Бялик [1], І. Вікторенко, К. Тупиця [2], І. Горячок, І. Баранцова, Ю. Тараненко [3], О. Кіян [8], І. Найда [14], О. Пометун [17], К. Журба [6], О. Зелена, І. Мірчук [7], Т. Франчук, О. Мозолюк [23], а також інші науковці. У їхніх працях національна та громадянська ідентичність розглядається як складне інтегративне утворення, що поєднує когнітивні, емоційно-ціннісні та поведінкові компоненти, формується у процесі соціалізації, освіти та суспільної взаємодії і виступає важливим чинником консолідації суспільства та розвитку державності. Окремі аспекти сутності та структури ідентичності висвітлено у працях П. Мовчана [13], О. Макарової [12], С. Толочка [21], де акцентується увага на теоретико-методологічних підходах до її розуміння, а також на взаємозв'язку національної та громадянської ідентичності як взаємодоповнювальних феноменів. Питання формування ідентичності в умовах сучасних соціальних викликів, зокрема воєнного стану, розкрито у дослідженнях К. Журби [6], Л. Павлової [16], що підкреслюють роль освіти як провідного інституту її становлення.

Водночас, незважаючи на значну кількість наукових праць, проблема формування національної та громадянської ідентичності дітей і молоді в умовах соціальної нестабільності, з урахуванням сучасних трансформаційних процесів українського суспільства, потребує подальшого теоретичного узагальнення, уточнення структурних компонентів, чинників і механізмів її формування, а також обґрунтування ефективних педагогічних умов її розвитку.

Мета статті – здійснити теоретичний аналіз сучасних аспектів формування національної та громадянської ідентичності дітей і молоді в умовах соціальної нестабільності, уточнити сутність і структуру цих

феноменів, а також обґрунтувати чинники, механізми та педагогічні умови їх ефективного становлення.

Виклад основного матеріалу. У сучасних умовах соціальної нестабільності проблема формування національної та громадянської ідентичності дітей і молоді набуває комплексного, міждисциплінарного характеру й потребує цілісного наукового осмислення. Це зумовлює необхідність не лише аналізу окремих аспектів досліджуваного феномену, а й системного розгляду його сутності, структури, чинників і механізмів становлення.

У цьому контексті логічним є звернення передусім до визначення базових понять, що становлять теоретичне підґрунтя дослідження.

Передусім важливо розкрити зміст поняття національної ідентичності як ключової категорії дослідження. У науковому дискурсі вона розглядається як багатовимірне соціокультурне утворення.

Зокрема, дослідниця Н. Онищенко зазначає, що «національну ідентичність можна розглядати у таких вимірах: територіальному (територія країни, мала Батьківщина, дім), політичному (визвольні і національні рухи, політичні партії), державному (держава, бездержав'я, складова імперії), ідеологічному (націон.ідея, національні інтереси, національні цілі, культурному (мова, національна спадщина, традиції, звичаї, символи), історичному (колективна пам'ять, історична пам'ять, життєвий та історичний досвід, наступність), ментальному (національний характер, національна психологія, національні почуття), етичному (моральні і духовні цінності, етикет, правила поведінки)» [15, с. 69].

Національна ідентичність розглядається П. Мовчан як «визнання народом самого себе, знання і повага історії, національної культури, території, усвідомлення народом своїх особливих рис, розуміння членами національної групи своїх інтересів, прагнень, цілей, ідеалів, потреб тощо» [13, с. 106].

Водночас В. Купрійчук підкреслює, що «національна ідентичність – це сукупність ідей, поглядів та уявлень щодо інтересів своєї нації, засобів і шляхів забезпечення цих інтересів. Вона характеризується почуттям належності й відданості людей певній нації» [11, с. 125].

У сучасному науковому підході О. Федорчук та О. Ковальова [22] трактують її як інтегративне утворення, що поєднує когнітивний, емоційно-ціннісний і поведінковий компоненти, виконуючи функцію самовизначення особистості та консолідації суспільства.

Узагальнюючи наведені наукові підходи, доцільно зазначити, що національна ідентичність постає як багатовимірне інтегративне утворення, яке поєднує в собі як усвідомлення особистістю належності до певної нації,

так і прийняття її цінностей, норм, історичного досвіду та культурної спадщини, що знаходить своє відображення у відповідній поведінці та соціальній активності. Виходячи з цього, під національною ідентичністю доцільно розуміти інтегративне соціально-психологічне утворення, що відображає усвідомлену належність особистості до нації, ґрунтується на знанні та прийнятті її історії, культури, мови, цінностей і традицій, поєднує когнітивний, емоційно-ціннісний та поведінковий компоненти та проявляється у готовності діяти в інтересах своєї національної спільноти, сприяючи її збереженню, розвитку та консолідації.

Не менш важливим є розкриття сутності громадянської ідентичності, яка виступає логічним продовженням і практичним втіленням національної. Так, С. Толочко вказує, що «громадянська ідентичність особистості пов'язана з відчуттям приналежності людини до певної держави, ознаками якої вважається наявність громадянства, високий рівень довіри до органів влади, співгромадян, повага, гордість за власну державу, патріотизм. Важливості набуває готовність захищати національні інтереси держави» [21, с. 183].

У сучасному науковому дискурсі громадянська ідентичність розглядається як важливий складник соціалізації особистості та її інтеграції в суспільно-політичний простір. Зокрема, зазначається, що «громадянська ідентичність – відчуття приналежності людини до певної держави…» [4].

Водночас І. Найда [14] розглядає її як складне соціально-політичне утворення, що відображає процес самоототожнення особистості з державою, прийняття прав і обов'язків та готовність до активної громадянської діяльності. Таким чином, громадянська ідентичність виступає механізмом переходу від усвідомлення належності до нації до активної участі в суспільному житті.

Це дає підстави стверджувати, що громадянська ідентичність є складним інтегративним утворенням, яке поєднує усвідомлення особистістю своєї належності до держави з прийняттям її цінностей, норм і правових засад, а також передбачає сформовану готовність до відповідальної громадянської поведінки.

Виходячи з цього, громадянську ідентичність доцільно розглядати як інтегративне соціально-політичне утворення, що відображає процес самоототожнення особистості з державою та громадянською спільнотою, поєднує когнітивний (знання про державу і права), емоційно-ціннісний (ставлення, довіра, патріотизм) і поведінковий (участь, відповідальність, активність) компоненти та проявляється у готовності діяти в інтересах суспільства, дотримуватися громадянських обов'язків і брати участь у розвитку держави.

У цьому контексті доцільним є уточнення ознак сформованості національної та громадянської ідентичності, що дозволяє конкретизувати прояви цього феномену на особистісному рівні.

Узагальнення наукових підходів дає підстави виокремити такі ключові критерії:

– когнітивний критерій – наявність знань про історію, культуру, мову, традиції свого народу, а також розуміння державного устрою, прав і обов'язків громадянина;

– емоційно-ціннісний критерій – позитивне ставлення до своєї нації та держави, почуття гордості, патріотизму, поваги до національних цінностей і символів;

– ідентифікаційний критерій – усвідомлення власної належності до української нації та громадянської спільноти, прийняття відповідної соціальної ролі;

– поведінковий критерій – готовність до активної громадянської участі, дотримання соціальних і правових норм, відповідальне ставлення до суспільних обов'язків;

– рефлексивний критерій – здатність до критичного осмислення соціальних процесів, формування власної громадянської позиції та її аргументованого відстоювання.

Сформована ідентичність проявляється не лише у знаннях і переконаннях, а й у реальній поведінці та соціальній активності особистості.

З метою більш глибокого розуміння процесу формування національної та громадянської ідентичності доцільно звернутися до їх класифікації, що відображає рівень сформованості та характер прояву даного феномену.

За рівнем сформованості доцільно виокремити:

– формальний (поверхневий) рівень, що характеризується наявністю загальних знань без глибокого усвідомлення та внутрішнього прийняття цінностей;

– усвідомлений рівень, який передбачає інтеграцію знань, цінностей і переконань у систему особистісних орієнтацій;

– діяльнісний (зрілий) рівень, що проявляється у стійкій громадянській позиції, соціальній активності та готовності до практичної участі в житті суспільства.

За характером прояву ідентичності можна виділити:

– декларативну ідентичність, що обмежується вербальним визнанням належності без відповідної поведінки;

– інтеріоризовану ідентичність, яка характеризується глибоким прийняттям цінностей і норм та їх внутрішньою інтеграцією;

– активну ідентичність, що реалізується через соціально значущу діяльність, громадянську участь і відповідальну поведінку.

Запропонована класифікація дозволяє розглядати формування ідентичності як динамічний процес переходу від формального засвоєння знань до їх особистісного прийняття та практичної реалізації.

Після уточнення базових понять доцільно перейти до теоретичного аналізу сучасних аспектів формування національної та громадянської ідентичності дітей і молоді в умовах соціальної нестабільності.

Як зазначають І. Вікторенко та К. Тупиця [2], цей процес доцільно розглядати через взаємодію когнітивного, афективного та конативного компонентів, що забезпечують не лише усвідомлення належності до українського народу, а й формування емоційно-ціннісного ставлення та готовності до відповідної поведінки в соціумі. Водночас дослідники наголошують на нерівномірності розвитку цих складових, що актуалізує потребу посилення діяльнісного та практико-орієнтованого компонентів виховання.

З огляду на викладене важливим сучасним аспектом є трансформація змісту освіти. О. Пометун [17] підкреслює необхідність переходу від репродуктивного до діяльнісного навчання, що сприяє формуванню особистісного ставлення до історичних подій і суспільних процесів. Це забезпечує формування ідентичності як результату власного досвіду й усвідомленого вибору. Водночас дослідження О. Зеленої та І. Мірчук [7] демонструють, що в умовах війни відбувається посилення громадянської свідомості молоді, що проявляється у зростанні патріотизму, волонтерської активності та соціальної відповідальності

Суттєвим є й те, що національна ідентичність виконує ціннісно-мотиваційну функцію. Як зазначають І. Горячок, І. Баранцова та Ю. Тараненко [3], вона визначає світогляд, переконання та соціальну відповідальність особистості, стимулюючи її активність у суспільному житті.

У свою чергу, В. Кудін [10] підкреслює роль практичної діяльності (волонтерства, громадських ініціатив) як ключового механізму формування громадянської ідентичності, оскільки саме через діяльність відбувається інтеріоризація цінностей і норм.

Важливим чинником є також нормативно-правове забезпечення. Ключовим документом у цій сфері є Закон України «Про основні засади державної політики у сфері утвердження української національної та громадянської ідентичності» (2022) [20], який визначає стратегічні засади формування патріотизму, громадянської стійкості та національної свідомості особистості. Відповідно до положень цього Закону, державна

політика спрямована на формування у дітей та молоді активної громадянської позиції, поваги до державної мови, культури, історичної спадщини та готовності до захисту національних інтересів.

Водночас важливу роль у реалізації цих завдань відіграє освітня система, що регламентується Законом України «Про освіту» (2017) [19], Державним стандартом базової середньої освіти (2020) [5] та Концепцією розвитку громадянської освіти в Україні (2018) [9], а також Планом заходів щодо її реалізації (постанова КМУ №932) [18]. У цих документах наголошується на необхідності формування ключових громадянських і соціальних компетентностей, розвитку критичного мислення, відповідальності, здатності до участі в демократичних процесах та суспільному житті. Освітнє середовище виступає провідним інструментом формування ідентичності, оскільки саме в процесі навчання відбувається засвоєння цінностей, норм і моделей поведінки, що визначають громадянську позицію особистості.

Системний характер формування ідентичності підкреслюють Т. Франчук та О. Мозолюк [23], які розглядають її як результат цілеспрямованого проєктування в межах компетентнісної освіти. О. Бялик [1] акцентує на необхідності спрямування цього процесу на збереження національних цінностей і розвиток громадянської відповідальності, тоді як К. Журба [6] обґрунтовує потребу переходу до практико зорієнтованих виховних моделей.

Важливим є також міждисциплінарний підхід. Л. Павлова [16] доводить, що формування ідентичності можливе навіть у межах вивчення зарубіжної літератури, що свідчить про універсальність цього процесу. А. Яблуновський [24] розглядає національну ідентичність як багатовимірне явище, що поєднує історичну пам’ять, культуру та цінності, тоді як О. Кіян [8] підкреслює її роль у консолідації суспільства . У площині громадянської ідентичності С. Толочко [21] та Макарова [12] обґрунтовують її як соціально-психологічний феномен, що формується через інтеграцію особистості в громадянське суспільство.

Таким чином, формування національної та громадянської ідентичності дітей і молоді доцільно розглядати як складний, динамічний і багаторівневий процес, що відбувається через взаємодію структурних компонентів (когнітивного, емоційно-ціннісного, поведінкового), під впливом сукупності чинників (соціальних, політичних, культурних, освітніх, інформаційних) та реалізується через відповідні механізми (соціалізація, освіта, діяльність, комунікація, особистий досвід). Важливо підкреслити, що в умовах соціальної нестабільності цей процес набуває нелінійного характеру, супроводжується переосмисленням цінностей і

соціальних ролей, що, з одного боку, створює ризики фрагментації ідентичності, а з іншого – відкриває можливості для її свідомого, більш зрілого формування.

З огляду на це особливого значення набуває визначення педагогічних і соціально-психологічних умов, що забезпечують формування стійкої, цілісної та соціально значущої ідентичності. Передусім йдеться про створення ціннісно орієнтованого освітнього середовища, у якому домінують ідеї демократії, гідності, відповідальності, поваги до прав людини та національних традицій. Не менш важливою є системна інтеграція громадянської та національно-патріотичної тематики у зміст освіти, що має реалізовуватися не фрагментарно, а наскрізно – через усі навчальні предмети та види діяльності здобувачів освіти.

Ефективність формування ідентичності значною мірою зумовлюється використанням діяльнісних, проєктних і дослідницьких методів навчання, які забезпечують перехід від засвоєння знань до їх практичного застосування. У цьому контексті особливої ваги набуває залучення дітей і молоді до соціально значущої діяльності (волонтерство, громадські ініціативи, участь у проєктах місцевих громад), що сприяє формуванню досвіду відповідальної громадянської поведінки та усвідомлення власної ролі в суспільстві.

Водночас важливою умовою є розвиток критичного мислення та медіаграмотності, що дозволяє протистояти інформаційним маніпуляціям, формувати обґрунтовану громадянську позицію та зберігати ціннісну стійкість в умовах інформаційного тиску. Не менш значущим є забезпечення емоційно-психологічної підтримки дітей і молоді, особливо в умовах воєнного стану, що сприяє формуванню внутрішньої стійкості, позитивної самоідентифікації та зниженню рівня тривожності.

Доцільно також доповнити зазначені умови такими важливими аспектами, як: активна взаємодія сім'ї, школи та громади у процесі виховання; формування безпечного та інклюзивного освітнього середовища; забезпечення прикладної ролі педагогів як носіїв громадянських і національних цінностей; урахування вікових та індивідуально-психологічних особливостей дітей і молоді; використання потенціалу неформальної та позашкільної освіти.

Отже, у сучасних умовах формування національної та громадянської ідентичності дітей і молоді виступає цілісним освітньо-соціальним процесом, що інтегрує знання, цінності та досвід діяльності. Його результатом є становлення особистості, здатної до усвідомленого самовизначення, активної громадянської участі, збереження національної самобутності та відповідального ставлення до майбутнього держави. Саме така ідентичність

виступає основою соціальної згуртованості, громадянської активності та національної безпеки України в умовах сучасних викликів.

Висновки. У результаті проведеного теоретичного аналізу встановлено, що формування національної та громадянської ідентичності дітей і молоді в умовах соціальної нестабільності є складним, багатовимірним і динамічним процесом, який має визначальне значення для особистісного розвитку та суспільної консолідації. Доведено, що національна ідентичність виступає інтегративним соціокультурним утворенням, яке відображає усвідомлення належності до нації, прийняття її цінностей, історії, культури та традицій, тоді як громадянська ідентичність є її логічним продовженням і проявляється у готовності особистості до активної участі в суспільно-політичному житті, виконанні громадянських обов'язків і відповідальності за розвиток держави.

Уточнено, що структура національної та громадянської ідентичності представлена взаємопов'язаними когнітивним, емоційно-ціннісним і поведінковим компонентами, гармонійний розвиток яких забезпечує цілісність і стійкість ідентифікаційних процесів. Встановлено, що на формування ідентичності впливають соціальні, політичні, культурні, освітні та інформаційні чинники, а її становлення відбувається через механізми соціалізації, освітньої діяльності, комунікації, включення в соціально значущу практику та набуття особистісного досвіду.

Систематизовано сучасні аспекти формування ідентичності в умовах соціальної нестабільності, серед яких визначальними є: трансформація змісту освіти на засадах компетентнісного підходу; посилення ролі діяльнісних і практико-орієнтованих методів навчання; зростання значущості громадянської активності, волонтерства та соціальної участі; актуалізація національних цінностей, історичної пам'яті та культурної самобутності; підвищення ролі критичного мислення і медіаграмотності в умовах інформаційного впливу. Обґрунтовано, що соціальна нестабільність, зокрема воєнний стан, виступає не лише фактором ризику, а й каталізатором формування більш усвідомленої, зрілої та відповідальної ідентичності молодого покоління.

Визначено сукупність педагогічних і соціально-психологічних умов, що забезпечують ефективне формування стійкої національної та громадянської ідентичності, зокрема: створення ціннісно орієнтованого освітнього середовища; інтеграцію громадянської та національно-патріотичної складової в освітній процес; застосування діяльнісних, проєктних і дослідницьких методів навчання; залучення дітей і молоді до соціально значущої діяльності; розвиток критичного мислення та медіаграмотності; забезпечення емоційно-психологічної підтримки; налагодження взаємодії між сім'єю, закладом освіти та громадою.

Отже, формування національної та громадянської ідентичності дітей і молоді в сучасних умовах є цілісним освітньо-соціальним процесом, спрямованим на становлення особистості як свідомого громадянина, носія національних цінностей і активного суб'єкта суспільного життя. Практична значущість дослідження полягає у можливості використання його результатів для вдосконалення змісту та методів освітнього процесу, спрямованого на формування громадянської активності, соціальної відповідальності та зміцнення національної безпеки держави. Перспективи подальших досліджень вбачаються у розробці та експериментальній перевірці ефективних моделей і технологій формування національної та громадянської ідентичності в різних вікових групах дітей і молоді.

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МОЖЛИВОСТІ ЗАСТОСУВАННЯ ШТУЧНОГО ІНТЕЛЕКТУ ДЛЯ ВДОСКОНАЛЕННЯ АКЦЕНТУАЦІЙНИХ КОМПЕТЕНТНОСТЕЙ МАГІСТРІВ-ФІЛОЛОГІВ

Анотація. У статті розглянуто актуальну у контексті сучасної освітньої парадигми проблему підвищення рівня акцентуаційних компетентностей майбутніх вчителів-словесників засобами штучного інтелекту в умовах цифрової трансформації держави, збільшення кількості студентів, які навчаються в дистанційному форматі, а також широкого впровадження нейромереж у процес викладання дисциплін мовно-літературного циклу.

Фокус уваги зосереджено на дослідженні можливостей таких систем штучного інтелекту як ChatGPT та Gemini перевіряти й правильно встановлювати акценти в словах, що репрезентують лексику загального вжитку, належать до терміносистеми певної професії, а також становлять складні випадки наголошування. Ця функція вищезазначених мовних моделей становить основу для розробки як класичних, так й інтерактивних вправ для вдосконалення акцентуаційних компетентностей майбутніх вчителів мовно-літературного циклу. Проведене нами тестування вищезазначених мовних моделей мало на меті продемонструвати, що на поточному етапі розвитку технологій штучного інтелекту ці системи припускаються певної кількості помилок як під час виконання простих вправ, так і в процесі обробки складних випадків наголошування. В свою чергу це означає, що будь-які вправи, які перевірено цими нейромережами, потребують обов’язкової додаткової ревізії користувачем з метою пошуку

неточностей, а отже штучний інтелект у цій сфері ще не може повністю замінити людину.

Окрім цього можливості створення за допомогою ChatGPT та Gemini ситуативних речень, де акцентуаційні компетентності здобувачів вдосконалюються в комплексі з лексичними. Таким чином студенти матимуть змогу ще раз повторити та краще закріпити матеріал, що стосується смислорозрізнювальної функції наголосу. Для розвитку пам'яті та кращого засвоєння складних випадків наголошування виявлено можливість складання мнемовіршів за допомогою вищезазначених систем штучного інтелекту. Отже досліджувані системи штучного інтелекту містять значний навчальний потенціал для вдосконалення акцентуаційних компетентностей магістрів-філологів.

Ключові слова: цифрова трансформація освіти, штучний інтелект, наголос, акцентуаційні компетентності, майбутні вчителі-словесники.

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POSSIBILITIES OF USING ARTIFICIAL INTELLIGENCE TO IMPROVE THE ACCENTUATION COMPETENCES OF MASTER PHILOLOGISTS

Abstract. The article represents the current problem of increasing the level of accentual competences of future teachers of language and literature, which is relevant in the context of the modern educational paradigm, using artificial intelligence in the conditions of the digital transformation of the state, an increase in the number of students studying in a distance format, as well as the widespread introduction of neural networks into the process of teaching subjects of the language and literature cycle.

The focus of attention is on the study of the capabilities of such artificial intelligence systems as ChatGPT and Gemini to check and correctly set accents in words that represent the vocabulary of general use, belong to the terminology

system of a certain profession, and also constitute complex cases of stress. This function of the above-mentioned language models forms the basis for the development of both classical and interactive exercises to improve the accentual competences of future teachers of the language and literature cycle. The testing of the above-mentioned language models we conducted was aimed at demonstrating that at the current stage of development of artificial intelligence technologies, these systems make a certain number of errors both during the performance of simple exercises and during the processing of complex cases of stress. In turn, this means that any exercises that are tested by these neural networks require mandatory additional revision by the user in order to find inaccuracies, and therefore artificial intelligence in this area cannot yet completely replace a person. In addition, the possibilities of creating situational sentences using ChatGPT and Gemini, where the accentuational competencies of applicants are improved in combination with lexical ones, were considered. Thus, students will be able to once again repeat and better consolidate the material related to the semantic distinction function of stress. To develop memory and better master complex cases of stress, the possibility of composing mnemonics using the above-mentioned artificial intelligence systems was identified. Therefore, the studied artificial intelligence systems contain significant educational potential for improving the accentuation competences of master philologists.

Keywords: digital transformation of education, artificial intelligence, emphasis, accentuation competences, future lexicographers.

Постановка проблеми у загальному вигляді та її зв'язок з важливими науковими чи практичними завданнями. У сучасному світі на тлі глобалізаційних процесів, а також активної цифрової трансформації зростає кількість інформації, яка передається всесвітньою мережею з надвисокою швидкістю. Це, в свою чергу, дало поштовх розвитку великих мовних моделей та штучного інтелекту. Мовно-літературне навчання не може лишатися осторонь таких фундаментальних змін і потребує модернізації. Оновлення змісту й засобів освіти викликане необхідністю задовольняти соціальні потреби й особисті інтереси здобувачів та відповідати сучасному рівню розвитку науки й техніки. Зокрема, штучний інтелект та інші цифрові інструменти легко інтегруються в освітній процес і мають помітний вплив на формування сучасної освітньої парадигми.

Прискорений темп життя, роботи й навчання спонукає членів соціуму до максимального спрощення комунікації та економії мовних засобів, що приводить до порушення мовних і мовленнєвих норм. Базовою, наприклад, орфоепічною нормою, що характеризує культуру мовлення і сприяє міжособистісній комунікації, є правильний наголос у слові. Мовці нерідко

припускаються акцентуаційних помилок, що спонукає до пошуків і застосування сучасних інструментів для їх усунення. Значні можливості для цього вбачаємо в імплементації інформаційних систем на основі штучного інтелекту в мовно-літературний освітній процес. Актуальність теми зумовлена необхідністю підвищення рівня акцентуаційних компетентностей магістрів-філологів в умовах цифрової трансформації суспільства, розповсюдження дистанційного навчання та широкого впровадження штучного інтелекту в освітній процес. Навички взаємодії користувачів із великими мовними моделями та усвідомлення їх навчально-виховного потенціалу можуть стати основою успішної професійної діяльності майбутнього вчителя-словесника.

Питання диджиталізації, цифрової трансформації та впровадження штучного інтелекту в освітній процес на законодавчому рівні регулюється державними нормативно-правовими актами: Законом України «Про вищу освіту» (2017), урядовими розпорядженнями: «Про схвалення Концепції розвитку штучного інтелекту в Україні» (2020), «Про схвалення Стратегії розвитку вищої освіти в Україні на 2022-2032 роки» (2021), «Про схвалення Стратегії цифрового розвитку інноваційної діяльності України на період до 2030 року» (2024). До того ж, імплементація названих документів забезпечує реалізацію загальнодержавної стратегії з упровадження в національну систему освіти найсучасніших європейських практик, стандартів та передового досвіду, що є необхідною умовою успішної інтеграції України в європейський освітній простір.

Однак можливості практичного застосування ChatGPT, Gemini та інших видів штучного інтелекту стосовно акцентологічної підготовки майбутніх учителів-словесників мають ряд суперечностей між:

– консервативними методами мовно-літературної освіти та необхідністю інтеграції в них цифрових інструментів;

– диджиталізацією освітнього простору та недостатнім рівнем сформованості цифрових компетентностей у викладачів;

– недостатнім вивченням навчального потенціалу великих мовних моделей і формуванням учителя-філолога як мовної особистості.

Аналіз останніх досліджень і публікацій. Позитивні риси та перспективи диджиталізації суспільства та інтеграції інформаційно-комунікативних технологій в освітній процес вищої школи вивчали: В. Биков, В. Глушкова, В. Михалевич, М. Жалдак, М. Шишкіна, О. Соколюк, О. Спірін та інші [1].

Норми наголошування слів у сучасній українській мові досліджували: Л. Булаховський, В. Скляренко, М. Пилинський, В. Лобода, В. Бондаренко, Г. Кобринка. Послідовну роботу з вивчення та систематизації інформації

про український наголос вів С. Головащук [2]. Результатом його наукової творчості стали такі академічні видання: «Складні випадки наголошення: словник-довідник» (1995) та «Словник-довідник з українського літературного слововживання» (2000). Для слів, у яких спостерігаються труднощі під час виділення голосом або тоном, науковець додатково наводить акцент у відповідному відмінку, а також у формі множини. Наприклад: бюлетЕнь-бюлетЕня, бюлетЕні; ознАка-ознАки, ознАк тощо.

Національну специфіку, функційне навантаження, а також історичний розвиток української акцентної системи досліджував В. Винницький, фокусуючи увагу на наголошуванні іменних частин мови в синхронії (пОмилка – помИлка; зАгадка – загАдка) та діахронії (зЕрно – зернО; грОші – грошОвий) тощо.

Методи, засоби та умови засвоєння акцентуаційних та орфографічних компетентностей як частини професійно-комунікативних навичок фахівців будь-якої галузі знань в рамках викладання дисципліни «Українська мова за професійним спрямуванням» розглядає Н. Попович.

Актуалізуються педагогічні дослідження цифрового оснащення освітнього процесу. Професійну підготовку майбутніх учителів початкових класів в умовах цифрової трансформації освіти моделює О. Цюняк. У сучасному науково-педагогічному дискурсі окреслюються перспективи застосування цифрових інструментів у навчанні мови й літератури (В. Бадер, Л. Назаренко, С. Ніколаєва), висвітлюються можливості штучного інтелекту у навчальному процесі (Ю. Зайченко, М. Згуровський, І. Розман), зокрема використання ChatGPT у професійній підготовці філологів та перекладачів з європейських мов розглядають Ю. Артеменко, Ю. Мазуренко Н. Остапович, О. Остапович, О. Пономаренко [3].

Виділення невирішених раніше частин загальної проблеми. Однак використання штучного інтелекту з метою формування в майбутніх учителів-філологів української мови і літератури акцентуаційних компетентностей ще не було предметом спеціального наукового розгляду.

Мета статті – Розкрити можливості й перспективи застосування ChatGPT та Gemini під час повторення, закріплення та узагальнення вивченого з фонетики та орфоепії в межах навчальної дисципліни «Сучасна українська мова» для вдосконалення акцентологічних компетентностей магістрів філології.

Виклад основного матеріалу дослідження.

LLM, або ж велику мовну модель, розуміємо як цифровий інструмент діяльності людини, який є набором статистично обґрунтованих математичних функцій, що здатні передбачати певний контекст до заздалегідь уведеного лексичного матеріалу. В основі LLM лежить мережа з певною

кількістю параметрів, що за допомогою формул імітує спрощену модель функціонування нейронів головного мозку. Ця структура навчена передбачати контекст на значних обсягах необробленого текстового матеріалу.

Великі мовні моделі мають значний освітній потенціал і дозволяють розширити цифровий інструментарій викладача, а також сприяють збагаченню предметно-діяльнісного досвіду здобувачів освіти [4]. У нашому дослідженні застосовуємо можливості штучного інтелекту (ChatGPT та Gemini) для вдосконалення акцентуаційних компетентностей магістрів-філологів. Нами обрано продукт беззаперечного лідера нейромережевої галузі – компанії OpenAI, оскільки ця система розроблена та опублікована у 2020 році як перша масова велика мовна модель, а Gemini як приклад продукту, який не потребує додаткової реєстрації, є дуже легким, доступним та інтегрується з системою, що домінує на ринку пошукових інформаційних послуг.

Серед багатьох можливостей ChatGPT та Gemini, реалізованих під час вдосконалення акцентних компетентностей майбутніх учителів-словесників, найголовнішою вважаємо здатність цих систем до визначення правильної позиції наголосу в тій чи іншій лексемі. З метою перевірки цієї функції у вищезазначених мовних моделях цим цифровим інструментам було надано дві вправи різного рівня складності. Перше завдання, яке ми промаркували як таке, що мало базовий рівень складності, запозичене з навчально-методичного посібника Л. Прокопович «Практикум з української мови за професійним спрямуванням для студентів денної та заочної форм навчання спеціальності 073 Менеджмент; 072 Фінанси, банківська справа і страхування; 015 Професійна освіта (Економіка); 071 Облік і оподаткування; 133 Галузеве машинобудування; 281 Публічне управління і адміністрування» [5, с. 33]. Ця вправа була обрана тому, що вона репрезентує стандартний для нефілологічних спеціальностей рівень складності та не потребує додаткової лінгвістичної підготовки для її виконання.

Після активації функції глибокого аналізу, ChatGPT версії 5.5 опрацював подані лексеми, поставив у них наголоси й сформував таку відповідь: «Вправа 1: бо́улінг, по́ми́лка, озна́ка, до́говір, завда́ння, за́вжди́, кіломе́тр, одина́дцять, нови́й, підда́нство, показо́вий, навча́ння, Аска́нія-Но́ва, сві́домий, гли́бо́ко, марке́тинг, па́м’ятка, автори́, адже́, вида́ння, ви́разний, вче́ння, всереди́ні, громадя́нин, гурто́житок, ди́ктори, жи́вопис, зна́хідка, компроміс, ко́рисний, ма́буть, наса́мперед, пока́зник, по́значка, бу́нгало». Цей же запит було повторено ще два рази й кожна спроба демонструвала, що позиції наголосів у словах, визначені під час першої процедури опрацювання ChatGPT лексем, залишалися однаковими.

Так саме завдання одержала й велика мовна модель Gemini версії 3.1 Pro. Після закінчення обробки лексем вищезазначена система надала такі відповіді: «Вправа 1: Бо́улінг, по́ми́лка, озна́ка, до́гові́р, завда́ння, за́вжди́, кіломе́тр, одина́дцять, нови́й, підда́нство, показо́вий, навча́ння, Аска́нія-Но́ва, свідо́мий, гли́боко, ма́ркетинг, па́м'ятка, а́втори, адже́, вида́ння, вира́зний, вче́ння, всере́дині, громадяни́н, гурто́житок, ди́ктори, живо́пис, зна́хідка, компроміс, кори́сний, ма́бу́ть, насампере́д, показни́к, по́значка, бу́нгало». Цей запит було повторено ще два рази, але позиції наголосів, які визначив Gemini під час першій спроби, залишалися незмінними**.** У підсумку, ChatGPT версії 5.5 та Gemini 3.1 Pro, що представлені у безкоштовних версіях цих систем, впоралися з поставленим завданням, але кожна зі своїм рівнем точності та кількістю помилок. Так, ChatGPT з тридцяти п'яти слів неправильно визначив акценти в семи словах. На кожен запит із глибоким аналізом ця велика мовна модель витратила по сорок хвилин, а в деяких словах з варіативним наголосом правильно визначила лише один з двох.

Нейромережа Gemini 3.1 Pro з тридцяти п'яти слів припустилася помилки в наголошуванні лексем усього чотири рази. На кожен із запитів було витрачено по **п'ять** хвилин. У цій системі штучного інтелекту не зафіксовано проблем з визначенням варіативного наголосу в лексемах, але є очевидні неточності з визначенням наголосу в закінченнях.

За приблизними розрахунками у відсоткових значеннях від загальної кількості лексем Gemini помилився у 11,43 % слів, а отже його точність на момент перевірки складає 88,57 %. Відповідно ChatGPT має похибку 20%, а точність складає 80%. Отримані результати можна вважати умовними й валідними для виконання вправи базового рівня складності.

Наступним кроком стало створення власного завдання більш високого рівня складності, в якому містилися лексеми, що становлять складні випадки наголошування в українській мові.

Запропонувавши ChatGPT тієї ж версії проаналізувати попередньо дібрані лексеми та поставити в них наголоси, отримали таку відповідь: «Антропоме́трія, асиметрі́я, а́тла́сний, антино́мія, антоні́мія, агроно́мія, ажуро́вий, бала́стер, багнови́ще, багатоцилі́ндровий, безквітко́вий, бійни́ця, ведмеди́ще, вербня́к, веретено́, ви́бійка, відіменни́й, відмінко́вий, лю́тне́вий, лососи́на, магі́сте́рський, маєтко́вий, Ма́гдебург, мармуро́вий, ма́рсельний, недо́гарок, невпізна́нний, невропа́тія, обла́дна́ння, пайови́й, па́нщинний, папоротевий». Цей процес було повторено ще два рази й результати виявилися однаковим.

У відповідь на це ж завдання велика мовна модель Gemini версії 3.1 Pro повідомила таке: «антропометрі́я, асиметрі́я, а́тласний (якщо йдеться

про збірник карт) / атла́сний (якщо йдеться про тканину) антиномі́я, антонімі́я, агрономі́я, ажуро́вий, баласте́р, багно́вище, багатоциліндровий, безквітко́вий, бійни́ця, ведме́дище, вербня́к, веретено́, вибі́йка, відіме́нний, відмінко́вий, лютне́вий, лососи́на, магісте́рський, маєтко́вий, Ма́гдебург, мармуро́вий, ма́рсельний, недо́гарок, невпізна́нний, невропатія, обла́днання, пайови́й, па́нщинний, па́поротевий».

За результатами перевірки виявилося, що безкоштовні версії ChatGPT 5.5 та Gemini 3.1 Pro впоралися, але цього разу вже з більш складним завданням. Оскільки слова репрезентували складні випадки наголошування в українській мові, то в тестах зі складнішим лексичним матеріалом велика мовна модель ChatGPT неправильно визначила наголоси в десяти словах з тридцяти двох. У відсоткових значеннях це приблизно 31,25%, отже, точність системи становить 68,75%. До того ж, на всю перевірку пішло багато часу, і проблеми зі словами з варіативним наголосом повторювалися кожного разу.

Штучний інтелект на основі Gemini цього разу впорався за 5 хвилин, але припустився більшої кількості помилок. Із тридцяти двох слів неправильно визначено одинадцять, що у відсоткових значеннях має 34,375%. Отже, точність Gemini в словах, що становлять складні випадки наголошування становить 65,625%, що корелює з вищим рівнем завдання. Усі випадки, коли будь-яка з протестованих великих мовних моделей визначала один із двох наголосів у слові правильно, зараховувалися. Зауважимо, що в умовах завдання не було зазначено лексичне значення, що потенційно могло б збільшити кількість правильних відповідей у кінцевому результаті.

Отже, під час виконання простої вправи з посібника Gemini виявився на 8,57% точнішим і на 35 хвилин швидшим за ChatGPT. Під час виконання завдання з наступним рівнем складності розробка OpenAI показала результат, що перевершив опонента на 3,125%. Отже, система Gemini виявилася оптимальнішою.

Проведене тестування можливостей безкоштовних версій ChatGPT та Gemini розставляти наголоси в словах та перевіряти їх правильність є умовним і мало на меті продемонструвати, що на поточному етапі розвитку технологій штучного інтелекту ці системи припускаються помилок як під час виконання простих вправ, так і в процесі обробки складних випадків наголошування.

Це означає, що будь-які вправи, які перевірено названими нейромережами, потребують обов'язкової додаткової ревізії користувачем з метою пошуку неточностей, а штучний інтелект у цій сфері не може замінити людину.

Окрім функцій перевірки наголосів, можливості застосування ШІ з метою вдосконалення акцентуаційних компетентностей майбутніх вчителів-словесників вбачаємо у:

- створенні нових вправ зі складними випадками наголошення, де лексика становить частину терміносистеми певної галузі. Це можуть бути:

– традиційні вправи;

– завдання на встановлення відповідності;

– вправи на групування слів за певною кількістю можливих наголосів;

– пошуку інформації щодо варіативності наголосу в певній лексемі;

– вивченні досліджень з української акцентології;

– розробленні систем, що дають змогу студентам самостійно створити кілька вправ та обмінятися ними з метою перехресної перевірки (така можливість є лише у користувачів ChatGPT);

– опрацюванні фахової довідкової літератури;

– використанні скоромовок або мнемовіршиків для запам'ятовування наголосу в окремих словах та винятків;

– розробленні сенканів або асоціативних рядів для запам'ятовування наголошених складів;

– доповненні ситуативних речень, в яких здобувач має поставити наголос у слові відповідно до його лексичного значення в певному контексті;

– генеруванні великого тексту, есе або діалогу, де штучний інтелект навмисне зробив помилки, щоб здобувачі освіти самостійно шукали та виправляли похибки;

– створенні інтерактивної вправи, де студент має з'єднати картку з правильним значенням слова і картку з відповідним наголосом;

– розробленні інтерактивних кросвордів;

– процесі перевірки виконаних вправ.

Наведемо приклад контекстуальних завдань, створених за допомогою Gemini: «Визначте, на який склад (або на яку літеру) припадає правильний наголос у виділених словах:

1) Майстриня довго обирала тканину для сукні, аж поки її погляд не привернув гладенький атласний сувій благородного кольору.

2) Для підготовки до практичного заняття з географії студентам потрібен оновлений атласний зошит із контурними картами.

3) Лицарі зібралися в головній залі замку, щоб урочисто зачитати новий магістерський указ про оголошення перемир'я.

4) Щоб успішно вийти на магістерський рівень вищої освіти, абітурієнтам потрібно скласти фахове випробування».

Окрім контекстуальних завдань, ChatGPT дає змогу створювати короткі вірші для запам'ятовування складних випадків наголошування в українській мові. Наприклад:

«Агроно́мія хліб вирощує,
Багнови́ще чобіт змочує,
Безквітко́вий кущ сумний –
Наголос тримай міцний!».
«Внесок кожен не прости́й –
Частка в справі — пайови́й».
«Пряде бабуся полотно –
У руках кружля верете́но».
«Біля брами клен казко́вий,
Дім великий – маєтко́вий».
«В стіні фортеці є бійни́ця,
Звідти вигляда рушни́ця».

Застосування таких завдань допоможе майбутнім учителям-словесникам збагатити їх інструментарій новими цифровими ресурсами, що допоможе їм у подальшій професійній діяльності.

Висновки. Отже, системи штучного інтелекту ChatGPT та Gemini надають користувачам загалом і майбутнім учителям-філологам зокрема широкі можливості для виявлення й корекції помилок у наголошуванні слів та вдосконаленні акцентуаційних компетентностей. Ці нейромережі містять у собі значний функціонал для пошуку інформації, створення та обміну інтерактивними завданнями з акцентології, конструювання коротких текстів для запам'ятовування наголосів та ін.

ChatGPT та Gemini мають певний відсоток точності та нерідко припускаються помилок, тому користувач має обов'язково перевірити виконання цими системами поставлених завдань.

Перспективи подальших досліджень вбачаємо у вивченні можливостей використання ChatGPT та Gemini для створення інших типів інтерактивних завдань, а також у пошуку додаткових варіантів застосування таких систем штучного інтелекту з метою вдосконалення акцентуаційних компетентностей магістрів-філологів.

У подальшому набуде неабиякої актуальності поліпшення у ChatGPT та Gemini функцій розпізнавання слів, що мають варіативний акцент та становлять складні випадки наголошування в українській мові. Потенційний розвиток та розширення можливостей і сценаріїв застосування ChatGPT **та** Gemini в мовно-літературній освіті вже в найближчому майбутньому сприятимуть формуванню й інших, не лише акцентуаційних, предметних компетентностей філологів.

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ОРГАНІЗАЦІЯ НАВЧАЛЬНОГО ПРОЦЕСУ ЯК ЧИННИК ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ОСВІТИ

Анотація. У статті розглянуто проблему організації навчального процесу у закладах вищої освіти як важливого чинника формування професійної компетентності здобувачів освіти. Актуальність дослідження зумовлена сучасними трансформаціями освітнього простору, впровадженням компетентнісного підходу, цифровізацією освіти та зростанням вимог ринку праці до якості професійної підготовки випускників.

Метою статті є аналіз особливостей організації навчального процесу у закладах вищої освіти та визначення його впливу на формування професійної компетентності.

У роботі проаналізовано сучасні педагогічні підходи до організації навчання, зокрема практикоорієнтоване навчання, інтерактивні методи, кейс-технології, міждисциплінарність, виробничу практику та самостійну роботу здобувачів освіти.

Окрему увагу приділено сучасним тенденціям розвитку вищої освіти, серед яких цифровізація, використання LMS-платформ, змішане та дистанційне навчання, академічна мобільність, студентоцентрованість та індивідуальна освітня траєкторія.

У статті обґрунтовано, що ефективна організація навчального процесу забезпечує не лише засвоєння теоретичних знань, а й формування практичних умінь, професійного мислення, комунікативних навичок та здатності до самостійного прийняття рішень. Доведено, що поєднання традиційних і сучасних підходів сприяє підвищенню якості професійної підготовки та формуванню готовності здобувачів освіти до професійної діяльності в умовах динамічних змін суспільства.

Зроблено висновок, що організація навчального процесу виступає системоутворювальним чинником формування професійної компетентності майбутніх фахівців та потребує подальшого вдосконалення відповідно до сучасних освітніх викликів.

Ключові слова: організація навчального процесу, професійна компетентність, заклади вищої освіти, компетентнісний підхід, студентоцентроване навчання, цифровізація освіти, змішане навчання, інтерактивні методи навчання, індивідуальна освітня траєкторія

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ORGANIZATION OF THE EDUCATIONAL PROCESS AS A FACTOR IN FORMING PROFESSIONAL COMPETENCE OF EDUCATION SEEKERS

Abstract. The article examines the organization of the educational process in higher education institutions as an important factor in the formation of education seekers professional competence. The relevance of the study is determined by the ongoing transformation of the educational environment, the implementation of the competence-based approach, the digitalization of education, and the increasing demands of the labor market for the quality of graduates' professional training.

The purpose of the article is to analyze the features of organizing the educational process in higher education institutions and to determine its impact on the development of professional competence.

The study analyzes modern pedagogical approaches to the organization of learning, including practice-oriented learning, interactive teaching methods, case-based learning, interdisciplinary integration, industrial practice, and students' independent work. Special attention is given to current trends in higher education development, such as digitalization, the use of LMS platforms, blended and distance learning, academic mobility, student-centered education, and individualized educational trajectories.

The article substantiates that effective organization of the educational process ensures not only the acquisition of theoretical knowledge but also the development of practical skills, professional thinking, communication abilities, and decision-making competence. It is proven that the combination of traditional and modern educational approaches contributes to improving the quality of professional training and to forming students' readiness for professional activity in a rapidly changing social environment.

It is concluded that the organization of the educational process serves as a system-forming factor in the development of professional competence of future specialists and requires further improvement in accordance with modern educational challenges.

Keywords: educational process organization, professional competence, higher education institutions, competence-based approach, student-centered learning, digitalization of education, blended learning, interactive teaching methods, individualized learning trajectory.

Постановка проблеми. У сучасних умовах трансформації системи вищої освіти, інтеграції України до європейського освітнього простору та зростання вимог до професійної підготовки фахівців особливої актуальності набуває проблема ефективної організації навчального процесу. Якість професійної освіти значною мірою залежить не лише від змісту освітніх програм, а й від способів організації навчальної діяльності, застосування сучасних педагогічних технологій, створення сприятливого освітнього середовища та забезпечення умов для професійного розвитку здобувачів освіти. У зв'язку з цим організація навчального процесу розглядається як один із ключових чинників формування професійної компетентності майбутніх фахівців.

Сучасний ринок праці висуває нові вимоги до випускників закладів вищої освіти, орієнтуючи їх не лише на засвоєння системи знань, але й на розвиток професійної мобільності, критичного мислення, здатності до

самостійного прийняття рішень, ефективної комунікації та безперервного професійного самовдосконалення. Саме тому у фокусі педагогічної науки перебуває компетентнісний підхід, який передбачає формування у здобувачів освіти не лише теоретичної підготовки, а й практичної готовності до професійної діяльності. Відповідно, організація навчального процесу повинна забезпечувати поєднання теоретичного навчання із практичною підготовкою, розвитком професійно значущих якостей та формуванням здатності до адаптації у професійному середовищі.

Особливого значення проблема набуває в умовах модернізації вищої освіти, активного впровадження цифрових технологій, дистанційного та змішаного навчання, необхідності забезпечення академічної мобільності й індивідуалізації освітнього процесу. Сучасна система підготовки фахівців потребує впровадження інноваційних підходів до організації навчання, які б сприяли підвищенню якості освітніх послуг та ефективному формуванню професійної компетентності майбутніх спеціалістів.

У цьому контексті особливої уваги потребує дослідження організації навчального процесу як педагогічної умови професійного становлення здобувачів освіти, оскільки саме ефективно організоване освітнє середовище створює передумови для розвитку професійних компетентностей, мотивації до навчання, готовності до майбутньої професійної діяльності та здатності успішно функціонувати в умовах сучасних професійних викликів.

Аналіз останніх досліджень і публікацій. Проблема організації навчального процесу та формування професійної компетентності здобувачів освіти є предметом активного наукового пошуку вітчизняних і зарубіжних учених. У сучасній педагогічній науці питання ефективної організації освітнього процесу розглядається як одна з ключових умов забезпечення якості професійної підготовки, розвитку професійної мобільності, здатності до адаптації в умовах динамічного ринку праці та формування конкурентоспроможного фахівця.

Теоретичні засади організації навчального процесу у вищій школі ґрунтовно висвітлено у працях українських учених, зокрема В. Андрущенка [6], І. Беха [7], І. Зязюна [11], В. Кременя [4], В. Лугового [9], О. Пєхота [13], О. Пометун [17], С. Сисоєвої [14], та інших, які досліджували проблеми модернізації вищої освіти, гуманізації освітнього процесу, професійної підготовки майбутніх фахівців та впровадження компетентнісного підходу в освіті.

У працях зазначених авторів наголошується, що організація навчального процесу повинна відповідати сучасним соціальним запитам, сприяти розвитку особистості здобувача освіти та забезпечувати ефективне поєднання теоретичної й практичної підготовки.

Проблема організації освітнього процесу як провідного чинника становлення професійної компетентності здобувачів освіти є також і об'єктом прискіпливої уваги сучасних науковців. Системний аналіз наукового доробку свідчить, що теоретико-методологічні засади компетентнісного підходу у вищій школі закладені у працях Н. Бібік [1], Л. Ващенко [2] та О. Овчарук [3]. Дослідниці розглядають компетентність як інтегровану здатність особистості до успішної діяльності, що формується саме в умовах специфічно організованого навчального середовища.

Вагомий внесок у розуміння стратегій модернізації освітнього процесу та управління якістю підготовки майбутніх фахівців зробили В. Кремень [4] та П. Саух [5]. У їхніх публікаціях організація навчання розглядається через призму гуманізації та впровадження інноваційних технологій, що забезпечують конкурентоспроможність випускників. Питання особистісного розвитку майбутніх фахівців та важливості суб'єкт-суб'єктної взаємодії в освітньому просторі висвітлено у роботах В. Андрущенка [6] та І. Беха [7].

У працях В. Андрущенко [6] значну увагу приділено проблемам модернізації вищої освіти, професійної підготовки майбутніх фахівців та формування нового типу педагога в умовах європейської інтеграції. Науковець наголошує на необхідності гуманізації освітнього процесу, розвитку професійної компетентності та підготовки конкурентоспроможного фахівця, здатного ефективно діяти в умовах сучасних суспільних змін.

Окремий масив досліджень присвячено психолого-педагогічним умовам формування фахової майстерності. Зокрема, О. Кокун [8] і В. Луговий [9] аналізує закономірності професійного становлення особистості, а О. Дубасенюк [10]. акцентує увагу на етнопсихологічних та етичних аспектах підготовки майбутніх спеціалістів. Важливість формування соціальної та комунікативної компетентності як складових професіоналізму підкреслюють І. Зязюн [11], В. Ягупов [12] О. Пєхота [13] та О. Пометун [17].

Концептуальні підходи до організації навчального процесу в умовах неперервної освіти представлені у працях С. Сисоєвої [14], де наголошується на творчому саморозвитку майбутніх фахівців.

Питання вдосконалення організації навчального процесу у вищій школі в умовах сучасних освітніх трансформацій висвітлювали В. Биков [15], В. Кремень [4], О. Спірін [17], які досліджували особливості цифровізації освіти, впровадження інформаційно-комунікаційних технологій, дистанційного та змішаного навчання. Науковці зазначають, що сучасне освітнє середовище потребує нових підходів до організації навчальної

діяльності, орієнтованих на студентоцентрованість, індивідуалізацію освітньої траєкторії, інтерактивність та практичну спрямованість навчання.

Проблематика студентоцентрованого підходу та особистісно орієнтованого навчання знайшла відображення у працях І. Беха [7], О. Дубасенюк [10], О. Пєхоти [13], С. Сисоєва [14], які підкреслюють, що ефективна організація навчального процесу передбачає врахування індивідуальних особливостей здобувачів освіти, їхніх освітніх потреб, мотивації та здатності до самостійного пізнання. У цьому контексті особливого значення набувають активні та інтерактивні методи навчання, що стимулюють розвиток критичного мислення, самостійності, професійної відповідальності та навичок прийняття рішень.

Попри значну кількість наукових праць, проблема організації навчального процесу як чинника формування професійної компетентності здобувачів освіти залишається актуальною та потребує подальшого теоретичного осмислення. Особливої уваги потребує пошук ефективних педагогічних умов, інноваційних форм і методів організації навчання, які забезпечуватимуть високий рівень професійної підготовки майбутніх фахівців відповідно до сучасних суспільних і професійних викликів.

Метою статті є аналіз особливостей організації навчального процесу у закладах вищої освіти як чинника формування професійної компетентності здобувачів освіти.

Виклад основного матеріалу. У сучасних умовах реформування системи вищої освіти проблема організації навчального процесу набуває особливої актуальності, оскільки саме від ефективності його побудови залежить якість професійної підготовки здобувачів освіти, рівень сформованості їхніх компетентностей, здатність до професійної адаптації та конкурентоспроможність на ринку праці. Освітні трансформації, інтеграція України до європейського освітнього простору, впровадження компетентнісного підходу, цифровізація освіти та необхідність забезпечення практичної спрямованості навчання актуалізують питання удосконалення організації навчального процесу у закладах вищої освіти [4].

Науковці наголошують, що сучасна система вищої освіти має бути орієнтована не лише на передачу теоретичних знань, але й на формування професійної готовності здобувачів освіти до майбутньої діяльності, розвиток їхньої самостійності, відповідальності, професійної мобільності та здатності до постійного самовдосконалення [14]. У зв'язку з цим особливого значення набуває організація навчального процесу, яка розглядається як цілеспрямована система взаємодії всіх суб'єктів освітньої діяльності, спрямована на досягнення освітніх результатів та формування професійної компетентності майбутніх фахівців.

У педагогічній літературі поняття *«організація навчального процесу»* трактується як системне впорядкування освітньої діяльності, що включає визначення змісту навчання, вибір форм, методів, засобів, технологій навчання, а також створення відповідних педагогічних умов для ефективного засвоєння знань, розвитку професійних умінь і формування професійно значущих якостей особистості [10]. Відтак організація навчального процесу є складним багаторівневим явищем, що охоплює не лише змістову складову освіти, але й управлінські, методичні, психологічні та комунікативні аспекти професійної підготовки.

Важливим підґрунтям сучасної організації навчального процесу виступає компетентнісний підхід, який орієнтує освітній процес на досягнення практично значущих результатів навчання та формування у здобувачів освіти комплексу професійних компетентностей [17]. За такого підходу результатом навчання стає не лише накопичення знань, а й здатність майбутнього фахівця ефективно застосовувати їх у професійній діяльності, приймати рішення, адаптуватися до професійних змін та успішно вирішувати практичні завдання.

Особливої значущості у сучасній педагогічній практиці набуває студентоцентрований підхід, що передбачає зміну ролі здобувача освіти у навчальному процесі – від пасивного об’єкта навчання до активного суб’єкта освітньої діяльності [14]. Відповідно, організація навчального процесу має забезпечувати умови для розвитку самостійності здобувачів освіти, їхньої мотивації до навчання, критичного мислення, здатності до рефлексії та саморозвитку. При цьому викладач виступає не лише джерелом знань, а й фасилітатором освітнього процесу, наставником і партнером у професійному становленні майбутнього фахівця.

На думку сучасних дослідників, ефективна організація навчального процесу у вищій школі передбачає гармонійне поєднання різних форм навчальної діяльності: лекцій, практичних і семінарських занять, самостійної роботи, практичної підготовки, дослідницької діяльності, інтерактивних форм навчання та використання цифрових освітніх технологій [15; 16]. У сучасних умовах особливої актуальності набуває змішане навчання, яке поєднує традиційні та дистанційні форми організації освітнього процесу, забезпечуючи його гнучкість, доступність та індивідуалізацію освітньої траєкторії здобувача освіти.

Суттєвий вплив на якість організації навчального процесу має освітнє середовище закладу вищої освіти, яке повинно бути психологічно безпечним, інноваційним, відкритим до взаємодії та орієнтованим на розвиток професійної особистості майбутнього фахівця [9]. Освітнє середовище сприяє формуванню професійної мотивації, розвитку комунікативної

культури, професійної етики та готовності до співпраці в умовах майбутньої професійної діяльності.

Крім того, важливим аспектом організації навчального процесу є забезпечення практичної спрямованості професійної підготовки. Саме поєднання теоретичного навчання з практичними компонентами, проходження виробничої практики, використання кейс-методів, моделювання професійних ситуацій та проблемно-орієнтованого навчання сприяють ефективному формуванню професійної компетентності майбутніх фахівців. Практикоорієнтованість навчання дозволяє майбутнім спеціалістам не лише засвоїти систему професійних знань, але й сформувати навички прийняття рішень, професійної відповідальності, адаптивності та професійної самореалізації.

Таким чином, організація навчального процесу у закладах вищої освіти є складною багатокомпонентною системою, що поєднує змістові, організаційні, технологічні та особистісні аспекти професійної підготовки. Її ефективність визначається здатністю забезпечувати формування професійної компетентності здобувачів освіти відповідно до сучасних вимог ринку праці, суспільних викликів та тенденцій розвитку вищої освіти. У цьому контексті доцільним є узагальнення основних підходів до організації навчального процесу у вищій школі, що представлено в таблиці 1.

Дані таблиці 1 демонструють, що сучасна організація навчального процесу у закладах вищої освіти ґрунтується на поєднанні кількох взаємопов'язаних підходів, кожен із яких виконує окрему функцію у формуванні професійної компетентності майбутніх фахівців. Провідне значення має компетентнісний підхід**,** оскільки саме він забезпечує орієнтацію освітнього процесу на практичний результат навчання та готовність здобувача освіти до професійної діяльності [17].

Таблиця 1

Підходи до організації навчального процесу у вищій школі

Підхід	Характеристика	Освітній результат
Компетентнісний	Орієнтація навчального процесу на формування професійних компетентностей, практичних умінь і здатності застосовувати знання в реальних умовах професійної діяльності	Формування професійної компетентності, готовності до професійної діяльності
Студентоцентрований	Урахування індивідуальних потреб, інтересів, здібностей та освітніх запитів здобувачів освіти; активна роль студента у навчанні	Розвиток самостійності, відповідальності, мотивації до навчання

Підхід	Характеристика	Освітній результат
Особистісно орієнтований	Спрямованість на розвиток особистості здобувача освіти, його цінностей, професійної ідентичності та самореалізації	Формування професійно значущих особистісних якостей
Системний	Розгляд навчального процесу як цілісної системи взаємопов'язаних компонентів: мети, змісту, форм, методів і результатів навчання	Підвищення цілісності та ефективності освітнього процесу
Практикоорієнтований	Поєднання теоретичної підготовки з практичною діяльністю, професійними кейсами, практикою та моделюванням професійних ситуацій	Розвиток професійних навичок і готовності до практичної діяльності
Цифровий (інноваційний)	Використання інформаційно-комунікаційних технологій, дистанційного та змішаного навчання	Розвиток цифрової компетентності та гнучкості навчання

Не менш важливим є студентоцентрований підхід, який сприяє розвитку самостійності, внутрішньої мотивації та активної позиції студентів у процесі професійного становлення. Водночас особистісно орієнтований підхід забезпечує розвиток професійно важливих якостей особистості, формування професійної ідентичності та здатності до саморозвитку.

Особливої актуальності в сучасних умовах набуває практико-орієнтований підхід**,** що забезпечує інтеграцію теоретичних знань із практичною підготовкою та сприяє адаптації майбутніх фахівців до реальних умов професійної діяльності [10]. Поряд із цим активне впровадження цифрових технологій обумовлює зростання значущості інноваційного підходу, який сприяє гнучкості освітнього процесу та розширює можливості професійної підготовки здобувачів освіти.

Отже, ефективна організація навчального процесу передбачає комплексне використання сучасних педагогічних підходів, що у взаємозв'язку забезпечують формування професійної компетентності, професійної мобільності та готовності здобувачів освіти до професійної діяльності. Саме тому важливим є більш детальний розгляд сутності професійної компетентності як інтегральної характеристики підготовки сучасного фахівця.

У сучасних умовах модернізації системи вищої освіти особливої актуальності набуває проблема формування професійної компетентності здобувачів освіти, що зумовлено зростанням вимог до рівня професійної підготовки, необхідністю швидкої адаптації до змінних умов професійної

діяльності, здатністю до безперервного професійного розвитку та ефективного виконання професійних функцій. Саме професійна компетентність сьогодні розглядається як один із ключових результатів професійної освіти та визначальний показник готовності випускника до успішної професійної діяльності [4].

У науковій літературі поняття *«професійна компетентність»* трактується як інтегральна характеристика особистості, що включає систему професійних знань, практичних умінь, навичок, професійно значущих якостей, досвіду діяльності, ціннісних орієнтацій і здатності ефективно реалізовувати професійні функції в конкретних умовах професійного середовища]. Професійна компетентність відображає не лише рівень фахової підготовки, а й здатність особистості застосовувати отримані знання у практичній діяльності, приймати професійні рішення, адаптуватися до нових умов та здійснювати професійне самовдосконалення.

Сучасний компетентнісний підхід у вищій освіті передбачає переорієнтацію навчального процесу із засвоєння значного обсягу теоретичних знань на формування здатності використовувати їх у реальних професійних ситуаціях. У цьому контексті професійна компетентність виступає результатом інтеграції когнітивного, діяльнісного, мотиваційного та особистісного компонентів професійної підготовки.

Дослідники наголошують, що структура професійної компетентності є багатокомпонентною та включає кілька взаємопов'язаних складових. Насамперед важливу роль відіграє когнітивний компонент, який охоплює систему професійних знань, теоретичних уявлень, спеціальних понять і наукових основ майбутньої професійної діяльності. Рівень сформованості цього компонента значною мірою визначає здатність майбутнього фахівця до аналізу професійних ситуацій, прийняття обґрунтованих рішень та професійного мислення.

Не менш важливим є діяльнісний (практичний) компонент, що включає професійні вміння, навички, способи виконання професійних дій, здатність використовувати набуті знання у практичній діяльності. Саме практична складова професійної підготовки забезпечує адаптацію майбутніх фахівців до реальних умов професійного середовища, сприяє розвитку професійної мобільності та готовності до вирішення професійних завдань.

Суттєве значення має також мотиваційно-ціннісний компонент, який визначає професійну спрямованість особистості, її інтерес до майбутньої професії, професійну мотивацію, прагнення до самореалізації та професійного вдосконалення. Саме позитивна професійна мотивація значною мірою впливає на якість професійної підготовки та готовність до майбутньої діяльності.

Водночас сучасний ринок праці потребує від фахівців не лише ґрунтовної професійної підготовки, а й сформованості soft skills, серед яких особливого значення набувають комунікативні здібності, критичне мислення, емоційний інтелект, навички командної взаємодії, здатність до адаптації та саморегуляції.

У зв'язку з цим важливим компонентом професійної компетентності є комунікативно-особистісний, що забезпечує ефективну взаємодію в професійному середовищі, конструктивне вирішення професійних ситуацій та професійну етичність.

Сучасні підходи до професійної освіти передбачають, що формування професійної компетентності повинно здійснюватися комплексно, через інтеграцію теоретичної, практичної, дослідницької та самостійної діяльності здобувачів освіти [14]. У цьому контексті особливого значення набуває якісна організація навчального процесу, яка забезпечує не лише передачу знань, а й формування професійної готовності, відповідальності, професійної автономності та здатності до безперервного професійного розвитку.

Крім того, важливим чинником формування професійної компетентності є створення інноваційного освітнього середовища, яке сприяє розвитку самостійності, професійного мислення, творчого потенціалу та здатності до самонавчання [15]. Використання інтерактивних методів навчання, цифрових технологій, проблемно-орієнтованого навчання, кейс-методів, симуляційних технологій і практикоорієнтованого підходу дозволяє значно підвищити ефективність професійної підготовки майбутніх фахівців.

Отже, професійна компетентність є складним інтегративним утворенням, що поєднує систему знань, практичних умінь, професійно значущих якостей, мотивації та особистісної готовності до професійної діяльності. Її формування залежить від якості організації навчального процесу, використання сучасних педагогічних технологій, практичної спрямованості освіти та створення сприятливого освітнього середовища. Для кращого розуміння структури професійної компетентності доцільно узагальнити її основні складові у вигляді схеми.

Структурну модель професійної компетентності здобувачів освіти розглядається як інтегративне утворення, що поєднує взаємопов'язані компоненти.

Когнітивний компонент охоплює систему професійних знань, рівень теоретичного мислення та загальну фахову ерудицію, що забезпечує інтелектуальну основу професійної діяльності.

Операційно-діяльнісний компонент включає практичні навички, професійні вміння та здатність застосовувати теоретичні знання у реальних виробничих або освітніх ситуаціях.

Особистісний компонент характеризує індивідуальні якості майбутнього фахівця, зокрема відповідальність, самостійність у прийнятті рішень та комунікативні здібності.

Мотиваційно-ціннісний компонент відображає внутрішню готовність до професійної діяльності, наявність стійкої мотивації до навчання, сформовані професійні цінності та прагнення до безперервного саморозвитку.

У сукупності зазначені компоненти формують цілісну структуру професійної компетентності, яка забезпечує ефективну підготовку здобувачів освіти до професійної діяльності в умовах сучасного освітнього середовища.

Організація навчального процесу є одним із ключових чинників, що безпосередньо визначає якість професійної підготовки здобувача освіти. Саме через те, як структуровано навчання, які методи використовуються та наскільки воно наближене до реальних професійних умов, формується логічний ланцюг: організація навчання → якість підготовки → професійна готовність випускника. У сучасних умовах освітні заклади дедалі більше орієнтуються на компетентнісний підхід, де головним результатом є не лише засвоєння знань, а й здатність застосовувати їх у практичній діяльності.

Одним із найбільш ефективних напрямів є практикоорієнтоване навчання. Його сутність полягає у максимальному наближенні освітнього процесу до реальних професійних ситуацій. Замість суто теоретичного викладу матеріалу студенти виконують завдання, що моделюють майбутню діяльність: розв’язують професійні задачі, працюють із документацією, аналізують реальні процеси. Такий підхід дозволяє не лише краще засвоїти матеріал, але й сформувати впевненість у власних професійних діях, що є важливою складовою компетентності.

Важливу роль відіграють інтерактивні методи навчання. До них належать дискусії, рольові ігри, групові проєкти, мозкові штурми. Вони змінюють традиційну модель «викладач – слухач» на модель активної взаємодії. Здобувачі освіти стають безпосередніми учасниками навчального процесу, навчаються аргументувати власну позицію, слухати інших, працювати в команді. Це сприяє розвитку не лише професійних, а й соціальних компетентностей, які є критично важливими у сучасному професійному середовищі.

Окремо слід виділити виробничу практику, яка виступає містком між теорією та реальним професійним середовищем. Саме під час практики

здобувачі освіти отримують можливість застосувати отримані знання в умовах реального підприємства або організації. Вони знайомляться з професійними стандартами, корпоративною культурою, вимогами роботодавців.

Це значно підвищує рівень їхньої готовності до працевлаштування, оскільки вони вже мають досвід реальної діяльності, а не лише теоретичні уявлення про неї.

Ефективним інструментом формування компетентностей є також кейс-метод. Він передбачає аналіз конкретних ситуацій із професійної практики та пошук оптимальних рішень. Кейс-метод розвиває аналітичне мислення, вміння працювати з інформацією, оцінювати альтернативи та приймати обґрунтовані рішення. Його особлива цінність полягає в тому, що він моделює невизначеність реального професійного середовища, де не завжди існує єдина правильна відповідь.

Не менш важливою є міждисциплінарність навчання, яка передбачає інтеграцію знань із різних навчальних дисциплін. Сучасні професійні завдання рідко обмежуються однією сферою знань, тому здатність поєднувати різні підходи та концепції стає необхідною компетентністю. Міждисциплінарний підхід дозволяє формувати цілісне бачення професійних процесів, розвиває системне мислення та сприяє більш глибокому розумінню складних явищ.

Окрему роль у формуванні компетентності відіграє самостійна робота здобувачів освіти. Вона стимулює розвиток самодисципліни, відповідальності та навичок самоорганізації. У сучасних умовах важливо, щоб фахівець міг самостійно знаходити, аналізувати та засвоювати нову інформацію, оскільки професійні знання швидко оновлюються. Самостійна робота формує здатність до безперервного навчання, що є однією з ключових вимог сучасного ринку праці.

Таким чином, організація навчального процесу має комплексний вплив на формування професійної компетентності. Поєднання практико-орієнтованого навчання, інтерактивних методів, виробничої практики, кейс-методу, міждисциплінарного підходу та самостійної роботи забезпечує не лише якісне засвоєння знань, але й формування готовності до реальної професійної діяльності. Саме така система навчання дозволяє перейти від формального засвоєння інформації до формування повноцінного професіонала, здатного ефективно діяти в умовах сучасного суспільства.

Для того щоб узагальнити викладене вище та наочно продемонструвати взаємозв’язок між окремими елементами організації навчального процесу й формуванням професійної компетентності, доцільно подати ці положення у систематизованому вигляді. Це дозволяє чіткіше побачити, як

кожен компонент освітнього процесу впливає на кінцевий результат підготовки здобувача освіти.

Після розгляду таблиці можна зробити висновок, що всі елементи навчального процесу взаємопов'язані та діють як єдина система. Жоден із них не є самодостатнім, оскільки максимальний ефект досягається лише за умови їх комплексного поєднання.

Зокрема, практикоорієнтоване навчання та виробнича практика забезпечують безпосередній зв'язок теорії з професійною діяльністю, формуючи у здобувачів освіти реальні практичні навички. Інтерактивні методи навчання та кейс-методи, у свою чергу, розвивають критичне мислення, комунікативні навички та здатність до прийняття обґрунтованих рішень у нестандартних ситуаціях. Міждисциплінарний підхід забезпечує цілісність знань і формує системне бачення професійних процесів, тоді як самостійна робота сприяє розвитку автономності, відповідальності та готовності до безперервного навчання.

Таблиця 2

Вплив елементів навчального процесу на формування професійної компетентності

Елемент навчального процесу	Зміст реалізації	Вплив на професійну компетентність
Практикоорієнтоване навчання	Виконання завдань, максимально наближених до реальних професійних ситуацій	Формування практичних умінь, розвиток професійного мислення, готовність до реальних умов роботи
Інтерактивні методи навчання	Дискусії, групова робота, рольові ігри, мозкові штурми	Розвиток комунікативних навичок, командної роботи, критичного мислення та вміння аргументувати
Виробнича практика	Робота на підприємствах, в установах, організаціях у реальних умовах	Закріплення теоретичних знань, набуття професійного досвіду, адаптація до ринку праці
Кейс-метод	Аналіз реальних або змодельованих професійних ситуацій	Формування аналітичного мислення, навичок прийняття рішень у нестандартних умовах
Міждисциплінарне навчання	Інтеграція знань із різних дисциплін у процесі навчання	Формування системного мислення, цілісного бачення професійної діяльності
Самостійна робота здобувачів освіти	Опрацювання матеріалу, виконання індивідуальних завдань, самонавчання	Розвиток автономності, відповідальності, навичок самоосвіти та безперервного навчання

Таким чином, ефективна організація навчального процесу передбачає не ізольоване використання окремих методів і форм роботи, а їх гармонійне поєднання. Саме така інтеграція створює умови для формування високого рівня професійної компетентності та забезпечує готовність випускника до успішної професійної діяльності.

Сучасний розвиток вищої освіти характеризується суттєвими змінами в підходах до організації навчального процесу. Вони зумовлені цифровою трансформацією суспільства, глобалізаційними процесами та зростанням вимог до професійної підготовки фахівців. Якщо традиційна модель освіти була орієнтована переважно на передачу знань від викладача до студента, то сучасна система акцентує увагу на формуванні компетентностей, самостійності здобувача освіти та його здатності до безперервного навчання.

Одним із ключових напрямів є цифровізація освітнього процесу, яка передбачає використання електронних ресурсів, онлайн-інструментів та цифрових технологій у навчанні. Це дозволяє забезпечити швидкий доступ до навчальних матеріалів, підвищити ефективність комунікації між учасниками освітнього процесу та зробити навчання більш гнучким і адаптивним до потреб студентів.

Важливу роль відіграють LMS-платформи (Learning Management Systems), які стали базовим інструментом організації сучасного навчання. Вони забезпечують централізоване управління навчальними курсами, контроль успішності, обмін матеріалами та зворотний зв'язок.

Використання таких систем підвищує прозорість освітнього процесу та сприяє його структурованості.

Поширеним підходом є змішане навчання (blended learning), яке поєднує традиційні аудиторні заняття з онлайн-форматами. Така модель дозволяє оптимально використовувати час, підвищує самостійність майбутніх фахівців і створює умови для індивідуалізації навчання. У свою чергу, дистанційні технології навчання забезпечують доступ до освіти незалежно від місця перебування здобувача, що особливо актуально в умовах глобальних викликів та необхідності гнучких освітніх рішень.

Сучасна система освіти також активно розвиває академічну мобільність, яка дає змогу здобувачам освіти і викладачам брати участь у міжнародних освітніх програмах, стажуваннях та обмінах. Це сприяє інтеграції у світовий освітній простір, розширює професійний кругозір та підвищує конкурентоспроможність випускників.

Одним із базових принципів сучасної освіти є студентоцентрованість, яка передбачає орієнтацію освітнього процесу на потреби, інтереси та можливості здобувача освіти. У такій моделі майбутній фахівець виступає

активним учасником навчання, а викладач – фасилітатором і наставником, що спрямовує освітній процес.

Важливим елементом є також індивідуальна освітня траєкторія, яка дозволяє майбутнім фахівцям самостійно обирати частину навчальних дисциплін, формувати власний освітній маршрут і розвивати ті компетентності, які найбільше відповідають їхнім професійним цілям. Це підвищує мотивацію до навчання та робить освітній процес більш персоналізованим.

Таким чином, сучасні підходи до організації навчального процесу у закладах вищої освіти спрямовані на підвищення його гнучкості, доступності та ефективності. Вони забезпечують перехід від традиційної моделі навчання до інноваційної системи, орієнтованої на формування конкурентоспроможного фахівця, здатного успішно діяти в умовах динамічного розвитку суспільства.

Для того щоб чітко продемонструвати відмінності між традиційним та сучасним підходами до організації навчального процесу, доцільно узагальнити основні характеристики обох моделей у порівняльному вигляді. Це дозволяє наочно побачити еволюцію освітньої системи та ключові зміни, що відбулися у вищій школі під впливом цифровізації, інноваційних технологій і компетентнісного підходу.

Саме тому нижче подано у таблиці 3 порівняльну характеристику традиційної та сучасної моделі організації навчального процесу.

Після аналізу таблиці можна зробити висновок, що традиційна та сучасна моделі організації навчального процесу суттєво відрізняються за ключовими параметрами: роллю викладача і студента, способом організації навчання, рівнем використання цифрових технологій та ступенем індивідуалізації освітнього процесу. Найбільш показовою є трансформація від моделі «передачі знань» до моделі «формування компетентностей», де студент виступає активним учасником освітнього процесу.

Сучасна модель характеризується високим рівнем гнучкості, інтеграцією цифрових технологій та широким використанням змішаного і дистанційного навчання. Особливе значення має впровадження LMS-платформ, які забезпечують системність і керованість освітнього процесу. Крім того, посилюється роль індивідуальної освітньої траєкторії, що дозволяє враховувати особисті потреби та професійні інтереси здобувачів освіти.

Таблиця 3

Традиційна та сучасна модель організації навчального процесу

Критерій	Традиційна модель	Сучасна модель
Роль викладача	Основне джерело знань, контролер	Фасилітатор, наставник, тьютор
Роль студента	Пасивний слухач	Активний учасник освітнього процесу
Організація навчання	Аудиторна, жорстко регламентована	Гнучка, змішана (очно + онлайн)
Технології	Мінімальне використання цифрових засобів	Активне використання цифровізації та LMS
Доступ до навчання	Обмежений місцем і часом	Дистанційний, глобальний доступ
Індивідуалізація	Стандартизовані програми	Індивідуальні освітні траєкторії
Методи навчання	Лекції, репродуктивне навчання	Інтерактивні, проєктні, кейс-методи
Оцінювання	Переважно підсумкове	Безперервне, формувальне + підсумкове
Академічна мобільність	Обмежена	Активно розвинена

Водночас традиційна модель зберігає окремі елементи, які й сьогодні залишаються важливими, зокрема фундаментальність знань та структурованість навчального матеріалу. Однак у сучасних умовах вона поступово інтегрується в інноваційну освітню систему, доповнюючись новими підходами та технологіями.

Отже, сучасна організація навчального процесу у закладах вищої освіти характеризується переходом до гнучкої, цифровізованої та студентоцентрованої моделі освіти. Вона забезпечує більш ефективне формування професійних компетентностей, підвищує самостійність здобувачів освіти та їхню готовність до професійної діяльності в умовах швидких суспільних і технологічних змін.

Висновки. У результаті проведеного аналізу встановлено, що організація навчального процесу у закладах вищої освіти має визначальний вплив на формування професійної компетентності здобувачів освіти. Ефективність підготовки фахівця безпосередньо залежить від поєднання теоретичного навчання з практичною підготовкою, а також від використання сучасних педагогічних підходів і технологій.

Доведено, що практикоорієнтоване навчання, інтерактивні методи, кейс-технології, виробнича практика та міждисциплінарний підхід сприяють розвитку не лише фахових знань і вмінь, але й критичного мислення, комунікації та здатності до прийняття рішень. Важливу роль

відіграє самостійна робота, яка формує навички самоосвіти та професійної автономності.

Окреслено, що сучасні підходи до організації навчання, зокрема цифровізація, використання LMS-платформ, змішане та дистанційне навчання, академічна мобільність і студентоцентрованість, забезпечують гнучкість та індивідуалізацію освітнього процесу.

Таким чином, перехід до сучасної моделі освіти сприяє підвищенню якості підготовки здобувачів та їх готовності до професійної діяльності в умовах динамічних змін суспільства.

Література:

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АДАПТИВНІ ЦИФРОВІ ПЛАТФОРМИ ЯК ЗАСІБ РОЗВИТКУ НАВИЧОК ЧИТАННЯ АНГЛІЙСЬКОЮ МОВОЮ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ: ПОТЕНЦІАЛ READTHEORY

Анотація. Статтю присвячено аналізу потенціалу адаптивних цифрових платформ як засобу розвитку навичок читання англійською мовою у закладах вищої освіти. Актуальність дослідження зумовлена проблемою недостатньої систематичної практики читання у студентів нефілологічних спеціальностей в умовах домінування курсів англійської мови професійного спрямування, обмеженого аудиторного часу та різнорівневих студентських груп. Особлива увага приділяється необхідності підтримання читацької компетентності у контексті підготовки до стандартизованих мовних іспитів, зокрема ЄВІ, а також міжнародних сертифікаційних тестів.

У статті проаналізовано сучасні підходи до організації практики читання, роль регулярного читання у розвитку словникового запасу та формуванні навичок розуміння тексту, а також особливості використання адаптивних цифрових ресурсів у навчанні іноземних мов. Розглянуто принципи функціонування адаптивних платформ, зокрема автоматизований добір текстів відповідно до рівня мовної підготовки користувача та систему постійного зворотного зв’язку.

Основну увагу зосереджено на платформі ReadTheory як прикладі адаптивного ресурсу для розвитку читацької компетентності. Визначено основні переваги платформи, серед яких індивідуалізація навчання, підтримка регулярної практики читання, можливість організації самостійної роботи студентів та автоматизований моніторинг результатів. Також

окреслено окремі труднощі використання ресурсу в українському освітньому контексті, пов'язані з особливостями американської системи оцінювання читацьких навичок та відмінностями у методичних підходах до навчання читання.

Зроблено висновок про перспективність використання адаптивних цифрових платформ як допоміжного інструменту підтримки читацької компетентності студентів закладів вищої освіти.

Ключові слова: адаптивне навчання; цифрові платформи; ReadTheory; читання англійською мовою; читацька компетентність; заклади вищої освіти.

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ADAPTIVE DIGITAL PLATFORMS AS A MEANS OF DEVELOPING ENGLISH READING SKILLS IN HIGHER EDUCATION INSTITUTIONS: THE POTENTIAL OF READTHEORY

Abstract. The paper examines the potential of adaptive digital platforms as a tool for developing English reading skills in higher education institutions. The relevance of the study is determined by the insufficient amount of systematic reading practice among non-philological students caused by the predominance of English for Specific Purposes courses, limited classroom time, and mixed-ability groups. Particular attention is paid to the need to maintain and develop reading competence in the context of preparation for standardized language examinations, including the Unified Entrance Exam for Master's programs in Ukraine, as well as international English language tests required for academic mobility, internships, and participation in international projects.

The study analyses current approaches to organizing reading practice, the role of regular reading in vocabulary acquisition and reading comprehension development, and the pedagogical potential of adaptive digital technologies in foreign language learning. The paper considers the main principles of adaptive learning platforms, including automated text selection according to students'

proficiency levels and continuous feedback mechanisms that support individualized learning.

Special attention is paid to ReadTheory as an example of an adaptive digital resource aimed at developing reading competence. The study identifies several advantages of the platform, including individualized learning, support for regular reading practice, opportunities for autonomous student work, and automated monitoring of students' progress. In addition, the paper discusses certain challenges related to the implementation of such platforms in the Ukrainian educational context, particularly differences between American and Ukrainian approaches to reading instruction and the use of assessment systems unfamiliar to Ukrainian students and teachers, such as the Lexile framework.

The study concludes that adaptive digital platforms can serve as an effective supplementary tool for supporting English reading competence in higher education and have significant potential for integration into blended and autonomous learning environments.

Keywords: adaptive learning; digital platforms; ReadTheory, English reading skills; reading competence; higher education institutions.

Постановка проблеми. У сучасній системі вищої освіти України викладання англійської мови у значній мірі орієнтоване на професійно-спрямовані курси (English for Specific Purposes), що зумовлює домінування спеціалізованих текстів і обмеження роботи з матеріалами загального характеру. Така організація навчального процесу є методично обґрунтованою з огляду на потреби майбутньої професійної діяльності студентів, однак вона водночас призводить до недостатнього обсягу систематичної практики читання англійською мовою поза межами вузькопрофесійного контексту.

Проблема недостатньої практики читання, зокрема англійською мовою, у студентів закладів вищої освіти неодноразово відзначається у сучасних дослідженнях з методики викладання іноземних мов. Регулярне читання розглядається як ключовий чинник розвитку читацької компетентності, розширення словникового запасу та формування мовної автоматизації. Водночас в умовах обмеженого аудиторного часу, а також нерівномірного рівня володіння мовою у межах однієї академічної групи забезпечення достатнього обсягу читання залишається методично складним завданням.

Додатковою проблемою є часовий розрив у навчанні англійської мови у вищій школі. У багатьох освітніх програмах загальна або базова англійська мова вивчається переважно на перших курсах, тоді як підсумкові мовні випробування, зокрема Єдиний вступний іспит до магістратури (ЄВІ),

а також міжнародні сертифікаційні тести, що використовуються для академічної мобільності, стажувань і участі в міжнародних проєктах, складаються значно пізніше. У результаті у студентів часто спостерігається зниження мовної активності та часткова втрата раніше сформованих навичок читання і словникового запасу.

У цьому контексті особливої актуальності набувають підходи, спрямовані на підтримку регулярної позааудиторної практики читання. Одним із таких напрямів є використання адаптивних цифрових платформ, які забезпечують індивідуалізований підбір навчальних матеріалів відповідно до рівня мовної підготовки студента, а також надають автоматизований зворотний зв'язок щодо розуміння прочитаного. Подібні інструменти потенційно можуть компенсувати обмеженість аудиторного часу та сприяти формуванню сталих навичок читання.

Серед існуючих цифрових ресурсів для розвитку читання англійською мовою особливу увагу привертає платформа ReadTheory, яка реалізує адаптивний підхід до навчання читання шляхом автоматичного визначення рівня складності текстів і перевірки розуміння прочитаного за допомогою інтерактивних завдань. Водночас зазначена платформа була розроблена в контексті американської освітньої системи, що передбачає використання специфічних показників рівня читання (зокрема Lexile framework), які не завжди є зрозумілими або інтегрованими у традиційну практику викладання англійської мови в українських закладах вищої освіти.

Незважаючи на значний потенціал адаптивних цифрових платформ, їх застосування у вищій школі України, особливо у контексті нефілологічних спеціальностей та підготовки до мовних іспитів, залишається недостатньо дослідженим. Це зумовлює необхідність аналізу можливостей та обмежень таких інструментів у реальних умовах навчального процесу.

Метою цієї статті є аналіз проблеми недостатньої систематичної практики читання англійською мовою у студентів закладів вищої освіти та обґрунтування потенціалу адаптивних цифрових платформ, зокрема ReadTheory, як допоміжного засобу розвитку навичок розуміння прочитаного і розширення словникового запасу в умовах обмеженого аудиторного часу та різнорівневих навчальних груп.

Аналіз останніх досліджень і публікацій. Проблема розвитку навичок читання англійською мовою у закладах вищої освіти розглядається у сучасній методиці викладання іноземних мов як одна з базових складових формування мовної компетентності. Дослідники наголошують, що читання є ключовим механізмом засвоєння лексики та розвитку мовної автоматизації, а також важливою умовою формування загальної комунікативної компетентності студентів.

У наукових працях з екстенсивного читання підкреслюється, що систематичний контакт із великою кількістю текстів сприяє природному засвоєнню мовного матеріалу та розвитку читацької компетентності. Зокрема, екстенсивне читання розглядається як ефективний підхід, що забезпечує додаткову мовну практику поза межами аудиторних занять [10, с. 96-97).

Водночас зазначається, що його реалізація у вищій школі ускладнюється обмеженим навчальним часом і недостатньою інтеграцією у навчальні програми.

Окремий напрям досліджень присвячено навчанню читання у студентів нефілологічних спеціальностей. Підкреслюється, що домінування професійно-орієнтованих текстів у курсах англійської мови призводить до обмеженого доступу студентів до різноманітних автентичних матеріалів, що впливає на розвиток загальної читацької компетентності [11, с. 191).

Сучасні дослідження дедалі більше звертають увагу на потенціал цифрових технологій у навчанні читання. Зокрема, адаптивні навчальні системи розглядаються як інструменти, що забезпечують індивідуалізацію навчального процесу через автоматичне коригування складності навчального матеріалу відповідно до рівня студента (Aldamen H., Alnemrat A,. Al-Deaibes M., Alsharefeen R.; Wang Z., Md Yunus M., Hashim H.).

Таким чином, аналіз наукової літератури дозволяє виділити три ключові аспекти: важливість регулярної практики читання для розвитку мовної компетентності; обмеженість традиційних підходів до організації практики читання іноземною мовою у ЗВО; а також недостатню дослідженість потенціалу адаптивних цифрових платформ у контексті української вищої освіти. Це обґрунтовує доцільність подальшого аналізу платформи ReadTheory як одного з можливих інструментів підтримки розвитку навичок читання англійською мовою.

Виклад основного матеріалу. Цифровізація освітнього процесу та активний розвиток онлайн-ресурсів для вивчення іноземних мов сприяли появі нових підходів до організації практики читання. Одним із таких підходів є використання адаптивних цифрових платформ, принцип роботи яких ґрунтується на індивідуалізації навчального контенту відповідно до рівня підготовки та результатів діяльності користувача.

У сучасних дослідженнях адаптивне навчання розглядається як спосіб забезпечення персоналізованої освітньої траєкторії, за якої складність завдань змінюється залежно від успішності студента [2]. У контексті навчання читання це дозволяє підтримувати баланс між доступністю тексту та необхідним рівнем когнітивного навантаження, що є особливо важливим у різнорівневих студентських групах.

На відміну від традиційних друкованих збірників текстів або статичних онлайн-матеріалів, адаптивні платформи здатні автоматично добирати тексти відповідно до рівня читача, аналізувати результати виконання завдань і поступово коригувати рівень складності. Подібний підхід сприяє підтриманню мотивації студентів, оскільки завдання залишаються достатньо складними для розвитку навичок, але водночас не є надмірно важкими.

Окрему роль адаптивні цифрові ресурси можуть відігравати в умовах обмеженого аудиторного часу. У курсах англійської мови професійного спрямування значна частина навчального матеріалу пов'язана зі спеціалізованими текстами, тоді як можливості для систематичного читання матеріалів загального характеру залишаються обмеженими. У результаті студенти мають недостатній обсяг регулярної практики читання, необхідної для підтримання й розвитку загальної читацької компетентності та словникового запасу.

Особливо актуальною ця проблема є у контексті підготовки до стандартизованих мовних іспитів, де перевіряються навички розуміння прочитаного та мовно-граматична компетентність. Це стосується не лише Єдиного вступного іспиту до магістратури, а й міжнародних мовних іспитів, необхідних для участі у програмах академічної мобільності, міжнародних проєктах або стажуваннях. У більшості таких іспитів саме читання є одним із ключових компонентів оцінювання мовної компетентності.

Крім базових можливостей адаптивного добору текстів, у сучасних дослідженнях [8, с.255-256] відзначається низка педагогічних переваг цифрових платформ для розвитку навичок читання. Насамперед підкреслюється, що використання подібних ресурсів дозволяє забезпечити регулярність мовної практики, яка є однією з ключових умов успішного формування читацької компетентності.

На відміну від традиційної моделі навчання, де робота з текстом часто обмежується аудиторним заняттям, цифрові платформи створюють можливість для постійної самостійної роботи студентів у зручному для них темпі.

Окремою перевагою адаптивних платформ дослідники [9, с. 438) називають можливість індивідуалізації навчання без суттєвого збільшення навантаження на викладача. У традиційній практиці роботи з різнорівневими групами підбір текстів відповідної складності часто потребує значного часу та додаткової підготовки. Натомість адаптивні системи автоматично добирають матеріал відповідно до рівня користувача, що дозволяє одночасно залучати до роботи студентів із різним рівнем мовної підготовки.

У сучасних дослідженнях також підкреслюється позитивний вплив адаптивних платформ на розвиток автономності студентів. Самостійне виконання завдань, можливість контролювати власний темп навчання та доступність ресурсу поза межами аудиторії сприяють формуванню навичок самоорганізації та відповідальності за результати навчання [7, с. 57). Це є особливо актуальним у контексті сучасної вищої освіти, де значна частина навчальної діяльності переноситься у формат самостійної роботи.

Серед сучасних адаптивних платформ для розвитку навичок читання увагу привертає ресурс ReadTheory, який поєднує елементи екстенсивного читання, автоматизованого оцінювання та індивідуалізованого підбору матеріалів. Read Theory — це сучасна веб-платформа, розроблена для вдосконалення навичок розуміння прочитаного за допомогою адаптивного навчання. Платформа пропонує величезну колекцію коротких текстів, підібраних з урахуванням різних інтересів та рівнів читання, що дозволяє підтримувати зацікавленість користувачів та ставити перед ними нові завдання. Кожен текст супроводжується питаннями з кількома варіантами відповідей, які оцінюють не тільки буквальне розуміння, а й здатність до висновків та критичного мислення. Ключовою особливістю Read Theory є її адаптивний характер; складність текстів та питань динамічно коригується на основі результатів користувача, забезпечуючи персоналізований досвід навчання, що підтримує мотивацію користувачів. Платформа використовує шкалу Lexile, щоб підібрати читачам тексти з відповідним рівнем складності, сприяючи покращенню навичок читання з часом. Read Theory надає миттєвий зворотний зв'язок щодо відповідей, підкреслюючи правильні відповіді та пояснюючи помилки, що є важливим для визначення аспектів, які потребують додаткової практики. Крім того, Read Theory відстежує прогрес користувачів, дозволяючи учням та викладачам контролювати покращення навичок читання [1].

Однією з особливостей платформи є використання принципів системи Lexile для визначення рівня читацької компетентності користувача. Подібна система оцінювання широко використовується в американській освітній практиці, однак залишається маловідомою в українському освітньому контексті. Це може створювати певні труднощі як для викладачів, так і для студентів під час інтерпретації результатів роботи на платформі.

Разом із тим ReadTheory має низку характеристик, які роблять платформу потенційно корисною для використання у вищій школі. По-перше, ресурс забезпечує регулярну практику читання поза межами аудиторних занять. По-друге, автоматичний добір рівня складності дозволяє працювати зі студентами різного рівня мовної підготовки без необхідності постійної індивідуальної адаптації матеріалів викладачем. По-третє,

система миттєвого зворотного зв'язку створює додаткові можливості для самостійної роботи студентів і розвитку навчальної автономії.

Так, у працях, присвячених використанню ReadTheory, особлива увага звертається на мотиваційний компонент платформи. Дослідники зазначають, що система поступового переходу між рівнями складності створює для студентів відчуття індивідуального прогресу та сприяє підтриманню зацікавленості у виконанні завдань [9, с. 449-450; 6, с.492). Важливу роль відіграє також миттєвий зворотний зв'язок після виконання тестових завдань та звіт про прогрес, оскільки студенти мають можливість одразу оцінити власний результат і проаналізувати помилки.

Ще однією перевагою ReadTheory є велика кількість текстів різної тематики та рівнів складності. Це дозволяє студентам працювати не лише з професійно-орієнтованими матеріалами, а й із текстами загального змісту, що сприяє розширенню словникового запасу та розвитку навичок роботи з різними типами текстів. Водночас різноманітність тем допомагає підтримувати інтерес студентів до читання, що є важливим чинником тривалого використання платформи. Також відзначається, що короткий формат текстів і завдань є психологічно комфортним для студентів, особливо на початкових етапах роботи з платформою. Невеликий обсяг матеріалу знижує рівень тривожності та дозволяє інтегрувати практику читання у щоденну діяльність навіть за умов обмеженого часу. Це має особливе значення для студентів нефілологічних спеціальностей, для яких англійська мова часто не є основним предметом навчання.

Позитивною характеристикою платформи є також автоматизоване збереження результатів роботи студентів. Система дозволяє відстежувати кількість виконаних завдань, успішність відповідей та динаміку розвитку читацьких навичок. Для викладача це створює додаткові можливості моніторингу самостійної роботи студентів без необхідності постійної ручної перевірки завдань.

Водночас у дослідженнях звертається увага і на певні обмеження адаптивних платформ. Зокрема, автоматизовані системи оцінювання не завжди враховують індивідуальні особливості та вподобання студентів, а тестовий формат перевірки розуміння прочитаного може стимулювати орієнтацію насамперед на правильну відповідь, а не на глибоке осмислення тексту [5, с. 85]. Крім того, частина ресурсів, зокрема і ReadTheory, орієнтована переважно на американський освітній контекст, що може створювати труднощі через культурні або методичні відмінності.

Попри це, результати сучасних досліджень свідчать, що адаптивні цифрові платформи, зокрема ReadTheory, мають значний потенціал як допоміжний засіб організації регулярної практики читання. Вони не

замінюють традиційне навчання, проте можуть ефективно доповнювати його, забезпечуючи індивідуалізовану мовну практику, підтримку автономного навчання та розвиток навичок розуміння прочитаного в умовах обмеженого аудиторного часу [1; 3, с. 43-44; 4, с.127].

Під час пілотного використання платформи ReadTheory серед студентів різного віку та спеціальностей було відзначено як позитивні аспекти ресурсу, так і певні труднощі. До позитивних характеристик можна віднести можливість регулярної короткотривалої практики читання, автоматичний підбір текстів та елемент поступового прогресу, який підтримує мотивацію студентів. Водночас частина студентів потребувала додаткових пояснень щодо принципів роботи системи оцінювання та логіки адаптивного переходу між рівнями складності.

Крім того, було помітно, що студенти, які звикли до традиційної моделі роботи з текстом у межах аудиторного заняття, не завжди одразу сприймали формат самостійного регулярного читання як повноцінну навчальну діяльність. Це може бути пов'язано з відмінностями між традиційними підходами до навчання читання у вітчизняній практиці та сучасними моделями адаптивного читання, що базуються на постійному індивідуалізованому мовному матеріалі.

Таким чином, адаптивні цифрові платформи можуть розглядатися як перспективний допоміжний інструмент підтримки практики читання у закладах вищої освіти. Водночас їх ефективне використання потребує методичної адаптації до особливостей українського освітнього середовища, а також подальших досліджень щодо їх впливу на розвиток читацької компетентності студентів.

Висновки. Проведений аналіз наукової літератури та особливостей використання адаптивних цифрових платформ у навчанні англійської мови дозволяє зробити висновок, що проблема недостатньої систематичної практики читання у закладах вищої освіти залишається актуальною, особливо для студентів нефілологічних спеціальностей. Домінування професійно-орієнтованих курсів англійської мови, обмежений аудиторний час та часовий розрив між вивченням мови й необхідністю складання стандартизованих іспитів створюють умови для поступового зниження рівня читацької компетентності та втрати частини словникового запасу.

У цьому контексті адаптивні цифрові платформи можуть розглядатися як перспективний допоміжний інструмент організації регулярної практики читання. Їх використання забезпечує індивідуалізацію навчального процесу, можливість роботи у власному темпі, автоматизований добір текстів відповідно до рівня підготовки студента та постійний зворотний зв'язок. Особливо важливими такі ресурси є для різнорівневих студентських

груп, де традиційні методи організації роботи з текстом не завжди дозволяють ефективно враховувати індивідуальні потреби студентів.

Аналіз можливостей платформи ReadTheory показав, що ресурс має низку характеристик, які можуть бути корисними у практиці викладання англійської мови у вищій школі. До таких характеристик належать регулярна короткотривала практика читання, адаптивний добір рівня складності текстів, автоматизована перевірка розуміння прочитаного, підтримка самостійної роботи студентів та можливість моніторингу результатів навчання.

Водночас було встановлено, що використання подібних платформ у вітчизняному освітньому середовищі потребує певної методичної адаптації. Зокрема, труднощі можуть бути пов'язані з відмінностями між американською та українською традиціями навчання читання, використанням маловідомих у вітчизняній практиці систем оцінювання читацької компетентності, а також необхідністю формування у студентів навичок автономного навчання.

Пілотне використання платформи серед студентів різного віку та спеціальностей дозволило виявити позитивне ставлення до можливості індивідуалізованої практики читання та поступового ускладнення завдань. Разом із тим отримані результати мають попередній характер і не дозволяють робити остаточні висновки щодо ефективності ресурсу через обмежену кількість учасників дослідження.

Таким чином, адаптивні цифрові платформи, зокрема ReadTheory, можуть бути ефективним доповненням до традиційного курсу англійської мови у закладах вищої освіти та використовуватися для підтримки читацької компетентності студентів, підготовки до стандартизованих мовних іспитів і організації самостійної роботи. Перспективним напрямом подальших досліджень є проведення ширших емпіричних досліджень ефективності адаптивних платформ у різних категоріях студентів та аналіз можливостей їх інтеграції у систему змішаного навчання у вищій школі.

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ТЕРМОДИНАМІЧНІ АСПЕКТИ ФУНКЦІОНУВАННЯ СИСТЕМИ ЗОРОВОГО СПРИЙНЯТТЯ ЕЛЕКТРОМАГНІТНОГО ВИПРОМІНЮВАННЯ В КОНТЕКСТІ ВИВЧЕННЯ ОСВІТНЬОГО КОМПОНЕНТУ «БЕЗПЕКА ЖИТТЯ І ДІЯЛЬНОСТІ»

Анотація. У статті розглядаються термодинамічні процеси впливу світла на речовини, які складають структуру ока, внаслідок чого виникає зорове відчуття. За цього під світлом розуміється не лише *видиме світло*, а й прилягаючі до нього широкі області спектра електромагнітного випромінювання – *інфрачервона* та *ультрафіолетова*.

Аналізується будова *сітківки* ока з *колбочок* і *паличок*: їх роль, кількість, геометричні розміри та розташування в оці. Наводяться характеристики світлочутливих речовин *родопсину* і *йодопсину*, які слугують рецепторами на подразнення квантами електромагнітного випромінювання. На основі фотофізичного і фотохімічного підходів пояснено реакцію сітківки (паличок і колбочок) на зміну інтенсивності світлового потоку, що потрапляє до ока; залежність від цього фактору «поведінки» (чутливості) паличок і колбочок за умов сутінкового і денного освітлення; їх роль у формуванні кольорового бачення; залежність характеру зорового сприйняття оточуючих предметів хребетними тваринами, плазунами, птахами тощо від природи і кількості тих чи тих рецепторів у їх очах.

Око людини розглядається як відкрита термодинамічна система, яка обмінюється з оточуючим середовищем (яким для нього є тіло людини) енергією і масою. Оскільки око в складі людського організму має рівну з ним температуру (~37^oC), то воно, поряд з поглинанням із зовні енергії

електромагнітного випромінювання (червоного – «теплого»), здатне випромінювати у власну задню камеру теж певну кількість теплової енергії.

Чисельне співставлення цих енергій дало змогу пояснити, чому око не бачить оточуючі предмети в інфрачервоному випромінюванні. Застосувавши до таких процесів закон збереження енергії, який, як відомо, є фундаментальним законом природи і виконується за будь-яких явищ і перетворень енергії, та аналітичний вираз об'єднаного закону термодинаміки, складено два диференціальних рівняння: балансу енергетичних потоків електромагнітного випромінювання, що зрештою й визначають перебіг зорового процесу, і балансу потоків ентропії, які супроводжують відповідні енергетичні потоки. Розв'язок системи цих рівнянь дозволив отримати зв'язок фотофізичних і фотохімічних процесів з ентропійними характеристиками, температурою системи зору і потужністю енергії, яка викликає відповідні перетворення у такій системі, тобто з'ясувати термодинаміку цих процесів.

Ключові слова: термодинаміка, око, зорове сприйняття, електромагнітне випромінювання (світло).

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THERMODYNAMIC ASPECTS OF THE FUNCTIONING OF THE VISUAL PERCEPTION SYSTEM OF ELECTROMAGNETIC RADIATION IN THE CONTEXT OF STUDYING THE EDUCATIONAL COMPONENT "LIFE AND ACTIVITY SAFETY"

Abstract. The article deals with the thermodynamic processes of the influence of light on the substances that make up the structure of the eye, as a result of which the visual sensation arises. By this, light is understood not only as visible light, but also the broad areas of the spectrum of electromagnetic radiation adjacent to it – infrared and ultraviolet.

The structure of the retina from cones and rods is analyzed: their role, number, geometric dimensions and location in the eye. The characteristics of light-sensitive substances rhodopsin and iodopsin, which serve as receptors for stimulation by quanta of electromagnetic radiation, are given. On the basis of photophysical and photochemical approaches, the reaction of the retina (rods and cones) to changes in the intensity of the light flux entering the eye is explained; the dependence on this factor of the "behavior" (sensitivity) of rods and cones under twilight and daylight conditions; their role in the formation of color vision; dependence of the nature of the visual perception of surrounding objects by vertebrates, reptiles, birds, etc. on the nature and number of certain receptors in their eyes.

The human eye is considered as an open thermodynamic system that exchanges energy and mass with the environment (which for it is the human body). Since the eye as a part of the human body has the same temperature as it (~ 37 °C), it, along with absorbing the energy of electromagnetic radiation (red – "warm") from the outside, is also able to emit a certain amount of thermal energy into its own rear chamber.

The numerical comparison of these energies made it possible to explain why the eye does not see surrounding objects in infrared radiation. Applying to such processes the law of conservation of energy, which is known to be a fundamental law of nature and is carried out for any phenomena and energy transformations, and the analytical expression of the unified law of thermodynamics, two differential equations were formulated: the balance of energy flows of electromagnetic radiation, which ultimately and determine the course of the visual process and the balance of entropy flows that accompany the corresponding energy flows.

Solving the system of these equations made it possible to obtain a connection between photophysical and photochemical processes with entropy characteristics, the temperature of the visual system and the power of energy that causes the corresponding transformations in such a system, that is, to find out the thermodynamics of these processes.

Keywords: thermodynamics, eye, visual perception, electromagnetic radiation (light).

Постановка проблеми. За функціональними ознаками у зоровому апараті (оці) можна виокремити дві його основні частини: оптичний пристрій, який відповідає за фокусування зображень спостережуваних об’єктів (це – зіниця, кришталик і скловидне тіло), і апарат, що сприймає світло (електромагнітне випромінювання) (це – сітківка) і визначає енергетику процесу зору.

У відповідності із зазначеними функціями, з двох етапів складається й робота ока. На першому етапі воно, як оптичний прилад, створює зображення спостережуваних об'єктів на сітківці, яка покриває його дно. На другому етапі око завдяки фотохімічним процесам трансформує енергію світлового зображення в енергію збудження нервових волокон, яке має електричну природу і передається до кори головного мозку, де й формується світлове сприйняття спостережуваного об'єкта.

Робота ока на першому етапі складає предмет променевої (геометричної) оптики, яка добре розроблена як у теоретичному плані, так і в прикладних задачах [1], і тому не входить до кола розглядуваних нами у цій статті проблем.

Значно більш важливе значення має порівняно **мало розроблена проблема** з'ясування ступеня чутливості ока до подразнень його світлом різних довжин хвиль, тобто до процесів, які розвиваються на другому етапі роботи ока – за перетворення світлової енергії в енергію збудження нервових волокон. Оскільки енергетичні процеси у різних природних і штучно створених системах є предметом дослідження термодинаміки, то застосування її понять і законів до опису процесу формування зорового відчуття під дією електромагнітного випромінювання складає низку ще не достатньо вирішених питань, що, на нашу думку, дозволяє вважати презентований матеріал *актуальним*.

Аналіз останніх досліджень і публікацій. У 1823 р. чеський біолог Я.Е. Пуркін'є описав явище (яке отримало його ім'я) позірної зміни яскравості предметів різного кольору за зміни їх освітленості. Американський фізіолог Дж. Уолд намагався пояснити цей ефект наявністю хроматичної аберації ока людини, яка змінюється зі зміною яскравості світла. С.І. Вавілов пов'язував це явище зі зміною роздільної здатності ока за денного і нічного умов освітлення [2]. У 1951 р. англійський учений М.Х. Піренн, розглядаючи Сонце і людське тіло як теплові випромінювачі з температурами 6000 $_K$ і 310 $_K$ відповідно, наблизив розв'язок проблеми шляхом термодинамічного підходу з використанням формули М. Планка для розподілу спектральної густини потоку випромінювання [3].

Строго термодинамічний розгляд таких систем і процесів бере свій початок з роботи академіка Л.Д. Ландау, яка була опублікована у 1946 р. під час його роботи у Харківському Фізико-технічному інституті. У цій роботі Л.Д. Ландау вперше показав, як до нерівноважних систем, які взаємодіють зі світлом, можуть бути застосовані закони термодинаміки, зокрема для розрахунку ентропії різних видів електромагнітного випромінювання. У подальшому розвиток цього підходу отримав у працях американського теоретика М.А. Вайнштейна. Згодом була обґрунтована застосовність цього

методу не лише до явища люмінесценції (як у згаданій роботі Л.Д. Ландау), а й до термодинамічних процесів, що протікають зі зміною вільної енергії речовини.

На теперішній час цей метод набув такого розвитку, що дозволяє здійснювати не лише якісні, але й кількісні порівняння з результатами фотохімічних і фотофізичних експериментів в області термодинаміки зорового сприйняття електромагнітного випромінювання (світла).

Мета статті: продемонструвати можливість і ефективність застосування термодинамічного підходу щодо пояснення процесу зорового сприйняття електромагнітного випромінювання в контексті вивчення освітнього компоненту «Безпека життя і діяльності» для курсантів першого курсу спеціальності «Безпека державного кордону».

Виклад основного матеріалу. Для початку наведемо кілька основних характеристик органу зору (ока), які в подальшому і підлягатимуть аналізу їх взаємодії з електромагнітним випромінюванням.

По дну ока розташований так званий епітеліальний шар (сітківка), товщиною біля 0,2 *мм*. Цей шар у свою чергу розпадається ще на кілька шарів з різною структурою. Тут з одного боку проходять тонесенькі нервові волокна, а з іншого розташовуються зв'язані з ними закінчення світлочутливих клітин різних видів – *паличок* і *колбочок*. У кожному оці є біля 120-130 мільйонів паличок і 6 -7 мільйонів колбочок. Середні розміри паличок: довжина 0,06 *мм* , діаметр 0,002 *мм* ; колбочок: довжина 0,07 *мм* , діаметр 0,002-0,007 *мм*.

Палички і колбочки заповнені розчинами світлочутливих речовин, які здатні розпадатися під дією електромагнітного випромінювання (світла). У паличках міститься рожева речовина – *зоровий пурпур*, або *родопсин*; у колбочках – більш стійка до впливу випромінювання фіолетова речовина – *йодопсин*.

Родопсин складається з двох компонентів – білка *опсину* і небілкової частини – *ретикалю*, у якій і відбувається поглинання світла. Ретикаль може існувати у двох ізомерних формах: *витягнутій* і *перегнутій*. За поглинання світла ретикаль переходить із зігнутої (цисформи) у спрямлену (трансформу). За цього може відбутися його відщеплення від білка опсину. У цьому випадку передача енергії до опсину припиняється і чутливість сітківки до світла послаблюється. Колбочки знаходяться головним чином у центральній *ямці* дна ока і в оточуючій її так званій *жовтій плямі*; палички розташовані значно більш широким колом, яке виходить далеко за межі жовтої плями.

Розкладання світлом родопсину у паличках призводить до збудження нервових закінчень, що зумовлює відчуття *зеленувато-білого* кольору.

Проте це відчуття не пов'язане з кольоровим сприйняттям. Останнє виникає за подразнення нервових закінчень, які зв'язані з колбочками, і супроводжується розкладанням йодопсину. Є три види колбочок, кожен з яких дає своє специфічне кольорове сприйняття. Накладання цих різних кольорових сприймань, взятих у різних пропорціях, які відповідають діючому на колбочку світлу, забезпечує сприйняття всіх відомих кольорів, і дає у підсумку кольорове бачення (зір) [4].

За слабих освітленостей задіяні головним чином палички. Їх набагато більше і вони наповнені більш чутливою до світла речовиною – родопсином. Тому за слабких освітленостей ми отримуємо сірувате безкольорове зображення, яскравість якого за вкрай слабих освітленостей пропорціональна потужності світлового потоку. Зір (бачення) за допомогою паличок називається *сутінковим* (оскільки воно складає основну частину світлового сприйняття за слабких світлових потоків) і *периферійним зором*, тому що основна частина паличок, як відзначалося, розташована на площі порівняно широкого кола, яке виходить далеко за межі жовтої плями.

За зростання яскравості світла вся речовина родопсину у паличках вицвітає. З часом родопсин відновлюється, але цей процес відбувається порівняно повільно. Тому за значних освітленостей дія паличок майже припиняється, і око від сутінкового зору переходить до кольорового, *центрального зору*.

Ми вже відзначали, що існують колбочки трьох різних видів. Розкладання речовини в одному виді колбочок призводить до світлового сприйняття червоного кольору; подразнення нервів, які пов'язані з другим видом колбочок, викликає сприйняття зеленого кольору, і, нарешті, третій вид колбочок відповідає сприйняттю фіолетового кольору.

Відмітимо, що будь-який монохроматичний промінь, тобто промінь однієї певної довжини світлової хвилі, викликає розкладання йодопсину у всіх трьох видах колбочок, але в різному співвідношенні; тож всі видимі нами кольори фактично є складними. Виключення складають крайні ділянки видимого спектру, які відповідають збудженню лише одного виду колбочок і тому відповідають простому сприйняттю світла.

Йодопсин колбочок набагато стійкіший від родопсину, і досягти його повного розкладання набагато важче. Проте за дуже великих освітленостей він також вицвітає, і чутливість ока зменшується. Це стає помітним за процесу читання на яскравому сонячному світлі, коли очі осліплюються і букви стають важкорозрізнюваними. За раптового сильного спалаху (наприклад, погляду на яскраве Сонце) око може на тривалий час осліпнути. Подібний же процес, хоча і в меншій мірі, відбувається за прямого погляду на розжарену спіраль лампи накалювання. Тому існує певна межа

освітленості за гігієнічної роботи ока. Око у деякій мірі автоматично контролює вхідний у нього світловий потік, скорочуючи або розширюючи діаметр зіниці. Проте скорочення зіниці вимагає певного часу адаптації, приблизно 0,1 *с* , крім того, здатність зіниці змінювати (пропускати) світловий потік порівняно невелика, не більш як у 25 разів. Між тим як світлові перевантаження можуть сягати сотні і тисячі разів

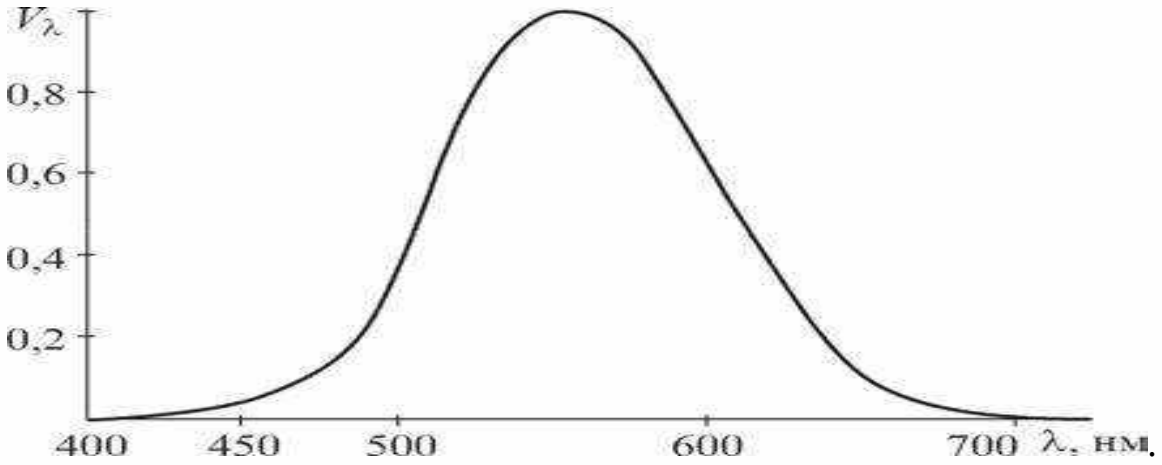

Рис. 1.

Чутливість ока до випромінювання різних довжин хвиль електромагнітного випромінювання (світла) характеризується *кривою видності*. На цій кривій (рис. 1) по вісі абсцис відкладається довжина хвилі λ, а по вісі ординат – *видність* V_λ, тобто величина, обернена до енергетичної потужності випромінювань, які за візуальної оцінки їх оком сприймаються як однаково яскраві. Візуальне ж порівняння яскравостей випромінювань віддалених одна від одної довжин хвиль дещо ускладнюється. Тому для побудови кривої видності зазвичай застосовують метод малих ступенів, тобто порівнюють попарно за видимою яскравістю випромінювання таких близьких довжин хвиль, щоб різниця у їх кольорі не утруднювала таке порівняння. Не дивлячись на суб'єктивність цього методу, відтворюваність результатів досить добра, а криві видності для різних людей не дуже відрізняються одна від одної.

Крива видності середнього нормального ока за умов денного зору має максимум у жовто-зеленій частині спектра за значення λ=555 *нм*, яка умовно береться за одиницю.

Межі видимої області, а також сама форма кривої видності людського ока не випадкові. Око людини (та й інших живих істот) сформувалося у процесі тривалої еволюції, пристосувавшись до умов освітлення земних предметів сонячним світлом, а також до умов сутінкового і нічного освітлення.

Сонячний спектр коротких хвиль поблизу поверхні Землі практично обмежується довжиною хвилі 290 *нм*. Ще більш короткі хвилі

(ультрафіолетові) сонячного випромінювання затримуються шаром озону в атмосфері. Тому з біологічної точки зору є недоцільним, щоб око людини володіло здатністю сприймати випромінювання з довжинами хвиль коротшими від 290 *нм*. Чутливість сітківки до ультрафіолетових променів досить значна. Проте від довгохвильових ультрафіолетових променів ($290<\lambda<400$ *нм*), які земна атмосфера пропускає, око захищене власними засобами. Такі промені сильно поглинаються всередині ока, особливо у кришталику, і лише зовсім мізерна їх частка доходить до сітківки. Саме з цим і пов'язаний спад кривої чутливості ока на межі і в області ультрафіолету. Біофізичні дослідження [5] показують, що за хірургічного видалення кришталика, якщо лише око продовжує функціонувати, його чутливість до ультрафіолетових променів помітно підвищується.

Ультрафіолетові промені, потрапляючи до ока, викликають його *флуоресценцію*, перетворюючись у синє світло, яке й сприймається сітківкою.

Такий побічний вплив ультрафіолету проявляється, наприклад, у такому досліді. Якщо дивитися на потужну ртутну кварцову лампу, що випромінює ультрафіолет, через спеціальне затемнене скло, яке затримує видимі, але пропускає ультрафіолетові промені, то завдяки флуоресценції всередині ока оточуюче повітря здаватиметься наповненим блакитним туманом, що нагадує тютюновий дим.

Що ж до високої чутливості стосовно інфрачервоного випромінювання, коли б око таку мало, то вона була б не лише недоцільною, але й зробила б неможливим функціонування ока в умовах сонячного освітлення. Причина цього – у тепловому випромінюванні самого ока. За низької температури

(310 *K*) все теплове випромінювання ока припадає на інфрачервону область. Потужність, яка випромінюється 1 $см^2$ стінки ока всередину його порожнини, можна оцінити, користуючись законом Стефана-Больцмана, вона складає близько 0,105 $Вт/см^2$. Загальна внутрішня поверхня порожнини ока $\approx 17\ см^2$, тож повна потужність випромінювання ока всередину власної порожнини становить $\approx 1{,}7$ *Вт* і вона світиться інфрачервоним світлом. За цього поверхня порожнини ока скільки поглинає, стільки енергії й випромінює. Користуючись значенням сонячної сталої (0,139 $Вт/см^2$), оцінимо потужність прямого сонячного випромінювання, яке потрапляє через зіницю ока із зовні. Отримаємо $0{,}139\pi r^2 \approx 0{,}017$ *Вт* (радіус зіниці r взятий рівним 2 *мм*). Ця величина, як видно, приблизно у 100 разів менша від потужності власного теплового випромінювання ока.

Тож коли б чутливість ока в інфрачервоній області спектра була такою ж великою, як і в жовто-зеленій, то власне теплове інфрачервоне випромінювання ока затьмило б не лише розсіяне випромінювання неба, але й пряме сонячне світло.

Функціонування ока як органа зору було б абсолютно неможливим, що рівносильно стану сліпоти. Це і є однією з причин, чому людина не бачить у інфрачервоних променях. Інша причина полягає у малій енергії інфрачервоних квантів світла. Процес зору повинен збуджуватися або хімічними, або фотоелектричними процесами, а вони спонукаються окремими квантами світла і не можуть відбуватися, якщо енергія кванта менша від деякого мінімального значення.

Варто відмітити, що у процесі еволюції, пристосовуючись до різних умов середовища пробування (проживання), різні хребетні неначе «відбирали» різні конструкції зорового апарату і основної його частини – світлочутливої сітківки. Так відомо, що пігментний шар в оці людини чорний, а в оці крокодила – білий. У кішки він має яскраво-зелений колір. Саме тому очі кішки у світлі, наприклад, фар автомобіля, виблискують вночі жовто-зеленими плямами внаслідок відбивання світла від пігментного шару.

Крім того, сітківка ока більшості хребетних містить і палички, і колбочки, але в сітківці ока голуба містяться лише колбочки, а в сітківці ока кішки, навпаки, майже самі палички. Відсутність колбочок у сітківках очей сов і нічних мишей дає підстави вважати, що вони не володіють кольоровим зором. З іншого боку, малочисельність або й цілковита відсутність паличок у сітківці ока деяких видів черепах, а також у курей і голубів призводить до сліпоти за нічних умов, що й породило вираз «куряча сліпота».

Що ж стосується *енергетики* процесів зору, тобто саме таких процесів, що регулюються законом збереження енергії, то вона майже не розглядалася, а якщо й розглядалася, то це мало фрагментарний характер і не втілювалося у форму цілісної теорії. Лише в останні роки завдяки розвитку квантової термодинаміки до енергетики процесу зору вдалося підійти з самих загальних позицій. На теперішній час вже зрозуміло, що енергетичний підхід до процесу зору стає найбільш результативним, тому й важливо зрозуміти ті основи, той фундамент, на якому він базується. Із багатьох аспектів процесу зору (біофізичного, біохімічного, психологічного та ін.) зараз активно розвиваються ті, які пов’язані з «фотофізикою» і «фотохімією».

Вважаючи око біологічною системою, у термодинамічному сенсі її розглядають як нерівноважну і відкриту. Це означає, що вона має здатність обмінюватися з оточуючим середовищем (для ока людини це є її тіло)

енергією і масою. Щодо останнього, то обмін масою відбувається за рахунок періодичного відлущування і відновлення зовнішніх сегментів паличок і колбочок. Це означає що модель, яка демонструю термодинаміку процесу зору, має враховувати й процеси транспорту речовини як одну з обов'язкових складових частин.

Порогова чутливість щодо сприймання електромагнітного випромінювання зором людини й інших хребетних за зміни довжини хвилі червоного випромінювання змінюється експоненціально. Пороговою чутливістю у даному випадку називається величина, яка обернена до величини граничної енергії, тобто тієї мінімальної енергії, яка необхідна, щоб око людини побачило світловий сигнал за умов повної темнової адаптації.

Тож, чим менші довжини хвиль випромінювання, тим ширшим може бути динамічний діапазон перетворювача випромінювання. Тому, очевидно, і є доцільність у тому, що чутливість ока людини знаходиться у діапазоні $780 - 400$ *нм* , що строго відповідає логіці наслідків, які випливають із закону збереження енергії.

Саме з цих причин, працюючи за умов зменшення освітленості, око людини має «зсувати» криву спектральної чутливості у блакитну область спектра, змінюючи більш вузький динамічний діапазон колбочок на більш широкий динамічний діапазон паличок. Існування такого ефекту є еволюційною відповіддю сітківки ока на «вимогу термодинамічних законів».

Тут доречно дещо ширше прокоментувати наведене твердження. Коли б існувало око тварини або птиці, здатне бачити у більш далекій інфрачервоній області, ніж око людини, або за даної довжини хвилі і інтенсивності інфрачервоного випромінювання було б більш чутливим до нього, то це свідчило б про меншу термодинамічну необоротність такого ока, тобто про більш досконалу енергетичну його будову, ніж око людини. Цей факт заслуговував би самої прискіпливої уваги не лише біологів і медиків, але й фізиків тому, що таке око було б претендентом на роль самого досконалого із відомих перетворювачів електромагнітного випромінювання.

Висновок. Застосувавши метод термодинамічного аналізу енергетики фотофізичних і фотохімічних процесів, пов'язаних із зором, з'ясовано причини, які змушують око людини зсувати свою чутливість у блакитну частину спектра. Такою причиною виявилося зменшення ККД фотохімічних процесів за зменшення густини потоку поглинутого випромінювання, яке у червоній частині спектра виражене сильніше, ніж у блакитній. З цієї ж причини око має нульову чутливість у всьому діапазоні за межами довжини хвиль 1 *мкм*, тобто у тій частині спектра (інфрачервоній), на яку припадає максимальне число квантів сонячного випромінювання.

Перспективність подальших досліджень в обраному напрямі вбачаємо у застосуванні основних положень синергетичного підходу, який розвинувся на базі термодинаміки систем, які знаходяться у станах далеких від стану рівноваги.

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ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ АНДРАГОГІЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ОФІЦЕРІВ НАЦІОНАЛЬНОЇ ГВАРДІЇ УКРАЇНИ

Анотація. Сучасні умови повномасштабної агресії російської федерації, які характеризуються віковими змінами в комплектуванні сил оборони України, вимагають формування у майбутніх офіцерів андрагогічної компетентності - здатності ефективно навчати та управляти дорослими військовослужбовцями, що є вимогою сучасних безпекових викликів та інтеграції до стандартів НАТО. Вирішення даної проблеми під час навчального процесу у вищих військових навчальних закладах вбачається в імплементації в освітній компонент "Військова педагогіка та психологія (у т. ч. лідерство)" змістового модуля "Військова андрагогіка".

У статті визначена та теоритично обґрунтована сутність організаційно-педагогічні умови формування андрагогічної компетентності майбутніх офіцерів Національної гвардії України як сукупність взаємоузгоджених та взаємопов'язаних чотирьох складників: кадрового, навчально-методичного, інформаційного і матеріально-технічного забезпечення, що утворюють цілісне інформаційно-освітнє середовище вищих військових навчальних закладів, яке забезпечує розвиток андрагогічної майстерності викладачів та формування знань, практичних умінь і особистих якостей здобувачів вищої освіти з метою здатності здійснювати професійну підготовку дорослих військовослужбовців до виконання завдань за призначенням Для дослідження та перевірки висунутих положень застосовано системний, акмеологічний, андрагогічний і компетентнісний підходи, а також методи аналізу наукових джерел та нормативно-правової бази, синтезу отриманих результатів, узагальнення педагогічного досвіду та систематизації отриманої інформації щодо з'ясування організаційно-педагогічних умов формування андрагогічної компетентності.

Створено модель організаційно-педагогічних умов формування андрагогічної компетентності майбутніх офіцерів та обгрунтовано зміст її

складників, реалізація яких забезпечує формування ціннісно-мотиваційного, когнітивно-змістового, операційно-діяльнісного та рефлексивно-оцінного компонентів андрагогічної компетентності.

Ключові слова: андрагогічна компетентність, освіта дорослих, організаційно-педагогічні умови, Національна гвардія України, майбутні офіцери, вищий військовий навчальний заклад.

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ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR FORMING ANDRAGOGICAL COMPETENCE OF FUTURE OFFICERS OF THE NATIONAL GUARD OF UKRAINE

Abstract. The current conditions of full-scale aggression of the Russian Federation, characterized by age-related changes in the composition of the Ukrainian defense forces, require the formation of andragogical competence in future officers - the ability to effectively train and manage adult military personnel, which is a requirement of modern security challenges and integration into NATO standards. The solution to this problem during the educational process in higher military educational institutions is seen in the implementation of the content module "Military Andragogy" in the educational component "Military Pedagogy and Psychology (including Leadership)".

The article defines and theoretically substantiates the essence of the organizational and pedagogical conditions for the formation of andragogical competence of future officers of the National Guard of Ukraine as a set of mutually coordinated and interconnected four components: personnel, educational and methodological, information and material and technical support, which form a holistic information and educational environment of the Higher Educational Institution, which ensures the development of andragogical skills of teachers and the formation of knowledge, practical skills and personal qualities of higher education applicants with the aim of being able to carry out professional training of adult military personnel to perform assigned tasks. To study and verify the proposed provisions, systemic, acmeological, andragogical and competency-based approaches were used, as well as methods of analyzing scientific sources and the regulatory framework, synthesizing the results obtained, generalizing pedagogical experience and systematizing the information obtained to clarify the organizational and pedagogical conditions for the formation of andragogical competence.

A model of organizational and pedagogical conditions for the formation of andragogical competence of future officers has been created and the content of its components has been substantiated, the implementation of which ensures the formation of value-motivational, cognitive-semantic, operational-activity and reflective-evaluative components of andragogical competence.

Keywords: andragogical competence, adult education, organizational and pedagogical conditions, National Guard of Ukraine, future officers, higher military educational institution.

Постановка проблеми. В умовах воєнного стану сучасне безпекове середовище висуває нові виклики перед суспільством, державою та системою військової освіти, адже успішне протистояння повномасштабній агресії російської федерації вимагає не тільки належної мотивації особового складу та сучасних технологій ведення бою, а й професійного навчання підлеглих, трансформуючи існуючі підходи підготовки з урахуванням суттєвої тенденції вікових змін в складових сектору оборони України.

Концепція трансформації системи військової освіти України, реалізація якої передбачається у період до 2032 року, підкреслює виявлені протиріччя між існуючою системою підготовки та вимогами до компетентностей офіцерського складу в сучасній війні та справедливо зазначає, що «наявна система військової освіти не повною мірою забезпечує безперервний професійний розвиток військових фахівців упродовж військової кар'єри, набуття ними нових компетентностей» [1].

Обраний та закріплений в Конституції України стратегічний курс на набуття повноправного членства в НАТО передбачає глибоку інтеграцію до стандартів Альянсу [2]. Спільна директива стратегічних командувань НАТО 075-007 "Освіта та індивідуальна підготовка", яка визначає єдині підходи до організації, управління, оцінювання та вдосконалення освіти й індивідуальної підготовки в НАТО, наголошує, що «основна увага в системному підході НАТО приділяється освіті та індивідуальній підготовці зокрема, тому, чого навчають і якого рівня професійної кваліфікації потрібно досягти Наявність процесу постійного вдосконалення є невід'ємною частиною ефективної, результативної і доступної освіти та індивідуальної підготовки, а також забезпечення відповідності рішень новим вимогам, що постійно змінюються або виникають» [3, С. 46].

Отже відповідно до стандартів НАТО сучасний етап реформування вищих військових навчальних закладів (ВВНЗ) передбачає також внесення змін до навчальних програм підготовки майбутніх офіцерів Національної гвардії України **(**НГУ) щодо формування андрагогічної компетентності, яка спроможна забезпечити ефективну професійну підготовку старших їх за

віком дорослих підлеглих. Ефективне формування андрагогічної компетентності вимагає визначення та впровадження у ВВНЗ необхідних організаційно-педагогічних умов.

Аналіз останніх досліджень і публікацій засвідчує актуальність наукових розробок організаційно-педагогічних умов та їх визначальний вплив на формування професійних компетеностей здобувачів вищої освіти. Сутність та систему організаційно-педагогічних умов у формуванні компетентностей фахівців тих чи інших галузей вивчали такі вчені, як О.І. Гребінчак [4], В.М. Шевченко [5], М.В. Ілляхова [6], В.М. Піддячий [7] та багато інших.

Формування професійно-анрагогічної компетентності у сфері освіти дорослих через призму створення відповідних організаційно-педагогічних умов досліджували Л.Б. Лук'янова [8], О.В. Аніщенко, О.В. Баніт, Т.Г. Калюжна, О.Г. Коваленко, А.М. Самко [9].

У військовій площині організаційно-педагогічним умовам підготовки офіцерів у ВВНЗ присвятили наукові розробки також ряд дослідників. Зокрема, професор М.М. Медвідь із співавторами системно опрацьовує напрямки застосування штатного озброєння [10], впровадження бойового досвіду [11; 12], використання симуляційних технологій [13], виконання завдань з конвоювання, екстрадиції та охорони підсудних [14]. Р.В. Кізян, О.В. Хацаюк та О.І Бірюков апробують організаційно-педагогічні умови формування навичок стрільби [15]. Д.І. Гончарук досліджує формування лідерських якостей майбутніх офіцерів у ВВНЗ [16], Р.В. Суслов здатність застосовувати засоби радіоелектронної боротьби [17], Р.Й. Мусевич професійну взаємодію військовослужбовців на основі гендерного підходу [18], І. Шумков фахову компетентність майбутніх офіцерів військової розвідки [19], а І.П. Радомський, Д.І. Радомська, С.П. Козинець - готовність до виконання службово-бойових завдань [20]. Науковці В.О. Курок, Г.В. Луценко, В.П. Зінченко акцентують увагу на застосуванні кейс-методу як активної педагогічної технології у формуванні готовності курсантів до виконання службово-бойових завдань [21]. А.В. Вітченко спроектував власну модель андрагогічного процесу у ВВНЗ та визначив її компоненти [22].

Проте, незважаючи на наявні наукові розвідки, залишилась науковою прогалиною відсутність комплексних досліджень організаційно-педагогічних умов формування андрагогічної компетентності майбутніх офіцерів, яка в сучасних реаліях вікового комплектування сил оборони України необхідна для ефективного застосування випускниками ВВНЗ не тільки вищеперелічених, а й усіх набутих компетентностей під час підготовки підлеглих військовослужбовців до виконання службових (бойових) завдань.

Мета статті полягає у визначені та теоритичному обгрунтуванні організаційно-педагогічних умов формування андрагогічної компетентності майбутніх офіцерів НГУ.

Виклад основного матеріалу. Попередніми дослідженнями нами було з'ясовано сутність та структуру андрагогічної компетентності майбутніх офіцерів, яку ми визначили як «здатність в межах посадових обов'язків ефективно здійснювати підготовку підпорядкованого особового складу до виконання завдань за призначенням незалежно від їхнього віку на основі набутих спеціальних знань, умінь та навичок з питань психологічних особливостей засвоєння нової інформації дорослими військовослужбовцями, підбору методів навчання та формування методики занять з професійної підготовки», а також визначені структурні компоненти андрагогічної компетентності: ціннісно-мотиваційний, когнітивно-змістовий, операційно-діяльнісний та рефлексивно-оцінний, що забезпечують здатність цілеспрямовано і наполегливо провадити професійну підготовку підпорядкованих військовослужбовців та управління ними в ході службової (бойової) діяльності [23].

Формування андрагогічної компетентності майбутніх офіцерів НГУ доцільно здійснювати за допомогою професійної андрагогічної підготовки у навчальному процесі, «метою якого є створення відповідних умов для забезпечення освітніх потреб фахівців, які працюватимуть із дорослою аудиторією, а результатом – наявність готовності до андрагогічної діяльності» [8, С. 509]. Виникає необхідність дослідження організаційно-педагогічних умов, створення яких і забезпечує у ВВНЗ формування андрагогічної компетентності у курсантів.

Виходячи з того, що «умова – це необхідна обставина, яка уможливлює здійснення, створення, утворення чого-небудь або сприяє чомусь» [24, С. 1506] та проаналізувавши вищеперелічені наукові дослідження і освітню практику визначаємо сутність та складові елементи організаційно-педагогічних умов в загальному розумінні. Вважаємо, що організаційно-педагогічні умови - це сукупність взаємоузгоджених обставин, створених з метою формування необхідного інформаційно-освітнього середовища, здатного забезпечити цілеспрямований розвиток професійної майстерності викладачів та ефективне формування певної професійної компетентності у здобувачів вищої (післядипломної) освіти. Іншими словами, це створення навчального простору для забезпечення комфортного та продуктивного навчання. Погоджуємося із висновками науковців А.В. Вітченко [22, С. 105] та Р.В. Суслова [17, С. 67] та вбачаємо наступні взаємопов'язані складники організаційно-педагогічних умов: *кадрове забезпечення, навчально-методичне забезпечення, інформаційне забезпечення та матеріально-технічне забезпечення*, які утворюють цілісну систему.

Слід зазначити, що у військовій площині андрагогічний процес має свої особливості і «в умовах ВВНЗ повинен задовольняти ієрархічно побудовані та узгоджені запити (індивідуальні суспільні державні), інтегрувати зусилля окремої особистості, військово-професійного й академічного середовища, громадськості, владних інституцій щодо забезпечення якісної підготовки офіцерів» [22, С. 104], тому у контексті формування андрагогічної компетентності майбутніх офіцерів НГУ з'ясуємо вимоги до реалізації складових організаційно-педагогічних умов в освітньому процесі ВВНЗ.

1. Кадрове забезпечення характеризується подвійним змістом: наявності певних вимог як до викладачів, так і до здобувачів вищої освіти.

По-перше, це наявність андрагогічної компетентності у викладачів, яка передбачає спроможність здійснювати навчальний процес у суб'єкт – суб'єктному форматі із курсантами, враховуючи їх психологічні особливості, актуальні запити і наявний досвід; систематичний професійний розвиток та рефлексію своєї педагогічної діяльності на нові виклики військового середовища; креативність та пошук інноваційних підходів і інтерактивних технологій у викладанні; створення зовнішньої мотивації (участь в конференціях, круглих столах, конкурсах, нагороди, що заохочують до активної участі в навчальному процесі) та ініціативності курсантів; наявність особистого досвіду управління старшими за віком підлеглими в підрозділах та частинах військових формувань; залучення професіоналів-практиків у формі бінарних занять.

По-друге, наявність атмосфери співробітництва і співтворчості у курсантському середовищі; взаємонавчання та ваємооцінювання курсантами один одного, використовуючи особистий життєвий і службовий (бойовий) досвід, коли «досвід і знання учасників освітнього процесу стають джерелом їх взаємонавчання і взаємозбагачення» [25, С. 104]; наявність внутрішньої мотивації, що розвиває зацікавленість до обраного фаху та прагнення до самоосвітньої підготовки здобувачів вищої освіти через систему цінностей, розуміння андрагогіки як складової лідерства; стійке намагання майбутніх офіцерів досягти конкретних результатів в «зоні найближчого розвитку».

2. Навчально-методичне забезпечення визначає зміст і якість освітнього процесу та передбачає планування програми навчальної дисципліни (окремого модуля, спеціального курсу) «Військова андрагогіка»; розроблення методичних матеріалів андрагогічної підготовки; цілеспрямоване впровадження інноваційних інформаційно-комунікаційних технологій і інтерактивних форм навчання; аналіз навчального процесу через оцінювання результатів навчання та зворотній зв'язок стейкхолдерів з

метою своєчасної корекції навчальної діяльності, в тому числі з урахуванням актуального бойового досвіду.

Реалізуючи навчально-методичне забезпечення доцільно використовувати ітеративну модель системного підходу до підготовки НАТО (рис. 1), «який забезпечує переоцінку початкових вимог і постійне вдосконалення та доопрацювання рішень щодо освіти та індивідуальної підготовки» [3, С. 41].

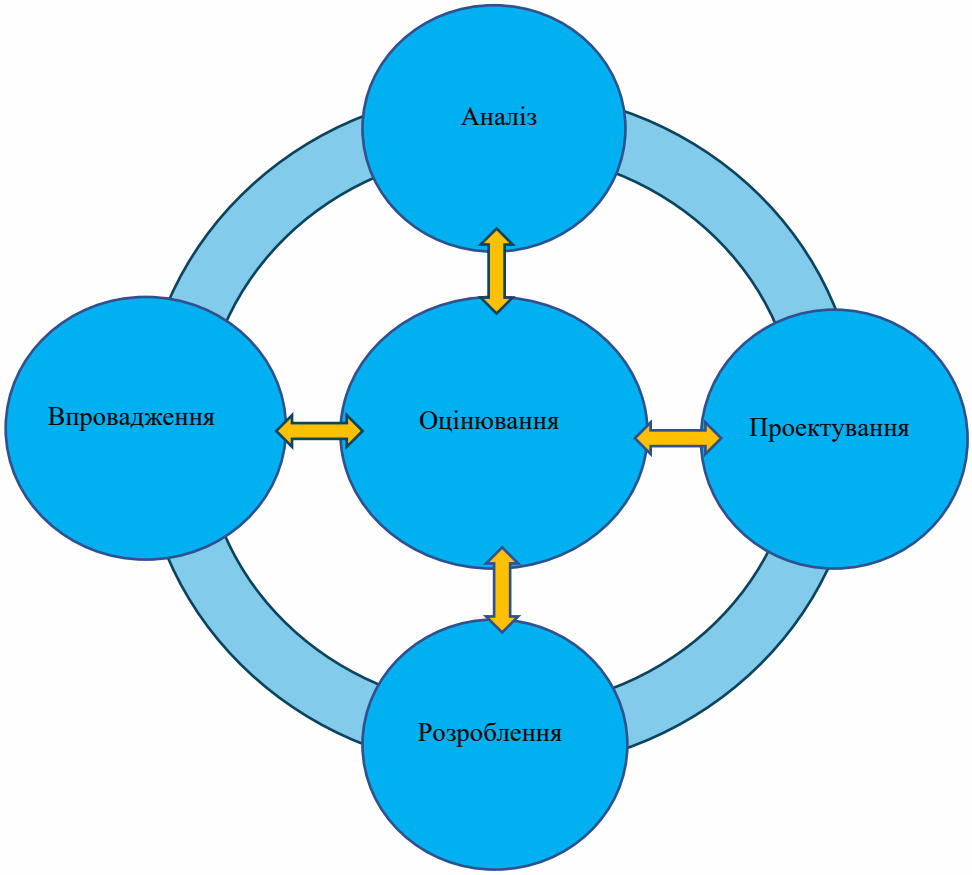

Рис. 1 Ітеративний системний підхід до підготовки

Окремої уваги заслуговує етап впровадження, який розкриває «особливості технологізації андрагогічного процесу – цілеспрямованого вибору та застосування відповідних технологій, удосконалення системи методів, прийомів, форм і засобів навчання» [22, С. 129].

В основу формування андрагогічної компетентності покладаємо інтерактивну технологію навчання, яка спрямована на взаємодію всіх суб'єктів навчання, відпрацювання вмінь комунікації, співпрацю в групі, спільного вирішення проблем. Вважаємо найбільш точне визначення її сутності надав А.О. Вітченко із співавторами, який дійшов висновку, що «інтерактивна модель навчання грунтується на діалоговій взаємодії всіх його учасників і реалізується у формі співнавчання, взаємонавчання, де і

учень, і вчитель виступають рівноправними, рівнозначними суб'єктами навчання, добре усвідомлюють свої дії, рефлексують з приводу того, що знають» [22, С. 162] та визначив класифікацію інтерактивних технологій.

Для ефективної андрагогічної підготовки майбутніх офіцерів НГУ найбільш доцільно використовувати:

технології колективно-групового навчання такі, як «Мозковий штурм», «Дерево рішень», кейс-технологію, які передбачають, насамперед, проблемне навчання, під час якого викладач не надає знання в готовому вигляді, а ставить перед здобувачами завдання (проблему, що моделює реальні ситуації службово-бойової діяльності НГУ), мотивує в них бажання знайти спосіб її розв'язання за алгоритмом: створення проблемної ситуації викладачем, формулювання курсантами проблеми, визначення способів її вирішення шляхом обговорення, вироблення рішення, перевірка результатів;

технології ігрового навчання, які забезпечують єдність процесуальної складової (дії) та інструментальної складової (методи, форми і засоби) військово-андрагогічної підготовки.

У сучасній освітній практиці для андрагогічної підготовки доцільно використовувати інноваційні методи навчання, які «передбачають діалогічність взаємодії, оптимальне використання людського, технічного потенціалів» [9, С. 49] В Київському інституті НГУ під час навчального процесу застосовується метод ділової гри у формі воєнної гри шляхом розігрування змодельованих сценаріїв наступального, оборонного бою як з використанням карт (схем), інформаційно-комунікаційної системи «Дельта», так і з використанням засобів імітаційного моделювання. Дослідження М.М.

Медвідя та співавторів підтвердили, ефективність застосування VR/AR технологій симуляційного програмного забезпечення «SteelBeasts», яке використовується в Центрі імітаційного моделювання Київського інституту НГУ, у індивідуальній та колективній підготовці курсантів в складі умовного підрозділу (взводу, роти) порівняно з традиційними методами навчання [13].

Окрема роль у формуванні андрагогічної компетентності майбутніх офіцерів НГУ відводиться якісній організації практики, яка спрямована на практичну підготовку здобувачів вищої освіти до самостійної військово-професійної діяльності та отримання практичного досвіду, де курсанти взаємодіють із досвідченими офіцерами-наставниками, засвоюючи методи навчання (виховання) дорослого особового складу.

Діагностування рівня розвитку андрагогічної компетентності курсантів здійснюється за ціннісно-мотиваційним, когнітивно-змістовим,

діяльнісно-вольовим та рефлексивно-оцінювальним критеріями, які із використанням показників для кожного з критеріїв визначають рівні її сформованості: творчий (високий), моделюючий (середній), конструктивний (достатній) та фрагментарний (низький).

3. Інформаційне забезпечення – це комплекс заходів та ресурсів, що спрямовані на створення умов для засвоєння знань, набуття вмінь та навичок, а також формування здатності застосовувати їх у військово-професійній або навчальній діяльності на засадах андрагогіки.

Заходи – це управлінська діяльність, яка здійснюється у ВВНЗ для якісного функціонування інформаційного навчального середовища, в двох напрямках:

технічному – створення локальних мереж, наприклад, системи дистанційного навчання MOODLE; наповнення бібліотечного фонду, тощо;

діяльнісному – організація та функціонування наукового товариства здобувачів вищої освіти і молодих вчених, яке надає можливість курсантам спільно працювати над творчими завданнями, обмінюватися ідеями і досвідом, а також взаємодіяти з колегами та викладачами в наукових гуртках відповідних кафедр; проведення конференцій, круглих столів; впровадження академічної мобільності та організація взаємодії з іншими ВВНЗ, закладами, установами.

Ресурси – це методичні та змістові матеріали друкованого формату (бібліотечний фонд, підручники, посібники, тощо); електронні навчальні ресурси (навчальні платформи, відкриті онлайн-курси, соцмережі); мультимедійні засоби (навчальні фільми, ролики, медіа- та відеотека); мережеві ресурси (вже згадувана система MOODLE).

4. Матеріально-технічне забезпечення — це сукупність приміщень (локацій), обладнання, технічних засобів, які створюють освітнє середовище для набуття знань та, перш за все, практичних навичок навчання дорослих військовослужбовців.

Основні компоненти матеріально-технічної бази для формування андрагогічної компетентності:

- освітній простір – спеціалізовані приміщення; мультимедійні тири, що дозволяють відпрацьовувати вогневі вправи в поєднанні з елементами тактичної підготовки в складі відділення; навчальні полігони для здобуття навичок на місцевості;

- цифрові технології - ноутбуки, мультимедійні проектори, інтерактивні дошки, планшети, персональні комп'ютери для індивідуальної та групової роботи;

- інформаційно-ресурсне забезпечення - наявність спеціалізованого інноваційного програмного забезпечення, швидкісного інтернету.

В Київському інституті НГУ в спеціалізованих аудиторіях Центру імітаційного моделювання на персональних ноутбуках та широкоформатних моніторах широко використовується симуляційне програмне забезпечення «SteelBeasts». Крім того, кафедрою розвідки застосовуються комп'ютерні програми управління безпілотними літальними апаратами із спеціальним обладнанням.

Застосування в повному обсязі наявних технічних ресурсів, інформаційно-комп'ютерних технологій із використанням інноваційних форм навчання забезпечують системну взаємодію між викладачем, здобувачем і засобами навчання та виступають важливими складовими формування андрагогічної компетентності.

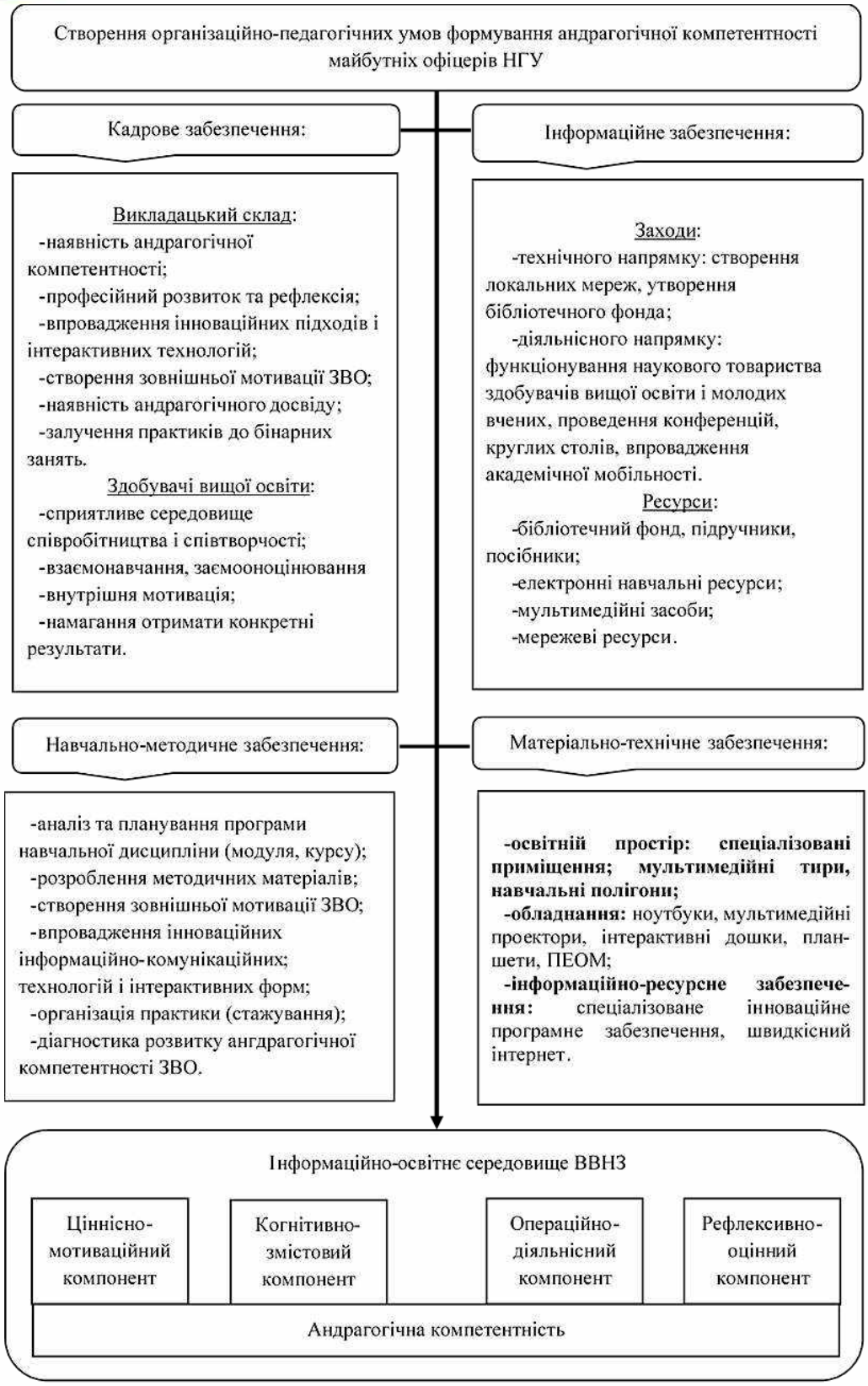

Рис. 2 Модель організаційно-педагогічних умов формування андрагогічної компетентності майбутніх офіцерів НГУ

Формування ціннісно-мотиваційного, когнітивно-змістового, операційно-діяльнісного та рефлексивно-оцінного компонентів андрагогічної компетентності майбутніх офіцерів систематизовано у вигляді моделі створення необхідних організаційно-педагогічних умов (рис. 2).

Отже, організаційно-педагогічні умови формування андрагогічної компетентності майбутніх офіцерів НГУ визначаємо як сукупність взаємоузгоджених та взаємопов'язаних умов кадрового, навчально-методичного, інформаційного і матеріально-технічного забезпечення, що утворюють цілісне інформаційно-освітнє середовище ВВНЗ, яке забезпечує розвиток андрагогічної майстерності викладачів та формування знань, практичних умінь і особистих якостей здобувачів вищої освіти з метою здатності здійснювати професійну підготовку дорослих військовослужбовців до виконання завдань за призначенням.

Висновки. У результаті проведеного дослідження встановлено, що формування андрагогічної компетентності майбутніх офіцерів НГУ реалізується через створення необхідних організаційно-педагогічних умов, що являють собою сукупність взаємоузгоджених та взаємопов'язаних складників кадрового, навчально-методичного, інформаційного і матеріально-технічного забезпечення в якості цілісного інформаційно-освітнього середовища ВВНЗ. Впровадження визначених умов уможливлює формування ціннісно-мотиваційного, когнітивно-змістового, операційно-діяльнісного та рефлексивно-оцінного компонентів андрагогічної компетентності, які забезпечують розвиток андрагогічної майстерності викладачів та формування знань, практичних умінь і особистих якостей здобувачів з метою здатності здійснювати професійну підготовку дорослих військовослужбовців до виконання завдань за призначенням.

Наукова новизна полягає у створенні моделі організаційно-педагогічних умов формування андрагогічної компетентності майбутніх офіцерів та обгрунтуванні змісту складових компонентів визначених умов.

Перспективи подальших досліджень вбачаємо в розробленні та експериментальній перевірці цілісної педагогічної моделі формування андрагогічної компетентності майбутніх офіцерів НГУ в освітньому процесі вищих військових навчальних закладів.

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ДЕЯКІ ПИТАННЯ ТЕХНОЛОГІЙ РОЗВИТКУ КРИТИЧНОГО МИСЛЕННЯ ПРИ ВИВЧЕННІ ФУНДАМЕНТАЛЬНИХ ДИСЦИПЛІН ЯК ЗАСІБ АКТУАЛІЗАЦІЇ НАВЧАЛЬНОГО ПРОЦЕСУ

Анотація: Вимоги сучасного розвитку освіти та науки обумовлюють необхідність формування критичного мислення на всіх рівнях, починаючи з дошкільних установ і закінчуючи студентами вищих навчальних закладів. Причиною цього є перехід до компетентнісної моделі навчання. Якщо раніше освіта була лише засобом виховання та передачі традицій, то сьогодні це стратегічний ресурс. Вона залишається каналом культурного досвіду, але водночас перетворюється на ключовий фактор конкурентоспроможності людини та держави.

Раніше здебільшого формували лінійне мислення — послідовний, покроковий процес розв'язання задач, що базується на логіці, усталених методах та пошуку єдиного прямого результату. Це тип мислення "одна думка за раз", який найкраще працює для прогнозованих, рутинних завдань, але обмежує інновації через ігнорування складності та взаємозв'язків. Це не значить, що подібне мислення – це погано чи примітивно. Є лінійні системи, які вимагають і відповідного мислення, а є нелінійні, в основі яких – мислення критичне. У світі багато видів діяльності, зумовлені лінійним мисленням, з легкістю виконуються різного роду автоматизованими системами, роботами та штучним інтелектом. Соціальна дійсність, у яку занурена людина, наше життя - нелінійні, не піддаються лінійному аналізу. У житті та професійній сфері найчастіше відсутні однозначні та єдино вірні рішення, інтерпретації, відповіді. Акцент на формуванні критичного мислення пов’язаний здебільшого з розвитком цифрових технологій. Ми живемо в епоху інформаційного цунамі. Те, що раніше накопичувалося

роками, сьогодні звалюється на нас за один день. Гортаючи стрічку новин чи перевіряючи пошту, ми навіть не помічаємо, як пропускаємо крізь себе цілу бібліотеку — півтори сотні важких томів, які наш мозок змушений сортувати щомиті. Важко уявити сферу життя, де здатність ясно і адекватно мислити була б абсолютно не потрібна. Однак, за традиційних форм та методів навчання не завжди пояснювали, як можна навчитися мислити продуктивніше. Навчальні заклади традиційно вимагали, щоб студенти вивчали, запам'ятовували, аналізували факти, вирішували завдання, але ці заклади так і не пояснювали, як саме це потрібно робити. Вважалося, що дорослі здобувачі освіти вже «вміють мислити». Статистичні дослідження, що проводились у різних країнах нашої планети, демонструють недостатнє ставлення до критичного мислення. Так, американські психологи спробували виміряти рівень сформованості критичного мислення серед студентів одного з провідних університетів. В експерименті взяли участь понад 2 700 осіб і лише у 25% студентів першого курсу було виявлено навички, які мінімально необхідні для логічного чи абстрактного мислення. Це означає, що більшість студентів не мали достатньої самостійності у своїх судженнях, відчували серйозні труднощі у висловленні власних думок, мали численні стереотипи і упередження, не вміли оцінювати інформацію об'єктивно і неупереджено, недостатньо виявляли хибні ідеї та цінності. Брак навичок критичного аналізу породжує деструктивні когнітивні стани. З одного боку, це інтелектуальний догматизм, де власна правота стає незаперечною, а альтернативні погляди ігноруються. З іншого — інтелектуальна пасивність, що виявляється у редукціонізмі та небажанні ставити під сумнів звичні істини задля розв'язання складних проблем.

Стрімкий розвиток новітніх інформаційних технологій має амбівалентний характер: він одночасно відкриває нові можливості та створює ризики для когнітивного розвитку особистості. Сучасна молодь демонструє високу швидкість обробки даних та ефективність у режимі багатозадачності. Проте спостерігається зниження рівня фундаментальних інтелектуальних навичок, що значною мірою зумовлено делегуванням когнітивних функцій цифровим пристроям та мережевим ресурсам. Безконтрольне застосування цифрових пристроїв знижує критичну та творчу функцію свідомості. Можна з упевненістю зробити висновок, що критичне мислення – це фундамент якості нашого життя, дає людині інтелектуальну незалежність [9]. Відсутність цієї навички перетворює індивіда на об’єкт інформаційного впливу. Така людина схильна до некритичного сприйняття даних, оминаючи етап інтелектуальної обробки та перевірки фактів. Вміння критично мислити необхідне, але воно не є для людини вродженим, а розвивається лише з часом. На жаль, системно навички критичного

мислення не даються і не розвиваються. Мислення, як і тіло людини, потребує зусиль та тренування для того, щоб підтримувати його у здоровій та працездатній формі. Критичне мислення не з'являється саме собою. Щоб досягти будь-якого ефекту, потрібно докласти максимум зусиль щодо його розвитку та вдосконалення. Очевидно, що навчальні заклади недостатньо формують розумові навички. Водночас у практиці освіти акцент робиться на "мислити що", а не "мислити як". Необхідно постійно впливати на зменшення тенденції до простого необдуманого «зазубрювання». Студенти навчальних закладів не повинні сприймати знання у готовому вигляді замість того, щоб їх здобувати.

Різні дослідники виділяють до 30 різних навичок, що становлять основу нелінійного мислення. Серед них – рефлексія (усвідомлення), адекватний аналіз та якісна оцінка інформації, проблематизація масових стереотипів та ілюзій, гнучкість та незалежність мислення, необхідність формування власної аргументованої точки зору та знаходження ефективних рішень.

Розвивати критичне мислення потрібно поступово, крок за кроком. Це як вивчення іноземної мови: спочатку все здається дуже складним і заплутаним, але коли розумієш логіку, багато стає більш зрозумілим. Сучасній людині потрібні такі форми навчання, які б дозволили їй користуватися своїм мисленням більш продуктивно.

Сьогодні фахівці у будь-якій сфері повинні вміти виконувати не лише рутинні дії, але й приймати рішення в умовах невизначеності чи недостатності/надмірності інформації, знаходити нестандартні підходи до вирішення проблем та генерувати нові ідеї. Все, що не було пропущено через себе, не викликало особистої зацікавленості, забувається дуже скоро. І, нарешті, не можна вважати студентів невігласами і не слухати, що вони кажуть. Допитливість, живий інтерес, сумнів і навіть каверзні питання з боку студентів – ознака живого розуму. «Особливих талантів у мене немає, але я надзвичайно цікавий», – писав свого часу Альберт Ейнштейн у приватному листі до Карла Зеліга від 11 березня 1952 року. Саме завдяки цій якості робляться великі відкриття та реалізуються успішні проекти.

Ключові слова: критичне мислення; фундаментальні дисципліни; медична освіта; фізіологія; кейс-метод; проблемно-орієнтоване навчання; клінічне мислення.

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SOME ISSUES OF TECHNOLOGIES FOR DEVELOPING CRITICAL THINKING IN THE STUDY OF FUNDAMENTAL DISCIPLINES AS A MEANS OF ACTUALIZING THE EDUCATIONAL PROCESS

Abstract: The requirements of the modern development of education and science necessitate the formation of critical thinking at all levels, starting from preschool institutions and ending with students of higher education institutions. The reason for this is the transition to a competency-based learning model. If education used to be merely a means of upbringing and the transmission of traditions, today it is a strategic resource. It remains a channel of cultural experience, but at the same time it is transforming into a key factor in the competitiveness of both individuals and the state.

Previously, linear thinking was predominantly formed — a sequential, step-by-step process of problem solving based on logic, established methods, and the search for a single direct solution. This is a type of "one thought at a time" thinking, which works best for predictable, routine tasks but limits innovation by ignoring complexity and interconnections. This does not mean that such thinking is bad or primitive. There are linear systems that require corresponding thinking, and there are nonlinear ones that are based on critical thinking. In the modern world, many activities based on linear thinking are easily performed by various automated systems, robots, and artificial intelligence. The social reality in which a person is immersed, our life, is nonlinear and cannot be reduced to linear analysis. In life and professional activity, there are most often no unambiguous or single correct solutions, interpretations, or answers.

The emphasis on developing critical thinking is largely connected with the development of digital technologies. We live in the era of an information tsunami. What used to accumulate over years now overwhelms us in a single day. Scrolling through a news feed or checking email, we do not even notice how we are passing through an entire library — one and a half hundred heavy volumes that our brain must sort every moment. It is difficult to imagine a sphere of life where the ability to think clearly and adequately would be completely unnecessary. However, in traditional forms and methods of education, it was not always explained how to learn to think more effectively. Educational institutions traditionally required students to study, memorize, analyze facts, and solve problems, but they did not explain how exactly this should be done. It was assumed that adult learners already "know how to think."

Statistical studies conducted in various countries around the world demonstrate an insufficient level of attention to critical thinking. For example, American psychologists attempted to measure the level of critical thinking among students at one of the leading universities. More than 2,700 individuals participated in the experiment, and only 25% of first-year students demonstrated skills minimally necessary for logical or abstract thinking. This means that the majority of students lacked sufficient independence in their judgments, experienced serious difficulties in expressing their own thoughts, held numerous stereotypes and prejudices, were unable to evaluate information objectively and impartially, and insufficiently identified false ideas and values.

A lack of critical analysis skills generates destructive cognitive states. On the one hand, this is intellectual dogmatism, where one's own correctness becomes unquestionable and alternative views are ignored. On the other hand, it is intellectual passivity, manifested in reductionism and unwillingness to question habitual truths in order to solve complex problems.

The rapid development of modern information technologies is ambivalent: it simultaneously opens new opportunities and creates risks for cognitive development. Modern youth demonstrate high data-processing speed and efficiency in multitasking. However, there is a decline in fundamental intellectual skills, largely due to the delegation of cognitive functions to digital devices and online resources. Uncontrolled use of digital technologies reduces the critical and creative functions of consciousness.

It can be confidently concluded that critical thinking is the foundation of the quality of our life and provides intellectual independence. The absence of this skill turns an individual into an object of information influence. Such a person is prone to uncritical perception of data, bypassing the stage of intellectual processing and fact-checking. The ability to think critically is necessary, but it is not innate; it develops over time. Unfortunately, critical thinking skills are not systematically taught or developed. Thinking, like the human body, requires effort and training to remain healthy and functional. Critical thinking does not appear automatically. To achieve any effect, maximum effort must be invested in its development and improvement.

It is evident that educational institutions do not sufficiently develop intellectual skills. At the same time, education focuses on "thinking what" rather than "thinking how." The tendency toward simple, unreflective memorization must be continuously reduced. Students should not merely receive knowledge in a ready-made form instead of acquiring it themselves.

Different researchers identify up to 30 different skills that form the basis of nonlinear thinking. Among them are reflection (self-awareness), adequate analysis and qualitative evaluation of information, problematization of mass

stereotypes and illusions, flexibility and independence of thinking, and the ability to form one's own reasoned viewpoint and find effective solutions.

Critical thinking should be developed gradually, step by step. It is like learning a foreign language: at first everything seems very complex and confusing, but once you understand the logic, much becomes clearer. Modern individuals need learning forms that allow them to use their thinking more productively.

Today, professionals in any field must be able not only to perform routine tasks but also to make decisions under conditions of uncertainty or insufficient/excessive information, find unconventional approaches to solving problems, and generate new ideas. Everything that has not been personally processed and has not sparked personal interest is quickly forgotten.

Finally, students should not be treated as ignorant and should be listened to. Curiosity, genuine interest, doubt, and even tricky questions from students are signs of an active mind. "I have no special talents, but I am extremely curious," Albert Einstein once wrote in a private letter to Carl Seelig on March 11, 1952. It is precisely this quality that leads to great discoveries and successful projects.

Keywords: critical thinking; fundamental disciplines; medical education; physiology; case-study; problem-based learning; clinical thinking.

Постановка проблеми: Фундаментальні дисципліни формують базу критичного мислення, навчаючи аналізувати, структурувати інформацію та ставити обґрунтовані запитання. Вони розвивають навички логічного виведення, пошуку доказів та рефлексії, що дозволяє відокремлювати факти від думок і приймати зважені рішення. Вивчення фундаментальних основ спонукає до сумніву, рефлексії (аналізу власного мислення) та самостійного пошуку істини [5]. Фундаментальні дисципліни орієнтують на пошук причинно-наслідкових зв'язків та пошук оптимальних рішень, а не просто запам'ятовування фактів [3]. Вивчення фундаментальних наук, таким чином, трансформує мислення зі споживацького на аналітичне, що є запорукою успіху в професійній діяльності.Розвиток критичного мислення через фундаментальні дисципліни зміщує фокус із простого запам'ятовування фактів на постановку проблеми та пошук її оптимального розв'язку. Це створює фундамент для подальшого опанування вузькоспеціалізованих навичок і прийняття зважених рішень у динамічному інформаційному середовищі.

Аналіз останніх досліджень і публікацій: Проблема розвитку критичного мислення активно досліджується як українськими, так і зарубіжними науковцями. Для Василя Стуса освічена людина — це не просто власник диплома, а особистість, яка постійно самовдосконалюється, бере відповідальність за своє життя та свідомо формує характер. У листах

до сина він наголошував: «Людина — це обов'язок, а не титул... Ти повинен бути освіченою людиною. Бо теперішня людина — тільки освічена» [2].

На даний час інформація є ключовим компонентом економічного та соціального життя. Сучасна реальність, де різні ідеї, ціннісні установки постійно реструктуруються і переосмислюються, вимагає від людини принципово нового типу мислення. Ми називаємо його критичним. “Критичне мислення – це мислення, коли ви мислите задля того, щоб удосконалити своє мислення. Коротко кажучи, це самовдосконалення мислення на підставі певних стандартів”, – зазначав відомий американський фахівець Річард Пол. Американський фахівець Пітера А. Фасіоуна визначав схильність до критичного мислення як сталу внутрішню мотивацію використовувати вміння критично мислити у вирішенні, чому вірити й що робити [8]. Один із провідних українських дослідників Олександр Тягло (Україна, 2020) розглядає критичне мислення як сучасний вид раціонального дискурсу, що допомагає ефективно мислити, обґрунтовувати власну позицію та протидіяти токсичним інформаційним впливам. Хоча міркування про необхідність розвитку у собі такого роду мислення мають давню історію і відсилають нас до глибокої античності, наприклад, до майевтики великого Сократа і платонівського «пізнання як пригадування», а також до багатьох інших мислителів, які вчили ставити під сумнів установлені факти і ставити собі і навколишнім питання у пошуках істини. Ще Бертран Рассел у своїй статті «Найкраща відповідь фанатизму – лібералізм», опублікованій журналом «The New York Times Magazine» у 1951 р., писав: «Ні в чому не можна бути абсолютно впевненим», «отримуйте задоволення від суперечок, а не від пасивної згоди…», «будьте бездоганно чесним, навіть коли правда незручна»[7]. Він сформулював десять пунктів, які по суті є своєрідними «заповідями» критичного мислення та говорять про необхідність відмови від фанатизму та формування в собі вільного мислення, якому чужді шаблони та маніпуляції, здатного відрізнити істину від брехні, що дозволяє критично оцінювати як власні погляди та вчинки, так і чужі. У наш час всі ці навички не лише набувають особливої цінності, а й стають практично життєво необхідними [2; 5].

Мета статті: теоретично обґрунтувати та розкрити методичні особливості застосування технологій розвитку критичного мислення під час викладання фундаментальних дисциплін як інструменту інтенсифікації та актуалізації пізнавальної діяльності студентів.

Виклад основного матеріалу. Технології розвитку критичного мислення дозволяють трансформувати процес навчання із пасивного засвоєння інформації у активний процес аналізу, інтерпретації та пошуку

оптимальних рішень. Перспективи подальших досліджень пов'язані з розробленням практичних моделей інтеграції технологій критичного мислення у викладання фундаментальних і клінічних дисциплін у медичних закладах вищої освіти.

Фундаментальні дисципліни (анатомія, фізіологія, біохімія, гістологія) є основою медичної освіти, оскільки вони формують розуміння норми, принципів роботи організму та механізмів хвороб. Вони необхідні для переходу до клінічних наук, дозволяють інтерпретувати результати діагностики (МРТ, ЕКГ, ФКГ, тощо) та забезпечують наукову базу для ефективного лікування. Вивчення анатомії та гістології, що вивчають будову тіла, а фізіологія — функціонування здорового організму сприяють формуванню у студентів розуміння норми. Основою для клінічного мислення, безумовно, є знання біохімічних та фізіологічних процесів, які допомагають зрозуміти патогенез хвороб та дії ліків.

Базові предмети забезпечують зв'язок між теоретичними знаннями та клінічною практикою, полегшуючи вивчення профільних предметів. Вивчення фізичних та фізіологічних основ дозволяє працювати з діагностичним обладнанням, таким як ЕКГ або МРТ. Фундаментальні науки формують у студентів системний підхід до здоров'я та хвороби, а отриманні знання дозволяють майбутньому лікарю не просто механічно слідувати протоколам, а розуміти причинно-наслідкові зв'язки в організмі людини. Зокрема, фізіологія, яку вважають «логікою» живого організму пояснює, як саме організм працює і як взаємодіє з іншими системами. Наприклад, лікар бачить не просто симптом (набряки на ногах), а розуміє фізіологічну причину: це порушення водно-сольового обміну, проблеми з нирковою фільтрацією чи недостатність серцевого викиду. Без фізіології лікар діяв би «наосліп». Коли приходять результати аналізів або ЕКГ, лікар порівнює їх із фізіологічною нормою. Він розуміє, що підвищений пульс при стресі — це нормальна адаптація організму (активація симпатичної нервової системи), а такий самий пульс у стані спокою — це вже ознака хвороби.

Більшість препаратів працюють, змінюючи фізіологічні процеси. Наприклад, щоб знизити тиск, лікар призначає ліки, які впливають на рецептори в судинах або роботу нирок. Знання фізіології дозволяє підібрати препарат, який б'є точно в «мішень», а не просто пригнічує симптом. Під час операції або інтенсивної терапії лікар має передбачити, як організм відреагує на введення рідини, наркоз або втрату крові. Це дозволяє вчасно підтримувати гомеостаз (сталість внутрішнього середовища). Знання груп крові (система АВО та Rh-фактор) є критичним для медиків задля безпечного переливання, профілактики резус-конфліктів та трансплантації. Вивчення на фізіології показників загального аналізу крові, який є базовим

інструментом діагностики, дозволяє лікарю миттєво оцінити стан здоров'я, виявити інфекції, запалення, анемії, алергії або захворювання крові. Аналіз показує рівень гемоглобіну, еритроцитів, лейкоцитів, тромбоцитів та ШОЕ, допомагаючи визначити тактику лікування, контролювати ефективність терапії та діагностувати хвороби на ранніх стадіях. Наприклад: підвищення рівня лейкоцитів та прискорення ШОЕ (швидкості осідання еритроцитів) сигналізують про інфекції (бактеріальні або вірусні), запалення, або ж наслідки травм чи стресу; зниження рівня гемоглобіну, еритроцитів та гематокриту дозволяє фахівцю виявити анемію, визначити її тип (наприклад, дефіцит заліза) та тяжкість; зміна кількості лейкоцитів (лейкоцитарна формула) допомагає відрізнити вірусну інфекцію від бактеріальної; оцінка кількості тромбоцитів, їх функцій та показників згортання крові дозволяє оцінити ризик кровотеч або тромбозів. Окрім того, загальний аналіз крові використовується для оцінки ефективності призначеної терапії та контролю динаміки захворювання. Знання про мембранні потенціали (спокою та дії) є фундаментом для розуміння того, як працює «жива електроніка» нашого тіла. Для лікаря це критично важливо з декількох причин: реєстрація електрокардіогрнами, електроенцефалограми, електроміограми базується саме на реєстрації сумарних потенціалів дії. Не розуміючи норми цих процесів, неможливо виявити патологію; порушення потенціалу дії призводить до аритмій. Більшість антиаритмічних препаратів працюють саме через зміну проникності мембран для іонів (блокатори натрієвих чи калієвих каналів); місцеві анестетики (наприклад, лідокаїн) блокують натрієві канали, «вимикаючи» виникнення потенціалу дії, що й зупиняє передачу больового імпульсу; підтримка електролітного балансу залежить від рівня калію (K+), натрію (Na+) та кальцію (Ca2+) у крові, який безпосередньо впливає на мембранний потенціал. Гіперкаліємія може зупинити серце, оскільки клітини втрачають здатність до перезарядки (реполяризації). Для лікаря це означає, що при будь-якій аритмії або перед введенням певних ліків (наприклад, діуретиків) першочергово перевіряють рівень електролітів, щоб не допустити фатальних змін мембранного заряду. Знання функції нервової системи, кожного її відділу зокрема, є фундаментом для лікаря будь-якої спеціальності, оскільки вона координує роботу всіх органів, забезпечує адаптацію до середовища та відповідає за вищу нервову діяльність. Ці знання необхідні для топічної діагностики патологій, розуміння механізмів болю, надання невідкладної допомоги при інсультах/травмах та оцінки рефлекторної діяльності. Так, знання анатомії та фізіології мозку (ЦНС) та периферичної нервової системи дозволяє точно визначити локалізацію ураження за клінічними симптомами; розуміння рефлексів допомагає оцінити цілісність нервових шляхів, функціональний

стан мозку, наявність блоків або пошкоджень. Фізіологічні основи функціонування нервової системи необхідні для швидкого розпізнавання розладів свідомості, ознак інсульту, інфекцій (наприклад, поліомієліту) та інших станів, що загрожують життю. Лікар використовує знання про ВНД (вища нервова діяльність) для розуміння поведінки пацієнта, психічних процесів та реакцій на стрес. Отримані знання під час вивчення фізіології дозволяють інтерпретувати результати інструментальних досліджень, таких як електронейроміографія (ЕНМГ). Знання нервової системи є основою для розуміння того, як організм працює як єдине ціле. Вивчення гуморальної регуляції є фундаментальними для лікаря, оскільки вони дозволяють розуміти механізми підтримання гомеостазу, діагностувати ендокринні порушення та ефективно застосовувати гормональні препарати. Це забезпечує інтегрований підхід до лікування, враховуючи взаємодію нервової та ендокринної систем. Розуміння принципів гуморальної регуляції (діяльність залоз внутрішньої та змішаної секреції, дія гормонів) є ключовим для правильної оцінки стану пацієнта.

І нарешті, лікар, який знає фізіологію, може простою мовою пояснити пацієнту, чому йому важливо дотримуватися дієти або режиму сну, описуючи, які саме процеси в організмі це налагодить. Коли пацієнт чи пересічна людина відчуває спрагу, фізіолог знає, що це підвищився осмотичний тиск крові, і мозок дав сигнал ниркам «затримувати воду». Спеціаліст-медик використовує це знання, щоб лікувати зневоднення.

До компетенції критичного мислення включаються такі навички, як інтерпретація, категоризація, аргументація, аналіз та оцінка, пояснення та самооцінка. Тому фундаментальні дисципліни, які традиційно викладаються студентам на 1–2 курсах, можуть стати прекрасним фундаментом для розвитку критичного мислення, простором для формування та вдосконалення широкого кола гносеологічних та поведінкових компетенцій.

Формування критичного мислення при вивченні фізіології досягається через активні методи навчання, такі як аналіз клінічних випадків (case-study), робота з доказовою базою (оцінка ЕКГ), дискусії та моделювання фізіологічних процесів. Це дозволяє студентам не просто запам'ятовувати норми, а аналізувати механізми регуляції, зіставляти дані та оцінювати їхню достовірність. Ключовим є формування вміння обґрунтовувати причинно-наслідкові зв'язки.

Серед основних підходів та методів щодо розвитку критичного мислення у фізіології можуть бути:

проблемно-орієнтоване навчання - використання фізіологічних парадоксів або клінічних випадків, коли студенти мають самостійно знайти пояснення, аналізуючи роботу систем організму (наприклад, "чому при

серцевій недостатності виникають набряки?"; "чому змінюється рівень глюкози при стресі?"), що змушує аналізувати взаємозв'язок між органами;

аналіз причинно-наслідкових зв'язків - це метод дослідження, який встановлює, як конкретні вхідні сигнали (стимули) призводять до вихідних реакцій (функціональних змін) в організмі. Він системно пов'язує причини з наслідками, допомагаючи зрозуміти механізми регуляції (наприклад, «підвищення CO_2 у крові стимулює дихальний центр», «зниження тиску активує ренін-ангіотензинову систему», а «викид гормонів регулює обмін речовин»);

інтерпретація експериментальних даних, яка передбачає аналіз реальних графіків, електрокардіограм або результатів лабораторних досліджень замість простого заучування норм (нариклад: зниження частоти серцевих скорочень (ЧСС) у спортсменів під впливом тренувань свідчить про розвиток фізіологічної брадикардії);

використання методу "Кейс-стаді" (Case-method) - робота в малих групах, що передбачає аналіз реальних або змодельованих клінічних ситуацій для вивчення механізмів роботи здорового організму, адаптації та регуляції функцій. Він перетворює теоретичні знання на практичні навички, фокусуючись на відповіді «чому?» і «як?» функціонує система, а не лише на симптомах (наприклад, кейс-стаді: «Аналіз серцевої діяльності при фізичному навантаженні». Опис ситуації (Кейс): здоровий чоловік (25 років) здійснив 5-хвилинний біг на біговій доріжці. Дані: до навантаження ЧСС (частота серцевих скорочень) - 70 уд/хв, АТ (артеріальний тиск) - 120/80 мм рт. ст. Після навантаження ЧСС - 153 уд/хв, АТ - 165/90 мм рт. ст. Мета: зрозуміти нормальні механізми регуляції серцево-судинної системи, а не діагностувати хворобу. Завдання для студентів:пояснити механізм зростання ЧСС (роль симпатичної нервової системи); пояснити, чому зростає систолічний тиск, але діастолічний залишається майже незмінним (збільшення ударного об'єму vs. периферійний опір); описати фізіологічну адаптацію судин м'язів до навантаження). Цей метод сприяє розвитку критичного мислення, відбувається активне засвоєння матеріалу через дискусію, інтегруються знання з анатомії, біохімії та фізіології;

моделювання та візуалізація є критично важливими інструментами у вивченні фізіології, оскільки вони дозволяють перетворити абстрактні біологічні механізми на зрозумілі динамічні образи (наприклад, анімації серцевого циклу, моделювання синаптичної передачі та рефлекторних дуг, динамічні моделі зміни об'єму грудної порожнини та парціального тиску газів);

технологія розвитку критичного мислення через читання та письмо - — це система активного навчання, що базується на аналізі біологічних

текстів, постановці проблемних питань та письмовій рефлексії (есе, схеми). Вона трансформує пасивне засвоєння фізіологічних процесів у самостійний пошук істини, розвиваючи вміння аналізувати, аргументувати та оцінювати інформацію (наприклад, студенти читають статтю про механізми серцевої діяльності та спільно складають її план; перед вивченням теми «Дихання» студенти записують, що знають про газообмін, і що хочуть дізнатися;

дослідницька модель навчання - самостійна постановка фізіологічних експериментів або моделювання процесів (наприклад, регулювання дихання), що розвиває навички аналізу та інтерпретації результатів;

дискусії та дебати - обговорення спірних фізіологічних питань, що стимулює аргументацію та пошук контраргументів.

Це далеко неповний перелік методів формування критичного мислення, застосування яких робить процес вивчення фізіології більш усвідомленим, готуючи студентів до майбутньої професійної діяльності, що вимагає ухвалення обґрунтованих рішень [6].

Висновок: Отже, критичне мислення в умовах сучасного інформаційного суспільства виступає не лише важливою освітньою компетентністю, а й необхідною передумовою професійної та особистісної самореалізації людини. Воно забезпечує здатність особистості аналізувати інформацію, виявляти причинно-наслідкові зв’язки, оцінювати достовірність фактів, аргументовано відстоювати власну позицію та приймати обґрунтовані рішення в умовах невизначеності й надлишку інформації. У добу цифровізації та стрімкого розвитку інформаційних технологій саме критичне мислення стає ефективним інструментом протидії маніпуляціям, стереотипам, фейковій інформації та поверхневому сприйняттю знань.

Особливого значення розвиток критичного мислення набуває у системі медичної освіти, де майбутній фахівець повинен не лише володіти значним обсягом теоретичних знань, а й уміти застосовувати їх у практичній діяльності, швидко аналізувати клінічні ситуації, прогнозувати наслідки, оцінювати ризики та приймати відповідальні рішення щодо здоров’я і життя людини. Саме фундаментальні дисципліни — анатомія, фізіологія, біохімія, гістологія — формують наукову основу клінічного мислення, забезпечують розуміння закономірностей функціонування організму та створюють підґрунтя для формування аналітичного стилю мислення майбутнього лікаря.

Встановлено, що ефективне формування критичного мислення можливе за умови впровадження активних та інтерактивних методів навчання, які орієнтують студентів не на механічне запам’ятовування інформації, а на її осмислення, аналіз та практичне застосування. Особливу результативність демонструють проблемно-орієнтоване навчання, кейс-

метод, дослідницькі технології, аналіз клінічних ситуацій, моделювання фізіологічних процесів, дискусії та робота з доказовою базою. Такі підходи сприяють розвитку самостійності мислення, навичок аргументації, рефлексії, формуванню вміння бачити проблему комплексно та знаходити оптимальні шляхи її розв'язання.

Важливим є також те, що технології розвитку критичного мислення змінюють саму філософію освітнього процесу: студент перестає бути пасивним споживачем готової інформації і стає активним учасником пізнавальної діяльності. Це сприяє підвищенню мотивації до навчання, розвитку академічної доброчесності, творчості та професійної відповідальності. Формування вміння «мислити як», а не лише «знати що», є необхідною умовою підготовки конкурентоспроможного фахівця, здатного до безперервного професійного розвитку та адаптації до викликів сучасного світу [8].

Таким чином, розвиток критичного мислення під час викладання фундаментальних дисциплін у медичних закладах вищої освіти є важливим напрямом модернізації освітнього процесу. Інтеграція технологій критичного мислення у навчання сприяє не лише підвищенню якості засвоєння знань, а й формуванню професійної компетентності, клінічного мислення, інтелектуальної незалежності та здатності до прийняття обґрунтованих рішень у майбутній медичній практиці. Перспективи подальших досліджень полягають у розробленні та впровадженні ефективних моделей інтеграції технологій критичного мислення у викладання фундаментальних і клінічних дисциплін, а також у вивченні їх впливу на рівень професійної підготовки майбутніх медичних працівників.

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ОСОБЛИВОСТІ ПІДГОТОВКИ ФАХІВЦІВ БУДІВЕЛЬНОЇ СПРАВИ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Анотація. У статті розглянуто особливості підготовки фахівців будівельної справи в закладах вищої освіти України в умовах сучасних освітніх, економічних і суспільних викликів та акцентовано увагу на зростанні потреби держави у висококваліфікованих кадрах для будівельної галузі в період активного швидкого відновлення інфраструктури, житлового фонду та об’єктів соціального призначення. Проаналізовано теоретичні засади та практичні аспекти організації освітнього процесу на будівельних спеціальностях, а також сучасні підходи до професійної підготовки

майбутніх інженерів-будівельників, майстрів виробничого навчання та фахівців будівельного профілю.

Охарактеризовано структуру та зміст підготовки здобувачів освіти за освітньо-кваліфікаційними рівнями бакалавра і магістра відповідно до вимог державних стандартів вищої освіти та потреб сучасного ринку праці.

Визначено основні компоненти професійної підготовки, зокрема фундаментальну, технічну, технологічну, проєктну та практичну складові. Особливу увагу приділено формуванню професійних компетентностей, необхідних для ефективної діяльності у сфері будівництва: технічних, інженерно-проєктних, організаційно-управлінських, цифрових, комунікативних, екологічних та безпекових.

Обґрунтовано необхідність упровадження практико-орієнтованого, компетентнісного та міждисциплінарного підходів до навчання студентів будівельних спеціальностей. Висвітлено значення використання сучасних освітніх технологій, цифрових інструментів моделювання, автоматизованих систем проєктування, інформаційного моделювання будівель (BIM-технологій), інтерактивних методів навчання та елементів дистанційної освіти у процесі професійної підготовки майбутніх фахівців.

Окрема частина статті — про виробничу практику, дуальну освіту й важливість співпраці між університетами і компаніями реального сектору. Саме реальний досвід, змішаний із теорією, допомагає випускникам швидко адаптуватися, стати конкурентними, бути готовими до складних завдань на практиці. Багато уваги також приділяють роботі в команді, прийняттю технічних рішень, дотриманню стандартів безпеки.

Останній розділ — про сьогодення, про ті проблеми, які навчальні заклади переживають саме зараз через війну. Тут і нестача ресурсів, і потреба змінювати зміст навчання відповідно до нових реалій, і створення умов для безперервного навчання навіть у кризових ситуаціях.

Окреслюються напрямки для подальшого розвитку: модернізація програм, розширення міжнародних зв’язків, впровадження сучасних форм саме практичної освіти.

Зроблено висновок, що ефективна підготовка майбутніх фахівців будівельної галузі є важливою передумовою розвитку будівельної індустрії України, забезпечення якісного відновлення зруйнованої інфраструктури та формування кадрового потенціалу держави в умовах сучасних трансформаційних процесів.

Ключові слова: будівельна освіта, заклади вищої освіти, фахова підготовка, компетентнісний підхід, практико-орієнтоване навчання, дуальна освіта, будівельні спеціальності, освітня програма.

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FEATURES OF TRAINING CONSTRUCTION SPECIALISTS IN HIGHER EDUCATIONAL INSTITUTIONS

Abstract. The article examines the features of training construction specialists in higher education institutions of Ukraine in the context of modern educational, economic and social challenges and focuses on the growing need of the state for highly qualified personnel for the construction industry during the period of active rapid restoration of infrastructure, housing stock and social facilities. The theoretical principles and practical aspects of organizing the educational process in construction specialties are analyzed, as well as modern approaches to the professional training of future civil engineers, masters of industrial training and specialists in the construction sector.

The structure and content of training of education seekers at the educational and qualification levels of bachelor and master are described in accordance with the requirements of state standards of higher education and the needs of the modern labor market. The main components of professional training are determined, in particular the fundamental, technical, technological, design and practical components. Particular attention is paid to the formation of professional competencies necessary for effective activity in the field of construction: technical, engineering and design, organizational and managerial, digital, communicative, environmental and safety.

The need for the implementation of a practice-oriented, competency-based and interdisciplinary approach to the education of students of construction specialties is substantiated. The importance of using modern educational technologies, digital modeling tools, automated design systems, building information modeling (BIM technologies), interactive teaching methods and elements of distance education in the process of professional training of future specialists is highlighted.

A separate part of the article is about industrial practice, dual education and the importance of cooperation between universities and companies in the real sector. It is real experience mixed with theory that helps graduates adapt quickly, become competitive, and be ready for difficult tasks in practice. Much attention is also paid to teamwork, making technical decisions, and adhering to safety standards.

The last section is about the present, about the problems that educational institutions are experiencing right now because of the war. Here there is a lack of resources, and the need to change the content of education in accordance with new realities, and the creation of conditions for continuous education even in crisis situations. Directions for further development are outlined: modernization of programs, expansion of international ties, and the introduction of modern forms of practical education.

It was concluded that effective training of future construction industry specialists is an important prerequisite for the development of the construction industry of Ukraine, ensuring high-quality restoration of destroyed infrastructure, and forming the human resource potential of the state in the conditions of modern transformation processes.

Keywords: construction education, institutions of higher education, professional training, competency-based approach, practice-oriented learning, dual education, construction specialties, educational program.

Постановка проблеми.

Підготовка фахівців будівельної справи в закладах вищої освіти (ЗВО) є одним із визначальних чинників розвитку будівельної галузі та відновлення житлового і промислового фондів країни. Сьогодні, в умовах масштабних руйнувань унаслідок збройної агресії, значного дефіциту кваліфікованих кадрів і трансформації ринку праці, питання якості та ефективності будівельної освіти набуває особливого суспільного значення.

Будівельна галузь є однією з базових для будь-якої держави, адже від якості зведення й обслуговування будівель та споруд залежить безпека, комфорт і добробут громадян. Проте система підготовки фахівців у цій галузі перебуває під значним тиском: стрімкі зміни в технологіях

будівництва, поява нових матеріалів, цифровізація проєктування, посилення вимог до енергоефективності й екологічності будівель вимагають постійного оновлення змісту освіти та форм підготовки студентів.

За даними Міністерства освіти і науки України, в країні функціонує понад 60 закладів вищої освіти, що здійснюють підготовку фахівців за спеціальностями напряму «Будівництво та цивільна інженерія». Однак ефективність цієї підготовки нерідко ставиться під сумнів: роботодавці вказують на недостатній рівень практичних умінь випускників, невідповідність знань реальним виробничим потребам, а також брак досвіду роботи в умовах обмежених ресурсів і надзвичайних ситуацій [1; 2].

У зв'язку з цим нагальною є потреба у науковому осмисленні сучасного стану підготовки будівельних фахівців у ЗВО, виявленні основних проблем і суперечностей, а також обґрунтуванні шляхів удосконалення освітнього процесу відповідно до вимог часу.

Аналіз останніх досліджень і публікацій. Проблеми підготовки фахівців будівельної галузі привертають увагу широкого кола дослідників у галузі педагогіки вищої школи, методики професійного навчання та інженерної освіти. У вітчизняній науці ця проблематика розглядається у кількох напрямах.

Питання компетентнісного підходу у підготовці інженерів-будівельників ґрунтовно розкрито у працях Козяра М. М., Ничкало Н. Г., Зязюна І. А. та ін. [3; 4]. Дослідники наголошують, що сучасна будівельна освіта має бути орієнтована не лише на передачу знань, а й на формування здатності їх практичного застосування в нестандартних виробничих ситуаціях.

Практичні аспекти підготовки будівельників та роль виробничих практик у формуванні фахової компетентності висвітлено у роботах Тер-Ованесяна В. Г., Андрейціва І. та інших авторів [5; 6]. Вони стверджують, що ефективна практична підготовка є неможливою без тісного партнерства між ЗВО і будівельними підприємствами.

Проблема дуальної освіти у підготовці будівельних фахівців активно обговорюється в роботах Вем'яна В. Г. та Голишева О. В. [7; 8]. Автори розкривають переваги та обмеження дуальної моделі в українських умовах, пропонують механізми її впровадження у систему вищої технічної освіти.

Цифровізація будівельної освіти і використання BIM-технологій у навчальному процесі стали предметом досліджень Наконечної М. В., Іваненка Д. О. та ін. [9; 10].

Учені доводять, що опанування студентами сучасних цифрових інструментів є необхідною умовою їх конкурентоспроможності на ринку праці.

Водночас ціла низка актуальних аспектів залишається недостатньо дослідженою. Зокрема, це стосується особливостей підготовки будівельників в умовах воєнного стану та повоєнного відновлення, інтеграції вимог міжнародних стандартів у вітчизняні освітні програми, а також формування навичок управління ризиками і безпеки праці як наскрізних компетентностей.

Мета статті – дослідити й обґрунтувати особливості підготовки фахівців будівельної справи в закладах вищої освіти України, виявити ключові проблеми та визначити перспективні шляхи вдосконалення освітнього процесу відповідно до сучасних вимог галузі й суспільства.

Об'єкт дослідження – освітній процес підготовки фахівців будівельних спеціальностей у ЗВО.

Предмет дослідження – зміст, форми та методи підготовки фахівців будівельної справи у вищій школі.

Завдання дослідження:

– проаналізувати нормативно-правове та методичне забезпечення підготовки фахівців будівельних спеціальностей у ЗВО України;

– охарактеризувати структуру та зміст освітніх програм підготовки будівельників на рівнях бакалавра і магістра;

– визначити ключові компетентності, що формуються у процесі фахової підготовки;

– розкрити роль практико-орієнтованих і дуальних форм навчання у підготовці будівельних фахівців;

– визначити актуальні проблеми та шляхи вдосконалення будівельної освіти в сучасних умовах.

Виклад основного матеріалу

Нормативно-правове забезпечення підготовки будівельних фахівців у ЗВО.

Підготовка фахівців будівельної справи в Україні здійснюється відповідно до чинного законодавства у сфері освіти та вищої школи. Основу нормативно-правового забезпечення складають Закон України «Про освіту» (2017), Закон України «Про вищу освіту» (2014, зі змінами), Стандарт вищої освіти України за спеціальністю 192 «Будівництво та цивільна інженерія», а також галузеві нормативні документи Міністерства розвитку громад та територій України [11].

Відповідно до Стандарту вищої освіти, підготовка фахівців будівельної справи здійснюється за трьома освітніми рівнями: молодшого бакалавра (в закладах фахової передвищої освіти), бакалавра і магістра (у закладах вищої освіти). Кожен рівень передбачає специфічні вимоги до компетентностей випускника, відповідний обсяг теоретичної та практичної підготовки, а також чіткий перелік результатів навчання.

На рівні бакалавра загальний обсяг освітньої програми становить 240 кредитів ЄКТС, на рівні магістра – 90–120 кредитів. Зміст освіти охоплює дисципліни трьох блоків: загальні (фундаментальні науки, мови, соціальні компетентності), фахові базові (будівельні конструкції, технологія будівництва, матеріалознавство, геодезія, механіка) та фахові спеціалізовані, що формуються відповідно до профілю освітньої програми і потреб ринку праці.

Важливим нормативним документом, що визначає вимоги до організації виробничих практик, є Положення про проведення практики студентів вищих навчальних закладів України, затверджене Міністерством освіти. Відповідно до нього, частка практичної підготовки у будівельних спеціальностях має становити не менше 25–30% від загального обсягу навчального навантаження, що свідчить про значне місце практики у формуванні фахової компетентності.

Структура та зміст освітніх програм підготовки будівельників.

Освітні програми підготовки фахівців будівельної справи в сучасних ЗВО України будуються відповідно до компетентнісного підходу і включають кілька взаємопов'язаних блоків дисциплін, що послідовно формують необхідні знання, вміння та навички.

Загальнонаукова підготовка включає курси вищої математики, фізики, нарисної геометрії та інженерної графіки. Ці дисципліни формують логічне мислення, просторову уяву, здатність до аналізу і синтезу, що є необхідними для розуміння будівельних процесів і проєктної діяльності. У провідних ЗВО на цей блок відводиться від 18 до 22% загального обсягу навчального часу.

Фундаментальна інженерна підготовка включає дисципліни теоретичної механіки, опору матеріалів, будівельної механіки, гідравліки та інженерної геології. Вони формують розуміння закономірностей роботи конструктивних систем, поведінки матеріалів під навантаженням, взаємодії споруд з ґрунтовою основою. Без міцного фундаменту цих знань неможливе ані грамотне проєктування, ані безпечне ведення будівельних робіт.

Фахова підготовка безпосередньо пов'язана зі спеціалізацією студента і складається з кількох змістових модулів:

- будівельні матеріали і вироби (класифікація, властивості, умови застосування);
- технологія будівельного виробництва (організація й технологія виконання земляних, мулярних, монолітних, монтажних, оздоблювальних та спеціальних будівельних робіт);
- будівельні конструкції (проєктування і розрахунок залізобетонних, металевих, кам'яних та дерев'яних конструкцій);

- основи і фундаменти; інженерні системи будівель (опалення, вентиляція, водопостачання, каналізація, електрозабезпечення);
- кошторисна справа і ціноутворення в будівництві;
- управління будівельними проєктами;
- охорона праці та безпека на будівельному майданчику.

Значну частку освітньої програми займають проєктно-графічні роботи – курсові і дипломні проєкти, у яких студенти самостійно вирішують комплексні інженерно-конструкторські задачі: розробляють конструктивні рішення будівель, проєктують фундаменти, розраховують конструкції, складають технологічні карти і проєкти організації будівництва. Виконання таких робіт є важливим інструментом інтеграції знань із різних дисциплін та формування проєктного мислення.

Спеціалізовані освітні програми відрізняються за профілем підготовки: цивільне будівництво і архітектура, промислове й цивільне будівництво, дорожнє будівництво, мостобудування, водогосподарське будівництво, управління проєктами в будівництві тощо. Кожен профіль передбачає специфічний набір дисциплін, що забезпечують глибокі знання у відповідній підгалузі.

Ключові компетентності фахівця будівельної справи.

Відповідно до Стандарту вищої освіти за спеціальністю 192, а також сучасних вимог роботодавців, фахівець будівельної справи після завершення підготовки має сформувати цілий комплекс компетентностей, які умовно поділяються на загальні та спеціальні (фахові).

До загальних компетентностей відносяться:

- здатність вчитися і оволодівати сучасними знаннями; здатність застосовувати знання у практичних ситуаціях;
- навички використання інформаційних і комунікаційних технологій;
- здатність спілкуватися державною та іноземними мовами;
- навички міжособистісної взаємодії і командної роботи;
- здатність до критичного мислення і прийняття обґрунтованих рішень;
- відповідальність за результати своєї діяльності та безпеку інших.

Спеціальні (фахові) компетентності охоплюють:

- здатність застосовувати освітні теорії та методології у педагогічній діяльності;
- здатність забезпечити формування у здобувачів освіти цінностей громадянськості і демократії;
- здатність керувати навчальними/ розвивальними проектами;
- здатність спрямовувати здобувачів освіти на прогрес і досягнення;

- здатність використовувати сучасні інформаційні технології та спеціалізоване програмне забезпечення та інтегрувати їх в освітнє середовище;
- здатність реалізовувати навчальні стратегії, засновані на конкретних критеріях для оцінювання навчальних досягнень;
- здатність аналізувати ефективність проектних рішень, пов'язаних з підбором, експлуатацією, удосконаленням, модернізацією технологічного обладнання та устаткування галузі/сфери відповідно до спеціалізації;
- здатність використовувати відповідне програмне забезпечення для вирішення професійних завдань, відповідно до спеціалізації;
- здатність здійснювати професійну діяльність з дотриманням вимог законодавства, стандартів освіти та внутрішніх нормативних документів закладу освіти;
- здатність упроваджувати ефективні методи організації праці відповідно до вимог екологічної безпеки, безпеки життєдіяльності та охорони і гігієни праці;
- здатність використовувати у професійній діяльності основні положення, методи, принципи фундаментальних та прикладних наук;
- здатність виконувати розрахунки технологічних процесів в галузі;
- здатність управляти комплексними діями/проєктами, відповідати за прийняття рішень у непередбачуваних умовах та професійний розвиток здобувачів освіти і підлеглих;
- здатність збирати, аналізувати та інтерпретувати інформацію (дані) відповідно до спеціалізації;
- здатність забезпечити якість освіти і управління діяльністю закладу освіти, відповідно до спеціалізації;
- здатність застосовувати сучасні будівельні та зварювальні технології в організації різних форм навчання та для виконання фахових завдань відповідно до спеціалізації.

У сучасному контексті особливого значення набувають цифрові компетентності будівельника: уміння працювати із системами автоматизованого проєктування (AutoCAD, ArchiCAD), BIM-платформами (Revit, Allplan), програмами для розрахунку конструкцій (SCAD, Lira), системами кошторисного програмування (АВК, Будівельник). Впровадження BIM-технологій (Building Information Modeling) кардинально змінює підхід до проєктування, будівництва та управління будівлями, тому підготовка студентів у цьому напрямі є стратегічно важливою [10].

Окремим напрямом компетентнісної підготовки є формування управлінських і підприємницьких навичок – здатності організовувати роботу будівельної бригади, управляти проєктом в умовах обмежених

ресурсів і часу, взаємодіяти з замовниками, постачальниками, контролюючими органами. Ці навички є особливо важливими для майбутніх керівників будівельного виробництва.

Практико-орієнтований підхід у підготовці будівельних фахівців.

Специфіка будівельної галузі полягає в тому, що переважна більшість компетентностей фахівця формується і закріплюється саме у практичній діяльності. Теоретичні знання є необхідним, але недостатнім підґрунтям: без їх застосування в реальних виробничих умовах неможливе формування справжнього професіоналізму. Саме тому практико-орієнтований підхід є визначальним принципом організації освітнього процесу у будівельних ЗВО.

Практична підготовка студентів реалізується через кілька форм. Навчально-виробничі практики відбуваються безпосередньо на будівельних об'єктах або у навчально-виробничих майстернях і дозволяють студентам оволодіти навичками реального будівельного виробництва. Особливо цінним є досвід виконання земляних, мурувальних, опоряджувальних, монтажних та інших видів робіт під керівництвом досвідчених виробничників.

Навчальні лабораторії і реальні об’єкти є невід'ємною складовою підготовки будівельника. Оснащені сучасним обладнанням, зразками конструкцій і матеріалів, вони дозволяють відтворювати реальні будівельні ситуації в умовах навчального закладу. Студенти виконують лабораторні роботи з визначення властивостей будівельних матеріалів, проводять натурні випробування конструктивних елементів, відпрацьовують технологічні операції. Якість обладнання навчальних лабораторій безпосередньо впливає на рівень практичної підготовки випускників.

Проблемно орієнтоване навчання (Project-Based Learning) передбачає залучення студентів до розв'язання реальних або наближених до реальних інженерно-будівельних проблем. Наприклад, студентам можуть бути запропоновані завдання з розробки конструктивного рішення для певного об'єкта, оцінки стану існуючої будівлі, розробки технологічної карти на виконання конкретного виду робіт. Такий підхід розвиває самостійність, ініціативність і здатність до прийняття рішень в умовах невизначеності.

Майстер-класи і тренінги за участю провідних практиків будівельної галузі є ефективним способом передачі актуального виробничого досвіду. Коли практикуючий інженер або підрядник ділиться реальними кейсами, демонструє роботу з новими матеріалами і технологіями, це суттєво підвищує мотивацію студентів і поглиблює їхнє розуміння галузі.

Використання сучасних симуляторів і 3D-моделювання дозволяє створювати віртуальне середовище для відпрацювання будівельних навичок, відпрацьовувати нестандартні ситуації (аварійні стани конструкцій,

пожежа, обвалення), а також здійснювати «розбір» складних будівельних операцій у деталях. Зокрема, застосування VR-технологій у підготовці будівельників є перспективним напрямом, що активно розвивається в провідних університетах світу.

Дуальна освіта як модель поєднання теорії і практики.

Дуальна освіта, що передбачає паралельне навчання студентів у ЗВО і на підприємстві, набуває все більшого поширення у підготовці будівельних фахівців в Україні. Ця модель довела свою ефективність у Німеччині, Австрії, Швейцарії та інших країнах, де більше половини молоді отримує фахову освіту саме в дуальній формі [7].

Суть дуальної моделі полягає в тому, що студент одночасно є і учнем ЗВО, і учасником реального виробничого процесу на підприємстві-партнері. Теоретична підготовка здійснюється в університеті, тоді як практичні навички опрацьовуються безпосередньо на будівельному об'єкті чи підприємстві. Підприємство бере участь у розробці освітньої програми, визначає перелік необхідних компетентностей, призначає наставника для студента.

Переваги дуальної освіти для підготовки будівельників є очевидними. По-перше, студент з перших курсів включається в реальне виробниче середовище і бачить практичне застосування теоретичних знань. По-друге, по завершенні навчання випускник вже має значний виробничий досвід і легко адаптується до самостійної роботи. По-третє, підприємство отримує фахівця, підготовленого саме під свої потреби і корпоративну культуру.

Разом із тим впровадження дуальної освіти в українських ЗВО наштовхується на певні перешкоди: недостатня зацікавленість підприємств у формальному партнерстві, відсутність чітких механізмів фінансування практичної підготовки, складність узгодження навчальних планів ЗВО з виробничим графіком підприємства, недостатнє нормативне регулювання дуальної форми навчання. Вирішення цих проблем потребує комплексних зусиль держави, освітніх інституцій і бізнесу [8].

Перспективним є також розвиток навчально-наукових центрів та навчально-виробничих комплексів при будівельних ЗВО, де студенти могли б виконувати реальні проєкти у межах університетського середовища. Такі центри можуть виконувати функції і навчальних лабораторій, і виробничих підрозділів, що виконують замовлення реальних клієнтів.

Безпека праці як наскрізна компетентність у будівельній освіті.

Будівельна галузь традиційно відноситься до сфер з підвищеним ризиком виробничого травматизму. За статистикою МОП, будівництво щороку стає причиною значного відсотка смертельних нещасних випадків на виробництві у всьому світі [12]. Саме тому формування культури безпеки

праці є не факультативним, а пріоритетним завданням підготовки будівельних фахівців.

У сучасних освітніх програмах будівельних спеціальностей охорона праці та безпека на будівельному майданчику виступають наскрізними темами, що пронизують всі фахові дисципліни. Студенти не просто вивчають окремий курс «Охорона праці», а отримують знання та навички безпечної діяльності паралельно з вивченням кожної технологічної операції.

Формування безпекових компетентностей охоплює кілька напрямів: знання нормативно-правової бази охорони праці у будівництві (ДБН, НПАОП, міжнародні стандарти); навички ідентифікації небезпечних факторів і оцінки ризиків; уміння вибирати і правильно застосовувати засоби індивідуального і колективного захисту; організація безпечного робочого місця і будівельного майданчика в цілому; дотримання вимог безпеки під час робіт на висоті, з електроустановками, хімічними речовинами, важкою технікою.

Особливого значення набуває підготовка студентів до роботи в умовах надзвичайних ситуацій, зокрема при обстеженні та ремонті аварійних будівель, пошкоджених унаслідок природних катастроф або воєнних дій. Це вимагає спеціальних знань із оцінки несучої здатності ушкоджених конструкцій, визначення безпечних маршрутів евакуації, виявлення прихованих небезпек (наявність вибухонебезпечних предметів, нестійких конструктивних елементів).

Відповідальне ставлення до безпеки є невід'ємним елементом загальної культури будівельника і свідченням його зрілості як фахівця. Саме тому питання безпеки мають посідати центральне місце не лише в теоретичних курсах, а й у лабораторних і практичних заняттях, під час виробничих практик і навчально-виробничої діяльності загалом.

Особливості підготовки будівельних фахівців в умовах воєнного часу та повоєнного відновлення.

Повномасштабне вторгнення Росії в Україну, що розпочалося у 2022 році, поставило перед системою будівельної освіти надзвичайно складні виклики. З одного боку, потреба в кваліфікованих будівельниках різко зросла у зв'язку з масштабними руйнуваннями житлового фонду, соціальної та промислової інфраструктури. З іншого боку, умови воєнного стану суттєво ускладнили організацію освітнього процесу – частина студентів і викладачів змушена залишити свої домівки, ЗВО зазнали пошкоджень, виробнича практика в зонах бойових дій є небезпечною або неможливою.

Відповіддю освітньої системи на ці виклики стало масове впровадження дистанційного та змішаного форматів навчання. Виклади лекцій, онлайн-семінари, цифрові навчальні платформи дозволили зберегти

безперервність освітнього процесу навіть в умовах евакуації і переміщення. Проте перехід на дистанційний формат загострив проблему практичної підготовки: виконання виробничих практик, лабораторних робіт, будівельно-технологічних вправ у дистанційному режимі є вкрай складним [1].

Разом із тим воєнний час поставив перед будівельною освітою нові змістові завдання. Освітні програми потребують оновлення з урахуванням потреб повоєнного відновлення: методи швидкої оцінки пошкоджень будівель, технології легкого і середнього ремонту, знання нормативної бази відновлювальних робіт, розуміння процедур взаємодії з міжнародними донорськими організаціями.

Ці теми мають бути інтегровані в навчальні плани вже сьогодні, адже фахівці, яких ЗВО готують зараз, прийдуть на ринок праці саме в період активного відновлення.

Важливою є також підготовка до роботи в умовах неповного ресурсного забезпечення – коли через логістичні чи фінансові обмеження необхідно шукати альтернативні матеріали і технологічні рішення, здійснювати раціональний розподіл ресурсів, пріоритизувати роботи за критичністю їх впливу на безпеку мешканців. Ці навички безпосередньо пов'язані з формуванням кризового менеджменту як окремої компетентності майбутнього будівельника.

Досвід роботи українських будівельників і педагогів в умовах воєнного часу може стати цінним внеском у міжнародну дискусію про resilience-based education – освіту, орієнтовану на стійкість і здатність фахівців ефективно функціонувати в кризових умовах. Документування та узагальнення цього досвіду є важливим науковим і педагогічним завданням.

Інтернаціоналізація та відповідність міжнародним стандартам.

Сучасна підготовка будівельних фахівців в Україні здійснюється в контексті активної інтеграції до Європейського освітнього простору. Підписання Болонської декларації і впровадження кредитно-трансферної системи ЄКТС відкрили можливості для академічної мобільності студентів і викладачів, взаємного визнання кваліфікацій, участі у спільних освітніх програмах.

Провідні будівельні ЗВО України активно розвивають партнерство з університетами Польщі, Чехії, Австрії, Великобританії та інших країн ЄС. Спільні програми подвійних дипломів, стажування студентів на закордонних будівельних підприємствах, участь у міжнародних проєктах ERASMUS+ суттєво підвищують якість підготовки і розширюють кругозір майбутніх фахівців.

Такий досвід є особливо цінним у контексті перспективного відновлення України за участю міжнародних підрядників і донорів.

Відповідність підготовки міжнародним стандартам передбачає також орієнтацію на вимоги FIDIC (Міжнародна федерація інженерів-консультантів), Eurocodes (Єврокоди – стандарти проєктування конструкцій), стандарти ISO у сфері управління якістю і безпекою. Знання цих стандартів є обов'язковою умовою для фахівців, що планують працювати на міжнародних будівельних проєктах або в компаніях із закордонними інвестиціями.

Серйозним кроком на шляху до інтернаціоналізації є впровадження англомовного викладання окремих дисциплін та публікація освітніх матеріалів двома мовами. Це підвищує привабливість вітчизняних ЗВО для іноземних студентів і водночас готує українських випускників до роботи в міжнародному середовищі.

Актуальні проблеми будівельної освіти та шляхи їх вирішення.

Аналіз сучасного стану підготовки фахівців будівельної справи в ЗВО України дозволяє виділити ряд актуальних проблем, що потребують системного вирішення.

Перша проблема – невідповідність матеріально-технічної бази ЗВО сучасним вимогам. Чимало університетів і досі використовують навчальне обладнання, придбане десятиліття тому. Вирішення цієї проблеми потребує суттєвих інвестицій в оновлення лабораторій, залучення грантового фінансування і активнішої співпраці з будівельним бізнесом, який міг би долучитися до оснащення навчальних баз.

Друга проблема – недостатній зв'язок освіти з виробництвом. Незважаючи на формальні вимоги щодо виробничих практик, реальна взаємодія між ЗВО і будівельними підприємствами залишається недостатньою. Підприємства нерідко сприймають студентів-практикантів як додаткове навантаження, а не як майбутніх фахівців, в підготовку яких варто інвестувати. Вирішення цієї суперечності лежить у площині розвитку дуальної освіти, стимулювання корпоративного менторства і надання підприємствам податкових пільг за участь у підготовці кадрів.

Третя проблема – відставання змісту навчальних програм від темпів розвитку будівельних технологій. Цикл оновлення освітніх стандартів у вищій школі займає кілька років, тоді як нові технології, матеріали і програмне забезпечення з'являються значно швидше. Виходом може бути формування гнучкішої частини навчальних планів, що оновлюється щорічно на основі аналізу запитів ринку праці, а також залучення фахівців-практиків до викладання спеціалізованих курсів.

Четверта проблема – дефіцит педагогічних кадрів із реальним виробничим досвідом. Університетські викладачі будівельних дисциплін нерідко мають переважно академічний бекграунд і слабо орієнтуються в

реальних виробничих умовах сьогодення. Системою заходів для вирішення цієї проблеми є стажування викладачів на будівельних підприємствах, запрошення практиків до читання лекцій і проведення майстер-класів, а також стимулювання поєднання викладацької та практичної діяльності.

П'ята проблема – низька мотивація студентів і відтік молоді за кордон. В умовах воєнного часу значна частина молоді виїхала за кордон, де частина з них продовжує навчання у закордонних університетах. Ризик незворотної еміграції є серйозним викликом для системи підготовки будівельних кадрів. Відповіддю на нього має бути підвищення якості та привабливості вітчизняної будівельної освіти, розвиток можливостей для академічної мобільності (у тому числі тимчасової – за програмами ERASMUS+) і надання реальних перспектив для гідної кар'єри по поверненню в Україну.

Висновки

Підготовка фахівців будівельної справи в закладах вищої освіти є складним, багаторівневим та соціально значущим процесом, що потребує постійного вдосконалення відповідно до змін у суспільстві, економіці й технологіях.

Аналіз особливостей цієї підготовки дозволив встановити, що ефективна будівельна освіта в ЗВО базується на кількох ключових принципах: компетентнісному підході, що орієнтує освітній процес на формування реальних знань, умінь і навичок, необхідних на виробництві; практико-орієнтованому навчанні, що передбачає максимальне наближення студентів до реальних будівельних процесів через практики, лабораторні роботи, проблемні завдання і проєктну діяльність; міждисциплінарній інтеграції, коли знання з різних дисциплін об'єднуються для вирішення комплексних інженерних задач; партнерстві ЗВО з будівельним бізнесом, що забезпечує актуальність освітніх програм і формує умови для дуальної освіти та виробничої практики; наскрізному характері безпекових компетентностей, що формуються не як окремий предмет, а як обов'язкова складова кожного виду будівельної діяльності; відкритості до міжнародного досвіду та стандартів, що підвищує конкурентоспроможність випускників на глобальному ринку праці.

Сучасні виклики воєнного часу і повоєнного відновлення вимагають від будівельної освіти додаткових зусиль: оновлення змісту навчальних програм, розвитку дистанційних і змішаних форм навчання, підготовки фахівців до роботи в умовах надзвичайних ситуацій, масштабного ремонту і відновлення пошкодженого фонду.

Перспективами подальших досліджень є розробка науково обґрунтованих методичних рекомендацій щодо оновлення освітніх програм будівельних спеціальностей з урахуванням потреб повоєнного відновлення;

вивчення зарубіжного досвіду підготовки будівельників та можливостей його адаптації до українських умов; дослідження ефективності різних моделей дуальної освіти у будівельних ЗВО; а також розробка інструментарію оцінювання сформованості ключових фахових компетентностей випускників будівельних спеціальностей.

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МОВНІ МОДЕЛІ ПОЗИТИВНОГО МИСЛЕННЯ ЯК ОСНОВА УСПІШНОГО ПРОФЕСІЙНОГО СПІЛКУВАННЯ

Анотація: У статті здійснено комплексний аналіз мовних моделей позитивного мислення як фундаментального чинника ефективної професійної комунікації в сучасних умовах інформаційного суспільства. У роботі відібрано, класифіковано й проаналізовано 20 мовних моделей позитивного мислення для успішного професійного спілкування, серед яких – позитивна інтерпретація, оптимістичне сприйняття, позитивні перспективи, конструктивні твердження, рефреймінг заперечень у можливості, використання емпатійних технік, методи визнання і вдячності, формули задоволення, радості й святкування. Актуальність дослідження зумовлена необхідністю підвищення рівня позитивної комунікативної компетентності фахівців, зменшення конфліктності й напруги та формування конструктивного діалогу в бізнес-середовищі. Метою роботи є теоретичне обґрунтування та практичне моделювання мовних засобів, що відображають позитивну ментальність і сприяють успішній взаємодії.

Методологічну основу дослідження склали методи мовного моделювання, дискурсивного, функціонально-стилістичного аналізу та елементи позитивної психології. Автором досліджено механізми перекодування когнітивних настанов у мовленнєві конструкції.

Доведено, що свідоме уникнення автоматичних негативних думок, розвитку позитивного налаштування свідомості й мислення, застосування позитивної лексики та фразеології підвищує рівень мотивації, розвиває емоційний інтелект співробітників, знижує рівень стресу та оптимізує виробничі процеси. Визначено основні психологічні аспекти позитивного мислення, його вплив на міжособистісну взаємодію в професійному середовищі, створення сприятливого психологічного клімату в колективі та підвищення результативності професійної діяльності. Вивчено ефект вживання мовних моделей позитивного мислення у розвитку комунікативних навичок, зниженні рівня конфліктності та формуванні професійного іміджу працівника. Обґрунтовано необхідність розвитку навичок позитивного мислення як чинника успішної професійної самореалізації.

Ключові слова: мовні моделі, позитивне мислення, професійне спілкування, професійна комунікація, професійна діяльність, психологічний клімат

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LANGUAGE MODELS OF POSITIVE THINKING AS THE BASIS OF SUCCESSFUL PROFESSIONAL COMMUNICATION

Abstract: The article provides a comprehensive analysis of language models of positive thinking as a fundamental factor of effective professional communication in modern conditions of the information society. The work selected, classified and analyzed 20 language models of positive thinking for successful professional communication, including positive interpretation, optimistic perception, positive perspectives, constructive statements, reframing of objections into opportunities, use of empathic techniques, methods of recognition and gratitude, formulas of satisfaction, joy and celebration. The relevance of the study is due to the need to increase the level of positive communicative competence of specialists, reduce conflict and tension and form a constructive dialogue in the business environment. The aim of the work is the theoretical justification and practical modeling of language tools that reflect a positive mentality and contribute to successful interaction.

The methodological basis of the study was the methods of language modeling, discursive, functional-stylistic analysis and elements of positive psychology. The author has studied the mechanisms of recoding cognitive guidelines into speech constructions.

It has been proven that conscious avoidance of automatic negative thoughts, development of positive mindset and thinking, use of positive vocabulary and phraseology increases the level of motivation, develops emotional intelligence of employees, reduces stress level and optimizes production processes. The main psychological aspects of positive thinking, its influence on interpersonal interaction in the professional environment, creation of favorable psychological climate in the team and increase of professional activity efficiency have been determined. The effect of using language models of positive thinking in development of communication skills, reduction of conflict level and formation of professional image of the employee has been studied. The necessity of development of positive thinking skills as a factor of successful professional self-realization has been substantiated.

Keywords: language models, positive thinking, professional communication, professional activity, psychological climate, positive consciousness

У сучасному професійному середовищі спілкування є одним з ключових чинників ефективної діяльності організації та професійного успіху особистості. Вміння конструктивно висловлюватися, втілювати в мовних моделях розвиток ситуації чи виконання стратегії, підтримувати доброзичливі стосунки в колективі, вирішувати конфліктні питання безпосередньо залежить від психологічного стану працівника. Одним із важливих факторів, що визначає якість професійної взаємодії, є позитивне мислення. Позитивне мислення в успішному спілкуванні реалізується в мовних моделях – техніках переорієнтації свідомості учасників комунікації мовними засобами.

Актуальність. Тема мовних моделей позитивного мислення фокусується на конструктивній і оптимістичній мовній рефлексії життя, управлінні когнітивними процесами та вирішенні практичних завдань професійної діяльності. Позитивне мислення набуло особливої ваги через низку причин: 1) самореалізація та професійні успіхи вимагають готовності до конструктивного мислення, навчання і вдосконалення; 2) запобігання низькій продуктивності й безпорадності вимагає розвитку оптимізму, швидкого відновлення після невдач; 3) стесогенні умови вимагають від особистості ментальної стійкості й протидії; 3) боротьба з депресією та тривожністю вимагає виховання піднесеного настрою, міцного духу та мотивованості.

Постановка проблеми у загальному вигляді та її зв'язок з важливими науковими чи практичними завданнями. Постановка наукової проблеми в розрізі досліджуваної теми лежить на перетині лінгвістики, психології, когнітивістики та теорії комунікації. Основна суперечність виникає між необхідністю розвивати позитивне мислення для ефективного ділового спілкування та недостатньою теоретичною розробленістю й практичною реалізацією конкретних мовних моделей (мовленнєвих стратегій), які трансформують позитивне мислення у дієвий інструмент професійного успіху. На сьогодні не існує класифікації та рекомендацій із застосування мовних моделей професійного мислення, адаптованих для різних сфер професійної діяльності. Існує розрив між знанням про позитивне мислення і мовленням в річищі негативного мислення. Фахівці можуть розуміти принципи позитивного мислення, але не володіти необхідним лінгвістичним інструментарієм для їх реалізації в професійних ситуаціях. Існує також ризик обсесивного позитиву, коли позитивне мислення та конструктивне мовлення перетворюються на нав'язливе прагнення залишатися оптимістом, ігноруючи складні

професійні ситуації та пригнічуючи будь-які негативні емоції, коли це зовсім неадекватно обставинам. Потребує також вивчення залежність між кількістю позитивних мовних конструкцій у діловому спілкуванні та зростанням показників ефективності ділової активності – укладені угоди, вирішені конфлікти, зацікавлені клієнти, реалізовані стратегії тощо.

Аналіз останніх досліджень і публікацій свідчить про те, що мовні моделі позитивного мислення трансформуються з суто психологічної концепції у фундаментальний інструмент ефективного професійного спілкування. Актуальні публікації підкреслюють, що використання позитивної лексики, конструктивних метафор та рефреймінгу безпосередньо впливає на продуктивність, знижує стрес і підвищує довіру в професійному середовищі.

Дослідження підтверджують, що позитивні слова покращують когнітивні функції мозку, знімають стрес, тоді як негативні моделі запускають деструктивні механізми. Позитивна мова (прийняття, підтримка, конструктив) створює атмосферу відкритості та знижує опір працівників. Використання позитивних аксіом, метафор, історій підвищує рівень залучення та оптимізму. Надзвичайний інтерес викликають моделі рефреймінгу та заміни негативу позитивом або конструктивом. Уникнення заперечень суттєво згладжує ефекти спілкування, створюючи стверджувальні та перспективні конструкції.

Перелічені ідеї й положення були розвинуті автором статті на основі низки актуальних досліджень, плідних на вивчення особливостей мовної і психологічної комунікації, останніх двадцяти років. Прогресивні напрацювання представили такі автори: *доктори філологічних наук, професори* Абрамович С.Д. (особливості мовленнєвої комунікації); Баган М.П. (заперечення в комунікативному просторі); Загнітко А.П., Данилюк І.Г. (ділове мовлення та професійне і непрофесійне спілкування); Селіванова О.О. (основи теорії мовної комунікації); *доктори педагогічних наук, професори* Візнюк І.М. (професійна підготовка майбутніх фахівців щодо розвитку комунікативної компетентності); Романовський О.Г. (ділове спілкування та риторика); *доктори психологічних наук, професори* Галян О.І. (експериментальне доведення психології позитиву); МаксименкоС.Д.(психологія особистості); Орбан-Лембрик Л.Е. (психологія професійної комунікації); Савчин М.В. (психологія відповідальної поведінки); Сайтарли І.А. (культура міжособистісних стосунків); *провідні дослідники* Берестенко О.Г. (культура професійного спілкування як результат вдосконалення індивідуальних творчих здібностей особистості); Грень Л.М., Панфілов Ю.І. (ділове спілкування та риторика); Завгородня О.В., Курганська Л.О. (психологічне здоров'я людини); Кизилова В.В.

(теорія і практика мовленнєвої комунікації); Чуприна О.В. (мовна та мовленнєва компетентність) тощо.

Об'єктом дослідження є професійне спілкування в діловому середовищі.

Предметом дослідження стали мовні моделі, стратегії та метафори позитивного мислення, що забезпечують успішність професійного спілкування.

Мета статті – теоретично обґрунтувати та розробити ефективні мовні моделі позитивного мислення, спрямовані на підвищення успішності професійного спілкування та розв'язання практичних комунікативних завдань.

Основні дослідницькі завдання статті: 1) сконденсувати й проаналізувати когнітивні моделі, техніки, шаблони позитивного мислення з різних напрямів фахової думки; 2) типологізувати мовні засоби вираження позитивного мислення; 3) дослідити вплив позитивної комунікації на емоційний стан, довіру та результативність у повсякденній практиці професійної діяльності.

Основний зміст дослідження. Для випрацювання навичок позитивного мислення потрібне постійне відстеження «автоматичних негативних думок», тобто швидких, неконтрольованих або неусвідомлюваних оціночних суджень, які виникають у відповідь на події, часто спотворюючи реальність на користь тривоги і негативу. Успішній людині актуальним є виховувати в себе навик фільтрувати негатив і свідомо виправляти його на позитивні думки. До автоматичних негативних думок належать: 1) твердження зі словами «неможливо», «нереально», «неприпустимо»; 2) твердження із запереченнями й заперечувальними конструкціями: «не так», «не це», «так не робиться», «не працює», «не знаю», «не можу»; 3) твердження зі скаргами: «завжди», «ніколи», «і знову», «скільки можна»; 4) твердження з обвинуваченнями: «винен», «твоя вина», «невдаха», «нікчема»; 5) твердження з висловленням негативних емоцій: «жах», «шок», «туга», «кошмар», «страхіття», «жахіття»; 6) негативне світобачення, сприйняття й міркування; 7) надмірне узагальнення – висновок з однієї невдачі про постійну невдачу; 8) селективне абстрагування – фокусування лише на негативі; 9) «чорно-біле мислення» – «все або нічого»; 10) зациклювання на невдачах і проблемах; 11) катастрофізація, очікування невдач; 12) патологічне конкурування; 13) схильність до пліток і засуджень; 14) патологічна підозрілість;

15) патологічна персоналізація; 16) патологічні перебільшення.

Структури позитивного мислення визначають спосіб формування конструктивних висловлювань у професійному середовищі. Гармонія,

довіра, прозорість і позитивність формують основу ефективного професійного спілкування. Їх досягнення залежить від поєднання позитивного мислення, комунікативних навичок та емоційного інтелекту. Для встановлення та підтримки гармонії та позитивності в команді необхідно випрацювати певні аспекти світобачення й сприйняття виробничої дійсності: • сприятливий психологічний та моральний фон; • дружелюбність та доброта; • доброзичливість та поблажливість у ставленні до людей; • зацікавленість, увага та повага до людей; • усунення суджень та оцінок, які можуть принизити честь та гідність людини; • вдячність людям і задоволення від процесів; • позитивне ставлення до всього, навіть складнощів; • оптимістичне сприйняття подій, навіть проблем; • бачення конструктиву та відмова від деструктиву.

Позитивне мислення є налаштуванням свідомості людини, психологічним станом, ефективним когнітивним інструментом, що світло рефлексує навколишню дійсність, накопичує позитивні думки й емоції, акумулює наснагу, бадьорий настрій, радість, задоволеність, упевненість, орієнтацію на результат, спрямоване на підтримання оптимістичного настрою, адекватні дії й конструктивну діяльність, що дозволяє людині досягати благополуччя й успіхів. Позитивне мислення – це особливий спосіб сприйняття реальності, за якого людина орієнтується на можливості, конструктивне вирішення проблем та сприятливі досягнення.

У професійному спілкуванні моделі та шаблони позитивного мислення – це усталені способи мислення й комунікації, які допомагають бачити позитивні сторони, оптимістичні перспективи, підвищувати ефективність взаємодії, будувати конструктивний діалог, уникати конфліктності. Їх можна поділити на когнітивні моделі (як людина мислить) та комунікативні шаблони (як людина висловлюється). Зразки позитивного мислення проявляються у мовних формулах, що сприяють доброзичливому та результативному спілкуванню.

1. Модель доброзичливого мислення. Схильність думати й творити добро виявляється в доброті, щедрості та бажанні допомогти іншим. В комунікації – це використання чуйної та шанобливої мови для сприяння довірі, взаєморозумінню та психологічній безпеці. Розвинене почуття дружелюбності й соціальної відповідальності зумовлює *в професійному спілкуванні використання ввічливих формулювань*: «будь ласка», «дякую», «буду вдячний/вдячна».

2. Модель позитивної інтерпретації. Передбачає здатність бачити в ситуації можливість для розвитку. У робочих обставинах таке мислення формує емоційну стійкість і підтримує мотивацію. *Шаблон негативного мислення «це провал», «це кінець», «все марно» замінюємо на зразок*

позитивного міркування «це досвід для вдосконалення», «це привід продовжувати з іншою стратегією», «це поштовх шукати нові перспективи». В межах цієї моделі стануть релевантними такі *мовні формули професійного спілкування*: «ця ситуація показала, над чим варто попрацювати для кращого результату»; «це привід змінити стратегію й обрати інші засоби»; «це початок нової місії».

3. Модель конструктивного мислення. Базується на орієнтації не на проблему, а на її вирішення. У професійному середовищі така модель допомагає працівникам шукати варіанти виходу із складних ситуацій, не загострюючи труднощі й перепони. Така форма мислення сприяє новаторському пошуку та адаптивності. *Шаблон негативного мислення «це неможливо» замінюємо на зразок позитивного мислення «які є способи це вирішити?».* В межах цієї моделі працюють *мовні формули у професійному спілкуванні*, наприклад: «ми бачимо складність, але можемо знайти оптимальне рішення»; «розуміємо перешкоди, але є способи їх швидкого подолання».

4. Модель позитивного підкріплення. Полягає у фокусі на сильних сторонах особистості. Ця модель пропонує замість критики себе / співрозмовника визнання позитивного в своїй / його роботі з подальшим коригуванням недоліків. У робочому середовищі це підвищує мотивацію та сприяє доброзичливому діалогу. *Шаблон негативного мислення: «вам не вдалося», «у вас недоліки в роботі», «я не можу цього зробити» замінюємо на зразок позитивного мислення «вашу роботу можна вдосконалити», «мені потрібно більше інформації/ресурсів, щоб це зробити».* Ця модель може реалізуватися в таких *мовних формулах професійного спілкування*: «ви добре виконали основну частину роботи, а деякі деталі ще можна вдосконалити»; «вам вдалося виконати основне завдання, а допоміжні завдання можемо відкоригувати», «у мене все склалося».

5. Рефреймінг негативних формулювань у позитивні. Базується на орієнтації не на заперечення, а на ствердження, запобіганні вживання шаблонів з часткою «не»/«ні» для констатації фактів та формулюванні цілей. Характеризується використанням стверджувальних речень. *Спостерігаємо такі зміни шаблонів: «Я не можу цього зробити» → «Я навчуся це робити»; «не спізнитися» → «прийти вчасно»; «не забути зробити» → «зробити обов'язково».*

6. Модель позитивних перспектив. Передбачає об'ємне прогностичне мислення, здатне до бачення потенціалу, перспектив і шляхів розвитку в професійному середовищі. Орієнтує на майбутній рух і результат. Шаблон негативного мислення «тут слабкий ресурс» замінюємо на зразок позитивного міркування «цей ресурс стимулює розвиватися».

Мовні формули вираження перспективних можливостей можуть бути такими: «ця ситуація створює нові можливості для розвитку»; «отриманий досвід стане основою майбутнього успіху»; «кожен етап роботи наближає нас до мети»; «зосередьмося на тому результаті, якого прагнемо досягти».

7. Модель гармонізації сприйняття. Пропонує уважне, розсудливе міркування про колегу або завдання із емпатійним врахуванням якомога більшої кількості деталей – контексту, досвіду, труднощів, ресурсів. У робочому середовищі це дозволяє гармонізувати частину активності колеги з власною частиною активності або збалансувати всі особливості ситуації. *Шаблон негативного мислення «ти не виклався на повну», «ви не використали всі ресурси» замінюємо на зразок позитивного міркування «можливі ресурси і ваш досвід закрили цю частину справи».* Ця модель може реалізуватися в таких *мовних формулах професійного спілкування*: «ви добре залучили ваші ресурси й можливості»; «ваша експертність і досвід допомогли нам вдало розпочати».

8. Модель емпатійного мислення та прийняття думки інших. Передбачає розуміння мотивації, емоцій і позиції іншої людини, виявлення співчуття і доброти, здатності бачити в колегах людей з почуттями, а не просто з функціями. Вона знижує напругу та створює атмосферу довіри. *Шаблон негативного мислення «це не моя проблема» замінюємо на емпатійне прийняття «я розумію труднощі співрозмовника» або «давайте подумаємо, хто може вирішити це питання найкраще». Прикладами у професійному спілкуванні можуть бути*: «розумію вашу позицію, давайте розглянемо можливі варіанти»; «розумію ваші труднощі, пошукаємо оптимальне вирішення».

9. Модель позитивної взаємодії. Виявляє креативну роботу свідомості, яка шукає спільний з людьми рух, творчість і співпрацю. В професійних обставинах ця модель мислення дозволяє миттєво вбачати шляхи співтворчості й ефективнішого труда, зміцнювати командну взаємодію. Базується на повазі, підтримці та рівноправності у спілкуванні. *Шаблон негативного мислення «хто винен?», «яка моя частка» замінюємо на позитивне міркування «як ми можемо вирішити це разом?».* Можна використовувати такі *мовні формули налагодження партнерської взаємодії*: «давайте разом знайдемо найкращий варіант»; «спільними зусиллями ми досягнемо поставленої мети»; «кожна думка важлива для успішного результату»; «давайте спільно знайдемо найкраще рішення»; «об'єднавши наші зусилля, ми зможемо досягти кращого результату».

10. Модель конструктивної підтримки. Передбачає роботу свідомості з пошуку засобів досягнення мети, методів допомоги. Таке мислення формує установку на результат. *Шаблон негативного мислення*

«тут багато рішень», «всі засоби ефективні» замінюємо на зразок позитивного міркування «маємо попереднє рішення», «знаємо, як досягти результату». В межах цієї моделі стануть релевантними такі *мовні формули професійного спілкування*: «ми зможемо знайти оптимальне рішення»; «це завдання є складним, але цілком реальним»; «ваш внесок є важливим для спільної справи».

11. Модель конструктивного зворотного зв'язку. Грунтується на налагодженні фідбеку, позитивного оцінювання ситуації й усвідомленні свого можливого внеску для розвитку справи. У робочому середовищі це дозволяє налагодити позитивну партнерську взаємодію. *Працюють шаблони конструктивного мислення, які можна реалізувати в таких мовних формулах професійного спілкування*: «результат хороший, і є можливість зробити його ще кращим»; «це цінний досвід для подальшого вдосконалення»; «є сильні сторони, які варто розвивати далі».

12. Модель визнання людей та поваги. Налаштування свідомості й мислення на визнання експертизи, досвіду, знань та кваліфікації людей є передумовою до виховання в себе поваги до них, що природнім чином виливається у відповідну атмосферу. Важливо враховувати культурні, вікові та професійні відмінності, уникати упереджень і стереотипів. В професійному спілкуванні техніки визнання сильних сторін колег та партнерів, поваги до їхніх здобутків – це потужний засіб створення високоефективних робочих стосунків. Вони підвищують інклюзивність, підкреслюють цінність кожного учасника процесу, незалежно від його статусу. В межах цієї моделі стануть релевантними такі *мовні формули професійного спілкування*: персональне визнання внеску – «ваш внесок дуже вагомий»; прилюдне визнання здобутків – «відзначаємо ваші напрацювання»; «поважаємо ваші здобутки»; «ми відчуваємо вас важливим членом нашої команди».

13. Модель визнання права колеги на помилку. Репрезентує вміння фахівця поблажливо поставитися до помилки колеги, визнати його людську слабкість і допомогти в залагодженні провини або нанесеної шкоди. В професійному спілкуванні не повинно бути токсичного звинувачення колег у випадках, коли це не зумовлено систематичними порушеннями або постійним навмисним шкідництвом. Надзвичайно важливо аналізувати причини та спільно знаходити рішення. Такі *мовні формули професійного спілкування* стануть в нагоді: «зараз залагодимо»; «я зараз тобі допоможу, а ти потім підтримаєш мене»; «зараз знайдемо тимчасове вирішення»; «думаю, як це швидко залагодити».

14. Модель конструктивної вдячності. Передбачає налаштування свідомості й мислення на різні вияви вдячності, впровадження вдячності в

щоденну рутину, що створює психологічну атмосферу довіри та емоційної відкритості. Для практики вдячності стане в нагоді навичка знаходити позитивні аспекти у ситуації, процесах, взаємодії та висловлювати їхню цінність. Можна дякувати за зусилля, внесок, допомогу, підтримку, результат. *Поширеними є такі мовні формули професійної подяки*: Подяка за дрібні послуги / поточні питання – «дякую за підтримку», «дуже вдячні за допомогу», «вдячні за довіру», «дякую за інформацію», «спасибі, це те, що потрібно», «дуже допомогли, дякую»; Подяка за роботу, проект – «дякую за конструктивний діалог», «я щиро ціную ваш час та зусилля», «це було справді професійно, дякую», «дозвольте подякувати вам за чудову організацію»; корпоративна офіційна подяка – «Дозвольте висловити (глибоку/щиру) подяку [кому] за [що]»; «Компанія [Назва] висловлює подяку [кому] за плідну співпрацю»; «Висловлюємо вдячність за оперативну виконану роботу»; «Прийміть нашу щиру вдячність за професіоналізм».

15. Модель конструктивного процесуального задоволення. Це налаштування свідомості і мислення, спрямоване на отримання радості та інтелектуального задоволення безпосередньо від діяльності (процесів), а не лише від кінцевого результату. Ця модель поєднує активну позицію особистості, творчість та рефлексію кожного етапу в професійній активності. Процесуальне задоволення – це зосередження на отриманні задоволення від самого процесу «творіння», творчого пошуку, систематичної свідомої та несвідомої переробки інформації, аналізу досвіду й вдосконалення підходів. Ця модель може реалізуватися в таких *мовних формулах професійного спілкування*: «це велике задоволення працювати з вами»; «просто інтелектуальне задоволення від ваших знань»; «люблю творчий пошук і нетривіальні рішення»; «мені подобається вдосконалюватися разом з вами».

16. Модель радісного сприйняття й святкування досягнень. Це налаштування свідомості й позитивне мислення, коли людина фокусується на здобутках, успіхах, сильних сторонах і можливостях і спроможна радіти з приводу і найменшого конструктивного зрушення в професійній активності. Ця модель мислення перетворює робочий процес із механічного виконання завдань на творчі звершення й приводи для радощів. Визнання й відзначення щоденних досягнень перетворюються на святкування «маленьких перемог», що підтримують позитивний емоційний фон, стимулюють творче мислення й активізують потенціал. *Мовні формули для вираження радості та святкування досягнень* – це частина мовного етикету, спрямована на вираження похвали, захоплення та позитивних емоцій: емоційні вигуки («Яка радість!»; «Яка чудова новина!»; «Так тримати!»; «Ура! Це

неймовірно!»; «Це просто фантастика!»); компліменти («Ти просто молодець!»; «Ти неперевершений!»; «Це неймовірний успіх!»; «Пишаюся твоїми успіхами!»); вітання / святкування («Мої вітання!»; «Вітаю з досягненням!»; «Щирі вітання з перемогою!»; «Вітаю з успішним результатом!»); побажання подальших успіхів («Подальших успіхів!»; «Натхнення та нових перемог!»; «Не зупиняйся на досягнутому!»; «Бажаю нових вершин!»).

17. Модель самопідтримки. Формує внутрішню впевненість і позитивне ставлення до власних можливостей, знімає ментальний блок і стимулює мозок шукати рішення. *Шаблон негативного мислення «я не впораюсь»; «я не можу» замінюємо на оптимістичне міркування «я спробую»; «я можу знайти спосіб, впоратися».* Прикладом у професійному спілкуванні є впевнене та спокійне висловлення думки без страху помилки. *Мовнім формули реалізації такого мислення*: «маю міркування, з чого почати», «маю бачення, як досягти результату».

18. Модель відмови від негативних суджень і осудження колег. Встановлення внутрішнього правила уникати негативного обдумування поведінки й дій колег, внутрішньої критики та ведення внутрішніх сперечань з уявним співрозмовником. Заборона когнітивного засмічення виробничими проблемами нейтралізує ментальний негатив і розвиває тверезе сприйняття професійної діяльності. Гарним правилом робочої поведінки може бути звичай вирішувати конфлікти безпосередньо з їх ініціаторами у відведений день і час.

19. Модель позитивної заміни критики. Ґрунтується на уникненні різких або негативних формулювань, негативних оцінок. Ця модель передбачає замість критики надання пропозиції, оптимального вирішення. У професійних обставинах такий метод часто спасає ситуацію від загострення протиріч і спрямовує хід думки на новий етап професійної активності. *Шаблон негативного мислення: «ви невдаха», «ви неспроможний» замінюємо на зразок позитивного мислення «спробуємо інший підхід»; замість «це неправильне зауваження» → «гарне зауваження, і як ми узгодимо це з планом»; замість «ви зробили помилку» кажіть «у цьому документі виникла помилка, давайте виправимо її».* У межах цієї моделі стануть релевантними такі *мовні формули професійного спілкування*: «ви зробили що змогли, спробуємо досягти кращого результату в інший спосіб»; «ви намагалися якнайкраще, спробуємо обрати інші засоби».

20. Модель позитивної заміни звинувачень. Передбачає уникнення звинувачень людини, яка навіть навмисне створює проблему, задля підтримання конструктивності виробничого процесу в цілому, налагодження позитивного виконання завдання в масштабі й запобігання

загострення конфліктності й психологічної нестабільності учасників трудових відносин. *Шаблон негативного мислення: «ти – саботажник» замінюємо на зразок позитивного мислення «ваша робота могла б сприяти…».* Модель дозволяє висловлювати свої спостереження через власне сприйняття й будувати «я-повідомлення»: «було б легше завершити звіт, якби дані надійшли трохи раніше», замість «ви постійно приховуєте дані»; «я хвилююся, коли звіт затримується, бо не можу почати роботу» замість «ви затримали звіт».

Отже, професійне позитивне мислення є важливою основою успішної професійної комунікації. Воно сприяє формуванню сприятливого психологічного клімату, розвитку конструктивної взаємодії між працівниками, підвищенню продуктивності праці та професійному зростанню особистості.

Висновки дослідження. Моделі позитивного мислення у професійному спілкуванні забезпечують логічну, конструктивну, доброзичливу та результативну взаємодію, а зразки позитивних мовленнєвих формул сприяють створенню атмосфери довіри, взаємоповаги та ефективної співпраці. Їх використання є важливим чинником успішної професійної комунікації та професійного розвитку особистості.

Досконале володіння майстерністю позитивного мислення й вираження його у мовних формулах професійного спілкування може бути сформоване в результаті вироблення навичок застосування 20 моделей: 1) доброзичливого мислення, 2) позитивної інтерпретації, 3) конструктивного мислення, 4) позитивного підкріплення, 5) рефреймінг негативних формулювань у позитивні, 6) позитивних перспектив, 7) гармонізації сприйняття, 8) емпатійного мислення та прийняття думки інших, 9) позитивної взаємодії, 10) конструктивної підтримки, 11) конструктивного зворотного зв'язку, 12) визнання людей та поваги, 13) визнання права колеги на помилку, 14) конструктивної вдячності, 15) конструктивного процесуального задоволення, 16) радісного сприйняття й святкування досягнень, 17) самопідтримки, 18) відмови від негативних суджень і осудження колег, 19) позитивної заміни критики, 20) позитивної заміни звинувачень.

Використання таких шаблонів формує психологічно комфортне середовище, підвищує довіру в колективі та сприяє успішному досягненню професійних цілей. Під час формулювання 20 моделей позитивного мислення сформувалось цілісне уявлення про алгоритм ведення позитивної розмови для конструктивного усунення проблем, вад, недоліків і подолання труднощів: спостереження: «Я помітив...» (факти, а не оцінка) → почуття / вплив: «...тому я стурбований/це впливає на команду» → потреба: «...оскільки для мене важлива точність» → прохання / рішення: «Я прошу вас...» / «Як ми можемо...».

Розвиток позитивного мислення допомагає фахівцю бути відкритішим до співпраці, стійким до стресів та орієнтованим на досягнення результату. Саме тому формування позитивного світогляду має стати важливою детермінантою професійного розвитку сучасного фахівця.

Перспективи подальших пошуків та розробок: 1) галузева специфіка: дослідження особливостей позитивного мислення і спілкування в професійних сферах (кадровий менеджмент, медицина, клієнтський сервіс), де відсутність позитивного налаштування призводить до вигорання або втрати клієнтів; 2) міжкультурна комунікація: адаптація мовних моделей позитивного мислення до різних культурних контекстів міжнародного бізнесу; 3) емоційна стійкість: вивчення позитивного налаштування фахівця у прийнятті рішень у кризовий період та стресових ситуаціях; 4) тренінгові програми: практичні інструменти для впровадження позитивного мислення в культуру професійного спілкування (журнали вдячності, стратегічні фрейми, конструктивні установки тощо).

Література

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СТАНОВЛЕННЯ ФІЛОЛОГІЧНОЇ ПАРАДИГМИ АНАЛІЗУ ХУДОЖНЬОГО ТВОРУ В ЄВРОПЕЙСЬКІЙ ТА УКРАЇНСЬКІЙ ОСВІТНІХ ТРАДИЦІЯХ XVI–XIX СТОЛІТЬ

Анотація. У статті досліджується процес становлення філологічної парадигми аналізу художнього твору в європейській та українській освітніх традиціях XVI–XIX століть. Простежено генетичний зв'язок між риторико-поетичною моделлю духовної школи ранньомодерної доби та формуванням текстоцентричної методики літературної освіти XIX століття. Визначено, що саме в освітніх практиках братських шкіл, колегій та академій XVI–XVII століть було закладено основи системного підходу до художнього тексту, який передбачав поєднання читання, коментування, аналізу композиції, стилістичних особливостей і творчого наслідування.

Особливу увагу приділено розвитку риторики та поетики як методичних інструментів формування аналітичного читання. Розглянуто дві провідні лінії європейської поетики ранньомодерного періоду: гуманістичну, репрезентовану творчістю Джованні Джовіано Понтано, та нормативно-дидактичну, пов'язану з педагогічною системою Якобуса Понтануса. Доведено, що саме взаємодія цих двох тенденцій сприяла формуванню понятійного апарату літературного аналізу, орієнтованого на жанр, композицію, стиль та мовну організацію тексту.

У статті проаналізовано розвиток філологічної парадигми у XIX столітті в контексті класичної гімназійної освіти. З'ясовано, що текстоцентричні методи навчання були пов'язані з утвердженням філології як провідної гуманітарної дисципліни. Охарактеризовано внесок західноєвропейських і українських учених у формування методики аналізу художнього твору, зокрема Й.-Ф. Гербарта, К. Томанна, Ф. Діца, О. Потебні та М. Драгоманова. Встановлено, що в межах філологічної парадигми аналіз літературного твору набуває рис раціонально організованого процесу, що поєднує мовний, стилістичний та інтерпретаційний рівні.

Окремо розглянуто логіко-стилістичну течію середини XIX століття та її роль у систематизації шкільного аналізу тексту. Показано, що її здобутком стало утвердження принципів уважного читання, поетапного аналізу та мовно-логічної роботи з художнім твором, хоча надмірна орієнтація на форму звужувала естетичний і культурний потенціал літератури. Висвітлено також становлення аспектного й контекстного підходів наприкінці XIX століття, які розширили межі інтерпретації художнього твору завдяки залученню історичного, культурного та світоглядного контекстів.

Зроблено висновок, що філологічна парадигма XIX століття стала важливим етапом розвитку методики навчання літератури, заклавши основи сучасного поетапного, аспектного та інтерпретаційного аналізу художнього тексту.

Ключові слова: філологічна парадигма, методика навчання літератури, аналіз художнього твору, текстоцентризм; риторико-поетична традиція, аспектний аналіз, контекстний підхід.

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FORMATION OF THE PHILOLOGICAL PARADIGM OF LITERARY TEXT ANALYSIS IN THE EUROPEAN AND UKRAINIAN EDUCATIONAL TRADITION OF THE 16TH–19TH CENTURIES

Abstract. The article examines the formation of the philological paradigm of literary text analysis within the European and Ukrainian educational traditions of the 16th–19th centuries. The study traces the genetic connection between the rhetorical-poetic model of early modern spiritual schools and the development of the text-centered methodology of literary education in the nineteenth century. It is argued that the educational practices of brotherhood schools, colleges, and academies of the 16th–17th centuries laid the foundations for a systematic approach to literary texts, combining reading, commentary, compositional analysis, stylistic interpretation, and creative imitation.

Special attention is paid to the development of rhetoric and poetics as methodological tools for the formation of analytical reading skills. The article outlines two major intellectual trends in early modern European poetics: the humanistic tradition represented by Giovanni Gioviano Pontano and the

normative-didactic tradition associated with the pedagogical system of Jacobus Pontanus. It is demonstrated that the interaction of these two approaches contributed significantly to the formation of the conceptual apparatus of literary analysis focused on genre, composition, style, and linguistic organization of the text.

The article also analyzes the development of the philological paradigm in the nineteenth century within the framework of classical gymnasium education. It is established that text-centered teaching methods were closely connected with the consolidation of philology as a leading discipline in the humanities. The contribution of Western European and Ukrainian scholars to the methodology of literary analysis is characterized, particularly the works of Johann Friedrich Herbart, Karl Thomann, Friedrich Diez, Oleksandr Potebnia, and Mykhailo Drahomanov. It is shown that within the philological paradigm literary analysis acquired the features of a rationally organized process combining linguistic, stylistic, and interpretative levels.

Particular attention is devoted to the logical-stylistic trend of the mid-nineteenth century and its role in systematizing school literary analysis. The study demonstrates that this trend established the principles of close reading, step-by-step analysis, and linguistic-logical interpretation of literary texts, although its excessive focus on form often narrowed the aesthetic and cultural dimensions of literary perception.

The article further highlights the emergence of aspectual and contextual approaches at the end of the nineteenth century, which significantly expanded the interpretative possibilities of literary education by incorporating historical, cultural, philosophical, and ideological contexts into textual analysis.

It is concluded that the philological paradigm of the nineteenth century became a crucial stage in the development of literary teaching methodology, laying the foundations for modern step-by-step, aspectual, and interpretative approaches to literary text analysis.

Keywords: philological paradigm, methodology of literature teaching, literary text analysis, text-centered approach, rhetorical-poetic tradition, aspectual analysis, contextual approach.

Постановка проблеми. Сучасна методика навчання зарубіжної літератури дедалі активніше звертається до проблеми історичної еволюції шкільного аналізу художнього твору. У контексті реформування гуманітарної освіти, переосмислення ролі літератури у формуванні культурної, читацької та інтерпретаційної компетентностей особливої актуальності набуває вивчення тих методологічних засад, що сформували сучасні підходи до роботи з текстом. Однією з таких засад є філологічна

парадигма, яка остаточно утвердилася у XIX столітті, однак свої витоки має у риторико-поетичній традиції духовної школи XVI–XVII століть.

Проблема становлення філологічної парадигми є важливою не лише для історії педагогіки та методики навчання літератури, але й для сучасної практики викладання зарубіжної літератури, оскільки саме в цей період було закладено принципи текстоцентризму, поетапного аналізу художнього твору, взаємозв'язку форми та змісту, а також культурно-історичної інтерпретації літератури.

Аналіз останніх досліджень і публікацій. Проблема історичного розвитку методики аналізу художнього твору перебуває у полі уваги сучасних українських і зарубіжних науковців. Значний внесок у дослідження історії літературної освіти здійснили українські методисти й літературознавці, зокрема праці, присвячені текстоцентричному навчанню, історії шкільної словесності, культурологічним та герменевтичним підходам до викладання літератури.

Водночас окремі аспекти становлення філологічної парадигми залишаються недостатньо висвітленими. Насамперед це стосується генези методики аналізу художнього твору у зв'язку з риторико-поетичною традицією духовної школи XVI–XVII століть, а також процесу трансформації риторичної моделі у філологічну систему XIX століття. Потребує подальшого осмислення й роль європейської гуманістичної педагогіки у формуванні текстоцентричних та аспектних підходів до вивчення літератури. Крім того, важливим є переосмислення історії літературної освіти без опори на російськоцентричні інтерпретації, що тривалий час домінували у педагогічному дискурсі.

Метою статті є дослідження становлення філологічної парадигми аналізу художнього твору в європейській та українській освітній традиції XVI–XIX століть, з'ясування її методичних витоків, провідних принципів та впливу на подальший розвиток методики навчання літератури.

Виклад основного матеріалу. У XIX столітті в європейській, а також із деяким запізненням і у східноєвропейській освітній традиції остаточно формується філологічна парадигма, у межах якої літературний твір утверджується як об'єкт системного наукового аналізу. Саме у дев'ятнадцятому столітті риторико-поетична традиція духовної школи XVI–XVII віків інтегрується в цілісну методичну модель, що спирається на мовознавство, історію літератури та філософію культури і стає методичною передумовою аналітичної роботи з літературним текстом. Відтепер література починає усвідомлюватися не лише як джерело моральних настанов і взірець для наслідування, а як складна художня система, що потребує раціонально організованого пізнання.

Щоб зрозуміти витоки філологічної парадигми, необхідно звернутися до традицій XVI–XVII століть, коли у європейському освітньому просторі відбувається принципово важливий зсув у методиці роботи з текстом: середньовічна екзегетично-догматична модель у сфері шкільної словесності поступово трансформується в риторико-поетичну, у межах якої літературний твір починає розглядатися не лише як об'єкт тлумачення, а й як матеріал для аналізу, наслідування та творчої реконструкції.

Освітні інституції духовного типу – братські школи, колегії, академії – у XVI–XVII століттях відігравали провідну роль у збереженні й трансляції риторико-поетичних знань. Навчання словесності тут будувалося на поєднанні читання авторитетних текстів, їх коментування, аналізу композиції та стилю, а також виконання вправ, спрямованих на активне опанування словесної форми. У такий спосіб літературний текст поставав не лише як носій змісту, а й як об'єкт формально-структурного аналізу.

Риторика в духовній школі XVI–XVII століть виконувала роль базової методики роботи зі словом. Аналіз тексту зосереджувався на виявленні теми, мети висловлювання, логіки аргументації, стилістичних засобів і композиційної побудови. Такі процедури формували в учнів здатність аналізувати текст як впорядковану семантико-структурну систему, а не як сукупність ізольованих висловів.

Важливою ознакою риторичної методики було поєднання аналітичних і продуктивних завдань. Учні не лише розбирали зразкові тексти, а й створювали власні промови, послання, вірші, наслідуючи структурні й стилістичні моделі. Це забезпечувало поступовий перехід від репродуктивного читання до діяльнісного опанування тексту – одного з ключових процесів, що визначили подальшу еволюцію методики навчання літератури.

Поряд із риторикою в духовній школі активно розвивалася поетика, яка систематизувала знання про жанри, тропи, фігури, композиційні принципи художнього тексту і концентрувала основну увагу на його «технічних» аспектах.

У становленні європейської поетики XVI–XVII століть виразно окреслюються дві інтелектуальні лінії. Перша представлена італійським гуманістом Джованні Джовіано Понтано [16], а друга – німецьким єзуїтом Якобусом Понтанусом [17].

Понтано, працюючи в колі Неаполітанської академії, заклав підвалини ренесансної гуманістичної поетики, у центрі якої перебувала ідея творчої індивідуальності, психології поетичного висловлювання та естетичної гармонії. До ключових трактатів Понтано належать *«De sermone,» «Actius», «De amore coniugali»*. У них філологічна точність поєднується із філософською рефлексією про природу поетичного слова, що

вплинуло на формування європейського літературознавства як автономної гуманітарної дисципліни [16]. Натомість Понтанус – представник єзуїтської педагогічної школи пізнього гуманізму – репрезентує поетику іншого типу: строгу нормативно-дидактичну, шкільну, спрямовану на унормування жанрів, стилів і риторичних фігур у відповідності до освітніх потреб *Ratio Studiorum*. Його *«Poeticarum institutionum libri tres»* стала одним із найвпливовіших підручників для католицьких колегій у Центрально-Східній Європі, формуючи канон шкільного аналізу тексту, що пізніше резонував і у слов'янських педагогічних традиціях [17]. Методично близькими до нього були автори, пов'язані з традиціями Києво-Могилянської академії, – Феофан Прокопович, Митрофан Довгалевський, Інокентій Ґізель [3; 9].

Таким чином, Понтано уособлює творчу, філософсько-естетичну лінію розвитку європейської поетики, тоді як Понтанус – педагогічно-нормативну, що заклала основу для формалізованого шкільного читання та систематичного студіювання літературної форми. Обидві ці лінії формували понятійний апарат аналізу літературного твору, орієнтований на жанр, композицію, стиль і мовну організацію тексту.

У методичному плані поетика сприяла переходу від загального тлумачення тексту до його аспектного аналізу: увага зосереджувалася на окремих елементах форми, їх функціях і взаємозв'язках. Саме тут формується уявлення про можливість поетапного і багатоаспектного розгляду художнього твору – від жанрового визначення і композиції до мовно-стилістичних особливостей.

Філологічна парадигма у XIX столітті на західних і українських землях, що перебували у складі різних державних утворень, розвивалася насамперед у межах класичної гімназійної освіти, де словесність і класичні мови становили ядро гуманітарної підготовки, що визначало домінування текстоцентричних методів навчання.

Провідні західні й українські філологи XIX століття підкреслювали необхідність багатовимірного аналізу тексту, що включав уважне читання, коментування та мовно-стилістичний розбір. У межах філологічної парадигми аналіз літературного твору набуває рис раціонально впорядкованого процесу, який передбачає поряд із мовним аналізом також інтерпретацію змісту.

Вагомий внесок у формування філологічної методики зробили Йоганн Фрідріх Гербарт [15], Карл Томанн [18] та Фрідріх Діц [12; 13; 14]. Вони розглядали читання як аналітичну роботу з мовною тканиною художнього твору: коментування лексики, пояснення синтаксису, осмислення авторського стилю.

В українському інтелектуальному контексті аналогічну роль відіграли Олександр Потебня [7] і Михайло Драгоманов [4], які вбачали в роботі з текстом головний інструмент розвитку мислення, мовної свідомості та інтерпретативних здібностей учнів. Такий підхід формував у школярів уміння бачити внутрішню організацію художнього твору та сприймати його як систему взаємопов'язаних елементів.

Одним із засадничих принципів філологічного аналізу стало органічне поєднання форми й змісту. Мовна структура розглядалася не ізольовано, а у зв'язку з ідейним задумом твору, жанровою специфікою та авторською позицією. Саме це закріпило в методичній практиці уявлення про те, що глибоке розуміння літературного твору можливе лише через системний аналіз його художньої організації.

У межах філологічної парадигми у середині XIX століття формується логіко-стилістична течія, яка відіграла ключову роль у впорядкуванні шкільного аналізу літературного твору. Її методичний потенціал полягав у раціоналізації роботи з текстом і формуванні в учнів аналітичних та мовно-логічних навичок.

Центральною постаттю цього напряму був Федір Буслаєв, який наполягав на філологічному аналізі як основі вивчення літератури. У його працях художній текст розглядається передусім як мовно-логічна структура, аналіз якої має формувати культуру мислення й мовлення учнів. Методичні ідеї Буслаєва були розвинені його послідовниками, які прагнули систематизувати процес аналізу літературного твору через послідовне з'ясування змісту, складання плану, аналіз мовно-стилістичних засобів і композиції [2].

Безперечним здобутком логіко-стилістичної течії стало утвердження текстоцентризму як методичного принципу. Аналіз літературного твору починає сприйматися як організований навчальний процес, формуються навички точного читання, уміння простежувати логіку авторської думки й співвідносити мовну форму з ідейним змістом твору.

Водночас зосередження переважно на мовній і логічній стороні тексту призводило до звуження естетичного та особистісного вимірів його сприйняття. Емоційно-ціннісне осмислення художнього твору, його культурний і психологічний контексти відступали на другий план.

Наприкінці XIX століття в методиці навчання літератури дедалі глибше усвідомлюються обмеження логіко-стилістичної моделі. Відповіддю на ці обмеження стало формування нових методичних напрямів – аспектного та контекстного підходів, які розширили аналітичну базу шкільного вивчення літературного твору, включивши до неї історичний, культурний, моральний та світоглядний виміри.

Теоретичні підстави контекстного підходу в європейській гуманітарній думці заклала філософія розуміння Вільгельма Дільтея. Його філологічне й методичне втілення сформували Йоганн-Фрідріх Гербарт [15], Карл Томанн [18], Фрідріх Діц [12; 13; 14] та представники німецької романської філології – вони заклали ідею багатостороннього й історичного аналізу художнього тексту.

В українському культурному просторі ці підходи були адаптовані завдяки університетській філологічній підготовці та працям Олександра Потебні, який дав власне теоретичне обґрунтування мовного й культурно-історичного аналізу літературного твору.

Важливу роль у розвитку контекстного аналізу відіграли також представники культурно-історичної школи та концепція історичної поетики Олександра Веселовського [6]. У межах цієї традиції літературний твір розглядався як явище, укорінене в історичній динаміці культури, системі жанрових традицій, мотивів і образів.

Контекстний аналіз сприяв формуванню у методичній науці уявлення про багаторівневість художнього тексту. Поряд із мовно-стилістичним розбором виникла потреба осмислювати ідейно-філософський зміст, ціннісні орієнтації, соціальні та культурні проблеми, відображені у творі. У такий спосіб аналіз літературного твору поступово набуває рис складного інтерпретаційного процесу, що поєднує філологічну точність із культурно-історичною рефлексією.

Методично аспектний і контекстний підходи посилили усвідомлення необхідності поетапного і багатоаспектного аналізу текстів. Навчальна робота дедалі частіше організовувалася за принципом поступового переходу від первинного цілісного сприйняття – до розгляду окремих аспектів і подальшої синтетичної інтерпретації.

Висновки й перспективи подальших розвідок. Отже, становлення філологічної парадигми аналізу художнього твору було тривалим історико-педагогічним процесом, що розпочався у риторико-поетичній традиції духовної школи XVI–XVII століть і досяг методичної зрілості у XIX столітті. Саме в межах цієї парадигми сформувалися засадничі принципи текстоцентризму, поетапного аналізу, взаємозв'язку форми та змісту, а також багаторівневого тлумачення художнього твору.

Доведено, що риторика і поетика ранньомодерної доби не лише забезпечили збереження традиції аналітичної роботи зі словом, але й підготували методичний ґрунт для формування системного літературного аналізу. У XIX столітті філологічна парадигма сприяла перетворенню художнього тексту на центральний об'єкт гуманітарної освіти, а навчальний процес – на послідовну аналітико-інтерпретаційну діяльність.

Важливим результатом розвитку філологічної парадигми стало виникнення аспектного та контекстного підходів, які розширили межі шкільного аналізу літературного твору, включивши до нього історичний, культурний, психологічний і світоглядний виміри. Саме ці тенденції підготували підґрунтя для культурологічних, герменевтичних та особистісно орієнтованих моделей літературної освіти XX–XXI століть.

Перспективи подальших досліджень убачаємо у вивченні трансформації філологічної парадигми у методиці навчання зарубіжної літератури XX століття, а також у дослідженні взаємодії текстоцентричних і компетентнісних підходів у сучасній шкільній літературній освіті.

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ЦИФРОВІЗАЦІЯ ОСВІТНЬОГО СЕРЕДОВИЩА ЯК ЧИННИК ФОРМУВАННЯ МОТИВАЦІЙНОЇ ГОТОВНОСТІ ЗДОБУВАЧІВ ДО САМОРОЗВИТКУ У ПРОФЕСІЙНИХ ЛІЦЕЯХ

Анотація. У статті здійснено теоретичне обґрунтування ролі цифровізації освітнього середовища як педагогічного чинника формування мотиваційної готовності здобувачів до професійного саморозвитку в умовах професійних ліцеїв. Відзначено, що в сучасну цифрову добу освітній простір трансформується в інтегровану систему віртуальних платформ, хмарних сервісів та інтерактивних ресурсів, які при педагогічно виваженому використанні можуть суттєво активізувати навчально-професійну діяльність.

У роботі розкрито структуру мотиваційної готовності до професійного саморозвитку, яка є комплексним особистісним утворенням і охоплює п’ять взаємопов’язаних компонентів: мотиваційний (потреби, цілі, ціннісні орієнтації), когнітивно-усвідомлювальний (розуміння сутності саморозвитку), емоційно-ціннісний (ставлення до власного зростання), діяльнісно-вольовий (здатність реалізовувати наміри, наполегливість) та рефлексивно-оцінний (уміння аналізувати результати та коригувати траєкторію розвитку).

Доведено, що для успішної реалізації потенціалу цифрових інструментів у професійній освіті необхідно забезпечити дотримання низки організаційно-педагогічних умов: цілеспрямованість цифровізації, належна методичну підготовленість педагогічних працівників, забезпечення технічної доступності та стабільності цифрового середовища, доцільне поєднання традиційних і цифрових форм навчання, цілеспрямована мотиваційна підтримка здобувачів, а також дотримання принципів цифрової

безпеки та етики. Зроблено висновок, що лише системна взаємодія усіх чинників дозволяє трансформувати цифровізацію із засобу модернізації навчання на ефективний інструмент формування професійної відповідальності та прагнення до безперервного вдосконалення.

Ключові слова: цифровізація, освітнє середовище, професійний ліцей, мотиваційна готовність, професійний саморозвиток, цифрові інструменти, цифрова компетентність

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DIGITALIZATION OF THE EDUCATIONAL ENVIRONMENT AS A FACTOR IN DEVELOPING LEARNERS' MOTIVATIONAL READINESS FOR SELF-DEVELOPMENT IN VOCATIONAL LYCEUMS

Abstract. The article provides a theoretical substantiation of the role of the educational environment's digitalization as a pedagogical factor in shaping learners' motivational readiness for professional self-development within the context of vocational lyceums. It is noted that in the modern digital era, the educational space is transforming into an integrated system of virtual platforms, cloud services, and interactive resources, which, when utilized in a pedagogically sound manner, can significantly stimulate learning and professional activities.

The study elucidates the structure of motivational readiness for professional self-development, characterized as a complex personal construct comprising five interconnected components: motivational (needs, goals, value orientations), cognitive-perceptual (understanding the essence of self-development), emotional-evaluative (attitude toward personal growth), conative-volitional (the ability to implement intentions, perseverance), and reflexive-evaluative (the ability to analyze outcomes and adjust the development trajectory).

It is demonstrated that the successful realization of digital tools' potential in vocational education requires compliance with a set of organizational and pedagogical conditions: the goal-oriented nature of digitalization, adequate methodological readiness of teaching staff, ensuring technical accessibility and

stability of the digital environment, an appropriate combination of traditional and digital learning formats, targeted motivational support for learners, and adherence to the principles of digital safety and ethics. The study concludes that only a systemic interaction of all these factors allows transforming digitalization from a mere tool for modernizing instruction into an effective instrument for fostering professional responsibility and a commitment to continuous self-improvement.

Keywords: digitalization, educational environment, vocational lyceum, motivational readiness, professional self-development, digital tools, digital competence.

Постановка проблеми. Сучасний розвиток освіти відбувається в умовах масштабної цифрової трансформації суспільства, що охоплює не лише виробничу, економічну чи комунікативну сфери, а й освітній простір. Упровадження цифрових технологій у діяльність закладів освіти змінює характер взаємодії між учасниками освітнього процесу, розширює доступ до навчальних ресурсів, оновлює способи подання, засвоєння та контролю знань, а також створює нові умови для особистісного розвитку здобувачів освіти. У цьому контексті цифровізація освітнього середовища набуває значення не лише як технологічний напрям модернізації освіти, а як важливий педагогічний чинник, здатний впливати на мотиваційну сферу особистості, її пізнавальну активність, самостійність і готовність до саморозвитку.

Особливої актуальності ця проблема набуває у професійних ліцеях, де освітній процес поєднує загальноосвітню, професійну та практичну складові, а результат підготовки має відповідати не лише вимогам освітніх стандартів, а й динамічним потребам сучасного ринку праці. За таких умов важливим завданням професійної освіти стає формування здобувача, який не просто опановує обрану професію, а виявляє внутрішню мотивацію до особистісного й освітнього зростання, здатний до усвідомленого вдосконалення власних якостей, знань і вмінь, критичного оцінювання власного поступу та активного проєктування подальшої траєкторії розвитку.

Використання LMS-платформ, хмарних сервісів, цифрових інструментів комунікації, електронного оцінювання, онлайн-ресурсів, елементів гейміфікації та цифрових засобів самооцінки створює сприятливі передумови для активізації інтересу до навчання, підвищення залученості здобувачів, розвитку їхньої суб’єктності та відповідальності за результати власної діяльності. Водночас ефективність цього впливу значною мірою залежить від того, наскільки педагогічно виважено організовано цифрове освітнє середовище, чи сприяє воно не лише передачі знань, а й формуванню стійкої позитивної мотивації до саморозвитку.

Аналіз останніх досліджень і публікацій. У сучасній педагогічній науці цифровізація освітнього середовища розглядається не як локальне впровадження окремих технічних засобів, а як комплексна трансформація змісту, форм, методів і організації освітнього процесу. На думку В. Ю. Бикова, О. М. Спіріна та О. П. Пінчук, цифрові перетворення в освіті пов'язані з оновленням інформаційно-освітнього середовища, розвитком електронних ресурсів, удосконаленням методичних систем навчання та розширенням можливостей для безперервного розвитку цифрової компетентності всіх учасників освітнього процесу [1, с. 27–29].

А. С. Волянюк доводить, що сучасні цифрові інструменти можуть виступати дієвим засобом мотивації, оскільки забезпечують швидкий доступ до інформації, візуалізацію результатів діяльності, інтерактивність і можливість персоналізації навчального досвіду [2, с. 27–31].

Л. Й. Петришин, О. О. Почуєва, М. А. Лемещук і В. Г. Звоздецька наголошують, що психолого-педагогічний аспект цифрової трансформації полягає у зміні характеру включення здобувача в освітній процес: він переходить від позиції пасивного споживача інформації до позиції активного учасника, який самостійно добирає ресурси, планує навчальні дії та оцінює власний прогрес [3].

У цьому аспекті цифровізація створює передумови для розвитку саморегуляції, самоорганізації та навичок освітнього самоменеджменту. Для професійної освіти це має особливу вагу, адже майбутній фахівець повинен навчитися працювати з цифровими ресурсами не епізодично, а як із постійним інструментом професійного й особистісного зростання. Через це цифровізація освітнього середовища постає і як технологічний, і як виразно особистісно-розвивальний феномен.

О. І. Власова підкреслює, що мотиваційна сфера особистості визначає спрямованість її активності, характер цілепокладання та внутрішню енергію навчальної й професійної діяльності [4]. Для умов професійного ліцею мотиваційна готовність до професійного саморозвитку має особливе значення, оскільки саме на цьому етапі закладаються не лише початкові професійні компетентності, а й ставлення до праці, навчання і подальшого фахового зростання.

Водночас, проблема цифровізації освітнього середовища у контексті формування мотиваційної готовності здобувачів до саморозвитку у професійних ліцеях не була предметом спеціального дослідження.

Мета статті полягає у теоретичному обґрунтуванні структури мотиваційної готовності студентів до професійного саморозвитку та організаційно-педагогічних умов цифровізації освітнього середовища, що сприяють її формуванню у професійних ліцеях.

Виклад основного матеріалу. Зміст поняття «освітнє середовище» у сучасних дослідженнях пов'язується з сукупністю умов, засобів, впливів і взаємодій, які забезпечують навчання, виховання та розвиток особистості. У цифрову добу це середовище перестає бути лише фізичним простором закладу освіти, оскільки дедалі більшого значення набувають віртуальні платформи, хмарні сервіси, електронні бібліотеки, інтерактивні ресурси та канали синхронної й асинхронної комунікації. Н. В. Морзе, О. В. Базелюк, І. П. Воротникова та інші автори, характеризуючи цифрову компетентність педагогічного працівника, фактично окреслюють і параметри цифрового освітнього середовища, у якому педагог має вміти добирати ресурси, організовувати взаємодію, здійснювати оцінювання та забезпечувати безпечну роботу з інформацією [5, с. 1–12].

Для уточнення досліджуваного поняття важливо врахувати також його зв'язок із категоріями цифрової компетентності, цифрових ресурсів і цифрової педагогіки. І. О. Захарова та С. С. Дєнєжніков підкреслюють, що цифрові освітні ресурси є не просто носіями інформації, а засобами організації змісту навчання, взаємодії та контролю результатів [6]. У свою чергу, О. С. Сторонська звертає увагу на зміну професійної ролі педагога в умовах цифрової трансформації освіти, коли вчитель дедалі більше виступає як фасилітатор, модератор, консультант і проєктувальник цифрового освітнього простору [7]. Усе це свідчить, що цифровізація освітнього середовища є складним міждисциплінарним явищем, яке не можна обмежити лише інструментальним описом. Її сутність розкривається через поєднання технологічних рішень, педагогічних принципів, нових моделей взаємодії та особистісно орієнтованих стратегій навчання.

Професійна підготовка здобувачів у професійних ліцеях має специфічний характер, що визначається поєднанням загальноосвітньої, професійно-теоретичної та професійно-практичної складових у єдиному освітньому процесі. На відміну від суто академічної моделі навчання, професійний ліцей орієнтований на формування особистості, здатної не лише засвоїти систему знань, а й застосовувати її в умовах реальної або наближеної до реальної професійної діяльності. Як зазначають Л. В. Дольнікова та Н. В. Мукан, професійна педагогіка розглядає підготовку майбутнього фахівця як цілісний процес розвитку особистості у професійній сфері, де важливими є не тільки знання та вміння, а й професійні якості, цінності та готовність до подальшого самовдосконалення [8, с. 12–18]. Автори підручника «Основи професійної освіти» також підкреслюють, що сучасна професійна освіта має бути спрямована на формування компетентного, мобільного та соціально відповідального працівника, здатного адаптуватися до змін у змісті праці та вимог

роботодавців [9, с. 24–31]. Саме ця орієнтація на практичний результат, професійну компетентність і соціальну зрілість відрізняє професійну підготовку в ліцеях від інших рівнів і типів освіти. У зв'язку з цим освітній процес у професійних ліцеях має бути побудований як система послідовного входження здобувача в майбутню професійну діяльність через навчання, вправляння, виробничу практику та професійне самовизначення.

Окремої уваги потребує той факт, що професійна підготовка у професійних ліцеях здійснюється в умовах різного рівня навчальної мотивації, пізнавальної активності та освітньої готовності здобувачів. Саме тому її організація повинна передбачати поєднання диференційованого підходу, практичної спрямованості та підтримки особистісного зростання. Це особливо важливо для професійного ліцею, де внутрішня мотивація до навчання нерідко визначається не стільки абстрактним інтересом до знань, скільки розумінням професійної перспективи, відчуттям власної спроможності та усвідомленням значущості обраного фаху.

У структурі мотиваційної готовності до професійного саморозвитку провідне місце належить саме мотиваційному компоненту, який відображає сукупність потреб, мотивів, цілей, ціннісних орієнтацій та інтересів, що визначають внутрішню спрямованість особистості на професійне зростання. У праці C. J. Bonk і M. Zhu, присвяченій self-directed online learners, підкреслено, що самоспрямоване навчання базується на внутрішній мотивації, автономії та здатності особистості підтримувати власну пізнавальну активність без постійного зовнішнього контролю [10, p. 406–412]. Це положення є важливим і для професійної освіти, оскільки професійний саморозвиток не може ґрунтуватися виключно на зовнішніх вимогах викладача чи закладу освіти. Його основою виступає внутрішня готовність здобувача бачити перспективу власного зростання, усвідомлювати значущість професії та пов'язувати особистий успіх із постійним оновленням знань і вмінь. Саме тому до змісту мотиваційного компонента слід відносити професійні інтереси, позитивне ставлення до обраного фаху, потребу в досягненні, прагнення до самореалізації, усвідомлення цінності саморозвитку та орієнтацію на майбутнє професійне становлення.

Не менш важливим складником мотиваційної готовності до професійного саморозвитку є когнітивно-усвідомлювальний компонент, що пов'язаний із розумінням здобувачем сутності професійного саморозвитку, його значення для особистісного і професійного становлення, а також способів і засобів його здійснення. У цьому контексті показовим є підхід M. S. Knowles, який пов'язує self-directed learning із готовністю особистості самостійно діагностувати власні освітні потреби, формулювати цілі, добирати ресурси та оцінювати результати просування [11]. Застосування

цього підходу до професійної освіти дає підстави вважати, що мотиваційна готовність не може бути зведена лише до емоційного бажання розвиватися. Вона передбачає також усвідомлене розуміння того, навіщо потрібен професійний саморозвиток, у яких формах він може відбуватися, які якості необхідно вдосконалювати і як саме можна відстежувати власний поступ.

Структура мотиваційної готовності охоплює також емоційно-ціннісний компонент, який виявляється у ставленні здобувача до власного професійного розвитку, переживанні успіху, інтересі до навчально-професійної діяльності, відчутті особистісної значущості досягнень і готовності вкладати зусилля у власне вдосконалення. R. F. Kizilcec і E. Schneider розглядають мотивацію як аналітичну лінзу для розуміння поведінки онлайн-учнів і доводять, що стійкість навчальної активності безпосередньо залежить від внутрішнього сенсу, який особистість надає навчанню, а також від її віри у значущість і досяжність результату [12]. Це дає підстави вважати, що професійний саморозвиток здобувача не забезпечується лише інформацією про його необхідність. Для формування відповідної готовності потрібні позитивний емоційний досвід у навчанні, ситуації успіху, відчуття поступу, підтримка професійної самооцінки та сприйняття майбутньої професії як цінної для особистого самоствердження.

Окреме місце в структурі мотиваційної готовності до професійного саморозвитку посідає діяльнісно-вольовий компонент, що виявляється у здатності особистості реалізовувати намір до самовдосконалення у конкретних діях, долати труднощі, зберігати наполегливість і доводити розпочате до результату. D. Song і C. J. Bonk у дослідженні неформального самоспрямованого онлайн-навчання доводять, що провідними чинниками навчальної продуктивності є не тільки інтерес, а й уміння самостійно планувати діяльність, керувати власною увагою, зберігати мотивацію та шукати необхідні ресурси для досягнення поставленої мети [13]. У професійному ліцеї цей компонент є особливо значущим, оскільки професійний саморозвиток неможливий без вольового зусилля, дисципліни, послідовності та готовності працювати над собою навіть у ситуаціях тимчасового зниження інтересу або виникнення труднощів.

Завершальним структурним компонентом мотиваційної готовності до професійного саморозвитку є рефлексивно-оцінний компонент, що забезпечує здатність здобувача аналізувати власні досягнення, виявляти прогалини, оцінювати ефективність обраних способів навчання і коригувати подальшу освітню та професійну траєкторію. A. Rezai, H. Shamsi та H. Bozorgian доводять, що використання онлайн-самооцінювання та метакогнітивних стратегій позитивно впливає як на академічну мотивацію, так і на результативність навчання, оскільки здобувач отримує змогу бачити

власний прогрес і відчувати контроль над процесом розвитку [14]. Для здобувачів професійних ліцеїв це означає поступове формування навичок самоаналізу, адекватної самооцінки, усвідомлення сильних і слабких сторін власної підготовки та готовності вдосконалюватися на основі отриманого досвіду. Саме цей компонент надає мотиваційній готовності завершеного характеру, оскільки забезпечує її зв'язок із саморегуляцією і довготривалою орієнтацією на професійний розвиток.

Таким чином, мотиваційна готовність до професійного саморозвитку є багатокомпонентним особистісним утворенням, у якому поєднуються мотиваційний, когнітивно-усвідомлювальний, емоційно-ціннісний, діяльнісно-вольовий та рефлексивно-оцінний компоненти. Її зміст виявляється у внутрішньому прагненні здобувача до професійного зростання, усвідомленні цінності саморозвитку, емоційно позитивному ставленні до навчально-професійної діяльності, здатності діяти послідовно та наполегливо, а також у вмінні оцінювати й коригувати власний розвиток.

Ефективна цифровізація освітнього середовища професійного ліцею можлива лише за наявності відповідних організаційно-педагогічних умов. Цифрові платформи, хмарні сервіси, гейміфіковані інструменти, електронне оцінювання та засоби самооцінки не забезпечують позитивного результату автоматично. Їхній вплив залежить від того, наскільки цілісно вони включені в освітній процес, чи відповідають педагогічним цілям, чи підтримуються методично, організаційно й психологічно.

Першою умовою є цілеспрямованість цифровізації. У професійному ліцеї цифрові інструменти повинні впроваджуватися не за принципом формального оновлення або наслідування загальних технологічних тенденцій, а відповідно до конкретних освітніх завдань. Якщо метою є підвищення мотиваційної готовності здобувачів до саморозвитку, то кожен цифровий засіб має відповідати цій меті: LMS повинна забезпечувати зрозумілу структуру навчання і бачення прогресу, хмарні сервіси мають підтримувати самостійну та групову роботу, гейміфікація повинна стимулювати активність, а діагностичні інструменти мають сприяти самооцінці й рефлексії. За відсутності такої цільової логіки цифровізація може залишитися зовнішньою, тобто такою, що змінює форму подання матеріалу, але не впливає на якість навчання. Саме тому цифровізацію доцільно планувати на рівні освітньої програми, окремих навчальних дисциплін, професійно-практичної підготовки та індивідуального супроводу здобувачів.

Другою важливою умовою є методична підготовленість педагогічних працівників. Викладач професійного ліцею в умовах цифровізації виконує не лише функцію передавання знань, а й роль проєктувальника цифрового

освітнього середовища, модератора навчальної взаємодії, консультанта й фасилітатора самостійної роботи здобувачів. У працях, присвячених цифровій компетентності педагогів, підкреслюється, що сучасний педагог має вміти добирати цифрові ресурси, створювати електронні навчальні матеріали, організовувати онлайн-комунікацію, здійснювати цифрове оцінювання і забезпечувати безпечну роботу з інформацією [15, с. 1–18]. Для професійного ліцею це означає необхідність системного підвищення цифрової компетентності викладачів і майстрів виробничого навчання. Важливо, щоб педагог не просто володів окремими сервісами, а розумів їх педагогічне призначення, умів поєднувати цифрові інструменти з практикоорієнтованими завданнями та враховував рівень цифрової готовності здобувачів. Без методичної підготовленості педагогів цифрове середовище може перетворитися на хаотичну сукупність платформ, що ускладнює навчання замість його підтримки.

Третьою умовою є забезпечення доступності та технічної стабільності цифрового середовища. У професійному ліцеї цифровізація повинна враховувати реальні можливості здобувачів, зокрема доступ до пристроїв, інтернету, цифрових ресурсів і навичок користування ними. Нерівність цифрового доступу може посилювати навчальні труднощі, знижувати мотивацію і створювати ситуації формальної участі в освітньому процесі. Саме тому заклад освіти має забезпечити мінімально необхідну цифрову інфраструктуру, зрозумілі інструкції користування платформами, технічну підтримку та можливість альтернативного доступу до матеріалів у разі технічних проблем. Організаційно-педагогічна ефективність цифровізації визначається також тим, наскільки заклад здатний зробити цифрове середовище стабільним, безпечним і доступним для всіх учасників освітнього процесу.

Четвертою умовою є педагогічно доцільне поєднання традиційних і цифрових форм навчання. Професійна освіта не може бути повністю перенесена в цифровий формат, оскільки значна частина підготовки пов’язана з практичними діями, виробничими ситуаціями, вправлянням, роботою з обладнанням і формуванням професійних навичок. Водночас цифрові інструменти можуть значно підсилити ці процеси: забезпечити попереднє ознайомлення з теоретичним матеріалом, візуалізацію алгоритмів дій, тестування готовності до практичної роботи, фіксацію результатів і рефлексію після виконання завдання. Саме тому найбільш доцільною для професійних ліцеїв є змішана модель, у якій цифрове навчання не замінює практичну підготовку, а підтримує її. Такий підхід дозволяє раціонально розподіляти освітню діяльність: інформаційний і підготовчий матеріал може опрацьовуватися через LMS, а практичні дії

відпрацьовуються в майстернях, лабораторіях або під час виробничої практики. У цьому разі цифровізація сприяє не відриву від професійної реальності, а кращій підготовці здобувача до неї.

П'ятою умовою ефективної цифровізації є мотиваційна підтримка здобувачів. У професійному ліцеї цифрове середовище повинно не лише забезпечувати доступ до матеріалів, а й підтримувати інтерес, активність і готовність здобувача до саморозвитку. Для цього доцільно використовувати інструменти, які роблять навчальний поступ видимим: прогрес-бари, електронні портфоліо, цифрові бейджі, індивідуальні рекомендації, короткі рефлексивні форми та регулярний зворотний зв'язок. Важливо, щоб здобувач бачив зв'язок між власними діями, докладеними зусиллями і результатом. Якщо цифрове середовище лише накопичує завдання без пояснення їх значення, воно не посилює мотивацію. Натомість середовище, у якому є зрозуміла структура, послідовність, підтримка і можливість оцінити власний прогрес, сприяє формуванню відповідального ставлення до навчання. У цьому полягає зв'язок цифровізації з мотиваційною готовністю до саморозвитку.

Шостою умовою є забезпечення цифрової безпеки та етичної взаємодії. У цифровому освітньому середовищі здобувачі працюють із персональними даними, електронними обліковими записами, результатами оцінювання, спільними документами й онлайн-комунікацією. Тому заклад освіти має сформувати чіткі правила користування цифровими платформами, дотримання академічної доброчесності, безпечної комунікації та відповідального ставлення до інформації. У професійному ліцеї це особливо важливо, оскільки цифрова культура є складником не лише навчальної, а й майбутньої професійної компетентності здобувача.

Безпечне цифрове середовище зменшує ризики неетичної поведінки, некоректного використання матеріалів, порушення конфіденційності або формального виконання завдань.

Водночас воно формує в здобувачів навички відповідальної цифрової поведінки, що є необхідною умовою їхнього подальшого професійного становлення.

Таким чином, цифрове освітнє середовище формується не одним інструментом, а взаємодією технічних, методичних, мотиваційних і управлінських чинників. Саме їх узгодженість забезпечує перехід від формального використання цифрових засобів до створення повноцінного розвивального середовища. За таких умов цифровізація стає не лише засобом модернізації навчання, а й чинником формування мотиваційної готовності здобувачів до саморозвитку, професійної відповідальності та безперервного вдосконалення.

Висновки. Цифровізація освітнього середовища не зводиться лише до використання технічних засобів або перенесення навчального контенту в електронний формат. Її доцільно розглядати як комплексний педагогічний процес, що охоплює змістові, організаційні, методичні, комунікативні та діагностичні зміни в освітній діяльності закладу. У такому розумінні цифрове освітнє середовище постає як інтегрована система цифрових ресурсів, платформ, сервісів, засобів взаємодії та педагогічних практик, спрямованих на підвищення доступності, гнучкості, інтерактивності й особистісної значущості навчання.

Мотиваційна готовність до професійного саморозвитку є складним інтегративним особистісним утворенням, що охоплює мотиваційний, когнітивно-усвідомлювальний, емоційно-ціннісний, діяльнісно-вольовий та рефлексивно-оцінний компоненти. Така готовність виявляється у прагненні здобувача до професійного зростання, усвідомленні значущості саморозвитку, позитивному ставленні до навчально-професійної діяльності, здатності до самоорганізації, наполегливості та оцінювання власного поступу. Для здобувачів професійних ліцеїв вона є важливою передумовою професійної мобільності, відповідальності та здатності до безперервного вдосконалення.

Організаційно-педагогічні умови цифровізації освітнього середовища професійного ліцею слід розглядати як взаємопов'язану систему чинників, що створюють умови для формування мотиваційної готовності до саморозвитку. До них віднесено: цілеспрямованість цифровізації, цифрову компетентність педагогів, доступність цифрового середовища, поєднання традиційного й цифрового навчання, мотиваційну підтримку здобувачів, безпечність і цифрову етику.

До подальших напрямів дослідження відносимо розроблення практичних рекомендації щодо побудови цифрового освітнього середовища професійного ліцею.

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ЦИФРОВА ПРОФОРІЄНТАЦІЯ ЧЕРЕЗ ВІКТОРИНИ: ДОСВІД ОПИТУВАННЯ ШКОЛЯРІВ ЗАКАРПАТТЯ

Анотація. У статті досліджено можливості використання інтерактивних цифрових сервісів у профорієнтаційній та освітній діяльності під час роботи зі старшокласниками. Особливу увагу приділено застосуванню платформи MentiMeter для проведення тематичних вікторин з математики та інформатики, а також для популяризації освітніх програм і спеціальностей у сфері природничо-математичної освіти. Актуальність дослідження зумовлена необхідністю пошуку сучасних форм взаємодії з майбутніми абітурієнтами, підвищення мотивації учнів до вивчення математичних та інформаційних дисциплін, а також удосконалення профорієнтаційної роботи в умовах цифровізації освіти.

У роботі наведено результати опитування старшокласників шкіл Закарпатської області, яке проводилося під час профорієнтаційних заходів із використанням інтерактивної онлайн-вікторини. Опитування охопило 130 учнів із п’яти закладів загальної середньої освіти. До структури вікторини входили питання про університет, а також завдання з математики та інформатики різного рівня складності. Аналіз результатів показав, що учні продемонстрували вищий рівень правильних відповідей на запитання профорієнтаційного характеру порівняно із завданнями з математики та програмування. Водночас результати опитування виявили низку типових помилок, пов’язаних із недостатнім розумінням математичних понять, особливостей програмування та логічного аналізу умов задач.

У статті проаналізовано окремі приклади відповідей учнів, що дозволило зробити висновки щодо сучасного стану підготовки старшокласників

у галузі математики та інформатики. Встановлено, що інтерактивна форма подання завдань позитивно впливає на емоційне сприйняття навчального матеріалу, сприяє залученню учнів до активної участі та створює елементи змагання й гейміфікації. Окремо розглянуто технічні можливості сервісу MentiMeter, зокрема особливості організації тестування, збору статистичних даних та їх подальшого опрацювання засобами мови програмування Python.

Практична цінність дослідження полягає у можливості використання запропонованого підходу для проведення профорієнтаційних заходів, діагностики рівня знань учнів та популяризації математичної й інформаційної освіти. Отримані результати можуть бути корисними викладачам, учителям, організаторам освітніх заходів та дослідникам у галузі цифрової педагогіки.

Ключові слова: профорієнтація, цифрові технології, MentiMeter, математика, інформатика, програмування, онлайн-вікторини, гейміфікація.

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DIGITAL CAREER GUIDANCE THROUGH QUIZZES: THE EXPERIENCE OF SURVEYING TRANSCARPATHIAN SCHOOL STUDENTS

Abstract. The article explores the possibilities of using interactive digital services in career guidance and educational activities while working with high school students. Particular attention is paid to the use of the MentiMeter platform for conducting thematic quizzes in mathematics and computer science, as well as for promoting educational programs and specialties in the field of natural and mathematical education. The relevance of the study is determined by the need to find modern forms of interaction with prospective university applicants, increase students' motivation to study mathematics and information technology disciplines, and improve career guidance activities in the context of the digitalization of education.

The paper presents the results of a survey of high school students from schools in the Transcarpathian region, conducted during career guidance events using an interactive online quiz. The survey involved 130 students from five secondary education institutions. The quiz included questions about the university as well as mathematics and computer science tasks of varying difficulty levels. The analysis of the results showed that students demonstrated a higher percentage of correct answers to career guidance questions compared to mathematics and programming tasks. At the same time, the survey results revealed a number of typical mistakes related to insufficient understanding of mathematical concepts, programming specifics, and logical analysis of problem conditions.

The article analyzes selected examples of students' answers, which made it possible to draw conclusions about the current state of high school students' preparation in mathematics and computer science. It was found that the interactive format of presenting tasks positively influences the emotional perception of educational material, encourages students' active participation, and creates elements of competition and gamification. Special attention is also paid to the technical capabilities of the MentiMeter service, including the organization of testing, collection of statistical data, and their further processing using the Python programming language.

The practical value of the study lies in the possibility of applying the proposed approach to conducting career guidance activities, diagnosing students' knowledge levels, and promoting mathematics and computer science education. The obtained results may be useful for university lecturers, school teachers, organizers of educational events, and researchers in the field of digital pedagogy.

Keywords: career guidance, digital technologies, MentiMeter, mathematics, informatics, programming, online quizzes, gamification.

Постановка проблеми. У сучасних умовах цифровізації освіти та зростання конкуренції між закладами вищої освіти особливої актуальності набуває пошук ефективних форм профорієнтаційної роботи зі школярами. Традиційні методи профорієнтації часто не забезпечують достатнього рівня залучення учнів, особливо представників покоління, яке активно користується цифровими технологіями та інтерактивними сервісами. У зв'язку з цим виникає потреба у впровадженні сучасних цифрових інструментів, здатних поєднати інформування, елементи навчання та мотиваційну складову.

Одним із перспективних напрямів є використання інтерактивних онлайн-вікторин, які дозволяють не лише поширювати профорієнтаційну інформацію, а й одночасно оцінювати рівень базових знань учнів з окремих дисциплін. Такі цифрові платформи створюють позитивний емоційний фон,

елементи змагання та швидкий зворотний зв'язок, що сприяє підвищенню зацікавленості школярів.

Особливо актуальною є проблема оцінювання ефективності подібних цифрових підходів у регіональному контексті, зокрема серед учнів Закарпатської області, де освітнє середовище характеризується мовним та культурним різноманіттям. Водночас недостатньо дослідженим залишається питання того, наскільки результати інтерактивних вікторин можуть відображати реальний рівень математичної та інформатичної підготовки учнів, а також їхню готовність до сприйняття профорієнтаційної інформації.

У зв'язку з цим постає необхідність аналізу досвіду використання цифрових вікторин у профорієнтаційній діяльності, дослідження особливостей відповідей школярів та визначення потенціалу подібних інструментів для освітньої та профорієнтаційної роботи.

Аналіз останніх досліджень і публікацій. Аналіз сучасних наукових досліджень і публікацій свідчить про зростання уваги до використання цифрових технологій та інтерактивних методів у профорієнтаційній та освітній діяльності. В умовах цифровізації освіти актуальності набувають онлайн-сервіси, які забезпечують активне залучення учнів до навчального процесу, підвищують мотивацію та створюють умови для інтерактивної взаємодії між учасниками освітнього середовища. Особливе місце серед таких інструментів займають платформи для проведення онлайн-опитувань, вікторин та інтерактивних презентацій, зокрема Mentimeter, Kahoot, Quizlet та Poll Everywhere.

У дослідженні Emma Mayhew та інші [1] розглянуто вплив інтерактивної платформи Mentimeter на навчальний процес та взаємодію між викладачами і студентами. Автори зазначають, що сучасна освіта дедалі більше орієнтується на активне та діалогічне навчання, у межах якого студенти беруть безпосередню участь у формуванні освітнього процесу.

Одним із засобів реалізації такого підходу є використання систем інтерактивного опитування, які забезпечують миттєвий зворотний зв'язок і підвищують рівень залученості учасників навчання. У роботі проаналізовано результати опитування 204 студентів різних спеціальностей щодо використання Mentimeter під час занять. Дослідники встановили, що застосування платформи позитивно впливає на мотивацію студентів, підвищує їхню активність, сприяє розвитку дискусії та створює комфортні умови для висловлення власної думки, зокрема завдяки можливості анонімних відповідей. Також відзначено, що інтерактивні інструменти дозволяють викладачам оперативно оцінювати рівень розуміння матеріалу та адаптовувати навчальний процес відповідно до потреб аудиторії. Автори наголошують, що Mentimeter є ефективним засобом реалізації елементів

активного навчання, гейміфікації та формувального оцінювання як у великих лекційних аудиторіях, так і під час роботи в малих групах. Отримані результати підтверджують доцільність використання цифрових платформ для підвищення якості освіти та розвитку сучасних інтерактивних методів навчання.

У статті Nergis Mersin та Emine Nur Akkaş [2] досліджено досвід використання інтерактивної платформи Mentimeter у дистанційному навчанні майбутніх учителів математики. Автори наголошують, що в умовах поширення онлайн-освіти особливого значення набуває пошук цифрових інструментів, здатних підтримувати активну взаємодію між викладачем і студентами та забезпечувати ефективний зворотний зв'язок під час навчального процесу. Дослідження проводилося серед студентів педагогічних спеціальностей, які вивчали математичні дисципліни в дистанційному форматі. У роботі проаналізовано ставлення студентів до використання Mentimeter під час навчальних занять, а також визначено його вплив на рівень зацікавленості, активності та мотивації учасників освітнього процесу. Результати показали, що більшість студентів позитивно оцінюють можливість використання інтерактивних опитувань, тестів і миттєвого збору відповідей під час онлайн-занять. Автори зазначають, що Mentimeter сприяє створенню більш комфортного освітнього середовища завдяки можливості анонімної участі, що знижує страх помилки та підвищує впевненість студентів у власних відповідях. Також відзначено, що інтерактивні цифрові інструменти стимулюють активну участь у навчанні, підтримують концентрацію уваги та роблять процес вивчення математики більш динамічним і цікавим. Окрему увагу приділено можливостям використання сервісу для організації формувального оцінювання та оперативного контролю рівня засвоєння навчального матеріалу. Автори підкреслюють, що використання Mentimeter у дистанційному навчанні є ефективним засобом підвищення якості математичної освіти та розвитку цифрової компетентності майбутніх учителів. Отримані результати підтверджують доцільність інтеграції інтерактивних платформ у сучасний освітній процес та їхній позитивний вплив на мотивацію й активність студентів.

У статті Muzammal Khan [3] здійснено огляд наукових досліджень, присвячених використанню інтерактивної платформи Mentimeter у сучасному освітньому процесі. Автор розглядає Mentimeter як інструмент активного навчання та підвищення залученості студентів, що набуває особливого значення в умовах цифровізації освіти та поширення дистанційного й змішаного навчання. Метою дослідження стало узагальнення наявних наукових праць щодо впливу Mentimeter на ефективність навчання,

мотивацію студентів та організацію інтерактивної взаємодії між учасниками освітнього процесу. У публікації проведено систематичний аналіз 40 наукових досліджень, опублікованих у 2010–2023 роках. Автор використовує тематичний аналіз для виявлення основних тенденцій і результатів застосування Mentimeter у різних освітніх середовищах. У статті зазначено, що інтерактивні опитування, вікторини та анонімні відповіді сприяють підвищенню активності студентів, розвитку співпраці та покращенню зворотного зв'язку під час навчання. Особливо підкреслюється роль сервісу у формувальному оцінюванні та підтримці активного навчання як у традиційних аудиторіях, так і в онлайн-курсах. Автор також звертає увагу на переваги Mentimeter для створення більш комфортного освітнього середовища, оскільки можливість анонімної участі допомагає студентам активніше висловлювати власну думку та знижує страх помилок. Водночас у роботі розглянуто й певні обмеження використання платформи, серед яких технічні труднощі, потреба у стабільному доступі до мережі Інтернет, фінансові обмеження безкоштовної версії та необхідність підготовки викладачів до ефективного використання цифрових інструментів.

У дослідженні Vallely K. та Gibson P. [4] розглядаються можливості використання інтерактивної платформи Mentimeter для підвищення ефективності навчання у великих академічних групах. Автори аналізують проблеми, пов'язані з недостатньою активністю студентів під час лекційних занять, та наголошують на необхідності впровадження цифрових інструментів, здатних забезпечити інтерактивну взаємодію між викладачем і аудиторією. Особливу увагу приділено ролі систем миттєвого опитування у формуванні активного освітнього середовища та підтримці залученості студентів до навчального процесу. У статті описано практичний досвід використання Mentimeter під час проведення занять у великих групах студентів. Автори відзначають, що інтерактивні опитування, вікторини та можливість миттєвого відображення результатів відповідей сприяють активнішій участі студентів у навчанні, покращують концентрацію уваги та стимулюють обговорення навчального матеріалу. Також наголошується, що використання цифрової платформи допомагає викладачам швидко оцінювати рівень розуміння теми та коригувати подальший хід заняття відповідно до потреб аудиторії. Результати дослідження показали, що студенти позитивно сприймають використання Mentimeter завдяки простоті роботи із сервісом, можливості анонімно відповідати на запитання та інтерактивному формату занять. Автори підкреслюють, що елементи гейміфікації та змагання підвищують мотивацію студентів і створюють більш комфортну атмосферу для навчання. Окремо зазначено, що використання інтерактивних цифрових інструментів є особливо

ефективним у великих аудиторіях, де традиційні методи організації зворотного зв'язку часто є недостатньо результативними.

У збірнику «Інтерактивні заняття профорієнтаційного спрямування»[5] узагальнено практичний досвід педагогічних працівників закладів професійної освіти щодо організації сучасної профорієнтаційної роботи з учнівською молоддю. Автори наголошують, що в умовах швидких змін на ринку праці та цифровізації освіти особливого значення набуває використання інтерактивних методів навчання, які сприяють активному залученню учнів до профорієнтаційної діяльності та формуванню їхнього усвідомленого професійного вибору. У матеріалах збірника представлено різноманітні форми профорієнтаційної роботи, зокрема тренінги, ділові ігри, інтерактивні вправи, квести, вікторини, дискусії та групові заняття. Автори підкреслюють, що використання інтерактивних методів сприяє розвитку комунікативних навичок, критичного мислення, уміння працювати в команді та підвищує мотивацію учнів до участі в освітніх заходах. Окрему увагу приділено створенню позитивного емоційного середовища, яке забезпечує ефективну взаємодію між учасниками профорієнтаційного процесу. Практичні приклади демонструють ефективність поєднання традиційних педагогічних методів із цифровими сервісами для підвищення зацікавленості учнів та розвитку їхньої професійної мотивації.

У методичних рекомендаціях «Сучасні підходи до професійної орієнтації в закладі освіти» [6] автори розглядають актуальні напрями організації профорієнтаційної роботи в умовах трансформації сучасної освіти та швидких змін на ринку праці. У роботі наголошується, що професійна орієнтація учнів повинна бути безперервним процесом, який сприяє формуванню усвідомленого професійного вибору, розвитку особистісних здібностей та адаптації молоді до сучасних соціально-економічних умов. Автори аналізують сучасні підходи до профорієнтаційної діяльності, серед яких компетентнісний, особистісно орієнтований та діяльнісний підходи. Особлива увага приділяється необхідності інтеграції цифрових технологій у профорієнтаційну роботу закладів освіти. У методичних рекомендаціях зазначено, що використання онлайн-платформ, інтерактивних вправ, електронних тестів, вікторин та інших цифрових сервісів сприяє підвищенню зацікавленості учнів, активізації їхньої участі та формуванню позитивної мотивації до професійного самовизначення. У роботі представлено практичні рекомендації щодо організації профорієнтаційних заходів у закладах освіти. Автори підкреслюють ефективність інтерактивних форм роботи, зокрема тренінгів, ділових ігор, групових обговорень, квестів та профорієнтаційних вікторин. Такі методи дозволяють створити сприятливе освітнє середовище, у якому

учні можуть активніше досліджувати власні інтереси, здібності та професійні нахили.

Окремо наголошується на важливості використання елементів гейміфікації та цифрової комунікації для підвищення ефективності профорієнтаційної діяльності. Автори також звертають увагу на необхідність співпраці між закладами освіти, роботодавцями, закладами вищої освіти та батьками учнів у процесі професійної орієнтації. У висновках зазначено, що сучасна профорієнтаційна робота має бути комплексною, інтерактивною та орієнтованою на потреби учнів, а використання цифрових технологій є важливим чинником підвищення її результативності.

У статті «Вікторини для навчання учнів та допомоги вчителям» [7] розглядаються сучасні цифрові сервіси для створення інтерактивних вікторин, тестів та онлайн-опитувань, які активно використовуються в освітньому процесі. Автори аналізують можливості таких платформ, як Mentimeter, Quizlet, Poll Everywhere та інших інструментів цифрового навчання, що забезпечують інтерактивну взаємодію між учителем та учнями. Особлива увага приділяється ролі цифрових технологій у підвищенні ефективності навчання та залученні учнів до активної участі під час занять. Зазначається, що використання онлайн-вікторин сприяє підвищенню мотивації учнів, розвитку зацікавленості до навчального матеріалу та підтримці активної комунікації в освітньому середовищі. Автори підкреслюють, що інтерактивний формат завдань дозволяє створювати елементи гейміфікації, які позитивно впливають на емоційне сприйняття навчання та стимулюють учнів до більш активної участі в освітньому процесі.

Окремо наголошується на можливості миттєвого отримання результатів і зворотного зв’язку, що допомагає вчителям оперативно оцінювати рівень засвоєння навчального матеріалу. Автори також розглядають онлайн-вікторини як сучасну альтернативу традиційному тестуванню. Використання цифрових платформ дозволяє зробити перевірку знань більш динамічною, інтерактивною та зручною як для учнів, так і для педагогів.

У статті підкреслюється, що інтерактивні сервіси можуть ефективно використовуватися як під час дистанційного, так і очного навчання, а також під час проведення позакласних і профорієнтаційних заходів. Впровадження цифрових вікторин та інтерактивних опитувань у навчальний процес сприяє розвитку сучасного освітнього середовища, підвищує ефективність навчання та підтримує формування цифрової компетентності учнів і вчителів. Отримані результати підтверджують доцільність ширшого використання інтерактивних платформ у сучасній освіті.

У сучасних дослідженнях значна увага приділяється впливу цифрових сервісів на розвиток активного навчання, формувального оцінювання та гейміфікації освітнього процесу. Дослідники відзначають, що використання інтерактивних вікторин і миттєвих опитувань позитивно впливає на рівень зацікавленості учнів, сприяє розвитку комунікації та дозволяє оперативно отримувати зворотний зв'язок щодо рівня засвоєння навчального матеріалу.

Окремі праці присвячені застосуванню цифрових платформ у профорієнтаційній роботі, де інтерактивні форми діяльності розглядаються як ефективний засіб формування професійної мотивації та залучення учнів до освітніх заходів.

Аналіз наукових і методичних джерел показує, що інтерактивні цифрові інструменти мають значний потенціал для організації сучасної профорієнтаційної роботи, однак питання використання онлайн-вікторин у поєднанні з популяризацією математичної та інформаційної освіти потребують подальшого дослідження. Це зумовлює необхідність вивчення практичного досвіду застосування цифрових сервісів під час проведення профорієнтаційних заходів серед учнівської молоді.

Мета статті полягає у дослідженні можливостей використання інтерактивних цифрових сервісів, зокрема платформи Mentimeter, у профорієнтаційній роботі зі старшокласниками, а також в аналізі результатів онлайн-вікторин з математики та інформатики як засобу оцінювання рівня підготовки учнів і популяризації математичної та інформаційної освіти.

Методи дослідження. Методи дослідження. У процесі дослідження використано комплекс загальнонаукових та емпіричних методів. Аналіз наукової та методичної літератури застосовано для вивчення сучасних підходів до використання цифрових технологій, інтерактивних вікторин і платформ онлайн-опитування в освітній та профорієнтаційній діяльності. Метод педагогічного спостереження використовувався під час проведення профорієнтаційних заходів серед старшокласників. Для збору емпіричних даних застосовано онлайн-опитування та інтерактивне тестування засобами платформи Mentimeter. Методи статистичного аналізу використано для узагальнення результатів опитування, визначення рівня правильних відповідей та виявлення типових помилок учнів. Для обробки та систематизації отриманих даних використано засоби мови програмування Python.

Виклад основного матеріалу. Сучасні тенденції розвитку освіти характеризуються активним упровадженням цифрових технологій та інтерактивних методів навчання, що спрямовані на підвищення мотивації здобувачів освіти, формування їхньої пізнавальної активності та розвиток ключових компетентностей. В умовах цифровізації освітнього середовища

особливого значення набуває використання онлайн-платформ, які забезпечують інтерактивну взаємодію між учасниками освітнього процесу та створюють умови для реалізації елементів гейміфікації, формувального оцінювання й оперативного зворотного зв'язку. Одним із перспективних напрямів такої діяльності є застосування інтерактивних вікторин у профорієнтаційній роботі зі старшокласниками.

У межах дослідження під час проведення профорієнтаційних заходів серед учнів старших класів шкіл Закарпатської області було організовано інтерактивне опитування із використанням сервісу Mentimeter. Практичний досвід показав, що використання цифрової платформи позитивно впливає на емоційне сприйняття освітнього заходу, сприяє активізації учнівської аудиторії та формує додаткову мотивацію до участі в опитуванні. Інтерактивний формат роботи, елементи змагання та миттєвий показ результатів створювали сприятливе освітнє середовище та підтримували інтерес учнів упродовж усього заходу. Важливим педагогічним аспектом було також ознайомлення учасників із правильними відповідями після кожного запитання, що забезпечувало поєднання профорієнтаційної та навчальної функцій вікторини.

Для дослідження було підготовлено інтерактивну вікторину, яка складалася з 15 запитань: 3 питання профорієнтаційного характеру щодо Закарпатського угорського університету імені Ференца Ракоці II, 6 питань з математики та 6 питань з інформатики. У дослідженні взяли участь 130 учнів старших класів із п'яти закладів загальної середньої освіти Закарпатської області.

Водночас слід зазначити, що вибірка не є репрезентативною для всього регіону, оскільки частина закладів належала до шкіл з поглибленим вивченням окремих дисциплін та шкіл із мовами навчання національних меншин (словацької та угорської).

Аналіз результатів опитування засвідчив, що найбільшу кількість правильних відповідей учні надали на питання профорієнтаційного змісту — у середньому 74 %. Результати математичних завдань становили 49 % правильних відповідей, а завдань з інформатики — 50 %. Таким чином, різниця між результатами профорієнтаційних та навчальних запитань перевищує 20 %, що свідчить про суттєво вищий рівень сприйняття інформації презентаційного та мотиваційного характеру порівняно із завданнями, які потребують застосування предметних знань і логічного аналізу. Отримані дані дозволяють зробити висновок про достатню ефективність профорієнтаційної складової заходу, водночас виявляючи окремі проблеми у рівні сформованості математичної та інформаційної компетентностей старшокласників.

Особливий інтерес з педагогічного погляду становлять типові помилки учнів, які дозволяють виявити особливості засвоєння навчального матеріалу та сформованості базових понять. Так, лише 35 % учнів правильно визначили, що конструкція «:: це коментар ::» не використовується в мовах програмування як спосіб коментування коду. Водночас 29 % опитаних обрали варіант «# це коментар», який дійсно використовується в мові Python. Це може свідчити як про часткове знайомство учнів із сучасними мовами програмування, так і про недостатній рівень системності знань у галузі алгоритмізації та програмування. Отримані результати також підтверджують наявність різних підходів до викладання програмування у школах, де поряд із Python продовжують використовуватися Pascal та C++.

Показовими є також результати математичних завдань. Лише 30 % учасників правильно визначили значення виразу $|3 - e| = 3 - e$, тоді як значна частина учнів обрала відповідь $3 + e$. Це свідчить про домінування асоціативного підходу до виконання завдань без достатнього аналізу математичного змісту виразу. Аналогічно лише 25 % учнів правильно визначили, що рівняння $x^2 + 4 = 3$ не має розв'язків. Такі результати можуть свідчити про труднощі у застосуванні теоретичних знань під час аналізу конкретних математичних ситуацій та недостатній рівень розвитку логічного мислення.

Значний інтерес викликали й результати питання щодо призначення циклу «for». Лише 22 % учнів правильно визначили його як цикл із параметром, тоді як найбільш поширеною помилковою відповіддю став варіант «умовний оператор». Це може свідчити про недостатнє розуміння базових понять алгоритмізації, а також про фрагментарність знань з інформатики у частини старшокласників. З педагогічної точки зору такі результати є важливими для подальшого вдосконалення змісту навчання та методики викладання інформатики у школі.

Окрему увагу в дослідженні приділено технічним можливостям платформи Mentimeter. Сервіс забезпечує швидку організацію інтерактивних опитувань без необхідності попередньої реєстрації учасників, що є важливою перевагою під час проведення масових профорієнтаційних заходів. Доступ до вікторини може здійснюватися за допомогою QR-коду або вебпосилання, що спрощує підключення учасників та мінімізує технічні труднощі. Для подальшої обробки результатів використовувалися засоби мови програмування Python, що дозволило автоматизувати процес аналізу статистичних даних та отримати узагальнені результати опитування.

Для окремих запитань було визначено відсоток правильних відповідей, що дозволило виявити найбільш проблемні теми. Так, лише 22

% учнів правильно визначили призначення циклу «for», 25 % правильно встановили рівняння без розв'язків, 30 % правильно обчислили значення виразу |3 − e|, а 35 % коректно визначили спосіб коментування в мовах програмування. Отримані результати демонструють недостатній рівень сформованості окремих математичних та алгоритмічних компетентностей у частини старшокласників.

Середнє арифметичне правильних відповідей для наведених чотирьох контрольних запитань становить:

$$\bar{x} = (35 + 30 + 25 + 22) / 4 = 28\ \%.$$

Отримане значення свідчить про низький рівень успішності виконання завдань, що потребують логічного аналізу та застосування базових понять математики й інформатики.

Для оцінювання варіативності результатів було обчислено стандартне відхилення:

$$s \approx 4.95.$$

Невелике значення стандартного відхилення свідчить про відносно однорідний рівень складності наведених завдань та подібний рівень підготовки учасників опитування.

Для оцінки співвідношення правильних та неправильних відповідей визначено коефіцієнт успішності:

$$K = P / 100\ \%.$$

де P — частка правильних відповідей. Для математичних завдань коефіцієнт успішності становив 0.49, а для інформатичних — 0.50, що відповідає середньому рівню засвоєння матеріалу.

Отримані статистичні результати підтверджують ефективність використання інтерактивних вікторин як засобу педагогічної діагностики. Використання цифрових інструментів, як то встроєних в платформу MentiMeter, скриптинг у Python, для отримання даних з веб сторінок MentiMeter, робота з електроннити таблицями, дозволяє оперативно отримувати кількісні показники навчальних досягнень учнів, виявляти типові помилки та визначати напрями подальшого вдосконалення змісту й методики викладання математики та інформатики.

Висновки. Проведене дослідження підтвердило доцільність використання інтерактивних цифрових сервісів у профорієнтаційній та

освітній діяльності зі старшокласниками. Використання платформи Mentimeter під час профорієнтаційних заходів сприяло підвищенню рівня залученості учнів, створенню позитивного емоційного середовища та активізації пізнавальної діяльності учасників. Інтерактивний формат вікторин, елементи гейміфікації та можливість миттєвого отримання результатів забезпечили високий рівень зацікавленості школярів і сприяли поєднанню профорієнтаційної та навчальної функцій заходу.

Аналіз результатів опитування показав, що учні продемонстрували вищий рівень правильних відповідей на питання профорієнтаційного змісту порівняно із завданнями з математики та інформатики. Дослідження також продемонструвало ефективність використання цифрових вікторин як інструменту педагогічної діагностики. Інтерактивні опитування дозволяють оперативно отримувати статистичні дані, виявляти типові труднощі у засвоєнні навчального матеріалу та адаптувати освітню діяльність відповідно до потреб учнівської аудиторії.

Практичне значення дослідження полягає у можливості використання інтерактивних онлайн-вікторин під час проведення профорієнтаційних заходів, популяризації математичної та інформаційної освіти, а також для формувального оцінювання рівня підготовки учнів. Отримані результати можуть бути корисними педагогам, викладачам, організаторам профорієнтаційної роботи та дослідникам у галузі цифрової педагогіки.

Перспективи подальших досліджень пов’язані з розширенням вибірки учасників, удосконаленням структури інтерактивних завдань, дослідженням впливу гейміфікації на навчальну мотивацію учнів та розробкою методичних рекомендацій щодо використання цифрових платформ у профорієнтаційній діяльності закладів освіти.

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ТЕОРЕТИЧНІ АСПЕКТИ ФОРМУВАННЯ НАЦІОНАЛЬНОГО СВІТОГЛЯДУ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ ЗАСОБАМИ МУЗЕЄЗНАВСТВА

Анотація. У статті обґрунтовано теоретичні засади використання музеєзнавства як засобу формування національного світогляду майбутніх учителів початкових класів у системі фахової передвищої освіти педагогічного профілю. Актуальність порушеної проблеми зумовлена потребою підготовки педагога, здатного працювати з культурною спадщиною, національною пам'яттю, регіональною історією та музейними ресурсами у професійній діяльності. Розкрито сутність музеєзнавства як інтегративної галузі наукового знання, що поєднує історію музейної справи, теорію музейного предмета, музейну педагогіку, експозиційно-комунікативну діяльність і практику збереження культурної спадщини. Доведено, що музейне середовище має значний виховний потенціал, оскільки забезпечує безпосередній контакт здобувача освіти з автентичними предметами національної культури, активізує історичне мислення, емоційно-ціннісне ставлення до спадщини та усвідомлення спадкоємності поколінь. Схарактеризовано інституційний, комунікаційний, освітній, наративний та антропологічний підходи до тлумачення сутності музею. Визначено педагогічну значущість музейного предмета як матеріального носія культурної пам'яті, історичного досвіду й національних цінностей. Окреслено можливості використання шкільних, коледжних, краєзнавчих, етнографічних, історичних, художніх, літературних і меморіальних музеїв у професійній підготовці майбутніх учителів початкових класів. Акцентовано на сучасних викликах музейно-педагогічної роботи, пов'язаних із повномасштабною війною, деколонізацією культурного простору та цифровізацією музейної комунікації. Сформульовано принципи використання музеєзнавства у формуванні національного світогляду майбутніх учителів початкових класів: культуроцентричність, автентичність, регіональність, спадкоємність, професійна релевантність і критична рефлексія.

Ключові слова: музеєзнавство, музейна педагогіка, національний світогляд, майбутній учитель початкових класів, музейний предмет, культурна спадщина, фахова передвища освіта, національна ідентичність.

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MUSEOLOGY AS A MEANS OF FORMING THE NATIONAL WORLDVIEW OF FUTURE PRIMARY SCHOOL TEACHERS

Abstract. The article substantiates the theoretical foundations of using museology as a means of forming the national worldview of future primary school teachers in the system of professional pre-higher pedagogical education. The relevance of the problem is determined by the need to train a teacher capable of working with cultural heritage, national memory, regional history and museum resources in professional activity. Museology is interpreted as an integrative field of scientific knowledge that combines the history of museum work, the theory of the museum object, museum pedagogy, exhibition and communicative activity, and the practice of preserving cultural heritage. The article proves that the museum environment has considerable educational potential, since it provides direct contact between students and authentic objects of national culture, activates historical thinking, emotional and value-based attitude to heritage, and awareness of intergenerational continuity. The institutional, communicative, educational, narrative and anthropological approaches to understanding the essence of the museum are characterized. The pedagogical significance of the museum object as a material carrier of cultural memory, historical experience and national values is determined.

The article outlines the possibilities of using school, college, local history, ethnographic, historical, art, literary and memorial museums in the professional training of future primary school teachers. Attention is paid to modern challenges of museum-pedagogical work related to the full-scale war, decolonization of the cultural space and digitalization of museum communication. The principles of using museology in the formation of the national worldview of future primary school teachers are formulated, namely culture-centeredness, authenticity, regionality, continuity, professional relevance and critical reflection. It is concluded that the integration of museology into pedagogical training strengthens the worldview component of professional education and prepares future teachers for the meaningful use of museum resources in primary school.

Keywords: museology, museum pedagogy, national worldview, future primary school teacher, museum object, cultural heritage, professional pre-higher education, national identity.

Постановка проблеми. Підготовка майбутнього вчителя початкових класів відбувається в умовах переосмислення змісту національного виховання, ролі культурної спадщини в освітньому процесі та відповідальності педагога за передавання молодшому поколінню історичної пам'яті українського народу. Початкова школа закладає основи ціннісного ставлення дитини до рідної мови, культури, традицій, місцевої історії, символічного простору держави. Тому професійна підготовка майбутнього вчителя потребує таких освітніх ресурсів, які поєднують наукове знання, емоційно насичений досвід і практичну педагогічну дію.

На нашу думку, музеєзнавство належить до засобів, що здатні істотно посилити світоглядну складову професійної підготовки педагога, звертаючись до музейного предмета як автентичного носія історичної, культурної та ціннісної інформації. На відміну від суто текстового вивчення минулого, музейне середовище забезпечує зустріч людини з матеріальними свідченнями життя попередніх поколінь. Такий досвід активізує пізнання, емоційне переживання, ціннісне самовизначення й готовність до збереження спадщини.

Проблема формування світогляду набуває особливої актуальності в умовах повномасштабної війни проти України, коли культурна спадщина стала одним із об'єктів цілеспрямованого знищення, привласнення та спотворення. У цих обставинах музеї виконують функцію збереження національної пам'яті, документування втрат, протидії колоніальним наративам, утвердження української історичної суб'єктності. Майбутній учитель початкових класів повинен бути готовим до педагогічного використання музейних ресурсів, роботи з локальною історією та формування в дітей поваги до культурної спадщини як складової національного буття.

Аналіз останніх досліджень і публікацій. Теоретичні засади музеєзнавства в українському науковому просторі висвітлено, зокрема, у працях О. Гайдай, яка розглядає музеєзнавство як навчальну дисципліну, спрямовану на формування теоретичних знань і практичних навичок із питань музейної справи [1, с. 4]. Дослідниця розкриває зміст курсу «Музеєзнавство», його зв'язок із музейною практикою, фондовою, експозиційною та культурно-освітньою діяльністю. Педагогічний вимір музейної діяльності ґрунтовно представлено в дослідженні О. Караманова, який обґрунтував теорію і практику педагогічної діяльності музеїв у сучасному освітньому просторі України, зокрема моделі співпраці

викладача, учителя та музейного педагога в експозиційному середовищі [2, с. 9]. Праця автора має принципове значення для використання музею як активного учасника освітнього процесу, а не тільки як місця збереження предметів.

Питання зв'язку музейної педагогіки з формуванням національної та громадянської ідентичності здобувачів освіти висвітлено у статті О. Сокуренко. Авторка доводить доцільність застосування музейної педагогіки в утвердженні української національної ідентичності та наголошує на значенні музейних уроків і занять у сучасній освітній практиці [3, с. 96]. Практичні аспекти музейної роботи розкрито у навчальному посібнику В. Лавренко, де систематизовано основи практичного музеєзнавства, зокрема питання музейного предмета, фондової діяльності, експозиційної роботи та музейної комунікації [4, с. 7]. Освітній і персоналістичний вимір української музейної справи досліджує О. Міхно, який аналізує внесок українських педагогів у становлення музейної справи, інституціоналізацію музеїв та розвиток їхньої освітньої функції [5, с. 107].

Міжнародний контекст розуміння музею задає сучасне визначення ICOM, згідно з яким музей постає як неприбуткова постійна інституція на службі суспільства, що досліджує, збирає, зберігає, інтерпретує та експонує матеріальну й нематеріальну спадщину [6]. Правові засади музейної діяльності в Україні визначає Закон України «Про музеї та музейну справу», де музей окреслено як науково-дослідний і культурно-освітній заклад, створений для вивчення, збереження, використання та популяризації музейних предметів і колекцій [7].

Наявні дослідження створюють достатню наукову основу для розуміння музею як освітньо-культурної інституції. Водночас, проблема використання музеєзнавства саме як засобу формування національного світогляду майбутніх учителів початкових класів у системі фахової передвищої освіти ще не набула цілісного теоретичного обґрунтування. Потребують уточнення змістові, методичні та принципові засади такої підготовки, її зв'язок із професійною ідентичністю майбутнього педагога та його готовністю працювати з музейними ресурсами у початковій школі.

Мета статті. Метою статті є обґрунтування теоретичних засад використання музеєзнавства як засобу формування національного світогляду майбутніх учителів початкових класів у системі фахової передвищої освіти.

Виклад основного матеріалу. Музеєзнавство в сучасному науковому розумінні постає як інтегративна галузь знання, що охоплює історію музейної справи, теорію музею, музейне джерелознавство, основи фондової й експозиційної роботи, музейну педагогіку, культурно-освітню діяльність

і практику збереження спадщини. Його міждисциплінарний характер зумовлений зв'язком з історією, культурологією, етнографією, педагогікою, психологією, мистецтвознавством, джерелознавством та іншими гуманітарними галузями. Для підготовки майбутнього вчителя початкових класів така інтегративність має особливе значення, оскільки педагогічна діяльність у початковій школі також передбачає поєднання знань про дитину, культуру, суспільство, мову, традицію та ціннісний досвід народу.

Історичний розвиток музеєзнавства пов'язаний із поступовим переходом від протомузейних форм збирання рідкісних предметів до становлення музею як наукової, культурної та освітньої інституції. Українська музейна справа формувалася в тісному зв'язку з просвітницькими ініціативами, діяльністю педагогів, наукових товариств, меценатів і культурних діячів, тому українське музейництво доцільно розглядати не тільки як галузь збереження матеріальних пам'яток, а як важливий чинник національного самопізнання.

У радянський період музейні експозиції зазнавали ідеологічного тиску, що призводило до витіснення або спотворення багатьох українських наративів.

Після відновлення незалежності України музеї поступово повертають собі роль простору автентичної національної пам'яті.

Ключовою категорією музеєзнавства є музейний предмет, педагогічна цінність якого полягає в поєднанні документальної та знакової функцій. Документальна функція пов'язана з фіксацією певного історичного, культурного або природного факту, знакова функція виявляється у здатності предмета передавати смисли, символи, цінності й культурні коди.

У формуванні національного світогляду особливого значення набувають предмети української культурної спадщини: вишивка, рушники, писанки, народний одяг, кераміка, стародруки, документи визвольних змагань, особисті речі видатних українців, матеріали з історії освіти та локальні краєзнавчі експонати.

Майбутній учитель має опанувати способи педагогічного використання музейного предмета. У роботі з молодшими школярами він може стати основою бесіди, джерелом спостереження, матеріалом для навчального завдання, ядром творчого проєкту, приводом для родинного дослідження або засобом формування поваги до місцевої історії. У підготовці самого вчителя робота з предметом розвиває уважність до деталей, здатність поєднувати факт і контекст, уміння бачити в одиничному об'єкті ширший культурний зміст.

Осмислення музею як засобу формування національного світогляду потребує врахування кількох концептуальних підходів.

У рамках ***інституційного підходу*** музей розглядають як соціокультурну установу з визначеними суспільними функціями, де майбутній учитель усвідомлює музей як частину культурної інфраструктури держави, що діє на правових, етичних і наукових засадах. Законодавче визначення музею акцентує його науково-дослідну й культурно-освітню функції, що безпосередньо пов'язує музейну справу з освітнім процесом [7].

Комунікаційний підхід тлумачить музей як особливий простір смислотворення, у якому взаємодіють музейний предмет, експозиція, музейний працівник, педагог і відвідувач. У такому розумінні музей перестає сприйматися як пасивне місце збереження речей минулого. Він постає як жива культурно-освітня система, де кожен експонат набуває значення через включення у певний історичний, соціальний, національний і педагогічний контекст. Музейний предмет сам по собі зберігає матеріальне свідчення минулого, однак його виховний і світоглядний потенціал розкривається лише тоді, коли навколо нього вибудовується змістовна комунікація.

Саме тому для майбутнього вчителя початкових класів важливо сформувати вміння організовувати педагогічний діалог довкола експонату, пов'язуючи предмет із конкретною історичною подією, культурним явищем, персоналією, народною традицією або морально-ціннісною проблемою.

Сутність музейної композиції полягає у створенні ситуації осмислення, коли студент поступово переходить від зовнішнього споглядання предмета до розуміння його культурного значення. У цьому процесі важливими є інтерпретація, зіставлення, постановка запитань, виявлення зв'язків між минулим і сучасністю, між особистим досвідом відвідувача і колективною пам'яттю народу. Для майбутнього педагога це означає потребу володіти методикою побудови запитань, що спонукають учня до власного відкриття. Наприклад, під час розгляду вишитого рушника вчитель може звернути увагу не тільки на орнамент чи техніку виконання, а й на його місце в родинному житті, обрядовій культурі, пам'яті поколінь. У такий спосіб музейний предмет стає джерелом розмови про спадкоємність, працю, красу, родину, рідний край і національну традицію. Національна свідомість формується, коли людина бачить у музейному предметі слід життя спільноти, до якої вона належить. Отже, комунікаційний підхід дає змогу перетворити музейне заняття на простір особистісного входження в національну культуру.

Функція ***освітнього підходу*** полягає в утвердженні музею як середовища неформального навчання, яке ґрунтується на безпосередній взаємодії студента з предметом, простором, розповіддю, візуальними

образами, документами, архітектурою, звуковим тлом і людськими історіями. Музей створює ситуацію, у якій знання постає в конкретній, зримій і емоційно насиченій формі, що робить музейне середовище особливо цінним для підготовки майбутнього вчителя початкових класів, адже педагог початкової школи працює з дітьми, для яких предметність, образність і емоційна виразність є природними шляхами пізнання світу.

Музейне заняття, екскурсія, практикум, дослідницьке завдання або виставковий проєкт створюють умови для органічного поєднання пізнавального й емоційного досвіду. Студент дізнається про певну історичну подію чи культурну традицію, бачить її матеріальні свідчення, відчуває атмосферу епохи, співвідносить окремий предмет із людською долею та ширшим історичним процесом. Така єдність пізнання і переживання відповідає природі творення національного світогляду, який охоплює знання про націю, ціннісне ставлення до неї, емоційну причетність до її історії та готовність діяти відповідно до переконань.

У системі фахової передвищої освіти педагогічний потенціал музею можна реалізувати через різні форми роботи. Екскурсія дає змогу сформувати загальне уявлення про історико-культурну тему; музейне заняття поглиблює окремий аспект цієї теми; практикум навчає працювати з джерелом, описувати предмет, ставити дослідницькі запитання; проєктна діяльність формує здатність самостійно добирати матеріал, структурувати його і презентувати для певної аудиторії. Для майбутнього вчителя особливо важливо, щоб така діяльність не обмежувалася роллю відвідувача: студент має поступово переходити до ролі організатора музейно-педагогічної взаємодії, зокрема готувати фрагменти екскурсій, добирати завдання для молодших школярів, створювати дидактичні матеріали, моделювати бесіди біля експоната, продумувати способи емоційного залучення дітей до сприйняття культурної спадщини тощо.

Наративний підхід дає змогу розглядати музей як простір культурно-історичної розповіді, де кожна експозиція вибудовує певний спосіб бачення минулого, визначає логіку розташування подій, постатей, символів і речових свідчень. Через добір експонатів, порядок їх розміщення, пояснювальні тексти, освітлення, маршрут руху, композиційні акценти музей формує певну оповідь про історію, культуру, людину і спільноту.

У контексті підготовки майбутнього вчителя початкових класів наративний підхід має безпосереднє практичне значення, оскільки педагог має навчитися бачити, які смисли закладено в експозиції, які події подано як визначальні, які постаті репрезентують національний досвід, які елементи культурної пам'яті потребують додаткового пояснення тощо. Це вміння особливо потрібне в умовах деколонізації українського освітнього та

культурного простору, коли багато усталених інтерпретацій минулого потребують критичного перегляду.

Майбутній учитель повинен уміти розрізняти національно значущий зміст і залишки колоніальних або ідеологічно спотворених схем, що тривалий час впливали на трактування української історії, культури, освіти, літератури й мистецтва.

Наративність музею важлива ще й тому, що вчитель початкових класів сам постійно працює з розповіддю. У початковій школі знання часто входить до свідомості дитини через історію, образ, приклад, життєву ситуацію. Музейний матеріал надає педагогові багатий ресурс для створення таких розповідей. Історія старої книги може стати розповіддю про освіту і грамотність; козацька люлька або шабля можуть відкрити розмову про оборону рідної землі; народна іграшка здатна наблизити дитину до світу традиційного дитинства; лист, світлина чи особиста річ учителя минулого можуть стати основою для осмислення педагогічного служіння. Усе це допомагає формувати у молодших школярів не сухе уявлення про минуле, а живе відчуття причетності до історії свого народу.

Разом із тим наративний підхід вимагає від майбутнього педагога критичності. Музейна розповідь завжди кимось створена, вона має свого автора, задум, межі, акценти й замовчування. Тому студент має навчитися не тільки сприймати готовий музейний наратив, а й аналізувати його. Важливо з'ясовувати, чому саме ці предмети обрано для експозиції, які зв'язки між ними вибудовано, чия позиція представлена найвиразніше, як пояснити матеріал дітям молодшого шкільного віку без втрати науковості.

Антропологічний підхід презентує музей як місце зустрічі з досвідом, утіленим у речах, а музейний предмет постає слідом праці, творчості, віри, боротьби, побуту й духовного життя людини. Кожна річ у музеї має людський вимір: хтось її створив, використовував, зберіг, передав, втратив або врятував. Саме цей людський вимір робить музейний предмет особливо промовистим, бо через нього відвідувач торкається конкретного життя.

Для формування національного світогляду це надзвичайно важливо, бо нація постає як спільнота людей, їхніх доль, зусиль, втрат, перемог, традицій і морального вибору.

Для майбутнього вчителя початкових класів антропологічна перспектива є особливо продуктивною, оскільки молодші школярі найкраще сприймають складні історико-культурні смисли через конкретний образ, предмет, життєву історію та емоційно зрозумілу ситуацію. Дитині легше зрозуміти історію через долю людини чи через річ. Стара вишиванка може розповісти про працю матері й красу родинної традиції, шкільний зошит минулого століття про прагнення до знань, а дерев'яна іграшка про

дитинство попередніх поколінь. Такі предмети допомагають дитині побачити в історії живих людей, а не просто дати і події.

Антропологічний підхід також посилює виховну функцію музею, оскільки вводить студента у простір морального осмислення, яке вимагає переконливих людських прикладів, зрозумілих образів і довіри до реального досвіду попередніх поколінь. Музей у цьому разі стає місцем, де національна культура говорить мовою речей, а педагог допомагає дитині зрозуміти цю мову.

Отже, комунікаційний, освітній, наративний та антропологічний підходи у сукупності дають змогу цілісно осмислити музей як важливий засіб формування національного світогляду майбутнього вчителя початкових класів. Важливо, щоб ці підходи поєднувалися в єдиній системі підготовки майбутнього вчителя. Саме тоді музеєзнавство стає повноцінним педагогічним ресурсом, здатним формувати знання, цінності, емоційну причетність і професійну готовність до передавання національно-культурного досвіду молодшим поколінням.

Музейна педагогіка поєднує музеєзнавчі, педагогічні та психологічні знання, спрямовані на організацію освітньо-виховної взаємодії в музейному середовищі. У системі фахової передвищої освіти педагогічного профілю музейна педагогіка має виконувати дві взаємопов'язані функції. Перша полягає у формуванні національного світогляду самого майбутнього вчителя, а друга передбачає його підготовку до використання музейних ресурсів у майбутній професійній діяльності. До такої підготовки доцільно включати тематичні екскурсії, музейні заняття, практикуми з опису музейного предмета, підготовку студентських міні-експозицій, створення екскурсійних маршрутів для молодших школярів, розроблення дидактичних матеріалів на основі музейних колекцій, дослідницькі завдання з історії рідного краю, проєкти зі збереження родинної пам'яті. Такі форми роботи забезпечують перехід від пасивного сприймання експозиції до активної педагогічної дії.

Шкільні та коледжні музеї мають особливе значення для професійної підготовки майбутніх учителів початкових класів. Коледжний музей дає змогу здобувачам освіти осмислити історію власного закладу, традиції регіональної педагогічної школи, постаті викладачів і випускників, які зробили внесок у розвиток освіти. У такому просторі формується професійна ідентичність майбутнього вчителя, його причетність до педагогічної традиції та розуміння власної ролі в її продовженні. Шкільний музей, зі свого боку, постає як майбутній простір професійної діяльності, у якому педагог може організовувати пошукову, краєзнавчу, патріотично-виховну й проєктну роботу з учнями.

Краєзнавчі музеї мають виразний потенціал для формування національного світогляду, оскільки поєднують загальноукраїнський історико-культурний зміст із конкретним регіональним досвідом. Через локальну історію Студент наближається до ширшого розуміння нації, бачить українську культуру як живу сукупність місцевих традицій, людських доль, пам'яток, подій і спільнот.

Етнографічні музеї поглиблюють знання про народну культуру, обрядовість, ремесла, побут, фольклор і традиційне мистецтво.

Літературні та меморіальні музеї відкривають персоналістичний вимір національної культури, формуючи зв'язок із постатями, які визначали духовний розвиток України.

Сучасні виклики актуалізують нові аспекти музеєзнавчої підготовки майбутнього педагога. Повномасштабна війна зумовила руйнування музейних об'єктів, втрати колекцій, потребу в евакуації, документуванні та захисті спадщини. Для майбутнього вчителя це означає необхідність виховання відповідального ставлення до культурної пам'яті як до складової національної безпеки. Деколонізація музейного простору вимагає критичного перегляду усталених наративів, повернення українських імен, осмислення травматичних сторінок історії та подолання імперських схем у представленні минулого.

Цифровізація відкриває доступ до віртуальних музеїв, електронних каталогів, онлайн-екскурсій і мультимедійних ресурсів, однак не скасовує цінності безпосереднього контакту з автентичним предметом.

З огляду на це музеєзнавство в системі підготовки майбутнього вчителя початкових класів доцільно розглядати як цілісний педагогічний ресурс. Його зміст має охоплювати історію музейної справи, основи теорії музеєзнавства, поняття музейного предмета, засади музейної педагогіки, типологію музеїв, основи експозиційної та фондової роботи, музейну комунікацію, методику організації музейних занять для дітей молодшого шкільного віку. Практична частина має передбачати відвідування музеїв, аналіз експозицій, виконання дослідницьких завдань, створення студентських музейно-педагогічних проєктів і розроблення матеріалів для початкової школи.

Ефективність використання засобів музеєзнавства у формуванні національного світогляду майбутніх учителів початкових класів залежить від дотримання низки принципів:

- культуроцентричності (передбачає опертя на національну культурну спадщину як змістове ядро музейно-педагогічної роботи);
- автентичності (орієнтує на контакт із реальними предметами, документами, пам'ятками й місцями пам'яті);

- регіональності (забезпечує зв'язок загальнонаціонального змісту з історією конкретної місцевості);
- спадкоємності (спрямовує освітній процес на усвідомлення зв'язку поколінь);
- професійної релевантності (вимагає прямого зв'язку музеєзнавчої підготовки з майбутньою діяльністю вчителя початкових класів);
- критичної рефлексії (формує здатність осмислювати музейні наративи, розпізнавати ідеологічні нашарування та вибудовувати педагогічно відповідальну інтерпретацію культурного матеріалу).

Висновки. Музеєзнавство є дієвим засобом формування національного світогляду майбутніх учителів початкових класів, оскільки поєднує наукове знання про культурну спадщину, безпосередній контакт із музейним предметом, емоційно-ціннісне переживання національної пам'яті та практичну підготовку до педагогічної діяльності. Його потенціал виявляється на когнітивному, ціннісному, емоційному, рефлексивному й діяльнісному рівнях. Інтеграція музеєзнавства в систему фахової передвищої освіти педагогічного профілю дає змогу посилити світоглядну складову професійної підготовки майбутнього вчителя, сформувати його здатність працювати з культурною спадщиною, організовувати музейно-педагогічну діяльність у початковій школі та виховувати в учнів повагу до української історії, культури й національної пам'яті.

Подальші дослідження доцільно спрямувати на розроблення педагогічних умов, методичної моделі та діагностичного інструментарію для оцінювання сформованості національного світогляду майбутніх учителів початкових класів засобами музеєзнавства.

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СТРУКТУРА ТА МЕХАНІЗМИ ПРОСОДИЧНОЇ ОРГАНІЗАЦІЇ МОВЛЕННЯ У ДІТЕЙ ДОШКІЛЬНОГО ВІКУ З ДИЗАРТРІЄЮ

Анотація. У статті досліджуються структурно-функціональні характеристики просодичної організації мовлення у дітей дошкільного віку з діагнозом дизартрія. Дизартрія – це неврологічний розлад мовлення, спричинений ураженням центральної або периферійної нервової системи, що призводить до порушення м'язового контролю мовленнєвого апарату. Просодія – супрасегментний рівень мовлення, що охоплює інтонацію, мелодійний контур, темп, ритм, паузацію та наголос, – відіграє ключову роль у комунікативній та експресивній функціях мови. У дітей із дизартрією просодичні компоненти належать до найстійкіше порушених аспектів вербальної комунікації, проте порівняно з артикуляційними дефектами вони залишаються менш дослідженими.

У цій роботі систематизовано сучасні теоретичні та емпіричні дані щодо структури просодичних порушень у дітей дошкільного віку з різними формами дизартрії, зокрема зі стертою (мінімальною) формою, яка є найпоширенішою в цій віковій групі. У статті описано нейромоторні механізми, що лежать в основі просодичних розладів: порушення мовленнєвого дихання, фонації, резонансу та артикуляції – усі вони зумовлюють зміни мелодико-ритмічного оформлення мовлення. Аналіз

наукової літератури свідчить про те, що діти з дизартрією, як правило, демонструють монотонне мовлення, знижену варіативність висоти та гучності голосу, порушену темпо-ритмічну організацію, неадекватне використання пауз і труднощі з постановкою логічного наголосу. Ці особливості суттєво знижують розбірливість мовлення та його комунікативну ефективність.

У статті також окреслено напрями корекційно-логопедичної роботи, спрямованої на формування просодичних компонентів мовлення у дітей дошкільного віку з дизартрією, з акцентом на інтеграцію логоритміки, дихальних вправ та інтонаційних методик.

Окреслено перспективи подальших досліджень у вигляді розробки та апробації методик корекційно-логопедичної роботи з формування просодичних компонентів мовлення у дітей дошкільного віку з дизартрією, зокрема на основі інтегрованого застосування логоритміки, дихальних вправ та інтонаційного тренінгу.

Ключові слова: дизартрія; просодія; інтонація; мелодика мовлення; дошкільний вік; логопедична корекція; мовленнєві порушення; просодичні компоненти.

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STRUCTURE AND MECHANISMS OF PROSODIC SPEECH ORGANIZATION IN PRESCHOOL CHILDREN WITH DYSARTHRIA

Abstract. The article examines the structural and functional characteristics of prosodic speech organization in preschool-aged children diagnosed with

dysarthria. Dysarthria is a neurological speech disorder caused by damage to the central or peripheral nervous system, resulting in impaired muscular control of the speech apparatus. Prosody – the suprasegmental level of speech encompassing intonation, melodic contour, tempo, rhythm, pausing, and stress – plays a critical role in the communicative and expressive functions of language. In children with dysarthria, prosodic components are among the most persistently affected aspects of verbal communication, yet they have received comparatively less research attention than articulatory deficits.

This study systematizes current theoretical and empirical data on the structure of prosodic disturbances in preschool children with various forms of dysarthria, including the erased (minimal) form that is most prevalent in this age group.

The article describes the neuromotor mechanisms underlying prosodic impairments: disruptions in respiratory support, phonation, resonance, and articulation all contribute to altered melodic and rhythmic patterns of speech. The analysis of scientific literature demonstrates that children with dysarthria typically exhibit monotone speech, reduced variability of pitch and loudness, disturbed tempo-rhythmic organization, inadequate pausing strategies, and difficulties with placement of logical stress.

These features significantly hinder intelligibility and communicative effectiveness. The article also outlines directions for corrective speech therapy work aimed at forming prosodic speech components in preschool children with dysarthria, with emphasis on the integration of logorhythmics, breathing exercises, and intonation-based techniques.

Prospects for further research are outlined in the form of development and testing of methods of correctional and speech therapy work on the formation of prosodic components of speech in preschool children with dysarthria, in particular, based on the integrated use of logorhythmics, breathing exercises, and intonation training.

Keywords: dysarthria; prosody; intonation; speech melody; preschool age; speech therapy correction; speech disorders; prosodic components.

Постановка проблеми. Мовленнєвий розвиток дітей дошкільного віку є одним із ключових показників їхньої готовності до навчання, соціальної інтеграції та загального пізнавального розвитку. Серед мовленнєвих порушень особливе місце посідає дизартрія – розлад, зумовлений органічним ушкодженням нервової системи та що проявляється у комплексних порушеннях звуковимовної та просодичної сторін мовлення.

Просодична організація мовлення забезпечує його комунікативну повноцінність, виконуючи функції диференціації висловлювань за метою та

емоційним забарвленням. Попри очевидну значущість просодії для ефективного спілкування, ця сторона мовлення при дизартрії залишається недостатньо вивченою порівняно зі звуковимовними порушеннями. Дефіцити просодичного оформлення мовлення у дошкільників з дизартрією суттєво знижують якість їхньої комунікації та потребують систематичного корекційного втручання.

Актуальність дослідження визначається необхідністю поглибленого вивчення структури та механізмів просодичних порушень при дизартрії як теоретичного підґрунтя для розробки ефективних методик корекційно-логопедичної роботи.

Аналіз основних досліджень і публікацій. Проблема дизартрії та її прояви в дошкільному віці висвітлюється у роботах багатьох вітчизняних учених. А. Голуб [2; 3] досліджує актуальні проблеми діагностики та корекції мовлення при різних формах дизартрії у дітей старшого дошкільного віку, акцентуючи увагу на необхідності диференційованого підходу до логопедичної роботи. Н. Диль-Костіна [4] розкриває особливості логопедичної роботи з усунення дизартричних порушень, підкреслюючи важливість комплексного впливу.

В. Кондратенко, Ю. Волошина [5] аналізують особливості мовленнєвого розвитку дітей дошкільного віку з дизартрією, висвітлюючи специфіку порушень у моторній, фонетичній та лексико-граматичній сферах. С. Конопляста [6] приділяє значну увагу розвитку сенсомоторного рівня мовленнєво-рухової організації у дітей зі стертою дизартрією, що є теоретичним підґрунтям для розуміння просодичних механізмів.

Питання диференційної діагностики дислалії та мінімальних проявів дизартрії досліджує Ю. Рібцун [7], розмежовуючи ці порушення за критерієм наявності неврологічної симптоматики. Л. Стахова та М. Чернякова [9] детально описують особливості формування просодичних компонентів мовлення у дітей зі стертою формою дизартрії, виділяючи порушення темпу, ритму та інтонаційної виразності як провідні дефекти.

Н. Руденко та Т. Перепечай [8] розглядають можливості корекції просодичної сторони мовлення у дітей з дизартрією засобами логоритміки, демонструючи ефективність інтегрованих підходів. В. Галущенко та Н. Покровецька [1] вивчають особливості розвитку інтонаційної сторони мовлення у дітей з дизартрією, констатуючи стійкий дефіцит інтонаційного диференціювання. Ю. Тубичко [10] та М. Шавкуненко [11] пропонують комплексні підходи до корекції мовленнєвих порушень при стертій дизартрії.

Незважаючи на значну кількість публікацій, питання системного аналізу структури та нейромоторних механізмів просодичних порушень при

дизартрії у дошкільному віці залишається відкритим і потребує подальшого вивчення.

Мета статті – розкрити структуру та механізми просодичної організації мовлення у дітей дошкільного віку з дизартрією на основі аналізу сучасних наукових джерел і систематизації теоретичних та практичних даних.

Виклад основного матеріалу. Просодія як лінгвістичне явище охоплює надсегментні характеристики мовлення, що не прив'язані до конкретних звуків, а поширюються на більші одиниці – склади, слова, фрази та висловлювання. До структурних компонентів просодії відносять: мелодику (зміни основного тону голосу), динаміку (інтенсивність звука), темп (швидкість вимовлення), ритм (чергування наголошених і ненаголошених складів), паузацію (розподіл пауз у мовленнєвому потоці) та тембр (якісне забарвлення голосу).

При дизартрії просодична система порушується внаслідок органічного ураження мозкових структур, відповідальних за регуляцію мовленнєво-рухових актів. Нейромоторні механізми просодичної організації мовлення забезпечуються злагодженою роботою кіркових, підкіркових та стовбурових структур мозку, а також системою периферичних черепно-мозкових нервів. Порушення будь-якої ланки цього складного механізму призводить до характерних змін просодичного оформлення мовлення.

Дихання є базовою фізіологічною функцією, що забезпечує енергетичну основу мовлення. У дітей з дизартрією спостерігається переважно ключичний або грудний тип дихання, недостатня тривалість мовленнєвого видиху, слабкий повітряний струмінь. Це зумовлює вкорочення фраз, нераціональний розподіл видиху, порушення темпо-ритмічної організації висловлювання. Фонаторні порушення проявляються у зміні якості голосу: він може бути тихим, хрипким, назалізованим або монотонним – залежно від форми дизартрії та локалізації ураження.

Аналіз наукової літератури свідчить, що у дошкільників з дизартрією найбільш стійкими є порушення мелодичного компоненту мовлення. В. Галущенко та Н. Покровецька констатують, що «логопедична робота при стертій формі дизартрії реалізується з урахуванням симптоматики розладів фонетичної сторони мови, характеру порушень звуковимови, рівня сформованості мовленнєвих та немовленнєвих функцій, зони найближчого розвитку, механізмів та структури мовленнєвого дефекту, індивідуальних особливостей дитини. Для дітей зі стертою дизартрією головним напрямом роботи стало формування та вдосконалення мовденнєвої моторики, нормалізація мовленнєвого дихання та просодичних компонентів мовлення, координація мовлення та рухів, розвиток загальної моторики» [1, С. 166-167].

Темпо-ритмічні порушення при дизартрії виявляються у вигляді прискореного або уповільненого темпу мовлення, порушення ритмічного малюнку слів (помилкового наголошення складів), аритмії та скандованості. Л. Стахова та М. Чернякова зазначають, що «формування просодичних компонентів мовлення бере свій початок від перших голосових проявів дитини і продовжує формуватися протягом дошкільного віку» [9, С. 158]

Паузація – ще один важливий просодичний параметр, який у дітей з дизартрією суттєво відрізняється від норми. Нераціональне розташування пауз не лише ускладнює сприймання мовлення слухачем, але й вказує на недостатність дихальної та моторної регуляції мовленнєвого процесу.

С. Конопляста підкреслює, що «однією з умов правильної організації процесу голосоутворення є вироблення опори дихання» [6, С. 47].

Особливу увагу привертає специфіка просодичних порушень при стертій (мінімальній) формі дизартрії, яка є найпоширенішою серед дітей старшого дошкільного віку.

За даними Ю. Рібцун, «при дизартрії облігатно спотворюється реалізація рухової програми внаслідок несформованості операцій зовнішнього оформлення висловлювань: голосових, темпо-ритмічних, артикуляційно-фонетичних і просодичних порушень, ступінь яких обумовлений характером і ступенем ураження ЦНС» [7, С. 227].

А. Голуб наголошує, що «дослідження психомовленнєвих особливостей дітей старшого дошкільного віку з різними клінічними формами дизартрії з урахуванням актуального стану мовленнєвого та психічного розвитку, вікових показників, структури дефекту, етапів логопедичної корекції, створення науково обґрунтованої та експериментально підтвердженої методики спеціального диференційованого діагностично-корекційно-логопедичного впливу по подоланню різних форм дизартрії відповідає вимогам та завданням сучасної логопедії.

Масштабність та складність зазначеної проблеми обґрунтовує необхідність здійснення комплексного медико-психолого-педагогічного дослідження мовленнєвого та психічного розвитку дітей з дизартрією на якісно новому рівні, використовуючи диференційну діагностику та корекцію порушень мовлення у дітей старшого дошкільного віку з різними формами дизартрії» [2, С. 49].

Нижче наведено таблицю, що систематизує основні просодичні компоненти та характер їх порушень при дизартрії у дошкільників (таблиця 1).

Таблиця 1

Просодичні компоненти та їх порушення при дизартрії у дошкільників

Просодичний компонент	Нормативний прояв	Порушення при дизартрії
Мелодика (інтонація)	Варіативні зміни тону відповідно до комунікативної мети	Монотонність, нездатність до інтонаційного диференціювання
Темп	Помірний, адекватний змісту	Прискорений або уповільнений, нерівномірний
Ритм	Чітке чергування наголошених і ненаголошених складів	Аритмія, скандованість, помилки наголошення
Паузація	Доцільне членування на синтагми	Невмотивовані паузи, порушення синтагматичного членування
Динаміка (гучність)	Адекватне регулювання сили голосу	Тихий або незмінно гучний голос, відсутність динамічних змін
Тембр	Чисте, резонансне звучання	Хрипкість, назалізація, напруженість

Корекція просодичних порушень при дизартрії вимагає комплексного підходу, що враховує нейромоторні механізми їх виникнення. Н. Руденко та Т. Перепечай у своїх дослідженнх демонструють ефективність логоритміки як методу, що інтегрує мовленнєву діяльність із рухами під музичний супровід, тим самим впливаючи на темпо-ритмічну та мелодичну організацію мовлення [8].

М. Шавкуненко наголошує на необхідності включення дихальних вправ до системи логопедичних занять як фундаментальної умови корекції просодичних дефектів [11].

Ю. Тубичко пропонує комплексну програму корекції, що включає: розвиток мовленнєвого дихання, нормалізацію голосових функцій, формування темпо-ритмічних навичок, розвиток інтонаційної виразності та фонематичного сприймання [10]. Н. Диль-Костіна звертає увагу на важливості мімічних та артикуляційних вправ у контексті формування просодичного компоненту мовлення, оскільки артикуляційна моторика та мелодика мовлення є взаємопов'язаними механізмами [4].

Висновки дослідження і перспективи подальших досліджень. Проведений аналіз дозволяє дійти таких висновків: просодична організація мовлення є складною багатокомпонентною системою, що охоплює мелодику, темп, ритм, паузацію, динаміку та тембр. При дизартрії ця система порушується внаслідок органічного ураження нервової системи, що зумовлює недостатність нейромоторної регуляції мовленнєво-рухових механізмів.

У дітей дошкільного віку з дизартрією спостерігається стійка недостатність усіх просодичних компонентів, серед яких провідне місце посідають порушення мелодичного оформлення (монотонність, нездатність до інтонаційного диференціювання), темпо-ритмічні дефекти та порушення голосових функцій. Ці порушення суттєво знижують комунікативну ефективність та розбірливість мовлення дітей.

Перспективи подальших досліджень полягають у розробці та апробації методик корекційно-логопедичної роботи з формування просодичних компонентів мовлення у дітей дошкільного віку з дизартрією, зокрема на основі інтегрованого застосування логоритміки, дихальних вправ та інтонаційного тренінгу.

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УДОСКОНАЛЕННЯ ЗМІСТУ ІНФОРМАТИЧНОЇ ПІДГОТОВКИ СТУДЕНТІВ СПЕЦІАЛЬНОСТІ J3 «ТУРИЗМ ТА РЕКРЕАЦІЯ»

Анотація. У статті здійснено теоретико-методичне обґрунтування системи підготовки майбутніх фахівців зі спеціальності «Туризм і рекреація» до ефективного використання інформаційно-комунікаційних технологій (ІКТ) в умовах цифрової трансформації галузі. Робота спрямована на визначення вимог до змісту освіти та розробку напрямів удосконалення освітнього процесу для забезпечення конкурентоспроможності випускників на сучасному ринку праці.

У дослідженні застосовано комплекс наукових методів: аналіз нормативно-правової бази та державних стандартів вищої освіти щодо формування цифрових компетентностей; порівняльний аналіз освітньо-професійних програм провідних ЗВО України (зокрема Полтавського, Одеського та Хмельницького університетів) для виявлення спільних підходів та особливостей ІТ-підготовки; систематизацію наукових поглядів на роль цифровізації в туризмі; узагальнення практичного досвіду впровадження спеціалізованого програмного забезпечення та хмарних платформ у навчальний процес.

Доведено, що базова інформатична підготовка (опанування Word, Excel, PowerPoint) є фундаментом професійної компетентності, що забезпечує якість академічного письма, фінансових розрахунків та візуальної комунікації. Охарактеризовано роль спеціалізованих інструментів: CRM-систем (NetHunt, MoiTuristy) для управління клієнтським досвідом; ГІС-технологій (QGIS) для територіального аналізу ресурсів; систем бронювання (GDS) та імерсивних технологій (VR/AR) для моделювання професійних ситуацій.

Виявлено системні проблеми: фрагментарність впровадження ІКТ, недостатня цифрова грамотність викладачів, дефіцит фінансування та необхідність посилення підготовки з питань кібербезпеки та захисту персональних даних.

Встановлено, що цифровізація є не просто перевагою, а стратегічною умовою виживання бізнесу та базою для післявоєнного відновлення туристичної галузі України. Підготовка фахівців має трансформуватися від вивчення окремих програм до формування комплексної цифрової культури управління в межах цілісних екосистем. Обґрунтовано необхідність подолання регіональної цифрової нерівності, оновлення матеріально-технічної бази ЗВО та інтеграції цифрових навичок у всі фахові дисципліни для забезпечення готовності випускників до роботи в гібридних форматах

Ключові слова: інформаційні технології, туристична галузь, підготовка фахівців, зміст навчання.

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IMPROVING THE CONTENT OF INFORMATICS TRAINING FOR STUDENTS MAJORING IN J3 “TOURISM AND RECREATION”

Abstract. The study aims to provide a theoretical and methodological substantiation for the training system of future specialists in the "Tourism and Recreation" major for the effective use of information and communication technologies (ICT) amidst the digital transformation of the industry. The research is directed at defining educational content requirements and developing pathways for improving the educational process to ensure the competitiveness of graduates in the modern labor market.

A comprehensive set of scientific methods was applied: analysis of the regulatory and legal framework and state standards of higher education regarding the formation of digital competencies; comparative analysis of educational and professional programs from leading Ukrainian higher education institutions (specifically Poltava, Odesa, and Khmelnytskyi universities) to identify common approaches and specific features of IT training; systematization of scientific perspectives on the role of digitalization in tourism; and generalization of practical experience in implementing specialized software and cloud platforms into the educational process.

It is proven that basic informatics training (mastering Word, Excel, and PowerPoint) serves as the foundation for professional competence, ensuring the quality of academic writing, financial calculations, and visual communication. The role of specialized tools is characterized: CRM systems (NetHunt,

MoiTuristy) for managing client experiences; GIS technologies (QGIS) for the territorial analysis of resources; Global Distribution Systems (GDS), and immersive technologies (VR/AR) for modeling professional situations. Systemic problems were identified: fragmented ICT implementation, insufficient digital literacy among faculty, funding deficits, and the urgent need to strengthen training in cybersecurity and personal data protection.

The study establishes that digitalization is not merely an advantage but a strategic condition for business survival and a foundation for the post-war recovery of Ukraine's tourism industry. Specialist training must transform from studying individual programs to forming a comprehensive digital management culture within integrated ecosystems. The research substantiates the need to overcome regional digital inequality, update the material and technical facilities of higher education institutions, and integrate digital skills into all professional disciplines to ensure graduates are prepared for hybrid work formats.

Keywords: Information technologies, tourism industry, professional training, curriculum content.

Постановка проблеми. Цифрова трансформація суттєво змінила природу туристичного продукту, перетворивши інформаційні технології з допоміжного засобу у базову інфраструктурну складову галузі. Все частіше застосування сучасних технологічних рішень визначає ефективність та успішність ведення туристичного бізнесу. Тому виникає необхідність в удосконаленні підготовки відповідних фахівців та визначення вимог до змісту освіти за спеціальністю J3 «Туризм та рекреація».

Аналіз останніх досліджень і публікацій. Аналіз підходів до підготовки фахівців у сфері використання інформаційних технологій за спеціальністю J3 «Туризм і рекреація» засвідчує її багаторівневий і системний характер. Державний стандарт вищої освіти за відповідною спеціальністю визначає обов'язковість формування цифрових компетентностей, зокрема здатності до застосування інформаційно-комунікаційних технологій у професійній діяльності, а також уміння ефективно використовувати офісну техніку та цифрові сервіси у функціонуванні підприємств туристичної сфери. Програмні результати навчання орієнтують на здатність організовувати туристичне обслуговування з використанням сучасних ІКТ та інноваційних сервісних технологій [1].

Технологічний компонент підготовки передбачає опанування спеціалізованого програмного забезпечення, що використовується у професійній діяльності. Зокрема, йдеться про CRM-системи (NetHunt, MoiTuristy, CRM Travels), які забезпечують автоматизацію процесів управління клієнтською базою та оптимізацію воронки продажів; глобальні системи бронювання

(GDS) і хмарні сервіси, що надають доступ до актуальних ринкових пропозицій; геоінформаційні системи (GIS), які застосовуються для картографування туристичних ресурсів та просторового аналізу територій [2].

Важливим інноваційним напрямом є впровадження імерсивних технологій, зокрема віртуальної (VR) та доповненої реальності (AR), які розширюють можливості професійної підготовки шляхом моделювання туристичних локацій і відтворення складних професійних ситуацій без ризику для користувачів. Практична складова підготовки реалізується через використання спеціалізованих комп'ютерних лабораторій, оснащених відповідним програмним забезпеченням (наприклад, B2C Tour, QGIS), а також через доступ до електронних бібліотечних ресурсів і наукових репозиторіїв [3].

І. Шоробура, О. Біницька та О. Долинська визначають інформаційні технології в туризмі як систему методів і способів передачі та обробки інформації за допомогою технічних засобів та ІКТ при управлінні туристичними підприємствами. Ключовими технологічними рішеннями вони вбачають онлайн-бронювання та пошук; мобільні додатки; імерсивні технології (VR та AR); соціальні мережі та маркетинг; штучний інтелект та аналітика [4].

У поглядах О. Гейдарової та Л. Гризовської на проблему цифровізації туризму можна виділити кілька ключових положень [5]:

1. Використання ІТ є не просто питанням лідерства чи створення конкурентних переваг, а умовою виживання туристичних фірм на ринку в найближчому майбутньому.

2. Впровадження автоматизованих технологій прямо пов'язане з підвищенням ефективності роботи як окремих менеджерів, так і всієї фірми загалом.

3. Комплексна автоматизація дозволяє ефективно управляти на трьох рівнях: оперативному (швидка реакція), тактичному (якість сервісу) та стратегічному (прогнозування попиту та вдосконалення політики фірми).

У дослідженні Вей Лонг, Хайян Йе та Янг Сінь проблема цифровізації туризму розглядається крізь призму макроекономічного впливу на міжнародну торгівлю послугами. Автори визначають цифровізацію туризму як інтеграцію із суміжними галузями, де інновації в цифрових технологіях є основним рушієм, що оптимізує інфраструктуру та прискорює побудову нової моделі функціонування галузі. Вони пропонують трирівневу систему впливу цифровізації: національний рівень, галузевий рівень, рівень підприємства. Отже у цьому дослідженні цифровізація – це насамперед інструмент підвищення міжнародної конкурентоспроможності через радикальне зниження витрат та інтеграцію даних у ланцюги створення вартості [6].

Вибірково проаналізуємо положення декількох освітньо-професійних програм бакалаврського рівня підготовки фахівців за туристичним напрямом.

Програма Полтавського національного педагогічного університету імені В. Г. Короленка акцентує увагу на фундаментальній теоретичній та практичній ІТ-підготовці [7]. Зокрема, в ній передбачено обов'язкову дисципліну «Інформаційні системи та технології в туризмі» обсягом 7 кредитів ЄКТС, що вивчається протягом першого та другого семестрів. Особливістю програми є поглиблене вивчення картографічних методів (дисципліна «Туристична картографія», 5 кредитів) для обґрунтування управлінських рішень. Програма чітко визначає здатність використовувати ІТ та офісну техніку безпосередньо в роботі підприємств як один із ключових результатів підготовки [7].

Програма Міжнародного класичного університету імені Пилипа Орлика демонструє системний підхід до формування цифрових навичок. Вона включає обов'язкову загальну компетентність «навички використання ІКТ» та спеціальну фахову компетентність, що передбачає здатність використовувати в роботі підприємств ІТ та офісну техніку. Програмні результати чітко орієнтують випускника на організацію обслуговування саме на основі сучасних інформаційних, комунікаційних та сервісних технологій. В межах циклу загальної підготовки передбачено дисципліну «Інформаційні системи та технології (за професійним спрямуванням)», яка вивчається у першому семестрі [8].

Освітня програма Одеського національного університету імені І. Мечникова є однією з найбільш фундаментальних серед проаналізованих. Її ключовими перевагами є глибока інтеграція ГІС-технологій (QGIS), що дозволяє випускникам проводити територіальний аналіз туристичних ресурсів на професійному рівні; потужний науковий базис, забезпечений доступом до великих масивів цифрових даних та електронних репозиторіїв. Спеціалізованими дисциплінами в контексті дослідження у цій програмі є «Інформаційні системи і технології в туризмі» (6 кредитів) – базовий курс для опанування цифрового інструментарію, «Туристична картографія» (3 кредити), яка формує навички візуалізації даних, «Картографічні методи в туризмі» (вибірковий компонент), що поглиблює аналітичні здібності майбутніх фахівців [9].

У Хмельницькому університеті управління та права імені Л.Юзькова в освітній програмі за відповідною спеціальністю також закладено опанування інформатичних компетентностей згідно Державного стандарту вищої освіти. А також передбачено вивчення обов'язкового освітнього компоненту «Інформаційні системи та технології» (4,5 кредити). Серед

вибіркових освітніх компонентів варто виділити «Інформаційні технології в туризмі», «Інтернет-технології в туризмі», «Інтерактивні технології в туризмі» [10].

Як бачимо, підходи до інформатичної підготовки мають спільні риси, хоча в окремих ЗВО може більше уваги приділятися картографічному напряму та його цифровій реалізації.

В. Фень та П. Вань розглядаючи інтеграцію цифрових медіа та туристичної галузі, вказують, що поєднання цифрових медіа та збільшення популярності подорожей неминуче призведе до створення унікальних та захопливих продуктів. З огляду на характеристики цифрових медіа та сучасного туризму, зв'язок між ними вони вважають взаємопідсилювальним та нероздільним [11].

Натомість С. Джитач із співавторами вказують на певні проблеми впровадження ІКТ у туристичну галузь. Зокрема, вони вважають, що для сталого розвитку туризму в ЄС недостатньо лише технічного впровадження інновацій; необхідно враховувати контекстуальні фактори регіону та інвестувати в людський капітал, адаптуючи підготовку фахівців до вимог цифрової економіки [12].

У наукових поглядах К. Нікітенко проблема використання ІКТ та цифровізації в індустрії гостинності розглядається як критична умова виживання бізнесу в умовах війни та економічної нестабільності. У цьому дослідженні інформаційні технології у туризмі – це багатовимірний процес, що поєднує технологічну модернізацію з кадровою адаптацією та інституційною підтримкою, що є ключем до післявоєнного відновлення галузі [13].

Порівняльний аналіз джерел дозволяє виокремити як спільні підходи, так і відмінності у трактуванні проблеми підготовки фахівців. До спільних позицій належить визнання цифровізації ключовою умовою забезпечення конкурентоспроможності туристичної галузі, а також необхідність інтеграції цифрових компетентностей у всі професійні дисципліни, а не їх ізольованого вивчення. Крім того, підкреслюється роль інформаційних технологій як інструменту забезпечення сталого розвитку, зокрема у контексті моніторингу антропогенного навантаження.

Водночас простежуються відмінності в акцентах. Міжнародні дослідження здебільшого зосереджуються на макроекономічних ефектах цифровізації, включаючи вплив на експорт туристичних послуг, тоді як українські наукові розвідки акцентують увагу на адаптації галузі до умов воєнного стану, зокрема на використанні цифрових технологій для підтримки внутрішньо переміщених осіб та забезпечення безперервності діяльності підприємств за умов обмеженої інфраструктури.

Попри значний обсяг наукових і нормативних напрацювань у сфері цифровізації туристичної галузі та підготовки фахівців за спеціальністю J3 «Туризм і рекреація», низка аспектів цієї проблематики залишається недостатньо дослідженою або концептуально невизначеною.

Передусім потребує подальшого уточнення питання інтеграції цифрових компетентностей у зміст професійної підготовки. Наявні підходи декларують необхідність їх наскрізного формування, однак відсутні уніфіковані моделі такої інтеграції, що враховували б міждисциплінарний характер туристичної освіти. Це відкриває перспективу для розроблення структурованих дидактичних моделей, які б поєднували фахові та цифрові компоненти навчання на різних етапах підготовки.

Недостатньо дослідженим залишається і питання ефективності використання конкретних цифрових інструментів у освітньому процесі. Окремої уваги потребує проблема підготовки науково-педагогічних працівників до використання інноваційних технологій. Існуючі дослідження лише фрагментарно висвітлюють цю складову, тоді як саме рівень цифрової компетентності викладача значною мірою визначає результативність освітніх інновацій.

Отже, окреслені напрями визначають поле для подальших наукових пошуків, а їх розроблення може забезпечити суттєвий внесок у модернізацію системи професійної підготовки фахівців туристичної галузі в умовах цифрової трансформації.

Мета статті – теоретико-методичне обґрунтування підготовки майбутніх фахівців за спеціальністю J3 «Туризм і рекреація» до ефективного використання інформаційних технологій в умовах цифрової трансформації туристичної галузі, а також визначення напрямів удосконалення змісту освітнього процесу.

Досягнення поставленої мети передбачає розв’язання таких завдань:

– проаналізувати сучасний стан наукових досліджень і нормативного забезпечення щодо формування цифрових компетентностей у сфері туристичної освіти;

– охарактеризувати основні цифрові інструменти (CRM-системи, геоінформаційні технології, системи бронювання, імерсивні технології) як складові професійної діяльності та освітнього процесу;

– виявити ключові проблеми та обмеження у підготовці здобувачів вищої освіти до використання інформаційних технологій, зокрема в умовах кризових викликів;

– обґрунтувати перспективні напрями модернізації освітніх програм із урахуванням потреб ринку праці та тенденцій розвитку цифрового туризму.

Виклад основного матеріалу. Практичний досвід підготовки студентів спеціальності «Туризм та рекреація» свідчать, що базова інформатична підготовка, зокрема опанування офісних програм Word, Excel і PowerPoint, є фундаментальною складовою формування їхньої професійної компетентності. Зазначені програмні засоби виступають універсальним інструментарієм, який забезпечує виконання широкого спектра завдань у сфері туристичної діяльності – від підготовки документації до аналітичної обробки даних і презентації туристичного продукту. У контексті професійної підготовки використання текстових редакторів сприяє формуванню навичок створення та оформлення службової документації, зокрема договорів, комерційних пропозицій, маршрутних листів і звітів. Опанування табличних процесорів забезпечує розвиток умінь працювати з числовими даними, здійснювати фінансові розрахунки, аналізувати витрати, формувати бюджети туристичних продуктів і використовувати інструменти візуалізації даних. Водночас застосування програм для створення презентацій дозволяє студентам розвивати навички візуальної комунікації, необхідні для представлення туристичних маршрутів, просування послуг та проведення ділових переговорів. Ефективність використання офісних програм у професійній діяльності значною мірою залежить від рівня їх інтеграції у фахові дисципліни. Зокрема, найбільш результативним є підхід, за якого формування відповідних навичок відбувається не ізольовано, а в контексті вирішення прикладних професійних завдань, що моделюють реальні ситуації туристичного бізнесу. Такий підхід сприяє формуванню цілісного розуміння ролі цифрових інструментів у майбутній професійній діяльності.

Разом з тим у процесі підготовки спостерігається недооцінка значущості базових цифрових навичок на тлі зростаючого інтересу до складніших технологій, що призводить до формального рівня їх засвоєння. Крім того, існує розрив між базовими можливостями програм і їх професійним використанням, зокрема щодо застосування розширених функцій табличних процесорів для аналітики або створення ефективних візуальних презентацій у PowerPoint. Додатковим викликом є різний рівень підготовленості студентів, що ускладнює уніфікацію освітнього процесу [13].

Тому вважаємо, що базова інформатична підготовка є необхідною передумовою формування більш складних цифрових компетентностей у сфері туризму. Вона забезпечує основу для подальшого опанування спеціалізованих програмних продуктів і цифрових платформ. Перспективним напрямом удосконалення освітнього процесу є посилення практичної спрямованості навчання, зокрема через інтеграцію офісних

програм у виконання професійно орієнтованих завдань, що сприятиме підвищенню готовності випускників до ефективної діяльності в умовах цифровізованого туристичного ринку.

К. Нікітенко вказує, що вивчення офісних програм є не лише базовою складовою цифрової підготовки, а й необхідною передумовою успішного подальшого навчання студентів в університеті. Встановлено, що сформованість навичок роботи з офісними застосунками безпосередньо впливає на якість виконання навчальних завдань, рівень академічної доброчесності та ефективність організації самостійної роботи здобувачів освіти [13].

У процесі навчання студенти систематично здійснюють пошук, відбір і опрацювання навчальних та наукових матеріалів, що передбачає використання цифрових інструментів для структурування інформації, створення конспектів і підготовки текстових робіт. Опанування текстових редакторів забезпечує здатність до підготовки рефератів, курсових і кваліфікаційних робіт із дотриманням встановлених вимог до академічного письма та оформлення (структурування тексту, оформлення посилань, списків літератури, таблиць і рисунків). Це, у свою чергу, сприяє формуванню культури наукової праці та підвищенню якості навчальних результатів.

Важливим компонентом є використання табличних процесорів для підготовки звітних матеріалів, обробки даних і виконання аналітичних завдань. А навички роботи з електронними таблицями дозволяють студентам здійснювати розрахунки, систематизувати інформацію, будувати діаграми та формувати аналітичні висновки, що є необхідним для виконання курсових і дипломних досліджень, а також практичних завдань.

Опанування програм для створення презентацій забезпечує підготовку студентів до публічного представлення результатів навчальної та наукової діяльності. Зокрема, захисти проєктів, курсових і дипломних робіт передбачають використання візуальних матеріалів, що підвищують рівень аргументованості та зрозумілості доповіді. Формування навичок створення якісних презентацій сприяє розвитку комунікативної компетентності та здатності до ефективної візуалізації інформації.

Окрему увагу слід приділити організації спільної роботи студентів у цифровому середовищі. Встановлено, що сучасний освітній процес передбачає активне використання корпоративних хмарних платформ, зокрема Google Workspace for Education та Office 365, які забезпечують можливість обміну файлами, спільного редагування документів, координації групових проєктів і збереження навчальних матеріалів. Володіння відповідними інструментами є необхідною умовою ефективної командної роботи та інтеграції студентів у цифрове освітнє середовище.

Одним з прикладів такого використання є організація освітнього процесу у Хмельницькому університеті управління та права імені Л. Юзькова, у якому усі студенти та викладачі забезпечені доступом до корпоративних акаунтів в обох зазначених платформах.

Отже, вивчення офісних програм має системоутворювальне значення для подальшого навчання студентів у закладі вищої освіти. Воно забезпечує формування ключових академічних і цифрових навичок, необхідних для виконання навчальних завдань, організації наукової діяльності та ефективної взаємодії в освітньому середовищі. Перспективним напрямом удосконалення підготовки є поглиблення практичної орієнтації навчання та інтеграція офісних інструментів у всі етапи освітнього процесу.

Також в умовах цифровізації туристичної галузі особливого значення набуває включення CRM-систем до змісту професійної підготовки студентів спеціальності «Туризм». Сучасний ринок програмних рішень представлений як універсальними CRM-платформами, адаптованими до потреб туристичних підприємств, так і спеціалізованими галузевими продуктами. Доцільність їх вивчення в освітньому процесі зумовлена практичною затребуваністю таких систем, як NetHunt CRM, MoiTuristy, CRM Travels та All-Inclusive CRM, які відображають різні аспекти автоматизації туристичної діяльності – від комунікації з клієнтами до фінансового обліку та документообігу [2].

У контексті професійної підготовки опанування CRM-систем має здійснюватися на кількох взаємопов'язаних рівнях. По-перше, студенти повинні формувати навички управління воронкою продажів та лід-менеджменту, що передбачає розуміння повного циклу обслуговування клієнта – від первинного звернення до завершення туристичної послуги. По-друге, важливим компонентом є засвоєння механізмів автоматизації рутинних операцій, зокрема створення договорів, рахунків та організації комунікації з клієнтами, що сприяє підвищенню ефективності професійної діяльності. По-третє, підготовка має включати розвиток компетентностей у сфері аналізу даних і персоналізації послуг, що дозволяє майбутнім фахівцям здійснювати сегментацію клієнтської бази та формувати індивідуалізовані туристичні пропозиції. По-четверте, важливим є розуміння принципів інтеграції CRM-систем з іншими цифровими інструментами туристичної галузі, зокрема системами бронювання, засобами комунікації та електронного документообігу [14].

Водночас у процесі підготовки студентів існує низка проблемних аспектів, що ускладнюють ефективне впровадження CRM-технологій в освітній процес. Зокрема, спостерігається фрагментарність їх використання у навчанні, коли окремі елементи автоматизації розглядаються без

системного зв'язку з реальними бізнес-процесами туристичних підприємств. Суттєвим викликом є також недостатній рівень цифрової підготовки як студентів, так і викладачів, що знижує ефективність засвоєння сучасних технологій. Крім того, актуалізується проблема формування у здобувачів освіти базових знань з кібербезпеки у зв'язку з необхідністю роботи з персональними даними клієнтів. Обмеженість матеріально-технічної бази закладів освіти також виступає стримувальним чинником для повноцінного впровадження сучасних CRM-рішень [14].

Програмним результатом навчання має бути не лише знання технологій, а вміння організовувати обслуговування на основі інтегрованих сервісних систем та дотримання стандартів якості у цифровому середовищі. Це передбачає глибоке опанування трьох рівнів програмного забезпечення, що включає системи управління відносинами з клієнтами (CRM), глобальні системи бронювання (GDS) та автоматизовані системи управління готелями й ресторанами (PMS/АСУ). Аналіз освітніх програм [7; 8; 9; 10] демонструє доцільність інтеграції вузькоспеціалізованих технологій, таких як геоінформаційні системи (QGIS) та картографічні методи, що дозволяє випускникам проводити професійний територіальний аналіз туристичних ресурсів.

Важливим вектором удосконалення освітнього процесу є впровадження імерсивних технологій віртуальної (VR) та доповненої (AR) реальності, які визначаються як новаторський підхід до презентації та засвоєння матеріалу. Використання VR-симуляцій дозволяє студентам відвідувати важкодоступні локації, проектувати авторські екскурсійні продукти та відпрацьовувати алгоритми дій у критичних ситуаціях без реальних фінансових чи безпекових ризиків. Такий підхід значно підвищує концентрацію уваги, мотивацію та якість практичної підготовки майбутніх фахівців [15].

Попри технологічний прогрес, реалізація цифрової трансформації в освіті стикається із системними управлінськими викликами, серед яких домінують низька цифрова компетентність викладацького складу та фрагментарність впровадження систем. Удосконалення підготовки фахівців потребує подолання регіональної цифрової нерівності та оновлення матеріально-технічної бази ЗВО для роботи з ліцензійним професійним ПЗ.

Окремим пріоритетом має стати навчання основам кібербезпеки та захисту персональних даних клієнтів. Важливим напрямом також залишається впровадження інформаційно-комунікаційних технологій у туристичній галузі в Україні з метою забезпечення подальшого економічного розвитку як під час війни так і в період післявоєнного відновлення [16].

Зміст навчання повинен орієнтуватися на принципи функціонування цілісних цифрових екосистем, де різні суб'єкти ринку співіснують в єдиному інформаційному полі. Це вимагає від випускників навичок комунікацій, цифрового маркетингу та здатності працювати у гібридних форматах, що стало критичним після пандемії та в умовах військового стану. Лише через взаємодію держави, бізнесу та університетів можливо створити нову цифрову ідентичність українського туристичного продукту, де ІКТ виступатимуть базою для сталого розвитку та післявоєнного відновлення галузі. Таким чином, досконала підготовка фахівця має виходити за межі вивчення окремих програм до формування комплексної цифрової культури управління.

Висновки. Отримані результати дозволяють стверджувати, що поєднання вивчення офісних програм, спеціалізованого картографічного і туристичного програмного забезпечення, а також інтеграція CRM-систем у підготовку студентів спеціальності «Туризм та рекреація» є важливим елементом формування їхньої професійної компетентності. Такий підхід сприяє переходу від теоретичного засвоєння знань до практико-орієнтованого навчання, що відповідає сучасним вимогам ринку праці. Аналіз змісту навчання за досліджуваною спеціальністю та сформульовані пропозиції щодо його удосконалення дозволяють зробити низку висновків. По-перше, підготовка майбутніх фахівців у сфері туризму виходить за межі формування базових цифрових навичок і передбачає розвиток аналітичного мислення та здатності до прийняття стратегічних рішень на основі використання інформаційних технологій. По-друге, сучасні виклики, зокрема пандемія та воєнні дії, спричинили перехід до віртуальних форматів туристичної діяльності, що актуалізує потребу у формуванні компетентностей цифрового івент-менеджменту. По-третє, серед ключових бар'єрів розвитку ІТ-підготовки залишаються обмежене фінансування, дефіцит кваліфікованих кадрів та певний опір інноваціям.

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НАУКОВО-ПРАКТИЧНІ ЗАСАДИ ПІДГОТОВКИ МАЙБУТНІХ ФІЛОЛОГІВ ДО КОМУНІКАЦІЇ В КОНТЕКСТІ ВОЛОНТЕРСТВА

Анотація. У статті розкриваються науково-практичні засади підготовки майбутніх філологів до комунікації в контексті волонтерської діяльності. Науково-практичні засади розглядаються як система теоретичних положень та суджень, а також виведених із них практичних рекомендацій, алгоритмів або прийомів, що є платформою для вирішення конкретних прикладних завдань у системі вищої освіти. Наукова основа підготовки студентства до комунікації у процесі волонтерської роботи ґрунтується на перетині кількох підходів (компетентнісного, контекстного та інтеркультурного). Компетентнісний підхід має на меті формування у здобувачів вищої освіти мовної (знання граматики, лексики, фонетики, стилістики), комунікативної та соціокультурної компетентностей. Контекстне навчання спрямовує на максимальне наближення освітнього процесу до реальних умов волонтерської роботи (моделювання кризових ситуацій, інтерв'ю з біженцями, переклад інструкцій). Інтеркультурний підхід зорієнтовує на залучення здобувачів вищої освіти до міжнародної допомоги, роботи з іноземцями, що розвиває готовність до толерантної взаємодії з представниками різних культур. Серед практичних рекомендацій з формування готовності до комунікації у волонтерській праці варто зазначити важливість ознайомлення здобувачів вищої освіти з поняттями та техніками реалізації кризової комунікації, емпатичного слухання, формування готовності підтримати словом, уникати ситуацій, у яких є можливим психологічне травмування співрозмовників. Має значення розвиток вмінь змінювати своє мовлення відповідно до рівня співрозмовників, трансформувати тексти мовою, доступною для кращого

розуміння з боку нефахівців. У процесі професійної підготовки майбутніх філологів є доцільним на заняттях з іноземних мов упроваджувати вправи, класифіковані відповідно до виду діяльності студентів (лексичні, комунікативні, творчі). Упродовж опанування студентами освітніх компонентів педагогічного спрямування має сенс упроваджувати кейс-метод, стимуляційні тренінги, проєкти з інтеграції волонтерства в діяльність громади.

Ключові слова: волонтерський, діяльність, комунікація, компетентність, філолог, вчитель, заклад вищої освіти, підготовка, професійний.

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SCIENTIFIC AND PRACTICAL PRINCIPLES OF TRAINING FUTURE PHILOLOGISTS FOR COMMUNICATION IN THE CONTEXT OF VOLUNTEERING

Abstract. The article reveals the scientific and practical principles of training future philologists for communication in the context of volunteer work. Scientific and practical principles are considered as a system of theoretical provisions, as well as practical recommendations derived from them, which are a platform for solving specific applied tasks in the higher education system. The scientific basis of training students for communication in the process of volunteer work is based on the intersection of several approaches (competence, contextual and intercultural). The competency-based approach aims to form linguistic, communicative and socio-cultural competencies in higher education applicants. Contextual learning aims to bring the educational process as close as possible to the real conditions of volunteer work (modeling crisis situations, interviews with refugees). The intercultural approach focuses on involving higher education students in international assistance, working with foreigners, which develops readiness for tolerant interaction with representatives of different cultures. Among the practical recommendations for forming readiness for communication in volunteer work, it is worth noting the importance of familiarizing higher

education students with the concepts and techniques of implementing crisis communication, forming readiness to support with a word, avoiding situations in which psychological trauma of interlocutors is possible. It is important to develop the skills to change your speech according to the level of interlocutors, to transform texts into a language accessible for better understanding by non-specialists.

In the process of professional training of future philologists, it is advisable to introduce exercises in foreign language classes classified according to the type of students' activity (lexical, communicative, and creative). As students master the educational components of the pedagogical direction, it makes sense to introduce the case method, incentive trainings, and projects to integrate volunteering into community activities.

Keywords: volunteer, activity, communication, competence, philologist, teacher, higher education institution, training, professional.

Постановка проблеми. Сьогодні в умовах масштабних криз, воєнних дій, екологічних та гуманітарних катастроф волонтерство набуває особливої важливості, оскільки саме воно допомагає підтримати життєдіяльність суспільства та допомогти вразливим верствам населення. В Україні спостерігається безпрецедентний рівень волонтерської індивідуальної та колективної відповідальності, а ефективність цієї діяльності безпосередньо залежить від якості комунікації, котра передбачає активну взаємодію між людьми, донесення інформації, співпрацю в регіональному та міжнародному контекстах.

Поряд з цим зростає й роль філологів, котрі сприймаються як соціальні медіатори й ефективні комунікатори. Вони володіють унікальним мовним інструментарієм, оскільки опанували рідною та іноземними мовами, теорією комунікації, знаннями психолінгвістики, що є базисом для успішної волонтерської діяльності, котра актуалізує здатність до спілкування, переконання інших, вияву емпатії, підтримки людей різного віку в стресових ситуаціях, вирішення конфліктів тощо.

Ця проблема пов’язана з такими важливими науково-практичними завданнями, як підвищення професіоналізму майбутніх філологів, їх підготовка до виконання трудових функцій вчителя та викладача української або іноземних мов, виховання у них ціннісних орієнтацій, розвиток здатності до медіації.

Аналіз останніх досліджень і публікацій. Окреслена проблема висвітлювалася в напрямах визначення сутності комунікативної компетентності, ролі волонтерства в сучасному освітньому середовищі, формування соціальних, дослідницьких умінь [1], [2], [3], [4].

Проте проблема розкриття саме науково-практичних засад підготовки майбутніх філологів до комунікації у волонтерській діяльності вимагає повнішого розкриття.

Мета статті – проаналізувати науково-практичні засади підготовки майбутніх філологів до ефективної комунікації у їхній волонтерській роботі.

Завдання статті: висвітлити компетентнісний, контекстний та інтеркультурний наукові підходи, розкрити систему вправ (лексичних, комунікативних, творчих), що впроваджується на заняттях з першої та другої іноземної мови (французької), проаналізувати проєкти з інтеграції волонтерства в життя громад.

Виклад основного матеріалу. Насамперед зауважимо, що відповідно до наукових праць Д. Романюк, комунікація волонтера ґрунтується на гуманістичній аксіосфері, емпатії, доброзичливості; вона виходить з етичних засад спілкування з людьми, готовності аргументувати, пояснювати, переконувати, стимулювати, мотивувати, надихати. Саме в комунікації закладене прагнення до партнерства, здатність адаптуватися, виявляти відповідальність та цілеспрямованість, готовність до прийняття розумних рішень в умовах максимальної непередбачуваності. У комунікативній взаємодії віддзеркалюється бажання «допомагати, позитивно впливаючи на психічний, емоційний, фізичний стан інших, покращуючи їхнє матеріальне становище, регулюючи й власну поведінку та виявляючи стресостійкість, працьовитість…» [2, с. 2877].

Виходячи з аналізу положень вчених [1], [4], науково-практичні засади в ракурсі нашого дослідження мають розглядатися як система теоретичних положень та суджень, а також виведених із них практичних порад і рекомендацій, технік, алгоритмів або прийомів, що є платформою для вирішення конкретних прикладних завдань у системі вищої освіти.

Наукова основа підготовки студентства до комунікації у процесі волонтерської роботи ґрунтується на перетині кількох підходів, важливим з яких є саме компетентнісний підхід. Він передбачає формування не лише суто мовної компетентності (знання граматики, лексики, фонетики, стилістики), а й комунікативної та соціокультурної компетентностей, оскільки майбутній філолог має розпізнавати імпліцитно представлену інформацію, підтекст, ключові ідеї, культурні коди та добре розуміти психолоічний стан співрозмовника.

Не менш значущим стає й контекстне навчання, котре в розрізі нашої проблеми спрямовує на максимальне наближення освітнього процесу до реальних умов волонтерської роботи (моделювання кризових ситуацій, інтерв'ю з біженцями, переклад інструкцій та інше).

Інтеркультурний підхід у цьому смисловому полі орієнтує на залучення здобувачів вищої освіти до міжнародної допомоги, роботи з іноземцями, що привчить студентів до уникнення етноцентризму, зорієнтує їх на толерантну взаємодію з представниками різних культур.

З окреслених вище теоретичних засад маємо змогу запропонувати деякі практичні рекомендації з формування готовності до комунікації у волонтерській праці. Насамперед важливим є ознайомлення здобувачів вищої освіти з поняттями та техніками реалізації кризової комунікації, емпатичного, активного слухання, переконання, заспокоєння тощо з наступним засвоєнням студентами методів ненасильницького спілкування, готовності підтримати словом, уникати ситуацій, у яких можливе психологічне травмування співрозмовників.

Варто ознайомлювати здобувачів вищої освіти й із субмовою волонтерства, яка концентрує специфічну термінологію з галузі медицини, військової справи, логістики, міжнародного права та інших сфер. Так само студенти мають володіти абревіатурами різних фондів (наприклад. ООН, ЮНІСЕФ, Червоний Хрест).

Має велике значення й підлаштування свого мовлення до рівня співрозмовників, спрощення власної мови (синтаксичних конструкцій, абстрактних термінів, що зазвичай рідко вживаються в повсякденному вжитку). До того ж важливою є й здатність трансформації текстів (технічних, юридичних, медичних тощо) мовою, доступною для кращого розуміння з боку постраждалих людей або людей похилого віку.

Серед практичних рекомендацій особливу увагу варто звернути на проблему забезпечення психолінгвістичної стійкості. Філологи-волонтери час від часу відчувають так звану вторинну травматизацію, оскільки на високому рівні вияву емпатії сприймають чужий біль, переживаючи разом з постраждалими, висловлюючи їм повну підтримку. Саме тому має сенс формувати певну лінгвістичну дистанційованість як уміння виступати в ролі мовного посередника, зберігаючи власну емоційну стабільність.

Серед практико-орієнтованих методів навчання є доцільним упроваджувати в ході викладання обов'язкових освітніх компонентів (наприклад, «Перша іноземна мова (французька, англійська, німецька, іспанська)», «Друга іноземна мова», «Стилістика», «Лексикологія», «Педагогіка», «Теорія і методика виховної роботи», «Методика соціально-педагогічної роботи в закладах освіти») творчі завдання, дослідницькі проєкти, проблемне навчання, кейс-метод, сторітелінг та інші.

Зазначимо, що на заняттях з іноземних мов є доречним упроваджувати вправи, класифіковані відповідно до виду діяльності студентів, наприклад:

– лексичні (exercices lexicaux), які передбачають насамперед оволодіння термінами, що вживаються у волонтерській діяльності;

– комунікативні (exercices de communication), що мають на меті сформувати вміння в говорінні з проблем організації волонтерської діяльності, співпраці в ній, викладання іноземних мов саме впродовж втілення волонтерських ініціатив;

– творчі (exercices de créativité), у центрі уваги яких полягає підготовка здобувачів вищої освіти до проведення різних волонтерських заходів, оволодіння комунікативною компетентністю саме з урахуванням специфіки цієї діяльності.

Нижче наведемо приклади вказаних видів вправ, що були впроваджені нами на заняттях з «Першої / другої іноземної мови (французька)». Вправи розроблено на основі тексту «Apprendre une langue par les activités de volontariat» [3], в якому висвітлюються всі ключові вимоги до роботи волонтера в освітньому середовищі.

Exercices lexicaux:

Exercice 1. Trouvez dans l'article les synonymes pour les mots : immersion (f), apprentissage (m), bénévole, compétence (f), engagement (m), activité (f).

Exercice 2. Trouvez les définitions pour les mots suivants : bénévolat (m), volontariat (m), compétences (f) communicationnelles, réseautage (m), activité (f) communautaire.

Exercice 3. Complétez les phrases avec les mots et les expressions suivants : socialiser, objectifs linguistiques, renouveler l'enthousiasme pour l'apprentissage, favorise, pratiquer et à améliorer ses compétences linguistiques, à moindre coût.

a) Il est crucial de choisir un programme de volontariat qui correspond aux _____ personnels.

b) Le volontariat dans un pays où la langue cible est parlée _____ une immersion totale.

c) L'apprentissage d'une langue à travers les activités de volontariat consiste à _____ en participant à des projets ou des missions de bénévolat.

d) Sur un projet de volontariat, il est important de prendre du temps pour _____ avec les locaux.

e) Le volontariat international, c'est trop cool pour apprendre une langue _____!

f) Planifier un autre voyage ou un autre séjour de volontariat peut non seulement renforcer les compétences linguistiques mais aussi _____ de la langue.

Exercice 4. Trouvez les antonymes des mots : difficulté (f), engagement (m), échec (m), formel, résultat (m).

Exercice 5. Repérez les expressions suivantes dans leur contexte d'utilisation: avoir des connaissances de base de la langue, locuteurs natifs, apprendre une langue dans un contexte naturel, participer à des événements locaux, opportunités de carrière futures, être axé sur l'enseignement, opportunité d'apprentissage.

Exercice 6. Faites une liste de verbes associés à l'action de "volontariat".

Exercice 7. Trouvez dans l'article les adjectifs décrivant les compétences linguistiques acquises grâce au volontariat.

Exercice 8. Identifiez et écrivez cinq expressions courantes utilisées dans les programmes de volontariat (par exemple, "mission humanitaire", "bénéficier d'une immersion", etc.).

Exercice 9. Recherchez dans l'article les mots liés à la préparation avant le départ et expliquez leur signification (ex. : "pack linguistique", "compréhension culturelle", "guide de survie", etc.).

Exercice 10. Faites une liste de mots ou d'expressions que vous pourriez utiliser pour exprimer les difficultés d'apprentissage dans un programme de volontariat.

Exercice 11. Identifiez les mots et les expressions qui décrivent les bénéfices d'un programme de volontariat pour la carrière professionnelle.

Exercices de communication:

Exercice 1. Organisez un échange de conversation en binômes où vous discutez des avantages et des inconvénients de l'apprentissage des langues par le volontariat.

Exercice 2. Racontez à votre partenaire une situation où vous avez dû utiliser une langue étrangère pour aider quelqu'un dans un contexte de bénévolat.

Exercice 3. Imaginez que vous êtes en entretien pour un programme de volontariat. Répondez à des questions en expliquant pourquoi vous voulez améliorer votre langue cible par le volontariat.

Exercice 4. En groupe, discutez de la manière dont vous pouvez vous préparer linguistiquement avant un volontariat à l'étranger.

Exercice 5. Organisez un jeu de rôle dans lequel un volontaire raconte son expérience à un futur bénévole. Le futur bénévole pose des questions pour en savoir plus.

Exercice 6. Discutez de l'importance de la culture dans le processus d'apprentissage linguistique en volontariat.

Exercices de créativité

Exercice 1. Parlez d'un programme de volontariat dans notre pays. Décrivez en détail les activités proposées et les compétences linguistiques à acquérir.

Exercice 2. Imaginez que vous êtes un bénévole dans un programme à l'étranger. Rédigez un billet de blog pour partager votre première expérience d'immersion linguistique.

Exercice 3. Créez un scénario où deux volontaires de pays différents échangent des conseils sur l'apprentissage de la langue tout en travaillant sur un projet commun.

Exercice 4. Rédigez un dialogue entre un responsable de programme de volontariat et un candidat sur l'importance de la préparation linguistique.

Exercice 5. Créez un plan de cours pour aider les débutants à se préparer à un programme de volontariat en pays francophone.

На заняттях з «Педагогіки» або інших обов'язкових та вибіркових освітніх компонентів педагогічного спрямування найбільш ефективними є кейс-метод, стимуляційні тренінги, проєкти з інтеграції волонтерства в діяльність громади тощо.

Наголосимо на важливості саме інтеграції волонтерства в життя мешканців різних регіонів, оскільки впровадження таких завдань для волонтерів якнайкраще сприяє формування їхньої здатності до комунікації. Так, студенти мали виконати проект локальна усна історія «Голоси поколінь», що передбачало запис та збереження спогадів старожилів, видатних мешканців або вимушених переселенців (ВПО), які зараз живуть у певному місті, селі. Студенти мали провести серію інтерв'ю з мешканцями громади, записати їх, зберігаючи колорит мовлення (діалектизми, соціолекти), створити цифровий архів або друковану збірку нарисів «Історія громади в обличчях» для місцевої бібліотеки чи музею.

З урахуванням специфіки професійної підготовки майбутніх філологів було доцільним запропонувати проект з надання допомоги в адаптації ВПО або іноземців, які інтегруються в українськомовне середовище громади. Задля цього здобувачі вищої освіти мали організувати безкоштовний розмовний клуб («Лагідна українізація», «Слово за слово»), розробити інтерактивні заняття, мовні ігри для дітей та дорослих, створити коротку «пам'ятку новосела», яка б відображала локальні мовні особливості, топоніми, корисні фрази.

Неабиякого значення мало залучення студентства до створення цифрового контенту, що передбачало інформаційну підтримку локальних благодійних ініціатив, музеїв чи бібліотек, яким бракувало якісного текстового контенту. Отож майбутні філологи мали підготувати серію постів/статей про місцевих волонтерів, зоозахисників, майстрів; провести аудит комунікації місцевої бібліотеки чи будинку культури у соцмережах та запропонувати стратегію її покращення; створити текстовий путівник (або аудіогід) цікавими місцями громади.

Викликало зацікавлення у студентів проєкт з бібліотерапії, що орієнтувало на таке: організувати культурне життя для тих, хто цього найбільше потребує (діти у лікарнях, люди похилого віку в будинках престарілих, військові впродовж реабілітації), провести поетичні читання, літературні вечори чи книжкові клуби, а для дітей громади – заняття з казкаріотерапії або творчого письма.

Висновок. Науково-практичні засади є системою теоретичних положень та суджень, виведених із них практичних порад і рекомендацій, методів, алгоритмів, що є базисом для вирішення конкретних прикладних завдань з формування здатності до комунікації у волонтерській діяльності студентів-філологів. Важливими теоретичними підходами є компетентнісний, контекстний та інтеркультурний, де компетентнісний підхід має на меті формування у здобувачів вищої освіти мовної (знання граматики, лексики, фонетики, стилістики), комунікативної та соціокультурної компетентностей, у цілому це забезпечує оволодіння здатністю аналізувати експліцитно та імпліцитно представлену інформацію, підтекст, ключові ідеї, культурні коди та добре розуміти психолоічний стан співрозмовника. Контекстне навчання спрямовує на максимальне наближення освітнього процесу до реальних умов волонтерської роботи (моделювання кризових ситуацій, інтерв'ю з біженцями, переклад інструкцій та інше). Інтеркультурний підхід зорієнтовує на залучення здобувачів вищої освіти до міжнародної допомоги, роботи з іноземцями, що розвиває готовність до толерантної взаємодії з представниками різних культур. Серед практичних рекомендацій з формування готовності до комунікації у волонтерській праці варто зазначити важливість ознайомлення здобувачів вищої освіти з поняттями та техніками реалізації кризової комунікації, емпатичного слухання, заспокоєння, формування готовності підтримати словом, уникати ситуацій, у яких можливе психологічне травмування співрозмовників. Має значення розвиток вмінь підлаштування свого мовлення до рівня співрозмовників, трансформації текстів мовою, доступною для кращого розуміння з боку нефахівців, забезпечення психолінгвістичної стійкості. У процесі професійної підготовки майбутніх філологів є доцільним на заняттях з іноземних мов упроваджувати вправи, класифіковані відповідно до виду діяльності студентів (лексичні, комунікативні, творчі). Упродовж опанування студентами освітніх компонентів педагогічного спрямування має сенс впроваджувати кейс-метод, стимуляційні тренінги, проекти з інтеграції волонтерства в діяльність громади.

Перспективи дослідження вказаної проблеми полягають у висвітленні зарубіжного досвіду формування здатності до комунікації у волонтерській діяльності на заняттях з мовних дисциплін.

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ФОРМУВАННЯ КУЛЬТУРИ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ В УМОВАХ ВИКОРИСТАННЯ ШТУЧНОГО ІНТЕЛЕКТУ В ОСВІТНЬОМУ ПРОЦЕСІ

Анотація. У статті розглянуто проблему формування культури академічної доброчесності в умовах активного впровадження технологій штучного інтелекту в освітній процес. Проаналізовано сучасні виклики, пов'язані з використанням генеративних моделей штучного інтелекту у навчальній діяльності здобувачів освіти, зокрема питання авторства, самостійності виконання завдань, етичного використання цифрових інструментів та відповідальності за результати навчальної діяльності. Визначено, що стрімкий розвиток систем штучного інтелекту суттєво трансформує підходи до організації освітнього процесу, створюючи як нові можливості для персоналізації навчання, автоматизації освітніх завдань та підвищення ефективності навчальної діяльності, так і ризики порушення принципів академічної доброчесності. Особливу увагу приділено аналізу понять «академічна доброчесність», «культура академічної доброчесності»

та «штучний інтелект» у сучасному освітньому дискурсі. З'ясовано, що культура академічної доброчесності передбачає не лише дотримання встановлених норм і правил, а й формування внутрішніх ціннісних орієнтацій, заснованих на чесності, відповідальності, довірі, справедливості та повазі до інтелектуальної праці. Доведено, що в умовах цифровізації освіти особливої актуальності набуває розвиток критичного мислення, інформаційної грамотності та навичок етичної взаємодії з інструментами штучного інтелекту.

У роботі охарактеризовано основні ризики використання штучного інтелекту в освітньому середовищі, серед яких автоматизоване створення текстів без належного авторського опрацювання, приховане використання генеративних сервісів, поширення недостовірної інформації та зниження рівня самостійності здобувачів освіти.

Водночас наголошено, що штучний інтелект може виступати ефективним допоміжним інструментом у навчанні за умови дотримання принципів прозорості, академічної етики та усвідомленого використання цифрових технологій.

Обґрунтовано необхідність формування комплексного підходу до розвитку культури академічної доброчесності в закладах освіти шляхом оновлення нормативної бази, удосконалення методик оцінювання, впровадження просвітницьких заходів та розвитку цифрової компетентності учасників освітнього процесу. Визначено, що ефективне формування культури академічної доброчесності в умовах використання штучного інтелекту потребує поєднання педагогічних, етичних та технологічних підходів, спрямованих на забезпечення якісної та відповідальної освіти в сучасному цифровому суспільстві.

Ключові слова: академічна доброчесність, культура академічної доброчесності, штучний інтелект, освітній процес, цифровізація освіти, генеративний штучний інтелект, етичне використання технологій, цифрова компетентність, інформаційна грамотність, академічна етика.

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FORMATION OF A CULTURE OF ACADEMIC INTEGRITY IN THE CONDITIONS OF THE USE OF ARTIFICIAL INTELLIGENCE IN THE EDUCATIONAL PROCESS

Abstract. The article considers the problem of forming a culture of academic integrity in the conditions of the active introduction of artificial intelligence technologies into the educational process. The modern challenges associated with the use of generative models of artificial intelligence in the educational activities of students are analyzed, in particular the issues of authorship, independence in completing tasks, ethical use of digital tools and responsibility for the results of educational activities. It is determined that the rapid development of artificial intelligence systems significantly transforms approaches to the organization of the educational process, creating both new opportunities for personalizing learning, automating educational tasks and increasing the efficiency of educational activities, and risks of violating the principles of academic integrity. Particular attention is paid to the analysis of the concepts of "academic integrity", "culture of academic integrity" and "artificial intelligence" in modern educational discourse. It is found that the culture of academic integrity involves not only compliance with established norms and rules, but also the formation of internal value orientations based on honesty, responsibility, trust, justice and respect for intellectual work. It is proven that in the conditions of digitalization of education, the development of critical thinking, information literacy and skills of ethical interaction with artificial intelligence tools becomes particularly relevant. The paper describes the main risks of using artificial intelligence in the educational environment, including automated creation of texts without proper authorship, hidden use of generative services, the spread of unreliable information and a decrease in the level of independence of education seekers. At the same time, it is emphasized that artificial intelligence can act as an effective auxiliary tool in education provided that the principles of transparency, academic ethics and conscious use of digital technologies are observed. The need for a comprehensive approach to the development of a culture

of academic integrity in educational institutions is substantiated by updating the regulatory framework, improving assessment methods, implementing educational activities and developing digital competence of participants in the educational process. It is determined that the effective formation of a culture of academic integrity in the conditions of using artificial intelligence requires a combination of pedagogical, ethical and technological approaches aimed at ensuring high-quality and responsible education in a modern digital society.

Keywords: academic integrity, culture of academic integrity, artificial intelligence, educational process, digitalization of education, generative artificial intelligence, ethical use of technologies, digital competence, information literacy, academic ethics.

Постановка проблеми. Сучасний етап розвитку освіти характеризується активною цифровізацією освітнього середовища та стрімким поширенням технологій штучного інтелекту, які дедалі ширше інтегруються у навчальний процес. Генеративні системи штучного інтелекту, автоматизовані сервіси обробки тексту, інтелектуальні помічники та цифрові платформи створюють нові можливості для організації навчання, оптимізації освітньої діяльності та персоналізації освітнього контенту. Водночас використання таких технологій актуалізує низку етичних, педагогічних та організаційних проблем, пов’язаних із дотриманням принципів академічної доброчесності.

Особливої актуальності ця проблема набуває в умовах зростання доступності інструментів штучного інтелекту для здобувачів освіти. Використання генеративних моделей для створення навчальних текстів, виконання письмових завдань, підготовки проєктів чи наукових робіт суттєво трансформує уявлення про самостійність навчальної діяльності, авторство та відповідальність за результати навчання. У багатьох випадках виникають труднощі щодо визначення меж допустимого використання штучного інтелекту, що може спричиняти порушення академічної етики, зниження рівня критичного мислення та формальний підхід до освітньої діяльності.

Додатковим викликом є недостатній рівень сформованості культури академічної доброчесності серед учасників освітнього процесу в умовах цифрової трансформації освіти. Незважаючи на активне впровадження нормативних засад академічної доброчесності у закладах освіти, питання етичного використання штучного інтелекту залишається недостатньо врегульованим як на методичному, так і на практичному рівнях. Відсутність чітких рекомендацій щодо використання інтелектуальних цифрових систем у навчанні створює ризики академічного плагіату, некоректного цитування,

прихованого використання автоматично згенерованих матеріалів та втрати мотивації до самостійного навчання.

У зв'язку з цим особливого значення набуває проблема формування культури академічної доброчесності в умовах використання штучного інтелекту як важливої складової забезпечення якості освіти, розвитку відповідального ставлення до навчальної діяльності та формування етичної цифрової поведінки здобувачів освіти. Необхідність пошуку ефективних механізмів поєднання інноваційних технологій із принципами академічної етики зумовлює актуальність дослідження зазначеної проблематики.

Аналіз останніх досліджень і публікацій. Проблема академічної доброчесності в сучасному освітньому просторі активно досліджується як українськими, так і зарубіжними науковцями. Значну увагу питанням етики освітньої діяльності, дотримання принципів чесності та запобігання академічним порушенням приділено у працях В. Андрущенка, С. Калашнікової, В. Лугового, О. Слюсаренко, Ж. Таланової, які розглядають академічну доброчесність як важливу складову забезпечення якості вищої освіти та формування відповідального освітнього середовища. Дослідники наголошують, що академічна доброчесність є не лише системою нормативних вимог, а й ціннісною основою функціонування сучасної освіти [4].

Проблематику формування культури академічної доброчесності в умовах цифровізації освіти досліджували Н. Батечко, І. Драч, О. Глузман, О. Романовський та інші науковці. У їхніх працях акцентується увага на необхідності розвитку етичної культури здобувачів освіти, формування навичок самостійної роботи та підвищення рівня відповідальності за результати навчальної діяльності. Дослідники підкреслюють, що цифрове освітнє середовище суттєво змінює характер навчальної взаємодії та потребує оновлення підходів до реалізації принципів академічної доброчесності [7].

Окремий напрям сучасних досліджень пов'язаний із вивченням впливу технологій штучного інтелекту на освітній процес. Питання використання генеративного штучного інтелекту в освіті висвітлюються у працях таких зарубіжних учених, як Ethan Mollick, Kristin Blomgren, George Siemens, Wayne Holmes, Aryn K. Jones та Mike Sharples. Науковці аналізують потенціал штучного інтелекту для персоналізації навчання, автоматизації освітніх процесів та підтримки навчальної діяльності, водночас звертаючи увагу на ризики академічного шахрайства, втрати навичок критичного мислення та порушення принципів авторства [1].

Значний внесок у дослідження етичних аспектів використання штучного інтелекту в освіті зробили Wayne Holmes, UNESCO та OECD, які

наголошують на необхідності формування відповідального та прозорого використання цифрових технологій у навчанні. У сучасних дослідженнях підкреслюється, що інтеграція штучного інтелекту в освітній процес має супроводжуватися розробленням чітких етичних норм, оновленням механізмів оцінювання та розвитком цифрової грамотності здобувачів освіти.

Попри значну кількість наукових праць, проблема формування культури академічної доброчесності саме в умовах активного використання генеративного штучного інтелекту залишається недостатньо дослідженою. Потребують подальшого вивчення питання визначення меж допустимого використання штучного інтелекту в освітній діяльності, формування навичок етичної взаємодії з інтелектуальними цифровими системами та розроблення ефективних педагогічних механізмів підтримки академічної доброчесності в умовах цифрової трансформації освіти.

Мета статті полягає у дослідженні особливостей формування культури академічної доброчесності в умовах використання штучного інтелекту в освітньому процесі, визначенні основних викликів і ризиків застосування генеративних технологій у навчальній діяльності, а також обґрунтуванні педагогічних та організаційних умов забезпечення етичного й відповідального використання штучного інтелекту в сучасному освітньому середовищі.

Виклад основного матеріалу. Сучасний розвиток інформаційного суспільства супроводжується масштабною цифровою трансформацією практично всіх сфер людської діяльності, зокрема й освіти. Одним із ключових чинників цих змін стало стрімке поширення технологій штучного інтелекту, які сьогодні активно інтегруються в освітній процес на різних рівнях. Використання генеративних моделей, автоматизованих систем аналізу даних, цифрових освітніх платформ та інтелектуальних помічників суттєво змінює традиційні підходи до організації навчання, взаємодії між учасниками освітнього процесу та оцінювання результатів навчальної діяльності. Водночас поряд із новими можливостями виникають серйозні виклики, пов’язані із забезпеченням академічної доброчесності та формуванням відповідальної культури використання цифрових технологій.

У сучасному освітньому дискурсі академічна доброчесність розглядається як сукупність етичних принципів, моральних норм і правил поведінки, яких мають дотримуватися всі учасники освітнього процесу під час навчальної, викладацької та наукової діяльності. Вона охоплює такі базові цінності, як чесність, відповідальність, довіра, повага до інтелектуальної праці, справедливість та прозорість. Формування культури академічної доброчесності передбачає не лише знання нормативних вимог,

а й розвиток внутрішньої готовності діяти відповідально та етично в різних освітніх ситуаціях.

В умовах активного використання штучного інтелекту проблема академічної доброчесності набуває нових вимірів. Якщо раніше основними формами академічних порушень були плагіат, списування чи фабрикація результатів досліджень, то сьогодні дедалі більшого поширення набуває використання генеративних систем штучного інтелекту для автоматизованого створення навчальних текстів, виконання практичних завдань, написання есе, рефератів, курсових та навіть наукових робіт. Особливістю таких технологій є здатність генерувати структуровані тексти, наближені до авторського стилю людини, що значно ускладнює процес виявлення академічних порушень [3].

Використання штучного інтелекту в освіті має як позитивні, так і негативні аспекти. До основних переваг належить можливість персоналізації навчання, адаптації освітнього контенту до індивідуальних потреб здобувачів освіти, швидкого пошуку інформації, автоматизації рутинних завдань та підтримки самостійної роботи. Системи штучного інтелекту можуть допомагати студентам у поясненні складних тем, створенні навчальних матеріалів, аналізі великих обсягів інформації та організації навчального процесу. Для викладачів такі технології відкривають можливості автоматизованого оцінювання, підготовки тестових завдань, аналізу навчальних досягнень та моніторингу освітньої діяльності.

Разом із тим безконтрольне або неетичне використання генеративних моделей створює серйозні ризики для академічної доброчесності. Однією з найбільш поширених проблем є підміна самостійної навчальної діяльності автоматично згенерованими відповідями. У багатьох випадках здобувачі освіти використовують штучний інтелект не як допоміжний інструмент для навчання, а як спосіб повного виконання навчального завдання без власного інтелектуального опрацювання матеріалу. Це призводить до формального засвоєння знань, зниження рівня критичного мислення та втрати навичок самостійного аналізу інформації [8].

Особливої актуальності набуває проблема авторства текстів, створених за допомогою штучного інтелекту. Традиційні підходи до оцінювання письмових робіт базуються на припущенні, що студент є безпосереднім автором поданого матеріалу. Однак у випадку використання генеративних систем виникає складність визначення межі між авторською діяльністю людини та результатом автоматизованої генерації тексту. У багатьох закладах освіти досі відсутні чіткі нормативні рекомендації щодо допустимого рівня використання штучного інтелекту під час виконання навчальних завдань, що створює неоднозначність у трактуванні академічної доброчесності.

Важливо зазначити, що проблема полягає не лише у факті використання штучного інтелекту, а насамперед у способі його застосування. Використання цифрових інструментів може бути етичним та педагогічно доцільним за умови, якщо вони сприяють розвитку компетентностей, підтримують навчальну діяльність та не підміняють процес мислення здобувача освіти. Наприклад, штучний інтелект може використовуватися для генерації ідей, структурування матеріалу, мовного редагування текстів, пояснення складних понять або створення індивідуальних освітніх траєкторій. У такому випадку технології виступають допоміжним інструментом, а не механізмом уникнення навчальної діяльності [9].

Формування культури академічної доброчесності в умовах використання штучного інтелекту потребує комплексного підходу, який охоплює нормативний, педагогічний, технологічний та етичний аспекти. Насамперед важливим є створення чіткої системи правил і рекомендацій щодо використання генеративних технологій у навчальному процесі. Заклади освіти мають визначати допустимі форми використання штучного інтелекту, окреслювати межі академічно прийнятної взаємодії з цифровими системами та розробляти механізми прозорого декларування використання таких технологій у навчальних роботах.

Не менш важливим є оновлення підходів до організації оцінювання навчальних результатів. Традиційні форми контролю знань, орієнтовані переважно на відтворення інформації, стають менш ефективними в умовах доступності генеративного штучного інтелекту. У зв'язку з цим актуальності набувають компетентнісно орієнтовані методи оцінювання, які передбачають перевірку здатності здобувачів освіти аналізувати інформацію, аргументувати власну позицію, здійснювати критичне мислення та застосовувати знання у практичних ситуаціях. Особливу роль можуть відігравати усні форми контролю, проєктна діяльність, дискусії, кейс-методи та інтерактивні формати навчання, що ускладнюють можливість механічного використання автоматично згенерованих відповідей.

Одним із ключових напрямів формування культури академічної доброчесності є розвиток цифрової грамотності учасників освітнього процесу. У сучасних умовах цифрова компетентність передбачає не лише вміння користуватися технологіями, а й здатність критично оцінювати інформацію, розуміти принципи функціонування штучного інтелекту, усвідомлювати ризики цифрових маніпуляцій та відповідально використовувати інтелектуальні системи. Здобувачі освіти мають розуміти, що результати роботи генеративних моделей не завжди є достовірними, об'єктивними чи етично безпечними. Системи штучного інтелекту можуть

генерувати помилкову інформацію, відтворювати упередження або створювати тексти без належного наукового обґрунтування, тому критичне ставлення до цифрового контенту стає необхідною складовою сучасної освіти.

Важливу роль у формуванні культури академічної доброчесності відіграє педагогічна позиція викладача. Саме викладач формує освітнє середовище, у якому академічна чесність сприймається не лише як формальна вимога, а як базова цінність професійного та особистісного розвитку. Викладачі мають не лише контролювати дотримання правил академічної доброчесності, а й пояснювати значення самостійної інтелектуальної діяльності, формувати мотивацію до навчання та розвивати навички відповідального використання цифрових технологій.

Суттєвого значення набуває також проблема психологічної готовності здобувачів освіти до відповідального використання штучного інтелекту. У сучасному інформаційному середовищі молодь часто сприймає цифрові технології як основний інструмент отримання інформації та виконання навчальних завдань. За відсутності сформованої культури академічної відповідальності це може призводити до залежності від автоматизованих сервісів, втрати мотивації до самостійного навчання та зниження рівня пізнавальної активності. Саме тому важливим завданням сучасної освіти є формування усвідомленого ставлення до використання штучного інтелекту як інструменту підтримки навчання, а не заміни інтелектуальної діяльності людини.

Окремої уваги потребує питання етичного регулювання використання штучного інтелекту в освіті. Сучасні міжнародні організації, зокрема UNESCO та OECD, наголошують на необхідності дотримання принципів прозорості, справедливості, інклюзивності та відповідальності під час інтеграції інтелектуальних технологій у сферу освіти. Використання штучного інтелекту має відповідати принципам захисту персональних даних, поваги до авторського права та забезпечення рівного доступу до освітніх можливостей. Важливо, щоб цифрові технології не поглиблювали освітню нерівність та не створювали дискримінаційних умов для окремих категорій здобувачів освіти.

Формування культури академічної доброчесності також передбачає створення в закладах освіти цілісного доброчесного середовища. Йдеться про поєднання нормативної бази, просвітницької діяльності, методичної підтримки та системи внутрішньої мотивації до чесного навчання. Ефективними механізмами можуть бути проведення тренінгів, семінарів, інтерактивних занять, розроблення кодексів академічної етики, створення рекомендацій щодо використання штучного інтелекту та впровадження

політик відкритого декларування цифрових інструментів, використаних у процесі виконання навчальних завдань.

У сучасних умовах особливо важливим стає переосмислення самої ролі освіти. Якщо раніше основний акцент робився на накопиченні знань, то сьогодні ключового значення набуває здатність людини критично мислити, аналізувати інформацію, адаптуватися до технологічних змін та відповідально взаємодіяти з цифровим середовищем. Штучний інтелект не повинен розглядатися виключно як загроза академічній доброчесності, адже його потенціал може бути ефективно використаний для розвитку інноваційного освітнього середовища. Водночас успішна інтеграція таких технологій можлива лише за умови формування високого рівня академічної культури, етичної відповідальності та усвідомленого ставлення до результатів власної навчальної діяльності.

Таким чином, формування культури академічної доброчесності в умовах використання штучного інтелекту є складним і багатовимірним процесом, який потребує системного підходу з боку закладів освіти, викладачів та здобувачів освіти. Ефективне поєднання інноваційних цифрових технологій із принципами академічної етики сприятиме підвищенню якості освіти, розвитку відповідального освітнього середовища та підготовці фахівців, здатних діяти професійно й етично в умовах сучасного цифрового суспільства.

Висновки. Отже, в умовах стрімкої цифровізації освіти та активного впровадження технологій штучного інтелекту проблема формування культури академічної доброчесності набуває особливої актуальності.

Використання генеративних систем штучного інтелекту суттєво трансформує освітній процес, змінюючи підходи до навчання, виконання завдань, оцінювання результатів освітньої діяльності та організації взаємодії між учасниками освітнього середовища. Поряд із новими можливостями для персоналізації навчання, автоматизації окремих освітніх процесів та підвищення доступності інформації виникають ризики порушення принципів академічної доброчесності, пов’язані з підміною самостійної діяльності автоматично згенерованими матеріалами, зниженням рівня критичного мислення та формальним засвоєнням знань.

У ході дослідження встановлено, що культура академічної доброчесності повинна розглядатися не лише як система нормативних вимог і заборон, а як комплексна ціннісна основа сучасної освіти, яка формує відповідальне ставлення до навчальної та наукової діяльності. Визначено, що ефективне використання штучного інтелекту в освітньому процесі можливе лише за умови дотримання принципів прозорості, етичності, відповідальності та усвідомленого використання цифрових технологій.

Доведено, що важливими умовами формування культури академічної доброчесності є розвиток цифрової грамотності та критичного мислення здобувачів освіти, оновлення методик оцінювання результатів навчання, удосконалення нормативного регулювання використання штучного інтелекту, а також створення доброчесного освітнього середовища в закладах освіти. Особливу роль у цьому процесі відіграє педагогічна підтримка викладачів, спрямована на формування в здобувачів освіти навичок відповідального використання інтелектуальних цифрових систем.

Встановлено, що штучний інтелект не повинен сприйматися виключно як загроза академічній доброчесності, оскільки за умови етичного та педагогічно виваженого використання він може стати ефективним інструментом підтримки навчальної діяльності, розвитку індивідуальних освітніх траєкторій та вдосконалення освітнього процесу. Водночас інтеграція технологій штучного інтелекту в освіту потребує комплексного поєднання педагогічних, технологічних та етичних підходів, спрямованих на забезпечення якісної, відповідальної та доброчесної освіти в сучасному цифровому суспільстві.

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ПЕДАГОГІЧНІ УМОВИ ЕФЕКТИВНОГО ВИКОРИСТАННЯ ШТУЧНОГО ІНТЕЛЕКТУ В МЕТОДИЦІ ВИКЛАДАННЯ КИТАЙСЬКОЇ МОВИ

Анотація. У статті розглянуто педагогічні умови ефективного використання штучного інтелекту в методиці викладання китайської мови. Актуальність дослідження зумовлена активним упровадженням інструментів штучного інтелекту в іншомовну освіту та необхідністю їх методично обґрунтованого застосування з урахуванням специфіки китайської мови. Наголошено, що китайська мова має низку складних для засвоєння особливостей, зокрема тональну фонетику, систему піньїню, ієрогліфічне письмо, аналітичну граматичну будову, контекстуальність лексичних одиниць і культурну зумовленість мовленнєвої поведінки. Визначено, що штучний інтелект може виконувати функції цифрового асистента, тренажера вимови, генератора комунікативних ситуацій, інструмента автоматизованого зворотного зв'язку, засобу візуалізації ієрогліфів і підтримки самостійної роботи здобувачів освіти. Розкрито дидактичний потенціал ШІ для формування фонетичної, лексичної, граматичної, комунікативної та міжкультурної компетентностей під час вивчення китайської мови. Обґрунтовано, що використання ШІ сприяє індивідуалізації навчання, адаптації завдань до рівня підготовки здобувачів, підвищенню інтенсивності мовленнєвої практики, розвитку навичок самоконтролю та формуванню навчальної автономії. Водночас акцентовано увагу на ризиках застосування ШІ, серед яких неточність фонетичного, лексичного, граматичного й перекладацького аналізу, культурна недоречність згенерованих висловлювань, надмірна залежність від цифрових підказок і можливі порушення академічної доброчесності. Доведено, що ефективність використання штучного інтелекту у викладанні китайської мови залежить від педагогічного супроводу викладача, чітких правил застосування цифрових інструментів, критичної перевірки згенерованого змісту, методичної доцільності завдань і дотримання етичних вимог. Зроблено висновок, що ШІ не має замінювати викладача або підміняти

самостійну навчальну діяльність здобувачів освіти, а повинен виконувати допоміжну, коригувальну, тренувальну й розвивальну функції в освітньому процесі.

Ключові слова: штучний інтелект, китайська мова, методика викладання, іншомовна освіта, педагогічні умови, цифрові інструменти, фонетична компетентність, ієрогліфічне письмо, комунікативна компетентність, академічна доброчесність.

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PEDAGOGICAL CONDITIONS FOR THE EFFECTIVE USE OF ARTIFICIAL INTELLIGENCE IN THE METHODOLOGY OF TEACHING THE CHINESE LANGUAGE

The article explores the pedagogical conditions for the effective use of AI in methodology of teaching Chinese language. The significance of the study is reflected in the quick introduction of artificial intelligence technologies in the foreign language teaching process and the necessity of their methodologically appropriate use, based on the features of Chinese language and culture. The article highlights the fact that the learning of Chinese involves some complex factors such as tonal phonetics, pinyin, hieroglyphic writing, context-dependent vocabulary, translation challenges and models of communication from the Chinese culture. It is proved that artificial intelligence has the ability to be a digital assistant, a pronunciation trainer, a generator of communicative situations, an automatic feedback tool, a visualizing tool of Chinese characters and a tool that can help students do their own work. The didactic potential of AI is demonstrated in the development of phonetic, lexical, grammatical, communicative, translation and intercultural skills. It is demonstrated that AI applications play a role in individualizing learning, adapting tasks to students' proficiency level, increasing language practice, students' self-control skills, and building learner autonomy. The article also highlights the key challenges and dangers of using AI in Chinese language learning, such as errors in phonetic, lexical, grammatical, and translation analysis, cultural inappropriateness of the generated expressions, overreliance on digital prompts, and potentially academic dishonesty. The effectiveness of using AI is proven to be dependent on pedagogical guidance by the teacher, the establishment of clear rules for the use of digital tools, critical examination of the content generated by AI, the methodological appropriateness of tasks, and meeting ethical requirements. The authors conclude that artificial intelligence

should not replace the teacher or the students' independent learning activity, but only serve as auxiliary, corrective, training and developmental functions in the educational process.

Prospects for further research lie in the creation of methodological models for using AI in Chinese language education and in establishing standards for the effectiveness of using AI in higher education.

Keywords: artificial intelligence, Chinese language, teaching methodology, foreign language education, pedagogical conditions, digital tools, phonetic competence, hieroglyphic writing, communicative competence, academic integrity.

Постановка проблеми.

Сучасний розвиток штучного інтелекту суттєво змінює методику викладання іноземних мов, зокрема китайської, яка має складну фонетичну, ієрогліфічну, граматичну та культурно-комунікативну специфіку.

Інструменти ШІ відкривають нові можливості для індивідуалізації навчання, автоматизованого зворотного зв'язку, тренування вимови, письма, перекладу й усного мовлення, однак їх використання супроводжується ризиками неточності, надмірної залежності здобувачів від цифрових підказок та порушення академічної доброчесності. У зв'язку з цим актуальною є проблема визначення педагогічних умов, за яких штучний інтелект може ефективно й методично обґрунтовано використовуватися у викладанні китайської мови без підміни ролі викладача та самостійної навчальної діяльності здобувачів освіти.

Аналіз останніх досліджень і публікацій.

Проблематика використання штучного інтелекту в іншомовній освіті активно висвітлюється в сучасних наукових працях, де ШІ розглядається як інструмент персоналізації навчання, автоматизованого зворотного зв'язку, підтримки самостійної роботи та розвитку мовленнєвих компетентностей. О. О. Айотунде, Д. І. Джаміл, Н. Кавус обґрунтовують потенціал штучного інтелекту в системах управління навчанням для підвищення ефективності вивчення іноземних мов [1]. Б. Лі, Ю. Л. Тан, К. Ванг, В. Ловелл систематизують емпіричні дослідження генеративного ШІ в мовній освіті та підкреслюють його значення для розвитку письма, читання, усного мовлення й навчальної автономії [3]. Ю. Цянь аналізує педагогічні можливості генеративного ШІ у вищій освіті, зокрема в аспекті адаптації завдань, створення навчальних матеріалів і формувального оцінювання [4]. Дж. Н. К. Ва наголошує на ролі ШІ у персоналізації мовного навчання та підвищенні залученості здобувачів освіти [5], а В. Вібуолясарін, К. Вібуолясарін, П. Тіранант, Н. Джіноват, П. Буньякітанон доводять

ефективність AI-чат-ботів для моделювання іншомовного спілкування та зниження психологічного бар'єра [6].

Окрему увагу дослідники приділяють застосуванню ШІ у навчанні китайської мови як іноземної, що є особливо актуальним через тональну фонетику, ієрогліфічне письмо, контекстуальність граматики та культурну зумовленість мовленнєвої поведінки. Дж. Сє розкриває можливості й виклики використання ШІ в міжнародній китайськомовній освіті, зокрема щодо адаптації навчального змісту та підтримки мовної практики [8]. Дж. Ся, Ю. Ге, Чж. Шень, Д. М. Рахман Наджар підкреслюють допоміжну роль застосунків ШІ у подоланні лінгвістичних, психологічних та освітніх труднощів здобувачів, які вивчають китайську мову [7]. К. Чен, Ю. Гун аналізують значення AI-assisted learning для розвитку академічного письма здобувачів, які вивчають китайську як другу мову [2], а Дж. Чжан, С. Чжоу, Ю. С. Го досліджують вплив когнітивних і мотиваційних чинників на результативність AI-підтриманого навчання усного мовлення [11]. Отже, наявні дослідження підтверджують значний дидактичний потенціал ШІ в мовній освіті, однак питання педагогічних умов його ефективного використання саме в методиці викладання китайської мови потребує подальшого уточнення з урахуванням фонетичних, ієрогліфічних, граматичних, комунікативних та міжкультурних особливостей цієї мови.

Мета статті – теоретично обґрунтувати педагогічні умови ефективного використання штучного інтелекту в методиці викладання китайської мови та визначити його дидактичний потенціал для формування фонетичної, лексичної, граматичної, комунікативної й міжкультурної компетентностей здобувачів освіти з урахуванням методичних, етичних і технологічних вимог сучасного освітнього процесу.

Виклад основного матеріалу.

Сучасні науково-педагогічні підходи до використання штучного інтелекту в іншомовній освіті ґрунтуються на розумінні ШІ не лише як технічного інструменту, а як дидактичного засобу, що змінює характер взаємодії між здобувачем освіти, викладачем, навчальним матеріалом і цифровим освітнім середовищем. У новітніх дослідженнях підкреслюється, що штучний інтелект може забезпечувати персоналізацію навчання, адаптацію складності завдань до рівня мовної підготовки здобувача, автоматизований зворотний зв'язок, підтримку самостійної роботи та створення додаткових можливостей для мовленнєвої практики .

Одним із провідних підходів є *персоналізовано-адаптивний підхід*, відповідно до якого ШІ використовується для добору індивідуальної траєкторії вивчення іноземної мови. Цифрові платформи, інтелектуальні навчальні системи та чат-боти можуть аналізувати типові помилки

здобувача, рівень засвоєння лексики, граматичних структур, темп виконання завдань і на цій основі пропонувати індивідуалізовані вправи. Такий підхід є особливо важливим в іншомовній освіті, оскільки рівень сформованості мовленнєвих компетентностей у здобувачів часто є неоднорідним. Дослідження з питань AI-driven language learning засвідчують, що адаптивні системи сприяють підвищенню залученості здобувачів, розвитку мовної автономії та кращому утриманню лексичного матеріалу .

Другим важливим підходом є *комунікативно-інтерактивний підхід*, у межах якого штучний інтелект розглядається як засіб моделювання іншомовного спілкування. AI-чат-боти та генеративні мовні моделі дають змогу створювати діалогічні ситуації, рольові комунікативні вправи, симуляції професійного або побутового спілкування, що особливо актуально за умов обмеженого доступу до носіїв мови. У систематичних оглядах підкреслюється, що чат-боти в іншомовній освіті забезпечують безперервну мовну практику, знижують психологічний бар'єр перед говорінням і дають можливість багаторазового тренування мовленнєвих моделей у безпечному цифровому середовищі .

Третім є *підхід автоматизованого формувального оцінювання*, за якого ШІ застосовується для оперативного аналізу письмових, усних і змішаних мовленнєвих продуктів здобувачів. Йдеться про автоматизовану перевірку граматики, лексичної точності, стилістичної відповідності, вимови, інтонації, структури висловлювання та логіки тексту. У методичному аспекті цінність такого підходу полягає не лише в автоматизації перевірки, а й у можливості надання здобувачеві швидкого зворотного зв'язку, який спрямовує його на самокорекцію. Водночас науковці наголошують, що автоматизоване оцінювання не повинно повністю замінювати педагогічну експертизу викладача, оскільки ШІ може не враховувати контекст, прагматичні особливості мовлення та комунікативну доцільність висловлювання .

Окреме значення має *конструктивістський підхід*, у межах якого ШІ розглядається як інструмент активного конструювання знань. Здобувач не просто отримує готову відповідь, а використовує ШІ для пояснення складних мовних явищ, порівняння граматичних структур, створення прикладів, уточнення значень лексичних одиниць, моделювання діалогів, редагування власних текстів. Такий підхід є продуктивним за умови, що здобувач навчається критично оцінювати відповіді ШІ, перевіряти їх, зіставляти з навчальними джерелами та поясненнями викладача. У новітніх працях генеративний ШІ в мовній освіті дедалі частіше трактується як когнітивний помічник або навчальний партнер, а не як джерело готових рішень.

Важливим є також *компетентнісний підхід*, відповідно до якого використання ШІ має бути спрямоване не лише на засвоєння мовного матеріалу, а й на розвиток іншомовної комунікативної, міжкультурної, цифрової та навчально-стратегічної компетентностей. У цьому контексті ШІ може підтримувати розвиток читання, письма, аудіювання, говоріння, перекладацьких умінь, а також навичок роботи з цифровими ресурсами. Наприклад, здобувач може використовувати ШІ для створення варіантів діалогів, аналізу автентичних текстів, тренування лексики за темами, підготовки усних відповідей або порівняння культурно маркованих мовних одиниць. Дослідження впливу ШІ на вивчення іноземних мов засвідчують його позитивний потенціал для розвитку основних видів мовленнєвої діяльності, особливо за умови методично обґрунтованого використання .

Водночас сучасна педагогічна думка наголошує на необхідності *етико-критичного підходу* до використання ШІ в іншомовній освіті. Його сутність полягає у формуванні в здобувачів відповідального ставлення до цифрових інструментів, академічної доброчесності, розуміння меж допустимого використання ШІ, уміння розрізняти власний навчальний результат і машинно згенерований продукт. Це особливо важливо у процесі виконання письмових робіт, перекладів, творчих завдань, підготовки презентацій і діалогів. У сучасних дослідженнях підкреслюється, що генеративний ШІ створює не лише нові можливості, а й нові ризики: залежність від автоматичних відповідей, зниження самостійності мислення, некритичне сприйняття помилкової інформації, порушення академічної доброчесності та проблеми конфіденційності даних .

Отже, сучасні науково-педагогічні підходи до використання штучного інтелекту в іншомовній освіті охоплюють персоналізовано-адаптивний, комунікативно-інтерактивний, формувально-оцінювальний, конструктивістський, компетентнісний та етико-критичний напрями. Їх об’єднує спільна ідея: ШІ має не замінювати викладача й не підміняти пізнавальну активність здобувача, а посилювати дидактичні можливості іншомовної освіти. Ефективність його використання залежить від методичної доцільності, педагогічного супроводу, чітких правил академічної доброчесності, цифрової грамотності учасників освітнього процесу та орієнтації на реальний розвиток іншомовної комунікативної компетентності.

Специфіка застосування інструментів штучного інтелекту в методиці викладання китайської мови зумовлена особливостями самої мовної системи, зокрема ієрогліфічним письмом, тональною фонетикою, складною графічною структурою знаків, відмінностями між усним і писемним мовленням, а також необхідністю формування міжкультурної комунікативної компетентності. На відміну від багатьох європейських мов, китайська мова потребує від здобувачів освіти одночасного засвоєння

вимови, тонів, піньїню, ієрогліфіки, лексико-граматичних конструкцій і культурно зумовлених моделей спілкування. У цьому контексті штучний інтелект може виконувати функції цифрового асистента, тренажера вимови, генератора навчальних ситуацій, засобу автоматизованого зворотного зв'язку, інструмента візуалізації ієрогліфів і підтримки самостійної роботи.

Водночас використання ШІ у викладанні китайської мови має бути методично виваженим, оскільки автоматично згенеровані переклади, пояснення граматики чи приклади речень не завжди враховують комунікативний контекст, стилістичну доречність, культурні конотації та рівень мовної підготовки здобувачів. Тому інструменти ШІ доцільно розглядати не як заміну викладача, а як допоміжний дидактичний ресурс, який розширює можливості індивідуалізації навчання, підвищує інтенсивність мовної практики та сприяє формуванню навичок самоконтролю, критичного мислення й відповідального використання цифрових технологій.

Специфіку застосування інструментів штучного інтелекту в методиці викладання китайської мови узагальнено в таблиці 1.

Таблиця 1

Специфіка застосування інструментів штучного інтелекту в методиці викладання китайської мови

Напрям застосування ШІ	Методична специфіка	Дидактичні можливості ШІ	Очікуваний результат
Фонетика та піньїнь	Засвоєння тонів, артикуляції, інтонації та зв'язку між звучанням і графічним записом	Аналіз вимови, виявлення помилок, вправи на співвіднесення піньїню, ієрогліфів і звучання	Підвищення точності вимови, розвиток фонетичного слуху й навичок самокорекції
Ієрогліфічне письмо	Опанування структури ієрогліфа, ключів, графем і порядку написання рисок	Візуалізація ієрогліфів, демонстрація послідовності написання, автоматизована перевірка	Розвиток графічної грамотності, зорової пам'яті та точності письма
Лексика й граматика	Засвоєння лексики через контекст, словотвірні моделі, порядок слів, службові слова й граматичні конструкції	Добір прикладів, тематичних словників, пояснення граматики, створення вправ різного рівня	Розширення словникового запасу, правильне вживання лексики й граматичних структур

Напрям застосування ШІ	Методична специфіка	Дидактичні можливості ШІ	Очікуваний результат
Читання, письмо й переклад	Розуміння ієрогліфічних текстів, добір стилістично доречних мовних засобів, урахування контексту	Адаптація текстів, пояснення складних фрагментів, редагування письмових робіт, порівняння перекладів	Розвиток навичок читання, письма, перекладацької компетентності й критичного мислення
Усне мовлення й аудіювання	Контроль вимови, тонів, темпу мовлення, лексики та комунікативної доречності	Моделювання діалогів, рольових ситуацій, добір аудіоматеріалів, транскрипція й завдання на розуміння	Розвиток говоріння, аудіювання, мовленнєвої активності та подолання психологічного бар'єра
Міжкультурна комунікація	Урахування норм етикету, традицій, цінностей і культурно маркованих висловів	Моделювання міжкультурних ситуацій, пояснення культурних конотацій, створення сценаріїв спілкування	Формування міжкультурної компетентності та комунікативної доречності
Індивідуалізація та зворотний зв'язок	Різний рівень підготовки, темп засвоєння матеріалу й індивідуальні навчальні труднощі	Персоналізовані вправи, адаптація складності, автоматизований аналіз помилок і звіти про прогрес	Підвищення ефективності навчання, розвиток самоконтролю й навчальної автономії
Підтримка викладача й академічна доброчесність	Потреба в якісних дидактичних матеріалах і правилах відповідального використання ШІ	Створення завдань, тестів, діалогів, пояснення меж допустимої допомоги ШІ	Оптимізація роботи викладача, відповідальне використання ШІ та дотримання академічної доброчесності

Дидактичний потенціал штучного інтелекту для формування фонетичної, лексичної, граматичної та комунікативної компетентностей здобувачів освіти під час вивчення китайської мови полягає у можливості індивідуалізувати мовну підготовку, забезпечити оперативний зворотний зв'язок і створити умови для багаторазового тренування складних мовних явищ.

У формуванні фонетичної компетентності ШІ може використовуватися для аналізу вимови, розпізнавання помилок у тонах, інтонації, ритмі та артикуляції, що є особливо важливим для китайської мови як тональної. Для розвитку лексичної компетентності інструменти ШІ дають змогу добирати тематичні словники, створювати контекстуальні приклади вживання слів, формувати картки для запам'ятовування, пояснювати значення ієрогліфів, їхні компоненти, сполучуваність і семантичні відтінки. Це сприяє не механічному заучуванню лексики, а її осмисленому засвоєнню через контекст, асоціативні зв'язки та практичне використання в мовленнєвих ситуаціях.

У процесі формування граматичної компетентності штучний інтелект може виконувати функцію цифрового консультанта, який пояснює граматичні конструкції китайської мови, демонструє відмінності у порядку слів, уживанні службових слів, аспектуальних часток, результативних і напрямкових доповнень, а також генерує вправи різного рівня складності. Водночас для розвитку комунікативної компетентності ШІ відкриває можливості моделювання діалогів, рольових ситуацій, професійного й побутового спілкування, що дозволяє здобувачам освіти активно застосовувати китайську мову в умовах, наближених до реальної комунікації. Особливо цінним є те, що ШІ забезпечує безпечне середовище для мовленнєвої практики, знижує страх помилки, стимулює самостійну роботу й підтримує поступове формування впевненості у використанні китайської мови. Водночас його дидактичний потенціал реалізується повною мірою лише за умови педагогічного супроводу викладача, який визначає доцільність завдань, контролює якість згенерованого матеріалу та спрямовує здобувачів на критичне й відповідальне використання цифрових інструментів.

Використання штучного інтелекту в процесі навчання китайської мови відкриває значні дидактичні можливості, однак водночас супроводжується низкою ризиків і методичних обмежень. Це зумовлено складністю китайської мовної системи, зокрема тональною фонетикою, ієрогліфічним письмом, багатозначністю лексичних одиниць, контекстуальною залежністю граматичних конструкцій і тісним зв'язком мови з культурними нормами спілкування. ШІ може ефективно підтримувати здобувача освіти у тренуванні вимови, перекладі, створенні прикладів, поясненні граматики чи моделюванні діалогів, проте його відповіді не завжди є точними, методично коректними або культурно доречними.

Особливої уваги потребує те, що здобувачі освіти можуть сприймати результати роботи ШІ як безумовно правильні, не перевіряючи їх за словниками, підручниками, корпусами текстів або рекомендаціями

викладача. У навчанні китайської мови це може призводити до закріплення помилкової вимови, неточного вживання ієрогліфів, некоректного перекладу, штучних мовленнєвих конструкцій і поверхового засвоєння матеріалу. Тому ризики використання ШІ мають розглядатися не як підстава для відмови від цифрових інструментів, а як необхідність їх педагогічно контрольованого, критичного й методично обґрунтованого застосування.

Основні ризики та обмеження використання штучного інтелекту в процесі навчання китайської мови подано в таблиці 2.

Таблиця 2

Основні ризики та обмеження використання штучного інтелекту в процесі навчання китайської мови

Ризик або обмеження	Характеристика в контексті навчання китайської мови	Можливі наслідки
Неточність фонетичного аналізу	ШІ не завжди коректно розпізнає тональні помилки, інтонацію, артикуляційні особливості та відмінності між близькими за звучанням складами.	Закріплення неправильної вимови, труднощі в усному спілкуванні, спотворення значення слів.
Помилки в перекладі	Автоматичний переклад може не враховувати контекст, стилістику, культурні конотації, фразеологізми та багатозначність ієрогліфів.	Формування хибного розуміння тексту, некоректне використання лексики, зниження якості перекладацької підготовки.
Некоректне пояснення граматики	ШІ може спрощувати або неточно пояснювати порядок слів, уживання службових слів, аспектуальних часток, результативних і напрямкових доповнень.	Поверхове засвоєння граматичних структур, помилки у побудові речень, труднощі під час письмового й усного мовлення.
Неправильне використання ієрогліфів	Генеративні інструменти можуть пропонувати ієрогліфи, які формально схожі або близькі за значенням, але не відповідають конкретному контексту.	Порушення смислової точності, помилки у письмі, неправильне розуміння лексичних одиниць.
Культурна недоречність висловлювань	ШІ не завжди враховує норми мовленнєвого етикету, соціальну ієрархію, ситуацію спілкування та культурні особливості китайськомовного середовища.	Комунікативні непорозуміння, формування неавтентичних моделей спілкування, зниження міжкультурної компетентності.

Ризик або обмеження	Характеристика в контексті навчання китайської мови	Можливі наслідки
Надмірна залежність від ШІ	Здобувачі можуть використовувати ШІ для отримання готових відповідей, перекладів або текстів без самостійного аналізу.	Зниження навчальної автономії, ослаблення пам'яті, критичного мислення та власної мовленнєвої активності.
Ризики академічної недоброчесності	Виконання письмових робіт, перекладів, діалогів або презентацій за допомогою ШІ без належного зазначення чи власного опрацювання.	Підміна навчального результату машинно згенерованим продуктом, формальне засвоєння матеріалу, порушення етичних норм.
Обмежена методична адаптація	ШІ не завжди враховує навчальну програму, рівень групи, мету заняття, попередньо вивчений матеріал і методику конкретного викладача.	Невідповідність завдань реальному рівню здобувачів, фрагментарність навчання, порушення логіки освітнього процесу.

Роль викладача у педагогічному супроводі використання інструментів штучного інтелекту під час вивчення китайської мови полягає насамперед у методичному спрямуванні навчальної діяльності здобувачів освіти. Викладач визначає, на якому етапі навчання доцільно застосовувати ШІ, які інструменти відповідають меті заняття, рівню мовної підготовки здобувачів і специфіці конкретного мовного матеріалу. У процесі вивчення китайської мови це особливо важливо, оскільки робота з тонами, піньїнем, ієрогліфами, граматичними конструкціями та культурно маркованими висловами потребує не лише технічної підтримки, а й фахового педагогічного поясне - ння. Викладач має навчати здобувачів правильно формулювати запити до ШІ, перевіряти отримані відповіді, зіставляти їх із підручниками, словниками, автентичними джерелами та власними знаннями, а також критично оцінювати точність перекладів, прикладів і граматичних пояснень.

Водночас викладач виконує функцію організатора, консультанта, модератора й контролера якості використання ШІ в освітньому процесі. Він має встановлювати правила академічно доброчесного застосування цифрових інструментів, пояснювати межі допустимої допомоги ШІ, запобігати підміні самостійної навчальної діяльності готовими машинно згенерованими відповідями. У педагогічному супроводі важливо не лише дозволити здобувачам користуватися ШІ, а й сформувати в них культуру відповідального використання таких інструментів: уміння аналізувати помилки, редагувати відповіді, обґрунтовувати власний мовний вибір і усвідомлювати навчальну цінність виконаного завдання. Отже, у викладанні китайської мови викладач залишається ключовою фігурою, яка

забезпечує методичну доцільність, змістову коректність, етичність і педагогічну результативність використання штучного інтелекту.

Практичні рекомендації щодо інтеграції штучного інтелекту в освітній процес під час вивчення китайської мови мають ґрунтуватися на поєднанні методичної доцільності, педагогічного контролю та етичної відповідальності. Насамперед доцільно використовувати ШІ не як заміну викладача, а як допоміжний інструмент для тренування вимови, засвоєння піньїню, вивчення ієрогліфів, розширення лексичного запасу, пояснення граматичних конструкцій, моделювання діалогів і організації самостійної роботи здобувачів освіти. Викладач має добирати такі завдання, у яких ШІ сприяє активному навчанню, а не надає готовий результат без осмислення; наприклад, здобувачі можуть порівнювати кілька варіантів перекладу, аналізувати помилки у згенерованих реченнях, редагувати тексти, перевіряти правильність уживання ієрогліфів і пояснювати власний вибір мовних засобів. Важливо встановити чіткі правила використання ШІ: визначити, коли його застосування дозволене, які види допомоги є прийнятними, як потрібно фіксувати використання цифрових інструментів і чому неприпустимим є подання машинно згенерованого тексту як власної роботи. Дидактично виправданою є інтеграція ШІ у формувальне оцінювання, індивідуальні освітні траєкторії, тренувальні вправи, комунікативні симуляції та рефлексивні завдання. Водночас усі результати, отримані за допомогою ШІ, мають перевірятися за словниками, підручниками, автентичними джерелами й рекомендаціями викладача, оскільки китайська мова потребує особливої точності у вимові тонів, написанні ієрогліфів, граматичній побудові речень і культурній доречності висловлювань. Таким чином, ефективна інтеграція штучного інтелекту в освітній процес можлива лише за умови його критичного, контрольованого й педагогічно обґрунтованого використання, спрямованого на розвиток мовної автономії, комунікативної компетентності, академічної доброчесності та цифрової грамотності здобувачів освіти.

Висновки.

Отже, використання штучного інтелекту в методиці викладання китайської мови є перспективним напрямом модернізації іншомовної освіти, оскільки дає змогу посилити індивідуалізацію навчання, забезпечити оперативний зворотний зв’язок, розширити можливості самостійної роботи здобувачів освіти та створити умови для багаторазового тренування фонетичних, лексичних, граматичних і комунікативних навичок. Особливе значення ШІ має у процесі засвоєння тональної системи, піньїню, ієрогліфічного письма, граматичних конструкцій, перекладу та міжкультурної комунікації, що визначає його дидактичну цінність саме для

навчання китайської мови. Водночас ефективність застосування інструментів ШІ залежить від чітко визначених педагогічних умов: методичної доцільності, відповідності рівню підготовки здобувачів, педагогічного супроводу викладача, критичної перевірки згенерованого матеріалу, дотримання принципів академічної доброчесності та формування цифрової грамотності. У статті доведено, що штучний інтелект не повинен замінювати викладача або підміняти самостійну навчальну діяльність здобувачів, а має виконувати допоміжну, тренувальну, коригувальну й розвивальну функції. Перспективи подальших досліджень убачаємо в розробленні методичних моделей інтеграції ШІ у викладання китайської мови, створенні критеріїв оцінювання ефективності таких інструментів та апробації практичних сценаріїв їх використання в освітньому процесі.

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ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ ОФІЦЕРІВ-ПРИКОРДОННИКІВ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ ЗАСОБАМИ СПЕЦІАЛЬНОЇ ФІЗИЧНОЇ ПІДГОТОВКИ

Анотація. Стаття присвячена теоретичному обґрунтуванню педагогічних умов формування готовності майбутніх офіцерів-прикордонників до професійної діяльності засобами спеціальної фізичної підготовки. Актуальність дослідження зумовлена зростанням вимог до рівня фізичної та психологічної підготовленості офіцерів Державної прикордонної служби України в умовах військового конфлікту, коли ефективність службово-бойової діяльності залежить від дієздатності особистості діяти в умовах екстремального фізичного та психологічного навантаження.

Готовність майбутнього офіцера-прикордонника до професійної діяльності розглядається як інтегральна особистісна якість, структура якої охоплює мотиваційно-ціннісний, інформаційно-когнітивний, операційно-діяльнісний та професійно-особистісний компоненти. відповідно до виокремленої структури обґрунтовано чотири педагогічні умови, кожна з яких забезпечує цілеспрямований розвиток відповідного компонента засобами спеціальної фізичної підготовки.

Перші умови забезпечують формування стійкої мотивації до фізичного самовдосконалення через усвідомлення прикладного значення поточної діяльності в контексті реальної служби. Друга умова спрямована на забезпечення когнітивного супроводу фізичних занять через формування системи знань про механізми, принципи та тактику застосування рухових дій у службово-бойових ситуаціях. Третя умова відбувається у моделюванні типових ситуацій службово-бойової діяльності в поточному процесі на основі принципу максимального наближення умов підготовки до умов реальної служби на кордоні. Четверта умова передбачає цілеспрямоване виховання вольових і психофізіологічних якостей особистості у виконанні процесу фізичних навантажень граничної інтенсивності.

Доведено, що ефективність формування готовності забезпечується не ізольованою реалізацією кожної умови, а їх системною взаємодією, що створює синергетичний педагогічний ефект. Визначеного критерію оцінювання сформованості кожного компонента готовності та розроблено вимоги до методичного і матеріально-технічного забезпечення освітнього процесу. Перспективною подальших досліджень є експериментальна перевірка методики реалізації визначених умов у навчальному процесі Національної академії Державної прикордонної служби України.

Ключові слова: педагогічні умови, готовність до професійної діяльності, спеціальна фізична підготовка, майбутні офіцери-прикордонники, мотивація, моделювання службово-бойових ситуацій, вольові якості.

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PEDAGOGICAL CONDITIONS FOR THE FORMATION OF READINESS OF FUTURE BORDER OFFICERS FOR PROFESSIONAL ACTIVITIES BY MEANS OF SPECIAL PHYSICAL TRAINING

Abstract. The article is devoted to the theoretical substantiation of the pedagogical conditions for the formation of the readiness of future border officers for professional activity by means of special physical training. The relevance of the study is due to the growing requirements for the level of physical and psychological fitness of officers of the State Border Service of Ukraine in the conditions of a military conflict, when the effectiveness of official and combat activities depends on the individual's ability to act in conditions of extreme physical and psychological stress.

The readiness of the future border guard officer for professional activity is considered as an integral personal quality, the structure of which covers the motivational-value, informational-cognitive, operational-activity and professional-personal components. in accordance with the selected structure, four pedagogical conditions are substantiated, each of which ensures the purposeful development of the corresponding component by means of special physical training.

The first conditions ensure the formation of a stable motivation for physical self-improvement through awareness of the applied value of current activities in the context of real service. The second condition is aimed at providing cognitive support for physical activities through the formation of a system of knowledge

about the mechanisms, principles and tactics of using motor actions in service and combat situations. The third condition occurs in the modeling of typical situations of service and combat activity in the current process based on the principle of maximum approximation of training conditions to the conditions of real service at the border. The fourth condition involves purposeful education of volitional and psychophysiological qualities of the individual in the performance of the process of physical exertion of extreme intensity.

It has been proven that the effectiveness of readiness formation is ensured not by the isolated implementation of each condition, but by their systemic interaction, which creates a synergistic pedagogical effect. The criteria for evaluating the formation of each component of readiness have been determined and the requirements for methodical and material and technical support of the educational process have been developed. Experimental verification of the methodology of implementing the specified conditions in the educational process of the National Academy of the State Border Service of Ukraine is promising for further research.

Keywords: pedagogical conditions, readiness for professional activity, special physical training, future border officers, motivation, modeling of service and combat situations, willpower.

Постановка проблеми. Сучасні виклики у сфері охорони державного кордону в умовах збройного конфлікту суттєво підвищують вимоги до рівня професійної готовності майбутніх офіцерів-прикордонників. Ефективність виконання службово-бойових завдань визначається не лише теоретичними знаннями та тактичними навичками, а й здатністю особистості діяти злагоджено і результативно за умов фізичної та психологічної напруги. У цьому контексті спеціальна фізична підготовка виступає тим педагогічним інструментом, що забезпечує трансформацію загальних рухових можливостей курсанта у специфічні операційні компетентності прикордонника. Разом із тим практика підготовки у вищих військових навчальних закладах свідчить про недостатнє теоретико-методичне обґрунтування педагогічних умов, за яких формування готовності засобами спеціальної фізичної підготовки відбувається найбільш ефективно.

Аналіз останніх досліджень і публікацій. Проблематика підготовки офіцерів-прикордонників у різних аспектах вивчалася науковцями Національної академії Державної прикордонної служби України імені Богдана Хмельницького. Формування фізичної підготовленості офіцерів-прикордонників досліджували О. Гнидюк [1], С. Жембровський [2], Р. Сич [3]. Структуру та компоненти готовності до різних видів службової діяльності розкривали В. Волобуєв [4], К. Тушко [5], О. Богданюк [6].

Попри значний науковий доробок, педагогічні умови формування готовності саме засобами спеціальної фізичної підготовки залишаються недостатньо систематизованими.

Виклад основного матеріалу. Поняття «готовність майбутнього офіцера-прикордонника до професійної діяльності» у педагогіці вищої військової школи тлумачиться як інтегральна особистісна якість, що забезпечує здатність ефективно виконувати службово-бойові завдання в умовах оперативної обстановки на державному кордоні. Як доводять дослідники НАДПСУ, структура цієї готовності охоплює мотиваційно-ціннісний, інформаційно-когнітивний, операційно-діяльнісний та професійно-особистісний компоненти [1; 2]. Кожен із зазначених компонентів описує окремий вимір готовності особистості та потребує цілеспрямованого педагогічного впливу. Відтак цілком обґрунтованою є методологічна логіка, відповідно до якої кожному структурному компоненту готовності відповідає певна педагогічна умова, що забезпечує його формування засобами спеціальної фізичної підготовки.

Педагогічні умови розуміємо як сукупність цілеспрямовано створених обставин освітнього процесу — змістовних, організаційних, методичних, середовищних — що забезпечують досягнення запланованого педагогічного результату. Визначення умов на основі структури готовності дозволяє уникнути довільності у їх формулюванні та гарантує системну відповідність між педагогічним впливом і прогнозованими змінами в особистості майбутнього офіцера.

Перша педагогічна умова: формування стійкої мотивації до фізичного самовдосконалення через усвідомлення офіцерами-прикордонниками прикладного значення спеціальної фізичної підготовки у контексті реальної службово-бойової діяльності.

Мотиваційно-ціннісний компонент готовності визначає внутрішню спонуку курсанта до систематичної фізичної підготовки, ставлення до неї як до професійного обов'язку, а не лише формальної навчальної вимоги. Без стійкої позитивної мотивації будь-яка фізична вправа лишається механічним відтворенням рухів без усвідомленого зв'язку з майбутньою службою. Педагогічна практика свідчить, що мотивація суттєво зростає тоді, коли курсант не просто виконує вправу, а розуміє, у якій конкретній ситуації оперативно-службової діяльності ця вправа знадобиться йому на кордоні.

Реалізація зазначеної умови передбачає декілька взаємопов'язаних педагогічних заходів. По-перше, систематичне роз'яснення викладачами прикладного значення кожного тренувального блоку з посиланням на реальні випадки з практики охорони кордону. По-друге, залучення до

навчального процесу офіцерів-практиків, які з власного досвіду можуть підтвердити, як рівень фізичної підготовки впливав на результативність їхніх дій у критичних ситуаціях на кордоні. По-третє, введення в освітній процес елементів змагальності — проведення внутрішніх першостей, відкритих змагань, рейтингових таблиць особистих досягнень — що активізує потребу у постійному самовдосконаленні через природний механізм суперництва. Нарешті, систематичне відзначення індивідуального прогресу кожного курсанта порівняно з його власними попередніми результатами формує відчуття суб'єктності власних досягнень і підтримує мотиваційний тонус протягом усього освітнього процесу.

Друга педагогічна умова: забезпечення когнітивного супроводу фізичної підготовки через цілеспрямоване формування системи знань про принципи, механізми та тактику застосування рухових дій у службово-бойових ситуаціях.

Інформаційно-когнітивний компонент готовності охоплює знання курсанта про біомеханічні закономірності виконання вправ, принципи раціонального енергоспоживання під час тривалих навантажень, тактику застосування заходів фізичного впливу в різних умовах оперативної обстановки. Відмінність між курсантом, який «просто долає смугу перешкод», і тим, хто «долає смугу, розуміючи, навіщо», є принциповою. У першому випадку формується лише навичка виконання вправи, у другому — закладається основа для гнучкого, інтелектуально керованого застосування фізичних можливостей у нестандартних ситуаціях на кордоні.

Педагогічне забезпечення другої умови здійснюється через інтеграцію теоретичних компонентів безпосередньо у структуру практичних занять зі спеціальної фізичної підготовки. Методичний вступ на початку кожного заняття, де викладач пояснює фізіологічне та тактичне підґрунтя вправ, що виконуватимуться, створює когнітивний контекст фізичної діяльності. Використання розборів тренувальних дій після їх виконання, аналіз помилок не лише на рівні «правильно/неправильно», а й на рівні «чому це відбулося і як це виправити» — розвиває аналітичне мислення курсанта стосовно власних рухових дій. Включення до курсу дисципліни вивчення нормативних документів, що регламентують застосування заходів фізичного впливу, забезпечує розуміння правових і процедурних меж, у яких діє офіцер-прикордонник. Тактичні задачі, що потребують не лише фізичних зусиль, а й прийняття обґрунтованих рішень щодо способу подолання перешкоди чи затримання порушника, ефективно розвивають когнітивну складову готовності.

Третя педагогічна умова: моделювання типових ситуацій службово-бойової діяльності у тренувальному процесі на основі принципу

максимального наближення умов підготовки до умов реальної служби на кордоні.

Операційно-діяльнісний компонент готовності є найбільш безпосереднім відображенням практичної спроможності майбутнього офіцера: він охоплює вміння і навички, що дозволяють ефективно діяти у конкретних ситуаціях службово-бойової діяльності. Формування цього компоненту вимагає такої організації тренувального процесу, за якої фізичні вправи є не самоціллю, а засобом освоєння операційного репертуару майбутнього прикордонника.

Педагогічна реалізація третьої умови передбачає розроблення та застосування ситуативно-моделювального підходу в організації занять зі спеціальної фізичної підготовки. Конкретними формами цього підходу є комплексні навчально-бойові вправи, що поєднують елементи переміщення місцевістю в повній екіпіровці, переслідування умовного порушника, його фізичного затримання та застосування передбачених заходів безпеки. Особливого значення набувають нічні тренування, заняття в несприятливих кліматичних умовах та на різних типах місцевості — саме ці умови відтворюють реальну службову ситуацію, в якій часто опиняється прикордонник. Важливим педагогічним прийомом є ускладнення завдань через поєднання фізичного навантаження із необхідністю прийняття рішень в умовах дефіциту часу та часткового стресового тиску. Таке поєднання дозволяє формувати не ізольовані фізичні навички, а цілісні операційні компетентності, що відповідають вимогам реальної прикордонної служби. Принципово важливим є поступове ускладнення модельних ситуацій відповідно до зростання рівня підготовленості курсантів: від відпрацювання окремих прийомів — до складних комплексних дій в умовах, максимально наближених до реальних.

Четверта педагогічна умова: цілеспрямоване виховання вольових і психофізіологічних якостей особистості майбутнього офіцера-прикордонника в процесі виконання фізичних навантажень граничної інтенсивності.

Професійно-особистісний компонент готовності охоплює ті якості офіцера, що визначають його поведінку в екстремальних умовах: вольова стійкість, стресостійкість, здатність долати втому та психологічний дискомфорт, зберігати ефективність дій на межі фізичних можливостей. Ці якості не формуються шляхом теоретичного ознайомлення — вони виховуються виключно через власний досвід подолання значущих труднощів.

Саме у цьому полягає унікальний виховний потенціал спеціальної фізичної підготовки: ситуація виснажливого фізичного навантаження є автентичним аналогом екстремальних умов прикордонної служби.

Педагогічне забезпечення четвертої умови передбачає систематичне включення до навчально-тренувального процесу вправ і комплексів, що потребують подолання значного стомлення та психологічного спротиву. Важливу роль відіграє педагогічна позиція викладача: він має не лише давати команди, а й цілеспрямовано формувати в курсантів здатність до самомобілізації, долаючи разом із ними труднощі, пояснюючи механізми вольової регуляції поведінки у стані стомлення. Методично виправданим є поступове підвищення порогу навантаження з урахуванням індивідуальних фізіологічних характеристик кожного курсанта. Практика ведення щоденників фізичної підготовки, де курсанти фіксують не лише результати, а й власний психоемоційний стан під час виконання навантажень, сприяє розвитку рефлексивного ставлення до власних вольових ресурсів. Вправи на витримку у несприятливих умовах, виконання фізичних завдань у стані контрольованої напруги, колективні тренування, що потребують взаємопідтримки та відповідальності за результат групи, — усе це утворює педагогічне середовище для цілеспрямованого особистісного виховання.

Визначені педагогічні умови реалізуються не ізольовано, а в органічній єдності, утворюючи цілісну педагогічну систему. Перша і друга умови забезпечують внутрішню готовність курсанта до ефективного фізичного тренування — через мотивацію і когнітивне розуміння. Третя умова трансформує цю готовність у конкретні вміння та навички через практику в модельних ситуаціях. Четверта умова загартовує особистість, виховуючи ті якості, що дозволяють ефективно застосовувати набуті вміння за найскладніших умов служби. Саме взаємодія і взаємопосилення цих умов забезпечують синергетичний ефект у формуванні готовності до професійної діяльності.

Важливою передумовою успішної реалізації всіх педагогічних умов є відповідне методичне і матеріально-технічне забезпечення освітнього процесу. Наявність обладнаних смуг перешкод, що відтворюють реальні умови місцевості; спеціального спорядження, аналогічного тому, що використовується у службовій діяльності; засобів відеофіксації для подальшого аналізу помилок — усе це формує педагогічне середовище, в якому визначені умови можуть бути реалізовані повноцінно. Не менш важливою є фахова підготовленість викладачів кафедри спеціальної фізичної підготовки — їхня здатність органічно поєднувати тренерський і педагогічний підходи, розуміти не лише «як навчити», а й «навіщо і з яким результатом».

Ефективність реалізації педагогічних умов має оцінюватися за критеріями сформованості кожного компоненту готовності. Для мотиваційно-ціннісного компоненту критеріями є стійкість інтересу до занять, ступінь

усвідомлення зв'язку між рівнем фізичної підготовки і якістю майбутньої служби. Для інформаційно-когнітивного — глибина знань про механізми фізичних навантажень, тактичні аспекти їх застосування, нормативну базу. Для операційно-діяльнісного — показники виконання нормативів зі спеціальної фізичної підготовки, якість дій у навчальних ситуаційних завданнях. Для професійно-особистісного — вольові прояви під час занять, здатність до самомобілізації в умовах стресового навантаження, комунікативні та командні якості у колективних тренуваннях.

Висновки. Педагогічні умови формування готовності майбутніх офіцерів-прикордонників до професійної діяльності засобами спеціальної фізичної підготовки доцільно визначати на основі структури самої готовності. Відповідно до виокремлених компонентів — мотиваційно-ціннісного, інформаційно-когнітивного, операційно-діяльнісного та професійно-особистісного — обґрунтовано чотири взаємопов'язані педагогічні умови: формування стійкої мотивації до фізичного самовдосконалення через усвідомлення прикладного значення підготовки; забезпечення когнітивного супроводу фізичних занять; моделювання реальних ситуацій службово-бойової діяльності у тренувальному процесі; цілеспрямоване виховання вольових і психофізіологічних якостей особистості. Системна реалізація цих умов у єдності їхнього взаємовпливу забезпечує комплексне формування готовності майбутнього офіцера-прикордонника до дій в умовах сучасної оперативної обстановки на державному кордоні. Перспективою подальших досліджень є розроблення та експериментальна перевірка методики реалізації визначених педагогічних умов у навчальному процесі Національної академії Державної прикордонної служби України.

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ВИКОРИСТАННЯ ЕТИЧНОГО ЛІДЕРСТВА Й КОДЕКСІВ ЧЕСТІ У ФОРМУВАННІ МОРАЛЬНОЇ КОМПЕТЕНТНОСТІ КУРСАНТІВ ВІЙСЬКОВИХ АКАДЕМІЙ США

Анотація. У статті здійснено аналіз моральної компетентності здобувачів освіти як результату військово-патріотичного виховання. У статті теоретично обґрунтовано сутність, структуру та зміст моральної компетентності здобувачів освіти як інтегративного результату військово-патріотичного виховання, а також визначення її структури та шляхів формування в сучасному освітньому середовищі.

Аналіз останніх досліджень і публікацій засвідчує, що проблема формування моральної компетентності здобувачів освіти в контексті військово-патріотичного виховання розглядається у вітчизняній науці в кількох взаємопов'язаних напрямах: теоретико-методологічні засади формування моральної та духовно-моральної компетентності, морально-психологічного забезпечення та формування моральних якостей особистості в умовах сектору безпеки й оборони, військово-патріотичного виховання як цілісної педагогічної системи, упровадження інноваційних педагогічних технологій у процес формування моральної компетентності в умовах військово-патріотичного виховання. Означено, що термін «моральна компетентність здобувачів освіти» містить готовність, спроможність і

внутрішню потребу діяти відповідно до загальнолюдських і фахових етичних норм, сформованість моральних якостей, ціннісних орієнтацій, звичку до етичної поведінки й уміння робити правильний моральний вибір у різних життєвих ситуаціях.

Потрактовано поняття «моральна компетентність здобувачів освіти – курсантів» як інтегральну якість особистості з поєднанням моральних знань, емоційної інтелігентності, стійких цінностей і здатності прийняття етичних рішень в екстримальних умовах, що є основою фахової культури, забезпечує високий рівень моральної стійкості, мотивацію до служби та здатність керувати підлеглими на основі морально-етичних імперативів та спрямована на професійну самореалізацію майбутнього офіцера.

Розроблено структуру моральної компетентності здобувачів освіти, зокрема й здобувачів освіти – курсантів, та виокремлено шляхи її формування в закладах загальної середньої та вищої освіти. Зроблено висновок, що теоретичне обґрунтування сутності, структури та змісту моральної компетентності здобувачів освіти уможливило висновок про те, формування означеної компетентності здобувачів освіти є запорукою успішного виконання професійних завдань, а також формування високої моральної самосвідомості, що вирізняє компетентного фахівця, здатного до високоморальної поведінки.

Ключові слова: моральна компетентність, здобувачі освіти, курсанти, військово-патріотичне виховання, заклад освіти, військові академії, США, шляхи формування, етичне лідерство, кодекс честі, морально-етичні цінності, громадянська і національна самосвідомість.

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USING ETHICAL LEADERSHIP AND CODES OF HONOR IN FORMING MORAL COMPETENCE OF CADETS OF US MILITARY ACADEMIES

Abstract. The article analyzes the moral competence of students as a result of military-patriotic education. The article theoretically substantiates the essence, structure, and content of the moral competence of education seekers as an integrative result of military-patriotic education, as well as determines its structure and ways of formation in the modern educational environment. An analysis of recent research and publications shows that the problem of forming the moral competence of students in the context of military-patriotic education is considered in domestic science in several interrelated areas: theoretical and methodological principles of the formation of moral and spiritual-moral competence, moral and psychological support and the formation of moral qualities of the individual in the conditions of the security and defense sector, military-patriotic education as an integral pedagogical system, the introduction of innovative pedagogical technologies into the process of forming moral competence in the conditions of military-patriotic education. It is indicated that the term "moral competence of education seekers" includes the willingness, ability and internal need to act in accordance with universal and professional ethical norms, the formation of moral qualities, value orientations, the habit of ethical behavior and the ability to make the right moral choice in various life situations. The concept of "moral competence of education seekers - cadets" is interpreted as an integral quality of the personality with a combination of moral knowledge, emotional intelligence, stable values and the ability to make ethical decisions in extreme conditions, which is the basis of professional culture, provides a high level of moral stability, motivation for service and the ability to manage subordinates on the basis of moral and ethical imperatives and is aimed at the professional self-realization of the future officer. The structure of the moral competence of education seekers, including education seekers - cadets, is developed, and the ways of its formation in institutions of general secondary and higher education are identified. It is concluded that the theoretical substantiation of the essence, structure and content of the moral competence of education seekers made it possible to conclude that the formation of the specified competence of education seekers is the key to the successful performance of professional tasks, as well as the formation of high moral self-awareness, which distinguishes a competent specialist capable of highly moral behavior.

Keywords: moral competence, education seekers, cadets, military-patriotic education, educational institution, military academies, USA, ways of formation, ethical leadership, code of honor, moral and ethical values, civic and national self-awareness.

Постановка проблеми. У сучасних умовах глобальних безпекових викликів, трансформації військових конфліктів та посилення ролі морально-ціннісного чинника у професійній діяльності військовослужбовців особливої актуальності набуває проблема формування моральної компетентності майбутніх офіцерів. Військовий фах сьогодні потребує не лише високого рівня професійної підготовки, стратегічного мислення й оперативної готовності, а й сформованої системи моральних переконань, етичної відповідальності, здатності до прийняття рішень у складних моральних ситуаціях, дотримання принципів честі, гідності та професійної доброчесності. Саме тому у провідних військових академіях світу, зокрема США, значна увага приділяється морально-етичній підготовці курсантів як важливому складнику професійного становлення майбутнього офіцера.

Система військової освіти США ґрунтується на інтеграції академічної, фізичної, лідерської та моральної підготовки. Одним із ключових механізмів формування моральної компетентності курсантів є впровадження концепції етичного лідерства, яка передбачає розвиток здатності діяти відповідно до моральних принципів, демонструвати відповідальність, справедливість, чесність, повагу до інших і готовність бути моральним прикладом для підлеглих. У військових академіях США етичне лідерство розглядається не лише як управлінська якість, а як фундамент професійної офіцерської ідентичності.

Аналіз останніх досліджень і публікацій. Проблема формування моральної компетентності майбутніх офіцерів посідає важливе місце у сучасних педагогічних і військово-психологічних дослідженнях. О. Бойко [1] обґрунтовує ціннісну концепцію розвитку лідерської компетентності майбутніх офіцерів, акцентуючи увагу на морально-етичних орієнтирах професійної діяльності військовослужбовця. І. Грязнов [2] розкриває специфіку морального виховання військовослужбовців, підкреслюючи значення дисципліни, відповідальності та моральної стійкості у військовому середовищі. У колективній праці І. Беха, К. Журби, Л. Канішевської та ін. [3] визначено стратегічні напрями військово-патріотичного виховання молоді в системі освіти України, що ґрунтуються на розвитку громадянської і національної самосвідомості, патріотизму й моральних цінностей. Ю. Каменюк [4] аналізує психологічні аспекти патріотичного виховання курсантів у вищих військових навчальних закладах, акцентуючи увагу на формуванні моральної самосвідомості та готовності до служіння державі.

Вагомий внесок у дослідження морально-етичних аспектів військової освіти здійснили В. Коваль і Л. Кримець [5], які розглядають підходи НАТО до формування моралі та морального духу військовослужбовців. Л. Кримець, С. Грилюк, О. Недвига та О. Саєнко [6] обґрунтовують

значення моральних якостей військового лідера в умовах сучасних воєнних викликів. Б. Пантюхов [7] акцентує увагу на патріотичному вихованні курсантів як важливому чиннику професійного становлення майбутніх офіцерів, тоді як Т. Храбан і М. Храбан [8] розглядають лідерство як передумову ефективної військової підготовки. С. Толочко, Л. Маценко та О. Сироєжко [9] досліджують стратегічне планування військово-патріотичного виховання в умовах цифровізації освіти.

У закордонних дослідженнях значна увага приділяється питанням військової етики, етичного лідерства та професійної моральності офіцерського корпусу. K. Helkala, G. Lucas, E. Barrett та H. Syse [10] аналізують етичні виклики сучасних військових операцій в умовах використання штучного інтелекту. George R. Lucas Jr. [11] розкриває теоретичні засади військової етики, моральної відповідальності та професійної доброчесності військовослужбовців. R. M. Swain та A. C. Pierce [12] характеризують офіцера як носія моральних цінностей, честі та професійного лідерства. У праці «The Noncommissioned Officer and Petty Officer: Backbone of the Armed Forces» [13] підкреслюється роль морального авторитету та етичної поведінки у професійному становленні військових лідерів. Водночас документи United States Military Academy West Point [14; 15] та матеріали West Point Admissions Blog [16] демонструють важливість кодексу честі (Honor Code) як інструменту формування моральної компетентності, академічної доброчесності та відповідальності курсантів військових академій США.

Метою статті є аналіз особливостей використання етичного лідерства й кодексів честі у формуванні моральної компетентності курсантів військових академій США та визначення перспектив упровадження позитивного американського досвіду в систему військової освіти України.

Виклад основного матеріалу. У сучасній системі військової освіти *моральна компетентність* розглядається як інтегральна професійно-особистісна характеристика майбутнього офіцера, що визначає його здатність діяти відповідно до моральних принципів, професійної етики, норм військової честі та вимог службового обов'язку. В умовах трансформації безпекового середовища та зростання ролі морально-психологічного чинника у військовій діяльності проблема формування моральної компетентності курсантів набуває особливої актуальності. Для військовослужбовця моральна компетентність є елементом особистісної культури, необхідною умовою прийняття відповідальних рішень у кризових, екстремальних і бойових ситуаціях.

У науковому дискурсі *моральна компетентність* трактується як здатність особистості усвідомлювати моральний зміст професійної

діяльності, оцінювати власні вчинки з позицій етичних норм, здійснювати моральний вибір та нести відповідальність за його наслідки. У структурі моральної компетентності дослідники виокремлюють когнітивний, ціннісний, мотиваційний, емоційно-вольовий і поведінковий компоненти. Когнітивний компонент передбачає знання морально-етичних норм, кодексів честі, принципів військової етики та міжнародного гуманітарного права. Ціннісний компонент охоплює систему моральних переконань, патріотизм, почуття обов'язку, честі та гідності. Поведінковий компонент виявляється у здатності курсанта дотримуватися етичних стандартів у професійній діяльності та міжособистісній взаємодії.

У військових академіях США *моральна компетентність* розглядається як фундаментальна складова професійного офіцерського лідерства. Американська модель військової освіти ґрунтується на інтеграції академічної підготовки, фізичного розвитку, військового вишколу й морально-етичного виховання. Особлива увага приділяється формуванню в курсантів внутрішньої моральної саморегуляції, здатності діяти відповідно до принципів честі, доброчесності й відповідальності навіть за відсутності зовнішнього контролю. Саме тому у військових академіях США моральна компетентність пов'язується із поняттями «етичне лідерство», «розвиток характеру», «професійна військова етика» та «освіта, заснована на честі» [10, 11, 12, 13].

Важливим елементом формування моральної компетентності курсантів є функціонування кодексів честі, які визначають моральні стандарти поведінки майбутніх офіцерів. Наприклад, Кодекс честі Вест-Пойнта ґрунтується на принципі неприйнятності брехні, шахрайства, крадіжки й толерування таких дій серед інших. Це сприяє розвиткові моральної відповідальності, чесності, дисциплінованості й високої культури професійної поведінки.

У такий спосіб моральна компетентність формується через навчальні дисципліни, а також завдяки організації освітнього середовища, системі міжособистісних взаємин та корпоративній культурі військової академії [14, 15, 16].

Професійна підготовка майбутніх офіцерів у військових академіях США базується на системі морально-етичних цінностей, що визначають професійну ідентичність військовослужбовця та регулюють його поведінку в службовій діяльності. До ключових цінностей американської військової освіти належать честь, обов'язок, відповідальність, відданість державі, справедливість, дисципліна, повага до людської гідності та служіння суспільству. Саме ці цінності становлять основу професійної культури офіцерського корпусу США.

Акцентуємо увагу, що в сучасній військовій педагогіці морально-етичні цінності розглядаються як чинник формування моральної стійкості військовослужбовців, їхньої готовності до прийняття складних рішень в умовах невизначеності та ризику. Формування моральних переконань курсантів здійснюється через вивчення дисциплін гуманітарного циклу, військової етики, історії військового мистецтва, лідерства, а також через участь у виховних заходах, тренінгах і практичних ситуаціях морального вибору.

Аналіз наукових праць та інтернет-джерел [10, 11, 12, 13] засвідчує, що у військових академіях США значну увагу приділяють розвитку цінностей етичного лідерства, відповідно до яких офіцер повинен бути не лише професійним командиром, а й моральним авторитетом для підлеглих. Етичне лідерство передбачає здатність демонструвати чесність, справедливість, відповідальність, повагу до інших та дотримання моральних принципів у професійній діяльності. Відтак морально-етичні цінності стають основою довіри між командиром і підлеглими, сприяють згуртованості військового колективу та підтриманню високого морального духу.

Доцільно зазначити важливу роль освітнього середовища військової академії у формуванні морально-етичних цінностей. У США воно побудоване на принципах дисципліни, взаємної поваги, наставництва та особистої відповідальності. Значний вплив мають також традиції військових академій, символіка, ритуали, кодекси честі та система колективної відповідальності. Такий підхід сприяє не лише засвоєнню моральних норм, а й їх інтеріоризації, тобто перетворенню на внутрішні переконання майбутнього офіцера.

При цьому вагомим аспектом уважаємо моральне виховання, яке є одним із ключових компонентів професійної підготовки майбутніх офіцерів у військових академіях США. Його основною метою є формування у курсантів самосвідомості, високих моральних якостей, професійної етики, відповідальності, патріотизму та готовності до служіння державі. У сучасній військовій освіті моральне виховання розглядається як необхідна умова розвитку офіцерського лідерства, оскільки ефективний військовий лідер має бути не лише професійно компетентним, а й морально авторитетним.

Загальновідомо, що американська система військової освіти ґрунтується на концепції «лідерство, що базується на характері», відповідно до якої офіцер повинен демонструвати високий рівень моральної культури, доброчесності та відповідальності. Формування офіцерського лідерства здійснюється через поєднання академічного навчання з практичною підготовкою, морально-етичним вихованням і системою наставництва.

Важливе значення мають моделювання морально-етичних ситуацій, аналіз професійних дилем, групові дискусії, тренінги з етичного лідерства й рефлексивні практики.

Моральне виховання у військових академіях США спрямоване на розвиток у курсантів здатності приймати етично обґрунтовані рішення в умовах бойових дій, стресу та високої відповідальності. Особлива увага приділяється формуванню моральної стійкості, самоконтролю, готовності діяти відповідно до принципів честі навіть у критичних ситуаціях. Кодекси честі виступають важливим механізмом моральної саморегуляції, оскільки забезпечують підтримання високих стандартів поведінки у курсантському середовищі [12, 13].

У військових академіях США морально-етична підготовка курсантів реалізується через *комплекс освітніх технологій і виховних практик*, спрямованих на розвиток моральної самосвідомості, етичного мислення, професійної відповідальності та лідерських якостей. Особливістю американської системи військової освіти є інтеграція морального виховання в усі складники професійної підготовки майбутнього офіцера – академічний, військово-професійний, фізичний і лідерську підготовку. Це забезпечує цілісність формування моральної компетентності та її практичну спрямованість.

Репрезентуємо провідні освітні технології формуванні моральної компетентності здобувачів військової освіти. Однією з найчастіше використовуваних є *case-study*, що передбачає аналіз реальних або змодельованих морально-етичних ситуацій, пов'язаних із професійною діяльністю військовослужбовців. Курсантам пропонуються сценарії, у яких необхідно ухвалити рішення в умовах моральної дилеми, конфлікту цінностей або високого рівня ризику. Такі технології сприяють розвиткові критичного мислення, моральної рефлексії та здатності до етичного вибору. Значного поширення набули також методи problem-based learning, дискусії, дебати, ситуативне моделювання та рефлексивний аналіз професійних ситуацій.

Важливе місце посідають *спеціальні курси з військової етики, етичне лідерство, розвиток характеру та професійна військова етика*. Зміст цих дисциплін охоплює питання моральної відповідальності офіцера, дотримання міжнародного гуманітарного права, культури професійної поведінки, принципів чесності та служіння державі. Значна увага приділяється формуванню у курсантів здатності діяти відповідно до моральних норм навіть у складних бойових умовах.

Ефективним інструментом морально-етичної підготовки є функціонування *кодексів честі*, які виконують не лише нормативну, а й виховну

функцію. Дотримання кодексу честі формує у курсантів внутрішню дисципліну, чесність, нетерпимість до порушення моральних норм та відповідальність за власні вчинки. У Вест-Пойнті, Військово-морській академії та Академії Повітряних сил кодекси честі інтегровані в повсякденне життя курсантів, стаючи невід'ємною частиною освітнього середовища та професійної культури майбутніх офіцерів [14, 15, 16].

Важливу роль відіграють також *виховні практики колективної відповідальності, лідерських тренінгів, волонтерської діяльності й участі курсантів у соціально значущих проєктах*. Це сприяє розвиткові емпатії, громадянської відповідальності, навичок командної взаємодії та моральної стійкості. У такий спосіб морально-етична підготовка у військових академіях США має комплексний, практикоорієнтований і ціннісний характер.

Доцільно зазначити, що одним із ключових механізмів формування моральної компетентності курсантів у військових академіях США є *система наставництва*, яка забезпечує передачу професійних, моральних і лідерських цінностей від досвідчених офіцерів до майбутніх військових фахівців. Наставництво ґрунтується на принципах особистого прикладу, професійної підтримки, довіри та морального авторитету наставника. Саме через узаємодію з офіцерами-наставниками курсанти засвоюють стандарти професійної поведінки, норми військової етики та принципи офіцерської честі. У військових академіях США наставники виконують не лише функцію контролю чи консультування, а й виступають моральними моделями для наслідування. Вони допомагають курсантам адаптуватися до вимог військового середовища, формують навички морального вибору, сприяють розвитку відповідальності, самодисципліни й лідерських якостей. Особливого значення набуває принцип «подавати приклад», відповідно до якого майбутній офіцер повинен демонструвати моральну бездоганність через власну поведінку.

Важливим чинником формування моральних якостей є також *командна взаємодія*. В умовах колективного навчання й військової підготовки курсанти вчаться співпрацювати, приймати спільні рішення, підтримувати один одного та нести відповідальність за результати діяльності команди. Командна взаємодія сприяє розвиткові довіри, узаємоповаги, почуття обов'язку й колективної відповідальності, які є основою моральної культури військового колективу.

Професійна етика у військових академіях США розглядається як система моральних норм і стандартів поведінки, що регулюють професійну діяльність офіцера. Вона включає дотримання принципів честі, справедливості, гуманності, поваги до прав людини, відповідальності за підлеглих

та відданості військовому обов'язку. Засвоєння норм професійної етики здійснюється не лише через навчальні дисципліни, а й через повсякденну організацію освітнього процесу, міжособистісні взаємини та систему морального контролю [12, 13].

Морально-етичне середовище військової академії є важливим чинником формування професійної ідентичності, моральної культури та офіцерського лідерства майбутніх військовослужбовців. У військових академіях США освітнє середовище розглядається як цілісна система моральних, організаційних, культурних і комунікативних впливів, що забезпечують інтеріоризацію етичних цінностей та професійних норм поведінки.

Особливістю морально-етичного середовища американських військових академій є домінування принципів честі, відповідальності, дисципліни та взаємної поваги. Важливе значення мають символіка, традиції, ритуали, церемонії і корпоративна культура, які формують відчуття належності до офіцерської спільноти та сприяють засвоєнню професійних цінностей. У таких умовах моральні норми сприймаються курсантами не як зовнішні вимоги, а в ролі внутрішньо прийнятих стандартів поведінки.

Звернімо увагу: кодекси честі виконують функцію морального регулятора освітнього середовища, забезпечуючи підтримання атмосфери довіри, доброчесності й відповідальності. Порушення кодексу честі розглядається як дисциплінарне порушення, а також як утрата моральної довіри до курсанта. Це стимулює розвиток самоконтролю, моральної саморефлексії й відповідальності перед військовим колективом.

Суттєвий вплив на професійне становлення курсантів має система взаємин між викладачами, офіцерами, наставниками й курсантським колективом. Відкритість комунікації, підтримка моральних ініціатив, орієнтація на партнерську взаємодію та повага до особистості створюють умови для розвитку моральної стійкості й етичної культури майбутніх офіцерів. Водночас високий рівень вимогливості, дисципліни й відповідальності сприяє формуванню готовності до виконання професійного обов'язку в складних умовах військової служби.

Американська система військової освіти характеризується комплексним підходом до морального виховання курсантів, що поєднує етичне лідерство, кодекси честі, наставництво й практикоорієнтовані методи навчання. В Україні моральне виховання майбутніх офіцерів переважно ґрунтується на військово-патріотичній підготовці, формуванні громадянської відповідальності, національної самосвідомості і професійної дисципліни [2, 3, 4, 9]. Водночас американський досвід вирізняється більшою увагою до розвитку моральної саморегуляції, академічної доброчесності й індивідуальної відповідальності курсанта.

Упровадження принципів етичного лідерства в систему військової освіти України сприятиме розвиткові моральної відповідальності, доброчесності, лідерських якостей і професійної культури майбутніх офіцерів. Перспективним є також адаптація кодексів честі як механізму підтримання етичних стандартів поведінки, академічної доброчесності та дисципліни у військових закладах освіти. Важливим напрямом є розвиток системи наставництва, морально-етичних тренінгів і практик аналізу професійних моральних дилем.

Удосконалення формування моральної компетентності майбутніх офіцерів в Україні потребує оновлення змісту військово-етичної підготовки, інтеграції сучасних освітніх технологій, посилення ролі морального виховання та розвитку культури академічної доброчесності. Доцільним є впровадження курсів з етичного лідерства, військової етики та професійної відповідальності, а також створення цілісного морально-етичного освітнього середовища у військових ЗВО. Це сприятиме підготовці офіцерів, здатних ефективно діяти в умовах сучасних безпекових викликів відповідно до високих стандартів військової етики.

Висновки. Отже, моральне виховання у військових академіях США є системним процесом, спрямованим на формування моральної компетентності, етичного лідерства та професійної ідентичності майбутнього офіцера. Поєднання морально-етичних цінностей, кодексів честі та практик етичного лідерства забезпечує підготовку офіцерів, здатних ефективно виконувати професійні обов'язки, дотримуючись високих стандартів військової етики та служіння суспільству. Наставництво, командна взаємодія та професійна етика формують морально-ціннісне підґрунтя професійної підготовки майбутніх офіцерів, забезпечуючи розвиток моральної компетентності, лідерських якостей і професійної відповідальності курсантів. Морально-етичне середовище військових академій США є важливим інструментом формування моральної компетентності курсантів. Поєднання етичного лідерства, кодексів честі, наставництва й ціннісно орієнтованої організації освітнього процесу забезпечує підготовку офіцерів, здатних діяти відповідально, професійно та відповідно до високих стандартів військової етики.

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МОБІЛЬНІ ДОДАТКИ ЯК ІНСТРУМЕНТ ФОРМУВАННЯ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОГО СТИЛЮ ПОВЕДІНКИ МАЙБУТНІХ ФАХІВЦІВ З ФІЗИЧНОЇ КУЛЬТУРИ

Анотація. У статті розглянуто особливості використання мобільних додатків як сучасного цифрового інструменту формування здоров'язбережувального стилю поведінки майбутніх фахівців з фізичної культури. Актуальність дослідження зумовлена активною цифровізацією освітнього простору, зростанням ролі інформаційно-комунікаційних технологій у професійній підготовці студентської молоді та необхідністю формування в майбутніх педагогів фізичної культури навичок здорового способу життя, самоконтролю й відповідального ставлення до власного здоров'я. Обґрунтовано значення здоров'язбережувального стилю поведінки як важливого компонента професійної компетентності майбутніх фахівців у сфері фізичної культури і спорту. Визначено, що здоров'язбережувальний стиль поведінки охоплює систему цінностей, мотиваційних установок, знань, умінь і практичних дій, спрямованих на підтримання та зміцнення фізичного, психічного й соціального здоров'я особистості.

Проаналізовано можливості мобільних додатків у процесі професійної підготовки студентів спеціальності «Фізична культура і спорт». Встановлено, що мобільні технології забезпечують моніторинг фізичної активності, контроль режиму харчування, планування тренувального процесу, відстеження фізіологічних показників організму, а також сприяють формуванню мотивації до ведення здорового способу життя. Окрему увагу приділено використанню мобільних застосунків під час практичних занять, самостійної роботи студентів, дистанційного навчання та організації індивідуальних тренувальних програм. Визначено, що інтеграція цифрових ресурсів у освітній процес сприяє розвитку цифрової компетентності студентів, удосконаленню навичок самоорганізації, самоконтролю та підвищенню ефективності професійної підготовки майбутніх фахівців з фізичної культури.

У дослідженні наголошено, що використання мобільних додатків створює сприятливі умови для індивідуалізації навчання, оперативного контролю результатів фізкультурно-оздоровчої діяльності та активізації пізнавальної діяльності студентської молоді. Разом із позитивними аспектами окреслено можливі ризики використання цифрових технологій, зокрема надмірну залежність від мобільних пристроїв, недостовірність окремих даних, недостатній рівень цифрової грамотності користувачів та ризик зниження рухової активності поза межами тренувального процесу. Підкреслено важливість формування у студентів навичок критичного використання цифрових ресурсів, дотримання принципів інформаційної безпеки та раціонального застосування мобільних технологій у професійній діяльності.

Зроблено висновок, що мобільні додатки є ефективним засобом формування здоров'язбережувальної компетентності майбутніх фахівців з фізичної культури та важливим чинником модернізації освітнього процесу в умовах цифровізації сучасної освіти.

Ключові слова: мобільні додатки, здоров'язбережувальна поведінка, фізична культура, цифрові технології, здоровий спосіб життя, професійна підготовка.

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MOBILE APPLICATIONS AS A TOOL FOR FORMING A HEALTH-PRESERVING BEHAVIORAL STYLE OF FUTURE PHYSICAL EDUCATION SPECIALISTS

Abstract. The article examines the peculiarities of using mobile applications as a modern digital tool for forming a health-preserving behavioral style of future specialists in physical education. The relevance of the study is determined by the active digitalization of the educational environment, the growing role of information and communication technologies in the professional training of students, and the need to develop healthy lifestyle skills, self-control, and responsible attitudes toward personal health among future physical education teachers. The importance of a health-preserving behavioral style as an essential component of the professional competence of future specialists in the field of physical education and sports are substantiated. It is determined that a health-preserving behavioral style includes a system of values, motivational attitudes,

knowledge, skills, and practical actions aimed at maintaining and strengthening an individual's physical, mental, and social health.

The possibilities of mobile applications in the professional training process of students majoring in "Physical Education and Sports" are analyzed. It has been established that mobile technologies provide monitoring of physical activity, control of dietary habits, planning of the training process, tracking of physiological indicators of the body, and also contribute to the formation of motivation for maintaining a healthy lifestyle. Particular attention is paid to the use of mobile applications during practical classes, independent student work, distance learning, and the organization of individual training programs. It is determined that the integration of digital resources into the educational process contributes to the development of students' digital competence, improvement of self-organization and self-control skills, and enhancement of the effectiveness of professional training of future physical education specialists.

The study emphasizes that the use of mobile applications creates favorable conditions for the individualization of learning, operational control of the results of physical culture and health-improving activities, and activation of the cognitive activity of students. Along with the positive aspects, possible risks of using digital technologies are outlined, including excessive dependence on mobile devices, unreliability of certain data, insufficient digital literacy of users, and the risk of reduced physical activity outside the training process. The importance of developing students' skills for the critical use of digital resources, adherence to information security principles, and rational application of mobile technologies in professional activities is highlighted.

It is concluded that mobile applications are an effective means of forming the health-preserving competence of future physical education specialists and an important factor in the modernization of the educational process in the context of the digitalization of modern education.

Keywords: mobile applications, health-preserving behavior, physical education, digital technologies, healthy lifestyle, professional training.

Постановка проблеми. Сучасний етап розвитку суспільства характеризується інтенсивним процесом цифровізації, що охоплює всі сфери життєдіяльності людини, включаючи освітній простір, медичну сферу, виробництво та дозвілля. В умовах цифрової трансформації освіти спостерігається активне впровадження інформаційно-комунікаційних технологій (ІКТ), що дозволяє забезпечувати доступ до навчальних ресурсів у будь-який час і в будь-якому місці, підвищувати ефективність освітнього процесу та індивідуалізувати навчання. Зокрема, в освітній діяльності студентів і викладачів активно використовуються онлайн-платформи,

віртуальні лабораторії, інтерактивні тренажери та мобільні додатки, що робить навчання більш динамічним і адаптованим до сучасних потреб суспільства.

Особливого значення цифрові інструменти набувають у сфері фізичної культури та здоров'язбереження, де вони можуть стати не просто допоміжними засобами, а ключовими компонентами формування здоров'язбережувального способу життя. Мобільні додатки у цьому контексті виконують багатофункціональну роль: вони допомагають студентам планувати фізичну активність, відстежувати динаміку тренувань, контролювати стан здоров'я, а також стимулюють розвиток внутрішньої мотивації до самовдосконалення та відповідального ставлення до власного організму. Завдяки інтерактивності та зручності використання такі додатки дозволяють молоді самостійно встановлювати цілі, отримувати зворотний зв'язок у реальному часі та коригувати поведінкові моделі відповідно до індивідуальних потреб.

Підготовка майбутніх фахівців з фізичної культури вимагає комплексного підходу, який передбачає не лише формування професійних компетентностей, необхідних для ефективного проведення занять, організації тренувального процесу та методичного забезпечення фізкультурної діяльності, а й розвиток здоров'язбережувального стилю поведінки. Цей стиль є невід'ємною складовою професійної діяльності майбутніх педагогів і тренерів, адже вони повинні не тільки передавати знання та навички, а й бути прикладом для студентів, клієнтів та широкого кола населення. У цьому контексті мобільні додатки виступають сучасним і ефективним інструментом підтримки фізичної активності, моніторингу стану здоров'я, організації індивідуальних та групових тренувань, а також формування позитивних і стійких поведінкових моделей, що сприяють зміцненню фізичного, психічного та соціального здоров'я майбутніх фахівців.

Інтеграція мобільних додатків у освітній процес закладів вищої освіти відкриває нові перспективи для розвитку здоров'язбережувальної компетентності студентів спеціальності «Фізична культура і спорт», формування їхньої самостійності, відповідальності та професійної свідомості, що є важливими чинниками підготовки кваліфікованих і соціально відповідальних фахівців у сфері фізичної культури.

Аналіз останніх досліджень і публікацій. Проблема формування здоров'язбережувальної компетентності студентської молоді висвітлюється у працях багатьох українських і зарубіжних науковців, зокрема: О. Андрєєвої, Ю. Бабачук, М. Бевзюк, О. Деркача, Т. Кучай, Л. Маценко, А. Марушкевич, Л. Міронець, А. Митника, М. Садового, О. Трифонової, а

також зарубіжних дослідників – Дж. Г. Вест (J. H. West), П. К. Голл (P. C. Hall), К. Л. Гансон (C. L. Hanson), М. Д. Барнс (M. D. Barnes), К. Жіро-Каррієр (C. Giraud-Carrier), Дж. Барретт (J. Barrett) та інші. У своїх наукових працях дослідники акцентують увагу на необхідності впровадження інноваційних технологій у систему професійної освіти, зокрема цифрових платформ, фітнес-трекерів і мобільних застосунків, що сприяють формуванню здоров'язбережувальної поведінки, розвитку мотивації до фізичної активності та підвищенню рівня цифрової компетентності студентської молоді. Особливу увагу приділено застосуванню фітнес-додатків, програм моніторингу фізичної активності, контролю харчування та режиму дня.

Разом із тим питання використання мобільних додатків саме як інструменту формування здоров'язбережувального стилю поведінки майбутніх фахівців з фізичної культури потребує подальшого наукового осмислення.

Мета статті – обґрунтування ефективності використання мобільних додатків у процесі формування здоров'язбережувального стилю поведінки майбутніх фахівців з фізичної культури.

Виклад основного матеріалу. Здоров'язбережувальний стиль поведінки розглядається сучасними науковцями як інтегративна характеристика особистості, що охоплює систему цінностей, мотиваційних установок, знань, умінь і практичних дій, спрямованих на збереження, підтримання та зміцнення фізичного, психічного і соціального здоров'я [1]. Він формується під впливом соціальних, освітніх, психологічних і поведінкових чинників та відображає усвідомлене ставлення людини до власного способу життя, фізичної активності, режиму праці та відпочинку, харчування, психоемоційного стану й профілактики захворювань.

Важливою складовою здоров'язбережувального стилю поведінки є здатність особистості до самоконтролю, самоорганізації та відповідального прийняття рішень щодо власного здоров'я. У сучасних умовах цифровізації суспільства особливого значення набуває також уміння використовувати інформаційно-комунікаційні технології та цифрові ресурси для підтримання здорового способу життя, моніторингу фізичної активності й організації оздоровчої діяльності.

Для майбутніх фахівців з фізичної культури здоров'язбережувальний стиль поведінки є важливим компонентом професійної компетентності, оскільки їхня професійна діяльність безпосередньо пов'язана з пропагуванням цінностей здорового способу життя, організацією фізкультурно-оздоровчої роботи та формуванням культури здоров'я в різних груп населення. Майбутній педагог або тренер повинен не лише володіти

відповідними теоретичними знаннями та практичними навичками, а й демонструвати особистий приклад дотримання принципів здоров'язбереження. Саме тому формування здоров'язбережувального стилю поведінки студентів спеціальності «Фізична культура і спорт» є одним із пріоритетних завдань професійної підготовки у закладах вищої освіти.

Мобільні додатки сьогодні виступають універсальним цифровим інструментом, що активно використовується у сфері фізичної культури, спорту та здоров'язбереження. Їх функціональні можливості дозволяють не лише оптимізувати процес організації фізичної активності, а й сприяють формуванню в студентської молоді відповідального ставлення до власного здоров'я та саморозвитку. Використання мобільних технологій у професійній підготовці майбутніх фахівців з фізичної культури забезпечує інтеграцію сучасних цифрових ресурсів у навчальний процес, роблячи його більш індивідуалізованим, інтерактивним і практикоорієнтованим [2].

Однією з найважливіших функцій мобільних додатків є моніторинг фізичної активності. За допомогою вбудованих сенсорів та фітнес-трекерів користувачі можуть відстежувати кількість пройдених кроків, витрачених калорій, рівень фізичного навантаження, тривалість тренувань та інші показники рухової активності [3]. Це дозволяє студентам аналізувати власний рівень фізичної підготовленості, контролювати динаміку результатів та коригувати індивідуальні програми занять відповідно до поставлених цілей.

Важливе значення мобільні додатки мають і для контролю режиму харчування. Сучасні цифрові сервіси дають можливість вести облік спожитих калорій, аналізувати склад продуктів, визначати баланс білків, жирів та вуглеводів, а також формувати індивідуальні рекомендації щодо раціону харчування. Такий підхід сприяє формуванню культури здорового харчування та усвідомленню студентами важливості збалансованого раціону для підтримання належного фізичного стану.

Не менш важливою є функція планування тренувань, що дозволяє створювати індивідуальні графіки фізичних навантажень, обирати комплекси вправ відповідно до рівня підготовленості та контролювати регулярність занять. Багато мобільних застосунків містять відеоінструкції, рекомендації щодо техніки виконання вправ та автоматичне нагадування про тренування, що підвищує ефективність самостійної роботи студентів і сприяє дотриманню режиму фізичної активності.

Крім того, мобільні додатки забезпечують можливість відстеження фізіологічних показників організму, зокрема частоти серцевих скорочень, якості сну, рівня стресу, артеріального тиску та інших параметрів, що характеризують стан здоров'я людини. Аналіз таких даних дозволяє

своєчасно виявляти перевтому, коригувати фізичні навантаження та дотримуватися принципів безпечної організації тренувального процесу.

Особливу роль мобільні технології відіграють у формуванні мотивації до здорового способу життя. Завдяки системам заохочення, рейтинговим показникам, персональним досягненням і можливості обміну результатами в соціальних мережах студенти отримують додатковий стимул до регулярної фізичної активності та самовдосконалення. Інтерактивний формат мобільних додатків сприяє підтриманню інтересу до занять фізичною культурою та розвитку позитивних поведінкових звичок.

Використання мобільних додатків також створює сприятливі умови для організації самостійної роботи студентів. Цифрові платформи дозволяють отримувати навчальні матеріали, виконувати індивідуальні завдання, вести щоденники самоконтролю та здійснювати самооцінювання власних досягнень. Це сприяє розвитку самостійності, відповідальності, навичок самоорганізації та цифрової компетентності, що є важливими складовими професійної підготовки майбутніх фахівців з фізичної культури.

Мобільні додатки сьогодні виступають універсальним цифровим інструментом, який активно використовується у сфері фізичної культури, спорту та здоров'язбереження. Їх функціональні можливості дозволяють не лише оптимізувати процес організації фізичної активності, а й сприяють формуванню в студентської молоді відповідального ставлення до власного здоров'я, розвитку навичок самоконтролю та самоорганізації. У професійній підготовці майбутніх фахівців з фізичної культури особливого поширення набули мобільні застосунки для моніторингу фізичної активності, планування тренувань і контролю фізіологічних показників організму.

Однією з найбільш популярних платформ є *Strava* (https://www.strava.com), яка дозволяє користувачам відстежувати різні види фізичної активності, аналізувати результати тренувань, контролювати дистанцію, швидкість, витрати енергії та взаємодіяти з іншими учасниками спортивної спільноти. Додаток підтримує функції соціальної взаємодії, що підвищує мотивацію до регулярних занять фізичною культурою та сприяє розвитку змагального інтересу.

Для організації тренувального процесу та самостійних занять ефективно використовується мобільний додаток *Nike Training Club* (https://www.nike.com/pl/aplikacja-ntc), який містить широкий спектр тренувальних програм різного рівня складності, відеоінструкції та рекомендації щодо виконання фізичних вправ. Перевагою цього застосунку є можливість індивідуалізації тренувань відповідно до фізичної підготовленості користувача, а також доступність програм для занять у домашніх умовах, спортивному залі або на відкритому повітрі.

Важливу роль у формуванні культури здорового харчування відіграє мобільний застосунок *MyFitnessPal* (https://www.myfitnesspal.com), який забезпечує контроль калорійності раціону, аналіз харчових продуктів та ведення щоденника харчування. Використання таких цифрових ресурсів дозволяє студентам усвідомлювати важливість збалансованого харчування для підтримання належного фізичного стану та ефективності тренувальної діяльності. Разом із тим науковці й користувачі звертають увагу на необхідність критичного ставлення до інформації, поданої в окремих мобільних додатках, оскільки деякі показники можуть потребувати додаткової перевірки.

Важливою перевагою мобільних додатків є їхня доступність та інтерактивність. Студенти мають можливість отримувати оперативний зворотний зв'язок щодо результатів власної діяльності, аналізувати показники фізичного стану та коригувати індивідуальні програми оздоровлення.

Отже, використання мобільних додатків у професійній підготовці майбутніх фахівців з фізичної культури створює сприятливі умови для розвитку здоров'язбережувальної компетентності, підвищення мотивації до ведення здорового способу життя, удосконалення навичок самоорганізації та інтеграції сучасних цифрових технологій в освітній процес.

У процесі професійної підготовки майбутніх фахівців з фізичної культури мобільні додатки можуть ефективно використовуватися в різних видах освітньої діяльності, забезпечуючи поєднання теоретичної підготовки з практичним застосуванням сучасних цифрових технологій. Їх інтеграція в освітній процес сприяє підвищенню якості навчання, розвитку професійних компетентностей студентів та формуванню навичок здоров'язбережувальної поведінки.

Під час практичних занять мобільні застосунки дозволяють здійснювати оперативний контроль фізичної активності студентів, аналізувати результати виконання вправ та оцінювати рівень фізичної підготовленості. За допомогою цифрових платформ викладачі мають можливість демонструвати техніку виконання вправ, використовувати відеоматеріали, фіксувати показники рухової активності та надавати студентам індивідуальні рекомендації щодо вдосконалення технічних навичок. Використання мобільних технологій робить практичні заняття більш інтерактивними, сприяє підвищенню зацікавленості студентів та активізації їхньої навчальної діяльності.

Важливу роль мобільні додатки відіграють і в організації самостійної роботи студентів. Завдяки цифровим сервісам здобувачі освіти можуть самостійно планувати тренувальні заняття, вести щоденники фізичної

активності, контролювати інтенсивність навантажень та аналізувати власні результати. Мобільні додатки забезпечують доступ до навчальних матеріалів, відеоінструкцій, методичних рекомендацій та індивідуальних завдань, що сприяє розвитку самостійності, відповідальності та навичок самоорганізації. Крім того, можливість постійного доступу до цифрових ресурсів дозволяє студентам підтримувати належний рівень фізичної активності поза межами аудиторних занять.

Особливої актуальності використання мобільних технологій набуло в умовах дистанційного навчання, коли виникла потреба у забезпеченні ефективної взаємодії між викладачем і студентами в онлайн-середовищі. Мобільні додатки дають змогу організовувати дистанційні тренування, здійснювати контроль виконання вправ, проводити онлайн-консультації та оцінювати результати навчальної діяльності студентів. Використання цифрових платформ під час дистанційного навчання сприяє безперервності освітнього процесу та дозволяє підтримувати належний рівень рухової активності студентської молоді навіть за умов обмеженого доступу до спортивної інфраструктури [4].

Мобільні додатки також широко застосовуються для організації індивідуальних тренувальних програм. Сучасні цифрові сервіси дозволяють враховувати рівень фізичної підготовленості, стан здоров'я, індивідуальні особливості організму та цілі користувача під час планування фізичних навантажень. Це забезпечує персоналізацію тренувального процесу та підвищує його ефективність. Студенти мають можливість самостійно обирати комплекси вправ, регулювати інтенсивність занять та контролювати власний прогрес, що сприяє формуванню навичок самоконтролю та відповідального ставлення до організації власної фізичної активності.

Не менш важливим напрямом використання мобільних технологій є проведення моніторингу фізичного розвитку студентів. За допомогою спеціалізованих застосунків і фітнес-трекерів можна відстежувати показники фізичного стану, зокрема частоту серцевих скорочень, рівень фізичного навантаження, якість сну, зміни маси тіла та інші фізіологічні параметри. Аналіз отриманих даних дозволяє викладачам і студентам оцінювати ефективність тренувального процесу, своєчасно коригувати навантаження та запобігати перевтомі чи виникненню негативних наслідків для здоров'я.

Отже, використання мобільних додатків у процесі професійної підготовки майбутніх фахівців з фізичної культури сприяє модернізації освітнього процесу, розвитку цифрової компетентності студентів, підвищенню мотивації до фізичної активності та формуванню здоров'язбережувального стилю поведінки, що є важливою складовою професійної діяльності сучасного фахівця у сфері фізичної культури і спорту.

Крім того, використання цифрових технологій у процесі професійної підготовки майбутніх фахівців з фізичної культури сприяє формуванню цифрової компетентності студентів, що в сучасних умовах є невід'ємною складовою професійної діяльності педагога. Сучасний фахівець у сфері фізичної культури повинен володіти навичками роботи з цифровими платформами, мобільними застосунками, електронними освітніми ресурсами та засобами онлайн-комунікації. Це дозволяє ефективно організовувати освітній процес, здійснювати моніторинг фізичної активності здобувачів освіти, використовувати сучасні методики оцінювання та забезпечувати індивідуалізацію навчання.

Цифрова компетентність також передбачає здатність майбутніх педагогів критично оцінювати інформацію, використовувати цифрові ресурси для професійного саморозвитку, створювати власний навчально-методичний контент та адаптувати інноваційні технології до потреб освітнього процесу.

У сфері фізичної культури це особливо важливо, оскільки сучасні цифрові інструменти дозволяють поєднувати традиційні методи фізичного виховання з інтерактивними формами навчання, що підвищує ефективність освітньої діяльності та зацікавленість студентів.

Разом із позитивними аспектами використання цифрових технологій існують і певні ризики, що потребують врахування в процесі професійної підготовки студентів. Серед основних проблем можна виокремити надмірну залежність від цифрових пристроїв, зниження рівня живого спілкування, ризик формування малорухливого способу життя поза межами тренувальної діяльності, а також недостовірність або неточність окремих даних, що надають мобільні додатки та фітнес-трекери. Крім того, не всі користувачі мають достатній рівень цифрової грамотності для ефективного та безпечного використання сучасних технологій, що може призводити до неправильного трактування показників фізичного стану або нераціонального планування фізичних навантажень.

У зв'язку з цим важливим завданням викладача закладу вищої освіти є формування у студентів критичного ставлення до використання цифрових ресурсів та розвиток навичок безпечної роботи з мобільними технологіями. Майбутні фахівці з фізичної культури повинні вміти аналізувати достовірність інформації, отриманої з цифрових джерел, дотримуватися принципів інформаційної безпеки, раціонально використовувати мобільні додатки у професійній діяльності та усвідомлювати межі їх функціональних можливостей. Важливим аспектом є також виховання відповідального ставлення до власного здоров'я та підтримання балансу між використанням цифрових технологій і реальною руховою активністю [5].

Висновки. Отже, мобільні додатки в сучасних умовах виступають важливим і ефективним інструментом формування здоров'язбережувального стилю поведінки майбутніх фахівців з фізичної культури. Їх використання в освітньому процесі сприяє не лише підвищенню рівня фізичної активності студентів, а й розвитку мотивації до ведення здорового способу життя, формуванню навичок самоконтролю, самоорганізації та відповідального ставлення до власного здоров'я. Завдяки функціональним можливостям мобільних застосунків студенти отримують можливість здійснювати моніторинг фізичного стану, планувати тренувальну діяльність, контролювати режим харчування та аналізувати результати власної фізкультурно-оздоровчої діяльності, що позитивно впливає на формування їхньої здоров'язбережувальної компетентності.

Інтеграція мобільних технологій у професійну підготовку майбутніх фахівців з фізичної культури забезпечує модернізацію освітнього процесу відповідно до сучасних тенденцій цифровізації освіти та суспільства загалом. Використання цифрових ресурсів створює умови для індивідуалізації навчання, підвищення пізнавальної активності студентів, удосконалення практичної підготовки та розвитку цифрової компетентності, що є необхідною складовою професійної діяльності сучасного педагога фізичної культури. Крім того, застосування мобільних додатків сприяє впровадженню інноваційних форм організації навчальної діяльності, активізації самостійної роботи студентів та підвищенню ефективності дистанційного навчання.

Водночас важливим завданням закладів вищої освіти залишається формування у студентів навичок критичного та безпечного використання цифрових технологій, здатності аналізувати достовірність інформації та раціонально застосовувати мобільні додатки у професійній діяльності й повсякденному житті.

Перспективи подальших наукових досліджень полягають у більш детальному вивченні ефективності конкретних мобільних додатків і цифрових платформ у процесі формування здоров'язбережувальної компетентності студентської молоді, визначенні педагогічних умов їх ефективного використання в освітньому процесі, а також розробленні методичних рекомендацій щодо інтеграції мобільних технологій у систему професійної підготовки майбутніх фахівців з фізичної культури і спорту.

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ІНОЗЕМНА МОВА ПРОФЕСІЙНОГО СПРЯМУВАННЯ ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ В ЕПОХУ GENERATIVE AI: ТРАНСФОРМАЦІЯ МЕТОДІВ КОНТРОЛЮ ТА ОЦІНЮВАННЯ МОВЛЕННЄВИХ НАВИЧОК

Анотація. Стаття досліджує питання поточних трансформацій методів контролю та оцінювання мовленнєвих навичок здобувачів вищої освіти через поширення генеративного штучного інтелекту. У роботі розглянуто зміну логіки іншомовної підготовки в умовах поширення адаптивних цифрових платформ. Також проаналізовано роль AI-асистентів, автоматизованого мовленнєвого аналізу та генеративних комунікативних моделей. Основну увагу зосереджено на переорієнтації процесів контролю навчання, який оцінює поведінкові параметри професійної комунікації. До таких параметрів належать мовленнєва стійкість, швидкість реакції та комунікативна автономність. Методологія дослідження поєднує аналітичний, порівняльний та системний підходи. Використано метод наукового узагальнення та структурно-функціональний аналіз. Застосовано метод порівняння традиційних і AI-орієнтованих моделей оцінювання. Метод педагогічного моделювання дозволив розробити гібридну систему контролю мовленнєвих компетентностей. Інформаційну основу дослідження становлять сучасні наукові публікації. У результаті дослідження встановлено, що генеративний AI формує новий формат професійно

орієнтованого іншомовного контролю. Автоматизований аналіз мовлення поєднується з педагогічною інтерпретацією комунікативної поведінки студента. AI-системи забезпечують високу швидкість аналітики та персоналізацію зворотного зв'язку. Водночас вони демонструють адаптивність оцінювання. Проте виявлено й ризики надмірної автоматизації. Вони пов'язані зі зниженням мовленнєвої самостійності та формалізацією письмової комунікації. Послаблюється рефлексивний компонент навчальної діяльності. Практичне значення дослідження полягає у розробці моделі гібридного оцінювання мовленнєвих навичок. Модель поєднує можливості генеративного AI та експертного викладацького контролю. Запропоновані підходи сприяють модернізації систем іншомовної професійної підготовки. Їх можна використовувати у закладах вищої освіти. Також вони актуальні для розробки цифрових мовних платформ. Підходи допомагають вдосконалити механізми академічної доброчесності у вищій школі.

Ключові слова: генеративний AI, іншомовна професійна підготовка, мовленнєві навички, автоматизоване оцінювання, формувальний контроль, академічна доброчесність.

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FOREIGN LANGUAGE FOR SPECIFIC PURPOSES FOR HIGHER EDUCATION STUDENTS IN THE ERA OF GENERATIVE AI: TRANSFORMATION OF METHODS FOR MONITORING AND ASSESSING SPEECH SKILLS

Abstract. The article examines the current transformations of methods for monitoring and assessing the speech skills of higher education students caused by the spread of generative artificial intelligence. The study considers the changing

logic of foreign language training under the expansion of adaptive digital platforms. It also analyses the role of AI assistants, automated speech analysis, and generative communicative models. The main focus is placed on the reorientation of learning assessment processes toward evaluating behavioural parameters of professional communication. These parameters include speech stability, response speed, and communicative autonomy. The research methodology combines analytical, comparative, and systemic approaches. The study applies the method of scientific generalisation together with structural and functional analysis. A comparison of traditional and AI-oriented assessment models has also been conducted. The method of pedagogical modelling made it possible to develop a hybrid system for monitoring speech competencies. The informational basis of the study consists of contemporary scientific publications. The results of the research demonstrate that generative AI is shaping a new format of professionally oriented foreign language assessment. Automated speech analysis is combined with the pedagogical interpretation of students' communicative behaviour. AI systems ensure high analytical speed and personalised feedback. At the same time, they demonstrate assessment adaptability. However, the study also identifies risks related to excessive automation. These risks are associated with reduced speech independence and the formalisation of written communication. The reflective component of educational activity is also weakened. The practical significance of the study lies in the development of a hybrid model for assessing speech skills. This model combines the capabilities of generative AI with expert teacher assessment. The proposed approaches contribute to the modernisation of professionally oriented foreign language training systems. They can be implemented in higher education institutions. In addition, they are relevant for the development of digital language platforms. The approaches also improve mechanisms of academic integrity in higher education.

Keywords: generative AI, professionally oriented foreign language training, speech skills, automated assessment, formative assessment, academic integrity.

Постановка проблеми. Сьогодні генеративний AI жваво входить у систему мовної професійної підготовки, і цей процес торкається не лише цифрової інфраструктури закладів вищої освіти. Він змінює сам характер мовленнєвої взаємодії між студентом і викладачем. AI-системи вже виконують функції мовного моделювання, автоматизованого оцінювання, адаптивного супроводу та комунікативної симуляції. У таких умовах традиційні методики контролю говоріння, письма та вимови починають втрачати стабільність, адже вони орієнтувалися переважно на фіксацію

кінцевого результату, а не на динаміку мовленнєвої поведінки здобувача освіти.

Практика використання генеративного AI у професійно орієнтованому іншомовному навчанні демонструє суперечність. З одного боку, автоматизований мовний супровід працює швидко. З іншого, система не завжди коректно оцінює реальний рівень комунікативної автономності студента. Частина цифрових платформ забезпечує високу технічну точність аналізу, проте при цьому послаблює рефлексивний компонент мовної підготовки. Алгоритмічний контроль не завжди враховує професійний контекст комунікації, інтонаційну варіативність та індивідуальну мовленнєву стратегію здобувача вищої освіти.

Аналіз останніх досліджень та публікацій. У науковій публікації Жукевич І. та Спірічевої О. [2] автори аналізують прогрес мовної підготовки під впливом штучного інтелекту. Вони акцентують увагу на розвитку мовленнєвих навичок студентів через адаптивні цифрові середовища. Дослідження показує, що генеративні системи підвищують інтенсивність комунікативної практики та індивідуалізують навчальні сценарії. Проте поза увагою залишилися питання, пов'язані з оцінюванням реальної мовленнєвої автономності. Корольчук Л. В. [6] розкриває особливості інтеграції штучного інтелекту в професійно орієнтоване викладання іноземної мови. Авторка доходить висновку, що цифрові моделі навчання поступово змінюють структуру взаємодії між студентом і викладачем. Водночас проблема методичного поєднання автоматизованого контролю та педагогічної інтерпретації результатів усе ще залишається відкритою.

Група авторів Змійова І. В. та ін. [3] досліджують вплив AI на викладання англійської як другої мови, переклад і наукову діяльність. Автори наголошують, що штучний інтелект прискорює створення навчального контенту та змінює логіку іншомовної практики. Однак питання валідності оцінювання мовлення засобами AI, а також ризики формалізації комунікативної підготовки описані лише фрагментарно. У роботах Сімічевої Ю. М. [8], Чепишка Р., Прохорова М., Іфтоди О. [9], Хайруліної Н. Ф. [10], а також Четверика В. К., Веретюк Т. В. та Калашник О. В. [11] автори аналізують інструменти інтенсифікації мовного навчання у вищій школі. Йдеться про застосування генеративного AI, також адаптивних платформ і цифрових комунікативних середовищ. Андреу Г. і Христані П. [12], Чуанг П.-Л. і Ян С. [15], з ними і Янголенко О. та ін. [18] зосередили науковий пошук на автоматизованому оцінюванні говоріння та письма. Власне кажучи, більшість досліджень концентрується на технічній ефективності використання AI. Проте невирішеними залишаються питання формування гібридної моделі контролю мовленнєвих компетентностей у

професійно орієнтованій підготовці. Саме ці причини і окреслюють потребу у дослідженні питань видових змін у методах як контролю так і оцінювання мовленнєвих навичок здобувачів вищої освіти через поширення AI.

Мета статті – обґрунтувати адаптивну модель зміни контролю та оцінювання мовленнєвих навичок здобувачів вищої освіти під впливом генеративного AI.

Завдання дослідження:

– визначити особливості інтеграції Generative AI у процес професійно орієнтованої іншомовної підготовки здобувачів вищої освіти;

– проаналізувати розвиток методів автоматизованого контролю говоріння, письма та вимови при використанні AI-технологій;

– запропонувати модель гібридного оцінювання мовленнєвих компетентностей на засадах поєднання генеративних AI-систем та викладацького контролю.

Виклад основного матеріалу дослідження. Генеративний AI вже має всі можливості змінювати структуру професійно орієнтованої мовної підготовки. Він не обмежується технічним оновленням освітнього середовища. Йдеться про глибше зміщення методичної логіки навчання. Традиційна модель, у якій викладач визначав темп, зміст і характер мовленнєвої взаємодії, поступово трансформується в адаптивну систему, де значна частина освітніх рішень формується алгоритмічно. У професійній мовній підготовці здобувачів вищої освіти персоналізація мовної практики стала одним із найбільш помітних наслідків інтеграції генеративного AI. Студенти більше не працюють із уніфікованими текстами та однаковими комунікативними сценаріями. AI-системи генерують професійні кейси залежно від спеціальності, рівня володіння мовою, типових виробничих ситуацій та навіть комунікативних помилок конкретного здобувача. Це пов’язано з тим, що генеративні моделі навчилися аналізувати мовленнєвий профіль користувача в динаміці, і адаптувати не лише складність матеріалу, а й характер зворотного зв’язку [1, с. 115].

Досить показово, що змінюється й сама структура мовленнєвих навичок. Якщо раніше основний акцент робився на граматичній правильності висловлювання, то тепер пріоритет поступово переходить до швидкості адаптації, комунікативної гнучкості та здатності реагувати на змінний контекст професійної взаємодії. Саме тому AI-платформи дедалі активніше інтегрують елементи непередбачуваного діалогу, стресових комунікативних сценаріїв і ситуацій часткової інформаційної невизначеності [3, с. 80]. Характер змін у структурі професійно орієнтованого іншомовного навчання розглянемо через систему методичних трансформацій, які проявилися в освітній практиці (табл. 1).

Таблиця 1

Методична трансформація професійно орієнтованого іншомовного навчання під впливом генеративного AI (побудовано на основі [2, 4, 14])

№ з/п	Компонент іншомовної підготовки	Традиційна модель навчання	AI-орієнтована модель навчання	Методична трансформація	Зміна характеру мовленнєвої діяльності	Рівень адаптив-ності	Потенційний педагогічний ефект
1	Формування speaking skills	Репродуктивні діалоги	Генеративні комунікативні сценарії	Перехід до ситуативного мовлення	Спонтанне реагування	Високий	Підвищення комунікативної автоном-ності
2	Розвиток writing skills	Шаблонне есе	AI-асистоване професійне письмо	Індивідуалізація письмових завдань	Варіатив-ність стилістики	Високий	Посилення професійної аргументації
3	Робота з vocabulary	Статичні словники	Контекстна генерація термінології	Динамічне оновлення лексики	Ситуативне використання	Середній	Швидше професійне засвоєння
4	Фонетична підготовка	Колективне відпрацювання	AI-фонетичний аналіз	Персоналізована корекція вимови	Індивідуальна практика	Високий	Зменшення фонетичних помилок
5	Оцінювання мовлення	Підсумковий контроль	Continuous AI-feedback	Перехід до формувального оцінювання	Безперервний self-monitoring	Високий	Стабільність мовної практики
6	Робота з професійними кейсами	Уніфіковані ситуації	Генеративні бізнес-симуляції	Моделювання реальної професії	Інтерактивна взаємодія	Високий	Посилення професійної комунікації
7	Самостійна робота студентів	Робота з текстами	AI-супровід індивідуального навчання	Автоматизація навчального консультування	Автономне мовленнєве тренування	Високий	Зростання навчальної мобільності
8	Робота викладача	Контроль і пояснення	Координація AI-середовища	Зміна педагогічної ролі	Аналітич-ний супровід	Середній	Переорієнтація на методичний дизайн
9	Комуніка-тивна практика	Аудиторна взаємодія	Гібридне цифрове середовище	Розширення позааудиторної активності	Безперервна мовна взаємодія	Високий	Інтенсифікація мовленнєвого досвіду

Практика того, як студенти починають працювати з AI-асистентами демонструє суттєві зміни когнітивної поведінки. Частина здобувачів використовує генеративні моделі як інструмент постійної мовної практики. Інші сприймають AI як механізм швидкого отримання готового результату. На цьому підґрунті виникає суперечність між ефективністю автоматизації та глибиною реального мовного засвоєння. У професійній мовній освіті поступово формується феномен делегованого мовлення. Студент здатний створити граматично бездоганний текст за допомогою AI, однак під час спонтанної комунікації демонструє нижчий рівень мовленнєвої автономності [13, с. 110].

Змінюється і професійна позиція викладача іноземної мови. Його діяльність дедалі менше пов’язана з передачею інформації у традиційному розумінні. Натомість посилюється методичне проєктування освітнього

середовища, контроль академічної доброчесності, аналіз мовленнєвих траєкторій студентів та оцінювання достовірності навчальних результатів. До речі, частина викладачів уже стикається з ситуаціями, коли необхідно перевіряти не лише правильність відповіді, а й ступінь участі AI у її створенні (табл. 2).

Таблиця 2

Педагогічні і методичні ризики надмірної автоматизації професійного іншомовного навчання (побудовано на основі [7, 9, 14])

№ з/п	Навчальні практики	Прояв автоматизації	Методичний ризик	Порушення мовленнєвої діяльності	Потенційні наслідки для професійної підготовки	Індикатор проблеми	Метод педагогічної компенсації
1	Письмові завдання	Генерація готових текстів	Делегування авторства	Ослаблення письмового продукування	Формальна іншомовна компетентність	Низька варіативність мовлення	Усний захист письмових робіт
2	Усне мовлення	Використання AI-підказок	Втрата спонтанності	Повільне формування speaking fluency	Комунікативна залежність	Паузи під час живої дискусії	Імпровізаційні speaking tasks
3	Робота з лексикою	Автоматичний переклад	Поверхневе vocabulary retention	Зниження лексичної активності	Обмеження професійної термінології	Повторювані конструкції	Контекстне терміно-логічне моделювання
4	Академічне письмо	AI-редагування	Формалізація стилю	Втрата індивідуальної аргументації	Ослаблення аналітичного мислення	Стандартизовані тексти	Peer-review та дискусійний аналіз
5	Онлайн-контроль	Автоматичне тестування	Маніпуляція результатами	Спотворення реального рівня знань	Невалідність оцінювання	Різкий розрив між тестом і speaking	Гібридний контроль
6	Самостійна робота	AI-консультування	Зменшення дослідницької активності	Скорочення мовної рефлексії	Пасивне засвоєння контенту	Низька самостійність рішень	Problem-based learning
7	Фонетична практика	Голосові AI-моделі	Механічне наслідування вимови	Нестійка артикуляційна навичка	Формальна фонетична правильність	Швидка втрата навички без AI	Комунікативні фонетичні тренінги
8	Підготовка презентацій	Генерація структур доповіді	Ослаблення логічного мислення	Фрагментарне мовлення	Невпевнена професійна комунікація	Втрата аргументаційної послідовності	Аналітичні кейсові виступи
9	Робота викладача	Автоматизація feedback	Зменшення педагогічної взаємодії	Формалізація комунікативного супроводу	Дистанціювання студентів	Пасивність у дискусіях	Інтерактивна рефлексія та mentoring

Генеративний AI інтегрується в механізми оцінювання, мовленнєвого моделювання, професійної симуляції та когнітивного супроводу студента. Якщо традиційне оцінювання орієнтувалося переважно на підсумкову фіксацію результату, то цифрові AI-платформи переходять до безперервного аналізу мовленнєвої поведінки студента. Автоматизоване оцінювання

говоріння сьогодні базується не лише на перевірці правильної вимови або граматичної точності. AI-системи аналізують темп мовлення, тривалість пауз, інтонаційні моделі, частоту самокорекцій, логіку аргументації та швидкість реакції на зміну комунікативної ситуації. Власне, формується багаторівнева модель оцінювання, де мовленнєва компетентність розглядається як динамічна поведінкова структура, а не як набір ізольованих мовних помилок [5, с. 112].

У професійно орієнтованому навчанні це має окреме значення. Студент економічної спеціальності може граматично правильно будувати речення, але демонструвати слабку аргументацію під час міжнародних переговорів. Майбутній IT-фахівець здатний використовувати технічну лексику, однак втрачати комунікативну гнучкість під час пояснення складних алгоритмів іноземному замовнику. Поступово змінюється і структура письмового контролю. Генеративні моделі аналізують не лише граматику чи стилістику тексту. Вони фіксують логічну зв'язність, ступінь аргументованості, термінологічну релевантність, академічну самостійність та навіть ймовірність автоматичної генерації фрагментів роботи (табл. 3).

Таблиця 3

Модель інтегрованого AI-контролю мовленнєвих навичок у професійно орієнтованій мовній підготовці (побудовано авторами)

№ з/п	Компонент оцінювання	AI-інструмент контролю	Параметри аналізу мовлення	Тип професійної комунікації	Формат оцінювання	Виявлена проблема традиційного контролю	Запропоноване авторське рішення	Очікуваний педагогічний ефект
1	Speaking assessment	ASR-платформи	Темп, паузи, fluency	Ділові переговори	Безперервний моніторинг	Суб'єктивність оцінювання	AI-фіксація динаміки мовлення	Підвищення об'єктивності
2	Pronunciation control	Фонетичні AI-модулі	Інтонація, артикуляція	Публічний виступ	Індивідуальна діагностика	Формальна оцінка вимови	Багаторівнева фонетична аналітика	Стабілізація pronunciation skills
3	Writing assessment	NLP-системи	Cohesion, coherence	Академічне письмо	Автоматичний аналіз	Орієнтація лише на граматику	Оцінювання логіки аргументації	Поглиблення analytical writing
4	ESP communication	AI-simulation systems	Професійна адаптивність	Фахові кейси	Ситуативний контроль	Відірваність від реальної професії	Інтерактивні професійні сценарії	Зростання професійної мобільності
5	Vocabulary retention	Semantic AI-mapping	Контекстне використання	Термінологічні дискусії	Динамічний аналіз	Механічне запам'ятовування	AI-контроль активного словника	Активізація професійної лексики
6	Listening assessment	Adaptive AI-testing	Швидкість розуміння	Автентичні діалоги	Адаптивне тестування	Стандартизованість аудіювання	Індивідуальна складність матеріалу	Реалістичність мовного середовища

№ з/п	Компонент оцінювання	AI-інструмент контролю	Параметри аналізу мовлення	Тип професійної комунікації	Формат оцінювання	Виявлена проблема традиційного контролю	Запропоноване авторське рішення	Очікуваний педагогічний ефект
7	Academic integrity control	AI-authorship detection	Ознаки генеративного тексту	Письмові роботи	Аналітичний моніторинг	Неможливість перевірки самостійності	Комбінований усно-письмовий контроль	Посилення академічної доброчесності
8	Feedback management	Generative feedback systems	Self-correction patterns	Усі види мовлення	Миттєвий feedback	Запізнілий педагогічний коментар	Безперервний AI-feedback	Прискорення мовної корекції
9	Integrated language analytics	Multimodal AI-analysis	Поведінкова мовна модель	Комплексна комунікація	Гібридне оцінювання	Фрагментарність контролю	Єдина цифрова карта компетентностей	Цілісне оцінювання мовленнєвої динаміки

Але проблема в тому, що автоматизоване оцінювання теж не є безпомилковим. Частина AI-систем демонструє нестійкість під час аналізу нестандартної вимови, змішаних мовних моделей або емоційно забарвленого мовлення. Особливо це помітно у студентів, які поєднують професійну термінологію з неформальними комунікативними конструкціями. У підсумку алгоритм іноді фіксує мовну нестабільність там, де фактично проявляється комунікативна гнучкість [16, с. 7-8].

У викладацькому контролі така проблема трапляється рідше. Людина краще розпізнає контекст, інтонаційні нюанси та приховані комунікативні наміри. Проте експертне оцінювання має іншу складність, пов'язану з високим рівнем суб'єктивності та різною інтерпретацією критеріїв. Саме тому найбільш перспективною сьогодні виглядає гібридна система контролю, де AI забезпечує аналітичну точність, а викладач виконує функцію професійної інтерпретації результатів (табл. 4).

Таблиця 4

Концепція гібридного оцінювання мовленнєвих компетентностей при застосуванні генеративного AI (побудовано авторами)

№ з/п	Рівень контролю	Функція AI-системи	Функція викладача	Тип мовленнєвої активності	Формат інтеграції	Ризик автоматизованого оцінювання	Компенсаційний педагогічний механізм	Прогнозований результат
1	Діагностичний	Первинний мовний аналіз	Інтерпретація результатів	Усне мовлення	Комбінований	Помилкова фіксація pronunciation errors	Додаткове експертне слухання	Підвищення валідності
2	Поточний	Continuous monitoring	Корекція мовної стратегії	Speaking tasks	Гібридний	Надмірна формалізація feedback	Комунікативне обговорення	Стабілізація fluency

№ з/п	Рівень контролю	Функція AI-системи	Функція викладача	Тип мовленнєвої активності	Формат інтеграції	Ризик автоматизованого оцінювання	Компенсаційний педагогічний механізм	Прогнозований результат
3	Формувальний	Автоматична self-correction analytics	Методичне консультування	Writing practice	Інтерактивний	Механічне редагування	Пояснення логіки помилок	Усвідомлене self-editing
4	Професійний	Аналіз ESP-комунікації	Оцінка професійної доречності	Бізнес-кейси	Ситуативний	Ігнорування культурного контексту	Експертна інтерпретація ситуації	Поглиблення professional communication
5	Підсумковий	AI-score calculation	Остаточна верифікація	Комплексний іспит	Багаторівневий	Невідповідність score реальним навичкам	Усний компонент оцінювання	Об'єктивізація результатів
6	Академічний	AI-authorship analytics	Перевірка самостійності	Письмові роботи	Аналітичний	Хибне визначення AI-generated text	Дискусійний захист роботи	Контроль академічної доброчесності
7	Фонетичний	Acoustic speech analysis	Оцінка комунікативної природності	Presentation skills	Гібридний	Орієнтація лише на технічну точність	Комунікативний speaking review	Баланс accuracy та naturalness
8	Рефлексивний	Learning analytics	Педагогічний mentoring	Self-learning activities	Персоналізований	Пасивна залежність від AI-feedback	Рефлексивні мовні звіти	Формування автономного навчання
9	Прогностичний	Predictive performance modelling	Освітнє коригування траєкторії	Довгострокова підготовка	Адаптивний	Алгоритмічна помилка прогнозування	Періодична експертна ревізія	Стійка індивідуальна динаміка

На цій основі дуже швидко змінюється сама логіка оцінювання. Це добре помітно в системах миттєвого зворотного зв'язку. Студент більше не очікує кілька днів на перевірку speaking task або письмового есе. AI-система генерує аналітичний feedback майже одразу після завершення завдання. Саме ця швидкість корекції починає формувати нову культуру мовної саморегуляції. Звісно, виникає інша складність [19]. Надмірна автоматизація feedback поступово послаблює рефлексивний компонент навчання. Частина студентів орієнтується лише на автоматичний score, не аналізуючи причин власних мовних помилок.

Перспективна модель контролю мовленнєвих навичок у закладах вищої освіти, ймовірно, формуватиметься через баланс технологічної аналітики та професійної педагогічної інтерпретації. Генеративний AI забезпечує швидкість, масштабність і точність обробки мовних даних.

Водночас викладач зберігає здатність бачити комунікативний контекст, професійну доцільність та індивідуальну динаміку розвитку студента. Подвійна система оцінювання, де алгоритм і педагог працюють не ізольовано, а синхронно, поступово стає новою моделлю контролю мовної підготовки у системі вищої освіти.

Висновки. Інтеграція генеративного AI в систему професійно орієнтованої мовної підготовки суттєво трансформує традиційні засади формування мовленнєвих компетентностей. На сучасному етапі освітній процес поступово еволюціонує від уніфікованих шаблонів навчання до гнучких адаптивних середовищ, здатних динамічно враховувати поточний рівень підготовки, галузеву спеціалізацію та індивідуальний прогрес кожного студента. Проведене дослідження засвідчує, що інтелектуальні системи оцінювання закладають підґрунтя для кардинально нової моделі контролю іншомовної освіти. Зазначена модель зміщує фокус уваги з суто граматичної правильності на комплексні поведінкові параметри комунікативного процесу. Зокрема, глибокий аналіз темпоральних характеристик мовлення, стабільності інтонаційного малюнка, логічної послідовності аргументації та загальної швидкості мовленнєвої адаптації відкриває можливості для всебічного вимірювання професійної комунікативної здатності майбутніх фахівців.

Водночас виявлено суттєвий деструктивний чинник, пов'язаний із тим, що алгоритмічний контроль наразі виявляє певну нестабільність під час обробки емоційно забарвлених або нестандартних висловлювань студентів. З огляду на це у роботі обґрунтовано необхідність впровадження саме гібридної моделі оцінювання, у межах якої генеративні технології поєднуються з експертною педагогічною інтерпретацією отриманих результатів. Такий інтегрований підхід дає змогу одночасно підвищити швидкість аналітичної обробки даних, забезпечити високу валідність контролю та посилити адаптивність поточного освітнього супроводу. За таких умов викладач звільняється від рутинної функції відтворення контролю. Він трансформується у координатора індивідуального мовленнєвого розвитку студента, котрий скеровує процеси академічної самостійності та оцінює професійну доцільність здобутих комунікативних навичок.

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ФОРМУВАННЯ ПРОФЕСІЙНИХ КОМПЕТЕНТНОСТЕЙ МАЙБУТНІХ УЧИТЕЛІВ ПРИРОДНИЧОЇ ОСВІТНЬОЇ ГАЛУЗІ У ПРОЦЕСІ ВИВЧЕННЯ ФАХОВИХ ДИСЦИПЛІН

Анотація. У статті обґрунтовано особливості формування професійної компетентності майбутніх учителів природничої освітньої галузі в процесі вивчення фахових дисциплін в умовах модернізації сучасної педагогічної освіти. Акцентовано увагу на актуальності компетентнісного підходу в системі професійної підготовки здобувачів вищої освіти, відповідно до концептуальних засад Нової української школи, цифровізації освітнього середовища, розвитку STEM-освіти та необхідності інтеграції теоретичної, дослідницької й практичної підготовки майбутніх педагогів.

Проаналізовано наукові підходи до трактування професійної компетентності майбутнього вчителя природничої освітньої галузі та визначено значення *цифрової, екологічної, здоров'язбережувальної, комунікативної, рефлексивної й соціально-особистісної компетентностей* у структурі професійної підготовки здобувачів освіти. Висвітлено компетентнісний потенціал фахових дисциплін природничого та методичного спрямування, зокрема ОК «Ботаніка», «Зоологія», «Екологія», «STEM-технології у навчанні природничих дисциплін», «Методика навчання природничих дисциплін», «Методика навчання інтегрованого курсу "Здоров'я, безпека і добробут"», навчально-польових практик у розвитку професійної компетентності майбутніх фахівців.

Установлено, що вивчення фахових дисциплін забезпечує інтеграцію предметної, методичної, дослідницької та практичної підготовки майбутніх педагогів. З'ясовано, що використання цифрових технологій, STEM-підходу, інтерактивних методів навчання, проєктної діяльності та навчально-польових досліджень сприяє розвитку здатності майбутніх учителів природничої освітньої галузі до реалізації компетентнісно орієнтованого навчання, організації дослідницької діяльності здобувачів освіти, використання сучасних освітніх технологій та здійснення професійної діяльності в умовах сучасних освітніх викликів.

Ключові слова: професійна компетентність, майбутні вчителі природничої освітньої галузі, фахові дисципліни, компетентнісний підхід, STEM-технології, цифрова компетентність, екологічна компетентність, здоров'язбережувальна компетентність.

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FORMATION OF PROFESSIONAL COMPETENCIES OF FUTURE TEACHERS OF THE NATURAL SCIENCE EDUCATIONAL FIELD IN THE PROCESS OF STUDYING SPECIALIZED DISCIPLINES

Abstract. The article substantiates the peculiarities of forming the professional competence of future teachers of the natural science educational field in the process of studying specialized disciplines under the conditions of modern pedagogical education modernization. Attention is focused on the relevance of the competence-based approach in the system of professional training of higher education students in accordance with the conceptual principles of the New Ukrainian School, the digitalization of the educational environment, the development of STEM education, and the need to integrate theoretical, research, and practical training of future teachers.

Scientific approaches to interpreting the professional competence of future teachers of the natural science educational field are analyzed, and the significance of digital, environmental, health-preserving, communicative, reflective, and socio-personal competencies within the structure of professional training is determined. The article highlights the competency-oriented potential of specialized natural science and methodological disciplines, including the educational components «Botany», «Zoology», «Ecology», «STEM Technologies in Teaching Natural Sciences», «Methods of Teaching Natural Sciences», «Methods of Teaching the Integrated Course 'Health, Safety and Well-being», as well as field training practices in the development of professional competence of future specialists.

It has been established that the study of specialized disciplines ensures the integration of subject-specific, methodological, research, and practical training of future teachers. It was found that the use of digital technologies, the STEM approach, interactive teaching methods, project-based activities, and field research contributes to developing future teachers' ability to implement competence-oriented learning, organize students' research activities, apply

modern educational technologies, and carry out professional activities under contemporary educational challenges.

Keywords: professional competence, future teachers of the natural science educational field, specialized disciplines, competence-based approach, STEM technologies, digital competence, environmental competence, health-preserving competence.

Постановка проблеми. Сучасний етап розвитку природничої освітньої галузі характеризується посиленням вимог до професійної підготовки майбутніх учителів, здатних реалізовувати компетентнісний, діяльнісний та інтегрований підходи в освітньому процесі відповідно до концептуальних засад Нової української школи. Трансформація змісту загальної середньої освіти, упровадження STEM-технологій, цифровізація освітнього середовища, посилення екологічних і здоров'язбережувальних пріоритетів зумовлюють необхідність оновлення підходів до професійної підготовки майбутніх педагогів. У зазначеному контексті особливого значення набуває формування професійної компетентності майбутніх учителів природничої освітньої галузі, що охоплює цифрову, екологічну, здоров'язбережувальну, комунікативну, рефлексивну та соціально-особистісну складові.

Актуальність порушеної проблеми посилюється необхідністю забезпечення практико-орієнтованого складника професійної підготовки, інтеграції теоретичних знань із дослідницькою діяльністю, навчально-польовими практиками, використанням цифрових технологій та сучасних методик навчання природничих дисциплін. У зв'язку з цим важливого значення набуває визначення потенціалу фахових дисциплін у формуванні професійної компетентності майбутніх учителів природничої освітньої галузі та обґрунтування їх ролі у підготовці педагога, здатного до професійної діяльності в умовах сучасних освітніх викликів.

Аналіз останніх досліджень і публікацій. Сучасні наукові дослідження засвідчують зростання уваги до проблеми формування професійної компетентності майбутніх учителів природничої освітньої галузі в умовах модернізації педагогічної освіти. У працях Л. Пасічник [1], І. Сяські [2], М. Хроленко [3], Ю. Шапрана [4] та інших науковців обґрунтовано теоретико-методичні засади компетентнісного підходу, висвітлено особливості переходу від знаннєвої до компетентнісно орієнтованої моделі професійної підготовки та визначено структуру професійної компетентності сучасного педагога. Дослідники акцентують увагу на необхідності оновлення змісту професійної підготовки відповідно до сучасних освітніх викликів, посилення практико-орієнтованої складової

освітнього процесу та інтеграції інноваційних освітніх технологій у систему підготовки майбутніх учителів.

Проблематика формування здоров'язбережувальної компетентності та готовності майбутніх педагогів до реалізації здоров'язбережувальних підходів у професійній діяльності відображена у працях Гриньової та Н. Кононец [5], Б. Долинського [6], М. О. Мехед [7] та ін. У дослідженнях розкрито теоретичні та методичні засади формування культури здоров'я, визначено особливості впровадження здоров'язбережувальних технологій у процес професійної підготовки майбутніх учителів, а також обґрунтовано значення інтеграції здоров'язбережувальної проблематики у зміст природничої освіти.

Вагоме значення у сучасних наукових дослідженнях посідають питання формування екологічної культури та екологічної компетентності здобувачів освіти. У працях Н. Пустовіта, О. Колонькової, О. Пруцакової, Г. Тарасюк, Ю. Солобай [8], С. Рудишина [9], І. Сяська [3], М. Хроленко [4] проаналізовано роль екологічних цінностей у світоглядному становленні особистості, окреслено напрями екологізації змісту природничої освіти, а також визначено методичні засади формування екологічно орієнтованого освітнього середовища. Дослідники наголошують на необхідності посилення практичного складника екологічної підготовки, залучення здобувачів освіти до природоохоронної та дослідницької діяльності, формування відповідального ставлення до довкілля й усвідомлення значення принципів сталого розвитку в сучасному суспільстві.

Мета статті полягає в обґрунтуванні особливостей формування професійної компетентності майбутніх учителів природничої освітньої галузі в процесі вивчення фахових дисциплін та обґрунтуванні їх компетентнісного спрямування в умовах сучасних освітніх викликів.

Виклад основного матеріалу дослідження. Система професійної підготовки майбутніх учителів природничої освітньої галузі в закладах вищої освіти набуває стратегічного значення, оскільки визначає готовність фахівця до реалізації інтегрованого змісту природничої освіти, упровадження інноваційних технологій, поєднання теоретичних знань із практичною і дослідницькою діяльністю, а також до професійної адаптації в умовах динамічних змін освітньої політики й суспільних запитів.

Сучасна професійна підготовка майбутніх учителів природничої освітньої галузі орієнтована на формування цілісної професійної компетентності, що інтегрує *комунікативну, цифрову, екологічну, здоров'язбережувальну, рефлексивну та соціально-особистісну* складові. У контексті реалізації компетентнісної парадигми освіти зазначені компетентності визначають готовність майбутнього вчителя до організації інтегрованого,

дослідницького та практико-орієнтованого навчання, використання сучасних освітніх технологій і забезпечення ефективної педагогічної взаємодії в умовах трансформації природничої освіти [10].

Однією із ключових складових професійної компетентності майбутнього вчителя природничої освітньої галузі є цифрова компетентність, яка визначається здатністю використовувати цифрові технології, електронні освітні ресурси, мультимедійні засоби та цифрові платформи в процесі навчання природничих дисциплін [5; 9, с. 166]. Формування зазначеної компетентності має міждисциплінарний характер і забезпечується у процесі вивчення як природничих, так і методичних освітніх компонентів. Зокрема, під час опанування ОК «Зоологія» здобувачі освіти використовують цифрові застосунки для визначення біологічних об'єктів, електронні атласи та інтерактивні ресурси для аналізу видового різноманіття, здійснюють цифрову фіксацію результатів польових досліджень і візуалізацію отриманих даних. У процесі вивчення ОК «STEM-технології у навчанні природничих дисциплін» студенти працюють із цифровими лабораторіями, віртуальними симуляціями, інтерактивними моделями та сервісами для моделювання природничих процесів, що сприяє розвитку навичок цифрового аналізу, інтерпретації результатів дослідження та організації дослідницької діяльності учнів [11]. Водночас під час вивчення методичних дисциплін майбутні вчителі оволодівають уміннями добору цифрових освітніх ресурсів відповідно до змісту навчального матеріалу, створення інтерактивних завдань, використання технологій змішаного навчання та цифрових платформ для організації освітнього процесу.

Екологічна компетентність здобувачів природничої освітньої галузі характеризується здатністю аналізувати взаємозв'язки між компонентами природних систем, усвідомлювати цінність біорізноманіття, оцінювати наслідки антропогенного впливу на довкілля та реалізовувати засади сталого розвитку в освітньому процесі. Важливу роль у її розвитку відіграють ОК «Ботаніка», «Зоологія», «Екологія», «Біогеографія» та навчально-польові практики, зміст яких забезпечує цілісне розуміння закономірностей функціонування живих систем на різних рівнях організації. Здобувачі освіти досліджують особливості функціонування рослинних і тваринних угруповань, аналізують взаємозв'язки між організмами та середовищем існування, визначають вплив екологічних чинників на біорізноманіття, опановують принципи раціонального природокористування й екологічної безпеки. Практичний складник екологічної підготовки на факультеті природничої освіти Університету Григорія Сковороди в Переяславі реалізується під час польових досліджень, екологічного моніторингу природних територій, аналізу стану локальних

екосистем та виконання природоохоронних проєктів, що сприяє формуванню екологічного мислення, відповідального ставлення до довкілля та готовності майбутніх фахівців до екологізації освітнього процесу [11].

Важливим складником професійної компетентності сучасного вчителя є *здоров'язбережувальна компетентність*, що визначає здатність створювати безпечне освітнє середовище, формувати культуру здоров'я та реалізовувати здоров'язбережувальні технології у професійній діяльності [5]. Провідне значення у розвитку означеної компетентності в освітньому процесі майбутніх учителів-природничників мають ОК «Методика навчання інтегрованого курсу "Здоров'я, безпека і добробут"», «Анатомія і фізіологія людини», «Основи медичних знань», «Психологія», а також фахові методики природничого спрямування, зміст яких інтегрує питання збереження фізичного, психічного та соціального здоров'я людини. У процесі професійної підготовки здобувачі вищої освіти аналізують проблеми психоемоційного благополуччя, безпечної поведінки, профілактики захворювань та формування здорового способу життя, моделюють педагогічні ситуації здоров'язбережувального спрямування, розробляють інтегровані заняття й опановують алгоритми надання домедичної допомоги.

Водночас інтеграція здоров'язбережувальної проблематики у зміст природничих дисциплін сприяє усвідомленню взаємозв'язку між станом довкілля, способом життя та здоров'ям людини, що відповідає сучасним тенденціям розвитку природничої освіти та концептуальним засадам Нової української школи.

Комунікативна компетентність майбутнього вчителя природничої освітньої галузі передбачає здатність до ефективної педагогічної взаємодії, організації професійної комунікації та реалізації партнерської моделі навчання [1, с. 43]. Формування зазначеної компетентності забезпечується у процесі вивчення методичних дисциплін, реалізації колективних STEM-проєктів та організації дослідницької діяльності здобувачів освіти. Практика презентації результатів польових досліджень, участі в наукових дискусіях, розроблення колективних проєктів і застосування інтерактивних методів навчання сприяє розвитку навичок професійного спілкування, аргументованого представлення власної позиції та організації командної роботи в освітньому середовищі [11]. Водночас ефективна педагогічна взаємодія та здатність до професійної комунікації потребують сформованості навичок самоаналізу, критичного осмислення власного педагогічного досвіду й оцінювання результативності професійної діяльності.

Особливого значення набуває і *рефлексивна компетентність*, яка характеризується здатністю майбутнього вчителя до самоаналізу, оцінювання результатів професійної діяльності та визначення траєкторії

професійного саморозвитку. Розвитку рефлексивних умінь сприяє виконання методичних, дослідницьких і проєктних завдань, що передбачають аналіз ефективності використаних методів навчання, оцінювання результативності проведених занять та визначення шляхів удосконалення професійних умінь. Самоаналіз результатів STEM-проєктів, оцінювання власної діяльності під час проведення фрагментів уроків і аналіз труднощів, що виникають у процесі професійної підготовки, забезпечують готовність майбутніх педагогів до безперервного професійного розвитку та адаптації до сучасних освітніх викликів.

Соціально-особистісна компетентність пов'язана зі здатністю майбутніх учителів природничої освітньої галузі адаптуватися до динамічних змін сучасного освітнього простору, виявляти відповідальність, ініціативність та готовність до педагогічної взаємодії [3]. Її розвиток забезпечується через участь у проєктній і дослідницькій діяльності, організацію природоохоронних заходів, проходження навчально-польових практик та виконання практико-орієнтованих завдань. Реалізація міждисциплінарних проєктів, застосування інтерактивних технологій навчання та залучення до колективної роботи сприяють формуванню мобільності, відповідального ставлення до майбутньої діяльності, здатності працювати в команді та ефективно взаємодіяти в сучасному освітньому середовищі.

Відтак, сформованість окреслених компетентностей визначає здатність майбутнього вчителя природничої освітньої галузі здійснювати професійну діяльність в умовах сучасної трансформації освіти, реалізовувати інтегрований зміст природничого навчання, організовувати дослідницьку та проєктну діяльність учнів, використовувати цифрові технології та забезпечувати екологічно й здоров'язбережувально орієнтований освітній процес. У зазначеному контексті особливого значення набуває практико-орієнтований підхід професійної підготовки, що забезпечує інтеграцію теоретичних знань із реальними професійними ситуаціями та сприяє розвитку готовності майбутніх фахівців до ефективної діяльності в сучасному освітньому середовищі.

Висновки. Отже, формування професійної компетентності майбутніх учителів природничої освітньої галузі є комплексним процесом, що охоплює розвиток цифрової, екологічної, здоров'язбережувальної, комунікативної, рефлексивної та соціально-особистісної складових у взаємозв'язку з предметною й методичною підготовкою здобувачів освіти.

Компетентнісна спрямованість освітнього процесу передбачає інтеграцію природничо-наукового змісту з дослідницькою діяльністю, навчально-польовими практиками, використанням цифрових технологій, STEM-підходу та інтерактивних методів навчання. Такий підхід забезпечує

готовність майбутнього фахівця до організації компетентнісно орієнтованого навчання, реалізації міжпредметної інтеграції, використання сучасних освітніх технологій та професійної діяльності в умовах модернізації природничої освіти.

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АДАПТАЦІЯ ТА МОДИФІКАЦІЯ ОСВІТНІХ ПРОГРАМ ДЛЯ УЧНІВ З ООП В УМОВАХ ПОЧАТКОВОЇ ОСВІТИ ЗЗСО

Анотація. У статті обгрунтовано актуальність інклюзивного навчання в початковій школі як стратегічного пріоритету реформи Нової української школи (НУШ). Висвітлено необхідність переходу до соціальної моделі підтримки учнів з особливими освітніми потребами (ООП) в умовах сучасних викликів, зокрема воєнного стану. Метою дослідження є комплексний аналіз теоретичних засад та практичного інструментарію впровадження адаптацій та модифікацій освітніх програм для учнів початкових класів. Увага зосереджена на диференціації стратегій підтримки відповідно до чинної нормативно-правової бази та індивідуального профілю дитини.

Дослідження базується на системному аналізі науково-педагогічних джерел та опрацюванні нормативно-правових актів України за 2021–2025 роки. Застосовано порівняльно-педагогічний метод для концептуального розмежування стратегій підтримки та метод моделювання алгоритмів командної взаємодії. Висунуто гіпотезу, що ефективність інклюзії в закладах загальної середньої освіти залежить від якості диференціації між адаптацією та модифікацією матеріалу та злагодженості тандему «вчитель - асистент вчителя».

У результаті дослідження сформовано систематизований кейс прийомів адаптації освітнього середовища, методик викладання та засобів оцінювання. Узагальнено практичні алгоритми модифікації змісту програм шляхом спрощення, виключення та інтеграції навчальних тем для учнів із когнітивними порушеннями. Описано ефективність моделей спільного викладання (co-teaching), зокрема паралельного навчання та роботи за станціями, як інструментів індивідуалізації освітнього процесу. Визначено

ключову роль асистента вчителя як фасилітатора, що забезпечує «соціальний місток» для дитини з ООП. Обґрунтовано важливість асистивних технологій у подоланні бар'єрів дистанційного навчання. Розкрито механізми моніторингу прогресу учнів через реалізацію індивідуальних програм розвитку (ІПР).

Теоретичне значення роботи полягає у концептуальному розширенні розуміння диференційованої підтримки учнів у межах п'яти рівнів допомоги. Практична цінність дослідження полягає у наданні педагогам початкової ланки конкретних методичних рекомендацій щодо створення безбар'єрного простору та адаптації дидактичних засобів. Наукова новизна полягає в інтеграції вимог оновленого законодавства 2025 року з реальними потребами інклюзивної практики в умовах кризи. Перспективи подальших розвідок пов'язані з розробленням методик модифікації програм для змішаної форми освіти та впровадженням інноваційного мультимедійного обладнання. Обмеженням статті є недостатня розробленість критеріїв оцінювання для учнів із комплексними порушеннями розвитку.

Ключові слова: інклюзивна освіта; особливі освітні потреби; початкова школа; адаптація; модифікація; асистент вчителя; індивідуальна програма розвитку.

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ADAPTATION AND MODIFICATION OF EDUCATIONAL PROGRAMS FOR STUDENTS WITH SEN IN THE CONDITIONS OF PRIMARY EDUCATION OF ZZSO

Abstract. The article substantiates the relevance of inclusive education in primary school as a strategic priority of the New Ukrainian School (NUS) reform. The need to transition to a social model of support for students with special educational needs (SEN) in the context of modern challenges, in particular martial law, is highlighted. The purpose of the study is a comprehensive analysis of the theoretical foundations and practical tools for implementing adaptations and modifications of educational programs for primary school students. Attention is focused on the differentiation of support strategies in accordance with the current

regulatory framework and the individual profile of the child. The study is based on a systematic analysis of scientific and pedagogical sources and the development of regulatory legal acts of Ukraine for 2021–2025. A comparative pedagogical method for the conceptual delineation of support strategies and a method for modeling team interaction algorithms are applied. The hypothesis is put forward that the effectiveness of inclusion in general secondary education institutions depends on the quality of differentiation between adaptation and modification of the material and the coherence of the tandem "teacher - teacher assistant".

As a result of the study, a systematized case of methods for adapting the educational environment, teaching methods and assessment tools was formed. Practical algorithms for modifying the content of programs by simplifying, excluding and integrating educational topics for students with cognitive disabilities were generalized. The effectiveness of co-teaching models, in particular parallel learning and work at stations, as tools for individualizing the educational process was described. The key role of the teacher assistant as a facilitator who provides a "social bridge" for a child with SEN was determined. The importance of assistive technologies in overcoming barriers to distance learning was substantiated. Mechanisms for monitoring student progress through the implementation of individual development programs (IDPs) were revealed.

The theoretical significance of the work lies in the conceptual expansion of the understanding of differentiated student support within the five levels of assistance. The practical value of the study lies in providing primary teachers with specific methodological recommendations for creating a barrier-free space and adapting didactic tools. The scientific novelty lies in integrating the requirements of the updated legislation of 2025 with the real needs of inclusive practice in times of crisis. Prospects for further research are related to the development of methods for modifying programs for blended learning and the introduction of innovative multimedia equipment. The limitation of the article is the insufficient development of assessment criteria for students with complex developmental disorders.

Keywords: inclusive education; special educational needs; primary school; adaptation; modification; teacher's assistant; individual development program.

Постановка проблеми. Трансформація системи загальної середньої освіти в Україні, зумовлена імплементацією концепції Нової української школи (НУШ), вивела питання інклюзивності на рівень стратегічних пріоритетів державної політики. Початкова ланка освіти є критично важливим фундаментом, на якому будується вся подальша траєкторія розвитку особистості, тому забезпечення рівного доступу до якісних

освітніх послуг для учнів з особливими освітніми потребами (ООП) вимагає не лише формального дотримання законодавчих норм, а й глибокого методичного переосмислення традиційних підходів до навчання. Сучасна освітня парадигма передбачає остаточний відхід від медичної моделі сприйняття інвалідності до соціальної моделі, де центральне місце посідає усунення бар'єрів та створення універсального дизайну в навчанні.

Актуальність дослідження підсилюється запровадженням оновленої системи п'яти рівнів підтримки в освітньому процесі, що потребує від педагогів чіткого розуміння механізмів диференціації та індивідуалізації. Особливої гостроти питання інклюзії набуває в умовах воєнного стану, оскільки категорія дітей з ООП поповнюється учнями, які пережили травмівні ситуації, мають ознаки посттравматичного стресового розладу або отримали поранення, що вимагає гнучкості та адаптивності освітнього процесу.

Реалізація права дитини з ООП на якісну освіту в умовах звичайного класу закладу загальної середньої освіти (ЗЗСО) неможлива без застосування таких інструментів, як адаптація та модифікація освітніх програм. Ці стратегії дозволяють трансформувати методи подання інформації, зміст навчання та критерії оцінювання відповідно до унікального профілю когнітивних, сенсорних та психофізичних можливостей кожного учня.

Незважаючи на наявність грунтовної нормативно-правової бази та значну кількість наукових розвідок (А. Колупаєва, О. Таранченко, М. Найда та ін.), практичний аспект впровадження інклюзивного навчання в початковій школі все ще стикається з низкою проблем. Зокрема, для педагогів-практиків залишається складним завданням правильний вибір між адаптацією та модифікацією навчального матеріалу, що часто призводить або до надмірного спрощення програми (стримування розвитку), або до встановлення недосяжних цілей. Також потребують додаткового вивчення питання ефективної взаємодії в тандемі «вчитель - асистент вчителя» в процесі реалізації індивідуальної програми розвитку.

Отже, потреба у подоланні розриву між теоретичними засадами інклюзії та їх практичним втіленням у початковій школі, а також необхідність розроблення конкретних методичних алгоритмів для здійснення адаптацій та модифікацій зумовлюють актуальність даної статті.

Аналіз останніх досліджень і публікацій. Теоретико-методологічна база інклюзивної освіти в Україні, закладена у фундаментальних працях А. Колупаєвої, яка розглядає інклюзію як динамічний соціально-педагогічний феномен, що вимагає глибокої трансформації традиційної шкільної системи [5]. Дослідниця наголошує на необхідності переходу від медичної моделі інвалідності до соціальної, де основна увага фокусується

на усуненні середовищних бар'єрів. Початкова школа в цьому контексті виступає критичним етапом, оскільки саме тут формується фундамент соціалізації та академічних навичок дитини з особливими освітніми потребами (ООП). Соціально-педагогічні умови адаптації молодших школярів у ЗЗСО ґрунтовно проаналізовані О. Василенко, яка акцентує увагу на важливості попередньої підготовки дитини в дошкільний період та рівні сформованості її комунікативних здібностей [2].

Концептуальне розмежування понять «адаптація» та «модифікація» є однією з найбільш дискусійних тем у науково-педагогічній літературі. О. Таранченко та Ю. Найда визначають адаптацію як зміну методів, середовища та матеріалів без втручання в сутність освітнього стандарту, тоді як модифікація передбачає трансформацію самих цілей та змісту навчання [11]. Цю думку розвиває Д. Прасол, вказуючи, що модифікація є «встановленням міри» - перетворенням об'єкта навчання до стану, який дозволяє дитині з когнітивними порушеннями включатися в діяльність, навіть якщо її результати не відповідають віковій нормі .Важливість комплексного підходу до цих процесів підкреслює І. Кучерак, вказуючи, що вибір стратегії має не лише забезпечувати інклюзію, а й сприяти підготовці компетентного фахівця у майбутньому [6].

Практичні аспекти реалізації інклюзії в умовах Нової української школи (НУШ) висвітлені в матеріалах О. Малікової та А. Степанової-Камиш, які пропонують конкретні алгоритми адаптації (візуалізація, покрокові інструкції) та модифікації (спрощення тем) для учнів із розладами аутистичного спектра. Ними запропоновано конкретні інструменти підтримки для учнів із розладами аутистичного спектра (РАС), зокрема візуалізацію розкладу, використання жетонів та соціальних історій [10]. Методичні аспекти стабілізації поведінки через техніку «праймінгу» (попереднього ознайомлення з матеріалом) та моделювання бажаної поведінки досліджено І. Вар'ян, яка підкреслює, що орієнтовно 70% інформації молодші школярі сприймають візуально, що робить метод наочності пріоритетним [1].

Окремий пласт досліджень присвячено специфіці нозологій. Питання навчання дітей із порушеннями інтелектуального розвитку аналізує Н. Гладких, стверджуючи, що для цієї категорії учнів академічні досягнення є вторинними відносно побутових та комунікативних навичок. Вона наголошує на важливості розбиття складних завдань на максимально дрібні покрокові алгоритми [3].

Методичні аспекти адаптації освітнього простору для учнів із порушеннями зору розроблені В. Ремаржевською, яка вказує на важливість спеціального освітлення (500–700 люксів) та тактильних схем [9]. Схожі

рекомендації щодо диференціації навчання та використання допоміжних матеріалів надає Л. Лавренчук, акцентуючи на необхідності планування адаптацій заздалегідь. Інноваційні шляхи модифікації програм через використання інтерактивного обладнання (пісочниць, підлог) пропонуються у розробках компанії Briolight [6].

Важливим вектором досліджень є професійна взаємодія. І. Греба, спираючись на моделі Л. Кук, доводить, що для початкової школи найефективнішими є «паралельне навчання» та «навчання за станціями», де асистент вчителя виступає ключовим учасником адаптаційного процесу, а також аналізує шість моделей спільного викладання (co-teaching) [4].

Сучасна нормативно-правова база, зокрема Постанова КМУ № 957 та Наказ МОН № 787 (2025 р.), вводить оновлену систему рівнів підтримки та регламентує роботу команди супроводу щодо розроблення індивідуальних програм розвитку [7;8]. Проте залишаються малодослідженими особливості модифікації програм у цифровому середовищі та підтримка учнів з ООП в умовах воєнного стану [1].

Мета статті. Метою статті є теоретичне обґрунтування та систематизація практичного інструментарію щодо здійснення адаптації та модифікації освітніх програм для учнів з особливими освітніми потребами (ООП) в умовах початкової ланки закладів загальної середньої освіти (ЗЗСО) на засадах соціальної моделі інклюзії [5, с. 24; 11].

МЕТОДИ

Для досягнення поставленої мети та розв’язання визначених завдань використано комплекс взаємодоповнювальних методів наукового пізнання, що забезпечили об’єктивність та всебічність аналізу проблеми адаптації та модифікації освітніх програм у початковій школі.

Теоретичний базис дослідження ґрунтується на застосуванні системного аналізу науково-педагогічної, методичної та спеціальної літератури [5, с. 24; 11].

Цей метод дозволив узагальнити еволюцію інклюзивної парадигми в Україні та визначити теоретичні засади переходу від медичної моделі сприйняття порушень до соціальної. За допомогою соціально-педагогічного аналізу досліджено умови, що впливають на успішність адаптаційного періоду учнів у ЗЗСО [2, с. 38].

Для вивчення механізмів регламентації інклюзивного навчання застосовано нормативно-правовий аналіз ключових актів України за 2021–2026 роки, зокрема Постанови КМУ № 957 та Наказу МОН № 787 [7; 8]. Це дозволило актуалізувати дослідження відповідно до запровадженої системи п’яти рівнів підтримки та оновлених функцій команди психолого-педагогічного супроводу.

Порівняльно-педагогічний метод використано для концептуального розмежування стратегій підтримки (адаптація vs модифікація), визначення критеріїв їх вибору та особливостей впливу на очікувані результати навчання [6, с. 97; 11]. Опис практичного інструментарію реалізовано через дескриптивний метод та метод узагальнення педагогічного досвіду, що дало змогу систематизувати методики візуалізації, праймінгу та моделювання поведінки для різних нозологічних груп (діти з порушеннями інтелекту та зору) [1, с. 48; 3; 9; 10].

Метод моделювання застосовано для опису алгоритму взаємодії в інклюзивному класі та розроблення схеми співпраці в системі «вчитель — асистент вчителя» у межах спільного викладання (co-teaching), що є критичним для реалізації індивідуальної програми розвитку [4, с. 140; 7].

Комплексне використання зазначених методів дозволило забезпечити репрезентативність висновків та можливість відтворення описаних методичних алгоритмів у практичній діяльності вчителів початкових класів ЗЗСО.

Виклад основного матеріалу. На основі проведеного аналізу нормативної бази та методичних рекомендацій фахівців [1; 3; 8; 10; 11], було систематизовано ключові відмінності між стратегіями підтримки учнів з ООП (Табл. 1).

Таблиця 1.

Порівняльна характеристика стратегій адаптації та модифікації освітніх програм

Параметр порівняння	**Адаптація освітньої програми**	**Модифікація освітньої програми**
Мета впровадження	Полегшення доступу до матеріалу, корекція поведінки та уваги [1; 11]	Забезпечення участі в діяльності, коли рівень знань не відповідає нормі [3; 10]
Зміст навчання	Відповідає програмі всього класу (Держстандарт збережено) [8; 10]	Змінений, спрощений, виключено складні абстрактні поняття [6; 8]
Очікувані результати	Такі самі, як у однокласників	Індивідуальні, визначені в ІПР [10; 11]
Оцінювання	За загальними критеріями з технічними пристосуваннями [1; 10]	На основі індивідуального прогресу та спрощених вимог [3; 10]

Параметр порівняння	Адаптація освітньої програми	Модифікація освітньої програми
Приклади	Візуальні підказки, зміна шрифту, додатковий час [1; 9]	Скорочення обсягу, заміна складних дій (множення на додавання) [3; 10]

Джерело: складено автором

У ході дослідження встановлено, що ключовим чинником успішної інклюзії в початковій школі є чітка диференціація стратегій підтримки відповідно до п'яти рівнів, визначених у нормативній базі [7; 8]. Основним результатом аналізу практичної діяльності стало виокремлення дієвих алгоритмів адаптації та модифікації для учнів із різними нозологіями.

Практичний інструментарій адаптації. Встановлено, що для учнів зі збереженим інтелектом (зокрема, з порушеннями зору чи сенсорними труднощами) адаптація є пріоритетною стратегією, оскільки вона не змінює обсяг програмового матеріалу, а лише пристосовує методи його подачі [6, с. 97; 11]. Систематизовано такі ефективні прийоми:

1. Стабілізація поведінки через праймінг та візуалізацію: використання техніки попереднього ознайомлення з матеріалом (праймінгу) дозволяє дитині почуватися впевненіше, а візуальні розклади та піктограми забезпечують передбачуваність освітнього середовища [1, с. 48, 53].

2. Пристосування середовища: для учнів із порушеннями зору критичним результатом є забезпечення освітленості на рівні 500–700 люксів та використання тактильних схем для компенсації дефіциту візуальної інформації [9; 10].

3. Адаптація оцінювання: результати дослідження свідчать про ефективність надання додаткового часу на виконання завдань, скорочення кількості вправ при збереженні їхньої складності та використання альтернативних форм демонстрації знань (презентації, відеоролики) [1, с. 59; 10].

Практичний інструментарій модифікації. Для учнів із порушеннями інтелектуального розвитку результативним є перегляд цілей навчання з акцентом на соціально-побутове орієнтування [3, с. 750]. Виявлено, що найбільш дієвими є стратегії:

- Спрощення: заміна складних абстрактних понять конкретними прикладами, використання методу «глобального читання» (сприйняття слова як цілісного образу) [3, с. 762; 11].
- Інтеграція: поєднання змісту кількох предметів (наприклад, математики та трудового навчання) для формування прикладних навичок лічби через практичну діяльність [6, с. 113].

Моделі командної взаємодії. Важливим результатом є обґрунтування ролі асистента вчителя як фасилітатора, що забезпечує «соціальний місток» між дитиною та класом [4, с. 118]. Доведено, що в початковій ланці найбільш продуктивно працюють моделі спільного викладання (co-teaching):

✓ «Паралельне навчання», що дозволяє розподілити клас на дві групи для інтенсифікації зворотного зв'язку;

✓ «Навчання за станціями», де асистент і вчитель працюють над різними аспектами теми в окремих зонах класу [4, с. 140, 143].

Ці результати підтверджують, що впровадження індивідуальної освітньої траєкторії через ІПР є не формальною вимогою, а гнучким інструментом управління успішністю дитини, який потребує постійного моніторингу та корекції командою супроводу [7; 11].

Отримані результати підтверджують концептуальні засади А. Колупаєвої, згідно з якими інклюзивна освіта в Україні має остаточно відійти від медичної моделі сприйняття порушень до соціальної [5, с. 24]. Наше дослідження доводить, що запровадження п'яти рівнів підтримки, регламентованих Постановою КМУ № 957, є дієвим механізмом реалізації цієї парадигми, оскільки дозволяє диференціювати ресурси закладу освіти залежно від реальних потреб учня, а не лише на основі його діагнозу.

Зіставлення практичних стратегій адаптації та модифікації виявило точки конвергенції з висновками О. Таранченко та Ю. Найди. Ми підтримуємо їхню позицію, що адаптація не повинна змінювати Державний стандарт освіти, проте наш аналіз додає прикладну специфіку для початкової школи: використання методів «праймінгу» та візуалізації (за І. Вар'ян) є критично важливим для стабілізації психоемоційного стану молодших школярів, що є фундаментом для подальшого академічного прогресу [1, с. 48, 53].

Особливої уваги в дискусійному полі потребує питання модифікації програм для учнів з інтелектуальними порушеннями. Наші результати корелюють із думкою Н. Гладких, яка наголошує на пріоритетності соціально-побутових навичок [3]. Проте ми виявили певну розбіжність у практиці: вчителі часто схильні до надмірного спрощення (модифікації) там, де достатньо було б якісної адаптації матеріалів. Це підтверджує тезу І. Кучерак про необхідність виважених рішень, щоб не обмежити потенціал дитини та її майбутню професійну орієнтацію [6, с. 97].

Обговорення ролі асистента вчителя в інклюзивному класі засвідчило, що перехід до моделей спільного викладання (co-teaching), описаних І. Гребою, є найбільш перспективним шляхом розвитку інклюзії [4, с. 140]. Однак, як показує аналіз досвіду В. Ремаржевської, у практичній діяльності

ЗЗСО досі зберігається ризик трансформації асистента в «няньку», що гальмує розвиток самостійності дитини. Оновлений Наказ МОН № 787 частково вирішує цю проблему через чіткий розподіл функцій у команді супроводу, але питання практичного впровадження моделі «паралельного викладання» потребує додаткової методичної підтримки педагогів.

Обмеження дослідження. Дана робота зосереджена переважно на умовах очного навчання в ЗЗСО. Поза увагою залишилися аспекти здійснення глибокої модифікації програм в умовах тривалого дистанційного навчання та специфіка підтримки учнів з ООП, які мають ознаки воєнної травми або ПТСР, що наразі є новим викликом для інклюзивної практики [1, с. 57; 6, с. 97].

Отже, наше дослідження розширює розуміння інструментарію інклюзії в початковій школі, інтегруючи теоретичні принципи з новітніми нормативними вимогами 2025–2026 років.

Висновки. Проведене дослідження дозволяє зробити низку узагальнювальних висновків щодо особливостей адаптації та модифікації освітніх програм для учнів із особливими освітніми потребами в початковій школі:

Встановлено, що адаптація та модифікація є стратегічними інструментами реалізації соціальної моделі інклюзії, які дозволяють трансформувати освітній процес відповідно до індивідуальних можливостей дитини [5, с. 24; 11]. Концептуальне розмежування цих стратегій є критично важливим: адаптація пристосовує методи викладання та середовище без втручання в обсяг програмового матеріалу (Держстандарт зберігається), тоді як модифікація передбачає глибинну зміну змісту та цілей навчання для учнів із інтелектуальними порушеннями [6, с. 97; 8; 11].

Систематизація практичного інструментарію засвідчила, що успішність інклюзії в початковій ланці забезпечується через використання методик візуалізації, техніки «праймінгу» та моделювання бажаної поведінки. Ці прийоми дозволяють знизити тривожність учнів з ООП та підвищити їхню когнітивну активність безпосередньо під час уроку [1, с. 48, 53; 10]. Для окремих нозологічних груп (наприклад, учнів із порушеннями зору) пріоритетним є розумне пристосування фізичного простору та використання асистивних технологій [9; 10].

Доведено, що архітектурним фундаментом інклюзивного класу є професійна взаємодія в системі «вчитель — асистент вчителя». Перехід від пасивного асистування до моделей «спільного викладання» (паралельне навчання, навчання за станціями) дозволяє ефективно реалізувати індивідуальну освітню траєкторію дитини та забезпечити її повноцінну участь у житті класу, уникаючи ризику соціальної ізоляції [4, с. 140; 6, с. 118].

З'ясовано, що реалізація оновленої нормативної бази (зокрема системи п'яти рівнів підтримки) потребує від команди психолого-педагогічного супроводу високого рівня гнучкості при складанні Індивідуальної програми розвитку (ІПР). Встановлено, що моніторинг прогресу учня має базуватися на принципах формувального оцінювання, де головним критерієм успіху є індивідуальна динаміка дитини, а не її порівняння з нормотиповими однолітками [7; 8; 11].

Перспективи подальших розвідок у цьому напрямі полягають у розробленні деталізованих методичних алгоритмів модифікації програм для учнів із комплексними порушеннями в умовах дистанційного та змішаного навчання. Також потребує ґрунтовного вивчення аспект психолого-педагогічного супроводу дітей з ООП, які мають ознаки посттравматичного стресового розладу, зумовленого воєнними діями, що вимагає впровадження нових підходів до адаптації освітнього змісту в кризових умовах.

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ВИКОРИСТАННЯ СТАТИСТИЧНИХ МЕТОДІВ У ПСИХОДІАГНОСТИЦІ ЗДОБУВАЧІВ ОСВІТИ

Анотація. Статтю присвячено одній з актуальних проблем сучасної психологічної науки, а саме обґрунтуванню та практичному використанню статистичних методів у психодіагностиці студентів ЗВО. Уточнено ключові поняття дослідження, зокрема потрактовано терміни «діагностика», «психодіагностика», «психодіагностика здобувачів освіти», «методика психодіагностики», «статистичні методи у психодіагностиці». Детально схарактеризовано етапи та вимоги до проведення процедури психодіагностики здобувачів освіти. Встановлено, що до психодіагностичних методик висуваються такі вимоги, як: надійність, валідність, соціокультурна адаптованість, інформативність, визначеність середньої норми тесту, доступність та однозначність формулювань, часовий ліміт. Розкрито роль та можливості математичної статистики у психологічних дослідженнях, акцентовано увагу на тому, що статистичні методи дають змогу ефективно систематизувати отримані дані, встановити закономірності, виявити взаємозв'язки між психологічними показниками та оцінити достовірність результатів. У статті описані найбільш вживані статистичні методи дослідження, що застосовуються у психодіагностиці, а саме метод середніх величин, кореляційний, дисперсійний, регресійний і факторний аналіз. Практична цінність дослідження полягає в тому, що наведено приклади застосування кожного з перерахованих статистичних методів психодіагностики здобувачів вищої освіти, якими можуть послуговуватися психологи, викладачі, аспіранти та здобувачі освіти під час організації, проведення й обробки результатів психолого-педагогічних досліджень у

закладах вищої освіти. Особливості застосування основних статистичних методів у психодіагностичних дослідженнях здобувачів вищої освіти узагальнено у вигляді таблиці із зазначенням мети, доцільності та прикладів використання кожного з них.

Ключові слова: психологічні дослідження, психодіагностика здобувачів вищої освіти, статистичні методи, метод середніх величин, кореляційний, дисперсійний, регресійний і факторний аналіз.

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USE OF STATISTICAL METHODS IN THE PSYCHODIAGNOSTICS OF STUDENTS

Abstract. The article is devoted to one of the current issues of modern psychological science, namely the substantiation and practical application of statistical methods in the psychodiagnostics of higher education students. The key concepts of the study are clarified, in particular the terms “diagnostics,” “psychodiagnostics,” “psychodiagnostics of students,” “psychodiagnostic methodology,” and “statistical methods in psychodiagnostics” are interpreted. The stages and requirements for conducting the psychodiagnostic procedure of students are characterized in detail. It has been established that psychodiagnostic methods must meet such requirements as reliability, validity, socio-cultural adaptability, informativeness, determination of the average test norm, accessibility and unambiguity of formulations, and time limits. The role and possibilities of mathematical statistics in psychological research are revealed. Attention is focused on the fact that statistical methods make it possible to effectively systematize the obtained data, identify patterns, reveal relationships between psychological indicators, and assess the reliability of the results. The article describes the most commonly used statistical research methods applied in psychodiagnostics, namely the method of averages, correlation analysis, analysis of variance, regression analysis, and factor analysis. The practical value of the study lies in the fact that examples of the application of each of the listed statistical methods in the psychodiagnostics of higher education students are provided.

These methods may be used by psychologists, teachers, postgraduate students, and students during the organization, implementation, and processing of the results of psychological and pedagogical research in higher education institutions. The peculiarities of applying the main statistical methods in psychodiagnostic studies of higher education students are summarized in the form of a table indicating the purpose, expediency, and examples of the use of each of them.

Keywords: psychological research, psychodiagnostics of higher education students, statistical methods, method of averages, correlation analysis, variance (dispersive) analysis, regression analysis, and factor analysis.

Постановка проблеми. Останнім часом наукові дослідження з психолого-педагогічних проблем ґрунтуються на використанні статистичних методів з метою підтвердження чи спростування наукових ідей, достовірності теоретичних гіпотез та моделювання психологічних явищ у практику проведення психодіагностики здобувачів освіти вітчизняних ЗВО. Звернення до статистичних методів дослідження у психології зумовлено бажанням науковців забезпечити об'єктивність, достовірність, відтворюваність, валідність та підтвердження надійності отриманих результатів експериментальних досліджень. Статистичні методи дослідження уможливлюють психологу-практику встановлювати взаємозв'язки та взаємозалежності отриманих психологічних показників на статистично вагомому рівні. А з іншого боку, зростають вимоги до якості організації освітнього процесу у вищій школі, а також посилюється необхідність урахування педагогами індивідуальних особливостей студентської молоді, глибшого вивчення їхнього психоемоційного стану, особистісних характеристик та рівня розвитку пізнавальних процесів. З огляду на це, постає нагальна проблема ширшого використання психодіагностичних методик у діяльності викладачів і практичних психологів, результати яких потребують об'єктивного аналізу та науково обґрунтованої інтерпретації, що неможливо без застосування статистичних методів дослідження. Впровадження статистичних методів у психодіагностику здобувачів освіти виступає однією з обов'язкових умов підвищення ефективності психолого-педагогічного супроводу, забезпечення наукової обґрунтованості психологічних досліджень та вдосконалення організації освітнього процесу загалом.

Аналіз останніх досліджень і публікацій. Сучасні наукові розвідки засвідчують, що одним із пріоритетних напрямків розвитку доказової наукової парадигми є застосування статистичних методів дослідження, зокрема у галузі психології. Так, наприклад, особливості проведення наукового дослідження в психології та його основні етапи представлено в працях І. Дзевульської, М. Ігнатіщевої, В. Титаренко, Л. Присяжнюк [9],

О. Вавринів [10]. Процес застосування методів математичної статистики описано в публікаціях Г. Вишинської, В. Столяр [11], Б. Плескач, Я. Коркос [12], Д. Лисенко [14], С. Мітіної [15]. Сутність психодіагностики та діагностичні методики розкрито в роботах Ю. Чалої, А. Шахрайчук [3], О. Чумак, О. Товстухи [5], М. Лемак, В. Петрище [7]. Специфіка психолого-педагогічної діагностики результатів навчання та готовності до професійної діяльності студентів ЗВО подана в наукових доробках Л. Ребухи, М. Богуш [1], Л. Мельничук, Н. Терновик, А. Яцюрик [4]. Однак питання використання методів статистики у психодіагностиці здобувачів вищої освіти не набуло свого повного відображення.

Мета статті. Метою цієї статті є з'ясування ролі статистичних методів у психодіагностиці здобувачів вищої освіти та виокремлення найефективніших серед них у здійсненні обробки та перевірки результатів досліджуваної психологічної проблеми.

Виклад основного матеріалу дослідження. Поняття «діагностика» походить від грецького слова «diagnosis» та означає визначення стану, розпізнавання, пізнання чогось. Водночас Л. Ребуха, М. Богуш схильні вважати, що діагностика становить собою галузь знань, яка вивчає теорію і методи організації процесів визначення діагнозу та принципи побудови дієвих засобів діагностування [1, с. 81]. Термін «психодіагностика» відповідно до Сучасного тлумачного психологічного словника визначається як «ділянка психології, що розробляє методи виявлення і вимірювання індивідуально-психологічних рис особистості» [2, с. 97]. Подібно поняття «психологічна діагностика» розглядають Ю. Чала та А. Шахрайчук, підкреслюючи, що це одна з галузей психологічної науки, яка розробляє та пропонує механізми конструювання методів й методик вимірювання, оцінювання, класифікації психофізіологічних та психологічних особливостей ідивідуума, а також їх використання для досягнення практичної мети [3, с. 6]. Як зазначають автори теоретичні засади психодіагностики ґрунтуються на таких галузях психологічної науки, як загальна, вікова, диференціальна, медична психологія та ін. [там само, с. 13]. На думку Л. Мельничук, Н. Терновик та А. Яцюрик, психодіагностику варто розглядати як галузь психологічної науки та практики, яка спрямована на визначення, вимірювання та оцінювання індивідуально-психологічних особливостей особистості [4, с. 195]. На противагу зазначеним авторам, О. Чумак, О. Товстуха психодіагностику визначають насамперед як теоретичну дисципліну, яка вивчає закономірності формування надійних та валідних діагностичних суджень, застосовуючи які здійснюється перехід від виявлених ознак чи побудованих гіпотез функціонування досліджуваного явища до констатації його характеристик чи спростування гіпотези [5, с. 10].

На основі розглянутих трактувань досліджуваного поняття, уточнюємо зміст терміна «психодіагностика здобувачів вищої освіти», зазначаючи, що він становить собою сукупність психолого-педагогічних методів і процедур, орієнтованих на дослідження індивідуально-психологічних характеристик студентів, оцінювання їхнього особистісного, емоційного та професійного аспектів розвитку з метою забезпечення ефективного освітнього процесу та психологічного супроводу. Іншими словами, психодіагностика студентської молоді спрямована на дослідження особливостей її професійного становлення, мотивації до навчання, адаптації до освітнього процесу у вищій школі, емоційного стану, рівня розвитку пізнавальних інтересів та комунікативних здібностей.

О. Чумак та О. Товстуха психодіагностику здобувачів вищої освіти розглядають через комплексний процес, що зараховує кілька взаємопов'язаних складників, серед яких основними є мета і завдання дослідження, методика (методи) психодіагностики, процедура (етапи) проведення діагностики, оброблення, оцінка та інтерпретація результатів, формулювання психологічного висновку та перспективних рекомендацій [5].

Серед перерахованих складників важливими є психодіагностичні методики за допомогою них дослідник має змогу отримати повну інформацію про особистість здобувача освіти, її психічний стан, особливості поведінки та мотивів діяльності, професійного розвитку. Важливе значення у процесі психодіагностики здобувачів вищої освіти набуває використання валідних та стандартизованих психодіагностичних методик, зокрема про це свідчить документ, затверджений Міністерством охорони здоров'я України, «Перелік валідних методів психологічної діагностики, які можуть використовуватися для проведення психологічної діагностики та оцінки якості психологічної допомоги», у якому представлено психодіагностичні інструменти, які безпосередньо відповідають вимогам валідності, надійності та наукової обґрунтованості [6]. У контексті нашого дослідження цей документ має особливу актуальність, оскільки використання статистичних методів у психодіагностиці є необхідною умовою перевірки достовірності та ефективності обраних методик. Крім цього, саме за допомогою статистичного аналізу відбувається визначення рівня репрезентативності та точності психодіагностичних інструментів, обраних для використання у практиці психологічного супроводу здобувачів освіти.

Для здійснення психодіагностики здобувачів вищої освіти, згідно зі згаданим вище документом, доцільно використовувати методики, зорієнтовані на вивчення та оцінки особистісної сфери, емоційного стану, рівня мотивації, тривожності, адаптації й міжособистісної взаємодії студентів. До

таких методів психодіагностики, які можуть бути використані у роботі зі здобувачами вищої освіти, можна зарахувати:

- шкалу тривоги Спілбергера–Ханіна, яку використовують для визначення рівня особистісної та ситуативної тривожності студентів;
- опитувальник Айзенка (EPI/EPQ), що дає змогу з'ясувати темперамент та індивідуально-психологічні особливості особистості студента;
- 16-факторний особистісний опитувальник Кеттела (16 PF), що уможливлює здійснення комплексного аналізу особистісних характеристик;
- MMPI (Мінесотський багатофакторний особистісний опитувальник), за допомогою якого можливе дослідження особистісних рис та психологічних станів;
- методику діагностики рівня емоційного вигорання В. Бойка, яку застосовують для вивчення психоемоційного стану здобувачів освіти;
- шкалу депресії Бека з метою виявлення депресивних проявів;
- методику діагностики соціально-психологічної адаптації Роджерса-Даймонда для проведення оцінювання адаптації студентів до освітнього середовища;
- тест Томаса, який використовують для дослідження стратегій поведінки у конфліктних ситуаціях;
- методику SAN (самопочуття, активність, настрій), що уможливлює оцінювання актуального психоемоційного стану [там само].

Застосування розглянутих методик у психодіагностиці здобувачів вищої освіти дає змогу отримати об'єктивну інформацію про психологічні особливості студентської молоді, водночас використання статистичних методів забезпечує наукову обґрунтованість аналізу та інтерпретації результатів дослідження.

У психодіагностиці набули широкого вжитку методики зі збірника

\М. Лемака та В. Петрище, що становлять собою комплексний підхід до аналізу та розуміння внутрішнього світу особистості [7]. Запропоновані авторами методики адаптовані до виявлення конкретних різних аспектів психіки особистості та взаємодії з середовищем в якому вона знаходиться. Ці методики уможливлюють досліднику точно визначити потреби, мотиви та особливості кожного респондента, забезпечуючи ефективний індивідуальний план психодіагностики. Методики М. Лемака та В. Петрище охоплюють дослідження особливостей нервової системи, вивчення здібностей та інтелекту, оцінки особливостей пам'яті, мислення, діагностики деяких психічних станів особистості, темпераменту особистості, мотивації до навчання, спрямованості особистості тощо [там само]. Запропоновані у збірнику психодіагностичні методики є науково обґрунтованими для проведення обробки отриманих даних та інтерпретації результатів.

На думку В. Михайленко, також до поширених методик психодіагностики належать: психофізіологічні методи, як-от діагностика показників пульсу, артеріального тиску, шкірно-гальванічних реакцій тощо; контент-аналіз, що передбачає діагностику на основі текстів та усних повідомлень; проєктивні методики, які здійснюються через вивчення реакції на неструктуровані об'єкти чи ситуації; опитувальники з різними твердженнями та відповідями; об'єктивне тестування з однією правильною відповіддю, наприклад, тести інтелекту або досягнень; стандартизоване спостереження; аналіз результатів діяльності досліджуваного; психологічна бесіда [8].

Авторка також звертає увагу на те, що існують певні вимоги до методик психодіагностики, а саме надійність, валідність, соціокультурна адаптованість, інформативність (дискримінативність), визначеність середньої норми тесту, доступність і однозначність формулювань (завдань), часовий ліміт [там само].

І. Дзевульська, М. Ігнатіщев, В. Титаренко, Л. Присяжнюк та К. Дружиніна зазначають, що загальнонаукові методи дослідження, які також використовуються під час психологічних досліджень, поділяють на основні такі групи, як:

- методи, якими користуються на теоретичному рівні дослідження (дедукція, індукція, системний підхід);
- методи до яких вдаються на теоретичному та на емпіричному рівнях дослідження (абстрагування, формалізація, аналіз, синтез, систематизація, узагальнення, моделювання);
- методи емпіричного дослідження застосовуються виключно на емпіричному етапі (вимірювання, порівняння, спостереження, експеримент, оцінювання, візуально-графічні прийоми) [9, с. 393].

Учені також відзначають, що ключовими методами у психодіагностиці є опитування, спостереження, тестування, експеримент [там само].

Ефективність психодіагностики здобувачів вищої освіти вагомо залежить від науково обґрунтованого дотримання основних етапів її проведення. У науково-методичних джерелах процедура психодіагностики здобувачів освіти розглядається як певний послідовний процес, який містить кілька взаємопов'язаних етапів, дотримання яких власне й забезпечує об'єктивність, валідність та достовірність результатів психологічного дослідження.

О. Чумак та О. Товстуха схильні вважати, що психодіагностичну процедуру варто розглядати як процес, що передбачає дотримання чотирьох основних взаємопов'язаних етапів, зокрема:

1) вступний, під час якого відбувається встановлення психологічного контакту з досліджуваною особистістю, вживаються заходи для зниження рівня її тривожності та формування довіри до самої процедури діагностики. На цьому етапі обов'язково здійснюється інформування досліджуваного про мету, умови проведення діагностики, подальше використання результатів, а також отримання поінформованої згоди. Результатом вступного етапу є поява готовності досліджуваного до відкритої взаємодії та зниження емоційної напруги;

2) скринінг (експрес-діагностика), який спрямований на отримання загальної інформації про досліджуваного та попереднє оцінювання його готовності до участі в повноцінному психодіагностичному обстеженні. Крім цього, перевіряється відповідність методик рівню інтелектуальних можливостей, психологічного стану та досвіду особи;

3) власне психодіагностична процедура, яка передбачає безпосереднє застосування підібраного комплексу методик. Тривалість цього етапу, як правило, не перевищує 1,5–2 години, оскільки надмірне навантаження може призвести до втоми та зниження точності результатів;

4) завершальний, у ході якого здійснюється аналіз й уточнення отриманих даних, перевірка коректності відповідей, підбиття підсумків, а також надання зворотного зв'язку досліджуваному [5, с. 14–15].

У свою чергу, колектив авторів публікації «Процес наукового дослідження в психології та його етапи» процес психологічного наукового дослідження поділяють на п'ять етапів: формулювання мети, визначення об`єкта й предмета дослідження; здійснення інформаційного забезпечення; добір методичного та програмного забезпечення; проведення аналізу отриманих даних; підбиття підсумків та оформлення висновків проведеного дослідження й розробка пропозицій [9, с. 393].

О. Вавринів пропонує виокремлювати п'ять етапів психологічного дослідження та психодіагностики, зокрема:

- на першому етапі дослідник обирає проблему над якою буде проводитись робота, обґрунтовує доцільність її подальшого дослідження, формулює припущення (гіпотезу). На цьому етапі можливе використання методів теоретичного аналізу (аналіз наукових джерел, синтез, систематизація та узагальнення даних;

- під час другого етапу визначається об'єкт і предмет, мета, завдання дослідження, змінні дослідження, добираються методики й методи;

- третій етап передбачає проведення власне дослідження, головним завданням якого є збір первинних емпіричних відомостей. Також у ході цього етапу можливе пілотне дослідження, яке спрямоване на уточнення гіпотези, перегляд завдань та поліпшення методик дослідження;

- на четвертому етапі здійснюється обробка отриманих результатів емпіричного дослідження, зокрема активно застосовуються методи математичної статистики для обґрунтування й статистичного підтвердження результатів дослідження;

- п'ятий етап спрямований на проведення аналізу та інтерпретації отриманих результатів [10, с. 24].

З аналізу наукових джерел нашого дослідження встановлено, що психодіагностична процедура може проводитися як упродовж одного дня, так і в декілька етапів, проте тривалість безперервної участі досліджуваного не повинна перевищувати 1,5–2 години на добу, оскільки перевтома може негативно впливати на рівень уваги, мотивації та продуктивність виконання діагностичних завдань.

Вагомим складником кожного етапу психодіагностичного процесу є обробка та інтерпретація отриманих результатів, що потребує обов'язкового застосування методів математичної статистики. На думку вчених, саме статистичний аналіз забезпечує об'єктивність психодіагностичного дослідження, дає змогу ефективно систематизувати отримані дані, встановити закономірності, виявити взаємозв'язки між психологічними показниками та оцінити достовірність результатів [11].

Б. Плескач та Я. Окоркос зазначають, що математичну статистику варто розглядати як «сучасну галузь математичної науки, яка займається статистичним описом результатів експериментів і спостережень, а також побудовою математичних моделей на основі опису ймовірнісних залежностей між певними явищами» [12, с. 6]. Математична статистика тісно пов'язана із загальною науковою методологією та особливими методами окремих галузей статистичної науки.

Математична обробка результатів психодіагностики починається з вимірювання, що передбачає кількісне вираження досліджуваної ознаки, властивості чи характеристики у вигляді числових показників, а це уможливлює здійснення подальшого статистичного аналізу отриманих результатів.

Важливо відзначити, що, як стверджує Н. Гарець, особливості психологічного вимірювання характеристик особистості полягають в тому, що у ході проведення діагностики досліджуваний суб'єкт і психолог вступають у міжособистісні стосунки, які впливають на результати діагностики. Науковці також зазначають, що для характеристики процедур психологічного вимірювання у психологічних дослідженнях застосовують чотири типи шкал вимірювання, запропоновані С. Стівенсом, а саме номінативну, порядкову, інтервальну та шкалу рівних відносин [13, с. 6]. Крім цього на результати психодіагностики значний вплив мають не лише

обрані методики, а й психоемоційний стан досліджуваних, рівень їхньої втоми, тривожність, мотивація та загальне самопочуття, що безпосередньо позначаються на точності відповідей і поведінці у процесі проходження діагностичних процедур. Важливу роль також відіграють створені умови проведення дослідження, зокрема рівень шуму, освітлення, мікроклімат приміщення, наявність сторонніх подразників чи технічних перешкод [там само].

Застосування методів математичної статистики у психодіагностиці здобувачів вищої освіти дає змогу здійснювати науково обґрунтовану інтерпретацію результатів дослідження, наприклад, тестування, анкетування, спостереження чи експерименту. Основне призначення статистичних методів полягає у підвищенні достовірності та наукової обґрунтованості отриманих висновків шляхом застосування ймовірнісних моделей і законів математичної логіки.

І. Москальов та Д. Лисенко акцентують увагу на тому, що статистичні методи у психології науковці використовують за такими напрямками:

- описова статистика, за допомогою якої здійснюється табулювання, групування, графічне вираження й кількісна оцінка отриманих даних;
- теорія статистичного висновку, що застосовується для передбачення (прогнозування) результатів на основі даних, отриманих під час вивчення вибіркових сукупностей;
- теорія планування експериментів, що спрямована на встановлення та перевірку причинно-наслідкових зв'язків між змінними [14].

На думку авторів найбільш поширеними статистичними методами нині виступають метод середніх величин, кореляційний, дисперсійний, регресійний та факторний аналіз [там само].

О. Вавринів вказує на те, що метод середніх величин застосовується для узагальнення результатів дослідження та визначення середнього рівня розвитку певної психологічної характеристики у конкретній групі досліджуваних [10]. Учена підкреслює, що найчастіше у психодіагностиці використовують середнє арифметичне, медіану та моду. Саме середні величини дають змогу психологу порівнювати результати окремих груп студентів, аналізувати динаміку змін та визначати типові показники досліджуваної вибірки. Наприклад, метод середніх величин може використовуватися для визначення середнього рівня тривожності здобувачів вищої освіти під час адаптації до навчання у закладі вищої освіти. Для цього результати тестування кількох студентів підсумовують і ділять на кількість досліджуваних. Також цей метод може застосовуватись для аналізу середніх показників мотивації до навчальної діяльності серед студентів різних курсів. Ще одним прикладом може бути визначення середнього рівня

стресостійкості або емоційного вигорання студентів у період екзаменаційної сесії.

Важливим методом психодіагностики також є кореляційний аналіз, який використовується для встановлення взаємозв'язку між психологічними показниками. Б. Плескач та Я. Коркос вказують на те, що кореляція – це «статистичний показник, який характеризує силу та напрям взаємозв'язку між двома змінними» [12, с. 59]. На думку учених, кореляційний аналіз уможливлює здійснення кількісної оцінки взаємозв'язків між психологічними характеристиками; встановлення прихованих залежностей між особистісними властивостями; здійснення статистичного прогнозування на базі отриманих емпіричних даних [там само]. Так, наприклад, за допомогою цього методу можна з'ясувати чи існує залежність між рівнем тривожності та успішністю навчання, самооцінкою і комунікативними здібностями, мотивацією та адаптацією студентів, рівнем стресостійкості й емоційним вигоранням, психологічним кліматом в академічній групі та рівнем міжособистісної взаємодії студентів, розвитком креативності і успішністю виконання творчих завдань, академічною мотивацією та навчальною активністю тощо. У психодіагностиці найчастіше застосовують коефіцієнт кореляції Пірсона або рангову кореляцію Спірмена [15, с. 54]. Ступінь зв'язку між аналізованими ознаками виражають коефіцієнтом кореляції, який виступає відносною мірою зв'язку між двома досліджуваними чинниками. Значення коефіцієнта кореляції (r) лежить в межах від -1 до +1 і відповідно до показника визначається тип (зв'язок) кореляції ознак (сильний (r ≥0,7), середній (0,5≤ r <0,7), помірний (0,3≤r <0,5), слабкий (0,2≤r <0,3), дуже слабкий (r <0,2) [там само, с. 56].

Наведемо приклад використання кореляційного аналізу у ході проведення психодіагностики здобувачів вищої освіти, зокрема визначення взаємозв'язку між самооцінкою та комунікативними здібностями студентської молоді. Припустимо, що показники самооцінки (X) становлять 20, 25, 30, 35, 40 балів, у свою чергу показники комунікативних здібностей (Y) – 18, 22, 29, 33, 38 балів. Провівши кореляційний аналіз коефіцієнт Пірсона дорівнює:

$$r = \frac{\sum(x-\overline{x})(y-\overline{y})}{\sqrt{\sum(x-\overline{x})^2 \sum(y-\overline{y})^2}} = 0{,}99$$

Отримане значення r = 0,99 свідчить про сильний прямий взаємозв'язок між самооцінкою та комунікативними здібностями здобувачів освіти, зокрема підвищення рівня самооцінки супроводжується покращенням комунікативних якостей студентів.

У психодіагностичних дослідженнях широко використовується й дисперсійний аналіз, який дає змогу порівнювати результати кількох груп досліджуваних і визначати, чи є відмінності між ними статистично значущими. Як зазначають автори праці «Методи аналізу даних у психологічних дослідженнях», сутність дисперсійного аналізу полягає в розкладанні загальної дисперсії на окремі складники та оцінюванні внеску кожного з них у загальну варіацію даних. Порівняння цих складників здійснюється за допомогою F-критерію (критерію Фішера) [16, с. 63]. F-критерій уможливлює встановлення, чи різниця між середніми значеннями кількох груп є випадковою, чи вона є статистично значущою. Якщо отримане значення F є достатньо великим, це свідчить про наявність реальних відмінностей між досліджуваними групами. Дисперсійний аналіз, наприклад, може застосовуватися для порівняння рівня стресостійкості студентів різних курсів або спеціальностей. Завдяки цьому методу можна визначити, чи виявлені відмінності є випадковими, чи мають закономірний характер. Крім цього, дисперсійний аналіз можна використовувати для оцінювання рівня стресу під час проведення сесії у студентів різних освітніх програм; порівняння рівня академічної мотивації студентів денної та заочної форми навчання; дослідження ефективності різних технологій навчання (інтерактивної, проєктної, дистанційної, змішаної, дослідницько-орієнтованої, інформаційно-комунікаційної) на результати навчальних досягнень студентів.

Також одним із ключових статистичних методів у психодіагностиці студентів ЗВО є регресійний аналіз, оскільки за його допомогою можливо не лише виявити взаємозв'язки між психологічними змінними, а й будувати прогностичні моделі. Учені стверджують, що регресійний аналіз ґрунтується на припущенні, що взаємозв'язок між факторною ознакою (чинником впливу) та результативною ознакою можна виразити через функцію Y = f(x) – рівняння регресії. Воно відображає залежність між змінними у вигляді математичної моделі, де одна ознака впливає на іншу. Графічно така залежність представляється у вигляді лінії регресії, що ілюструє кореляційний зв'язок, зокрема на осі OX відкладаються значення факторної ознаки, а на осі OY – значення результативної ознаки [16, с. 46]. У психодіагностичних дослідженнях студентської молоді регресійний аналіз найчастіше використовується для прогнозування рівня психологічних характеристик на основі низки чинників, таких як навчальне навантаження, умови навчання, особистісні характеристики, мотивація, рівень стресу або соціальна адаптація студентів. Наприклад, може будуватися модель, яка дасть змогу спрогнозувати рівень академічної успішності студентів на основі показників навчальної мотивації,

самоорганізації та рівня тривожності. Також регресійний аналіз застосовується з метою визначення внеску окремих психологічних змінних у формування складних психічних станів. Наприклад, у дослідженнях стресостійкості (резильєнтності) студентів встановлюють, які саме чинники (життєві цінності, рівень соціальної підтримки або емоційна стабільність) найбільше впливають на здатність особистості долати стресові ситуації. У практиці ЗВО регресійні моделі застосовують також для оцінювання ефективності психокорекційних програм. Наприклад, можна перевірити, наскільки участь у тренінгах розвитку емоційного інтелекту впливає на зниження рівня стресу або підвищення адаптивності студентів.

Ще одним із методів статистики, який часто використовують у психодіагностиці є факторний аналіз. Активне використання цього методу в психології зумовлене можливістю об'єднувати окремі пункти опитувальника, що вимірюють певну психологічну характеристику, у єдиний узагальнений показник цієї характеристики [14, с. 73]. Н. Круглова та О. Диховичний стверджують, що основними напрямками застосування факторного аналізу є:

- розробка та валідація психологічних тестів і шкал (визначають чи усі завдання тесту відповідають очікуваній меті опитування);
- вивчення структури інтелекту (пояснення когнітивних здібностей особистості здійснюється за допомогою побудови факторних моделей);
- дослідження психічного здоров'я (використання опитувальників дає змогу визначити ключові компоненти тривожності, депресії, розладів обсесивно-компульсивного характеру);
- аналіз даних опитувань (у складних наборах даних визначаються основні фактори, які пояснюють головні особливості відповідей респондентів);
- розуміння поведінкових патернів (через дослідження прихованих характеристик поведінки визначаються основні механізми, що впливають на поведінку людини);
- розробка адаптивних тестів (тести адаптуються до рівня здібностей респондентів, таким чином покращуючи точність та ефективність оцінювання);
- крос-культурні дослідження (вивчення інваріантності тестів різних культур та адаптація їх кращих психологічних інструментів у вітчизняну практику) [17, с. 89–90].

З огляду на зазначене, за допомогою факторного аналізу під час психодіагностики здобувачів освіти можна проаналізувати результати опитувальників тривожності, мотивації та самооцінки студентів і виділити узагальнені фактори, такі як «емоційна стабільність», «навчальна

мотивація» або «соціальна адаптація». Це дає змогу не лише описати окремі показники, а й зрозуміти їхню внутрішню структуру та взаємозв'язки.

Розглянувши особливості та роль використання статистичних методів у психодіагностиці здобувачів вищої освіти, узагальнимо інформацію щодо їх застосування у вигляді таблиці 1.

Таблиця 1

Особливості застосування основних статистичних методів у психодіагностичних дослідженнях здобувачів вищої освіти

Статистичний метод	**Основна мета використання**	**Доцільність використання**	**Приклад застосування**
Метод середніх величин	Узагальнення результатів дослідження, визначення середнього показника	Коли необхідно визначити типовий рівень певної психологічної характеристики у групі студентів	Визначення середнього рівня тривожності або мотивації студентів певного курсу
Кореляційний аналіз	Встановлення типу та сили взаємозв'язку між показниками	Коли потрібно з'ясувати, чи пов'язані між собою психологічні характеристики студентів	Дослідження взаємозв'язку між самооцінкою та комунікативними здібностями
Дисперсійний аналіз	Порівняння характеристик кількох груп та визначення статистичної значущості відмінностей	Коли необхідно порівняти результати різних груп студентів	Порівняння рівня стресостійкості студентів різних спеціальностей або форм навчання
Регресійний аналіз	Прогнозування результатів та визначення впливу окремих чинників	Коли потрібно спрогнозувати психологічний показник або оцінити вплив кількох чинників	Прогнозування академічної успішності студентів залежно від мотивації, тривожності та самоорганізації

Статистичний метод	Основна мета використання	Доцільність використання	Приклад застосування
Факторний аналіз	Виявлення прихованих факторів і структури психологічних явищ	Коли потрібно узагальнити велику кількість психологічних показників, визначити їхню внутрішню структуру	Виділення факторів «емоційна стабільність», «соціальна адаптація», «навчальна мотивація» за результатами опитування студентів

Представлені у таблиці статистичні методи відіграють важливу роль у психодіагностиці здобувачів вищої освіти, оскільки дають змогу аналізувати психологічні показники, виявляти взаємозв'язки між ними, порівнювати результати різних груп студентів, прогнозувати можливі зміни та визначати приховані чинники, що впливають на поведінку та освітню діяльність студентської молоді.

Висновки. Отже, використання статистичних методів у психодіагностиці здобувачів вищої освіти є важливим складником психологічних досліджень. Найчастіше у психодіагностиці застосовують метод середніх величин, кореляційний, дисперсійний, регресійний і факторний аналіз. Використання цих методів забезпечує достовірність результатів дослідження та сприяє глибшому розумінню психологічних особливостей студентської молоді. Подальшого дослідження потребують практичні аспекти застосування статистичних методів під час обробки результатів психодіагностичного дослідження на конкретній вибірці студентів.

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РОЛЬ ЄВРОПЕЙСЬКОГО ОСВІТНЬОГО ПРОСТОРУ У ФОРМУВАННІ ЦІННІСНИХ ОРІЄНТАЦІЙ СТУДЕНТІВ З ОСОБЛИВИМИ ОСВІТНІМИ ПОТРЕБАМИ

Анотація. У статті розглянуто роль європейського освітнього простору у формуванні ціннісних орієнтацій студентів з особливими освітніми потребами. Актуальність дослідження зумовлена сучасними трансформаційними процесами у сфері вищої освіти, посиленням інтеграційних процесів у європейському освітньому середовищі та необхідністю забезпечення рівного доступу до якісної освіти для всіх здобувачів. Особливу увагу приділено проблемі розвитку гуманістичних цінностей, соціальної відповідальності, толерантності, академічної доброчесності та інклюзивної культури у студентської молоді з особливими освітніми потребами.

Проаналізовано основні підходи до організації інклюзивного навчання в європейських закладах вищої освіти, визначено особливості впливу освітнього середовища на формування системи цінностей студентів. Обґрунтовано значення європейських освітніх стандартів, принципів демократії, рівності та соціальної підтримки у процесі професійного й особистісного становлення майбутніх фахівців. Зазначено, що сучасний європейський освітній простір сприяє формуванню активної громадянської позиції, розвитку комунікативної культури, самореалізації та професійної мобільності студентів з особливими освітніми потребами.

Акцентовано увагу на необхідності створення безбар'єрного освітнього середовища, впровадження інноваційних педагогічних технологій, психологічного супроводу та соціальної підтримки студентської молоді. Встановлено, що ціннісні орієнтації виступають важливим чинником соціалізації, професійної адаптації та інтеграції студентів у сучасне європейське суспільство. Зроблено висновок про важливість гармонійного поєднання освітніх, культурних та соціальних компонентів у процесі формування ціннісних орієнтацій здобувачів вищої освіти з особливими освітніми потребами.

Ключові слова: ціннісні орієнтації, європейський освітній простір, здобувачі вищої освіти, особливі освітні потреби, інклюзивна освіта, студентська молодь, освітнє середовище, гуманістичні цінності, професійний розвиток.

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THE ROLE OF THE EUROPEAN EDUCATIONAL SPACE IN THE FORMATION OF VALUE ORIENTATIONS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Abstract. The article examines the role of the European educational space in the formation of value orientations of students with special educational needs. The relevance of the study is determined by modern transformational processes in higher education, the strengthening of integration processes within the European educational environment, and the necessity of ensuring equal access to quality education for all learners. Particular attention is paid to the development of humanistic values, social responsibility, tolerance, academic integrity, and inclusive culture among students with special educational needs.

The study analyzes the main approaches to organizing inclusive education in European higher education institutions and identifies the influence of the educational environment on the formation of students' value systems. The importance of European educational standards, democratic principles, equality, and social support in the process of professional and personal development of future specialists is substantiated. It is emphasized that the modern European educational space contributes to the formation of an active civic position, communicative culture, self-realization, and professional mobility of students with special educational needs.

Special attention is focused on the necessity of creating a barrier-free educational environment, implementing innovative pedagogical technologies, providing psychological assistance, and ensuring social support for students. It has been established that value orientations are an important factor in socialization, professional adaptation, and integration of students into modern European society.

The study concludes that the harmonious combination of educational, cultural, and social components is essential in the process of forming value orientations of higher education students with special educational needs.

Keywords: value orientations, European educational space, higher education students, special educational needs, inclusive education, student youth, educational environment, humanistic values, professional development.

Постановка проблеми. У сучасних умовах розвитку суспільства проблема соціальної інтеграції осіб з особливими освітніми потребами набуває особливого значення. Європейський освітній простір орієнтується на забезпечення рівних можливостей для всіх категорій здобувачів освіти незалежно від стану здоров'я, фізичних можливостей чи соціального статусу. Саме тому питання доступності вищої освіти для студентів з особливими освітніми потребами стає одним із ключових напрямів розвитку сучасної системи освіти.

Сьогодні дедалі більшої актуальності набуває проблема подолання соціальної ізоляції осіб з інвалідністю та їх активного залучення до суспільного життя. Одним із найважливіших механізмів вирішення цієї проблеми виступає створення доступного інклюзивного освітнього середовища у закладах вищої освіти. Саме інклюзивна освіта дозволяє забезпечити умови для повноцінної соціалізації, професійного становлення та формування системи ціннісних орієнтацій студентської молоді.

Сучасний університет уже не розглядається виключно як академічна спільнота викладачів і студентів. Він поступово трансформується у складну багатофункціональну систему, яка поєднує освітню, наукову, соціальну, інноваційну та економічну функції. Відповідно змінюється і система управління університетом. Традиційні моделі академічної автономії поступово доповнюються елементами корпоративного менеджменту, системами зовнішнього контролю та механізмами оцінювання результативності діяльності.

Аналіз останніх досліджень і публікацій. У сучасних умовах державна політика у сфері вищої освіти спрямована на реформування механізмів фінансування університетів, зміну принципів розподілу бюджетних місць, удосконалення систем моніторингу якості освіти та впровадження нових моделей зовнішнього оцінювання професійної діяльності викладачів. Такі зміни супроводжуються трансформацією інституційної природи університету. Якщо раніше університет виступав передусім академічною спільнотою професіоналів, які безпосередньо впливали на функціонування та розвиток освітнього середовища, то сьогодні він дедалі більше набуває ознак клієнтоорієнтованої організації, що функціонує в умовах глобальної конкуренції на ринку освітніх послуг [1;3;4].

Трансформація сучасного університету безпосередньо впливає на професійну діяльність викладача. Науково-педагогічні працівники

поступово переходять від ролі ключових суб'єктів академічного управління до позиції виконавців, діяльність яких оцінюється через систему кількісних показників, рейтингових критеріїв, моніторингових процедур та зовнішнього аудиту. Університетське середовище дедалі більше орієнтується на формалізовані правила оцінювання професійної ефективності, публікаційної активності, участі у грантовій діяльності та міжнародній співпраці.

У сучасних університетах Королівства Бельгія та інших країн Європейського Союзу активно впроваджуються системи зовнішнього контролю діяльності викладачів, що передбачають: моніторинг наукової продуктивності; оцінювання академічної активності; аналіз результатів викладацької діяльності; оцінювання міжнародної інтеграції; контроль якості освітніх програм; рейтингове оцінювання викладачів і кафедр.

Подібні зміни суттєво впливають на структуру професійної діяльності викладача та трансформують академічну культуру університету. Формалізація професійної діяльності супроводжується збільшенням адміністративного навантаження, посиленням психологічної напруженості праці, необхідністю постійного звітування та орієнтацією на кількісні показники результативності.

Для комплексного аналізу наслідків трансформації системи управління університетами було використано багаторівневий методологічний підхід, заснований на поєднанні соціологічного дослідження, експертного оцінювання, методів математичного аналізу та елементів теорії нечітких множин.

У процесі дослідження було сформовано ієрархічну модель оцінювання наслідків зовнішнього контролю діяльності викладачів.

Кожен компонент моделі оцінювався за такими параметрами: ступінь значущості; рівень вираженості; вплив на професійну діяльність; прогнозовані наслідки для академічного середовища. У дослідженні брали участь професори, доценти, старші викладачі, асистенти та керівники кафедр університетів Королівства Бельгія й інших європейських закладів вищої освіти. Середній вік респондентів становив близько 45 років, а середній стаж професійної діяльності у сфері вищої освіти перевищував 16 років.

Результати дослідження засвідчили, що більшість викладачів негативно оцінюють наслідки впровадження систем зовнішнього контролю професійної діяльності. Найбільш вираженими негативними ефектами стали: підвищення напруженості праці; збільшення адміністративного навантаження; скорочення часу на наукову діяльність; посилення бюрократизації; зростання психологічного тиску; формалізація академічної роботи [2;5].

Особливо негативно викладачі оцінювали: рейтингові системи; постійний моніторинг професійної ефективності; необхідність регулярного звітування; залежність професійної оцінки від публікаційної активності; орієнтацію виключно на кількісні показники результативності.

Водночас викладачі статусних університетів Королівства Бельгія демонстрували дещо більш стримані оцінки наслідків реформування системи управління. Це пояснюється вищим рівнем фінансування, доступом до міжнародних грантів, сучасною матеріально-технічною базою та широкими можливостями академічної мобільності.

Аналіз результатів дослідження показав, що жінки-викладачі більш критично оцінюють наслідки реформування системи вищої освіти. Найбільш негативно сприймалися: підвищення професійної напруженості; емоційне виснаження; збільшення адміністративного навантаження; посилення вимог до звітності.

Найбільш критичні оцінки демонстрували професори, доценти, керівники кафедр та викладачі гуманітарного профілю. Молоді викладачі й асистенти виявили дещо вищий рівень адаптивності до нових умов функціонування університету.

Мета статті - проаналізувати особливості забезпечення конкурентоспроможності сучасного університету в європейському освітньому просторі крізь призму якості людського капіталу, розвитку інноваційного потенціалу та створення інклюзивного освітнього середовища для людей з особливими освітніми потребами як ключових чинників ефективного функціонування закладу вищої освіти.

Виклад основного матеріалу. Сучасні університети Королівства Бельгія активно проваджують міжнародні освітні програми; англомовне навчання; цифрові освітні технології; дистанційне навчання; системи академічної мобільності; міжуніверситетське партнерство; цифрові платформи навчання.

Особливого значення набуває розвиток людського капіталу університету. Найважливішими ресурсами сучасного університету є:

1. науково-педагогічні працівники;
2. фінансові ресурси;
3. управлінський потенціал;
4. матеріально-технічна база;
5. цифрові технології;
6. міжнародні зв’язки та академічна репутація.

У сучасних умовах університети стикаються з низкою глобальних викликів: демографічною кризою; старінням науково-педагогічних кадрів; дефіцитом фінансових ресурсів; глобальною конкуренцією; цифровізацією

освіти; відтоком талановитої молоді; необхідністю постійного оновлення професійних компетентностей.

Особливо гостро постає проблема управління людським капіталом університету. Саме науково-педагогічні працівники залишаються ключовим ресурсом розвитку сучасного університету, оскільки вони забезпечують якість освіти, розвиток науки, формування академічної культури, виховання студентської молоді, створення інноваційного середовища [2;3].

Європейський освітній простір дедалі більше орієнтується на формування нової академічної культури, яка ґрунтується на академічній доброчесності, свободі академічної думки, партнерстві, гуманістичних цінностях, інтернаціоналізації, інноваційності, розвитку критичного мислення.

Особливу роль у сучасному університеті відіграє формування ціннісних орієнтацій здобувачів вищої освіти. Університет виступає не лише місцем здобуття професійних знань, а й середовищем формування громадянської відповідальності, соціальної активності, професійної етики, культури демократії, толерантності, академічної культури.

Університети Королівства Бельгія активно формують освітнє середовище, орієнтоване на розвиток особистісної свободи, критичного мислення, відкритості до міжкультурного діалогу, інноваційного мислення, соціальної відповідальності.

Цифровізація освіти суттєво трансформує сучасний університет. Розвиток онлайн-освіти, дистанційного навчання, цифрових платформ та віртуальних освітніх середовищ створює нові можливості для персоналізації навчання; міжнародної співпраці, розширення доступу до освіти, розвитку глобальних освітніх мереж [1;5].

Сучасний університет поступово переходить до моделі цифрового освітнього середовища, у якому освітні процеси інтегруються з цифровими технологіями, навчання стає гнучким і персоналізованим, активно використовуються елементи штучного інтелекту,формується віртуальний академічний простір.

Разом із тим, цифровізація освіти потребує модернізації системи управління, розвитку цифрової компетентності викладачів, адаптації академічної культури до нових умов, оновлення моделей професійної взаємодії.

Отже, трансформація системи управління сучасними університетами є складним багатовимірним процесом, який охоплює реформування системи вищої освіти, цифровізацію освітнього середовища, трансформацію академічної культури, розвиток міжнародної співпраці, зміну механізмів оцінювання професійної діяльності, формування нових моделей управління людським капіталом.

Європейський освітній простір формує нову модель університету, яка поєднує академічну автономію, ефективний менеджмент, гуманістичні цінності, цифрову відкритість, інноваційність, міжнародну інтеграцію.

Досвід університетів Королівства Бельгія демонструє ефективність поєднання сучасних управлінських технологій; студентоцентрованого навчання; міжнародного партнерства; цифрових освітніх платформ; розвитку людського капіталу; формування ціннісних орієнтацій студентської молоді.

Сучасна стратегія розвитку європейської освіти ґрунтується на принципах гуманізму, демократії, рівності, толерантності та академічної мобільності. Університети Королівства Бельгія, як і інших європейських країн, активно впроваджують інклюзивні практики, спрямовані на підтримку студентів з особливими освітніми потребами, забезпечення їхнього права на якісну освіту та створення умов для особистісного і професійного розвитку.

Важливим завданням сучасної інклюзивної освіти є розроблення ефективної системи психолого-педагогічного супроводу студентів з особливими освітніми потребами. Результатом такої діяльності має стати організація освітнього процесу, у межах якого навчання студентів з особливими освітніми потребами здійснюватиметься разом з іншими здобувачами освіти з урахуванням їхніх індивідуальних можливостей, потреб та потенціалу.

У процесі теоретичного аналізу сучасних педагогічних та психологічних досліджень було сформовано модель освітніх потреб студентів з особливими освітніми потребами.

Відповідно до сучасних європейських підходів, особливі освітні потреби розглядаються як потреби в спеціальних умовах навчання, необхідних для максимальної реалізації когнітивних, емоційно-вольових, мотиваційних та соціальних можливостей особистості.

Це поняття охоплює як внутрішні потреби здобувача освіти, так і зовнішні умови, які забезпечують можливість ефективної навчальної діяльності та успішної інтеграції у сучасний освітній простір.

Запропонована модель освітніх потреб складається з чотирьох взаємопов’язаних компонентів: двох внутрішніх чинників та двох зовнішніх умов освітнього середовища.

Студенти з особливими освітніми потребами характеризуються високим рівнем мотивації до навчання та чітко сформованими життєвими цілями. Для цієї категорії студентів здобуття вищої освіти нерозривно пов’язане з подоланням численних соціальних, психологічних і фізичних труднощів.

Отримання освіти для них є не лише професійною необхідністю, а й важливим етапом особистісної самореалізації, способом довести власну успішність та незалежність.

Найбільш значущими цілями здобуття вищої освіти є:

- набуття професійних знань, умінь і навичок;
- можливість професійного працевлаштування;
- фінансова незалежність;
- участь у науковій діяльності;
- прагнення бути корисними суспільству;
- реалізація власного потенціалу.

Особливої ваги для студентів з особливими освітніми потребами набувають соціальні аспекти студентського життя:

- спілкування з одногрупниками;
- часть у студентських заходах;
- формування дружніх стосунків;
- інтеграція у студентське середовище.

Такі потреби свідчать про прагнення подолати соціальну ізольованість та активно включитися у суспільне життя.

Університети Королівства Бельгія активно підтримують соціальну інтеграцію студентів шляхом організації інклюзивного освітнього середовища, розвитку студентського самоврядування, психологічної підтримки та формування культури толерантності.

Студенти з особливими освітніми потребами значно частіше стикаються з труднощами, пов'язаними з особливостями освітнього середовища.

До основних труднощів належать:

- складність пересування до університету;
- недостатня архітектурна доступність;
- труднощі адаптації до темпу навчального процесу;
- підвищене фізичне та психологічне навантаження;
- необхідність використання спеціальних умов під час складання іспитів.

Постійне подолання різноманітних бар'єрів вимагає від студентів значних емоційних та фізичних ресурсів.

Сучасний європейський підхід розглядає інвалідність не лише як медичну проблему, а як соціальний чинник, що впливає на процес розвитку особистості та її адаптацію до суспільства.

Саме тому важливого значення набуває створення безбар'єрного освітнього простору, який мінімізує негативний вплив соціальних обмежень на розвиток людини.

Досвід університетів Королівства Бельгія демонструє ефективність комплексного підходу до підтримки студентів з особливими освітніми потребами, який включає:

- архітектурну доступність;
- цифрову доступність освітніх ресурсів;
- адаптацію навчальних програм;
- індивідуальний супровід;
- психологічну підтримку.

Попри існуючі труднощі, студенти з особливими освітніми потребами мають високий рівень професійних очікувань та активну життєву позицію.

Сучасний європейський освітній простір перебуває у стані активної трансформації, що зумовлена глобалізаційними процесами, цифровізацією суспільства, розвитком інноваційних технологій та посиленням уваги до прав людини й забезпечення рівного доступу до освіти. Одним із пріоритетних напрямів модернізації вищої освіти в країнах Європи є формування інклюзивного освітнього середовища, орієнтованого на потреби кожного здобувача освіти незалежно від його фізичних, психоемоційних чи соціальних особливостей. Особливого значення у сучасному європейському освітньому просторі набуває створення спеціальних умов навчання для студентів з особливими освітніми потребами, що забезпечує реалізацію принципів гуманізму, рівності, толерантності та соціальної справедливості.

Європейські університети активно впроваджують комплексні механізми підтримки студентів з особливими освітніми потребами, спрямовані на забезпечення доступності освітнього процесу, створення безбар'єрного середовища та формування сприятливих умов для професійного й особистісного розвитку молоді. У сучасних умовах особливої актуальності набуває використання електронних навчальних матеріалів, дистанційних форм навчання, адаптованих освітніх платформ та цифрових сервісів, що значно розширюють можливості здобуття якісної освіти. Важливими складовими інклюзивного освітнього процесу є також гнучкий графік навчання, індивідуальний педагогічний супровід, адаптовані форми оцінювання знань, використання різних каналів комунікації між студентами та викладачами, а також створення умов для максимально комфортної участі здобувачів освіти в академічному житті університету.

Університети країн Європейського Союзу дедалі активніше використовують сучасні цифрові технології, які забезпечують доступність навчання для студентів з різними освітніми потребами. Особливого поширення набувають онлайн-платформи, дистанційні курси, інтерактивні освітні середовища, вебінари, електронні бібліотеки, системи електронного

оцінювання та цифрові навчальні ресурси. Цифровізація освітнього процесу створює нові можливості для індивідуалізації навчання, дозволяє студентам самостійно обирати темп засвоєння навчального матеріалу, сприяє формуванню навичок самоосвіти, критичного мислення та інформаційної культури. У сучасних умовах цифрові технології стають не лише інструментом передачі знань, а й важливим засобом соціальної інтеграції та професійної адаптації молоді [2;3;5].

Особливу увагу до розвитку інклюзивного освітнього середовища приділяють університети Королівства Бельгія, які активно впроваджують студентоцентрований підхід до організації освітнього процесу. Основою такого підходу є орієнтація на індивідуальні потреби, можливості, здібності та освітні інтереси кожного студента. Університети Бельгії створюють умови для забезпечення академічної мобільності, розвитку професійної компетентності, реалізації творчого потенціалу та формування системи цінностей майбутніх фахівців. Важливою складовою освітньої політики бельгійських університетів є підтримка студентів з особливими освітніми потребами шляхом створення доступного фізичного середовища, розвитку цифрової інфраструктури, організації психологічного та соціального супроводу, а також формування атмосфери взаємоповаги й толерантності в академічній спільноті.

Інклюзивне освітнє середовище сприяє формуванню гуманістичних цінностей, розвитку культури толерантності, академічної доброчесності, соціальної відповідальності та активної громадянської позиції студентської молоді. У сучасному університеті особливого значення набуває не лише передача професійних знань, а й виховання особистості, здатної до співпраці, взаєморозуміння та ефективної комунікації в багатокультурному середовищі. Формування ціннісних орієнтацій студентів є одним із ключових завдань сучасної вищої освіти, оскільки саме система цінностей визначає ставлення молоді до суспільства, професійної діяльності, соціальної взаємодії та власного особистісного розвитку.

Важливою складовою ефективного функціонування інклюзивного освітнього середовища є різноманітні форми підтримки студентів. У сучасних європейських університетах активно функціонують центри психологічної допомоги, служби професійного консультування, програми наставництва та тьюторського супроводу. Значну роль у підтримці студентів відіграють консультанти, бібліотекарі, медичні працівники, соціальні педагоги та представники студентського самоврядування. Особливої актуальності набуває підтримка з боку одногрупників, що сприяє соціальній адаптації студентів, формуванню почуття приналежності до академічної спільноти та розвитку навичок міжособистісної взаємодії.

Соціальна підтримка є важливим чинником успішної адаптації студентів з особливими освітніми потребами до університетського середовища та забезпечує умови для їх повноцінної участі в освітньому процесі.

Європейський досвід переконливо свідчить про необхідність формування в університетах атмосфери взаємопідтримки, співпраці, відкритості та поваги до особистості. Інклюзивна освіта розглядається не лише як засіб забезпечення доступності навчання, а й як важливий механізм розвитку демократичного суспільства, заснованого на принципах рівності можливостей, соціальної відповідальності та громадянської активності. У цьому контексті сучасний університет виступає важливим соціальним інститутом, що формує культуру взаємодії, сприяє подоланню дискримінації та забезпечує умови для гармонійного розвитку особистості.

Сучасна система вищої освіти функціонує в умовах масштабних глобальних трансформацій, які охоплюють економічну, культурну, інформаційну та соціальну сфери суспільства. До провідних тенденцій розвитку сучасного європейського освітнього простору належать цифровізація освіти, інтернаціоналізація освітньої діяльності, розвиток академічної мобільності, впровадження інноваційних технологій, розширення дистанційних форм навчання та активне використання мережевих освітніх програм. Усе більшого значення набуває практикоорієнтоване навчання, спрямоване на формування професійних компетентностей, необхідних для успішної діяльності в умовах динамічного ринку праці.

Європейський освітній простір дедалі більше орієнтується на формування «суспільства знань», у якому ключову роль відіграють інтелектуальні ресурси, інновації та цифрові технології. У таких умовах університети стають важливими центрами генерації знань, розвитку науки та впровадження інновацій. Особливу роль у цьому процесі відіграють університети Королівства Бельгія, які активно інтегруються у міжнародний освітній простір, беруть участь у міжнародних наукових проєктах, розвивають академічну мобільність та впроваджують сучасні інклюзивні освітні практики.

Сучасний університет поступово трансформується з класичної освітньої установи у багатофункціональний центр виробництва знань, інновацій та соціального розвитку.

У контексті розвитку когнітивного суспільства університет виконує не лише освітню, а й науково-дослідницьку, соціальну, культурну, інноваційну та виховну функції. Сучасний європейський університет забезпечує розвиток критичного мислення, формування системи цінностей, професійну мобільність, соціалізацію особистості та підготовку

конкурентоспроможних фахівців, здатних ефективно функціонувати в умовах глобалізованого світу.

Особливого значення набуває створення віртуального освітнього простору, який забезпечує доступ до освітніх ресурсів незалежно від місця перебування студента. Університети нового покоління дедалі більше стають міжнародними, мережевими, інноваційними, студентоцентрованими та інклюзивними. Вони активно використовують сучасні цифрові технології для організації навчання, розвитку наукової діяльності та забезпечення ефективної комунікації між усіма учасниками освітнього процесу.

Висновки. Отже, проведений аналіз дозволяє зробити висновок, що сучасний європейський освітній простір відіграє надзвичайно важливу роль у формуванні ціннісних орієнтацій студентів з особливими освітніми потребами. Інклюзивна освіта сприяє соціальній інтеграції, розвитку професійної компетентності, формуванню гуманістичних цінностей, розвитку толерантності, професійній самореалізації та становленню активної громадянської позиції молоді. Досвід університетів Королівства Бельгія підтверджує ефективність комплексного підходу до організації інклюзивного освітнього середовища та необхідність подальшого розвитку європейських підходів до забезпечення доступності й якості вищої освіти в умовах сучасних глобальних викликів.

Досвід університетів Королівства Бельгія підтверджує ефективність комплексного підходу до організації інклюзивного освітнього середовища та необхідність подальшого розвитку європейських підходів до забезпечення доступності й якості вищої освіти.

Подальший розвиток системи вищої освіти потребує створення такої моделі університету, яка забезпечуватиме високу якість освіти, конкурентоспроможність, підтримку викладачів, розвиток інноваційного потенціалу, інтеграцію до глобального освітнього простору, формування гуманістичних цінностей та академічної культури сучасного суспільства.

Створення безбар'єрного освітнього простору, впровадження сучасних цифрових технологій, психолого-педагогічна підтримка та розвиток студентоцентрованого навчання є важливими умовами успішної інтеграції студентів з особливими освітніми потребами у сучасне європейське суспільство.

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ПЕДАГОГІЧНА ВЗАЄМОДІЯ ЗАКЛАДУ ОСВІТИ ТА СІМ’Ї У РЕАЛІЗАЦІЇ ІНКЛЮЗИВНОГО НАВЧАННЯ: ТЕОРЕТИЧНІ ЗАСАДИ ТА ПРАКТИЧНІ ІНСТРУМЕНТИ

Анотація. У статті висвітлено проблему педагогічної взаємодії закладу освіти та сім’ї в умовах реалізації інклюзивного навчання. Розкрито її значення як системоутворювального чинника забезпечення якісної освіти та гармонійного розвитку дітей з особливими освітніми потребами. Здійснено узагальнення сучасних наукових підходів до організації партнерської взаємодії в освітньому процесі, що ґрунтується на принципах рівноправності, спільної відповідальності та взаємної підтримки учасників освітнього середовища.

Окреслено основні напрями практичної реалізації педагогічної взаємодії, серед яких організаційно-управлінські, комунікативні, психолого-педагогічні, інформаційно-цифрові та корекційно-розвиткові інструменти. Особливу увагу приділено ролі інклюзивно-ресурсних центрів у забезпеченні психолого-педагогічного супроводу дитини та координації взаємодії між закладом освіти і сім’єю. Підкреслено значення індивідуальної програми розвитку як базового інструмента планування освітньої траєкторії дитини з особливими освітніми потребами.

Визначено, що сучасні умови функціонування освіти, зокрема воєнний стан та широке використання дистанційних технологій, актуалізують необхідність гнучких моделей взаємодії між педагогами та батьками. Обґрунтовано, що ефективність інклюзивного навчання залежить від рівня залученості сім’ї до освітнього процесу та сформованості партнерської культури взаємодії.

Додатково встановлено, що ефективність педагогічної взаємодії значною мірою залежить від рівня професійної готовності педагогів до роботи в інклюзивному середовищі, зокрема їхньої здатності до міжособистісної комунікації, емпатійного спілкування та фасилітації співпраці з батьками. У цьому контексті важливого значення набуває

системне підвищення кваліфікації педагогічних працівників, впровадження сучасних методик партнерської взаємодії та розвиток навичок командної роботи. Це дозволяє забезпечити більш гнучке реагування на індивідуальні потреби дитини, підвищити узгодженість дій усіх учасників освітнього процесу та створити стабільне інклюзивне освітнє середовище.

Ключові слова: інклюзивне навчання, педагогічна взаємодія, педагогіка партнерства, діти з особливими освітніми потребами, індивідуальна програма розвитку.

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PEDAGOGICAL INTERACTION BETWEEN EDUCATIONAL INSTITUTIONS AND FAMILIES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION: THEORETICAL FOUNDATIONS AND PRACTICAL TOOLS

Abstract. The article addresses the problem of pedagogical interaction between educational institutions and families in the context of inclusive education implementation. Its significance is revealed as a system-forming factor in ensuring quality education and the harmonious development of children with special educational needs.

A generalization of modern scientific approaches to organizing partnership interaction in the educational process is carried out, based on the principles of equality, shared responsibility, and mutual support among participants in the educational environment.

The main directions of practical implementation of pedagogical interaction are outlined, including organizational-managerial, communicative, psychological-pedagogical, information-digital, and correctional-developmental tools. Special attention is given to the role of Inclusive Resource Centers in providing psycho-pedagogical support for the child and coordinating interaction between the educational institution and the family. The importance of the Individual Development Program as a key tool for planning the educational trajectory of a child with special educational needs is emphasized.

It is determined that current conditions of the education system, in particular martial law and the widespread use of distance learning technologies, highlight the need for flexible models of interaction between teachers and parents. It is substantiated that the effectiveness of inclusive education depends on the

level of family involvement in the educational process and the formation of a partnership culture of interaction.

Additionally, it is established that the effectiveness of pedagogical interaction largely depends on teachers' professional readiness to work in an inclusive environment, particularly their ability to engage in interpersonal communication, empathic interaction, and facilitation of cooperation with parents. In this context, systematic professional development of teachers, the implementation of modern partnership methodologies, and the development of teamwork skills are of key importance. This enables more flexible responses to the individual needs of the child, improves coordination among all participants in the educational process, and creates a stable inclusive educational environment.

Keywords: inclusive education, pedagogical interaction, pedagogy of partnership, children with special educational needs, individual development program.

Постановка проблеми. Сучасна освітня політика України спрямована на реалізації інклюзивної моделі навчання, що передбачає забезпечення рівного доступу до якісної освіти для всіх дітей, зокрема дітей з особливими освітніми потребами. У цьому контексті особливого значення набуває розвиток педагогіки партнерства, яка визначає взаємодію між педагогами, учнями та батьками як основу ефективного освітнього процесу. Така взаємодія базується на спільній відповідальності, взаємоповазі та узгодженості дій, що є необхідною умовою створення сприятливого освітнього середовища.

Особливої актуальності проблема набуває в умовах організації інклюзивного навчання дітей з особливими освітніми потребами, оскільки їх успішна соціалізація, навчання та розвиток значною мірою залежать від узгодженої співпраці між закладом освіти та сім'єю. Батьки таких дітей виступають не лише законними представниками, а й активними учасниками освітнього процесу, які володіють унікальною інформацією про індивідуальні особливості розвитку дитини, її потреби, можливості та труднощі. Саме тому ефективна педагогічна взаємодія передбачає їх системне залучення до планування, реалізації та оцінювання освітнього маршруту дитини, зокрема в межах індивідуальної програми розвитку.

В умовах воєнного стану в Україні значущість такої взаємодії ще більше посилюється. Діти з особливими освітніми потребами є однією з найбільш уразливих категорій, які потребують додаткової психолого-педагогічної підтримки, стабільності та передбачуваності освітнього середовища. Заклади освіти змушені адаптувати свою діяльність до нових реалій, виконуючи не лише освітню, а й підтримувальну, корекційну та

соціалізуючу функції. У таких умовах ефективна взаємодія з сім'єю стає ключовим чинником забезпечення безперервності навчання, емоційного благополуччя та розвитку дитини з ООП.

Попри зростання уваги до інклюзивної освіти та педагогіки партнерства, на практиці існують труднощі у налагодженні ефективної взаємодії між закладом освіти та сім'ями дітей з особливими освітніми потребами. Це зумовлює необхідність подальшого наукового теоретичного осмислення зазначеної проблеми та розробки дієвих практичних інструментів співпраці.

Аналіз останніх досліджень і публікацій. Проблема педагогічної взаємодії закладу освіти та сім'ї в умовах інклюзивного навчання активно досліджується сучасними українськими науковцями. Зокрема, у працях Я. Бабій та О. Пєхоти обґрунтовано значення ефективного освітнього середовища як простору співпраці всіх учасників освітнього процесу [1, с. 9]. Ю. Бойчук акцентує увагу на необхідності системного залучення батьків до організації інклюзивного навчання [3, с. 12], тоді як О. Будник підкреслює роль міждисциплінарної взаємодії у команді психолого-педагогічного супроводу дітей з особливими освітніми потребами [4, с. 56]. Водночас М. Буйняк [5, с. 45] аналізує практичний стан партнерської взаємодії в інклюзивних класах, а С. Лагутіна [6, с. 223] звертає увагу на важливість розвитку професійної компетентності педагогів у роботі з батьками.

Сучасні дослідження також враховують вплив соціальних викликів на освітній процес. Так, М. Барчій розкриває особливості партнерської взаємодії в умовах воєнного стану [2, с. 5], а Л. Прокоф'єва обґрунтовує значення психологічної підтримки сім'ї у розвитку дитини з особливими освітніми потребами [7, с. 20]. Теоретичні засади інклюзивного освітнього середовища висвітлено у працях В. Козулі та В. Ковальчука [8, с. 131; 9], які розглядають педагогіку партнерства як ключовий компонент професійної діяльності вчителя. Разом із тим, у наведених дослідженнях окреслено проблеми та умови ефективної співпраці з батьками дітей з особливими освітніми потребами, що підтверджує необхідність подальшого вдосконалення теоретичних та практичних механізмів такої взаємодії.

Мета статті - дослідження теоретичних засад педагогічної взаємодії закладу освіти та сім'ї в умовах інклюзивного навчання та обґрунтування ефективних практичних інструментів її реалізації у роботі з дітьми з особливими освітніми потребами.

Виклад основного матеріалу. У сучасній педагогічній науці важливим є уточнення базових категорій, які визначають зміст і напрями

педагогічної взаємодії в умовах інклюзивного навчання. Насамперед це *поняття сім'ї, педагогічного партнерства, педагогіки партнерства, інклюзивного навчання та дітей з особливими освітніми потребами.*

"Сім'я є основною і найбільш значущою соціальною інституцією, яка сприяє розвитку та соціалі-зації дитини, особливо коли йдеться про дітей з особливими потребами [7, с. 23]". У контексті інклюзивної освіти сім'я набуває особливого значення, оскільки саме батьки є першими носіями інформації про індивідуальні особливості розвитку дитини, її потреби, труднощі та потенційні можливості. Вони виступають активними учасниками освітнього процесу, а не лише спостерігачами або отримувачами педагогічних рекомендацій.

"Педагогіка партнерства визначає істинно демократичний спосіб співпраці педагога і дитини, який не відкидає різниці в їхньому життєвому досвіді, знаннях, але передбачає безумовну рівність у праві на повагу, довіру, доброзичливе ставлення і взаємну вимогливість [2, с. 6]". Його сутність полягає у спільному прийнятті рішень щодо навчання, розвитку та виховання дитини, а також у взаємному визнанні цінності внеску кожного учасника - педагогів, батьків і фахівців супроводу.

Педагогіка партнерства є теоретико-методологічною основою сучасної освітньої взаємодії, що передбачає переорієнтацію освітнього процесу від авторитарної моделі до моделі співпраці. Вона орієнтована на формування відкритої комунікації між школою та сім'єю, розвиток довіри, підтримки та спільної відповідальності за результати навчання і розвитку дитини. У таких умовах педагог виступає не лише як носій знань, а як фасилітатор і координатор освітньої взаємодії.

"Інклюзивне навчання" визначається як "система організації освітнього процесу, що забезпечує рівний доступ до освіти для всіх дітей незалежно від їхніх психофізичних особливостей" [8, с. 131]". Його ключовою ідеєю є створення освітнього середовища, яке враховує індивідуальні потреби кожної дитини та забезпечує її участь у спільному навчанні разом з однолітками. Інклюзивне навчання базується на принципах доступності, адаптивності, підтримки та індивідуалізації освітнього процесу.

"Діти з особливими освітніми потребами - це категорія дітей, які потребують додаткової підтримки в освітньому процесі у зв'язку з особливостями психофізичного розвитку, труднощами навчання або соціальної адаптації" [6, с. 223]". Такі діти можуть потребувати корекційно-розвиткових послуг, спеціальних методів навчання, адаптації або модифікації навчального матеріалу, а також психолого-педагогічного супроводу. Важливим є не лише врахування їхніх труднощів, але й розвиток потенційних можливостей.

Таким чином, зазначені категорії утворюють єдину концептуальну основу педагогічної взаємодії в інклюзивному освітньому середовищі, де сім'я і заклад освіти виступають рівноправними партнерами у забезпеченні розвитку дитини з особливими освітніми потребами.

Педагогічна взаємодія закладу освіти та сім'ї в умовах інклюзивного навчання розглядається як багаторівнева система професійної та соціальної співпраці, що забезпечує ефективний розвиток дитини з особливими освітніми потребами. У наукових дослідженнях Я. Бабій та О. Пєхоти підкреслено, що ефективне освітнє середовище формується саме через узгоджену взаємодію всіх учасників освітнього процесу, де ключовим чинником виступає партнерство та спільна відповідальність за результат навчання.

Розвиваючи цю ідею, Ю. Бойчук у своїх працях обґрунтовує, що партнерська взаємодія сім'ї та школи в інклюзивному середовищі є необхідною умовою успішної соціалізації дітей з особливими освітніми потребами, оскільки забезпечує узгодженість педагогічних впливів у двох ключових інституціях розвитку дитини [3, с. 14]. У свою чергу, В. Козуля, досліджуючи інклюзивне освітнє середовище, зазначає, що його ефективність визначається не лише матеріально-організаційними умовами, а й рівнем взаємодії між учасниками освітнього процесу [8, с. 133].

Значну увагу проблемі міждисциплінарної співпраці приділяє О. Будник, яка у своїх дослідженнях підкреслює, що командний підхід у психолого-педагогічному супроводі дітей з ООП є ключовим механізмом забезпечення їхнього розвитку [4, с. 56]. Авторка зазначає, що сім'я має виступати рівноправним учасником команди супроводу, оскільки володіє унікальною інформацією про дитину, яка є необхідною для побудови індивідуальної освітньої траєкторії.

Практичний аспект взаємодії розкриває М. Буйняк, який у дослідженні стану партнерської взаємодії в інклюзивних класах зазначає, що на практиці спостерігаються труднощі у налагодженні системної комунікації між педагогами та учнями з ООП, що опосередковано впливає і на якість співпраці з сім'ями. Автор підкреслює необхідність удосконалення форм взаємодії та розвитку педагогічної готовності до роботи в інклюзивному середовищі [5, с. 47].

С. Лагутіна, досліджуючи розвиток компетентності педагогів у роботі з батьками дітей з ООП [6, с. 224], акцентує увагу на тому, що ефективність партнерської взаємодії значною мірою залежить від рівня комунікативної та методичної підготовки вчителя. За її словами, педагог має виступати не лише організатором освітнього процесу, а й фасилітатором взаємодії із сім'єю.

Психологічний аспект співпраці сім'ї та закладу освіти розкриває Л. Прокоф'єва, яка зазначає, що емоційна підтримка батьків дітей з ООП є важливою умовою гармонійного розвитку дитини. У дослідженні підкреслено, що сім'я потребує не лише інформаційної, а й психологічної підтримки з боку освітнього закладу [7].

М. Барчій у своїх працях звертає увагу на трансформацію педагогічної взаємодії в умовах воєнного стану, зазначаючи, що сучасні виклики актуалізують необхідність посилення комунікативної функції школи та розвитку гнучких форм співпраці з сім'ями. Дослідниця підкреслює, що освітній процес у кризових умовах набуває підтримувального характеру [2, с. 6].

Окремий напрям досліджень представлений у працях В. Ковальчука, яка розглядає педагогіку партнерства як складову професійної діяльності вчителя [9, с. 72]. Авторка зазначає, що партнерська взаємодія є не додатковою функцією, а базовою професійною компетентністю сучасного педагога.

Отже, аналіз наукових джерел свідчить, що педагогічна взаємодія в інклюзивному навчанні є комплексним явищем, яке поєднує організаційний, психологічний та професійно-комунікативний компоненти. Її ефективність визначається рівнем партнерства між закладом освіти та сім'єю, особливо у роботі з дітьми з особливими освітніми потребами.

Практична реалізація педагогічної взаємодії між закладом освіти та сім'єю в умовах інклюзивного навчання є складною системою взаємопов'язаних організаційних, комунікативних, психолого-педагогічних та цифрових засобів, спрямованих на забезпечення ефективного розвитку дитини з особливими освітніми потребами. Її ефективність визначається не окремими формами роботи, а їх комплексним і системним застосуванням, що забезпечує безперервність освітнього процесу та узгодженість дій усіх учасників.

Важливим нормативно-організаційним підґрунтям реалізації інклюзивного навчання є діяльність інклюзивно-ресурсних центрів (ІРЦ), які відповідно до чинного законодавства України забезпечують комплексну психолого-педагогічну оцінку розвитку дитини, визначення її особливих освітніх потреб та надання рекомендацій щодо організації освітнього процесу [4, с. 60]. Саме ІРЦ виступає ключовою ланкою між сім'єю та закладом освіти, оскільки забезпечує первинне виявлення труднощів розвитку, консультування батьків і педагогів, а також визначення напрямів корекційно-розвиткової роботи. У практичному вимірі це створює підґрунтя для побудови індивідуальної освітньої траєкторії дитини, що є обов'язковою умовою інклюзивного навчання.

Центральним інструментом реалізації індивідуального підходу виступає *індивідуальна програма розвитку (ІПР)*, зміст якої визначається на основі висновку ІРЦ та розробляється командою психолого-педагогічного супроводу за обов'язкової участі батьків [5, с. 50]. У структурі ІПР відображаються актуальний рівень розвитку дитини, її сильні сторони та освітні потреби, а також визначаються довгострокові та короткострокові цілі навчання, адаптації та корекційної роботи. Окремо прописуються необхідні адаптації та модифікації освітнього процесу, форми підтримки, методи навчання, а також критерії оцінювання досягнень дитини. Важливим компонентом ІПР є визначення ролі кожного учасника освітнього процесу, зокрема батьків, які виступають активними виконавцями частини завдань у домашніх умовах, забезпечуючи безперервність розвитку дитини. Таким чином, ІПР виступає не лише планувальним документом, а й інструментом координації взаємодії між закладом освіти, сім'єю та фахівцями ІРЦ, що забезпечує цілісність та ефективність інклюзивного навчального процесу.

Не менш значущими є комунікативні інструменти, які забезпечують постійний обмін інформацією між закладом освіти та сім'єю. Традиційні форми взаємодії, такі як *індивідуальні бесіди, консультації та батьківські зустрічі, поступово доповнюються сучасними цифровими засобами комунікації, зокрема електронними щоденниками, освітніми платформами та месенджерами, що забезпечує оперативність і безперервність інформаційного обміну* [9, с. 72]. Така багатоканальна система комунікації сприяє підвищенню рівня залученості батьків до освітнього процесу, формуванню довірливих партнерських відносин та забезпеченню узгодженості педагогічних впливів на дитину.

У межах інклюзивного навчання комунікативна взаємодія реалізується у різних формах, серед яких особливе місце посідає *педагогічний патронаж*, що передбачає *с*истематичний супровід сім'ї та дитини з боку педагогів і фахівців з метою надання методичної, консультативної та психологічної підтримки. Важливою формою є також діяльність *асистента вчителя*, який забезпечує щоденну комунікацію між дитиною, педагогом і батьками, сприяючи адаптації навчального матеріалу та оперативному реагуванню на освітні потреби учня. Додатково використовуються *консультаційна взаємодія* (індивідуальні та групові консультації), *інформаційно-звітна взаємодія* (обмін результатами навчальних досягнень і спостережень за розвитком дитини), а також *партнерсько-координаційна взаємодія*, яка реалізується через спільне планування освітніх цілей між педагогами та батьками [9, с. 83].

Важливим компонентом усіх форм комунікації є зворотний зв'язок, який забезпечує двосторонній характер взаємодії та дозволяє батькам не

лише отримувати інформацію про розвиток дитини, але й активно впливати на прийняття педагогічних рішень. Таким чином, комунікативні інструменти в інклюзивній освіті формують цілісну систему взаємодії, що забезпечує ефективне партнерство між закладом освіти та сім'єю.

У практиці інклюзивного навчання психолого-педагогічні інструменти підтримки сім'ї набувають системного характеру та реалізуються через мережу закладів освіти і спеціалізованих сервісів. Важливу роль у цьому процесі відіграють інклюзивно-ресурсні центри (ІРЦ), які відповідно до чинного законодавства здійснюють комплексну психолого-педагогічну оцінку розвитку дитини, консультують батьків щодо особливостей її навчання та розвитку, а також надають рекомендації щодо побудови індивідуальної освітньої траєкторії.

Саме ІРЦ часто виступає першим фаховим майданчиком, де сім'я отримує базові знання про потреби дитини з ООП, можливі освітні маршрути та ресурси підтримки.

Психолого-педагогічний супровід сім'ї реалізується через різні форми навчально-консультативної роботи, зокрема *тематичні тренінги, практичні семінари, батьківські школи, групи взаємопідтримки та індивідуальні консультації* [2, с. 6]. Тематика таких занять охоплює широкий спектр питань: особливості розвитку дітей з різними освітніми потребами (РАС, ЗПР, порушення мовлення, інтелектуальні труднощі), формування комунікативних навичок, розвиток соціальної взаємодії, поведінкові труднощі та способи їх корекції, організація режиму дня та навчального середовища вдома, розвиток самостійності дитини, а також емоційна підтримка батьків і профілактика вигорання.

Окремо слід виділити діяльність ресурсних центрів підтримки інклюзивної освіти, центрів професійного розвитку педагогічних працівників та інклюзивно-освітніх консультаційних пунктів, які забезпечують методичну та практичну допомогу як педагогам, так і батькам. У таких структурах проводяться консультаційні зустрічі, практичні майстер-класи, демонстраційні заняття, а також супровід сімей у кризових ситуаціях, пов'язаних із навчанням та адаптацією дитини.

Важливим новим напрямом є розвиток батьківських освітніх програм, які реалізуються у форматі «шкіл батьківства» та онлайн-курсів, де розглядаються питання інклюзивної педагогіки, прав дитини з ООП, взаємодії з асистентом учителя, а також використання корекційно-розвиткових технологій у домашніх умовах. Значна увага приділяється формуванню партнерської позиції батьків, їх залученню до командного супроводу дитини та розвитку навичок ефективної взаємодії з педагогами [5, с. 47].

Таким чином, психолого-педагогічна підтримка сім'ї в умовах інклюзивного навчання є багаторівневою системою, що поєднує роботу інклюзивно-ресурсних центрів, закладів освіти та спеціалізованих консультаційних служб, забезпечуючи не лише інформування батьків, а й формування їхньої активної участі у розвитку та навчанні дитини з особливими освітніми потребами.

Суттєву роль у сучасних умовах також відіграють *інформаційно-цифрові інструменти*, які забезпечують гнучкість, оперативність і безперервність взаємодії між закладом освіти та сім'єю. Використання електронних щоденників, цифрових журналів, освітніх платформ, спеціалізованих мобільних застосунків та месенджерів дозволяє підтримувати постійний інформаційний зв'язок незалежно від організаційних чи безпекових умов. Завдяки цьому батьки мають можливість своєчасно отримувати інформацію про навчальні досягнення, поведінку та індивідуальний прогрес дитини, а також брати участь у прийнятті педагогічних рішень і корекції освітньої траєкторії [9, с. 74].

Особливої актуальності цифрові інструменти набувають в умовах воєнного стану, коли освітній процес часто поєднує очну, дистанційну та змішану форми навчання. У разі повітряних тривог навчання організовується в укриттях, що потребує швидкої адаптації комунікаційних каналів між педагогами та батьками для координації безпечного перебігу освітнього процесу. У періоди дистанційного навчання цифрові платформи стають основним середовищем взаємодії, забезпечуючи проведення онлайн-занять, консультування батьків, обмін навчальними матеріалами та моніторинг виконання завдань. Така система цифрової взаємодії підвищує стійкість освітнього процесу до зовнішніх викликів, забезпечує його безперервність та сприяє збереженню залученості сім'ї до навчання дитини з особливими освітніми потребами [3, с. 18].

Окремим важливим напрямом у системі педагогічної взаємодії є корекційно-розвиткові інструменти, які безпосередньо спрямовані на всебічний розвиток дитини з особливими освітніми потребами та подолання її індивідуальних труднощів у навчанні, спілкуванні та соціальній адаптації. До таких інструментів належать індивідуальні та групові корекційні заняття, логопедична допомога, психологічний супровід, заняття з розвитку сенсорних, моторних, когнітивних і мовленнєвих функцій, а також спеціально організовані навчально-ігрові ситуації, які моделюють реальні соціальні взаємодії дитини.

У практиці інклюзивного навчання широко застосовуються логопедичні заняття, спрямовані на корекцію звуковимови, розвиток фонематичного слуху та формування зв'язного мовлення. Наприклад,

використовуються вправи на артикуляційну гімнастику, ігри на розвиток мовного дихання, автоматизацію звуків у словах і реченнях. Психологічні заняття включають вправи на розвиток емоційного інтелекту, зниження тривожності, формування навичок саморегуляції та розвитку соціальної поведінки.

Часто застосовуються арт-терапевтичні методики, казкотерапія, пісочна терапія та ігрова терапія, які дозволяють дитині у безпечній формі опрацьовувати емоційні переживання.

Важливим компонентом є також розвиток когнітивної сфери через дидактичні ігри та вправи на увагу, пам'ять, мислення та логіку. Наприклад, використовуються завдання на сортування предметів, складання послідовностей, пазли, ігри на класифікацію та порівняння. Для дітей з моторними труднощами застосовуються вправи на розвиток дрібної та загальної моторики, зокрема робота з конструктором, мозаїкою, ліпленням, нанизуванням та графомоторні вправи [2, с. 7].

Особливе значення має інтеграція корекційно-розвиткової роботи у повсякденне освітнє середовище через спеціально організовані навчально-ігрові ситуації. Це можуть бути рольові ігри ("магазин", "лікарня", "подорож"), командні завдання, інтерактивні вправи на взаємодію з однолітками, що сприяють розвитку комунікативних навичок і соціальної адаптації дитини.

Ключовим чинником ефективності корекційно-розвиткової роботи є активне залучення батьків. Їм надаються рекомендації щодо виконання домашніх вправ, закріплення навичок, отриманих на заняттях, а також організації корекційного середовища вдома. Наприклад, батькам можуть пропонуватися щоденні мовленнєві ігри, читання з обговоренням змісту, вправи на розвиток самостійності (збирання портфеля, виконання побутових дій), а також спільні ігрові активності, що підтримують соціальну взаємодію.

Таким чином, корекційно-розвиткові інструменти формують цілісну систему педагогічного впливу, у якій поєднуються професійна робота фахівців закладу освіти та активна участь сім'ї, що забезпечує стабільність, безперервність і ефективність розвитку дитини з особливими освітніми потребами.

Отже, практичні інструменти педагогічної взаємодії утворюють цілісну систему взаємопов'язаних засобів, що забезпечують ефективну співпрацю закладу освіти та сім'ї. Їх комплексне використання дозволяє створити умови для успішного навчання, соціалізації та гармонійного розвитку дітей з особливими освітніми потребами в інклюзивному середовищі.

Висновки. У результаті проведеного дослідження встановлено, що педагогічна взаємодія закладу освіти та сім'ї в умовах інклюзивного навчання є складною багаторівневою системою, яка охоплює організаційний, комунікативний, психолого-педагогічний, цифровий та корекційно-розвитковий компоненти. Її ефективність визначається ступенем інтеграції цих компонентів у єдину модель партнерської співпраці та рівнем узгодженості дій усіх учасників освітнього процесу.

Доведено, що ключовими практичними механізмами реалізації такої взаємодії є діяльність інклюзивно-ресурсних центрів, функціонування команд психолого-педагогічного супроводу, розробка та реалізація індивідуальної програми розвитку, а також використання сучасних цифрових засобів комунікації. Вони забезпечують безперервність освітнього процесу, своєчасний обмін інформацією та координацію педагогічних дій щодо розвитку дитини з особливими освітніми потребами.

Важливим результатом є підтвердження того, що активне залучення сім'ї до освітнього процесу виступає визначальним чинником успішної соціалізації та навчання дитини. Батьки розглядаються не як пасивні спостерігачі, а як рівноправні партнери, які беруть участь у плануванні, реалізації та оцінюванні освітніх результатів.

Окремо підкреслено, що сучасні виклики, пов'язані з воєнним станом та переходом до змішаних і дистанційних форм навчання, суттєво змінюють характер педагогічної взаємодії, роблячи її більш гнучкою, цифровізованою та підтримувальною. Це вимагає від педагогів нових професійних компетентностей, зокрема у сфері цифрової комунікації та кризової педагогіки.

Перспективи подальших досліджень полягають у розробці інноваційних моделей партнерської взаємодії, удосконаленні інструментів співпраці з батьками дітей з особливими освітніми потребами та впровадженні ефективних цифрових рішень у систему інклюзивної освіти.

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STEM-ІНСТРУМЕНТАРІЙ ДЛЯ ДИСКРЕТНОЇ МАТЕМАТИКИ: ПРАКТИЧНИЙ ВИМІР

Анотація. У статті обґрунтовано теоретико-методологічні та практичні засади інтеграції дискретної математики в систему міждисциплінарного навчання. Особливу увагу приділено потенціалу використання дискретних структур як фундаментальної основи для реалізації прикладних STEM-проєктів із залученням доступної апаратно-програмної платформи Arduino. Авторами проаналізовано сучасні наукові джерела, вітчизняні та закордонні освітні ініціативи, а також навчальні плани провідних українських університетів за спеціальністю 122 «Комп'ютерні науки». Дослідження підтверджує, що знання дискретної математики є критично важливим для підготовки майбутніх інноваторів та лідерів в умовах стрімкої диджиталізації та розвитку штучного інтелекту.

У роботі детально розкрито міждисциплінарний характер дискретної математики та систематизовано її ключові розділи (математична логіка, теорія множин, комбінаторика, теорія графів, теорія автоматів і алгоритмів) за рівнями їхньої релевантності та прикладного застосування в STEM-галузях. Визначено базовий спектр професійних навичок, які розвиваються під час вивчення цієї дисципліни, зокрема: логічне, абстрактне, аналітичне та обчислювальне (алгоритмічне) мислення.

Практична цінність дослідження полягає в описі досвіду інтеграції теоретичного матеріалу з інженерним складником на базі платформи Arduino, що базується на спрощеному фреймворку мови C/C++. Наведено конкретні приклади проєктних завдань, успішно реалізованих здобувачами освіти (кодовий замок, робот у лабіринті, система автополиву). Детально

розібрано методику поєднання логічних схем, булевої алгебри та комбінаторних принципів із практичним програмуванням мікроконтролерів для створення цифрових пристроїв. Окреслено основні проблеми впровадження такого підходу, як-от брак підготовки вчителів та обмеження навчальних планів, і запропоновано стратегії їхнього подолання.

Ключові слова: дискретна математика; STEM-освіта; платформа Arduino; мікроконтролер; обчислювальне мислення; комбінаторика; логічні вентилі; проєктне навчання.

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STEM TOOLS FOR DISCRETE MATHEMATICS: A PRACTICAL PERSPECTIVE

Abstract. This article substantiates the theoretical, methodological, and practical foundations for integrating discrete mathematics into an interdisciplinary education system. Particular attention is paid to the potential of using discrete structures as a fundamental basis for implementing applied STEM projects using the accessible Arduino hardware and software platform. The authors analyze contemporary scientific sources, domestic and international educational initiatives, as well as the curricula of leading Ukrainian universities in the field of Computer Science (Specialty 122). The study confirms that knowledge of discrete mathematics is critically important for training future innovators and leaders in the context of rapid digitalization and the development of artificial intelligence.

The paper details the interdisciplinary nature of discrete mathematics and systematizes its key sections (mathematical logic, set theory, combinatorics, graph theory, and the theory of automata and algorithms) according to their levels of relevance and practical application in STEM fields. It identifies the core set of professional skills developed through the study of this discipline, specifically: logical, abstract, analytical, and computational (algorithmic) thinking.

The practical value of this study lies in its description of the experience of integrating theoretical material with engineering components using the Arduino platform, which is based on a simplified C/C++ framework. Specific examples of project tasks successfully implemented by students are provided (a combination

lock, a robot in a maze, and an automatic irrigation system). The methodology for combining logic circuits, Boolean algebra, and combinatorial principles with practical microcontroller programming to create digital devices is discussed in detail. The main challenges of implementing this approach, such as a lack of teacher training and limitations in the curriculum, are outlined, and strategies for overcoming them are proposed.

Keywords: discrete mathematics; STEM education; Arduino platform; microcontroller; computational thinking; combinatorics; logic gates; project-based learning.

Постановка проблеми. Сучасний світ вимагає від фахівців володіння міждисциплінарними навичками, що зумовлює необхідність інтеграції різних предметних областей у навчальному процесі. STEM-освіта, яка об'єднує науку, технологію, інженерію та математику, спрямована на підготовку студентів до вирішення складних та реальних проблем [1, 2]. Дискретна математика, що вивчає математичні структури, які є відокремленими та розрізненими, набуває все більшого значення в сучасному технологічно розвиненому світі. Основні розділи дискретної математики охоплюють широкий спектр тем. До них належать теорія множин та алгебраїчних систем, математична логіка, теорія графів, теорія автоматів і формальних граматик, теорія алгоритмів, а також теорія кодування, теорія чисел, комбінаторні обчислення та рішення дискретних екстремальних задач [3]. З огляду на її тісний зв'язок з інформатикою та програмуванням, дискретну математику часто називають комп'ютерною математикою [4]. Вона вивчає властивості математичних об'єктів дискретного характеру і є теоретичною основою комп'ютерних наук, охоплюючи такі розділи, як функції алгебри логіки, множини і відношення, комбінаторний аналіз, теорія графів, дерева та їхні застосування, основи теорії кодування, теорія чисел і основи криптографії, формальні мови, граматики та автомати, машини Тьюрінга. Широкий перелік розділів, таких як теоретична інформатика, теорія інформації, логіка, ймовірності, алгебра, дискретний аналіз, геометрія, топологія, дослідження операцій, теорія ігор, дискретизація та дискретні аналоги неперервної математики, також входять до складу дискретної математики, що підкреслює її міждисциплінарний характер [5].

Її основні галузі надають універсальний набір інструментів, які можна застосовувати до різних STEM-завдань, адже цей розділ математики вивчає дискретні структури, тому є фундаментальним для розуміння цифрових систем та алгоритмів, які є центральними для інформатики та багатьох інженерних дисциплін у STEM-освіті [2]. Тому актуальним є розгляд

питання про потенціал дискретної математики як основи для STEM-проєктів.

У сфері програмування дискретна математика є необхідною для розробки та аналізу алгоритмів. Вона допомагає в оптимізації коду та є важливою для роботи з базами даних. Сучасні інформаційні технології активно використовують математичні інструменти, зокрема з дискретної математики, для розробки програмного забезпечення. Дискретна математика також відіграє ключову роль у таких галузях, як штучний інтелект, машинне навчання та наука про дані. Розробка алгоритмів, створення програмного забезпечення та систем штучного інтелекту є конкретними прикладами взаємодії IT та математики, де дискретна математика є незамінною [6].

Arduino, як доступна платформа з відкритим вихідним кодом для електроніки, надає можливість для практичного навчання в STEM, поєднуючи абстрактні концепції з відчутними застосуваннями [7]. Arduino базується на простому у використанні апаратному та програмному забезпеченні, яка широко застосовується в STEM-освіті та розробці проєктів. Початкове створення Arduino як інструменту для студентів без попереднього досвіду в електроніці чи програмуванні підкреслює її фундаментальну прихильність до зручності користування. Простота платформи та орієнтація на доступність для осіб без технічної підготовки була свідомою метою з моменту її створення, що відрізняло її від складніших мікроконтролерних платформ [8]. Розуміння зв'язку між дискретною математикою, STEM-освітою та Arduino є важливим для ефективної підготовки майбутніх фахівців.

Аналіз останніх досліджень і публікацій. Останні дослідження та публікації підкреслюють важливість дискретної математики в різних STEM-галузях. Комбінаторика, наприклад, є основою для розробки ефективних алгоритмів, оптимізації та аналізу даних в інформатиці та інших сферах (серія робіт "Мистецтво програмування" Дональда Кнута є фундаментальними в цій галузі) [9]. Теорія графів знаходить застосування в моделюванні мереж, аналізі соціальних зв'язків, проєктуванні комп'ютерних схем та оптимізації маршрутів. Іменні алгоритми належать авторству Едсгера Дейкстри, Роберта Пріма, Джозефа Крускала тощо [10]. Логіка є основою інформатики та сприяє розвитку навичок критичного мислення, необхідних у всіх STEM-дисциплінах. Початкові дослідження належать Джону Дьюї [11]. Взагалі, проєкте навчання має довгу історію з різними авторами. Виокремимо Вільяма Херда Кілпатрика з його «Методом проектів» (початок 20-го століття), який заклав фундаментальні ідеї про навчання через участь у реальних проектах [12]. Більш сучасні дослідники продовжують вдосконалювати його методологію.

Оскільки дискретна математика є теоретичною основою комп'ютерних наук, то її фундаментальна роль охоплює більшість областей програмування та інформатики, включаючи алгоритми, комп'ютерні системи, комп'ютерну архітектуру, комп'ютерну безпеку, бази даних, розподілені системи, функціональне програмування, операційні системи, машинне навчання та мережі. Три основні гілки програмної інженерії – алгоритми, програми та структури даних – виходять саме з дискретної математики [3].

Мета статті – проаналізувати наявні дослідження щодо інтеграції дискретної математики, STEM-освіти та Arduino; розкрити потенціал дискретної математики як фундаментальної основи для STEM-проєктів.

Виклад основного матеріалу. У сфері програмування дискретна математика є необхідною для розробки та аналізу алгоритмів [13]. Вона допомагає в оптимізації коду та є важливою для роботи з базами даних. Сучасні інформаційні технології активно використовують математичні інструменти, зокрема з дискретної математики, для розробки програмного забезпечення [5].

Дискретна математика також відіграє ключову роль у таких галузях, як штучний інтелект (ШІ), машинне навчання та наука про дані. Розробка Готлобом Фреге логіки першого порядку забезпечила більш виразну систему формалізації міркувань, яка мала вплив на дослідження ШІ у сфері представлення знань та автоматизованого міркування. Роботи Алана Тьюринга з обчислюваності та формальної логіки, зокрема його концепція машини Тьюринга, є фундаментальними для теоретичних основ ШІ [14].

Існують освітні ініціативи, такі як Discrete Math Project, спрямовані на розширення участі в STEM шляхом інтеграції дискретної математики в навчальні програми [15]. Проєкт Ohio Department of Education Discrete Math/Computer Science є прикладом формального щодо поєднання цих дисциплін [16]. Літні дослідницькі програми, такі як DIMACS REU, підтримують міждисциплінарні проєкти, що часто включають дискретну математику [17].

Незважаючи на значний потенціал, інтеграція дискретної математики в STEM-проєкти стикається з певними труднощами. До них належать брак підготовки вчителів, обмеження навчального плану та розбіжності між стандартами математики та природничих наук. Проте, існують стратегії подолання цих перешкод шляхом професійного розвитку вчителів та розробки відповідних навчальних матеріалів [18].

Останні дослідження підкреслюють значний потенціал Arduino в STEM-освіті, особливо у контексті покращення обчислювального мислення та практичного розуміння концепцій [19]. Бібліометричні аналізи показують

зростання популярності використання Arduino в освітніх цілях, зокрема для проведення фізичних експериментів та розвитку навичок обчислювального мислення [20]. Систематичні огляди виявляють, що проблемно-орієнтоване навчання є найбільш релевантною методологією для інтеграції Arduino в STEM-предмети на рівні початкової освіти. Існують дослідження, що демонструють позитивний вплив Arduino на розвиток логічного мислення, креативності, а також на мотивацію та загальну успішність учнів. Однак, незважаючи на наявні дослідження щодо використання Arduino як інструменту навчання в STEM, менше уваги приділяється явній інтеграції та дослідженню зв'язку з конкретними темами дискретної математики, окрім логічних вентилів [21].

Хоча Arduino – це проект з відкритим вихідним кодом, в якому бере участь велика спільнота, у його створенні та постійному розвитку брали участь ключові особи та організації. Насправді мова йде не про одного «автора» сучасних розробок, а про ключових учасників та основну команду [22].

Проект Arduino був започаткований в Івреа, Італія, Массімо Банзі, Девідом Куартієллесом, Томом Ігое, Джанлукою Мартіно та Фердінандо ді Піппо [23]. Вони створили його як інструмент для студентів Інституту інтерактивного дизайну в Івреа, маючи на меті забезпечити просту у використанні платформу для створення інтерактивних проектів. Їхня початкова робота заклала основу для широкого застосування Arduino для освіти. Обличчям Arduino є Массімо Банзі, який відіграв вирішальну роль у його популяризації і продовжує брати участь у розробці та управлінні цим проектом. Його увага до зручності та доступності для користувачів стала ключем до успіху Arduino в STEM-освіті. Девід Куартіельєс (співзасновник) також брав активну участь у проекті, особливо на початковому етапі та у розвитку спільноти Arduino.

З часом проект Arduino перетворився на Arduino Foundation (некомерційну організацію) та Arduino SRL (компанію). Обидві організації роблять свій внесок у розробку апаратного та програмного забезпечення (наприклад, Arduino IDE), освітніх ресурсів та загальної екосистеми. Ці організації несуть колективну відповідальність за багато сучасних розробок, спрямованих на STEM-освіту, включаючи нові плати з розширеними можливостями та навчальні матеріали.

Значною частиною успіху Arduino, особливо в STEM, є велика і активна спільнота користувачів, викладачів і розробників. Вони створюють бібліотеки, навчальні посібники, ідеї проектів та активно підтримують один одного. Ці спільні зусилля постійно розширюють межі можливого з Arduino в освітньому середовищі. Багато викладачів і розробників навчальних

програм по всьому світу створили ресурси, плани уроків і проекти, спеціально розроблені для використання Arduino в STEM-навчанні. Хоча вони не є частиною основної команди розробників Arduino, їхня робота має вирішальне значення для впровадження Arduino в навчальний процес і підвищення його ефективності в освітніх цілях. Відкритий характер Arduino означає, що багато людей і груп роблять свій внесок у його розвиток, що робить його динамічною платформою для STEM-освіти, яка постійно вдосконалюється.

Аналіз навчальних планів провідних українських університетів за спеціальністю 122 «Комп'ютерні науки» підтверджує важливість дискретної математики, яка є обов'язковою дисципліною для студентів [24].

Таблиці 1 та 2 наочно демонструють, що дискретна математика є ключовим елементом навчальних планів для майбутніх фахівців у галузі комп'ютерних наук в Україні.

Таблиця 1

Основні розділи дискретної математики та їхня релевантність до галузей STEM

Розділ дискретної математики	***Короткий опис***	***Ключові застосування в STEM***
Логіка	Вивчення міркувань та істинності тверджень	Штучний інтелект (міркування), проектування схем
Теорія множин	Вивчення колекцій об'єктів	Проектування баз даних, формальні специфікації
Теорія графів	Вивчення відносин між об'єктами	Аналіз мереж (соціальних, комп'ютерних), моделювання молекул, логістика
Комбінаторика	Вивчення підрахунку та впорядкування об'єктів	Теорія ймовірностей, аналіз складності алгоритмів, криптографія
Теорія чисел	Вивчення властивостей цілих чисел	Криптографія, теорія кодування
Теорія автоматів	Вивчення абстрактних машин та їхніх обчислень	Компілятори, формальні мови

Розділ дискретної математики	*Короткий опис*	*Ключові застосування в STEM*
Теорія алгоритмів	Вивчення проектування та аналізу послідовностей кроків для розв'язання задач	Розробка програмного забезпечення, аналіз ефективності

Таблиця 2

Навички, що розвиваються при вивченні дискретної математики, та їх значення в STEM

Навичка, що розвивається	*Опис*	*Значення для STEM-спеціальностей*
Логічне мислення	Здатність мислити крок за кроком та робити обґрунтовані висновки	Розробка програмного забезпечення (відлагодження), наукові дослідження
Абстрактне мислення	Здатність розуміти та оперувати абстрактними поняттями та структурами	Математичне моделювання, розуміння складних систем
Розв'язання проблем	Здатність аналізувати проблеми та розробляти ефективні рішення	Інженерне проектування, наукові дослідження
Алгоритмічне мислення	Здатність проектувати та аналізувати послідовності кроків для розв'язання задач	Програмування, оптимізація процесів
Аналітичні навички	Здатність розкладати складні проблеми на менші частини та критично їх аналізувати	Аналіз даних, розробка експериментів

Постійна еволюція Arduino для адаптації до нових потреб демонструє її незмінну актуальність у швидко мінливому технологічному світі [23]. Первинний успіх Arduino призвів до її впровадження ширшою спільнотою, що спричинило адаптації та розширення за межі простих 8-бітних плат. Платформа тепер пропонує продукти для різноманітних застосувань, таких як IoT, носимі пристрої, 3D-друк та вбудовані системи. Ця еволюція демонструє здатність Arduino залишатися актуальним інструментом для STEM-проєктів у різних технологічних досягненнях та нових галузях.

В основі мови програмування Arduino лежить спрощений фреймворк, побудований на базі потужної та широко використовуваної мови програмування C/C++ [22]. Хоча її часто називають "мовою Arduino", насправді це C++ з набором бібліотек та певним попереднім опрацюванням, що здійснюється IDE для спрощення процесу кодування, особливо для початківців. Це означає, що користувачі отримують переваги потужності та гнучкості C++, будучи при цьому захищеними від деяких її складнощів на початковому етапі. Велика бібліотека Arduino надає готовий код для виконання поширених завдань, таких як взаємодія з датчиками та виконавчими механізмами, усуваючи необхідність складного низькорівневого програмування [23]. Ці абстракції дозволяють користувачам зосередитися на високорівневій логіці своїх проєктів, а не на складних деталях апаратної взаємодії, що значно знижує поріг входу. Початківці можуть використовувати ці бібліотеки для швидкого прототипування та експериментів без необхідності глибоких знань архітектури мікроконтролерів або низькорівневих протоколів програмування.

Дискретна математика та апаратна платформа Arduino можуть доповнювати один одного, дозволяючи створювати цікаві та корисні проєкти. Наведемо кілька способів, як можна поєднати знання з дискретної математики та проєкти Arduino (див. табл. 3):

Таблиця 3

Практичний зміст розділів дискретної математики на платформі Arduino

Розділ дискретної математики		***Реалізація на Arduino***
Логічні схеми та цифрова електроніка	Булева алгебра	Arduino можна обрати для реалізації логічних вентилів (AND, OR, NOT, XOR) та створення комбінаційних схем. Схеми можна проєктувати та тестувати на основі таблиць істинності та булевих виразів.
	Скінченні автомати	Проєкти для моделювання скінченних автоматів, наприклад, автоматичних дверей, світлофорів або систем керування. Arduino можна використовувати для реалізації станів та переходів автомата.

Розділ дискретної математики		*Реалізація на Arduino*
Комбінаторика та алгоритми	Генерація комбінацій та перестановок	Використання Arduino для генерації комбінацій або перестановок елементів, наприклад, для створення кодових замків або генераторів випадкових чисел.
	Алгоритми пошуку та сортування	Можна використовувати алгоритми пошуку (зокрема, бінарний пошук) або сортування (наприклад, сортування бульбашкою) на Arduino. Використовувати слід датчики для збору даних та застосовувати алгоритми для їх обробки.
Теорія графів	Маршрутизація та навігація	Проєкти, які використовують алгоритми теорії графів для пошуку найкоротшого шляху, наприклад, для керування роботом, що доставляє товар, або для навігації в лабіринті.
	Мережеві проєкти	Прості мережеві проєкти, де вузли мережі представляють собою Arduino-пристрої, а зв'язки між ними – комунікаційні канали.
Дискретні структури даних	Списки, стеки та черги	Реалізація базових структур даних (списки, стеки, черги тощо) на Arduino. Використання їх для зберігання та обробки даних, отриманих з датчиків.

Поєднання дискретної математики та проєктів Arduino дозволяє не тільки поглибити розуміння теоретичних концепцій, але й застосувати їх на практиці, створюючи корисні та цікаві пристрої. Наведемо приклади проєктів на Arduino, які були практично реалізовані здобувачами освітньо-професійної програми «Сучасні інформаційні технології та програмування» на вибірковій освітній компоненті «Основи робототехніки»: кодовий замок (комбінаторика); робот, що рухається лабіринтом (алгоритм пошуку шляху); система автоматичного поливу (скінченний автомат); метеостанція (алгоритми сортування) тощо [24].

Наприклад, Arduino можна використовувати для реалізації логічних вентилів та комбінаційних схем. Оскільки мова Arduino підтримує стандартні логічні оператори C++: && (AND – логічне «і»), || (OR – логічне «або»), ! (NOT – «ні»), то ці оператори можна використовувати для реалізації логічних вентилів у коді, зокрема:

```
bool andGate(bool a, bool b) {
return a && b;
}
```

Комбінуючи логічні вентилі, можна створювати складніші комбінаційні схеми, зокрема, можна створити схему, яка підтримує функцію суматора або дешифратора. Для цього необхідно скласти таблицю істинності, на основі якої вивести булевий вираз, а потім запрограмувати його в Arduino.

Проєктне завдання 1. Реалізувати додавання двох чисел за допомогою плати Arduino UNO (можна використовувати змінні, аналогові входи, цифрові виводи тощо). Щоб скласти суматор з використанням аналогових входів: для цього нам знадобляться, наприклад, два потенціометри для подачі аналогових сигналів на Arduino.

За схемою зчитуємо аналогові значення з потенціометрів, зберігаємо його в змінних та обчислюємо суму значень з обох потенціометрів та зберігаємо її в змінній sum. Командою if (sum > 1023) { sum = 1023; } – обмежуємо значення суми максимальним значенням 1023, оскільки аналоговий вхід Arduino має 10-бітну роздільну здатність (2^10 = 1024 значення, від 0 до 1023).

Далі можна завантажити код в Arduino IDE, відкрити монітор послідовного порту (Serial Monitor) в Arduino IDE та обертати ручки потенціометрів. Ми будемо спостерігати за зміною значень в моніторі послідовного порту. Цей код дозволить нам зчитувати аналогові значення з двох потенціометрів, обчислювати їх суму та виводити результати в послідовний порт Arduino IDE.

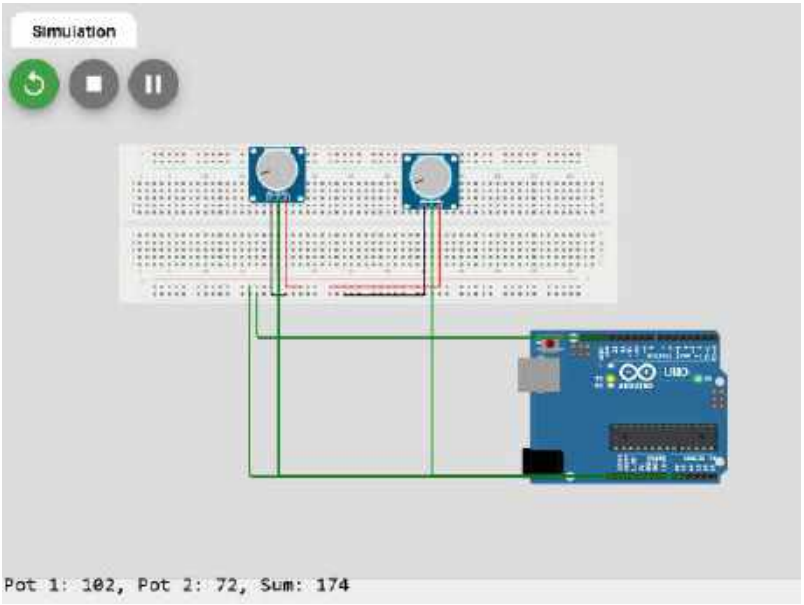

Рис. 1. Реалізація в симуляторі Wokwi

Проєктне завдання 2. Реалізувати кодовий замок за допомогою Arduino.

Один з підходів для реалізації є поєднання логіки створення кодового замка з базовим використанням комбінаторики для розуміння кількості можливих комбінацій, адже кодовий замок – це послідовність цифр. Arduino порівнюватиме введену послідовність із заздалегідь визначеним кодом. Комбінаторика тут використовується для розуміння, скільки різних кодів можна створити, що важливо для оцінки безпеки замка.

Наприклад, наш код складається з 4 цифр, тому якщо порядок цифр має значення (а в кодовому замку, зазвичай, має, то кількість можливих комбінацій обчислюється як: $10^4 = 10\ 000$. Якщо будемо використовувати лише певні цифри, або дозволяєте повторення, або повтори виключено, формула для обчислення може змінюватися.

Практична реалізація передбачає перелік необхідних компонент Arduino. Це можуть бути, наприклад: плата Arduino Uno, матрична клавіатура 4x4 (або окремі кнопки), рідкокристалічний дисплей (LCD) 16x2 (опціонально, для виведення підказок), світлодіод (для індикації розблокування або помилки), резистори (для світлодіода та, можливо, для клавіатури) та з'єднувальні дроти.

Подальші вдосконалення дозволять створити більш складний код. Наприклад, для підвищення безпеки можна збільшити довжину коду або використовувати символи з більшого набору (наприклад, літери та цифри). Комбінаторні розрахунки покажуть, наскільки зростає кількість можливих комбінацій при таких змінах. Можна додати лічильник невдалих спроб введення коду. Після певної кількості неправильних спроб замок може блокуватися на деякий час. Можна також практично реалізувати функцію зміни коду, використовуючи спеціальну послідовність або майстер-код. Якщо порядок введення не має значення, але всі цифри коду повинні бути присутні (що рідко використовується в кодових замках), тоді використовується формула комбінацій без повторень або з повтореннями. Однак у більшості кодових замків порядок має значення, тому використовуються розміщення з повтореннями.

Цей приклад є базовим і може бути значно розширений для створення більш складного та безпечного кодового замка. Використання комбінаторних принципів допомагає зрозуміти теоретичну кількість можливих кодів, що є важливим аспектом при розробці систем безпеки.

Висновки. Вивчення дискретної математики є абсолютно необхідним для здобувачів спеціальності 122 «Комп'ютерні науки». Вона є не лише фундаментальною теоретичною дисципліною, а й надає практичні інструменти та концепції, без яких неможливе глибоке розуміння та

ефективне застосування сучасних інформаційних технологій. Міцна база в дискретній математиці є запорукою академічних успіхів, професійної компетентності та здатності до інновацій у швидкозмінній галузі комп'ютерних наук. Студентам, які прагнуть до вершин у своїй майбутній професії, слід приділяти особливу увагу вивченню дискретної математики, усвідомлюючи її довгострокові переваги для їхньої кар'єри та розвитку IT-сфери в Україні. Інтеграція дискретної математики в STEM-проєкти має численні переваги, включаючи покращення критичного та обчислювального мислення, навичок розв'язання проблем та підготовку до кар'єри в STEM. Хоча існують певні труднощі, такі як брак підготовки вчителів та обмеження навчального плану, їх можна подолати за допомогою цілеспрямованих зусиль та ресурсів. В кінцевому підсумку, дискретна математика має значний потенціал для збагачення STEM-освіти через цікаві та актуальні проєктні навчальні досвіди, сприяючи формуванню математично грамотнішого та STEM-компетентнішого покоління.

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ЗАКОНОМІРНОСТІ ТА ПРИНЦИПИ ДИДАКТИЧНОГО ПРОЦЕСУ У ВИЩІЙ ШКОЛІ

Анотація. Метою статті є всебічний аналіз теоретичних основ педагогічного процесу у вищій школі, визначення сутності педагогічних законів, закономірностей та принципів навчання та з'ясування їх впливу на організацію освітнього процесу та формування професійних компетентностей здобувачів освіти. В дослідженні використано теоретико-методологічний аналіз наукових джерел з педагогіки, дидактики, психології та суміжних наук, порівняльний аналіз педагогічних підходів, системний підхід до розгляду структури педагогічного процесу та узагальнення результатів сучасних педагогічних досліджень. Результати роботи демонструють, що педагогіка має міждисциплінарний характер і тісно пов'язана з філософією, психологією, соціологією, фізіологією та управлінськими науками. У статті висвітлено роль дидактики вищої школи у формуванні науково обґрунтованого змісту освіти, визначено сутність зрозуміти «навчання», «учення», «викладання», «виховання», «розвиток», «освіта» та «самовиховання». Проаналізовано педагогічні закони та закономірності, що забезпечують внутрішню логіку та цілісність навчального процесу, визначено значення дидактичних принципів, серед яких цілеспрямованість, системність, наочність, науковість, індивідуалізація, диференціація та зв'язок теорії з практикою. Описано структуру педагогічного процесу, що складається з цільового, змістового та результативного компонентів, а також етапи його реалізації — підготовчий, основний та підсумковий. Показано важливість суб'єкт-суб'єктної взаємодії викладача та студента, яка сприяє розвитку самостійності, активності та мотивації здобувачів освіти. У висновках наголошено, що ефективність педагогічного процесу у вищій школі визначається погодженим

застосуванням педагогічних законів та принципів, використанням сучасних педагогічних технологій та створенням умів для особистісного та професійного розвитку студентів. Реалізація цих положень сприяє формуванню компетентної, відповідальної та здатної до саморозвитку особистості, яка успішно відповідає сучасним вимогам вищого освіти та суспільства.

Ключові слова: педагогічний процес, дидактика, навчання, освітній процес, педагогічні закономірності, педагогічні принципи, методи навчання.

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PATTERNS AND PRINCIPLES OF THE DIDACTIC PROCESS IN HIGHER EDUCATION

Abstract. The purpose of the article is a comprehensive analysis of the theoretical foundations of the pedagogical process in higher education, determination of the essence of pedagogical laws, patterns and principles of learning and clarification of their impact on the organization of the educational process and the formation of professional competencies of education seekers. The study uses theoretical and methodological analysis of scientific sources on pedagogy, didactics, psychology and related sciences, comparative analysis of pedagogical approaches, a systematic approach to considering the structure of the pedagogical process and generalization of the results of modern pedagogical research. The results of the work demonstrate that pedagogy is interdisciplinary in nature and is closely related to philosophy, psychology, sociology, physiology and management sciences. The article highlights the role of higher school didactics in the formation of scientifically based content of education, defines the essence of understanding "learning", "teaching", "teaching", "upbringing", "development", "education" and "self-education". The pedagogical laws and patterns that ensure the internal logic and integrity of the educational process are analyzed, the meaning of didactic principles is determined, including purposefulness, systematicity, clarity, scientificity, individualization, differentiation and the connection of theory with practice. The structure of the pedagogical

process, consisting of target, content and result components, as well as the stages of its implementation - preparatory, main and final, is described. The importance of subject-subject interaction between the teacher and the student is shown, which contributes to the development of independence, activity and motivation of students. The conclusions emphasize that the effectiveness of the pedagogical process in higher education is determined by the coordinated application of pedagogical laws and principles, the use of modern pedagogical technologies and the creation of minds for the personal and professional development of students. The implementation of these provisions contributes to the formation of a competent, responsible and self-developing personality who successfully meets the modern requirements of higher education and society.

Keywords: pedagogical process, didactics, teaching, educational process, pedagogical regularities, pedagogical principles, teaching methods.

Постановка проблеми. Курс «Методика викладання у вищій школі» ґрунтується на загальних дидактичних положеннях педагогічної науки, виток якої бере початок ще в працях давньогрецьких філософів, які першими намагалися осмислити виховання та навчання як цілеспрямовану діяльність. Сам термін «педагогіка», що виглядає як грецькі слова «paidos» – дитина та «ago» – вести, спочатку означавши «дітоведення». Однак у сучасному розумінні педагогіка постає як багатогранна, комплексна наука, що досліджує закономірності, принципи, зміст, методи та організаційні форми навчання, виховання, розвитку та професійної підготовки особистості та колективів з урахуванням громадських потреб та вимог професійної діяльності. Теоретичними засадами педагогіки виступають досягнення теорії наукового пізнання, психології діяльності, концепції управління навчально-пізнавальними процесами, психолого-педагогічні підходи до засвоєння знань, а також теорія систем та управління складними соціальними процесами. Завдяки розвитку цих галузей сформувалося наукове підґрунтя сучасної педагогіки.[1]

Аналіз останніх досліджень і публікацій. Педагогіка тісно пов'язана з багатьма іншими науками, оскільки її об'єктом є людина. Філософія допомагає визначити загальну мету виховання та орієнтує педагогів у закономірностях людського буття й мислення. Психологія дає можливість зрозуміти розвиток психічних процесів, мотивів та особливостей особистості, що дозволяє правильно організовувати педагогічний процес та враховувати індивідуальні відмінності здобувачів освіти. Анатомія та фізіологія розкривають біологічні можливості та обмеження людини, зокрема особливості роботи нервової системи, органів чуття та рухового апарату, що важливо для розуміння природних передумов навчання.

Соціологія аналізує структуру суспільства, соціальні групи, сім'ю, колективи та субкультури, дозволяючи педагогіці враховувати соціальний контекст розвитку особистості. Економічні науки пояснюють умови та фактори, в яких здійснюється освітній процес, а менеджмент та кібернетика допомагають оптимізувати організацію навчання, прийоми управління та педагогічні технології.

Завдяки цьому взаємозв'язку педагогіка постійно збагачується новими ідеями, відкидаючи застарілі положення та адаптуючись до змін у суспільстві та науці.[2]

Педагогіка вищої школи є спеціалізованою галуззю загальної педагогіки, спрямованою на дослідження особливостей освіти, навчання, виховання та розвитку студентства в закладах вищої освіти. Вона аналізує закономірності формування професійних компетентностей, розвиток наукового мислення, організацію навчальної діяльності та взаємодію між викладачем та студентами. Педагогіка вищої школи виконує як навчальні функції – освітню, науково-пізнавальну, формувальну, так і виховні, спрямовані на розвиток професійної культури та життєвої позиції здобувачів освіти.[3]

У цьому контексті навчальна дисципліна «Методика викладання у вищій школі» розглядається як напрям педагогіки вищого освіти, що вивчає принципи, закономірності, методи, форми та засоби навчання студентів під час опанування конкретних навчальних дисциплін. Її предметом є системно організований педагогічний процес, що охоплює вивчення ЗВО як педагогічної системи, аналіз ефективності навчального процесу, діяльність науково-педагогічних працівників, особливості формування особистості студента, процеси освіти та самоосвіти, організацію самостійної роботи, педагогічну взаємодію учасників освітнього процесу та педагогічні технології, що застосовуються в навчанні.

Мета цієї статті полягає у всебічному аналізі фундаментальних аспектів педагогічного процесу у вищій школі, а саме:

1. Визначити сутність та роль педагогічних законів, закономірностей та принципів навчання.

2. Розкрити взаємозв'язок між навчанням, вихованням, розвитком та самоосвітою здобувачів, показати їхню єдність та діалектичну взаємодію у процесі професійної підготовки.

3. Проаналізувати механізми реалізації дидактичних принципів у навчальному процесі, включаючи індивідуалізацію, диференціацію, наочність, системність, оперативність знань та виховний характер навчання.

4. Показати, як педагогічні закони та принципи впливають на організацію, управління та ефективність, формування компетентностей.

5. Надати теоретичну базу для практичної діяльності викладача у вищому навчальному закладі.

Виклад основного матеріалу. Основними завданнями дисципліни є обґрунтування теоретичних засад педагогічного процесу у вищій школі, вивчення його закономірностей та складових, розробка сучасних методичних систем професійної підготовки здобувачів вищого освіти, формування принципів навчання та виховання, пошук ефективних форм і методів організації освітнього процесу. Важливим є удосконалення способів контролю та оцінювання, прогнозування розвитку педагогічних процесів відповідно до перспектив науки та громадських потреб, активізація пізнавальної діяльності студентів, формування в них мотивації та наукового світогляду, а також вивчення шляхів самовиховання та самоосвіти. Значне місце посідає впровадження сучасних педагогічних технологій, організація творчої діяльності здобувачів та адаптація вищої освіти до загальноєвропейських стандартів та вимог науково-технічного прогресу.[4]

Реалізація всіх цих завдань потребує системного підходу, який передбачає розгляд педагогічного процесу як цілісної системи, елементи якої перебувають у постійному взаємозв'язку та взаємозумовленому розвитку. Такий підхід дозволяє оптимізувати навчання, забезпечити його наукове підґрунтя та підвищити ефективність підготовки майбутніх фахівців відповідно до потреб сучасного суспільства.

Стрижнем педагогіки, її ключовим елементом є дидактика — загальна теорія освіти, яка досліджує закономірності пізнавальної діяльності людини та відповідає на фундаментальні запитання: «Чому навчати?», «Як навчати?», «Де і в яких організаційних формах здійснювати навчання?». Дидактика вивчає універсальні принципи та закономірності, властиві процесу навчання будь-яких предметів, і виступає як система, що інтегрує всі предметні методики. Термін «дидактика» походить від грецьких слів «didactios» – повчальний, та «idasko» – вивчаючий.[5]

Дидактика вищої школи є галуззю педагогічних знань та частиною загальної дидактики. Вона вивчає закономірності та принципи навчання у вищих навчальних закладах, аналізує проблеми змісту освіти, методів, форм та технологій професійної підготовки майбутніх фахівців. Основними завданнями дидактики вищої школи є виявлення педагогічних закономірностей навчання, розробка теорії вищої освіти, конструювання освітніх технологій та удосконалення змісту підготовки фахівців різних профілів. Сьогодні дидактика стає самостійною науковою дисципліною, завдяки якій вдалося підвищити ефективність освіти та значно покращити економічні та соціальні результати, що підтверджує приклад Японії у післявоєнний період.[6]

Дидактика вищої школи є галуззю педагогічних знань і частиною загальної дидактики. Вона вивчає закономірності та принципи навчання у вищих навчальних закладах, аналізує проблеми змісту освіти, методів, форм і технологій професійної підготовки майбутніх фахівців. Основними завданнями дидактики вищої школи є виявлення педагогічних закономірностей навчання, розробка теорії вищої освіти, конструювання освітніх технологій та удосконалення змісту підготовки фахівців різних профілів. Сьогодні дидактика стає самостійною науковою дисципліною, завдяки якій вдалося підвищити педагогічну майстерність.[7]

Предмет дидактики охоплює процес освіти та навчання і розкриває зміст таких ключових понять, як «навчання», «учіння», «викладання», «виховання», «освіта», «розвиток», «мета», «педагогічні закони та принципи», «зміст освіти», «методи, форми та засоби навчання». Навчання розглядається як цілеспрямований процес взаємодії викладача та здобувача освіти, у ході якого реалізується освітня функція та відбувається розвиток особистості. Воно поєднує в собі процеси учіння - засвоєння знань, умінь і навичок студентом, та викладання — організацію навчального процесу викладачем через методи й прийоми передачі знань і соціального досвіду. Виховання в ширшому значенні є систематичним та цілеспрямованим впливом суспільства на духовний і фізичний розвиток особистості, а в педагогічному - організованою діяльністю з формування моральних, правових, естетичних і професійних якостей студента. Самовиховання у вищому навчальному закладі передбачає свідому, цілеспрямовану діяльність студента для самовдосконалення та розвитку необхідних особистісних рис.[8]

Освіта визначається як процес і результат удосконалення здібностей та поведінки особистості, що дозволяє досягти соціальної зрілості. Розвиток здобувача — це закономірні зміни психіки, що призводять до нових якісних станів особистості, і у вищій школі цей процес є систематичним, безперервним та цілеспрямованим.

Він охоплює інтелектуальний, моральний, психічний, фізичний та професійний розвиток, які взаємопов’язані та формують здатність студента мислити критично, діяти творчо, здобувати знання, володіти професійними навичками, розвивати моральні та фізичні якості, необхідні для майбутньої діяльності.[9]

Педагогічний процес є активною, взаємозалежною діяльністю суб'єктів і об'єктів освітньої системи, що реалізує навчання, виховання та розвиток. Його зовнішня сторона відображає культурологічну функцію, внутрішня - функцію саморозвитку, об'єднуючи їх у творчий процес. Основою підвищення ефективності є інтенсифікація процесу через

поєднання традиційних та новітніх методик, активне використання технологій, сучасних технічних засобів та оптимальне планування навчального часу.[10]

Структура педагогічного процесу у ВНЗ включає мету та завдання, викладачів та студентів, зміст навчання та виховання, організаційні форми, педагогічну діяльність та освітній результат. Важливими компонентами є цільовий (формування мети та мотивації студентів), змістовий (реалізація знань та цінностей), діяльнісний (взаємодія та організація процесу) та результативний (оцінка досягнень). Ці компоненти взаємопов'язані через інформаційні, комунікативні, організаційно - діяльнісні та причинно-наслідкові зв'язки, що забезпечують послідовність та ефективність навчання та виховання.[11]

Педагогічний процес проходить три етапи: підготовчий (створення умов і планування), основний (безпосередня організація діяльності та взаємодія студентів та викладачів) та підсумковий (аналіз результатів, корекція недоліків та підготовка до наступного циклу). Сучасна педагогіка дедалі більше орієнтується на суб'єкт-суб'єктні відносини, де визнається управлінська роль викладача та активна самостійна доля студента у власному навчанні й розвитку. Такий підхід забезпечує формування гармонійно розвиненої особистості, здатної до саморозвитку, творчої діяльності та виконання соціальних та професійних завдань у сучасному суспільстві.[12]

Педагогічні закони є внутрішніми, стійкими та повторюваними об'єктивними зв'язками між компонентами навчально-виховного процесу, які визначають необхідний прояв та розвиток явищ навчання. Законом у дидактиці вважається істотний внутрішній зв'язок між явищами навчання, який зумовлює їхню закономірну реалізацію. Наприклад, такими законами є відповідність цілі освіти характеру та рівню розвитку суспільства, відповідність змісту навчання його меті, відповідність змісту засобів реалізації, цілісність і єдність педагогічного процесу, виховний та розвиваючий характер навчання. Закономірності навчального процесу відображають послідовні прояви дії педагогічних законів і демонструють стійкі, повторювані взаємозв'язки між явищами освітньої діяльності, наприклад: навчання є активним процесом, знання, що застосовуються на практиці, закріплюються в пам'яті, навички формуються в процесі тренування, міцність знань забезпечується повторенням, а навчання Особливою закономірністю дидактичного процесу є єдність навчання, виховання, освіти та розвитку. Хоча ці процеси мають власні особливості, їх взаємозв'язок у практичній діяльності очевидний: навчання неможливе без виховання, а виховання реалізується через навчання, що обумовлює

необхідність виокремлення домінуючих функцій кожного процесу для забезпечення ефективності освітнього процесу.[13]

Принципи навчання визначають способи досягнення освітніх цілей з урахуванням законів та закономірностей педагогічного процесу. До основних принципів належать: цілеспрямованість навчання, що передбачає чітке визначення цілей та їх структуризацію відповідно до освітніх рівнів; єдність навчання та виховання, яка забезпечує інтеграцію виховного впливу на всі аспекти навчання та передбачає роль особистості педагога та структури зайняття; зв'язок теорії з практикою, що реалізується через поєднання теоретичних знань з практичними завданнями та виробничою діяльністю; провідна роль теоретичних знань, що забезпечує розвиток знань, умінь, навичок та соціального досвіду через послідовне навчання; наочність навчання, що передбачає залучення всіх органів чуття для сприйняття інформації; системність та послідовність навчання, яка формує логіку предмета та системність мислення; науковість, що відкриває студентам об'єктивні закони та методи організації праці; виховний характер навчання, спрямований на формування моральних, культурних та духовних цінностей; оперативність знань, що дозволяє швидко застосовувати їх у практичній діяльності; індивідуалізація навчання, яка враховує індивідуальні особливості студентів та темпи засвоєння матеріалу; міцність знань, що забезпечує свідоме та стабільне засвоєння знань та навичок; диференціація навчальної діяльності, яка передбачає організацію процесу за альтернативними планами з урахуванням загальних та індивідуальних особливостей студентів.[14]

В реальному педагогічному процесі закони, закономірності та принципи навчання реалізуються через відповідні методи, форми та засоби навчання, що забезпечує ефективність, системність та гнучкість освітнього процесу у вищому навчальному закладі. Таким чином, педагогічні закони формують внутрішню структуру навчання, закономірності визначають послідовність та спрямованість процесу, а принципи навчання слугують орієнтирами для організації освітньої діяльності, забезпечуючи гармонійний розвиток, виховання та підготовку майбутніх фахівців відповідно до потреб суспільства та сучасних вимог вищого освіти.[15]

Висновок. Узагальнюючи викладене, можна стверджувати, що педагогічний процес у вищій школі є складною, багатофункціональною системою, в якій навчання, виховання, розвиток та самоосвіта здобувачів тісно взаємопов'язані. Педагогічні закони, закономірності та принципи навчання визначають внутрішні структури та напрями цього процесу, забезпечують його ефективність та результативність, формують професійні, моральні, інтелектуальні та соціальні якості студентів. Впровадження

дидактичних принципів, таких як цілеспрямованість, системність, індивідуалізація, науковість та наочність, дозволяє організувати навчальний процес оптимально, підвищити якість засвоєння знань та розвиток компетентностей майбутніх фахівців.

Отже, глибоке розуміння закономірностей педагогічного процесу та правильне застосування його принципів та методів є ключем до підвищення ефективності навчання та виховання у вищій школі, формування всебічно розвиненої, професійно підготовленої та соціально відповідальної особистості.

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ТРАДИЦІЙНІ ТА НЕТРАДИЦІЙНІ ПІДХОДИ ДО ЗАГАРТОВУВАННЯ ДІТЕЙ У ВИМІРІ УКРАЇНСЬКОГО І ЗАРУБІЖНОГО НАУКОВОГО ДИСКУРСУ

Анотація. У статті досліджено традиційні та нетрадиційні підходи до загартовування дітей у контексті сучасного українського та зарубіжного наукового дискурсу. Мета роботи полягає у систематизації методів природного зміцнення здоров'я, обґрунтуванні ключових педагогічних принципів їх застосування та формуванні цілісного науково-методичного бачення методики загартовування засобами фізичної культури. На основі аналізу вітчизняних та міжнародних джерел висвітлено фізіологічні механізми адаптації дитячого організму до впливу атмосферного повітря, води та сонячного випромінювання, а також розкрито потенціал таких практик, як ходіння босоніж різними поверхнями, сольові процедури та керовані ігри на свіжому повітрі. Особливу увагу приділено суперечності між прагненням до інтенсифікації оздоровчих впливів і необхідністю дотримання принципів безпеки, поступовості, систематичності, комплексності та індивідуалізації. Доведено, що вікові особливості терморегуляції та співвідношення площі поверхні тіла до маси зумовлюють підвищену чутливість дітей до переохолодження, що вимагає ретельного медико-педагогічного супроводу та уникнення екстремальних практик без попередньої адаптації. Узагальнено, що стійкий оздоровчий ефект формується не одноразовими впливами, а щоденною, цілорічною інтеграцією процедур у режим дня, поєднанням їх із руховою активністю та формуванням позитивної психоемоційної мотивації. Запропоновано трактувати методику загартовування як структуровану систему взаємопов'язаних прийомів, яка гармонійно поєднує доказову ефективність класичних засобів із педагогічно обґрунтованими нетрадиційними практиками. Результати дослідження мають практичне значення для розроблення адаптованих освітньо-оздоровчих програм, оновлення методичного забезпечення закладів освіти та формування стійкої культури здоров'язбереження серед підростаючого покоління.

Ключові слова: загартовування дітей; традиційні та нетрадиційні методи; фізичне виховання; здоров'язбережувальні технології; терморегуляція; оздоровча методика.

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TRADITIONAL AND NON-TRADITIONAL APPROACHES TO CHILDREN'S HARDENING IN THE DIMENSION OF UKRAINIAN AND FOREIGN SCIENTIFIC DISCOURSE

Abstract. The article explores traditional and non-traditional approaches to hardening children in the context of modern Ukrainian and foreign scientific discourse. The purpose of the work is to systematize methods of natural health promotion, substantiate key pedagogical principles of their application, and form a holistic scientific and methodological vision of the hardening method using physical culture. Based on the analysis of domestic and international sources, the physiological mechanisms of adaptation of the child's body to the effects of atmospheric air, water, and solar radiation are highlighted, and the potential of such practices as walking barefoot on different surfaces, salt treatments, and guided games in the fresh air is revealed.

Special attention is paid to the contradiction between the desire to intensify health-improving effects and the need to adhere to the principles of safety, gradualness, systematicity, comprehensiveness, and individualization. It is proven that age-related features of thermoregulation and the ratio of body surface area to mass cause children to be more sensitive to hypothermia, which requires careful medical and pedagogical support and avoidance of extreme practices without prior adaptation.

It is generalized that a sustainable health effect is formed not by one-time effects, but by daily, year-round integration of procedures into the daily routine, combining them with physical activity and the formation of positive psycho-emotional motivation.

It is proposed to interpret the hardening method as a structured system of interconnected techniques that harmoniously combines the proven effectiveness of classical means with pedagogically justified non-traditional practices. The results of the study have practical significance for the development of adapted educational and health programs, updating the methodological support of educational institutions and forming a sustainable culture of health preservation among the younger generation.

Keywords: hardening of children; traditional and non-traditional methods; physical education; health-preserving technologies; thermoregulation; health-improving techniques..

Постановка проблеми У сучасних умовах зростання частоти соматичної та респіраторної захворюваності серед дітей, зниження рівня рухової активності та трансформації умов довкілля питання природного зміцнення здоров'я набуває стратегічного значення для системи освіти та громадської охорони здоров'я. Загартовування, як один із найефективніших та найбільш фізіологічно обґрунтованих засобів формування стійкості організму до несприятливих температурних та екологічних чинників, залишається пріоритетним напрямом фізкультурно-оздоровчої роботи. Сьогодні науково-практичний дискурс демонструє розширення арсеналу загартовувальних впливів: від традиційних повітряних, водних та сонячних процедур до нетрадиційних практик (ходіння босоніж по різних поверхнях, сольове загартовування, дозоване перебування в умовах прохолоди чи спеки).

Водночас спостерігається розрив між теоретичними обґрунтуваннями, представленими у вітчизняних та зарубіжних джерелах, і практичною реалізацією цих підходів у закладах освіти. Багато методичних рекомендацій носять фрагментарний характер, не враховують сучасні дані про вікові особливості терморегуляції дітей, психологічну готовність до процедур та необхідність інтеграції загартовування у повсякденний режим. Актуальність дослідження зумовлена потребою у науковому узагальненні, систематизації та методичному забезпеченні загартовувальних впливів, які поєднують доказову ефективність, безпеку, поступовість та індивідуалізацію, а також сприяють формуванню стійкої позитивної мотивації дітей до оздоровчої активності.

Аналіз науково-методичної літератури засвідчує, що попри численні дослідження впливу природних чинників на дитячий організм, у фаховому середовищі остаточно не сформовано єдиного тлумачення категорії «методика загартовування засобами фізичної культури». Існує суттєва суперечність між прагненням до посилення оздоровчого ефекту через використання інтенсивних або нетрадиційних подразників та необхідністю дотримання фундаментальних принципів безпеки, поступовості, систематичності та медико-педагогічного супроводу.

На практиці це проявляється у двох протилежних тенденціях: з одного боку, ігноруванні нетрадиційних методів або їхньому неконтрольованому застосуванні без урахування вікових фізіологічних обмежень та психоемоційного стану дитини; з іншого – фрагментарному використанні

традиційних засобів (повітряних ванн, провітрювання, прогулянок) поза цілісною системою оздоровчої роботи. Як зазначають дослідники, діти через особливості співвідношення площі поверхні тіла до маси швидше втрачають тепло і не завжди вчасно розпізнають сигнали переохолодження, що робить екстремальні або надмірно інтенсивні практики небезпечними без попередньої адаптації та контролю.

У цьому контексті виникає науково-практична проблема методичного обґрунтування та структурної організації цілісної системи загартовування дітей, яка гармонійно інтегрує традиційні та нетрадиційні підходи, базується на доказах ефективності та безпеки, враховує вікові, фізіологічні та психологічні особливості організму, а також забезпечує поступову адаптацію без ризику переохолодження чи стресового реагування.

Аналіз останніх досліджень і публікацій. Проблема зміцнення здоров'я дітей засобами загартовування перебуває у полі зору вітчизняних і зарубіжних учених, педагогів, лікарів та фахівців з фізичного виховання. Останніми роками спостерігається зростання кількості емпіричних досліджень і оглядів, присвячених як класичним природним чинникам (повітря, вода, сонячне випромінювання), так і інноваційним, нетрадиційним підходам до оздоровчої роботи.

Значний науковий доробок у галузі традиційного загартовування належить дослідженням, що підтверджують фізіологічну та педагогічну доцільність повітряних, водних і сонячних процедур. Зокрема, І. Ляхова обґрунтовує необхідність поєднання холодних повітряних ванн (за температури нижче 0 °С) із енергійними руховими вправами для запобігання переохолодженню, наголошуючи на обов'язковому розтиранні тіла та теплій водній процедурі після сеансу [4]. У зарубіжному дискурсі R. Larouche зі співавторами доводять прямий зв'язок між тривалістю перебування на свіжому повітрі та рівнем фізичної активності, соціально-когнітивним розвитком і здоров'ям зору дітей [12]. Аналогічні висновки підтверджує систематичний огляд N. Taylor, який визначає прогулянки, ігри на відкритому повітрі та організацію середовища як базові, а не допоміжні компоненти фізкультурно-оздоровчої роботи [14].

Окремий науковий інтерес викликають нетрадиційні підходи, зокрема ходіння босоніж та сольове загартовування. X. Chen та K. Hollander зі співавторами досліджують вплив відмови від взуття на морфологію стопи, формування склепіння та сенсомоторний розвиток, обґрунтовуючи педагогічно безпечні форми короткочасного контакту з різними природними або спеціально підготовленими поверхнями [9]. Ці праці зміщують акцент із суто температурного подразнення на комплексний фізіологічний та руховий вплив, що сприяє природній адаптації.

Водночас у науковому середовищі посилюється увага до ризиків надмірного або неконтрольованого загартовування. Shao L. зі співавторами наголошують на фізіологічній особливості дітей – більшому співвідношенні площі поверхні тіла до маси, що зумовлює швидшу втрату тепла та недостатнє розпізнавання сигналів переохолодження [13]. Ці дані слугують науковим контраргументом проти екстремальних практик. У контексті організації середовища C. Boldemann та M. Brussoni зі співавторами обґрунтовують важливість керованого, педагогічно організованого простору з допустимим рівнем ризику, який сприяє здоров'ю без загрози травмування чи психоемоційного стресу [7]. Інструктивно-методичні матеріали МОН України також акцентують на необхідності системного провітрювання, регулювання режиму процедур та обов'язкового врахування стану здоров'я дитини [3].

Незважаючи на різноманітність підходів, переважна більшість дослідників (зокрема B. Knechtle зі співавторами) сходяться на необхідності розглядати загартовування не як сукупність ізольованих прийомів, а як цілісну систему, що ґрунтується на принципах поступовості, систематичності, індивідуалізації, комплексності та позитивного емоційного фону [11]. Водночас у науковому дискурсі остаточно не уніфіковано термінологічний апарат, зокрема співвідношення понять «засіб», «метод» та «методика» загартовування, а також відсутні чіткі алгоритми інтеграції нетрадиційних практик у повсякденний режим закладів освіти з урахуванням сучасних вимог безпеки та вікової специфіки терморегуляції.

Таким чином, аналіз останніх публікацій засвідчує наявність ґрунтовної емпіричної бази щодо традиційних та окремих нетрадиційних підходів, проте залишається дискусійним питання щодо їхньої оптимальної структуризації, педагогічного дозування та методичної адаптації до сучасних освітніх реалій. Це зумовлює необхідність подальшого наукового пошуку у напрямі створення цілісної, безпечної та доказово обґрунтованої системи загартовування засобами фізичної культури.

Мета статті полягає в аналізі та систематизації традиційних й нетрадиційних підходів до загартовування дітей у вітчизняному та зарубіжному науковому дискурсі, обґрунтуванні методичні принципи їх застосування (поступовість, систематичність, індивідуалізація, безпека, позитивний емоційний фон) та формуванні основ цілісного науково-методичного бачення методики загартовування засобами фізичної культури, адаптованої до вікових фізіологічних особливостей дитячого організму та вимог сучасної освітньо-оздоровчої практики.

Виклад основного матеріалу. Загартовування повітрям відоме з давніх-давен і вважається одним із найпростіших водночас вельми

ефективних методів збереження та зміцнення здоров'я. Шкіра разом із розміщеною в ній популяцією температурних рецепторів вирізняється високою чутливістю до коливань температури зовнішнього середовища. Об'єктивними показниками сприятливого впливу загартовувальних процедур виступають поліпшення загального самопочуття та апетиту, спокійний сон, підвищений емоційний тонус, стабільний рівний настрій, висока розумова й фізична працездатність, відсутність простудних захворювань, а також посилений інтерес до життя. Заходи, що гартують, дозволяють не лише зміцнити здоров'я, а й суттєво активізувати стійкість організму до впливу зовнішніх негативних факторів навколишнього середовища.

Систематичне дослідження N. Taylor та співавторів зазначає, що прогулянки, ігри на свіжому повітрі та організація простору є не допоміжними, а важливими компонентами фізкультурно-оздоровчої роботи [14]. Повітряні ванни за умови правильної організації загартовування виявляють сприятливу дію в різні пори року. Залежно від температурного діапазону їх поділяють на теплові (при температурі повітря від 30 до 20 °С), прохолодні (від 20 до 14 °С) та холодні (при температурі нижче 14 °С). Водночас дозування повітряних ванн не зводиться виключно до температурного параметра. Важливо також ураховувати вологість повітря та швидкість його руху. За підвищеної вологості та вітру інтенсивність охолодження організму зростає, тому тривалість перебування на повітрі, як правило, слід скорочувати.

R. Larouche зі співавторами зазначають, що більший час перебування надворі пов'язаний із фізичною активністю, соціальним і когнітивним розвитком, а також здоров'ям зору. Це джерело добре підходить для обґрунтування важливості щоденних прогулянок і природного рухового середовища [12]. Загартовування повітряними ваннами рекомендується розпочинати за температури 15–20 °С із тривалістю сеансу не більше 20–30 хвилин. Після того, як організм адаптується до прохолодного повітря, можна переходити до процедур при температурі 5–10 °С протягом 15–20 хвилин. На цьому етапі доцільно зупинитися, оскільки саме тут досягається максимальний оздоровчий фізичний ефект.

Таким чином, систематичне й методично виважене застосування повітряних ванн сприяє поступовому підвищенню резистентності організму, формуванню стійких адаптаційних механізмів і загальному зміцненню здоров'я. Такий підхід дозволяє уникнути переохолодження та забезпечити стале позитивне вплив на функціональний стан усіх систем організму.

Науковця І. Ляхова рекомендує застосовувати повітряні процедури за температури повітря нижче 0 °С із тривалістю дії 5–10 хвилин, обов'язково

поєднуючи їх з енергійними руховими вправами. Використання фізичних навантажень під час холодних повітряних процедур є абсолютно необхідним, оскільки воно запобігає переохолодженню організму. Після завершення процедури доцільно ретельно розтерти тіло махровим рушником і прийняти теплий душ [4]. Найбільш сприятливим часом для проведення повітряних ванн вважається ранковий період, зокрема під час виконання зарядки. Водночас повітряні процедури можна здійснювати й у вечірній час, але обов'язково не раніше ніж через 1–1,5 години після приймання їжі. Не менш ефективними є повітряні ванни, які проводяться в приміщенні. Їх організовують при відкритому вікні або фрамузі. При цьому режим загартовування в приміщенні залишається аналогічним до того, що застосовується на відкритому повітрі. Температура повітря в приміщенні може коливатися в межах 7–15 °С, а тривалість процедури — становити 10–20 хвилин. Дуже позитивний вплив на організм загалом і на дихальну систему зокрема справляє сон узимку при відкритій кватирці. У цьому контексті варто підкреслити, що спати необхідно завжди при відкритій кватирці незалежно від пори року. Свіже прохолодне повітря створює цілком комфортні умови для глибокого сну та ефективного відновлення сил організму. У методичних матеріалах щодо профілактики вірусних захворювань у закладах освіти також наголошується на необхідності регулярного провітрювання групових кімнат і використання наскрізного провітрювання за відсутності дітей .

Відтак систематичне застосування повітряних процедур у поєднанні з фізичною активністю та правильним вибором часу сприяє поступовому підвищенню адаптаційних можливостей організму, зміцненню терморегуляторних механізмів і загальному покращенню функціонального стану. Цей підхід забезпечує безпечне та ефективне загартовування, мінімізуючи ризики переохолодження та посилюючи природні захисні сили.

У підлітковому віці загартовування повітрям доцільно розпочинати за температури 16–18 °С із тривалістю процедури, що не перевищує 5–10 хвилин, із поступовим збільшенням цього часу до 25 хвилин. При цьому гранична температура повітря не повинна опускатися нижче 12 °С.

Загартовування організму водою є добре відомим і давно застосовуваним методом. Біологічний ефект водних процедур проявляється досить швидко, а його виразність є значно помітнішою. Це зумовлено тим, що вода порівняно з повітрям характеризується вищою теплоємністю та теплопровідністю, унаслідок чого спричиняє інтенсивніше охолодження організму, ніж повітряні ванни за тієї самої температури. Так, наприклад, за температури повітря 24 °С людина в оголеному вигляді відчуває цілковитий комфорт. Водночас перебування у воді такої самої температури викликає

відчуття прохолоди. Таким чином, водні процедури становлять сильніший засіб загартовування, ніж інші [6].

Таким чином, правильне застосування водних процедур у комплексі із повітряними ваннами дозволяє ефективно підвищувати резистентність організму підлітків до несприятливих факторів середовища, формувати стійкі адаптаційні механізми терморегуляції та зміцнювати загальний стан здоров'я. Цей підхід вимагає дотримання принципу поступовості та індивідуального контролю, що забезпечує безпеку й максимальну оздоровчу дію.

Провідним стимулом у досягненні позитивного ефекту загартовування є інтенсивність температурного подразнення, а не тривалість впливу чинника. Відповідно, тривалість водної процедури має бути тим коротшою, чим нижча температура води. Для загартовування застосовують прохолодну воду з температурою 24–16 °С та холодну воду — нижче 16 °С.

Особливим видом загартовування є адаптація до високих температур. Систематичний вплив високої температури вдосконалює функції терморегуляції за різних видів діяльності — як у стані спокою, так і під час фізичної чи розумової роботи. В організмі, адаптованому до умов високої температури, ефективніше працює система потовиділення, що зумовлює менш значне підвищення температури тіла. Відомо, що з потом виділяються мінеральні речовини та водорозчинні вітаміни. Однак загартовування сприяє зменшенню концентрації хлоридів у поті за високої температури, завдяки чому істотного порушення мінерального обміну не відбувається. Це явище можна пояснити вдосконаленням функції підшлункової залози, зокрема кори надниркових залоз, які регулюють водно-сольовий обмін в організмі. Менш виражені зміни спостерігаються в діяльності серцево-судинної системи. Так, наприклад, частота серцевих скорочень підвищується значно менше, ніж у неадаптованого організму. Аналогічно менш помітні зрушення реєструються і в діяльності дихальної системи. Підготовлені особи добре переносять загальне перегрівання організму, коли температура тіла досягає 40 °С і вище, без серйозних порушень стану здоров'я [1].

Таким чином, систематична адаптація до високих температур розширює функціональні можливості терморегуляторних механізмів, підвищує економічність фізіологічних реакцій і сприяє загальному зміцненню адаптаційного потенціалу людини в умовах несприятливих кліматичних впливів.

Загартовування організму доцільно розглядати у тісному взаємозв'язку з систематичним виконанням різних фізичних вправ. Однією з таких форм рухової активності є ранкова гімнастика. Її комплекс, як правило, охоплює три взаємопов'язані частини: підготовчу розминку, основний блок

вправ і завершальний етап. У процесі розминки дитина поступово активізує організм шляхом переступання з ноги на ногу, нетривалого бігу, махових рухів руками й ногами. Водночас вихователь має попередньо продемонструвати запропоновані рухові дії, щоб дитина могла надалі виконувати їх самостійно та правильно. Основний комплекс варто формувати з вправ для рук і плечового пояса, ніг, тулуба, а також вправ на розтягування. У разі наявності в дитини порушень стану здоров'я доцільним є застосування лікувальної фізичної культури як системи спеціально дібраних фізичних і дихальних вправ. Для коректного визначення такого комплексу необхідна консультація лікаря. Важливим доповненням до оздоровчої рухової діяльності залишаються рухливі ігри [30].

У цьому контексті дослідження M. Tremblay зі співаторами теоретично обґрунтовує важливість активної, самостійної та помірно ризикованої гри для здоров'я, рухового розвитку й соціалізації дітей [15]. За слушним науково-практичним зауваженням МОН України, лише чисте й свіже повітря здатне забезпечити організм необхідною кількістю кисню, що є важливою умовою повноцінного фізичного розвитку дитини [3]. M. Brussoni зі співавторами досліджує зв'язок між активною грою на відкритому повітрі, певним рівнем допустимого ризику та здоров'ям дітей.

Вчені не виправдовують використання небезпечних практик, а аргументують важливість керованого, безпечного, педагогічно організованого ігрового простору як частини оздоровчої діяльності [8].

У цьому контексті загартовування повітрям доцільно розглядати як один із доступних і водночас ефективних оздоровчих засобів. До його основних форм належать систематичні прогулянки на свіжому повітрі незалежно від пори року та погодних умов, прийняття повітряних ванн, сон на свіжому повітрі, а також ходіння босоніж різними природними або спеціально підготовленими поверхнями [1; 2].. Подібний підхід узгоджується з інструктивно-методичними рекомендаціями МОН України, де серед традиційних засобів загартування повітрям названо повітряні ванни, прогулянки та сон на свіжому повітрі .

З позиції оздоровчої педагогіки одним із важливих природних чинників загартовування дитячого організму є дозоване використання сонячного випромінювання. Сонячні ванни сприяють активізації обмінних процесів, позитивно впливають на функціональний стан організму та пов'язані з утворенням вітаміну D, який бере участь у регуляції засвоєння кальцію і фосфору, особливо необхідних організму дитини в період інтенсивного росту. Водночас перебування на сонці має не лише загальнозміцнювальне, а й адаптаційне значення, оскільки за умов правильного дозування сприяє кращій переносимості теплового впливу.

Вчений C. Boldemann зі співаторами дійшли висновку, що просторі дошкільні майданчики з деревами, кущами та нерівним рельєфом стимулюють фізичну активність і водночас забезпечують природний захист від надмірного сонячного випромінювання. Це джерело доцільно використати в підрозділі про прогулянки, перебування на відкритому повітрі та сонячні ванни [7].

Разом із тим сонячні ванни не можна розглядати як процедуру, що не потребує обмежень. Надмірне перебування дитини під прямим сонячним промінням може спричинити погіршення самопочуття, млявість, головний біль, порушення сну або ознаки перегрівання. Саме тому під час проведення таких процедур необхідно постійно контролювати стан дитини, її поведінку, колір шкіри, рівень активності та наявність скарг на дискомфорт. У методичних рекомендаціях із загартування дітей також наголошується, що сонячні ванни бажано проводити вранці або ближче до вечора, після попередньої підготовки організму повітряними ваннами, а перебування на сонці має бути поступовим і контрольованим .

Поряд із традиційними засобами загартовування, до яких належать прогулянки на свіжому повітрі, повітряні й сонячні ванни, водні процедури та купання, певний науково-практичний інтерес становлять окремі нетрадиційні методи, описані в методичних матеріалах із фізичного виховання дітей дошкільного віку. Вони передбачають використання незвичних для повсякденної практики подразників природного середовища, зокрема короткочасного контакту стоп або окремих ділянок тіла з прохолодною поверхнею, водою чи іншими природними чинниками. Однак такі методи не мають розглядатися як обов'язкові або універсальні, оскільки їх застосування потребує поступовості, систематичності, попередньої підготовки організму, урахування стану здоров'я дитини та медико-педагогічного супроводу. У сучасних матеріалах із питань загартування наголошується на принципах поступовості, регулярності, індивідуального дозування та контролю за самопочуттям дітей .

Так, X. Chen обґрунтовує вплив такого нетрадиційного підходу, як ходіння босоніж. У його праці розглянуто вплив взуття на розвиток стопи та ходу дітей. Ходіння босоніж вчені розглядають не лише як температурний подразник, а й як чинник сенсомоторного розвитку, формування стопи й природної рухової активності [9]. K. Hollander та співавтори досліджують дітей і підлітків, які зростали переважно босоніж або у взутті, та показують відмінності у морфології стопи й розвитку склепіння, обґрунтовуючи педагогічно безпечну форму «нетрадиційного» загартовування — короткочасного ходіння босоніж по безпечних поверхнях [10]. До відносно м'яких нетрадиційних способів загартовування можна зарахувати ходіння

босоніж по різних поверхнях. Його оздоровчий потенціал пов'язаний із поєднанням помірного температурного впливу, механічного подразнення рецепторів стопи та активізації рухової діяльності. Головною умовою використання цього методу є не інтенсивність впливу, а поступове збільшення тривалості процедури. Розпочинати її доцільно з короткочасного ходіння босоніж у кімнаті, наприклад упродовж однієї хвилини. Надалі, за умови відсутності негативної реакції, тривалість можна поступово збільшувати, орієнтовно на одну хвилину щотижня, доводячи її до 10 хвилин щоденно. При цьому необхідно стежити, щоб підлога або інша поверхня була чистою, безпечною, не надто холодною та не створювала ризику травмування.

Окремої уваги заслуговує так зване сольове загартовування, яке в окремих дошкільних практиках використовується після денного сну. Його суть полягає у короткочасному ходінні босоніж по фланелевому або іншому м'якому килимку, змоченому слабким сольовим розчином. У наведеній методиці йдеться про використання 10 % розчину кухонної солі та тривалість процедури близько двох хвилин. Після цього дитина переходить на другий килимок, де зі стоп знімаються залишки солі, а потім на третій, сухий, килимок, яким ноги витираються насухо. Перед виконанням такої процедури доцільно попередньо активізувати кровообіг у стопах за допомогою легкого масажу або нескладних рухових вправ. Водночас цей метод слід застосовувати лише за відсутності подразнень шкіри, мікротравм, алергічних реакцій або інших протипоказань.

Таким чином, сонячні ванни, ходіння босоніж і сольове загартовування можуть бути складниками оздоровчої роботи з дітьми дошкільного віку лише за умови дотримання принципів безпечності, поступовості, систематичності та індивідуального підходу. Особливої обережності потребують методи, пов'язані з різким температурним впливом, оскільки організм дитини дошкільного віку має вікові особливості терморегуляції. Тому педагогічно доцільним є не максимальне посилення подразника, а створення таких умов, за яких загартовування сприятиме зміцненню здоров'я, формуванню адаптаційних можливостей і позитивного ставлення дитини до оздоровчої рухової діяльності [5].

Досягнення оздоровчого ефекту загартовувальних процедур можливе лише за умови дотримання науково обґрунтованої методики їх організації та проведення. Її основу становлять фізіологічні й психолого-педагогічні закономірності адаптації організму до впливу природних чинників, зокрема повітря, води й сонячного випромінювання. У цьому контексті важливо підкреслити, що стійкість адаптаційних реакцій формується не одноразовим або епізодичним впливом, а завдяки систематичному повторенню процедур,

поступовому підвищенню їх інтенсивності та позитивному емоційному ставленню дитини до оздоровчої діяльності. Саме тому загартовування доцільно проводити щоденно, упродовж усього року, незалежно від сезону, але з обов'язковим урахуванням погодних умов, стану здоров'я та вікових особливостей дитини.

Методи загартовування можуть бути різноманітними, однак їх застосування має підпорядковуватися єдиним методичним принципам. Передусім ідеться про систематичність, поступовість, послідовність, комплексність, індивідуалізацію та безпечність процедур. У сучасних методичних матеріалах із загартування дітей дошкільного віку також наголошується, що ефективність такої роботи забезпечується регулярністю, поступовим нарощуванням впливу, емоційно сприятливим фоном і врахуванням індивідуальних особливостей дитини . Отже, загартовування не може бути випадковим елементом режиму дня; воно має становити цілісну систему оздоровчих впливів, органічно інтегровану в повсякденну життєдіяльність дитини.

Саме тому Shao L. та співавтори наголошують на ризиках перебування дітей у холодному зовнішньому середовищі. Автори зазначають, що діти швидше втрачають тепло через більшу площу поверхні тіла відносно маси, а також не завжди вчасно розпізнають сигнали охолодження, зокрема біль або оніміння. Це джерело доцільно використати як контраргумент проти надмірного захоплення екстремальними нетрадиційними методами загартовування [13].

Узагальнення наукових праць і розглянутих підходів дає підстави стверджувати, що у фаховому середовищі остаточно не сформовано єдине тлумачення категорії «методика» загартування засобами фізичної культури. Переважна кількість учених наголошує на доцільності розрізнення понять «засіб» і «метод» зазначених процедур. Водночас кожен автор рекомендує застосовувати не поодинокі прийоми, а їхню системну комбінацію, що дозволяє підтримати позицію B. Knechtle зі співавторами, котрі пропонують трактувати методику загартування організму людини засобами фізкультури як цілісну систему прийомів, спрямованих на реалізацію окреслених завдань, розглядаючи загартовувальний ефект не як результат одноразового впливу, а як наслідок регулярної, поступової та контрольованої адаптації організму [11]. У цьому контексті варто зазначити, що методика загартування дітей дошкільного віку засобами фізичної культури являє собою структурований набір оздоровчих засобів і прийомів, серед яких дослідники вирізняють сонячні й повітряні ванни, пересування без взуття різними покриттями, провітрювання кімнат під час активного стану та відпочинку, відвідування парильних процедур, гігієнічний душ, вологі

обтирання, водні обливання, активні ігри тощо. До базових загартувальних факторів традиційно зараховують природні стихії, зокрема воду, атмосферне повітря, сонячне випромінювання, що забезпечують сталий оздоровчий вплив у дошкільному віці.

Загартовувальний ефект має формуватися поступово й послідовно. Надмірна інтенсивність температурного, водного або сонячного впливу, особливо за відсутності попередньої підготовки, може не лише знизити очікуваний оздоровчий результат, а й завдати шкоди здоров'ю дитини. З огляду на це добір інтенсивності, тривалості та частоти процедур повинен здійснюватися з урахуванням індивідуальних характеристик організму. До таких характеристик належать вік, стать, загальний стан здоров'я, рівень фізичного розвитку, функціональна готовність організму, особливості терморегуляції, частота захворювань і загальна опірність до несприятливих чинників зовнішнього середовища. У методичних рекомендаціях також підкреслюється, що загартовування варто розпочинати лише тоді, коли дитина здорова, а самі процедури мають проводитися регулярно, систематично та з поступовим посиленням їх дії .

Важливою умовою результативності загартовування є наближення умов його проведення до природного середовища життєдіяльності дитини. Це означає, що оздоровчі процедури не повинні штучно відриватися від режиму дня, прогулянок, рухової активності, ігор, сну, гігієнічних процедур та інших звичних форм дитячої діяльності. Такий підхід забезпечує не лише фізіологічну адаптацію, а й поступове формування позитивного досвіду взаємодії з природними чинниками. Саме тому повітряні ванни, прогулянки, провітрювання приміщень, водні процедури, рухливі ігри на свіжому повітрі та дозоване перебування на сонці доцільно розглядати не як ізольовані заходи, а як взаємопов'язані компоненти цілісної системи фізкультурно-оздоровчої роботи.

Успішність загартовування залежить не лише від правильності методики, а й від ставлення самої дитини до відповідних процедур. Позитивний емоційний фон, відсутність страху, примусу чи дискомфорту є важливими умовами формування стійкої мотивації до оздоровчої активності.

На початкових етапах загартовувальні процедури можуть викликати певне напруження, незвичні відчуття або емоційний спротив, тому завдання дорослого полягає в тому, щоб організувати їх поступово, у доброзичливій атмосфері, з урахуванням настрою та самопочуття дитини. У практичних матеріалах із загартування дітей дошкільного віку наголошується, що процедури мають проводитися без страху та негативних переживань, а також із урахуванням індивідуальних особливостей дитини . Отже,

психологічна готовність і позитивне ставлення до загартовування є не другорядною, а суттєвою умовою його ефективності.

Підсумовуючи викладене, можна дійти висновку, що основними природними засобами загартовування є повітря, вода і сонце, а методи їх застосування вирізняються значною різноманітністю. До них належать прогулянки на свіжому повітрі, регулярне провітрювання приміщень, повітряні ванни, обтирання, обливання, ножні ванни, купання у відкритих водоймах, прийняття сонячних ванн, ходіння босоніж та інші форми оздоровчої активності. У науково-практичному аспекті сукупність цих засобів і способів їх використання доцільно розглядати як методику загартовування засобами фізичної культури. Її застосування може сприяти поліпшенню фізичного стану дитини, підвищенню адаптаційних можливостей організму, зміцненню захисних механізмів і формуванню стійкої звички до здорового способу життя. Водночас обов'язковою умовою залишається уважне спостереження за самопочуттям дітей, їхньою реакцією на процедури та здатністю безпечно переносити відповідні оздоровчі впливи.

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ЦИФРОВІ ТЕХНОЛОГІЇ ЯК ЧИННИК ФОРМУВАННЯ НАВЧАЛЬНОЇ МОТИВАЦІЇ ЗДОБУВАЧІВ ПРОФЕСІЙНОЇ ОСВІТИ

Анотація. Сучасний етап розвитку професійної освіти характеризується активною цифровою трансформацією освітнього середовища та впровадженням цифрових технологій у всі сфери навчального процесу. Використання LMS -платформ, мультимедійного контенту, цифрових симуляцій, хмарних сервісів, гейміфікованих інструментів і технологій штучного інтелекту змінює не лише організацію освітньої діяльності, а й механізми формування навчальної мотивації здобувачів освіти. За сучасних умов особливого значення набуває проблема педагогічно обґрунтованого використання цифрових технологій у професійній освіті, оскільки саме мотиваційна залученість студентів значною мірою визначає результативність професійної підготовки.

Навчальна мотивація у системі професійної освіти формується під впливом багатьох чинників, серед яких важливу роль відіграють автономія здобувача освіти, усвідомлення практичної цінності навчання, можливість професійної самореалізації та переживання власної компетентності. Цифрові технології створюють умови для персоналізації навчання, підвищення інтерактивності освітнього процесу, організації оперативного зворотного зв'язку та інтеграції навчальної діяльності з майбутнім професійним середовищем.

Зазначено, що ефективність цифрового освітнього середовища залежить не лише від технічного забезпечення, а й від педагогічного проєктування освітнього процесу, цифрової компетентності викладача та здатності інтегрувати цифрові інструменти у професійно орієнтовану

діяльність здобувачів освіти. Обґрунтовано, що педагогічно доцільне використання цифрових технологій сприяє підвищенню навчальної мотивації, самостійності, пізнавальної активності та професійного самовизначення здобувачів професійної освіти.

Ключові слова: цифрові технології; навчальна мотивація; професійна освіта; цифрове освітнє середовище; гейміфікація; цифрова компетентність; змішане навчання.

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DIGITAL TECHNOLOGIES AS A FACTOR IN THE FORMATION OF LEARNING MOTIVATION AMONG VOCATIONAL EDUCATION STUDENTS

Abstract. The current stage of vocational education development is characterized by the active digital transformation of the educational environment and the integration of digital technologies into all spheres of the learning process. The use of LMS platforms, multimedia content, digital simulations, cloud services, gamified tools, and artificial intelligence technologies changes not only the organization of educational activities but also the mechanisms of forming students' learning motivation.

Under modern conditions, the issue of pedagogically grounded use of digital technologies in vocational education becomes especially important, since students' motivational engagement largely determines the effectiveness of professional training.

Learning motivation in the system of vocational education is formed under the influence of numerous factors, among which learner autonomy, awareness of the practical value of education, opportunities for professional self-realization, and the experience of personal competence play a significant role. Digital technologies create conditions for personalized learning, increased interactivity of the educational process, prompt feedback, and the integration of educational activities with the future professional environment.

It is emphasized that the effectiveness of the digital educational environment depends not only on technological support but also on pedagogical design of the educational process, teachers' digital competence, and their ability to integrate digital tools into professionally oriented learning activities. It is substantiated that pedagogically appropriate use of digital technologies contributes to increasing learning motivation, independence, cognitive activity, and professional self-determination among vocational education students.

Keywords: digital technologies; learning motivation; vocational education; digital educational environment; gamification; digital competence; blended learning.

Постановка проблеми. Цифрова трансформація освіти вже не є факультативним напрямом модернізації, а стала базовою умовою функціонування сучасної освітньої системи. На рівні європейської політики цифрова освіта розглядається як інструмент підвищення якості, інклюзивності, доступності та стійкості освітніх систем, а в Україні ця логіка додатково підсилюється оновленням законодавства про освіту і професійну освіту. За таких умов особливого значення набуває питання не лише технологічного забезпечення освітнього процесу, а й того, як саме цифрові інструменти впливають на навчальну мотивацію здобувачів професійної освіти, для яких практична спрямованість навчання, зв'язок зі світом праці та відчуття професійної значущості є визначальними [1; 2; 13].

Навчальна мотивація в системі професійної освіти є складним багаторівневим утворенням, що поєднує пізнавальний інтерес, прагнення досягнення, професійне самовизначення, переживання компетентності та очікування практичної корисності навчання. Освітня практика переконливо демонструє, що сам факт використання цифрового сервісу не гарантує підвищення мотивації. Навпаки, педагогічно невмотивована цифровізація може перетворюватися на чинник перевантаження, фрагментації уваги та зниження внутрішньої зацікавленості. Саме тому проблема потребує не технократичного, а педагогічного тлумачення .

Аналіз останніх досліджень і публікацій. Теоретичний фундамент статті становлять праці Е. Десі та Р. Раяна про внутрішню і зовнішню мотивацію, А. Бандури про самоефективність, Б. Циммермана про саморегуляцію навчальної діяльності, а також С. Хіді та К. Реннінгер щодо фаз розвитку інтересу. Для інтерпретації цифрового виміру використано підходи Р. Майєра, Д. Гаррісона, П. Мішри та М. Келера, Х. Бітем і Р. Шарп, Г. Велетсіаноса та європейську рамку цифрової компетентності педагога DigCompEdu. У вітчизняному контексті важливими є публікації, присвячені

цифровізації освіти, змішаному навчанню, штучному інтелекту в професійній освіті та сучасним цифровим інструментам як чинникам навчальної активності [3; 4; 5; 6].

Попри значну кількість праць, зберігається кілька невирішених аспектів.

По-перше, у багатьох роботах цифрові технології аналізуються переважно як інфраструктурні або організаційні інструменти, а не як специфічні мотиваційні механізми.

По-друге, проблема часто досліджується в контексті вищої або загальної середньої освіти, тоді як для професійної освіти важливо враховувати практичну підготовку, виробничі симуляції, проєктні форми роботи та ранню професійну ідентифікацію.

По-третє, недостатньо розкрито, як цифрове середовище закладу стає не сукупністю платформ, а саме цілісним педагогічним ресурсом [8; 9].

Мета статті полягає у теоретичному обґрунтуванні педагогічного потенціалу цифрових технологій у формуванні навчальної мотивації здобувачів професійної освіти та у визначенні тих педагогічних умов, за яких цифрове освітнє середовище підсилює внутрішню мотивацію, самостійність, залученість і професійне самовизначення здобувачів освіти.

Виклад основного матеріалу. У системі професійної освіти особливого значення набувають цифрові технології, що забезпечують не лише доступ до освітніх ресурсів, а й формують стійку навчальну мотивацію здобувачів освіти.

Найбільш доцільними для сучасного освітнього середовища є LMS і платформи змішаного навчання, мультимедійний та інтерактивний контент, цифрові симуляції й тренажери, хмарні сервіси для спільної роботи, гейміфіковані інструменти, засоби формувального оцінювання та освітньої аналітики, а також ШВІ-асистенти.

Використання зазначених технологій дає змогу перейти від формального засвоєння навчального матеріалу до активної взаємодії здобувачів освіти з цифровим освітнім середовищем [7; 8].

Кожна із зазначених груп цифрових технологій виконує окрему педагогічну функцію у формуванні навчальної мотивації. Зокрема, платформи дистанційного та змішаного навчання забезпечують гнучкість і персоналізацію освітнього процесу; мультимедійний контент сприяє підвищенню емоційної залученості студентів; цифрові симуляції дозволяють моделювати професійні ситуації; гейміфікація активізує пізнавальний інтерес та підтримує внутрішню мотивацію; а засоби освітньої аналітики забезпечують оперативний зворотний зв’язок і можливість відстеження індивідуального прогресу здобувачів освіти [16; 17].

Таблиця 1.

Узагальнена класифікація цифрових технологій у професійній освіті та їх мотиваційний потенціал.

Група технологій	Провідна педагогічна функція	Мотиваційний ефект	Типові приклади
LMS та платформи змішаного навчання	Організація доступу, структурування курсу, керування темпом	Підтримка автономії, видимість прогресу, регулярний зворотний зв'язок	Moodle, Google Classroom, Microsoft Teams
Мультимедійний та інтерактивний контент	Наочність, пояснення складних операцій, активізація сприйняття	Підвищення інтересу, зменшення когнітивної напруги, посилення розуміння	Відео, інтерактивні презентації, інфографіка
Симуляції, тренажери, VR/AR	Безпечне відпрацювання дій і процедур	Зростання впевненості, переживання компетентності, зв'язок з професійною практикою	Віртуальні лабораторії, виробничі тренажери
Хмарні сервіси співпраці	Спільна діяльність, проєкти, комунікація	Потреба у взаємодії, відповідальність за спільний результат	Google Workspace, Miro, OneDrive
Гейміфіковані інструменти	Ігрові механіки, короткі цикли зворотного зв'язку	Ситуативний інтерес, емоційне залучення, підтримка активності	Kahoot!, Quizizz
Оцінювання та аналітика	Формувальне оцінювання, моніторинг досягнень	Відчуття поступу, корекція труднощів, зниження невизначеності	Google Forms, Gradebook, аналітика LMS
ШІ-асистенти	Індивідуалізована підтримка, пояснення, підказки	Зниження тривожності, персоналізація, швидке отримання допомоги	ChatGPT, Gemini та інші асистенти

Мотиваційний потенціал цифрових технологій розкривається через кілька ключових механізмів. Насамперед вони забезпечують доступність і безперервність освітнього процесу: здобувач освіти може повторно опрацьовувати навчальний матеріал, виконувати додаткові завдання та самостійно регулювати темп навчання, зберігаючи відчуття контролю над власною освітньою діяльністю. Крім того, цифрові інструменти роблять навчальний прогрес більш наочним завдяки системам оцінювання, накопиченню балів, проходженню модулів та аналітиці успішності. Це сприяє формуванню усвідомленої мотивації до досягнення результату [7; 12].

Важливого значення набуває поєднання цифрових технологій із реальним професійним контекстом. У системі професійної освіти особливо ефективними є моделювання виробничих ситуацій, цифрові кейси, професійно орієнтовані відеоматеріали, віртуальні тренажери та робота з

автентичними цифровими ресурсами галузі. За таких умов технологія перестає бути лише допоміжним інструментом навчання і перетворюється на засіб інтеграції освітнього процесу з майбутньою професійною діяльністю. Це підвищує усвідомлення практичної цінності навчання та позитивно впливає на мотивацію здобувачів освіти [14].

Цифрові технології доцільно розглядати не ізольовано, а як складники цілісного цифрового освітнього середовища. Таке середовище охоплює не лише технічну інфраструктуру, а й педагогічне проєктування змісту навчання, організацію комунікації, систему оцінювання та роль педагога в освітньому процесі. За відсутності педагогічно продуманого сценарію навіть сучасна технологічна база не забезпечує належного мотиваційного ефекту [10; 11].

Таблиця 2.

Компоненти цифрового освітнього середовища та їх мотиваційні функції

Компонент середовища	Зміст	Мотиваційна функція	Педагогічна умова ефективності
Технологічно - інфраструктурний	LMS, мережа, обладнання, доступ до ресурсів	Зниження бар'єрів входу, стабільність участі	Надійний доступ і простота навігації
Змістово -ресурсний	Цифровий контент, кейси, симуляції, бази завдань	Інтерес, наочність, зв'язок із професією	Відповідність змісту професійній підготовці
Комунікативн-інтерактивний	Форуми, чати, відеозустрічі, спільні простори	Пов'язаність, підтримка, колективна участь	Регулярна педагогічна присутність
Оцінювально - аналітичний	Формувальне оцінювання, дашборди прогресу, портфоліо	Переживання компетентності, бачення поступу	Своєчасний і конструктивний зворотний зв'язок
Педагогічно - методичний	Сценарії занять, завдання, маршрути, інструкції	Перетворення технології на мотиваційний ресурс	Висока цифрова та дидактична компетентність педагога

Центральною фігурою в умовах цифрового освітнього середовища залишається педагог. Європейська рамка DigCompEdu визначає цифрову компетентність викладача не лише як технічне володіння цифровими сервісами, а як здатність ефективно використовувати цифрові ресурси у викладанні, оцінюванні, підтримці здобувачів освіти та розвитку їхньої цифрової компетентності [9]. У свою чергу модель TPACK акцентує увагу на необхідності поєднання предметних, педагогічних і технологічних знань. Саме тому ефективність використання цифрових інструментів значною

мірою залежить від педагогічного проєктування освітнього процесу та професійної майстерності викладача.

Для професійної освіти особливо важливими є такі педагогічні умови ефективного використання цифрових технологій, як поєднання цифрових інструментів із практичними професійними завданнями, підтримка автономії здобувачів освіти, постійний формувальний зворотний зв'язок та інтеграція індивідуальної й колективної цифрової діяльності. За таких умов цифрові технології виконують не декоративну, а мотиваційно-розвивальну функцію, сприяючи підвищенню залученості, самостійності та наполегливості студентів у навчальному процесі [15].

Окремої уваги потребує використання ШІ-асистентів в освітньому середовищі. Сучасні міжнародні підходи до цифровізації освіти наголошують на необхідності людиноцентричного та етичного використання технологій, орієнтованого на підтримку критичного мислення, автономії та відповідальності здобувачів освіти [8]. У системі професійної освіти технології штучного інтелекту можуть забезпечувати персоналізовані пояснення, оперативний зворотний зв'язок і підтримку навчальної діяльності, однак вони не повинні замінювати педагогічну взаємодію та практичний професійний досвід.

Висновки. Цифрові технології в системі професійної освіти мають значний педагогічний потенціал для формування навчальної мотивації здобувачів освіти, проте його реалізація можлива лише за умов педагогічно обґрунтованого використання цифрових інструментів. Важливими мотиваційними механізмами є підтримка автономії студентів, формування переживання компетентності, забезпечення видимості навчального прогресу, організація комунікативної та проєктної взаємодії, а також наближення освітнього процесу до реального професійного середовища.

Цифрове освітнє середовище доцільно розглядати як цілісний педагогічний ресурс, що поєднує технологічну інфраструктуру, зміст навчання, комунікацію, оцінювання та педагогічне проєктування. Саме системний підхід до використання цифрових технологій сприяє підвищенню пізнавального інтересу, навчальної активності, самостійності та професійного самовизначення здобувачів професійної освіти.

Визначальним чинником ефективності цифрового освітнього середовища є цифрова компетентність педагога та його здатність інтегрувати цифрові технології у логіку реального освітнього процесу відповідно до професійних потреб і мотиваційних особливостей здобувачів освіти [9].

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ДО ПИТАННЯ СТВОРЕННЯ STEM-ОРІЄНТОВАНОГО СЕРЕДОВИЩА НА УРОКАХ УКРАЇНСЬКОЇ МОВИ

Анотація. У статті досліджено питання створення STEM-орієнтованого середовища на уроках української мови. Закцентовано, що під час різних форм підвищення кваліфікації вчителів у системі післядипломної педагогічної освіти (науково-практичні семінари, круглі столи, майстер-класи, тренінги, панельні дискусії, хакатони, воркшопи, презентації досвіду тощо) варто організовувати роботу на засадах диференційованого підходу, що враховує індивідуальні запити, досвід та потенціал кожного педагога.

Визначено практичний інструментарій для розвитку компетенцій учителя-філолога щодо створення STEM-орієнтованого контенту, конкретизовано підходи до розробки дидактичного матеріалу на засадах STEM-освіти, що сприятиме вдосконаленню вміння педагога адаптувати науково-популярні тексти та медіатексти для потреб сучасної школи.

Доведено, що використання STEM-орієнтованих текстів дозволяє одночасно розвивати в учнів як предметні філологічні вміння, так і STEM-компетентності: науково-природничу грамотність, екологічне мислення, інженерно-конструкторські навички та цифрову грамотність. Поєднання лінгвістичних завдань із прикладними науково-технічними кейсами сприяє формуванню цілісної світоглядної парадигми учнів. Мова починає сприйматися учнівством не як набір правил, а як інструмент наукової комунікації та аналізу даних.

Наведено приклади STEM-орієнтованих вправ для уроків української мови. Добір таких завдань під час тренінгів для вчителів з означеної теми стає стартовим майданчиком для творчого саморозвитку педагога, що зрештою веде до якісного підвищення його предметно-методичної компетентності (створення авторських завдань).

Сформульовано висновок, що ключовою умовою успішної STEM-інтеграції є готовність вчителя-філолога до постійного вдосконалення предметно-методичної компетентності. Система післядипломної освіти має

фокусуватися на розвитку вмінь педагогів самостійно добирати STEM-орієнтовані тексти та конструювати до них багаторівневі дослідницькі завдання.

Ключові слова: STEM, інтеграція, викладання української мови та літератури, післядипломна педагогічна освіта.

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TOWARDS THE ISSUE OF CREATING A STEM-ORIENTED ENVIRONMENT IN UKRAINIAN LANGUAGE CLASSES

Abstract. This article explores the development of a STEM-oriented environment within Ukrainian language instruction. It emphasizes that professional development programs in postgraduate pedagogical education (including scientific seminars, roundtables, workshops, hackathons, and experience sharing) should be structured around a differentiated approach that accounts for each educator's individual needs, experience, and potential.

The study identifies practical tools for enhancing a philology teacher's capacity to create STEM-oriented content. It specifically outlines approaches for developing didactic materials based on STEM principles, which help educators refine their skills in adapting popular science and media texts for the modern classroom.

The research demonstrates that using STEM-oriented texts allows for the simultaneous development of both subject-specific linguistic skills and core STEM competencies: scientific literacy, ecological thinking, engineering-design skills, and digital literacy. By combining linguistic tasks with applied scientific and technical case studies, students develop a holistic worldview. In this context, language is perceived not merely as a set of rules, but as an essential tool for scientific communication and data analysis.

The article provides examples of STEM-oriented exercises designed for Ukrainian language lessons. Incorporating such tasks into teacher training serves as a springboard for creative self-development, ultimately leading to a significant improvement in subject-specific and pedagogical competence, particularly in the creation of original instructional materials.

The author concludes that the readiness of philology teachers to continuously improve their professional competence is a vital condition for successful STEM integration. Postgraduate education systems should focus on

developing teachers' ability to independently select STEM-oriented texts and design multi-level research-based tasks around them.

Keywords: STEM, integration, teaching Ukrainian language and literature, postgraduate pedagogical education.

Постановка проблеми. Впровадження STEM-технологій є визначальним вектором розвитку освіти, що гарантує рівні можливості для всебічного розвитку особистості та еволюції інтелектуальної діяльності. Окрім того, цей підхід виступає механізмом реалізації концепції НУШ, модернізуючи дидактичну базу та принципи викладання згідно з викликами сучасності.

Майбутнє інноваційної освіти в Україні безпосередньо залежить від масштабу впровадження освітніх новацій, передусім STEM-підходів, у всіх її формах. Це зумовлює необхідність посилення інноваційного потенціалу підвищення кваліфікації в системі післядипломної педагогічної освіти, де ключовим фактором є готовність вчителів до постійного професійного самовдосконалення. Наразі система підвищення кваліфікації педагогів проходить через етап докорінної трансформації методів і форм навчання.

Аналіз останніх досліджень і публікацій. Практичні аспекти впровадження STEM в закладах загальної середньої освіти ґрунтовно досліджено в роботах українських науковців. Зокрема, шляхи впровадження STEM в закладах освіти України досліджують Кухарчук П., Пойда С., Адамович І. Ученими обґрунтовано механізми державного управління, що спрямовані на розвиток STEM-освіти в Україні, та визначено їхню роль у процесі реформування середньої школи на засадах НУШ [1].

Предметом наукового пошуку Василашко І., Булавської Л. є проблема формування професійної компетентності педагогічних працівників в умовах розвитку STEM-освіти. Дослідниці стверджують, що в умовах воєнного стану та трансформації освітньої моделі особливої актуальності набуває пошук дієвих механізмів реалізації концепції НУШ. Одним із таких стратегічних інструментів є STEM-освіта, що забезпечує комплексну модернізацію дидактичної бази та оновлення засад освітнього процесу згідно з викликами сучасності. Критично важливо, щоб обрані педагогами траєкторії професійного розвитку забезпечували реальний приріст компетентностей та якісне вдосконалення їхнього практичного інструментарію [2].

Яцина С. вивчає можливості реалізації інтегрованих міжпредметних зв’язків на уроках рідної мови в Новій українській школі. Авторка досліджує різновекторні моделі реалізації міжпредметної інтеграції в межах мовно-літературної освіти, що охоплюють синтез мовних компонентів із

математикою, природознавством, інформатикою та мистецтвом. Окрему увагу приділено взаємодії курсів української мови та літературного читання як фундаментальної основи гуманітарного розвитку [3].

Нами під час наукового пошуку проаналізовано аспекти формування STEM-орієнтованого освітнього простору на уроках української мови, а саме: визначено потенціал інтеграції мовно-літературної галузі з природничо-математичними та технологічними дисциплінами, розроблено класифікацію лінгвістичних вправ, побудованих на текстах STEM-спрямування [4; 5]; визначено стратегії вдосконалення предметно-методичної компетентності вчителя-філолога, обґрунтовано модель методичного супроводу, яка, окрім оновлення змісту навчання, передбачає розвиток умінь педагога самостійно конструювати міжпредметні зв'язки, що дозволяє перетворити традиційний урок літератури на інноваційний простір, де у здобувачів освіти формується цілісне світосприйняття через призму STEM-інтеграції [6; 7].

Однак потребує деталізації й подальшого дослідження зміст тренінгового етапу запропонованої моделі методичного супроводу, який охоплює повний цикл дослідницької діяльності: від постановки проблемних питань до розробки креативних і логічно вивірених стратегій розв'язання складних завдань, розширення переліку завдань з української мови і літератури, що спрямовані на засвоєння учнями алгоритмів наукового пошуку.

Мета статті – запропонувати практичний інструментарій для розвитку компетенцій вчителя-філолога щодо створення STEM-орієнтованого контенту, зокрема, конкретизувати підходи до розробки дидактичного матеріалу на засадах STEM-технологій, що сприятиме вдосконаленню вміння педагога адаптувати науково-популярні та медіатексти для потреб сучасної школи.

Наукова новизна дослідження полягає у розробленні та обґрунтуванні методичного алгоритму трансформації науково-популярного тексту (на прикладі теми «Вулканологія») у багаторівневу систему STEM-завдань, що інтегрують мовні норми з процесами наукового прогнозування; визначенні критеріїв добору навчальних текстів для мовно-літературної галузі, які мають високий потенціал для формування інженерного та екологічного мислення; удосконаленні моделі підготовки вчителів-філологів у системі післядипломної освіти через впровадження кейс-методу, що базується на розв'язанні реальних технологічних та природничих викликів засобами мови.

Реалізація мети дослідження зумовила використання комплексу взаємодоповнювальних методів. Зокрема, пошуково-бібліографічний метод

застосовано для опрацювання наукового дискурсу та бібліотечних фондів з питань міждисциплінарної STEM-інтеграції у філологічну площину. Метод педагогічного проєктування став основою для створення авторської системи STEM-завдань на базі автентичних науково-популярних текстів. Шляхом критеріального аналізу здійснено верифікацію та відбір навчального контенту, що відповідає параметрам поєднання мовно-літературної та технологічної, природничої, математичної освіти. Методи інтерпретації та узагальнення дозволили структурувати практичні аспекти розбудови STEM-середовища на уроках мови і літератури, сформулювати підсумкові висновки та методичні рекомендації.

Виклад основного матеріалу. Метою створення STEM-орієнтованого середовища на уроках мови і літератури є гармонізація освітнього процесу із соціальним досвідом задля розвитку потенціалу особистості. Рівень сформованості цих здібностей визначає спроможність здобувача освіти успішно діяти у різних життєвих сферах. STEM-підхід трансформує роль учня: від генератора ідей до активного виконавця, який здатний самостійно планувати та реалізовувати власні ініціативи.

Варто зауважити, що хоча в роботі вживається базовий термін STEM, у контексті філологічної освіти ми фактично реалізуємо STEAM-підхід, де елемент Arts (гуманітарні науки та мистецтво слова) виступає не просто фоном, а інструментом інтерпретації та вербалізації наукових даних. Під STEM-орієнтованим середовищем ми розуміємо таку організацію уроку мови, де лінгвістичні вправи стають формою реалізації інженерного чи дослідницького проєкту.

Під час різних форм підвищення кваліфікації вчителів в системі післядипломної педагогічної освіти (науково-практичні семінари, круглі столи, майстеркласи, тренінги, панельні дискусії, хакатони, воркшопи, презентації досвіду тощо) варто організовувати роботу на засадах диференційованого підходу, що враховує індивідуальні запити, досвід та потенціал кожного педагога.

Професійну еволюцію вчителя з проблеми створення STEM-орієнтованого середовища на уроках мовно-літературної освітньої галузі доцільно розглядати як поступовий перехід від використання готових дидактичних зразків до самостійного проєктування унікальних методичних рішень.

Наведемо приклади STEM-орієнтованих вправ для уроків української мови. Добір таких завдань під час тренінгів з означеної теми стає стартовим майданчиком для творчого саморозвитку педагога, що зрештою веде до якісного підвищення його предметно-методичної компетентності (створення авторських завдань).

Критерії відбору текстів для створення STEM-орієнтованого середовища та їхня репрезентативність визначаються через поєднання лінгвістичних завдань із науково-технічним контекстом. Для ефективної інтеграції філологічної та STEM-освіти тексти відбираються за такими параметрами:

- динамічність змісту: тексти мають описувати активні процеси (наприклад, виверження вулкана), що дозволяє відпрацьовувати вживання дієслів, дієприкметників та дієприслівників як засобів передачі додаткової дії;
- наявність кількісних показників: присутність у тексті цифрових даних (температури, відстані, фізичних величин) забезпечує реалізацію математичного компонента через вживання числівників та прислівників міри й ступеня;
- прогностичний та інженерний потенціал: зміст тексту має створювати підґрунтя для творчих STEM-завдань, як-от проєктування датчиків, розробка алгоритмів або створення етичних кодексів для штучного інтелекту;
- атуальність та професійна орієнтація: матеріали повинні моделювати реальні життєві ситуації або професійні виклики (вулканологія, орнітологія, ІТ-технології), що сприяє майбутньому самовизначенню учнів;
- термінологічна насиченість: текст має містити спеціальну лексику з галузей науки, техніки чи біології для формування навичок наукової комунікації;
- відповідність програмі НУШ: обрані джерела інтегруються з конкретними мовними темами у 6-8 класах.

Наведені у статті джерела та вправи репрезентують різні напрями STEM-інтеграції для різних вікових груп:

- «Як народжуються вулкани» (Б. Фішу, М. Бейні), 7 клас, поєднання геології та лінгвістики (дієприслівники). Формуємо навички прогнозування стихійних явищ та обробки фізичних даних;
-«Якими будуть смартфони майбутнього?» (Я. Садовий), 7 клас, інтеграція ІТ та етики. Учні створюють алгоритми для ШІ та «етичні фільтри», розвиваючи технологічне мислення через наказовий спосіб дієслів;
- медіатекст про лелеку Грицька (К. Пушко), 6 клас, поєднання біології (орнітології) та технологій енергетики (сонячні панелі). Відпрацювання відмінювання числівників та займенників на основі реальних даних трансляції;
- «Роботи та дрони» (С. Хауерт), 8 клас, поєднання лінгвістичного аналізу (синтаксис, дієприслівникові звороти) та осмислення етичних аспектів роботизації суспільства.

На основі науково-популярного видання Фішу Бертрана, Бейні Марка «Ненудна наука» [8] доцільно запропонувати вправи на вироблення науково-дослідницьких навичок для учнів 7 класу, ураховуючи те, що навчальна програма «Українська мова» для цієї категорії здобувачів і здобувачок освіти зосереджена на вивченні та використанні в мовленні дієслів, дієприкметників, дієприслівників, прислівників. Цільове призначення зазначених вправ полягає у формуванні аналітичних умінь здобувачів освіти: здатності до спостереження, наукового прогнозування та інтерпретації отриманої інформації.

Практикоорієнтовані завдання мають бути адаптовані до вікових особливостей учнівства та моделювати ситуації, з якими вони стикаються у повсякденній реальності чи можуть бути спроєктовані на майбутнє професійне самовизначення учнівства.

Зазначені приклади є репрезентативними, оскільки охоплюють різні типи контенту: науково-популярні книги (Б. Фішу, М. Бейні), візуально-текстові матеріали – комікси (Сабін Хауерт), медіатексти (інтернет-публікації про смартфони, стримінги), – вони слугують універсальними моделями. Це показує вчителю, що STEM-середовище можна створювати на основі будь-якого сучасного якісного контенту, за аналогією підібрати будь-який інший текст, дотримуючись визначених нами критеріїв (динамічність, наявність даних, інженерний потенціал).

Наведемо приклади використання зазначених матеріалів, яке забезпечує перехід від репродуктивного навчання до дослідницького, де мова І літературознавчий аналіз стають інструментом дослідження даних та наукової комунікації.

Текст «Як народжуються вулкани» (Ф. Бертран, М. Бейні) обрано як репрезентативний для 7 класу за такими критеріями: динамічність процесів, що дозволяє ефективно відпрацювати тему «Дієприслівник» як додаткову дію; наявність кількісних показників (сантиметри, температура), що забезпечує реалізацію компонента Mathematics через вживання прислівників міри і ступеня; прогностичний потенціал, який є основою для інженерного завдання (проєктування датчика).

1. Завдання на основі статті «Як народжуються вулкани» [8, с.10-11].

1.1. Вправа «Вулканолог-лінгвіст: прогнозуємо стихію»

Ви — науковці-вулканологи, які працюють із високоточними приладами для запобігання катастрофам. Ваше завдання — не лише зафіксувати зміни в земній корі, а й грамотно скласти звіт для рятувальних служб. Прочитайте речення, складені на основі наукових фактів. Перебудуйте їх, замінивши одне з дієслів на дієприслівник (додаткову дію), щоб зробити текст більш динамічним та професійним.

Вулканологи досліджують вулкани і дізнаються про підготовку нового виверження. (Наприклад: Досліджуючи вулкани, науковці дізнаються...) Науковці фіксують вібрації земної кори і визначають ймовірність підземних процесів. Магма рухається вгору і викликає підвищення вулканічних схилів на кілька сантиметрів. Експерти пильнують за температурою газів і роблять висновки про наближення магми до поверхні.

1.2. Вправа «Аналіз даних»

Використовуючи текст, дайте відповідь на запитання, вживаючи у відповіді прислівники.

Підвищення схилу навіть на кілька сантиметрів свідчить про рух магми. Як саме (прислівник) змінюється рельєф вулкана перед виверженням? Наскільки критично (прислівник) для безпеки людей зафіксувати зміну висоти на 5 сантиметрів?

1.3. Вправа «Інженерне проєктування»

Уявіть, що ви проєктуєте новий датчик для фіксації коливань земної кори. Опишіть принцип його роботи (3-4 речень), використовуючи хоча б один дієприслівниковий зворот (наприклад: вимірюючи тиск..., фіксуючи коливання...), терміни з тексту: магма, вібрації, температура газів.

1.4. Вправа «Сейсмічна безпека: від прогнозу до дії»

Проаналізуйте випадок із вулканом Пінатубо (1991 рік), який не виявляв активності понад 500 років. Напишіть коротке застереження для мешканців прилеглих територій, використовуючи спонукальні дієслова. Поясніть, чому навіть «сплячий» вулкан потребує постійного нагляду за допомогою приладів.

Виконання таких завдань, окрім лінгвістичних навичок, формує і STEM-компетентності: інтерпретація наукових даних: (учень вчиться не просто читати текст, а вилучати з нього ключові індикатори природних процесів (наприклад, розуміти, що «збільшення висоти схилу» — це не просто цифра, а ознака руху магми); встановлення причинно-наслідкових зв'язків (формування вміння пояснювати, як одна фізична зміна (температура, вібрація) призводить до іншої (виверження)); об’єктивність спостереження (навичка відокремлювати суб'єктивні відчуття від об’єктивних показників приладів); математичне та логічне моделювання (робота з масштабами та одиницями вимірювання: розуміння значення малих величин (сантиметрів) у контексті глобальних об’єктів (вулканів)); обробка кількісної інформації (уміння використовувати цифрові дані для побудови логічних висновків та їхнього вербального опису через прислівники ступеня та міри; інженерне та технологічне мислення: навіть на рівні опису у творчому завданні про датчик учень вчиться формулювати технічне завдання, визначати функції приладу та його призначення;

розуміння роботи технологій (усвідомлення того, як інженерні рішення: сейсмографи, датчики газу, – допомагають людству контролювати стихійні сили); комунікативні навички в науковому контексті (уміння пояснювати складні наукові явища доступною, але грамотною мовою, наприклад, при складанні інструкцій для цивільного населення; точне вживання спеціальних слів у професійному контексті, що є основою наукової комунікації; навички розв'язання реальних проблем (здатність використати знання з мови для розв'язання практичного завдання — створення системи раннього попередження або звіту про безпеку); ухвалення рішень на основі доказів (уміння обґрунтувати свою позицію, наприклад, про необхідність евакуації, спираючись на факти з тексту та логічні розрахунки).

Автори підручника «Українська мова» для 7 класу Онатій А., Ткачук Т. теж пропонують для учнів STEM-орієнтовані вправи. Зокрема, на основі тексту «Якими будуть смартфони майбутнього?», окрім лінгвістичних завдань, запропоновано намалювати вигадану стрічку часу й позначити на ній 5 нових функцій, які, на думку підлітків, матиме смартфон майбутнього (наприклад, друкуватиме змінні деталі до кавоварки) [9, с.45].

Під час тренінгу доцільно запропонувати вчителям створити STEM-орієнтовану вправу на основі науково-популярного тексту. Наведемо приклад такого завдання.

2. Завдання на основі тексту «Якими будуть смартфони майбутнього?» [10].

2.1. Вправа «Алгоритм майбутнього: інструктаж для ШІ»

Ви розробляєте інструкцію для штучного інтелекту, який керуватиме смартфоном. Складіть 5 речень-інструкцій, описуючи процес взаємодії зі смартфоном майбутнього. Можливо, новими функціями стануть телепортація запахів, проєктування голограми, заряджання від сонячного світла. Використовуйте дієприслівникові звороти.

Зразок: Зчитуючи імпульси мозку, гаджет миттєво відправляє повідомлення адресату.

2.2. Вправа «Етичний кодекс AI»

Кожен смартфон, можливо, матиме вбудований етичний фільтр. Напишіть 5 правил для смартфона майбутнього, щоб він не шкодив людині. Використовуйте дієслова у наказовому способі.

Зразок: Не дозволяй користувачу проводити в мережі понад 3 години на добу. Блокуй шкідливі випромінювання самостійно.

Виконуючи такі завдання, здобувачі освіти формують важливу STEM-компетентність – здатність до міждисциплінарного синтезу, тобто вчаться встановлювати зв'язок між гуманітарним інструментом (мовою) та високотехнологічним об'єктом (смартфоном майбутнього).

Наведемо приклад STEM-орієнтованого завдання для 6 класу на основі медіатексту про лелеку Грицька, який став зіркою YouTube завдяки цілодобовій трансляції з його гнізда на Полтавщині.

3. Завдання на основі медіатексту «Зіркова пара лелек знову разом» [11].

3.1. Вправа «Цифрова орнітологія: шлях лелеки Грицька»

Ви — команда медіабіологів. Ваше завдання — не просто спостерігати за птахами, а й аналізувати дані трансляції та популяризувати наукові знання про міграцію за допомогою грамотних дописів. Випишіть із тексту (або на основі фактів про лелек з інших джерел) усі числові дані (відстань, кількість днів у дорозі, кількість яєць у кладці, рік початку трансляції). Запишіть ці числа словами, поставивши їх у потрібному відмінку.

3.2. Вправа «Стрим-репортаж»

Камера в гнізді працює 24/7 завдяки сонячним панелям. Напишіть короткий анонс (4-5 речень) для YouTube-каналу про повернення Грицька до Одарки. Згадайте у тексті джерело живлення камери (відновлювальна енергія сонця). Використайте принаймні 5 займенників різних розрядів (особові, вказівні, присвійні, питальні). Підкресліть їх.

3. 3. Завдання «Інженерна логіка: ремонт гнізда»

Після повернення лелека одразу починає ладнати гніздо, приносячи гілки, солому та мох. Складіть перелік матеріалів та дій птаха, використовуючи синоніми до слова будувати (наприклад: зводити, ладнати, майструвати), антоніми, щоб описати стан гнізда до та після прильоту господарів (наприклад: занедбане — доглянуте, старе — оновлене). Поміркуйте, як форма гнізда та матеріали впливають на збереження тепла (термодинаміка). Опишіть це 2-3 науковими термінами.

3.4. Вправа «Медіаексперт: професійна лексика»

Знайдіть у медіатексті слова, що стосуються технологій (трансляція, гаджет, штучне освітлення) та біології (міграція, популяція, фауна). Поясніть значення одного слова з галузі технологій та одного терміну з галузі природничих наук.

Окрім удосконалення предметної компетентності з української мови та навичок медіаграмотності (уміння створювати якісний науково-популярний контент для цифрових платформ (YouTube, соцмережі)), виконання таких завдань сприяє формуванню STEM-компетентностей: науково-природничої (розуміння циклів життя, міграційних шляхів (навігації) та репродуктивної поведінки птахів), екологічного мислення (усвідомлення важливості збереження популяції білого лелеки як частини екосистеми України), здатності коректно використовувати природничі

терміни (фауна, популяція, термодинаміка) у контексті реального дослідження, технологічної компетентності (ознайомлення з принципами роботи онлайн-трансляцій (стримінгу) та методів дистанційного спостереження за природою; розуміння принципу роботи відновлюваних джерел енергії (сонячних панелей), що забезпечують автономну роботу гаджетів 24/7), інженерно-конструкторської компетентності (аналіз гнізда як складної інженерної конструкції, у якій вибір матеріалів (гілки, мох, солома) та форма споруди впливають на її міцність і теплоізоляцію, проєктування алгоритмів (уміння будувати чітку послідовність дій для розв'язання прикладних завдань: ремонт гнізда, налаштування трансляції).

Висновки. Проведене дослідження засвідчує що впровадження STEM-технологій у викладання української мови забезпечує перехід від репродуктивного навчання до дослідницького. Це дозволяє модернізувати дидактичну базу мовно-літературної галузі відповідно до вимог Нової української школи. Поєднання лінгвістичних завдань із прикладними науково-технічними кейсами (наприклад, аналіз міграції лелек через вправне використання у мовленні числівників або проєктування функцій смартфонів через граматично правильне конструювання речень з дієприслівниковими зворотами) сприяє формуванню цілісної світоглядної парадигми учнів. Мова починає сприйматися не як набір правил, а як інструмент наукової комунікації та аналізу даних. Використання STEM-орієнтованих текстів дозволяє одночасно розвивати як предметні філологічні вміння, так і ключові STEM-компетентності: науково-природничу грамотність, екологічне мислення, інженерно-конструкторські навички та цифрову грамотність.

Ключовою умовою успішної STEM-інтеграції є готовність вчителя-філолога до постійного вдосконалення предметно-методичної компетентності. Система післядипломної освіти має фокусуватися на розвитку вмінь педагогів самостійно добирати STEM-орієнтовані тексти та конструювати до них багаторівневі дослідницькі завдання. Перспективи подальших розвідок полягають у розробці цілісного навчально-методичного комплексу STEM-завдань для всіх класів Нової української школи.

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ФОРМУВАЛЬНЕ ОЦІНЮВАННЯ КЛЮЧОВИХ КОМПЕТЕНТНОСТЕЙ В КУРСІ БІОЛОГІЇ (НА ПРИКЛАДІ УМІННЯ ЗДІЙСНЮВАТИ ВИМІРЮВАННЯ, ФІКСУВАТИ РЕЗУЛЬТАТИ ТА ОЦІНЮВАТИ ТОЧНІСТЬ ВИМІРЮВАНЬ)

Анотація. У статті здійснено комплексне теоретичне обґрунтування проблеми формувального оцінювання ключових компетентностей у галузі природничих наук, техніки і технологій в умовах упровадження концепції Нової української школи. Показано, що сучасний етап розвитку загальної середньої освіти в Україні характеризується переходом від традиційної знаннєво-орієнтованої моделі оцінювання до компетентнісної парадигми, у межах якої пріоритетного значення набуває здатність учнів застосовувати знання в реальних і дослідницьких ситуаціях. Обґрунтовано, що особливої актуальності дана проблема набуває у природничій освіті, зокрема в біології, яка забезпечує формування наукової грамотності, критичного мислення та дослідницьких умінь здобувачів освіти.

Розкрито структуру ключових компетентностей з біології як інтегрованого результату навчання, що включає когнітивний, діяльнісний та ціннісно-рефлексивний компоненти. Деталізовано зміст умінь здійснювати вимірювання, фіксувати результати та оцінювати їх точність як базових складових природничо-наукової компетентності. Наголошено, що зазначені вміння забезпечують перехід від якісного опису явищ до їх кількісного аналізу, сприяючи формуванню наукового стилю мислення та дослідницької культури учнів.

Запропоновано систему критеріїв і показників оцінювання сформованості відповідних умінь відповідно до трьох груп результатів навчання Нової української школи: «Досліджує природу», «Здійснює пошук та опрацьовує інформацію» та «Усвідомлює закономірності природи». У межах кожної групи конкретизовано зміст діяльності учня, що дозволяє здійснювати цілісне та багатовимірне оцінювання навчальних досягнень.

Розроблено рівневу модель оцінювання (низький, середній, достатній і високий рівні), яка відображає поступове ускладнення навчально-

пізнавальної діяльності учнів, зростання їхньої самостійності та розвиток здатності до дослідницької роботи. Обґрунтовано систему якісних характеристик кожного рівня, що забезпечує прозорість і зрозумілість критеріїв оцінювання як для вчителя, так і для учнів.

Окрему увагу приділено розробленню системи показників формувального оцінювання як інструменту оперативного зворотного зв'язку в освітньому процесі. Показано, що використання спостережуваних індикаторів навчальної діяльності дозволяє своєчасно виявляти труднощі у формуванні дослідницьких умінь, здійснювати корекцію навчального процесу та сприяти індивідуалізації навчання.

Запропоновано чотирирівневу шкалу оцінювання (0,25–1,00 бала) як інструмент кількісної інтерпретації рівнів сформованості компетентностей у межах 12-бальної системи оцінювання. Обґрунтовано, що така шкала забезпечує поєднання якісного та кількісного підходів до оцінювання, підвищує його об'єктивність і дозволяє фіксувати навіть часткові навчальні досягнення здобувачів освіти.

Практичну значущість результатів дослідження продемонстровано на прикладі лабораторної роботи з біології, яка ілюструє можливості застосування запропонованої моделі в реальному освітньому процесі. Показано, що формувальне оцінювання в умовах дослідницької діяльності сприяє розвитку рефлексивних умінь учнів, підвищує їхню мотивацію до навчання та забезпечує ефективний зворотний зв'язок між учителем і здобувачами освіти.

Ключові слова: формувальне оцінювання, ключові компетентності, природничі науки, біологія, Нова українська школа, дослідницька діяльність, критерії оцінювання, рівнева модель оцінювання, вимірювання у природничо-науковому дослідженні, дослідницькі уміння, лабораторні роботи, практичні роботи.

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FORMATIVE ASSESSMENT OF KEY COMPETENCES IN THE BIOLOGY COURSE (ON THE EXAMPLE OF THE ABILITY TO MEASURE, RECORD RESULTS AND ESTIMATE MEASUREMENT ACCURACY)

Abstract. The article provides a comprehensive theoretical substantiation of the problem of formative assessment of key competencies in the field of natural

sciences, engineering, and technology within the framework of implementing the New Ukrainian School concept. It is shown that the current stage of general secondary education development in Ukraine is characterized by a shift from a traditional knowledge-oriented assessment model to a competency-based paradigm, in which the ability of students to apply knowledge in real-life and research-based situations becomes a priority. It is substantiated that this issue is particularly relevant in science education, especially in biology, which ensures the development of scientific literacy, critical thinking, research skills, and environmental awareness among learners.

The structure of key competencies in biology is revealed as an integrated learning outcome that includes cognitive, activity-based, and value-reflective components. The content of the skills of performing measurements, recording results, and evaluating their accuracy is detailed as fundamental components of natural science competence. It is emphasized that these skills ensure the transition from qualitative description of phenomena to their quantitative analysis, contributing to the formation of students' scientific thinking style and research culture.

A system of criteria and indicators for assessing the development of the relevant skills is proposed in accordance with the three groups of learning outcomes of the New Ukrainian School: "Investigates nature," "Searches for and processes information," and "Understands the laws of nature." Within each group, the content of student activity is specified, which enables a holistic and multidimensional assessment of learning achievements.

A level-based assessment model (low, medium, sufficient, and high levels) is developed, reflecting the gradual increase in the complexity of students' cognitive activities, their independence, and the development of research skills. A system of qualitative characteristics for each level is substantiated, ensuring transparency and clarity of assessment criteria for both teachers and students.

Particular attention is given to the development of a system of indicators of formative assessment as a tool for operational feedback in the educational process. It is shown that the use of observable indicators of learning activity allows timely identification of difficulties in the formation of research skills, enables the adjustment of the learning process, and promotes the individualization of learning.

A normalized four-level assessment scale (0.25–1.00 points) is proposed as a tool for the quantitative interpretation of competency levels within the 12-point grading system. It is substantiated that such a scale ensures a combination of qualitative and quantitative assessment approaches, increases objectivity, and allows for recording even partial learning achievements of students.

The practical significance of the research results is demonstrated using a biology laboratory work example, which illustrates the application of the

proposed model in real educational practice. It is shown that formative assessment in research-based learning contributes to the development of students' reflective skills, increases their motivation to learn, and ensures effective feedback between teachers and learners.

Keywords: formative assessment, key competencies, natural sciences, biology, New Ukrainian School, research activity, assessment criteria, level-based assessment model, measurement in scientific research, research skills, laboratory work, practical work.

Постановка проблеми. Сучасний етап розвитку загальної середньої освіти в Україні визначається реалізацією концепції Нової української школи, що передбачає системні зміни не лише у змісті навчання, а й у підходах до оцінювання освітніх результатів. У цих умовах традиційна система оцінювання, орієнтована переважно на перевірку знань, втрачає ефективність, поступаючись місцем компетентнісній моделі, де пріоритетним є здатність учнів застосовувати знання у практичних і життєвих ситуаціях [9].

Це зумовлює необхідність розроблення нових підходів до оцінювання, які враховують багатовимірну структуру компетентностей, зокрема їх когнітивні, діяльнісні та ціннісні компоненти. Особливої актуальності ця проблема набуває у природничій освіті, зокрема біології, яка забезпечує формування наукової грамотності, критичного мислення та дослідницьких умінь, необхідних для розуміння природних процесів і сучасних глобальних проблем.

Аналіз останніх досліджень і публікацій.

Сучасні дослідження у сфері природничої освіти в Україні розвиваються у руслі різних напрямів. Серед них – упровадження компетентнісного підходу та удосконалення системи оцінювання результатів навчання, що передбачає перехід від констатації обсягу засвоєних знань до фасилітації практичної діяльності учнів шляхом формувального оцінювання.

Особливого значення це набуває в процесі формування природничонаукової грамотності, де ключовим показником є здатність учня до проведення біологічних досліджень: від технічно коректного здійснення вимірювань та систематизації отриманих даних у таблицях чи графіках до критичного аналізу і оцінки точності результатів, що дозволяє перетворити оцінювання на дієвий механізм корекції пізнавальної діяльності учня.

У контексті глобальних освітніх трансформацій вагомими є висновки М. Дяченко-Богун та співавторів, які розглядають компетентнісний підхід до викладання природничих дисциплін як фундаментальну умову сталого розвитку Нової української школи. Автори наголошують на пріоритеті

діяльнісних та дослідницьких методів навчання, що актуалізує потребу у створенні надійних інструментів формувального оцінювання практичних умінь учнів, зокрема у процесі виконання біологічних експериментів [6].

Н. Грицай також підкреслює важливість використання дослідницьких і проєктних технологій як основи оцінювання в умовах НУШ [4].

У роботах Н. Бутенко та співавторів акцентовано на необхідності підготовки вчителя біології до реалізації компетентнісного оцінювання. Водночас дослідники відзначають складність оцінювання компетентностей як інтегративних утворень, що потребують різноманітних інструментів і чітких критеріїв. Автори справедливо наголошують на необхідності формування у педагогів готовності до інноваційної оцінювальної діяльності, що актуалізує потребу в розробленні чітких, технологічних критеріїв для діагностики дослідницьких результатів навчання учнів [2].

Н. Граматик обґрунтовує, що компетентність в галузі біології −це не сума ізольованих знань про живу природу, а складне складне інтегративне утворення, яке поєднує когнітивний (знання), операційно-діяльнісний (уміння) та ціннісно-мотиваційний компоненти. Вона розглядає її як інтегративне утворення. Проте потребує додаткової деталізації адаптація цих теоретичних положень до практики формувального оцінювання конкретних дослідницьких умінь (зокрема, вимірювальних) в умовах базової середньої школи [3].

Питання цифровізації цього процесу висвітлено у праці М.Божинської [1], де обґрунтовано переваги використання хмарних сервісів для забезпечення оперативного зворотного зв’язку, що є критичним при оцінюванні точності експериментальних даних у біології.

У той же час, аналіз наукових праць дозволяє виокремити низку невирішених аспектів. Серед них −відсутність цілісної моделі оцінювання ключових компетентностей у біології, що враховують специфіку цієї навчальної дисципліни.

Таким чином, попри активний розвиток компетентнісного підходу, проблема комплексного оцінювання ключових компетентностей з біології залишається недостатньо розробленою, що зумовлює необхідність подальших досліджень у цьому напрямі.

Мета статті −розробити та методично обґрунтувати систему критеріїв та показників формувального оцінювання вміння учнів здійснювати вимірювання, фіксувати результати та аналізувати їх точність у процесі навчання біології в закладах загальної середньої освіти.

Виклад основного матеріалу.

Ключові компетентності у галузі природничих наук, техніки і технологій розглядаються як інтегрований результат навчання, що поєднує

систему знань, умінь, способів діяльності та ціннісних орієнтацій, необхідних для пізнання природних явищ і процесів, а також для розв'язання практичних і дослідницьких завдань. Їх формування передбачає не лише засвоєння наукових фактів і понять, а й розвиток здатності застосовувати їх у різних контекстах, здійснювати дослідницьку діяльність та критично оцінювати отримані результати [5].

Важливим складником зазначених компетентностей є вміння здійснювати вимірювання, яке має фундаментальне значення для природничонаукового пізнання. Це вміння охоплює здатність обирати адекватні методи та інструменти вимірювання відповідно до поставленої мети, правильно користуватися вимірювальними приладами, дотримуватися інструкцій і техніки безпеки.

Невід'ємною складовою є також уміння фіксувати результати вимірювань, що передбачає їх точний запис у відповідній формі (таблиці, графіки, схеми), використання прийнятих одиниць вимірювання та позначень, а також систематизацію отриманих даних для подальшого аналізу.

Особливого значення набуває здатність оцінювати точність вимірювань, яка включає розуміння похибок (випадкових і систематичних), уміння визначати їх величину, аналізувати причини виникнення та робити обґрунтовані висновки щодо достовірності результатів. Це сприяє формуванню критичного мислення, наукової доброчесності та відповідального ставлення до результатів власної діяльності.

Аналіз модельної навчальної програми «Біологія. 7–9 класи» (авт. В. І. Соболь) [8] засвідчив, що формування вміння здійснювати вимірювання, фіксувати результати та оцінювати точність вимірювань найбільшою мірою реалізується під час виконання дослідницьких і експериментальних завдань, пов'язаних із кількісним визначенням біологічних показників, спостереженням динаміки процесів та аналізом отриманих результатів. Програма безпосередньо орієнтує учнів на розвиток умінь «вимірювання», «експериментування», «аналізу результатів» і «оцінювання» .

У 7 класі найбільший потенціал для формування зазначеного вміння мають лабораторні роботи, пов'язані з дослідженням фізіологічних процесів рослин і застосуванням кількісних методів дослідження. Зокрема, лабораторна робота 1 «Планування досліджень проростання насіння квасолі» передбачає визначення умов досліду, спостереження за змінами та фіксацію результатів у часі. Лабораторна робота 3 «Дослід на випаровування води рослинами» формує вміння спостерігати зміну об'єму води, порівнювати результати та робити висновки щодо точності спостережень . Особливо важливими є дослідницькі завдання, а саме:

«Визначення площі листків шляхом вимірювання лінійних розмірів», «Спостереження за транспірацією на гілках деревних рослин упродовж дня» та «Визначення температури листків рослин у різний час доби» . Саме ці роботи безпосередньо передбачають використання вимірювальних приладів, проведення серії вимірювань, фіксацію числових результатів, їх порівняння та оцінювання точності.

У 8 класі формування вміння здійснювати вимірювання має більш виражений практико-орієнтований характер, оскільки значна частина робіт пов'язана з функціонуванням організму людини. Найбільш сприятливими для розвитку цього вміння є практичні роботи, що передбачають вимірювання фізіологічних показників організму. Зокрема, практична робота 7 «Розвиток втоми під час статичного й динамічного навантаження» потребує фіксації часу, кількості рухів, змін у стані м'язів, порівняння результатів та оцінювання впливу навантаження. Подібні роботи формують уміння користуватися секундоміром, вести таблиці результатів, аналізувати отримані дані та оцінювати достовірність висновків.

Суттєвий потенціал для розвитку вимірювальних умінь мають практичні роботи, пов'язані з вивченням фізіологічних процесів організму людини. Особливо значущими є завдання, що передбачають безпосереднє вимірювання фізіологічних показників. Так, у темі «Функціонування шкіри. Терморегуляція. Виділення» передбачено використання практичних завдань «Вимірювання температури тіла» та «Дослідження температурної адаптації рецепторів шкіри» . Під час виконання цих робіт учні користуються термометром, порівнюють отримані показники, фіксують результати в таблицях, аналізують їх та роблять висновки щодо точності вимірювань і впливу зовнішніх чинників.

У темі, присвяченій сенсорним системам, важливу роль відіграють домашні практикуми «Визначення акомодації ока» та «Вимірювання порогу слухової чутливості». Такі роботи також можуть формувати уміння здійснювати біологічні вимірювання, працювати з кількісними показниками, оцінювати індивідуальні особливості результатів та інтерпретувати їх. Учні набувають досвіду проведення серії вимірювань, порівняння отриманих значень і встановлення можливих причин похибок.

У 9 класі важливе значення для формування досліджуваного вміння можуть мати такі лабораторні роботи: № 5 «Вивчення властивостей вуглеводів», № 6 «Вивчення властивостей ліпідів» та № 8 «Вивчення властивостей ферментів», які передбачають проведення експериментів, спостереження за змінами речовин, порівняння результатів дослідів, фіксацію ознак реакцій та формулювання висновків. Під час виконання таких робіт учні навчаються дотримуватися послідовності експерименту,

використовувати лабораторне обладнання, вести записи результатів і оцінювати правильність отриманих даних.

Формуванню досліджуваного вміння також сприяють практичні роботи екологічного та популяційного спрямування. Практична робота № 32 «Розв'язування вправ. Показники екологічної характеристики популяцій» передбачає опрацювання кількісних показників популяцій, аналіз чисельності, густоти, динаміки та інших характеристик популяційних систем. Під час виконання цих завдань учні можуть навчитися працювати з числовими даними, будувати графічні моделі, аналізувати закономірності зміни показників і робити обґрунтовані висновки.

Відповідно до структури результатів навчання, визначених у Новій українській школі, сформованість уміння здійснювати вимірювання, фіксувати результати та оцінювати їх точність доцільно розглядати через призму трьох взаємопов'язаних груп результатів: дослідницької, інформаційно-аналітичної та аналітико-рефлексивної.

Згідно Державного стандарту базової середньої освіти [5] у межах групи результатів «Досліджує природу», що відображає операційно-дослідницький компонент, ключовим критерієм виступає здатність учня здійснювати вимірювання в процесі дослідження. Сформованість цього критерію виявляється у вмінні обирати доцільні методи та засоби вимірювання відповідно до мети дослідження, правильно користуватися вимірювальними приладами, дотримуватися послідовності виконання вимірювань, здійснювати повторні вимірювання з метою підвищення точності, а також дотримуватися правил безпеки під час проведення експерименту. У цьому контексті учень виступає як активний дослідник, здатний організовувати власну пізнавальну діяльність.

Група результатів «Здійснює пошук та опрацьовує інформацію», яка відображає інформаційно-аналітичний компонент, передбачає сформованість здатності фіксувати та опрацьовувати результати вимірювань. Відповідний критерій реалізується через уміння коректно записувати результати, використовувати прийняті одиниці вимірювання та наукові позначення, оформлювати отримані дані у вигляді таблиць, графіків і схем, структурувати та систематизувати інформацію, а також застосовувати цифрові інструменти для обробки результатів. У межах цього компоненту учень опановує навички роботи з даними, що є необхідною умовою сучасної природничо-наукової освіти.

У межах групи результатів «Усвідомлює закономірності природи», яка відповідає аналітико-рефлексивному компоненту, визначальним є критерій здатності оцінювати точність і достовірність результатів вимірювань. Його показниками є вміння визначати приблизну точність

отриманих результатів, аналізувати причини можливих похибок, порівнювати експериментальні дані з теоретичними або очікуваними, формулювати обґрунтовані висновки щодо достовірності результатів, а також пропонувати способи підвищення точності вимірювань. У цьому аспекті учень демонструє здатність мислити як науковець, здійснюючи критичний аналіз отриманих результатів і рефлексію власної діяльності.

Таким чином, запропонована система критеріїв і показників дозволяє комплексно оцінити сформованість досліджуваного вміння відповідно до логіки компетентнісного підходу та вимог Нової української школи.

З метою об'єктивного оцінювання сформованості вміння здійснювати вимірювання, фіксувати результати та оцінювати їх точність доцільно виокремити чотири рівні — низький, середній, достатній і високий, які відображають поступове ускладнення пізнавальної діяльності учнів, зростання їхньої самостійності та розвиток дослідницьких умінь. Кожен рівень визначається через характер виконання вимірювань, уміння користуватися приладами, правильність фіксації результатів, здатність оцінювати похибки й аналізувати достовірність отриманих даних.

Низький рівень характеризується фрагментарністю та несформованістю досліджуваного вміння. Учень потребує постійної допомоги під час вибору приладів і проведення вимірювань, допускає суттєві помилки у використанні обладнання, неточно або хаотично фіксує результати, порушує правила запису одиниць вимірювання, не усвідомлює значення точності та похибки, не може пояснити або оцінити достовірність отриманих даних.

Середній рівень передбачає часткову сформованість уміння та проявляється у виконанні вимірювань за інструкцією або зразком. Учень загалом правильно користується приладами, хоча допускає окремі помилки, частково коректно фіксує результати, має загальне уявлення про точність і похибки вимірювань, однак потребує допомоги в аналізі, інтерпретації даних та формулюванні висновків.

Достатній рівень характеризується самостійністю у виконанні вимірювань і сформованістю основних умінь. Учень самостійно проводить вимірювання відповідно до поставленої мети, коректно оформлює результати з дотриманням одиниць і позначень, здатний пояснити можливі похибки на базовому рівні, порівнює отримані результати з очікуваними та формулює логічно обґрунтовані висновки.

Високий рівень відображає сформованість уміння на рівні, наближеному до науково-дослідницької діяльності. Учень обґрунтовано обирає методи та засоби вимірювання, точно й системно фіксує результати, використовує різні способи їх представлення, зокрема графічні, здійснює

якісний і кількісний аналіз похибок, критично оцінює достовірність отриманих даних, аргументує висновки та пропонує шляхи підвищення точності вимірювань.

Запропонована рівнева характеристика та система показників дозволяють здійснювати диференційоване й формувальне оцінювання сформованості досліджуваного вміння, забезпечують зворотний зв'язок, поточну діагностику навчальних досягнень учнів і можливість корекції їхньої навчально-дослідницької діяльності відповідно до вимог компетентнісного підходу.

Отже, використання запропонованих показників формувального оцінювання забезпечує можливість оперативного відстеження рівня сформованості досліджуваного вміння, сприяє індивідуалізації навчання та підвищує ефективність освітнього процесу в умовах компетентнісного підходу.

З метою забезпечення об'єктивного оцінювання сформованості вміння здійснювати вимірювання, фіксувати результати та оцінювати їх точність у межах компетентнісного підходу розроблено критерії, що базуються на нормованій чотирирівневій шкалі. Запропонований інструмент інтегрує вимоги груп результатів навчання Нової української школи та забезпечує можливість поетапної діагностики навчальних досягнень учнів.

Оцінювання здійснюється за нормованою шкалою, у якій кожному рівню сформованості відповідає певне числове значення: 0,25 бала – початковий рівень, що характеризується виконанням дій із суттєвими помилками та значною допомогою вчителя; 0,50 бала –базовий рівень, який відображає часткове виконання дій із необхідністю суттєвої підтримки; 0,75 бала –достатній рівень, що передбачає переважно самостійне виконання з незначними недоліками; 1,00 бал –високий рівень, який характеризується повною самостійністю, точністю та усвідомленістю виконання навчальних дій. Максимальна кількість балів за виконання всіх показників становить 12.

Структурно критерії охоплюють три взаємопов'язані компоненти, що відповідають групам результатів навчання.

У межах групи результатів «Досліджує природу» оцінюється здатність учня здійснювати вимірювання в процесі дослідницької діяльності. Показниками виступають уміння обирати доцільні методи та вимірювальні прилади, правильно користуватися ними, дотримуватися послідовності виконання вимірювань, а також виконувати повторні вимірювання з урахуванням правил безпеки. Даний компонент відображає операційно-дослідницький характер діяльності учня.

Група результатів «Здійснює пошук та опрацьовує інформацію» відображає інформаційно-аналітичний компонент і передбачає оцінювання

здатності учня коректно фіксувати результати вимірювань, використовувати відповідні одиниці вимірювання та наукові позначення, оформлювати дані у вигляді таблиць, графіків або схем, а також систематизувати отриману інформацію, у тому числі із застосуванням цифрових інструментів. Це забезпечує формування навичок роботи з даними як основи сучасної природничої освіти.

У межах групи результатів «Усвідомлює закономірності природи» оцінюється аналітико-рефлексивний компонент, що передбачає розуміння учнем поняття похибки вимірювання, уміння оцінювати точність отриманих результатів, аналізувати можливі джерела похибок, формулювати обґрунтовані висновки та пропонувати шляхи підвищення точності вимірювань. Даний компонент відображає рівень сформованості критичного та наукового мислення.

Застосування нормованої шкали (0,25-1,00) дозволяє диференційовано оцінювати ступінь прояву кожного показника та фіксувати навіть часткові досягнення учнів, що є важливим для формувального оцінювання. Такий підхід підвищує об’єктивність вимірювання навчальних результатів і забезпечує можливість їх кількісної інтерпретації в межах загальної 12-бальної системи.

Отже, запропоновані критерії є ефективним інструментом оцінювання, який поєднує компетентнісну логіку НУШ із можливістю її формалізованого вимірювання, а також створює підґрунтя для подальшої цифровізації процесів оцінювання в природничій освіті.

Покажемо, як на прикладі лабораторної роботи 1 (згідно модельної навчальної програми В. Соболя) [8] «Планування досліджень проростання насіння квасолі» можна здійснити формувальне оцінювання учнів. Ця робота спрямована на формування в учнів дослідницьких умінь у процесі вивчення впливу різних умов середовища на ріст і розвиток рослин. У межах експерименту учні організовують спостереження за проростанням насіння квасолі в трьох варіантах досліду (водопровідна вода, фільтрована вода, розчин добрива), що дозволяє порівнювати умови живлення та їх вплив на інтенсивність росту. Ключовим вимірюваним параметром є висота рослин через 14 днів після початку експерименту, що виступає об’єктивним кількісним показником результативності роботи.

Сутність даного дослідження полягає у поєднанні спостереження, експерименту та вимірювання як єдиного пізнавального циклу, у якому учень не лише фіксує зміни у живих організмах, але й інтерпретує їх у контексті впливу абіотичних та біотичних чинників. Вимірювання висоти рослин забезпечує перехід від якісного опису явищ до їх кількісної оцінки, що є важливою передумовою формування наукового стилю мислення.

У процесі виконання роботи формується комплекс умінь: добір інструментів вимірювання (лінійка або вимірювальна шкала), коректне проведення вимірювань, фіксація результатів у структурованій таблиці, а також первинний аналіз отриманих даних. Особливе значення має дотримання однакової методики вимірювання для всіх об'єктів досліду, що забезпечує порівнюваність результатів і їх наукову валідність.

Формувальне оцінювання в межах даного лабораторного дослідження здійснюється на основі критеріїв, що відображають три взаємопов'язані компоненти: дослідницький, інформаційно-аналітичний та аналітико-рефлексивний. Кожен компонент оцінюється за нормованою чотирирівневою шкалою (0,25-1,00 бала), що дозволяє фіксувати ступінь сформованості окремих умінь.

У дослідницькому компоненті оцінюється здатність учня організовувати вимірювання висоти рослин, зокрема правильність вибору інструменту, дотримання методики вимірювання та повторюваність процедур. Інформаційно-аналітичний компонент передбачає оцінювання точності фіксації результатів у таблицях, використання одиниць вимірювання та систематизацію даних. Аналітико-рефлексивний компонент спрямований на визначення здатності учня оцінювати точність вимірювань, аналізувати можливі похибки та формулювати обґрунтовані висновки щодо впливу умов середовища на ріст рослин.

Застосування формувального оцінювання у межах даного експерименту дозволяє не лише фіксувати кінцевий результат діяльності, але й відстежувати процес формування дослідницьких умінь. Такий підхід забезпечує можливість оперативного зворотного зв'язку, корекції навчальних дій учнів та розвитку їхньої рефлексивної позиції як суб'єктів навчально-дослідницької діяльності.

Висновки

У статті теоретично обґрунтовано та розкрито підходи до формувального оцінювання ключових компетентностей у галузі природничих наук, техніки і технологій у контексті реалізації концепції Нової української школи. Показано, що сучасна компетентнісна парадигма освіти зумовлює необхідність переходу від традиційного контролю знань до багатовимірного оцінювання навчальних досягнень, орієнтованого на діяльнісні, дослідницькі та рефлексивні результати навчання.

Аналіз модельної навчальної програми «Біологія. 7–9 класи» (авт. В. І. Соболь) засвідчив, що її зміст має значний потенціал для формування в учнів уміння здійснювати вимірювання, фіксувати результати та оцінювати точність вимірювань. Найбільшою мірою формуванню зазначеного вміння сприяють роботи експериментального та фізіологічного характеру,

пов'язані з дослідженням процесів життєдіяльності рослин, організму людини та екологічних систем.

Узагальнення наукових підходів дозволило встановити, що оцінювання ключових компетентностей з біології має ґрунтуватися на інтеграції трьох взаємопов'язаних компонентів: дослідницького, інформаційно-аналітичного та аналітико-рефлексивного. У межах кожного з них визначено змістові критерії та показники, що забезпечують можливість об'єктивної діагностики сформованості вмінь здійснювати вимірювання, фіксувати результати та оцінювати їх точність.

Запропоновано рівневу модель оцінювання (низький, середній, достатній, високий), яка відображає поступове ускладнення навчально-пізнавальної діяльності учнів і зростання їхньої самостійності у виконанні дослідницьких завдань.

Важливим результатом дослідження є обґрунтування чотирирівневої шкали оцінювання (0,25–1,00 бала) як інструменту кількісної інтерпретації рівнів сформованості компетентностей у межах 12-бальної системи. Це забезпечує поєднання якісного та кількісного підходів до оцінювання та підвищує його об'єктивність і прозорість.

Отже, розроблена модель формувального оцінювання ключових компетентностей з біології засобами структурованих критеріїв є ефективним інструментом реалізації компетентнісної освіти, забезпечує підвищення якості природничої підготовки учнів.

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СТВОРЕННЯ ФУНКЦІЙНО-МЕТОДИЧНОЇ МОДЕЛІ ФОРМУВАННЯ МОТИВАЦІЇ ЗДОБУВАЧІВ ОСВІТИ НА ОСНОВІ КРОС-КУЛЬТУРНИХ МЕТОДИК

Анотація. Стаття спрямована на створення функційно-методичної моделі формування мотивації здобувачів освіти на основі крос-культурних методик в умовах сучасного освітнього середовища. Методологічну основу дослідження становили міждисциплінарний, культурно чутливий і мотиваційно-орієнтований підходи. У процесі дослідження використано методи теоретичного узагальнення, структурно-функціонального аналізу, а також елементи кейс-конструювання для проєктування прикладних сценаріїв реалізації моделі. Особливу увагу приділено моделюванню логіки переходу від початкового включення студента в освітню взаємодію до формування стійкої внутрішньої мотивації через послідовну зміну навчальних станів, типів взаємодії і способів професійної рефлексії. У результаті дослідження було створено чотирифазну функційно-методичну модель формування мотивації здобувачів освіти засобами крос-культурної методики, яка включає фази включення, смислотворення, спільного проєктування результату і рефлексивного перенесення. Для кожної фази визначено функції викладача, характер діяльності студентів, критерії оцінювання і типові ризики реалізації. Обґрунтовано, що фаза включення забезпечує формування відчуття психологічної безпеки і легітимної присутності студента в освітньому середовищі; фаза смислотворення створює інтелектуальну напругу через зіставлення різних культурних і педагогічних перспектив; фаза спільного проєктування результату переводить мотивацію у площину професійної відповідальності і кооперативної діяльності; рефлексивне перенесення забезпечує стабілізацію мотивації через осмислення отриманого досвіду та його перенесення у майбутню професійну практику. У статті також систематизовано прикладні педагогічні інструменти для реалізації кожної фази моделі, розроблено гіпотетичні кейси для освітнього середовища майбутніх педагогів та визначено умови, за яких крос-культурна взаємодія перестає бути

декларативною і перетворюється на чинник внутрішньої навчальної мотивації. Практичне значення результатів дослідження полягає у можливості використання запропонованої функційно-методичної моделі у закладах вищої освіти під час підготовки майбутніх педагогів, розроблення міжкультурних освітніх модулів, організації змішаного і цифрового навчання, а також проєктування мотиваційно орієнтованих курсів у полікультурних академічних групах.

Ключові слова: крос-культурна методика, навчальна мотивація, здобувачі освіти, культурно чутливе викладання, міжкультурна взаємодія, внутрішня мотивація, освітнє середовище.

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RESEARCH ON THE CROSS-CULTURAL COMPONENT OF THE MOTIVATIONAL AND VALUE SPHERE OF STUDENTS

Abstract. The article is aimed at developing a functional-methodological model for shaping students' motivation through cross-cultural methodologies within the contemporary educational environment. The methodological framework of the study was grounded in interdisciplinary, culturally responsive, and motivation-oriented approaches. The research employed methods of theoretical generalization, structural-functional analysis, pedagogical modelling, comparative analysis of contemporary international educational practices, as well as elements of case design for constructing applied scenarios of model implementation. Particular attention was devoted to modelling the transition from students' initial inclusion in educational interaction to the development of sustainable intrinsic motivation through the sequential transformation of learning states, interaction formats, and forms of professional reflection. As a result of the study, a four-phase functional-methodological model for shaping students' motivation through cross-cultural methodology was developed, encompassing the phases of inclusion, meaning-making, collaborative outcome design, and reflective transfer. For each phase, the functions of the teacher, the nature of student activity, assessment criteria, and typical implementation risks were identified. It was substantiated that the inclusion phase ensures the formation of psychological safety and students' legitimate presence within the educational environment; the meaning-making phase creates intellectual tension through the comparison of different cultural and pedagogical perspectives; the collaborative design phase transforms motivation into professional responsibility and

cooperative activity; and reflective transfer ensures the stabilization of motivation through the interpretation of acquired experience and its application to future professional practice. The article also systematizes applied pedagogical tools for implementing each phase of the model, develops hypothetical cases for the educational environment of future teachers, and identifies the conditions under which cross-cultural interaction ceases to be merely declarative and becomes a factor in the development of intrinsic learning motivation. The practical significance of the research results lies in the possibility of applying the proposed functional-methodological model in higher education institutions for teacher training, the development of intercultural educational modules, the organization of blended and digital learning, as well as the design of motivation-oriented courses for multicultural academic groups.

Keywords: cross-cultural methodology, learning motivation, students, culturally responsive teaching, intercultural interaction, intrinsic motivation, educational environment.

Постановка проблеми в загальному вигляді. У педагогічній освіті крос-культурний складник дедалі частіше входить до курикулумів як ознака інтернаціоналізації, мобільності і відкритості, але значно рідше осмислюється як окремий механізм формування мотивації. Саме тут і виникає методична проблема, адже культурна різниця легко стає суто декоративною: її демонструють, описують, іноді навіть емоційно схвалюють, проте не перетворюють на внутрішню причину вчитися далі, уточнювати власну позицію, перевіряти звичні педагогічні схеми і добудовувати професійне бачення. Для майбутнього викладача цього замало. Потрібно пережити такий формат навчальної роботи, у якому відмінність загострює зміст, примушує домовлятися і переводить навчання в площину відповідального спільного рішення.

У цій логіці питання мотивації слід ставити точніше: які педагогічні умови дають здобувачеві освіти підстави увійти в тему з власним досвідом, зіткнутися з обмеженістю однієї перспективи, пережити інтелектуальну потребу в іншій позиції, а потім побачити, що його внесок реально змінює спільний результат. Для педагогіки це принципово, бо йдеться про конструювання мотиву, який утримується після завершення окремого заняття і переноситься в майбутню професійну діяльність.

Крос-культурна проблематика в цьому контексті має ще одну важливу рису. У педагогічному курсі вона охоплює різні способи академічної соціалізації, мовні режими, регіональні відмінності, сімейні освітні траєкторії, професійні словники, досвід міграції чи життя в різних типах освітнього середовища. Саме тому для крос-культурного модуля критично

важлива не сама наявність різноманіття, а його методично точне введення в освітню дію. Дані PISA 2018 показують, що в середньому по країнах OECD здобувачі освіти повідомляли приблизно про п'ять активностей, пов'язаних із глобальною компетентністю, із десяти можливих, причому ставлення і диспозиції студентів позитивно пов'язані з кількістю таких активностей, а доступ до них відрізняється між здобувачами освіти різних навчальних треків і соціально-економічного статусу [1].

Аналіз останніх досліджень і публікацій. Проблематика формування мотивації здобувачів освіти в умовах крос-культурної взаємодії поступово зміщується від загальних ідей мультикультурності до дослідження конкретних психологічних і педагогічних механізмів включення студента в освітній процес. Ще R. J. Wlodkowski і M. B. Ginsberg [2] наголошували, що культурно чутливе викладання стає ефективним лише тоді, коли навчальний зміст пов'язується з реальним досвідом студентів і створює атмосферу поваги та залученості. Подальший розвиток цієї ідеї простежується у праці H. Korpershoek, E. T. Canrinus, M. Fokkens-Bruinsma та H. de Boer [3], де доведено позитивний зв'язок між відчуттям приналежності до освітнього середовища і мотиваційними, академічними та поведінковими результатами студентів. Водночас C. P. Niemiec та R. M. Ryan [4], спираючись на теорію самодетермінації, розглядали автономію, компетентність і пов'язаність як ключові умови формування внутрішньої мотивації, а метааналіз Y.-L. Su і J. Reeve [5] підтвердив ефективність освітніх втручань, спрямованих на підтримку автономії здобувачів освіти.

Окремий напрям досліджень стосується міжкультурної компетентності як складової мотиваційного розвитку. D. K. Deardorff [6] розглядала міжкультурну компетентність як процес, що поєднує відкритість, повагу, здатність до інтерпретації та ефективної взаємодії в культурно неоднорідному середовищі. У дослідженні C. S. Abacioglu, M. Volman та A. H. Fischer [7] було встановлено, що здатність викладача до прийняття перспективи є сильнішим чинником культурно чутливого викладання ніж загальні мультикультурні установки. Подібну логіку продовжують і сучасні дослідження: S. Rizvi, B. Rienties, J. Rogaten та R. F. Kizilcec [8] аналізували культурну інклюзивність онлайн-курсів, наголошуючи, що універсальні цифрові моделі навчання часто не враховують культурної специфіки студентів.

Сучасні праці дедалі частіше пов'язують міжкультурну взаємодію із формуванням стійкої навчальної мотивації та відчуття освітньої приналежності. Результати проєкту IMMERSE, представлені Á. Ordóñez-Carabaño, E. Rodríguez-Ventosa Herrera, I. Muñoz-San Roque та D. Horgan [9],

показали, що міжкультурні цінності в освітньому середовищі позитивно впливають на sense of belonging дітей та їхню соціальну інтеграцію. Своєю чергою Z. Zhang, L. L. F. van Lieshout, O. Colizoli та співавт. [10] довели, що внутрішні та зовнішні мотиваційні стимули мають помітні культурні відмінності, а отже універсальні моделі мотивації не завжди однаково ефективні в різних освітніх контекстах. Це актуалізує потребу у створенні функційно-методичних моделей, здатних поєднати міжкультурну взаємодію, педагогічне проєктування та механізми формування внутрішньої мотивації здобувачів освіти.

Мета статті є створення функційно-методичної моделі формування мотивації здобувачів освіти на основі крос-культурних методик, яка поєднує механізми міжкультурної взаємодії, педагогічного проєктування і розвитку внутрішньої навчальної мотивації в умовах сучасного освітнього середовища.

Виклад основного матеріалу. Першочерговим завданням дослідження є переосмислення крос-культурної методики як цілісної педагогічної системи, у межах якої формування мотивації відбувається через послідовну трансформацію навчальних станів здобувача освіти. Для цього насамперед потрібно уточнити, що саме розуміється під крос-культурністю в освітньому модулі. У класичній рамці культурно чутливого викладання, поданій у праці [2], наголошено, що культурна ідентичність здобувача складається з динамічного поєднання раси, етнічності, класу, гендеру, регіону, релігії і сімейного досвіду, а навчання стає мотиваційно ефективним тоді, коли викладач працює з цією реальною складністю, а не з умовним «середнім студентом». Цю думку підсилює ще одне дослідження [1], де глобальна компетентність описана як здатність аналізувати локальні, глобальні і культурні питання, розуміти перспективи інших, взаємодіяти відкрито й ефективно через культури та діяти задля спільного блага. Отже, для нашої моделі крос-культурний ресурс розміщується на рівні різних способів бачити педагогічну ситуацію.

Також слід додати, що дані OECD показують асиметрію: повагу до культурної різноманітності керівники навчальних закладів фіксували в навчальному плані для 87% студентів, а навчання комунікації з людьми з інших культур – лише для 50%; серед найпоширеніших активностей 76% студентів повідомляли, що в закладі освіти вивчають різні культури, 64% – що вчаться розв’язувати конфлікти з іншими людьми в аудиторії, 62% – що працюють із відмінністю перспектив, тоді як приблизно 41% брали участь у спільному перегляді новин або навчальних подіях, присвячених культурній різноманітності [1]. Наведені цифри показують розрив між декларативною культурною чутливістю і реальною практикою взаємодії. Якщо студент

лише чує про відмінність, але не працює в ній і через неї, мотивація не переходить у внутрішню потребу.

З огляду на це формування мотивації в умовах крос-культурного навчання доцільно розглядати як послідовний цикл взаємопов'язаних навчальних фаз, у межах яких змінюються способи включення студента в освітню взаємодію, механізми смислотворення та характер переживання власної компетентності. Узагальнення зазначених положень дозволило сформувати чотирифазну модель мотиваційного розвитку здобувачів освіти засобами крос-культурної методики (рис. 1).

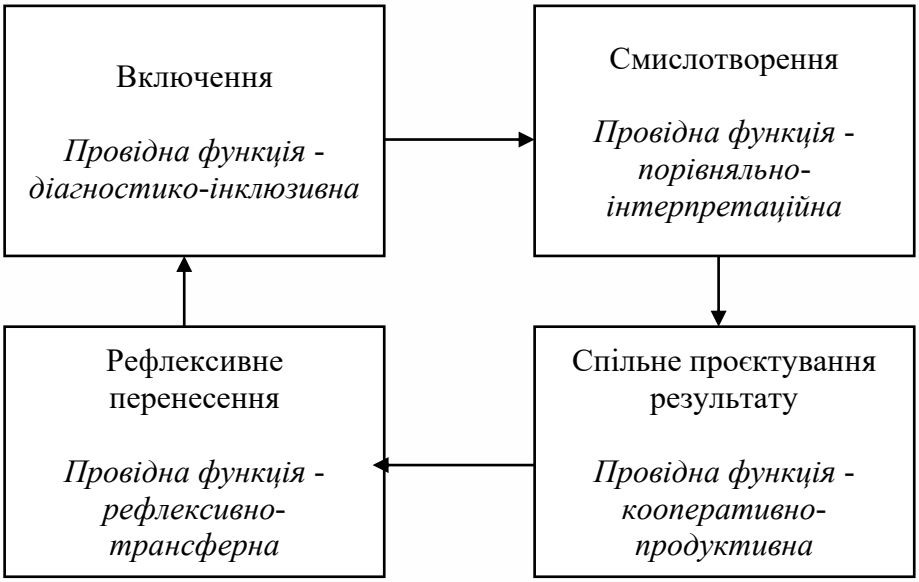

Рис. 1 – Чотирифазна модель формування мотивації здобувачів освіти засобами крос-культурної методики

Джерело: розробка автора

Перша фаза в запропонованій моделі є *діагностика і включення*. Вона виконує діагностико-інклюзивну функцію. Її мотиваційний сенс можна чітко відслідкувати в науковій праці H. Korpershoek і співавт. [3]: метааналіз 82 кореляційних досліджень показав, що студентська приналежність має позитивні зв'язки з мотиваційними результатами, академічною самоефективністю, емоційним благополуччям, поведінковою залученістю і навчальними досягненнями, а негативні – з відсутністю на заняттях і ризиком вибуття. Якщо перенести цей висновок у вищу педагогічну освіту, то стає зрозуміло: крос-культурний модуль повинен починатися з відчуття легітимної присутності. Студент має увійти в роботу як носій досвіду, що має пізнавальну цінність.

Теоретичне ядро другої (смислотворення) і третьої фаз (спільне проєктування результату) природно спирається на самодетермінаційну

теорію. У статті науковців C. P. Niemiec і R. M. Ryan [4] показано, що підтримка базових психологічних потреб в автономії, компетентності і пов'язаності сприяє автономній саморегуляції навчання, академічній успішності та добробуту. Для крос-культурного модуля це означає, що студент бачить сенс дії, має право на вибір способу входу в тему і може висловити незгоду без ризику символічного покарання. Ці загальні положення конкретизують інші науковці Y.-L. Su і J. A. Reeve [5]. Їхній метааналіз 19 досліджень із 20 ефектами і сукупною вибіркою 916 учасників засвідчив, що програми підтримки автономії були загалом ефективними з узагальненим ефектом 0,63; продуктивнішими виявлялися втручання, які навчали кількох елементів автономної підтримки одразу. Серед цих елементів автори виділяють надання осмисленого раціонального пояснення, визнання негативних переживань, неконтролюючу мову, можливість вибору та опору на внутрішні мотиваційні ресурси: інтерес, цінності, потреби в автономії, компетентності і пов'язаності [5].

Друга фаза моделі – смислотворення через зіставлення перспектив, що має ще одну опору: процесні моделі міжкультурної компетентності. У класичній праці 2006 р. D. Deardorff [6] стартовою точкою міжкультурної компетентності названо відкритість, повагу і цікавість; далі розгортаються культурне самоусвідомлення, знання про інші культури і власну культуру, а також уміння слухати, спостерігати, аналізувати, інтерпретувати і співвідносити.

Зовнішнім результатом стає здатність діяти і комунікувати належно та ефективно в міжкультурних ситуаціях [6]. В основі наукової праці UNESCO Intercultural competences [11] до ключових настанов також віднесено повагу, емпатію, відкритість, цікавість, гнучкість і толерантність до неоднозначності. Звідси випливає, що завдання фази смислотворення повинні бути побудовані так, аби студент не просто збирав відомості про іншу культуру, а тренував зміну основи сприйняття.

Однак сама наявність теоретичної основи не гарантує якісного викладання. Слід наголосити, що педагогічний модуль працює через викладача, а отже – через його здатність мислити перспективно. У дослідженні науковців C. S. Abacioglu, M. Volman і A. H. Fischer [7], виконаному на вибірці 143 викладачів навчального закладу, сприйняття різних точок зору виявилося сильнішим предиктором обох компонентів викладання з урахуванням культурних особливостей, ніж загальні мультикультурні установки. Для нашої моделі це означає, що крос-культурний модуль не можна зводити до набору вправ, адже він потребує викладача, здатного моделювати інтелектуально чесну роботу з відмінністю.

Третя фаза є центральною з погляду формування мотивації: *спільне проєктування результату.* Саме на цьому етапі крос-культурна взаємодія переходить у площину кооперативної відповідальності, де навчальна активність безпосередньо пов'язується зі створенням спільного результату. Практика міжнародного проєкту EVALUATE показала, що найвищий рівень мотиваційного залучення виникав у тих форматах, де студенти мали розробляти спільний освітній продукт для іншого учасника або професійної ситуації: сценарій заняття, цифровий кейс, навчальний протокол чи відеокоментар [12].

Нарешті, четверта фаза – *рефлексивне перенесення* – з'являється як необхідна умова стабілізації мотиву. У звіті The EVALUATE Group [12] інтенсивний віртуальний обмін у педагогічній освіті будувався від інформаційного обміну до порівняння й аналізу культурних практик і далі до спільного результату [12].

Саме ця логіка підтверджує практичну силу трьох перших фаз нашої моделі. Але EVALUATE одночасно показав і потребу в четвертій фазі: після кожного завдання студенти вели щоденники навчання а фінальні рефлексії були спрямовані на фіксацію того, що саме вони дізналися про власну і партнерську культуру, яким був їхній досвід взаємодії і як вони оцінюють підсумок обміну [12].

Суттєво, що ця модель має циклічний, а не лінійний характер. Включення не завершується на старті, а повертається щоразу, коли група входить у новий проблемний вузол. Смислотворення не зникає після створення продукту, бо спільне проєктування знову породжує переговори перспектив. Рефлексія ж не є підбиттям підсумків у слабкому сенсі; вона виконує функцію повторної діагностики і готує наступне коло. Саме така циклічність і дає підстави говорити не просто про набір крос-культурних вправ, а про функційно-методичну модель формування мотивації.

Друге завдання нашої статті полягає в переведенні цієї моделі в практичний сценарій. В даному контексті важливо зафіксувати певну річ: мотивація не посилюється автоматично від самого факту культурної зустрічі. EVALUATE об'єднав досвід понад 1000 студентів педагогічних спеціальностей і 51 викладача у 25 проєктах і показав, що структурований віртуальний обмін працює як сильний освітній інструмент лише тоді, коли завдання спеціально спроєктовані, узгоджені між партнерами і спрямовані на розвиток конкретних компетентностей [12]. Тому крос-культурний модуль має бути заздалегідь розробленим циклом із прозорими точками входу, фіксації труднощів і контролю перенесення результату.

Тож в таблиці 1 подано реалізацію функційно-методичної моделі формування мотивації здобувачів освіти

Таблиця 1

Реалізація функційно-методичної моделі формування мотивації здобувачів освіти

Фаза	Дії викладача	Дії студентів	Критерії оцінювання	Ризики
Включення	Викладач визначає культурний, соціальний і навчальний досвід групи, створює правила безпечної взаємодії і пропонує різні способи входження в тему	Студенти описують власний досвід, формулюють початкову позицію щодо теми і долучаються до вироблення спільних правил роботи	Оцінюється рівень готовності до взаємодії, відкритість до участі, початкове відчуття психологічної безпеки	Існує ризик поверхового сприйняття культурних відмінностей або їх зведення до стереотипних ознак
Смислотворення	Викладач організовує роботу із суперечливими ситуаціями, різними культурними позиціями і альтернативними способами пояснення педагогічних явищ	Студенти аналізують кейси, порівнюють різні точки зору, аргументують власну позицію і вчаться працювати з неоднозначністю	Оцінюється глибина аналізу, якість аргументації, здатність бачити проблему з кількох перспектив	Може виникати формальне прийняття будь-якої позиції без критичного осмислення або некерований конфлікт думок
Спільне проєктування результату	Викладач розподіляє ролі, забезпечує взаємозалежність учасників і визначає критерії спільного результату	Студенти спільно створюють навчальний продукт: сценарій заняття, методичний матеріал, візуальний проєкт або відеопояснення	Оцінюється внесок кожного учасника, здатність до координації, рівень самостійності та якість спільного результату	Існує ризик формального поділу завдань без реальної співпраці між учасниками
Рефлексивне перенесення	Викладач організовує обговорення отриманого досвіду, стимулює професійну рефлексію і допомагає пов’язати результати роботи з майбутньою педагогічною діяльністю	Студенти аналізують власні зміни, описують труднощі взаємодії та визначають можливості застосування отриманого досвіду в нових ситуаціях	Оцінюється здатність усвідомлювати власний розвиток, описувати пережитий досвід і планувати його подальше використання	Рефлексія може перетворитися на формальний обмін враженнями без глибоких професійних висновків

Джерело: власна розробка автора

Розкриття логіки кожної фази моделі доцільно почати зі стадії включення, яка виконує діагностико-інклюзивну функцію. На цьому етапі викладач визначає культурний, соціальний і навчальний досвід групи – попереднє навчальне середовище, мовні практики, теми, які викликають особистий інтерес або дискомфорт – і разом зі студентами встановлює правила безпечної взаємодії. Як вже було доведено, почуття належності до освітньої спільноти має реальний мотиваційний ефект. Саме тому починати заняття варто з короткої «карти досвіду»: студенти пишуть мікроавтобіографії про найбільш знакові епізоди свого навчання, коментують відеоінтродукції одне одного, розповідають про регіональні особливості своїх закладів освіти і разом формулюють «договір про незгоду», у якому фіксують, як вони працюватимуть із суперечливими темами без фольклоризації відмінності. Гіпотетично ця фаза може бути реалізована у форматі курсу для майбутніх педагогів, де до групи входять студенти з різних регіонів України і міжнародний слухач. На початковому етапі учасникам пропонується створити цифрову «карту освітніх переживань», у якій вони коротко позначають власні навчальні траєкторії, мовний досвід, складні або підтримувальні освітні ситуації. У процесі подальшого обговорення може виявитися, що для одних студентів визначальним є досвід міграції чи зміни освітнього середовища, для інших – роль сімейної підтримки, мовної адаптації або регіональних особливостей навчання. Такий сценарій дозволяє з самого початку зробити видимими різні способи входження в тему і формує відчуття легітимної присутності кожного учасника в освітній взаємодії.

Друга фаза – смислотворення, яка переводить акцент із самопрезентації на пізнавальну напругу. На цьому етапі викладач пропонує завдання, що потребують зіставлення різних культурних логік: критичні інциденти, порівняльні кейси, аналіз одного явища з різних позицій. У межах курсу, присвяченого інклюзії, можна запропонувати студентам порівняти, як міські і сільські заклади освіти впроваджують інклюзивний супровід: групи збирають документи, інтерв'ють викладачів і батьків, аналізують дві логіки організації освітнього процесу і готують аргументовану презентацію. Зустріч з неоднозначністю і потреба захистити власну позицію формують інтелектуальну напругу, яка спонукає до продовження навчання.

Третя фаза – спільне проєктування результату – є центральною для становлення мотивації, оскільки поєднує переживання компетентності і соціальної відповідальності. Тут викладач забезпечує взаємозалежність ролей і прозорі критерії оцінювання, а студенти створюють спільний продукт: навчальний сценарій, порівняльну мініметодику, відеокоментар

або цифровий постер, адресований іншій аудиторії. Гіпотетичним прикладом реалізації фази спільного проєктування результату може бути створення студентською групою цифрового посібника для батьків, присвяченого практикам інклюзивної підтримки в різних освітніх середовищах. У межах такого завдання учасники працюють у малих командах, збирають локальні приклади, узгоджують аргументацію, адаптують матеріали для різних цільових аудиторій та взаємно редагують тексти один одного. У процесі роботи поступово формується не лише академічна кооперація, а і відповідальність за спільний результат, оскільки якість фінального продукту безпосередньо залежить від внеску кожного учасника. За таких умов зовнішній контроль викладача поступово втрачає домінантну роль, а мотивація починає підтримуватися переживанням власної значущості для групи та спільної професійної мети.

Завершальна фаза – рефлексивне перенесення – стабілізує мотив і перетворює досвід на ресурс для майбутньої професійної діяльності. Після завершення проєкту викладач ініціює дебрифінг і збирає письмові та усні рефлексії: студенти аналізують, що саме змінилося у їхньому ставленні до теми, які припущення виявилися хибними, де вони діяли з позиції контролю, а де – співпраці. Самодетермінаційна теорія підкреслює, що підтримка потреби в автономії, компетентності й пов’язаності сприяє автономному саморегулюванню навчання та академічному успіху, а відчуття автономії й компетентності підтримує внутрішню мотивацію. Гіпотетично фаза рефлексивного перенесення може реалізовуватися через систематичне ведення студентами рефлексивних щоденників після завершення кожного етапу роботи. У межах такого підходу учасники не лише описують труднощі взаємодії або власні емоційні реакції, а й аналізують, як отриманий досвід може бути використаний у подальшій педагогічній діяльності, зокрема під час роботи з різними категоріями студентів. Додатково викладач може організовувати колективні обговорення, у яких студенти співвідносять власні зміни з професійними викликами майбутньої практики. За таких умов ризик формального обміну враженнями суттєво зменшується, оскільки рефлексія перестає бути завершальним «коментарем до заняття» і перетворюється на повноцінний елемент навчальної взаємодії.

Висновки. Таким чином, розв’язання першого завдання дало підстави трактувати крос-культурний модуль як цілісну функційно-методичну модель формування мотивації. Її змістовий центр полягає в переході від дефіцитарного погляду на відмінність до ресурсного. У такій моделі мотивація народжується з послідовного поєднання чотирьох умов: легітимного входження в тему через власний досвід, зіставлення перспектив, що руйнує автоматизм одномірної норми, спільного створення

адресного продукту і рефлексії, яка переводить пережите в мову професійної дії. Саме тому модель є водночас функційною і методичною: кожна фаза виконує окреме педагогічне призначення і потребує специфічного інструментарію.

Розв'язання другого завдання показало, що практична продуктивність моделі залежить від точності сценарію. Фаза включення повинна створювати досвід визнаної присутності. Фаза смислотворення має будуватися на проблемному зіставленні педагогічних логік. Фаза спільного проєктування потребує справжньої взаємозалежності ролей і продукту, який має зовнішнього адресата. Фаза рефлексивного перенесення мусить завершуватися професійним висновком: що саме змінено в погляді, у способі дії, у готовності працювати з неоднозначністю.

Отже, основне практичне положення статті полягає в тому, що крос-культурна методика набуває високого мотиваційного потенціалу лише за умови, коли викладач цілісно організовує весь освітній цикл – від початкового етапу залучення до перенесення набутих результатів у практичну діяльність.

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ТРАНСФОРМАЦІЯ ІНДИВІДУАЛЬНОЇ СВІДОМОСТІ В УМОВАХ ГЛОБАЛЬНОГО ІНФОРМАЦІЙНОГО ПРОСТОРУ

Анотація. Стаття присвячена комплексному філософському дослідженню трансформаційних процесів, яких зазнає індивідуальна свідомість у межах сучасного глобального інформаційного простору. У дослідженні обґрунтовано, що інформаційне середовище у XXI столітті перетворилося з простого інструментарію передачі даних на всеосяжну онтологічну реальність, яка визначає специфіку «цифрового існування» сучасної людини та докорінно змінює традиційні механізми функціонування людської психіки.

У статті детально проаналізовано зміну когнітивних стратегій суб'єкта, зокрема перехід від класичної лінійної моделі мислення до «кліпового» сприйняття реальності. Такий підхід характеризується швидкою втратою здатності до тривалої концентрації, дефіцитом системного логічного аналізу. В умовах інформаційного перенасичення відбувається нівелювання ієрархії сенсів, де глибоке фундаментальне знання витісняється поверхневою поінформованістю, а швидкість реакції на інформаційний стимул стає важливішою за глибину його розуміння.

Особливу увагу у дослідженні приділено процесам віртуалізації соціальної взаємодії та їхньому деструктивному впливу на структуру самосвідомості особистості. Наголошено на тому, що можливість конструювання множинних цифрових ідентичностей у соціальних мережах

породжує суттєвий розрив між реальним «Я» індивіда та його віртуальними проєкціями. У результаті це призводить до фрагментації особистості, втрати екзистенційної автентичності та переорієнтації свідомості з внутрішнього пошуку сенсу на зовнішню демонстрацію образу.

У дослідженні розкрито механізми впливу алгоритмізації та «інформаційних бульбашок» на свободу волі людини. Через системи персоналізованого відбору контенту відбувається прихована уніфікація свідомості, де суб'єкт опиняється в ізольованому інтелектуальному середовищі, що підкріплює лише його власні упередження та робить його вразливим до маніпулятивних технологій.

У висновках наголошується на необхідності формування нової цифрової етики та культури мислення, що базується на здатності до безперервного самовідновлення та свідомого обмеження технологічного тиску на фундаментальні структури людської особистості. Збереження «людського в людині» в епоху тотальної цифровізації визначено як головне завдання сучасної філософської антропології.

Ключові слова: індивідуальна свідомість, цифрова трансформація, віртуальна ідентичність, цифрова етика, антропологічні виклики.

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SHAROVA T., ZEMLIANSKA A., YADLOVSKA O.
TRANSFORMATION OF INDIVIDUAL CONSCIOUSNESS IN THE GLOBAL INFORMATION SPACE

Abstract. The article is devoted to a comprehensive philosophical study of the transformational processes experienced by individual consciousness within the modern global information space. The research substantiates that in the 21st

century, the information environment has evolved from a simple tool for data transmission into an all-encompassing ontological reality that defines the specifics of the «digital existence» of modern humans and fundamentally changes the traditional mechanisms of the human psyche's functioning.

The article provides a detailed analysis of the shift in the subject's cognitive strategies, particularly the transition from the classical linear model of thinking to a «clip-like» perception of reality. This approach is characterized by a rapid loss of the ability for sustained concentration and a deficit in systematic logical analysis. In conditions of information overload, the hierarchy of meanings is leveled, where deep fundamental knowledge is displaced by superficial awareness, and the speed of reaction to an information stimulus becomes more important than the depth of its understanding.

Special attention is paid to the processes of virtualization of social interaction and their destructive impact on the structure of individual self-awareness. It is emphasized that the possibility of constructing multiple digital identities in social networks creates a significant gap between the individual's real «Self» and their virtual projections. As a result, this leads to the fragmentation of personality, loss of existential authenticity, and a reorientation of consciousness from an inner search for meaning to an external demonstration of an image.

The study reveals the mechanisms of influence of algorithmization and «information bubbles» on human free will. Through systems of personalized content selection, a hidden unification of consciousness occurs, where the subject finds themselves in an isolated intellectual environment that reinforces only their own biases and makes them vulnerable to manipulative technologies. The conclusions emphasize the need to form a new digital ethics and a culture of thinking based on the capacity for continuous self-renewal and conscious limitation of technological pressure on the fundamental structures of the human personality. Preserving the «human in human» in the era of total digitalization is identified as the main task of modern philosophical anthropology.

Keywords: individual consciousness, digital transformation, virtual identity, digital ethics, anthropological challenges.

Постановка проблеми. Актуальність обраної теми зумовлена глибинними трансформаціями людського буття, що спричинені становленням тотальної інформаційної комунікації. У сучасну епоху індивідуальна свідомість перестає бути закритою автономною сферою, оскільки вона інтегрована в глобальний інформаційний простір, який диктує нові правила сприйняття та інтерпретації реальності. Постійний потік даних та розвиток цифрових технологій призводять до фундаментальних змін у когнітивній структурі особистості, де на зміну системному аналізу приходить

фрагментарне мислення, а традиційні форми пам'яті витісняються зовнішніми цифровими накопичувачами [11, с. 122].

Особливої ваги дослідження набуває через проблему розмивання меж особистісної ідентичності, адже віртуалізація соціальної взаємодії породжує множинність способів самопрезентації людини, що часто суперечать її реальному досвіду. Крім того, існування в умовах «інформаційних бульбашок» та алгоритмічного впливу ставить під загрозу здатність суб'єкта до критичного мислення, роблячи його вразливим до маніпулятивних технологій. Філософське осмислення цих процесів є необхідним для розуміння того, як саме змінюється сутність людського «Я» під тиском глобальних інформаційних процесів та які механізми дозволяють зберегти інтелектуальну автентичність у цифровому світі [15, с. 392]. Таким чином, аналіз трансформацій індивідуальної свідомості є ключем до розуміння не лише сучасного стану людини, а й векторів розвитку суспільства в цілому.

Аналіз останніх досліджень та публікацій. Проблема трансформації свідомості в умовах цифрової глобалізації перебуває у фокусі уваги сучасної філософської антропології, епістемології та соціальної філософії. Аналіз наукового дискурсу свідчить, що дослідники дедалі частіше відходять від суто технологічного опису інформаційних мереж, зосереджуючись на глибинних онтологічних змінах самого суб'єкта.

Філософський аналіз обмежень та перспектив розвитку штучного інтелекту провели (Бондар А.В., Зінчина О., Кулак К.), тоді як теоретичним осмисленням його ролі безпосередньо у вищій освіті займалися (Мельник Ю., Тодорова С., Шевченко Г.). Питання етичної інтеграції ChatGPT та персоналізації навчання досліджували (Asy'ari M., Шаров С.), наголошуючи на важливості свідомого вибору технологій у навчальному процесі (Шарова Т., Ломейко О., Шаров С.). Аксіологічний вимір вищої освіти як стратегічний чинник її розвитку висвітлили (Маслова Т., Коломієць С.). Теоретичні засади цифрової культури та стратегії організації як сучасного феномену обґрунтували (Бугайчук О., Гаврілова Л., Воронова Н., Горбул Т.), а практичні інструменти інновацій в освіті систематизували (Русаков С., Пятковська Ю.). Процеси цифрової трансформації як основу освітніх реформ аналізували (Метеленко Н., Нікітенко В., Васильчук Г., Каганов Ю., Воронкова В.), водночас особливості формування диджитальної культури здобувачів та викладачів вивчали (Гуревич Р., Коношевський Л., Коношевський О., Кобися В., Люльчак С., Лазаренко Н.).

Попри значну кількість розвідок, питання збереження суб'єктності в умовах алгоритмічного управління увагою та когнітивного аутсорсингу залишається недостатньо розкритим і вимагає подальшого філософського осмислення. Сучасні автори наголошують на необхідності вироблення

нових етичних регуляторів та стратегій критичного мислення, які могли б протидіяти уніфікації індивідуальної свідомості [3, с. 21]. Таким чином, аналіз наявних публікацій підтверджує, що обрана тема є надзвичайно актуальною і потребує синтезу філософських знань про свідомість із новітніми даними про розвиток глобальних інформаційних технологій.

Метою дослідження є комплексний філософський аналіз особливостей та напрямів трансформації індивідуальної свідомості під впливом сучасного глобального інформаційного простору. Дослідження спрямоване на виявлення закономірностей зміни когнітивних структур особистості, дослідження процесів переформатування ідентичності в умовах віртуалізації суспільного життя, а також на визначення ролі критичного мислення як інструменту збереження суб'єктності людини в епоху тотальної цифровізації.

Виклад основного матеріалу. Аналіз трансформації індивідуальної свідомості вимагає насамперед переосмислення онтологічного статусу інформаційного простору, який у сучасну епоху перестав бути просто засобом передачі даних і перетворився на всеосяжне середовище існування людини. Глобальний інформаційний простір формує нову архітектуру соціальної реальності, де межа між суб'єктивним внутрішнім світом та об'єктивною зовнішньою дійсністю стає дедалі прозорішою. Включеність індивіда в безперервні потоки інформації призводить до виникнення нової форми буття – «цифрового існування», що докорінно змінює традиційні механізми функціонування свідомості, закладені класичною філософською традицією [4, с. 56].

Першочерговим аспектом трансформації є зміна когнітивних стратегій сприйняття та переробки інформації [7, с. 38]. Традиційна модель свідомості, орієнтована на лінійне, послідовне та глибоке засвоєння знань, поступово витісняється мозаїчним або «кліповим» мисленням. Такий підхід характеризується здатністю швидко перемикатися між розрізненими фрагментами інформації при одночасному зниженні здатності до тривалої концентрації та системного логічного аналізу. В умовах інформаційного перенасичення свідомість змушена адаптуватися, виробляючи захисні механізми поверхневого сканування, що призводить до дефіциту критичної рефлексії. Знання замінюється поінформованістю, а глибина розуміння – швидкістю реакції на черговий інформаційний стимул [8, с. 20].

Процес віртуалізації соціальної взаємодії вносить суттєві корективи у структуру самосвідомості та ідентичності. В глобальному інформаційному середовищі індивід отримує можливість конструювати множинні ідентичності, які часто мають мало спільного з його реальним психофізичним буттям. Виникає специфічний розрив між реальним «Я» та його цифровими

проекціями, що призводить до фрагментації свідомості [9, с. 162]. Соціальні мережі та цифрові платформи диктують певні стандарти самопрезентації, де зовнішнє схвалення, виражене в кількісних показниках, стає головним мірилом самоцінності. Таким чином, інтенціональність свідомості переорієнтовується з внутрішнього пошуку сенсу на зовнішню демонстрацію образу, що актуалізує проблему втрати автентичності та екзистенційної порожнечі.

Окремої уваги заслуговує вплив алгоритмізації інформаційного простору на свободу волі та автономію свідомості. Сучасні інформаційні технології використовують складні системи відбору контенту, які формують так звані «інформаційні бульбашки» [16, с. 121]. Свідомість індивіда опиняється в ізольованому середовищі, де підкріплюються лише його власні упередження та стереотипи, а альтернативні погляди систематично відсікаються.

Такий підхід створює ілюзію повноти знання при фактичному звуженні горизонту свідомості. Таке середовище є надзвичайно сприятливим для маніпулятивних технологій, оскільки індивід перестає помічати зовнішній вплив на свої переконання, сприймаючи нав'язані ззовні установки як власні висновки.

В даному контексті трансформація свідомості набуває ознак прихованої уніфікації під маскою персоналізації [10, с. 126].

Соціальна сутність свідомості в умовах глобалізації також зазнає метаморфоз через зміну характеру комунікації. Відбувається перехід від безпосереднього діалогу до опосередкованого технічними засобами обміну знаками. Свідомість стає більш вразливою до агресії та соціальної поляризації, що підживлюється анонімністю та швидкістю цифрових взаємодій. Проте, водночас, глобальний інформаційний простір відкриває небачені раніше можливості для інтелектуальної кооперації та доступу до колективного досвіду людства, що ставить перед свідомістю виклик вироблення нових етичних орієнтирів та культури мислення [13, с. 12].

Усвідомлюємо, що трансформація індивідуальної свідомості в сучасному інформаційному середовищі є складним та суперечливим процесом. З одного боку, спостерігається зниження когнітивної глибини, фрагментація ідентичності та ризик маніпулятивного контролю. З іншого боку, відбувається розширення інформаційних обріїв та адаптація людського мислення до нових темпів розвитку цивілізації. Головним завданням сучасної філософської антропології та гносеології стає пошук шляхів збереження суб'єктності та цілісності людини в умовах, коли її свідомість стає ареною боротьби глобальних інформаційних сил. Збереження здатності до критичної рефлексії та усвідомленого вибору в

цифровому хаосі є єдиною запорукою збереження людського в людині [12, с. 132].

Важливим вектором трансформації індивідуальної свідомості в умовах сучасного інформаційного середовища стає використання системам штучного інтелекту. На сучасному етапі розвитку технологій штучний інтелект перестає сприйматися лише як зовнішній інструментарій для розв'язання прикладних задач і поступово набуває ролі активного медіатора пізнавальних процесів [17, с. 119]. Такий підхід зумовлює появу феномену «когнітивного аутсорсингу», коли суб'єкт делегує складні аналітичні та прогностичні функції алгоритмічним системам. Унаслідок цього відбувається переформатування внутрішньої архітектури мислення: індивід поступово втрачає навички глибокої логічної дедукції, натомість розвиваючи компетенції зі структурування запитів та інтерпретації готових результатів, згенерованих машиною [14, с. 301].

Роль штучного інтелекту в трансформації свідомості виявляється також через його здатність створювати гіперреалістичні симулятори, які розмивають критерії істинності в індивідуальному досвіді. Поширення технологій генеративного інтелекту, здатного продукувати тексти, зображення та відео, що не відрізняються від реальних об'єктів, може спричинити глибоку кризу. Свідомість сучасного індивіда перебуває в стані постійної когнітивної напруги, змушена щомиті верифікувати автентичність інформації, що в умовах глобального прискорення комунікацій стає практично неможливим завданням. У свою чергу, це призводить до формування специфічного скептицизму або, навпаки, інтелектуальної апатії, коли суб'єкт відмовляється від пошуку істини на користь зручної або емоційно привабливої дезінформації [1, с. 12].

Етичний вимір трансформації свідомості в умовах панування інтелектуальних алгоритмів актуалізує проблему свободи вибору та моральної відповідальності особистості. Оскільки алгоритми передбачувального аналізу здатні моделювати поведінкові реакції індивіда на основі його попереднього цифрового сліду, виникає парадокс «програмованої волі».

Коли вибір людини – від побутових уподобань до політичних поглядів – стає результатом прихованого алгоритмічного підштовхування [6, с. 112]. Етична складність полягає в тому, що трансформація відбувається непомітно для самого суб'єкта, створюючи ілюзію повної автономії при фактичній втраті контролю над власними інтенціями. У цьому контексті індивідуальна свідомість стає не лише об'єктом пізнання, а й об'єктом етичної експлуатації в межах економіки уваги, де кожен акт мислення чи емоційна реакція індивіда стає товаром [2, с. 11].

Додатковим викликом є трансформація емоційної сфери свідомості під впливом постійної взаємодії з цифровими інтерфейсами. Спілкування з чат-ботами та віртуальними асистентами, які імітують людську емпатію, призводить до специфічної деформації міжособистісних почуттів. Глобальний інформаційний простір, таким чином, виступає як середовище, що одночасно розширює комунікативні можливості та знеособлює їх, змушуючи свідомість балансувати між технологічною досконалістю та екзистенційною самотністю.

Для більш чіткого розуміння глибини антропологічного зсуву доцільно провести порівняльний аналіз ключових параметрів свідомості, що дозволить зафіксувати перехід від традиційних стратегій до нових форм цифрового існування (табл. 1).

Таблиця 1

Порівняльна характеристика класичної
та трансформованої (цифрової) свідомості

Параметр порівняння	Класична модель свідомості	Трансформована (цифрова) свідомість
Тип мислення	Лінійне, послідовне, системне	Фрагментарне, мозаїчне («кліпове»)
Сприйняття інформації	Глибоке занурення, тривала концентрація	Поверхневе сканування, швидке перемикання
Основа знання	Власний когнітивний досвід та пам’ять	Когнітивний аутсорсинг (пошукові системи, ШІ)
Статус ідентичності	Цілісна, автентична, стабільна	Множинна, віртуальна, фрагментована
Характер уваги	Вибіркова, стійка, керована волею	Розпорошена, залежна від алгоритмів
Критерій істини	Критична рефлексія, верифікація	Емоційна привабливість, віра в симулятори
Спосіб комунікації	Безпосередній діалог, емпатія	Опосередкований знаками, анонімність

Усвідомлюємо, що людство опинилося в ситуації роздвоєності, де класична модель раціонального суб’єкта остаточно відходить у минуле. Подальший розвиток свідомості залежатиме від здатності людини виробити нову «цифрову етику» та культуру мислення, яка б дозволила інтегрувати технологічні досягнення без втрати власної духовної унікальності. Мова йде не про відмову від інформаційних благ, а про свідоме обмеження алгоритмічного впливу на фундаментальні структури особистості [5, с. 12].

Збереження «людського в людині» в епоху штучного інтелекту вимагає від індивідуальної свідомості безперервного акту самовідновлення, який полягає у поверненні до живої рефлексії, здатності до сумніву та усвідомлення власної відповідальності за кожен створений чи спожитий сенс у безмежному океані глобальної інформації.

Висновки. Розуміємо, що трансформація індивідуальної свідомості в умовах глобального інформаційного простору є об'єктивним та незворотним процесом, що визначає новий етап еволюції людського буття. Проведений аналіз засвідчив, що під впливом тотальної цифровізації відбувається фундаментальне переформатування когнітивної архітектури особистості, де на зміну лінійній раціональності та системному аналізу приходить мозаїчне, фрагментарне сприйняття. Такий підхід призводить не лише до зміни способів обробки даних, а й до глибинних зрушень у структурі самосвідомості, де межа між реальним «Я» та його цифровими проєкціями стає дедалі більш розмитою.

Водночас виявлено, що цифрова трансформація не є виключно деструктивним процесом, оскільки вона відкриває нові обрії для адаптації людського мислення до зростання обсягів інформації та створює умови для формування колективного інтелекту глобального масштабу. Проте збереження суб'єктності та цілісності особистості в таких умовах вимагає переходу від пасивного споживання контенту до активної критичної рефлексії та виховання високої інформаційної культури. Головним викликом для сучасної філософської думки залишається розробка етичних та гносеологічних стратегій, які б дозволили людині інтегруватися в цифровий простір без втрати власної екзистенційної автентичності.

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ДУАЛЬНЕ НАВЧАННЯ ЯК ЧИННИК ПРОФЕСІЙНОГО РОЗВИТКУ ВИКЛАДАЧА ТЕХНІЧНОГО КОЛЕДЖУ В КИТАЙСЬКІЙ НАРОДНІЙ РЕСПУБЛІЦІ

Анотація. У статті розглянуто дуальне навчання як важливий чинник професійного розвитку викладача технічного коледжу в Китайській Народній Республіці. Актуальність дослідження зумовлена потребою модернізації професійної освіти, посилення її практичної спрямованості та підготовки фахівців, здатних ефективно діяти в умовах сучасного виробництва. Наголошено, що дуальна модель навчання в КНР формується на основі тісної взаємодії закладів професійної освіти з підприємствами, поєднання теоретичної підготовки, практичного навчання, виробничого стажування та участі роботодавців у формуванні змісту освітнього процесу.

Особливу увагу приділено управлінню професійним розвитком викладача технічного коледжу, оскільки саме від рівня його професійної, педагогічної та практикоорієнтованої компетентності залежить ефективність реалізації дуального навчання. Обґрунтовано, що в умовах інтеграції освіти й виробництва викладач виконує не лише традиційну освітню функцію, а й виступає організатором практичної підготовки, координатором взаємодії з підприємствами, наставником і носієм сучасного професійного досвіду.

З'ясовано, що дуальне навчання сприяє оновленню змісту професійної діяльності викладача, розвитку його методичної майстерності, виробничої обізнаності, здатності до інноваційної діяльності та формуванню «подвійної кваліфікації».

Визначено основні управлінські умови ефективного професійного розвитку викладачів технічних коледжів у КНР: стратегічне планування, системне партнерство з підприємствами, організація виробничих стажувань, мотивація до професійного зростання, підтримка інноваційної діяльності, оцінювання результативності та створення професійних спільнот.

Зроблено висновок, що дуальна освіта в КНР є не лише засобом підвищення якості підготовки студентів, а й дієвим механізмом управління професійним розвитком педагогічних кадрів технічних коледжів.

Ключові слова: дуальне навчання, професійний розвиток, технічний коледж, Китайська Народна Республіка, управління, професійна освіта.

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DUAL EDUCATION AS A FACTOR IN THE PROFESSIONAL DEVELOPMENT OF A TECHNICAL COLLEGE LECTURER IN THE PEOPLE'S REPUBLIC OF CHINA

Abstract. The article examines dual education as an important factor in the professional development of a technical college lecturer in the People's Republic of China. The relevance of the study is determined by the need to modernise vocational education, strengthen its practical orientation and train specialists capable of acting effectively in the conditions of modern production. It is emphasised that the dual education model in the PRC is formed on the basis of close interaction between vocational education institutions and enterprises, combining theoretical training, practical learning, workplace training and employers' participation in shaping the content of the educational process.

Particular attention is paid to managing the professional development of a technical college lecturer, since the effectiveness of implementing dual education depends on the level of their professional, pedagogical and practice-oriented competence. It is substantiated that, in the context of integrating education and production, the lecturer performs not only a traditional educational function but also acts as an organiser of practical training, a coordinator of interaction with enterprises, a mentor and a bearer of modern professional experience.

It has been established that dual education contributes to updating the content of the lecturer's professional activity, developing their methodological skills, industrial awareness, capacity for innovative activity and formation of 'dual qualification'.

The main managerial conditions for the effective professional development of technical college lecturers in the PRC have been identified: strategic planning, systematic partnership with enterprises, organisation of workplace training, motivation for professional growth, support for innovative activity, assessment of effectiveness and creation of professional communities.

It is concluded that dual education in the PRC is not only a means of improving the quality of student training but also an effective mechanism for managing the professional development of teaching staff in technical colleges.

Keywords: dual education, professional development, technical college, People's Republic of China, management, vocational education.

Постановка проблеми. Сучасна професійна освіта дедалі більше орієнтується на практичний результат: здатність випускника не лише знати теорію, а й діяти в реальних виробничих умовах. Для технічних коледжів це особливо важливо, адже технології змінюються швидше, ніж класичні навчальні програми встигають оновлюватися.

У такій ситуації викладач технічного коледжу вже не може залишатися лише передавачем навчальної інформації. Він має бути методистом, наставником, практиком, дослідником виробничих процесів і посередником між освітою та підприємством.

У Китайській Народній Республіці розвиток професійної освіти розглядається як один із ключових інструментів модернізації економіки, підготовки технічних кадрів і підвищення конкурентоспроможності промисловості. У 2019 році Державна рада КНР ухвалила Національний план реформування професійної освіти, у якому професійна освіта визначається як окремий тип освіти, рівнозначний загальній освіті, а також підкреслюється значення інтеграції виробництва й освіти, співпраці закладів освіти з підприємствами та розвитку механізмів практико-орієнтованої підготовки кадрів [3].

У цьому контексті дуальне навчання виступає не просто педагогічною технологією, а цілою управлінською моделлю. Воно змінює зміст освітнього процесу, роль підприємств, функції адміністрації технічного коледжу та професійний профіль самого викладача. Якщо традиційна модель освіти здебільшого зосереджена в аудиторії, то дуальна модель відкриває двері навчального закладу на виробництво. Викладач опиняється у просторі, де навчальна програма, обладнання, професійні стандарти, ринок праці та запити роботодавців взаємодіють між собою, мов шестерні в одному механізмі.

Аналіз останніх досліджень і публікацій. Проблематика дуальної освіти, її змісту, особливостей становлення та впровадження в систему професійної освіти Китайської Народної Республіки привертає увагу багатьох українських і зарубіжних науковців. Дослідження цієї теми є особливо актуальним у контексті модернізації професійно-технічної освіти, посилення зв'язку між закладами освіти та підприємствами, а також підготовки конкурентоспроможних фахівців для сучасного ринку праці.

Окремі аспекти розвитку дуальної форми навчання у професійній освіті Китаю розглядали С. Грибанова, Інвень Чжоу, Гоцін Сюй, Мін Ву та інші. У працях науковців аналізуються теоретичні засади дуальної освіти, етапи її становлення, особливості адаптації зарубіжного досвіду, зокрема німецької моделі, а також проблеми, що виникають у процесі її практичного впровадження в китайському освітньому середовищі.

Досягнення та особливості реалізації дуальної форми навчання у професійній освіті Китаю досліджувала С. Грибанова [1]. Науковиця підкреслює, що «розвиток системи дуальної освіти в китайській професійно-технічній освіті має ґрунтуватися не лише на запозиченні зарубіжних моделей, а й на врахуванні національної специфіки, соціально-економічних умов, потреб регіонального ринку праці та реальних можливостей закладів освіти» [1]. Важливою умовою ефективного впровадження дуального навчання, на думку дослідниці, є підготовка висококваліфікованих педагогічних кадрів, здатних поєднувати теоретичну, методичну та практичну складові професійної підготовки.

Мін Ву та Пінг Ліу проаналізували проблеми, з якими стикається професійно-технічна освіта Китаю, зокрема у процесі впровадження дуальної системи навчання та адаптації німецького досвіду [5]. Автори зазначають, що механічне перенесення іноземних освітніх моделей не завжди дає очікувані результати, оскільки кожна країна має власні традиції управління освітою, особливості економічного розвитку, структуру підприємств і рівень готовності роботодавців до участі в освітньому процесі. У зв'язку з цим важливим завданням для Китаю є не просте копіювання німецької дуальної системи, а її творча адаптація до національного контексту.

Етапи становлення та розвитку дуального навчання в Китаї висвітлено у працях Інвень Чжоу та Гоціна Сюя [6]. Дослідники звертають увагу на те, що китайська модель дуальної освіти формувалася поступово, під впливом як внутрішніх потреб економічного розвитку країни, так і міжнародного досвіду організації професійного навчання. Особливе значення в їхніх дослідженнях надається співпраці між професійними закладами освіти та підприємствами, оскільки саме така взаємодія забезпечує практичну спрямованість підготовки майбутніх фахівців.

Отже, аналіз наукових праць засвідчує, що дуальна освіта в КНР розглядається дослідниками як важливий інструмент модернізації професійної підготовки. Водночас у науковій літературі особливу увагу приділено питанням партнерства закладів освіти з підприємствами, удосконалення змісту професійної підготовки, підвищення якості практичного навчання та розвитку педагогічних кадрів. Саме професійний розвиток

викладача технічного коледжу є однією з ключових умов успішної реалізації дуального навчання, оскільки від рівня його компетентності залежить ефективність поєднання теоретичної підготовки з реальною виробничою практикою.

Мета статті полягає у теоретичному обґрунтуванні ролі дуального навчання як важливого чинника професійного розвитку викладача технічного коледжу в Китайській Народній Республіці, з'ясуванні його впливу на формування професійних, педагогічних і практикоорієнтованих компетентностей викладача; визначенні особливостей управління цим процесом в умовах інтеграції професійної освіти з виробничою практикою та співпраці закладів освіти з підприємствами.

Виклад основного матеріалу дослідження. Дуальне навчання у китайському контексті не є повним копіюванням німецької дуальної системи. Воно формується як китайська модель інтеграції освіти і виробництва, що включає співпрацю школи або коледжу з підприємством, інтеграцію виробництва й освіти, а також сучасне учнівство, яке в документах КНР розглядається як механізм спільної підготовки кадрів закладом освіти та підприємством. У 2019 році Міністерство освіти КНР видало повідомлення про всебічне просування сучасного учнівства, де наголошено на спільному вихованні здобувачів освіти професійними закладами та підприємствами, поєднанні навчання і праці, а також участі різних суб'єктів у забезпеченні якості підготовки [3].

Для технічного коледжу дуальне навчання означає, що частина професійної підготовки відбувається безпосередньо в умовах підприємства або в освітньо-виробничому середовищі, максимально наближеному до реального виробництва. Студент засвоює не лише дисципліни навчального плану, а й культуру професійної діяльності: стандарти якості, правила безпеки, технологічну дисципліну, командну взаємодію, відповідальність за результат. Водночас викладач має навчитися проєктувати освітній процес так, щоб теорія не висіла окремою хмарою над практикою, а вбудовувалася у конкретні виробничі завдання.

Тому дуальне навчання в КНР виконує подвійну функцію. З одного боку – підвищує якість підготовки студентів технічних спеціальностей. З іншого – стає каталізатором професійного розвитку викладача, змушуючи його постійно оновлювати знання про сучасні технології, обладнання, стандарти виробництва та вимоги роботодавців.

Професійний розвиток викладача технічного коледжу можна розглядати як безперервний процес удосконалення його педагогічних, методичних, технологічних, комунікативних, дослідницьких та управлінських компетентностей. На відміну від викладача суто академічного закладу,

педагог технічного коледжу має працювати на перетині двох світів: освітнього й виробничого. Він повинен володіти методикою навчання, але водночас розуміти реальну логіку професії, для якої готує студентів.

У КНР ця особливість відображена в політиці формування «подвійно кваліфікованих» викладачів. Йдеться про педагогів, які поєднують викладацьку компетентність із практичним професійним досвідом у відповідній галузі. У 2022 році Міністерство освіти КНР оприлюднило документ щодо визнання «подвійно кваліфікованих» викладачів професійної освіти, де підкреслено значення не лише теоретичного й практичного викладання, а й знання умов роботи підприємств, професійних навичок та досвіду галузевої практики [2].

Саме тут дуальне навчання стає професійним тренажером для самого викладача. Воно примушує його не застигати в ролі «людини з підручником», а постійно входити в живу тканину професії. Викладач має бачити, як змінюються технологічні процеси, які компетентності потрібні студентам, які помилки виникають під час практики, які вимоги висуває підприємство до молодого фахівця.

Через це професійний розвиток перестає бути формальною участю у курсах підвищення кваліфікації. Він стає щоденною діяльністю, вмонтованою в навчальний процес.

Дуальне навчання впливає на професійний розвиток викладача технічного коледжу щонайменше у кількох напрямах.

По-перше, оновлює професійно-технологічну компетентність викладача. Коли педагог взаємодіє з підприємством, бере участь у стажуваннях, консультується з інженерами, технологами або майстрами виробництва, він отримує доступ до актуальних виробничих практик. Це особливо важливо для технічних спеціальностей, де обладнання, програмне забезпечення, стандарти якості й технології швидко змінюються. У Національному плані реформування професійної освіти КНР передбачено, що викладачі професійних закладів і прикладних університетів мають щороку проходити щонайменше один місяць практики на підприємствах або в навчально-виробничих базах, а також брати участь у п’ятирічному циклі загального підвищення кваліфікації [1].

По-друге, дуальна модель розвиває методичну компетентність викладача. Традиційна лекційна форма не завжди відповідає завданням професійної освіти, де важливо навчити діяти. Тому викладач має опановувати проєктне навчання, кейс-методи, модульне навчання, виробничі симуляції, навчання через виконання практичних завдань. У документах КНР щодо розроблення та реалізації професійних освітніх програм підкреслюється необхідність поглиблення інтеграції виробництва

й освіти, а також реформування викладачів, навчальних матеріалів і методів навчання.

По-третє, дуальне навчання формує у викладача партнерську культуру. Він має співпрацювати з представниками підприємств, узгоджувати зміст навчання, брати участь у спільному оцінюванні студентів, координувати практику, обговорювати результати підготовки. Така діяльність потребує комунікативної зрілості, гнучкості, здатності домовлятися й мислити не лише категоріями навчальної дисципліни, а й категоріями професійної ефективності.

По-четверте, дуальне навчання стимулює дослідницьку та інноваційну активність викладача. У технічному коледжі викладач може бути залучений до спільних проєктів із підприємствами, розроблення навчальних модулів, модернізації лабораторій, створення навчально-виробничих центрів, адаптації освітніх програм до потреб регіональної економіки.

По-п’яте, дуальне навчання змінює професійну ідентичність викладача. Він починає сприймати себе не тільки як педагога, а і як учасника виробничо-освітньої екосистеми. Його професійність вимірюється не лише кількістю прочитаних лекцій, а й здатністю підготувати студента до реального професійного середовища.

Управління професійним розвитком викладача технічного коледжу в умовах дуального навчання є цілеспрямованою діяльністю адміністрації закладу освіти, державних органів, підприємств-партнерів і самих викладачів щодо створення умов для постійного оновлення компетентностей педагогічних кадрів [6].

Першим напрямом такого управління є стратегічне планування. Технічний коледж має визначати, які саме компетентності потрібні викладачам з огляду на спеціальності, регіональний ринок праці, партнерські підприємства та перспективи технологічного розвитку. Наприклад, якщо коледж готує фахівців для машинобудування, електроніки, IT або автоматизації, професійний розвиток викладачів має включати не лише загальні педагогічні курси, а й роботу з сучасним обладнанням, цифровими виробничими системами, галузевими стандартами й програмними інструментами.

Другим напрямом є організація виробничого стажування викладачів. У китайській моделі це має особливе значення, оскільки професійна освіта орієнтується на тісну співпрацю з підприємствами. Світовий банк, аналізуючи досвід технічної та професійної освіти Китаю, зазначав, що заклади TVET активно співпрацюють із підприємствами у плануванні, розробленні курсів, викладанні й оцінюванні програм, а викладачі проходять практичну підготовку на підприємствах для оновлення навичок

відповідно до потреб галузі. Третім напрямом є розвиток системи наставництва. У дуальній моделі наставниками можуть бути як досвідчені викладачі, так і фахівці підприємств. Молодий викладач технічного коледжу має поступово входити в професійне середовище, вчитися проєктувати практикоорієнтовані заняття, працювати з виробничими кейсами, оцінювати професійні дії студентів. Наставництво перетворює професійний розвиток із самотнього "плавання в тумані" на керований маршрут.

Четвертим напрямом є формування дієвої системи мотивації викладачів до професійного розвитку. Вимога адміністрації технічного коледжу щодо постійного оновлення професійних, педагогічних і виробничо-технологічних компетентностей викладача має супроводжуватися реальними стимулами та інституційними механізмами підтримки. За відсутності таких умов професійний розвиток ризикує перетворитися на формальну процедуру, що не забезпечує якісних змін у змісті й методиці підготовки здобувачів освіти. Мотиваційний компонент управління професійним розвитком може включати врахування результатів виробничого стажування під час атестації, підтримку участі викладачів в інноваційних освітньо-виробничих проєктах, доплати за розроблення й упровадження дуальних освітніх програм, створення можливостей для кар'єрного зростання, академічної мобільності, професійного визнання та поширення успішного досвіду.

П'ятим напрямом є оцінювання результативності професійного розвитку. Тут важливо оцінювати не лише факт проходження курсів, а реальні зміни у викладацькій діяльності: оновлення змісту дисциплін, використання практичних кейсів, участь у спільних проєктах із підприємствами, якість організації практики, результати студентів, відгуки роботодавців. Інакше професійний розвиток ризикує перетворитися на паперову колекцію сертифікатів.

Особливістю китайської моделі є те, що підприємство виступає не лише місцем практики студентів, а й активним учасником розвитку викладацького складу.

Тобто підприємства можуть брати участь у розробленні навчальних програм, надавати обладнання, організовувати стажування, залучати своїх фахівців до викладання, консультувати педагогів щодо актуальних виробничих процесів. Дослідження політики співпраці професійних закладів і підприємств у Китаї показує, що така співпраця пройшла кілька етапів розвитку: від спонтанних практик до інституційного оформлення, хоча окремі проблеми партнерства все ще потребують подальшого вдосконалення.

Для викладача це означає, що підприємство стає своєрідною «другою кафедрою». Там педагог бачить реальні технологічні процеси, знайомиться з новими матеріалами, обладнанням і організаційними рішеннями. Така взаємодія допомагає уникнути розриву між тим, що викладається в аудиторії, і тим, що відбувається на виробництві. Саме цей розрив часто є слабким місцем професійної освіти: студент вивчає одне, а на робочому місці стикається з іншим. Дуальне навчання, якщо ним грамотно управляти, зшиває ці два світи міцною ниткою практичного досвіду.

Попри значний потенціал дуального навчання як інструменту модернізації професійної освіти, його практична реалізація в технічних коледжах супроводжується низкою організаційних, управлінських і методичних труднощів, які пов'язані не лише зі змістом освітнього процесу, а й із характером взаємодії між закладами освіти, підприємствами, викладачами та студентами.

Одним із важливих викликів є нерівномірність партнерства між технічними коледжами та підприємствами. Не всі підприємства мають однакові можливості для участі в дуальному навчанні. Великі компанії, як правило, володіють сучасним обладнанням, кадровими ресурсами, розвиненою системою наставництва та зацікавленістю у підготовці майбутніх працівників. Натомість малі й середні підприємства не завжди мають достатню матеріально-технічну базу, час або мотивацію для системної співпраці із закладами професійної освіти. Унаслідок цього виникає ризик нерівного доступу студентів і викладачів до якісного практичного середовища, а сама дуальна модель може реалізовуватися фрагментарно.

Важливим аспектом є також зростання професійного навантаження на викладача технічного коледжу. У межах дуального навчання він виконує значно ширший спектр функцій, ніж у традиційній освітній моделі. Викладач має не лише проводити заняття, а й координувати практичну підготовку студентів, підтримувати постійний зв'язок із підприємствами, оновлювати навчальні матеріали відповідно до сучасних виробничих вимог, брати участь в оцінюванні практичних результатів і супроводжувати індивідуальні освітні траєкторії здобувачів освіти. Якщо така діяльність не враховується в системі управління робочим навантаженням, це може призводити до перевтоми, зниження мотивації та професійного виснаження педагогічних працівників.

Окремої уваги потребує якість виробничих стажувань викладачів. Для того щоб дуальне навчання справді сприяло професійному розвитку педагогічних кадрів, стажування має бути змістовним, системним і пов'язаним із реальними технологічними процесами. Формальне

відвідування підприємства або коротке ознайомлення з його діяльністю не забезпечує суттєвого оновлення професійних компетентностей викладача. Натомість ефективне стажування передбачає залучення педагога до аналізу виробничих операцій, ознайомлення з сучасним обладнанням, технологіями, стандартами якості, організацією праці та вимогами до майбутніх фахівців.

Складність реалізації дуальної моделі посилюється необхідністю узгодження освітньої та виробничої логіки. Заклад освіти орієнтується на навчальні результати, освітні програми, методичну послідовність і формування компетентностей студентів. Підприємство, своєю чергою, здебільшого зосереджене на продуктивності, якості виконання завдань, дотриманні термінів, економічній ефективності та практичній користі від співпраці. Саме тому управління дуальним навчанням має забезпечити баланс між педагогічними цілями та виробничими інтересами. Важливо, щоб студенти не сприймалися підприємствами як дешева робоча сила, а підприємства не залучалися до освітнього процесу лише формально, заради звітності чи зовнішньої демонстрації партнерства.

Таким чином, ефективне впровадження дуального навчання потребує продуманої управлінської системи, яка враховує інтереси всіх учасників освітньо-виробничої взаємодії. Для цього необхідно забезпечити сталі партнерські зв'язки між коледжами та підприємствами, раціонально розподіляти навантаження викладачів, підвищувати якість виробничих стажувань і створювати механізми координації між освітніми та виробничими завданнями. Лише за таких умов дуальне навчання може стати не формальною моделлю співпраці, а реальним чинником професійного розвитку викладача технічного коледжу.

Для підвищення ефективності професійного розвитку викладачів технічних коледжів у межах дуального навчання важливо забезпечити гнучкість управлінських підходів. Професійний розвиток не може бути однаковим для всіх педагогів, оскільки викладачі мають різний рівень досвіду, різні професійні потреби, спеціалізацію, практичну підготовку та кар'єрні орієнтири. Саме тому доцільним є впровадження індивідуальних траєкторій професійного зростання.

Для молодих викладачів особливого значення набувають наставництво, методична підтримка, поступове залучення до роботи з підприємствами та формування практикоорієнтованого стилю викладання. Для досвідчених педагогів більш актуальними можуть бути виробничі стажування, участь у розробленні професійних стандартів, модернізація освітніх програм, керівництво інноваційними проєктами та координація співпраці з роботодавцями.

Важливим напрямом удосконалення управління професійним розвитком є посилення ролі професійних спільнот викладачів. Дуальне навчання не може ефективно функціонувати лише завдяки особистій ініціативі окремих педагогів, оскільки воно потребує системної командної роботи. Професійні спільноти створюють умови для обміну досвідом, спільного аналізу виробничих кейсів, розроблення навчальних модулів, оновлення методичних матеріалів і вдосконалення практичної підготовки студентів. У межах таких спільнот викладачі можуть обговорювати результати навчання, узгоджувати вимоги з підприємствами, визначати проблеми реалізації дуальної моделі та спільно шукати ефективні педагогічні рішення.

Значний потенціал має також цифровізація управління професійним розвитком викладачів. Сучасні цифрові інструменти дають змогу зробити цей процес більш прозорим, системним і зручним для аналізу. До таких інструментів можна віднести електронні портфоліо викладачів, цифрові бази виробничих стажувань, онлайн-платформи для взаємодії між закладами освіти та підприємствами, дистанційні курси підвищення кваліфікації, віртуальні лабораторії, симулятори виробничих процесів і системи моніторингу професійних досягнень. Оскільки професійна освіта Китаю активно розвивається в напрямі цифровізації, цифрова компетентність викладача поступово стає невід'ємною складовою його професійної зрілості та готовності працювати в умовах сучасного освітньо-виробничого середовища.

Не менш важливим є забезпечення якісного оцінювання ефективності дуального навчання та професійного розвитку викладачів. Оцінювання має охоплювати не лише результати студентів, а й функціонування всієї системи освітньо-виробничої взаємодії. Важливо з'ясовувати, наскільки підприємства реально залучені до освітнього процесу, чи відповідає зміст навчальних програм сучасним виробничим вимогам, чи оновлюються методи викладання, чи зростає професійна компетентність викладачів, а також наскільки випускники відповідають очікуванням роботодавців. Такий підхід дає змогу не просто фіксувати результати, а виявляти слабкі місця в організації дуального навчання та своєчасно коригувати управлінські рішення.

Отже, удосконалення управління професійним розвитком викладача технічного коледжу в умовах дуального навчання має ґрунтуватися на індивідуалізації, командній взаємодії, цифровізації та системному оцінюванні результатів. Саме поєднання цих підходів дозволяє створити освітнє середовище, у якому викладач не лише передає знання студентам, а й постійно оновлює власні професійні компетентності відповідно до потреб сучасного виробництва.

Висновки. Дуальне навчання в системі професійної освіти Китайської Народної Республіки є важливим чинником професійного розвитку викладача технічного коледжу. Його значення полягає не лише в тому, що воно наближує підготовку студентів до потреб ринку праці. Воно також змінює самого викладача: розширює його професійний досвід, оновлює технологічні знання, формує партнерську культуру, стимулює методичні інновації та сприяє розвитку «подвійної кваліфікації».

Управління професійним розвитком викладача в умовах дуального навчання має бути системним. Воно повинно включати стратегічне планування, виробниче стажування, співпрацю з підприємствами, наставництво, мотивацію, оцінювання результативності та підтримку професійних спільнот. Лише за таких умов дуальне навчання не буде формальною схемою «коледж плюс підприємство», а стане справжнім середовищем професійного зростання викладача.

Китайський досвід демонструє, що модернізація технічної освіти неможлива без модернізації викладача. Професійний розвиток педагога є серцевиною якості професійної освіти, а дуальне навчання є одним із найефективніших інструментів, який поєднує аудиторію, лабораторію, виробництво й майбутню професію студента в єдину освітню систему.

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ОРГАНІЗАЦІЯ ПОЗАУРОЧНОЇ ДІЯЛЬНОСТІ УЧНІВ ЯК ЦІЛІСНОЇ ПЕДАГОГІЧНОЇ МОДЕЛІ

Анотація. У статті здійснено теоретико-методичне обґрунтування організації позаурочної діяльності учнів з трудового навчання та технологій у закладах загальної середньої освіти як цілісної педагогічної моделі. Актуальність дослідження зумовлена сучасними трансформаційними процесами в освіті, що передбачають реалізацію компетентнісного підходу, посилення практико-орієнтованої спрямованості навчання та розвиток творчого потенціалу здобувачів освіти.

Метою статті є визначення та обґрунтування структурно-функціональних засад організації позаурочної діяльності учнів як цілісної педагогічної моделі.

У дослідженні використано методи теоретичного аналізу науково-педагогічних джерел, систематизації, узагальнення педагогічного досвіду та моделювання освітніх процесів.

Встановлено, що позаурочна діяльність виступає цілісним педагогічним явищем, яке забезпечує розширення та поглиблення навчального змісту, формування ключових і предметних компетентностей, розвиток пізнавальної активності та професійного самовизначення учнів.

Доведено, що ефективність її організації визначається реалізацією системного, діяльнісного, компетентнісного та особистісно орієнтованого підходів.

Охарактеризовано структурні компоненти позаурочної діяльності, серед яких цільовий, змістовий, організаційно-діяльнісний та результативно-оцінювальний. Визначено основні форми її реалізації: гурткова робота, проєктно-дослідницька діяльність, участь у конкурсах, виставках і технічних заходах.

Обґрунтовано педагогічні умови ефективної організації позаурочної діяльності, зокрема створення мотиваційного освітнього середовища, забезпечення матеріально-технічної бази, впровадження інноваційних педагогічних технологій та підвищення професійної компетентності педагогів.

Практична значущість дослідження полягає у можливості використання його результатів у діяльності закладів загальної середньої освіти для підвищення якості технологічної освіти та розвитку творчої активності учнів.

Ключові слова: позаурочна діяльність, технологічна освіта, трудове навчання, педагогічна модель, компетентнісний підхід, проєктна діяльність, освітнє середовище, професійне самовизначення, творчий розвиток.

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ORGANIZATION OF STUDENTS EXTRACURRICULAR ACTIVITIES AS AN INTEGRAL PEDAGOGICAL MODEL

Abstract. The article provides a theoretical and methodological substantiation of the organization of students' extracurricular activities in labor education and technology within general secondary education institutions as an integral pedagogical construct. The relevance of the study is determined by current transformational processes in education, which involve the implementation of a competency-based approach, strengthening the practice-oriented focus of learning, and developing students' creative potential.

The aim of the article is to define and substantiate the structural and functional foundations of organizing students' extracurricular activities.

The research employs methods of theoretical analysis of scientific and pedagogical sources, systematization, generalization of pedagogical experience, and modeling of educational processes.

It has been established that extracurricular activity is an important pedagogical phenomenon that ensures the expansion and deepening of curricular content, the formation of key and subject competencies, the development of cognitive activity, and students' professional self-determination. It has been proven that the effectiveness of its organization depends on the implementation of systemic, activity-based, competency-based, and learner-centered approaches.

The structural components of extracurricular activity have been characterized, including the goal-oriented, content-based, organizational-activity, and result-evaluation components. The main forms of its implementation have been identified, such as club-based activities, project and research work, participation in competitions, exhibitions, and technical events.

Pedagogical conditions for the effective organization of extracurricular activities have been substantiated, including the creation of a motivational educational environment, provision of material and technical resources, implementation of innovative pedagogical technologies, and enhancement of teachers' professional competence.

The practical significance of the study lies in the possibility of applying its results in general secondary education institutions to improve the quality of technological education and foster students' creative activity.

Keywords: extracurricular activities, technological education, labor education, pedagogical model, competency-based approach, project activity, educational environment, professional self-determination, creative development.

Постановка проблеми. Сучасні тенденції розвитку освітньої системи України та європейського освітнього простору актуалізують проблему переосмислення ролі позаурочної діяльності як важливого компонента цілісного освітнього процесу. Особливого значення вона набуває у сфері технологічної освіти, де практична спрямованість навчання є визначальною умовою формування ключових компетентностей здобувачів освіти.

Позаурочна діяльність розглядається не лише як доповнення до урочного навчання, а як самостійна педагогічна система, що забезпечує створення умов для розвитку творчих здібностей, ініціативності та самостійності учнів.

Аналіз останніх досліджень і публікацій. У сучасному науковому просторі проблеми організації позаурочної діяльності учнів, розвитку їхньої творчої активності та впровадження інноваційних педагогічних технологій досліджуються у працях українських науковців О. Коберника, Н. Бібік, О. Пометун, Л. Пироженко, Н. Волкової, В. Ягупова, О. Пєхоти, С. Сисоєвої, І. Зязюна, В. Бондаря, О. Савченко. У їхніх дослідженнях акцентується увага на значенні позаурочної діяльності як важливого чинника формування ключових компетентностей учнів, розвитку їхньої самостійності, творчого мислення та професійного самовизначення.

Зокрема, підкреслюється ефективність використання проєктних, дослідницьких та інтерактивних технологій навчання як засобів активізації пізнавальної діяльності здобувачів освіти та забезпечення їхнього всебічного розвитку.

Сучасні наукові дослідження в галузі педагогіки засвідчують зростання уваги до проблеми реалізації компетентнісного підходу в освітньому процесі. Відповідно до положень Державного стандарту базової середньої освіти, освітній процес має бути спрямований на формування ключових компетентностей, розвиток здатності учнів застосовувати знання в практичній діяльності та забезпечення їхньої соціальної і професійної мобільності [1].

У працях Л. Гриневич та О. Елькіна компетентнісний підхід розглядається як системоутворювальна основа сучасної української школи, що забезпечує інтеграцію знань, умінь і ціннісних орієнтацій учнів у єдину освітню результативність [2]. Автори наголошують, що його реалізація потребує використання активних форм навчання, серед яких важливе місце посідає позаурочна діяльність.

О. Савченко підкреслює, що розвиток ключових компетентностей учнів у сучасній школі можливий за умови поєднання урочної та позаурочної діяльності, що створює умови для індивідуалізації навчання, розвитку творчості та самостійності здобувачів освіти [3].

У дослідженнях А. Кузьмінського та С. Мартиненка обґрунтовується значення сучасних технологій навчання як засобу підвищення ефективності освітнього процесу. Автори наголошують на необхідності впровадження інноваційних педагогічних технологій, що забезпечують практико-орієнтовану спрямованість навчання та розвиток професійних компетентностей учнів [4].

В. В. Шевченко акцентує увагу на трансформаційних процесах у підготовці майбутніх учителів технологій в умовах цифровізації освіти. Дослідник зазначає, що цифрові технології та інноваційні освітні підходи розширюють можливості організації навчальної та позаурочної діяльності, сприяючи формуванню професійної компетентності педагогів [5].

У сучасному науковому просторі також активно досліджуються проблеми організації позаурочної діяльності учнів, розвитку їхньої творчої активності, впровадження проєктних і дослідницьких технологій навчання, STEM-освіти, а також формування підприємницької та соціальної компетентностей. Значний внесок у розроблення цих аспектів здійснюють українські та зарубіжні науковці, які розглядають позаурочну діяльність як важливий ресурс індивідуального розвитку учнів і підвищення якості освітнього процесу.

Таким чином, аналіз наукових джерел свідчить, що проблема організації позаурочної діяльності учнів у контексті компетентнісного підходу є актуальною, однак потребує подальшого теоретичного та методичного опрацювання, зокрема в аспекті її розгляду як цілісної педагогічної моделі.

Метою статті є теоретичне обґрунтування та практичне висвітлення особливостей організації позаурочної роботи учнів як цілісної системи в сучасному закладі освіти.

Узагальнено, мета полягає у формуванні цілісного науково - практичного підходу до організації позаурочної роботи, який забезпечить підвищення її ефективності та сприятиме гармонійному розвитку учнів.

Виклад основного матеріалу.

Сучасні тенденції розвитку освітньої системи України та європейського освітнього простору актуалізують проблему переосмислення ролі позаурочної діяльності як важливого компонента цілісного освітнього процесу. Особливого значення вона набуває у сфері технологічної освіти, де практична спрямованість навчання є визначальною умовою формування ключових компетентностей здобувачів освіти.

Позаурочна діяльність у сучасній педагогічній теорії та практиці розглядається не лише як допоміжний або додатковий компонент освітнього процесу, що доповнює урочне навчання, а як самостійна педагогічна система або цілісне педагогічне явище. Її функціональне призначення полягає у створенні сприятливих умов для всебічного розвитку особистості учня, зокрема формування творчих здібностей, ініціативності, самостійності, соціальної активності та здатності до самореалізації [3; 4].

Водночас, попри значний потенціал позаурочної діяльності, її практична реалізація в закладах загальної середньої освіти характеризується низкою організаційно-педагогічних проблем, що істотно знижують її ефективність як виховного та розвивального ресурсу.

Однією з ключових проблем є фрагментарність організації позаурочної роботи. У багатьох закладах освіти відповідна діяльність здійснюється епізодично, без системного планування, узгодженої структури та внутрішньої логіки. Відсутність цілісної програми призводить до розриву між окремими заходами, що ускладнює реалізацію вимог Державного стандарту базової середньої освіти щодо формування цілісних освітніх результатів [1].

Суттєвим чинником, що впливає на результативність позаурочної діяльності, є також недостатній рівень мотивації учнів до участі в ній. Сучасні підходи до організації освітнього процесу наголошують на необхідності врахування інтересів здобувачів освіти та створення умов для їхньої активної участі в навчальній діяльності [2; 3].

Окремої уваги потребує проблема ресурсного забезпечення позаурочної діяльності. У значній кількості закладів освіти спостерігається недостатній рівень матеріально-технічної бази, обмежене фінансування та кадровий дефіцит, зокрема нестача педагогів, здатних ефективно

організовувати інноваційні форми роботи. Це обмежує можливості впровадження сучасних педагогічних технологій у позаурочну діяльність [4].

Важливим організаційним аспектом є недостатня підтримка педагогічних працівників, які здійснюють позаурочну роботу. В умовах цифровізації освіти зростає навантаження на вчителя, що потребує нових підходів до організації його професійної діяльності та підвищення рівня цифрової компетентності [5].

Окремою проблемою є формалізація позаурочної діяльності, коли заходи проводяться переважно з метою звітності, без реального залучення учнів до активної діяльності. Це суперечить вимогам компетентнісного підходу, який передбачає практичну спрямованість і діяльнісну основу навчання [1; 2].

Негативним чинником також є недостатнє врахування індивідуальних особливостей учнів, їхніх інтересів, здібностей та освітніх потреб. Це знижує ефективність формування ключових компетентностей, визначених у державних освітніх документах [1; 3].

Крім того, у багатьох закладах освіти недостатньо розвинена система соціального партнерства, зокрема співпраця з батьками та громадськістю, що обмежує практичну спрямованість позаурочної діяльності [4].

Окремо слід відзначити проблему відсутності чітких критеріїв оцінювання ефективності позаурочної діяльності, що ускладнює моніторинг її результативності та вдосконалення організаційних підходів [2].

Ефективна організація позаурочної діяльності потребує дотримання низки педагогічних принципів, зокрема системності, добровільності участі, індивідуалізації, практичної спрямованості та соціальної відкритості, що узгоджується із сучасними вимогами освітньої реформи [1; 3].

Серед основних форм позаурочної діяльності доцільно виокремити гуртки, наукові товариства учнів, творчі майстерні, спортивні змагання, соціальні та волонтерські проєкти, екскурсії та культурно-освітні заходи, які забезпечують розвиток ключових компетентностей учнів [3; 4].

Для забезпечення ефективного функціонування позаурочної діяльності необхідною є реалізація комплексу організаційно-педагогічних умов, що включають узгодженість дій педагогічного колективу, управлінську підтримку, активну участь учнів, взаємодію з батьками та системний моніторинг результатів [2; 4; 5].

Висновки

У результаті проведеного теоретичного аналізу встановлено, що позаурочна діяльність учнів є невід'ємним і структурно важливим компонентом сучасного освітнього процесу, який забезпечує розширення

освітнього простору закладу загальної середньої освіти та створює додаткові можливості для формування ключових і предметних компетентностей здобувачів освіти. Її розгляд як цілісного педагогічного явища дозволяє констатувати необхідність переходу від епізодичної та фрагментарної організації до системно організованої, науково обґрунтованої моделі діяльності.

Обґрунтовано, що ефективність позаурочної роботи визначається її інтеграцією з урочним навчанням, цілеспрямованістю, варіативністю форм організації та орієнтацією на індивідуальні освітні потреби учнів. Важливим чинником результативності виступає також забезпечення діяльнісного характеру навчання, що сприяє активному залученню здобувачів освіти до різних видів практичної, дослідницької та творчої діяльності.

Встановлено, що основними проблемами організації позаурочної діяльності залишаються її фрагментарність, недостатня системність планування, обмеженість матеріально-технічного та кадрового забезпечення, а також недостатній рівень мотивації учнів до участі в позаурочних заходах. Окремо слід відзначити випадки формалізації позаурочної роботи, що знижує її виховний та розвивальний потенціал і не забезпечує досягнення очікуваних освітніх результатів.

Доведено, що подолання зазначених проблем можливе за умови реалізації комплексного підходу до організації позаурочної діяльності, який передбачає узгоджену взаємодію педагогічного колективу, адміністрації закладу освіти, здобувачів освіти та батьківської громадськості. Важливого значення набуває також впровадження інноваційних педагогічних технологій, розширення спектра організаційних форм роботи, посилення практико-орієнтованої спрямованості діяльності та створення мотивуючого освітнього середовища.

Отже, позаурочна діяльність, організована як цілісна педагогічна модель, виступає ефективним засобом гармонійного розвитку особистості учня, формування його життєвих і професійних компетентностей, а також важливим ресурсом підвищення якості сучасної технологічної освіти. Перспективи подальших наукових досліджень пов’язані з удосконаленням організаційно-методичних засад позаурочної діяльності, розробленням інноваційних моделей її реалізації та інтеграцією цифрових технологій у позаурочний освітній процес.

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ФОРМУВАННЯ ПІЗНАВАЛЬНОГО ІНТЕРЕСУ ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ ЗАСОБОМ ЗАДАЧ –ЖАРТІВ

Анотація. У статті висвітлено виховний потенціал народної математики як ефективного засобу формування національної ідентичності дітей старшого дошкільного віку. Актуальність дослідження зумовлена необхідністю пошуку дієвих шляхів інтеграції національно-культурного змісту в освітній процес закладів дошкільної освіти та посилення ролі етнопедагогічних традицій у вихованні підростаючого покоління. Теоретично обґрунтовано сутність народної математики як складника культурної спадщини українського народу, що охоплює лічилки, загадки, прислів'я, народні ігри, традиційні міри довжини та об'єму. Розкрито її значення у розвитку логічного мислення, мовлення, пізнавальної активності, емоційної сфери та соціальної взаємодії дошкільників.

Визначено основні механізми формування національної ідентичності засобами народної математики: емоційно-ціннісний, мовно-культурний, діяльнісний та соціально-інтерактивний. Наголошено, що використання фольклорних математичних форм сприяє засвоєнню дітьми культурних норм, традицій, моральних цінностей і розвитку почуття належності до української культури. Охарактеризовано виховний потенціал народної математики через когнітивний, мовленнєвий, соціально-культурний, аксіологічний, світоглядний і культуроідентифікаційний аспекти.

Проаналізовано умови ефективного впровадження народної математики в освітній процес закладів дошкільної освіти, серед яких системність використання, відповідність віковим особливостям дітей, емоційна насиченість діяльності, інтеграція з різними видами дитячої активності та співпраця з родиною. Наведено приклади практичного

використання лічилок, загадок, рухливих ігор і народних мірок у різних видах діяльності дошкільників.

Доведено, що народна математика забезпечує гармонійне поєднання інтелектуального, мовленнєвого, соціального та національно-патріотичного виховання, сприяє розвитку пізнавального інтересу й формуванню стійкої національної самосвідомості дітей дошкільного віку.

Ключові слова: народна математика, національна ідентичність, діти старшого дошкільного віку, етнопедагогіка, дошкільна освіта, пізнавальний інтерес, культурна спадщина, народні ігри, математичні уявлення, національно-патріотичне виховання.

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EDUCATIONAL POTENTIAL OF FOLK MATHEMATICS IN SHAPING PRESCHOOL CHILDREN'S NATIONAL IDENTITY

Abstract. The article highlights the educational potential of folk mathematics as an effective means of forming the national identity of senior preschool children. The relevance of the study is determined by the need to find effective ways of integrating national and cultural content into the educational process of preschool education institutions and strengthening the role of ethnopedagogical traditions in educating the younger generation. The essence of folk mathematics as a component of the cultural heritage of the Ukrainian people, including counting-out rhymes, riddles, proverbs, folk games, and traditional units of measurement, is theoretically substantiated. Its significance in the development of logical thinking, speech, cognitive activity, emotional sphere, and social interaction of preschool children is revealed.

The article identifies the main mechanisms of forming national identity through folk mathematics: emotional-value, linguistic-cultural, activity-based, and social-interactive. It is emphasized that the use of folkloric mathematical forms contributes to children’s assimilation of cultural norms, traditions, moral values, and the development of a sense of belonging to Ukrainian culture. The educational potential of folk mathematics is characterized through cognitive,

linguistic, socio-cultural, axiological, worldview, and cultural-identification aspects.

The conditions for the effective implementation of folk mathematics in the educational process of preschool education institutions are analyzed, including systematic use, compliance with children's age characteristics, emotional richness of activities, integration with various types of children's activities, and cooperation with families. Examples of the practical use of counting-out rhymes, riddles, movement games, and traditional measurements in different types of preschool activities are provided. It is proved that folk mathematics ensures a harmonious combination of intellectual, linguistic, social, and national-patriotic education, promotes the development of cognitive interest, and contributes to the formation of stable national self-awareness in preschool children.

Keywords: folk mathematics, national identity, senior preschool children, ethnopedagogy, preschool education, cognitive interest, cultural heritage, folk games, mathematical concepts, national-patriotic education.

Постановка проблеми. В умовах сучасних суспільних трансформацій та утвердження української державності особливої актуальності набуває проблема формування національної ідентичності підростаючого покоління з раннього віку. Дошкільний період є сенситивним етапом становлення особистості, її ціннісних орієнтацій та почуття належності до рідної культури. Водночас освітній процес у закладах дошкільної освіти потребує пошуку ефективних засобів інтеграції національно-культурного змісту в різні напрями розвитку дитини. У цьому контексті недостатньо реалізованим залишається потенціал народної математики як складника етнопедагогічної спадщини, що поєднує інтелектуальний розвиток із формуванням національної самосвідомості. Отже, постає необхідність теоретичного обґрунтування та практичного осмислення можливостей народної математики у формуванні національної ідентичності дітей дошкільного віку.

Аналіз останніх досліджень і публікацій. Проблема формування національної ідентичності особистості посідає вагоме місце в сучасному науковому дискурсі. Теоретичні засади національного виховання, розвитку національної самосвідомості та ціннісних орієнтацій особистості обґрунтовано в працях Іван Бех, Олександр Вишневський, Мирослав Стельмахович, які розкривають сутність національно зорієнтованого виховання та його роль у становленні громадянина України.

Психолого-педагогічні аспекти розвитку дітей дошкільного віку, закономірності формування їхнього світогляду, мовлення та пізнавальної активності висвітлено в наукових дослідженнях Алла Богуш, Наталія

Гавриш та інших учених, які наголошують на значущості раннього віку як сенситивного періоду для становлення особистості.

Окремий напрям досліджень присвячено проблемам етнопедагогіки та використанню народознавчого матеріалу в освітньому процесі. У працях сучасних науковців розкрито виховний потенціал традицій, звичаїв, усної народної творчості як засобів формування духовно-моральних якостей і культурної ідентичності дітей.

Водночас аналіз наукових джерел свідчить, що питання інтеграції елементів народної математики в освітній процес закладів дошкільної освіти та визначення її ролі у формуванні національної ідентичності дітей дошкільного віку потребує подальшого теоретичного осмислення й практичного обґрунтування.

Отже, наявні наукові напрацювання створюють підґрунтя для дослідження означеної проблеми, проте її окремі аспекти залишаються недостатньо розробленими.

Формулювання мети статті. Мета статті полягає у теоретичному обґрунтуванні виховного потенціалу народної математики та визначенні її можливостей у формуванні національної ідентичності дітей дошкільного віку в умовах сучасного освітнього процесу.

Виклад основного матеріалу. Народна математика є складовою духовної та культурної спадщини українського народу, що формувалася протягом століть у процесі практичної діяльності — господарювання, ремесел, землеробства, організації побуту та обрядовості. Вона охоплює систему уявлень про кількість, величину, форму, простір і час, які передавалися від покоління до покоління у вербальних, ігрових та діяльнісних формах. Ці знання відображаються у фольклорі, народних піснях, календарно-обрядових традиціях та трудових практиках, що робить народну математику одночасно культурним, освітнім і пізнавальним феноменом [1, 2].

На відміну від академічної математики, яка функціонує як система абстрактних понять і теоретичних узагальнень, народна математика має прикладний, життєво зумовлений характер. Вона виникла як відповідь на практичні потреби людини: вимірювання земельних ділянок, облік врожаю, визначення часу, розподіл праці, орієнтація в просторі, планування трудових операцій.

Саме тому її зміст є конкретним, наочним і доступним для сприйняття дітьми дошкільного віку, а числові й просторові уявлення подаються через знайомі для дітей образи та ситуації, пов’язані з навколишнім світом.

У структурі народної математики можна виокремити такі компоненти:

• усні фольклорні форми (лічилки, загадки, прислів'я, приказки), що передають знання у доступній, ритмічній формі та формують навички послідовності, пам'яті, концентрації уваги та розвиток мовлення;

• народні міри довжини та об'єму («п'ядь», «лікоть», «сажень», «крок»), які допомагають дітям формувати уявлення про величину, порівняння предметів і просторові співвідношення, а також стимулюють розвиток практичних умінь;

• ігрові форми з елементами рахунку та визначення черговості, що одночасно розвивають соціальні навички, увагу та вміння працювати за правилами;

• ритміко-числові структури в обрядах і традиційних піснях, які поєднують рух, ритм і рахунок, сприяючи розвитку координації, уваги та ритмічного сприйняття.

Як педагогічний феномен народна математика поєднує інтелектуальний і виховний аспекти. Вона не лише формує елементарні математичні уявлення, а й виступає засобом трансляції культурних цінностей, традицій та світоглядних орієнтирів. У контексті етнопедагогіки вона розглядається як засіб природного входження дитини в культурний простір свого народу через діяльність, що відповідає її віковим особливостям.

Особливе значення має *системне використання народної математики,* коли лічилки, загадки, народні ігри та мірки застосовуються послідовно протягом навчального року. Це створює цілісну освітню систему, що поєднує пізнавальний, мовленнєвий, соціально-виховний та емоційний розвиток. Наприклад, ритмічні лічилки, які діти виконують під час ранкових зустрічей, допомагають закріпити порядок чисел, а ті ж самі лічилки застосовуються у рухливих іграх для розвитку координації та соціальної взаємодії.

Важливою характеристикою народної математики є її інтегративний характер. Вона природно поєднує різні напрями розвитку дитини: пізнавальний, мовленнєвий, художньо-естетичний та соціальний. Завдяки цьому математичні уявлення формуються не ізольовано, а в контексті різноманітних видів діяльності — гри, спілкування, рухової активності, ознайомлення з традиціями та культурою. Такий підхід відповідає сучасним принципам дошкільної освіти, які передбачають цілісність розвитку особистості дитини та інтеграцію змісту навчання.

Крім того, народна математика сприяє розвитку логічного мислення, спостережливості та здатності до узагальнення. Через прості життєві приклади діти поступово опановують елементарні математичні операції — порівняння, групування, встановлення послідовності та співвідношення між предметами. Важливим є й те, що такі знання подаються у формі, яка є

природною та емоційно-привабливою для дітей, адже вони пов'язані з грою, рухом і живим мовленням [3].

Отже, народна математика виступає важливим педагогічним ресурсом, який поєднує освітній потенціал народної культури з можливостями розвитку математичного мислення дітей дошкільного віку. Її використання в освітньому процесі сприяє не лише формуванню початкових математичних уявлень, а й вихованню поваги до культурної спадщини, формуванню національної ідентичності та позитивного ставлення до навчання загалом.

Дошкільний вік є сенситивним періодом становлення особистості. У цей час активно формуються базові уявлення про себе, інших людей, соціальні норми та культурні зразки поведінки. Саме в цей період закладаються передумови національної ідентичності як усвідомлення належності до певної культурної спільноти.

Формування національної ідентичності проявляється у:

- позитивному ставленні до рідної мови;
- емоційній включеності у традиції та культурні практики;
- ототожненні себе з родиною, громадою, народом;
- прийнятті моральних цінностей української культури.

Психологічною основою цього процесу є соціалізація, наслідування та інтеріоризація культурних зразків. Дитина засвоює соціокультурний досвід через участь у спільній діяльності, гру, емоційне переживання та спілкування. Внутрішнє прийняття культурних норм відбувається поступово: від зовнішнього виконання дій до їх особистісного осмислення [4,5].

Народна математика органічно вписується в ці процеси, оскільки поєднує слово, рух і ритм, передбачає активну участь дитини та створює позитивний емоційний фон для засвоєння культурного змісту. Використання лічилок, загадок і народних ігор у спільній діяльності розвиває когнітивні навички, увагу, пам'ять, формує уявлення про простір, кількість і час, а водночас підсилює емоційну залученість у культурні практики народу.

Важливим чинником формування національної ідентичності у дошкільному віці є створення такого освітнього середовища, у якому дитина має можливість безпосередньо взаємодіяти з елементами національної культури. Саме через практичний досвід, емоційне переживання та участь у спільних культурних діях діти починають усвідомлювати свою приналежність до певної спільноти. Ознайомлення з народними традиціями, символами, піснями, іграми та фольклорними формами сприяє формуванню позитивного ставлення до культурної спадщини свого народу та розвитку почуття поваги до неї.

З психолого-педагогічної точки зору важливим є те, що у дошкільному віці домінує емоційно-образне мислення. Саме тому засвоєння культурного змісту відбувається найбільш ефективно через образи, символи, ритм, рух і гру. Народна математика відповідає цим особливостям, оскільки її елементи мають яскравий емоційний і образний характер. Через ритмічні лічилки, народні загадки, рухливі ігри та традиційні форми взаємодії діти не лише розвивають пізнавальні здібності, а й поступово засвоюють культурні смисли та соціальні норми, притаманні українській традиції [6].

Механізми формування національної ідентичності засобами народної математики.

Виховний потенціал народної математики реалізується через низку взаємопов'язаних механізмів, кожен із яких спрямований на розвиток різних аспектів особистості та національної самосвідомості дитини.

Емоційно-ціннісний механізм

Емоція є первинною у структурі дошкільного досвіду. Участь у народних іграх, виконання лічилок і відгадування загадок викликає у дітей радість, зацікавленість та почуття успіху. Позитивні емоції поєднуються з національно забарвленим мовним матеріалом, що формує стійкі позитивні асоціації з українською культурою.

Приклади:

• Лічилка «Раз, два — ми рахували, три, чотири — гралися…» супроводжується рухами, що дозволяє дітям одночасно рахувати та кооперуватися в групі.

• Рухливі ігри «Зайчик і вовк» або «Хто веде?» стимулюють емоційну залученість і допомагають пережити успіх при правильному виконанні завдань.

Методика:

• Використання різних емоційних стимулів (ритм, музика, колір предметів, голос вихователя).

• Створення атмосфери підтримки та заохочення, щоб дитина асоціювала виконання завдання з радістю та гордістю за свою культуру.

Мовно-культурний механізм

Лічилки, загадки та прислів'я містять образи української традиційної культури — природні символи, побутові реалії, фольклорні мотиви. Через засвоєння цих текстів дитина опановує рідну мову як культурний код нації.

Приклади:

• Різновиди лічилок: порядкові («Раз, два, три…»), арифметичні («Скільки горіхів залишилось…»), сюжетні («Зайчик стрибнув три рази…») формують мовні конструкції та вчать розуміти контекст.

• Загадки («Стоїть дуб, а під ним десять горіхів…») допомагають дитині мислити мовно-логічно, а одночасно знайомлять із народними уявленнями про природу та господарство.

• Прислів'я з числовими компонентами («Сім раз відмір — один раз відріж») інтегрують моральні та культурні орієнтири, формуючи мовленнєву культуру та етичне оцінювання.

Методика:

• Регулярне повторення фольклорного матеріалу у різних видах діяльності.

• Обговорення значень загадок та прислів'їв, залучення дітей до аналізу ситуацій.

• Використання руху, музики або драматизації для закріплення мовного матеріалу.

Діяльнісний механізм

Народна математика реалізується через активну діяльність: рахування, вимірювання, визначення черговості, дотримання правил гри. Дитина не є пасивним слухачем, вона включена в процес, що забезпечує глибоке засвоєння знань та навичок.

Особливості вікової динаміки:

• Молодший дошкільний вік (3–4 роки): переважає ритмічне й рухове сприйняття; важливі прості лічилки, короткі загадки та рухливі ігри.

• Середній дошкільний вік (4–5 років): діти починають усвідомлювати кількісні співвідношення, опановують прості арифметичні дії через гру; складніші загадки і вимірювання.

• Старший дошкільний вік (5–6 років): діти здатні до узагальнення, символічного мислення та виконання послідовних дій; можуть створювати власні лічилки та ігрові завдання.

Приклади:

• Вимірювання довжини класної кімнати «ліктем» або «п'яддю».

• Складання ритмічних ланцюжків із числовими та руховими елементами.

• Розподіл ролей у групових іграх за допомогою лічилок («Хто веде?»).

Соціально-інтерактивний механізм

Гра передбачає взаємодію, узгодження дій, прийняття правил та справедливий вибір ведучого. Це формує відчуття «ми», що є важливим компонентом національної ідентичності.

Приклади:

• У грі «Хто веде?» діти обговорюють черговість, домовляються про правила, вчаться вирішувати конфлікти мирним шляхом.

• Використання командних ігор з числовими завданнями сприяє розвитку емпатії, відповідальності та навичок співпраці.

• Діти, виконуючи спільну діяльність із народними мірками та лічилками, відчувають приналежність до групи і, через це, до своєї культури.

Методика:

• Постановка ігрових завдань, які передбачають співпрацю та взаємодопомогу.

• Обговорення результатів гри та спільного досягнення мети.

• Заохочення до самостійного прийняття рішень у межах правил гри, що формує почуття відповідальності та справедливості.

Розширене використання цих механізмів у навчальному процесі забезпечує глибоку інтеграцію математичного, соціального, мовного та культурного розвитку, одночасно формуючи національну ідентичність через емоційно-насичену, діяльнісну та інтерактивну роботу [7].

Виховний потенціал народної математики має інтегративний характер і охоплює кілька взаємопов'язаних аспектів, кожен з яких формує різні сторони особистості дитини та її національної ідентичності.

1. *Когнітивний аспект.* Розвиток логічного мислення, уміння порівнювати, узагальнювати, встановлювати зв'язки між явищами. Наприклад, через загадку: «Стоїть дуб, а під ним десять горіхів. Якщо зайчик забере 3, скільки залишиться?» дитина вчиться аналізувати ситуацію, рахувати і робити висновки. Практичне застосування знань у вимірюванні та рахунку формує вміння використовувати отримані знання у повсякденному житті.

2. *Мовленнєвий аспект.* Збагачення словникового запасу, формування граматично правильного мовлення, розвиток ритмічної організації мовлення. Лічилки («Раз, два — ми рахували, три, чотири — гралися») стимулюють розвиток інтонаційної виразності та пам'яті. Діти навчаються будувати короткі вислови, відповідати на запитання, описувати дії у грі, що підвищує мовленнєву компетентність.

3. *Соціально-культурний аспект*. Засвоєння правил взаємодії, формування колективної поведінки, розвиток емпатії та відповідальності. Народна математика сприяє розвитку соціальної компетентності через спільну діяльність та взаємопідтримку під час ігор. Наприклад, у грі «Хто веде?» діти дотримуються черговості, домовляються про правила і взаємодіють як команда.

4. *Аксіологічний аспект*. Прислів'я з числовими компонентами («Сім раз відмір — один раз відріж») формують обачність, відповідальність, повагу до праці, прагнення до справедливості, а також стимулюють

моральне оцінювання власних дій і дій інших. Діти засвоюють через практичні приклади культурні норми і правила поведінки.

5. *Світоглядний аспект.* Через знайомство з традиційними мірами, уявленнями про порядок і циклічність часу дитина засвоює народну картину світу. Наприклад, ігри з визначенням відстаней «п'яддю» або «ліктем» допомагають дитині зрозуміти історичні способи вимірювання та орієнтацію в просторі, формуючи внутрішнє відчуття гармонії.

6. *Культуроідентифікаційний аспект.* Участь у традиційних формах діяльності сприяє усвідомленню себе частиною українського народу. Діти через гру, лічилки та загадки відчувають зв'язок із національною культурою, що є основою формування їхньої національної ідентичності.

Особливістю народної математики є синкретизм — нероздільність пізнавального, емоційного та соціального компонентів, що забезпечує її високий виховний потенціал.

Важливою характеристикою виховного потенціалу народної математики є взаємодія зазначених аспектів у процесі спільної діяльності дітей. Під час виконання лічилок, розгадування загадок або участі в народних іграх одночасно активізуються мислення, мовлення, емоції та соціальна взаємодія. Така комплексність сприяє гармонійному розвитку дитини, оскільки кожен елемент діяльності підсилює інший і створює цілісне освітнє середовище.

Крім того, використання елементів народної математики сприяє розвитку пізнавальної активності та інтересу до навчання. Діти сприймають математичні завдання не як абстрактні вправи, а як цікаву гру або частину знайомої культурної традиції. Це підвищує мотивацію до пізнання, стимулює самостійність у виконанні завдань і формує позитивне ставлення до освітньої діяльності загалом.

Важливо також враховувати, що народна математика має значний потенціал для інтеграції з різними видами дитячої діяльності: ігровою, пізнавальною, художньо-естетичною та комунікативною. Таке поєднання створює умови для природного засвоєння математичних понять і водночас сприяє розвитку культурної компетентності, що є важливою складовою формування особистості дитини дошкільного віку [3].

Практичне використання елементів народної математики в освітньому процесі дозволяє органічно інтегрувати їх у різні види діяльності дошкільників, такі як математичні заняття, мовленнєва діяльність, рухливі ігри, музично-ритмічна активність та святково-обрядові заходи, формуючи не лише математичні компетентності, а й соціальні навички, мовну культуру, моральні цінності та національну самосвідомість.

Важливо підкреслити, що інтеграція народної математики також сприяє розвитку творчих здібностей дітей, уміння працювати в групі, слухати інших та висловлювати власну думку, що є основою для формування навичок майбутнього навчання та соціальної адаптації.

Умови ефективності впровадження народної математики [3]:

• Системність використання: лічилки, загадки, ігри та народні міри застосовуються послідовно протягом навчального року, що забезпечує поступове накопичення знань та вмінь.

• Відповідність віковим особливостям: матеріал підбирається залежно від розвитку когнітивних, мовленнєвих та соціальних навичок дітей різного віку.

• Емоційна насиченість: інтерактивні форми роботи стимулюють емоційний інтерес, зацікавленість та внутрішню мотивацію дітей.

• Поєднання інтелектуального й виховного компонентів: знання передаються через гру, ритм, рух і дію, що забезпечує одночасний розвиток мислення, уваги та емоційної сфери.

• Співпраця з родиною: залучення батьків до виконання лічилок та ігор удома сприяє збереженню традицій та продовженню навчального процесу поза садком.

• Практичне застосування знань: вимірювання предметів, рахунок під час ігор та побутових ситуацій формує у дітей уміння переносити набуті знання у реальне життя.

• Інтеграція з іншими видами діяльності: народна математика поєднується з мовою, музикою, рухом і театралізацією, що робить навчальний процес різнобічним і цікавим.

Крім того, використання народної математики допомагає формувати вміння дітей помічати закономірності, робити висновки та логічні припущення, що стимулює критичне мислення та навички вирішення проблем[8]

Наведемо приклади використання народної математики у різних видах діяльності:

1. Лічилки для ранкових зустрічей:

«Раз, два — вийшли в сад, три, чотири — разом йдемо гратися…»

• Ціль: формування порядкової лічби та уваги; розвиток пам’яті через ритм і повтори.

• Методика: вихователь під час повторення лічилки звертає увагу дітей на правильну послідовність, просить рахувати предмети чи учасників гри.

Такі лічилки також сприяють розвитку мовленнєвої моторики, допомагаючи дітям швидко та чітко вимовляти слова, що позитивно впливає на мовний розвиток і підготовку до письма.

2. Загадки для розвитку логіки та аналітичного мислення:

«Стоїть дуб, а під ним десять горіхів. Скільки залишиться, якщо зайчик забере 3?»

• Ціль: розвиток логічного мислення, аналітичних навичок та розуміння кількісних співвідношень.

• Методика: спочатку загадку розв'язують усно, потім діти можуть показати результат за допомогою предметів чи мірок.

Використання подібних загадок допомагає також розвивати здатність дітей до самостійного пошуку рішень і аргументованого пояснення своєї відповіді, що підсилює мовну і соціальну компетентність.

3. Ігри з народними мірками («п'ядь», «лікоть», «крок»):

• Ціль: формування уявлень про величину, просторові співвідношення та історичні способи вимірювання.

• Методика: діти вимірюють довжину столу, килимка чи відстань між предметами, порівнюють результати, обговорюють, які міри точніші для певних завдань.

Такі ігри також знайомлять дітей з культурною спадщиною, показуючи, як люди в минулому вирішували практичні задачі, що підвищує історичну обізнаність і формує ціннісне ставлення до традицій.

4. Рухливі ігри з числами та черговістю:

«Хто веде?» або «Зайчик і вовк»

• Ціль: розвиток соціальної взаємодії, уміння дотримуватися правил, координації рухів та послідовності дій.

• Методика: під час гри вихователь контролює черговість, нагадує про правила, мотивує дітей до співпраці та допомагає вирішувати конфлікти мирним шляхом.

5. Музично-ритмічна діяльність:

Ритмічні лічилки з підстрибуванням, плесканням у долоні чи ударів у барабанчики.

• Ціль: розвиток координації рухів, ритмічного сприйняття та слухової уваги; формування емоційного зв'язку через спільну діяльність.

• Методика: поєднання ритму і лічби стимулює одночасне опанування математичних понять і моторних навичок, а також мовного розвитку через повторення текстів лічилок.

Музично-ритмічні вправи допомагають також стабілізувати емоційний стан дітей, знижують тривожність та сприяють формуванню позитивного настрою під час навчального процесу.

6. Інтегровані заняття:

• Приклад: під час ранкової зустрічі діти виконують лічилку, визначають ведучого, розгадують загадку з числовим змістом, а потім грають у рухливу гру з мірками.

• Результат: одночасний розвиток когнітивних, мовленнєвих, соціальних та емоційних навичок; формування національної самосвідомості через включення в українські культурні практики.

Такі інтегровані заняття також підтримують міжпредметні зв'язки, показуючи дітям, як знання з різних сфер можуть поєднуватися для розв'язання практичних завдань

Практичне використання народної математики у дошкільній освіті забезпечує гармонійне поєднання пізнавального, соціального та емоційного розвитку дитини. Вона стає не лише навчальним інструментом, а й засобом формування національної ідентичності через активну діяльність, гру та культурний досвід.

Впровадження елементів народної математики також сприяє розвитку самостійності дітей, умінню приймати рішення та критично оцінювати свої дії, що є важливою складовою підготовки до шкільного навчання.

Практичне впровадження елементів народної математики в освітній процес потребує також відповідної педагогічної організації діяльності дітей. Вихователь виступає не лише джерелом інформації, а й організатором спільної діяльності, у якій діти мають можливість активно взаємодіяти, експериментувати та самостійно знаходити відповіді на запитання. Такий підхід сприяє формуванню дослідницьких умінь, розвитку пізнавальної активності та підтримує природний інтерес дітей до пізнання навколишнього світу.

Як зазначає Н.Дудник [5] Важливою умовою ефективності є також створення предметно-розвивального середовища, яке містить елементи народної культури: ілюстрації, народні іграшки, картки із загадками, лічилками, а також матеріали для практичного вимірювання і рахунку. Наявність таких дидактичних засобів стимулює дітей до самостійної гри, повторення вивчених лічилок, виконання простих вимірювальних дій та використання числових понять у повсякденних ситуаціях.

Крім того, використання народної математики створює сприятливі умови для інтегрованого навчання, коли математичні поняття поєднуються з мовленнєвим розвитком, музичною діяльністю, художньою творчістю та руховою активністю. Такий підхід [6] дозволяє зробити освітній процес більш природним і цікавим для дітей, оскільки навчання відбувається через різноманітні види діяльності, що відповідають їхнім віковим потребам і сприяють формуванню позитивного ставлення до пізнання.

Підсумовуючи зазначимо, що збереження національної культурної спадщини та формування національної самосвідомості з раннього віку набувають особливої ваги, а дошкільна освіта стає фундаментом становлення громадянської та культурної ідентичності. Використання

народної математики сприяє збереженню нематеріальної культурної спадщини; забезпечує наступність поколінь; формує культурні орієнтири; підтримує національно-патріотичне виховання; інтегрує освітній, соціальний і емоційний розвиток; сприяє формуванню стійких ціннісних установок щодо рідної культури. Що відповідає компетентнісному підходу сучасної освіти, оскільки формує не лише знання, а й ставлення, навички та досвід діяльності [5].

Народна математика є не лише засобом формування елементарних математичних уявлень, а й потужним інструментом виховання. Її виховний потенціал реалізується через емоційно-ціннісний, мовно-культурний, діяльнісний та соціально-інтерактивний механізми[7].

Інтеграція елементів народної математики в освітній процес закладу дошкільної [8] освіти забезпечує гармонійне поєднання інтелектуального розвитку та формування національної ідентичності, сприяє становленню особистості, здатної усвідомлювати свою культурну приналежність і цінувати духовну спадщину українського народу.

Реалізація цих принципів дозволяє вихователю створити цілеспрямовану систему занять, яка одночасно розвиває логіку, мовлення, соціальні навички, моральні цінності та почуття національної приналежності. Таким чином, народна математика стає невід'ємною частиною сучасної дошкільної освіти, що поєднує навчання з вихованням, гру з культурним досвідом та когнітивний розвиток із формуванням національної ідентичності.

Особливу ефективність інтеграція народної математики проявляє через регулярну повторюваність та варіативність діяльності. Використання різних форм — лічилки, загадки, народні ігри, вправи з мірками — дозволяє дітям засвоювати знання послідовно, одночасно тренуючи пам'ять, увагу, мовлення та соціальні навички.

Крім того, народна математика стимулює емоційне включення дітей у навчальний процес. Через гру, ритм, рух та спільну діяльність діти отримують позитивний емоційний досвід, який закріплює знання та сприяє формуванню стійкого інтересу до навчання.

Використання елементів народної математики також розширює можливості для залучення батьків і громади до освітнього процесу. Спільні заходи, виконання лічилок удома або участь у культурних святкуваннях сприяють збереженню традицій, формуванню міжпоколінного зв'язку та розвитку національної самосвідомості.

Висновки. У статті теоретично обґрунтовано виховний потенціал народної математики як засобу формування національної ідентичності дітей дошкільного віку. Встановлено, що народна математика, завдяки своїй

культурній природі та інтегрованим формам (лічилки, загадки, ігри, народні мірки), сприяє одночасному розвитку математичних компетентностей, мовленнєвої культури, соціальних навичок та ціннісних орієнтацій.

Показано, що механізми формування національної ідентичності через народну математику включають емоційно-ціннісний, мовно-культурний, діяльнісний та соціально-інтерактивний компоненти, які забезпечують глибоке засвоєння культурних норм і традицій. Удосконалення освітнього процесу через системне використання елементів народної математики сприяє зміцненню почуття належності до української культури, розвитку мовленнєвих і когнітивних компетентностей дітей.

Таким чином, народна математика виступає не лише засобом формування елементарних математичних уявлень, а й дієвим інструментом національно-культурного виховання, що відповідає сучасним компетентнісним підходам у дошкільній освіті.

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ІННОВАЦІЙНІ ПЕДАГОГІЧНІ ПІДХОДИ ДО ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Анотація. Стаття присвячена аналізу сучасних педагогічних підходів до викладання іноземних мов у закладах вищої освіти в умовах цифровізації, глобалізації та трансформації освітнього простору. У дослідженні розглянуто ключові тенденції сучасної іншомовної освіти, зокрема комунікативний, компетентнісний, студентоцентрований, інтерактивний та цифровий підходи до навчання. Визначено, що сучасне викладання іноземних мов у вищій школі орієнтується не лише на формування мовної компетентності, але й на розвиток критичного мислення, міжкультурної комунікації, навичок співпраці, автономного навчання та професійної мобільності студентів.

Особливу увагу приділено впливу цифрових технологій, дистанційного навчання та інтерактивних платформ на якість іншомовної підготовки студентів.

У статті проаналізовано результати сучасних англомовних наукових досліджень, які доводять ефективність використання змішаного навчання, онлайн-комунікації, штучного інтелекту, доповненої реальності, комунікативних завдань та проєктної діяльності у процесі вивчення іноземної мови у закладах вищої освіти. З'ясовано, що інтеграція цифрових інструментів сприяє підвищенню мотивації студентів, активізації мовленнєвої діяльності та формуванню професійно орієнтованої іншомовної компетентності.

У роботі також окреслено основні проблеми сучасного викладання іноземних мов у вищій школі: недостатній рівень мотивації студентів, мовний бар'єр, труднощі організації інтерактивної взаємодії в онлайн-середовищі, нерівний доступ до цифрових ресурсів та потреба у підготовці викладачів до використання інноваційних педагогічних технологій. Автор наголошує на необхідності поєднання традиційних і новітніх методик, створення сприятливого психологічного клімату та орієнтації навчального процесу на реальні комунікативні потреби студентів.

У результаті дослідження встановлено, що ефективне викладання іноземних мов у сучасному університеті повинно базуватися на інтеграції комунікативного та компетентнісного підходів, використанні цифрових технологій, розвитку автономії студентів та професійно орієнтованого навчання. Перспективи подальших досліджень пов'язані з вивченням можливостей штучного інтелекту, адаптивного навчання та міждисциплінарної інтеграції у викладанні іноземних мов [15; 16].

Ключові слова: викладання іноземних мов, заклади вищої освіти, комунікативний підхід, цифрові технології, компетентнісний підхід, дистанційне навчання, педагогіка, студентоцентрований підхід, міжкультурна комунікація.

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INNOVATIVE PEDAGOGICAL APPROACHES TO FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATION INSTITUTIONS

Abstract. The article analyzes modern pedagogical approaches to foreign language teaching in higher education institutions under conditions of digitalization, globalization, and transformation of the educational environment. The study examines the key trends of modern foreign language education, including communicative, competency-based, student-centered, interactive, and digital approaches to teaching and learning. It has been determined that contemporary foreign language teaching in higher education focuses not only on the formation of linguistic competence but also on the development of critical thinking, intercultural communication, collaboration skills, autonomous learning, and students' professional mobility.

Special attention is paid to the impact of digital technologies, distance learning, and interactive platforms on the quality of foreign language training in universities. The article analyzes the results of modern English-language scientific studies proving the effectiveness of blended learning, online communication, artificial intelligence, augmented reality, communicative tasks, and project-based learning in foreign language education. It has been found that the integration of digital tools increases students' motivation, activates speech activity, and contributes to the formation of professionally oriented communicative competence.

The paper also outlines the main challenges of modern foreign language teaching in higher education institutions, including insufficient student motivation, language anxiety, difficulties in organizing interactive communication in

online learning environments, unequal access to digital resources, and the necessity of teacher training for innovative pedagogical technologies. The author emphasizes the importance of combining traditional and innovative teaching methods, creating a supportive psychological atmosphere, and focusing educational activities on real communicative needs.

The study concludes that effective foreign language teaching in modern universities should be based on the integration of communicative and competency-based approaches, the use of digital technologies, the development of learner autonomy, and professionally oriented instruction. Prospects for further research are connected with studying the possibilities of artificial intelligence, adaptive learning systems, and interdisciplinary integration in foreign language teaching.

Keywords: foreign language teaching, higher education institutions, communicative approach, digital technologies, competency-based approach, distance learning, pedagogy, student-centered approach, intercultural communication.

Постановка проблеми. Сучасна система вищої освіти перебуває в умовах глибоких трансформацій, спричинених процесами глобалізації, цифровізації, міжнародної академічної мобільності та розвитку інформаційного суспільства. У цих умовах володіння іноземними мовами стає необхідною складовою професійної компетентності майбутніх фахівців [1; 4]. Заклади вищої освіти дедалі більше орієнтуються на формування конкурентоспроможного спеціаліста, здатного до міжкультурної комунікації, міжнародної співпраці та безперервного професійного розвитку [2; 9].

У зв’язку з цим виникає необхідність пошуку нових педагогічних підходів до викладання іноземних мов у вищій школі. Традиційні методи навчання, засновані переважно на механічному засвоєнні граматики та перекладі текстів, уже не відповідають сучасним вимогам ринку праці та потребам студентів. Особливого значення набувають комунікативний підхід, компетентнісне навчання, інтерактивні технології, цифрові інструменти та методики змішаного навчання [3; 10].

Практична значущість проблеми полягає в необхідності підготовки студентів до реального іншомовного спілкування у професійному середовищі. Водночас науковий інтерес до теми зумовлений активним розвитком цифрової педагогіки, технологій дистанційного навчання та штучного інтелекту, які відкривають нові можливості для викладання іноземних мов у закладах вищої освіти.

Аналіз останніх досліджень і публікацій. Проблема викладання іноземних мов у закладах вищої освіти активно досліджується як

українськими, так і зарубіжними науковцями. Значна кількість сучасних англомовних досліджень присвячена ефективності комунікативного підходу, розвитку цифрових технологій у мовній освіті, інтерактивним методам навчання та формуванню професійно орієнтованої іншомовної компетентності [1; 2; 7].

У роботах Х.Лі, А. Сан, Х. Чен та інших дослідників доведено, що використання цифрових платформ та змішаного навчання сприяє активізації пізнавальної діяльності студентів і підвищує ефективність вивчення іноземних мов. Особливу увагу науковці приділяють інтеграції онлайн-освіти, мобільного навчання та інтерактивних сервісів у процес викладання Academic English і Business English [2; 8].

Дослідники В.Чорноус, Н. Сердюк та М.Тимчик підкреслюють важливість комунікативного підходу, який дозволяє моделювати реальні ситуації спілкування та формувати практичні мовленнєві навички [3; 6; 12]. Науковці зазначають, що сучасна іншомовна освіта має бути спрямована не лише на засвоєння мовного матеріалу, але й на розвиток особистості студента, його критичного мислення та здатності до міжкультурної взаємодії [4; 13].

У сучасних дослідженнях також значна увага приділяється психологічним аспектам навчання іноземних мов. Зокрема, Г.Дубова аналізує вплив мовної тривожності, страху помилки та психологічних бар'єрів на ефективність іншомовного спілкування. Автор наголошує на необхідності створення сприятливого психологічного середовища для активізації мовленнєвої діяльності студентів [5].

Окремий напрям досліджень пов'язаний із використанням технологій штучного інтелекту, доповненої реальності та інтерактивних платформ у процесі викладання іноземних мов. Науковці зазначають, що цифрові інструменти дозволяють персоналізувати навчання, підвищити мотивацію студентів і забезпечити гнучкість освітнього процесу.

Попри значну кількість досліджень, недостатньо вивченими залишаються питання комплексної інтеграції цифрових технологій, комунікативного та компетентнісного підходів у викладанні іноземних мов у вищій школі [2; 8]. Потребують подальшого аналізу також педагогічні умови ефективного використання штучного інтелекту та адаптивного навчання у процесі іншомовної підготовки студентів.

Мета статті – Метою статті є аналіз сучасних педагогічних підходів до викладання іноземних мов у закладах вищої освіти, визначення ефективних методів формування іншомовної комунікативної компетентності студентів та дослідження ролі цифрових технологій у сучасному освітньому процесі.

Для досягнення поставленої мети визначено такі завдання:

1. Проаналізувати сучасні тенденції викладання іноземних мов у закладах вищої освіти.

2. Охарактеризувати комунікативний та компетентнісний підходи як основу сучасної іншомовної освіти.

3. Дослідити роль цифрових технологій і дистанційного навчання у викладанні іноземних мов.

4. Визначити основні проблеми та перспективи розвитку іншомовної освіти у вищій школі.

Виклад основного матеріалу. Сучасна педагогіка вищої школи дедалі більше орієнтується на студентоцентрований підхід, у межах якого студент виступає активним учасником освітнього процесу. Це суттєво впливає на викладання іноземних мов, оскільки традиційна модель передачі знань поступово замінюється інтерактивною взаємодією між викладачем і студентами.

Одним із найважливіших напрямів сучасної іншомовної освіти є комунікативний підхід. Його основною метою є формування здатності використовувати іноземну мову у реальних життєвих і професійних ситуаціях. Комунікативне навчання передбачає активне використання діалогів, дискусій, рольових ігор, проєктної діяльності та ситуативних вправ. Ефективність комунікативного підходу пояснюється тим, що студенти отримують можливість практикувати мову в умовах, максимально наближених до реального спілкування [3; 6]. Це сприяє подоланню мовного бар'єру, підвищує мотивацію та формує впевненість у використанні іноземної мови.

Важливою тенденцією сучасної педагогіки є компетентнісний підхід, який орієнтує навчальний процес на формування практичних умінь і навичок. У контексті викладання іноземних мов це означає розвиток комунікативної, соціокультурної, інформаційної та професійної компетентностей [10].

Компетентнісний підхід тісно пов'язаний із професійно орієнтованим навчанням іноземних мов. У сучасних університетах дедалі частіше викладаються курси Academic English, Business English, English for Specific Purposes, які враховують професійні потреби студентів різних спеціальностей [1; 6].

Важливу роль у сучасній іншомовній освіті відіграють цифрові технології. Після пандемії COVID-19 та активного розвитку дистанційного навчання заклади вищої освіти почали активно використовувати онлайн-платформи, відеоконференції, інтерактивні сервіси та електронні освітні ресурси [8; 16].

Цифрові технології мають низку переваг:

–забезпечують гнучкість навчального процесу;

– дозволяють організовувати навчання незалежно від місця перебування студентів;

–сприяють персоналізації навчання;

–активізують самостійну роботу студентів;

– підвищують мотивацію до вивчення іноземної мови.

Особливого значення набуває змішане навчання (blended learning), яке поєднує традиційні аудиторні заняття з онлайн-компонентами [2]. Такий формат дозволяє ефективніше організувати освітній процес та врахувати індивідуальні особливості студентів.

Сучасні дослідження також доводять ефективність використання доповненої реальності та штучного інтелекту у викладанні іноземних мов. Технології AR допомагають створювати інтерактивне освітнє середовище, сприяють візуалізації навчального матеріалу та розвитку мовленнєвих навичок. Штучний інтелект відкриває нові можливості для адаптивного навчання, автоматичного оцінювання, створення індивідуальних освітніх траєкторій та розвитку автономії студентів. Використання чат-ботів, мовних симуляторів і систем автоматичного аналізу мовлення дозволяє зробити процес вивчення іноземної мови більш інтерактивним і персоналізованим. Разом із перевагами цифровізації існують і певні труднощі [7]. Однією з головних проблем є недостатній рівень цифрової компетентності викладачів та студентів. Крім того, дистанційне навчання ускладнює організацію живого спілкування, що особливо важливо для формування комунікативних навичок [9].

Серйозною проблемою залишається мовна тривожність студентів [5]. Багато здобувачів освіти відчувають страх помилки, невпевненість у власних мовленнєвих можливостях та психологічний дискомфорт під час іншомовного спілкування. Саме тому важливо створювати підтримувальне освітнє середовище, у якому студент не боїться висловлювати власну думку. Ефективність викладання іноземних мов значною мірою залежить від професійної майстерності викладача. Сучасний викладач повинен володіти не лише мовною компетентністю, але й навичками цифрової педагогіки, інтерактивного навчання, фасилітації та психологічної підтримки студентів. Важливим компонентом сучасної іншомовної освіти є міжкультурна комунікація [4; 13].

Вивчення іноземної мови повинно супроводжуватися ознайомленням із культурою, традиціями та цінностями інших народів. Це сприяє розвитку толерантності, міжкультурної компетентності та готовності до міжнародної співпраці.

Сучасні методики викладання іноземних мов також активно використовують проєктне навчання. Робота над спільними проєктами дозволяє студентам розвивати навички командної взаємодії, критичного мислення, дослідницької діяльності та академічного письма. Особливо актуальним у сучасних умовах є використання автентичних матеріалів: відео, подкастів, наукових статей, інтерв'ю, професійних кейсів та онлайн-ресурсів. Такі матеріали дозволяють наблизити процес навчання до реального мовного середовища [11; 14]. Не менш важливим є розвиток автономного навчання студентів. Сучасна освіта орієнтується на формування здатності до самостійного пошуку інформації, самоосвіти та критичного аналізу джерел. У цьому контексті цифрові технології відкривають широкі можливості для самостійного вивчення іноземних мов [2; 7; 15].

Слід зазначити, що сучасне викладання іноземних мов у закладах вищої освіти має бути інтегрованим і міждисциплінарним. Іншомовна підготовка студентів повинна враховувати специфіку їхньої майбутньої професійної діяльності та поєднувати мовну освіту з професійними дисциплінами. Таким чином, сучасна педагогіка іншомовної освіти характеризується поєднанням комунікативного, компетентнісного, цифрового та студентоцентрованого підходів. Саме комплексне використання цих підходів забезпечує ефективне формування іншомовної комунікативної компетентності студентів у закладах вищої освіти.

Висновки. У результаті дослідження встановлено, що сучасне викладання іноземних мов у закладах вищої освіти потребує комплексного оновлення педагогічних підходів відповідно до вимог цифрового суспільства та міжнародного освітнього простору.

Доведено, що найбільш ефективними є комунікативний, компетентнісний та студентоцентрований підходи, які сприяють формуванню практичних мовленнєвих навичок, розвитку критичного мислення, міжкультурної комунікації та професійної компетентності студентів.

З'ясовано, що цифрові технології, дистанційне та змішане навчання значно розширюють можливості іншомовної освіти. Використання інтерактивних платформ, технологій штучного інтелекту, доповненої реальності та онлайн-комунікації підвищує мотивацію студентів, забезпечує персоналізацію навчання та активізує самостійну роботу. Водночас ефективність сучасної іншомовної освіти залежить від професійної підготовки викладачів, рівня цифрової грамотності учасників освітнього процесу та створення сприятливого психологічного середовища.

Перспективи подальших досліджень полягають у вивченні можливостей штучного інтелекту, адаптивних систем навчання, нейродидактики та міждисциплінарної інтеграції у процесі викладання іноземних мов у закладах вищої освіти.

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МЕТОДИЧНІ АСПЕКТИ ОРГАНІЗАЦІЇ ПЛЕНЕРНИХ ЗАНЯТЬ У ЗАКЛАДАХ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ

Анотація. У статті досліджено методичні аспекти організації пленерних занять у закладах загальної середньої освіти як важливого складника сучасної мистецької освіти. Обґрунтовано актуальність використання пленеру в процесі художньо-творчої діяльності учнів в умовах компетентнісного підходу до навчання та розвитку творчого потенціалу особистості. Визначено роль пленерної практики у формуванні естетичного світогляду, художнього мислення, емоційного сприйняття навколишнього середовища та практичних навичок образотворчої діяльності школярів.

Проаналізовано теоретичні основи організації пленерних занять, розкрито сутність поняття «пленер» у художньо-педагогічній діяльності, висвітлено історичні аспекти становлення пленерного живопису та його значення в системі мистецької освіти.

У статті визначено освітній потенціал пленерних занять та їхній вплив на формування художньо-творчих компетентностей учнів. Доведено, що робота на відкритому повітрі сприяє розвитку спостережливості, емоційної чутливості, творчої уяви, колористичного бачення та здатності передавати просторові й світлотіньові відношення засобами живопису та графіки.

Особливу увагу приділено методичним аспектам проведення пленерних занять у закладах загальної середньої освіти. Висвітлено питання

підготовки до організації пленеру, вибору локації та об'єктів зображення, матеріально-технічного забезпечення, а також дотримання правил техніки безпеки. Охарактеризовано основні методи та форми роботи під час пленеру, серед яких пояснювально-демонстраційний метод, практична художня діяльність, індивідуальна й групова робота, а також використання інтерактивних і цифрових технологій у мистецькій освіті.

У дослідженні розкрито основні етапи виконання творчої роботи на пленері: композиційний пошук, виконання начерків та етюдів, передача кольорових і світлотіньових відношень, аналіз та корекція виконаних робіт. Визначено особливості організації пленерної діяльності для учнів різних вікових груп, обґрунтовано необхідність диференціації художніх завдань відповідно до вікових та індивідуальних особливостей школярів.

Зроблено висновок, що пленерні заняття є ефективним засобом розвитку творчого потенціалу учнів, формування художньо-творчих компетентностей, естетичної культури та практичних навичок у галузі образотворчого мистецтва. Результати дослідження можуть бути використані в практичній діяльності вчителів образотворчого мистецтва, під час організації мистецьких занять, творчих практик та позакласної художньої діяльності учнів.

Ключові слова: пленер, мистецька освіта, образотворче мистецтво, художньо-творча компетентність, живопис, графіка, методика викладання, творчий потенціал, заклади загальної середньої освіти.

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METHODOLOGICAL ASPECTS OF ORGANIZING PLEIN AIR CLASSES IN GENERAL SECONDARY EDUCATION INSTITUTIONS

Abstract. The article examines the methodological aspects of organizing plein air classes in general secondary education institutions as an important

component of contemporary art education. The relevance of using plein air practice in students' artistic and creative activities within the framework of a competency-based approach to learning and the development of an individual's creative potential is substantiated.

The role of plein air practice in the formation of aesthetic worldview, artistic thinking, emotional perception of the environment, and practical skills in visual arts among students is determined.

The theoretical foundations of organizing plein air classes are analyzed, the essence of the concept of «plein air» in artistic and pedagogical activity is revealed, and the historical aspects of the development of plein air painting and its significance in the system of art education are highlighted.

The article identifies the educational potential of plein air classes and their influence on the formation of students' artistic and creative competencies. It is proved that working outdoors contributes to the development of observation skills, emotional sensitivity, creative imagination, color perception, and the ability to convey spatial and light-and-shadow relationships through painting and graphic techniques.

Special attention is paid to the methodological aspects of conducting plein air classes in general secondary education institutions. The issues of preparation for plein air activities, selection of locations and objects for depiction, material and technical support, as well as compliance with safety regulations are considered.

The main methods and forms of work during plein air classes are characterized, including explanatory-demonstrative methods, practical artistic activity, individual and group work, as well as the use of interactive and digital technologies in art education.

The study reveals the main stages of creative work in plein air practice: compositional search, creation of sketches and studies, rendering of color and tonal relationships, analysis, and correction of completed works. The peculiarities of organizing plein air activities for students of different age groups are identified, and the necessity of differentiating artistic tasks according to students' age and individual characteristics is substantiated.

It is concluded that plein air classes are an effective means of developing students' creative potential, forming artistic and creative competencies, aesthetic culture, and practical skills in the field of visual arts. The results of the study can be used in the practical activities of visual arts teachers, in organizing art classes, creative practices, and extracurricular artistic activities of students.

Keywords: plein air, art education, visual arts, artistic and creative competence, painting, graphics, teaching methodology, creative potential, general secondary education institutions.

Постановка проблеми. Сучасний розвиток мистецької освіти в закладах загальної середньої освіти потребує оновлення методів і форм організації художньо-творчої діяльності учнів. Одним із важливих напрямів удосконалення освітнього процесу є використання пленерних занять, які забезпечують безпосереднє сприйняття природного середовища, формування естетичного досвіду та розвиток практичних навичок образотворчої діяльності. Пленер сприяє розвитку спостережливості, художнього мислення, уміння передавати світло-повітряне середовище, просторові й кольорові відношення, а також активізує творчу самостійність учнів.

Водночас у практиці сучасної школи пленерні заняття використовуються недостатньо системно. Це зумовлено низкою проблем, серед яких недостатнє методичне забезпечення, обмеженість навчального часу, складність організації роботи поза межами класу, недостатня підготовленість педагогів до проведення пленеру, а також недостатнє поєднання традиційних художніх методів із сучасними освітніми технологіями. У багатьох випадках пленер розглядається лише як додаткова форма художньої діяльності, а не як важливий складник мистецької освіти.

Отже, актуальність дослідження зумовлена необхідністю теоретичного обґрунтування та практичного висвітлення методичних аспектів організації пленерних занять у закладах загальної середньої освіти як ефективного засобу розвитку художньо-творчих компетентностей учнів.

Аналіз останніх досліджень і публікацій. Проблема організації пленерних занять у закладах загальної середньої освіти пов’язана з ширшим контекстом розвитку сучасної мистецької освіти, формуванням творчого потенціалу особистості, оновленням методів викладання образотворчого мистецтва та посиленням практичної складової навчання.

У праці Г. Куниці, О. Піддубної та А. Максимчука розкрито значення мистецької освіти в Україні як важливого чинника розвитку творчого потенціалу особистості. Автори наголошують, що мистецька діяльність сприяє формуванню естетичного сприйняття, художнього мислення, індивідуального стилю та здатності до самовираження. Ці положення є важливими для дослідження пленерних занять, оскільки робота на відкритому повітрі активізує безпосереднє спостереження природи, розвиває емоційно-образне мислення учнів і формує практичні художні вміння [1, С. 94-99].

Важливе значення для розуміння освітнього потенціалу пленеру має стаття О. Піддубної «Світло, простір і форма: освітні можливості пленеру у професійній підготовці художника-педагога». У дослідженні акцентовано увагу на тому, що пленер дає змогу поглибити знання про світло-повітряне середовище, просторові відношення, колористичні зміни та форму

предметів у природному освітленні. Хоча робота присвячена підготовці художника-педагога, її положення можуть бути адаптовані до шкільної мистецької освіти, зокрема під час організації занять з пейзажу, начерків, етюдів і спостережень за природою [2, С. 2829-2838].

У статті О. Піддубної, О. Качерової, К. Герасименко, Т. Шостачук та Н. Бовсунівської розглянуто основні проблеми розвитку сучасної мистецької освіти. Автори звертають увагу на необхідність оновлення змісту навчання, використання інноваційних підходів, поєднання традиційних і сучасних методів мистецької підготовки. У контексті теми статті це дає підстави розглядати пленер не лише як традиційну форму художньої практики, а й як ефективний метод активізації творчої діяльності учнів у сучасній школі [3, С. 1157-1176].

Питання трансформації мистецької освіти в умовах цифрового середовища висвітлено у праці О. Піддубної та А. Максимчука. Дослідники аналізують нові методи викладання живопису, рисунка і композиції, підкреслюючи значення поєднання класичних художніх практик із цифровими технологіями. Для організації пленерних занять це є особливо актуальним, адже сучасний учитель може використовувати фотофіксацію, цифрові ескізи, презентації, онлайн-галереї учнівських робіт та інтерактивний аналіз природних об’єктів [4, С. 2501-2512].

Безпосередньо методиці пленерної практики присвячена стаття О. Піддубної, Т. Шостачук та А. Максимчука, у якій розглянуто інтеграцію рисунка, живопису та композиції в навчальній практиці. Автори підкреслюють, що пленер сприяє комплексному розвитку художніх умінь, оскільки учні або здобувачі освіти одночасно працюють із композицією, кольором, тоном, перспективою та простором. Це дослідження є важливим для обґрунтування етапів організації пленерного заняття: підготовки, вибору мотиву, виконання начерків, створення етюду та аналізу результатів [5, С. 137-142].

О. Пунгіна та Л. Гусєва розглядають пленерну практику як засіб формування образотворчої компетентності майбутніх педагогів-художників. Автори доводять, що пленерна діяльність розвиває спостережливість, уміння аналізувати натуру, передавати стан природи, колірні й тональні відношення. Ці положення можуть бути використані для методичного обґрунтування пленеру в закладах загальної середньої освіти, оскільки аналогічні вміння формуються і в учнів під час занять образотворчим мистецтвом [6, С. 185-191].

У статті О. Сови «Методика виконання пейзажу на пленері» розкрито практичні аспекти роботи над пейзажем у природному середовищі. Дослідниця акцентує увагу на послідовності виконання пейзажу, виборі

композиції, передачі простору, освітлення та колориту. Це дослідження має прикладне значення для вчителя образотворчого мистецтва, оскільки може бути використане під час розроблення завдань для учнів різного віку [7, С. 124-127].

Окрему групу джерел становлять освітньо-професійна програма «Мистецтво в закладах освіти» та робоча програма навчальної практики «Пленер». Вони засвідчують, що пленерна підготовка є важливою складовою професійного становлення майбутнього вчителя мистецьких дисциплін. Зміст таких програм може слугувати методичною основою для адаптації пленерних завдань до умов закладів загальної середньої освіти [8, 9, 10].

Отже, аналіз наукових праць і методичних матеріалів засвідчує, що пленер розглядається дослідниками як ефективна форма художньої практики, яка сприяє розвитку спостережливості, творчого мислення, композиційних, живописних і графічних умінь. Водночас питання організації пленерних занять саме в закладах загальної середньої освіти потребує подальшого методичного осмислення, зокрема щодо вікових особливостей учнів, добору завдань, безпеки, етапності роботи та поєднання традиційних художніх методів із сучасними цифровими засобами.

Мета статті – дослідження методичних аспектів організації пленерних занять у закладах загальної середньої освіти, визначення їхнього освітнього потенціалу та обґрунтування ефективних методів і форм проведення пленеру в процесі художньо-творчої діяльності учнів. Завдання статті проаналізувати наукові та методичні джерела з проблеми організації пленерних занять; розкрити сутність поняття «пленер» та його значення в мистецькій освіті; визначити роль пленерних занять у формуванні художньо-творчих компетентностей учнів; охарактеризувати основні методи, форми та етапи організації пленерної діяльності в закладах загальної середньої освіти; висвітлити особливості підготовки та проведення пленерних занять з урахуванням вікових особливостей учнів; окреслити проблеми та перспективи впровадження пленерної практики в сучасний освітній процес.

Виклад основного матеріалу. Пленер є важливою складовою художньої освіти та одним із найбільш ефективних засобів розвитку творчих здібностей учнів. Термін «пленер» походить від французького словосполучення *en plein air*, що означає «на відкритому повітрі». У мистецькій практиці пленер розглядається як процес створення художніх робіт безпосередньо в природному середовищі, що дає можливість художнику або учневі спостерігати реальні зміни освітлення, кольору, простору та атмосфери.

Виникнення пленерного живопису пов'язують із розвитком європейського мистецтва XVIII–XIX століть. Перші спроби працювати безпосередньо на природі здійснювали художники-пейзажисти, які прагнули більш точно передати природне середовище та його мінливі стани. Особливого розвитку пленер набув у творчості представників барбізонської школи та імпресіоністів. Саме художники-імпресіоністи, зокрема Клод Моне, Каміль Піссарро, Огюст Ренуар, приділяли основну увагу передачі світла, кольорових відтінків і миттєвих змін природи.

Поступово пленер став не лише художнім методом, а й важливою формою професійної підготовки митців. У мистецьких академіях та художніх школах пленерна практика почала використовуватися як обов'язковий компонент навчання рисунка, живопису та композиції. У сучасній мистецькій освіті пленер є важливим засобом поєднання теоретичних знань із практичною діяльністю.

У закладах загальної середньої освіти пленерні заняття набувають особливого значення, оскільки вони сприяють активізації пізнавальної діяльності учнів, розвивають естетичне сприйняття навколишнього світу та формують інтерес до образотворчого мистецтва.

Пленерний живопис має низку характерних особливостей, які відрізняють його від роботи в майстерні. Насамперед це безпосереднє спостереження природного середовища, швидка зміна освітлення, кольорових відношень та атмосферних станів. Під час роботи на відкритому повітрі учень змушений оперативно аналізувати натуру, узагальнювати форму та швидко передавати основні характеристики об'єкта. Однією з головних особливостей пленерного живопису є передача світло-повітряного середовища. Природне освітлення постійно змінюється залежно від часу доби, погодних умов та сезону, тому художник повинен вміти спостерігати кольорові зміни та передавати їх у роботі. Важливе значення мають також передача простору, перспективи та гармонійних колірних співвідношень. У художньо-педагогічній діяльності пленер поєднує живописні, графічні та композиційні завдання, що сприяє комплексному розвитку художніх умінь учнів.

Освітній потенціал пленеру полягає у створенні умов для активної творчої діяльності учнів та безпосереднього емоційного контакту з природою. Робота на відкритому повітрі сприяє формуванню естетичного ставлення до навколишнього середовища, розвитку художнього мислення, уяви та творчої ініціативи.

Пленерні заняття допомагають учням краще розуміти закономірності кольору, світла, перспективи та композиції. У процесі спостереження природи школярі навчаються аналізувати форму предметів, визначати

просторові плани, передавати стан погоди та настрій пейзажу. Така діяльність розвиває не лише технічні навички, а й емоційно-ціннісне ставлення до мистецтва та природи. Крім того, пленерна діяльність позитивно впливає на психологічний стан школярів. Робота в природному середовищі знижує емоційне напруження, стимулює творчу активність, розвиває самостійність і здатність до емоційного самовираження.

Одним із найважливіших результатів пленерної діяльності є розвиток спостережливості. Під час роботи на природі учні навчаються уважно аналізувати навколишнє середовище, помічати особливості форми, кольору, освітлення та просторових відношень. На відміну від роботи за фотографіями чи репродукціями, пленер передбачає безпосередній контакт із реальними об'єктами, що сприяє глибшому сприйняттю природи.

Емоційне сприйняття відіграє важливу роль у художній діяльності школярів. Природне середовище викликає різноманітні емоції та асоціації, які відображаються у творчих роботах учнів. Зміна погоди, освітлення, сезонних станів природи допомагає школярам відчувати настрій пейзажу та передавати його художніми засобами.

Важливим аспектом пленерної практики є формування в учнів умінь передавати світло, колір і простір. Робота на відкритому повітрі створює умови для безпосереднього спостереження природного освітлення та його впливу на предмети й середовище. Учні навчаються бачити зміну кольорових відтінків залежно від часу доби, погодних умов і розташування джерела світла [2, С. 2829-2838].

Особливу увагу під час пленеру приділяють передачі простору. Учні навчаються будувати композицію пейзажу, визначати передній, середній і дальній плани, передавати глибину простору за допомогою кольору, тону та перспективних скорочень. Робота з натури допомагає краще зрозуміти закономірності лінійної та повітряної перспективи, що є важливим складником художньої підготовки.

Природне середовище має значний вплив на художню діяльність учнів, оскільки створює особливу атмосферу для творчості та емоційного самовираження. Робота на відкритому повітрі активізує сенсорне сприйняття, стимулює уяву та сприяє більш вільному й емоційному виконанню творчих завдань.

Таким чином, пленер виступає не лише формою практичного навчання образотворчого мистецтва, а й ефективним засобом розвитку творчої особистості, естетичного світогляду та художньо-творчих компетентностей учнів.

Одним із найважливіших етапів підготовки пленеру є вибір відповідної локації. Місце проведення заняття повинно відповідати

навчальній меті, віковим особливостям учнів і рівню їхньої художньої підготовки. Для молодших школярів доцільно обирати прості та безпечні локації поблизу закладу освіти: шкільне подвір'я, парк, сквер або пришкільну територію. Для учнів середнього та старшого шкільного віку можна використовувати більш складні природні й архітектурні об'єкти.

Важливе значення має також сезонність і погодні умови. Освітлення, стан неба, кольорова гамма природи змінюються залежно від пори року та часу доби, що створює різні художні можливості для роботи учнів.

Для успішного проведення пленерних занять необхідне належне матеріально-технічне забезпечення. Учні повинні бути забезпечені художніми матеріалами та інструментами відповідно до поставлених завдань. Найчастіше використовуються альбоми для малювання, папір різного формату, графітні олівці, лінери, вугілля, акварельні або гуашеві фарби, пензлі, палітри та ємності для води. Вчитель повинен заздалегідь перевірити готовність матеріалів та організувати їх раціональне використання. Належне матеріально-технічне забезпечення створює комфортні умови для творчої діяльності та сприяє підвищенню ефективності пленерного заняття.

Невід'ємною складовою організації пленеру є проведення інструктажу з техніки безпеки. Оскільки заняття проводяться поза межами класу, учитель несе відповідальність за життя та здоров'я учнів під час перебування на відкритому повітрі. Перед початком роботи школярів необхідно ознайомити з правилами поведінки на природі та в громадських місцях. Особливу увагу слід приділяти дотриманню дисципліни, правилам переходу дороги, поводженню біля водойм, у паркових зонах або поблизу транспортного руху.

Вчитель повинен наголосити на необхідності бережного ставлення до природи, забороні пошкодження рослин, забруднення території та порушення екологічної рівноваги. Також важливо враховувати погодні умови, попереджати учнів про можливі ризики перегрівання, переохолодження або тривалого перебування під прямими сонячними променями.

Пленерні заняття передбачають використання різноманітних методів і форм роботи, спрямованих на розвиток художніх умінь, творчої активності та самостійності учнів. Вибір методів залежить від віку школярів, теми заняття, рівня підготовки та поставлених педагогічних завдань.

Одним із основних методів організації пленерної діяльності є пояснювально-демонстраційний метод. На початку заняття вчитель пояснює тему, мету та послідовність виконання роботи, звертає увагу на особливості композиції, освітлення, кольорових співвідношень та перспективи [7, С. 124-127].

Під час пленерних занять можуть використовуватися як індивідуальні, так і групові форми роботи. Індивідуальна робота дає можливість враховувати творчі здібності, рівень підготовки та інтереси кожного учня. Учитель може надавати індивідуальні рекомендації щодо композиції, кольору чи техніки виконання. Групова робота сприяє розвитку комунікативних навичок, взаємодопомоги та творчої взаємодії між учнями. Наприклад, школярі можуть спільно аналізувати композиційні рішення, обговорювати особливості натури або створювати колективні творчі проєкти. Поєднання індивідуальної та групової роботи забезпечує ефективну організацію пленерної діяльності та створює умови для творчої самореалізації учнів.

Організація творчої роботи на пленері передбачає певну послідовність дій, що допомагає учням системно виконувати художні завдання та досягати якісного результату [7, С. 124-127].

Першим етапом роботи є композиційний пошук. Учні обирають мотив, визначають формат роботи, точку спостереження та основні композиційні акценти. На цьому етапі важливо навчити школярів бачити цілісність пейзажу, виділяти головне та уникати перевантаження композиції деталями.

Учитель допомагає учням визначити лінію горизонту, композиційний центр, співвідношення планів і ритм елементів зображення.

Після композиційного пошуку учні переходять до виконання начерків і етюдів. Швидкі графічні замальовки допомагають зафіксувати основні пропорції, рух, характер форми та композиційне розташування об’єктів. Живописні етюди спрямовані на передачу загального кольорового стану природи, освітлення та атмосфери. Учні вчаться працювати узагальнено, передавати цілісний образ пейзажу та уникати надмірної деталізації.

Одним із найскладніших етапів пленерної роботи є передача кольорових і світлотіньових відношень. Учні повинні навчитися бачити взаємозв’язок світла й тіні, теплих і холодних кольорів, рефлексів та повітряної перспективи. Під час роботи вчитель звертає увагу на цілісність колористичного рішення, гармонію кольорів і передачу просторової глибини. Важливо навчити учнів спостерігати зміни кольору залежно від освітлення та атмосферних умов [2, С. 2829-2838].

Завершальним етапом пленерного заняття є аналіз виконаних робіт. Учитель організовує колективне обговорення, під час якого учні аналізують власні роботи та роботи однокласників. Аналіз допомагає визначити вдалі композиційні рішення, помилки у передачі пропорцій, кольору чи перспективи. Учитель надає рекомендації щодо вдосконалення техніки виконання та розвитку художніх навичок.

Такий підхід сприяє формуванню в учнів уміння критично оцінювати результати своєї творчої діяльності та стимулює подальший художній розвиток.

Організація пленерних занять у закладах загальної середньої освіти повинна здійснюватися з урахуванням вікових, психологічних та художньо-творчих особливостей учнів. Відповідно до рівня розвитку сприйняття, мислення, уваги та практичних умінь змінюються методи роботи, складність завдань, тривалість занять і характер художньої діяльності. Диференційований підхід забезпечує ефективність пленерної практики та створює умови для творчої самореалізації школярів.

Однією з важливих умов ефективної організації пленерних занять є диференціація завдань відповідно до вікових та індивідуальних особливостей учнів. Учитель повинен враховувати рівень художньої підготовки, темп роботи, інтереси та творчі здібності школярів.

Пленерні заняття мають значний освітній і виховний потенціал, однак їхнє впровадження у практику закладів загальної середньої освіти супроводжується низкою організаційних, методичних і матеріально-технічних труднощів. Водночас сучасні освітні тенденції відкривають нові можливості для розвитку пленерної практики та її інтеграції в освітній процес.

Однією з головних проблем організації пленерних занять є складність проведення уроків поза межами навчального кабінету. Учитель повинен враховувати погодні умови, тривалість заняття, безпеку учнів, транспортні та організаційні питання. Проведення пленеру потребує додаткового часу для підготовки, вибору локації, організації пересування учнів та контролю за дисципліною. У багатьох випадках обмеження навчального часу ускладнює проведення повноцінної пленерної практики.

Проблемою також є недостатня методична підготовка окремих педагогів до організації занять на відкритому повітрі. Не всі вчителі мають достатній досвід пленерної роботи, володіють методикою швидкого етюду або організації творчої діяльності учнів у природному середовищі.

Важливим чинником, що ускладнює проведення пленерних занять, є недостатність матеріально-технічного забезпечення закладів освіти. Для якісної організації пленеру необхідні художні матеріали, переносні планшети, папір, фарби, пензлі та інше обладнання.

Однією з перспектив розвитку пленерної практики є активне використання міжпредметних зв’язків. Пленерні заняття можуть інтегрувати елементи образотворчого мистецтва, природознавства, географії, історії, екології та краєзнавства. Наприклад, під час зображення природних об’єктів учні можуть вивчати особливості рослинного світу, сезонні зміни

природи або екологічний стан довкілля. Робота над архітектурними мотивами сприяє ознайомленню з історико-культурною спадщиною та архітектурними стилями [5, С. 137-142].

Міжпредметна інтеграція допомагає формувати цілісне сприйняття навколишнього світу, активізує пізнавальну діяльність учнів і сприяє розвитку ключових компетентностей. Попри наявні труднощі, пленерні заняття мають значний потенціал для розвитку сучасної мистецької освіти. Їх ефективне впровадження потребує вдосконалення методичного забезпечення, покращення матеріальної бази та активного використання інноваційних педагогічних підходів.

Висновки. У результаті проведеного дослідження встановлено, що пленерні заняття є важливим складником мистецької освіти в закладах загальної середньої освіти та ефективним засобом формування художньо-творчих компетентностей учнів.

Теоретичний аналіз наукових праць і методичних джерел засвідчив, що пленер поєднує практичну художню діяльність із безпосереднім сприйняттям природного середовища, сприяючи розвитку спостережливості, емоційного мислення, естетичного сприйняття та творчої самостійності школярів.

У ході дослідження розкрито сутність поняття «пленер» у художньо-педагогічній діяльності, охарактеризовано особливості пленерного живопису та графіки, визначено освітній потенціал роботи на відкритому повітрі. Встановлено, що пленерна практика створює умови для комплексного розвитку художніх умінь учнів, зокрема навичок передачі світла, кольору, простору, перспективи та композиції.

Особливу увагу приділено методичним аспектам організації пленерних занять у закладах загальної середньої освіти. З'ясовано, що ефективність пленерної діяльності залежить від якісної підготовки, правильного вибору локації та об'єктів зображення, належного матеріально-технічного забезпечення, дотримання правил безпеки, а також використання відповідних методів і форм навчання. Важливе значення має диференційований підхід до організації пленеру з урахуванням вікових особливостей учнів.

Разом із тим встановлено, що впровадження пленерних занять у шкільну практику супроводжується певними труднощами, серед яких недостатнє методичне забезпечення, обмеженість навчального часу, складність організації занять поза межами класу та недостатність матеріально-технічної бази. Це зумовлює необхідність подальшого вдосконалення методики проведення пленеру та пошуку нових підходів до його інтеграції в сучасний освітній процес.

Перспективи подальших наукових досліджень полягають у розробленні інноваційних методик проведення пленерних занять, використанні цифрових технологій у мистецькій освіті, вивченні можливостей міжпредметної інтеграції та створенні диференційованих програм пленерної практики для учнів різних вікових категорій. Актуальним також залишається дослідження впливу пленерної діяльності на розвиток творчого потенціалу, емоційного інтелекту та естетичного світогляду школярів.

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ПОТЕНЦІАЛ НЕФОРМАЛЬНОЇ ОСВІТИ У ФОРМУВАННІ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ

Анотація. У статті розкрито потенціал неформальної освіти у формуванні професійної компетентності майбутніх учителів іноземної мови в умовах цифрової трансформації, глобалізації та зростання вимог до якості педагогічної діяльності. Мета дослідження полягає у визначенні ролі неформальної освіти як ефективного ресурсу професійного розвитку майбутніх педагогів та обґрунтуванні її значення у структурі сучасної системи підготовки вчителя. Використано методи теоретичного аналізу наукових джерел, порівняння, узагальнення та систематизації педагогічного досвіду.

Установлено, що неформальна освіта виступає важливим доповненням до формальної професійної підготовки, забезпечуючи гнучкість, індивідуалізацію та практичну спрямованість навчання. Вона створює умови для розвитку іншомовної комунікативної компетентності через занурення у реальне мовленнєве середовище, міжкультурної компетентності – через взаємодію з представниками різних культур, цифрової компетентності – через опанування сучасних освітніх технологій, а також методичної компетентності – через ознайомлення з інноваційними педагогічними підходами.

Показано, що участь у міжнародних освітніх платформах, онлайн-курсах, мовних клубах, тренінгах, вебінарах, професійних спільнотах та проєктній діяльності сприяє розширенню професійного досвіду, формуванню комунікативної гнучкості, розвитку критичного мислення, рефлексії та готовності до інноваційної педагогічної діяльності. Наголошено, що особливого значення набуває формування навичок самоосвіти та самоменеджменту, які забезпечують здатність майбутнього вчителя до безперервного професійного саморозвитку. Обґрунтовано, що інтеграція формальної та неформальної освіти є необхідною умовою підвищення

якості професійної підготовки педагогічних кадрів і формування конкурентоспроможного фахівця.

Визначено, що неформальна освіта виконує функцію оперативного оновлення знань і навичок відповідно до динамічних змін освітнього середовища та технологічного прогресу.

Зроблено висновок, що системне використання ресурсів неформальної освіти суттєво підсилює процес професійного становлення майбутнього вчителя іноземної мови, сприяє розвитку його професійної автономії та забезпечує готовність до ефективної діяльності в умовах сучасного полікультурного та цифрового освітнього простору.

Ключові слова: неформальна освіта, професійна компетентність, майбутній учитель іноземної мови, професійна підготовка, цифрові технології, міжкультурна комунікація, самоосвіта.

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POTENTIAL OF INFORMAL EDUCATION IN FORMING PROFESSIONAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

Abstract. The article highlights the potential of non-formal education in developing the professional competence of future foreign language teachers within the context of digital transformation, globalization, and increasing demands for the quality of pedagogical practice.

The purpose of the study is to determine the role of non-formal education as an effective resource for the professional development of future educators and to substantiate its significance within the structure of the modern teacher training system. The methods of theoretical analysis of scientific sources, comparison, generalization, and systematization of pedagogical experience were used.

It has been established that non-formal education serves as an important complement to formal professional training, ensuring flexibility, individualization, and practical orientation of learning. It creates conditions for the development of foreign language communicative competence through immersion in authentic communicative environments, intercultural competence through interaction with representatives of different cultures, digital competence through mastering modern educational technologies, and methodological competence through familiarization with innovative pedagogical approaches.

It has been shown that participation in international educational platforms, online courses, language clubs, training sessions, webinars, professional communities, and project-based activities contributes to expanding professional experience, developing communicative flexibility, critical thinking, reflection, and readiness for innovative pedagogical practice. It is emphasized that the formation of self-education and self-management skills is of particular importance, as these ensure the future teacher's ability to engage in continuous professional self-development. It is substantiated that the integration of formal and non-formal education is a necessary condition for improving the quality of teacher education and for developing a competitive professional. Non-formal education is defined as a mechanism for the rapid updating of knowledge and skills in response to dynamic changes in the educational environment and technological progress.

It is concluded that the systematic use of non-formal education resources significantly strengthens the professional development of future foreign language teachers, promotes their professional autonomy, and ensures readiness for effective performance in a modern multicultural and digital educational environment.

Keywords: non-formal education, professional competence, future foreign language teacher, teacher training, digital technologies, intercultural communication, self-education.

Постановка проблеми. Сучасний етап розвитку освіти характеризується динамічними соціокультурними трансформаціями, активними глобалізаційними процесами, стрімким розвитком цифрових технологій і підвищенням вимог до професійної підготовки педагогічних кадрів. За таких умов особливого значення набуває підготовка конкурентоспроможного, мобільного та компетентного вчителя іноземної мови, здатного ефективно здійснювати професійну діяльність, швидко адаптуватися до змін освітнього середовища, використовувати сучасні цифрові ресурси та забезпечувати міжкультурну комунікацію в умовах глобалізованого суспільства. Традиційна система професійної підготовки не завжди встигає оперативно реагувати на потреби сучасного освітнього середовища та забезпечувати достатній рівень практичної підготовки здобувачів освіти, що зумовлює необхідність пошуку додаткових ресурсів професійного розвитку та актуалізує потребу в залученні ресурсів неформальної освіти. У цих умовах предметом посиленого інтересу стає проблема формування професійної компетентності майбутніх учителів іноземної мови, які повинні володіти не лише ґрунтовними мовними знаннями, а й розвиненими комунікативними, методичними, міжкультурними, цифровими та самоосвітніми компетентностями

Неформальна освіта, як гнучкий, мобільний та практикоорієнтований освітній простір, відкриває широкі можливості для професійного саморозвитку майбутніх учителів іноземної мови, забезпечує доступ до сучасних освітніх практик, міжнародного досвіду, інноваційних методик, цифрових ресурсів, сприяє розвитку навичок самоосвіти, академічної мобільності, критичного мислення та професійної рефлексії майбутніх учителів іноземної мови. Участь у мовних клубах, тренінгах, вебінарах, міжнародних програмах, онлайн-курсах, волонтерських та культурно-освітніх проєктах створює додаткові можливості для вдосконалення іншомовної комунікативної компетентності, оволодіння сучасними методиками викладання та розвитку здатності до безперервного професійного самовдосконалення.

Попри значний інтерес науковців до проблем професійної підготовки майбутніх учителів іноземної мови, потенціал неформальної освіти у формуванні їхньої професійної компетентності досліджений недостатньо. Потребують подальшого наукового осмислення педагогічні умови ефективного використання ресурсів неформальної освіти, механізми інтеграції формальної та неформальної освіти, а також вплив неформального навчання на професійне становлення майбутніх педагогів. Це зумовлює актуальність обраної теми дослідження та необхідність комплексного аналізу можливостей неформальної освіти у підготовці конкурентоспроможного вчителя іноземної мови.

Аналіз останніх досліджень і публікацій. Проблема професійної підготовки майбутніх педагогів висвітлюється у працях вітчизняних і зарубіжних науковців. Теоретичні аспекти компетентнісного підходу досліджували Н. Бібік, О. Горошкіної, І. Зязюн, О. Пометун, J. Graber, H. Jones, S. Schwarts та ін.. Питання професійної компетентності вчителя іноземної мови розглядали Г. Бондар, О. Діордіященко, О. Кравець, В. Павлюк, І. Свердлова та інші дослідники. Значний науковий інтерес становлять праці, присвячені розвитку неформальної освіти,зокрема Н. Гасій, Т. Журавель, Л. Лук'янової, Л. Москаленко, Н. Павлик.

Попри значну кількість наукових праць, потенціал неформальної освіти у формуванні професійної компетентності майбутніх учителів іноземної мови потребує потребує подальшого комплексного осмислення.

Мета статті. Метою статті є визначення потенціалу неформальної освіти у формуванні професійної компетентності майбутніх учителів іноземної мови та обґрунтування її ролі у професійній підготовці майбутніх педагогів.

Виклад основного матеріалу. У сучасному освітньому просторі неформальна освіта розглядається як важливий складник безперервного

професійного розвитку особистості. За визначенням Т. Журавель та Ю. Рогозної, у європейському освітньому просторі сформувалося традиційне розуміння неформальної освіти, що ґрунтується на підходах фахівців Ради Європи та Європейської комісії. Неформальну освіту розглядають як організовану освітню діяльність, що здійснюється поза межами формальної системи освіти та доповнює її, сприяючи набуттю знань, умінь і навичок, необхідних для активної участі людини в суспільному й економічному житті. Така діяльність характеризується цілеспрямованістю, структурованістю, визначеними часовими межами та відповідним організаційним забезпеченням, а також передбачає свідоме залучення учасників до навчального процесу. Здобуті результати навчання переважно не супроводжуються офіційною сертифікацією, хоча така можливість допускається [1, С. 174]. На відміну від формальної освіти, вона характеризується добровільністю, гнучкістю, варіативністю змісту та практичною спрямованістю. Неформальна освіта реалізується через онлайн-курси, тренінги, майстер-класи, вебінари, міжнародні освітні проєкти, професійні спільноти, мовні клуби та інші форми освітньої діяльності. Її структура охоплює сукупність взаємопов'язаних компонентів, зокрема мовну, комунікативну, методичну, соціокультурну, цифрову та рефлексивну компетентності.

У праці О. Кравець та А. Примак професійна компетентність майбутнього вчителя іноземної мови трактується як складне інтегративне утворення, основу якого становлять фахові знання, практичні вміння, відповідальне ставлення до професійної комунікативної діяльності та усвідомлення її мотиваційних засад. Така компетентність забезпечує здатність особистості ефективно реалізовувати іншомовну, міжмовну та міжкультурну комунікацію в різних формах і ситуаціях професійної взаємодії, яка є одним із ключових потенціалів неформальної освіти [2]. У сучасних умовах професійної підготовки вчителя іноземної мови іншомовна комунікативна компетентність є базовою складовою його фахової діяльності, оскільки саме вона забезпечує ефективну реалізацію мовленнєвої взаємодії в освітньому процесі. Водночас традиційна формальна освіта не завжди створює достатньо природне мовне середовище для інтенсивної комунікативної практики, що зумовлює зростання ролі неформальної освіти як ресурсу вдосконалення мовленнєвих умінь майбутнього педагога.

Неформальна освіта має значний потенціал у її розвитку, оскільки забезпечує занурення у живе мовне середовище, практичну спрямованість навчання та високу мотиваційну активність здобувачів освіти. Її ефективність проявляється через різноманітні форми навчальної діяльності, що моделюють або відтворюють реальну комунікацію. Одним із

найефективніших інструментів неформальної освіти є участь у міжнародних мовних платформах (наприклад, Tandem, HelloTalk, Speaky), де майбутні вчителі іноземної мови мають можливість безпосередньо спілкуватися з носіями мови, обговорюючи теми освіти, культури та повсякденного життя. Це сприяє подоланню мовного бар'єра та формуванню спонтанного мовлення. Неформальні мовні клуби (офлайн або онлайн) створюють умови для регулярної комунікативної практики в групі, зокрема участь в English Speaking Club при культурному центрі або університеті, де обговорюються актуальні теми (освіта, екологія, технології). Такі заняття сприяють розвитку навичок аргументації, дискусії та підтримання діалогу. Освітні платформи (Coursera, edX, FutureLearn) пропонують курси з академічної англійської, педагогічної комунікації та міжкультурної взаємодії. Так, проходження курсу «Academic English: Speaking and Writing» дозволяє майбутньому вчителю вдосконалити академічне мовлення, зокрема навички презентації, участі в дебатах та підготовки виступів. Участь у програмах типу eTwinning або міжнародних проєктах забезпечує реальну міжкультурну комунікацію. До прикладу, здобувачі освіти мають змогу працювати над проєктом «Cultural Heritage of Europe», обговорюючи результати англійською мовою у відеоконференціях, що формує навички професійної комунікації в реальних умовах. Постійна участь у вебінарах для вчителів іноземних мов (British Council, Cambridge English Teacher) сприяє засвоєнню сучасної професійної лексики та методики викладання.

Неформальна освіта також створює умови для розвитку міжкультурної компетентності. У процесі спілкування з представниками інших культур майбутні вчителі іноземної мови набувають досвіду міжкультурної взаємодії, розширюють світогляд, формують толерантність та здатність до ефективної комунікації в полікультурному середовищі. Це має особливе значення в умовах сучасної глобалізації та інтеграції України до європейського освітнього простору.

О. Матвієнко та Ч. Цзін акцентують увагу на моделі формування міжкультурної компетентності здобувачів закладів вищої освіти, що реалізується через послідовне проходження чотирьох взаємопов'язаних етапів: мотиваційно-ціннісного, когнітивно-інформаційного, практично-діяльнісного та рефлексивно-оцінювального. На першому, інформаційно-орієнтаційному етапі, здійснюється накопичення базових знань про культуру країни, мова якої вивчається, через опанування лінгвокраїнознавчого матеріалу, роботу з автентичними текстами, відео- та аудіоресурсами. Другий, аналітико-інтерпретаційний етап, передбачає формування вміння аналізувати культурні явища, здійснювати порівняння

рідної та іншомовної культур, виявляти спільні та відмінні риси, а також критично осмислювати культурні стереотипи. На цьому етапі ефективними є методи дискусії, аналізу кейсів міжкультурної взаємодії, проблемного навчання. Третій, діяльнісно-комунікативний етап, спрямований на формування практичних умінь міжкультурної взаємодії. Його реалізація відбувається через рольові ігри, симуляції професійно орієнтованих ситуацій, участь у міжнародних освітніх проєктах, онлайн-обмінах, мовних клубах та інших формах реального або віртуального спілкування з носіями мови. Четвертий, рефлексивно-професійний етап, передбачає усвідомлення студентами власного рівня міжкультурної компетентності, розвиток здатності до самоаналізу, оцінювання власної комунікативної поведінки та корекції професійних дій. Важливим результатом цього етапу є формування готовності майбутнього вчителя не лише самостійно здійснювати міжкультурну взаємодію, а й навчати цьому учнів [3].

Дослідники О. Бутова, О. Матвієнко, Ч. Цзін обґрунтовують ефективність цього процесу завдяки застосуванню комплексу сучасних методів і педагогічних умов, серед яких використання автентичних матеріалів, кейс-методу, симуляційних вправ, проєктної діяльності, віртуальних міжкультурних обмінів, інтерактивних технологій, цифрових платформ, а також ресурсів неформальної освіти [3; 4; 5]. Особливу увагу науковці приділяють ролі викладача як фасилітатора міжкультурної комунікації та координатора ціннісної взаємодії між учасниками освітнього процесу. Підкреслюється, що розвиток міжкультурної компетентності потребує створення відкритого, інклюзивного й діалогічно орієнтованого освітнього середовища, у межах якого студенти набувають не лише теоретичних знань, а й практичного досвіду міжкультурної взаємодії [3].

У структурному плані доцільно виокремлювати когнітивний, емоційно-ціннісний та поведінковий компоненти цієї компетентності. Когнітивний компонент передбачає засвоєння студентами культурологічних, соціолінгвістичних та країнознавчих знань, що забезпечують розуміння специфіки іншомовної культури, її норм, традицій та моделей мовленнєвої поведінки. Емоційно-ціннісний компонент відображає формування толерантного ставлення до культурної відмінності, розвиток емпатії, подолання етноцентризму та стереотипного мислення. Поведінковий компонент виявляється у здатності майбутнього вчителя адекватно діяти в ситуаціях міжкультурного спілкування, обирати відповідні комунікативні стратегії та демонструвати культурну чутливість у професійній діяльності.

Ефективність розвитку міжкультурної компетентності значною мірою залежить від реалізації комплексу педагогічних умов. До них належать: інтеграція культурологічного змісту в процес мовної підготовки;

систематичне використання автентичних матеріалів; організація міжкультурної комунікації в освітньому процесі; застосування інтерактивних і проблемно орієнтованих методів навчання; а також залучення ресурсів неформальної та інформальної освіти. Такий підхід дозволяє стверджувати, що розвиток міжкультурної компетентності у процесі підготовки майбутніх учителів іноземної мови є цілісним, багаторівневим механізмом, який поєднує засвоєння культурологічних знань, формування ціннісних орієнтацій та набуття практичного досвіду міжкультурної взаємодії. Його результатом є формування фахівця, здатного ефективно функціонувати в полікультурному освітньому середовищі та забезпечувати якісну іншомовну освіту учнів.

У сучасних умовах цифрової трансформації освіти цифрова компетентність майбутнього вчителя іноземної мови набуває статусу базового компонента його професійної компетентності. Розвиток цифрової компетентності майбутніх учителів іноземної мови забезпечує здатність ефективно використовувати інформаційно-комунікаційні технології для організації освітнього процесу, створення навчальних матеріалів, комунікації зі здобувачами освіти та професійного саморозвитку. Важливу роль у її формуванні відіграє неформальна освіта, яка доповнює традиційну університетську підготовку та забезпечує оперативне оновлення цифрових навичок відповідно до сучасних технологічних змін.

Неформальна освіта суттєво розширює можливості формування зазначеної компетентності завдяки своїй гнучкості, практичній спрямованості та орієнтації на актуальні цифрові інструменти. Її вплив реалізується через участь здобувачів освіти в онлайн-курсах, вебінарах, майстер-класах, професійних тренінгах, а також через використання відкритих освітніх ресурсів (MOOC-платформ, освітніх порталів, інтерактивних симуляторів).

По-перше, неформальна освіта сприяє розвитку ***технічного компонента цифрової компетентності,*** що передбачає оволодіння сучасними цифровими інструментами. Майбутні вчителі іноземної мови вчаться працювати з платформами дистанційного навчання (Google Classroom, Moodle, Microsoft Teams), сервісами створення інтерактивних завдань (Quizlet, Kahoot, Wordwall), а також інструментами для візуалізації навчального матеріалу.

По-друге, вона забезпечує формування ***педагогічно-цифрового компонента,*** який полягає у здатності інтегрувати ІКТ у методику навчання іноземної мови. У межах неформальної освіти здобувачі освіти опановують принципи цифрового оцінювання, гейміфікації освітнього процесу, а також методику використання цифрових ресурсів для розвитку мовленнєвих навичок (аудіювання, говоріння, читання, письмо). Сучасний педагог, на

позначення дослідниці А. Черненко, повинен володіти цифровими інструментами для організації змішаного та дистанційного навчання, створення інтерактивних завдань, використання мультимедійних ресурсів і платформ для комунікації [6].

По-третє, важливим є розвиток ***інформаційно-аналітичного компонента,*** що передбачає вміння працювати з великими масивами інформації, критично оцінювати цифрові джерела, здійснювати відбір автентичних матеріалів для навчання іноземної мови, а також забезпечувати інформаційну безпеку в освітньому середовищі.

По-четверте, неформальна освіта сприяє формуванню ***комунікативно-цифрового компонента,*** який реалізується через участь у міжнародних онлайн-проєктах, професійних спільнотах, мовних платформах та віртуальних обмінах. Це дозволяє майбутнім учителям іноземної мови практикувати реальну міжкультурну комунікацію з використанням цифрових технологій. Неформальна освіта забезпечує оперативне оновлення цифрових компетентностей відповідно до стрімкого розвитку технологій, швидко реагуючи на появу нових інструментів, платформ і методик, що сприяє підтриманню конкурентоспроможності майбутнього вчителя в професійному середовищі.

У сучасних умовах реформування освіти та переходу до компетентнісної парадигми підготовки педагогічних кадрів особливого значення набуває методична компетентність майбутнього вчителя іноземної мови, на можливості якої слушно наголошують Л. Калініна, В. Калінін. Більшість науковців наголошують, що методична компетентність ґрунтується на системі методичних знань і реалізується безпосередньо у професійній діяльності, поєднуючись із ціннісними орієнтаціями педагога та його особистісною мотивацією до здійснення такої діяльності. На цій основі Л. Калініна та В.Калінін визначають у структурі методичної компетентності три взаємопов'язані компоненти: науково-теоретичний, що передбачає засвоєння системи методичних знань, умінь і навичок; практичний, який виявляється у здатності творчо застосовувати набуті знання у професійній діяльності, а також особистісний, що характеризується внутрішньою зацікавленістю майбутнього фахівця та прагненням оволодіти обома складовими професії – бути компетентним знавцем іноземної мови й ефективним учителем іноземної мови [7, С. 39].

Неформальна освіта виступає важливим чинником розвитку методичної компетентності, оскільки забезпечує оперативне оновлення методичних знань і залучення майбутніх педагогів до сучасного професійного середовища. Її вплив реалізується через участь у вебінарах, онлайн-курсах, тренінгах, майстер-класах, педагогічних майстернях,

конференціях, професійних спільнотах та міжнародних освітніх проєктах. Неформальна освіта дозволяє майбутнім учителям іноземної мови опановувати інноваційні методичні підходи, які не завжди повною мірою представлені у формальній освіті. До прикладу, участь у вебінарі British Council щодо комунікативного підходу (Communicative Language Teaching) або Task-Based Learning дає можливість здобувачам вищої освіти не лише теоретично ознайомитися з методикою, а й побачити її практичну реалізацію через демонстраційні уроки. Онлайн-курси та тренінги сприяють розвитку вмінь конструювати сучасний урок іноземної мови з використанням інтерактивних технологій. Ефективним є курс на платформі Coursera «Teach English Now! Lesson Design and Assessment», опанування якого дозволяє майбутньому вчителю навчитися структурувати урок за етапами (warm-up, presentation, practice, production), добирати вправи та оцінювати результати навчання. Неформальна освіта сприяє інтеграції цифрових технологій у методичну діяльність учителя. Позитивним є те, що участь у тренінгах із використання платформ Kahoot!, Quizizz, Wordwall та Edpuzzle сприяє формуванню вмінь створювати інтерактивні завдання для розвитку мовленнєвих навичок учнів і підвищення їхньої мотивації до навчання.

Методична компетентність передбачає здатність аналізувати та оцінювати власну педагогічну діяльність. Неформальна освіта сприяє формуванню цієї здатності через професійні спільноти та peer-to-peer learning. Участь у педагогічних онлайн-спільнотах (Facebook-групи вчителів англійської мови, EdCamp-спільнота) дає можливість обговорювати складні методичні ситуації, отримувати зворотний зв'язок і вдосконалювати власні методичні рішення. Міжнародні освітні платформи та проєкти забезпечують доступ до сучасних світових методичних практик. Зокрема, участь у програмі eTwinning дозволяє майбутнім учителям іноземної мови розробляти спільні навчальні проєкти з європейськими колегами, застосовуючи міжкультурний та проєктний підхід у навчанні.

У сучасних умовах динамічного розвитку освітнього простору професійна діяльність учителя іноземної мови неможлива без постійного саморозвитку, самонавчання та ефективного управління власною професійною траєкторією, про що наголошує дослідник Я. Черньонков [8]. У цьому контексті особливого значення набуває неформальна освіта, яка виступає важливим чинником формування навичок самоосвіти та самоменеджменту, необхідних для безперервного професійного зростання педагога.

Неформальна освіта є одним із найбільш ефективних інструментів розвитку цих навичок, оскільки вона ґрунтується на принципах

добровільності, гнучкості, індивідуалізації та практичної спрямованості. Вона не має жорстко регламентованих навчальних планів, що стимулює здобувача до самостійного вибору освітніх ресурсів і відповідальності за результати навчання. Учитель іноземної мови може самостійно обрати курс на платформі Coursera або FutureLearn, присвячений методиці викладання англійської мови і пройти його у власному темпі. Це формує вміння визначати освітні потреби, добирати релевантні джерела та самостійно опановувати новий матеріал. Крім того, участь у вебінарах British Council або Cambridge English Teacher сприяє формуванню навичок самостійного оновлення професійних знань відповідно до сучасних методичних тенденцій. Неформальна освіта формує здатність учителя орієнтуватися у великому масиві освітньої інформації, критично її оцінювати та відбирати найбільш ефективні ресурси для власного професійного розвитку. Використання відкритих освітніх платформ (MOOC, YouTube-освітні канали, подкасти для вчителів англійської мови) дозволяє педагогові самостійно формувати індивідуальну траєкторію навчання, комбінуючи різні джерела знань.

Неформальна освіта безпосередньо сприяє розвитку організаційних і управлінських умінь, необхідних для планування професійного розвитку. Учитель планує проходження онлайн-курсу протягом кількох тижнів, розподіляє навчальне навантаження, встановлює власні дедлайни та контролює виконання завдань. Така діяльність формує навички тайм-менеджменту, дисципліни та відповідальності. А участь у професійних онлайн-спільнотах (Facebook-групи вчителів іноземних мов, EdCamp-рух) стимулює регулярну професійну рефлексію та обмін досвідом, що також є складовою самоменеджменту.

Важливим результатом неформальної освіти є формування здатності до самоаналізу та оцінювання власного професійного розвитку. Після проходження вебінару або онлайн-курсу вчитель аналізує, які методичні прийоми він може впровадити у власну практику, оцінює їх ефективність та коригує подальші освітні цілі. Неформальна освіта забезпечує принцип навчання впродовж життя (lifelong learning), що є ключовим для сучасного вчителя іноземної мови. Вона формує установку на постійне оновлення знань і вдосконалення професійних навичок без прив’язки до формальних освітніх структур.

Ефективність неформальної освіти значною мірою залежить від її інтеграції у систему професійної підготовки майбутніх учителів іноземної мови. Доцільним є створення в закладах вищої освіти умов для визнання результатів неформального навчання, підтримки студентських ініціатив, участі у міжнародних проєктах та академічній мобільності.

Висновки. Неформальна освіта має значний потенціал у формуванні професійної компетентності майбутніх учителів іноземної мови. Вона забезпечує гнучкість та індивідуалізацію професійної підготовки, сприяє розвитку мовної, цифрової, міжкультурної та методичної компетентностей, формує готовність до безперервного професійного саморозвитку. Інтеграція можливостей неформальної освіти у системі професійної підготовки майбутніх педагогів є важливою умовою підвищення якості сучасної педагогічної освіти та підготовки конкурентоспроможного вчителя іноземної мови.

Неформальна освіта має потужний потенціал у вдосконаленні іншомовної комунікативної та міжкультурної компетентності майбутніх учителів іноземних мов. Вона забезпечує систематичну мовленнєву практику, реальне або наближене до реального комунікативне середовище, а також можливість взаємодії з носіями мови. Завдяки цьому формується не лише мовна правильність, а й комунікативна гнучкість, спонтанність мовлення та готовність до професійного іншомовного спілкування в педагогічній діяльності.

Неформальна освіта виступає важливим чинником формування цифрової компетентності майбутнього вчителя іноземної мови, забезпечуючи її багатовимірний розвиток – від технічного оволодіння цифровими інструментами до педагогічно обґрунтованого їх застосування в освітньому процесі. Вона сприяє формуванню фахівця, здатного ефективно функціонувати в цифровому освітньому середовищі та забезпечувати сучасну якість іншомовної освіти.

Суттєвий потенціал неформальної освіти виявляється у розвитку методичної компетентності майбутнього вчителя іноземної мови, оскільки вона сприяє формуванню готовності до творчої професійної діяльності та впровадження інновацій в освітній процес. Неформальна освіта забезпечує інтеграцію сучасних методик навчання, цифрових технологій і міжнародного педагогічного досвіду, що розширює професійні можливості педагога. Крім того, участь у різноманітних освітніх заходах сприяє розвитку професійної гнучкості, інноваційного мислення та готовності до безперервного професійного самовдосконалення, що є важливою умовою ефективної діяльності сучасного вчителя іноземної мови.

Неформальна освіта відіграє важливу роль у розвитку навичок самоосвіти та самоменеджменту вчителя іноземної мови. Вона сприяє формуванню професійної автономії, здатності до самостійного навчання, планування власного розвитку та рефлексії педагогічної діяльності. Завдяки цьому вчитель набуває здатності до безперервного професійного вдосконалення, що є необхідною умовою його конкурентоспроможності в сучасному освітньому середовищі.

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РЕСУРСНА ПІДТРИМКА ПЕДАГОГІВ У ПРОФІЛАКТИЦІ ЕМОЦІЙНОГО ВИГОРАННЯ: ТРЕНІНГ «ОПОРА»

Анотація. У статті розкриваються практичні аспекти ресурсної підтримки педагогів у профілактиці емоційного вигорання в умовах сучасних суспільних викликів, пов'язаних із воєнним станом в Україні. Актуалізовано проблему зростання психоемоційного навантаження на педагогічних працівників, яке супроводжується підвищеним рівнем тривожності, емоційним виснаженням, професійною перевтомою та необхідністю одночасного виконання освітньої, виховної й підтримувальної функцій.

Мета статті полягає у дослідженні можливостей тренінгу «Опора» як інструменту ресурсної підтримки педагогів у профілактиці емоційного вигорання, розвитку навичок саморегуляції, психологічної самодопомоги та підвищення професійної життєстійкості педагогів.

Для досягнення мети використано комплекс методів дослідження: аналіз, синтез, узагальнення, систематизацію наукових джерел, порівняння, структурно-змістовий аналіз та моделювання елементів тренінгової роботи.

У ході дослідження проаналізовано сучасні наукові підходи до розуміння феномену емоційного вигорання, визначено основні групи чинників, що впливають на розвиток професійного виснаження педагогів в умовах війни: професійні, емоційно-психологічні, соціальні, організаційні та середовищні. Обґрунтовано важливість системної превентивної роботи з педагогічними працівниками через створення безпечного простору підтримки, розвитку навичок емоційної саморегуляції, взаємодопомоги та відновлення внутрішніх ресурсів. Представлено змістову структуру тренінгу «Опора», яка включає дев'ять взаємопов'язаних блоків, спрямованих на розвиток професійної стійкості педагогів, усвідомлення власних ресурсів, формування культури підтримки та профілактику емоційного виснаження.

Новизна дослідження полягає в обґрунтуванні тренінгу «Опора» як комплексного інструменту ресурсної підтримки педагогів у сучасних

умовах воєнного часу, а також у розробці його змістовної структури, орієнтованої на формування психологічної стійкості, професійної суб'єктності та навичок самопідтримки педагогічних працівників.

Ключові слова: емоційне вигорання, ресурсна підтримка, професійне виснаження, саморегуляція, тренінг, профілактика вигорання, тренінг «Опора».

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RESOURCE SUPPORT FOR TEACHERS IN PREVENTING EMOTIONAL BURNOUT: THE «OPORA» TRAINING PROGRAM

Abstract. The article examines the theoretical foundations and practical aspects of resource support for teachers in preventing emotional burnout under contemporary social challenges related to martial law in Ukraine. The problem of increasing psycho-emotional stress among educational professionals, which is accompanied by heightened anxiety, emotional exhaustion, professional fatigue, and the need to simultaneously perform educational, upbringing, and supportive functions.

The purpose of the article is to explore the potential of the «Opora» training program as a tool for resource support for teachers in preventing emotional burnout, developing self-regulation skills, psychological self-help, and enhancing teachers' professional resilience.

To achieve the research objective, a set of research methods was used, including analysis, synthesis, generalization, systematization of scientific sources, comparison, structural-content analysis, and modeling of training elements.

The study analyzes contemporary scientific approaches to understanding the phenomenon of emotional burnout and identifies the main groups of factors influencing the development of professional exhaustion among teachers in wartime conditions: professional, emotional-psychological, social, organizational, and environmental factors. The importance of systematic preventive work with teaching staff through the creation of a safe support environment, development of emotional self-regulation skills, mutual support, and restoration of internal resources is substantiated. The content structure of the «Opora» training program is presented, consisting of nine interconnected modules aimed at developing teachers' professional resilience, awareness of personal resources, fostering a culture of support, and preventing emotional exhaustion.

The novelty of the study lies in substantiating the «Opora» training program as a comprehensive tool for resource support for teachers under wartime conditions, as well as in developing its content structure focused on fostering psychological resilience, professional subjectivity, and self-support skills among educational professionals.

Keywords: emotional burnout, resource support, professional exhaustion, self-regulation, training, burnout prevention, «Opora» training program.

Вступ. Нині українські освітяни перебувають у площині високого ступеню невизначеності, тривожності, надмірного навантаження, що пов'язані з війною. Все це стає підставою для пошуку нових механізмів підтримки педагогів, як ключового ресурсу ефективної реалізації навчально-виховної функції.

Педагогічні працівники не лише щоденно стикаються з професійними викликами, пов'язаними з організацією освітнього процесу, але й із необхідністю забезпечувати емоційну підтримку учням, створювати безпечний психологічний простір та зберігати і підтримувати власну професійну стійкість.

В умовах воєнного стану, повітряних тривог, дистанційного та змішаного форматів навчання, підвищеного рівня тривожності дітей і дорослих навантаження на педагогів суттєво зростає.

З-поміж наслідків тривалого психоемоційного напруження є розвиток емоційного вигорання, яке проявляється хронічною втомою, емоційним виснаженням, зниженням мотивації, дратівливістю, втратою професійного інтересу та відчуттями зменшення власної ефективності. Ризик вигорання посилюється через надмірне професійне навантаження, високий рівень відповідальності, дефіцит часу для відновлення, недостатню психологічну підтримку та необхідність постійної емоційної залученості у взаємодію з учнями.

Дослідження проведене ГО Go Global у січні 2023 року засвідчило такі дані (загалом 241 респондент): понад 70% вчителів спостерігають професійне вигорання у своїх колег; 54% освітян зізнаються, що потребують психологічної допомоги для себе; 80% освітян зазначили, що навантаження збільшилося після повномасштабного російського вторгнення (змішане навчання, повітряні тривоги, вимкнення світла); лише 3% учителів зазначили, що навантаження зменшилося. До переліку запитів педагоги внесли такі: сформувати знання про роботу в екстренних ситуаціях (46%); знання щодо стресменеджменту (37%); знання про ідентифікацію ознак стресу та його чинників (29%); розвинути навички конструктивного вирішення конфліктних ситуацій (18%) [6].

Аналіз останніх досліджень і публікацій. Термін «вигорання» («burn-out») вперше використав Герберт Фройденбергер (Herbert Freudenberger), німецько-американський клінічний психолог у 1974 році. В межах однойменної наукової статті, автор проаналізував якісні спостереження за волонтерським персоналом (включно з ним самим) у безкоштовній клініці для наркозалежних. Він охарактеризував вигорання як сукупність симптомів, серед яких є: виснаження, спричинене надмірними вимогами роботи. До інших симптомів він відніс головний біль, безсоння, «швидку дратівливість» і замкнене мислення [9].

Сучасна українська наукова думка характеризується високим професійним інтересом до різнобічного вивчення проблематики професійного вигорання. Науковці досліджують як детермінанти цього явища, так і особливості проявів вигорання, шляхи профілактики та протидії. Зокрема, специфіку синдрому вигорання у викладачів вивчала В. Овсяннікова [5], детермінанти синдрому професійного вигорання досліджені О.Петрусенко [7], особливості профілактики вигорання ще на етапі професійної підготовки вивчала Г. Савіцька [8], складові емоційного вигорання вчителів та тренінг як засіб профілактики емоційного вигорання представлені в доробку О.Грицука [1; 2], соціально-психологічні передумови виникнення синдрому вигорання зосереджені в науковому пошуку Т. Зайчикової [3] та ін.

Проте, кардинальна зміна умов реалізації педагогічної функції, з усією сукупністю нових потреб та запитів воєнного часу, а також перевантаження педагогів продукують потребу пошуку нових дієвих механізмів підтримки ресурсної спроможності педагогічних працівників у сучасних закладах освіти.

Мета статті. Полягає у дослідженні можливостей тренінгу «Опора» як інструменту ресурсної підтримки педагогів у запобіганні емоційному вигоранню, формуванні навичок психологічної самодопомоги та підвищенні професійної життєстійкості.

Виклад основного матеріалу. У сучасних умовах особливої актуальності набуває питання створення безпечного простору підтримки для педагогів, розвитку їхньої ресурсної спроможності та формування навичок саморегуляції й емоційного відновлення. Ефективним інструментом такої підтримки можуть бути групові форми роботи, зокрема тренінгові програми, які поєднують психоедукацію, взаємопідтримку, рефлексію та практики стабілізації емоційного стану. Саме з цією метою було розроблено тренінгову програму «Опора», спрямовану на профілактику емоційного вигорання педагогів, підтримку їхньої психологічної стійкості та актуалізацію внутрішніх і зовнішніх ресурсів для ефективної професійної діяльності й якісної взаємодії з учнями.

Фактори емоційного вигорання сучасних українських педагогів згрупуємо у кілька взаємопов'язаних груп: професійні, емоційно-психологічні, соціальні, середовищні, що відображають умови життя в Україні під час війни та організаційні.

1) Професійні фактори:

- надмірне педагогічне навантаження;
- великий обсяг документації та звітності;
- мінливість стратегічних завдань в освітній системі;
- високі стандарти якості навчання й виховання;
- необхідність поєднувати ролі вчителя, психолога, виховника та медіатора тощо;
- недостатність часу на відновлення та підготовку;
- розмитість меж між роботою й особистим життям через онлайн-комунікацію та постійний зв'язок з батьками, дітьми, адміністрацією школи через різні месенджери.

*2)**Емоційно-психологічні фактори***

- тривале емоційне напруження;
- висока відповідальність за емоційний стан і безпеку дітей;
- співпереживання учням, які мають травматичний досвід;
- накопичення хронічної втоми;
- ситуативне (періодичне) знецінення власної праці;
- внутрішній і зовнішній тиск «бути стійким» попри виснаження.

3)Соціальні фактори

- недостатнє суспільне визнання праці педагога;
- специфіка комунікації з батьками, дітьми, адміністрацією закладу;
- нестача підтримки в колективі;
- професійна ізоляція;
- недостатній рівень заробітної плати

4) Середовищні фактори воєнного часу.

- життя в умовах постійної небезпеки та повітряних тривог;
- тривалий стрес і невизначеність;
- робота з дітьми, які пережили втрату, евакуацію чи травматичні події;
- власний травматичний досвід педагогів;
- вимушене поєднання офлайн-, дистанційного та змішаного навчання;
- хиткість базового відчуття стабільності й безпеки.

5)**Організаційні фактори.**

- недостатня увага до забезпечення доступної та якісної психологічної підтримки педагогів;

- відсутність системної профілактики вигорання у закладах освіти;
- нестача ресурсів і зрозумілих механізмів підтримки тощо.

Підтримуємо думку К. Маслач (Christina Maslach), яка припустила, що запобігання вигоранню потребує поєднання організаційних змін і відповідного навчання працівників. Дослідниця зауважує, що вигорання може виникати у зв'язку з шістьма сферами професійного життя: навантаженням, контролем, винагородою, спільнотою, справедливістю та цінностями [10]. Шляхи оптимізації ситуації можуть носити різний конструкт, так наприклад, щодо робочого навантаження заклад має забезпечити працівника достатніми ресурсами для виконання професійних вимог. Щодо цінностей - чітко сформульовані етичні цінності закладу є важливими для добробуту та залученості працівників. Підтримуюче середовище: керівництво та добрі стосунки з колегами також допомагають запобігати вигоранню.

Зважаючи на вище означені фактори підтримки, визначаємо тренінгову роботу як дієвий механізм емоційно-вольової підтримки педагога в сучасних реаліях. Важливо також наголосити на тому, що такий механізм здебільшого орієнтований на превентивний блок взаємодії з педагогами. У випадку інтервенції, робота з педагогами будуватиметься на унікальності мультидисциплінарного підходу з урахуванням комплексу факторів, що слугували причинами вигорання та наявності діючого «оперативного інструментарію для реалізації втручання».

Розроблений нами тренінг «Опора» спрямований на забезпечення профілактики емоційного вигорання педагогів через реалізацію змістовного компоненту у форматі «job crafting». Запропонований тренінг створює підтримку та розвиток емоційно-вольового ресурсу педагогів як ключової передумови їхньої професійної діяльності та ефективності. Його призначення полягає у забезпеченні умов для усвідомлення педагогами власних ресурсів, професійних сенсів і цінностей, а також у розвитку навичок саморегуляції, рефлексії та конструктивної взаємодії у команді.

Через систему структурованих практичних вправ, тренінг сприяє переосмисленню професійної ролі педагога, розширенню можливостей впливу на власну діяльність (у межах підходу job crafting), а також формуванню культури взаємопідтримки в освітньому середовищі. Водночас він виконує профілактичну функцію щодо професійного вигорання, знижуючи рівень емоційного виснаження та підвищуючи рівень психологічної стійкості педагогів.

Тренінг «Опора» про те, як допомогти педагогу залишатися в ресурсі, щоб мати силу не лише навчати, а й формувати середовище довіри, підтримки та спільних цінностей.

Пропонуємо впроваджувати тренінг систематично та послідовно, включивши до змістовного компоненту роботи закладів блок щодо профілактики вигорання педагогічних працівників. Тренінг розрахований на роботу протягом двох днів, по 6 годин, хоча прийнятним може бути й варіант, що передбачає поділ матеріалу на змістовні частини по 2 години, та роботу 1-2 рази на тиждень. Задля забезпечення максимально позитивного ефекту, вважаємо можливим практикування певних технік чи методик вдома, проведення аналізу та рефлексії домашнього компоненту на заняттях.

Відзначимо, що забезпечення організаційно-методичних умов впровадження тренінгу «Опора» в роботу з педагогічним колективом в межах превенції професійного вигорання та підтримки відповідної ресурсності є важливою складовою успішності означеного процесу і результату. Такими умовами є: мотиваційна налаштованість адміністрації закладу на роботу з підтримки ресурсності педагогів; систематичний та якісний аналіз змін, що відбуваються у стані працівників та усвідомлення дієвих шляхів підтримки (як на етапі оцінки потреб, так і на етапі впровадження тренінгу); забезпечення етичних умов реалізації заходу (зокрема принципів конфіденційності, прийняття тощо), що сприятимуть можливості учасників бути чесними, відвертими, щирими у висловленні своїх думок і почуттів. Не зайвим буде й врахувати такі умови як зручність приміщення в якому відбувається захід, доступ до води, кави чи чаю тощо.

Нижче коротко зупинимось на характеристиці змістовних блоків, розробленого нами тренінгу з підтримки ресурсності педагогів. Загалом зміст сфокусовано на послідовному розкритті механізму профілактики емоційного вигорання – від усвідомлення себе і своїх потреб до пошуку підтримки та ресурсного наповнення.

Перший блок – вступний, спрямований на створення безпечного середовища. Він включає: знайомство учасників (для колективу педагогів може бути запропонований креативний варіант знайомства); формування домовленостей групової взаємодії та актуалізацію вияву особистісного аспекту в процесі тощо. Важливим є врахування розуміння команди (колективу) як простору для взаємодоповнення та усвідомлення потреби у вияві безпеки для демонстрації власного бачення питань, що обговорюються; нульова толерантність до будь-яких проявів агресії, засудження тощо.

Другий блок спрямований на переосмислення професійної ролі та сенсів шляхом пошуку та відновлення зв’язку з професійними цінностями і внутрішньою мотивацією. Акцент акумулюється на переосмисленні педагогічної місії, значущості власного внеску, формуванні професійної

суб'єктності, тобто активності та виявленні внутрішніх ресурсів і сильних сторін. Вправи цього блоку: «Моя робота=моя місія», «Залишити-змінити-додати», «Мій прихований ресурс» та ін. Ключове завдання цього блоку – забезпечити можливість для усвідомлення власних сильних сторін як компоненту ресурсності та розвиток особистісної цінності, а не лише функціональності професійної спроможності.

Наповнення третього блоку конкретизується завданням щодо надання підтримки учасникам/цям у процесі розпізнання джерел енергії та виснаження, формуванні навичок самопідтримки та саморегуліції. Педагогам пропонуються вправи, що сприяють аналізу щоденного навантаження, виявленню зон «виснаження», формуванню навичок екологічного розподілу ресурсів та розвитку механізмів впливу та контролю: «Енергетична карта дня», «Мапа впливу та контролю» та ін.

Четвертий блок покликаний розвивати навички ефективної командної взаємодії через зміцнення довіри та розвиток культури підтримки. Увага приділяється побудові здорових особистих кордонів та формуванню навичок екологічної командної взаємодії: «Контракт підтримки», «Лінія підтримки», «Фотолаб» та ін.

Зміст п'ятого блоку спрямований на відновлення та розширення контакту педагогів із власною ідентичністю та інтеграцію власне особистого та командного досвіду. Педагоги працюють над розкриттям усвідомленості себе поза межами професійних ролей, звертаються до розвитку власної автентичності та формування відчуття приналежності. Пропоновані вправи: «Хто я в цій команді?!», «Спільне полотно» та ін.

Шостий блок концентрує увагу навколо усвідомлення педагогами власної поведінки під впливом стресу. Вправи, що запропоновані у цьому блоці звертають увагу на аналіз поведінкових реакцій в умовах стресу, усвідомлення деструктивного впливу стресу на процес взаємодії, розвиток навичок асертивності та формування емоційної стійкості. Вправи, що пропонуються: «Присутність під напругою», «Асертивне реагування», «Стрес-реакція» та ін.

Завданням сьомого блоку є актуалізація внутрішніх ресурсів педагогів та розвиток навичок самопідтримки у складних професійних ситуаціях. Завдання реалізується через моделювання та розвиток навичок виявлення сильних сторін, формування досвіду тілесної саморегуляції та формування каналів і інструментів внутрішньої опори. Вправи: «Межа», «Тепло», «Усвідомлена хода» та ін.

Восьмий блок змістовного наповнення тренінгу «Опора» передбачає роботу з ціннісною складовою формування ресурсної спроможності педагогів. Важливим наповненням стали аспекти дослідження особистісних

і командних цінностей, осмислення різниці між підтримкою та самопожертвою, профілактика виснаження через надмірну відповідальність. Пропоновані вправи: «Вежа підтримкти», «Фокус цінностей» та ін.

Останній блок – дев'ятий спрямований на узагальнення отриманого досвіду, знань та навичок, закріплення ресурсних станів, формування нових намірів та емоційне завершення роботи. До цього блоку пропонуємо вправи: «Продовжи фразу», «Що я забираю з собою», «Чим наповню свій світ» та ін.

Змістова структура тренінгу «Опора» охоплює взаємопов'язані блоки, спрямовані на формування психологічної ресурсності педагогів, профілактику емоційного вигорання, розвиток навичок самопідтримки та зміцнення командної взаємодії. Логіка тренінгу передбачає послідовний перехід від створення безпечного середовища й усвідомлення власних ресурсів до формування культури підтримки та інтеграції особистісного й професійного досвіду. Тренінг розглядається як інструмент для створення внутрішнього і зовнішнього комфорту та психологічної безпеки і дозволу отримувати задоволення і комфорт у професійному житті.

Висновки. Тренінг «Опора» має глибоку й системну структуру та фактично вибудовується відповідно до логічних рівнів особистості й командної взаємодії (середовище - поведінка - здібності - цінності - ідентичність). Це дозволяє сформувати цілісну модель ресурсної підтримки педагогів задля забезпечення профілактики емоційного вигорання. Багаторівнева структура тренінгу спрямована на формування психологічної ресурсності педагогів через:

- створення безпечного середовища;
- усвідомлення поведінкових реакцій у стресі;
- розвиток здібностей до саморегуляції;
- формування культури підтримки;
- відновлення професійної ідентичності.

Зміст тренінгу вибудовується від зовнішнього середовища до внутрішньої опори особистості, що забезпечує комплексний підхід до профілактики емоційного вигорання педагогів та забезпечення ресурсної підтримки. Також відзначимо гнучкість тренінгової програми, яка дає можливість реагувати на запити учасників та обирати для відпрацювання у групі найбільш потрібні вправи та техніки, зважаючи на рівень готовності самих педагогів-учасників.

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Кондратенко Софія Віталіївна здобувачка другого (магістерського) рівня вищої освіти спеціальності А3 «Початкова освіта» Запорізького національного університету, м. Запоріжжя

ІНТЕРАКТИВНИЙ ЦИФРОВИЙ ХАБ ЯК ІНСТРУМЕНТ ОПТИМІЗАЦІЇ ПСИХОЛОГО-ПЕДАГОГІЧНОГО СУПРОВОДУ ПЕРШОКЛАСНИКІВ У ЗМІШАНОМУ ФОРМАТІ НАВЧАННЯ

Анотація. У статті теоретично обґрунтовано, спроєктовано та експериментально перевірено ефективність впровадження авторського інтерактивного цифрового хабу, який функціонує як дієвий інструмент оптимізації психолого-педагогічного супроводу першокласників у змішаному форматі навчання в умовах воєнного стану. Актуальність дослідження зумовлена гострою потребою у мінімізації деструктивного впливу війни на психофізичний та емоційний стан дітей у віці шести-семи років, для яких вступ до закладу освіти збігається з віковою кризою та ускладнюється постійними безпековими загрозами. Окреслено специфіку змішаного навчання, що передбачає часту зміну форматів роботи та перебування в укриттях під час повітряних тривог, що веде до дискретності освітнього досвіду дитини. Детально проаналізовано хмароорієнтовану архітектуру хабу, розробленого на базі платформи Google Sites, яка забезпечує безперервну координацію у системі взаємодії вчителя, батьків та учнів. Охарактеризовано три ключові блоки ресурсу: простір вчителя з методичним інструментарієм, кабінет батьків із психологічними порадниками та чек-листами спостереження, а також територію першокласника зі стабілізаційними вправами й дихальними симуляторами для укриттів. Висвітлено результати емпіричної перевірки ресурсу на базі Запорізького академічного ліцею №15 протягом 2025-2026 навчального року, а також оцінювання ергономіки платформи 84 педагогами міста та області. Доведено, що системне використання хабу забезпечує м’яку адаптацію першокласників експериментальної групи, про що свідчить виражений приріст високого рівня адаптованості на 34% відсотки та зниження

показників дезадаптації й тривожності на 23% відсотки порівняно з контрольною групою. Визначено перспективи розвитку проєкту шляхом інтеграції штучного інтелекту для моделювання індивідуальних траєкторій супроводу.

Ключові слова: адаптація першокласників, змішане навчання, воєнний стан, психолого-педагогічний супровід, інтерактивний цифровий хаб, цифровізація освіти, педагогіка партнерства, стабілізаційні вправи, безпечне освітнє середовище, емоційне відновлення.

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INTERACTIVE DIGITAL HUB AS A TOOL FOR OPTIMIZING PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF FIRST-GRADERS IN BLENDED LEARNING

Abstract. The article theoretically substantiates, designs, and experimentally tests the effectiveness of implementing the author-developed interactive digital hub, which functions as an effective tool for optimizing the psychological and pedagogical support of first-graders in a blended learning format under martial law. The relevance of the study is driven by the urgent need to minimize the destructive impact of war on the psychophysical and emotional state of children aged six to seven years, for whom entering an educational institution coincides with an age crisis and is complicated by constant security threats. The author outlines the specifics of blended learning, which involves frequent changes in working formats and staying in shelters during air raids, leading to discrete educational experiences of the child. The cloud-oriented architecture of the hub, developed on the Google Sites platform, is analyzed in detail, ensuring continuous coordination in the interaction system among the teacher, parents, and students. The study characterizes three key blocks of the resource: the teacher's space with methodological tools, the parents' office with psychological guides and observation checklists, and the first-grader's territory with stabilization exercises and breathing simulators for shelters. The paper highlights the results of the empirical testing of the resource at Zaporizhzhia Academic Lyceum №15 during

the 2025–2026 academic year, as well as the evaluation of the platform's ergonomics by 84 educators from the city and the region. It is proved that the systematic use of the hub ensures a gentle adaptation of the experimental group's first-graders, as evidenced by a pronounced 34 % increase in the high level of adaptability and a 23 % decrease in maladaptation and anxiety indicators compared to the control group. The prospects for the project's development are identified through the integration of artificial intelligence for modeling individual support trajectories.

Keywords: first-graders' adaptation, blended learning, martial law, psychological and pedagogical support, interactive digital hub, digitalization of education, pedagogy of partnership, stabilization exercises, safe educational environment, emotional recovery.

Постановка проблеми. Сучасні реалії воєнного стану в Україні докорінно змінили умови соціалізації та навчання дітей, перетворивши педагогічну діяльність на процес кризового та адаптаційного характеру. Найбільш вразливою категорією є першокласники у віці шести-семи років, для яких вступ до школи збігається з віковою кризою та поглиблюється деструктивними чинниками війни. Особливої актуальності набуває безпекова організація освітнього простору, оскільки специфіка змішаного формату навчання, що передбачає постійну ротацію очних та дистанційних занять, а також тривалі перебування в укриттях під час повітряних тривог, створює додаткове навантаження на психофізичний стан дитини.

У зв’язку з цим виникає потреба в системному переосмисленні наявних засобів методичної та психологічної підтримки учнів. Оскільки традиційний психолого-педагогічний супровід втрачає безперервність під час постійних переміщень між різними локаціями, зокрема від дому до школи чи безпечного укриття, постає потреба в єдиній цифровій точці доступу, якою має стати інтерактивний хаб. Цей інструмент покликаний забезпечити тристоронню координацію у системі взаємодії педагогів, батьків та учнів, зберегти інформаційно-емоційну зв’язність навчання, а також озброїти батьків дієвим методичним і психологічним інструментарієм для підтримки дитини у кризові періоди.

Розробка та впровадження такого хабу безпосередньо корелює з державними пріоритетами, закріпленими в Указі Президента України від 24 листопада 2025 року № 859/2025 «Про додаткові заходи щодо захисту прав дітей в умовах збройної агресії проти України» щодо розбудови безпекової інфраструктури та інтеграції психосоціальної підтримки в освітній процес [1]. Відповідно, дослідження спрямоване на практичне розв'язання зазначеного державного завдання шляхом створення гнучкого віртуального

інструментарію взаємодії, тоді як його практична значущість полягає у конструюванні безпечного цифрового середовища, яке мінімізує адаптаційний стрес першокласників попри зовнішню невизначеність.

Аналіз останніх досліджень і публікацій дозволяє виокремити два ключові напрями наукових пошуків, що формують теоретичне підґрунтя для розробки інтерактивного цифрового хабу.

Теоретичний аналіз проблеми свідчить, що в умовах воєнного стану безпечне освітнє середовище стає базовою психологічною умовою розвитку дитини, яку П. Поліщук та О. Антонова розглядають як відкриту адаптивну систему, що забезпечує емоційне благополуччя учасників освітнього процесу [2]. Водночас, зважаючи на висновки дослідження Т. Голубенко про те, що значна частина першокласників наразі має середній або низький рівень адаптації через високу тривожність [3], вітчизняні науковці пропонують комплексний супровід, який передбачає: своєчасне виявлення й подолання навчальних труднощів дитини та побудову нових моделей освітнього процесу в кризових умовах (Р. Швай) [4]; психолого-педагогічну підтримку у воєнний час із фокусом на емоційному відновленні, безпеці та адаптації до змін у дослідженнях О. Семененка та його колег [5]; розуміння адаптації як складного багатовимірного процесу самореалізації особистості, де використання вчителем інтерактивних платформ для забезпечення «ефекту присутності» та створення безпечного середовища є базовими чинниками зниження рівня стресу й відновлення когнітивного ресурсу учня (Л. Шульга, С. Кондратенко) [6]; багаторівневу структуру управління безпекою, що включає алгоритми дій в укриттях та готовність вчителя до роботи в кризових ситуаціях (М. Михайліченко) [7]; а також ігрову діяльність та структурованість як основу для «м'якої» адаптації в просторі Нової української школи (Ю. Блудова, О. Ільїна, С. Цибульська) [8].

Другий напрям наукових пошуків охоплює організацію змішаного та дистанційного навчання в початковій школі крізь призму концепції Нової української школи та загальних процесів цифровізації освіти. В умовах воєнного стану педагогічна діяльність набуває виразного кризового характеру, що вимагає гнучкого поєднання традиційних та цифрових форм роботи. У контексті розбудови змішаного та дистанційного навчання особливої ваги набуває досвід впровадження гібридних моделей, які, за визначенням І. Яловець, дозволяють забезпечити безперервність освіти навіть за умов безпекових загроз та нестабільності [9]. При цьому цифровізація освітнього простору розглядається не просто як технічне забезпечення, а як створення спеціалізованого середовища на базі сучасних інформаційно-комунікаційних технологій. О. Ковальчук підкреслює, що використання електронних навчальних платформ, зокрема сервісів

відеозв'язку та систем управління навчанням, забезпечує гнучкість та персоналізацію процесу здобуття знань у кризовий період, тоді як для підтримання пізнавального інтересу першокласників науковці рекомендують інтегрувати спеціалізовані інтерактивні ігрові ресурси, що стимулюють уяву дитини та підвищують її зацікавленість у навчанні [10].

Третій напрям наукових розвідок акцентує увагу на здоров'язбережувальному аспекті цієї цифрової трансформації. В. Успенська та А. Богосвятська зазначають, що в умовах змішаного навчання педагог має обов'язково інтегрувати у структуру уроку хвилинки здоров'я та психологічні розвантаження, до яких належать дихальні вправи та різноманітні техніки стабілізації, щоб ефективно нейтралізувати негативний вплив стресу на мозок дитини [11]. Крім того, побудова безпечного освітнього середовища, яку аналізують А. Карась та О. Бутова, вимагає не лише фізичного захисту учнів, а й конструювання особливого психосоціального простору, де партнерська взаємодія вчителя з батьками стає провідною запорукою емоційного благополуччя першокласника [12].

Попри наявність таких ґрунтовних розробок, поза увагою дослідників залишається створення комплексних цифрових інструментів для супроводу адаптації першокласників. Більшість наявних платформ розв'язують лише окремі дидактичні чи організаційні завдання і не здатні забезпечити безперервну тристоронню взаємодію між учителем, батьками та учнями в умовах постійної зміни безпекових локацій.

У зв'язку з цим **метою статті** є теоретичне обґрунтування, презентація структури та оцінювання ефективності впровадження авторського інтерактивного цифрового хабу як дієвого засобу оптимізації психолого-педагогічного супроводу першокласників у змішаному форматі навчання.

Виклад основного матеріалу. Проєктування віртуального освітнього простору для підтримки першокласників у кризовий період вимагає вибору гнучкого, інтуїтивно зрозумілого та хмароорієнтованого технологічного рішення. Як було зазначено нами раніше, у сучасних реаліях готовність до школи слід розглядати не лише як стартовий стан, а як динамічний процес, що може продовжуватися на початковому етапі навчання, зокрема у першому класі, особливо за обставин порушення безперервності освітнього досвіду дитини [13].

Використання інтерактивного хабу дозволяє нівелювати цю переривчастість, створюючи єдине поле взаємодії. Адже системний аналіз деструктивних чинників війни, здійснений дослідниками, підтверджує необхідність розроблення та впровадження науково обґрунтованих стратегій підтримки, спрямованих на створення безпечного освітнього середовища, інтеграцію психолого-педагогічних і соціальних практик

допомоги [13]. Саме цифровий хаб стає тією технологічною платформою, що дозволяє реалізувати таку інтеграцію, адаптуючи освітній процес до потреб дітей в умовах підвищеної невизначеності.

Цифрові технології в структурі хабу постають не лише технічним інструментом, а й потужним педагогічним ресурсом, здатним інтенсифікувати комунікативні взаємодії та доповнювати безпосереднє спілкування сучасними засобами зв'язку. Цифрова трансформація освіти створює умови для впровадження інноваційних практик, що забезпечують «гнучку адаптацію освітнього процесу до викликів глобалізованого інформаційного середовища» [14, с. 953]. Інтеграція мультимедійного контенту та інтерактивних платформ у єдину цифрову точку доступу дозволяє активізувати емоційно-чуттєву сферу першокласника, забезпечуючи «синтез живопису, музики, літературного слова, пластичного етюду та хореографічного руху» й естетичне сприймання творів мистецтва у спілкуванні з художніми образами на рівні глибокого переживання; це безпосередньо впливає на формування почуття естетичного задоволення, яке є критично важливим для збереження психологічної стійкості та розвитку мотивації в умовах стресу [14, с. 958].

Як базову платформу для створення авторського інтерактивного цифрового хабу було обрано конструктор сайтів Google Sites. Цей інструмент дозволяє інтегрувати різноманітні мультимедійні, діагностичні та ігрові матеріали в єдину екосистему, забезпечуючи безперешкодний доступ до інформації з будь-яких пристроїв, зокрема з мобільних телефонів в умовах перебування у безпечних укриттях. Хмарна архітектура платформи гарантує стабільність функціонування ресурсу в режимі двадцять чотири на сім та не потребує додаткового програмного забезпечення з боку користувачів.

Концептуальна ідея цифрового адаптаційного хабу відображена в його назві – «Освітній вулик» (далі – Хаб). У контексті нашого дослідження ця метафора розкривається за допомогою засад синергії, дружньої взаємодії, працездатності та скоординованої спільної діяльності всіх учасників освітнього процесу. Хаб спроєктовано не просто як статичне сховище методичних матеріалів, а як динамічний простір, спрямований на задоволення пізнавальних потреб дітей, методичних запитів учителів та інформаційно-консультаційних потреб батьків (https://sites.google.com/view/osvitniy-vulyk/)

Архітектура Хабу має чітку трикомпонентну структуру, де кожен цільовий сектор розв'язує конкретні завдання супроводу адаптації першокласників: «Простір вчителя», «Кабінет батьків», «Територія першокласника».

Сектор «Простір вчителя» функціонує як цифрова методична скарбничка для педагогів початкової школи. Його наповнення орієнтоване на полегшення підготовки до занять та оптимізацію дидактичного процесу в умовах постійної зміни форматів навчання. Компонент містить: універсальні конструктори інтегрованих уроків, адаптовані для використання в очній фазі та під час дистанційної роботи; методичні посібники, хрестоматії практичних вправ та творчих завдань для стимуляції пізнавального інтересу; готові демонстраційні презентації, картки, шаблони роздаткових матеріалів та корисні дрібнички, які допомагають педагогу заощаджувати час і зосереджуватися на безпосередній взаємодії з учнями.

Сектор «Кабінет батьків» безпосередньо реалізує один із ключових принципів Нової української школи – педагогіку партнерства. В умовах воєнного стану батьки часто стають безпосередніми модераторами навчання вдома, тому блок забезпечує їх комплексною підтримкою за допомогою таких інструментів: діагностичні чек-листи для спостереження за психоемоційним станом дитини та динамікою її адаптації; пам’ятки з алгоритмами дій для зменшення тривожності першокласника в домашніх умовах; практичні поради від дитячих психологів щодо подолання дитячих страхів, стабілізації сну та налаштування на продуктивну навчальну діяльність.

Сектор «Територія першокласника» є безпосереднім інтерактивним інструментом емоційного відновлення та розвитку дитини. Його вміст розроблений з урахуванням потреби у швидкій зміні діяльності під час тривог та перебування в укриттях і містить: ігрові активності з використанням технологій конструктора ЛЕГО, спрямовані на розвиток просторового мислення та координації; відео, аудіоказки та заспокійливі фізкультхвилинки, що дозволяють перемикати увагу та знімати м’язове напруження; швидкі стабілізаційні та заземлювальні вправи, розраховані на виконання на мобільних пристроях у безпечних приміщеннях з метою оперативного подолання емоційного стресу.

Завдяки такій структурі інтерактивний цифровий Хаб забезпечує безперервність та системність взаємодії в ланці «вчитель – батьки – першокласник», що є вирішальним чинником успішної адаптації дітей до навчання.

Практичне впровадження інтерактивного цифрового Хабу у системі змішаного навчання базується на принципах гнучкості, наступності та безперервності психолого-педагогічного супроводу. Залежно від безпекової ситуації та поточного формату освітнього процесу, взаємодія з ресурсом диференціюється за трьома ключовими сценаріями: під час очної фази навчання; самостійної та сімейної роботи в дистанційні дні, мобільного використання хабу в укритті під час повітряних тривог.

У межах традиційного класно-урочного формату Хаб слугує інтерактивним ядром уроку. Вчитель використовує матеріали платформи для візуалізації навчального контенту на інтерактивній дошці чи мультимедійному екрані. Це дозволяє оперативно демонструвати яскраві дидактичні картки, запускати спільні інтерактивні вправи та презентаційні матеріали, що значно підвищує рівень залученості першокласників.

Для оптимізації переходу від групової роботи до індивідуальної педагог застосовує систему швидких матричних кюар-кодів. Вони розміщуються безпосередньо на робочих столах учнів або на паперових дидактичних матеріалах. Сканування такого коду за допомогою планшета чи смартфона миттєво перенаправляє дитину до відповідної ігрової активності чи заспокійливої вправи на «Території першокласника». Це дозволяє індивідуалізувати темп роботи, уникаючи тривалого процесу пошуку потрібного ресурсу в мережі інтернет, що є критично важливим для збереження концентрації уваги дітей шести-семи років.

Під час дистанційних днів Хаб виконує функцію координаційного центру та віртуального містка між школою та родиною. У асинхронному режимі батьки використовують «Кабінет батьків» для організації домашнього простору дитини. Наявні на платформі чек-листи допомагають дорослим об’єктивно фіксувати динаміку емоційного стану дитини, а рекомендації психологів озброюють їх чіткими алгоритмами дій у разі виявлення ознак дезадаптації чи перевтоми.

У синхронному форматі під час онлайн-занять педагог інтегрує посилання на ігрові блоки «Території першокласника» у чати платформ відеозв’язку. Це дозволяє проводити динамічні паузи та перемикати увагу учнів. Домашні завдання також носять інтерактивний характер і передбачають спільне прослуховування аудіо або перегляд відео казок, чи виконання творчих лего-конструкцій разом із батьками, що зміцнює родинні зв’язки та знижує загальний рівень сімейної тривожності.

Найбільш критичним сценарієм є використання ресурсу в безпечних приміщеннях під час повітряних загроз. Завдяки повній оптимізації платформи Google Sites під мобільні пристрої, Хаб стає доступним інструментом першої психологічної допомоги безпосередньо на смартфонах батьків або вчителя.

Методика роботи в укритті орієнтована на негайну нейтралізацію гострого стресу та повернення дитини до почуття безпеки. Для цього використовуються такі інструменти: дихальні симулятори та заземлювальні вправи (прості анімаційні об’єкти, які допомагають дитині синхронізувати дихання та повернути контроль над тілом через тактильні відчуття); швидкі ігри (короткі сенсорні та логічні завдання, що дозволяють переключити

фокус уваги дитини з джерела страху на ігрову діяльність); аудіо терапія (прослуховування заспокійливих терапевтичних казок через навушники, що допомагає ізолювати слухове сприйняття дитини від тривожних зовнішніх звуків у переповненому сховищі).

Такий підхід забезпечує збереження стабільного емоційного фону першокласника, запобігаючи глибокій травматизації та полегшуючи подальше повернення до звичного освітнього ритму після відбою тривоги.

Для підтвердження практичної дієвості інтерактивного цифрового Хабу було організовано дослідно-експериментальну роботу на базі Запорізького академічного ліцею № 15 Запорізької міської ради протягом 2025-2026 навчального року. До дослідження було залучено три перших класи ліцею, учні яких були розподілені на дві групи. Експериментальну групу склали сорок дев'ять першокласників із двох класів, у роботі з якими системно застосовувався Хаб, а контрольну групу – двадцять шість першокласників з одного класу, які проходили період адаптації за традиційною методикою без залучення спеціалізованого цифрового ресурсу. Окрім того, у дослідженні взяли участь сімдесят два батьки та три вчителі початкових класів базового ліцею.

Діагностичний блок дослідження включав комплексний моніторинг показників адаптованості дітей за трьома провідними критеріями: емоційно-мотиваційним, де оцінювався рівень шкільної тривожності за модифікованим тестом Філіпса та колірним тестом Люшера; поведінковим, який визначав рівень дезадаптивності та сформованості довільної поведінки за допомогою карт спостереження вчителів та батьків; когнітивно-комунікативним, у межах якого досліджувалася успішність інтеграції в колектив та рівень навчальної активності під час змішаного навчання.

Оцінювання методичної ефективності Хабу з позиції професійної спільноти здійснювалося шляхом анкетування педагогів після завершення першого семестру використання ресурсу. Для отримання репрезентативних даних до опитування щодо зручності та ергономічності платформи було залучено ширше коло колег – 84 вчителі початкових класів міста Запоріжжя та області.

Результати опитування продемонстрували високу практичну значущість розробки. Зокрема, 82% вчителів констатували суттєве скорочення часу, у середньому на 40% щодня, на підготовку до занять та конструювання уроків у змішаному форматі завдяки використанню систематизованих матеріалів блоку «Простір вчителя». Крім того, 78% опитаних відзначили покращення якості та оперативності зв'язку з батьками учнів, а 90% підтвердили високу ергономічність та зручність інтерфейсу платформи при роботі з мобільних пристроїв.

Порівняльний аналіз динаміки рівнів адаптації першокласників експериментальної та контрольної груп наприкінці адаптаційного періоду виявив суттєві розбіжності та продемонстрував високу ефективність Хабу.

На етапі первинної діагностики показники в обох групах були приблизно однаковими: високий рівень адаптації фіксувався лише у 24% дітей в експериментальній групі та у 25% у контрольній; середній рівень складав 41% та 39% відповідно; а низький рівень із ознаками вираженої тривожності та дезадаптації виявлено у 35% учнів експериментальної групи та у 36% контрольної.

Після системного впровадження Хабу в освітній процес експериментальної групи результати повторного зрізу показали таку динаміку: в експериментальній групі частка першокласників із високим рівнем адаптації зросла до 58%, тобто приріст склав 34%, середній рівень зафіксовано у 30% дітей, а частка учнів із низьким рівнем адаптації скоротилася до 12%, продемонструвавши позитивну динаміку зниження дезадаптації на 23%; у контрольній групі зміни виявилися значно менш вираженими: високий рівень адаптації зріс лише до 34%, продемонструвавши приріст у 9%, середній рівень становив 42%, а низький рівень залишився на позначці 24%, знизившись лише на 12%.

Такі кількісні дані переконливо доводять, що використання Хабу забезпечує м'яку і швидку адаптацію дітей до умов змішаного навчання. Зниження відсотка низького рівня адаптації в експериментальній групі відбулося завдяки безперервному використанню стабілізаційних вправ в укриттях та активному залученню батьків до психосоціального супроводу дитини через матеріали «Кабінету батьків», що повністю підтверджує висунуту гіпотезу дослідження.

Висновки. Проведене дослідження теоретично обґрунтовує та експериментально підтверджує, що впровадження інтерактивного цифрового Хабу є дієвим інструментом оптимізації психолого-педагогічного супроводу першокласників у змішаному форматі навчання. Створений вебресурс успішно виконує функцію віртуального координаційного центру, забезпечуючи безперервність підтримки під час вимушених переміщень учасників освітнього процесу між різними локаціями та гарантуючи цілодобовий доступ до методичних, діагностичних та стабілізаційних матеріалів для вчителів, батьків та учнів.

Результати апробації Хабу в Запорізькому академічному ліцеї № 15 Запорізької міської ради засвідчили його високу практичну цінність. Це виявилося у суттєвому скороченні часу педагогів на щоденну підготовку до занять за рахунок використання готових інтерактивних конструкторів, якісній стабілізації психоемоційного стану першокласників безпосередньо

в укриттях, а також у налагодженні прозорої партнерської взаємодії з родинами вихованців на засадах педагогіки партнерства НУШ. Порівняльний аналіз підтвердив виражену позитивну динаміку адаптованості учнів експериментальних класів, зниження рівня їхньої ситуативної тривожності та успішну інтеграцію в колектив попри складні безпекові умови воєнного стану.

Перспективи подальших наукових розвідок у цьому напрямі вбачаємо у кількох векторах: масштабуванні ресурсу, можливості адаптації структури та дидактичного наповнення Хабу для супроводу учнів інших паралелей початкової школи під час кризових періодів чи вимушеної дистанційної роботи; технологічній модернізації, інтеграції елементів штучного інтелекту в архітектуру платформи для автоматизованого аналізу чек-листів спостереження, що дозволить розробляти індивідуалізовану траєкторію психолого-педагогічного супроводу для кожної дитини на основі її індивідуальних показників адаптації. Це дозволить перетворити Хаб на гнучку інтелектуальну систему кризового супроводу нового покоління, здатну динамічно реагувати на виклики сучасності.

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ОСОБЛИВОСТІ РОЗВИТКУ В УЧНІВ НУШ УМІННЯ ЧИТАТИ НЕХУДОЖНІ ТЕКСТИ НА УРОКАХ УКРАЇНСЬКОЇ МОВИ

Анотація. Актуальність теми статті визначається потребою людини в реальному житті опрацьовувати з нехудожні тексти, прикладного, інформативного характеру та недостатньою увагою до таких текстів на уроках української мови, де мали би вироблятися вміння працювати з текстами різних вимірів і форматів.

Про це йдеться у Державному стандарті базової середньої освіти, зокрема в описі конкретних результатів навчання мовно-літературної освітньої галузі. Останні наукові світові та вітчизняні дослідження доводять актуальність проблеми і презентують різні аспекти формування в учнів уміння працювати з нехудожніми текстами. Метою статті є дослідити сучасні методичні підходи та умови ефективної роботи з нехудожніми текстами на уроках української мови в НУШ. Результати дослідження засвідчили неготовність учителів української мови активно працювати з нехудожніми текстами, що виявилося в недостатній мотивації, в незнанні особливостей таких текстів і методики роботи з ними. Авторка уточнює класифікацію нехудожніх текстів, запропоновану Ж-М. Адамом, як багатовимірне утворення, що містить комбінацію різних послідовностей (наративної, дескриптивної, аргументативної, пояснювальної, діалогічної), пропонуючи типи та жанрові форми, які можуть стати основою для розроблення методики роботи з різними текстовими форматами. Виокремлено також фактори якісної організації читання нехудожніх текстів відповідно до змістового, стратегічного, соціокультурного та контекстного підходів читання літератури нонфікшн. Уточнено термін стратегії розуміння прочитаного як свідомо обрану читачем діяльність для отримання, упорядкування, осмислення та інтерпретації інформації, побудови власного розуміння тексту і спрямування думок, які дають доступ до більш глибокого осягнення змісту, підтексту, контексту, у порівнянні з власним досвідом та досвідом інших людей. Сформульовано умови, які визначають ефективність організації освітньої взаємодії під час роботи з

нехудожніми текстами. Запропоновано базову послідовність роботи з нехудожніми текстами на уроках української мови.

Ключові слова: читання з розумінням, нехудожні тексти, стратегії розуміння прочитаного, класифікація нехудожніх текстів.

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FEATURES OF THE DEVELOPMENT OF THE ABILITY TO READ NON-FICTION TEXTS AMONG NUS PUPILS IN UKRAINIAN LANGUAGE LESSONS

Abstract. The relevance of this article stems from the need for people in real life to engage with non-fiction texts of an applied or informative nature, and from the insufficient attention paid to such texts in Ukrainian language lessons, where the ability to work with texts of various dimensions and formats should be developed. This is addressed in the State Standard for Basic Secondary Education, specifically in the description of specific learning outcomes for the language and literature subject area. Recent international and domestic research confirms the relevance of the issue and presents various aspects of developing pupils' ability to work with non-fiction texts. The aim of this article is to examine the factors involved in the effective organisation of reading non-fiction texts, and to investigate the methodological conditions for working effectively with non-fiction texts in Ukrainian language lessons within the New Ukrainian School (NUS) framework.The research findings revealed that Ukrainian language teachers are unprepared to work effectively with non-fiction texts, as evidenced by a lack of motivation, unfamiliarity with their characteristics, and limited knowledge of methods for working with them. The author refines the classification of non-fiction texts proposed by J.-M. Adam, as a multidimensional construct comprising a combination of various sequences (narrative, descriptive, argumentative, explanatory, dialogic), proposing types and genre forms that can serve as a basis for developing methodologies for working with different text formats. Factors for the effective organisation of reading non-fiction texts are also identified in accordance with the content-based, strategic, socio-cultural and contextual approaches to reading non-fiction literature. The term 'reading comprehension strategy' has been defined as an activity consciously chosen by the reader to obtain, organise, comprehend and interpret information, construct their own understanding of the text, and direct their thoughts in a way that

provides access to a deeper grasp of the content, subtext and context, in comparison with their own experience and that of others. The conditions for effective organisation of educational interaction when working with non-fiction texts have been formulated. A basic sequence for working with non-fiction texts in Ukrainian language lessons has been proposed.

Keywords: reading comprehension, non-fiction texts, reading comprehension strategies, classification of non-fiction texts.

Постановка проблеми. Центральною дискусією навколо реформування мовно-літературної освітньої галузі є обговорення зміни підходів до формування читацької компетентності, ця дискусія пожвавилася після оприлюднення результатів Міжнародного моніторингового дослідження PISA, які продемонстрували значні прогалини в умінні вдумливо читати тексти: базового рівня читацької грамотності не досягли 25,9 % українських підлітків, з-поміж інших труднощів особливо вирізнялися результати, пов’язані з інтерпретацією динамічних множинних перерваних текстів, у яких потрібно працювати з таблицями, графіками, діаграмами [1]. Водночас розуміння тексту – це одна з умов активної участі людини в житті суспільства, низький рівень розуміння тексту пов'язаний з низкою негативних життєвих наслідків. Міжнародні дослідження демонструють, що значна кількість підлітків неадекватно розуміє складні тексти, що перешкоджає їхньому успіху в школі, доступу до передвищої і вищої освіти та можливостям у дедалі більш конкурентному професійному середовищі, а також у вирішенні життєвих ситуацій. [2; 3]. Недаремно читання з розумінням наразі є в переліку наскрізних умінь, якими має оволодівати учень у процесі досягнення освітніх результатів кожної освітньої галузі [4]. Предмети мовно-літературної освітньої галузі, змістовими орієнтирами яких є робота з текстом, інформацією, літературним твором, мають на меті зокрема розвиток компетентних мовців і читачів, які вдумливо і з розумінням читають інформаційні та художні тексти.

З огляду на те, що в сучасних реаліях людям здебільшого доводиться стикатися з нехудожніми текстами, з прикладною, інформативною літературою, важливо розвивати в учнів уміння роботи саме з такими текстами: орієнтуватися в широкому спектрі форматів, опановувати інструменти роботи зі змістом і формою текстів, свідомого, критичного та осмисленого ставлення до інформації. Водночас в умовах кризи мотивації до читання варто врахувати, що учні здебільшого надають перевагу читанню нехудожньої літератури, отримують задоволення від її читання, вона викликає у них цікавість, підживлює інтерес до читання і навчання загалом [5].

Наразі освітні стандарти акцентують увагу на роботу з нехудожніми текстами різних форматів, автори концептуальних засад освітніх галузей та дорожньої карти реалізації концептуальних засад освітніх галузей на 2025-2030 роки також наголошують на необхідності посилення роботи учнів з літературою нонфікшн, зокрема медіатекстами [3; 4].

Це визначає вектори лінгводидактичних досліджень, зокрема уточнення класифікації нехудожніх текстів; визначення предикторів ефективного навчання, добір підходів та способів організації освітньої взаємодії під час роботи з текстами, вимоги до текстів.

Методика роботи з художніми текстами в українській лінгводидактиці є випрацюваною, хоч і знаходиться в стані постійного оновлення, а от опрацювання нехудожніх текстів, з якими людині доводиться стикатися щодня в різних ситуаціях взаємодії, потребує значної уваги і глибокого вивчення, тож потребує як науково-методичних досліджень, так і цілеспрямованого навчання педагогів, які викладають українську мову та літературу.

Аналіз останніх досліджень і публікацій. Сучасна наука стрімко реагує на такі потреби: українські і зарубіжні науковці досліджують різні аспекти формування в учнів уміння працювати з інформаційними текстами.

Міжнародні дослідження фокусуються на вивченні впливу різних методичних інтервенцій на покращення в підлітків навички читання текстів різних видів, зокрема і нехудожніх, оскільки «недбалість щодо інформаційних текстів у початковій та середній освіті може залишити багатьох учнів недосвідченими, коли вони досягнуть вищої освіти, де існує підвищений попит на інформаційні тексти»[6]. Світові науковці порівнюють змістовий і стратегічний підходи, різні способи впливу на розуміння текстів[7]. Фактори покращення читацької самостійності і розуміння прочитаного тексту досліджено у Ненсі Фрей і колег, зокрема доведена кореляція між якістю розуміння прочитаного і опанування учнями стратегій вдумливого читання, яке здійснювалося шляхом поступового перекладання відповідальності [8].

Ніна Голуб, осмислюючи й аналізуючи результати моніторингового дослідження PISA, що вимірювало рівень читацької компетентності учнів 15-річного віку, шукають точки перетину європейської і української терміносистем, розбіжності і невідповідності у підходах щодо розуміння читацької компетентності, увиразнюють орієнтири для вироблення експериментальних методик роботи з різними видами текстів, зокрема з нехудожніми [9]. Науковці описують способи організації навчання читання в профільній школі, крізь призму інтегрованого підходу навчання читання й письма [10].

Відгуком на потреби педагогічної спільноти стали методичні праці, у яких обґрунтовано ефективність використання завдань для пошукового читання, або читання з вибірковим вилученням інформації (терміни, дати, цифри, мовні явища) в нехудожніх текстах. Оленою Горошкіною представлено систему завдань щодо читання нехудожніх текстів (в цифровому форматі), завдань на вироблення вмінь працювати з текстами різних видів, формування здатності добирати інформацію для розв'язання життєво необхідні проблеми й усвідомленого вибору у повсякденних ситуаціях [11], створено програму курсів для профільного навчання, метою яких є «формування в учнів уявлення про різноманіття жанрів і форматів нехудожньої літератури, розвиток навичок аналізу та критичного читання текстів нонфікшн, а також вміння орієнтуватися в інформаційному середовищі та свідомо обирати релевантні джерела для особистого розвитку, навчання та повсякденного життя» [12].

Недостатньо вивченими в українській лінгводидактиці залишаються питання вивчення предикторів розвитку навички читати з розумінням нехудожні тексти, їх типології, визначення особливостей роботи з нехудожніми текстами на уроках української мови в НУШ.

Метою статті є вивчення факторів якісної організації читання нехудожніх текстів, дослідження методичних умов ефективної роботи з нехудожніми текстами на уроках української мови в НУШ.

Виклад основного матеріалу дослідження.

Найбільший функціонал для забезпечення комунікативної взаємодії в реальних життєвих ситуаціях мають нехудожні тексти, зокрема інформаційні, медіатексти, креолізовані рекламні тексти, а також ті, які мають суто прикладне значення: інструкції, рецепти, описи товарів і послуг, анкетування листування тощо.

Досліджуючи готовність учителів української мови до роботи з нехудожніми текстами, ми опитали шляхом анкетування (550 осіб) і усних онлайн-інтерв'ю (65 осіб) педагогів Житомирської області. Результати засвідчили, що педагоги частіше використовують нехудожні тексти порівняно з періодом до 2022 року, пояснюючи це тим, що їх стало більше в підручниках, а також і цікавістю учнів до таких текстів, водночас 78% демонструють у відповідях одноманітний методичний інструментарій для роботи з такими текстами, більшість учителів не володіють сучасною термінологією щодо різновидів текстового формату, у відповідях здебільшого звучать лише стилі і типи мовлення, не згадуються одиничні і множинні, цілісні, перервані і змішані тексти, водночас ті тексти, які містять аналітичну інформацію, викладену в таблицях, схемах, фреймах, діаграмах, транзакціях, 63 % педагогів вважають зайвими на уроках словесності з

огляду на перевантаження програм й іншу мету навчання. Тоді як в базових знаннях мовно-літературної галузі передбачається робота з текстовою, числовою, графічною інформацією. Згідно з Державним стандартом, осердям базових знань мовно-літературної галузі є знання про джерела інформації, особливості текстової, графічної, числової інформації, знання про способи визначення надійності/ненадійності джерела, критеріїв добору та пошуку інформації, фактів і суджень, маніпуляції і пропаганди, що актуалізує роботу з подібними текстами, як і конкретні результати навчання, як-от: зіставляє тексти (зокрема художні, медіатексти); застосовує різні види критичного читання одиничних і множинних текстів (цілісних, перерваних, змішаних); трансформує графічну інформацію на основі кількох джерел у текстову; передає тексти словесно чи графічно, узагальнюючи, доповнюючи, скорочуючи інформацію, комбінуючи різні способи візуалізації змісту; інтегрує інформацію, подану в різні способи (словесну, графічну, числову) у межах одного або кількох текстів, гіпертекстову цифровому середовищі [4]. Недостатнє ж знання вчителями особливостей інформаційних текстів, підходів та інструментів роботи з ними, труднощів, які виникають в учнів і способів їх подолання, як засвідчують наукові дослідження, перешкоджає успішності учнів у читанні [6].

У нашому дослідженні ми використовуємо термін нехудожні тексти, які виокремлюються в опозиції «художні-нехудожні» як умовний поділ у працях Тетяни Єщенко (слідом за Р. Харвегом). Розуміємо цей термін як тексти, що функціонують в науковій, офіційно-діловій, публіцистичній сфері, характеризуються відсутністю образності та орієнтуються на відповідну до ситуації комунікативної взаємодії мету [13].

Вивчивши різноманіття типології текстів, ми обрали для нашого дослідження базову когнітивну модель типології текстів, поділяючи думку Жан-Мішеля Адама про текст як багатовимірне утворення , яке містить комбінацію різних послідовностей (наративної, дескриптивної, аргументативної, пояснювальної, діалогічної) [14]. Водночас розуміємо умовний поділ на такі типи, оскільки певний текст може містити одночасно кілька послідовностей і способів викладу.

Таблиця 1

Типи та жанрові форми нехудожніх текстів

Тип	**Жанрові форми**
Дескриптивний (сприйняття в просторі)	Склад продукту (етикетка), характеристика приладу, опис послуги

Тип	Жанрові форми
Наративний (сприйняття в часі)	Хронологічний звіт, протокол, новинне повідомлення, щоденник, тревелог
Експозиторний (пояснювальний: осмислення понять і явищ)	Енциклопедична стаття, пояснення до статистики, довідкова література
Аргументативний (оцінювання дійсності)	Рецензія, відгук (на книгу, на фільм, на мистецький проєкт)
Інструктивний (планування дій)	Рецепт, інструкція
Інтерактивний (здійснення вибору, очікування зворотного зв'язку)	онлайн-тести та вікторини навчальні вправи (натисни, обери, перетягни) інструкції з кроками, де користувач обирає варіант чат-боти (як діалоговий текст) гіпертекст (тексти з посиланнями, де читач сам обирає маршрут) тексти з пропущеними полями для заповнення (форма-реєстрація на навчання)
Транзакційний (здійснення комунікації) передати інформацію, домовитися або досягти практичного результату у взаємодії	ділові листи (запит, відповідь, скарга) електронні листи заяви, резюме, оголошення повідомлення в месенджерах (домовленості) рекламні тексти (частково — якщо є дія: купити, замовити)

Ця класифікація не є вичерпною, однак може допомогти в розробленні стратегій роботи з певним типом тексту, визначити місце роботи в освітньому процесі. Для роботи з такими текстами визначимо *змістовий, стратегічний і соціокультурний та контекстний* підходи, що працюють в поєднанні і визначають добір способів організації діяльності роботи з нехудожнім текстом.

Керуючись дослідженням норвезьких науковців Rune Andreassen a, Ivar Bråten щодо принципів читання з розумінням [15], виокремимо такі фактори якісної організації читання нехудожніх текстів відповідно до вище названих підходів:

- *уведення учнів в контекст, створення змістового та емоційного стимулу для взаємодії з текстом;*
- *активна попередня робота з незнайомою лексикою, фоновими знаннями,* і включення в обговорення прочитаного тексту фонових знань учнів;
- *опанування учнями знаннями про формати текстів, види читання, особливості опрацювання певних видів нехудожніх тексті;*

- організація читання і перечитування, активної взаємодії з текстом з доказами (множинне маркування);
- *навчання учнів стратегій розуміння прочитаного*, тобто інструментів, необхідних для формування глибокого, висновкового розуміння тексту;
- *організація невеликих груп читання*, що передбачає варіанти кооперативного навчання, з розвитком саморегульованого використання стратегій: учні діляться думками, обирають стратегії, надають підтримку один одному. Ці фактори визначають ефективність залученого, вдумливого і результативного читання.

Слід окремо зауважити, що термін стратегії розуміння прочитаного потрактований в різних наукових дослідженнях, узагальнивши і доповнивши які визначимо ***стратегії розуміння прочитаного*** як свідомо обрану читачем діяльність для отримання, упорядкування, осмислення та інтерпретації інформації, побудови власного розуміння тексту і спрямування думок, які дають доступ до більш глибокого осягнення змісту, підтексту, контексту, у порівнянні з власним досвідом та досвідом інших людей. В літературі виокремлюються стратегії прогнозування майбутнього текстового змісту, генерування запитань, нотування, коментарі, перефразування, фіксація суті тексту з допомогою графічних організаторів, формування висновків на основі попередніх знань, пов'язаних зі змістом тексту.

Наразі ж визначимо **умови**, які, на нашу думку, є важливими для організації освітньої взаємодії під час роботи з нехудожніми текстами.

1. Підготовка змістового ядра.

Створення наборів текстів для індивідуальної, парної чи групової діяльності. Сети можуть складатися з різних за обсягом, особливостями, формою текстів: з одного боку, досить довгі наративні, аргументативні чи експозиторні тексти (дають змогу розвивати в учнів уміння фокусуватися на значному обсягові інформації, аналізувати, бачити неочевидні дані), з іншого боку, короткі інструктивні, транзакційні чи дискриптивні тексти (економлять час і дають змогу перевести їх в інший текстовий чи графічний формат, дослідити і обговорити) [16].

Такі читацькі сети можуть містити 2–4 тексти, які різнобічно висвітлюють обговорюване питання. Учитель також може давати для аналізу один текст, однак якщо ми говоримо про розвиток уміння бачити різні погляди на проблему, то все ж варто пропонувати частіше працювати з множинними динамічними нелінійними текстами. Дослідники також помітили, що тексти, які подані на вибір для читання учнями, сприймаються з більшою цікавістю, тож така можливість на уроці – додаткова мотивація

для учнів. Тексти мають, безумовно, відповідати віку учнів, рівню їхньої підготовки, їхнім потребам і запитам, а також цілям освітньої взаємодії.

2. Оцінка лінгвістичних, методичних та змістових ресурсів текстів, можливостей для фокусування та розширення контексту.

Текст / тексти, що добираються для роботи на уроках української мови, мають значний ресурс не лише щодо роботи з лінгвістичними одиницями, а й щодо створення змістового поля для розширення контексту і створення цілісної картини певного явища, пошуку ціннісних орієнтирів. Однак часто нехудожні тексти вирізняються темами, в яких учні не достатньо орієнтуються, мають високий ступінь новизни, що супроводжується складною лексикою, зокрема термінологією. Ігнорування цього факту призводить до неправильного розуміння учнями тексту в цілому до демотивації.

Тут варто додатково наголосити на важливості роботи з фоновими знаннями, які дають змогу учням краще зрозуміти зміст текстів, з лексичним значенням слів і виразів, які можуть бути невідомими учням. Відповідно до попередніх досліджень, словниковий запас загалом є предиктором розуміння учнями нехудожнього тексту. Додаткова підтримка учнів у якісному опануванні незрозумілих слів має вирішальне значення для читання текстів з розумінням. Водночас важливим є не механічне запам'ятовування або прочитування значення незнайомих слів і фраз, а як стверджують дослідники, а навчання учнів функціональному використанню слів у різних контекстах, використовувати нові слова в писемному та усному обговоренні, що може сприяти глибшому розумінню самого тексту, а також допомагає перенести знання слів із ізольованих вправ до більш змістовних реальних застосувань [17]. Нехудожній текст, маючи виразну комунікативну функцію, несе діалоговий потенціал, який варто використати для створення завдань, які активують вищі когнітивні рівні мислення, як-от аналіз, синтез, оцінювання, створення, порівнюючи погляди людей різного віку, досвіду, цінностей, способів мислення. Значний ресурс для заохочення учнів до читання текстів і занурення в зміст мають медіатексти, які можуть містити коментарі, дискусії, гіпертекст, креолізовані уривки, що дає змогу вийти за межі тексту, будувати з учнями різновекторну розмову в межах їхніх інтересів, обговорювати певну проблему з різних поглядів.

3. Вибір методичного інструментарію для роботи з текстами.

Добираючи інструменти для роботи з текстами, пропонуємо використовувати для інтерпретації різні формати текстів, створювати реальні соціальні контексти, включати всіх учнів, їхній культурний і соціальний досвід, створювати умови для співпраці й діалогу [18]. Водночас важливим є поєднувати читання з письмом не лише як способом перевірки

прочитаного (підсумкове есе), а й як допоміжну стратегію, яка дає змогу глибше зрозуміти текст.

Навчання стратегій читання може відбуватися за принципом поступового надання учням відповідальності, за яким вони опановували певні стратегії спочатку слухаючи пояснення і демонстрацію вчителя, згодом включаючись в керовану практику, самостійну практику та в етап перенесення знань (уведення в життєву ситуацію знань, здобутих під час читання). У цьому підході читання трактується як опосередкована діяльність, де вчитель спершу задає рамку, але поступово відступає і дає учням можливість для множинних інтерпретацій [8].

Варто акцентувати увагу на активній роботі з текстом, зокрема на техніці множинного маркування навчального нехудожнього тексту, за якої один текст/його фрагмент (або набір текстів) одночасно отримує кілька міток: учитель, готуючись до роботи з текстом, продумує способи пошуку інформації на різних рівнях (факти-емоції-сенси; факти-судження; головні повідомлення-джерела, факти-приклади, факти-докази, відоме-невідоме тощо). Різні тексти у добірці варто маркувати різними способами залежно від цілей взаємодії. Подібна робота впливає як на якісне розуміння прочитаного, опрацьовувати пласти інформації, уміння бачити інформацію з різних боків, пов'язувати факти, встановлювати причиново-наслідкові зв'язки, перевіряти та оцінювати джерела, так і на залученість до роботи і, зрештою, на мотивацію. Василь Терещенко стверджує, що такі техніки, як маркування, схематизація, концептуалізація, закладають фундамент для ефективної, технологічної роботи з будь-яким текстом, і саме цієї "технологічності" учнів потрібно навчати системно, адже вона є передумовою не лише вдумливого, а й результативного читання [19].

4. Організація взаємодії та комунікації.

З огляду на останні дослідження, читання з розумінням – це динамічна освітня взаємодія учасників процесу з текстом. Яка передбачає певну організацію освітньої взаємодії. Пропонуємо базову п**ослідовність роботи з нехудожніми текстами на уроках української мови**.

1. Підготовка до сприймання тексту. Емоційне занурення в роботу з текстом можна здійснити за допомогою перегляду цікавого, мистецького твору (музичного, сценічного або просторово-часового виду мистецтва) або медіаповідомлення, невеликого командного обговорення і постановки загального питання і цілей читання. На цьому етапі також можна запропонувати учням текст-стимул, опрацювати незрозумілу лексику, поповнити фонові знання, додати контексту.

2. Індивідуальне прочитання тексту з попереднім завданням. На етапі індивідуального опрацювання можна давати учням завдання маркувати

текст, створювати нотатки, коментарі, ставити до тексту власні різнорівневі запитання, деякі з них можна обговорити згодом на етапі колективної роботи.

3. Демонстрація стратегії. Учитель моделює власну роботу з текстом, використовуючи певну стратегію, мислить уголос, знайомить учнів детально з самою стратегією і її впливом на розуміння, варіантами використання.

4. Керована практика. Якщо стратегія нова, учні випробовують її, Обговорюють на загал, уточнюють, запитують, отримують від учителя й один від одного зворотний зв'язок. Якщо використовують відомі стратегії, то наступний крок – спільна практика.

5. Спільна практика. Учні в командах працюють над текстами, шукаючи відповідь на ключове запитання або низку запитань (тут можна застосувати керівництво для читання, маршрутні листи з варіантами завдань, графічні організатори тощо). На цьому етапі учні можуть доводити достовірність джерел, відділяти факти від думок, зіставляти текстову і графічну інформацію, шукати змістові і граматичні натяки на правильну відповідь, створювати карту тексту. Для цього учитель організовує обговорення, кооперативне навчання, міжкомандну взаємодію. Учитель завчасно продумує етапи колективної роботи з текстом, глибокого читання, плануючи зупинки із запитаннями для обговорення, стимулювання думки, розширення контексту, зв'язку з раніше вивченим матеріалом, уведення додаткових текстів. Підсилити використання стратегій розуміння можна графічними організаторами, ресурсами для створення графіків, діаграм, денотатних графів; інструментами корпусної лінгвістики, онлайн-інструменти перевірки достовірності інформації тощо).

6. Самостійна «життєва практика». Учні продовжують працювати з текстом індивідуально (тут вчитель може змінити ракурс, додати контекст або інший текст). На цьому етапі зауважимо на вмінні читати для конкретної мети, у реальній ситуації, презентувати прочитане для конкретного адресата усно чи письмово. Важливо, щоб тексти учні перепрочитували кілька разів, виконуючи різні види взаємодії, щоразу фокусуючись на різних частинах текстів, словах, вибудовували систему сенсів, пов'язували з власним соціокультурним досвідом.

Протоколи глибокого читання знаходимо у дослідженнях Ненсі Фрай [8], які доводять, що такий спосіб читання особливо корисний для учнів, які читають на базовому рівні, оскільки стимулює сповільнитися, ретельно осмислити прочитане, що важливо для навичок читати з розумінням. У процесі читання пропонуємо вести записи, які згодом стануть основою для рефлексивного письма щодо прочитаного.

7. Маніфестація результатів. Після вдумливого індивідуального читання варто організувати взаємодію в малих групах для маніфестації результату. Важливість цієї форми організації читацької діяльності доводиться дослідниками, які пропонують соціокультурний підхід до навчання читання, згідно з яким це не просто когнітивне завдання, а соціально опосередкована практика, що відображає культурні норми і цінності спільноти [17].

8. Перевірка розуміння. Формувальне оцінювання. Учитель готує запитання або завдання, на які учні в командах формулюють відповіді, опираючись на тексти; добре, якщо ці відповіді не лежать на поверхні, стимулюючи учнів детальніше опрацьовувати зміст, читати «між рядків». Учні працюють над загальним запитанням, добирають факти, докази, зрештою, представляють власні міркування, висновки і способи розв'язання проблеми, учитель у процесі роботи і звіту надає учням якісний зворотний зв'язок, мотивує учнів до само-та взаємоаналізу колективної роботи і оцінки розуміння текстів.

Висновки. Перспективи подальших досліджень.

Як засвідчують дані останніх наукових студій у цій сфері, учні здатні суттєво підвищити свою читацьку компетентність за умови поєднання змістового, стратегічного, соціокультурного та контекстного підходів; структурованого керівництва читанням: чіткого роз'яснення цілей; опанування читацькими стратегіями розуміння тексту, конструктивної співпраці, чергування індивідуальної і колективної роботи, поступового надання відповідальності емоційної підтримки з боку вчителя; якісного зворотного зв'язку.

Сучасна зарубіжна й українська наукова думка акцентує на ключовій ролі активізації фонових знань, розвитку словникового запасу як критичних передумов для опрацювання інформаційних текстів. Навчальні підходи, що органічно поєднують усі названі елементи, значно підвищують здатність учнів інтерпретувати нехудожні тексти, формулювати висновки й вибудовувати аргументоване розуміння прочитаного і використовувати здобуті вміння в різних академічних, професійних і побутових ситуаціях.

Перспективи подальших досліджень

Окреслені результати можуть слугувати матеріалом для уточнення і розширення класифікації навчальних текстів для освітніх цілей, розроблення різних варіантів послідовності роботи з нехудожніми текстами залежно від віку, освітніх цілей, обсягу, формату і тематики текстів. Важливим напрямом залишається також вивчення ролі стратегій розуміння у формуванні читацької компетентності підлітків і розроблення відповідного діагностичного інструментарію.

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МІЖКУЛЬТУРНА КОМУНІКАЦІЯ У СИСТЕМІ ІНШОМОВНОЇ ПІДГОТОВКИ СУЧАСНОГО ВІЙСЬКОВОГО ФАХІВЦЯ

Анотація. У статті досліджено сутність та еволюцію міжкультурної комунікації як стратегічного складника іншомовної підготовки військових фахівців у вищих військових навчальних закладах (ВВНЗ) в умовах інтеграції України до євроатлантичного безпекового простору.

Проаналізовано зміну парадигми військової освіти під впливом глобалізаційних процесів та воєнно-політичних викликів 2024-2026 років. На основі концепцій Е. Голла, Г. Гофстеде та М. Беннета обґрунтовано трансформацію мовної підготовки офіцерів від утилітарного інструменталізму до формування "культурної оперативної сумісності" (Cultural Interoperability) та крос-культурної компетентності.

Визначено, що в умовах гібридних загроз та асиметричних конфліктів "культурна обізнаність" (Cultural Awareness) безпосередньо впливає на безпеку особового складу, ефективність управління багатонаціональними підрозділами та взаємодію в межах міжнародних місій (наприклад, Interflex).

Автором доведено необхідність диференціації навчальних програм ВВНЗ відповідно до рівневої ієрархії: від базового етикету для курсантів до навичок медіації та управління конфліктами для магістрів. Запропоновано методичні шляхи інтеграції вимог стандарту STANAG 6001 із соціокультурним контекстом через впровадження кейс-методів (Case Study), рольових ігор, цифрових платформ (у межах ініціатив DEEP), ШІ-перекладачів та віртуальних симуляторів. Особливу увагу приділено системі "Lessons Learned" для динамічного оновлення змісту освіти на

основі реального бойового й комунікативного досвіду офіцерів. Резюмовано, що перехід до рівневої моделі міжкультурної компетенції є фундаментом професіоналізації Збройних Сил України як суб'єкта світової безпеки.

Ключові слова: міжкультурна комунікація, культурна оперативна сумісність, STANAG 6001, військова освіта, ВВНЗ, НАТО, крос-культурна компетентність, культурна обізнаність, імітаційні технології.

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INTERCULTURAL COMMUNICATION WITHIN THE SYSTEM OF FOREIGN LANGUAGE TRAINING OF A MODERN MILITARY SPECIALIST

Abstract. The article examines the essence and evolution of intercultural communication as a strategic component of foreign language training for military specialists at higher military educational institutions (HMEIs) in the context of Ukraine's integration into the Euro-Atlantic security space.

It analyzes the paradigm shift in military education driven by globalization processes and the military-political challenges of 2024-2026. Based on the concepts of E. Hall, G. Hofstede, and M. Bennett, the study substantiates the transformation of officers' language training from utilitarian instrumentalism toward the development of cultural interoperability and cross-cultural competence (3C).

It is determined that under the conditions of hybrid threats and asymmetric conflicts, cultural awareness directly impacts personnel safety, the efficiency of multinational unit management, and interaction within international missions (e.g., Interflex).

The author demonstrates the necessity of differentiating HMEI curricula according to a tiered hierarchy: from basic etiquette for cadets to mediation and conflict management skills for master's students. Methodological paths for integrating STANAG 6001 standards with the sociocultural context are proposed

through the implementation of case studies, role-playing games, digital platforms (within DEEP initiatives), AI translators, and virtual simulators. Special attention is paid to the Lessons Learned system for the dynamic updating of educational content based on the actual combat and communicative experience of officers. It is concluded that transitioning to a tiered model of intercultural competence serves as a foundation for the professionalization of the Armed Forces of Ukraine as an actor in global security.

Keywords: intercultural communication, cultural interoperability, STANAG 6001, military education, HMEIs, NATO, cross-cultural competence, cultural awareness, simulation technologies.

Постановка проблеми. Глобалізаційні процеси та зміна парадигми безпекової архітектури світу висувають нові вимоги до підготовки військових кадрів. Для Збройних Сил України, які перебувають на етапі активної інтеграції до євроатлантичного безпекового простору, володіння іноземною мовою перестало бути додатковою опцією і перетворилося на критичну професійну потребу.

Сьогодні мовна підготовка офіцера виходить за межі суто граматичних знань і трансформується у здатність до ефективної міжкуль-турної комунікації. Питання взаємосумісності (interoperability) Збройних Сил України з арміями країн-партнерів потребує не лише володіння термінологією STANAG 6001, а й глибокого розуміння соціокультурного контексту, етичних норм та особливостей менталітету іноземних колег.

Виникає потреба у формуванні міжкультурної комунікації - здатності розуміти культурний контекст партнерів, уникати етноцентризму та ефективно взаємодіяти в умовах культурної диверситивності.

Аналіз останніх досліджень і публікацій. Теоретичне підґрунтя міжкультурної комунікації було закладено західними дослідниками, такими як Е. Голл (концепція “невидимої культури”), Г. Гофстеде (параметри культурних вимірів) та М. Беннет (модель міжкультурної чутливості) [1,2,3]. В українському науковому просторі питання військової освіти та лінгводидактики досліджували М. Нещадим, В. Ягупов. Особливий внесок у розробку лінгвокраїнознавчого аспекту підготовки майбутніх офіцерів зробили П. Черник та А. Шумка, чиї праці останніх років фокусуються на практичному впровадженні стандартів НАТО в освітній процес [4,5,6].

Разом з тим, динаміка воєнно-політичної ситуації 2024-2026 років вимагає актуалізації цих напрацювань з огляду на досвід масштабного залучення українських військових до міжнародних тренувальних місій.

Мета статті - розкрити сутність та етапи еволюції міжкультурної комунікації як стратегічного складника іншомовної підготовки військових

фахівців у вищих військових навчальних закладах (ВВНЗ) в умовах інтеграції України до євроатлантичного безпекового простору.

Виклад основного матеріалу.

В умовах сучасної глобалізації та зростання кількості міжнародних миротворчих місій, спільних військових навчань та стратегічного партнерства, міжкультурна комунікація стає критичним фактором ефективності збройних сил. Для військовослужбовців здатність взаємодіяти з представниками інших культур - це не лише питання етикету, а стратегічна вимога, що безпосередньо впливає на безпеку та успіх операцій.

В умовах інтенсифікації міжнародних військових навчань (наприклад, Interflex) та роботи в багатонаціональних штабах, "людина слова" стає ключовим елементом операційної спроможності. Ефективна комунікація у військовому середовищі - це не лише обмін інформацією, а й акт встановлення взаєморозуміння між представниками різних культурних кодів. Фахівець, який вільно володіє військовою термінологією (зокрема за стандартами STANAG), є критичним активом. Він перетворює теоретичну взаємосумісність на реальну здатність виконувати бойові та штабні завдання разом із міжнародними партнерами.

Замість застарілих тлумачень минулого століття, сучасна військова педагогіка розглядає комунікацію як динамічний процес побудови відносин, що базується на спільних цінностях та професійній етиці. Культура ж у військовому контексті (Cultural Awareness) виступає як сукупність вірувань, традицій та стилів життя, що безпосередньо впливають на прийняття рішень під час виконання бойових завдань [7].

Фундатор теорії міжкультурної комунікації Едвард Голл наголошував, що культура - це "невидима мова". Для військового фахівця ігнорування цієї мови може мати критичні наслідки. Історичний досвід миротворчих місій показує, що конфлікти часто виникають не через мовний бар'єр, а через незнання релігійних чи побутових традицій місцевого населення або партнерів [1].

Міжкультурна комунікація у військовій сфері визначається як процес обміну інформацією та змістами між представниками різних збройних сил або цивільним населенням приймаючої сторони, чиї культурні коди, цінності та норми поведінки суттєво відрізняються.

На відміну від загальної міжкультурної комунікації, військова комунікація має високий ступінь відповідальності. Непорозуміння, викликане неправильною інтерпретацією невербальних сигналів або порушенням місцевих табу, може призвести до ескалації конфлікту, втрати довіри місцевого населення або провалу бойового завдання. Отже, сутність військової міжкультурної комунікації полягає у досягненні "культурної оперативної сумісності" (Cultural Interoperability) [7].

У межах взаємодії з країнами-членами НАТО особливе місце займає мовна стандартизація. Відповідно до STANAG 6001, рівень володіння іноземною мовою оцінюється не лише за граматичною правильністю, а й за спроможністю передавати контекстуальні значення. Використання єдиної термінології мінімізує ризик семантичних бар'єрів під час передачі наказів [8].

Міжкультурна комунікація у військовій сфері є багатогранним інструментом "м'якої сили", який доповнює технічну та тактичну підготовку. Розвиток компонентів міжкультурної комунікації дозволяє військовим фахівцям ефективно працювати в багатонаціональних штабах та будувати конструктивні відносини з місцевим населенням у зонах конфліктів, що є запорукою стабілізації та досягнення довготривалого миру.

Концепція міжкультурної комунікації у військовому середовищі пройшла тривалий шлях трансформації: від простого перекладу наказів до складного інструменту стратегічного впливу та "культурної обізнаності". Ця еволюція зумовлена зміною характеру самих збройних конфліктів - від лінійних воєн між державами до асиметричних та гібридних протистоянь: від етапу мовної інстументалізації, "культурного шоку" та регіональних знань до системної інтеграції, STANAG та культурної компетентності як зброї.

Протягом століть міжкультурна комунікація у військах розглядалася суто утилітарно. Головним завданням була наявність перекладачів для допиту полонених, читання трофейних документів або координації дій з іноземними союзниками. Культурний контекст практично ігнорувався; панував підхід "універсального солдата", де бойові навички вважалися самодостатніми незалежно від регіону операції [5].

Досвід війни у В'єтнамі, Кореї та пізніше в Афганістані (радянський досвід) показав, що технологічна перевага не гарантує перемоги, якщо ігнорується місцевий соціокультурний ландшафт. Міжкультурна комунікація розглядається як засіб уникнення конфліктів з місцевим населенням ("Hearts and Minds" - стратегія завоювання сердець та розумів).

Зі створенням великих коаліцій (NATO, багатонаціональні сили) та початком операцій на Балканах та в Іраку, виникла потреба у стандартизації. Впровадження STANAG 6001 закріпило необхідність не просто знати мову, а розуміти прагматичні та соціолінгвістичні аспекти спілкування. Це сприяло створенню центрів підготовки, таких як Defense Language Institute (USA) або курси в межах програми DEEP (Defence Education Enhancement Programme) [8].

Сьогодні концепція еволюціонувала до поняття "Cross-Cultural Competence". Це вже не просто "знання про культуру", а динамічна

здатність військовослужбовця швидко адаптуватися до будь-якого нового середовища. Основні тренди сучасної еволюції:

- *цифровізація*: використання ШІ-перекладачів та віртуальних симуляторів для відпрацювання сценаріїв міжкультурної комунікації;

- *стратегічна комунікація (StratCom)*: міжкультурна комунікація стає частиною протидії дезінформації та ворожим наративам;

- *відмова від стереотипів:* перехід від вивчення "шаблонів поведінки" до розуміння когнітивних процесів представників інших культур.

Проведений аналіз підтверджує, що міжкультурна комунікація у військовій сфері еволюціонувала від допоміжного лінгвістичного інструменту до стратегічного компонента операційної ефективності. Впровадження чіткої рівневої ієрархії міжкультурної компетенції дозволить оптимізувати підготовку військових фахівців відповідно до їхніх посадових обов'язків та завдань [9].

Для ефективної реалізації зазначених рівнів у системі військової освіти варто диференціювати навчальні програми. Варто відійти від уніфікованого підходу до вивчення міжкультурних аспектів. Навчальні плани мають бути адаптовані до ієрархії рівнів: для курсантів - акцент на формуванні "культурної обізнаності" (Cultural Awareness), вивченні базового етикету та стандартних процедур взаємодії з цивільним населенням; для слухачів магістратури - поглиблене вивчення психології міжкультурних конфліктів, навичок медіації та особливостей управління багатонаціональними підрозділами.

Вимоги стандарту STANAG 6001 мають реалізовуватися не ізольовано, а в тісному зв'язку з культурним контекстом: впроваджувати кейс-методи (Case Study), що базуються на реальних сценаріях миротворчих та стабілізаційних місій; використовувати рольові ігри для відпрацювання поведінкового компонента (наприклад, ведення переговорів на блокпосту або зустріч із місцевими релігійними лідерами) [9, 10].

Для накопичення та обміну матеріалами з міжкультурної підготовки (у межах ініціатив DEEP) варто ініціювати створення єдиної цифрової платформи. Використання віртуальних симуляторів дозволить військовослужбовцям безпечно відпрацьовувати складні комунікативні сценарії в імітованому іншокультурному середовищі. А впровадження системи "Lessons Learned", де офіцери після завершення міжнародних навчань або місій можуть доповнювати навчальні кейси власним практичним досвідом, забезпечить динамічне оновлення когнітивного компонента підготовки, перетворить іншомовну підготовку з пасивного вивчення правил на активний інструмент військової розвідки знань. Це дозволить створювати гнучкі, адаптивні навчальні програми, які оперативно реагують на зміни в

архітектурі міжнародної безпеки та вимогах сучасного театру військових дій.

Вивчення мови у невід'ємній єдності з культурою дозволяє уникати "культурного шоку" під час закордонних відряджень; коректно інтерпретувати невербальні сигнали партнерів; формувати навички "культурної інтелектуальності" Сучасна методика викладання іноземних мов у ВВНЗ повинна базуватися на комбінації традиційних підходів та новітніх імітаційних технологій. Кожен практичний приклад, кейс чи рольова гра мають моделювати реальні ситуації міжкультурної взаємодії, з якими офіцер стикається під час служби: від дипломатичного протоколу до взаємодії з цивільним населенням у зоні конфлікту.

Міжкультурна комунікація є фундаментом професійної підготовки сучасного офіцера Збройних Сил України. Вона сприяє не лише підвищенню загальної ерудиції, а й забезпечує здатність до діалогу культур у найскладніших умовах. Актуальним завданням для військових освітян залишається розробка нових навчальних матеріалів, що базуються на стандартах НАТО та враховують досвід сучасної війни, де Україна виступає як суб'єкт світового безпекового простору.

Перехід до рівневої моделі міжкультурної компетенції забезпечить не лише вищий рівень взаєморозуміння з іноземними партнерами, а й значно підвищить безпеку особового складу під час виконання завдань за межами країни. Розвиток цих навичок є невід'ємною частиною професіоналізації Збройних Сил та їхньої повної інтеграції до євроатлантичних безпекових стандартів [11].

Висновки. Підсумовуючи, зазначимо, що міжкультурна комунікація в системі іншомовної підготовки військового фахівця є не допоміжним елементом, а фундаментом його професійної спроможності в умовах сучасного глобалізованого світу. Формування міжкультурної компетентності дозволяє випускнику ВВНЗ забезпечувати високий рівень взаємосумісності з підрозділами країн-партнерів; ефективно виконувати завдання в багатонаціональному та полікультурному середовищі; представляти Збройні Сили України на міжнародному рівні як сучасну, освічену та культурно обізнану силу.

Мовна компетентність військових сьогодні - це не додаткова навичка (soft skill), а критичний елемент бойової готовності та ефективного управління військами.

Перспективи подальших розвідок полягають у розробці спеціалізованих онлайн-курсів та тренажерів з міжкультурної адаптації для військовослужбовців, які готуються до виконання завдань за кордоном у межах програм міжнародної технічної допомоги.

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ПЕДАГОГІЧНЕ ПАРТНЕРСТВО ЯК ІНСТРУМЕНТ ПОДОЛАННЯ ОСВІТНІХ ВТРАТ

Анотація. У статті визначено сучасні проблеми системи освіти в умовах стрімкого розвитку цивілізації та з урахуванням численних кризових явищ в українських реаліях. Тривалий воєнний стан, складні соціально-економічні умови негативно відображаються на функціонуванні закладів освіти усіх рівнів та спричиняють виникнення освітніх втрат. Тому метою дослідження є теоретичне обґрунтування особливостей реалізації педагогічного партнерства як інструмента подолання освітніх втрат.

З'ясовано, що педагогічне партнерство базується на організації рівноправної та інтерактивної взаємодії усіх суб'єктів освітньої діяльності. Тобто педагогічне партнерство включає співпрацю педагогічного складу, здобувачів освіти та їх батьків, представників громадських організацій та інших зацікавлених осіб. Завдяки педагогічному партнерству формується сприятливе та функціональне освітнє середовище, де всі учасники згуртовано працюють над реалізацією спільних завдань. Водночас у статті визначено низку освітніх втрат, що суттєво знижують якість навчання: когнітивні втрати, психоемоційні втрати, соціально-поведінкові. Розкрито механізм реалізації педагогічного партнерства для подолання цих втрат та зміни підходу до реалізації освітнього процесу на засадах гуманізму і дитиноцентризму. Виокремлено інтерактивні та інноваційні методи, які дозволяють максимально ефективно налагодити взаємодію в освітньому середовищі та цифрові технології, які удосконалюють обмін інформацією та підсилюють інтерактивну взаємодію. Встановлено, що педагогічне партнерство забезпечує особистісне зростання та розвиток усіх суб'єктів освітньої діяльності.

Отже, провідним інструментом подолання освітніх втрат різних видів виступає педагогічне партнерство як комплексна система налагоджених взаємовідносин між усіма учасниками освітнього процесу на засадах доброзичливості та відповідальності.

Ключові слова: партнерство, педагогічна взаємодія, освітній процес, спілкування, інтерактивність, освітні втрати, здобувачі освіти.

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PEDAGOGICAL PARTNERSHIP AS A TOOL FOR OVERCOMING EDUCATIONAL LOSS

Abstract. This article identifies the current challenges facing the education system amid the rapid development of civilization and in light of the numerous crises unfolding in Ukraine. The prolonged state of war and complex socio-economic conditions negatively impact the functioning of educational institutions at all levels and lead to educational losses. Therefore, the aim of this study is to provide a theoretical justification for the implementation of pedagogical partnerships as a tool for overcoming educational losses.

It has been established that educational partnership is based on the organization of equal and interactive collaboration among all stakeholders in the educational process. In other words, educational partnership involves cooperation among teaching staff, students and their parents, representatives of civil society organizations, and other interested parties. Thanks to pedagogical partnership, a supportive and functional educational environment is formed, where all participants work together to achieve common goals. At the same time, the article identifies a number of educational losses that significantly reduce the quality of learning: cognitive losses, psycho-emotional and moral losses, social-behavioral losses.

The mechanism for implementing pedagogical partnership to overcome these losses and change the approach to the educational process based on humanism and human-centeredness is revealed. Interactive and innovative methods are highlighted that allow for the most effective establishment of interaction in the educational environment, as well as digital technologies that improve information exchange and enhance interactive engagement. It is established that pedagogical partnership ensures the personal growth and development of all participants in educational activities.

Thus, educational partnerships as a comprehensive system of well-established relationships among all participants in the educational process, based on goodwill and responsibility serve as the primary tool for addressing various types of educational losses.

Keywords: partnership, partner interaction, educational process, communication, interactivity, learning loss, students.

Постановка проблеми. Сучасна система освіти зазнає потужного впливу зумовленого посиленням глобалізаційних та інформаційних процесів, що спричиняють потребу в інтеграції та уніфікації. Поряд з цим функціонування та розвиток української системи освіти утруднений через повномасштабне вторгнення російської федерації та запровадження воєнного стану. Відповідно виникає низка освітніх втрат, що пов'язані з зниженням якості освіти, прогалинами у вихованні здобувачів освіти, порушенням психоемоційного стану всіх суб'єктів освітньої діяльності тощо. Водночас система освіти не може зупинитися й перейти в режим очікування змін на краще, а має прийняти виклики та забезпечувати основні завдання, що передбачені на законодавчому рівні з дотриманням євроінтеграційного вектора. Одним із провідних інструментів у подоланні освітніх втрат виступає педагогічне партнерство, де шляхом підсилення взаємодії та співробітництва створюється якісно нове та дієве освітнє середовище, попри відсутність стабільності. Тому основна проблема полягає в необхідності висвітлення механізмів педагогічного партнерства, що дозволить об'єднати та спрямувати зусилля закладів освіти, сімей здобувачів освіти та громад в подоланні освітніх втрат, що викликані умовами глибокої політичної, економічної та соціальної кризи.

Аналіз останніх досліджень і публікацій. Різні підходи до трактування сутності педагогічного партнерства та особливостей його реалізації розглянуто в наукових працях Бигар Г., Піц І., Прокоп І., Тимчук Л. [1], Ковальчук В. [2], Мотуз Т., Лук'янченко С., Пісковенко А. [4], Стешиц І. [6], Третяк О. [8], Ясінська Н. [9]. Вчені досліджують специфіку організації педагогічного партнерства в умовах реформування системи освіти, з урахуванням сучасних викликів та можливостей. Розкрита сутність педагогічного партнерства дозволяє розширити уявлення про систему взаємодії в умовах реалізації освітнього процесу та осягнути її значущість в контексті задоволення сучасних суспільних потреб. Питання наявності освітніх втрат та їх подолання в українській системі освіти проаналізували Топузов О., Головко М., Локшина О. [7]. Вчені підкреслили, що освітні втрати є комплексним показником навчальних здобутків. Не дивлячись на наявність достатньо потужних наукових розробок, проблема організації педагогічного партнерства як дієвого та ефективного інструмента подолання освітніх втрат є недостатньо висвітленою. Потребують більшої деталізації та конкретизації роль педагогічного партнерства в трансформації системи освіти під впливом сучасних викликів, які зумовлюють освітні втрати.

Мета статті – теоретично обґрунтувати особливості реалізації педагогічного партнерства як інструмента подолання освітніх втрат.

Виклад основного матеріалу. Педагогічне партнерство – це один із базових компонентів в побудові системи взаємодії між учасниками освітнього процесу на будь-якому рівні. На педагогіці партнерства побудові основні концепти Нової української школи. Сутність педагогічного партнерства полягає у рівноправній взаємодії всіх учасників освітнього процесу: педагогічних працівників, здобувачів освіти, їх батьків, стейкхолдерів тощо. Методи взаємодії в педагогічному партнерстві ґрунтуються на рівноправ'ї, реалізації гуманістичного підходу та особистісно-орієнтованого навчання. Тобто педагогічне партнерство – це напрям педагогічної науки, що базується на використанні технологій, методів та прийомів організації освітньої діяльності на засадах співпраці, ефективної міжособистісної взаємодії, відкритому спілкуванні. До основних принципів педагогічного партнерства належать: взаємоповага, доброзичливість, позитивне ставлення до оточення, інтерактивна взаємодія, добровільність, рівність, відповідальність [4, с. 80-81].

Педагогічне партнерство розглядається як система взаємовідносин в процесі спільної діяльності, де всі дотримуються узгодженості, з урахуванням добровільності, спільних інтересів та підвищення відповідальності за свої дії кожного учасника освітнього процесу. Відповідно педагогічне партнерство підвищує рівень самостійності, спонукає суб'єктів освітньої діяльності брати на себе відповідальність та діяти у відповідності до загальної мети [1, с. 13-14].

Система педагогічного партнерства – це цілеспрямована взаємодія суб'єктів освітньої діяльності, що базується на педагогічній доцільності, використанні морально-естетичних зв'язків, рівноправності, які забезпечують формування конструктивних діалогів. Унаслідок їх реалізації відбувається особистісне зростання усіх суб'єктів освітньої діяльності, підвищення їх ініціативності, відповідальності, свідомості та креативності [6, с. 145].

Педагогічне партнерство є системою взаємодії між суб'єктами освітньої діяльності: керівництва закладу освіти, педагогічного складу, здобувачів освіти, їх батьків, стейкхолдерів (представники міжнародних та громадських організацій, представники інших закладів освіти). Тобто педагогічне партнерство передбачає налагодження ефективної взаємодії, передусім на основі спілкування, не лише зі здобувачами освіти, педагогами-колегами, а й з батьками здобувачів освіти, які на рівні закладів дошкільної та загальної середньої освіти теж долучені до освітнього процесу. Партнерство та взаємодія з батьками спрямовані на вибудовування

гуманістичної стратегії взаємодії в процесі спільної діяльності; залучення батьків до організації освітнього процесу та в забезпеченні його безперервності, в окремих питаннях управлінського процесу; в організації методичного та психологічного супроводу батьків у вихованні дітей та підвищенні їх рівня педагогічної обізнаності; проведенні діагностичних досліджень з метою визначення освітніх потреб батьків та здобувачів освіти тощо [2, с. 91].

Базовими компонентами педагогічного партнерства виступають: особистість педагога, навчально-матеріальне забезпечення, освітній процес, здобувачі освіти, і як уже згадувалось - батьки здобувачів освіти та інші особи, які можуть бути залучені до організації освітньої діяльності, але провідною є система взаємовідносин в освітньому середовищі [6, с. 143]. Педагогічне партнерство не є новим, але в умовах реформування системи освіти виступає перспективним стратегічним орієнтиром, що якісно змінює підхід до організації освітньої діяльності на засадах людиноцентризму [9, с. 33].

Водночас можна зазначити, що педагогічне партнерство є досить складним конструктом в системі організації освітнього процесу та забезпечення якісного провадження освітніх послуг, оскільки вимагає активної включеності та високого рівня відповідальності від усіх залучених осіб. Вміння налагоджувати конструктивну взаємодію та гуманістична спрямованість є визначальними в ефективному педагогічному партнерстві. Однак, попри різні інструменти впливу на ефективність педагогічної діяльності є низка освітніх втрат, що вимагають посиленої уваги з боку всіх зацікавлених осіб. Адже сучасні реалії українського життя пов’язані з тривалою економічною, політичною, соціальною кризами та воєнним станом і породжують низку труднощів у функціонуванні системи освіти: вимушене переміщення дітей, нестабільність середовища та загострення безпекової ситуації зумовлюють переривання освітнього процесу та впливають на його якість; поява дистанційного формату навчання як основного в окремі періоди теж породжує низку проблем. Відповідно виникають освітні втрати, які пов’язані із навчанням та розвитком когнітивних функцій, появою прогалин у знаннях та труднощів у формуванні ключових компетентностей. Також з’являються виховні втрати, що визначаються проблемами формування ціннісно-мотиваційної сфери, соціалізації. До того ж існують втрати пов’язані із зниженням темпу розвитку особистості, її психомоторних функцій, практичних та технічних навичок [3, с. 6]. Також в науково-методичній та педагогічній літературі зустрічається термін навчальні втрати, який передбачає втрати в знаннях, уміннях та навичках, уповільнення чи переривання академічного прогресу

[5, с. 8]. Загалом освітні втрати можна об'єднати в чотири види: навчальні (когнітивні), соціальні та поведінкові втрати, психоемоційні та втрата національної ідентичності [3, с. 7-8].

Педагогічне партнерство виступає дієвим інструментом у подоланні освітніх втрат на рівні роботи педагога: створення сприятливого психологічного мікроклімату для всіх здобувачів освіти; врахування індивідуальних, вікових та психологічних особливостей кожного здобувача освіти у процесі налагодження взаємодії; створення умов для розвитку креативності, творчого потенціалу, вміння вирішувати проблемні ситуації, приймати спільно рішення; посилення співробітництва, де спільні проєкти є пріоритетними, а кожен здобувач освіти відчуває свою цінність та значущість; модернізація форм, методів, засобів організації освітньої діяльності у відповідності до сучасних вимог та суспільних потреб. На рівні керівництва закладу освіти педагогічне партнерство забезпечує підвищення якості кадрового потенціалу з урахуванням сучасних вимог до закладів освіти (тобто удосконалення та розвиток професійної компетентності педагогічних працівників, які здатні максимально ефективно налагодити інтерактивну взаємодію здобувачів освіти в сучасному освітньому середовищі); створення умов для самоосвітньої діяльності всіх педагогів закладу освіти, їх мотивація та підтримка ініціатив [4, с. 82].

До основних методів педагогічного партнерства можна віднести інтерактивні технології, тренінги, воркшопи, круглі столи, диспути, майстер-класи, івенти із залученням представників різних установ та громадських організацій тощо. Основними ознаками, критеріями педагогічного партнерства виступають професійно-особистісна готовність педагога, відкритість у спілкуванні та відсутність маніпулятивних дій, позитивна взаємозалежність суб'єктів освітньої діяльності, збереження автентичності кожного учасника освітнього процесу, усвідомлення індивідуальної та групової відповідальності, задоволення міжособистісних потреб в спілкуванні та спільній діяльності, підтримка у взаємодії, високий рівень розвитку соціальних навичок та рефлексія щодо власної поведінки [8, с. 157-158]. До того ж сучасні цифрові технології дозволяють налагоджувати швидкий обмін інформацією, що поглиблює взаємодію та сприяє підтримці безперервності в освітній діяльності.

Отож педагогічне партнерство забезпечує подолання навчальних (когнітивних) втрат шляхом діагностування наявних прогалин в навчально-пізнавальній роботі та створення плану для їх подолання (проведення індивідуальних консультацій, додаткових занять, застосування диференційованого підходу, формувального оцінювання). Для цього педагог має враховувати потреби і можливості кожного здобувача освіти,

використовувати інноваційні та інтерактивні методики, які допоможуть створити дієве освітнє середовище, де кожен здобувач освіти буде відчувати свою значущість.

Педагогічне партнерство є дієвим інструментом у подоланні психоемоційних втрат, оскільки передбачає підтримку кожного здобувача освіти та створення доступного, безпечного й ефективного освітнього простору. Водночас підтримка суб'єктів освітньої діяльності має бути комплексною та включати ефективний соціальний і психологічний супровід.

Соціальні та поведінкові втрати пов'язані із порушенням соціальної взаємодії та норм поведінки, які зумовлені переміщенням на нову територію чи тривалим перебуванням в ізоляції (наприклад, внаслідок дистанційного навчання), а тому для їх подолання використовуються механізми педагогічного партнерства через налагодження соціально-емоційної взаємодії з урахуванням особистісних характеристик, набутого негативного життєвого досвіду та його спрямування на підвищення психологічної стійкості кожного суб'єкта освітньої діяльності.

Тобто тут педагогічне партнерство націлене на перетворення негативного життєвого досвіду в дієвий ресурс для особистісного зростання, розвитку емоційного інтелекту, успішної соціальної адаптації та інтеграції суб'єктів освітньої діяльності.

Втрати національної ідентичності зумовлені послабленням зв'язків з українською культурою, традиціями, звичаями, етнічними цінностями, мовою тощо. Однак, завдяки педагогічному партнерству можна більш глибше інтегрувати українознавчий компонент в освітнє середовище шляхом залучення до освітнього процесу представників громадських організацій, волонтерів, котрі своєю діяльністю популяризують національні програми, беруть участь в різних українознавчих проєктах. Педагогічне партнерство дозволяє залучати представників територіальних громад до успішної реалізації освітнього процесу у напрямі розробки та реалізації практичних механізмів діагностики та надолуження освітніх втрат [7, с. 9].

Педагогічне партнерство інтегрує в собі ефективні освітні технології, котрі дозволяють забезпечити активну участь в освітньому процесі кожного.

Тобто внаслідок налагодженої системи педагогічного партнерства відбувається ефективна реалізація освітнього процесу та здобувачі освіти не лише навчаються, а й зростають особистісно, активно розвиваються тощо. Водночас і самі педагоги постійно працюють над власним удосконалення педагогічної майстерності, особистісним розвитком. Зрештою батьки здобувачів освіти теж розвивають свої педагогічні навички. Водночас змінюється сприйняття педагога, який стає партнером та помічником для здобувачів освіти, їх батьків. Виховна роль педагога розкривається через

небайдуже та відкрите ставлення до здобувачів освіти, об'єктивне обґрунтування вимог бажання розвиватися у співпраці [6, с. 145].

Отже, педагогіка партнерства дозволяє не пристосуватись до освітніх втрат та не очікувати змін на краще, а трансформувати систему взаємовідносин в системі освіти таким чином, щоб попереджати та успішно подати освітні втрати.

Висновки. Педагогічне партнерство є системою ефективної взаємодії суб'єктів освітнього процесу, що базується на дотриманні принципів рівності, взаємодопомоги та взаємоповаги, відповідальності та небайдужості, командній роботі тощо. Педагогічне партнерство передбачає побудову системи горизонтальних та вертикальних зв'язків для трансформації освітнього процесу в мінливих та нестабільних умовах. Саме завдяки переорієнтації системи освіти, модифікації підходів до організації освітнього процесу засобами реалізації педагогічного партнерства відбувається подолання освітніх втрат різних видів та забезпечується збереження якості освітнього процесу, особистісного зростання й гармонійного розвитку усіх суб'єктів освітньої діяльності.

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НАВЧАЛЬНА (ПСИХОЛОГО-ПЕДАГОГІЧНА) ПРАКТИКА В СИСТЕМІ ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ

Анотація. У статті обґрунтовано роль, значення та змістову структуру навчальної (психолого-педагогічної) практики в системі професійної підготовки майбутніх учителів початкових класів в умовах модернізації вищої освіти. Доведено, що цей вид практичного навчання виступає первинною, пропедевтичною ланкою професійного становлення, яка забезпечує органічну єдність фундаментальної психолого-педагогічної теорії та реального досвіду функціонування школи.

У роботі проаналізовано нормативно-методичне забезпечення організації практики на прикладі робочої програми «Навчальна (психолого-педагогічна) практика». Визначено, що професійно-орієнтована діяльність здобувачів освіти ІІ курсу структурується через систему індивідуального планування та реалізується під час безпосереднього включення здобувачів освіти в діяльність закладу загальної середньої освіти.

Особливу увагу приділено деталізації змістового наповнення практики: адаптація до освітнього середовища, ознайомлення з документацією, календарним плануванням, цілеспрямоване спостереження за компетентнісними уроками, ранковими зустрічами, вивчення міжособистісної взаємодії та складання комплексних характеристик учнів і класу.

Обґрунтовано потенціал навчальної практики як провідного чинника формування фахових компетентностей та компетентності педагогічного партнерства. Розкрито, що безпосереднє занурення здобувачів вищої освіти у професійне середовище початкової школи дозволяє трансформувати теоретичні знання про суб'єкт-суб'єктну взаємодію у стійкі практичні навички. Практиканти набувають досвіду побудови відкритого діалогу, колегіальності та взаємоповаги під час моделювання ранкових зустрічей, спільної ігрової та дослідницької діяльності з учнями, а також моніторингу специфіки партнерської взаємодії вчителя-класовода з учасниками освітнього процесу, що сприяє подоланню психологічних бар'єрів та консолідації зусиль родини і школи.

Ключові слова: навчальна (психолого-педагогічна) практика, професійна підготовка вчителя початкової школи, компетентнісний підхід, професійне самовдосконалення, педагогіка партнерства

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EDUCATIONAL PSYCHO-PEDAGOGICAL PRACTICE IN THE SYSTEM OF FUTURE TEACHERS' TRAINING

Abstract. The article substantiates the role, significance, and content structure of educational (psychological-pedagogical) practice within the system of professional training of future primary school teachers under the conditions of higher education modernization. It is proved that this type of practical training acts as a primary, propedeutic link of professional development, ensuring the organic unity of fundamental psychological-pedagogical theory and real school life experience.

The study analyzes the regulatory and methodical framework for practice organization using the example of the work program "Educational (Psychological-Pedagogical) Practice". It is determined that the professionally oriented activity of second-year higher education applicants is structured through a system of individual planning and is implemented during the direct inclusion of higher education applicants into the environment of a general secondary education institution.

Particular attention is paid to detailing the content of the practice: adaptation to the educational environment, familiarization with documentation and calendar planning, targeted observation of competence-based lessons and morning meetings, studying interpersonal interaction, and compiling comprehensive psychological-pedagogical profiles of students and the class.

The potential of educational practice as a leading factor in forming professional competencies and the competence of pedagogical partnership is justified. It is revealed that the direct immersion of higher education applicants into the professional environment of primary school allows transforming theoretical knowledge about subject-subject interaction into stable practical skills. Trainees acquire experience in building an open dialogue, collegiality, and mutual respect while modeling morning meetings, collaborative play, and research activities with students, as well as monitoring the specifics of the class teacher's partnership interaction with the participants of the educational process, which

contributes to overcoming psychological barriers and consolidating the efforts of family and school.

Keywords: educational (psychological-pedagogical) practice, professional training of a primary school teacher, competence-based approach, professional self-improvement, pedagogy of partnership.

Постановка проблеми. Зміни, що відбуваються в системі вищої освіти України зумовлюють високі вимоги до якості професійної підготовки майбутніх фахівців. Модернізація початкової та загальної середньої ланки освіти вимагає формування педагога нової генерації – гнучкого, мобільного, здатного діяти в мінливих умовах соціального середовища, орієнтованого на гуманістичні цінності та педагогічне партнерство й особистість кожного учня. Однією з фундаментальних передумов і невід'ємною складовою становлення компетентного фахівця виступає педагогічна практика. Вона слугує сполучною ланкою між теоретичним навчанням у закладі вищої освіти та майбутньою самостійною трудовою діяльністю у закладах загальної середньої освіти.

Водночас саме навчальна (психолого-педагогічна) практика на початкових етапах підготовки виконує роль базового мотиватора професійного самовдосконалення, оскільки дає змогу занурити здобувачів у реальні умови професійного середовища для їхньої первинної адаптації та фахової самодіагностики. Актуальність дослідження цього виду практичної підготовки посилюється потребою системного структурування її змісту, визначення міжпредметних зв'язків та розробки ефективних інструментів діагностування первинного досвіду майбутніх педагогів.

Аналіз останніх досліджень і публікацій. Організація практичної підготовки здобувачів вищої освіти та формування їхніх професійних компетентностей перебуває в центрі уваги багатьох вітчизняних науковців, зокрема С. Бреус, Л. Булатової, Н. Казакової, Л. Кацова, Г. Кузнєцової, О. Лук'янченко, Л. Манчуленко, Л. Московчук, В. Морозової, Н. Ничкало, Л. Хомич та ін. Історико-педагогічний ракурс та неперервний характер професійного зростання вчителів початкових класів обґрунтовано В. Підгурською [5], яка зазначає, що практична підготовка є найбільш ефективною, коли вона пронизує всі етапи навчання у закладі вищої освіти. Питання розвитку професійних компетентностей під час практики висвітлено у працях Н. Дудник [2]. Особливості формування готовності до роботи в умовах сучасних викликів, зокрема у цифровому просторі, досліджувала О. Рибак [6].

Процеси внутрішньої мотивації, психологічної рефлексії та самовдосконалення майбутніх вихователів і вчителів під час навчальної

та виробничої практик ґрунтовно проаналізовано А. Січкар і В. Дем'яненко [8]. Розвиток партнерської взаємодії та компетентнісний потенціал практичного навчання відображено в роботах О. Анісімової та С. Чепурної, а специфіка застосування психолого-педагогічного інструментарію та діагностування стилю фасилітації у процесі практичної взаємодії висвітлено О. Левченко [3]. Разом з тим, потребує детальнішого вивчення внутрішня структура та змістове наповнення безпосередньо навчальної (психолого-педагогічної) практики як обов'язкового компонента підготовки бакалаврів початкової освіти відповідно до сучасних нормативних вимог та робочих програм.

Метою статті є теоретичне обґрунтування ролі та структури навчальної (психолого-педагогічної) практики в системі підготовки майбутніх педагогів, визначення її змістових модулів, міжпредметних зв'язків та критеріїв оцінювання як чинника професійного самовдосконалення майбутніх учителів початкової школи.

Виклад основного матеріалу. Практична підготовка є невід'ємною складовою професійної освіти майбутнього вчителя початкових класів, що забезпечує формування його готовності до здійснення педагогічної діяльності. Організація освітнього процесу у комунальному закладі вищої освіти «Дніпровська академія неперервної освіти» Дніпропетровської обласної ради» передбачає послідовне занурення здобувачів освіти у майбутнє професійне середовище. Навчальна (психолого-педагогічна) практика є початковим і обов'язковим складником освітньо-професійної програми

Початкова освіта підготовки бакалавра та спрямована на формування здатності аналізувати освітній процес та професійну діяльність вчителя-класовода, на організацію педагогічної взаємодії, здійснення спостережень та досліджень, усвідомлену інтерпретацію поведінки учнів та внутрішніх механізмів функціонування колективу учнів, а також на розвиток професійного мислення.

Метою навчальної (психолого-педагогічної) практики є комплексне формування професійної компетентності вчителів початкових класів через інтеграцію теоретичних знань та практичного досвіду: формування практичних навичок організації освітнього процесу в початковій школі, розвиток умінь здійснювати педагогічну діагностику з урахуванням вікових особливостей здобувачів освіти та формування аналітичних навичок щодо застосування отриманих даних в освітньому процесі, формування готовності до самостійної професійної діяльності у закладі початкової освіти та постійного фахового самовдосконалення [7, с. 3].

Основними завданнями цього виду практики є [7, с. 4]:

1. Поглиблення та закріплення теоретичних знань з психолого-педагогічної складової освітньої програми, вироблення вмінь їх практичної реалізації.

2. Ознайомлення та аналіз сучасного стану організації освітнього процесу в закладі загальної середньої освіти (початкової школи): вивчення його структури, особливостей функціонування та матеріально-технічного забезпечення.

3. Вивчення професійного досвіду, обов'язків та напрямів роботи вчителя-класовода.

4. Ознайомлення з досвідом впровадження сучасних освітніх технологій, методик та ефективних засобів педагогічної діяльності.

5. Набуття досвіду самостійного планування, організації та проведення різних форм виховних заходів.

6. Удосконалення педагогічних дослідницьких умінь та навичок щодо вивчення індивідуальних особливостей учнів початкових класів.

7. Формування вмінь здійснювати психолого-педагогічний аналіз освітньої діяльності вчителя-класовода та учнів на уроках, а також моніторинг особливостей партнерської взаємодії в учнівському колективі.

8. Формування організаційних умінь професійно-суспільної активності та індивідуального творчого стилю педагогічної діяльності.

9. Формування готовності до виконання функціональних обов'язків вчителя-класовода; стимулювання розвитку педагогічних здібностей, інтересу та любові до професії вчителя, а також потреби в педагогічній самоосвіті та професійному самовдосконаленні.

Головне завдання цього виду практики полягає в комплексному інтегруванні здобутих теоретичних знань із реальним досвідом організації освітнього процесу через цілеспрямоване спостереження та педагогічну діагностику. Вона базується на чітких міждисциплінарних зв'язках із такими фундаментальними освітніми компонентами, як основи педагогіки, дидактика, загальна, вікова та педагогічна психологія та інші.

Особливу роль практика відіграє у формуванні як загальних, так і спеціальних (фахових) компетентностей, серед яких основними можна виділити: здатність до організації освітнього процесу, педагогічної діагностики, взаємодії з учасниками освітнього процесу, використання сучасних освітніх технологій [4].

В основі організації навчальної (психолого-педагогічної) практики лежить гармонійне поєднання провідних методологічних підходів сучасного освітнього простору. Зокрема, компетентнісний підхід виступає основою для трансформації теоретичних знань у досвід їх успішного

застосування в реальних педагогічних ситуаціях. Діяльнісний підхід орієнтований на максимальне залучення майбутніх учителів до активної практико-орієнтованої роботи на базі школи, тоді як інтегрований підхід забезпечує міцні міжпредметні зв'язки та цілісне поєднання освітніх компонентів. Окрім того, під час проходження практики актуалізується принцип інклюзивної освіти, спрямований на адаптацію освітнього середовища до індивідуальних освітніх траєкторій учнів.

У процесі проходження практики здобувачі виконують різні види діяльності, які забезпечують формування професійної компетентності. Зокрема, аналітична діяльність включає спостереження та аналіз уроків, оцінювання ефективності педагогічних методів та прийомів, що сприяє розвитку критичного мислення та вміння здійснювати педагогічний аналіз. Дослідницька діяльність передбачає проведення психолого-педагогічних спостережень, складання характеристик учня та класного колективу, що формує навички педагогічної діагностики. Організаційно-педагогічна діяльність охоплює участь у проведенні виховних заходів, організацію навчальної та позанавчальної діяльності учнів. Комунікативна діяльність забезпечує розвиток умінь ефективної взаємодії з учасниками освітнього процесу, що відповідає принципам педагогіки партнерства.

Слід зазначити, що одним з провідних орієнтирів у підготовці майбутнього вчителя початкової школи постає готовність до розбудови суб'єкт-суб'єктної взаємодії та реалізації принципів педагогіки партнерства в освітньому просторі. Якісна фахова підготовка у закладах вищої освіти спрямована не лише на засвоєння здобувачами освіти фундаментальних психолого-педагогічних знань та методик навчання освітніх галузей, а й на формування їхнього гуманістичного світогляду, здатності до відкритого діалогу, емпатії, колегіальності та взаємоповаги між усіма учасниками освітнього процесу – педагогами, учнями, батьківською громадськістю та адміністрацією закладу загальної середньої освіти. Потужним каталізатором та невід'ємним інструментом виступає саме тривала, системно-організована педагогічна практика, оскільки вона переносить майбутнього фахівця з теоретичного рівня в умови реального професійного середовища, у якому створені умови для відпрацювання ефективних стратегій педагогічного партнерства.

Перебуваючи безпосередньо на базі практики, здобувач вищої освіти перестає бути пасивним слухачем і залучається до живого досвіду взаємодії: бере участь в організації ранкових зустрічей, де закладаються засади рівності й довіри у класному колективі; моделює спільну ігрову та дослідницьку діяльність з учнями; спостерігає за специфікою роботи вчителя-класовода з батьками та відвідує батьківські збори. Таке

цілеспрямоване занурення допомагає практиканту подолати психологічні бар'єри, вчить гнучко реагувати на групову динаміку, толерантно розв'язувати конфліктні ситуації та усвідомлювати важливість спільних зусиль родини і школи, що врешті-решт трансформує теоретичне розуміння партнерства у стійку компетентність педагогічного партнерства і невід'ємну складову індивідуального творчого стилю майбутнього вчителя початкової школи.

Згідно з робочою програмою [7, с. 3], навчальна (психолого-педагогічна) практика проводиться на ІІ курсі у 3 семестрі тривалістю чотири тижні. Підготовка до реальних умов майбутньої професійної діяльності розпочинається з настановної конференції, під час якої актуалізується мета, ключові завдання, змістове наповнення практичного навчання, а також критерії та форми підсумкового оцінювання результатів.

Ефективність реалізації програми практики безпосередньо залежить від чіткої регламентації діяльності студентів, яка узгоджується з нормативно-правовим режимом та правилами внутрішнього розпорядку закладу загальної середньої освіти. Реалізація професійно-орієнтованої діяльності майбутніх вчителів початкової школи структурується через виконання індивідуального плану роботи, що передбачає комплексне спостереження за освітнім процесом і працею вчителя-класовода, системний аналіз шкільної документації, фіксацію отриманих результатів у рефлексивному щоденнику, а також чітке дотримання настанов вчителів-класоводів та керівників практики.

Організація навчальної (психолого-педагогічної) практики має чітку структуру та передбачає поетапну реалізацію завдань професійної підготовки, що забезпечує поступове входження здобувача в професійну діяльність.

На підготовчому етапі здобувачі ознайомлюються з базою практики, з нормативною документацією як закладу освіти так і вчителя-класовода, особливостями організації освітнього процесу. Важливим є формування первинного уявлення про професійну діяльність педагога.

Основний етап передбачає активне залучення здобувачів до різних видів педагогічної діяльності. Вони здійснюють спостереження за уроками, аналізуючи діяльність педагога, беруть участь в організації та проведенні ранкового кола, виховних заходах, виконують психолого-педагогічні дослідження як окремих учнів так і учнівського колективу в цілому.

Підсумковий етап спрямований на узагальнення отриманого досвіду, оформлення звітної документації та рефлексію власної діяльності.

Програма практики реалізується через організаційний та діяльнісний змістові модулі. Перший забезпечує адаптацію здобувачів до освітнього

середовища закладу загальної середньої освіти, другий – формування практичних умінь через безпосередню участь у педагогічній діяльності.

Наведемо для прикладу змістове наповнення програми практики [7, с. 7-9]:

Змістовий модуль 1. Організаційна робота

Тема 1. Настановча конференція. Ознайомлення з програмою, метою та основними завданнями навчальної (психолого-педагогічної) практики.

Тема 2. Складання та затвердження індивідуального плану роботи здобувача освіти-практиканта, ведення на його основі щоденника практики.

Тема 3. Ознайомлення з закладом загальної середньої освіти, знайомство з адміністрацією закладу освіти, вчителем-класоводом, здобувачами освіти. Аналіз основних напрямів роботи школи, завдань на поточний рік.

Тема 4. Ознайомлення з правилами внутрішнього розпорядку закладу загальної середньої освіти. Інструктаж з охорони праці й техніки безпеки під час проходження практики

*Тема 5***.** Ознайомлення з календарним планом роботи вчителя-класовода та планом виховної роботи, порядком ведення шкільної документації (оформлення та ведення класного (електронного) журналу, особових справ, свідоцтв досягнень учнів, робочих зошитів та зошитів діагностувальних робіт тощо). Ознайомлення з підручниками та портфоліо учня/учениці. Ознайомлення з системою громадських доручень молодших школярів, методикою їх періодичної зміни.

Тема 6. Вибір учня/учениці для психолого-педагогічного спостереження за їхнім розвитком, добір методів дослідження її особистісних характеристик.

Змістовий модуль 2. Психолого-педагогічна діяльність вчителя-класовода

Тема 1. Ознайомлення з системою роботи вчителя-класовода: реалізація педагогіки партнерства та класрум-менеджменту, робота з класним колективом, робота з активом класу, індивідуальна робота з учнями, робота з батьками учнів.

Тема 2. Здійснення психолого-педагогічних спостережень за педагогічною діяльністю вчителя-класовода: аналіз компетентнісного та інтегрованого підходів під час освітнього процесу; аналіз компетентнісних уроків; аналіз системи оцінювання в початковій школі; аналіз пізнавальної активності дітей під час уроків.

Тема 3. Здійснення психолого-педагогічних спостережень: ранкових зустрічей, виховних заходів, позакласної роботи. Підготовка та проведення виховних заходів. Спостереження за активністю молодших школярів з

особливими освітніми потребами на уроках та перервах, за станом міжособистісної взаємодії молодших школярів з особливими освітніми потребами з однолітками.

Тема 4. Проведення психолого-педагогічних спостережень за окремим учнем/ученицею. Укладання психолого-педагогічної характеристики на здобувача початкової освіти. Заповнення форми спостереження за розвитком дитини в таких сферах: соціально-емоційний розвиток; розвиток мови та мовлення; когнітивний розвиток; розвиток творчих здібностей; фізичний розвиток. Ознайомлення з педагогічним інструментарієм вивчення готовності дітей до школи та його практичним застосуванням, організації роботи вчителя з батьківською громадськістю. Укладання психолого-педагогічної характеристики класу.

Тема 5. Організація ігрової діяльності та дозвілля учнів на перервах, після уроків. Спостереження та аналіз роботи вихователя групи продовженого дня. Ознайомлення з системою учнівського самоврядування класу. Розроблення пропозицій щодо залучення здобувачів освіти до самоврядування класу. Добір вправ на знайомство та згуртування класу

Тема 6. Ведення щоденника педагогічних спостережень. Оформлення звітної документації за результатами проходження навчальної психолого-педагогічної практики. Участь у підсумковій конференції. Презентація та захист звіту з практики.

Контроль за проходженням практики має неперервний і дворівневий характер. Поточний контроль фіксує якість щоденного заповнення звітної документації та виконання поточних завдань керівника практики. Підсумковий контроль відбувається у формі диференційованого заліку на основі захисту звіту практики [7, с. 13–14].

Показником ефективності проходження практики є рівень сформованості професійних компетентностей майбутніх учителів початкової школи. Їхня готовність до самостійної діяльності виявляється у здатності системно планувати освітній процес, здійснювати ґрунтовний аналіз уроків, моделювати виховні заходи, а також проводити психолого-педагогічну діагностику учнів та колективу. Об’єктивний моніторинг цих результатів забезпечується через комплексний аналіз звітної документації практиканта, зокрема щоденника педагогічних спостережень, розроблених конспектів виховних занять, психолого-педагогічних характеристик та фінального звіту.

При цьому ключовими критеріями оцінювання виступають ступінь автономності практиканта, якість і вчасність виконання індивідуальних завдань, критичність аналітичного мислення та сформованість навичок професійної рефлексії.

Висновки. Навчальна (психолого-педагогічна) практика посідає важливе місце у системі вищої педагогічної освіти, виступаючи первинною ланкою практичної підготовки та потужним стимулом для професійного самовдосконалення майбутнього вчителя початкової школи. Вона забезпечує органічну єдність фундаментальної психолого-педагогічної теорії та практичного досвіду. Розподіл змісту практики на модулі спостереження та педагогічної діагностики сприяє системності формування дослідницьких, комунікативних та аналітичних умінь у майбутніх вчителів початкової школи.

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СУТНІСТЬ ТА СТРУКТУРА ПОНЯТТЯ «КРИТИЧНЕ МИСЛЕННЯ» ЯК ОСОБЛИВОГО ВИДУ РОЗУМОВОЇ ДІЯЛЬНОСТІ

Анотація. У статті здійснено комплексний аналіз сутності та структури поняття «критичне мислення» як особливого виду інтелектуальної діяльності, що передбачає свідоме осмислення інформації, оцінювання фактів, формулювання аргументованих суджень і прийняття виважених рішень. Розглянуто основні підходи до трактування критичного мислення у сучасній педагогіці, психології та методиці навчання. Висвітлено історію становлення ідеї критичного мислення в українській дидактиці, починаючи з кінця XX століття, а також проаналізовано вплив зарубіжних освітніх концепцій на розвиток відповідних педагогічних технологій в Україні. Узагальнено наукові погляди зарубіжних і вітчизняних дослідників (Д. Халперн, Р. Джонсон, Р. Косгров, К. Становіч, Р. Вест, М. Скрайвен, Р. Пол, Л. Елдер, О. Тягло, С. Терно, О. Пометун, Г. Гупан та ін.), які розглядають критичне мислення як багатовимірний процес, що охоплює когнітивний, афективний, соціальний та етичний компоненти. Особливу увагу приділено характеристиці технологій розвитку критичного мислення у навчальному процесі, зокрема моделі «виклик – осмислення – рефлексія», а також методичним прийомам, спрямованим на формування в учнів умінь аналізувати інформацію, порівнювати факти,

виявляти причинно-наслідкові зв'язки, аргументувати власну позицію та здійснювати самооцінювання результатів пізнавальної діяльності.

Підкреслено значення критичного мислення як однієї з ключових компетентностей сучасної освіти та важливої умови успішної соціалізації особистості в умовах інформаційного суспільства. Наголошено на необхідності впровадження технологій розвитку критичного мислення у сучасний освітній процес з метою формування активної, самостійної та відповідальної особистості.

Ключові слова: критичне мислення, когнітивний компонент, афективний компонент, соціальний компонент, рефлексія, освіта, інформаційне суспільство, методика навчання, компетентності, технологія розвитку.

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THE ESSENCE AND STRUCTURE OF THE CONCEPT OF "CRITICAL THINKING" AS A SPECIAL TYPE OF MENTAL ACTIVITY

The article provides a comprehensive analysis of the essence and structure of the concept of "critical thinking" as a special type of intellectual activity involving conscious comprehension of information, evaluation of facts, formulation of reasoned judgments, and making well-considered decisions. The main approaches to the interpretation of critical thinking in modern pedagogy, psychology, and teaching methodology are examined. The history of the development of the idea of critical thinking in Ukrainian didactics since the late twentieth century is highlighted, and the influence of foreign educational concepts on the development of relevant pedagogical technologies in Ukraine is analyzed.

The scientific views of foreign and Ukrainian researchers (D. Halpern, R. Johnson, R. Cosgrove, K. Stanovich, R. West, M. Scriven, R. Paul, L. Elder, O. Tiahlo, S. Terno, O. Pometun, H. Hupan, and others) are summarized; these scholars consider critical thinking as a multidimensional process encompassing cognitive, affective, social, and ethical components. Particular attention is paid to the characteristics of technologies for developing critical thinking in the educational process, especially the "challenge – comprehension – reflection" model, as well as methodological techniques aimed at forming students' abilities to analyze information, compare facts, identify cause-and-effect relationships, argue their own position, and carry out self-assessment of learning outcomes. The importance of critical thinking as one of the key competencies of modern education and as an essential condition for successful socialization in the information society is emphasized. The necessity of implementing critical thinking development technologies in the modern educational process in order to form an active, independent, and responsible personality is highlighted.

Keywords: critical thinking, cognitive component, affective component, social component, reflection, education, information society, teaching methodology, competencies, development technology.

Постановка проблеми. Ідея формування критичного мислення в українській дидактиці та методиці навчання є відносно новою. Зацікавлення цією освітньою інновацією в Україні виникло наприкінці XX століття. Зокрема, у 1996 році український дослідник О. Тягло наголосив на важливості розвитку критичного мислення в умовах інформаційного суспільства. Сьогодні очевидним є те, що критичне мислення не слід ототожнювати з негативними оцінками чи критиканством. Воно передбачає виважене осмислення різних підходів для прийняття аргументованих рішень і висновків. Відповідно до позиції американського психолога Д. Халперн, сучасна освіта, зорієнтована на майбутнє, повинна забезпечувати формування у школярів двох ключових груп навичок: уміння швидко орієнтуватися у зростаючому потоці інформації та знаходити потрібні дані, а також уміння осмислювати й ефективно застосовувати здобуту інформацію [13, с. 277].

Слід підкреслити, що інтерес науковців та педагогів до проблеми формування й розвитку критичного мислення постійно зростає. Це пов'язано з появою нових, більш високих вимог до майбутніх фахівців різних галузей, які мають відповідати образу спеціалістів нової генерації – здатних здійснювати глибоку критичну оцінку, раціонально використовувати набуті знання, уміння й навички, а також постійно навчатися, оновлювати й модернізувати власну діяльність відповідно до сучасних

стандартів професійної майстерності. У результаті значення розвитку критичного мислення у здобувачів освіти за останні десятиліття істотно зросло, посівши одне з провідних місць серед освітніх пріоритетів [1, с. 107].

Проблема полягає у тому, що освітня практика часто не забезпечує достатніх умов для розвитку критичного мислення учнів і студентів. Виникає потреба у створенні ефективних технологій та методик, які б сприяли формуванню здатності до аналізу, рефлексії, аргументованого прийняття рішень та самостійного мислення. Крім того, важливим є узгодження українських підходів із зарубіжними концепціями, що трактують критичне мислення як ключову компетентність людини майбутнього.

Таким чином, актуальність проблеми визначається необхідністю системного дослідження сутності та структури критичного мислення, а також пошуку оптимальних шляхів його формування у навчальному процесі відповідно до сучасних освітніх і суспільних викликів.

Аналіз останніх досліджень і публікацій. Проблематика критичного мислення привернула увагу широкого кола українських та зарубіжних науковців, що пояснюється зростанням інтересу як до самого поняття та його ключових складових, так і до методів і засобів формування цієї компетентності у здобувачів освіти різних вікових груп. У різні періоди дослідженням критичного мислення займалися Р. Джонсон, Дж. Д'юї, М. Ліпман, Ч. Темпл, Д. Халперн. Серед українських учених вагомий внесок у розвиток цієї тематики зробили Т. Воропай, В. Козира, О. Пометун, С. Терно та О. Тягло. Теоретичні засади критичного мислення ґрунтовно висвітлено у працях К. Баханова, О. Пометун, С. Терно, О. Тягла та О. Удода.

Мета статті – розкрити сутність і структуру критичного мислення як особливого виду розумової діяльності.

Виклад основного матеріалу. Дослідження сучасних зарубіжних теорій щодо критичного мислення свідчить про постійне розширення його понятійного поля. Сьогодні критичне мислення трактується як особливий тип свідомості, специфічна інтелектуальна здатність, природні задатки та набір спеціальних навичок. Так, Р. Джонсон і Р. Косгров визначають його як особливу форму розумової діяльності, що дає змогу людині формувати обґрунтовані судження стосовно запропонованих поглядів чи моделей поведінки [14]. Американська дослідниця Д. Халперн розглядає критичне мислення як застосування когнітивних стратегій і технік, спрямованих на досягнення раціонального та цілеспрямованого результату [16]. К. Становіч та Р. Вест наголошують, що критичне мислення не може бути адекватно виміряне тестами інтелекту, оскільки воно є окремим конструктом, відмінним від інтелекту [17].

Дослідження українського науковця С. Терно дозволило визначити критичне мислення як «наукове мислення, сутність якого полягає в тому, щоб приймати ретельно продумані й зважені рішення щодо того, чи слід вірити у будь-яке твердження, чи прийняти його, чи відкинути, чи відкласти, а також визначати рівень впевненості, з яким це робимо» [10, с. 5].

О. Пометун та Г. Гупан, досліджуючи критичне мислення в контексті навчання, описують його як специфічний вид мислення, що характеризується активністю, цілеспрямованістю, самостійністю, дисциплінованістю та здатністю до рефлексії. Вони наголошують, що у процесі навчання критичне мислення передбачає розвиток уміння визначати проблеми, аналізувати, систематизувати та оцінювати інформацію з різноманітних джерел. Людина має вміти формулювати й оцінювати можливі варіанти, обирати підходи до вирішення проблем або власну позицію щодо них, обґрунтовувати свою думку, ухвалювати свідомі рішення та діяти відповідно [7, с. 20].

За визначенням М. Скрайвена та Р. Поля, критичне мислення – це організований процес, який вимагає активної та вмілої роботи з інформацією. Це включає здатність утворювати уявлення, застосовувати, аналізувати, поєднувати та оцінювати дані, які отримують шляхом спостереження, досвіду, думок, усвідомлення або спілкування. Критичне мислення є основою для утворення умовних переконань та прийняття рішень. У своїй найвищій формі воно базується на загальнодоступних інтелектуальних цінностях, які не обмежені окремими предметами: чіткість, точність, логічність, обґрунтованість, справедливість, глибина, широта та доказовість. Основні навички, що допомагають розвивати критичне мислення, – це інтерпретація, аналіз, оцінка, формулювання висновків, пояснення та самоконтроль [6, с. 9].

Британський письменник і філософ Т. Чатфілд визначає критичне мислення як одну з ключових компетентностей людини майбутнього. Він описує цей процес трьома дієсловами: аналізувати, сумніватися, формувати власну позицію. На його думку, критичне мислення полягає в активному прагненні зрозуміти реальний стан речей через уважне оцінювання інформації, ідей та аргументів, а також через глибоке усвідомлення самого процесу мислення [5, с. 14–15].

Критичне мислення належить до мислення вищого рівня, що ґрунтується на використанні інформації та усвідомленому ставленні до власної інтелектуальної діяльності й діяльності інших [11]. Під цим поняттям розуміють здатність учня аналізувати навчальний матеріал з позиції логіки та особистісного підходу, застосовувати отримані результати як у типових, так і в нестандартних ситуаціях, формулювати нові запитання,

знаходити переконливі аргументи та приймати самостійні, продумані рішення.

Критичне мислення є багатоступеневим процесом, що починається з ознайомлення з інформацією і завершується ухваленням рішень. Його сутність полягає не у негативності суджень чи критиці, а у зваженому розгляді різних підходів для формування обґрунтованих висновків. Орієнтація на критичне мислення означає відмову від беззастережного прийняття інформації: кожен учень, незалежно від авторитетів, має право на власну думку в межах навчального процесу [9, с. 214].

Критичне мислення виявляється у здатності учня самостійно аналізувати отриману інформацію, помічати помилки чи логічні невідповідності у висловлюваннях інших, аргументовано висловлювати власну позицію, коригувати її у разі помилковості та відстоювати, якщо вона є обґрунтованою. Воно також проявляється у прагненні знаходити найбільш ефективні й переконливі рішення [9, с. 214].

До основних складових критичного мислення належать: здатність діяти самостійно; послідовність у виконанні етапів; переконливість аргументації; використання спеціальних прийомів, що разом формують практично перевірену й ефективну методику роботи з інформацією; а також обґрунтованість висновків [12, с. 174].

Для розвитку критичного мислення учнів необхідно враховувати сім ключових чинників:

1. **Цілі навчання (мотивація)** – створення проблемних ситуацій, що стимулюють мислення.
2. **Засоби навчання** – правила та прийоми здійснення критичних роздумів.
3. **Зміст навчання** – система проблемних завдань, які потребують аналізу та вирішення.
4. **Методи навчання** – організація ситуацій вибору для учнів, застосування проблемних методів.
5. **Форми навчання** – забезпечення діалогічної взаємодії під час розв’язання проблемних задач.
6. **Методи контролю** – виконання письмових завдань із подальшою груповою та індивідуальною рефлексією (аналіз, критика, самоаналіз, самокритика).
7. **Стиль навчання** – надання учням права на помилку та створення умов для її виправлення [8, с. 3].

Технологію розвитку навичок критичного мислення розробили С. Волтер, К. Мередіт, Дж. Стіл та Ч. Темпл. Її створення було спрямоване на досягнення високих результатів у навчанні, зокрема на формування

здатності працювати з великими масивами інформації в різних галузях знань, які постійно зростають та оновлюються [18]. Важливо підкреслити, що застосування цієї технології передбачає засвоєння нових знань не через ознайомлення з готовими способами розв'язання проблем, а через створення умов, які формують потребу знайти рішення конкретного завдання. Коли людина відповідає на особисто значущі питання, що виникають на шляху до мети, вона швидше та глибше опановує новий матеріал.

Запропонована технологія містить набір практичних методичних прийомів, які можна використовувати у викладанні різних навчальних дисциплін. Вона є універсальною, гнучкою, може поєднуватися з іншими підходами та методиками освіти, і має мету вирішувати сучасні завдання навчання та виховання. Застосування цієї технології на уроках допомагає вчителю розвивати особистість учня, що сприяє виникненню здатності ефективно спілкуватися на іноземній мові.

Такий підхід створює комфортні умови для навчання та саморозвитку учнів. Вчитель стимулює їх інтерес до навчання, формує бажання використовувати мову на практиці та продовжувати навчання, що забезпечує краще засвоєння знань [3, с. 81].

Як зазначає А. Умінська, технологія критичного мислення реалізується у чотири етапи [12, с. 174]:

Перший етап – актуалізація знань, пробудження інтересу до теми та визначення мети опрацювання матеріалу.

Другий етап – засвоєння нової інформації, що включає критичне читання й письмо.

Третій етап – рефлексія, формування власної позиції щодо професійно-комунікативної компетентності.

Четвертий етап – узагальнення та оцінювання отриманої інформації, пошук шляхів вирішення проблеми й усвідомлення власних можливостей [12, с. 174].

Дослідники наголошують, що критичне мислення має такі основні характеристики [2, с. 97]:

1. **Усвідомленість.** Важливою рисою критичного мислення є здатність уважно стежити за власними розумовими процесами. Усвідомлення означає бачити проблему, помічати суперечності, що лежать в її основі, розуміти необхідність їхнього вирішення та знаходити способи змінити ситуацію так, щоб ці суперечності були усунуті.

2. **Самостійність.** Ця властивість проявляється у вмінні самостійно формулювати нові завдання та знаходити рішення без сторонньої допомоги. Хоча мислення спирається на знання й досвід інших, воно передбачає творчий підхід до пізнання реальності.

3. **Рефлексивність.** Рефлексія – це процес і результат усвідомлення власного розвитку та саморозвитку, а також причин цих змін. Вона є природною складовою інтерактивного навчання. Рефлексувати означає спрямовувати увагу на себе, аналізувати власний психічний стан і тим самим впливати на нього.

4. **Цілеспрямованість.** Завдяки рефлексії формується здатність визначати мету та розробляти план її досягнення.

5. **Обґрунтованість.** Рефлексія забезпечує обґрунтованість мислення: вона дозволяє аналізувати його форми та підстави, визначати межі достовірності знань і методів пізнання.

6. **Контрольованість.** Ще одним наслідком рефлексії є контроль мислення – уважне стеження за процесом розмірковування та його узгодження з цілями, цінностями й нормами.

7. **Самоорганізованість.** Контроль сприяє самоорганізації та здатності до самозмінювання.

Базова модель технології розвитку критичного мислення складається з трьох послідовних етапів роботи з навчальним матеріалом: виклик, осмислення та рефлексія. Ця концепція відображає звичайну структуру уроку, де етап виклику відповідає вступній частині заняття, осмислення збігається з основною частиною, а рефлексія припадає на завершення уроку [18].

Етап виклику полягає в актуалізації вже наявних знань учнів, формуванні їхньої зацікавленості темою та визначенні мети опрацювання конкретного матеріалу. На цьому етапі створюються умови для виникнення мотивації до здобуття нових знань, а також здійснюється налаштування на сприйняття інформації й освітній процес, що розгортатиметься на наступних стадіях роботи.

Етап осмислення включає активну взаємодію з новою інформацією та глибоке занурення в її контекст. Головна мета цього етапу – сприяти якісному сприйняттю й засвоєнню матеріалу самими учнями. Роль учителя полягає у заохоченні школярів ставити нові запитання, шукати відповіді та критично аналізувати зміст, із яким вони працюють. Саме на цьому етапі необхідно приділяти достатньо часу, адже тут учні розвивають когнітивні навички сприйняття, розуміння, переробки іншомовного матеріалу та його відтворення у власному мовленні. З методичної точки зору доцільно організовувати вправи з різними видами читання й аудіювання – глобальним, детальним, вибірковим тощо.

Завершальний етап, рефлексія, має творчий характер і спрямований на інтеграцію отриманих знань у особистий досвід учня. Він включає обмірковування навчального матеріалу, формування власної позиції

стосовно нього, а також аналіз освітніх результатів як учнів, так і педагога. Рефлексія фактично супроводжує всі стадії роботи з матеріалом, охоплюючи самоспостереження, самопізнання та усвідомлення власних дій у процесі навчання. Цей етап є ключовим для розвитку критичного мислення, оскільки він не лише сприяє узагальненню та систематизації отриманих знань, але й дає змогу оцінити сам процес та результати навчальної діяльності як індивідуально, так і в колективі [18].

Р. Пол та Л. Елдер [15] підкреслюють, що концепція критичного мислення охоплює кілька вимірів. Серед них: інтелектуальний (логіка та усвідомленість), психологічний (самосвідомість і здатність до співпереживання), соціологічний (зв'язок із соціально-історичним контекстом), етичний (орієнтація на моральні норми) та філософсько-онтологічний (осмислення природи людини та її існування).

Критичне мислення ґрунтується на переконанні, що інформація є лише відправною точкою для роздумів, а не їхнім завершенням. Вона охоплює різноманітні факти, ідеї та теорії, кожен із яких потребує ретельного осмислення. Для людини, яка мислить критично, визначальним є: 1) здатність помічати й усвідомлювати невідповідність висловлювань, думок чи поведінки інших людей загальноприйнятим нормам або власним уявленням про них (етичний аспект); 2) уміння розрізняти істинність чи хибність теорій і тверджень, виявляти нелогічність висловлювань та відповідно реагувати на них (логічний аспект); 3) навичка відокремлювати правильне від помилкового, аналізувати й оцінювати предмети чи явища, а також пропонувати приклади коректних висловлювань і дій (психологічний аспект) [4, с. 273-274].

У сучасному освітньому процесі повне й системне засвоєння структури критичного мислення виступає ключовою умовою формування здатності до самостійного аналізу, участі в наукових дискусіях, аргументованого відстоювання власної позиції та успішної інтеграції особистості в інформаційне суспільство [5, 8, 11]. Візуальне відображення структури критичного мислення подано на рисунку 1.



Рис. 1. Схема структури критичного мислення (складено на основі праць Дж. Дьюї, Р. Енніса, П. Фачоне, Р. Пола, Л. Елдер, О. Тягло, А. Конверського)

Сучасне розуміння критичного мислення постає як інтегрована ключова компетентність, що охоплює не лише розвинені когнітивні навички, а й аналітичний, ціннісний та комунікативно-аргументаційний виміри. Його формування передбачає розвиток світоглядної стійкості, етичної свідомості та адаптивної компетентності, які забезпечують повноцінну участь особистості в освітньому, професійному й суспільному житті.

Висновки. Отже, критичне мислення є складним, багатовимірним феноменом, який поєднує когнітивні, афективні, соціальні та етичні компоненти. Воно виступає особливим видом розумової діяльності, спрямованої на усвідомлене, аргументоване й самостійне прийняття рішень. Аналіз наукових джерел показав, що критичне мислення не зводиться лише до інтелектуальних операцій, а охоплює ціннісно-світоглядні та комунікативні аспекти, що забезпечують здатність особистості до рефлексії, саморозвитку та конструктивної взаємодії з іншими. Визначено, що формування критичного мислення є одним із провідних завдань сучасної освіти, адже воно сприяє розвитку компетентностей, необхідних для успішної соціалізації та професійної реалізації в умовах інформаційного суспільства. Ефективність цього процесу забезпечується впровадженням технологій розвитку критичного мислення, зокрема моделі «виклик – осмислення – рефлексія», яка інтегрує когнітивну активність, емоційну

залученість і рефлексивне осмислення навчального матеріалу. Подальші наукові пошуки доцільно спрямувати на розробку комплексних методик формування критичного мислення у здобувачів освіти різних вікових категорій.

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НАВЧАЛЬНО-МЕТОДИЧНЕ ЗАБЕЗПЕЧЕННЯ ФОРМУВАННЯ ШІ-КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ІНФОРМАТИКИ ЗАСОБАМИ НЕФОРМАЛЬНОЇ ОСВІТИ

Анотація. У статті актуалізовано проблему формування ШІ-компетентності майбутніх учителів інформатики в умовах стрімкого розвитку технологій штучного інтелекту та цифрової трансформації освітнього простору. Обґрунтовано необхідність удосконалення професійної підготовки майбутніх педагогів з урахуванням сучасних викликів, пов'язаних із широким упровадженням інструментів штучного інтелекту в освітню діяльність. Наголошено, що ефективне використання технологій штучного інтелекту потребує від майбутнього вчителя інформатики не лише відповідних знань і практичних умінь, а й здатності критично оцінювати результати роботи інтелектуальних систем, дотримуватися етичних норм та принципів академічної доброчесності.

Визначено потенціал неформальної освіти як важливого середовища формування ШІ-компетентності майбутніх учителів інформатики. Зазначено, що неформальна освіта забезпечує гнучкість освітнього процесу, оперативне оновлення змісту навчання, доступ до сучасних цифрових ресурсів і можливості індивідуалізації освітньої траєкторії здобувачів освіти. Розкрито сутність навчально-методичного забезпечення формування ШІ-компетентності як сукупності взаємопов'язаних цифрових ресурсів, методичних матеріалів, форм і методів навчання, спрямованих на розвиток когнітивного, діяльнісного та рефлексивного складників зазначеної компетентності.

Схарактеризовано структуру розробленого навчально-методичного забезпечення, до складу якого входять цифровий освітній ресурс «Штучний інтелект у діяльності вчителя інформатики», онлайн-тренінг «Використовуємо інструменти штучного інтелекту» та онлайн-курс «Формуємо ШІ-компетентність». Визначено їхнє функціональне призначення та освітні можливості щодо підготовки майбутніх учителів інформатики до

використання технологій штучного інтелекту в професійній діяльності. Обґрунтовано, що цифровий освітній ресурс забезпечує формування теоретичних знань про сучасні технології штучного інтелекту та напрями їх застосування в освітньому процесі. Онлайн-тренінг спрямований на розвиток практичних навичок використання інструментів штучного інтелекту для створення навчального контенту, розв'язання професійних завдань та організації освітньої діяльності. Онлайн-курс забезпечує комплексне формування всіх складників ШІ-компетентності завдяки поєднанню теоретичної підготовки, практичної діяльності та рефлексії отриманих результатів.

Установлено, що комплексне використання зазначених компонентів навчально-методичного забезпечення створює умови для підвищення якості професійної підготовки майбутніх учителів інформатики, розвитку їхньої готовності до ефективного та відповідального використання технологій штучного інтелекту в освітньому процесі, а також сприяє формуванню потреби в безперервному професійному саморозвитку в умовах цифрової трансформації освіти.

Ключові слова: штучний інтелект, ШІ-компетентність, майбутні вчителі інформатики, неформальна освіта, цифрові освітні ресурси, онлайн-тренінг, онлайн-курс, навчально-методичне забезпечення.

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EDUCATIONAL AND METHODOLOGICAL SUPPORT FOR FORMING AI COMPETENCE OF FUTURE COMPUTER SCIENCE TEACHERS THROUGH NON-FORMAL EDUCATION

Abstract. The article highlights the issue of forming AI competence in future computer science teachers in the context of the rapid development of artificial intelligence technologies and the digital transformation of the educational environment. The necessity of improving the professional training of future teachers in accordance with current challenges associated with the widespread implementation of artificial intelligence tools in educational activities is substantiated. It is emphasized that the effective use of artificial intelligence technologies requires future computer science teachers not only to possess relevant knowledge and practical skills but also to be able to critically evaluate the outputs of intelligent systems, adhere to ethical standards, and follow the principles of academic integrity.

The potential of non-formal education as an important environment for developing AI competence in future computer science teachers is identified. It is noted that non-formal education provides flexibility in the educational process, rapid updating of learning content, access to modern digital resources, and opportunities for individualizing learners' educational trajectories. The essence of educational and methodological support for AI competence formation is revealed as a set of interconnected digital resources, methodological materials, forms, and teaching methods aimed at developing the cognitive, operational, and reflective components of this competence.

The structure of the developed educational and methodological support is characterized, including the digital educational resource "Artificial Intelligence in the Activities of a Computer Science Teacher", the online training course "Using Artificial Intelligence Tools", and the online course "Developing AI Competence". Their functional purpose and educational potential in preparing future computer science teachers to use artificial intelligence technologies in their professional activities are determined. It is substantiated that the digital educational resource contributes to the formation of theoretical knowledge about modern artificial intelligence technologies and the directions of their application in the educational process. The online training course is aimed at developing practical skills in the use of artificial intelligence tools for creating educational content, solving professional tasks, and organizing educational activities. The online course ensures the comprehensive development of all components of AI competence through the integration of theoretical preparation, practical activities, and reflection on learning outcomes.

It has been established that the integrated use of these components of educational and methodological support creates conditions for improving the quality of professional training of future computer science teachers, enhancing their readiness for effective and responsible use of artificial intelligence technologies in the educational process, and fostering the need for continuous professional self-development in the context of the digital transformation of education.

Keywords: artificial intelligence, AI competence, future computer science teachers, non-formal education, digital educational resources, online training, online course, educational and methodological support.

Постановка проблеми. Сучасний етап розвитку суспільства характеризується стрімким поширенням технологій штучного інтелекту в різних сферах людської діяльності, зокрема й в освіті. Інструменти штучного інтелекту дедалі активніше використовуються для створення освітнього контенту, персоналізації навчання, автоматизації рутинних процесів,

аналізу освітніх даних та підтримки професійної діяльності педагогів [1]. За таких умов особливої актуальності набуває проблема підготовки майбутніх учителів інформатики до ефективного, педагогічно доцільного та етично відповідального використання технологій штучного інтелекту [2].

Важливим результатом такої підготовки виступає сформованість ШІ-компетентності, яку розглядаємо як інтегративну характеристику особистості майбутнього вчителя інформатики, що охоплює систему знань про технології штучного інтелекту, уміння та навички їх практичного застосування в освітній діяльності, здатність критично оцінювати результати роботи ШІ-систем, а також готовність дотримуватися етичних принципів їх використання.

Традиційна система професійної підготовки не завжди встигає оперативно реагувати на швидкі технологічні зміни. Саме тому особливого значення набуває неформальна освіта, яка забезпечує мобільність, доступність, варіативність змісту та можливість швидкого оновлення освітніх ресурсів відповідно до сучасних тенденцій розвитку цифрових технологій.

Ефективність формування ШІ-компетентності значною мірою залежить від якості навчально-методичного забезпечення, яке повинно поєднувати сучасні цифрові ресурси, практикоорієнтовані форми навчання та можливості самостійного професійного розвитку здобувачів освіти.

Аналіз останніх досліджень і публікацій. Проблематика використання штучного інтелекту в освіті перебуває в центрі уваги багатьох вітчизняних (М.Бойко, О. Гриценчук, С. Дерябіна, О. Клочко, В. Коваленко, А. Коломієць, О. Кравчина, О. Кушнір, С. Макатер, Н. Макогончук, М. Мар'єнко, Н. Морзе, М. Назар, Р. Нікітенко, О. Овчарук, К. Певень, Л. Перетяга, Є. Смирнова-Трибульська, О. Струтинська, Т. Тронь, Н. Хміль, О. Чешенко, М. Шишкіна, А. Яцишин та ін.) та зарубіжних науковців (М. Амін, А. Аслан, М. Бонд, Г. ван ден Берг, Дж. Веландер, В. Гарсія, Ф. Гувернер, С. Дей, О. Заваккі-Ріхтер, З. Лавіца, В. Марін, Д. Марцано, М. Мілрад, Н. Отеро, Д. дю Плессі, Дж. Салазар, А. Саксена, М. Тайє, Д. Тур, К. Чжан, Х. Чжоу, Т. Чіу та ін.). Дослідження присвячені питанням інтеграції технологій штучного інтелекту в освітній процес, цифрової трансформації освіти, розвитку цифрових компетентностей педагогів, а також пошуку ефективних моделей професійної підготовки майбутніх учителів в умовах цифровізації.

Особливий інтерес становлять праці, у яких розглядаються можливості використання генеративного штучного інтелекту в освітній діяльності, формування цифрової грамотності та розвиток професійних компетентностей педагогічних працівників. Водночас аналіз наукової літератури свідчить про недостатню увагу до питань розроблення цілісного навчально-

методичного забезпечення формування ШІ-компетентності майбутніх учителів інформатики саме засобами неформальної освіти.

У наявних дослідженнях переважно висвітлюються окремі аспекти використання інструментів штучного інтелекту, тоді як проблема створення комплексної системи ресурсів, тренінгів та онлайн-курсів для формування ШІ-компетентності потребує подальшого теоретичного обґрунтування.

Мета статті – обґрунтування та характеристика навчально-методичного забезпечення формування ШІ-компетентності майбутніх учителів інформатики засобами неформальної освіти.

Виклад основного матеріалу. Навчально-методичне забезпечення формування ШІ-компетентності майбутніх учителів інформатики розглядаємо як сукупність взаємопов'язаних цифрових ресурсів, навчальних матеріалів, форм і методів організації освітньої діяльності, спрямованих на розвиток знань, умінь, навичок та особистісних якостей, необхідних для ефективного використання технологій штучного інтелекту в професійній діяльності.

Розроблення такого забезпечення ґрунтується на принципах науковості, актуальності, доступності, практичної спрямованості, інтерактивності, персоналізації та безперервності навчання. Важливим є також врахування специфіки неформальної освіти, яка характеризується добровільністю участі, гнучкістю організації освітнього процесу та орієнтацією на індивідуальні потреби здобувачів освіти.

Структуру навчально-методичного забезпечення становлять три взаємопов’язані компоненти: цифровий освітній ресурс «Штучний інтелект у діяльності вчителя інформатики», онлайн-тренінг «Використовуємо інструменти штучного інтелекту» та онлайн-курс «Формуємо ШІ-компетентність».

Одним із ключових складників розробленого навчально-методичного забезпечення є *цифровий освітній ресурс «Штучний інтелект у діяльності вчителя інформатики»*. Його створення зумовлене потребою забезпечення майбутніх учителів інформатики сучасними навчальними матеріалами, що сприяють усвідомленню можливостей і перспектив використання технологій штучного інтелекту в освітній діяльності.

Цифровий освітній ресурс орієнтований на формування системи знань про основні напрями розвитку штучного інтелекту, принципи функціонування сучасних ШІ-систем, особливості використання генеративного штучного інтелекту в освітньому процесі, а також на розвиток навичок критичного оцінювання результатів роботи інтелектуальних систем.

Зміст ресурсу структуровано за тематичними блоками, що охоплюють теоретичні та практичні аспекти використання технологій штучного

інтелекту в професійній діяльності вчителя інформатики. Теоретичний блок містить матеріали щодо сутності штучного інтелекту, його різновидів, сучасних тенденцій розвитку та сфер застосування. Практичний блок спрямований на ознайомлення здобувачів освіти з можливостями використання інструментів штучного інтелекту для створення навчальних матеріалів, розроблення дидактичних завдань, підготовки презентацій, тестових завдань та візуального контенту.

Важливою особливістю ресурсу є його інтерактивний характер. Майбутні вчителі інформатики мають можливість не лише ознайомлюватися з навчальними матеріалами, а й виконувати практичні завдання, аналізувати запропоновані кейси, проходити самодіагностику рівня сформованості окремих компонентів ШІ-компетентності. Це сприяє активізації пізнавальної діяльності та забезпечує умови для самостійного опанування сучасних цифрових інструментів.

Особливе значення має включення до структури ресурсу матеріалів, присвячених етичним аспектам використання штучного інтелекту.

Майбутні педагоги ознайомлюються з питаннями академічної доброчесності, авторського права, захисту персональних даних, відповідального використання цифрових технологій та критичного ставлення до інформації, створеної за допомогою ШІ.

Отже, цифровий освітній ресурс виконує інформаційну, навчальну, мотиваційну та рефлексивну функції, створюючи підґрунтя для подальшого розвитку ШІ-компетентності майбутніх учителів інформатики.

Важливим складником навчально-методичного забезпечення виступає *онлайн-тренінг «Використовуємо інструменти штучного інтелекту»*, спрямований на формування практичного досвіду застосування ШІ-технологій у професійній діяльності майбутнього вчителя інформатики.

На відміну від цифрового освітнього ресурсу, який переважно орієнтований на формування теоретичних знань, онлайн-тренінг забезпечує можливість безпосередньої взаємодії здобувачів освіти з сучасними інструментами штучного інтелекту. Основним завданням тренінгу є розвиток практичних умінь використовувати технології ШІ для розв’язання типових професійних завдань педагогічної діяльності.

Зміст тренінгу передбачає виконання комплексу практичних вправ, спрямованих на створення навчальних матеріалів за допомогою генеративних моделей штучного інтелекту, розроблення тестових завдань, створення дидактичних кейсів, візуалізацію навчального контенту, підготовку методичних матеріалів та організацію індивідуалізованого навчання.

Особлива увага приділяється формуванню навичок створення ефективних запитів до генеративних моделей штучного інтелекту. У

сучасних умовах саме здатність грамотно формулювати запити визначає якість отриманих результатів та ефективність використання ШІ в професійній діяльності педагога. У процесі тренінгу учасники ознайомлюються з основами промпт-інжинірингу, вчаться уточнювати запити та оцінювати релевантність отриманих відповідей.

Практична спрямованість тренінгу реалізується через використання ситуаційних завдань та професійно орієнтованих кейсів. Майбутні вчителі інформатики аналізують педагогічні ситуації, обирають доцільні інструменти штучного інтелекту для їх розв'язання, здійснюють оцінювання результатів та визначають можливі ризики використання відповідних технологій.

Важливим елементом тренінгу виступає рефлексивна складова, яка передбачає самооцінювання власного досвіду використання штучного інтелекту, обговорення переваг і обмежень сучасних ШІ-систем, формування усвідомленого ставлення до цифрових технологій.

Отже, онлайн-тренінг забезпечує розвиток діяльнісного складника ШІ-компетентності та сприяє формуванню готовності майбутніх учителів інформатики до практичного використання інструментів штучного інтелекту в освітньому процесі.

Системоутворюючим компонентом навчально-методичного забезпечення є *онлайн-курс «Формуємо ШІ-компетентність»*, який забезпечує комплексне формування всіх структурних компонентів ШІ-компетентності майбутніх учителів інформатики.

Розроблення онлайн-курсу зумовлене необхідністю створення цілісного освітнього середовища, яке поєднує теоретичну підготовку, практичну діяльність, самостійну роботу та рефлексію результатів навчання.

Використання дистанційного формату забезпечує доступність навчання, можливість індивідуалізації освітньої траєкторії та реалізацію принципів безперервного професійного розвитку.

Структура курсу побудована за модульним принципом. Перший модуль присвячений вивченню основ штучного інтелекту та його ролі в сучасному суспільстві. Другий модуль спрямований на ознайомлення з можливостями використання ШІ в освітньому процесі та професійній діяльності вчителя інформатики. Третій модуль передбачає практичне опанування сучасних інструментів штучного інтелекту та формування навичок їх використання для створення освітнього контенту. Четвертий модуль орієнтований на розвиток етичної та рефлексивної складових ШІ-компетентності.

Особливістю онлайн-курсу є поєднання різних видів навчальної діяльності: опрацювання теоретичних матеріалів, виконання практичних

завдань, участь у дискусіях, проходження тестування, підготовка індивідуальних проєктів та формування цифрового портфоліо. Такий підхід забезпечує комплексний розвиток когнітивного, діяльнісного та особистісного компонентів ШІ-компетентності.

Одним із важливих результатів навчання є формування готовності майбутніх учителів інформатики до самостійного пошуку нових цифрових інструментів, критичного аналізу їхніх можливостей та інтеграції в освітню практику [3]. Завдяки цьому онлайн-курс сприяє розвитку здатності до безперервного професійного самовдосконалення в умовах швидких технологічних змін.

Розроблене навчально-методичне забезпечення характеризується системністю та взаємодоповнюваністю його складників. Кожен із запропонованих компонентів виконує власні функції, проте найбільшої ефективності можна досягти лише за умови їх комплексного використання.

Цифровий освітній ресурс забезпечує формування теоретичних знань про штучний інтелект та створює підґрунтя для усвідомлення його освітнього потенціалу. Онлайн-тренінг спрямований на розвиток практичних умінь і навичок використання інструментів штучного інтелекту в професійній діяльності. Онлайн-курс інтегрує зазначені компоненти в єдину систему та забезпечує послідовне формування всіх складників ШІ-компетентності.

Комплексне використання навчально-методичного забезпечення сприяє реалізації основних принципів неформальної освіти: добровільності, гнучкості, індивідуалізації, практичної спрямованості та орієнтації на потреби здобувачів освіти. Водночас створюються умови для активної взаємодії учасників освітнього процесу, розвитку навичок самоосвіти та формування готовності до професійної діяльності в умовах цифрової трансформації освіти [4].

Висновки. Формування ШІ-компетентності майбутніх учителів інформатики в умовах цифрової трансформації освіти потребує оновлення змісту та форм професійної підготовки з урахуванням можливостей сучасних технологій штучного інтелекту [5]. Важливу роль у цьому процесі відіграє неформальна освіта, яка забезпечує гнучкість навчання, оперативне оновлення освітнього контенту та орієнтацію на індивідуальні освітні потреби здобувачів.

Розроблене навчально-методичне забезпечення поєднує інформаційні, практичні та рефлексивні складники підготовки майбутніх учителів інформатики до використання технологій штучного інтелекту в професійній діяльності. Його зміст спрямований на розширення уявлень про можливості застосування ШІ в освітньому процесі, розвиток навичок роботи із

сучасними цифровими інструментами та формування відповідального ставлення до їх використання.

Запропоновані цифровий освітній ресурс, онлайн-тренінг і онлайн-курс утворюють взаємодоповнювальну систему, яка сприяє професійному саморозвитку майбутніх педагогів та створює підґрунтя для подальшого формування їхньої готовності до діяльності в умовах розвитку технологій штучного інтелекту.

Перспективи подальших досліджень убачаємо в експериментальній перевірці ефективності розробленого навчально-методичного забезпечення та визначенні його впливу на рівень сформованості ШІ-компетентності майбутніх учителів інформатики.

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TIVADAR LEHOCZKY: THE WRITTEN LEGACY OF A POLYHISTOR

Abstract. This study examines the written legacy of Tivadar Lehoczky (1830-1915, aiming to revive the characteristic results of the polyhistor's life and work, outline the diversity of his legacy and a partial presentation of his manuscripts preserved in various locations. Furthermore, based on his published and under-processed writings and manuscripts, we describe the difficulties of their critical edition. Lehoczky's fate is a true Central European fate: his father was Slovak, his mother was German, he was born in Croatia, and over time he became a scholar publishing in Hungarian, who first dealt with the ethnography of the Ruthenians, then with archaeology and museology. After graduating from the Košice Law Academy, he took the judge's and then the lawyer's exams in 1856. In 1855 he moved to Mukachevo, where he became the chief prosecutor of the Mukachevo and Chynadiyevo Trust Estates (formerly the Rákóczi Estate). From 1867 he was a director of the Historical Society, and in 1907 he established a museum association, which could essentially only function after his death. World

War I hit Mukachevo, so he wrote a chronicle of the events entitled "Our World War", which was published by the Tivadar Lehoczky Research Institute (Berehove). We found the manuscript in the State Archives of the Transcarpathian Region (SATR), which presents both local and international events of the war. The next, perhaps most extensive, document is the so-called "Archaeological Notes" which he kept for fifty years (1860-1913). The four-volume manuscript is currently being processed, and its publication will take years. The Berehove branch of the SATR contains the document collection relating to the museum and archaeological legacy of Tivadar Lehoczky, the "Documents of the Mukachevo Tivadar Lehoczky Museum Association", which contains numerous unknown correspondence and descriptions of antiquities. Here, valuable documents are stored related to the development of Transcarpathian museum affairs, mostly from the 20th century. The Manuscript Archive of the Hungarian Academy of Sciences also contains numerous Lehoczky documents and manuscripts, which may have been included in this collection from the legacy of contemporary scientists. Here we can find his shorter manuscripts and his correspondence with his fellow scientists.

Keywords: Tivadar Lehoczky, polymath, archaeology, museum, World War I, Transcarpathian archives, academy.

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ТИВОДАР ЛЕГОЦЬКИЙ – ПИСЬМОВА СПАДЩИНА ПОЛІГІСТОРА

Анотація. У статті розглядається письмова спадщина Тиводара Легоцького (1830–1915). Ми висвітлюємо основні етапи життя та творчості

цього вченого-енциклопедиста, окреслюємо багатогранність його доробку, а також частково презентуємо його рукописи, що зберігаються в різних інституціях. Окрім того, на основі аналізу опублікованих праць Легоцького та тих його рукописів, що наразі знаходяться в процесі опрацювання, описано труднощі їхнього критичного видання. Доля Легоцького — справжня середньоєвропейська біографія: його батько був словаком, мати — німкенею, сам він народився в Хорватії, а згодом став дослідником, який публікувався угорською мовою, вивчав етнографію русинів, а пізніше присвятив себе археології та музеєзнавству. Після закінчення Кошицької юридичної академії він у 1856 році склав іспит на суддю, а згодом — на адвоката. У 1855 році переїхав до Мукачева, де обійняв посаду головного прокурора Мукачівсько-Чинадіївського домініону (колишнього маєтку Ракоці). З 1867 року Легоцький був членом правління Угорського історичного товариства, а в 1907 році заснував Музейне товариство, яке, по суті, змогло повноцінно функціонувати лише після його смерті. Перша світова війна застала вченого в Мукачеві, де він написав хроніку подій під назвою «Наша світова війна» — цей рукопис, який висвітлює як місцеві, так і міжнародні події воєнного часу, ми виявили у фондах Державного архіву Закарпатської області (ДАЗО); наразі його готує до друку Науково-дослідний інститут імені Тиводара Легоцького у м. Берегово. Наступною, мабуть, найоб'ємнішою частиною його спадку є так звані «Археологічні нотатки», які він вів протягом п'ятдесяти років (1860–1913). Чотири томи цих рукописів наразі опрацьовуються, а їхня публікація триватиме ще кілька років. У берегівському відділі ДАЗО зберігається комплекс документів щодо музейно-археологічної спадщини дослідника під назвою «Документація Мукачівського музейного товариства імені Тиводара Легоцького», яка містить численні невідомі листи та описи старожитностей. Тут зібрано цінні матеріали, пов'язані з розвитком музейної справи на Закарпатті, переважно XX століття. У Рукописному фонді Угорської академії наук також зберігається чимало документів і листування Легоцького, які, ймовірно, потрапили туди зі спадщини сучасних йому вчених. Тут можна знайти його коротші розвідки та епістолярну спадщину з колегами по науці.

Ключові слова: Тиводар Легоцький, полігістор, археологія, музей, Перша світова війна, Закарпатський архів, академія.

Problem statement. The polymath of Bereg County, Tivadar Lehoczky (1830–1915), lived and worked in Mukachevo; although he held a law degree, he became famous primarily as an archaeologist and historian. Lehoczky made his mark on the history of our region as a collector of historical artifacts and a

research historian. Furthermore, he made a significant contribution to our understanding of the region's flora and fauna, as well as the folklore and ethnography of the Ruthenians, Hungarians, Slovaks, and Germans living in Bereg County. He achieved greater results than any researcher before or since. Even as a high school student, he was captivated by the memories of the past. The 185th anniversary of his birth and the 100th anniversary of his death in 2025 have brought to light the research dedicated to perhaps the best-known and most prolific historiographer of our region. His life's work has been studied for over a century by researchers of Hungarian, Ukrainian, and other nationalities.

Tivadar Lehoczky traced their family tree back to the 13th century [1, p. 73]. Life took the future researcher's parents far away. Born on October 5, 1830, as the son of János Lehoczky and Anna Gottir, he came into the world in the village of Fužine, Croatia, near the port city of Fiume (today: Rijeka) on the Adriatic coast, where his father worked as a forestry inspector for the Hungarian Royal Treasury. However, the family soon moved back to the Upper Lands, and the head of the family held high-ranking positions in the royal estate at Liptovský Hrádok (now in Slovakia). He lost his father at the age of seven. His widowed mother subsequently raised him alone. They first lived in Ružomberok (now in Slovakia), in an almost entirely Slovak-speaking environment; it was there that he mastered the language, which later proved invaluable to him in his work collecting folk poetry [2, p. 5]. As a young high school student, he often visited the nearby, ruined Likava Castle (Hrad Likava, now in Slovakia). The medieval walls, steeped in the atmosphere of the past and exuding a romantic aura, ignited in him a passion for history that would accompany him throughout his life. In 1847, he was admitted to the Law Academy in Košice, but the turmoil of the 1848–1849 revolution and war of independence swept him up as well. He joined the Hungarian Army, where he was first assigned to the infantry, then received training as an artillery officer, and fought through the war of independence as an artillery lieutenant. Even between battles, he used his spare moments to gain insight into the history of villages and the countryside, as well as the customs and way of life of the people living there. In the summer of 1849, at the end of the struggle for independence, his military unit was disbanded in the Banat [3, p. 145]. After wandering through half the country, he returned home, graduated from the academy in 1851, took a position as a court clerk, served as chief magistrate in Bereg County from 1862 to 1865, and in 1865 he became the lawyer, and later the chief prosecutor, of the Mukachevo and Chynadiyevo Trust Estate owned by the Counts of Schönborn. On January 26, 1860, he was elected a full member of the Hungarian Natural History Society.

Shortly thereafter, he was elevated to the ranks of the Historical Society's board of directors. A separate archaeological committee also operated within the Society [4, pp. 25–26].

His connections with fellow scholars were established primarily through correspondence; he corresponded regularly with the era's most distinguished historians and with eminent figures who had made significant contributions to the study of historical sources. This also inspired Lehoczky to contribute to the success of the first volume of the Historical Society's journal, which was launched in 1867, by publishing short historical notes under the title "Historical Gleanings" [5, pp. 5–6]. The successful operation of the Archaeological Society established in Szabolcs County on December 1, 1868, as well as his relationship with its founder, András Jósa, which developed into a friendship, encouraged Lehoczky to establish an archaeological society in Bereg County as well. The successful discovery of the Hungarian conqueror's grave in Svalyava in 1870 might have provided the decisive impetus for this, but it did not lead to the founding of the Bereg County Museum [6, pp. 182–183].

Analysis of recent research and publications. In 1877, Bereg County commissioned Lehoczky to write his most significant work, a monograph on Bereg County, offering him a fee of 1,000 forints, but on the condition that payment would require the recommendation of the Hungarian Historical Society. The Society entrusted one of the reviews to Jenő Nyáry, the renowned archaeologist and collector, and Frigyes Pesty with reading the historical sections and providing a written review. The reviews were completed by February 1880; at least, that is when they were submitted to the board. Meanwhile, the author was not idle; over the course of those six months, he additionally compiled biographies of artists and writers who had lived or were living in the county, as well as descriptions of the seals of all the county's localities, which he included in Volume II. The manuscript was sent for printing to Miksa Pollacsek, a printer in Uzhhorod, who likely made the most favourable financial offer. The monograph was published in 1881 in three separate volumes, securing its author great professional prestige to this day [7].

At the Society's annual travelling conference in Zemplen–Ung County, he was delegated to the so-called Lelesz Committee and subsequently conducted extensive research in that archive. The watermarks he traced there were published in 2001 [8, pp. 155–172]. His monographs and studies, written with great detail and expertise, remain indispensable to local historians to this day. The museum society he founded in 1907 was able to carry out its activities, but the museum he had hoped for could not be established during his lifetime. The city of Mukachevo, long after his death, during the Czechoslovak period, set aside a space for a museum on the town hall grounds [9, pp. 162–163].

His private collection was left to his heirs, who wished to sell it. However, the Czechoslovak state, established after World War I, did not allow the famous archaeologist-historian's estate to be removed from the Carpathian region, so after

a long legal battle, the collection was able to remain in Mukachevo. The museum association established during the Czechoslovak era primarily promoted archaeological research in this region [10, pp. 30–34].

The purpose of this article is to present the life and scholarly legacy of Tivadar Lehoczky (1830–1915), the polymath of Bereg County. We aim to highlight his contributions as an archaeologist, historian, ethnographer, and collector, whose work shaped the cultural and scientific understanding of the region. In addition, it is intended to analyse his major works, including the Bereg County Monograph (1881), his diaries ("Our World War", 1914–1915), and the "Archaeological Notes" (1860–1913). The article also aims to emphasize the importance of unpublished manuscripts and archival materials, encouraging modern historians to continue cataloguing and publishing them. Finally, we wish to demonstrate how his meticulous documentation of artifacts, folklore, and historical events provides a foundation for future research in archaeology, ethnography, and local history.

Presentation of the main material. We are familiar with the works published by Tivadar Lehoczky. However, the cataloguing of the manuscripts lying dormant in the archives is still ongoing. It is the task of today's generation of historians to uncover these writings and make them available to the public. One such manuscript was made available to us at the SATR [11, pp. 41–44], which serves as a significant source for clarifying both local conditions and the international situation during World War I.

Since Lehoczky had been living in Mukachevo since 1855, he was there when World War I broke out. As a lawyer with an interest in the region and perhaps the entire world, he began recording the events in a diary, which is how he came to be the author of the four-volume manuscript series titled "Our World War." At the start of the First World War, he was already in the penultimate year of his life. By this time, he had already made his mark on the history of our region as a recognized collector of artifacts and a research historian. It is characteristic of his work that he wrote his four monographs after turning seventy.

He began writing his chronicle titled "Our World War" on July 31, 1914, and finished it on October 31, 1915, ending the text with three dots. Lehoczky wrote the manuscript as a patriot of the Austro-Hungarian Monarchy. (The work, divided into four manuscript volumes, is distributed among the archival units as follows: Vol. 1: June 28–October 20, 1914. 199 pp.; Vol. 2: Oct. 1–Dec. 31, 1914. 228 pp.; Vol. 3. Jan. 1–Apr. 30, 1915. 221 pp.; Vol. 4. May 1–Oct. 31, 1915. 308 pp.) Thanks to his excellent command of languages, the author communicated not only with the Hungarian soldiers and the wounded stationed in Mukachevo, but also with the Russian prisoners of war housed in the city. He described their appearance, discussed military events with them, and asked them about their lives

in Russia. The diary contains regular reports on the front lines, the battles unfolding near the Carpathians, the siege of Przemyśl Castle, the tsarist troops' incursions into the country, the initial enthusiasm, the health situation, the plight of the local population, and so on. In this article, it is not possible to analyse the four volumes in detail. The highlighted topic appeared in the notes in the margins of the volumes; this is how the news items were distinguished, and this is how the author marked the summaries he highlighted.

In the introduction to the first volume, the author summarized the events leading up to the world war and the Slavic-German conflict. He described the Serbs as the most tenacious of the Slavic peoples. He emphasized that the tsar's stated goal and ambition was to unite all Slavic peoples under Russian leadership [12, pp. 1–2]. In the manuscript, he also analysed the threads of international relations, in parallel with the events that took place on the front lines of our immediate northeastern region. He provided a detailed account of the battles near Mukachevo, drawing on his own observations and the assistance of family members and acquaintances [13, p. 15]. He reported on news from the 65th Infantry Regiment in Mukachevo [14, p. 21], the full troop movements in Mukachevo, while continuously providing updates on his relatives and describing the general mood in Mukachevo, which was evident in fashion, hairstyles, and behaviour. For example, instead of the English moustache, he recommended the Hungarian-style moustache of Ferenc Rákóczi II [15, p. 66].

Lehoczly provided a detailed description of 166 Russian prisoners. According to him, the officers appeared despondent, but the enlisted men were not disheartened and ate their lunch cheerfully [16, p. 87]. He drew attention to the Polish insurgents, who were being housed in groups in private homes and on plots of land, including Lehoczky's neighbourhood. He noted that in Mukachevo the long-established order loosened somewhat, and prices were not regulated. He proved well-informed about the locations of military garrisons, describing the situation in the counties of Ung, Bereg, Maramures, Ugocha, and Satmar [17, pp. 109–110]. He also reported on his state of mind shortly before his death. He referred to his age of 85, yet he remained active with vigour and composure, speaking with satisfaction of his family's peace and his young wife. The polymath enriched the chronicle with drawings and battle descriptions, and thanks to his great literary talent, he was able to make it fluid and readable for posterity, even while conveying the dry facts.

He would undoubtedly have remained a prolific researcher even after the age of 85, had it not been for that rusty nail that fatally infected his body and ultimately led to his death. He thus completed the manuscript of "Our World War" on October 31, 1915, ending the text with three dots. The chronicle was made available to the public in 2016 by the Tivadar Lehoczky Centre for Social

Research at the Ferenc Rákóczi II Transcarpathian Hungarian University, edited by György Csatáry, Ferenc Molnár, and Melinda Orbán.

For more than fifty years (1860–1913), Tivadar Lehoczky kept a journal titled "Archaeological Notes" documenting his archaeological and collecting activities. In it, he described objects he had collected himself, received from others, or purchased during his travels. Over a period spanning just over half a century, four volumes of notes were compiled. The first diary contained the results of his activities from 1860 to 1894, while the second volume covered the period from 1894 to August 17, 1899. The third volume began on August 18, 1899, and ran through September 23, 1902. The fourth and final volume contained the archaeological records of the last decade and concluded in 1913. These diaries, which serve as both archaeological records and inventories of artifacts, are housed in the collection of the Tivadar Lehoczky Transcarpathian Regional Local History Museum [18].

The digitization of the diaries began as early as the start of 2025 as part of a collaboration between the Tivadar Lehoczky Transcarpathian Regional Local History Museum and the Ferenc Rákóczi II Transcarpathian Hungarian University. A research group composed of university faculty members (Adalbert Rats, Erzhebet Molnar D., Yurii Chotari) undertook the task of processing the so-called archaeological diaries and making them available to the public, a task requiring particularly diverse expertise. We are referring primarily to the foreign-language text passages and the words that often appear illegible. The work is currently in progress and, due to its scope and specific terminology, requires the involvement of multiple researchers. The processing is being done with the aim of publication; a major challenge is the accurate reproduction of the drawings created by the author depicting the described objects. A prerequisite for a modern edition of source materials is the inclusion of explanatory notes alongside the original text, thereby enhancing the scholarly value of the diaries. A preliminary analysis of Tivadar Lehoczky's archaeological diaries and notes reveals that they contain a vast amount of information in the form of texts and drawings. At the beginning of the first volume, Tivadar Lehoczky describes the geological and historical eras of humanity in accordance with the scientific knowledge of the time, lists the names of the eras, and defines their chronological boundaries. In addition to describing the historical periods, the introduction also touches on other technical issues, such as the possibilities for preserving metal objects, the preparation of special coatings, etc. Following the technical introduction, the author begins describing the various objects found during excavations, purchased, or acquired in other ways. When describing the objects, he always took care to note the site (settlement, topographical name), the date, the object's dimensions, and its shape; he endeavoured to identify it and, where possible, classify it by

culture or period. In many cases, the descriptions of the objects are accompanied by colour drawings, which primarily depict the objects and the sites where they were found. The diary text, written in ink, occasionally includes sections written in pencil [18, pp. 8, 10, 12, 18, 22].

A close reading of the manuscript reveals that the author precisely identified areas of archaeological significance where various objects were discovered during plowing, earthworks, or various excavations. He first mentioned the outskirts of Klyachanovo (Mukachevo District), where a bronze spear, a sickle, and chisels were found during earthworks. He noted the size of the objects and the date of their discovery each time. Based on the artifacts unearthed at the settlements mentioned in the manuscript, and after completing the cataloguing process, we can also compile a complete list of the archaeological objects collected by the author. We are convinced that this is the only way to further refine the already extensive list of finds in the Lehoczky collection.

We can read some interesting insights from an expert medical report discussing bone diseases in prehistoric humans. We also learn that on August 6, 1891, the collection consisted of 841 ancient bronze objects. Lehoczky described methods for preserving old iron objects (tools): soak them in a vinegar solution, scrub them clean, dry them, and coat them with oil, though varnishing is a better method. He detailed the composition of the solution. He also used his archaeological finds for comparison; for example, he compared the weapons found in Dunaperti with those of the locals, and the conclusions drawn in this way are certainly valuable for further research. We cannot undertake a comprehensive analysis of the additional data at this time; this can only be achieved upon the complete processing of the diaries [18, p. 4].

The locations and place names mentioned in the diary can be identified by studying old cadastral maps. It is known that in his diaries, Lehoczky described not only objects originating from what is now Transcarpathia, but also artifacts from other, even distant countries. Among the objects described are some originating from Denmark and even from the United States [18, pp. 38, 122, 127]. Another distinctive feature of the diaries is that at the end of each volume, the author included an index listing the names of settlements, the objects, and the page numbers. Most of Lehoczky's written legacy has been published, except for his archaeological notes. The writings of this prominent self-taught archaeologist of his time are important to us for several reasons. First and foremost, Lehoczky's notes attest to his professionalism, his thorough knowledge of the region, and his comparative research method, which provides insight into the archaeological finds of neighbouring regions. Second, the publication of source materials is useful for historiography, as it reflects the scientific level of archaeology at the time and provides a picture of the social conditions of the era. Finally, one of the

most important goals of historical source publications is to provide an opportunity for further research for anyone interested.

At the Berehove branch of the State Archives of the Transcarpathian Region, the collection of documents pertaining to Tivadar Lehoczky's museum and archaeological legacy is titled "Documents of the Tivadar Lehoczky Museum Association in Mukachevo" [19]. The collection naturally pertains to the museum's holdings, but despite its diversity, it has survived in a rather incomplete form. It is certain that Lehoczky himself began organizing the documents; chronologically, the collection is complete, as we have inherited sources from the periods of the Austro-Hungarian Monarchy, the Czechoslovak Republic, and the Kingdom of Hungary.

The Lehoczky Museum's history, peppered with curiosities and strange occurrences, is systematically reflected in the archival materials that have survived, which were originally accumulated in Mukachevo and later in Uzhhorod. The source materials available to us in the museum's collection date back to the last quarter of the 19th century: photographs, posters, drawings, plans, certificates, invoices, diplomas, wills, lists of monuments, and descriptions of archaeological finds, which also appear in his diaries [20, pp. 26, 27, 29, 30, 49].

This collection houses the manuscript of "Our World War", mentioned earlier. A worthwhile topic of research could be, for example, how his diary about World War I came to be included in the museum's collection, as well as the reasons why the "Archaeological Notes" were added to the holdings of the Local History Museum in Uzhhorod.

A significant portion of the museum association's records was compiled during the Czechoslovak Republic, as the museum was already operating as an organized institution in Mukachevo at that time. We can find valuable documents regarding the legal proceedings concerning the Lehoczky Collection, its ownership, and the attempt to sell it. We have been left with minutes regarding the museum's operations and reports addressed to the Department of Education of Subcarpathian Rus, as the institution's sponsor. Descriptions of certain graves, crypts, and caves, for example, may be of value to archaeologists; these sites were identified as locations where it would be advisable to conduct excavations [21, pp. 1–21].

The archival records show that the political upheaval of 1938 brought about major changes at the museum level as well. With the partial restoration of the county system, some of the historical artifacts were returned to the county seats. These included historical paintings, seals, and other artifacts [22]. We have access to approximately twenty archival units from this period. Naturally, the world war also left its mark on the museum's activities. Several authors have worked on processing and describing these documents, including László Boros and Gyula

Kosztyó. From a bibliographic perspective, Viktória Kuzma most recently conducted a comprehensive study on the history of museums in Transcarpathia [23, pp. 181–191].

The Manuscript Collection of the Hungarian Academy of Sciences also contains a large number of Lehoczky documents and manuscripts, which likely found their way into this collection from the estates of various scholars of the time. During our research in the late 1990s, we had the opportunity to examine the contents of these documents and were able to collect those that had not yet been published. What kind of materials can be found here? Primarily his correspondence with fellow scholars, e.g., Kálmán Thaly [24], János Erdélyi, Flóris Rómer, Frigyes Pesty, Sándor Márki [25], Jenő Nyáry, and József Szinnyey [26], etc.

The historical-scientific data found in this correspondence may still be relevant today, as they point to the possible locations of certain documents, manuscripts, and sources. Furthermore, they clearly reflect the problems of contemporary archaeology and, above all, rural historiography. In 1871, Lehoczky began a distinctive research project in the Lelesz archives, uncovering primarily medieval curiosities, the aforementioned watermarks, and legends pertaining to the Mukachevo region [27, pp. 1–12]. It is known that the materials from this historical archive are now preserved in Bratislava, Slovakia, and form part of the Slovak National Archives. A manuscript concerning Mukachevo Castle and its associated estate can be found there, which is a characteristic feature of the descriptive historiography of the period.

Conclusions. Tivadar Lehoczky remains one of the most prolific and influential historiographers of Bereg County, whose interdisciplinary work enriched archaeology, history, and ethnography. His written legacy is vast but not yet fully explored; many manuscripts, diaries, and archival records still await systematic study and publication. The digitization and scholarly processing of his “Archaeological Notes” and “Our World War” diaries are crucial for preserving his insights and making them accessible to future generations.

Lehoczky’s comparative research methods and detailed cataloguing practices reflect the scientific level of archaeology of his era, while also offering valuable data for contemporary scholars. His legacy demonstrates the importance of regional scholarship in shaping national and international historical narratives.

Continued exploration of his manuscripts will undoubtedly yield new discoveries and perspectives, confirming his enduring significance as a self-taught yet highly professional researcher. In his writings, he refers to manuscripts that remain unknown to this day, the fate of which has yet to be determined. In conclusion, we can say that we are continuing to explore the written legacy of Tivadar Lehoczky, which undoubtedly still holds surprises.

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UKRAINIAN NARRATIVE OF THE TRANSNATIONAL HISTORY OF THE ITALIAN RESISTANCE MOVEMENT DURING WORLD WAR II

Abstract. This article highlights the argument that Ukraine was at the epicenter of the major events of World War II and the European Resistance movement. This underscores the need to take the Ukrainian factor into account when studying these events, integrating Ukrainian, European, and world history. The article substantiates the theoretical and practical aspects, as well as the methodological and factual possibilities of the Ukrainian narrative of transnational history, which an increasing number of researchers are using to study the place and role of Ukraine and Ukrainians in the Italian Resistance movement during World War II. Particular emphasis is placed on the gnoseological, epistemological, and axiological significance of scientific knowledge on this subject in the context of the large-scale Russian-Ukrainian war as a factor in state strategy and national security, as well as in the clarification and consolidation of the Ukrainian political nation. It is emphasized that this approach makes it possible to correctly articulate, and more objectively, systematically and deeply to find out the attitudes and motives, to trace the strategies and behavioral patterns of individuals, small and large groups of Ukrainian representatives, and the various forms of their direct participation in the Resistance movement in Italy, which was occupied by Hitler's troops during World War II. Based on a comprehensive analysis of domestic and foreign historical literature, it is noted that clarifying the place and role of Ukrainians in the Italian Resistance movement from the perspective of the Ukrainian narrative of transnational history allows for the most complete and comprehensive investigation, critically rethink and carry out a truly scientific reconstruction of these events in both European and global contexts. Therefore, the use of a transnational narrative makes it possible to more

thoroughly investigate the scale and specifics of the Italian Resistance movement, to recreate the place of Ukrainians in it, and thereby take an important step towards "inscribing" Ukrainian history during World War II into the European and world civilizational space.

Keywords: transnational approach, research, Ukrainian narrative, World War II, Resistance movement, Italy, Ukrainians, "inscription", civilizational space.

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УКРАЇНСЬКИЙ НАРАТИВ ТРАНСНАЦІОНАЛЬНОЇ ІСТОРІЇ ІТАЛІЙСЬКОГО РУХУ ОПОРУ В РОКИ ДРУГОЇ СВІТОВОЇ ВІЙНИ

Анотація. У статті актуалізується теза про перебування України в епіцентрі головних подій Другої світової війни та європейського руху Опору. Це обумовлює необхідність при їх дослідженні врахування українського чинника, поєднання української, європейської і світової історії. Обґрунтовуються теоретичні та практичні аспекти, методологічні й фактографічні можливості технології українського наративу транснаціональної історії, яким керується дедалі більше дослідників для вивчення місця та ролі України і українців в італійському русі Опору у період Другої світової війни. Особливо підкреслюється його гносеологічне, епістемологічне та аксіологічне значення наукових знань про це в умовах широкомасштабної російсько-української війни як чинника державної стратегії і національної безпеки, увиразнення та консолідації української політичної нації. Наголошується, що цей підхід дозволяє правильно артикулювати й більш об'єктивно, системно і глибоко з'ясувати ставлення й мотиви, простежувати стратегії та моделі поведінки окремих людей, малих і великих груп представників України й різноманітні форми їх безпосередньої участі у русі Опору в окупованій гітлерівськими військами Італії у роки Другої світової війни. На основі комплексного аналізу

вітчизняної і зарубіжної історичної літератури відзначається, що з'ясування місця та ролі вихідців з України в русі Опору Італії з перспективи українського наративу транснаціональної історії дозволяє дослідити з максимальною повнотою і ступенем цілісності, критично переосмислити і здійснити їх дійсно наукову реконструкцію як у європейському, так і в світовому контекстах.

Відтак застосування транснаціонального наративу уможливлює більш грунтовно дослідити масштаби, специфіку італійського руху Опору, відтворити місце в ньому українців і тим самим зробити важливий крок по шляху «вписання» української історії часів Другої світової війни в європейський і світовий цивілізаційний простір.

Ключові слова: транснаціональний підхід, дослідження, український наратив, Друга світова війна, рух Опору, Італія, українці, «вписання», цивілізаційний простір.

Statement of the problem. At the end of April 2026, it will be 81 years since the end of the campaign to liberate Northern Italy from Nazism and Hitler's occupation, the signing of the treaty of surrender by General Heinrich von Fitzhugh on the territory of Italy, the liberation of all of Italy together with the Allied forces on May 8, 1945, and in early September, humanity will celebrate the 81th anniversary of the end of World War II. Of course, the main burden of the Resistance Movement was borne by the Italians and their allied forces. But it would also be unfair to ignore or disregard the fact that Ukrainians and representatives of other nations were bringing victory closer with arms in their hands alongside the Italians.

The full-scale Russian-Ukrainian war, the current socio-political challenges faced by the Ukrainian people and the European and international community in general, and each nation in particular, objectively actualize the problem of achieving victory, preserving and protecting peace, and necessitate a deep analysis and rethinking of the cost and enormous efforts of many states and peoples of Europe and the world that were spent to achieve peace in World War II.

In view of this, the deconstruction of mythologies, stereotypes of the communist era, political bias in historical studies, and the "globalization of memory" that contributes to the expansion of a transnational moral community that claims to be an "appeal instance" in matters of memory and is a carrier of universal values is of great importance [1, P. 219].

The aim of this study is to examine and reinterpret the participation of Ukrainians in the Italian Resistance during World War II through the lens of the Ukrainian narrative of transnational history.

Analysis of recent studies and publications. The question of the participation of Ukrainian representatives in the European Resistance has been reflected in Ukrainian historiography. First of all, we are talking about the works of I. Brechak, P. Brytskyi, L. Herasymenko, V. Hrytsiuk, S. Yelisavetskyi, V. Zhuk, I. Zhukovskyi, Y. Kaliberda, Y. Klimchuk, V. Klokov, M. Koval, V. Kosyk, A. Kudrytskyi, O. Lysenko, I. Patryliak, R. Pyliavets, A. Fedko, Y. Fedko, A. Filinyuk, B. Yuriev, and other authors. In particular, valuable for understanding the problem are the изpublications [2; 3] and the author's dissertation "Ukrainians in the Anti-Nazi Resistance Movement of France and Italy during the Second World War" [4], which was defended in 2021 at the Ivan Ohienko Kamianets-Podilskyi National University, which made the first attempt to reveal the contribution of Ukrainians to the Victory in these European countries on a modern methodological basis.

Important for national historiography is the scientific and documentary publication edited by A. Filinyuk [5], which presents memoirs, documents, and materials about many participants in the European Resistance Movement of the Second World War from Ukraine. The work begins with a large analytical article with extensive material on the history of Ukrainians' participation in the fight against the Nazi invaders in the occupied countries. The book consists of four chapters, where a number of archival sources, documents, museum materials, interviews and fragments of memoirs of members of the Resistance Movement and their immediate relatives, copies of documentary publications, and photographs are presented for the first time.

In general, over the past decades, the understanding of this historical phenomenon has become deeper and more comprehensive "as new facts already known and discovered by researchers are comprehended and understood, as well as the complex interweaving of simple, understandable and secret pages of history, the intentions of politicians, the actions of participants, the motives of ordinary people, the driving forces, results and consequences" [6, P. 28]. However, the topic of the participation of the Ukrainian population and its place in the European Resistance Movement, in particular the Italian one, requires a comprehensive disclosure in the scientific literature to prevent its silencing, erasure of memory, and oblivion.

It is worth noting that in Western European literature, immigrants from the USSR who lived in Western Europe were usually referred to as "Russians." But Russians were far from the only national group that participated in the European Resistance Movement. Ukrainians, Belarusians, Armenians, Georgians, Kazakhs, and representatives of other Eastern European nations fought against the Nazi occupation regime with arms in their hands. Ukrainians participated in the armed forces of the Allies and in the European Resistance movement [7, PP. 202-206].

Ukrainians, in particular, constituted a significant proportion of prisoners of war and the majority of "ostarbeiters".

In clarifying the role and place of Ukrainian residents in the transnational history of the Italian Resistance Movement, it is necessary to be guided by an approach that would provide a clear explanation of the fact that Ukrainian military formations, which were a part of the Ukrainian emigration, prisoners of war, "ostarbeiters" and representatives of the UPA diplomatic mission, whose task was to reach out to Western allies in order to hand them the Declaration of Independence of Ukraine, took part in the Resistance. They fought in the ranks of the Resistance not only for their homeland, but also for Italy, for the freedom of the whole of Europe [8, P. 155].

Presentation of the main content.. The analysis of documents and scholarly literature shows that the forms of struggle of the international resistance movement were very diverse: non-compliance with enemy orders, anti-fascist propaganda, assistance to people persecuted by the Nazis, intelligence activities in favor of the anti-Hitler coalition, strikes, sabotage, mass protests and demonstrations, underground and partisan struggle in the temporarily occupied territories, armed operations, and uprisings.

The purpose of the study is to examine and rethink the participation of immigrants from Ukraine in the Italian Resistance movement during World War II through the prism of the Ukrainian narrative of transnational history.

Considering war not only as a global cataclysm, but also as a personal catastrophe, scholars are able not only to "fit" the fates of individuals into the context of military events, but also to find out the underlying motivations and drivers of all actors of the historical event, to trace the strategies and patterns of behavior of individuals, small and large, permanent and temporary social cohorts [9, P. 8]. Nowadays, "more and more scholars are inclined to the transnational approach" [10, P. 22]. The American historian A. Iriye proposed to consider transnational history to study movements and forces that cross state borders [11, PP. 211-222]. Specifying this notion, Bartolomé Yun Casalia emphasized it as a transnational approach to the past that favors the analysis of exchanges and mutual movements across borders, which relate to mutual perceptions and interethnic social relations and migration movements [12].

At the same time, G. Riy sees transnational history as "an approach to the study of history that emphasizes the ideological, cultural, economic, and social intertwining of different societies, groups of societies, or cultures across state or national boundaries, taking into account the constant and powerful influence of the nation" [13, P. 111]. In his opinion, transnational approaches to writing Ukrainian history can indeed change its paradigm. They make it possible to expand the range of scientific research and studies, as well as create opportunities

for "weaving" Ukrainian history into the broader context of Eastern European and European narratives. Transnational history makes it possible to rethink spatial relations in a historical context. Transnational history makes it possible to diversify research topics [14, P. 113].

In one of his publications, American researcher of historical memory J. Winter emphasizes that the transnational approach allows us to consider the world wars of the twentieth century in a larger perspective, which, in turn, places local or already studied aspects (for example, local resistance to the occupiers) in a global historical context that opens up new opportunities for scholars [15, PP. 6-7]. Answering the question of what kind of history is needed today, a well-known historian of the Ukrainian diaspora in the United States, S. Plokhii, rightly argues that "writing national history in modern conditions means changing the isolationism and provincialism of Eastern European historiography" [16, P. 5]. Such an approach goes beyond national descriptions and takes into account the conditions and current processes of revision of identity, history, and political practices [17, P. 667] and will open new perspectives in the study of Ukraine's history as an organic European component. On this path, radical changes in the methodology of history are of particular importance, the most relevant of which is the introduction of a transnational approach to the study of the past without any weakening of attention to Ukrainian history [18, P. 12].

It is also important that national historians are currently under pressure from two discourses: modernist (national) and postmodernist. According to H. Kasyanov, Western historiography with its transnational tendencies creates a postmodern discourse in the intellectual space that cannot but influence historians, even if they are not aware of it. It requires completely different conceptual approaches to writing what we call the history of Ukraine [19, P. 21]. Therefore, the issue of historical memory in Ukraine in the context of eliminating "white spots" of history and "returning to historical truth" has become a topic of critical reflection and scientific understanding quite recently [20, P. 37].

Today, it is difficult to imagine postwar Europe without a sustained and increasingly diverse interest in the legacy of the Second World War, its reassessment and "reformatting." History was directly involved in the process of "resetting" national identity [21, PP. 459-462]. R. Leboy rightly writes that "...since the end of World War II...almost every country has had to go through various painful debates about its role in the conflict...In some countries, the debate was immediate, while in others it took decades before it began" [22, P. 148; 23, P. 21].

Drawing parallels between the "common past" of different countries and peoples of Europe, we naturally turn to such an important milestone in their history as the joint struggle against Nazism in World War II, in particular,

participation in the Resistance movement, which became one of the essential factors in the conditions of Nazi occupation and a kind of fifth theater of military operations against aggressive regimes. According to the French historian F. Marcotte, the Resistance movement was "a voluntary and underground struggle of representatives of different peoples and nations against foreigners and their accomplices for the liberation of the country in which they live..." [24].

In contemporary European historiography, the topic of Resistance history has been placed in a broader transnational and ecumenical framework since the mid-1990s by historians J. Dreyfus-Armand, D. Pischanskyi, and E. Temim [25] and is "cross-cutting" and common to all European nations, including Ukraine. Historiographical projects related to the transnational pan-European history of the Resistance movement contribute to the writing of a "pan-European" history as a sum of national narratives and the interaction of national "actors." E. Achchai, a researcher of the anti-fascist movement in Europe, goes beyond the actual boundaries of World War II, pointing out that the European Resistance movement as a transnational phenomenon dates back to the Spanish Civil War of 1936-1939. Moreover, the scholar emphasizes that much more was at stake in the European Resistance than the liberation of one nation from Nazi tyranny [26, PP. 158-162].

The fact that in recent years the study of the Resistance Movement has become transnational is evidenced by the implementation of the project "The Transnational Resistance Movement: A Transnational Approach to the Study of the European Resistance Movement in 1936-1948" launched in 2015 at the University of Oxford (UK), which focuses on the participation of foreign volunteers in the Spanish Civil War, the European Resistance Movement, international camps in France and North Africa, etc. [27]. Unfortunately, Ukrainian researchers and other representatives of post-Soviet countries were not involved in this project. Meanwhile, foreign foundations are willing to provide grants to Ukrainian scientists and organize scientific conferences in Ukraine. The thematic palette of military history studies is expanding and modernizing [28, P. 193].

As for Italian historians, we believe that by debunking myths, they are trying to reconstruct the Resistance movement and its participants in a new image, often emphasizing its European significance, defining the basis of a modern united Europe in the struggle against Nazism and fascism waged by Italians and other peoples of the continent during World War II on the territory of Nazi-occupied Italy. However, there is still no comprehensive research on the participation of foreigners in the Italian Resistance, which is partly due to the scattering of archival sources, memoirs, and other important materials that can provide factual material on the history of everyday and partisan life, human relationships that are not always easy to establish, understanding and closeness

between Italian and foreign partisans, etc. At the same time, the sources and regional studies available today allow us to partially identify the names and, accordingly, to "read the mosaic" of different nationalities of foreigners who fought for the freedom of Italy. After all, there were units in the occupied part of Italy that from the very beginning united foreign fighters of different nationalities. Among them were representatives of the Soviet Union, Yugoslavia, Greeks, Jews, Czechs, Slovaks, Austrians, Germans, Americans, French, English, Irish, Canadians, people from Africa or former colonies, Australians, and New Zealanders. In total, representatives of about 50 different nationalities took part in the Italian Resistance [29; 30; 31].

According to the «Wu Ming Foundation», a foundation of research groups and collectives in Italy, no European resistance movement was purely "national," all - including the Italian - were multi-ethnic, creole, internationalist, and migrant, and that the National Association of Italian Partisans would be fairly renamed the International Association of Partisans in Italy. According to incomplete data, 1401 people are classified as foreign partisans in Emilia-Romagna, including 1284 people from the USSR, 70 Yugoslavs, 49 Poles, 23 Czechoslovaks, 14 English, 122 Germans, 33 Austrians, 23 French, 7 Dutch, 2 New Zealanders, 1 Australian, 8 Greeks, 2 Luxembourgers, 2 Turks, 1 Dane, 2 Americans, 1 Swiss, and 9 undefined [32].

A memorial plaque in Genoa lists the names of 50 foreign partisans who died for the liberation of the city from the Nazis, including Ukrainian Oleksandr Tirikov, who were recognized as honorary citizens of the city [33]. This confirms the important role of foreigners in the development of the Italian Resistance movement and actualizes the need for its further study by modern scholars.

The Italian researcher M. Gallini praised the feat of immigrants from the USSR, including representatives of Ukraine, believing that they were often at the forefront of fierce battles, showing high moral qualities and readiness for self-sacrifice. The scholar also wrote about honoring the memory of those who died for the ideals of freedom through memorials and obelisks erected in various cities and villages of Italy. According to his calculations, from September 1943 to May 1945, about 5,000 immigrants from the Soviet Union fought in the ranks of local patriots in Italy, and 500 of them died. "Quantitatively" and 'qualitatively', Ukrainians who helped or directly participated in the actions of Italian Resistance fighters throughout the entire period of its deployment stand out among them [34, P. 9; 35, P. 17].

It is currently impossible to establish the exact number due to encrypted partisan documentation (much of it lost during the war), as the documents often contained only names or pseudonyms transcribed in the Italian manner; the documents that members of the Resistance Movement received after the war were

issued not centrally, but by division commanders (units of different political forces in Italy operated under common leadership, but retained their autonomy). Facts show that in units, especially Soviet units in northeastern Italy, Ukrainians accounted for almost half of their personnel. And in most partisan combat units, Ukrainians represented both ordinary fighters and commanders [36, P. 6-7].

A characteristic feature of the Italian Resistance was that the country was not only occupied by foreign troops, but also for many years under the yoke of fascist dictatorship. Therefore, in Italy, more than in any other country, the partisan movement combined the armed anti-Nazi struggle with national liberation. The next feature was that in 1943-1945 in northern Italy, the strike movement became a permanent factor in the Resistance, which in April 1945 marked the beginning of a general national uprising in all cities of occupied Italy, during which the joint efforts of partisans, strikers, and allies completed the liberation of the country from the Nazis [37, P. 129].

In Italy, as in many European countries, the anti-fascist movement unfolded, involving political forces of different orientations, which increased its social base. Thus, on September 9, 1943, after Italy's withdrawal from the war and the beginning of its occupation by Nazi troops, the National Liberation Committee was established, which, leading the liberation struggle, aimed to unite various political parties and movements and move from “spontaneity” to organized struggle and political coordination of the Resistance against the Nazis [38, P. 187]. Therefore, in the territory of Italy occupied by Nazi troops, guerrilla groups created by various anti-fascist political forces operated. First of all, these were communist Garibaldi units, units of the Justice and Freedom Action Party, socialist partisan units named after Matteotti, autonomous brigades, Mazzini's Republican brigades and the Christian Democrats' popular brigades, called the Green Flame, and other small anarchist, Catholic and monarchist guerrilla groups, whose actions were also coordinated by the Committee [39, P. 112]. Subsequently, the partisan units were united into brigades, thus forming divisions (each of these units also had a certain degree of independence). Obviously, with the beginning of the underground and partisan struggle against the Nazis, Ukrainians took an active part in various “camps” of the Resistance Movement.

Ukrainian emigrants made a significant contribution to the rise of the European Resistance to Nazism, as many European countries were and still are democratic states in which forced emigrants from Ukraine found refuge and a second homeland. Compared to France, for example, the participation of Ukrainian immigrants in the Resistance Movement was quite insignificant. Nevertheless, they immediately joined the fight against the Nazi occupiers and became part of the anti-fascists in the Italian Resistance Movement. In particular, the son of a Ukrainian emigrant from the Khmelnytskyi region, S. Kasman, was

active in the vicinity of Milan. While in Milan, he - by that time already "Commander Marco"-established contacts with local underground fighters [40, P. 135]. The young partisan was engaged in the release of arrested opponents of the regime - Italian officers and soldiers who refused to cooperate with the ISR and the Wehrmacht [41, P. 12]. They, as well as American and British prisoners of war, were taken out of detention by S. Kasman through secret paths and transported to safe places, mostly to Switzerland. After a series of successful operations conducted by the 24-year-old "Marco," he was appointed head of the Milan headquarters of the Justice and Freedom organization, which formed small groups of underground fighters - the SAP. On December 9, 1944, during an operation in the center of Milan on Piazza Lavater, S. Kasman was trapped and killed by a shot in the back [42, PP. 84-87]. S. Kasman was buried in the central cemetery "Maggiore" (Musocco) in Milan, in field 64. Every year on April 25, the Day of the Liberation of the Italian People from Nazism, a wreath-laying ceremony is held there in honor of the fallen partisan heroes. One of the streets in Milan is also named after him. Moreover, he was posthumously awarded the highest honor, the Gold Medal for Military Valor. In his hometown of Chiavari, a boulevard, Viale Sergio Kasman, was named in his honor, where a bust of him was erected on April 25, 1985 [43, P. 21; 44, P. 17].

With the beginning of the occupation of Italy, a young anti-fascist from Odesa, L. Ginzburg, became active. From July 25 to September 8, 1943, he held meetings with representatives of the Action Party in various cities of the country. While in Rome, he began to cooperate with the underground and ensured the publication of the official newspaper of the Action Party, Free Italy, where he published his articles on the situation in the country and the world, as well as anti-fascist proclamations [45, P. 98; 46, P. 245]. On November 20, 1943, during a raid, L. Ginzburg and his associates were arrested and sent to the Regina Celi prison. On December 9, he was transferred to the German Gestapo prison, where he was tortured to death on February 5, 1944. It should be added that in 2014, a documentary film "Leone's Choice" directed by F. Mauro was released in Italy about the combat path of the emigrant from Ukraine L. Ginzburg [47, PP. 279-283].

Bohdan (Deodato) Haidukivskyi from the Lviv region, who went to the Vatican to study in 1938, stopped his studies at the outbreak of the war and also joined the Resistance Movement in Italy against the Nazi occupiers [48]. The circumstances and causes of B. Haidukivskyi's death are evidenced by the materials of the Museum of the Resistance Movement in Sala Biellese, studied during Y. Klimchuk's personal visit in October 2019. Haidukivskyi almost immediately joined the ranks of the patriots and joined the Caralli unit of the 2nd Partisan Brigade "Biella", which was part of the 7th Garibaldi Division "Fillac",

where he served as a liaison officer [49, P. 132]. During the occupiers' "Hamburg" raid operation to neutralize Italian vigilantes in the region, B. Haidukivskyi was arrested in the village of Sordevolo (Biella province) on May 31, 1944. On the morning of June 4, 1944, he was shot [50, P. 37]. The towns of Biella, Sala Biellese, and Bollengo in the province of Turin still keep alive the memory of B. Haidukivskyi, who was shot by the Nazis in Biella. He found eternal rest in the city cemetery in Bollengo. In the city of Biella, the Martyrs for Freedom Square was named in honor of the fallen Garibaldi, and a monument with the names of the heroes engraved in its center, including the Ukrainian B. Haidukivskyi. Another memorial plaque with his name is located in the park at the Municipality of Ballengo [51, P. 169].

The first Ukrainian prisoners of war arrived in Italy between January and April 1942. They were sent here to build fortifications on the seashores and air defense systems in important industrial centers against possible bombing by Allied aircraft. Most of them were concentrated in the North of the country. Later, Ukrainians were also sent here, forcibly deported in labor groups of the German military construction organization Todt, which had been engaged in fortification work at military installations in Italy since June 1943.

Despite the harsh conditions in the camps, immigrants from Ukraine initially tried to organize themselves into groups and organize escapes. The activities of the illegal committees established in most camps were aimed at establishing communication with the outside world in Italy [52, P. 218]. The analysis of various sources showed that in the camps in Italy, camp committees acted independently, cooperating with local underground cells, and through them - with the Allied agents.

Beginning in October 1943, after the Nazi occupation of northern and central Italy, Ukrainians began to actively join military formations created by various political forces, primarily Garibaldi units. It was at this time that massive escapes from labor camps by immigrants from the Soviet Union, including Ukrainians, took place. Local patriots contributed to their liberation [53, P. 533].

It should be noted that Ukrainians often became commanders or commissars of partisan units and groups, both those staffed by Soviet people and mixed units. Ukrainians were represented in all the provinces of Italy where the "struggle of the peoples" against Nazism unfolded. For their deeds, our compatriots were awarded in Italy with diplomas and medals of various levels [54, P. 26].

For example, one of the first Ukrainians to escape from German captivity and go to the mountains of the province of Genoa was H. Panshyn (Hryshka) from Sumy. He headed one of the first partisan detachments in Liguria, which was part of the Garibaldi Strike Brigade "Liguria" and consisted of about 20 fighters [55,

PP. 94-98]. After a terrible raid in Benedikte (almost 200 partisans were shot), on May 8, 1944, an Italian-Soviet sabotage detachment, the ISSB (Italian-Soviet Sabotage Brigade), commanded by H. Panshyn and A. Franzoni, was created in the Bobbio area. The Ukrainian's unit, which consisted of 45 soldiers, was entrusted with the most difficult operations [56, PP. 130-131]. At the end of 1944. Hryshka led a detachment of about 60 soldiers that became part of the Pio Brigade, part of the Mingo Division, and operated until the complete liberation of Italy [57].

The "Captain Danylo" battalion operated in the Friuli region, led by a Russian lieutenant, D. Avdieiev, and a commissioner, V. Bobko, from Vinnytsia [58]. The battalion consisted of 150 soldiers and operated autonomously as part of the Tagliamento Garibaldi Brigade, which was stationed in the mountains around Lake Cavazzo. The company's commander, A. Melnychuk from the Khmelnytskyi region, and partisans V. Belchenko, I. Petrusenko, and S. Yurchenko from the Kyiv region fought against the Nazis. The company also included Russians, Georgians, Ukrainians, Yugoslavs, and Poles [59, P. 274].

An international detachment "Tenete Michele" (Kyivan M. Kasyan), consisting of Italians, French, Belarusians, Ukrainians, Russians, Tatars, Poles, and others, operated in the Rome area [60]. The Ukrainian detachment operated from October 1943 to June 1944, as a result of which it carried out numerous successful operations against the Germans and was recognized by the partisan command [61]. Other Ukrainians also participated in the most important operations in the Monterotondo-Palestrina area: M. Drozhak, M. Ostapenko, V. Mezherytskyi, Vinnytsia resident V. Prystaichuk, Kharkiv resident M. Demianchenko, and others. They participated in the liberation of Palestrina, Belmonte-Castello, and Capranica [62, P. 154].

At the end of 1944, the Chapaiev Battalion, led by a Kharkiv resident V. Lytovko, was formed from separate partisan groups in the Friuli-Venezia-Giulia region and called the 'Red Devils' by the Italians [63, P. 112]. It consisted of 150 fighters, mostly Ukrainians. They carried out a number of successful operations, inflicting significant losses on the enemy. In March-April 1945, the Chapaiev battalion participated in the liberation of the towns of Cividale and Udino [64, P. 141].

In the areas of Ferrara, Modena, Padua, and Bologna, the locals were well aware of the name of the brave commissar Pietro, a Kharkiv resident named F. Ponomarenko. For his bravery and skill during the partisan fighting, the native of Slobozhanshchyna was appointed commissar of the battalion of the 2nd Garibaldi Brigade "Paolo", which in April-October 1944 carried out many successful operations against the enemy, resulting in the destruction of a number of trucks with Nazi soldiers and military equipment, the blowing up of several ammunition

depots and bridges, and the capture of many weapons - 100 machine guns, 40,000 rounds of ammunition, and 4,000 grenades. In these operations, the Ukrainian personally killed about a dozen Nazis [65, P. 170].

The commander of the 2nd detachment of the 8th Garibaldi Brigade "Romagna" was M. Chornous from Kirovohrad region, who in August 1943 managed to escape from the camp near Ravenna and, with the help of local residents, joined the partisans. The brigade operated in the Forlì area and controlled the villages of Santa Sofia, Galeata, Ridracoli, Biserno, and others. It consisted of up to 400 fighters: Italians, Czechs, Ukrainians, Russians, Yugoslavs, French, and representatives of other nationalities [66]. In particular, as part of the Romagna Brigade, the Ukrainian took part in many operations. On June 14, 1944, the partisans surrounded the town of Montefiorino.

After four days of fierce fighting, six communes were liberated: Montefiorino, Villa Minozzo, Ceredollo, Toano, Cervalolo, and Palagano. On June 18, the Nazi-free partisan "Republic of Montefiorino" was established, with a democratic order, a hospital, its own court, and elected authorities [67, PP. 143-144].

In May 1944, a Poltava resident H. Tryhub, with the help of Italian underground fighters, successfully escaped from the camp and was sent to the 'Guido Boscaglia' brigade, which consisted of 3,000 partisans: Italians, Yugoslavs, American, British, and Soviet prisoners of war. The majority of the 90 immigrants from the USSR were Ukrainians who, together with their Italian counterparts, controlled the road between Arezzo and Siena and fought their way to Grosseto [68, P. 150].

On April 4, 1944, a successful attack on the fascist stronghold of Sasso d'Ombrone in Maremma was carried out by the partisan unit 'G. Mamelli', which operated in the Montecucco zone of the Grosseto province. From March 10, 1944, it was commanded by I. Reva (Valentyno) from the Donetsk region [69, PP. 95-103]. The multinational unit of 150 people, along with the French, Americans, Bulgarians, Poles, and English, included people from Ukraine [70, P. 151].

M. Buianov from Mohyliv-Podilskyi, Vinnytsia region, fought against the Nazis in the 'Kyatti' unit of the 5th company of the Sinigalla partisan brigade. In September 1943, he was deported to Germany as an Ostarbeiter. Later, he was sent to Italy to work on the construction of the Florence-Rome railroad near the San-Giovanni-Valdarno station in the province of Arezzo. The Italians helped the Podolian join the partisans, hiding him after his escape in April 1944. As part of the 'Chiatti' unit, the Ukrainian fought in the mountainous areas of the region [71, P. 49]. For his courage and sacrifice on the battlefield, M. Buianov was posthumously awarded Italy's highest honor, the Gold Medal for Military Valor. In addition, the administration of the city of Cavrilla opened a park dedicated to

the Italian Resistance Movement named after M. Buianov, and Italian filmmakers made a movie about the Podolian called "My Battle for Ukraine" [72, P. 29].

As a member of the 36th Garibaldi Brigade in the Florence area from April 1 to October 20, 1944, Kharkiv resident V. Somov fought against the Nazis. Vasyl Kyrylovych took part in many combat operations. In particular, in one of the battles, 12 partisans captured a Nazi convoy, two Nazi officers, and 18 privates. In another battle, they destroyed an enemy mortar point. Subsequently, the brigade joined the Allied forces [73, PP. 55-56]. Upon returning to his homeland, V. Somov often recalled his friends in the anti-fascist movement: the peasant Rico and his wife Maria, who helped him contact the underground, the young brave Giovanni, who led him to the partisans – all those to whom he owed his life in faraway Italy [74].

In addition, in the course of the research, we studied the Agreement No. 380_035 between the Ministries of Defense of Ukraine and the Italian Republic on the Preservation of Graves and Return to the Homeland of the Remains of Italian Soldiers, Servicemen and Citizens of Ukraine Killed During the Second World War, which entered into force on March 30, 1993 [75]. In particular, the document stipulates that the parties conclude it in order to solve problems related to the identification, preservation and care of the graves of Italian soldiers killed in Ukraine during World War II and of Ukrainian soldiers and citizens killed in Italy, as well as the exhumation and reburial of the remains found on the territories of both states. Among the obligations of the parties, an important place was occupied by the exchange of information on the existence and location of the burial sites of the persons referred to in part 1 of this article. However, we did not find any real interaction between the two military departments, except when the Ukrainian Embassy in Italy, together with the local authorities of Palestrina, located near Rome, and representatives of Italian veterans' organizations traditionally participate in laying flowers at the monument to the heroes of the Resistance, which has the names of Ukrainian soldiers engraved on it, who died during the liberation struggle of Italian partisans against the Nazis [76], as well as a joint commemoration of the Ukrainian partisan, a fighter of the 'Stalin' battalion, Yaroslav Yavnyi from Ternopil region, buried in the cemetery of the town of Preone, Udine province, in 1945 [77]. He was one of the representatives of the UPA's foreign mission, whose goal was to reach the Western Alets through Serbian democratic partisans to present them with the Declaration of Independence of Ukraine.

Conclusions. Thus, the modern Ukrainian transnational narrative of studying the history of the Italian Resistance during the Second World War allows us to instrumentally clarify and comprehend such a problematic issue as the "Ukrainian Resistance in Italy" in a deeper and more comprehensive way, where

Ukrainians, side by side with representatives of other nations and states, fought for the liberation of Italy and all of Europe from the Nazi occupiers and sacrificed their lives and health to achieve their goals, aspirations, and ideals –and this should be remembered with respect and an "open mind".

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THE UNRESOLVED LAND ISSUE AS A FACTOR IN THE SECONDARY MIGRATION OF UKRAINIANS DEPORTED FROM ZAKERZONIA TO THE WESTERN REGIONS OF THE UKRAINIAN SSR FROM THE CENTRAL, SOUTHERN AND EASTERN REGIONS OF THE UKRAINIAN SSR

Abstract. This article examines the land factor as one of the main incentives for the re-migration of Ukrainians deported from Zakerzonia – who had been resettled in the eastern and southern regions – to the western regions of the Ukrainian SSR between 1944 and 1947. Based on archival documents, statistical materials and regulatory acts, the article analyses the characteristics of the resettlement of migrants in the southern, eastern and central regions of the republic, as well as the impact of land provision on the course of their socio-economic adaptation. It has been established that the majority of the deportees were peasants, for whom land was not only the material basis of their existence but also a key element of their traditional way of life. It has been established that the measures declared by the Soviet authorities to provide resettlers with household plots were implemented inconsistently and were accompanied by significant organisational difficulties, delays on the part of local authorities, and the allocation of land unsuitable for full-scale farming.

It has been demonstrated that the decisive factor in the destabilisation of the situation for the Zakerzonians was not only a shortage of land, but also the impossibility of running individual peasant farms under the conditions of the establishment of the collective farm system. For a significant proportion of the resettlers, forced integration into the collective farming system meant a loss of economic independence, the destruction of established patterns of work and daily

life, and an intensification of socio-psychological maladjustment. It has been found that the administrative decisions of the Union and republican authorities took into account neither the economic specifics of the resettled community nor its attachment to traditional forms of land use, which significantly complicated the integration process. It is argued that it was precisely the unresolved land issue and the incompatibility of Soviet agrarian practices with the economic experience of the deportees that became among the main reasons for their unauthorised departure to the western regions of the Ukrainian SSR, where elements of individual land use persisted for longer. It is concluded that the secondary migration of the 'behind-the-line' population demonstrated the limited effectiveness of Soviet resettlement policy and revealed a contradiction between the administrative mechanisms of integration and the real needs of the deported peasantry.

Keywords: deported Ukrainians, Zakerzonia, Ukrainian SSR, the land question, Soviet resettlement policy, secondary migration, repeat migration, the collective farm system, socio-economic adaptation, the western regions of the Ukrainian SSR, the post-war period.

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НЕВИРІШЕНІСТЬ ЗЕМЕЛЬНОГО ПИТАННЯ ЯК ЧИННИК ВТОРИННОЇ МІГРАЦІЇ ДЕПОРТОВАНИХ ІЗ ЗАКЕРЗОННЯ УКРАЇНЦІВ ДО ЗАХІДНИХ ОБЛАСТЕЙ УРСР ІЗ ЦЕНТРАЛЬНИХ, ПІВДЕННИХ ТА СХІДНИХ РЕГІОНІВ УРСР

Анотація. У статті досліджено земельний чинник як однин з головних стимулів до повторної міграції депортованих із Закерзоння українців, яких поселили у східних та південних областях, до західних областей УРСР у 1944–1947 рр. На основі архівних документів, статистичних матеріалів і нормативно-правових актів проаналізовано особливості розселення переселенців у південних, східних і центральних областях республіки, а також вплив земельного забезпечення на перебіг їхньої соціально-

економічної адаптації. Встановлено, що більшість депортованих становили селяни, для яких земля була не лише матеріальною основою існування, а й ключовим елементом традиційного способу життя. З'ясовано, що декларовані радянською владою заходи щодо наділення переселенців присадибними ділянками реалізовувалися непослідовно й супроводжувалися значними організаційними труднощами, зволіканням місцевих органів влади та виділенням непридатних для повноцінного господарювання земель.

Доведено, що визначальним чинником дестабілізації становища закерзонців була не лише нестача землі, а й неможливість ведення індивідуального селянського господарства в умовах утвердження колгоспної системи. Для значної частини переселенців примусова інтеграція до колективної форми господарювання означала втрату економічної самостійності, руйнування усталених моделей праці та побуту і посилення соціально-психологічної дезадаптації. Виявлено, що адміністративні рішення союзно-республіканської влади не враховували ані господарської специфіки переселенського середовища, ані його прив'язаності до традиційних форм землекористування, що істотно ускладнювало процес інтеграції. Обґрунтовано, що саме невирішеність земельного питання та несумісність радянських аграрних практик із господарським досвідом депортованих стали одними з основних причин їхнього самовільного виїзду до західних областей УРСР, де довше зберігалися елементи одноосібного землекористування. Зроблено висновок, що вторинна міграція закерзонців засвідчила обмежену ефективність радянської переселенської політики та виявила суперечність між адміністративними механізмами інтеграції й реальними потребами депортованого селянства.

Ключові слова: депортовані українці, Закерзоння, УРСР, земельне питання, радянська переселенська політика, вторинна міграція, повторна міграція, колгоспна система, соціально-економічна адаптація, західні області УРСР, повоєнний період.

Statement of the Problem. One of the under-researched issues in the history of the deportation of Ukrainians from Zakerzonia to the Ukrainian SSR remains the impact of land-related factors on the subsequent migration of the deportees between 1944 and 1947. Despite the measures formally declared by the Soviet authorities to provide land to those deported to the southern, eastern and central regions of the Ukrainian SSR, in practice their implementation was accompanied by delays, the allocation of unsuitable plots and the practical impossibility of running an individual farm under the collective farm system. For the majority of resettlers, who were peasants, this meant the loss of their familiar economic way of life and made full adaptation in their initial resettlement areas

impossible. Consequently, there is a need to ascertain to what extent the unresolved land issue became a determining factor in the mass unauthorised migration of residents from the restricted zones to the western regions of the Ukrainian SSR.

An analysis of recent studies and publications. The issue of the resettlement in the Ukrainian SSR of the Ukrainian population deported from territories that became part of the Polish People's Republic following the end of the Second World War occupies a prominent place in contemporary Ukrainian and Polish historiographical discourse. Despite the existence of a substantial body of academic work devoted to the Soviet authorities' resettlement policy, the specific mechanisms, practices and regional characteristics of the resettlement of deported Ukrainians within the Ukrainian SSR remain insufficiently researched to this day.

Published documents from the collections of the Central State Archives of the Higher Authorities and Administration of Ukraine and the Central State Archives of Public Associations of Ukraine form an important basis for contemporary research. These materials contain directives and regulations, statistical data, government correspondence, as well as documentation from resettlement commissions, enabling the reconstruction of the main mechanisms for implementing Soviet resettlement policy at the local level. The use of this body of sources also makes it possible to identify the specific features of the regional resettlement of the deported population and to gain a deeper understanding of the administrative and organisational foundations of their integration into the socio-economic space of the Ukrainian SSR.

A significant contribution to the academic study of this subject was made by the Polish historian of Ukrainian origin, Yevhen Misilo. In his two-volume study, he conducted a thorough analysis of the background, course and specific features of the resettlement processes, thereby substantially broadening the scope of sources and interpretations in the study of this topic.

The documentary collection *Deportations: The Western Regions of Ukraine in the Late 1930s–Early 1950s: Documents, Materials, Memoirs* is of great significance for the study of the resettlement of Ukrainians in the Ukrainian SSR; it contains a valuable body of sources and is accompanied by concise analytical commentary from the editors. However, despite the significant documentary value of these publications for reconstructing the administrative mechanisms of the deportation campaigns, the issue of the subsequent resettlement of migrants within the Ukrainian SSR is covered only fragmentarily. A more detailed analysis of this issue is presented in V. Serhiichuk's work *The Tragedy of the Ukrainians of Poland*, which examines the political and humanitarian consequences of the resettlement processes. Also deserving of

special attention is the three-volume edition by a team of authors led by Yurii Ivanovych Makar, *From Deportation to Deportation. The Social and Political Life of Ukrainians in Kholmshchyna and Podlasie (1915–1947). Research. Memoirs. Documents', which significantly expands the source and conceptual basis for research into deportations and the associated socio-political processes.

At the same time, despite the existence of a substantial body of documentary material and comprehensive academic works, the issues surrounding the causes, main patterns and specific characteristics of the resettlement of deported Ukrainians in the southern, central, eastern and northern regions of the Ukrainian SSR remain insufficiently explored in historiography. This highlights the need for in-depth research into the regional characteristics of resettlement processes, the mechanisms by which they were implemented, and the factors that influenced the spatial distribution of the deported population within Soviet Ukraine.

The aim of this article is to examine the role of land in the resettlement of Ukrainians deported from Zakerzonia to the Ukrainian SSR between 1944 and 1947, and to assess its impact on the emergence of secondary migration from the southern, central and eastern regions to the western regions of the republic. Particular attention is focused on analysing the practice of allocating land to resettlers, the possibilities for running individual farms under the Soviet collective farm system, and identifying the link between the unresolved land issue and the mass unauthorised departure of Zakerzonia residents from their initial resettlement sites.

Presentation of the main research material. The most significant and primary reason that compelled Ukrainians deported from Poland to migrate to the western regions of the Ukrainian SSR was the almost complete lack of residential and utility premises in the southern, northern, eastern and central regions. It was precisely this lack of housing that prompted the deportees to violate the laws of the time, which strictly prohibited leaving one's place of permanent residence. All those who moved to another location without authorisation were obliged to return to their place of registration. If necessary, this was done under police escort [1, p. 182; 2, pp. 28–41].

The lack of adequate housing was one of the most pressing problems faced by migrants from Zakerzonia during their period of adjustment to their new surroundings; however, it did not encompass the full range of difficulties they encountered in their daily lives and in establishing themselves socio-economically. No less important was the problem of the labour and economic integration of the deported population, the vast majority of whom were engaged in distinctly agrarian occupations. According to available statistics, over 93 per cent of the migrants were peasants, whose way of life, working practices and

economic models of subsistence were directly linked to agriculture. It is for this reason that working the land represented for them not only a familiar form of economic activity, but also a fundamental means of material self-sufficiency, which determined their established way of life, social identity and the mechanisms for the reproduction of the peasant household [3, p. 178].

For most residents of the Zakerzonia region, other forms of income not linked to the agricultural sector were not systematic in nature and were generally not regarded as a stable source of income. This was due both to a lack of relevant professional experience and to the general structure of their previous socio-economic existence, within which agricultural labour played a dominant role. In this context, the allocation of land for personal use took on exceptional significance for the resettlers, as it was precisely access to land that created the minimum prerequisites for economic recovery, meeting the family's food needs, and achieving partial economic stability in their new living conditions. The absence or scarcity of such resources significantly complicated the settlers' adaptation process, deepening their material dependence and social vulnerability [4, pp. 290–292].

The occupational and social composition of the deported population is also telling in this context. According to Soviet statistical data, the ratio of farmers to office workers and teachers was almost 1 to 300, whilst the number of industrial workers was only 1,817 [3, p. 178], which attests to the almost complete numerical predominance of the agrarian element among the resettlers. Such a disproportion provides grounds for asserting that the bulk of those arriving from Zakerzonia were primarily oriented towards the traditional peasant way of life; consequently, the land issue was not merely secondary but of a fundamental nature for them.

The conditions of resettlement, under which access to housing, land and means of subsistence remained limited, created systemic obstacles to the full settlement of this category of the population within the Ukrainian SSR [5, pp. 71–86].

Despite the exceptional importance of the land issue for resettled peasants, its prompt resolution was not a top priority for the local administrative apparatus. The legal framework of the Soviet resettlement process formally provided for a fairly clear mechanism for allocating household plots to the newly arrived population. In particular, in accordance with a series of resolutions of the Council of People's Commissars of the Ukrainian SSR and the Central Committee of the Communist Party of Ukraine (Bolsheviks), the allocation of land to resettlers was to take place immediately upon their arrival at the settlement. In theory, this provision was intended to ensure the minimum conditions for the economic development of the new territory, to facilitate the swiftest possible integration of

resettled families into the production cycle, and to create the preconditions for their economic self-sufficiency [6, p. 123].

However, the actual implementation of these government decisions differed significantly from the officially stated intentions. In most cases, displaced persons did not receive land allotments immediately upon arrival, and the process of allocating them was delayed indefinitely. Local administrative bodies, particularly district land departments, often displayed organisational passivity and bureaucratic inertia: responsible officials did not visit the settlements where displaced persons were housed for months on end, and failed to carry out the necessary land registration procedures. This situation highlighted a significant gap between central directives and their implementation at the local administrative level, which, in the context of post-war instability, had particularly tangible consequences for the daily lives of the deported population [7, pp. 521–525; 5, pp. 21–24].

An additional problem was not only the delay in allocating land, but also the quality and nature of the plots themselves. In a number of cases, plots were granted to resettlers on a temporary basis, which did not foster a sense of economic stability and did not encourage long-term settlement. Often, the land in question was unsuitable for effective farming, with low productivity or unfavourable natural characteristics. An equally significant obstacle was the geographical remoteness of such plots from the resettlers' places of residence, which considerably complicated their practical use, particularly given the lack of draught animals, farm implements and general material hardship [8, pp. 710–711].

Under such circumstances, resettled families often missed the most favourable time for seasonal agricultural work. The delay in the allocation of land deprived them of the opportunity to prepare the soil in good time, carry out the sowing campaign and lay the foundations for the future harvest. As a result, this not only undermined the economic viability of peasant farms but also provoked constant social tension. Conflicts arose both between the resettlers and local authorities, and in the broader context of interaction with the local population, where the issue of land distribution was particularly sensitive [9, pp. 31–38; 3, p. 137]. Thus, the issue of land allocation proved not to be a technical or secondary element of resettlement policy, but one of the key indicators of its practical ineffectiveness at the local level.

The issue of providing displaced persons with allotments, despite its importance, was not the most critical aspect of their adaptation to life under Soviet rule. The deported population viewed as a far more acute problem the fact that in the Ukrainian SSR, with the exception of the western regions in the early post-war years, actual individual land ownership was practically and legally impossible. For those from Kholmshchyna, Lemkivshchyna and other regions of

Zakerzonia, whose traditional way of life was based on a model of independent peasant farming, such a transformation of land relations meant not only a change in the form of economic activity, but also the destruction of the familiar social order, built on private labour, family farming and personal responsibility for the results of cultivating the land [10, pp. 297–310].

In Soviet Ukraine, the institution of private land ownership had by that time been effectively dismantled as a result of the previous collectivisation policy. By the late 1930s, a system had been established under which land was under the complete control of the state and collective farms, and any attempts to resist this model were harshly suppressed by punitive and repressive measures. In the minds of the settlers arriving in the Ukrainian SSR with experience of individual farming, such a system was perceived as fundamentally alien and unacceptable, as it deprived the peasant of the status of an independent landowner and reduced his role to that of a mere executor within the collective production system. The final consolidation of this model in the Soviet countryside, which took place in the previous decade, created a situation for the settlers where there were absolutely no alternatives in the organisation of agricultural life [8, pp. 709–711].

Under these circumstances, joining local collective farms became the only realistic way for most of the deportees to become involved in agricultural production. This meant having to work alongside the local population within a collective labour system, which ran counter to the previous experience of farmers from the Kholm and Lemko regions. For them, this transition meant not merely a change of residence or employment model, but a profound socio-economic and psychological transformation linked to the loss of economic autonomy. From being independent producers who linked their family's well-being to the results of their own labour on their own or individually cultivated land, they were gradually required to integrate into a collectivised system of agricultural production, where individual initiative was significantly restricted [11, p. 317].

At the same time, a significant proportion of the displaced people were psychologically unprepared for this type of economic existence. They attempted to secure the right to individual land use or at least to find ways of preserving elements of individual farming, but they soon realised the futility of such attempts within the Soviet administrative and legal system [9, pp. 39–41]. It was precisely this incompatibility between the traditional peasant mentality of the deportees and the collective farm model of labour organisation that was one of the most significant factors in their dissatisfaction with living conditions in the southern and eastern regions of the Ukrainian SSR.

In this context, the western regions of Ukraine appeared particularly attractive to the resettlers, as the process of total collectivisation had not yet been completed there in the early post-war years, and elements of individual land

ownership and independent farming persisted for some time. For the deported peasants, this opened up the possibility of returning to more familiar forms of agrarian life, which corresponded to their farming skills, economic expectations and social notions of the status of a peasant.

This is precisely why, at the first opportunity, many resettlers left their initial places of settlement and attempted to move to the western Ukrainian region, where the chances of restoring at least a partially independent economic existence seemed significantly higher. Such mobility was driven not only by material hardships but also by a deep-seated rejection of the model of agrarian relations into which the Soviet state was attempting to integrate them [12, p. 252; 13, pp. 58, 141].

The unresolved land issue, combined with other socio-economic and everyday hardships, became one of the key factors behind the mass exodus of settlers from the southern, central and eastern regions of the Ukrainian SSR to the western Ukrainian region. For a significant proportion of the deported population, initial resettlement in these regions provided neither adequate conditions for economic recovery nor opportunities to resume their customary rural way of life. It was for this reason that secondary migration gradually took on a mass character and encompassed the vast majority of those resettlers who, during 1944–1945, had been sent to the eastern and southern regions of the republic.

Archival and statistical records show that by mid-1946 the scale of this resettlement was already considerable. As of 15 July 1946, 1,700 migrant families had left the districts of Zaporizhzhia Oblast for the western regions of the Ukrainian SSR, 1,500 from Mykolaiv Oblast, and 1,160 from Kirovohrad Oblast [14, pp. 338–339]. These figures indicate that this was not a matter of isolated cases of unauthorised relocation, but rather a sustained trend towards mass departure from the regions of initial settlement. The very fact of the simultaneous outflow of a significant number of resettled families from several regions provides grounds for viewing this phenomenon as a systemic reaction by the deported population to the unfavourable conditions of integration into a new socio-economic environment.

In the period that followed, this trend not only continued but actually intensified. Further data from the internal affairs authorities show a sharp decline in the number of deportees in those regions to which they had been deported as part of the initial resettlement. In particular, according to information from the Dnipropetrovsk Regional Department of Internal Affairs, as of 15 May 1947, only 903 of the 5,637 families resettled from Poland remained there. In the Stalino Region at the same time, there were 1,117 out of 3,044 families resettled in 1945, and in the Kirovograd Region – only 444 families out of 2,812 [15, pp. 97–100]. Such dynamics clearly reflect the profound instability of resettlement policy in its

practical implementation: the formally organised relocation of the population did not guarantee its actual settlement in the new territories.

The aggregate data on the scale of secondary migration as a whole are particularly telling. By early April 1947, of the 39,726 families evacuated from Poland to the eastern regions of the Ukrainian SSR, 31,042 families had left for the western region of their own accord, accounting for 78% of the total [3, pp. 239–240]. This figure suggests that secondary resettlement was not a marginal phenomenon, but became the dominant pattern of behaviour for the majority of the deported population. The mass scale of this process points to a profound mismatch between the administrative logic of Soviet resettlement and the actual needs, economic interests and socio-psychological attitudes of the resettlers.

The quantitative data on the outflow of people from the Zakerzonia region to the western regions of the Ukrainian SSR also indicate that the choice of a new place of residence was determined not by chance, but by entirely rational considerations. Western Ukraine was perceived by the resettlers as a region more akin to their previous economic way of life, cultural environment and model of agrarian existence. Unlike the southern and eastern regions, where the collective farm system was already an established form of organisation of rural life, the western region retained certain opportunities for individual farming in the early post-war years. It was precisely this that made it particularly attractive to the deported peasants, who sought not only to change their place of residence but also to find a socio-economic environment in which they could recreate their familiar ways of working and living [16, pp. 262–265].

Conclusions. Thus, an analysis of the material presented shows that one of the key factors leading to the re-migration of deported Ukrainians from Zakerzonia within the Ukrainian SSR was precisely the unresolved land issue, combined with the general socio-economic unsuitability of the conditions of their initial resettlement. The vast majority of resettlers were peasants, for whom working the land formed the basis of their economic existence; therefore, the timely allocation of land and the opportunity for individual farming were of decisive importance. However, the measures formally announced by the authorities were not properly implemented in practice: the allocation of household plots was delayed, resettlers were often given unsuitable or remote land, and in most regions of the Ukrainian SSR, individual land ownership was effectively impossible. No less important a factor was the psychological rejection of the collective farm system by those from a traditional peasant background, for whom the loss of economic independence meant the destruction of their familiar economic and social order. Taken together, these circumstances led to a mass unauthorised exodus of people from the ‘backwater’ regions to the western regions of the Ukrainian SSR, where they saw more realistic opportunities to

restore their familiar economic way of life, preserve elements of individual farming, and achieve relative social stability. Statistical data convincingly demonstrate that secondary migration took on a mass character and was a direct consequence of the ineffectiveness of Soviet resettlement policy at the local level.

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THE UNRESOLVED HOUSING PROBLEM AS THE MAIN CAUSE OF THE DOUBLE RESETTLEMENT OF DEPORTED UKRAINIANS FROM ZAKERZONIA IN THE UKRAINIAN SSR

Abstract. This article examines the housing aspect of the resettlement of Ukrainians from Transcarpathia to the Ukrainian SSR in 1944–1947 and identifies its decisive influence on the secondary migration of the deported population to the western regions of the republic. Based on published archival documents, statistical materials and regulatory acts, the article analyses the mechanisms for implementing the Soviet authorities' resettlement policy, the regional characteristics of resettlement and the actual conditions under which resettlers were settled in the southern and eastern regions of the Ukrainian SSR. It has been established that the officially declared commitments to provide resettlers with adequate housing and living conditions did not correspond to the actual capabilities of the post-war economy. It is shown that post-war devastation, a catastrophic shortage of housing stock, the bureaucratic inertia of local authorities, the slow pace of housing construction and repair, limited material and technical resources, as well as the occupation of former German settlements significantly complicated the adaptation of the deported population. It has been established that in most regions, the resettlers did not receive separate housing, but were accommodated by moving in with local residents, renting temporary accommodation, or staying for extended periods at transit centres. Particular attention is paid to the inability of resettlers to resolve the housing problem on their own due to a shortage of timber, a lack of skills in building dwellings from local materials, and inadequate supplies of glass, slate and iron fittings. It is argued that the inability to provide adequate housing was not a local phenomenon,

but a systemic feature of Soviet resettlement policy. It is demonstrated that it was precisely the unresolved housing problem that became the main reason for the repeated displacement of a significant proportion of people from the 'behind-the-line' zones of Southern and Eastern Ukraine to the western regions of the Ukrainian SSR. It is concluded that the formal improvement in housing provision indicators in the late 1940s was primarily due to the outflow of resettlers, rather than the effectiveness of state policy regarding their settlement. The study traces the contradiction between the normative model of one-off resettlement and the practice of repeated migrations within the Ukrainian SSR.

Keywords: Zakerzonia, Agreement of September 9, 1944, resettlement of Ukrainians, deportation, housing provision, secondary migration, postwar Ukrainian SSR, Soviet resettlement policy, Eastern Ukraine, Western Ukraine.

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НЕВИРІШЕНІСТЬ ЖИТЛОВОЇ ПРОБЛЕМИ ЯК ОСНОВНА ПРИЧИНА ПОДВІЙНОГО ПЕРЕСЕЛЕННЯ ДЕПОРТОВАНИХ ІЗ ЗАКЕРЗОННЯ УКРАЇНЦІВ В УРСР

Анотація. У статті досліджено житловий аспект переселення українців із Закерзоння до УРСР. У 1944-1947 рр. та з'ясовано його визначальний вплив на вторинну міграцію депортованого населення до західних областей республіки. На основі опублікованих архівних документів, статистичних матеріалів і нормативно-розпорядчих актів проаналізовано механізми реалізації переселенської політики радянської влади, регіональні особливості розселення та реальні умови облаштування депортованих у південних і східних областях УРСР. Встановлено, що офіційно задекларовані зобов'язання щодо забезпечення переселенців належними житлово-побутовими умовами не відповідали фактичним можливостям повоєнного господарства. Показано, що післявоєнна руїна, катастрофічний дефіцит житлового фонду, бюрократична інертність місцевих органів влади, повільні темпи будівництва й ремонту житла,

обмеженість матеріально-технічних ресурсів, а також зайнятість колишніх німецьких колоній істотно ускладнили адаптацію депортованого населення. З'ясовано, що в більшості регіонів переселенці не отримували окремого житла, а розміщувалися шляхом підселення до місцевих жителів, оренди тимчасових помешкань або тривалого перебування на перевалочних пунктах. Окрему увагу приділено неспроможності переселенців самостійно розв'язати житлову проблему через дефіцит будівельного лісу, відсутність навичок спорудження житла з місцевих матеріалів на неналежне постачання скла, шиферу й залізо-скоб'яних виробів. Обґрунтовано, що неможливість належного житлового забезпечення була не локальним явищем, а системною ознакою радянської переселенської політики. Доведено, що саме невирішеність житлової проблеми стала основною причиною повторного переміщення значної частини закерзонців із Південної та Східної України до західних областей УРСР. Зроблено висновок, що формальне покращення показників житлового забезпечення наприкінці 1940-х рр. пояснювалося передусім відпливом переселенців, а не ефективністю державної політики їхнього облаштування. У роботі простежено суперечність між нормативною моделлю одноразового переселення та практикою повторних міграцій у межах УРСР.

Ключові слова: Закерзоння, Угода 9 вересня 1944 р., переселення українців, депортація, житлове забезпечення, вторинна міграція, повоєнна УРСР, радянська переселенська політика, Східна Україна, Західна Україна.

Statement of the Problem. One of the under-researched aspects of the resettlement of Ukrainians from Transcarpathia to the Ukrainian SSR remains the housing situation during the postwar period. Although the Agreement of September 9, 1944, provided for adequate material and living support for the resettlers, in practice the Soviet authorities failed to create the necessary conditions for their settlement in Southern and Eastern Ukraine. A severe shortage of housing, the devastation of postwar regions, poor organization of resettlement, and slow rates of housing construction led to the maladjustment of the deported population. In this context, it is relevant to study the unresolved housing problem as the main factor in the secondary migration of Zakerzonia residents to the western regions of the Ukrainian SSR.

An analysis of recent studies and publications. The issue of the resettlement in the Ukrainian SSR of the Ukrainian population from territories that were ceded to the Polish People's Republic after World War II occupies a significant place in the contemporary historiography of Ukraine and Poland. Despite the existence of a significant number of studies devoted to the Soviet authorities' resettlement policy, the specific mechanisms and characteristics of

the resettlement of deported Ukrainians within the Ukrainian SSR remain insufficiently studied.

The source base for contemporary research consists of published documents from the collections of the Central State Archives of the Higher Authorities and Administration of Ukraine and the Central State Archives of Public Associations of Ukraine, which contain regulatory acts, statistical materials, government correspondence, and documents of resettlement commissions. These sources make it possible to trace the mechanisms of resettlement policy implementation at the local level and to identify regional patterns in the placement of the deported population.

A significant contribution to the study of this issue was made by the Polish historian of Ukrainian origin, Yevhen Mysylo, who, in his two-volume study "Repatriacja czy deportacja. Przesiedlenie Ukraińców z Polski do USRR 1944–1946", thoroughly examined the circumstances and nature of the resettlement processes.

In studying the resettlement of Ukrainians in the Ukrainian SSR, the document collection "Deportations: The Western Regions of Ukraine in the Late 1930s–Early 1950s: Documents, Materials, and Memoirs" is of great importance, as it contains valuable source material and concise analytical commentary by the editors. Despite the significance of these publications for reconstructing the administrative mechanism of deportations, the issue of the subsequent resettlement of displaced persons within Ukraine is covered only briefly. This issue is examined more broadly in V. Serhiichuk's work "The Tragedy of Ukrainians in Poland," which analyzes the political and humanitarian consequences of resettlement. I. Bilas was one of the first to attempt a systematic analysis of this process, although he covers the resettlement process only fragmentarily.

At the same time, despite the existence of a significant body of documentary evidence and general studies, the issues of the causes, directions, and specifics of the resettlement of deported Ukrainians in the southern, central, eastern, and northern regions of the Ukrainian SSR remain insufficiently researched.

The purpose of this article is to examine the role of the housing problem in the resettlement of Ukrainians from Transcarpathia to the Ukrainian SSR in 1944–1947, as well as to demonstrate its decisive influence on the secondary migration of the deported population from Southern and Eastern Ukraine to the western regions of the republic.

Presentation of the main research material. The agreement of September 9, 1944, between the government of communist Poland and the puppet government of the Ukrainian Soviet Socialist Republic established the legal and

organizational framework for the resettlement of the Ukrainian population from Transcarpathia to the Ukrainian SSR. In accordance with its provisions, the territory of Soviet Ukraine was to be prepared in advance with adequate material, living, housing, and economic conditions to receive over half a million resettlers. Conceptually, this process was to be carried out as a one-time operation completed as quickly as possible, since it was anticipated that the arriving population would immediately be settled in a socio-economic environment suitable for a full life. Neither the Agreement itself nor the related set of supporting regulatory and administrative documents contained provisions regarding the possibility of repeated or additional internal relocations of displaced persons [1, pp. 29–40].

However, the practical implementation of the resettlement campaign revealed a significant discrepancy between the legally defined model and the actual conditions under which it was carried out. Due to a combination of objective and subjective factors, the resettlers were forced not only to travel considerable distances eastward but also to undergo further internal relocations within the republic.

In particular, approximately 150,000 residents of the “backwater” regions, after their initial resettlement in the eastern regions of the Ukrainian SSR, were forced to change their place of residence again and relocate to the western regions of the republic. From a formal legal standpoint, such migration was not provided for by existing state regulations; however, in the context of the actual course of resettlement processes, it became a completely natural consequence of a series of socio-economic, administrative-organizational, and cultural-domestic circumstances [2, pp. 1–80].

One of the first challenges displaced persons faced upon arriving at their new resettlement sites was the local authorities’ lack of preparedness to properly receive the newly arrived population. In practice, this manifested itself in bureaucratic inertia, organizational irresponsibility, and a failure to respond promptly to the urgent needs of the displaced populations. As a result, people were often forced to spend long periods of time at train stations, transit points, or even in open areas, waiting for district administrative bodies to make decisions regarding their further placement. This situation demonstrated not only a low level of coordination in the resettlement process but also a marked indifference on the part of some local officials toward the plight of the new arrivals [3, pp. 26–27].

Illustrative in this context are certain regional practices that indicate the substitution of resettlement tasks with the economic interests of the local administration. In particular, in the Mykolaiv region, while IDPs were held at a transit point without a proper resolution of their resettlement, the horses belonging to them were actively used to transport grain. Such cases provide grounds for asserting that resettlers and their property were often viewed by local authorities

primarily as an additional resource for fulfilling current economic tasks, rather than as subjects of state care and social welfare.

Undoubtedly, there were also isolated instances of ceremonial receptions for newcomers, particularly those from Kholmshchyna and Podlasie, who were sometimes greeted with orchestras and other elements of official ceremony. However, such episodes were more of a demonstrative and symbolic nature and did not reflect the general attitude toward the newly arrived population. On the contrary, an analysis of documentary materials provides grounds to conclude that official records far more frequently documented a lack of proper preparation for the arrival of the trains, a delayed response from local authorities, and a general lack of interest in the swift and orderly settlement of the displaced persons. They were forced to wait for weeks at the stations. Thus, the problem of administrative indifference and organizational inefficiency on the part of local authorities became one of the first and most significant factors complicating the process of adaptation for the displaced population in their new place of residence [3, pp. 26–27].

One of the most acute problems facing the deported population during their resettlement in southern and eastern Ukraine was a catastrophic shortage of housing. In the postwar period, these regions were in a state of profound socioeconomic and material-infrastructural ruin, caused by large-scale military operations and repeated shifts and movements of the front line. While most of Ukraine's territory was affected by the front passing through twice, certain regions suffered four waves of military devastation, which had particularly devastating consequences for residential, agricultural, and municipal infrastructure [4, pp. 557–560].

A telling indicator of the scale of destruction is the situation in Left-Bank Ukraine, where 319,000 peasant farms were destroyed, and about 30% of rural homesteads were burned down [5, p. 27]. The situation in urban settlements was no less dramatic; as a result of repeatedly changing hands, they were effectively reduced to complete ruins. Under these conditions, a significant portion of the local population was deprived of basic housing and forced to live in barracks, basements, dugouts, half-ruined buildings, temporary shelters, stables, or primitive, makeshift mud huts [5, p. 27].

It was precisely in these regions, which were themselves experiencing an acute housing crisis, that the Soviet leadership planned to resettle more than 316,000 people from Transcarpathia [6, pp. 148–154]. This intention highlighted a profound contradiction between the normative obligations declared in the Agreement and the actual possibilities for their practical implementation. In particular, the provision regarding the provision of housing for resettlers equivalent to that which they had left behind in Poland was, in the conditions of

postwar devastation in Eastern and Southern Ukraine, virtually impossible to fulfill.

Thus, the housing problem emerged not merely as one of the everyday aspects of the resettlement process, but as a structural factor that significantly complicated the adaptation of the deported population and revealed the systemic inadequacy of state policy regarding their resettlement.

Numerous documents preserved in Ukrainian archives provide compelling evidence of the actual impossibility of adequately housing the displaced persons. They allow us to trace not only the general crisis nature of the situation but also the specific quantitative parameters of the housing insecurity of the deported population in individual regions of the Ukrainian SSR. For example, in May 1945, in the Dnipropetrovsk region, out of more than five thousand arrivals, only 612 families were provided with separate housing, while 4,614 families were accommodated by moving in with local residents [7, pp. 14–15]. This practice demonstrated that the primary mechanism for addressing the housing problem was not the provision of separate housing units, but rather the densification of the existing housing stock, which, in turn, created additional social and living difficulties for both displaced persons and the local population.

It is telling that by September of that same year, the situation in the Dnipropetrovsk region had not only failed to stabilize but had taken on even more pronounced signs of crisis. According to the planned targets, the region was supposed to accept 8,450 families, but in fact, 5,509 families, or 21,349 people, arrived. Of this number, only 782 families were provided with their own housing, which accounted for about 14% of the total number of arrivals. Thus, the vast majority of displaced persons were forced to live in temporary, disorganized, and often unsuitable accommodations for long-term residence. This situation indicates a profound mismatch between the scale of the resettlement campaign and the actual resource capacities of the regions designated to receive the displaced population [8, p. 9].

At the same time, the Dnipropetrovsk Oblast was no exception. Archival records show that a similar—and in some cases even more difficult—situation was observed in other oblasts of the Ukrainian SSR. In particular, in the Kirovohrad and Kherson regions, only 2% of resettlers were provided with separate housing, in the Sumy region—3%, and in the Kharkiv region—only 0.3% [8, pp. 9–10]. These figures provide grounds for asserting that the housing shortage was not a local but a nationwide phenomenon. It was one of the most striking manifestations of the structural unpreparedness of the Soviet administrative and economic system to fulfill its own declared commitments regarding the full resettlement of the deported population. In this context, the housing problem emerges not as a secondary accompanying factor, but as one of

the key causes of the resettlers' maladjustment and subsequent internal migration within the Ukrainian SSR.

Faced with an acute housing shortage, the deported population was forced to seek out even minimal housing options on their own. One of the most common practices in this situation was renting temporary housing or a separate room in the homes of local residents. However, this solution to the housing problem placed an additional financial burden on the displaced persons, which was extremely onerous for most of them. The need to pay several hundred karbovanets for temporary housing forced the deportees to urgently sell the property they had managed to save during their eviction from Kholmshchyna, Lemkivshchyna, and other regions of Transcarpathia [9, pp. 21–22].

Thus, housing insecurity had not only a domestic but also a distinct socio-economic dimension, as it directly led to the further impoverishment of the displaced persons. Archival documents confirm that similar cases of deported persons "providing for themselves" with housing were recorded in various regions of the Ukrainian SSR [10, pp. 29–30]. This provides grounds for viewing the rental of private housing not as an isolated phenomenon, but as a fairly widespread adaptation strategy, driven by the inability of state structures to provide the displaced with adequate housing conditions in accordance with their declared obligations.

Former German colonies—specific large settlements where an ethnic German population, deported to Kazakhstan in 1941, had lived prior to the outbreak of the German-Soviet War—could have served as an important potential resource for housing the deported population. It was precisely the housing stock of these settlements that Soviet authorities viewed as one of the most realistic reserves for accommodating newly arrived resettlers from Transcarpathia. The legal basis for this use of former German settlements was a directive from the Council of People's Commissars of the Ukrainian SSR dated March 23, 1945, which authorized the resettlement of people from the Zakerzonia region there [8, pp. 10–11].

However, the practical implementation of this decision proved to be significantly complicated. Even before the arrival of the deportees, a significant portion of the houses in the former German colonies had already been occupied by local residents, transferred to collective farms for use, or were being utilized by various institutions and organizations. As a result, the housing stock, which was formally considered suitable for resettling migrants, had effectively lost its original functional purpose as a reserve for their settlement. This situation indicated a lack of proper administrative control over the preservation and intended use of this resource in the context of implementing resettlement policy [10, p. 29].

Similar phenomena were recorded in a number of regions of the Ukrainian SSR, particularly in Kherson, Dnipropetrovsk, Zaporizhzhia, Odesa, and others [10, p. 30]. This provides grounds for asserting that the problem of inaccessibility of the former German housing stock was not accidental or local, but systemic in nature. Consequently, one of the few potentially effective mechanisms for providing housing to the deported population remained largely unrealized, which further exacerbated the housing crisis and intensified maladjustment processes among the displaced population.

The opportunities for internally displaced persons from Transcarpathia to resolve their housing issues independently by building their own homes were extremely limited. This was due to both natural-geographical and economic-technological factors. People from the well-forested regions of the Foothills or the Carpathians themselves, where traditional housing construction relied heavily on the use of wood, found themselves in eastern and southern Ukraine, where construction timber was a scarce resource. Consequently, the construction models for housing that were familiar to them proved practically unsuitable for use in the new environment.

An equally significant barrier was the lack, among a significant portion of the resettlers, of skills in building with local materials, primarily clay, which was traditionally used in the steppe and forest-steppe regions of Ukraine. Thus, adapting to different technological and material conditions in housing construction required time, resources, and relevant practical experience, which the deported population largely lacked. This further complicated the prospect of self-sufficiency in housing, even with minimal opportunities for individual construction [11, pp. 547–549].

The situation was further exacerbated by a lack of adequate logistical support. Government agencies failed to ensure the timely delivery of the most essential construction materials and products, including glass, iron and hardware elements, slate, and other components, without which the construction or even basic furnishing of housing was extremely difficult [11, pp. 552–554]. Ultimately, the inability of the resettlers to resolve the housing issue on their own cannot be viewed as a consequence of their passivity, but rather emerges as a natural result of an unfavorable combination of natural resource constraints, differences in construction traditions, and inadequate organizational and logistical support from the state.

Despite the acute nature of the housing problem at the initial stage of resettlement, a certain trend toward its partial stabilization became evident in the subsequent period. At the same time, this improvement was due not so much to a large-scale expansion of new housing construction or a systematic expansion of the housing stock, but rather to a gradual reduction in the number of the deported

population in certain regions of Eastern and Southern Ukraine as a result of their constant migration to the western regions of the Ukrainian SSR. Thus, the positive trend in the housing sector was largely attributable not to the effectiveness of state policies for resettling displaced persons, but to a reduction in the very number of people in need of housing [9, pp. 82–84].

This tendance is confirmed by statistical data for individual regions. For example, in the Kharkiv region at the end of 1947, all 145 families of displaced persons who remained in the region owned their own houses and apartments. In the Kirovohrad region, 275 out of 357 families were provided with housing, and in the Kherson region, 253 out of 443 families [14, pp. 19–22]. However, these figures should be interpreted with migration dynamics in mind: they reflect not only a certain improvement in material and living conditions but also the consequences of the outflow of a significant portion of the deportees to Western Ukraine, where the sociocultural, religious, and living conditions proved to be more familiar and adaptable to them.

Thus, the formal improvement in the housing situation in a number of regions should not be viewed as unequivocal evidence of the state's successful fulfillment of its obligations to the displaced persons. To a large extent, it was the result of secondary migration processes, which effectively compensated for the structural inability of the Soviet administrative and economic system to fully provide the deported population with adequate living conditions.

In 1946, the Soviet leadership announced its intention to significantly improve housing conditions for the newly arrived population by constructing more than 33,000 housing units. The largest construction projects were planned for Zaporizhzhia (6,756), Dnipropetrovsk (5,218), and the Stalinsky, now Donetsk, (3,827) regions [15, p. 14]. These figures indicated that state authorities were aware of the scale of the housing crisis; however, the mere fact of setting ambitious targets did not guarantee their actual implementation. On the contrary, in practice, there was a significant discrepancy between the declared intentions and the actual results, which was caused by both limited material and technical resources and low implementation discipline at the local level.

A telling example in this regard is the situation in Zaporizhzhia Oblast, where the course of housing construction mirrored the nationwide problems on a smaller scale. Here, construction began on 315 residential buildings, but only 78 were completed [16, p. 315]. Particularly telling is the fact that in the Vasylivskyi and Pryazovskyi districts of the region, construction work had not even begun. This provides grounds for concluding that even within the framework of officially approved plans, state authorities failed to ensure proper organization of the process, mobilization of resources, and oversight of the implementation of construction programs. As a result, the housing problem for displaced persons

remained effectively unresolved, despite the formal existence of relevant administrative decisions.

The limitations of the state's capabilities are even more evident in the final figures as of the end of 1947. In the eastern regions of the Ukrainian SSR, the state built only 320 residential units and fully or partially renovated another 184, while the planned figure was 2,529 [14, p. 24; 20, pp. 166–170]. Thus, the actual results of housing programs fell far short of the planned targets. This demonstrates that the state policy on housing for the deported population was largely declarative in nature and lacked both a sufficient material foundation and an effective administrative mechanism for implementation. Consequently, the incompleteness or failure of construction programs became yet another factor that exacerbated the social and domestic instability of the resettlers and encouraged them to undertake further migratory movements within the Ukrainian SSR.

Conclusions. An analysis of sources and archival materials shows that the resettlement of Ukrainians from Transcarpathia to the Ukrainian SSR, as provided for in the Agreement of September 9, 1944, was accompanied by significant discrepancies between the state's declared obligations and its actual capacity to fulfill them. Despite official assurances regarding the proper reception of resettlers, local authorities proved unprepared to provide them with housing, and state programs for the construction and repair of the housing stock were implemented extremely slowly and inefficiently. The situation was further complicated by the destruction of Southern and Eastern Ukraine as a result of the war, the occupation of former German colonies, a shortage of building materials, and the inability of the resettlers themselves to quickly build their own homes.

Thus, it was the unresolved housing problem that became the main cause of the secondary migration of residents from the "behind-the-line" zones to the western regions of the Ukrainian SSR. The formal improvement in housing provision in the late 1940s was due not so much to the success of state policy as to the decrease in the number of resettlers in the eastern and southern regions due to their outflow to Western Ukraine. Thus, resettlement was a natural consequence of the Soviet administrative and economic system's inability to create adequate conditions for the deported population to settle permanently in their initial resettlement areas.

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ЧАСОПИС «NIEPODLEGŁOŚĆ» ЯК ПЛАТФОРМА ДЛЯ ПОЛІТИЧНИХ ДИСКУСІЙ ПОЛЬСЬКОЇ ОПОЗИЦІЇ

Анотація. Стаття присвячена висвітленню ключових аспектів у політичній історії Польщі впродовж 1980-х років, які стали важливим і визначальним періодом «лібералізації недемократичної держави» через пошуки компромісів між владою і опозицією з метою здійснення низки політичних та економічних трансформацій мирним шляхом, часом «виходу» Польщі з сфери впливу СРСР. Це час актуалізації суспільно-політичних тенденцій, спрямованих на демократизацію держави, побудову громадянського суспільства, запровадження нових економічних моделей та ін.

Упродовж 1980-х рр. було започатковано тенденції політичного плюралізму, свободи слова, демократичного формування представницьких органів влади та ін., що, своєю чергою, активізувало розвиток опозиційної думки в Польщі, опозиційної преси та періодики зокрема.

Мета статті – окреслити роль і місце часопису «Niepodległość» у колі періодики «другого обігу» 1980-х років як платформи для політичних дискусій польської опозиції.

Окрему і важливу роль у процесах демократизації Польщі, пошуку т.зв. «суспільного діалогу» відіграла нелегальна преса 1980-х рр. як платформа для політичного дискурсу, формування опозиційної думки, основи якої значною мірою були закладені середовищем емігрантів-інтелектуалів кола паризької «Культури». Інтенсивність політичної дискусії, її відображення на сторінках опозиційної преси стали зрізом «суспільної ферментації» польського суспільства на тлі протестних демократичних акцій, діалогу дисидентських середовищ країн-сусідів, впливу нових суспільно-політичних реалій та ін.

Виділено і коротко охарактеризовано (за В. Гадомським) 3 періоди діяльності часопису «Niepodległość», які пов'язані із змінами складу редакції, редакційної політики: 1982–1983 рр. (до переїзду Єжи Таргальского, ідеолога та організатора групи, до Франції); 1983–1985 рр.; кінець 1985–1989 рр. Перший період можна охарактеризувати як установчий щодо визначення редакційної політики, налагодження механізмів випуску часопису та ін., «домінування соціал-демократичних поглядів».

З початком другого періоду редакційна політика не зазнала кардинальних змін, остаточно «кристалізувалася» програма часопису, яку склали: радикальний антикомунізм (ґрунтовні суспільно-економічні зміни в Польщі можливі лише за умови незалежності від СРСР); економічний лібералізм (вплив праць «неоконсерваторів», орієнтація на економічну політику, що проводили Рональд Рейган, Маргарет Тетчер); толерантність, підтримка незалежницьких рухів в країнах «радянського простору» (близькість до поглядів Єжи Ґедройця).

Упродовж 1985 р. відбулося ряд переломних подій, які значно вплинули на діяльність редакції: поділ на дві групи, еміграція та арешти ключових авторів часопису, що негативно вплинуло на активність організації роботи видання. Впродовж останнього періоду часопису (кінець 1985–1989 рр.) він «втратив» радикалізм, малопродуктивними були і спроби «включення» редакційної політики до активного політичного життя опозиції. Останні роки діяльності часопису пов'язані із проведення низки т. зв. «Круглих столів» влади та опозиції; після проведення демократичних виборів 1989 р. журнал виходив ще декілька місяців до випуску ювілейного сотого номеру. Прослідковується скорочення кола дописувачів та читачів, значне число працівників часопису продовжило діяльність в інших організаціях.

На основі проведеного аналізу можемо констатувати, що широке коло статей часопису «Niepodległość» відіграло важливу роль в інтелектуальних дискусіях польської опозиції середини 1980-их рр.

Ключові слова: політична історія Польщі, 1980-і роки, польська опозиція, опозиційна періодика, «другий обіг», часопис «Niepodległość».

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MAGAZINE “NIEPODLEGŁOŚĆ” AS A PLATFORM FOR POLITICAL DISCUSSIONS OF THE POLISH OPPOSITION

Abstract. The article is devoted to highlighting key aspects in the political history of Poland during the 1980s, which became an important and defining period of "liberalization of the undemocratic state" through the search for compromises between the authorities and the opposition in order to implement a number of political and economic transformations peacefully, at the time of Poland's "exit" from the sphere of influence of the USSR.

It was a time of actualization of socio-political trends aimed at democratizing the state, building a civil society, introducing new economic models, etc. Thus, during the 1980s, trends of political pluralism, freedom of speech, democratic formation of representative bodies of government, etc. were initiated, which, in turn, activated the development of opposition thought in Poland, opposition press and periodicals in particular.

The purpose of the article is to outline the role and place of the magazine "Niepodległość" in the circle of "second-circulation" periodicals of the 1980s as a platform for political discussions of the Polish opposition.

A separate and important role in the processes of democratization of Poland, the search for the so-called "social dialogue" was played by the illegal press of the 1980s as a platform for political discourse, the formation of opposition thought, the foundations of which were largely laid by the émigré intellectuals of the Parisian "Culture" circle. The intensity of the political discussion, its reflection on the pages of the Polish opposition press became a slice of the "social fermentation" of Polish society against the background of protest democratic actions, dialogue of dissident circles of neighboring countries, the influence of new socio-political realities, etc.

Three periods of the activity of the magazine "Niepodległość" are highlighted and briefly characterized (according to V. Gadomsky), which are associated with changes in the composition of the editorial staff and editorial policy: 1982–1983 (before the move of Jerzy Targalski, the ideologist and organizer of the group, to France); 1983–1985; the end of 1985–1989. The first period can be characterized as a founding period in terms of defining editorial policy, establishing mechanisms for publishing the magazine, etc., "the dominance of social-democratic views.

The first period can be characterized as founding in terms of defining editorial policy, establishing mechanisms for publishing the magazine, etc., "the dominance of social-democratic views."

With the beginning of the second period, there were no cardinal changes in editorial policy, and the final "crystallization" of the magazine's program took

place, consisting of: radical anti-communism (fundamental socio-economic changes in Poland are possible only if it is independent from the USSR); economic liberalism (the influence of the works of "neoconservatives", orientation towards the economic policies pursued by Ronald Reagan and Margaret Thatcher); tolerance, support for independence movements in the countries of the "Soviet space" (closeness to the views of Jerzy Giedroyc).

During 1985, a number of turning points occurred that significantly influenced the activities of the editorial staff: the division into two groups, the emigration and arrests of key authors of the magazine, which negatively affected the activity of organizing the publication's work.

During the last period of the magazine (late 1985–1989), the magazine lost its radicalism, and attempts to “incorporate” editorial policy into the active political life of the opposition were also unproductive. The last years of the magazine’s activity were associated with a number of so-called “Round Tables” of the authorities and the opposition, and after the democratic elections of 1989, the magazine was published for several more months before the release of its 100th anniversary issue. There was a reduction in the number of contributors and readers, and a significant number of magazine employees continued their activities in other organizations.

Based on the analysis, we can state that the magazine "Niepodległość" played an important role in the intellectual discussions of the Polish opposition in the mid-1980s.

Keywords: political history of Poland, 1980s, Polish opposition, opposition periodicals, "second circulation", magazine "Niepodległość".

Постановка проблеми. 1980-і роки в політичній історії Польщі стали важливим і визначальним періодом «лібералізації недемократичної держави» через пошуки компромісів між владою і опозицією з метою здійснення низки політичних та економічних трансформацій мирним шляхом, часом «виходу» Польщі з сфери впливу СРСР. Цей період характеризується процесами суспільно-політичних змін, спрямованих на демократизацію держави, побудову громадянського суспільства, запровадження нових економічних моделей та ін. Так, упродовж 1980-х рр. в Польщі було започатковано тенденції політичного плюралізму, свободи слова, демократичного формування представницьких органів влади та ін., що, своєю чергою, активізувало розвиток політичної думки, опозиційної преси та періодики зокрема.

Аналіз останніх досліджень і публікацій. В політичній історії Польщі кінця XX століття важливе місце займає проблематика політичного дискурсу, представленого зокрема і на сторінках опозиційної періодики

«другого обігу» впродовж 1980-х років. Так, різні аспекти аналізу діяльності тогочасної польської опозиції представлено в публікаціях низки авторів, серед яких: М. Борута (Mirosław Boruta), Р. Каспшицький (Remigiusz Kasprzycki), К. Лабендзя (Krzysztof Łabędź), М. Миколайчик (Magdalena Mikołajczyk), К. Роґачевська (Krystyna Rogaczewska), Б. Фалк (Barbara Falk) А. Фрішке (Andrzej Friszke), Є. Хольцер (Jerzy Holzer), К. Пшижирковскі (K. Przyszczypkowski) та ін.

Окремим напрямком джерелографії означеного періоду є матеріали, присвячені видатним постатям польської політичної історії, зокрема, Є. Ґедройцю [1], Я. Куроню [2], А. Міхніку та отцю Тішнеру [3]. Для українських дослідників цінними є компаративні публікації з тематики українсько-польських відносин [4], праці М. Ґеника, Ю. Каганова, Х. Чушак [5] та ін.

Мета статті – окреслити роль і місце часопису «Niepodległość» у колі періодики «другого обігу» 1980-х років як платформи для політичних дискусій польської опозиції.

Виклад основного матеріалу. Передумови до становлення періодики «другого обігу» (нецензурованих, нелегальних опозиційних видань, які репрезентували відмінну від офіційної позицію щодо внутрішньої і зовнішньої політики уряду тогочасної ПНР) були закладені низкою чинників. Серед них: середовищем емігрантів-інтелектуалів кола паризької «Культури» («журнал, що замінив парламент»), шляхом поширення у середині 1970-х рр. «позацензурних видавництв», явищем т.зв. «розмножувальної революції» (rewolucja powielaczowa), появою перших незалежних видавництв, серед яких: «Nieocenzurowana Oficyna Wydawnicza» («Книгодрукарня без цензури», Люблінський католицький університет), «Niezależna Oficyna Wydawnicza; NOWA» («Незалежна книгодрукарня», Варшава), окремі видавничі осередки за їх зразком у Вроцлаві, Ґданську, Торуні, Познані та ін. [6].

Архівні та довідкові матеріали, зокрема, «Encyklopedia Solidarności» та ін., подають інформацію, що до середини 1977 р. виходило 4 опозиційні часописи, на початку 1980 року – уже кілька десятків, а від часу діяльності Незалежної самоврядної профспілки «Солідарність» число видань «другого обігу» «перевищувало кілька тисяч найменувань». Ці видання можна було придбати у видавництвах осередків «Солідарності», міських бібліотеках та ін. Знаковим серед них стало видання католицької молоді «Зустрічі» («Spotkania») (Люблін) як «найбільш послідовного прихильника» концепції журналу «Культура».

Отже, політична думка польських інтелектуалів означеного періоду формувалася шляхом діалогів у широкому колі історико-гуманітарної,

культурологічної тематики: на сторінках т. зв. студентських газет («Зустрічі» («Spotkania»), «Місь» («MIŚ»), «Грізлі» («Grizzly» та ін.), часописів мистецької інтелігенції («Тут зараз» («Tu Teraz»), «Гуманістичний альманах» («Almanach Humanistyczny»), «Незалежна культура» та ін.), що може засвідчити про залученість до громадянського руху значного кола інтелігенції різних поколінь. Значну роль для підняття інтелектуально-теоретичного рівня політичної дискусії зіграла діяльність польської політичної еміграції (нові видання «Контакт» («Kontakt»), «Анекс» («Aneks»), «Пульс» («Puls») та ін.) [7].

Узагальнюючи короткий огляд, наведемо тезу П. Кені, що інтенсивність політичної дискусії, її відображення на сторінках польської опозиційної преси 1980-х рр. стали зрізом «суспільної ферментації» польського суспільства на тлі протестних акцій, діалогу дисидентських середовищ, впливу нових суспільно-політичних реалій та ін. [8].

Активна опозиційна «позацензурована» видавнича діяльність була призупинена із запровадженням урядом Польщі воєнного стану, що обумовило закриття чи часткову ліквідацію видавництв та ін., процеси пошуку різних форм продовження нелегальної праці в умовах конспірації, жорстких репресій та ув'язнень та ін.

Дослідники (А. Міхнік та ін.) зауважують, що в середовищі польської опозиції 1980-х рр. тривала дискусія з проблеми «співіснування» нелегальної і легальної опозиційної преси. Так, одна з позицій полягала у трактуванні легальної преси як засобу активного захисту громадянських прав опозиції на основі діючих на той час правових норм та ін.; інша позиція акцентувала на значенні актуальних повідомлень про утиски опозиції у легальній незалежній періодиці; у позиції лідера КОРу Я. Куроня діяльність нелегальної преси визначалася як важливе середовище для розробки тактичних і стратегічних завдань опозиції.

Наведемо тезу П. Кені, що опозиційна преса другої половини 1980-х рр. продемонструвала шляхи рецепції «нового підходу до плюралізму»: толерантного плюралізму партій та рухів (соціаліст, консерватор та ін.), «внутрішнього плюралізму» як змішування при виборі «ідентичності і проблеми, залежно від того, що потрібно для перемоги над комуністами» (як приклад, націонал-пацифіст, «ринковий зелений» та ін.) [9].

Важливим осередком у процесах формування політичної дискусії польських інтелектуалів став часопис «Незалежність» («Niepodległość») (1981–1989 рр.), головне коло проблематики якого зосереджувалося навколо вироблення спільної «моделі співжиття і спільної політичної діяльності» та ін. Дослідники підкреслюють, що діяльність часопису «Niepodległość» заклала основи для утворення Організації «Niepodległość»,

Ліберально-демократичної партії «Niepodległość» (ЛДП «Н») (11 листопада 1984 р.). Завдяки співпраці редакції з виданнями «ABC – Adriatyk, Bałtyk, Morze Czarne» (з 1985 р.), «Obóz», «Contra», «Wolny Wybór», «Orientacja na Prawo», «Głos Poznańskich Liberałów», «Bez Cenzury» та ін. представники опозиції, зокрема ліберально-демократичного напрямку, отримали змогу активно і системно артикулювати свої погляди, проводити дискусії на різні актуальні аспекти політичної тематики.

Представимо коротко історію видавництва часопису «Niepodległość» (першим варіантом, за спогадами М. Борути, була назва «Przyszłość»). Ідея видання визріла в середовищі групи інтелектуальної опозиції 1970-х рр., до якої входили Вітольд Гадомський (Witold Gadomski), Вєслав Сендик, Тадеуш Павліцький, Станіслав Котовський, Томаш Колоджейський (Tomasz Kołodziejski), лідером групи вважався Єжи Таргальский (Jerzy Targalski) [10].

У матеріалах В. Гадомського йдеться, що в грудні 1981 р. було вирішено сформалізувати групу, яка видаватиме часопис «Niepodległość», а вже у лютому 1982 р. його перший номер побачив світ. У період т.зв. «першої Солідарності» учасники редакції були активними діячами антикомуністичного спротиву, а після оголошення воєнного стану перейшли на нелегальне становище, що дало змогу уникнути репресій (під загрозою арешту був Є. Таргальский).

Вітольд Гадомський, узагальнюючи динаміку розвитку і поширення часопису, виділяє три періоди його діяльності, пов’язані із змінами складу редакції і редакційної політики [11]:

- 1982–1983 рр. (до переїзду Єжи Таргальского, найактивнішого дописувача, ідеолога та організатора групи, до Франції);
- 1983–1985 рр. (пов'язаний із зміною редакційного складу);
- кінець 1985–1989 рр. (зменшення редакційної колегії до 3 осіб, постійним членом залишився лише В. Гадомський).

Перший період можна охарактеризувати як установчий щодо визначення редакційної політики, налагодження механізмів випуску часопису та ін., його визначає «домінування соціал-демократичних поглядів».

З початком другого періоду від членства в редакції відійшли Марек і Дорота Сафіани («Gospodarze»), Яцек Красс («Hrabia»), а у 1984 р. відбувся арешт її неформального лідера Станіслава Котовського. На зміну прийшли Адам Хаєвські (Adam Chajewski, «Marian»), Станіслав Роєк (Stanisław Rojek, «Wacek») та Норман Пєньонжек (Norman J. Pieniążek, «Janek»), який відігравав активну редакційну роль. Нова редакція не змінила кардинально редакційну політику, збільшила масштаби координації з регіональними осередками (Томаш Дангель).

Саме у цей період відбувалася остаточна «кристалізація» програми часопису, яку склали: радикальний антикомунізм (ґрунтовні суспільно-економічні зміни в Польщі можливі лише за умови незалежності від СРСР); економічний лібералізм (вплив праць «неоконсерваторів», орієнтація на економічну політику, що проводили Рональд Рейган, Маргарет Тетчер); толерантність, підтримка незалежницьких рухів в країнах «радянського простору» (близькість до поглядів Єжи Ґедройця).

Упродовж 1985 р. відбулося ряд переломних подій, які значно вплинули на діяльність редакції, зокрема, поділ на дві групи, при цьому т. зв. «бунтівники» присвоїли тренд партії «Ліберально-Демократична Партія «Niepodległość». В. Гадомський, вважає, що остання була швидше декларативною, нечисленною, не мала реального впливу у суспільстві. У 1985 р. з Польщі емігрував Норман Пєньонжек, були арештовані Станіслав Котовський (Stanisław Kotowski), Марія Словіковська (Maria Słowikowska) та Колоджейський, що негативно вплинуло на активність видання.

Упродовж останнього періоду часопису (кінець 1985–1989 рр.) до його редакційної колегії входили Вітольд Гадомський, Станіслав Роєк та Адам Хаєвський (редактор часопису). Як зазначає сам В. Гадомський [12], у цей період часопис «втратив» свій радикалізм, малопродуктивними були і спроби «включення» редакційної політики до активного політичного життя опозиції. Серед спроб – налагодження співпраці з низкою ідейно близьких організацій: Конфедерація незалежної Польщі (Konfederacja Polski Niepodległej), рухи «Солідарність у бою» («Solidarność Walcząca»), «Свобода і мир» («Wolność i Pokój»), організація «Свобода-справедливість-незалежність» («Wolność-Sprawiedliwość-Niepodległość»), Польська незалежницька партія (Polska Partia Niepodległościowa).

Так, у травні 1987 р. ЛДП «Niepodległość» взяла участь у підписанні Угоди незалежницьких партій і організацій «Polskie Porozumienie Partii i Organizacji Niepodległościowych», створеної під гаслом спільної боротьби національно свідомих громадян країн соціалістичного табору з комуністичною ідеологією, «тиском Москви». ЛДП «Niepodległość» була також в колі організаторів створення Політичного руху «Визволення» (Ruch Polityczny «Wyzwolenie»). Їх діяльність, однак, виявилася нетривалою і малоефективною щодо впливу на загал польської спільноти (J. Karpiński) [13].

Останні роки діяльності часопису були пов’язані із проведення низки т. зв. «Круглих столів» влади та опозиції; після проведення демократичних виборів 1989 р. журнал виходив ще декілька місяців до випуску ювілейного сотого номеру, однак, скоротилося коло дописувачів та читачів, значне число працівників часопису продовжило діяльність в інших організаціях.

Загалом, редакційна політика часопису, як і інших видань незалежної преси «другого обігу», зосереджувалася на висвітленні актуальних суспільних подій, піднімала соціально-політичну, політико-історичну тематику та ін., рідше – проблематику, пов'язану з аспектами геополітичного дискурсу.

Наведемо приклади «знакових» статей журналу. Засадничі ідеї часопису «Niepodległość» подані в першому номері за січень 1982 р. на першій шпальті як маніфесті ліберально-демократичної думки середовища [14]. Основний матеріал колонки зосереджений на аналізі внутрішньополітичної ситуації в Польщі, пошуку виходу з політичної кризи. Декларувалося, що 13 грудня 1981 року Польща опинилась під окупацією, ПОРП і весь прокомуністичний уряд не є репрезентантами польського народу, а тому співпраця з ними прирівнюється до «ворожості» польському суспільству.

Як найважливіша мета громадянського опору тоталітарній комуністичній владі визначалося відновлення незалежності, становлення руху опору, на який повинен «спертись Захід і схилити до поступок СРСР». Окрім загальних політичних декларацій у заяві редакції пропонувалися конкретні кроки для формування громадської опінії та дії: перший етап – бойкот і жодної продукції для окупанта; повинно виникнути «Polskie Państwo podziemne».

На думку авторів редакційної заяви, Польща стає для СРСР полігоном для випробування технологій вирішення криз і управління «сірими зонами» як щодо країн соціалістичного блоку, так і всієї Західної Європи. А тому, слід осмислити «гіркі уроки» протестних дій опозиції та їх наслідків у Чехії та Угорщині. Теоретичні викладки редакція підкріплювала даними результатів соціологічного опитування, проведеного «Paris Match» (опубліковано 25 грудня 1981 р.). Під час анкетування, яке відбулось 3–5 грудня групою з 18 учасників анкетерів, що очолювала французька журналістка польського походження, на території Польщі було опитано 600 осіб, представників різних соціальних груп та регіонів. Наведено результати: «Чи є ПНР незалежною? 54% – цілком ні, 41% – частково, 5% – цілковито»; «Чи є інтервенція радянських військ ймовірною?. Так – 32%, ні – 63%, не знаю – 5%»; «Чи допоміг би Захід у випадку радянської інтервенції? Так – 36%, ні 59%, не маю відповіді 5%» [15].

Таким чином, політичні дискусії, аналіз різних опитувань тощо дозволили редакції окреслити основні позиції редакційної політики.

На основі аналізу архівних матеріалів, епістолярного матеріалу можемо прослідкувати, що часопис «Niepodległość» відіграв важливу роль в інтелектуальних дискусіях польської опозиції середини 1980-их рр.,

оскільки його ідейні засновники і редактори активно утверджували позицію щодо ролі політичних партій, наполягали на необхідності їх творення та плюралізмі їх ідеологій. «Niepodległość» впродовж усього періоду видання притримувалася тези про безперспективність ідеї потенційного «переформатування соціалістичного табору» під впливом «перебудови» Михайла Горбачова, наголошувала на близькому розпаді СРСР.

Щодо економічних перспектив розвитку Польщі, редакційна політика притримувалася позиції заперечення можливості реформування соціалізму, бачила перспективи у вільному ринку, використанні окремих ефективних механізмів капіталістичного устрою. «Niepodległość» прагнула давати об'єктивні оцінки діяльності НПС «Солідарність», її місця в політичному житті, вважаючи, що організація має бути саме профспілкою, а не політичною партією.

Зазначимо, що найбільшу роль в польській опозиційній політичній думці «Niepodległość» відіграла саме у 1983–1985 рр., коли формалізувалися ідейні засади ліберально-демократичного середовища, а часопис був одним з найвпливовіших й цитованих у Польщі та поза її межами (зокрема, і через «Вільну Європу»). Однак, як зазначалося вище, уже на переломі 1980-х – 1990-х рр. часопис втрачає позиції, передусім, через невдачу у творення ефективної та впливової партії, що було пов'язано з організаційною слабкістю ЛДП, браком авторитетних лідерів в Польщі, еміграцію значного числа інтелектуалів, лібералів-демократів та ін. [16]

Ідейні позиції ліберального середовища щодо розуміння концепту «незалежність» закладені у засадничій редакційній статті «Jaka Polska – elemnty programu» («Яка Польща – елементи програми») [17], де окреслюються засади побудови національної демократичної держави з ринковою економікою, вільної від тоталітарної ідеології та неефективної радянської економіки.

На відміну від редакційної програми, поданої у першому номері часопису, у ній є заклик до політичного діалогу ширшого опозиційного середовища, а ключовою проблемою визначається налагодження комунікації з суспільством для подолання «пасток історії пам'яті», конструктивних дискусій з ідейними противниками (а саме, середовища з шовіністичними поглядами). У статті, автором якої, ймовірно, є Jacek Borkowicz («j.k.») визначено основні кроки діяльності у цьому напрямку: початок дискусії щодо напрямків зовнішньої політики, вибору політичної стратегії, максимально ефективної для Польщі, а не для ПНР («комуністична влада не є репрезентантом польського народу»); знаходження порозуміння в головних напрямках спільної політики з означених питань; впровадження вироблених позицій на практиці.

Піднімалися проблеми включення Польщі до активної міждержавної взаємодії на основі діяльної дипломатичної служби, утвердження її як суб'єкта міжнародної політики та геополітики. Як зазначає дослідник М. Ґеник [18], на сторінках часопису піднімалися проблеми «конструювання» нового геополітичного устрою Центрально-Східної Європи, що було одним із основних напрямків діяльності ЛДП «Н» у контексті подолання домінування СРСР у цьому регіоні та тоталітарного режиму всередині Польщі. Редакційна політика часопису «Niepodległość» активно реагувала на геополітичні події у всій Європі. Прикладом є статті «Gdzie na Zachodzie są nasi sojusznicy?» («Де на Заході наші союзники?»), рубрики «Листи з Чехословаччини», «Що нового над Дунаєм», «Пошта з НДР». Редакція, декларуючи толерантне ставлення до країн, які лежать у трикутнику між Адріатичним, Чорним та Балтійським морями, вважала, що вони «повинні стати не тільки і не стільки посередниками між Сходом та Заходом, а передусім між Скандинавією та країнами Середземномор'я», їх глибока співпраця у політичній, економічній та культурній сферах повинна була б привести до утворення «Конфедерації держав Центрально-східної та Південної Європи». Щодо вирішення проблем польсько-українських відносин важливим результатом діяльності середовища «Niepodległośći» стало підписання у 1987 р. у Парижі «Заяви у справі принципів польсько-української співпраці», що заклало основу для досягнення польсько-українського примирення, встановлення відносин стратегічного партнерства у 1990-х рр.

Таким чином, редакційна політика часопису прагнула закласти різні вектори політичної дискусії, проаналізувати спектр тогочасної польської опозиції, підходи щодо геополітичної перспективи Польщі, окреслити власну візію її місця у європейській спільноті незалежних держав; отже, широке коло питань, які піднімалися на шпальтах часопису, заслуговують ґрунтовного дослідження [19], зокрема, і з відстані часу, актуальності до сучасних соціокультурних викликів [20].

Висновки. Загальний огляд нелегальної періодики 1980-х рр. свідчить про домінування т. зв. «нагальних проблем» протестної боротьби, завданням ставилася організація ширшого середовища, близького до опозиційних настроїв, тому в періодиці друкувалися відозви, тексти, пов'язані з правозахисною діяльністю, із завданнями постановки та реалізації економічних, профспілкових вимог до влад тощо.

Загалом, зміст і рівень політичного дискурсу на шпальтах опозиційної нелегальної періодики 1981–1989 рр., зокрема часопису «Niepodległość», став ілюстрацією стану тодішньої польської політичної думки, висвітливши її неоднорідність, різновекторність, фактор відсутності тривалої традиції

толерантного дискурсу, що обумовило «брак діалогу всередині другого обігу». Однак, результатом дискусій на політичну тематику, започаткованих на шпальтах тогочасних часописів із усталеними «формалізованими» ідейними засадами, стало налагодження спроб діалогу між поколіннями дисидентів та «новою» опозицією, поява тенденцій до зростання свободи висловлювання та ін. Порушивши державну монополію на інформаційний обіг, польська опозиційна преса змагалася за вплив на громадську думку через поширення плюралістичної рецепції, альтернативних оцінок та інтерпретації подій у ПНР, на політичній карті Європи загалом.

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ЯДЕРНЕ ПИТАННЯ У БЕЗПЕКОВІЙ ПОЛІТИЦІ ЯПОНІЇ: ВІД 1945 РОКУ ДО СУЧАСНОСТІ

Анотація. У статті проаналізовано ядерне питання в політиці Японії після Другої світової війни. На основі документів законодавчого характеру та зовнішньополітичних ініціатив характеризується становлення й утвердження Японії як мирної та неядерної держави на рівні зовнішньополітичного позиціонування. Також висвітлюється суть амбівалентної японської політики, яка, з одного боку, визначалась ідеалістичним наміром просуватись до досягнення світу без ядерної зброї, з іншого - враховувались ризики та загрози потенційних конфліктів із ядерними державами. Останнє позначило відданість Японії політиці розширеного стримування, що забезпечують Сполучені Штати Америки, як наріжного каменю національної безпеки.

Дослідження показує, що суспільна травма, внаслідок ядерних бомбардувань міст Хіросіми та Нагасакі, пацифістський характер статті 9 Конституції Японії, три неядерні принципи та неприйняття ядерної зброї в японському суспільстві визначили неядерну риторику та міжнародне позиціонування Японії. Водночас, пріоритетність безпекового альянсу з США й політика розширеного стримування довгий час визначались контекстом Холодної війни та прагматичним підходом до безпеки держави та її громадян в умовах відсутності власних повноцінних збройних сил. Упродовж XXI ст. стала набирати більшої популярності ідея перегляду неядерних принципів, зокрема третього, який забороняє введення ядерної зброї на територію Японії. Це сталось через суттєву трансформацію балансу сил в Індо-Тихоокеанському регіоні, пов'язану із поступовим переходом світу до мультиполярності, посиленням КНР, ядерної загрози з боку КНДР

та агресивної зовнішньої політики РФ, зокрема щодо України. При цьому, альянс із США досі залишається для Японії пріоритетом №1. З огляду на ці фактори й можна пояснити стратегічну неспроможність Японії ще більше просувати неядерну політику.

У статті акцентується на суспільних дискусіях щодо перегляду трьох неядерних принципів. Відзначається, що позиція у напрямі ревізії не зустрічає загальної підтримки. Також включені точки зору різних дослідників ядерної проблеми в політиці Японії.

Ключові слова: Геополітична нестабільність, КНР, КНДР, політика розширеного стримування, США, три неядерні принципи, Японія, мир, ядерна безпека.

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NUCLEAR QUESTION IN JAPAN'S SECURITY POLICY: FROM 1945 TO PRESENT

Annotation. The article analyzes the nuclear question in Japan's post-World War Two policy. Based on legislative documents and foreign policy initiatives, it characterizes the establishment of Japan as peaceful and non-nuclear state at the level of international positioning. It also highlights the ambivalence of Japanese policy, which, on the one hand, was defined by an idealistic intention to promote the achievement of the world without nuclear weapons and, on the other hand, it considers risks and dangers of the potential conflicts against nuclear states. The latter has marked Japan's commitment to extended deterrence policy provided by the United States of America as the cornerstone of the state's security policy.

The research shows that the social trauma caused by the nuclear bombing of Hiroshima and Nagasaki, the pacifist nature of Article 9 of the Constitution of Japan, the Three Non-Nuclear Principles and the rejection of nuclear weapons within Japanese society have defined Japan's non-nuclear rhetoric and international positioning. Simultaneously, the priority of security alliance with the US and extended deterrence policy for a long time were determined by the Cold

War context and a pragmatic approach to state and its civilians security in terms of the absence of Japan's full-fledged armed forces. During the 21st century, the idea of revising the Three Non-nuclear Principles became more popular, particularly with regard to the third principle, which bans the introduction of nuclear weapons on the Japanese territory. This development has occurred amid a substantial transformation of the balance of power in the Indo-Pacific region, driven by the gradual transition to multipolarity, the strengthening of PRC, the nuclear threat posed by DPRK, and the aggressive external policy of the Russian Federation, particularly regarding Ukraine. Meanwhile, the alliance with the United States still remains Japan's top strategic priority. In light of these factors, Japan's strategic inability to further promote non-nuclear policy can be explained.

The article emphasizes social debates surrounding the revision of the Three Non-Nuclear Principles. It notes that the position towards the revision doesn't enjoy unanimous support. The article also presents the viewpoints of various researchers of the nuclear issue in Japan's policy.

Keywords: geopolitical instability, PRC, DPRK, extended deterrence policy, US, Three non-nuclear principles, Japan, peace, nuclear security.

Постановка проблеми. На формування ядерної політики Японії після Другої світової війни суттєво вплинув факт бомбардування міст Хіросіми та Нагасакі, тому в суспільній свідомості японців глибоко утвердився постулат відмови від ядерної зброї. Він посилився після аварії на АЕС «Фукусіма 1», спричиненою цунамі в 2011 р. Базуючись на пацифістській статті 9 Конституції Японії, а також Трьох неядерних принципах, політика Японії не покладається на власні ядерні можливості в справі забезпечення оборони архіпелагу. Натомість, робить ставку на політику розширеного стримування, наріжним каменем реалізації якої є Договір про взаємне співробітництво та гарантії безпеки із США, укладений в 1960 р. Упродовж багатьох післявоєнних десятиліть такий підхід надавав Японії можливість уникати загроз великих конфліктів, вибудувати на світовій арені репутацію мирної держави, а також отримав внутрішню легітимність серед японського суспільства. Однак, за останні двадцять років в Південно-Східній Азії відбулись фундаментальні економічні та політичні зсуви, пов'язані із низкою факторів, таких як утвердження КНР як могутньої регіональної сили й розбудова ядерної та ракетної програм КНДР як недружнього до Японії режиму. Ситуацію ускладнюють територіальні суперечки та складні історичні питання минулого між Японією та вище названими державами. До цього комплексно додалась агресія РФ проти України та російський ядерний шантаж, який закономірно підняв на сполох уряди багатьох країн світу через надвисоку актуальність потенційної загрози. Водночас спостерігався

поступовий перехід до мультиполярності в міжнародних відносинах та наростання значної конкуренції відносно лідерства США, держави, яка є наріжним каменем в стратегії уряду Токіо. Своєю чергою, перегляд міжнародної політики США адміністрацією Д. Трампа породив невизначеність щодо довгострокової надійності зовнішніх гарантій безпеки. Тож Японія опинилась перед обличчям гострої дилеми: зберігати статус-кво в питанні ядерної безпеки, чи здійснити переоцінку попередньої політики.

Розгляд означених питань звучить особливо актуально сьогодні, коли світ говорить про кризу міжнародного конструкту, з одного боку, з іншого – нові тенденції планетарної історії. Тож стаття є важливою, як в теоретичному, так практичному вимірах. Українська історіографія поповнюється новим, особливо значимим сьогодні за проблемою, дослідженням у сфері японістики. У ньому простежується шлях держави, що має складний історичний досвід, пов'язаний з використанням ядерної зброї, до сучасності, нові виклики щодо забезпечення національної безпеки. З одного боку, можна говорити про специфічну антиядерну ідентичність Японської держави, іншого – вимушене інтегрування у систему ядерного стримування США, загалом, цілісно аналізувати еволюцію підходів Японії до ядерного питання у контексті змін безпекового середовища й внутрішньополітичних трансформацій.

Метою статті є здійснити аналіз післявоєнної політики Японії щодо ядерної зброї, а також висвітлити суть ядерної дилеми безпеки в умовах загрозливих зовнішньополітичних обставин, перед якими опинився уряд Токіо в XXI столітті. Дослідження спрямоване на з'ясування того, чому та за яких умов Японія довгий час на практиці та в риториці зберігала стратегічну амбівалентність, підтримуючи ідеї світу без ядерної зброї, але, водночас, роблячи ставку на розширене стримування під егідою США в своїх стратегічних міркуваннях. Також у статті особливу увагу зосереджено на поступовій зміні ядерного дискурсу в напрямі ревізії Трьох неядерних принципів на фоні наростання зовнішньополітичних загроз та нестабільності у світовій політиці.

Аналіз останніх досліджень та публікацій. Важливі складові цієї проблематики, зокрема, еволюції позиції Японії щодо ядерної зброї та аналізу ядерної політики держави впродовж останніх десятиліть у контексті геополітичних змін були висвітлені в дослідженнях Б. Каусікана, Х. Асано, Г. Сокольські, Т. Умехара, Ш. Танака, Н. Акіяма, Д. Гурста та ін. В українській історіографії проблема безпекової політики Японії з акцентом саме на ядерному аспекті не стала досі предметом окремих досліджень. Певною мірою ці питання розглядаються у міждисциплінарних працях, роботах ширшого контексту (В. Удовік, М. Кулініч, В. Гавур, С. Галака, ін.).

Виклад основного матеріалу. Зазнавши поразки у Другій світовій війні та трагедії ядерного бомбардування, Японія з 1945 по 1952 рр., переживала період союзної окупації під головуванням США. В ході цього історичного періоду в Японії були переформатовані політичні та правові основи держави, що, безперечно, позначилось на питаннях оборони та зовнішньополітичного позиціонування. У статті 9 Конституції Японії від 1947 р. проголошувалось: «Щиро прагнучи міжнародного миру, заснованого на справедливості та порядку, японський народ назавжди відмовляється від війни як суверенного права нації та від загрози чи застосування сили як засобу врегулювання міжнародних суперечок. Для досягнення мети попереднього пункту сухопутні, морські та повітряні сили, а також інший воєнний потенціал ніколи не будуть збережені. Право держави на ведення війни не буде визнаватись» [1]. Саме цією статтею Конституції на багато десятиліть вперед була окреслена також і позиція Японії щодо ядерної зброї.

Продовжуючи курс, який обрала Японія, в 1955 р. прийнятий Основний закон про атомну енергію, в статті 2 якого стверджувалось: «Дослідження, розробка та використання ядерної енергії обмежені мирними цілями, спрямовані на забезпечення безпеки та здійснюються незалежно під демократичним управлінням, а отримані результати оприлюднюються для активного сприяння міжнародній співпраці» [2].

У 1967 р. прем'єр-міністр Японії Ейсаку Сато задекларував в Парламенті так звані три неядерні принципи: не володіти, не виробляти та не вводити ядерну зброю на територію Японії [3]. В 1971 р. Парламент прийняв резолюцію про підтримку трьох неядерних принципів.

Зі сторони США до Японії застосовується політика розширеного стримування, яка передбачає політику захисту ядерною державою не лише себе, а й своїх союзників, та враховує використання як конвенційної, так і ядерної зброї. З огляду на це, часто послуговуються виразом, що Японія знаходиться під «ядерною парасолькою» США. Попри це, в 1950-х – 1960-х роках значна частина японського суспільства була критично налаштована до американської ядерної (як і, загалом, військової) присутності, що додатково підкреслило антиядерні настрої. Власне, американська ядерна зброя перебувала на території Японії до 1972 р.

У 1957 р. Японія приєдналася до МАГАТЕ, а згодом посилила свої зобов'язання, підписавши (1970 р.) та ратифікувавши (1976 р.) Договір про нерозповсюдження ядерної зброї (ДНЯЗ). Також країна бере участь в Оглядових конференціях учасників ДНЯЗ при ООН. А упродовж 2009–2019 рр. посаду генерального директора МАГАТЕ обіймав японський дипломат Амано Юкія. В 1996 р. Японія підписала, а в 1997 р. парламент країни ратифікував Договір про всеосяжну заборону ядерних випробувань (Comprehensive Nuclear-Test-Ban Treaty або CTBT).

Також Японія підтримала міжнародну ініціативу «Global Zero», яка ставила за мету публічне інформування про небезпеку ядерної зброї та пропозиції щодо повного її знищення («світ без ядерної зброї»). В 2011 р. на саміті «Global Zero» в Лос-Анджелесі прем'єр-міністр Йошіхіко Нода підкреслив: «Будучи єдиною країною, яка зазнала ядерних бомбардувань, Японія особливо переконана, що трагічні наслідки використання ядерної зброї ніколи не повинні повторюватись. Японія, зі свого боку, незмінно віддана трьом неядерним принципам не-володіння, не-виробництва та не-дозволення її ввезення до країни» [4]. Також існують урядові програми, спрямовані на підтримку жертв ядерного бомбардування («хібакушя») та інформування про небезпеку ядерної зброї: Special Communicator for a World without Nuclear Weapons, Youth Communicator for a World without Nuclear Weapons тощо [5].

У п'ятому виданні «Політики Японії по роззброєнню та нерозповсюдженню ядерної зброї» МЗС визначає чотири фундаментальні принципи, на яких ґрунтується політика в обраному напрямку. Зокрема: «…Конституція Японії виражає, що Японія заснована на ідеалі пацифізму…», а також «…Японії важливо докласти міжнародних зусиль для створення світу без ядерної зброї…». Було відзначено, що «…з точки зору забезпечення миру та безпеки Японії, а також для підтримки регіональної стабільності, Японія повинна уникати ескалації регіональної гонки озброєнь і запобігати розповсюдженню зброї масового знищення…». Згідно із третім принципом, «…із зростанням руйнівності та смертоносності зброї та, як наслідок, посиленням страждань, спричинених війною, зростає гуманітарна потреба у роззброєнні та нерозповсюдженні (ядерної зброї – *прим. авт.*)…». Насамкінець, відзначається принцип безпеки людини, який є «одним із стовпів японської дипломатії» та «має тісний зв'язок із роззброєнням і нерозповсюдженням» [6].

У серпні 2022 р. під час десятої Оглядової конференції учасників Договору про нерозповсюдження ядерної зброї в зверненні прем'єр-міністра Ф. Кішіди робився акцент на ДНЯЗ, засуджувався підхід РФ до потенційного використання ядерної зброї, висувались такі пріоритети («Хірошімський план дій»), як: невикористання, прозорість, зменшення ядерного накопичення, нерозповсюдження та сприяння мирному використанню ядерної енергії, сприяння точному розумінню реалій використання ядерної зброї [7]. На зустрічі G7 в Хірошімі (2023 р.) в документі Hiroshima Vision представниками G7 було означене підтвердження наміру про незастосування ядерної зброї (крім оборонних цілей), скорочення її арсеналів, а також просування ядерної безпеки, роззброєння та нерозповсюдження (ядерної зброї), реалізації Договору про всеосяжну заборону

ядерних випробувань та Договору про заборону виробництва матеріалів, що розщеплюються (заборона стосується саме матеріалів для ядерної зброї). Також висловлювалась підтримка Хірошімському плану дій [8].

Перебуваючи під американською «ядерною парасолькою», в умовах Холодної війни (в якій Японії відводилось важливе місце в стратегічних міркуваннях Вашингтона), будучи чи не найближчим безпековим партнером США та проводячи політику в сфері безпеки та оборони відповідно до статті 9 Конституції, Японія отримала змогу протягом десятиліть концентруватись на економічному відновленні та зростанні, маючи тверде переконання в далекостроковому характері цього партнерства, а отже – збереженні безпеки для держави та її громадян. Та з роками ситуація докорінно трансформувалась. Для Індо-Тихоокеанського регіону перші десятиліття XXI століття були позначені низкою фундаментальних змін, частина яких може становити загрозу безпеці Японії. Так, КНР здійснила вражаюче посилення свого військового потенціалу, підкріпленого значною економічною могутністю. Китай впродовж останнього десятиліття нарощує військово-морську присутність в Східнокитайському морі, має намір реалізувати приєднання Тайваню, регулярно чинить тиск на Японію щодо о-вів Сенкаку з 2012 р. (року націоналізації островів Японією), здійснюючи вторгнення у води навколо островів (трактуючи їх своїми). Ще однією загрозою є КНДР, яка, в ході реалізації ядерної та ракетної програм, неодноразово здійснювала (та здійснює) пуски балістичних ракет над Японським архіпелагом. Між КНДР (а також Південною Кореєю) та Японією є територіальна суперечка за о-ви Токто. Ситуація набуває загрозливого характеру на тлі поглиблення стратегічного зближення Китаю та Північної Кореї з Російською Федерацією, особливо після 2022 року: проголошення РФ і КНР формули «партнерства без меж», активізація спільних економічних ініціатив і військових навчань, зокрема в Тихоокеанському регіоні, підписання у 2024 році Договору про всеосяжне стратегічне партнерство між РФ і КНДР, а також надання Північною Кореєю військової допомоги Росії у війні проти України. РФ, своєю чергою, має суперечку із Японією за Північні території (Південних Курильських островів). Діалог про вирішення цієї проблеми перервався в 2022 р. через широкомасштабний етап російсько-української війни, після чого Японія, до речі, послідовно проявляє свою підтримку Україні [9]. До того ж, РФ суттєво наростила свою військову присутність на території Південних Курил. Усі три держави (КНР, КНДР, РФ) мають у розпорядженні ядерну зброю, при цьому РФ на прикладі російсько-української війни вже продемонструвала, що заради перегляду свого міжнародного становища готова задіювати військову силу. Паралельно

відбувався відхід однополярності у міжнародних відносинах та глобального домінування США, що все ще залишається чи не наймогутнішою державою світу, але вже не здатна формувати міжнародний порядок власноруч через появу нових могутніх конкурентів.

На тлі вище перелічених факторів змінювалась і Японія, коректуючи власне зовнішньополітичне позиціонування. Переосмисливши в 2015 р. статтю 9 Конституції, були ухвалені закони про мир і безпеку, які утвердили концепцію «колективної самооборони» (дає можливість Силам Самооборони Японії з певними обмеженнями брати участь у військових операціях для захисту іноземних держав-союзників). У 2022 р. сформована Стратегія національної оборони, яка засвідчила рефлексію Токіо щодо потенційних загроз та методів захисту й стримування (таких як можливість нанесення контрударів та крос-доменних операцій тощо). З боку США теж були здійснені відповідні кроки, аби запевнити японську сторону в надійності політики розширеного стримування. В контексті оборонної співпраці між Японією та США варто згадати заснований в 2010 р. Розширений діалог стримування (The Japan–U.S. Extended Deterrence Dialogue, EDD), в основу якого покладені консультації щодо політики стримування (й ядерного), а також вирішення стратегічних викликів безпеці в Індо-Тихоокеанському регіоні. Зокрема, в 2024 р. обидві сторони сформулювали «Керівні принципи розширеного стримування», спрямованого на посилення у цьому питанні процедур консультацій та комунікації [10]. Також в Керівництві з оборонної співпраці ще з 1978 р. (і надалі – в 1997, 2013 та 2015 рр.) США підтверджували дотримання політики розширеного (зокрема й ядерного) стримування для захисту Японії. Так, в Керівництві за 2015 р. наявне твердження: «Сполучені Штати продовжуватимуть поширювати стримування щодо (захисту – *прим. авт.*) Японії за допомогою повного спектру можливостей, включаючи ядерні сили США» [11].

Водночас дотримання політики розширеного стримування запобігає просуванню Японією неядерного напрямку в повній мірі. Тож уряди Японії, знаходячись в ситуації відсутності ідеальної опції, намагались в риториці та на практиці балансувати між ідеалізмом та реалізмом. Беручи до уваги зовнішньополітичні трансформації за останні кілька десятиліть та ріст потенційних загроз державній безпеці Японії, збереження реалістичного треку в сфері безпеки, здається, було неминучим. Так, кабінет прем'єр-міністра Шіндзо Абе виступив проти приєднання до багатостороннього Договору ООН про заборону ядерної зброї (ДЗЯЗ), від 2017 р., який ставить поза законом будь-яку діяльність у напрямку розробки та виробництва, накопичення, випробування ядерної зброї. Уряд дотримувався позиції, що

основою міжнародної політики Японії у цьому векторі повинен слугувати вже ратифікований Договір про нерозповсюдження ядерної зброї як найефективніший інструмент регулювання проблеми ядерної зброї в світі. Прем'єр-міністр обґрунтував позицію уряду тим, що договір був розроблений без врахування реалій безпеки, і до нього не приєдналась жодна ядерна держава. Також він додав, що сама Японія буде посередником між ядерними та неядерними державами [12].

Рішення про неприєднання до ДЗЯЗ (як і до цього переосмислення в 2015 р. статті 9 Конституції) в самій Японії не зустріло одностайної підтримки. Зокрема, мери міст Хіросіма (Мацуї Казумі) та Нагасакі (Таує Томіхіса), та значна частина громадськості виступали за підписання та ратифікацію ДЗЯЗ, посилаючись на моральне зобов'язання Японії як єдиної жертви атомних бомбардувань, вести світ у напрямку денуклеаризації [12; 13]. Обидва лідери підтвердили свою позицію щодо необхідності підписання Договору в 2022 р. на тлі російського повномасштабного вторгнення в Україну [14]. А за аналізом різних соцопитувань, підписання договору на той момент підтримувало близько 75 % респондентів в Японії, проти – лише 17%. Зокрема, опитування, проведене NHK Broadcasting Culture Research Institute в 2019р., продемонструвало 65,9% підтримки підписання ДЗЯЗ [15, с. 302–303]. Уряд наразився й на критику з боку жертв бомбардування («хібакушя»), які вижили. [16].

Тож в міжнародній політиці Японії на тлі безпекових загроз склалась дилема: Японія, з одного боку, виступає за світову денуклеаризацію в глобальних масштабах, але при цьому не долучається до ДЗЯЗ та перебуває під ядерним захистом з боку США. Японські політичні експерти доволі песимістичні щодо перспектив договору. Так, професор міжнародних відносин університету Осака Шінго Танака стверджує, що з гуманітарної точки зору справа виглядає суперечливою, однак радикальне роззброєння з позиції національних інтересів може мати серйозні наслідки, і «…Японії слід відкласти приєднання до ДЗЯЗ, так як це може бути використано як важіль». На думку професора з ядерної безпеки університету Хітоцубаші, Нобумаса Акіяма, немає сенсу підписувати Договір, адже це не спричинить тиск на ядерні держави, які не підписали його [17]. Тому мотиви уряду загалом є зрозумілими: підписуючи Договір, Японія бере на себе зобов'язання, яке надалі зв'язує їй руки на випадок значних загроз навіть більше, ніж 9-а стаття Конституції. Водночас, такого зобов'язання не мають інші ядерні держави, зокрема головний конкурент в регіоні в особі КНР, а також КНДР.

Разом із тим, слід також розуміти настрої й інших політичних представників-прихильників перегляду 9-ї статті Конституції, а також трьох

неядерних принципів, особливо третього, який забороняє введення ядерної зброї на територію Японії. В кінці лютого 2022 р., на тлі повномасштабного вторгнення РФ в Україну, колишній прем'єр міністр Ш. Абе акцентував увагу на необхідності порушення суспільного табу в обговоренні проблеми ядерної зброї: «Японія є підписантом Договору про нерозповсюдження ядерної зброї і має три свої неядерні принципи, але не повинна розглядати їх як табу щодо реальності того, як світ захищений» [18].

Паралельно, колишній посол Японії в США Р. Като прямо заявив, що на даний момент вже неможливо покладатись тільки на «ядерну парасольку» США, маючи серед сусідів недружню Японії Північну Корею. З врахуванням російсько-української війни, можна зрозуміти й тривожні міркування професора університету Фукуї, Йоїчі Шимади: «Путін фактично погрожує ядерною зброєю неядерній державі. Це змінює правила гри для багатьох політиків у Японії».

Вчений додає, що Японія, в порівнянні із Україною, має військовий союз із США, але невідомо, яким буде його ефективність тепер, коли США вже не є безумовним лідером [19].

У березні 2022 р. представники Партії інновацій Японії виступили з пропозиціями переглянути три неядерні принципи. Щоправда, після бурхливої реакції суспільства, відкинули частину закликів, водночас пояснюючи, що це питання є серйозним та потребує більше обговорень [20]. Були й висловлювання політиків із протилежними міркуваннями. Прозвучали слова лідера опозиційної Демократичної партії за народ, Ю. Тамакі: «Японія не може приймати ядерні підводні човни чи військові кораблі, завантажені балістичними ракетами, запущеними з підводних човнів, навіть у надзвичайних ситуаціях. Якщо так, чи справді (США) стратегія ядерного стримування спрацює?». Своєю чергою, точка зору прем'єр-міністра Японії Ф. Кішіди була наступною: «Враховуючи позицію нашої країни дотримуватися трьох неядерних принципів, ми не можемо прийняти (поширення ядерної зброї – *прим. авт.*)» [21].

Не меншої уваги заслуговують погляди нової (від жовтня 2025 р.) голови уряду Японії С. Такаїчі, котра відома своїми переконаннями з перетворення Японії на «нормальну державу» в сфері безпеки та оборони (в цьому контексті мається на увазі зняття обмежень статті 9 Конституції щодо збройних сил та більше залучення в підтримку міжнародної безпеки). В 2021 р. вона висловила думку про необхідність перегляду статті 9 Конституції [22]. В листопаді 2025 р., під час засідання бюджетного комітету Палати представників Японії, на питання опозиційного політика М. Кішібучі щодо перегляду трьох неядерних принципів, С. Такаїчі відповіла: «На цьому етапі уряд підтримує їх як політичний орієнтир», проте

не уточнила, чи буде політика її уряду в сфері безпеки та оборони відповідати змісту трьох неядерних принципів [23].

Окремо варто згадати й про відмови уряду Японії взяти участь у Зустрічі країн-учасниць ДЗЯЗ в якості спостерігача. 18 лютого 2025 р. на своїй прес-конференції Міністр закордонних справ Такеші Івая підкреслив цінність ДЗЯЗ у справі просування світу до ядерного роззброєння, але, з іншого боку, наголосив на пріоритетному характері ядерного стримування: «…Конвенційні можливості самі по собі не можуть стримати актора, який загрожує застосуванням ядерної зброї. Виходячи з того, що Японія не матиме ядерної зброї за трьома неядерними принципами, розширене ядерне стримування є необхідним для захисту життя і власності японських громадян, а також для незалежності та миру Японії…». Також в риториці високопоставленого політика прозвучало занепокоєння щодо перспектив реалізації ядерного стримування в рамках альянсу з США: «…Участь Японії в якості спостерігача на зустрічі держав-учасниць ДЗЯЗ може надіслати хибний сигнал щодо політики Японії відносно ядерного стримування та ризикує підірвати наші зусилля щодо забезпечення власного миру та безпеки…» [24].

Японські політики враховують й те, що серед учасників ДЗЯЗ нема держав з «ядерного клубу».

Доречно звернути увагу на думки експертів з міжнародної політики. Скептичними є міркування професора Хірошімського інституту миру Тошіо Умехари. Зокрема, він сумнівається в далекостроковій надійності «ядерної парасольки» США, зважаючи на непередбачуваність другої адміністрації Д. Трампа, а також ставить гостре запитання, на яке, відзначає, немає відповіді: «І що може зробити «єдина країна, яка зазнала атомних бомбардувань», щоб уникнути нового застосування ядерної зброї у світі, де спостерігається таке зростання нестабільності?» [25].

Дослідник Хідео Асано позначає дві дилеми японського підходу до ядерного роззброєння:

- Між прагненням продовжити скорочення ядерних арсеналів по всьому світу та підтримкою майбутнього розвитку американської ядерної програми для забезпечення розширеного ядерного стримування США (на тлі напруження із КНР та РФ). Тож Токіо в майбутньому прийдеться вирішувати: підтримати, опонувати чи стати осторонь американської ядерної програми.
- Між потребою Японії (як єдиної країни, що зазнала ядерної атаки) зайняти провідну роль в справі відмови від ядерної зброї, підкреслюючи гуманітарні наслідки її використання, - і острахом та небажанням зіпсувати відносини із США, підтримавши ДЗЯЗ [26].

Дослідник та колишній сінгапурський дипломат Білахарі Каусікан бачить ситуацію із ядерним питанням Японії радикальніше. З одного боку, він звертає увагу на те, що в Японії не існує достатньої громадської підтримки ініціативі набуття власної ядерної зброї. Попри це, регіональна ситуація змінюється, що, на думку Каусікана, є доречною причиною для перегляду трьох неядерних принципів: «Прем'єр-міністр Японії Санае Такаічі зробила перший крок у цьому напрямку на початку цього місяця (листопада 2025 р. – *прим. авт.*), коли оголосила, що її уряд розглядає можливість перегляду давньої політики Японії щодо розміщення ядерної зброї». Водночас, автор вказує на технологічну здатність Японії розробити власну ядерну зброю в порівняно короткий термін, проте, відзначає й можливі затримки з розробкою систем доставки ракет: «Це часове відставання – експерти розділилися щодо його тривалості – робить відкладення публічних дебатів щодо ядерної зброї розкішшю, яку Японія більше не може собі дозволити». Каусікан аргументує свою позицію тим, що на даний момент в світі простежуються три структурні фактори. По-перше, одностороннє переосмислення США їх взаємодії зі світом (мається на увазі діяльність адміністрації Д. Трампа щодо старого міжнародного порядку, яка, за ремаркою автора, не так сильно відчувається на Далекому Сході, де держави звикли взаємодіяти із США не стільки на основі спільних цінностей, як спільних інтересів). По-друге, світ змінився, США хотіли б зберегти лідерство, водночас не відчувають екзистенційної загрози. Автор вказує на китайську програму ядерної модернізації, а також ракетну і ядерну програми КНДР (яку неможливо роззброїти, оскільки ядерна зброя для КНДР – це екзистенційне питання). По-третє, це безповоротне послаблення режиму нерозповсюдження ядерної зброї, яке передбачається згідно ДНЯЗ [27].

Каусікан ставить під сумнів стандартні підходи стримування в сучасних умовах: «…Величезна руйнівна сила ядерної зброї та велика стратегічна перевага держави, що володіє ядерною зброєю, над супротивником, озброєним лише звичайною зброєю, створюють дилему в'язня, яка майже непереборна. Хоча теоретично кожен виграє від світу без ядерної зброї, ризик обману супротивника занадто високий, щоб прийняти його…». Автор додає: «Хочемо ми цього чи ні, але ядерна зброя тут залишиться. У ядерному світі стабільність зрештою можна підтримувати лише шляхом стримування взаємного гарантованого знищення» [27].

Каусікан вважає ядерну загрозу для Японії малоймовірною, натомість акцентує увагу на ймовірність поступового занепаду автономії держави в регіоні у випадку потенційного відступу США від політики розширеного ядерного стримування щодо своїх союзників, зокрема і Японії, що вплине

на ситуацію у всьому Індо-Тихоокеанському регіоні (де Японія здатна підтримувати регіональну рівновагу). Що ж до питання перспектив ядерного роззброєння в XXI столітті, дослідник виносить свій недвозначний вердикт: «Хоча теоретично кожен виграє від світу без ядерної зброї, ризик обману супротивника занадто високий, щоб прийняти його» [27].

Дослідник Школи глобальних гуманітарних та соціальних наук університету Нагасакі М. Нішіда вказує на те, що, у випадку розробки власної ядерної зброї, Японії доведеться зіткнутись із низкою серйозних викликів: необхідність вийти із дії ДНЯЗ та ризик зіткнутись із санкціями та погіршенням міжнародної репутації країни; напруга у відносинах між урядом та місцевими громадами з приводу розгортання такої зброї та проведення ядерних випробувань; порівняно мала масштабність та примітивність ядерного арсеналу на початковому етапі, що явно не дає гарантій від превентивного удару супротивника; потреба в значному проміжку часу для нарощування ядерного арсеналу, необхідного для ефективного стримування; значні фінансові витрати. Опираючись на свій аналіз, Нішіда вважає за пріоритет саме посилення існуючого альянсу між США і Японією [28].

Розлоге дослідження від Reuters, що вийшло у світ в серпні 2025 р., вказує як на скепсис японців (і південних корейців) щодо 100% гарантії реалізації «ядерної парасольки» в далекостроковій перспективі, так і на зростання кількості громадян Японії, які із пієтетом ставляться до ідеї перегляду трьох неядерних принципів. Тектонічний зсув в міжнародній політиці, пов’язаний із зміною політики США за другої каденції Д. Трампа, добре виражений в словах депутатки японського Парламенту Руї Мацукава: «Ви не можете сприймати присутність США як належне», а також: «Трамп дуже непередбачуваний, можливо, це його сильна сторона, але я вважаю, що ми завжди маємо думати про План Б». Разом з тим, в дослідженні наводяться приклади політики пасивної реакції США, зокрема, щодо побудови Китаєм штучних островів на спірних територіях Південно-Китайського моря, а також дієвість ядерного шантажу РФ, на що пролунала фраза Д. Байдена, що США не будуть вести Третю світову війну за Україну [29]. Тож попри те, що альянс між США та Японією є пріоритетним для кожної із сторін, комплексна картина все ж викликає занепокоєння японців щодо потенційної реалізації ядерного стримування в ситуації необхідності.

Протилежною є думка виконавчого директора Освітнього центру з політики нерозповсюдження ядерної зброї Г. Сокольскі. В статті автор вказує на те, що Японія має все необхідне в ресурсному та технологічному аспектах для того, аби швидко перетворитись на ядерну державу. Разом з тим, Сокольські вважає, що таке рішення буде помилкою. По-перше,

виробництво ядерних субмарин потребуватиме близько 10 років та колосальних коштів. По-друге, викличе напругу у відносинах із США та сусідами Японії, а також перетворить Японський архіпелаг на військову ціль для Китаю, КНДР та РФ. При чому, така ситуація може підштовхнути Японію навіть до більшої мілітаризації або самоізоляції, від чого країна програє. По-третє, вибір в бік набуття Японією ядерної зброї, або непевна позиція щодо цього питання може підштовхнути Південну Корею до власної розробки. Тож така опція посприяє розповсюдженню ядерної зброї. Автор вважає, що і без ядерної зброї Японія знаходиться в оптимальному становищі, адже розбудовує значний наступальний та оборонний потенціал, має достатньо союзників та включена до ядерного оборонного стратегічного планування США. При цьому, Японії слід доносити до США позицію про необхідність захисту Тайваню (чий суверенітет є стратегічно важливим і для самої Японії) а також здобути більшу прихильність серед союзників та загалом країн Південно-Східної Азії, аби зберегти мир в якості регіонального лідера [30].

Висновки. Ядерне бомбардування Японії, яка стала єдиною країною в історії, що пережила це, поразка в Другій світовій війні, пацифістська стаття 9 Конституції та політика розширеного стримування, забезпеченого США, вплинули на формування Японією мирного, неядерного зовнішньо-політичного позиціонування. Японія щиро виражала негативне ставлення до ядерної зброї, але при цьому сповідувала реалістичне бачення потенційних загроз найвищого рівня, зокрема, використання проти неї ядерної зброї зі сторони можливого ворога. У безпековому середовищі XXI століття, позначеного регіональною нестабільністю та зміною балансу сил і, фактично, поступовим переходом до нового світового порядку, Японія стикається з украй загрозливими зовнішньополітичними викликами. В суспільстві все ще переважає антипатія щодо ядерної зброї, але в позиції японського політичного істеблішменту впродовж довгого часу помітна ця амбівалентність, за якою криється неготовність повністю прийняти антиядерний трек в силу залежності безпеки держави від реалізації розширеного стримування. Цю амбівалентність можна підсумувати фразою «є бажання, але немає реальних можливостей». В останні роки, впродовж яких суттєво зросли можливі загрози, пов’язані із посиленням ядерного потенціалу КНДР та КНР, а також де-факто претендуванням останньої на значно більший регіональний вплив, в риториці японських політиків та на практиці здійснювався все більший акцент на альянсі із США як найближчого оборонного партнера Японії. Понад те, російське широкомасштабне вторгнення в Україну та ядерний шантаж з боку РФ, перегляд міжнародної політики США другою адміністрацією Д. Трампа,

загрозлива риторика КНР щодо Тайваню, посилена постійними морськими навчаннями та, загалом, зближення КНР, КНДР з РФ (ще однієї сильної ядерної держави), суттєво змінили регіональний та глобальний пазл світової політики з перспективи Японії. В японському суспільстві дедалі більше почали набирати популярність колись порівняно непопулярні пропозиції, зокрема щодо перегляду трьох неядерних принципів.

Усе це висвітлює кілька важливих аспектів міжнародної політики. По-перше, просування неядерної політики в умовах міжнародної нестабільності суттєво ускладнюється з огляду на наявність потенційних конкурентів, здатних скористатись ядерною зброєю, яка, своєю чергою, несе загрозу повного знищення країни-жертви. По-друге, Японія демонструє реалістичний підхід до зовнішніх загроз, дотримуючись пріоритетності політики збереження «ядерної парасольки» США, але при цьому демонструючи еволюцію безпекової та оборонної стратегій, переоцінюючи свою зовнішньополітичну траєкторію відповідно до зростання ступеня цих загроз. Якщо Японія все таки вдасться до практичної реалізації ревізіоністського підходу до трьох неядерних принципів (зокрема, третього принципу), то це, ймовірно, викличе ще більше загострення у відносинах, як мінімум, із КНР та КНДР, проте може потенційно посилити безпеку Японського архіпелагу та позиції США (як союзника двостороннього альянсу) в регіоні. Яке практичне рішення Японія би не прийняла, воно, в будь- якому випадку, матиме колосальний вплив на безпекове середовище та конфігурацію сил Індо-Тихоокеанського регіону та світу загалом. А ядерна політика Японії загалом ілюструє унікальне поєднання нормативного пацифізму, стратегічного реалізму й прихованої технологічної спроможності.

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ПІКТОРІАЛЬНИЙ ПОВОРОТ ЯК ІНСТРУМЕНТ ФІЛОСОФІЇ ТА ДИДАКТИКИ ДЖЕРЕЛ ГОЛОДОМОРУ

Анотація. У статті здійснено комплексний культурфілософський та науково-методичний аналіз візуальної спадщини Голодомору 1932–1933 років в Україні в контексті освітнього процесу закладу вищої освіти (ЗВО). Центральним теоретичним інструментом дослідження виступає концепція «пікторіального повороту» (pictorial turn) Томаса Мітчела, яка дозволяє здійснити гносеологічний перехід від традиційних текстоцентричних моделей дидактики до аналізу автономного соціокультурного та епістемологічного потенціалу образів. Окреслено філософську дихотомію категорій «образ» (image) та «зображення» (picture) в умовах радянського тоталітарного терору. Доведено, що репресивні спроби режиму знищити матеріальні «тіла» джерел (зображення) виявилися безсилими перед трансцендентною природою образу трагедії, який зберігся в колективній пам'яті й трансформувався в нові медіаформати.

У межах дослідження несанкціонованих архівних фотоматеріалів (колекції О. Вінербергера, Дж. Аббе, М. Боканя) та художнього кінематографа («Білі хмари», «Поводир», «Ціна правди», «Гіркі жнива») обґрунтовано методологію філософії образу та теорію афектації. Візуальні свідчення геноциду розглядаються не як пасивні ілюстрації, а як активні актори комунікації, що викликають глибоке емоційне залучення студентів, руйнують тоталітарні міфи й активують етичне судження майбутніх фахівців.

З дидактичного погляду, спираючись на мультидисциплінарний підхід В. Курилів, запропоновано конкретні методичні стратегії для вищої школи, зокрема Практикум візуального контрасту (зіставлення пропаганди та факту) й систему проблемно-пошукових запитань. Наголошено на

важливості зміщення акцентів з пасивної ролі жертви на вивчення суб'єктності українського селянства та його стратегій спротиву. Обґрунтовано, що використання пікторіального повороту як інструменту філософії та дидактики є фундаментальним чинником формування превентивної правосвідомості й громадянської відповідальності студентської молоді в умовах сучасних гібридних загроз.

Ключові слова: пікторіальний поворот, Томас Мітчел, теорія афектації, філософія образу, візуальні джерела, Голодомор, художній кінематограф, вища освіта, превентивна правосвідомість, деконструкція пропаганди.

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PICTORIAL TURN AS A TOOL OF PHILOSOPHY AND DIDACTICS OF THE HOLODOMOR SOURCES

Abstract. The article provides a comprehensive cultural-philosophical and scientific-methodical analysis of the visual heritage of the Holodomor of 1932–1933 in Ukraine within the context of the educational process in higher education institutions. The introduction of this methodology is substantiated through the lens of W. J. T. Mitchell’s concept of the "pictorial turn", which marks an epistemological shift from traditional text-centric models of didactics to the study of the autonomous socio-cultural and epistemological potential of images. The philosophical dichotomy between the categories of "image" and "picture" under the conditions of Soviet totalitarian terror is outlined. It is proved that the regime's repressive attempts to destroy the material "bodies" of sources (pictures) were powerless against the transcendent nature of the tragedy's image, which was preserved in collective memory and transformed into new media formats.

Within the framework of the study of unauthorized archival photographs (collections of A. Wienerberger, J. Abbe, M. Bokan) and fiction cinematography ("White Clouds", "The Guide", "Mr. Jones", "Bitter Harvest"), the methodology of the philosophy of image and the theory of affectation are substantiated. Visual evidence of the genocide is considered not as passive illustrations, but as active

actors of communication that evoke deep emotional engagement of students, deconstruct totalitarian myths, and activate the ethical judgment of future professionals.

From a didactic point of view, relying on V. Kuryliw's multidisciplinary approach, specific methodical strategies for higher education are proposed, in particular, the Visual Contrast Workshop (juxtaposition of propaganda and fact) and a system of text/image-dependent questions. The emphasis is placed on the importance of shifting focus from the passive role of a victim to studying the agency of the Ukrainian peasantry and their strategies of resistance. It is substantiated that using the pictorial turn as a tool of philosophy and didactics serves as a fundamental factor in forming preventive legal consciousness and civic responsibility among student youth under the conditions of contemporary hybrid threats.

Keywords: pictorial turn, W. J. T. Mitchell, theory of affectation, philosophy of image, visual sources, Holodomor, fiction cinema, higher education, preventive legal consciousness, deconstruction of propaganda.

Постановка проблеми. Трансформація сучасної вищої школи в Україні, яка функціонує в екстремальних умовах повномасштабної збройної агресії російської федерації, актуалізує потребу когнітивного та ціннісного захисту студентської молоді. Важливою складовою цього процесу є формування національної пам'яті та превентивної правосвідомості шляхом глибокого осмислення тоталітарних злочинів минулого, серед яких центральне місце посідає Голодомор 1932–1933 років як геноцид українського народу [1].

Тривалий час у дидактиці вищої школи панував текстоцентричний, логіко-дискурсивний підхід, який зводив вивчення катастрофи до аналізу нормативно-правових директив, партійних постанов та статистичних даних. Проте сучасне інформаційне середовище та методологічні зсуви у сфері гуманітарного знання вимагають залучення інструментарію візуальної антропології та філософії культури.

Проголошений у гуманітаристиці наприкінці XX століття «пікторіальний поворот» (pictorial turn), пов'язаний із працями американського теоретика Томаса Мітчела, зафіксував гносеологічний перехід від домінування мовних моделей (лінгвістичного повороту) до автономного дослідження візуальних образів [11; 12].

Образ у цій парадигмі розглядається не як пасивна ілюстрація до вербального тексту, а як самостійний модус мислення, специфічна соціокультурна сила та пізнавальна програма, здатна генерувати нові смисли й чинити афективний вплив на глядача. Впровадження цієї методології в практику

закладів вищої освіти (ЗВО) відкриває нові перспективи для деконструкції тоталітарних міфів та розвитку критичного мислення здобувачів.

Аналіз останніх досліджень і публікацій. Теоретичний фундамент візуальних студій та концепція «пікторіального повороту» детально проаналізовані в працях Т. Мітчела [11; 12; 13], а їхні культурфілософські акценти й кореляція з феноменологічними теоріями висвітлені в дослідженні А. Аветисян [2]. Історико-правовий контекст дослідження джерельної бази геноцидів та ризики інструменталізації історичного знання окреслені у працях Л. Гриневич [3; 4]. Питання дидактичного моделювання та використання міждисциплінарних стратегій під час викладання «важкого минулого» вивчалися В. Курилів [10], І. Ревою [5], С. Проскуровою [6] та А. Канівцем [6].

Водночас потенціал поєднання візуальної теорії Мітчела з конкретною методикою опрацювання неофіційних фотодокументів та кінематографічних репрезентацій Голодомору в системі вищої освіти залишається недостатньо експлікованим.

Метою статті є теоретичне обґрунтування та розробка методичної системи використання візуальних джерел (архівних фотографій та художніх фільмів) епохи Голодомору в ЗВО на основі концепції «пікторіального повороту» Т. Мітчела, що передбачає поєднання суворої критики першоджерел із дидактичними завданнями формування превентивної правосвідомості студентів.

Виклад основного матеріалу. Для коректної побудови навчального процесу в ЗВО першочерговим є розведення базових категорій теорії візуальності, запропоноване Т. Мітчелом, а саме понять «зображення» (picture) та «образ» (image). Як зазначає А. Аветисян, це розрізнення дозволяє перекласти мову візуальних студій на апарат філософії культури, де зазначені поняття чітко корелюють із традиційними для філософського дискурсу концептами знака і значення, медіуму і повідомлення, а також тіла і розуму [2, с. 5].

Зображення (picture) постає як матеріальний об'єкт, конкретний фізичний носій (будь то фотокартка, негатив, цифровий файл чи аудіовізуальний твір кінематоргафії), який локалізований у просторі, є умовним «тілом» візуального об'єкта, що може бути піддане цензурі, вилучене або фізично знищене.

Натомість образ (image) виступає як трансцендентна, ментальна та соціокультурна сутність («розум» або «дух» об'єкта), яка з'являється завдяки зображенню, але не зникає з його руйнацією. Образ вільно мігрує в колективну пам'ять, вербальні наративи, метафори та сліди інших медіа, виступаючи мінімальною одиницею смислу, що уможливлює процеси соціокультурного впізнавання та ідентифікації [11].

У межах вивчення тоталітарних злочинів ця дихотомія набуває особливого значення. Радянський режим намагався знищити самі зображення — фізичні фотосвідчення штучного голоду, запроваджуючи сувору кримінальну відповідальність за фіксацію реальності. Тобто відбувалося фізичне нівелювання матеріального «тіла» джерела. Проте репресивному апарату не вдалося знищити образ трагедії, який зберігся у ментальних репрезентаціях очевидців, трансформувався у вербальні знаки й згодом актуалізувався в культурі, знайшовши нові матеріальні носії — від наукових збірників до кадрів художніх фільмів.

Важливим елементом теорії Мітчела є концепція «живих зображень» та ефект афектації (Affektion), що безпосередньо перегукується з феноменологічним поняттям афектації Едмунда Гуссерля та ідеєю Жоржа Діді-Юбермана про об'єкти, які дивляться на нас у відповідь [2, с. 10].

Зображення не є пасивними об'єктами візуального сприйняття; вони виступають активними акторами комунікативного процесу з глядачем. Вони наділені квазі-суб'єктністю, «прагнуть» бути побаченими й здатні брати свідомість глядача у полон, виступаючи як «обличчя», що дивиться у відповідь [12].

Під час роботи зі здобувачами освіти в ЗВО цей ефект афектації стає потужним дидактичним тригером. Архівне фото чи екранний образ художнього фільму перестають бути простою ілюстрацією; вони вступають у прямий діалог зі здобувачем вищої освіти. Зустріч із поглядом жертви на таємно зробленій фотокартці викликає глибоке емоційне залучення й запускає механізми ціннісного оцінювання тоталітарного злочину. Проте такий комунікативний акт вимагає від викладача застосування чітких деситуативних стратегій для уникнення психологічної ретравматизації молоді.

Візуальний вимір культури, таким чином, постає настільки ж перспективним для філософсько-дидактичного дослідження, як і мова, а для аналізу структури візуального досвіду студентів необхідно залучати апарат феноменології та критичної теорії [2, с. 11].

До обґрунтування позиції пікторіального зсуву Т. Мітчела підштовхнув передусім лінгвістичний поворот у філософії, проголошений Р. Рорті у 1967 році [2].

У межах лінгвістичного зсуву розроблялися теорії, що претендували на універсальну схему декодування символічного шару культури, основним осередком якого поставала мова. Проте Мітчел зазначає, що термін «пікторіальний поворот» почасти розуміють хибно, трактуючи його як просте поширення сучасних «візуальних медіа» (телебачення, відео, кіно, інтернету), що містить одразу кілька фундаментальних помилок [11].

Насамперед, Мітчел наполягає, що в соціокультурній реальності взагалі не існує «чисто візуальних медіа» [13]. Будь-які медіа завжди постають як складне поєднання сенсорних і семіотичних елементів; вони є гібридними формуваннями, що одночасно містять звуковий, зоровий, образний та текстуальний складники. Більше того, навіть людський зір сам по собі не є виключно оптичним явищем, оскільки він біологічно та культурно потребує координації оптичних, тактильних і просторових операторів.

По-друге, ідея «повороту» до зображень не виражає виключно сучасний стан візуальної культури й не вказує на конкретний історичний момент, починаючи з якого візуальне нібито вперше стало центральною темою гуманітарного дискурсу. Сам вираз «пікторіальний поворот» учений характеризує як троп, метафору (figure of speech), а не як проголошення одномоментного фундаментального зсуву в науці [11]. Це є специфічне зміщення кута зору на зображальну природу об’єктів, що нас оточують. Цей шлях позначає повторювані етапи у продукуванні візуальних образів або фундаментальні зміни у ставленні суспільства до них. Так, винахід перспективи у живописі, історичний перехід від радикального іконоборства до прийняття ікон чи поява фотографії — все це окремі історичні пікторіальні повороти [2].

Одним із найбільш революційних поворотів Мітчел називає поворот до ідолопоклонства [11], який заклав основу для страху, що масами людей можна маніпулювати й керувати через навмисне пропонування тих чи інших образів. Тут фіксується перехід між двома станами людського сприйняття. До першого відноситься стан, коли людина сприймає простір навколо себе буквально, об'єкти оцінюються відповідно до їх безпосередньої ролі у практиці, а рівень символізації є мінімальним.

Другий стан відрізняється тим, що не лише предмети практики наділяються певними функціями, а й міра влади того чи іншого об’єкта визначається тепер його роллю у загальному наративі світоустрою. Тобто символічний шар стає не менш важливим, ніж практичний, перетворюючись на його необхідну частину. Уможливлення такої сугестії образів постає як аналог неолітичної революції у вимірі символів.

Третя хибна ідея, яку часто виводять із теорії Мітчела, стосується проголошення «ери панування зображень», яка нібито несе загрозу словесності всіх рангів — від Слова Божого до вербальної грамотності. Насправді пікторіальний поворот передбачає складні версії розрізнення між словом і зображенням, де слово традиційно асоціюється переважно із законом, грамотністю й керуванням, а зображення — з народними марновірствами [12].

Офіційний радянський візуальний ряд періоду першої п'ятирічки та колективізації створював тотальний пропагандистський фасад, покликаний приховати злочин геноциду. Радянська преса та агітаційний плакат активно продукували постановочні зображення «соціалістичного будівництва» та колгоспних свят, повністю татуюючи інформацію про вимирання українського селянства. Важливим напрямом дослідницької роботи здобувача у ЗВО є деконструкція цих шаблонів через аналіз механізмів конструювання «образу ворога» в радянській політичній карикатурі другої половини 1929 – початку 1930 років, детально досліджених Л. Гриневич [3].

Політична карикатура в тоталітарній системі виконувала роль візуальної метафори, яка, за визначенням Мітчела, здатна радикально трансформувати сприйняття соціальної реальності. Через карикатурні образи «куркуля-павука», «шкідника», «петлюрівця» та «релігійного мракобіса» відбувалася цілеспрямована дегуманізація цілих соціальних та етнічних груп українського суспільства. Здобувачі вищої освіти під час аналізу таких джерел навчаються бачити, як ідеологічно забарвлений образ знімав моральні обмеження на насильство, легітимізував примусове вилучення продовольства («червоні валки») та обґрунтовував необхідність фізичного знищення суб'єктів спротиву.

Це демонструє здобувачам вищої освіти, що геноцид ніколи не починається безпосередньо з фізичних убивств — йому завжди передує ретельна інформаційна та візуальна підготовка через конструювання мови ненависті в медіапросторі.

Оскільки тоталітарний режим знищив більшість речових доказів, особливого статусу в дидактиці вищої школи набувають несанкціоновані, таємно зроблені фотографії, які виступають як «відсутня присутність» що прориває радянську стіну заперечення злочину. Основним ресурсом для лабораторної роботи студентів є онлайн-довідник фотографій Голодомору, створений Holodomor Research and Education Consortium (HREC) при Канадському інституті українських студій Університету Альберти [14]. Цей каталог містить автентифіковані зображення, які поділяються на кілька репрезентативних дослідницьких кейсів.

Перший кейс пов'язаний із харківською серією фотографій австрійського інженера Олександра Вінербергера, зроблених у 1933 році за допомогою малоформатної камери [13]. З наявних у науковому обігу кадрів близько 80 безпосередньо задокументували трагедію Харкова та його околиць. Студенти аналізують ці зображення як суворі речові докази: вони фіксують черги за хлібом біля магазинів «Торгсин», виснажених від дистрофії селян-біженців на вулицях міста, які намагалися прорватися крізь загороджувальні загони ОДПУ, та масові поховання. Історія побутування

цих джерел — вивезення негативів дипломатичною поштою до Австрії — дозволяє простежити канали дифузії історичної правди в умовах тотальної інформаційної блокади.

Другий кейс охоплює спадщину американського професійного фотографа Джеймса Аббе, який у 1932 році відвідав СРСР для створення офіційного портрета Сталіна, але паралельно здійснював приховану зйомку реального життя радянських громадян [9]. Аналіз його фотографій, частина з яких містить прямі тогочасні цензурні позначки «заборонено» для редакційного друку, дозволяє дослідити межі тоталітарного контролю за публічним іміджем держави та з'ясувати технології фільтрації інформації, які радянський режим застосовував до іноземних кореспондентів.

Третій кейс репрезентує унікальний локальний его-документ — фотоколекцію та матеріали кримінальної справи Миколи Федоровича Боканя (1881–1942), фотографа з Батурина Чернігівської області, віднайдені у 2007 році в архівах СБУ [14]. Зображення, створені Пікторіальний поворот як інструмент філософії та дидактики джерел Голодомору М. Боканем, демонструють Голодомор на мікроісторичному рівні — через трагедію руйнації життєвого простору однієї родини та фіксацію смерті його сина Костянтина від голоду. На прикладі цього джерела здобувачі освіти гуманітарних та юридичних спеціальностей досліджують антропологію повсякдення в екстремальних умовах та долю специфічних ідеологічних і релігійних груп в умовах сталінського терору.

Окремим вагомим складником пікторіального простору, що володіє колосальним дидактичним потенціалом в освітньому процесі ЗВО, є художній кінематограф. Оскільки кіно, за Мітчелом, є еталонним прикладом гібридного медіа (де інтегровані зоровий, звуковий, акторський та текстуальний компоненти), воно здатне моделювати складні емоційно-ціннісні соціокультурні коди [13]. Робота з художніми фільми про Голодомор у вищій школі дозволяє вийти за межі суто фактологічного інформування й звернутися до рефлексії над культурною травмою та історичною пам'яттю.

У контексті аналізу художнього кінематографа здобувачам вищої освіти пропонується дослідження еволюції репрезентації трагедії — від прихованих радянських алегорій до сучасних прямих висловлювань. Важливим є розбір феномену «прихованої» репрезентації Голодомору, яскравим прикладом якого є поетична стрічка «Білі хмари» (1968 р.) режисера Ролана Сергієнка [6]. Створений у часи жорсткої радянської цензури, цей фільм не міг прямо артикулювати слово «Голодомор», проте режисер задіяв потужну систему візуальних метафор та образів-символів (через спогади головного героя про смерть батька й руйнацію села під час

колективізації), які афікували свідомість глядача на підсвідомому рівні. Аналіз цього фільму вчить студентів розпізнавати езопову мову мистецтва в умовах тоталітарного тиску.

Сучасний етап репрезентації катастрофи в художньому кіно представлений стрічками «Поводир» (2014 р.) Олеся Саніна та «Ціна правди» (2019 р.) Аґнєшки Голланд. Важливий внесок у міжнародну репрезентацію геноциду робить художня стрічка «Гіркі жнива» (2017 р.) Джорджа Менделюка, де через призму гібридного кінематографічного медіа здійснюється спроба виходу за межі концепту «пасивної жертви». Візуальний ряд фільму зміщує акцент на дослідженні селянського опору, збройних повстань та збереження людської гідності в екстремальних соціокультурних умовах, що має значний дидактичний потенціал для формування громадянської відповідальності здобувачів освіти ЗВО.

Під час аналізу фільму «Ціна правди» здобувачі вищої освіти мають змогу дослідити безпосереднє зіткнення лінгвістичного та пікторіального вимірів історичної правди. Постать журналіста Ґарета Джонса репрезентує сувору текстову та візуальну верифікацію фактів (його щоденники, статті та спроби зафіксувати побачене), яка протиставляється потужній сугестивній машині радянської пропаганди та конформізму західних інтелектуалів в особі Волтера Дюранті. Фільм наочно демонструє, як утилітарне ставлення до інформації здатне толерувати масове насильство.

З дидактичної точки зору використання художніх фільмів вимагає від викладача ЗВО чіткого дотримання балансу, щоб уникнути ефекту вторинної травматизації студентів через надмірну натуралізацію насильства на екрані. Художній фільм має виступати не як джерело жаху, а як об'єкт критичного розбору. Студентам пропонується аналізувати режисерські прийоми конструювання простору, контраст між репрезентацією ситого міського життя партноменклатури та вимираючого українського села, а також те, як кінематограф працює з категорією суб'єктності й людської гідності в екстремальних умовах [5].

Робота з візуальними матеріалами геноциду українського народу, вимагає від викладача застосування інноваційних дидактичних моделей, що базуються на мультидисциплінарному підході Валентини Курилів [10]. Впровадження цих стратегій дозволяє вирішити ключову дидактичну суперечність: як продемонструвати масштаб злочину геноциду, уникнувши при цьому ефекту психологічного захисту, відчуження та вторинної травматизації молоді.

Центральною методичною рекомендацією є впровадження Практикуму візуального контрасту “Пропаганда проти факту”. На семінарському занятті здобувачам освіти пропонується здійснити паралельний

деконструкт двох візуальних рядів. Перший ряд формують радянські агітаційні карикатури (за матеріалами досліджень Л. Гриневич [3]), які конструювали викривлений образ «куркульського саботажу». Другий ряд формують автентичні знімки О. Вінербергера або М. Боканя, що фіксують реальний стан дистрофії та смертності українського селянства. Виникнення когнітивного дисонансу між ідеологічним «образом» та історичним «зображенням-фактом» стимулює до аналітичної роботи, руйнує тоталітарні міфи й навчає розрізняти медіа-пропаганду та історичну реальність, що є базовою компетентністю в межах сучасного курсу з медіаграмотності.

Іншою важливою стратегією за методикою В. Курилів є використання запитань, що залежать від тексту та зображення [10]. Викладач відмовляється від репродуктивних питань і пропонує проблемно-пошукові завдання: проаналізувати елементи матеріальної культури на фотокартках (одяг, стан будівель, наявність сурогатів їжі) для спростування радянської тези про «об'єктивні природні чинники неврожаю 1932 року»; дослідити авторські підписи до фотографій у справі М. Боканя для виявлення специфіки його філософського сприйняття трагедії; оцінити ступінь дегуманізації художніх засобів у пресі УСРР.

Особливий наголос в освітньому процесі має бути перенесений із пасивної фіксації статусу «українця як безпорадної жертви» на дослідження суб'єктності, стратегій виживання та форм спротиву тоталітарному режиму.

Здобувачі вищої освіти, залучаючи матеріали міждисциплінарних досліджень І. Скубія щодо матеріального світу дітей у роки голоду [7] та праці І. Реви [5], вивчають практики солідарності в громадах, створення підпільних кас взаємодопомоги, збереження залишків посівного матеріалу, а також активні селянські повстання, спрямовані проти насильницької колективізації. Це дозволяє продемонструвати здобувачам вищої освіти життєстійкість нації, яка перманентно вистоює під ударом тоталітарної машини, трансформуючи національну травму в інструмент формування громадянської відповідальності та превентивної правосвідомості молоді.

Висновки. Імплементація концепції «пікторіального повороту» Томаса Мітчела в науково-дослідний та освітній закладів вищої освіти дозволяє модернізувати методику викладання історії Голодомору 1932–1933 років. Візуальні джерела перестають бути простою ілюстрацією до текстових документів, набуваючи статусу автономних, епістемологічно насичених суб'єктів комунікації, які афікують свідомість студента й вимагають застосування глибокого критичного аналізу.

Головний евристичний потенціал осмислення трагедії Голодомору крізь призму міждисциплінарних підходів полягає у формуванні поінформованого громадянства та превентивної правосвідомості молоді.

Аналіз причин доводить, що масове народовбивство стало можливим насамперед через відсутність власної суверенної держави, демократичних інститутів та безпорадність громадянського суспільства, коли рівень впливу людей на тоталітарну владу був повністю зведений до нуля. Звернення до цього важкого досвіду вчить здобувачів освіти індивідуальної відповідальності за власне життя та захист прав людини, що є надійним ціннісним імунітетом проти будь-яких проявів тоталітаризму й ксенофобії в сучасному демократичному суспільстві.

Водночас в умовах сучасної війни росії проти України, де історична наука є безпосереднім полем ідеологічного протистояння, заклади вищої освіти мають суворо дотримуватися принципів академічної доброчесності та наукової верифікації. Поширення неапробованих, гіперболізованих або сфальсифікованих даних (навіть зі щирих патріотичних спонукань) несе в собі серйозні ризики, оскільки інструменталізує історію, підігрує ворожим дезінформаційним операціям і дискредитує зусилля України щодо міжнародного визнання Голодомору як геноциду. Сама лише сувора, позбавлена політичної кон'юнктури наукова критика візуальних та текстових першоджерел є ефективним інструментом утвердження історичної правди та національної консолідації.

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ДИДАКТИЧНИЙ ПОТЕНЦІАЛ ІСТОРІЇ ГОЛОДОМОРУ У ФОРМУВАННІ ПРЕВЕНТИВНОЇ ПРАВОСВІДОМОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

Анотація. У статті здійснено теоретичне обґрунтування та практичне моделювання системи викладання історії геноцидів у закладах вищої освіти на прикладі Голодомору 1932–1933 років в Україні та його сучасних реплікацій. Актуальність дослідження зумовлена системною інституційною кризою міжнародного правопорядку та дефіцитом правових механізмів вчасної превенції актів колективного насильства, що вимагає переосмислення ролі університетської освіти як стратегічного інструменту когнітивного захисту молоді. Проаналізовано теоретичний фундамент процесуального характеру геноциду у працях Р. Лемкіна, Н. Наймарка та Т. Снайдера. Особливу увагу приділено концепції «каменепаду» безкарності, в межах якої доведено причинно-наслідковий зв'язок між відсутністю міжнародної юридичної відповідальності за радянські злочини 1930-х років та сучасними актами агресії російської федерації проти України, що мають чіткі ознаки геноцидального наміру. У межах аналізу тоталітарного візуального дискурсу досліджено розробки Л. Гриневич щодо конструювання «образу ворога» у тоталітарній періодиці як превентивної легітимізації насильства, а також деконструйовано радянську стратегію «примусової амнезії». Виявлено психологічні деформації та трансгенераційні травми українського соціуму в контексті праць І. Реви. Обґрунтовано дидактичну доцільність переходу від парадигми «комеморативного плачу» до парадигми критичного аналізу, стратегій виживання та індивідуального спротиву. Запропоновано мультидисциплінарні підходи до інтеграції теми

у курси соціології, політології, права та медіаграмотності на основі методики В. Курилів. Визначено методичну цінність роботи з автентичними візуальними джерелами (цифровий архів HREC, таємні фотографії А. Вінербергера) та кінематографом («Ціна правди», «Гіркі жнива») для розвитку навичок джерелознавчої критики та деконструкції сучасних медіаманіпуляцій. Доведено, що формування у майбутньої еліти превентивної правосвідомості через синергію інструментів історичної пам'яті та міжнародного права є єдиним бар'єром проти циклічності тоталітарних злочинів.

Ключові слова: вища освіта, дидактика геноцидології, історія Голодомору, превентивна правосвідомість, когнітивний захист, дегуманізація, трансгенераційна травма, его-документи, медіаманіпуляції.

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THE DIDACTIC POTENTIAL OF THE HISTORY OF THE HOLODOMOR IN FORMING THE PREVENTIVE LEGAL CONSCIOUSNESS OF UNIVERSITY STUDENTS

Abstract. The article provides a theoretical substantiation and practical modeling of the system of teaching the history of genocides in higher education institutions, using the case study of the Holodomor of 1932–1933 in Ukraine and its contemporary replications. The relevance of the study is driven by the systemic institutional crisis of the international legal order and the deficit of legal mechanisms for the timely prevention of acts of collective violence, which necessitates rethinking the role of university education as a strategic tool for the cognitive defense of youth. The theoretical foundation of the processual nature of genocide is analyzed through the works of R. Lemkin, N. Naimark, and T. Snyder. Particular attention is paid to the concept of the "rockfall" of impunity, within which a causal relationship is proven between the absence of international legal accountability for Soviet crimes of the 1930s and contemporary acts of aggression by the Russian Federation against Ukraine, which bear distinct signs of genocidal intent.

Within the framework of analyzing totalitarian visual discourse, the study examines the research of L. Hrynevych on the construction of the "image of the enemy" in totalitarian periodicals as a preventive ideological legitimization of violence, and deconstructs the Soviet strategy of "enforced amnesia." Furthermore, psychological deformations and transgenerational traumas of Ukrainian society are identified in the context of I. Reva's works. The study substantiates the didactic expediency of transitioning from the paradigm of "commemorative mourning" to the paradigm of critical analysis, survival strategies, and individual resistance. Multidisciplinary approaches are proposed for integrating this topic into courses on sociology, political science, law, and media literacy based on V. Kuryliw's methodology. The methodological value of working with authentic visual sources (the HREC digital archive, the clandestine photographs of A. Wienerberger) and cinema (*Mr. Jones*, *Bitter Harvest*) is determined for developing source criticism skills and deconstructing modern media manipulations. It is proven that shaping a preventive legal consciousness among the future elite through the synergy of historical memory tools and international law serves as the sole barrier against the cyclicity of totalitarian crimes.

Keywords: higher education, didactics of genocidology, history of the Holodomor, preventive legal consciousness, cognitive defense, dehumanization, transgenerational trauma, ego-documents, media manipulations.

Постановка проблеми. У сучасному глобалізованому світі, який постійно стикається з ескалацією геополітичних конфліктів та новими формами масового насильства, проблема превенції геноцидів набуває особливої гостроти. Геноцид є одним із найважчих злочинів проти людства, офіційно визнаним і кодифікованим Конвенцією про запобігання злочину геноциду та покарання за нього, яку ратифікували 143 держави [4]. Проте ретроспективний аналіз міжнародного правопорядку з моменту ухвалення цього засадничого документа у 1948 році свідчить про системну інституційну неспроможність світу безпеки вчасно й ефективно попереджувати акти колективного насильства. Відтак, запобігання геноциду залишається критичним викликом для цивілізованого глобального громадянського суспільства.

Означена інституційна криза багато в чому зумовлена дефіцитом правових механізмів та спрощеним розумінням природи самого злочину, який у суспільній свідомості та політичному дискурсі часто ототожнюють виключно з його фінальною стадією — масовим фізичним знищенням. Поза увагою часто залишаються латентні, превербальні та ідеологічні етапи інкубації насильства. Якщо тоталітарні режими інкубують і запускають

геноцид через деструктивні ідеології, маніпуляції та звуження простору для комунікації, то вища освіта здатна діяти на випередження, у зв'язку з цим виникає нагальна потреба в переосмисленні ролі вищої освіти як стратегічного превентивного інструменту. Заклади вищої освіти мають трансформуватися з пасивного транслятора фактологічних знань про минулі трагедії на активний інститут формування імунітету проти деструктивних ідеологій.

Доцільність вивчення теми геноцидів (на прикладі Голодомору та його сучасних реплікацій) для здобувачів вищої освіти виходить далеко за межі суто історичного інтересу. Для здобувачів вищої освіти — майбутньої інтелектуальної, правової та управлінської еліти країни — цей дискурс є базовим елементом безпекової, громадянської та професійної підготовки.

Аналіз останніх досліджень і публікацій. Теоретичний фундамент дослідження геноцидальних процесів закладено у працях Рафаеля Лемкіна, який обґрунтував, що геноцид є багатовекторним процесом, спрямованим на знищення соціокультурного ядра нації [6]. У сучасній геноцидології процесуальний характер масового насильства та феномен безкарності детально проаналізовано Норманом Наймарком та Тімоті Снайдером [7, 10]. Питання деконструкції «образу ворога» у тоталітарних медіасистемах досліджувала Л. Гриневич [2, 3]. Специфіку репрезентації теми Голодомору в освітньому просторі та методичні аспекти викладання розкрито у працях С. Проскурової [9] та В. Курилів [12], а психологічні наслідки історичної травми — у розвідках І. Реви [8].

Незважаючи на наявність ґрунтовних праць вітчизняних та закордонних дослідників, комплексний науковий дискурс навколо геноциду українського народу все ще залишається недостатньо розробленим українською академічною спільнотою, особливо у порівнянні з масштабним масивом світових доробок, присвячених Голокосту.

Цей відчутний дослідницький дефіцит актуалізує потребу в залученні здобувачів вищої освіти до глибокого вивчення латентних механізмів тоталітарного терору, що дозволить майбутнім фахівцям інтегрувати український досвід у загальну теорію світової геноцидології.

Метою статті є теоретичне обґрунтування та практичне моделювання системи викладання історії геноцидів (на прикладі Голодомору 1932–1933 років в Україні та його сучасних реплікацій) у закладах вищої освіти через призму репрезентативного аналізу тоталітарних технологій та впровадження мультидисциплінарних дидактичних інструментів превенції колективного насильства.

Виклад основного матеріалу дослідження. Для побудови ефективної превентивної моделі в системі вищої освіти першочерговим

завданням є подолання статичного сприйняття геноциду. Ретроспективний аналіз історичного поступу доводить, що геноцидальні практики не є випадковими, спонтанними чи девіантними сплесками агресії; вони функціонують як деструктивний маркер глобального цивілізаційного процесу [7, С. 22].

У межах теоретичного підходу Нормана Наймарка акцентується на тому, що масове винищення етнічних чи соціальних груп є пролонгованим процесом, наділеним специфічною внутрішньою динамікою та кумулятивним потенціалом. Насильство розвивається за логікою «каменепаду»: початкові, де-факто непомітні правові обмеження та дискримінаційні практики накопичують руйнівну енергію, яка згодом призводить до масштабної катастрофи [7, С. 25].

Згідно з концепцією Н. Наймарка, інституціоналізоване насильство, націлене на ліквідацію суб'єктів із маргіналізованою ідентичністю «іншого», є наскрізною історичною константою — від архаїчних кланових конфліктів до тоталітарних систем XX сторіччя. При цьому пасивність, політична кон'юнктура та конотація ігнорування з боку світових інституцій щодо актів агресії виступають легітимізуючим чинником, який не просто консервує правові дефіцити, а прямо стимулює суб'єкта насильства до подальшої масштабної ескалації [7, С. 86].

У цьому контексті Голодомор 1932–1933 років в Україні є класичним та водночас найменш осмисленим у світовій спільноті прикладом процесуального геноциду. Як зазначає професор Єльського університету Тімоті Снайдер, Голодомор став наслідком ескалації геноцидальної діяльності авторитарного режиму, який не зазнав жодної міжнародної протидії за злочини проти підвладного йому населення. СРСР у світовій історіографії тривалий час трактувався гомогенно — як «радянський народ», що маскувало жорстоку колоніальну та національну політику Кремля щодо придушення меншин та суб'єктних етносів [10, С. 125].

Голодомор був системно спланований та реалізований шляхом позбавлення засобів до існування безпосередньо тих аграріїв, які є виробниками харчової продукції. Ця трагедія слугує чітким історичним прецедентом розгортання стратегії «їжа як зброя», що згодом була реплікована в інших глобальних контекстах. Більше того, історичний аналіз доводить наявність прямого причинно-наслідкового зв'язку між безкарністю сталінізму та зухвалістю наступних тоталітарних лідерів. Як свідчать джерела, Адольф Гітлер перейняв чимало методів Сталіна, бачачи, що Захід проігнорував український геноцид у 1930-х роках [10, С. 75]. Потребує глибокого вивчення та донесення до здобувачів освіти питання: чи був би нацистський режим настільки впевненим у своїх планах остаточного

вирішення єврейського питання, якби виконавці українського геноциду понесли міжнародну юридичну чи політичну відповідальність?

Фундаментальним кроком на шляху до розуміння цієї механіки є звернення до першоджерел концепції геноциду. Вивчення Голодомору надає здобувачам освіти можливість дослідити генезу самого терміна через аналіз поглядів Р. Лемкін кваліфікував радянський терор проти України як «класичний приклад геноциду», підкреслюючи, що цей процес складався з чотирьох чітких кроків: нищення інтелігенції (мозку нації), ліквідація релігійних еліт (душі нації — УАПЦ), винищення суверенного селянства (охоронця національного духу та культури), штучна зміна етнічного складу міст через заселення іншими етносами [6, С. 92]. Таким чином, за Лемкіним, геноцид — це не лише фізичне вбивство, а комплексне нищення самобутності. Інституціоналізований тиск створює у жертви «комплекс неповноцінності» та штучно звужує простір для комунікації, руйнуючи саму суть людської взаємодії.

Сучасна агресія Російської Федерації проти України є апогеєм дії описаного Н. Наймарком «каменепаду» безкарності. На засадах порівняльного аналізу здобувачі вищої освіти мають усвідомити, що систематичні дії російських військ (масові вбивства цивільних у Бучі, Маріуполі, примусова депортація українських дітей, цілеспрямоване нищення культурної та освітньої інфраструктури) мають чіткі ознаки геноцидального наміру щодо винищення української нації як такої. Легітимізація цієї агресії, як і в 1930-х роках, супроводжується дегуманізуючою риторикою керівництва рф, спрямованою на заперечення права українців на власну ідентичність та суверенне існування.

Важливим елементом аналізу передумов насильства є підхід, досліджений у вітчизняній науці докторкою історичних наук Л. Гриневич. Дослідниця доводить, що за кілька років до масового вбивства режим запускає механізми масового народовбивства через конструювання «образу ворога» у медіапросторі. Методологічна цінність її аналізу радянської періодики (часописів «Крокодил», «Червоний перець», «Безбожник у станка») другої половини 1929 — початку 1930 рр. полягає в демонстрації того, як візуальна політична карикатура виконувала функцію превентивної ідеологічної легітимізації насильства [3, С. 50]. Через сатиру, гротеск та зооморфізацію відбувалася дегуманізація українського селянина («куркуля») та інтелігента («шкідника»). Опрацювання такого матеріалу здобувачами вищої освіти є фундаментальним: воно наочно демонструє, як інституціоналізована мова ворожнечі у мирний час формує психологічну готовність пересічних громадян до співучасті у масових злочинах або до їхнього мовчазного схвалення.

Методологічна цінність дослідження Л. Гриневич полягає, зокрема, в глибокому аналізі репрезентативного візуального дискурсу радянської періодики (часописів «Крокодил», «Червоний перець» тощо) як превентивної ідеологічної легітимізації насильства. Опрацювання такого матеріалу здобувачами вищої освіти є фундаментальним для розуміння генези геноцидальних процесів: воно наочно демонструє, як інституціоналізована мова ворожнечі у мирний час формує психологічну готовність суспільства до масових злочинів проти людяності [3, С.49]. Дослідниця слушно зауважує, що радянська політика пам'яті щодо трагедії 1932–1933 років не обмежувалася лише цензурними заборонами, а являла собою комплексну стратегію «примусової амнезії», де фізичне нищення документів поєднувалося зі штучним конструюванням міфу про «радісне колгоспне життя» [2, с. 392]. Водночас ця тоталітарна модель виявилася неспроможною повністю ліквідувати комеморативні практики на рівні побутової свідомості українства [2, с. 395].

Прямим і найнебезпечнішим наслідком цієї стратегії, як обґрунтовує дослідниця Ірина Рева у праці «По той бік себе», став глибокий психологічний надлом — трансгенераційна травма, що досі впливає на життя українського соціуму через страх, пасивність та деформацію моделей поведінки [8]. Штучно насаджувана амнезія та заборона оплакувати жертв заблокували природні процеси горювання, законсервувавши колективний психотравматичний досвід кількох поколінь.

Утім, тривалий час самій методиці викладання тематики голодотворної політики в Україні не приділялося належної уваги. Як наслідок, сьогодні університетські викладачі часто стикаються з серйозними дидактичними та психологічними складнощами, головна з яких полягає у віднайденні делікатного балансу: як не перетворити заняття на ретрансляцію суцільного жаху через відверту демонстрацію жертв і водночас не ускладнити й без того глибокий травматичний досвід трагедії, що зачепила майже кожну українську родину.

На важливість розв'язання цих суперечностей в університетських аудиторіях вказує С. Проскурова, аналізуючи специфіку коректної репрезентації теми Голодомору в межах викладання суспільних дисциплін [9, с. 253]. Дослідниця обґрунтовує необхідність розробки таких методичних підходів у вищій школі, які б дозволили уникнути вторинної травматизації студентів, зміщуючи фокус на виважений науковий аналіз джерел.

Ефективним інструментом «лікування» цієї історичної амнезії та подолання дидактичних викликів у вищій школі є залучення до освітнього процесу его-документів та мемуаристики. Важко уявити інтелектуально

зрілого вірменина чи єврея, котрий здобув би вищу освіту, прочитав чимало книжок, але так нічого б і не довідався про глобальну катастрофу, яка спіткала його народ усього одне-два покоління тому [5, С.4]. Саме тому унікальне дидактичне значення для студентів мають спогади очевидців, зокрема книга А. Лисивець «Скажи про щасливе життя...», сама назва якої гостро іронізує над згаданим вище радянським пропагандистським міфом про «колхозний рай» [5]. Опрацювання подібних джерел дозволяє здобувачам вищої освіти деконструювати нав'язану тоталітарним режимом цензуру та сприйняти трагедію не через відсторонену статистику, а крізь призму живої людської гідності, солідарності та стратегій виживання.

Для подолання цих деструктивних патернів викладання теми геноциду у вищій школі має кардинально змінити вектор: від парадигми «комеморативного плачу» (демонстрація безпорадності жертви) до парадигми «критичного аналізу, стратегій виживання та спротиву».

Важливим дидактичним орієнтиром тут є досвід української діаспори в Канаді та праця Валентини Курилів [12]. Вивчення теми інтегрується не лише в курси історії, а й у соціологію, політологію, медіаграмотність, релігієзнавство, право, соціальну справедливість та образотворче мистецтво. Стратегії навчання зосереджуються на розвитку критичного та історичного мислення здобувачів з використанням автентичних першоджерел та інтерактивних методик.

Ефективним дидактичним інструментом у вищій школі є робота з візуальними джерелами, які не були санкціоновані радянським режимом. Яскравим прикладом є онлайн-довідник фотографій Голодомору HREC, що містить автентифіковані знімки, зроблені іноземцями таємно [11].

Центральне місце тут посідає колекція австрійського інженера Александра Вінербергера, який у 1933 році в Харкові зафіксував реалії геноциду та зумів переправити плівки дипломатичною поштою на Захід. Аналіз цих фотодокументів дозволяє: вивчити історію крізь призму індивідуального спротиву тоталітарній цензурі; розвинути навички джерелознавчої критики та верифікації візуальних даних; усвідомити роль індивіда у збереженні історичної правди в умовах тотального інформаційного контролю.

Окрему увагу в межах мультидисциплінарного підходу варто приділити аналізу інструменталізації та маніпулювання медіаресурсами. Висвітлення та одночасне приховування Голодомору в тогочасному світовому медіапросторі є класичним кейсом для навчання здобувачів освіти методам маніпулювання громадською думкою як в авторитарних, так і в демократичних суспільствах (на прикладі замовчування трагедії Уолтером Дюранті та чесного журналістського подвигу Гарета Джонса).

Для візуалізації цього процесу доцільно залучати засоби сучасного кінематографу. Зокрема, художні фільми «Ціна правди» (реж. А. Голланд) та блокбастер «Гіркі жнива» (реж. А. Менделюк) дозволяють переформатувати сприйняття теми. У цих стрічках вперше на широкому екрані проведено концептуальні ідеї про те, що Україна не була пасивною жертвою, а чинила активний масовий спротив сталінській політиці.

Таким чином, формування у здобувачів освіти навичок деконструкції патернів агресії через синергію інструментів історичної пам'яті та міжнародного права є єдиним бар'єром, здатним розірвати ланцюг, у якому безкарність одного злочину стає прецедентом для наступного. Вища освіта має донести до майбутньої еліти, що право — це не статичний набір нормативних актів, а активна позиція цивілізації проти забуття. Лише шляхом чіткої ідентифікації зла через правові дефініції, позбавлені політичної кон'юнктури, майбутні лідери отримують реальні інструменти для збереження глобальної безпеки.

Висновки. Дослідження операційних механізмів геноциду є першочерговим завданням вищої школи, оскільки воно уможливлює ідентифікацію дискримінаційних та ексклюзивних (спрямованих на відчуження) поведінкових моделей на ранніх етапах, задовго до початку масового фізичного насильства. Імагологічний аналіз тоталітарного візуального дискурсу (зокрема карикатури 1929–1930 рр. у дослідженнях Л. Гриневич) демонструє здобувачам вищої освіти механіку дегуманізації «іншого», що є необхідним прекурсором для легітимізації подальшого терору. Це сприяє формуванню критичного мислення та стійкість до сучасних медіаманіпуляцій та мови ворожнечі. Вивчення історії Голодомору в ЗВО має відійти від травматичного наративу «абсолютної безпорадності» на користь мультидисциплінарного вивчення стратегій виживання, форм індивідуального та колективного спротиву, а також правових механізмів превенції. Залучення матеріалів HREC, фотосвідчень А. Вінербергера та аналізу кінематографу дозволяє трансформувати історичну травму в активну громадянську позицію та суспільну пильність щодо захисту фундаментальних прав людини. Перехід від політики історичного виправдання або пасивного співчуття до дієвої правової відповідальності та когнітивної превенції через освіту є обов'язковою умовою для подолання постколоніальних синдромів та формування безпечного, плюралістичного й поінформованого суспільства.

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ІСТОРІЯ РОЗВИТКУ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ ЯК СКЛАДОВОЇ ІНТЕЛЕКТУАЛЬНОЇ ВЛАСНОСТІ (НА ПРИКЛАДІ НІМЕЧЧИНИ XIX ст.)

Анотація. Стаття присвячена дослідженню передумов формування академічної доброчесності як складової права інтелектуальної власності на прикладі Німеччини XIX – початку XX ст. Тема зумовлена зростанню ролі академічної доброчесності в освітньому та науковому середовищі України. Запровадження її як окремого освітнього компоненту зумовлює звернення до залучення закордонного досвіду у сфері захисту авторського права в його історичному розвитку.

Акцентовано увагу на розвитку внутрішнього та міжнародного законодавства захисту творів від недобросовісного запозичення, передруків, незаконного копіювання та розповсюдження, привласнення текстів. Наведено законодавчі санкції за порушення авторського права.

У статті показані основні етапи розвитку німецького законодавства про авторське право, зокрема, рішення Віденського конгресу 1815 р., положення Конституції Північно-Німецького Союзу, Конституції Німецької імперії, спеціальні закони про захист творів науки, мистецтва, літератури та музики.

Показані прусський закону 1837 р. про захист власності на твори науки й мистецтва, закону 1870 р. про авторське право на літературні праці, музичні композиції та драматичні твори, а також закону 1901 р., який закріпив вимоги щодо заборони незаконного відтворення творів, обов'язкового зазначення джерел запозичення та відповідальності за порушення авторських прав.

Про актуальність проблеми свідчить підписання міжнародних договорів Пруссії та Німеччини з європейськими державами та Бернської конвенції 1886 р., присвячені формуванню міжнародної системи охорони авторського права.

Законодавство Німеччини XIX ст. стало важливим етапом інституціоналізації захисту інтелектуальної власності на національному й міжнародному рівнях.

Правове закріплення відповідальності за незаконне використання творів сформувало підґрунтя для розвитку сучасних принципів академічної доброчесності.

Ключові слова: академічна доброчесність, авторське право, інтелектуальна власність, передруки, недоброчесні запозичення, плагіат, твори науки, твори мистецтва, історія Європи, історія Німеччини.

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HISTORY OF THE DEVELOPMENT OF ACADEMIC INTEGRITY AS A COMPONENT OF INTELLECTUAL PROPERTY (USING THE EXAMPLE OF GERMANY IN THE 19-th CENTURY)

Abstract. The article is devoted to the study for the formation of academic integrity as a component of intellectual property law using the example of Germany in the 19th and early 20th centuries. The role of academic integrity grows now in the educational and scientific environment of Ukraine, that determines the relevance of the research topic. Its introduction as a separate educational component necessitates the involvement of foreign experience in the field of copyright protection in its historical development. The emphasis is on the development of domestic and international legislation on the protection of works from unfair borrowing, reprinting, illegal copying and distribution, and appropriation of texts. Legislative sanctions for copyright infringement are given.

The article shows the main stages of the development of German copyright legislation, in particular, the decisions of the Congress of Vienna in 1815, the provisions of the Constitution of the North German Confederation, the Constitution of the German Empire, special laws on the protection of works of science, art, literature and music. The Prussian Law of 1837 on the protection of property in works of science and art, the Law of 1870 on copyright in literary works, musical compositions and dramatic works, as well as the Law of 1901, which established the requirements for the prohibition of illegal reproduction of works, the mandatory indication of sources of borrowing and liability for copyright infringement, are shown. The urgency of the problem is evidenced by the signing of international treaties of Prussia and Germany with European states and the Berne Convention of 1886, dedicated to the formation of an international system of copyright protection.

German legislation of the 19th century became an important stage in the institutionalization of intellectual property protection at the national and international levels. The legal establishment of liability for the illegal use of works formed the basis for the development of modern principles of academic integrity.

Keywords: academic integrity, copyright, intellectual property, reprints, unfair borrowings, plagiarism, works of science, works of art, European history, German history.

Постановка проблеми. Дотримання академічної доброчесності учасниками освітнього процесу є запорукою дотримання права інтелектуальної власності на твори наукового та освітнього характеру, підтримки високого рівня якості освіти та репутації закладу вищої освіти, конкурентоздатності випускників на ринку праці, адже це свідчить про їхню здатність нести відповідальність за результати власної діяльності.

Академічна доброчесність є відносно новим поняттям у науково-навчальному середовищі, адже сформоване у другій половині XX ст. Проте, її корені простежуються від законодавства для захисту результатів інтелектуальної власності (немайнового права). Шлях України до європейського співтовариства обґрунтовує потребу у вивченні європейського та світового досвіду формування компетентностей з дотримання правил академічної доброчесності. Одні з перших спроб із захисту інтелектуальної власності були зроблені у XIX ст. на території Німеччини. Ця країна продовжує посідати провідні місця в економічних рейтингах ЄС і на сьогодні є країною з однією з найбільших громад українців, які вимушено переїхали під час військової агресії. Це підвищує потребу вивчення різних аспектів Німеччини, у тому числі й права.

Аналіз досліджень і публікацій. Академічна доброчесність за останні роки стала об'єктом досліджень великої кількості вчених України. Її запровадження в освітній процес актуалізує проблематику досліджень педагогічних, юридичних, гуманітарних, соціальних, медичних, технічних та інших наук. Дослідники передусім звертаються до теоретичного визначення принципів академічної доброчесності, її співвідношення зі змістом законодавства із захистом інтелектуальної власності, прикладів недоброчесної поведінки науковців, викладачів, студентів, практики використання штучного інтелекту тощо. Входження України до світового співтовариства привернуло увагу дослідників до сучасного досвіду США, Франції, Канади, Німеччини, Великої Британії, Австралії, Польщі та інших країн у формуванні інституцій, здатних протидіяти недоброчесній поведінці. Особливу увагу звертають на чіткість та прозорість освітнього середовища, зокрема в Канаді, для студентів із закордонних країн, потребу уніфікації підходів до доброчесності серед університетів в одній країні. Велика Британія формує систему академічних суддів, яка розглядає випадки порушення доброчесності та ухвалюють рішення [1; 6; 8; 12; 19; 20; 21]. Визначальну роль дослідники відводять міжнародним нормативно-правовим актам, які регламентують діяльність університетів з управління академічним середовищем – Бухарестська декларація етичних принципів вищої освіти в Європі, Лісабонська стратегія з підвищення конкурентоздатності та інші. Проте, як ми відзначали вище, академічна

доброчесність є явищем історичним, тобто її зміст змінювався протягом років: від складової системи права до основоположних принципів повсякденної діяльності у вищій школі. Історичному розвитку академічної доброчесності присвячена низка наукових робіт, зокрема питанням розвитку вчення про плагіат, нечесної поведінки серед студентства та розвитку системи контролю над навчальним процесом та діяльністю викладачів, авторського права [1; 4; 8; 9; 11; 16, с. 44–45, 53–57; 17; 18; 24; 31; 32]. Однак, поглибленого вивчення потребує еволюція німецького законодавства із захисту інтелектуальної власності у XIX ст. та формування перших міжнародних конвенцій.

Метою статті є вивчення становлення внутрішнього та міжнародного законодавства Німеччини XIX ст. із захисту права інтелектуальної власності як невід'ємної складової частини майбутньої академічної доброчесності в освітньому процесі та науковій діяльності.

Виклад основного матеріалу. Академічна доброчесність є невід'ємною складовою освітньо-наукового простору закладу вищої освіти. А. Прокопенко відзначає, що «недоброчесність не тільки послаблює індивідуальні здобутки, але й шкодить суспільству, формуючи фахівців, які нездатні вирішувати реальні проблеми, є безвідповідальні та неорганізовані» [15, с. 794]. Принципами академічної доброчесності є «сукупність моральних цінностей, таких як чесність, довіра, повага, справедливість, відповідальність» [13, с. 184]. Новий Закон України «Про академічну доброчесність» такими принципами (цінностями – відповідно до Закону) називає чесність, довіру, повагу, справедливість, відповідальність, стійкість, рішучість [Докладніше: 14]. Ці принципи мають не тільки забезпечити захист інтелектуальної власності авторів наукових та навчальних творів, а й забезпечують довіру до академічного середовища та якості вищої освіти. Академічна доброчесність для здобувачів історичних спеціальностей (на прикладі Академії – В9 Історія та археологія та А4.03 Середня освіта (Історія та громадянська освіта)) має особливе значення, адже допомагає сформувати критичну особистість та підготує фахівця, здатного протистояти в сучасному інформаційному протистоянні. Академічна доброчесність для здобувачів Академії є не тільки органічною частиною освітніх компонентів професійності підготовки але й складовою частиною ОК «Академічних студій» на першому курсі, який поєднує блоки «Вступ у спеціальність», «Історія та сьогодення Академії» та «Академічна доброчесність». Останній блок включає теоретичні та прикладні теми з врахуванням практичного досвіду викладачів-істориків. До курсу були включені такі теми: «Основна мета та принципи академічної доброчесності», «Недоброчесна поведінка під час наукових досліджень та

навчальної діяльності», «Академічна доброчесність та інтелектуальна власність», «Наукове та навчальне середовище ЗВО», «Академічний текст», «Публікаційна етика» [2].

Вивчення освітнього компоненту передбачає розуміння історії розвитку об'єкту та предмета дослідження. У контексті історії академічної доброчесності доречно почати курс з короткого розгляду історії становлення цього поняття та еволюцію цього поняття від захисту прав інтелектуальної власності. У Німеччині авторське право активно розвивається саме у XIX ст. Проте, практика активного захисту прав дослідників не припиняється там і до сьогодні. Учені відзначають, що Німеччина є країною з високим рівнем нетерпимості до порушень академічної доброчесності, зокрема плагіату [18, с. 364]. Тут існує інститут наукового омбудсмена, який вирішує питання появи плагіату та пов'язаних з ним наукових і юридичних спорів [18, с. 395]. Показовими є приклади позбавлення дипломів про вищу освіту та наукові ступені та втрати посад німецькими чиновниками. Зокрема, наводиться приклад міністра освіти А. Шаван (2013 р.), яка подала у відставку після звинувачень у плагіаті та втратила науковий ступінь. Комісія при Дюссельдорфському університеті імені Генріха Гейне клопотала про анулювання диплома про науковий ступінь [3, с. 67–68]. Не менш показовим був випадок колишнього міністра оборони також в уряді А. Меркель К. Т. цу Геттеберга (2011 р.), плагіатний скандал якого наукова та журналістська спільнота назвала «плагіатною аферою». Це також призвело до позбавлення наукового ступеня та посади [24, S. 261, 272–274, 276–278, 282–284].

Академічна доброчесність не виокремлювалася з системи права інтелектуальної власності (Geisteseigentum). Дослідники вважають одним з перших документів, який відзначав необхідність в захисті інтелектуальної власності рішення Віденського конгресу 1815 року про утворення Німецького Союзу. При цьому відзначається, що це було логічним продовженням нормативного регулювання часів раннього Нового часу, заснованого, у тому числі й на ідеях Дж. Лока [32, S. 20; 22; 9; 11; 19]. Погодимося з такою думкою, адже засновник лібералізму прямо вказував, що все, створене людиною в результаті праці, вважається її власністю [10, с. 172]. У ст. 18, п. d цього договору зазначалося, що на першому майбутньому засіданні Союзних зборів буде розглянуто питання про розробку єдиних положень про захист прав письменників та видавців від несанкціонованих передруків [18; 32, S. 21].

Проте, до цього питання повернулися тільки у 1837 р. з прийняттям у Пруссії «Закону про захист власності на твори науки та мистецтва від передруків (у контексті академічної доброчесності в даній розвідці

акцентуємо увагу саме на положеннях щодо проблеми відтворення авторського тексту – *Авт.*) та відтворення від 11 липня 1837 р.», який став, на думку дослідників, зразком для всього німецькомовного простору на майбутні роки [Цит. по 31, S. 315]. Закон забороняв передруки творів без належного дозволу автора, зокрема рукописів будь-якого виду, записаних проповідей та усних лекцій, незалежно від того, чи були вони опубліковані під справжнім іменем автора, або ні (§§2–4). Передруками не вважалися дослівне цитування окремих уривків раніше надрукованого твору, включення окремих висловів, віршів та подібних творів до критичних та літературно-історичних видань та збірників для шкільного використання, публікація перекладів творів, виданих раніше. Винятки становили переклади. (§4). §10 встановлював розмір покарання у вигляді штрафу від 50 до 1000 талерів за порушення авторського права, порушник також мав компенсувати завдані збитки [26, S. 1–6]. Відповідно до показників Бундесбанку – 1 талер станом на 2025 рік коштував приблизно 47,3 євро купівельної спроможності [29].

Захист авторського права розвивався також у міжнародних документах. Протягом першої половини XIX ст. було укладено низку двосторонніх конвенцій: 16 травня 1846 р. – прусько-британський договір про захист авторського права проти передруків та недозволеного відтворення [28, S. 118–121]. Договір був доповнений додатковою угодою від 13 серпня 1855 р., до якої приєдналися королівства Саксонія, герцогства Саксонія-Веймар, Саксонія-Майнігем, Саксонія-Альтебург, Саксен-Кобург-Гота, Брауншвейг, Ангальт-Дессу-Кьотен, Ангальт-Бернбург, князівства Швайцбург-Рудольштадт, Шварцбург-Зондерхаузен, Ройс старшої лінії, Ройс молодшої лінії [28, S. 121–124]. 2 серпня 1862 р. – прусько-французький договір, 28 березня 1863 р. – прусько-бельгійська конвенція, 13 травня 1869 р. – договір між Північно-Німецьким Союзом та Італією [28, S. 111–118, 118–121, 124–134, 134–139]. Конвенції захищали твори, видані в інших державах на таких же засадах, як і видані на території Союзу, за умови спеціальної реєстрації. У другій половині XIX ст. конвенції були підписані з Бельгією, Францією (1883 р.), Італією (1884 р.), Великою Британією (1886 р.), США (1892 р.) [23, S. 1–60]. Визначною світовою подією стало підписання Бернської конвенції про захист творів літератури та мистецтва 9 вересня 1886 р., до якої приєдналися Німеччина, Бельгія, Франція, Велика Британія, Гаїті, Італія, Люксембург, Монако, Швейцарія, Іспанія, Туніс [23, S. 62–70]. Конвенція продовжувала попередні документи та гарантувала захист творів («книги, брошури, усі інші види письмових творів та музично-драматичних творів, музичних композицій з або без тексту; твори образотворчого мистецтва; малюнку, живопису, скульптури,

гравюри, літографії, географічні карти; географічні, топографічні, архітектурі або інші наукові плани, ескізи, зображення, твори моделювання; загалом, будь які твори літератури, науки та мистецтва, які можуть бути опубліковані шляхом відтворення» – ст. 4) [23, S. 62]

Під час створення Північно-Німецького Союзу, право інтелектуальної власності було законодавчо закріплено в Конституції [9, с. 89]. Стаття 4 Конституції перераховувала низку питань, які передбачалося регулювати на рівні Союзу, пункт 6 стосувався інтелектуальної власності [33]. Таке ж положення (ст. 4, п. 6) перейшло до Конституції Німецької імперії 1871 р. (так званої Конституції Бісмарка) [25]. Остання чверть XIX ст. у імперії позначилася прийняттям низки законів про захист авторського права у контексті художніх творів, музичних композицій, драматичних творів, зображувального мистецтва, фотографії, зразків та моделей [Syafrinaldi, S. 21]. 1870 р. було ухвалено прусський Закон про авторське право на літературні праці, ілюстрації, музичні композиції та драматичні твори [28]. Практичний коментар до закону був виданий В. Ендеманном [28]. Після утворення Німецької імперії дію цього прусського закону було поширено на всю державу [31, S. 316–317]. Відмітимо те, що Німеччина пройшла тривалий шлях об'єднання, що й відобразилося на долученні до міжнародних договорів окремих німецьких держав. О. Борисова відзначає, що з середини XVIII до середини XX ст. у Німеччині та деяких інших державах Європи спроба національного об'єднання відбувалася на федеративних засадах з опорою на середньовічний корпоративізм [5, с. 55].

Захисту від передруків присвячені §§4–7. Заборонено механічне відтворення письмових творів без дозволу автора (§4), у тому числі копіювання. Передруком вважалося видання також неопублікованих рукописів, у тому числі, якщо законний власник не є автором, тобто не міг видавати без дозволу автора; друкувати лекції, створені для просвіщення, освіти або з розважальною метою. §6 захищав права автора від самовільних перекладів на іноземні мови, а також права на переклад вихідного твору. §7 вміщав норми про те, що не вважалося передруками [28, S. 339–342]. В. Ендеманн у коментарі звертав увагу на те, що поняття «рукописний твір» (Manuskript) не обов'язково може бути рукописним, а й друкованим. У такому випадку треба обов'язково з'ясовувати наявність факту публікації цього твору самим автором або публікації без його згоди [28, S. 20]. §18 залишав штраф у розмірі до 1000 талерів (приблизно 32,9 євро за 1 талер станом на рік видання закону) [28, S. 40–41; 29].

Захист був розширений у новому Законі про авторське право на твори літератури та музичного мистецтва 1901 р. (вступив у силу з 1 січня 1902 р.) [27]. §15 – заборона на відтворення творів без власника авторських прав,

однак можливе для приватного користування, якщо воно не має за мету отримання доходу. §18 – заборона на відтворення творів наукового, технічного або розважального характеру навіть якщо не зазначені застереження щодо авторського права. §19 – дозвіл на відтворення окремих уривків або невеликих частин письмових творів, лекцій або промов, якщо вони цитуються в самостійному творі після публікації; невеликі фрагменти творів для церковного, шкільного або освітнього використання. §24 дозволяє відтворювати частини твору за умови, що до них не вносяться зміни, але дозволяються переклади та аранжування музичних творів, якщо цього вимагає сама мета відтворення, також у деяких випадках вимагалася згода автора. §25 – Той, хто використовує чужі твори, має точно вказати джерело відтворення. §38 – штраф за порушення Закону у розмірі до 3000 марок (приблизно 8 євро за 1 марку [29]). Якщо штраф замінявся на ув'язнення – шість місяців за умисне відтворення або комерційного використання творів без згоди правовласника, один місяць – умисне виконання сценічних, музичних творів або драматичних адаптацій. §39 – умисне публічне розголошення змісту твору – штраф до 1500 марок, або три місяці ув'язнення. §40 – на вимогу право власника, окрім стягнення штрафу, може бути накладене додаткове покарання до 6000 марок. §44 – за невказане джерело запозичення покарання штрафом до 150 марок. § 50 – позовна давність складає три роки. § 54 – піддані імперії користуються захистом прав на твори, незалежно від того, чи були вони опубліковані. § 55 – ті, хто не є підданими імперії, також мають право на захист прав на свої твори, створені на території імперії, якщо вони раніше не публікувалися за кордоном, а також такі переклади творів [27, S. 231, 232–233, 235–238].

Практичним випадком використання Закону можна назвати статтю доктора Міттельштедта (1902 р.). Студент опублікував реферат прослуханої лекції з економіки. Лектор, професор Шмоллер, подав позов до суду, який присудив покарання студенту за порушення авторського права на твір та викривлення думки автор. Проте, на думку доктора Міттельштедта, ця справа не повинна була призвести до санкцій, адже реферат не підпадає під дію захисту авторського права як навчальний твір і сам по собі є продуктом інтелектуальної власності [30, S. 285–287]. У контексті академічної доброчесності даний випадок, на нашу думку, звертає увагу на вимогу до студентів точно зазначати джерело запозиченої інформації та збереження точності цитат.

Висновки. Таким чином, академічна доброчесність має тривалу історію становлення, в якій XIX ст. є визначним етапом інституціоналізації права захисту інтелектуальної власності на національному (на прикладі Німеччини) та міжнародному рівнях.

На прикладі Німеччини прослідковується еволюція захисту інтелектуальної власності, зокрема боротьба з передруками творів, у тому числі й академічних, лекцій, рукописів. У подальшому це стало одним з механізмів дотримання академічної доброчесності на сучасному етапі розвитку, зокрема, безумовна необхідність вказувати джерело запозичення інформації. Важливу роль у розвитку системи захисту інтелектуальної власності міжнародні конвенції.

Подальшого дослідження потребує судова практика притягнення до відповідальності за плагіат науковців та студентів у Німеччині, еволюція поглядів на академічну свободу в університетах.

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ГЕОДЕЗІЯ ТА НАУКИ ПРО ЗЕМЛЮ ЯК ПРОСТІР РОСІЙСЬКО-УКРАЇНСЬКОГО ПРОТИСТОЯННЯ

Анотація. Важливою складовою науки є питання її історії, що не повинно обмежуватися лише встановленням фактів, але мусить мати на меті виявлення закономірностей і тенденцій розвитку. Особливо актуальним є вивчення доробку українських учених у сферах географії, геодезії, картографії, тобто тих галузей наук про Землю, що істотною мірою є національно значущими. Зазначені галузі мають як конкретне практичне значення, адже далі розширюють обрії знань про земну поверхню, так і українознавче, оскільки поглиблюють знання про територію України та методи її зображення. Метою статті є узагальнення й систематизація внеску в науку українців, які переслідувалися імперськими царським і комуністичним режимами або чиї імена й наукові досягнення штучно заносилися до скарбниці імперської «русской» науки. Методами, застосованими в нашій роботі, є аналіз, порівняння, узагальнення, історичний, літературний.

Стаття присвячена, з одного боку, життю й науковому доробку українських учених у галузях географії, геодезії, картографії, які в той чи інший спосіб постраждали від московської окупаційної влади за свою національну позицію, та, з іншого боку, досягненням вітчизняних науковців у цих же сферах, яких москва визнавала «російськими». До першої категорії належать, зокрема, Тарас Шевченко, Павло Тутковський, Степан Рудницький, Петро Нечипоренко, Володимир Кубійович, Олег Шаблій; до другої – Єгор Ковалевський, Іван Стрельбицький, Лев Мечников, Петро Кропоткін. З усіх характеризованих у статті персоналій особливо виділяється постать Тараса Шевченка, який, хоч і не був професійним науковцем, але своєю плідною та успішно практичною діяльністю геодезиста й картографа в ході Аральської експедиції довів свою причетність до наук про Землю, зокрема геодезії та картографії. Узагальнення доробку цих та інших українських науковців дає змогу наблизитися до формування цілісної картини історії української географії, геодезії, картографії. Важливою передумовою цього є вивчення біографічних відомостей про якнайширше коло науковців – представників колишніх російської імперії та срср, що дало б змогу зафіксувати українське походження та відповідну національну самоідентифікацію певного числа вчених.

Ключові слова: українські вчені, науки про Землю, історія геодезії, імперський режим, політичні репресії, персоналізація.

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GEODESY AND EARTH SCIENCES AS A SPACE OF THE RUSSIAN-UKRAINIAN CONFRONTATION

Abstract. An important component of science is the question of its history, which should not be limited only to establishing facts, but should aim to identify patterns and trends in development. The study of the work of Ukrainian scientists in the fields of geography, geodesy, cartography, that is, those branches of Earth sciences that are significantly nationally significant, is especially relevant. These fields have both specific practical significance, because they further expand the horizons of knowledge about the earth's surface, and Ukrainian studies, as they deepen knowledge about the territory of Ukraine and methods of its depiction. The purpose of the article is to generalize and systematize the contribution to science of Ukrainians who were persecuted by the imperial tsarist and communist regimes or whose names and scientific achievements were artificially entered into the treasury of imperial «Russian» science.

The methods used in our work are analysis, comparison, generalization, historical, literary.

The article is devoted, on the one hand, to the life and scientific work of Ukrainian scientists in the fields of geography, geodesy, cartography, who in one way or another suffered from the Moscow occupation authorities for their national position, and, on the other hand, to the achievements of domestic scientists in the same areas, which Moscow recognized as «Russian». The first category includes, in particular, Taras Shevchenko, Pavlo Tutkovskyi, Stepan Rudnytskyi, Petro Nechyporenko, Volodymyr Kubiyovych, Oleg Shablii; to the second – Yehor Kovalevskyi, Ivan Strelbytskyi, Lev Mechnikov, Petro Kropotkin.

Of all the personalities characterized in the article, the figure of Taras Shevchenko stands out, who, although he was not a professional scientist, proved his involvement in the Earth sciences, in particular geodesy and cartography, through his fruitful and successfully practical activities as a surveyor and cartographer during the Aral expedition. The generalization of the work of these and other Ukrainian scientists makes it possible to get closer to the formation of a complete picture of the history of Ukrainian geography, geodesy, and cartography.

An important prerequisite for this is the study of biographical information about the widest possible circle of scientists – representatives of the former Russian Empire and the USSR, which would make it possible to record the Ukrainian origin and the corresponding national self-identification of a certain number of scientists.

Keywords: Ukrainian scientists, Earth sciences, history of geodesy, imperial regime, political repression, personalisation.

Вступ. На новій хвилі національного відродження України характерною ознакою сучасної природознавчої парадигми є підвищений інтерес до еволюції наукових ідей, переосмислення здобутків вітчизняних учених, яким належить істотний внесок у становлення й розвиток наук про Землю, що вимагає об'єктивної оцінки в умовах ринкової економіки та європейської інтеграції держави. Сьогодні історикам науки практично по-новому доводиться вивчати минуле вітчизняної науки, проаналізувати та дати об'єктивну оцінку здобутків окремих учених у започаткуванні, становленні та розвитку наукової думки. Персоналізація української історії науки надає їй портретної конкретики. Наше дослідження базується на принципах науковості, об'єктивності, всебічності.

Актуальність дослідження полягає в популяризації української науки, відображенні внеску вітчизняних учених у розвиток вітчизняної та світової науки. Низка проблем, які досліджувалися Є. Ковалевським, І. Стрельбицьким, Л. Мечниковим, П. Кропоткіним, П. Тутковським, С. Рудницьким, П. Нечипоренком, В. Кубійовичем, О. Шаблієм, залишаються актуальними й донині. Їх вирішення зумовлює необхідність глибокого та всебічного вивчення й осмислення творчої спадщини цих вчених під кутом зору завдань, які стоять у даний час перед природничими науками в Україні.

Метою дослідження є узагальнення й систематизація внеску в науку українців, які переслідувалися імперськими царським і комуністичним режимами або чиї імена й наукові досягнення штучно заносилися до скарбниці імперської «русской» науки.

У статті немає численного цитування різних літературних джерел, яке, на нашу думку, створювало б плутанину у логіці викладеного матеріалу. Однак, все що в ній подається, є результатом опрацювання та систематизації методологічних підходів і висновків авторів цієї наукової розвідки та науково-практичних коментарів українських учених А. Байцара, М. Гетьманця, П. Голубицького, Г. Черкаської та ін.

Століттями російський імперіалізм намагався всіляко нищити українську географію, геодезію та інші науки про Землю. Протистояння в даній царині передбачало використання різних форм боротьби з українською наукою: від відвертого нищення наукових напрацювань українців та репресій проти найяскравіших представників науки, ігнорування та недооцінювання результатів їх досліджень до нахабного присвоєння найважливіших досягнень українських учених, впертого стверджування, що вони є представниками так званої «русской науки».

Виклад основного матеріалу. Маловідомим для широкої аудиторії епізодом життєпису **Тараса Григоровича Шевченка (1814 – 1861)** є його

залучення у 1848 – 1849 рр. до Аральської топографо-картографічної експедиції під керівництвом капітан-лейтенанта Олексія Бутакова, з ініціативи якого було подано рапорт на ім'я начальника окремого Оренбурзького корпусу Володимира Обручова з проханням включити до складу учасників експедиції художника Тараса Шевченка. Дослідницько-експедиційна діяльність розпочалася 11 травня 1848 р. та охоплювала численні природні об'єкти, серед яких русла річок Мендибай, Ор, Тастибутак, Ащесай, Уймула, а також форпост Карабутак, урочища Ащебутак, Яманкайракли, Якшикайракли, річку Іргиз, гору Манаауліє, поховання Дустана, урочище Кизил-Яр, Уральське укріплення, озера Джалангач і Китайкуль, річку Джалавли, низку колодязів (Терекли, Джулюс, Каракудук, Дунгурсюксор, Кулькудук), а також річки Алтикудук, Акджулпас, Аккудук, Сапак, озеро Камишли-Баш і фортецю Раїм [4 – 5]. Під час переходів Т. Шевченко візуалізував понад 40 топографічних начерків. Наприкінці липня було здійснено комплекс гідрографічних робіт: обстеження узбережжя, знімання місцевості та вимірювання глибин у північно-західній, західній і частково південній частинах Аральського моря. У ході досліджень виявлено й описано низку островів, зокрема Ніколая (пізніше – Відродження), Обручова, Спадкоємця (згодом – Комсомольський) і Костянтина.

Під час другого етапу морських досліджень (з 6 травня до 22 вересня 1849 р.) учасниками експедиції були проведені топографічні обстеження західного узбережжя та затоки Перовського, після завершення яких Тарас Шевченко разом з Томасом Вернером були відряджені до Оренбурга для впорядкування матеріалів, здобутих під час подорожі. Проведені роботи суттєво збагатили наукові знання й, за словами самого Тараса Григоровича, містили чимало унікальних спостережень, раніше невідомих європейській науці. За підсумками польових і камеральних досліджень було виконано першу гідрографічну карту Аральського моря (масштаб 1:606564), яку 1850 р. оприлюднив гідрографічний департамент морського міністерства російської імперської. До підготовки картографічного матеріалу долучився й Т. Шевченко. Оригінал рукопису, засвідчений підписом оберквартирмейстера Івана Бларамберга, нині зберігається у російському державному військово-історичному архіві [4 – 5]. Зауважимо, що російська федерація всіляко замовчує дані про участь Шевченка в експедиції, так само як і причетність до неї інших не «русских» фахівців, дослідників та мореплавців.

Єгор Петрович Ковалевський (1809 – 1868) – український географ, дослідник, мандрівник, геолог, археолог, сходознавець, письменник, який у 1829 р. після завершення навчання в Харківському університеті розпочав службу в гірничому департаменті. В 1830 р. його призначили заступником

керівника Коливано-Воскресенських заводів на Алтаї, де впродовж наступних трьох років він організував і провів серію геологорозвідувальних робіт, спрямованих, передусім, на пошук золотоносних родовищ. У 1833 – 1835 рр. Ковалевський досліджував території Барабинського степу, гірських масивів Кузнецького Алатау та Салаїру, Абаканського хребта, а також околиці Телецького озера, де виявив поклади золота в басейнах річок Бія та Чумиш. З 1835 р. діяльність ученого була пов'язана із Златоустівським гірничим округом на Уралі, де він не лише керував видобувними промислами, а й продовжував польові геолого-топографічні дослідження, а також навчав практичним аспектам геології інженерів із Єгипту. Надалі Ковалевський організував численні експедиції, що охопили Чорногорію, Центральну Азію, Карпатський регіон України, Єгипет і Нубійську пустелю. Він неодноразово подорожував Монголією та Китаєм; під час однієї з поїздок до Пекіна заснував і обладнав геомагнітну обсерваторію. Польові дослідження супроводжувалися ретельними описами природних умов, етнографічних особливостей населення та історико-культурних пам'яток. Учений сформував одну з перших у Європі збірок китайських чаїв, зібрав значну колекцію мінералів і гірських порід, а також уклав гербарій флори Монголії та Китаю. Йому належать низка географічних і описово-мандрівних творів, серед яких «Чотири місяці в Чорногорії», «Мандрівник суходолами і морями», «Подорож до внутрішньої Африки», «Подорож до Китаю», а також поетичні й прозові праці [11 – 12].

Є. П. Ковалевський був одним із ініціаторів створення російського географічного товариства та тривалий час обіймав посаду заступника його голови. Збудував успішну кар'єру в межах імперських структур: член-кореспондент (1856 р.), почесний член Петербурзької академії наук (1857 р.), генерал-лейтенант корпусу гірничих інженерів (1861 р.). Попри все, дослідник зберігав чітку національну самоідентифікацію як українець. Він підтримував зв'язки з М. Гоголем і активно допомагав Т. Шевченку, зокрема сприяв визволенню його родичів із кріпацтва [9]. Попри міжнародне визнання наукових здобутків дослідника, імперська історіографічна традиція послідовно репрезентувала Єгора Петровича як «російського» діяча, ігноруючи його українське походження, національні вподобання та ідентичність [8 – 9].

Іван Опанасович Стрельбицький (1828 – 1900) – український вчений у галузі геодезії та військової картографії, який обіймав чин генерала від інфантерії. Після завершення навчання в академії генерального штабу російської імперії розпочав службу в військово-топографічному підрозділі імперського генштабу. У межах службових завдань дослідник у 1861 р. створив одну з перших на той час економіко-географічних карт

європейської частини імперії, а згодом, у 1869 р., підготував і оприлюднив ґрунтовну картографічну працю, присвячену Донецькому кам'яновугільному регіону. Під час її укладання було використано матеріали геодезичних вимірювань і геологічних розвідок, виконаних інженерами та топографами української родини Косових. Поява цієї карти мала відчутний вплив на господарський розвиток Донбасу. Визнанням наукових здобутків стало обрання І. О. Стрельбицького дійсним членом імператорського географічного товариства.

З огляду на потреби генерального штабу виникла необхідність у створенні нової, більш детальної карти європейської частини держави. Організацію цієї масштабної роботи доручили саме Івану Опанасовичу. Вже в 1871 р. основний етап підготовки було завершено: карта, виконана в масштабі 10 верст в одному дюймі, складалася зі 152 аркушів. Вона містила детальне зображення гідрографічної мережі, населених пунктів, шляхів сполучення, рельєфу, лісових масивів, піщаних і заболочених територій та інших важливих елементів місцевості, ставши на той час найповнішою картографічною репрезентацією імперії [27 – 28]. Попри завершення цього проєкту, роботи було продовжено з метою поширення картографічного охоплення на сусідні країни. Остаточне видання спеціальної карти імперії разом із прилеглими територіями побачило світ лише у 1903 р., вже після смерті вченого. Воно складалося зі 167 аркушів і, крім європейської частини імперії, охоплювало значні території Німеччини, Балканського півострова та Малої Азії. Працюючи над укладанням цієї карти, дослідник виявив неточності в попередніх обчисленнях площ і обґрунтував потребу їх перегляду. У 1874 р. він оприлюднив наукову працю «Обчислення поверхні російської імперії…», у якій подав результати уточнених розрахунків площі всієї держави, а також її адміністративних одиниць. У 1869 р. Міжнародний статистичний конгрес у Гаазі доручив росії виконати визначення площ європейських країн, і це завдання було покладене на І. О. Стрельбицького. Вчений із високою точністю здійснив відповідні обчислення як для всієї Європи, так і для окремих держав. Підсумки досліджень були опубліковані французькою мовою у 1882 р. під назвою «Superficie de l'Europe» [28]. Наукова спільнота високо оцінила здобутки вченого: І. О. Стрельбицький був відзначений медаллю Міжнародного географічного конгресу, став членом Міжнародного статистичного інституту та російського астрономічного товариства, а також отримав найпрестижнішу нагороду імператорського географічного товариства – Костянтинівську медаль. Окремим імператорським указом йому було присвоєно найвище можливе на той час для картографів і топографів військове звання – генерала від інфантерії. Незважаючи на всесвітнє визнання досягнень вченого, імперська

росія завжди замовчувала питання походження Івана Опанасовича Стрельбицького. В її архівах науковця, який при найменшій нагоді говорив, що він українець, перетворили на «русского», «перехрестивши» при цьому на Івана Афанасьєвича [27].

Лев Ілліч Мечников (1838 – 1888) був визначним представником географічної та соціологічної думки, прихильником анархістських ідей і учасником анархістського крила Першого Інтернаціоналу. Він походив зі Слобожанщини та був старшим братом іншого знаного науковця – Іллі Ілліча Мечникова. В молоді роки він підтримував дружні стосунки з українським громадським діячем і меценатом П. Бохановським, який пізніше був пов'язаний із М. Коцюбинським та Є. Чикаленком. Згодом коло його знайомств охоплювало провідних інтелектуалів і революційних діячів Європи, серед яких були О. Герцен, М. Бакунін, М. Огарьов, Е. Реклю та Дж. Ґарібальді.

Лев Ілліч здобув блискучу освіту, навчаючись у Харківському, Санкт-Петербурзькому університетах та Імператорській академії мистецтв. Під час навчання в Харкові, в 1856 р. був виключений із числа студентів через участь у студентських протестах. Вирізнявся надзвичайними лінгвістичними здібностями: володів десятьма європейськими мовами, а також перською, арабською, турецькою та японською. Більшість його наукових праць було написано французькою, тоді як частина художніх текстів – російською мовою.

У науковій площині Лев Мечников виступав як один із провідних представників географічного напряму в соціології. Йому належить концептуальне обґрунтування визначальної ролі водних просторів (річок, морів і океанів) у формуванні цивілізаційних центрів. Він також співпрацював із Елізе Реклю над створенням фундаментальної праці «Всесвітня географія. Земля і люди».

У 1874 – 1876 рр. викладав російську мову в Токійському університеті. В цей період здійснив подорожі Японією, збираючи емпіричні матеріали з географії, соціології та економіки, які згодом стали основою його публікацій, присвячених цій країні. Найпродуктивніший етап його наукової діяльності був пов'язаний із роботою в Швейцарії – у Невшательській академії та Лозаннському університеті, де він очолював кафедру порівняльної статистики та географії (1883 – 1888 рр.). Саме в цей період з'явилися його найвідоміші праці – «Цивілізація і великі історичні ріки» та «Японська імперія», що забезпечили йому міжнародне визнання. За ці вагомі здобутки його обрали членом Паризького географічного та Женевського етнографічного товариств. При цьому, книга «Цивілізація і великі історичні ріки» вважається ключовою в його доробку. У ній розкрито

взаємозв'язок між природним середовищем і соціально-історичним розвитком людства, що дало підстави вважати вченого предтечею геополітики та геософії [17 – 18].

Попри складне родинне походження (батько був харківським поміщиком-землевласником і офіцером імперської армії, а мати походила з родини із молдавсько-єврейським корінням) у імперських наукових колах його завжди намагалися зарахувати до російських вчених, нівелюючи при цьому як український контекст його походження, так і його національні вподобання [33].

Попри те, що **Петро Олексійович Кропоткін (1842 – 1921)** росіянами зазвичай подається як «російський» мислитель і науковець, сам він небезпідставно вважав себе нащадком запорізьких козаків. Його мати, Катерина Миколаївна Кропоткіна, походила з роду гетьмана Івана Сулими. Саме вона, приділяючи значну увагу вихованню сина, сформувала в ньому інтерес до української історії, географії та усвідомлення власного походження [30].

Як науковець, П. О. Кропоткін активно досліджував льодовикові процеси та геологічну еволюцію територій Європи, зокрема й українських земель. Його праці з фізичної географії стали важливою теоретичною основою для подальших досліджень природних і кліматичних змін у Карпатському регіоні та інших зонах, що зазнали впливу зледеніння.

В своїх соціально-політичних працях Петро Олексійович послідовно відстоював ідеї федералізму, пропонуючи модель перебудови імперії на засадах широкої автономії окремих територій. У цьому контексті він наголошував на необхідності значного самоврядування для України, хоча й у межах федеративного устрою. Його підходи до децентралізації, організації громад і розвитку місцевого самоврядування перегукувалися з поглядами представників українського народницького руху.

Концепція взаємодії людини та природи, розроблена Кропоткіним, справила вплив на формування ранніх екологічних уявлень в Україні. Його ідеї щодо раціонального використання ресурсів і гармонізації відносин між суспільством і довкіллям знайшли відображення у подальших наукових працях, зокрема у дослідженнях В. І. Вернадського та стали складовою сучасних підходів до екології та природокористування.

Учений також підкреслював значення природно-географічних чинників (клімату, ресурсної бази, особливостей ландшафту) у формуванні соціально-економічного розвитку суспільств.

Для України це мало особливе значення з огляду на родючі ґрунти, що історично визначали господарську спеціалізацію та соціальні відносини на селі [14].

Водночас як його науковий доробок, так і суспільно-політичні погляди тривалий час залишалися на марґінесі. У радянський період праці вченого фактично не популяризувалися через ідейну несумісність із панівною ідеологією. У сучасній московській інтерпретації його спадщина також подається вибірково, без акценту на українських аспектах. В Україні ж значна частина його робіт залишається малодоступною через зосередження архівних матеріалів за її межами [1 – 3]. З огляду на це, доробок П. О. Кропоткіна як у сфері природничих наук, так і в контексті соціальної організації та розвитку територій потребує глибшого осмислення й активнішого залучення до українського наукового дискурсу.

Павло Аполлонович Тутковський (1858–1930) – визначний український мінералог, географ і геолог, українознавець, доктор географічних наук, професор і академік Української академії наук, якого вважають одним із засновників національних геологічної та географічної наукових шкіл. Учений вирізнявся послідовною проукраїнською позицією: він активно відстоював національну ідею й навіть у складних умовах більшовицького режиму викладав географію та геологію винятково українською мовою.

Підсумком його ранніх експедицій стало ґрунтовне петрографічне дослідження порід Українського кристалічного масиву. За дорученням Київського товариства природознавців у 1884 – 1902 рр. вчений здійснив масштабні геологічні обстеження на території низки губерній тодішньої російської імперії, а також зробив вагомий внесок у вивчення четвертинних і алювіальних відкладів та родовищ корисних копалин в Україні [20; 29].

Серед ключових наукових здобутків П. А. Тутковського – формування концепції материкового зледеніння антропогенового періоду та розроблення уявлень про генезис лесових порід під впливом льодовикових, водних і еолових процесів. П. А. Тутковський був також серед організаторів і перших дійсних членів Всеукраїнської Академії наук, ініціатором створення Всенародної Бібліотеки України (нині – Національна бібліотека України імені В. І. Вернадського).

Вагомою є його роль у становленні української наукової термінології: саме під його керівництвом було підготовлено перший український словник геологічної термінології [25]. Наукова спадщина вченого налічує понад тисячу праць. Він заклав підвалини школи четвертинної геології та став одним із творців модерної української геологічної науки [13]. У 1926 р. за його ініціативи було створено Український науково-дослідний інститут геології, який вчений очолював упродовж кількох років. А вже наступного року за його участі було засновано Національний геологічний музей України. Ці установи стали центрами консолідації геологів, картографів і географів, осередками розвитку наук про Землю в Україні.

Активна проукраїнська позиція П. А. Тутковського викликала підозру з боку радянських репресивних органів. Наприкінці 1920-х рр. його звинувачували в «націоналізмі» та піддавали допитам у ҐПУ. Вважається, що уникнути репресій Павлу Аполлоновичу допомогли особисті зв'язки з В. І. Вернадським, а також те, що життя вченого обірвалося 3 червня 1930 р., тобто він просто не дожив до масових репресій 1930-х рр.

Одним із представників української наукової еліти, чия діяльність відбувалася в умовах жорстких політичних переслідувань, був **Петро Кирилович Нечипоренко (1892–1937)** – геофізик, геодезист, доктор геологічних наук, професор. Основні напрями досліджень вченого охоплювали гірничу й маркшейдерську справу, методи геометричного нівелювання, прикладну геофізику, а також удосконалення геодезичних приладів, зокрема нівелірів. Упродовж 1930 – 1936 рр. він був серед організаторів і безпосередніх учасників масштабного геологічного картування території України. За його ініціативи в Полтаві було започатковано системні дослідження у сфері фізики Землі [19].

Попри суто науковий характер діяльності, в умовах сталінського режиму це не стало запобіжником від репресій. У травні 1937 р. вченого заарештували у межах сфабрикованої справи, відомої як Пулковська справа. Йому інкримінували тяжкі політичні злочини, зокрема шпигунство, шкідництво й участь у контрреволюційних організаціях. Вироком виїзної сесії судового органу йому було призначено вищу міру покарання [21; 26], яку виконали 3 вересня 1937 р. Лише у 1958 р. вченого офіційно реабілітували.

Незважаючи на трагічну долю, науковий внесок П. К. Нечипоренка є суттєвим. Йому належить створення нівеліра-автомата, а також укладання першої гравіметричної карти України. Ця праця дала змогу дослідити солянокупольні структури та сформувати уявлення про рельєф кристалічного фундаменту Дніпровсько-Донецької та Причорноморської западин. Його діяльність стала важливою складовою розвитку української геодезії та геології, попри всі намагання тоталітарної системи знищити наукову еліту.

Ще під час навчання у вищій школі **Степан Львович Рудницький (1877 – 1937)** обрав науковий шлях і рано проявив себе як різноплановий дослідник, який орієнтувався в геодезії, картографії, географії, геології та астрономії. У подальшому він значною мірою зосередився також на геополітичних проблемах і теоретико-методологічних аспектах науки. Уже сама тема його докторської праці «Про сонячні плями» (1900 р.) свідчить про широту наукових інтересів.

У 1910 р. побачила світ унікальна праця Степана Рудницького – популярна «Коротка географія України» [23], проілюстрована «Оглядовою

картою українських земель», яка виразно засвідчувала розміри української етнічної території, що приблизно в півтора рази перевищувала площу сучасної Української держави. Після початку Першої світової війни вчений видав аналогічні популярні праці про Україну на Заході німецькою, англійською та французькою мовами. У цих роботах важливу роль відігравало картографічне оформлення. На окрему згадку заслуговує етнографічна карта України, видана у Відні в 1914 р. й перевидана в 1916 та 1918 рр. [7]. Такі публікації були спрямовані на формування в європейського суспільства уявлення про Україну як окрему країну, а не так звану «Малоросію». Наукова творчість географо-українознавчого та геополітичного змісту лишалася провідною в діяльності вченого й кілька років після війни та поразки української національної революції 1918 –1921 рр. [24].

Новий період його діяльності розпочався після повернення в Україну в 1926 р., коли він оселився в тодішній столиці УСРР – Харкові. Тут він активно долучився до організації наукової роботи: спершу в Геодезичному інституті, а згодом у спеціалізованому науково-дослідному інституті географії та картографії, створеному 1927 р. У своїх публікаціях вчений окреслив як стратегію розвитку установи, так і власні дослідницькі плани [22]. Втім, ці наміри не були реалізовані повною мірою. Після згортання політики українізації радянська влада розгорнула репресії проти діячів української науки та культури. У 1933 р. вченого було заарештовано, засуджено до ув'язнення, а в 1937 р. за вироком позасудової «трійки» – розстріляно. Лише в 1965 р. ім'я Степана Рудницького було офіційно реабілітовано, хоча повернення його праць до наукового обігу відбулося значно пізніше – вже за часів незалежної України [31].

Серед українських географів і картографів одне з провідних місць належить професорові **Володимиру Кубійовичу (1900 – 1985)** – вченому-енциклопедистові, громадському діячеві, відданому патріотові України, який більшу частину життя змушений був провести поза Батьківщиною.

Володимир Кубійович закінчив Краківський Ягеллонський університет і вже в 24 роки захистив дисертацію на тему «Антропогеографія Карпат». Наукова діяльність В. Кубійовича до Другої світової війни була присвячена, головним чином, проблемам суспільної географії (антропогеографії), особливо демогеографії Українських Карпат. Але в другій половині 1930-х рр. його наукові інтереси істотно розширилися, головну увагу вчений став приділяти комплексному вивченню населенню та господарства українських земель, розділених у той час між чотирма державами – СРСР, Польщею, Чехословаччиною та Румунією. Результатом цих досліджень стала фундаментальна праця «Географія українських та

сумежних земель» [15], своєрідним доповненням до якої став виданий дещо згодом за редакцією В. Кубійовича «Атляс України та сумежних країв» [6]. Більшу частину карт цього атласу вчений склав сам.

Під час Другої світової війни Володимир Кубійович очолив Український Центральний комітет – представницьку організацію українців, яка відстоювала їхні права та інтереси перед німецькою окупаційною владою. Зокрема, видатний географ і картограф відіграв важливу роль в організації української дивізії «Галичина». Перші роки після війни Володимир Кубійович мешкав у Німеччині, звідки в 1951 р. переїхав до Франції. Відтоді головною справою вченого стало редагування «Енциклопедії українознавства», що складалася з двох частин – загальної та словникової (остання налічує одинадцять томів). Останній том було видано вже після його смерті. За доби незалежної України зусиллями Наукового товариства ім. Шевченка було здійснено перевидання «Енциклопедії українознавства» у Львові [10].

Значення наукової спадщини Володимира Кубійовича для формування всеохопного наукового знання про Україну є величезним.

В. Кубійович зумів максимально інтегрувати географію України до системи знань про українську землю та народ. Не менш значущим є й картографічний доробок вченого, в якому всі українські землі відображені як єдине ціле, як територія, на якій живе український народ, що має всі підстави для здобуття й розбудови власної національної державності.

Серед українських учених другої половини XX – першої чверті XXI ст. вагоме місце належить географу, картографу, методологу та історику науки **Олегові Івановичу Шаблію (1935 – 2023).**

За свою любов до України Олег Іванович міг серйозно постраждати ще в аспірантські роки, адже саме тоді, в 1965 – 1966 р., прокотилася перша післясталінська хвиля репресій проти української національно свідомої інтеліґенції. Зокрема, тоді були заарештовані брати Горині, М. Осадчий, І. Світличний, В. Чорновіл та інші «шістдесятники». О. Шаблій спілкувався з учасниками дисидентського руху, потрапив під пильність радянських спецслужб і не міг зробити кар'єру, гідну свого внеску в науку, аж до часу здобуття Україною незалежності. Промовистим є той факт, що, захистивши в 1978 р. в Ленінґраді докторську дисертацію, вчений зміг отримати звання професора лише за десять років по тому, вже в часи ґорбачовської «перебудови». Його праці охопили широке коло наукових проблем – від застосування математико-статистичних методів в економіко-географічних дослідженнях до теорії та методології суспільної географії.

Повною мірою талант ученого проявився в незалежній Україні. Від перших років існування самостійної держави одним із головних напрямків

досліджень Олега Івановича стало вивчення життєвого шляху й наукового спадку українських географів, чиї імена були замовчувані або відверто заборонені за радянського режиму. Розпочавши ці дослідження з праці про основоположника української національної наукової географії та картографії академіка С. Рудницького [31] та перевидання його праць [24], він у подальшому видав книги, присвячені В. Кубійовичу, Ю. Полянському, В. Садовському, О. Степанів, О. Ващенку та іншим видатним українським ученим у галузі наук про Землю. Одночасно О. Шаблій не тільки не полишав, а й надав нового змісту своїм дослідженням теорії та методології суспільної географії. Їх результатом стала низка ґрунтовних праць, серед яких особливе місце посідає монографія «Суспільна географія: теорія, історія, українознавчі студії» [32]. Видатним є і внесок Олега Івановича в українську картографію. Саме він є редактором-упорядником унікального «Атласу Львова» [16], численні карти якого створюють найдокладніше уявлення про минуле й сьогодення найбільшого міста Західного регіону України.

Висновки. Діяльність українських учених XIX –XX ст. в умовах російської імперії та її фактичного наступника – совєтського союзу – велася у складних умовах московського домінування. Це повною мірою стосується вчених у галузі наук про Землю – географів, геологів, геодезистів. Частина їх (С. Рудницький, П. Нечипоренко), які найбільш відверто проголошували своє українство й вели національно орієнтовану громадську діяльність, жорстко переслідувалася імперським режимом. Деякі, як В. Кубійович, змушені були жити поза межами України. Інші, зокрема Є. Ковалевський, П. Кропоткін, І. Стрельбицький, визнавалися москвою «російськими» вченими без уваги на їхнє українське походження або самоідентифікацію. Особливе місце в ряді дослідників належить Т. Шевченкові, якого російська влада не лише переслідувала, а й замовчувала про його діяльність як картографа в ході Аральської експедиції (табл. 1).

Змістом подальшого вивчення порушеної нами проблеми може бути детальніше висвітлення історії розвитку однієї, вужчої порівняно з даним дослідженням, галузі науки в Україні, наприклад, власне геодезії, картографії або фотограмметрії.

Таблиця 1

Факти переслідування або іґнорування
українців – учених у галузі наук про Землю

Прізвище, Ім'я, По-батькові	**Роки життя**	**Основні досягнення в науках про Землю**	**Сутність московитської політики по відношенню до вченого та його роботи**
Шевченко Тарас Григорович	1814-1861	Участь в Аральській описовій експедиції. Перша в історії гідрографічна карта Аральського моря.	Замовчування факту участі Шевченка в експедиції. Ствердження, що експедиція проводилась виключно московитами.
Ковалевський Єгор Петрович	(1809-1868)	Геолого-топографічні експедиції до Чорногорії, Центральної Азії, Монголії, Китаю, Карпатського регіону України, Єгипту і Нубійської пустелі.	Імперська наукова школа послідовно репрезентує вченого як «московитського» діяча.
Стрельбицький Іван Опанасович	(1828-1900)	Створив першу сучасну та детальну карту європейської частини московської імперії та країн, що її оточували.	Імперська наукова школа послідовно репрезентує вченого як «московитського» діяча.
Мечников Лев Ілліч	(1838-1888)	Обґрунтував визначальну роль водних просторів (річок, морів і океанів) у формуванні цивілізаційних центрів. Фундатор науки геополітика.	В імперських наукових колах вченого завжди намагалися зарахувати до московитських вчених.

Прізвище, Ім'я, По-батькові	Роки життя	Основні досягнення в науках про Землю	Сутність московитської політики по відношенню до вченого та його роботи
Тутковський Павло Аполлонович	(1858-1930)	Здійснив петрографічне дослідження порід Українського кристалічного масиву. Сформував концепцію материкового зледеніння антропогенового періоду та теорію генезису лесових порід під впливом льодовикових, водних і еолових процесів. Один із фундаторів Української Академії наук.	Вченого звинувачували в «націоналізмі» та піддавали допитам у КДБ. Від арешту його врятували близькі відносини з В.І. Вернадським та рання смерть.
Кропоткін Петро Олексійович	(1842-1921)	Дослідив льодовикові процеси та геологічну еволюцію Європи.	Імперська наукова школа позиціонує вченого як московитського науковця.
Нечипоренко Петро Кирилович	(1892-1937)	Сконструював перший в світі нівелір-автомат. Уклав першу гравіметричну карту України.	Розстріляний за обвинуваченням у шпигунстві.

Прізвище, Ім'я, По-батькові	Роки життя	Основні досягнення в науках про Землю	Сутність московитської політики по відношенню до вченого та його роботи
Рудницький Степан Львович	(1877-1937)	Автор першої в історії «Короткої географії України» та низки фундаментальних наукових праць з геодезії, картографії, географії, геології, астрономії, геополітики, теоретичних і методологічних питань науки.	Засуджений на п'ять років ҐУЛАҐу, в 1937 р. –розстріляний.
Кубійович Володимир Михайлович	(1900-1985)	Автор фундаментальної «Географії українських і сумежних земель» і редактор «Атлясу України та сумежних країв», головний редактор «Енциклопедії українознавства».	Переважну частину життя прожив поза Україною.
Шаблій Олег Іванович	(1935-2023)	Автор фундаментальних праць із теорії та методології суспільної географії, автор ідеї й головний редактор унікального «Атласу Львова».	Перебував під загрозою арешту під час чергової хвилі комуністичних репресій 1965-1966 рр. Упродовж 10 років після захисту докторської дисертації не присвоювалося вчене звання професора.

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ДІЯЛЬНІСТЬ АДМІНІСТРАТИВНО-УПРАВЛІНСЬКОГО ПЕРСОНАЛУ ГЛУХІВСЬКОГО ПЕДАГОГІЧНОГО ІНСТИТУТУ ЗА РЕКТОРСТВА ОЛЕКСАНДРА ТОМЧУКА ТА ІВАНА КАЧАНА В 1954–1980 РР.

Анотація. У поданій статті нами було проаналізовано склад та діяльність адміністративно-управлінського персоналу Глухівського державного педагогічного інституту протягом 1954–1980 рр., зокрема проректорів, завідувачів кафедр та керівників структурних підрозділів закладу вищої освіти. Основу джерельної бази запропонованої наукової статті в ході проведеного нами дослідження склали особові справи проректорів, що зберігаються у Відомчому архіві Глухівського національного педагогічного університету імені Олександра Довженка. Для реалізації мети дослідження нами було використано біографічний, хронологічний методи, а також загальнонауковий метод системного аналізу.

У межах проведеного дослідження автором статті було сформовано узагальнений колективний портрет управлінської еліти закладу вищої освіти в період ректорства Олександра Томчука та Івана Качана, які очолювали заклад вищої освіти, відповідно, у 1954-1971 та 1971-1980 рр., а також виявлено еволюцію її кількісних та якісних характеристик. Доведено, що адміністративно-управлінський корпус Глухівського державного педагогічного інституту протягом 1950–1960-х рр. перебував на етапі становлення, а далі в ході 1970-х рр. відбувався перехід до інституційної стабілізації, що свідчить про завершення формування ефективної моделі управління. У цьому дослідженні було вперше було встановлено вікові, освітньо-кваліфікаційні та гендерні параметри керівництва.

Отже, в статті нами обґрунтовано, що кадрова політика ректорів педагогічного інституту мала еволюційний характер: якщо за О. Томчука домінували процеси формування управлінської структури та зміни поколінь (від довоєнних до післявоєнних кадрів), то за періоду І. Качана простежується чітка наступність і збереження управлінського ядра, що

забезпечило інституційну тяглість і підвищення ефективності управління, яка стала підґрунтям подальшого розвитку ЗВО м. Глухова у наступні десятиліття.

Ключові слова: просопографічний портрет, адміністративно-управлінський персонал, Глухівський педагогічний інститут, університет, історія освіти, ректор, проректор, професійний портрет.

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ACTIVITIES OF THE ADMINISTRATIVE AND MANAGEMENT STAFF OF THE HLUKHIV PEDAGOGICAL INSTITUTE UNDER THE RECTORSHIPS OF OLEKSANDR TOMCHUK AND IVAN KACHAN IN 1954–1980

Abstract. In the presented article, we analyzed the composition and activities of the administrative and managerial staff of the Hlukhiv State Pedagogical Institute during 1954–1980, in particular, vice-rectors, heads of departments and heads of structural divisions of the higher education institution. The basis of the source base of the proposed scientific article in the course of our research was the personal files of vice-rectors, stored in the Departmental Archive of the Oleksandr Dovzhenko Hlukhiv National Pedagogical University. To achieve the goal of the research, we used biographical, chronological methods, as well as the general scientific method of system analysis.

Within the framework of the conducted research, the author of the article formed a generalized collective portrait of the managerial elite of the higher education institution during the period of the rectorship of Oleksandr Tomchuk and Ivan Kachan, who headed the higher education institution, respectively, in 1954-1971 and 1971-1980, and also revealed the evolution of its quantitative and qualitative characteristics. It is proved that the administrative and managerial corps of the Hlukhiv State Pedagogical Institute during the 1950s-1960s was at the stage of formation, and then during the 1970s there was a transition to institutional stabilization, which indicates the completion of the formation of an effective management model. In this study, the age, educational and qualification and gender parameters of the management were established for the first time.

So, in the article we substantiated that the personnel policy of the rectors of the pedagogical institute was evolutionary in nature: if under O. Tomchuk the processes of forming the management structure and changing generations (from

pre-war to post-war personnel) dominated, then during the period of I. Kachan, a clear continuity and preservation of the management core can be traced, which ensured institutional continuity and increased management efficiency, which became the basis for the further development of the Higher Educational Institution of the city of Hlukhiv in the following decades.

Keywords: prosopographic portrait, administrative and managerial personnel, Hlukhiv Pedagogical Institute, university, history of education, rector, vice-rector, professional portrait.

Постановка проблеми. Вивчення історичного досвіду функціонування закладів вищої освіти та діяльності їх управлінських кадрів сприяє якісному реформуванню вищої освіти. Особливого значення набуває аналіз діяльності адміністративно-управлінського персоналу, який забезпечує реалізацію освітньої, наукової та організаційної політики закладу. З огляду на тривалий період функціонування Глухівського державного педагогічного інституту дослідження складу та діяльності його управлінців у період ректорства Олександра Томчука (1954–1971) та Івана Качана (1971–1980) є актуальним і науково значущим.

Аналіз останніх досліджень і публікацій. Історія Глухівського державного педагогічного інституту привертала увагу низки дослідників, однак основний акцент робився на загальних етапах розвитку закладу або біографіях окремих викладачів. Зокрема, цю тему вивчали Т. Ащаулова [1-3], В. Бєлашов [4; 5], О.Валюх [6-12], Я. Гирич [13; 14], А. Голуб (Колієнко) [15; 16], А. Гриценко [17-31], В. Гриценка [32-37], В. Заїка [38], М. Заремський [39], В. Крижанівський [40-47], Я.Кулібова [48-50], О. Курок [51-56]. Утім питання діяльності окремих персоналій вивчене ще не достатньо. Зокрема, в останній час було досліджено життєписи таких викладачів, як В. Бєлашова [57-60], В. Заїки [61-65], М. Заремського [66-67], В. Кубицького [68-69], В. Куриленка [70], М. Лавриненка [71], Л. Нарочної [72-73], В. Прокопчука [74-75], Г. Сапітона [76-77], М. Стожка [78-79] та ін. Утім, просопографічні дослідження управлінського корпусу, зокрема проректорів, керівників структурних підрозділів та кафедр у 1950–1970-х рр., залишаються недостатньо розробленими. Це зумовлює необхідність комплексного аналізу адміністративно-управлінського персоналу інституту в означений період.

Мета статті – проаналізувати склад та діяльність адміністративно-управлінського персоналу Глухівського педагогічного інституту у 1954–1980 рр., зокрема проректорів, завідувачів кафедр і керівників структурних підрозділів, а також сформувати їх узагальнений просопографічний портрет. Основу джерельної бази статті склали особові справи проректорів,

що зберігаються у Відомчому архіві Глухівського національного педагогічного університету імені Олександра Довженка.

Виклад основного матеріалу дослідження. Реорганізація Глухівського учительського інституту в педагогічний у 1954 р. супроводжувалася суттєвими кадровими змінами та оптимізацією структури управління . У цей період формувалася базова система адміністративного управління, що включала заступників директора (згодом проректорів), керівників навчальної, заочної та господарської сфер.

У грудні 1954 р. ректором Глухівського державного педагогічного інституту був призначений кандидат економічних наук Олександр Томчук (1910–1997). Уродженець с. Поляхова Кам'янець-Подільської обл. закінчив 1938 р. Київський педінститут ім. Горького (нині – Український державний університет імені Михайла Драгоманова) за спеціальністю «Викладач географії в середній школі». Після демобілізації з німецько-радянської війни мав управлінський досвід на посадах заступника директора Рівненського (1945–1946) та Бєлгород-Дністровського (1949–1952) учительських інститутів, а також завідувача кафедрою Бердичівського учительського інституту (1952–1954). У 1946–1947 рр. він уже працював викладачем географії Глухівського учительського інституту. Посаду ректора Олександр Дмитрович обіймав до жовтня 1971 р. Довгий час – це був найдовший термін ректорства в історії ЗВО м. Глухова – 16 років 10 місяців [80, арк. 34-38, 111-119]. Рекорд перевершив (у квітні 2017 р.) нинішній ректор Глухівського національного педагогічного університету імені Олександра Довженка О. Курок [17, с. 36, 56].

Після реорганізації у 1954 р. Глухівського учительського інституту в педагогічний розпочалося формування нової управлінської структури. Перші управлінські позиції за ректорства О. Томчука в період т. зв. «хрущовської відлиги» обіймали: кандидат філологічних наук (1940), доцент (1941) Іван Чередниченко [81. с. 37, 33-46, 89] (1954–1955) – заступник директора з навчально-наукової роботи, одночасно завідувач кафедрою мови (представник старшого покоління науковців, сформованих ще у довоєнний період, діяльність якого була спрямована на організацію навчального процесу в умовах реорганізації інституту); Кирило Гриценко [7, с. 348-349; 82, арк. 12-14, 37, 42] (1955–1960) – виконувач обов'язків заступника з навчально-наукової роботи, також певний час відповідав за заочну освіту; Юхим Ковмір [6, с. 212; 83, арк. 4-7, 33, 41-42] (1957–1961) – один із перших стабільних керівників навчально-наукового напряму (також неодноразово виконував обов'язки ректора (1963, 1964, 1965 рр.), що свідчить про його авторитет у колективі); Анна Кириленко [9, с. 101; 84, арк. 21-24, 35, 37-39] (1960–1963) – керівниця заочного напряму. Одна з

небагатьох жінок у керівництві інституту. Також у 1962 р. – в. о. проректора з навчально-наукової роботи. Вона відігравала ключову роль у розвитку заочного навчання, що було важливим для радянської системи освіти. Характерною рисою першого десятиліття нового ректора стала нестабільність кадрів і значна кількість виконувачів обов'язків, що свідчить про процес становлення інституційної структури.

З початку 1960-х рр. управлінська система Глухівського педінституту набуває чіткішої структури. Вводяться повноцінні посади проректорів за напрямами діяльності: навчально-науковий (кандидат філологічних наук (1981), доцент (1983) Генріх Ковальчук [8, с. 81, 83; 17, с. 45-46; 85, с. 7-9, 11, 23-25] – у 1967–1983 рр. - його кар'єра демонструє типовий для радянської системи шлях: від викладача до управлінця з подальшим науковим зростанням); адміністративно-господарський (Володимир Лаптур [8, с. 82, 85; 86, арк. 12, 17-18, 23] – один із найдовше працюючих управлінців (1966–1982 рр.), який забезпечував розвиток матеріально-технічної базу інституту); заочне навчання (Микола Дубина [87, арк. 7-8, 13, 24-25, 31] – у 1964–1969 рр. (також виконував обов'язки ректора у 1967 р.) та Катерина Ляшко [88, арк. 29, 31-33, 44] – у 1973–1979 рр., у період її декретної відпустки обов'язки проректора виконувала Світлана Раєвська).

Саме в цей період спостерігається найбільша стабільність управлінського складу. Наприклад, В. Лаптур і Г. Ковальчук працювали понад півтора десятиліття, що забезпечувало інституційну тяглість управління. Водночас зберігалася практика тимчасового виконання обов'язків, особливо у випадках відряджень, стажувань або відпусток.

У 1956 р. було в Глухівському педінституті відкрито педагогічний факультет, що започаткувало формування середньої ланки управління – деканатів. У різні роки деканами цього єдиного факультету ЗВО м. Глухова працювали: Михайло Богданович [89, арк. 13-14, 19, 22-24, 37] (1961–1962), Кирило Гриценко (1967–1972), Володимир Мосіяшенко [90, арк. 17-19, 34-37, 56-71, 89-91] (1972–1975; 1979–1981), Євгенія Черепанова (1975–1979).

Для створення просопографічного портрету адміністративно-управлінського персоналу за ректорства О. Томчука та І. Качана протягом 1954-1980 рр. нами було проаналізовано життєписи та діяльність, перш за все, проректорів Глухівського державного педагогічного інституту. В цей період фактично функціонувало три основні посади проректорів: з навчально-наукової роботи, із заочного навчання, а також з адміністративно-господарської роботи.

Різницю лише складає різний хронологічний період діяльності цих ректорів на посадах: 16 р. 9 міс. – Олександр Дмитрович та вдвічі менше (8 р. 6 міс.) – Іван Тихонович.

За ректорства О. Томчука на посадах проректорів працювало 9 осіб (з урахуванням в.о.). Зокрема, найдовше працювали: В. Лаптур – 15 років 5 місяців (1966–1982; у межах періоду О. Томчука – 5 років), М. Дубина – 5 років (1964–1969) та Г. Ковальчук – 3 роки (1967–1971, у межах цього періоду). В той же час, найменше працювали: В. Хоменко – близько 7 місяців (1961), Н. Лісова – менше 1 року (1962) та О. Чайка – кілька місяців (1966).

Через це середня тривалість перебування на посаді проректора (з урахуванням усіх, включаючи в.о.) становить близько 2 роки 8 місяців. Тривалий цикл (понад 5 років) діяльності мали лише 2 особи (М. Дубина, В. Лаптур), що свідчить про перехідний характер кадрової політики.

Вікові показники проректорів було обчислено за наявними роками народження. Середній вік призначення на посаду: 39,5 р., а середній вік звільнення: 43,4 р. Наймолодші при призначенні були М. Дубина (29 років) та Г. Ковальчук (31 рік). Також, найстарші: Ю. Ковмір (49 років) та І. Чередниченко (56 років). Отже цьому періоду була характерна зміна поколінь: від старших довоєнних кадрів до молодших післявоєнних. За фахом управління мало гуманітарно-педагогічний характер.

Освітньо-кваліфікаційний рівень серед проректорів був помітно нижчим, ніж у завідувачів кафедр. Зокрема, кандидатами наук були 3 особи (33,3%). Решта – без наукового ступеня. Цей факт свідчить про невисокий рівень наукової кваліфікації управлінців на початковому етапі.

Таким чином в період діяльності ректора О. Томчука простежується помітна плинність кадрів та значна частка виконувачів обов'язків. До того ж, невисокий рівень наукової кваліфікації проректорів, як достатньо довгий етап становлення адміністративної еліти в Глухівському педінституті протягом 1950-х – 1960-х рр.

Відповідно до наказу міністерства освіти УРСР від 14 вересня 1971 р. ректор О. Томчук був переведений на посаду доцента кафедри марксизму-ленінізму Глухівського педінституту, де працював до виходу на пенсію у липні 1987 р., а новим ректором було призначено кандидата історичних наук (1967), доцента (1970) Івана Качана [17, с. 37-41; 91, арк. 3-4, 7-8, 12-14, 23] (1929–2006) – уродженця с. Оліно Глухівського округу (нині – Шосткинського району Сумської обл.). Він став першим очільником ЗВО м. Глухова, що не був учасником бойових дій Другої світової війни. Спочатку після закінчення Воздвиженського сільськогосподарського технікуму Ямпільського району на Сумщині працював агрономом. А після військової служби з 1953 р. розпочав кар'єру в органах комуністичної влади. Також заочно він закінчив історичний факультет Харківського державного університету (1959) та аспірантуру при кафедрі наукового комунізму

Академії суспільних наук при ЦК КПРС (1966) та відразу захистив кандидатську дисертацію з історії КПРС. У березні 1967 р. Сумським обласним комітетом КПУ був направлений на посаду завідувача кафедри Глухівського державного педагогічного інституту.

Ректорство Івана Тихоновича стало логічним продовженням попереднього періоду розвитку інституту, але з акцентом на стабілізацію та розвиток кадрового потенціалу. На початку його каденції сформувався відносно стабільний склад проректорів ще попереднього ректора: Г. Ковальчук – проректор з навчально-наукової роботи; Володимир Лаптур – проректор з адміністративно-господарської роботи; К. Ляшко – проректор із заочного навчання. Отже, кадрова політика І. Качана характеризувалася спадковістю та мінімальними змінами.

Однак, практично відразу він зробив ставку на удосконалення структури педінституту та посилення його кадрового складу. Вже у 1972 р. відбулося розширення структури факультетів, зокрема створення факультету підготовки вчителів загальнотехнічних дисциплін, що відображало потреби системи тодішньої освіти. До того ж, створення у 1974 р. науково-дослідного сектору стало важливим етапом інституціоналізації науки в інституті.

Для періоду ректорства І. Качана характерне поступове зростання ролі кандидатів наук серед завідувачів кафедр, що свідчить про підвищення наукового рівня управління. Зокрема, це - ідеологічний центр інституту (кафедра марксизму-ленінізму: А. Хмара, Б. Тер-Унанян), методичний центр інституту (кафедра педагогіки та психології: І. Смагін, Н.-Стрекаловська, О. Романов), а також кафедра мов і літератури (А. Гамалій, О. Соколова), кафедра трудового навчання і креслення (Г. Улюкаєв та В. Симоненко [10, с. 61-62] та кафедра іноземних мов (Л. Ніканорова).

Проведений аналіз дозволяє сформувати узагальнений портрет адміністративно-управлінського персоналу від сер. 1950-х і до кінця 1970-х рр. Природньо усі представники адміністративно-управлінського персоналу мали вищу освіту. В той же час відрізнявся їх науковий рівень: у 1950-х рр. за ректорства О. Томчука частка кандидатів наук була невисокою, але у 1970-х рр. вона суттєво зросла. Середній вік при призначенні на керівні посади загалом варіювався від 35 до 45 років. У той же час, жінки становили близько 15–20% (А. Кириленко, К. Ляшко, Є. Черепанова). Також, значна частина управлінців (особливо за ректорства І. Качана) працювала понад 10 років.

Проведений нами аналіз також дозволив створити просопографічний потрет адміністративно-управлінського персоналу за ректорства І. Качана

протягом 1971–1980 рр. У цей період (8 р. 6 міс.) на трьох посадах проректора працювало 4 особи: Г. Ковальчук, В. Лаптур, К. Ляшко, а також С. Раєвська, як виконувачка обов'язків.

Найдовше працювали (весь період): В. Лаптур та Г. Ковальчук. Вони, обидва були призначені ще попередників. Середній термін перебування на посаді проректора складає близько 6 років 8 місяців, що демонструє різке зростання стабільності кадрів. Від так, зріс середній вік проректорів. Вони були призначені у віці: 40–42 роки, а завершили каденцію внаслідок звільнення ректора І. Качана у березні 1980 р. у 48–50 років. Тобто управлінці цього періоду стали старшими та досвідченішими.

У той же час, жоден із проректорів не мав наукового ступеня кандидата наук. Зокрема, Г. Ковальчук захистив дисертацію вже після переходу на посаду викладача – у 1981 р. Також, гендерна складова також була переважаючою на бік чоловіків (два проти однієї, тобто, Катерини Ляшко). Попри ці недоліки та вдвічі коротший термін перебування на посаді ректора І. Качвана, період 1970-х рр. можна охарактеризувати зростанням досвіду проректорів та інституційною зрілості адміністративно-управлінського персоналу ЗВО м. Глухова.

Від так, протягом 1954–1980 рр. у Глухівському державному педагогічному інституті сформувалася ефективна система адміністративно-управлінського персоналу. Отже, як ми проаналізували вище (див. Таблиця 1), у період ректорства О. Томчука (1954–1971) на трьох основних посадах проректорів (з навчально-наукової роботи, із заочного навчання та з адміністративно-господарської роботи) працювало 12 осіб (з урахуванням виконувачів обов'язків). Найдовше обіймали посади М. Дубина (близько 5 років 1 місяця або 1870 днів), К. Гриценко (4 роки 5 місяців або 1614 днів) та В. Лаптур (4 роки 4 місяці або 1595 днів; лише у межах досліджуваного періоду ректорства О. Томчука). Натомість найменший термін перебування на посаді мали О. Чайка (близько 4 місяців або 117 днів), Н. Лісова (близько 6 місяців або 176 днів) та В. Хоменко (7 місяців або 214 днів). У середньому тривалість перебування на посаді проректора за ректорства Олександра Дмитровича становила по 860 днів або по 2 роки 4 місяців.

Таблиця 1

Порівняльний аналіз діяльності проректорів Глухівського державного педагогічного інституту у 1954-1980 рр.

Показники	Ректорство	
	Олександра Томчука (1954–1971)	Івана Качана (1971–1980)
Кількість проректорів	9	4
Середній термін перебування на посаді	2 р. 8 міс.	6 р. 8 міс.
Максимальний термін	5 років	9 років
Стабільність	низька	висока
Середній вік під час призначення	38–40	40–42
Частка кандидатів наук	25%	25–30%
Гендерна рівність	15% жінок	25% жінок
Характер кадрів	формування	стабілізація

Таким чином, кадрова політика цього періоду характеризувалася значною плинністю кадрів, наявністю великої кількості тимчасових призначень і відносно короткими термінами перебування на керівних посадах, що було зумовлено процесом інституційного становлення закладу.

Натомість у період ректорства Івана Качана (1971–1980) на аналогічних посадах працювало лише 4 особи (враховуючи період коли К. Ляшко перебувала у декретній відпустці та її заміняла колега в статусі виконувачки обов'язків). Весь період каденції ректора працювали Г. Ковальчук та В. Лаптур – по 9 років або по 3285 днів кожен. З решти: К. Ляшко обіймала посаду 1925 днів або 5 років 3 місяці, а найменший термін мала С. Раєвська – близько 1 року (тобто, як виконувачка обов'язків проректора). У середньому тривалість перебування на посаді становила 6 років 1 місяць. Ця інформація представлена у таблиці 1.

Отже, протягом 1970-х рр. спостерігається різке зростання стабільності управлінського корпусу: середній термін перебування на посаді збільшився на понад ніж у 2,5 рази, а кількість змін значно скоротилася. Це свідчить про завершення етапу формування адміністративної системи в історії Глухівського державного педагогічного інституту та перехід до її інституційної стабілізації.

Таким чином, ми можемо відзначити, що період ректорства О. Томчука був часом становлення та інституціоналізації управлінської структури, тоді як за ректорства І. Качана відбулася її стабілізація та підвищення якості кадрового складу. Важливими тенденціями діяльності адміністративно-управлінського персоналу стали: стабілізація складу проректорів; підвищення наукової кваліфікації керівників; розширення мережі факультетів і кафедр; інституціоналізація наукової діяльності.

Висновки. Від так, якщо за ректорства О. Томчука середній термін перебування на посаді проректора становив 2 роки 4 місяці, то за І. Качана він зріс до 6 років 1 місяця. Це свідчить про суттєву трансформацію управлінської моделі – від кадрової нестабільності періоду становлення до інституційної зрілості та стабільності у 1970-х роках.

Отже, сформований у цей період адміністративно-управлінський корпус став основою подальшого розвитку закладу вищої освіти протягом 1980-х рр. Таким чином, у 1954–1980 рр. в Глухівському педагогічному інституті сформувалася цілісна система адміністративно-управлінського персоналу, яка еволюціонувала від нестабільної структури з великою кількістю виконувачів обов'язків до відносно стабільної моделі з чітким розподілом функцій.

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ЧОРТКІВСЬКА ДЕРЖАВНА ГІМНАЗІЯ ІМ. Ю. СЛОВАЦЬКОГО В ОСВІТНЬОМУ ПРОСТОРІ ТЕРНОПІЛЬСЬКОГО ВОЄВОДСТВА: ОРГАНІЗАЦІЙНІ ЗАСАДИ, НАВЧАЛЬНО-ВИХОВНИЙ ПРОЦЕС ТА КАДРОВИЙ ПОТЕНЦІАЛ

Анотація. У статті досліджено організаційні засади, навчально-виховний процес та кадровий потенціал Чортківської державної гімназії ім. Ю. Словацького в контексті функціонування середньої освіти Тернопільського воєводства у 1927–1939 рр. Актуальність теми зумовлена недостатньою вивченістю діяльності локальних освітніх осередків міжвоєнного періоду, особливо в прикордонних регіонах Другої Речі Посполитої, де освітня політика поєднувала уніфікаційні та асиміляційні механізми.

Джерельну базу дослідження становлять архівні матеріали гімназії, зокрема звіти дирекції, протоколи державних іспитів, навчальні каталоги та нормативно-правові акти освітніх органів влади. На їх основі реконструйовано адміністративну структуру закладу, особливості функціонування педагогічного колективу, матеріально-технічний стан та специфіку навчально-виховної роботи.

Показано, що організаційні засади діяльності гімназії були підпорядковані централізованій системі управління освітою, що реалізовувалася через Міністерство віросповідань і народної освіти та Кураторію Львівського шкільного округу. Встановлено, що навчально-виховний процес поєднував класичну гуманітарну підготовку з елементами природничо-математичної освіти, активним використанням гурткової роботи та позакласних форм діяльності.

Окрему увагу приділено кадровому потенціалу закладу, який характеризувався високим рівнем професійної підготовки педагогів та стабільністю викладацького складу. Вчительство виконувало не лише освітню, а й виховну та соціокультурну функції, забезпечуючи інтеграцію учнів у державний та регіональний освітній простір.

Виявлено, що Чортківська державна гімназія відігравала важливу роль у формуванні інтелектуального середовища регіону, поєднуючи

функції навчального закладу та осередку культурного й громадського життя.

Діяльність гімназії відображала загальні тенденції розвитку середньої освіти в міжвоєнній Польщі та специфіку освітньої політики у багатонаціональному прикордонному регіоні.

Ключові слова: Чортківська гімназія, Тернопільське воєводство, міжвоєнна освіта, навчально-виховний процес, кадровий потенціал, Друга Річ Посполита.

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CHORTKIV STATE GYMNASIUM NAMED AFTER J. SŁOWACKI IN THE EDUCATIONAL SPACE OF THE TERNOPIL VOIVODESHIP: ORGANIZATIONAL FOUNDATIONS, EDUCATIONAL PROCESS, AND HUMAN RESOURCE POTENTIAL

Abstract. The article examines the organizational foundations, educational process, and human resource potential of the Chortkiv State Gymnasium named after J. Słowacki in the context of secondary education in the Ternopil Voivodeship during 1927–1939. The relevance of the study is determined by the insufficient scholarly attention to local educational institutions of the interwar period, particularly in the border regions of the Second Polish Republic, where educational policy combined unification and assimilation mechanisms.

The source base of the research consists of archival materials of the gymnasium, including administrative reports, state examination protocols, school registers, and regulatory legal acts issued by educational authorities. On this basis, the administrative structure of the institution, the functioning of the teaching staff, its material and technical condition, and the specifics of the educational process have been reconstructed.

It is demonstrated that the organizational framework of the gymnasium was subordinated to a centralized system of educational governance implemented through the Ministry of Religious Affairs and Public Education and the Curatorium of the Lviv School District. The study establishes that the educational process combined classical humanities training with elements of natural and mathematical education, as well as the active use of extracurricular and club-based activities.

Particular attention is paid to the human resource potential of the institution, which was characterized by a high level of professional qualifications of teachers and the stability of the teaching staff. The teaching personnel performed not only

educational but also upbringing and sociocultural functions, ensuring the integration of students into both state and regional educational spaces.

It is revealed that the Chortkiv State Gymnasium played an important role in shaping the intellectual environment of the region, functioning simultaneously as an educational institution and a center of cultural and public life. The activity of the gymnasium reflected general trends in the development of secondary education in interwar Poland and the specific features of educational policy in a multiethnic borderland region.

Keywords: Chortkiv Gymnasium; Ternopil Voivodeship; interwar education; educational process; human resource potential; Second Polish Republic.

Постановка проблеми. Міжвоєнний період став важливим етапом трансформації системи середньої освіти на території Тернопільського воєводства, яке після завершення Першої світової війни та польсько-українського конфлікту увійшло до складу Другої Речі Посполитої. Освітня політика польської держави була спрямована на уніфікацію навчального простору, формування лояльного до держави громадянина та модернізацію шкільної мережі відповідно до загальноєвропейських тенденцій. У цьому контексті особливого значення набуває дослідження діяльності державних гімназій як осередків інтелектуального, культурного та суспільного життя регіону.

Одним із провідних середніх навчальних закладів Тернопільського воєводства у 1920–1930-х рр. була Чортківська державна гімназія ім. Юліуша Словацького. Заклад виконував не лише освітню функцію, а й виступав важливим інструментом реалізації державної освітньої політики на «східних кресах». Гімназія забезпечувала підготовку молоді до вступу у вищі навчальні заклади, формувала інтелектуальну еліту регіону та водночас залишалася простором міжкультурної взаємодії в умовах багатонаціонального середовища Тернопільського воєводства.

Актуальність дослідження зумовлена необхідністю комплексного аналізу організаційних засад функціонування гімназії, особливостей навчально-виховного процесу, розвитку матеріально-технічної бази та кадрового потенціалу закладу. Вивчення діяльності Чортківської державної гімназії дозволяє глибше зрозуміти механізми функціонування середньої освіти у міжвоєнній Польщі, специфіку реалізації освітніх реформ у прикордонному регіоні та роль учительства у формуванні суспільно-культурного середовища.

Метою статті є дослідження організаційних засад діяльності Чортківської державної гімназії ім. Ю. Словацького у 1927–1939 рр., аналіз

особливостей навчально-виховного процесу, матеріально-технічного забезпечення та кадрового складу закладу в контексті освітнього простору Тернопільського воєводства.

Аналіз останніх досліджень та джерел. Проблематика функціонування середньої освіти в міжвоєнний період, зокрема в межах Тернопільського воєводства, залишається предметом досліджень як українських, так і зарубіжних науковців. Водночас діяльність приватних гімназій на локальному рівні все ще є недостатньо вивченою, що зумовлює актуальність даного дослідження.

Матеріально-організаційні умови функціонування освітніх закладів частково висвітлено у праці С. Василишина [1], де проаналізовано стан освітньої інфраструктури Тернопільського воєводства та вплив соціально-економічних чинників на розвиток шкільної мережі. Автор наголошує на нерівномірності матеріального забезпечення закладів та залежності якості навчального процесу від фінансових ресурсів і підтримки місцевих структур.

Інституційні засади управління освітою в Другій Речі Посполитій розкрито у працях М. Галая [2–3], у яких досліджено структуру адміністративного контролю, функції Міністерства віросповідань і народної освіти, а також роль кураторій та інспекторатів.

Ці напрацювання дозволяють окреслити нормативно-управлінське середовище, в якому функціонували як державні, так і приватні навчальні заклади.

Загальноісторичний контекст освітньої політики міжвоєнної Польщі представлено у дослідженнях О. Рудої [11], де акцентовано увагу на національно-освітніх стратегіях польської держави щодо Галичини, зокрема на мовній політиці та асиміляційних практиках. Це безпосередньо впливало на зміст навчання та соціальну структуру учнівства.

Нормативно-правові та реформаторські аспекти розвитку освіти розглянуто у працях Й. Садовської [15], присвячених реформі Єнджеєвича, яка визначила нову структуру середньої школи у 1930-х роках. Регіональний вимір освітнього розвитку у Львівському шкільному окрузі проаналізовано у дослідженні Г. Сюдута [17], що дозволяє локалізувати освітні процеси в межах воєводства та здійснити їх порівняльний аналіз.

Окреме значення має праця С. Валасек [31], у якій досліджено систему шкільництва для національних меншин у Другій Речі Посполитій. Авторка показує поєднання інтеграційних та асиміляційних механізмів освітньої політики, що є важливим для розуміння соціокультурного середовища функціонування гімназій у багатонаціональних регіонах, зокрема на території Тернопільського воєводства.

Джерельну основу дослідження становлять архівні матеріали Чортківської державної гімназії, зокрема звіти дирекції, протоколи державних іспитів, каталоги успішності, списки учнів та викладачів, що дозволяють реконструювати основні напрями функціонування закладу в міжвоєнний період. Методологічну основу дослідження складають принципи історизму, об'єктивності та системності, а також проблемно-хронологічний, історико-порівняльний та структурно-функціональний методи.

Виклад основного матеріалу. Після включення Східної Галичини до складу Другої Речі Посполитої польська влада здійснила процес державної уніфікації середньої освіти. 10 березня 1920 р. Чортківська гімназія була одержавлена та отримала офіційну назву «Państwowe Gimnazjum im. Juliusza Słowackiego w Czortkowie» [20, s. 3–7]. У 1918–1921 рр. заклад функціонував як класична гімназія, а з 1921 р. навчання здійснювалося за гуманітарним і математично-природничим профілями. Станом на 1926 р. у гімназії діяло вісім класів, у яких навчалося 328 учнів чоловічої статі [26, s. 168]. Подальші організаційні зміни були пов'язані з реалізацією реформи Я. Єнджеєвича: відповідно до розпорядження міністра віросповідань та народної освіти Войцеха Свєнтославського від 23 лютого 1937 р. заклад був реорганізований у «Państwowe Liceum i Gimnazjum im. Juliusza Słowackiego w Czortkowie»[12, s. 261]. Нова структура передбачала функціонування чотирирічної гімназії та дворічного ліцею, а також запровадження коедукаційної системи навчання з гуманітарним і математично-фізичним профілями.

Організаційні засади функціонування Чортківської державної гімназії ім. Ю. Словацького формувалися в умовах становлення польської державної системи освіти після завершення Першої світової війни та включення Східної Галичини до складу Другої Речі Посполитої. Діяльність закладу перебувала під безпосереднім контролем Міністерства віросповідань та народної освіти і Кураторії Львівського шкільного округу, що забезпечувало уніфікацію адміністративної структури, навчальних програм та кадрової політики. Архівні документи свідчать, що після тимчасового припинення роботи у 1919 р. дирекція гімназії була змушена фактично заново організовувати освітній процес в умовах нестачі педагогічних кадрів та складної політичної ситуації поблизу радянського кордону [4, арк. 4]. Водночас адміністрація прагнула забезпечити безперервність навчання та поступове відновлення матеріально-технічної бази закладу.

Важливим етапом інституційного розвитку гімназії стало впровадження у 1926/27 навчальному році гуманітарного типу навчання, який замінив попередню біфуркаційну систему з поділом на математично-

природничий та гуманітарний напрями. Така реорганізація була зумовлена прагненням стабілізувати структуру освітнього процесу та усунути проблеми частого переходу учнів між профілями навчання [4, арк. 5]. У подальшому організаційна модель закладу адаптувалася до положень освітньої реформи Януша Єнджеєвича 1932 р., що передбачала перехід до чотирирічної гімназії та дворічного ліцею. Це сприяло посиленню державного контролю за навчальним процесом і водночас інтеграції Чортківської гімназії у загальнопольський освітній простір [5, арк. 5].

Організація освітнього процесу базувалася на чіткій регламентації навчальної та екзаменаційної діяльності. Протоколи державних іспитів зрілості засвідчують, що гімназія діяла відповідно до централізованих розпоряджень Міністерства віросповідань та народної освіти, а процедура атестації учнів перебувала під контролем Державної екзаменаційної комісії [6, арк. 2; 7, арк. 2].

Іспитова система включала письмові та усні випробування з широкого спектру дисциплін, а до складу комісій входили директор закладу та кваліфіковані педагоги-предметники. Така модель забезпечувала уніфікацію критеріїв оцінювання та високий рівень академічних вимог до випускників гімназії.

Важливим компонентом організаційної структури закладу була система внутрішнього контролю та документації навчального процесу. Адміністрація гімназії здійснювала постійний моніторинг успішності учнів через ведення каталогів оцінок, екзаменаційних протоколів і річних звітів [8, арк. 1; 6, арк. 10]. Водночас значну роль у функціонуванні закладу відігравали педагогічна рада, батьківські комітети та учнівські організації, що забезпечувало взаємодію між адміністрацією, учителями та громадою міста. Організаційна модель гімназії поєднувала елементи централізованого державного управління з локальними механізмами підтримки освітнього процесу.

Важливою специфічною рисою функціонування освітніх закладів Тернопільського воєводства була їхня діяльність у прикордонному регіоні, що зумовлювало посилений контроль з боку державних та безпекових структур. Частина територій шкільного інспекторату перебувала у межах прикордонної смуги, де діяли спеціальні адміністративні обмеження. Зокрема, відповідно до розпорядження тернопільського воєводи від 31 липня 1937 р., запроваджувалися регламентації щодо фотографування, кінозйомки та переміщення фотоапаратури на території прикордонної зони, що безпосередньо впливало на повсякденну діяльність шкіл і педагогічного персоналу. Посилений нагляд безпекових органів визначав особливий режим функціонування освітнього середовища в регіоні [27, s. 98–99].

Наприкінці 1930-х рр. організаційні засади діяльності Чортківської державної гімназії набули рис завершеної інституційної системи, орієнтованої на підготовку молоді до подальшого навчання у вищих закладах освіти та інтеграцію в державний і суспільний простір Другої Речі Посполитої. Навіть в умовах наростання міжнародної напруженості та мілітаризації суспільства заклад продовжував функціонувати відповідно до державних освітніх стандартів, зберігаючи стабільність кадрового складу та високий рівень організації навчального процесу [9, арк. 8–10]. Це дозволяє розглядати Чортківську державну гімназію ім. Ю. Словацького як важливий елемент освітньої інфраструктури Тернопільського воєводства у міжвоєнний період.

Сформована в міжвоєнний період система управління Чортківською державною гімназією ім. Ю. Словацького забезпечувала не лише адміністративну стабільність закладу, але й створювала умови для ефективної реалізації державних освітніх програм. Організаційна структура гімназії, адаптована до реформ польської шкільної системи, безпосередньо впливала на зміст, методику та форми навчально-виховної діяльності. У зв'язку з цим важливим є аналіз особливостей навчально-виховного процесу, який відображав поєднання класичної гуманітарної освіти з модерними педагогічними практиками міжвоєнного часу.

Навчально-виховний процес у Чортківській державній гімназії ім. Ю. Словацького у міжвоєнний період формувався відповідно до загальнодержавних освітніх стандартів Другої Речі Посполитої та поєднував класичну гуманітарну освіту з елементами модерного педагогічного підходу. Важливе місце у навчальних програмах посідали польська мова та література, латина, історія, географія, а також природничо-математичні дисципліни, що забезпечувало комплексну підготовку учнів до вступу у вищі навчальні заклади [6, арк. 2, 10]. Перехід у 1926/27 навчальному році до гуманітарного типу навчання сприяв стабілізації освітнього процесу та чіткішій спеціалізації старших класів [4, арк. 5]. Навчальні плани були зорієнтовані на формування інтелектуальної еліти регіону та інтеграцію молоді в державний простір міжвоєнної Польщі.

Важливою особливістю навчального процесу стало активне впровадження технічних засобів навчання та модерних методів викладання. Архівні документи свідчать про використання у гімназії проєкційного апарата для демонстрації навчальних фільмів, а також грамофона, який застосовувався під час занять зі співів та іноземних мов [4, арк. 5]. Значну увагу приділяли практичному навчанню з природничих дисциплін, що реалізовувалося через діяльність спеціалізованих кабінетів фізики, хімії та біології [5, арк. 6, 9]. Такий підхід свідчить про прагнення адміністрації та педагогічного

колективу поєднати традиційну класичну освіту з новітніми освітніми тенденціями міжвоєнного часу.

Виховна складова освітнього процесу була тісно пов'язана з формуванням громадянської лояльності, патріотизму та дисципліни. У гімназії активно функціонували харцерські організації, шкільні гуртки військової підготовки та різноманітні молодіжні товариства, які сприяли формуванню відповідальності та колективізму серед учнів [4, арк. 6]. Значна увага приділялася державним святам, урочистостям і громадським акціям, що мали на меті інтеграцію молоді в ідеологічний простір польської держави. Водночас виховний процес включав елементи релігійного навчання, причому викладання релігії здійснювалося відповідно до конфесійної належності учнів – римо-католицької, греко-католицької чи мозаїчної [6, арк. 10; 8, арк. 3].

Важливу роль у розвитку учнівської молоді відігравала позакласна та гурткова робота. При гімназії діяли наукові гуртки – географічний, природничий, фізико-хімічний та полоністичний, які сприяли розвитку дослідницьких навичок та поглибленню знань учнів [4, арк. 5]. Крім того, функціонували музичні, літературні та спортивні об'єднання, що створювало умови для всебічного розвитку молоді. Організація учнівського самоврядування та залучення вихованців до громадських ініціатив сприяли формуванню активної соціальної позиції та навичок самоорганізації [5, арк. 8–9].

Навчально-виховний процес у Чортківській державній гімназії завершувався системою державних іспитів, які були важливим елементом контролю якості освіти. Протоколи іспитів зрілості свідчать про високий рівень вимог до випускників, які повинні були продемонструвати знання з гуманітарних, природничих та мовних дисциплін [6, арк. 2; 9, арк. 8]. Успішне складання іспитів відкривало шлях до навчання в університетах та інших вищих школах, що робило гімназію важливим осередком формування інтелектуального потенціалу Тернопільського воєводства. Таким чином, навчально-виховний процес у закладі поєднував освітню, культурну та ідеологічну функції, відображаючи специфіку розвитку середньої освіти у міжвоєнній Польщі.

Реалізація навчально-виховних завдань гімназії значною мірою залежала від професійного рівня педагогічного колективу, який забезпечував не лише викладання дисциплін, а й організацію позакласної, виховної та методичної роботи. Саме кадровий потенціал закладу був одним із ключових чинників підтримання високого рівня освіти та авторитету Чортківської державної гімназії в освітньому просторі Тернопільського воєводства. У цьому контексті особливого значення набуває дослідження

складу викладацького корпусу, його професійної структури та ролі дирекції у функціонуванні навчального закладу. Кадровий потенціал Чортківської державної гімназії ім. Ю. Словацького у міжвоєнний період був одним із ключових чинників стабільного функціонування закладу та забезпечення високого рівня навчально-виховного процесу. Формування педагогічного колективу здійснювалося відповідно до державних вимог Міністерства віросповідань та народної освіти, які передбачали наявність фахової підготовки, педагогічного стажу та політичної лояльності до польської держави. Архівні матеріали свідчать, що до складу викладацького корпусу входили досвідчені педагоги, котрі забезпечували викладання як гуманітарних, так і природничо-математичних дисциплін [10, арк. 1]. Стабільність кадрового складу сприяла формуванню власних освітніх традицій та високого авторитету гімназії серед населення Тернопільського воєводства.

Організаційна структура педагогічного колективу була побудована за принципом чіткої спеціалізації та розподілу функціональних обов'язків. Викладачі відповідали за окремі напрями навчальної та виховної роботи, що забезпечувало системність освітнього процесу та контроль за якістю знань учнів. У документах фігурують імена таких педагогів, як Станіслав Матушевський, Юзеф Банаш, Станіслав Керніцький, Стефан Агоновський, Адам Потапінський та Влодзімеж Пшигодзький, які становили основу викладацького корпусу закладу [10, арк. 1]. Значна частина педагогів мала тривалий стаж роботи та брала участь не лише у викладацькій, а й у методичній та організаційній діяльності гімназії.

Ключову роль у функціонуванні Чортківської державної гімназії ім. Ю. Словацького відігравала дирекція закладу, яка забезпечувала організацію навчально-виховного процесу та реалізацію державної освітньої політики. Упродовж тривалого часу гімназію очолював Станіслав Матушевський (9 грудня 1917 р. – 19 липня 1933 р.) [21, s. 17; 20, s. 8; 18, s. 6], діяльність якого припала на період післявоєнної стабілізації та інтеграції закладу до системи освіти Другої Речі Посполитої. За його керівництва було здійснено реорганізацію навчального процесу, розширено матеріально-технічну базу та адаптовано структуру гімназії до нових державних вимог. У 1933–1934 рр. обов'язки директора виконував Тадеуш Мазуркевич [18, s. 3, 7], а з 1 липня 1934 р. керівництво закладом перейшло до Владислава Ціхоцького [19, s. 3, 6]. Діяльність останнього була пов'язана з реалізацією положень реформи Я. Єнджеєвича та трансформацією гімназії у ліцейно-гімназійний комплекс наприкінці 1930-х рр.

Важливою характеристикою кадрового потенціалу була його мультидисциплінарність та високий рівень професійної підготовки.

Педагогічний колектив забезпечував викладання широкого спектра дисциплін – від класичних мов і літератури до фізики, хімії та географії [5, арк. 1, 10]. Особлива увага приділялася викладанню іноземних мов, зокрема латини, німецької та французької, що відповідало вимогам класичної гуманітарної освіти міжвоєнної Польщі. Водночас учителі активно впроваджували новітні методичні підходи, використовуючи технічні засоби навчання та організовуючи діяльність наукових гуртків [4, арк. 5]. Це дозволяло забезпечувати високий рівень підготовки випускників до складання державних іспитів зрілості.

Окрім численних форм релігійної та моральної діяльності, молодь певної релігійної конфесії часто брала участь у позашкільній діяльності, такій як різні заходи зі збору коштів на релігійні цілі. Наприклад, у звіті середньої школи імені Я. Словацького в Чорткові зазначається, що учні цієї школи неодноразово збирали кошти на будівництво церкви в сусідніх Половцях у 1920-х роках [20, s. 5].

Кадровий склад гімназії відображав багатонаціональний та полікультурний характер Тернопільського воєводства. Серед викладачів були представники різних етнічних і релігійних груп, зокрема особи з польськими, українськими та єврейськими прізвищами, що свідчить про інтеграцію різних спільнот у державну систему освіти [10, арк. 1]. Водночас педагогічний колектив залишався важливим інструментом реалізації державної освітньої політики та формування громадянської ідентичності учнів. Учителі виконували не лише освітню функцію, а й брали участь у вихованні молоді в дусі патріотизму, дисципліни та лояльності до польської держави [4, арк. 6].

Особливе місце в організації роботи гімназії належало дирекції та членам екзаменаційних комісій, які забезпечували функціонування системи контролю знань і дотримання державних освітніх стандартів. У протоколах державних іспитів неодноразово згадується директор Вітхок, який очолював комісії та відповідав за організацію атестаційного процесу [6, арк. 9–10; 9, арк. 8].

До складу комісій входили досвідчені педагоги-предметники, котрі здійснювали оцінювання письмових і усних відповідей учнів. Така система кадрового забезпечення сприяла підтриманню високого рівня академічних вимог та легітимності документів про середню освіту.

Значна частина педагогів була об’єднана в «Спілці польського вчительства». Чортківський осередок Спілки в 1930-х роках був одним із найбільш активних у воєводстві [25, s. 245]. У 1933 році він налічував 135 членів, а в 1934 році – 98 (після виокремлення нових осередків) [23, s. 177]. Ключовими постатями професійного середовища Чорткова були Артур

Галкевич (президент осередку, член Окружної педагогічної комісії) та Станіслав Вольфшталь [22, s. 188–189].

Отже, кадровий потенціал Чортківської державної гімназії ім. Ю. Словацького був важливою складовою її ефективного функціонування у міжвоєнний період. Професійний рівень учительства, стабільність педагогічного колективу та поєднання освітньої, виховної й організаційної діяльності забезпечували високий авторитет закладу та сприяли формуванню інтелектуального середовища Тернопільського воєводства.

Висновки. Проведене дослідження дає підстави стверджувати, що Чортківська державна гімназія ім. Ю. Словацького у 1927–1939 рр. була одним із ключових осередків середньої освіти Тернопільського воєводства та важливим елементом освітньої політики Другої Речі Посполитої на території «східних кресів». Її діяльність відбувалася в умовах постійних трансформацій польської системи освіти, пов'язаних із впровадженням освітніх реформ та уніфікацією навчального процесу.

Встановлено, що організаційні засади функціонування гімназії базувалися на чіткій адміністративній вертикалі підпорядкування Міністерству віросповідань та народної освіти і Кураторії Львівського шкільного округу. Заклад послідовно адаптувався до змін освітнього законодавства, зокрема до положень реформи Я. Єнджеєвича, що сприяло модернізації структури навчання та підвищенню рівня державного контролю за якістю освіти.

Дослідження показало, що навчально-виховний процес у гімназії поєднував класичну гуманітарну освіту з елементами природничо-математичної підготовки та громадянсько-патріотичного виховання. Важливу роль відігравали іноземні мови, латина, історія та природничі дисципліни, а також позакласна діяльність – наукові гуртки, харцерські організації та військова підготовка. Особливістю закладу було активне використання технічних засобів навчання та впровадження модерних педагогічних підходів.

Виявлено, що матеріально-технічна база гімназії, попри труднощі початкового періоду, поступово модернізувалася. Наявність спеціалізованих кабінетів, бібліотеки, спортивної інфраструктури та навчального обладнання забезпечувала належний рівень освітнього процесу та сприяла формуванню конкурентоспроможного учнівського середовища.

Важливим чинником стабільного функціонування закладу був кадровий потенціал. Педагогічний колектив складався з висококваліфікованих учителів, які поєднували викладацьку, виховну та наукову діяльність. Учительство виступало не лише транслятором знань, а й носієм державної ідеології та культурних цінностей міжвоєнної Польщі.

Соціально-демографічний склад учнівства відображав багатонаціональний характер Тернопільського воєводства. Гімназія виконувала функцію соціального ліфта для молоді з різних суспільних верств та населених пунктів регіону, забезпечуючи підготовку майбутньої інтелігенції. Водночас навчально-виховна система сприяла інтеграції учнів у польський державний простір через механізми громадянського та патріотичного виховання.

Таким чином, Чортківська державна гімназія ім. Ю. Словацького у міжвоєнний період була не лише навчальним закладом, а й важливим соціокультурним центром Тернопільського воєводства, діяльність якого відображала основні тенденції розвитку середньої освіти Другої Речі Посполитої.

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ІСТОРИЧНІ ТА СОЦІАЛЬНІ ПЕРЕДУМОВИ РОЗВИТКУ СУЧАСНОЇ УКРАЇНСЬКОЇ ОСВІТИ

Анотація. У статті розглянуто проблему формування й трансформації української освітньої системи в умовах реформування, воєнних викликів і суспільної нестабільності. Обрана тематика має значення для педагогічної науки, оскільки школа й університети нині виконують не лише навчальну, а й консолідаційну функцію. Вони підтримують безперервність навчання, зв'язок учнів із національним культурним простором і здатність суспільства до відновлення. Особливої ваги набувають питання освітніх втрат, цифрового навчання, вимушеної міграції, регіональної нерівності та психоемоційного навантаження на учасників освітнього процесу.

Метою дослідження є наукове обґрунтування історичних та соціальних чинників, які визначають зміст, напрями й практичні завдання трансформації української освітньої системи в умовах воєнного стану та повоєнного відновлення. Для досягнення мети використано аналіз наукових джерел, систематизацію теоретичних положень, порівняльне узагальнення, елементи структурно-логічного аналізу та інтерпретацію результатів попередніх досліджень. Такий підхід дав змогу поєднати педагогічний, суспільний і управлінський виміри проблеми.

В результаті дослідження встановлено, що становлення нинішньої освітньої моделі пов'язане з переходом від традиційного навчання до компетентнісного підходу, а також із посиленням ролі закладів освіти в процесах державотворення. Визначено, що війна змінила умови функціонування школи та вищої школи, загострившись проблему навчальних розривів, доступу до цифрових ресурсів і збереження якості навчання. Проаналізовано соціальні чинники, які впливають на освітні траєкторії учнів: внутрішнє переміщення, навчання за кордоном, регіональні відмінності, нестабільність родинного середовища та потреба в педагогічній підтримці. Сформовано рекомендації щодо компенсації освітніх втрат, розвитку цифрового навчання, підтримки переміщених дітей, посилення критичного мислення та врахування регіональної специфіки.

Наукова новизна дослідження полягає в поєднанні історичного й соціального підходів до аналізу освітніх змін. Практична цінність роботи полягає в можливості використання її результатів для освітньої політики, програм відновлення та локальних стратегій підтримки закладів освіти.

Ключові слова: навчання, компетентнісний підхід, цифровізація навчання, воєнний стан, академічна стійкість, українська освіта.

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HISTORICAL AND SOCIAL PREREQUISITES FOR THE DEVELOPMENT OF MODERN UKRAINIAN EDUCATION

Abstract. The article considers the problem of the formation and transformation of the Ukrainian education system in the conditions of reform, military challenges and social instability. The chosen topic is important for pedagogical science, since schools and universities now perform not only an educational, but also a consolidation function. They support the continuity of education, the connection of students with the national cultural space and the ability of society to recover. The issues of educational losses, digital learning, forced migration, regional inequality and psycho-emotional burden on participants in the educational process are of particular importance.

The purpose of the study is to scientifically substantiate the historical and social factors that determine the content, directions and practical tasks of the transformation of the Ukrainian education system in the conditions of martial law and post-war recovery. To achieve the goal, the analysis of scientific sources, systematization of theoretical provisions, comparative generalization, elements of structural-logical analysis and interpretation of the results of previous research were used. This approach made it possible to combine the pedagogical, social and managerial dimensions of the problem.

As a result of the study, it was found that the formation of the current educational model is associated with the transition from traditional education to a competency-based approach, as well as with the strengthening of the role of educational institutions in the processes of state formation. It was determined that the war changed the conditions for the functioning of schools and higher education, exacerbating the problem of educational gaps, access to digital resources and maintaining the quality of education. Social factors that influence the educational trajectories of students are analyzed: internal displacement, studying abroad, regional differences, instability of the family environment and

the need for pedagogical support. Recommendations are formulated regarding compensation for educational losses, the development of digital learning, support for displaced children, strengthening critical thinking and taking into account regional specifics.

The scientific novelty of the study lies in the combination of historical and social approaches to the analysis of educational changes. The practical value of the work lies in the possibility of using its results for educational policy, recovery programs and local strategies for supporting educational institutions.

Keywords: learning, competency-based approach, digitalization of learning, martial law, academic stability, Ukrainian education.

Постановка проблеми. Сучасна українська освіта розвивається в умовах складного поєднання історичних трансформацій, суспільних криз і воєнних викликів. Її нинішній стан не можна пояснювати лише реформами останнього десятиліття. Він сформувався під впливом тривалих процесів державотворення, зміни освітніх стандартів, цифровізації та переорієнтації школи на компетентнісну модель. Особливого значення набули новації Нової української школи, оскільки вони змінили розуміння змісту освіти, ролі учня та очікуваних результатів навчання [1, с. 78–80]. Водночас ці зміни відбуваються не в стабільному середовищі, а в ситуації безпекової нестійкості, соціальної мобільності та нерівного доступу до якісних освітніх послуг.

Актуальність проблеми посилюється тим, що повномасштабна війна різко загострила вже наявні суперечності української освіти. Йдеться не тільки про перехід на дистанційні чи змішані формати. Значно глибшою є проблема освітніх втрат, психологічного виснаження учнів і вчителів, руйнування освітньої інфраструктури та вимушеного переміщення сімей. Дослідники наголошують, що освітні втрати потребують не формального обліку, а діагностики й системної компенсації [2, с. 6–8]. У цьому контексті онлайн-ресурси стали не допоміжним інструментом, а умовою безперервності навчання в період воєнного. Проте сама наявність цифрових платформ не усуває нерівність між громадами, школами й родинами.

Соціальні передумови розвитку української освіти сьогодні пов’язані з масштабними змінами в житті дітей, молоді та педагогічних колективів. Частина здобувачів освіти навчається за кордоном, частина – у прифронтових регіонах або в умовах внутрішнього переміщення. Це породжує нові завдання для освітньої політики: збереження зв’язку з українською освітньою системою, підтримка ідентичності, подолання мовних і програмних розривів. Зарубіжні дослідження також фіксують складність інтеграції українських учнів-біженців у шкільні системи

приймаючих країн [3, p. 577–579]. Отже, сучасна українська освіта постає як простір одночасного навчання, соціальної адаптації та культурного самозбереження.

У загальному вигляді проблема полягає в необхідності науково пояснити, як історичні та соціальні чинники визначають напрями розвитку сучасної української освіти. Практичне значення такого аналізу полягає у виробленні рішень для повоєнного відновлення, мінімізації навчальних втрат і збереження якості освіти. Цифровізація профільної середньої освіти вже розглядається як один із інструментів зменшення цих втрат [4, с. 58–59]. Однак вона має поєднуватися з педагогічною підтримкою, оновленням змісту навчання та критичним осмисленням соціальної ролі школи. Саме тому дослідження історичних і соціальних передумов розвитку української освіти пов'язане з важливими науковими та практичними завданнями освітньої політики, педагогіки й суспільного відновлення.

Аналіз останніх досліджень і публікацій. Тематика наукового дослідження охоплює кілька взаємопов'язаних напрямів: воєнні виклики освіти, цифровізацію, навчальні втрати, критичну педагогіку, регіональні особливості та міжнародний вимір освітньої міграції Це дає змогу розглядати сучасну українську освіту не ізольовано, а в ширшому соціальному й історичному контексті.

Перший напрям досліджень стосується організації освітнього процесу в умовах війни та повоєнного відновлення. С. Алєксєєва аналізує роль онлайн-ресурсів у підтриманні навчання в закладах загальної середньої освіти [5]. Її підхід є важливим, оскільки цифрові інструменти стали умовою безперервності освіти. Водночас самі платформи не розв'язують проблеми нерівного доступу, мотивації та педагогічного супроводу. Близьку проблематику розглядають Л. Лондар (L. Londar) і М. Піч (M. Pietsch), які досліджують український досвід дистанційної освіти під час війни [6]. Їхні висновки доцільно сприймати як підтвердження адаптивності української школи.

Другий напрям пов'язаний із якістю освіти, навчальними втратами та цифровими способами їх мінімізації. Л. Ілійчук (L. Iliichuk) розглядає воєнні виклики як загрозу якості освіти та водночас як стимул до зміни освітніх практик [7]. Такий підхід є переконливим, адже війна не скасовує вимог до якості навчання. О. Топузов (O. Topuzov), О. Локшина (O. Lokshyna) та М. Головко (M. Holovko) акцентують складність поняття навчальних втрат у воєнному контексті [8]. Це важливо, оскільки втрати охоплюють не лише знання, а й соціалізацію, навички та емоційну готовність учнів.

Третій напрям охоплює ціннісні, педагогічні та системні засади розвитку освіти. О. Будник аналізує критичну педагогіку як відповідь на

сучасні виклики української освіти [9]. Із цим підходом варто погодитися, бо школа має формувати не тільки знання, а й здатність учня критично мислити. Н. Корильчук, Л. Дзевицька та С. Василюк-Зайцева узагальнюють проблеми й перспективи сучасної освіти України [10]. Цінність цієї праці полягає в системному баченні проблем, однак історичні причини цих труднощів потребують глибшого розкриття.

Четвертий напрям представлений дослідженнями регіональних і міжнародних наслідків освітньої кризи. К. Левчук (K. Levchuk) та співавтори аналізують регіональні особливості вищої освіти у воєнний період [11]. Цей аспект є важливим, бо освітні умови в різних регіонах України суттєво відрізняються. А. Сібрук (A. Sibruk) зі співавторами розглядають воєнні виклики української освітньої системи на ширшому інституційному рівні [12]. Їхнє дослідження показує, що освіта не лише зазнає руйнувань, а й виробляє механізми адаптації.

Отже, наявні дослідження створюють достатню основу для аналізу сучасної української освіти. У них розкрито воєнні ризики, дистанційне навчання, цифровізацію, якість освіти, критичну педагогіку та освітню міграцію. Водночас недостатньо опрацьованим залишається взаємозв'язок історичних і соціальних передумов розвитку освіти. Саме ця прогалина визначає наукову новизну статті, оскільки дослідження спрямоване на поєднання поточних викликів із довшими процесами державотворення, модернізації та суспільної трансформації.

Метою статті є наукове обґрунтування історичних та соціальних передумов розвитку сучасної української освіти з урахуванням реформування освітніх стандартів, воєнних викликів, цифровізації навчання та потреб повоєнного відновлення. Для досягнення поставленої мети визначено такі завдання дослідження:

1) Дослідити історичні чинники становлення сучасної української освіти, зокрема вплив державотворення, освітніх реформ і компетентнісної моделі навчання.

2) Проаналізувати соціальні передумови трансформації освітньої системи в умовах війни, вимушеної міграції, цифровізації та нерівного доступу до якісної освіти.

3) Сформувати рекомендації щодо вдосконалення сучасної української освіти з урахуванням освітніх втрат, соціальної підтримки учнів і потреб розвитку стійкої освітньої політики.

Виклад основного матеріалу дослідження. Історичний розвиток сучасної української освіти пов'язаний із переходом від традиційної моделі навчання до компетентнісної. У цьому процесі важливим етапом стали стандарти Нової української школи. Вони змінили уявлення про результат

освіти, оскільки центр уваги змістився на здатність учня застосовувати знання [1, с. 79–81]. Такий підхід відображає не лише педагогічну реформу. Він фіксує ширший історичний рух української освіти до європейської логіки навчання.

Водночас реформування освіти відбувається в умовах перерваної стабільності. Повномасштабна війна створила в Україні новий історичний контекст для школи, університетів і громад. Освітня система була змушена одночасно зберігати навчальний процес і реагувати на руйнування, переміщення та втрату звичного освітнього середовища. Дослідники визначають освітні втрати як комплексну проблему, що потребує діагностики й компенсації [2, с. 6–8]. Це означає, що історичний розвиток освіти сьогодні не можна відокремити від досвіду війни.

Для систематизації історичних чинників доцільно виокремити ті передумови, які безпосередньо вплинули на зміну освітньої парадигми (табл. 1). Вони показують, що сучасна українська освіта формується на перетині реформ, державотворення та кризової адаптації.

Таблиця 1

Історичні чинники розвитку сучасної української освіти

Історичний чинник	Зміст прояву	Значення для сучасної освіти
Державотворення	Формування освіти як інструменту суспільної консолідації	Посилення ролі школи у збереженні ідентичності
Реформа Нової української школи	Перехід до компетентнісного навчання	Орієнтація на практичне застосування знань
Воєнний стан	Порушення стабільності освітнього процесу	Потреба в адаптивних моделях навчання
Європейська інтеграція	Узгодження освітніх підходів із міжнародними практиками	Розширення вимог до якості та доступності освіти

Джерело: сформовано автором на основі даних [1, с. 79–81; 2, с. 6–8; 12; 13].

Сучасна українська освіта розвивається не лінійно. Її еволюція поєднує реформаторські наміри, кризові рішення та потребу зберегти навчальну безперервність. Саме тому історичні передумови мають подвійний характер. Вони охоплюють як планову модернізацію, так і вимушену адаптацію до воєнної реальності.

Соціальні передумови розвитку освіти пов’язані з різкою зміною умов життя учнів, студентів, педагогів і родин. Війна загострила нерівність між регіонами, громадами та окремими закладами освіти. Частина учнів

навчається онлайн, частина – у змішаному форматі, а частина перебуває за кордоном. Досвід українських учнів-біженців у Польщі показує складність інтеграції в іншу шкільну систему [3, p. 577–579]. Така ситуація створює ризик розриву між українською освітньою траєкторією та навчанням у приймаючих країнах.

Цифровізація стала однією з відповідей на соціальні обмеження воєнного часу. Вона забезпечила доступ до навчання там, де очна форма була неможливою. Дослідники розглядають цифровізацію профільної середньої освіти як інструмент мінімізації навчальних втрат [4, с. 58–59]. Проте цифрове навчання не усуває всіх соціальних бар'єрів. Для частини учнів проблемою залишаються технічні ресурси, самодисципліна, тиша вдома та регулярний контакт із педагогом.

Окремого значення набуває роль онлайн-ресурсів у школах для організації освітнього процесу під час воєнного стану. На сьогодні цифрові платформи стали частиною освітньої інфраструктури. Разом із тим вони не можуть замінити соціальну функцію школи. Учні потребують не лише матеріалів і завдань, а й комунікації, підтримки та відчуття належності до навчальної спільноти.

Соціальні передумови трансформації освіти мають різний характер і по-різному впливають на учнів, педагогів та освітні установи. Їх узагальнення дає змогу визначити ключові наслідки війни для доступності, якості та безперервності навчання (табл. 2).

Таблиця 2

Соціальні передумови трансформації української освіти в умовах війни

Соціальна передумова	Прояв у сучасній освіті	Освітній наслідок
Вимушена міграція	Навчання частини дітей за кордоном	Ризик втрати зв'язку з українською програмою
Внутрішнє переміщення	Зміна школи, громади й освітнього середовища	Потреба в адаптаційній підтримці
Нерівний доступ до цифрових ресурсів	Різні технічні можливості родин	Поглиблення навчальних розривів
Психоемоційне навантаження	Тривога, нестабільність, втома	Зниження мотивації та навчальної концентрації
Регіональні відмінності	Різні безпекові умови в областях	Нерівномірність освітніх можливостей

Джерело: сформовано автором на основі даних [3, p. 577–579; 5, с. 60–62; 4, с. 58–59; 13].

Соціальні передумови мають не допоміжний, а визначальний характер. Вони впливають на зміст навчання, спосіб комунікації та рівень

досягнень. У воєнний період школа виконує ширшу функцію, ніж передання знань. Вона підтримує соціальну сталість, взаємодію дітей із педагогами та збереження українського освітнього простору.

Узагальнення історичних і соціальних передумов дає підстави визначити практичні напрями вдосконалення освіти. Першим напрямом є системна компенсація освітніх втрат. Вона має спиратися не лише на додаткові заняття, а й на попередню діагностику прогалин. Такий підхід відповідає позиції щодо необхідності вимірювання й подолання навчальних втрат.

Другим напрямом є розвиток змішаної та дистанційної освіти без зниження якості навчання. Український досвід дистанційної освіти під час війни засвідчує високу адаптивність системи [6, p. 34–36]. Однак дистанційна форма потребує чітких методичних правил. Інакше вона перетворюється на механічне передавання завдань через цифрові платформи.

Третім напрямом є посилення критичного мислення та громадянської стійкості учнів. О. Будник розглядає критичну педагогіку як відповідь на сучасні виклики української освіти [9, с. 7–9]. Це важливо для формування учня, здатного працювати з інформацією в умовах війни. Такий учень має не лише відтворювати знання, а й оцінювати джерела, аргументи та суспільні ризики.

Четвертим напрямом є врахування регіональної нерівномірності освітнього розвитку. Дослідження регіональних особливостей вищої освіти засвідчує різний вплив війни на освітні осередки [11, p. 185–187]. Тому єдина державна політика має поєднувати спільні стандарти й гнучкі локальні рішення. Особливо це стосується прифронтових територій, переміщених закладів і громад із високим рівнем освітніх втрат. На основі визначених історичних і соціальних передумов сформовано практичні рекомендації для подальшого розвитку освіти (табл. 3). Вони спрямовані на зменшення освітніх втрат, підтримку учнів і підвищення стійкості освітньої системи.

Таблиця 3

Рекомендації щодо вдосконалення сучасної української освіти

Напрям рекомендацій	Зміст рекомендації	Очікуваний результат
Компенсація освітніх втрат	Запровадити діагностику прогалин і коригувальні навчальні програми	Зменшення розривів у знаннях і навичках
Підтримка цифрового навчання	Поєднувати онлайн-ресурси з методичним супроводом учителя	Підвищення якості дистанційного навчання

Напрям рекомендацій	Зміст рекомендації	Очікуваний результат
Соціальна підтримка учнів	Забезпечити адаптаційні програми для переміщених дітей і біженців	Збереження освітньої траєкторії учня
Критичне мислення	Посилити роботу з інформаційною грамотністю та аргументацією	Формування стійкості до дезінформації
Регіональна гнучкість	Ураховувати безпекові й ресурсні умови регіонів	Зменшення територіальної освітньої нерівності

Джерело: власна розробка автора.

Тому, результати дослідження засвідчують взаємозалежність історичних і соціальних передумов розвитку української освіти. Історичний вимір пояснює напрям реформ і зміну освітньої парадигми. Соціальний вимір показує умови, у яких ці зміни реалізуються. У поєднанні вони формують підстави для освітньої політики, орієнтованої на якість, доступність і стійкість.

Висновки. Сучасна українська освіта перебуває в ситуації, коли її розвиток визначається не лише внутрішньою логікою реформ. На неї одночасно впливають історичні процеси державотворення, зміна освітніх стандартів, воєнні ризики, цифровізація та нові соціальні потреби учнів.

Досліджено історичні чинники становлення сучасної української освіти. Встановлено, що її розвиток пов'язаний із переходом від традиційної моделі навчання до компетентнісної, а також із посиленням ролі школи в процесах державотворення. Важливим результатом є розуміння того, що освітні реформи не відбуваються у відриві від суспільного контексту. Вони залежать від політичної стабільності, безпекових умов, соціальних очікувань і здатності інституцій до оновлення.

Проаналізовано соціальні передумови трансформації освітньої системи в умовах війни, вимушеної міграції та цифровізації. Визначено, що ключовими чинниками стали освітні втрати, нерівний доступ до цифрових ресурсів, психоемоційне навантаження, регіональні відмінності та розрив освітніх траєкторій учнів. Особливого значення набуває підтримка дітей, які навчаються за кордоном або змінили місце проживання в Україні. За таких умов школа має залишатися не тільки навчальним, а й соціально об'єднувальним середовищем.

Сформовані рекомендації щодо вдосконалення сучасної української освіти підтверджують потребу в комплексному підході. Його основою мають бути діагностика навчальних прогалин, коригувальні освітні програми, методичний супровід цифрового навчання та соціальна підтримка учнів. Окреме місце посідає розвиток критичного мислення,

оскільки воно підвищує здатність учнів працювати з інформацією в умовах нестабільності. Також важливо враховувати регіональні відмінності, адже однакові рішення не завжди ефективні для різних громад.

Наукова новизна дослідження полягає в поєднанні історичного та соціального вимірів розвитку української освіти. У статті показано, що сучасні освітні виклики не можна пояснити лише війною або лише реформами. Вони виникають на перетині довготривалих процесів модернізації, державотворення, соціальної мобільності та кризової адаптації. Такий підхід дає змогу розглядати українську освіту як динамічну систему, що змінюється під впливом реформ і суспільних потрясінь. Практична цінність отриманих результатів полягає в можливості їх використання під час розроблення освітньої політики, програм повоєнного відновлення та локальних стратегій підтримки закладів освіти.

Запропоновані висновки можуть бути корисними для органів управління освітою, педагогічних колективів, громад і дослідників освітніх трансформацій.

Перспективи подальших досліджень доцільно пов’язати з емпіричним вивченням освітніх втрат у різних регіонах України. Потребують окремого аналізу довгострокові наслідки вимушеної міграції для освітньої траєкторії дітей. Важливим напрямом є також оцінювання ефективності цифрових інструментів у змішаному навчанні. Подальші наукові розвідки мають зосередитися на тому, як поєднати якість освіти, соціальну підтримку учнів і стійкість освітніх інституцій у період відновлення.

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ВИСВІТЛЕННЯ СИСТЕМИ РЕАБІЛІТАЦІЇ ВІЙСЬКОВИХ В МЕДІЙНОМУ ДИСКУРСІ ДРУКОВАНОЇ ПРЕСИ США У ПЕРІОД 1960–1990-Х РР.

Анотація. У статті проведено огляд друкованої преси США у період з 1960-го по 2000 роки з метою дослідження висвітлення системи реабілітації військових і ветеранів у тогочасному медійному дискурсі. Основну увагу зосереджено на матеріалах провідних американських видань – The New York Times, The Washington Post, Los Angeles Times та The Christian Science Monitor, які відображали ключові суспільні дискусії навколо повернення ветеранів до цивільного життя, їхньої професійної адаптації, психологічної реабілітації, правового захисту, медичного забезпечення та соціальної реінтеграції. Актуальність теми зумовлена тим, що друкована преса США не лише фіксувала проблеми ветеранської політики, а й активно впливала на формування суспільного сприйняття ветеранів, державних інституцій і самої ідеї реабілітації як комплексного соціального процесу. Простежено еволюцію медійної репрезентації ветерана від образу демобілізованого військового, який потребує працевлаштування, освітньо-інтеграційної підтримки та використання можливостей Закону про підтримку ветеранів, до образу людини з довготривалими психологічними, медичними, правовими й соціальними потребами. Особливу увагу приділено тому, як у друкованій пресі поступово формувався дискурс психічної травми війни – від ранніх згадок про поств'єтнамський синдром до ширшого визнання посттравматичного стресового розладу як суспільно значущої проблеми. Показано, що саме преса стала одним із майданчиків, де індивідуальні історії ветеранів перетворювалися на аргументи на користь необхідності інституційних змін у системі допомоги. Окремо розглянуто висвітлення проблеми "Агенту «Оранж»", яка у 1980-х роках стала одним із центральних сюжетів критики Управління у справах ветеранів та ширшої дискусії про відповідальність держави перед ветеранами. У цьому контексті реабілітація постає не лише як медична допомога, а як боротьба за юридичне визнання наслідків війни,

компенсацію, доступ до лікування та моральне відновлення справедливості. Також проаналізовано, як у 1980–1990-х роках друкована преса дедалі частіше зверталася до тем бездомності ветеранів, діяльності центрів допомоги ветеранам, локальних програм підтримки, груп самодопомоги та реабілітації на базі громади. Виявлено, що впродовж досліджуваного періоду американська друкована преса сприяла переходу від вузького розуміння реабілітації як фізичного або професійного відновлення до її трактування як довготривалого процесу соціальної реінтеграції ветерана в громаду, сім'ю, ринок праці та публічний простір.

Ключові слова: США, друкована преса, ветерани, військова реабілітація, медійний дискурс, В'єтнамська війна, ПТСР, поств'єтнамський синдром, Управління у справах ветеранів, Закон про підтримку ветеранів, соціальна реінтеграція, центри допомоги ветеранам.

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THE PORTRAYAL OF THE MILITARY REHABILITATION SYSTEM IN THE MEDIA DISCOURSE OF THE US PRINT PRESS DURING THE 1960S–1990S

Abstract. The article examines the representation of the rehabilitation system for military personnel and veterans in the media discourse of the United States print press from the 1960s to the 1990s. The study focuses on materials published in leading American newspapers, including The New York Times, The Washington Post, Los Angeles Times, and The Christian Science Monitor. These periodicals reflected major public debates concerning veterans' return to civilian life, vocational readjustment, psychological rehabilitation, legal protection, medical care, compensation, and social reintegration. The relevance of the topic lies in the fact that the American print press did not merely record the problems of veterans' policy but also actively shaped public perceptions of veterans, state institutions, and rehabilitation itself as a complex social and institutional process. The article traces the transformation of the media image of the veteran: from a demobilized serviceman in need of employment, education, and access to the benefits of the GI Bill, to a person with long-term psychological, medical, legal, and social needs. Particular attention is paid to the emergence of the discourse of war-related psychological trauma in the print press. The study shows how the language of Post-Vietnam Syndrome gradually developed into broader public

recognition of post-traumatic stress disorder as a socially significant issue requiring specialized assistance, institutional response, and public empathy. In this context, newspaper articles are interpreted not only as journalistic texts but also as historical sources that demonstrate how individual veterans' experiences were transformed into arguments for reforming the system of support and rehabilitation. A separate part of the article is devoted to the coverage of the Agent Orange controversy, which became one of the central themes of criticism of the Veterans Administration in the 1980s. This issue revealed the tension between veterans, medical expertise, the judicial system, and federal institutions responsible for assistance and compensation. Within this discourse, rehabilitation was increasingly presented not only as medical treatment, but also as a struggle for legal recognition of war-related consequences, access to benefits, compensation, and moral restoration of justice. The article also analyzes the growing attention of the print press in the 1980s and 1990s to veteran homelessness, Vet Centers, local support initiatives, self-help groups, and community-based rehabilitation. It is argued that, during the period under study, the American print press contributed to a gradual shift from a narrow understanding of rehabilitation as physical recovery or vocational readjustment toward a broader interpretation of rehabilitation as a long-term process of social reintegration into the community, family, labor market, and public life.

Keywords: United States, print press, veterans, military rehabilitation, media discourse, Vietnam War, PTSD, Post-Vietnam Syndrome, Agent Orange, Veterans Administration, GI Bill, social reintegration, Vet Centers.

Постановка проблеми. Проблема реабілітації військових і ветеранів у США в 1960–1990-х рр. виходила далеко за межі суто медичного відновлення після поранень чи демобілізації. Вона охоплювала працевлаштування, освітню підтримку, професійну адаптацію, психологічну допомогу, компенсаційні механізми, правове визнання наслідків війни, житлову підтримку та повернення людини до повноцінного цивільного життя. У цьому контексті друкована преса США стала не лише інформаційним каналом, а й важливим простором суспільного осмислення ветеранського досвіду. Публікації в The New York Times, The Washington Post, Los Angeles Times та The Christian Science Monitor фіксували зміну ставлення до ветерана: від очікування швидкого повернення до праці й «нормального» життя до розуміння складності бойового досвіду, травми, соціальної ізоляції та потреби в довготривалій підтримці [1–4; 13; 19].

Особливої гостроти ця проблематика набула після В'єтнамської війни, коли американське суспільство зіткнулося з поколінням ветеранів, чиє повернення не вкладалося у звичні післявоєнні моделі героїзації та

соціального прийняття. Газетні матеріали початку 1970-х рр. засвідчують, що ветерани дедалі частіше поставали не лише як колишні військовослужбовці, а як люди, які потребують складної системи допомоги — від доступу до освітніх програм GI Bill до психологічної підтримки й визнання моральної травми війни [1–4]. Саме в цей період у друкованій пресі почала формуватися мова опису того, що згодом увійшло до суспільного й медичного обігу як посттравматичний стресовий розлад, а ранні публікації про «постві'єтнамський синдром» стали важливими маркерами переходу від індивідуалізації проблем ветерана до її суспільного та інституційного осмислення [3; 19; 41; 42].

Водночас медійний дискурс не був нейтральним. Друкована преса одночасно гуманізувала досвід ветеранів і могла закріплювати суперечливі образи «травмованого», «відчуженого» або «проблемного» ветерана. Тому аналіз газетних публікацій потребує обережного підходу: важливо досліджувати не лише те, які проблеми описувалися, а й те, якою мовою вони подавалися, які причини називалися, кому приписувалася відповідальність і які рішення вважалися можливими. Саме через такі матеріали можна простежити, як індивідуальні історії ветеранів поступово перетворювалися на аргумент на користь розширення державної відповідальності, реформування Адміністрації ветеранів (Veterans Administration), а згодом — Департаменту у справах ветеранів (Department of Veterans Affairs), розвитку спеціалізованих центрів підтримки, програм психосоціальної допомоги та підтримки на рівні громад [8; 16; 39; 40; 44; 45].

Не менш важливою складовою проблеми стало висвітлення у пресі наслідків дії «Agent Orange», що в 1980-х рр. вивело питання реабілітації у площину правового визнання, компенсацій і довіри до державних інституцій. У цьому сюжеті ветеран поставав уже не лише як пацієнт або отримувач соціальної допомоги, а як суб'єкт права, який вимагає визнання зв'язку між військовою службою, погіршенням здоров'я та відповідальністю держави. Публікації The Washington Post і Los Angeles Times про судові рішення, перегляд позиції ветеранських установ і суспільну реакцію на «Agent Orange» засвідчують, що друкована преса виконувала функцію публічного контролю: вона фіксувала суперечності між досвідом ветеранів, офіційною експертизою та адміністративними процедурами [6; 12; 27–31; 46]. Саме тому реабілітація у медійному дискурсі 1980-х рр. дедалі більше поставала як комплексний процес, що поєднує медичне лікування, юридичне визнання, соціальне відновлення й моральну справедливість.

Отже, наукова проблема полягає в необхідності дослідити, як американська друкована преса 1960–1990-х рр. відображала і водночас

формувала суспільне розуміння реабілітації військових. Аналіз цього медійного корпусу дає змогу побачити не лише еволюцію ветеранської політики, а й зміну гуманітарного погляду на самого ветерана — від демобілізованого працівника, якого потрібно повернути на ринок праці, до людини з комплексним досвідом війни, травми, втрати, правових очікувань і потреби в довготривалій соціальній підтримці. У такій перспективі друкована преса виступає цінним історичним джерелом, оскільки дозволяє реконструювати суспільні уявлення про професійну готовність і працевлаштування, психологічну реабілітацію, діяльність Департаменту у справах ветеранів, кризу довіри до державних інституцій, розвиток ветеранських центрів і поступовий перехід до ширшої моделі реінтеграції ветеранів у громаду [14; 25; 32; 34; 38–40].

Аналіз останніх досліджень і публікацій. Дослідження проблеми висвітлення реабілітації військових у друкованій пресі США потребує поєднання кількох історіографічних площин: студій з історії ветеранської політики, праць про психологічні наслідки війни, досліджень медійної репрезентації ветеранів та робіт, присвячених інституційній діяльності Адміністрації ветеранів (Veterans Administration), а згодом Департаменту у справах ветеранів (Department of Veterans Affairs). Важливе місце в цьому контексті посідають праці, що аналізують досвід ветеранів В’єтнамської війни як покоління, для якого повернення до цивільного життя виявилося не лише особистою, а й суспільно-політичною проблемою. Зокрема, В. Дж. Скотт у праці "Політика адаптації: ветерани війни у В’єтнамі після війни" розглядає реадаптацію ветеранів В’єтнаму як процес, тісно пов’язаний із політикою пам’яті, ветеранським активізмом, боротьбою за визнання психологічних травм і трансформацією державної підтримки [43]. М. Боултон у дослідженні "Зрада ветеранів: Закон про допомогу ветеранам та покоління В'єтнаму" акцентує увагу на обмеженнях освітніх і соціальних механізмів допомоги, зокрема GI Bill, показуючи, що формальна наявність пільг не завжди означала їхню реальну доступність або ефективність для ветеранів [47]. Ці праці створюють важливу основу для аналізу газетних матеріалів, у яких теми працевлаштування, освіти, професійної адаптації та соціального повернення ветеранів посідали помітне місце вже з кінця 1960-х – початку 1970-х рр. [1–4].

Окрему групу становлять дослідження, присвячені становленню дискурсу психологічної травми війни. К. Ф. Шатан одним із перших звернув увагу на досвід ветеранів В’єтнаму, діяльність груп самодопомоги та потребу в суспільному визнанні наслідків бойового стресу [41]. Колективна праця за редакцією Ч. Р. Фіглі "Стресові розлади у ветеранів війни у В'єтнамі: теорія, дослідження та лікування" стала важливою спробою

систематизувати клінічні, соціальні та терапевтичні підходи до розуміння травматичного досвіду ветеранів ще до повної інституціоналізації поняття посттравматичного стресового розладу [42]. Для цієї статті зазначені праці мають принципове значення, оскільки дозволяють інтерпретувати газетні публікації про «постВ'єтнамський синдром», психологічну дезадаптацію, ізоляцію та потребу в психосоціальній допомозі не як випадкові журналістські сюжети, а як частину ширшого процесу формування нової мови опису бойової травми [3; 19; 33; 39–41].

Важливими для аналізу медійної репрезентації ветеранів є праці Е. Т. Діна-молодшого та Дж. Лембке, які критично осмислюють образ «проблемного» або «відкинутого» ветерана В'єтнамської війни. Е. Т. Дін-молодший у статті "Міф про страждаючого та зневаженого ветерана війни у В'єтнамі" звертає увагу на небезпеку надмірного узагальнення ветеранського досвіду та перетворення окремих травматичних історій на стійкий суспільний стереотип [44].

Дж. Лембке у праці The Spitting Image: Myth, Memory, and the Legacy of Vietnam аналізує, як пам'ять про В'єтнамську війну, медійні образи та політичні інтерпретації сприяли формуванню міфологізованого уявлення про ветерана як постать, нібито відкинуту суспільством [45]. Ці підходи є особливо цінними для дослідження матеріалів The New York Times, The Washington Post, Los Angeles Times та The Christian Science Monitor, оскільки дають змогу не лише описати зміст газетних публікацій, а й критично оцінити, як преса гуманізувала, драматизувала або стереотипізувала досвід ветеранів [2; 10; 18–25]. У цьому сенсі друкована преса постає не пасивним дзеркалом подій, а активним учасником формування суспільного уявлення про військову травму, реабілітацію та державну відповідальність.

Ще один важливий напрям історіографії пов'язаний із дослідженням "Agent Orange", компенсаційної політики та критики ветеранських інституцій. Стаття Дж. Б. Джейкобса і Д. Макнамари "Ветерани війни у В'єтнамі та суперечки навколо «Agent Orange»" дає можливість розглядати проблему Agent Orange не лише як медичне чи екологічне питання, а як конфлікт між ветеранами, державними структурами, судовою системою, експертним знанням і громадською думкою [46]. У поєднанні з газетними матеріалами The Washington Post та Los Angeles Times ця праця дозволяє простежити, як у 1980-х рр. реабілітація ветеранів дедалі більше осмислювалася через категорії правового визнання, компенсації, довіри до держави та моральної відповідальності [6; 12; 27–31].

Водночас аналіз наявної літератури засвідчує певну дослідницьку прогалину: більшість праць зосереджується або на політиці реадаптації ветеранів, або на посттравматичному стресовому розладі, або на окремих

інституційних конфліктах, тоді як медійний дискурс друкованої преси як самостійне історичне джерело висвітлення системи реабілітації військових у США 1960–1990-х рр. залишається недостатньо узагальненим. Саме тому звернення до газетного корпусу дає змогу поєднати соціальну історію ветеранів, історію державної політики та історію медійного формування суспільного сприйняття реабілітації.

Мета статті – з'ясувати особливості висвітлення системи реабілітації американських військових і ветеранів у друкованій пресі США в 1960–1990-х роках та визначити, як газетний дискурс відображав і водночас формував суспільне розуміння професійної, психологічної, медичної та соціальної реінтеграції ветеранів.

Виклад основного матеріалу.

У кінці 1960-х – на початку 1970-х рр. американська друкована преса розглядала проблему реабілітації ветеранів насамперед крізь призму їхнього повернення до цивільного, економічно активного життя. На цьому етапі медійний дискурс ще не був повністю зосереджений на посттравматичному стресовому розладі (post-traumatic stress disorder, PTSD), впливі «Agent Orange» чи кризі довіри до ветеранських інституцій, які стануть особливо помітними у 1980-х рр.

Натомість у центрі уваги перебували більш «практичні» аспекти післявоєнної адаптації: пошук роботи, використання освітніх можливостей, професійна перепідготовка, соціальна стабілізація та здатність ветерана знову зайняти місце на ринку праці. Саме тому ранні газетні матеріали важливо розглядати як джерело, що фіксує першу фазу публічного осмислення ветеранської реабілітації — ще до її повного розширення у психологічну, правову й соціальну площини [1; 4].

Показовою в цьому контексті є публікація The New York Times «Перспективи працевлаштування для ветеранів В'єтнаму похмурі», у якій проблема повернення з війни осмислювалася через труднощі входження ветеранів у цивільний ринок праці [1].

Сам факт винесення теми зайнятості у публічний простір свідчив про те, що держава й суспільство не могли обмежитися символічним визнанням військової служби.

Ветеран потребував не лише подяки, а й конкретних механізмів переходу до мирного життя: доступу до роботи, професійної орієнтації, навчання та економічної самостійності. У такому висвітленні реабілітація поставала передусім як процес відновлення соціальної функціональності людини після військової служби.

Важливо, що преса не зводила цю проблему лише до особистої відповідальності ветерана, а поступово підводила читача до розуміння структурних обмежень: складності ринку праці, неоднозначного ставлення роботодавців, нестачі адаптаційних програм і невідповідності між військовим досвідом та цивільними професійними вимогами.

Іншим важливим напрямом раннього газетного дискурсу було висвітлення освітньої підтримки ветеранів, насамперед через закон про права військовослужбовців (GI Bill). У матеріалі The New York Times «Більшість ветеранів В'єтнаму не звертаються по допомогу за GI Bill» акцент зроблено не на відсутності державних гарантій як таких, а на проблемі їхнього фактичного використання [4]. Це принципово важливий момент для аналізу реабілітаційної політики: формальна наявність програми ще не означала її реальної ефективності. Якщо ветеран не користувався освітніми можливостями, це могло свідчити про брак інформації, бюрократичні бар'єри, недовіру до державних інституцій, психологічну виснаженість після служби або невідповідність запропонованих інструментів його реальним потребам.

Отже, у пресі поступово окреслювалася суперечність між декларативною моделлю підтримки й практичним досвідом ветеранів, які часто залишалися сам на сам із проблемою професійного майбутнього.

У цьому контексті особливого значення набуває праця М. Боултона Failing Our Veterans: The G.I. Bill and the Vietnam Generation, у якій показано, що покоління ветеранів В'єтнамської війни не завжди отримувало від GI Bill той рівень соціального піднесення, який асоціювався з досвідом ветеранів Другої світової війни [47]. Для аналізу друкованої преси це дослідження є важливим тому, що дозволяє глибше інтерпретувати газетні матеріали про невикористання освітніх пільг і складнощі працевлаштування. Проблема полягала не лише в індивідуальній пасивності ветеранів, а й у тому, що сама система підтримки не завжди відповідала соціальним, економічним і психологічним умовам, у яких опинилося в'єтнамське покоління. На відміну від післявоєнної моделі 1940–1950-х рр., коли освіта й іпотечні програми могли працювати як інструмент масової соціальної мобільності, у 1970-х рр. ветерани В'єтнаму поверталися в інше суспільне середовище — політично поляризоване, економічно нестабільне й значно менш одностайне у ставленні до війни та її учасників.

Ретроспективним, але важливим для розуміння довготривалих наслідків цієї проблеми є матеріал The Washington Post «Чи був В'єтнам поганим кар'єрним кроком?» [36]. Його значення полягає в тому, що він дозволяє побачити: питання професійної реадаптації ветеранів не зникло після завершення війни, а залишалося предметом суспільної рефлексії і в

1990-х рр. Сама постановка питання про війну як про чинник, що міг негативно вплинути на кар'єрну траєкторію, свідчить про зміну медійної оптики. Ветеранський досвід почав розглядатися не тільки як героїчна або травматична біографічна подія, а й як соціально-економічний фактор, що мав довготривалі наслідки для зайнятості, професійного зростання, статусу й самооцінки людини. Таким чином, преса поступово пов'язувала військову службу з проблемою нерівного доступу до цивільних можливостей після повернення.

Отже, у кінці 1960-х – на початку 1970-х рр. друкована преса США формувала уявлення про реабілітацію ветеранів переважно як про процес професійної та соціально-економічної реадаптації. У центрі цього дискурсу перебували робота, освіта, GI Bill, доступ до державних програм і здатність ветерана відновити стабільне місце в цивільному суспільстві [1; 4; 47].

Водночас уже в цих ранніх публікаціях помітні передумови ширшого розуміння реабілітації: труднощі з працевлаштуванням і невикористанням освітніх пільг вказували не лише на економічні проблеми, а й на глибшу кризу переходу від військової до цивільної ідентичності. Саме ця логіка згодом відкрила шлях до медійного осмислення психологічної травми, критики ветеранських інституцій, проблеми «Agent Orange», бездомності ветеранів і потреби в підтримці на рівні громади. У такій перспективі ранній газетний дискурс про працю та освіту був не периферійним, а базовим етапом формування публічного розуміння реабілітації як відповідальності не лише самого ветерана, а й держави, суспільства та інституційної системи підтримки.

У 1970-х рр. в американській друкованій пресі поступово сформувався новий і значно суперечливіший образ ветерана В'єтнамської війни. Якщо в ранніх матеріалах акцент переважно робився на працевлаштуванні, освіті та поверненні до економічно активного життя, то згодом у центрі уваги опинилися відчуження, психологічна нестабільність, соціальна самотність і труднощі повторного входження в цивільне середовище. Показовим у цьому сенсі був матеріал Дж. Нордгаймера «Від Дакто до Детройта: смерть самотнього героя», у якому індивідуальна історія ветерана перетворювалася на символ ширшої проблеми повернення з війни [2]. Такий тип газетного письма мав сильний гуманізуючий ефект: він дозволяв читачеві побачити за статистикою конкретну людину, її досвід бойового минулого, втрату соціальних орієнтирів і складність повернення до мирного життя.

Водночас саме через подібні персоналізовані історії преса починала формувати образ ветерана як людини, чиє цивільне життя позначене внутрішнім конфліктом, болем і невлаштованістю.

Важливим етапом у розвитку цього дискурсу стала публікація К. Ф. Шатана «Поств'єтнамський синдром», яка ввела в публічний обіг мову психологічних наслідків війни ще до остаточного закріплення поняття посттравматичного стресового розладу [3]. У цьому випадку преса виконувала не лише інформаційну, а й концептуалізуючу функцію: вона допомагала суспільству назвати явище, яке раніше часто сприймалося як особиста слабкість, моральна нестійкість або нездатність ветерана «нормально» повернутися до життя. Через поняття «поств'єтнамського синдрому» досвід ветеранів почав осмислюватися як результат бойової травми, політичної суперечливості війни, недостатності державної підтримки та браку суспільного розуміння. Водночас ця нова мова мала подвійний ефект: з одного боку, вона відкривала шлях до визнання потреби у психологічній допомозі, а з іншого – могла посилювати уявлення про ветерана як про людину, потенційно нестабільну, травмовану або нездатну повністю інтегруватися в цивільне життя [3; 41; 42].

У 1980-х рр. образ «проблемного ветерана» набув ще виразнішого соціального й політичного звучання. Матеріал Los Angeles Times «Десятиліття потому багато ветеранів В'єтнаму все ще вважають, що їх зрадили» показував, що відчуття несправедливості, ізоляції й недовіри до держави не зникло після завершення війни, а стало частиною довготривалої ветеранської пам'яті [10]. У такому висвітленні ветеран поставав не лише як людина з психологічними труднощами, а як учасник ширшого конфлікту між особистим досвідом служби, суспільною реакцією на війну та інституційною відповіддю держави. Преса фіксувала настрої розчарування, образи й невизнання, але водночас могла підсилювати драматизований образ покоління, яке нібито залишилося «поза» суспільством. Саме тому матеріали цього типу важливі для розуміння того, як медійний дискурс поєднував співчуття до ветеранів із певною стереотипізацією їхнього досвіду.

Критичне осмислення цього процесу запропонували Е. Т. Дін-молодший у статті «Міф про проблемного й зневаженого ветерана В'єтнаму» та Дж. Лембке у праці «Образ плювка: міф, пам'ять і спадщина В'єтнаму» [44; 45]. Їхні дослідження показують, що образ ветерана В'єтнаму як людини, відкинутої суспільством, травмованої й небезпечної, не можна сприймати як просте відображення реальності. Він був результатом складної взаємодії особистих історій, журналістських наративів, політичної пам'яті, культурних міфів і пізніших інтерпретацій війни.

Отже, друкована преса 1970–1980-х рр. справді сприяла видимості проблем ветеранів, привертала увагу до психологічної травми, соціального відчуження й потреби у реабілітації, однак водночас закріплювала

суперечливий медійний типаж «травмованого», «відчуженого» або навіть «небезпечного» ветерана. Саме ця подвійність робить газетний дискурс цінним історичним джерелом: він дозволяє вивчати не лише проблеми ветеранів, а й те, як американське суспільство навчалося бачити, називати й інтерпретувати наслідки війни [2; 3; 10; 44; 45].

Одним із найважливіших зрушень у висвітленні реабілітації ветеранів у друкованій пресі США 1970–1990-х рр. стало поступове перенесення уваги з проблеми зовнішньої соціальної адаптації на внутрішній психологічний стан людини, яка повернулася з війни. Якщо в ранньому дискурсі ветерана часто розглядали передусім як колишнього військовослужбовця, що має знайти роботу, скористатися освітніми програмами й відновити економічну самостійність, то з початку 1970-х рр. дедалі помітнішою ставала інша оптика — травматичний досвід війни як чинник довготривалих труднощів повернення до цивільного життя.

Важливо, що психологізація реабілітаційного дискурсу відбувалася не лише через мову медицини, а й через людські історії, які надавали проблемі емоційної переконливості та соціальної видимості. У матеріалі Дж. Еспера «Самотня смерть героя війни: доля ветерана В'єтнаму сприяла визнанню посттравматичного стресу» (A War Hero's Lonesome Death: Vietnam Vet's Plight Led to Recognition of Post-Trauma Stress), опублікованому в Los Angeles Times, індивідуальна біографія ветерана подавалася як свідчення ширшої системної проблеми — нездатності суспільства й державних інституцій своєчасно розпізнати наслідки бойової травми [19].

Такий формат газетного тексту був важливим для гуманізації ветеранського досвіду: читач бачив не абстрактну категорію «ветерани», а конкретну людину, чиє життя після війни було позначене ізоляцією, невизнаними переживаннями та нестачею належної підтримки. Саме через подібні публікації преса допомагала змінювати суспільну мову опису ветеранів: від звинувачення у слабкості чи нездатності адаптуватися – до розуміння того, що психологічні наслідки війни мають реальну природу й потребують фахової допомоги [19; 41; 42].

У 1980-х рр. ця тема дедалі активніше входила не лише в новинний, а й у культурно-медійний простір. Матеріал Дж. Шарбатта «Радер звертається до Меморіалу заради "Стіни всередині"» та публікація Н. Дж. Істона «Досі здригаючись від "Далекого грому": в'єтнамські "ветерани джунглів" допомогли сформувати фільм про травму солдатів» у Los Angeles Times засвідчують, що тема травми ветеранів поступово виходила за межі суто медичних або соціальних рубрик [21; 23].

Вона починала осмислюватися через документальні сюжети, кіно, телевізійні програми, меморіальні практики й публічні розмови про пам'ять

війни. Це мало подвійне значення. З одного боку, культурна репрезентація сприяла ширшому визнанню психологічних наслідків війни, робила їх зрозумілішими для масової аудиторії. З іншого боку, вона могла посилювати драматизацію образу ветерана як людини, назавжди замкненої у травмі. Тому газетні матеріали цього періоду важливо читати критично: вони не лише інформували про посттравматичний стресовий розлад, а й формували суспільні уявлення про те, яким є «психологічно поранений» ветеран [21; 23; 44; 45].

Подальше ускладнення цього дискурсу помітне у матеріалі Дж. К. Вілсона «В'єтнам переосмислений: ветерани повертаються на поля боїв, щоб заспокоїти свої нічні жахи», опублікованому в The Washington Post [33]. У ньому психологічна реабілітація постає вже не як короткий курс лікування чи разове втручання, а як тривалий процес осмислення минулого, роботи з пам'яттю, відновлення внутрішньої цілісності та пошуку способів жити після війни.

Такий підхід істотно розширював уявлення про реабілітацію: ветеран потребував не лише лікаря або адміністративної послуги, а й простору, де його досвід може бути визнаний, проговорений і включений у ширший життєвий контекст.

Це добре узгоджується з висновками К. Ф. Шатана у статті «Горе солдатів: рух самодопомоги бойових ветеранів В'єтнаму», де особлива увага приділена ролі груп самодопомоги, ветеранської солідарності та колективного проговорення травматичного досвіду [41]. Саме такі практики підводили пресу й суспільство до розуміння потреби не лише в клінічній, а й у соціальній, груповій та підтримці на рівні громади (community-based support).

Отже, упродовж 1970–1990-х рр. друкована преса США зафіксувала й частково сформувала перехід від уявлення про ветерана як про людину з індивідуальними труднощами адаптації до розуміння посттравматичного стресового розладу (post-traumatic stress disorder, PTSD) як соціально-медичної проблеми, що потребує системної відповіді. Праці К. Ф. Шатана й Ч. Р. Фіглі допомагають побачити, що цей процес мав не лише журналістський, а й науково-професійний вимір: досвід ветеранів поступово ставав предметом клінічного аналізу, терапевтичних підходів і суспільної дискусії [41; 42]. Газетні матеріали, своєю чергою, перекладали цю складну проблематику мовою публічного співпереживання, конкретних історій і критики недостатньої підтримки. У результаті психологічна реабілітація почала осмислюватися як невід'ємна частина ветеранської політики, а не як приватна справа окремої людини. Саме тут друкована преса виконала важливу гуманізуючу функцію: вона допомогла зробити

«невидимі» наслідки війни видимими, а досвід ветеранів – суспільно значущим [3; 19; 21; 23; 33; 41; 42].

У 1980-х рр. тема «Agent Orange» стала одним із центральних сюжетів, через які американська друкована преса висвітлювала не лише медичні наслідки В'єтнамської війни, а й глибшу кризу довіри між ветеранами, державними інституціями, медичною експертизою та судовою системою. У матеріалі The Washington Post «Agent Orange» проблема подавалася як така, що виходила за межі індивідуального здоров'я окремих ветеранів і порушувала питання відповідальності держави за довготривалі наслідки використання хімічних речовин під час війни [6].

Важливим було те, що преса поступово переводила дискусію з площини сумнівів і бюрократичних процедур у площину моральної та правової відповідальності. Ветеран у цьому медійному сюжеті поставав не просто як пацієнт, який потребує лікування, а як людина, чий бойовий досвід мав бути визнаний державою разом із його фізичними, психологічними й соціальними наслідками. Саме тому проблема «Agent Orange» стала важливим елементом ширшого реабілітаційного дискурсу: вона показувала, що реабілітація неможлива без визнання причин травми, доступу до компенсацій і довіри до інституцій, відповідальних за допомогу ветеранам [6; 46].

Публікації The Washington Post і Los Angeles Times кінця 1980-х рр. демонструють, як навколо «Agent Orange» сформувався складний конфлікт між ветеранами, Адміністрацією ветеранів (Veterans Administration), медичними фахівцями, судами та громадською думкою. У матеріалах «Ветеранські організації розподіляють компенсаційні кошти» (Veterans Agencies Share Settlement), «Ветерани виграли рішення щодо "Agent Orange"», «Департамент у справах ветеранів повторно вивчатиме "Agent Orange"» та «Правила VA щодо наслідків "Agent Orange" скасовано» преса фіксувала не лише окремі юридичні рішення, а й зміну балансу сил у питанні визнання ветеранських претензій [27–29; 31]. Газетні матеріали показували, що ветерани та їхні організації були змушені домагатися визнання своїх хвороб і страждань через судові механізми, публічний тиск і тривалу боротьбу з адміністративною недовірою. У цьому сенсі «Agent Orange» став не просто медичною проблемою, а символом того, наскільки складним може бути шлях від бойової травми до її офіційного визнання, від особистого болю – до права на допомогу, лікування й компенсацію.

Водночас преса не обмежувалася висвітленням позиції самих ветеранів. Матеріал The Washington Post «Agent Orange і некомбатанти» (Agent Orange and the Noncombatants) розширював межі дискусії, показуючи, що наслідки війни стосувалися не лише військових, а й

ширшого кола постраждалих [12]. Це посилювало розуміння війни як події з довготривалими людськими й соціальними наслідками, які неможливо повністю вмістити в адміністративні категорії. Редакційна публікація «Позитивна зміна щодо “Agent Orange”» засвідчувала, що друкована преса могла виконувати функцію не лише спостерігача, а й морального арбітра, оцінюючи дії державних інституцій з погляду справедливості, відповідальності та гуманності [30].

У друкованій пресі США 1980–1990-х рр. Адміністрація ветеранів, а згодом Департамент у справах ветеранів, поставала як центральна інституція, від якої залежали медична допомога, компенсації, психологічна підтримка, соціальна адаптація та доступ ветеранів до реабілітаційних програм. У матеріалах «Адміністрація ветеранів» і «Що робить VA» преса представляла VA як масштабну систему, покликану забезпечувати ветеранів лікуванням, консультаціями, дослідженнями, спеціалізованими сервісами й підтримкою після повернення з війни [8; 16].

Водночас сам масштаб цієї системи робив її об’єктом постійної суспільної уваги: від ефективності VA залежало, чи буде реабілітація ветерана реальною практикою, а не лише формальною державною обіцянкою.

Разом з тим, газетний дискурс дедалі частіше підкреслював суперечливість цієї інституції. У публікаціях «На VA тиснуть, вимагаючи допомоги легіонам бездомних ветеранів», «США повільно допомагають хворим ветеранам», «Стратегічний відступ для бездомних ветеранів» поставала як бюрократична структура, яку критикували за повільність, формалізм, недостатню чутливість до психологічних і соціальних наслідків війни та складність доступу до допомоги [14; 17; 22; 38]. Отже, у медійному дискурсі 1980–1990-х рр. VA водночас символізувала державну відповідальність перед ветеранами й межі цієї відповідальності, коли реальні потреби людей випереджали інституційну здатність системи реагувати швидко, комплексно та гуманно.

У 1980–1990-х рр. у друкованій пресі США дедалі помітніше змінювалося саме розуміння реабілітації ветеранів: вона вже не зводилася лише до медичного лікування, компенсацій або професійної адаптації. Газетні матеріали почали фіксувати ширший соціальний вимір проблеми — втрату житла, нестабільність повсякденного життя, розрив сімейних і громадських зв’язків, самотність, залежності, психологічні наслідки війни та потребу в тривалому супроводі. У публікації «На VA тиснуть, вимагаючи допомоги легіонам бездомних ветеранів» бездомність постає не як випадкова особиста невдача, а як симптом глибшої кризи повернення ветеранів до цивільного життя [14]. Саме через такі матеріали преса

поступово переводила реабілітаційний дискурс із клінічної площини в соціальну: ветеран потребував не лише лікування, а й безпечного простору, стабільного житла, людської підтримки та можливості знову відчути себе частиною громади.

Особливо виразно цей соціальний вимір простежується у матеріалах, присвячених бездомним ветеранам В'єтнамської війни. У статті «Ветерани невдачі: для багатьох бездомних відчай народився у війні під назвою В'єтнам» (Veterans of Failure: For Many Homeless, the Despair Was Born in a War Called Vietnam) проблема бездомності пов'язувалася з довготривалими наслідками бойового досвіду, труднощами психологічного відновлення та недостатністю інституційної підтримки [25].

Подібну гуманізовану оптику демонструє й «Лист із притулку для ветеранів», де простір притулку подано не лише як місце тимчасового перебування, а як середовище, у якому концентруються соціальні наслідки війни — втрата роботи, розірвані стосунки, психічне виснаження, невпевненість у майбутньому та потреба в елементарній людській присутності [34].

Такі публікації були важливими тому, що руйнували спрощене уявлення про реабілітацію як коротку післявоєнну процедуру і показували її як тривалий, нерівномірний та часто болісний процес повернення до повсякденного життя.

Водночас друкована преса звертала увагу не лише на кризові прояви, а й на пошук альтернативних моделей допомоги. Матеріал Дж. Гаркаві «Програма школи Hurricane Island Outward Bound допомагає лікувати психологічні шрами війни: травмовані ветерани В'єтнаму вчаться долати гору проблем» показував, що психологічне відновлення могло відбуватися через груповий досвід, фізичне випробування, взаємодію з іншими ветеранами та символічне подолання власних меж [26].

У статті М. Корвіна «Для ветеранів В'єтнаму старий готель став місцем зцілення» локальний простір підтримки постає як своєрідна модель підтримки на рівні громади, де житло, взаємодопомога й повсякденна стабільність стають частиною реабілітації [32]. Ці сюжети засвідчують, що в 1980-х рр. преса дедалі частіше помічала значення неформальних і напівформальних середовищ, у яких ветерани могли не лише отримати послугу, а й відновити довіру, соціальні зв'язки та відчуття контролю над власним життям.

У 1990-х рр. ця логіка особливо виразно проявилася у висвітленні діяльності Vet Centers і локальних програм підтримки. У матеріалах Д. Маклеллана «Війна, що все ще триває: у Vet Center в Анахаймі та по всій країні травмовані ветерани В'єтнаму знову переживають свої спогади й

опрацьовують тривалу травму» та «Рани, які ніяк не гояться» Vet Centers постають як простори довготривалої психосоціальної роботи, де допомога ветеранові не обмежується діагнозом або адміністративною процедурою [39; 40]. Водночас матеріал «Стратегічний відступ для бездомних ветеранів» показував складність і суперечливість таких ініціатив, адже навіть локальні програми могли стикатися з конфліктами, нестачею ресурсів і напруженням у відносинах із державними структурами [38]. Отже, у газетному дискурсі 1980–1990-х рр. реабілітація дедалі більше поставала як довготривалий соціальний процес, що потребує житла, групової терапії, підтримки на рівні громади (community-based support), стабільних локальних центрів і гуманного ставлення до ветерана як до людини з комплексним досвідом війни, втрати й поступового відновлення [14; 25; 26; 32; 34; 38–40].

У таблиці 1 наведені ключові медійного дискурсу навколо проблеми реабілітації ветеранів у США у період з 70-х по 90-ті роки XX століття.

Таблиця 1

Періодизація висвітлення системи реабілітації військових в медійному дискурсі друкованої преси США

Період	**Характер медійного дискурсу**	**Основні теми**
Кінець 1960-х – початок 1970-х	Повернення ветерана до цивільного життя	Працевлаштування, GI Bill, соціальна адаптація
1970-ті	Поява образу травмованого ветерана	Post-Vietnam Syndrome, відчуження, протест, криза підтримки
1980-ті	Інституціоналізація ветеранських проблем	ПТСР, Agent Orange, Vet Centers, критика VA
1990-ті	Довготривалі наслідки війни	Бездомність, community support, реабілітаційні центри, повторне осмислення В’єтнаму

Окремо слід розглянути гендерний та расовий вимір у висвітленні ветеранської реабілітації. Цей вимір в американській друкованій пресі 1980-

х рр. засвідчує, що досвід ветеранів В'єтнамської війни не був однорідним. Поряд із загальними сюжетами про посттравматичний стресовий розлад, бездомність, труднощі працевлаштування або критику Адміністрації ветеранів, преса поступово почала звертати увагу на групи, чиї проблеми тривалий час залишалися менш помітними в офіційному й суспільному дискурсі. Матеріал А. С. Брісбейна «Чорношкірі ветерани відмовляються від участі в меморіальних заходах», опублікований у The Washington Post, показував, що афроамериканські ветерани нерідко сприймали офіційні практики вшанування як недостатні або такі, що не враховують їхнього специфічного досвіду війни, расової нерівності та післявоєнного повернення до суспільства [9]. У цьому контексті реабілітація постає як питання соціального визнання, рівного доступу до підтримки та включення голосів расових меншин у публічну пам'ять про війну.

Не менш важливим було поступове висвітлення досвіду жінок-ветеранок, які довго залишалися на периферії медійної й інституційної уваги. У публікації Л. Крамер «Жінки-ветеранки В'єтнаму: вихід із тіні» у The Washington Post було порушено проблему подвійної невидимості жінок у ветеранському дискурсі: як учасниць війни та як осіб, що також потребували психологічної, соціальної й медичної підтримки після повернення [18].

Їхній досвід часто не вписувався у домінантний образ ветерана як чоловіка-комбатанта, через що травматичні наслідки служби, потреби у консультуванні, соціальному прийнятті та доступі до ветеранських програм могли залишатися недооціненими. Саме тому звернення преси до жіночого ветеранського досвіду мало важливе значення: воно розширювало саме поняття військової реабілітації, показуючи, що допомоги потребують не лише ті, хто відповідає традиційному уявленню про фронтовика.

Отже, расовий і гендерний аспекти газетного дискурсу дозволяють глибше зрозуміти нерівномірність ветеранського досвіду в США. Афроамериканські ветерани та жінки-ветеранки стикалися не тільки з універсальними труднощами післявоєнної адаптації, а й з додатковими бар'єрами — недостатньою видимістю, стереотипами, слабшим представництвом у публічній пам'яті та інституційній політиці. Публікації The Washington Post засвідчують, що друкована преса поступово почала виводити ці проблеми на поверхню, роблячи реабілітаційний дискурс більш складним і людяним [9; 18].

У такій перспективі реабілітація ветеранів постає не як універсальна процедура, однакова для всіх, а як соціально чутливий процес, що має враховувати расову, гендерну, професійну та психологічну різноманітність військового досвіду.

Висновки. Проведений аналіз дає підстави стверджувати, що впродовж 1960–1990-х рр. американська друкована преса відіграла важливу роль у формуванні суспільного розуміння реабілітації військових і ветеранів. На ранньому етапі, наприкінці 1960-х – на початку 1970-х рр., реабілітація у матеріалах The New York Times, The Washington Post та інших видань переважно осмислювалася через проблеми працевлаштування, освіти, використання GI Bill і повернення ветерана до економічно активного життя [1; 4; 47]. Однак уже в цих публікаціях простежувалося усвідомлення того, що формальне існування державних програм не гарантувало їхньої реальної доступності й ефективності. Таким чином, преса поступово виводила проблему ветеранської реадаптації з площини індивідуальної відповідальності в площину суспільної та державної відповідальності.

У 1970–1980-х рр. у газетному дискурсі відбулося помітне зміщення акцентів від економічної адаптації до психологічного й соціального виміру повернення з війни. Публікації про «поств'єтнамський синдром», посттравматичний стресовий розлад, ізоляцію, відчуження та довготривалі наслідки бойового досвіду сприяли видимості тих проблем, які раніше часто залишалися приватизованими або морально стигматизованими [3; 19; 21; 23; 33; 41; 42]. Водночас преса не лише гуманізувала досвід ветеранів, а й інколи закріплювала суперечливий образ «травмованого», «непристосованого» чи «небезпечного» ветерана [44; 45].

Саме ця подвійність засвідчує важливість критичного прочитання газетних матеріалів як історичного джерела: вони одночасно розширювали суспільне співчуття і формували стереотипи, що впливали на подальше сприйняття ветеранської реабілітації.

Окреме значення мало висвітлення теми «Agent Orange», діяльності Адміністрації ветеранів, а згодом Департаменту у справах ветеранів, а також проблем бездомності, Vet Centers і локальних програм підтримки. У 1980–1990-х рр. реабілітація у друкованій пресі дедалі частіше поставала не лише як медична допомога, а як боротьба за юридичне визнання, компенсацію, довіру до державних інституцій і моральне відновлення справедливості [6; 12; 27–31; 46]. Водночас матеріали про бездомних ветеранів, притулки, групову терапію, Vet Centers і підтримку на рівні громади засвідчили перехід до ширшого соціального розуміння реабілітації як довготривалого процесу, що включає житло, повсякденну стабільність, психологічну допомогу, людську присутність і включення ветерана в громаду [14; 25; 26; 32; 34; 38–40].

Крім того, друкована преса США 1960–1990-х рр. була не лише відображенням ветеранської проблематики, а й активним учасником її суспільного конструювання. Вона допомогла перевести реабілітацію

військових із вузького поля фізичного лікування або професійної реадаптації у ширший гуманітарний, соціальний, правовий та інституційний контекст. Особливу цінність становить те, що газетні матеріали дозволяють побачити не тільки політику держави, а й людський вимір повернення з війни – досвід болю, втрати, недовіри, боротьби за визнання та поступового відновлення. У цьому сенсі медійний дискурс друкованої преси є важливим історичним джерелом для дослідження еволюції американської системи реабілітації військових і ветеранів, а також для розуміння того, як суспільство вчилося бачити у ветеранові не лише колишнього солдата, а людину з комплексною потребою у підтримці, гідності та реінтеграції.

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ДУШПАСТИРСЬКА ДІЯЛЬНІСТЬ О. ПЕТРА СЕРЕЙКЕВИЧА НА ДРОГОБИЧЧИНІ (ПЕРША ПОЛОВИНА XIX СТ.): ШТРИХИ ДО БІОГРАФІЇ

Анотація. У статті здійснено комплексне дослідження душпастирської та суспільної діяльності греко-католицького священика о. Петра Серейкевича – пароха с. Літиня на Дрогобиччині у першій половині XIX ст. На основі архівних документів, візитаційних актів, метричних книг, шематизмів та матеріалів церковного діловодства реконструйовано основні напрями його діяльності, а також особливості церковно-релігійного життя місцевої громади. З'ясовано, що о. Петро Серейкевич належав до нового покоління греко-католицького духовенства, сформованого в умовах австрійських реформ та семінарської освіти кінця XVIII – початку XIX ст.

Як випускник генеральної семінарії, він поєднував традиційне душпастирське служіння з виконанням освітніх, адміністративних і суспільних функцій. У статті висвітлено участь священика в організації парафіяльного життя, підтримці церковного шкільництва, моральному вихованні парафіян, боротьбі з пияцтвом та популяризації вакцинації від віспи. Простежено діяльність о. Петра Серейкевича щодо адміністрування філіальної церкви у с. Тинів, взаємодії з дяками, сотрудниками та місцевою громадою. Значну увагу приділено аналізу візитації 1816 р., яка дає змогу реконструювати матеріальний стан парафії, особливості богослужбової практики, релігійності населення та повсякденного життя громади. Встановлено, що одним із найважливіших результатів душпастирства

о. Петра Серейкевича стало спорудження нової церкви Св. Параскеви у Літині впродовж 1821–1825 рр., що засвідчило зростання організованості та релігійної активності місцевої громади. З'ясовано, що діяльність літинського пароха виходила за межі суто релігійної сфери й охоплювала освітні, соціальні та громадські аспекти життя села. Постать о. Петра Серейкевича розглядається як характерний приклад галицького греко-католицького душпастиря доби австрійських реформ, який відігравав важливу роль у розвитку локальної громади та підтриманні релігійно-культурної традиції.

Ключові слова: греко-католицьке духовенство, Дрогобиччина, о. Петро Серейкевич, Перемиська єпархія, душпастирська діяльність, церковне життя, парафія, біографістика.

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PASTORAL ACTIVITY OF FR. PETRO SEREYKEVYCH IN THE DROHOBYCH COUNTY (FIRST HALF OF THE 19TH CENTURY): BIOGRAPHICAL SKETCHES

Abstract. The article presents a comprehensive study of the pastoral and social activity of the Greek Catholic priest Fr. Petro Sereykevych, parish priest of the village of Litynia in the Drohobych region during the first half of the nineteenth century. On the basis of archival documents, visitation records, parish registers, schematisms, and church administrative materials, the main directions of his activity as well as the peculiarities of the local church and religious life have been reconstructed. It has been established that Fr. Petro Sereykevych belonged to a new generation of Greek Catholic clergy formed under the influence of Austrian reforms and seminary education of the late eighteenth and early nineteenth centuries. As a graduate of the General Theological Seminary, he combined traditional pastoral ministry with educational, administrative, and

social functions. The article highlights the priest's participation in organizing parish life, supporting church schooling, providing moral instruction to parishioners, combating alcoholism, and promoting smallpox vaccination. Particular attention is paid to Fr. Petro Sereykevych's administration of the filial church in the village of Tyniv and his interaction with cantors, assistant priests, and the local community. Considerable emphasis is placed on the analysis of the 1816 visitation record, which makes it possible to reconstruct the material condition of the parish, the peculiarities of liturgical practice, the religiosity of the population, and the everyday life of the community. It has been determined that one of the most important achievements of Fr. Petro Sereykevych's pastoral ministry was the construction of the new Church of St. Paraskeva in Litynia during 1821–1822, which testified to the growing organization and religious activity of the local community. The study demonstrates that the activity of the Litynia parish priest extended beyond the purely religious sphere and encompassed educational, social, and civic aspects of village life. Fr. Petro Sereykevych is regarded as a representative example of a Galician Greek Catholic pastor of the Austrian reform era who played an important role in the development of the local community and in preserving religious and cultural traditions.

Keywords: Greek Catholic clergy, Drohobych county, Fr. Petro Sereykevych, Peremyshl Eparchy, pastoral activity, church life, parish, biography studies.

Постановка проблеми. Наприкінці XVIII – у першій половині XIX ст. греко-католицьке духовенство Галичини зазнавало помітних трансформацій, пов'язаних із реформами Габсбурзької монархії та модернізацією церковного життя. Важливу роль у цих процесах відіграло формування нового покоління душпастирів, які здобули богословську освіту в заснованих за австрійського панування генеральних і дієцезіальних семінаріях. Саме такі священики поєднували традиційне пастирське служіння із виконанням адміністративних, освітніх та суспільно-дисциплінарних функцій, що відповідало новим вимогам державної церковної політики. До цього покоління належав і о. Петро Серейкевич – парох с. Літиня на Дрогобиччині, який упродовж кількох десятиліть здійснював душпастирську діяльність у місцевій греко-католицькій громаді. Його служіння припало на період активного реформування парафіяльного життя, поширення вакцинації, організації шкільництва, впорядкування церковного господарства. Попри наявність окремих праць, присвячених церковно-релігійному життю Дрогобиччини, постать о. Петра Серейкевича й досі не стала предметом окремого історичного дослідження, що зумовлює актуальність цієї студії.

Аналіз останніх досліджень. Історія греко-католицького духовенства Галичини XIX ст. привертала увагу українських і польських дослідників. О. Турій, І. Райківський, Н. Колб, Ю. Стецик, А. Заярнюк, С. Стемпень досліджували соціальне становище, освітній рівень, суспільну роль і національно-культурну діяльність галицького духовенства. Окремі аспекти діяльності греко-католицьких священиків Дрогобиччини висвітлювалися у працях М. Галіва та П. Василіва. У біографічних нарисах про о. Антонія Лужецького [1; 3] охарактеризовано його душпастирську та культурно-просвітницьку діяльність. У статті про о. Володимира Хиляка проаналізовано поєднання душпастирської, літературної та громадської праці священика [2]. В окремій монографії реконструйовано історію місцевої парафії та храму [4]. Водночас діяльність о. Петра Серейкевича висвітлено побіжно, що й зумовлює потребу окремого дослідження його душпастирської та суспільної діяльності.

Мета статті – розкрити душпастирську діяльність о. Петра Серейкевича в с. Літиня на Дрогобичинні (1805–1845 рр.).

Виклад основного матеріалу. Парафія с. Літиня відома в історичних джерелах з 1507 р. Вона належала до Мокрянського деканату Перемиської православної, а згодом унійної єпархії й тривалий час становила бенефіцій священичої родини Літинських. Лише наприкінці XVIII ст., після загасання цієї родини, парафію було передано "немісцевому" священику – о. Івану Добрівлянському, котрий, проте, був парохом старої формації. Після його смерті у 1805 р. на парафію до Літині було скеровано священика о. Петра Серейкевича (Sereykiewicz). Згідно з церковними актами, це відбулося 13 серпня [18, s. 53], відповідно до урядових – 17 вересня зазначеного року [9, арк. 81–81зв, 91]. У цей час австрійські урядники вже розглядали питання про виплату йому додатку до конґруи (доходу від пробоства) не лише з Літині, але й Тинова [9, арк. 78–79].

Відомо, що новопризначений священик о. Петро Серейкевич у четвертому кварталі 1805 р. побував на екзамені в мокрянського декана о. Онуфрія Завалкевича, який в екзаменаційному табелі занотував, що моральна поведінка нового літинського пароха "здається добра", здібності достатні, власне моральність – чеснотлива [20, s. 88v–89]. У 1806–1807 рр. о. Петра Серейкевича екзаменував новий мокрянський декан – о. Теодор Гілевич, парох с. Добрівляни (пізніше – парох с. Новошичі). Останній відзначив притаманні літинському священикові моральну поведінку, прагнення вдосконалюватися в науках [20, s. 96v–97, 105v–106]. У 1808 – 1813 рр. мокрянський декан о. Антоній Котович з Броници висловлював схожі оцінки на адресу літинського священика [20, s. 111v–112, 122v–123, 130v–131, 146v–147, 153v–154].

Про попередній період життя о. Петра Серейкевича відомо небагато. Як повідомлялося в одному з документів за 22 грудня 1808 р., він був випускником генеральної семінарії [9, арк. 91–93] (вочевидь, Львівської греко-католицької). З метричних книг Літині довідуємося, що у лютому 1806 р. померла п'ятирічна донька пароха – Соломія Серейкевич [14, арк. 129зв]. Дружину священика звали Текля. Її ім'я часто згадується у метриці народжених літинської парафіії як хресної матері. Так, 4 жовтня 1811 р. "жону пароха" запросили охрестити новонародженого Івана – сина Петра Білого і Варвари (з роду Ченьба) [14, арк. 86зв]. 25 лютого 1818 р. Текля Серейкевич і корчмар Іван Любчак стали хресними батьками для новонародженої дівчинки Анни – доньки "регента" (дяка) Стефана Матольського і його дружини Теодозії. Того ж дня вона охрестила Михайла – сина Федора Галушки і Євки (Коваль) [14, арк. 105зв]. 23 лютого 1820 р. Текля Серейкевич і корчмар Іван Любчак хрестили новонародженого Федора – сина Андрія Ковалика і Анни, з роду Любчак [14, арк. 106зв]. 20 серпня 1820 р. дружина пароха і дяк Стефан Матольський стали хресними батьками хлопчика Лаврентія, який народився у родині Андрія Маласича та Меланії (з роду Коваль) [14, арк. 108зв]. 6 грудня 1820 р. Текля Серейкевич ("ксьондза пароха жона") стала хресною матір'ю для новонародженої дівчинки Катерини – доньки дяка Стефана Матольського і його дружини Теодозії. До речі, хресним батьком був корчмар ("пропінатор") Іван Любчак і другою хресною матір'ю – Олександра Яновська, дружина пароха с. Добрівляни. У той же день Текля Серейкевич хрестила ще одну новонароджену Катерину – доньку Гриня Любчака та Пелагії з роду Козак [14, арк. 109зв]. 23 лютого 1829 р. дружина священика разом з громадським писарем Теодором Харівим охрестила третю дитину дяка Стефана Матольського – Анну [15, арк. 29]. Уже у вересні того ж року вона виступила в ролі хресної для новонародженого Михайла – сина громадського писаря Теодора Харіва [15, арк. 31зв]. Відзначимо, що перелік похресників у дружини літинського пароха на цьому не вичерпується: мешканці Літині часто запрошували її стати хресною для своїх дітей.

Літиня на початку душпастирського служіння о. Петра Серейкевича була доволі чисельною парафією. На 1807 р. вона налічувала 2110, на 1809 р. – 2120, у 1810 р. – 2030 парафіян [21, s. 62, 79, 87]. Припускаємо, що до цієї кількості зарахували і мешканців с. Тинів, бо вже наступного року, згідно з річним табелем Мокрянського деканату, у Літині зафіксовано 1612 парафіян [21, s. 72]. На той час основною проблемою для о. Петра Серейкевича було розповсюджене серед парафіян пияцтво. Щоправда, священик повідомляв деканові, що за допомогою "науки і штрафування" багато літинців "поправилося". У селі проводилася вакцинація від віспи, у

важливості якої переконував священик. Вагомою була і проблема народження та хрещення дітей. На 1808 р. в Літині вже не було баби-повитухи, через що "багато дітей неживих родить ся" [21, s. 72].

Зауважимо, що ця ж проблема хвилювала пароха о. Петра Серейкевича й надалі, з огляду на що він звертався до властей Самбірського округу. На 1812–1813 рр. баби-повитухи в Літині ще не було, а при пологах, як писав парох, "кобіти самі собі помагають". Уже 1819 р. було декілька повитух, проте "не апробованих". Через п'ять років у селі було дві баби-повитухи [21, s. 92, 97, 104, 132]. Згідно з інформацією пароха, у 1819 р. в Літині здійснено щеплення від віспи 168 дітей. У 1821 р. всі місцеві діти були вакциновані від віспи. Померли, однак, двоє дітей – Данило Полюжин і Іван Гулін, які народилися в попередньому році, коли вакцинатор не побував у селі.

Священик був зобов'язаний чотири рази на рік виголошувати у церкві проповіді щодо необіхності вакцинування від віспи, що він і зробив, наприклад, 8 квітня, 17 червня, 22 липня і 21 жовтня 1821 р. Вже у 1826 р., як повідомляв о. Петро Серейкевич, випадків віспи не було і "щепитель" (вакцинувальник) до села не навідувався [21, s. 104, 111, 150].

Деякий час о. Петро Серейкевич мав помічників – сотрудників. Станом на 1 листопада і 4 грудня 1807 р. в документах велася мова про адміністрування літинським парохом парафії Тинова як філіальної. При цьому чиновники посилалися на ерекційні документи 1782 і 1790 рр. й наводили суми різних доходів [9, арк. 80–81зв]. Функції сотрудника в Тинові у 1807 р. виконував о. Іван Лещинський [9, арк. 87]. На 1816 р. сотрудником зафіксовано о. Івана Муссаковського, який відправляв богослужіння у церкві с. Тинів [18, s. 55]. Дещо пізніше (1818 – 1819 рр.) сотрудником став о. Бенедикт Яновський, який також, припускаємо, виконував душпастирські обов'язки у Тинові [9, арк. 94–96зв, 97–97зв, 99]. У табелі Мокрянського деканату за 1823 р. сотрудником у Літині зафіксовано о. Гавриїла Борецького [23, s. 35]. На 1836 р. сотрудником у с. Тинів служив о. Костянтин Негребецький, який наприкінці березня того ж року став хресним батьком для сина літинського громадського писаря Теодора Харіва [15, арк. 126].

Зауважимо, що у 1812 р. парафія с. Літиня налічувала 2233, а в 1813 р. – 2390, у 1819 р. – 1882, у 1821 р. – 1814, у 1822 р. – 1835, у 1824 р. – 1898, у 1825 р. – 1940, у 1826 р. – 1970, у 1827 р. – 1994 особи [21, s. 92, 97, 104, 111, 124, 132, 141, 150, 158]. Вочевидь, наведені показники за 1812 і 1813 рр. включали і парафіян із Тинова, оскільки в табелях Мокрянського деканату це село окремо не фігурувало. На 1821 р. капеланія с. Тинів налічувала 553 "душі" [21, s. 113].

На час душпастирства о. Петра Серейкевича до Літині на початку травня 1816 р. навідався перемиський греко-католицький єпископ (і незабаром митрополит) Михайло Левицький з метою візитації. На той час у латиномовному візитаційному акті чітко зазначалася належність до парафії Літині тинівської церкви як філіальної. Про літинську церкву титулу Св. Параскеви зазначалося, що її колятором є королівський маєстат. Церкву було зведено з дерева за архітектурною формою, що відповідала грецькому обряду. Вона визнавалася добре всередині і зовні оздобленою. У церкві містився іконостас, але "царські ворота" (Carskie Wrata) на той час були відсутні через їхній зруйнований стан. Візитація зафіксувала два великі вівтарі – один бічний та ще три (більший і два менші) поруч. На бічних вівтарях також відправлялися богослужіння. Парох не знав, чи ці вівтарі з інструментами отримали благословлення з дозволу консистора, оскільки немав відомостей від попередніх парохів. Однак запевняв, що у філіальній церкві бічні вівтарі та інструменти отримали благословення мокрянського декана.

Усі вівтарі в літинській церкві були визнані належно оздобленими, але антимінси перебували лише на двох з них. Антимінси виявилися давніми, але ще в доброму стані. Жодних забобонних образів та малюнків у церкві не було [18, s. 53].

Візитаційний акт 1816 р. зафіксував при літинській церкві наявність дзвіниці (як і при філіальній церкві у Тинові). А от саму церкву Св. Параскеви в Літині окреслено як "напівзруйновану, занадто малу", яка не вміщає парафіян. "А тому парох та парафіяни впродовж багатьох років пишуть супліки (мабуть, з проханням дозволити побудувати нову церкву. – М. Г.) до властей циркулу (Самбірського округу. – М. Г.) та губерніального уряду, але їм нічого наразі не вдалося зробити", – йшлося в документі. Біля парафіяльної церкви знаходився огороджений і обведений фосою цвинтар, а біля філіальної його не було, – він містився дещо окремо у "відкритому полі". У парафії Літиня біля громадських доріг зафіксовано наявність хрестів і фігур Спасителя, деякі з них новозведені, інші були в напівзруйнованому стані [18, s. 53].

З приводу наявних у парафіяльній та філіальній церквах книг для богослужінь візитаційний акт повідомляв коротко: є всі необхідні. Різний священичий одяг, інколи дещо пошкоджений, зберігався в належному стані. Необхідний церковний посуд також був наявний, як і всі необхідні знаряддя для богослужінь [18, s. 53–54]. У літинській церкві знаходилися протоколи розпоряджень як від Консистора, так і від державних інституцій. Якихось парафіяльних актів, крім метричних книг, у церкві не було. Зберігався, проте, рукописний привілей польського короля [18, s. 54].

Певні пункти візитаційного акту 1816 р. стосувалися церковних слуг та парафіян. Церковний дяк (без вказівки імені та прізвища) в Літині характеризувався як здібна, тверезa людина, яка не доводить парафіян до гріха. У церкві с. Тинів дяка на той час не було. У недільні та святкові дні, відповідно до ритуалу, всі богослужіння належно відправлялися, а в дні урочистих свят відправлялися вечірні. У сорокадений піст в парафіяльній та філіальній церквах відправлялася Літургія Напередосвячених дарів "за давнім звичаєм" двічі на тиждень. У недільні та святкові дні парох читав Євангеліє, щоб "народ виховувався у зачатках віри". Здібних до духовного навчання дітей у парафії Літиня разом з філією в Тинові налічувалося 787 осіб. Жодного разу, як свідчить візитаційний протокол, в парафії не померла хвора дитина без хрещення, сповіді і причастя та останнього помазання. Парох оголошував заповіді подружнім парам із катехитичної науки й проводив їхнє екзаменування. Відзначалося, що парох відправляв не менше 52 фундаційних богослужінь (мабуть, за рік), а їх перелік надсилав до консисторії. Він приймав помірні пожертви від парафіян і відправляв за них богослужіння [18, s. 54].

Значну увагу візитаційний акт присвячував новонародженим дітям. У документі зазначалося, що на парафії немає жодної баби-повитухи, тільки приватні, які в часі випадку навчені здійснити хрещення водою. Відповідаючи на питання, чи парафіяни не звикли за довгий час своїх новонароджених дітей приносити для хрещення, в документі зазначалося: нині прийнято в Літині хрестити дітей у той же день, коли вони народжуються, разом з конфірмацією; іноді дитину хрестять вдома, але на виконання цього відводиться не більше 8 днів. Вказувалося, що Св. Тайни у приватних будинках не відправляються, окрім випадків потреби. Парох, дотримуючись приписів ритуалу, під час адміністрування Св. Тайн носив священичий одяг. Усі книжки, необхідні для спасіння душ та для богослужінь, зокрема Свята Біблія, були у пароха [18, s. 54].

Житлові і господарські будинки для священика в Літині були збудовано його ж коштом (можливо, попередніми парохами), а у Тинові вони перебували в напівзруйнованому стані. Зменшення репарацій (виплат і відпрацювань) на користь церкви та парафіяльної забудови не спостерігалося. Не все було гаразд щодо церковних ґрунтів, оскільки син дяка зумів надбати "кавалок" на 20 корців. Хоч парох і боровся проти відчуження, проте Прокураторія Скарбу стала на бік першого [18, s. 54–55].

Важлива інформація в аналізованому візитаційному протоколі стосується церковного братства. Виявляється, його було засновано щойно у 1815 р., і воно дбало про освітлення храму восковими свічами, збирало пожертви. При парафіяльній церкві був провізор (ім'я та прізвище не

вказувалося), який відзначався моральністю і пильно виконував свої обов'язки. Парафіяльна людність, відповідно до візитаційного акту, уважно відвідувала богослужіння, слухала катехитичні науки. Парафіяни головної та філіальної церков відвідували богослужіння у своїх селах (тобто мало навідувалися одні до одних). Молодь у парафіяльній церкві під час богослужінь стояла окремо від інших. На запитання про наявність звичаю щоб парафіяни, які зібралися на богослужіння, разом із хором співали хоча б те, що часто повторюється і є кожному відоме, зазначалося: "Деякі співають".

Цікавою була відповідь на питання про те, чи посилають батьки своїх здібних дітей на катехизмову науку в недільні та святкові дні, чи їх у своїх домівках самі навчають. Виявилося, що останім часом це відбувається рідко, але батьки самі не в змозі навчати вдома, оскільки також мало навчені. Водночас декларувалося, що у парафії немає якихось зловживань, згіршень та забобонності. Представники громади (війт, присяжні та інші) у виконані своїх релігійних обов'язків вважалися уважними та були добрим прикладом для інших. Домініальних чиновників, інституцій для убогих, шпиталів у парафії не було [18, s. 55].

Окремий пункт візитаційного акту стосувався проведення щеплень від віспи, що на той час активно популяризувала австрійська влада та церковна ієрархія усіх конфесій. У документі відзначалося, що вакцинація здійснюється щороку відповідно до інструкцій, а також відбувається переконування (мабуть, парохом) людей щодо потреби щеплення. Надалі знову ж візитаторів цікавили питання моральності парафіян, тож у документі наголошувалося, що в парафії дотримуються святості неділь і свят (тобто люди належно святкують, а не працюють). Тим більше, що в парафії ніякі ярмарки у ці дні не проводяться, полювання також не відбуваються, а "пропінаційні будинки" (шинки, корчми) під час богослужінь закриваються. Відзначалося, що місцевий парох не повідомив домінію та прокураторію про візитацію [18, s. 55].

Завершальні пункти візитаційного акту, підписаного о. Петром Серейкевичем, вказують на поширення серед парафіян требників, пошанування постів, зокрема Пилипівки та сорокаденного, святкування свят апостолів Петра і Павла та свят, присвячених Богородиці, припинення надання шлюбів у сиропусну неділю тощо. Йдеться також про традицію пароха вітати парафіян у церкві словами "Мир Вам" [18, s. 56]. Припускаємо, що саме єпископська візитація підштовхнула громаду Літині до декларації щодо утримання вчителя, який водночас повинен бути й дяком в церкві (2 червня 1816 р.). Літинська громада зобов'язалася йому платити 150 ринських. За дяком зберігалися і певні "доходи церковні" [19, s. 227].

Судячи з візитаційного акту 1816 р., головним клопотом пароха та парафіян Літині було зведення нової церкви. Підготовка цієї справи, очевидно, тривала вже декілька років поспіль. Як свідчить губерніальний документ від 23 січня 1813 р., літинець Іван Михалик розмістив легат на суму 333 фл. 45 кр. у Самбірській касі, і цей капітал лежав непорушно з 1807 р. [10, арк. 3–3зв]. На травень 1821 р. із цього депозиту набігли відсотки на суму 66 фл. 45 кр. віденської валюти. Важливо, що літинський парох спробув зняти ці кошти з депозиту саме в цей час [10, арк. 5–6]. Проте справа, напевно, рухалася повільно через брак коштів, матеріалів і необхідних дозволів. На кінець 1821 р. громада Літині зуміла зосередити для побудови церкви суму у розмірі 1335 фл., ще 333 фл. і 45 кр. пожертвував, про що йшлося вище, мешканець Літині Іван Михалик. Як засвідчує документ від 10 грудня 1821 р., ці кошти призначалися “на фундацію церкви Літинської, котра в році наступному (1822-у. – М. Г.) має сі ставити” [10, арк. 1–2]. Водночас легат Івана Михалика разом з відсотками ще в січні 1822 р. знаходився на рахунку [10, арк. 7–7зв].

На жаль, про побудову церкви в Літині, з огляду на брак джерел, більше нічого невідомо. Припускаємо, її зводили упродовж 1821 – 1822 рр. За переказами, будівничим (або одним із них) був колишній війт Іван Кемпа. Згадки про нього знаходимо у метричних книгах кінця XVIII – першої половини XIX ст. Відомо, що він мешкав у хаті № 19, був одружений з Оленою Міштурак, мав синів Якова, Михайла, Арестія, Андрія. Згідно з метричними записами, Іван Кемпа помер 9 грудня 1848 р. у віці 71 року [14, арк. 43, 60, 68зв, 89; 15, арк. 41зв, 95зв, 99; 16, арк. 39]. З огляду на вказаний вік, можна стверджувати, що він народився у 1777 р.

Будували нову церкву або ж на місці старої, або неподалік від неї. Принаймні карта Фрідріха фон Міга 1779–1783 рр. засвідчує, що попередня церква Св. Параскеви в Літині містилася приблизно там, де згодом збудовано нову. На карті 1811 р. знову ж розташування старої церкви майже співпадає з локацією, де у 1820-х рр. постала нова церква [12, арк. 15]. За деякими відомостями церкву було завершено у 1825 р., а її іконостас коштував 100 злр. [11, арк. 2–2зв]. З пізніших джерел відомо, що верхню частину іконостаса було взято зі старої церкви [22, s. 2], яку, припускаємо, розібрали.

Цікаво, що у джерелах немає інформації про посвячення чи благословення церкви єпископом. Особливе зацікавлення викликає повідомлення інвентарю 1929 р., в якому зазначено, що церква Св. Великомучениці Параскеви в Літині була збудована у 1821 р., але залишилася непосвяченою й невідомо чи отримала благословення [22, s. 1]. Вочевидь, на той час не існувало практики посвячення персонально

єпископом кожної парафіяльної церкви. Достатньо було отримати від єпископа посвячені антимінси, покласти їх на вівтар у церкві і здійснювати богослужіння. В історичних джерелах нічого не мовиться про отримання антимінсу від тогочасного перемиського греко-католицького єпископа Івана Снігурського для церкви в Літині. На нашу думку, місцеві священики у XIX ст. користувалися антимінсами зі старої церкви (і лише на початку XX ст. отримали нові антимінси).

Будівля зведеної у 1821 – 1822 рр. літинської церкви – тризрубна, безверха, на бетонному фундаменті, опоясана внизу вузьким дашком. Бабинець і нава знаходяться в одному об'ємі, під спільним двосхилим дахом, гребінь якого вінчає сигнатурка, де висить невеликий дзвін. Посередині стін цього об'єму виділяється вертикальний брус для жорсткості конструкції будівлі. До великого вівтаря, накритого трисхилим дахом, з півночі та півдня прибудовані ризниці. Бабинець від заходу має маленький присінок.

Практично усі стіни церкви (як і дзвіниці) вертикально шальовані дошками з лиштвами. Замість карниза зробили маленькі виступи прямокутної форми на однаковій відстані один від одного [5; 8, с. 339–340].

Біля новозбудованої церкви вже не було цвинтаря. Старий цвинтар, який тягнувся від церкви до ріки Трудниця, занепав настільки, що на його місці на початку XIX ст. почали зводити плебанію [6]. Відповідно до вимог австрійських властей, кладовища слід було облаштовувати за межами поселень, тож і в Літині при шляху до с. Грушів започаткували цвинтар, на якому хоронили не лише померлих літинських жителів, але й мешканців присілка Груд. Пізніше (у 1872 р.) на цвинтарі було зведено каплицю, фундатором якої виступив Василь Садовий [17, с. 261].

Після побудови церкви перед літинською парафією знову постало питання про влаштування шкільного навчання для місцевих дітей. Відтак громада 16 лютого 1826 р. уклала контракт з учителем-дяком Стефаном Матольським. Його "річна пенсія" повинна була складатися з двох частин: громадської платні – по 9 крейцерів у віденській валюті "з номера" (тобто з пронумерованого будинку окремого господаря. – М. Г.) і "доходів церковних", а саме – "від співаної меси (богослужіння. – М. Г.) святої, парастасу і свячення води" – 9 кр., "від погребу (похорону. – М. Г.) великого, при якому псалтир читаний буває" – 1 фл. 15 кр., "від погребу без псалтиря" – 45 кр., "від погребу дитинного (похорону померлої дитини. – М. Г.)" – 6 кр., "від олею" – 12 кр., від шлюбів – 12 кр. [19, s. 231]. Як бачимо, доходи дяковчителя не визначалися сталою сумою і залежали передовсім від кількості церковної праці. Більш стійкою була оплата "від номера": на 1819 – 1820 рр. (згідно з Францисканською метрикою) у Літині налічувалося

314 будинків [13, арк. 224зв], тож сукупна річна платня від них мала становити 47 фл. 10 кр.

Душпастирська діяльність о. Петра Серейкевича у 1830 – 1840-х рр. охоплювала парафіян у с. Літиня та присілках Груд і Солтиси (Солтисі, Шовтисі). Власне на 1830 р. у Літині налічувалося 1647 греко-католиків, у присілках – 387 (разом 2034 парафіянина) [25, p. 95]. Наступного року чисельність парафіян зросла до 2076 осіб (в Літині – 1676, у Груді і Солтисах – 400) [26, p. 106]. На 1833 р. літинська парафія зменшилася (мабуть, через смертність внаслідок епідемії) до 1915 осіб, з них у Літині – 1554 [27, p. 117]. Через два роки кількість парафіян загалом складала 2008 греко-католиків, у 1837 р. – 2039 (з них в Літині – 1664), а в 1843 р. – 2193 (з них в Літині – 1773) [28, p. 93; 29, p. 98; 30, p. 89].

Священик о. Петро Серейкевич вів традиційну душпастирську діяльність, провадив богослужіння, хрестив, вінчав, сповідав, причащав і хоронив своїх парафіян. Серед повінчаних ним осіб, були, наприклад, Семен Мусаковський (син Яна Мусаковського, професора тривіальної школи) та Катерина Любчак (донька померлого на той час пропінатора в Літині Стефана Любчака). Вінчання відбулося 18 лютого 1821 р., а свідками виступили Іван Мусаковський, син пароха Великої Білини, і шляхтич Єжи Добровлянський зі Щирця [15, арк. 36]. 12 січня 1828 р. літинський священник провів чин похорону 22-річного Григорія Садовського (помер через сухоти) – сина о. Антонія Садовського, пароха с. Поляни Львівської єпархії [15, арк. 61]. Парох Літині ревно виконував свої обов'язки, залишивши після себе добру пам'ять [7].

Священик о. Петро Серейкевич помер 21 вересня 1845 р. від апоплектичного удару (інсульту). Того ж дня він встиг ще здійснити чин поховання чотиримісячного Костянтина, сина Петра Лавдира [16, арк. 108 зв]. Останній шлюб, який здійснив о. Петро Серейкевич за свого життя, було укладено 3 серпня 1845 р.: 55-річний удівець Яць Гринах одружився з 50-річною вдовою Анастасією Пурій. Останній у своєму житті обряд хрещення дітей о. Петро Серейкевич здійснив 20 вересня 1845 р. – ними були новонароджені Яким і Пелагія – діти селянина Андрія Пурія [16, арк. 84, 102зв].

24 вересня 1845 р. Літиню відвідав візитатор – мокрянський декан о. Яків Паславський [16, арк. 84]. Літинський парох залишив заповіт, який зберігався в Меденицькому суді. Згідно з ним, 50 фл. отримав спадкоємець Василь Серейкевич із с. Серейко (повіт Стара Сіль), який повинен був справити похорон і оплатити відповідні богослужіння. Водночас майно померлого пароха обчислено у дуже значну суму – 7000 фл., оскільки до неї зарахували й парафіяльні маєтки. Проти цього виступив наступний парох

о. Михайло Созанський [10, арк. 37–37зв]. Хоча, згідно з укладеним Д. Блажейовським шематизмом, літинську парафію два роки адміністрував о. Стефан Куціль (1845 – 1847) [24, p. 283]. Про адміністратора відомо, що він народився у 1808 р., був висвячений 1836 р. На час його душпастирства літинська парафія налічувала вже 2510 осіб (з них у Літині – 2016, у Груді і Солтисах – 494) [31, p. 108]. Адміністратор став до праці майже одразу після смерті о. Петра Серейкевича: уже 1 жовтня 1845 р. він здійснив обряд хрещення у церкві Літині [16, арк. 102зв].

Висновки. Отже, дослідження дало змогу реконструювати душпастирську та суспільну діяльність о. Петра Серейкевича – пароха с. Літиня на Дрогобиччині у першій половині XIX ст. Встановлено, що він належав до нового покоління греко-католицького духовенства, сформованого під впливом реформ Габсбурзької монархії та семінарської освіти австрійського періоду. Як випускник генеральної семінарії, священик поєднував традиційне душпастирство із виконанням освітніх, адміністративних і суспільних функцій. З'ясовано, що діяльність о. Петра Серейкевича охоплювала не лише богослужбову практику, але й організацію парафіяльного життя, підтримку шкільництва, контроль за моральним станом громади, популяризацію вакцинації від віспи та участь у впорядкуванні церковного господарства. Важливим результатом його душпастирства стало спорудження нової церкви Св. Параскеви у Літині на початку 1820-х рр., що засвідчувало зростання організованості та релігійної активності місцевої громади. Архівні документи, візитаційні акти та метричні книги дозволили простежити чисельність парафіян, особливості релігійних практик, функціонування філіальної церкви у Тинові, діяльність дяків і шкільництва. Постать о. Петра Серейкевича постає як характерний приклад галицького греко-католицького душпастиря доби австрійських реформ, який відігравав вагому роль у релігійному, освітньому та суспільному житті сільської громади.

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ПОДОЛАННЯ РАДЯНСЬКОЇ СПАДЩИНИ В ІСТОРИЧНІЙ ОСВІТІ: ДОСВІД ПОСТРАДЯНСЬКИХ КРАЇН

Анотація. Після розпаду СРСР, 26 грудня 1991 р., історична освіта в пострадянських країнах опинилася в стані поступової переоцінки закладених у ній інтерпретацій минулого, що формувалися в умовах єдиної ідеологічної моделі. У процесі суспільних і освітніх трансформацій змінюється спосіб подання історичних подій, розширюється джерельна база навчання та зростає роль альтернативних підходів до трактування історії. Метою дослідження є встановлення особливостей та результатів трансформації історичної освіти в пострадянських країнах у контексті деколонізаційних процесів, а також визначення їхнього значення для переосмислення радянського спадку та формування сучасних підходів до історичної пам'яті. Застосовано аналітичний і синтетичний методи для узагальнення наукових підходів, абстрагування для виокремлення ключових тенденцій, індукцію та дедукцію для встановлення логічних зв'язків між явищами. Використано опис і спостереження для фіксації змін у практиках викладання історії та їх змістового наповнення.

Встановлено, що трансформація історичної освіти відбувається через поступову зміну підходів до інтерпретації минулого, що охоплює відхід від радянських наративів, посилення уваги до національної історії, впровадження критичного аналізу джерел, актуалізацію культурного виміру та орієнтацію на міжнародні освітні стандарти. Найбільш системні зміни спостерігаються в Україні, країнах Балтії (Литва, Латвія, Естонія), а також у Грузії та Молдові, де оновлення навчального змісту супроводжується розширенням тем історичної пам'яті, тоді як у Казахстані, Вірменії, Азербайджані та державах Центральної Азії (Узбекистан, Киргизстан,

Таджикистан) ці процеси мають більш поступовий і фрагментарний характер та часто обмежуються частковими змінами навчальних програм.

Узагальнення свідчить, що зміни в історичній освіті спрямовані на формування багатоперспективного підходу до викладання минулого, що поступово витісняє монолітні інтерпретаційні моделі. Їх реалізація забезпечує оновлення змісту навчання, розширення аналітичних навичок здобувачів освіти та зміну способів роботи з історичними джерелами, що впливає на трансформацію історичної свідомості в суспільстві.

Ключові слова: освітні трансформації, навчальні реформи, культурна пам'ять, освітні підходи, методологія історії, історичні джерела, соціальні конфлікти у питаннях національної ідентичності, пострадянська деколонізації історичної освіти.

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OVERCOMING THE SOVIET LEGACY IN HISTORY EDUCATION: THE EXPERIENCE OF POST-SOVIET COUNTRIES

Abstract. After the collapse of the USSR on December 26, 1991, historical education in the post-Soviet countries found itself in a gradual reevaluation of interpretations of the past embedded in it, which had been formed under a single ideological model. In the process of social and educational transformations, the way historical events are presented is changing, the source base of education is expanding, and the role of alternative approaches to interpreting history is increasing. The purpose of the study is to establish the features and results of the transformation of historical education in post-Soviet countries in the context of decolonization processes, as well as to determine their significance for rethinking the Soviet legacy and forming modern approaches to historical memory. Analytical and synthetic methods were used to generalize scientific approaches, abstraction to identify key trends, induction and deduction to establish logical connections between phenomena. Description and observation were used to record changes in the practices of teaching history and their content.

It has been established that the transformation of historical education is taking place through a gradual change in approaches to interpreting the past, which includes a departure from Soviet narratives, increased attention to national history, the introduction of critical analysis of sources, the actualization of the cultural dimension, and orientation towards international educational standards. The most systemic changes are observed in Ukraine, the Baltic countries (Lithuania, Latvia, Estonia), as well as in Georgia and Moldova, where the renewal of educational content is accompanied by the expansion of historical memory topics, while in Kazakhstan, Armenia, Azerbaijan and the states of Central Asia (Uzbekistan, Kyrgyzstan, Tajikistan) these processes are more gradual and fragmentary in nature and are often limited to partial changes in curricula.

The generalization shows that changes in historical education are aimed at the formation of a multi-perspective approach to teaching the past, which is gradually replacing monolithic interpretative models. Their implementation ensures the updating of the content of education, the expansion of the analytical skills of students and the change in the methods of working with historical sources, which affects the transformation of historical consciousness in society.

Keywords: educational transformations, educational reforms, cultural memory, educational approaches, history methodology, historical sources, social conflicts in issues of national identity, post-Soviet decolonization of history education.

Постановка проблеми. Освітня деколонізація в пострадянських країнах у сфері історичної освіти постає як тривалий процес переосмислення радянського інтелектуального спадку та пошуку нових підходів до викладання минулого. У державах, що сформувалися після розпаду СРСР, зокрема в Україні, поступово змінюється спосіб інтерпретації історії: від усталених ідеологічних схем до більш критичного й багатоперспективного бачення, що впливає як на зміст навчання, так і на способи його осмислення.

У цьому контексті перегляд радянських історичних інтерпретацій виступає не лише корекцією окремих оцінок, а зміною самої логіки репрезентації минулого. У різних країнах цей процес відбувається нерівномірно: у частині держав він має системний характер і супроводжується переглядом ключових подій XX століття, тоді як в інших залишається частково обмеженим і залежним від внутрішніх політичних умов.

Паралельно трансформується уявлення про національну ідентичність, яка дедалі частіше формується через зміст історичної освіти. Історичний

наратив в освітньому процесі поступово набуває функції не лише передачі знань, а й формування уявлень про історичну тяглість і культурну належність, що впливає на самоідентифікацію молодого покоління.

Окремим напрямом змін є оновлення навчальних програм і підручників, у яких змінюється підхід до подання історичного матеріалу. У різних освітніх системах це проявляється як перехід від стандартизованих інтерпретацій до більш відкритих і варіативних підходів, що створює умови для розвитку аналітичного мислення та роботи з різними історичними версіями.

Важливе місце посідає розширення історичної проблематики через теми, які раніше були витіснені з офіційного освітнього дискурсу. Йдеться про поступове включення до навчального змісту складних сторінок минулого, що дозволяє сформувати більш повне уявлення про історичні процеси без їх спрощення чи однозначного трактування.

Актуальність дослідження визначається необхідністю осмислення цих змін у контексті сучасних суспільних викликів, пов'язаних із трансформацією освітніх систем, зростанням культурної різноманітності та потребою у формуванні критичного мислення.

Освітня деколонізація в цьому сенсі виступає відповіддю на запит суспільств, які переглядають власне ставлення до радянського минулого та його впливу на сучасність.

З огляду на це доцільним є використання порівняльного підходу, який дає змогу виявити як загальні тенденції, так і специфіку їх реалізації в різних країнах. Такий аналіз дозволяє точніше визначити особливості українського контексту та окреслити можливі напрями подальшого розвитку історичної освіти.

Таким чином, дослідження освітньої деколонізації в пострадянських країнах у межах історичної освіти є важливим завданням, оскільки воно дозволяє поєднати аналіз трансформацій освітніх практик із розумінням змін у способах осмислення історичної пам'яті та формування сучасної ідентичності.

Аналіз останніх досліджень і публікацій. Проблематика освітньої деколонізації в пострадянських країнах у контексті історичної освіти посідає важливе місце в сучасних гуманітарних та педагогічних дослідженнях. Наукові праці останніх років засвідчують зростання уваги до переосмислення радянської спадщини, трансформації історичних наративів, мовної політики та формування нових моделей національної ідентичності через систему освіти. Дослідники розглядають освіту не лише як інструмент передачі знань, а як простір боротьби за історичну пам'ять, культурну автономію та подолання імперських дискурсів.

Теоретичні засади деколонізації пострадянської освіти та вплив радянської спадщини на сучасні університетські системи розкрито в праці А. Олексієнко (A. Oleksiyenko) [1]. Автор аналізує феномен «колоніального менталітету» в українській вищій освіті, наголошуючи на тривалому впливі радянських інституційних практик, централізованих моделей управління та російськоцентрованих академічних наративів. Дослідження демонструє, що деколонізація освіти в Україні передбачає не лише реформування змісту навчання, а й зміну академічної культури та переосмислення історичних основ функціювання університетів.

Важливий аспект деколонізації освітнього простору через призму соціальної інклюзії та постколоніальної критики досліджено в роботі Т. Абдулаєвої (T. Abdullayeva) [2], присвяченій Азербайджану. Авторка, спираючись на теорії Едварда Саїда, Вільяма Дюбуа та Ненсі Фрейзер, аналізує вплив радянської спадщини й постсоціалістичної трансформації на освітні практики щодо інклюзії. У дослідженні підкреслюється, що деколонізація мислення в пострадянських країнах передбачає адаптацію світового освітнього досвіду до локальних історичних і культурних умов.

Проблему мовної політики як складника освітньої деколонізації висвітлено в праці А. Федорінчик (A. Fedorinchyk) [3]. Автор акцентує увагу на значенні освіти мовами меншин у пострадянських державах та доводить, що мовна різноманітність є важливим чинником формування культурної автономії та подолання наслідків русифікації. Особливу увагу приділено ролі освітніх технологій у підтримці мовних спільнот і розвитку багатомовної освіти.

Окремо питання цифрової трансформації вищої освіти України як важливого чинника модернізаційних процесів розглядає В. В. Іванчук [4], наголошуючи, що впровадження цифрових технологій у закладах вищої освіти сприяє зміні освітніх практик, розширенню доступу до знань та формуванню нових компетентностей здобувачів освіти. У дослідженні підкреслено, що цифровізація є невід'ємною складовою частиною європейської інтеграції української освіти та посилює її адаптацію до сучасних глобальних викликів.

Особливості трансформації історичної освіти в країнах Центральної Азії розкрито в праці М. Куриловіч (M. Kuryłowicz) [5], де продемонстровано, що історична освіта в регіоні є важливим інструментом державної політики пам'яті та конструювання нової національної ідентичності. Автор аналізує викладання теми Другої світової війни в Казахстані, Киргизстані та Узбекистані, наголошуючи на поступовому відході від радянської концепції «Великої Вітчизняної війни» і формуванні національно орієнтованих історичних наративів.

Проблематику історичної пам'яті, постколоніалізму і травматичного досвіду в країнах Південного Кавказу досліджено в роботі Б. Кржижтан (B. Krzysztan) [6]. Автор акцентує увагу на конфліктності історичних наративів у Грузії, Вірменії та Азербайджані, підкреслюючи, що історична освіта є простором формування колективної пам'яті та одночасно полем політичних суперечностей.

Важливим доповненням до розуміння трансформаційних процесів є праця І. Панасенко (I. Panasenko) [7], в якій визначено ключові вектори розвитку освітньої сфери України. Автор аналізує системні зміни в освітній політиці, зокрема модернізацію управління, оновлення змісту освіти та посилення орієнтації на європейські стандарти. Підкреслюється, що трансформація освітньої системи є комплексним процесом, який охоплює як інституційні, так і змістові зміни, спрямовані на підвищення її конкурентоспроможності.

Бібліометричний аналіз розвитку освітніх досліджень у пострадянських країнах здійснено в праці Д. Ернандес-Торрано (D. Hernández-Torrano), Л. Карабасової (L. Karabassova), З. Ізекенової (Z. Izekenova) та М. Кортні (M. Courtney) [8]. Автори простежують основні напрями сучасних досліджень у сфері освіти, серед яких важливе місце посідають питання національної ідентичності, мовної політики, деколонізації знання та модернізації історичної освіти.

Теоретичні контури деколонізації української педагогічної науки окреслено в праці О. Міхно [9], де обґрунтовано необхідність переосмислення радянської педагогічної спадщини та формування нової гуманітарної парадигми, орієнтованої на український культурний та історичний контекст.

Окрему увагу модернізації змісту історичної освіти в Україні приділено в дослідженні В. Щербак [10]. Автор аналізує трансформацію історичних стереотипів та процес переосмислення національної історії в сучасному освітньому просторі, наголошуючи на необхідності подолання радянських історичних міфів та формування нових підходів до викладання історії України.

Таким чином, аналіз сучасної наукової літератури засвідчує, що освітня деколонізація в пострадянських країнах є комплексним процесом, який охоплює реформування змісту історичної освіти, мовної політики, академічних практик та політики пам'яті. Дослідження демонструють, що, попри спільний радянський спадок, країни пострадянського простору виробляють різні моделі деколонізації освіти, зумовлені національними історичними, політичними та культурними особливостями.

Метою статті є визначення особливостей і результатів освітньої деколонізації в пострадянських країнах у контексті історичної освіти, а

також обґрунтування її значення для формування національної історичної пам'яті та переосмислення радянської спадщини.

Завдання статті:

1) проаналізувати теоретичні підходи та основні напрями освітньої деколонізації в пострадянських країнах;

2) охарактеризувати трансформації змісту історичної освіти після розпаду СРСР;

3) визначити спільні та відмінні риси деколонізації історичної освіти в пострадянських країнах та окреслити перспективи для України.

Виклад основного матеріалу. Освітня деколонізація – це процес переосмислення змісту, підходів і цінностей освіти, спрямований на подолання колоніальної та імперської спадщини в освітньому просторі. У контексті історичної освіти вона передбачає відмову від нав'язаних колоніальних наративів, переоцінку історичних подій і постатей, утвердження національної історичної пам'яті, а також формування об'єктивного й поліаспектного бачення минулого. Освітня деколонізація сприяє зміцненню національної ідентичності, розвитку критичного мислення й утвердженню культурної та історичної самобутності суспільства.

У сучасних пострадянських країнах, як-от Україна, Молдова, Литва, Латвія, Естонія, Грузія та Казахстан, процес освітньої деколонізації набуває різних теоретичних інтерпретацій і практичної реалізації залежно від історичного досвіду, політичного контексту та культурних особливостей. Нижче подано узагальнену характеристику основних теоретичних підходів, які лежать в основі реформування історичної освіти, а також ключові напрями їх впровадження у зазначених країнах пострадянського простору (табл. 1).

Таблиця 1

Теоретичні підходи та основні напрями освітньої деколонізації в пострадянських країнах

Теоретичний підхід	**Сутність підходу**	**Основні напрями освітньої деколонізації**	**Приклади реалізації в пострадянських країнах**
Постколоніальний підхід	Розглядає освіту як інструмент подолання імперського впливу та відновлення національної ідентичності	Перегляд історичних наративів, відмова від радянських інтерпретацій історії	Україна – оновлення навчальних програм з історії, переосмислення ролі СРСР

Теоретичний підхід	Сутність підходу	Основні напрями освітньої деколонізації	Приклади реалізації в пострадянських країнах
Національно орієнтований підхід	Спрямований на утвердження національної пам'яті та культурної самобутності	Вивчення національної історії, мови та культури	Литва, Латвія, Естонія – посилення ролі національної історії в освіті
Критико-педагогічний підхід	Акцентує увагу на розвитку критичного мислення та аналізі історичних джерел	Формування здатності критично оцінювати історичні події та ідеології	Грузія – модернізація методики викладання історії
Культурологічний підхід	Підкреслює значення культурної спадщини та історичної пам'яті	Інтеграція локальної історії та культурних практик у навчання	Казахстан – популяризація національної культурної спадщини
Євроінтеграційний підхід	Орієнтує освітню систему на демократичні та європейські цінності	Гармонізація історичної освіти з міжнародними стандартами	Молдова, Україна – реформування освітніх програм відповідно до європейських підходів

Джерело: авторська розробка за [11, p. 204; 12, с. 108; 13, с. 49; 14, с. 30; 15, p. 4; 16, p. 164]

Таким чином, постколоніальний підхід у цьому контексті передбачає свідоме подолання радянських інтерпретацій історії, які тривалий час домінували в освітньому просторі та формували одностороннє бачення історичних процесів [11, p. 204]. У випадку України це проявляється в поступовому перегляді змісту шкільних підручників з історії, де акцент зміщується з радянської державоцентрованої перспективи на аналіз українського історичного досвіду як самостійного та безперервного процесу [12, с. 108; 13, с. 49]. Наприклад, події XX століття, зокрема Голодомор 1932–1933 років, репресії та політика радянської влади, подаються не як периферійні теми, а як ключові елементи національної історичної пам'яті, що суттєво змінює характер історичного наративу.

Національно орієнтований підхід посилює акцент на власній історичній традиції та культурній спадковості, яка стає основою освітнього

змісту [14, с. 30]. У країнах Балтії – Литві, Латвії та Естонії – це реалізується через системне розширення курсів національної історії, де особлива увага приділяється періодам державної незалежності та опору радянській окупації [15, p. 4]. Такий підхід дозволяє не лише відновити історичну тяглість, а й сформувати у здобувачів освіти стійке усвідомлення власної культурної та політичної суб'єктності.

Критико-педагогічний підхід змінює саму логіку освітнього процесу, оскільки замість механічного відтворення фактів запроваджується робота з історичними джерелами, порівняння інтерпретацій та аналіз різних думок [11, p. 205]. У Грузії це проявляється через оновлення методик викладання історії, де здобувачі освіти залучаються до обговорення суперечливих історичних подій, що сприяє формуванню в них навичок аргументованого мислення та здатності критично оцінювати ідеологічно забарвлені наративи.

Культурологічний підхід розширює зміст історичної освіти шляхом інтеграції культурної спадщини, традицій та символічних практик в освітній процес [14, с. 29]. У Казахстані це реалізується через включення елементів національної культури до шкільних програм, де історія розглядається не лише як політичний процес, а й як розвиток культурної самобутності, що підсилює емоційно-ціннісне ставлення до власної історії.

Євроінтеграційний підхід визначає стратегічний напрям модернізації історичної освіти, орієнтуючи її на принципи відкритості, плюралізму та компетентнісного навчання. В Україні та Молдові це проявляється у впровадженні багатоперспективного викладання історії, коли історичні події розглядаються з різних позицій, а не через єдину офіційну інтерпретацію, що узгоджується із сучасними підходами до трансформації історичної свідомості в умовах війни та суспільних змін [16, p. 164].

Отже, освітня деколонізація в пострадянських країнах постає як складний і багаторівневий процес, у межах якого різні теоретичні підходи взаємодіють між собою, формуючи нову модель історичної освіти, що поєднує національне переосмислення минулого з поступовим упровадженням критичних і міжнародно орієнтованих освітніх практик.

У пострадянських країнах після розпаду СРСР відбулися суттєві зміни в змісті історичної освіти, що були зумовлені процесами державотворення, переосмисленням радянської спадщини та формуванням національних історичних наративів. Ці трансформації охопили як оновлення навчальних програм і підручників, так і зміну підходів до інтерпретації ключових історичних подій і постатей. У Таблиці 2 узагальнено основні напрями трансформацій змісту історичної освіти в пострадянських країнах та охарактеризовано їх прояви в освітній практиці.

Таблиця 2

Трансформації змісту історичної освіти після розпаду СРСР у пострадянських країнах

Напрям трансформацій	**Сутність змін**	**Основні прояви в історичній освіті**	**Приклади країн**
Дерадянізація історичних наративів	Відмова від радянської ідеологічної інтерпретації історії	Перегляд оцінок СРСР, переосмислення ключових подій XX ст.	Україна, Литва, Латвія, Естонія
Націоналізація історичного змісту	Посилення ролі національної історії та державотворчих процесів	Розширення курсів з історії держави та культури	Грузія, Вірменія, Казахстан
Переписування підручників	Створення нових навчальних програм і підручників	Зміна трактування історичних подій і постатей	Молдова, Україна, Азербайджан
Відновлення «замовчуваної» історії	Включення тем репресій, голодоморів, депортацій, соціальних конфліктів у питаннях національної ідентичності	Вивчення раніше заборонених або ідеологічно викривлених тем	Україна, Литва, Латвія, Естонія
Плюралізація історичних підходів	Запровадження викладання історії	Використання різних джерел і поглядів	Естонія, Литва, Грузія
Інтеграція в європейський освітній простір	Гармонізація історичної освіти з міжнародними стандартами	Орієнтація на критичне мислення та компетентнісний підхід	Україна, Молдова, країни Балтії

Джерело: авторська розробка за [17, с. 196; 18, p. 47; 19, с. 178]

Після розпаду СРСР зміст історичної освіти в пострадянських країнах зазнав суттєвих змін, які відображають не лише оновлення навчальних програм, а й глибшу перебудову способів осмислення минулого. У результаті історія поступово перестає виконувати функцію єдиного ідеологічного наративу та набуває більш аналітичного й мультиінтерпретаційного характеру, що особливо помітно в державах, які переосмислюють радянський спадок у процесі державотворення.

Одним із перших напрямів цих змін стала відмова від радянської інтерпретаційної моделі, у межах якої історичні події подавалися через

призму єдиної державної ідеології [17, с. 196]. У країнах Балтії та в Україні це проявилося в перегляді оцінок подій XX століття, коли замість виправдання або замовчування радянської політики формується критичне пояснення історичних процесів з урахуванням їх наслідків для суспільства та державності.

Паралельно посилюється орієнтація на національний історичний досвід, який починає виконувати структуроутворювальну роль у навчальному змісті [18, p. 47]. У Грузії, Вірменії та Казахстані це виражається в розширенні курсів, де акцент зміщується на становлення державності, розвиток культури та історичні виклики, що дозволяє вибудовувати зв'язок між минулим і сучасною ідентичністю без зовнішньої ідеологічної інтерпретації.

Важливим складником реформ стає оновлення підручників та навчальних програм, в яких змінюється не лише фактичний матеріал, а й принципи його подання. У Молдові, Україні та Азербайджані це проявляється у відході від уніфікованих трактувань і поступовому включенні альтернативних поглядів на історичні події, що розширює можливості для критичного аналізу.

Окремо слід зазначити повернення до тем, які раніше були витіснені з офіційного освітнього простору. У навчальних програмах України та країн Балтії дедалі більше уваги приділяється питанням репресій, голодоморів і депортацій, соціальних конфліктів у питаннях національної ідентичності, що дозволяє не лише відтворити повнішу картину минулого, а й сформувати усвідомлення історичних травм як частини колективного досвіду суспільства.

Подальша трансформація пов'язана зі зміною методики викладання, де поступово зменшується роль механічного запам'ятовування і зростає значення роботи з джерелами та інтерпретаціями. В Естонії, Литві та Грузії здобувачі освіти залучаються до аналізу різних історичних версій, що сприяє розвитку здатності аргументувати власну позицію та критично оцінювати інформацію.

Невід'ємним елементом цих змін є також орієнтація на європейські освітні стандарти, яка передбачає впровадження компетентнісного підходу та багатоперспективного викладання історії [19, с. 178]. В Україні та Молдові це сприяє поступовій інтеграції в загальноєвропейський освітній простір, у межах якого історична освіта набуває функції розвитку критичного мислення та формування відповідального громадянства.

Таким чином, трансформації історичної освіти в пострадянських країнах формують послідовний процес оновлення змісту, в якому поєднуються відмова від радянських інтерпретацій, посилення

національного компонента, розширення тематики та модернізація методів навчання, що в сукупності забезпечує перехід до більш відкритої та аналітичної моделі історичного мислення.

У різних пострадянських країнах процес деколонізації історичної освіти відбувається нерівномірно та має як спільні, так і відмінні риси, що зумовлено специфікою історичного розвитку, політичними умовами й рівнем реформування освітніх систем. Попри загальну тенденцію до переосмислення радянського минулого та формування національно орієнтованих історичних наративів, підходи до реалізації цих змін суттєво відрізняються. У табл. 3 узагальнено спільні та відмінні риси деколонізації історичної освіти в пострадянських країнах, а також окреслено перспективні напрями розвитку цього процесу для України.

Таблиця 3

Спільні та відмінні риси деколонізації історичної освіти в пострадянських країнах та перспективи для України

Аспект	Спільні риси	Відмінні риси	Перспективи для України
Переосмислення радянської спадщини	У більшості країн відбувається критичний перегляд радянських історичних наративів	Глибина та інтенсивність перегляду різниться: від радикальної (Балтія) до часткової (Центральна Азія)	Подальше послідовне формування критичного погляду на радянський період
Формування національного наративу	Посилення ролі національної історії та державотворення	У деяких країнах домінує етноцентрований підхід, в інших – більш плюралістичний	Баланс між національними наративами
Зміна навчальних програм	Оновлення підручників і навчальних курсів історії	Рівень модернізації різний: від повної реформи до часткових змін	Подальша модернізація підручників із залученням міжнародних стандартів

Аспект	Спільні риси	Відмінні риси	Перспективи для України
Підходи до історичної пам'яті	Включення раніше замовчуваних тем (репресії, голод, депортації, соціальні конфлікти у питаннях національної ідентичності)	У деяких країнах ці теми політизовані або обмежено представлені	Розширення теми історичної пам'яті на основі об'єктивних досліджень
Методологія викладання історії	Перехід до компетентнісного та критичного навчання	Рівень упровадження сучасних методик нерівномірний	Посилення критичного мислення та дослідницьких методів у навчанні
Інтеграція в міжнародний освітній простір	Орієнтація на європейські та глобальні освітні стандарти	Не всі країни однаково активно інтегруються в міжнародні освітні процеси	Поглиблення інтеграції України в європейський освітній простір

Джерело: авторська розробка

Переосмислення радянської спадщини в історичній освіті пострадянських країн відбувається як поступовий і нерівномірний процес, у межах якого змінюється не лише зміст навчальних програм, а й спосіб інтерпретації минулого в суспільній свідомості. У низці держав відмова від радянських наративів означає не просто корекцію окремих оцінок, а демонтаж усталених ідеологічних схем, що тривалий час визначали межі допустимого історичного знання. Водночас характер цих змін істотно різниться залежно від політичного контексту: у країнах Балтії перегляд радянського минулого має більш послідовний і системний характер, тоді як у частині Центральної Азії він залишається частковим і обмеженим компромісами з попередніми інтерпретаційними моделями. У цьому контексті для України важливим стає не лише продовження критичного аналізу радянського періоду, а і його включення в ширший наратив національної історії як чинника формування історичної самосвідомості.

Паралельно із цим змінюється підхід до конструювання національного історичного наративу, який дедалі частіше стає основою освітнього змісту. У різних державах цей процес реалізується по-різному: в одних випадках акцентується переважно на етнонаціональній моделі історії,

що посилює внутрішню консолідацію, тоді як в інших формується більш відкритий підхід, в якому враховується множинність історичних досвідів і культурних традицій. Для українського контексту принциповим є уникнення одновимірності, оскільки саме поєднання національного наративу з багатоперспективним баченням дозволяє зберегти баланс між ідентичністю та критичністю історичного мислення.

Змістові трансформації неможливі без оновлення навчальних програм і підручників, яке поступово змінює не лише перелік тем, а й саму логіку подання історичного матеріалу. У різних країнах глибина цих змін не є однаковою: десь реформи охоплюють усю систему історичної освіти, а десь обмежуються частковим переглядом окремих курсів. У цьому процесі для України особливо значущим є орієнтування на сучасні освітні стандарти, що дозволяє не лише оновити зміст, а й наблизити його до міжнародних підходів викладання історії.

Окремого значення набуває розширення історичної пам'яті шляхом включення тем, які раніше залишалися поза межами офіційного освітнього дискурсу. Йдеться про поступове повернення до складних і травматичних сторінок минулого, які в різних суспільствах були або замовчувані, або ідеологічно інтерпретовані. У цьому випадку важливим є не просто їх введення до навчального змісту, а формування умов для їх критичного осмислення, що дозволяє уникати як політизації, так і спрощення історичних подій.

Не менш суттєвими є зміни в методології викладання, де поступовий перехід до компетентнісного підходу супроводжується посиленням ролі аналітичних і дослідницьких практик, що створює передумови для того, щоб історія сприймалася не як набір готових фактів, а як поле інтерпретацій і аргументованих дискусій. Водночас рівень упровадження таких підходів залишається нерівномірним, що формує різні освітні практики, як-от використання критичного аналізу історичних джерел, проєктного навчання, інтерактивних методів викладання, дискусійних форматів і міждисциплінарного підходу до вивчення історії.

Завершальним виміром цих трансформацій є інтеграція історичної освіти в міжнародний освітній простір, де дедалі більшого значення набувають європейські підходи до викладання гуманітарних дисциплін. Однак ступінь залученості пострадянських країн до цих процесів є різним, що водночас створює як виклики, так і можливості для поглиблення освітніх реформ в Україні, зокрема в напрямі відкритості, критичності та інституційної модернізації.

Таким чином, деколонізаційні процеси в історичній освіті пострадянського простору формують складну й неоднорідну картину змін, в якій

поєднуються різні моделі роботи з минулим. Для України це створює підґрунтя для осмисленого відбору найефективніших підходів та їх адаптації до власного історичного й освітнього контексту.

Висновки. У процесі дослідження встановлено, що освітня деколонізація в пострадянських країнах ґрунтується на різних теоретичних підходах (постколоніальному, національно орієнтованому, критико-педагогічному, культурологічному та євроінтеграційному), які визначають різні стратегії реформування історичної освіти.

Доведено, що після розпаду СРСР відбулися суттєві трансформації змісту історичної освіти, які проявляються в дерадянізації історичних наративів, націоналізації змісту, переписуванні підручників, відновленні замовчуваних тем, плюралізації підходів та поступовій інтеграції в європейський освітній простір.

Установлено, що спільною рисою деколонізації історичної освіти в пострадянських країнах є переосмислення радянської спадщини та посилення національних історичних наративів, однак глибина та характер цих процесів істотно відрізняються залежно від політичного та культурного контексту.

Виявлено, що відмінності в підходах до деколонізації проявляються у ступені радикальності реформ, рівні плюралізації історичних інтерпретацій та масштабах інтеграції міжнародних освітніх стандартів.

Обґрунтовано, що для України перспективним є подальше поєднання національно орієнтованого підходу з багатоперспективним викладанням історії, поглиблення дерадянізації освітніх наративів та посилення інтеграції в європейський освітній простір.

Перспективи подальших досліджень полягають у вивченні практичних механізмів упровадження деколонізаційних підходів у шкільну та університетську історичну освіту України, а також у порівняльному аналізі ефективності освітніх реформ у різних пострадянських країнах.

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МІЖ ЧУЖИНОЮ ТА ВІРОЮ: БАПТИЗМ СЕРЕД УКРАЇНСЬКИХ ЕМІГРАНТІВ НА СТОРІНКАХ ГАЗЕТИ «СВОБОДА» (1895-1905)

Анотація. У статті досліджено феномен переходу українських емігрантів до баптизму в Північній Америці наприкінці XIX – на початку XX століття крізь призму публікацій газети «Свобода» (1895–1905). На основі системного аналізу матеріалів часопису, який виступав офіційним органом Руського Народного Союзу, реконструйовано передумови, динаміку та суспільні наслідки конфесійної трансформації серед галицьких русинів. Ретельно вивчено риторику видання, зокрема специфіку вживання маркувальних термінів «штунда», «секта» та «єретики» щодо новітніх протестантських течій, а також відображено тривогу греко-католицької спільноти через загрозу релігійної асиміляції й денаціоналізації. Обґрунтовано, що зафіксований на сторінках преси перехід мігрантів до баптизму мав глибокі об’єктивні причини: матеріальну скруту, мовний бар'єр, інституційний вакуум на етапі формування канонічних структур ГКЦ у США та гострі внутрішні конфлікти в тогочасному парохіяльному управлінні. Водночас підкреслено дієвість баптистської місіонерської мережі, її гнучку організаційну структуру, соціальну допомогу та апеляцію до Біблії як єдиного духовного авторитету в поєднанні з пропагандою тверезого способу життя. Протестантські місіонери використовували нівелювання ієрархічних бар’єрів для створення відчуття релігійної рівності й братерства серед дезорієнтованих емігрантів. Для редакційного кола «Свободи» та греко-католицького спільноти в еміграції зміна віросповідання сприймалася насамперед не як суто релігійний вибір особистості, а як національно-культурна зрада й руйнування етнічної солідарності. Узагальнено пропоновані тогочасними дописувачами шляхи подолання кризи.

Ключові слова: баптизм, штунда, протестантизм, українська еміграція, «Свобода», Церква, США, релігійна ідентичність, місії, конфесійна конверсія.

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BETWEEN FOREIGN AND NATIVE FAITH: BAPTISM AMONG UKRAINIAN EMIGRANTS ON THE PAGES OF THE NEWSPAPER “SVOBODA” (1895-1905)

Abstract. The article examines the phenomenon of the transition of Ukrainian emigrants to baptism in North America in the late 19th and early 20th centuries through the prism of publications of the newspaper "Svoboda" (1895–1905). Based on a systematic analysis of materials from the magazine, which served as the official organ of the Russian People's Union, the prerequisites, dynamics, and social consequences of confessional transformation among Galician Ruthenians are reconstructed. The rhetoric of the publication is carefully studied, in particular the specifics of the use of the labeling terms "shtunda", "sect", and "heretics" in relation to the latest Protestant movements, and the anxiety of the Greek Catholic community due to the threat of religious assimilation and denationalization is also reflected. It is substantiated that the transition of migrants to baptism recorded in the press had deep objective reasons: material hardship, language barrier, institutional vacuum at the stage of formation of canonical structures of the Greek Catholic Church in the USA and acute internal conflicts in the parish administration of that time. At the same time, the effectiveness of the Baptist missionary network, its flexible organizational structure, social assistance and appeal to the Bible as the only spiritual authority in combination with the propaganda of a sober lifestyle are emphasized. Protestant missionaries used the leveling of hierarchical barriers to create a sense of religious equality and brotherhood among disoriented emigrants. For the editorial team of "Svoboda" and the Greek Catholic community in emigration, the change of religion was perceived primarily not as a purely religious choice of an individual, but as a national-cultural betrayal and the destruction of ethnic solidarity. The ways of overcoming the crisis proposed by the contemporary contributors are summarized.

Keywords: baptism, shtunda, Protestantism, Ukrainian emigration, "Svoboda", Church, USA, religious identity, missions, confessional conversion.

Постановка проблеми. Процес масової еміграції українського (галицько-руського) селянства до Північної Америки в останньому десятилітті XIX – першому десятилітті XX століття породив складний

комплекс соціальних, культурних та релігійних трансформацій. Позбавлені звичного середовища, часто без знання мови й засобів до існування, галицькі русини опинялись у незвичній для них соціальній, політичній, економічній, а також релігійній реальності: де поряд із греко-католицькими церквами, ще тільки-но сформованими чи взагалі відсутніми, активно діяли добре організовані баптистські місії. Саме тут, між важкою шахтарською або фабричною працею і тугою за батьківщиною, тисячі людей зустрічали проповідників нової для них євангельської віри, що відкривала двері матеріальної допомоги, братерського прийому й духовної опіки – незалежно від мови та обряду.

Газета «Свобода», заснована у Маунт-Кармелі штат Пенсильванія в 1893 році як тижневик для руського (українського) народу в Америці, стала унікальним дзеркалом тих суперечностей і проблем, які переживала емігрантська спільнота. Вона не лише відображала суспільну думку, але й активно формувала її – як голос Руського Народного Союзу, першої масової організації русинів у США [1, С. 39, 57]. Тому особливо цінними є числа «Свободи» за 1895–1905 роки, де тема «відступництва» від греко-католицької церкви до різних протестантських течій, насамперед баптизму, активно обговорювалася із виразною тривогою.

Аналіз останніх досліджень та публікацій. Проблема переходу українських емігрантів до протестантизму у Північній Америці розглядається у дослідників переважно опосередковано – в контексті ширших студій над еміграційними процесами, становленням греко-католицьких структур у діаспорі та релігійним буттям українців за кордоном. Зокрема досліджено історію УГКЦ в Америці: праці Степана Качараби [3, С. 361-368] та Ірини Гнідик [13, S. 9-14]. Проте окремі наукові історичні праці, присвячені становленню та розвитку інших конфесій практично відсутні у вітчизняній історіографії. Тому дослідження, що реконструює рецепцію переходу до баптизму крізь призму конкретного першоджерельного масиву – публікацій «Свободи» є актуальною та визначає наукову новизну цієї статті. Для аналізу публікацій «Свободи» обрано підхід критичного дискурс-аналізу: дослідження вжитих у газеті термінів, метафор та оціночних суджень щодо протестантських громад, крізь призму яких реконструюється офіційна позиція руско-американської спільноти. Поряд з цим, окремі кореспонденції з провінції, листи читачів і новинні замітки дозволяють відновити голос місцевих спостерігачів.

Метою статті є проаналізувати публікації «Свободи» за означений період задля реконструкції картини поширення баптизму серед галицьких емігрантів, виявлення причин цього явища, специфіки місіонерської діяльності протестантських організацій та реакції греко-католицьких

спільнот. Окремо досліджується мова опису протестантів у газеті – як важливий маркер суспільного ставлення до релігійного інакодумства в емігрантському середовищі.

Виклад основного матеріалу дослідження. Газета «Свобода» виходила у Маунт-Кармелі (пізніше – у Джерсі-Сіті) щотижня. Основними темами публікацій були опис життя та побуту українських емігрантів в США (шахтарські травми, несправедливість роботодавців), необхідність збереження національної ідентичності (розвиток національних інститутів, відзначення свят, мовне питання) та події в Україні. Окрему групу матеріалів становили питання релігійного життя: заложення нових церков, проблеми парохіяльного управління, конфлікти між греко-католиками та православними, міжконфесійні переходи, а звідси – тривога щодо «відступників» від рідної віри [14, 158 s.]. Редакційна лінія видання, витримана у дусі греко-католицького патріотизму й народовства, наполягала на нерозривному зв'язку між вірою, обрядом і національною ідентичністю.

Одним із найбільш показових аспектів публікацій «Свободи» є специфічна термінологія на позначення протестантів, насамперед баптистів. Найуживанішим була «*штунда*» (штундисти). Слово походить від німецької *Stunde* (година) і первісно позначало звичай німецьких протестантів-колоністів на Півдні України щоденно відводити годину для спільного читання Біблії та молитви, співу гімнів, що подобалося місцевому православному населенню. Наприкінці XIX – на початку XX, як в Російській, так і в Австрійській імперіях, штундистами називали всіх, хто виходив із традиційного християнства у протестантизм: п'ятидесятників, баптистів, адвентистів, євангелістів [15].

З часом назва «штунда» могла вживатися у метафоричному суто політизованому значенні для позначення «непокірних» місцевій церковній чи світській владі: тих, хто критикував духовенство або виявляв надмірну самостійність у мисленні. Особливо це стосувалося Галичини. Так, у статті «Як в Росії шанують віру других» в числі «Свободи» за 1897 рік, проаналізовано поширені «секти» в Російській імперії. Автор визначав поділ на "менше і більше шкідливі віри", посилаючись на постанову 1894 року, затверджену імператором Олександром III. Цей документ він назвав несправедливим та потрібним лише для того, щоб "ті, що мають силу, можуть тиснути слабших". Автор іронічно зауважив, що до «більш шкідливих сект» належать не лише скопці, але й "наші Русини штундисти": радикали, народовці, москвофіли – або ті, "хто дбає о добро свого народу". "Поділу такого уживають у нас в Галичині до Русинів на porządnym Rusinem ("порядні русини", тобто українці – О.Г.) і moskali" польська шляхта [11].

Таким чином, «штунда» могла розглядатися як штучний політизований ярлик імперської влади, покликаний маргіналізувати різноманіття проявів національного руху серед українців.

Поруч із «штундою» газета «Свобода» активно послуговувалась словом «секта» – у значенні будь-якого відхилення від греко-католицького обряду [6]. Поняття «єретики» вживалося значно рідше й переважно в контексті полемічних листів із краю, де баптизм ще від початку 1880-х років зазнавав офіційних переслідувань у Галичині. Знову ж таки, в самому галицькому суспільстві кінця XIX століття «слово» єретик не лише означав релігійного відступника, а вживався в соціально-політичному сенсі. Показовим є постать одного з головних героїв повісті Івана Франка «Основи суспільності» – коваля Гердера. Письменник зобразив його працьовитим, принциповим, справедливим, сміливим, який заперечував церковний авторитет та критикував духовенство. Місцевий священик о. Нестор називав його єретиком, але не вказував на його приналежність до іншої конфесії: «Він бачив у Гердері тільки одно – вільнодумця та єретика, та й то ще впертого, непоправного і войовничо настроєного, а затим подвійно небезпечного!» [8]. Тобто, відмова підпорядковуватися місцевій владі та намагання розкрити очі селянам на їхнє рабське становище, розглядалася з погляду системи як «політична єресь».

«Свобода» у деяких числах також вдавалася до термінів «відступники» та «перевертні», а самих лідерів протестантських громад нерідко іменувала «агентами» або «місіонерами чужої віри». Розповідаючи про повторне посвячення греко-католицького храму в місті Скрентон (Пенсильванія) – одного з найбільших центрів української трудової еміграції, дописувач газети писав: «По цілой водправі епископъ напоминаві вірниковъ, щобъ тримали ся кріпко своєи віры, своєго обряду, своєи церкви и своєго духовника Ханата и не слухали ніякихъ бунтаровъ, агитаторовъ и агентовъ шизматицкихъ, котри бы хотіли розсыпати парофію» – під цим, очевидно, малися на увазі не лише православні місіонери, а й протестантські проповідники. Влада ГКЦ в еміграції намагалася утримати парафіян у межах своєї структури, оскільки втрата вірних означала розпад громади [7].

Публікації «Свободи» дозволяють виокремити кілька взаємопов'язаних причин, що штовхали галицьких емігрантів до баптистських громад. Першою і найбільш очевидною з них було скрутне фінансове становище. Більшість русинів прибували до Америки без коштів, не знаючи англійської, й опинялися у шахтарських або фабричних таборах Пенсильванії, Огайо, Іллінойсу. Саме ця вразливість робила їх легкою мішенню для будь-кого, хто пропонував допомогу [5]. Небезпечна праця та відсутність будь-якого соціального захисту породжували відчуття

покинутості й страху, в якому людина шукала не лише матеріального, але й духовного притулку. Важливо й те, що нещасні випадки та смерті у шахтах позбавляли родини годувальника, тому баптистські братства у багатьох випадках теж організовували збір коштів для вдів і сиріт, скеровуючи їх до своїх громад. Таким чином, матеріальна скрута безпосередньо конвертувалася в конфесійний перехід.

Другою причиною був інституційний вакуум греко-католицької церкви в еміграції. В одному із випусків за 1896 рік автор публікації описував кризу церковного устрою, внутрішні чвари, низький рівень культури та егоїзм духовенства; констатував, що священників до русинів в Америці «*поплило понад* 30, всякі суть і старі і молоді і жонаті і безженні», але їх діяльність паралізована особистими інтересами: «кожний дбає тільки про те, щоб якнайскоріше збагатіти і вернути до свого рідного гнізда». Значна частина русинських парохій у 1895–1902 роках була без постійного священика, або конфліктувала через контроль над парафією між греко-католицьким і православним духовенством, що деморалізувало українське населення. Тому баптистські місії, які пропонували стабільну громаду, регулярні зібрання й пасторську опіку, виглядали краще [9].

Третьою причиною слід назвати докорінну різницю між обіцянками допомоги бідним братам-сестрам за Океаном та реальністю парохіяльного управління. До прикладу, священики встановлювали непосильні фінансові тарифи за церковні треби: «старий о. Балог бунтував людей проти місцевого священника, пропонуючи прихожанам, що буде їм служити, як парубок, за 25 дол. місячно» [9]. Така комерціалізація сакрального, суперечила, на думку редакції «Свободи», християнській безкорисливості, відштовхувала людей і робила привабливішим спрощений протестантський устрій без складних ієрархічних і фінансових вимог: «Не дивно, що наші відносини церковні так стоять і будуть на будуче ще гірше стояти, якщо представники тих діл не покинуть своїх особистих уразів» [9].

Четвертим чинником був мовний і культурний перехідний стан. Протестантські місії, на відміну від жорстко ієрархічних греко-католицьких структур, готові були адаптуватися до мови парафіян. Зокрема, у Вінніпезі та Пенсильванії окремі баптистські проповідники вже у 1897–1900 роках використовували як руську (галицьку), так і «малоруську» (наддніпрянську) мови та видавали україномовну літературу. Ефективність такої стратегії змушені були визнати навіть конфесійні опоненти: зокрема, «Catholic Encyclopedia» (1913) фіксувала що протестантські організації «успішно засновували у багатьох місцевостях незалежні русинські громади» [12]. Справді, окрім матеріальної допомоги, баптистські осередки вирізнялись доступнішою богослужебною практикою: протестантські зібрання

проводились у домівках, шкільних залах чи орендованих приміщеннях – без складного літургійного апарату, без обов'язкових парафіяльних зборів і фінансових внесків [6]. Припускаємо, що для галицьких українців, значна частина яких не мала освіти, традиція домашнього читання Писання, могла бути близькою до звичного недільного читання часописів, брошур та літератури в сільських читальнях.

Також характерною рисою протестантів було збереження тверезості. В умовах Америки, де таверна була головним простором соціального життя русинів: «горівка залишається загальним засобом від усяких душевних недуг», тверезий спосіб життя ставав хорошою альтернативою для тих, хто шукав виходу з кола бідності й пиятики [4].

Поступово у шахтарських містах Пенсильванії – Скрентоні, Маунт-Кармелі, Шамокіні, Хейзлтоні – формувалися перші «незалежні» русинські євангельські та баптистські громади [2]. Їхня особливість полягала у можливості так званого «подвійного членства»: частина новонавернених ще якийсь час відвідувала греко-католицькі богослужіння, зберігаючи зовнішній зв'язок із традицією. Лише з виникненням постійних протестантських пасторів і будинків молитви відбувався остаточний розрив. Це свідчить про унікальну адаптивну стратегію: деякі протестантські організації не вимагали повного відмовлення від обрядової форми, дозволяючи збереження візантійського богослужбового стилю при кардинальній зміні доктрини [12].

«Свобода» й греко-католицькі лідери пропонували кілька способів протидії конфесійній конверсії. Найперше, це зміцнення церковної інституційності (конфлікти між священниками мусили вирішуватися колегіально, а не через публічні скандали). Газета закликала до об'єднання духовенства у «Товариство Святого Андрея» і встановлення чітких парафіяльних меж [9]. Другий спосіб – просвітницька відповідь. «Свобода» бачила у «шкільному фонді» ключ до збереження ідентичності: підготовлена молода інтелігенція могла стати буфером між народними масами і протестантськими місіонерами. Важливою реакцією спільноти, яку «Свобода» активно підтримувала, стала спроба заснування власних освітніх і просвітницьких інституцій: «з початком шкільного року 1900–01 ми мусимо бодай двох здатних хлопців вислати до вищих шкіл» [10].

Висновки. Газета «Свобода» за 1895–1905 роки є унікальним джерелом для вивчення феномену переходу галицьких русинів до баптизму та інших протестантських течій у Північній Америці. Для маркування протестантів дописувачі вживали терміни – «штунда», «секта», «єретики» – , що відображає негативне ставлення греко-католицької спільноти до конфесійних переходів не лише як до релігійного, але й як до національно-

культурного відступництва. Для «Свободи» й греко-католицької спільноти в еміграції перехід до баптизму сприймався насамперед не як суто релігійна, але як національно-культурна зрада. Адже церква у свідомості галицьких русинів не відокремлювалась від ідентичності: «руський» майже синонімічно означало «греко-католик». Тому «штунда» загрожувала не лише душі, але й народу.

Перехід до баптизму мав об'єктивні причини: матеріальна скрута, інституційний вакуум і конфлікти в греко-католицьких структурах, дієвість баптистської місіонерської мережі й апеляція до Біблії як єдиного авторитету в поєднанні з тверезим способом життя. Протестантські громади – насамперед баптистські – в Північній Америці розвивалися динамічно, формуючи нові інституційні структури і набували власного «українського» обличчя завдяки використанню рідної мови богослужіння. Феномен «між чужиною та вірою» виявився набагато складнішим, ніж простий релігійний перехід: він відображав і глибоку соціальну кризу першої хвилі еміграції, і пошуки нової ідентичності в чужому суспільстві. Протестантські громади запропонували частині емігрантів альтернативний варіант «домівки» – нехай і ціною розриву з традиційним обрядом.

Вивчення цього явища крізь призму «Свободи» відкриває широке поле для подальших досліджень – зокрема у сфері порівняння з польськими, словацькими та іншими слов'янськими діаспорами в Північній Америці, а також аналізу наступної хвилі еміграції та розвитку українського протестантизму на континенті.

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ЦИФРОВА МЕМОРІАЛІЗАЦІЯ: ІСТОРИКО-СОЦІАЛЬНИЙ АСПЕКТ

Анотація. У статті проаналізовано, як змінюються механізми формування історичної пам'яті під впливом цифрових технологій, а також систематизовано основні моделі цифрової меморіалізації в сучасній Україні. Актуальність дослідження зумовлена активним розвитком цифрових платформ та зростанням їхньої ролі у процесах збереження та конструювання колективної пам'яті в умовах сучасного інформаційного суспільства. Розглянуто ключові форми цифрових практик пам'яті: цифрові архіви, онлайн-меморіали, комунікативні практики у соціальних мережах та платформи документування війни, особливості їх функціонування та роль у процесах комеморації та збереження історичного досвіду.

Методологічну основу дослідження становлять підходи *memory studies*, цифрової гуманітаристики, а також історико-порівняльний і метод дискурс-аналізу, що дозволило проаналізувати трансформацію практик меморіалізації у цифровому середовищі та здійснити порівняльний аналіз українських і закордонних цифрових платформ пам'яті.

Наукова новизна полягає у систематизації цифрових практик меморіалізації в Україні та їх інтерпретації як нового типу історичних джерел, що поєднують комеморацію, архівацію та правовий вимір. Обґрунтовано, що цифрова меморіалізація в Україні формується разом з перебігом історичних подій та виступає не лише інструментом збереження пам'яті, але й механізмом її первинного конструювання у режимі реального часу. Особливу увагу приділено тому, що в умовах війни цифрові ресурси виконують функції документування, збереження історичної спадщини та мобілізації суспільства, що надає українському досвіду унікального

значення у глобальному контексті. Показано, що меморіалізація поєднує індивідуальні та колективні наративи, створюючи нові простори пам'яті, які стають важливим джерелом для майбутньої історіографії. Отримані результати відкривають перспективи для подальших досліджень у сфері цифрової гуманітаристики та політики пам'яті.

Ключові слова: історична пам'ять, колективна пам'ять, цифрова меморіалізація, цифрові архіви, онлайн-меморіали, соціальні мережі, комеморація, національна ідентичність, українська історіографія, digital memory studies.

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DIGITAL MEMORIALIZATION: HISTORICAL AND SOCIAL ASPECT

Abstract. This article analyzes how the mechanisms of historical memory formation are changing under the influence of digital technologies and systematizes the main models of digital memorialization in contemporary Ukraine. The relevance of the study stems from the active development of digital platforms and the growing role they play in the processes of preserving and constructing collective memory in the context of the modern information society. The article examines key forms of digital memory practices: digital archives, online memorials, communicative practices on social media, and platforms for documenting war, as well as the specifics of their functioning and their role in the processes of commemoration and the preservation of historical experience.

The methodological foundation of the study is based on approaches from memory studies and digital humanities, as well as historical-comparative and discourse analysis methods, which allowed for an analysis of the transformation of memorialization practices in the digital environment and a comparative analysis of Ukrainian and foreign digital memory platforms.

The scientific novelty lies in the systematization of digital memorialization practices in Ukraine and their interpretation as a new type of historical source that combines commemoration, archiving, and a legal dimension. It is argued that

digital memorialization in Ukraine develops alongside the course of historical events and serves not only as a tool for preserving memory but also as a mechanism for its primary construction in real time. Particular attention is paid to the fact that, in wartime conditions, digital resources serve the functions of documentation, preservation of historical heritage, and mobilization of society, which gives the Ukrainian experience unique significance in a global context. It is demonstrated that memorialization combines individual and collective narratives, creating new spaces of memory that become an important source for future historiography.

The findings open up prospects for further research in the field of digital humanities and memory politics.

Keywords: historical memory, collective memory, digital memorialization, digital archives, online memorials, social media, commemoration, national identity, Ukrainian historiography, digital memory studies.

Постановка проблеми. У сучасному інформаційному суспільстві цифрові технології суттєво трансформують механізми формування та функціонування історичної пам’яті. Поширення соціальних мереж, онлайн-платформ зумовлює перехід від традиційних форм меморіалізації, пов’язаних з матеріальними просторами пам’яті (поховання, меморіали, музеї) до мережевих моделей, у яких формування історичної пам’яті здійснюється широким колом користувачів. Подібні процеси спостерігаються й у міжнародному контексті, однак український випадок вирізняється тим, що меморіалізація відбувається синхронно з історичними подіями, а не постфактум.

Особливої актуальності ця трансформація набуває під час російсько-української війни, де цифрові платформи виконують не лише функції комеморації, але й слугують інструментами документування воєнних подій, фіксації доказів та формування міжнародного інформаційного дискурсу. У зазначених умовах цифрова меморіалізація постає як новий тип соціальної практики, що поєднує архівування, комунікацію та конструювання колективної пам’яті в реальному часі. Це актуалізує необхідність теоретичного осмислення цифрової меморіалізації як окремого напряму дослідження історичної пам’яті.

Наукова проблема полягає у з’ясуванні того, яким чином цифрові технології змінюють механізми формування історичної пам’яті та які моделі меморіалізації виникають у цифровому середовищі. У цьому дослідженні цифрова пам’ять визначається як загальна категорія, що охоплює всі практики збереження інформації у цифровому середовищі (архіви, бази даних, соціальні мережі тощо). Цифрова меморіалізація, натомість,

розглядається як її підкатегорія, специфічна форма, спрямована на комеморацію, створення нових просторів пам'яті та вшанування. Теоретичну рамку для аналізу цих процесів забезпечує міждисциплінарний напрям *digital memory studies*, що поєднує історичні, культурологічні та медіа-дослідження й дозволяє інтерпретувати українські практики у глобальному контексті.

Напрям digital memory studies (дослідження цифрової пам'яті) сформувався на межі memory studies, медіа-досліджень та цифрової гуманітаристики у 2000–2010-х рр. у зв'язку з поширенням цифрових медіа та соціальних платформ. У межах цього напряму досліджуються механізми збереження, трансляції та конструювання колективної пам'яті у цифровому середовищі.

Аналіз останніх досліджень і публікацій. У зарубіжній науковій традиції проблематика пам'яті в цифровому середовищі активно досліджується у межах міждисциплінарного напряму *digital memory studies.* Дослідники звертають увагу на те, що цифрові медіа не лише змінюють способи збереження історичної інформації, але й формують нові моделі колективної пам'яті, які характеризуються мережевою структурою та високим рівнем інтерактивності суспільства. Проблематика конструювання «місць пам'яті», збереження історичної пам'яті, її трансформація та застосування цифрових практик розглядається у працях П'єр Нора, Моріса Хальбвакса, Астрід Ерл, Ендрю Хоскінса [1, 2, 3, 4]. У їхніх підходах пам'ять розглядається як соціально сконструйований процес, опосередкований медіа, що узгоджується з підходом Астрід Ерл, яка підкреслює визначальну роль медіа у процесах ремедіації та трансляції колективної пам'яті [3, с. 5] та дозволяє інтерпретувати цифрові платформи як активних агентів її формування. Ендрю Хоскінс розглядає цифрову пам'ять як динамічний процес взаємодії між мережевими комунікаціями, архівами та цифровими медіа, що постійно переосмислюють способи збереження й актуалізації минулого [4, с. 1–3].

Сучасні дослідження також акцентують увагу на ролі цифрових платформ як середовища алгоритмічного опосередкування пам'яті [5, 6]. Цифрова пам'ять у працях закордонних дослідників трактується як процес збереження, організації та поширення інформації у цифровому середовищі, тоді як цифрова меморіалізація має комеморативний вимір і пов'язана з емоційним та соціальним переживанням минулого.

Попри значний доробок у межах digital memory studies, більшість досліджень зосереджена на трансформації вже сформованої пам'яті, тоді як питання формування пам'яті у процесі триваючих подій залишається недостатньо розробленим.

Серед українських дослідників зазначена проблема розглядається у працях А. Киридон, І. Соляра, В. Добровольської О. Таран та О. Кісь [7, 8, 9, 10, 11], які аналізують політику пам'яті, національну ідентичність та соціокультурні аспекти комеморації.

Як зазначає О. Романенко, цифрові виставки та онлайн-проєкти формують нові форми комеморації, які поєднують мистецькі та документальні практики, а також колективне переживання травматичного досвіду [12, с. 118–120]. В умовах війни політика пам'яті набуває подвійного виміру як інструмент суспільної мобілізації та інтеграції індивідуального травматичного досвіду у національний наратив [8]. На відміну від усталених закордонних практик, українська цифрова меморіалізація формується в час перебігу самих подій, що надає їй особливого значення як інструменту первинного конструювання пам'яті.

Якщо в закордонних дослідженнях акцент робиться на трансформації пам'яті під впливом цифрових медіа, то українська наукова традиція поєднує ці підходи з аналізом пострадянських трансформацій та специфіки війни. Отже, український підхід поступово інтегрується у закордонний контекст *digital memory studies*, формуючи власні концептуальні підходи, що враховують специфіку війни та синхронність процесів меморіалізації.

Водночас питання цифрової меморіалізації лише починає активно розроблятися в українській науковій думці, що визначає актуальність подальших досліджень у цьому напрямі. Тому аналіз цифрових меморіалів можна виділити як окремий напрям дослідження нових просторів комеморації, адже онлайн-платформи створюють можливість персоналізованого представлення історії та забезпечують широку участь аудиторії у формуванні меморіального простору.

Наукова новизна дослідження полягає у систематизації основних форм цифрової меморіалізації в Україні та обґрунтуванні їх як нового типу історичних джерел цифрової доби, що поєднують комеморативний, архівний і правовий виміри, а також у виявленні специфіки української моделі цифрової пам'яті, яка формується синхронно з історичними подіями.

Мета статті. Аналіз трансформації практик меморіалізації під час цифровізації та визначення основних форм цифрової меморіалізації в Україні. У цьому контексті об'єктом дослідження виступають цифрові практики меморіалізації, а предметом – їхній вплив на трансформацію механізмів формування історичної пам'яті в українському суспільстві.

Для досягнення мети поставлено завдання:

- проаналізувати трансформацію традиційних практик меморіалізації у цифровому середовищі;
- визначити основні типи цифрової меморіалізації;

- дослідити українські цифрові меморіальні ініціативи;
- здійснити порівняльний аналіз із закордонними практиками;
- окреслити соціальні функції цифрової пам'яті.

Методологічну основу дослідження становить міждисциплінарний підхід, що поєднує інструменти *memory studies* та цифрової гуманітаристики. У дослідженні застосовано історико-порівняльний метод для аналізу еволюції меморіальних практик від традиційних форм (музеї, пам'ятники, архіви) до цифрових форматів (онлайн-архіви, соціальні мережі, цифрові меморіали), дискурс-аналіз для вивчення репрезентацій історичної пам'яті у цифровому середовищі, виявлення домінантних наративів пам'яті та форм комунікативної взаємодії користувачів, а також метод аналізу цифрових платформ, що дозволив дослідити структуру, типи контенту, функціональні особливості та механізми алгоритмічного ранжування низки українських і міжнародних ресурсів.

Емпіричну базу становлять українські цифрові меморіальні ресурси, зокрема онлайн-меморіали: Український Меморіал [13], Меморіал – платформа пам'яті [14], Національний меморіальний комплекс Героїв Небесної Сотні – Музей Революції Гідності [15] та платформи документування війни – «Ukraine War Archive» [16], а також закордонні приклади: Yad Vashem – The World Holocaust Remembrance Center [17], The September 11 Digital Archive [18]. Обрані методи дозволили не лише описати цифрові практики меморіалізації, але й виявити їхню роль у трансформації механізмів формування історичної пам'яті.

Цифрова меморіалізація в Україні постає як новий тип соціальної практики, що поєднує архівування, комунікацію та конструювання пам'яті, які відбуваються у реальному часі. Її дослідження має не лише прикладне, але й теоретичне значення, адже дозволяє розглядати цифрові ресурси як специфічні історичні джерела цифрової доби.

Таким чином, цифрова меморіалізація постає як важливий об'єкт сучасних гуманітарних досліджень, що поєднує історичний, соціальний та інноваційний виміри. Її аналіз дозволяє не лише виявити нові моделі формування історичної пам'яті, але й зрозуміти специфіку українського досвіду у глобальному контексті. Подальший виклад матеріалу спрямований на систематизацію основних форм цифрової меморіалізації, аналіз українських ініціатив та їх порівняння з закордонними практиками.

Виклад основного матеріалу дослідження. Історична еволюція пам'яті демонструє залежність її форм від домінуючих медіа, відхід від усної традиції до друкованих масових медіа, що у цифрову епоху призводить до переходу до мережевих і децентралізованих моделей меморіалізації.

Такий підхід дозволяє переосмислити статус цифрового меморіалу, який пропонується розглядати не лише як засіб репрезентації минулого, а як динамічне джерело історії. Якщо традиційне історичне джерело є статичним документом, що фіксує момент, то цифрова меморіалізація передбачає його постійне доповнення через нові свідчення та коментарі користувачів у реальному часі. Це змінює саму онтологію історичного джерела, оскільки цифровий меморіал постає не як статичний носій інформації, а як динамічна структура, що формується та модифікується у режимі реального часу.

Цифрова меморіалізація є не лише наслідком цифровізації історичної пам'яті, але й якісно новою формою її функціонування, що поєднує збереження, репрезентацію та соціальне осмислення минулого. На відміну від цифрової пам'яті, яка може існувати як інформаційна інфраструктура (бази даних, архіви), меморіалізація передбачає наявність комеморативного виміру, спрямованого на інтеграцію індивідуальних і колективних досвідів у спільний історичний наратив.

Особливістю цифрової меморіалізації є її мережевий характер. На відміну від традиційних форм, які контролювалися державними інституціями, цифрова меморіалізація формується через взаємодію великої кількості користувачів.

Важливим аспектом є алгоритмічна медіація пам'яті. Алгоритми цифрових платформ визначають видимість і пріоритетність меморіального контенту, що впливає на поширення історичних наративів та зумовлює залежність колективної пам'яті від алгоритмічних і комерційних логік цих платформ. Наприклад, у соціальній мережі Facebook меморіальні дописи, що супроводжуються візуальним контентом (фото загиблих, символіка скорботи), отримують вищий пріоритет у стрічці, що штучно виокремлює певні аспекти пам'яті над іншими, менш візуалізованими.

На основі проведеного аналізу можна виокремити такі основні форми цифрової меморіалізації:

- цифрові архіви, що формують бази даних документів, фотографій та відеосвідчень;
- онлайн-меморіали, призначені для вшанування пам'яті загиблих і представлення біографічних матеріалів;
- комунікативні меморіальні практики у соціальних мережах, де пам'ять формується через публікації, коментарі та меморіальні дописи;
- цифрові платформи документування війни, що поєднують функції меморіалізації та фіксації подій.

Зазначена типологія відображає не лише різноманітність цифрових форм пам'яті, але й зміну способів її формування – від інституційного до мережевого та децентралізованого.

У сучасній Україні формується ціла низка цифрових меморіальних платформ, які поєднують функції комеморації та історичної архівації. Одними із прикладів є онлайн-ресурси: Український меморіал [13] та Меморіал – платформа пам'яті [14], що містять біографічні дані військових, фотографії, наративи родичів та інформацію про обставини їхньої загибелі. Така структура платформ передбачає персоналізовані сторінки пам'яті та дозволяє розглядати її як форму цифрового біографічного архіву. Це нівелює класичну дистанцію між професійним істориком та носієм пам'яті, створюючи простір для прямої верифікації фактів безпосередніми учасниками подій або їхніми родичами. Подібні платформи створюють новий тип історичного джерела – цифрові біографічні архіви війни.

Це дозволяє інтерпретувати платформу як багаторівневий механізм формування пам'яті, що поєднує індивідуальні, колективні та інституційні виміри.

Іншим важливим напрямом є цифрові архіви документування війни, які збирають фото- та відеоматеріали, свідчення очевидців та інші цифрові докази воєнних подій. Як зазначає В. Добровольська, цифрові архіви воєнного часу виконують функцію документування культурних втрат та формування доказової бази, забезпечуючи збереження культурної пам'яті в умовах війни [9, с. 23–24]. Це дозволяє констатувати наявність системних характеристик українських цифрових практик меморіалізації. Окремим напрямом є цифрові ресурси, що документують воєнні злочини, використовуючи фото- та відеоматеріали, свідчення очевидців і геолокаційні дані.

Порівняння українських цифрових практик меморіалізації із закордонними дозволяє виявити принципові відмінності у функціонуванні цифрової пам'яті. Ключові відмінності полягають у часовому вимірі (постфактум, синхронність), функціональному призначенні (репрезентація, конструювання) та ролі користувача (пасивна, активна).

У випадку цифрових ресурсів пам'яті про Голокост, зокрема платформ меморіального центру Yad Vashem [17], цифровізація виконує функцію збереження вже інституціоналізованої пам'яті. Вона спрямована на архівацію, систематизацію та освітню трансляцію історичного досвіду.

Аналогічно, The September 11 Digital Archive [18] є прикладом постфактум меморіалізації, де цифрові ресурси доповнюють уже сформований національний наратив.

Натомість український випадок характеризується принципово іншою логікою, адже цифрова меморіалізація відбувається синхронно з сучасними подіями, поєднуючи функцію фіксації, інтерпретації та первинного конструювання пам'яті.

Таким чином, якщо у західних практиках пам'ять у цифровому середовищі є інструментом репрезентації минулого, то в українському випадку вона є механізмом його безпосереднього формування. Це свідчить про те, що меморіалізація в Україні функціонує як механізм одночасного конструювання та фіксації історичної пам'яті. Вона має як соціальний, так і правовий вимір, оскільки може використовуватися у міжнародних судових процесах. Порівняння з міжнародними практиками показує, що українські ініціативи вирізняються високим рівнем персоналізації та акцентом на документуванні воєнних злочинів.

У цьому контексті цифрова меморіалізація виконує комплекс взаємопов'язаних соціальних функцій:

- вшанування пам'яті загиблих і збереження їхніх історій;
- документування воєнних подій та формування цифрових архівів;
- формування національної ідентичності та забезпечення міжнародної комунікації;
- створення простору суспільного переживання втрат та формування нових форм соціальної солідарності.

Вона трансформує не лише форми пам'яті, але й соціальні відносини навколо неї. Якщо традиційна меморіалізація передбачала пасивне сприйняття (відвідування меморіалу, музею), то цифрова формує модель активної участі. Учасники цифрових платформ виступають не лише як реципієнти, але й як продуценти пам'яті, що сприяє виникненню феномену колективного авторства пам'яті.

Цифрові платформи та соціальні мережі створюють нові форми комунікативної пам'яті, у межах яких користувачі можуть публікувати спогади, фотографії та інші матеріали, пов'язані з історичними подіями. У цьому середовищі формуються меморіальні спільноти, що об'єднують родичів загиблих, ветеранів, волонтерів та інших учасників, які підтримують комеморативні практики, сприяючи збереженню індивідуальних історій і формуванню нових форм соціальної солідарності та спільної пам'яті.

У контексті російсько-української війни цифрові меморіальні платформи виконують важливу соціально-психологічну функцію. Вони створюють простір для суспільного переживання втрат, публічного вшанування пам'яті загиблих та формування спільного наративу про війну. Через цифрові ресурси відбувається інтеграція індивідуальних історій у ширший національний наратив пам'яті, що підсилює її значення як інструменту формування національної пам'яті в умовах війни.

У цифровому середовищі соціальні мережі стали новим простором пам'яті, де індивідуальні історії та практики скорботи трансформуються у колективні наративи [19, с. 87–88].

Подальші дослідження доцільно спрямувати на аналіз структурних особливостей українських цифрових меморіальних платформ та їхньої ролі у формуванні сучасної культури пам'яті.

Висновки. Узагальнюючи результати дослідження, можна зазначити, що цифрова меморіалізація є важливим елементом сучасної культури національної пам'яті, оскільки поєднує цифрові технології із соціальними практиками комеморації. Цифрові архіви, онлайн-меморіали та комунікативні практики у соціальних мережах формують нові типи історичних джерел, що поєднують інституційні та громадські ініціативи збереження пам'яті. У цьому контексті цифрове середовище стає важливим простором взаємодії, де історична пам'ять формується через поєднання індивідуальних історій, візуальних матеріалів та цифрових архівів.

Цифрова меморіалізація в Україні є комплексним феноменом, який поєднує меморіальну, архівну, комунікативну та соціально-психологічну функції. Вона відкриває нові можливості для дослідження історичної пам'яті та подальші перспективи розвитку цифрової гуманітаристики, зокрема аналіз комунікативних механізмів цифрових платформ і їхнього впливу на формування національної ідентичності та інтеграцію у глобальну культуру пам'яті.

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ІСТОРІЯ ПОВСЯКДЕННЯ: НОВІ ВИКЛИКИ У ВИКЛАДАННІ

Анотація. Завдяки змінам традиційної історіографії виник новий напрям гуманітарних наук – історія повсякдення. Як відомо, ще донедавна головна увага приділялася великим військовим чи політичним подіям, економічним зрушенням, змінам державних інституцій та історичних еліт. При цьому майже не зверталася увага на повсякдення народу, яке теж зазнавало великих змін.

Основа щоденного існування людей, тобто їх побут, ритуальні та соціальні практики, щоденні звички, взаємні зв'язки, стосунки у спільнотах і родинах – усе це складові так званої "низової" історії. Зміна побутових практик і адаптація до глобальних суспільних подій допомагають зрозуміти, як відбувався розвиток тих чи інших структур суспільства у різні часи. Коли відновлюється "мала історія" через історію повсякдення людини з її домашніми турботами, святами, працею та відпочинком, це розширює загальну картину змін і розвитку певної історичної доби. Підходи антропології, соціології, соціальної історії, етнографії – усе це утворює міждисциплінарну методологію історії, зокрема історії повсякдення.

В історії повсякдення соціальні відносини були визначальними у взаємодії між людьми, у ролі кожного в суспільстві. Їм підпорядковувалися як станова ієрархія, сімейні зв'язки, так і звичаї й контакти між людьми. Це – такий собі поведінковий регулятор у різних сферах життя.

Взаємовідносини між владою та суспільством і регламентацію прав й обов'язків визначало політичне і правове середовище. Система управління, судочинства мали беззаперечний вплив на всі елементи життя – від дотримання порядку, вирішення конфліктів до сплати податків.

Через призму людського досвіду можна краще зрозуміти минуле. Саме цьому сприяє історія повсякдення, не лише дозволяючи здобувачам освіти засвоювати певні факти; так ще й формується критичне мислення. Адже візуальні матеріали, предмети побуту, листи, спогади, щоденники дозволяють не лише відчути ту чи іншу подію, а й зрозуміти, як історичні процеси впливали й на окрему людину.

Сучасні методи і підходи теж відіграють важливу роль у викладанні історії повсякдення. Інтерактивним зробити навчання дозволяють відеоматеріали, інфографіки, використання карт, цифрових архівних даних. Можливість віртуально "побувати" у минулому допомагають 3D-реконструкції поселень, храмів, фортець, віртуальні тури по місцях історичних подій тощо.

Ключові слова: повсякдення, побут, спогади, листи, історичні джерела, цифрові архіви, методи візуалізації, інтерактивне навчання, ігрові елементи.

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EVERYDAY HISTORY: NEW CHALLENGES IN TEACHING

Abstract. Due to changes in traditional historiography, a new direction in the humanities has emerged – the history of everyday life. As is known, until recently, the main attention was paid to major military or political events, economic shifts, changes in state institutions and historical elites. At the same time, almost no attention was paid to the everyday life of the people, which also underwent major changes. The basis of people's daily existence, that is, their everyday life, ritual and social practices, daily habits, mutual connections, relationships in communities and families – all these are components of the so-called "grassroots" history. Changing everyday practices and adaptation to global social events help to understand how certain structures of society developed at different times. When "little history" is restored through the history of a person's everyday life with their household chores, holidays, work and leisure, it expands the overall picture of changes and development of a certain historical era. The approaches of anthropology, sociology, social history, ethnography – all this forms an interdisciplinary methodology of history, in particular the history of everyday life. In the history of everyday life, social relations were decisive in the interaction between people, in the role of everyone in society. Both the class hierarchy, family ties, and customs and contacts between people were subject to them. This is a kind of behavioral regulator in various spheres of life. The relationship between the authorities and society and the regulation of rights and obligations were determined by the political and legal environment. The system of governance, judicial proceedings had an undeniable influence on all elements of life – from maintaining order, resolving conflicts to paying taxes. Through the prism of human experience, one can better understand the past. This is precisely

what everyday history contributes to, not only allowing students to assimilate certain facts; it also forms critical thinking. After all, visual materials, everyday objects, letters, memories, diaries allow not only to experience a particular event, but also to understand how historical processes influenced an individual person. Modern methods and approaches also play an important role in teaching everyday history. Video materials, infographics, the use of maps, digital archival data make it possible to make learning interactive. 3D reconstructions of settlements, temples, fortresses, virtual tours of places of historical events, etc. help to provide the opportunity to virtually "visit" the past.

Keywords: everyday life, everyday life, memories, letters, historical sources, digital archives, visualization methods, interactive learning, game elements.

Постановка проблеми. Нові вимоги сучасних освітніх тенденцій потребують змін до традиційних підходів навчанню історії. Акцент на розвиток не лише фактологічних знань, а й на аналітику, критичне мислення, практичні навички змінює парадигму вивчення фактів і дат на розуміння історії як динамічного інструменту, який дозволяє аналізувати сучасність.

Головним методологічним вказівником стає компетентнісний підхід до навчання. Ставиться завдання не лише формувати знання, а й уміння їх застосовувати для аналізу сучасних процесів та явищ. Так здобувачі освіти вчаться приймати обгрунтовані рішення, критично оцінюючи реалії різних життєвих ситуацій, а також виокремлювати важливу інформацію для вирішення проблем у неординарних сферах.

Історія стає інструментом, який формує глибоке розуміння як минулого, так і сучасного з його постійними викликами.

Як відомо, орієнтовані на аналіз політичних, військових або економічних подій історичні методи не завжди спроможні показати специфіку щоденного життя. Тому для викладання історії повсякдення досить вдалим є використання міждисциплінарного підходу через вивчення усних свідчень, архівних джерел та локальних історій.

Окрім того, нове покоління молодих людей звикло до швидкого отримання інформації та не достатньо вмотивоване виконувати завдання, які потребують розтягнутої в часі та інколи рутинної роботи. Тому звичний процес передачі накопичених знань не відповідає запитам сучасної молоді.

Пошуки відповідей на питання щодо трансформації освіти у цікавий процес, здатний сформувати вміння та навички із набуттям певного життєвого досвіду, привели дослідників до розуміння та необхідності включати нові елементи. Зокрема, ігрове навчання, яке раніше асоціювалося

з малолітніми учнями, все частіше почало застосовуватися при викладанні серйозних предметів для дорослих.

Як, до прикладу, квест у кав'ярні чи супермаркеті може вас зацікавити, щоб змусити придбати щось, так і освіта здатна створити й реалізувати освітні послуги, зацікавивши її здобувача.

Класичне й традиційне викладання, зокрема історії, доповнене новими техніками, здатне підвищити продуктивність навчальної діяльності здобувачів освіти й покращити організацію діяльності цілої групи. Окрім того, покращується комунікація в студентському колективі, формуються навички командної роботи і виявляються цінності роботи кожного в цій команді.

Весь цей комплекс формує компетентну і освічену людину, здатну не лише накопичувати знання, а й цікавитися новим та пізнавати його, долучатися і співпрацювати, аналізувати минуле, прогнозувати майбутні ризики й бути готовою до життєвих викликів.

Саме такі завдання й ставляться новими вимогами сучасної освіти та реаліями сьогодення.

Аналіз останніх досліджень і публікацій. Питанням викладання історії та формування фахової компетентності здобувачів освіти приділяли увагу чимало вітчизняних і зарубіжних дослідників, зокрема Л. Гриценко, Л. Павлюк, І.Мельник, В. Бех, Дж. Дьюї.

Зарубіжні педагоги звертали увагу на форми та механізми здійснення інтерактивного навчання (Х. Браун, Ф. Кліпел).

Українські науковці І. Пироженко, О. Пометун наголошували на змістовному наповненні новітніх навчальних технологій.

Інноваційним системам і технологіям навчання історії приділив увагу К.Баханов, запровадженню дискусій як ефективного методу розвитку особистості – Т. Ремех.

Викладання історії через призму цифрових технологій показав П. Мельник у своєму дослідженні [5]. Європейським досвідом компетентнісного викладання історії поділився у своїй праці С. Лісовий [4]. О. Литвиненко звертає увагу на технології інтерактивного навчання [3].

Не зважаючи на цілу низку досліджень, питання якісного підходу до викладання історії потребують подальших розробок і новацій.

Метою статті є визначення сучасних ефективних методичних підходів до викладання історії, зокрема історії повсякдення, які гарантовано сприятимуть формуванню і розвитку історичної свідомості, зацікавленості предметом і розвиватимуть аналітичні здібності.

Виклад основного матеріалу. Науково обгрунтовані підходи до викладання та навчання стали надзвичайно актуальними в умовах переходу

но Нової української школи, реформування освіти та її європейської інтеграції.

Важливими є підвищення рівня знань поряд з критичним сприйняттям минулого, формуванням історичної свідомості та громадянської відповідальності.

Надзвичайно вагомою галуззю історичної науки стає історія повсякдення. Фокусування на житті звичайних людей, традиціях, звичках, соціальних взаємних зв'язках, побутовому матеріальному світі дозволяє доповнювати й переосмислювати великі історичні події, які раніше були зосереджені на великих постатях чи баталіях.

Історія набуває так званого людського виміру, а не просто абстрактною хронологією подій. Ті, хто вивчає історію, ніби стають частиною історичного процесу. Так у здобувачів освіти розвивається історична емпатія та усвідомлення, що і їхнє буття тісно пов'язане з цілою низкою економічних, соціальних і культурних змін.

Як важливий напрямок дослідження, історія повсякдення дає змогу розуміння не лише змін побутових практик, а й глибокі економічні, соціальні, культурні трансформації суспільств різних епох. Вона здатна виявити взаємозв'язок між діями колективу й індивіда, здійснити аналіз формування поведінки та побутових звичок через вплив соціальних норм, цінностей і структур [2].

Підходи антропології, соціології, соціальної історії, етнографії – усе це утворює міждисциплінарну методологію історії, зокрема історії повсякдення.

В історії повсякдення соціальні відносини були визначальними у взаємодії між людьми, у ролі кожного в суспільстві. Їм підпорядковувалися як станова ієрархія, сімейні зв'язки, так і звичаї й контакти між людьми. Це – такий собі поведінковий регулятор у різних сферах життя.

Взаємовідносини між владою та суспільством і регламентацію прав й обов'язків визначало політичне і правове середовище. Система управління, судочинства мали беззаперечний вплив на всі елементи життя – від дотримання порядку, вирішення конфліктів до сплати податків.

Вивчаючи повсякденне життя через призму соціальних і культурних практик, можна відслідкувати зв'язок між колективним та індивідуальним. Можна також проаналізувати, як формувалися поведінка людей і побутові звички під впливом соціальних норм, структур і цінностей.

Для істориків завжди існує така проблема, як рівновага між об'єктивністю та суб'єктивністю. Тому вкрай необхідні аналіз фактів, зіставлення джерел та можливість уникнення певної емоційної упередженості. Але неможливо не дослухатися до людських переживань та

емоцій, а це певним чином позбавляє реальності й спрощує минулі події. Через це є необхідність поєднувати макро- та мікропідходи у дослідженнях визначних історичних процесів через досвід людей, які їх пережили [3].

Дослідити, як історичні події формували людську свідомість, культуру суспільств різних історичних періодів, суттєво допомагають доповнення наукового аналізу особистими свідченнями очевидців.

Подекуди обмеженість джерельної бази стає на заваді грунтовного вивчення тієї чи іншої події. Тому надзвичайно важливими стають будь-які документи чи спогади, усні оповіді. Історія повсякдення потребує своїх власних підходів до підбору, накопичення та аналізу інформації. Особисті документи, листи, мемуари, щоденники дають можливість побачити окремий особистий людський досвід у різноманітних історичних обставинах.

Історичні дослідження, які базуються лише на традиційних підходах, не завжди дозволяють зрозуміти вплив значних, епохальних рішень правителів чи політиків на життя простих людей. Здавалося б, запровадження нових, передових громадянських прав замість очевидного прогресивного поступу несе за собою зростання соціальної напруги та економічну нестабільність.

Суттєві перетворення у житті людей – від нових соціальних класів до змін у сімейних стосунках - принесла індустріалізація як продукт технічного прогресу з його зростанням міст і фабричними новаціями.

Такі тонкощі, безперечно, допомагає побачити історія повсякдення.

Важливим аспектом значення історії повсякдення є зв’язок із минулим, який базується на емоціях. Коли перед очима постають спогади очевидців Голодоморів з їх переживаннями, втратами, невимовним болем і стражданнями, це спонукає співпереживати й розуміти.

Студіюючи історію повсякдення, здобувачі освіти вчаться працювати з історичними джерелами. Аналіз різноманітних справ, листів, щоденників допомагає розвивати критичне мислення [4].

Досліджуючи життя робітничого люду, до прикладу в XIX столітті, студенти мають змогу зрозуміти, як складалися, вибудовувалися норми праці; як змінювалася рівновага між особистим і трудовим життям; як усе це вплинуло на сучасні трудові норми і склало основу нинішнього буття. Тобто, ми бачимо прямий зв’язок історії та сучасності.

Саме таким зв’язком між поколіннями та формуванням історичної свідомості й вирізняється в освітньому процесі історія повсякдення. Розуміння соціальних норм, звичаїв, побуту і змін на різних етапах допомагає осмислити розвиток людства та вплив на сучасність. [1].

Комплексному розумінню історичних процесів сприяє поєднання глобального й локального підходів вивчення історії повсякдення.

Глобальний рівень демонструє зміни щоденного життя людей під впливом світових воєн чи економічних криз і політичних ідеологій. Як, до прикладу, кардинально змінила щоденні реалії мільйонів людей Друга світова війна.

На локальному рівні історія повсякдення розглядає нюанси життя певних регіонів, етносів у обставинах широких історичних подій. Так, досліджуючи щоденне життя селян або містян у Радянській Україні, ми бачимо вплив воєн, колективізації та репресій.

Історична наука через інтеграцію історії повсякдення стає цікавішою і доступнішою не лише для здобувачів освіти, а й для широкого загалу.

Фіксуючи спогади очевидців, особливо недавньої історії, молодь формує різнобічний погляд на минуле, аналізує відображення особистих людських переживань на загальний історичний контекст. Важливим є критичний аналіз джерел, адже мемуари, щоденники завжди містять частку суб'єктивізму і вирізняються певною однобічністю поглядів і думок. Тому, щоб провести комплексний аналіз, варто використовувати різні джерела. Слід порівнювати офіційні документи, статистичні дані, приватні тексти, предмети матеріальної культури. Досить часто офіційні звіти можуть містити неточності, приписки, тобто різноманітні маніпулятивні елементи задля створення бажаних реалій.

Досить обережно потрібно вивчати художні твори, зіставляючи їх з іншими джерелами, адже автори, відображаючи соціальні реалії, вдаються до гіперболізації та суб'єктивізму.

Для наукової достовірності досліджень усної історії важливо залучати до інтерв'ю якомога більше респондентів. Адже кожна людина має свій погляд на одні й ті ж події. Тільки аналізуючи почуте, співставляючи його, можна отримати достовірні й неупереджені дані.

Залучення у процес викладання історії матеріальних артефактів дає змогу глибше зануритися в реалії життя минулого. Вивчення знарядь праці, меблів чи одягу дозволяє простежити певну еволюцію традицій та організацію простору певного історичного періоду.

Надзвичайно ефективним є спосіб долучити студентів до роботи з артефактами музейних експозицій та реальних археологічних розкопок. Вивчаючи віднайдені монети, особисті речі, посуд тощо, можна багато дізнатися про торговельні зв'язки чи рівень побуту та культурний ступінь суспільства даної епохи.

Умінню аналізувати історичні явища з різних перспектив сприяють такі методи, як дебати. Розділившись на дві групи, студенти можуть обговорювати ту чи іншу тему або історичну подію, виступаючи прихильниками або противниками певної версії. Здійснюючи власний

аналіз, обгрунтовуючи версії тими чи іншими джерелами, фактами, подіями, вони навчаються культурі спілкування, дискусій та вмінню переконання.

Досить цікавими та дієвими є різноманітні формати методу проєктного навчання – презентації, виставки, есе. Різні групи студентів, отримавши тему для дослідження, вивчають документи, спогади, публікації тощо. Свої результати вони інтерактивно презентують, створюючи візуальні матеріали – макети, інфографіку, карти тощо. Так поєднуються елементи дослідницької та творчої роботи, здобуваються не лише нові знання, а й уміння презентувати власні висновки та ідеї.

Використання у навчальному процесі відеоекскурсій, 3D-реконструкцій для ознайомлення з організацією простору старовинних міст дозволяє поряд із засвоєнням матеріалу порівнювати ці простори із сучасними урбаністичними, розуміючи зміни в архітектурі та облаштуванні життя містян [5].

Зрозуміти, як функціонували економічні відносини в минулому, допоможуть інфографіки з поясненням різних економічних систем у різні історичні періоди – від феодалізму до капіталізму й соціалізму. Це можуть бути, до прикладу, діаграми. Візуальні схеми причин і наслідків історичних подій, як до прикладу причин і наслідків двох світових воєн, допомагають зрозуміти, як одні події призводять у подальшому до інших.

Історія повсякдення – це потужний інструмент формування історичної свідомості. В умовах інформаційного суспільства досить часто історична пам’ять може використовуватися як знаряддя маніпуляцій. Тому саме історія повсякдення дає реалістичний, виважений погляд на історію, допомагаючи уникати узагальнень і даючи розуміння про складність та багатовимірність історичних процесів. Вона дозволяє розпізнавати ідеологічні конструкції та стереотипи, які мають вплив на сприйняття минулого.

Висновки. Історія повсякдення як інструмент, що допомагає осмислювати історичні процеси через спектр людського досвіду, сприяє глибшому розумінню суспільних змін і створює відчуття зв’язку минулого із сучасним.

Традиційні методи викладання історії формують у здобувачів освіти фундаментальні знання, а поєднання класики й новацій створює нові формати. Використання широкої палітри цифрових інструментів збагачує навчальний матеріал. Віртуальні карти, тури, інтерактивні карти, онлайн-платформи дозволяють краще сприймати навчальний матеріал.

Разом з тим, важливо вміло користуватися новітніми технологіями, не перетворюючи заняття суто на розвагу чи гру.

Наочність, включеність у загальний процес пізнання, творчий пошук, розвиток критичного мислення, - усі ці переваги технологічного прогресу мають бути поєднані з умінням аналізувати й співставляти, виокремлювати й помічати неточності або маніпуляції

Такий підхід до викладання історії, зокрема й історії повсякдення, дає можливість зацікавити не лише здобувача освіти, а й педагогові почуватися творцем неординарно проведеного заняття.

Важливим моментом є використання історії повсякдення для того, щоб розуміти вплив державних рішень на життя народу. Досліджуючи обмеження прав громадян різними політичними режимами, ми усвідомлюємо важливість демократії та необхідність верховенства права. А це дає нам можливість не потрапити під маніпулятивні впливи й бути розбірливими у сприйнятті суспільних і політичних процесів.

Таким чином формуються цілісне світосприйняття та активна громадянська позиція.

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КОНЦЕПЦІЯ СОЦІАЛЬНОЇ РОЛІ МУЗЕЮ КЕННЕТА ҐАДСОНА: ТЕОРЕТИЧНІ ОСНОВИ ТА ВПЛИВ НА СУЧАСНЕ МУЗЕЄЗНАВСТВО

Анотація. Мета дослідження – проаналізувати концепцію соціальної ролі музею викладену у працях Кеннета Ґадсона та дослідити вплив його ідей на теорію й практику сучасного музеєзнавства. Для його проведення використано методи: бібліографічної евристики – для дослідження ступеня розробленості проблеми; аналізу та синтезу – для простеження основних аспектів концепції соціальної ролі музеїв; систематизації – для виокремлення основних моментів реалізації концепції Кеннета Ґадсона в теорії та практиці сучасного музеєзнавства. Узагальнивши результати дослідження, констатуємо: наукова концепція соціальної ролі музею Кеннета Ґадсона стала одним із визначальних чинників переосмислення теоретико-методологічних засад музеєзнавства другої половини XX століття. Дослідник обґрунтував потребу розглядати музей, як відкритий соціокультурний простір, орієнтований на суспільні потреби, комунікацію та взаємодію. Ґадсон критично оцінює консервативні форми музейної репрезентації, акцентує увагу на необхідності модернізації музейної комунікації, розвитку емоційних складових експозиції, а також подолання інтелектуального бар'єра між музейним фахівцем і відвідувачем. Суттєве місце у концепції Кеннета Ґадсона займає осмислення соціальної та коммеморативної функцій музею. Дослідник наголошує на важливості інтеграції музейної інституції у ширший суспільний контекст, підкреслюючи її роль у репрезентації повсякденного життя. Особливого значення набуває звернення науковця до концепції екомузею, що відобразило прагнення

розширити межі традиційного музею шляхом включення до нього природного, історичного та соціального середовища як цілісного культурного простору. Концептуальні положення, сформульовані Ґадсоном, справили помітний вплив на розвиток сучасного музеєзнавства, зокрема на становлення нових підходів до музейного менеджменту, маркетингових стратегій і комунікації з аудиторією. Його ідеї щодо відкритості музею, орієнтації на потреби відвідувачів, постійного оновлення експозиційних практик та демократизації культурного простору залишаються актуальними в умовах сучасних соціокультурних трансформацій і розвитку новітніх моделей музейної діяльності.

Ключові слова: Кеннет Ґадсон, музей, музеєзнавство, музейна комунікація, соціальна роль музею

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KENNETH HUDSON'S CONCEPT OF THE SOCIAL ROLE OF THE MUSEUM: THEORETICAL BASIS AND INFLUENCE ON MODERN MUSEUM STUDIES

Abstract. The purpose of the study is to analyze the concept of the social role of the museum set forth in the works of Kenneth Hudson and to investigate the influence of his ideas on the theory and practice of modern museology. The following methods were used to conduct it: bibliographic heuristics – to study the degree of development of the problem; analysis and synthesis – to trace the main aspects of the concept of the social role of museums; systematization – to identify the main points of the implementation of Kenneth Hudson's concept in the theory and practice of modern museology. Summarizing the results of the study, we state: Kenneth Hudson’s scientific concept of the social role of the museum became one of the determining factors in the rethinking of the theoretical and methodological foundations of museology in the second half of the twentieth century. The researcher substantiated the need to consider the museum as an open socio-cultural space focused on social needs, communication and interaction. Hudson

critically evaluates conservative forms of museum representation, emphasizes the need to modernize museum communication, develop emotional components of the exhibition, and overcome the intellectual barrier between the museum specialist and the visitor. An important place in Kenneth Hudson's concept is occupied by the understanding of the social and commemorative functions of the museum. The researcher emphasizes the importance of integrating the museum institution into a broader social context, emphasizing its role in the representation of everyday life. Of particular importance is the scientist's appeal to the concept of the Eco museum, which reflected the desire to expand the boundaries of the traditional museum by including the natural, historical, and social environment as a holistic cultural space. The conceptual provisions formulated by Hudson had a noticeable impact on the development of modern museology, in particular on the formation of new approaches to museum management, marketing strategies, and communication with the audience. His ideas about museum openness, orientation towards the needs of visitors, constant updating of exhibition practices and democratization of cultural space remain relevant in the context of modern socio-cultural transformations and the development of new models of museum activity.

Keywords: Kenneth Hudson, museum, museology, museum communication, social role of the museum

Актуальність проблеми. Сучасне музеєзнавство переживає трансформацію, пов’язану зі зміною традиційних уявлень про роль та функції музею в суспільстві. У XXI столітті музей розглядається не лише як інституція збереження й експонування культурної спадщини, а як активний соціокультурний простір, орієнтований на комунікацію, освіту та формування суспільного діалогу. У цьому контексті особливої актуальності набуває осмислення теоретичної спадщини британського музеєзнавця Кеннета Ґадсона, який одним із перших акцентував увагу на суспільній місії музею та необхідності його переорієнтації на потреби людини й громади.

Ідеї Кеннета Ґадсона стали важливим етапом у розвитку музеології, що утверджувала принципи відкритості, демократизації музейного простору та активної взаємодії музею з аудиторією. Особливе значення мають його концепції «промислової археології» та соціально орієнтованого музею, які суттєво вплинули на переосмислення ролі музейних інституцій у європейському культурному середовищі другої половини XX століття. Ініційована Кеннетом Ґадсоном премія Європейський музей року сприяла поширенню інноваційних підходів до музейної діяльності та формуванню нових критеріїв оцінювання музейної роботи, де пріоритетного значення набули соціальна ефективність, інтерактивність та орієнтація на відвідувача.

Актуальність дослідження зумовлена також потребою аналізу впливу ідей Кеннета Ґадсона на сучасні тенденції розвитку музеєзнавства, зокрема в умовах цифровізації культури, трансформації культурної комунікації та посилення ролі музеїв у процесах формування колективної пам'яті й культурної ідентичності. Звернення до його наукової спадщини дозволяє глибше осмислити еволюцію музейної теорії та визначити перспективи подальшої модернізації музейної практики в сучасному соціокультурному просторі.

Аналіз останніх досліджень і публікацій. Незважаючи на неоднозначність оцінок постаті та концептуальних підходів Кеннета Ґадсона, його наукова спадщина є предметом систематичного зацікавлення зарубіжних дослідників. Серед сучасних студій, присвячених осмисленню його музеєзнавчих ідей, виокремимо праці Массімо Негрі [6], Сімона Тейті [8] та Джетта Сандахла [7], у яких аналізуються теоретичні засади соціально орієнтованого музею та внесок ученого у трансформацію європейського музейного простору.

Водночас в українському музеєзнавстві комплексне дослідження концепцій Кеннета Ґадсона фактично відсутнє. Недостатній рівень опрацювання цієї проблематики підтверджується браком перекладів праць вченого українською мовою, що суттєво обмежує можливості інтеграції ідей дослідника в національний науковий дискурс.

Мета статті. Проаналізувати концепцію соціальної ролі музею викладену у працях Кеннета Ґадсона та дослідити вплив його ідей на теорію й практику сучасного музеєзнавства.

Виклад основного матеріалу. Кеннет Ґадсон (Kenneth Hudson) народився у 1916 році в Лондоні. Навчався в Університетському коледжі Лондона, де студіював англійську мову й літературу. В роки Другої світової війни, керуючись пацифістськими переконаннями, відмовився від проходження військової служби, однак після завершення війни долучився до реалізації програм денацифікації в Німеччині. З 1947 року наукова та педагогічна діяльність Ґадсона була пов'язана з кафедрою освіти дорослих Брістольський університет. З 1954 року він почав працювати кореспондентом BBC спеціалізуючись на проблемах промислового розвитку. Впродовж 1966–1972 років обіймав посаду у Брістольському коледжі науки і технологій, який згодом був реорганізований в Університет Бата [2].

В цей період науковець зацікавився розвитком музеїв і згодом став одним із ключових інтерпретаторів трансформаційних процесів у європейському музеєзнавстві 1970–1980-х років. Він послідовно обстоював необхідність переорієнтації музеїв на потреби суспільства та відвідувача, акцентуючи увагу не лише на збереженні колекцій, а й на якості музейної

комунікації та соціальній взаємодії. Цей підхід дослідник визначав поняттям «публічна якість», підкреслюючи важливість відкритості музеїв до ширшого соціокультурного середовища [2].

Спільно з Джоном Летсом, під егідою Ради Європи, Ґадсон у 1977 році стає засновником комісії з присудження премії Європейський музей року, котра згодом трансформувалася в Європейський музейний форум.

Упродовж тривалого часу він виконував функції директора цієї інституції та очолював журі премії, суттєво впливаючи на формування критеріїв оцінювання сучасної музейної діяльності [1].

Наукова спадщина Кеннета Ґадсона налічує понад п'ятдесят праць, присвячених проблематиці музеєзнавства, індустріальної спадщини та соціальної історії. Серед найвпливовіших досліджень ученого – «Промислова археологія: вступ» («Industrial Archaeology: An Introduction»), «Промислова археологія Південної Англії» («Industrial Archaeology of Southern England»), «Повітряні подорожі: соціальна історія» («Air Travel: A Social History»), «Вплив музеїв» («Museums of Influence»), «Кембриджський путівник по музеях Британії та Ірландії» («The Cambridge Guide to the Museums of Britain and Ireland») та «Кембриджський путівник по музеях Європи» («The Cambridge Guide to the Museums of Europe»)[1]. Ці праці суттєво вплинули на розвиток музеології та переосмислення ролі музею як соціокультурного інституту [2].

Втім програмовим, у контексті нашого дослідження вважаємо твір «Соціальна історія музеїв: що думають відвідувачі» («Social History of Museums: What the visitors thought»), що вийшов друком у 1975 році. У цій праці Кеннет Ґадсон спирається на широкий спектр джерел та значний емпіричний матеріал, що охоплює насамперед європейський музейний досвід, а також практики музеїв Північної Америки, Африки й Австралії. Дослідник аналізує ключові напрями функціонування музейних інституцій, серед яких особливу увагу приділяє взаємодії з аудиторією, фондовій та експозиційній роботі, а також питанням музейного маркетингу. Провідною концептуальною ідеєю праці є твердження про соціальну природу музею, котрий має функціонувати в інтересах суспільства, орієнтуватися на потреби відвідувачів і забезпечувати активну комунікацію з громадою [5].

Щоб зрозуміти ситуацію в якій опинилися сучасні музеї Ґадсон звертається до історії їх появи. Так, у першому розділі книги – «Вхід як привілей» – автор простежує еволюцію музейної справи від середини XVII до кінця XIX століття. Він не проводить чіткого розмежування між етапом існування приватних колекцій та формуванням перших публічних музеїв.

[1] Назви праць та цитати з них українською подано в авторському перекладі.

Ґадсон акцентує увагу на спільності підходів власників колекцій і керівників ранніх музейних установ до відвідувачів, характеризуючи їх як відособлені та елітарні. На думку дослідника, навіть після утвердження публічного музею характер його діяльності значною мірою залежав від особи директора, який визначав архітектурну концепцію закладу, принципи побудови експозиції та критерії відбору експонатів. Учений наголошує, що в багатьох сучасних музеях досі зберігаються риси моделі «вхід як привілей», коли музейний простір залишається надмірно регламентованим, а сприйняття експозиції супроводжується академічною формою подачі матеріалу, менторством екскурсовода та жорсткими вимогами до поведінки відвідувачів [3, p.12].

У наступному розділі – «Вхід як право» – дослідник звертається до аналізу музейних інституцій, які першими почали орієнтуватися на потреби публіки. За твердженням Ґадсона, такі музеї виникли насамперед у США, значно випередивши європейський музейний розвиток у цьому напрямі. Автор пояснює це особливостями формування американського суспільства, яке, не маючи усталених аристократичних традицій колекціонування, від самого початку створювало музеї як відкриті громадські інституції. Натомість у Європі переорієнтація музеїв на принцип «вхід як право» стала наслідком поширення мистецької критики у 1820–1830-х роках та запровадженням практики всесвітніх виставок середини XIX століття, що стимулювало зміну ставлення музейних працівників до аудиторії [3, p.24].

Особливу увагу Ґадсон приділяє постаті музейного куратора, підкреслюючи багатофункціональний характер цієї професії. У його трактуванні куратор виступає не лише відповідальним за збереження фондів, а й координатором експозиційної діяльності, організатором музейної комунікації та адміністратором, який забезпечує ефективне функціонування музейної установи як соціокультурного простору [3, p.41].

У третьому розділі праці Кеннет Ґадсон аналізує музей як освітній інструмент, акцентуючи увагу на трансформації способів сприйняття інформації в умовах розвитку масової візуальної культури. Дослідник порушує проблему адаптації традиційної музейної експозиції до нових моделей комунікації, сформованих під впливом кінематографа та телебачення.

На його думку, відвідувач, орієнтований на динамічну й емоційно насичену подачу матеріалу, перестає сприймати музейний простір виключно як послідовний ланцюг об’єктів для раціонального осмислення. У зв’язку з цим Ґадсон ставить під сумнів ефективність класичної моделі експонування, побудованої на лінійному переході від одного предмета до іншого [3, p.48].

Особливу увагу науковець приділяє співвідношенню освітньої та емоційної функцій музею. Він констатує, що значна частина музейних працівників традиційно розмежовувала поняття «освіта» та «емоційне враження», вважаючи останнє другорядним щодо науково-інформативного аспекту експозиції. Натомість Ґадсон наголошує на необхідності інтеграції емоційного досвіду в процес музейної комунікації. Дослідник критично оцінює поширене серед кураторів прагнення вибудувати експозицію таким чином, щоб усі відвідувачі інтерпретували її однаково. Подібний підхід він вважає надмірно нормативним і таким, що суперечить індивідуальному характеру сприйняття культури [3, p.48].

У розділі, присвяченому екстер'єру та інтер'єру музею й особливостям музейної комунікації, Ґадсон звертається до проблеми архітектурного образу музейних інституцій і принципів оформлення експозиційного простору. Учений піддає критиці панівну тенденцію XX століття до зведення музейних будівель за моделлю монументальних палацових комплексів. На його думку, використання помпезних архітектурних форм – широких сходів, великих залів із високими стелями, декоративного мармуру та розкішного оздоблення – репрезентує не стільки функціональні потреби музею, скільки прагнення демонструвати престиж, соціальний статус і символічну владу. Така архітектурна модель, за спостереженнями дослідника, є спадщиною епохи приватних аристократичних колекцій і не відповідає демократичній природі сучасного музею [3, p.76].

Аналізуючи взаємодію відвідувача з музейним середовищем, Ґадсон порушує проблему фізичної та психологічної втомлюваності аудиторії. Зауважимо, що на момент написання роботи у музейній практиці вже почали враховувати вікові особливості відвідувачів і тривалість їхнього перебування в експозиційному просторі. Втім питання продовжувало залишатися актуальним тож, дослідник особливо наголошує на недопустимості архітектурних бар'єрів, насамперед багаторівневості експозицій. Надмірна кількість переходів і поверхів, на його переконання, негативно впливає на сприйняття музейного матеріалу та знижує ефективність комунікації між музеєм і публікою [3, p.84].

В цьому ж розділі Кеннет Ґадсон одним із перших англомовних музеєзнавців звертається до поняття «еко музей», яке виникло у французькому науковому середовищі на початку 1970-х років. Учений використовує цей термін для позначення специфічної форми музейної організації, що охоплює не лише окрему будівлю чи колекцію, а цілісний природний або урбаністичний простір разом із його історичним, соціальним і культурним наповненням. На думку Ґадсона, такі музеї сприяють формуванню усвідомлення цінності навколишнього середовища та

локальної спадщини, що, своєю чергою, забезпечує тривале збереження культурних і природних об'єктів [3, p.94].

У п'ятому розділі праці – «Музей в епоху маркетингових стратегій» – Кеннет Ґадсон продовжує аналіз проблем музейної комунікації, акцентуючи увагу на необхідності вивчення зворотної реакції аудиторії («feedback»). Дослідник підкреслює, що саме американські музеєзнавці одними із перших звернулися до системного аналізу поведінки та очікувань відвідувачів. Починаючи з 1960-х років у США активно розвивалися методики дослідження споживацької аудиторії, що дало змогу музеям глибше усвідомити значення комунікативної взаємодії з публікою. На думку Ґадсона, тенденція до осмислення музею як своєрідної соціокультурної інституції з елементами комерційного функціонування сформувалася в американському середовищі ще наприкінці 1920-х років [3, p.109].

Учений наголошує, що початковий етап вивчення музейної аудиторії був пов'язаний передусім із фіксацією реакцій відвідувачів на експозицію, а не з дослідженням їхніх реальних потреб та мотивацій. Проте в умовах сучасної музейної практики такого підходу вже недостатньо. Ґадсон вважає, що музейний маркетинг повинен виходити за межі статистичного аналізу та перетворюватися на цілісну систему формування комунікації з аудиторією. Його головним завданням має бути визначення цільових груп відвідувачів і створення в них відчуття власної значущості для музейної інституції [3, p.106].

Кеннет Ґадсон виокремлює два основні типи музейної комунікації – індивідуальну («private communication») та масову («mass audience communication»). Особливу увагу він приділяє проблемам масового формату взаємодії, оскільки саме він, на думку дослідника, найчастіше породжує ризик стандартизації сприйняття. Аналізуючи результати анкетувань музейної аудиторії, учений зауважує, що відвідувачі нерідко надавали ширші та глибші коментарі, ніж очікували укладачі опитувань, особливо у випадках експериментальних експозиційних рішень. У цьому контексті Ґадсон порушує проблему відмінності між професійним баченням музейника та сприйняттям пересічного відвідувача. Він наполягає на тому, що експозиція повинна розглядатися водночас і як мистецький продукт, і як відображення наукових та культурних уявлень певної історичної епохи [3, p.85].

Протягом усієї праці автор неодноразово звертається до проблеми комунікативного бар'єра між музейним працівником і відвідувачем, який виникає через різницю у рівнях спеціальної підготовки та культурного досвіду. Ґадсон критикує тенденцію, за якої музейні фахівці не прагнуть адаптувати експозиційний матеріал до широкої аудиторії, а, навпаки,

очікують від пересічного відвідувача наближення до професійного рівня музейника. У цьому аспекті він позитивно оцінює діяльність невеликих локальних музеїв, де, на відміну від великих престижних інституцій, зберігається більш безпосередня та демократична атмосфера взаємодії з публікою.

В якості поодинокого прикладу успішного подолання надмірної офіційності традиційного музею Ґадсон наводить Музей історії мистецтв у Відні, експозиційні простори якого нагадують театральну сцену й створюють ефект емоційного залучення відвідувача [3, p.128–129].

Ідеальним типом музейної установи Кеннет Ґадсон вважає такий музей, який одночасно здатний задовольнити професійні інтереси дослідників і втримати увагу широкої аудиторії. Як зразок успішного поєднання науковості та доступності він розглядає

Текстильний музей у Массачусетсі, де експозиційний простір організовано таким чином, щоб процес ознайомлення з кожним експонатом був не лише інформативним, а й комфортним та емоційно привабливим для відвідувача [3, p.171].

Дослідник послідовно відстоює ідею необхідності постійного оновлення музейної діяльності. На його переконання, музей не може залишатися статичною інституцією, замкненою у традиційних формах презентації матеріалу. Саме тому Ґадсон стверджує, що «відсутність нових ідей та експериментальних підходів фактично позбавляє музей перспектив подальшого існування» [3, p.106].

Соціальну функцію музею дослідник аналізує не лише крізь призму взаємин між інституцією та аудиторією, але й у контексті репрезентації повсякденного життя суспільства. Зокрема, Ґадсон критикує експозиційну політику Музею королівського Арсеналу в Данії, який, на його думку, концентрується переважно на демонстрації військової потуги держави, залишаючи осторонь реальні умови життя населення відповідної історичної доби [3, p.143].

Окрему увагу вчений приділяє проблемі тактильного контакту відвідувачів із музейними об’єктами. На його переконання, традиційна заборона торкатися експонатів суперечить природним механізмам людського сприйняття. Ґадсон підкреслює, що мистецтво апелює не лише до інтелектуального осмислення, а й до чуттєвого досвіду, тому повне усунення тактильного виміру взаємодії з музейним предметом обмежує можливості сприйняття [3, p.77].

Водночас наголосимо, що пропонуючи зміни в музеях Кеннет Ґадсон не був ідеалістом він зазначає: «Для того, щоб вплив діяв, а зміни відбулися, необхідні три речі. По-перше, мають бути люди з винятковим баченням та

оригінальністю мислення, які розвиватимуть нові ідеї. По-друге, мають бути сприятливі час і соціальний клімат, і, по-третє, мають бути засоби для передачі нового мислення. Якщо всі три фактори відсутні, будь-яка нова, не кажучи вже про революційну, пропозиція майже напевно не отримає підтримки, якою б блискучою чи розумною вона не була» [4, p.4].

Висновки і перспективи подальших досліджень. Підсумовуючи викладене вище вважаємо: Кеннет Ґадсон суттєво трансформував теоретичні засади музеєзнавства. Учений одним із перших послідовно обґрунтував необхідність переосмислення музею не лише як інституції збереження культурної спадщини, а передусім як відкритого соціокультурного простору, орієнтованого на потреби суспільства та активну взаємодію з відвідувачем. Його концепт «публічної якості» став важливим етапом у переході від традиційної елітарної моделі музею до демократичної комунікативної моделі, у центрі якої перебуває людина та її досвід сприйняття культури.

Аналіз праці «Соціальна історія музеїв: що думають відвідувачі» дозволяє констатувати, що Ґадсон розглядав музей як динамічну інституцію, функціонування якої повинно відповідати соціальним і культурним вимогам сучасності. Дослідник критикує консервативні форми музейної діяльності, надмірну академічність експозицій та відчуження широкої аудиторії від музейного простору. Водночас він наголошує на необхідності формування нових підходів до музейної комунікації, розвитку емоційного й інтерактивного компонентів експозиції, а також подолання бар'єру між фахівцем і відвідувачем.

Важливим аспектом концепції Ґадсона є його увага до комеморативної функцій музею. Він обґрунтовував необхідність інтеграції музею в ширший суспільний контекст, акцентуючи увагу на його ролі у формуванні культурної пам'яті, репрезентації повсякденного життя та розвитку локальної ідентичності.

Особливого значення набуває також його звернення до ідеї еко музею, що відобразило прагнення розширити межі традиційного розуміння музейного простору та включити до нього природне, історичне й соціальне середовище.

Концептуальні положення Кеннета Ґадсона суттєво вплинули на подальший розвиток музеєзнавства, зокрема на формування сучасних підходів до музейного менеджменту, маркетингу та комунікації з відвідувачами. Його ідеї щодо відкритості музею, орієнтації на потреби аудиторії та постійного оновлення музейних практик є актуальними в умовах сучасних культурних трансформацій і розвитку новітніх форм музейної діяльності.

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ПРОБЛЕМИ АРХЕОЛОГІЇ ТА ІСТОРІЇ ПЕРВІСНОГО СУСПІЛЬСТВА У НАУКОВИХ ДОСЛІДЖЕННЯХ І. КОЧКІНА

Анотація. У статті вперше у вітчизняній історіографії комплексно проаналізовано наукову, педагогічну та громадську діяльність відомого українського археолога, доцента Карпатського національного університету імені Василя Стефаника – Ігоря Кочкіна. На основі аналізу його наукових праць, звітів археологічних експедицій та навчально-методичного доробку простежено етапи становлення вченого як польового дослідника та педагога. Окреслено коло його наукових інтересів, що охоплює етнокультурні процеси на Прикарпатті у VI–III тис. до н. е., зокрема дослідження трипільської цивілізації, а також культури карпатських курганів та комарівської культури. Окрему увагу приділено ранньому періоду дослідницької роботи вченого, починаючи з його перших кроків у складі Прикарпатської та Тисменицької експедицій наприкінці 1970-х – у 1980-х роках.

Висвітлено вагомий внесок І. Кочкіна у реалізацію масштабних міжнародних українсько-польських проєктів, присвячених вивченню курганних некрополів епохи бронзи у басейні Верхнього Дністра (зокрема, елітного некрополя в с. Буківна). Акцентовано на педагогічній майстерності дослідника, який упродовж 40 років є незмінним керівником археологічної практики студентів та очолює Музей археології Прикарпаття на громадських засадах. До наукового обігу залучено маловідомі факти про участь археолога в роботах з ексгумації військових поховань та отримання ним високих державних нагород Республіки Угорщина. Доведено, що наукові здобутки І. Кочкіна заклали міцний фундамент для сучасних

міждисциплінарних студій давньої історії Карпатського регіону. Стаття суттєво розширює джерельну базу для майбутніх історико-біографічних розвідок, присвячених формуванню сучасної археологічної школи на Прикарпатті.

Ключові слова: археологія, історія первісного суспільства, давня історія, антропологія, неоліт, Ігор Кочкін, етнологія, музей археології Прикарпаття, музейна практика, археологічна практика.

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PROBLEMS OF ARCHAEOLOGY AND HISTORY OF PRIMITIVE SOCIETY IN THE SCIENTIFIC RESEARCH OF I. KOCHKIN

Abstract. For the first time in domestic historiography, the article comprehensively analyzes the scientific, pedagogical, and public activity of the famous Ukrainian archaeologist, Associate Professor of Vasyl Stefanyk Precarpathian National University – Ihor Kochkin. Based on the analysis of his scientific works, archaeological expedition reports, and educational-methodological heritage, the stages of the scientist's formation as a field researcher and educator are traced. The scope of his scientific interests is outlined, covering ethnocultural processes in the Precarpathian region in the 6th–3rd millennia BC, in particular the study of the Trypillia civilization, as well as the Carpathian Tumuli culture and Komarov culture. Special attention is paid to the early period of the scientist's research work, starting from his first steps as part of the Precarpathian and Tysmenytsia expeditions in the late 1970s and 1980s.

The significant contribution of I. Kochkin to the implementation of large-scale international Ukrainian-Polish projects dedicated to the study of Bronze Age burial mounds in the Upper Dniester basin (in particular, the elite necropolis in Bukivna village) is highlighted. Emphasis is placed on the pedagogical skill of the researcher, who for 40 years has been the permanent head of students' archaeological practice and heads the Museum of Precarpathian Archaeology on a voluntary basis. Little-known facts about the archaeologist's participation in the exhumation of military burials and his receipt of high state awards of the Republic

of Hungary have been introduced into scientific circulation. It is proven that I. Kochkin's scientific achievements laid a solid foundation for modern multidisciplinary studies of the ancient history of the Carpathian region. The article significantly expands the source base for future historical-biographical research dedicated to the formation of the modern archaeological school of the Precarpathian region.

Keywords: archaeology, history of primitive society, ancient history, anthropology, Neolithic, Ihor Kochkin, ethnology, Museum of Precarpathian Archaeology, museum practice, archaeological practice.

Постановка проблеми. У сучасному просторі української гуманітаристики біографічні дослідження відіграють ключову роль для розуміння еволюції цілих наукових шкіл. Особливо гостро це відчувається в царині археології, де формування регіональних осередків та відкриття знакових пам'яток безпосередньо пов'язані з подвижницькою діяльністю окремих дослідників. На жаль, досі роль учених, які присвятили своє життя інвентаризації, збереженню та комплексному аналізу старожитностей, часто залишається недооціненою або фрагментарно висвітленою. Серед таких дослідників – археолог Ігор Кочкін, постать якого є знаковою для формування сучасної археологічної науки.

Аналіз останніх досліджень і публікацій. Окремі аспекти дослідницької й викладацької роботи І. Кочкіна коротко наводилися у праці, присвяченій історії факультету історії, політології і міжнародних відносин Прикарпатського національного університету імені Василя Стефаника[1] [1]. Проте наукові здобутки та життєвий шлях вченого досі не були предметом окремого історико-біографічного дослідження.

Тому автори статті головним чином опираються на результати археологічних експедицій науковця, його публікації у вітчизняних чи міжнародних виданнях [2; 3; 4].

Мета статті – висвітлити та проаналізувати наукову, педагогічну та громадську діяльність українського археолога Ігоря Кочкіна. Досягнення поставленої мети передбачається вирішення таких завдань: простежити етапи становлення як науковця, починаючи з його перших кроків у складі археологічних експедицій наприкінці 1970-х – у 1980-х рр.; окреслити коло його наукових інтересів, зокрема внесок у вивчення трипільської цивілізації, культури карпатських курганів та комарівської культури; проаналізувати досвід та результати міжнародної діяльності вченого та його внесок у підготовку нового покоління істориків, археологів.

[1] З 2025 р. Карпатський національний університет імені Василя Стефаника

Виклад основного матеріалу.

Ігор Кочкін народився 23 липня 1959 р. в Івано-Франківську. Закінчив Івано-Франківську школу № 3. У 1977 р. вже брав участь у розвідкових роботах Мезолітичного загону Прикарпатської експедиції Інституту суспільних наук (ІСН) Академії наук УРСР (начальник загону к. і. н. Леонід Мацкевий). Тоді розкопки проходили на території поселення Старуня І (Богородчанський район Івано-Франківської області). Впродовж 1978-1981 рр. продовжив роботу на поселеннях Старуня І та Манява І у якості лаборанта.

У 1982–1984 рр. навчався в Івано-Франківському державному педагогічному інституті імені Василя Стефаника, після завершення якого працював методистом управління Івано-Франківської обласної організації Українського товариства охорони пам'яток історії і культури (УТОПІК) [1]. Під час навчання поглиблено займався вивченням археології та брав участь у розкопках та розвідках на території поселення Лука ІІ (тоді Городенківський район Івано-Франківської області), на північному сході Івано-Франківська (район Пасічна), у Тисменицькому і Калуському районах. У цей же період був задіяний у складі Тисменицької експедиції ІСН АН УРСР та Івано-Франківської обласної організації УТОПІК на пам'ятці трипільської культури в селі Марківці Тисменицького району Івано-Франківської області (керівник експедиції археолог Віталій Конопля), поблизу села Вікторів Галицького і Хом'яківка Тисменицького районів (Івано-Франківська експедиція ІСН АН УРСР, керівники Лариса Крушельницька, В. Конопля).

З 1984 р. І. Кочкін розпочав свою педагогічну діяльність в Івано-Франківському державному педагогічному інституті ім. В. Стефаника, зайнявши посаду асистента кафедри загальної історії. Цього ж року він керував Хом'яківським загоном експедиції даного інституту, який продовжував охоронні розкопки пізньотрипільського поселення Хом'яківка І в урочищі Городище.

У наступні роки разом з експедицією ІСН і студентами-практикантами вчений досліджувався курганний могильник культури карпатських курганів поблизу с. Хом'яківка (1985 р. – в урочищі Мокрець зафіксовано 34 насипи та розкопано 4 кургани). Також брав участь у вивченні мезолітичної стоянки Ланчин І на річці Прут, охоронних розкопках поселення трипільської культури в селі Сокіл Галицького району Івано-Франківської області, роботах поблизу села Дем'янів (Дністровська ранньослов'янська експедиція (керівники Володимир Баран, Д. Козак), обстеженні багатошарового поселення у с. Куропатники Галицького району Івано-Франківської області Слов'янською Правобережною експедицією Інституту археології АН УРСР (керівник В. Баран).

У 1990 – 1992 рр. І. Кочкін працював на посадах викладача кафедри історії України (з 31 серпня 1991 р. – старшого викладача); з 1992 р. – кафедри історії стародавнього світу і середніх віків, згодом – кафедри історіографії і джерелознавства; з 2006 р. і до сьогодні – на кафедрі етнології і археології. Крім цього, з 2007 р. вчений за сумісництвом був науковим співробітником Інституту історії, етнології і археології Карпат [1, с. 187]. Наразі є доцентом кафедри етнології і археології.

Дослідникові вдається вміло поєднувати викладацьку та наукову діяльність, й надалі беручи активну участь в археологічних розкопках. Так, у 1992–2002 рр., 2006 – 2007 рр. він був залучений до роботи Галицької археологічної експедиції Інституту археології НАН України (керівник В. Баран), Івано-Франківського краєзнавчого музею, Національного заповідника «Давній Галич» і Прикарпатського університету імені Василя Стефаника, а з 2003–2005 рр. – Прикарпатської експедиції Інституту українознавства імені Івана Крип'якевича НАН України та Прикарпатського університету ім. В. Стефаника (розкопки багатошарового поселення Одаїв II Тлумацького району Івано-Франківської області, керівник Л. Мацкевий).

У 2008 р. брав участь в археологічних розвідках Інституту історії, етнології і археології Карпат Прикарпатського національного університету ім. В. Стефаника (керівник експедиції проф. Микола Кугутяк) та Дочірнього підприємства «Культурна спадщина Прикарпаття» охоронної археологічної служби України Інституту археології НАНУ (директор підприємства В. Романець).

Того ж року займався ексгумацією поховання угорських військовослужбовців (1944 р.) у співпраці з Івано-Франківською філією Національного військово-історичного музею Міністерства оборони України «Герої Дніпра» (директор Я. Кваснюк) та загоном Комунального підприємства «Доля» Львівської обласної ради (керівник Я. Онищук). Показовим є той факт, що у 2010 р. І. Кочкін отримав відзнаку Міністра оборони Угорщини – хрест I ступеню «За догляд за військовими похованнями». У 2013 р. Президент Угорщини Янош Адер нагородив його однією з найвищих відзнак країни – орденом «Угорський золотий хрест «За заслуги».

Впродовж 2012–2015 рр. І. Кочкін проводив археологічні дослідження спільно із науковцями Інституту археології НАН України та Університету імені Адама Міцкевича в Познані (Республіка Польща) у рамках міжнародного проєкту «Буківна – елітний некрополь комарівської культури на Дністрі». Тоді роботи велися поблизу села Буківна Тлумацького району Івано-Франківської області [3].

У 2014-2015 рр. вчений брав участь у роботах міжнародної українсько-польської археологічної експедиції Інституту археології НАН України та згаданого Університету імені Адама Міцкевича. Спільні роботи здійснювалися у рамках Національної програми розвитку гуманітарних наук 12Н 001891 «Каталог курганних могильників комарівської культури в басейні верхнього Дністра» (керівник проєкту професор Університету імені Адама Міцкевича Пшемислав Макарович). Тоді на території Івано-Франківської області досліджено 13 курганних груп: біля м. Тлумач та сіл Буківна, Вікняни Тлумацького району, с. Стопчатів Косівського району, с. Братківці Тисменицького району, сіл Комарів, Вікторів, Тенетники, Крилос Галицького району, сіл Підгороддя та Путятинці Рогатинського району. У Львівській області досліджено 5 груп: біля сіл Серники та Іванівка (курганна група Янчин) Перемишлянського району, с. Кавське і смт Дашава Стрийського району та с. Красів Миколаївського району [5, с. 54]. Науковці, серед яких й Ігор Кочкін, здійснили інвентаризацію та склали каталог відомих некрополів, залишених у II тис. до н.е. спільнотою комарівської культури. Результати проведеної роботи викладені в колективному англомовному виданні «Catalogue of Komarów Culture Barrow Cemeteries in the Upper Dniester Drainage Basin (former Stanisławów province)» («Каталог курганних могильників комарівської культури в басейні Верхнього Дністра (колишнє Станіславське воєводство)») (Познань, 2016) [6].

Логічним наслідком такої міжнародної співпраці став проєкт під назвою «Продовження і зміна. Курганні суспільства з III і II тис. до Р.Х. басейну верхнього Дністра у світлі міждисциплінарних досліджень» (2019 – 2022 рр.). У процесі його реалізації використані сучасні методи дослідження у галузі гуманітарних і природничих науках: неінвазивні та розкопочні дослідження, а також багатоаспектні аналізи – археологічні, радіовуглецеві, антропологічні, палеозоологічні, ізотопні, генетичні, педологічні, палеоботанічні та інші. Вказані методи дозволяють отримати всебічну інформацію, яка дає можливість сформулювати модель культурного розвитку «курганних спільнот» у басейні верхнього Дністра. Наразі І. Кочкін здійснює наукові дослідження у рамках проекту Національного центру науки Республіки Польща «Північно-західний шлях курганізації. Розширення степових суспільств в епоху бронзи (3000-1200 рр. до н. е.)».

Загалом сфера наукових зацікавлень вченого охоплює етнокультурні процеси на Прикарпатті у VI–III тис. до н.е., матеріальну та духовну культуру трипільського населення, неоліт та енеоліт Центрально-Східної Європи. Він опублікував 7 статей у журналах наукометричної бази Scopus (h-індекс 6). Особливо слід відмітити статтю «Mitochondrial DNA Sequence

Variation in the Boyko, Hutsul, and Lemko Populations of the Carpathian Higlands» («Варіації послідовностей мітохондріальної ДНК у популяціях бойків, гуцулів та лемків Карпатського високогір'я»), опублікована разом з колективом авторів у престижному міжнародному журналі «Human Biology» (2009) [7].

Дослідник є співавтором низки фундаментальних колективних видань, серед яких «Прикарпаття: спадщина віків. Пам'ятки природи, історії, культури, етнографії» (Івано-Франківськ – Львів, 2006) [8], «Покуття: історико-етнографічний нарис» (Львів, 2010) [9], «Енциклопедія трипільської цивілізації» (Київ, 2004) [10; 11]. В останній автор вмістив реєстр археологічних пам'яток трипільської культури на території Івано-Франківської області [10, с. 589-612], а також статті про поселення Белелуя VI, Більшівці, Вікторів I, Одаїв XXI тощо) [11, с. 37-38, 53-54, 98-99, 380].

Серед знакових видань є двотомник «Старожитності Гуцульщини», в якому І. Кочкін є автором розділу «Соляні джерела та осередки солевидобутку Галицької Гуцульщини» (Т. II). У розділі розглянуто процес використання населенням Карпат солі у виробничій діяльності та власному господарстві, проблему розвитку солеваріння у історіографії, результати обстежень соленосних районів та опитувань респондентів щодо забезпечення сировицею внутрішніх потреб. Загалом дослідником наведено дані про понад 30 соляних джерел, криниць і шахт, а також пов'язаних із ними виробничих комплексів, обстежених у гірських і передгірських районах Гуцульщини [12, с. 156–158].

Науковець у співавторстві з Т. Ткачуком та Р. Щодровським опублікував 6 томів праці «Багатошарове поселення Більшівці (урочище Кути) на Верхньому Подністров'ї» (2017–2024 рр.). В останньому шостому томі оприлюднені результати досліджень 2007-2008 рр. поблизу селища Більшівці Івано-Франківської області (поле, де знаходиться пам'ятка, належить громаді с.Тустань). Згідно висновків авторів, нижній шар даного поселення належить до верхнього палеоліту, а наступну верству залишили носії неолітичної культури лінійно-стрічкової кераміки, пізніше – носії трипільської культури.

Також археологами під час восьми сезонів виявлено одну яму і фрагменти посуду межановіцької культури ранньої бронзи, одну яму тшинецько-комарівської культури середньої бронзи та кілька фрагментів посуду княжої доби XII – XIII ст. [13, с. 131-133].

Водночас дослідження попередніх років дозволили отримати нові дані про зв'язки культури лінійно-стрічкової кераміки з неолітичними культурами Центральної Європи, що підтверджено відносним та абсолютним датуваннями [14, с. 87].

На наш погляд, особливо заслуговує на увагу англомовне видання «Bukivna. An elite barrow Bronze Age necropolis on the Upper Dniester», опубліковане за редакцією П. Макаровича та І. Кочкіна (Познань, 2025). Вказана книга присвячена Буківні – одному з найбільших курганних могильників комарівської культури доби середньої бронзи у басейні верхнього Дністра в Україні. У ній представлені результати польових досліджень (неінвазивних та розкопок) 2009-2016 рр. та новітніх напрацювань у галузі археологічної науки. Дослідження проводилися Верхньодністровською експедицією в рамках спільного польсько-українського проєкту Інституту доісторії (нині факультет археології) Університету імені Адама Міцкевича в Познані та Інституту археології НАН України, а також кафедри етнології та археології Карпатського національного університету ім. В. Стефаника. У цьому виданні І.Кочкін – співавтор кількох розділів та співредактор [3].

Загалом вчений є співавтором 16 колективних монографій, понад 60 наукових статей, численних виступів на конференціях та ін. Дослідник активно розгортає наукову співпрацю Карпатського національного університету імені В. Стефаника та зарубіжних інституцій. Він неодноразово був учасником міжнародних конференцій, присвячених археологічним старожитностям і радіовуглецевому датуванню (Інститут археології Жешувського університету). У 2007 р. брав участь у роботі з'їзду археологів Центрально-Східної Європи, який проводився Інститутом археології Словацької Академії Наук, у 2009 р. – у міжнародній науковій конференції з проблем неоліту та енеоліту, організованій Празьким університетом та Інститутом археології Чеської Академії Наук [1, с. 58]. Починаючи з 2010 р. щороку доповідав на міжнародних конференціях «Археологічні дослідження на території південно-східної Польщі, західної України та північної Словаччини» (Жешув, Республіка Польща) та «Археологія Заходу України» у м. Львів.

Науковець проводить широку діяльність, спрямовану на підготовку молодих кадрів. На громадських засадах виконує обов'язки директора Музею археології Прикарпаття, створеного у 1989 р. з метою дослідження і збереження пам'яток матеріальної й духовної культури давнього населення України. Важливо, що саме на базі музею відбуваються лекційні, практичні заняття, студенти також опановують основні методи консервації речових матеріалів. Також показово, що значну частину експонатів складають колекції матеріалів з розвідок чи археологічних розкопок самого І. Кочкіна. У першу чергу, маємо на увазі збірки з поселення *Хом'яківка* (1983–1986, 1988–1989), *Белелуя VI* (1986), *Одаїв XXI* (разом з Л. Мацкевим, 2003). Також у експозиції представлені матеріали з поселень *Вікторів I, Вовчинець*

I, Вовчинець III, Ворона V, Ворона VI, Голосків V, Задубрівці I, Задубрівці III, Івано-Франківськ тощо [11, с. 358].

Дослідник керує студентським археологічним гуртком та впродовж 40 років є незмінним керівником археологічної практики. Ця практика проводиться на базі кафедри етнології і археології за сприяння Навчально-наукового інституту історії, етнології і археології Карпат Карпатського національного університету ім. В. Стефаника, а також Інституту археології НАН України (м. Київ), ДП «Культурна спадщина Прикарпаття» Охоронної археологічної служби України Інституту археології НАН України, Інституту українознавства ім. І. Крип'якевича НАН України (м. Львів), Національного заповідника «Давній Галич», Івано-Франківського краєзнавчого музею [15, с. 2598]. З 2006 р. археологічна практика проходила на Пантелеймонівському й Спаському городищах, а також на території Станіславівської фортеці (м. Івано-Франківськ), Надвірнянського й Галицького замків [16, с.187], Манявського та Гошівського монастирів [17, с.40].

Доцент І. Кочкін опублікував методичні посібники з археологічної практики (у співавторстві з археологом Б. Томенчуком) [18] та історії первісного суспільства (у співавторстві з О. Дрогобицькою) [19]. Зокрема у посібнику з історії первісного суспільства наведено опис навчальної дисципліни, плани занять, методичні рекомендації для самостійної роботи, індивідуальні завдання, питання до контрольної роботи, програмові вимоги з курсу, критерії оцінювання знань студентів, рекомендовану навчальну та спеціальну літературу, інтернет-ресурси [19]. Серед дисциплін, які розробив викладач, «Археологія», «Основи антропології», «Історія первісного суспільства» тощо. До того ж, він впродовж кількох років керував музейною практикою студентів на базі Івано-Франківського краєзнавчого музею, передаючи свій досвід вивчення давньої історії та археології Прикарпаття студентам.

Науковець займається активною громадською діяльністю, адже понад 20 років він очолював профспілкову організацію історичного факультету (нині факультету історії, політології і міжнародних відносин), член профспілкового комітету університету.

Нагороджений низкою відзнак Карпатського національного університету імені В. Стефаника та різних культурно-освітніх установ (Почесна грамота Центрального комітету Профспілки працівників освіти і науки України (2018 р.), Подяка міського голови Івано-Франківська (2019 р.), Грамота Національного центру «Мала академія наук України» (2023 р.), Ювілейна медаль Івано-Франківської обласної ради «Галичу – 1125» (2023 р.)).

Висновки. Загалом важко переоцінити внесок І. Кочкіна у розвиток сучасної археології, адже його дослідження цитуються провідними фахівцями, а результати численних експедицій цікаві як професійним історикам, так і вчителям, студентам, учням. Вагомим теоретичним і практичним внеском дослідника є систематизація та картографування пам'яток трипільської цивілізації в Івано-Франківській області, а також багаторічне вивчення культури карпатських курганів і комарівської культури. Результати тривалих досліджень, зокрема багатошарового поселення Більшівці, суттєво розширили уявлення про зв'язки давнього населення Карпатського регіону з неолітичними та бронзовими спільнотами Центральної Європи.

Дослідження вченого заклали міцний фундамент для подальших міждисциплінарних студій археології Карпатського регіону. Крім того, очолюючи Музей археології Прикарпаття, він створив унікальну навчально-дослідну базу, значна частина фондів якої сформована з його власних польових знахідок.

Важливо наголосити, що окрім вагомих теоретичних здобутків, дослідник й надалі дбає про системну професійну підготовку майбутніх істориків, адже понад 40 років незмінно керує археологічною практикою студентів та їхньою науково-дослідною роботою.

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АКТУАЛЬНІ ПИТАННЯ КАПЕЛАНСЬКОГО СЛУЖІННЯ В УКРАЇНІ В УМОВАХ ПОВНОМАСШТАБНОЇ ВІЙНИ

Анотація. У статті здійснено комплексний аналіз актуальних проблем капеланського служіння в Україні в умовах повномасштабної війни 2022–2026 рр. з урахуванням історичних передумов, що сформувалися після початку російсько-української війни у 2014 р. Доведено, що сучасне українське капеланство розвивається на перетині волонтерської ініціативи, церковної відповідальності, військової потреби та державної інституціоналізації. Особливу увагу приділено п'яти системним проблемам, які визначають сучасний стан і перспективи розвитку капеланського служіння. Розглянуто напруження між волонтерською та інституційною моделями капеланства, що особливо актуалізувалося після ухвалення Закону України «Про Службу військового капеланства» 2021 р. Показано, що волонтерське капеланство стало важливим історичним фундаментом духовної підтримки військових, однак його поступова інтеграція в офіційну військову систему породила низку організаційних і правових викликів. Проаналізовано проблему подвійного статусу капелана, який одночасно залишається представником своєї релігійної спільноти й виконує функції в межах державної військової структури. Така позиція створює складні питання щодо підзвітності, автономії, етичних меж служіння та співвідношення церковної місії з вимогами військової дисципліни. Виявлено дефіцити професійної підготовки капеланів до роботи з бойовою травмою, моральною травмою, втратами, пораненими військовослужбовцями, родинами загиблих і ветеранами. Охарактеризовано міжконфесійну складність капеланського служіння в релігійно різноманітному військовому середовищі, де капелан має бути здатним надавати духовну підтримку не лише представникам власної конфесії, а й військовим інших релігійних традицій або нерелігійного світогляду. Встановлено проблему психологічного вигорання і вторинної травматизації самих капеланів, які тривалий час перебувають у просторі смерті, страждання, втрат і моральних дилем.

Зроблено висновок, що капеланське служіння в Україні потребує не лише нормативного врегулювання, а й глибокого інституційного, освітнього, психологічного та міжцерковного переосмислення. Розв'язання окреслених проблем можливе лише за умови системної взаємодії держави, військових структур, церков, релігійних організацій та освітніх інституцій.

Ключові слова: українське капеланство, військове капеланство, душпастирська опіка, бойова травма, моральна травма, міжконфесійне служіння, вторинна травматизація, Збройні сили України.

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CURRENT ISSUES OF CHAPLAINCY MINISTRY IN UKRAINE UNDER CONDITIONS OF FULL-SCALE WAR

Abstract. The article provides a comprehensive analysis of current issues in chaplaincy ministry in Ukraine under the conditions of the full-scale war of 2022–2026, taking into account the historical prerequisites that emerged after the beginning of the Russian-Ukrainian war in 2014. It is argued that contemporary Ukrainian chaplaincy is developing at the intersection of volunteer initiative, church responsibility, military need, and state institutionalization. Particular attention is given to five systemic problems that define the current state and prospects for the development of chaplaincy ministry. The article examines the tension between the volunteer and institutional models of chaplaincy, which became especially relevant after the adoption of the Law of Ukraine «On the Military Chaplaincy Service» in 2021. It is shown that volunteer chaplaincy became an important historical foundation for the spiritual support of military personnel; however, its gradual integration into the official military system generated a number of organizational and legal challenges. The problem of the chaplain's dual status is analyzed, since the chaplain remains a representative of his religious community while also performing functions within a state military structure. This position raises complex questions concerning accountability, autonomy, the ethical boundaries of ministry, and the relationship between the church's mission and the requirements of military discipline. The article identifies deficiencies in the professional training of chaplains for work with combat trauma, moral injury, loss, wounded servicemen, families of the fallen, and veterans. It characterizes the interconfessional complexity of chaplaincy ministry in a religiously diverse military environment, where a chaplain must be able to

provide spiritual support not only to members of his own denomination but also to servicemen belonging to other religious traditions or to nonreligious worldviews.

The problem of psychological burnout and secondary traumatization among chaplains themselves is also established, as they remain for long periods in a space marked by death, suffering, loss, and moral dilemmas. The article concludes that chaplaincy ministry in Ukraine requires not only legal regulation but also deeper institutional, educational, psychological, and interchurch reconsideration. The resolution of the identified problems is possible only through systematic cooperation among the state, military structures, churches, religious organizations, and educational institutions.

Keywords: Ukrainian chaplaincy, military chaplaincy, pastoral care, combat trauma, moral injury, interconfessional ministry, secondary traumatization, Armed Forces of Ukraine.

Постановка проблеми. Повномасштабне вторгнення Російської Федерації в Україну 24 лютого 2022 р. не лише переформатувало систему безпеки в Центрально-Східній Європі, а й поставило перед релігійними інституціями безпрецедентні виклики. Однією з найбільш гострих відповідей церков на ці виклики стало масштабне залучення священнослужителів до капеланського служіння у Збройних Силах України та інших силових структурах. [1]. Якщо після 2014 р. інститут капеланства розвивався переважно стихійно, в умовах волонтерського ентузіазму, то після ухвалення Закону України «Про Службу військового капеланства» (2021 р.) [2] та його введення в дію з 1 липня 2022 р. [3] цей інститут набув системного, державного характеру.

Актуальність академічного дослідження капеланського служіння визначається кількома чинниками. По-перше, мова йде про відносно нову для пострадянського простору інституцію: капеланство як офіційний структурний підрозділ ЗСУ сформувалося лише у вересні 2022 р. [4]. По-друге, в умовах тотальної та тривалої війни постала потреба комплексно осмислити системні дисфункції, що виникли на межі права, теології та практики душпастирської опіки. По-третє, ці проблеми мають не лише локальний, а й порівняльний вимір: Україна стає джерелом унікального досвіду для глобальної спільноти військових капеланів [5]. Комплексний аналіз цих п’яти системних проблем дозволяє не лише зафіксувати поточний стан інституту, а й запропонувати шляхи його вдосконалення.

Мета статті – проаналізувати актуальні системні проблеми капеланського служіння в Україні в умовах повномасштабної війни, з урахуванням історичних передумов його розвитку після 2014 року, та

визначити ключові напрями його подальшого інституційного, освітнього, психологічного й міжконфесійного осмислення.

Виклад основного матеріалу. Душпастирська присутність священнослужителів у ЗСУ має дореволюційне коріння: прообрази капеланів зустрічалися у козацьких військах, в арміях УНР та в УПА. Однак у радянський та ранній пострадянський цей інститут був зруйнований і почав відновлюватися фактично з нуля у 1990-х роках [1].

З початком збройного конфлікту на Сході у 2014 р. священнослужителі різних конфесій добровільно вирушили до зони бойових дій, діючи виключно на волонтерських засадах або як цивільні найманці за трудовими угодами [6].

Законопроект «Про Службу військового капеланства» було зареєстровано у Верховній Раді лише 22 січня 2021 р. та прийнято 30 листопада того ж року – через сім років після початку конфлікту [2].

Нормативно-правова база, що регулює діяльність Служби військового капеланства, була створена в надзвичайно стислі терміни. Закон визначив, що гранична чисельність Служби не може становити менше 0,15% від граничної чисельності ЗСУ, Нацгвардії та ДПСУ [3]. Служба військового капеланства ЗСУ була офіційно введена до складу збройних сил 6 вересня 2022 р. спільною директивою Міністра оборони та Головнокомандувача [4]. Проте поспішна інституціоналізація породила характерні дисфункції: значна частина капеланів, які здобули бойовий досвід у 2014–2022 рр. у волонтерському форматі, виявилися не готовими до виконання формальних військово-бюрократичних вимог, а самі бюрократичні процедури не завжди відповідали реаліям фронтового служіння.

За даними Служби військового капеланства ЗСУ, станом на 2024 р. підготовку у Центрі підготовки при Військовому інституті Київського національного університету імені Тараса Шевченка пройшли 236 військових капеланів із 12 релігійних організацій [4].

Це тринадцятий набір навчання – проте попит суттєво перевищує пропозицію. Формальна вимога щодо обов'язкової вищої богословської освіти набирає чинності через 5 років після введення закону в дію, що на перехідний період фактично легалізує допуск до служіння осіб без відповідної фахової підготовки [3]. Це свідчить про те, що перехід від волонтерської до інституційної моделі залишається незавершеним і потребує продовження системних зусиль.

Таблиця 1

Ключові етапи інституціоналізації військового капеланства в Україні

Рік / Подія	Зміст
1992–2013	Добровільна, неформальна присутність священнослужителів у частинах; відкриття храмів на території військових частин
2014–2020	Масовий волонтерський капеланський рух у відповідь на початок збройного конфлікту; окремі трудові угоди з цивільними священнослужителями
22.01.2021	Реєстрація законопроекту №4626 «Про Службу військового капеланства» у ВРУ
30.11.2021	Ухвалення Закону «Про Службу військового капеланства»
21.12.2021	Опублікування Закону в «Голосі України»; встановлено дату набрання чинності – 1 липня 2022 р.
19.03.2022	У зв'язку з повномасштабним вторгненням Закон набрав чинність достроково
06.09.2022	Офіційне введення Служби військового капеланства до структури ЗСУ директивою МО та Головнокомандувача
2023–2026	Систематична підготовка капеланів у Військовому інституті КНУ; міжнародне стажування за участю США, Великої Британії, Канади

Складено автором за матеріалами [2; 3; 4; 6]

Вітчизняна модель державно-церковних відносин, закріплена у статті 35 Конституції України та Законі «Про свободу совісті та релігійні організації», ґрунтується на принципі відокремлення церкви від держави. Упродовж усього пострадянського періоду цей принцип унеможливлював будь-яку інституційну присутність релігійних структур у силових відомствах. Запровадження посади капелана-офіцера стало фактичним, хоча й функціонально виправданим, відступом від цього принципу [7]. Відповідна правова колізія не була вирішена ні на рівні Конституції, ні на рівні поточного законодавства.

Закон «Про Службу військового капеланства» визначає, що військовим капеланом може бути виключно священнослужитель зареєстрованої в Україні релігійної організації, який отримав від її керівного центру мандат на право здійснення капеланської діяльності та уклав контракт про проходження військової служби на офіцерських посадах [3]. Таким чином, капелан одночасно підпорядковується двом суверенним системам – церковній ієрархії та військовому командуванню. Посада капелана у

батальйоні прирівнюється до звання капітана, а в бригадах та полках – майора [8]. Це породжує практичні напруження: командир частини може відрядити капелана чи обмежити його пересування, тоді як церковна ієрархія може мати власне бачення пріоритетів служіння.

Закон встановлює обов'язкову конфіденційність: інформація, отримана капеланом під час сповіді, захищена від розголошення, а сам капелан має право не відповідати на запити щодо неї [2]. Проте не вирішено питання, як цей привілей співвідноситься з уставними вимогами військової дисципліни та вимогами контррозвідки.

Паралельно невирішеною залишається проблема квотування: 90% посад капеланів заповнюються з урахуванням конфесійного складу конкретного з'єднання, тоді як 10% – за рішенням начальника Служби. Механізм визначення конфесійного складу кожного з'єднання є непрозорим і потенційно конфліктним [9]. Прогалини у правовому регулюванні потребують окремих нормативних актів на рівні Кабінету Міністрів.

Традиційна богословська освіта в Україні орієнтована переважно на пасторське, а не на капеланське служіння. До 2022 р. системної програми підготовки до роботи з бойовою травмою, ПТСР, феноменом моральної травми (moral injury) або супроводом поранених та вмираючих у вітчизняних семінаріях практично не існувало. Виняткам були окремі програми – зокрема, бакалаврська програма «Пасторсько-капеланське керівництво» Київської богословської семінарії (КБС), запущена у 2008 р., що підготувала близько 85 осіб [10], та щорічні навчання капеланів Всеукраїнського союзу церков ЄХБ на базі КБС [11].

З лютого 2023 р. Служба військового капеланства ЗСУ вперше організувала систематичну підготовку на базі Військового інституту КНУ імені Тараса Шевченка за спеціальною програмою [12]. Ця програма передбачає вивчення загальновійськових дисциплін і спеціальних аспектів капеланського служіння, а у 2025 р. заплановано 8-тижневий курс підвищення кваліфікації та міжнародні тренінги з американськими та британськими капеланами [4].

Проте дослідники констатують: підготовка до роботи з феноменом «моральної травми» (moral injury) – стану, що виникає внаслідок суперечності між виконаними діями та власними моральними переконаннями – залишається фрагментарною [5]. Шведські дослідники (напр. Грімелл Я.), провівши якісне інтерв'ювання 12 українських капеланів у 2024 р., встановили, що саме здатність до формування «моральної когерентності» є ключовою функцією капелана, однак вона потребує спеціалізованої міждисциплінарної підготовки на перетині теології, психології та військової науки [5].

Жолтікова Г. наголошує, що з початком повномасштабної агресії капеланська діяльність набула постійного характеру лише з 2022 р., і підготовка компетентностей для служіння в реальних бойових умовах потребує ретельного міждисциплінарного підходу [13]. Зокрема, бракує стандартизованих модулів з кризової інтервенції, роботи з родинами загиблих, психологічного дебрифінгу та супроводу в кінці життя.

Таблиця 2

Порівняння традиційної богословської та капеланської підготовки

Компонент підготовки	Традиційна семінарська освіта	Сучасні потреби військового капелана
Душпастирська опіка	Орієнтована на мирну громаду: сповідь, проповідь, сімейні кризи	Гостра кризова інтервенція, робота зі смертю та пораненнями безпосередньо на позиціях
Психологічний компонент	Основи пасторської психології	Розпізнавання ПТСР, моральної травми, суїцидальних ризиків, дебрифінг
Тактична/військова підготовка	Відсутня	Основи загальновійськових дисциплін, дії в умовах обстрілів
Міжконфесійна компетентність	Конфесійно однорідна	Служіння для різноконфесійних та нерелігійних військових
Робота з родинами	Загальне душпастирство	Повідомлення про загибель, супровід у горі, сімейна реабілітація

Складено автором за матеріалами [5; 10; 13]

Українське суспільство та, відповідно, армія є релігійно надзвичайно різноманітними. За даними соціологічних досліджень Центру Разумкова (2023), до православних (ПЦУ та УПЦ МП) відносять себе близько 68% громадян, до греко-католиків – 9%, до протестантів – 2,2%, до римо-католиків – 1,2%, до мусульман – 0,6%; ще близько 6% ідентифікують себе як «просто християни» [14]. Після 2014 р. спільний фронтовий досвід зруйнував конфесійні бар'єри: поряд в одному окопі опинилися православний, баптист, адвентист, мусульманин і людина без жодної релігійної ідентифікації.

Закон «Про Службу військового капеланства» закріплює принципи рівності представників усіх віросповідань у задоволенні їхніх духовних потреб та толерантного ставлення капелана до інших конфесій і неприпустимості нав'язування власних поглядів [9]. Проте реалізувати ці принципи на практиці надзвичайно складно. Капелан, якого делегувала конкретна церква й чия ідентичність нерозривно пов'язана з нею, мусить водночас бути пастором для людей з абсолютно відмінними або відсутніми релігійними переконаннями.

Станом на 2024 р. на посадах капеланів ЗСУ служать священнослужителі від 13 релігійних організацій [4]. РІСУ зафіксувало особливу гостроту богословського питання щодо пацифізму серед євангельських спільнот: деякі конфесії – зокрема, адвентисти та частина баптистів – традиційно обстоювали ненасильницьку позицію, і введення капеланів у бойові підрозділи поставило їх перед складними теологічними дилемами, що потребують колективного переосмислення [15]. Механізм конфесійного квотування (90/10) [9] також не гарантує відповідності між конфесійною приналежністю капелана та релігійними потребами конкретного підрозділу, особливо у разі інтенсивної ротації особового складу. Виходом може стати спільна міжконфесійна підготовка та запровадження відповідних стандартів «духовної грамотності» для капеланів.

Яскравим прикладом інституційної відповіді на цей виклик є урочистий випуск капеланів у Софійському соборі у травні 2025 р., де вітальне слово виголосили представники шести різних конфесій: ПЦУ, УГКЦ, РКЦ, Євангельської церкви, УЦХВЄ та Харизматичної церкви [16]. Ця символічна подія, а також участь першої жінки-бригадного капелана, демонструє поступовий поступ до більш інклюзивної моделі служіння.

Проблема «вторинної травматизації» або «замісної травми» (vicarious trauma) осіб, що щоденно працюють із чужим стражданням, є добре задокументованою у міжнародній психологічній літературі. В Україні до 2022 р. ця проблематика в контексті капеланського служіння практично не досліджувалася, а системи підтримки для самих капеланів не існувало. Перші сигнали прийшли ще у 2016 р. від учасників Всеукраїнської міжконфесійної конференції з паліативної допомоги, де порушувалися питання профілактики вигорання серед капеланів хоспісів [17].

З початком повномасштабного вторгнення, коли капелани стали безпосередніми свідками масової загибелі та страждань, проблема їхнього власного психологічного стану набула критичного характеру. Як фіксують організатори «Літньої реабілітаційно-відновлювальної школи для військових капеланів» (2023 р., за участю 20 осіб з 12 регіонів), капелани «стали одними з перших, хто особисто відчув на собі жорстокість війни,

зокрема трагедію втрат у особовому складі. Смерть і поранення на фронті... стали великим щоденним випробуванням» [18].

Шведський дослідник Грімелл Я., на основі якісного інтерв'ювання 12 українських капеланів, встановив, що центральним стресогенним фактором є постійне перебування на межі між своїм покликанням (духовною підтримкою) та деструктивними реаліями бойових дій. Дослідник ідентифікує три рівні впливу на капелана: порушення соціальних структур, криза ціннісних орієнтирів (Me) та загроза унікальній суб'єктності особистості (I) [5]. При цьому системна супервізія для капеланів, яка є стандартом у арміях НАТО (США, Нідерланди, Велика Британія), в Україні перебуває на стадії становлення.

Нідерландський досвід демонструє, що ефективна робота з моральною травмою ветеранів можлива лише тоді, коли сам капелан перебуває в «моральному просторі» психологічної безпеки [19]. В Україні відсутні: стандартизована система індивідуальної та групової супервізії для капеланів; нормативно закріплена ротація між передовою та тиловими позиціями; чіткі протоколи психологічної реабілітації. На 2025 р. заплановані міжнародні тренінги, однак масштаб проблеми суттєво перевищує наявні ресурси підтримки [4].

Висновки. Проведений комплексний аналіз п'яти системних проблем капеланського служіння в Україні дозволяє сформулювати такі узагальнюючі висновки:

Перехід від волонтерської до інституційної моделі, ініційований Законом 2021 р. та формально закріплений у структурі ЗСУ у вересні 2022 р., є необхідним, але незавершеним процесом. Паперові норми (0,15% чисельності, вимога богословської освіти з відстрочкою на 5 років) ще не стали реальною практикою. Подальша інституціоналізація потребує узгодженості між темпами правового регулювання та реальними потребами армії.

Подвійний статус капелана як офіцера ЗСУ та церковного священнослужителя залишається юридично невирішеним на конституційному рівні. Потрібне чітке нормативне врегулювання конфлікту між військовим уставом та церковною дисципліною, конфіденційністю сповіді та вимогами безпеки.

Традиційна богословська освіта не охоплює ключові компетенції сучасного військового капелана: роботу з ПТСР та моральною травмою, кризову інтервенцію, тактичну підготовку. Програма КНУ є важливим кроком, однак системний підхід до підготовки потребує стандартизованих навчальних модулів та міжнародної інтеграції. Релігійна різноманітність ЗСУ (13 конфесій представлено на посадах капеланів) вимагає від кожного

капелана міжконфесійної компетентності, якій традиційна монокофесійна освіта не вчить. Квотна система не вирішує проблему невідповідності конфесійної приналежності капелана і підрозділу. Вторинна травматизація та психологічне вигорання є найменш інституційно врегульованою з п'яти проблем. Відсутність стандартизованої супервізії, ротаційних протоколів та психологічної реабілітації загрожує як ефективності служіння, так і психічному здоров'ю самих капеланів. Міжнародний досвід (США, Нідерланди, Велика Британія) доводить необхідність системної підтримки як обов'язкового елементу капеланської служби.

Загалом, розвиток інституту капеланства в Україні відображає ширшу трансформацію державно-церковних відносин в умовах екзистенційної кризи. Кожна з п'яти виявлених проблем є одночасно і хворобою росту молодого інституту, і запрошенням до системних реформ. Успішне їх вирішення посилить здатність армії до духовної стійкості та закладе міцний фундамент для повоєнної соціальної реінтеграції ветеранів.

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ПРОБЛЕМА ФОРМУВАННЯ ТЕРИТОРІАЛЬНОЇ ЦІЛІСНОСТІ РЕСПУБЛІКИ АЗЕРБАЙДЖАН: ІСТОРИЧНИЙ АСПЕКТ

Анотація. У статті розглядається проблема формування територіальної цілісності Азербайджану крізь призму історичних, етнодемографічних та політичних процесів, що відбувалися на Південному Кавказі в період XVII-XXI ст. Особлива увага приділена ареалу історичного проживання азербайджанців, який виходив за межі сучасної території Республіки Азербайджан і включав, зокрема, «Південний Азербайджан» (територія на півночі сучасного Ірану), а також окремі регіони нинішньої Вірменії, де азербайджанське населення проживало до кінця XIX — початку XX століття.

Важливим при написанні даного дослідження став аналіз трансформації території азербайджанських держав, що існували на Південному Кавказі, зокрема: держави Сефевідів, ханств XVIII століття (особливо Карабахського, Нахічеванського та Єреванського), Азербайджанської Демократичної Республіки (1918–1920), Азербайджанської РСР у складі СРСР, а також території сучасної Республіки Азербайджан. Автор простежує динаміку зміни кордонів, вплив імперських політик (Російської, Перської, Османської) та міжнародних договорів на формування сучасної карти регіону Південного Кавказу.

Окремо розглянуто радянський період як ключовий етап, коли були закладені основи майбутніх етнополітичних конфліктів між вірменами та азербайджанцями, що провокували порушення територіальної цілісності Азербайджану. Зокрема, у 1920–1923 роках території Нагірного Карабаху та Нахічевані були адміністративно закріплені за Азербайджанською РСР, незважаючи на домінування вірменського населення серед місцевих жителів Карабаху. Таке рішення стало "міною сповільненої дії", що сприяло загостренню азербайджансько-вірменських відносин у роки кризи радянської влади.

В період кінця 1980-х – початку 1990-х років на тлі розпаду СРСР активізувалися вірменські націоналістичні сили, що ставили за мету

відокремлення Нагірного Карабаху від Азербайджану. Це стало передумовою Першої Карабахської війни, яка завершилася тимчасовою втратою Азербайджаном контролю над частиною своїх територій. Розкрито геополітичні, соціальні та етнокультурні чинники, що призвели до ескалації конфлікту.

Також представлено авторське бачення проблеми Нахічевані, яка в силу свого географічного відокремлення від основної території Азербайджану та близькості до Вірменії, Ірану та Туреччини має стратегічне значення. Порушено питання безпеки, блокади та історичного тиску на азербайджанське населення Нахічевані.

Стаття ґрунтується на аналізі широкого комплексу джерел, включаючи архівні матеріали, радянські документи, мемуари, дипломатичну кореспонденцію та новітню історіографію. Робота спрямована на глибше осмислення коренів сучасних територіальних конфліктів та внесок історичних обставин у сучасну політичну карту регіону.

Ключові слова: Азербайджан, територіальна цілісність, Карабахські війни, етнічні кордони, Вірменія, Нагірний Карабах, Нахічевань.

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THE PROBLEM OF SHAPING THE TERRITORIAL INTEGRITY OF THE REPUBLIC OF AZERBAIJAN: A HISTORICAL PERSPECTIVE

Abstract. This article examines the issue of shaping the territorial integrity of Azerbaijan through the prism of historical, ethno-demographic, and political processes that unfolded in the South Caucasus from the 17th to the 21st centuries. Particular attention is paid to the historical area of Azerbaijani settlement, which extended beyond the present-day territory of the Republic of Azerbaijan and included, in particular, “Southern Azerbaijan” (located in the northern part of present-day Iran) as well as certain regions of present-day Armenia, where Azerbaijani populations resided until the late 19th – early 20th centuries.

A significant part of the study involves an analysis of the transformation of the territories of Azerbaijani states that existed in the South Caucasus, including the Safavid state, the khanates of the 18th century (especially the Karabakh, Nakhichevan, and Yerevan khanates), the Azerbaijan Democratic Republic (1918–1920), the Azerbaijan SSR within the USSR, and the present-day territory of the Republic of Azerbaijan. The author traces the dynamics of changing borders, as well as the impact of imperial policies (Russian, Persian, Ottoman)

and international treaties on the formation of the modern political map of the South Caucasus.

The Soviet period is examined separately as a crucial stage when the foundations of future ethnopolitical conflicts between Armenians and Azerbaijanis were laid, leading to violations of Azerbaijan's territorial integrity. In particular, between 1920 and 1923, the territories of Nagorno-Karabakh and Nakhichevan were administratively assigned to the Azerbaijan SSR, despite the predominance of the Armenian population in Karabakh. This decision became a "time bomb" that contributed to the deterioration of Armenian–Azerbaijani relations during the crisis years of Soviet authority.

In the late 1980s – early 1990s, against the backdrop of the USSR's collapse, Armenian nationalist forces intensified their efforts to separate Nagorno-Karabakh from Azerbaijan.

This development served as a precondition for the First Karabakh War, which ended with Azerbaijan's temporary loss of control over part of its territories. The article reveals the geopolitical, social, and ethnocultural factors that led to the escalation of the conflict.

The author also presents an original perspective on the issue of Nakhichevan, which, due to its geographic separation from the main territory of Azerbaijan and its proximity to Armenia, Iran, and Turkey, holds strategic importance. The study addresses questions of security, blockade, and the historical pressures exerted on the Azerbaijani population of Nakhichevan.

The article is based on an analysis of a broad range of sources, including archival materials, Soviet-era documents, memoirs, diplomatic correspondence, and recent historiography. The work aims to provide a deeper understanding of the roots of contemporary territorial conflicts and the role of historical circumstances in shaping the modern political map of the region.

Keywords: Azerbaijan, territorial integrity, Karabakh wars, ethnic borders, Armenia, Nagorno-Karabakh, Nakhichevan.

Постановка проблеми. Проблема формування територіальної цілісності Республіки Азербайджан є однією з найскладніших і найсуперечливіших у сучасній історії Південного Кавказу. Вона пов'язана не лише з адміністративно-територіальними змінами, що мали місце упродовж кількох століть, але й з етнополітичними, демографічними та геополітичними процесами, що вплинули на етнічну карту регіону. Вивчення цієї проблеми набуває особливої актуальності в умовах триваючого азербайджансько-вірменського конфлікту, який у XX–XXI століттях неодноразово переростав у збройне протистояння — зокрема, під час Першої та Другої Карабахських війн.

Актуальність теми зумовлена кількома чинниками. По-перше, формування територіальної цілісності Азербайджану неможливо зрозуміти без урахування історичного ареалу розселення азербайджанців, значна частина яких упродовж століть мешкала не лише на території сучасного Азербайджану, але й у Південному Азербайджані (Іран), а також у регіонах, що нині належать Республіці Вірменія. По-друге, зміни територій азербайджанських держав у XVII–XX століттях, включно з ханствами, імперським періодом, утворенням Азербайджанської Демократичної Республіки та включенням країни до складу СРСР, суттєво вплинули на сучасне розуміння кордонів та національної ідентичності. По-третє, саме в радянську епоху було ухвалено ключові адміністративні рішення, які заклали підґрунтя для майбутніх конфліктів — передусім, це стосується включення Нагірного Карабаху та Нахічевані до складу Азербайджанської РСР.

З огляду на це, комплексне дослідження історичних передумов, процесів зміни кордонів та впливу зовнішніх чинників на формування територіальної цілісності Азербайджану є вкрай важливим для розуміння як сучасної політичної ситуації на Південному Кавказі, так і глибинних причин затяжного азербайджано-вірменського протистояння. У контексті сучасних міжнародних відносин дана тема має не лише академічне, а й практичне значення — для врегулювання конфліктів, формування міжетнічного діалогу та забезпечення стабільності в регіоні.

Аналіз останніх досліджень та публікацій. Для написання даного дослідження були опрацьовані джерела, що охоплюють широкий хронологічний період і включають як офіційні нормативні акти, так і історичні документи, що відображають складні процеси територіального визначення та суперечок навколо Нагірного Карабаху. Закон СРСР від 01.12.1988 № 9853-XI [4] є важливим юридичним джерелом, яке демонструє радянське законодавче підґрунтя щодо адміністративно-територіального устрою, надаючи контекст офіційним рішенням пізнього радянського періоду. Книга «Азербайджанская Республика: документы и материалы» [1] містить збірку архівних матеріалів та офіційних документів, що забезпечують глибоке розуміння внутрішньої політики Азербайджану, а також хронологічного розвитку його територіального статусу, що робить її цінним джерелом для аналізу історичних і політичних аспектів питання.

Розпорядження та укази сучасного періоду, такі як «Указ Президента Азербайджанської Республіки №1166-İ 2020 року» [29], дозволяють простежити офіційні кроки у сфері адміністративно-територіального регулювання, відображаючи сучасні тенденції відновлення та закріплення територіальної цілісності держави. У той же час, матеріали, що стосуються

рішень Кавказького бюро ЦК РКП(б) 1921 року [10], висвітлюють початковий історичний момент формування меж Азербайджанської РСР та закріплення статусу Нагірного Карабаху в радянському устрої, що є фундаментальним для розуміння пізніших конфліктів.

«Рішення позачергової сесії Ради народних депутатів НКАО від лютого 1988 року» [9] і «Бишкекский протокол» 1994 року [2] відображають ключові політичні етапи, які вплинули на подальшу динаміку конфлікту в регіоні, зокрема спроби зміни адміністративної приналежності та встановлення режиму припинення вогню. Аналіз цих документів дозволяє глибше зрозуміти політичні настрої й позиції місцевих та республіканських органів влади в період загострення проблеми.

Відтак, набір джерел забезпечує комплексний підхід до вивчення проблеми, поєднуючи офіційні нормативні акти, історичні документи та сучасні аналітичні матеріали, що є необхідним для всебічного розгляду питання територіальної цілісності Азербайджану з історичного аспекту.

Наукова література, що розглядає проблематику територіальної цілісності Республіки Азербайджан, в основному концентрує свою увагу на ключових історичних, етно-політичних та геополітичних чинниках, що вплинули на процеси державного формування Азербайджану в умовах міжетнічного конфлікту та пострадянських трансформацій.

При написанні даного дослідження важливими для розгляду стали статті українських істориків, що охоплюють сучасні дослідження політичних трансформацій та розвитку Азербайджану у пострадянський період, а також аналізують причинно-наслідкові зв’язки і хронологію вірмено-азербайджанського конфлікту. Праці Кудряченка А.І. [7; 8] та Солошенко В.В. [11; 12] у комплексі пропонують ґрунтовний аналіз засад успішних трансформаційних перетворень в Азербайджані, акцентуючи увагу на прагматизмі та збалансованості як ключових факторах пострадянського розвитку країни. Вони розглядають особливості демонтажу тоталітарного спадку, що характерно для всієї пострадянської доби, та специфіку політичної еволюції Азербайджану в контексті викликів і можливостей 1990-х років.

У той же час стаття Кошельника В.Є. [6] додає важливий вимір до цього дослідження, оскільки детально висвітлює хронологію подій вірмено-азербайджанського конфлікту, а також його політичні аспекти, що є невід’ємною частиною розуміння внутрішньої та зовнішньої політики Азербайджану. Це дозволяє розглядати трансформації в країні не лише через призму внутрішніх процесів, а й у контексті регіональних конфліктів і взаємодії з сусідами.

Особливо цінною в даному аспекті виявляється праця Руфата Ефендієва [20], де аналізується етно-демографічна еволюція населення Карабаху з XVIII ст., що дозволило простежити динаміку зміни складу населення регіону, що є важливим аргументом у питанні територіальної належності як Азербайджану, так і Вірменії. Дослідження Алі Аскерова акцентує свою увагу на тому, що конфлікт у Карабасі був одним із каталізаторів розпаду СРСР, що посилило усвідомлення необхідності захисту територіальної цілісності в умовах нестабільності [15].

Праці азербайджанських істориків, зокрема, такі як стаття Саадата Карімі [23] особливо важлива тим, що заперечує концепцію «самовизначення» як легітимної основи для сепаратизму, натомість акцентуючи увагу на спробі анексії Вірменією території Карабаху. Доповнює контекст дослідження праця С. Корнелла [19], де територіальний конфлікт між вірменами та азербайджанцями розглядається як частина ширшої пострадянської проблематики, зокрема у відношеннях між національним будівництвом, безпекою та міжнародними посередництвами. Окрему увагу було приділено праці І.М. Бабірова [17] щодо талишського чинника, яка надала уявлення про внутрішню етнополітичну складність Азербайджану та важливість збереження національної єдності у багатонаціональній державі. Нарешті, аналіз взаємодії Росії та Туреччини у праці Е. Сулейманова та Л. Евояна [32] дав змогу глибше розкрити зовнішньополітичний вимір формування територіальної цілісності Азербайджану в умовах зміни регіональних балансів у 1990-х роках.

Усі ці наукові роботи стали важливими для обґрунтування як історичних, так і політичних аспектів теми дослідження, дозволивши висвітлити проблему не лише з національного, але й з міжнародного погляду.

Мета статті. Метою статті є вивчення історичних передумов та основних етапів формування територіальної цілісності Республіки Азербайджан.

У межах досягнення цієї мети автор ставить перед собою декілька основних завдань, які планує вирішити в ході даного дослідження:

1) проаналізувати ареал історичного розселення азербайджанців;

2) охарактеризувати зміни території азербайджанських держав від XVII до XXI століття, дослідити вплив радянської національної політики на адміністративне оформлення кордонів;

3) розкрити витоки азербайджансько-вірменського конфлікту в контексті радянської доби та періоду розпаду СРСР;

4) висвітлити ключові аспекти Першої Карабахської війни та сучасні виклики для територіальної цілісності Азербайджану.

Виклад основного матеріалу. У період між XVII та XXI століттям ареал розселення азербайджанців охоплював значно ширшу територію, ніж сучасні кордони Республіки Азербайджан. Історично азербайджанці як тюркомовний мусульманський народ (переважно шиїтського віросповідання) проживали не лише в межах сучасного Азербайджану, але й на територіях «Південного Азербайджану» (північ Ірану), Вірменії, Грузії, Дагестану, а в пізніший час — і в деяких регіонах сучасної Туреччини та Росії [20, p.11-12].

У XVII–XVIII століттях територія сучасного Азербайджану входила до складу Сефевідської держави (1501–1736 рр.), де азербайджанці становили провідну етнічну та мовну групу. Після розпаду Сефевідської імперії на території Південного Кавказу утворилися ряд ханств — зокрема Карабахське, Гянджинське, Шекінське, Нахічеванське, Ширванське, Бакинське, Тебрізьке, Урмійське та Єреванське, в яких азербайджанці (у тодішній термінології — «тюрки», «татари» або «мусульмани») становили більшість населення або значну частину. Наприклад, у Нахічеванському та Карабахському ханствах переважали мусульмани-шиїти (азербайджанці), однак у гірських районах Карабаху зберігалися компактні вірменські громади (Меліцтво Хамси). У ханстві Єреванському мусульманське населення складало більшість до початку XIX століття [27].

Після російсько-перських війн 1804–1813 та 1826–1828 років, які завершилися Гюлістанським (1813) [3] та Туркманчайським (1828) договорами [13], території Східного Закавказзя — зокрема ханства Карабахське, Ширванське, Нахічеванське, Баку та Єреванське — були приєднані до Російської імперії. Ці події стали водорозділом в історії розселення азербайджанців. Російська колоніальна адміністрація, намагаючись змінити етноконфесійну структуру регіону, активно заохочувала переселення християнських народів — вірмен та грузинів — на ці території.

Так, згідно з указами Миколи I після Туркманчайського договору з Персії до Єреванського та Карабахського ханств було переселено понад 40 000 вірмен (1828–1830 рр.) [26, p. 223]. Внаслідок цього, починаючи з другої половини XIX століття, в багатьох районах, де азербайджанці історично становили більшість (Єреван, Зангезур, Лачин, Шуша), почав зростати вірменський елемент, що призвело до поступового витіснення мусульманського населення.

Період кінця XIX – початку XX століття характеризується зростанням міжетнічної напруги на релігійному та національному ґрунті. Особливо трагічним був 1905 рік, коли на тлі революції в Російській імперії на Кавказі вибухнули азербайджансько-вірменські погроми. Вірмени і азербайджанці зіштовхнулися в кривавих сутичках у Баку, Єлизаветполі (Гянджа), Шуші, Зангезурі та інших містах [19, p. 25].

Саме в цей період починають проявлятися два глибинних аспекти вірменсько-азербайджанського конфлікту, який став ключовим при вирішенні питання територіальної цілісності Азербайджану:

1) Релігійний фактор — протистояння між мусульманами (азербайджанцями) та християнами (вірменами, грузинами);

2) Екзистенційний територіальний конфлікт — боротьба за володіння ключовими районами Південного Кавказу, передусім Нагірним Карабахом, Нахічеванню, Зангезуром.

Після розпаду Російської імперії в 1918 році була створена Азербайджанська Демократична Республіка (1918–1920 рр.), яка включала території Карабаху і Нахічевані. У цей час Єреван було передано Вірменії, хоча там проживала численна азербайджанська громада (до 50% населення) [1, с. 415]. У період становлення радянської влади більшовики задекларували «право націй на самовизначення», але на практиці здійснили політичні кроки, які заклали довготривалі конфлікти. У 1921 році відповідно до рішення Кавказького бюро ЦК РКП(б) під головуванням Йосипа Сталіна, Нагірний Карабах був закріплений за Азербайджанською РСР, попри вимоги Вірменії приєднати його до себе [10]. Водночас Нахічеванська область була закріплена за Азербайджаном з гарантією недопущення її передачі будь-якій іншій республіці (договір між РСФРР, Туреччиною та Іраном у 1921–1924 рр.) [15]. Ці рішення були сприйняті як несправедливі як серед вірмен, так і азербайджанців–мусульман, заклавши етнічне напруження протягом десятиліть.

У часи перебудови під керівництвом Генерального секретаря ЦК КПРС Михайла Горбачова (з березня 1985 р.) політика гласності й демократизації призвели до підйому націоналізму в радянських республіках (в тому числі і у Вірменії). У лютому 1988 р. Верховна Рада НКАО (Нагірно-Карабаської автономної області) проголосувала за приєднання території Нагірного Карабаху до Вірменської РСР. Москва відмовилась задовольняти ці вимоги та призупинила автономний статус регіону [4]. Фактичне відсторонення радянської влади від вирішення територіального конфлікту спровокувало початок міжетнічних конфліктів між вірменами та азербайджанцями – у лютому 1988 р. – зіткнення біля Аскерна; 27–29 лютого 1988 р. – Сумгаїтські погроми, з десятками загиблих; у січні 1990 р. – протести в Баку (“Чорний січень”) [11, с. 24] – всі ці події спричинили до загибелі декількох тисяч представників як вірменського, так і азербайджанського народів.

Конфлікти 1988–1990 рр. відбувалися на тлі політичної кризи в СРСР, зі зростанням етнічних заворушень, появою озброєних націоналістичних груп та етнічними погромами. Розпад Радянського Союзу став потужним

каталізатором націоналістичних рухів у багатьох республіках, зокрема на Південному Кавказі, де історичні, етнічні та релігійні суперечності тривалий час залишалися прихованими в межах централізованої системи. Одним із найбільш вибухонебезпечних конфліктів цього регіону стало загострення ситуації навколо Нагірного Карабаху – території, що адміністративно належала Азербайджанській РСР, але населення якої переважно складали етнічні вірмени.

У 1987–1988 роках на тлі послаблення радянської влади у Вірменській РСР активізувалися націоналістичні настрої. Вірменське суспільство почало вимагати об'єднання Нагірного Карабаху з Вірменією. У лютому 1988 року депутати регіональної Ради народних депутатів НКАО ухвалили резолюцію з проханням приєднати область до Вірменської РСР [7]. Це спричинило перші масові протести, що згодом переросли у відкрите протистояння між вірменським і азербайджанським населенням. Паралельно виникли й перші акти насильства: зокрема, в Сумгаїті відбулися жорстокі погроми проти вірмен, що стали шоком для радянської та міжнародної громадськості [23, p. 39].

В умовах поступового занепаду СРСР, органи центральної влади втратили реальний контроль над ситуацією. У 1991 році, після проголошення незалежності Азербайджану та Вірменії, конфлікт на території Нагірного Карабаху перетворився на повномасштабну війну [32, p. 19]. Вірменські збройні формування, які користувалися підтримкою Вірменії, змогли не лише встановити контроль над більшою частиною території Нагірного Карабаху, а й захопити прилеглі до нього райони Азербайджану — Агдамський, Фізулінський, Джебраїльський, Зангеланський, Кубатлинський, Лачинський та Кельбаджарський [12].

Попри воєнні успіхи вірменської сторони, міжнародне співтовариство, включно з ООН, не визнало незалежності самопроголошеної «Нагірно-Карабахської Республіки», а юридично закріпило її приналежність до Азербайджану. Вірменія, офіційно не визнаючи «НКР», підтримувала її існування економічно, політично й військово, що лише закріпило ситуацію «замороженого конфлікту» [16, p. 265].

Наслідком Першої Карабахської війни стали тисячі загиблих, понад мільйон біженців і внутрішньо переміщених осіб, гуманітарна катастрофа в зоні бойових дій і довготривала ворожнеча між вірменським та азербайджанським народами.

Саме в цей період остаточно сформувалася нова реальність у Південному Кавказі, в якій Нагірний Карабах залишався центром невирішеної політичної й територіальної суперечки, що згодом призвела до нових воєн у XXI столітті.

У 1930–1980-х рр. азербайджанці зазнавали утисків у Вірменській РСР — були ліквідовані азербайджанські школи, змінено топоніміку, а сама азербайджанська меншина в Єревані, Севані, Вайоц-Дзорі тощо була поступово витіснена [20, p. 21]. До 1988 року у Вірменії проживало близько 200 тисяч азербайджанців, але з початком Карабахського конфлікту вони були вигнані або вбиті в результаті погромів у Кафані, Гугарці, Спітаку, Масісі [25].

Під час Першої Карабахської війни (1991–1994 рр.), внаслідок захоплення Вірменією семи районів, що оточували Нагірний Карабах, понад 700 тисяч азербайджанців стали біженцями [7, с. 156]. У цей час остаточно зникає азербайджанська присутність на території сучасної Вірменії.

У травні 1994 року було підписано Бішкекський протокол про перемир'я, що фактично зафіксував контроль Вірменії над спірними територіями [2]. Протягом наступних десятиліть йшли безрезультатні переговори за посередництва Мінської групи ОБСЄ (співголови: США, Франція, Росія). Жодне з рішень, зокрема резолюції ООН № 822 [34], 853 [35], 874 [36] та 884 [37], що вимагали виведення вірменських військ з окупованих територій, не було реалізовано.

У вересні 2020 року, на тлі багаторічного дипломатичного тупика та військової модернізації Азербайджану, зокрема завдяки закупівлям турецьких безпілотників Bayraktar TB2, а також ізраїльських систем, розпочалася Друга Карабахська війна (27 вересня – 10 листопада 2020) [8, с. 421]. Протягом 44 днів Азербайджан повернув під свій контроль значну частину раніше окупованих територій, включно з містами Джебраїл, Фізулі, Зангілан, Шуша (звільнена 8 листопада) [29]. Перемир'я, підписане 10 листопада 2020 року президентом Азербайджану Ільхамом Алієвим, прем'єр-міністром Вірменії Ніколом Пашиняном та президентом РФ Володимиром Путіним, передбачало виведення вірменських військ з Лачинського, Агдамського та Кельбаджарського районів, а також розміщення російських миротворців у Карабасі [5].

Незважаючи на формальне завершення конфлікту, питання статусу Нагірного Карабаху залишалося невизначеним. Вірменія не визнавала НКР, але фактично підтримувала її існування. У Карабасі продовжували діяти вірменські адміністрації, що викликало напруження з боку Баку. У 2022–2023 роках Азербайджан неодноразово заявляв про блокаду незаконно присутніх вірменських сил у Карабасі та вимагав їх роззброєння [28].

Кульмінацією стало 24-годинне військове вторгнення Азербайджану 19 вересня 2023 року, яке отримало назву Третя Карабахська війна. Внаслідок швидкої та скоординованої операції, за підтримки сучасної техніки, Азербайджан змусив сили НКР капітулювати. Вже 20 вересня

вірменські формування склали зброю, а 28 вересня 2023 року президент невизнаної НКР Самвел Шахраманян оголосив про ліквідацію "республіки" до 1 січня 2024 року [30].

Наслідком цієї операції стало майже повне виїзд вірменського населення з Карабаху — за оцінками ООН, понад 100 тисяч осіб (майже усе населення регіону) покинули свої домівки протягом кількох тижнів [6]. Таким чином, завершилась більш ніж 30-річна історія самопроголошеної Нагірно-Карабахської Республіки.

Наразі територія Карабаху де-факто та де-юре інтегрована до складу Азербайджану. У листопаді 2023 року уряд у Баку почав реалізацію програм реінтеграції регіону, відновлення інфраструктури та розселення внутрішньо переміщених осіб [22, p. 71]. У грудні 2023 року Ільхам Алієв підписав указ про створення Карабахської автономії в системі адміністративного устрою Азербайджану. Вірменська влада натомість заявила про гуманітарну катастрофу, однак офіційно визнала, що не має більше військово-політичних інструментів для впливу на ситуацію в регіоні та не претендує на території колишньої «НКР» [22, p. 72].

Описуючи територію розселення азербайджанців варто згадати й про Грузію, де в регіоні Квемо-Картлі (особливо в Болнісі, Марнеулі та Дманісі), азербайджанці станом на серпень 2025 становлять етнічну більшість. Проте внаслідок політики «грузинізації», відсутності освіти рідною мовою та інфраструктурної дискримінації, їх етнокультурні права залишаються обмеженими [24, pp. 208-209].

Відтак, ареал розселення азербайджанців з XVII до XXI століття зазнав істотного скорочення — з великої території, що охоплювала північний Іран, сучасний Азербайджан, частину Вірменії, Грузії, Дагестану, до здебільшого компактної етнічної території в межах Республіки Азербайджан. Причинами цього стали імперська політика Росії та Персії, насильницькі переселення, міжетнічні конфлікти, етнічні чистки (зокрема 1905, 1918–1920, 1988–1994 років), а також наслідки радянського національного будівництва. Дані утиски азербайджанського населення сформували історичне підґрунтя сучасного вірменсько-азербайджанського конфлікту, в якому поєднуються елементи релігійного протистояння та екзистенційної боротьби за території — передусім у Нагірному Карабаху та Нахічевані.

Крім того, в контексті питання досягнення територіальної цілісності Азербайджану важливим залишається проблема приналежності території «Південного Азербайджану», що на сьогоднішній день залишається в складі Ірану. Дана проблема має глибоке історичне коріння й залишається однією з чутливих тем як для внутрішньої політики Ірану, так і для зовнішньої

політики Республіки Азербайджан. Йдеться про територію на північному заході Ірану — сучасні провінції Східний і Західний Азербайджан, Ардебіль, Зенджан, Казвін та інші, де, починаючи з XVIII століття, компактно проживали азербайджанці, що становили більшість населення в цих регіонах.

Починаючи з падіння Сефевідської держави у 1736 році та після короткотривалого правління Надір-шаха Афшара, території сучасного «Південного Азербайджану» залишалися частиною іранських державних утворень [18]. У XVIII столітті регіон був поділений між рядом напівнезалежних ханств (Тебрізьке, Урмійське, Ардебільське тощо), які перебували під номінальним контролем Персії [26, p. 224].

У 1828 році внаслідок поразки Персії у війні з Російською імперією, за умовами Туркманчайського мирного договору, північні ханства (включно з Баку, Ганджею, Шекі, Ширваном тощо) були передані Росії, що стало початком формального розділення азербайджанського народу на південну (перську) та північну (російську) частини [13]. Кордон по річці Аракс остаточно закріпив це розмежування, що згодом матиме серйозні політичні наслідки.

На початку XX століття азербайджанці в Ірані почали активніше боротися за свої політичні, культурні та соціальні права. В період Конституційної революції в Ірані (1905–1911 рр.) азербайджанці, зокрема населення міста Тебріз, стали головною силою опору абсолютизму Мохаммада Алі Шаха. Ключовою фігурою революційного руху був Саттар-хан — азербайджанець, який став героєм визвольної боротьби. Однак після встановлення влади династії Пехлеві (з 1925 року), в особі Рези-шаха, було розпочато курс на «персифікацію» — азербайджанську мову забороняли в освіті, видавництві та державному управлінні [1, с. 38].

У 1945 році, на тлі політичної кризи в Ірані та присутності радянських військ у північних провінціях (в межах домовленостей між державами антигітлерівської коаліції), в місті Тебріз за підтримки СРСР була проголошена Демократична Республіка Азербайджан (ДРА). [21, p. 175] Її очолив азербайджанський діяч Сеїд Джафар Пішеварі — колишній депутат і діяч Іранської комуністичної партії.

В межах ДРА була впроваджена азербайджанська мова як офіційна, створено парламент, збройні формування, а освіта та друк перейшли на азербайджанську мову.

Але вже в грудні 1946 року після виведення радянських військ з Ірану режим ДРА було ліквідовано військами шаха Мохаммеда Рези Пехлеві. Сотні активістів були розстріляні, а Пішеварі загинув у 1947 році в Баку за не зовсім з'ясованих обставин [21, p. 176].

Після здобуття незалежності Республікою Азербайджан у 1991 році знову активізувалися розмови про політичне й культурне возз'єднання всього азербайджанського народу. В азербайджанських пропагандистських ЗМІ почалося активне використання терміну «Об'єднаний Азербайджан», а деякі радикальні сили на території Азербайджану (наприклад, члени націоналістичного «Руху національного пробудження Південного Азербайджану», очолюваного Махмудалі Чохрегі) [27] відкрито закликали до створення єдиної азербайджанської держави (яка мала включати території «Південного Азербайджану») зі столицею в Баку.

Ідея об'єднання «Південного Азербайджану» з Республікою Азербайджан неодноразово озвучувалася і в політичних промовах офіційних осіб. Так, президент Ільхам Алієв неодноразово натякав на "етнічну єдність двох Азербайджанів", зокрема у своїх виступах у 2020–2023 роках. У 2022 році в інтерв'ю державному телеканалу "Azərbaycan Televiziyası" І. Алієв зазначив, що «азербайджанці Ірану — це частина нашого великого народу» [16, p. 274], що викликало жорстку дипломатичну реакцію Тегерана.

Станом на 2020–2025 рр, питання Південного Азербайджану залишається чутливим фактором у відносинах між Іраном та Азербайджаном. Після Другої Карабахської війни (2020), коли Азербайджан відновив контроль над більшістю територій, втрачених у 1990-х роках, офіційний Баку значно посилив риторику національного об'єднання. Напруга посилилася у 2021–2025 роках, коли Іран провів кілька військових навчань на кордоні з Азербайджаном [22, p. 78]. Водночас у самому Ірані відбувалися масові арешти активістів, які підтримували ідею незалежності «Південного Азербайджану» — серед них були такі азербайджанські націоналісти як Гасан Рахімі, Бабек Гасемі та інші лідери студентських і культурних організацій [22, p. 79].

Питання «Південного Азербайджану» є не лише історично сформованою етнічною проблемою, але й елементом сучасної геополітики регіону. Іран, намагаючись зберегти територіальну цілісність, придушує будь-які прояви сепаратизму серед азербайджанців. Водночас Азербайджан використовує питання «Південного Азербайджану» як важіль тиску на Тегеран та елемент національної ідеології. Із зростанням політичної нестабільності в Ірані в майбутньому ця проблема має всі шанси на подальшу ескалацію — або у вигляді активного громадського руху, або ж у вигляді зовнішнього втручання з боку Баку.

Крім зовнішніх факторів (вірменського та іранського, які вже були розглянуті) питання досягнення територіальної цілісності Азербайджану включає внутрішньополітичну проблематику, а саме – проблему сепаратизму серед національних меншин Азербайджану. Зокрема, варто

розглянути кейс талишського національного руху, який є однією з ключових внутрішніх загроз для формування та збереження територіальної цілісності Республіки Азербайджан у період з 1991 до 2025 року. Його значення полягає у постійному виклику, що кидається офіційній ідеології національної єдності, адже талишський сепаратизм ставить під сумнів унітарний характер держави та стимулює етнополітичну напругу в південних районах Азербайджану. Із моменту здобуття Азербайджаном незалежності у 1991 році в умовах загальної політичної дезінтеграції, економічної кризи та ескалації вірменсько-азербайджанського конфлікту в Нагірному Карабаху, питання внутрішньої етнічної єдності стало особливо актуальним.

На цьому тлі у 1993 році в місті Ленкорань відбулося одне з найгучніших проявів талишського руху — проголошення Талиш-Муганської автономної республіки під керівництвом полковника Альакрама Гумматова, уродженця міста Ленкорань, який мав тісні зв'язки з опозиційними до Баку колами [14]. Цей акт став безпрецедентною спробою інституціоналізувати талишську ідентичність у межах незалежної держави, що лише поглибило кризу 1993 року, коли паралельно з сепаратизмом загострилася політична боротьба в самому центрі держави, що завершилася відставкою президента Абульфаза Ельчибея та приходом до влади Гейдара Алієва. У вересні 1993 року, після ліквідації автономії, Алієв наказав заарештувати А. Гумматова, якого в 1995 році було засуджено до довічного ув'язнення за спробу державного перевороту [17, p. 191].

У наступні роки центральна влада активно намагалася придушити будь-які прояви талишського націоналізму. У 2004 році під тиском міжнародної спільноти Альакрам Гумматов був помилуваний і виїхав до Нідерландів, де продовжив активну політичну діяльність, створивши в еміграції «Національну раду Талиш-Муганської Республіки» [18]. В емігрантському середовищі, зокрема в Ірані, Росії та на Заході, періодично виникали різні структури, які декларували мету добитися автономного або навіть незалежного статусу для талишських земель. Одночасно азербайджанська влада посилила інформаційний контроль та репресії проти талишських активістів у самій країні. Зокрема, були арештовані та засуджені активісти, пов'язані з культурним товариством «Толыши садо», включно з редактором газети Гільялем Маммадовим, якого в 2012 році було звинувачено у зраді батьківщини [31, p. 18-19].

Упродовж 2000-х і 2010-х років талишське питання залишалося контрольованим, але не вирішеним. На тлі зростання націоналізму вірмен та курдів у регіоні Малої Азії та Південного Кавказу, талиші також активізували спроби репрезентації себе як окремої етнополітичної одиниці.

Азербайджанський уряд натомість продовжував політику інтеграції талишів в азербайджанське суспільство через розвиток інфраструктури в південних районах, поступове залучення талишів у державне управління та посилення культурної асиміляції [25]. Після приходу до влади Ільхама Алієва в 2003 році, політика «керованого плюралізму» [33, p. 135] передбачала часткове визнання етнічної специфіки меншин за умов їхньої лояльності до держави.

У роки після Другої Карабахської війни (2020) і особливо після Третьої (2023), коли Азербайджан повністю реінтегрував територію Нагірного Карабаху, зусилля Баку щодо внутрішньої стабільності та єдності стали ще інтенсивнішими. Сепаратизм з боку будь-яких меншин, включно з талишами, почав розглядатися як загроза національній безпеці, тому силові структури отримали широкі повноваження для недопущення будь-яких спроб організації альтернативних форм політичного представництва [21, p. 192]. У 2022–2025 рр. Служба державної безпеки Азербайджану повідомляла про кілька випадків затримання осіб, підозрюваних у зв'язках з радикальними емігрантськими групами та іранськими спецслужбами [22, p. 79], що лише підтверджує тісний зв'язок талишського питання з регіональною геополітикою, особливо враховуючи присутність талишів на обох сторонах ірансько-азербайджанського кордону.

Відтак, талишський національний рух у 1991–2023 роках став не лише локальним сепаратистським проявом, але й елементом ширшої проблеми побудови унітарної азербайджанської нації. Реакція влади на цей рух варіювалася від репресій до інтеграційних зусиль, але основною метою залишалася нейтралізація будь-якої політичної суб'єктності талишів. У цьому контексті боротьба з талишським сепаратизмом постає важливою складовою сучасної державної політики Азербайджану щодо забезпечення територіальної цілісності.

Висновки. Історичний аналіз проблеми формування територіальної цілісності Республіки Азербайджан засвідчує, що дане питання має комплексний, багаторівневий характер, у якому переплелися питання колоніального спадку (імперських впливів Росії та Ірану на розгортання вірменсько-азербайджанського конфлікту), етнополітичного протистояння, зовнішнього втручання та внутрішньої державної стабільності. Від кінця XIX століття до розпаду СРСР територія сучасного Азербайджану неодноразово ставала ареною суперечок між імперськими силами, що в результаті сприяло виникненню довготривалих етнічних конфліктів, насамперед — вірменсько-азербайджанського протистояння за Нагірний Карабах. Перша, Друга і Третя Карабахські війни стали найгострішими проявами цієї проблеми. Перемога Азербайджану в Третій Карабахській війні 2023 року, що завершилась повною деокупацією регіону та його

реінтеграцією до складу азербайджанської держави, стала історичною віхою на шляху до відновлення територіальної цілісності. Проте це досягнення не означає остаточного розв'язання всіх викликів.

Одночасно з відкритими збройними конфліктами Азербайджан стикався із внутрішніми загрозами, такими як талишський національний рух, який у 1990-х роках намагався скористатися ослабленням центральної влади та проголосив сепаратистську Талиш-Муганську республіку. Хоча ці тенденції були жорстко придушені, у 2000–2020-х роках спорадичні спроби активізації талишської національної ідеї тривали, особливо з-за кордону. Боротьба держави з подібними проявами показує, що процес формування територіальної цілісності передбачає не лише зовнішню перемогу над окупацією, а й глибоку внутрішню консолідацію національної ідентичності, політичної лояльності та соціальної єдності.

У статті також було приділено увагу історичному питанню Південного Азербайджану — етнічних азербайджанських земель в Ірані. Хоча це питання не носить відкрито політичного характеру в офіційній зовнішній політиці Азербайджану, його наявність у національному дискурсі свідчить про ширший контекст бачення азербайджанської ідентичності та територіального простору. Здобуті після 1991 року державні інституції Азербайджану поступово формують власну унітарну модель, у межах якої ідея територіальної цілісності включає не лише кордони, визнані міжнародним правом, а й забезпечення стабільності, інтеграції меншин і протидію будь-яким сепаратистським тенденціям.

Таким чином, проблема територіальної цілісності Азербайджану в історичному аспекті є не лише геополітичним викликом, але й частиною глибших процесів націєтворення, внутрішньої модернізації та державного будівництва. Її розв'язання потребує як збереження силового й дипломатичного потенціалу, так і виваженої політики щодо етнокультурного різноманіття, що разом формує фундамент для стабільного розвитку та безпеки держави.

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ПОНЯТІЙНО-КАТЕГОРІАЛЬНИЙ АПАРАТ ІСТОРІОГРАФІЧНОГО ДОСЛІДЖЕННЯ РАДЯНСЬКОГО РУХУ ОПОРУ В УКРАЇНІ В РОКИ ДРУГОЇ СВІТОВОЇ ВІЙНИ (1941–1944 РР.)

Анотація. Мета. Метою статті є дослідження понятійно-категоріального апарату історіографічного вивчення радянського руху Опору в Україні в роки Другої світової війни, з'ясування особливостей формування та еволюції основних дефініцій, що використовувалися у радянській, західній, діаспорній та сучасній українській історіографії, а також визначення теоретико-методологічних підходів до трактування понять «радянський рух Опору», «партизанський рух», «підпільна боротьба», «народний спротив», «неозброєний спротив» та інших категорій, пов'язаних із дослідженням антиокупаційної боротьби на території України у 1941–1944 рр.

Методи. Методологічну основу дослідження становить комплекс загальнонаукових та спеціально-історичних методів. У процесі роботи використано історико-порівняльний, проблемно-хронологічний, історико-генетичний, системно-структурний та історіографічний методи. Їх застосування дозволило простежити процес формування та трансформації понятійно-категоріального апарату історіографії радянського руху Опору, виявити вплив суспільно-політичних та ідеологічних чинників на розвиток історичного наративу, а також визначити особливості функціонування основних дефініцій у різних історіографічних традиціях. Значну увагу приділено принципам історизму, об'єктивності та системності, а також елементам міждисциплінарного підходу із залученням категорій історичної антропології, соціальної історії та memory studies.

Результати. У статті проаналізовано процес формування понятійно-категоріального апарату дослідження радянського руху Опору в Україні в роки Другої світової війни. Встановлено, що у радянській історіографії домінуючими були дефініції «всенародна боротьба», «партизанський рух», «підпільно-партизанська боротьба», «антифашистська боротьба», які формувалися у межах офіційної партійно-ідеологічної моделі історичного

пізнання. Показано, що після здобуття Україною незалежності та відкриття доступу до нових джерельних комплексів у вітчизняній історичній науці розпочався процес перегляду багатьох усталених понять і категорій. Висвітлено особливості сучасного трактування понять «рух Опору», «радянський рух Опору», «неозброєний спротив», «цивільний опір» та їх співвідношення у сучасній історіографії. Окрему увагу приділено проблемі розмежування понять «партизанський рух» і «підпільна боротьба», а також впливу регіональних досліджень на розвиток сучасного понятійного апарату. Доведено, що трансформація категоріального інструментарію безпосередньо пов'язана зі змінами методологічних підходів, політики пам'яті та загального розвитку історичної науки.

Висновки. Встановлено, що понятійно-категоріальний апарат історіографії радянського руху Опору в Україні формувався під впливом політичних, ідеологічних та наукових чинників і зазнав суттєвої еволюції упродовж другої половини XX – початку XXI ст. Доведено, що сучасна історична наука поступово відходить від надмірно ідеологізованих радянських схем та переходить до більш комплексного й міждисциплінарного осмислення проблематики антиокупаційного спротиву. Обґрунтовано доцільність використання поняття «радянський рух Опору» як комплексної категорії, що охоплює діяльність радянського підпілля, партизанських формувань та різноманітних форм народного спротиву на окупованій території України у 1941–1944 рр. Проведене дослідження дозволяє стверджувати, що подальше вдосконалення понятійно-категоріального апарату залишається важливою передумовою розвитку як історіографічних, так і конкретно-історичних досліджень радянського руху Опору в Україні.

Ключові слова: Друга світова війна, історична антропологія, історіографія, історіописання, методологія, неозброєний спротив, окупація, партизанський рух, підпільна боротьба, радянський рух Опору, Україна, УРСР

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CONCEPTUAL AND CATEGORICAL FRAMEWORK OF THE HISTORIOGRAPHICAL STUDY OF THE SOVIET RESISTANCE MOVEMENT IN UKRAINE DURING THE SECOND WORLD WAR (1941–1944)

Abstract. Purpose. The purpose of the article is to investigate the conceptual and categorical apparatus of the historiographical study of the Soviet

Resistance Movement in Ukraine during the Second World War, to clarify the peculiarities of the formation and evolution of the main definitions used in Soviet, Western, émigré, and modern Ukrainian historiography, as well as to determine the theoretical and methodological approaches to the interpretation of the concepts of the "Soviet Resistance Movement", "partisan movement", "underground struggle", "popular resistance", "unarmed resistance", and other categories related to the study of anti-occupation struggle on the territory of Ukraine in 1941–1944.

Methods. The methodological basis of the research is formed by a complex of general scientific and special historical methods. The study employs historical-comparative, problem-chronological, historical-genetic, system-structural, and historiographical methods. Their application made it possible to trace the process of formation and transformation of the conceptual and categorical apparatus of the historiography of the Soviet Resistance Movement, to reveal the influence of socio-political and ideological factors on the development of the historical narrative, and to determine the peculiarities of the functioning of the main definitions within various historiographical traditions. Considerable attention is paid to the principles of historicism, objectivity, and systematicity, as well as to the elements of an interdisciplinary approach involving categories of historical anthropology, social history, and memory studies.

Results. The article analyzes the process of formation of the conceptual and categorical apparatus of the study of the Soviet Resistance Movement in Ukraine during the Second World War. It has been established that Soviet historiography was dominated by such definitions as "nationwide struggle", "partisan movement", "underground partisan struggle", and "anti-fascist struggle", which were formed within the framework of the official party-ideological model of historical cognition. It is shown that after Ukraine gained independence and access to new source complexes was opened, a process of revision of many established concepts and categories began in Ukrainian historical scholarship. The study highlights the peculiarities of modern interpretations of the concepts "Resistance Movement", "Soviet Resistance Movement", "unarmed resistance", and "civil resistance", as well as their correlation in contemporary historiography. Particular attention is devoted to the problem of distinguishing between the concepts of the "partisan movement" and the "underground struggle", as well as to the influence of regional studies on the development of the modern conceptual apparatus. It is proved that the transformation of the categorical instruments is directly connected with changes in methodological approaches, memory politics, and the general development of historical science.

Conclusions. It has been established that the conceptual and categorical apparatus of the historiography of the Soviet Resistance Movement in Ukraine

was formed under the influence of political, ideological, and scientific factors and underwent significant evolution during the second half of the twentieth and the beginning of the twenty-first century. It is proved that modern historical scholarship is gradually moving away from excessively ideologized Soviet schemes and turning toward a more comprehensive and interdisciplinary interpretation of the problems of anti-occupation resistance. The expediency of using the concept of the "Soviet Resistance Movement" as a comprehensive category encompassing the activities of the Soviet underground, partisan formations, and various forms of popular resistance on the occupied territory of Ukraine in 1941–1944 is substantiated. The conducted research allows us to conclude that further improvement of the conceptual and categorical apparatus remains an important prerequisite for the development of both historiographical and concrete historical studies of the Soviet Resistance Movement in Ukraine.

Keywords: historiography, historical anthropology, historical writing, methodology, occupation, partisan movement, Soviet Resistance Movement, the Second World War, underground struggle, unarmed resistance, Ukraine, Ukrainian SSR

Постановка проблеми. Характерною рисою сучасної історичної науки є зростаюча важливість теоретичних та методологічних основ вивчення історичних процесів та явищ. Ця тенденція особливо помітна в історіографії, де предметом наукового аналізу є не лише конкретні історичні події, а й розвиток наукових підходів, концепцій, методів, а також категоріально-концептуального апарату, що використовується для побудови історичного знання. У цьому контексті особливої актуальності набуває питання концептуально-категоріального апарату, що використовується в історичному вивченні радянського руху Опору в Україні під час Другої світової війни.

Історіографія радянського руху Опору є однією з найскладніших та політично чутливих галузей військової історії України. На її розвиток протягом десятиліть безпосередньо впливали соціально-політична ситуація, офіційна державна ідеологія, зміни в політиці пам'яті та зрушення в академічних парадигмах. Як наслідок, різні історіографічні традиції – радянська, діаспорна, західна та сучасна українська – розробили не лише різні концепції зображення діяльності радянського підпілля та партизанського руху, але й різні, часто суперечливі, системи термінів, визначень та категорій.

Протягом тривалого часу терміни «національна боротьба», «партизанський рух», «підпільна партизанська боротьба» та «боротьба трудящих проти німецько-фашистських окупантів» домінували в радянській

історіографії як компоненти офіційного ідеологічного дискурсу. Проблема ще більше ускладнюється тим, що на понятійний та категоріальний апарат історіографічних досліджень радянського руху Опору впливали не лише наукові, а й політичні, ідеологічні та світоглядні чинники. В результаті окремі терміни часто набувають яскраво вираженого ідеологічного заряду, що ускладнює їх сучасне використання та вимагає глибшого наукового осмислення. Це стосується, зокрема, класифікації термінів «антифашистський» та «антинацистський» рух опору, розмежування термінів «партизанський рух», «підпільна боротьба», «народний опір» та «громадянський опір», а також класифікації форм і методів боротьби населення окупованої України проти окупаційного режиму.

Після здобуття Україною незалежності та відкриття доступу до нових джерел багато усталених визначень було переглянуто. Сучасна українська історіографія все частіше використовує терміни «рух Опору», «радянський рух Опору», «неозброєний Опір», «громадянський Опір», а також «антифашистські» та «антинацистські» рухи Опору. Водночас остаточного термінологічного консенсусу серед дослідників ще не досягнуто.

Актуальність проблеми також випливає з необхідності чіткого визначення сфери дослідження. У сучасній історіографії термін «рух Опору» часто використовується як узагальнююча категорія, що охоплює різні політичні та ідеологічні течії в боротьбі проти окупації. Предметом цього дослідження є власне радянський рух Опору, тобто діяльність радянського підпілля, партизанських загонів та різноманітних форм народного Опору, пов'язаних з радянським антифашистським рухом в окупованій Україні між 1941 і 1944 роками. Тому розробка чіткої концептуальної та категоріальної основи є необхідною передумовою для комплексного історіографічного аналізу цієї теми.

Крім того, сучасний розвиток історичної науки характеризується активним міждисциплінарним синтезом, який сприяє інтеграції категорій з історичної антропології, досліджень пам'яті, культурології, соціальної історії та інших гуманітарних дисциплін в історіографічні дослідження. Це, у свою чергу, підкреслює необхідність теоретичного перегляду існуючих концепцій та визначень, а також розробки більш цілісної та методологічно збалансованої системи категорій для вивчення історіографії радянського руху Опору в Україні під час Другої світової війни.

Аналіз останніх досліджень і публікацій. Теоретико-методологічні проблеми історіографічного дослідження радянського руху Опору в Україні в роки Другої світової війни у сучасній історичній науці розроблені нерівномірно. Незважаючи на наявність значного масиву конкретно-історичних праць, присвячених діяльності радянського підпілля,

партизанського руху та різним формам антинацистського спротиву, понятійно-категоріальний апарат даної проблематики тривалий час залишався поза межами окремого комплексного наукового аналізу. Значна частина дефініцій формувалася у межах різних історіографічних традицій під впливом суспільно-політичних, ідеологічних та методологічних чинників, що зумовило появу суттєвих розбіжностей у трактуванні базових понять.

Теоретичне підґрунтя сучасного історіографічного аналізу сформували праці, присвячені методології історичної науки та історіографічного дослідження. Важливе значення у цьому контексті мають роботи Я. Калакури [1], у яких розкрито специфіку історіографічного пізнання, особливості аналізу історіографічного джерела та принципи дослідження історії історичної науки. Методологічні аспекти історіографічного синтезу, антропологізації історичного знання та сучасних підходів до історіографії знайшли відображення у працях О. Кіяна [2].

Окремий напрям досліджень становлять праці, присвячені проблемам історії України в роки Другої світової війни та формуванню історичного наративу щодо радянського руху Опору. Значний внесок у переосмислення подій воєнної доби здійснив О. Лисенко [3], який розглядав історію України у Другій світовій війні крізь призму новітніх методологічних підходів та сучасних історіографічних тенденцій. Теоретичні аспекти осмислення проблематики війни, а також вплив ідеологічних чинників на розвиток історичної науки досліджувалися у працях В. Стецкевича [8; 9].

Важливе значення для дослідження історіографії радянського руху Опору мають роботи М. Слободянюка. У монографії «Антифашистський рух Опору в Україні (1939–1944 рр.): історіографія проблеми» [6] автор здійснив комплексний аналіз основних історіографічних традицій вивчення антиокупаційного руху на території України. Окрему увагу дослідник приділив проблемам термінології та співвідношенню понять «антифашистський рух Опору», «партизанський рух», «підпільна боротьба» та іншим дефініціям, які використовуються у сучасній історичній науці. У статті, присвяченій сучасному стану наукової розробки історії радянського руху Опору [7], автор проаналізував основні напрями розвитку відповідної історіографії та окреслив перспективи подальших досліджень.

Проблематика історіографії радянського руху Опору на регіональному рівні знайшла висвітлення у працях Д. Нефьодова [8; 9]. У монографічному дослідженні автора проаналізовано процес формування історіографії руху Опору в Південній Україні, охарактеризовано специфіку радянського історіописання та визначено вплив суспільно-політичних чинників на розвиток досліджень даної проблематики. Окрему увагу

приділено трансформації підходів до висвітлення радянського руху Опору в радянській історичній науці 1970-х – першої половини 1980-х рр.

Водночас, незважаючи на наявність значного масиву праць з історії радянського руху Опору та його історіографії, проблема формування та еволюції понятійно-категоріального апарату дослідження даної тематики досі не стала предметом окремого комплексного аналізу. Недостатньо вивченими залишаються питання співвідношення понять «радянський рух Опору», «партизанський рух», «підпільна боротьба», «народний спротив», а також впливу різних історіографічних традицій на формування відповідного категоріального апарату. Саме це й зумовлює актуальність подальшого наукового осмислення окресленої проблематики.

Метою статті є дослідження понятійно-категоріального апарату історіографічного вивчення радянського руху Опору в Україні в роки Другої світової війни, з'ясування особливостей формування та еволюції основних дефініцій, що використовуються у радянській, західній, діаспорній та сучасній українській історіографії, а також визначення теоретико-методологічних підходів до трактування понять «радянський рух Опору», «партизанський рух», «підпільна боротьба», «народний спротив» та інших категорій, пов'язаних із дослідженням антинацистської боротьби на окупованій території України у 1941–1944 рр.

Виклад основного матеріалу. Однією з характерних рис сучасної історичної науки є постійне розширення понятійно-категоріального апарату дослідження подій Другої світової війни. Особливо помітно це простежується у вивченні руху Опору на території України, де протягом тривалого часу наукове осмислення проблеми перебувало під значним впливом політичних та ідеологічних чинників. Як слушно зазначає І. Патриляк, сучасна історіографія війни дедалі більше відходить від спрощених схем та прагне до комплексного аналізу багатогранних процесів, що відбувалися на окупованій території України [10]. За таких умов особливої актуальності набуває проблема уточнення та наукового осмислення базових понять, за допомогою яких дослідники характеризують різні форми антиокупаційної боротьби.

Однією з центральних дефініцій сучасної історичної науки є поняття «рух Опору». Водночас саме ця категорія належить до найбільш дискусійних у контексті дослідження подій 1941–1944 рр. У сучасному історіописанні термін «рух Опору» здебільшого використовується як узагальнююче поняття для позначення різних форм боротьби населення окупованих територій проти нацистського режиму та його союзників. Однак конкретне змістове наповнення цієї дефініції в різних історіографічних традиціях суттєво відрізняється. На думку М. Коваля, історія України в роки Другої

світової війни характеризується надзвичайною складністю суспільно-політичних процесів, що безпосередньо вплинуло і на формування багатьох категорій історичного аналізу [11, с. 214–219].

Складність поняття «рух Опору» значною мірою зумовлюється тим, що воно охоплює різні політичні, ідеологічні та організаційні течії антиокупаційної боротьби. Саме тому у сучасній українській історіографії дедалі частіше використовуються більш конкретизовані дефініції – «радянський рух Опору», «національний рух Опору», «польський рух Опору» тощо. Подібний підхід дозволяє уникнути надмірного узагальнення та чіткіше окреслити предмет конкретного дослідження. У цьому контексті важливого значення набуває проблема визначення меж поняття «радянський рух Опору», яке є ключовим для даної наукової розвідки. У сучасній історичній науці поняття «радянський рух Опору» найчастіше використовується для позначення діяльності радянського підпілля, партизанських формувань, диверсійних груп, а також широких форм антиокупаційного спротиву населення, що координувалися або підтримувалися радянськими державними та партійними структурами. Водночас питання щодо конкретного змісту цієї дефініції продовжує залишатися дискусійним. А. Кентій, аналізуючи особливості різних течій антиокупаційного руху на території України, наголошував на необхідності чіткого розмежування радянської та націоналістичної складових руху Опору, які мали різні політичні цілі, організаційні структури та методи боротьби [12, с. 18–24].

Важливе значення для формування сучасного понятійного апарату мають також дослідження, присвячені безпосередньо партизанському руху. У дослідженні О. Гогуна радянські партизанські формування розглядаються як складний військово-політичний феномен, діяльність якого не може бути зведена виключно до героїко-романтизованої моделі, характерної для радянської історіографії [13]. Подібний підхід сприяв подальшому переосмисленню категорії «партизанський рух» та її відокремленню від ширшого поняття «радянський рух Опору».

У радянській історіографії проблема понятійно-категоріального апарату фактично не ставилася як самостійний предмет наукового аналізу. Більшість дефініцій формувалися у межах офіційної концепції «всенародної боротьби радянського народу проти німецько-фашистських загарбників». Саме тому в радянському історіописанні переважали поняття «партизанський рух», «підпільно-партизанська боротьба», «народні месники», «боротьба трудящих проти окупантів». Подібний підхід чітко простежується у працях П. Тронька [14], де діяльність радянських підпільників і партизанів розглядається передусім як складова загальнонародної боротьби під керівництвом комуністичної партії.

Суттєвий вплив на переосмислення категоріального апарату мала поява узагальнюючих сучасних праць з історії Другої світової війни. Особливе місце серед них займає двотомне видання «Україна в Другій світовій війні: погляд з XXI століття» [15], автори якого прагнули відійти від надмірної ідеологізації та запропонували більш комплексне бачення антиокупаційних процесів. Саме у сучасній українській історіографії значно активніше починають використовуватися дефініції «неозброєний спротив», «цивільний опір», «повсякденні форми спротиву», що суттєво розширило традиційне розуміння руху Опору.

Поступове переосмислення понятійного апарату розпочалося ще у другій половині 1980-х рр. В умовах «перебудови» частина радянських істориків почала звертати увагу на необхідність оновлення теоретико-методологічного інструментарію дослідження війни. Зокрема, Ю.Кондуфор та В. Клоков наголошували на потребі глибшого теоретичного осмислення проблем історії Великої Вітчизняної війни та подолання спрощених схем її висвітлення [16, с. 33–36]. Хоча в цілому радянська історіографія продовжувала залишатися в межах партійно-ідеологічної моделі, саме у цей період були закладені передумови для подальшого перегляду багатьох усталених дефініцій.

Водночас важливе значення для розуміння еволюції понятійного апарату має аналіз ранньої радянської історіографії. Однією з перших спеціальних історіографічних праць з проблематики руху Опору стала стаття М. Данилюка, Є. Сафонової та А. Черченко, присвячена аналізу дисертацій з історії війни [17]. Уже наприкінці 1950-х рр. автори звертали увагу на недостатній рівень теоретичних узагальнень та локальність більшості досліджень підпільно-партизанської проблематики.

Важливу роль у розвитку сучасного понятійно-категоріального апарату відіграли регіональні дослідження руху Опору. У працях Є. Горбурова [18], Ю. Щура [19] та Н. Дейнеки [20] значна увага приділяється специфіці функціонування підпільних та партизанських структур у різних регіонах України. Саме регіональні дослідження дозволили значно глибше проаналізувати співвідношення понять «партизанський рух», «підпільна боротьба» та «неозброєний спротив», а також показати залежність форм антиокупаційної боротьби від природно-географічних, соціально-економічних та політичних умов конкретного регіону.

Подальший розвиток історіографічного аналізу проблеми пов’язаний із переосмисленням самого предмета дослідження. Якщо у радянській історіографії основна увага приділялася насамперед героїці збройної боротьби, то сучасна історична наука дедалі більше звертається до дослідження повсякденних форм спротиву, мотивації учасників руху

Опору, проблем колабораціонізму, виживання населення в умовах окупації та інших аспектів соціальної історії війни. Це, у свою чергу, зумовлює подальше ускладнення понятійно-категоріального апарату та необхідність його постійного теоретичного уточнення.

Висновки. Таким чином, понятійно-категоріальний апарат історіографічного дослідження радянського руху Опору в Україні в роки Другої світової війни формувався під безпосереднім впливом суспільно-політичних, ідеологічних та методологічних чинників відповідної історичної епохи. Проведений аналіз засвідчив, що у різні історіографічні періоди базові дефініції, пов'язані з вивченням антиокупаційної боротьби на території України, наповнювалися різним змістом та нерідко використовувалися як складова офіційного політичного дискурсу.

Встановлено, що у радянській історіографії домінуюче становище займала концепція «всенародної боротьби радянського народу проти німецько-фашистських загарбників», у межах якої ключовими категоріями виступали «партизанський рух», «підпільно-партизанська боротьба», «народні месники» та «антифашистська боротьба». Подібний підхід був тісно пов'язаний із партійно-ідеологічною моделлю історичного пізнання та прагненням підкреслити керівну роль радянської держави й Комуністичної партії в організації антиокупаційного спротиву.

З'ясовано, що після здобуття Україною незалежності та відкриття доступу до нових джерельних комплексів у вітчизняній історичній науці відбувся поступовий перегляд багатьох усталених дефініцій. У сучасній історіографії дедалі ширше застосовуються поняття «рух Опору», «радянський рух Опору», «неозброєний спротив», «цивільний опір», що свідчить про суттєве розширення предметного поля дослідження та активне залучення новітніх методологічних підходів, зокрема історичної антропології, соціальної історії та міждисциплінарних студій.

Доведено, що поняття «радянський рух Опору» у сучасній історичній науці доцільно розглядати як комплексне явище, яке охоплює діяльність радянського підпілля, партизанських формувань, диверсійних груп, а також різноманітні форми антиокупаційного спротиву населення, пов'язані з радянським антинацистським рухом на території України у 1941–1944 рр. Водночас встановлено, що проблема співвідношення понять «партизанський рух», «підпільна боротьба», «народний спротив» та «неозброєний спротив» продовжує залишатися дискусійною та потребує подальшого теоретичного осмислення.

Проведене дослідження дозволяє констатувати, що еволюція понятійно-категоріального апарату історіографії радянського руху Опору відображає не лише розвиток історичної науки, але й трансформацію

суспільної свідомості, політики пам'яті та загальних підходів до осмислення подій Другої світової війни. Саме тому подальше вдосконалення категоріального інструментарію залишається важливою умовою для поглиблення як історіографічних, так і конкретно-історичних досліджень проблематики радянського руху Опору в Україні.

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БІБЛІОТЕКИ ЯК ЦЕНТРИ ІНФОРМАЦІЙНОЇ ПІДТРИМКИ ТУРИСТИЧНОГО БРЕНДИНГУ ПІВДНЯ УКРАЇНИ

Анотація. У статті досліджено роль бібліотек як центрів інформаційної підтримки туристичного брендингу Півдня України в умовах розвитку цифрового суспільства та трансформації соціокомунікаційного середовища. Обґрунтовано, що сучасні бібліотеки дедалі активніше виходять за межі традиційних функцій збереження та поширення інформації, перетворюючись на багатофункціональні культурно-інформаційні платформи, здатні впливати на формування позитивного туристичного іміджу регіону. Акцентовано увагу на тому, що туристичний брендинг Півдня України потребує комплексної інформаційної підтримки, заснованої на інтеграції культурної спадщини, локальної ідентичності, цифрових ресурсів та сучасних комунікаційних технологій.

Проаналізовано потенціал бібліотечних установ у процесах популяризації туристичних дестинацій, історико-культурних об'єктів, регіональних традицій та локального туристичного продукту. Визначено, що бібліотеки Півдня України можуть виступати ефективними суб'єктами формування туристичного бренду через створення електронних інформаційних ресурсів, цифрових колекцій, краєзнавчих баз даних, віртуальних виставок, мультимедійного контенту та інформаційно-комунікаційних проєктів. Розглянуто значення соціальних мереж, вебсайтів бібліотек, цифрових платформ та інтерактивних сервісів у просуванні туристичного потенціалу регіону.

Увагу приділено взаємодії бібліотек із закладами культури, органами місцевого самоврядування, туристичними організаціями, освітніми установами та громадськими ініціативами у контексті реалізації спільних брендингових стратегій. Наголошено, що бібліотеки здатні виконувати функції комунікаційних посередників між громадою, туристичним сектором та інформаційним простором регіону. Визначено перспективи використання інноваційних бібліотечних сервісів, цифрового маркетингу та

соціокомунікаційних практик для підвищення туристичної привабливості Півдня України. Зроблено висновок, що інформаційно-бібліотечна діяльність є важливим чинником розвитку туристичного брендингу регіону, сприяє популяризації культурної спадщини, формуванню позитивного іміджу територій та розширенню туристичних комунікацій у сучасному інформаційному суспільстві.

Ключові слова: бібліотеки, інформаційно-бібліотечна діяльність, туристичний брендинг, інформаційна підтримка, Південь України, туристична індустрія, регіональний туризм, цифрові ресурси, соціальні комунікації, культурна спадщина, туристичний імідж, бібліотечні сервіси, інформаційні технології, краєзнавчі ресурси, цифровізація.

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LIBRARIES AS CENTERS OF INFORMATION SUPPORT FOR TOURISM BRANDING IN SOUTHERN UKRAINE

Abstract. The article examines the role of libraries as centers of information support for tourism branding in Southern Ukraine within the context of the development of the digital society and the transformation of the socio-communication environment. It is substantiated that modern libraries are increasingly moving beyond their traditional functions of preserving and disseminating information, transforming into multifunctional cultural and information platforms capable of influencing the formation of a positive tourism image of the region. Attention is focused on the fact that tourism branding in Southern Ukraine requires comprehensive information support based on the integration of cultural heritage, local identity, digital resources, and modern communication technologies.

The potential of library institutions in the processes of promoting tourist destinations, historical and cultural sites, regional traditions, and local tourism products is analyzed. It is determined that libraries of Southern Ukraine can act as effective subjects in the formation of a tourism brand through the creation of electronic information resources, digital collections, local history databases, virtual exhibitions, multimedia content, and information and communication projects. The importance of social media, library websites, digital platforms, and interactive services in promoting the tourism potential of the region is considered.

Particular attention is paid to the interaction of libraries with cultural institutions, local self-government bodies, tourism organizations, educational

institutions, and public initiatives in the context of implementing joint branding strategies. It is emphasized that libraries are capable of performing the functions of communication intermediaries between the community, the tourism sector, and the regional information space. The prospects for the use of innovative library services, digital marketing, and socio-communication practices to increase the tourism attractiveness of Southern Ukraine are identified. It is concluded that information and library activities constitute an important factor in the development of regional tourism branding, contribute to the promotion of cultural heritage, the formation of a positive territorial image, and the expansion of tourism communications in the modern information society.

Keywords: libraries, information and library activities, tourism branding, information support, Southern Ukraine, tourism industry, regional tourism, digital resources, social communications, cultural heritage, tourism image, library services, information technologies, local history resources, digitalization.

Постановка проблеми. Туристичний бренд регіону розглядається не лише як інструмент економічного просування, а й як важливий складник соціокультурної репрезентації, формування локальної ідентичності, популяризації культурної спадщини та зміцнення міжнародного іміджу держави. Південь України, який характеризується значним природним, історико-культурним, етнографічним та рекреаційним потенціалом, потребує нових підходів до інформаційного супроводу розвитку туристичної сфери.

Водночас сучасний туристичний простір дедалі більше функціонує у цифровому середовищі, де вирішального значення набувають інформаційні ресурси, електронні комунікації, цифровий контент, мультимедійні сервіси та інтерактивні платформи. За таких умов бібліотеки поступово трансформуються із класичних закладів у відкриті соціокомунікаційні центри, здатні забезпечувати створення, акумуляцію, збереження та популяризацію регіонального інформаційного продукту. Їх діяльність інтегрується у сферу культурної дипломатії, цифрового маркетингу, інформаційного менеджменту та туристичного брендингу.

Означена проблема набуває ваги в умовах переосмислення регіональної ідентичності України, коли виникає необхідність у формуванні позитивного інформаційного образу територій, підтримці внутрішнього туризму, збереженні історико-культурної спадщини та розвитку локальних культурних ініціатив. Переконані, що саме бібліотеки, завдяки наявності краєзнавчих фондів, цифрових архівів, інформаційно-аналітичних ресурсів та комунікаційних платформ, можуть виступати важливими суб’єктами інформаційної підтримки туристичного брендингу Півдня України.

Попри наявність наукових досліджень, присвячених питанням регіонального туризму, бібліотечної діяльності, цифровізації культурної сфери та брендингу територій, проблема комплексного осмислення ролі бібліотечних установ у формуванні та просуванні туристичного бренду Півдня України залишається недостатньо дослідженою. Потребують подальшого вивчення механізми інтеграції бібліотечних інформаційних ресурсів у туристичну інфраструктуру регіону, особливості використання цифрових сервісів у популяризації туристичних дестинацій, а також потенціал бібліотек як комунікаційних центрів регіонального розвитку. Відтак, актуальність зазначеної проблематики зумовлює необхідність наукового аналізу бібліотек як центрів інформаційної підтримки туристичного брендингу Півдня України, визначення їх функціональних можливостей, інноваційних практик.

Аналіз останніх досліджень і публікацій. Проблематика інформаційно-бібліотечного забезпечення туристичної сфери є предметом активних наукових досліджень у галузях бібліотекознавства, соціальних комунікацій, інформаційної діяльності, туризмознавства та культурології. Увага приділяється питанням цифровізації бібліотечних сервісів, розвитку електронних інформаційних ресурсів, створення віртуального культурного простору та інтеграції бібліотек у процеси регіонального розвитку. Суспільствознавці акцентують увагу на питаннях використання цифрових платформ, мультимедійного контенту, соціальних мереж та інтерактивних сервісів у популяризації історико-культурної спадщини регіонів. Значний науковий інтерес становлять також праці, присвячені бібліотечному краєзнавству, регіональним інформаційним ресурсам та формуванню позитивного іміджу територій засобами інформаційно-комунікаційної діяльності. Водночас проблема функціонування бібліотек як центрів інформаційної підтримки туристичного брендингу Півдня України залишається недостатньо дослідженою, що зумовлює актуальність подальших наукових розвідок.

Так, у дослідженнях В. Міронова, зокрема у статті «Перспективи інформаційно-бібліотечного забезпечення розвитку туризму Півдня України (на прикладі Миколаївської області)» [1] здійснена вдала спроба проаналізувати роль бібліотек у процесах інформаційної підтримки туристичної сфери регіону. Автор досліджує сучасний стан бібліотечної інфраструктури Миколаївщини та визначає перспективні напрями інтеграції бібліотек у систему туристичних комунікацій; увагу приділено створенню електронних краєзнавчих ресурсів, цифрових архівів, онлайн-виставок та інформаційних платформ, орієнтованих на популяризацію туристичного потенціалу регіону [1]. У праці «Цифровізація бібліотечних сервісів Одещини: досвід та перспективи» [2] проаналізовано процеси

цифрової модернізації бібліотек Одещини та акцентовано увагу на впровадженні електронних сервісів, розвитку вебресурсів бібліотек, використанні мультимедійних технологій та соціальних мереж у процесах комунікації з користувачами; визначено, що цифровізація бібліотечної діяльності створює нові можливості для інтеграції бібліотек у туристичний та культурний простір регіону [2]. Стаття зазначеного автора «Публічні бібліотеки як інформаційно-туристичні хаби» [3] обґрунтовує концепцію функціонування сучасних бібліотек як багатофункціональних інформаційно-комунікаційних центрів, що забезпечують підтримку туристичних ініціатив та сприяють популяризації локальної культурної спадщини [3]. Автор наголошує, що публічні бібліотеки здатні виступати ефективними платформами для організації інформаційно-просвітницьких заходів, тематичних виставок, туристичних презентацій, віртуальних екскурсій та культурних проєктів; проаналізовано механізми взаємодії бібліотек із місцевими громадами, туристичними організаціями та закладами культури [3].

Спробу комплексного підходу до висвітлення проблеми представлено у статті «Інформаційні технології у системі інформаційно-бібліотечного забезпечення розвитку туризму Південної України» [4], де авторами розглянуто вплив сучасних інформаційних технологій на модернізацію бібліотечної діяльності та розвиток туристичної сфери регіону. Г. Салата, В. Міронов аналізують використання цифрових платформ, електронних бібліотек, мультимедійних ресурсів, віртуальних сервісів та інформаційно-комунікаційних технологій у процесах популяризації туристичних дестинацій Півдня України. Наголошується, що впровадження цифрових інструментів у бібліотечну діяльність сприяє підвищенню доступності регіональної культурної спадщини, розвитку туристичних комунікацій [4].

Отже, аналіз сучасних наукових досліджень засвідчує, що бібліотеки дедалі активніше інтегруються у сферу туристичних комунікацій та регіонального брендингу. Науковці акцентують увагу на значенні цифровізації бібліотечної діяльності, розвитку електронних інформаційних ресурсів і впровадженні інноваційних комунікаційних практик у процесах популяризації туристичного потенціалу регіонів. Водночас, питання функціонування бібліотек як центрів інформаційної підтримки туристичного брендингу Півдня України потребує подальшого комплексного осмислення, зокрема в аспектах цифрового маркетингу, соціальних комунікацій, культурної дипломатії та інформаційного менеджменту.

Відтак, сучасний науковий дискурс переконливо засвідчує зростання ролі бібліотек у формуванні інформаційної екосистеми розвитку туризму, популяризації регіональної культурної спадщини та просуванні територіальних брендів. В умовах воєнних викликів для Півдня України

бібліотеки набувають функцій не лише інформаційних посередників, а й активних суб'єктів культурної, соціальної та туристичної взаємодії. Водночас наявні дослідження фрагментарно висвітлюють механізми інтеграції інформаційно-бібліотечної діяльності у процеси туристичного брендингу регіону, особливо у контексті післявоєнного відновлення, цифрового маркетингу, стратегічних комунікацій та міжсекторального партнерства, що актуалізує необхідність подальшого комплексного дослідження інформаційно-бібліотечного забезпечення туристичної сфери Півдня України як важливого чинника збереження культурної пам'яті, посилення регіональної ідентичності, розвитку внутрішнього туризму та формування конкурентоспроможного образу територій у національному й міжнародному соціокомунікаційному просторі.

Метою статті є виокремлення ролі бібліотек як центрів інформаційної підтримки туристичного брендингу Півдня України, визначення особливостей використання інформаційно-комунікаційних технологій, цифрових ресурсів та інноваційних бібліотечних сервісів у процесах популяризації туристичного потенціалу регіону, формування позитивного туристичного іміджу територій та розвитку сучасних соціокомунікаційних практик у сфері регіонального туризму.

Вважаємо, що завданнями статті є аналіз сучасних підходів до інформаційно-бібліотечного забезпечення туристичної сфери; визначення ролі бібліотек у формуванні та підтримці туристичного брендингу Півдня України; виокремлення особливостей використання цифрових інформаційних ресурсів і бібліотечних сервісів у популяризації туристичного потенціалу регіону; характеристика значення соціокомунікаційних технологій у процесах інформаційної підтримки туристичної діяльності; з'ясування перспектив розвитку бібліотек як інформаційно-туристичних центрів у сучасному цифровому середовищі; окреслення напрямів впровадження інноваційних бібліотечних практик у систему туристичного брендингу Півдня України.

Використано комплекс загальнонаукових і спеціальних методів, зокрема: аналітичний метод – для опрацювання наукових джерел та вивчення сучасного стану інформаційно-бібліотечного забезпечення туристичної сфери; системний метод – для комплексного аналізу бібліотек як складників регіонального туристичного простору; соціокомунікаційний метод – для дослідження інформаційної взаємодії бібліотек, туристичних організацій та локальних громад; порівняльний метод – для зіставлення сучасних цифрових практик бібліотечної діяльності; структурно-функціональний метод – для визначення функцій бібліотек у процесах туристичного брендингу регіону. Також застосовано метод узагальнення

для формування висновків і визначення перспектив розвитку інформаційно-бібліотечної підтримки туризму Півдня України.

Методологічною основою дослідження є міждисциплінарний підхід, що поєднує положення бібліотекознавства, соціальних комунікацій, інформаційної діяльності, культурології та туризмознавства. Дослідження ґрунтується на концепціях цифровізації соціокультурного простору, інформаційного суспільства, регіонального брендингу та комунікаційної взаємодії. Методологічний підхід передбачає розгляд бібліотек як сучасних соціокомунікаційних центрів, здатних забезпечувати інформаційну підтримку туристичної сфери через використання цифрових технологій, електронних ресурсів, мультимедійного контенту та інноваційних сервісів. Особливу увагу приділено соціокультурному та інформаційно-комунікаційному аспектам функціонування бібліотек у процесах формування позитивного туристичного іміджу Півдня України.

Виклад основного матеріалу дослідження. Українське суспільство XXI століття, особливо останні десятиліття, характеризується глибокими трансформаційними процесами, пов'язаними з цифровізацією соціокультурного простору, змінами у сфері інформаційних комунікацій, переосмисленням регіональної ідентичності та необхідністю збереження культурної спадщини в умовах воєнних викликів. Особливої актуальності ці процеси набувають для Півдня України – регіону, який має значний туристичний, культурний, історичний та рекреаційний потенціал, однак зазнав масштабних руйнувань, інформаційних втрат і соціокультурних трансформацій унаслідок російської військової агресії.

Частина територій Півдня України тривалий час перебуває або перебувала під тимчасовою окупацією, що призвело до порушення функціонування культурної інфраструктури, руйнування бібліотечних мереж, втрати доступу до локальних інформаційних ресурсів, знищення культурних пам'яток та ускладнення туристичної діяльності. Водночас саме в умовах війни визначного значення набуває питання збереження культурної пам'яті регіону, формування позитивного інформаційного образу територій та підготовки до повоєнного відновлення туристичної галузі.

Бібліотеки Півдня України трансформуються у багатофункціональні інформаційно-комунікаційні центри, які виконують не лише культурно-просвітницькі функції, а й стають активними учасниками регіонального брендингу, цифрової комунікації та інформаційної підтримки туристичного розвитку. Їх діяльність орієнтується на створення цифрових інформаційних ресурсів, електронних архівів, віртуальних виставок, мультимедійного контенту та інтерактивних сервісів, що сприяють популяризації культурної спадщини та туристичного потенціалу регіону.

Особливістю туристичного брендингу Півдня України є необхідність поєднання історико-культурної спадщини, локальної ідентичності, природних ресурсів та сучасних цифрових комунікацій. Туристичний бренд регіону формується не лише через традиційні туристичні маршрути чи рекламні кампанії, а й через інформаційний простір, цифрові платформи, соціальні мережі, електронні ресурси та віртуальну репрезентацію територій.

Саме бібліотеки, на наше переконання, можуть виступати важливими суб'єктами створення такого інформаційного середовища.

В умовах воєнного стану бібліотеки Півдня України виконують також функцію культурної стійкості та інформаційного спротиву та забезпечують збереження локальної історичної пам'яті, документування означених буремних подій, формування цифрових архівів регіональної спадщини та підтримку соціокультурної єдності громад. Водночас вже сьогодні постає необхідність стратегічного осмислення того, яким чином бібліотечна сфера може бути інтегрована у процеси повоєнного відновлення туристичної індустрії.

Після перемоги України туристичний сектор Південного регіону потребуватиме не лише фізичної відбудови інфраструктури, радше моральної, соціально-культурної, а й формування нового інформаційного образу територій.

Ми переконані, що бібліотеки можуть стати платформами для популяризації культурної спадщини деокупованих територій, створення цифрових туристичних маршрутів, розвитку краєзнавчих електронних ресурсів та підтримки культурної дипломатії.

Бібліотеки Півдня України поступово перетворюються на центри акумуляції, збереження та популяризації регіонального туристичного контенту.

Особливого значення набуває створення електронних краєзнавчих ресурсів, що забезпечують не лише збереження локальної історії та культурної пам'яті, а й формування сучасного інформаційного середовища для розвитку туристичної сфери.

Цифрові архіви, мультимедійні колекції, інтерактивні карти, віртуальні екскурсії та тематичні бази даних сприяють підвищенню доступності регіонального культурного контенту для широкої аудиторії – як внутрішніх, так і міжнародних користувачів.

Вважаємо, що доцільно виокремити основні напрями інформаційно-бібліотечної підтримки туристичного брендингу Півдня України, що систематизовано у *Таблиці 1*.

Таблиця 1

Основні напрями інформаційно-бібліотечної підтримки туристичного брендингу Півдня України

№ з/п	Напрям діяльності	Зміст діяльності	Значення для туристичного брендингу
1.	Цифровізація ресурсів	Створення електронних архівів, цифрових колекцій, онлайн-каталогів	Забезпечує доступність туристичної та культурної інформації
2.	Краєзнавча діяльність	Формування баз даних про історію, культуру, традиції регіону	Сприяє формуванню локальної ідентичності
3.	Віртуальні сервіси	Онлайн-виставки, цифрові екскурсії, мультимедійний контент	Розширює аудиторію туристичного бренду
4.	Соціокомунікаційна діяльність	Використання соціальних мереж, вебсайтів, цифрових платформ	Формує позитивний імідж регіону
5.	Культурно-просвітницькі заходи	Форуми, презентації, тематичні події	Популяризує туристичний потенціал територій

Джерело: сформовано авторкою статті

Представлені інформаційні матеріали у *Таблиці 1* демонструють, що бібліотеки можуть здійснювати комплексний інформаційний супровід туристичного брендингу через інтеграцію цифрових ресурсів, соціальних комунікацій та культурно-просвітницької діяльності. Важливо, що бібліотеки стають платформами не лише для збереження інформації, а й для її активного поширення у глобальному цифровому просторі. Водночас, не останнього значення набуває використання інформаційно-комунікаційних технологій у процесах популяризації туристичного потенціалу Півдня України. Соціальні мережі, інтерактивні платформи, цифрові виставки та мультимедійні сервіси створюють нові можливості для формування

туристичного іміджу регіону. Бібліотеки, маючи доступ до локальних інформаційних ресурсів, здатні забезпечувати створення якісного цифрового контенту, орієнтованого на популяризацію культурної спадщини. Важливою є також проблема інформаційної безпеки та збереження культурної пам'яті. Воєнні події актуалізували необхідність цифрового архівування документів, створення резервних електронних копій локальних історичних матеріалів, фіксації фактів руйнування культурної спадщини та документування регіональної історії (*Таблиця 2*).

Таблиця 2

Вплив воєнних подій на інформаційно-бібліотечну та туристичну сферу Півдня України

№ з/п	Сфера впливу	Наслідки війни	Перспективи відновлення
1.	Бібліотечна інфраструктура	Руйнування приміщень, втрата фондів	Цифрове відновлення ресурсів, модернізація бібліотек
2.	Туристична сфера	Зменшення туристичних потоків, руйнування об'єктів	Формування нових туристичних маршрутів
3.	Культурна спадщина	Пошкодження пам'яток та історичних об'єктів	Цифрове збереження культурних ресурсів
4.	Інформаційний простір	Втрата доступу до локальних ресурсів	Розвиток електронних платформ і цифрових архівів
5.	Соціальні комунікації	Порушення культурної взаємодії громад	Відновлення регіональної культурної комунікації

Джерело: сформовано авторкою публікації

Представлені у *Таблиці 2* відомості свідчать про те, що саме цифровізація та модернізація інформаційних ресурсів можуть стати

основою для подальшого відновлення регіону після завершення війни. Також, важливим чинником розвитку туристичного брендингу є взаємодія бібліотек із закладами культури, музеями, архівами, освітніми установами, туристичними організаціями та органами місцевого самоврядування. Саме міжінституційна співпраця створює можливості для реалізації спільних цифрових проєктів, туристичних платформ, культурних ініціатив та інформаційних кампаній. Бібліотечна установа дедалі більше функціонує як соціокомунікаційний центр громади, який забезпечує інтеграцію культурного, освітнього, туристичного та інформаційного середовищ. У контексті туристичного брендингу бібліотеки можуть виступати платформами для проведення культурних фестивалів, презентацій туристичних маршрутів, виставок локальної історії, інтерактивних лекцій та віртуальних подорожей *(Таблиця 3)*.

Таблиця 3

Перспективні напрями розвитку бібліотек у системі туристичного брендингу Півдня України після перемоги

№ з/п	Напрям розвитку	Основні заходи	Очікуваний результат
1.	Створення цифрових туристичних платформ	Віртуальні маршрути, інтерактивні карти, електронні путівники	Підвищення туристичної привабливості регіону
2.	Розвиток цифрових архівів	Оцифрування культурної спадщини та локальної історії	Збереження регіональної пам’яті
3.	Міжнародна культурна комунікація	Участь у міжнародних проєктах і цифрових ініціативах	Формування позитивного іміджу України
4.	Інноваційні бібліотечні сервіси	VR-екскурсії, мультимедійні виставки, інтерактивний контент	Розширення аудиторії користувачів
5.	Туристично-інформаційні хаби	Створення просторів підтримки туристичних комунікацій	Активізація внутрішнього туризму

Джерело: сформовано авторкою

Таблиця 3 демонструє, що післявоєнне відновлення Півдня України потребуватиме комплексної інтеграції бібліотек у систему туристичного розвитку регіону. Особливу роль у цьому процесі відіграватимуть цифрові технології, соціальні комунікації та інноваційні інформаційні сервіси. Відтак, сучасні бібліотеки Півдня України є не лише осередками збереження культурної спадщини, а й важливими суб'єктами формування туристичного бренду регіону, а їх діяльність у сфері цифровізації інформаційних ресурсів, розвитку соціокомунікаційних платформ та популяризації локальної культурної пам'яті створює підґрунтя для формування нового туристичного образу Півдня України. Вважаємо, що саме бібліотеки можуть стати важливими центрами культурної стійкості, інформаційної підтримки громад та розвитку сучасного туристичного простору України. Інтеграція бібліотек у процеси культурної дипломатії, цифрового маркетингу територій та розвитку туристичних екосистем сприятиме не лише відновленню туристичної інфраструктури Півдня України, а й утвердженню регіону як важливого простору національної культурної ідентичності та сучасних соціокомунікаційних практик.

Висновки. У результаті проведеного дослідження встановлено, що в умовах цифрової трансформації суспільства, розвитку соціокомунікаційних технологій та переосмислення ролі культурних інституцій бібліотечні установи поступово перетворюються на важливі центри інформаційної підтримки туристичного брендингу регіонів. Особливого значення цей процес набуває для Півдня України, який має потужний природний, історико-культурний та туристичний потенціал, однак водночас зазнав значних соціокультурних, економічних та інфраструктурних втрат унаслідок російської військової агресії.

Доведено, що сучасні бібліотеки, вже чималий час, не обмежуються традиційними функціями накопичення та збереження інформації, а інтегруються у сферу цифрових комунікацій, культурного менеджменту, інформаційного маркетингу та регіонального брендингу. Їх діяльність у контексті туристичного розвитку Півдня України спрямовується на формування позитивного інформаційного образу територій, популяризацію локальної культурної спадщини, підтримку регіональної ідентичності та створення доступного цифрового туристичного контенту. Нами обґрунтовано, що бібліотеки здатні виступати ефективними соціокомунікаційними платформами, які забезпечують інтеграцію культурного, інформаційного та туристичного середовищ регіону. Встановлено, що особливу роль у цьому процесі відіграють цифрові інформаційні ресурси, електронні краєзнавчі бази даних, віртуальні виставки, мультимедійні архіви, інтерактивні сервіси, цифрові карти та онлайн-платформи, що створюють нові

можливості для популяризації туристичного потенціалу Півдня України як у національному, так і міжнародному інформаційному просторі.

Визначено, що в умовах воєнного стану бібліотеки виконують не лише інформаційно-просвітницьку, а й важливу гуманітарну, культурозберігаючу та комунікаційну функції, адже стають осередками збереження локальної пам'яті, документування історичних подій, цифрового архівування культурної спадщини та підтримки соціальної стійкості громад. Водночас, актуальним є питання фіксації та оцифрування регіональних культурних ресурсів Півдня України, частина яких перебувала або перебуває під тимчасовою окупацією, що створює ризики втрати історико-культурної спадщини та локальної ідентичності. Вже сьогодні необхідно формувати стратегічне бачення повоєнного відновлення туристичної сфери Півдня України, у якому бібліотеки мають посісти важливе місце як центри інформаційної підтримки регіонального розвитку. Після перемоги України особливої ваги набуде створення нової моделі туристичного брендингу, орієнтованої на поєднання культурної пам'яті, цифрових технологій, локальної ідентичності та міжнародної культурної комунікації.

Відтак, на основі результатів дослідження запропоновано алгоритм подальших дій щодо розвитку бібліотек як центрів інформаційної підтримки туристичного брендингу Півдня України:

1. Розроблення регіональних стратегій цифрового туристичного брендингу за участю бібліотек, закладів культури, органів місцевого самоврядування, туристичних організацій та громадських ініціатив.

2. Створення єдиних цифрових краєзнавчих платформ Півдня України, які міститимуть електронні архіви, туристичні маршрути, мультимедійні ресурси, інтерактивні карти та віртуальні екскурсії.

3. Активізація процесів оцифрування культурної спадщини регіону, зокрема документів, фотографій, архівних матеріалів, локальних історичних джерел та пам'яток культурної пам'яті.

4. Розвиток інноваційних бібліотечних сервісів, орієнтованих на туристичну сферу: VR-екскурсій, інтерактивних виставок, цифрових туристичних гідів, мультимедійних презентацій та мобільних інформаційних платформ.

5. Формування системи міжінституційної взаємодії між бібліотеками, музеями, архівами, туристичними центрами, освітніми установами та міжнародними культурними організаціями.

6. Посилення міжнародної інформаційної присутності Півдня України через цифрові бібліотечні проєкти, англомовні інформаційні ресурси, міжнародні онлайн-платформи та культурно-туристичні ініціативи.

7. Підготовка фахівців нового покоління у сфері інформаційної, бібліотечної та архівної справи, здатних працювати в умовах цифрового туристичного середовища, соціальних комунікацій та інформаційного маркетингу.

Отже, бібліотечні установи Півдня України мають значний потенціал у процесах формування сучасного туристичного бренду регіону та розвитку його інформаційного простору. Їх інтеграція у систему цифрових комунікацій, культурної дипломатії та туристичного маркетингу є важливою передумовою повоєнного відновлення, збереження культурної спадщини та підвищення міжнародної туристичної привабливості України.

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РОЛЬ ДИСЦИПЛІНИ «ІСТОРІЯ ДЕРЖАВНОСТІ ТА КУЛЬТУРИ УКРАЇНИ» У ФОРМУВАННІ КОМПЕТЕНТНОСТЕЙ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ РІЗНИХ СПЕЦІАЛЬНОСТЕЙ

Анотація. *Метою статті* є обґрунтування ролі дисципліни «Історія державності та культури України» у формуванні загальних і фахових компетентностей здобувачів вищої освіти різних спеціальностей. Особлива увага зосереджується на значенні історичної освіти для розвитку громадянської свідомості, національної ідентичності, критичного мислення, комунікативних навичок та здатності осмислювати сучасні суспільно-політичні процеси в контексті історичного розвитку України та європейського цивілізаційного простору. *Методологічне осмислення* ролі дисципліни «Історія державності та культури України» у системі вищої освіти ґрунтується на використанні загальнонаукових методів аналізу, синтезу, індукції та дедукції, що дає змогу комплексно оцінити значення історичної освіти у формуванні світоглядних орієнтирів та компетентностей здобувачів вищої освіти різних спеціальностей. *Результати дослідження.* Особливого значення викладання історичних дисциплін набуває в умовах сучасних суспільно-політичних викликів, що актуалізували питання національної ідентичності, історичної пам'яті та громадянської відповідальності. Саме глибоке розуміння історичного шляху українського народу, його державотворчих традицій та культурної спадщини формує у студентської молоді почуття національної гідності, патріотизм і усвідомлення належності України до європейського історичного простору. Університетський курс «Історія державності та культури України» повинен забезпечувати концептуальне бачення історичного процесу, дозволяти простежити взаємозв'язок української історії із загальноєвропейськими тенденціями та осмислити закономірність європейського цивілізаційного вибору України. У цьому контексті особливо актуальним є осмислення ролі історичних дисциплін в освітніх програмах усіх спеціальностей, а також оновлення навчально-методичного забезпечення відповідно до сучасних наукових підходів.

Ключові слова: гуманітарні дисципліни, історична освіта, «Історія державності та культури України», освітній процес, заклади вищої освіти, здобувачі вищої освіти, компетентності.

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THE ROLE OF THE COURSE 'HISTORY OF STATEHOOD AND CULTURE OF UKRAINE' IN DEVELOPING THE COMPETENCIES OF HIGHER EDUCATION STUDENTS IN VARIOUS SPECIALISATIONS

Abstract. *The aim of this article* is to justify the role of the discipline 'History of Statehood and Culture of Ukraine' in the development of general and professional competences among higher education students across various disciplines. Particular attention is focused on the significance of historical education for the development of civic awareness, national identity, critical thinking, communication skills and the ability to comprehend contemporary socio-political processes within the context of Ukraine's historical development and the European civilisational space. *The methodological analysis* of the role of the discipline 'History of Statehood and Culture of Ukraine' within the higher education system is based on the use of general scientific methods of analysis, synthesis, induction and deduction, which enables a comprehensive assessment of the significance of historical education in shaping the worldview and competencies of higher education students across various disciplines. *Research results*. The teaching of history takes on particular significance in the context of contemporary socio-political challenges, which have brought issues of national identity, historical memory and civic responsibility to the fore. It is precisely a deep understanding of the Ukrainian people's historical path, their state-building traditions and cultural heritage that fosters in students a sense of national dignity, patriotism and an awareness of Ukraine's place within the European historical space. The university course 'History of Statehood and Culture of Ukraine' should provide a conceptual understanding of the historical process, enable students to trace the interconnection between Ukrainian history and pan-European trends, and help them comprehend the rationale behind Ukraine's choice of a European path. In this context, it is particularly important to reflect on the role of historical disciplines in the curricula of all degree programmes, as well as to update teaching materials in line with contemporary academic approaches.

Keywords: humanitarian disciplines, history education, 'History of Statehood and Culture of Ukraine', the educational process, higher education institutions, higher education students, competences.

Постановка проблеми. Враховуючи сучасні суспільні запити та постійні багаторівневі трансформаційні зміни у системі вищої освіти України, зокрема процеси демократизації, гуманізації освіти та розбудови національної української держави, значення гуманітарних дисциплін суттєво зросло, оскільки вони сприяють формуванню ціннісних орієнтирів і громадянської свідомості здобувачів вищої освіти. У цьому контексті курс «Історія державності та культури України» набуває особливої ваги як інструмент осмислення історичного досвіду державотворення та культурного розвитку.

Означена дисципліна створює сприятливі умови для патріотичного та громадянського виховання студентської молоді, формуючи усвідомлення приналежності до української історичної та культурної традиції, а також відповідальності за майбутнє держави.

Актуальність посилення історичної складової у вищій освіті значно зросла в умовах сучасних військових дій, коли історія стала не лише академічною дисципліною, а й важливим елементом інформаційної та світоглядної безпеки суспільства. Знання історичних процесів, витоків української державності та культурної традиції дозволяє молоді критично оцінювати маніпулятивні наративи, протистояти дезінформації та усвідомлювати самостійність історичного розвитку України. Саме тому вивчення історії у закладах вищої освіти має розглядатися як необхідна складова підготовки фахівців різних спеціальностей, незалежно від їхнього професійного спрямування.

Аналіз останніх досліджень і публікацій. У науково-освітньому середовищі значна увага приділяється осмисленню ролі історичних дисциплін у підготовці сучасних фахівців.

Дискусії стосуються насамперед питання оновлення університетських курсів з історії відповідно до вимог компетентнісного підходу, а також визначення їх змістового наповнення та дидактичних засад реалізації з урахуванням сучасних суспільних викликів.

Так, у працях І. Лебедєвої, С. Куліша та О. Філатової наголошується на значущості історичної освіти для формування національної ідентичності студентської молоді та обґрунтовується необхідність інтеграції курсу історії України в систему підготовки фахівців різних спеціальностей як важливого чинника гуманітаризації вищої освіти, а також розкриваються особливості викладання історичних дисциплін у закладах вищої освіти [1; 2].

Дослідники О. Гончарова, Я. Мотенко та Є. Шишкіна розглядають історичну освіту як інструмент формування історичної пам'яті та консолідації українського суспільства, акцентуючи увагу на її виховному потенціалі [3; 4]. У свою чергу, Т. Грушева підкреслює актуальність адаптації змісту історичних курсів до сучасних суспільно-політичних умов, що зумовлені новими викликами для української державності [5].

Зокрема, важливий внесок у розробку методологічних засад викладання історичних дисциплін зробили А. Гуменюк та Д. Коротенко, які акцентують на розвитку критичного мислення здобувачів освіти та необхідності удосконалення організаційних форм освітнього процесу у вищій школі [6; 7]. Проблеми оновлення змісту курсу «Історія України» та впровадження дослідницького підходу розглядають Т. Баклашова та В. Проскунін, наголошуючи на важливості формування дослідницьких компетентностей здобувачів вищої освіти [8].

Окрему групу становлять праці, присвячені інноваційним технологіям навчання. Зокрема, О. Гевко та Н. Макогончук аналізують використання сучасних методів викладання історії України в умовах дистанційної освіти, підкреслюючи роль інтерактивних та цифрових технологій у підвищенні ефективності освітнього процесу [9].

Так, Ю. Димитров розглядає специфіку викладання історії України в умовах глобалізації, акцентуючи увагу на необхідності інтернаціоналізації змісту дисципліни та її інтеграції у світовий історичний контекст [10].

Мета статті – обґрунтувати роль дисципліни «Історія державності та культури України» у формуванні загальних і фахових компетентностей здобувачів вищої освіти різних спеціальностей.

Виклад основного матеріалу. Система вищої освіти, яка виконує ключову функцію соціалізації особистості, є важливим суспільним інститутом, здатним сприяти трансформації суспільної свідомості, формуванню нових ціннісних орієнтацій та створенню умов для виховання громадянина демократичного суспільства, орієнтованого на відповідальну участь у соціальних процесах. У цьому контексті особливого значення набувають історичні дисципліни, які забезпечують не лише засвоєння знань, а й формування світоглядних засад, моральних принципів та громадянської відповідальності здобувачів вищої освіти.

Важливим етапом трансформації ролі історичної освіти у закладах вищої освіти стало прийняття наказу Міністерства освіти і науки України від 25.11.2014 року №1392, що передбачав скасування нормативної вимоги щодо обов'язкового викладання дисципліни «Історія України» для всіх спеціальностей. Такі зміни були пов'язані з процесами реформування системи вищої освіти, необхідністю оптимізації освітніх програм та розширенням автономії закладів освіти [11].

Подальший розвиток цієї тенденції простежувався у рекомендаціях Міністерства освіти і науки України 2015 року, відповідно до яких заклади вищої освіти отримали право самостійно визначати розподіл кредитів ЄКТС між дисциплінами гуманітарного циклу, зокрема тими, що забезпечують формування компетентностей у сфері історії та культури України, філософії й української мови. Це сприяло посиленню автономії університетів у побудові освітніх програм, однак актуалізувало проблему збереження належного місця історичної компоненти у професійній підготовці здобувачів вищої освіти різних спеціальностей [12].

Показовою є й державна освітня політика щодо місця історії України у системі оцінювання знань абітурієнтів. У 2024 році цей предмет знову набув статусу обов'язкової складової національного мультипредметного тестування.

Крім того, такі документи як «Концепція національно-патріотичного виховання в системі освіти України» акцентують увагу на необхідності посилення історико-культурної складової освітнього процесу, виховання поваги до національної спадщини, утвердження української громадянської ідентичності та формування патріотичних цінностей молоді [13].

Такі тенденції свідчать про усвідомлення державою стратегічного значення історичної освіти у формуванні громадянської компетентності, національної свідомості та цілісного світогляду молоді.

Водночас, як зазначає І. Лебедєва, однією з актуальних проблем сучасної системи вищої освіти є поступове скорочення обсягів викладання суспільствознавчих та історичних дисциплін у закладах вищої освіти негуманітарного профілю. Така тенденція зумовлена переорієнтацією освітніх програм на вузькопрофесійну підготовку та посиленням практичної складової навчання. Водночас подібний підхід суперечить принципам гуманітаризації вищої освіти, які передбачають формування всебічно розвиненої особистості, здатної не лише до професійної діяльності, а й до активної громадянської участі та усвідомлення соціальної відповідальності [1].

У закладах вищої освіти України для здобувачів неісторичних спеціальностей було запроваджено низку навчальних інтегрованих курсів історичного спрямування, серед яких «Історія державотворення України», «Україна: історія та сучасні реалії», «Історія України (соціально-політичні аспекти)», «Історія та культура України», «Історія української культури» та інші.

Такі дисципліни були покликані забезпечити інваріантний гуманітарний компонент підготовки фахівців різних профілів та компенсувати скорочення обсягів традиційного курсу історії у навчальних планах [1].

Наслідком таких освітніх трансформацій може стати послаблення гуманітарної компоненти професійної підготовки, що негативно позначиться на формуванні громадянських, соціокультурних та світоглядних компетентностей здобувачів вищої освіти. Відповідно у сучасних умовах зростає усвідомлення необхідності повернення історичних дисциплін до числа важливих елементів освітнього процесу, адже саме вони сприяють розвитку історичної пам'яті, національної свідомості та розуміння державотворчих традицій України.

Вирішенню завдань формування у здобувачів освіти необхідних знань та умінь на заняттях з дисциплін історичного спрямування, на наш погляд, сприятиме врахування у змісті вітчизняної історії низки концептуально важливих положень, що забезпечують цілісне розуміння історичного процесу та його сучасних інтерпретацій.

Зокрема, йдеться про акцент на багатовимірності історичного розвитку, взаємозв'язку політичних, соціально-економічних і культурних чинників, а також про необхідність осмислення історичних подій у контексті європейського та світового цивілізаційного простору.

У сучасній методології викладання гуманітарних дисциплін у закладах вищої освіти технічного і гуманітарного профілів дедалі більшого утвердження набуває підхід, відповідно до якого курс історії України не розглядається як повторення шкільного матеріалу. Натомість він вибудовується на якісно іншому рівні аналітичного осмислення, де фактична база, засвоєна у середній школі, слугує лише відправною точкою для подальшого інтерпретаційного та проблемно-орієнтованого аналізу історичного процесу, за якого здобувачі вищої освіти формують власні світоглядні концепції.

У такий спосіб забезпечується ціннісно-світоглядна складова компетентності майбутніх фахівців, що відповідає загально-національним інтересам держави [4].

Запровадження курсу «Історія державності та культури України» як обов'язкової дисципліни у циклі гуманітарної підготовки здобувачів вищої освіти відображає стратегічну потребу у формуванні цілісного світогляду майбутніх фахівців. Його значення полягає не лише в засвоєнні історичних знань, але й у виробленні розуміння закономірностей становлення української державності та культурного розвитку як невід'ємних складових національної ідентичності.

Зокрема, історичні знання дедалі більше розглядаються як важливий інструмент формування професійних компетентностей майбутніх фахівців різних галузей. За визначенням Д. Коротенко, «історія у вищій школі мусить

обростати міждисциплінарними зв'язками, що проявляється у використанні студентами історичних знань на практиці й у своїй професійній діяльності». Такий підхід сприяє усвідомленню здобувачами освіти взаємозв'язку між історичним досвідом суспільства та сучасними професійними викликами, формує навички відповідального прийняття рішень і розуміння ролі національної історико-культурної спадщини у розвитку держави [7].

Одним із ключових завдань дисциплін історичного циклу у системі вищої освіти є формування історичної пам'яті здобувачів освіти як важливого елемента національної свідомості та громадянської ідентичності. Так, наприклад, О. Гончарова зазначає, що «саме в межах цієї дисципліни здійснюється виклад історії нашої країни, її славетних сторінок, формуються колективні уявлення про певну духовну спорідненість, єдність історичної долі українського народу». Важливу роль у цьому процесі відіграють різні форми організації освітнього процесу. Лекційні та семінарські заняття, а також самостійне опрацювання наукової й навчально-методичної літератури у комплексі з інтерактивними, проблемними та інноваційними методами навчання забезпечують передачу історичних знань і стимулюють аналітичне осмислення історичних фактів та явищ [3].

Водночас історична освіта створює підґрунтя для розвитку інтелектуальної гнучкості, уміння співвідносити історичний досвід із сучасними викликами та застосовувати набуті знання у міждисциплінарному контексті.

Завдяки цьому дисципліна виконує не лише *інформаційно-пізнавальну* чи *виховну функції*, сприяючи формуванню у майбутніх фахівців відповідального ставлення до історичного минулого України та розуміння його значення для сучасного державотворення, але й *світоглядну та ідентифікаційну*.

У цьому контексті історичні знання виступають не лише як сукупність фактів, а як інструмент осмислення власної приналежності до національної спільноти та її культурно-історичного простору. Водночас курс реалізує *компетентнісну функцію*, що полягає у розвитку аналітичного мислення, умінь критичного опрацювання історичних джерел і застосування здобутих знань у професійній діяльності. Поряд із цим важливого значення набуває *методологічна функція*, яка забезпечує оволодіння принципами історичного пізнання, інтерпретації суспільно-історичних процесів та формування навичок наукового аналізу.

Окремо варто відзначити *аксіологічну функцію*, яка полягає у формуванні системи ціннісних орієнтацій, пов'язаних із повагою до історичного минулого, культурної спадщини та духовних надбань українського народу (рис. 1).



Рис. 1. Функціональне призначення навчальної дисципліни «Історія державності та культури України» в освітньому процесі закладу вищої освіти

Метою сучасного курсу «Історія державності та культури України» є не лише опанування здобувачами вищої освіти системи історичних знань, а й формування у майбутніх фахівців здатності до самостійного осмислення та критичного аналізу актуальних проблем історичного розвитку України, а також розуміння засад державотворення, етнокультурного розвитку і духовного поступу українського суспільства.

Сучасні підходи до викладання дисциплін історичного циклу орієнтовані не лише на механічне відтворення окремих історичних подій і фактів, а передусім на їхнє критичне осмислення та інтерпретацію. Важливого значення набуває здатність здобувачів освіти аналізувати особливості певної історичної епохи, простежувати причинно-наслідкові зв'язки та розуміти основні тенденції суспільного розвитку. Такий підхід сприяє формуванню цілісного історичного бачення, у межах якого історична пам'ять постає не як сукупність дат і подій, а як усвідомлений соціокультурний досвід, що впливає на формування громадянської позиції та національної ідентичності особистості, – наголошує, зокрема, Т. Грушева [5].

Важливою тенденцією сучасного викладання історичних дисциплін є їх інтернаціоналізація в умовах глобалізаційних процесів і розвитку міжнародного освітнього простору. Українська історія дедалі частіше розглядається не як ізольований національний феномен, а як складова світового історичного процесу, тісно пов'язана з політичними, культурними

та цивілізаційними трансформаціями Європи і світу. Такий підхід дозволяє здобувачам освіти глибше усвідомити закономірності становлення української державності, зрозуміти вплив зовнішньополітичних чинників на внутрішній розвиток країни та оцінити місце України у глобальному історичному контексті [10].

Інтеграція української історії до ширшого світового дискурсу сприяє формуванню у здобувачів вищої освіти навичок комплексного аналізу історичних процесів, уміння порівнювати історичні явища та робити аргументовані висновки. У цьому контексті особлива роль належить викладачеві, який має забезпечити здобувачів освіти актуальними знаннями не лише з історії України, а й зі світової історії, використовуючи сучасні наукові підходи та міждисциплінарні методи навчання.

Суттєвим аспектом викладання дисципліни «Історія державності та культури України» є її компетентнісна спрямованість, що відповідає сучасним вимогам системи вищої освіти. Відповідно до Закону України «Про вищу освіту», компетентність трактується як «здатність особи успішно соціалізуватися, навчатися, провадити професійну діяльність, яка виникає на основі динамічної комбінації знань, умінь, навичок, способів мислення, поглядів, цінностей, інших особистих якостей» [14].

Загальними компетентностями, які формують дисципліни історичного циклу, окрім іншого, можуть бути:

- здатність аналізу суспільних процесів і інформаційних впливів;
- усвідомлення закономірностей історичного розвитку держави й суспільства;
- здатність до збереження, осмислення та трансляції моральних, культурних і наукових цінностей суспільства;
- навички аргументованого висловлення власної позиції;
- гнучкість мислення та здатність адаптуватися до змінних суспільних умов і нестандартних ситуацій;
- повага до культурного та історичного надбання українського народу;
- здатність до толерантної міжкультурної комунікації на основі знань про історичні, політичні та культурні особливості України й інших держав;
- сформованість громадянської відповідальності та національної свідомості [6].

Серед завдань дисциплін історичного циклу важливе місце посідає розвиток аналітичних здібностей і навичок критичної оцінки інформації у здобувачів освіти. Це сприяє становленню професійного мислення, умінню аналізувати суспільні процеси, оцінювати інформацію та приймати обґрунтовані рішення [6].

Водночас вивчення історичних дисциплін сприяє розвитку комунікативних умінь, здатності працювати з різними джерелами інформації, аналізувати й інтерпретувати історичні факти та явища у широкому соціокультурному контексті.

Паралельно триває фахова дискусія щодо концептуальних засад викладання соціогуманітарних дисциплін у закладах вищої освіти, особливо для студентів технічних спеціальностей. У центрі уваги перебуває проблема співвідношення професійної підготовки та гуманітарного складника, а також визначення оптимального змісту історичних курсів у межах формування цілісного світогляду майбутніх фахівців [1].

З огляду на це, у структурі гуманітарної освіти дисципліна «Історія державності та культури України» виконує інтегративну функцію, поєднуючи історичний, культурологічний та суспільствознавчий компоненти. Завдяки цьому вона сприяє формуванню у здобувачів освіти здатності інтерпретувати сучасні суспільні процеси крізь призму історичного досвіду України, що є особливо важливим для представників різних спеціальностей, незалежно від їхньої майбутньої професійної сфери.

Науковці С. Куліш та О. Філатова зазначають, що останнім часом у здобувачів освіти все більше простежується сприйняття історичних курсів як вважливих інструментів формування прикладних компетентностей. Вони підкреслюють значення курсу для розвитку аналітичного мислення, розширення світоглядних орієнтирів, а також удосконалення навичок роботи з інформаційними джерелами. Окремо відзначається, що виконання самостійних завдань стимулює розвиток умінь аргументовано висловити власну позицію, що є необхідною складовою професійної комунікативної компетентності [2].

Крім того, існує усвідомлений запит на поглиблене вивчення подій новітньої історії України, передусім XX–XXI ст., як найбільш актуальних для розуміння сучасних суспільно-політичних і міжнародних процесів. Це свідчить про необхідність подальшої адаптації змістового наповнення та методичних підходів викладання курсу до специфіки освітніх програм різних спеціальностей. Така диференціація дозволяє посилити прикладний вимір дисципліни та забезпечити її більш тісну інтеграцію з майбутньою професійною діяльністю здобувачів вищої освіти [2].

Дисципліна «Історія державності та культури України», що переважно реалізується у межах одного семестру як базовий компонент фахової підготовки, виконує значно ширшу освітню функцію, ніж просте узагальнення шкільного курсу. Вона забезпечує якісно новий рівень осмислення вже відомого матеріалу, переводячи його з площини фактологічного засвоєння у сферу аналітичного та концептуального розуміння історичних процесів.

Водночас важливо підкреслити, що зміст такого курсу не обмежується повторенням ключових подій минулого, а цілеспрямовано орієнтується на проблематику, дотичну до професійної підготовки здобувачів різних спеціальностей. Такий підхід сприяє інтеграції історичного знання у структуру фахових компетентностей, формуючи у здобувачів освіти здатність застосовувати історичні інтерпретації для розуміння сучасних соціокультурних і професійних контекстів.

Ефективність викладання навчальної дисципліни не може зводитися лише до логічно впорядкованого подання матеріалу, оскільки вирішальне значення має спосіб організації пізнавальної діяльності здобувачів вищої освіти. У контексті сучасних освітніх змін відбувається трансформація історичного знання з інформаційного масиву у засіб інтелектуального розвитку особистості.

У цьому процесі формування критичного та аналітичного мислення виступає ключовим результатом опанування курсу «Історія державності та культури України». Воно забезпечується через проблемне осмислення історичних явищ, порівняльний аналіз різних історіографічних інтерпретацій та розвиток здатності до самостійного аргументованого судження, що має міждисциплінарне значення для підготовки фахівців різних освітніх напрямів.

Під час викладання курсу «Історія державності та культури України» здобувачам вищої освіти декількох різних спеціальностей доцільно акцентувати увагу на інтерпретації ключових етапів становлення української державності та культурного розвитку крізь призму їхнього впливу на формування сучасних соціальних, економічних, управлінських, техніко-технологічних і комунікативних процесів, що дозволяє забезпечити поєднання єдиного змістового ядра дисципліни з професійною спрямованістю навчального матеріалу для різних освітніх програм.

Такий підхід дає можливість реалізовувати принцип контекстуалізації історичного знання без порушення цілісності навчального курсу та з урахуванням професійної спрямованості підготовки здобувачів вищої освіти.

Як приклад диференційованого підходу під час викладання курсу «Історія державності та культури України» здобувачам вищої освіти спеціальності «Публічне управління та адміністрування» доцільно акцентувати увагу на еволюції систем державного управління, традиціях інституційного розвитку влади, а також історичному досвіді формування адміністративно-управлінських практик на українських землях. Це дозволяє майбутнім фахівцям краще усвідомити генезу сучасних управлінських моделей та специфіку взаємодії держави і суспільства.

Для здобувачів спеціальностей «Менеджмент» і «Маркетинг» важливим є висвітлення історичних передумов розвитку економічних відносин, підприємництва та культурних практик обміну, що формувалися в різні історичні періоди. Такий підхід сприяє розумінню закономірностей економічної поведінки та комунікаційних стратегій у суспільстві.

У випадку, коли дисципліна викладається одночасно як обов'язковий курс для здобувачів усіх спеціальностей, її зміст набуває інтегративного та універсального характеру, поєднуючи базову гуманітарну підготовку з елементами професійної орієнтації. Такий підхід дозволяє забезпечити єдиний фундамент історико-культурних знань, водночас залишаючи простір для варіативного акцентування відповідно до майбутньої фахової діяльності здобувачів освіти. У цьому контексті дисципліна виконує функцію міждисциплінарного «мосту», який поєднує загальноісторичні знання з потребами різних спеціальностей. Водночас викладач вищої школи має можливість через прикладні кейси, завдання та тематичні акценти адаптувати матеріал до професійного профілю аудиторії, не змінюючи базового змісту дисципліни.

Науковці О. Гевко та Н. Макогончук акцентують увагу на тому, що сучасні моделі організації навчальних занять мають проблемний і багатокомпонентний характер, оскільки спрямовані на активізацію творчості та співтворчості здобувачів вищої освіти [9]. У межах викладання дисципліни «Історія державності та культури України» такий підхід сприяє переосмисленню ролі здобувача освіти в освітньому процесі, перетворюючи його з пасивного споживача інформації на активного учасника інтелектуальної взаємодії. Це забезпечує глибше розуміння закономірностей українського державотворення та культурного розвитку через аналіз історичних джерел, дискусії та проблемні завдання.

Використання інтерактивних і проблемно-орієнтованих методів навчання позитивно впливає на формування ключових компетентностей майбутніх фахівців. Зокрема, у здобувачів освіти розвиваються пізнавальні, комунікативні та регулятивні вміння, необхідні для професійної діяльності та суспільної взаємодії. Також помітно посилюється мотиваційна та пошукова складова навчальних занять. Це виявляється у впровадженні методів, що стимулюють самостійний аналіз історичних подій, роботу з джерельною базою, науковими публікаціями та дискусійними питаннями щодо українського державотворення і культурного розвитку. Такий підхід сприяє формуванню стійкого інтересу до вивчення історико-культурної спадщини України [9].

Системна реалізація освітнього процесу забезпечується застосуванням комплексу методологічних підходів, що спрямовані на підвищення

ефективності засвоєння знань та формування професійних компетентностей здобувачів вищої освіти. Дослідники Т. Баклашова та В. Проскунін наголошують, що «для України додається ще й необхідність нового осмислення національної історії в умовах незалежної держави» [8].

Серед найбільш перспективних підходів *виокремлюється антропологізація історії*, яка зміщує акцент із макроісторичних процесів на людину як ключового суб'єкта історичного розвитку, її досвід, мотивації та повсякденні практики. У тісному взаємозв'язку з нею перебуває *поєднання мікро- та макроісторичного аналізу*, що дозволяє інтегрувати локальні історії спільнот у ширші цивілізаційні контексти, забезпечуючи багатовимірне розуміння історико-культурних процесів [8].

Важливе місце також посідає *підхід «історії ідей»*, який акцентує увагу на еволюції світоглядних систем, інтелектуальних традицій і концептуальних змін у розвитку суспільства. Доповнює його *історія повсякденності*, що спрямована на реконструкцію соціального досвіду та умов життя різних груп населення у конкретні історичні періоди [8].

Дедалі більше уваги приділяють *цивілізаційному підходу*, який дозволяє розглядати розвиток української державності та культури у контексті взаємодії різних цивілізаційних моделей, культурних впливів і геополітичних процесів. Його застосування сприяє усвідомленню місця України в світовому історичному просторі. Не менш актуальним є *міждисциплінарний підхід*, що передбачає інтеграцію знань з історії, культурології, політології, соціології, філософії та права для комплексного аналізу історичних явищ і процесів.

У сучасній практиці викладання усе ширше застосовується *компетентнісний підхід*, орієнтований на формування у здобувачів вищої освіти критичного мислення, аналітичних умінь, навичок роботи з історичними джерелами та здатності інтерпретувати історичні події. Водночас *проблемно-хронологічний підхід* забезпечує поєднання послідовного висвітлення історичного розвитку з аналізом ключових проблем державотворення, культурної еволюції та національної ідентичності.

Комплексне застосування зазначених методологічних підходів формує людиноцентричну парадигму історичного пізнання, що відповідає сучасним освітнім запитам, забезпечує оновлення змісту історичної освіти відповідно до принципів дослідницького та компетентнісного навчання, сприяє багатовимірному осмисленню історії державності та культури України, розвитку дослідницьких компетентностей здобувачів вищої освіти та формуванню їхньої здатності до критичного аналізу історичних процесів.

Висновки. Таким чином, формування у здобувачів вищої освіти загальних та фахових компетентностей є багатовекторним процесом, у

якому навчальна дисципліна «Історія державності та культури України» відіграє системоутворювальну роль. Вона забезпечує не лише опанування базових знань з історичного розвитку українського суспільства, а й сприяє формуванню аналітичного і критичного мислення, умінню інтерпретувати суспільно-історичні процеси та оцінювати їх у широкому контексті, а також стимулює становлення громадянської свідомості, національної ідентичності та професійно значущих компетентностей.

Сучасні підходи до викладання дисципліни, засновані на принципах інтегрованості, проблемності, гнучкості та індивідуалізації навчання, забезпечують активізацію пізнавальної діяльності здобувачів вищої освіти і підвищують ефективність освітнього процесу.

Крім того, зазначена дисципліна інтегрує освітній, світоглядний і ціннісний компоненти підготовки фахівців різних спеціальностей, формуючи здатність до усвідомленого сприйняття історичної реальності, розуміння національних інтересів та вироблення активної громадянської позиції.

Перспективними напрямами подальших досліджень є вивчення інноваційних методик викладання дисципліни в умовах цифровізації освіти та аналіз міждисциплінарних підходів до інтеграції історико-культурного компонента у фахову підготовку здобувачів вищої освіти.

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ЦЕРКОВНО-НАЦІОНАЛЬНИЙ РУХ ПРАВОСЛАВНИХ УКРАЇНЦІВ ВОЛИНІ У МІЖВОЄННИЙ ПЕРІОД: БОРОТЬБА ЗА УКРАЇНІЗАЦІЮ ЦЕРКВИ

Анотація. У статті здійснено комплексний аналіз православного церковно-національного руху волинських українців у міжвоєнний період (1921–1939 рр.). Досліджено історичні передумови, основні етапи виникнення руху, що став реакцією на політику режиму «санації», кризу традиційного церковного управління та зростання національної самосвідомості українського населення Волині. Актуальність теми зумовлена трансформацією Православної церкви як ключового осередку збереження етнокультурної ідентичності українців в умовах Другої Речі Посполитої. Окрему увагу приділено діяльності А. Річинського та підготовці Українського православного церковного з'їзду в Луцьку (1927 р.). Автор детально висвітлив складну взаємодію між українською громадськістю, польською адміністрацією та консервативною православною ієрархією. Проаналізовано ідеологічні розбіжності всередині руху, зокрема між прихильниками радикального розриву з митрополією та прибічниками поступового реформування через механізми внутрішньої автокефалії та демократизації церковного устрою. Автором висвітлено перехід руху до масових форм суспільної мобілізації, прикладом чого стала Почаївська маніфестація 1933 р. Досліджено інституціоналізаційні форми процесу українізації на Волинському єпархіальному зібранні 1935 р. та подальшу синодальну реакцію 1937 р. Особливий акцент зроблено на подіях 1938 р., коли в умовах масового руйнування православних храмів церковно-національний рух набув характеру екзистенційного спротиву. Доведено, що попри адміністративний тиск та суперечливу політику польської влади, українізаційні процеси набули стійкого характеру, закріпившись у практиці парафіяльного життя. Зроблено висновок, що рух став визначальним чинником формування модерної української православної ідентичності та важливою складовою національно-культурного відродження українців Волині.

Ключові слова: міжвоєнний період, Польська Республіка, Православна церква, Волинь, Луцький церковний з'їзд, Почаївська Свято-Успенська лавра, національна ідентичність, богослужіння, духовенство, українізація.

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CHURCH-NATIONAL MOVEMENT OF ORTHODOX UKRAINIANS OF VOLYN IN THE INTER-WAR PERIOD: THE STRUGGLE FOR THE UKRAINIZATION OF THE CHURCH

Abstract. The article provides a comprehensive analysis of the Orthodox church-national movement of Volyn Ukrainians in the interwar period (1921–1939). The historical background and main stages of the emergence of the movement, which was a reaction to the policy of the "sanation" regime, the crisis of traditional church governance, and the growth of national self-awareness of the Ukrainian population of Volyn, are investigated. The relevance of the topic is due to the transformation of the Orthodox Church as a key center for preserving the ethnocultural identity of Ukrainians in the conditions of the Second Polish-Lithuanian Commonwealth. Special attention is paid to the activities of A. Richynsky and the preparation of the Ukrainian Orthodox Church Congress in Lutsk (1927). The author covers in detail the complex interaction between the Ukrainian public, the Polish administration, and the conservative Orthodox hierarchy. The ideological differences within the movement are analyzed, in particular between supporters of a radical break with the metropolitanate and supporters of gradual reform through mechanisms of internal autocephaly and democratization of the church system. The author highlights the movement's transition to mass forms of social mobilization, an example of which was the Pochaiv Manifesto of 1933. The process of institutionalization of Ukrainization at the Volyn Diocesan Assembly of 1935 and the subsequent synodal reaction of 1937 are studied. Special emphasis is placed on the events of 1938, when, in the conditions of mass destruction of Orthodox churches, the church-national movement acquired the character of existential resistance. It is proved that despite administrative pressure and the contradictory policy of the Polish authorities, the Ukrainization processes acquired a stable character, becoming entrenched in the practice of parish life. It is concluded that the movement became a determining factor in the formation of modern Ukrainian Orthodox identity and an important component of the national and cultural revival of Ukrainians in Volhynia.

Key words: interwar period, Polish Republic, Orthodox Church, Volhynia, Lutsk Church Congress, Pochaiv Holy Dormition Lavra, national identity, worship, clergy, Ukrainization.

Постановка проблеми. Православний церковно-національний рух волинських українців у міжвоєнний період був важливою складовою процесів національного самоусвідомлення та суспільно-політичної мобілізації українського населення Волині в умовах перебування краю у складі Польської Республіки. У 1920–1930-х рр. Православна церква була не лише релігійною інституцією, а й одним із ключових осередків збереження етнокультурної ідентичності українців. Водночас тривале домінування русифікованої церковної традиції, залежність православної ієрархії від промосковських кіл та політика польської влади у релігійній сфері зумовили активізацію руху за дерусифікацію й українізацію церковного життя.

Актуальність дослідження визначається необхідністю комплексного осмислення діяльності православного церковно-національного руху на Волині, який поєднував вимоги реформування церковного устрою, впровадження української мови в богослужіння, демократизації церковного управління та утвердження національного характеру Православної церкви. Особливого значення набуває дослідження ролі церковних з'їздів, громадських організацій, православної преси та мирянського активу у формуванні українського релігійно-національного середовища міжвоєнної доби.

Аналіз останніх досліджень та джерел. Проблема православного церковно-національного руху українців Волині у міжвоєнний період знайшла відображення у працях сучасних українських дослідників, однак переважно через призму діяльності окремих діячів, насамперед Арсена Річинського. Найбільш ґрунтовно питання українізації Православної церкви в Польщі, організації Луцького церковного з'їзду 1927 р. та боротьби за демократизацію церковного життя висвітлено у працях О. Альошиної [1–5], Е. Бистрицької [6], А. Гудими [8], О. Кравчук [9, 10], Р. Марценюк [12], В. Шабовського [14]. У дослідженнях проаналізовано передумови формування українського православного руху, його ідеологічні засади, взаємини з православною ієрархією та польською владою, а також роль церковних і громадських організацій у процесах українізації церковного життя.

Джерельну основу дослідження становлять архівні документи Державного архіву Волинської області та Державного архіву Тернопільської області [11; 14], матеріали Луцького церковного з'їзду 1927 р., синодальні

постанови, листування діячів церковного руху, а також публікації міжвоєнної православної та громадсько-політичної преси. Використання комплексу архівних і наративних джерел дає можливість простежити еволюцію православного церковно-національного руху на Волині, з'ясувати його програмні засади, форми діяльності та особливості протистояння між прихильниками українізації Церкви й консервативними проросійськими колами.

Мета статті полягає у комплексному аналізі православного церковно-національного руху волинських українців у міжвоєнний період, з'ясування його передумов, основних напрямів і форм діяльності, а також дослідження боротьби за українізацію та демократизацію Православної церкви в умовах політики польської влади й протистояння проросійським церковним колам.

Виклад основного матеріалу. Після травневого перевороту 1926 р. у Польщі утвердився режим «санації», політичну основу якого становили прихильники Юзефа Пілсудського. Нова влада проголосила курс на «моральне оздоровлення» держави, що на практиці супроводжувалося згортанням демократичних інститутів, обмеженням ролі парламенту та посиленням виконавчої влади. Водночас політика санаційного режиму дедалі виразніше набувала асиміляційного характеру щодо національних меншин, зокрема українців. Одним із проявів цієї політики стала ревіндикація православних храмів, що передбачала їх повернення римо-католицькій церкві судовими та адміністративними методами [1, с. 80].

За таких умов особливого значення набули ініціативи української православної громадськості, спрямовані на реформування церковного життя. Однією з найважливіших подій стало скликання Українського православного церковного з'їзду в Луцьку. Зрозуміло, що проведення такого зібрання було можливим лише за умови дозволу польської влади. 25 грудня 1926 р. ініціатори руху за розмосковлення церкви А. Річинський, П. Доманицький та Є. Петриківський від імені православного українського населення Волині звернулися до міністра віросповідань і народної освіти з проханням надати дозвіл на проведення з'їзду представників православних українців, запланованого на 7 квітня 1927 р. У зверненні наголошувалося, що «аморальний стан церкви» є наслідком діяльності промосковської церковної влади, яка нехтувала духовними потребами української православної людності [8, с. 88].

Зауважимо, що 18 січня 1927 р. Міністерство віросповідань і народної освіти повідомило Міністерство внутрішніх справ про надання дозволу на проведення з'їзду. Водночас підготовка заходу була взята під контроль органів державної влади, що засвідчувало значний інтерес урядових кіл до розвитку православного церковного руху на Волині [9, с. 132]. Після

отримання попередньої згоди польської адміністрації ініціатори з'їзду намагалися заручитися підтримкою церковної ієрархії. З цією метою 7 лютого 1927 р. А. Річинський від імені редакції часопису «На Варті» звернувся до глави Православної церкви в Польщі митрополита Варшавського Діонисія з проханням надати благословення на скликання у Луцьку Українського православного церковного з'їзду духовенства та мирян за участю митрополита або одного з єпископів [7, с. 86]. До звернення додавався «Статут організації з'їзду», в якому визначалися його мета, програма та можливий склад учасників. У проєкті програми особливо наголошувалося на необхідності участі мирян, які, на думку організаторів, були безпосередньо зацікавлені в «оздоровленні» церковного життя та реформуванні Православної церкви [2, с. 32].

Така ініціатива викликала серйозне занепокоєння серед прихильників збереження синодальних традицій. На початку митрополит Діонисій схилявся до підтримки проведення з'їзду, однак під впливом православного єпископату, Російського народного об'єднання та інших проросійських організацій змінив свою позицію. У підсумку він відмовився надати дозвіл на проведення Луцького церковного з'їзду, а «Священний Синод» додатково заборонив православному духовенству брати участь у запланованому зібранні, мотивуючи це «неузгодженістю порядку денного з церковними канонами» [10, с. 234]. Така позиція церковного керівництва засвідчила поглиблення суперечностей між прихильниками українізації Православної церкви та промосковськими колами, які прагнули зберегти традиційний характер церковного устрою й не допустити посилення українського церковно-національного руху.

Попри негативне рішення церковної влади, ухвала Синоду не зупинила ініціаторів з'їзду. Представники українського церковно-національного руху були переконані, що скликання такого форуму матиме важливе значення не лише для реформування Православної церкви, а й для захисту духовних та національних інтересів православних українців Польщі. Вони наголошували, що їхня діяльність не спрямована проти церковної ієрархії чи православної традиції, а має на меті оновлення церковного життя відповідно до потреб української православної громади.

Обґрунтовуючи свою позицію у листі до митрополита Діонисія, А. Річинський зазначав: «Ніколи не ставились ми до ієрархії ворожо, натомість відстоювали національні права в нашій Церкві так само, як це чинять інші. Ніколи не думали ми про розкіл, не думали зраджувати прадідівське Православ'я чи – тим паче – шкодити йому. Навпаки, його ми високо цінуємо не лише з огляду на духовні потреби та запити, а й з точки зору національних інтересів… Попросту важко збагнути, чому замість спільних

дружніх зусиль душпастирів та мирян ми мовби ведемо боротьбу» [5, с. 35]. Ця позиція засвідчувала прагнення прихильників українізації поєднати вірність православній традиції з необхідністю утвердження національного характеру церковного життя.

Незважаючи на категоричну позицію Синоду, А. Річинський та його соратники не відмовилися від ідеї скликання церковного з'їзду. Подальша діяльність прихильників українізації Церкви засвідчувала їхнє прагнення надати православному рухові організованого характеру та перетворити його на важливий чинник суспільно-релігійного життя Волині. З цією метою 20 березня 1927 р. у Володимирі-Волинському було створено церковний комітет, на який покладалися організаційні функції з підготовки та проведення майбутнього з'їзду.

Ідея скликання з'їзду знайшла підтримку не лише серед членів комітету, а й у середовищі впливових культурно-освітніх і політичних діячів українського православного руху, а також товариства «Просвіта». Це свідчило про поступове перетворення церковної проблематики на складову ширшого українського національного руху в міжвоєнній Польщі. Упродовж квітня 1927 р. підготовка до з'їзду значно активізувалася: проводилася агітаційно-роз'яснювальна робота серед міського та сільського населення, організовувалося висування делегатів, формувався порядок денний майбутнього зібрання [8, с. 92].

Кульмінацією підготовчої роботи стало проведення Українського православного церковного з'їзду в Луцьку 5–6 червня 1927 р., який відбувся у приміщенні міського театру. Форум засвідчив значний масштаб і суспільний резонанс православного церковно-національного руху, оскільки на нього прибуло 565 делегатів від повітів Волині, Полісся, Холмщини та Підляшшя. Серед учасників були також вісім українських депутатів сейму і сенату, а загальна кількість присутніх разом із запрошеними сягала близько 200 осіб [11, арк. 127]. Реєстрація учасників проводилася у приміщенні повітової «Просвіти», що ще раз підкреслювало тісний зв'язок церковного руху з українським культурно-просвітницьким середовищем. Для організації роботи з'їзду його учасникам видавали спеціальні перепустки: делегати з правом вирішального голосу отримували кольорові картки, тоді як учасники з дорадчим голосом – білі [7, с. 91].

Зазначимо, що значний інтерес до роботи з'їзду виявляла й польська адміністрація. На засіданнях були присутні представники світської влади, зокрема начальник адміністративного відділу Голембйовський, начальник відділу безпеки Конський, Луцький староста Багінський та референт Габрієль. На другий день роботи форуму прибув також волинський віцеводвода Т. Гіновт-Дзєвалтовський [11, арк. 130]. Присутність урядовців

свідчила про прагнення польської влади контролювати розвиток українського православного руху, який дедалі виразніше набував не лише релігійного, а й суспільно-політичного характеру.

Особливий інтерес учасників Луцького церковного з'їзду викликали виступи А. Річинського, у яких було представлено ґрунтовний аналіз духовно-національного становища православного населення східних земель польської держави. Найбільший резонанс мала його доповідь «Сучасний стан церковно-релігійного життя православної людности в Польщі», що спричинила жваву дискусію серед делегатів. У ній було розглянуто ключові проблеми внутрішнього життя Православної церкви в Польщі, її взаємини з іншими православними церквами, а також окреслено сутність протистояння між прихильниками та противниками українізації церковного життя [8, с. 94].

У своїй доповіді А. Річинський наголошував на необхідності глибокої українізації Православної церкви, насамперед через запровадження української мови у богослужінні та припинення переслідувань священників, які підтримували реформаторські ініціативи. Він акцентував увагу на тому, що більшість православного населення Польщі становили українці, однак церковна політика не враховувала їхніх духовних і національних потреб. На його переконання, православна ієрархія фактично ігнорувала інтереси української громади, яка була найчисельнішою серед вірян Церкви. З метою подолання кризових явищ у церковному житті А. Річинський запропонував створити представницький орган – Тимчасову Православну Церковну Українську Раду в Польщі, покликану впливати на вирішення актуальних церковно-громадських питань. Ця пропозиція отримала підтримку більшості учасників з'їзду [7, с. 92–93].

Водночас у середовищі делегатів сформувалася й невелика група радикально налаштованих учасників, які виступали за негайний розрив із церковною ієрархією. Зокрема, А. Каменський закликав до рішучого відокремлення від митрополії, а посол Б. Козицький наголошував, що існуюча система церковного управління має олігархічний характер і не зважає на потреби православного населення. На їхню думку, помірковані рішення з'їзду не могли змінити ситуацію, тому церковній владі слід було висунути конкретні вимоги та встановити термін для їх виконання, а в разі відмови — розірвати відносини з митрополитом [3, с. 4–5].

Однак А. Річинський виступив проти таких радикальних кроків, наголосивши, що головною метою з'їзду є реформування та впорядкування церковного життя, а не спричинення розколу в Православній церкві. Він підкреслював, що діяльність форуму має здійснюватися відповідно до церковних канонів, а питання відокремлення від ієрархії не може бути

винесене на голосування, оскільки «найвищою владою є Собор» [4, с. 35]. Така позиція засвідчувала прагнення більшості учасників поєднати боротьбу за українізацію Церкви із збереженням єдності православної спільноти.

Водночас більшість делегатів з'їзду, яку очолював голова форуму І. Власовський, не підтримала радикальних закликів до розриву з церковною ієрархією. Представники цієї течії виступали за поступове реформування Православної церкви та її українізацію без порушення канонічної єдності. Саме тому проєкт резолюції щодо розриву з церковною владою, озвучений радикально налаштованими учасниками, навіть не був поставлений на голосування. І. Власовський наголосив, що питання відокремлення від православної ієрархії в Польщі чи звернення до іншої православної юрисдикції не передбачалося програмою з'їзду, поданою організаційним комітетом цивільній адміністрації під час отримання дозволу на проведення Луцького церковного форуму. Окреслюючи головну мету з'їзду, І. Власовський зазначав, що його завданням було «направити життя цієї Церкви по шляху здобуття нею внутрішньої автокефалії», що передбачало боротьбу за розмосковлення Православної церкви, яка впродовж тривалого часу перебувала під впливом Російської православної церкви, а також за її розвиток як національної української церковної інституції на українських землях [7, с. 44].

Попри наявність різних підходів до шляхів реформування церковного життя, учасники з'їзду змогли досягти компромісу та ухвалити низку важливих резолюцій, спрямованих на демократизацію й українізацію Православної церкви в Польщі. Важливе місце в ухвалених рішеннях посідав національний аспект церковного життя. У резолюції наголошувалося, що кожен народ має право на вияв свого релігійного життя у власних національних формах, відповідно до традицій Православної церкви. Підкреслювалося також, що національна своєрідність не суперечить християнським засадам, а навпаки – збагачує Вселенську Церкву культурним і духовним різноманіттям [11, арк. 157]. Такі положення стали важливим ідеологічним підґрунтям подальшого розвитку українського православного церковно-національного руху на Волині.

Ухвалені Луцьким церковним з'їздом рішення мали значний вплив на подальший розвиток українського громадсько-релігійного руху в міжвоєнній Польщі. Ідеї демократизації та українізації Православної церкви знайшли підтримку серед широких кіл української громадськості, а діяльність церковного форуму стала важливим етапом формування програми православного церковно-національного руху. Зокрема, члени Волинського українського об'єднання у своїй подальшій діяльності

значною мірою орієнтувалися на резолюції Луцького з'їзду. Високо оцінював його значення активний діяч ВУО О. Ковалевський, який зазначав, що «український церковний з'їзд ухвалив ідеологічну програму церковно-громадського життя. Саме під впливом цієї ідеології розпочалася боротьба за дерусифікацію Православної церкви» [16, с. 5].

Водночас після завершення з'їзду активізувалися й противники українізації церковного життя. Серед них були як відверто промосковські сили, так і представники церковних кіл, які вбачали в українізаційних процесах загрозу для стабільності та єдності Православної церкви в Польській Республіці. Попри це, члени Українського виконавчого церковного комітету продовжували роботу над реалізацією ухвалених резолюцій, особливо на Волині, яка залишалася головним осередком православного церковно-національного руху.

Важливим етапом цієї діяльності стало пленарне засідання Українського виконавчого церковного комітету, що відбулося 11 вересня 1927 р. у Рівному під проводом А. Річинського. Учасники засідання констатували, що «поміркована тактика» щодо вищої церковної влади не принесла очікуваних результатів. Наголошувалося, що українське православне населення продовжує активно виступати за українізацію Церкви, висловлюючи свої вимоги у численних письмових зверненнях. Водночас члени комітету звинувачували православну ієрархію в ігноруванні потреб українських вірян та залежності від «московських політичних діячів». На їхню думку, значна частина духовенства на місцях перешкоджала розвитку українського церковного руху. Як приклад, наводилося зібрання у Почаєві 16 червня 1927 р., де, за словами учасників засідання, «фальшують голос народу і сільського духовенства і примусом накидають нам свою волю чисто поліційними методами» [11, арк. 95].

Попри численні спроби досягти порозуміння між митрополитом Діонісієм і прихильниками українізації Православної церкви, переговори між сторонами не дали відчутних результатів. Унаслідок цього суперечності між церковною ієрархією та активістами українського православного руху поступово загострювалися. Символом поглиблення конфлікту стала заява А. Річинського від 4 грудня 1928 р. про розрив із церковним керівництвом. Водночас часопис «На Варті» й надалі послідовно відстоював ідеї церковної демократизації, соборноправності та українізації православного життя [10, с. 235].

Подальше загострення конфлікту між прихильниками українізації церковного життя та вищою православною ієрархією засвідчило обмеженість компромісів, досягнутих після Луцького церковного з'їзду 1927 р. У відповідь на активізацію церковно-національного руху Синод Православної

церкви в Польщі 15 квітня 1929 р. ухвалив рішення про «відлучення від церкви лікаря Арсена Річинського», а вже 21 квітня у соборному храмі Володимира-Волинського йому було урочисто проголошено анафему [10, с. 236].

Це рішення викликало значний резонанс серед української громадськості західноукраїнських земель. Багато представників інтелігенції, церковних братств і православних громад розцінили дії Синоду як спробу збереження «старомосковських традицій» у церковному житті та придушення українських національно-релігійних прагнень. У різних містах відбувалися зібрання громадськості та парафіяльні сходи, учасники яких висловлювали незгоду із синодальним рішенням і закликали православних вірян не визнавати його [14, арк. 2]. Під тиском громадськості та з огляду на загострення внутрішньоцерковного конфлікту Синод Православної церкви в Польщі 20 лютого 1930 р. був змушений скасувати своє попереднє рішення [13, с. 7].

Зазначимо, що подальший розвиток церковно-національного руху на Волині засвідчив його перехід до масових форм суспільної мобілізації та посилення публічної артикуляції вимог українізації православного життя. У цьому контексті особливого резонансу набула Почаївська маніфестація 10 вересня 1933 р., яка стала однією з наймасштабніших акцій радикально налаштованого крила українізаторського руху. У Почаївській лаврі зібралося близько 20 тис. учасників, прибули делегації з різних єпархій, а також відбулося близько 250 хресних ходів із вимогами призначення українських єпископів та поглиблення процесу українізації церковного життя.

У межах заходу було проведено «посольське віче» за участі українських парламентарів, яке ухвалило резолюцію із закликом до комплексного реформування Православної церкви в напрямі її дерусифікації. Вироблені вимоги були передані митрополиту спеціальною делегацією. У подальшому ці події мали важливі інституційні наслідки: 2 березня 1934 р. Синод Православної церкви в Польщі офіційно прийняв до відома зречення митрополита Діонісія від керівництва Волинською кафедрою та призначення на неї архієпископа Гродненського і Новогрудського Олексія (Громадського) [16, с. 6].

Часткова інституціоналізація реформаторських тенденцій відбулася під час Волинського єпархіального зібрання 29–30 січня 1935 р. У роботі форуму взяли участь представники деканатів, монастирів, духовенства, православних депутатів, сенаторів та церковних організацій. Ухвалені рішення відображали прагнення до компромісу в гострому мовному питанні: делегати офіційно визнали право парафіяльних громад запроваджувати українську мову в богослужінні за умови згоди більшості вірян.

Водночас ухвала містила застереження щодо неприпустимості адміністративного примусу та необхідності збереження міжпарафіяльної стабільності [12, с. 225].

Логічним наслідком синодальної реакції 1937 р. та загального посилення авторитарних тенденцій у польській державі стало критичне загострення конфесійно-політичної ситуації на «східних кресах» у 1938 р. У цей період церковно-національна проблематика перейшла у площину екзистенційного виживання православ'я як такого. Так, 9 червня 1938 р. у Почаївській лаврі відбулася представницька нарада, ключовим порядком денним якої став захист релігійних прав українського населення в умовах агресивної експансії польського католицизму. Ситуація набула загальнодержавного резонансу, що змусило навіть вищу ієрархію вдатися до радикальних кроків. 16 липня 1938 р. у Варшаві відбувся Собор православних єпископів, який у формі безпрецедентного протесту проти масового руйнування православних святинь на Холмщині та Підляшші оголосив триденний піст-голодовку. Підсумком Собору став меморандум до уряду Польської Республіки та спеціальне послання до вірян, що фактично означало визнання ієрархією краху політики лояльності щодо режиму «санації».

Висновок. Проведене дослідження засвідчує, що православний церковно-національний рух українців Волині у міжвоєнний період виник як закономірна реакція на сукупність політичних, церковно-інституційних та національно-культурних чинників. Його формування відбувалося в умовах державної політики Польсьткої Республіки, спрямованої на контроль і часткову асиміляцію релігійного життя, а також на тлі внутрішньоцерковних суперечностей і кризи традиційної православної ієрархії. Важливим етапом інституційного оформлення руху став Луцький церковний з'їзд 1927 р., який репрезентував консолідацію української православної громадськості та чітко артикулював програмні вимоги українізації, демократизації церковного управління й розширення участі мирян у церковному житті.

Подальший розвиток руху характеризувався поглибленням конфлікту з церковною ієрархією, ідейною диференціацією його учасників та поступовим переходом від організаційно-дискусійних форм діяльності до масової суспільної мобілізації. Попри адміністративний тиск з боку церковної влади та суперечливу позицію польської державної адміністрації, українізаційні процеси набули стійкого характеру й поступово закріпилися в практиці парафіяльного життя, зокрема через поширення української мови в богослужінні. У підсумку церковно-національний рух став важливим чинником трансформації православного середовища Волині та вагомою складовою українського національно-культурного відродження у міжвоєнній Польщі.

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ЕВОЛЮЦІЯ І ТРАНСФОРМАЦІЯ ІКОНОГРАФІЧНОГО КАНОНУ ХРЕСТА В УКРАЇНСЬКОМУ САКРАЛЬНОМУ МИСТЕЦТВІ

Анотація. У статті досліджується ґенеза, семантика та типологія хреста як універсального сакрального знаку і ключового елемента християнської іконографії. Простежено еволюцію хреста від архаїчних дохристиянських знакових систем до усталеного канону християнського сакрального мистецтва. Висвітлено особливості трансформації символіки хреста у процесі становлення християнської культури та його інтеграції у систему богословських, художніх і світоглядних уявлень Європи та України. Особливу увагу приділено процесам трансформації іконографічного канону хреста в українській художній традиції, зокрема у народному сакральному мистецтві, архітектурі, меморіальній пластиці, літургійних предметах та декоративно-ужиткових формах.

Обґрунтовано, що хрест виступає не лише релігійним символом, а й багаторівневою художньо-образною системою, здатною функціонувати як знак, символ, емблема, композиційний мотив та самостійна родова структура сакрального мистецтва. Розглянуто процес формування основних типів хрестів у європейській та українській культурній традиції, визначено їхні стилістичні, функціональні та семантичні особливості. Проаналізовано специфіку функціонування архітектурних, надбанних, меморіальних, літургійних, нагрудних та іконних хрестів у контексті сакрального простору й художньої практики.

Акцентовано увагу на регіональних особливостях української традиції, насамперед гуцульських різьблених іконах-хрестах XVII–XIX століть, які розглядаються як унікальний феномен трансформації християнського іконографічного канону під впливом локальної художньої культури, архаїчних світоглядних уявлень та народної символіки. Доведено, що типологічна система хреста є важливим інструментом для осмислення

еволюції сакрального мистецтва України та механізмів взаємодії канону і народної художньої традиції.

Ключові слова: хрест, іконографічний канон, сакральне мистецтво, типологія, символ, українське мистецтво, народна культура, меморіальні хрести, літургійне мистецтво.

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EVOLUTION AND TRANSFORMATION OF THE ICONOGRAPHIC CANON OF THE CROSS IN UKRAINIAN SACRED ART

Abstract. The article examines the genesis, semantics, and typology of the cross as a universal sacred sign and a key element of Christian iconography. The evolution of the cross is traced from archaic pre-Christian sign systems to the established canon of Christian sacred art. Particular attention is paid to the transformation of the symbolism of the cross during the formation of Christian culture and its integration into the theological, artistic, and worldview systems of Europe and Ukraine. The study highlights the processes of transformation of the iconographic canon of the cross within the Ukrainian artistic tradition, especially in folk sacred art, architecture, memorial sculpture, liturgical objects, and decorative-applied art forms.

It is substantiated that the cross functions not only as a religious symbol, but also as a multilayered artistic and figurative system capable of operating as a sign, symbol, emblem, compositional motif, and an independent generic structure of sacred art. The article examines the formation of the principal types of crosses in the European and Ukrainian cultural traditions and identifies their stylistic, functional, and semantic characteristics. The specific features of architectural, dome, memorial, liturgical, pectoral, and icon crosses are analyzed in the context of sacred space and artistic practice.

Special emphasis is placed on the regional characteristics of the Ukrainian tradition, particularly the Hutsul carved icon-crosses of the seventeenth to nineteenth centuries, which are considered a unique phenomenon of transformation of the Christian iconographic canon under the influence of local artistic culture, archaic worldview concepts, and folk symbolism. It is proven that the typological system of the cross constitutes an important instrument for understanding the evolution of Ukrainian sacred art and the mechanisms of interaction between canon and folk artistic tradition.

Keywords: cross, iconographic canon, sacred art, typology, symbol, Ukrainian art, folk culture, memorial crosses, liturgical art.

Постановка проблеми. Хрест належить до фундаментальних символів світової культури, який упродовж тисячоліть набував різноманітних семантичних та художніх значень. У християнській традиції він став центральним знаком спасіння, жертовності та перемоги над смертю. Водночас у мистецтві хрест функціонує не лише як релігійний символ, а як складна художньо-образна система, що формує архітектурний простір храму, структуру літургійного предмета, меморіальної пластики та народного декоративного мистецтва [1; 2].

Українська сакральна культура виробила багату систему типів хреста, що сформувалася внаслідок взаємодії візантійського канону, народної художньої традиції та локальних культурних особливостей [3; 4]. У сучасному мистецтвознавстві проблема еволюції та трансформації іконографічного канону хреста залишається недостатньо систематизованою, що зумовлює актуальність даного дослідження. У сучасному мистецтвознавстві проблема еволюції та трансформації іконографічного канону хреста залишається недостатньо систематизованою, що зумовлює актуальність даного дослідження. Незважаючи на наявність окремих праць, присвячених сакральному мистецтву, меморіальній пластиці чи народному різьбленню, питання типології художніх форм хреста та їхньої символічної семантики досі не отримало цілісного наукового осмислення. Особливої уваги потребує аналіз взаємодії канонічних і народних традицій, а також вивчення ролі хреста як універсального образу української сакральної культури.

Аналіз останніх досліджень і публікацій. Проблематика хреста частково висвітлена у працях Г. Колцуняка [5], К. Широцького [6], Д. Щербаківського [7], В. Січинського [8], С. Боньковської [9], М. Моздира [10], Д. Степовика [3] та М. Станкевича [11]. У цих дослідженнях розглядалися питання народних хрестів, меморіальної пластики, сакральної архітектури, художнього металу та іконографії. Однак проблема трансформації іконографічного канону хреста в українському сакральному мистецтві досі не стала предметом окремого комплексного мистецтвознавчого аналізу.

Мета статті – дослідження еволюції та трансформації іконографічного канону хреста в українському сакральному мистецтві, а також формування типологічної системи українських хрестів як окремої родової структури сакрального мистецтва.

Виклад основного матеріалу. Хрест є одним із найдавніших і найуніверсальніших знаків людської культури, що супроводжує розвиток цивілізації від найдавніших часів до сучасності. Археологічні знахідки свідчать про існування хрестоподібних символів ще у первісних та дохристиянських культурах Єгипту, Месопотамії, Індії, античного світу та слов'янських племен. У різних народів цей знак мав багатозначне трактування та був пов'язаний із уявленнями про гармонію світу, циклічність життя, взаємодію земного і небесного начал. Простота графічної форми сприяла його широкому використанню у сакральному мистецтві, ритуалах та предметах побуту.

У дохристиянських віруваннях хрест часто виконував функцію оберега та символу життєвої сили. Перетин вертикальної та горизонтальної ліній трактувався як модель світобудови, де вертикаль означала зв'язок між небом і землею, а горизонталь — простір людського буття. У багатьох культурах хрест асоціювався із сонцем, чотирма сторонами світу, зміною пір року та безперервністю природних циклів. Саме тому його зображення часто наносили на житла, предмети культу, зброю чи прикраси з метою захисту від злих сил і забезпечення добробуту. Особливого значення символ хреста набув із поширенням християнства, де він став центральним знаком нової релігії та уособленням жертви, спасіння і воскресіння Ісуса Христа. Християнська традиція переосмислила давній символ, надавши йому глибокого духовного змісту. Відтоді хрест став не лише релігійним знаком, а й важливим елементом сакрального мистецтва, архітектури та культури загалом. Упродовж століть сформувалося багато різновидів хреста — латинський, грецький, мальтійський, православний та інші, кожен із яких має власне символічне та мистецьке значення. У народній культурі хрест також посідав важливе місце як знак захисту, духовної опори та морального порядку. Його активно використовували в орнаментиці вишивки, різьбленні по дереву, ювелірному мистецтві та народній архітектурі. Через поєднання релігійних, міфологічних та естетичних смислів символ хреста став одним із ключових образів світової культури, що зберігає свою актуальність і сьогодні [1; 12]. У трипільській культурі хрестоподібні орнаменти зустрічаються на кераміці та ритуальних предметах, що свідчить про їхнє сакральне значення [12].

У християнському мистецтві хрест набуває нового змісту. Уже в ранньохристиянський період він стає центральним символом віри, а згодом — основою іконографічної системи сакрального мистецтва [3]. Формування іконографії Розп'яття остаточно закріплює хрест як ключовий художній і богословський образ християнської культури. Саме через образ Розп'яття хрест перестає бути лише символом страждання чи знаряддям страти, а

набуває значення спасіння, жертовної любові та перемоги життя над смертю. У християнському мистецтві цей сюжет стає одним із центральних, визначаючи розвиток іконопису, монументального живопису, скульптури та літургійного мистецтва протягом багатьох століть.

Перші зображення Розп'яття були досить умовними та символічними, оскільки ранні християни уникали натуралістичного відтворення страждань Христа. Натомість акцент робився на ідеї духовної перемоги та воскресіння. Згодом, особливо у візантійській та середньовічній європейській традиціях, композиція Розп'яття ускладнюється: з'являються постаті Богородиці, Івана Богослова, ангелів, воїнів та інших персонажів, що надає сцені глибокого емоційного й богословського змісту. Художники прагнули не лише передати біблійний сюжет, а й викликати у вірян співпереживання та духовне осмислення жертви Христа. У різних мистецьких традиціях образ Розп'яття набував власних стилістичних особливостей. Візантійське мистецтво тяжіло до символічності та духовної зосередженості образу, тоді як західноєвропейське мистецтво доби готики й Ренесансу поступово посилювало увагу до анатомічної достовірності, емоційності та драматизму сцени. Незважаючи на відмінності у художньому трактуванні, хрест із образом розп'ятого Христа залишався центральним знаком християнської віри та одним із найпотужніших символів європейської культури.

В українському сакральному мистецтві іконографія Розп'яття також посіла особливе місце. Вона знайшла втілення у настінному живописі храмів, іконах, дерев'яному різьбленні, напрестольних та процесійних хрестах. Українські майстри поєднували канонічні візантійські традиції з місцевими художніми особливостями, створюючи самобутні зразки сакрального мистецтва, у яких хрест постає не лише знаком страждання, а й символом духовної стійкості, надії та національної культурної пам'яті.

У процесі історичного розвитку сформувалися різні типи хрестів: грецький, латинський, андріївський, єрусалимський, восьмикінцевий та інші. Українська традиція виробила власні локальні форми, у яких канонічна структура поєднувалася з народною естетикою та декоративністю [4; 8].

Першу типологічну групу становлять архітектурні хрести, пов'язані з планово-просторовою організацією храму. Хрестова композиція стала основою християнської сакральної архітектури та визначала структуру українських дерев'яних церков XVI–XVIII століть [7; 8]. Вертикальна вісь храму поєднувалася з горизонтальними рівнями іконостасу, декоративних поясів та сакральних композицій, утворюючи символічну модель хреста [11]. У християнській архітектурній традиції хрест виступав не лише декоративним чи конструктивним елементом, а й основою просторової та

богословської концепції храму. План храму у формі хреста символізував жертовність Христа, гармонію небесного й земного світів та духовний шлях людини до спасіння. Особливо виразно ця символіка проявилася у хрестово-баневих спорудах, де центральний об'єм храму акцентувався банею як знаком небесної присутності, а просторові рамена формували сакральну структуру інтер'єру. В українській дерев'яній архітектурі хрестова система просторової організації набула самобутнього трактування. Майстри поєднували канонічні принципи візантійської традиції з місцевими будівельними особливостями та естетичними уявленнями. У результаті сформувалися різні типи тридільних, п'ятидільних і хрещатих храмів, у яких композиція хреста читалася як у загальному плані споруди, так і в окремих архітектурних деталях. Вертикальні домінанти бань і веж поєднувалися з горизонтальними членуваннями фасадів, утворюючи складну систему символічних осей.

Сакральне значення хреста підкреслювалося також у внутрішньому просторі храму. Іконостас, розташування престолу, система настінного живопису та декоративного різьблення формували єдину символічну композицію, у центрі якої перебував образ хреста як знака спасіння та духовного порядку. Таким чином, архітектурний хрест у структурі українського храму виконував не лише конструктивну чи композиційну функцію, а ставав важливим носієм богословського змісту та художньої цілісності сакрального простору.

Другою типологічною групою є надбанні ковані хрести. Вони стали важливим елементом завершення церковних верхів і поєднували конструктивну чіткість із декоративним багатством. Українські майстри активно використовували півмісяці, розети, промені, кульки та додаткові хрестики, формуючи регіональні варіанти канону [9].

Окреме місце займають придорожні та меморіальні хрести. У народній культурі вони виконували охоронну, пам'ятну, жертовну та меморіальну функції [5; 10]. Д. Щербаківський зазначав, що придорожні хрести Галичини та Поділля були важливими елементами традиційного культурного ландшафту та відзначалися локальними художніми особливостями [7]. Такі хрести встановлювали на перехрестях доріг, біля храмів, на в'їздах до сіл, у місцях історичних подій або людських трагедій. Вони виконували не лише релігійну, а й суспільну функцію, формуючи сакральний простір громади та виступаючи знаками колективної пам'яті. Часто придорожні хрести споруджували на честь скасування панщини, на згадку про епідемії, війни чи важливі події в житті села. Таким чином, вони ставали своєрідними «кам'яними літописами» народної історії та духовного життя.

Художнє вирішення меморіальних і придорожніх хрестів залежало від регіональних традицій та матеріалів. На території Галичини поширеними були кам'яні та дерев'яні хрести з багатим різьбленням і декоративними елементами, тоді як на Поділлі часто зустрічалися монументальні кам'яні форми зі стриманішим оздобленням. У композиціях використовували рельєфні зображення Розп'яття, рослинний орнамент, символічні мотиви виноградної лози, сонця чи херувимів, а також епіграфічні написи з датами та посвятами.

Водночас придорожні хрести були важливими орієнтирами у традиційному культурному просторі українського села. Вони супроводжували людину у щоденному житті, під час подорожей, релігійних процесій та календарних обрядів. Через поєднання сакральної символіки, меморіального змісту та народних художніх традицій ці пам'ятки стали невід'ємною складовою українського культурного ландшафту та важливим джерелом для вивчення духовної культури українців.

Надмогильні хрести стали складовою української меморіальної пластики. Їхня форма, орнамент та композиція часто поєднували канонічну символіку з народними декоративними мотивами [6]. Особливо цікавими є багатораменні хрести, які нагадують дерево життя та відображають архаїчні світоглядні уявлення [10].

Важливу типологічну групу складають літургійні хрести — виносні, напрестольні та ручні. Їхня іконографія пов'язана з богослужбовою практикою та включає сталі сюжети Розп'яття, Богородиці, Іоана Богослова, ангелів і символічних орнаментів [3]. У цих пам'ятках особливо виразно проявляється взаємодія канону та художньої інтерпретації майстра.

Особливе місце в українському сакральному мистецтві займають гуцульські різьблені ікони-хрести XVII–XIX століть. В. Шухевич одним із перших звернув увагу на ці пам'ятки як на специфічний тип хатніх образів [13]. Їхня художня мова поєднує контурне різьблення, архаїчну символіку та елементи християнської іконографії. У цих творах хрест набуває не лише сакрального, але й охоронного значення, виступаючи водночас образом, символом та оберегом [2; 13]. Гуцульські різьблені ікони-хрести вирізняються своєрідною пластичною виразністю та локальними художніми особливостями. Майстри використовували дерево як основний матеріал, поєднуючи техніки різьблення, випалювання та інколи поліхромного оздоблення. Центральне місце у композиціях зазвичай займало Розп'яття, доповнене стилізованими рослинними мотивами, солярними знаками, геометричним орнаментом або символічними написами. Такий синтез християнських і дохристиянських елементів свідчить про глибоку тяглість народної традиції та особливості світогляду гуцульського населення.

Важливою рисою цих пам'яток була їхня функція у побутовому та духовному житті гуцулів. Ікони-хрести розміщували у житлових інтер'єрах як хатні святині, використовували під час родинних обрядів та зберігали як родинні реліквії. Вони не лише виконували релігійну функцію, але й слугували знаком духовного захисту дому та родини. Саме тому гуцульські різьблені хрести є важливим явищем українського народного мистецтва, у якому органічно поєдналися сакральність, декоративність і глибока символічність.

Хрест також активно функціонував у декоративно-ужитковому мистецтві — на рушниках, тканинах, кераміці, дерев'яних сволоках, скринях та побутових предметах [2]. У цих формах він зберігав апотропеїчну функцію та символіку захисту, добра і благополуччя. Орнаментальні мотиви хреста широко застосовувалися у народному мистецтві як своєрідний сакральний код, покликаний оберігати людину, житло та родину від негативних впливів. Особливо поширеним цей знак був у традиційній українській вишивці, де його поєднували з рослинними, геометричними та солярними елементами, створюючи складні символічні композиції.

У народній культурі хрест нерідко виконував роль межового знака між сакральним і повсякденним простором. Його наносили на двері, сволоки, господарські споруди та хатнє начиння під час важливих календарних чи родинних обрядів. Такі зображення мали не лише декоративне, а й ритуальне значення, оскільки вважалося, що знак хреста здатний приносити гармонію, достаток і духовний захист. Завдяки цьому хрест став невід'ємною частиною традиційної матеріальної культури та важливим носієм колективної пам'яті й народного світогляду.

У народній культурі хрест нерідко виконував роль межового знака між сакральним і повсякденним простором. Його наносили на двері, сволоки, господарські споруди та хатнє начиння під час важливих календарних чи родинних обрядів. Особливого значення набував обряд освячення житла, коли знак хреста креслили крейдою, вугіллям або вирізьблювали на дерев'яних конструкціях як символ Божого благословення та захисту оселі. Такі практики були тісно пов'язані з вірою у здатність символу відвертати зло, хвороби та нещастя. Водночас декоративні форми хреста відігравали важливу естетичну роль у народному мистецтві. Майстри прагнули не лише передати сакральний зміст символу, а й досягти художньої гармонії у композиції виробу. Завдяки цьому хрест став невід'ємною частиною традиційної матеріальної культури та важливим носієм колективної пам'яті, духовних цінностей і культурної ідентичності українського народу.

Висновки. Еволюція іконографічного канону хреста в українському сакральному мистецтві демонструє складний процес взаємодії богословської традиції, художнього канону, народної культури та локальних мистецьких особливостей. Хрест функціонує не лише як сакральний знак, а як окрема художня система з власною типологією, морфологією та символікою. Запропонована типологія дозволяє систематизувати різноманітні форми українських хрестів та розглядати їх як окремий феномен сакрального мистецтва. Перспективи подальших досліджень полягають у поглибленому аналізі регіональних особливостей українських хрестів, їхньої семантики та взаємодії з іншими елементами сакральної культури.

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УГКЦ, БАПТИЗМ ТА ЄВАНГЕЛЬСЬКЕ ХРИСТИЯНСТВО У МІЖВОЄННІЙ ГАЛИЧИНІ ТА НА ВОЛИНІ (1920–1939 рр.): МІСІОНЕРСТВО, СОЦІАЛЬНЕ СЛУЖІННЯ ТА ТУРБОТА ПРО ГРОМАДУ

Анотація. У статті досліджується паралельний і частково взаємопов'язаний розвиток Української Греко-Католицької Церкви (УГКЦ), баптистських та євангельсько-християнських громад на теренах Галичини та Волині в міжвоєнний період (1918–1939 рр.). Після Першої світової війни обидва регіони увійшли до складу відновленої Польської держави — II Речі Посполитої, де конфесійне різноманіття стало водночас ресурсом суспільної консолідації та джерелом напруження. Спираючись на верифіковані україно-, англо- та німецькомовні матеріали та розвідки, автор аналізує спільні та відмінні риси місіонерського підходу, соціального служіння і турботи про благополуччя громади. Зокрема, у статті з'ясовано, що попри конфесійні та еклезіологічні відмінності всі три течії сформували розгалужені мережі соціальної допомоги та освіти, які виконували функцію стабілізаторів суспільного устрою. УГКЦ спиралася на розгалужену ієрархію й інституційний потенціал, тоді як протестантські громади євангельських християн та баптистів компенсували обмеженість ресурсів горизонтальністю мереж взаємодопомоги та високою місіонерською мотивацією. Окрему аналітичну увагу приділено молодіжній та жіночій активності в обох конфесійних традиціях: молодіжні гуртки євангельсько-баптистських громад виконували подвійну функцію місіонерського інструменту і механізму соціальної інтеграції, натомість жіноче служіння охоплювало як благодійність, так і культурно-освітню діяльність. Особлива увага приділена ролі митрополита Андрея Шептицького — першопроходця екуменічного діалогу, який публічно захищав права православних та юдеїв у міжвоєнній Польщі, формуючи атмосферу відносної міжконфесійної толерантності. Методологічно дослідження спирається на принципи компаративної та соціальної історії релігії. Дослідження поглиблює розуміння того, як релігійні спільноти різних традицій адаптувалися до

спільних соціально-політичних викликів і яке місце посідало церковне служіння у відтворенні суспільного порядку між двома світовими війнами.

Ключові слова: УГКЦ, баптизм, євангельське християнство, Галичина, Волинь, міжвоєнний період, місіонерство, соціальне служіння, молодіжні гуртки, жіноче служіння, освіта, Андрей Шептицький, протестантизм, Польща, релігійний плюралізм, громадські інституції.

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UGCC, BAPTISM AND EVANGELICAL CHRISTIANITY IN INTERWAR GALICIA AND VOLHYNIA (1920–1939): MISSION, SOCIAL SERVICE AND COMMUNITY WELFARE

Abstract. The article examines the parallel and partially interconnected development of the Ukrainian Greek Catholic Church (UGCC), Baptist, and Evangelical Christian communities in Galicia and Volhynia during the interwar period (1918–1939). After World War I, both regions became part of the reconstituted Polish state — the Second Polish Republic — where confessional diversity proved both a resource for social cohesion and a source of tension under the pressure of Polonisation policies. Drawing on verified Ukrainian-, English- and German-language sources, the author analyses shared and distinctive features of their missionary approaches, social ministry, and community welfare practices. The study demonstrates that despite confessional and ecclesiological differences, all three currents developed extensive networks of social assistance and education, functioning as stabilising forces in interwar society. The UGCC drew on a centuries-old institutional framework — including hospitals, schools, cooperatives, and publishing houses — while Protestant communities compensated for limited resources through horizontal networks of mutual aid and strong missionary motivation. Particular analytical attention is given to youth and women's activism in both confessional traditions. Youth circles at Evangelical-Baptist congregations fulfilled a dual function: a missionary instrument and a mechanism of social integration. The women's dimension of church service proved equally significant: the Union of Evangelical Christians maintained a dedicated women's department, while the UGCC cultivated female monasticism and engaged laywomen in cultural and educational projects. Special attention is given to Metropolitan Andrey Sheptytsky as a pioneer of ecumenical dialogue who publicly defended the rights of Orthodox Christians and Jews in interwar Poland, thereby shaping a climate of relative inter-confessional tolerance. The

study deepens our understanding of how religious communities of different traditions adapted to shared socio-political challenges and what role church service played in reproducing social order in Galicia and Volhynia between the two World Wars.

Keywords: UGCC, Baptism, Evangelical Christianity, Galicia, Volhynia, interwar period, mission, social service, youth circles, women's ministry, education, Andrey Sheptytsky, Protestantism, Poland, religious pluralism, civil institutions.

Постановка проблеми. Релігійне середовище міжвоєнної Галичини та Волині вирізнялося не лише конфесійним різноманіттям, а й тим особливим напруженням, яке неодмінно виникає на перетині великих церковних традицій і нових суспільних реалій. Після Першої світової війни обидва регіони опинилися у складі відновленої Польської держави: Галичина — з 1919 р., Волинь — з 1921 р. Визначальне місце у суспільно-релігійному житті Східної Галичини посідала Українська Греко-Католицька Церква (УГКЦ), тоді як Волинь залишалась переважно православною. Водночас саме у 1920–1930-х роках на цих теренах набули інституційного оформлення баптистські та євангельсько-християнські громади. Усі три конфесійні традиції формували паралельні системи соціального захисту, освіти та духовного виховання, функціонуючи в умовах одного державно-правового поля та спільних соціально-економічних викликів. Незважаючи на очевидну значущість цього явища, порівняльний аналіз їхнього місіонерського підходу, інституційного потенціалу та соціального служіння у вітчизняній і зарубіжній літературі залишається фрагментарним.

Аналіз останніх досліджень і публікацій. Питання інституційного розвитку УГКЦ у міжвоєнний період висвітлено у працях Б. Будуровича [9], І.-П. Химки [10], А. Сороковського [13] у складі тематичного тому Harvard Ukrainian Studies. Соціальну роль УГКЦ як національної суспільної інституції Галичини та питання її маєтностей досліджувала О. Гайдукевич [3]. Становлення та розвиток євангельсько-баптистського руху на теренах II Речі Посполитої є предметом дисертаційного дослідження та серії публікацій Л. Бородинської [1; 2]. Молодіжний вимір євангельсько-баптистського руху в міжвоєнній Галичині та Волині детально проаналізовано у статті Н. Петріва, яка спирається на матеріали конфесійної преси — зокрема польськомовного журналу Słowo Prawdy [7] та українськомовного «Післанець Правди» [6]. Відомості про протестантські громади Волині містяться також у ресурсах OME-Lexikon [11] та спеціалізованих конфесійних виданнях [14]. Попри наявність значного масиву досліджень

окремих конфесійних традицій, їх системне порівняння у спільному соціально-політичному контексті досі не проводилося.

Метою статті є здійснити порівняльний аналіз УГКЦ, баптистських та євангельсько-християнських громад Галичини та Волині в 1918–1939 рр. — з огляду на їхню місіонерську діяльність, соціальне служіння, молодіжну та жіночу активність — з метою виявлення спільних закономірностей і принципових відмінностей у стратегіях церковного буття в умовах польської державності.

Виклад основного матеріалу. У міжвоєнні роки УГКЦ мала в Галичині 2366 парафій, три семінарії і добре розвинену мережу монастирів. Під духовним проводом митрополита Андрея Шептицького (з 1901 р.) вона функціонувала як надійний каркас українського національного і культурного життя в умовах польської адміністрації. Відповідно до римсько-польського конкордату 1925 р. УГКЦ отримала певний захист від прямого державного втручання, проте її діяльність формально обмежувалася Галичиною [8]. Як зазначає О. Гайдукевич [3], УГКЦ виступала у ролі не лише духовного, а й повноцінної національної суспільної інституції Галичини: вона утримувала мережу шкіл, благодійних і соціальних закладів, музеїв і видавництв. Митрополит А. Шептицький заснував шпиталь, музей і Львівську богословську академію, підтримував організації «Просвіта» і «Пласт», опікувався митцями та студентами [12;15]. Такий широкий соціальний мандат перетворював греко-католицьке духовенство на головного «архітектора» громадянського суспільства в регіоні.

Окремим виміром суспільного впливу УГКЦ стала позиція митрополита щодо прав православних меншин. У 1938 р. Шептицький публічно виступив проти знищення польською владою православних церков на Холмщині та Волині. Як зауважує Б. Бодуровіч [9], саме Шептицький де-факто став першопроходцем екуменізму у Галичині задовго до того, як це поняття набуло офіційного богословського значення та поширення. Ця захисницька позиція греко-католицького митрополита щодо інших конфесій сприяла формуванню довіри та відкривала можливості для ширшого міжконфесійного діалогу.

Протестантська присутність у Галичині та на Волині має тривалу передісторію. На Волині перші баптистські церкви засновані 1864 р. переселенцями-поляками в районі Новоград-Волинського та Житомира. Ключову роль відіграв місіонер Готфрід Ф. Альф (1831–1898), а дещо пізніше — Карл К. Ондра (1839–1887) [14]. Після Першої світової війни мовно-релігійне середовище Волині вирізнялося надзвичайною строкатістю: православна більшість, греко-католики, лютерани, реформати, а також менші «вільноцерковні» рухи — баптисти, євангельські християни,

менноніти та інші [11]. Євангельські християни набули найбільшого поширення на Волині й Поліссі і майже не були представлені у Галичині. Першим організаційним утворенням став Союз євангельських християн на Волині, заснований у 1921 р. Макарієм та Олексієм Ничипоруками [2]. Із 1925 р. спільне об'єднання баптистів та євангельських християн мало назву Союз слов'янських громад євангельських християн і баптистів у Польщі. За підрахунками Бородинської [1], у 1923–1927 рр. ця організація охоплювала громади по всьому волинському та галицькому регіону.

Роль молодіжного руху в інституційному становленні євангельсько-баптистських громад детально проаналізовано Петрівим [5]. Дослідник переконливо доводить, що молодіжні гуртки як елемент релігійно-світоглядного виховного процесу були важливим чинником їх інституційного та конфесійного становлення. Гуртки пройшли динамічний шлях від поодиноких, не пов'язаних між собою структурних одиниць до добре організованої мережі з розвиненими управлінськими, просвітницькими та місіонерськими функціями [5]. Місіонерський вимір гурткової роботи формулювався через гасло «Уся молодь для Ісуса Христа», а практична діяльність включала організацію таборів, літературних та музичних вечорів, розповсюдження богословської літератури та відвідування нових місійних станиць [5]. Показовим є заклик, опублікований у польськомовному часописі Słowo Prawdy [7]: молодіжні гуртки мали поєднувати природне прагнення людини до спільноти з духовним вихованням та порядком.

Важливою ознакою гурткового руху була його двовекторність: по-перше, гуртки слугували механізмом внутрішньоцерковного виховання; по-друге — місіонерським інструментом для залучення молоді інших сповідань.

Автор [5] виділяє три категорії заходів: спрямовані на членів громади, місіонерські — для залучення нехрещеної молоді — та заходи змішаного типу, де могла брати участь молодь різних віросповідань. Незважаючи на богословську спорідненість двох течій, уже у 1920-х роках між ними виникла організаційна розбіжність, що мала національний підтекст: баптистська молодь Галичини формувала окремі національні структури, тоді як гуртки євангельських християн Волині прагнули зберегти наднаціональний, поліетнічний характер [5]. Особливо промовистою ілюстрацією соціальної функції молодіжних зібрань є свідчення з «Післанець Правди» [6]: учасники з'їзду баптистської молоді в с. Забір'ї у серпні 1935 р. не оминули увагою долю співбратів у радянській Україні, демонструючи, що молодіжні форуми виходили далеко за рамки суто релігійного виховання, функціонуючи як простір суспільної рефлексії та солідарності.

Жіночий вимір церковного служіння у міжвоєнний період не поступається за значенням молодіжному. Благодійність євангельських християн реалізовувалася переважно за допомогою жіночої частини громад; при союзі існував спеціальний відділ, який об'єднував жіночі гуртки при найчисельніших громадах. Особливим напрямом жіночої благодійної роботи були освітні програми при протестантських семінаріях, де навчали дияконис: такими навчальними закладами слугували дияконати у Венцборку та Сколімові. Союз опікувався також сиротинцем у м. Ковелі. У 1928 р. при Союзі почав діяти відділ регентів, серед учасників курсів якого у с. Воротневі Волинського воєводства (1933) були й жінки [2].

В УГКЦ жіноча участь у церковному житті розгорталася переважно у трьох площинах: чернецтво — монаші спільноти василянок, сестер-служебниць, заснованих Шептицьким, — культурно-освітня робота через «Просвіту» та жіночі товариства, і благодійна діяльність при парафіях. Монастирі василянок та сестер-служебниць утримували дитячі садки, школи та лікарні, виконуючи функцію соціального буфера. Ця паралель із протестантськими жіночими гуртками промовисто свідчить про спільну логіку: в обох традиціях жіноча активність ставала інструментом не лише духовного, а й соціального відтворення громади.

Місіонерський підхід УГКЦ у міжвоєнний період відзначався подвійною спрямованістю: зовнішньою (до православних і протестантів) та внутрішньою (оновлення духовного стану власної пастви). Конкордат 1925 р. офіційно обмежив УГКЦ Галичиною, проте місіонерську діяльність на Волині Ватикан доручив греко-слов'янському «нео-уніатському» духовенству. Лише 1931 р. апостольським візитатором для Волині призначено отця Миколу Чарнецького, українського редемпториста, згодом — єпископа УГКЦ. Місіонерська діяльність баптистів і євангельських християн будувалася на принципово іншій — конгрегаціональній — моделі: громади діяли автономно, а місіонери призначалися спільним союзом. На Волині існувало 60 громад, 27 з яких запросили до себе місіонера вже під час з'їзду 1927 р. [7]. Спільний комітет ЄБР призначив місіонерами для Галичини та Волині Б. Вєнцкевича та І. Петраша, ставши практичним втіленням принципу «кожен баптист — місіонер», сформульованого Герхардом Онкеном [5].

Порівняльний аналіз виявляє разючу подібність у базовій стратегії всіх трьох конфесій: усі три прагнули поєднати духовне служіння з матеріальною й культурною підтримкою своїх громад. Відмінності стосувалися передусім масштабу ресурсів і характеру організації. УГКЦ могла спиратися на розгалужену ієрархію та столітньо напрацьований інституційний потенціал; баптисти й євангельські християни компенсували

відносну обмеженість ресурсів добровільністю, горизонтальністю мереж і великою мотивацією конвертитів. Польська держава ставилася до трьох досліджуваних конфесій вкрай нерівно. УГКЦ перебувала у захищеному правовому становищі завдяки конкордату 1925 р., проте зазнавала тиску у вигляді полонізаційної політики. Баптистські й євангельсько-християнські громади функціонували у нестабільному правовому полі: статут Союзу слов'янських громад, поданий до Міністерства внутрішніх справ 25 червня 1923 р., розглядався чотири роки і лише 21 лютого 1927 р. був затверджений; поліцейський нагляд супроводжував діяльність союзу впродовж усього міжвоєнного двадцятиліття [1; 2]. Регіональна диференціація, [5], вписується в цю ширшу картину: баптисти Галичини виробляли більш чіткий національний профіль, тоді як євангельські християни Волині прагнули зберегти наднаціональний, поліетнічний характер. УГКЦ залишалася нерозривно пов'язаною з українською національною ідентичністю — обставина, що одночасно зміцнювала й обмежувала її місіонерський потенціал.

Висновки. Порівняльний аналіз УГКЦ, баптистських і євангельсько-християнських громад Галичини та Волині у 1920–1939 рр. засвідчує кілька ключових тенденцій.

По-перше, всі три конфесії у різних формах реалізували те, що сучасна соціологія релігії називає «соціальним капіталом Церкви»: мережі довіри, взаємодопомоги, освіти й культури, що виходять далеко за межі суто богослужбової діяльності. У цьому сенсі УГКЦ, баптисти й євангельські християни виявляються не стільки суперниками, скільки паралельними відповідями на ті самі суспільні виклики.

По-друге, молодіжна та жіноча активність становила не периферійний, а системний елемент церковного буття в обох традиціях. Молодіжні гуртки виконували місіонерські, виховні та соціально-інтегративні функції; жіночі структури брали на себе левову частку благодійної роботи. Ці виміри заслуговують на подальше систематичне дослідження.

По-третє, дослідження підтверджує висновки [5] щодо значення молодіжних гуртків як рушія місіонерства і внутрішньоцерковного виховання, а також тезу [1] про те, що відносно сприятливі умови польської державності сприяли консолідації євангельсько-баптистського руху й виробленню ним сталих моделей церковної структури та служіння. Як констатує Бородинська [2]: відносно сприятливі умови для розвитку євангельських християн у міжвоєнній Польщі та запозичення ними випрацюваних раніше моделей церковної структури й віровчення сприяли тому, що євангельські християни на західноукраїнських землях утвердили свої позиції у державі і розвинули різноманітні напрями діяльності. Ці

моделі виявилися достатньо міцними, щоб витримати радянське знищення церковних інституцій у 1939–1941 рр. і зберегти осередки громадського та духовного відродження на десятиліття вперед.

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ОСОБЛИВОСТІ ОРГАНІЗАЦІЇ ЗБЕРІГАННЯ АРХІВНИХ ДОКУМЕНТІВ У НУВГП

Анотація. У запропонованій статті досліджено особливості організації зберігання архівних документів у Національному університеті водного господарства та природокористування, що зумовлено зростанням обсягів документної інформації та необхідністю забезпечення її належного збереження, впорядкування та ефективного використання в діяльності закладів вищої освіти.

Розглянуто основні напрями роботи з документами, зокрема їх систематизацію, облік та порядок процесу передачі на архівне зберігання. Охарактеризовано нормативно-правову базу, яка регулює організацію діловодства та архівного зберігання документів у закладі вищої освіти, а також забезпечує узгодженість діяльності структурних підрозділів університету та обласного архіву.

Окрему увагу приділено організації архівного фонду Національного університету водного господарства та природокористування, який включає значний масив документів різних строків зберігання, зокрема матеріали тривалого та постійного зберігання, а також документи з кадрових питань. Розглянуто принципи систематизації справ за видами, строками зберігання та змістовим наповненням, що забезпечує впорядкований доступ до інформації та ефективне функціонування архівного підрозділу.

Висвітлено особливості організації умов зберігання документів, зокрема дотримання температурно-вологісного та світлового режимів, контроль доступу до архівних матеріалів, а також використання технічних й організаційних заходів для забезпечення їх фізичної збереженості.

Проаналізовано систему обліку документів і порядок їх використання у відповідь на інформаційні запити користувачів, що включають працівників, здобувачів освіти та сторонні організації.

Проаналізовано практичні аспекти використання архівних матеріалів, а також динаміку звернень до архіву впродовж 2022–2025 рр., що свідчить про зростання їх затребуваності в інформаційній діяльності університету. Водночас визначено перспективні напрями вдосконалення організації архівної роботи, серед яких розширення використання електронного документообігу, розвиток цифрових архівних ресурсів та впровадження автоматизованих систем обліку документів. Зроблено висновок, що чинна система організації зберігання документів в університеті загалом забезпечує належний рівень роботи з документною інформацією, однак потребує подальшого вдосконалення відповідно до сучасних вимог ефективного управління документними ресурсами.

Ключові слова: архівне зберігання, архівні документи, документообіг, заклад вищої освіти, діловодство, документний фонд, архівосховище.

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FEATURES OF THE ORGANIZATION OF STORAGE OF ARCHIVAL DOCUMENTS IN THE NUWEE

Abstract. The proposed article examines the peculiarities of organizing the storage of archival documents at the National University of Water and Environmental Engineering, which is the growing volume of documentary information and the need to ensure its proper preservation, systematization, and effective use in the activities of higher education institutions.

The study considers the main areas of document management, including their systematization, registration, and the procedure for transferring documents to archival storage. The article characterizes the regulatory and legal framework governing records management and archival storage in higher education institutions, which also ensures coordination between the university's structural subdivisions and the regional archive.

Particular attention is paid to the organization of the archival fund of the National University of Water and Environmental Engineering, which includes a significant array of documents with different retention periods, including long-term and permanent records, as well as personnel documents. The principles of arranging files according to their types, retention periods, and content are analyzed, which ensures structured access to information and contributes to the effective functioning of the archival unit.

The article highlights the specific features of organizing document storage conditions, including compliance with temperature, humidity, and lighting requirements, access control to archival materials, and the implementation of technical and organizational measures aimed at ensuring their physical preservation. The system of document registration and the procedure for providing information in response to user requests from university employees, students, graduates, and external organizations are also analyzed.

The practical aspects of archival document use and the dynamics of archive requests during 2022–2025 are examined, indicating the growing demand for archival materials in the university's information activities. At the same time, promising areas for improving archival work have been identified, including the expanded use of electronic document management, the development of digital archival resources, and the implementation of automated document management systems. It is concluded that the current system of archival document storage organization at the university generally ensures an appropriate level of work with documentary information, although it requires further improvement in accordance with modern requirements for effective management of documentary resources.

Keywords: archival storage, archival documents, records management, higher education institution, clerical work, document fund, archival repository.

Постановка проблеми. В умовах розвитку інформаційного суспільства та цифровізації управлінських процесів особливого значення набуває належна організація архівного зберігання документів у закладах вищої освіти. Архівні документи забезпечують збереження інформації про управлінську, кадрову, освітню та наукову діяльність установи, а також виконують важливу правову та інформаційну функцію. Організація архівного зберігання документів потребує дотримання встановлених вимог щодо обліку, систематизації, фізичного збереження та використання документної інформації.

У сучасних умовах важливим є також удосконалення окремих напрямів архівної діяльності відповідно до розвитку електронного документообігу та інформаційних технологій. У зв'язку з цим актуальним є дослідження особливостей організації зберігання архівних документів у

Національному університеті водного господарства та природокористування.

Аналіз останніх досліджень і публікацій. Питання організації архівної справи, документного забезпечення управління та зберігання документів висвітлено у працях вітчизняних науковців, зокрема, у галузі документознавства та архівознавства. Окремі аспекти організації архівного зберігання документів, ведення діловодства та розвитку електронного документообігу досліджено у працях Г. Швецової-Водки [1], С. Кулешова [2], Н. Кушнаренко [3] та інших. Водночас особливості організації архівного зберігання документів у закладах вищої освіти потребують подальшого дослідження з урахуванням сучасних інформаційних технологій та процесів цифровізації.

Мета статті – висвітлення особливостей організації зберігання архівних документів у Національному університеті водного господарства водного господарства та природокористування, характеристиці основних процесів архівної роботи та визначенні напрямів подальшого удосконалення архівної діяльності відповідно до сучасних інформаційних вимог.

Виклад основного матеріалу. Архівне зберігання документів у закладах вищої освіти є важливою складовою організації роботи з документами, оскільки забезпечує збереження інформації про основні напрями діяльності установи, її кадрову, освітню, наукову та адміністративну роботу. Необхідність належного зберігання документних матеріалів зумовлена їх практичним, правовим та інформаційним значенням. Документи архівного фонду використовуються для підтвердження фактів навчання, трудового стажу, наукової діяльності, прийняття управлінських рішень та інших юридично важливих відомостей.

Водночас упорядкована система зберігання документів сприяє швидкому доступу до необхідної інформації, забезпечує контроль за рухом документів та створює умови для їх майбутнього використання [1]. Тому у сучасних умовах ефективна організація роботи з документами є важливим елементом інформаційного забезпечення діяльності закладу вищої освіти.

У Національному університеті водного господарства та природокористування (НУВГП) забезпечення збереженості документів покладене на загальний відділ та архів, діяльність яких охоплює всі основні етапи роботи з документами – від їх створення та реєстрації до передавання справ на зберігання надалі [4]. Організація роботи з документами здійснюється відповідно до вимог чинного законодавства у сфері архівної справи, інформаційної діяльності та діловодства.

У своїй діяльності підрозділ керується Конституцією України, законами України «Про освіту», «Про вищу освіту», «Про Національний

архівний фонд та архівні установи», «Про електронні документи та електронний документообіг», «Про інформацію», «Про захист персональних даних», а також нормативно-правовими актами Кабінету Міністрів України та Міністерства юстиції України у сфері організації діловодства й архівного зберігання документів [4].

Важливу роль у регулюванні роботи з документацією відіграють Правила організації діловодства та архівного зберігання документів, Інструкція з діловодства НУВГП, Статут університету та внутрішні розпорядчі документи [4]. Наявність чіткої нормативної бази забезпечує узгодженість процесів діловодства в усіх структурних підрозділах університету, сприяє впорядкованому руху документів та підтриманню належного рівня організації документообігу.

Також особливістю організації зберігання документів у НУВГП є взаємодія архіву з іншими структурними підрозділами університету. Документи, що створюються у процесі кадрової, освітньої, наукової та адміністративної діяльності, формуються у справи відповідно до номенклатури та передаються на зберігання у визначені строки [4]. Таким чином забезпечується впорядкованість документного фонду, контроль руху документів та створення умов для оперативного пошуку необхідної інформації.

Значний обсяг документних матеріалів, які накопичуються у процесі діяльності університету, зумовлює необхідність їх чіткої систематизації відповідно до строків та особливостей зберігання. Документи НУВГП охоплюють кадрову, освітню, наукову та організаційну сфери діяльності університету, тому для забезпечення зручності подальшої роботи її групують за видами, строками зберігання та змістовим наповненням [2]. Така систематизація сприяє впорядкованому формуванню архівного масиву та забезпечує ефективну організацію роботи з документною інформацією.

Як наведено у таблиці 1, архівний масив університету охоплює 77 145 справ за 1959-2022 роки. Значну частину становлять матеріали тривалого зберігання – 75 055 справ, що пов’язано зі специфікою діяльності закладу вищої освіти та необхідністю збереження інформації про освітній процес, кадрову діяльність і функціонування структурних підрозділів університету. Окрему групу складають документи постійного строку зберігання, кількість яких становить 625 справ [5].

Таблиця 1

Структурно-змістова характеристика архівного масиву НУВГП (1959–2022 рр.)

Категорія документів	***Кількість справ***	***Частка у фонді***	***Функціональне та практичне значення***
Тривалого зберігання	75 055	~ 97,3%	Масив, що відображає освітню, наукову та організаційну діяльність. Забезпечує функціонування структурних підрозділів.
З кадрових питань (особового складу)	1 548	~ 2,0%	Документи соціально-правового характеру. Мають ключове юридичне значення для підтвердження трудового стажу, навчання та кваліфікацій.
Постійного зберігання	625	~ 0,8%	Матеріали з найвищою історичною та науковою цінністю.
Загальний обсяг	**77 145**	**100%**	**Багаторічний інформаційний зріз діяльності ЗВО.**

Джерело: складено авторами на основі [5]

Важливу частину документного фонду формують матеріали з кадрових питань (особового складу). Станом на 2022 р. їх налічувалося 1 548 справ, частина з яких внесена до описів, погоджених експертно-перевірною комісією Державного архіву Рівненської області [5]. Такі документи мають особливе практичне значення, оскільки використовуються для підтвердження трудового стажу, періодів навчання, присвоєння кваліфікацій та інших юридично значущих фактів.

Зберігання архівних документів у НУВГП здійснюється у спеціально відведеному архівосховищі з дотриманням встановлених нормативних вимог, яке забезпечує фізичне збереження документних масивів. Загальна площа приміщення становить 332 м², при цьому рівень завантаженості сягає 100%, що свідчить про повне використання наявних площ [5]. Приміщення характеризується достатнім рівнем природного освітлення та обладнане паровим опаленням, що забезпечує базові умови для зберігання документів

Таким чином наведені показники свідчать про багаторічне накопичення документної інформації та відображають масштаби роботи, пов'язаної із забезпеченням її впорядкування й збереженості. Значний обсяг документів різних строків зберігання потребує чіткої організації обліку, контролю руху справ та створення належних умов для використання документної інформації надалі.

Документи розміщуються у сформованих справах, які систематизуються за фондами та описами, що забезпечує впорядкований доступ до архівної інформації [6]. Розташування здійснюється у послідовності відповідно до затверджених описів: спочатку за фондовою належністю, далі - за порядковими номерами справ у межах кожного опису, що дозволяє швидко знаходити потрібні документи без порушення системи зберігання [3].

Важливим складником організації зберігання документів у НУВГП є забезпечення належних умов їх фізичної збереженості. З цією метою в університеті здійснюється комплекс організаційних і технічних заходів, спрямованих на підтримання належного стану документного фонду та запобігання його пошкодженню. До таких заходів належать контроль температурно-вологісного режиму в архівосховищі, дотримання правил пожежної безпеки, обмеження доступу сторонніх осіб до документів, регулярне провітрювання приміщення та упорядковане розміщення справ на стелажах відповідно до фондів та описів [7].

Особливу увагу приділено підтриманню температурно-вологісного режиму, який є одним із ключових чинників довготривалого збереження документів. Контроль здійснюється шляхом ведення журналу реєстрації кліматичних параметрів архівного приміщення, у якому фіксуються показники температури та відносної вологості повітря [7].

Для паперових документів передбачено підтримання стабільного мікроклімату: температура повітря має перебувати в межах 17-19 °С, а відносна вологість – 50-55 % [7]. При цьому в архівосховищі НУВГП фактичні коливання температури є незначними й становлять у середньому 2-4 °С, що свідчить про стабільність умов зберігання та відповідність нормативним вимогам.

Водночас не допускаються різкі добові коливання показників: температура не повинна змінюватися більш ніж на ±5 °С, а рівень вологості - більш ніж на ±10 %. Крім мікрокліматичних показників, важливе значення має світловий режим. У приміщенні допускається природне освітлення, однак документи захищені від прямих сонячних променів за допомогою штор, жалюзі або інших світлозахисних засобів [7].

Таким чином, у НУВГП забезпечено належний рівень фіксації всіх процесів, пов’язаних з рухом і використанням архівних документів. Система обліку є структурованою та працює послідовно, що дозволяє контролювати кожен етап – від надходження запитів до видачі справ і формування довідок. Завдяки цьому архівна робота є прозорою, контрольованою й добре організованою, а інформація про документи завжди своєчасно фіксується.

У НУВГП значна увага приділяється задоволенню інформаційних потреб користувачів шляхом надання доступу до документів, що мають офіційне, правове та довідкове значення [1]. Такі матеріали використовуються для підтвердження фактів навчання, трудової діяльності, стажу, отримання освіти чи присвоєння кваліфікації. Основними користувачами є працівники університету, здобувачі освіти, випускники, а також інші установи та організації, які звертаються із конкретними запитами.

Опрацювання звернень здійснюється на підставі письмових заяв фізичних або юридичних осіб. Усі запити підлягають обов’язковій реєстрації в журналі обліку заяв і звернень [8]. Після цього виконується пошук необхідних документів у фондах, перевіряється їх наявність і стан збереженості, а також готується відповідна інформація.

За результатами роботи оформлюються архівні довідки, витяги або копії документів. Довідка містить узагальнену підтверджену інформацію, витяг - окрему частину тексту документа, а копія - його повне відтворення. Усі видані матеріали фіксуються в журналі реєстрації, що забезпечує контроль їх видачі та прозорість процесу [8]. Додатково ведеться книга видачі справ з архівосховища, де відображається рух документів та їх повернення, що сприяє збереженню впорядкованості фондів.

Як показує аналіз, у період 2022-2025 рр. обсяг підготовлених довідок і документів загалом зріс [5]. У 2022 р. було видано 405 одиниць, у 2023 р.

відбулося невелике зниження до 393 одиниць, що становить приблизно − 3% відносно попереднього року. Починаючи з 2024 р., показники демонструють різке зростання – до 565 одиниць, тобто приріст становить близько + 44% у порівнянні з 2023 р. У 2025 році тенденція зростання зберігається, і значення досягає 574 одиниць, що відповідає ще приблизно + 1,6% приросту [5]. Загалом за весь період кількість виданих документів помітно зросла, що вказує на посилення інформаційних запитів й активне використання архівних матеріалів.

Таким чином, у НУВГП організовано чітку систему роботи із запитами користувачів, яка поєднує контроль за обліком документів, оперативне опрацювання звернень і належне оформлення результатів.

Попри загалом високий рівень організації роботи з документами, сучасні умови розвитку інформаційних технологій та зростання обсягів документної інформації зумовлюють окреслити окремі напрями, ефективність яких можна підвищити. Зокрема, доцільним є розширення використання електронного документообігу та цифрових архівних ресурсів, що дало б змогу прискорити пошук необхідної інформації, підвищити зручність її опрацювання та поступово зменшити залежність від паперових носіїв. Адже орієнтація сучасного суспільства на діджиталізацію документів на паперових та інших носіях стає дедалі більш помітною. У результаті активний розвиток цифровізації створює кращі умови для доступу до інформації та значно розширює можливості її пошуку й використання [9].

Перспективним також є удосконалення системи автоматизованого обліку справ і запитів. Це могло б забезпечити більш чіткий контроль руху документів і спростити аналітичну обробку даних. Водночас важливим залишається питання поступового оновлення архівного обладнання та зміцнення матеріально-технічної бази архіву, оскільки належні умови зберігання документів мають безпосередній вплив на їх збереженість.

Узагальнюючи, можна зазначити, що наявна система організації роботи з документами є достатньо ефективною, однак реалізація окремих технічних та організаційних удосконалень сприятиме її подальшому розвитку та підвищенню якості інформаційного забезпечення діяльності установи.

Висновки. Таким чином, організація зберігання архівних документів у НУВГП є цілісною та впорядкованою системою, яка забезпечує не лише належне збереження документації, а й підтримує стабільне функціонування основних процесів діяльності університету. Робота з документами охоплює всі етапи їх життєвого циклу – від створення та систематизації до подальшого зберігання й використання, що дозволяє підтримувати контроль

за рухом документної інформації та забезпечувати оперативний доступ до неї.

Проведений аналіз показав, що в університеті сформовано значний архівний масив, який відображає багаторічну освітню, наукову, кадрову та організаційну діяльність НУВГП. Систематизація документів відповідно до строків зберігання, ведення облікової документації, контроль руху справ та дотримання нормативних вимог забезпечують впорядкованість архівної роботи та належний рівень організації документообігу.

Важливе значення має забезпечення умов фізичного збереження документів. Підтримання стабільного температурно-вологісного режиму, дотримання правил пожежної безпеки, контроль доступу до архівних матеріалів та впорядковане розміщення справ у межах архівосховища створюють необхідні умови для тривалого збереження документної інформації та запобігають її пошкодженню.

Разом із тим сучасні умови розвитку цифрових технологій поступово змінюють підходи до роботи з документами. Зростання кількості інформаційних запитів, збільшення обсягів документації та потреба в швидкому доступі до інформації зумовлюють необхідність подальшого вдосконалення окремих напрямів архівної діяльності. Насамперед це стосується подальшого вдосконалення використання електронного документообігу, зокрема в частині архівного опрацювання та зберігання документів.

Попри те, що в університеті електронні системи вже широко застосовуються, важливим залишається їх більш глибока інтеграція саме в архівну роботу, що дозволить підвищити оперативність пошуку документів та забезпечити зручніший доступ до інформації на етапі зберігання. У цьому ж контексті варто також говорити про розвиток цифрових архівних ресурсів та удосконалення автоматизованого обліку справ і запитів, що в сукупності сприятиме більш точному контролю руху документів та підвищенню ефективності їх опрацювання. Окремої уваги потребує й оновлення матеріально-технічного забезпечення архіву, адже сучасне обладнання є важливою умовою стабільного функціонування архівної системи та належного збереження документів.

Отже, система організації зберігання архівних документів у НУВГП відповідає основним вимогам сучасної архівної діяльності та забезпечує ефективну роботу з документною інформацією. Водночас подальше впровадження сучасних технологій і поступова оптимізація окремих процесів сприятимуть підвищенню ефективності архівної роботи та розширенню можливостей використання документних ресурсів університету.

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СОЦІАЛЬНО-ПОЛІТИЧНІ ТА ЕКОНОМІЧНІ ТРАНСФОРМАЦІЇ КВЕБЕКУ В ПЕРІОД «ТИХОЇ РЕВОЛЮЦІЇ» (1960–1968 РР.)

Анотація. Стаття присвячена комплексному аналізу соціально-політичних та економічних трансформацій у провінції Квебек протягом 1960–1968 рр., відомих в історіографії як «Тиха революція». У роботі досліджено перехід квебецького суспільства від традиціоналістської, клерикально-консервативної моделі до побудови модерної світської системи, заснованої на ідеях етатизму та соціального лібералізму. Ключову увагу приділено реформаторському курсу ліберального уряду Жана Лесажа, який став головним архітектором інституційних змін.

Автори аналізують ключові напрями модернізації, зокрема реформування системи освіти (секуляризація та запровадження безкоштовного навчання), охорони здоров'я, демократизацію виборчого права, оновлення цивільного й трудового законодавства, а також розбудову розгалуженої системи соціального захисту. В економічному контексті висвітлено процес націоналізації енергетичного сектору (створення корпорації «Гідроквебек») та формування потужного державного сектору під гаслом «Господарювати у власному домі». Доведено, що ці заходи забезпечили фінансову автономію провінції та зміцнили позиції фанкомовного населення в господарському житті регіону.

Окремий акцент зроблено на трансформації суспільної свідомості та національної ідентичності франкофонів (мовне питання). Досліджено причини занепаду впливу католицької церкви, радикалізації молодіжних рухів, виокремлення квебецького студентства із загальноканадського контексту та створення Квебекської партії. Обґрунтовано, що «Тиха

революція» стала каталізатором сучасного квебецького націоналізму, актуалізувавши питання суверенітету та статусу провінції в межах федерації. У висновках підкреслено, що результати реформ 1960-х років заклали фундамент сучасної моделі соціальної держави у Квебеку та досьогодні визначають вектор політичного дискурсу Канади.

Ключові слова: Квебек, «Тиха революція», національна ідентичність, економічний націоналізм, франкоканадці, канадська федерація.

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SOCIO-POLITICAL AND ECONOMIC TRANSFORMATIONS OF QUEBEC DURING THE PERIOD OF THE «QUIET REVOLUTION» (1960–1968).

Abstract. The article is devoted to a comprehensive analysis of socio-political and economic transformations in the province of Quebec during 1960–1968, known in historiography as the «Silent Revolution». The work examines the transition of Quebec society from a traditionalist, clerical-conservative model to the construction of a modern secular system based on the ideas of statism and social liberalism. Key attention is paid to the reformist course of the liberal government of Jean Lesage, who became the main architect of institutional changes. The authors analyze key areas of modernization, in particular, the reform of the education system (secularization and the introduction of free education), health care, the democratization of electoral law, the renewal of civil and labor legislation, as well as the development of an extensive system of social protection. In the economic context, the process of nationalization of the energy sector (creation of the Hydro-Québec corporation) and the formation of a powerful public sector under the slogan «Managing one's own home» is highlighted. It is proven that these measures ensured the financial autonomy of the province and strengthened the position of the French-speaking population in the economic life of the region.

A special emphasis is placed on the transformation of public consciousness and national identity of Francophones (the language issue). The reasons for the

decline in the influence of the Catholic Church, the radicalization of youth movements, the isolation of Quebec students from the all-Canadian context, and the creation of the Quebec Party are investigated. It is substantiated that the «Quiet Revolution» became the catalyst for modern Quebec nationalism, actualizing the issue of sovereignty and the status of the province within the federation. The conclusions emphasize that the results of the reforms of the 1960s laid the foundation for the modern model of the welfare state in Quebec and to this day determine the vector of Canada's political discourse.

Keywords: Quebec, «Quiet Revolution», national identity, economic nationalism, French-Canadians, Canadian federation.

Постановка проблеми. У 1960-х роках провінція Квебек зазнала глибоких соціально-політичних та економічних трансформацій, відомих як «Тиха революція» (1960–1968 рр.), які стали переломним етапом її історичного розвитку. Для цього періоду властиві передусім відхід від традиціоналістської моделі суспільства, яка ґрунтувалася на клерикальному консерватизмі та обмеженій ролі держави, а також формування світської системи з активним державним регулюванням, реформованою освітою та розвиненою соціальною політикою. Ключову роль у реалізації цих перетворень відіграв ліберальний уряд Жана Лесажа, реформаторський курс якого заклав основи нової інституційної структури провінції.

Водночас «Тиха революція» мала суперечливий характер. Модернізація економіки та розширення повноважень провінційної влади супроводжувалися глибокими змінами суспільної свідомості, зокрема формуванням національної самосвідомості франкомовного населення, посиленням автономістських прагнень і переосмисленням статусу Квебеку в межах канадської федерації. Секуляризація суспільного життя, зниження впливу католицької церкви, активізація студентського руху та зростання протестної активності засвідчили глибину цих трансформацій. У зв’язку з цим актуальним є комплексний аналіз «Тихої революції» як процесу системних змін, що поєднав інституційні реформи із трансформацією соціальних відносин і національної ідентичності.

Аналіз останніх досліджень та джерел. Проблематика «Тихої революції» у Квебеку ґрунтовно представлена в західній історіографії, де її розглядають як комплексний процес суспільних трансформацій. Узагальнюючі праці J. Dickinson, B.Young [3, 4] висвітлюють соціально-економічні передумови реформ і зростання ролі держави у формуванні нової моделі розвитку провінції. Політичний аспект змін, зокрема діяльність уряду Жана Лесажа, проаналізовано у працях J.-L. Roy [15], тоді як E. Black [1] розкриває ширший міжнародний контекст. Соціокультурні

трансформації, зокрема роль студентського руху та молодіжних середовищ, досліджуються у працях R. Lexier [13] та M. Kostash [8], а освітні реформи – у дослідженні М. Піджена [14]. В українській історіографії ця проблематика висвітлена меншою мірою і переважно має узагальнювальний характер. Зокрема в праця В. Журби [6] присвячена трансформації національної ідеї у Квебеку 1960-х рр. Важливим джерелом для нашої розвідки є також програмні документи, зокрема праця «La Solution» René Lévesque [9], яка відображає ідеологічні засади економічної політики того часу.

Попри значну кількість досліджень актуальним залишається комплексний аналіз взаємозв'язку соціально-економічних і політичних змін у квебецькому суспільстві.

Метою статті є комплексний аналіз соціально-політичних та економічних трансформацій у Квебеку в період «Тихої революції» (1960–1968 рр.), дослідження основних напрямів реформаторської політики уряду Жана Лесажа та визначення їхнього впливу на формування нової моделі суспільного розвитку і національної ідентичності франкомовного населення провінції.

Виклад основного матеріалу. Початок «Тихої революції» в Квебеку безпосередньо пов'язаний із перемогою на виборах 1960 р. Ліберальної партії на чолі з Жаном Лесажа, що стало відправною точкою для масштабних реформ. Новий уряд задекларував курс на всебічну модернізацію провінції, спрямовану на оновлення суспільного устрою франкомовного населення, підвищення рівня його добробуту та зміцнення національної ідентичності. Відтак попередня політична парадигма, яка тривалий час ґрунтувалася на принципі незмінності, поступилася місцем ідеології активних перетворень, відображеній у гаслах «Господарювати у власному домі!» та «Час для змін настав» [1, p. 180].

Важливо зазначити, що передумови для цих змін формувалися ще наприкінці 1950-х років XX ст. Поворотним моментом стала смерть прем'єра Моріса Дюплессі в 1959 р., яка фактично завершила епоху консервативного правління. Його наступники (Поль Сове, Антоніо Барретта) ініціювали перші спроби реформ, зокрема у сфері освіти, проте такі кроки не забезпечили політичної стабільності, що, зрештою, зумовило прихід до влади лібералів, налаштованих на системні зміни. З утвердженням уряду Жана Лесажа розпочалася реалізація широкомасштабної програми реформ, яка охопила практично всі сфери суспільного життя, а саме: політичну, економічну, соціальну та культурну. До складу урядової команди входив ряд представників прогресивного крила, які відіграли важливу роль у розробці та реалізації реформаторського курсу.

Насамперед зміни торкнулися політичної сфери. Було здійснено низку заходів, спрямованих на демократизацію виборчого процесу, зокрема переглянуто межі виборчих округів та обмежено фінансування передвиборчих кампаній. Важливим кроком стало також зниження вікового цензу для участі у виборах із 21 до 18 років, що розширило сферу політичного впливу молоді. Водночас суттєво посилилися повноваження провінційної влади, яка дедалі активніше заявляла про необхідність розширення автономії Квебеку в межах канадської федерації. Як наголошував Жан Лесаж, саме держава мала стати ключовим інструментом реалізації суспільних перетворень [4, p. 351]. Паралельно відбувалася глибока модернізація державного апарату. Урядова система зазнала суттєвого розширення та ускладнення, що знайшло відображення у створенні нових міністерств, зокрема у сферах культури, освіти та міжурядових відносин. Це сприяло підвищенню ефективності управління та заклало підвалини для формування сучасної моделі державного регулювання.

Одним із ключових напрямів реформ стала освітня сфера, яка на початку 1960-х років перебувала у кризовому стані. Рівень освіти серед франкомовного населення залишався значно нижчим порівняно з англомовним, а доступ до вищої освіти був обмеженим через її високу вартість. У відповідь на ці виклики було створено спеціальну комісію під керівництвом Альфонса Марі, яка розробила програму реформування освітньої системи. У результаті було запроваджено секуляризацію освіти, підвищено вік обов'язкового навчання (з 14 до 16 років), забезпечено безкоштовну середню освіту, реформовано систему управління школами та розширено доступ до університетської освіти через механізми державної підтримки (система державних кредитів, стипендій) [14].

Важливі зміни відбулися і в соціальній сфері. Створення Міністерства соціального захисту стало кроком до формування цілісної системи державного регулювання охорони здоров'я та соціальних послуг. Водночас ухвалення нового Цивільного кодексу у 1964 р. закріпило принцип юридичної рівності подружжя, а реформований Трудовий кодекс розширив права працівників, зокрема надавши державним службовцям право на страйк. Ці заходи свідчили про поступове утвердження соціальної держави як ключового елементу модернізаційної моделі Квебеку [3, p. 319].

Паралельно із соціальними реформами відбувалося формування нової суспільної свідомості, що стало одним із найважливіших наслідків «Тихої революції». Особливо помітним цей процес був серед молоді, насамперед франкоканадських студентів, які дедалі частіше інтерпретували модернізаційні зміни як складову боротьби за політичне та культурне самовизначення. У цьому контексті вони дистанціювалися від

загальноканадського політичного простору, концентруючи увагу на внутрішніх проблемах провінції. Це, у свою чергу, сприяло посиленню націоналістичних настроїв та поглибленню розмежування між франкомовною та англомовною спільнотами [13].

Варто зазначити, що франкоканадські студентські середовища не лише дистанціювалися від англомовних активістів, але й свідомо уникали організаційної співпраці з ними. Їхня діяльність дедалі більше зосереджувалася на соціально-економічних і культурних проблемах Квебеку, тоді як загальноканадські політичні процеси втрачали для них пріоритетне значення. Така тенденція призвела до інституційного та ідеологічного розриву між студентськими рухами різних мовних груп, що унеможливило формування спільних протестних ініціатив [8, p. 124].

Водночас реалізація масштабних реформ вимагала значних фінансових ресурсів. У період 1960/61–1966/67 рр. бюджет провінції збільшився більш ніж утричі – з 745 млн до 2,1 млрд доларів. Основними джерелами фінансування стали податкові надходження, федеральні трансферти, міжнародні кредити та доходи державних підприємств. У цьому контексті важливим пріоритетом економічної політики уряду Жана Лесажа було посилення ролі держави в економіці та розширення державного сектору.

Характерним відображенням цієї позиції стали його передвиборчі заяви 1962 р., в яких підкреслювалося, що Квебек має «стати господарем у власному домі» [15, p. 389–395].

Подальшим етапом реалізації цього політичного курсу стали переговори з федеральним урядом, ініційовані на початку 1962 р., щодо розширення фіскальних повноважень провінції. У результаті досягнутих домовленостей Квебек отримав більшу частку надходжень від федеральних податків на доходи фізичних і юридичних осіб, а також на майно. Крім того, провінція вийшла з низки спільних федеральних програм і натомість отримала додаткові податкові інструменти. Це суттєво посилило фінансову автономію провінції та створило економічні передумови для подальшого розвитку державного сектору [10].

На тлі розширення фінансових повноважень відбувалося й поступове зростання національної самосвідомості франкомовного населення. Ідея націоналізму еволюціонувала від культурно-ідентифікаційного явища до політичного інструменту, спрямованого на розширення автономії Квебеку, а в перспективі – на формування більшої політичної самостійності. У цьому контексті «Тиха революція» закріпила особливий статус Квебеку в межах канадської федерації та актуалізувала «квебекське питання» як одну з ключових проблем внутрішньої політики Канади.

Важливу роль у формуванні нового економічного курсу відігравали й представники урядової команди, зокрема Рене Левек, який як міністр природних ресурсів обґрунтовував необхідність активного державного втручання в економіку. Він наголошував, що в умовах економічної слабкості франкомовного населення саме держава має стати головним інструментом розвитку та економічного визволення Квебеку [9, p. 3].

Реалізація цієї концепції набула практичного втілення вже у 1963 р., коли було здійснено націоналізацію приватних енергетичних компаній та створено державну корпорацію «Гідроквебек». Унаслідок цього енергетичний сектор перейшов під контроль провінційної влади, що суттєво зміцнило роль держави в економічному регулюванні. «Гідроквебек» швидко перетворився на одного з провідних енергетичних операторів Північної Америки, а будівництво гідроелектростанції Манік-2 у 1965 р. стало символом економічної модернізації провінції. Паралельно формувалася система державних підприємств у стратегічно важливих галузях економіки, що посилило інституційну присутність держави в господарському житті регіону. До найважливіших новостворених структур належали Депозитно-кредитна каса Квебеку та Генеральна фінансова спілка. Крім того, було засновано низку державних підприємств у ключових секторах економіки: SIDBEC (металургія), SOQUEM (геологічна розвідка корисних копалин), REXFOR (лісова промисловість) та SOQUIP (видобуток нафти) [3, p. 323].

Водночас із економічними перетвореннями посилилася увага до мовного питання, що стало одним із визначальних чинників суспільного розвитку. У 1963 р. було створено Королівську комісію з питань двомовності та двокультурності, яка мала на меті дослідження мовної ситуації в Канаді та аналіз рівня представництва франкомовного населення у федеральних структурах. Комісія, очолювана франкоканадцем Анрі Лорендо та англоканадцем Девідсоном Дантоном, засвідчила наявність системних диспропорцій у доступі франкофонів до освіти, управлінських посад і ринку праці [16]. У підсумку було рекомендовано забезпечити рівноправність двох державних мов і культур як основу подальшого розвитку федерації.

На тлі цих процесів активізувалися й конституційні дискусії щодо статусу Квебеку. Восени 1964 р. була підготовлена так звана «формула Фултона-Фавро» [12], а у 1965 р. федеральний уряд опублікував Білу книгу «Зміни до Конституції Канади», започаткувавши дискусію про реформу конституційної системи [5]. Проте запропоновані зміни не задовольнили прихильників розширення автономії Квебеку, оскільки не закріплювали принципу повної рівноправності франко- та англоканадців, що призвело до фактичного провалу конституційного проєкту.

Паралельно відбувалися глибокі трансформації у сфері державно-релігійних відносин. Хоча католицька церква (провідна конфесія) спочатку підтримала модернізаційні зміни та ідеї «Тихої революції», її вплив на суспільний розвиток поступово зменшувався. Додатковим чинником цього процесу став II Ватиканський собор (1962–1965 рр.), який, за оцінкою сучасників, сприяв «лібералізації» релігійного життя в Квебеку.

Водночас реальний політичний і соціальний вплив церкви стрімко скорочувався, а з середини 1960-х рр. вона опинилася у стані інституційної кризи [7, с. 4].

Ключовим напрямом урядової політики стала секуляризація, тобто відокремлення церкви від державних інституцій. Після створення Плану страхування лікарень (1961 р.) та Департаменту освіти (1964 р.) католицька церква втратила контроль над системами охорони здоров'я та освіти, які традиційно перебували під її впливом. Відтак держава почала розглядатися як нейтральний інституційний арбітр, що представляє інтереси всього населення незалежно від релігійної належності [9].

Водночас «Тиха революція» супроводжувалася не лише мирними реформами, а й посиленням соціальної напруги та протестних рухів. Символічним проявом цих процесів став візит королеви Канади Єлизавети II до Квебеку в 1964 р., який виявив глибокі політичні й національні суперечності. Протести проти її перебування переросли у сутички з правоохоронними органами, що продемонструвало радикалізацію частини суспільства та трансформацію національного відродження у більш конфліктну форму політичної боротьби [17].

У подальшому на тлі поступового згасання початкової фази «Тихої революції» посилилася політична фрагментація націоналістичного руху. У 1966 р. Рене Левек позбувся членства в Ліберальній партії та ініціював створення політичного об'єднання, яке згодом еволюціонувало у Квебекську партію. Вона стала першою масовою політичною силою, що системно представляла ідеї суверенітету Квебеку, поєднуючи їх із концепцією економічної асоціації з Канадою [6, с. 116–117].

Офіційне завершення «Тихої революції» залишається дискусійним у науковій літературі. Частина дослідників пов'язує його з ухваленням у 1969 р. федерального закону про офіційне визнання французької мови, тоді як інші вважають символічною межею 1966 р., коли до влади повернулася Національна партія, що засвідчило зміну політичного балансу та часткову реакцію на реформи попереднього періоду. Зазначений закон закріпив рівноправний статус англійської та французької мов на рівні федеральних інституцій і гарантував громадянам право отримувати послуги органів державної влади обраною мовою [2].

Висновок. Отже, «Тиха революція» (1960–1968 рр.) стала переломним етапом у розвитку Квебеку, що супроводжувався глибокими соціально-політичними та економічними трансформаціями.

Реформаторська політика уряду Жана Лесажа зумовила перехід від клерикально-консервативної моделі суспільства до світської системи з розширеними функціями держави у сфері управління, соціальної політики та економічного регулювання. Секуляризація освіти й соціальних інституцій, ґрунтовна перебудова державного апарату, розширення соціальних гарантій і посилення ролі державного сектору стали ключовими складовими цих перетворень і визначили нові параметри суспільного розвитку провінції. Водночас зазначені трансформації супроводжувалися суттєвими зрушеннями у сфері суспільної свідомості, що виявилися у формуванні модерної національної ідентичності франкомовного населення, посиленні автономістських тенденцій і політизації мовного питання. У результаті «Тиха революція» не лише трансформувала соціально-економічну структуру Квебеку, а й актуалізувала «квебекське питання» як одну з ключових проблем канадської федерації, визначивши основні напрями її подальшого політичного розвитку.

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НАУКОВА СИСТЕМА УКРАЇНИ В УМОВАХ ПОСТРАДЯНСЬКОЇ ТРАНСФОРМАЦІЇ: МІЖ ІНТЕЛЕКТУАЛЬНОЮ АВТОНОМІЄЮ ТА ЕПІСТЕМІЧНОЮ ЗАЛЕЖНІСТЮ (1985–1996)

Анотація. У статті комплексно висвітлено складні процеси, що відбувалися в науковій сфері України під час розпаду радянської системи та становлення раннього пострадянського суспільства у 1985–1996 роках. Проаналізовано, як саме вітчизняне академічне середовище намагалося вибудувати власну інтелектуальну суб’єктність, з якими формами нової епістемічної залежності зіткнулося академічне середовище та у який спосіб проходила інституційна перебудова дослідницької сфери. У роботі з’ясовано передумови та етапи глибокої кризи, яка охопила радянську командну модель організації знань. Показано, як поступово слабшали механізми тоталітарного ідеологічного контролю за умов перебудови й гласності, а також як закладалися нові принципи роботи наукового сектору після того, як Україна проголосила державну незалежність. Окрему увагу приділено аналізу інституційного місця Академії наук УРСР та її наступниці, Національної академії наук України. Досліджено, як змінювалася система міжнародної комунікації вчених, чому академічна мобільність набула суперечливого характеру (зокрема, через масовий зовнішній та внутрішній «відтік мізків»), а також чому у глобальному науковому просторі виникли нові форми епістемічної асиметрії.

У дослідженні обґрунтовано, що ліквідація радянської адміністративної системи ще не означала автоматичного виникнення повністю автономного й когнітивно суверенного українського наукового середовища. Натомість транзитний період породив внутрішньо суперечливу модель розвитку науки. У межах цієї моделі прагнення до інтелектуальної емансипації та деконструкція радянських міфів щільно перепліталися зі структурною залежністю від західних академічних центрів, хронічним браком грошей та фактично периферійним становищем вітчизняних інститутів у світових ієрархіях знання. Доведено, що вимушений вихід на

міжнародну арену та залучення перших закордонних грантових програм (Міжнародного наукового фонду Дж. Сороса, асоціації INTAS) принесли не лише нові можливості для контактів. Вони одночасно змусили вітчизняну науку підпорядкуватися західним верифікаційним механізмам, перейти в англомовне середовище та підлаштуватися під транснаціональні системи наукової репрезентації.

Окремо охарактеризовано, як саме трансформувалося соціогуманітарне знання, як науковці переосмислювали радянські історіографічні схеми та засвоювали нові методологічні підходи, від постколоніальних студій до історії знання й інтелектуальної історії. На основі аналізу локальних джерел доведено, що злам у науковій сфері України наприкінці XX століття не варто зводити лише до матеріально-техничної чи інституційної кризи. Це був масштабний епістемологічний та геополітичний зсув, який повністю змінив правила виробництва, циркуляції та легітимації знань на всьому пострадянському просторі. Використовуючи підходи історії знання, студій науки і технологій (STS), постколоніальної теорії та соціології науки у тексті інтегровано категорії «епістемічної залежності», «когнітивного суверенітету» та «академічної периферійності». У підсумку зроблено висновок, що період 1985–1996 років став фундаментальним етапом, який заклав історичне підґрунтя для сучасних дискусій про наукову автономію, когнітивну безпеку та реальне місце України у світових координатах виробництва знання.

Ключові слова: Україна; пострадянська трансформація; історія науки; інтелектуальна суб'єктність; епістемічна залежність; когнітивний суверенітет; наукова комунікація.

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THE SCIENTIFIC SYSTEM OF UKRAINE UNDER THE CONDITIONS OF POST-SOVIET TRANSFORMATION: BETWEEN INTELLECTUAL AUTONOMY AND EPISTEMIC DEPENDENCE (1985–1996)

Abstract. The article comprehensively examines the complex processes that unfolded within the scientific sphere of Ukraine during the collapse of the Soviet system and the formation of early post-Soviet society between 1985 and 1996. It analyzes how the domestic academic community attempted to construct its own intellectual subjectivity, what forms of new epistemic dependency it

encountered, and how the institutional restructuring of the research sphere took place. The study clarifies the preconditions and stages of the deep crisis that engulfed the Soviet command model of knowledge organization. It demonstrates how the mechanisms of totalitarian ideological control gradually weakened under the conditions of perestroika and glasnost, as well as how new principles for the functioning of the scientific sector were established after Ukraine proclaimed state independence.

Particular attention is devoted to the institutional role of the Academy of Sciences of the Ukrainian SSR and its successor, the National Academy of Sciences of Ukraine. The article investigates how the system of international scholarly communication changed, why academic mobility acquired a contradictory character (particularly due to the large-scale external and internal "brain drain"), and why new forms of epistemic asymmetry emerged within the global scientific space.

The study substantiates that the dismantling of the Soviet administrative system did not automatically result in the emergence of a fully autonomous and cognitively sovereign Ukrainian scientific environment. Instead, the transitional period generated an internally contradictory model of scientific development. Within this model, aspirations toward intellectual emancipation and the deconstruction of Soviet myths were closely intertwined with structural dependence on Western academic centers, chronic financial shortages, and the effectively peripheral position of domestic institutions within global hierarchies of knowledge. It is demonstrated that the forced entry into the international arena and the involvement of the first foreign grant programs (the International Science Foundation of George Soros and the INTAS association) brought not only new opportunities for scholarly contacts. At the same time, they compelled Ukrainian science to conform to Western verification mechanisms, transition into the English-language academic environment, and adapt to transnational systems of scientific representation.

The article also characterizes the transformation of the social sciences and humanities, showing how scholars reconsidered Soviet historiographical frameworks and adopted new methodological approaches, ranging from postcolonial studies to the history of knowledge and intellectual history. Based on the analysis of local sources, it is argued that the transformation of Ukraine's scientific sphere at the end of the twentieth century should not be reduced merely to a material, technical, or institutional crisis. Rather, it constituted a large-scale epistemological and geopolitical shift that fundamentally altered the rules governing the production, circulation, and legitimation of knowledge throughout the post-Soviet space. Drawing upon the approaches of the history of knowledge, Science and Technology Studies (STS), postcolonial theory, and the sociology of

science, the text integrates the categories of “epistemic dependency,” “cognitive sovereignty,” and “academic peripherality.” In conclusion, the article argues that the period from 1985 to 1996 became a foundational stage that laid the historical groundwork for contemporary discussions concerning scientific autonomy, cognitive security, and Ukraine’s actual place within the global coordinates of knowledge production.

Keywords: Ukraine; post-Soviet transformation; history of science; intellectual subjectivity; epistemic dependency; cognitive sovereignty; Academy of Sciences; scientific communication.

Постановка проблеми та актуальність. Період з 1985 по 1996 рік приніс найрадикальніші зміни в українську науку. Ці процеси не вдасться пояснити, якщо бачити в них лише наслідок політичної перебудови чи вимушеного переходу до ринку. Коли централізована радянська командна система розпалася, робота більшості інститутів колишньої АН УРСР опинилася під загрозою. Наші наукові установи історично звикли працювати в умовах повної фінансової та управлінської залежності від союзних міністерств і відомств.

У ці переломні роки вітчизняна академічна спільнота рухалася стрімко і суперечливо. Науковці намагалися скинути ярмо радянського ідеологічного тиску, відкрити закриті лабораторії для світового співтовариства та закласти підвалини власної національної системи знань. Проте під час інтеграції у світовий простір українська наука отримала нові виклики. Замість повної свободи дослідники потрапили в умови іншої епістемічної залежності, правила якої відтепер диктували західні інституції та закордонні фонди.

Актуальність цієї теми зумовлена необхідністю відмовитися від спрощеного, суто економічного погляду на пострадянський академічний перехід. Якщо зводити тогочасну системну кризу лише до дефіциту фінансування, затримок заробітної плати чи руйнування матеріальної бази, ми пропустимо значно глибший процес. Ним є складне і тривале формування інтелектуальної суб’єктності України.

Сучасні хронічні проблеми вітчизняної науки (від ризиків для когнітивної безпеки та ізольованості українських журналів у базах Scopus чи Web of Science до мовних бар’єрів і масової еміграції вчених за кордон) мають чітке історичне коріння.

Вони стали прямим результатом тих поспішних тактик виживання, які українські дослідники та керівні структури, запроваджували в умовах гіперінфляції початку 1990-х років та раптового скасування замовлень для радянського оборонного сектору.

Наукова новизна дослідження полягає у критичному переосмисленні зламу 1985–1996 років за допомогою методології досліджень науки і технологій (STS) та інструментів постколоніальної теорії. Обидва підходи досі перебувають на периферії української історіографії науки.

Для аналізу матеріалу вперше системно застосовано концептуальний апарат категорій «когнітивного суверенітету» та «академічної периферійності». Вони допомагають зрозуміти, чому здобуття державної незалежності у 1991 році автоматично не гарантувало Україні реальної інтелектуальної автономії. Залучення локальних джерел про процеси реорганізації АН УРСР, становлення ВАК України та досвід перших грантових програм Фонду Сороса дозволяє інтегрувати український досвід у загальносвітовий науковий дискурс, який вивчає глобальні асиметрії знання та особливості інтелектуального транзиту в країнах колишнього соцтабору.

Аналіз останніх досліджень і публікацій. Проблематика трансформації наукової сфери в умовах розпаду СРСР та становлення незалежної України перебуває у полі уваги істориків науки, наукознавців і соціологів знання. Особливості функціонування радянської наукової системи, її централізований характер та взаємозв'язок науки з державною владою досліджували Л. Грем [7], А. Кожевніков [9] і П. Джозефсон [8]. Питання постсоціалістичної трансформації академічних інституцій та інтеграції наукових систем Центрально-Східної Європи до міжнародного простору висвітлено у працях М. Квєка [10].

Серед українських дослідників вагомий внесок у вивчення суспільних та інтелектуальних процесів перехідного періоду зробили Г. Касьянов [1], М. Попович [4] та Б. Малицький [3]. Проблеми наукової мобільності та збереження наукового потенціалу держави розглянуто у роботі Л. Юревич [13].

Теоретико-методологічну основу дослідження становлять концепція взаємозв'язку знання і влади М. Фуко [6], акторно-мережева теорія Б. Латура [11], світ-системний підхід І. Валлерстайна [12] та концепція академічної периферійності Р. Коннелл [5].

Попри наявність значної кількості праць, проблема трансформації української науки у 1985–1996 рр. досі не отримала комплексного висвітлення.

Недостатньо дослідженими залишаються питання співвідношення інституційної автономії та епістемічної залежності, впливу міжнародних грантових структур на академічне середовище та формування когнітивного суверенітету української науки, що й зумовлює актуальність даного дослідження.

Метою статті є комплексне історико-теоретичне дослідження того, як системно змінювався науковий комплекс України у 1985–1996 роках. У статті проаналізовано даний період в умовах руйнації радянської моделі організації знань та розбудови пострадянського академічного простору. Переосмислено інституційні, кадрові та методологічні зрушення у вітчизняній науці. Для цього використано концепції когнітивного суверенітету, епістемічної залежності та академічної периферійності. Такий підхід дозволяє виявити витоки сучасних структурних проблем українського інтелектуального середовища.

Для досягнення поставленої мети визначено та послідовно виконано кілька дослідницьких завдань. Насамперед проаналізовано передумови та перебіг кризи централізованої радянської моделі «Великої науки» (Big Science) в епоху перебудови. Також розкрито специфіку подвійного становища Академії наук УРСР у межах загальносоюзної командно-адміністративної архітектури.

Після цього досліджено правову та організаційну реорганізацію Академії наук України (згодом НАНУ) після проголошення державної незалежності. Детально схарактеризовано, як гіперінфляція, втрата оборонних замовлень СРСР та вимушена консервація інфраструктури вплинули на життєдіяльність наукових установ. Крім того, висвітлено суперечливу роль створення Вищої атестаційної комісії України (ВАК). Цей крок став вагомим етапом на шляху до суверенізації системи атестації кадрів, але водночас законсервував радянські бюрократичні практики.

Важливим завданням роботи стало вивчення пострадянської академічної мобільності та інтелектуальної еміграції у 1991–1996 роках. У цьому контексті з'ясовано асиметричну природу зовнішнього та внутрішнього «відтоку мізків» (brain drain). Також визначено, яку саме роль перша хвиля еміграції відіграла у формуванні специфічних інтелектуальних містків зі світовими науковими центрами в умовах структурної нерівності.

Окремо оцінено діяльність транснаціональних донорських організацій та наукових фондів, зокрема Міжнародного наукового фонду Дж. Сороса та програми INTAS. Виявлено їхній вплив на впровадження нових для українського середовища академічних практик, серед яких варто відзначити незалежне рецензування (peer review) та конкурсне фінансування. Водночас показано, як ці фонди створювали нові лінії підпорядкування.

Особливе місце у статті посідає аналіз методологічної трансформації соціогуманітарного сектору української науки. На основі залучених джерел простежено процеси деконструкції радянського ідеологічного наративу та повернення до наукового обігу раніше табуйованих тем, зокрема

Голодомору, Розстріляного відродження та інтелектуальної спадщини репресованих мислителів. Водночас виявлено ризики некритичного запозичення західних теоретичних моделей, які в окремих випадках лише заміщували попередній радянський канон без формування власної методологічної основи.

Виклад основного матеріалу. Друга половина 1980-х років стала епохою кардинальних трансформацій, які увійшли до новітньої історії як етап системної та незворотної дестабілізації всього радянського науково-технічного комплексу. Політика перебудови та гласності, яку розгорнуло вище партійно-державне керівництво СРСР на чолі з Михайлом Горбачовим, мала на меті модернізацію економіки через концепцію «прискорення».

Проте замість очікуваного технологічного прориву ці реформи оголили конструкційні вади та критичну вразливість інституційного каркасу, на якому трималася радянська наука.

Радянська модель організації та продукування знання історично формувалася як специфічний різновид державного капіталізму в царині інтелектуального виробництва. Ця система, відома у методології як «Велика наука» (Big Science), повністю спиралася на три фундаментальні опори, які визначали її структуру, логіку розвитку та межі дозволеного для вчених [9].

Першою такою опорою виступав абсолютний та жорсткий ідеологічний монізм [9]. Будь-яке наукове дослідження, незалежно від його галузі, мусило відповідати канонам марксистсько-ленінської філософії, а відхилення від партійної лінії трактувалося як політична нелояльність.

Другим наріжним каменем системи було централізоване відомче фінансування за командно-адміністративним принципом [9]. Розподіл ресурсів повністю залежав від рішень союзних міністерств і відомств у Москві, що позбавляло республіканські інституції фінансової гнучкості та стимулювало бюрократизацію управління.

Третім визначальним чинником було тотальне підпорядкування дослідницьких планів і пріоритетів потребам військово-промислового комплексу [9]. Левова частка наукового потенціалу, найкраще обладнання та передові кадри працювали на обслуговування оборонної сфери, що робило цивільні сектори науки вторинними та недофінансованими.

Коли Радянський Союз увійшов у фазу гострого економічного виснаження, а директивні методи управління продемонстрували свою неефективність, ця громіздка та надміру централізована архітектура стрімко втратила гнучкість та адаптивну здатність.

Академічний простір Української РСР у межах цієї загальносоюзної структури перебував у парадоксальному, подвійному становищі. З одного

боку, Академія наук УРСР, незмінно керована Борисом Патоном, мала у своєму розпорядженні колосальну матеріально-технічну інфраструктуру та формально користувалася республіканською автономією. З іншого боку, радянська академічна система відзначалася гіперцентралізацією: республіканські академії де-факто виконували функції регіональних філій єдиного загальносоюзного наукового масиву [7].

Стратегічно важливі рішення, від лімітів на закордонні відрядження й закупівлі імпортного лабораторного обладнання до фінансування передових програм у галузі матеріалознавства, електрозварювання чи кібернетики, монопольно координувалися союзними відомствами у Москві. Такий розподіл повноважень призводив до хронічного відтоку інтелектуальних результатів та наукових відкриттів з України до союзного центру, що суттєво обмежувало суб'єктність та самостійність українських дослідницьких шкіл.

Якщо розглядати радянську науку крізь призму класичної соціології знання та концепту «влади-знання», стає очевидним, що вона виконувала не стільки чисту пізнавальну (евристичну) функцію, скільки дисциплінарну та легітимаційну місію на службі радянської держави [6]. Наукове виробництво було насамперед елементом тотального державного нагляду, де ідеологічна чистота та лояльність результатів (особливо у соціогуманітарній сфері) контролювалися значно прискіпливіше, ніж їхня фактична наукова цінність.

Поступове послаблення цензурних лещат у 1986–1989 роках під тиском гласності запустило руйнівні для радянського ладу й незворотні для українського академічного середовища трансформації. Наукова спільнота республіки вперше отримала законну можливість відкрито критикувати бюрократичне свавілля та диктат з боку Президії АН СРСР і Державного комітету з науки і техніки.

Лібералізація режиму секретності, ліквідація «закритих тем» та відкриття спецсховищ у провідних бібліотеках республіки докорінно змінили інформаційну карту української науки. У попередні десятиліття контакти українських учених із західними колегами були поодиноким привілеєм, який ретельно фільтрувався та узгоджувався на рівні КДБ. Наприкінці 1980-х років ситуація змінилася: академічна мобільність почала трансформуватися з інструменту радянської культурної дипломатії в індивідуальну професійну практику окремих дослідників [8].

Прямим наслідком такої відкритості стало активне проникнення в український науковий дискурс новітніх західних методологічних парадигм. Йдеться насамперед про соціологію науки, а також соціальну історію та мікроісторію [11]. Цей методологічний імпорт створив підґрунтя для

поступового виходу українських інтелектуалів із тривалої радянської ізоляції.

Проте перші спроби налагодити рівноправний діалог із колегами зі США, ФРН чи Франції оголили глибоку структурну нерівність. Радянська наукова система критично відставала в питаннях інформаційно-когнітивної та технологічної інфраструктури, що заклало передумови для подальшого витіснення української науки на периферію світових дослідницьких процесів.

Найбільш болісно та травматично перехідний період відбився на гуманітарних дисциплінах. За радянської доби такі напрями, як історія КПРС, марксистсько-ленінська філософія чи науковий комунізм, мали суто ідеологічне призначення, а академічні установи (наприклад, Інститут історії) перебували під жорстким ідеологічним пресингом ЦК КПУ. Із фактичним зникненням цензури наприкінці 1980-х років розпочався хаотичний пошук нових методологічних орієнтирів. Будь-які історичні дослідження минулого України до цього часу були затиснуті в догматичні рамки концепції «вічної дружби братніх народів» та тези про буцімто прогресивний характер входження українських земель до складу Російської імперії та СРСР.

Падіння компартійного контролю наприкінці 1980-х років моментально перетворило гуманітарні науки на головний майданчик суспільно-політичної мобілізації та деконструкції радянських історичних міфів. Українські історики, соціологи та літературознавці сфокусували увагу на темах, які десятиліттями перебували під суворою забороною або свідомо фальсифікувалися офіційною Москвою. Цей інтелектуальний прорив став основою для формування нової національної ідентичності та переосмислення історичного шляху України.

Першочерговим завданням і головним дослідницьким пріоритетом тієї доби стало об'єктивне висвітлення трагедії Голодомору 1932–1933 років в Україні. Науковці почали масштабну роботу з розсекреченими архівами та свідченнями очевидців, щоб довести штучний характер геноциду, який радянська влада ретельно приховувала від світу.

Паралельно розпочався неупереджений аналіз діяльності Української Центральної Ради та всього досвіду розбудови української державності у 1917–1921 роках. Дослідники прагнули очистити імена лідерів українського визвольного руху від тавра «буржуазних націоналістів» і детально відтворити перші спроби створення суверенної республіки.

Не менш важливим напрямом стало розкриття реальних масштабів сталінського терору проти національної інтелігенції, відомої як «Розстріляне відродження». Академічна спільнота підняла пласти документів про

масові репресії, страти та заслання українських письменників, режисерів і митців, які свідомо нищилися радянським режимом у 1930-х роках.

Цей процес логічно завершився масштабним поверненням в науковий обіг прихованої та забороненої інтелектуальної спадщини українських мислителів і вчених XIX–XX століть. Праці діячів діаспори та репресованих на батьківщині інтелектуалів знову стали доступними, що дозволило відновити тяглість української наукової та філософської думки.

Цей етап відзначався вибуховим суспільним попитом на історичну правду. Це змусило такі авторитетні установи, як Інститут історії України та Інститут літератури ім. Т. Г. Шевченка, екстрено переглядати свої тематичні плани й повністю відмовлятися від марксистсько-ленінського понятійно-категоріального апарату [4]. Унаслідок цих внутрішніх трансформацій вітчизняне гуманітарне знання вийшло далеко за межі суто академічних кабінетів, перебравши на себе стратегічну суспільну функцію, а саме відновлення національної ідентичності та історичне обґрунтування прагнень України до здобуття державного суверенітету.

Водночас такий блискавичний розрив із радянським каноном спровокував глибоку методологічну кризу [5]. Отримавши раптовий доступ до західних теорій, від постструктуралізму до постколоніальних студій Едварда Саїда та Гаятрі Співак, українські дослідники нерідко вдавалися до механічного й некритичного копіювання закордонних концепцій. Відбулася своєрідна підміна: замість тривалого визрівання власної, суверенної методологічної мови, вітчизняні інституції поспіхом заміщували збанкрутілі радянські догми готовими західними теоретичними моделями, часто без належної їх адаптації до специфіки локального історичного та соціокультурного контексту.

Ба більше, глобальна академічна ієрархія, побудована на тотальному домінуванні англомовного дискурсу та потужних західних видавничих конгломератів, на початках сприймала українську гуманітаристику досить утилітарно – виключно як постачальника «сирого» архівного, польового чи етнографічного матеріалу. Монополію на концептуалізацію та теоретичні узагальнення західні центри залишали за собою [5]. Таким чином, звільнення від ідеологічного диктату Москви на межі 1980–1990-х років не привело автоматично до когнітивного суверенітету. Воно ознаменувало початок тривалої, асиметричної та складної інтеграції України у світову систему виробництва знання, де їй першопочатково було відведено роль інтелектуальної периферії.

Проголошення державної незалежності України у серпні 1991 року докорінно змінило правове поле та інституційну архітектуру національного наукового комплексу. Указом Президії Верховної Ради України

республіканська Академія наук УРСР була реорганізована в Академію наук України, яка з 1994 року набула статусу Національної академії наук України (НАНУ). Це рішення юридично закріпило за нею статус вищої самоврядної наукової установи нової держави.

Проте політична суверенізація відбувалася в умовах жорсткого макроекономічного колапсу, гіперінфляції та розриву традиційних виробничо-господарських зв'язків, що призвело до стрімкої деструктуризації колишньої радянської наукової інфраструктури.

Головним руйнівним чинником інституційної кризи початку 1990-х років стало різке припинення фінансування з боку військово-промислового комплексу колишнього СРСР. У радянський період значна частина досліджень провідних академічних установ України була інтегрована в загальносоюзну систему оборонних замовлень і міжгалузевих науково-виробничих зв'язків [3]. Після ліквідації союзних структур та проголошення Україною курсу на демілітаризацію і без'ядерний статус ці інституції втратили значну частину фінансової та виробничої бази, що спричинило глибоку кризу «великої науки» (Big Science) в Україні.

Через нищівну гіперінфляцію 1992–1994 років державне фінансування науки фактично перетворилося на символічне. Брак коштів став настільки гострим, що взимку лабораторії залишалися без опалення. У цих екстремальних обставинах президент НАН України Борис Патон ухвалив рішення діяти за сценарієм консервації: його головною метою став порятунок майнових комплексів, будівель та земельних ділянок Академії від хаотичної приватизації. Однак мізерні заробітні плати в умовах відкритих кордонів змусили тисячі кваліфікованих спеціалістів емігрувати на Захід або повністю змінити професію, пішовши у бізнес чи торгово-комерційну сферу.

Державних асигнувань заледве вистачало на оплату комунальних послуг академічних споруд та виплату базових окладів, які через інфляцію знецінювалися швидше, ніж нараховувалися вчені. Наукові інститути місяцями працювали в умовах віялових відключень електрики, а про купівлю сучасних закордонних реактивів, наукової періодики чи оновлення приладної бази взагалі не йшлося.

За таких умов тогочасне керівництво держави почало сприймати наукову царину не як стратегічний двигун модернізації, а як важкий фінансовий тягар перехідного періоду [1]. Академічна система занурилася у стан вимушеної інерції. Обрана Б. Патоном стратегія «консервації інфраструктури» дозволила захистити майновий фонд Академії від розкрадання [1]. Проте ціною цього виживання стало консервування застарілих радянських адміністративних методів управління, розширення

бюрократичного апарату та прогресуюче технологічне відставання українських лабораторій від світових стандартів.

Важливим кроком у напрямі створення власної, суверенної системи підготовки та сертифікації наукових кадрів стало заснування у 1992 році Вищої атестаційної комісії України (ВАК). Це дозволило повністю розірвати адміністративну залежність від Москви у царині присудження наукових ступенів кандидата й доктора наук. Проте, попри зміну вивісок та символіки, ВАК України майже повністю перейняв радянську бюрократизовану процедуру захисту дисертацій. Ця система оцінювала здобувачів за формальними кількісними показниками (наявність статей у суворо визначених вітчизняних відомчих збірниках), замість того, щоб стимулювати реальну інтеграцію українських авторів у міжнародне peer-reviewed (рецензоване) середовище.

Поєднання хронічного дефіциту фінансування, катастрофічного падіння соціального статусу вченого та відкриття кордонів спровокувало найпотужнішу в сучасній історії України хвилю інтелектуальної міграції, що отримала назву «відтік мізків» (brain drain). Процеси реконфігурації європейського освітньо-наукового простору в цей період супроводжувалися раптовою й глибокою соціальною та географічною стратифікацію. У цій системі провідні західні університетські центри виступили в ролі глобальних «акумуляторів капіталу», які почали масово абсорбувати висококваліфіковані кадри з країн колишнього соцтабору [10]. При цьому еміграція українських фахівців у 1991–1996 роках мала чітко виражений асиметричний характер і розвивалася у двох руйнівних для національного потенціалу вимірах.

Перший вимір – це зовнішній «відтік мізків». Країну залишали переважно спеціалісти у галузі точних, природничих та технічних наук: представники теоретичної фізики, вищої математики, молекулярної біології, генетики, комп'ютерних наук та матеріалознавства. Наукові результати цих фахівців мали універсальний характер і високий рівень конвертованості на світовому ринку праці. Головними векторами міграції стали США, Німеччина, Ізраїль, Велика Британія та Канада [13]. У такий спосіб західні наукові фонди та університети безкоштовно отримали готових інтелектуалів світового рівня, у підготовку яких українська держава свого часу інвестувала значні кошти, тоді як результати їхньої праці тепер збагачували іноземні економіки.

Другим, не менш небезпечним виміром став процес внутрішнього «відтоку мізків» (internal brain drain). Він виявився у масовому переході науковців у комерційні структури, сферу державного управління або навіть у стихійну торгівлю («човництво») всередині України. Тисячі молодих

дослідників та перспективних аспірантів були змушені залишити свої лабораторії заради банального фізичного виживання в умовах системної економічної кризи. Це спровокувало стрімке демографічне старіння українського наукового корпусу, деструкцію кадрової структури інститутів та болісний розрив тяглості поколінь у відомих вітчизняних наукових школах.

Втрата інтелектуального капіталу в перші роки незалежності мала подвійні наслідки для національного когнітивного суверенітету. З одного боку, міграція призвела до згортання або критичного ослаблення цілих наукових напрямів (наприклад, у сфері мікроелектроніки та обчислювальної техніки). З іншого боку, саме ця перша хвиля української наукової еміграції сформувала специфічні «інтелектуальні містки» між Україною та світовими дослідницькими центрами [2].

Учені, які виїхали, згодом часто ставали ініціаторами спільних міжнародних проєктів, залучали колишніх колег до закордонних стажувань та допомагали публікувати праці у авторитетних виданнях. Проте цей процес відбувався в умовах структурної нерівності: українські лабораторії у цих консорціумах дедалі частіше відігравали роль периферійних виконавців рутинної емпіричної роботи.

В умовах тотального інституційного вакууму та фактичної неспроможності держави фінансувати науку, вирішальним фактором виживання української академічної спільноти у першій половині 1990-х років стала зовнішня фінансова підтримка. Починаючи з 1992–1993 років, в Україні активізують діяльність транснаціональні донорські організації та наукові інституції, серед яких ключову роль відіграли Міжнародний науковий фонд (МНФ, відомий як Фонд Джорджа Сороса), європейська програма INTAS (Міжнародна асоціація сприяння співробітництву з науковцями незалежних держав колишнього СРСР), програми UNESCO та німецький Фонд Олександра фон Гумбольдта.

Діяльність Міжнародного наукового фонду Дж. Сороса в Україні впродовж 1993–1995 років мала безпрецедентний характер: тисячі українських фізиків, хіміків та біологів отримали екстрені індивідуальні гранти у розмірі 500 доларів США. В умовах тодішньої гіперінфляції це буквально врятувало сотні провідних дослідників від злиднів та змушеного розриву з наукою [1]. Фінансова допомога з боку МНФ та INTAS не лише забезпечила фізичне виживання людей, а й запустила глибоку ментальну та організаційну реконфігурацію всього дослідницького сектору. Грантові механізми фактично розмили монополію державних інституцій на розподіл фінансів і вперше продемонстрували вітчизняним фахівцям альтернативну, західну модель організації та оцінювання інтелектуальної праці.

Ці закордонні гранти інтегрували в українське академічне середовище принципово нові, раніше невідомі йому інституційні практики. Процес інтеграції розпочався з докорінної зміни підходів до оцінювання наукових робіт, формування прозорих критеріїв якості та руйнування старих номенклатурних ієрархій, які роками стримували розвиток вітчизняних досліджень.

Першим фундаментальним нововведенням стало впровадження системи незалежного анонімного рецензування (peer review). Ця практика спиралася на залучення незалежних експертів світового рівня, що дозволило суттєво мінімізувати суб'єктивний фактор, кумівство та прямий тиск з боку адміністративного чи номенклатурного апарату радянського зразка.

Наступним кроком став повний перегляд фінансової філософії дослідницького сектору. На зміну радянському зрівняльному відомчому розподілу бюджетних коштів прийшов прозорий конкурсний відбір проєктів, де фінансувалися безпосередньо перспективні та актуальні ідеї, а не формальний статус, гучні назви чи масштаби установ.

Ключовим елементом цієї нової академічної культури стала також чітка орієнтація на обов’язкове оприлюднення результатів праці на міжнародному рівні. Вимога публікувати отримані дані у закордонних журналах із високим імпакт-фактором змусила українських науковців швидко долати штучну ізоляцію, інтегруватися у світові дискусії та приймати універсальні правила гри глобального наукового простору.

Проте, якщо оцінювати цей процес крізь призму теорії світосистемного аналізу, гуманітарна та фінансова інтервенція західних фондів мала виражений асиметричний характер [12]. Грантові програми не ставили собі за мету комплексну модернізацію чи збереження національної наукової інфраструктури України як цілісної системи. Вони виконували селективну, вибіркову функцію, виокремлюючи найбільш перспективні інтелектуальні осередки або окремих учених та інтегруючи їх у глобальні дослідницькі мережі на правах молодших, підпорядкованих партнерів.

Ба більше, міжнародні фонди де-факто перебрали на себе функцію зовнішнього регулятора, який в односторонньому порядку визначав пріоритетні напрями досліджень, критерії їхньої академічної ефективності та легітимності знання [12]. Це заклало підвалини для переходу української науки від радянського централізованого ідеологічного контролю до нової форми підпорядкування, епістемічної залежності від глобальних західноцентричних інституцій.

Найбільш гостро ця залежність проявилася в соціогуманітарній сфері. Входження України до глобального академічного простору в часі збіглося зі стрімкою цифровізацією та утвердженням монопольного становища

англомовних наукометричних баз даних (Scopus, Web of Science). Глобальна система виробництва знання функціонує в межах жорсткої ієрархії «центр – периферія», де провідні англомовні журнали та західні видавничі доми володіють монополією на теоретичне узагальнення та верифікацію знання, тоді як локальним епістемічним спільнотам відводиться роль постачальників специфічного регіонального матеріалу [5].

Для українських гуманітаріїв це створило ситуацію так званого «мовного та інституційного бар'єра». Національні наукові традиції, які тривалий час були ізольовані в межах кириличного та радянського простору, виявилися практично невидимими для світового співтовариства. Спроби адаптуватися до вимог західних часописів часто вимагали від українських авторів штучного підлаштування локального історичного та культурного контексту під зрозумілі західному рецензенту теоретичні шаблони. У такий спосіб, пострадянська трансформація 1985–1996 років завершилася формуванням тривкої структури академічної периферійності України, коли внутрішні критерії науковості та успішності дослідника дедалі більше підпорядковувалися зовнішнім, транснаціональним механізмам легітимації знання.

Висновки з даного дослідження і перспективи подальших розвідок у даному напрямі. Пострадянська трансформація української науки у 1985–1996 роках постає як надзвичайно складний, багатовекторний та суперечливий процес, що супроводжувався одночасним руйнуванням радянської моделі організації знання та болісним формуванням нових механізмів функціонування академічної сфери. Політика перебудови та гласності створила передумови для послаблення жорсткого ідеологічного контролю, розширення міжнародних академічних контактів і поступового включення українських учених до глобального наукового простору. Водночас ці трансформаційні процеси розгорталися на тлі глибокої економічної кризи, інституційної нестабільності вітчизняних дослідницьких установ та вимушеного посилення їхньої залежності від зовнішніх механізмів фінансової і грантової підтримки.

У ході дослідження встановлено, що після проголошення незалежності України національна наукова система опинилася в умовах парадоксального поєднання інституційної автономізації та структурної периферійності. З одного боку, українська наука отримала реальну можливість самостійно формувати власний академічний простір, деконструювати радянські історіографічні догми та безпосередньо інтегруватися до міжнародних дослідницьких мереж. З іншого боку, тотальне домінування західних центрів виробництва знання, англомовного академічного середовища та глобальних систем наукової репрезентації призвело до швидкого

заміщення колишнього радянського диктату новими механізмами епістемічної залежності.

Особливо виразно ці процеси виявилися у гуманітарній сфері, де трансформація науки була тісно пов'язана з переосмисленням національної історичної пам'яті, розвитком новітніх методологічних підходів і становленням нової інтелектуальної суб'єктності України. Проте хронічне периферійне становище української гуманітаристики у світовому академічному просторі, зумовлене тривалою ізоляцією та мовними бар'єрами, суттєво обмежувало можливості повноцінної міжнародної репрезентації локальних дослідницьких традицій, залишаючи вітчизняні розвідки малопомітними для глобального співтовариства.

Обґрунтовано, що пострадянська академічна мобільність мала подвійний і глибоко асиметричний характер. Вона забезпечила перші канали інтеграції українських учених до глобальних наукових мереж, але в умовах внутрішнього інфраструктурного колапсу спровокувала масштабний відтік інтелектуального капіталу (brain drain) та значно поглибила кадрову кризу в науковій сфері. За таких обставин міжнародні грантові програми й транснаціональні академічні структури, що пропонували альтернативні джерела фінансування, поступово перетворювалися на провідні механізми регуляції та визначення пріоритетів локальної наукової діяльності в Україні.

Перспективи подальших досліджень у цьому напрямі пов'язані з поглибленим аналізом процесів епістемічної залежності пострадянських наукових систем та детальним вивченням трансформації міжнародної академічної комунікації в умовах глобальних асиметрій знання. Окремої уваги дослідників потребують проблеми інтелектуальної міграції, специфіка функціонування гуманітарних наук у периферійних академічних системах, а також потенціал сучасних цифрових технологій та концепції відкритої науки (Open Science) у контексті подолання історично сформованої залежності та модернізації сучасного українського наукового простору.

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МІННА БЕЗПЕКА В УКРАЇНІ ПІД ЧАС РОСІЙСЬКО-УКРАЇНСЬКОЇ ВІЙНИ У ПЕРІОД 2014-2015 РОКІВ

Анотація. У статті здійснено комплексний аналіз формування та функціонування системи мінної безпеки в Україні у період 2014-2015 років як складової державної політики у сфері безпеки, цивільного захисту та протимінної діяльності в умовах початкового етапу російсько-української війни. Проаналізовано особливості виникнення масштабного вибухонебезпечного забруднення територій Донецької та Луганської областей унаслідок активних бойових дій, інтенсивного застосування артилерії, мінно-вибухових засобів, нерозірваних боєприпасів та руйнування інфраструктури. Проаналізовано міжнародні та національні підходи до розуміння мінної безпеки, вибухонебезпечних залишків війни та гуманітарного розмінування. Встановлено, що мінна небезпека у досліджуваний період мала комплексний характер і поєднувала безпековий, гуманітарний, інфраструктурний та правовий виміри. Окрему увагу приділено дослідженню функціональних ролей суб'єктів системи мінної безпеки, зокрема Збройних Сил України, ДСНС України, правоохоронних органів, міжнародних організацій, неурядових операторів гуманітарного розмінування та місцевих органів влади. Обґрунтовано, що система мінної безпеки у 2014-2015 роках функціонувала як адаптивно-кризова багатосуб'єктна модель реагування, у межах якої взаємодія між суб'єктами мала переважно фрагментарний характер і значною мірою залежала від міжнародної технічної та гуманітарної підтримки. Запропоновано критерії оцінювання ефективності взаємодії суб'єктів системи мінної безпеки, серед яких: оперативність реагування, рівень координації, охоплення територій, зниження ризиків для населення та стійкість результатів. Доведено, що ефективність системи у досліджуваний період забезпечувала реагування на найбільш гострі загрози, однак ще не формувала повноцінної моделі стратегічного управління протимінною діяльністю. Здійснено порівняльний аналіз української системи мінної безпеки із положеннями Міжнародних

стандартів протимінної діяльності, а також із практиками Хорватії та Боснії і Герцеговини. Зроблено висновок, що мінна безпека в Україні у 2014-2015 роках сформувалася як окремий напрям державної політики в умовах гібридної війни та масштабного вибухонебезпечного забруднення територій.

Ключові слова: мінна безпека, протимінна діяльність, гуманітарне розмінування, IMAS, міжвідомча координація, цивільний захист, вибухонебезпечне забруднення територій.

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MINE ACTION AND EXPLOSIVE ORDNANCE RISK MITIGATION IN UKRAINE DURING THE RUSSIAN-UKRAINIAN WAR (2014–2015 PERIOD)

Abstract. Abstract. The article provides a comprehensive analysis of the formation and functioning of the mine action and explosive ordnance risk mitigation system in Ukraine during the period of 2014-2015 as a component of state policy in the fields of security, civil protection, and mine action under the conditions of the initial stage of the Russian-Ukrainian war. The study examines the specific features of large-scale explosive ordnance contamination in the territories of Donetsk and Luhansk regions caused by active hostilities, intensive use of artillery, mine-explosive devices, unexploded ordnance, and destruction of infrastructure. International and national approaches to understanding mine safety, explosive remnants of war, and humanitarian demining are analyzed. It has been established that mine hazards during the studied period had a complex nature and combined security, humanitarian, infrastructural, and legal dimensions. Particular attention is devoted to the analysis of the functional roles of the subjects of the mine action system, including the Armed Forces of Ukraine, the State Emergency Service of Ukraine, law enforcement agencies, international organizations, non-governmental humanitarian demining operators, and local authorities. It is substantiated that the mine action system in 2014-2015 functioned as an adaptive crisis-oriented multi-actor response model in which interaction among actors remained predominantly fragmented and largely depended on international technical and humanitarian assistance. Criteria for evaluating the effectiveness of interaction among the subjects of the mine action system are proposed, including responsiveness, level of coordination, territorial coverage,

reduction of risks for the population, and sustainability of results. It is proved that the effectiveness of the system during the studied period ensured a response to the most acute threats; however, it had not yet formed a fully developed model of strategic mine action governance. A comparative analysis of the Ukrainian mine action system with the provisions of the International Mine Action Standards (IMAS), as well as with the practices of Croatia and Bosnia and Herzegovina, has been conducted.

It is concluded that mine action and explosive ordnance risk mitigation in Ukraine during 2014-2015 evolved into a distinct direction of state policy under the conditions of hybrid warfare and large-scale explosive ordnance contamination of territories.

Keywords: mine action, humanitarian demining, International Mine Action Standards, interagency coordination, civil protection, explosive ordnance contamination of territories.

Постановка проблеми. У період 2014-2015 років, на початковому етапі російсько-української війни, територія України зіткнулася з масштабним і системним забрудненням вибухонебезпечними предметами, включаючи міни, нерозірвані боєприпаси та саморобні вибухові пристрої. Особливістю цього періоду стало стрімке та часто неконтрольоване застосування мінно-вибухових засобів у зоні бойових дій, що зумовило формування нових загроз для цивільного населення, військовослужбовців і критичної інфраструктури. Відсутність на той час цілісної національної системи протимінної діяльності, недостатня нормативно-правова врегульованість, обмежені інституційні спроможності та низький рівень координації між суб'єктами безпеки суттєво ускладнили процеси ідентифікації, обліку та нейтралізації мінної небезпеки.

Актуальність дослідження зумовлюється також тим, що саме у 2014-2015 роках були закладені базові підходи до формування системи мінної безпеки в Україні, які надалі трансформувалися під впливом міжнародних стандартів, зокрема стандартів протимінної діяльності (IMAS), та практичного досвіду гуманітарного розмінування.

Водночас наукове осмислення цього періоду залишається фрагментарним і потребує комплексного аналізу з позицій публічного управління, безпеки та ефективності організаційно-управлінських механізмів.

Отже, проблематика дослідження полягає у необхідності системного вивчення становлення мінної безпеки в Україні у 2014-2015 роках як складної багаторівневої системи, що функціонує в умовах гібридної війни, з метою виявлення її структурних недоліків, управлінських розривів і потенціалу для подальшого вдосконалення.

Аналіз останніх досліджень і публікацій засвідчує зростання наукового інтересу до проблематики мінної безпеки, гуманітарного розмінування та формування системи протимінної діяльності в умовах російсько-української війни. О. Бойко, П. Гаман та С. Павлов (2025) [1] акцентують увагу на взаємозв'язку державної політики, державного управління та гуманітарного розмінування. У матеріалах Міністерства економіки України (2017) [2] визначено значення імплементації міжнародних стандартів протимінної діяльності. Організація з безпеки і співробітництва в Європі у проєкті Building Ukrainian Humanitarian Mine Action Capacity [3] наголошує на важливості розвитку національного потенціалу гуманітарного розмінування та інституційної спроможності України у сфері мінної безпеки. Європейська Комісія у матеріалі щодо досвіду Хорватії [4] акцентує увагу на довготривалому характері подолання мінного забруднення та ролі цивільно координованої моделі управління протимінною діяльністю. Міжнародні стандарти протимінної діяльності IMAS [5] визначають базові принципи організації національних систем протимінної діяльності. Human Rights Watch у технічному звіті щодо мін в Україні (2015) [6] звертає увагу на масштабне використання мін і вибухонебезпечних предметів у зоні конфлікту та гуманітарні наслідки для цивільного населення. У дослідженнях Geneva International Centre for Humanitarian Demining [8] акцентовано увагу на необхідності формування національних спроможностей і централізованого управління у сфері протимінної діяльності. А. Плокшто та А. Демеско (2017) [9] аналізують особливості озброєння та тактики бойових дій у 2014-2015 роках. У документах Конвенції про заборону протипіхотних мін [10] та матеріалах Міжнародного Комітету Червоного Хреста [11] підкреслюється гуманітарний характер мінної небезпеки та необхідність системного інформування населення щодо ризиків. Mine Action Review [12] акцентує увагу на низькому рівні інституційної спроможності України у сфері протимінної діяльності у 2014–2015 роках, а також на потребі розвитку систем координації, контролю якості та управління інформацією.

Метою статті є комплексний аналіз особливостей формування та функціонування системи мінної безпеки в Україні у період 2014-2015 років, а також обґрунтування напрямів удосконалення державної політики у сфері протимінної діяльності з урахуванням національного досвіду та міжнародних стандартів.

Виклад основного матеріалу дослідження. Формування системи мінної безпеки в Україні у 2014-2015 роках було зумовлене початком російсько-української війни, трансформацією частини територій Донецької та Луганської областей у зону інтенсивних бойових дій, появою лінії

зіткнення, руйнуванням звичних механізмів цивільної безпеки та стрімким поширенням вибухонебезпечного забруднення. На відміну від класичних постконфліктних ситуацій, коли гуманітарне розмінування розгортається після завершення активної фази війни, український випадок 2014-2015 років характеризувався одночасним існуванням трьох процесів: веденням бойових дій, невідкладним реагуванням на мінно-вибухові загрози та поступовим формуванням первинної інституційної моделі протимінної діяльності. Дана обставина визначила специфіку мінної безпеки як складної управлінської проблеми, пов'язаної із захистом цивільного населення, забезпеченням доступу до територій, відновленням інфраструктури та координацією дій державних і міжнародних суб'єктів.

Згідно з підходом міжнародної протимінної практики, вибухонебезпечні залишки війни охоплюють міни, нерозірвані артилерійські снаряди, мінометні боєприпаси, гранати, ракети, саморобні вибухові пристрої та інші небезпечні предмети, що залишаються після бойових дій і становлять загрозу для населення та територій [3]. Погоджуємось із таким підходом, оскільки для України загроза включала масштабний спектр вибухонебезпечних предметів, характерний для інтенсивного артилерійського та позиційного конфлікту.

Початковий етап російсько-української війни створив принципово нове безпекове середовище для України, яке характеризувалося високою динамікою бойових дій, нечіткістю лінії розмежування, активним застосуванням артилерії, мінометів, реактивних систем залпового вогню, інженерних загороджень, а також фрагментацією контролю над окремими територіями.

У таких умовах мінна небезпека виникала як результат масового накопичення нерозірваних боєприпасів після обстрілів, залишення боєприпасів на місцях боїв, руйнування складів, переміщення військової техніки та утворення стихійних небезпечних зон.

Міжнародний Комітет Червоного Хреста вже у вересні 2014 року фіксував, що інтенсивні бойові дії залишили значну кількість нерозірваних боєприпасів, у зв'язку з чим організація почала оцінювання ситуації та інформаційну кампанію щодо ризиків від мін і вибухонебезпечних залишків війни [11]. У січні 2015 року МКЧХ повідомляв про розповсюдження 150 тис. інформаційних листівок і 3 тис. плакатів щодо небезпеки вибухонебезпечних залишків війни, а також про передачу ДСНС України обладнання для підтримки робіт з очищення територій у Донецькій і Луганській областях [11]. Дані підтверджують, що вже у 2014-2015 роках мінна небезпека в Україні була визнана гуманітарним викликом, який потребував системного реагування.

В. Михненко, аналізуючи причини та наслідки війни на сході України, підкреслює, що збройний конфлікт у Донбасі не може бути пояснений лише внутрішніми соціально-економічними чинниками регіону, оскільки матеріальні та економічні обставини не були достатніми умовами для виникнення збройного конфлікту [7]. Для дослідження мінної безпеки принципово важливо, що мінне забруднення 2014-2015 років стало результатом зовнішньо детермінованої воєнної агресії, що трансформувала території цивільного життя у простір довготривалої вибухонебезпечної загрози. Водночас частково доповнюємо зазначений підхід: для мінної безпеки важливим є управлінська спроможність держави швидко адаптувати інституції цивільного захисту, оборони та гуманітарного реагування до нової форми небезпеки.

Варто зазначити, що масштаби вибухонебезпечного забруднення у 2014-2015 роках швидко перевищили можливості звичайного реагування аварійно-рятувальних та військово-інженерних підрозділів. За даними Mine Action Review, Україна за підсумками 2014-2015 років мала низькі показники програмної ефективності у сфері протимінної діяльності: у 2015 році загальний performance score становив 4,4 бала, а у 2014 р. - 4,9 бала, що було оцінено як poor performance [12]. Оцінка доводить – система мінної безпеки в Україні перебувала на етапі первинного формування й не мала належно розвинених стандартів, процедур, баз даних, механізмів планування та міжвідомчої координації.

Окремі міжнародні звіти також фіксували значні масштаби потенційного забруднення. У документі, підготовленому в межах Конвенції про заборону протипіхотних мін, зазначалося, що попередні оцінки вказували на приблизно 7 тис. км² звільнених територій у Донецькій і Луганській областях, які містили або могли містити протипіхотні міни, нерозірвані боєприпаси та вибухонебезпечні залишки війни [10]. Документ дає підстави ретроспективно стверджувати, що у 2014-2015 роках формувався масштабний і тривалий виклик для національної безпеки. Також Human Rights Watch у технічному огляді 2015 року звертала увагу на наявність різних типів мін і вибухонебезпечних предметів у зоні конфлікту, що свідчило про неоднорідний характер забруднення та складність його подальшого документування й очищення [6].

Таблиця 1

Ключові передумови формування системи мінної безпеки в Україні у 2014-2015 роках

Група передумов	Зміст прояву у 2014-2015 роках	Наслідки для формування системи мінної безпеки
Військово-політичні	Початок російсько-української війни, поява лінії зіткнення, інтенсивні бойові дії в Донецькій і Луганській областях	Мінна небезпека стала складовою воєнної загрози та потребувала інтеграції у систему оборонного й цивільного реагування
Територіальні	Забруднення прифронтових, звільнених і суміжних територій вибухонебезпечними предметами	Виникла потреба у картографуванні, маркуванні, пріоритизації та обліку небезпечних ділянок
Гуманітарні	Загроза життю цивільного населення, дітей, працівників інфраструктури, гуманітарних організацій	Мінна безпека набула людиноцентричного змісту й почала розглядатися як елемент захисту цивільного населення
Інституційні	Залучення ЗСУ, ДСНС, правоохоронних органів, міжнародних організацій, волонтерських і неурядових структур	Виявилась потреба у міжвідомчій координації, розподілі повноважень і єдиних процедурах
Ресурсні	Обмеженість спеціалізованого обладнання, підготовлених кадрів, засобів маркування та інформаційних систем	Першочергового значення набули міжнародна допомога, навчання персоналу та матеріально-технічне забезпечення
Нормативно-правові	Відсутність на той час цілісного спеціального закону про протимінну діяльність	Система реагування спиралася переважно на фрагментарні норми цивільного захисту, оборони та безпеки
Інформаційно-аналітичні	Недостатність єдиної бази даних, складність доступу до територій, нестабільність лінії зіткнення	Ускладнювалося планування, оцінювання масштабів забруднення та визначення пріоритетів очищення

Авторська розробка.

Узагальнення наведених передумов дає підстави стверджувати, що мінна безпека у 2014-2015 роках формувалася як кризова модель реагування на швидко зростаючу загрозу. Її основу становили оперативні дії військових, рятувальних і гуманітарних структур, однак відсутність цілісної нормативної рамки та єдиного центру координації зумовлювала фрагментарність управління.

Важливою передумовою формування системи мінної безпеки стала необхідність залучення різних суб'єктів із відмінними функціями: військових підрозділів, ДСНС, правоохоронних органів, міжнародних організацій, місцевих адміністрацій і громадських структур. Я. Затько, аналізуючи особливості правового регулювання протимінної діяльності, зазначає, що дослідники розглядали значення гуманітарного розмінування для України та визначення пріоритетних напрямів роботи спеціалізованих державних структур, а також питання розмінування територій, де відбувалися воєнні конфлікти [14]. Така наукова позиція переводить проблему розмінування з площини окремих технічних дій у площину державної політики. Частково погоджуємось із цим підходом, але вважаємо, що для аналізу 2014-2015 рр. потрібно окремо підкреслити часовий розрив між фактичним виникненням мінної загрози та подальшою нормативною інституціоналізацією протимінної діяльності. Розрив пояснює, чому початковий етап характеризувався недостатньою координацією, обмеженою аналітикою та залежністю від міжнародної технічної допомоги.

Однією з ключових проблем 2014-2015 років була відсутність повноцінної спеціальної законодавчої бази у сфері протимінної діяльності. На той час Україна не мала цілісного закону, який би системно визначав поняття протимінної діяльності, суб'єктів, механізми координації, стандарти очищення, порядок сертифікації операторів, вимоги до якості робіт і механізми інформаційного управління. Тому реагування на мінну небезпеку здійснювалося на основі норм, пов'язаних із цивільним захистом, обороною, діяльністю ДСНС, військово-інженерним забезпеченням та міжнародними гуманітарними підходами. Зокрема, Mine Action Review у 2016 році звертала увагу, що Україна мала проблеми з національними стандартами протимінної діяльності, звітуванням про прогрес, системою land release та загальною ефективністю програми у 2014-2015 роках [12]. Водночас важливо не абсолютизувати критику, адже у 2014-2015 роках Україна діяла в умовах активної війни, обмеженого доступу до частини територій і постійної зміни безпекової ситуації, що суттєво ускладнювало впровадження класичних стандартів гуманітарного розмінування.

Особливістю 2014-2015 років. було те, що мінна небезпека формувалася в умовах змішаного характеру бойових дій. Йшлося про

складну сукупність небезпечних факторів: нерозірвані боєприпаси після обстрілів, залишені боєприпаси, небезпечні ділянки поблизу блокпостів, зруйновані об'єкти, заміновані або підозрювані території біля транспортних шляхів, житлових районів і сільськогосподарських земель. А. Плокшто, досліджуючи озброєння, застосоване в українському конфлікті 2014-2015 років, звертає увагу на різноманітність наземних засобів ураження та зміну тактичних підходів у бойових діях на Донбасі [9]. Погоджуємось із тим, що характер озброєння і тактики безпосередньо впливав на масштаби вибухонебезпечного забруднення. Водночас принциповим є розуміння того, що різноманітність джерел небезпеки вимагала від держави створення системи обліку, попередження населення, пріоритизації територій і міжвідомчого управління ризиками.

Мінна небезпека у 2014-2015 роках мала чотири ключові виміри: безпековий, гуманітарний, інфраструктурний і правовий. Безпековий вимір полягав у загрозі для військових і цивільних осіб; гуманітарний – у необхідності інформування населення та запобігання травмуванню; інфраструктурний – у перешкоджанні відновленню доріг, енергетичних об'єктів, водопостачання та житла; правовий – у потребі виробити правила, стандарти й відповідальність суб'єктів протимінної діяльності.

Таблиця 2

Фактори, що визначили характер мінної безпеки в Україні у 2014-2015 роках

Фактор	**Прояв у досліджуваний період**	**Управлінський наслідок**
Активна фаза бойових дій	Постійне утворення нових небезпечних ділянок	Неможливість повного очищення територій до стабілізації безпекової ситуації
Нестабільність лінії зіткнення	Обмежений або відсутній доступ до частини територій	Складність обліку, маркування та перевірки небезпечних зон
Масове застосування артилерії	Накопичення нерозірваних боєприпасів	Розширення поняття мінної безпеки до ширшої категорії вибухонебезпечних залишків війни

Фактор	Прояв у досліджуваний період	Управлінський наслідок
Вразливість цивільного населення	Ризики для мешканців прифронтових громад, дітей, працівників комунальних служб	Необхідність програм інформування населення про ризики
Обмеженість ресурсів	Недостатність техніки, кадрів, засобів захисту та інформаційних систем	Залежність від міжнародної допомоги та пріоритизація найбільш небезпечних територій
Нормативна фрагментарність	Відсутність спеціального закону про протимінну діяльність у 2014-2015 роках	Нерівномірність координації та відсутність єдиної управлінської моделі
Міжнародна підтримка	Залучення МКЧХ, міжнародних протимінних організацій, гуманітарних партнерів	Початок адаптації української практики до міжнародних стандартів

Авторська розробка.

Отже, саме у 2014-2015 роках мінна безпека почала формуватися як окремий напрям державної політики, хоча ще не мала завершеного правового й організаційного оформлення.

У 2014-2015 роках Збройні Сили України були одним із ключових суб'єктів реагування на мінну небезпеку, оскільки саме військові підрозділи діяли у безпосередній близькості до районів бойових дій, здійснювали інженерне забезпечення, обстеження небезпечних ділянок у межах військових потреб, забезпечували проходження військ, захист позицій, а також брали участь у знешкодженні вибухонебезпечних предметів у контрольованих районах. Саме тому роль ЗСУ в інституційній архітектурі мінної безпеки мала подвійний характер.

З одного боку, військові інженерні підрозділи володіли необхідними професійними компетентностями для роботи з вибухонебезпечними предметами.

З іншого боку, їхня діяльність була обмежена умовами активних бойових дій, режимом доступу до територій, пріоритетністю військових завдань та відсутністю на той час повністю сформованої національної системи гуманітарного розмінування. Саме цей дуалізм зумовлював

управлінську проблему: військова спроможність була необхідною, але недостатньою для побудови людиноцентричної системи мінної безпеки.

Mine Action Review у звіті щодо України за 2014-2015 роки зазначала, що держава зробила певний прогрес у напрямі створення законодавства та національної програми протимінної діяльності, однак система ще не забезпечувала належного рівня координації й ефективного виконання завдань розмінування. У 2015 р. загальна оцінка програмної ефективності України становила 4,4 бала, а у 2014 р. – 4,9 бала, що було визначено як низький рівень результативності [12]. Це свідчить, що навіть за наявності окремих спроможних суб'єктів, включно із військовими, системна архітектура управління залишалася недостатньо розвиненою.

ДСНС України у 2014-2015 роках виконувала ключову роль у площині цивільного захисту, зокрема щодо виявлення, вилучення та знешкодження вибухонебезпечних предметів на територіях, доступних для державних служб, а також у забезпеченні безпеки населення. Її функціональна роль відрізнялася від ролі ЗСУ тим, що була більш наближеною до потреб цивільних громад, об'єктів житлової, транспортної, енергетичної та соціальної інфраструктури. Саме через ДСНС мінна безпека набувала не лише військового, а й гуманітарно-адміністративного виміру. Погоджуємось із підходом О. Бойко, П. Гамана та С. Павлова, які акцентували увагу на зв'язку між державною політикою, організацією гуманітарного розмінування та структурою державного управління у цій сфері [1]. Для нашої теми цей підхід є продуктивним, оскільки дозволяє побачити ДСНС не лише як виконавця окремих робіт, а як елемент ширшої системи державного реагування. Водночас для періоду 2014-2015 рр. слід уточнити, що така система ще не мала завершеної управлінської вертикалі, а діяльність ДСНС значною мірою залежала від локальної безпекової ситуації, доступності територій, взаємодії з військовими та міжнародної матеріально-технічної підтримки.

Правоохоронні органи та спеціальні служби у 2014-2015 роках виконували допоміжну, але важливу роль у системі мінної безпеки. Їхні функції були пов'язані з охороною місць виявлення вибухонебезпечних предметів, документуванням інцидентів, забезпеченням правопорядку, розслідуванням злочинів, пов'язаних із незаконним обігом вибухових матеріалів, а також взаємодією з військовими й рятувальними структурами. У прифронтових регіонах діяльність набула особливого значення, оскільки мінна небезпека впливала не лише на фізичну безпеку, а й на криміногенну ситуацію, переміщення населення, доступ гуманітарних організацій та стабільність місцевого управління. Тому правоохоронні органи доцільно розглядати як суб'єктів забезпечення безпечного середовища, правової

фіксації та підтримки режиму безпеки, але не як основних виконавців гуманітарного очищення територій.

Неурядові структури та міжнародні оператори гуманітарного розмінування стали важливою частиною інституційної архітектури мінної безпеки. Їхня роль особливо посилилася з 2015 року, коли в Україні почали працювати спеціалізовані міжнародні організації, орієнтовані на гуманітарне розмінування, нетехнічне обстеження, освіту з ризиків та підтримку громад. The HALO Trust зазначає, що його українські співробітники здійснювали роботи з очищення територій у східних регіонах, зокрема в районах Краматорська та Маріуполя, з 2015 року. Організація також підкреслює, що її робота починається з інформування про мінні ризики та нетехнічного обстеження, що дає змогу збирати дані про тип, масштаб і щільність вибухонебезпечного забруднення [13]. Таким чином, неурядові структури виконували функцію інституційного посередництва між міжнародними стандартами, місцевими громадами та державними органами, поширюючи культуру безпечної поведінки, збору первинної інформації, формуванню довіри в громадах і підвищенню прозорості процесів протимінної діяльності.

Водночас участь значної кількості міжнародних і недержавних акторів створювала координаційні ризики. За відсутності єдиного національного центру управління у 2014-2015 роках виникала небезпека дублювання функцій, різних підходів до обліку територій, неоднакових процедур звітування та складності інтеграції даних у загальнодержавну систему.

Таблиця 3

Інституційні суб'єкти системи мінної безпеки України у 2014-2015 рр. та їхні функціональні ролі

Суб'єкт	**Основні функції у 2014-2015 рр.**	**Управлінське значення**	**Основні обмеження**
Збройні Сили України	Інженерне забезпечення, реагування у районах бойових дій, робота з небезпечними ділянками в межах військових завдань	Забезпечення первинної безпеки у воєнному середовищі	Пріоритет військових завдань над гуманітарним очищенням територій

Суб'єкт	Основні функції у 2014-2015 рр.	Управлінське значення	Основні обмеження
ДСНС України	Виявлення, вилучення та знешкодження вибухонебезпечних предметів на доступних територіях, захист цивільного населення	Перенесення мінної безпеки у площину цивільного захисту	Обмежені ресурси, залежність від доступу до територій і підтримки партнерів
Правоохоронні органи	Охорона місць виявлення небезпечних предметів, документування інцидентів, забезпечення правопорядку	Правове супроводження та підтримка безпеки громад	Відсутність провідної ролі у спеціалізованому гуманітарному розмінуванні
Міжнародні організації	Методична, технічна, навчальна, координаційна та гуманітарна підтримка	Передача стандартів, процедур і моделей координації	Залежність ефективності від взаємодії з державними органами
Міжнародні та національні неурядові організації	Освіта з мінної небезпеки, нетехнічне обстеження, очищення територій, робота з громадами	Посилення гуманітарного компонента мінної безпеки	Потреба у сертифікації, стандартизації та інтеграції в єдину систему
Місцеві органи влади та громади	Передача інформації про небезпечні ділянки, комунікація з населенням, підтримка доступу до територій	Локалізація мінної безпеки на рівні громад	Недостатність повноважень, ресурсів і спеціалізованих знань

Авторська розробка.

Важливо також зазначити, що у 2017 році Україна прийняла пакет із 42 міжнародних стандартів протимінної діяльності, які містили процедури та вимоги до проведення розмінування [2]. Саме досвід 2014-2015 років продемонстрував потребу в уніфікації процедур для військових, ДСНС, МВС, інших відомств та організацій. Отже, інституційну архітектуру системи мінної безпеки України доцільно визначити як багатосуб'єктну кризову модель протимінного реагування, у межах якої військові, рятувальні, правоохоронні, міжнародні, неурядові та місцеві суб'єкти виконували взаємодоповнювальні, але недостатньо нормативно узгоджені функції.

Оцінювання ефективності взаємодії суб'єктів системи мінної безпеки у 2014-2015 роках потребує аналізу того, наскільки їхні дії були узгодженими, оперативними, територіально охоплюючими та спрямованими на зниження ризиків для цивільного населення. Ефективність доцільно як здатність системи забезпечити повний управлінський цикл: виявлення небезпеки, передачу інформації, ухвалення рішення, реагування, інформування населення, документування результатів і запобігання повторним ризикам. Для аналізу взаємодії суб'єктів системи мінної безпеки пропонуємо використовувати чотири ключові критерії: оперативність реагування, рівень координації, охоплення територій і зниження ризиків для населення:

– *оперативність реагування:* відображає здатність суб'єктів швидко отримувати інформацію про небезпечні предмети, передавати її відповідальним службам і організовувати первинні заходи безпеки. У 2014-2015 роках даний критерій був критично важливим, оскільки небезпечні предмети часто виявлялися у населених пунктах, поблизу доріг, об'єктів інфраструктури, місць проживання цивільних осіб. Однак оперативність значною мірою залежала від доступності території, безпекової ситуації та наявності поблизу спеціалізованих підрозділів;

– *рівень координації:* характеризує узгодженість дій Збройних Сил України, ДСНС, правоохоронних органів, місцевих адміністрацій, міжнародних організацій і неурядових операторів;

– *охоплення територій:* відображає здатність системи не лише реагувати на окремі інциденти, а й працювати з просторовим масштабом забруднення. У 2014-2015 роках критерій був одним із найслабших, оскільки повне картографування небезпечних територій було ускладнене активними бойовими діями, переміщенням лінії зіткнення, обмеженим доступом і браком єдиної бази даних;

– *зниження ризиків для населення:* є найбільш людиноцентричним критерієм. Він охоплює інформування населення, навчання безпечної поведінки, маркування небезпечних зон і зменшення кількості інцидентів серед цивільних.

Таблиця 4

Критерії оцінювання ефективності взаємодії суб'єктів мінної безпеки України у 2014-2015 рр.

Критерій	**Зміст критерію**	**Показники оцінювання**	**Стан у 2014–2015 рр.**
Оперативність реагування	Швидкість отримання, передачі та реалізації інформації про небезпеку	Час реагування, доступність підрозділів, здатність швидко обмежити доступ до небезпечної ділянки	Нерівномірна; залежала від безпекової ситуації та доступу до територій
Рівень координації	Узгодженість дій державних, міжнародних і недержавних суб'єктів	Наявність каналів обміну інформацією, координаційних платформ, спільного планування	Початковий; посилювався завдяки міжнародній підтримці, але не був повністю інституціоналізований
Охоплення територій	Здатність системно працювати з масштабом забруднення	Обстежені території, наявність картографування, пріоритизація робіт	Обмежене; ускладнене бойовими діями та неповнотою даних
Зниження ризиків для населення	Реальне зменшення небезпеки для цивільних осіб	Інформування населення, кількість навчальних матеріалів, попередження інцидентів	Частково забезпечувалося через інформаційні кампанії та гуманітарну підтримку
Стійкість результату	Здатність системи не лише реагувати, а й накопичувати управлінську спроможність	Стандарти, база даних, підготовка кадрів, контроль якості	Перебувала на етапі становлення

Авторська розробка.

Запропонована система критеріїв дозволяє оцінити взаємодію суб'єктів за фактичною здатністю системи діяти в умовах війни.

Таблиця 5

Оцінка практики взаємодії суб'єктів системи мінної безпеки України у 2014-2015 рр.

Напрям взаємодії	**Позитивні прояви**	**Обмеження**	**Вплив на ефективність**
Державне реагування	Наявність військових, рятувальних і правоохоронних підрозділів, здатних до первинних дій	Різна підпорядкованість, обмежений доступ до територій, нестача єдиної координації	Забезпечувало локальне реагування, але не повну системність
Міжнародна підтримка	Передача обладнання, навчання, підтримка інформаційних систем, поширення стандартів	Залежність від здатності держави інтегрувати допомогу в національні процедури	Посилювала спроможність системи та формувала основу для інституціоналізації
Неурядові оператори	Робота з громадами, нетехнічне обстеження, гуманітарна логіка безпеки	Початковий етап залучення, потреба в узгодженні з державними органами	Розширювали гуманітарний компонент мінної безпеки
Інформаційний обмін	Початок впровадження сучасних інформаційних підходів	Фрагментарність даних і різні канали повідомлень	Обмежував планування, але створював передумови для майбутнього моніторингу
Освіта з мінної небезпеки	Поширення інформаційних матеріалів, залучення міжнародних гуманітарних акторів	Недостатня системність і нерівномірне охоплення груп ризику	Знижувала ризики там, де очищення територій було неможливим

Напрям взаємодії	Позитивні прояви	Обмеження	Вплив на ефективність
Контроль результатів	Наявність окремих звітів і міжнародних оцінок	Відсутність повної національної системи звітування у 2014-2015 рр.	Ускладнював доказове оцінювання ефективності

Авторська розробка.

Аналіз практики 2014-2015 років дає змогу виокремити кілька ключових обмежень, що впливали на результативність взаємодії суб'єктів системи мінної безпеки:

– *безпекове обмеження*: полягало в тому, що активні бойові дії, обстріли та нестабільність лінії зіткнення унеможливлювали рівномірне охоплення територій і повноцінне планування робіт;

– *інституційне обмеження*: виявлялося у відсутності завершеної національної системи координації протимінної діяльності. Учасники взаємодії мали різні мандати, підпорядкування та процедури, що ускладнювало єдине управління;

– *інформаційне обмеження*: було пов'язане з неповним обліком небезпечних територій, недостатньою інтеграцією даних і складністю верифікації повідомлень. Впровадження IMSMA у 2015 році стало важливим кроком, але ще не означало повної зрілості інформаційної системи;

– *ресурсне обмеження*: включало нестачу обладнання, підготовлених фахівців, засобів маркування, транспорту й фінансування. Саме тому міжнародна допомога у 2014-2015 роках мала не додатковий, а системоутворювальний характер для посилення спроможності державних виконавців.

– *гуманітарне обмеження*: полягало в тому, що потреби цивільного населення, особливо дітей і мешканців прифронтових громад, вимагали швидшого розвитку програм інформування та локальної профілактики ризиків, ніж це могла забезпечити система, яка перебувала на етапі становлення.

Отже, у 2014-2015 роках ефективність взаємодії суб'єктів системи мінної безпеки України мала переважно адаптивно-кризовий характер, оскільки дозволяла реагувати на найбільш гострі загрози.

Порівняння української системи мінної безпеки 2014-2015 років з міжнародними стандартами доцільно здійснювати за ступенем наближення до цілісної моделі протимінної діяльності, яка передбачає наявність національного органу управління, центру протимінної діяльності,

національних стандартів, системи управління інформацією, контролю якості, процедур вивільнення земель, підготовки персоналу та системної освіти населення щодо ризиків. Саме такий підхід закладено у Міжнародних стандартах протимінної діяльності, які визначають спільну мову, правила роботи з даними, орієнтири для національних стандартів і стандартних операційних процедур [*5*]. IMAS також допомагають національним органам протимінної діяльності створювати власні стандарти та адаптувати міжнародну рамку до конкретного національного контексту.

Для України 2014-2015 рр. порівняння з IMAS має особливе значення, оскільки на той час держава перебувала не на етапі зрілої реалізації гуманітарного розмінування, а на етапі первинної адаптації міжнародних підходів до умов активної війни. Mine Action Review зазначав, що версія національного стандарту протимінної діяльності, адаптована до IMAS, була затверджена Генеральним штабом Збройних Сил України 1 серпня 2014 р., а у січні 2016 р. Міністерство оборони України висловило підтримку використанню IMAS як основи для національних стандартів [12]. Тому відповідність України IMAS у цей період доцільно оцінювати як початкову та фрагментарну, але стратегічно важливу, оскільки саме тоді було закладено основу для подальшої стандартизації протимінної діяльності.

Таблиця 6

Оцінка відповідності української системи мінної безпеки 2014-2015 рр. ключовим вимогам IMAS

Компонент IMAS	**Зміст міжнародної вимоги**	**Стан в Україні**	**Оцінка відповідності**
Національні стандарти	Адаптація IMAS у національні стандарти та стандартні операційні процедури	Початкова адаптація стандарту, затвердженого Генштабом у 2014 р.; повна система ще не сформована	Часткова
Національний орган управління	Наявність відповідального органу, який визначає політику, координує суб'єктів і встановлює правила	Єдина завершена модель управління ще не діяла	Низька

Компонент IMAS	Зміст міжнародної вимоги	Стан в Україні	Оцінка відповідності
Центр протимінної діяльності	Операційна координація, облік, планування, підтримка виконання робіт	Потреба у створенні такого центру фіксувалася міжнародними оцінками	Низька
Управління інформацією	Єдина система збору, верифікації, зберігання і використання даних	У 2015 р. розпочато впровадження IMSMA	Початкова
Вивільнення земель	Нетехнічне обстеження, технічне обстеження, очищення, скасування або зменшення підозрюваних площ	Процедури не були повністю уніфіковані та стандартизовані	Обмежена
Управління якістю	Контроль якості всіх етапів протимінної діяльності	Системна модель контролю якості перебувала на етапі становлення	Обмежена
Освіта з ризиків	Інформування населення, особливо вразливих груп	Реалізовувалися кампанії за підтримки міжнародних організацій	Часткова
Міжнародна координація	Залучення міжнародних стандартів, донорів, операторів і експертної підтримки	Активно посилювалася у 2015 р.	Помірна

Авторська розробка.

Отже, у 2014-2015 роках Україна не відповідала IMAS як завершена система, але вже почала формувати ті елементи, які надалі стали основою інституціоналізації протимінної діяльності. Найбільш наближеними до IMAS були напрями міжнародної співпраці, освіти з ризиків та початкового інформаційного менеджменту. Найбільш проблемними залишалися нормативне забезпечення, єдиний центр координації, контроль якості та повноцінне вивільнення земель.

Для осмислення українського досвіду 2014-2015 рр. доцільно звернутися до практик країн, які після збройних конфліктів зіткнулися з довготривалим мінним забрудненням. Найбільш релевантними для України є приклади Хорватії та Боснії і Герцеговини, оскільки ці держави також мали справу з наслідками війни, забрудненням фронтових територій, потребою у відновленні громад і необхідністю переходу від військового реагування до цивільно керованої системи гуманітарного розмінування.

Досвід Хорватії демонструє значення цивільної інституціоналізації протимінної діяльності. За даними GICHD, під час війни та після неї гуманітарне розмінування в Хорватії здійснювали армія, спеціальна поліція, цивільний захист, інженерні підрозділи ООН, державна компанія AKD MUNGOS і приватні компанії, однак з 1998 р. протимінна діяльність стала очолюватися цивільними інституціями [8]. Досвід показує, що на початковому етапі війни природним є залучення військових і силових структур, але довгострокова ефективність потребує цивільної координації, прозорого управління, залучення операторів і сталої державної політики. Частково погоджуємось із хорватською моделлю як орієнтиром для України, оскільки перевагою є поєднання державного управління, професійних операторів і тривалої фінансової підтримки. Водночас пряме перенесення цього досвіду на Україну 2014-2015 років було обмеженим, оскільки Хорватія розбудовувала систему після завершення основної фази війни, тоді як Україна була змушена формувати протимінну політику в умовах триваючої агресії.

Досвід Хорватії також свідчить про довготривалість розмінування. Європейська комісія у 2026 році повідомила, що після війни за незалежність значні частини Хорватії залишалися забрудненими мінами, а у березні 2026 році країна офіційно оголосила себе вільною від усіх відомих мінних забруднень [4]. Отже, мінна безпека не може розглядатися як коротко-строкове технічне завдання, адже наслідки мінного забруднення тривають десятиліттями й потребують сталої інституційної пам’яті, фінансування та політичної відповідальності.

Боснія і Герцеговина є іншим показовим прикладом передусім через необхідність створення централізованої системи управління протимінною

діяльністю після складного збройного конфлікту та територіальної фрагментації. У порівняльному аспекті для України цінним є сам принцип: після масштабного мінного забруднення держава має перейти від множинності виконавців до координаційної моделі, у якій національний центр забезпечує облік, пріоритети, стандарти, контроль і взаємодію з міжнародними партнерами.

Таблиця 7

Порівняння української системи мінної безпеки 2014-2015 рр. з міжнародними практиками

Критерій	**Україна**	**Хорватія**	**Боснія і Герцеговина**
Стадія конфлікту	Активна війна, нестабільна лінія зіткнення	Переважно постконфліктне розмінування після війни 1991–1995 рр.	Постконфліктне подолання наслідків війни
Тип управління	Перехідна, кризова, багатосуб'єктна модель	Поступовий перехід до цивільного управління з 1998 р.	Централізована координаційна логіка через національні структури
Роль військових	Висока через активні бойові дії	Важлива на початковому етапі, надалі – цивільна координація	Військовий досвід поступово інтегрований у цивільну систему
Інформаційна система	Початок упровадження IMSMA у 2015 р.	Системне накопичення даних у процесі довготривалого розмінування	Необхідність централізованого обліку небезпечних територій
Нормативна база	Спеціальна законодавча рамка ще не була завершеною	Розвинена національна система після війни	Постконфліктна нормативна інституціоналізація

Критерій	Україна	Хорватія	Боснія і Герцеговина
Гуманітарний компонент	Освіта з ризиків та міжнародна допомога розвивалися поступово	Розмінування пов'язувалося з поверненням земель громадам	Розмінування пов'язувалося з безпекою громад і відновленням територій
Часовий горизонт	Початковий етап формування системи	Десятиліття послідовної роботи до оголошення про відсутність відомого забруднення	Довготривала постконфліктна проблема

Авторська розробка.

Порівняння з IMAS та міжнародними практиками дозволяє виокремити кілька ключових прогалин української системи мінної безпеки у 2014-2015 роках.

Таблиця 8

Ключові прогалини української системи мінної безпеки 2014-2015 рр. у зіставленні з IMAS

Тип	Прояв	Орієнтир IMAS	Наслідок для системи мінної безпеки
Нормативна	Відсутність завершеної спеціальної законодавчої рамки	Національні стандарти й процедури мають адаптувати IMAS	Нечіткість правил, повноважень і процедур
Інституційна	Відсутність повноцінного національного органу та центру протимінної діяльності	Національний орган має координувати політику, стандарти й контроль	Фрагментарність управління

Інформаційна	Недостатній єдиний облік небезпечних територій	Управління інформацією має бути стандартизованим і якісним	Складність планування та моніторингу
Процедурна	Неповна уніфікація обстеження, очищення, маркування та вивільнення земель	Land release має спиратися на нетехнічне, технічне обстеження й контроль якості	Нерівномірність практик між суб'єктами
Контроль якості	Відсутність сталої системи контролю всіх етапів робіт	IMAS передбачає систему управління якістю для всіх напрямів протимінної діяльності	Ризик несталості результатів і недовіри до даних
Кадрово-методична	Потреба в інструкторах, навчальних матеріалах і стандартизованій підготовці	Спроможність персоналу є умовою безпечної та ефективної діяльності	Залежність від зовнішньої підтримки
Гуманітарна	Освіта з ризиків розвивалася, але ще не мала повного системного охоплення	Протимінна діяльність має бути орієнтована на безпеку населення	Високий ризик для цивільних, особливо дітей і мешканців прифронтових громад

Авторська розробка.

Отже, міжнародні стандарти та практики дозволяють зрозуміти логіку її подальшого розвитку мінної безпеки: від кризового реагування – до стандартизованої, інформаційно керованої, міжвідомчо скоординованої та людиноцентричної системи протимінної діяльності. Таким чином, мінна безпека в Україні у 2014-2015 роках стала передумовою формування нової моделі державного управління у сфері протимінної діяльності. Саме досвід початкового етапу російсько-української війни виявив структурні обмеження системи, актуалізував необхідність міжвідомчої координації,

міжнародної стандартизації та людиноцентричного підходу до безпеки, а також заклав основу для подальшої інституціоналізації та розвитку національної системи мінної безпеки України.

Висновки та пропозиції. Проведене дослідження дозволило встановити, що у 2014-2015 роках мінна безпека в Україні формувалася в умовах активної фази російсько-української війни як кризова багато-суб'єктна система реагування на масштабне вибухонебезпечне забруднення територій. Доведено, що мінна небезпека у досліджуваний період набула комплексного характеру та охоплювала безпековий, гуманітарний, інфраструктурний і правовий виміри. Встановлено, що відсутність завершеної нормативно-правової бази, єдиного координаційного центру, стандартизованих процедур та повноцінної системи управління інформацією суттєво ускладнювала ефективність протимінної діяльності.

У межах дослідження встановлено, що ефективність взаємодії суб'єктів системи мінної безпеки у 2014–2015 роках мала переважно адаптивно-кризовий характер і забезпечувала реагування на найбільш небезпечні виклики, однак не створювала повноцінної системи стратегічного управління, моніторингу та контролю якості. Порівняння з міжнародними практиками Хорватії та Боснії і Герцеговини підтвердило, що довгострокова ефективність протимінної діяльності потребує цивільно координованої моделі управління, стандартизації процедур, централізованого обліку територій та системної інтеграції гуманітарного компоненту безпеки.

За результатами дослідження обґрунтовано доцільність подальшої гармонізації національної системи протимінної діяльності зі стандартами IMAS, розвитку єдиної системи координації та управління даними про вибухонебезпечне забруднення, удосконалення механізмів міжвідомчої взаємодії, а також посилення підготовки фахівців і програм інформування населення щодо мінних ризиків. Встановлено, що мінна безпека має розглядатися як довгостроковий напрям державної політики, пов'язаний із захистом цивільного населення, відновленням територій, функціонуванням критичної інфраструктури та забезпеченням національної стійкості України в умовах тривалої збройної агресії.

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ОСВІТНЯ НОМЕНКЛАТУРА В УРСР В 1930-ТІ РОКИ

Анотація. У статті досліджено процес формування, функціонування та роль освітньої номенклатури в УСРР у 1930-х роках в умовах утвердження сталінської командно-адміністративної системи. Проаналізовано особливості інтеграції освітньої сфери до загальної системи партійно-державного управління та механізми здійснення контролю над кадровою політикою в галузі освіти. Розкрито основні принципи номенклатурного добору керівних кадрів, визначено місце політичної лояльності та ідеологічної благонадійності у процесі призначення на керівні посади в органах управління освітою та навчальних закладах. Висвітлено діяльність Народного комісаріату освіти УСРР як центрального органу управління освітньою політикою республіки. Охарактеризовано процес централізації системи освіти, перебудову органів народної освіти після адміністративно-територіальної реформи 1932 р. та формування жорсткої вертикалі управління.

Особливу увагу приділено кадровій політиці освітньої номенклатури в умовах реалізації загального обов'язкового навчання та нестачі кваліфікованих педагогічних кадрів. Простежено трансформацію критеріїв добору управлінських працівників від переважання професійної компетентності у 1920-х роках до домінування політичної відданості у 1930-х роках. Розглянуто механізми ідеологічного контролю над змістом освіти, підготовкою підручників, діяльністю наукових установ та педагогічної

преси. Встановлено, що освітня номенклатура виступала важливим інструментом реалізації державної політики у сфері культурної уніфікації та формування радянського світогляду.

Проаналізовано вплив політичних репресій другої половини 1930-х років на функціонування освітньої системи та кадровий склад управлінського апарату. Доведено, що репресивна політика сприяла посиленню бюрократизації освіти, поширенню конформізму серед керівних кадрів та подальшому звуженню професійної самостійності освітніх установ. Водночас встановлено, що саме через діяльність освітньої номенклатури держава забезпечувала реалізацію масштабних освітніх перетворень, розширення мережі навчальних закладів і підготовку кадрів для потреб соціалістичної модернізації.

Методологічну основу дослідження становлять принципи історизму, об'єктивності та системності. Для досягнення поставленої мети використано історико-системний метод, який дозволив розглянути освітню номенклатуру як складову механізму радянського державного управління; історико-генетичний метод, застосований для простеження еволюції кадрової політики в освітній сфері; історико-порівняльний метод, який дав можливість виявити відмінності між освітньою політикою 1920-х та 1930-х років; метод аналізу документальних джерел, використаний для вивчення особливостей функціонування органів управління освітою. Наукова новизна дослідження полягає у комплексному висвітленні діяльності освітньої номенклатури УСРР як важливого елементу механізму реалізації державної політики у сфері освіти та ідеології в умовах сталінської модернізації.

Ключові слова: УСРР, освіта, освітня номенклатура, Народний комісаріат освіти, кадрова політика, сталінізм, централізація, ідеологічний контроль, радянська освітня система.

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ВІСНИК НАУКИ ТА ОСВІТИ
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THE EDUCATIONAL NOMENKLATURA IN THE USSR IN THE 1930s

Abstract. The article examines the process of formation, functioning, and role of the educational nomenklatura in the Ukrainian Soviet Socialist Republic (Ukrainian SSR) during the 1930s in the context of the establishment of the Stalinist command-administrative system. It analyzes the integration of the educational sphere into the overall system of Party-state governance and the mechanisms of control over personnel policy in the field of education. The study reveals the principal criteria of nomenklatura recruitment and appointment, highlighting the importance of political loyalty and ideological reliability in the selection of individuals for leadership positions within educational administration bodies and educational institutions. Particular attention is paid to the activities of the People's Commissariat of Education of the Ukrainian SSR as the central authority responsible for the implementation of educational policy. The article characterizes the process of educational centralization, the reorganization of public education authorities following the administrative-territorial reform of 1932, and the establishment of a rigid vertical management structure.

Special attention is devoted to the personnel policy of the educational nomenklatura in the context of the introduction of compulsory universal education and the shortage of qualified teaching staff. The study traces the transformation of recruitment criteria from the predominance of professional competence in the 1920s to the dominance of political loyalty in the 1930s. It examines the mechanisms of ideological control over educational content, textbook production, the activities of research institutions, and the pedagogical press. The article demonstrates that the educational nomenklatura served as an important instrument for implementing state policies aimed at cultural unification and the formation of the Soviet worldview.

The impact of the political repressions of the second half of the 1930s on the functioning of the educational system and the composition of its administrative personnel is also analyzed. It is argued that repressive policies contributed to the increasing bureaucratization of education, the spread of conformism among educational administrators, and the further restriction of the professional autonomy of educational institutions. At the same time, the study establishes that it was through the activities of the educational nomenklatura that the Soviet state was able to implement large-scale educational reforms, expand the network of educational institutions, and train personnel required for socialist modernization.

The methodological framework of the research is based on the principles of historicism, objectivity, and systematic analysis. The study employs the

historical-systemic method to examine the educational nomenklatura as a component of the Soviet state governance mechanism; the historical-genetic method to trace the evolution of personnel policy in education; the historical-comparative method to identify differences between educational policies of the 1920s and 1930s; and the method of documentary source analysis to investigate the functioning of educational administration bodies. The scientific novelty of the research lies in its comprehensive examination of the educational nomenklatura of the Ukrainian SSR as an important element of the mechanism for implementing state policy in the fields of education and ideology during the period of Stalinist modernization.

Keywords: Ukrainian SSR, education, educational nomenklatura, People's Commissariat of Education, personnel policy, Stalinism, centralization, ideological control, Soviet educational system.

Постановка проблеми: У сучасній історичній науці одним із ключових напрямів дослідження радянської доби залишається аналіз механізмів функціонування владної системи та ролі номенклатури у реалізації державної політики. Особливий інтерес у цьому контексті викликає освітня номенклатура, яка в 1930-ті роки була визначальною опорою адміністративно-партійного апарату УРСР. Саме через систему керівних кадрів у сфері освіти радянська влада просувала ідеологічне виховання суспільства, здійснювала контроль над навчальними закладами та впроваджувала політику комуністичної партії. Освіта стала одним із провідних інструментів формування нового радянського суспільства, що зумовило особливе значення кадрової політики в цій галузі.

Тривалий час феномен освітньої номенклатури розглядався переважно як частина загальних досліджень з історії радянської освіти чи партійно-державного управління. Через це багато аспектів, пов’язаних із формуванням, функціонуванням і складом освітньої номенклатури УРСР у 1930-х роках, залишилися малодослідженими. Зокрема, недостатньо вивчені процеси відбору та просування керівних кадрів, їхня залежність від партійних структур, а також вплив політичних кампаній і масових репресій на освітній апарат. Вивчення цих питань дозволяє глибше усвідомити специфіку радянського підходу до управління освітою та її ролі у соціальних трансформаціях тієї епохи.

Актуальність такої тематики зумовлена потребою всебічного осмислення радянської спадщини та принципів функціонування тоталітарної держави. Аналіз діяльності освітньої номенклатури дає змогу зрозуміти, як саме влада використовувала систему освіти для закріплення офіційної ідеології, соціального контролю та підготовки лояльних кадрів.

Дослідження кадрової політики в освітній сфері дозволяє простежити взаємозв'язок між політичними процесами, адміністративними практиками та розвитком освіти. Особливе значення мають питання впливу політики централізації, сталінської модернізації та репресивних заходів на роботу освітніх установ і діяльність керівного апарату. Розгляд цих питань сприятиме кращому розумінню історії освіти УРСР, структури радянської номенклатурної системи та ролі освітньої сфери у встановленні тоталітарного режиму в 1930-х роках.

Аналіз останніх досліджень і публікацій.

Вивчення теми окупаційного режиму в Україні в роки Другої світової війни є важливим напрямком сучасної історичної науки. Науковці досліджують різні складові функціонування окупаційної влади: економічну політику, культурно-освітні проблеми, репресивні заходи, адміністративний устрій окупованих територій, повсякдення українського населення в окреслений період.

Останнім часом історики виявляють інтерес до регіональних аспектів окупаційної політики на місцевому рівні. Стрельников С.В. (2016) у дисертаційному дослідженні на основі архівного матеріалу розглянув встановлення та органи адміністрації нацистського окупаційного режиму, економічну колоніальну політику, рух опору та методи пропаганди. Певну увагу зверну на соціокультурні процеси та національну політику окупантів [25]. Дослідниця Бабій Л.І. (2026) у своїй дисертації повною мірою охарактеризувала соціально-економічне, суспільно-політичне та культурне життя селян на Вінниччині в умовах румунської окупації. Окремі розділи стосуються культурного, освітнього та релігійного життя подільського села.

Довела, що румуни через культурно-освітню діяльність прагнули встановити контроль над сільським життям населення регіону [1].

Дисертаційна робота Петрової А.І. (2011) окреслила особливості функціонування окупаційного режиму на території Поділля у 1941-1944 рр. [22]. Авторка приділила увагу діяльності окупаційної влади, основним напрямам соціально-економічної, культурної та освітньої політики окупантів та виокремила її специфіку у регіоні.

Наразі є достатня кількість публікацій щодо окремих напрямів діяльності окупаційної адміністрації. Наукові праці щодо освітньої політики в умовах окупації здебільшого розглядали в контексті ширших досліджень соціокультурної політики ворожої влади. Виокремили цю тематику Гінда В.В. [8] (2009) та Єржабкова Б. [14] (2008), які показали розвиток шкільної справи у рехскомісаріаті «Україна» в роки окупації. Окупаційний режим на Вінниччині проаналізував Мельничук І.П. (2000) [17], театральний розвиток у Вінниці змалювала Семенко Л.І. (2008) [23], повсякденне життя українців

охарактеризував Шайкан В. (2010) [26], національно-духовне життя вінничан досліджував Мельничук О.А. [18] (2020). На нашу думку, соціокультурні процеси на Вінниччині потребують подальшого наукового дослідження. Адже поглиблене вивчення цієї теми дозволяє проаналізувати методи використання системи освіти та культурні установи як частину ідеологічної політики окупантів, прослідкувати заходи щодо контролю життя і свідомості українського населення. Важливого значення набувають проблеми вивчення культурного життя Вінниччини, що дає можливість з'ясувати характер взаємин місцевого населення і окупантів, Намагання українців навіть у таких складних умовах зберігати свою культуру та національну ідентичність.

Мета статті полягає у дослідженні особливостей формування, функціонування та ролі освітньої номенклатури в УРСР у 1930-х роках, а також у визначенні її місця в системі радянського державного управління та реалізації політики більшовицької влади у сфері освіти.

Виклад основного матеріалу.

Формування освітньої номенклатури в УСРР у 1930-х роках відбувалося в умовах остаточного утвердження командно-адміністративної системи та безпрецедентного посилення контролю Комуністичної партії над усіма сферами суспільного життя [6, с. 45–47]. Освіта в цей період розглядалася радянським керівництвом не лише як інструмент підготовки кваліфікованих кадрів для потреб індустріалізації та колективізованого сільського господарства. Вона виконувала значно ширшу функцію формування нового типу громадянина, який мав повністю поділяти цінності радянської держави та демонструвати безумовну лояльність до політичного режиму [1, с. 112]. Саме тому управління освітньою сферою набуло особливого значення в системі державного управління. Освітні установи стали важливим елементом механізму соціального контролю, а керівні кадри освіти поступово перетворилися на складову частину партійно-державної номенклатури [6; 7].

Поява освітньої номенклатури була безпосередньо пов'язана із загальним процесом формування радянської бюрократичної системи. Після завершення громадянської війни та зміцнення позицій більшовицької влади постала необхідність створення механізмів контролю над управлінським апаратом. У 1923 р. було започатковано систему спеціальних номенклатурних списків посад, призначення на які здійснювалося виключно за погодженням із партійними органами [6, с. 78]. Спочатку ця практика охоплювала вищі щаблі державного управління, проте вже наприкінці 1920-х років вона поширилася практично на всі сфери суспільного життя. Освітня галузь посідала особливе місце серед них, оскільки саме через школу,

технікум, інститут та університет здійснювався вплив на світогляд майбутніх поколінь [8, с. 23–24].

Включення освітніх посад до номенклатурних списків означало істотну зміну принципів кадрової політики. Якщо раніше при призначенні на керівні посади певну роль могли відігравати професійні якості, педагогічний досвід або науковий авторитет кандидата, то в 1930-х роках визначальне значення дедалі більше набували політична благонадійність, соціальне походження та відданість партійній лінії [9, с. 83]. Освітня номенклатура формувалася за принципом політичної керованості. Це дозволяло центральній владі забезпечувати контроль над усією системою освіти та оперативно реалізовувати політичні рішення на місцях [3, с. 12].

Особливістю освітньої номенклатури була її подвійна роль у суспільстві. З одного боку, вона виконувала традиційні адміністративні функції. До її компетенції належали організація навчального процесу, управління мережею навчальних закладів, планування підготовки педагогічних кадрів, матеріально-технічне забезпечення освітніх установ, контроль за дотриманням навчальних програм та координація діяльності наукових установ. З іншого боку, представники освітньої номенклатури виконували функції політичного контролю [3, с. 15–16]. Вони забезпечували поширення офіційної ідеології, здійснювали нагляд за змістом навчання, контролювали діяльність викладачів і науковців, а також брали участь у проведенні політичних кампаній. У результаті освітній управлінець виступав не лише адміністратором, але й представником державної влади, відповідальним за реалізацію політичного курсу партії [7].

Центральне місце в системі освітньої номенклатури займав Народний комісаріат освіти УСРР. Саме ця установа була головним органом управління освітньою політикою республіки. Аналіз діяльності Наркомосу дозволяє простежити характерні особливості функціонування радянської бюрократії [3, с. 18]. Колегія Народного комісаріату розглядала широкий спектр питань. До них належали кадрові призначення, реорганізація структурних підрозділів, затвердження навчальних програм, контроль за діяльністю шкіл та вищих навчальних закладів, підготовка підручників, розвиток педагогічної науки та функціонування науково-дослідних установ. Значна частина часу витрачалася саме на кадрові питання, що свідчить про особливу увагу влади до формування лояльного управлінського корпусу [3, с. 22].

Характерною рисою діяльності Наркомосу був високий рівень централізації. Практично всі важливі рішення приймалися на центральному рівні. Місцеві органи освіти були значною мірою позбавлені можливості самостійно визначати напрями розвитку підпорядкованих установ. Така

система забезпечувала оперативне виконання урядових рішень, проте водночас створювала значні труднощі у врахуванні місцевих потреб [5, с. 98]. Освітні заклади різних регіонів функціонували в різних соціально-економічних умовах, однак управлінські рішення часто мали універсальний характер та не враховували регіональної специфіки [6, с. 156].

Важливе місце у функціонуванні освітньої номенклатури займали її керівники. На початку 1930-х років вагому роль у формуванні освітньої політики відігравали Микола Скрипник, Олександр Карпеко, Євген Гірчак, Павло Канцелярський та інші представники партійно-державного апарату [6, с. 203]. Їхня діяльність демонструє складність становища освітніх управлінців у тоталітарній системі. З одного боку, вони брали участь у розробці реформ та намагалися вирішувати практичні проблеми освіти. З іншого боку, їхні можливості були суттєво обмежені рішеннями центрального партійного керівництва. Будь-яка ініціатива мала відповідати загальнополітичному курсу держави [1, с. 204].

Особливо показовою стала доля Миколи Скрипника. Його діяльність значною мірою асоціювалася з політикою українізації та розвитком національної освіти [8, с. 31]. Проте зміна політичного курсу на початку 1930-х років призвела до поступового усунення його впливу на освітню політику. Згортання українізації стало важливим етапом трансформації освітньої номенклатури. Якщо у 1920-х роках вона певною мірою сприяла розвитку української культури та освіти, то в 1930-х роках її основним завданням стало забезпечення культурно-політичної уніфікації в межах Радянського Союзу [6, с. 220].

Суттєвий вплив на розвиток освітньої номенклатури справила адміністративно-територіальна реформа 1932 р. Утворення областей вимагало перебудови системи управління освітою. Було створено нові обласні відділи народної освіти, які стали важливими ланками між центральними органами влади та місцевими навчальними закладами [6, с. 167]. Водночас ця реформа не призвела до децентралізації управління. Навпаки, вона сприяла зміцненню вертикалі влади та підвищенню ефективності контролю над регіонами.

Створення нової адміністративної структури супроводжувалося кадровими перестановками. Партійні органи прагнули забезпечити призначення на керівні посади осіб, які демонстрували безумовну відданість державній політиці. У результаті формувався специфічний тип управлінця, для якого політична дисципліна нерідко мала більше значення, ніж професійна компетентність [9, с. 85]. Подібна практика була характерною не лише для освіти, але саме в освітній сфері її наслідки виявилися особливо відчутними через вплив на якість підготовки майбутніх поколінь [5, с. 134].

Однією з найбільш складних проблем діяльності освітньої номенклатури залишалася кадрова криза. Масове впровадження загального обов'язкового навчання вимагало значного збільшення кількості педагогів. Радянська влада прагнула забезпечити доступ до освіти для широких верств населення, що сприяло швидкому зростанню мережі шкіл [1, с. 156]. Проте темпи підготовки педагогічних кадрів не завжди відповідали потребам системи. У багатьох випадках учителі мали недостатній рівень освіти та професійної підготовки [9, с. 82].

Суперечність між потребою у кваліфікованих спеціалістах та вимогами політичної благонадійності стала однією з головних проблем освітньої політики 1930-х років [9, с. 86]. Влада потребувала великої кількості педагогів для реалізації програми загального навчання, проте водночас прагнула забезпечити їхню політичну лояльність. У результаті на керівні та педагогічні посади нерідко призначалися особи з недостатнім фаховим рівнем, але з належними політичними характеристиками. Це негативно впливало на якість навчального процесу та розвиток педагогічної науки [5, с. 142].

Порівняння кадрової політики 1920-х та 1930-х років демонструє суттєву зміну підходів до формування освітнього апарату. У період українізації влада була зацікавлена у залученні фахівців, здатних забезпечити розвиток національної школи та української культури. Значна увага приділялася професійній компетентності та культурному рівню працівників [8, с. 27]. У 1930-х роках ситуація кардинально змінилася. Освітня номенклатура поступово втратила відносну автономію та стала складовою загальносоюзної бюрократичної системи [6, с. 231]. Це призвело до посилення формалізму, зростання адміністративного тиску та зменшення простору для творчої ініціативи.

Окремим напрямом діяльності освітньої номенклатури був контроль над змістом освіти. Радянське керівництво розглядало навчальні програми та підручники як важливий інструмент формування політичної свідомості населення [4, с. 68]. Саме тому підготовка навчальної літератури перебувала під постійним контролем державних органів. Будь-які відхилення від офіційної ідеології розцінювалися як політична загроза. У результаті зміст освіти дедалі більше підпорядковувався політичним завданням [4, с. 70].

Особливо помітними ці процеси були у викладанні гуманітарних дисциплін. Історія, література, суспільствознавство та інші предмети стали засобом поширення офіційної версії історичного розвитку. Навчальні програми орієнтувалися на формування позитивного ставлення до радянської влади, підкреслення провідної ролі партії та виховання відданості соціалістичній державі [1, с. 189]. Освітня номенклатура

здійснювала контроль за реалізацією цих завдань на всіх рівнях освітньої системи.

Важливим напрямом діяльності освітньої номенклатури стала уніфікація навчального процесу. Упродовж 1930-х років було запроваджено єдині навчальні плани, стандартизовані програми та централізовано підготовлені підручники [4, с. 69]. Така політика дозволяла забезпечити однаковий зміст освіти в різних регіонах СРСР. Разом з тим вона суттєво обмежувала можливості врахування місцевих культурних особливостей та освітніх потреб. Українська школа поступово втрачала ті специфічні риси, які сформувалися в період національно-культурного піднесення 1920-х років [8, с. 35].

Уніфікація мала як позитивні, так і негативні наслідки. З одного боку, вона сприяла впорядкуванню системи освіти та створенню єдиних стандартів підготовки учнів. З іншого боку, централізація призводила до зниження гнучкості освітньої системи та обмежувала можливості для педагогічних експериментів. У результаті школа дедалі більше орієнтувалася на виконання державних завдань, а не на розвиток особистості учня [4, с. 71].

Особливе місце в історії освітньої номенклатури займають політичні репресії другої половини 1930-х років. Масові чистки державного та партійного апарату суттєво вплинули на кадровий склад освітньої сфери. Під репресії потрапили керівники навчальних закладів, викладачі вищих навчальних закладів, науковці та працівники органів освіти [6, с. 280]. Багато з них були звинувачені у націоналізмі, контрреволюційній діяльності або інших політичних злочинах [7].

Репресії мали далекосяжні наслідки для розвитку освіти. Вони призвели до втрати значної частини досвідчених управлінців та науково-педагогічних кадрів. Одночасно серед працівників освіти поширювалися страх та самоцензура. Управлінські рішення дедалі більше орієнтувалися не на потреби освітнього розвитку, а на вимоги політичної безпеки. У таких умовах будь-які прояви самостійності сприймалися як потенційна загроза [6, с. 285].

Аналіз діяльності освітньої номенклатури дозволяє простежити одну з ключових суперечностей радянської модернізації. Саме через централізовану систему управління держава змогла здійснити масштабне розширення мережі навчальних закладів, підвищити рівень грамотності населення та забезпечити підготовку спеціалістів для індустріальної економіки [1, с. 210]. Освітня номенклатура стала важливим інструментом реалізації цих завдань та сприяла мобілізації значних людських і матеріальних ресурсів [6, с. 310].

Водночас надмірна політизація управління освітою суттєво обмежувала потенціал її розвитку. Домінування номенклатурного принципу добору кадрів, підпорядкування освітньої політики ідеологічним цілям, згортання академічної свободи та посилення бюрократичного контролю негативно впливали на якість освітнього процесу [5, с. 198]. Освітня номенклатура виконувала не лише адміністративні функції, але й виступала важливим механізмом реалізації політики сталінської держави. Саме через її діяльність забезпечувалося поєднання модернізаційних завдань із політичним контролем над суспільством [6, с. 315]. Тому дослідження освітньої номенклатури дає можливість глибше зрозуміти характер радянської освітньої системи, особливості функціонування тоталітарної влади та механізми впливу держави на формування суспільної свідомості в УСРР у 1930-х роках [1; 6].

Висновки. Формування освітньої номенклатури в УСРР у 1930-х роках відбувалося в умовах утвердження сталінської командно-адміністративної системи та посилення контролю Комуністичної партії над освітньою сферою. Керівні посади в системі освіти були включені до номенклатурного механізму, що забезпечувало політичний контроль над кадровою політикою та змістом освітньої діяльності. Освітня номенклатура поєднувала адміністративні та ідеологічні функції. Вона відігравала важливу роль у розбудові мережі навчальних закладів, підготовці кадрів і впровадженні загального навчання, але водночас виступала інструментом реалізації державної ідеології та політичного нагляду. Пріоритет політичної лояльності над професійною компетентністю, централізація управління та репресії другої половини 1930-х років суттєво обмежили самостійність освітньої системи. У результаті освітня номенклатура стала важливою складовою механізму функціонування радянської тоталітарної держави.

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МІФ «ВЕЛИКОЇ ВІТЧИЗНЯНОЇ ВІЙНИ» В УКРАЇНСЬКІЙ МЕМОРІАЛЬНІЙ ПОЛІТИЦІ: ІСТОРІОГРАФІЯ ПРОБЛЕМИ

Анотація. У статті здійснено історіографічний аналіз ґенези українських наукових уявлень про політику пам’яті України стосовно німецько-радянської війни 1941–1945 років. У центрі уваги знаходяться рефлексії вчених стосовно радянського міфу про «Велику Вітчизняну війну». У статті розглянуто ключові праці українських дослідників, що аналізують політизацію та інструменталізацію пам’яті про війну. Актуальність теми визначається високою динамікою пам’ятєвих студій в українській соціогуманітаристиці й відповідною потребою класифікувати наявний корпус науково-дослідницьких текстів.

Стаття систематизує основні напрями українських досліджень політики пам’яті про німецько-радянську війну, підкреслюючи її конфліктогенний потенціал та значення для формування національної ідентичності. Проаналізовані у статті автори в більшості сходяться на думці, що подолання «війни міфів» можливе лише через багатовимірне й раціональне осмислення минулого, яке враховує різні досвіди та пам’яттєві традиції. Відзначено певну одноманістність в переліку досліджуваних аспектів. Спостережено, що більшість авторів зосереджуються на повторюваних тезах: пам'ять про війну як інструмент політичної легітимізації, тяглість радянської міфу «Великої Вітчизняної», відсутність єдиного наративу німецько-радянської війни, конфліктний потенціал конкуруючих образів війни, використання Росією цього образу як інструменту неоімперського впливу. У якості суб’єктів меморіальної політики проаналізовані насамперед вищі органи державної влади, набагато меншою мірою – органи місцевого самоврядування. Внесок політичних партій, суспільних рухів, ветеранських товариств, громадські організації, церковні конфесії, приватні активісти, історико-реконструкторський рух, мистецьких кіл досліджено ще дуже фрагментарно. Так само нерівномірно ця політика досліджується у регіональному та локальному вимірах.

Ключові слова: німецько-радянська війна, «Велика Вітчизняна війна», міф, політика пам'яті, меморіальні практики, комеморація, історіографія, наратив.

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THE MYTH OF THE "GREAT PATRIOTIC WAR" IN UKRAINIAN POLITICS OF MEMORY: HISTORIOGRAPHY OF THE PROBLEM

Abstract. The article provides a historiographical analysis of the genesis of Ukrainian scholarly perspectives on Ukraine's memory policy regarding the German-Soviet War of 1941–1945. The focus centers on scholars' reflections regarding the Soviet myth of the "Great Patriotic War." The paper examines the key works of Ukrainian researchers who analyze the politicization and instrumentalization of war memory. The relevance of the topic is determined by the high dynamics of memory studies in Ukrainian humanities and social sciences, and the corresponding need to classify the existing body of research texts.

The article systematizes the main directions of Ukrainian research on the memory politics of the German-Soviet War, highlighting its conflict-generating potential and its significance for the formation of national identity. The authors analyzed in the article mostly agree that overcoming the "war of myths" is possible only through a multidimensional and rational comprehension of the past, which takes into account various experiences and memory traditions. A certain uniformity in the list of investigated aspects is noted. It is observed that most authors focus on recurring theses: the memory of the war as an instrument of political legitimization, the continuity of the Soviet myth of the "Great Patriotic War," the lack of a unified narrative of the German-Soviet War, the conflict potential of competing images of the war, and Russia's use of this image as a tool of neo-imperial influence. The highest bodies of state power are analyzed primarily as the subjects of memorial policy, while local self-government bodies are examined to a much lesser extent. The contribution of political parties, social movements, veteran associations, non-governmental organizations, church denominations, private activists, the historical reenactment movement, and artistic circles has been studied only fragmentarily. Similarly, this policy is unevenly researched in regional and local dimensions.

Keywords: German-Soviet War, "Great Patriotic War," myth, memory politics, memorial practices, commemoration, historiography, narrative.

Постановка проблеми. У суспільно-політичних реаліях сучасної України помітне місце посідають дискусії із сфери історичної пам'яті. Вони активно проводяться не лише в інформаційному полі чи політичних колах, але і в науковому середовищі. В останні десятиліття дослідження пам'яті стали одним із найбільш популярних напрямів сучасної української соціогуманітаристики. Ми бачимо навіть певну наукову «моду» на цей дослідницький напрям серед вчених-гуманітаріїв. Ці дослідження мають міждисциплінарний характер: в них активно беруть участь соціологи, політологи, літературознавці, філософи, правознавці тощо. Проте найпомітнішу участь у таких студіях приймають історики, зокрема історіографи. В останні роки в українському науково-бібліографічному доробку сформувався великий пласт науково-дослідницький корпус текстів із сфери студій над пам'яттю. Він містить ґрунтовні монографічні студії, матеріали спеціалізованих конференцій, тематичні наукові збірники, у статті у фахових виданнях, захищенні дисертації, рецензії, наукову есеїстику, електронні публікації, дискусії та форуми у соцмережах тощо. Водночас ці ж питання активно дискутуються і в позанаукових сферах: журналістиці, блогосфері, публіцистиці, публічних дискусіях тощо. Тому чітку межу між цими двома сферами провести складно, адже і в науці, і в інформаційному просторі обговорюють не лише спільні проблеми – часто дискутантами виступають одні і ті ж самі особистості. В переліку «пам'яттєвих» тематичних напрямів чи не найбільший інтерес та дискусійний резонанс викликають саме процеси меморіалізації німецько-радянської війни 1941–1945 рр. (як частини Другої світової війни), яка за інерцією із радянської епохи в значній частині українського суспільство ще й по сьогодні іменується «Великою Вітчизняною війною». Враховуючи актуальність, вагомість доробку та суспільну актуальність даної теми, наявний науково-дослідницький доробок потребує систематизації та аналітичної оцінки. Це і спонукало нас звернутися до окресленої теми.

Аналіз останніх досліджень і публікацій. Меморіальні студії загалом – це в Україні доволі молодий дослідницький напрям соціогуманітарної науки. Тому на поточний момент ще не сформувалася традиція його історіографічного аналізу. Це твердження особливо характерне для такого аспекту цього напрямку як меморіальна політика стосовно німецько-радянської війни. На сьогодні маємо спроби поглибленого історіографічного аналізу теми у значно ширшій постановці – історіографічний аналіз меморіальної політики стосовно воєн загалом [10]. Також проаналізовані нами автори часто робили побіжні (переважно вибірково-фрагментарні) історіографічні огляди праць своїх попередників. Проте цілісно на історіографічному рівні дана тематика залишалася ще не опрацьованою.

Основна **мета** статті – здійснити комплексний історіографічний аналіз теми української меморіальної політики стосовно німецько-радянської війни. Формат статті спонукає робити певну історіографічну вибірку й залучати до аналізу насамперед ті публікації, де ця тема аналізується цілісно. В українських пам'ятєвих студіях окремі аспекти меморіальних практик щодо німецько-радянської війни (особливо стосовно націоналістичного підпілля, депортацій та Голокосту) обговорюються дуже активно. Тому такі аспекти доцільно аналізувати в рамках окремих історіографічних досліджень.

Виклад основного матеріалу. В числі перших, хто порушив пам'ятєву проблематику стосовно німецько-радянської війни на академічному рівні, був львівський дослідник Олександр Зайцев. У статті «Війна мітів про війну в сучасній Україні» (2010) він констатує, що в Україні стосовно воєнної тематики «змагаються два міти: радянський міт „Великої Вітчизняної війни" й український національний міт „боротьби за волю та незалежність" на чолі з ОУН-УПА. Пам'ять про війну є лише одним із полів битви двох історичних мітологій: української національно-державницької в консервативній, ліберальній та інтеґрально-націоналістичній версіях – і проросійської з відмінами радянською, слов'янсько-православною й евразійською, що часом утворюють між собою дивовижні комбінації, коли, приміром, комуністи стають завзятими апологетами канонічного православ'я» [Зайцев, 2010: 16]. Подавши схематичний ретроспективний зріз ґенези обидвох «мітів», Олександр Зайцев спробував персоніфікувати власні рефлексії: свій аналіз він побудував на компаративному зіставлені позицій двох знакових постатей істориків-політиків – Дмитра Табачника та Володимира Вятровича, які на той час (2010 рік) були найвиразнішою персоніфікацією цих «мітів». Історик зауважив що різні політичні еліти України змушені були «давати собі раду» через один рецепт (із різними варіаціями): поєднання радянського та національного міфів війни з поступовим перенаголошуванням на користь національного міфу. Недоліком формування історичної пам'яті щодо війни Віктора Ющенка автор статті вважає не недостатній радикалізм (як писало про це немало критиків), а те, що цей президент не подолав рамок історичної міфології й намагався поєднати засадничо несумісні міфи. Вихід історик вбачає лише у «принциповій демітологізації, десакралізації та раціоналізації історії війни» [7, с. 17]. Підсумовуючи питання конфліктного потенціалу воєнної тематики, Олександр Зайцев стверджує: «Чи можна примирити тих українців, котрі святкують 9 травня, із тими, котрі відзначають 30 червня та 14 жовтня? Можна і треба, але для цього необхідно остаточно подолати традицію чорно-білого бачення світу, яке передбачає мало не обожнювання

тих, кого вважають героями, і беззастережне засудження їхніх супротивників». Свій «рецепт» історик завершив думкою, що «війну міфів» можна подолати «через багатовимірне представлення спірних подій та явищ, без замовчувань і прикрашань, поспішної героїзації одних і демонізації інших. Лише тверезий, раціональний погляд на минуле допоможе примирити українців з українцями» [7, с. 17].

Стаття Ярослава Потапенка «Політизація історичної пам'яті про Другу світову війну» (2011) аналізує, як український вимір війни був міфологізований і використаний у політичних цілях, а також як сучасна Україна поступово звільняється від радянсько-імперських наративів. Українська пам'ять про війну довгий час формувалася під впливом радянських імперських матриць. Історик відзначає, що в радянський час образ «Великої Вітчизняної» став ключовим для формування радянської ідентичності й патріотизму. «Війна, – читаємо у Ярослава Потапенка, – асоціювалася насамперед з Перемогою, оскільки навіть згадувати про трагічне фіаско початкового етапу категорично заборонялося. Перемога мислилася фундаментальним гіперсимволом, покликаним інтегрувати „нову історичну спільність", цілковито в дуалістично-міфологічному сенсі трактувалася як тріумф Абсолютного Добра над Абсолютним Злом – тріумф, що мав безсумнівно гарантувати остаточну месіансько-есхатологічну перемогу Добра над залишками Зла (світовим капіталізмом)» [14, с. 114]. В українських соціокультурних реаліях автор вбачає конкуренцію декількох концептуальних підходів щодо українського виміру війни. Серед них він, вслід за Олексадром Зайцевим, виділяє два магістральні дискурси-антагоністи: «націоналістичний (антиколоніальний) дискурс генерує, структурує й репродукує образи минулого як дзеркальні антитези до образів дискурсу російсько-радянського (колоніального)» [14, с. 115–116]. Автор звернув увагу, що ці два антагоністичні підходи поєднує «тоталітарно-одновимірний характер». На думку Ярослава Потапенка, на політику пам'яті про німецько-радянську війну переважаючий вплив мають чинники суб'єктивного характеру. У цій ситуації він вбачає «ірраціонального фундаменталізму» в українській політиці. Дослідник вважає, що і в «радянофільській» і в «національно-свідомій» інтерпретації «ритуалізований, „дистильовано" очищений від „незручних моментів", міф війни покликаний актуалізувати й пропагувати перманенту готовність громадян мобілізуватися за першим покликом влади на захист сакралізованих вартостей, сприймаючи цей поклик як власну внутрішню потребу» [14, с. 116]. В Україні Ярослав Потапенко спостерігає своєрідну «битву міфів»: «на зміну радянським міфам приходять міфи націоналістичного гатунку, що механічно замінюють „героїку Радянської Армії"

„героїкою ОУН і УПА" не меншою мірою заполітизованою» [14, с. 117]. Вихід із ситуації «замкнутого кола» (чи «дурної безконечності») історик вбачає лише у виробленні чіткої концепції формування національної ідентичності. Резюмуючи порушену проблематику, Ярослав Потапенко ставить цілий ряд історіософських питань, на які власне і по сьогодні в українському суспільстві не існує відповідей. Ці питання є радше риторичними, а для пам'ятєвої сфери – можна вважати «вічними», на які навряд чи українське суспільство та інтелектуальні еліти знайдуть загальноприйнятні відповіді.

У статті харківсько-віденської дослідниці Тетяни Журженко «"Чужа війна чи "спільна Перемога"? Націоналізація пам'яті про Другу світову війну на україно-російському прикордонні» (2011) аналізується, як пам'ять про німецько-радянську війну використовувалася в політичних та культурних практиках двох сусідніх (на той момент – ще не воюючих) країн – а саме на прикордонні Харківської та Бєлгородської областей. Тетяна Журженко аналізує такий феномен, як «націоналізація пам'яті» про війну, який пов'язаний із реінтерпретацією радянського наративу «Великої вітчизняної війни», переоцінкою її подій та символічного наповнення. Вона наголошує, що націоналізація не завжди означає «десовєтизація» пам'яті. Вона фіксує прагматичні дії місцевих еліт, які поступово й непомітно усувають архаїчну радянську символіку, а інколи поєднуючи радянські меморіальну символіку із національною чи релігійною атрибутикою. Артикулювання ідеологеми «спільної Перемоги» дослідниця трактує як «важливий символічний ресурс, затребуваний різними політичними акторами як на регіональному, так і на національному рівні; в україно-російських відносинах вона використовується для легітимації проектів пострадянської інтеграції та "стратегічного партнерства" двох країн» [8, с. 101]. Інтерпретаційні дискусії стосовно німецько-радянської війни Тетяна Журженко інтерпретує як «постколоніальні пошуки національної ідентичності» й «геополітичний виборі між Росією і Заходом». При цьому вона акцентує увагу на конфліктогенному потенціалі пам'яті про німецько-радянську війну [8, с. 102]. Дослідниця констатує той факт, що Росія застосовує символічний капітал ідеологеми «перемоги над нацизмом» для делегітимації прозахідних політичних еліт на пострадянському просторі й утвердження свого впливу.

Аналізуючи відсутність ідеологічного консенсусу в оцінках німецько-радянської війни, авторка вважає УПА найважливішим символом «анти-радянського» та «антиросійського» варіантів української ідентичності»; тому ця тематика «поляризує суспільство на два непримиренних табори» [8, с. 117].

Тетяна Журженко ілюструє, як з кінця 1980-х років в Україні та Росії формуються різні «культури пам'яті» про німецько-радянську війну. Авторка досліджує Харківську область (Україна) та Бєлгородську область (Росія), які мають спільну історію, але різні політичні наративи. Вона констатує елемент політичної інструменталізації: пам'ять про війну використовується для легітимації сучасних політичних режимів, а також для конструювання національної ідентичності. Дослідниця фокусує увагу на компаративному співставленні й виділенні концептуальних відмінностей в процесах інструменталізації пам'яті про війну в обидвох країнах. Так, у Росії домінує дискурс «спільної перемоги радянського народу», тоді як в Україні зростає тенденція до переосмислення війни як «чужої» або як частини складнішої історії, що включає окупацію, репресії та неоднозначні ролі різних груп. Вона резюмує, що для України пам'ять про німецько-радянську війну стала полем боротьби між різними політичними силами та регіональними ідентичностями. При цьому вона звернула увагу, що для прикордоння навіть сусідні регіони з подібним історичним досвідом як результат інструменталізації пам'яті можуть мати істотно різні інтерпретації минулого. Підкреслимо, що дослідження Тетяни Журженко було виконане ще задовго до початку російсько-української війни (2011 рік), проте сучасна російська агресія підтверджує, наскільки актуальну проблему порушила у свій час авторка.

Київський дослідник Владислав Гриневич у статті «Політика пам'яті Другої світової війни в Україні: у пошуках ідентичності та консолідації» (2011) намагався з'ясувати, як Українська держава використовує пам'ять про німецько-радянську війну для формування національної ідентичності та консолідації суспільства. «Різноманіття ролей, – зазначає Владислав Гриневич, – робить сьогодні Україні мікроскопом зіткнення колективних пам'ятей війни та її спадщини, а також стратегічним простором для боротьби за ідентичність» [2, с. 114]. Він констатував тривале домінування радянських наративів в Україні, які після проголошення незалежності почали активно переосмислюватись. Адаптовуючи скласифікаційну схему Миколи Рябчука до воєнної тематики, Владислав Гриневич виділяє дві основні конкуруючі моделі історичної пам'яті про німецько-радянську війну: українсько-самостійницьку та пострадянсько-малоросійську. У статті дослідник намагався простежити історичну генезу цих двох моделей пам'яті. В епоху президентства Леоніда Кучми історик вбачає процес «українізації старого міфу війни шляхом героїзації звитяги і жертовності українців у складі Червоної армії» [2, с. 118]. В результаті – «культ перемоги не лише не було скасовано, але він набув легітимної підтримки». Зміну парадигми пам'яті про війну Владислав Гриневич вбачає в періоді

президентства Віктора Ющенка. Проте і на цьому етапі пам'ять про війну він розцінює як «гібридну».

Владислав Гриневич не оминув увагою і регіональні відмінності у цій сфері. У різних регіонах України пам'ять про війну має різні акценти: на сході сильніші радянські традиції, на заході – національно-визвольні. Дослідник акцентував увагу, що російська пропаганда активно використовує міф «Великої Вітчизняної війни» у своїх цілях. Звідси він стверджує необхідність Україні виробити власний, незалежний від радянських схем, наратив даної тематики. Автор наголошує на необхідності поєднати різні пам'ятєві традиції, щоб уникнути розколу та створити спільний простір пам'яті. Владислав Гриневич пропонує створювати наратив, який визнає багатогранність досвіду українців у Другій світовій війні. Такий підхід, на його думку, може стати основою для суспільної консолідації та зміцнення національної ідентичності. Стаття завершується авторськими рефлексіями з приводу, якою повинна бути стратегія України стосовно пам'яті про німецько-радянську війну. Владислав Гриневич для України пропонує синтез східно- та західноєвропейських моделей пам'яті про війну: від першої запозичити бінарне засудження сталінського та гітлерівського тоталітаризмів; від другої – засади гуманізму, покаяння, пошуку взаємного порозуміння, відання шани усім загиблим та засудження героїзації війни як такої [2, с. 125]. Дослідження Владислава Гриневича в аналізованому нами текстовому масиві вирізняє зміщення акцентів із теоретико-методологічних аспектів проблеми у бік емпіризму.

Цінними і по сьогодні залишаються аналітичні міркування Андрія Портнова, що поміщені в історичному есеї «Українські образи Другої світової війни» (2013). В своєму аналізі стану історичної пам'яті історик значною мірою опирається на соціологічні джерела. Серед наведених даних привертає увагу результат опитування, згідно із яким у 2011 році в Україні було більше прихильників примирення між радянськими та німецькими ветеранами, ніж між вояками Червоної армії та УПА. В резюме він окреслив спектр конфліктних ситуацій стосовно тематики Другої світової війни: від інерції міфу «Великої Вітчизняної» до репресованого націоналістичного підпілля, депортації кримських татар і Голокост [13, с. 167–168]. Андрій Портнов відзначив парадоксальний, проте дуже важливий момент: в Україні чим дальше від війни – тим більше стає ветеранів. За його твердженням, серед мільйонів людей із ветеранським статусом справжніх учасників війни насправді було мало: вже на момент написання есею, за його припущенням – не більше кількадесят тисяч чоловік [13, с. 176]. Він також констатував продовження в Україні радянської практики дискримінаційної градації серед самих ветеранів: права тих, хто потрапив у полон, було демонстративно зневажено [13, с. 177].

Підсумовуючи свої рефлексії, Андрій Портнов відзначив, що за два десятиліття так і не сформувався єдиний наратив про війну: «різні її образи співіснують, конкурують і взаємодіють». В цій ситуації він віднаходив і позитивні наслідки, адже вона не давала змоги образ війни «однозначно інструменталізувати». Офіційну стратегію державних органів стосовно образу війни він окреслив як «поєднати непоєднуване, замовчуючи, спрощуючи і недомовлюючи». «Сформований у країні рятівний плюралізм пам'яті, – стверджує Андрій Портнов, – функціонує не як простір діялогу, а як замкнені у собі та доволі агресивні наративи, які співіснують тому, що, що не можуть знищити конкурента» [13, с. 182]. Насамкінець дослідник ставить риторичне запитання: «чи варто Україні прагнути до єдиного, спільного наративу, чи продуктивніше розширювати простір плюралізму?» [13, с. 183]. Від себе зауважимо, що за півтора десятиліття від часу написання цього есею актуальність й гострота порушених автором питань аж ніяк не зменшилась – вони радше зросли.

Питання про вплив пам'яті про німецько-радянську війну на процеси формування української політичної нації порушила Надія Довганик (2014). Вона зазначає, що більшість публікацій з тематики Другої світової війни мають «негативний, викривальний характер (велика кількість жертв, бездарне військове командування, технічна відсталість, масові репресії на фронті, факти мародерства та насильства з боку радянських військових і т. ін.). До цієї тенденції, яка розпочалася з кінця 80-х років минулого сторіччя, додається національна (україноцентрична) теза про безперспективність, марність людських і матеріальних втрат, яких зазнала Україна. Усе це спричиняє уявну об'єктивізацію і майже тотальну дегероїзацію історії Другої світової війни». У таких підходах вона вбачає джерело «конфронтаційних процесів у суспільстві» які перешкоджають національним виховним завданням. Авторка стверджує, що Україні слід «більш поглиблено використовувати у патріотичному вихованні тему Другої світової війни як символу з безумовно позитивним моральним забарвленням» [6, с. 38].

Сумські дослідники Сергій Дегтярьов та Володимир Нестеренко у дослідженні «Друга світова війна в політиці пам'яті та "родинній пам'яті"» (2017) аналізують, як офіційні наративи про війну співіснують із приватними, сімейними спогадами, і яким чином це впливає на суспільну свідомість. Історики на сучасному етапі розвитку України вбачають «болючі процеси переформатування історичної пам'яті». Джерелом формування офіційної політики пам'яті в Україні про цю війну вчені вважають пам'ять суспільства (реально збережену конкретними людьми чи штучно сформовану ЗМІ або політичною пропагандою). Історики виокремили конкретні чинники, які артикулюються в обґрунтуванні цієї політики:

внесок України як сторони-учасниці у перемогу, зокрема кількість воїнів та жертв-українців; конкретні військові події на території України тощо. Водночас вони підкреслили спекулятивний зміст ідеологеми «спільна перемога», яка використовується «деякими урядами сусідніх з Україною держав з метою зближення або створення можливості політичних маніпуляцій у політику пам'яті» [5, с. 48].

Співавтори статті назагал поділяють думку, що німецько-радянська війна залишається важливим інструментом у політичних дискусіях, але її інтерпретація залежить від інтересів конкретних політичних сил. На їхню думку, використання війни як політичного ресурсу може призводити до конфліктів у суспільстві та до маніпуляцій історичною свідомістю. Автори підкреслюють, що політика пам'яті часто використовується для політичних цілей, тоді як «родинна пам'ять» може допомогти персоніфікувати історію та зробити її більш «людяною». Автори пропонують звернути увагу на сімейні історії та особисті спогади, які допомагають уникнути абстрактних ідеологічних трактувань та роблять пам'ять про війну більш автентичною [5, с. 61]. Їхнє дослідження доводить, що через родинні наративи можна відновити багатогранність досвіду війни, показати її не лише як «велику перемогу», а й як трагедію, що торкнулася кожної сім'ї. В такий спосіб вони реалізують принцип персоніфікації історичної пам'яті про війну. У статті підкреслюється потреба відмовитися від застарілих трактувань війни та знайти баланс між офіційною пам'яттю та особистими історіями. Своїм дослідженням автори аргументували думку, що родинна пам'ять може стати важливим джерелом для дослідження соціальної історії та формування більш комплексного бачення минулого. Вони розглядають родинну пам'ять про німецько-радянську війну як певний запобіжний механізм від політичних маніпуляцій цією тематикою. Необхідно підкреслити, що у контексті сьогоднішніх воєнних викликів стаття актуалізує питання про те, як пам'ять про минулі війни впливає на ідентичність та політичні процеси сьогодення.

Цікавим прикладом емпіричного аналізу нашої теми на регіональному на локальному рівні є стаття Дар'ї Козлової «Про Другу світову війну та Голокост: пам'ятання і забуття» (2017). Територіально дослідниця зосередила свою увагу на меморіальних та комеморативних практиках Миколаєва та Миколаївської області. Вона спробувала підважити стереотипізовані уявлення про панування радянської моделі репрезентації подій війни та колективної пам'яті в південноукраїнських регіонах. У статті прочитуємо цікаві спостереження Дар'ї Козлової про термінологічне відображення війни у музейних експозиціях міста. Як читаємо, при створенні музейного етикетування та підписів спостерігалося уникнення

терміну «Велика Вітчизняна війна», адже в експозиції, значною мірою розрахованій на іноземного відвідувача, англомовний відповідник цього терміну «The Great Patriotic War» навряд чи буде зрозумілим іноземцям [9]. Наведений приклад ілюструє, що в меморіальних практиках панівні ідеологічні тенденції не завжди відіграють пріоритетну роль. Авторка підсумовує, що радянський міф «Великої Вітчизняної війни» досі притаманний ветеранам, їх дітям й онукам. Проте його вплив на основну масу сучасного молодого покоління вона оцінює лише як частковий.

На прикладу свого досліджуваного об'єкту Дар'я Козлова проілюструвала такий аспект політики пам'яті як «забування» історичних подій чи явищ («непам'ять»). «Разом з існуванням та співіснуванням радянської та інших моделей пам'яті та культури представлення війни, – зазначає дослідниця, – що в будь-якому випадку має позитивні конотації, бо означає пам'ятання як таке, на Миколаївщині існує також непам'ять, або забуття про окремі епізоди війни. Така тенденція розмежування пішла ще з часів Радянського Союзу, в якому склалася кон'юктура перспективних і неперспективних тем. Під цим оглядом військовополонені, остарбайтери, масово знищені євреї випадали із загального дискурсу радянського міту Великої Вітчизняної війни. На жаль, ця тенденція частково збереглася і в незалежній Україні» [9]. Авторка підсумовує, що «Миколаївщина має великий потенціал укорінення практик мирного співіснування різних пам'ятей та дискурсів війни». Таким чином, Дар'ї Козловій вдалося показати основні риси формування меморіальних практик на прикладі досліджуваного міста. Відзначимо лиш те, що подібні дослідження з настільки поглибленим фокусуванням уваги на одному місті/регіоні у загальній структурі пам'ятєвих студій стосовно німецько-радянської війни по сьогодні є скоріше винятком, а не правилом.

У 2017 році вийшло з друку найфундаментальніше дослідження в Україні із сфери пам'ятєвих студій загалом – праця Олександра Гриценка «Президенти і пам'ять. Політика пам'яті президентів України (1994–2014)». Аналіз емпіричних даних стосовно тематики німецько-радянської війни автор відносно періодів президенства Леоніда Кучми та Віктора Ющенка «розчинив» у дуже розгалуженій структурі інших напрямів політики пам'яті. Натомість у аналізі періоду президенства Віктора Януковича він структурно виокремив тематичний блок, присвячений меморіалізації Другої світової війни.

Період політики Віктора Януковича Олександр Гриценко позначив як «совєтизацію» дискурсу державної політики пам'яті; цю політику він трактував як ностальгічно-радянську альтернативу попередньої політики Віктора Ющенка. За влучним висловом науковця, на цьому етапі творці

офіційної політики пам'яті «обтрусили з пилюки й використали старе радянське кліше» [3, с. 867]. Інноваційний підхід Олександра Гриценка проявився у тому, що він досить скрупульозно відстежував соціальну складову (а також інформаційно-політичні спекуляції стосовно неї) нормативно-правових актів, що стосувалися ветеранів війни. Своїм детальним аналізом меморіальних заходів дослідник доказав, що тогочасна політична еліта не стільки дбала про реальні життєві інтереси ветеранів війни, скільки запопадливо намагалися вписати власну політику в агресивну неоімперську парадигму Москви. Цінним для нас видається аналітичне спостереження Олександра Гриценка про три основні напрями у стратегії офіційної політики 2010–2013 років стосовно війни. Він виділяє насамперед 1) «ретро-радянський» напрям – це «повернення до радянської міфології „Великої Вітчизняної"», з відповідним політичним дискурсом та комеморативними практиками (паради, салюти, червоні прапори та георгіївські стрічки»); 2) так званий «гречкосійний» – це «обрання ветеранів війни та ветеранських організацій головною цільовою аудиторією своєї політики й курс на зміцнення своєї політичної бази в цій групі суспільства шляхом матеріальних і символічних „роздач" та обіцянок іще більших благ у майбутньому»; 3) проросійський – це «промоція „спільної історії" та „спільної Перемоги", розширення спільних з Росією комеморативних заходів; спроби реставрувати єдиний символічний простір з центром у Москві» [3, с. 874].

Окрему увагу вчений звернув на спробу владних органів продублювати таку комеморативну практику Росії як «Поїзди Перемоги» [3, с. 872–874]. Він не оминув увагою спроби українських науково-інтелектуальних та політичних еліт опротестувати реанімацію радянських наративів у політиці пам'яті періоду Віктора Януковича. Загалом таке ґрунтовне дослідження Олександра Гриценка хоча не спрямоване на дослідження політики пам'яті стосовно власне німецько-радянської війни, проте воно тут займає особливе місце – слугує ілюстрацією дослідницької ретельності й добросовісності в опрацюванні своєї тематики. Якщо в абсолютній більшості українських пам'ятєвих студій помітною є диспропорція на користь теоретичного аналізу, то в обширному доробку Олександра Гриценка спостерігаємо протилежну ситуацію – виразний акцент на емпіричне опрацювання місткого джерельних матеріалів.

В аналізованому нами доробку окрему увагу слід звернути на колективну монографію «Політика і пам'ять. Дніпро – Запоріжжя – Одеса – Харків. Від 1990-х до сьогодні» (2018). У ній окремий підрозділ («Друга світова війна») присвячений аналізу меморіальної політики стосовно цієї війни. Цікаво, що територіальні рамки цього аналізу зосереджуються

переважно на місті Харків. Автори стверджують, що пам'ять про німецько-радянську війну у її «святково-переможній версії» навіть після розпаду СРСР тривалий час мала «велику символічну вагу та репрезентує те позитивне, на що можна спиратися у говорінні про радянський період» [12, с. 111]. Простежуючи трансформації радянських героїчно-жертовний наративів, вони зауважили, що «тези про «всенародний опір ворогу», масовий героїзм, партизанську/підпільну боротьбу та трудовий подвиг тилу доповнили показом війни як трагедії, досвідом життя в окупації, історіями остарбайтерів, військовополонених, жертв Голокосту» [12, с. 112]. У своєму тексті співавтори опирались насамперед на аналіз навчальної літератури та матеріали музейних експозицій. Дослідники звернули увагу на такий момент, що в умовах бурхливих викриттів радянських злочинів тема війни виявилась значно менше здискредитованою, хоча і теж зазнавала критики [12, с. 114]. Автори констатують думку, що тематика війни зробила її зручним інструментом маніпуляції суспільними настроями. «З одного боку, – резюмують дослідники, – тема війни могла бути використана як об'єднавчий символ, спільний досвід, а з другого – як інструмент розділення і відмежування (наприклад, «від фашистських сил»); з одного боку, як величезна трагедія, із другого – як велика Перемога» [12, с. 129]. В останні десятиліття у досліджуваних ними містах вони фіксують суттєві трансформації: у воєнний наратив відбулося включення «раніше маргіналізованих акторів»; у ньому став помітнішим акцент на людських трагедіях і повсякденному житті під окупацією. В результаті наратив війни став «менш державоцентричним й більш критичним». Дослідники звернули увагу, що із початком сучасної російсько-української війни радянська ідеологема «братніх народів», які борються проти загрози із Заходу, зазнала нищівного удару. Проте на зберігає свою живучість «героїчно-мартирологічна історія, направлена проти ворогів та малочутлива до провин «своєї» спільноти, а також розважальний формат святкувань» [7, с. 129]. Такий чином, в вищезгаданій монографії ми маємо приклад хороший емпіричного аналізу пам'ятєвої політики щодо німецько-радянської війни у локальному вимірі.

Київський історик Юрій Ніколаєць у статті «Історична пам'ять про Другу світову війну в контексті загроз державності в Україні» (2019) досліджує, як історична пам'ять про Другу світову війну впливає на сучасну українську державність та які загрози виникають у зв'язку з маніпуляціями цією пам'яттю. Він переконує, що історична пам'ять може бути як ресурсом для розвитку держави, так й інструментом зовнішнього впливу та загроз. Головну увагу Юрій Ніколаєць звернув на ту обставину, що Росія активно експлуатує радянський наратив, щоб впливати на українське суспільство.

Це створює небезпеку внутрішніх розколів та ослаблення національної ідентичності. Він стверджує, що історична пам'ять про німецько-радянську війну є не лише культурним чи освітнім явищем, а й чинником національної безпеки. «Переформатування» політики пам'яті щодо німецько-радянської війни в Україні історик розглядає як частину процесів євроінтеграції та інтеграції до світового співтовариства. У цих процесах, як читаємо, Україна поступово відходить від радянського моделювання історичної пам'яті про цю війну. Натомість у Росії він спостерігає політику пам'яті, яка все більше пов'язується із сакралізацією Перемоги й відкиданням будь-яких альтернативних оцінок подій воєнної епохи [15, с. 226]. Дослідник зазначає, що розпад СРСР відкрив шлях для пострадянських істориків до переоцінки подій війни. Проте російські політичні та наукові еліти прагнули закріпити за собою ореол «переможців» у війні, що обумовило пропаганду російсько-центричного дискурсу про війну. У формуванні історичної пам'яті про німецько-радянську війну він вбачає один із засобів поширення «русского мира» [15, с. 230]. Юрій Ніколаєць акцентує, що в українському дискурсі про війну залишалося місце для плюралізму, деідеологізованої позиції та неупереджених оцінок, проте така форма дискурсу була вразливою до зовнішніх інформаційних впливів, які переслідували мету захисту російських інтересів в Україні [15, с. 231]. Пам'ять про німецько-радянську війну, на думку вченого, стала для проросійських сил стала доказовим аргументом у пропаганді тези про «розкол» України. Історик пропонує стратегію української відповіді на цей зовнішній виклик. Вона полягає у переосмисленні пам'яті про німецько-радянську війну у власному національному ключі, з акцентом на досвід України як жертви тоталітарних режимів. Для збереження державності Україна має формувати власний наратив, відмінний від російського та радянського. При цьому пам'ять про війну повинна слугувати консолідації суспільства, а не його розділенню [15, с. 237].

Вікторія Венгерська у статті «Інструменталізація на пострадянському просторі та в країнах ЦСЄ» (2021) акцентує на думці, що пам'ять про німецько-радянську війну залишається одним із найважливіших інструментів політичної мобілізації у пострадянських країнах та Центрально-Східній Європі. Дослідниця наголошує, що політики активно використовують міфологічний «потенціал» війни для легітимації влади та формування національної ідентичності. При цьому вона звертає увагу на конфліктність пам'яті: сконструйована пам'ять про війну часто стає джерелом суспільних конфліктів, розділяючи суспільство на опозиційні табори як всередині держав, так і між ними. Вікторія Венгерська відзначила лінгвістичні аспекти у процесі інструментального використання пам'яті про німецько-радянську

війну: у сучасному політичному дискурсі спостерігається розширення семантичного поля терміну «фашизм/фашист». Дослідниця підкреслює, що «саме так звана „боротьба" із фашизмом й стала одним із гасел, під якими розгортався проєкт „русского мира" [1, с. 137].

Авторка статті розширила свій дослідницький фокус і на сферу популярної культури. Так, на прикладі сучасної російської кіноіндустрії дослідниця показала, яким чином через художні фільми на історичну тематику закріплюється конструкт «Велика Вітчизняна війна» у якості базового елементу ідентичності. «З базового радянського міфу, – читаємо у її статті, – він перетворився на не менш важливу складову антиукраїнської політики та пропаганди Російської федерації у боротьбі „проти фашизму та бандерівців", а також просуванню „русского мира" як особливого, відмінного від західного шляху розвитку» [1, с. 138]. Не оминула увагою музеїв як важливого інструменту маніпуляцій у сфері історичної політики.

Вікторія Венгерська здійснила спробу компаративного зіставлення стратегій використання пам'яті про Другу світову війну у країнах Центрально-Східної Європи. Вона стверджує: пам'ять про Другу світову війну у них також використовується для досягнення політичних цілей, проте з акцентом на власні національні травми та їхній досвід перенесення окупації. Вікторія Венгерська підсумовує, що на пострадянському просторі пам'ять про Другу світову війну стала вагомим політичним інструментом, який використовується для конструювання ідентичності та легітимації влади. Водночас слід зауважити, що емпіричні аспекти дослідження Вікторії Венгерської базується переважно на аналізу досвіду політики пам'яті Росії та Угорщини.

Харківський дослідник Ігор Дворкін у дослідженні «Пам'ять про Другу світову війну в умовах російсько-української війни: постановка проблеми» (2023) проаналізував процеси переосмислення місця Другої світової війни в українській історії на державному рівні у період російсько-української війни з 2014 р. Автор констатує, що у радянський час домінував наратив «Великої Вітчизняної війни», який ґрунтувався на героїзації Червоної армії та замовчуванні українського досвіду, особливо тих сторінок, що не вписувалися у радянську ідеологію. Після проголошення незалежності України у 1991 році пам'ять про німецько-радянську війну перебувала у перехідному стані: радянські інтерпретації ще залишалися сильними, але поступово з'являлися нові підходи, які намагалися врахувати український досвід. Концептуальні зміни він вбачає насамперед у таких фактах як прийняття «декомунізаційних» законів, відмова від ідеологеми «Велика вітчизняна війна», поява нових меморіальних практик, зміщення акцентів із героїзму та жертовності воїнів на трагедію звичайної людини

[4, с. 24]. Після 2014 року, коли почалася російська агресія, Україна почала орієнтуватися на європейський підхід. У цьому наративі визнається роль України як жертви тоталітарних режимів та учасника антигітлерівської коаліції. А після 2022 року, з початком повномасштабного вторгнення, пам'ять про німецько-радянську війну радикалізувалася. Вона стала інструментом порівняння сучасної російської агресії з нацистською, а також акцентом на боротьбі України за свободу та незалежність. В період російської агресії, як зазначає автор, парадигма «партнерських відносин» із Росією щодо минулого не могла більше існувати, і це дало відображення в історичній політиці України. Після початку російської агресії демонтажу багатьох пам'ятників в Україні, на думку Ігора Дворкіна, сприяла інструменталізація подій війни з боку російського агресора [4, с. 26].

Ігор Дворкін значну увагу приділяє змінам концептуальних підходів до потрактування Другої світової війни з початком російської агресії. Головний фокус його уваги звернутий насамперед на зміни у формуванні меморіального простору, який присвячений воєнній епосі. «Парадигма „Великої Вітчизняної війни", – зазначає історик, – радянської доби закономірно вплинула на назви топонімічних об'єктів в Україні. Зі здобуттям незалежності розпочався процес перейменування. Значною мірою це залежало і залежить від регіону та політичних подій у державі» [4, с. 27].

Стаття Ольги Михайлової «Пам'ять Другої світової війни в Україні як чинник меморіалізації російсько-української війни» (2025) досліджує, як радянські та європейські моделі пам'яті про Другу світову війну впливають на сучасні практики комеморації в Україні, зокрема з початком російсько-української війни 2014 року, а особливо після повномасштабного вторгнення 2022 року. Після 2014 року Україна поступово відходить від радянського наративу «Великої Вітчизняної війни»: тут спостерігається дрейф української меморіальної політики від радянського наративу «Великої вітчизняної війни» до європейського наративу «Другої світової війни» [11, с. 129]. Дослідниця констатує, що в Україні відбувається переорієнтація на європейське бачення військово-політичних подій 1939–1945 рр. На думку дослідниці, в Україні традиція вшанування пам'яті жертв війни більшою мірою відповідала європейській традиції меморіалізації, ніж войовничим практикам радянського часу. Повномасштабне вторгнення Росії у 2022 році радикалізувало ці зміни, зробивши пам'ять про Другу світову війну важливим чинником осмислення сучасної війни. У цих процесах формуються нові сенси та формати меморіалізації, які поєднують пам'ять про минуле з досвідом теперішнього. Повномасштабне вторгнення Росії, на думку Ольги Михайлової, спричинило деяку маргіналізацію

тематики Другої світової війни в умовах. Проте ця пам’ять в умовах сучасної війни «зберігає значущість як джерело моральних, історичних і риторичних ресурсів для осмислення сучасного досвіду» [11, с. 133].

Висновки. За останні два десятиліття пам’ятєві студії стосовно німецько-радянської війни набрали неабиякої динаміки. Академічне середовище запропонувало на цю тему вже немалий корпус текстів. Проте у ньому помітна диспропорція: теоретико-методологічні рефлексії виразно переважають над емпіричними дослідженнями. Також спостерігається певне проблемно-тематичне одноманіття цього доробку. Більшість авторів зосереджуються на повторюваних тезах: пам'ять про війну як інструмент політичної легітимізації, тяглість радянської міфу «Великої Вітчизняної», відсутність єдиного наративу німецько-радянської війни, конфліктний потенціал конкуруючих образів війни, використання Росією цього образу як інструменту неоімперського впливу тощо. Надто однобічно й звужено в українських студіях проаналізовані суб’єкти цієї меморіальної політики: дослідники аналізують насамперед вищі органи державної влади, набагато меншою мірою – органи місцевого самоврядування. Внесок інших же суб’єктів у реалізацію цієї політики та відповідних комеморативних практик (політичні партії, суспільні рухи, ветеранські товариства, громадські організації, церковні конфесії, приватні активісти, історико-реконструкторський рух, мистецькі кола, зрештою – академічна спільнота) досліджено ще дуже фрагментарно. Так само нерівномірно ця політика досліджується у регіональному та локальному вимірах. Таким чином, здійснений нами аналіз показав, що незважаючи на стрімкий зріст популярності меморіальних студій, емпіричне вивчення політики пам’яті стосовно німецько-радянської війни перебуває лиш на початковій стадії. У цьому тематичному комплексі ще багато аспектів залишаються цілком не вивченими. Звідси можемо прогнозувати, що окреслена тематика залишатиметься актуальною (як в науковому, так і в прикладному аспектах) ще достатньо тривалий час.

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ТІЛЕСНІСТЬ СТРАХУ У ГРАФІЦІ ТЕТЯНИ ДОМНЕНКО В КОНТЕКСТІ ІСТОРІЇ МИСТЕЦТВА ВІЙНИ

Анотація. У статті здійснено мистецтвознавчий і культурологічний аналіз серії скетчів Тетяни Домненко «Укриття» (2022), створеної в умовах початку повномасштабного російського вторгнення в Україну. Дослідження зосереджене на виявленні особливостей художньої мови авторки, ролі кольору, лінії та композиції у передачі екзистенційного досвіду людини в укритті. Проаналізовано образи зіщулених і деформованих людських фігур як візуальні репрезентації тілесної пам'яті страху, виснаження та очікування. Встановлено, що колористична система серії має символічний характер: чорний колір уособлює тиск небезпеки та замкненість простору, червоний – тривогу й поширення загрози, тоді як світлі площини тіла акцентують людську вразливість і внутрішню життєстійкість. Особливу увагу приділено інтерпретації образу укриття як колективного архетипу сучасної української культури воєнного часу. Доведено, що укриття у творах Тетяни Домненко функціонує не лише як фізичне місце захисту, а як психологічний та екзистенційний простір переживання війни. Важливим смисловим компонентом циклу є його присвята художнику й педагогу Олександрові Тарасенку, який загинув на початку повномасштабної війни. Його постать у художньому наративі авторки набуває значення моральної опори, символічного «укриття» та образу наставництва. Обґрунтовано, що серія «Укриття» є прикладом сучасного українського мистецтва, у якому індивідуальний досвід війни трансформується у форму художнього свідчення та культурної пам'яті. Отримані результати підкреслюють значущість мистецтва як засобу осмислення травматичного досвіду російсько-української війни та фіксації внутрішніх станів людини в умовах історичної катастрофи. Крім того, серія демонструє трансформацію

індивідуального переживання у колективний культурний досвід, у якому приватна пам'ять про страх, втому та втрату набуває універсального гуманістичного звучання. Творчість Тетяни Домненко розглядається як важливе свідчення формування нової візуальної мови українського мистецтва періоду російсько-української війни, зорієнтованої на емоційне документування історичної реальності.

Ключові слова: образотворче мистецтво, художники, Полтава, російсько-українська війна, історія, українська культура, тілесність, освіта, культура, дизайн, Олександр Тарасенко, Тетяна Домненко.

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THE CORPORATENESS OF FEAR IN THE GRAPHICS OF TETYANA DOMNENKO IN THE CONTEXT OF WAR ART HISTORY

Abstract. The article presents an art historical and cultural analysis of the series of sketches by Tetyana Domnenko "Shelter" (2022), created in the conditions of the beginning of the full-scale Russian invasion of Ukraine. The research focuses on identifying the features of the author's artistic language, the role of color, line and composition in conveying the existential experience of a person in shelter. The images of shrunken and deformed human figures are analyzed as visual representations of the bodily memory of fear, exhaustion and expectation. It has been established that the coloristic system of the series is symbolic in nature: black color personifies the pressure of danger and the confinement of space, red - anxiety and the spread of threat, while the light planes of the body emphasize human vulnerability and inner vitality. Special attention is paid to the interpretation of the image of shelter as a collective archetype of modern Ukrainian wartime culture. It is proven that shelter in the works of Tatyana Domnenko functions not only as a physical place of protection, but also as a psychological and existential space for experiencing war. An important semantic component of the cycle is its dedication to the artist and teacher Oleksandr Tarasenko, who died at the beginning of a full-scale war. His figure in the author's artistic narrative acquires the meaning of moral support, symbolic "shelter" and an image of mentorship. It is substantiated that the series "Shelter"

is an example of modern Ukrainian art, in which the individual experience of war is transformed into a form of artistic testimony and cultural memory. The results obtained emphasize the significance of art as a means of understanding the traumatic experience of the Russian-Ukrainian war and recording the internal states of a person in conditions of a historical catastrophe. In addition, the series demonstrates the transformation of individual experience into a collective cultural experience, in which private memories of fear, fatigue, and loss acquire a universal humanistic sound. Tatyana Domnenko's work is considered an important testimony to the formation of a new visual language of Ukrainian art during the Russo-Ukrainian war, focused on the emotional documentation of historical reality.

Keywords: fine arts, artists, Poltava, Russian-Ukrainian war, history, Ukrainian culture, corporeality, education, culture, design, Oleksandr Tarasenko, Tatyana Domnenko.

Постановка проблеми. Повномасштабне російське вторгнення в Україну стало не лише історичною та політичною катастрофою, а й подією, що докорінно трансформувала українську культуру та мистецтво. В умовах війни художня практика набуває функцій документування, емоційного свідчення та фіксації колективного травматичного досвіду. Особливе місце у цьому процесі посідають камерні графічні форми, зокрема скетчі, здатні оперативно й безпосередньо реагувати на екстремальні психологічні стани. Серія «Укриття» Тетяни Домненко, створена у 2022 році, є важливим прикладом такого мистецького реагування, у якому особистий досвід перебування в укритті під час повітряних тривог перетворюється на узагальнений образ життя людини в умовах війни.

Творчість Тетяни Домненко репрезентує нову хвилю українського воєнного мистецтва, у центрі якого перебуває не героїзація події, а візуалізація внутрішніх станів – страху, виснаження, очікування, тілесної скутості та психологічної вразливості. Через експресивну лінію, символічну роль кольору й деформовану пластику фігури художниця формує образ укриття не лише як фізичного простору захисту, а як культурного й екзистенційного феномена сучасності. Особливого значення серії надає її присвята художнику й педагогу Олександрові Тарасенку, чия постать стає важливим смисловим виміром творів, поєднуючи теми мистецького наставництва, пам’яті та втрати у воєнний час.

Аналіз досліджень і публікацій. Опрацювання наукових і публіцистичних джерел засвідчує поступове формування дослідницького інтересу до творчості Тетяни Домненко та ширшого контексту сучасного українського мистецтва воєнного часу. Наявні публікації охоплюють

матеріали електронних видань, присвячених мистецьким практикам періоду війни (Т. Балагура, І. Ізотов), дослідження індивідуальної художньої манери та творчої своєрідності мисткині (О. Лук'яненко, Н. Майструк), аналітичні праці, пов'язані з осмисленням воєнної тематики у сучасному мистецтві (Є. Летюка, К. Сіляєва), а також розвідки, присвячені ілюстративним роботам Тетяни Домненко до літературних творів. Водночас серія «Укриття» як цілісний художній цикл досі не ставала предметом комплексного мистецтвознавчого й культурологічного аналізу, що зумовлює актуальність запропонованого дослідження.

Мета дослідження полягає у мистецтвознавчому та культурологічному аналізі серії скетчів Тетяни Домненко «Укриття», виявленні особливостей художньої мови авторки, символічного значення образу укриття та способів репрезентації травматичного досвіду російсько-української війни засобами графіки.

Виклад основного матеріалу. Четвертий скетч із серії «Укриття» Тетяни Домненко є одним із найбільш емоційно концентрованих і водночас композиційно загострених творів циклу, в якому художниця звертається до стану очікування – тривалого, виснажливого, майже нестерпного часу між тривогою і відбоєм.

Зображена постать – людина, що обперлася об стіну, не просто фіксує позу, а втілює екзистенційний стан зависання, у якому тілесна нерухомість приховує внутрішню напругу, що не має виходу.

Передусім привертає увагу радикальне колористичне рішення: домінування червоного кольору, який заповнює не лише контури, а й майже весь простір довкола фігури. Цей червоний не є декоративним або символічно однозначним – це колір, що діє на рівні фізіологічного сприйняття, викликаючи відчуття тривоги, небезпеки, пульсації. Він нагадує водночас і колір сирени, і колір внутрішнього напруження, і колір крові як універсального знаку життя, що перебуває під загрозою. У цьому сенсі червоний у Домненко – це не тло, а активне середовище, яке ніби стискає фігуру, поглинає її, не залишаючи простору для втечі.

Фігура людини розміщена у центрі композиції, але не як стабільна вісь, а як згорнутий, замкнений у собі об'єм. Поза з підібганими ногами, нахиленим корпусом і головою, що спирається на руку, є гранично інтимною і водночас універсальною. Це поза чекання, але не активного, а вимушеного, коли дія неможлива, і залишається лише витримувати час. Особливо важливим є жест руки, яка підтримує голову: він вказує на втому, але й на спробу зберегти контроль над собою. Це не жест відчаю, а радше жест тримання себе у стані рівноваги, коли психіка балансує між виснаженням і необхідністю залишатися зібраною.

Композиційно робота побудована на принципі контрасту між внутрішнім і зовнішнім простором. Внутрішній простір – це біла, майже не заповнена площина тіла, де форма подана мінімальними лініями. Зовнішній – агресивний, насичений, хаотично заштрихований червоний простір, який оточує фігуру з усіх боків. Такий контраст створює ефект, ніби людина перебуває всередині вогню або сигналу тривоги, але водночас зберігає в собі острів відносної тиші. Білизна тіла тут не означає чистоту чи ідеалізацію – це радше зона вразливості, місце, де відсутній захист, але присутня внутрішня концентрація.

Лінія у цьому скетчі виконує подвійну функцію. З одного боку, вона окреслює форму тіла – м'яко, майже невпевнено, ніби художниця дозволяє фігурі «дихати» і не замикає її у жорсткому контурі. З іншого боку, у зоні довкола фігури лінія стає агресивною, різкою, імпульсивною. Ці штрихи нагадують вибухові хвилі або звукові удари, що прориваються у простір укриття.

Таким чином, графічна мова передає не лише візуальний, а й акустичний досвід – досвід перебування під обстрілами, коли звук стає матеріальним і майже відчутним фізично.

Особливої уваги заслуговує взаємодія фігури зі стіною, на яку вона спирається. Хоча сама стіна не прописана реалістично, її присутність відчувається через нахил тіла, через те, як фігура «вписується» у кут. Стіна тут – це не просто архітектурний елемент, а символ межі між внутрішнім і зовнішнім, між захистом і загрозою. Людина обпирається на неї, шукаючи опори, але ця опора умовна: стіна не може повністю захистити, вона лише дає відчуття тимчасової стабільності. У цьому проявляється один із ключових мотивів серії – укриття як простір, що водночас рятує і не гарантує безпеки.

Психологічно цей скетч передає стан, який можна описати як затяжне очікування в умовах невизначеності. На відміну від паніки чи активного страху, тут зображено іншу фазу переживання – коли страх уже інтегрований у тіло, став фоновим станом, і людина змушена з ним співіснувати. Саме тому поза виглядає спокійною, майже статичною, але цей спокій оманливий: він досягнутий ціною виснаження. Чекання «відбою» стає не просто часовим відрізком, а екзистенційним випробуванням, у якому кожна хвилина розтягується і наповнюється напругою.

Цікаво, що обличчя фігури майже не деталізоване, але легкий нахил голови і закриті очі (або їх умовне позначення) створюють відчуття внутрішнього зосередження. Це не спостереження за зовнішнім світом, а занурення у себе, у власні думки або, можливо, у спробу не думати зовсім. Таким чином, Домненко показує, що під час війни головним простором

існування стає не зовнішній світ, а внутрішній – той, який можна контролювати хоча б частково.

Ритм композиції побудований на чергуванні **замкнених і відкритих форм**. Тіло утворює замкнений контур – своєрідне коло, у якому людина замикає себе, намагаючись зменшити вплив зовнішнього. Натомість червоні штрихи довкола є відкритими, спрямованими назовні, вони не мають завершення, що підсилює відчуття нескінченності небезпеки. Цей ритмічний контраст створює напруження, яке і є головним емоційним змістом роботи.

У ширшому контексті серії «Укриття» цей скетч можна розглядати як візуалізацію стану між діями – між входом у сховище і виходом із нього, між тривогою і відбоєм, між страхом і полегшенням. Саме цей проміжний стан є найменш героїчним, але найбільш правдивим: він позбавлений драматичного піку, але наповнений щоденною, рутинною напругою, яка виснажує не менше, ніж самі обстріли. Цей твір демонструє здатність Тетяни Домненко працювати з гранично простими засобами для досягнення складного емоційного ефекту. Через лінію, колір і позу вона створює образ, що виходить за межі конкретної ситуації і набуває універсального звучання. Це не просто сцена з укриття – це метафора стану сучасної людини у війні, яка змушена жити у постійному очікуванні, тримаючись за будь-яку опору, навіть якщо вона умовна. І саме в цій здатності витримувати, чекати і не розпастися полягає головна сила цього образу.

Пятий скетч Тетяни Домненко з циклу «Укриття» являє собою варіацію вже розглянутого мотиву – людини, що обперлася об стіну в очікуванні відбою, – однак у цій версії художниця радикально змінює колористичну та емоційну тональність, що суттєво трансформує зміст і характер образу.

Якщо у попередній інтерпретації домінував агресивний, майже травматичний червоний, який втілював стан зовнішньої загрози і внутрішнього напруження, то тут композиція вибудовується на поєднанні синього, жовтого та чорного, що створює складніший, багатошаровий психологічний і символічний простір.

Насамперед впадає в око поліхромна структура образу, яка вже не замикає фігуру у єдиному кольоровому середовищі, а розчленовує її на окремі зони, кожна з яких має власний емоційний регістр. Синій колір, що домінує у нижній та центральній частині композиції, формує основу – він асоціюється з холодом, тишею, ніччю, станом приглушення. Це той самий «колір укриття», який у попередніх роботах Домненко функціонує як простір внутрішнього відходу, але тут він набуває більш структурованого характеру, ніби формує каркас тілесного існування. Синій огортає фігуру,

але не поглинає її повністю, залишаючи можливість для інших кольорових втручань.

Жовтий, який локалізується переважно у верхній частині тіла – в зоні голови, плеча, частково руки, – виступає як акцент свідомості, світла або внутрішнього напруження, що не згасає навіть у стані очікування. Цей жовтий не є чистим світлом надії, але й не є тривожним сигналом; радше це колір внутрішнього тепла, яке зберігається попри холод укриття. У контексті української візуальної культури неможливо не помітити алюзію на національну кольорову символіку, однак Домненко не подає її декларативно – вона інтегрує ці кольори у тілесну структуру, роблячи їх частиною психологічного стану. Таким чином, жовто-блакитна гама тут функціонує не як знак, а як переживання належності, що існує на рівні відчуття.

Чорний колір, який з'являється у вигляді щільних, майже різких площин і ліній, виконує роль структурного та екзистенційного маркера. Він формує межі, акцентує контури, але водночас створює відчуття тиску, присутності чогось важкого і невідворотного. Чорний у цій композиції – це і стіна, і тінь, і вага зовнішнього світу, що нависає над людиною. Він не домінує, як червоний у попередньому варіанті, але постійно нагадує про свою присутність, вводячи у зображення елемент тривоги.

Композиційно фігура залишається згорнутою, замкненою у собі, але на відміну від монохромного варіанту, тут вона виглядає більш «розчленованою» на частини, що ніби існують у різних станах. Ноги, окреслені синім, здаються важкими, майже інертними, вони ніби вросли у простір укриття. Верхня частина тіла, позначена жовтим і чорним, виглядає більш рухливою, напруженою, ніби саме там концентрується думка, очікування, тривога. Такий розподіл створює ефект внутрішнього роздвоєння: тіло вже змирилося з ситуацією, прийняло її, тоді як свідомість продовжує напружено чекати.

Поза фігури – обперта спина, нахилена голова, рука біля обличчя – зберігає свою основну семантику, але в цій кольоровій інтерпретації вона набуває нових відтінків. Це вже не лише поза виснаження, а й поза внутрішнього утримання рівноваги між різними станами: страхом і спокоєм, напругою і притупленням, надією і байдужістю. Людина ніби перебуває у стані між, де жоден емоційний полюс не є остаточним.

Простір довкола фігури втрачає однорідність і стає більш фрагментованим. Білий фон аркуша більше не є просто порожнечею – він вступає у діалог із кольоровими плямами, створюючи ефект відкритого простору, у якому фігура не повністю ізольована. Це важливий зсув: якщо у червоній версії людина була «замкнена» у середовищі тривоги, то тут вона

ніби існує на межі внутрішнього і зовнішнього, не повністю поглинута жодним із них. Це додає образу більшої складності, робить його менш однозначним і більш рефлексивним.

Лінія у цьому скетчі також зазнає трансформації. Вона стає більш варіативною: поряд із м'якими, розмитими пастельними штрихами з'являються різкі, майже графічні контури чорного. Така різнорідність лінії відображає різні рівні переживання: від тілесного, інтуїтивного до свідомого, раціоналізованого. Лінія більше не є лише носієм емоції – вона стає інструментом аналізу, розчленування досвіду.

У цьому варіанті особливо відчутною є тема часу як розтягнутого, неоднорідного процесу. Кольори ніби фіксують різні фази одного і того ж стану: синій – тривале очікування, жовтий – моменти загострення свідомості, чорний – фіксацію меж і страху. Таким чином, скетч можна читати як поліхронічну композицію, де в одному зображенні співіснують різні часові модуси.

З точки зору символіки, ця робота наближається до більш узагальненого рівня. Якщо червоний варіант був майже прямим вираженням травматичного досвіду, то ця інтерпретація вводить елемент рефлексії, дистанції. Домненко ніби намагається не лише пережити, а й осмислити стан очікування, розкласти його на складові, знайти у ньому структуру. Це свідчить про поступову трансформацію художньої мови – від безпосереднього емоційного викиду до більш складної, аналітичної форми. У контексті серії «Укриття» цей скетч демонструє, як один і той самий мотив може набувати різних значень залежно від колористичного рішення. Тут укриття вже не лише простір страху, а й простір внутрішньої роботи, де людина намагається зрозуміти власний стан. Обперта об стіну фігура стає символом не тільки фізичної опори, а й пошуку внутрішньої опори, яка не залежить від зовнішніх обставин. Ця кольорова інтерпретація розширює смислове поле серії, показуючи, що досвід війни не є однорідним: він включає і моменти гострого страху, і фази притуплення, і спроби осмислення. Тетяна Домненко, працюючи з мінімальними засобами, досягає складного ефекту багатошаровості, де кожен колір, кожна лінія і кожен жест стають частиною великого процесу – процесу переживання, витримування і поступового осмислення реальності війни.

Останній чорний скетч із серії «Укриття» Тетяни Домненко постає як одна з найбільш узагальнених і водночас екзистенційно насичених варіацій мотиву людини, що обперлася об стіну в очікуванні відбою. У цій інтерпретації художниця майже повністю відмовляється від колористичної «роздільності» фігури й простору, натомість вибудовує композицію через взаємодію трьох ключових елементів: чорного як символу тиску і

небезпеки, червоного як імпульсу тривоги та світлої, майже незаповненої площини тіла як зони вразливого існування. Власне, тут відбувається принципово інший тип образотворчого мислення: не через кольорове моделювання форми, а через символічну енергетику кольору, що діє як психологічне поле.

Передусім важливо звернути увагу на чорні маси, які займають значну частину композиції. Вони не просто обрамляють фігуру, а буквально нависають над нею, перетинають її, врізаються у простір тіла. Саме тут реалізується авторське визначення чорного як «стелі-небезпеки, що тисне». Ця «стеля» не має чітких геометричних меж, вона радше нагадує рухому, нестабільну масу, яка може будь-якої миті зсунутися, впасти, змінити форму. Така пластика чорного створює відчуття перманентної загрози, яка не локалізується в одному місці, а пронизує весь простір укриття. Візуально це досягається за рахунок широких, грубих штрихів, що накладаються один на одного, утворюючи щільні, майже непрозорі ділянки. У цих зонах зникає повітря, зникає глибина – залишається лише тиск.

На цьому тлі особливо вразливою виглядає сама фігура. Вона майже не має кольорового наповнення, її контур позначений ледь вловимими лініями, що не завжди замкнені. Така «незавершеність» форми є принциповою: тіло не фіксується як стабільна структура, воно ніби перебуває у стані постійного коливання, розчинення. Це відповідає описаному авторкою досвіду – «втискання у маленький простір», де людина змушена максимально згорнутися, втратити звичні пропорції, адаптуватися до обмеження. Фігура тут – це не анатомічно точне зображення, а слід присутності, відбиток стану.

Поза людини, як і в інших варіантах цього мотиву, зберігає ключові характеристики: зіщуленість, опора на стіну, наближеність рук до голови або тулуба. Проте в цій інтерпретації вона виглядає ще більш стиснутою, майже «зламаною» під тиском простору. Важливо, що стіна, на яку спирається фігура, не зображена прямо – її функцію виконують ті самі чорні маси. Таким чином, межа між опорою і загрозою стирається: те, що мало б захищати, одночасно тисне. Це створює глибоко парадоксальний образ укриття як місця, де безпека і небезпека співіснують у нерозривній єдності.

Червоні акценти, розкидані по всій композиції, працюють як своєрідні «сигнали». Вони не формують суцільного поля, як у попередньому червоному варіанті, а з'являються фрагментарно – у вигляді невеликих штрихів, крапок, проривів. Саме ця фрагментарність робить їх особливо тривожними: вони нагадують спалахи, імпульси, короткі вибухи. Відповідно до авторського коментаря, червоне тут – це «тривога, що шириться». І справді, ці акценти не мають центру, вони розповзаються по

площині, ніби інфекція або хвиля, що не піддається контролю. У психологічному сенсі це можна інтерпретувати як розсіяний стан страху, який не концентрується в одному переживанні, а присутній усюди.

Особливо цікавим є те, що фігура не має власного кольору – вона не «розбита» на кольорові зони, як у попередніх інтерпретаціях. Це означає, що людина тут не визначається через внутрішні стани, а радше через взаємодію з зовнішнім середовищем. Вона стає місцем перетину сил – тиску чорного і імпульсів червоного. Такий підхід радикально змінює акцент: якщо раніше ми могли говорити про внутрішній психологічний ландшафт, то тут перед нами – екзистенційна ситуація, де суб'єкт майже розчиняється у полі зовнішніх впливів.

Лінія у цьому скетчі виконує роль не лише контурну, а й ритмічну. Вона то зникає, то з'являється, переходить від м'яких, майже графітних штрихів до жорстких, насичених чорних мазків. Така варіативність створює відчуття нестабільності, переривчастості досвіду. Лінія не веде погляд плавно – вона його зупиняє, збиває, змушує повертатися. У результаті глядач не може «спокійно» прочитати зображення, він змушений переживати його як серію імпульсів, що відповідає досвіду перебування в укритті під час обстрілів.

Простір аркуша організований таким чином, що фігура не має чітко визначеного центру. Вона зміщена, частково перекрита чорними масами, її межі порушені. Це створює ефект дезорієнтації: ми не маємо стабільної точки опори для погляду. Така композиційна стратегія відображає стан, коли людина втрачає відчуття контролю над простором і часом. Укриття, яке мало б бути місцем стабільності, перетворюється на простір невизначеності, де навіть власне тіло не відчувається як надійна опора.

У цьому контексті важливо звернутися до авторського опису: «ти втискаєшся у цей маленький простір укриття під сходами і сидиш зіщулена, чекаєш відбою або здригаєшся від вибухів, або засинаєш від втоми». Саме ця тілесна пам'ять – пам'ять про стиснення, про обмеження руху, про втрату комфорту – і стає головним змістом роботи. Домненко не зображає конкретну ситуацію, вона передає фізіологію страху, те, як він проживається тілом. Чорне тут – це не просто «стеля», а відчуття ваги над головою; червоне – не просто сигнал, а внутрішній здриг; біле тіло – не образ людини, а місце, де цей досвід відбувається. Якщо порівнювати цю інтерпретацію з попередніми, можна говорити про подальший крок у бік узагальнення і редукції образу. Художниця відмовляється від будь-яких зайвих деталей, залишаючи лише те, що є принциповим: тиск, тривогу і присутність. У цьому сенсі скетч набуває майже абстрактного звучання, але не втрачає зв'язку з реальністю – навпаки, він стає ще більш точним у

передачі досвіду. Цей твір можна розглядати як один із ключових у серії «Укриття», оскільки він концентрує у собі її основні смисли: укриття як амбівалентний простір, тіло як носій травматичного досвіду, колір як психологічна енергія.

Тетяна Домненко досягає тут високого рівня узагальнення, де конкретний досвід перетворюється на універсальний образ людського існування в умовах небезпеки**.** Це не лише про війну, а про стан, у якому людина змушена зменшитися, пристосуватися, витримати – і водночас залишитися живою.

Ці шість робіт як шість фаз переживання: шок, страх, безсилля, боротьба, підтримка, прийняття. Але водночас – це шість фрагментів одного дихання, єдиного досвіду. Усі вони тримаються на дуже інтимному балансі між тілесним і метафізичним, між конкретною позою й узагальненим образом людського буття у стані війни. Серія графічних робіт **«**Укриття**»** Тетяни Домненко постає не лише як художній документ воєнного досвіду, а як емоційно-екзистенційний щоденник людини, що проживає війну зсередини. Це не серія сюжетних замальовок – це послідовність станів, внутрішніх напружень, тілесних поз, що фіксують не зображення, а саме *буття в укритті*: буття стислого, спресованого страхом і болем, але водночас наповненого непереборною силою виживання.

Т. Домненко пише, що «ця серія не народилась із натхнення, мистецтво стало моїм укриттям – взяло на себе той біль першого місяця й дало змогу не задихнутися». Це – ключ до розуміння не лише циклу, а й ширшої трансформації художниці у часі війни. Її мистецтво перетворюється на терапевтичну дію, на спосіб опору через внутрішнє висловлення. Водночас воно стає актом пам’яті – особистої й колективної, присвяченої тим, хто став справжніми «укриттями» для інших. Т. Домненко працює з олійною пастеллю – матеріалом, який поєднує твердість і м’якість, опір і ковзання. Саме цей матеріал дозволяє передати емоційний тремор, доторк до шкіри паперу, який неможливо замінити ані фарбою, ані графічним олівцем. У її штриху є фізичність, майже дихальна пульсація. Кожна лінія виглядає як жест, зроблений у темряві, наосліп, але з абсолютною внутрішньою правдою. Ця тілесність лінії, ця чесність фактури створює ефект присутності. Глядач, дивлячись на серію, не просто бачить – він співпереживає, майже фізично відчуває тісноту простору, стиск грудей, холод стін. Це не мистецтво для розглядання – це мистецтво, яке проживається тілом.

Візуальна мова серії надзвичайно стримана, майже аскетична: мінімум кольору, максимум пластичної напруги. Пози фігур згорнутих, ніби складених у себе, з підібганими ногами, руками, що тримають голову або

підпирають стіну, втілюють не лише фізичний стан людини у сховищі, а стан *психіки, стислої обставинами війни.*

Висновки. Серія «Укриття» Тетяни Домненко постає важливим явищем сучасного українського мистецтва воєнного часу, у якому особистий досвід переживання війни трансформується у багатовимірний художній образ. Через експресивну графічну мову, символічну роль кольору та деформацію людської фігури мисткиня передає психологічні стани страху, очікування, тілесного виснаження й внутрішнього напруження, що супроводжують життя цивільної людини в умовах постійної небезпеки. Образ укриття у серії набуває значення не лише фізичного простору захисту, а й екзистенційного та культурного архетипу, пов'язаного з переживанням колективної травми. Встановлено, що ключову роль у формуванні емоційної структури творів відіграє колір: чорний символізує тиск і загрозу, червоний – поширення тривоги, тоді як світлі площини фігури втілюють людську вразливість і здатність до внутрішнього спротиву. Значущим смисловим компонентом циклу є присвята Олександрові Тарасенку, чия постать у художній свідомості авторки набуває символічного значення духовного укриття та моральної опори. Серія «Укриття» репрезентує мистецтво як форму емоційного виживання, особистого свідчення та культурної пам'яті про досвід російсько-української війни.

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«РУХ НЕПРИЄДНАННЯ» ЯК ГЕОПОЛІТИЧНА СТРАТЕГІЯ ЮГОСЛАВІЇ, КРАЇН АЗІЇ, АФРИКИ ТА ЛАТИНСЬКОЇ АМЕРИКИ

Анотація. У статті досліджується становлення, еволюція та трансформація Руху неприєднання як форма політики нейтралітету. Аналізуються передумови створення руху, зокрема Суецької кризи 1956 р.,, співпрацю між Гамалем Насером, Йосипом Броз Тіто та Джавахарлалом Неру. Розглядається роль Бандунзької конференції 1955 р. та Белградської конференції 1961 р. як важливих етапів формування руху неприєднання з принципами антиколоніалізму, суверенітеті та мирного співіснування.

Висвітлюється інституційний розвиток Руху неприєднання у 1960-1970-х рр,, розширення членства організації та актуалізацію не лише антиколоніальних питань, а й економічної проблематики.

Окрема увага приділяється внутрішнім розбіжностям у русі, які загострилися під час Холодної війни, радянського вторгнення в Афганістан та Гаванської конференції 1979 р. Висвітлюється роль об'єднавчих тем (боротьба проти апартеїду в Південній Африці та ізраїльсько-палестинський конфлікт, які дозволили зберегти єдність руху).

Трансформація Руху неприєднання після закінчення Холодної війни аналізується зокрема через його спроби адаптації до постбіполярного світу, а також розчарування країн Півдня результатами Уругвайського раунду та рішеннями щодо ДНЯЗ 1995 р.

Зміни в складі та ідеологічній направленості Руху неприєднання розглядаються у 1990-2000-х рр., зокрема, роль більш радикальних держав і поступове відходження від класичної концепції нейтралітету. У сучасний період як платформа координації країн Півдня Рух поєднує захист суверенітету з критикою неоколоніалізму та участю у глобальних дебатах щодо безпеки й прав людини.

Ключові слова: Рух неприєднання, Бандунзька конференція, Белградська конференція, нейтралітет, антиколоніалізм, постбіполярний світ, Югославія, Йосип Броз Тіто, Гамаль Абдель Насер, Джавахарлал Неру.

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«NON-ALIGNMENT» MOVEMENT AS A GEOPOLITICAL STRATEGY OF YUGOSLAVIA, COUNTRIES OF ASIA, AFRICA AND LATIN AMERICA

Abstract. The article examines the Non-Aligned Movement as a form of neutrality policy, its formation, evolution and transformation from an anti-colonial association to a global political platform of the «Third World» countries. The analysis begins with the prerequisites for the creation of the movement, in particular the Suez Crisis of 1956, which became a catalyst for cooperation between Gamal Nasser, Josip Broz Tito and Jawaharlal Nehru. The role of the Bandung Conference of 1955 and the Belgrade Conference of 1961 as key stages in the formation of the ideology of non-alignment, based on anti-colonialism, sovereignty and peaceful coexistence, is examined.

The article traces the institutional development of the Non-Aligned Movement in the 1960s and 1970s, its institutionalization and gradual expansion of membership, as well as the transition from anti-colonial issues to economic issues. Particular attention is paid to the internal disagreements in the movement, which were exacerbated by the Cold War, the Soviet invasion of Afghanistan, and the 1979 Havana Conference.

The role of unifying themes, such as the struggle against apartheid in South Africa and the Israeli-Palestinian conflict, which allowed the movement to maintain its unity, is highlighted.

The changes in the composition and ideological balance of the Non-Aligned Movement in the 1990s and 2000s, the strengthening of the role of more radical states and the gradual departure from the classical concept of neutrality are separately considered. In the modern period, the movement is analyzed as a platform for political coordination of the countries of the South, combining the protection of sovereignty with the criticism of neo-colonialism and participation in global debates on security and human rights.

Keywords: «Non-Aligned Movement», «Bandung Conference», «Belgrade Conference», neutrality, anti-colonialism, nuclear disarmament, Yugoslavia, Josip Broz Tito, Gamal Abdel Nasser, Jawaharlal Nehru.

Постановка проблеми. Після завершення Другої світової війни міжнародна система зазнала трансформації та вступила в епоху «Холодної війни» з поділом світу на два протилежні військово-політичні блоки на чолі зі США та СРСР. Глобальне протистояння супроводжувалося політичною, ідеологічною та військовою конфронтацією, посиленням гонки озброєнь, зростанням загрози ядерного конфлікту та ін. У цих умовах молоді держави Азії, Африки та Латинської Америки опинилися перед вибором власного зовнішньополітичного курсу, який би відповідав національним інтересам і не був підпорядкований світовим центрам протистояння.

Загострення міжнародних криз середини 1950-х рр., зокрема Суецька криза 1956 р. та події навколо Угорської революції, стали каталізатором формування альтернативної моделі поведінки держав, яка ґрунтувалася на принципах суверенітету, антиколоніалізму та невтручання. У результаті політичної взаємодії лідерів Г. Насера, Й. Броз Тіто та Д. Неру сформувалися передумови створення Руху неприєднання, який був офіційно інституціоналізований у 1961 р. Белградською конференцією. Водночас постає проблема суперечливості його подальшого розвитку: між задекларованим нейтралітетом і фактичним політичним, ідеологічним та регіональним розшаруванням руху, що змінювало його роль у міжнародних відносинах другої половини XX - початку XXI ст.

Аналіз останніх досліджень і публікацій. Проблематика Руху неприєднання та його ролі в міжнародних відносинах активно досліджується в науковій літературі, особливо в контексті трансформації світового порядку. Теоретичні підходи до формування нового світового порядку в умовах глобалізації та місце Руху неприєднання в цих процесах розглядаються в праці О. Коппель [1]. Історичний розвиток руху, його діяльність у 60-90-х рр. XX ст. та трансформація в постхолодну добу висвітлені в роботах М. Матьовки, де також аналізується позиція Руху неприєднання щодо реформування Організації Об'єднаних Націй [2; 3; 4]. Питання міжнародного ставлення до руху та участі держав у ньому розглядаються у дослідженнях М. Похтель та М. Назарова [6], а також у роботах К. Шимкевич [7], присвячених ролі Югославії у Русі неприєднання та її зовнішньополітичним стратегіям. Економічні аспекти діяльності країн руху, зокрема трансформація вимог до нового міжнародного економічного порядку, висвітлені в дослідженні Е. Молчанової [5]. Становлення Руху неприєднання аналізується у працях І. Анчич [8] та Джека Гомера [9], які

приділяють увагу Белградській конференції 1961 р. як ключовому етапу його формування. Сучасні підходи до вивчення руху включають аналіз його інформаційного виміру Н. Насірлі [10] та загальної ролі в глобальній політиці Пітера Девіса [11]. Окремо розглядається й зв'язок Руху неприєднання з Групою 77 як економічним об'єднанням країн, що розвиваються, в праці Сована Карла [12].

Мета статті. Проаналізувати передумови, причини та етапи формування Руху неприєднання, а також визначити роль ключових міжнародних подій і лідерів у його становленні.

Виклад основного матеріалу. У 1956 р. до Єгипту вторглися британські та французькі війська, розпочавши Суецьку кризу. Президент Єгипту Гамаль Насер раніше націоналізував Суецький канал як відповідь на західну агресію. Ці події відіграли важливу роль у формуванні Руху неприєднання. Насер звернувся до Йосипа Броз Тіто та Джавахарлала Неру, які підтримали Єгипет. Через Організацію Об'єднаних Націй вони сприяли міжнародному тиску на Велику Британію та Францію. У результаті вони змушені були відступити, а Насер опинився в ролі символа боротьби країн «третього світу».

У той самий час Югославія зіткнулася із загрозою після Угорської революції 1956 р. Насер і Неру підтримали незалежність Югославії від СРСР. Ці події зміцнили співпрацю трьох лідерів і стали основою для створення Руху неприєднання [7, с. 120].

Багато дослідників пов'язують витоки Руху неприєднання з Бандунзькою конференцією 18-24 квітня 1955 р. [4]. Хоча конференція стала важливою зустріччю країн Азії та Африки, вона не була прямим попередником руху: серед учасників були як комуністичні, так і прозахідні держави, а ідея неприєднання там не розглядалася. Водночас вона сприяла діалогу між країнами «третього світу» та підвищила авторитет Сукарно [10, p. 81].

Причини створення Руху неприєднання були комплексними. Важливу роль в цьому процесі відіграли тісні контакти між Гамаль Абдель Насером, Джавахарлалом Неру та Йосипом Броз Тіто. Вони координували свої дії до Белградської конференції, де рух було офіційно засновано. Актуальними стали саме націоналістичні та антиколоніальні настрої, що об'єднали нові незалежні держави.

Націоналістичні рухи за незалежність домінували в 1955 — 1961 рр., коли багато африканських країн здобули незалежність. Разом з антиколоніальними настроями ці ідеології об'єднали значну частину країн третього світу в солідарності проти великих держав. Також важливими були прагнення лідерів до міжнародного престижу, питання безпеки (після криз і

конфліктів), внутрішньополітичні виклики та ідея економічної співпраці між країнами Півдня.

Через кілька років після Бандунзької конференції та Суецької кризи Югославія провела першу конференцію неприєднаних країн у Белграді 1961 р. [8]. Її організація стала можливою завдяки зусиллям Тіто, Неру та Насера. На той час неприєднання як ідеологія була відносно новою і ще не була прийнята країнами третього світу. Тільки завдяки співпраці трьох головних засновників ця конференція відбулася.

У вересні 1960 р. Йосип Броз Тіто ініціював зустріч, яку вважають першою зустріччю неприєднаних країн. На тлі загострення Холодної війни та після різкої промови Микити Хрущова на сесії ООН відбулася зустріч Тіто, Насера, Неру, Кваме Нкрума та Сукарно. Хоча всіх п'ятьох часто називають засновниками Руху неприєднання, вирішальну роль відіграли саме Тіто, Насер і Неру.

Попри це, між учасниками швидко виникли розбіжності: Нкрума зосереджувався на панафриканізмі, Сукарно прагнув підвищити власний міжнародний авторитет, а Югославія не хотіла залишатися осторонь афро-азійських ініціатив.

Незважаючи на суперечки, лідери домовилися обговорити проведення саміту країн «третього світу».

У вересні 1961 р. 25 держав з 4 континентів зібралися в Белграді на першій конференції неприєднаних держав. Лідери кожної країни виступали, охоплюючи теми від ядерної небезпеки до самовизначення та розколу між Сходом і Заходом. Тіто та Неру уникали антиколоніалізму, зосередившись на сприянні міжнародному миру, подальшому ядерному роззброєнні та зменшенню напруженості між Сходом і Заходом. Інші лідери, такі як Насер, Сукарно та інші лідери Африки та Близького Сходу, зосереджували свої заяви майже виключно на колоніалізмі та імперіалізмі, розглядаючи Рух неприєднання як засіб критики колоніального минулого великих держав [9, р. 40].

Результати конференції об'єднали усі ці ідеї, включаючи роззброєння, припинення расизму, самовизначення, антиколоніалізм та мир під егідою неприєднання. По суті, це був перший крок Руху неприєднання до створення організації, яка могла б задовольнити потреби окремих держав.

Друга конференція неприєднаних країн у Каїрі 1964 р. призвела до розширення Руху неприєднання з 25 до 47 країн та підтвердила принципи, закріплені в декларації Белградського саміту три роки тому. Учасники конференції зосередилися на боротьбі проти расизму, дискримінації та антиімперіалізму. Також розглядалися питання, пов'язані з економічним розвитком. Важливим було те, що на Каїрській конференції було зроблено

одну з перших пропозицій щодо створення зон, вільних від ядерної зброї [5, с. 45].

П'ятирічна перерва після Каїрської конференції 1964 р. мала кілька факторів. Нове покоління замінювало старших політиків. Прем'єр-міністр Неру помер напередодні Каїрської конференції, а Нкрума та Сукарно були усунені в результаті переворотів. Також у цей період Єгипет зазнав поразки від Ізраїлю в Шестиденній війні 1967 р., Китай випробував ядерну зброю, а Радянський Союз вторгся до Чехословаччини. Загалом ці події призвели до деякої паузи в діяльності руху, започаткованому в Белграді та Каїрі в 1961 та 1964 рр.

Наприкінці 1960-х рр. актуальними питаннями руху залишалися боротьба з колоніалізмом та проблеми економічного розвитку. Так звана «Група 77» провела свою першу велику зустріч в Алжирі в 1967 р., сподіваючись вплинути на міжнародні економічні питання через свою участь у Конференції ООН з торгівлі та розвитку (ЮНКТАД), а пізніше в Міжнародному валютному фонді (МВФ). Зустріч G-77 в Алжирі призвела до посилення солідарності країн третього світу поряд з малопомітними успіхами на зустрічі ЮНКТАД того року [3, с. 98].

У 1969 р. Йосип Броз Тіто ініціював зустріч Руху неприєднання у Белграді. Вона відбулася на тлі загострення подій «Празької весни» та подальшого радянського втручання, що викликало занепокоєння серед країн «третього світу». Головною метою зустрічі було підтвердити його єдність, адже у середині 1960-х рр. він виглядав дещо ослабленим. Учасники конференції знову наголосили на принципі неприєднання до будь-яких військово-політичних блоків і засудили всі форми імперіалізму - незалежно від того, чи походили вони із Заходу, чи з боку СРСР.

Також було ухвалено рішення посилити політичну роль руху в Організації Об'єднаних Націй. Зокрема, домовилися регулярно проводити зустрічі міністрів закордонних справ перед сесіями Генеральної Асамблеї ООН, що згодом стало постійною практикою. Белградська зустріч 1969 р. мала велике значення: вона фактично відновила авторитет Руху неприєднання, підтвердила його політичну актуальність і заклала основу для подальшого розвитку як глобальної платформи країн, які не приєднуються до блоків.

Лусакська конференція 1970 р. та підготовча конференція в Дар-ес-Саламі, яка їй передувала, відзначилися посиленням акценту на економічних питаннях та посиленням інституціоналізації Руху неприєднання. У Лусаці неприєднані держави домовилися, що саміти глав держав проводитимуться кожні три роки, а країна, яка прийматиме саміт, діятиме як Голова Руху неприднання до наступного саміту через три роки. У 1970 р.

неприєднані держави також призначили офіційного речника та створили постійний виконавчий комітет, відомий як Координаційне бюро, яке мало б займатися підготовкою до наступного саміту [1, с. 72].

Протягом 1970-х рр. Рух неприєднання став групою фракцій ООН, публікуючи спільні заяви та зустрічаючись перед голосуванням на Генеральній Асамблеї Організації Об'єднаних Націй. На саміті в Коломбо 1976 р. було вирішено, що Координаційне бюро на рівні міністрів (з 25 держав) повинно збиратися раз на рік, тоді як Координаційне бюро Організації Об'єднаних Націй (ті самі 25 держав, на рівні послів) повинно зустрічатися принаймні раз на місяць у Нью-Йорку для обговорення тактики та стратегій переговорів і координації позицій щодо голосування [6, с. 226].

Водночас, коли Рух неприєднання інституціонізувався, він почав зосереджуватися на економічних питаннях, актуальність яких постійно зростала. Коли війна у В'єтнамі завершувалася, і Європа майже повністю відірвалася від африканських та азійських справ, Рух неприєднання виявився більше нездатним легітимно засуджувати колоніалістичний вплив. На саміті в Алжирі в 1973 р. держави неприєднання у своїй Економічній декларації, як відомо, закликали до Нового міжнародного економічного порядку.

Десять років після першого саміту Рух неприєднання значно розширився, однак процес вступу нових членів був складним і часто суперечливим. Рішення ухвалювалися виключно на основі консенсусу, тобто кожна держава мала погодитися або принаймні не заперечувати. Це ускладнювало питання членства, зокрема щодо країн із різними політичними орієнтаціями, як-от Камбоджа, В'єтнам чи Пакистан.

Країни, що бажали приєднатися, мали формально підтримати принципи, визначені на Белградській конференції 1961 р.: неприєднання до військових блоків, підтримка національного самовизначення, недопущення іноземних військових баз та нейтралітет у конфліктах великих держав. Рішення про прийняття ухвалювалися на зустрічах міністрів закордонних справ і затверджувалися самітами.

На практиці вимоги часто застосовувалися гнучко: багато держав приймали навіть попри їхні зв'язки зі США чи СРСР, якщо це вважалося політично доцільним. Головною ідеєю стало максимальне розширення руху, що й сприяло його швидкому зростанню.

Членство в Русі неприєднання відрізняється від участі в G-77, хоча більшість держав входять до обох об'єднань. До G-77 також належать окремі країни, які не є членами Руху неприєднання, зокрема Китай, Бразилія, Аргентина, Парагвай та Уругвай. Деякі держави, як Мексика, Південна Корея і Румунія, раніше виходили з групи, а Пакистан приєднався

до Руху неприєднання вже після участі в G-77. Це показує, що G-77 не була об'єднана спільною антиколоніальною ідеологією, як Рух неприєднання, і включала країни з різними геополітичними орієнтаціями [12, p. 27].

G-77 була створена для координації позицій країн, що розвиваються, в межах Конференції ООН з торгівлі та розвитку, тоді як Рух неприєднання мав ширшу політичну роль. У 1970-1980-х рр. Рух неприєднання став головною платформою країн Півдня в ООН, поєднуючи економічні питання з політичними - такими як антиколоніалізм і ядерне роззброєння. Головна відмінність полягає в тому, що G-77 зосереджується лише на економіці, тоді як Рух неприєднання охоплює як економічні, так і політичні питання, залишаючись більш впливовим у міжнародній політиці.

Одночасно з розширенням членства Рух неприєднання почав розколюватися за регіональними та ідеологічними лініями. У період від конференції в Коломбо 1976 р. до Гаванської конференції Руху неприєднання та впродовж 1980-х рр. посилилися суперечності всередині руху. Фактично сформувалися два табори: держави, орієнтовані на СРСР, і країни, ближчі до США. Радянське вторгнення в Афганістан загострило ці протиріччя, протиставивши, зокрема, Кубу та інші соціалістичні держави країнам Близького Сходу. Перенесення запланованого саміту до Гавани також викликало побоювання щодо посилення впливу Куби в русі. Додатково напруження посилили економічні суперечки навколо нового міжнародного економічного порядку та участь держав, які мали тісніші зв'язки зі США, як-от Сінгапур і Малайзія. Вступ радикальніших режимів, зокрема Ірану та Нікарагуа, ще більше посилив антизахідні настрої, особливо помітні на Гаванській конференції 1979 р. Усе це призвело до внутрішньої фрагментації руху та навіть ізоляції окремих учасників, зокрема Тіто і його позиції, що загрожувало єдності Руху неприєднання наприкінці 1970-х - на початку 1980-х рр.

На тлі внутрішніх розбіжностей Рух неприєднання почав шукати об'єднувальні питання, які могли б зберегти його єдність у 1970-1980-х р. Найважливішими стали боротьба проти апартеїду в Південній Африці та ізраїльсько-палестинський конфлікт. Проблема апартеїду в Південній Африці та Намібії залишалася символом колоніалізму й расової дискримінації, проти яких рух виступав із самого початку.

Не менш важливим був ізраїльсько-палестинський конфлікт. Хоча антисіоністська позиція існувала з моменту створення руху, після воєн 1967 і 1973 рр. вона знову стала ключовим політичним питанням. На конференції в Коломбо 1976 р. навіть звучали радикальні заклики щодо Ізраїлю. Попри окремі розбіжності, зокрема через участь деяких країн у мирних переговорах із Заходом, ці два питання разом із економічною співпрацею

дозволили Руху неприєднання зберегти політичну єдність у період потенційного розколу.

До 1982 р. Рух неприєднання зріс до 101 члена. Первісно створений як інструмент боротьби з колоніалізмом і зниження напруженості між Сходом і Заходом, рух поступово розширив свою діяльність, включивши економічні питання та складні міжнародні конфлікти.

Зі зміною поколінь пішли з політичної сцени його засновники, що суттєво вплинуло на характер організації. Нові лідери, серед яких Індіра Ганді, Фідель Кастро та інші, змінили баланс усередині руху. Як наслідок, концепція рівновіддаленості від США та СРСР, характерна для епохи Йосипа Броз Тіто, поступово втратила провідну роль.

У 1986 р. головування в русі отримав Роберт Мугабе, що відображало зростання впливу більш радикальних держав. У цей період Рух неприєднання зосередився на питаннях розвитку країн «третього світу», економічної співпраці, а також на боротьбі за ядерне роззброєння, продовжуючи підтримувати антиколоніальні та політичні вимоги, зокрема щодо апартеїду та Близького Сходу [11, p. 37].

Після розпаду Радянського Союзу Рух неприєднання увійшов у період переосмислення своєї ролі та внутрішніх суперечностей. Напередодні цього, на Белградському саміті 1989 р., учасники ще обговорювали можливості міжнародної розрядки, економічної допомоги країнам «третього світу» та перспективи ядерного роззброєння обох наддержав. Декларація тоді мала поміркований характер і відображала прагнення зберегти баланс між США та СРСР.

Після 1991 р. на саміті в Джакарті 1992 р. держави намагалися обґрунтувати подальше існування руху в умовах завершення біполярного світу. Вони наголошували, що, попри зникнення СРСР, залишаються актуальними проблеми розвитку, бідності та ядерної безпеки. У декларації підкреслювалося, що нова міжнародна ситуація відкриває як можливості, так і виклики для співпраці країн Півдня. Рух неприєднання зосередився на двох традиційних напрямах - економічному розвитку та ядерному роззброєнні, намагаючись зберегти свою актуальність у постбіполярному світі та посилити координацію дій в ООН.

Дві ключові події середини 1990-х рр. суттєво змінили очікування Руху неприєднання щодо розвитку та ядерного роззброєння. По-перше, результати Уругвайського раунду не виправдали надій країн Півдня на справедливу економічну співпрацю. Країни, що розвиваються, змушені були піти на поступки в умовах домінування Заходу, що призвело до економічних труднощів і зростання критики глобальної торговельної системи. По-друге, Оглядова конференція 1995 р. зруйнувала очікування

щодо руху до повного ядерного роззброєння. Попри сподівання неприєднаних країн, договір було продовжено без чітких зобов'язань ядерних держав скоротити арсенали, що стало дипломатичною поразкою руху. У підсумку ці події посилили відчуття нерівності у міжнародній системі та зміцнили уявлення в Русі неприєднання про домінування Заходу, водночас підштовхнувши його до більш узгодженої позиції у питаннях економіки та безпеки [2, с. 98].

У 1990-2000-х рр. склад і керівництво Рух неприєднання суттєво змінилися: вплив засновників зменшився, а провідні позиції зайняли більш радикальні держави. Деякі держави вийшли з Руху неприєднання або втратили в ньому активну роль: європейські країни, як-от Кіпр і Мальта, переорієнтувалися на ЄС, інші - як Мексика - приєдналися до західних економічних структур. Це ще більше посилило антизахідний характер руху та зменшило вплив країн, близьких до США чи Європи. Провідну роль почали відігравати радикальні члени - так звані «яструби» (Іран, Куба, Зімбабве), які просували більш жорстку антиамериканську позицію.

Водночас такі позиції нерідко стосувалися авторитарних режимів, що викликало критику щодо подвійних стандартів у діяльності руху. Події арабських революцій 2011 р. та міжнародна інтервенція в Лівії показали зміну підходів деяких регіональних організацій до принципу невтручання.

Висновки. Рух неприєднання виник як реакція на Холодну війну та прагнення країн «третього світу» зберегти політичну незалежність. Його становлення пов'язане з діяльністю Тіто, Неру та Насера і ключовими міжнародними кризами середини XX ст. Основними принципами Руху стали: боротьба з імперіалізмом та колоніалізмом, відстоювання суверенітету та незалежності країн, що розвиваються, засудження агресивності ворогуючих блоків, відданість принципам мирного співіснування та рівноправних міжнародних відносин. З часом рух еволюціонував від антиколоніальної політичної ініціативи до широкої міжнародної платформи, що охоплює також економічні питання. Попри внутрішні розбіжності, він залишався важливим інструментом координації країн, що розвиваються.

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МІЛІТАРИЗАЦІЯ ТА ФІЗИЧНЕ ВИХОВАННЯ У ШКОЛАХ ЗАКАРПАТТЯ В УМОВАХ РАДЯНІЗАЦІЇ (1945–1950 рр.).

Анотація. У статті проаналізовано складний процес реформування системи фізичного виховання в школах Закарпаття у 1945–1950 рр., зумовлений переходом регіону на радянські освітні стандарти. Метою дослідження є висвітлення методів та наслідків становлення уніфікованої радянської системи військово-фізичної підготовки.

Наукова новизна роботи полягає у деталізації механізмів імплементації загальносоюзних програм у специфічних умовах Закарпаття. Автор доводить, що перехід на радянські рейки передбачав не просто зміну методики, а повну ідеологізацію спорту. Ключовим елементом цього переходу стало впровадження нормативів комплексу ГПО («Готовий до праці і оборони»), та його юнацький ступінь «Будь готовий до праці і оборони» (БГПО), що стали обов'язковим державним стандартом оцінки учнів. Доведено, що фізична культура відтоді розглядалася не як автономна дисципліна, а як база для реалізації програм військово-фізичної підготовки (ВФП). Висвітлено, як через уроки фізкультури відбувалося нівелювання попереднього соціокультурного досвіду краян та виховання лояльності до тоталітарного режиму.

Також увагу приділено кадровому питанню: заміні місцевих вчителів на фахівців, відряджених зі східних областей УРСР, та колишніх військовослужбовців, що сприяло швидшій інтеграції регіону в загальносоюзний канон. Досліджено труднощі цього процесу: гострий дефіцит спортивного інвентарю, відсутність належної бази (спортивних залів, площадок, тирів) тощо.

Встановлено, що мілітаризація навчання була невід'ємною частиною радянізації: введення посад військових керівників у школах, обов'язкові заняття зі стрільби, кидання гранат, маршова та тактична підготовка стали обов'язковими компонентами навчального плану.

У висновках доведено, що перехід на радянські стандарти фізичного виховання у 1945–1950 рр. на Закарпатті виконувало подвійну функцію: фізичне загартування та соціально-політичну лояльність. Мілітаризація шкільної програми була стратегічним кроком радянської влади для підготовки мобілізаційного резерву та остаточного нівелювання попереднього європейського досвіду фізкультурного руху в краї.

Ключові слова: фізичне виховання, Закарпаття, радянізація, мілітаризація, школи, комплекс ГПО, військово-фізична підготовка, кадрове забезпечення, ідеологізація спорту, соціокультурна трансформація.

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MILITARIZATION AND PHYSICAL EDUCATION IN SCHOOLS OF TRANSCARPATHIA IN THE CONDITIONS OF SOVIETIZATION (1945–1950).

Abstract. The article analyzes the complex process of reforming the physical education system in Transcarpathian schools during 1945–1950, driven by the region's transition to Soviet educational standards. The study aims to highlight the methods and consequences of establishing a unified Soviet system of military-physical training. The scientific novelty of the work lies in detailing the mechanisms for implementing all-Union programs within the specific conditions of Transcarpathia. The author argues that the transition to the Soviet model involved more than just a change in methodology; it entailed the complete ideologization of sports. A key element of this transition was the introduction of the GTO ("Ready for Labour and Defense") complex standards and its youth level BGTO ("Be Ready for Labour and Defense"), which became the mandatory state standard for student assessment. It is demonstrated that physical culture was no longer viewed as an autonomous discipline but rather as a foundation for

implementing military-physical training (MPT) programs. The study reveals how physical education lessons served to neutralize the previous socio-cultural experience of the locals and foster loyalty to the totalitarian regime. Attention is also paid to the personnel issue: the replacement of local teachers with specialists dispatched from the eastern regions of the Ukrainian SSR and former military personnel, which facilitated the region's rapid integration into the all-Union canon. The difficulties of this process are examined, including acute shortages of sports equipment and the lack of adequate facilities (gyms, sports grounds, shooting ranges). It is established that the militarization of education was an integral part of Sovietization: the introduction of military instructors in schools, mandatory lessons in shooting, grenade throwing, marching, and tactical training became compulsory components of the curriculum. The conclusions prove that the transition to Soviet physical education standards in Transcarpathia during 1945–1950 served a dual function: physical conditioning and ensuring socio-political loyalty. The militarization of the school curriculum was a strategic move by the Soviet authorities to prepare a mobilization reserve and definitively eliminate the previous European experience of the physical culture movement in the region.

Keywords: physical education, Transcarpathia, Sovietization, militarization, schools, GTO complex, military-physical training, personnel provision, ideologization of sports, socio-cultural transformation.

Постановка проблеми. Процес інтеграції Закарпаття до радянського освітнього простору в 1945–1950 рр. супроводжувався радикальним зламом європейських традицій фізичного виховання. Основна суперечність полягала у необхідності швидкого впровадження уніфікованих мілітарних стандартів СРСР в умовах гострого кадрового дефіциту та відсутності належної матеріальної бази регіону. Радянська влада постала перед необхідністю швидкої уніфікації специфічного прикордонного регіону. У цьому контексті фізичне виховання перестало бути лише засобом зміцнення здоров’я, ставши майданчиком для нівелювання попереднього соціокультурного досвіду краян. Дослідження цього переходу дозволяє зрозуміти, як саме через шкільну програму відбувалося витіснення європейських освітніх традицій та їх заміна на мілітарно-політичні стандарти СРСР».

Аналіз досліджень. Сучасна українська історіографія демонструє докорінний перегляд процесів радянізації Закарпаття, трактуючи їх як насильницьку трансформацію соціокультурного простору регіону. Для розуміння глибини цих змін ключове значення мають праці О. Тріфана та Г. Розлуцької, які досліджують європейський фундамент фізичного виховання краю у міжвоєнний період (1919–1939 рр.) [1; 2]. О. Тріфан

обґрунтовує, що «Сокільська система» М. Тирша забезпечувала гармонійний розвиток молоді, тоді як Г. Розлуцька через аналіз шкільних підручників А. Волошина та О. Маркуша доводить пріоритетність виховання здорової особистості над ідеологічними догмами [2].

Перехідний етап радянізації (1944–1946 рр.) аналізує С. Болдижар, розглядаючи нормативно-правові акти Народної Ради Закарпатської України як інструмент правового нівелювання попередньої системи [3]. М. Кляп доповнює цю візію висвітленням репресивного характеру реформ, зазначаючи, що діяльність каральних органів (НКВС, СМЕРШ) та ідеологічна фільтрація вчителів розпочалися ще до офіційної входження краю до Радянського Союзу [4].

Центральне місце в аналізі «тотальної радянізації» (1946–1950 рр.) посідають праці В. Міщанина [5] та Л. Капітан [6]. Л. Капітан фокусує увагу на соціокультурній інженерії та формуванні «нової радянської людини», а В. Міщанин доводить, що уніфікація освіти за стандартами УРСР була засобом остаточного розриву з європейською ідентичністю. Спільне дослідження В. Міщанина та В. Діброви фокусується на радянізації спортивної сфери, де впровадження комплексу «ГПО» та залучення фізкультурників до політичної агітації розглядається як пряме копіювання сталінської моделі мілітаризації [7].

Деміфологізацію радянського спортивного «успіху» здійснює Ю. Тимошенко, який на основі архівних джерел вказує на невідповідність між пропагандистськими гаслами та реальною кадровою кризою, критичним станом інфраструктури (зокрема відсутністю спортзалів у типових проєктах шкіл) та мілітаризованою спрямованістю освітнього процесу [8]. Цю лінію продовжує О. Лаврут, аналізуючи участь школярів у військово-спортивних іграх як механізм жорсткої регламентації вільного часу молоді в умовах мілітаризації суспільства [9].

Теоретичне узагальнення радянської моделі як державної монополії, спрямованої на мобілізаційну підготовку, представлено у роботах Н. Долгової, І. Бакіко та В. Дмитрука та ін. [10; 11].

Узагальнюючи напрацювання дослідників, можна констатувати, що трансформація системи освіти на Закарпатті у 1945–1950 рр. призвела до повної зміни парадигми викладання фізичної культури. На зміну європейським методикам гармонійного розвитку прийшла жорстко регламентована радянська модель, де ключовим завданням педагога став не стільки фізичний розвиток учня, скільки його ідеологічне виховання та допризовна військова підготовка. Впровадження комплексу «ГПО», мілітаризація навчальних планів та залучення школярів до військово-спортивних заходів перетворили уроки фізвиховання на інструмент

формування мобілізаційного резерву, що в умовах радянізації краю стало ефективним засобом нівелювання національної ідентичності та остаточного включення молоді в тоталітарну систему СРСР.

Мета дослідження полягає у комплексному аналізі механізмів трансформації системи фізичного виховання в школах Закарпаття у 1945–1950 рр., висвітленні процесу її мілітаризації за радянськими стандартами та оцінці впливу цих реформ на нівелювання попереднього соціокультурного досвіду краю.

Виклад основного матеріалу. Ключовим стратегічним завданням Народної Ради Закарпатської України стала докорінна перебудова освітньої галузі та її швидка інтеграція в радянську модель. Основний акцент було зроблено на поступовому, але безапеляційному впровадженні стандартів УРСР. Вже на початку 1945 року відділ освіти НРЗУ підготував нормативну базу, яка передбачала не просто зміну дисциплін, а повну трансформацію світогляду молоді.

Нові навчальні програми мали подвійну мету: з одного боку – модернізувати наукову складову освіти, а з іншого – стати потужним інструментом ідеологічної обробки. Характерним нововведенням стала рання лінгвістична інтеграція: вивчення російської мови впроваджувалося вже з 2-го класу, а російської літератури – з 5-го. Відповідно до тоталітарних засад того часу, викладання історії, географії та інших гуманітарних дисциплін було суворо підпорядковане партійним догмам. Окреме місце посіло вивчення «Конституції СРСР і УРСР», що мало закріпити правові основи радянського ладу в свідомості краян.

Згідно з директивами Наркомату освіти УРСР, особлива увага приділялася мілітаризації виховного процесу. Військово-фізична підготовка стала обов'язковою вже для наймолодших школярів (1-2 класи) в обсязі однієї години на тиждень, а в старших класах інтенсивність занять збільшувалася до двох годин. [12, С. 35].

Матеріальну базу для такої радикальної «реформи» забезпечило командування 4-го Українського фронту. Передача великих партій радянських підручників та педагогічних посібників дозволила вже у 1945/1946 навчальному році фактично ліквідувати попередню освітню систему та встановити повну ідеологічну монополію в школах Закарпаття [13, С. 55].

Паралельно з реформуванням шкільної програми, радянізація охопила сферу фізичної культури. 10 квітня 1945 року Народна Рада Закарпатської України ухвалила постанову «Про введення і контроль за тілесною виховою і спортом», яка фактично перевела цю галузь під повний державний нагляд. Для безпосереднього управління спортивним життям краю при відділі

освіти було створено Центральний Спортивний Комітет (Цеском). Цей орган очолював уповноважений у справах освіти, а до його складу входили також керівники спортивних товариств, призначені владою [7, С. 50].

Намагаючись уніфікувати всі сфери суспільного життя, НРЗУ активно впроваджувала радянські спортивні стандарти. Згідно з тогочасними з «Положенням про комітет у справах фізкультури і спорту при Народній Раді Закарпатської України», новостворений комітет отримав широкі повноваження для контролю за фізичним вихованням не лише молоді, а й дітей та студентства [14, Арк. 1], що гармонійно доповнювало загальну стратегію виховання «нової радянської людини».

Курс на повне копіювання радянської моделі чітко простежувався у функціональних обов'язках новостворених структур. Особлива увага приділялася воєнізованим видам спорту, як-от стрілецька справа, планеризм та парашутний спорт, що безпосередньо готувало молодь до майбутньої служби в армії. Окрім того, держава взяла на себе монополію у питаннях підготовки, розподілу та переатестації кадрів, а також видання навчально-методичної літератури, зміст якої суворо затверджувався владою. Сама структура завдань Комітету була насичена типовими радянськими ідеологічними штампами. Зокрема, функція «направлення та контролю» поширювалася на всі без винятку державні установи. Це означало встановлення тотального нагляду за дотриманням єдиних програм і методичних вказівок у кожному навчальному закладі Закарпатської України, що остаточно закріпило уніфікацію спортивної галузі за зразком УРСР [14, Арк. 1–2].

Процес інституційної розбудови радянської моделі спорту завершився прийняттям постанови НРЗУ від 25 травня 1945 року. Цим документом офіційно створювався Комітет у справах фізкультури і спорту при Народній Раді Закарпатської України. Постанова не лише дублювала тезу про те, що ця сфера підлягає виключно державному керівництву, а й закріплювала жорстку управлінську вертикаль: голову комітету та склад його президії тепер особисто затверджував голова НРЗУ [15, С. 134]. Таким чином, спортивна галузь остаточно втратила автономність, перетворившись на централізований інструмент державної політики.

Четвертим пунктом згаданої постанови було офіційно затверджено положення «Про комітет в справах фізкультури і спорту при Народній Раді Закарпатської України», яке попередньо пройшло узгодження в ЦК КПЗУ. Зміст документа був фактично скопійований із радянських типових зразків. Окрім загального управління фізкультурними організаціями та вихованням молоді, Комітет брав на себе специфічні функції, зокрема: «участь в керівництві роботою по спеціальним воєнізованим видах спорту

(стрілецькому, планерному, парашутному)» та «плануванням і обліком всієї фізкультурної і спортивної роботи на Закарпатській Україні».

Особлива увага приділялася ідеологічному та методичному контролю, що включав «організацію розробки і виданням навчально-методичних матеріалів... на основі державних програм і посібників затверджених НРЗУ». Практична діяльність Комітету охоплювала всі верстви населення, оскільки він «організовує і керує роботою з фізичної культури на селі» та безпосередньо «керує фізичною підготовкою трудящих по комплексу "Готов к труду и обороне СССР"».

Кінцевою метою такої діяльності була повна політична мобілізація спортсменів. Комітет мав задіювати фізкультурників до «активної участі в суспільно-політичному житті країни», спрямовуючи їхні зусилля на «виконання завдань поставлених партією і Народною Радою... в справі возз'єднання Закарпатської України із Радянською Україною», а також на підтримку «соціалістичного будівництва і оборони країни» [16, Арк. 4].

Структурне розширення новоствореного комітету відображало прагнення до всеохопного контролю над молоддю. У його складі почав функціонувати спеціалізований відділ фізкультурної роботи в навчальних закладах, який був чітко розмежований на два сектора. Перший – «сектор фізкультурної роботи серед дітей і підлітків» – опікувався базовою підготовкою, тоді як другий – «сектор по фізкультурній роботі в учительських семінаріях, гімназіях, торговельних академіях» – займався старшою молоддю та майбутніми кадрами.

Ці підрозділи безпосередньо «здійснювали керівництво вихованням учнів у навчальних закладах», перетворюючи спорт на засіб дисципліни та ідеологічного впливу. Окремим напрямком роботи стала масовість: відділ активно «організовував студентські спортивні заходи, спартакіади, змагання тощо [16, Арк. 7], що дозволяло не лише зміцнювати здоров'я молоді, а й демонструвати переваги радянського способу життя через колективні виступи та публічні спортивні свята.

Незважаючи на ідеологічну важливість, практична реалізація цих планів наштовхнулася на значні труднощі. Радянська освітня система традиційно приділяла велику увагу військовій та фізичній підготовці учнів, і в школах Закарпаття її вперше впровадили вже з 1945/46 навчального року. Однак підготовку закладів до таких занять не було проведено належним чином.

Процес гальмувався відсутністю методичної бази: від Міністерства освіти УРСР до початку року так і «не надійшло директивних вказівок та програм щодо підготовки учнів». Організаційний хаос посилювався тим, що в обласному відділі освіти не було навіть штатної посади інспектора з

військової підготовки. Оскільки «облвійськкомат та окрвійськкомати не були ще організовані», відділи народної освіти не отримували практичної допомоги у підборі спеціалістів. Як наслідок, школи розпочали роботу, будучи критично «невкомплектованими воєнруками» [17, Акр. 38].

Кадровий дефіцит мав глибинні причини. Демобілізованих офіцерів та сержантів бракувало, а ті, хто повертався з фронту, переважно «влаштовувалися на господарські роботи». Залучити ж місцевих жителів було неможливо, оскільки «місцеве населення служби у Червоній Армії не проходило», що робило їх непридатними для цієї ролі з точки зору радянської влади. Статистика підтверджує цей провал: до початку навчального року з 17 середніх шкіл (СШ) та 182 неповних середніх шкіл (НСШ) воєнруки з'явилися лише у 12 СШ та 7 НСШ [17, Акр. 38]. Вчителями фізпідготовки працювали зазвичай за сумісництвом звичайні вчителі.

На старті навчального року окружні відділи народної освіти намагалися оперативно підготувати кадри, організувавши для воєнруків та вчителів фізкультури «одноденні інструктивні семінари». На них педагогам роз'яснювали основні завдання та методику військово-фізичного виховання молоді. Однак протягом першого півріччя в тих школах, де вчителі все ж були, навчальний процес залишався хаотичним: «заняття проводилися без належного планування через відсутність програм». У цей період діяльність викладачів фактично обмежувалася лише «фізичною та стройовою підготовкою», а за основу бралися застарілі програми 1942 року, розбиті по чвертях.

Якісні зміни відбулися лише у другому півріччі, коли нарешті завершилося формування військкоматів та надійшли офіційні навчальні програми. Це дозволило перейти до «більш планової роботи з військової та фізичної підготовки», активніше укомплектовувати штати та розпочати розбудову матеріальної бази шкіл. Для підтримки фахового рівня кадрів було впроваджено систему щотижневого навчання – «поточну підготовку воєнруків при окрвійськкоматах один день на тиждень» [17, Арк. 38–39].

1945/46 навчальний рік фактично був періодом підготовки шкіл у Закарпатській області та впровадження військової та фізичної підготовки учнів та, незважаючи на значну тривалість цього періоду, школи повністю до проведення військової та фізичної підготовки не підготовлені. Відсутні кадри викладачів фізичної та спеціальної підготовки, бідна матеріальна база (військово-навчальне та спортивне майно), відсутні програми та навчальна література [17, Арк. 41].

Остаточне формування штатів військових викладачів відбулося протягом березня–травня. На кінець навчального року воєнруками було

укомплектовано 138 шкіл (69,3%): середні школи та педучилища отримали фахівців на 100%, а неповні середні школи – на 65 %. Кадровий склад залишався неоднорідним: із 138 воєнруків 63 були демобілізованими офіцерами Червоної Армії, 8 – сержантами та рядовими, а 67 осіб – офіцерами та сержантами запасу Чехословацької армії. Лише 20 шкіл мали профільних викладачів фізпідготовки, в інших закладах ці обов'язки виконували вчителі за сумісництвом [17, Акр. 39].

Яскравим підтвердженням того, що формальна наявність кадру та здатність до підтримки дисципліни часто домінували над педагогічною майстерністю, став прецедент у 2-й Мукачівській середній школі. Під час інспекції у 1946 році було виявлено, що викладач історії та Конституції Клімов абсолютно не володіє матеріалом свого предмета, через що його було переведено на посаду військового керівника [18, Арк. 29].

Такий підхід дозволяв радянській владі забезпечувати швидкі темпи мілітаризації регіону навіть за рахунок залучення фахово некомпетентних працівників.

Ситуація з методичним забезпеченням залишалася не менш складною через затримки з боку Міністерства освіти. Програми для 1–4 класів надійшли лише наприкінці другої чверті, а для хлопчиків 5–7 класів – у третій. Для старшокласників (8–10 класи) та дівчат середньої ланки методичні матеріали взагалі не були отримані.

Через відсутність державного постачання «матеріальна база виготовлялася протягом навчального року силами учнів». Школярі власноруч майстрували макети гвинтівок, навчальні гранати та схеми.

Завдяки цій ініціативі до літа в області з'явилося 510 макетів гвинтівок, а у 24 школах (12%) вдалося обладнати спеціальні військові кабінети [17, Акр. 39].

У контексті утвердження радянської освітньої моделі на Закарпатті особливе значення надавалося мілітаризації навчального процесу. Проте аналіз стану військової та фізичної підготовки в 1946 році свідчить про суттєвий розрив між ідеологічними настановами та реальним станом їхньої реалізації. Станом на кінець навчального року відповідна робота велася лише у 107 школах, тоді як 92 заклади залишалися поза цим процесом через критичний брак кадрового забезпечення.

Процес впровадження військових дисциплін стикався з організаційними перешкодами: навіть за наявності військових керівників («воєнруків») програми лишалися невиконаними через їхній запізнілий запуск – у більшості шкіл підготовка розпочалася лише наприкінці другого півріччя. Відносну стабільність демонстрував лише початковий ланцюг (1–4 класи), де фізичне виховання забезпечувалося зусиллями класоводів.

Окремим вектором радянізації стала позашкільна оборонно-масова робота, покликана сформувати новий тип «радянського фізкультурника». Попри створення мережі спортивних колективів при всіх середніх школах області та залучення молоді до масових заходів (зокрема, зимового лижного кросу за участю 570 учнів), ключовою проблемою залишалася слабка матеріально-технічна база. Дефіцит спортивного інвентарю, взуття та форми гальмував темпи розгортання мілітаризованого дозвілля.

Водночас ефективним інструментом ідеологічного виховання виявилася гурткова робота за радянськими стандартами ГПО (ГПО, БГПО, ДСО). Масова підготовка «значкістів» стала пріоритетним показником успішності інтеграції закарпатської молоді в радянську систему. Зокрема, високі кількісні показники демонстрували Ужгородський (743 особи) та Рахівський (146 осіб) округи [17, Акр. 40], що свідчило про інтенсивну популяризацію військово-оборонних нормативів у всіх адміністративних одиницях регіону.

Важливим складником мілітаризації освітнього простору Закарпаття стала диференційована спецпідготовка учнівської молоді. Наприкінці 1945/46 навчального року в 14 середніх школах (СШ) було організовано вишкіл сандружинниць, а в 3 закладах – телефоністок. Водночас підготовка за складнішими технічними спеціальностями (радистки, телефоністки-морзистки) фактично була заблокована через відсутність кваліфікованих кадрів, профільної навчальної літератури та відповідної матеріальної бази. Додатковим деструктивним чинником виступила відсутність належного досвіду роздільного навчання хлопців і дівчат, оскільки школи області на той час залишалися змішаними, що ускладнювало організацію специфічних занять із військової та фізичної підготовки.

З метою подолання кризового стану інфраструктури, органи радянської влади (облвиконком та обком КП(б)У) ініціювали заходи з розбудови спортивної бази. Школам виділялися земельні ділянки та лісоматеріали. Використовуючи поширений на той час «метод житомирців» (масове самостійне будівництво), станом на 1 липня 1946 року вдалося облаштувати 107 військово-спортивних майданчиків, що становило 58,3 % від запланованої кількості [17, Акр. 40].

Перспективи нового навчального року пов’язувалися з повною (100 %) укомплектацією штату військових керівників та інструкторів спеціальної підготовки.

Паралельно вирішувалося питання централізованого постачання навчальної зброї по лінії Міністерства збройних сил СРСР та військово-спортивного майна через Міністерство освіти, що мало остаточно закріпити перехід закарпатських шкіл на загальносоюзні мілітарні стандарти.

Протягом 1947/48 навчального року в освітньому просторі Закарпатської області спостерігалася активна динамізація оборонно-фізкультурної роботи, що стало наслідком завершення етапу первинної інституціалізації радянської школи. У цей період фізичне виховання було остаточно інтегроване в систему мілітаризації, а успішність шкіл почала вимірюватися кількістю підготовлених власників оборонних значків. Згідно зі звітними даними, упродовж року нормативи на спеціалізовані значки склали 21 053 учні, що свідчило про масове залучення молоді до воєнізованих структур.

Особливе місце в системі фізичної підготовки посідав комплекс «Готовий до праці та оборони», де було підготовлено 3 269 осіб за програмою БГТО («Будь готовий до праці та оборони»), 1 235 осіб за нормативами ГТО I ступеня та 38 осіб – ГТО II ступеня. Водночас акцент на цивільній обороні та санітарній грамотності підтверджується найвищим показником складання норм ПВХО («Протиповітряна та хімічна оборона») – 13 728 учнів, а також підготовкою 1 235 значкістів «Ворошиловський стрілець» (ВС) та 1 350 осіб за лінією ДСО («Добровільне спортивне товариство») [19, Арк. 26].

Поряд із масовим значкізмом розпочалося формування спортивної еліти: було підготовлено 198 розрядників, а футбольні команди школярів Закарпаття, демонструючи високий рівень традиційної для регіону фізичної культури, вибороли перше місце в УРСР. Такі показники 1947/48 навчального року демонструють успішне поєднання спортивних здобутків із жорсткою мілітарною парадигмою виховання, де фізична культура виступала базою для підготовки майбутніх мобілізаційних ресурсів.

На межі 1940-х та 1950-х років процес радянізації освітньої мережі Закарпаття перейшов до фази остаточної стабілізації. Характерною рисою цього періоду стало посилення вертикального контролю з боку обласного (облВНО), окружних та міських відділів народної освіти. Пріоритетом стало не лише кількісне охоплення, а й зміцнення матеріальної бази: ремонт спортивного інвентарю та облаштування майданчиків. Серед закладів, що продемонстрували взірцеву організацію роботи, звіти виділяють Ужгородську СШ № 1 (директор Гриценко, викладач Батулін), Мукачівську СШ № 1 (директор Круглов, викладач Алмазі), Берегівську СШ № 2 (директор Лазарєв, викладач Коржик) та Свалявську СШ (директор Дєгтяров, викладач Белас).

Ефективність мілітаризації шкільного середовища у 1950/51 навчальному році найбільш рельєфно відображена у статистиці виконання планів із підготовки значкістів оборонних комплексів та спортивних розрядників.

Таблиця 1

Виконання плану підготовки значкістів комплексів ГПО та БГПО (1950/51 н.р.) [20, Арк. 106].

Категорія підготовки	План (осіб)	Виконано (осіб)	Відсоток виконання
Значкісти БГПО	2 550	3 757	147,3%
Значкісти ГПО I ступеня	1 430	2 547	178,1%
Значкісти ГПО II ступеня	85	248	291,7%

Значне перевищення планових показників, особливо за складнішим комплексом ГПО II ступеня, свідчить про інтенсивне насадження «оборонного значкізму» як ключового критерію успішності школи. Водночас розвиток спортивної майстерності мав дещо іншу динаміку, де масовість переважала над підготовкою елітних кадрів.

Таблиця 2

Порівняльний аналіз підготовки спортивних розрядників (1950/51 н.р.) [20, Арк. 106].

Кваліфікаційний розряд	План (осіб)	Виконано (осіб)	Співвідношення план/факт
I розряд	4	1	–3
II розряд	20	45	+25
III розряд	150	426	+276
Юнацький розряд	300	628	+328

Дані таблиці вказують на те, що попри дефіцит розрядників вищої ланки (I розряд), масова ланка (юнацький та III розряди) демонструвала кратне перевищення очікувань. Це підкреслює стратегічну орієнтацію радянської школи на Закарпатті у 1945–1950-х роках: створення широкої бази фізично підготовленої молоді, готової до подальшої військової служби, де спортивні досягнення розглядалися передусім як фундамент для зміцнення обороноздатності держави. Таким чином, на кінець досліджуваного періоду в регіоні було повністю сформовано модель «спортивного мілітаризму», інтегровану в загальносоюзну систему виховання.

На завершальному етапі досліджуваного періоду стан матеріально-технічного та кадрового забезпечення шкіл Закарпаття залишався суперечливим. Станом на початок 1950/51 навчального року в області працювало 322 викладачі фізичного виховання, проте їхній фаховий рівень

був критично низьким: лише 5,3 % (17 осіб) мали вищу освіту, а 42,5 % (137 осіб) не мали жодної спеціальної підготовки та не навчалися заочно [20, Арк. 107]. Для розв'язання цієї проблеми радянська влада впроваджувала систему інтенсивної перепідготовки, зокрема літні 150-годинні курси, поєднуючи підвищення кваліфікації з «ідейно-політичним вихованням». Водночас у Волівському, Хустському та Рахівському округах зазначалося незадовільне проведення «командирського навчання», що підкреслювало мілітарну спрямованість підготовки вчителів.

Матеріальна база шкіл значно відставала від ідеологічних запитів. Більшість закладів Мукачівського, Іршавського та Свалявського округів не мали спортивних залів, придатних для занять у зимовий період, а наявні приміщення часто не відповідали технічним нормам. Попри те, що 40 % бюджетних коштів спрямовувалося на закупівлю інвентарю, дефіцит обладнання залишався відчутним.

Таблиця 3

Стан забезпечення та результативність (1950 р.) [20, Арк. 107].

Показник	Значення
Загальна кількість викладачів	322 особи
Частка фахівців із вищою освітою	5,3 %
Відсутність спеціальної освіти	42,5 %
Відвідуваність уроків фізкультури	97 %

Незважаючи на інфраструктурну кризу, адміністративні важелі забезпечили високу формальну результативність: навчальні програми було виконано в усіх школах області, а відвідуваність уроків досягла 97 %. Це свідчить про те, що на кінець 1950 року радянська модель фізичного виховання на Закарпатті трималася на жорсткій дисципліні та інтенсивній ідеологічній роботі з кадрами, які компенсували брак матеріальних ресурсів.

Організація позакласної роботи та методичні виклики (1950–1951 рр.). Попри інфраструктурні труднощі, у 1950 році спостерігалася активна розбудова низової мережі фізкультурних колективів. У школах області було створено 360 колективів, що охопили 47 340 учнів, а ще 22 645 дітей молодших класів були залучені до гурткової роботи. Пріоритетними напрямами стали легка атлетика, футбол та ідеологічно важливий стрілковий спорт.

Показовим прикладом успішної інституціалізації фізкультури стала Ужгородська юнацька спортивна школа (директор С. Шабров), де під керівництвом фахових тренерів займалося 400 учнів. На рівні середніх шкіл

зразкову методичну роботу демонстрували викладачі Батулін (Ужгород), Белас (Свалява) та Алмаші (Мукачево) [20, Арк. 108].

Водночас розвиток системи гальмувався низкою факторів:

- Методичний дефіцит: Через відсутність літератури у мережі «Книгокультторгу» та брак програм з гімнастики й плавання рівень підготовки у цих видах спорту залишався незадовільним.
- Кліматичні та технічні обмеження: Несприятливі погодні умови та відсутність баз завадили розвитку лижного спорту.
- Формалізм медичного контролю: У містах (Ужгород, Мукачево, Перечин) лікарський нагляд часто мав декларативний характер. Винятком була Тячівська СШ, де функціонував обладнаний кабінет для постійного догляду за дітьми з ослабленим здоров'ям.

На початку 1950-х років ключову роль у системі мілітаризації та професійної спортивної підготовки молоді відігравали юнацькі спортивні школи (ЮСШ). Провідною установою регіону була Ужгородська ЮСШ під керівництвом С. Шаброва, яка завдяки належному забезпеченню спортивною формою та регулярному фінансуванню тренерського складу продемонструвала високий рівень організації навчального процесу, підготувавши за 1950 рік 101 розрядника. Схожу позитивну динаміку виявила і Мукачівська ЮСШ під дирекцією Г. Гомоная, де чисельність вихованців досягла 200 осіб, а за результатами 1950/1951 навчального року було підготовлено 43 розрядників [20, Арк. 109].

Діяльність цих установ базувалася на суворому дотриманні програм Міністерства освіти УРСР, що підтверджувало завершення етапу уніфікації закарпатської позашкільної освіти.

За результатами аналізу роботи в першому півріччі 1950/1951 навчального року обласний відділ народної освіти визначив стратегічний вектор розвитку на майбутнє. Головним завданням було визначено забезпечення повної реалізації постанови Ради Міністрів УРСР № 1652 від 28 травня 1949 року щодо розвитку фізичної культури в школах. Пріоритети змістилися у бік вивчення та впровадження досвіду кращих педагогів, посилення методичної бази через семінарські та командирські заняття, а також подолання формалізму в лікарському контролі над школярами. Таким чином, на кінець досліджуваного періоду в області було сформовано цілісну ієрархічну структуру, де фізичне виховання було остаточно інтегроване в державну систему підготовки мобілізаційних ресурсів.

Висновки. Дослідження трансформації системи фізичного виховання в школах Закарпаття у 1945–1950 рр. підтверджує, що інтеграція регіону до СРСР супроводжувалася радикальним зламом європейських традицій. Фізична культура втратила автономність, перетворившись на інструмент

ідеологічного виховання та базу для військово-фізичної підготовки. Ключовим механізмом уніфікації стало впровадження нормативів ГПО та БГПО, що мали на меті формування лояльності до режиму та підготовку мобілізаційного резерву.

Встановлено, що радянізація галузі відбувалася через створення жорсткої управлінської вертикалі та повний державний контроль за спортивним життям. Проте реалізація цих планів гальмувалася гострим дефіцитом кваліфікованих кадрів (критично низький рівень фахової підготовки у 1950 р.) та слабкою матеріальною базою. Ці труднощі влада компенсувала адміністративним тиском, мілітаризацією навчальних планів (введення посад воєнруків, занять зі стрільби та тактики) і масовим залученням учнів до оборонних гуртків.

Таким чином, до кінця 1950 року на Закарпатті було остаточно сформовано модель «спортивного мілітаризму». Вона забезпечила нівелювання попереднього соціокультурного досвіду краю та повну інтеграцію молоді в тоталітарну систему СРСР, де фізичне загартування було невід'ємним складником військової потужності держави.

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ЕМПІРИЧНИЙ МАТЕРІАЛ ПОЛЬОВИХ ДОСЛІДЖЕНЬ ЯК ВАЖЛИВЕ ПІДҐРУНТЯ КОНЦЕПЦІЇ УКРАЇНОГЕНЕЗИ ЛЕОНІДА ЗАЛІЗНЯКА

Анотація. У статті проаналізовано вагому роль емпіричного матеріалу, отриманого Леонідом Залізняком під час археологічних досліджень, як важливого джерела для формування його етногенетичної концепції. Особливу увагу приділено результатам Овруцької етнолого-археологічної експедиції 2016 року, які стали важливим емпіричним підґрунтям для наукового обґрунтування концепції україногенези вченого. Завдяки знахідкам на Овруччині вдалося заповнити прогалини у простеженні зв'язку між княжою та козацькою добами української історії, що раніше викликало труднощі через інтенсивні міграційні процеси в інших регіонах тогочасної України. Застосування методики «живої стратиграфії побуту» та аналіз неперервних поховальних традицій дозволили досліднику виявити археологічні докази безперервного розвитку місцевого населення протягом останнього тисячоліття. Зокрема, археологічне датування шляхетських поселень Заушшя X–XI століттями допомогло спростувати гіпотезу про їхнє татарське походження, підтвердивши, що ця верства є прямим нащадком боярства Київської Русі.

Додатковим аргументом на користь концепції слугують матеріали розкопок поселення Огрінь 8 у 2018 році, які демонструють культурну спорідненість Надпоріжжя з княжим Києвом, підкріплюючи тезу про єдність руського народу в межах Південної Русі у XI-XIII століттях. У висновках наголошено, що концепція україногенези Л. Залізняка інтегрує українську історію в загальноєвропейський контекст, де українці постають як повноцінний середньовічний етнос нарівні з іншими народами тогочасної Центрально-Східної Європи. Дослідження доводить, що концепція етногенезу українців Л. Залізняка є науково обґрунтованою та підкріпленою потужною джерельною базою.

Ключові слова: історія, археологія, Леонід Залізняк, ранньосередньовічна концепція походження українців, концепція україногенези Леоніда Залізняка

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EMPIRICAL FIELDWORK MATERIAL AS A VITAL BASIS OF LEONID ZALIZNIAK'S CONCEPT OF UKRAINOGENESIS

Abstract. The article analyzes the significant role of empirical material obtained by Leonid Zalizniak during archaeological research as an essential source for forming his ethnogenetic concept. Special attention is paid to the findings of the Ovruch Ethnological and Archaeological Expedition of 2016, which became an important empirical foundation for the scientific substantiation of the scientist's concept of Ukrainogenesis. Thanks to the discoveries in the Ovruch region, it became possible to fill the gaps in tracing the connection between the Princely and Cossack eras of Ukrainian history, which had previously caused difficulties due to intensive migration processes in other regions of contemporary Ukraine. The application of the "living stratigraphy of everyday life" methodology and the analysis of continuous burial traditions allowed the researcher to uncover archaeological evidence of the uninterrupted development of the local population over the past millennium. In particular, the archaeological dating of the gentry settlements of Zaushshia to the 10th–11th centuries helped refute the hypothesis of their Tatar origin, confirming that this social stratum is a direct descendant of the boyars of Kyivan Rus. An additional argument in favor of the concept is provided by the materials from the excavations of the Ohryn 8 settlement in 2018, which demonstrate the cultural affinity of the Nadporizhzhia region with Princely Kyiv, reinforcing the thesis of the unity of the Rus people within Southern Rus in the 11th–13th centuries. The conclusions emphasize that L. Zalizniak's concept of Ukrainogenesis integrates Ukrainian history into a general European context, where Ukrainians appear as a fully-fledged medieval ethnos on par with other peoples of contemporary Central and Eastern Europe. The study proves that L. Zalizniak's concept of Ukrainian ethnogenesis is scientifically grounded and supported by a robust source base.

Keywords: history, archaeology, Leonid Zalizniak, early medieval concept of the origin of Ukrainians, Leonid Zalizniak's concept of Ukrainian ethnogenesis.

Постановка проблеми. Російсько-українська війна, зокрема її повномасштабна фаза, дала значний поштовх до зміцнення загальнонаціональної ідентичності та консолідації української нації. Це зумовило стрімке зростання суспільного запиту на глибоке вивчення української історії,

насамперед складних питань етногенезу та націогенезу українців. Дослідження етногенезу є комплексною науковою проблемою, вирішення якої вимагає міждисциплінарного підходу – об'єднання зусиль етнологів, істориків, археологів, лінгвістів та генетиків. Відтак, виникає гостра потреба у верифікації існуючих теорій на основі нових даних. Системне вивчення та аналіз емпіричного матеріалу, здобутого під час етнолого-археологічних експедицій, у поєднанні з передовими методологічними розробками, сприятимуть введенню в науковий обіг сучасної, науково обґрунтованої, що базується на сучасних археологічних даних, концепції етногенезу українців.

Аналіз останніх досліджень і публікацій. Вивченню біографії Л. Залізняка присвячено дослідження В. Отрощенка та Ю. Кухарчука «Леоніду Залізняку – 70 років! Наукова спадщина, життєпис, родовід» [1]. Дослідниця О. Шакурова у монографії «Основні концепції етногенезу українського народу: вітчизняна історіографія (кінець XIX – початок XXI ст.)» (2017 р.) детально аналізує етногенетичну концецію Л. Залізняка [2]. Вивченню етногенетичних розробок вченого, що були здійснені у період з початку незалежності і до 2018 року присвячена стаття Ю. Фігурного та О. Шакурової «Етнокультурні студії Леоніда Залізняка (1991-2018)» (2019 р.) [3]. У статті «Етнокультурні дослідження Л. Л. Залізняка за доби незалежності» [4], що вийшла друком у 2021 р., вчені Ю. Фігурний та О. Шакурова прослідковують трансформацію поглядів Л. Залізняка на етногенез українського народу. Наступна стаття цих же дослідників «Українські етнокультурні процеси у науковому доробку Леоніда Залізняка (до 70-річчя з дня народження)» (2021 р.) аналізує внесок Л. Залізняка у розвиток сучасної української етнології [5]. Результатам роботи Овруцької етнолого-археологічної експедиції присвячено дослідження Ю. Фігурного та Л. Залізняка [6]

Та попри наявність суттєвих напрацювань у сфері дослідження біографії вченого та його концепції україногенези, залишається ще не достатньо вивченою роль емпіричного матеріалу, зібраного Л.Залізняком під час польових досліджень, як важливого археологічного джерела для створення його етногенетичної концепції, чому і буде присвячена дана стаття.

Мета статті. Метою статті є висвітлення впливу результатів багаторічних археологічних розвідок на формування концепції україногенези Л. Залізняка

Виклад основного матеріалу дослідження. Леонід Львович Залізняк – відомий український археолог та етнолог. Його наукові інтереси охоплюють палеоліт, мезоліт, проблеми індоєвропеїстики та походження українського народу. Досліджувати проблему походження українського

народу вчений розпочав понад тридцять років тому, коли у 1992 році прийшов працювати у Інститут українознавства Київського національного університету імені Тараса Шевченка (зараз – НДІ українознавства КНУ імені Тараса Шевченка) та почав розробляти науково-дослідну тему «Походження українського народу», яку в той період виконували співробітники відділу етнології Інституту українознавства [7, С. 350-351]. «Довелося обирати принципово нову наукову тематику відповідну профілю відділу етнології. Вибір наукової теми в галузі україногенези був зумовлений не лише її актуальністю, але й досвідом дослідження етногенетичних процесів у первісних суспільствах...» [7, С. 350-351] – зазначає Л. Залізняк.

Саме з того періоду розпочалася активна діяльність по вивченню питань походження українців, що пізніше призвела до створення Л Залізняком власної концепції україногенези, яку автор докладно виклав у фундаментальній праці «Етногенез українського народу», що вийшла друком у кінці 2024 року [8]. У ній вчений на основі своїх багаторічних досліджень (у тому числі й емпіричних матеріалів, отриманих під час археологічних розкопок) та новітніх етнологічних розробок виклав власну концепцію україногенези.

Л. Залізняк стверджує, що історія українського народу (як і історія його мови, яка є визначальним маркером існування етносу) розпочалася понад 1500 р. тому після розпаду Римської імперії на початку середньовіччя [8, С. 342–343].

Вчений виділяє фазу власне етногенези (або племінну фазу) та 4 послідовні фази націогенези русинів-українців [8, С. 343–344]. Початкова фаза власне україногенези, на думку Л. Залізняка, розпочалася з появи давньоукраїнських племен антів та склавинів у V-VII ст. (пеньківська та празька археологічні культури відповідно), які пізніше трансформувалися в протоукраїнські літописні племена полян, волинян, деревлян, уличів, тиверців та хорватів (VIII – X ст.), археологічним відповідником яких є райковецька археологічну культуру, і вже на цьому етнічному ґрунті у X ст. постала ранньосередньовічна держава Русь з титульним етносом русинів-українців [8, С. 343].

Після початку роботи над етногенетичною проблематикою, частина наукових археологічних експедицій вченого була присвячена тематиці кам’яного віку, а частина – доведенню та підкріпленню археологічними знахідками власної концепції україногенези. Саме такою була Овруцької етнолого-археологічної експедиції 2016 року. Для її проведення були залучені співробітники та ресурси чотирьох наукових інституцій – Науково-дослідного інституту українознавства МОН України, Інституту археології

НАНУ, Києво-Могилянської академії, Чорнобильської археологічної експедиції МВС України [6, С. 137–138]. Експедиція об'єднала зусилля та науковий потенціал археологів та етнологів та спробувала практично використати конкретні напрацювань археологів НАНУ для вирішення суто етнологічної проблеми походження та ранніх етапів розвитку українського етносу [6, С. 138].

Саме робота Овруцької етнолого-археологічної експедиції 2016 року стала для Леоніда Залізняка ключовим емпіричним підґрунтям для обґрунтування його концепції україногенези, яку можемо назвати ранньосередньовічною концепцією походження українців. Результати експедиції дозволили автору трансформувати існуючи теоретичні положення у підкріплену археологічними матеріалами концепцію україногенези. Головним результатом експедиції стало віднайдення археологічних доказів про неперервний етногенетичний розвиток населення Овруцького кряжу протягом останнього тисячоліття. На думку Л. Залізняка, етнос – це цілісний організм, вік якого визначається «… по безперервності (тяглости) його етнокультурного розвитку на його етнічних землях» [9, С. 67]. Тобто, саме безперервність розвитку етносу на своїх етнічних землях є критерієм його існування. На жаль, зазначає вчений, простеження тяглости етнокультурного розвитку між києво-руським і козацьким періодами історії українського народу викликає певні труднощі, принаймні на території степової та лісостепової частини України.

Але «довести ранньосередньовічні витоки українського народу можливо лише на конкретних прикладах тяглости розвитку від княжої до козацької України» [9, С. 69].

Овруччина є тим унікальним «еталонним» регіон, де зв'язок між княжою та козацькою добою не переривався і етнокультурна тяглість простежується наглядно і переконливо [9, С. 69].

Дослідження околичної шляхти Заушшя у рамках Овруцької експедиції дозволило Л. Залізняку простежити генетичні зв'язки середньовічного населення Русі з сучасними українцями. Археологічні дані підтвердили, що шляхетські села (Дідковичі, Недашки, Сингаї, Бехи та інші) виникли у другій X–XI ст. як боярські поселення для контролю над деревлянами, безперервно розвивалися до нашого часу й існують донині. Культурні шари цих поселень показують, що середньовічні зони заселення просторово збігаються з пізнішими та сучасними, генетично переростаючи одна в одну, без зміни населення [9, С. 69].

Археологічні розкопки підтвердили версію В. Антоновича про те, що овруцька шляхта є прямим нащадком боярсько-дружинної верстви Київської Русі, яка була осаджена київськими князями для контролю над

древлянами у X столітті й зберегла свій статус та ідентичність крізь століття [9, С. 63-74].

Також, завдяки датуванню поселень X–XI ст., Л. Залізняк спростував гіпотезу Н. Яковенко про татарське походження шляхти, так звану «Татарську альтернативу» [10]. «Татарська альтернатива» – це наукова гіпотеза про походження овруцької околичної шляхти, висунута істориком Наталею Яковенко як противага традиційній теорії про її руське коріння. Л. Залізняк ретельно аналізує цю концепцію та наводить аргументи щодо її неспроможності. Н. Яковенко припустила, що овруцька шляхта походить не від бояр Київської Русі, а від декількох татарських родин, яких київський князь Володимир Ольгердович оселив у Заушші наприкінці XIV ст. За цією версією, вони мали нести «ординську службу» – супроводжувати послів та гонців через степ до Орди [10, С. 224]. Л. Залізняк зазначає, що результати розкопок Овруцької археологічної експедиції Інституту археології НАНУ під керівництвом А. Томашевського, що з 1996 по 2014 рр. проводила суцільні археологічні обстеження Овруччини, довели: шляхетські села Овруччини (такі як Бехи, Мелені, Дідковичі та ін.) виникли значно раніше XIV ст. – ще у IX–X століттях [9, С. 69]. Це підтверджує, що ці поселення були частиною оборонної системи княжого Києва для контролю над древлянами, а не новотворами литовської доби [11, С. 482]. Якби шляхта мала татарське походження, це відбилося б на їхніх прізвищах, проте переважна більшість родових прізвищ околичної шляхти має слов'янське походження. Нечисленні винятки (як-от Бехи чи Бовсуни) буквально тонуть у морі шляхетських прізвищ слов'янського походження. На території Заушшя (басейн річки Уж) практично відсутня тюркська топонімія, яка мала б зберегтися у разі щільного розселення там татар. Легенди самих шляхтичів (наприклад, роду Бехів) виводять їхній родовід від воєвод часів княгині Ольги, але жоден переказ не згадує про тюркське коріння чи службу Володимиру Ольгердовичу, хоча він жив на 500 років пізніше за Ольгу [9, С. 62–66].

«Татарська альтернатива» відіграла роль наукового виклику, який стимулював глибші археологічні дослідження регіону. Зрештою, дані археології та історії спростували її, підтвердивши концепцію В. Антоновича про те, що овруцька шляхта є прямим нащадком служилої верстви Київської Русі, яка зберегла свою ідентичність протягом тисячоліття.

Тяглість також прослідковується у спадковості поховальних традицій у цьому регіоні. На Овруччині зафіксовано близько вісімдесяти києво-руських курганних могильників, багато з яких і досі використовуються місцевими жителями як традиційні місця поховань. На таких цвинтарях поряд із давніми курганами X–XIII ст. стоять сучасні хрести, що демонструє

тисячолітню традицію, яка не переривалася навіть після монголо-татарської навали [9, С. 69-71].

Експедиція надала унікальні стратиграфічні докази етнокультурної тяглості, використовуючи так звану методику «Жива стратиграфія побуту» – під час чистки старої криниці в селі Прибитки на її дні під шарами мулу з рештками посуду XVIII–XX століть було знайдено кераміку XI–XIII століть. Це зафіксувало функціонування одного й того самого господарського об'єкта одним і тим самим населенням протягом цілого тисячоліття [9, С. 71].

На прикладі Овруччини Залізняк інтегрує україногенезу в загальноєвропейський контекст. Він стверджує: «Мешканці києворуських Києва, Переяслава, Львова, Луцька, Вручія були українцями тією ж мірою, як тогочасні жителі Лондона, Парижа, Гнезно були англійцями, французами, поляками відповідно. Це були українці, англійці, французи, поляки на їх середньовічному етапі розвитку, які поступово з часом трансформувалися у відомі нам етноси сучасної Європи з їхніми своєрідними мовами та етнокультурами», отже робить далі висновок Л. Залізняк «Переконливо засвідчена археологічними матеріалами тяглість етнокультурного розвитку на етнічних землях українського народу, зокрема на Овруччині, свідчить, що мешканці Південної Русі X–XIII ст. представляли український етнос на середньовічному етапі культурно-історичного розвитку» [9, С. 72].

Таким чином, завдяки знахідкам Овруцької етно-археологічної експедиції 2016 року, вченому вдалося заповнити прогалини у простеженні зв'язку між княжою та козацькою добами української історії, що робить концепцію україногенези Л. Залізняка цілісною та підкріпленою археологічними доказами.

Окрім Овруцької етно-археологічної експедиції емпіричним підґрунтям для концепції україногенези Л Залізняка стали також археологічні розкопки поселення Огрінь 8, що розташоване на північно-західному узбережжі півострова Огрінь. Археологічна експедиція проводилася у 2018 році силами Національного університету «Києво-Могилянська академія» (далі – НаУКМА) та «натрапила на багаті матеріали з верхнього шару поселення часів Русі (XI-XIII ст.)» [7, С. 168]. Працювати у НаУКМА Л. Залізняк почав ще у 1995 році, а у 2002 р. було створено Археологічну експедицію НаУКМА для проведення археологічної практики студентів-істориків. Ця експедиція двадцять польових сезонів проводила масштабні польові дослідження. У процесі її роботи було добуто значну кількість археологічних матеріалів [7, С. 385-389].

Археологічні знахідки з руського шару на Огріні дуже подібні до матеріалів з Княжого Києва XI-XIII ст. Прямі паралелі з тогочасними

будівлями Середнього Подніпров'я має також домобудівництво руського населення Оргіні, що «… свідчить про тісний культурний, економічний та політичний зв'язок руських поселень у гирлі Самари з княжим Києвом» [7, С. 170].

Л. Залізняк висловлює думку, що в «… Надпоріжжі в XI–XIII століттях більшість населення складали переселенці із Середнього Подніпров'я» [7, С. 170].

Це також засвідчує гіпотезу Л.Залізняка про існування єдиного руського народу у Південній Русі в XI–XIII ст.

Таким чином, багаторічні археологічні експедиції Л. Залізняка та емпіричні матеріали, отримані під час їх проведення, дозволили вченому розробити ранньосередньовічну концепцію україногенези, підкріплену потужною базою польових досліджень, яка інтегрує українську історію в загальноєвропейський контекст, де українці постають як повноцінний середньовічний етнос на рівні з іншими тогочасними етносами середньої смуги Європи.

Висновки. Дослідження підтверджує, що концепція україногенези Л. Залізняка не є суто теоретичною побудовою, а базується на багаторічних археологічних дослідженнях та аналізі величезного масиву емпіричного матеріалу. Саме поєднання етнологічних розробок із результатами розкопок дозволило вченому сформулювати чітку та послідовну концепцію походження українського народу.

Археологічні дані підтримують тезу автора про те, що витоки українства сягають V–VII ст. (анти та склавини), які через етап літописних племен (VIII–X ст.) трансформувалися у титульний етнос Русі — русинів-українців. Це дозволяє інтегрувати українську історію в загальноєвропейський контекст, де середньовічні народи (англійці, французи, поляки) розвивалися паралельно з українцями на їхніх етнічних землях.

Робота Овруцької етнолого-археологічної експедиції (2016 р.) стала ключовим доказом безперервності розвитку українського етносу. Завдяки методиці «живої стратиграфії побуту» та доведенню тяглості поховальних традицій було наочно продемонстровано зв'язок між княжою та козацькою добою, що особливо важливо для територій, де такий зв'язок вважався дискусійним.

Археологічні знахідки (зокрема датування шляхетських поселень Заушшя X–XI ст.) дозволили науково спростувати гіпотезу про «татарське походження» околичної шляхти (так звану «Татарську альтернативу»). Доведено, що ця верства є прямим нащадком боярсько-дружинного стану Київської Русі, що підтверджує стійкість соціальної та етнічної структури населення протягом тисячоліття.

Матеріали розкопок на поселенні Огрінь 8 продемонстрували тісну спорідненість культури Надпоріжжя з Княжим Києвом. Це слугує вагомим аргументом на користь гіпотези Л. Залізняка про існування єдиного руського (українського) народу в межах Південної Русі в XI–XIII ст.

Таким чином, археологічні дослідження та багаторічна наукова робота у сфері етнології, дозволили Л. Залізняку створити сучасну концепцію україногенези. Емпіричні матеріали, отримані під час проведення польових досліджень, допомогли вченому довести безперервність етнокультурного розвитку українців на своїх етнічних землях від раннього середньовіччя до сучасних часів, а його багаторічна просвітницька та викладацька діяльність допомагають зміцненню національної ідентичності української молоді в умовах сучасних глобалізаційних викликів.

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РЕСТИТУЦІЯ БЕЗ САКРАЛІЗАЦІЇ: ДОЛЯ КОНФІСКОВАНОГО ТА ПОШКОДЖЕНОГО МАЙНА РЕЛІГІЙНИХ МЕНШИН В УМОВАХ ЗБРОЙНОГО КОНФЛІКТУ

Анотація. Збройний конфлікт в Україні загострив нагальну правову та етичну дилему щодо реституції конфіскованого і пошкодженого майна релігійних меншин, де конкуруючі вимоги справедливості, збереження культурної спадщини та національної безпеки створюють складну суперечність між відновленням прав і уникненням політично чутливої сакралізації вимог меншин в умовах воєнного часу. Стаття досліджує правові механізми відновлення культових споруд релігійних меншин, пошкоджених або знищених внаслідок збройної агресії Росії проти України. Окрема увага приділяється ситуаціям, за яких релігійна громада фактично розпалася або евакуювалася, тоді як матеріальна споруда залишається охороняється державою як архітектурна пам'ятка. Аналізується колізія між державним інтересом у збереженні культурного спадку та правом релігійної громади на відновлення культового використання об'єкта. Розглядаються нормативна база (Закон України «Про свободу совісті та релігійні організації» 1991 р., законодавство про охорону культурної спадщини, міжнародно-правові інструменти), прецеденти реституції (кенаси Криму, синагоги єврейських громад, молитовні будинки менонітів Запорізького регіону), а також правова доктрина пострадянської трансформації власності релігійних організацій у контексті теоретичних напрацювань А. Врдоляк, Ф. Франчіоні і Дж. Гордлі, а також А. Якубовський. Дослідження виявляє, що чинна нормативна база, сформована в логіці пострадянської трансформації, демонструє певні структурні вади не адаптована до умов збройного конфлікту. В результаті, держава зберігає лише матеріальну оболонку храму, не відновлюючи його культурної функції. Пропонується концепція «диференційованої реституції», заснована на п'яти принципах (активного суб'єкта, тимчасового суспільного управління, пропорційного фінансування, двофункціональності, документаційного превентиву), яка дозволяє балансувати між публічним та приватним релігійним інтересом без ідеологічного привілею будь-якої конфесії.

Ключові слова: реституція релігійного майна, релігійні меншини, збройний конфлікт, культова споруда, культурна спадщина, державно-церковні відносини, свобода совісті, право власності, Гаазька конвенція.

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RESTITUTION WITHOUT SACRALIZATION: THE FATE OF CONFISCATED AND DAMAGED PROPERTY OF RELIGIOUS MINORITIES IN CONDITIONS OF ARMED CONFLICT

Abstract. The armed conflict in Ukraine has raised an urgent legal and ethical dilemma regarding the restitution of confiscated and damaged property belonging to religious minorities, where the competing demands of justice, cultural preservation, and national security create a complex tension between restoring rights and avoiding the politically sensitive sacralization of minority claims in a wartime context. The article examines the legal mechanisms for restoring places of worship belonging to religious minorities that were damaged or destroyed as a result of Russia's armed aggression against Ukraine. Special attention is paid to situations in which religious communities have effectively dissolved or evacuated while their physical structures remain protected by the state as architectural monuments. The article analyses the tension between the state interest in preserving cultural heritage and the right of a religious community to resume cultic use of a site. It reviews the normative framework (the 1991 Law of Ukraine 'On Freedom of Conscience and Religious Organisations,' cultural heritage legislation, international legal instruments), restitution precedents (Crimean kenesas, Jewish synagogues, Mennonite prayer houses in the Zaporizhzhia region), and legal doctrine on post-Soviet transformation of religious property, situating the analysis within the theoretical frameworks of A. Vrdoljak, F. Francioni & J. Gordley, and A. Jakubowski. The study reveals that the current regulatory framework, shaped within the logic of post-Soviet transformation, suffers from structural deficiencies and it remains unadapted to the realities of armed conflict. As a result, the state preserves only the material shell of the temple while failing to restore its cultural function. To address this gap, the concept of «differentiated restitution» is proposed, grounded in five principles – active subjecthood, temporary public administration, proportional financing, dual functionality, and documentary prevention. This model enables a balance between public and private religious interests without conferring ideological privilege on any confession.

Keywords: restitution of religious property, religious minorities, armed conflict, place of worship, cultural heritage, church-state relations, freedom of conscience, property rights, Hague Convention.

Постановка проблеми. Коли у правовому та суспільному дискурсі йдеться про реституцію церковного майна в Україні, увага зосереджується на великих символічно значущих об'єктах – Києво-Печерській лаврі, Почаївській лаврі, соборах обласних центрів. Поза цим дискурсом залишається сотні дрібних культових споруд, що належали або нині належать релігійним меншинам: протестантських молитовних будинків Запорізького регіону, де зберігається жива менонітська традиція від XVIII ст.; залишків єврейських синагог у Бердичеві, Умані та Херсоні; католицьких та лютеранських кірх, що нагадують про присутність німецьких і польських колоністів; і, нарешті, унікальних кенас кримських та материкових карімів, одного з найменших корінних народів України.

Це питання набуло нової гостроти внаслідок широкомасштабної збройної агресії Російської Федерації проти України, розпочатої 24 лютого 2022 р. За даними Інституту релігійної свободи України (ІРС), станом на лютий 2023 р. внаслідок російської агресії було повністю або частково зруйновано, пошкоджено або пограбовано щонайменше 494 релігійні будівлі, богословські установи та сакральні місця [1].

Ця стаття зосереджується на конкретному, але досі недостатньо дослідженому правовому вузлі: що відбувається з культовою спорудою релігійної меншини, якщо (а) споруда пошкоджена або знищена внаслідок збройного конфлікту; (б) громада евакуювалася або фактично розпалася внаслідок окупації чи демографічного виснаження; і водночас (в) держава охороняє або намагається зберегти споруду як архітектурну пам'ятку? Чи зобов'язана держава фінансувати відновлення такого об'єкта як місця культу, а не лише як пам'ятки? І чи не є практика «музеїфікації» культових споруд меншин формою прихованої дискримінації?

Аналіз останніх досліджень і публікацій. Наукова дискусія щодо реституції культового та культурного майна в умовах збройного конфлікту розгортається у кількох паралельних потоках, що рідко перетинаються у сфері релігійних меншин. Фундаментальним теоретичним джерелом для цього дослідження є праця А. Врдоляк [2], яка простежує взаємозв'язок між захистом меншин, забороною геноциду та реституцією культурної власності в міжнародному праві від 1919 р. до сьогодні. Центральна теза А. Врдоляк, що реституція культурної власності переслідуваним групам є визнанням того, що контроль над цими матеріальними об'єктами є необхідним для збереження їхнього внеску у спільну культурну спадщину

людства, є теоретичним фундаментом, на якому будується концепція «диференційованої реституції» цієї статті. Зокрема, А. Врдоляк показує, як після Першої світової війни Договір де Сен-Жермен (1919) вперше поєднав захист меншин із реституцією майна, – прецедент, що прямо актуальний для постконфліктного врегулювання в Україні [2].

Монографія А. Якубовського [3] забезпечує цю статтю концептуальним інструментарієм для аналізу ситуації, коли суверенітет над культурним майном переходить між державами або є предметом оспорювання. А. Якубовський розробляє «керівні принципи» (guiding principles) для угод про культурне майно в умовах державного правонаступництва – принципи, що з певними адаптаціями застосовні і до ситуації деокупації українських територій та повернення до них релігійних громад. Його розмежування між «територіальним» та «особистим» принципами у вирішенні питань культурної власності є аналітично цінним для відмежування вимог місцевих громад від претензій діаспори.

Ф. Франчіоні та Дж. Гордлі [4] розглядають механізми примусового виконання норм міжнародного права про культурну спадщину як через міжнародні судові установи (МКС, трибунали), так і через національні суди. У цій збірці особливо значущий розділ А. Врдоляк («Забезпечення реституції культурної спадщини шляхом мирних угод») [5], який досліджує, як мирні угоди і постконфліктні домовленості можуть закріплювати зобов'язання з реституції культурного майна та інфраструктури релігійних громад.

Р. Беван [6] пропонує розгорнутий аргумент про те, що цілеспрямоване знищення архітектурних об'єктів у збройних конфліктах є формою «мнемонічного насильства» – знищення пам'яті та ідентичності груп через руйнування їхніх матеріальних символів. Ця теза прямо актуальна для аналізу знищення Росією менонітських молитовних будинків і синагог у Запорізькому та Херсонському регіонах: ці об'єкти, за аргументом Р. Бевана, є не лише архітектурними пам'ятками, а й «локусами пам'яті», знищення яких завдає шкоди не лише матеріальній, а й культурній та ідентитарній сфері громади.

Щодо України, науковий дискурс зосереджується або на загальних питаннях свободи совісті та реєстрації релігійних організацій (звіти Державного департаменту США [7]), або на питаннях захисту культурних цінностей в контексті поточного збройного конфлікту [8], або на правах національних меншин [9].

Реституція культових споруд саме релігійних меншин – особливо у постконфліктному та постокупаційному вимірі – залишається фактично недослідженою темою в українській та міжнародній правовій науці. Цю лакуну і покликана частково заповнити ця стаття.

Методологія. Стаття застосовує комбінований методологічний підхід, що поєднує три взаємодоповнюючих методи.

По-перше, доктринальний (юридичний) аналіз: системне тлумачення – статей Закону «Про свободу совісті та релігійні організації» (1991) [10], Закону «Про охорону культурної спадщини» (2000) [11], Гаазької конвенції 1954 р. [12] та її Другого протоколу 1999 р. [13], Рамкової конвенції РЄ про захист національних меншин (1995) [14], Декларації ООН 1992 р. [15] та відповідних статей Римського статуту МКС [16]. Тлумачення ведеться відповідно до загальних правил Віденської конвенції про право міжнародних договорів [17] (ст. 31–33): у контексті, у світлі об'єкта і мети договору.

По-друге, порівняльний кейс-аналіз: три конкретних кейси (кенаси карімів, синагоги єврейських громад, менонітські молитовні будинки) відібрані за принципом максимальної різноманітності за критерієм «наявність активної громади»: від громади, що майже зникла (караїмська кенаса у Києві), через громаду, що евакуювалася (менонітські церкви Запоріжжя), до громади, що частково зберігається (єврейські організації). Це дозволяє виявити, чи змінюються правові наслідки залежно від «демографічного стану» громади.

По-третє, нормативно-аналітичний синтез: на основі виявлених прогалин у чинному праві та порівняльного аналізу пропонується концептуальна модель «диференційованої реституції» (за Якубовським [3]).

Джерела для аналізу кейсів: нормативні акти, звіти міжнародних організацій (ІРС України, ЮНЕСКО, Держдеп США), журналістські розслідування з верифікованих медіа, а також вторинна академічна література.

Виклад основного матеріалу. Центральним інструментом захисту культурних цінностей у збройних конфліктах залишається Гаазька конвенція 1954 р. [12] зі Першим протоколом (1954) [18] та Другим протоколом (1999) [13]. Ще стаття 56 Гаазьких положень 1907 р., що передують конвенції, забороняла знищення та умисне пошкодження зокрема релігійних установ [19]. У рішенні МКС у справі «Аль Махді» (2016) Міжнародний кримінальний суд підтвердив, що умисні напади на релігійні й історичні об'єкти становлять воєнний злочин відповідно до норм звичаєвого міжнародного гуманітарного права, обов'язкових незалежно від участі держави у конкретному договорі [20].

Стаття 4(1) Конвенції 1954 р. [12] зобов'язує сторони «поважати культурні цінності», тобто «утримуватися від будь-яких ворожих дій, спрямованих проти них». Стаття 5 встановлює позитивний обов'язок окупаційної влади «підтримувати компетентні національні органи

окупованої країни у збереженні та охороні культурних цінностей». Розширене тлумачення цієї норми дозволяє включити до «підтримки компетентних органів» не лише охоронні чи реставраційні заходи, а й принцип невтручання у внутрішні права релігійних організацій щодо управління культовими спорудами.

Окупаційна «реставрація» кенаси в Сімферополі без відповідного погодження з караїмською громадою, зареєстрованою за українським правом, є прямим порушенням цієї норми [21].

Другий протокол 1999 р. (ст. 9) встановлює посилені обов'язки щодо захисту культурних цінностей на окупованих територіях, включно з їх охороною від незаконного використання та пошкодження [13]. Саме через цю норму перетворення менонітської церкви в Балковому на військовий штаб окупаційних сил кваліфікується не лише як воєнний злочин за Римським статутом [16, ст. 8(2)(e)(iv)], а й як порушення договірного міжнародного права.

Критична прогалина цих механізмів, на яку вказують у своїй збірці Ф. Франчіоні та Дж. Гордлі [4], полягає в тому, що вони регулюють захист *під час* конфлікту, але не постконфліктну реституцію *нерухомих* культових об'єктів. Перший протокол 1954 р. [18] адресує питання повернення майна, однак стосується переважно рухомих цінностей, вивезених з окупованих територій.

Декларація ООН про права осіб, що належать до національних або етнічних, релігійних і мовних меншин 1992 р. (ст. 1) закріплює обов'язок держав охороняти існування меншин та сприяти створенню умов для розвитку їхньої культурної, релігійної та мовної ідентичності [15]. У цьому контексті вона може слугувати нормативною підставою для аргументації на користь активних заходів держав щодо підтримки релігійної інфраструктури, хоча не встановлює прямого обов'язку реставрації конкретних об'єктів.

Рамкова конвенція Ради Європи про захист національних меншин 1995 р. (ст. 5) зобов'язує держави створювати умови для збереження та розвитку культури меншин, включно з їхньою релігією та культурною спадщиною, однак ступінь і форми реалізації цього обов'язку залишаються предметом державної дискреції та оцінки моніторингових механізмів Ради Європи. [14].

Двостороння Угода між Україною та США 1994 р. – що є юридично обов'язковим інструментом – прямо зобов'язує Україну «захищати та зберігати культурну спадщину... груп, нездатних самостійно це здійснити» [22]. Це положення є автономною правовою підставою для державного фінансування відновлення синагог і єврейської культурної інфраструктури навіть за відсутності активної місцевої громади.

Нарешті, А. Врдоляк переконливо аргументує, що норма Конвенції про запобігання геноциду та покарання за нього (1948) про заходи щодо відновлення після геноциду створює позитивне зобов'язання держав відновлювати культурну власність та спадщину груп, що зазнали геноциду, – зобов'язання, що зберігається і через десятиліття після геноциду [2, с. 44–45]. Це прямо застосовне до єврейських і менонітських об'єктів, що пережили нацистську окупацію, а тепер – ще одне знищення внаслідок агресії Росії.

Закон України від 23 квітня 1991 р. № 987-XII «Про свободу совісті та релігійні організації» є базовим актом у сфері правового регулювання діяльності релігійних організацій і містить окремі положення щодо повернення майна, конфіскованого в радянський період. Практика його застосування здебільшого стосується реституції майна, націоналізованого радянською владою, та здійснюється через адміністративні механізми передачі майна релігійним організаціям. Водночас чинне законодавство та конституційні гарантії рівності (ст. 24 Конституції) та принципу державної нейтральності у сфері релігії (ст. 35 Конституції) не містять прямого регулювання щодо відшкодування або реституції культових споруд, пошкоджених унаслідок збройного конфлікту, що створює нормативну невизначеність у цій сфері.

Закон виявляє такі структурні прогалини стосовно релігійних меншин у постконфліктному контексті.

1. Суб'єктне звуження. Суб'єктом права на реституцію є зареєстрована організація. Якщо громада евакуювалася з окупованої території і її реєстрація призупинена або фактично неактивна, механізм подання заяви не функціонує. Більше того, вимога наявності «не менше десяти» дорослих членів для реєстрації [10, ст. 14] стає нездоланним бар'єром для громад, що були демографічно виснажені ще до 2022 р. (караїмська громада) або розпорошені евакуацією (менонітські громади Запоріжжя).

2. Відсутність реституції нацистських конфіскацій. Україна досі не ухвалила закону про реституцію майна, вилученого в ході Голокосту. За оцінками Асоціації єврейських організацій та общин України (VAAD), близько 800 синагог були конфісковані в радянський час, не рахуючи нацистського пограбування. Відтак єврейська громада перебуває у становищі подвійної правової депривації: нацистська реституція відсутня, радянська – надмірно бюрократизована і практично неефективна [22; 23].

Режим пам'яток та його колізія з правом на культовий простір. Закон «Про охорону культурної спадщини» 2000 р. запроваджує режим пам'яток, що охоплює зокрема «культові місця та споруди» [11]. Однак присвоєння об'єкту статусу пам'ятки є неоднозначним правовим фактом.

З одного боку, він *захищає* споруду від знесення і зобов'язує власника або орган охорони підтримувати її в належному стані. З другого боку, стаття 18(3) Закону обмежує зміни, перебудови чи зміни призначення без погодження з органом охорони. Таким чином, для релігійної громади, що намагається повернути культову споруду з «музейного» у «сакральний» режим, статус пам'ятки стає не лише захистом, а й бюрократичним бар'єром [11].

Якубовський, аналізуючи аналогічні колізії у постконфліктних контекстах Боснії та Герцеговини і Косово, формулює загальний принцип: визначення об'єкта «пам'яткою» не може автоматично перевищувати права тієї громади, ідентичність якої цей об'єкт уособлює. Цей принцип потребує законодавчого закріплення у системі охорони культурної спадщини України [3].

Прикладом класичного конфлікту є Кенаса в Києві на вул. Ярославів Вал, 7, збудована у 1902 р. архітектором Владиславом Городецьким. З 1981 р. будівля є Будинком актора і занесена до реєстру пам'яток архітектури національного значення (реєстровий номер 260086) [24]. Караїмська громада залишається фактично без доступу до єдиного архітектурно значущого представника своєї культової традиції у Києві. Статус пам'ятки не лише не сприяє відновленню культового використання – він фактично легалізує нинішній стан речей [25].

Три кейси нижче відібрані за принципом максимальної варіації «стану громади»: від майже зниклої (караїмська) через розпорошену-евакуйовану (менонітська) до частково збереженої (єврейська). Аналіз кожного ведеться за спільною схемою: (1) характеристика громади, (2) доля культових споруд, (3) чинний правовий статус, (4) вузький правовий конфлікт.

Караїмська (Кримсько-єврейська) громада – одна з найменших в Україні: за різними оцінками, близько 1000 осіб, переважна більшість яких проживає на окупованому Кримі. Ключовою характеристикою є те, що ця громада перебуває у стані демографічного виснаження незалежно від конфлікту 2022 р. – внаслідок тривалого занепаду та частково через анексію 2014 р. [25].

Кенасний комплекс Євпаторії, збудований на початку XIX ст. і закритий 1959 р., у радянський час перетворено спочатку на музей атеїзму, а потім на музей караїмської культури. Це – парадигматичний приклад того, що можна назвати «музеїфікацією без реституції»: держава зберігає матеріальну форму об'єкта та навіть популяризує пов'язану з ним ідентичність, але не відновлює умов для відправлення культу [26].

Кенаса у Сімферополі пройшла складніший шлях. Після 1991 р. громада вела тривалу боротьбу за повернення. 7 жовтня 2012 р. у повернутій

частині будівлі відбулося перше богослужіння за понад 80 років; 2013 р. будівлю повністю передано громаді. Після анексії 2014 р. об'єкт перейшов під юрисдикцію окупаційних органів: у 2017 р. «відреставрований» за рішенням Держкомітету з охорони культурної спадщини «Республіки Крим». До 2024 р. фасад знову потребує ремонту [27]. Правовий конфлікт тут яскраво ілюструє тезу Р. Бевана про «мнемонічне насильство»: окупаційна влада підтримує архітектурну форму об'єкта, тобто «захищає пам'ятку», водночас позбавляючи об'єкт його «мнемонічної функції» шляхом відчуження від законної громади [6].

Для материкової України прикладом збереженої практики є Харківська кенаса – єдиний активно діючий караїмський молитовний будинок на підконтрольних Україні територіях [25]. Він демонструє, що за наявності активної громади «музеїфікаційний» сценарій може бути подоланий. Відтак юридичний режим об'єкта визначається не лише формальним статусом пам'ятки, а й наявністю або відсутністю активного суб'єкта права.

Єврейські релігійні громади України перебувають у стані перманентної незавершеності реституції. Незважаючи на те, що Закон 1991 р. та декілька урядових декретів надають єврейським організаціям право клопотатися про реституцію конфіскованих радянською владою місць культу, практичний результат залишається незначним. Тернопільська районна рада впродовж тривалого часу ігнорувала заяву місцевої єврейської громади про повернення молитовного будинку, конфіскованого в радянський час [28].

Широкомасштабне вторгнення 2022 р. загострило ситуацію. Єврейська спадщина зазнала пошкоджень у Херсонській та інших областях.

У звільненому Херсоні єврейська громада, значна частина якої евакуювалася, стикається з питаннями: хто є суб'єктом реституційної заяви; чи має діаспорний представник організації права на подання заяви; і яким є правовий режим пошкодженої, але не знищеної споруди під час активних бойових дій [7].

WJRO (Всесвітня єврейська організація реституції) наполягає на тому, що будь-яке нове законодавство про реституцію комунального майна має забезпечувати повернення майна в натурі або справедливу компенсацію незалежно від «демографічного стану» місцевої громади [23]. Цей принцип є прямим корелятом принципу «активного суб'єкта» у запропонованій концепції – і водночас підтвердженням того, що проблема не є специфічно українською, а є частиною ширшої глобальної дискусії про постгеноцидну реституцію.

Менонітська присутність у Запорізькому регіоні сягає 1789 р., коли перші колоністи заснували Хортицьку колонію за декретом Катерини II.

Радянський режим знищив менонітські церкви та освітні установи, депортував тисячі людей; 20 000 менонітів емігрували до Канади. Із 1990-х рр. відбулося часткове відродження: Асоціація Менонітських Братніх Церков України (АМБЦУ) відновила присутність у регіоні [29; 30].

Вторгнення 2022 р. завдало тяжкого удару. Менонітська Братня Церква в с. Балкове Запорізької обл. – яке має особливе значення для менонітського руху в Україні – зазнала окупації: на церковному подвір'ї встановили бронетехніку, а приміщення перетворили на штаб. Аналогічна доля спіткала церкву в Молочанську. Пастор та більшість парафіян рятувалися втечею [31].

Правовий вузол тут такий: ці об'єкти є активними, зареєстрованими культовими спорудами на тимчасово окупованій або звільненій, але небезпечній території.

Як тільки українські збройні сили відновлять контроль, постане питання реституції та відновлення – за умов, коли громада є розпорошеною, але не зниклою; і коли об'єкт не «музеїфікований», але й не збережений в придатному до використання стані.

Застосування типології А. Якубовського про «повернення майна після правонаступництва держав» до цих кейсів дозволяє сформулювати аналогію: евакуація релігійної громади з тимчасово окупованої території з наступним поверненням є функціонально аналогічною до ситуації правонаступництва держав щодо майна меншин – і, відтак, «керівні принципи» Якубовського мають нормативний потенціал для адаптації до цих обставин [3].

У доктрині міжнародного права реституції та охорони культурної спадщини простежується напруга між підходом, орієнтованим на відновлення довоєнного стану (restitutio in integrum), та підходом, що підкреслює роль публічного інтересу й режимів охорони культурної спадщини як обмеження реституційних вимог. У сучасних дослідженнях (зокрема у працях А. Врдоляк [2]) наголошується, що баланс між охороною культурної спадщини та правами спільнот є складним і може призводити до обмеження ефективності реституційних механізмів, якщо пріоритет віддається інституційному збереженню об'єктів без належного врахування інтересів носіїв культурної ідентичності.

Пропонована концепція ґрунтується на теоретичному синтезі розглянутих джерел та будується на п'яти принципах.

Принцип 1: активного суб'єкта. Право на реституцію культового майна не залежить виключно від наявності зареєстрованої місцевої організації. Достатньою підставою є належність до відповідної конфесійної спільноти, підтверджена будь-яким легітимним представницьким органом –

у тому числі транснаціональним. Теоретичною базою є теза А. Врдоляк про те, що контроль над культурними цінностями є правом групи, а не лише конкретної організації [2].

Принцип 2: тимчасового суспільного управління. Якщо громада евакуювалася, але намір повернутися задекларовано, держава зобов'язана здійснювати «консерваційне управління» – підтримувати об'єкт у стані, придатному до культового використання, без перепрофілювання та без відчуження без письмової згоди правонаступника громади. Принцип виводиться з позитивного зобов'язання за ст. 5 Гаазької конвенції [12] та «керівних принципів» А. Якубовського [3] щодо правонаступництва держав.

Принцип 3: пропорційного фінансування. Держава фінансує відновлення культової споруди меншини щонайменше у тому ж відносному обсязі, в якому вона фінансує відновлення аналогічних об'єктів домінантних конфесій. Збереження об'єкта виключно як «архітектурної пам'ятки» без перспективи культового використання є дискримінацією – у контексті обов'язків за ст. 5 Рамкової конвенції РЄ [14].

Принцип 4: двофункціональності. Якщо «музейне» або «культурне» використання об'єкта зберігається, він повинен допускати паралельне культове використання – із виділенням відповідних часових і просторових ресурсів. Це відображає практику кількох успішних реституційних домовленостей у Центральній Європі, зокрема досвід Польщі щодо єврейських об'єктів [32].

Принцип 5: документаційного превентиву. Держава та міжнародні партнери здійснюють систематичну документацію стану культових споруд меншин *до* деокупації, унеможливлюючи «реставрацію без реституції» за аналогом кримського сценарію. Цей принцип пов'язаний із нормами ст. 9 Другого протоколу Гаазької конвенції, яка забороняє зміну призначення об'єктів на окупованій території без погодження з компетентними органами [13].

Законодавчі та інституційні рекомендації. Реалізація запропонованої концепції потребує конкретних кроків у трьох вимірах.

У *законодавчому* вимірі (1) внесення змін до Закону «Про свободу совісті та релігійні організації» з метою розширення кола суб'єктів реституції [10]; врегулювання статусу майна, пошкодженого у ході збройного конфлікту; прямого застосування процедур реституції до евакуйованих громад; (2) прийняття окремого закону про реституцію майна, конфіскованого внаслідок нацистської окупації, відповідно до Терезинської декларації 2009 р. [33]; (3) гармонізація режиму охорони архітектурних пам'яток і права релігійних організацій на культове використання об'єкта.

В *інституційному* вимірі заснування Спеціальної агенції або комісії з реституції та відновлення майна релігійних організацій із ясно визначеними мандатом, незалежним арбітражним механізмом і бюджетом для відновлювальних робіт.

У *міжнародному* вимірі включення питань культових споруд меншин до порядку денного Координаційної платформи з реконструкції України; технічна підтримка ЮНЕСКО, яка задокументувала пошкодження 110 релігійних об'єктів станом на травень 2023 р. [34].

Висновки. Питання реституції та відновлення майна релігійних меншин в Україні є не технічним «залишком» ширшої дискусії про відбудову, а самостійною правовою і гуманітарною проблемою із глибокими структурними коренями. Правове регулювання, успадковане з пострадянського періоду й не пристосоване до реалій війни, демонструє певні системні недоліки.

Аналіз трьох кейсів (караїмські кенаси, єврейські синагоги, меноніські молитовні будинки) через призму теоретичних фреймів А. Врдоляк, Р. Бевана та А. Якубовського виявив стійку структурну тенденцію: держава зберігає «архітектурну форму» культового об'єкта меншини, водночас не відновлюючи умов для його «культурної функції». Цей феномен «реставрації без реституції» є формою непрямої дискримінації, несумісної з позитивними зобов'язаннями Рамкової конвенції РЄ.

Запропонована концепція «диференційованої реституції» – з п'ятьма принципами (активного суб'єкта, тимчасового суспільного управління, пропорційного фінансування, двофункціональності, документаційного превентиву) – прагне подолати цю прогалину. Вона виводиться не з ідеологічної прихильності до будь-якої конфесії, а з аналізу норм позитивного міжнародного права та доктринальних напрацювань у сфері захисту культурних цінностей.

Нарешті, варто підкреслити принципове: «живий храм» не може бути замінений музеєм ідентичності. Правова система постконфліктного відновлення, що ігнорує цю відмінність, ризикує відтворити ту саму логіку культурної гомогенізації, яку застосовували до цих громад і радянська влада, і нацистські окупанти й теперішня окупаційна влада Росії в Криму та на інших незаконно анексованих українських землях.

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АКТУАЛЬНІ ПИТАННЯ ДЕРЖАВНО-ЦЕРКОВНИХ ВІДНОСИН У ПРОТЕСТАНТСЬКОМУ СЕРЕДОВИЩІ УКРАЇНИ (2022–2026)

Анотація. У статті здійснено комплексний аналіз практичної взаємодії протестантських релігійних організацій з органами державної влади України в умовах повномасштабного збройного конфлікту (2022–2026 рр.) із ретроспективним зверненням до подій 2014 року. Досліджено інституціональні механізми паритетного представництва євангельських деномінацій через Всеукраїнська Рада Церков і релігійних організацій, правові аспекти діяльності священнослужителів в умовах воєнного стану, трансформацію соціального служіння за моделлю «служіння замість політики», феномен релігійної дипломатії у Сполучені Штати Америки, а також досвід релігійних переслідувань на тимчасово окупованих територіях. Встановлено, що повномасштабна війна стала каталізатором трансформації державно-церковних відносин, у межах якої протестантські спільноти перейшли від периферійного статусу до ролі партнерів держави у сферах гуманітарної допомоги, міжнародної адвокації та морально-психологічної підтримки населення. Показано, що протестантські церкви та пов'язані з ними благодійні організації інтегрувалися у систему кризового реагування держави, забезпечуючи евакуацію цивільного населення, підтримку внутрішньо переміщених осіб, капеланське служіння та міжнародну комунікацію на користь України. Окрему увагу приділено ролі протестантських лідерів у формуванні позитивного образу України серед консервативних політичних і релігійних кіл Заходу. Водночас встановлено, що, попри високий рівень співпраці у гуманітарній сфері, між державою і протестантським середовищем зберігаються суперечності щодо ґендерної політики, прав ЛГБТ-спільноти та окремих аспектів євроінтеграції. Зроблено висновок про формування нової прагматичної моделі державно-

церковного партнерства, заснованої на поєднанні правової взаємодії, соціальної мобілізації та спільної відповідальності за збереження української державності в умовах війни.

Ключові слова: державно-церковні відносини; протестантизм; ВРЦіРО; соціальне служіння; релігійна дипломатія; воєнний стан; свобода совісті; капеланство.

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CURRENT ISSUES OF STATE–CHURCH RELATIONS IN THE PROTESTANT ENVIRONMENT OF UKRAINE (2022–2026)

Abstract. The article presents a comprehensive analysis of the practical interaction between Protestant religious organizations and Ukrainian state authorities during the full-scale armed conflict (2022–2026), with retrospective reference to the events of 2014. It examines institutional mechanisms of parity representation of evangelical denominations through the All-Ukrainian Council of Churches and Religious Organizations, the legal aspects of clergy activity under martial law, the transformation of social ministry according to the model of "service instead of politics," the phenomenon of religious diplomacy in the United States, as well as the experience of religious persecution in temporarily occupied territories. The study establishes that the full-scale war became a catalyst for the transformation of state–church relations, within which Protestant communities moved from a peripheral status to the role of state partners in humanitarian aid, international advocacy, and moral-psychological support of the population. It is shown that Protestant churches and their affiliated charitable organizations integrated into the state's crisis response system, providing civilian evacuation, support for internally displaced persons, chaplaincy, and international communication in favor of Ukraine. Particular attention is given to the role of Protestant leaders in shaping a positive image of Ukraine among conservative political and religious circles in the West. At the same time, it is noted that despite a high level of cooperation in the humanitarian sphere, tensions remain between the state and Protestant communities regarding gender policy, LGBT rights, and certain aspects of European integration. The article concludes that a new

pragmatic model of state–church partnership has emerged, based on the combination of legal interaction, social mobilization, and shared responsibility for preserving Ukrainian statehood in wartime conditions.

Keywords: state–church relations; Protestantism; AUCCRO; social ministry; religious diplomacy; martial law; freedom of conscience; chaplaincy.

Постановка проблеми. Сучасний ландшафт державно-церковних відносин в Україні характеризується безпрецедентною динамікою, зумовленою екзистенційними умовами повномасштабної російської агресії, глибокими соціально-економічними трансформаціями та радикальним переформатуванням ролі релігійних інституцій у публічному просторі. У цьому контексті протестантське середовище України демонструє унікальну багатовекторну траєкторію еволюції, що вимагає ретельного академічного осмислення [1]. Зі статусу релігійної меншини, яка впродовж пострадянського часу нерідко стикалася з маргіналізацією як «нетрадиційна» конфесія, протестантизм органічно трансформувався у потужного, високоорганізованого актора громадянського суспільства [2; 3].

Актуальність дослідження практичного виміру державно-церковних відносин у протестантському сегменті полягає в тому, що євангельські деномінації – баптисти, п’ятидесятники, адвентисти сьомого дня, лютерани, реформати та інші – виробили специфічну прагматичну модель взаємодії з владними інституціями. Дослідники визначають цю модель як парадигму «служіння замість політики» (або соціальної дияконії) [2; 4]. Вона дозволила протестантам акумулювати колосальний соціальний капітал без безпосереднього втручання в партійно-політичну боротьбу.

Не претендуючи на статус «державної» чи «національної» церкви, протестантські громади свідомо зайняли нішу ефективних надавачів критично важливих соціальних послуг, логістичних центрів гуманітарної допомоги та провайдерів морально-етичних орієнтирів. Унаслідок цього стратегічного позиціонування Українська держава почала сприймати їх не лише як об’єкт нормативно-правового регулювання, а як рівноправних та надійних партнерів. Аналіз зазначених відносин у кризовий період 2022–2026 рр. має важливе наукове і практичне значення для розуміння постсекулярних трансформацій суспільства, розбудови демократичних механізмів державно-церковного діалогу та формування ефективної гуманітарної політики в умовах збройного конфлікту.

Аналіз останніх досліджень і публікацій. Науковий доробок з проблематики державно-церковних відносин в Україні можна класифікувати за декількома тематичними напрямами, що відображають еволюцію дослідницьких підходів від суто правового до міждисциплінарного аналізу.

Питання ролі релігійних організацій як суб'єктів суспільної стійкості розглядають дослідники Куриляк В. і Балаклицький М., які доводять, що релігійні спільноти стали вагомими агентами соціальної стійкості в умовах окупації і вимушеного переміщення [4]. Широкий соціологічний зріз представлено у доповіді Центру Разумкова [3], яка фіксує актуальний стан відносин суспільства, держави і церкви та є найновішим комплексним джерелом із даної тематики.

Питання колективного голосу релігійних організацій у публічному просторі досліджуються у двох взаємодоповнювальних роботах. Експерт з прав людини та релігійної свободи Васін М. [5] аналізує Всеукраїнську раду церков і релігійних організацій як механізм захисту прав і людяності під час вторгнення, тоді як релігієзнавиця Владиченко Л. [6] простежує інституційну еволюцію цього органу за двадцять років його діяльності, встановлюючи довгострокову перспективу. Питання капеланства як особливої форми державно-церковної взаємодії висвітлює шведський соціолог Грімелл Я. [7], досліджуючи роль військових капеланів як «захисників людської душі» в умовах бойових дій.

Рефлексія самої протестантської спільноти щодо власної ідентичності та образу в суспільстві відображена у доробку Балаклицького М. та Полумисної О., які представляють результати експертного опитування 2018–2024 років і фіксують еволюцію самоаналізу українського протестантизму [8]. Досвід і позиція євангелістів безпосередньо під час війни проаналізовані у роботі Панич О. [9], де розглядаються теологічні та суспільні виміри їхнього відгуку на збройний конфлікт.

Питання правового виміру церковно-державних відносин торкається теологиня Елснер Р.[10], яка досліджує суперечливу позицію українських церков, включно з протестантськими, щодо Стамбульської конвенції: відстоюючи курс на євроінтеграцію, вони водночас відкидають окремі «гендерні» норми документа. Це дослідження є важливим для розуміння меж і суперечностей у взаємодії церков з державою в ціннісній площині.

Ключовим для розуміння трансформацій усередині євангельських спільнот є дослідження Соловія Р. [1], у якому аналізується пошук нової місійної парадигми українських євангельських церков у контексті «війни на виснаження». Автор показує, що традиційні моделі церковного служіння зазнають суттєвого переосмислення під тиском воєнних реалій. У цьому ж руслі релігієзнавець Луцан І. [2] систематизує моделі соціальної активності протестантських церков, розглядаючи їх як реакцію на збройну агресію Росії та виокремлюючи інституційні, волонтерські та діаспорні форми. Локальний вимір цієї активності досліджує Ваграменко Т. [11], аналізуючи низовий протестантизм крізь призму повсякденного досвіду віруючих під

час вторгнення. Окремо варто відзначити дослідження Куриляк В. [12], присвячене діяльності гуманітарної організації ADRA в умовах воєнного часу як прикладу інституціоналізованого служіння.

Таким чином, незважаючи на наявність значного масиву наукових праць, комплексне дослідження практичної взаємодії протестантського середовища з державою в Україні саме в кризовий воєнний період залишається недостатньо розробленим, що обумовлює наукову новизну пропонованого дослідження.

Мета статті полягає в аналізі взаємодії протестантських релігійних організацій та державної влади України в умовах війни 2022–2026 рр. і визначенні трансформації сучасної моделі державно-церковних відносин.

Виклад основного матеріалу. Найбільш значущим і системним майданчиком практичної взаємодії протестантських деномінацій з Українською державою є Всеукраїнська Рада Церков і релігійних організацій (ВРЦіРО). Цей міжконфесійний консультативно-дорадчий орган, що об'єднує понад 95% усіх зареєстрованих релігійних організацій країни, функціонує як унікальний механізм консолідації релігійного середовища та комунікації з найвищими щаблями державної влади [5; 6]. Протестантські церкви є її повноправними співзасновниками, зокрема з моменту перереєстрації у статусі громадської спілки у липні 2019 р. [13].

Внутрішня архітектура ВРЦіРО спроєктована для забезпечення паритетності та унеможливлення монополізації впливу з боку однієї конфесії. Ключовим механізмом балансу є ротаційна система головування, коли очільники церков змінюють один одного щопівроку. Зокрема, станом на травень 2026 року Раду очолює Олександр Зан-Фабіан, єпископ Закарпатської Реформатської Церкви [6; 13].

Таблиця 1

Представництво протестантських деномінацій у ВРЦіРО та напрями їхньої діяльності

Релігійна організація	Представник у ВРЦіРО	Основний фокус у державно-церковному діалозі
Всеукраїнський союз церков ЄХБ	Валерій Антонюк	Гуманітарні місії, адвокація в США, взаємодія з донорами
УЦХВЄ (п'ятидесятники)	Анатолій Козачок	Капеланство, миробудування, відбудова інфраструктури

Релігійна організація	Представник у ВРЦіРО	Основний фокус у державно-церковному діалозі
Церква адвентистів сьомого дня	Роман Проданюк	Охорона здоров'я, медичні проєкти, ADRA Ukraine
Закарпатська Реформатська Церква	Олександр Зан-Фабіан	Дипломатія, міжконфесійний консенсус
Євангелічно-лютеранська церква України	Павло Шварц	Міжнародні контакти, благодійність
Українська Лютеранська Церква	В'ячеслав Горпинчук	Медіарегулювання, протидія дезінформації

Складено автором за матеріалами [6; 14]

Відповідно до Положення про ВРЦіРО, однією з фундаментальних цілей Ради є безпосередня участь у розробці проєктів законодавчих та нормативних актів у сфері державно-церковних відносин [6]. Практичний вплив протестантського крила чітко простежується у декількох стратегічних напрямах: у формуванні «Стратегії у сфері громадського здоров'я та протидії ВІЛ/СНІДу» [15]; у реалізації стратегії «Україна – наш спільний дім» (2017 р.), що концептуалізує участь церков у реінтеграції деокупованих територій [16]; у консолідації позицій у сфері національної безпеки та вимогах притягнення до відповідальності політичного керівництва РФ [5]. Делегації ВРЦіРО здійснювали робочі візити до США, Канади, Ізраїлю та країн ЄС, лобіюючи інтереси України.

В умовах тотальної війни та появи мільйонів внутрішньо переміщених осіб соціальне служіння протестантів еволюціонувало від розрізнених гуманітарних ініціатив до інституціоналізованих проєктів загальнонаціонального масштабу [1]. Усвідомлена відмова від прямої боротьби за владу на користь моделі соціальної дияконії дозволила радикально знизити рівень суспільних упереджень і стати ключовими агентами громадянського суспільства.

Таблиця 2

Деномінаційна спеціалізація у соціальному партнерстві з державою

Деномінація	Організаційна модель	Напрям соціального партнерства з державою
Баптисти (ВСЦ ЄХБ)	Розгалужена мережа автономних помісних громад у всіх регіонах	Логістичні хаби розподілу гуманітарної допомоги; залучення фінансування від донорів США (мережа 18 центрів УБТС)

Деномінація	Організаційна модель	Напрям соціального партнерства з державою
П’ятидесятники (УЦХВЄ)	Висока внутрішня солідарність та місіонерська орієнтація	Евакуаційні місії із зон бойових дій; волонтерство; фізична відбудова житлового фонду
Адвентисти сьомого дня	Глобальна інституційна ієрархія, доктрина здорового способу життя	Медичне служіння (клініка Angelia); психологічна реабілітація ветеранів; проєкти ADRA Ukraine

Складено автором за матеріалами [14; 17]

Показовим прикладом ефективності баптистської моделі є діяльність Української баптистської теологічної семінарії (УБТС) у Львові під керівництвом Ярослава Пижа: установа координує мережу з 18 центрів гуманітарної допомоги, що функціонують у тісній взаємодії з місцевими військовими адміністраціями [18]. Адвентистська ADRA Ukraine забезпечила уряду доступ до глобальних ресурсів підтримки ВПО та продемонструвала органічну інтеграцію протестантських інституцій у загальнонаціональну систему охорони здоров’я [12].

Одним із найбільш інноваційних вимірів державно-церковних відносин стало фактичне делегування українським урядом функцій міжнародної адвокації лідерам протестантських церков. Внутрішньополітична поляризація у США та посилення ізоляціоністських тенденцій у Республіканській партії вимагали пошуку нових механізмів впливу, оскільки традиційна дипломатія виявилася обмеженою у своїх можливостях [18; 19].

Ситуацію ускладнювала масована інформаційна кампанія, яку координували структури, пов’язані із симпатиками Православної церкви Московського патріархату, – зокрема, діяльність адвоката Роберта Амстердама, спрямована на просування тези про «антихристиянський режим» у Києві. Наратив підтримувався окремими впливовими консервативними медіакоментаторами у синергії з риторикою ізоляціонізму [20].

Адвокаційна кампанія, що розгорнулася з березня 2024 р., спиралася на чотири стратегічні вектори:

1) Пряма взаємодія з ключовими політичними фігурами. Головним адресатом адвокації став спікер Палати представників Майк Джонсон (Mike Johnson), чий бекґраунд глибоко віруючого баптиста та колишня робота в Комісії ERLC Південної баптистської конвенції зробили його ідеальним реципієнтом для апеляцій до спільних духовних цінностей;

2) Інституційне партнерство з американськими деномінаціями. Президент УБТС Я. Пиж та інші лідери систематично зустрічалися з керівництвом Південної баптистської конвенції у Нешвіллі; президент

ERLC Брент Лезервуд (Brent Leatherwood) надав делегатам власні майданчики для виступів;

3) Grassroots-кампанія: масштабне турне південними та західними штатами (Вірджинія, Техас, Каліфорнія, Орегон) із виступами безпосередньо у помісних церквах та христи`янських коледжах;

4) Артикуляція свідчень. Через програму «Kyiv Global Outreach» пастори з Ірпеня та Мелітополя ділилися задокументованими фактами фізичного знищення протестантських церков перед аналітичними центрами Вашингтона [18; 19].

Залучення протестантів до зовнішньополітичних процесів засвідчило глибоку еволюцію державно-церковних відносин в Україні: від адміністративного регулювання – до глобального стратегічного партнерства.

Внутрішня практична площина державно-церковних відносин у період воєнного стану балансує між гарантуванням конституційної свободи совісті та вимогами національної безпеки. Впровадження у 2024 р. оновленого законодавства про мобілізацію створило нові рамкові умови для функціонування релігійних організацій. Відповідно до чинних роз'яснень, відстрочка від призову надається священнослужителю лише за сукупністю жорстких критеріїв: наявності чинного зареєстрованого статуту, включення організації до Реєстру неприбуткових установ та наявності офіційного трудового договору [21].

Ці бюрократичні вимоги мали позитивний системний ефект: вони стимулювали подальшу юридичну формалізацію громад та детінізацію трудових відносин у релігійному середовищі. Паралельно уряд остаточно легалізував інститут військового капеланства, надавши пасторам статус офіційних офіцерів ЗСУ та дозволивши надавати психологічну й духовну опіку солдатам на законних підставах [7].

23 травня 2023 р. голова Національної ради України з питань телебачення і радіомовлення та головуючий у ВРЦіРО єпископ В'ячеслав Горпинчук підписали Меморандум про співпрацю [22]. Документ передбачав спільну протидію мові ненависті, блокування контенту, що розпалює ворожнечу до релігійних груп, а також захист психологічного розвитку дітей від шкідливих інформаційних впливів. Для протестантів – як традиційно дискримінованої меншини в медіапросторі – цей меморандум став важливим правовим інструментом захисту.

Попри успішне партнерство в соціально-гуманітарній сфері, між державою та протестантами зберігаються зони напруги. Найгострішим конфліктом є дискусія щодо ратифікації Конвенції Ради Європи про запобігання насильству стосовно жінок (Стамбульська конвенція). ВРЦіРО, діючи консолідовано, виступила послідовним опонентом ратифікації,

аргументуючи це тим, що конвенція інкорпорує «ґендерну ідеологію» в українське правове поле. Центральним аргументом було те, що конвенція підміняє біологічне поняття «стать» соціальним конструктом «ґендер», а стаття 14 Конвенції зобов'язує держави впроваджувати в навчальних закладах матеріали про «нестереотипні ґендерні ролі» [10; 23].

У грудні 2019 р. релігійні організації ініціювали електронну петицію до Президента проти ратифікації, яка набрала понад 25 тисяч підписів. Проте, як зазначають представники Ради, влада надала пріоритет протилежній петиції, що свідчить про межі впливу церков у ситуаціях, де геополітичний вектор євроінтеграції вступає в суперечність із внутрішнім консервативним консенсусом [10; 24]. 12 червня 2024 р. ВРЦіРО також виступила із засудженням планів проведення ЛГБТ-заходів у Києві, і натомість ініціювала телемарафони «Україна за сім'ю» з формуванням відповідних пропозицій до Уряду щодо державної сімейної політики [25].

Критичним фактором, що сформував міцний патріотичний альянс між протестантами та державою, став трагічний досвід перебування під російською окупацією. 8 червня 2014 р. у Слов'янську парамілітарні формування РФ викрали та розстріляли чотирьох членів протестантської церкви «Преображення Господнє». Пастор Олександр Хомченко – організатор міжконфесійного молитовного марафону в Донецьку – зазнав нелюдських тортур від бойовиків «ДНР» і передчасно помер від їхніх наслідків [9].

З початком повномасштабного вторгнення у 2022 р. терор набув ознак системного характеру: в Оріхові Запорізької обл. прямим влучанням було знищено молитовний будинок ЄХБ; в окупованому Мелітополі конфісковано приміщення євангельської церкви «Благодать». Пасторів звинувачують у «шпигунстві», забороняють молитися за Україну, піддають тортурам із вимогою зректися протестантської віри [19; 27].

Зафіксовані злочини проти релігійної свободи лягли в основу численних звернень ВРЦіРО до ООН та урядів країн-партнерів [28]. Спільний інтерес у документуванні воєнних злочинів і звільненні полонених віруючих остаточно скріпив взаємозв'язок між протестантськими громадами та Українською державою [1].

Висновки. Аналіз взаємодії протестантського середовища та Української держави у 2022–2026 рр. засвідчує завершення епохи недовіри й маргіналізації та формування нової прагматичної моделі державно-церковного симбіозу. Через механізми ВРЦіРО протестантські церкви отримали право голосу нарівні з історично домінуючими конфесіями, а їхня експертиза використовується державою у сферах громадського здоров'я, безпеки та миробудування. Відмова від боротьби за владу на користь

розвитку соціальної дияконії принесла безпрецедентний рівень соціального капіталу: хаби УБТС, медичні ініціативи ADRA Ukraine та волонтерські групи УЦХВЄ інтегрувалися в систему соціального захисту. Адвокаційна кампанія у США (2023–2024) сприяла руйнуванню проросійських наративів і розблокуванню допомоги Україні. Мобілізаційне законодавство стимулювало детінізацію трудових відносин, а розвиток капеланства легалізував духовну опіку пасторів у ЗСУ.

Меморандум з Нацрадою з питань ТРБ забезпечив правовий захист від дискримінації в медіа. Попри успішне партнерство, зберігається напруга щодо «ґендерної ідеології», Стамбульської конвенції та ЛГБТ-ініціатив, що демонструє непоступливість церков у світоглядних питаннях. Досвід переслідувань на окупованих територіях остаточно утвердив державу як єдиного гаранта права протестантів на існування. Таким чином, взаємодія протестантів і держави постає як унікальна модель симбіозу, що поєднує соціальне служіння, міжнародну адвокацію та правовий захист, сприяючи формуванню зрілого демократичного суспільства, здатного протистояти викликам новітньої історії.

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МИСТЕЦТВО ЯК ІНСТРУМЕНТ ПРОПАГАНДИ НА ОКУПОВАНИХ ТЕРИТОРІЯХ УКРАЇНИ В ПЕРІОД ДРУГОЇ СВІТОВОЇ ВІЙНИ

Анотація. У статті авторами мистецтво розглядається як структурний елемент пропагандистських комунікацій на окупованих територіях України в період Другої світової війни. У основу дослідження покладено положення про те, що у воєнних умовах культурні практики трансформувалися у механізми психологічного впливу та ідеологічного структурування масової свідомості [11].

Мобілізаційний вимір пропаганди проявлявся у підтримці бойового духу власного населення та армії, а також у формуванні когнітивної готовності до тривалого воєнного виснаження.

Одночасно вона виконувала функцію деморалізації противника через посилення зневіри та страху.

Авторський колектив встановив, що пропагандистські практики у воєнний період реалізовувалися як багаторівнева система впливу, яка охоплювала внутрішній і зовнішній інформаційні вектори. Її функціонування забезпечувалося комплексом взаємопов'язаних комунікаційних каналів — періодичною пресою, радіомовленням, театральним мистецтвом, кінематографом та образотворчими практиками, зокрема агітаційним плакатом [1].

У межах цієї системи засоби масової інформації виконували функцію оперативного формування інформаційного порядку денного, забезпечуючи масове поширення ідеологічно відфільтрованого контенту. При цьому різні медіа реалізовували пропагандистський вплив через специфічні механізми: преса здійснювала вербальне конструювання наративів, радіо забезпечувало синхронізацію інформаційного простору, а плакатна продукція функціонувала як засіб символічної редукції складних ідеологічних меседжів до візуально простих образів.

Театральні та концертні бригади здійснювали культурно-агітаційну діяльність у військових частинах, шпиталях і тилових районах. Їхня функція полягала не лише в емоційній підтримці, а й у створенні ефекту безпосередньої участі глядача у колективному переживанні воєнної реальності, що сприяло психологічній стабілізації в умовах травматизації.

Ефективність театру та кінематографа визначалася різними механізмами впливу: театр забезпечував живу перформативну взаємодію з аудиторією, тоді як кінематограф створював ефект масової візуальної репрезентації реальності. Поєднання емоційного переживання з героїзованими наративами посилювало процес ідентифікації аудиторії з образом «свого». Паралельно кіномистецтво та документалістика формували героїзований образ воєнних подій через поєднання художньої інтерпретації з хронікальними матеріалами, що створювало ефект документальної достовірності та закріплювало у суспільній свідомості уявлення про непереможність і моральну виправданість боротьби [7].

У статті авторами проаналізовано ключові принципи пропагандистських стратегій, серед яких центральне місце посідає конструювання дихотомії «свій – ворог». Використання історичних паралелей, національних символів та емоційно забарвленої лексики посилювало ефект ідеологічного впливу.

Мистецтво в умовах війни постає не лише як форма культурного вираження, а як інструмент політичної комунікації, здатний впливати на когнітивні та емоційні структури масової свідомості [1].

Авторський колектив дійшов висновку, що мистецтво в період Другої світової війни на окупованих українських землях стало складовою інформаційно-пропагандистських процесів. Воно не лише відображало реальність, а й брало участь у її конструюванні, впливаючи на суспільні настрої та сприяючи реалізації військово-політичних завдань воюючих сторін.

Ключові слова: Друга світова війна, окуповані території України, пропаганда, мистецтво, культурна політика, інформаційний вплив, ідеологічні стратегії, агітаційне мистецтво, масова свідомість, кінематограф, театр, засоби масової інформації, воєнна пропаганда.

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ART AS A TOOL OF PROPAGANDA IN THE OCCUPIED TERRITORIES OF UKRAINE DURING THE SECOND WORLD WAR

Abstract. In the article, the authors examine art as a structural element of propaganda communications in the occupied territories of Ukraine during the Second World War. The study is based on the premise that, in wartime conditions, cultural practices transformed into mechanisms of psychological influence and ideological structuring of mass consciousness [9].

The mobilization dimension of propaganda manifested itself in the maintenance of morale among the civilian population and the army, as well as in shaping cognitive readiness for prolonged wartime exhaustion. At the same time, it performed the function of demoralizing the enemy through the intensification of despair and fear.

The authors establish that propaganda practices during wartime functioned as a multi-level system of influence encompassing both internal and external information vectors. Its operation was ensured by a complex of interconnected communication channels, including periodical press, radio broadcasting, theatrical art, cinematography, and visual practices, particularly propaganda posters [1].

Within this system, mass media performed the function of rapidly shaping the information agenda, ensuring the widespread dissemination of ideologically filtered content. Different media implemented propaganda influence through specific mechanisms: the press constructed narratives verbally, radio ensured synchronization of the information space, while poster production functioned as a means of symbolic reduction of complex ideological messages into visually simple images.

Theatrical and concert brigades carried out cultural and agitational activities in military units, hospitals, and rear areas. Their function was not limited

to emotional support but also included creating a sense of direct participation in a collective experience of wartime reality, which contributed to psychological stabilization under conditions of trauma.

The effectiveness of theater and cinematography was determined by different mechanisms of influence: theater provided live performative interaction with the audience, whereas cinema created an effect of mass visual representation of reality. The combination of emotional experience with heroic narratives strengthened the audience's identification with the image of the "self." Simultaneously, film art and documentary production constructed a heroicized representation of wartime events through the combination of artistic interpretation and chronicle footage, creating an effect of documentary authenticity and reinforcing in public consciousness the idea of the inevitability of victory and the moral justification of the struggle [7].

The authors analyze key principles of propaganda strategies, among which the central role is played by the construction of the "friend–enemy" dichotomy. The use of historical parallels, national symbols, and emotionally charged vocabulary intensified the effect of ideological influence.

Art in wartime appears not only as a form of cultural expression but also as a tool of political communication capable of influencing cognitive and emotional structures of mass consciousness [10].

The authors conclude that during the Second World War, art in the occupied Ukrainian territories became an integral component of information and propaganda processes. It not only reflected reality but also participated in its construction, influencing public sentiment and contributing to the implementation of the military-political objectives of the warring parties.

Keywords: Second World War, occupied territories of Ukraine, propaganda, art, cultural policy, information influence, ideological strategies, agitational art, mass consciousness, cinematography, theater, mass media, wartime propaganda.

Постановка проблеми. Актуальність досліджуваної теми зумовлена фрагментарністю її наукового висвітлення в межах радянської мистецтвознавчої традиції, яка, за винятком окремих праць, присвячених агітаційно-пропагандистським аспектам образотворчого мистецтва періоду Другої світової війни (1939–1945), не сформувала цілісного підходу до розгляду мистецтва як інструмента системної ідеологічної комунікації на окупованих територіях України. Водночас практики культурної та візуальної пропаганди на цих теренах мали багаторівневий та інституційно інтегрований характер, виходячи далеко за межі фронтового мистецтва, однак тривалий час залишалися поза увагою офіційного наукового дискурсу [8].

Радянське мистецтвознавство загалом характеризувалося ідеологічною детермінацією, що проявлялася через домінування методології соціалістичного реалізму, інституційний контроль наукових інтерпретацій та обмеження дослідження мистецтва поза межами нормативних ідеологічних моделей. У цих умовах художні практики митців, які не відповідали домінуючим настановам, нерідко кваліфікувалися як прояви «формалізму», «націоналістичних викривлень» або «суб'єктивізму», що призводило до виключення значної частини мистецького процесу з наукового аналізу та історико-культурної рефлексії [11].

Попри це, у працях українських дослідників другої половини XX століття простежується часткове визнання функції мистецтва як інструмента ідеологічного впливу, яке реалізовувалося переважно через трактування мистецтва як засобу виховання «свідомого громадянина» та репрезентації інтересів різних соціальних груп.

Водночас домінував позитивістський підхід, у межах якого мистецтво розглядалося передусім як інструмент виховного впливу та соціальної репрезентації, що істотно звужувало можливості аналізу пропагандистських механізмів у мистецькій сфері та не відображало її багаторівневого й суперечливого характеру [8].

Аналіз останніх досліджень та публікацій. Тема мистецтва як інструменту пропаганди на окупованих територіях України в період Другої світової війни досить активно розробляється як в українській, так і в західній історіографії. Значна частина досліджень зосереджена на функціонуванні окупаційних режимів (Reichskommissariat Ukraine та дистрикт Галичина) і на ширшому контексті пропаганди в умовах війни та інформаційного протистояння [13]. У центрі уваги зазвичай опиняються преса, плакат, театр, кіно та інші форми візуальної комунікації, які працювали як інструменти впливу на суспільні настрої.

В українській історіографії можна виокремити кілька основних напрямів. Перший пов'язаний із вивченням інформаційної політики окупаційної влади. У працях Оксани Салати преса розглядається як один із ключових інструментів пропаганди та механізм інформаційного контролю [2]. Володимир Сергійчук, у свою чергу, аналізує загальні принципи окупаційної політики, що дозволяє краще зрозуміти умови, в яких діяли культурні інституції [6].

Другий напрям стосується повсякденного життя під час війни. У дослідженнях Олени Стяжкіної та Оксани Кісь показано, як люди реагували на війну й пропаганду, як змінювалися їхні щоденні практики та способи виживання [12]. Мистецтво тут згадується, але не виступає основним предметом аналізу.

Окремо варто згадати праці з історії українського мистецтва XX століття (Оксана Баршинова, Діана Клочко, Ольга Петрова). У них простежується вплив тоталітарних систем на художні процеси та трансформацію мистецьких практик. Хоч ці дослідження не зосереджені безпосередньо на окупаційній пропаганді, вони дають важливе тло для розуміння того, як мистецтво функціонувало в умовах ідеологічного тиску [10].

У західній науці ця проблематика опрацьована більш системно. Karel C. Berkhoff аналізує механізми нацистської окупації України, зокрема інформаційний контроль і повсякденність. Timothy Snyder розглядає ширший контекст тоталітарних режимів у Східній Європі та роль пропаганди в їх функціонуванні [7]. David Welch і Jeffrey Herf досліджують нацистську пропаганду як цілісну систему, приділяючи особливу увагу її візуальним і символічним формам [1].

Окремий блок становлять дослідження окупаційної преси, зокрема газет «Lvivski Visti», «Krakivski Visti» та інших регіональних видань. Костянтин Курилишин детально аналізує їхню редакційну політику, цензуру та пропагандистські функції [3].

Узагальнення показує, що пропаганда на окупованих територіях розглядалася як складна система, яка охоплювала пресу, мистецтво, театр і кіно. Водночас найбільш розробленими залишаються політичні та медійні аспекти. Мистецтво як окремий інструмент впливу досліджене слабше, тому конкретні механізми його функціонування в різних окупаційних системах досі залишаються недостатньо вивченими.

Водночас важливо не зводити мистецтво лише до інструмента пропаганди. Такий підхід, характерний для частини радянської та пострадянської історіографії, не враховує наявності автономних культурних практик, які зберігалися навіть за умов жорсткого контролю.

У цьому сенсі мистецтво на окупованих територіях слід розглядати як простір взаємодії між офіційними наративами та локальними стратегіями культурного виживання. Пропаганда в цьому просторі була важливою складовою, однак не єдиним визначальним чинником. Подібний підхід простежується у дослідженнях, які розглядають окупаційні культурні інституції як змішані структури, що поєднували ідеологічно-пропагандистські завдання з адаптацією до локального соціокультурного середовища [14].

Мета статті — дослідити мистецтво як інструмент пропаганди на окупованих територіях України в період Другої світової війни, виявити основні форми його функціонування (преса, плакат, театр, кіно та інші візуальні практики) та проаналізувати механізми ідеологічного впливу окупаційної влади на суспільну свідомість через художні засоби комунікації.

Виклад основного матеріалу. Культурна політика нацистської окупаційної влади на українських землях у 1941–1944 роках формувалася відповідно до расово-ідеологічних засад націонал-соціалізму та концепції «життєвого простору» (Lebensraum). У межах цієї системи українське населення, як і інші слов'янські народи, розглядалося окупантами як джерело робочої сили та об'єкт адміністративного контролю. Ідеологічні принципи східної політики значною мірою спиралися на концепції Альфреда Розенберга, однак у практичному вимірі визначальну роль у Райхскомісаріаті «Україна» відігравав райхскомісар Еріх Кох, який проводив жорстку політику підпорядкування місцевого населення окупаційній адміністрації [6].

Освітня та культурна сфери зазнали суттєвих обмежень. Навчання фактично зводилося до початкового рівня, тоді як система вищої освіти або ліквідовувалася, або пристосовувалася до господарських потреб окупаційної влади. Культурні інституції втрачали просвітницький характер і дедалі більше перетворювалися на засіб політичного впливу. Будь-які прояви українського національного життя перебували під наглядом або обмежувалися.

Важливе місце у системі окупаційної політики посідала пропаганда. Її головним завданням була дискредитація радянської влади через акцентування уваги на репресіях, колективізації та Голодоморі. Одночасно німецька присутність подавалася як «визвольна місія», покликана встановити порядок і стабільність. Окремим напрямом стало залучення населення до співпраці з окупаційною адміністрацією, зокрема через трудову мобілізацію та роботу в допоміжних структурах. Значне місце у пропагандистських матеріалах посідали антисемітські сюжети, що поєднувалися з тезою про «єврейсько-більшовицьку загрозу» [13].

На практиці офіційні пропагандистські образи часто суперечили реальній окупаційній політиці, яка супроводжувалася насильством, економічною експлуатацією та репресіями. Попри це, окупаційна адміністрація активно використовувала мистецтво як один із найдієвіших засобів впливу на населення. Театр, кінематограф, плакат і образотворче мистецтво перебували під постійним адміністративним і цензурним контролем.

Візуальна пропаганда була особливо сильною зброєю. Вона швидко чіпляла за емоції й змушувала людей спрощувати реальність. Кіно й театр вміло змішували красиві художні прийоми з «справжніми» кадрами, і від цього пропаганда ставала набагато переконливішою [11].

Найяскравішим прикладом була німецька кіножурнал «Die Deutsche Wochenschau», яку регулярно крутили в кінотеатрах окупованих

українських міст. У випуску 1942–1943 років про Східний фронт чітко видно, як вони майстерно працювали з монтажем [1].

Спочатку показували майже ідеальну .картину: німецькі колони йдуть рівно, техніка блищить, солдати впевнені й дисципліновані. Зйомка спокійна, урочиста. Це мало створити відчуття: «Усе під контролем, усе правильно, німці принесли порядок».

А потім — різкий перехід. Зруйновані міста, спалені хати, мертві заводи. І жодного слова про те, хто це все розбомбив. Руїни просто показували як доказ «радянського безладу». Мовляв, ось що було до нас.

Така побудова створювала просту й потужну картинку в голові: німецький порядок — це світло, а все радянське — хаос і руїна. Глядач майже не мав шансів подумати інакше.

Те саме робили й у плакатах Райхскомісаріату «Україна». На плакатах 1942–1943 років — сонячні поля, усміхнені селяни, акуратна праця. Світлі кольори, тепле світло. Ніяких гасел на кшталт «Працюйте на Рейх!». Просто показували «нове щасливе життя»: працюй — і будеш жити добре.

Пропаганда ніби говорила: «Це не політика, це просто ваша нова нормальність» [13].

Кіно і плакати чудово доповнювали одне одного. Кіно впливало динамікою, рухом і емоціями, а плакат — простою, яскравою картинкою, яку легко запам’ятати. Разом вони створювали цілий штучний світ, у якому реальність підміняли красивими контрольованими образами.

Одночасно відбувалося вилучення або підпорядкування культурної спадщини: частину музейних, архівних і бібліотечних фондів вивозили, іншу — використовували у пропагандистських цілях. Модерністське та радянське мистецтво оголошувалося «небажаним», натомість підтримувалися контрольовані форми народної культури.

Управління культурною сферою здійснювалося через централізовану систему Райхскомісаріату «Україна», підпорядковану Міністерству окупованих східних територій на чолі з Альфредом Розенбергом. У структурі міністерства діяв відділ пропаганди, який координував пресу, радіомовлення, кінематограф, виставкову діяльність та друковану продукцію. На місцевому рівні функціонували підконтрольні адміністрації відділи, що здійснювали нагляд за театрами, бібліотеками, кінотеатрами та культурними заходами. Матеріально-технічне забезпечення цієї системи також перебувало під централізованим контролем [7].

У Києві, Львові, Харкові, Одесі та Дніпропетровську відновили діяльність театральні й оперні колективи, однак їхній репертуар проходив обов’язкову цензурну перевірку.Показовим прикладом є діяльність Львівського оперного театру (1941–1944), де дозволялися постановки

«Запорожець за Дунаєм» С. Гулака-Артемовського та окремі сцени з творів М. Лисенка. Репертуар був суттєво редукований і очищений від соціально-критичних інтерпретацій, унаслідок чого сценічні твори втрачали свій первинний ідейний контекст і набували характеру естетизованого фольклорного шоу.

Це відповідало загальній політиці деполітизації українського культурного простору. Театральне життя перебувало під подвійним контролем — адміністративним та ідеологічним, що визначало як репертуар, так і інтерпретацію класичних творів [14].

Перевага надавалася європейській класичній музиці, легким комедійним постановкам і вар'єте, які розглядалися як менш ідеологічно ризиковані форми дозвілля. Окремі твори української класики, зокрема композиції Миколи Лисенка, допускалися до виконання лише в редакціях, очищених від радянських інтерпретацій та політичних конотацій [3].

Із репертуару вилучалися твори радянських авторів, єврейських композиторів, джазова музика та мистецькі напрями, які вважалися «більшовицькими». Проводилися концерти для німецьких військових і місцевого населення, де поряд із німецькими маршами звучали адаптовані українські мелодії з новим ідеологічним змістом.

Образотворче мистецтво стало одним із найбільш масових засобів пропаганди. Відділи пропаганди координували створення плакатів, листівок і тематичних виставок. Поширювалися зображення Гітлера як «визволителя», антирадянські карикатури, сюжети про «нову Європу» та заклики до співпраці з окупаційною владою.

Показовим прикладом візуальної пропаганди є серія агітаційних плакатів Райхскомісаріату «Україна» 1941–1943 рр., зокрема плакати з гаслами «Україна без більшовиків — вільна праця» та «Праця на новий порядок». У цих візуальних конструкціях домінувала редукція складних соціально-політичних процесів до простих опозиційних схем, де радянська влада репрезентувалася як джерело хаосу, а німецька адміністрація — як носій стабільності.

Іконографічно ці плакати використовували поєднання селянської праці, сонячної символіки та стилізованих образів «відбудови», що створювало ефект візуальної нормалізації окупаційного режиму.

Частина плакатної продукції друкувалася українською мовою та містила елементи національної символіки, що мало інструментальний характер і використовувалося для підсилення ефекту локальної легітимації окупаційної політики. [11].

У Києві та Львові організовувалися виставки німецького мистецтва, а також експозиції цензурованих творів місцевих художників. Водночас

авангардне, радянське та модерністське мистецтво витіснялося з культурного простору як «дегенеративне».

Окупаційна адміністрація відновила роботу кінотеатрів і створила товариство «Україне-фільм» на базі Київської кіностудії. Кіно залишалося одним із ключових інструментів масової пропаганди, здатним забезпечувати швидке й емоційно насичене засвоєння ідеологічних меседжів.

У кінотеатрах Києва та Львова демонструвалися хронікальні стрічки «Die Deutsche Wochenschau», зокрема випуски 1942 року, присвячені подіям на Східному фронті. Їхня композиція будувалася на принципі монтажного контрасту, де військові успіхи вермахту протиставлялися образам руїни, створеної радянською владою. Така візуальна структура формувала спрощену бінарну модель сприйняття війни, у якій конфлікт подавався як керований і технічно організований процес.

Паралельно в прокаті циркулювали німецькі документальні хроніки, розважальні фільми та мелодрами, що виконували функцію емоційної розрядки та підтримання нормалізованого повсякденного сприйняття війни. Окрему групу становили антирадянські стрічки, створені за участю місцевих працівників, які адаптували загальні пропагандистські наративи до локального культурного контексту.

Фотографія доповнювала систему візуальної пропаганди. Пропагандистські підрозділи вермахту виготовляли серії світлин і листівок, покликаних демонструвати «німецький порядок», відбудову міст і контроль над ситуацією на окупованих територіях [7].

Важливу роль у формуванні пропагандистського інформаційного простору відігравала преса. Серед найбільш відомих видань були «Нове українське слово», «Українське слово», «Український голос», «Вісті». На сторінках цих газет формувався образ «нового українця» — працьовитого, антибільшовицьки налаштованого селянина, позбавленого політичних амбіцій. Значна увага приділялася темам праці, дисципліни, сімейних цінностей та антирадянської риторики [5].

Разом із тим ефективність окупаційної пропаганди залишалася обмеженою. Частина населення сприймала пресу критично, називаючи її «німецькою, писаною українською». Інтерес до газет часто пояснювався не підтримкою окупаційної влади, а потребою отримання інформації про повсякденне життя та воєнні події. Важливим є й інший аспект, який рідко враховується: пропаганда не завжди була ефективною. У багатьох випадках вона функціонувала як «шум», який населення навмисно ігнорувало або переінтерпретовувало. Таким чином, мистецтво окупації слід розглядати не лише як інструмент впливу, а й як поле постійного семантичного «перекодування» з боку аудиторії.

Отже, у період німецької окупації мистецтво стало важливим складником пропагандистської політики та культурного контролю. Через театр, пресу, плакат, фотографію та кінематограф окупаційна влада намагалася впливати на суспільні настрої й забезпечувати лояльність населення. Водночас навіть в умовах жорсткого контролю українські митці прагнули зберігати окремі елементи національної культурної традиції.

Мистецьке життя на окупованих територіях України в роки Другої світової війни відбувалося в умовах жорсткого адміністративного контролю та ідеологічного тиску. Окупаційна влада розглядала культуру передусім як інструмент впливу на населення, що зумовило створення розгалуженої системи цензурних обмежень. Через пресу, театр, музику та образотворче мистецтво впроваджувалися політичні наративи та моделі лояльної поведінки [2]. Водночас редукція культурного процесу виключно до пропагандистської функції була б спрощенням. У багатьох випадках мистецтво виконувало роль чинника збереження національної мови, традицій і культурної тяглості [6].

Особливого значення в таких умовах набували непрямі форми художнього висловлювання — символи, алегорії, біблійні та історичні мотиви, звернення до фольклору. Такі культурні коди дозволяли уникати прямого конфлікту з цензурою та водночас підтримувати національну самоідентифікацію аудиторії [9].

Театральне життя продовжувалося, хоча й у обмеженому форматі. На сценах ставили твори української класики — І. Котляревського, Т. Шевченка, І. Карпенка-Карого, М. Кропивницького [10]. Незважаючи на цензурні правки, сам факт публічного звучання української мови та класичних текстів сприяв збереженню культурної ідентичності.

Важливу роль відігравали представники інтелігенції. У творчості Олени Теліги домінує мотив внутрішньої стійкості та людської гідності, тоді як проза Уласа Самчука присвячена осмисленню історичної травми, втрати цілісності та пошуку національної ідентичності [6]. Ці позиції не завжди були узгодженими, але відображали різні стратегії культурного опору та самозбереження.

Слід враховувати, що для значної частини митців участь у культурному процесі була зумовлена насамперед необхідністю фізичного виживання, а не свідомим ідеологічним вибором. Нестабільність окупаційного режиму, ризик репресій і матеріальна скрута суттєво впливали на їхні рішення [7].

Післявоєнна радянська історіографія суттєво спростила цю картину, зводячи її до бінарної опозиції «лояльність — зрада». Унаслідок цього багато культурних практик або замовчувалися, або отримали однобічне тлумачення [8].

Сучасний дослідницький підхід дозволяє бачити мистецьке життя окупаційного періоду як складне, неоднозначне явище, що поєднувало функції інструменту впливу та механізму культурного самозбереження. Його характер і функції змінювалися залежно від конкретного контексту та суб'єктів [1].

Окупаційний режим на території України в роки Другої світової війни не був однорідним ані в адміністративному, ані в культурно-політичному вимірі. Українські землі перебували під контролем нацистської Німеччини, Румунії та Угорщини, що зумовило суттєві відмінності у формах організації культурного життя, характері цензурної політики та способах використання мистецтва як інструмента пропаганди. Відмінності між окупаційними адміністраціями проявлялися передусім у ступені контролю над мистецьким середовищем, а також у механізмах інтеграції окупованих територій у власні ідеологічні системи [12].

Найбільш централізованою та ідеологічно жорсткою була німецька модель культурної політики. Територія України була поділена між Райхскомісаріатом «Україна», дистриктом «Галичина» у складі Генерального губернаторства та прифронтовими військовими зонами. У цих умовах мистецтво розглядалося як складова пропагандистського апарату, покликана забезпечувати інформаційний вплив і підтримувати концепт «нового порядку». Діяльність театрів, преси, музичних колективів, бібліотек і кінотеатрів перебувала під системним наглядом пропагандистських структур.

Репертуар театральних колективів проходив обов'язкову попередню цензуру. Із культурного обігу вилучалися радянські твори, єврейська тематична традиція, а також мистецькі напрями, які маркувалися як «більшовицькі» або «дегенеративні». Водночас дозволене використання української мови та окремих елементів національної культури мало радше інструментальний характер і використовувалося для локальної легітимації окупаційної присутності [13].

Показовим прикладом була діяльність Українського драматичного театру у Львові, де поряд із класичними постановками українського репертуару дозволялися розважальні вистави, позбавлені політичного змісту. У Києві та Харкові організовувалися художні виставки, присвячені темам «відбудови», сільського господарства та «звільнення від більшовизму». Такі експозиції виконували функцію візуальної демонстрації стабілізації життя під новою владою та формували образ ефективного управління [14].

Окрему роль у пропагандистській системі відігравав кінематограф. У міських кінотеатрах демонструвалися німецькі хроніки та випуски «Die

Deutsche Wochenschau», що репрезентували військові успіхи вермахту. Для сільських територій використовувалися пересувні кіноустановки, які забезпечували масове поширення візуальної пропаганди. Паралельно активно циркулювали агітаційні плакати й листівки з антирадянськими сюжетами та образами «нової Європи» [10].

Іншою за логікою була культурна політика Румунії на території Трансністрії та Північної Буковини. На відміну від німецької моделі, вона була спрямована не лише на контроль, а й на поступову культурно-політичну інтеграцію регіону. Це проявлялося у послідовній політиці румунізації та розширенні присутності румунської мови в освіті, театрі й офіційних заходах.

В Одесі було відновлено роботу оперного театру, репертуар якого поступово орієнтувався на румунську та європейську музичну традицію. Проводилися державні концерти, культурні вечори та урочистості за участю румунських колективів. У Чернівцях організовувалися заходи, що підкреслювали «історичний зв'язок» Буковини з Румунією [7]. Водночас рівень жорсткості контролю тут був менш тотальним: у низці випадків зберігалися українські культурні гуртки та аматорські колективи, хоча їхня діяльність залишалася під наглядом адміністрації.

Особливості мала й угорська культурна політика на Закарпатті, що спиралася на концепцію історичної належності регіону до угорської держави. Угорська адміністрація підтримувала розвиток власних театрів, музичних колективів та освітніх інституцій, поступово звужуючи простір українського культурного життя.

В Ужгороді та Мукачеві організовувалися концерти угорських ансамблів, театральні постановки на історичні теми та урочисті заходи з активним використанням державної символіки. У шкільних програмах домінували сюжети угорської історії та державної традиції. Українська культура допускалася переважно у фольклорно-етнографічному форматі без політичного змісту [11].

Отже, порівняльний аналіз дозволяє стверджувати, що мистецтво на окупованих територіях України в роки Другої світової війни функціонувало як важливий інструмент політичного впливу, однак із різною інтенсивністю та механізмами реалізації. Німецька модель характеризувалася максимальною централізацією та жорстким цензурним контролем. Румунська політика поєднувала пропагандистські функції з елементами культурної інтеграції, тоді як угорська влада використовувала мистецтво як інструмент поступової асиміляції та історико-політичної легітимації присутності. Попри ці відмінності, у всіх випадках культура розглядалася передусім як засіб формування лояльності та контролю над суспільним простором.

Висновки. Мистецтво на окупованих територіях України в роки Другої світової війни не було нейтральною сферою культурного життя. Воно існувало всередині жорстко структурованих владних режимів, де культурні практики втрачали автономність і поступово включалися до системи політичної комунікації. Окупаційні адміністрації розглядали мистецтво як один із найбільш дієвих інструментів впливу на населення, що передбачало як контроль змісту, так і регулювання каналів його поширення [7].

Водночас зводити мистецтво лише до функції пропаганди означало б ігнорувати складність культурних процесів у воєнний період. Навіть у межах цензурованого простору воно могло виконувати роль опосередкованого носія культурної пам'яті та традиції, зокрема через використання звичних символічних форм і усталених естетичних кодів [9].

Найбільш виразно ця подвійність проявлялася у театральному середовищі. З одного боку, репертуар визначався адміністративними дозволами і проходив попередню ідеологічну фільтрацію. З іншого — сам факт функціонування української сцени, навіть у звуженому форматі, підтримував безперервність мовної та культурної традиції. У цьому сенсі театр залишався одним із небагатьох публічних просторів, де українська культурна присутність не була повністю витіснена [14].

Подібна амбівалентність простежується і в діяльності інтелігенції воєнного часу. Постаті на кшталт Олени Теліги та Уласа Самчука репрезентують різні інтелектуальні стратегії реагування на кризу: від акценту на духовній стійкості до осмислення травматичного досвіду втрати історичної цілісності. Важливо, що ці позиції не формували єдиної програми дій, а радше відображали фрагментований характер культурного середовища.

Окремо слід враховувати соціальний вимір участі митців у культурному житті окупації. Для значної частини діячів культури така участь визначалася не ідеологічним вибором, а обмеженими умовами існування, включно з необхідністю професійного виживання. Це суттєво ускладнює подальші оцінки їхньої діяльності, особливо в межах поствоєнних інтерпретаційних схем.

Після 1945 року радянська історіографія значною мірою уніфікувала складну картину культурного життя, редукуючи її до бінарної моделі «лояльність — зрада». У результаті значна частина практик була або маргіналізована, або інтерпретована в межах ідеологічно заданих категорій, що не завжди відповідало реальній багатовимірності культурних процесів.

Сучасні дослідницькі підходи дозволяють відійти від такої спрощеної оптики і розглядати мистецтво як багатофункціональне явище, яке

одночасно включало елементи інструменталізації з боку влади та механізми культурного самозбереження. Його функції не були сталими і змінювалися залежно від контексту, типу окупаційного режиму та локальних практик взаємодії між владою і суспільством [7].

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ТРАНСФОРМАЦІЯ КОНЦЕПЦІЇ ПРИРОДНОГО ПРАВА ВІД АНТИЧНОСТІ ДО СУЧАСНОСТІ: ІСТОРИЧНА ЕВОЛЮЦІЯ, СОЦІОЛОГІЧНИЙ АСПЕКТ ПРАВОРОЗУМІННЯ

Анотація. У статті здійснено комплексний аналіз трансформації концепції природного права від античності до сучасності з урахуванням історичного та соціологічного аспектів праворозуміння. Досліджено основні етапи становлення природно-правової доктрини в античній, середньовічній, новочасній та сучасній правовій думці. Проаналізовано погляди провідних філософів і правознавців — софістів, Сократа, Платона, Арістотеля, стоїків, Цицерона, Томи Аквінського, Гуго Гроція, Томаса Гоббса, Джона Локка, Жан-Жака Руссо та інших мислителів — щодо природи права, справедливості, свободи, держави та співвідношення природного і позитивного права. Особливу увагу приділено впливу концепції природного права на формування принципу верховенства права, сучасного конституціоналізму та міжнародної системи захисту прав людини.

У роботі розкрито соціологічний вимір природного права, який полягає у взаємозв'язку права із суспільством, рівнем правосвідомості, моральними цінностями, соціальною структурою та історичними трансформаціями.

Обґрунтовано, що еволюція природно-правових ідей значною мірою залежала від суспільних криз, політичних змін, розвитку державності та потреб забезпечення соціальної справедливості. Визначено, що природне право виконує функцію морального критерію оцінки законів і державної влади, а також слугує основою легітимності правового порядку.

Окрему увагу приділено розвитку природно-правових ідей в українській правовій традиції та сучасній українській юридичній науці. Досліджено актуальні напрями трансформації природного права у контексті глобальних викликів, зокрема цифровізації суспільства, розвитку біоетики, екологічного права, регулювання штучного інтелекту та сучасних воєнно-політичних конфліктів. Зроблено висновок, що природне право залишається важливим елементом сучасної правової доктрини та універсальним критерієм гуманізму, справедливості й правової державності.

Ключові слова: природне право, праворозуміння, соціологія, верховенство права, права людини, справедливість, правосвідомість, позитивне право, конституціоналізм, правова доктрина, легітимність права, соціальна справедливість.

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TRANSFORMATION OF THE CONCEPT OF NATURAL LAW FROM ANTIQUITY TO MODERNITY: HISTORICAL EVOLUTION AND THE SOCIOLOGICAL ASPECT OF LEGAL UNDERSTANDING.

Abstract. The article is devoted to a comprehensive study of the transformation of the concept of natural law from antiquity to the present day, with particular attention paid to the historical evolution and sociological dimension of legal understanding. The relevance of the study is обусловлена the growing role of natural law ideas in the context of modern democratic transformations, the development of the rule of law, the protection of human rights, and contemporary global challenges affecting legal systems and public life. The paper examines the main stages in the formation and development of natural law doctrine in ancient, medieval, modern, and contemporary legal thought.

The study analyzes the philosophical and legal views of the Sophists, Socrates, Plato, Aristotle, the Stoics, Cicero, Thomas Aquinas, Hugo Grotius, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and other thinkers regarding the nature of law, justice, freedom, equality, the state, and the

relationship between natural and positive law. It is established that the concept of natural law gradually evolved from mythological and theological interpretations to a rational and human-centered understanding of law as a universal standard of justice and human dignity.

Particular attention is focused on the sociological aspect of natural law, which is expressed through the interdependence between legal ideas and social development.

The article substantiates that changes in legal understanding were significantly influenced by social transformations, political crises, moral values, collective legal consciousness, social inequality, and the level of public trust in legal institutions. From the perspective of sociology of law, natural law is considered not only as an abstract philosophical doctrine but also as a reflection of society's demand for justice, social stability, equality, and legitimate state authority.

The paper also examines the influence of natural law doctrine on the formation of the principle of the rule of law, constitutionalism, democratic governance, and the international human rights system, particularly after the Second World War and the adoption of the Universal Declaration of Human Rights of 1948. Special emphasis is placed on the significance of Gustav Radbruch's ideas and the "Radbruch Formula," which became an important foundation for overcoming legal positivism after the experience of totalitarian regimes and Nazi legislation.

In addition, the article explores the development of natural law ideas in the Ukrainian legal tradition, beginning with the period of Kyivan Rus and "Ruska Pravda" and continuing through the works of Ukrainian humanists and modern legal scholars. The study highlights that contemporary Ukrainian legal doctrine regards natural law as one of the essential foundations of the rule of law and the protection of human dignity in the context of European integration and legal reform.

The author also analyzes the latest directions in the transformation of natural law in response to current global challenges, including digital rights, bioethics, environmental protection, artificial intelligence regulation, military conflicts, humanitarian crises, and the crisis of the international legal order. It is concluded that natural law continues to perform not only a theoretical but also a practical function, serving as a universal moral and legal criterion for assessing legislation, state power, legitimacy, and social justice in contemporary society.

Keywords: natural law, legal understanding, sociology, sociological aspect of law, rule of law, human rights, justice, legal consciousness, positive law, constitutionalism, legal doctrine, legitimacy of law, social justice, natural law doctrine.

Постановка проблеми. Проблема еволюції концепції природного права є однією з ключових у сучасній юридичній науці, оскільки безпосередньо пов'язана з формуванням фундаментальних засад праворозуміння, верховенства права та системи прав людини. Природно-правова доктрина пройшла тривалий історичний шлях розвитку — від античної філософії до сучасної західної правової думки, однак її соціологічний вимір досі залишається недостатньо дослідженим. Зокрема, потребують глибшого аналізу питання впливу суспільних трансформацій, правосвідомості, культурних чинників та соціальних криз на переосмислення змісту природного права.

У сучасній українській юридичній науці природне право розглядається як один із визначальних чинників становлення принципу верховенства права та забезпечення прав і свобод людини, що набуває особливої актуальності в умовах європейської інтеграції та трансформації правової системи України. Природне право виступає не лише як теоретична концепція, а і як вища ідея права, що слугує основою для формування позитивного права та орієнтиром для розвитку чинного законодавства.

Особливого значення набуває соціологічний аспект природного права, який полягає у взаємозв'язку між правом і суспільством. Зміни у соціальній структурі, політичних інститутах, культурних цінностях і рівні правосвідомості безпосередньо впливають на зміст праворозуміння та трансформацію уявлень про справедливість, свободу та юридичну рівність.

Актуальність дослідження також зумовлена сучасними глобальними викликами, серед яких воєнні конфлікти, криза міжнародного правопорядку, розвиток цифрових технологій та необхідність переосмислення меж державного регулювання. У таких умовах природне право виступає не лише теоретичною конструкцією, а й практичним критерієм оцінки законності, справедливості та легітимності позитивного права.

Отже, дослідження трансформації концепції природного права від античності до сучасності має важливе теоретичне та практичне значення для розвитку сучасної правової доктрини, удосконалення правової системи та зміцнення принципів правової держави.

Аналіз останніх досліджень і публікацій. У сучасній українській юридичній науці питання природного права активно досліджуються у працях М. Козюбри, П. Рабіновича, О. Томкіної, А. Романової, С. Костецького, Я. Берназюка та інших учених, які розглядають природне право у контексті верховенства права, прав людини та конституціоналізму.

Водночас, незважаючи на значний обсяг наукових напрацювань, недостатньо дослідженим залишається соціологічний аспект еволюції природного права, зокрема вплив суспільних змін, історичних криз,

правосвідомості та культурних трансформацій на його зміст і функціонування. Подальшого наукового осмислення потребує також питання адаптації природно-правової концепції до сучасних викликів, пов'язаних із цифровізацією суспільства, розвитком біоетики, забезпеченням екологічної безпеки та глобальними конфліктами.

Метою статті є комплексний аналіз трансформації концепції природного права від античності до сучасності з урахуванням її соціологічного виміру праворозуміння.

Досягнення поставленої мети передбачає вирішення таких завдань:

- дослідити становлення та еволюцію ідей природного права в античній, середньовічній та новочасній правовій думці;
- проаналізувати внесок ключових філософів і правознавців у формування концепції природного права;
- розкрити соціологічний аспект розвитку природного права як відображення змін у суспільстві та правосвідомості;
- визначити роль природного права у сучасній правовій доктрині, зокрема в контексті верховенства права та прав людини;
- окреслити новітні напрями трансформації природного права у зв'язку із сучасними глобальними викликами.

Виклад основного матеріалу. Формування природно-правових уявлень починається у давньогрецькій філософії. Софісти першими звернули увагу на відмінність між природою (*physis*) і законом (*nomos*), підкреслюючи умовність людських законів. Основною тезою софістів було: людина є мірило всіх речей, що спричинило критику всіх традиційних віросповідань, у межах яких вважалося, що право є не що інше, як еманація Божого порядку [1, 72]. На думку софістів, саме позитивне право встановлюється штучно, волею самих людей, зокрема шляхом погодження. Цьому штучному і договірному софісти протиставляють природне право як таке, що випливає з самої природи людини. У цьому простежується соціологічний вимір праворозуміння, оскільки право починає розглядатися не лише як божественне чи природне явище, а як результат суспільної взаємодії, домовленостей та розвитку людської спільноти. Софісти продовжували розвиток натуральної філософії, дослідження природи, космологічних проблем. У центрі уваги софістів була людина з її різноманітною діяльністю у сфері мислення. Відомий вислів Протагора «Людина є мірою всіх речей існуючих: що вони існують і неіснуючих, і неіснуючих, що вони не існують», базується на вченні Геракліта про загальну плинність і мінливість усього сущого. Протагор, софіст першого покоління , вважав, що оскільки за своєю природою люди злі і вороже налаштовані одні до одних, природне право приводить людей до порядку

лише у тому випадку, коли індивіди погоджувалися на створення держави, воля якої ставала мірилом всіх речей; роздуми про природне право, таким чином, служили тільки для виправдання вже встановленого порядку [1, 72].

Отже, софісти відіграли важливу роль у становленні природно-правових уявлень, заклавши основу для розмежування природного та позитивного права. Вони вперше звернули увагу на умовний і договірний характер людських законів, протиставивши їм природне право, що випливає із самої природи людини. Ідеї софістів сприяли переосмисленню походження права та держави, а також утвердженню людини як центрального об'єкта філософсько-правових досліджень. Саме їхні погляди стали важливим етапом у розвитку теорії природного права та подальшої європейської правової думки. Соціологічний аспект їхнього вчення проявлявся у визнанні залежності права від суспільних потреб, рівня розвитку поліса та характеру взаємовідносин між людьми.

Сократ і Платон розглядали право як похідне від ідеї справедливості. У своїх міркуваннях про право й суперечках із софістами Сократ, прагнучи пояснити природу права, фактично вводить до загальних базисних підвалин розуміння права новий чинник – природу людини. Природними для людини вважалися ті особисті інтереси, які випливають із здібностей , властивих конкретному індивідові. Гармонія особистого й загального досягається тоді, коли людина посідає в суспільстві місце, відповідає її здібностям [1, 73]. Такий підхід свідчить про формування соціологічного бачення права, за якого справедливий правопорядок пов'язується із гармонією суспільних відносин та відповідністю соціальних ролей природним здібностям людини. У Платона справедливість має метафізичний характер і пов'язана з ідеєю блага, яке існує незалежно від людських приписів. Тобто, закон не повинен бути під владою людини, інакше це неправильний закон. [1, 76]. Отже, Платон прямо не висловлював думки про природне права, але він піддавав критиці існуючі закони своєї держави, які давали можливості владним структурам збагачуватися за рахунок інших. У цьому проявляється прагнення оцінювати право через його соціальну справедливість та відповідність суспільному благу.

Найбільш системно природне право розробив Арістотель, який розрізняв природну та юридичну справедливість. Природна справедливість, за Арістотелем, є універсальною і не залежить від конкретних законів держави. За Арістотелем природне право є тотожним порядку встановленому існуючим суспільством, або ж є частиною позитивного права. Арістотель виділяв у державному позитивному праві таке право, яке не є постійним і базується на законі. На думку Арістотеля, природне право – це те, яке всюди має однакове значення і не зележить від визнання його чи

невизнання. А законодавство держави він називав умовним правом. Звідси, доводить він, природне право є справедливим за своєю природою. Природна справедливість, на відміну від політичної справедливості, присутня всюди в однаковому обсязі і жодною мірою не залежить від людей. За Арістотелем, існує два види законів – особливий і всезагальний. Всезагальний закон – це закон природи, оскільки закон природи обовязковий для всіх людей, навіть для тих, хто хто не пов'язаний з іншимими людьми якимись згодами чи розмовами [1, 78].

Арістотель вважав, що право буде справедливим, якщо воно сприяє реалізації людської природи. Тому критерієм оцінювання закону може бути міра цього сприяння реалізації справжньої природи людини. Якщо закон гальмує розвиток її природних здібностей, його треба удосконалити [1, 78]. Таким чином, Арістотель фактично пов’язував ефективність права із його соціальною функцією та здатністю забезпечувати гармонійний розвиток суспільства.

Отже, у вченнях Сократа, Платона та Арістотеля ідеї природного права набули подальшого розвитку й більш глибокого філософського обґрунтування. Сократ пов’язував право з природою людини та її моральними якостями, наголошуючи на необхідності гармонії між особистими інтересами й суспільним благом. Платон розглядав справедливість як вищу ідею, незалежну від людської волі, а тому закон має відповідати ідеї блага та справедливості. Найбільш системно концепцію природного права розробив Арістотель, який розмежував природну та юридичну справедливість і визначив природне право як універсальне та незалежне від визнання державою.

Таким чином, античні мислителі заклали підвалини подальшого розвитку теорії природного права, утвердивши ідею існування вищих, справедливих норм, що стоять над позитивним законодавством.

Соціологічний вимір їхніх поглядів полягав у розумінні права як важливого засобу організації суспільства, підтримання соціальної гармонії та забезпечення справедливого порядку.

Важливий внесок зробили стоїки, які сформували концепцію універсального природного закону, що однаково діє для всіх людей. Відомо, що природне право – це підготовлений окремими софістами, Сократом, Платоном, і киниками (прибічниками Антисфена) і висунутий стоїками такий погляд на право, згідно з яким право існує уже в природі, тобто закладене в самій сутності людини [1, 78-79]. Соціологічне значення вчення стоїків полягало у формуванні ідеї загальнолюдської рівності та універсальних морально-правових цінностей, які не залежать від соціального статусу чи державної належності особи.

Спектр морально-правових ідей, запозичених римлянами у греків, виявився досить широким. Наприклад, В. М. Братасюк підкреслює: «Праворозуміння римської античності успадкувало від попередньої доби окремі принципи і смисли, зокрема: природної справедливості, aeguitas (рівної справедливості), добра, гуманізму, раціоналістичної домінанти, ідеї боротьби за право» [2, 15]. Зі свого боку, Х. Габаковська хоча й абстрактно, але правильно зазначає: «Джерелом, з якого римляни черпали витоки понять про свободу і рівність, були природно-правові ідеї, які репрезентували й осмислили грецькі мислителі» [3, 138]. У римській правовій традиції соціологічний аспект природного права проявився у прагненні поєднати принципи справедливості, рівності та гуманізму з практичними потребами суспільного життя та функціонування держави.

Римська традиція закріпила тезу про те, що несправедливий закон не може вважатися справжнім законом. Римські юристи, розвиваючи теорію стоїків, розглядали множину видів природного права: природне право — це те, чому вчить жива природа, бо це право властиве не тільки людині, а й усьому живому, що народжується на землі, в морі, властиве воно також і птахам. Наступні правники чітко протиставляли властиве людському роду і людському розуму природне право і природне право, загальне для всіх тварин, включаючи і людину. Власне, для того, щоб краще розрізняти ці два види природного права, римськими юристами був введений термін jus gentium (лат. — права народів), що означає природне право, властиве розумній природі людини. Разом з тим jus gentium (властиве людському роду і протилежне праву громадянському (jus civile), яким могли користуватися тільки римські громадяни, само по собі могло бути згідно з доктриною, що розглядається, не тільки природним, а й позитивним, тобто основаним на договорах і звичаях [1, 79]. У цьому проявляється соціологічний аспект праворозуміння, оскільки римські юристи пов'язували право не лише з природою людини, а й із реально існуючими суспільними відносинами, звичаями та потребами співжиття різних народів.

Для правової теорії Ціцерона характерним є апеляції до природи, до її розуму і законів. В основі права лежить притаманна природі справедливість. Причому справедливість ця розуміється Ціцероном як вічна, незмінна і невіддільна властивість і природи в цілому, і людської природи. Значить, під «природою» як джерелом справедливості і права (права за природою, природного права) в його вченні розуміється весь Космос, весь навколишній фізичний і соціальний світ, форми людського спілкування та співжиття, а також саме людське буття, що охоплює тіло і душу, зовнішнє і внутрішнє життя людини. Всій цій природі (в силу її Божественних засад) притаманні розум і закономірність, визначений порядок. Саме духовна властивість

природи (її розумно-духовний аспект), а зовсім не її предметний і тілесно-матеріальний склад, який посідає підкорене і другорядне місце (як тіло стосовно душі, чуттєві частини душі стосовно її розумної частини), і є, на думку Ціцерона, справжнім джерелом та носієм природного права. Соціологічний вимір поглядів Ціцерона проявляється у тому, що право розглядається ним як основа гармонійного суспільного співжиття, яка має забезпечувати справедливість, рівність та моральний порядок у державі.

У своєму вченні про природне право Ціцерон перебував під великим впливом ідей Платона, Арістотеля та багатьох стоїків. Цей вплив помітний і там, де він бачить сутність і смисл справедливості (і, звідси, основний принцип природного права), який полягає у тому, що «вона віддає кожному своє і зберігає рівність між ними». Природне право (вищий, справжній закон), за Ціцероном, виникло раніше, ніж будь-який писаний закон, раніше, ніж виникла будь-яка держава. Право встановлюється природою, а не людськими рішеннями і постановами. Закон, який встановлений людьми, не може порушити порядок у природі і створювати право із безправ'я [1, 80]. Таке розуміння права свідчить про прагнення підпорядкувати державну владу моральним і соціальним принципам справедливості, що є важливим елементом соціологічного підходу до права.

Право Ціцерон пов'язує зі специфічною людською гуманністю, здатністю до високих, піднесених почуттів і поривів, а не з корисливими мотивами. Для нього важливо наголосити, що основою природного права є здатність людини до співчуття і милосердя, її самоповага й почуття людської гідності. Ці феномени не підвладні регулюванню людськими законами. Отже, природне право римський мислитель трактує як незмінне у часі й універсальне (спільне) для всіх людей суспільство; кожна людина, керуючись своїм розумом як визначником людської природи, може збагнути стандарти (вимоги) цього вищого закону, і лише справедливі людські закони, які узгоджені з вимогами вищого закону заслуговують назви права. Саме визначення поняття права містить окремо і принцип вибору того, що справедливе, належне і слушне [4, 108]. У міркуваннях античних мислителів – грецьких та римських авторів – природне право менш чи більш виразно випливає з поняття природи. Проте сама природа мислиться то як сутність людини (Ціцерон), то як природні здатності людини (розум і свідомість), що поєднує людину з божеством (стоїки), або як Всесвіт – фізичний світ навколо людини, впорядкований космос, і сам світопорядок диктує природний закон (досократики, Сократ, Платон). Аристотель пов'язує природне право з моральними приписами і правилами поведінки людини, а встановлені людьми закони повинні враховувати природне право, тоді вони будуть справедливі й прийнятні [4, 108].

Соціологічний аспект античного праворозуміння полягав у тому, що право поступово почало розглядатися як засіб узгодження інтересів людей, підтримання соціального порядку та забезпечення справедливого співіснування в суспільстві.

Отже, римська правова традиція, зокрема вчення Цицерона та римських юристів, суттєво розвинула теорію природного права, надавши їй більш системного та універсального характеру. Римські мислителі обґрунтовували існування вищого права, яке випливає із самої природи, людського розуму та справедливості й стоїть над позитивним законодавством. Особливе значення мало твердження Цицерона про те, що несправедливий закон не може вважатися справжнім законом, оскільки право має ґрунтуватися на вічних і незмінних принципах справедливості. Природне право, за його вченням, існує незалежно від держави та людських рішень, а джерелом права є розумний і впорядкований природний світ. Таким чином, римська правова думка закріпила ідею пріоритету природного права над позитивним та стала важливим етапом у формуванні європейської правової традиції.

Загалом, визнаючи вчення афінських філософів, римські мислителі надавали перевагу вченням про природне право, яке виконує вимоги справедливості та виражає ідею, відповідно до якої право взагалі справедливе за своєю сутністю [5, 6]: «Видатні римські філософи, політичні діячі та юристи Цицерон, Гай, Ульпіан, Модестин, керуючись філософським вченням Арістотеля про природне право кожного, розробили концепцію органічного зв'язку права і моралі (правової справедливості), яка стала основою класичного римського права» [6, 14-15]. Водночас соціологічний вимір римського праворозуміння проявився у прагненні поєднати моральні принципи справедливості з практичними потребами суспільного життя, забезпеченням соціального порядку та гармонізації відносин між людьми і державою.

У середньовіччі природне право набуває теологічного змісту. Воно розглядається як частина божественного порядку, встановленого Богом. Аврелій Августин вважав, що без справедливості держава перетворюється на організовану форму насильства. Він підкреслював пріоритет божественного закону над людським. Найбільш розвинену систему створив Тома Аквінський, який виокремив ієрархію законів: вічний закон (*lex aeterna*); природний закон (*lex naturalis*); людський закон (*lex humana*); божественний закон (*lex divina*) [6, 138-139]. Природний закон, за Аквінським, є відображенням божественного порядку в людському розумі. Якщо закон суперечить природному праву, він втрачає свою легітимність. Такий підхід свідчив про прагнення підпорядкувати суспільне життя

універсальним моральним принципам, що вважалися обов'язковими для всіх членів суспільства.

Проблематика справедливості у період Середньовіччя проявилася в таких ідеях: 1) вищої Божої справедливості, яка втілила ідеї про: право, яке розглядали як позитивне (залежить від людської волі (волевстановлене)), право Боже та природне право; моральний закон, оскільки в людському виявляється багато несправедливості; земний правопорядок світських держав, які піддаються людському впливові, а людина як істота наділена тілом і душею, добром і злом, не завжди скеровує державу у бік добра; 2) загального блага як мети держави і людського закону, відповідно до якого правління є прямим і справедливим у разі, коли вільні люди скеровуються володарем до загального блага цієї більшості; 3) aequitas як шляху вирішення колізій між правовими системами, що суперечать і протирічать одна одній, при якому юриспруденція має право обирати між ними; 4) jus naturale (з яким середньовічні юристи ототожнювали поняття aequitas і таким чином юриспруденція того часу вважалася попередницею природно-правової школи); 5) просторової сталості і часової відносності (Монтень); 6) відмежування від правосуддя. Усі ці ідеї демонстрували поступове формування соціального розуміння права як механізму забезпечення справедливості, загального блага та моральної стабільності суспільства.

У середні століття, як видно з вищевикладеного, була спроба упорядкувати суспільне життя таким чином, щоб воно було в гармонії з ідеалом духовного життя, який висувала християнська церква. Людина трактувалась через свободу, яка розумілася насамперед як звернена до кожної людини вимога: кожен повинен приймати на себе відповідальність за свої вчинки, а значить, і розраховувати на справедливу відплату. Християнські мислителі пов'язують свободу, яку розуміють як свободу дії, вибору зі свободою волі. Ідея свободи волі, як і будьяка інша ідея, має історію свого розвитку, яка пов'язана, передусім з початком християнської ери. І це зрозуміло, розробка категорії особистості – заслуга середньовічної філософії. Вперше середньовічна філософія характеризує людську істоту як особистість тоді, коли християнська свідомість виявилася здатною побачити причину зла і добра в самій людині, в її волі [7, 275]. Соціологічний аспект цих поглядів полягав у визнанні особистої відповідальності людини перед суспільством і Богом, а також у формуванні уявлення про право як засіб морального регулювання суспільних відносин.

Епоха Нового часу характеризується секуляризацією природного права. Гуго Гроцій обґрунтував автономність природного права від релігії, виводячи його з природи людини та раціонального мислення. За Гроцієм, матір'ю природного права є сама природа людини, яка спонукає її до

взаємоспілкування; матір'ю ж внутрідержавного права є зобовязання , прийняті за взаємною згодою. Оскільки останні (обовязання) отримують свою силу від природного права природа може виступати ніби прародителькою права. Право природне є приписом здорового розуму, яким та чи інша дія, залежно від того, чи відповідає вона чи суперечить природі, визнається або морально ганебною, або морально необхідною, а значить — така дія або заборонена, або ж приписана самим Богом, Творцем. Соціологічний вимір концепції Гроція проявився у розумінні права як результату суспільної взаємодії та необхідного засобу забезпечення співіснування людей у суспільстві.

Гроцій вважав природне право не тільки гідним, а й необхідним. При цьому він застерігав: природне право поширюється не тільки на те, що залежить від людської волі, а й на численні наслідки, що випливають із актів людської волі. Природне право може приписувати деякі правила не прямо і безпосередньо, а враховуючи відомий порядок речей. Так, спільність майна була первісного доти, доки не була введена приватна власність, те ж стосується і користування свого права силою до того, як було встановлено цивільні закони. Така позиція свідчить про врахування історичних змін у суспільстві та впливу соціальних процесів на трансформацію права [1, 96].

У теорії суспільного договору (Гоббс, Локк, Руссо) природне право набуває політико-правового змісту**.** Осовний природний закон за Гобсом скадається з двох частин: 1) слід прагнути миру і відстоювати його ; 2) захищати себе можна всіма можливими засобами. Йдеться про думки та практичні дії людини, які відповідають онтологічним засадам. Сутність другого природного закону полягає в тому, що в разі згоди на те інших, людина повинна відмовитися від права на всі речі в тій мірі, в якій це необхідно в інтересах миру і самозахисту, і задовольнятися такою мірою свободи до інших людей, яку вона допустила б в інших людях щодо себе. Третій закон – справедливість. Соціологічний зміст концепції Гоббса полягав у поясненні походження держави та права через потребу людей у безпеці, стабільності та впорядкуванні суспільних відносин. У найвідомішому трактаті «Левіафан, або Матерія, форма та влада держави церковної та громадянської» Т. Гоббс вказує, що людина є істота природна, тобто має природне походження. З початку свого існування (до створення держави) люди живуть у природному стані «війни всіх проти всіх», коли кожен кожному є ворогом. Ось чому все, що притаманно для часу війни, коли кожен є ворогом кожного, характерно також для того часу, коли люди живуть без будь-якої гарантії безпеки, крім тієї, яку їм дають власна фізична сила та винахідливість. У такому стані немає місця для працелюбності, так як нікому не гарантовані плоди його праці. Натомість є вічний страх і

постійна не безпека насильницької смерті, життя людини є одиноким та короткочасним [8, 58].

У Локка природний стан має закон природи, яким цей стан управляється і який обов'язковий для кожного, і має розум, що на основі цього вчить всіх людей, які зважають на нього; оскільки всі люди рівні. Особливо значущою є концепція Локка, яка стала теоретичною основою сучасного конституціоналізму та прав людини. Тут соціологічний аспект проявляється через ідею природної рівності людей та необхідності правового захисту основних прав особи як умови стабільного суспільного розвитку.

У його концепції природного права відбувається радикальне переосмислення співвідношення особи, суспільства і держави. На відміну від Гоббса і Локка, Руссо вважає, що первісний природний стан не є ані суцільною війною, ані гармонійним порядком, а радше станом відносної свободи та рівності, який поступово руйнується розвитком приватної власності та соціальної нерівності. Ключовим елементом його вчення є поняття загальної волі, яка виражає не суму приватних інтересів, а колективний інтерес політичної спільноти як цілого. Саме загальна воля, за Руссо, є джерелом справедливого закону і критерієм його легітимності. Закон вважається справедливим лише тоді, коли він відображає інтереси всього народу, а не окремих груп чи станів.

Отже, вказані вище мислителі намагались довести, що природне право є окремою, самостійною системою приписів, які врегульовують всі ділянки суспільних відносин, що найбільше відповідають природі людини та оточуючому її середовищу, з яким остання повинна гармонійно взаємодіяти.

У XIX столітті домінує юридичний позитивізм, який відокремлює право від моралі. Проте XX століття показало обмеженість цього підходу. Досвід тоталітарних режимів продемонстрував, що закон може бути формально чинним, але несправедливим за змістом. Це спричинило відродження природно-правової доктрини. Після Другої світової війни природне право стало основою міжнародної системи прав людини, зокрема Загальної декларації прав людини 1948 року.

Кричущі свавілля нацистського режиму під час війни, які часто підносилися до рангу закону, спричинили масовий післявоєнний рух, спрямований на подолання позитивізму, який, за висловом одного з найвпливовіших філософів права XX ст. Г. Радбруха. Справедливість, відповідно до філософії Г. Радбруха, є основною ідеєю права, абсолютною цінністю, яка не виводиться з будь-якої іншої цінності. Її суть полягає у рівному ставленні до рівних і різного (нерівного) – до нерівних з урахуванням відмінностей між ними. Доцільність пов'язується з метою

права. На відміну від справедливості, вона є відносним критерієм ідеї права, який доповнюється справедливістю [10, 31]. Таким чином, у філософії Г. Радбруха право постає як багатовимірне явище, у якому поєднуються стабільність правового порядку, соціальна доцільність та моральний імператив справедливості. Саме баланс цих елементів визначає легітимність права та його здатність протистояти перетворенню закону на інструмент свавілля.

Розвиток природно-правових ідей в українській правовій традиції та сучасній українській юридичній науці має тривалу історико-культурну еволюцію, що охоплює як ранні форми правосвідомості, закладені у звичаєвому праві Київської Русі та козацької доби, так і подальше формування наукових підходів у новітній період. У сучасній доктрині природне право розглядається як важливий теоретико-методологічний фундамент, який забезпечує взаємозв'язок між правом, мораллю та соціальною справедливістю, а також слугує основою для формування принципу верховенства права, захисту прав людини та розвитку конституційної державності в Україні. В умовах сучасної російсько-української війни значення природного права суттєво актуалізується, оскільки саме воно виступає морально-правовим критерієм оцінки воєнних дій, порушень прав людини та міжнародних гуманітарних норм. Воно підкреслює пріоритет невідчужуваних прав людини, людської гідності та справедливості навіть у надзвичайних умовах збройного конфлікту, коли позитивне право може виявляти свою обмеженість або зазнавати викривлень.

У цьому контексті природне право набуває функції універсального етичного орієнтира, який дозволяє зберігати гуманістичний зміст права та забезпечувати його відповідність базовим цінностям людської цивілізації.

Висновки.

Отже, еволюція концепції природного права демонструє поступовий перехід від метафізичних і теологічних уявлень до сучасної правової доктрини прав людини.

Сьогодні концепція природного права набуває особливої актуальності в умовах сучасних воєнних, політичних та соціальних конфліктів, оскільки саме вона формує уявлення про невідчужувані права людини, справедливість і межі державної влади. У сучасній західній правовій думці природне право виступає морально-правовою основою оцінки збройних конфліктів, воєнних злочинів, гуманітарних криз та порушень прав людини. Соціологічний вимір цієї концепції проявляється через вплив суспільної правосвідомості, громадської думки та соціальних трансформацій на розуміння справедливості й легітимності правових рішень. У таких умовах

природне право виконує не лише теоретичну, а й практичну функцію, слугуючи універсальним критерієм гуманізму та правового порядку в сучасному суспільстві.

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ЗАБОРОНА ДІЯЛЬНОСТІ УПЦ МП В УКРАЇНІ: ПРАВОВІ МЕХАНІЗМИ, РЕГІОНАЛЬНА ДИНАМІКА ТА СТАНДАРТИ ЄСПЛ

Анотація. Статтю присвячено аналізу правових механізмів обмеження діяльності Української Православної Церкви в єдності з Московським патріархатом (УПЦ МП) в умовах повномасштабної російської агресії. На основі хронологічного зведення законодавчих актів 1991–2024 років, прецедентної практики Європейського суду з прав людини та польових матеріалів Миколаївської області досліджено, як українська держава намагається поєднати гарантії свободи совісті з вимогами національної безпеки. Встановлено, що прийнятий у 2024 році Закон №3894-IX запровадив системний механізм розриву інституційних зв'язків з Російською православною церквою, однак його практична реалізація залишається нерівномірною через процедурні прогалини й відсутність уніфікованої адміністративної практики. Регіональний зріз Миколаївщини демонструє, що конфесійна карта слабко корелює з офіційними реєстраційними даними: переважна більшість громад УПЦ МП не відображає приналежності до Московського патріархату у своїх статутних назвах, що унеможливлює автоматичне застосування заборонних норм. Аналіз прецедентів ЄСПЛ у справах «Metropolitan Church of Bessarabia v. Moldova» та «Свято-Михайлівська парафія проти України» свідчить, що обмеження є конвенційно допустимим лише за умови пропорційності, доказовості та індивідуалізованості. Висновок Венеційської комісії CDL-AD(2024)021 підтверджує легітимність мети закону, водночас фіксуючи процедурні ризики, пов'язані з недостатньою деталізацією критеріїв підпорядкованості та нерівномірністю правозастосування. Польові інтерв'ю засвідчують, що парафіяни ідентифікують себе з конкретною громадою, а не з юрисдикційною назвою, що ускладнює реалізацію заборони на

місцевому рівні без ризику руйнування усталених соціальних зв'язків. Зроблено висновок, що ефективна реалізація державної релігійної політики потребує деталізації критеріїв підпорядкованості, посилення судового контролю та розвитку досудової медіації.

Ключові слова: УПЦ МП, свобода совісті, національна безпека, ЄСПЛ, пропорційність, конфесійна динаміка, Закон №3894-IX, Миколаївська область.

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PROHIBITION OF THE ACTIVITIES OF THE UOC-MP IN UKRAINE: LEGAL MECHANISMS, REGIONAL DYNAMICS, AND ECHR STANDARDS

Abstract. The article examines the legal mechanisms for restricting the activities of the Ukrainian Orthodox Church of the Moscow Patriarchate (UOC-MP) in the context of Russia's full-scale armed aggression. Drawing on a chronological survey of Ukrainian legislation from 1991 to 2024, the case law of the European Court of Human Rights, and field materials from Mykolaiv Oblast, the article investigates how the Ukrainian state attempts to reconcile freedom of conscience guarantees with national security imperatives. The analysis shows that Law No. 3894-IX, adopted in 2024, introduced a systemic mechanism for severing institutional ties with the Russian Orthodox Church; however, its practical implementation remains uneven due to procedural gaps and the absence of uniform administrative practice. Regional data from Mykolaiv Oblast demonstrate that the confessional map correlates poorly with official registration records: the vast majority of UOC-MP parishes do not indicate affiliation with the Moscow Patriarchate in their statutory names, rendering automatic application of the prohibition norms impossible. An analysis of ECHR precedents in the cases of Metropolitan Church of Bessarabia v. Moldova and Svyato-Mykhaylivska Parafiya v. Ukraine indicates that restrictions on religious organisations are Convention-compatible only where they are proportionate, evidence-based, and individualised. The Venice Commission Opinion CDL-AD(2024)021 affirms the legitimacy of the law's objectives while identifying procedural risks associated

with insufficient specification of subordination criteria and inconsistency in enforcement practice. Field interviews reveal that parishioners identify with a specific local community rather than with a jurisdictional label, which complicates the implementation of the prohibition at the local level without risk of disrupting established social bonds. The article concludes that effective implementation of state religious policy requires clearer criteria for determining subordination, enhanced judicial oversight, and the development of pre-trial mediation mechanisms.

Keywords: UOC-MP, freedom of conscience, national security, ECHR, proportionality, confessional dynamics, Law No. 3894-IX, Mykolaiv Oblast.

Постановка проблеми. Питання правового статусу Української Православної Церкви в єдності з Московським патріархатом (далі – УПЦ МП) набуло характеру не лише конфесійного, а й безпекового та конституційного після початку повномасштабного вторгнення Росії у лютому 2022 року. В академічному полі ця проблема перетинається щонайменше в трьох вимірах: правовому – як питання меж допустимого втручання держави у свободу релігії; соціологічному – як індикатор трансформації релігійної ідентичності в умовах збройного конфлікту; та безпековому – як частина ширшої дискусії про використання церковних структур як інструменту гібридного впливу. Попри зростаючу кількість публікацій з цієї теми [5; 7; 8; 9], академічна дискусія нерідко тяжіє до двох крайнощів: або до апологетики безпекових обмежень без аналізу їхньої пропорційності, або до критики заборон без урахування задокументованих випадків колаборації.

Метою цієї статті є утриматися від обох крайнощів і запропонувати аналітичний синтез, що ґрунтується на трьох конкретних масивах даних: (1) хронологічній систематизації українського законодавства 1991–2024 років; (2) прецедентній практиці Європейського суду з прав людини (далі – ЄСПЛ), релевантній для оцінки допустимості обмежень; (3) польовому матеріалі з Миколаївської області, що дозволяє перевірити, як загальнодержавні норми функціонують на місцевому рівні. Методологічно стаття поєднує правовий аналіз нормативних актів, порівняльний аналіз прецедентів ЄСПЛ та якісну регіональну казусологію. Джерельну базу складають законодавчі акти, опубліковані на порталі Верховної Ради України, рішення Конституційного Суду України, висновок Венеційської комісії CDL-AD(2024)021, дані реєстру Опендатабот та напівструктуровані інтерв'ю, проведені у Вознесенському районі Миколаївської області.

Огляд літератури та джерел дослідження. Базовим нормативним підґрунтям для аналізу державно-церковних відносин у цьому дослідженні

слугує Закон України «Про свободу совісті та релігійні організації» №987-XII [14], прийнятий 23 квітня 1991 року. Згідно з цим законом, закріплено три засадничі принципи: відокремлення церкви від держави, рівність конфесій та заборона використання релігії для пропаганди насильства. Ключовим є також Закон України №3894-IX від 20 серпня 2024 року «Про захист конституційного ладу у сфері діяльності релігійних організацій» [13], який запровадив механізм судового припинення діяльності релігійних юридичних осіб, що зберігають інституційний зв'язок із Російською православною церквою. Аналіз цих законодавчих актів дозволяє простежити трансформацію державної моделі від ліберального невтручання до «безпекового фільтру».

На думку Крисаченка, Задорожньої, Лєбєдєвої та Фігурного [5], Російська православна церква відіграє роль ідеологічного апологета збройної агресії Росії проти України. Дослідники наголошують, що РПЦ системно легітимізує агресію через проповіді, офіційні заяви ієрархів та трансляцію концепції «руського міру», що робить питання інституційної залежності УПЦ МП від Москви не лише канонічним, а й безпековим. Ця позиція є принциповою для розуміння логіки Закону №3894-IX заборона адресована не релігійному вченню, а організаційній структурі, що функціонує як частина системи гібридного впливу.

Синчак [7] розглядає заборону УПЦ МП крізь призму дихотомії між обмеженням релігійної свободи та протидією російському впливу. На думку дослідника, ця дихотомія є значною мірою хибною, а правомірне обмеження свободи асоціацій релігійної організації не є тотожним обмеженню індивідуальної свободи совісті вірян. Синчак наголошує, що ключовим аналітичним критерієм є не конфесійна належність, а доведена інституційна залежність від іноземного центру, керівництво якого підтримує збройну агресію. Водночас автор застерігає від надмірно широкого застосування заборонних норм без індивідуалізованого доказового обґрунтування щодо кожної конкретної юридичної особи.

На думку Здіорука та Харана [8], РПЦ є одним із інструментів зовнішньої політики Росії щодо сусідніх держав, зокрема Грузії, Латвії та України. Дослідники показують, що використання православних інституцій у якості засобу культурного та політичного впливу є системною практикою Кремля, а не виявом окремих ексцесів. Здіорук і Токман [9], аналізуючи трансформацію державно-церковних відносин в умовах повномасштабної війни, доходять висновку, що виклики безпеки суттєво змінили логіку регуляторної моделі, а саме від нейтралітету до активного захисту конституційного ладу. Водночас автори наголошують на необхідності збереження процедурних гарантій, аби запобігти свавільному правозастосуванню.

Принципово важливим для оцінки конвенційної сумісності заходів щодо УПЦ МП є прецедент ЄСПЛ у справі «Metropolitan Church of Bessarabia and Others v. Moldova» (2001) [3]. Суд сформулював триєдиний тест допустимості обмежень: (а) передбаченість законом; (б) легітимність мети; (в) необхідність у демократичному суспільстві. Цей тест наразі є стандартом оцінки будь-яких державних обмежень щодо релігійних організацій. Не менш важливим є рішення у справі «Свято-Михайлівська парафія проти України» (2007) [4], де ЄСПЛ зобов'язав Україну забезпечити реальну процедуру зміни юрисдикційної належності без адміністративних перешкод, що безпосередньо вплинуло на прийняття Закону №2673-VIII у 2019 році.

Венеційська комісія у висновку CDL-AD(2024)021 [2] зафіксувала кілька ключових процедурних ризиків Закону №3894-IX. На думку Комісії, недостатня деталізація критеріїв «стійкої підпорядкованості» та відсутність уніфікованого доказового стандарту перед зверненням до суду створюють умови для довільного правозастосування і потенційних порушень статті 6 Конвенції (право на справедливий судовий розгляд) та Протоколу №1 (захист власності). Водночас Комісія не ставить під сумнів легітимність мети закону, визнаючи наявність реальних безпекових ризиків.

Соціологічний вимір проблеми відображений у дослідженнях Центру Разумкова [6], які фіксують, що значна частка православних українців ідентифікує себе як «просто православний», не пов'язуючи свою релігійну ідентичність із конкретною інституційною юрисдикцією. Цей висновок є критично важливим для розуміння того, чому заборона, адресована юридичним особам, неминуче зачіпає мільйони вірян, які не усвідомлюють своєї «юрисдикційної належності» і сприймають свою парафію передусім як локальну духовну спільноту. Регіональна специфіка Миколаївщини додатково підтверджується даними відкритого реєстру Опендатабот [17], що фіксує переважну більшість громад УПЦ МП без жодної юрисдикційної позначки у назві, а також матеріалами регіональних медіа [10; 12], що відстежують динаміку переходів до ПЦУ.

Таким чином, наявна наукова база охоплює три ключові виміри проблеми: безпековий (роль РПЦ як інструменту гібридного впливу), правовий (прецедентна практика ЄСПЛ та нормативна база України) і соціологічний (ідентифікаційні практики вірян). Водночас у літературі залишаються помітні прогалини. По-перше, бракує компаративних досліджень, що зіставляли б практику України з досвідом інших країн, де держава стикалася з необхідністю обмеження релігійних організацій, пов'язаних із авторитарним зовнішнім центром. По-друге, поза увагою дослідників залишається питання механізмів досудової медіації та

альтернативних інструментів врегулювання, які дозволили б мінімізувати соціальні витрати реалізації заборони. По-третє, відсутня систематична якісна документація того, як сприймають заборонні норми громади у регіонах із домінуванням УПЦ МП, зокрема в умовах, коли парафія є єдиним православним храмом у населеному пункті. Саме ці прогалини й визначають дослідницький внесок цієї статті.

Виклад основного матеріалу. Нормативну основу державно-церковних відносин у незалежній Україні заклав Закон «Про свободу совісті та релігійні організації» №987-XII від 23 квітня 1991 року [14]. Документ закріпив три базові принципи: відокремлення церкви від держави; рівність конфесій перед законом; заборону використання релігії для пропаганди насильства чи розпалювання ворожнечі. За своїм духом цей закон відповідав ліберальній моделі «кооперативного розмежування»: держава не втручається у доктринальні питання, але визнає суспільну роль церков і допускає партнерство у соціальній сфері.

Ця модель функціонувала у відносно стабільному вигляді до 2014 року, хоча неодноразово стикалася з міжюрисдикційними конфліктами між УПЦ МП, УПЦ Київського патріархату та Українською автокефальною православною церквою. ЄСПЛ у рішенні у справі «Свято-Михайлівська парафія проти України» (2007) констатував, що Україна порушила ст. 9 Конвенції, відмовивши громаді у реєстрації статутних змін при переході з однієї православної юрисдикції до іншої [4]. Цей прецедент залишився значною мірою невиконаним у нормативному сенсі: рекомендовані зміни до законодавства були реалізовані лише у 2019 році.

Перший суттєвий зсув у бік «безпекового підходу» відбувся у грудні 2018 року, коли набрав чинності Закон №2662-VIII, що зобов'язав релігійні організації, керівні центри яких розташовані в державі-агресорі, відображати цю приналежність у своїй офіційній назві. Фактично норма адресувалася УПЦ МП, хоча в тексті закону організація не називалася прямо. Практична реалізація заморозилася: УПЦ МП оскаржила вимогу в судах, і лише у грудні 2022 року Конституційний Суд України визнав закон конституційним.

У січні 2019 року Закон №2673-VIII уперше законодавчо унормував процедуру зміни конфесійної підлеглості релігійними громадами, встановивши поріг у дві третини голосів від членів громади, які мають право голосу.

Ця норма безпосередньо вплинула на хвилю переходів до Православної Церкви України, утвореної після отримання Томосу від Вселенського Патріарха у лютому 2019 року. Водночас відсутність у більшості статутів УПЦ МП визначеного членства перетворила процедурне

голосування на перманентну юридичну колізію, що стала предметом численних адміністративних та господарських позовів.

Вирішальним кроком стало прийняття Верховною Радою 20 серпня 2024 року Закону №3894-IX «Про захист конституційного ладу у сфері діяльності релігійних організацій» [13]. Закон заборонив діяльність Російської православної церкви в Україні як організації, що «є ідеологічним продовженням режиму держави-агресора», та встановив судову процедуру припинення діяльності релігійних юридичних осіб, які не розривають доведеного зв'язку з РПЦ у відведений строк. Набравши чинності 23 вересня 2024 року, закон ввів три ключові фільтри: юридичний статус іноземної організації; стійкі ознаки підпорядкованості – затвердження статутів, призначення керівництва, обов'язковість зовнішніх рішень; судову процедуру припинення конкретної юрособи. Нижче подано зведену таблицю ключових законодавчих актів та рішень у сфері регулювання діяльності УПЦ МП.

Таблиця 1

Ключові законодавчі акти щодо регулювання діяльності релігійних організацій в Україні (1991–2024)

Рік	Нормативно-правовий акт	Основний зміст
1991	Закон №987-XII «Про свободу совісті та релігійні організації»	Базовий закон у сфері державно-церковних відносин: закріплення рівності конфесій, відокремлення церкви від держави, гарантії свободи совісті та заборона протиправної діяльності під прикриттям релігії.
2018	Закон №2662-VIII	Встановлення обов'язку для релігійних організацій, керівний центр яких розташований у державі-агресорі, відображати це у своїй офіційній назві.
2019	Закон №2673-VIII	Визначення процедури зміни конфесійної підлеглості релігійної громади; рішення ухвалюється не менш як двома третинами членів громади.
2021	Закон №1915-IX	Інституалізація служби військового капеланства у Збройних силах України та інших військових формуваннях.

Рік	Нормативно-правовий акт	Основний зміст
грудень 2022	Рішення Конституційного Суду України	Підтвердження конституційності положень Закону № 2662-VIII щодо обов'язкового перейменування релігійних організацій, пов'язаних із державою-агресором.
серпень 2024	Закон №3894-IX	Запровадження механізму заборони діяльності Російської православної церкви та афілійованих структур в Україні; визначення судової процедури припинення діяльності відповідних юридичних осіб.

Наведена хронологія демонструє послідовний зсув: від моделі невтручання (1991) до моделі «безпекового фільтру» (2024). Принципово важливо, що на кожному з цих етапів держава формально зберігала рамку пропорційності, уникаючи прямої заборони самого православ'я. Проте практика застосування норм суттєво відставала від їхнього прийняття – цей розрив між текстом і правозастосуванням є однією з центральних проблем, на яку звернула увагу Венеційська комісія у висновку CDL-AD(2024)021 [2].

Для оцінки конвенційної сумісності українських заходів щодо УПЦ МП найбільш релевантними є два масиви прецедентів ЄСПЛ. Перший стосується ліквідації або відмови в реєстрації релігійних організацій; другий – конфліктів між конкуруючими православними юрисдикціями.

Фундаментальним у першому масиві є рішення у справі «Metropolitan Church of Bessarabia and Others v. Moldova» (2001) [3]. ЄСПЛ констатував, що відмова Молдови зареєструвати окрему православну церкву, яка конкурувала з Молдовською православною церквою Московського патріархату, порушила ст. 9 Конвенції. Суд сформулював тест, що відтоді застосовується послідовно: обмеження свободи релігії є допустимим, якщо воно (а) передбачене законом; (б) переслідує легітимну мету; (в) є необхідним у демократичному суспільстві, тобто відповідає нагальній суспільній потребі і є пропорційним цій потребі.

Суд підкреслив: держава не може оцінювати легітимність релігійних переконань – її функція полягає у нейтральному арбітражі, а не у виборі «правильної» церкви.

У контексті України принциповим є рішення у справі «Свято-Михайлівська парафія проти України» (2007), де ЄСПЛ зобов'язав Україну забезпечити реальну процедуру зміни юрисдикції без адміністративних

перешкод [4]. Виконання цього рішення у формі Закону № 2673-VIII 2019 року стало запізнілим, але визнаним кроком у правильному напрямку.

Ключове аналітичне питання – чи витримує Закон №3894-IX перевірку на пропорційність. Аргументи на користь конвенційної сумісності є вагомими: закон не забороняє православну віру, не позбавляє вірян права сповідувати її, не закриває громади автоматично – він адресований юридичним особам, що зберігають інституційну залежність від організації, керівництво якої публічно благословило збройну агресію. Доказова вимога – підтвердження залежності через статутні, кадрові та фінансові механізми – відповідає логіці індивідуалізації, яку ЄСПЛ вважає необхідною умовою.

Водночас Венеційська комісія у висновку CDL-AD(2024)021 зафіксувала кілька процедурних ризиків [2]. По-перше, недостатня деталізація критеріїв «стійкої підпорядкованості» відкриває простір для довільного правозастосування. По-друге, відсутність уніфікованого стандарту доказів перед зверненням до суду може призвести до нерівномірності практики між регіонами. По-третє, норми щодо майна ліквідованих організацій потребують чіткіших гарантій захисту власності громад, що добровільно розривають зв'язки. Ці зауваження не ставлять під сумнів легітимність мети закону, але вказують на ризики порушення ст. 6 (справедливий судовий розгляд) та Протоколу №1 (захист власності) за умов поспішного або некваліфікованого застосування.

Таким чином, правова рамка перебуває в стані умовної конвенційної сумісності: мета і підхід відповідають стандартам ЄСПЛ, але детальна правозастосовна практика ще не склалася і є вирішальним чинником для кінцевої оцінки. Це означає, що подальший розвиток справи УПЦ МП у судах стане важливим прецедентом не лише для України, а й для ширшої практики обмеження релігійних організацій в умовах збройного конфлікту.

Загальнодержавні норми і регіональна практика нерідко розходяться – і Миколаївська область є показовим прикладом цього розриву. Станом на грудень 2025 року в області налічувалося 285 громад, підпорядкованих УПЦ МП, проти 163 громад ПЦУ [10; 12]. Ця диспропорція на користь московської юрисдикції суттєво відрізняє область від центральних і західних регіонів, де темпи переходів до ПЦУ були значно вищими.

Особливістю Миколаївщини є те, що переважна більшість із 285 громад УПЦ МП не відображає приналежності до Московського патріархату у своїх офіційних назвах, що зафіксовано у відкритому реєстрі Опендатабот [17]. Частина з них позначена як «не вказують приналежність до МП», інша – з'являється у реєстрі без будь-якої юрисдикційної позначки. Це не є унікальним для Миколаївщини явищем, однак у регіоні, де до 2022

року зафіксовано лише десять переходів до ПЦУ, воно набуває особливого значення для розуміння імплементаційних труднощів Закону №3894-IX.

Перший задокументований перехід парафії у Миколаївській області стався 11 січня 2019 року: громада с. Тімірязєвка Вознесенського району заявила про перехід до ПЦУ [21]. Показово, що публічне повідомлення про перехід з'явилося у Facebook-дописі місцевого священника, а не у формальному реєстраційному документі, – це відображає характерне для раннього постТомосового періоду злиття громадянської та конфесійної мобілізації.

Подальші переходи у регіоні у 2019 році – громади сіл Суха Балка, Тамарине, Василівка, Новогригорівка та міста Первомайськ – також відбувалися в стислі строки, що свідчить про певний ефект «ланцюгової реакції» у прилеглих громадах.

Для розуміння того, як мешканці сіл, де УПЦ МП залишається єдиною православною структурою, сприймають заборонні норми, у листопаді–грудні 2024 року були проведені два напівструктуровані інтерв'ю з жителями с. Маринівка Доманівського (Вознесенського) району. Парафія с. Маринівка (громада Іоанна Богослова Вознесенської єпархії УПЦ) зареєстрована як така, що «не вказує приналежність до МП», і є єдиним православним храмом у населеному пункті з населенням до 2 тис. осіб.

Перша респондентка – бухгалтерка за фахом, регулярна парафіянка – описала своє релігійне практикування в категоріях особистісної та сімейної духовності, не пов'язуючи його з питаннями юрисдикційної належності. Її реакція на питання про майбутнє парафії відображала не конфесійний, а соціальний вимір втрати: вона говорила про мобілізацію священника і можливе закриття храму як про руйнування спільноти, а не як про юридичну проблему перереєстрації. Другий респондент висловився схожим чином, підкресливши, що сприймає конкретного священника і конкретний храм як «свою церкву», незалежно від того, яка юрисдикційна позначка стоїть у реєстрі.

Ці спостереження узгоджуються з ширшими соціологічними даними: Центр Разумкова фіксував, що значна частка православних українців ідентифікує себе як «просто православний», не прив'язуючи себе до конкретної інституційної юрисдикції [6]. В умовах, коли більшість громад УПЦ МП на Миколаївщині не позначені у реєстрах як пов'язані з Московським патріархатом, пересічний вірянин об'єктивно позбавлений можливості ухвалити усвідомлений «вихід» із забороненої структури – просто тому, що на інституційному рівні ця приналежність прихована. Це ставить під сумнів не легітимність самої заборони, а операційну ефективність обраного підходу до її реалізації.

Відповідь обласної влади на Закон №3894-IX відбувалася на кількох рівнях. Рада Южноукраїнської міської ради ще 30 листопада 2022 року – задовго до прийняття закону – звернулася до центральних органів влади із закликом заборонити РПЦ та її структурні підрозділи [18]. Народні депутати від Миколаївської області майже одностайно підтримали Закон №3894-IX при голосуванні [11]. Проте на рівні реєстраційної практики зміни залишаються повільними: Міністерство юстиції почало вносити позначки «не вказує приналежність до МП» або «приналежність до МП визначено Міністерством юстиції», однак ці технічні позначення самі по собі не є підставою для автоматичного припинення діяльності громади.

Аналіз трьох рівнів законодавчого, судового та регіонального дозволяє сформулювати ключове концептуальне напруження, навколо якого обертається дискусія про заборону УПЦ МП. Воно полягає у конфлікті між логікою колективної відповідальності інституції та логікою індивідуальних прав і свобод.

Прибічники заборонних заходів апелюють до того, що УПЦ МП як організація – а не лише окремі її представники є структурою, через яку системно транслюється ідеологія «руського міру», здійснюється канонічне і адміністративне підпорядкування Москві та формується середовище, в якому колаборація стає можливою. Документально підтверджені випадки використання храмів для розміщення ворожих формувань, виявлення пропагандистської літератури під час обшуків у монастирях, відмова окремих єпископів від молитви за загиблих воїнів – це не поодинокі ексцеси, а індикатори системного ризику [15; 20].

Критики тотального підходу наполягають на тому, що за цими фактами стоять конкретні особи, а не всі 285 громад Миколаївської області чи всі громади УПЦ МП по Україні. Мільйони вірян, більшість із яких не мали жодного стосунку до колаборації, не можуть позбутися права на богослужіння лише тому, що їхня парафія зареєстрована під певною юрисдикційною назвою. Власне, стаття 17 Конвенції – заборона зловживати правами – не є автоматичним інструментом ліквідації організацій; вона застосовується лише в найбільш крайніх випадках, де доведено, що сама організаційна ціль є антиконвенційною [2].

Закон №3894-IX намагається вирішити це напруження через судову процедуру, тобто не адміністративна заборона, а судове рішення у конкретній справі конкретної юридичної особи. Проте, як показує регіональний матеріал, практична реалізація цього принципу натикається на статутну «невидимість» більшості громад. Суд не може зобов'язати громаду розірвати зв'язки з РПЦ, якщо у реєстрі немає жодного доказу існування цих зв'язків – а саме в такому становищі перебуває переважна більшість парафій

Миколаївщини. Це означає, що ефективна реалізація закону потребує попередньої адміністративної роботи зі встановлення фактичної підпорядкованості – і Мін'юст фактично виконує цю роботу через примусове маркування громад, хоча без чіткого нормативного алгоритму такого маркування.

Саме в цій точці рекомендації Венеційської комісії набувають найбільшої практичної ваги: деталізація доказових стандартів, уніфікація процедури повідомлення громад, закріплення типового пакета доказів і мінімальних вимог до мотивування рішень уповноваженого органу – все це має передувати зверненню до суду [2]. Без цих кроків навіть найбільш легітимна мета ризикує перетворитися на серію довільних адміністративних рішень із мінімальними шансами на витримку апеляцій у ЄСПЛ.

Висновки. Проведений аналіз дозволяє сформулювати кілька висновків, що мають як теоретичне, так і практичне значення.

1) Українське законодавство у сфері релігії пройшло за 1991–2024 роки шлях від ліберальної моделі невтручання до «безпекового фільтру», в якому певні інституційні характеристики релігійної організації (канонічна та адміністративна залежність від іноземного центру) стають підставою для обмеження її діяльності. Цей перехід є реакцією на конкретні безпекові виклики і відповідає логіці ст. 9(2) ЄКПЛ, яка допускає обмеження свободи релігії задля захисту громадської безпеки. Критичне питання полягає не в легітимності мети, а в пропорційності та процедурній чистоті реалізації.

2) Аналіз прецедентів ЄСПЛ показує, що українські заходи перебувають на межі конвенційної сумісності: мета і загальний підхід відповідають тесту ЄСПЛ, але процедурні прогалини – відсутність уніфікованих доказових стандартів, нерівномірність адміністративної практики, недостатня деталізація критеріїв підпорядкованості є реальними ризиками, які можуть стати підставою для рішень проти України в ЄСПЛ у конкретних справах.

3) Регіональний матеріал Миколаївської області виявляє структурний парадокс: держава намагається реалізувати заборону щодо організації, більшість місцевих осередків якої статутно «невидима» для заборонних норм. Це не свідчить про неможливість реалізації закону, але вимагає попередньої адміністративної ідентифікації через встановлення фактичної, а не лише формальної підпорядкованості.

4) Матеріал польових інтерв'ю фіксує, що суспільне сприйняття ситуації на місцях значно складніше, ніж лінія «за» або «проти» заборони. Парафіяни здебільшого ідентифікують себе з конкретним храмом і конкретним священником, а не з юрисдикційною назвою в реєстрі. Це означає, що будь-яке застосування закону, яке руйнує місцеву духовну

громаду без пропорційного безпекового обґрунтування, матиме значну соціальну реакцію і погіршуватиме, а не покращуватиме суспільну єдність.

Перспективи дослідження полягають у розширенні польового матеріалу на інші регіони з різною конфесійною динамікою, насамперед на Схід і Захід та у порівняльному аналізі з практикою інших країн, де держава стикалася з необхідністю обмеження релігійних організацій, пов'язаних із зовнішнім авторитарним центром.

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ІСТОРІЯ УКРАЇНСЬКОЇ КУЛЬТУРИ ЯК ОСВІТНІЙ ПРОСТІР: ВІТЧИЗНЯНИЙ ТА ЗАРУБІЖНИЙ ДОСВІД

Анотація. У статті здійснено теоретичне осмислення курсу «Історії української культури» як динамічного освітнього простору в контексті глобальних викликів та трансформації національної ідентичності. Обґрунтовано можливість застосування міждисциплінарного підходу до вивчення рідної культури, що поєднує філософські, соціокультурні та постколоніальні виміри.

Зазначено, що у сучасному гуманітарному дискурсі постає питання про можливість розширення методологічних меж курсу через залучення інструментарію Memory Studies та деколонізаційного підходу, що дозволяє відійти від лінійного хронологічного викладу на користь аналізу символічних кодів. Розглянуто українську вищу освіту як майданчик ретроспективної еволюції дисципліни: від патріотичного наповнення «ідеологічного вакууму» 1990-х років до формування сучасного інструменту культурного опору та самоствердження.

Доведено, що модернізація змісту дисципліни корелює з освітніми трендами провідних університетів світу, де Україна постає самостійним суб'єктом дослідження. Акцентовано, що в умовах російсько-української війни вивчення власної культури переходить у площину екзистенційного

вибору та боротьби за культурний суверенітет. Проаналізовано феномен культурної апропріації української спадщини та досвід закордонних інституцій у подоланні імперських наративів. Запропоновано концепт екзистенційної деколонізації освітнього простору, який передбачає перехід від стану «колонізованого об'єкта» до «суверенного суб'єкта» через відновлення культурної пам'яті та дерусифікацію.

Виснувано, що ефективна модель викладання історії української культури на сучасному етапі потребує подолання методологічного консерватизму, інтеграції в глобальний постколоніальний дискурс та впровадження новітніх стратегій візуалізації й діджиталізації навчального процесу.

Ключові слова: Історія української культури, *Cultural Studies (*Культурні дослідження*), Postcolonial Studies (*Постколоніальні студії), деколонізація, *Memory Studies* (Студії пам’яті), культурна апропріація.

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THE HISTORY OF UKRAINIAN CULTURE AS AN EDUCATIONAL SPACE: NATIONAL AND INTERNATIONAL PERSPECTIVES

Abstract. The article provides a theoretical conceptualization of the "History of Ukrainian Culture" course as a dynamic educational space within the context of global challenges and the transformation of national identity. The study substantiates the feasibility of an interdisciplinary approach to studying native culture, integrating philosophical, socio-cultural, and postcolonial dimensions.

It is noted that contemporary humanitarian discourse raises the question of expanding the course's methodological boundaries by incorporating the tools of

Memory Studies and a decolonial approach, which facilitates a shift from linear chronological narratives toward the analysis of symbolic codes. The authors examine Ukrainian higher education as a platform for the retrospective evolution of the discipline: from the patriotic filling of the "ideological vacuum" in the 1990s to the formation of a modern instrument for cultural resistance and self-assertion.

The research proves that the modernization of the discipline's content correlates with educational trends in the world's leading universities, where Ukraine emerges as an independent subject of study. It is emphasized that under the conditions of the Russian-Ukrainian war, the study of one's own culture moves into the realm of existential choice and the struggle for cultural sovereignty. The phenomenon of cultural appropriation of Ukrainian heritage is analyzed, alongside the experience of foreign institutions in overcoming imperial narratives. The article proposes the concept of existential decolonization of the educational space, which envisages the transition from the state of a "colonized object" to a "sovereign subject" through the restoration of cultural memory and derussification.

It is concluded that an effective model for teaching the history of Ukrainian culture at the current stage requires overcoming methodological conservatism, integrating into the global postcolonial discourse, and implementing the latest strategies for visualization and digitalization of the educational process.

Keywords: History of Ukrainian Culture, Cultural Studies, Postcolonial Studies, decolonization, Memory Studies, cultural appropriation.

Постановка проблеми. Вивчення рідної культури в науковому дискурсі є фундаментальною складовою гуманітарного знання, спрямованою на самопізнання суспільства, осмислення історичного досвіду та формування цілісної картини світу. Це комплексне, багатоаспектне дослідження, яке має філософські, історичні, філологічні, соціологічні підходи, психологічні виміри. Культура завжди не просто пропонує знання, а передусім формує світогляд особистості, впливає на її ціннісні орієнтири. Історія власної культури у такому контексті завжди є дуже важливою складовою як загальної культурної стратегії в масштабах держави, так і самоідентифікації особистості.

Сучасний світ динамічний і мінливий, отож концепція становлення та розвитку власної культури змушена реагувати на нові виклики та визначати актуальні акценти. Вивчення власної культури впевнено перейшло від лінійного вивчення історії до стратегій, що допомагають особистості адаптуватися в глобальному світі, зберігаючи ідентичність. Розвиток концепції транскультурності передбачає аналіз власної культури не

ізольовано, а в її взаємодії з іншими культурами в глобалізованому світі. Сучасний дискурс фокусується на дослідженні методів трансляції культурних сенсів, історичної пам'яті та символічних кодів. Відповідно ця проблема є в фокусі гуманітарної політики і значною мірою детермінує освітній процес на усіх його рівнях, зокрема в контексті вітчизняної вищої освіти.

Аналіз останніх досліджень і публікацій. Ідея вивчення власної культури як фундаменту особистості стала однією з ключових, починаючи з 18 століття. Значною мірою на становлення поглядів на національну ідентичність, соціальний розвиток та критичне мислення, вплинув один із фундаторів ідеї культурного націоналізму Йоганн Готфрід фон Гердер (Німеччина). Власне Гердер, з його ідеєю Volksgeist («дух народу»), спонукав багатьох європейських діячів (зокрема й українських) звернутися до вивчення власної, передусім народної культури як джерела сили нації [1].

Романтична ідея Гердера, з культом народності, мови й історизму, що стало альтернативою раціоналізму Просвітництва, дуже відгукнулася в українському науковому середовищі. Перші спроби систематичного вивчення української культури пов'язані з діяльністю таких істориків, етнографів та філологів, як Михайло Максимович, Микола Костомаров, Пантелеймон Куліш, Олександр Потебня, Володимир Антонович та інші. Впродовж наступних десятиліть ідея вивчення власної культури як на Заході, так і в Україні, пройшла шлях від етнографічних досліджень в дусі романтичного захоплення «духом народу» (Й.Гердер, М.Максимович, М.Костомаров) до наукової аргументації того незаперечного визнання, що своя культура є «базовим забезпеченням» нашого мислення через засвоєння культурних знаків та інструментів рідного середовища (Л.Виготський) [2]; «культурним капіталом», який визначає соціальний статус людини (П'єр Бурдьє, Франція) [3]; інструментом звільнення, якщо люди вивчають світ крізь призму свого власного досвіду та культурного спадку (Пауло Фрейре, Бразилія)[4]. Освіта має ґрунтуватися на культурному досвіді і цінностях – це одна з провідних ідей концепції сучасної «культурологічно релевантної педагогіки» (Culturally Relevant Pedagogy), авторкою якої є Глорія Ледсон-Біллінгс (США) [5] та теорії «культурологічно чуйного навчання» (Culturally Responsive Teaching) (Заретта Геммонд (США) [6]. Поширеною є концепція Джанго Парса Culturally Sustaining Pedagogy (CSP), стрижневою ідеєю якої є твердження, що освіта повинна активно підтримувати та зберігати культурну та лінгвістичну багатоманітність, не даючи їй асимілюватися в панівну культуру.

З урахуванням цих та подібних сучасних педагогічних концепцій формується культурологічний науковий дискурс останніх років, у якому

суттєва роль належить проблемі вивчення власної культури. Провідними напрямами у цьому контексті можна вважати Cultural Studies (Культурні дослідження) з фокусом на різноманітних культурних практиках та Постколоніальні студії, особливо важливі для українського соціокультурного контексту.

Метою статті є теоретичне осмислення курсу «Історії української культури» як динамічного освітнього простору в контексті глобальних викликів та трансформації національної ідентичності.

Виклад основного матеріалу. Навчальні дисципліни, які знайомлять з історією власної культури, є в багатьох країнах, але вирізняються назвою, статусом та ключовими акцентами залежно від самої країни, історичного контексту, сучасного статусу та освітніх традицій.

Формати дисципліни можуть варіюватися. Так, *Регіональні студії (Area Studies)* пропонують програми, присвячені конкретній країні чи регіону (до прикладу, *American Studies* у США, *British Studies* у Британії, *German Studies* у Німеччині), в межах яких вивчається історія, мова та культура одночасно.

Але більш поширеним є у західноєвропейському науковому просторі є вивчення проблеми крізь призму *Cultural Studies (Культурних досліджень),* де акцент зміщено з хронологічного переліку подій (історії культури) на критичний аналіз, дослідження культури як взаємодії влади, ідеології, мистецтва та медіа, комплексного впливу культури на людину.

Культурологічно-відповідне навчання (*Culturally Responsive Teaching*), апологеткою якого є Женев'єва Гай, філософським підґрунтям має вже згадану *Culturally Relevant Pedagogy (CR*P) Глорії Ледсон-Біллінгс, і теж є популярним підходом в університетах США, Канади та Австралії. Викладачі не просто знайомлять з теорією, а інтегрують у навчальні плани приклади, тексти та кейси, що стосуються етнічного та культурного походження студентів.

Останнім часом, особливо в англосаксонській традиції, акцентується постколоніальна оптика, спадщина колоніалізму та сучасна мультикультурність. У академічному фокусі актуалізується проблема ідентичності, реконструкція національних міфів, відбувається так звана Деколонізація навчальних планів (*Decolonizing the Curriculum*), як потужний рух, що особливо помітний у британських (Оксфорд, Кембридж) та південноафриканських університетах. Суть у тому, щоб перестати дивитися на світ лише через «західну» (європейську) призму.

Ще одним важливим підходом до аналізу проблем власної культури є Студії пам'яті. *Memory Studies* та постколоніальні дослідження зараз є тією «оптикою», крізь яку західні університети переосмислюють історію

культур, зокрема й української. У традиційних програмах культура викладається як лінійний процес: від давнини до сьогодні. У сучасних західних програмах (наприклад, у Єльському університеті чи Університеті Торонто) акцент *зміщується на теорію постпам'яті* (*Маріанна Гірш, Поль Рікер*) [7; 8].

У зазначених вище контекстах активно формується Східноєвропейський дискурс, для якого вивчення власної культури пов'язане з проблемами здобуття незалежності, деколонізації, дослідженнями власної ментальності, проблемами колективної травми, культурної апропріації тощо

Так, до прикладу, польські університети пропонують освітній курс *«Історія та культура Польщі»*, з акцентами на шляхетській культурі, ролі творчої інтелігенції у процесах націєтворення в часи бездержавності (останнє дуже корелює з відповідними процесами української культурної історії) [9]. Прикметно, що останніми роками серед студентів провідних польських університетів дедалі більшою популярністю користуються програми «*Європейська культура*», де польська культура розглядається як невід'ємна і важлива складова загальноєвропейського культурного простору. Свій досвід перебування в імперіях має Чехія, для якої, як і для України, ключовими проблемами в зазначеному контексті є національне відродження XIX століття, дисидентська культура, регіональна ідентичність, автентична спадщина тощо.

Український досвід має свої особливості, а історія дисципліни «Історія української культури» є яскравим відображенням того, як українська вища освіта намагалася відійти від радянських ідеологем до побудови власної національної ідентичності.

Ретроспективний аналіз становлення дисципліни «Історія української культури» і змін у її змісті дозволяє виокремити кілька ключових етапів.

Перший етап, *1990-ті – поч. 2000-х,* тісно пов'язаний з політичними процесами на хвилі здобуття незалежності, коли виникла нагальна потреба заповнити ідеологічний вакуум, який виник після зникнення з академічних програм навчальних дисциплін «Історія СРСР» та «Історія КПРС». Останні були необхідною ідеологічною складовою підготовки фахівців у закладах вищої освіти СРСР, зокрема й України як частини єдиного соціокультурного простору. Починаючи з 1991 року, «Історія української культури» поступово стала обов'язковою (нормативною) для всіх спеціальностей, а її мета визначалася як патріотичне виховання, реконструкція власної культурної історії шляхом повернення забутих сторінок та імен (Розстріляне відродження, заборонені імена, діаспорна спадщина, дисиденти-шістдесятники тощо).

До певної міри курс визначався як етноцетричний, історія культури розглядалася здебільшого як історія художньої спадщини, пріоритетним методом вважався хронологічний опис. Проте заради справедливості слід зазначити, що для перших років української незалежності цей підхід себе цілком виправдовував, а до розробки концептуальних засад нової дисципліни дедалі активніше залучалися такі наукові та моральні авторитети, як Іван Дзюба, з його розумінням української культури як цілісного організму; Мирослав Попович, з революційним підручником «Нарис історії культури України», який чи не вперше запропонував замість простого опису творів мистецтва фокусувати увагу на історії ментальності та світогляду; Сергій Кримський, з його філософським поглядом на українську культуру крізь призму архетипів та «софійності».

Це дало свої результати, і на другому етапі, *з середини 2000-х і до 2014 року,* відбувся своєрідний «культурологічний розворот», наслідком якого можна вважати перехід від «історії мистецтва» до «історії культури» як системи. Процес не відзначався легкістю, адже більшість викладачів, маючи радянську освітню підготовку, сформувалися в межах класичного мистецтвознавчого або хронологічного підходів, з логічною «лінійністю» і «позитивізмом» при вивченні сухих фактів та об'єктів. Методологічний бар'єр спричинив багато проблем і фахових дискусій, але перехід від трансляції знань до спільної рефлексії дедалі активніше стверджувався в університетських програмах та студентських аудиторіях.

Третій етап своєю точкою відліку має 2014 і особливо 2022 роки, коли освітній компонент «Історія української культури» набув статусу інструменту боротьби в інформаційній та культурній війні. Ключовими аспектами курсу можна вважати теми травми, культурного опору, боротьби за культурний суверенітет.

Російсько-українська війна радикалізує процеси ідентифікації та актуалізує деколонізацію як екзистенційний вибір. Відповідно весь академічний контекст, який сприяє становленню української ідентичності, постає зараз не просто як освітня категорія, а як форма історичного самоствердження в ситуації загрози існуванню. Для України ці питання набули не лише теоретичного, а й гострого практичного значення, ставши фундаментом для осмислення процесів деколонізації та дерусифікації в умовах боротьби за державний та культурний суверенітет. Процес вивчення української культури передбачає не лише відмову від нав'язаних ззовні наративів, а й активне творення нових культурних смислів. Це шлях від стану «колонізованого об'єкта» до «суверенного суб'єкта» світової культури. Концепт екзистенційної деколонізації є сьогодні одним з найгостріших в гуманітаристиці і передбачає осмислення української

культури крізь оптику постколоніальних студій. Дерусифікація в цьому контексті виступає не як акт агресії, а як необхідна умова для відновлення культурної пам'яті та самодостатності. Сучасна Україна демонструє світу приклад активної деколонізації, де культура стає полем боротьби за ідентичність та національну свободу. Це надзвичайно актуальний напрям, адже він корелює з освітнім трендом, яким є «деколонізація» східноєвропейських студій у провідних університетах світу.

Відповідно актуальним стає фокус дослідження України в глобальному постколоніальному контексті, зокрема порівняння українського досвіду з досвідом країн Глобального Півдня та Центрально-Східної Європи (Тімоті Снайдер (*Integration and disintegration: Europe, Ukraine, and the World. Slavic Review, 2015),The making of modern Ukraine, 2022*) [10; 11].

Україна перестає бути «додатком» до імперського наративу і стає самостійним об'єктом дослідження. В останні роки в провідних університетах світу (Гарвард, Кембридж,) активно розвиваються саме *Ukrainian Studies*. Там «Історія української культури» викладається як частина інтелектуальної історії Східної Європи, з акцентом на деколонізацію та постколоніальну теорію. Український контекст інтегрується в іноземні програми:

Так, у Гарварді (США) функціонує програма «Ukrainian Studies». Гарвардський український науковий інститут (HURI) пропонує курси, зокрема «Ukraine as a Postcolonial State», які розглядають культуру через інтелектуальну історію. Тут у фокусі аналіз концепції «гібридної ідентичності» (за Г. Бгабгою) і того, як українська культура виборює свій голос після століть перебування в тіні імперії. Це прямий зв'язок між класичною культурологією та гострими політичними питаннями [12].

У світовому академічному просторі триває великий перегляд східноєвропейських студій, одним із напрямів якого є проблема культурної апропріації. Ця проблема є дуже актуальною для України, адже багато українських культурних явищ вивчалися як частина «російського авангарду» чи «радянського досвіду». Так, сьогодні у Кембриджському університеті (Велика Британія) діє програма Cambridge Ukrainian Studies, яка робить акцент на візуальній культурі та кінематографі. Прикметно, що чи не вперше західні студенти почали вивчати авангард (О. Екстер, В. Кандинський, К. Малевич) не як «російський модерн», а як продукт київського та харківського мистецьких середовищ [13].

Цікавим є досвід Університету Віадріна (Німеччина) у Франкфурті-на-Одері, одного з лідерів у вивченні Memory Studies у Європі. Українську історію та культуру тут викладають в межах курсу з красномовною назвою «Entangled Histories» (Переплетені історії). Культура України розглядається

як простір взаємодії різних впливів: польського, єврейського, німецького, кримськотатарського. Це допомагає студентам краще усвідомлювати складну архітектоніку ідентичності Центрально-Східної Європи [14]. Заслуговує окремої згадки Канадський інститут українських студій (CIUS), який спеціалізується на діаспорній культурі та збереженні спадщини. В межах курсу культури тут досліджують, як українська культура трансформувалася в еміграції, зберігаючи архаїчні риси та адаптуючись до канадського мультикультуралізму. Це фактично вивчення культури як «мобільного архіву» пам'яті. Особлива увага приділяється темі постпам'яті та Чорнобилю як культурній травмі, що змінила світове сприйняття екології та техногенних катастроф [15].

Висновки. Дослідження та викладання національної культури в сучасному освітньому просторі постає однією з фундаментальних проблем гуманітаристики, що розвивається у нерозривному зв’язку із суспільними трансформаціями. Якщо на початку 1990-х років інтеграція дисципліни «Історія української культури» у програми закладів вищої освіти України була зумовлена процесами «дерадянізації» та національного відродження, то сьогодні нагальною є модернізація її змісту відповідно до світових інтелектуальних трендів.

Основними векторами цієї трансформації можна вважати: деколоніальний поворот та постколоніальну теорію (впровадження ідей Е. Саїда, Г. Бгабги, Г. Чакраворті Співак та Т. Снайдера дозволяє переосмислити українську культуру через концепції «гібридної ідентичності», «культурних субалтернів» та подолання наслідків культурної апропріації).

Студії пам’яті (Memory Studies): залучення теорій М. Гірш та П. Рікера забезпечує перехід від лінійного «Великого наративу» до аналізу колективної та індивідуальної пам’яті. Це дає інструментарій для глибокої рефлексії над культурними травмами (Голодомор, Голокост, Чорнобильська катастрофа, сучасна війна) та способами їх репрезентації.

Така методологічна конвергенція не лише інтегрує український контекст у глобальний науковий дискурс, а й формує низку викликів для академічної спільноти.

Подолання методологічних бар’єрів, психологічна готовність до нового прочитання традиційних тем, перехід до міждисциплінарності, візуалізація та діджиталізація контенту як відповідь на запити «цифрового покоління» студентів, апеляція до світового досвіду є необхідними передумовами фахової компетентності на сучасному етапі.

Зрештою, успішна модернізація курсу можлива лише за умови подолання надмірного адміністрування та створення простору для авторського бачення, що спирається на передовий світовий досвід.

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ДЕРЖАВНА КУЛЬТУРНА ПОЛІТИКА УКРАЇНИ В ГАЛУЗІ КІНО (1991 – 2014 РР.): НОРМАТИВНО-ПРАВОВЕ ЗАБЕЗПЕЧЕННЯ ТА ПРАКТИЧНА РЕАЛІЗАЦІЯ

Анотація. У статті здійснено комплексний історико-культурологічний аналіз процесу формування, еволюції та практичного втілення державної культурної політики України в галузі кінематографії з відновлення незалежності до Революції Гідності (1991 – 2014 рр.). У ході роботи було використано метод узагальнення, аналізу та синтезу; метод систематизації; історико-порівняльний та хронологічний методи, що дало комплексно дослідити питання.

Виокремлено проблеми та завдання для державної політики, необхідні напрямки трансформації галузі кіно з відновленням незалежності. Досліджено етапи становлення та трансформації нормативно-правової бази галузі кіно, зокрема Закон України «Про кінематографію», урядові постанови щодо структурної перебудови інституцій, а також нормативні акти, спрямовані на регулювання кінопрокату й упровадження протекціоністських механізмів.

Проаналізовано спроби держави захистити національне культурне поле через механізми обов’язкового дублювання фільмів державною мовою та надання податкових пільг для вітчизняних виробників. Особливу увагу приділено аналізу практичної реалізації відповідних документів в умовах затяжної економічної кризи, інституційної перебудови та впливу іноземного культурного продукту (передовсім російського).

Визначено, що відсутність системної стратегії та постійне недофінансування галузі у досліджуваний період призвели до стихійного розвитку кіномережі та тривалої кризи національного кіновиробництва, наслідки якої подекуди залишаються й нині.

Доведено, що попри затяжну кризу, саме в цей період було закладено правовий та концептуальний фундамент для відродження українського кінематографа, яке активізувалося наприкінці окресленого хронологічного етапу.

Ключові слова: державна культурна політика, нормативно-правові акти, кінематограф, проблема, розвиток.

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UKRAINE'S STATE CULTURAL POLICY IN THE FIELD OF CINEMA (1991–2014): LEGAL FRAMEWORK AND PRACTICAL IMPLEMENTATION

Abstract. This article presents a comprehensive historical and cultural analysis of the process of formation, evolution and practical implementation of Ukraine's state cultural policy in the field of cinema from the restoration of independence to the Revolution of Dignity (1991–2014). The research employed methods of generalisation, analysis and synthesis; the method of systematisation; and historical-comparative and chronological methods, which enabled a comprehensive examination of the issue.

It identifies the challenges and tasks for state policy, as well as the necessary directions for the transformation of the film industry following the restoration of independence. The stages of the formation and transformation of the regulatory framework of the film industry are examined, in particular the Law of Ukraine 'On Cinematography', government resolutions on the structural reorganisation of institutions, as well as regulatory acts aimed at regulating film distribution and the introduction of protectionist mechanisms. The study analyses the state's attempts to protect the national cultural sphere through mechanisms such as the mandatory dubbing of films into the state language and the provision of tax incentives for domestic producers. Particular attention is paid to the analysis of the practical implementation of relevant documents in the context of a protracted economic crisis, institutional restructuring, and the influence of foreign cultural products (primarily Russian).

It has been established that the lack of a systematic strategy and the chronic underfunding of the sector during the period under review led to the haphazard development of the cinema network and a prolonged crisis in national film production, the consequences of which are still felt in some quarters today. It has been demonstrated that, despite the protracted crisis, it was during this very period that the legal and conceptual foundations were laid for the revival of Ukrainian cinema, which gained momentum towards the end of the chronological period under consideration.

Keywords: state cultural policy, regulatory and legal acts, cinema, problem, development.

Постановка проблеми. Культурна політика держави постає важливим чинником в розбудові її стійкості, національної ідентичності. Новий етап розвитку української державності зумовив трансформацію суспільно-політичних реалій, що в свою чергу також спричинило зміни в культурно-політичному ключі. Безумовно, кіноіндустрія є надважливою складовою цих процесів. Сучасна сфера кіно в Україні перебуває в складному стані, відтак важливо детально проаналізувати зміни нормативно-правової бази, прослідкувати трансформацію векторів державної політики, проаналізувати результати їх реалізації, аби розуміти, які зміни необхідні для кіноіндустрії та механізмів державного управління.

Аналіз останніх досліджень та публікацій. Питання державної культурної політики в галузі кінематографії відображено в працях О. Гриценка [1], С. Здіорука [3], С. Кучина [6], Т. Конівіцької [5], І. Бабія [5], Л. Саракун, О. Мусієнко, В. Черби, О. Семашко та ін.

Мета статті – здійснити комплексний аналіз процесу формування, нормативно-правового забезпечення та практичної реалізації державної культурної політики України в галузі кінематографії у період з 1991 по 2014 роки, виявивши ключові виклики, суперечності та результати інституційної трансформації кіногалузі в цей час.

Виклад основного матеріалу. Кінематограф постає важливою складовою культурного життя, в тому числі завдяки його впливу на суспільні маси. Він є потужною культурною індустрією з перспективами розвитку та великими комерційними можливостями, і водночас постає дієвим засобом впливу на культурну свідомість, формування іміджу держави закордоном. Український кінематограф має давню історію та славиться творчими здобутками. Втім кризові явища, зумовлені новими суспільно-політичними та економічними реаліями, негативно позначились на розвитку сфери кіно, багато проблем й нині залишаються не розв’язаними, гальмуючи подальший культурний розвиток.

За радянської доби кінематограф розглядався як частина державної ідеологічної системи, й фінансування здійснювалось, відповідно, за рахунок бюджетних коштів. Відтак з проголошенням незалежності дана галузь, як і загалом вся культурна сфера, стикнулась з рядом проблем:

1. Необхідність трансформації відповідних інституцій, що перейшли в «спадок». Втім зміни відбувались стихійно, без чіткої стратегії, що ускладнювало перехід від радянської моделі до системи, що відповідала б сучасним реаліям;

2. Глибока економічна криза, що позначилась на всіх сферах життя суспільства; брак фінансування, на жаль, і нині є актуальною проблемою для кіногалузі (як і здебільшого для культурної царини);

3. Трансформація культурних орієнтирів;

4. Великий російський деструктивний вплив, що, безумовно, не міг оминути сферу кіно;

5. Складність конкуренції національного продукту зі світовим культурно-економічним ринком.

Відтак розуміємо, що завданнями державної культурної політики в окреслений час мали стати реформування успадкованих радянських інституцій, підвищення конкурентоспроможності національного культурного продукту.

Поруч з тим пріоритетним завданням державної культурної політики стало створення нової законодавчої бази, що прийшла б на зміну нормативно-правовому спадку СРСР та відповідала всім потребам та викликам незалежної України. Основи державної політики в галузі кіно закладено в Законі України № 9/98-ВР «Про кінематографію» від 13 січня 1998 р., що з певними правками діє і нині. Закон визначає правові основи діяльності в галузі кінематографії та регулює суспільні відносини, пов'язані з виробництвом, розповсюдженням, зберіганням і демонструванням фільмів [12]. Саме він задає нормативно-правову основу для всієї сфери кіно в Україні. В цьому контексті також варто згадати про Постанову Кабінету Міністрів України №563-97-п від 09.06.1997 р. «Про структурну перебудову в галузі кінематографії», за яким закріплювались умови тиражування, розповсюдження, публічного показу чи демонстрування кіно- і відеофільмів (прокатне посвідчення) [14]. Поруч з іншими прийнятими нормативно-правовими актами, дані документи закладали тло для трансформації кіногалузі, однак частина положень лишались декларативними, а подекуди відверто неможливими для реалізації.

Держава робила кроки для підтримки розвитку кіноіндустрії, втім реалізовані були вони не в повній мірі. Так, до прикладу, Указом Президента України № 1152 / 98 від 20.10.1998 р. «Про державну підтримку культури і мистецтва в Україні» було засновано три щорічні гранти Президента України молодим діячам у галузі театрального, музичного, циркового, образотворчого мистецтва та кінематографії, а також молодим письменникам і майстрам народного мистецтва [8]. Втім цих заходів було недостатньо для відновлення галузі.

В загальному 1990-рр. фактично позначились розпадом мережі кінопрокату, що перейшла від СРСР, втім нові культурні заклади не закривали всіх потреб населення. З розпадом СРСР припинилось централізоване фінансування індустрії, внаслідок чого було скорочено бюджети кіновиробництва, зупинено кінопроєкти, багато митців лишились без роботи. Відповідно, держава в умовах економічної кризи не мала змоги

підтримувати сферу в повній мірі. Крім того ще одним ударом для індустрії стало масове закриття кінотеатрів, які не мали змоги оновлювати технічне обладнання, ремонтувати приміщення та ін. Крім того падіння рівня життя населення теж негативно позначилось, оскільки пріоритети громадян здебільшого зводились до задоволення базових потреб. Відтак більшість кінотеатрів закривались, що суттєво зменшило доступність кіно для глядачів та негативно позначилось на культурі кіноперегляду в Україні.

Відповідно, на такому економічно-політичному тлі розуміємо, що фінансування галузі державою було мізерним. У 1990-х рр. з'явились перші спроби приватизації кіностудій. Зокрема Одеська та Київська кіностудії намагались залучати приватний капітал для виробництва кіно продукту, втім здебільшого ці проекти не реалізовувались, а частина студій взагалі опинилась під загрозою банкрутства. Однак позитивним зрушенням стала співпраця з міжнародним кіноринком, внаслідок чого з'явились перші копродукційні роботи, а деякі українські режисери отримали фінансування від європейських фондів.

Втім ці кроки не могли забезпечити конкурентоспроможність українського культурного продукту, як наслідок маємо домінування іноземного контенту.

Крім окремих законодавчих актів, були здійснені комплексні спроби вивести український кінематограф з кризи. Так в грудні 2002 р. було прийнято Закон «Про затвердження Загальнодержавної програми розвитку національної кіноіндустрії на 2003 – 2007 роки», що була створена з метою «створення умов для розвитку національного кіномистецтва в ринкових умовах, відновлення його ролі і впливу в духовній сфері суспільства» [1, с. 188]. Програма була спрямована на забезпечення державного протекціонізму у сфері кіно, реформування матеріально-технічної бази кінематографії та ін. Фактично, в такий спосіб держава визнавала свої прорахунки в підтримці та розвитку вітчизняної кінематографії, так і відсутність продюсерської програми. Закладені положення були грандіозними: «Доведення виробництва вітчизняних фільмів …до таких обсягів на рік: 30 повнометражних ігрових фільмів; 120 серій телевізійних ігрових фільмів (серіалів); 30 анімаційних фільмів; 500 хвилин анімаційних телесеріалів; 5000 хвилин просвітницьких і документальних фільмів» [1, с. 188]. Втім ця програма не була реалізована в повному обсязі в передбачені терміни, а відтак не принесла якісних істотних змін в кіноіндустрію. Однією з причин цього знову ж таки стали проблеми з фінансуванням.

Як наслідок розуміємо, що перші роки незалежності показують, що в цей час не було сформовано механізму підтримки та державної політики розвитку галузі. Законодавчі акти, що видавались, закладали лиш правове

обрамлення для кіно, втім так і не втілились в рішучі реформи кіноіндустрії, що призвело до її занепаду та втрати кіно професіоналів.

Відповідно, розуміємо, що однією з найбільш актуальних проблем тогочасної української кіноіндустрії є недосконала система управління. Державне агентство України з питань кіно як спеціалізований орган влади в галузі кінематографу було утворено 2005 р. Постановою Кабінету Міністрів України від 22.11.2005 р № 1111 «Про утворення Державної служби кінематографії» [15]. До цього держава майже не фінансувала кіновиробництво в Україні. Ця інституція мала координувати державні ініціативи у галузі, налагоджувати міжнародну співпрацю, систематизувати кіновиробництво та підтримувати українських виробників кінопродукції. Втім Держкіно так і не вдалось ефективно здійснювати державну політику в повній мірі та ініціювати відповідні реформи. Так, до прикладу, не вдалось затвердити Концепцію Загальнодержавної цільової національно-культурної програми розвитку національної кіноіндустрії на 2012 - 2016 р. Документ був підготовлений ще в січні 2010 р. і спочатку планувався на 2011- 2015 рр. У листопаді 2011 р., у дещо зміненому вигляді і зі скоригованою назвою, він обговорювався на засіданні міжвідомчої робочої групи в Державному агентстві України з питань кіно, але результату це так і не дало [3, с. 23]. Проте, так чи інакше, діяльність Держкіно призвела до активізації кінематографічного процесу в Україні, в тому числі завдяки створенню механізмів підтримки та фінансування кіно. Система грантів сприяла створенню якісного українського кіно, що сприяло формуванню української кінематографічної традиції та сприяло конкурентоспроможності на міжнародному ринку.

Незмінною, на жаль, проблемою кінематографу є брак фінансування. Пропоную розглянути це детальніше. Так, до прикладу, 2007 р. на дану сферу було виділено 49 млн. 250 тис. грн; у 2008 р. - 51 млн. грн; у 2010 р. - 24 млн. 100 тис. грн; у 2011 р. – 110 млн 790 тис. грн; на 2012 р. заплановано 120 млн. грн [3, с. 24]. Задля розуміння проблеми можемо порівняти кінобюджети України та деяких інших держав. Так у Франції в 2009 р. він становив 535 млн. євро, в Німеччині – 140 млн євро, у Польщі – 45 млн євро, в той час як в Україні це було лиш 5 млн грн. Цього ж року було запущено у виробництво у Франції – 240 фільмів, у Німеччині – 120, в Україні – 2 [3, с. 24] . Варто зазначити, що таке фінансування кіно в Україні було зумовлене кризовими явищами, й не варто порівнювати в повній мірі ці сфери, зважаючи на різний історико-політичний бекграунд, втім все ж пені висновки з наведеного ми можемо зробити.

Окремим проблемним полем вітчизняного кінематографу стала низька конкурентоспроможність з міжнародним продуктом. До прикладу, із

загального обсягу кінопродукції, що пропонувалась українському глядачеві, частка національного продукту складала менше ніж 0,1%. У Франції цей показник був 36%, у Туреччині - 53%, у Польщі – 22%. Варто зазначити, що в цей час понад 70 % українців, відповідно до соціологічних досліджень, були зацікавлені в перегляді саме українського кіно [2, с. 24].

Окремо варто зауважити, що в цей час сфера кіно, як і загалом весь культурний простір України, перебував під потужним російським впливом. Тому важливим вектором державної культурної політики стала своєрідна «українізація» кінопрокату. Так серед важливих документів в даному ключі є постанова Кабміну №20, прийнята 16 січня 2006 р., «Деякі питання порядку розповсюдження і демонстрування фільмів», за якою встановлювались квоти дублювання, озвучення чи субтитрування українською мовою іноземних фільмів для прокату: з 1 вересня 2006 р. - не менше 20%; з 1 січня 2007 р. - не менше 50%; з 1 липня 2007 р. - не менше 70% [2]. Втім дану постанову було скасовано Київським апеляційним судом рішенням від 17.11.2006 р., що знайшло підтримку віце-прем'єра Дмитра Табачника та прем'єра Віктора Януковича. Проте, громадськість вимагала дотримання мовних норм, посилаючись на статтю 14 Закону «Про кінематографію». За цих обставин міністр культури Ю. Богуцький та голова Держкіно Г. Чміль шляхом переговорів з кінопрокатниками 22.12.2006 р. підписали «Меморандум про співпрацю», за яким кінопрокатні компанії пообіцяли до 31 грудня 2007 року збільшити частку україномовних фільмів до 50%, а дитячих до 100% [1, с. 196].

Опісля обурення проросійського середовища не вщухало. Й за таких умов нардеп Вадим Колесніченко зареєстрував у парламенті проект змін до Закону «Про кінематографію», за якими 14 Стаття давала б змогу робити субтитри не лише українською, себто державною мовою, а й регіональною або мовою меншин.

Через дострокові парламентські вибори зміни не були затверджені. 2008 р. міністром культури В. Вовкуном було підписано Наказ «Про дублювання або озвучення чи субтитрування державною мовою іноземних фільмів», що забороняв видачу прокатних посвідчень для іноземних фільмів, що не були продубльовані державною мовою [10]. Цей короткий аналіз чітко відображає російський вплив на формування національної культурної політики та як цьому впливу український соціум протистояв, свідченням чого може слугувати зростання відвідуваності, а відповідно й прибутків кінотеатрів за українського дублювання. Так за 11 місяців 2009 року виручка кінотеатрів склала 379,8 млн. грн., що на 33,5 % більше, ніж за увесь 2008 рік; кількість глядачів зросла до 13,8 млн., на противагу 12,2 млн. в цей самий час [1, с. 197].

В означеному контексті варто згадати про нормативно-правові акти, спрямовані на підтримку кіноіндустрії. Так було прийнято в лютому 2010 р. Закон України № 1909-VI «Про внесення змін до Закону України "Про кінематографію" та інших законів України щодо підтримки виробництва національних фільмів» [8], а також Закон України № 2756-VI2010 р.: «Про внесення змін до деяких законодавчих актів України у зв`язку з прийняттям Податкового кодексу України», прийнятий в грудні 2010 р.[7]. Відповідно до цих нормативно-правових актів, встановлювалась низка пільг для національних фільмів, включно з етапом виробництва. Також від ПДВ на 5 років звільнялись операції з постачання національних фільмів їх виробниками, роботи й послуги з виробництва фільмів, послуги з демонстрування національних фільмів, також дублювання українською мовою іноземних фільмів [8].

Однак ряд проєктів, що мали б сприяти розвитку українського кінематографу, так і не були прийняті. Серед них - проект Закону України №4764 від 03.07.2009 р. «Про загальнодержавний збір на розвиток театрального мистецтва та кінематографії в Україні» [11], який був відхилений менше ніж за пів року з посиланням на недоцільність в умовах фінансової кризи та низького рівня життя. В ряді нереалізованих варто згадати Проект Закону України «Про національний культурний продукт» [13], який мав сприяти врегулюванню відносин, пов’язаних зі створенням, реалізацією та споживанням національного культурного продукту, втім був зумисне загальмований.

Висновки. Процес розбудови українського кінематографу в 1991 – 2014 рр. був несистемним та мав переважно стихійний характер. Перехід від централізованої моделі, що функціонувала в радянський час, до ринкових умов незалежної України відбувався без чіткої стратегії, що призвело до глибокої кризи сфери кіно. Ситуація покращилась лиш на початок 2000-х рр., втім українське кіно все ще не було забезпечене всім необхідним для розвитку.

Нормативно-правова база затверджувала прагнення держави до розвитку кіноіндустрії, втім задекларовані принципи стикались з реальністю. Хронічною проблемою кіно було (на жаль, ним й залишається) фінансування. Підтримка культурної галузі за залишковим принципом унеможливлювала повноцінне функціонування сфери та відповідних правових механізмів.

Окремо варто зазначити про значення іноземного кінопродукту для українського ринку. Особливої уваги заслуговує роль російського кіно- та медіапродукту, що були інструментами впливу та утримання України в інформаційному просторі рф. Держава робила кроки до врегулювання цього

питання в нормативно-правовому ключі, запровадивши обов'язкове дублювання та субтитрування фільмів державною мовою, а також податкові пільги.

Попри те, що 1991 – 2014 рр. позначені кризовими явищами, втім цей період має важливе значення, оскільки в цей час було закладено основи механізмів функціонування українського кінематографу.

Даний аналіз є поштовхом до роздумів щодо подальшої трансформації кіноіндустрії. Україна має велику історію розвитку кінематографу, безліч здобутків в даній сфері. Відтак розвиток державної культурної політики, забезпечення механізмів фінансування та регулювання відносин в сфері виробництва кіно, впорядкування нормативно-правової бази здатні підняти кіногалузь в нашій державі на якісно новий рівень.

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АДМІНІСТРУВАННЯ БІБЛІОТЕЧНИХ ЗАКЛАДІВ В УМОВАХ ПОВНОМАСШТАБНОГО ВТОРГНЕННЯ: ТЕОРЕТИКО-МЕТОДОЛОГІЧНИЙ АСПЕКТ

Анотація. У статті здійснено комплексний теоретико-методологічний аналіз трансформації системи адміністрування бібліотечних закладів України в умовах повномасштабного вторгнення. Обґрунтовано, що галузь зазнала концептуальної зміни, яка зумовила перехід від традиційно орієнтованого ресурсного менеджменту до нової моделі антикризового адміністрування. Протягом розглянутого періоду стратегічна роль бібліотек еволюціонувала до статусу об’єктів національної інформаційної безпеки та центрів забезпечення інституційної стійкості. Методологія дослідження базується на принципах історизму, науковості, антропоцентризму. Основу розвідки становить проблемно-хронологічна систематизація наукового доробку вітчизняних учених за 2022–2025 рр., яку класифіковано за трьома фазами: екстреного антикризового реагування, інфраструктурно-технологічної стабілізації, реконцептуалізації та стратегічного планування.

У роботі висвітлено управлінську специфіку адаптації вітчизняних бібліотек – від моніторингу інфраструктурних втрат і релокації фондів як матеріальних цінностей до сучасної модернізації, що включає впровадження моделі безпекового простору та ідеологічну деколонізацію книжкових зібрань. Авторами з’ясовано, що «цифрова присутність», віртуалізація пропонованих послуг та міграція даних у хмарні сховища стали головною запорукою збереження суб’єктної ролі бібліотечних закладів за умов втрати можливості фізичного доступу до приміщень. Окремий акцент зроблено на кадровому питанні, оскільки управління персоналом переросло в систему соціально-психологічної підтримки, де

впровадження принципу людиноцентричності дозволяє підтримувати життєстійкість колективу. Узагальнення вітчизняного досвіду управління доводить: в умовах воєнної ескалації моделі адміністрування еволюціонували у складні, мультифункціональні та високотехнологічно оснащені безпекові системи гарантування національної стійкості. Застосування інноваційних інструментів менеджменту та перехід до стратегічного планування засвідчують здатність бібліотечно-інформаційної сфери України функціонувати як повноцінний суб'єкт глобального інформаційного простору попри пролонгацію воєнних дій. У висновках акцентовано увагу на необхідності розроблення єдиних нормативно-правових алгоритмів відновлення бібліотечної інфраструктури в повоєнний період.

Ключові слова: повномасштабне вторгнення, адміністрування бібліотек, бібліотечно-інформаційна сфера, антикризовий менеджмент, відмовостійкість сервісів, деколонізація фондів, відкрита наука, інституційна стійкість, інформаційна безпека, повоєнний період.

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ADMINISTRATION OF LIBRARY INSTITUTIONS UNDER THE CONDITIONS OF A FULL-SCALE INVASION: THEORETICAL AND METHODOLOGICAL

Abstract. Focusing on crisis realities, this article provides a comprehensive theoretical and methodological analysis of the transformation of the administration system of Ukrainian library institutions under the conditions of a full-scale invasion. It is substantiated that the field has undergone a conceptual transformation, which led to the transition from traditionally oriented resource management to a new model of crisis administration. Throughout the reviewed period, the strategic role of libraries is proved to have evolved into the status of objects of national information security and centers for ensuring institutional resilience. In terms of methodology, the research is based on the principles of historicism, scientific approach, and anthropocentrism. Chronologically and systematically organizing the data, this study analyzes the scientific achievements of domestic scientists for 2022–2025, classifying them into three basic phases: emergency crisis response, infrastructural and technological stabilization, and re-

conceptualization and strategic planning. Particular attention within the paper is given to the management specifics of the adaptation of domestic libraries – from monitoring infrastructural losses and relocation of funds as material assets to modern modernization, which includes the implementation of the safe space model and the ideological decolonization of book collections.Crucially, «digital presence», virtualization of offered services, and data migration to cloud storage have become the main guarantee for preserving the subjective role of library institutions under the conditions of losing physical access to premises. Addressing the human resources issue, authors highlight that personnel management has evolved into a system of socio-psychological support, where the implementation of the human-centeredness principle allows for maintaining the human resilience of the collective. As evidenced by the generalization of domestic management practice, it is proved that under conditions of military escalation, administration models have evolved into complex, multifunctional, and highly technologically equipped security systems for guaranteeing national resilience. Ultimately, applying innovative management tools and the transition to strategic planning confirm the readiness of the Ukrainian library and information sphere to function as a full-fledged subject of the global information space, despite the prolongation of hostilities. In conclusion, special emphasis is placed on the need to develop unified regulatory and legal algorithms for the restoration of library infrastructure in the post-war period.

Keywords: full-scale invasion, library administration, library and information sphere, crisis management, service fault tolerance, decolonization of funds, open science, institutional resilience, information security, post-war period.

Постановка проблеми. В умовах повномасштабної фази російсько-української війни, що розпочалася 24 лютого 2022 р., діяльність бібліотек України зазнала кардинальних трансформацій, ставши віддзеркаленням новітнього історичного зламу в гуманітарній сфері. Бібліотечні заклади не лише зберегли функцію вільного доступу до інформації, а й перетворилися на безпечні простори, що вимагало від менеджменту впровадження іншого, нетипового інструментарію: забезпечення ефективної психологічної підтримки, координації процесів соціальної адаптації внутрішньо переміщених осіб (ВПО), адміністрування волонтерської діяльності. Внаслідок цих історичних викликів роль бібліотечних закладів еволюціонувала від класичної ресурсно-обслуговуючої моделі до статусу потужних центрів національної інформаційної безпеки та цифрових осередків збереження культурної спадщини. За таких умов питання ефективного антикризового адміністрування бібліотек посідає чільне місце у роботах вітчизняних

учених, оскільки життєздатність, суб'єктний характер функціонування інституцій та перспективність подальшого розвитку бібліотечно-інформаційної сфери зумовлені оперативністю та гнучкістю прийняття управлінських рішень.

Аналіз останніх досліджень і публікацій. Ознайомлення з науковим доробком українських дослідників засвідчує високий рівень теоретичного осмислення питань адміністрування бібліотечних установ на етапі повномасштабного вторгнення. Виходячи з принципу історизму, історіографію заявленої проблеми слід класифікувати за базовими проблемно-хронологічними етапами, що віддзеркалюють стан еволюції управлінських завдань, а саме:

1. Фаза екстреного антикризового реагування та документального фіксування інфраструктурних руйнувань (I половина 2022 р.), представлена роботами Л. Кузнецової, Н. Розколупи та В. Здановської, де висвітлені аспекти моніторингу завданих втрат, а також релокації бібліотечних фондів як об'єктів матеріальної та культурної спадщини [4; 9].

2. Фаза інфраструктурної стабілізації та цифрової міграції (кінець 2022 – 2023 рр.), що репрезентована публікаціями О. Бруй (концепція трансформації традиційної бібліотеки в інклюзивний безпечний простір), Т. Ярошенко, Н. Прутської, Т. Орлової та С. Сердюка, які наголосили на потребі гарантування енергетичної автономії, хмарній конверсії та впровадженні моделі Safe Space [2; 6; 7; 12; 17].

3. Фаза реконцептуалізації та стратегічного планування (2024–2025 рр.), що відображена у статтях О. Сербіна (зміна функціоналу університетської бібліотеки та деколонізація фондів), Т. Сємілетко, О. Мар'їної, монографічному напрацюванні О. Федотової щодо викликів діяльності переміщених університетських інституцій, а також у працях А. Ржеуського, Н. Кунанець та В. Добровольської, де обґрунтовано принципи людиноцентрованої моделі кадрового адміністрування й гнучкого управління ІТ-інфраструктурою в умовах пролонгації воєнних загроз [5; 10; 11; 13; 16].

Узагальнене аналітичне висвітлення окреслених фаз, що охоплює різні періоди трансформації галузі, представлене у науково-реферативному огляді за редакцією С. Гарагулі, де комплексно охарактеризовано стан цифрових ресурсів та сервісів вітчизняних наукових бібліотек в умовах воєнної ескалації [16].

Розвідки згаданих авторів закладають теоретичний базис для перегляду традиційного інструментарію бібліотечного менеджменту. Накопичений бібліотеками значний досвід антикризового адміністрування (зокрема, через упровадження наукомістких та технологічно складних

моделей управління) відіграє вирішальну роль у трансформації всієї бібліотечно-інформаційної системи України.

Метою статті є комплексне осмислення та систематизація основних концепцій вітчизняних дослідників щодо зміни адміністрування бібліотечних закладів в умовах повномасштабного вторгнення, а також окреслення пріоритетних векторів адаптації їхнього функціонування до сучасних вимог.

Виклад основного матеріалу. Вивчаючи практику функціонування книгозбірень від початку повномасштабного вторгнення, українські науковці наголошують на тому, що класичні інструменти управління ними потребують докорінного перегляду та розширення. Значний внесок у дослідження інформаційно-аналітичного забезпечення процесів адміністрування та проведення моніторингу стану бібліотечної мережі здійснили співробітниці Національної бібліотеки України імені Ярослава Мудрого Л. Кузнецова, Н. Розколупа та В. Здановська. Матеріали багатоетапного моніторингу «Публічні бібліотеки України в умовах російської збройної агресії» дозволяють не тільки з'ясувати справжні масштаби завданих збитків, але й доводять потребу перепрофілювання вцілілих приміщень згідно з іншим функціональним призначенням [4; 9]. Головним здобутком фахівчинь є систематизація та зведення даних щодо пошкодження публічних бібліотек на етапі повномасштабного вторгнення. У контексті управлінської діяльності вони:

– пропонують методику фіксування завданих країною-агресором збитків задля оформлення юридичного відшкодування та правової підтримки репараційних процесів;

– обґрунтовують дієві логістичні алгоритми релокації бібліотечних фондів із територій підвищеного безпекового ризику з метою мінімізації можливих втрат;

– визначають управлінські виклики, спричинені втратою зв'язку з філіями на тимчасово окупованих територіях.

Відповідно до цього особливої ваги набувають статті, у яких проаналізовано виклики, які постали перед бібліотеками внаслідок окупації (зокрема, на прикладі Наукової бібліотеки Маріупольського державного університету) [16]. Подальший розвиток цієї теми у працях М. Дубова та О. Федотової засвідчує, що проблема реалізації моніторингу для оцінки втрат національної документальної спадщини має чітко виражене міждисциплінарне спрямування [3]. Дослідження негативного впливу воєнних дій на документацію органів місцевого самоврядування уможливлює проведення компаративного аналізу завдань адміністрування бібліотек у контексті захисту державного інформаційного ресурсу.

Нового переосмислення вимагає проблемний аспект, присвячений ролі очільника бібліотеки в умовах кризових явищ. На думку О. Бруй, доцільною може бути зміна вектора від традиційного використання інформаційних ресурсів у бік антикризового адміністрування [2]. Тобто, основним критерієм якості стають не статистичні показники книговидачі, а результати збереження кадрового складу колективу та функціональне перепрофілювання бібліотечних приміщень з урахуванням поточних потреб громади (перетворення книгосховища на місце цивільного укриття чи коворкінгу, організація осередку волонтерської активності тощо).

Реалізація концепції «Бібліотека як безпечне місце» (Safe Space) у практиці адміністрування [2] зумовила кардинальну зміну принципів експлуатації фізичного простору. Сучасна потреба суспільства у нових форматах взаємодії зумовила перепрофілювання інфраструктури бібліотек. Унаслідок цього, за твердженням С. Сердюка, вони поступово відходять від вузькоорієнтованої моделі класичного сховища документів у бік організації багатофункціонального громадського простору [13]. Управлінський аспект вказаної трансформації вимагає від очільників проєктування принципово нових зон (об'єктів цивільного захисту та осередків психоемоційної підтримки населення).

В умовах воєнного стану пріоритетним завданням керівництва стала нормативно-правова верифікація та сертифікація підвальних приміщень як повноцінних укриттів. Це передбачає не тільки інженерне облаштування захищеного середовища, а й гарантування безперебійної цифрової комунікації, що дозволяє відвідувачам займатися інтелектуальною діяльністю попри наявні загрози. Отже, адміністративна парадигма зміщується з підтримання усталеного «тихого режиму» на управління гнучкими, мобільними, високотехнологічно оснащеними безпековими зонами.

Виходячи із згаданої вище концепції, невід'ємною складовою бібліотечного менеджменту виступає також забезпечення енергетичної автономності закладу. Наслідки руйнування критично важливої інфраструктури зумовлюють перетворення бібліотек на потужні «пункти незламності», що потребує їхнього технічного оснащення альтернативними джерелами живлення (генераторами, потужними зарядними станціями) та системами супутникового зв'язку (Starlink) переважно за рахунок грантової підтримки [7]. Необхідною умовою ефективного адміністрування на сучасному етапі є налагодження оптимальної співпраці та взаємодії з органами місцевого самоврядування, волонтерськими організаціями та іноземною донорською спільнотою. До того ж соціальна трансформація бібліотечного середовища включає створення зон психоемоційного розвантаження та підтримки ментального здоров'я громадян. Керівництво

має пропонувати впровадження інклюзивних послуг для внутрішньо переміщених осіб (ВПО), у тому числі організацію дитячих коворкінгів, арт-терапевтичних студій та спеціалізованих консультаційних пунктів. Такі зміни перетворюють бібліотеку на осередок соціальної життєстійкості, де управління здійснюється у межах антропоцентричного лідерства, оперативно задовольняючи гуманітарні запити суспільства [14]. Завдяки комплексному розвитку безпекових, технологічних та соціальних сервісів, бібліотечні заклади стають невід'ємним елементом системи національної стійкості.

Наступний блок досліджень присвячений різним аспектам адміністрування процесів цифровізації. Систематизація досвіду впровадження інноваційних технологій у діяльність бібліотечних закладів на загальнодержавному рівні запропонована у реферативному огляді за редакцією С. Гарагулі, у якому узагальнено стан цифрових ресурсів наукових бібліотек в умовах воєнної ескалації [17]. Зокрема, науковиці Н. Прутська та Т. Ярошенко на основі подібних аналітичних даних наголошують на тому, що в умовах відсутності фізичного доступу до значної кількості бібліотечних будівель саме «цифрова присутність» перетворюється на єдиний варіант їх інституційної збереженості [8; 18]. Власне адміністративний складник реалізації цих завдань передбачає:

1) міграцію даних з локальних серверів у «хмарні» сховища інформації, що сприяє збереженню електронних каталогів за обставин фізичного влучання по приміщенню;

2) налаштування територіально та дистанційно віддалених робочих місць для евакуйованих співробітників;

3) досягнення кіберстійкості бібліотечних ресурсів та впровадження дієвих алгоритмів захисту від кібератак.

Вкрай важливим чинником управління сьогодні є цифровізація інформаційних послуг при одночасному збереженні вільного й безперешкодного доступу користувачів до електронних ресурсів. Означена вимога досить актуальна в контексті запропонованого О. Бруй та Ю. Корян досвіду формування адміністративної моделі НТБ КПІ ім. Ігоря Сікорського як перспективного варіанта адаптації установи до сучасних воєнних викликів [19]. Вивчення тенденцій цифровізації дає підстави констатувати, що на етапі повномасштабного вторгнення управління бібліотечними технологіями трансформувалося у стратегічне забезпечення електронної життєстійкості (digital resilience) закладу. Якщо до лютого 2022 р. процес цифровізації переважно сприймався як засіб оптимізації бібліотечної справи, то в період повномасштабного вторгнення вона перетворилася на фундаментальну платформу для гарантування безперервного сервісного обслуговування

[17]. При цьому адміністративний менеджмент охарактеризувався переходом від автоматизованих бібліотечно-інформаційних систем (АБІС) локального типу до впровадження розподілених хмарно орієнтованих архітектур, заснованих на застосуванні SaaS-платформ (Software as a Service), завдяки чому досягається високий рівень охоплення та відмовостійкість актуальних бібліотечних сервісів [11]. Означене управлінське рішення дозволяє керівництву максимально знизити загрози безповоротної втрати стратегічних масивів інформації (електронних каталогів, репозитаріїв, баз даних користувачів) у випадку критичного пошкодження або фізичного знищення усього серверного обладнання установи внаслідок воєнних дій.

Провідні позиції в структурі адміністрування на сучасному етапі посідає менеджмент цифрових прав та дистанційного доступу. Внаслідок територіальної розпорошеності споживачів, спричиненої процесами масової міграції, управління інформаційними потоками зумовлює використання систем єдиного входу (Single Sign-On) та VPN-шлюзів задля провадження легітимної автентифікації при наданні доступу до передплачених іноземних наукометричних ресурсів [18]. Під впливом вказаних факторів очільник бібліотеки виступає системним менеджером IT-інфраструктури, відповідальним за архітектурну побудову віртуального простору та кібербезпеку установи. Слід зазначити, цифрове управління доволі тісно корелюється із завданнями цифрової гуманітаристики. Йдеться про реалізацію широкомасштабного оцифрування рідкісних та цінних видань, які перебувають під загрозою фізичного знищення [6]. Управлінська специфіка цього процесу полягає у стратегічному менеджменті розширених метаданих, необхідному для належної репрезентації національної документальної спадщини у глобальному інформаційному просторі. Успішність такої роботи напряму залежить від скоординованості зусиль IT-спеціалістів, бібліографів та архівістів, що вкотре засвідчує міждисциплінарний характер сучасного бібліотечного адміністрування [8]. Практичне втілення інноваційного інструментарію, зокрема хмарних репозитаріїв та віртуальних читальних залів, сприяє створенню «ефекту присутності» бібліотеки у житті наукового товариства, попри безпекову ситуацію у певному регіоні.

В об’єктиві уваги вчених також перебуває питання ідеологічної деколонізації бібліотечних фондів, що є нагальним адміністративним завданням та стратегічним інструментом захисту національного інформаційного суверенітету. Дослідник О. Сербін аналізує процедуру вилучення російськомовної літератури та видань країни-агресора не як процес суто механічного списання творів друку, а як базовий елемент національної

безпеки [12]. Такий підхід вимагає від адміністрації книгозбірні обов'язкового розроблення та впровадження відповідної нормативно-регламентуючої підтримки процесів комплексного поповнення й оновлення фондів актуальною українською та зарубіжною книжковою продукцією. Автором також обґрунтована концепція адаптивної зміни функціоналу університетської бібліотеки, де усталені, класичні напрями діяльності (як-от: кумулятивний, інформаційний, когнітивний) безпосередньо узгоджуються із загальними вимогами встановлення інформаційного суверенітету держави. З точки зору адміністрування, особливий акцент зроблено на важливості застосування продуманої стратегії динамічного планування, що дає можливість книгозбірні своєчасно реагувати на потенційні зміни навколишнього середовища, незалежно від того, чи це загрози масованих ракетних обстрілів, чи тривалі інфраструктурні блекаути. Реалізація означеної стратегічної лінії дозволяє зберегти безперервність інформаційного супроводу навчального та науково-дослідного процесів у вищій школі.

Порівняно з механізмом традиційного технічного списання застарілих видань, деколонізація фондів на сучасному етапі виступає багатоаспектним управлінським процесом, що вимагає від керівництва бібліотеки вироблення чітких методичних засад та нормативно-регламентуючої документаційної підтримки. Управлінський бік цієї проблеми зумовлює здійснення критичного перегляду тематичного наповнення фондів щодо виявлення літератури, яка містить колоніальні та імперські міфологеми держави-агресора та культивує шовіністичні концепції культурно-історичної гегемонії. Відтак, серйозним викликом для очільників бібліотечних закладів є вирішення питання заповнення так званих лакун, які виникають у фондах внаслідок вилучення російськомовної друкованої продукції. Ліквідація означених порожнеч передбачає проведення виваженої політики комплектування, спрямованої на ефективне оновлення фондів якісною україномовною книгою, найкращими перекладами зарубіжних наукових праць та актуальними європейськими виданнями. Ефективність вказаного процесу залежить не лише від стабільності бюджетного фінансування, а й від здатності менеджменту налагодити стратегічне партнерство з профільними інституціями у сфері підтримки книговидання (зокрема, Українським інститутом книги) та залучити ресурси міжнародних програм книжкової допомоги й донорської підтримки.

Поряд із цим, ідеологічна переоцінка змістовного наповнення фондів продиктована потребою активізації національно-патріотичного виховання громадян та необхідністю формування критичного мислення користувачів у сучасному медіапросторі. Керівництво бібліотечного закладу має ініціювати створення репрезентативних тематичних колекцій та інформаційно-

просвітницьких платформ, зорієнтованих на популяризацію української національної ідентичності, основних віх вітчизняної історії й досягнень науково-технічної думки. За такого підходу деколонізація фондів із суто технічного формату переходить у площину гуманітарної безпеки, де управління книгозбірнею розглядається як засіб інформаційної протидії ворогу [12]. Така позиція дозволяє не тільки очистити інформаційний простір країни від деструктивного впливу, а й закласти принципово нове підґрунтя для подальшого розвитку вітчизняної науково-освітньої сфери в повоєнний період.

Не менш важливою частиною адміністративного процесу виступає проблема трансформації кадрової політики. На думку Т. Сємілетко, воєнний стан змушує менеджмент бібліотек оперативно реагувати на низку ризиків, що дотепер не враховувалися традиційними моделями управління [14]. До числа найбільш загрозливих чинників вона відносить: явище масової міграції кадрового складу; прояви та наслідки професійного вигорання персоналу через затяжний деструктивний вплив стресових факторів; потребу формування у співробітників принципово нових компетенцій, не притаманних бібліотечній професії раніше. З огляду на це, кадрове адміністрування переростає у соціально-психологічну підтримку, зорієнтовану на збереження ядра персоналу та забезпечення підтримки людської життєстійкості.

Варто зауважити, що у роботах дослідників Харківської державної академії культури (Т. Бєлофастової, Н. Кушнаренко та А. Соляник, О. Мар'їної,) йдеться про управління персоналом в умовах сучасних реалій на основі впровадження принципів людиноцентричності [1; 5; 6]. У цьому контексті названі автори виокремлюють такі базові завдання:

1) дистанційне керування (розроблення дієвих нормативних протоколів для співробітників, які мають статус ВПО або перебувають за кордоном, для збереження складу трудових колективів);

2) психологічну адаптацію (організація та проведення спеціальних тренінгів із життєстійкості (resilience), оскільки без ефективної психологічної реабілітації та поновлення внутрішнього ресурсу самих працівників складно забезпечити якісне бібліотечне обслуговування користувачів, які зазнають постійного психоемоційного напруження);

3) мультифункціональність (адміністратор повинен ініціювати навчання співробітників засадам надання домедичної допомоги, проведення інструктажу з мінної безпеки, а також фасилітації конфліктів).

Окремий інтерес становлять наукові публікації (зокрема аналітичні звіти Одеської національної наукової бібліотеки), де розглядаються проблемні аспекти функціонування бібліотечних закладів як «пунктів

незламності». Науковці висвітлюють досвід трансформації читальних залів на волонтерські штаби та відкриті коворкінгові простори. Так, у працях Т. Орлової та С. Сердюка вивчається специфіка взаємодії керівництва бібліотек з представниками органів місцевого самоврядування та ДСНС [7; 13]. Реалізація адміністративного напряму полягає у:

– правовій підтримці (офіційне оформлення дозволу на перебування сторонніх осіб (ВПО, волонтерів) у книгозбірні в позаробочий час);

– комунікаційному менеджменті (налагодження партнерства із міжнародними благодійними фондами (зокрема, через грантові програми фонду «Відродження» або EIFL) з метою придбання генераторів, забезпечення Starlink та оснащення приміщень як укриттів);

– кардинальній зміні вектора діяльності (перехід від створення книжкових виставок до організації курсів української мови для переселенців, арт-терапії та актуальних заходів із протидії дезінформації).

З точки зору дослідників, саме такий соціальний ракурс в управлінні дав можливість бібліотекам вистояти та переконати громадськість у своїй надважливій ролі в умовах воєнних загроз.

У контексті дослідження становлять інтерес роботи А. Ржеуського, Н. Кунанець та В. Добровольської, які зосереджують увагу на особливостях функціонування інформаційно-технологічних платформ наукових бібліотек технічних ЗВО під час воєнного стану [10; 11]. Зазначається, що належне адміністрування сучасної технічної бібліотеки зумовлює потребу інтеграції хмарних сервісів та автоматизованих систем управління, що гарантує безперервність інформаційної підтримки в ході здобуття інженерної освіти та реалізації наукових розробок. Управлінський аспект у розумінні названих авторів включає:

– проведення модернізації архітектурної побудови бібліотечних систем, що сприяє наданню віддаленого доступу до патентних баз даних та вузькопрофільних наукових ресурсів;

– забезпечення оптимізації інформаційних сервісів, налаштованих з урахуванням потреб технічних спеціальностей в умовах дистанційного навчання та загроз стабільності систем енергопостачання;

– здійснення аналізу практики впровадження інноваційних технологій.

Пролонгація воєнних загроз спричинила перехід до реалізації довгострокового планування, що знайшло прояв у Стратегії НТБ КПІ на 2026–2028 рр., де пріоритетним вектором названо повну цифрову інтеграцію книгозбірні в європейський дослідницький простір [15]. Накопичений бібліотекою досвід засвідчує високу результативність гнучкого способу управління ІТ-інфраструктурою закладу задля підвищення

обороноздатності та науково-технічного розвитку України [10, С. 22]. Це підтверджує той факт, що в умовах повномасштабної збройної агресії управління бібліотекою перетворилося на комплекс заходів із підтримування національної стійкості, де використання інноваційних технологій постає обов'язковою передумовою збереження інтелектуальної спадщини держави.

Висновки. Здійснений аналіз наукового доробку та практичного досвіду функціонування бібліотек у період 2022–2025 рр. дозволяє констатувати, що адміністрування галузі зазнало докорінної трансформації. В умовах воєнних загроз вектор управління книгозбірнею змінився з ресурсного менеджменту на антикризове керування, де визначальним критерієм є не кількісні показники, а збереженість кадрового складу та забезпечення інституційної стійкості. З'ясовано, що «цифрова присутність» та перенесення інформаційних даних у хмарні сховища стали головною запорукою збереження суб'єктності бібліотечних закладів в умовах руйнування фізичної інфраструктури. Встановлено, що процес ідеологічної деколонізації книжкових фондів й обстоювання принципів відкритої науки є надважливими складовими посилення національної безпекової політики.

Узагальнення вітчизняної управлінської практики свідчить про те, що під впливом воєнної ескалації адміністративні моделі різних типів вітчизняних книгозбірень перетворилися на складні, мультифункціональні та високотехнологічно оснащені безпекові системи забезпечення національної стійкості. Запровадження інноваційних інструментів (від створення безпекових просторів і пунктів соціально-гуманітарної стабілізації до міграції інформаційних ресурсів установи на SaaS-платформи) підтверджує спроможність бібліотечно-інформаційної сфери України діяти як повноцінний та відмовостійкий суб'єкт глобального інформаційного простору. Подальші перспективи дослідження означеної теми мають включати розроблення єдиних нормативно-правових алгоритмів для ефективної підтримки відновлення всієї бібліотечної інфраструктури в повоєнний період.

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ОСОБЛИВОСТІ МАТЕРІАЛЬНИХ РУЙНУВАНЬ ТА ПРОЦЕСИ ВІДБУДОВИ КУЛЬТУРНИХ ІНСТИТУЦІЙ В ЦЕНТРАЛЬНІЙ УКРАЇНІ У 1943–1953 рр.

Анотація. У статті комплексно досліджено масштаби матеріальних руйнувань культурної інфраструктури Центральної України у роки Другої світової війни та особливості процесів її повоєнної відбудови у 1943–1953 рр. Основну увагу зосереджено на території Черкащини, Полтавщини, Київщини та Кіровоградщини як складових історико-культурного простору Центральної України, що зазнав значних втрат унаслідок бойових дій, нацистської окупації та відступу військ. Проаналізовано стан бібліотек, музеїв, клубних установ, театрів, будинків культури, кінотеатрів та інших культурно-освітніх закладів, значна частина яких була знищена, пограбована або втратила матеріально-технічну базу. Встановлено, що руйнування культурної сфери супроводжувалося втратою бібліотечних фондів, музейних колекцій, архівних документів, сценічного обладнання та кадрового потенціалу.

На основі архівних матеріалів, статистичних даних, нормативних актів радянських органів влади та сучасних історичних досліджень висвітлено основні напрями державної політики у сфері повоєнної реконструкції культурних інституцій. З’ясовано, що відбудова здійснювалася в умовах гострого дефіциту фінансових ресурсів, нестачі кваліфікованих працівників, обмеженого матеріально-технічного забезпечення та складної соціально-економічної ситуації повоєнного часу. Водночас відновлення культурної мережі розглядалося радянською владою як важливий елемент стабілізації суспільного життя та засіб утвердження ідеологічного впливу держави у регіоні.

У дослідженні доведено, що процеси реконструкції культурних установ мали нерівномірний характер: у великих містах відбудова відбувалася швидше завдяки державному фінансуванню та концентрації адміністративних ресурсів, тоді як у сільській місцевості клуби, бібліотеки та будинки культури тривалий час функціонували у пристосованих або

напівзруйнованих приміщеннях. Встановлено, що поряд із матеріальним відновленням культурної інфраструктури здійснювалося посилення ідеологічного контролю над діяльністю закладів культури, що проявлялося у цензурі, регламентації культурно-освітньої роботи та підпорядкуванні культурної політики завданням радянської пропаганди.

Обґрунтовано висновок про те, що повоєнна відбудова культурних інституцій Центральної України стала складовою ширших процесів соціокультурної реконструкції радянського суспільства. Незважаючи на значні труднощі, упродовж досліджуваного періоду було сформовано мережу культурно-освітніх установ, яка стала важливим чинником відновлення суспільного життя, поширення освіти, культурних практик та інтеграції населення у радянський соціокультурний простір.

Ключові слова: Центральна Україна, повоєнна відбудова, культурні інституції, бібліотеки, музеї, клубні установи, будинки культури, соціокультурна реконструкція, радянська культурна політика, матеріальні руйнування.

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PECULIARITIES OF MATERIAL DESTRUCTION AND RECONSTRUCTION PROCESSES OF CULTURAL INSTITUTIONS IN CENTRAL UKRAINE IN 1943–1953

Abstract. The article comprehensively examines the scale of material destruction of cultural infrastructure in Central Ukraine during the Second World War and the peculiarities of its post-war reconstruction in 1943–1953. Particular attention is paid to the territories of Cherkasy, Poltava, Kyiv, and Kirovohrad regions as components of the historical and cultural space of Central Ukraine that suffered significant losses as a result of military operations, Nazi occupation, and troop withdrawal. The study analyzes the condition of libraries, museums, clubs, theaters, houses of culture, cinemas, and other cultural and educational institutions, many of which were destroyed, looted, or deprived of their material and technical resources. It has been established that the destruction of the cultural sphere was accompanied by the loss of library collections, museum exhibits, archival documents, stage equipment, and qualified personnel.

Based on archival materials, statistical data, нормативні acts of Soviet authorities, and contemporary historical studies, the article highlights the main directions of Soviet state policy in the field of post-war reconstruction of cultural

institutions. It is determined that reconstruction processes were carried out under conditions of acute financial shortages, lack of qualified staff, insufficient material and technical support, and the difficult socio-economic situation of the post-war period. At the same time, the restoration of cultural infrastructure was regarded by the Soviet authorities as an important mechanism for stabilizing social life and strengthening ideological influence in the region.

The research demonstrates that the reconstruction of cultural institutions developed unevenly: in large cities, rebuilding processes progressed more rapidly due to centralized state financing and concentration of administrative resources, whereas in rural areas clubs, libraries, and houses of culture often functioned for a long time in adapted or partially destroyed buildings. It is emphasized that alongside the physical restoration of cultural infrastructure, Soviet authorities intensified ideological control over cultural and educational activities through censorship, strict regulation of cultural work, and the subordination of cultural policy to the objectives of Soviet propaganda.

The article substantiates the conclusion that the post-war reconstruction of cultural institutions in Central Ukraine became an integral part of broader socio-cultural transformations within Soviet society. Despite numerous economic and organizational difficulties, the period under study witnessed the gradual restoration and expansion of the network of cultural and educational institutions, which played an important role in reviving public life, promoting educational and cultural practices, and integrating the population into the Soviet socio-cultural space.

Keywords: Central Ukraine, post-war reconstruction, cultural institutions, libraries, museums, clubs, houses of culture, socio-cultural reconstruction, Soviet cultural policy, material destruction.

Постановка проблеми. Повоєнна реконструкція культурної сфери України була складовою масштабного процесу відбудови народного господарства після завершення Другої світової війни. Особливо складною залишалася ситуація у регіонах Центральної України, територія яких зазнала значних руйнувань унаслідок бойових дій та окупації. Руйнування бібліотек, клубів, музеїв, театрів, архівних та освітніх установ негативно вплинули на соціокультурне життя населення.

Відбудова культурної сфери розглядалася радянською владою не лише як елемент соціальної стабілізації, а й як важливий інструмент формування ідеологічного простору.

Саме через культурні інституції здійснювалися процеси політичного виховання населення, поширення радянської пропаганди та формування нової системи суспільних цінностей.

Аналіз останніх досліджень і публікацій. Проблематика повоєнної реконструкції культурної сфери України активно досліджується сучасними українськими істориками, однак питання регіональної специфіки матеріального відновлення культурних інституцій Центральної України залишається недостатньо висвітленим. Особливо це стосується комплексного аналізу процесів відбудови культурної інфраструктури Черкащини, Полтавщини, Київщини та Кіровоградщини у повоєнний період.

Окремі аспекти діяльності культурно-освітніх установ у 1940–1950-х рр. досліджували Р. Чуйко, О. Титаренко, Я. Ліхолєтов, Л. Гриневич, О. Бажан, В. Даниленко, Н. Романець та інші науковці. Р. Чуйко проаналізувала процеси відновлення діяльності районних і міських архівів України у 1943–1950 рр. [1]. О. Титаренко дослідив роль художньої самодіяльності у культурному житті населення повоєнного періоду, акцентуючи увагу на ідеологічному складникові діяльності творчих колективів [2]. Я. Ліхолєтов приділив увагу формуванню пам'яткоохоронної діяльності та особливостям збереження культурної спадщини у повоєнний час [3].

Важливе значення для дослідження мають праці Л. Гриневич та О. Бажана, у яких розкрито механізми реалізації радянської культурної політики та функціонування системи ідеологічного контролю у сфері культури [4; 5]. В. Даниленко та Н. Романець аналізували процеси соціокультурної трансформації українського суспільства у період післявоєнної відбудови та сталінської модернізації [6; 7].

Попри наявність окремих досліджень, питання матеріальних руйнувань та процесів відбудови культурних інституцій Центральної України потребує комплексного аналізу із використанням архівних матеріалів регіонального рівня.

Метою статті є дослідження масштабів матеріальних руйнувань культурної інфраструктури Центральної України та аналіз особливостей процесів відбудови культурних інституцій Черкащини, Полтавщини, Київщини та Кіровоградщини у 1943–1953 рр. у контексті матеріально-технічних, кадрових та ідеологічних чинників.

Виклад основного матеріалу. Унаслідок бойових дій та окупаційного режиму культурна інфраструктура Центральної України зазнала значних руйнувань. Значна частина бібліотек, клубів, музеїв і будинків культури була пошкоджена або повністю знищена. Частина приміщень використовувалася окупаційною адміністрацією для військових потреб, що призводило до втрати матеріально-технічної бази та бібліотечних фондів.

Особливо складною залишалася ситуація у сільській місцевості, де культурні заклади ще до війни мали слабку матеріальну базу. Після визволення території України значна частина бібліотек функціонувала у

тимчасових або пристосованих приміщеннях. У документах місцевих органів влади зазначалося, що клубні установи перебували у напівзруйнованому стані та потребували термінового ремонту [8, Арк. 23-27].

Архівні матеріали свідчать, що в окремих районах Центральної України після завершення бойових дій функціонувала лише незначна частина довоєнної мережі культурно-освітніх закладів. У звітах районних відділів культури фіксувалися втрати книжкових фондів, нестача обладнання та відсутність опалення у бібліотеках і клубах [9, Арк. 45].

Після визволення території України радянська влада розпочала масштабну кампанію повоєнної реконструкції. Відбудова культурної сфери стала складовою загальної програми відновлення народного господарства та одночасно інструментом формування нового ідеологічного простору.

У процесі повоєнної реконструкції культурної сфери Центральної України важливе місце належало регіональним особливостям відбудови культурної інфраструктури. На Черкащині значна частина клубних установ та бібліотек після завершення бойових дій перебувала у напівзруйнованому стані. В окремих районах культурно-освітня робота проводилася у пристосованих приміщеннях шкіл, сільських рад або приватних будинків. Архівні документи свідчать про гостру нестачу книжкових фондів, меблів та опалення у бібліотеках і клубах [8, Арк. 45-47].

У Полтавській області процес відбудови культурної сфери ускладнювався значними матеріальними втратами та дефіцитом фінансування. У звітах районних відділів культури зазначалося, що значна кількість клубних приміщень не мала електропостачання, опалення та необхідного технічного обладнання. Культурно-освітні заходи часто проводилися у непридатних для цього приміщеннях, що негативно впливало на ефективність роботи культурних установ [10, Арк. 14-18].

Складною залишалася ситуація і на Київщині, де значна частина культурної інфраструктури була зруйнована внаслідок бойових дій та окупації. Документи Державного архіву Київської області свідчать про труднощі із забезпеченням будівельними матеріалами та фінансуванням ремонтно-відбудовних робіт.

Водночас місцеві органи влади приділяли значну увагу відновленню бібліотек, клубів і будинків культури як важливих центрів ідеологічного впливу на населення [11, Арк. 22-26].

У Кіровоградській області значна частина культурно-освітніх установ у перші повоєнні роки функціонувала у тимчасових або пристосованих приміщеннях. Через нестачу кваліфікованих кадрів та матеріальних ресурсів культурна робота у сільській місцевості проводилася нерегулярно. Архівні матеріали свідчать, що клубні установи та бібліотеки часто не мали

достатньої кількості літератури, меблів та технічного обладнання [12, Арк. 9-12].

Пріоритетними напрямами державної політики були відновлення бібліотек, клубів, музеїв, театрів та забезпечення діяльності освітніх закладів. Органи влади приділяли особливу увагу проведенню політичних лекцій, колективних читань газет та організації масових ідеологічних заходів [13, Арк. 91-95].

Попри значні труднощі, у другій половині 1940-х рр. спостерігалося поступове відновлення мережі культурних інституцій Центральної України. Відкривалися нові бібліотеки, клуби та будинки культури, відновлювалася діяльність музеїв і театрів. Водночас процес реконструкції культурної сфери супроводжувався посиленням ідеологічного контролю з боку радянської влади.

Через культурні інституції здійснювалися політичне виховання населення, поширення радянської пропаганди та формування офіційної історичної пам'яті.

Культурно-освітні заклади фактично стали складовою системи радянської пропаганди. Через них здійснювалися процеси політичного виховання населення та формування лояльності до радянської влади.

Відбудова культурної сфери супроводжувалася посиленням ідеологічного контролю з боку партійно-державного апарату. Репертуар театрів, діяльність бібліотек і зміст музейних експозицій формувалися відповідно до офіційних настанов радянської влади.

Особлива увага приділялася популяризації тематики «героїзму радянського народу», діяльності Комуністичної партії та утвердженню радянської історичної пам'яті. Бібліотечні фонди регулярно перевірялися на предмет наявності «ідеологічно шкідливої» літератури, а культурно-освітні заходи контролювалися місцевими партійними органами.

Унаслідок цього культурні інституції виконували не лише просвітницькі функції, а й ставали важливим інструментом політичної мобілізації населення.

Одним із головних напрямів повоєнної реконструкції стало відновлення бібліотечної мережі. Бібліотеки виконували не лише освітню, а й виразну ідеологічну функцію. Через них поширювалися політична література, матеріали партійної пропаганди та офіційна преса.

Попри складні матеріальні умови, кількість бібліотек поступово зростала. Часто бібліотечні установи відкривалися у пристосованих приміщеннях шкіл, сільрад або приватних будинків. У звітах районних відділів культури наголошувалося на нестачі книжкових фондів, меблів та кадровому дефіциті [14, Арк. 44-49].

Важливу роль у повоєнному суспільстві відігравали клуби та будинки культури. Саме вони ставали центрами громадського життя у сільській місцевості. Тут проводилися лекції, концерти, політичні збори, демонструвалися кінофільми та організовувалися святкові заходи.

Архівні документи містять численні скарги щодо аварійного стану приміщень, нестачі меблів і технічного обладнання [15, Арк. 17-21].

Повоєнна реконструкція музейної сфери супроводжувалася значними труднощами. Частина музейних колекцій була втрачена під час евакуації або пограбувань у роки окупації. Багато музейних приміщень потребували ремонту та відновлення експозицій.

Водночас музейна діяльність поступово відновлювалася відповідно до ідеологічних вимог радянської влади. Експозиції формувалися з акцентом на героїзацію радянської армії та утвердження радянської історичної пам'яті.

Подібні процеси відбувалися і в театральному житті. Театри Центральної України після війни відновлювали діяльність в умовах дефіциту фінансування та кадрових проблем. Частина творчих працівників загинула на фронті або не повернулася з евакуації.

Попри це, наприкінці 1940-х рр. спостерігалося поступове пожвавлення культурно-мистецького життя. Театральні колективи відновлювали репертуар, організовували гастрольну діяльність та брали участь у державних культурних кампаніях.

Однією з головних проблем повоєнної реконструкції залишався кадровий дефіцит. Значна частина працівників культури загинула під час війни або змінила сферу діяльності. Особливо гостро нестача кадрів відчувалася у сільській місцевості.

Для вирішення цієї проблеми держава організовувала короткотермінові курси підготовки бібліотекарів, клубних працівників і керівників художньої самодіяльності. Однак рівень професійної підготовки таких працівників нерідко залишався недостатнім.

Складними були і матеріально-побутові умови працівників культури. Низька заробітна плата, житлові проблеми та дефіцит товарів першої необхідності негативно впливали на ефективність діяльності культурних установ.

Висновки. Отже, процес відбудови культурних інституцій Центральної України у 1943–1953 рр. відбувався в умовах значних матеріальних руйнувань, дефіциту фінансових ресурсів, кадрових проблем та посиленого ідеологічного контролю з боку радянської влади.

Встановлено, що повоєнна реконструкція культурної сфери мала подвійний характер: з одного боку, вона сприяла відновленню мережі

бібліотек, клубів, музеїв і театрів, а з іншого — стала важливим інструментом утвердження радянської ідеологічної моделі суспільства.

Матеріальні труднощі, централізований контроль та кадровий дефіцит визначали специфіку функціонування культурних інституцій упродовж усього досліджуваного періоду.

Водночас повоєнна реконструкція культурної сфери стала не лише процесом матеріального відновлення, а й важливим механізмом формування радянського соціокультурного простору та інструментом ідеологічного впливу на населення.

Перспективним напрямом подальших досліджень є вивчення регіональної специфіки функціонування культурних установ у контексті повоєнної соціокультурної політики радянської держави.

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НАУКОВА ФОТОГРАФІЯ В УКРАЇНІ 1930–1950-Х РОКІВ: РОЗВИТОК НАУКИ ТА ІДЕОЛОГІЧНИЙ КОНТРОЛЬ

Анотація. У статті досліджуються здобутки та проблеми використання наукової фотографії в Україні в період 1930–1950-х років. Незважаючи на різноплановість періоду - воєнні потрясіння, повоєнна відбудова країни, які супроводжувалися жорстким ідеологічним контролем, в цей час відбувалися важливі процеси наукового та індустріального розвитку. Проаналізовано функції наукової фотографії цього періоду: як інструменту фіксації об'єктивної наукової інформації, як засобу історичного дослідження та як способу ідеологічного контролю. Розглянуто впровадження мікрофотографії, рентгенографії в роботі українських науково-дослідних інститутів. Висвітлено механізми державного контролю над візуальним контентом, що призводили до ретушування, фальсифікації або вилучення знімків, які не відповідали партійній лінії. Окреслено роль провідних наукових центрів Києва та Харкова у розвитку технічної фотографії в умовах тоталітарного режиму. Показано, що використання фотографії стало важливим інструментом для вирішення практичних завдань модернізації виробництва. Зокрема, Харківський інститут праці у 30-х роках минулого століття активно займався дослідженням робочих процесів, застосовуючи методи циклографії для оптимізації виробничих процесів. Попри значні технічні досягнення, наукова фотографія 1930–1950-х років перебувала під жорстким цензурним наглядом, що обмежувало її розвиток та впливало на об'єктивність наукової документації. Наукова фотографія поступово інтегрується в різні галузі знань - від фізики й біології до технічних наук, виконуючи функції фіксації, аналізу та візуалізації результатів досліджень. Фотографія виконує функції фіксації емпіричних даних, документування наукових фактів, експериментальних установок, історичних подій. У природничих науках наукова фотографія має важливе значення в географії, ботаніці, геології, зоології, астрономії, фізиці, екології. Використовується у соціальних і поведінкових науках, наприклад,

документальні фотографії, як джерело історичних, етнографічних досліджень.

Ключові слова: Наукова фотографія, історія України, історія науки, фіксація інформації, візуальна антропологія, ідеологічний контроль, візуальна документація.

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SCIENTIFIC PHOTOGRAPHY IN UKRAINE IN THE 1930s–1950s: SCIENTIFIC DEVELOPMENT AND IDEOLOGICAL CONTROL

Abstract. The article examines the achievements and problems of using scientific photography in Ukraine in the 1930s-1950s. Despite the diversity of the period - war upheavals, post-war reconstruction of the country, which were accompanied by strict ideological control, important processes of scientific and industrial development took place during this time. The functions of scientific photography of this period are analyzed: as a tool for recording objective scientific information, as a means of historical research, and as a method of ideological control. The introduction of microphotography, radiography in the work of Ukrainian research institutes is considered. The mechanisms of state control over visual content, which led to retouching, falsification or removal of images that did not correspond to the party line, were highlighted. The role of the leading scientific centers of Kyiv and Kharkiv in the development of technical photography in the conditions of the totalitarian regime is outlined. It is shown that the use of photography has become an important tool for solving practical tasks of production modernization. In particular, in the 1930s, the Kharkiv Institute of Labor was actively engaged in the study of work processes, applying the methods of cyclography to optimize production processes. Despite significant technical achievements, scientific photography in the 1930s–1950s was under strict censorship supervision, which limited its development and affected the objectivity of scientific documentation. Scientific photography is gradually integrated into various fields of knowledge - from physics and biology to technical sciences, performing the functions of recording, analyzing and visualizing research results.Photography performs the functions of recording empirical data, documenting scientific facts, experimental setups, and historical events. In natural sciences, scientific photography is important in geography, botany, geology,

zoology, astronomy, physics, ecology. It is used in social and behavioral sciences, for example, documentary photographs as a source of historical, ethnographic research.

Keywords: scientific photography, history of Ukraine, history of science, information recording, visual anthropology, ideological control, visual documentation.

Постановка проблеми. Фотографія як форма фіксування дійсності, а також один із способів збереження й транслювання інформації в епоху посилення візуалізації медіа перебуває на топових позиціях у процесі інформаційного обміну. Це зумовлює розширення її функцій і можливостей, збагачення інструментів і методів. Наукова фотографія ХХ ст. функціонувала та розвивалась як локомотив візуального документування, інструмент дослідження природних, технічних та соціальних процесів. В Україні, особливо у 1930–1950-х роках, цей феномен мав подвійний характер: він був інструментом розвитку науки і техніки та, водночас, предметом ідеологічного контролю радянської влади.

Аналіз останніх досліджень і публікацій. Фотографія широко використовується в різних наукових, історичних та мистецьких напрямах. Розвиваючись під впливом наукових досягнень у хімії, фізиці, оптиці, фотографія стала невід'ємною складовою історії науки й техніки. Фотографія стає об'єктом наукового розгляду, оскільки має особливу важливість для вивчення процесів сучасної науки і культури. Дослідження історії становлення та розвитку наукової фотографії в Україні висвітлюється в низці праць. Зокрема, І. Грушицька аналізувала історію формування та розвитку Одеської школи наукової фотографії, О. Пилипчук вивчала використання фотографії в роботі Київського відділення технічного товариства, І. Довжук розглянув питання розвитку хіміко-фотографічної промисловості в Україні у ХХ ст., а також інституалізацію фотографії як архівного документа. Загальні питання ранньої історії фотографії та фотоосвіти висвітлювалися в працях І.Горевалова, Г.Казакевича, Ю.Мосенкіс, О.Трачун, В.Кукоренчук, Н.Вдовиченко. Знайшли висвітлення в літературі також окремі актуальні питання використання фотографії. Наприклад, І. Кошова розглянула можливості використання фотографії в психології та соціології, І. Павлов – в графічному дизайні, І. Мартинова – при вивченні історії в школі.

Мета статті - розглянути розвиток наукової фотографії в Україні в 30 -50- х роках ХХ ст. Продемонструвати подвійну функцію фотографії в цей період - як інструменту розвитку науки і техніки, так і засобу ідеологічного контролю радянської влади.

Виклад основного матеріалу.

Дослідження історії української фотографії загалом є фрагментарними: значна частина матеріалів до 1930-х або втрачена, або розпорошена між приватними архівами й державними фондами. Ключові джерела з історії фотографії, до яких у ХХ ст. надавався доступ, є архівні фотодокументи Центрального державного кіно-фото-фоноархіву України імені Г. С. Пшеничного (ЦДКФФА України) - сховище візуальних матеріалів, що налічує понад мільйон одиниць. Формування та систематизація фотоархівних колекцій у ньому розпочалися з 1930 року відповідно до чинних на той час державних нормативів архівної справи. Упродовж усього періоду свого існування ЦДКФФА України імені Г.С. Пшеничного, поряд із виконанням основних функцій зі збереження документів і забезпечення умов для їх максимально широкого використання, виступав також як професійний науково-методичний центр. Його діяльність охоплювала широкий спектр питань, пов’язаних із кіно-, фото-, фоно- та відеодокументами, що визначало його важливу роль як суб’єкта професійної та наукової комунікації. Фотоархіви також відігравали важливу роль у збереженні зображень лабораторних корпусів, портретів вчених і документальних серій експериментальних процесів у наукових центрах, переважно/й особливо – у Харкові та Києві. Це дає змогу сьогодні реконструювати історію науки через візуальні матеріали разом із текстовими джерелами.

Ключові осередки наукової фотографії сформувалися навколо академічних інститутів та промислових гігантів того часу. Передусім слід відзначити Український фізико-технічний інститут (УФТІ). Саме тут у 1930-х роках фотографія стала невід'ємною частиною фізичного експерименту. Фотографи фіксували процеси розщеплення атомного ядра, роботу перших прискорювачів та унікальні лабораторні установки. Сьогодні ці кадри вважаються пам'ятками світового рівня. Також при Харківському університеті (нині ХНУ ім. В. Н. Каразіна) діяли фотолабораторії, що спеціалізувалися на макрозйомці для біологів, астрономічній фотографії та фіксації археологічних знахідок [1].

У природничо-науковій сфері фотографія трансформується з ілюстративного засобу на інструмент вимірювання та фіксації емпіричних даних. Упродовж 1930–1950-х років відбувається суттєва переорієнтація суспільного й наукового розвитку в напрямі науково-технічної революції, що зумовлює інституціоналізацію технічних методів дослідження та їх активне впровадження в практику наукового пізнання. Унаслідок цього фотографія перестала бути лише допоміжним засобом лабораторної фіксації та перетворилася на елемент наукової комунікації і вимірювальної

практики, що означало перехід до нового етапу розвитку візуальних методів дослідження. З'являються нові методи дослідження, для яких характерним є візуальне представлення емпіричних даних. Ідеться про спектрографію, електронну мікроскопію та біомікроскопію.

Історія спектрографії та спектроскопії в Україні нерозривно пов'язана зі становленням вітчизняних фізичних та хімічних шкіл, зокрема в Києві та Харкові. Перші кроки у використанні спектральних методів в Україні були зроблені в університетах Києва, Харкова та Одеси. Зокрема, у Київському університеті імені Тараса Шевченка дослідження проводили ще у XIX столітті. Михайло Цвєт, заклав основи хроматографії (близького методу розділення речовин), що згодом доповнювало спектроскопічні аналізи. У 1930-х роках у Харківському фізико-технічному інституті (ХФТІ) активно розвивалася спектроскопія кристалів та низьких температур. Фотографія історично була одним із ключових способів реєстрації спектрів випромінювання. У класичній спектрографії спектральні лінії фіксувалися на фотопластинках або фотоплівці, що дозволяло проводити точні вимірювання довжин хвиль та інтенсивності випромінювання. У сучасних умовах фотоматеріали замінені цифровими матрицями (CCD- та CMOS-сенсорами), однак принцип фотонної реєстрації зображення зберігається. У світловій та флуоресцентній біомікроскопії фотографія є невід'ємною складовою дослідницького процесу. Мікрофотографія дозволяє документувати морфологічні структури клітин, тканин і мікроорганізмів, здійснювати кількісний аналіз та порівняльні дослідження. Історія біомікроскопії - це шлях від перших оптичних спостережень клітин до передових методів лазерного сканування та люмінесценції. Перші кроки пов'язані з Київським університетом (кінець XIX – початок XX ст.), де працював Олександр Ковалевський, засновник порівняльної ембріології. Він використовував тогочасні світлові мікроскопи для вивчення розвитку живих організмів на клітинному рівні. Володимир Бец провів фундаментальні дослідження анатомії мозку, створивши унікальні мікроскопічні препарати зрізів нервової тканини.

Фотографія стала важливим інструментом, що дозволив використати науковий аналіз для практичних завдань модернізації виробництва. Зокрема, Харківський інститут праці у 30-х роках минулого століття активно займався дослідженням робочих процесів, застосовуючи методи циклографії - фіксації траєкторій рухів працівника під час виконання виробничих операцій. Інститут працював над розвитком наукового менеджменту, близьких до концепцій Ф. Тейлора, але адаптованих до умов радянської промисловості. Для цього широко використовувалися фотографічні засоби, що давали змогу поетапно аналізувати трудові дії,

виявляти зайві рухи та визначати раціональніші прийоми праці. Такі дослідження проводилися з метою підвищення продуктивності, зниження фізичного навантаження на робітників і впровадження наукової організації праці. Отримані матеріали використовувалися не лише для оптимізації виробництва, а й для підготовки кадрів, розробки інструкцій і методичних рекомендацій [1].

В Україні також формувалася та розвивалася інфраструктура, яка забезпечувала можливість розвитку фотографії. Завод «Арсенал» – це одне із найстаріших українських промислових підприємств. Його історія триває більш ніж 250 років. За цей час «Арсенал» пройшов шлях від військового підприємства до виробника оптико-електронних приладів для космічної, авіаційної та наземної техніки. Завод «Арсенал» ключове промислове підприємство України у 1930–1950-х роках реалізовував трансформаційні процеси радянської індустріалізації, воєнної мобілізації та післявоєнної науково-технічної реконструкції. У зазначений період підприємство пройшло шлях від модернізованого артилерійського виробництва до одного з провідних центрів оптико-механічної промисловості СРСР. У 1930-х роках розвиток заводу відбувався в контексті політики форсованої індустріалізації СРСР.

У межах перших п’ятирічок підприємство зазнало глибокої технологічної модернізації: було впроваджено нові методи металургійної обробки, розширено механоскладальні цехи, посилено стандартизацію виробничих процесів. З початком німецько-радянської війни у 1941 році підприємство було евакуйоване на схід СРСР. Евакуація передбачала демонтаж обладнання, транспортування виробничих ліній та відновлення виробництва в надзвичайних умовах. Після визволення Києва у 1943 році відбулась поступова реевакуація підприємства та відновлення його матеріально-технічної бази [2].

Після війни територію підприємства розширили, з’явилися нові корпуси. З Німеччини в якості репарацій вивезли обладнання заводу «Carl Zeiss Jena». Це був відомий виробник фототехніки та оптичних приладів. Почалося масове виробництво фототехніки. У 1949 році було випущено фотокамеру «Київ-2». Найперші фотоапарати збиралися з оригінальних німецьких комплектуючих. На заводі були розроблені та випускалися вироби військового призначення: системи орієнтування, апаратура прицілювання, прилади самонаведення, спостереження, вимірювання, аналізу та фотографування, які призначені для експлуатації як в лабораторних, так і в жорстких природних умовах. Ця продукція мала значення не лише для побутової фотографії, а й для наукових досліджень — зокрема в астрономії, мікроскопії та технічній документації.

Повоєнний період став етапом якісної трансформації виробничого профілю заводу. У рамках четвертої п'ятирічки було здійснено: реконструкцію виробничих корпусів; технічне переоснащення; розвиток точного машинобудування; впровадження нових стандартів контролю якості [3].

Особливо важливою стала переорієнтація на оптико-механічне виробництво. Завод поступово став центром виготовлення високоточних приладів: фотоапаратів, об'єктивів, вимірювальної та військової оптики. Ця продукція мала значення не лише для побутової фотографії, а й для наукових досліджень — зокрема в астрономії, мікроскопії та технічній документації [2].

У 1930-х роках наукова фотографія в Україні розвивалася під сильним впливом радянського централізованого управління. Суспільно значущі фотографії дедалі більше використовувалися як частина проєкту радянської модернізації та пропаганди - наприклад, для ілюстрації промислових досягнень, колективізації чи реконструкції міст. Будь-які експериментальні та авангардистські підходи, що були притаманні фотографічним практикам 1920–30-х років, були жорстко обмежені, а часто й зовсім придушені. У цьому контексті особливо виразною є постать Миколи Боканя — селянина та фотографа-аматора, чия творчість різко контрастує з офіційною візуальною політикою того часу. За даними електронної бібліотеки Інституту історії України НАН України, він створив серію світлин, що документують соціально-демографічні наслідки Голодомору 1932–1933 років у власній родині в смт Батурин.

Такі фотографії, на відміну від санкціонованих державою образів «успіху», не лише фіксували реальність, замовчувану радянською владою, але й виконували роль свідчень злочину проти людяності, водночас розкриваючи трагедію окремої селянської сім'ї.

Радянська влада вилучала та знищувала фотодокази Голодомору. Лише одиницям вдавалося зробити та зберегти такі світлини. Серед них найбільше вирізняється австрійський інженер Александр Вінербергер, який з 1932-го по 1933 рік працював на харківському заводі «Пластмас». Його відомі фото стали жахливою ілюстрацією штучного голоду у тодішній столиці радянської України Харкові. Архів Джеймса Аббе відомий американський фотограф та журналіст, який співпрацював з великими американськими та європейськими виданнями Vogue, The London Magazine. Аббе двічі відвідав СРСР — у 1927 та 1932 роках. Під час другої поїздки він відвідав Україну, зокрема Харків, Донеччину, Дніпробуд. Про свої враження від подорожі американець написав книгу «Я фотографую росію», яку видали в Нью-Йорку в 1934 році. У ній автор звернув увагу на факти голоду в Україні [4].

У Харкові дуже швидко утвердилася жорстка система стандартів «комуністичних фото» та ідеологічних кліше. Журналістів заарештовували й розстрілювали десятками, а фотохудожників до 1940-х років не залишилося взагалі. Недарма Борис Ігнатович, попрацювавши пару років в українській пресі, утік до Москви, де й розкрив себе як художник і фоторепортер. Так само вчинив Семен Фрідлянд, і не тільки. Друга світова війна надала можливість багатьом українським репортерам, які після кожної зйомки ризикували опинитися в числі японських шпигунів чи українських буржуазних націоналістів, виявити свій талант фотографа. Серед них Володимир Юдін, котрий прославився портретом мінометника Полікарпова та фотографіями, зробленими в концтаборі Аушвіц. Також однією з характерних рис цього періоду був «соціалістичний реалізм» як домінуючий стиль: фотографія функціонувала як засіб відображення прогресу й досягнень, а не як незалежне наукове чи художнє дослідження. Технічні можливості фотографії значною мірою були спрямовані на створення централізованих візуальних архівів, оскільки вони могли підтвердити офіційні статистичні дані або ілюструвати звіти наукових установ. У 1930-х роках багато фотографій втрачено через репресивну політику, що торкнулася й окремих фотографів або колекцій. Частина матеріалів була вилучена або знищена разом із заарештованими авторами, а поодинокі примірники збереглися лише як докази у кримінальних справах [5].

Війна (1941-1945) стала радикальним переломом для наукової фотографії. Значна частина архівів була евакуйована, частина — загинула. Під час військових дій фотографія набула нового значення як засіб документування бойових подій, відновлення зруйнованих міст і доказів злочинів. Наукові фотографи працювали в тісній взаємодії з військово-історичними установами для фіксації змін соціального й природного середовища. Одночасно архівні центри продовжували комплектувати колекції: вони включали світлини післявоєнного відновлення, реконструкції наукових установ, а також процесів адаптації цивільного життя до повоєнної реальності. Частина архівних матеріалів із цього періоду є важливим джерелом для дослідження історії науки загалом і наукової фотографії зокрема.

Повоєнний період ознаменувався поступовим відновленням структур наукової роботи, включно з фотографічними лабораторіями та освітніми програмами. Якщо в 1930-х фотофіксація мала передусім документальний і пропагандистський характер, у 1950-х вона поступово інтегрувалася у науково-дослідні програми академічних установ. Зокрема, у структурах Національної академії наук УРСР фотографія стала одним із методів поряд із текстовими публікаціями й кресленнями [6].

Фотофіксація стала стандартним методом у природничих і технічних науках: наприклад, у ботаніці, мікроскопії, геології й інженерних дисциплінах. Водночас фотоархівні практики й постановка візуальних документів у контексті наукової публікації потребували розроблення нових критеріїв відбору й репрезентації для академічних читачів.

Харківська школа фотографії, відома своїм новаторством, зазвичай датується періодом з 1960-х років. У 1930-1950-х роках фотографія в Харкові розвивалася переважно в межах радянської преси, документалістики та технічної зйомки, зазнаючи жорсткої цензури, що обмежувала створення окремої незалежної «школи» чи художнього напрямку в цей час. Фотографи працювали для газет та журналів, фіксуючи індустріалізацію, будівництво та воєнні події. Розвиток науково-технічної фотографії відбувався в інститутах, пов'язаних з промисловістю Харкова [7].

Висновки

У 1930–1950-х роках українська наукова фотографія пройшла складну еволюцію: від засобу ідеологічної репрезентації до повноцінного інструмента наукового пізнання та фіксації дослідницьких процедур. Цей процес розгортався в умовах жорсткого радянського централізованого контролю, воєнних потрясінь і післявоєнної відбудови країни, що істотно вплинуло на технічні можливості, естетику зображень і тематику зйомок. Водночас фотографія поступово інтегрувалася в різні галузі знань - від фізики й біології до технічних наук, виконуючи функції фіксації, аналізу та візуалізації результатів досліджень. Важливим чинником цього розвитку стало формування відповідної інфраструктури, зокрема, діяльність заводу «Арсенал», який виробляв оптичні прилади і фототехніку, що сприяло технічному забезпеченню розвитку і поширенню наукової фотографії. Не менш суттєву роль відіграли наукові установи, лабораторії та освітні заклади, де фотографія ставала невід’ємною частиною експериментальної практики. Ключове значення для сучасного осмислення цих процесів мають архівні джерела - передусім колекції Центрального державного кіно-фото-фоноархіву України ім. Г. С. Пшеничного. Вони не лише зберігають візуальну спадщину епохи, а й відкривають можливості для її інтерпретації в контексті наукових, культурних і соціально-політичних трансформацій XX століття, дозволяючи простежити взаємодію між знанням, технологіями та владою.

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ВИКОНАВСЬКО-ТЕХНОЛОГІЧНІ ЗАСАДИ ФОРТЕПІАННОГО ЗВУКОУТВОРЕННЯ ЯК СКЛАДОВА ВИКОНАВСЬКОЇ МАЙСТЕРНОСТІ ПІАНІСТА

Анотація. Стаття присвячена дослідженню виконавсько-технологічних засад фортепіанного звукоутворення у контексті формування виконавської майстерності піаніста. У роботі висвітлюється проблема фортепіанного інтонування як складного художньо-виконавського феномена, безпосередньо пов'язаного зі специфікою звуковидобування, артикуляцією, динамікою та педалізацією. Акцентується увага на тому, що процес інтонування є невід'ємним складником художньої інтерпретації музичного твору, оскільки саме через характер звучання відбувається втілення емоційно-смислового змісту музики.

Проаналізовано наукові підходи до проблеми фортепіанного інтонування у працях вітчизняних і зарубіжних дослідників. Розглянуто особливості формування фортепіанного звуку, основні етапи його виникнення та згасання, а також чинники, що впливають на тривалість, темброве забарвлення й динамічні характеристики звучання. Значну увагу приділено способам фортепіанного звуковидобування, серед яких legato, staccato, martellato, leggiero, portamento та інші артикуляційні прийоми, що забезпечують інтонаційну виразність музичного мовлення.

У статті висвітлено роль динаміки як одного з провідних засобів музичної виразності та розкрито значення системи фортепіанних педалей у процесі звукоформування. Підкреслюється, що педалізація сприяє тембровому збагаченню звучання, його акустичній насиченості та просторовій об'ємності. Узагальнено, що свідоме фортепіанне інтонування поєднує технічні, акустичні й художньо-комунікативні аспекти виконавської діяльності та виступає важливим чинником формування виконавської майстерності піаніста. Окремо наголошується на взаємозв'язку виконавської техніки та художнього задуму, що визначає індивідуальність інтерпретації та забезпечує цілісність музично-образного розвитку твору.

Ключові слова: фортепіанне інтонування; звукоутворення; виконавська майстерність піаніста; фортепіанна техніка; педалізація.

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PERFORMANCE AND TECHNOLOGICAL PRINCIPLES OF PIANO SOUND PRODUCTION AS A COMPONENT OF THE PIANIST'S PERFORMANCE MASTERY

Abstract. The article is devoted to the study of the performance and technological principles of piano sound production in the context of developing the pianist's performance mastery. The research highlights the problem of piano intoning as a complex artistic and performing phenomenon directly connected with the specificity of sound production, articulation, dynamics, and pedaling. Particular attention is focused on the fact that the process of intoning constitutes an integral component of the artistic interpretation of a musical work, since it is through the character of sound that the emotional and semantic content of music is embodied.

The study analyzes scientific approaches to the problem of piano intoning presented in the works of domestic and foreign researchers. The peculiarities of piano sound formation, the main stages of sound emergence and decay, as well as

the factors influencing the duration, timbre coloration, and dynamic characteristics of sound are considered. Considerable attention is paid to the methods of piano sound production, including legato, staccato, martellato, leggiero, portamento, and other articulatory techniques that ensure the intonational expressiveness of musical speech.

The article also reveals the role of dynamics as one of the leading means of musical expressiveness and clarifies the significance of the piano pedal system in the process of sound formation. It is emphasized that pedaling contributes to the timbral enrichment of sound, its acoustic saturation, and spatial volume. It is generalized that conscious piano intoning combines technical, acoustic, and artistic-communicative aspects of performing activity and serves as an important factor in the development of the pianist's performance mastery. Special emphasis is placed on the interrelation between performance technique and artistic conception, which determines the individuality of interpretation and ensures the integrity of the musical and figurative development of a composition.

Keywords: piano intoning; sound production; pianist's performance mastery; piano technique; pedaling.

Вступ. У музичному творі процес інтонування органічно пов'язаний із художньою концепцією, оскільки саме через нього конкретизуються засоби музичної виразності, принципи звуковидобування та способи формування звукової тканини. Саме тому осмислення феномену фортепіанного інтонування неможливе без урахування специфіки звукоутворення на фортепіано.

На думку науковців, звук здатний передавати надзвичайно точну інформацію про навколишню дійсність завдяки тембровим, артикуляційним, висотним і динамічним характеристикам. Ці властивості визначають не лише характер музики та її реальне звучання, а й емоційне сприйняття слухачем [3].

Особливого значення проблема звуку набуває у фортепіанному виконавстві. Опанування звуку розглядається як одне з центральних завдань піаніста, адже саме звук становить матеріальну основу музичного мистецтва. Удосконалення звукової культури сприяє піднесенню музики на вищий художній рівень. У дослідженнях, присвячених природі фортепіанного звучання, наголошується на особливій універсальності фортепіано, здатного втілювати широкий спектр образно-емоційних станів і виконувати функцію своєрідного «акторського» інструмента. Водночас акцентується увага на інтелектуальній природі фортепіано, яке, на відміну від багатьох інших інструментів, не володіє безпосередньою «чуттєвою тілесністю» звучання [6].

Аналіз виконавських прийомів, що використовуються у фортепіанній практиці, а також осмислення чинників, які впливають на характер звукоутворення, дозволяють глибше зрозуміти сутність фортепіанного інтонування. Важливим є й усвідомлення того, чому однакові технічні дії можуть породжувати різні за якістю та художнім змістом звукові результати. Такий підхід сприяє розширенню уявлень про інтонування як невід'ємний складник виконавської інтерпретації та відкриває нові перспективи у вирішенні проблем, що постають у професійній діяльності піаніста-виконавця.

Аналіз останніх досліджень і публікацій засвідчує, що проблема фортепіанного інтонування розглядається в сучасному науковому дискурсі як багатовимірний феномен, пов'язаний із питаннями музичного мислення, звукоутворення, виконавської виразності та художньої комунікації. Методологічні засади дослідження інтонування сформувалися на перетині музикознавства, естетики, психології, акустики, семіотики та теорії виконавства, що зумовило широкий спектр наукових підходів до осмислення природи музичного звуку й механізмів його художнього втілення.

У працях, присвячених фортепіанному виконавству, проблема інтонування висвітлюється переважно фрагментарно та здебільшого у контексті виконавської інтерпретації. Зокрема, В. Колоней розглядає фортепіанне виконавське інтонування як органічну єдність звукової мети та способів її досягнення у процесі соматичного інтонування, акцентуючи увагу на взаємозв'язку внутрішнього слухового уявлення та виконавського руху [4]. Вагомий внесок у дослідження проблеми фортепіанного інтонування здійснила Чжан Цзяохуа, у праці якої інтонування розглядається як чинник смислоутворення у фортепіанному виконавстві. Дослідниця акцентує увагу на взаємозв'язку звукової виразності, художнього мислення та виконавської інтерпретації, розкриваючи інтонування як основу формування змістової та емоційно-образної цілісності музичного твору [6].

У дисертаційному дослідженні Т. Вєркіної актуальне інтонування трактується як важлива виконавська проблема, пов'язана з музично-виконавським мистецтвом, як особливою формою творчої практики, що забезпечує фіксацію, відтворення та розвиток музичного досвіду особистості. Водночас у працях Євген Бондар розкривається проблема надвиразного інтонування у контексті сучасного хорового мистецтва, де інтонаційна сфера розглядається як важливий чинник художньої експресії та емоційно-смислового впливу на слухача [2].

У дослідженні Є. Бондара проблема інтонування розглядається крізь призму сучасної хорової творчості, де особлива увага приділяється феномену надекспресивного інтонування як засобу посилення художньо-

емоційного впливу музики. Дослідник акцентує увагу на тому, що інтонаційна сфера у хоровому мистецтві виходить за межі суто звуковисотної організації й набуває значення складного художньо-комунікативного механізму, пов'язаного з динамікою, тембровою виразністю, артикуляційними особливостями та емоційною насиченістю виконання. У праці підкреслюється, що надекспресивне інтонування сприяє поглибленню смислової багатошаровості музичного твору та активізує процес емоційного співпереживання слухача [1].

Мета статті полягає у дослідженні виконавсько-технологічних засад фортепіанного звукоутворення, висвітленні особливостей формування фортепіанного звучання у контексті виконавського інтонування, а також у визначенні ролі артикуляції, динаміки, педалізації та прийомів звуковидобування у формуванні виконавської майстерності піаніста.

Виклад основного матеріалу. Розглядаючи окремий тон як первинну структурну одиницю інтонаційного процесу та своєрідну одиницю інтонування [6], можна простежити основні етапи формування фортепіанного звуку. Перший етап пов'язаний із ударом молоточка по струні, внаслідок чого виникають її коливання. Другий охоплює безпосереднє звучання тону та поступове згасання звукової хвилі. Третій етап виникає у момент підняття пальця з клавіші та опускання демпфера, що спричиняє припинення коливального процесу.

На початковій стадії звукоутворення найбільш виразно виявляється ударно-імпульсний характер фортепіанного звучання. Саме тут формується енергетичний потенціал звуку, його моторна активність і внутрішня динаміка. Протилежним за своєю природою є завершальний етап, пов'язаний із поступовим згасанням коливань струни після повернення демпфера. Попри важливість цього процесу для художньої завершеності звучання, у виконавській практиці йому часто приділяється недостатньо уваги.

Тривалість і характер звучання тону залежать від низки чинників, серед яких особливе значення мають сила впливу на струну та її фізичні параметри як резонатора. Зокрема, нижні регістри характеризуються більшою масою і довжиною струн, що забезпечує триваліше природне звучання. Водночас, специфіка фортепіанного механізму ускладнює можливість безперервного керування окремим звуком після моменту його виникнення, тому динамічна природа фортепіанного тону тяжіє до поступового згасання.

З метою продовження звучання піаністи використовують різноманітні виконавські прийоми, що створюють ілюзію вібраційного ефекту. Одним із них є застосування м'яких пульсацій педалі, які формують своєрідне

«демпферне вібрато», або ж повторна репетиція звуку пальцями. Подібні прийоми зустрічаються, зокрема, у фортепіанних сонатах Л. ван Бетховена (op. 106 та op. 110).

Окрему групу становлять питання, пов'язані безпосередньо зі способами звуковидобування на фортепіано, а також впливом динаміки й педалізації на якість звучання. У працях дослідників, присвячених проблемам фортепіанного звуку, значна увага приділяється класифікації виконавських прийомів. Так, К. Черні у праці «Повна теоретична і практична фортепіанна школа» виокремлює legatissimo, legato, portamento, staccato та marcatissimo, пов'язуючи їх із різними типами мелодичного руху та характером звукової атаки [5, с. 98–127].

Подальший розвиток уявлень про виразне звукоформування та виконавську організацію музичної форми пов'язаний із працями Г. Ріман. У «Порівняльній фортепіанній школі» дослідник вводить поняття non legato, legatissimo, mezzo legato, mezzo staccato (leggiero), carezzando, акцентуючи увагу на тонких градаціях дотику, характері пальцевого руху та особливостях контакту виконавця з клавіатурою.

У праці «Сучасна техніка гри на фортепіано», Є. Тетцель виокремлює декілька основних способів фортепіанного звуковидобування, серед яких legatissimo, legato, leggiero та staccato [9]. Дослідник пов'язує ці прийоми не лише з технічними аспектами гри, а й із характером звукової виразності, що формується у процесі виконання.

Важливе місце у розвитку культури фортепіанного звуку посідають педагогічні принципи Т. Лешетицького. За спогадами його учнів, під час занять особлива увага приділялася якості звучання, співучості мелодичної лінії та художній виразності виконання. У роботі над звуковеденням педагог розрізняв legato, non legato та staccato, розглядаючи технічні елементи не ізольовано, а в органічному зв'язку з образним змістом твору. Віртуозні епізоди також підпорядковувалися художній логіці музики і не трактувалися як самодостатній технічний компонент. Водночас, важливим принципом навчання було формування внутрішнього слухового уявлення: перш ніж відтворити звук на інструменті, виконавець мав мисленно почути його художній образ. Сам Т. Лешетицький зазначав, що значною мірою спирався на методичні засади К. Черні, хоча згодом ця система отримала окрему назву – «метод Лешетицького».

Методична концепція В. Курца ґрунтувалася на комплексному розвитку професійних виконавських умінь, серед яких важливе місце відводилося культурі фортепіанного звуку. Значну увагу дослідник приділяв поєднанню пальцевої техніки з роботою всього виконавського апарату, прозорості фактури, рельєфності музичної форми та уважному

ставленню до авторського тексту. У праці «Технічні основи фортепіанної гри» педагог характеризує такі прийоми звуковидобування, як staccato (із рухом зверху або безпосередньо від клавіші), legato, legatissimo та non legato. Окремо акцентується увага на особливостях виконання кантилени, що потребує особливої звукової пластичності й безперервності мелодичного розвитку [8].

Своєрідну класифікацію елементів фортепіанної техніки пропонує А. Бірмак, яка виокремлює «перлинну» техніку, пальцеве glissando, martellato та leggiero. Такий підхід демонструє різноманітність способів звуковидобування та підкреслює залежність технічних прийомів від художньо-стильових особливостей музичного твору.

Загалом прийоми фортепіанного звуковидобування характеризуються значною варіативністю, однак їх використання безпосередньо зумовлюється змістом, жанровою природою та стилістикою музики. З урахуванням особливостей музичної фактури фортепіанну техніку традиційно поділяють на техніку дрібної та великої фактури. До дрібної техніки належать гамоподібні пасажі, мелізматика, пальцеві репетиції, арпеджіо, трелі, а також групи звуків, що виконуються без зміни позиції руки. Велика техніка охоплює октавну й акордову гру, стрибки, тремоло та інші масштабні фактурні комплекси, що потребують активної участі всього виконавського апарату.

Серед різноманітних способів фортепіанного звуковидобування особливе значення у виконавській практиці належить артикуляційним прийомам, які визначають характер звуковедення, ступінь зв'язності між тонами та специфіку інтонаційної виразності музичної фрази. Роздивимось деякі з них.

Legato (італ. – зв'язно) належить до основних способів фортепіанного звуковидобування та передбачає максимально плавне поєднання звуків у безперервну мелодичну лінію. У фортепіанній виконавській практиці цей прийом посідає провідне місце, оскільки безпосередньо пов'язаний із кантиленним характером звучання та художньою цілісністю музичної фрази. На думку Й. Гата, головною умовою legato є безперервність звукового потоку, за якої поява нового звуку має сприйматися не як механічний розрив, а лише як зміна висотного рівня звучання [7, с. 161–162]. Водночас конструктивні особливості фортепіано унеможливлюють безперервне утримання звуку без його повторної атаки, тому виконавець прагне зробити момент переходу між звуками максимально непомітним.

На противагу legato, staccato (італ. – уривчасто, відокремлено) ґрунтується на чіткому розмежуванні звуків. Такий спосіб звуковидобування передбачає коротке, переривчасте звучання, при якому окремі

тони не зливаються між собою, а розділяються мінімальними паузами. Використання staccato сприяє посиленню ритмічної чіткості, артикуляційної рельєфності та моторної енергії музичного руху.

Техніка martellato застосовується у випадках, коли музичний образ потребує щільного, акцентованого й енергетично насиченого звучання. Її виконання пов'язане з використанням активних коливальних рухів передпліччя та кисті, що забезпечують особливу ударну виразність звуку.

Так звана «перлинна техніка» («pearl technique») надає звучанню легкості, прозорості та дзвінкості. За спостереженнями А. Бірмак, для досягнення подібного звукового ефекту необхідним є застосування чіпких ковзних рухів пальців під долонею, що забезпечують точність, рівність і блиск пасажної техніки.

Leggiero (італ. – легко, витончено) також належить до різновидів пальцевої техніки. Для цього способу звуковидобування характерні легкі дотики округлених пальців до клавіатури у поєднанні з пластичними рухами кисті та підтримкою верхньої частини руки. У результаті формується прозоре, рухливе й гнучке звучання.

Мелодична техніка використовується насамперед у виконанні кантилени та мелодично розгорнутих епізодів. Її специфіка полягає у здатності виконавця забезпечувати безперервний розвиток звукової лінії, ніби «переливаючи» звук з однієї ноти в іншу. Саме завдяки цьому досягається співучість фортепіанного звучання та його наближеність до вокальної манери інтонування.

Portamento (італ. – переносити голос) передбачає окреме, але не коротке звуковедення. На відміну від staccato, тут важливим є не уривчастий характер звучання, а підкреслена артикуляційна виразність кожного тону за умови достатньої тривалості його звучання. Виконання portamento поєднує елементи зв'язності та відокремленості, створюючи своєрідний проміжний тип артикуляції.

Важливу роль у процесі фортепіанного звукоформування відіграє динаміка (грец. – сила), яка є одним із найсуттєвіших засобів музичної виразності та реалізується через зміну сили звучання. Вибір динамічних нюансів залежить від драматургії та стилістики музичного твору, особливостей художнього образу, а також від зовнішніх чинників, серед яких акустичні властивості інструмента й концертного простору.

Подібно до світлотіні у живописі, динаміка формує психологічну та емоційну перспективу музичного образу. Динамічні зміни, що виникають у процесі розгортання музичної думки, сприймаються слухачем як емоційно-смислові акценти й активізують асоціативне мислення. Зокрема, сфера forte може втілювати як піднесено-героїчні, так і драматично-трагічні образи.

Fortissimo, своєю чергою, здатне викликати асоціації з величчю, потужністю та масштабністю звучання або ж породжувати відчуття внутрішньої напруги, тривоги й емоційного тиску.

У сфері фортепіанного звучання pianissimo традиційно асоціюється з образами смутку, внутрішньої зосередженості, спокою, таємничості й тонкої ліричності. Натомість динамічні відтінки forte та fortissimo здатні втілювати емоційно насичені, драматичні або героїко-піднесені образи. Особливого значення у процесі художнього формування музичної думки набувають поступові динамічні зміни – crescendo та diminuendo (decrescendo), завдяки яким створюються ефекти наближення, віддалення або поступового згасання звучання.

У контексті фортепіанного звукоутворення особливо складним є опанування крайніх динамічних можливостей інструмента. Виконання pianissimo потребує максимальної чутливості до клавіатури, оскільки за мінімального фізичного навантаження виконавець має забезпечити чіткість артикуляції та повноцінність звучання. Виконання fortissimo, навпаки, пов'язане з активізацією всіх енергетичних ресурсів піаніста – ваги руки, сили удару, участі корпусу та загальної координації виконавського апарату.

Надзвичайно важливу роль у процесі фортепіанного звукоформування відіграє педаль. Значення педалізації полягає насамперед у розширенні художньо-виражальних можливостей інструмента. Використання педалі пов'язується зі зміною характеру звучання, його тембрового забарвлення, тривалості та акустичної насиченості, а також із необхідністю поєднання звуків чи продовження басової основи.

Походження педалі sostenuto пов'язують з органною клавіатурно-педальною системою. У сучасному фортепіано ця педаль забезпечує утримання вибраних демпферів у піднятому положенні. Після натискання педалі відповідні демпфери фіксуються й залишаються піднятими до моменту її відпускання виконавцем. Інші демпфери функціонують у звичайному режимі, у тому числі й у взаємодії з правою педаллю. Використання sostenuto особливо доцільне у творах зі складною фактурою, де виникає потреба у тривалому утриманні окремих звуків, переважно у нижньому регістрі.

У процесі звукоутворення права педаль безпосередньо впливає на звуки, що виникають у момент її натискання. Її функція не обмежується лише подовженням звучання, а полягає також у його тембровому збагаченні. Підняття демпферів спричиняє резонансне співколивання інших струн, для яких виконувані звуки виступають обертоновою основою. Завдяки цьому фортепіанне звучання набуває більшої насиченості, глибини та барвистості.

Виокремлюють низку основних функцій правої педалі: декоративну, акустичну, тектонічну, просторову, робочу, компромісну, попередню, пряму, запізнілу, навмисно дубльовану та мелодичну. У фортепіанній практиці ці функції тісно взаємодіють між собою. Зокрема, у випадках, коли педаль використовується для пом'якшення звучання або надання йому додаткових тембрових відтінків, її розглядають як декоративну чи темброву. Подібний тип педалізації особливо характерний для музики доби романтизму.

Ліва педаль виникла раніше за праву й спочатку функціонувала як механізм подвійного зміщення. Конструкція сучасного фортепіано передбачає наявність трьох струн для більшості клавіш середнього та верхнього регістрів, двох: у басовій частині, та однієї – для найнижчих звуків. Натискання лівої педалі зміщує молоточковий механізм праворуч, унаслідок чого молоточки вдаряють по меншій кількості струн: у басовому регістрі по одній струні, а в середньому й верхньому – по двох замість трьох. Це призводить не лише до зменшення сили звучання, а й до зміни його тембрового забарвлення. Таким чином, динамічний і тембровий ефекти лівої педалі перебувають у нерозривному взаємозв'язку.

Таким чином, серед засобів художньої виразності, якими володіє піаніст-виконавець, провідне місце належить системі фортепіанних педалей – правій (демпферній), лівій та середній (sostenuto). Сукупна дія цих педальних механізмів справляє надзвичайно вагомий вплив на процес фортепіанного звукоформування, зокрема на тривалість звучання, його динамічні характеристики та темброве забарвлення.

Висновки. Свідоме фортепіанне інтонування, будучи звуковим утіленням музичної думки, безпосередньо реалізується через специфіку звукоформування на фортепіано. Процес створення художньо виразного звучання нерозривно пов'язаний із характером звуковидобування, особливостями артикуляції, динамічними градаціями, педалізацією та здатністю виконавця цілеспрямовано керувати тембровими й акустичними властивостями інструмента. Саме завдяки цьому фортепіанне інтонування набуває значення не лише технічного, а й художньо-комунікативного феномена, що забезпечує передачу емоційно-смислового змісту музичного твору.

У процесі дослідження встановлено, що фортепіанне звукоутворення визначається складною взаємодією механічних, акустичних і виконавських чинників. Особливості атаки звуку, тривалість його звучання, характер згасання, використання різних артикуляційних прийомів і педальних механізмів формують індивідуальну звукову модель виконання. При цьому техніка звуковидобування не може розглядатися ізольовано від художнього

задуму, оскільки вибір того чи іншого виконавського прийому безпосередньо залежить від стилістики твору, його жанрової природи та образно-драматургічного змісту.

Аналіз різновидів фортепіанної техніки засвідчив, що legato, staccato, portamento, leggiero, martellato та інші способи звуковидобування виступають важливими чинниками формування інтонаційної виразності музичного мовлення. Не менш важливу роль відіграє динаміка, яка забезпечує емоційне розгортання музичної думки та створення психологічної перспективи звучання. Особливе місце у процесі звукоформування належить системі фортепіанних педалей, використання яких сприяє тембровому збагаченню звуку, його просторовій об'ємності та акустичній цілісності.

Водночас, порушена проблематика не вичерпує всіх аспектів дослідження фортепіанного звукоформування як складника виконавського інтонування. Подальшого наукового осмислення потребують питання взаємодії акустичних властивостей інструмента та індивідуальної виконавської манери, специфіка інтонування у різних стильових системах, а також особливості формування культури фортепіанного звуку у процесі професійної підготовки музикантів-піаністів.

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КРИЗОВІ ЯВИЩА У КУЛЬТУРІ XX - ПОЧАТКУ XXI СТОЛІТТЯ

Анотація. У статті наголошується, що у кінці XX – на початку XXI ст. у свідомості людей зароджується думка, що людство проживає деякий переломний момент власної екзистенції. На підтвердження цієї тези можемо назвати низку прикладів: війни, моральний, соціальний та інтелектуальний хаос, актуалізація багатьох глобальних проблем: екологічна катастрофа, демографічна проблема, насадження тоталітарних режимів тощо. Відтак усі ці процеси не могли не відобразитися на житті як окремо взятої людини, так і суспільства загалом.

Наголошено, що сучасні соціологи, політологи, культурологи та футурологи вказують на появу багатьох суперечностей, що пов'язані із зародженням нової загальнопланетарної цивілізації. Такі суперечності та зміни проникають практично в усі сфери людського життя. Не оминули вони і культуру як одну із визначальних характеристик людського існування. Тож у цьому контексті можна говорити про формування деяких епохальних змін в культурі. Як доказ можемо згадати трансформації у сфері сучасного мистецтва, адже саме тут насамперед відбуваються ті чи інші зміни, які мають місце у суспільстві загалом.

Зазначено, що сьогодні можна спостерігати і кризу сучасного мистецтва, яка виражається у певній дезінтеграції, еклектичності, а насамперед в ірраціоналізації багатьох сфер мистецтва. Низка дослідників у цьому контексті наголошують, що з'являється усе більше фактів, які

свідчать про примітивізацію естетичних смаків людини, а впливу ірраціоналізму зазнали практично усі галузі мистецтва. Такі та схожі тенденції можемо спостерігати і у живописі, музиці, літературі, скульптурі тощо. Якщо узяти для прикладу живопис, то побачимо, що більшість сучасних художників, причому із різних шкіл та напрямів, приходять до деякого консенсусу. Ідеться про те, що вони відходять від зображення реально існуючого світу, незалежно від того, чи то світ людини, чи тварини, чи природи загалом. А світ на полотнах таких художників постає деформованим, адже саме таким він є у їхній свідомості. Саме тому сучасні митці керуються більше власними уявленнями, своїм ірраціональним баченням світу, аніж емпіричним сприйняттям буття. Подібні процеси мають під собою раціональне пояснення. Тож криза у суспільстві автоматично породжує кризу у мистецтві, а як наслідок – і в культурі загалом.

Ключові слова: культура, цивілізація, криза культури, суспільна криза, занепад культури, ірраціоналізм культури.

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CRISIS PHENOMENA IN CULTURE OF THE 20TH - EARLY 21ST CENTURY

Abstract. The article claims that at the end of the 20th and the beginning of the 21st centuries, people began to think that humanity was experiencing a turning point in its existence. In support of this thesis, we can cite a number of examples: wars, moral, social and intellectual chaos, the actualization of many global problems: ecological catastrophe, demographic problems, the establishment of totalitarian regimes, etc. Therefore, all these processes could not but affect the life of both an individual person and society as a whole.

It is emphasized that modern sociologists, political scientists, cultural scientists and futurologists point to the emergence of many contradictions associated with the emergence of a new planetary civilization. Such contradictions and changes penetrate almost all spheres of human life. They have not bypassed culture as one of the defining characteristics of human existence. So in this context we can talk about the formation of some epochal changes in culture. As evidence, we can mention the transformations in the field of contemporary art, because it is here that these or other changes that take place in society primarily take place.

It is noted that today we can observe a crisis in contemporary art, which is expressed in a certain disintegration, eclecticism, and above all in the irrationalization of many areas of art. A number of researchers in this context note that there are more and more facts that indicate the primitivization of human aesthetic tastes, and that almost all areas of art have been influenced by irrationalism. We can observe such and similar trends in painting, music, literature, sculpture, etc. If we take painting as an example, we will see that most contemporary artists, from different schools and directions, come to some consensus. The point is that they deviate from the depiction of the real world, regardless of whether it is the world of humans, animals, or nature in general. And the world on the canvases of such artists appears deformed, because that is exactly how it is in their consciousness. That is why modern artists are guided more by their own ideas, their irrational vision of the world, than by the empirical perception of existence. Such processes have a rational explanation. A crisis in society automatically generates a crisis in art, and as a consequence - in culture in general.

Keywords: culture, civilization, cultural crisis, social crisis, cultural decline, cultural irrationalism.

Постановка проблеми. Багатовіковий досвід історії свідчить про те, що культура у власному розвитку з необхідністю проходить певні етапи, а саме – народження, розквіт та занепад. Але занепад культури у жодному разі не означав її повного знищення. На ґрунті колишньої культури зароджується та в подальшому функціонує нова культура, яка теж проходить подібні етапи розвитку, і так до безкінечності. А характерною ознакою занепаду є порушення гармонії у взаємозв'язку та взаємодії цивілізації і культури, яке відображається у тих чи інших кризових явищах. Відтак ми можемо спостерігати кризу мистецтва XX століття, яке у багато чому втратило свою культуро творчу роль. Також можемо говорити і про певне знецінення таких понять як честь, совість, гідність, правда тощо. Разом із тим змушені констатувати загострення суперечностей між культурою та цивілізацією. Таким чином вивчення та аналіз такого

феномену культури, як криза, є предметом уваги багатьох сучасних досліджень.

Аналіз останніх досліджень і публікацій. У XX столітті питання щодо кризи культури досліджували Г. Зіммель, Е. Фромм, П. Куртц та багато інших мислителів. А в контексті даного дослідження можна назвати таких науковців як М. Гайдеггер, М. Фуко, Ж. Деррида, Ж.-Ф. Ліотар. Про розвиток культури окресленого періоду також писали такі українські персоналії як М. Біляшівський, В. Модзалевський, Д. Щербаківський, Л. Членова, К. Широцький, Р. Шмагало, О. Лагутенко.

Мета статті розкрити стрижневі вектори кризи культури XX – початку XXI століття в історіософському контексті.

Виклад основного матеріалу. Насамперед зазначимо, що проблема кризи культури є далеко не новою в культурології. Так, ще італійський мислитель XVIII ст. Д. Віко виокремив її як одну з найактуальніших. Обґрунтовуючи ідею культурного прогресу та певної логіки в історії, він чи не один з перших зрозумів існування низки закономірностей цього розвитку. Своєю чергою Ф. Ніцше в XIX ст., продовжуючи стрижневі ідеї Д. Віко, зробив промовистий висновок про те, що у європейській культурі поступово наростають протиріччя, а кожна нова епоха їх акумулює та глобалізує і усе це, у кінцевому результаті, призводить до феномену кризи культури.

Також констатуємо, що О. Шпенглер на початку XX ст. продовжив досліджувати та розвивати цю проблематику. Праця О. Шпенглера «Занепад Європи» зробила у цьому розумінні досить гучну сенсацію. Вийшовши одразу після Першої світової війни, вона перетворила О. Шпенглера у «володаря думок» свого часу. Тож праця О. Шпенглера за глибиною та концептуальністю постановки проблеми кризи культури виходила за межі окремо взятої країни, а її ідеї почали стрімко поширюватися різними країнами. Так у 20-х роках XX ст. згадана концепція кризи О. Шпенглера отримала доволі широке розповсюдження в американській соціології. Власне у США виникла теорія про «культурне відставання» суспільної свідомості від поступу науково-технічного прогресу, який безпосередньо і виступає загрозою для тієї чи іншої культури. Стрижневі думки О. Шпенглера підхопила низка науковців того часу. Перший висновок, що його зробив О. Шпенглер, був відображений у теорії циклічності, іншими словами, зміні замкнених незалежних одна від одної культур наступними культурами. А кожна культура уявлялась автором «Занепаду Європи» як один з ізольованих етапів розвитку всесвітньої історії. Гіперболізуючи низку ідей своїх попередників, О. Шпенглер доволі однобічно стверджував про фатальність повернення

людства, а як наслідок людської культури до деякого первинного стану, у якому вона раніше перебувала. Інший цікавий висновок, який зробив О. Шпенглер, стосується того, що він, на його переконання, здійснив «коперніканське» відкриття у галузі культурології, підрахувавши, що вік існування кожної культури становить приблизно 1000 –1500 років. Також потрясіння, яке людство пережило під час Другої світової війни стало підґрунтям для поширення песимістичних ідей Освальда Шпенглера. Саме тому дослідження кризи культури в багатьох випадках здійснювалися у руслі його фаталістичного бачення. Зокрема, П'єр Вілар наголошував, що навіть у державах із високим рівнем технічного розвитку науковий світогляд не став домінуючим для більшості населення, а антинаукові уявлення продовжують мати значний вплив. Окрім цього, сучасний світ наповнений численними концепціями екологічної загрози, ризику ядерного знищення цивілізації та інших глобальних катастроф, виникнення яких пов'язане зі складними економічними, соціально-політичними й демографічними процесами.

Кожна історична епоха, як і сучасність, формує власну систему духовних пріоритетів, що визначає характер культури. Тому культурний розвиток можна розглядати як процес утвердження певної домінуючої системи духовних цінностей. Протистояння між провідною духовною орієнтацією та іншими ціннісними моделями, які існують у межах субкультур, часто породжує явище культурної кризи, або конфлікту культур. У таких умовах культура поступово втрачає свою самодостатність і занепадає. Особливо виразно це простежується в сучасному світі, де криза культури відображає не лише суперечність окремих цінностей, а й боротьбу цілих світоглядних систем, що ці цінності створюють. Культура виникає не просто як результат змін у суспільному житті, а передусім як наслідок формування нових духовних орієнтирів. Саме через культуру реалізуються основні людські ідеали: істина – у пізнанні, добро – у моральності, краса – у мистецтві та літературі, а божественне – у релігійному житті. В. Слюсар у цьому контексті зазначає: «Культурна криза детермінує ідентичність, яка через власну приналежність до смисложиттєвої сфери є продуктом культури. Суттєво сьогодні ускладнюється пошук індивідом власної ідентичності насамперед через девальвацію найвищих культурних цінностей, через відсутність чіткого механізму появи та закріплення нових норм, контролю за їх дотриманням. Входячи в процесі самореалізації в певний смисловий контекст, ідентифікуючись із визнаними канонами та правилами, особистість потрапляє в ситуацію примусового вибору із величезної кількості інформації такої, яка адекватно відображала б соціально-культурні процеси» [1, С. 20].

Таким чином, культурна криза постає не як природний етап розвитку культури, а як процес поступового занепаду та втрати суспільством духовних орієнтирів і цінностей. Історичні приклади свідчать про те, що періоди найвищого культурного піднесення не завжди збігалися з політичною стабільністю чи матеріальним добробутом. Зокрема, розквіт античної грецької культури відбувався за умов слабкої державної організації, примітивного господарства та постійних конфліктів між полісами. Подібна ситуація спостерігалася й у добу Відродження, яка, попри величезні мистецькі досягнення, супроводжувалася складними та жорстокими умовами життя, далекими від гармонії та ідеалів краси у їхньому високому значенні.

Не випадково римська цивілізація, підкоривши грецький культурний світ, не змогла створити духовні явища та постаті такого масштабу, які народила грецька культура. У цьому проявляється взаємозв'язок між кризою культури та кризою цивілізації, занепад однієї неминуче впливає на іншу. Духовні ідеали культури часто виникають у періоди неупорядкованого суспільного життя та недостатнього технічного розвитку. Проте з розвитком цивілізації, удосконаленням техніки й новими способами організації суспільства ці ілюзії поступово руйнуються. Здавалося б, саме раціонально організована технічна цивілізація повинна звільнити людство від омани та забезпечити створення гармонійного суспільства. Але реальність показує інше, а саме цивілізація нерідко пригнічує індивідуальність людини. Повноцінний розвиток особистості можливий насамперед у просторі культури, де зберігаються духовні цінності та свобода самовираження.

У цьому контексті можемо задатися питанням яким саме є сучасний стан суспільної свідомості та яким чином сьогодні визначається співвідношення між культурою і цивілізацією, а також роль людського духу й свідомості у цьому процесі? Сучасний світ переживає формування планетарної цивілізації, а культурний розвиток переходить у нову стадію, яку окремі дослідники характеризують як глобальну епоху, або етап «глобалтеху». Про ці зміни свідчать не лише потрясіння кінця XX століття – війни, революційні події, терористичні загрози та суспільний хаос, – а й глобальні виклики сучасності. Серед них особливе місце займають економічна нестабільність, виснаження природних та енергетичних ресурсів, небезпека нових воєнних конфліктів світового масштабу та низка інших проблем, що мають загальнолюдський характер.

Очевидно, що глибоке осмислення сучасних глобальних проблем дає людству шанс віднайти ефективні способи їх подолання. Пережиті світові потрясіння суттєво трансформували зміст і характер сучасної культури. Представники мистецтва, літератури та культурної думки дедалі частіше

намагаються осмислити явище глобальної кризи, розглядаючи її як етап зародження нової цивілізації зі своєю системою цінностей і новим баченням світу. Такий підхід дозволяє стверджувати, що культурна криза є своєрідним відображенням кризи самої цивілізації. Її усвідомлення у суспільній свідомості сприяло формуванню трьох основних напрямів осмислення проблеми: взаємини між людиною та культурою; зв'язок культури з природним середовищем; взаємодія культури й суспільства.

Культурний розвиток відбувається поступово й гармонійно тоді, коли між основними сферами взаємодії та інтересів у суспільстві зберігається рівновага. Якщо ж цей баланс порушується, руйнівні тенденції починають переважати над творчими процесами, що спричиняє посилення кризових явищ у суспільстві та культурі. Наслідком цього стає поява явищ, які суперечать самій сутності культури, зокрема створення зброї масового ураження. Французький філософ Жак Марітен наголошував, що цивілізація не може вважатися справжньою, якщо вона водночас не спирається на культурні цінності. Подібних поглядів дотримувався й Хосе Ортега-і-Гассет, який зазначав, що попередні епохи дали людству не лише науково-технічний прогрес, а й спричинили значне зростання чисельності населення Землі. Х. Ортега-і-Гассет показав глибинну суть кризових процесів в новому феномені – «людині маси», яку не цікавлять культурні цінності, а власне життя вона вибудовує за принципом легкості та ситості, без жодних трагічних обмежень, а бунт людей маси не допускається активною діяльністю духовно багатої меншості [2].

Сформувавши нові умови людського існування, сучасна цивілізація зробила життя значно комфортнішим і простішим. Однак водночас це послабило внутрішню вимогливість людини до самої себе, знизило рівень відповідальності перед теперішнім і майбутнім, а також зменшило повагу до праці й усталених суспільних традицій. Разом із тим досягнення цивілізації, зокрема підвищення рівня комфорту та розширення культурних контактів між народами, поряд із позитивними змінами виявили й серйозні суперечності сучасного світу. Саме вони свідчать про наявність глибокої суспільної та духовної кризи, яку переживає людство сьогодні.

У сучасному суспільстві провідну роль відіграють ринкові механізми, які значною мірою визначають напрями подальшого розвитку світу, зокрема через діяльність міжнародних інституцій та організацій. Як зазначав Ален де Бенуа, культура є особливою формою людської діяльності, що відрізняє людину як окремий біологічний і соціальний вид. Тому спроби уявити існування людини поза культурою є безпідставними, адже сама поява людства в історичному процесі вже є проявом культурного феномена. Людина та культура у своїй сутності тісно взаємопов'язані й майже

нерозривні. Культуру можна розглядати як «другу природу», створену людською діяльністю, мисленням і духовними зусиллями. У процесі творення культури людина водночас формує й власну особистість. Саме тому будь-які дії, спрямовані проти культури, автоматично набувають антигуманного характеру. Коли ж людина припиняє працю над собою і саморозвиток, вона втрачає здатність бути рушійною силою культурного вдосконалення, що й проявляється як одна з ознак культурної кризи. Розвиваючи ідею Алена де Бенуа про відносну самодостатність культури як основу розв'язання її внутрішніх суперечностей, слід підкреслити, що цей процес не відбувається автоматично. Для підтримання гармонійного співіснування культури й цивілізації на оптимальному рівні необхідна свідома політична воля держав та їхніх інституцій у більшості країн світу. Така рівновага можлива лише за умови звернення до усталених суспільних традицій і моральних норм, які формують основу духовної стабільності суспільства.

Усі суперечності та прояви кризи культури виникають не внаслідок природних процесів, а як результат діяльності самої людини. З цього випливає, що сучасна культурна криза є своєрідним «ефектом», створеним людським впливом, який інколи нагадує неконтрольовану силу, що важко піддається подоланню. Водночас саме людина залишається єдиним суб'єктом, здатним усвідомити ці проблеми й долучитися до їхнього вирішення, адже без її активної участі розвиток культури є неможливим.

Отже, сучасне людство постає перед необхідністю глибокого переосмислення власної ролі як головного рушія культурного прогресу та перед вибором напрямку подальшого розвитку. Людині доводиться визначатися між орієнтацією на гармонію і красу, або ж рухом до глобальних кризових наслідків. Справжня сутність людини розкривається лише в діяльності, спрямованій на творення краси, і саме через це самовираження вона зберігає свою людяність. А можливість порятунку людства значною мірою визначається самою людиною та її внутрішнім вибором. Постає доволі гостре питання: чи відповідає сучасна людина рівню культури, який вона сама ж і створює, чи здатна вона усвідомити й переосмислити власний історичний досвід? Виникає також сумнів, чи містить історія людської культури достатній духовний та інтелектуальний досвід, який міг би стати основою для такого переосмислення та подальшого розвитку.

Це завдання є доволі складним, оскільки його сприйняття може бути різним: те, що зрозуміло одній людині, не завжди є очевидним для інших; аналогічно, те, що застосовується однією державою у власній політиці чи практиці, може бути зовсім інакше інтерпретоване, або навіть заперечене

іншими. Ситуація ускладнюється тим, що кожен крок суспільного розвитку, поряд із позитивними змінами, неминуче породжує й нові суперечливі, або негативні тенденції. Людство є надзвичайно різнорідним у культурному, релігійному та етнічному вимірах, що зумовлює різні системи цінностей і відмінні уявлення про майбутнє та шляхи подолання кризових явищ. Водночас протягом більш ніж двох тисячоліть людська цивілізація існує поряд із загальновизнаними моральними принципами, дотримання яких потенційно могло б зменшити кількість культурних потрясінь і кризових ситуацій. Хоча криза є закономірним етапом розвитку культури, її перебіг не може відбуватися без подолання внутрішніх суперечностей. У цьому сенсі культурна криза виступає як перехідний і трансформаційний стан, через який проходить будь-яка культурна система.

Завдання культурології полягає в тому, щоб окреслювати можливі шляхи подолання та осмислення кризи культури. Сьогодні на планеті існує понад три тисячі етнічних спільнот, і кожна з них по-своєму реагує на ці виклики та пропонує власні підходи до їх розв'язання. Водночас між ними простежується спільна основа – здатність до культурного самовираження й національного волевиявлення, що може стати важливим чинником у подоланні кризових процесів. Вважається, що глибинні причини культурної кризи пов'язані з відривом раціонального мислення людини від духовних засад.

Сучасні дослідники пропонують різні напрями подолання цих проблем, серед яких можна виділити такі: перехід від авторитарних і тоталітарних моделей управління до демократичних принципів організації суспільства; посилення інтеграційних процесів як в економічній так і в культурній сферах; звернення до традиційних християнських моральних цінностей як духовної основи суспільства; активна участь у діяльності міжнародних організацій, зокрема ООН та ЮНЕСКО, у питаннях розвитку й захисту культури.

Багато дослідників, серед яких Фернандо Сарагоса, Альберт Швейцер та Вільгельм Паїк, сходяться на думці, що подолання сучасної культурної та духовної кризи можливе насамперед через звернення до культурної спадщини людства. Саме використання досвіду, досягнень і багатовікової мудрості цивілізацій розглядається як ключ до відновлення духовних основ суспільства. Історія людської культури демонструє чергування періодів піднесення й занепаду, переходів від первісних форм організації суспільства до розвинених цивілізацій, а також зміну політичних систем – від авторитарних режимів до демократичних форм правління. У різні епохи війни призводили до знищення цілих народів і втрати значної частини культурної спадщини, як це сталося, наприклад, із руйнуванням

Олександрійської бібліотеки. Водночас попри всі історичні катастрофи незмінним залишалося одне – духовні цінності, вироблені людством протягом усього його існування.

Сучасний стан культурної кризи значною мірою пов'язують із недооцінкою та поступовим ігноруванням традиційного досвіду попередніх поколінь. У цьому контексті криза культури розглядається як глибинний злам усередині самої культурної системи, який передусім проявляється як криза свідомості – певне відставання духовно-емоційного розвитку людини від стрімкого прогресу цивілізації та технологій. У цьому контексті XXI століття часто характеризують як період активного пошуку нових орієнтирів і одночасного повернення до витоків духовної спадщини людства. Культурна спадщина відіграє ключову роль у формуванні історичної самосвідомості суспільства, адже саме через неї людина усвідомлює своє місце в історичному процесі. Відтак здатність до самоідентифікації в межах історико-культурного минулого розглядається як одна з важливих умов збереження й розвитку майбутнього.

Культуролог О. Хардісон у праці «Зникнення через небесний світ. Культура та технологія в XX столітті» звертає увагу на те, що у сучасну епоху роль рушія демократизації мистецтва поступово переходить від людини до цифрових технологій і комп'ютерних систем, продовжуючи тенденції, що беруть початок ще з доби дадаїзму. На його думку, такі трансформації можуть бути настільки глибокими, що постає питання навіть про можливе зникнення традиційного мистецтва як людського явища. У перспективі це може означати заміщення художньої творчості людини штучно створеною цифровою реальністю, сформованою у межах комп'ютерного середовища. У цьому зв'язку варто також згадати футурологію як дисципліну, що досліджує можливі сценарії майбутнього розвитку суспільства. Багато сучасних дослідників-футурологів вважають, що ключові напрями еволюції соціальних систем, чи то політичні, економічні та культурні, значною мірою визначаються науково-технічним прогресом. Очевидно, що вплив НТП безпосередньо відбивається і на культурних процесах. У межах індустріального суспільства діяльність людини дедалі частіше набуває прагматичного, утилітарного характеру і культура поступово підпорядковується цій логіці. У результаті її розвиток все більше зближується з цивілізаційними процесами, що може призводити до поступового розмивання її самобутніх духовних ознак.

Американські футурологи Патрісія Абурден та Джон Несбіт у межах своїх досліджень окреслюють щонайменше десять можливих сценаріїв подальшого розвитку цивілізації, а разом із нею й культурних процесів. Один із таких сценаріїв пов'язаний із відродженням інтересу до художнього

життя та мистецтва. У загальних рисах цей напрям передбачає розширення доступу широких верств населення до високих форм мистецтва, а також зростання творчих здібностей людини. У результаті культурний розвиток набуває нового імпульсу: через осмислення та переосмислення надбань минулих епох виникають нові художні стилі й напрямки у мистецтві.

Ще одним важливим напрямом, який виокремлюють сучасні дослідники культури, є формування нового типу взаємодії між посиленням культурного націоналізму та загальним стилем життя суспільства. У цьому контексті також прогнозується активізація суспільних рухів, зокрема тих, що пов'язані з розвитком феміністичних ідей та розширенням соціальних прав. Американські культурологи додатково відзначають зміну науково-технологічних епох. Якщо XX століття часто визначають як «вік фізики», то XXI століття дедалі частіше характеризують як період домінування біологічних наук. Паралельно з цим сучасність описують як добу стрімкого розвитку та всеохопної комп'ютеризації і штучного інтелекту, що суттєво впливає на усі сфери життя, включно з культурою.

Американські дослідники футурологічних процесів дійшли висновку, що людство сьогодні перебуває на порозі нової історичної епохи. Темпи розвитку технологій настільки прискорилися, що явища, які ще в середині XX століття здавалися фантастичними, нині стали частиною реальності. Паралельно з глибокими трансформаціями в економічній, політичній і науковій сферах прогнозується також значне культурне піднесення та оновлення. Отже, сучасний період можна охарактеризувати як час інтенсивного науково-технічного прогресу, що призводить до суттєвих змін у структурі суспільства. Ці процеси неминуче впливають і на подальший розвиток культури. У центрі цих змін дедалі більше опиняється людина з її прагненнями, цінностями та очікуваннями, а одним із ключових завдань постає безперервне самовдосконалення особистості.

На сучасному етапі розвитку людство ніби опинилося перед вибором подальшого шляху. З одного боку, очевидними є значні досягнення цивілізації: за останнє століття середня тривалість життя суттєво зросла майже вдвічі, а медицина отримала препарати, що дозволяють ефективно лікувати хвороби, які раніше вважалися невиліковними. Водночас поряд із цими успіхами виникають нові виклики: з'являються інші складні захворювання, віруси та різноманітні негативні фактори, багато з яких є побічним наслідком самого науково-технічного розвитку. У такому контексті ідея безумовного прогресу іноді постає як своєрідний міф індустріальної епохи, що потребує критичного переосмислення.

У більшості держав світу науково-технічний і суспільний прогрес суттєво трансформував ключові сфери людської діяльності, зокрема науку,

технології та економіку. Водночас питання впливу цього розвитку на культуру в усіх її формах залишається дискусійним і не має єдиного загальноприйнятого трактування. Проте очевидно, що такий вплив існує і проявляється у різних аспектах культурного життя.

Сьогодні поступово формується нова культурна ситуація, яка стає основою для виникнення якісно іншої соціокультурної реальності. Однією з ключових змін, що охоплює як суспільство загалом, так і культурну сферу зокрема, є переосмислення статусу національної культури та трансформація її функцій. Цей процес дедалі більше впливає на розвиток суспільства, сприяє формуванню національної ідентичності та відіграє важливу роль у становленні державності. У цьому контексті національна культурна самодостатність виступає своєрідним критерієм, за допомогою якого можна оцінювати як якісні, так і кількісні зміни в суспільному житті. Таким чином, сучасна соціокультурна реальність значною мірою визначається національно-культурним чинником, який виконує роль рушійної сили та своєрідного каталізатора суспільного розвитку.

Основою тих змін, що відбуваються у суспільній свідомості, є глибокі структурні перетворення у сфері виробничих відносин. Вони, своєю чергою, спричиняють появу нових соціальних груп, прошарків і класів у суспільстві. У результаті цього формуються оновлені моральні орієнтири, змінюється психологія взаємодії між людьми, трансформуються суспільні зв'язки. Паралельно виникають нові підходи до розуміння культури, оновлюються форми культурного існування, стиль і спосіб життя. Також суттєво змінюються принципи залучення людини до культурних цінностей і надбань. Культура перебуває у постійному процесі соціалізації та поступово набуває чіткіших рис у соціально-класовому вимірі. У цьому контексті соціально-культурна структура суспільства стає дедалі більш різноманітною, відображаючи його багатовимірність і складність. Якщо розглядати процеси диференціації культури в широкому історико-культурному масштабі, то можна стверджувати, що така тенденція сприяє подальшому розвитку й еволюції культурних форм. Чим більше в межах певної культури виникає нових напрямів і течій, тим ширші можливості відкриваються для самовираження особистості та прояву її індивідуальності. Водночас слід враховувати, що подібні зміни, зокрема, трансформація соціальних орієнтирів і ціннісних ідеалів є складним і неоднозначним процесом. Передбачити подальший шлях розвитку конкретної культури доволі складно, оскільки він залежить від багатьох взаємопов'язаних чинників. Саме тому культурні зміни у суспільстві не завжди отримують однозначно позитивне сприйняття і можуть викликати різні оцінки. Водночас, оскільки будь-яка культура ґрунтується на системі норм і цінностей, спроби

переосмислення усталених соціальних орієнтирів неминуче ведуть до перегляду традиційних уявлень і формування нових ціннісних систем. Важливу роль у визначенні подальших напрямів культурного розвитку відіграє також глибше розуміння самої сутності культури, а поряд із цим – послаблення ідеологічного контролю та зменшення державного тиску на культурні процеси.

Усунення цих обмежень сприяло утвердженню принципів культурного плюралізму та появі різноманітних форм культурного життя. Такі зміни поступово звільняють культуру від надмірних ідеологічних нашарувань і відкривають можливості для її подальшої еволюції, адже розвиток є однією з її базових внутрішніх властивостей.

Е. Давиденко зазначає, що: «Наприкінці XX століття стало помітним парадигмальне зрушення в розумінні шляхів постіндустріального розвитку соціуму.

Поступово став набирати силу гуманістичний компонент парадигми. Оскільки проблема постіндустріального розвитку соціуму є загальнолюдською проблемою, у змісті її парадигми закономірна тенденція зростання ролі та значення гуманістичної спрямованості. Місце традиційного бачення займає розуміння того, що домінуючими в розвитку соціуму виступають не інтереси держави, а інтереси людини» [3, С. 8].

Зміни у культурному житті суспільства значною мірою зумовлені появою нових духовних потреб, які активізуються як через зростання інтересу до національної культурної спадщини, так і через вплив сучасних світових культурних досягнень. Такі інноваційні процеси стають важливим чинником подальшого культурного розвитку. Водночас вони сприяють трансформації естетичних уподобань людей, формуванню нових смаків і перегляду критеріїв оцінювання культурних явищ та цінностей. Слід також відзначити, що в минулі періоди переважали здебільшого ідеологічно зумовлені тенденції. Натомість сьогодні дедалі більшого значення набувають естетичні, художні, інноваційні, авангардні та етнокультурні напрями розвитку.

Висновки дослідження. Роблячи висновок насамперед хочемо зазначити, що не зважаючи на той факт, що кожна історична епоха пропонує власні культурні імперативи, усе ж можна говорити про деякий спільний знаменник суми культурних наративів які залишаються актуальними упродовж усієї історії еволюціонування людства. Підсумовуючи результати дослідження, можна стверджувати, що з огляду на постійні зміни та трансформаційні процеси, притаманні культурі, існують підстави говорити про її подальший розвиток і появу нових, не менш значущих етапів у майбутньому.

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ТРАДИЦІЯ ВИКОНАННЯ ОПЕР ДЖАКОМО ПУЧЧІНІ НА УКРАЇНСЬКІЙ СЦЕНІ: ІСТОРИЧНІ ТА ВИКОНАВСЬКІ АСПЕКТИ

Анотація. Дослідження присвячене висвітленню процесу становлення й розвитку традиції постановок та виконання опер Дж. Пуччіні на українській сцені в історико-культурному та виконавському аспектах. Центральну увагу приділено діяльності Київського оперного театру (нині — Національний академічний театр опери та балету України ім. Т. Г. Шевченка) як одного з головних осередків освоєння та популяризації творчої спадщини композитора в Україні. У роботі окреслено основні етапи входження пуччінівських опер до національного театрального репертуару. Окремий аспект становить визначення ролі українських співаків у формуванні національної інтерпретаційної моделі пуччінівського репертуару, зокрема на прикладі тенорових партій, що посідають важливе місце в оперній драматургії композитора. Також окреслено фактор міжнародної співпраці, оскільки взаємодія з провідними зарубіжними інституціями та митцями, які репрезентують власні національні виконавські традиції, сприяє глибшому розумінню стильових особливостей, збагаченню інтерпретаційних підходів та зміцненню позицій української оперної культури в глобальному мистецькому просторі.

Запропонований підхід спрямований на виявлення системних закономірностей, пов’язаних із мовною практикою виконання, спадкоємністю виконавських шкіл, а також міжкультурною взаємодією українських та італійських митців. Огляд традицій постановок опер Джакомо Пуччіні на українській сцені як цілісного історико-мистецького процесу дозволив виявити безперервність виконавської традиції, що ґрунтується на історичній спадкоємності, постійному оновленні сценічних інтерпретацій та органічному поєднанні української вокальної школи з європейським оперним контекстом, формуючи національну модель інтерпретації пуччінівських творів.

Ключові слова: опери Джакомо Пуччіні на українській сцені, виконавські традиції, українська вокальна школа.

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THE TRADITION OF PERFORMING GIACOMO PUCCINI'S OPERAS ON THE UKRAINIAN STAGE: HISTORICAL AND PERFORMING ASPECTS

Abstract. The study is devoted to highlighting the process of formation and development of the tradition of staging and performing G. Puccini's operas on the Ukrainian stage in historical, cultural and performing aspects. Central attention is paid to the activities of the Kyiv Opera Theater (now the Taras Shevchenko National Opera and Ballet Theatre of Ukraine) as one of the main centers of development and popularization of the composer's creative heritage in Ukraine. The work outlines the main stages of the entry of Puccini's operas into the national theatrical repertoire. A separate aspect is the determination of the role of Ukrainian singers in the formation of the national interpretative model of Puccini's repertoire, in particular on the example of tenor parts, which occupy an important place in the composer's opera drama. The factor of international cooperation is also outlined, since interaction with leading foreign institutions and artists who represent their own national performing traditions contributes to a deeper understanding of stylistic features, enrichment of interpretative approaches, and strengthening the positions of Ukrainian opera culture in the global artistic space.

The proposed approach is aimed at identifying systemic patterns associated with the linguistic practice of performance, the continuity of performing schools, as well as intercultural interaction between Ukrainian and Italian artists. A review of the traditions of staging Giacomo Puccini's operas on the Ukrainian stage as a holistic historical and artistic process allowed us to identify the continuity of the performing tradition, which is based on historical continuity, constant renewal of stage interpretations and the organic combination of the Ukrainian vocal school with the European opera context, forming a national model of interpreting Puccini's works.

Keywords: Giacomo Puccini's operas on the Ukrainian stage, performing traditions, Ukrainian vocal school.

Постановка проблеми. У сучасному музикознавстві накопичено значний масив досліджень, присвячених українським вокальним школам, окремим виконавцям, конкретним оперним постановкам та загальним тенденціям розвитку оперного мистецтва. Водночас бракує досліджень, що

зосереджуються на послідовному й системному вивченні виконавського процесу як цілісного явища, яке охоплює не лише сценічну практику, а й механізми вокально-педагогічного спадкоємства та формування виконавських традицій.

Зосередження дослідницької уваги в межах цієї статті на оперному доробку Дж. Пуччіні дозволяє розглянути означені процеси в особливо показовій перспективі, оскільки його творчість належить до найбільш репертуарно затребуваних у світовій оперній практиці. Це, своєю чергою, створює підґрунтя для простеження різних етапів інтеграції української оперної сцени у світовий музичний простір, а також для виявлення механізмів адаптації європейського репертуару в національній виконавській традиції.

Дослідження пуччінівських опер в українському виконавському контексті відкриває також перспективи аналізу міжнародної мистецької взаємодії як на інституційному рівні (гастрольні практики, запрошення диригентів і режисерів, спільні постановки), так і на рівні виконавських впливів і стилістичних запозичень. Окремого значення набуває феномен творчої спадкоємності, коли виконавські підходи передаються в межах педагогічних шкіл, а учні продовжують сценічні традиції своїх наставників, зокрема у виконанні одних і тих самих оперних партій.

Важливим аспектом є також еволюція театральної естетики, що проявляється у зміні сценічних інтерпретацій, посиленні тенденцій до режисерського переосмислення класичних творів та оновлення постановочних стратегій.

Починаючи з початку XX століття, твори Джакомо Пуччіні послідовно входять до репертуару українських театрів, насамперед Київського оперного театру (нині — Національна опера України імені Т. Г. Шевченка), формуючи стійку виконавську традицію. Таким чином, звернення до його творчості в українському оперному контексті дозволяє не лише деталізовано дослідити виконавські практики, а й виявити ширші закономірності розвитку національної оперної сцени XX–XXI століть.

Варто зауважити що, попри тривалу сценічну історію, традиція виконання опер Пуччіні в Україні все ще потребує системного історико-мистецтвознавчого осмислення, зокрема в аспектах мовної специфіки виконавства, внутрішньої виконавської спадкоємності та міжкультурного діалогу українських і італійських музичних практик. У цьому зв’язку доцільним є хронологічне простеження постановок окремих опер Пуччіні впродовж століття, що дає змогу не лише реконструювати розвиток виконавської традиції, а й виявити її тяглість через зміну поколінь українських співаків і режисерських інтерпретацій.

У межах теми дослідження було визначено доцільним звернення до широкого спектру матеріалів, присвячених розвитку вокальної культури, які безпосередньо не стосуються заявленої проблематики, однак є дотичними до неї та важливими для формування ширшого аналітичного контексту. Їхнє опрацювання дозволило уточнити загальні тенденції розвитку вокального мистецтва та краще окреслити тло досліджуваних процесів. Це сприяло виявленню ракурсу, який виходить за межі більш усталених підходів і дозволяє інтерпретувати досліджуване явище в ширшому культурно-виконавському контексті.

Аналіз останніх досліджень і публікацій. Українська вокальна культура осмислюється науковцями як важливий феномен національної духовної спадщини, один із ключових репрезентантів культурної ідентичності України, та водночас як органічна складова європейського культурного простору. Це зумовлює увагу дослідників до процесів взаємодії, творчого діалогу й інтеграції українських виконавців у загальноєвропейський мистецький контекст.

Серед провідних напрямів особливе значення мають питання формування виконавських традицій і спадкоємності поколінь, розвитку оперного мистецтва, функціонування національної сцени, рецепції світового репертуару та специфіки інтерпретаційних практик. Окремий корпус праць присвячений жанру опери на українській сцені, де аналізуються процеси становлення національного репертуару, сценічні прочитання світової класики та взаємодія європейських традицій із самобутніми рисами української музичної культури.

Окреслюючи основні вектори досліджень, доцільно звернутися до наукових праць, що репрезентують різні аспекти вивчення феномену вокальної та оперної культури. Саме такий науковий контекст створює методологічне підґрунтя для звернення до теми «Традиція виконання опер Джакомо Пуччіні на українській сцені: історичні та виконавські аспекти», у межах якої зазначені процеси набувають конкретного історико-мистецького вияву.

Питання осмислення української вокальної школи як феномена національної культури, що поєднує історичну спадкоємність, етнокультурну ідентичність і вагомий вплив на світовий мистецький простір піднімає В. Антонюк. У центрі уваги дослідниці — механізми формування вокальних традицій, роль мови, міжкультурні взаємини та значення українських співаків в Україні й діаспорі [1]. Показовим прикладом досліджень, присвячених становленню й розвитку регіональних вокальних традицій, є праця І. Гринчук, Д. Губ'яка та Н. Овод про львівську вокальну школу як важливу складову української вокальної культури в її

європейському контексті. У центрі уваги дослідження — педагогічні традиції, впливи італійської та інших вокальних шкіл, роль видатних постатей (В. Висоцького, С. Крушельницької, О. Бандрівської) і формування методичних засад професійної підготовки співаків. [2]. Дослідження А. Тулянцева, А. Швачки та А. Дороша присвячене вокальній творчості низки випускників Дніпровської академії музики та їхній театральній діяльності в контексті функціонування мистецьких освітніх і музичних інституцій.[3]

Інший напрям наукових розвідок зосереджується на осмисленні виконавської майстерності окремої творчої особистості як носія мистецьких традицій та репрезентанта вокальної школи. Показовим прикладом такого підходу є робота А. Гуріної присвячена вокальному мистецтву Гізели Циполи – видатної інтерпретаторки пуччінівського репертуару [4], а також дослідження Н. Кречко та Я. Комарніцького, у центрі уваги якого перебуває творча постать Бориса Гмирі. Його мистецька діяльність постає яскравим прикладом спадкоємності національної виконавської школи та плідного засвоєння принципів італійського bel canto [5]. Стаття І. Говорухи репрезентує історико-біографічний тип дослідження, де висвітлено творчий шлях видатного українського співака Анатолія Солов'яненка, у мистецькій долі якого органічно поєдналися традиції української та італійської вокальних шкіл, служіння українському вокальному мистецтву та широка міжнародна гастрольна практика. [6]

Поряд із дослідженнями, зосередженими на творчих постатях співаків, важливий напрям становлять праці, присвячені аналізу конкретних оперних творів. Прикладом такого підходу є дослідження Г. Джулай, у якому здійснено поглиблений розгляд жанрово-стильових особливостей опери «Джанні Скіккі» Дж. Пуччіні, визначено її місце у знаменитому «Триптиху» композитора та простежено зв'язок із тенденціями оновлення музичного театру доби модернізму. [7]

Водночас інші наукові праці формують широкий дослідницький контекст, у межах якого оперний жанр осмислюється концептуально, у його історико-стильовій еволюції та естетичних трансформаціях. Особливо вагомий внесок у цьому напрямі становлять праці М. Черкашиної-Губаренко, у яких опера розглядається як цілісне художнє явище в системі європейської музичної культури, з акцентом на її драматургічні, стильові та інтерпретаційні виміри. [8].

Серед досліджень, що розкривають історичні аспекти розвитку українського оперного театру, особливе місце посідає стаття І. С. Драча «Оперне мистецтво України XX століття: тенденції розвитку» [9], присвячена аналізу еволюції українського оперного театру у XX столітті в

контексті розвитку театральних інституцій та формування національного оперного репертуару. Продовженням цього наукового дискурсу є праця О. Вороновської [10], у якій розглядаються жанрові експерименти в українському оперному мистецтві XXI століття, що характеризується переходом від структурно-стильових пошуків до посилення інтерпретаційного виміру.

Вивчення означених наукових підходів створює підґрунтя для більш цілісного осмислення традицій виконання опер Дж. Пуччіні в Україні, зокрема на сцені Національної опери України ім. Т. Г. Шевченка, а також для уточнення ролі українських співаків у формуванні національної інтерпретаційної моделі пуччінівського репертуару. Тому важливою складовою джерельної бази стали інтернет-ресурси, які дали змогу уточнити дати, хронологічні відомості та фактологічний матеріал дослідження.

Мета статті (постановка завдання) – виявлення ключових етапів формування традиції постановок і виконання опер Дж. Пуччіні на українській сцені, зокрема в Київському оперному театрі (нині — Національна опера України ім. Т. Г. Шевченка), а також визначення ролі українських співаків у становленні національної інтерпретаційної моделі пуччінівського репертуару на прикладі тенорових образів.

Виклад основного матеріалу дослідження. Оперна спадщина Джакомо Пуччіні посідає провідне місце у світовому музично-театральному каноні та водночас органічно інтегрується в історію українського оперного виконавства, яке з кінця XIX – початку XX століття активно долучалося до європейського репертуарного процесу. У цьому контексті постать Соломії Крушельницької набуває особливого значення, адже саме її творчість істотно підсилила рецепцію Пуччіні в українському культурному просторі та сприяла утвердженню його опер як художньо значущих і глибоко осмислених явищ у вітчизняній виконавській традиції. Її інтерпретація партії Чіо-Чіо-сан у «Мадам Баттерфлай» не лише забезпечила тріумф твору після його першої невдалої постановки, а й закріпила цю роль як одну з еталонних у світовій виконавській практиці, водночас поглибивши зв’язок між українською вокальною школою та естетикою Пуччіні.

У ширшому культурологічному вимірі цей процес може бути осмислений через концепт спадковості як базового механізму розвитку культури. Як слушно зазначає В. Антонюк, «будучи, за академічним визначенням, втіленням діалектичної єдності перервного й неперервного, феноменологія культури генерує найголовніший закон її розвитку: спадковість» [Антонюк, с. 128]. У проєкції на оперне виконавство це положення дозволяє трактувати українську вокальну традицію як систему безперервної трансмісії професійного досвіду, стилістичних норм і

виконавських моделей, особливо у взаємодії з європейським оперним репертуаром, де творчість Пуччіні посідає ключове місце.

Звернення українських виконавців до опер Пуччіні демонструє не випадковий, а системний характер включеності національної сцени у загальноєвропейський оперний процес. Репертуар композитора, який є одним із найчастіше виконуваних у світі, виступає своєрідним індикатором професійного рівня театру та його здатності відповідати міжнародним виконавським стандартам. Відтак, стабільна присутність пуччінівських опер на українській сцені, зокрема в Національній опері України, засвідчує не лише репертуарну відкритість, а й глибоку інтегрованість української виконавської культури в загальноєвропейські мистецькі процеси.

Крім того, участь українських співаків у виконанні «не національного», а світового оперного репертуару підкреслює універсальність їхньої вокальної підготовки, гнучкість інтерпретаційних підходів і високу адаптивність до різних стильових систем. Це дозволяє розглядати українську вокальну школу як таку, що поєднує національну ідентичність із здатністю органічно функціонувати в міжнародному мистецькому просторі.

Розглядаючи сучасний стан оперного мистецтва крізь призму цієї тяглості традиції, доцільно звернутися до спостережень дослідників щодо його актуальної життєздатності та сценічної активності. У цьому контексті Драч підкреслює, що «сумні прогнози щодо майбутнього опери не справдилися… сценічна практика останніх десятиліть повернула опері широку популярність» [Драч, с. 149]. Це твердження логічно продовжує попередні міркування про спадковість і трансформацію традиції, адже саме сучасні сценічні практики демонструють, як класичний оперний репертуар, зокрема твори Пуччіні, не лише зберігає свою актуальність, але й отримує нові інтерпретаційні виміри в умовах оновленого театрального мислення.

Оскільки «Пуччіні вдалося створити театральну реальність, де «індивідуальне» переважає над «типовим» і «характерним»» [11, С. 29], роль співака-актора як носія виконавської традиції з індивідуальним творчим бачення набуває особливої значущості. Зосередження уваги насамперед на тенорових партіях у межах цього короткого дослідження дозволяє окреслити панораму виконавського наслідування як важливої складової формування національної оперної традиції, не виключаючи при цьому звернення й до інших голосових амплуа, що доповнюють загальну картину виконавської практики.

Показовою є хронологічна наближеність українських постановок до світових прем’єр, що засвідчує інтегрованість українського оперного простору в загальноєвропейський культурний контекст. Так, опера «Тоска» увійшла до репертуару Київської опери вже у 1905 році — через п’ять років

після прем'єри в Римі та театрі «Ла Скала». Цей твір посів особливе місце в історії театру, про що свідчить кількість його сценічних втілень: у період між 1918 і 1954 роками відбулося шість постановок.

Вагомий вплив на формування пуччінівської виконавської традиції в Україні мали гастролі італійського тенора Джузеппе Ансельмі у 1907 році. Він з великим успіхом виконав головну теноровую партію Маріо Каварадоссі в опері «Тоска», безпосередньо ознайомивши київську публіку з автентичною італійською манерою співу [12].

У другій половині XX століття за спогадами сучасників важливою подією стала прем'єра «Тоски» 1979 року під орудою Стефана Турчака, де партію Каварадоссі виконував Володимир Федотов. Новітній етап інтерпретації цієї опери пов'язаний з іменами диригента Миколи Дядюри, режисера Анатолія Солов'яненка (сина видатного українського співака), художниці Марії Левитської, а також із творчістю всесвітньо відомої української співачки Людмили Монастирської та українських тенорів новітнього покоління — Андрія Романенка, Дмитра Кузьміна, Олега Злакомана.

Варто зазначити, що Олег Злакоман певний час навчався у Володимира Федотова, який поєднував у своїй виконавській і педагогічній практиці засади української вокальної школи з безпосереднім досвідом італійської традиції, здобутим, зокрема, під час стажування в міланському театрі «Ла Скала», а також тривалого служіння як провідного соліста Національної опери України. Саме така синтезація двох виконавських систем значною мірою зумовила художню переконливість його інтерпретації партії Каварадоссі, яка стала помітним явищем у київській оперній практиці. У свою чергу, Андрій Романенко є учнем іншого відомого українського тенора — Володимира Тимохіна, чиє виконання партій Рудольфа, Каварадоссі та Пінкертона в операх Пуччіні на київській сцені також стала яскравим мистецьким явищем. Таким чином простежується важлива виконавська традиція та тяглість педагогічно-сценічної спадкоємності.

Важливо зазначити, що прем'єра опери 2017 року була приурочена до 60-річчя Римських договорів і 25-річчя встановлення дипломатичних відносин між Україною та Італійською Республікою У пресслужбі театру наголошувалося, що «"Флорія Тоска" — ще один яскравий приклад успішного творчого альянсу Національної опери України, Посольства Італії в Україні та Італійського інституту культури в Україні». Участь італійського тенора Вальтера Боріні у партії Каварадоссі в дуеті з Людмилою Монастирською стала переконливим підтвердженням плідності такої співпраці. [13].

Такий контекст свідчить, що подія виходить за межі суто сценічного явища, репрезентуючи ширший рівень культурної взаємодії, у якому оперне мистецтво функціонує як форма міждержавного діалогу. У цьому випадку педагогічна та мистецька спадковість, що забезпечує безперервність виконавських традицій, доповнюється й суттєво посилюється інституційною співпрацею між Україною та Італією. Саме поєднання цих вимірів — виконавського, освітнього та інституційного — формує цілісну модель культурного обміну, яка сприяє інтеграції українського оперного мистецтва в європейський простір на засадах партнерства та взаємного збагачення.

Сьогодні «Тоска» зберігає активну сценічну присутність у репертуарах Львівської та Одеської національних опер, а також у Дніпровському оперному театрі, де у 2024 році, попри умови воєнного стану, відбулося третє поновлення цієї вистави [14]. Така репертуарна сталість свідчить не лише про художню значущість опери, а й про її символічний потенціал у кризові періоди суспільного розвитку.

Подібну безперервність сценічного інтересу на українській сцені демонструє історія опери «Турандот», яка вперше з'явилася на сцені Київської опери наприкінці 1920-х років, а після тривалої перерви була відновлена на початку XXI століття. Постановки у Києві та Львові (2020) підтверджують стабільну зацікавленість виконавців і публіки пізнім стилем Пуччіні.

Опера «Мадам Баттерфляй» була поставлена в Києві через сім років після її міланської прем'єри й одразу посіла помітне місце в українському осмисленні творчості Дж. Пуччіні. Особливого значення цьому твору надала виконавська діяльність Соломії Крушельницької, чия інтерпретація партії Чіо-Чіо-сан не лише сприяла міжнародному утвердженню опери, а й закріпила її в українському музичному просторі як важливий культурний феномен. Завдяки асоціації з українською співачкою світового рівня цей твір сприймається не лише як визначне досягнення Пуччіні, а й як складова національної виконавської історії, що репрезентує внесок українського вокального мистецтва у світовий оперний канон і підкреслює його художню вагу та впізнаваність.

Окремо слід відзначити, що у 1976 році українську співачку Гізелу Циполу було удостоєно премії як найкращу виконавицю партії Чіо-Чіо-сан, що засвідчило високий міжнародний рівень українського вокального мистецтва та його здатність конкурувати у виконанні одного з найскладніших образів світового оперного репертуару. Особливої ваги ця відзнака набуває з огляду на те, що українська співачка здобула визнання в межах італійської оперної традиції, яка є еталонною для виконання творів Пуччіні. Як лауреатка цієї престижної відзнаки, Г. Ципола посіла чільне

місце серед провідних інтерпретаторок образу Баттерфляй. В пресі та спогадах сучасників зазначається, що її трактування вирізнялося тонким відчуттям стилістики Пуччіні та глибоким проникненням в авторський задум, у якому психологічний образ героїні поєднано з рисами японського менталітету: ««відкритості», безперервної плинності італійського оперного інтонування й «закритості», що виявляється в коротких музичних фразах, статичних позах, жестах японки — Батерфлай»» [4, С.160].

Таким чином, завдяки постаті Соломії Крушельницької та подальшим поколінням українських виконавців опера «Мадам Баттерфляй» утвердилася як твір, що має для української культури не лише художнє, а й символічне значення, відображаючи тяглість виконавської традиції та включеність української вокальної школи у світовий оперний процес.

Історія київських постановок також демонструє еволюцію мовної та виконавської практики. Зокрема, постановка 1948 року звучала в перекладі Максима Рильського, що стало важливим культурним кроком, спрямованим на наближення світового шедевра до українського слухача та посилення його національного сприйняття. Збережені аудіозаписи українськомовних виконань 1952, 1962 і 1975 років фіксують послідовність розвитку виконавської традиції в межах різних поколінь співаків. Партію Пінкертона в різні періоди виконували провідні українські тенори Володимир Тимохін, Олександр Востряков, Михайло Дідик, Андрій Романенко, Степан Фіцич та Ігор Борко. [15].

Окреме місце в українській пуччінівській традиції посідає опера «Богема», яка залишається однією з найбільш затребуваних у вітчизняному репертуарі. Її перша київська постановка відбулася у 1904 році (диригент — Е. Купер, режисер — Я. Гельрот), а подальші сценічні втілення охоплюють 1913, 1958, 1969, 1986 і 1998 роки. У новітній постановці (диригент — М. Дядюра, режисер — І. Нунціата, художниця — М. Левитська) дія опери була перенесена у другу половину XX століття, що сприяло актуалізації образів для сучасного глядача. Партію Рудольфа в різні роки виконували В. Тимохін, А. Солов'яненко, О. Востряков, В. Федотов, В. Гришко, Д. Іванченко, О. Злакоман [16].

У цій партії, поряд із уже згаданими виконавцями, блискуче виступав видатний український тенор Анатолій Солов'яненко, у творчій біографії якого також тісно переплелися традиції української та італійської вокальних шкіл, зокрема завдяки педагогічним настановам О. М. Коробейченко — прем'єра Донецького оперного театру, а також Дженнаро Барра та Енріко П'яцци, які працювали зі стажерами театру «Ла Скала». Унаслідок цього різноспрямованого професійного впливу Солов'яненко виробив індивідуальну виконавську манеру, в якій риси української ліричної традиції —

емоційна безпосередність, природна інтонаційність і уважне ставлення до слова — органічно поєдналися з італійською вокальною дисципліною та розвиненою культурою кантиленного співу. Саме така художня синтеза стала підґрунтям його міжнародного визнання і закріпила за ним статус однієї з провідних постатей українського тенорового мистецтва другої половини XX століття. «1977 року Солов'яненко став першим українським артистом, якого запросили у Нью-йоркську Metropolitan Opera.» [6]. Таким чином, творча біографія Анатолія Солов'яненка наочно демонструє процес інтеграції українського вокального мистецтва у світовий оперний простір і утвердження українських співаків у міжнародній класичній традиції. У новітній період посилення інтеграційних процесів у культурній сфері сприяло розширенню міжнародної творчої співпраці, завдяки чому українські артисти активно гастролюють, беруть участь у закордонних постановках і дедалі впевненіше інтегруються у світовий виконавський простір.

Помітною мистецькою подією в житті Києва стала постановка «Богеми» у Муніципальному академічному театрі опери і балету «Київська опера», здійснена в українському перекладі Діодора Бобиря (диригент-постановник — Сергій Голубничий, режисер-постановник — Віталій Пальчиков, хормейстер-постановник — Анжела Масленнікова; виконавці партії Рудольфа — Дмитро Фощанка, Сергій Андрощук). Вистава була удостоєна премії «Київська пектораль» у 2017 році, що засвідчило її високий художній рівень і переконливість виконавського втілення. Постановка вирізняється сучасним режисерсько-сценографічним підходом, у якому ключову роль відіграє принцип мінімалізму та просторової відкритості. Особливого значення набуває оригінальне використання сценічного простору: поява артистів із оркестрової ями руйнує традиційну межу між сценою та залом, створюючи ефект безпосередньої включеності глядача в події опери. Такий прийом посилює відчуття «присутності» та наближає оперну дію до реального життєвого досвіду, що є принципово важливим для пуччінівської драматургії з її камерністю та емоційною щільністю.

Вистава також стала прикладом поєднання класичного європейського репертуару з національною мовною та виконавською традицією, а також продемонструвала здатність українських театрів до сучасного інтерпретаційного осмислення світової оперної класики. У сукупності ці рішення формують естетику наближення опери до людини, що є особливо органічною для «Богеми» Пуччіні, де побутова конкретика, інтимні переживання та соціальна реальність персонажів становлять основу драматургічного конфлікту.

Сучасний етап розвитку української оперної сцени характеризується також зверненням презентацій творів Пуччіні, які раніше не ставилися на Вітчизняній сцені. Зокрема, прем'єра «Манон Леско» у 2006 році в Національній опері України стала прикладом активної міжнародної співпраці: постановка була здійснена за участі італійського режисера Італо Нунціато та американського диригента Вілсона Керрі Лінна, що забезпечило автентичне стилістичне прочитання партитури в дусі європейської виконавської традиції. Подальше поновлення вистави у 2018 році, в якому головну партію виконала видатна українська співачка Людмила Монастирська, стало підтвердженням художньої актуальності твору та його високого виконавського потенціалу. Монастирська, яка є однією з провідних драматичних сопрано сучасності та регулярно виступає на найпрестижніших оперних сценах світу у співпраці з провідними диригентами й режисерами, привнесла у трактування образу Манон Леско масштабність міжнародного виконавського досвіду, поєднавши його з глибоким психологічним і вокальним прочитанням партії. Її участь у київській постановці засвідчила органічний зв'язок української оперної школи зі світовим оперним процесом, у якому українські співаки виступають повноправними носіями найвищих виконавських стандартів. [17].

Значущою репертуарною подією стала постановка опери «Джанні Скіккі» у 2016 році, здійснена за підтримки Посольства Італії в Україні та Італійського інституту культури. Єдина комічна опера автора, що «творчо відроджує кращі традиції опери-buffa в усьому багатстві її смислово-виразних показників і генетичних витоків» [7, С.15] нині привертає дедалі відчутнішу увагу в сучасному українському мистецькому середовищі. Наразі вона представлена також на сцені Одеського національного театру опери та балету, а на початку 2000-х років із успіхом входила до репертуару у Київському муніципальному академічному театрі опери і балету («Київська опера»).

Таким чином, пуччінівський репертуар на українській оперній сцені постає у широкому жанрово-постановочному спектрі та в стані постійного оновлення, що засвідчує живий інтерес публіки й професійну зацікавленість з боку виконавців різних поколінь. Наразі ми можемо спостерігати співіснування традиції виконання опер як мовою оригіналу, так і в українському перекладі, що засвідчує життєздатність пуччінівського репертуару і його невичерпний потенціал до стилістичної та комунікативної адаптації залежно від художніх завдань постановки та очікувань аудиторії.

Висновки. Тривала історія сценічного побутування опер Дж. Пуччіні в Україні засвідчує їхню стійку присутність у національному виконавському просторі та органічне входження до української оперної традиції. Звернення

до цього репертуару дало змогу простежити динаміку виконавських підходів у межах пуччінівського доробку, а також окреслити ширші тенденції розвитку українського оперного театру, його включеність у європейський і глобальний культурний контекст та високий професійний рівень вітчизняних співаків, здатних адаптувати різні стильові моделі, зберігаючи при цьому індивідуальну виконавську виразність.

Аналіз виконавської практики засвідчує, що українські артисти, перебуваючи на перетині української та італійської вокальних шкіл, формували синтетичну інтерпретаційну модель, яка сприяла інтеграції національного виконавського мистецтва у загальноєвропейський оперний простір. Важливою складовою цього процесу була активна творча взаємодія з міжнародними партнерами — вокалістами, диригентами та режисерами, що забезпечувало постійний обмін виконавським і сценічним досвідом та впливало на оновлення інтерпретаційних стратегій.

Окремого значення набуває явище педагогічно-виконавської спадкоємності, коли учні продовжували сценічну лінію своїх викладачів, зокрема у виконанні тих самих оперних партій, що сприяло закріпленню та трансформації виконавських традицій у межах національної вокальної школи.

Характерною рисою сценічного побутування опер Пуччіні в Україні є також їх багаторазове повернення до репертуару театру у різних постановчих версіях, що свідчить як про художню актуальність цих творів, так і про еволюцію режисерських підходів у різні історичні періоди.

Варіативність мовної практики — використання оригінальної італійської мови поряд із перекладними версіями — додатково відображає зміни у виконавській традиції та підходах до автентичності й сценічної комунікації.

Таким чином, пуччінівський репертуар в українському оперному театрі постає не лише як сталий складник сценічної практики, а як багатовимірне явище, що відображає взаємодію вокальних шкіл, міжнародну мистецьку кооперацію, механізми педагогічної спадкоємності та еволюцію режисерсько-виконавських стратегій.

Перспективи подальших досліджень можуть охоплювати широке коло проблем, пов’язаних із вивченням механізмів становлення виконавських традицій в українській оперній культурі, а також із аналізом вокально-педагогічної спадкоємності та змін інтерпретаційних моделей у розвитку сценічної практики. Важливим напрямом залишається також дослідження інституційних засад функціонування оперного театру, зокрема впливу міжнародної співпраці, режисерських концепцій і репертуарної політики на формування сучасного оперного процесу.

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ПОЕТИКА РУХУ В УКРАЇНСЬКІЙ НАРОДНІЙ ХОРЕОГРАФІЇ: ТЕОРІЯ БАГАТОРІВНЕВОГО СМИСЛОТВОРЕННЯ

Анотація. У статті досліджується поетика руху в українському народному хореографічному мистецтві як цілісна система художньо-виражальних засобів, завдяки яким фізичний рух трансформується у художній образ і набуває здатності передавати культурний зміст, історичний досвід та архетипні уявлення народу. Актуальність дослідження зумовлена необхідністю теоретичного осмислення народного танцю як форми нематеріальної культурної спадщини, у якій закодовано моделі колективної пам'яті, національної ідентичності та традиційної картини світу.

Метою дослідження є розкриття механізмів художньої виразності народного танцювального руху шляхом синтезу семіотичного та феноменологічного підходів, а також обґрунтування поняття «поетика руху» як самостійної мистецтвознавчої категорії. Методологічну основу становлять семіотичний, феноменологічний підхід, концепція тілесної пам'яті, а також порівняльно-мистецтвознавчий аналіз хореографічних стилів.

Автором визначено п'ять взаємообумовлених рівнів організації хореографічного тексту: кінетично-технічний, ритміко-часовий, просторовий, композиційно-драматургічний і культурно-символічний. Доведено, що ці рівні не функціонують ізольовано, а утворюють єдину багаторівневу систему, в межах якої кожен рух одночасно реалізує технічну, емоційно-виражальну, просторову та символічну функції.

Центральним теоретичним дослідженням є концепція кінетичної полісемії – явища, за якого один руховий акт одночасно функціонує у трьох семіотичних регістрах: моторно-виражальному, просторово-часовому та архетипно-символічному. На відміну від мовної полісемії, де значення актуалізуються послідовно, у хореографічному тексті вони виникають синхронно, нашаровуються й взаємно підсилюють художню виразність танцю.

Результати дослідження можуть бути використані у хореографічній педагогіці для переорієнтації навчання з технічного відтворення руху на усвідомлення його смислової природи, у постановочній практиці – для поглиблення художньої інтерпретації фольклорного матеріалу, а також у процесі документування та збереження нематеріальної культурної спадщини України.

Ключові слова: поетика руху, народний танець, кінетична полісемія, семіотика танцю, тілесна пам’ять, культурна спадщина.

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THE POETICS OF MOVEMENT IN UKRAINIAN FOLK CHOREOGRAPHY: A THEORY OF MULTILEVEL MEANING-MAKING

Abstract. The article examines the poetics of movement in Ukrainian folk choreographic art as an integral system of artistic and expressive means through which physical movement is transformed into an artistic image and acquires the capacity to convey cultural meanings, historical experience, and the archetypal representations of a people. The relevance of the study is determined by the need for a theoretical conceptualization of folk dance as a form of intangible cultural heritage in which models of collective memory, national identity, and traditional worldview are encoded.

The aim of the study is to reveal the mechanisms of artistic expressiveness in folk dance movement through the synthesis of semiotic and phenomenological approaches, as well as to substantiate the concept of the "poetics of movement" as an independent category within art studies. The methodological framework integrates semiotic and phenomenological approaches, the concept of bodily memory, and comparative art analysis of choreographic styles.

The study identifies five interrelated levels of choreographic text organization: kinesthetic-technical, rhythmic-temporal, spatial, compositional-dramaturgical, and cultural-symbolic. It is demonstrated that these levels do not function in isolation but constitute a unified multilayered system within which every movement simultaneously performs technical, emotionally expressive, spatial, and symbolic functions.

The central theoretical contribution of the study is the concept of kinetic polysemy – a phenomenon whereby a single movement act functions simultaneously across three semiotic registers: motor-expressive, spatiotemporal,

and archetypal-symbolic. Unlike linguistic polysemy, in which meanings are actualized sequentially, within the choreographic text they emerge synchronously, layering upon one another and mutually reinforcing the artistic expressiveness of the dance.

The findings of the study may be applied in choreographic pedagogy to reorient instruction away from the technical reproduction of movement toward an understanding of its semantic nature; in staging practice to deepen the artistic interpretation of folkloric material; and in the processes of documenting and preserving the intangible cultural heritage of Ukraine.

Keywords: poetics of movement, folk dance, kinetic polysemy, dance semiotics, body memory, cultural heritage.

Постановка проблеми. Коли говорять про народний танець, найчастіше мають на увазі його видовищність або педагогічну цінність. Набагато рідше його розглядають як повноцінну художню мову зі своєю граматикою, семантикою та поетикою. Саме ця мова зберігала й передавала образи, цінності та світоглядні уявлення українців у ті часи, коли писемність була або недоступна, або свідомо руйнувалася. Вона не зникла, вона живе в кожному кроці гопака, у коловому малюнку коломийки, у поліритмічному стрибку аркану. Сьогодні, коли питання культурної ідентичності набуло такої гостроти, наукове осмислення цієї мови є не суто академічним завданням, це питання збереження того, що ЮНЕСКО кваліфікує як нематеріальну культурну спадщину людства. У преамбулі Конвенції про охорону нематеріальної культурної спадщини зазначається, що «нематеріальна культурна спадщина є джерелом культурного різноманіття і гарантом сталого розвитку» (Конвенція про охорону нематеріальної культурної спадщини, 2003). Народний танець відповідає цьому визначенню у найповнішому сенсі.

Між тим в українському мистецтвознавстві наразі не існує єдиного теоретичного апарату, що описував би поетику народного хореографічного руху як цілісну художню систему. Дослідники переважно концентрувалися на описі та класифікації рухів або на методиці їх навчання, залишаючи осторонь питання про механізми художньої дієвості. Заповнення цієї прогалини є завданням пропонованої статті.

У сучасних наукових дослідженнях народного танцю значна увага приділяється опису танцювальної лексики, структурі рухів та їхнім технічним особливостям. Проте науковий аналіз часто обмежується фіксацією й класифікацією окремих елементів, залишаючи поза увагою їхню художню виразність. Водночас естетична сила народного танцю не може бути пояснена виключно технічною складністю виконання або

музичним супроводом. Її витоки пов'язані з особливою організацією руху, яка формує образну та емоційну структуру танцю.

У цьому контексті постає необхідність осмислення поетики руху як специфічної системи художніх засобів, що перетворює тілесну пластичність на своєрідний хореографічний «текст», здатний передавати естетичний зміст та образні значення. Відсутність цілісного підходу до аналізу поетики руху в українській хореографії визначає наукову проблему дослідження, спрямованого на виявлення та систематизацію її основних художньо-виражальних принципів.

Аналіз останніх досліджень і публікацій. Проблема художньої виразності народного руху розроблялася в різних напрямах. Серед вітчизняних класиків ключовою постаттю є В. М. Верховинець [2], який першим обґрунтував зв'язок між народним танцювальним рухом і природним середовищем. Це твердження і сьогодні залишається відправною точкою для будь-якого теоретичного дослідження народної хореографії.

К. Ю. Василенко здійснив першу системну класифікацію лексики народно-сценічного танцю, при цьому сам наголошував на обмеженості описового підходу. Рухи народних танців, зазначав автор, відтворюють характер праці, побуту та природного середовища, у якому живе народ [1, с. 16–18]. А. І. Гуменюк відкрив порівняльний вимір дослідження народного танцю і зафіксував ключовий образ гопака: «Гопак – один з найпопулярніших українських народних танців... У ньому знаходять свій вияв мужність, сила, спритність, героїзм і благородство українського народу» [3, с. 165]. Обидва автори висловили образну природу народного руху.

Якщо класичні праці закладали описово-класифікаційну традицію, сучасні дослідники переорієнтовуються на аналіз механізмів художньої виразності. Серед сучасних дослідників особливого значення набувають праці А. М. Підлипської. Аналізуючи гопак, вона зробила принципово важливий для нашого дослідження висновок: ««За гопаком закріпилися ознаки архетипу, у свідомості українців укорінився асоціативний зв'язок між гопаком та найхарактернішими рисами української нації: мужність, волелюбність, сила, завзятість, рішучість тощо»» [7, с. 155]. Ця теза, заснована на дискурс-аналізі, підтверджує одну із засадничих ідей нашого дослідження, де рух у народному танці є не просто технічним прийомом, а культурним знаком зі стійким смислом. Дослідниця також наголосила, що «розвиток хореографічного образу підпорядкований законам драматургічної логіки, де кожний структурний елемент має своє функціональне місце» [там само, с. 153], що прямо перегукується із запропонованою нами концепцією композиційно-драматургічного рівня поетики.

Л. Л. Козинко в ґрунтовному мистецтвознавчому дослідженні гопака показала, що ранні сценічні варіанти прагнули зберегти «автентичну

першооснову, імпровізаційність, завзятість, технічність» танцю. Разом із тим академізація призвела до «втрати імпровізаційності та різноманітності зразків виконання» [5, с. 22–23]. Це спостереження наводить на важливий теоретичний висновок, в якому поетика народного руху найповніше розкривається у живій взаємодії виконавця з традицією, а не в стандартизованому сценічному варіанті. Тобто художня сила народного танцю не у відтворенні канону, а у відтворенні принципу побудови образу.

І. В. Гутник, досліджуючи інтерпретації хороводів у сучасній народно-сценічній хореографії, зазначає, що «хоровод як синкретичний жанр тісно пов'язаний із піснею, зміст та характер якої зумовлюють ідейно-тематичний складник і композиційну побудову танцю» [4, с. 110]. Це нагадування про синкретичну природу народного танцю є важливим, оскільки поетика руху не може бути зрозумілою поза контекстом пісні, ритуалу і образу.

Є. Є. Рой та В. А. Литвиненко у своєму дослідженні синкретизму народно-сценічного мистецтва сформулювали принцип, що безпосередньо підтверджує методологію нашої роботи: «художньо-образна структура сценічного дійства не може бути зведена ні до музики, ні до хореографії окремо – вона виникає в точці їхньої взаємодії» [8, с. 84]. Саме цей синтетичний, багаторівневий характер хореографічного образу є тим, що ми прагнемо описати.

В контексті зарубіжних наукових досліджень підставами є: система Effort/Shape Р. Лабана [12], феноменологія тілесності М. Мерло-Понті [14] концепція кінестетичної емпатії С. Л. Фостер [9], кінесеміотика Л. Лоджі та М. Заппавіньї [13], семіотика тілесного руху С. Крук [11] і класична семіотика Ч. С. Пірса [15]. Хоча існуючі підходи дають важливі результати для вивчення народного танцю, вони ще не дозволяють повністю системно осмислити поетику руху саме в українській народній хореографії. Саме цей аспект визначає наукову новизну та актуальність даного дослідження.

Мета статті полягає у розкритті поняття «поетика руху» як самостійної мистецтвознавчої категорії, обґрунтуванні концепції кінетичної полісемії як основного принципу її структурної організації. Досягнення мети передбачає визначення рівнів організації поетики руху, обґрунтування кінетичної полісемії через синтез семіотичного та феноменологічного підходів, аналіз регіональної специфіки хореографічних традицій та детальний розбір рухових елементів.

Методологічна основа дослідження включає семіотичний, феноменологічний підходи та порівняльне мистецтвознавство. Методи дослідження охоплюють теоретичний аналіз і синтез, структурно-функціональний та порівняльний аналіз.

Виклад основного матеріалу дослідження. Поняття «поетика» в мистецтвознавстві XX–XXI ст. охоплює всю систему художньо-виражальних засобів, що організовує матеріал у художній текст. У хореографічному дискурсі «поетика руху» постає як система художньо-виражальних засобів, завдяки якій фізичний рух трансформується у хореографічний текст, набуваючи естетичної значущості, семантичної багатошаровості та культурної характерності. Таке трактування дозволяє чітко розмежувати художній і функціональний рух. Попри використання тих самих фізіологічних механізмів, лише художній рух організований за законами поетики. Саме ця принципова відмінність і потребує теоретичного осмислення, що становить одне з ключових завдань дослідження.

Системне аналітичне осмислення поетики народного танцювального руху дозволяє виділити п’ять ключових рівнів його організації.

Перший – кінетично-технічний рівень. Він пов’язаний із якісними характеристиками руху як фізичної дії, а саме з амплітудою, динамікою, ударністю, напрямком, ступенем залученості різних частин тіла та особливостями м’язового тонусу. На цьому рівні фіксуються його якісні параметри, що визначають його динамічний характер. У цьому контексті показовими є ідеї Р. Лабана, який розглядав рух через систему «зусиль» (effort), де поєднання ваги, часу, простору та потоку формує виразну якість дії (Laban, 1960). У народному танці кінетично-технічний рівень несе регіональну ідентичність, де кожен регіон має власний «почерк» в якостях руху.

Другий – ритміко-часовий рівень. Ритм у народному танці – це не просто відображення музичного метру. Він виступає як самостійна художня мова, у якій рух може випереджати акцент, запізнюватися або вступати в ритмічний діалог із музикою. Козачок із його синкопованими притупами, коломийка з пульсацією 2/4, де кожна доля отримує рівну рухову відповідь, гопак із вибуховими прискореннями та кульмінаційними зупинками – це три різні ритмічні поетики, три різні способи переживати час у тілесному русі.

Третій – просторовий рівень. Цей рівень визначає, як тіло рухається у просторі – по прямій чи по колу, вгору чи вниз, розкриваючись або стискаючись і несе не менше художнього змісту, ніж сам рух. Траєкторія руху виступає складовою хореографічного тексту. Горизонтальний просторовий малюнок відображає взаємини між виконавцями та зв’язок людини з землею, тоді як вертикальна динаміка окреслює взаємодію тілесного й духовного вимірів.

Четвертий – композиційно-драматургічний рівень. Окремі рухи складаються у фрази, фрази у розділи, розділи у цілісний твір із власною

драматургією. А. М. Підлипська слушно зауважила, що в народно-сценічному танці «розвиток хореографічного образу підпорядкований законам драматургічної логіки, де кожний структурний елемент має своє функціональне місце» [7, с. 153]. Закони цього рівня близькі до законів музичної форми, але реалізуються через тіло у просторі.

П'ятий – культурно-символічний рівень. Народний рух виступає як текст, що несе культурну пам'ять. Тілесні рухові схеми, відшліфовані поколіннями, функціонують як коди, які зберігають архетипні образи, космологічні уявлення та соціальні ролі. Цей рівень є найглибшим і найменш видимим, проте саме він визначає, чому народний танець зворушує навіть тих, хто не володіє танцювальною спадщиною. Як слушно зазначає С. Фостер, «кінестезія є не лише біологічним, але й культурно сформованим відчуттям» [9, с. 4], що формується традицією й передається через неї.

Усі п'ять рівнів функціонують одночасно та взаємообумовлено. Саме таке одночасне активування кількох змістових рівнів в одному руховому акті ми позначаємо поняттям кінетичної полісемії.

Поняття «полісемія» запозичене мистецтвознавством із лінгвістики, де воно позначає здатність одного слова мати кілька значень. Проте використання цього терміна в теорії танцю потребує уточнення. У мовній полісемії різні значення реалізуються в різних контекстах і, як правило, не одночасно. Кінетична полісемія організована принципово інакше, оскільки вона передбачає одночасну активацію кількох незалежних змістових рівнів в одному руховому акті. Ці рівні не конкурують і не заміщують одне одного, а нашаровуються, взаємно підсилюючи загальну художню силу хореографічного тексту.

Теоретичним підґрунтям концепції є семіотика Ч. С. Пірса, який виокремив три типи знаків: іконічний (знак схожий на позначуване), індексальний (знак вказує на щось, із чим він причинно чи просторово пов'язаний) і символічний (знак пов'язаний із позначуваним за традицією та конвенцією). Важливо, що ці категорії, за Пірсом, «не є взаємовиключними» і один знак може одночасно бути іконічним, індексальним і символічним [15, с. 228]. Рух у народному танці функціонує як тривимірний знак. Плавний помах рукою іконічно нагадує рух хвилі, гілля або вітру. Той самий жест, відповідно до регіональних виконавських традицій, вказує на локальні особливості. А в контексті весільного танцю він набуває символічного значення як благословення та запрошення. Ці три виміри активні одночасно.

Феноменологічне доповнення подає М. Мерло-Понті. На відміну від об'єктів зовнішнього світу, якими людина володіє, тіло є самим суб'єктом.

Автор стверджує: «...я не перебуваю перед своїм тілом, я є у ньому, або точніше – я є своїм тілом» [14, с. 198]. Ця теза принципово важлива, адже тілесний рух у народному танці не є передачею знаків від виконавця до глядача як від суб'єкта до об'єкта. Він є самим середовищем, у якому виникає сенс. Кінетична полісемія – це не властивість стороннього спостерігача, який «зчитує» значення. Вона є внутрішньою якістю самого рухового акту, вписаною в нього традицією і руховою пам'яттю.

М. Заппавіньї та Л. Лоджі у своєму дослідженні кінесеміотики запропонували розглядати рух як систему значень, організовану на кількох рівнях одночасно, подібно до граматичних рівнів мови: «рух функціонує як знак не у вакуумі, а в контексті комунікативної ситуації, де кожен параметр руху (якість, напрямок, темп) несе власне смислове навантаження» [13, с. 3]. Це підтверджує, що кінетична полісемія є не метафорою, а реально описуваною аналітичною властивістю танцювального тексту.

Якщо п'ять рівнів поетики описують структуру хореографічного тексту, три компоненти кінетичної полісемії описують механізм його одночасного смислотворення. Операційно кінетична полісемія проявляється через три компоненти, що відповідають трьом семіотичним регістрам: моторно-виражальний (що і як рухається – рух як технічна та ритмічна одиниця), просторово-часовий (де і коли рух відбувається в художньому просторі-часі) та архетипно-символічний (яке культурне значення рух несе через рухову пам'ять). Ці три виміри корелюють із трьома типами знака за Пірсом і разом формують повний семіотичний спектр кінетичного тексту.

Моторно-виражальний компонент. Перший вимір кінетичної полісемії – технічно-динамічний. Регіональна специфіка є не стилістичним варіюванням, а відображенням глибинних зв'язків між танцювальною культурою, ландшафтом і ментальністю. В. М. Верховинець зазначав: «Кожний народний танець має свою манеру виконання, свій темп, свій характер рухів, продиктований природою і побутом даного народу» [2, с. 39].

Слобожанська танцювальна культура вирізняється різким, ударним рухом, який формується під впливом місцевих умов і побуту. Чоловіча партія відзначається акцентованими притупами, широкими амплітудами та раптовими змінами напрямку; характерні елементи – дрібушки з ударами, розгонисті вихиляси, різкі зупинки на сильну долю. Рухи виконуються відкрито, без прихованого зусилля, підкреслюючи експресивність. Жіноча лексика створює контраст: дрібний, ковзний крок, м'які переходи рук, корпус трохи нахилений уперед, що формує плавну та легку лінію. Ця полярність чоловічого і жіночого руху відображає взаємодію ролей у

слобожанському танці. Ритм тісно пов'язаний з музикою, акценти, паузи та синкопи відображаються в рухах, створюючи гармонійний зв'язок між танцем і музикою. Завдяки цьому рух стає носієм характеру та культурного змісту регіону.

Центральна Україна є еталоном народно-сценічного стилю, де досягнуто особливого балансу між технічною складністю й емоційною відкритістю. Чоловіча лексика включає розгорнуту систему присядок (повних і напівприсядок), тропаків, перескоків і вихилясів, що вимагають водночас фізичної сили й пластичної свободи. Жіночі рухи мають свій неповторний характер, створюючи особливу естетику регіональної пластики. К. Василенко писав: «Жіночому танцю притаманна м'якість, плавність, поетичність, благородна стриманість і почуття власної гідності» [1, с. 42].

Поділля займає особливе місце завдяки ритмічній синкопованості, що відрізняє його від інших регіонів. Характерна риса – рух, що «зависає» перед сильною долею і падає в неї з несподіваною точністю. Це проявляється у кроках із затриманим перенесенням ваги, у «грі» притупів із музичним акцентом. Жіноча лексика вирізняється витонченою роботою рук, пластикою, що нагадує орнаментальні мотиви подільського вишивання. Чоловіча – динамічна, із несподіваними обертаннями й різкими змінами просторового малюнка, що відображає вплив суміжних молдавської і польської танцювальної культури.

Полісся є найархаїчнішим стилем, де рух зберіг ознаки ритуального дійства. Вертикальна динаміка тут мінімальна. Тіло не шукає верхнього рівня простору, воно залишається в середньому й нижньому, зберігаючи зв'язок із землею. За І. Гутник, поліський хоровод «виконує функцію сакралізації простору й часу» [4, с. 112]. І саме у фізичному відчутті цього зв'язку із землею закладено його обрядовий зміст.

Карпатський регіон є найбільш контрастним і технічно складним. Гуцульський стиль будується на постійному переміщенні між просторовими рівнями, то різке присідання, то стрибок вгору, без підготовчої фази. Для чоловічої лексики характерна поліритмія, коли ноги виконують складні перетупи, тоді як руки й торс живуть за власним ритмічним законом. Це вимагає від виконавця незалежної координації різних частин тіла. Аркан є квінтесенцією цього стилю, де закодовано кінетичний образ зв'язку між землею й небом.

Просторово-часовий компонент. Цей компонент пов'язаний із локалізацією руху в художньому просторі та часі, тобто з тим, де і коли розгортається танцювальна дія. У цьому контексті доцільно використовувати поняття просторово-часової партитури танцю як системи

траєкторій руху, просторових рівнів (нижнього, середнього, верхнього) та темпо-ритмічних структур, які разом формують кінетичну архітектуру хореографічного твору. Простір і час у танці виступають не лише фізичними координатами руху, а й смислотворчими категоріями, через які організується художня логіка композиції.

Просторові побудови (коло, лінія, діагональ, спіраль), зміни напрямку руху структурують танцювальну дію й водночас моделюють символічний культурний простір. Темпо-ритмічна організація формує драматургію руху, а саме: прискорення, уповільнення, паузи та акценти визначають інтонацію танцювальної фрази і надають руху додаткових смислових відтінків. У цьому сенсі танець постає як особлива форма художнього моделювання простору і часу. Недаремно С. Л. Фостер підкреслює, що танець, подібно до музики, конструює власний просторово-часовий порядок, однак робить це не через звук, а через тіло виконавця [9, с. 56]. Просторово-часовий вимір кінетичної полісемії розкривається у взаємодії траєкторій руху, просторових рівнів і ритмічної організації танцю, які в сукупності створюють цілісну кінетичну структуру та виступають носіями художнього змісту.

Горизонтальна геометрія народного танцю насичена стійкими смислами. Коло є найфундаментальнішою формою. Воно є образом завершеності, вічності, захищеного сакрального простору. Коли учасники йдуть по колу, вони замикають простір навколо себе. Лінія несе протилежне – відкритість, рух назовні, зустріч, виклик. Гопак і козачок часто будуються на лінійних мізансценах, де виконавці рухаються один до одного і в цьому просторовому малюнку закодована кінетична метафора козацького протистояння й єднання. Спіраль символізує становлення і з'являється в обрядових танцях, де учасники поступово «розкручуються» зі щільного кола у відкритий простір. Вертикальна динаміка є не менш виразною. Три просторових рівні несуть різний художній зміст. Нижній (присідання, нахили, притупи) – звернення до землі, до предків, до коріння. Середній – простір людського спілкування. Верхній (стрибки, підйом рук) – духовне устремління, радість, тріумф. Просторова організація танцю не є нейтральною. Кожна позиція виконавця входить до драматургічної системи сценічного дійства. Як підкреслюють Є. Є. Рой та В. А. Литвиненко, «український танець, як невід'ємний складник художньо-цілісної синтетичної театральної дії, стає промовистим засобом розкриття ідейно-образного змісту спектаклю та образних характерів персонажів» [8, с. 74].

Темпо-ритмічна партитура утворює кінетичну драматургію танцю. Наприклад, у гопаку вона будується за принципом поступового наростання, коли порівняно стримана зав'язка переходить у фазу прискорення, що розгортається і завершується кульмінаційною паузою, де рух ніби завмирає

на межі стрибка чи складної акробатичної фігури. У цей момент час сценічної дії переживається як зупинений, а енергія руху концентрується в очікуванні наступного імпульсу. Дослідники української народно-сценічної хореографії підкреслюють, що гопак поєднує високу технічну складність із значним імпровізаційним потенціалом виконавця, що забезпечує його динамічну драматургію та кульмінаційність сценічної форми. У цьому контексті імпровізаційність постає не як хаотична варіативність рухів, а як пластична взаємодія виконавця з темпо-ритмічною партитурою танцю. Саме вона створює ефект кульмінаційної зупинки, моменту, коли кінетична енергія досягає максимальної напруги й перетворюється на сильний художній акцент.

Архетипно-символічний компонент. Найглибший вимір кінетичної полісемії пов'язаний із тим, що рух виступає носієм культурної пам'яті. Йдеться не тільки про збереження танцювальної спадщини, а про конкретний антропологічний механізм – рухову (тілесну) пам'ять. Ш. Галлагер виокремлює три її основні форми: моторну пам'ять (тіло знає, як виконати дію), постуральну пам'ять (тіло утримує характерні положення й схеми постави) та патичну пам'ять (тіло зберігає емоційно забарвлені тілесні стани). Як зауважує дослідник, «тілесна пам'ять – це не пам'ять про тіло; це пам'ять у тілі» [10, с. 26]. У народному танці задіяні всі ці форми тілесної пам'яті.

Виконавець відтворює не лише певні технічні прийоми, а й пов'язані з ними культурні значення, афективні стани та образні асоціації, що передаються через тілесний досвід поколінь.

Аналіз хореографічного матеріалу дозволяє виявити кілька стійких кінетичних архетипів. Наприклад, в гопаку й козачку центральним є образ козака, що характеризується широкими амплітудами, акцентованою ударністю, відкритістю, стрибками із повним розкриттям тіла у польоті. А. І. Гуменюк зафіксував цей образ у класичному визначенні: «В цих танцях відображаються істотні риси характеру українського народу: волелюбність, героїзм, завзяття...» [3, с. 13]. Жіноча традиція будується навколо архетипу берегині-матері: плавні «розквітаючі» рухи рук, легкий крок, зосередженість на середньому просторовому рівні. У танці «Аркан» виокремлюється своя обрядова символіка. Це суто чоловічий танець, де виконавці тримаються за плечі, утворюючи живий ланцюг. Синхронізація рухів є не технічним ефектом, вона є кінетичним образом єдності. Наростання темпу до кульмінаційного піку, де всі стрибають і притупують одночасно, моделює перехід від індивідуальної свідомості до колективної. Фізіологічний транс, що виникає від ритмічного навантаження, – не побічний ефект, а художній задум аркану.

Кінетична полісемія в дії. Для конкретної верифікації запропонованої концепції розберемо рух «Кабріоль» як один із найскладніших і найвиразніших рухів чоловічої техніки в гопаку. Кабріоль – це стрибок, під час якого в польоті відбувається биття (удар) однієї витягнутої ноги об іншу; обидві ноги при цьому знаходяться у витягнутому, «закритому» положенні, тіло зберігає вертикаль, руки підтримують рівновагу й підсилюють зліт. У народній хореографії кабріоль не є запозиченням з класичного балету, він розвинувся самостійно з козацьких ігрових і бойових практик, де стрибок із ударом символізував бойовий удар.

На моторно-виражальному рівні кабріоль являє собою злагоджену взаємодію трьох фаз. Перша фаза – поштовх і підйом. Тіло концентрує зусилля в одному потужному імпульсі від підлоги, що виштовхує обидві ноги вгору. За параметрами Лабана: сильна вага, раптовий час, прямолінійний вертикальний простір. Підготовчий рух тут майже непомітний глядачеві, стрибок виникає начебто з нізвідки, що посилює ефект несподіваності. Друга фаза – биття у повітрі. У точці максимального підйому одна нога, рухаючись знизу-вгору, б'є по іншій – синхронний момент двох витягнутих кінцівок у вищій точці польоту. Це кульмінаційна мить кабріоля, тіло знаходиться у стані максимальної розкритості, тяжіння немовби відступає. Третя фаза – приземлення. М'який, амортизуючий прийом на пом'якшене коліно або на стопу з еластичним прийомом ваги тіла – фаза, у якій накопичена енергія або гаситься, або трансформується у наступний рух. Весь кабріоль виконується протягом секунди, але у ньому є чітка внутрішня драматургія.

На просторово-часовому рівні кабріоль є кульмінаційним вузлом хореографічного тексту. Він, як правило, виконується у момент просторового «відкриття», коли виконавець опиняється в центрі сцени або на авансцені. Вертикальний вектор кабріолю розрізає горизонтальний малюнок танцю, на мить зупиняючи його потік. Це явище ми позначаємо як кінетичний момент-образ. Завдяки винятковому апломбу виконавця, рух на секунду застигає. Виникає ефект «статичної динаміки», тіло візуально «зависає», і в цю мить глядач затримує подих разом із артистом. С. Крук у своєму дослідженні нейросеміотики танцю показав, що такі моменти зупинки в русі є «піками кінестетичної резонансності, коли нейронні дзеркальні системи глядача максимально активовані» [11, с. 361]. Іншими словами, у момент кабріолю глядач не просто спостерігає за технічним елементом, а фізично відчуває кожне м'язове зусилля та стан польоту у власному тілі.

На архетипно-символічному рівні кабріоль несе кілька одночасних значень. Удар ноги об ногу в повітрі – це образ бойового удару, кінетична

пам'ять козацького двобою. Тіло, розгорнуте вгору у вільному польоті, образ волі й духовного тріумфу. Демонстрація технічної складності руху є ритуальним жестом «я можу» у тому самому сенсі, у якому козак демонстрував майстерність перед громадою.

А. М. Підлипська підкреслювала, що «...за гопаком закріпилися ознаки національного архетипу, де технічна вправність постає як естетичний і символічний акт» [7, с. 155]. Кабріоль є найповнішим втіленням цієї думки, де рух несе одночасно бойову пам'ять, просторовий тріумф і культурний архетип.

Таким чином, кабріоль у гопаку підтверджує всі три виміри кінетичної полісемії одночасно. На моторно-виражальному рівні – це точно організований рух із власною трифазною драматургією. На просторово-часовому – це кульмінаційний вузол, момент-образ, де час завмирає. На архетипно-символічному – це концентрація козацького архетипу в одному тілесному акті. Художня сила кабріолю не в жодному з цих рівнів окремо, а в їхньому нерозривному поєднанні.

Висновки. Проведене дослідження дозволяє зробити кілька теоретичних узагальнень. Поняття «поетика руху» обґрунтовано як самостійну мистецтвознавчу категорію, що охоплює п'ять взаємообумовлених рівнів організації хореографічного тексту: кінетично-технічний, ритміко-часовий, просторовий, композиційно-драматургічний і культурно-символічний. На відміну від попередніх підходів, що описували ці рівні ізольовано, запропонована категорія фіксує їхню одночасну і взаємозалежну дію як системну властивість народного хореографічного мистецтва.

Центральним теоретичним внеском є концепція кінетичної полісемії – явища, при якому один руховий акт одночасно функціонує на трьох семіотичних регістрах: моторно-виражальному, просторово-часовому та архетипно-символічному.

Принципова відмінність кінетичної полісемії від мовної полісемії полягає в одночасності, а не послідовності активації смислових рівнів. Вони не конкурують і не заміщують одне одного, а нашаровуються, взаємно підсилюючи загальну художню силу хореографічного тексту.

Регіональна специфіка хореографічних стилів є не стилістичним варіюванням, а відображенням глибинного зв'язку між тілесною культурою, природним середовищем і ментальністю. Кожен регіональний стиль утворює власну кінетичну формулу з характерним розподілом змістового навантаження між трьома вимірами полісемії. Механізм тілесної пам'яті в її моторній, постуральній і патичній формах забезпечує трансгенераційну передачу не лише рухових схем, а й пов'язаних із ними культурних значень та архетипних образів.

Запропонований теоретичний апарат може слугувати аналітичним інструментом для хореографів-постановників як метод свідомої роботи з багаторівневою смисловою структурою народного матеріалу при створенні сценічних форм; для педагогів як основа пояснення не технічного «як», а смислового «що» народного руху; для дослідників нематеріальної культурної спадщини як інструмент документування та реконструкції хореографічних традицій із збереженням їхнього культурно-символічного виміру.

Перспективи подальших досліджень пов'язані з порівняльним аналізом кінетичних стилів у різних регіональних та культурних традиціях, що дозволить виявити універсальні та локальні закономірності рухової полісемії. Окрему увагу потребує дослідження трансформації рухових смислів при переході від автентичного виконання до сценічної стилізації, зокрема зміни технічного, композиційного та символічного рівнів руху. Додатково перспективними є міждисциплінарні підходи з використанням сучасних технологій для точного вимірювання та відтворення рухових форм, а також аналіз архетипних та символічних структур, що дозволить глибше зрозуміти культурні коди народного танцю та їх роль у збереженні і розвитку хореографічної спадщини.

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ОСОБЛИВОСТІ ВПРОВАДЖЕННЯ ІНДИВІДУАЛЬНО-ГРУПОВОЇ ФОРМИ ВОКАЛЬНОЇ ПІДГОТОВКИ СТУДЕНТІВ У ЗАКЛАДАХ МИСТЕЦЬКОЇ ОСВІТИ

Анотація. У статті розглянуто особливості впровадження індивідуально-групової форми навчання у процесі вокальної підготовки студентів закладів мистецької освіти. Обґрунтовано необхідність оновлення підходів до професійної підготовки майбутніх педагогів-вокалістів з урахуванням вимог практичної діяльності, зокрема роботи з вокальними колективами. У цьому зв’язку акцентовано увагу на доцільності поєднання індивідуальної форми занять у класі сольного співу з елементами групової взаємодії студентів.

Проаналізовано індивідуально-групову форму навчання як педагогічний інструмент, що забезпечує розширення професійного досвіду студентів у процесі вокальної підготовки. Встановлено, що її застосування сприяє розвитку вокально-виконавських умінь, формуванню вокального слуху, навичок аналізу вокального виконання та елементів педагогічного мислення, необхідних для подальшої професійної діяльності.

Окреслено поетапну структуру професійного становлення студентів у класі сольного співу, яка включає пропедевтичний, аналітичний, орієнтовно-діяльнісний і практичний етапи. Показано, що поступове ускладнення навчальних завдань та зміна характеру взаємодії у навчальній групі забезпечують перехід від переважно виконавської діяльності до елементів педагогічної практики.

Зроблено висновок, що індивідуально-групова форма навчання створює умови для інтеграції виконавського, аналітичного та педагогічного

компонентів професійної підготовки майбутніх викладачів вокалу та підвищує ефективність формування їхньої професійної готовності.

Ключові слова: вокальна підготовка, сольний спів, індивідуально-групова форма навчання, вокально-педагогічна діяльність, вокальний слух, професійна підготовка студентів.

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PECULIARITIES OF IMPLEMENTING THE INDIVIDUAL-GROUP FORM OF VOCAL TRAINING OF STUDENTS IN INSTITUTIONS OF ART EDUCATION

Abstract. The article examines the features of implementing an individual-group form of instruction in the process of vocal training of students in art education institutions. The need to update approaches to the professional training of future vocal teachers is substantiated, taking into account the requirements of practical activity, particularly work with children's vocal ensembles. In this context, attention is focused on the expediency of combining individual lessons in solo singing classes with elements of group interaction among students.

The individual-group form of instruction is analyzed as a pedagogical tool that expands students' professional experience in the process of vocal training. It is established that its application contributes to the development of vocal-performing skills, the formation of vocal hearing, the ability to analyze vocal performance, and elements of pedagogical thinking necessary for further professional activity.

A step-by-step structure of students' professional development in solo singing classes is outlined, including the propaedeutic, analytical, orientation-activity, and practical stages. It is shown that the gradual increase in the complexity of learning tasks and the changing nature of interaction within the learning group ensure a transition from predominantly performing activities to elements of pedagogical practice.

It is concluded that the individual-group form of instruction creates conditions for integrating performing, analytical, and pedagogical components of future vocal teachers' professional training and increases the effectiveness of forming their professional readiness.

Keywords: vocal training, solo singing, individual-group form of instruction, vocal-pedagogical activity, vocal hearing, professional training of students.

Актуальність проблеми. У положеннях Національної доктрини розвитку освіти України наголошується на важливій ролі мистецтва у вихованні особистості, що визначає зростання ролі мистецької освіти у формуванні ціннісних орієнтацій молоді.

Сучасний розвиток музичної освіти підвищує вимоги до професійної підготовки студентів-вокалістів. Йдеться не лише про вдосконалення вокально-виконавських умінь, а й про підготовку фахівців із подвійною професійною спрямованістю — як виконавців, так і викладачів естрадного вокалу, здатних працювати як в умовах індивідуального навчання, так і з вокальними ансамблями та дитячими колективами [1,2]. У практиці мистецьких закладів усе частіше постає запит на такі форми організації навчання, які дозволяють поєднати індивідуальну роботу зі студентом із елементами колективної взаємодії.

На цьому тлі інтерес викликає індивідуально-групова форма вокальної підготовки. Її впровадження, як показує практика, активізує навчальний процес і водночас сприяє розвитку комунікативних навичок студентів. Саме така форма організації навчання найбільшою мірою відповідає сучасним вимогам мистецької освіти, орієнтованої на поєднання індивідуалізації виконавського розвитку з формуванням навичок колективної взаємодії та педагогічної комунікації.

Водночас це питання ще не отримало достатнього наукового висвітлення у вокально-педагогічній літературі. Більшість досліджень і надалі зосереджується на індивідуальній формі навчання, тоді як колективний компонент залишається менш опрацьованим.

Аналіз останніх досліджень і публікацій. У працях, присвячених професійній підготовці майбутніх викладачів музичного мистецтва акцентується на необхідності формування педагогічної компетентності та готовності до роботи з вокальними колективами [3].

У теоретичних дослідженнях вокальної педагогіки (Г. Стасько, О. Шуляр, М. Сливоцький) розглядаються питання формування співацького голосу та розвитку вокального слуху як основи виконавської стабільності [4].

Окремий напрям представляють дослідження вокальної методики (В. Антонюк, Ю. Юцевич), де акцентується увага на розвитку голосу та слухового контролю в умовах індивідуального навчання [1,6].

Разом із тим, аналіз наукових джерел дозволяє окреслити окремі аспекти формування вокально-виконавських умінь і педагогічної компетентності, тоді як питання інтеграції індивідуальної та групової форм навчання в умовах вокальної підготовки потребує подальшого системного осмислення.

Метою статті є визначення специфіки впровадження індивідуально-групової форми вокальної підготовки студентів у закладах мистецької освіти, виявлення умов її ефективного використання в навчальному процесі та визначення її впливу на розвиток вокально-виконавських умінь і творчої самостійності майбутніх фахівців.

Наукова новизна полягає в обґрунтуванні індивідуально-групової форми вокальної підготовки як проміжної моделі між індивідуальним навчанням і колективною вокальною практикою, що розширює функціональне призначення класу сольного співу. Уточнено його роль як інтеграційного навчального середовища, у межах якого паралельно здійснюється розвиток виконавських умінь і формування первинного педагогічного досвіду. Запропоновано поетапну модель професійного становлення студента, що відображає послідовний перехід від виконавської до педагогічної діяльності в умовах єдиного освітнього простору.

Виклад основного матеріалу. У професійній підготовці студентів-вокалістів закладів мистецького спрямування ключове місце посідає вокально-виконавська діяльність, яка виступає базовою складовою їхнього фахового становлення. Опанування вокального мистецтва є одним із ключових чинників формування професійної майстерності та фахової компетентності, оскільки забезпечує інтеграцію технічних, художньо-виконавських і комунікативних умінь майбутнього фахівця [1,2].

У межах дослідження вокально-виконавську діяльність доцільно розглядати як багаторівневий процес професійного розвитку студента. Він включає не лише технічне вдосконалення, а й поступове формування виконавського мислення та художньо-інтерпретаційних умінь. У результаті відбувається перехід від технічного відтворення до усвідомленої художньо-інтерпретаційної діяльності.

У сучасній вокальній педагогіці чітко простежується суперечність між індивідуальною моделлю навчання та вимогами майбутньої колективно-педагогічної практики. Усвідомлення цієї суперечності зумовлює необхідність переосмислення традиційних підходів до організації вокальної підготовки у закладах мистецької освіти. У практичному вимірі ця суперечність відчувається особливо гостро в умовах реального навчального процесу, коли студент, демонструючи високий рівень індивідуального виконавства, водночас не завжди готовий до практичної реалізації

педагогічних функцій у колективних формах вокальної роботи. Саме тому порушене питання виходить за межі суто методичної площини і набуває характеру професійно-особистісного становлення майбутнього викладача вокалу. Це зумовлює перегляд можливостей класу сольного співу як базового середовища професійного становлення студентів-вокалістів.

У цьому контексті перспективною постає індивідуально-групова форма організації навчання у класі сольного співу, яка дозволяє поєднати розвиток індивідуальних вокально-виконавських умінь із набуттям первинного досвіду колективної педагогічної взаємодії. Її застосування створює передумови для розширення функціональних можливостей класу сольного співу як освітнього середовища, у межах якого поєднуються виконавська та педагогічна складові професійної підготовки. Практична реалізація такого підходу передбачає поступове розширення педагогічного інструментарію викладача шляхом інтеграції елементів групової взаємодії у структуру індивідуального навчання.

Виходячи з узагальнення емпіричного досвіду педагогів-вокалістів, а також власного досвіду роботи у закладі вищої освіти, можна припустити, що поєднання індивідуальної та індивідуально-групової форм організації занять у класі сольного співу може розглядатися як додатковий педагогічний ресурс удосконалення професійної підготовки майбутніх вокалістів. У такому контексті вона виступає не лише організаційним доповненням традиційної системи навчання, а й чинником розширення функціональних можливостей класу сольного співу як простору поєднання виконавської та педагогічної підготовки. Застосування такого підходу сприяє підвищенню ефективності професійної підготовки студентів і забезпечує більш цілісне формування їхньої готовності до виконавської та майбутньої педагогічної діяльності.

Як відомо, вокальна підготовка студентів у закладах мистецької освіти переважно здійснюється у класі сольного співу, де основна увага зосереджується на формуванні виконавських умінь і розвитку сценічно-виконавської майстерності, що узгоджується з положеннями сучасної естрадної вокальної школи [5]. Водночас професійна діяльність педагога естрадного вокалу не обмежується лише здатністю виконувати вокальні твори на високому художньому та технічному рівні, що є підставою для оновлення змісту індивідуальних занять із акцентом на формування педагогічної складової професійної підготовки виконавця.

Спостереження за діяльністю студентів під час педагогічної практики на бакалаврському та магістерському рівнях свідчать про те, що одним із найскладніших аспектів професійної підготовки майбутнього педагога-вокаліста є організація роботи з вокальними колективами (ансамблем і

хором). Попри те, що навички вокально-ансамблевої взаємодії формуються у процесі вивчення комплексу фахових дисциплін, зокрема хорового та ансамблевого класу, вокалу, методики викладання постановки голосу, вокально-хорового аранжування тощо, рівень практичної готовності студентів до вокально-педагогічної діяльності часто виявляється недостатнім [3].

Однією з причин такої ситуації є те, що у структурі навчального процесу переважає орієнтація на індивідуальний результат, тоді як колективно-педагогічний компонент залишається фрагментарним.

Унаслідок цього підготовка студентів нерідко зосереджується переважно на індивідуальному виконавстві, тоді як навички роботи з вокальним колективом потребують більш цілеспрямованого й систематичного розвитку. У цьому контексті проблема набуває особливої ваги саме на етапі практичної підготовки, що визначає необхідність її цілеспрямованого удосконалення.

Під індивідуально-груповою формою навчання розуміємо таку організацію освітнього процесу, яка передбачає поєднання індивідуальної та групової взаємодії викладача зі студентами. Застосування цієї форми навчання створює умови для ефективного розвитку співацького голосу та вокального слуху студентів [4], а також сприяє формуванню їхньої педагогічної самостійності у процесі моделювання практичних ситуацій роботи з вокальним колективом. На наш погляд, саме ця комбінація індивідуального й групового компонентів є найбільш продуктивною в умовах сучасної мистецької освіти. Такий підхід дозволяє розширити межі традиційної вокальної підготовки без відмови від індивідуальної форми навчання.

Важливо підкреслити, що йдеться не про механічне поєднання індивідуальних і групових занять, а про цілеспрямоване створення педагогічної ситуації взаємонавчання, у якій кожен студент одночасно виступає і як виконавець, і як спостерігач, і як потенційний педагогічний суб'єкт. Така багатопозиційність змінює сам характер сприйняття навчального процесу та підсилює його рефлексивний потенціал.

Реалізація індивідуально-групової форми навчання у класі сольного співу є можливою за таких умов: наявності в межах педагогічного навантаження викладача групи студентів у кількості не менше двох осіб. Кожен студент у процесі професійного становлення проходить чотири взаємопов'язані етапи, що характеризуються різними видами навчально-виконавської діяльності та поступовим ускладненням педагогічних завдань.

Запропонована методична модель організації навчання передбачає, що на кожні дві академічні години заняття залучаються два студенти, які

перебувають на різних етапах підготовки. Такі студенти формують ядро навчальної групи. Інші здобувачі освіти, які тимчасово вільні від аудиторних занять, можуть за власним бажанням бути присутніми на заняттях класу сольного співу. У такий спосіб навчальна група може охоплювати від двох до шести і більше студентів.

Зазначені організаційні умови створюють передумови для розширення педагогічної взаємодії, оскільки студенти отримують можливість працювати з викладачем не лише в межах двох академічних годин на тиждень, передбачених навчальним планом, а й упродовж тривалішого часу — до трьох–чотирьох годин і більше в межах загального робочого навантаження викладача.

Ефективність реалізації запропонованої моделі значною мірою визначається організаційними умовами освітнього процесу, зокрема кількісним складом навчальної групи та готовністю викладача до впровадження інтерактивних форм роботи.

У сучасних дослідженнях з естрадної вокальної педагогіки акцентується увага на тому, що розвиток вокального слуху студентів не може обмежуватися лише процесом безпосереднього виконавського відтворення, а також передбачає активне залучення до слухового аналізу, порівняльного спостереження та свідомого оцінювання виконавської діяльності інших співаків. У працях з питань естрадного вокального виконавства підкреслюється значення сценічно-виконавського досвіду та розширення художньо-інтерпретаційного поля майбутнього виконавця як одного з ключових чинників формування професійної готовності [5]. У сукупності ці положення засвідчують, що ефективна вокальна підготовка здобувачів освіти потребує поєднання аналітичного розвитку слухових навичок із практикою виконавського становлення та сценічної діяльності.

Водночас зазначений підхід потребує подальшого узагальнення й теоретичного осмислення з урахуванням сучасних вимог до підготовки майбутніх педагогів-вокалістів, оновлення змісту програм із сольного співу та специфіки їхньої подальшої вокально-педагогічної діяльності. У працях, присвячених методиці формування співацького голосу, також наголошується на необхідності комплексного підходу до розвитку вокальних і слухових навичок як взаємопов’язаних компонентів професійної підготовки [4]. У цьому контексті доцільним постає поступове розширення меж традиційного індивідуального навчання та інтеграція елементів колективної взаємодії, що відповідає сучасним тенденціям естрадної вокальної педагогіки [5].

Реалізація індивідуально-групової форми навчання у класі сольного співу передбачає поетапну організацію професійного становлення

студентів, що забезпечує поступовий перехід від виконавської до педагогічної діяльності. У межах запропонованої моделі навчальний процес вибудовується як система взаємопов'язаних етапів, кожен з яких відображає ускладнення навчально-виконавських завдань та розширення педагогічного досвіду студента в умовах поєднання індивідуальної та групової взаємодії.

На першому, пропедевтичному етапі (перший семестр) домінує індивідуальна робота з викладачем, спрямована на постановку та розвиток співацького голосу. У цей період закладаються основи вокально-технічної підготовки, що охоплює формування правильного співацького дихання, координацію звукоутворення, роботу артикуляційного апарату та розвиток інтонаційної точності, які в сукупності визначають становлення виконавської культури студента [4].

Паралельно відбувається первинне формування вокально-слухових уявлень і навичок слухового контролю, що забезпечує здатність студента усвідомлювати якість власного звучання та поступово коригувати виконавські дії в процесі навчання. Значну увагу приділено також розвитку емоційно-виразного компонента співу, який реалізується через виконання вокально-тренувальних вправ і роботу над навчальним репертуаром.

На пропедевтичному етапі викладач зосереджується на формуванні базових вокально-технічних навичок студента. У процесі заняття він демонструє окремий вокально-технічний прийом (зокрема тип дихання, характер атаки звука або артикуляційний елемент), після чого пропонує студентові його відтворення.

Виконання супроводжується безпосередньою корекцією з боку викладача в режимі реального часу, що забезпечує оперативне усвідомлення та виправлення технічних неточностей і сприяє формуванню первинних навичок вокального самоконтролю.

Основними видами навчальної діяльності на цьому етапі є індивідуальні заняття з викладачем, систематичне виконання вокально-технічних вправ, а також початкова робота над формуванням художньої виразності виконання. У цілому пропедевтичний етап виконує функцію фундаментальної підготовки, в межах якої закладаються базові професійні навички, необхідні для подальшого розвитку виконавської та педагогічної складової підготовки студента.

На другому, аналітичному етапі (другий семестр) навчальна діяльність студента виходить за межі суто індивідуальної вокальної роботи та поступово доповнюється елементами педагогічного спостереження й аналізу. У цей період важливим стає усвідомлення структури навчального заняття, логіки педагогічних дій викладача та способів застосування методичних прийомів у роботі з різними виконавськими типами.

Студенти залучаються до спостереження за заняттями викладача з іншими здобувачами освіти, що дозволяє не лише фіксувати окремі педагогічні рішення, а й поступово вибудовувати уявлення про цілісність вокально-навчального процесу. Паралельно здійснюється самостійна аналітична робота, яка передбачає слухове спостереження за вокальним матеріалом у класі та поза ним, зокрема через аналіз аудіозаписів навчального й професійного виконання.

На цьому етапі викладач організовує навчальний процес таким чином, щоб студент поступово залучався до педагогічного спостереження та елементів аналізу виконавської діяльності. Під час заняття один зі студентів виконує вокальний матеріал або вправи, тоді як інші здобувачі освіти виконують роль слухачів-аналітиків і за завданням викладача фіксують окремі параметри виконання (інтонаційна точність, якість звукоутворення, дихальна опора, артикуляція). Після виконання викладач організовує коротке обговорення, узагальнює спостереження студентів та акцентує увагу на методичних аспектах корекції вокального звучання. Така форма роботи сприяє формуванню первинних навичок педагогічного аналізу, розвитку вокально-слухової спостережливості та усвідомленню структури навчального заняття.

Спостереження показують, що навіть короткочасне залучення студентів до ролі слухача-аналітика під час занять інших здобувачів освіти поступово змінює характер їхнього професійного мислення, оскільки вони починають інакше оцінювати не лише власне виконання, а й процес формування вокального звуку в інших виконавців.

На третьому, орієнтовно-діяльнісному етапі (3–4 семестри) відбувається поступове включення студента в реальну педагогічну взаємодію, що поєднує виконавську підготовку з первинним досвідом роботи з іншими здобувачами освіти. У цей період індивідуальна вокальна діяльність доповнюється участю у практичних формах роботи під керівництвом викладача.

Спочатку студент долучається до процесу розспівування та елементарного налаштування співацького голосу інших здобувачів, виконуючи окремі завдання, спрямовані на розвиток слухового контролю та спостереження за якістю вокального звучання. Надалі характер діяльності ускладнюється і передбачає взаємодію вже з групою студентів, присутніх у класі, що розширює межі індивідуальної виконавської практики.

На третьому етапі викладач поступово залучає студента до виконання елементів педагогічної діяльності в умовах навчального заняття. У процесі роботи студент бере участь у проведенні окремих фрагментів заняття, зокрема у розспівуванні, налаштуванні співацького апарату інших

здобувачів освіти та демонстрації вокально-технічних вправ. Викладач при цьому здійснює координацію та корекцію дій студента, акцентуючи увагу на методиці подачі матеріалу, якості слухового контролю та способах реагування на вокальні труднощі інших виконавців.

Така організація навчальної діяльності забезпечує формування первинних умінь педагогічної взаємодії, розвиток здатності до оперативної корекції вокального звучання та усвідомлення логіки педагогічного впливу в умовах групової роботи.

У межах цього етапу формується здатність до первинного педагогічного впливу, зокрема до корекції окремих елементів вокального звучання та усвідомлення причинно-наслідкових зв'язків у процесі формування голосу. Важливим є також розвиток уміння поєднувати виконавські завдання з елементами організації навчальної взаємодії, що поступово формує основу педагогічного моделювання вокального процесу.

У результаті студент переходить від позиції спостерігача до активного учасника навчального процесу, у якому виконавська та педагогічна складові починають функціонувати як взаємопов'язані елементи професійного становлення.

На четвертому, практичному етапі (7–8 семестри) здійснюється перехід до повноцінної вокально-педагогічної діяльності в умовах педагогічної практики. Викладач організовує навчальний процес як наближений до реальної вокально-педагогічної діяльності. Студенти виконують роль умовного викладача під час окремих фрагментів заняття: самостійно добирають і проводять розспівування, визначають вокальні труднощі навчального репертуару та пропонують способи їх подолання для інших здобувачів освіти. Викладач здійснює загальне керівництво, коригує педагогічні рішення студентів та акцентує увагу на точності методичних дій, логіці пояснень і вмінні працювати з групою. Така форма роботи забезпечує інтеграцію виконавських, аналітичних і педагогічних умінь, сприяє формуванню професійної самостійності та готовності до реальної роботи з вокальними колективами.

Студенти демонструють сформовані компетентності у роботі з вокальними колективами або навчальними групами. Перед практикою вони апробують вокально-методичні підходи у роботі з групою студентів класу сольного співу: добирають вправи для розспівування, визначають вокальні труднощі репертуару та моделюють способи їх подолання. У межах цього етапу розвивається здатність організовувати колективну вокальну діяльність, поєднувати індивідуальні та групові завдання, прогнозувати виконавські труднощі та застосовувати елементи педагогічного керівництва в ансамблевій взаємодії [5]. Саме на цьому рівні відбувається інтеграція

виконавського, аналітичного та педагогічного досвіду, що забезпечує формування цілісної професійної готовності майбутнього викладача вокалу.

Таким чином, упродовж навчання від 1 до 8 семестру відбувається послідовна трансформація професійного становлення студента-вокаліста: від опанування базових вокально-технічних навичок і формування первинної виконавської культури на початковому етапі — до розвитку аналітичного мислення, здатності до слухового спостереження та педагогічної рефлексії на проміжних етапах підготовки. На завершальному етапі студент переходить до усвідомленого моделювання вокально-педагогічного процесу, інтегруючи виконавський, аналітичний і методичний досвід у практичній діяльності. Така динаміка забезпечує послідовне ускладнення професійної діяльності та формування готовності до виконавської й педагогічної роботи в їхній єдності.

Запропонована модель індивідуально-групової форми вокальної підготовки забезпечує цілісність і поетапність формування професійних компетентностей студентів, оскільки створює умови для взаємопов'язаного розвитку вокального слуху, аналітичного мислення та педагогічних умінь у процесі ускладнення навчально-виконавської діяльності. Дослідження ґрунтується на узагальненні власного педагогічного досвіду викладання фахових дисциплін на кафедрі естрадного та вокально-хорового мистецтва факультету музичного мистецтва Рівненського державного гуманітарного університету. Це дало змогу виявити особливості організації вокальної підготовки та обґрунтувати доцільність запропонованої моделі індивідуально-групового навчання.

Висновки. Аналіз теоретичних підходів і узагальнення практичного досвіду показують, що вокально-виконавська діяльність є ключовим компонентом професійного становлення студентів мистецьких закладів і водночас основою їхньої підготовки до майбутньої педагогічної роботи.

У цьому контексті вона постає не як суто організаційний елемент навчання, а як цілісна модель професійного становлення майбутнього фахівця, що поєднує виконавський, аналітичний і педагогічний компоненти підготовки.

Традиційна система навчання у класі сольного співу, яка переважно орієнтується на індивідуальну форму роботи, забезпечує розвиток виконавських умінь, однак не повною мірою готує студентів до практичної діяльності викладача вокалу, зокрема до роботи з вокальними колективами. Впровадження індивідуально-групової форми навчання дозволяє поєднати вокально-виконавську підготовку з набуттям первинного педагогічного досвіду вже в умовах класу сольного співу. Запропонована поетапна структура (пропедевтичний, аналітичний, орієнтовно-діяльнісний і практичний

етапи) забезпечує поступовий перехід від виконавської діяльності до педагогічної практики та сприяє формуванню цілісної професійної готовності майбутнього викладача вокалу. У таких умовах розвиток вокального слуху, аналітичного мислення та педагогічних умінь відбувається взаємопов'язано, що посилює практичну спрямованість професійної підготовки.

Перспективи подальших досліджень пов'язані з розробленням методичного забезпечення індивідуально-групової форми навчання та вивченням можливостей її впровадження в різних типах мистецьких закладів і на різних рівнях професійної підготовки.

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ТРАНСФОРМАЦІЙНІ ПРОЦЕСИ У СФЕРІ ВОКАЛЬНОЇ МУЗИКИ КИТАЙСЬКОГО КІНЕМАТОГРАФА ДРУГОЇ ПОЛОВИНИ ХХ СТОЛІТТЯ

Анотація. Стаття присвячена дослідженню трансформаційних процесів у сфері вокальної музики китайського кінематографа доби культурних реформ другої половини ХХ століття. У центрі уваги – особливості оновлення музично-стильової системи китайського кіно в умовах суспільно-культурних змін періоду «реформ і відкритості», а також специфіка взаємодії національної музичної традиції, естрадної культури та західноєвропейських композиторських тенденцій. У статті розглянуто процес поступового переходу від ідеологізованих моделей вокальної кіномузики до нових жанрово-стильових форм, орієнтованих на посилення емоційно-драматургічної функції музичного компоненту у структурі фільму. Значну увагу приділено творчості режисерів «п'ятого покоління», зокрема Чжан Імоу, Чень Кайге та Тянь Чжуанчжуана, художня концепція яких ґрунтувалася на поєднанні національної культурної традиції із сучасними естетичними тенденціями світового кінематографа. Висвітлено особливості формування нового типу авторського кіно, у якому музика набуває важливого смислотворчого та драматургічного значення. Окрему увагу зосереджено на творчості композитора Чжао Цзіпіна, музика якого стала одним із провідних чинників оновлення китайської кіномузики кінця ХХ століття. Проаналізовано специфіку поєднання у його творчості фольклорних інтонацій, традицій китайської опери та принципів західно-європейського симфонізму. Визначено роль народнопісенних джерел, традиційних інструментів і тембрових рішень у формуванні художньої цілісності фільмів «Жовта земля», «Червоний гаолян», «Підніміть червоний ліхтар», «Жити» та інших. Доведено, що трансформації вокальної музики китайського кінематографа доби культурних реформ сприяли формуванню нової художньо-естетичної моделі китайської кіномузики, у якій поєдналися національна самобутність, авторська інтерпретація та сучасні тенденції світового мистецтва.

Ключові слова: китайський кінематограф, вокальна кіномузика, доба культурних реформ, режисери «п'ятого покоління», Чжао Цзіпін.

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TRANSFORMATIONAL PROCESSES IN THE FIELD OF VOCAL MUSIC IN CHINESE CINEMA IN THE SECOND HALF OF THE 20th CENTURY

Abstract. The article is devoted to the study of transformational processes in the sphere of vocal music in Chinese cinema during the cultural reforms of the second half of the twentieth century. The focus is placed on the peculiarities of renewing the musical and stylistic system of Chinese cinema under the socio-cultural changes of the "Reform and Opening-Up" period, as well as on the interaction between the national musical tradition, popular music culture, and Western European compositional tendencies. The article examines the gradual transition from ideologically oriented models of vocal film music to new genre and stylistic forms aimed at strengthening the emotional and dramatic function of the musical component within the structure of a film. Considerable attention is paid to the work of the "Fifth Generation" directors, particularly Zhang Yimou, Chen Kaige, and Tian Zhuangzhuang, whose artistic concepts were based on combining national cultural traditions with contemporary aesthetic tendencies of world cinema.

The study highlights the formation of a new type of auteur cinema in which music acquires important semantic and dramaturgical significance. Particular attention is devoted to the work of composer Zhao Jiping, whose music became one of the leading factors in the renewal of Chinese film music at the end of the twentieth century. The article analyzes the combination of folk intonations, traditions of Chinese opera, and principles of Western European symphonism in his works. The role of folk-song sources, traditional instruments, and timbral solutions in shaping the artistic integrity of the films Yellow Earth, Red Sorghum, Raise the Red Lantern, To Live, and others is determined. It is proved that the transformations of vocal music in Chinese cinema during the period of cultural reforms contributed to the formation of a new artistic and aesthetic model of Chinese film music, combining national originality, auteur interpretation, and contemporary tendencies of world art.

Keywords: Chinese cinema, vocal film music, cultural reforms period, "Fifth Generation" directors, Zhao Jiping.

Постановка проблеми. У другій половині XX століття китайський кінематограф зазнав суттєвих художньо-естетичних трансформацій, пов'язаних із суспільно-культурними змінами доби «реформ і відкритості». Одним із важливих компонентів цього процесу стало оновлення музичної мови кіно, зокрема сфери вокальної музики, яка поступово виходить за межі традиційних ідеологізованих моделей та набуває нових жанрово-стильових ознак. Вокальний компонент починає виконувати не лише ілюстративну чи емоційно-підсилювальну функцію, а й перетворюється на важливий елемент драматургії та художньої концепції фільму. У цей період відбувається активне переосмислення взаємодії національної музичної традиції, естрадної культури та західноєвропейських композиторських моделей, що сприяло формуванню нової системи музично-виражальних засобів і суттєво вплинуло на розвиток китайської кіномузики. Особливого значення набуває творчість режисерів «п'ятого покоління» та композиторів, які прагнули до синтезу традиційної китайської культури з сучасними художніми тенденціями.

Попри наявність окремих праць, присвячених китайському кінематографу, музичній культурі Китаю та проблемам авторського кіно, питання трансформації вокальної музики у китайських кінофільмах другої половини XX століття ще не отримало комплексного музикознавчого осмислення. Недостатньо дослідженими залишаються жанрово-стильові особливості вокальної кіномузики цього періоду, специфіка її взаємодії з драматургією фільму, а також роль національної пісенної традиції у формуванні нової художньої естетики китайського кінематографа кінця XX століття. Саме це зумовлює актуальність і необхідність подальшого дослідження означеної проблематики.

Аналіз останніх досліджень і публікацій. Проблематика трансформації вокальної музики китайського кінематографа доби культурних реформ перебуває на перетині музикознавства, кінознавства, культурології та синології. У сучасних наукових працях вона здебільшого розглядається не як окремий предмет дослідження, а у зв'язку з процесами оновлення художньої мови китайського кіно, формуванням нової естетики авторського кінематографа та змінами культурної парадигми Китаю другої половини XX століття. Особливу увагу дослідники приділяють питанням національної ідентичності, взаємодії традиційної культури із західними мистецькими моделями, а також ролі музики у створенні емоційно-смислового простору кінофільму.

Так, важливе значення для осмислення зазначеної проблематики має праця П. Кларка [2], у якій китайський кінематограф розглядається в контексті культурно-політичних процесів після 1949 року.

Окремі аспекти трансформації естетики китайського кіно висвітлено у дослідженні Рей Чоу [6], де увагу зосереджено на проблемах візуальності, національного образу та культурної репрезентації. Автор аналізує механізми формування нової художньої системи китайського кінематографа, у межах якої музичний компонент набуває не лише виражального, а й концептуального значення. Такий підхід є важливим для розуміння функцій вокальної музики у фільмах доби культурних реформ.

Помітне місце серед наукових досліджень посідає колективна праця за редакцією Шелдона Лу «Транснаціональне китайське кіно: ідентичність, національна самосвідомість, гендер» [4], у якій китайський кінематограф осмислюється крізь призму національної ідентичності, культурної пам'яті та міжкультурної взаємодії. Подібний підхід дозволяє трактувати вокальну музику як важливий носій історико-культурних смислів, пов'язаний із процесами художнього переосмислення традиції та формування нового типу кінематографічної естетики.

Проблеми оновлення китайського кінематографа в умовах постсоціалістичних культурних змін порушуються також у праці П. Піковіча та Їнцзіня Чжана [5]. Дослідники звертають увагу на посилення авторського начала, пошук нових художніх моделей та переорієнтацію китайського кіно на складнішу систему емоційно-психологічної та символічної виразності.

У дослідженні Дж. Лау [3] китайський кінематограф аналізується в контексті транскультурних процесів Східної Азії. Це дозволяє розглядати вокальну музику китайського кіно як явище, що формується під впливом одночасної взаємодії національної пісенної традиції, естрадної культури та західноєвропейських музичних тенденцій. Водночас аналіз наукової літератури засвідчує, що проблема трансформаційних процесів у сфері вокальної музики китайського кінематографа доби культурних реформ ще не отримала комплексного музикознавчого висвітлення. Недостатньо дослідженими залишаються жанрово-стильові зміни вокального компоненту, його взаємодія з драматургією фільму, а також роль музики у формуванні нової художньої естетики китайського кінематографа кінця XX століття.

Мета статті полягає у дослідженні трансформацій вокальної музики китайського кінематографа доби культурних реформ, висвітленні особливостей оновлення музично-стильової системи китайського кіно кінця XX століття, а також у визначенні ролі режисерів «п'ятого покоління» у формуванні нової художньої естетики китайської кіномузики.

Виклад основного матеріалу дослідження. Доба «реформ і відкритості», що розпочалася наприкінці 1970-х років, стала переломним етапом у розвитку китайського кінематографа та його музичної стилістики. У цей період вокальна музика в кіно поступово відходить від попередніх

ідеологізованих моделей та наближається до естрадної сфери, засвоюючи нові жанрові й інтонаційні принципи. Кінець XX століття виявився часом активного стильового оновлення, що сприяло формуванню сучасної моделі китайської кіномузики [8].

Важливу роль у цих процесах відіграло так зване «п'яте покоління» режисерів – нова генерація випускників Пекінської кіноакадемії, серед яких особливе місце посідають Чжан Імоу, Чень Кайге та Тянь Чжуанчжуан. Їхня творчість вирізнялася прагненням до авторського висловлювання, символічністю художньої мови та поглибленим психологізмом.

Значна увага приділялася підтексту, що спонукало глядача до активного осмислення екранного образу. Водночас митці активно зверталися до традиційної культури й історичної пам'яті Китаю, поєднуючи національні художні традиції з новими естетичними тенденціями. Це зумовило суттєві зміни у драматургії, системі персонажів, візуальній стилістиці та музичному рішенні фільмів.

Саме в цей період з'являються стрічки, які визначили новий образ китайського кіно на міжнародній арені, зокрема «Жовта земля», «Червоний гаолян», «Підніміть червоний ліхтар» та «Прощавай, моя наложнице».

Одним із найяскравіших представників цього покоління став Чжан Імоу. У його фільмах поєднуються історична достовірність, національний колорит і глибокий ліризм. Особливе значення режисер надає жіночим образам, через які розкриваються теми внутрішньої сили, духовної стійкості та людської трагедії. Творчість режисерів «п'ятого покоління» суттєво вплинула на подальший розвиток китайського кінематографа та його музичної естетики.

Поряд із творчістю Чжан Імоу вагоме місце у формуванні нової художньої парадигми китайського кінематографа посідають фільми Чень Кайге, у яких особливого значення набувають філософсько-психологічні аспекти осмислення людини та її внутрішнього світу.

Творчий стиль Чень Кайге вирізняється глибоким гуманістичним спрямуванням, увагою до естетики візуального образу та психологічної природи людини. У своїх фільмах режисер порушує проблеми особистісного самовизначення, взаємозв'язку людської долі з історичними й культурними обставинами, а також впливу традиційного світогляду на внутрішній світ особистості. Для його художньої манери характерні філософська заглибленість, емоційна напруженість і відчуття втраченої духовної гармонії між людиною, суспільством і природою. Водночас індивідуальний стиль митця формувався під впливом широкого культурного кругозору, ґрунтовної мистецької освіти та уваги до національної культурної спадщини [1].

Іншу художню модель репрезентує Тянь Чжуанчжуан, творчість якого тяжіє до філософської споглядальності та стриманої емоційності. Його раннім роботам властиві неквапливий розвиток драматургії, делікатне розкриття почуттів і зосередженість на внутрішньому світі персонажів. У подальших фільмах режисера посилюється психологічна проблематика та увага до духовних аспектів людського буття [1].

Показовою у цьому контексті є стрічка «На мисливських угіддях», у якій через образи монгольського народу, його побуту та природного середовища утверджується ідея гармонійної єдності людини, природи й духовного начала.

Натомість фільм «Конокрад» зосереджується на осмисленні взаємозв'язку людини з релігією та природним світом, поєднуючи психологічний вимір із проблемою базових екзистенційних потреб особистості.

Розглядаючи мистецькі здобутки режисерів «п'ятого покоління», варто окремо звернути увагу на творчість Чжао Цзіпін – одного з провідних композиторів китайського кінематографа доби «реформ і відкритості». Саме його музика звучить у таких знакових стрічках, як «Жовта земля», «Червоний гаолян», «Цзюй Доу», «Підніміть червоний ліхтар», «Цю Цзюй звертається до суду», «Прощавай, моя наложнице» та «Жити». Творчий стиль композитора формується на основі активного переосмислення фольклорних джерел, що надає його музиці виразного національного колориту та глибокої емоційної переконливості [7].

Однією з перших значних робіт митця у сфері кіномузики стала музика до фільму «Жовта земля». Композитор органічно інтегрує до звукової тканини стрічки інтонації народної пісенної традиції провінції Шеньсі, зокрема мелодику жанру «сіньтяньюй». Завдяки цьому музичний супровід не лише підкреслює драматургічний зміст картини, а й створює особливу атмосферу національного культурного простору.

Важливе смислове навантаження виконує «Пісня доньки», написана на слова Чень Кайге, яка набуває функції своєрідного лейтмотиву. Її м'яка, скорботна мелодика у поєднанні з тембрами традиційних інструментів (лушена, хуциня та народної сопілки) поглиблює психологічний вимір образів.

У фільмі «Червоний гаолян» композитор також активно спирається на фольклорну основу північних регіонів Китаю. Пісенні номери «Сестричко, сміливо йди вперед» та «Пісня Бахуса», створені на слова Чжан Імоу, розкривають енергію, внутрішню свободу та життєву стійкість персонажів. Особливої виразності музичним епізодам надає манера народного співу та мінімалістичний інструментальний супровід, побудований переважно на звучанні барабана й сурни, що посилює відчуття автентичності.

Показовою є й музична концепція стрічки «Підніміть червоний ліхтар», у якій Чжао Цзіпін звертається до традицій китайської опери. Композитор поєднує канонічні принципи національної театральної музики з нетиповими для того часу тембровими рішеннями, використовуючи жіночий хор, вокалізи, оркестрове звучання та ударні інструменти пекінської опери. Такий синтез сприяє формуванню цілісної музичної драматургії та надає саундтреку самостійної художньої цінності.

Особливе місце у творчості композитора посідає музика до фільму «Жити», де звучить відома пісня «Роки, мов вода». Працюючи над цією стрічкою, Чжао Цзіпін ґрунтовно досліджував традиції опери ціньцян та виражальні можливості народних інструментів банху й ерху. Завдяки цьому музика тонко передає емоційний стан героїв, відображаючи драматизм людської долі в контексті масштабних історичних змін. Натомість у стрічці «Цзюй Доу» композитор використовує стриману мелодику й приховане напруження ударних інструментів для створення атмосфери внутрішньої пригніченості та психологічного конфлікту персонажів [9].

Творчість Чжао Цзіпін демонструє органічне поєднання національних музичних традицій із досягненнями західноєвропейського композиторського мислення. У процесі творчої еволюції митець поступово розширює звичну систему оркестрового письма, активно вводячи до музичної тканини симфонічні інструменти та принципи академічного оркестрування. Показовим прикладом такого синтезу є музика до фільму «Прощавай, моя наложнице», де елементи пекінської опери взаємодіють із симфонічним звучанням, утворюючи багатошарову темброву палітру та своєрідний художній простір.

Подібний підхід ґрунтується на глибокому осмисленні специфіки китайської та західної музичних традицій. Якщо європейська музична культура тяжіє до масштабності, багаторівневості та складної драматургічної організації, то китайське мистецтво, подібно до каліграфії чи живопису ґохуа, акцентує увагу на лаконічності, внутрішньому просторі та виразності окремої інтонаційної лінії.

Саме поєднання цих різних естетичних систем зумовило формування оригінальної музичної мови композитора. Починаючи з 1980-х років, Чжао Цзіпін посідає провідне місце у китайській кіномузиці, значною мірою визначаючи напрями її подальшого розвитку. Важливо, що композитор не обмежується механічним використанням західних композиційних прийомів, а адаптує їх відповідно до національного культурного контексту. Особливого значення у його творчості набуває синтез симфонічного оркестру з інтонаційними та ритмічними моделями пекінської опери, що стало результатом глибокого вивчення обох мистецьких систем.

Художня концепція митця формувалася на основі ґрунтовної музичної освіти, широкого культурного світогляду та глибокого знання народної музичної традиції Китаю. Композитор детально досліджував жанри й стильові особливості фольклору різних регіонів країни, а також специфіку традиційного музичного театру.

Саме тому його кіномузика вирізняється високим рівнем драматургічної цілісності та тонким відчуттям взаємодії музики з візуальним образом. Завдяки здатності органічно поєднувати традиційне й сучасне, національне й універсальне, Чжао Цзіпін суттєво оновив художню мову китайської кіномузики. Його творчість стала важливим орієнтиром для наступних поколінь композиторів, а сформовані ним принципи музичного мислення й сьогодні залишаються актуальними для розвитку китайського кінематографа.

Таким чином, режисери «п'ятого покоління» не лише продовжили окремі художні тенденції своїх попередників, а й суттєво переосмислили саму природу кіномистецтва, зосередивши увагу на виражальних можливостях екранної мови. Одним із провідних принципів їхньої творчості стало прагнення до гармонійної взаємодії візуального образу, драматургії та музичного компоненту. У результаті кінематограф починає розглядатися не як сукупність окремих технічних або сюжетних елементів, а як цілісна художня система, у якій кожний компонент виконує важливу смислотворчу функцію.

Кожен із представників цього напряму сформував власний індивідуальний стиль, що вирізнявся новизною художнього мислення та відмовою від усталених шаблонів. Фільми режисерів «п'ятого покоління» порушували широке коло філософських і соціокультурних проблем, серед яких особливе місце посідали питання сенсу людського буття, взаємин особистості й суспільства, впливу історичних та культурних обставин на формування людської свідомості.

Значної уваги набували теми історичної пам'яті, національної ідентичності, духовної кризи та внутрішнього конфлікту людини в умовах соціальних трансформацій. Водночас режисери прагнули відійти від прямолінійного ідеологічного трактування дійсності, характерного для попереднього періоду розвитку китайського кіно. Їхні картини тяжіли до символічності, багатозначності художнього образу та поглибленого психологізму.

Важливу роль починає відігравати підтекст, який спонукає глядача до активного осмислення побаченого та самостійного інтерпретування художніх смислів. Саме тому фільми цього періоду вирізняються складною образною структурою та високим рівнем емоційно-філософського узагальнення.

Увага митців була спрямована не лише на сюжетну лінію чи систему персонажів, а й на найтонші елементи кіномови – особливості операторської роботи, кольорову палітру кадру, ритм візуального розвитку та специфіку музичного оформлення тощо. Візуальна стилістика фільмів часто набувала самостійного художнього значення, а музика переставала бути лише фоновим елементом, перетворюючись на важливий драматургічний чинник.

Через темброві, інтонаційні та ритмічні характеристики музичний компонент підсилював емоційний зміст сцени, поглиблював психологічний стан персонажів та формував цілісну атмосферу екранного простору. Саме у цей період режисер остаточно утверджується як головний автор художньої концепції фільму. Він бере безпосередню участь у формуванні драматургії, доборі тематики, створенні візуального стилю та визначенні емоційно-смислових акцентів картини.

Такий підхід зумовив становлення нової моделі авторського кіно, у якій режисерська інтерпретація стає провідним чинником художньої цілісності твору.

Суттєвих змін зазнала й музична складова китайського кінематографа. Композитори дедалі активніше зверталися до синтезу традиційної китайської музики з елементами західноєвропейського симфонізму, що сприяло оновленню інтонаційно-стильової системи кіномузики. Використання народнопісенних інтонацій, традиційних інструментів та елементів пекінської опери поєднувалося із сучасними оркестровими прийомами, створюючи новий тип музичного мислення у сфері кіномистецтва.

У підсумку творчість режисерів «п'ятого покоління» стала одним із найважливіших явищ китайської культури другої половини XX століття. Саме вони сприяли формуванню нової художньої естетики китайського кіно, яка поєднала національну традицію, авторське бачення та сучасні тенденції світового кінематографа. [8].

Подібний підхід сприяв становленню китайського авторського кіно нового типу, у якому всі компоненти кінематографічної мови підпорядковуються єдиному художньому задуму.

Водночас творчість «п'ятого покоління» відкрила китайському кінематографу шлях до міжнародного визнання. У цих фільмах органічно поєдналися національна культурна традиція, поетика повсякденності та глибокий соціально-психологічний зміст. На екрані постають образи традиційного китайського середовища: природні пейзажі, народні звичаї, театр тіней, пекінська опера тоощо, поряд із драматичними історіями звичайної людини, яка переживає складні історичні та суспільні потрясіння.

Саме художня переконливість, емоційна глибина та оригінальність кіномови забезпечили фільмам цього напряму успіх на провідних

міжнародних кінофестивалях у Каннах, Берліні та Венеції. Феномен «п'ятого покоління» став предметом активного обговорення як у китайському, так і в зарубіжному мистецтвознавстві, актуалізувавши дискусії щодо співвідношення художньої цінності кіномистецтва, національної ідентичності та процесів комерціалізації культури.

Загалом еволюцію вокальної музики китайського кінематографа XX століття доцільно розглядати крізь призму кількох історичних етапів, серед яких особливе значення мають останні десятиліття минулого століття. Саме цей період став переломним у процесі переходу від академічної вокальної традиції та класичних форм музичного оформлення до активного поширення естрадної стилістики. Подібні зміни суттєво вплинули як на художню структуру кіномузики, так і на функції вокального компоненту у драматургії фільму.

Для попередніх етапів розвитку китайської кіномузики характерним було широке використання лейтмотивного принципу, а також чітка орієнтація виконавців на академічну або народну манеру співу. Така специфіка значною мірою відрізняла китайську кіномузику від західної моделі, у якій подібне стильове розмежування не мало настільки вираженого характеру.

Водночас розвиток вокальної музики у кінематографі відбувався паралельно з еволюцією національної пісенної культури, що зумовило появу спільних художніх тенденцій та інтонаційно-стильових змін.

Поступове посилення естрадного напряму призвело до трансформації функцій саундтреку: музика дедалі частіше втрачала самостійне драматургічне значення, перетворюючись переважно на елемент масової музичної культури та допоміжний компонент екранної дії.

Саме тому сучасний естрадний тип вокального супроводу у китайському кіно потребує окремого музикознавчого осмислення й може стати перспективним напрямом подальших досліджень.

Висновки. Доба культурних реформ стала переломним етапом у розвитку китайського кінематографа та його музичної культури. У цей період вокальна музика поступово відходить від попередніх ідеологізованих моделей, набуваючи нових жанрово-стильових ознак і активно взаємодіючи з естрадною сферою, західноєвропейськими композиторськими тенденціями та національною пісенною традицією. Це сприяло формуванню нової художньо-естетичної моделі китайської кіномузики, у якій музичний компонент перетворюється на важливий елемент драматургії та смислової організації фільму.

Важливу роль у процесах оновлення китайського кінематографа відіграли режисери «п'ятого покоління», чия творчість характеризується

посиленням авторського начала, символічністю художньої мови, філософсько-психологічною заглибленістю та прагненням до синтезу традиційної культури із сучасними мистецькими тенденціями.

Окреме місце у процесах оновлення китайської кіномузики належить творчості Чжао Цзіпіна, який сформував оригінальну музичну мову, засновану на поєднанні фольклорних інтонацій, традицій китайської опери та принципів західноєвропейського симфонізму. Композитор органічно інтегрував народнопісенні джерела, тембри традиційних інструментів та елементи пекінської опери у структуру сучасної кіномузики, що забезпечило її виразний національний колорит і драматургічну цілісність.

У результаті дослідження встановлено, що трансформаційні процеси у сфері вокальної музики китайського кінематографа другої половини XX століття зумовлені складною взаємодією соціокультурних змін, національної художньої традиції та нових естетичних орієнтирів світового кіномистецтва. Саме це сприяло формуванню нового типу музичного мислення у китайському кіно, який поєднав національну самобутність із сучасними художніми тенденціями.

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